

**LEGISLATIVE EDUCATION  
STUDY COMMITTEE**

**REPORT TO THE SECOND SESSION  
OF THE  
FORTY-NINTH LEGISLATURE**

**STATE OF NEW MEXICO**

**SUMMER 2010**

**STATE OF NEW MEXICO**  
**LEGISLATIVE EDUCATION STUDY COMMITTEE**

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Summer 2010

Forth-ninth Legislature, Second Session, 2010  
State Capitol  
Santa Fe, New Mexico

Dear Fellow Legislators:

This report summarizes the activities of the Legislative Education Study Committee (LESC) during the 2009 legislative interim as well as the committee's recommendations for the 2010 legislative session. This year's report is being issued later than usual so that the tables can reflect the most recent and most comprehensive account of the unique fiscal circumstances that characterized the First Special Session in October 2009, the Regular Session in 2010, and the Second Special Session in March 2010. In this regard, the report includes tables that reflect the adjustments to the budgets for FY 09 and FY 10 that the Legislature had to make to ensure solvency.

Like the reports of previous interims, this one reviews the research and testimony that the LESC considered in making its recommendations for public school support and legislation introduced during the 2010 Regular Session. This report also includes a number of new tables and figures presenting information that previous reports had not included. For these enhancements and for the comprehensive review, special thanks go to the staff of the LESC.

On behalf of the committee, it is my pleasure to present this report. I hope that you will find it informative and useful, not only as a compilation of recent developments but also as groundwork for future deliberations over the fiscal and policy issues of public education.

Sincerely,

A handwritten signature in cursive script that reads "Cynthia Nava".

Senator Cynthia Nava, Chair

## THE LEGISLATIVE EDUCATION STUDY COMMITTEE

As a permanent bipartisan, bicameral committee of the Legislature, the Legislative Education Study Committee (LESC):

- conducts a continuing study of all education in New Mexico, the laws governing such education and the policies and costs of the New Mexico educational system, including the training of certified teaching personnel in postsecondary institutions;
- recommends funding levels for public education;
- recommends changes in laws relating to education; and
- makes a full report of its findings and recommendations.

The LESC is composed of 10 voting members, and a number of advisory members of the Legislature, appointed to provide proportionate representation from both houses and both major political parties.

The LESC is currently supported by nine full-time staff members:

Frances Ramírez-Maestas, Director

David Harrell, PhD, Deputy Director

Pamela Herman, JD, Senior Research Analyst II

Peter B. van Moorsel, Senior Fiscal Analyst I

Eilani Gerstner, Fiscal Analyst

Ally Hudson, Research Analyst

Alice S. Madrid, Office Manager

Kate B. Wagner, Secretary

Philip A. Larragoite, Administrative Assistant I

**LEGISLATIVE EDUCATION STUDY COMMITTEE  
2010 REPORT TO THE LEGISLATURE**

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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**PUBLIC SCHOOL SUPPORT RECOMMENDATIONS FOR FY 11**  
(dollars in thousands)

FY 10 Initial Unit Value=  
\$3,862.79  
(GF portion = \$3,606.40;  
ARRA portion = \$256.39)

FY 10 Final Unit Value=  
\$3,792.65  
(GF portion = \$3,458.06;  
ARRA portion = \$334.59)

