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ABSTRACT

Each year the New Mexico State Department of Education and the state's 88 school districts publish report cards that provide information on the operation and performance of the schools and characteristics of its students. This report is the state-level report card, providing narrative and statistical information on an array of educational indicators. Student enrollment has increased to 315,278 students in 1992-93, an increase of 4.3% over that of 1990-91. Percentages of Hispanic American and Native American students have increased, as the Anglo American population has declined. While many school districts scored well above national averages on standardized tests, in most areas statewide performance was slightly below national averages. Student indicators reported include enrollment trends, ethnicity, graduates, and dropouts. Student achievement indicators include results of the New Mexico Portfolio Writing Assessment, the New Mexico Achievement Assessment, the ACT Assessment, the New Mexico High School Competency Examination, and the Reading Assessment (grades 1 and 2). Financial indicators define revenue and expenditures. Eighteen tables and 11 figures present data on the schools and students. (Contains 14 references.) (SLD)

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New Mexico State Department of Education **THE NEW MEXICO ACCOUNTABILITY REPORT 1992-93**

ED 378 215

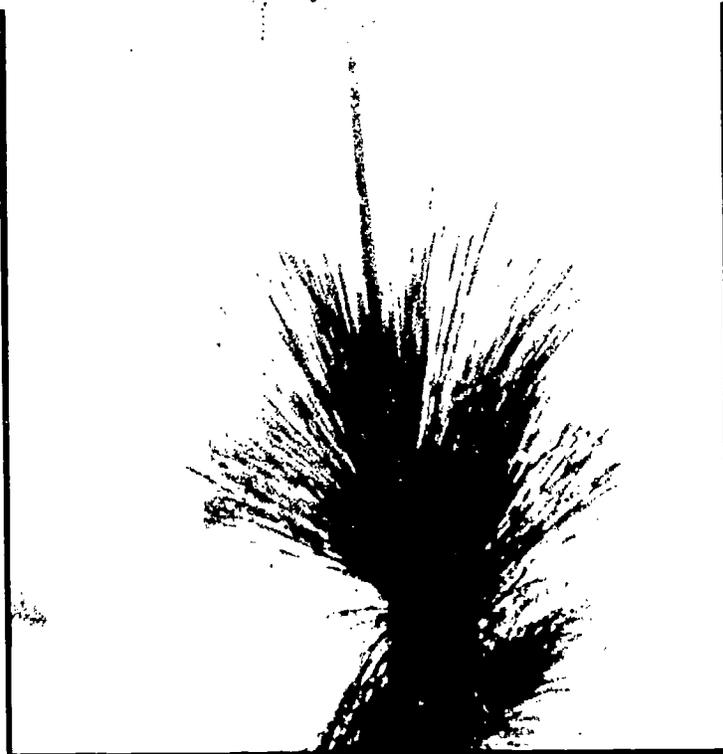
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New Mexico State
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**THE NEW MEXICO
ACCOUNTABILITY REPORT
1992-1993**

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November 1993

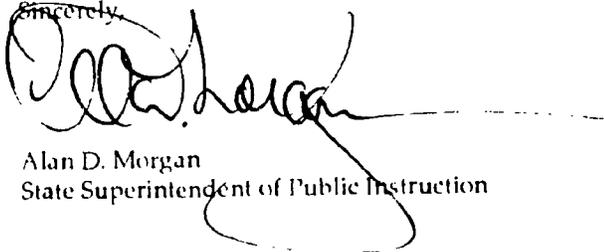
To All New Mexicans:

Once again, the New Mexico State Department of Education is pleased to offer for your examination *The New Mexico Accountability Report*. In its fourth year of publication, the *Report* has been expanded in an effort to provide a more in-depth picture of our public schools. Included is an invitation from the New Mexico State Board of Education for all of us to work together, united under a single vision, to improve education for every child.

This latest report contains a variety of information—descriptions of special interest programs, student trends, achievement and financial data—along with the results of the third Quality of Education Survey. All is presented in the hope that you will take the time to review the contents carefully as a prelude to active and meaningful participation in the process of insuring that the system of education available to the youth of New Mexico is the very best possible. In that light, you are encouraged to visit any school in any district in New Mexico. Talk to the students and the staff. They are the ones who can give you insight into what the numbers truly mean.

Thank you for your continuing interest in the progress of our children. They are without a doubt the most precious resource we have.

Sincerely,



Alan D. Morgan
State Superintendent of Public Instruction

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EXECUTIVE SUMMARY

Each year, the New Mexico State Department of Education and each of the 88 local public school districts in New Mexico publish "report cards" that provide information on the operation and performance of our schools and our students. These "report cards" are required under New Mexico law (Section 22-1-6, NMSA) and are intended to inform parents, citizens and public officials as to the status and progress of public education in our communities and our State.

The New Mexico Accountability Report is the state level "report card" published each year by the New Mexico State Department of Education. This report provides narrative and statistical information on an array of educational indicators—items of information on the strength and performance of public education in New Mexico. These indicators include enrollment trends, funding and expenditure levels, graduation and college bound statistics, specialized program support and participation levels, as well as student performance and achievement information. These data are presented for each of our 88 public school districts, and where possible, three years of information are provided.

Public education in New Mexico continues to grow, improve, and meet the changing needs of our students and communities. Over the past three years, our student enrollment has grown from 301,885 students during the 1990-91 school year to 315,278 students in 1992-93, an increase of 4.3 percent. Special Education led enrollment growth with a 1990-91 to 1992-93 expansion of 11.5 percent, followed by secondary education (grades 7-12) and elementary education (grades K-6) growing at rates of 5.2 percent and 2.7 percent respectively. The past three years have also seen a continued shift in the ethnic makeup of our student population, with increases in the percent of Hispanic and Native American students and decreases in our Anglo population. For the 1992-93 school year our student population was 40.8 percent Anglo, 45.8 percent Hispanic, 10.2 percent Native American, 2.3 percent African American, and 0.9 percent Asian.

The last three years also saw improvements in our students' performance and in our abilities to measure that performance. During the 1990-91 school year, 74.9 percent of our tenth grade students passed all parts of the New Mexico High School Competency Exam on their first attempt. By 1991-92, that percentage had increased to 76.0 percent and in 1992-93 the percentage increased to 84.1 percent. In 1991-92, the Iowa Test of Basic Skills was used for the first time to measure the academic performance of third, fifth, and eighth grade students. Many of our school districts scored well above national averages. In most areas our statewide student performance was slightly below national averages.

Over the past three years, the amount of the appropriation from the State General Fund to the public schools has increased; however, the percent of the appropriation has decreased from 48.25 percent in 1990-91 to 47.30 percent in 1992-93. Additionally, New Mexico teachers did not keep pace with regional educators in terms of average teachers' salaries. From 1990-91 to 1992-93, New Mexico average returning teachers' salaries increased from \$25,753 to \$26,451, an increase of 2.71 percent. Salaries for the region in the same timeframe increased from \$27,781 to \$29,312, an increase of 5.51 percent.

CONSOLIDATING INITIATIVES FOR TOMORROW'S EDUCATION

"Para educar al niño se necesita todo el pueblo."

In September 1992, the New Mexico State Board of Education established *Consolidating Initiatives for Tomorrow's Education (CITE)—A Student Centered Policy Framework for System-wide Educational Change in New Mexico*. In its opening challenge, the Board emphasizes that "CITE [both] empowers the local community and the citizens of New Mexico to join with the State Board in finding new and better ways for students to reach their potential . . . [and] affirms the leadership and developmental role of the State Board . . ." (CITE, p. 2.)

Recognizing that improvements to New Mexico's public schools have already taken place, the Board affirms that even greater strides can be made through the medium of a single, focused vision:

The power of CITE lies in sharing a common vision of desired end results. Although CITE represents the consensus of many educational stakeholders, it is not intended to be the final word in bringing improvements to the educational system. Lasting improvements will require ownership by New Mexicans, and obtaining such ownership requires involvement. Therefore, in September 1992, the State Board initiated a comprehensive and inclusive process to involve New Mexicans in helping to identify educational initiatives to achieve the CITE goals. In addition, the State Board and the State Department of Education collaborated with other stakeholders in using the CITE Policy Framework to develop action plans, which define the activities, outcomes, and measurement criteria necessary to implement the CITE goals and initiatives. These efforts chart a road map for education upon which there is broad consensus among New Mexicans. Parents and families, legislators, business people, and the education professionals of our state can and will work together to meet the educational demands of our complex modern world.

CITE is uniquely a New Mexico effort that builds upon our strengths as a state while guiding our paths to the future—what we must do so that all students are challenged to reach their potential and the education of all students becomes the mission for all New Mexicans. (CITE, p. 3.)

To underscore the importance of education in all of our lives, the Board has issued a challenge to the citizens of New Mexico to join in an exciting enterprise—the journey to achieve the CITE vision, mission, and goals.

The following sections detail the Board's vision, mission, and goals as well as the specific components of the CITE policy framework. To explore the CITE concept further, the interested reader may obtain a copy of *Consolidating Initiatives for Tomorrow's Education (CITE)—A Student Centered Policy Framework for System-wide Educational Change in New Mexico* from the Educational Planning Services Unit, New Mexico State Department of Education, 300 Don Gaspar, Santa Fe, New Mexico 87503.

Vision

The State Board of Education, by authority of the New Mexico State Constitution, sets policy and direction for the education of all students in New Mexico. We believe that education must challenge all students to reach their potential and must involve all citizens of the state. (*CITE*, p. 4.)

Mission

The State Board of Education, through its Constitutional duties and responsibilities, affirms that the primary purpose of schools in New Mexico is to provide equal educational opportunities for all students. The purpose of schools, therefore, is to guarantee that students reach their full potential by mastering learning skills and knowledge and by acquiring desirable personal qualities and values.

The State Board of Education believes that local control and direction will best accomplish the shared responsibility and leadership necessary for the effective and efficient use of public and private resources and for the continuing involvement of parents and communities in the educational process.

This mission will be carried out by the policy leadership of the State Board of Education through the State Department of Education. (*CITE*, p. 5.)

Goals

The State Board of Education considers a student to be an individual who is involved in lifelong learning by participating in preschool through adult educational and vocational rehabilitation opportunities and services. The goals are listed in sequential order to demonstrate and help clarify the linkages between goals.

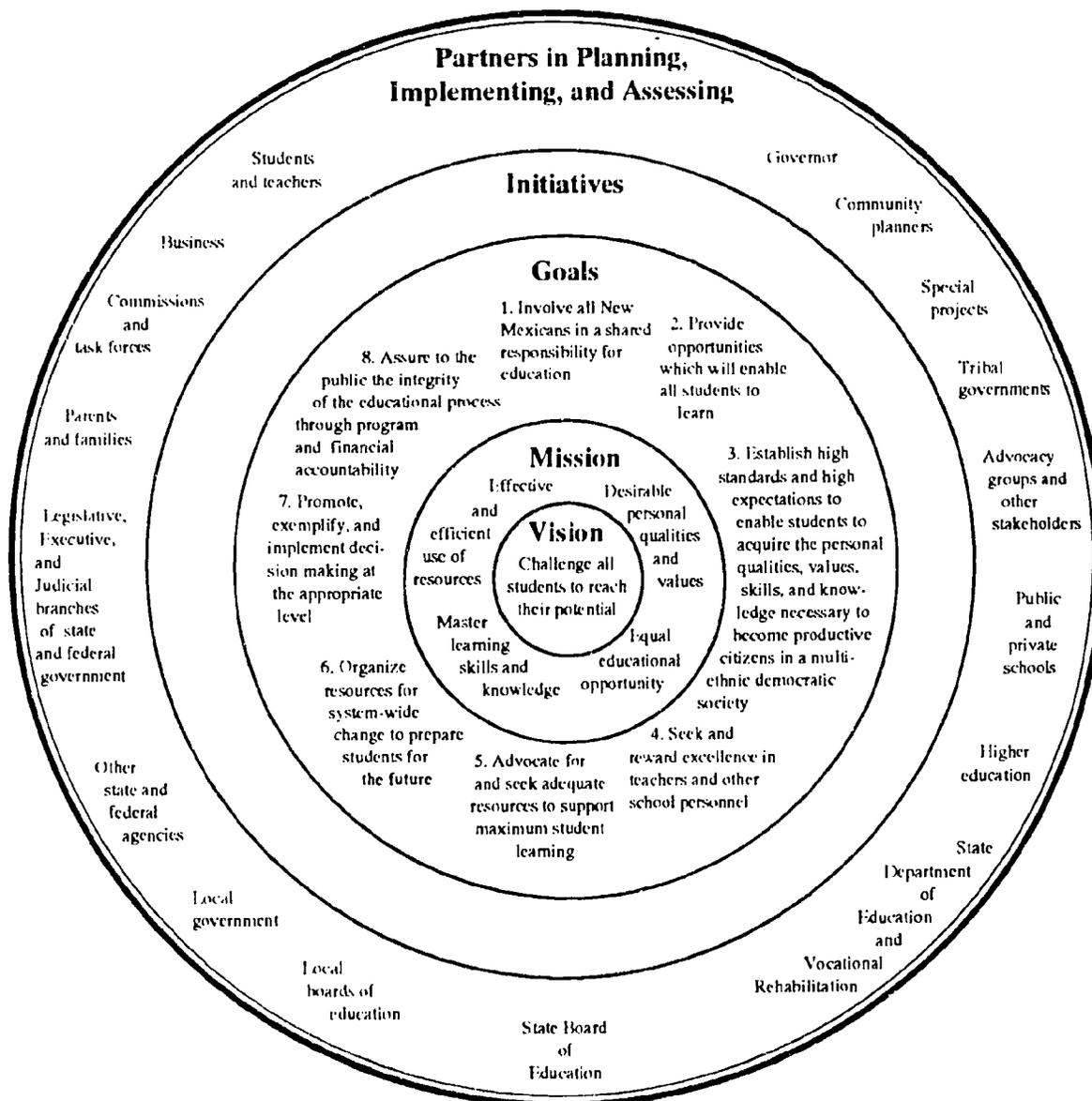
Two important processes began in September 1992. First, the State Board of Education initiated a series of community meetings to involve New Mexicans in helping to identify educational initiatives to achieve the *CITE* goals. And second, the State Department of Education used the *CITE* Policy Framework to develop an Agency Management Plan, which defines activities, outcomes, and measurement criteria necessary to implement the *CITE* goals and initiatives.

- Goal 1: Involve all New Mexicans in a shared responsibility for education
- Goal 2: Provide opportunities which will enable all students to learn
- Goal 3: Establish high standards and high expectations to enable students to acquire the personal qualities, values, skills, and knowledge necessary to become productive citizens in a multiethnic democratic society
- Goal 4: Seek and reward excellence in teachers and other school personnel
- Goal 5: Advocate for and seek adequate resources to support maximum student learning
- Goal 6: Organize resources for system-wide change to prepare students for the future
- Goal 7: Promote, exemplify, and implement decision making at the appropriate level
- Goal 8: Assure to the public the integrity of the educational process through program and financial accountability

(*CITE*, pp. 6-7.)

CITE Policy Framework

Below is a graphic display of CITE – A Student Centered Policy Framework for System-wide Educational Change in New Mexico. Beginning from the center, the concentric circles represent increasing degrees of detail describing the focus on striving to reach the vision. Imagine that each of the individual rings can rotate. For example, many educational initiatives are designed to help achieve more than one goal. The outer ring begins to identify those in the education community who will be part of planning, implementing, and assessing initiatives – a continuous process of improvement.



OVERVIEW

The New Mexico State Department of Education VISION STATEMENT

The New Mexico State Department of Education believes the education of *all* students must become the mission for *all* New Mexicans. We believe education must challenge *all* students to reach their potential.

Alan D. Morgan
State Superintendent of Public Instruction

Educational Indicators

Educator Jeannie Oakes has defined an educational indicator as "a statistic about the educational system that reveals something about its performance or health." The identification of appropriate indicators of the status or "health" of an educational system is a relatively new endeavor. A recent RAND study suggested that indicators cover three broad classes: **inputs**, which include such data as fiscal, material, and other resources, teacher qualifications, and student background; **processes**, such as school context and organization indicators, curriculum, teaching quality, and instructional quality; and **outputs**, such as student achievement, participation, attitudes, and aspirations (Shavelson et al., 1989).

Legislation was passed in April 1990 that identified certain educational indicators for New Mexico schools and required both individual school districts and the State Department of Education to report on these indicators. The educational indicators required by the legislation are:

- Enrollment Statistics
- Advanced Placement Enrollment Statistics
- Total Expenditures per Pupil (3 years)
- Total Administrative Expenditures per Pupil (3 years)
- Average Teacher Salary (3 years)
- State Mandated and College Entrance Test Scores (3 years)
- Participation in the New Mexico Scholars Program
- Percentage of Graduating Class Applying to Colleges
- Dropout Rate (3 years)
- Percentage of 12th grade seniors who graduate (3 years)
- Percentage of 9th grade freshmen plus transfers (9-12) who graduate
- Percentage of Students in Federally Funded Programs
- Percentage of School Budget Expended on Federal Programs

The legislation also requires districts to be ranked statewide on those indicators requiring a three year report, and state and national means or medians are given for comparative purposes when appropriate. For all items except the norm referenced state mandated and college entrance examinations, a simple ranking is used.

Legislation passed in 1991 appended a Quality of Education Survey to be sent home with students to survey parental attitudes toward their child's education.

Ranking

A simple statistical ranking is similar to the ranking of your favorite sports team during the season. Schools, therefore, like baseball teams, may find themselves tied for, say, first place or third place with another school. If a school ties with another school, both schools will receive the same rank. For instance, if four schools have the following scores respectively: 30, 25, 25, 19 --then the four schools would be ranked, respectively--1, 2, 2, and 4. Note there is no "third place" ranking, because school number 2 and school number 3 had the same score.

However, the reader should approach the interpretation of these rankings with caution, especially when looking at percentages in small districts. For instance, the Dora district began the 1992-93 school year with seven seniors, six of whom graduated, giving Dora a "graduation rate" of 85.7 and a ranking of 77 out of the 88 districts, but the Cloudercroft district began the year with 32 seniors, of whom 31 graduated. Because of the larger numbers, Cloudercroft had a "graduation rate" of 96.9 and a ranking of 31 out of the 88 districts. Similarly, House graduated 5 out of 5 seniors beginning the school year, thus tying for first out of 88 districts.

For the norm referenced (standardized) examinations (ITBS and ACT), the districts' simple rankings are presented within clusters, or groupings, of similar school districts. Districts are then ranked within their respective cluster. Based on national research, the districts were clustered or grouped about five variables by the State Department of Education: *district enrollment size, district student mobility rate, district percentage of students in the USDA Free and Reduced Lunch Program, district percentage of students classified as Limited English Proficiency (LEP), and the district percentage of adults 25 years of age or older who graduated college.* Six clusters of similar districts were identified using the Ward's Minimum Variance procedure (SAS, 1985):

Albuquerque	Animas	Bernalillo	Dexter	Chama	Alamogordo
Artesia	Capitan	Central	Estancia	Cuba	Aztec
Belen	Carrizozo	Cobre	Floyd	Dulce	Carlsbad
Bloomfield	Cimarron	Deming	Fort Sumner	Hatch	Clovis
Gadsden	Clayton	Espanola	Hagerman	Hondo Valley	Farmington
Las Cruces	Cloudercroft	Gallup-McKinley	Jal	Jemez Mountain	Hobbs
Las Vegas City	Corona	Grants-Cibola	Lake Arthur	Jemez Valley	Moriarty
Los Alamos	Des Moines	Lordsburg	Loving	Las Vegas West	Roswell
Los Lunas	Dora	Magdalena	Maxwell	Mesa Vista	Ruidoso
Lovington	Elida	Questa	Tatum	Mora	Truth or
Pojoaque	Eunice	Santa Rosa	Texico	Mosquero	Consequences
Portales	Grady	Tularosa		Mountainair	
Santa Fe	House	Vaughn		Pecos	
Silver City	Logan			Penasco	
Socorro	Melrose			Raton	
Taos	Quemado			Springer	
Tucuman	Reserve			Wagon Mound	
	Roy			Zuni	
	San Jon				

While cluster analysis is used in this report only to report the norm referenced (standardized) tests, the reader will want to bear in mind these similar districts when looking at other indicators, such as graduation rate.

Finally, it is more important to compare changes in the actual test score rather than the ranking. A district may be ranked low, yet still fall within the acceptable range of plus or minus one standard deviation from the mean (average).

History of the New Mexico Accountability Report

All public education is accountable to its public and elected officials; however, public report cards for each district did not become a matter of policy until October 1985 when the State Board of Education approved for public review the Building Excellent Schools Team (BEST) Plan. The BEST Plan included over 30 goals for the improvement of pupil learning, teacher and instructional quality, school administrators and the school community, and state leadership.

In 1987, the *Consolidating Initiatives for Tomorrow's Education (CITE) Plan* continued many of the initiatives found in the BEST Plan but now became the working document for reporting State Board of Education goals and progress toward those goals. The first adopted CITE Plan was developed for 1987-1990; the 1990 edition included goals for 1990-1993. In September 1992, a new evolution of CITE was adopted by the State Board. Called *Consolidating Initiatives for Tomorrow's Education: A Student Centered Policy Framework for System-wide Educational Change in New Mexico*, the current document is intended to support a "comprehensive and inclusive process" that will involve all New Mexicans in building consensus on the best approaches to educating the children of this state.

Senate Bill 738 (Section 22-1-6, NMSA) was passed on April 6, 1989, and required school districts to publish an Annual School District Accountability Report in a local newspaper. SB-738 required districts to publish Mission and Goals, Student Information, a section Of Special Interest, Financial Information, and an Invitation for the public to participate in the educational process. Finally, districts were required to "compare district, state, and national data whenever appropriate"

House Bill 4, passed during the 1990 Special Legislative Session, superseded SB-738, requiring districts to report additional information and providing for a statewide accountability report to be published by the State Department of Education based on the educational indicators listed on page 1.

House Bill 721 passed the 1991 Legislative Session. This bill appends a parental survey to the *Accountability Report* and the districts' report cards. Ten questions developed by the NMSBE are aggregated in this report. Each district is required additionally to report 10 survey questions, no more than five of which are developed by the local school board and five of which are developed by local school teachers and administrators. Local results will be published in the districts' own report cards.

Standards for Excellence

On November 26, 1991, the State Board of Education adopted the "Standards for Excellence for New Mexico Schools" with the provision that districts could choose to follow either the new standards or the "Educational Standards for New Mexico" in pursuing accreditation. The Standards for Excellence were the product of a statewide committee appointed by the State Board and charged to develop a document of ten pages or less that "should address specifically how schools should be accountable for defining, addressing, and evaluating outcomes for all students." In support thereof, student competencies as well as assessment procedures had to be revised. The social studies competencies were the first to be completed and adopted by the Board.

During the 1991-92 school year --and using the social studies framework as their model-- statewide work groups analyzed and revised the student competencies in the areas of employability, health, interscholastic activities, language arts, mathematics, modern and classical languages, music, physical education, science, and visual arts. Following that work and an extensive review, the frameworks were adopted by the State Board of Education during its August 1992 meeting.

The frameworks are intended to provide the structure, or skeleton, upon which local curricula are built. Each curriculum framework enables districts/schools to evaluate their current program, determine what is successful, and identify and address gaps in the program. The framework serves as a guide to assist educators in planning and coordinating what will be taught within a K-12 program. Ultimately, these frameworks will lead students toward the achievement of the Standards for Excellence.

New Mexico Third Annual Progress Report on Education

In 1991, Governor Bruce King issued *The New Mexico Progress Report on Education* detailing the state's efforts toward achieving the six national educational goals established by President George Bush and the state governors at the 1989 Education Summit. This September, the *New Mexico Third Annual Progress Report on Education* was released.

Once again, Governor King has initiated a variety of activities designed to help the state achieve its educational objectives in pursuit of the national goals:

- The Governor's Office and the State Superintendent of Public Instruction have jointly created New Mexico Systemic Change in Education Advisory Committee to serve as an advocate and Facilitator for systemic change in New Mexico.
- High school students from throughout New Mexico participated in the Governor's Youth Education Summit in April 1993.
- The Governor's Business Executives for Education are continuing their efforts to provide support to schools in initiating total quality management principles in education based on community-identified needs.
- The New Mexico Communities in Schools Project (NMCIS), now operating out of the Children, Youth and Families Department, designs and implements more effective school-human services collaborative efforts to improve the success of at-risk students and their families.
- The Children, Youth and Families Department is implementing new service delivery strategies which will enhance the lives of children in all areas.
- The Governor's Office, the State Department of Education, and the Department of Health have sponsored two regional conferences for 16 New Mexico communities.
- The New Mexico communities in Schools Project (NMCIS) continues to function in four communities, with an additional four communities in the planning stage.
- Focus on improving math and science education in New Mexico schools through the Systemic Initiative in Math and Science Education continues.
- The Committee Advocating Resources and Enrichment (CARE) for Children continues to develop plans and recommendations focused on the pre-school years, so that children can start ready for school success.
- The Governor's Substance Abuse Prevention Task Force focus state efforts to make schools and their communities drug-free.

(Progress Report, p. 1-2)

Five complementary initiatives begun by the State Department of Education are also cited:

- The State Board of Education continues to expect all New Mexico graduating seniors to be competent in two languages by the year 2000. . . .
- Among the states New Mexico has been a leader in the school restructuring movement. Within that framework, the RE:LEARNING Program has been a primary vehicle for change. The restructuring concept is based on the belief that systemic school reform is needed in order for all students to be able to use their minds well, and to be decision-makers, team members, good communicators and knowledgeable about important matters. Over fifty local schools within New Mexico are currently participating Seventeen additional schools are involved in the RE:Learning process with support from the Noyes Foundation.
- A commission appointed by the State Board of Education developed Standards for Excellence, which have been adopted as a state board regulation. Implementation is beginning. These standards define the expected outcomes for all students in New Mexico in those schools operating at a level of excellence. . . . [and] now form a basis for school accountability based primarily on elements which support student learning. The goal now is that schools be accredited by the Standards of Excellence and accompanying components.
- As part of statewide long-range planning and policy development, the State Board of Education is conducting community meetings to identify actions to improve the future of education in New Mexico.

(Progress Report, pp. 3-4)

Quality of Education Survey

Senate Bill 721, passed by the 1991 New Mexico Legislature, appended a Quality of Education Survey to the *Accountability Report*. The Quality of Education Survey was not designed as a scientific survey based on probability but rather as a site-level census. This means the Quality of Education Survey results are most valid at the site (school) level and are a reflection only of those parents choosing to respond (28.8%). In addition, some parents with more than one child returned only a single survey form with multiple responses per question. Finally, because standard sampling techniques were not emphasized, generalizations based on data aggregated statewide should be approached with caution. With that in mind, in all cases the percentage of respondents agreeing with the statement exceeded the percentage disagreeing. For items 2, 3, 4, 6, and 7, over 80 percent were in agreement, while for items 1, 5 and 10 over 70 percent were. The highest negative response was to item 9 with which 30.5 percent disagreed; however, 56.6 percent were still in agreement. (See Table 1.)

TABLE 1
QUALITY OF EDUCATION SURVEY RESULTS

1992-93

Total number of surveys sent home with students: 294,789
Total number of surveys returned: 84,852 (28.8%)
Total number of districts reporting: 87

PERCENT RESPONDING

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
1. The schools build my child's self-esteem.	18.2%	61.5%	10.8%	3.6%	5.8%
2. The school personnel in this community are well-qualified for their jobs.	19.5%	60.6%	7.9%	2.5%	9.4%
3. Teachers set expectations which challenge my child.	21.1%	60.7%	10.0%	2.8%	5.3%
4. The school offers classes that meet my child's needs.	20.3%	62.4%	10.2%	3.3%	3.8%
5. The schools in this community should be required to use standard national tests to measure the academic achievement of students.	22.6%	50.0%	11.8%	5.5%	10.2%
6. School personnel encourage me to participate in my child's education.	24.2%	56.7%	12.1%	3.9%	3.1%
7. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	30.0%	54.0%	9.7%	3.4%	2.9%
8. The school put adequate resources into extracurricular activities.	12.1%	49.2%	17.3%	7.7%	13.7%
9. My child has adequate supplies.	10.4%	46.2%	20.0%	10.4%	13.0%
10. My child's school building is in good repair.	16.1%	55.8%	12.0%	6.0%	10.1%

OF SPECIAL INTEREST IN NEW MEXICO SCHOOLS

The 1993 Legislature appropriated a total of \$3,277,500 for Special Projects to the State Department of Education. Categorical in nature, the following projects were funded outside of the formula used to determine operational program costs.

CONTINUATION PROJECTS:

1. **ANGELITAS PROGRAM:** The program provides career and college planning information, counseling services, financial aid planning, preparation for test-taking, skill-development sessions, and summer college placement opportunities. Target population: Minority high school students. Participating schools: Gadsden, Oate, Las Cruces, Mayfield, and Hatch High Schools.
2. **CAREER INFORMATION SYSTEM:** The program provides educational/career information to secondary schools for use in counseling students through the Guidance Information System Computer Network. The program is administered by the New Mexico State Occupational Information Coordinating Committee. Target population: High school students. Participating schools: 75 high schools statewide.
3. **INDIAN EDUCATION FOR EXCELLENCE:** The purpose of the program is to develop model programs, conduct research, and provide technical assistance to school districts and tribal governments relative to the educational issues of Native American students in New Mexico. Target population: Native American students. Participating schools: 22 public school districts serving Native American students.
4. **LAW RELATED EDUCATION:** The purpose of the program is to promote innovative citizenship education through the development and dissemination of educational materials, training teachers in law-related educational techniques, and the annual mock trial competition. The project is administered by the New Mexico Bar Foundation. Target population: 350 teachers and administrators of mid high and high schools and students in grades K-12. Participating schools: 70 school districts.
5. **LEADERSHIP IN EDUCATIONAL ADMINISTRATION DEVELOPMENT (LEAD):** The purpose of the program is to assist in the promotion and development of leadership skills for school administrators. The project is based at the University of New Mexico. Target population: Administrators in New Mexico schools.
6. **SYSTEMIC INITIATIVE IN MATH AND SCIENCE EDUCATION (SIMSE):** The purpose of the program is to restructure and improve New Mexico's mathematics and science education system by providing statewide training for K-8 math and science teachers. The project is administered by the University of New Mexico. Target population: Students in grades K-8. Participating schools: 34 school districts.
7. **RE-LEARNING NEW MEXICO:** The program supports restructuring of the educational system from kindergarten to post-secondary levels in New Mexico schools. The effort is based on Ted Sizer's Nine Common Principles; the focus is helping students to use their minds well. The project is administered by Eastern New Mexico University. Participating schools: 50 ReLearning schools statewide.
8. **SCHOOL ARTS INITIATIVE:** The purpose of the program is to develop a comprehensive multicultural sequential arts education curriculum in the visual arts, music, dance, and drama and for planning and developing pilot programs in preparation for implementation of this curriculum in selected school districts over a three-year period. Target population: K-5 students. Target population: K-12 students. Participating districts: Albuquerque, Carlsbad, Las Cruces, and Ruidoso.

NEW PROJECTS:

CHARTER SCHOOLS: The following ten schools were given \$5,000 planning grant awards by the State Board of Education. In the spring of 1994, five (but not limited to the ten schools listed below) will be selected as charter schools.

Albuquerque Public Schools/Longfellow Elementary
 Bernalillo Public Schools/Carroll Elementary
 Las Cruces Public Schools/Hermosa Heights Elementary
 Roswell Independent Schools/Washington Avenue Elementary
 Santa Fe Public Schools/Turquoise Trail Elementary
 Taos Public Schools/Taos Elementary School
 Albuquerque Public Schools/Taylor Middle School
 Gallup-McKinley County Public Schools/John F. Kennedy Middle School
 Ruidoso Municipal Schools/White Mountain Intermediate School
 Albuquerque Public Schools/Highland High School

INNOVATIVE DISTRICT/SCHOOL-BASED PROGRAMS:

1. **STARSHINE: ALBUQUERQUE PUBLIC SCHOOLS/Bandelier Elementary, Whittier Elementary, Wilson Middle and Van Buren Middle.** An innovative project (Bandelier Performing Arts Project) allows students of diverse backgrounds to explore, gather, and synthesize information in content areas in collaborative groups and then demonstrate this knowledge through music and the performing arts. The project is especially innovative since it is totally outcome based (supports Standards For Excellence Literacy and Attitudes and Attributes goals) and utilizes alternative assessment procedures. Target Population: K-9 grade regular and special education students.
2. **SEVENTH GRADE PORTFOLIO ASSESSMENT PROJECT: ALBUQUERQUE PUBLIC SCHOOLS/John Adams Middle.** A project which will use portfolio assessment to measure student achievement and determine student mastery of the New Mexico Competency Frameworks at the seventh grade. A committee of teachers, parents, students, administrators, and community members will develop standards for what students should know and be able to do. Students will complete a portfolio that will include each subject areas: math, science, language arts, social studies, and bilingual education. Target Population: 6-8 grade students.
3. **TEACHING WITH STYLE AND INTELLIGENCE: BELEN CONSOLIDATED SCHOOLS/H.T. Jaramillo Elementary.** The focus is to define students by their strengths and to increase each student's opportunity to develop traits such as: creativity and problem solving that would help them become resilient. The goals of this project are to build a common understanding of training and experience to all faculty on learning styles and multiple intelligences; and to pilot and incorporate two projects through after-school clubs for students in grades 1-3. Target Population: 1-3 grade students.
4. **TWO-YEAR PILOT PROJECT FOR THE DEVELOPMENT OF A NONGRADED ELEMENTARY PROGRAM: BERNALILLO PUBLIC SCHOOLS/Cochiti Elementary.** Cochiti elementary will begin implementation of a nongraded program for students seven to eleven years old (2nd grade - 5th grade). Cochiti will have an intermediate unit consisting of three classrooms with students ages seven through nine and an advanced unit with students ages nine through eleven. The division of students will allow for multi-aged grouping and placing students with teachers that match their learning style. Target Population: 2-5 grade students with expansion to kindergarten
5. **INTERDISCIPLINARY CURRICULUM DEVELOPMENT AND IMPLEMENTATION: CORONA MUNICIPAL SCHOOLS/ Corona High School.** The project intent is to fund teachers and consultants to develop a comprehensive curriculum integrating all disciplines through the arts utilizing resources from the local community and focusing on outcomes based education for seventh and eighth grade students. Utilizing a community-based effort, the concept will link Corona's students with several educational sites outside New Mexico through the use of interactive technology. Target Population: 7-8 grade students.

6. **TEAM TEACHING WITH MULTI-AGED GROUPING: FLOYD MUNICIPAL SCHOOLS/Floyd Elementary.** The project will design and implement a multi-aged classroom with a team teaching approach. The program will be designed to help children meet basic and challenging performance standards while learning "how to learn". Multi-aged grouping allows for children's differences in learning styles, developmental levels and timelines for mastery of learning. This program will be used as a professional development site by Eastern New Mexico University's student teachers and a pilot practicum program for a methods class sponsored by the university. Target Population: 1-2 grade students.
7. **OPERATION HOME LIBRARY: MOUNTAINAIR PUBLIC SCHOOLS/Mountainair Elementary School.** The purpose of this project is to foster literacy within the elementary school population. The program will assist Mountainair Elementary students who are "at-risk" and will also motivate parents, teachers and children to develop a love for reading. The project will help children overcome comprehension and communication stumbling blocks and become "life-long" learners and stimulate parents to become more involved in adult basic literacy programs. Target Population: K-6 grade students.
8. **"A-LAB-IN-A-BOX": SILVER CONSOLIDATED SCHOOLS/Cliff Elementary, Harrison Schmitt Elementary, Jose Barrios Elementary, G.W. Stout Elementary, Sixth Street Elementary.** The goal of this project is to facilitate access to and use of materials by elementary teachers and be used to enhance each unit of study in the Science areas covered at that grade level. In addition, each kit and unit will be integrated across other content areas. Target Population: K-5 grade students.
9. **NATIVE AMERICAN STUDIES: TAOS MUNICIPAL SCHOOLS/Taos High School.** This project developed jointly with the Taos Pueblo Governor's Office will implement a comprehensive Native American Studies course and research center to study the Tiwa language, Taos custom and history, traditional government, art and culture resulting in the development of positive intercultural relations and pride and reduce dropouts among Native American students. Teaching will be accomplished utilizing a native Tiwa speaker from the Pueblo. Target Population: 12 grade students.
10. **A COLLABORATIVE APPROACH TO CULTURAL EDUCATION IN ZUNI: ZUNI PUBLIC SCHOOLS/Zuni Middle School, Zuni High School, Twin Buttes High School.** A collaboration between the Zuni Public School District, the A:Shiwi A:Wam Museum and Heritage Center, and elders from the Zuni Senior Center to reorganize a collection of 3,000 historic photographs into student research categories. Students are introduced to Zuni cultural and historical issues through the mentorship of community elders in the course of accomplishing a meaningful task on behalf of the museum. This project addresses concerns raised by community members about the lack of culturally-relevant curriculum material. Target Population: 6-12 grade students.

OTHER SPECIAL PROJECTS

1. **HISPANIC CULTURE FOUNDATION:** The program provides teams of educators from restructuring elementary, middle, and secondary schools with culturally-relevant arts and humanities content, technical assistance in multicultural, interdisciplinary curriculum development and methodology. Its goal is to empower teachers to "teach New Mexico" while developing models that can be adopted by individual schools and districts throughout the state and nation. Target population: K-12 students. Participating schools: 11 schools statewide.
2. **SOUTHWEST AIDS COMMITTEE:** The program will provide HIV/AIDS prevention education to students, parents, and public school faculty and staff. Target population: K-12 students. Participating schools: Statewide public schools.
3. **DOWNS MEDIA EDUCATION CENTER:** The project will integrate media literacy into existing programs and curricula with a focus on training teachers from elementary through university. Target population: Teachers, kindergarten through post-secondary. Participating schools: 10 school districts.

4. **RE:LEARNING EDUCATIONAL TECHNOLOGY NETWORK:** The project will assist New Mexico schools that are restructuring to connect students and teachers with each other to improve student learning. Participating schools: 30 Re:Learning schools
5. **NEW MEXICO STATE UNIVERSITY ANGELITOS COLLEGE SEARCH PROGRAM:** The program provides career and college planning information, counseling services, financial aid planning, preparation for test taking, skill development sessions, and summer college placement opportunities. Target population: 130 minority high school students and their fathers. Participating schools: Gadsden, Oate, Las Cruces, Mayfield, and Hatch High Schools.
6. **SCHOOL ZONE INSTITUTE/UNIVERSITY OF NEW MEXICO:** The program will train teachers to act as trainers in their districts to teach Architecture and Design to students through a curricula called the Architecture and Children Model. Target population: 30 teachers from selected school districts.
7. **RE:LEARNING MENTORSHIP INITIATIVE:** The program will connect 20 networking schools with developed Re:Learning sites. This initiative will promote the institutionalization of Re:Learning in the state by developing teams in schools that can assist their mentored partners in becoming proficient in the work which supports the Nine Common Re:Learning Principles. Target population: Staff in 20 networking schools.
8. **STRENGTHENING QUALITY IN SCHOOLS - TRAIN THE TRAINER PROJECT, FURR'S:** The project will provide training in Total Quality Management techniques as applied to educational processes. Target population: 30 trainers selected from schools, parents, and communities.
9. **ADVANCED PLACEMENT PROGRAM/NEW MEXICO HIGHLANDS UNIVERSITY:** The program encourages students to participate in the nationally-recognized Advanced Placement Programs through student exam fee reductions and through the development of teacher training and curriculum development. Target population: Eleventh and twelfth grade high school students and teachers, with emphasis on participation by economically-disadvantaged students. Participating schools: High schools statewide.
10. **RE.-LEARNING HIGH SCHOOL TASK FORCE:** A high school task force will be created for the purpose of maximizing and leveraging the successful programs which are evident throughout the state. The goal will be for all New Mexico high school students to have the same opportunities for innovative teaching and learning. The task force will include the following groups: high school teachers, administrators, students, superintendents, school board members, colleges of education, parents and broader community.
11. **HIGH SCHOOL PARENTING PROGRAMS:** The program will provide training in parenting and care of pre-kindergarten children in approved child care training and parenting labs at Santa Fe High School.
12. **NEW MEXICO SCHOLARS PROGRAM:** While not a Special Project as defined above, the New Mexico Scholars Program (NMSP) was passed into law in 1989 (Section 21-21H-1 through 21-21H-9, NMSA). The program makes scholarship money available to certain students (1) who rank in the top five percent of the graduating class or earn an overall score of at least 25 on the ACT and (2) who come from homes with a total family income of \$30,000.00 or less. The scholarship may be for up to four years of post-secondary training. Table 2 lists the number of students reported by the districts as eligible for the NMSP and the number of students reported by the districts as receiving an NMSP scholarship in 1992.

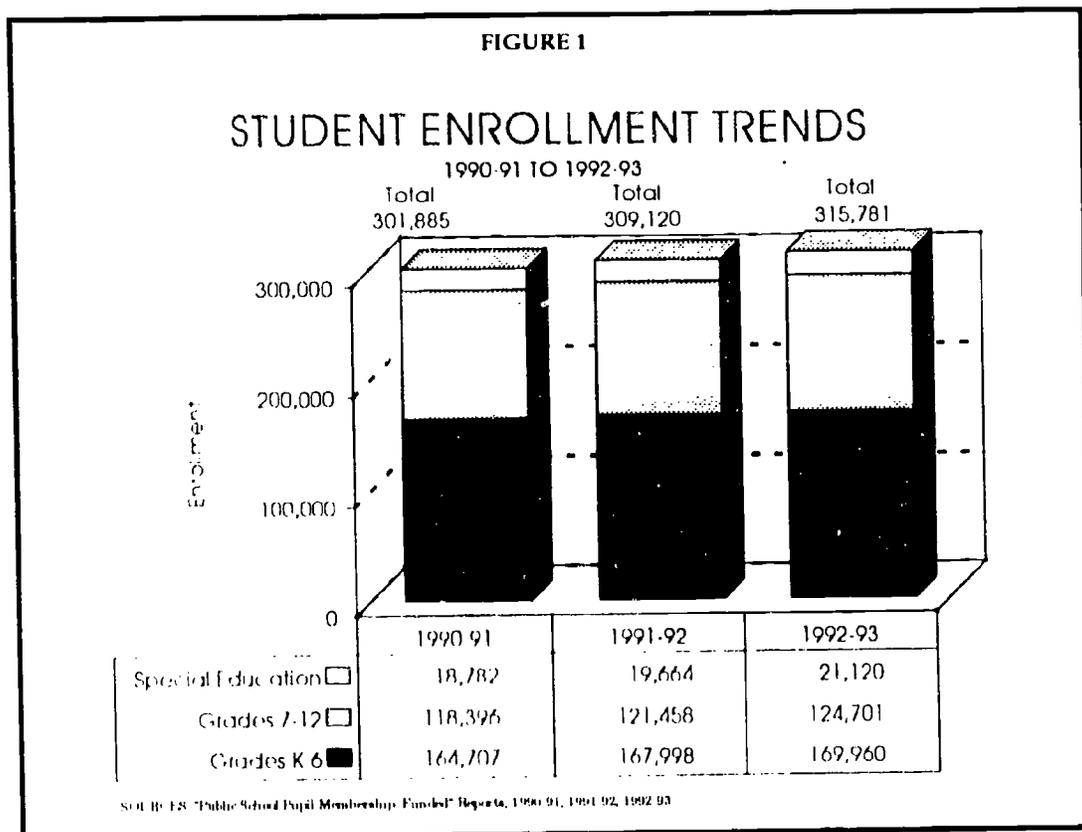
TABLE 2
DISTRICT REPORTED NEW MEXICO SCHOLARS - 1993

DISTRICT	ELIGIBLE	RECEIVING	DISTRICT	ELIGIBLE	RECEIVING
Alamogordo	31	4	Las Cruces	35	33
Albuquerque	N.A.	N.A.	Las Vegas City	4	4
Animas	1	1	Las Vegas West	4	3
Artesia	2	2	Logan	1	0
Aztec	6	0	Lordsburg	0	0
Belen	8	8	Los Alamos	0	0
Bernalillo	0	0	Los Lunas	12	0
Bloomfield	4	2	Loving	0	0
Capitan	3	2	Lovington	6	0
Carlsbad	2	2	Magdalena	0	0
Carrizozo	0	0	Maxwell	0	0
Central Cons.	1	1	Melrose	0	0
Chama	2	2	Mesa Vista	4	1
Cimarron	1	1	Mora	0	0
Clayton	2	0	Moriarty	5	3
Cloudcroft	0	0	Mosquero	0	0
Clovis	26	8	Mountainair	1	1
Cobre	1	0	Pecos	0	0
Corona	0	0	Peñasco	3	3
Cuba	2	2	Pojoaque	2	0
Deming	212	8	Portales	6	2
Des Moines	2	1	Quemado	2	1
Dexter	2	0	Questa	0	0
Dora	0	0	Raton	0	0
Dulce	0	0	Reserve	1	1
Elida	3	0	Roswell	25	25
Española	4	0	Roy	0	0
Estancia	7	4	Ruidoso	15	11
Eunice	2	2	San Jon	0	0
Farmington	11	9	Santa Fe	5	3
Floyd	1	0	Santa Rosa	0	0
Ft. Sumner	0	0	Silver City	5	5
Gadsden	32	6	Socorro	1	1
Gallup-McKinley	15	6	Springer	1	1
Grady	2	2	Taos	0	0
Grants-Cibola	6	1	Tatum	1	1
Hagerman	0	0	Texico	0	0
Hatch	2	2	Truth or Conseq.	0	0
Hobbs	4	4	Tucumcari	3	1
Hondo	0	0	Tularosa	0	0
House	1	1	Vaughn	0	0
Jal	10	12	Wagon Mound	0	0
Jemez Mountain	3	3	Zuni	0	0
Jemez Valley	1	0			
Lake Arthur	0	0	Statewide	532	196

STUDENT INDICATORS

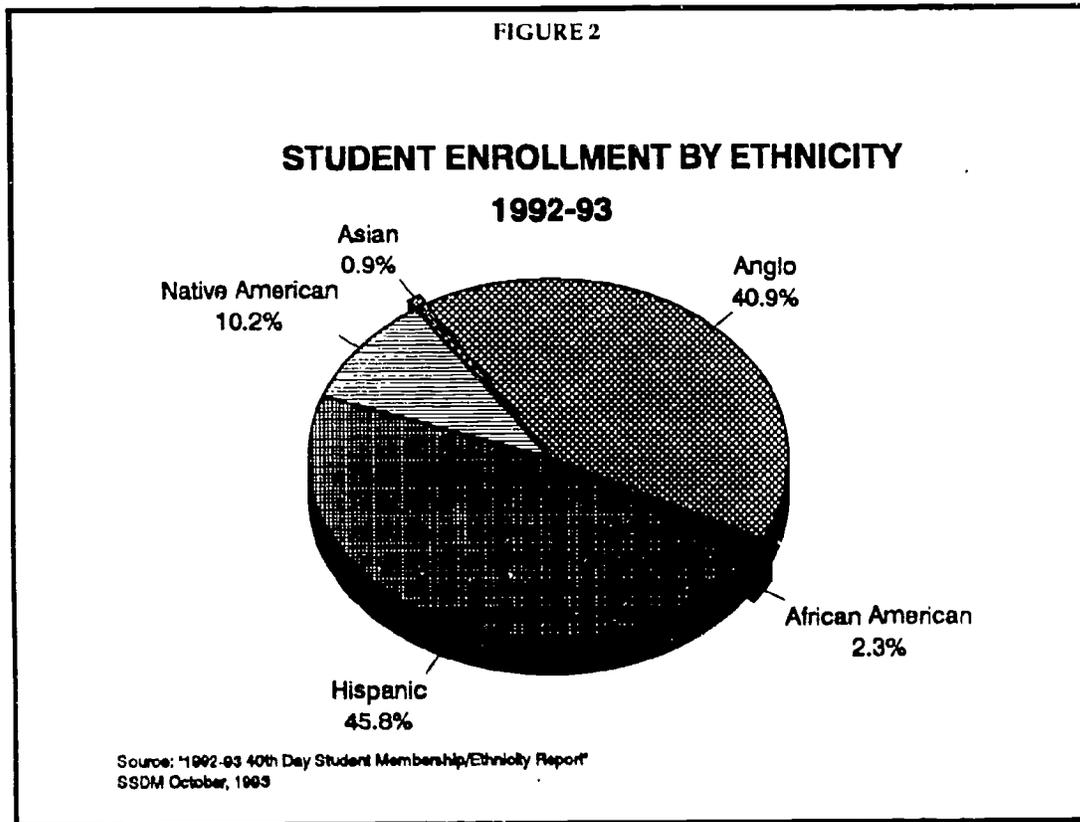
Student Enrollment Trends

Between 1990-91 and 1992-93, overall student enrollment in New Mexico public schools increased 4.6 percent (2.4 percent between 1990-91 and 1991-92; 2.2 percent between 1991-92 and 1992-93). In fact, enrollment grew in all major groupings—in grades kindergarten through 6 (3.2 percent), in grades 7 through 12 (5.3 percent), and in special education (12.4 percent). (See Figure 1.)



Student Ethnicity

Based on fortieth day enrollment figures, the ethnic composition of the entire student body for 1992-93 (Figure 2) was 40.8 percent Anglo, 45.8 percent Hispanic, 10.2 percent Native American, 2.3 percent African American, and 0.9 percent Asian. From 1990-91, the percentage of Anglo enrollment declined from 42.2 percent; however, both Hispanic and Native American enrollments increased—Hispanic from 44.9 percent and Native American from 9.8 percent. African American and Asian enrollment remained relatively stable.



Percent of Graduating Seniors and College Applicants With District Rankings

In 1992-93, the rate of New Mexico's high school seniors beginning the 12th grade who graduated ranged from a low of 50.0 percent (down from the prior year's 69.2 percent) to a high of 100 percent (28 districts tied). Of the districts achieving a 100 percent graduation rate, the numbers of graduates ranged from three students to 271 students. (See Table 5.)

The percentage of graduates applying to four-year institutions of higher learning ranged from a low of 9.1 percent (Tatum District, n = 2 out of 22) to a high of 100 percent (Dora District, n = 6; Floyd, n = 8). In the case of graduates applying to two-year institutions, the percentages ranged from a low of 0.0 percent (twelve districts) to a high of 72.7 percent (Tatum District, n = 16 out of 22). (See Table 5.)

Dropout Rates and District Rankings

Dropout rates and district rankings are presented in table 4 for the school years 1989-90 through 1991-92 for grades 9-12 only. The dropout rate has decreased from 9.9% in 1989-90 to 7.4% in 1991-92. In part this decrease is the result of a change in the method of calculating the dropout rate; however, it follows the trend of a declining dropout rate for the past three years. The new method for calculating the rate takes into account students who "drop back in" the following year. Because of this new method, data is not available until November for the previous school year. Hence, the data in the *Accountability Report* are one year behind.

Dropout rates for school year 1991-92 by ethnicity and gender are presented in table 3. The highest dropout rate by ethnicity is shown by African Americans at 8.9%; however this is down from 10.9% in 1990-91. Native Americans had a decrease of 5.0% in their dropout rate, Hispanics decreased 2.6%, Anglos decreased 1.6%, while Asians showed an increase of 1.0% in their dropout rate. The dropout rate for females decreased from 9.1% in 1990-91 to 7.0% in 1991-92 and males decreased from 10.3% to 7.7% in the same period.