	2009 Regular Session		2009 1st Special Session	
	FY10 Initial Appropriation Laws 2009, Chapter 124 (partial veto)	Amount Increase/Decrease	Final FY 10 Appropriation Laws 2009, SS, Chapter 5 (partial veto)	FY 11 LESC Recommendation
1 PROGRAM COST	\$2,439,723.2			\$2,171,012.2
2 State Fiscal Stabilization Fund (American Recovery and Reinvestment Act (ARRA))	(\$164,700.0)	(\$45,500.0)		(\$23,898.0)
3 Adjustment for solvency in 2009 regular session: 1% adjusted reduction to SEG	(\$19,335.7)			
4 Adjustment for solvency in 2009 special session: 2% reduction to SEG		(\$43,903.3)		
5 Replacement of FY 10 State Fiscal Stabilization Fund Dollars				\$164,700.0
6 Restoration of Repealed Public School Property Insurance Appropriation				\$29,000.0
7 Educational Retirement 1.5% Employer/Employee Contribution Switch	(\$23,193.4)			
8 ENROLLMENT GROWTH (LESC recommendation based on 6,000 growth units @ Initial Unit Value of \$3,862.79)	\$8,455.8			\$23,176.7
9 FIXED COSTS	\$3,723.9			\$3,723.9
10 INSURANCE COSTS				\$13,300.0
11 Increase Educational Assistants' Salary Base to \$13,000	\$2,613.0			
12 Increase in Employer's ERB Contribution (0.75%)	\$12,073.2			\$11,700.5
13 Assessment and Test Development (school district costs)	\$1,055.5			
14 TOTAL PROGRAM COST	\$2,260,415.5	(\$89,403.3)	\$2,171,012.2 <sup>1</sup>	\$2,392,715.3
15 LESS PROJECTED CREDITS	(\$64,400.0)		(\$64,400.0)	(\$59,400.0)
16 LESS OTHER STATE FUNDS (from driver's license fees)	(\$850.0)		(\$850.0)	(\$850.0)
17 STATE EQUALIZATION GUARANTEE	\$2,195,165.5	(\$89,403.3)	\$2,105,762.2	\$2,332,465.3
18 Dollar Difference from Final FY 10 Appropriation				\$226,703.1
19 Percent Difference from Final FY 10 Appropriation				10.8%
20 STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 1	\$164,700.0		\$164,700.0	\$23,898.0
21 STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 2		\$45,500.0	\$45,500.0	
22 ADJUSTED STATE EQUALIZATION GUARANTEE, INCLUDING ARRA FUNDS	\$2,359,865.5	(\$43,903.3)	\$2,315,962.2	\$2,356,363.3
23 Dollar Difference from Final FY 10 Appropriation				\$40,401.1
24 Percent Difference from Final FY 10 Appropriation				1.7%
25 CATEGORICAL PUBLIC SCHOOL SUPPORT	<i>Reduced 6.5% in FY 10, unless otherwise noted</i>			
26 TRANSPORTATION				
27 Operational	\$90,282.4			\$86,303.6
28 School-owned Bus Replacements	\$563.5			
29 Rental Fees (contractor-owned buses)	\$12,665.2			\$12,031.9
30 Educational Retirement 1.5% Employer/Employee Contribution Switch	(\$537.5)			
31 Increase in Employer's ERB Contribution (0.75%)	\$194.8			\$209.9
32 TOTAL TRANSPORTATION	\$103,168.4	(\$4,126.7)	\$99,041.7 <sup>2</sup>	\$98,545.4
33 SUPPLEMENTAL DISTRIBUTIONS				
34 Out-of-state Tuition	\$370.0	(\$24.1)	\$346.0	\$346.0
35 Emergency Supplemental	\$2,000.0	(\$130.0)	\$1,870.0	\$2,000.0
36 INSTRUCTIONAL MATERIAL FUND	\$16,230.4	(\$1,055.0)	\$15,175.4	\$15,175.4
37 Dual Credit Instructional Materials	\$1,500.0	(\$97.5)	\$1,402.5	\$1,000.0
38 EDUCATIONAL TECHNOLOGY FUND	\$2,400.0	(\$156.0)	\$2,244.0	
39 INDIAN EDUCATION FUND	\$2,250.0		\$2,250.0 <sup>3</sup>	\$2,250.0 <sup>3</sup>
40 SCHOOLS IN NEED OF IMPROVEMENT FUND	\$2,500.0	(\$162.5)	\$2,337.5	\$2,000.0
41 TOTAL CATEGORICAL	\$130,418.8	(\$5,751.8)	\$124,667.0	\$121,316.8
42 TOTAL PUBLIC SCHOOL SUPPORT	\$2,325,584.3	(\$95,155.1)	\$2,230,429.2	\$2,453,782.1
43 Dollar Difference from Final FY 10 Appropriation				\$223,352.9
44 Percent Difference from Final FY 10 Appropriation				10.0%
45 STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 1	164,700.0		164,700.0	\$23,898.0
46 STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 2		45,500.0	45,500.0	
47 ADJUSTED TOTAL PUBLIC SCHOOL SUPPORT, INCLUDING ARRA FUNDS	\$2,490,284.3	(\$49,655.1)	\$2,440,629.2	\$2,477,680.1
48 Dollar Difference from Final FY 10 Appropriation				\$37,050.9
49 Percent Difference from Final FY 10 Appropriation				1.5%