TABLE 3
DROPUTS BY ETHNICITY AND GENDER 1991-92: GRADES 9-12

Group	Number of Dropouts	Computed Membership	Dropout Rate
<u>Ethnicity</u>			
Anglo	2,105	32,565	6.1%
Asian	57	922	5.8%
African American	171	1,760	8.9%
Hispanic	3,148	34,225	8.4%
Native American	752	8,976	7.7%
Total	6,233	74,448	7.4%
<u>Gender</u>			
Female	2,879	38,438	7.0%
Male	3,354	40,010	7.7%
Total	6,233	78,448	7.4%

TABLE 4
NEW MEXICO DROPOUT RATES: GRADES 9-12

DISTRICT	1989-90 RATE	1989-90 RANK	1990-91 RATE	1990-91 RANK	1991-92 RATE	1991-92 RANK
ALAMOGORDO	15.9	86	7.8	64	2.0	26
ALBUQUERQUE	12.1	81	12.2	81	10.4	81
ANIMAS	0.6	10	2.0	11	0.7	15
ARTESIA	7.9	60	4.3	32	3.5	37
AZTEC	7.2	55	4.1	30	4.7	52
BELEN	13.9	85	7.5	62	6.1	64
BERNALILLO	12.7	82	24.7	88	8.1	76
BLOOMFIELD	10.2	74	17.4	87	13.4	87
CAPITAN	5.6	41	5.6	44	4.1	45
CARLSBAD	7.0	52	9.9	74	5.2	58
CARRIZOZO	3.2	25	3.5	24	0.0	1
CENTRAL	6.8	49	8.0	66	4.1	45
CHAMA VALLEY	1.2	12	6.1	48	1.3	18
CIMARRON	3.4	27	4.6	37	3.4	35
CLAYTON	6.7	47	3.0	16	1.6	19
CLOUDCROFT	1.7	16	3.1	18	2.5	28
CLOVIS	6.9	50	8.3	68	6.8	69
COBRE	9.6	69	11.0	77	6.7	68
CORONA	0.0	1	3.3	22	0.0	1
CUBA	7.4	57	9.0	71	11.6	85
DEMING	9.2	67	11.8	80	12.6	86
DES MOINES	0.0	1	0.0	1	0.0	1
DEXTER	1.4	15	9.4	72	10.7	83
DORA	4.9	35	4.1	30	1.7	21
DULCE	8.8	65	16.7	86	6.3	65
ELIDA	0.0	1	7.7	63	0.0	1
ESPANOLA	9.8	71	8.9	70	9.8	80
ESTANCIA	3.8	30	5.1	39	0.0	1
EUNICE	8.0	61	7.3	61	5.0	55
FARMINGTON	11.0	78	13.8	83	6.5	67
FLOYD	1.9	19	2.8	14	0.0	1
FT. SUMNER	8.3	63	4.3	32	3.3	34
GADSDEN	10.1	72	10.1	75	6.8	69
GALLUP	13.4	84	12.5	82	7.8	74
GRADY	0.0	1	0.0	1	1.8	23
GRANIS-CIBOLA	11.5	79	11.3	78	5.5	61
HAGERMAN	6.7	47	5.9	46	7.6	73
HATCH	7.8	59	7.0	58	17.6	88
HOBBS	8.1	62	6.8	57	2.7	30
HONDO VALLEY	7.3	56	6.7	55	7.4	72
HOUSE	3.4	27	0.0	1	0.0	1
IAI	2.2	22	3.4	23	5.2	58
HEMEZ MOUNTAIN	5.0	36	14.0	85	0.0	1
HEMEZ VALLEY	1.1	11	5.4	41	1.8	23
LAKE ARTHUR	8.3	63	5.7	45	3.9	41
LASCRUCE	10.1	72	10.7	76	7.8	74

TABLE 4, CONTINUED

DISTRICT	1989-90 RATE	1989-90 RANK	1990-91 RATE	1990-91 RANK	1991-92 RATE	1991-92 RANK
LAS VEGAS CITY	1.2	12	3.1	18	1.6	19
LAS VEGAS WEST	15.9	86	6.0	47	4.2	47
LOGAN	3.1	24	3.1	18	5.9	63
LORDSBURG	13.1	83	9.7	73	3.4	35
LOS ALAMOS	1.9	19	1.6	7	3.9	41
LOS LUNAS	7.1	54	6.4	52	3.5	37
LOVING	5.6	41	4.3	32	6.3	65
LOVINGTON	10.6	76	6.1	48	4.4	50
MAGDALENA	19.0	88	1.9	8	0.0	1
MAXWELL	5.0	36	5.4	41	2.6	29
MELROSE	3.7	29	2.2	12	2.0	26
MESA VISTA	0.0	1	0.0	1	2.9	32
MORA	7.7	58	3.0	16	1.0	17
MORIARTY	3.2	25	3.1	18	3.9	41
MOSQUERO	0.0	1	3.6	26	0.0	1
MOUNTAINAIR	1.7	16	2.5	13	2.9	32
PECOS	6.0	44	5.1	39	3.6	40
PENASCO	2.3	23	4.9	38	0.8	16
POJOAQUE	5.5	40	5.5	43	4.9	54
PORTALES	7.0	52	6.7	55	1.7	21
QUEMADO	1.7	16	4.4	36	4.8	53
QUESTA	10.8	77	7.0	58	3.5	37
RATON	4.7	34	7.9	65	6.8	69
RESERVE	1.2	12	3.6	26	0.0	1
ROSWELL	8.8	65	7.0	58	4.3	49
ROY	0.0	1	0.0	1	0.0	1
RUIDOSO	6.9	50	8.1	67	11.0	84
SAN JON	0.0	1	1.9	8	1.8	23
SANTA FE	11.8	80	11.5	79	10.4	81
SANTA ROSA	4.4	31	2.9	15	5.1	57
SILVER CITY	5.8	43	6.2	50	4.2	47
SOCORRO	4.5	32	6.4	52	5.2	58
SPRINGER	5.0	36	4.0	29	9.0	78
TAOS	6.2	45	4.3	32	0.2	14
TATUM	4.6	33	1.9	8	4.5	51
TEXICO	5.3	39	3.5	24	2.7	30
TRUTH OR CONSIQ	10.3	75	8.5	69	9.2	79
TUCUMCARI	6.6	46	6.2	50	8.9	77
TULAROSA	9.5	68	6.6	54	5.7	62
VAUGHN	0.0	1	0.0	1	0.0	1
WAGON MOUND	2.0	21	3.8	28	4.0	44
ZUNI	9.7	70	13.9	8	5.0	55
STATEWIDE	9.9		9.8		7.4	

TABLE 5
NEW MEXICO GRADUATION STATISTICS—1990-91 TO 1992-93

DISTRICT	1990-91		1991-92		SENIORS		SENIORS		1992-93		GRADS		GRADS	
	RANK	RANK	RANK	RANK	BEGINNING 12TH GRADE	GRADUATING	PERCENT	RANK	PERCENT	APPLYING 4 YEAR	PERCENT	APPLYING 2 YEAR	PERCENT	
ALBUQUERQUE	24	26	70	70	456	369	80.9%	84	68.02%	251	68.02%	48	13.01%	
ALBUQUERQUE	24	26	70	70	4243	645	90.6%	62	38.70%	1488	38.70%	1387	36.07%	
ANIMAS	51	59	59	40	40	40	100.0%	1	55.00%	22	55.00%	8	20.00%	
ARTISIA	52	1	1	218	218	218	100.0%	1	55.05%	120	55.05%	48	22.02%	
AZUL	41	66	66	175	175	175	89.7%	64	60.57%	106	60.57%	28	16.00%	
BELLEN	72	83	83	230	204	204	88.7%	67	67.65%	138	67.65%	34	16.84%	
BERNALILLO	65	40	40	98	95	95	96.9%	34	21.05%	20	21.05%	16	16.67%	
BIRMINGHAM	70	82	82	179	154	154	86.0%	76	22.73%	35	22.73%	53	34.42%	
CAPITAN	33	1	1	30	28	28	93.3%	48	67.86%	19	67.86%	100.00%	3.57%	
CARESBAD	46	27	27	412	362	362	87.9%	71	36.19%	131	36.19%	112	30.94%	
CARRIZOZO	1	65	65	19	18	18	94.7%	42	61.11%	11	61.11%	2	11.11%	
CENTRAL	44	33	33	383	358	358	93.5%	47	27.09%	97	27.09%	106	29.61%	
CHAMA VALLEY	76	30	30	35	35	35	100.0%	1	71.43%	25	71.43%	6	17.14%	
CIBOLA	87	79	79	283	226	226	79.9%	85	28.32%	64	28.32%	84	37.17%	
CIMARRON	1	38	38	31	30	30	96.8%	36	60.00%	18	60.00%	4	13.33%	
CLAYTON	1	28	28	41	39	39	95.1%	18	46.15%	18	46.15%	10	25.64%	
CLOUKE ROBT	55	60	60	32	31	31	96.9%	35	48.39%	15	48.39%	12	38.71%	
CLOVIS	73	57	57	451	409	409	90.7%	61	42.79%	175	42.79%	84	20.54%	
COBBI	1	40	40	97	96	96	99.0%	29	89.58%	86	89.58%	8	8.33%	
CORONA	1	1	1	5	5	5	100.0%	1	80.00%	4	80.00%	0	0.00%	
CUBA	81	84	84	60	53	53	88.3%	68	15.09%	8	15.09%	23	43.40%	
DEMING	1	25	25	212	187	187	88.2%	69	31.02%	58	31.02%	16	8.56%	
DES MOINES	69	1	1	8	8	8	100.0%	1	62.50%	5	62.50%	2	25.00%	
DEXTER	54	74	74	41	35	35	85.4%	79	34.29%	12	34.29%	6	17.14%	
DORA	1	76	76	7	6	6	85.7%	77	100.00%	6	100.00%	0	0.00%	
DUTCHE	32	48	48	28	24	24	85.7%	77	50.00%	12	50.00%	4	16.67%	
ELIDA	1	1	1	8	8	8	100.0%	1	62.50%	5	62.50%	1	12.50%	
ESPANOLA	57	58	58	239	217	217	90.8%	58	25.35%	55	25.35%	73	33.64%	
ESTANCIA	30	1	1	37	37	37	100.0%	1	32.43%	12	32.43%	5	13.51%	
EUNICE	75	48	48	69	64	64	92.8%	53	4.69%	3	4.69%	46	71.88%	
FARMINGTON	56	38	38	470	421	421	89.6%	65	35.15%	148	35.15%	100	23.75%	
FLOYD	88	1	1	8	8	8	100.0%	1	100.00%	8	100.00%	0	0.00%	
FLUJIA	1	1	1	15	14	14	93.3%	48	71.43%	10	71.43%	0	0.00%	
GAITHER	82	80	80	488	420	420	86.1%	75	46.67%	196	46.67%	120	28.57%	
GALT	63	56	56	744	675	675	90.7%	59	30.81%	208	30.81%	210	31.11%	
GRADY	1	1	1	16	16	16	100.0%	1	87.50%	14	87.50%	0	0.00%	
HAGERMAN	1	67	67	19	19	19	100.0%	1	0.00%	0	0.00%	6	31.58%	
HATCH	67	51	51	53	52	52	98.1%	32	34.62%	18	34.62%	7	13.46%	
HOBBS	71	73	73	324	304	304	93.8%	45	22.64%	72	22.64%	204	64.15%	
HONOLULU VALLEY	59	87	87	7	7	7	100.0%	1	14.29%	1	14.29%	3	42.86%	
HOUSE	1	1	1	5	5	5	100.0%	1	60.00%	3	60.00%	2	40.00%	
IAI	1	1	1	35	32	32	91.4%	56	31.25%	10	31.25%	12	37.50%	
JEMEZ MOUNTAIN	1	1	1	27	27	27	100.0%	1	62.96%	17	62.96%	5	18.52%	
JEMEZ VALLEY	46	72	72	51	48	48	94.1%	44	35.42%	17	35.42%	11	22.92%	
LAKE ARTHUR	43	1	1	8	8	8	100.0%	1	12.50%	1	12.50%	1	12.50%	
LAS CRUCES	26	31	31	1117	1032	1032	92.4%	54	33.85%	370	33.85%	143	13.86%	
LAS VEGAS CITY	57	71	71	168	153	153	91.1%	57	55.56%	85	55.56%	15	9.80%	
LAS VEGAS WEST	25	41	41	85	78	78	91.8%	55	51.28%	40	51.28%	20	25.64%	

TABLE 5, CONTINUED

DISTRICT	1990-91 RANK	1991-92 RANK	SENIORS BEGINNING 12TH GRADE	SENIORS GRADUATING	PERCENT	1992-93 RANK	GRADES APPLYING 4 YEAR	PERCENT	GRADES APPLYING 2 YEAR	PERCENT
LOLAN	40	67	24	19	79.2%	87	6	31.58%	3	15.79%
LOPEBURG	35	63	44	41	93.2%	50	18	43.90%	4	9.76%
LOS ALAMOS	77	45	264	231	87.5%	72	228	98.70%	7	3.03%
LOS LUNAS	1	35	284	256	90.1%	63	179	69.92%	27	10.55%
LOVING	74	77	31	27	87.1%	74	9	33.33%	8	29.63%
LOVINGTON	41	55	183	146	79.8%	86	30	30.55%	82	56.16%
MAGDALENA	48	1	21	20	95.2%	39	10	50.00%	0	0.00%
MAXWELL	1	1	4	2	50.0%	88	1	50.00%	0	0.00%
METROSE	59	54	27	24	88.9%	66	16	66.67%	0	0.00%
MESA VISTA	59	88	28	28	100.0%	1	8	28.57%	17	60.71%
MORA	53	1	50	50	100.0%	1	22	44.00%	2	4.00%
MORIARTY	80	35	148	142	95.9%	38	43	30.28%	3	2.11%
MOSQUERO	1	1	3	3	100.0%	1	2	66.67%	0	0.00%
MOUNTAIN AIR	1	1	25	24	96.0%	37	4	16.67%	11	45.83%
MUDOS	27	42	55	54	98.2%	31	8	18.60%	18	41.86%
MUNASCO	28	53	51	43	84.3%	81	18	33.33%	15	27.78%
INDIOQUE	83	80	132	111	84.1%	83	45	40.54%	32	28.83%
PUEBLOS	38	32	188	178	94.7%	43	85	47.75%	8	4.49%
QUIMARO	1	75	13	13	100.0%	1	7	53.85%	3	23.08%
QUESEA	67	37	42	40	95.2%	39	11	27.50%	10	25.00%
RAISON	38	44	102	102	100.0%	1	46	45.10%	31	30.39%
RESERVE	48	48	9	9	100.0%	1	5	55.56%	1	11.11%
ROSMILL	42	1	585	545	93.2%	51	225	41.28%	48	8.81%
ROY	1	1	7	7	100.0%	1	4	57.14%	3	42.86%
RUIKSO	86	45	97	88	90.7%	60	44	50.00%	15	17.05%
SAN JON	59	67	11	11	100.0%	1	3	27.27%	3	27.27%
SAN JAE	85	85	60	55	88.1%	70	249	44.86%	74	13.33%
SANTA ROSA	29	1	42	42	100.0%	1	23	54.76%	16	36.10%
SILVER CITY	14	61	271	271	100.0%	1	123	45.39%	13	4.80%
SACORRO	63	45	176	110	87.3%	73	46	41.82%	12	10.91%
SPRINGER	1	14	19	19	100.0%	1	9	47.37%	0	0.00%
TALOS	83	62	198	184	92.9%	52	104	56.52%	41	23.37%
TALUM	1	1	22	22	100.0%	1	2	9.09%	16	72.73%
TENICO	64	77	38	32	84.2%	82	13	40.63%	11	34.38%
TRUCHOR CONSQ	36	86	88	75	85.2%	80	39	52.00%	12	16.00%
TUCUCARE	79	63	88	86	97.7%	33	50	58.14%	6	6.98%
TULAROSA	30	52	77	72	93.5%	46	44	61.11%	0	0.00%
VALCHEN	1	1	9	9	100.0%	1	2	22.22%	2	22.22%
WAGON MOUND	1	1	10	10	100.0%	1	8	80.00%	0	0.00%
ZUNI	17	28	89	88	98.9%	30	14	15.91%	20	22.73%
STATEWIDE			15,962	14,484	90.7%		6,040	41.66%	3,662	25.26%

Source: SDI District Accountability Survey, August 1993

STUDENT ACHIEVEMENT INDICATORS

Introduction

Student achievement is measured with several state mandated assessments. These assessments are of various types: criterion-referenced, norm-referenced, and performance-based. A criterion-referenced test is designed to provide information on the specific knowledge or skills possessed by a student. The High School Competency Examination is a criterion-referenced examination. These examinations indicate whether or not a student performs a given task satisfactorily. The student is not compared to any group of students; rather, the student's skill at a given task is evaluated. Scores on a criterion-referenced test are a measure of what the individual student knows or can do.

The Iowa Tests of Basic Skills (ITBS), on the other hand, is a norm-referenced examination, a test designed to provide information on how well a student performs in comparison to other students; that is, a student is compared statewide and nationally to either the mathematical mean (average) or the median (middle) score of all students tested. The student, rather than demonstrating a competency on task, is placed on a continuum with all the other students tested to show the student's ability in relation to those other students.

The New Mexico Portfolio Writing Assessment is a state-mandated, performance-based examination. With a performance-based test, the student actually performs a task. With the writing assessment, the student actually produces a piece of writing under a given set of guidelines; the piece is then compared to a rubric, or a set of criteria, and scored accordingly.

The scores for the ITBS and the High School Competency Examination, state-mandated tests, are reported with district rankings. One other test is also reported here; while not a state-mandated examination, the ACT is the college entrance examination used in New Mexico. Although the ACT is a norm-referenced examination, the ACT should not be used as an indicator of the general performance of New Mexico high school students. The ACT is an indicator only of those students expressing an interest in attending college, and how well they might perform at the college level.

New Mexico Portfolio Writing Assessment--Grades 4 and 6

The Portfolio Writing Assessment, a performance-based assessment, is administered to all fourth and sixth grade students in New Mexico. A writing assessment was mandated by the Public School Reform Act (1986). Between 1986 and 1991, New Mexico schools were utilizing the Direct Writing Assessment in grades 4 and 6. This assessment provided secure prompts, revealed to the student only at the time of testing. Interest in portfolio assessment and a national trend toward assessments that are instructional led the State Department of Education to design and utilize a new approach to the assessment of student writing. In 1992, for the first time, students in grades four and six were given the opportunity to participate in the Portfolio Writing Assessment, a newly constructed writing assessment program designed by the State Department of Education in collaboration with the State Evaluation Advisory Committee and educators from across the State.

For this assessment, three prompts are provided at each grade level. Early in the school year, the teacher is provided with these prompts and a guide which assists the writer in understanding the criteria for good writing. The teacher provides lessons for the class and the student writes toward the assigned topic until both the teacher and student are satisfied that the student's piece of writing demonstrates his best efforts. This is repeated with each prompt. Pre-writing activities and drafts are stored in the student's portfolio for review and reflection. In the spring, the prompt selected for scoring by the State Department of Education is announced. The teacher and student then work together to select the best piece of writing for transcribing onto a scorable booklet. The student's writing is then scored against a set of criteria with score points ranging from 1 through 6, 6 being the highest score possible. Although not mandated for the eighth grade, districts have the option of using this instructional and assessment tool for their eighth grade students. This provides an additional checkpoint for students before they are required to pass the written composition portion of the High School Competency Examination, first administered at grade ten.

New Mexico Achievement Assessment (ITBS) -- Grades 3, 5, and 8

The New Mexico Achievement Assessment is administered to all third, fifth, and eighth grade students in New Mexico public schools. The norm-referenced test used for this purpose is the Iowa Tests of Basic Skills (ITBS). On a norm-referenced test, a student's score is interpreted by comparing it to the performance of other students. Whether or not a student knows more or less than other students is the important guide. The ITBS is used to obtain standardized student achievement data for nationwide and statewide comparisons in the content areas of Listening and Word Analysis (at grades K - 2 only), Vocabulary, Reading Comprehension, Language Skills, Work-Study Skills, Mathematics Skills (comprised of concepts, problems and computation), Social Studies, and Science. The State requires that districts use the ITBS in the areas of Vocabulary, Reading Comprehension, Spelling, and Mathematics Skills. Districts have the option of administering any or all of the other subtests available. The results of these tests are used primarily for accountability purposes and programmatic decisions in accreditation and budget review. Median percentiles are reported. To understand these results, a median is defined as the middle score. The median national percentile is always 50. By looking at the reported scores for the norm-referenced test, the reader is able to determine how far above or below the national median a particular district has scored.

College Entrance Examination (ACT) Results

The other norm-referenced test administered in New Mexico is the ACT, used as a college entrance examination. Results of the ACT are not representative of the high school students as a whole in New Mexico; rather, ACT scores are reflective of only those high school students expressing an interest in pursuing a college education for the particular year in which the test is taken. Thus, there is no norming date for the ACT, as each year's test is normed against itself. ACT results for the 1990-91 and 1991-92 school years are presented in Table 9. For further analysis of the ACT results, please refer to the SDE's "New Mexico Enhanced ACT and SAT Results".

Both norm-referenced tests administered in New Mexico, the ITBS (1992-93 results) and the ACT (1991-92 results), are reported by district clusters in Table 10. The cluster analysis is based on five factors selected by SDE personnel on the basis of national research. The intent here is to group districts along similar socio-economic-demographic variables that influence instruction (and thereby, test results) over which the school district has no control. Further explanation and district clusters were given in the Introduction. The reader should note, however, that two rankings are given in Table 10, the district's ranking among the 88 districts, as well as a "Within Cluster Rank." When reading this table, interpretation of results should be based not only on a district's state ranking, but how the state ranking places the district when ranked within its cluster.

The New Mexico High School Competency Examination

Beginning with the ninth grade class of 1986-87, New Mexico public school students are required to pass the New Mexico High School Competency Examination (NMHSCE) to receive a New Mexico public high school diploma. The school year 1989-90 was the first year that graduating seniors were required to pass the examination. Seniors who do not pass the examination but fulfill the other course and credit requirements are given the option of graduating with a certificate of completion or returning within the next five years to retake the NMHSCE, pass it and receive a diploma. Students also may receive an exemption, waiver or modification to the exam based on their enrollment in bilingual education or special education programs (and whether or not appropriate specification is noted on the student's Individual Education Plan--I.E.P.). The NMHSCE assesses competencies in the content areas of reading, language arts, mathematics, science, and social studies as well as written composition. Students, taking the test for the first time in the tenth grade, must pass all six subtests in order to receive a high school diploma. Sophomores who fail any part of the NMHSCE have another chance in their junior year and two chances in their senior year to successfully complete the exam before graduation deadlines.

Test domain specifications which describe the specific knowledge and skills that are assessed by the examination were originally developed with the assistance and review of the Statewide Assessment Task Force and colleagues around the state and put into place with the first administration of the NMHSCE during the 1987-88 school year. As the exam has evolved over the past six years, new test items have been added, old ones replaced and even newer open-ended and constructed-response type items are now being piloted. These changes are leading toward a completely revised exam, with new domain specifications, which will be in existence by the 1995-96 school year. Individuals from the New Mexico Department of Education, local New Mexico school districts, institutions of higher education as well as publishers' representatives have all been, and are now being, involved in the creation and review of new test bank items.

The statewide summary (Figure 7) for the three years 1990-91 to 1992-93 which indicates the percent of tenth grade students passing the NMHSCE on their first attempt shows a continuous increase, from 74.9% in 1990-91, to 76% in 1991-92, and to 84.1% in 1992-93.

Of the 16,981 tenth grade students to attempt all six subtests in 1992-93, 84.1% passed all six subtests. This figure surpasses by eight percentage points the number of sophomores in 1991-92 who passed the whole test. Passing percentages also increased this year on five of the six individual subtests over 1991-92 (see figure 8). In specific terms progress was made in every subtest except science. The largest gain was in the area of written composition, where the percent passing rose from 92.3% in 1991-92 to 98.4% in 1992-93. The percentage passing the math subtest rose from 91.7% to 94.0%; percentage passing social studies increased from 92.8% to 94.9%; percentage passing reading went from 94.3% to 95.0%; and the percentage passing language arts increased from 92.2% to 92.9%. The only decrease in a percentage of sophomores passing any subtest from 1991-92 to 1992-93 was in the science content area where the percentage went from 93.2% to 92.1%.

A review of the results by ethnic background of tenth grade students shows an increase in percentage passing all six subtests on the first attempt for all ethnic groups for 1992-93 over 1991-92: the Anglo group increased from 88.5% to 93.8%; the Asian group increased from 85.7% to 88.8%; the Black group increased from 66.9% to 72.1%; the Hispanic group increased from 70.5% to 78.5%; and the Native American group increased from 60.6% to 70.9%.

Reading Assessment -- Grades 1 and 2

The legislation passed during the 1989 Legislative Session modified the language of the Public School Reform Act (1986) that authorized the New Mexico Reading Assessment for grades one and two. This modification removed the requirement that this assessment be norm-referenced. Since that time, a committee of reading specialists met in the 1989-90 school year to further develop and refine the reading assessment process. Their recommendations requested that each local school district select or create a reading assessment procedure to utilize in that particular district and report the aggregated data to the New Mexico Department of Education. These procedures were reviewed by local school districts and approved by the Department of Education. All New Mexico local school districts have been following these plans now for the past three years. However, an increasing awareness has been expressed that the current reporting procedures are not as instructionally beneficial to the individual schools and classroom teachers as they could be. Therefore, during the 1992-93 school year, a Reading Assessment Review Committee, comprised of state and local school district personnel familiar with early childhood reading strategies, met to attempt to create an optional reading assessment model that could be disseminated statewide for use during 1993-94. Local school districts would still have options concerning the use of appropriate reading assessment procedures for their particular student populations, but they would now have another model of reading assessment (to include literacy assessment) at their disposal. This new optional reading assessment model is being disseminated during the fall of 1993. Local school districts are also encouraged to work with the New Mexico Department of Education in developing, creating, and/or revising any new or revised reading assessment models that may be appropriate for their student populations. Since the reading assessment being used by districts are not comparable, no comparison or rankings are presented.

FIGURE 3

NEW MEXICO PORTFOLIO WRITING ASSESSMENT

1992-93 Statewide Summary for Grades 4 and 6

Holistic Score	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
Grade 4						
Number	1,339	12,290	6,857	1,539	212	20
Percent	6.0%	55.2%	30.8%	6.9%	1.0%	0.1%
Grade 6						
Number	607	5,465	8,893	4,781	1,427	137
Percent	2.9%	25.7%	41.7%	22.4%	6.7%	0.6%

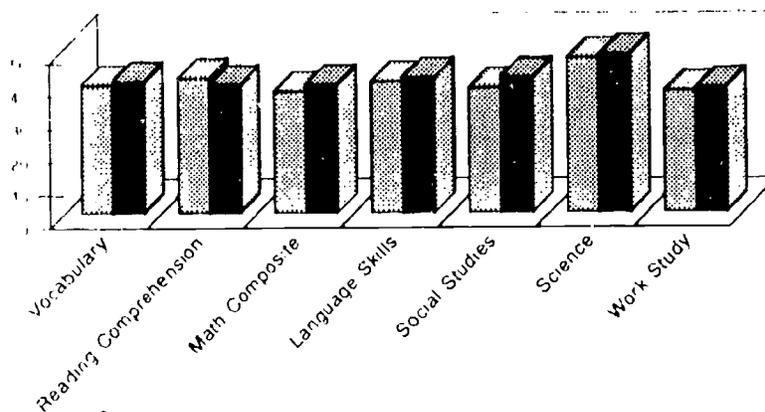
NOTE: Percentages based on scorable papers only.