NOTE: The shaded lines (20-24 and 45-49) reflect the inclusion of nonrecurring federal ARRA funds in the recurring General Fund appropriations to the State Equalization Guarantee (line 17) and Total Public School Support (line 42), respectively.

<sup>1</sup> This program cost was determined by adding the credits and other state funds (lines 15-16) back into the adjusted SEG (line 17).

<sup>2</sup> In FY 10, total transportation was reduced by 4.0%.

<sup>3</sup> In both FY 10 and the LESC recommendation for FY 11, the appropriation to the Indian Education Fund includes \$500 thousand to provide a rural literacy initiative and \$500 thousand for Teach for America. In FY 10, the appropriation provides sufficient funding to conduct a statewide needs assessment.

**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**PUBLIC SCHOOL SUPPORT RECOMMENDATIONS FOR FY 11**  
(dollars in thousands)

	2009 Regular Session	2009 1st Special Session		FY 11 LESC Recommendation	
	FY10 Initial Appropriation Laws 2009, Chapter 124 (partial veto)	Amount Increase/Decrease	Final FY 10 Appropriation Laws 2009, SS, Chapter 5 (partial veto)		
50 <b>RELATED APPROPRIATIONS - RECURRING (to PED unless otherwise noted)</b>	<i>Reduced 6.5% in FY 10, unless otherwise noted</i>			50	
51 Regional Education Cooperatives Operations	\$1,200.0	(\$78.0)	\$1,122.0	\$1,122.0	51
52 <b>EARLY CHILDHOOD EDUCATION</b>					52
53 K-3 Plus	\$8,452.1	(\$549.4)	\$7,902.7	\$6,500.0	53
54 Pre-kindergarten Program	\$8,452.1	(\$549.4)	\$7,902.7 <sup>4</sup>	\$6,200.0 <sup>4</sup>	54
55 <b>EDUCATOR QUALITY</b>					55
56 Beginning Teacher Mentorship	\$1,491.5	(\$96.9)	\$1,394.6		56
57 Summer Reading, Math and Science Institutes	\$2,485.9	(\$161.6)	\$2,324.3		57
58 <b>NEW MEXICO CYBER ACADEMY/INNOVATIVE DIGITAL EDUCATION AND LEARNING (IDEAL-NM)</b>					58
59 New Mexico Cyber Academy	\$994.4	(\$64.6)	\$929.8 <sup>5</sup>		59
60 <b>SCHOOL FINANCE</b>					60
61 Rural Revitalization	\$100.0	(\$6.5)	\$93.5		61
62 <b>STUDENT ACHIEVEMENT</b>					62
63 Advanced Placement	\$1,750.0	(\$113.8)	\$1,636.2		63
64 After-school Enrichment Program/21 <sup>st</sup> Century Community Learning Centers	\$1,000.0	(\$65.0)	\$935.0		64
65 Apprenticeship Assistance	\$650.0	(\$42.3)	\$607.7		65
66 School Improvement Framework	\$994.4	(\$64.6)	\$929.8	\$929.8	66
67 Truancy Prevention/Dropout Prevention	\$298.3	(\$19.4)	\$278.9		67
68 <b>STUDENT HEALTH, SAFETY AND WELL-BEING</b>					68
69 Breakfast for Elementary Students	\$3,430.5	(\$223.0)	\$3,207.5	\$2,500.0	69
70 Family and Youth Resource Act	\$397.7	(\$25.9)	\$371.8		70
71 GRADS - Teen Pregnancy Prevention	\$550.0	(\$35.8)	\$514.2 <sup>6</sup>		71
72 <b>TOTAL RELATED APPROPRIATIONS - RECURRING</b>	<b>\$32,246.9</b>	<b>(\$2,096.2)</b>	<b>\$30,150.7</b>	<b>\$17,251.8</b>	72
73 <b>GRAND TOTAL PUBLIC SCHOOL SUPPORT AND RELATED APPROPRIATIONS - RECURRING</b>	<b>\$2,357,831.2</b>	<b>(\$97,251.3)</b>	<b>\$2,260,579.9</b>	<b>\$2,471,033.9</b>	73
74 Dollar Difference from Final FY 10 Appropriation				\$210,454.0	74
75 Percent Difference from Final FY 10 Appropriation				9.3%	75
76 <b>STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 1</b>	164,700.0		164,700.0	\$23,898.0	76
77 <b>STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 2</b>		45,500.0	45,500.0		77
78 <b>ADJUSTED GRAND TOTAL PUBLIC SCHOOL SUPPORT AND RELATED APPROPRIATIONS - RECURRING, INCLUDING ARRA FUNDS</b>	<b>\$2,522,531.2</b>	<b>\$43,403.8</b>	<b>\$2,470,779.9</b>	<b>\$2,494,931.9</b>	78
79 Dollar Difference from Final FY 10 Appropriation				\$24,152.0	79
80 Percent Difference from Final FY 10 Appropriation				1.0%	80