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FIGURE 4

NEW MEXICO ITBS/J PERCENTILE SCORE BY CONTENT AREA
GRADE 3

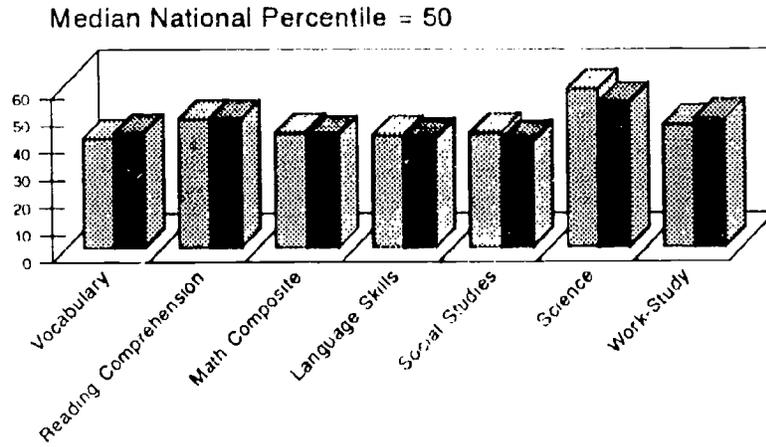
Median National Percentile = 50



1991-92	39	41	37	40	38	47	37
1992-93	40	39	39	41	41	48	38

Normed 1991
 First Administered 1991-92
 SDE - October 1993

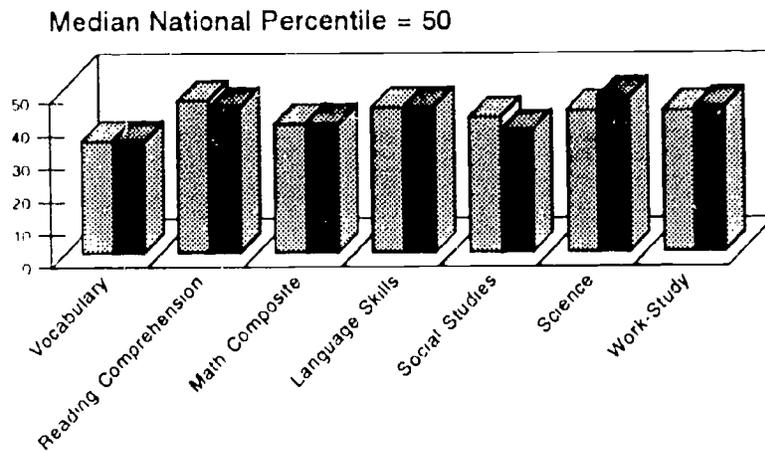
FIGURE 5
NEW MEXICO ITBS/J PERCENTILE SCORE BY CONTENT AREA
GRADE 5



1991-92	40	47	42	41	42	58	45
1992-93	42	47	41	40	39	53	47

Normed 1991
 First Administered 1991 92
 SDE October 1993

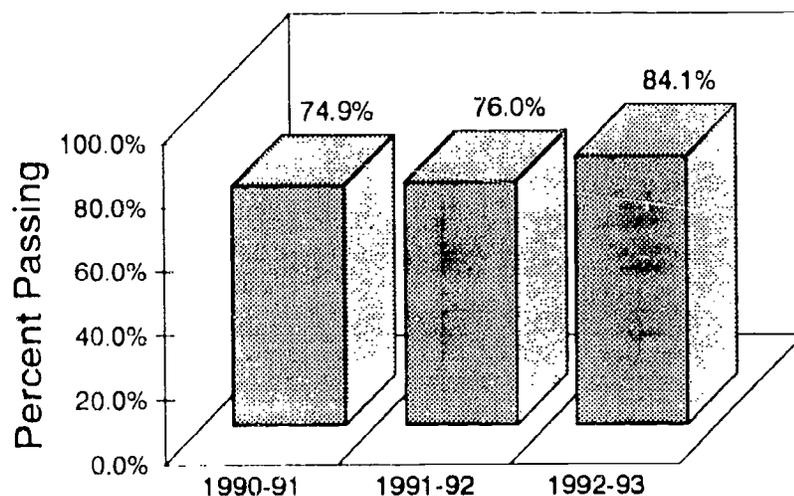
FIGURE 6
NEW MEXICO ITBS/J PERCENTILE SCORE BY CONTENT AREA
GRADE 8



1991-92	34	46	39	44	41	43	43
1992-93	34	44	39	44	37	47	44

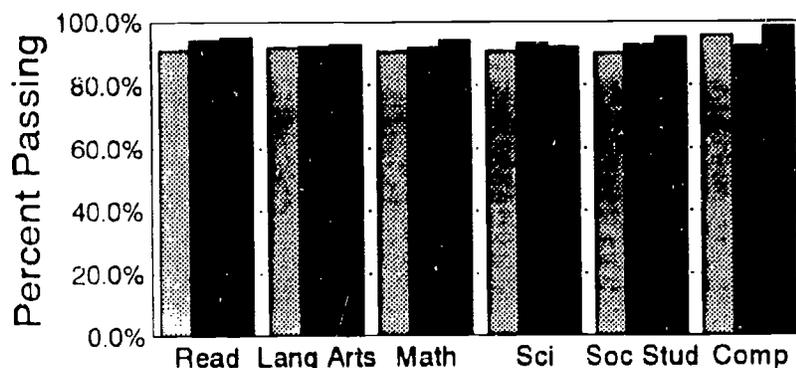
Normed 1991
 First Administered 1991 92
 SDE October 1993

FIGURE 7
HIGH SCHOOL COMPETENCY EXAMINATION
 Percentage of 10th Grade Students
 Passing All Six Subtests Attempted



SDE October 1993

FIGURE 8
HIGH SCHOOL COMPETENCY EXAMINATION
 Performance by Subtests
 Grade 10: Percent Passing on First Attempt



Year	Read	Lang Arts	Math	Sci	Soc Stud	Comp
90-91	91.1%	91.9%	90.6%	90.7%	90.1%	95.7%
91-92	94.3%	92.2%	91.7%	93.2%	92.8%	92.3%
92-93	95.0%	92.9%	94.0%	92.1%	94.9%	98.4%

All Scores Exclude Special Education and 0 Subtests
 SDE October 1993

TABLE 6
1992-93 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
ALAMOGORDO	NUMBER PERCENT	27 4.40%	278 45.28%	213 34.69%	85 13.84%	10 1.63%	1 0.16%
ALBUQUERQUE	NUMBER PERCENT	276 4.50%	3334 54.37%	2062 33.63%	401 6.54%	56 0.91%	3 0.50%
ANIMAS	NUMBER PERCENT	0 0.00%	16 44.44%	19 52.78%	1 2.78%	0 0.00%	0 0.00%
ARTESIA	NUMBER PERCENT	1 0.33%	91 29.84%	136 44.59%	70 22.95%	7 2.30%	0 0.00%
AZTEC	NUMBER PERCENT	28 14.29%	90 45.92%	64 32.65%	13 6.63%	1 0.51%	0 0.00%
BELÉN	NUMBER PERCENT	25 8.04%	177 56.91%	95 30.55%	13 4.18%	1 0.32%	0 0.00%
BERNALILLO	NUMBER PERCENT	10 4.27%	161 68.80%	53 22.65%	9 3.85%	1 0.43%	0 0.00%
BLOOMFIELD	NUMBER PERCENT	30 12.71%	159 67.37%	36 15.25%	9 3.81%	2 0.85%	0 0.00%
CAPITAN	NUMBER PERCENT	0 0.00%	27 43.55%	32 51.61%	3 4.84%	0 0.00%	0 0.00%
CARLSBAD	NUMBER PERCENT	34 6.36%	279 52.15%	170 31.78%	45 8.41%	5 0.93%	2 0.37%
CARRIZOZO	NUMBER PERCENT	1 5.88%	6 35.29%	8 47.06%	2 11.76%	0 0.00%	0 0.00%
CENTRAL	NUMBER PERCENT	48 9.30%	350 67.83%	102 19.77%	15 2.91%	1 0.19%	0 0.00%
CHAMA	NUMBER PERCENT	0 0.00%	29 61.70%	17 36.17%	1 2.13%	0 0.00%	0 0.00%
CIMARRON	NUMBER PERCENT	0 0.00%	14 35.00%	20 50.00%	5 12.50%	1 2.50%	0 0.00%
CLAYTON	NUMBER PERCENT	0 0.00%	16 28.57%	34 60.71%	5 8.93%	0 0.00%	1 1.79%
CLOUDCROFT	NUMBER PERCENT	0 0.00%	10 24.39%	24 58.54%	6 14.63%	1 2.44%	0 0.00%
CLOVIS	NUMBER PERCENT	50 7.29%	343 57.29%	195 28.43%	43 6.27%	5 0.73%	0 0.00%
COBRI	NUMBER PERCENT	14 9.93%	78 55.32%	40 28.37%	9 6.38%	0 0.00%	0 0.00%
CORONA	NUMBER PERCENT	0 0.00%	8 80.00%	2 20.00%	0 0.00%	0 0.00%	0 0.00%

TABLE 6, CONTINUED
1992-93 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
CUBA	NUMBER PERCENT	1 2.86%	26 74.29%	8 22.86%	0 0.00%	0 0.00%	0 0.00%
DIMING	NUMBER PERCENT	21 5.90%	220 61.80%	95 26.69%	18 5.06%	2 0.56%	0 0.00%
DES MOINES	NUMBER PERCENT	0 0.00%	0 0.00%	2 15.38%	7 53.85%	4 30.77%	0 0.00%
DIETER	NUMBER PERCENT	0 0.00%	24 41.38%	23 39.66%	10 17.24%	1 1.72%	0 0.00%
DORA	NUMBER PERCENT	3 17.65%	13 76.47%	1 5.88%	0 0.00%	0 0.00%	0 0.00%
DUCCI	NUMBER PERCENT	12 25.00%	28 58.33%	7 14.58%	1 2.08%	0 0.00%	0 0.00%
HIDA	NUMBER PERCENT	0 0.00%	0 0.00%	8 80.00%	2 20.00%	0 0.00%	0 0.00%
ESPANOLA	NUMBER PERCENT	23 5.72%	264 65.67%	105 26.12%	10 2.49%	0 0.00%	0 0.00%
ESTANCA	NUMBER PERCENT	7 12.96%	21 38.89%	21 38.89%	4 7.41%	1 1.85%	0 0.00%
EUNICE	NUMBER PERCENT	4 6.15%	43 66.15%	15 23.08%	3 4.62%	0 0.00%	0 0.00%
FARMINGTON	NUMBER PERCENT	39 5.31%	386 52.52%	236 32.11%	61 8.30%	12 1.63%	1 0.14%
HOYD	NUMBER PERCENT	0 0.00%	6 33.33%	10 55.56%	2 11.11%	0 0.00%	0 0.00%
J. L. SUMNER	NUMBER PERCENT	1 3.45%	10 34.48%	12 41.38%	4 13.79%	1 3.45%	1 3.45%
GADSDEN	NUMBER PERCENT	70 12.17%	369 64.17%	122 21.22%	14 2.43%	0 0.00%	0 0.00%
GALLUP-MCKINLEY	NUMBER PERCENT	101 11.06%	585 64.07%	202 22.12%	25 2.74%	0 0.00%	0 0.00%
GRADY	NUMBER PERCENT	0 0.00%	4 40.00%	6 60.00%	0 0.00%	0 0.00%	0 0.00%
GRANIS-CIBOLA	NUMBER PERCENT	25 10.46%	168 70.29%	45 18.83%	1 0.42%	0 0.00%	0 0.00%
HAGERMAN	NUMBER PERCENT	0 0.00%	20 48.78%	15 36.59%	6 14.63%	0 0.00%	0 0.00%
HATCH	NUMBER PERCENT	10 12.05%	54 65.06%	13 15.66%	5 6.02%	1 1.20%	0 0.00%

TABLE 6, CONTINUED
1992-93 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
HOBBS	NUMBER	26	328	205	64	17	6
	PERCENT	4.02%	50.77%	31.73%	9.91%	2.63%	0.93%
HONDO	NUMBER	0	0	2	5	0	0
	PERCENT	0.00%	0.00%	28.57%	71.43%	0.00%	0.00%
HOUST	NUMBER	0	1	4	2	0	0
	PERCENT	0.00%	14.29%	57.14%	28.57%	0.00%	0.00%
JAI	NUMBER	2	32	10	0	0	0
	PERCENT	4.55%	72.73%	22.73%	0.00%	0.00%	0.00%
JIMIZ MOUNTAIN	NUMBER	4	23	9	1	1	0
	PERCENT	10.53%	60.53%	23.68%	2.63%	2.63%	0.00%
JIMIZ VALLEY	NUMBER	5	50	36	2	1	1
	PERCENT	5.26%	52.63%	37.89%	2.11%	1.05%	1.05%
LAKE ARTHUR	NUMBER	5	7	0	0	0	0
	PERCENT	41.67%	58.33%	0.00%	0.00%	0.00%	0.00%
LAS CRUCES	NUMBER	57	814	436	89	13	0
	PERCENT	4.05%	57.77%	30.94%	6.32%	0.92%	0.00%
LAS VEGAS CITY	NUMBER	26	134	50	5	0	0
	PERCENT	12.09%	62.33%	23.26%	2.33%	0.00%	0.00%
LAS VEGAS WEST	NUMBER	7	91	49	10	1	0
	PERCENT	4.38%	58.13%	30.63%	6.25%	0.63%	0.00%
LOGAN	NUMBER	0	0	6	5	1	0
	PERCENT	0.00%	0.00%	50.00%	41.67%	8.33%	0.00%
LORDSBURG	NUMBER	4	20	22	11	1	0
	PERCENT	6.90%	34.48%	37.93%	18.97%	1.72%	0.00%
LOS ALAMOS	NUMBER	2	66	107	64	12	2
	PERCENT	0.79%	26.09%	42.29%	25.30%	4.74%	0.79%
LOS TUNAS	NUMBER	11	259	170	38	6	1
	PERCENT	2.27%	53.40%	35.05%	7.84%	1.24%	0.21%
LOVING	NUMBER	4	24	7	1	0	0
	PERCENT	11.11%	66.67%	19.44%	2.78%	0.00%	0.00%
LOVINGTON	NUMBER	17	154	56	4	0	0
	PERCENT	14.74%	61.35%	22.31%	1.59%	0.00%	0.00%
MAGDALENA	NUMBER	8	14	4	0	0	0
	PERCENT	10.77%	53.85%	15.38%	0.00%	0.00%	0.00%
MAXWELL	NUMBER	1	6	0	0	0	0
	PERCENT	14.29%	85.71%	0.00%	0.00%	0.00%	0.00%
MIROSI	NUMBER	1	7	5	2	0	0
	PERCENT	11.11%	38.89%	27.78%	11.11%	0.00%	0.00%

TABLE 6, CONTINUED
1992-93 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
MISA VISTA	NUMBER PERCENT	3 8.33%	20 55.56%	4 11.11%	7 19.44%	2 5.56%	0 0.00%
MORA	NUMBER PERCENT	2 0.00%	38 47.6%	21 66.67%	2 26.98%	0 1.54%	0 0.00%
MORIARTY	NUMBER PERCENT	5 2.17%	133 57.83%	72 31.30%	16 6.96%	4 1.74%	0 0.00%
MOSQUERO	NUMBER PERCENT	0 0.00%	1 100.00%	0 0.00%	0 0.00%	0 0.00%	0 0.00%
MOUNTAIN AIR	NUMBER PERCENT	1 3.33%	15 50.00%	11 36.67%	2 6.67%	0 0.00%	1 3.33%
PICOS	NUMBER PERCENT	1 2.13%	18 38.30%	23 48.94%	5 10.64%	0 0.00%	0 0.00%
PENASCO	NUMBER PERCENT	0 0.00%	35 68.63%	15 29.41%	1 1.96%	0 0.00%	0 0.00%
POJOAQUI	NUMBER PERCENT	16 11.76%	72 52.94%	40 29.41%	8 5.88%	0 0.00%	0 0.00%
PORTALS	NUMBER PERCENT	32 13.17%	158 65.02%	49 20.16%	4 1.65%	0 0.00%	0 0.00%
QUEMADO	NUMBER PERCENT	0 0.00%	0 0.00%	5 41.67%	7 58.33%	0 0.00%	0 0.00%
QUESTA	NUMBER PERCENT	10 20.00%	21 42.00%	18 36.00%	1 2.00%	0 0.00%	0 0.00%
RATON	NUMBER PERCENT	11 9.73%	73 64.60%	24 21.24%	5 4.42%	0 0.00%	0 0.00%
RESERVE	NUMBER PERCENT	0 0.00%	7 58.33%	4 33.33%	1 8.33%	0 0.00%	0 0.00%
ROSWELL	NUMBER PERCENT	58 7.45%	128 54.94%	231 29.65%	61 7.83%	1 0.13%	0 0.00%
ROY	NUMBER PERCENT	0 0.00%	1 25.00%	2 50.00%	1 25.00%	0 0.00%	0 0.00%
RUIDOSO	NUMBER PERCENT	12 7.69%	73 46.79%	52 33.33%	16 10.26%	3 1.92%	0 0.00%
SAN JON	NUMBER PERCENT	0 0.00%	10 76.92%	3 23.08%	0 0.00%	0 0.00%	0 0.00%
SANTALI	NUMBER PERCENT	22 2.47%	466 52.30%	303 34.01%	81 9.09%	14 2.13%	0 0.00%
SANTA ROSA	NUMBER PERCENT	2 2.78%	33 45.83%	34 47.22%	3 4.17%	0 0.00%	0 0.00%

TABLE 6, CONTINUED
1992-93 WRITING ASSESSMENT: GRADE 4
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
SHEPHERD	NUMBER PERCENT	32 13.62%	124 52.77%	60 25.53%	15 6.35%	4 1.70%	0 0.00%
SOCORRO	NUMBER PERCENT	14 9.21%	65 42.76%	47 30.92%	24 15.79%	2 1.32%	0 0.00%
SPRINGER	NUMBER PERCENT	1 4.76%	17 80.95%	3 14.29%	0 0.00%	0 0.00%	0 0.00%
TAOS	NUMBER PERCENT	21 9.42%	113 50.67%	83 37.22%	5 2.24%	1 0.45%	0 0.00%
TATUM	NUMBER PERCENT	3 15.00%	10 50.00%	5 25.00%	1 5.00%	1 5.00%	0 0.00%
TEXICO	NUMBER PERCENT	5 14.71%	22 64.71%	7 20.59%	0 0.00%	0 0.00%	0 0.00%
TRUTH OR CONSEQ.	NUMBER PERCENT	1 0.79%	63 50.00%	53 42.06%	8 6.35%	1 0.79%	0 0.00%
TUCUMCARI	NUMBER PERCENT	6 5.41%	95 85.59%	10 9.01%	0 0.00%	0 0.00%	0 0.00%
TULAROSA	NUMBER PERCENT	0 0.00%	24 42.11%	25 43.86%	3 5.26%	5 8.77%	0 0.00%
VAUGHN	NUMBER PERCENT	0 0.00%	8 80.00%	2 20.00%	0 0.00%	0 0.00%	0 0.00%
WAGON MOUND	NUMBER PERCENT	0 0.00%	3 33.33%	3 33.33%	3 33.33%	0 0.00%	0 0.00%
ZUNI	NUMBER PERCENT	3 2.29%	94 71.76%	24 18.32%	9 6.87%	1 0.76%	0 0.00%
STATEWIDE	NUMBER PERCENT	1,339 6.0%	12,290 55.2%	6,857 30.8%	1,539 6.9%	212 1.0%	20 0.1%

TABLE 7
1992-93 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
ALAMOGORDO	NUMBER	10	120	232	151	42	6
	PERCENT	1.78%	21.39%	41.35%	26.92%	7.49%	1.07%
ALBUQUERQUE	NUMBER	96	1139	2177	1347	175	38
	PERCENT	1.79%	21.20%	44.25%	25.07%	6.98%	0.71%
ANIMAS	NUMBER	0	4	9	13	5	1
	PERCENT	0.00%	12.50%	28.13%	40.63%	15.63%	3.13%
ARRESTA	NUMBER	1	29	102	63	30	0
	PERCENT	0.44%	12.89%	45.33%	28.00%	13.33%	0.00
AZUL	NUMBER	2	76	99	42	9	4
	PERCENT	0.86%	32.76%	42.67%	18.10%	3.88%	1.72%
BEEHN	NUMBER	9	112	132	75	15	1
	PERCENT	2.62%	32.56%	38.37%	21.80%	4.36%	0.29%
BERNABILLO	NUMBER	16	87	67	33	5	2
	PERCENT	7.62%	41.43%	31.90%	15.71%	2.38%	0.95%
BLOOMFIELD	NUMBER	18	105	83	43	8	1
	PERCENT	6.98%	40.70%	32.17%	16.67%	3.10%	0.39%
CAPITAN	NUMBER	0	6	22	10	6	1
	PERCENT	0.00%	13.33%	48.89%	22.22%	13.33%	2.22%
CARLSBAD	NUMBER	21	159	230	74	32	3
	PERCENT	4.05%	30.64%	44.32%	14.26%	6.17%	0.58%
CARLUZCO	NUMBER	0	0	2	11	3	2
	PERCENT	0.00%	0.00%	11.11%	61.11%	16.67%	11.11%
CENTRAL	NUMBER	12	102	227	120	18	1
	PERCENT	2.50%	21.25%	47.29%	25.00%	3.75%	0.21%
CHAMA	NUMBER	0	13	13	7	2	0
	PERCENT	0.00%	13.14%	10.51%	18.92%	5.41%	0.00%
CHAMBERAIN	NUMBER	0	3	21	17	2	0
	PERCENT	0.00%	9.80%	33.44%	33.33%	13.71%	0.00%
CLAYTON	NUMBER	0	7	27	10	1	0
	PERCENT	0.00%	17.00%	53.00%	23.00%	2.50%	0.00%
COUCHROFT	NUMBER	0	1	13	17	14	1
	PERCENT	0.00%	2.17%	28.26%	36.96%	30.43%	2.17%
COVING	NUMBER	28	233	245	109	35	2
	PERCENT	4.29%	35.74%	37.58%	16.72%	5.37%	0.31%
CORRI	NUMBER	17	69	46	3	1	0
	PERCENT	12.50%	50.74%	33.82%	2.21%	0.74%	0.00%
CROWLEY	NUMBER	1	3	0	2	0	0
	PERCENT	16.67%	0.00%	33.33%	0.00%	0.00%	

TABLE 7, CONTINUED
1992-93 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
ALBA	NUMBER	0	5	30	11	2	0
	PERCENT	0.00%	10.42%	62.50%	22.92%	4.17%	0.00%
BIRMING	NUMBER	12	51	127	68	28	1
	PERCENT	4.18%	17.77%	44.25%	23.69%	9.76%	0.35%
DISMORIS	NUMBER	0	3	10	5	1	0
	PERCENT	0.00%	15.79%	52.63%	26.32%	5.26%	0.00%
DUNTER	NUMBER	1	29	34	16	3	1
	PERCENT	1.19%	34.52%	40.48%	19.05%	3.57%	1.19%
DORA	NUMBER	0	11	5	4	3	0
	PERCENT	0.00%	47.83%	21.74%	17.39%	13.04%	0.00%
DUTCH	NUMBER	0	5	14	12	2	0
	PERCENT	0.00%	15.15%	42.42%	36.36%	6.06%	0.00%
EHLA	NUMBER	0	1	4	3	1	0
	PERCENT	0.00%	11.11%	44.44%	33.33%	11.11%	0.00%
ESPANOLA	NUMBER	18	157	170	68	8	0
	PERCENT	4.28%	37.29%	40.38%	16.15%	1.90%	0.00%
ESTANCA	NUMBER	2	25	21	3	2	0
	PERCENT	3.37%	41.17%	39.62%	5.66%	3.77%	0.00%
EUNEF	NUMBER	0	16	34	13	2	0
	PERCENT	0.00%	24.62%	52.31%	20.00%	3.08%	0.00%
FARMINGTON	NUMBER	3	101	121	204	60	2
	PERCENT	0.43%	14.17%	16.61%	29.11%	8.66%	0.29%
FLOYD	NUMBER	0	3	4	6	1	0
	PERCENT	0.00%	21.43%	28.57%	42.86%	7.14%	0.00%
FRESUMER	NUMBER	0	13	17	6	2	0
	PERCENT	0.00%	34.21%	41.74%	15.79%	5.26%	0.00%
GARDEN	NUMBER	51	267	268	70	8	1
	PERCENT	7.67%	40.15%	40.30%	10.53%	1.20%	0.15%
GALLUP/KENNELLY	NUMBER	18	279	328	135	22	1
	PERCENT	5.90%	41.32%	49.34%	16.61%	2.71%	0.12%
GLADE	NUMBER	0	0	1	6	4	0
	PERCENT	0.00%	0.00%	9.09%	51.52%	36.36%	0.00%
GAS, DORCHESTER	NUMBER	6	5	112	64	7	0
	PERCENT	2.46%	2.25%	45.90%	26.23%	2.87%	0.00%
HAGGINS	NUMBER	1	8	15	3	0	0
	PERCENT	3.70%	29.63%	55.36%	11.11%	0.00%	0.00%
HAYTH	NUMBER	0	8	17	25	11	0
	PERCENT	0.00%	9.88%	17.68%	30.86%	13.98%	0.00%

TABLE 7, CONTINUED
1992-93 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
DOBBS	NUMBER PERCENT	23 3.41%	197 29.23%	266 39.47%	131 20.92%	42 6.23%	5 0.74%
DONDO	NUMBER PERCENT	0 0.00%	0 0.00%	2 16.67%	6 50.00%	3 25.00%	1 8.33%
HOUSE	NUMBER PERCENT	1 25.00%	1 25.00%	1 25.00%	1 25.00%	0 0.00%	0 0.00%
LAJ	NUMBER PERCENT	0 0.00%	7 18.92%	19 51.35%	9 24.32%	2 5.41%	0 0.00%
HAMEZ MOUNTAIN	NUMBER PERCENT	3 8.33%	5 13.89%	19 52.78%	7 19.44%	2 5.56%	0 0.00%
HAMEZ VALLEY	NUMBER PERCENT	2 1.92%	26 25.00%	34 32.69%	27 25.96%	14 13.46%	1 0.96%
LAKE ARTHUR	NUMBER PERCENT	2 11.11%	6 33.33%	6 33.33%	3 16.67%	1 5.56%	0 0.00%
LAS CRUCES	NUMBER PERCENT	31 2.26%	332 24.22%	568 41.43%	306 22.32%	115 8.39%	19 1.39%
LAS VEGAS CITY	NUMBER PERCENT	0 0.00%	59 27.96%	90 42.65%	51 24.17%	10 4.74%	1 0.47%
LAS VEGAS WEST	NUMBER PERCENT	13 8.67%	56 37.33%	63 42.00%	17 11.33%	1 0.67%	0 0.00%
LOGAN	NUMBER PERCENT	0 0.00%	5 27.78%	9 50.00%	3 16.67%	1 5.56%	0 0.00%
LORDSBURG	NUMBER PERCENT	4 6.35%	43 68.25%	16 25.40%	0 0.00%	0 0.00%	0 0.00%
LOS ALAMOS	NUMBER PERCENT	1 0.42%	10 4.22%	78 32.91%	98 41.35%	44 18.57%	6 2.53%
LOS LUNAS	NUMBER PERCENT	18 3.52%	145 28.38%	223 43.64%	106 20.74%	18 3.52%	1 0.20%
LOVING	NUMBER PERCENT	1 2.78%	12 33.33%	20 55.56%	2 5.56%	1 2.78%	0 0.00%
LOVINGTON	NUMBER PERCENT	10 4.55%	95 43.18%	76 34.55%	30 13.64%	8 3.64%	1 0.45%
MAGDALENA	NUMBER PERCENT	1 5.56%	6 33.33%	8 44.44%	3 16.67%	0 0.00%	0 0.00%
MAXWELL	NUMBER PERCENT	0 0.00%	1 25.00%	5 41.67%	3 25.00%	1 8.33%	0 0.00%
MILBOG	NUMBER PERCENT	1 4.76%	14 66.67%	5 23.81%	1 4.76%	0 0.00%	0 0.00%

TABLE 7, CONTINUED
1992-93 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
MESA VISTA	NUMBER PERCENT	4 12.12%	10 30.30%	11 31.33%	7 21.21%	1 3.03%	0 0.00%
MORA	NUMBER PERCENT	1 1.37%	20 27.40%	24 32.88%	25 34.25%	3 4.11%	0 0.00%
MORTARIY	NUMBER PERCENT	0 0.00%	36 16.74%	84 39.07%	52 24.19%	40 18.60%	3 1.40%
MOSQUERO	NUMBER PERCENT	0 0.00%	0 0.00%	0 0.00%	2 66.67%	1 33.33%	0 0.00%
MOUNTAINAIR	NUMBER PERCENT	3 7.69%	13 33.33%	19 48.72%	2 5.13%	2 5.13%	0 0.00%
PICOS	NUMBER PERCENT	0 0.00%	15 27.78%	24 44.44%	10 18.52%	5 9.26%	0 0.00%
PENASCO	NUMBER PERCENT	1 1.72%	9 15.52%	22 37.93%	21 36.21%	5 8.62%	0 0.00%
POJOAQUI	NUMBER PERCENT	7 4.93%	19 11.51%	51 17.32%	27 19.01%	5 3.52%	1 0.70%
PORTALES	NUMBER PERCENT	5 2.24%	58 26.01%	99 44.39%	50 22.42%	10 4.48%	1 0.45%
QUEMAIDO	NUMBER PERCENT	0 0.00%	0 0.00%	3 20.00%	10 66.67%	2 13.33%	0 0.00%
QUESTA	NUMBER PERCENT	0 0.00%	4 7.69%	20 38.46%	19 36.54%	8 15.38%	1 1.92%
RATON	NUMBER PERCENT	10 8.85%	19 43.36%	38 33.63%	14 12.39%	2 1.77%	0 0.00%
RESERVE	NUMBER PERCENT	0 0.00%	3 16.67%	7 38.89%	7 38.89%	1 5.56%	0 0.00%
ROSWELL	NUMBER PERCENT	40 4.94%	215 29.05%	325 40.17%	154 19.04%	51 6.30%	4 0.49%
ROY	NUMBER PERCENT	0 0.00%	2 33.33%	3 50.00%	1 16.67%	0 0.00%	0 0.00%
RUTHENCO	NUMBER PERCENT	8 5.97%	44 32.84%	48 35.82%	24 17.91%	10 7.46%	0 0.00%
SAN JOE	NUMBER PERCENT	0 0.00%	8 42.11%	7 36.84%	3 15.79%	1 5.26%	0 0.00%
SAN JUAN	NUMBER PERCENT	9 0.90%	176 17.56%	389 38.82%	297 29.64%	121 12.08%	10 1.00%
SAN JUAN VA	NUMBER PERCENT	5 7.94%	31 49.21%	21 36.51%	4 6.35%	0 0.00%	0 0.00%

TABLE 7, CONTINUED

1992-93 WRITING ASSESSMENT: GRADE 6
NUMBER AND PERCENT OF STUDENTS AT EACH HOLISTIC SCORE

DISTRICT	HOLISTIC SCORE	1 & 1.5	2 & 2.5	3 & 3.5	4 & 4.5	5 & 5.5	6
SILVER	NUMBER	1	30	155	67	20	2
	PERCENT	0.36%	10.91%	56.36%	24.36%	7.27%	0.73%
SOCORRO	NUMBER	6	42	38	27	6	1
	PERCENT	5.00%	35.00%	31.67%	22.50%	5.00%	0.83%
SPRINGER	NUMBER	1	20	6	0	0	0
	PERCENT	3.70%	74.07%	22.22%	0.00%	0.00%	0.00%
TADS	NUMBER	5	61	111	50	19	0
	PERCENT	2.03%	24.80%	45.12%	20.33%	7.72%	0.00%
TALUM	NUMBER	0	10	9	3	0	0
	PERCENT	0.00%	45.45%	40.91%	13.64%	0.00%	0.00%
TEXICO	NUMBER	0	13	20	8	3	0
	PERCENT	0.00%	29.55%	45.45%	18.18%	6.82%	0.00%
TRUTH OR CONSEQ.	NUMBER	4	37	42	18	4	0
	PERCENT	3.81%	35.24%	40.00%	17.14%	3.81%	0.00%
TUCUMCARI	NUMBER	6	25	45	26	4	0
	PERCENT	5.66%	23.58%	42.45%	24.53%	3.77%	0.00%
TULAROSA	NUMBER	4	27	42	12	4	2
	PERCENT	4.40%	29.67%	46.15%	13.19%	4.40%	2.20%
VAUGHN	NUMBER	0	1	4	5	3	0
	PERCENT	0.00%	7.69%	30.77%	38.46%	23.08%	0.00%
WAGON MOUND	NUMBER	0	1	9	5	0	0
	PERCENT	0.00%	6.67%	60.00%	33.33%	0.00%	0.00%
ZUNI	NUMBER	0	13	44	24	9	1
	PERCENT	0.00%	14.29%	48.35%	26.37%	9.89%	1.10%
STATEWIDE	NUMBER	607	5,465	8,893	4,781	1,427	137
	PERCENT	2.9%	25.7%	41.7%	22.4%	6.7%	0.6%

TABLE 8
1992-93 ITBS/J BASIC COMPOSITE SCORES: GRADES 3, 5, AND 8
BASED ON MEDIAN PERCENTILE

DISTRICT	GRADE 3		GRADE 5		GRADE 8	
	SCORE	RANK	SCORE	RANK	SCORE	RANK
ALAMOGORDO	49	21	48	26	44	24
ALBUQUERQUE	42	40	48	26	45	19
ANIMAS	37	54	45	37	52	12
ARIZONA	49	21	51	19	39	36
AZUL	56	13	51	19	45	19
BELÉN	35	56	40	52	33	59
BERNALILLO	25	75	26	80	26	78
BROOMFIELD	35	56	40	52	N/A	N/A
CADILLAC	51	20	65	3	41	31
CAPITAN	46	32	48	26	37	43
CARRIZO	63	7	47	35	61	5
CENTRAL CONS.	28	71	26	80	28	75
CHAMA	34	66	40	52	33	5
CIMARRON	63	7	51	19	57	7
CLAYTON	49	21	56	14	54	9
CLOUD/BOLT	16	84	1	19	59	6
COVIL	49	21	42	46	41	31
COPPER	35	56	34	70	29	71
CORONA	39	48	13	88	29	71
CUBA	28	71	19	84	29	71
DELANO	35	56	34	70	35	52
DESMOINES	52	16	61	9	41	31
DIXIE	32	68	29	77	32	64
DONNA	75	2	59	11	31	65
DUCIE	18	84	40	52	26	85
EBEL	23	73	40	52	70	1
ESLANO	25	75	31	76	31	65
ESLANO/TA	59	12	62	6	35	52
FUNF	54	15	45	37	29	71
FARMINGTON	46	32	48	26	43	25
FLOYD	22	80	34	70	43	25
FUSCOMBER	49	21	50	25	43	25
GARDEN	25	75	23	82	21	83
GILLES	16	85	19	84	21	83
GRAND	56	13	54	16	66	3
GRAND/CHRYSLER	28	71	40	52	35	52
HAYDEN	25	75	37	63	26	78
HERRING	19	82	34	70	50	15
HILL	46	32	42	46	35	52
HINDS	39	48	45	37	33	59
HOLMES	37	54	72	1	52	12
HUGHES	49	21	47	35	45	19
HUMPHREYS	19	82	17	87	28	75
HUNTER	39	48	40	52	39	36
JAFFE	25	75	45	37	45	19
JANNEY	35	56	45	37	37	43
JENNIFER	46	32	51	19	38	42
JONES	35	56	34	70	23	82
JONES	52	16	59	11	66	3
JONES	41	46	42	46	17	43
JONES	70	4	72	1	70	1
JONES	35	56	36	68	31	65
JONES	42	40	37	63	40	15
JONES	42	40	34	70	33	59
JONES	22	80	62	6	41	31
JONES	68	6	48	26	25	81
JONES	63	7	59	11	62	12

TABLE 8, CONTINUED

1992-93 ITBS/J BASIC COMPOSITE SCORES: GRADES 3, 5, AND 8
BASED ON MEDIAN PERCENTILE

DISTRICT	GRADE 3		GRADE 5		GRADE 8	
	SCORE	RANK	SCORE	RANK	SCORE	RANK
MESA VISTA	52	16	48	26	31	65
MORA	44	37	29	77	31	65
MORIARTY	49	21	56	14	50	15
MOSQUERO	61	11	48	26	57	7
MOUNTAIN AIR	44	37	45	37	28	75
Pecos	34	66	42	46	31	65
PENASCO	49	21	42	46	36	50
POJOAQUE	41	46	42	46	36	50
PORTALES	52	16	48	26	53	10
QUIMANDO	49	21	37	63	50	15
QUESTA	35	56	45	37	45	19
RAISON	35	56	40	52	35	52
RESERVE	70	4	62	6	43	25
ROSWELL	42	40	45	37	43	25
ROY	44	37	54	16	53	10
RUIDOSO	42	40	40	52	37	43
SAN JON	79	1	53	18	39	36
SANTA FE	35	56	51	19	47	18
SANTA ROSA	39	48	40	52	37	43
SILVER CITY	28	71	37	63	37	43
SOCORRO	42	40	36	68	39	36
SPRINGER	63	7	61	9	31	59
TAOS	39	48	40	52	43	25
TALAM	49	21	64	5	35	52
TENICO	49	21	65	3	37	43
TRUTH OR CONSEQUENCE	32	68	45	37	35	52
TUCUMCARI	46	32	48	26	39	36
TULAROSA	39	48	17	63	26	78
VAUGHN	31	70	28	79	39	36
WAGON MOUND	16	85	19	84	17	86
ZUNI	11	88	22	83	13	87
STATEWIDE	39		42		39	

* Unable to publish a basic composite score for Bloomfield because all subtests were not administered

TABLE 9
ACT COMPOSITE SCORES AND DISTRICT RANKINGS

DISTRICT	1990-91		1991-92		DISTRICT	1990-91		1991-92	
	SCORE	RANK	SCORE	RANK		SCORE	RANK	SCORE	RANK
ALAMOGORDO	20.7	7	21.2	6	LAKE ARTHUR	19.2	39	16.3	85
ALBUQUERQUE	21.3	3	21.2	6	LAS CRUCES	20.7	7	20.6	12
ANIMAS	17.4	69	18.4	49	LAS VEGAS CITY	19.0	43	19.5	30
ARTISIA	19.6	31	19.5	30	LAS VEGAS WEST	16.8	79	16.9	79
AZTEC	19.7	29	19.1	37	LOGAN	19.6	31	18.7	42
BELLEN	20.1	20	19	40	LORDSBURG	17.6	63	17.6	64
BERNALILLO	17.4	69	17.5	69	LOS ALAMOS	24.1	1	24.8	1
BLOOMFIELD	19.9	26	20.9	9	LOS LUNAS	20.1	20	19.9	22
CAPTAN	20.0	23	18.2	50	LOVING	15.8	85	16.9	79
CARISBAD	20.6	11	20.2	16	LOVINGTON	19.2	39	19.3	34
CARRIZOZO	21.0	4	22.6	3	MAGDALENA	18.4	51	17.6	64
CENTRAL	16.9	78	17.1	77	MAXWELL	18.0	58	19.4	33
CHAMA VALLEY	18.2	53	17.5	69	MELROSE	19.4	37	19.1	37
CIMARRON	17.6	63	18	56	MESA VISTA	17.6	63	16	86
CLAYTON	19.0	43	21.4	5	MORA	18.0	58	19.3	34
CLOUDCROFT	20.7	7	20.6	12	MORIARTY	21.5	2	21.6	4
CLOVIS	20.9	5	20.9	9	MOSQUERO	20.0	23	16.4	84
COBBI	18.0	58	17.7	61	MOUNTAINAIR	16.8	79	16.5	83
CORONA	19.5	35	18	56	PICOS	15.4	86	18	56
CUBA	17.5	67	17.5	69	PENASCO	20.7	7	18.5	46
DENING	19.7	29	19.6	28	POJOAQUE	18.9	48	20	48
DES MOINES	19.1	42	17.6	64	PORTALES	20.4	16	20.6	12
DIXTER	19.0	43	18.2	50	QUIMADO	18.7	50	19.6	29
DORA	20.5	14	17.6	64	QUESTA	16.0	84	16.9	79
DULCE	17.6	63	15.9	87	RAISON	20.5	14	18.6	41
ELIDA	17.8	62	17.7	61	RISERVE	20.1	20	21.1	8
ESPAÑOLA	17.3	74	17.9	59	ROSWELL	20.6	11	20.7	11
ESTANCA	19.5	35	18.6	43	ROY	20.4	16	20	48
EUNICE	17.4	69	18.2	50	RUIDOSO	19.9	26	19.8	26
FARMINGTON	20.6	11	19.9	22	SAN JON	20.0	23	17.6	64
FLOYD	15.4	86	17.7	61	SANTA FE	20.9	5	20.5	15
FL. SUMNER	18.8	49	18.5	46	SANTA ROSA	20.4	16	18.6	43
GADSDEN	17.5	67	18.1	54	SILVER CITY	19.2	39	19.5	30
GALLUP	17.1	76	17	78	SOCORRO	19.6	31	19.9	22
GRADY	16.1	83	20	18	SPRINGER	16.8	79	17.3	73
GRANIS-CIBOLA	18.4	51	19	40	TAOS	19.0	43	19.7	27
HAGLERMAN	19.8	28	17.5	69	TATUM	17.9	61	18.2	50
HATCH	17.4	69	17.9	59	TEXICO	17.1	76	19.1	37
HOBBS	20.3	19	20.1	17	TRUTH OR CONSEQU.	18.1	55	19.9	22
HONDO VALLEY	16.7	82	17.2	75	TUCUMCARI	18.1	55	20	48
HOUST	17.2	75	22.8	2	TULAROSA	18.1	55	18.1	54
JAI	19.6	31	18.5	46	VAUGHN	19.0	43	19.3	34
JEMEZ MOUNTAIN	17.4	69	16.6	82	WAGON MOUND	19.3	38	17.3	73
JEMEZ VALLEY	18.2	53	17.2	75	ZUNI	15.4	86	14.9	88

TABLE 10
1992-93 ITBS/J AND 1991-92 ACT RANKINGS BY SCHOOL CLUSTER

DISTRICT	ITBS GRADE 3		ITBS GRADE 5		ITBS GRADE 8		ACT SCORES	
	1992-93 STATE RANK	1992-93 CLUSTER RANK	1992-93 STATE RANK	1992-93 CLUSTER RANK	1992-93 STATE RANK	1992-93 CLUSTER RANK	1991-92 STATE RANK	1991-92 CLUSTER RANK
ALBUQUERQUE	40	6	26	5	19	4	6	2
ARTESIA	21	3	19	2	36	6	30	12
BELLEN	56	11	52	10	59	13	40	16
BLOOMFIELD	56	11	52	10	N/A	N/A	9	3
GARDEN	75	17	82	17	83	16	54	17
LASCRUCE	56	11	37	8	43	10	12	4
EAS VEGAS CITY	32	4	19	2	42	9	30	12
LOS ALAMOS	4	1	1	1	1	1	1	1
LOS LUNAS	56	11	68	14	65	15	22	9
LOVINGTON	40	6	70	16	59	13	34	15
POBOAQUE	46	9	46	9	50	12	18	7
PORTALES	16	2	26	5	10	2	12	4
SANTA FE	56	11	19	2	18	3	15	6
SILVER CITY	71	16	63	13	43	10	30	12
SOCORRO	40	6	68	14	36	6	22	9
TAOS	48	10	52	10	25	5	27	11
TUCUMCARI	32	4	26	5	36	6	18	7
ANIMAS	54	17	37	15	12	9	49	11
CAPTAN	20	12	3	2	31	14	50	12
CARRIZO	7	5	35	14	5	4	3	2
CIMARRON	7	5	19	12	7	6	56	14
CLAYTON	21	13	14	8	9	7	5	3
CLOUTCROFT	85	19	19	12	6	5	12	5
CORONA	48	16	88	19	71	18	56	14
DES MOINES	16	10	9	4	31	14	64	17
DORA	2	2	11	5	65	17	64	17
ELIDA	3	3	52	17	1	1	61	16
LUNICÉ	15	9	37	15	71	18	50	12
GRADY	13	8	16	9	3	2	18	6
HOUSE	54	17	1	1	12	9	2	1
LOGAN	16	10	31	5	3	2	42	10
MEROSI	7	5	11	5	12	9	37	9
QUEMAPO	21	13	63	18	15	12	28	8
RESERVE	4	1	6	3	25	13	8	4
ROY	37	15	16	9	10	8	18	6
SAN JON	1	1	18	11	36	16	64	17
BERNALILLO	75	10	80	11	78	11	69	10
CENTRAL CONS	71	8	80	11	75	10	77	11
COBRE CONS	56	4	70	7	71	9	61	7
DUMING	56	4	70	7	52	6	28	1
ESPAÑOLA	75	10	76	9	65	8	59	6
GALLUP	85	13	84	13	83	13	78	12
GRANTS CIBOLA	71	8	52	4	52	6	40	3
LORDSBURG	46	1	46	1	43	4	64	8
MAGDALENA	80	12	6	1	31	2	64	8
QUINTA	56	4	37	2	19	1	79	13
SANTA ROSA	48	2	52	4	43	4	43	4
TULAROSA	48	2	63	6	78	11	54	5
VAUGHN	70	7	79	10	36	3	34	2

TABLE 10, CONTINUED
1992-93 ITBS/J AND 1991-92 ACT RANKINGS BY SCHOOL CLUSTER

DISTRICT	ITBS GRADE 3		ITBS GRADE 5		ITBS GRADE 8		ACT SCORES	
	1992-93 STATE RANK	1992-93 CLUSTER RANK	1992-93 STATE RANK	1992-93 CLUSTER RANK	1992-93 STATE RANK	1992-93 CLUSTER RANK	1991-92 STATE RANK	1991-92 CLUSTER RANK
DEXTER	68	8	77	11	64	9	50	6
ESTANCIA	12	2	6	3	52	7	43	3
FLOYD	80	11	70	10	25	1	61	8
FT. SUMNER	21	3	25	4	25	1	46	4
HAGERMAN	75	9	63	8	78	10	69	9
JAI	21	3	35	6	45	5	46	4
LAKE ARTHUR	75	9	37	7	45	5	85	11
LOVING	40	7	63	8	35	3	79	10
MAXWELL	6	1	26	5	81	11	33	1
TALUM	21	3	5	2	52	7	50	6
MEXICO	21	3	3	1	43	4	37	2
CHAMA	66	11	52	8	59	6	69	6
CUBA	71	11	84	16	71	12	69	6
DUTCH	84	16	52	8	85	16	87	17
HATCH	82	14	70	12	15	2	59	5
HONFO	48	7	37	4	59	6	75	10
JEMEZ MOUNTAIN	82	14	87	18	75	13	82	13
JEMEZ VALLEY	48	7	52	8	36	3	75	10
LAS VEGAS WEST	56	9	70	12	82	15	79	12
MESA VISTA	16	3	26	2	65	9	86	16
MORA	37	5	77	14	65	9	34	1
MOSQUERO	11	2	26	2	7	1	84	15
MOUNTAIN AIR	37	5	37	4	75	13	83	14
PICOS	66	11	46	6	65	9	56	4
PINASCO	21	4	46	6	50	4	46	3
RATON	56	9	52	8	52	5	43	2
SPRINGER	7	1	9	1	59	6	73	8
WAGON MOUND	85	17	84	16	86	17	73	8
ZUNI	88	18	83	15	87	18	88	18
ALAMOGORDO	21	2	26	3	24	3	6	2
AZTEC	13	1	19	2	19	2	37	10
CARLSBAD	32	5	26	3	47	7	16	5
CLOVIS	21	2	46	6	31	6	9	3
FARMINGTON	32	5	26	3	25	4	22	7
HOBBS	32	5	46	6	52	9	17	6
MORIAPTY	21	2	14	1	15	1	4	1
ROSWELL	40	8	37	4	25	4	11	4
RUIDOSO	40	8	52	10	41	7	26	9
TRUJILLO COUNTY	68	10	37	4	52	9	22	7

TABLE 11
HIGH SCHOOL COMPETENCY EXAMINATION:
PERCENT OF GRADE 10 STUDENTS PASSING ALL SUBTESTS ON FIRST ATTEMPT

DISTRICT	1990-91		1991-92		1992-93	
	PERCENT	RANK	PERCENT	RANK	PERCENT	RANK
ALAMOGORDO	80.2%	23	82.3%	28	90.6%	25
ALBUQUERQUE	82.0%	17	82.7%	25	89.4%	28
ANIMAS	72.5%	53	87.5%	16	83.9%	48
ARTISIA	82.0%	17	78.8%	41	78.9%	66
AZUL	74.3%	28	82.4%	26	88.4%	31
BELEN	70.0%	59	71.7%	61	77.8%	70
BERNALILLO	61.3%	76	51.0%	88	59.6%	86
BLOOMFIELD	79.0%	29	77.8%	44	84.0%	47
CAPITAN	81.8%	19	86.8%	17	86.2%	41
CARLSBAD	73.1%	49	73.0%	57	86.4%	39
CARRIZOZO	83.3%	16	94.4%	8	100.0%	1
CENTRAL	66.6%	68	62.4%	80	78.4%	68
CHAMA VALLEY	73.0%	50	70.0%	65	83.9%	48
CIMARRON	75.8%	42	93.8%	10	100.0%	1
CLAYTON	92.9%	9	68.8%	68	89.2%	29
CLOUDCROFT	93.1%	8	89.7%	14	94.7%	16
COVIS	72.1%	54	73.5%	55	82.7%	53
COBRE	70.2%	58	71.3%	63	81.9%	59
CORONA	100.0%	1	85.7%	18	100.0%	1
CUBA	62.9%	71	51.0%	86	58.5%	87
DEMING	76.6%	38	81.3%	30	86.3%	40
DES MOINES	75.0%	44	100.0%	1	90.0%	26
DIXIE	66.7%	66	64.4%	77	82.3%	57
DORA	100.0%	1	100.0%	1	88.2%	34
DULCE	56.8%	83	67.9%	69	80.0%	64
ELIDA	44.4%	87	100.0%	1	88.9%	30
ESPANOLA	61.2%	77	61.5%	81	71.9%	80
ESTANCA	69.4%	62	73.6%	54	79.2%	65
EUNICE	80.3%	22	75.0%	50	88.9%	30
FARMINGTON	72.7%	51	80.1%	35	87.4%	36
FLOYD	60.0%	80	66.7%	71	90.9%	23
FT. SUMNER	73.7%	48	75.0%	50	90.9%	23
GADSDEN	62.3%	74	59.0%	83	67.1%	83
GALLUP	59.9%	81	63.1%	79	74.7%	74
GRADY	100.0%	1	100.0%	1	100.0%	1
GRANT/CIBOLA	61.8%	75	66.2%	73	78.3%	69
HAGERMAN	76.9%	36	82.4%	26	94.7%	16
HATCH	57.6%	82	57.3%	84	60.3%	85
HOBBS	70.8%	56	76.9%	47	82.2%	58
IRONDO VALLEY	75.0%	44	81.3%	30	100.0%	1
HOUSE	80.0%	24	75.0%	50	100.0%	1
JAL	91.4%	10	82.9%	24	82.9%	52
JEMEZ MOUNTAIN	77.4%	35	80.0%	36	94.7%	16
JEMEZ VALLEY	62.9%	71	59.6%	82	71.4%	81
LAKE ARTHUR	70.0%	59	94.4%	8	100.0%	1
LAS CRUCES	70.4%	57	72.0%	59	85.7%	42
LAS VEGAS CITY	76.0%	41	79.2%	19	91.8%	20
LAS VEGAS WEST	63.5%	69	73.0%	57	78.9%	66
LOGAN	93.3%	7	83.3%	21	83.3%	51
LORDSBURG	67.5%	64	79.5%	18	82.7%	53
LOS ALAMOS	96.6%	6	93.0%	12	97.0%	15
LOS LUNAS	69.7%	61	73.1%	56	87.5%	35
LOVING	84.0%	15	63.9%	78	73.0%	77
LOVINGTON	76.5%	39	67.7%	70	82.5%	55
MAGDALENA	45.0%	86	51.9%	87	47.1%	88