NOTE: The shaded lines (76-80) reflect the inclusion of nonrecurring federal ARRA funds in the recurring General Fund appropriation for the Grand Total Public School Support and Related Appropriations (line 73).

<sup>4</sup> In both FY 10 and the LESC recommendation for FY 11, the appropriation for the pre-kindergarten program includes an additional \$1.5 million from the federal Temporary Assistance for Needy Families (TANF) block grant to New Mexico.

<sup>5</sup> For FY 10, the appropriation to PED for the New Mexico Cyber Academy included \$250 thousand to provide professional development for teachers and for web-based learning resources for students.

<sup>6</sup> For FY 10, the GRADS program also received an additional \$250 thousand from TANF funds.

**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**PUBLIC SCHOOL SUPPORT RECOMMENDATIONS FOR FY 11**  
(dollars in thousands)

		<i>2009 Regular Session</i>	<i>2009 1st Special Session</i>		
		FY10 Initial Appropriation Laws 2009, Chapter 124 ( <i>partial veto</i> )	<i>Amount Increase/ Decrease</i>	Final FY 10 Appropriation Laws 2009, SS, Chapter 5 ( <i>partial veto</i> )	FY 11 LESC Recommendation
81	<b>RELATED APPROPRIATIONS: NONRECURRING (to PED unless otherwise noted)</b>				81
82	Assessment & Test Development ( <b>additional \$3.0 million appropriated from Instructional Material Fund cash balances</b> )	\$1,000.0		\$1,000.0	82
83	Emergency Support to School districts Experiencing Declining Enrollment and Economy of Scale Issues				\$10,000.0
84	Emergency Support to Hold School Districts Harmless from Decreased Revenue	\$6,000.0		\$6,000.0 <sup>7</sup>	84
85	Emergency Support to School Districts Experiencing Extraordinary Financial Distress to Prevent Employee Layoffs and Education Program Cuts ( <b>appropriation is from "Education Lockbox"</b> )	\$4,000.0		\$4,000.0 <sup>8</sup>	85
86	Emergency Supplemental in 2009 Special Session		\$3,000.0	\$3,000.0	86
87	School Leadership Institute (to the Higher Education Department)	\$200.0		\$200.0	87
88	Operating Budget Management System (OBMS) and the Student Teacher Accountability Reporting System (STARS) (hosting, licensing, and maintenance)	\$1,400.0		\$1,400.0	88
89	State High School Basketball Tournament	\$100.0		\$100.0	89
90	New Mexico Outdoor Classroom				\$100.0 <sup>9</sup>
91	New Mexico MESA (to the New Mexico Institute of Mining and Technology)				\$150.0
92	Summer Science Program (to the New Mexico Institute of Mining and Technology)	\$50.0		\$50.0	\$50.0
93	<b>TOTAL RELATED APPROPRIATIONS: NONRECURRING</b>	<b>\$12,750.0</b>	<b>\$3,000.0</b>	<b>\$15,750.0</b>	<b>\$10,300.0</b>

<sup>7</sup> The \$6.0 million in emergency support for FY 10 is to be distributed based on supplemental distribution provisions in current law.

<sup>8</sup> The \$4.0 million in emergency support in FY 10 to school districts experiencing extraordinary financial distress shall not exceed \$500 thousand to a school district based on: (1) an application to PED indicating that without the distribution the school district will have to reduce district employees or cut education programs; (2) the application is recommended in writing by PED; (3) the application and PED recommendation are reviewed by DFA and the LFC; and (4) the application and distribution are approved by the State Board of Finance.

<sup>9</sup> For FY 09 and FY 10, \$200 thousand in other state funds was appropriated to the Energy, Minerals and Natural Resources Department for the New Mexico Outdoor Classroom Program.



## ADDITIONAL RECOMMENDATIONS OF THE LESC

### P-20 INITIATIVE

- 1. Codify Comprehensive P-20 Data System:** Introduce legislation to codify the requirements for a comprehensive P-20 data system that collects, integrates, and reports data from the Public Education Department (PED), the Higher Education Department (HED), and other agencies. Among its provisions, the legislation will: provide that the system may be used for program research and evaluation, including the aggregation, collection, and distribution of data, but that personally identifiable student and educator data will be safeguarded as required by federal and state law; require an annual system status report detailing the capability of the system to perform specified functions; and establish a “data system council” that includes PED, HED, the Office of Education Accountability (OEA), the Children, Youth and Families Department, the Department of Information Technology, the Department of Workforce Solutions, public postsecondary institutions, and public school districts and charter schools, whose charge will be to:
  - assign responsibilities and authority for the operation and management of the system;
  - develop interagency agreements; and
  - develop a strategic plan with timelines and budget requirements.
- 2. Student ID Numbers in Two-year College Records:** Write a letter requesting that PED, HED, the New Mexico Association of Community Colleges, and the New Mexico Independent Community Colleges form a work group to develop a proposal for collecting students’ identification numbers, known as Unique IDs, in unit record data systems of those branch and community colleges that do not require high school transcripts for admission.
- 3. Financial Literacy to Meet Math Requirement:** Introduce legislation to allow a financial literacy course that addresses New Mexico mathematics standards to count as one of the four mathematics units required for graduation.
- 4. Course Information Collection and Reporting:** Write a letter to PED requesting that the department work with LESC staff to determine how it can document and report information related to course offerings and course completion in middle and high schools; and report to the LESC at its first full meeting of the 2010 interim.
- 5. Cohort Graduation Rate Reporting Requirement:** Introduce an amendment to the *Assessment and Accountability Act* to require that, when PED publishes cohort graduation data, it also provides information useful for a better understanding of on-time graduation and dropping out among New Mexico high school students, such as how many students:
  - are known to have dropped out;
  - have earned or are attempting a general educational development (GED) certificate;
  - are known to still be in high school;
  - have all the credits required for graduation but still have not passed the graduation test; and
  - progress through high school from grade to grade.

6. **Dual Credit Textbook Fund:** Introduce legislation to create the Dual Credit Textbook Fund, to be administered by the Instructional Material Bureau in PED; require that money in the fund be used only to purchase textbooks and course supplies for students participating in the Dual Credit Program; and provide that PED establish, by rule, a method for allocation and distribution of monies in the fund to school districts, charter schools, and state-supported schools.
7. **Accelerated Learning Master Plan:** Introduce a memorial requesting that HED and PED convene a broadly representative work group to develop a master plan for accelerated learning that would offer high school students a number of options and alternatives for study at the postsecondary level, including an examination of:
  - issues related to dual credit as identified in the LESC staff report and the HED/PED evaluation of the program during the 2009 interim;
  - how the various programs – dual credit, Advanced Placement, articulated courses, concurrent enrollment, and middle college high school – could complement rather than compete with each other in the P-20 system by identifying the population and circumstances that each program can serve most effectively; and
  - the necessary agency oversight to ensure faithful and effective implementation.
8. **Educational Research Consortium:** Introduce a joint memorial requesting that state and local public education entities collaborate with private industry and philanthropic organizations to study the formation of a consortium to conduct educational research to support school reform.