TABLE 11, CONTINUED

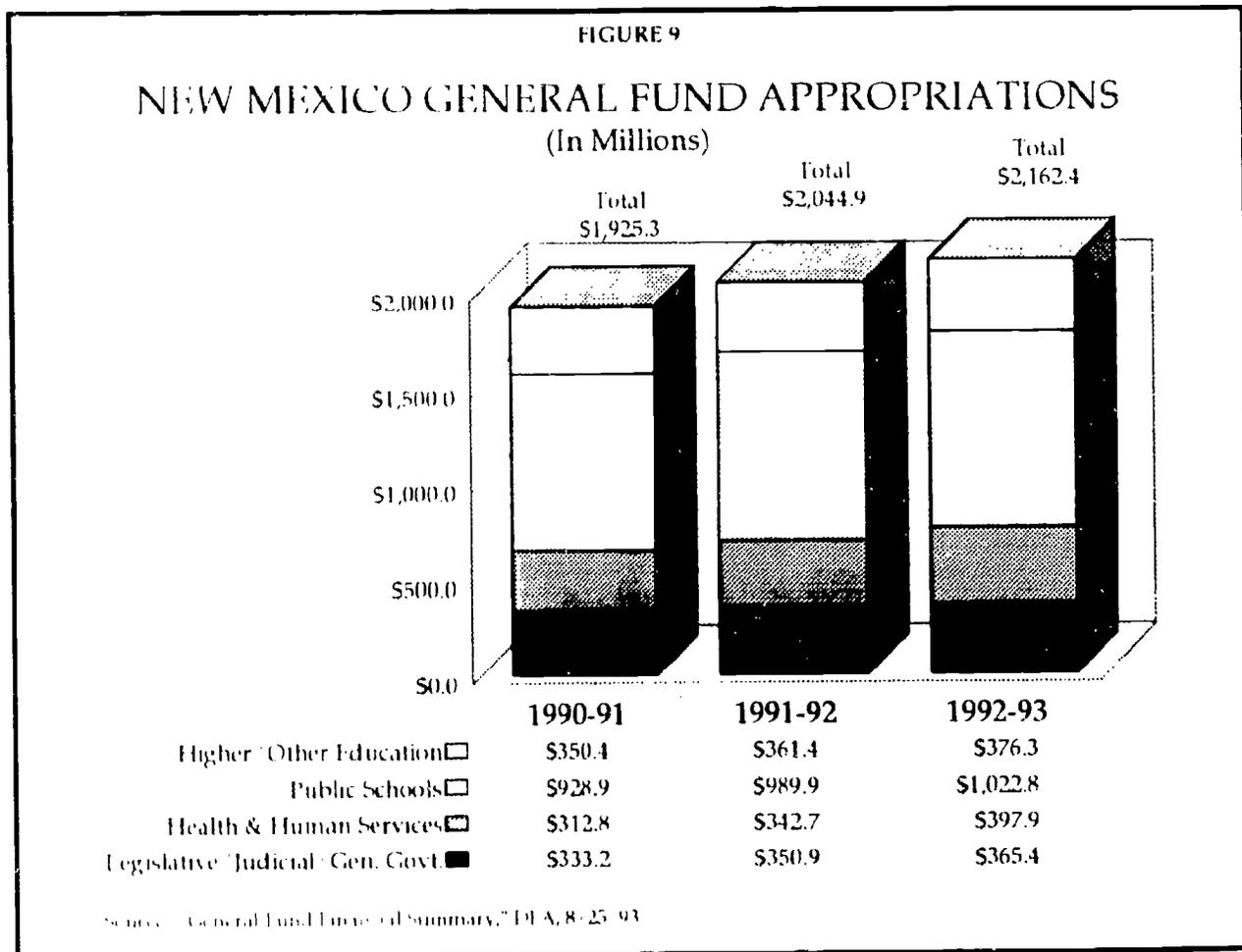
**HIGH SCHOOL COMPETENCY EXAMINATION:
PERCENT OF GRADE 10 STUDENTS PASSING ALL SUBTESTS ON FIRST ATTEMPT**

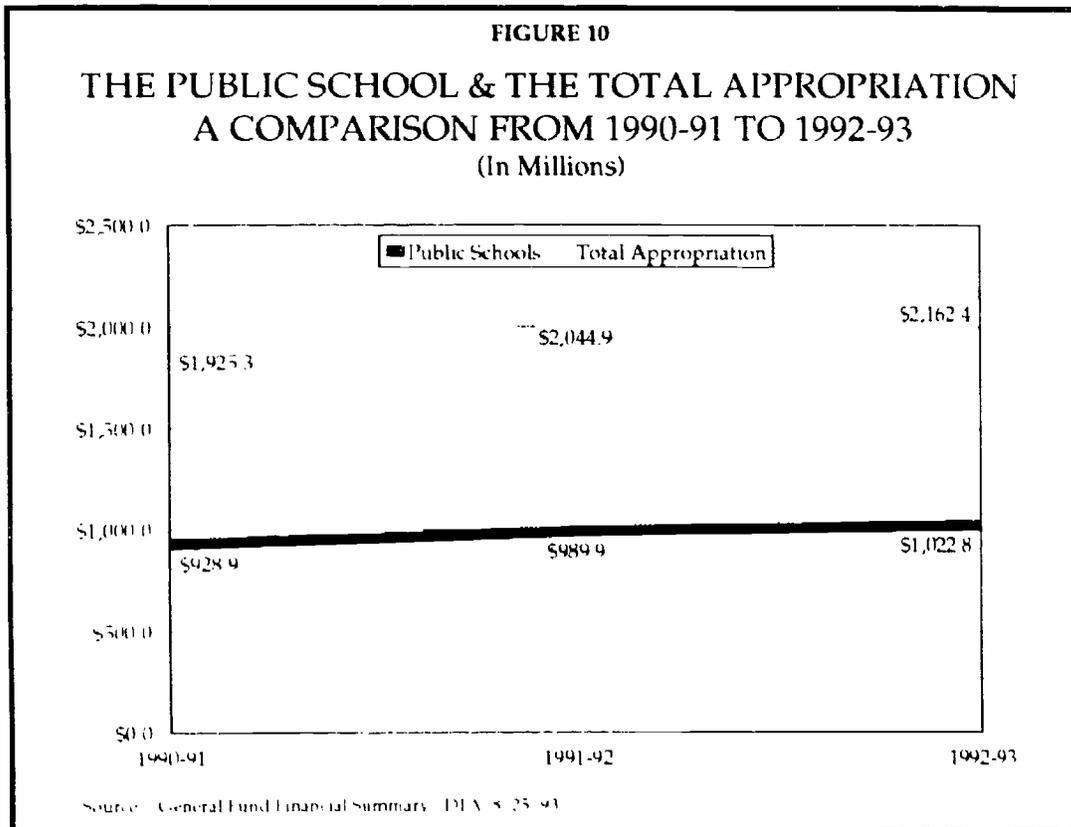
DISTRICT	1990-91		1991-92		1992-93	
	PERCENT	RANK	PERCENT	RANK	PERCENT	RANK
MAXWELL	75.0%	41	77.8%	44	72.7%	78
MILROSE	90.5%	11	83.3%	21	94.7%	16
MESA VISTA	89.7%	12	71.0%	64	85.3%	44
MORA	60.4%	99	72.0%	59	81.0%	61
MORIARTY	88.7%	13	89.3%	15	97.7%	14
MOSQUERO	100.0%	1	83.3%	21	100.0%	1
MOUNTAIN AIR	43.5%	88	74.1%	53	81.3%	60
PICOS	56.7%	17	65.9%	74	72.5%	79
PINASCO	79.7%	26	92.3%	13	77.4%	71
POLOAQUI	75.8%	12	80.7%	32	84.9%	45
PORTALES	77.9%	33	78.9%	40	81.0%	61
QUEMAIDO	81.8%	19	70.0%	65	100.0%	1
QUESTA	67.5%	61	70.0%	65	77.2%	72
RAISON	68.9%	63	80.5%	33	83.6%	50
RESTRVI	40.0%	84	100.0%	1	100.0%	1
ROSWELL	78.3%	32	78.5%	42	84.8%	46
ROY	80.0%	24	93.3%	11	88.9%	30
RUIDOSO	81.1%	21	77.1%	46	91.4%	22
SAN JON	66.7%	66	84.6%	19	100.0%	1
SANTA FE	79.5%	27	79.8%	37	85.4%	43
SANTA ROSA	60.9%	78	80.4%	31	90.0%	26
SILVER CITY	78.4%	31	76.4%	48	91.8%	20
SOCORRO	63.1%	70	65.3%	75	75.6%	73
SPRINGER	100.0%	1	100.0%	1	100.0%	1
TAOS	74.0%	47	81.7%	29	80.4%	63
TATUM	77.8%	34	84.6%	19	87.0%	37
TENICO	78.6%	30	75.9%	49	82.5%	55
TERRILLOR CONSIDO	84.1%	14	71.4%	62	74.4%	75
TUCUMCARI	76.3%	40	78.4%	43	87.0%	37
TULAROSA	70.9%	55	64.6%	76	69.8%	82
VAUGHN	62.5%	73	66.7%	71	100.0%	1
WAGON MOUND	72.7%	51	100.0%	1	66.7%	84
ZUNI	50.0%	84	54.6%	85	73.9%	76
STATEWIDE	74.9%		76.0%		84.1%	

FINANCIAL INDICATORS

State General Fund Appropriations

Since the inception of the state's public school funding formula, known as the State Equalization Guarantee, more than 90 percent of the total operational funding flowing to the 88 districts has come from state General Fund appropriations. Over the last three academic years, the actual amount of money appropriated for the schools has increased due to both enrollment growth and statutory changes, topping the one billion dollar mark for the first time in 1992-93. (See Figure 9.) During that same period of time, the schools share of the total General Fund appropriations decreased from 48.25 percent in 1990-91 to 47.30 percent in 1992-93. (See Figure 10.)





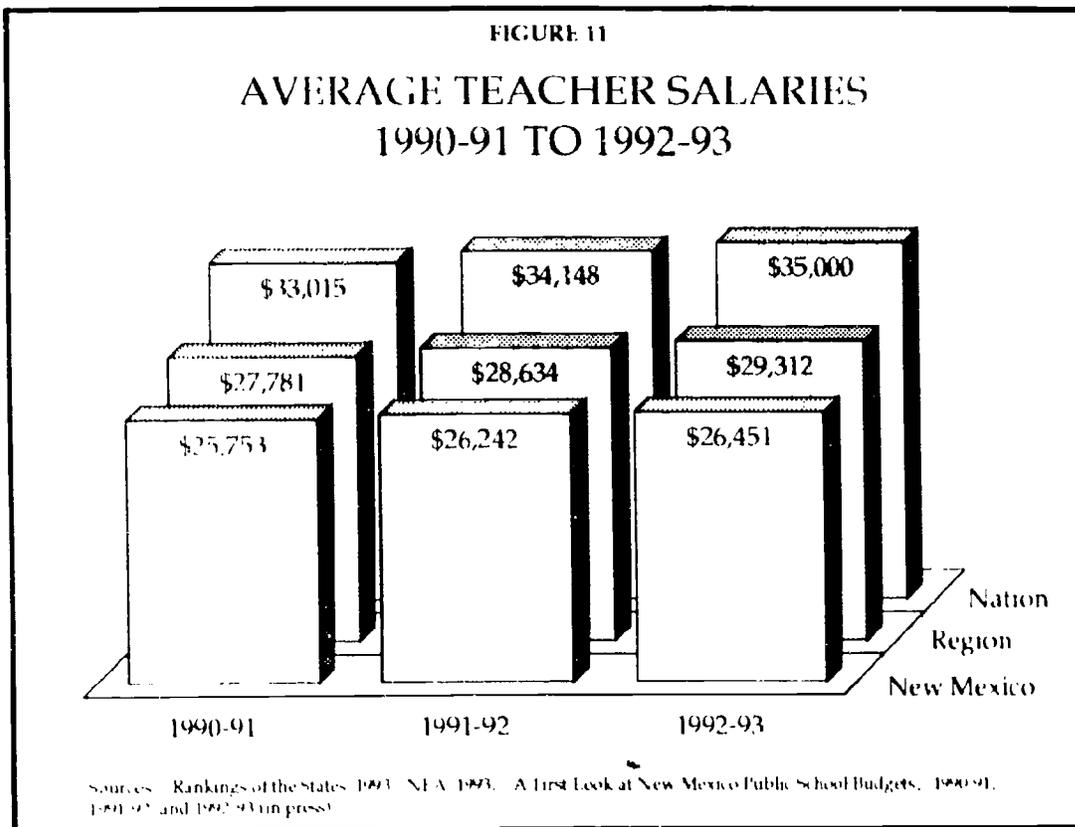
Average Teacher Salaries

Salaries reported for New Mexico teachers are the average returning teachers' salaries submitted by the districts at the beginning of the school years 1990-91 to 1992-93. During that time, the national average teacher's salary rose from \$33,015 to \$35,000 (6.01 percent), the regional from \$27,781 to \$29,312 (5.51 percent), and New Mexico's from \$25,753 to \$26,451 (2.71 percent). Based on its own salary data for 1992-93, the National Education Association ranked New Mexico 47th among all of the states and the District of Columbia. New Mexico's average returning teacher's salary for 1992-93 was \$2,861 below the regional average and \$8,549 below the national. (See Figure 11.) The region consists of the states of Arizona, Colorado, Oklahoma, Texas, Utah, and New Mexico. Three year data by district for average returning teacher salary and district rankings are presented in Table 12.

Percent of Net Operating Budget Spent for Salaries

Table 13 shows the various percentages of districts' net operating budgets spent on salaries for certified teachers, administration, support personnel, and non-certified staff. Because certain classifications may be paid through different line items at a district's discretion, pending State Department of Education approval, statewide percentages should be viewed with caution. In addition, small districts may appear to have a disproportionately high administrative cost resulting from the lower number of students enrolled.

Certified teachers include special education instructors (budget line items 1.141, 1.145, and 1.149). Administration is defined as superintendents and associates charged to the administration series except for clerical assistants



(budget line items 3.110 and 3.120). Support personnel include instructional assistants, principals and their assistants, nurses, special education assistants, and so forth (budget line items 1.181, 1.185, 1.189, 2.110 to 2.170, 2.190, and 3.130). Non-certified personnel include maintenance and clerical/secretarial staff (budget line items 2.170 to 2.190, 3.130, 3.140, and 4.110 to 4.140). Note that expenditures for line items 2.170, 2.190, and 3.130—but no longer line items 1.181, 1.185, 1.189—may be split between the support and non-certified personnel categories.

Total Expenditures per Student and District Rankings

Net operational expenditures include those district costs that are most closely associated with the instructional process. These include expenditures for direct instruction, such as teachers' salaries and supplies and materials; for instructional support, for administration, for the maintenance and operation of the physical plant (buildings and grounds), and for fixed charges, such as employee fringe benefits and insurance. Because all districts have such costs in common, these expenditures on a per student basis constitute a stable measure for comparison of financial effort.

Total operational expenditures include net operational expenditures plus the costs incurred for food services; non-instructional student support, such as athletic salaries; community services, such as adult education and after school programs; transportation; operationally funded capital outlay; other operational expenses, such as out-of-state tuition and participation in regional center cooperatives; and operational emergencies. Districts are not equally faced with all of these costs; therefore, total operational expenditures per student are a somewhat less stable measure of comparison than net operational expenditures.

Table 14 provides both net operational and total operational expenditures per student for all districts as well as each district's statewide rankings.

Administrative Expenditures per Student and District Rankings

The percentage of each district's operational budget spent on a per student basis for costs listed as administrative by the districts in their budget reports is shown in Table 15. These costs include the salaries of the district superintendent and any administrative associates or aides, supplies and materials, and school board expenses. Please bear in mind that small districts will tend to have higher expenditures per student because of lower student enrollments.

Percent of Budget for Selected Programs

Table 16 indicates the percentage of each district's total operational and federal projects budget derived from Elementary and Secondary Education Act (ESEA) Chapter I funding (both basic and migrant), ESEA Title VII Bilingual funding, and the United States Department of Agriculture Free and Reduced Lunch Program (free and reduced price breakfasts are not included). Also reported is the percentage of each district's total operational and federal projects budget made up of all federal project funding (the 17.000 line item series in the district budget reports) and the USDA Free and Reduced Lunch Program. Contributions from these combined sources range from a low of 1.45 percent in Los Alamos to a high of 41.90 percent in Mesa Vista.

Percent of Students Served by Selected Programs

Table 17 shows the percent of student membership served by Chapter I (basic and migrant), Title VII Bilingual Education, and state funded special education, as well as the percent of free and reduced price lunches served under the USDA's Free and Reduced Lunch Program. Other than state funded special education, these are federal programs supported by federal dollars.

State Special Education Revenue

The method by which New Mexico provides operational revenue to its school districts recognizes that the costs of providing an appropriate education for all students will vary according to individual student needs. Table 18 indicates the amount of money generated by special education students in each district and in the state as a whole. In addition, the percentage of the total operational expenditures represented by the allotted special education revenue is shown. However, because individual districts are responsible for establishing their own budgets, subject to state approval, the figures given in this table do not represent actual special education expenditures.

TABLE 12
 AVERAGE RETURNING TEACHER SALARIES WITHOUT INCREMENTS
 FROM TENTATIVE BUDGETS FOR SCHOOL YEARS 1990-91 TO 1992-93

DISTRICT	1990-91 SALARY	1990-91 RANK	1991-92 SALARY	1991-92 RANK	1992-93 SALARY	1992-93 RANK
ALAMOGORDO*	\$25,418	46	\$25,509	49	\$25,659	49
ALBUQUERQUE*	\$25,776	40	\$26,893	20	\$27,024	29
ANIMAS	\$23,070	79	\$24,293	75	\$23,281	82
ARTISIA*	\$27,797	10	\$27,851	12	\$27,862	16
AZULC	\$24,552	66	\$24,674	62	\$24,706	66
BELLEN*	\$24,732	61	\$24,098	78	\$24,449	69
BERNALILLO*	\$24,981	55	\$25,774	42	\$27,213	28
BLOOMFIELD*	\$26,086	33	\$25,960	37	\$25,111	57
CAPITAN*	\$26,757	20	\$26,827	22	\$26,424	36
CARLSBAD	\$26,371	29	\$28,395	9	\$29,957	9
CARRIZO	\$25,918	36	\$24,170	77	\$24,329	74
CENTRAL*	\$27,663	13	\$28,372	10	\$28,716	11
CHAMA VALLEY*	\$24,116	71	\$25,611	46	\$25,778	45
CIMARRON	\$26,707	22	\$26,707	26	\$27,568	22
CLAYTON*	\$26,004	34	\$25,626	45	\$27,642	20
CLOUDCROFT*	\$27,703	12	\$27,753	14	\$28,017	13
COVIS	\$26,705	23	\$26,396	29	\$26,534	34
COBRE	\$25,442	45	\$24,625	64	\$24,081	76
CORONA	\$22,225	84	\$21,861	84	\$20,636	87
CUBA	\$28,995	7	\$30,361	4	\$30,981	6
DEMING	\$26,188	31	\$25,804	40	\$25,707	48
DES MOINES*	\$21,727	87	\$20,361	88	\$22,904	85
DEXTER	\$27,746	11	\$28,469	8	\$27,855	17
DORA	\$25,750	41	\$26,199	31	\$27,011	30
DULCE*	\$26,971	19	\$27,605	16	\$26,378	38
ELIDA	\$20,787	88	\$21,833	85	\$21,965	86
ESPAÑOLA*	\$24,912	57	\$24,562	69	\$24,705	67
ESTANCIA	\$25,523	44	\$25,231	55	\$24,552	68
EUNICE*	\$26,715	21	\$25,755	43	\$25,753	46
FARMINGTON*	\$25,941	35	\$26,120	34	\$26,264	40
FLOYD	\$22,445	82	\$22,288	83	\$23,420	80
FLUMMINER*	\$23,816	78	\$24,186	76	\$26,098	43
GADSDEN	\$24,105	72	\$24,620	65	\$23,939	78
GALLUP*	\$24,766	58	\$24,783	60	\$24,756	65
GRADY	\$23,978	74	\$24,979	57	\$23,320	81
GRANTS CIRCLE	\$22,213	85	\$24,326	74	\$24,348	73
HAGERMAN*	\$25,829	39	\$26,036	36	\$26,420	37
HAICH*	\$29,239	6	\$30,327	5	\$29,514	10
HOBBS*	\$26,471	27	\$26,132	33	\$26,262	41
HONDO VALLEY*	\$23,909	77	\$24,512	71	\$24,777	64
HOUSE	\$22,353	83	\$21,117	86	\$24,408	72
JAL*	\$31,513	3	\$32,019	2	\$32,944	2
JEMEZ MOUNTAIN*	\$25,255	52	\$26,086	35	\$28,004	14
JEMEZ VALLEY*	\$24,546	67	\$24,577	67	\$24,891	62
LAKE ARTHUR	\$24,743	60	\$24,400	72	\$25,087	58
LAS CRUCES*	\$24,722	62	\$25,385	50	\$24,961	60
LAS VEGAS CITY*	\$25,382	48	\$25,152	56	\$25,038	59
LAS VEGAS WEST	\$25,134	53	\$25,369	51	\$25,745	47
LOGAN	\$25,341	49	\$25,284	53	\$27,467	25
LORDSBURG	\$24,604	64	\$24,645	63	\$25,169	56
LOS ALAMOS*	\$30,701	4	\$31,722	3	\$36,981	1
LOSTUNAS*	\$24,665	63	\$24,875	59	\$24,919	61
LOVING*	\$25,283	50	\$25,576	48	\$30,064	8
LOVINGTON*	\$28,781	8	\$28,033	11	\$27,378	27
MAGDALENA	\$25,734	42	\$25,239	54	\$24,326	75
MAXWELL	\$22,977	80	\$24,337	73	\$24,435	70

TABLE 12, CONTINUED

DISTRICT	1990-91 SALARY	1990-91 RANK	1991-92 SALARY	1991-92 RANK	1992-93 SALARY	1992-93 RANK
MIEROSI	\$26,481	26	\$26,770	24	\$26,659	32
MISAVISTA	\$23,972	75	\$25,911	39	\$27,728	19
MORA	\$26,344	30	\$26,896	19	\$30,669	7
MORIARTY*	\$25,069	54	\$24,545	70	\$25,322	51
MOSQUITO	\$22,205	86	\$20,575	87	\$20,553	88
MOUNTAINAIR*	\$27,858	9	\$27,471	17	\$28,269	12
PECOS	\$25,262	51	\$26,305	30	\$26,318	39
PENASCO	\$27,550	14	\$27,665	15	\$27,825	18
POJOAQUE*	\$26,422	28	\$25,778	41	\$25,967	41
PORIATIS	\$26,984	18	\$26,733	25	\$26,663	31
QUIMADO	\$22,933	81	\$22,877	82	\$22,988	84
QUISTA	\$24,123	70	\$24,057	79	\$23,899	79
RAISON*	\$27,502	16	\$26,878	21	\$26,496	35
RESERVE	\$25,625	43	\$25,649	44	\$25,612	50
ROSWELL*	\$26,667	24	\$26,785	23	\$27,965	15
ROY	\$24,208	69	\$25,360	52	\$26,238	42
RUIDOSO	\$30,412	5	\$30,199	6	\$31,088	5
SAN JON	\$24,951	56	\$24,004	80	\$24,032	77
SAN JUAN	\$24,018	73	\$24,711	61	\$24,411	71
SANTA ROSA	\$26,184	32	\$26,676	27	\$27,515	24
SILVER CITY	\$27,115	17	\$27,275	18	\$27,417	26
SOCORRO*	\$23,943	76	\$24,607	66	\$25,267	55
SPRINGER*	\$26,578	25	\$26,425	28	\$27,567	23
TAOS*	\$25,835	38	\$26,189	32	\$26,628	33
TATUM*	\$32,582	2	\$29,999	7	\$32,007	4
TEXICO*	\$32,788	1	\$32,146	1	\$32,850	3
TRUTH OR CONSEQU*	\$25,860	37	\$25,594	47	\$25,477	51
TUCUMCARI	\$24,589	65	\$24,565	68	\$24,803	63
TULAROSA*	\$25,392	47	\$24,904	58	\$25,456	52
VAUGHN*	\$24,751	59	\$23,957	81	\$23,150	83
WAGON MOUND	\$24,535	68	\$25,914	38	\$25,449	53
ZUNI	\$27,519	15	\$27,764	13	\$27,588	21
STATEWIDE	\$25,753		\$26,242		\$26,451	

NOTE: Average returning teachers' salaries shown in the table are those reported by the districts to the School Budget Planning Unit on form 925-B.

*Granted mid-year 1992-93 salary increases.

Sources: "A First Look at New Mexico Public School Budgets," 1991-92, 1992-93, and 1993-94 (in press).