## FISCAL ISSUES AND CAPITAL OUTLAY

9. **Public School Capital Outlay:** Endorse the recommendations of the Public School Capital Outlay Oversight Task Force to introduce legislation to:
  - require that, on or after July 1, 2010, charter school facilities receive a condition rating equal to or better than the average condition for all public schools that year; and require that a school district and a charter school receive approval of the Public School Facilities Authority before entering into a lease agreement or lease-purchase agreement for school facilities or before applying for a grant for lease payments;
  - allow the public or private sale of bonds if any portion of the bonds issued is in the form of refunding bonds or bonds authorized by the federal *American Recovery and Reinvestment Act of 2009*; and
  - address a variety of capital issues of public schools, including the nature of funds distributed to the State Fire Marshal or the Construction Industries Division to pay for inspections; an extension of the time period for roof repair and replacement; the administration of certain emergency projects; the definition of the term *preventive maintenance*; performance-based procurement for public school capital outlay projects; and the repeal of an appropriation from the 2009 special session of \$29.0 million for insurance premiums paid by school districts.

## ASSESSMENT AND ACCOUNTABILITY

10. **Multi-year Assessment Contracts:** Introduce legislation to permit PED to enter into extensions of contracts with assessment vendors for longer than four years.
11. **Costs of Standards-based Assessments:** Introduce legislation to require PED to pay the costs of developing, administering, scoring, and evaluating standards-based assessments required in the *Assessment and Accountability Act*.
12. **K-3 Plus Funds Allocation:** Ensure that school districts receive K-3 Plus funds in time to commence programs prior to the start of the new fiscal year by:
  - a. endorsing a recommendation that funds appropriated to PED for K-3 Plus be made by a special appropriation of non-reverting funds in Section 5 of the *General Appropriation Act of 2010*, so those funds can be made available to school districts before July 1, 2010; or
  - b. introducing legislation to require PED to allocate K-3 Plus funds to successful school district applicants on or before April 1 of each year; allow school districts to budget those funds; provide for the first distribution of funds on July 1 of each year; and require an accounting by school districts no later than December 31 of the year and an adjustment of the award by PED, if necessary.
13. **School Board Finance Committees:** Introduce legislation to require each local school board to appoint a finance committee to assist the board in carrying out its budget and finance duties, and to require that this committee include members of the community with experience in accounting or financial matters and at least one parent.
14. **Examine School Finance Accountability at the State and Local Levels:** Introduce a joint memorial to request that PED, in collaboration with the Office of the State Auditor, convene a work group to examine provisions in current law, financial practices, and training at the state and local levels, including safeguards designed to prevent fraud, waste and abuse, and issues affecting the timeliness and scope of annual independent audits; and provide a report of findings and recommendations to the LESC, the Legislative Finance Committee (LFC), and the Governor by October 30, 2010.

## EDUCATOR QUALITY

15. **Beginning Teacher Mentorship Program:** Introduce legislation to amend the *School Personnel Act* to clarify the required length of time for beginning or Level 1 teachers to participate in a formal mentoring program.
16. **Beginning Teacher Mentorship Request:** Write a letter to PED requesting that the department investigate the following:
  - in the instance of Level 1 “mentor” teachers:
    - the specific mentoring services each Level 1 mentor teacher is providing compared to the mentoring services provided by Level 2 and Level 3 mentors in the same school district;
    - the licensure status of teachers each Level 1 teacher is mentoring; and

- the years of teaching experience each Level 1 mentor teacher has, including whether and for how long the teacher taught on an Internship license before receiving a Level 1 license; and
- the specific uses of mentorship funds in each school district, including the amounts of compensation provided to mentor teachers.