TABLE 13
PERCENT OF 1992-93 NET OPERATING BUDGET SPENT FOR SALARIES

DISTRICT	TEACHERS	ADMINS.	SUPPORT PERSONNEL	NON-CERT. PERSONNEL	DISTRICT	TEACHERS	ADMINS.	SUPPORT PERSONNEL	NON-CERT. PERSONNEL
ALABAMA	45.98%	0.77%	10.14%	10.33%	LAS CRUCES	44.59%	0.44%	15.64%	7.94%
ALBUQUERQUE	46.91%	0.21%	13.06%	10.47%	LAS VEGAS CITY	42.16%	1.33%	10.87%	11.03%
ANIMAS	41.10%	2.70%	12.02%	9.44%	LAS VEGAS WEST	39.75%	2.29%	13.10%	10.13%
ARIZONA	50.41%	1.61%	9.41%	8.10%	LOGAN	46.01%	3.92%	5.34%	9.65%
AZUSA	49.17%	1.41%	11.42%	7.29%	LORAINBURG	42.34%	1.47%	14.61%	7.74%
BALTIMORE	41.11%	1.59%	10.39%	8.54%	LOS ALAMOS	42.14%	1.17%	13.41%	12.58%
BERKSHIRE	41.19%	0.97%	13.87%	9.90%	LOSTUNAS	41.77%	0.84%	11.28%	9.68%
BIRMINGHAM	46.63%	0.87%	11.17%	8.86%	LOVING	44.09%	4.36%	11.33%	8.13%
CALIFORNIA	44.23%	2.99%	11.55%	8.61%	LOVINGTON	48.62%	1.74%	10.64%	7.98%
CALIFORNIA	41.09%	0.77%	10.72%	9.12%	MAGUIANA	40.36%	3.12%	7.19%	12.44%
CALIFORNIA	42.46%	4.11%	7.01%	11.44%	MAXWELL	47.13%	5.60%	2.02%	7.50%
CENTRAL	47.11%	1.35%	9.62%	9.16%	METROSE	44.86%	3.84%	7.38%	8.91%
CHAMPAIGN	38.38%	3.80%	7.52%	13.21%	MESA VISTA	37.86%	2.47%	8.45%	11.16%
CHICAGO	45.09%	2.51%	10.27%	9.02%	MORA	41.99%	3.22%	8.70%	10.67%
CLAYTON	41.81%	1.92%	11.38%	8.06%	MORIARTY	45.78%	1.48%	9.66%	8.03%
CLYDE	43.56%	2.82%	8.06%	9.58%	MOSQUERO	31.06%	6.94%	2.17%	9.45%
COLUMBIA	41.05%	0.91%	11.27%	8.50%	MOUNTAINAIR	43.99%	3.29%	10.36%	8.63%
COURT	41.36%	2.00%	11.43%	9.93%	PECOS**	39.84%	2.43%	12.86%	8.83%
COURT	40.03%	7.58%	3.47%	9.38%	PENASCO	40.68%	3.17%	10.11%	10.15%
COURT	42.58%	1.94%	8.41%	10.17%	POBAQUE	42.58%	1.71%	12.61%	9.61%
DELAWARE	45.30%	1.52%	13.59%	8.30%	PORTALES	47.81%	1.91%	10.06%	9.24%
DELMONTE	46.57%	4.64%	3.13%	9.59%	QUEMAPO	43.63%	5.09%	4.46%	12.32%
DEWATER	44.34%	1.40%	12.20%	8.80%	QUEFIA	38.81%	3.41%	7.31%	11.03%
DORA	41.37%	3.39%	5.35%	8.37%	RAION	44.59%	1.09%	9.87%	7.65%
DUNEL	40.65%	1.08%	9.09%	11.21%	RESERVE	39.35%	3.75%	9.45%	10.31%
EL PASO	45.63%	8.58%	0.00%	6.84%	ROSWELL	48.73%	0.74%	12.82%	7.75%
EL PASO	38.84%	1.01%	11.95%	10.30%	ROY	44.34%	10.73%	1.84%	3.90%
EL PASO	43.72%	1.95%	6.77%	9.00%	RUIRUSO	49.73%	0.77%	9.62%	7.64%
EL PASO	43.53%	2.28%	8.02%	11.43%	SAN JON	47.30%	5.04%	1.07%	11.07%
EL PASO	48.04%	1.21%	11.03%	7.45%	SANTA FE	45.52%	0.83%	11.32%	8.77%
EL PASO	48.63%	4.42%	3.98%	7.87%	SANTA ROSA	41.43%	1.97%	10.94%	11.71%
EL PASO	41.09%	3.17%	9.23%	9.34%	SILVER CITY	49.79%	1.67%	11.16%	7.29%
EL PASO	44.20%	0.84%	12.14%	8.96%	SOCORRO	42.98%	2.14%	11.15%	8.60%
EL PASO	43.44%	5.62%	9.88%	12.01%	SPRINGR	36.78%	3.28%	10.97%	9.81%
EL PASO	43.44%	5.62%	3.46%	8.93%	TACS	44.21%	1.91%	12.46%	10.13%
EL PASO	41.00%	1.25%	8.77%	10.31%	TALAM	48.69%	3.32%	6.64%	10.64%
EL PASO	41.40%	3.34%	10.42%	9.57%	TEHUACA	51.11%	2.69%	9.35%	7.25%
EL PASO	47.85%	1.33%	8.72%	7.60%	TRUJILLO CONSQ	44.43%	1.13%	12.25%	8.56%
EL PASO	47.81%	0.76%	10.95%	9.43%	TUCUMAN	44.10%	2.21%	9.52%	9.57%
EL PASO	45.04%	5.93%	5.49%	9.21%	TULAROSA	44.39%	2.49%	11.75%	8.93%
EL PASO	44.33%	7.53%	5.46%	9.59%	VALUGHN	44.50%	5.19%	4.09%	9.27%
EL PASO	50.09%	2.64%	7.42%	11.23%	WAGON MOUND	39.71%	5.62%	7.07%	9.80%
EL PASO	38.41%	3.18%	8.22%	10.78%	ZUNI	47.51%	1.80%	9.60%	9.74%
EL PASO	NA	NA	NA	NA	STATEWIDE	45.87%	0.98%	11.84%	9.59%
EL PASO	44.02%	5.34%	3.67%	11.07%					

Note: Final expenditure figures, upon which these calculations are based, are subject to final verification by the SDE School Budget Planning Unit.

Source: District Final Expenditure Reports, 1992-93. SDE District Accountability Survey, August 1993

TABLE 14
NET AND TOTAL OPERATIONAL EXPENDITURES PER STUDENT WITH DISTRICT RANKINGS FOR 1990-91 TO 1992-93

DISTRICT	1992-93 FUNDING MEMBERSHIP	1990-91 NET OP. RANK	1991-92 NET OP. RANK	1992-93 NET OP. RANK	1990-91 I/O.P. RANK	1991-92 I/O.P. RANK	1992-93 I/O.P. RANK	1990-91 I/O.P. RANK	1991-92 I/O.P. RANK	1992-93 I/O.P. RANK
ALABAMA	7,864.0	80	80	79	81	84	83	81	84	83
ALBUQUERQUE	87,967.0	51	53	52	58	57	56	58	57	56
ALMAS	3,125	63	16	51	53,884	33	33	33	33	33
ARIZONA	1,760.5	83	87	84	53,097	79	73	79	80	73
AZUL	1,083.3	79	81	81	53,129	75	81	75	83	81
BELTON	4,242.0	67	78	66	53,335	66	70	66	77	70
BIRMINGHAM	3,286.0	55	56	53	53,543	57	57	57	58	57
BIRMINGHAM II	3,607.0	71	69	75	53,282	62	71	62	68	71
CANTON	3,310	49	48	50	54,565	43	44	44	43	44
CARROLL	2,735	82	77	76	53,033	82	81	82	81	77
CARRIZOVAL	2,283	16	25	13	57,339	23	28	23	28	17
CENTRAL	52,912	69	72	71	53,376	67	72	67	69	72
CHAMPAIGN	6,961.0	27	16	18	54,733	29	27	29	27	27
CHAMPAIGN II	3,540	21	18	28	55,017	27	21	27	21	31
CHAMPAIGN III	7,113	26	26	29	53,739	24	21	24	21	18
CHAMPAIGN IV	8,867	35	35	33	54,490	35	33	35	35	33
CHAMPAIGN V	8,903.5	83	84	83	53,061	80	87	80	87	87
CHAMPAIGN VI	1,271.5	73	76	67	53,434	62	68	62	72	68
CHAMPAIGN VII	873	1	1	3	57,339	3	3	3	3	2
CHAMPAIGN VIII	3,111	71	71	75	53,531	77	74	77	75	74
CHAMPAIGN IX	4,758.5	94	87	85	52,931	81	86	81	86	86
CHAMPAIGN X	1,232	70	70	8	56,011	5	5	5	5	5
CHAMPAIGN XI	967.5	13	13	16	54,261	11	11	11	11	11
CHAMPAIGN XII	2,440	17	17	15	55,655	14	15	14	15	15
CHAMPAIGN XIII	3,713	30	31	24	54,294	31	26	31	30	26
CHAMPAIGN XIV	1,193	76	75	11	55,916	10	10	10	10	10
CHAMPAIGN XV	3,128.5	57	57	34	53,617	56	53	56	55	53
CHAMPAIGN XVI	682.5	17	17	41	54,012	17	16	17	16	16
CHAMPAIGN XVII	8,180	73	73	79	53,377	73	79	73	79	79
CHAMPAIGN XVIII	9,633	87	87	83	53,038	81	85	81	85	85
CHAMPAIGN XIX	2,073	70	70	40	57,719	2	2	2	2	2
CHAMPAIGN XX	1,053	77	77	34	54,815	28	28	28	32	28
CHAMPAIGN XXI	13,953	71	75	86	52,879	85	88	85	88	88
CHAMPAIGN XXII	13,953	68	68	71	53,199	72	74	72	74	71
CHAMPAIGN XXIII	1,861.5	68	61	15	56,719	5	9	5	10	9
CHAMPAIGN XXIV	1,710	16	33	41	53,497	68	69	68	69	69
CHAMPAIGN XXV	1,310	56	61	63	54,190	45	46	45	46	46
CHAMPAIGN XXVI	1,960.0	56	53,094	87	53,727	52	53	52	53	51
CHAMPAIGN XXVII	8,180.5	83	85	87	52,871	86	88	86	88	86
CHAMPAIGN XXVIII	1,193	10	18	12	55,700	12	11	12	11	11
CHAMPAIGN XXIX	803	70	6	2	57,867	1	4	1	4	3
CHAMPAIGN XXX	3,240	11	45	43	53,929	48	51	48	51	49
CHAMPAIGN XXXI	1,360	24	20	22	55,439	20	14	20	14	19
CHAMPAIGN XXXII	1,153	17	19	27	54,265	43	47	43	47	21
CHAMPAIGN XXXIII	1,985	54,098	13	27	55,187	25	17	25	17	32
CHAMPAIGN XXXIV	2,073	52,938	66	68	53,280	70	74	70	74	74
CHAMPAIGN XXXV	2,710	52,54	68	56	53,114	55	59	56	59	60
CHAMPAIGN XXXVI	2,050.0	N/A	8	49	N/A	N/A	31	N/A	49	31
CHAMPAIGN XXXVII	2,005	54,115	18	23	55,481	18	25	18	25	16
CHAMPAIGN XXXVIII	7,113	53,601	41	40	57,762	37	44	37	44	36

TABLE 14. CONTINUED

DISTRICT	1992-93 FUNDED MEMBERSHIP	1990-91 NET OP. RANK	1991-92 NET OP. RANK	1992-93 NET OP. RANK	1990-91 IOT. OP. RANK	1991-92 IOT. OP. RANK	1992-93 IOT. OP. RANK	1990-91 RANK	1991-92 RANK	1992-93 RANK
LOS ALAMOS	3,438.5	\$5,044	\$5,228	\$5,457	55,478	55,658	55,868	19	12	10
LOS LUNAS	6,091.5	\$2,790	\$2,804	\$2,991	\$3,105	\$3,157	\$3,452	78	76	67
LOVING	496.5	\$3,706	\$3,679	\$3,769	\$4,142	\$4,328	\$4,174	46	42	45
LOVINGTON	3,113.0	\$2,908	\$2,900	\$2,841	\$3,217	\$3,293	\$3,190	71	71	79
MADRID	344.5	\$4,381	\$4,010	\$4,216	\$5,052	\$4,804	\$4,997	26	31	27
MAAVILLE	1,240	\$4,993	\$5,389	\$5,470	\$5,760	\$6,355	\$6,098	11	6	8
MILROSE	2,705	\$4,382	\$4,280	\$4,385	\$5,418	\$5,260	\$5,355	22	22	22
MILSAP	3,180.0	\$4,148	\$4,346	\$4,618	16	16	16	16	18	20
MORGA	702.5	\$3,759	\$3,813	\$3,833	\$4,437	\$4,526	\$4,541	36	36	34
MORRIS	3,275.5	\$2,907	\$2,879	\$3,006	\$3,502	\$3,480	\$3,576	59	62	61
MORRISON	48.5	\$5,930	\$7,416	\$9,973	4	4	\$12,119	4	1	1
MORNINGSTAR	410.0	\$3,906	\$4,059	\$4,044	\$4,672	\$4,848	\$4,804	32	29	40
PIERCE	805.0	\$3,770	\$3,774	\$3,573	\$4,268	\$4,437	\$4,016	42	39	48
PINAR	767.0	\$3,523	\$3,477	\$3,573	\$4,304	\$4,017	\$4,114	40	50	47
POWELL	1,823.0	\$3,138	\$3,261	\$3,189	\$3,658	\$3,706	\$3,622	53	56	58
PORSMOUTH	2,991.0	\$2,811	\$2,828	\$2,872	\$3,162	\$3,121	\$3,118	74	82	82
PUTNAM	194.5	\$4,841	\$4,429	\$4,784	\$6,405	\$5,955	\$6,483	7	8	7
PUTNAM	720.0	N/A	\$3,934	\$3,809	N/A	\$4,591	\$4,427	7	34	37
RALPH	1,360.0	\$3,266	\$2,995	\$3,306	\$3,642	\$3,403	\$3,682	54	65	55
RALPH	272.5	\$3,859	\$4,244	\$4,509	\$4,712	\$5,307	\$5,669	31	20	15
REARICK	10,743.5	\$2,882	\$2,921	\$2,996	\$3,111	\$3,149	\$3,202	77	78	78
REARICK	106.5	\$5,223	\$5,272	\$5,611	\$6,654	\$7,389	\$7,036	6	2	4
REARICK	2,120.0	\$3,277	\$3,309	\$3,345	\$3,748	\$3,798	\$3,906	51	54	52
REARICK	199.0	\$3,799	\$4,064	\$4,287	\$4,731	\$5,321	\$5,267	30	19	23
REARICK	12,448.0	\$2,861	\$2,957	\$2,917	\$3,123	\$3,210	\$3,187	76	75	80
REARICK	870.0	\$3,616	\$3,580	\$3,648	\$4,360	\$4,324	\$4,304	38	43	41
REARICK	1,964.5	\$3,098	\$3,146	\$3,205	\$3,425	\$3,472	\$3,524	63	63	64
REARICK	2,036.0	\$3,039	\$3,074	\$3,087	\$3,366	\$3,387	\$3,488	65	66	65
REARICK	295.5	\$4,868	\$4,902	\$4,938	\$5,684	\$5,672	\$5,740	13	11	13
REARICK	3,116.0	\$3,108	\$3,176	\$3,272	\$3,476	\$3,547	\$3,618	60	61	59
REARICK	351.5	\$4,554	\$4,083	\$4,384	\$5,446	\$4,967	\$5,253	21	26	24
REARICK	315.0	\$3,924	\$3,876	\$3,970	\$4,560	\$4,484	\$4,526	33	38	35
REARICK	1,884.0	\$2,997	\$3,059	\$3,100	\$3,467	\$3,551	\$3,529	61	60	63
REARICK	1,621.5	\$3,001	\$2,931	\$3,145	\$3,401	\$3,234	\$3,544	64	73	62
REARICK	1,066.5	\$3,797	\$3,634	\$3,780	\$4,321	\$4,140	\$4,323	39	48	40
REARICK	1,700	\$3,066	\$3,022	\$3,163	\$3,626	\$3,585	\$3,795	15	13	11
REARICK	1,710	\$4,892	\$4,539	\$4,884	\$5,997	\$5,449	\$5,766	9	16	12
REARICK	1,370.5	\$3,306	\$3,487	\$3,562	\$3,888	\$3,880	\$3,919	49	52	50
REARICK	803,945.0	\$3,099	\$3,171	\$3,195	\$3,437	\$3,512	\$3,533	5	5	5

Note: Total expenditure figures upon which these calculations are based are subject to final verification by the SDJ School Budget Planning Unit.

Net operational expenditures include those for direct instruction, instructional support, administration, operation and maintenance of plant, and fixed charges, such as fringe benefits and insurance. Total operational expenditures include net operational expenditures plus those for food services, non-instructional student support, community services, pupil transportation services, operationally funded capital outlay (most capital outlay projects are funded by other means), other operational costs, and operational emergencies. Funded membership consists of the total number of students in grades one through twelve and in C level, D level, and P level non-profit (private) special education programs, because districts are funded on a half-day basis for early childhood programs, the full-time equivalency number of students in such programs is used in these computations. Calculations do not include instructional materials credits.

Source: Total Funded Membership Report, 1992-93; District Final Expenditure Reports, 1990-91, 1991-92, and 1992-93.

TABLE 15
ADMINISTRATIVE COSTS PER STUDENT WITH DISTRICT RANKINGS FOR 1990-91 TO 1992-93

DISTRICT	1992-93 FUNDING MEMBERSHIP	1990-91 ADMIN. COST	1990-91 RANK	1990-91 % ADMIN.	1991-92 ADMIN. COST	1991-92 RANK	1991-92 % ADMIN.	1992-93 ADMIN. COST	1992-93 RANK	1992-93 % ADMIN.
ALABAMA	7,664.0	\$103	68	3.41%	\$108	69	3.54%	\$113	67	4.00%
ALBUQUERQUE	87,965.0	\$54	86	1.53%	\$53	88	1.45%	\$52	87	1.00%
ANIMAS	542.5	\$244	37	6.27%	\$278	34	5.88%	\$274	33	6.00%
ARKANSAS	3,760.5	\$95	71	3.08%	\$96	73	3.06%	\$102	69	3.00%
ARIZONA	3,083.5	\$98	75	2.82%	\$83	80	2.65%	\$86	79	3.00%
BETH	4,242.0	\$117	64	3.51%	\$110	68	3.50%	\$161	53	5.00%
BURNSVILLE	3,286.0	\$186	46	5.25%	\$144	59	4.00%	\$128	63	4.00%
BIRMINGHAM	3,607.0	\$96	70	2.93%	\$90	75	2.69%	\$89	75	3.00%
CANTON	3,330.0	\$251	36	5.56%	\$260	36	6.06%	\$253	35	6.00%
CANTON	7,042.0	\$103	68	3.40%	\$78	83	2.50%	\$60	86	2.00%
CARRIZO	2,285.0	\$411	14	7.68%	\$402	15	8.13%	\$441	14	8.00%
CENTRAL	6,961.0	\$87	76	2.62%	\$90	75	2.71%	\$89	75	3.00%
CHAMBERLAIN	5,590.0	\$392	15	8.25%	\$384	16	7.77%	\$417	16	8.00%
CHAMBERLAIN	5,475.0	\$274	32	5.43%	\$257	37	5.12%	\$228	38	5.00%
CHAMBERLAIN	7,445.0	\$203	45	3.85%	\$212	45	4.01%	\$189	47	3.00%
CHAMBERLAIN	4,990.0	\$276	31	6.14%	\$255	38	5.55%	\$277	32	6.00%
CHAMBERLAIN	8,903.5	\$75	83	2.45%	\$77	85	2.57%	\$75	81	2.00%
CHAMBERLAIN	1,971.0	\$140	56	4.07%	\$123	63	3.79%	\$143	59	3.00%
CHAMBERLAIN	85.0	\$704	3	9.31%	\$704	4	9.72%	\$811	1	10.00%
CHAMBERLAIN	710.5	\$236	38	4.27%	\$207	46	3.28%	\$219	41	3.00%
CHAMBERLAIN	4,758.5	\$109	65	3.65%	\$105	70	3.51%	\$107	68	3.00%
CHAMBERLAIN	1,523.0	\$374	17	6.21%	\$382	18	5.74%	\$483	17	7.00%
CHAMBERLAIN	962.5	\$140	56	3.28%	\$116	57	3.34%	\$117	58	3.00%
CHAMBERLAIN	2,490.0	\$357	20	6.31%	\$313	27	6.30%	\$285	31	6.00%
CHAMBERLAIN	5,715.0	\$252	35	5.87%	\$342	24	7.61%	\$311	31	8.00%
CHAMBERLAIN	1,405.0	\$433	13	7.32%	\$491	6	7.74%	\$474	11	6.00%
CHAMBERLAIN	5,128.5	\$143	55	1.96%	\$143	60	3.87%	\$157	55	3.00%
CHAMBERLAIN	682.5	\$175	49	4.36%	\$178	50	4.21%	\$183	49	4.00%
CHAMBERLAIN	818.0	\$165	53	5.20%	\$168	51	5.01%	\$169	50	5.00%
CHAMBERLAIN	9,632.5	\$104	67	3.39%	\$85	78	2.81%	\$82	81	3.00%
CHAMBERLAIN	207.5	\$579	4	7.50%	\$471	9	7.96%	\$339	25	7.00%
CHAMBERLAIN	995.5	\$220	43	4.58%	\$217	42	4.54%	\$229	37	5.00%
CHAMBERLAIN	10,516.0	\$73	84	2.53%	\$78	83	2.48%	\$74	85	2.00%
CHAMBERLAIN	13,002.5	\$82	81	2.57%	\$82	81	2.54%	\$90	74	3.00%
CHAMBERLAIN	1,520.0	\$542	6	8.02%	\$458	11	7.79%	\$449	13	8.00%
CHAMBERLAIN	3,804.5	\$128	62	3.88%	\$146	57	4.21%	\$141	60	4.00%
CHAMBERLAIN	4,210.0	\$271	33	6.46%	\$247	39	5.60%	\$226	39	5.00%
CHAMBERLAIN	1,496.0	\$138	59	3.69%	\$117	65	3.06%	\$124	64	3.00%
CHAMBERLAIN	8,380.5	\$71	85	2.47%	\$75	87	2.65%	\$81	82	3.00%
CHAMBERLAIN	1,595.0	\$470	12	8.24%	\$424	13	8.34%	\$511	8	9.00%
CHAMBERLAIN	80.5	\$845	2	10.75%	\$710	2	10.24%	\$806	1	10.00%
CHAMBERLAIN	552.0	\$173	50	4.40%	\$182	49	4.66%	\$191	46	5.00%
CHAMBERLAIN	4,560.0	\$381	17	6.99%	\$383	17	6.90%	\$377	20	7.00%
CHAMBERLAIN	1,452.5	\$226	41	5.29%	\$293	30	7.06%	N.A.	N.A.	N.A.
CHAMBERLAIN	1,985.0	\$499	8	9.62%	\$445	12	8.32%	\$466	12	10.00%
CHAMBERLAIN	20,173.5	\$77	82	2.36%	\$76	86	2.31%	\$76	83	2.00%
CHAMBERLAIN	2,741.0	\$140	56	3.86%	\$129	61	3.60%	\$138	62	4.00%
CHAMBERLAIN	2,050.0	N.A.	N.A.	N.A.	\$199	47	4.83%	\$165	51	4.00%
CHAMBERLAIN	290.5	\$369	18	6.71%	\$357	21	7.17%	\$381	19	7.00%
CHAMBERLAIN	795.5	\$171	51	3.91%	\$167	52	3.88%	\$184	48	4.00%



TABLE 15, CONTINUED

DISTRICT	1992-93 FUNDED MEMBERSHIP ¹	1990-91 ADMIN. COST	1990-91 RANK	1990-91 % ADMIN. ²	1991-92 ADMIN. COST ³	1991-92 RANK	1991-92 % ADMIN. ²	1992-93 ADMIN. COST	1992-93 RANK	1992-93 % ADMIN. ²
DOSSALAMON	1,438.5	\$217	44	3.97%	\$217	42	3.83%	\$215	42	4.00%
DOSLUNAS	6,091.5	\$95	71	3.05%	\$97	71	3.08%	\$95	72	3.00%
DOVING	196.5	\$226	41	3.47%	\$215	44	4.98%	\$235	40	5.00%
DUNINGTON	1,113.0	\$91	73	2.84%	\$86	77	2.61%	\$86	79	3.00%
MADJALINA	44.5	\$139	22	6.71%	\$130	23	7.28%	\$175	21	8.00%
MANVELL	1,240	\$477	10	8.29%	\$479	-	7.54%	\$564	6	9.00%
MERROSE	2,70.5	\$315	23	5.81%	\$338	26	6.42%	\$308	28	6.00%
MESAVILLA	318.0	\$324	23	5.80%	\$356	22	6.68%	\$431	15	8.00%
MORAN	702.5	\$287	28	6.47%	\$291	31	6.43%	\$349	24	8.00%
MORRISBY	1,175	\$86	-	2.45%	\$115	66	3.32%	\$96	70	3.00%
MUSKOGEE	18.5	\$102	1	13.60%	\$1270	1	13.49%	\$1,680	1	14.00%
MUSKOGEE, AFB	110.0	\$291	27	6.23%	\$299	28	6.16%	\$336	26	7.00%
MUSKOGEE	80.0	\$286	29	6.70%	\$296	29	6.67%	\$258	34	6.00%
MUSKOGEE	76.0	\$277	30	6.44%	\$283	32	7.04%	\$299	29	7.00%
MUSKOGEE	182.0	\$179	48	4.90%	\$153	54	4.14%	\$151	57	4.00%
MUSKOGEE	2,991.0	\$120	63	3.78%	\$122	64	3.92%	\$118	65	4.00%
MUSKOGEE	183.5	\$478	9	7.46%	\$461	10	7.75%	\$492	9	8.00%
MUSKOGEE	20.0	N/A	-	N/A	\$418	14	9.11%	\$361	22	8.00%
MUSKOGEE	1,560.0	\$86	-	2.37%	\$81	82	2.38%	\$91	73	2.00%
MUSKOGEE	2,22.5	\$24	23	6.89%	\$365	20	6.88%	\$402	17	7.00%
MUSKOGEE	10,745.5	\$85	79	2.74%	\$84	79	2.68%	\$87	78	3.00%
MUSKOGEE	106.5	\$661	5	8.43%	\$708	3	9.58%	\$811	2	12.00%
MUSKOGEE	2,120.0	\$90	74	2.40%	\$97	71	2.56%	\$96	70	2.00%
MUSKOGEE	199.0	\$35	80	7.54%	\$375	19	7.04%	\$384	18	7.00%
MUSKOGEE	12,348.0	\$83	20	2.66%	\$93	74	2.91%	\$88	77	3.00%
MUSKOGEE	870.0	\$264	34	6.06%	\$264	35	6.12%	\$214	43	5.00%
MUSKOGEE	3,964.5	\$106	66	3.10%	\$112	67	3.22%	\$116	66	3.00%
MUSKOGEE	2,036.0	\$130	61	3.88%	\$126	62	3.71%	\$163	52	5.00%
MUSKOGEE	295.5	\$463	19	6.38%	\$339	25	5.97%	\$355	21	6.00%
MUSKOGEE	1,116.0	\$167	52	4.82%	\$160	53	4.51%	\$159	54	4.00%
MUSKOGEE	351.5	\$298	26	5.47%	\$279	33	5.61%	\$298	30	6.00%
MUSKOGEE	515.0	\$234	39	5.12%	\$230	41	5.13%	\$212	44	5.00%
MUSKOGEE	1,364.0	\$131	60	3.79%	\$149	56	4.20%	\$139	61	4.00%
MUSKOGEE	1,621.5	\$155	54	4.57%	\$150	55	4.65%	\$155	56	4.00%
MUSKOGEE	1,066.5	\$234	39	5.41%	\$238	40	5.75%	\$236	36	5.00%
MUSKOGEE	170.0	\$307	7	9.00%	\$314	5	9.21%	\$609	5	11.00%
MUSKOGEE	171.0	\$473	11	7.89%	\$472	8	8.66%	\$564	6	10.00%
MUSKOGEE	1,570.5	\$183	47	4.70%	\$192	48	4.95%	\$201	45	5.00%
STAFF LEVELS	303,945.0	\$100	-	-	\$101	-	2.87%	\$100	-	3.00%

Note: Final expenditure figures upon which these calculations are based are subject to final verification by the SDE School Budget Planning Unit.

¹ Funded membership consists of the total number of students in grades one through twelve and in C level, D level, and D-level non-profit (private) special education programs, because districts are funded on a half day basis for early childhood programs, the full-time equivalency number of students in such programs is used in these computations.

² calculation does not include instructional materials credits.

³ The percent of the total operational budget represented by the administration line items (3,000 series).

Source: Final Funded Membership Report, 1992-93; District Final Expenditure Reports, 1990-91, 1991-92, and 1992-93.



TABLE 16
SELECTED FEDERAL PROGRAMS AS A PERCENTAGE OF 1992-93 DISTRICT TOTAL OPERATIONAL,
FEDERAL PROJECT, AND USDA FREE AND REDUCED LUNCH PROGRAM FUNDING

DISTRICT	PSA CHAPTER I (BASIC & MIGRANT)	PERCENT	PSA TITLE VII BILINGUAL	PERCENT	USDA FREE & REDUCED LUNCH	PERCENT	% ALL FED. PROJ. I & USDA LUNCH
ALABAMA	\$961,481.39	3.68%	\$0.00	0.00%	\$509,457.54	1.95%	7.82%
ALASKA	\$9,693,884.51	2.80%	\$721,389.49	0.21%	\$6,040,031.46	1.74%	6.89%
ALABAMA	\$19,179.75	0.78%	\$0.00	0.00%	\$42,157.35	1.71%	6.46%
ALABAMA	\$417,703.64	3.06%	\$125,741.92	0.92%	\$239,270.81	1.83%	8.04%
ALABAMA	\$295,239.58	2.82%	\$0.00	0.00%	\$201,723.27	1.92%	7.02%
ALABAMA	\$482,568.31	3.08%	\$170,000.00	1.09%	\$400,080.65	2.36%	8.61%
ALABAMA	\$811,928.71	5.58%	\$151,904.22	1.04%	\$398,219.63	2.74%	17.96%
ALABAMA	\$469,309.86	3.44%	\$0.00	0.00%	\$285,493.79	2.09%	12.81%
ALABAMA	\$104,507.58	4.01%	\$0.00	0.00%	\$39,324.82	1.51%	12.83%
ALABAMA	\$887,271.57	3.33%	\$0.00	0.00%	\$574,250.94	2.38%	9.87%
ALABAMA	\$93,779.45	6.31%	\$0.00	0.00%	\$20,217.59	1.36%	13.62%
ALABAMA	\$2,126,313.69	7.05%	\$134,493.30	0.45%	\$977,836.03	3.24%	22.90%
ALABAMA	\$155,686.14	4.26%	\$0.00	0.00%	\$87,811.27	2.68%	10.64%
ALABAMA	\$49,956.28	1.76%	\$0.00	0.00%	\$37,912.14	1.33%	8.11%
ALABAMA	\$168,591.68	3.72%	\$0.00	0.00%	\$70,618.95	1.36%	8.17%
ALABAMA	\$7,627.41	0.32%	\$0.00	0.00%	\$25,214.74	1.04%	5.29%
ALABAMA	\$1,261,479.92	4.26%	\$0.00	0.00%	\$868,967.44	2.93%	9.12%
ALABAMA	\$177,355.69	3.92%	\$0.00	0.00%	\$226,912.15	3.02%	9.61%
ALABAMA	\$11,177.44	1.46%	\$0.00	0.00%	\$6,334.26	0.83%	9.19%
ALABAMA	\$68,646.24	1.30%	\$81,008.77	1.77%	\$109,965.43	2.40%	14.06%
ALABAMA	\$837,443.40	4.86%	\$179,467.31	1.04%	\$336,692.19	3.12%	10.55%
ALABAMA	\$22,284.68	1.97%	\$0.00	0.00%	\$11,033.41	0.98%	6.65%
ALABAMA	\$189,785.23	3.99%	\$190,637.71	3.29%	\$132,193.91	2.78%	13.26%
ALABAMA	\$29,262.87	2.11%	\$0.00	0.00%	\$19,895.31	1.43%	7.02%
ALABAMA	\$56,569.50	1.77%	\$0.00	0.00%	\$84,432.96	2.64%	21.89%
ALABAMA	\$9,044.09	0.95%	\$0.00	0.00%	\$17,187.49	1.80%	4.47%
ALABAMA	\$135,176.10	6.07%	\$11,988.26	1.10%	\$31,500.21	2.46%	12.23%
ALABAMA	\$125,531.88	3.87%	\$0.00	0.00%	\$81,222.43	2.49%	7.57%
ALABAMA	\$36,289.52	1.21%	\$0.00	0.00%	\$36,361.49	1.89%	5.27%
ALABAMA	\$339,323.95	1.69%	\$0.00	0.00%	\$553,259.57	1.71%	6.90%
ALABAMA	\$22,229.59	1.99%	\$0.00	0.00%	\$24,176.33	2.18%	9.54%
ALABAMA	\$83,115.88	3.81%	\$0.00	0.00%	\$37,912.12	1.74%	10.10%
ALABAMA	\$1,929,832.81	5.13%	\$2,361,694.41	6.63%	\$1,860,510.30	3.94%	12.36%
ALABAMA	\$1,376,569.81	7.90%	\$0.00	0.00%	\$1,610,911.83	2.91%	21.40%
ALABAMA	\$18,897.59	2.00%	\$0.00	0.00%	\$8,084.20	0.86%	4.89%
ALABAMA	\$984,215.97	6.59%	\$0.00	0.00%	\$388,298.55	2.60%	13.51%
ALABAMA	\$110,307.49	5.15%	\$0.00	0.00%	\$34,327.22	2.68%	13.27%
ALABAMA	\$498,255.18	8.73%	\$0.00	0.00%	\$194,227.73	3.40%	14.91%
ALABAMA	\$680,833.67	2.51%	\$0.00	0.00%	\$632,216.12	2.33%	5.85%
ALABAMA	\$86,512.55	8.05%	\$0.00	0.00%	\$24,163.79	2.25%	15.32%
ALABAMA	\$29,273.77	4.13%	\$0.00	0.00%	\$8,260.84	1.17%	8.84%
ALABAMA	\$27,821.00	1.26%	\$0.00	0.00%	\$48,927.23	2.11%	6.45%
ALABAMA	\$160,029.51	5.26%	\$241,821.32	7.95%	\$65,356.90	2.15%	18.45%
ALABAMA	N/A	N/A	N/A	N/A	\$105,243.20	2.82%	12.97%
ALABAMA	\$60,000.42	5.70%	\$0.00	0.00%	\$29,645.62	2.70%	8.88%
ALABAMA	\$2,475,244.09	3.36%	\$136,103.03	0.18%	\$1,992,407.58	2.60%	9.61%
ALABAMA	\$124,119.98	3.87%	\$0.00	0.00%	\$284,692.89	2.60%	20.67%
ALABAMA	\$631,586.27	6.24%	\$224,947.98	2.22%	\$272,686.18	2.69%	20.67%



TABLE 16, CONTINUED

DISTRICT	ES/A CHAPTER I (BASIC & MIGRANT)	PERCENT	ES/A III F-VII BIILINGUAL	PERCENT	USDA FREE & REDUCED LUNCH ¹	PERCENT	% ALL FED. PROJS. ² & USDA LUNCH
LOGAN	\$42,125.00	2.41%	\$0.00	0.00%	\$18,086.70	1.03%	5.98%
LOUISBURG	\$206,180.81	5.16%	\$0.00	0.00%	\$86,309.80	2.16%	11.26%
LOS ALAMOS	\$81,088.48	0.40%	\$0.00	0.00%	\$2,874.66	0.01%	1.45%
LOS LUNAS	\$64,297.31	1.61%	\$123,719.70	0.55%	\$545,947.36	2.42%	6.91%
LOVING	\$97,342.39	3.99%	\$0.00	0.00%	\$78,499.67	3.22%	15.02%
LONGTON	\$68,731.50	5.83%	\$0.00	0.00%	\$224,597.20	2.05%	9.39%
MAGNANA	\$217,703.59	10.34%	\$79,670.79	3.47%	\$44,891.84	1.95%	25.12%
MANWELL	\$37,018.58	4.35%	\$0.00	0.00%	\$10,570.90	1.24%	11.06%
MERRIS	\$34,005.02	2.18%	\$0.00	0.00%	\$23,880.20	1.53%	7.07%
MESAVISTA	\$194,609.72	3.97%	\$390,639.27	7.98%	\$74,586.51	1.52%	41.90%
MORA	\$257,983.35	6.83%	\$0.00	0.00%	\$124,334.89	3.29%	15.49%
MORIARTY	\$110,536.77	0.91%	\$0.00	0.00%	\$170,369.94	1.40%	4.30%
MUSQUERO	\$13,940.78	2.22%	\$0.00	0.00%	\$4,617.63	0.74%	6.22%
MOUNTAINAIR	\$168,452.08	7.42%	\$0.00	0.00%	\$49,986.24	2.20%	13.29%
PECOS	\$69,344.08	4.40%	\$154,495.20	4.01%	\$103,597.76	2.69%	16.03%
PUNASCO	\$269,399.37	6.85%	\$12,607.78	7.94%	\$107,975.53	2.74%	19.82%
PURBAQUE	\$113,802.00	1.36%	\$126,516.97	1.73%	\$125,295.18	1.72%	9.36%
PURILATES	\$641,176.35	5.41%	\$0.00	0.00%	\$276,257.11	2.33%	20.61%
QUEMADO	\$1,010.19	2.41%	\$0.00	0.00%	\$17,742.34	1.38%	7.04%
QUESHA	\$3,648.59	1.51%	\$138,168.79	4.38%	\$107,800.53	2.98%	11.76%
RALON	\$242,978.56	3.89%	\$0.00	0.00%	\$102,569.32	1.64%	8.00%
RISRAVI	\$78,831.90	4.66%	\$0.00	0.00%	\$25,152.45	1.49%	8.75%
ROSWELL	\$1,600,939.03	4.19%	\$101,481.02	0.27%	\$810,723.74	2.15%	8.57%
ROY	\$6,182.00	0.78%	\$0.00	0.00%	\$7,345.20	0.92%	6.01%
RUIBOSO	\$76,811.98	0.87%	\$124,267.85	1.35%	\$169,045.32	1.84%	9.89%
SAN JUAN	\$30,050.90	2.68%	\$0.00	0.00%	\$12,525.88	1.12%	6.41%
SAN JUAN	\$1,332,097.35	1.38%	\$0.00	0.00%	\$769,824.26	1.78%	8.03%
SANTA ROSA	\$257,392.57	6.08%	\$0.00	0.00%	\$118,591.20	2.80%	11.49%
SHARKEY	\$289,565.86	1.92%	\$251,291.27	1.66%	\$263,029.24	1.74%	7.51%
SOYORRO	\$170,971.20	4.59%	\$142,770.98	1.77%	\$243,822.16	3.02%	12.04%
SPRINGR	\$110,857.26	5.64%	\$0.00	0.00%	\$34,049.23	1.73%	13.70%
TABOS	\$659,733.83	5.02%	\$133,641.60	4.14%	\$356,043.70	2.71%	14.23%
TALAMI	\$96,574.12	3.11%	\$0.00	0.00%	\$44,466.95	2.23%	7.30%
TENICO	\$50,439.48	2.04%	\$0.00	0.00%	\$53,966.06	2.18%	5.88%
THELOR CONSERV	\$247,775.25	4.04%	\$0.00	0.00%	\$141,151.74	2.30%	8.74%
TUCUMCARI	\$236,827.77	3.76%	\$0.00	0.00%	\$128,928.13	2.05%	8.69%
TURKOSA	\$210,839.18	3.59%	\$133,012.02	2.39%	\$121,968.47	2.19%	17.05%
VAIL GLEN	\$67,351.00	5.95%	\$0.00	0.00%	\$27,884.76	2.46%	12.91%
WAGON MOUND	\$50,398.00	4.07%	\$112,682.97	11.53%	\$26,877.10	2.17%	20.32%
ZUNI	\$713,342.34	7.95%	\$177,998.12	1.76%	\$328,261.03	3.66%	31.37%
TOTAL	\$44,999,499.76	3.76%	\$6,119,132.28	0.48%	\$26,823,595.99	2.24%	10.17%

Note: Final expenditure figures upon which these calculations are based are subject to final verification by the State School Budget Planning Unit.

¹ ES/A Free and Reduced Lunch Program expenditures do not include expenditures for free and reduced breakfast. The expenditure included in the calculation of this percentage are those for all federal programs reported in the district final expenditure reports and are for the ES/A Free and Reduced Lunch Program, no federal funding for capital outlay is included.

Source: District Final Expenditure Reports, 1992-93



TABLE 17				
1992-93 PERCENT OF ENROLLMENT SERVED BY SELECTED PROGRAMS				
1992-93 PERCENT OF ALL LUNCHESES SERVED REPRESENTED BY FREE & REDUCED LUNCHESES				
DISTRICT	LSIA CHAPTER I (BASIC & MIGRANT)	LSIA III F-VII BILINGUAL	STATE-FUNDED SPECIAL EDUCATION A, B, C, & D	USDA TITLE I & REDUCED LUNCHESES PERCENT OF ALL MEALS SERVED
ALAMO GORIXO	12.97%	0.00%	14.23%	67.05%
ALBUQUERQUE	14.18%	0.94%	19.23%	66.14%
ANIMAS	4.26%	0.00%	14.36%	46.66%
ARTESIA	9.93%	7.85%	12.24%	63.56%
AZTEC	18.70%	0.00%	17.32%	62.35%
BELEN	10.34%	6.32%	12.81%	77.29%
BERNALILLO	39.38%	6.98%	13.77%	80.10%
BLOOMFIELD	10.53%	0.00%	16.37%	70.20%
CAPTAN	53.26%	0.00%	13.95%	52.77%
CARLSBAD	13.20%	0.00%	15.98%	64.98%
CARRIZOZO	18.38%	0.00%	21.79%	63.05%
CENTRAL	30.31%	4.94%	12.86%	81.01%
CHAMA VALLEY	34.54%	0.00%	9.28%	78.13%
CIMARRON	11.55%	0.00%	15.28%	62.77%
CLAYTON	12.99%	0.00%	15.71%	66.29%
CLOUDCROFT	3.71%	0.00%	13.87%	45.62%
CIOVIS	15.18%	0.00%	11.90%	66.52%
COBBI	20.77%	8.16%	12.02%	73.66%
CORONA	22.71%	0.00%	14.77%	60.00%
CUBA	29.77%	0.00%	15.09%	87.71%
DEMING	21.34%	4.85%	9.72%	86.35%
DES MOINES	15.19%	0.00%	10.76%	36.75%
DEXTER	15.63%	15.53%	19.34%	72.28%
DORA	6.23%	0.00%	12.45%	52.91%
DUCI	11.28%	0.00%	13.10%	77.96%
ELIDA	8.31%	0.00%	22.22%	67.43%
ESPAÑOLA	16.37%	26.26%	12.69%	80.96%
ESTANCA	17.40%	0.00%	14.57%	76.08%
FUNIC	3.79%	0.00%	10.78%	65.51%
FARMINGTON	6.97%	0.00%	13.76%	57.27%
FLOYD	53.74%	6.54%	24.77%	76.92%
FT. SUMNER	19.56%	0.00%	21.27%	59.19%
GADSDEN	35.08%	3.44%	10.16%	94.30%
GALLUP	32.68%	0.00%	13.67%	82.03%
GRADY	0.00%	0.00%	11.95%	36.73%
GRANIS-CIBOLA	32.22%	0.00%	9.23%	76.84%
HAGERMAN	48.41%	0.00%	15.68%	78.16%
HATCH	60.55%	0.00%	7.43%	86.06%
HOBBS	5.18%	0.00%	9.39%	62.90%
HONDO VALLEY	65.85%	0.00%	15.24%	79.69%
HOUSE	60.71%	0.00%	19.05%	55.81%
JAI	6.91%	0.00%	7.43%	57.43%
JEMEZ MOUNTAIN	96.63%	53.89%	10.74%	32.84%
JEMEZ VALLEY	7.29%	0.00%	20.23%	56.23%
LAKE ARTHUR	16.99%	0.00%	8.74%	80.05%
LAS CRUCES	13.18%	1.97%	16.91%	73.24%
LAS VEGAS CITY	14.76%	0.00%	14.09%	73.56%
LAS VEGAS WEST	25.81%	21.30%	9.48%	88.50%
LOGAN	14.80%	0.00%	16.12%	52.90%
LORDSBURG	23.03%	0.00%	14.18%	65.88%
LOS ALAMOS	3.71%	0.00%	23.91%	4.35%
LOS LUNAS	5.96%	10.22%	12.34%	66.70%
LOVING	44.51%	0.00%	14.07%	77.82%
LOVINGTON	24.91%	0.00%	13.25%	70.58%

TABLE 17, CONTINUED

DISTRICT	ISIA CHAPTER I (BASIC & MIGRANT)	ISIA TITLE VII BILINGUAL	STATE FUNDED SPECIAL EDUCATION A, B, C, & D	USDA FREE & REDUCED LUNCH PERCENT OF ALL MEALS SERVED
MAGUALLANA	73.03%	21.07%	16.29%	83.15%
MAXWELL	9.45%	0.00%	17.32%	62.62%
MILROSE	12.23%	0.00%	24.82%	53.05%
MESAVISTA	62.55%	89.14%	15.92%	75.21%
MORA	20.78%	0.00%	7.48%	90.24%
MORIARY	5.65%	0.00%	17.36%	55.93%
MOSQUITERO	39.22%	0.00%	15.69%	42.44%
MOUNTAIN AIR	52.61%	0.00%	21.09%	86.09%
MUCCO	0.00%	0.00%	12.78%	71.08%
MUNASCO	59.04%	50.57%	10.62%	81.09%
POJOAQUE	6.65%	43.49%	13.82%	63.42%
PORTALES	25.34%	0.00%	12.09%	72.17%
QUINTANILLO	9.33%	0.00%	12.44%	65.65%
QUESTA	14.02%	40.05%	10.01%	87.16%
RALON	10.32%	0.00%	10.32%	71.31%
RESERVE	14.34%	0.00%	10.39%	56.55%
ROSWELL	30.05%	2.82%	14.86%	77.38%
ROY	10.71%	0.00%	12.50%	44.56%
RUIFOSO	3.65%	8.04%	13.61%	68.04%
SANTON	13.59%	0.00%	23.30%	46.56%
SANTA FE	22.82%	2.53%	14.01%	66.56%
SANTA ROSA	79.62%	0.00%	9.24%	90.19%
SILVER CITY	7.69%	4.60%	17.92%	69.34%
SOCORRO	22.72%	6.77%	12.87%	80.25%
SPRINGER	22.26%	0.00%	15.48%	72.49%
TAOS	20.91%	24.11%	12.15%	81.97%
TALAM	21.05%	0.00%	18.56%	64.83%
TENICO	15.50%	0.00%	15.88%	61.61%
TRUTHORCONSO	14.78%	0.00%	13.38%	80.82%
TUCUMCARI	10.72%	0.00%	16.86%	63.82%
TULAROSA	15.51%	22.63%	19.25%	79.18%
VAUGHN	96.55%	96.55%	13.79%	86.59%
WAGON MOUND	22.60%	100.00%	12.99%	76.44%
ZUNI	35.45%	13.61%	13.43%	90.95%
STATEWIDE	18.00%	3.47%	15.38%	72.04%

Sources: District Final Expenditure Reports, 1992-93; SDI Special Projects internal report

TABLE 18
1992-93 SPECIAL EDUCATION REVENUE ALLOTTED THROUGH THE STATE FUNDING FORMULA

DISTRICT	SPEC. ED. FUNDED UNITS ¹	SPEC. ED. FUNDING	PERCENT SPEC. ED. ²	DISTRICT	SPEC. ED. FUNDED UNITS ¹	SPEC. ED. FUNDING	PERCENT SPEC. ED. ²
ALAMOGORDO	1,944,300	\$1,631,874.63	15.08%	IASCREEKS	6,151,800	\$11,491,316.33	17.11%
ALBUQUERQUE	37,096,900	\$69,295,525.32	21.47%	IAS VEGAS CITY	678,800	\$1,267,971.25	12.79%
ANIMAS	143,100	\$267,305.08	11.57%	IAS VEGAS WEST	484,800	\$905,587.01	11.28%
ARIZONA	690,900	\$1,290,573.56	10.30%	LOGAN	91,600	\$171,105.14	10.40%
AZUL	890,100	\$1,662,671.20	17.06%	LORENSBURG	254,100	\$474,648.64	13.38%
BETH	1,434,400	\$2,679,401.82	18.74%	LOS ALAMOS	1,253,700	\$2,341,861.45	11.61%
BERNALILLO	910,300	\$1,700,403.99	14.23%	LOS LUNAS	1,820,400	\$3,400,434.38	16.17%
BIRMINGHAM	1,024,200	\$1,913,164.63	16.08%	LOVING	134,500	\$251,240.62	12.12%
CACHEM	134,700	\$251,614.21	11.09%	LOVINGTON	737,160	\$1,376,873.12	13.86%
CARISBARI	1,499,900	\$2,801,753.20	12.35%	MAGDALENA	136,500	\$254,976.54	14.81%
CARRIZO	88,800	\$165,874.85	12.93%	MAXWELL	48,300	\$90,222.47	11.93%
CENTRAL	1,543,500	\$2,883,196.26	12.40%	MEROSI	105,000	\$196,175.80	13.51%
CEFAVA VALLEY	108,800	\$203,234.05	6.95%	MESA VISTA	186,900	\$349,121.72	12.27%
CHARRON	190,000	\$354,912.40	13.57%	MORA	90,800	\$169,610.77	5.32%
CLAYTON	280,100	\$523,215.60	12.57%	MORIARTY	1,254,200	\$2,342,795.41	20.11%
CLAYTON HEIGHT	106,600	\$199,124.54	8.69%	MOSQUERO	30,000	\$56,078.80	9.52%
CLONES	1,738,700	\$3,247,822.05	12.07%	MOUNTAINAIR	203,900	\$380,877.04	19.34%
COBBI	458,500	\$856,439.66	12.60%	PECOS	262,400	\$494,152.70	15.16%
COCONA	36,600	\$68,367.34	9.86%	PENASCO	134,800	\$251,801.01	7.98%
CUBA	266,500	\$497,811.34	12.65%	POBLAQUIT	406,400	\$759,138.94	11.30%
DEMECO	954,400	\$1,782,781.02	11.57%	PORTAJIS	554,800	\$1,036,344.21	11.01%
DESMOINES	51,700	\$96,573.53	9.15%	QUIMARO	41,700	\$77,893.93	6.51%
DEWATER	356,800	\$666,114.54	16.14%	RAJON	154,500	\$288,599.82	9.05%
DEWATER	74,100	\$138,415.84	10.73%	RAJON	355,700	\$664,433.37	11.57%
DEWATER	178,700	\$333,801.45	13.19%	REISERVI	65,200	\$121,790.99	7.88%
DEWATER	52,400	\$97,881.10	10.73%	ROSWELL	2,833,000	\$5,291,930.68	15.48%
DEWATER	1,399,000	\$2,613,276.04	13.54%	ROSWELL	31,000	\$58,093.56	7.14%
DEWATER	208,700	\$389,843.25	12.93%	ROSWELL	618,000	\$1,154,399.28	13.91%
DEWATER	164,100	\$306,532.24	10.81%	ROSWELL	60,800	\$113,571.97	10.81%
DEWATER	2,417,800	\$4,516,353.69	15.21%	ROSWELL	3,025,600	\$5,651,699.78	14.36%
DEWATER	96,200	\$179,697.75	17.77%	ROSWELL	189,600	\$354,165.22	9.46%
DEWATER	161,800	\$302,235.93	15.42%	ROSWELL	1,304,200	\$2,436,193.43	17.44%
DEWATER	2,131,900	\$3,982,301.92	12.07%	ROSWELL	602,300	\$1,125,072.31	15.81%
DEWATER	3,234,000	\$6,040,982.64	13.87%	ROSWELL	107,300	\$200,432.11	11.82%
DEWATER	31,900	\$59,587.92	6.64%	ROSWELL	708,600	\$1,323,636.46	11.74%
DEWATER	918,400	\$1,715,534.46	13.29%	ROSWELL	119,300	\$222,847.63	12.07%
DEWATER	111,400	\$208,090.74	11.85%	ROSWELL	163,600	\$305,598.26	13.11%
DEWATER	217,200	\$398,249.07	8.26%	ROSWELL	433,700	\$847,491.45	15.16%
DEWATER	1,296,000	\$2,420,876.16	9.47%	ROSWELL	501,800	\$5,959.00	0.10%
DEWATER	24,900	\$46,512.20	5.11%	ROSWELL	413,400	\$772,214.66	16.25%
DEWATER	39,800	\$74,344.81	11.51%	ROSWELL	60,800	\$113,571.97	11.33%
DEWATER	55,600	\$103,858.58	4.78%	ROSWELL	36,000	\$68,367.34	6.91%
DEWATER	107,200	\$200,245.31	8.08%	ROSWELL	130,800	\$244,717.17	13.07%
DEWATER	703,300	\$1,313,736.27	N/A	ROSWELL	92,906,600	\$172,614,429.21	16.07%
DEWATER	38,200	\$71,356.07	7.79%	ROSWELL			

¹ Special education funded units are determined by multiplying the actual number of C-level and D-level special education student by the appropriate funding formula weighting factor and adding to that total the number of units calculated for A and B level programs and for ancillary services.

² The percent of the total operational budget represented by the special education revenue allotted through the formula and not by actual expenditure.

Source: District Final Expenditure Reports, 1992-93; Final Funded Membership Report, 1992-93.

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