**17. Internship Teacher Licenses:** Introduce a joint memorial requesting the OEA, in collaboration with PED, colleges of education, school districts, and others as appropriate:

- to gather information regarding:
  - whether Internship licensed teachers receive “sustained, intensive” professional development “before and while teaching” and participate in a “program of intensive supervision,” as required in federal regulations;
  - the number of Internship and Level 1 teachers receiving mentorship services in each district and charter school; and
  - the sources and amounts of funding for mentoring and other support of Internship licensed teachers, including those services provided by alternative licensure programs, and which agencies should receive and distribute this funding; and
- to report its findings to the LESC in the 2010 interim.

**18. Professional Development in Teacher Evaluation:** Introduce legislation to amend the *School Personnel Act* to require that the evaluation process for teachers in the three-tier licensure system include consideration of how professionals in the system use the results of professional development they receive at district or charter school expense, based on evidence that the results are both applied in their classrooms and shared with other teachers in the district or charter school.

**19. School Leadership Institute:** Introduce legislation to establish the School Leadership Institute in statute.

**20. Study Reading Course Curricula:** Introduce a joint memorial requesting the New Mexico Deans and Directors of Colleges of Education to form a work group including committee members of the LESC to study the curricula and materials in required courses in the teaching of reading to ensure that they are based on the most current scientifically based reading research.

**21. Class-size Waivers for Certain Student Teachers:** Introduce legislation to amend the *Public School Code* to allow the Secretary to waive class-size requirements for a class to which a student teacher who meets certain criteria has been assigned.

## **MEETING THE NEEDS OF STUDENTS**

**22. Dyslexia Intervention:** Introduce legislation to define dyslexia or related disorders and to require PED to develop systematic statewide procedures, including teacher preparation and training, to assess and effectively intervene with students suspected of having dyslexia prior to referral for special education evaluation.

23. **Residential Treatment Centers and School District Contracts:** Write a letter to PED requesting that, in formulating a template for agreements between school districts and residential treatment centers (RTCs), PED provide detailed guidance to the parties to clarify where longstanding practice may no longer be consonant with the law; and to ensure that services are planned and delivered efficiently and effectively for all students residing at the RTC, particularly when multiple school districts and charter schools share responsibility for an individual student.
24. **Restraint and Seclusion of Students:** Introduce a memorial requesting that PED, in collaboration with directors of special education and other appropriate school personnel, advocacy group representatives, parents, and other stakeholders, form a work group to examine the issues and concerns related to restraint and seclusion of public school students; and report findings and recommendations to the LESC in the 2010 interim.

## OTHER TOPICS

25. **Delay Implementation of 180-day Requirement:** Introduce legislation to delay for one year the effective date of the statutory requirement, enacted in 2009, that school districts and charter schools provide a minimum of 180 full instructional days for schools on a regular calendar and 150 full instructional days for schools on a variable school year calendar.
26. **Study School Calendars:** Introduce a joint memorial requesting that OEA convene a work group, in collaboration with PED, school districts and charter schools, teachers and other school employee representatives, and parent representatives, to study issues affecting student learning time and achievement, teachers, school operations, and school district budgetary impacts raised by various school calendar options and current law; and to report findings and recommendations to the LESC in the 2010 interim.
27. **Charter School Planning Year Oversight:** Introduce legislation requiring the authorizer of a charter school to oversee and monitor a start-up charter school during the planning year to ensure that the organizers are adhering to their charter.
28. **Prohibit Virtual Charter Schools:** Introduce legislation to prohibit the Public Education Commission and local school boards from authorizing charter schools that provide more than half of their curriculum via distance delivery, except for delivery via the New Mexico Cyber Academy and Innovative Digital Education and Learning New Mexico (IDEAL-NM).
29. **Library General Obligation Bonds:** Request \$20.25 million in General Obligation Bonds for New Mexico libraries, as follows:
- \$6.5 million for academic libraries;
  - \$6.5 million for publicly funded school and juvenile detention center libraries;
  - \$6.0 million for New Mexico public libraries; and
  - \$1.25 million for tribal libraries.
30. **Summer Science Program:** Appropriate \$50,000 to the New Mexico Institute of Mining and Technology in the *General Appropriation Act of 2010* for the Summer Science Program.

31. **NM MESA:** Appropriate \$150,000 to PED in the *General Appropriation Act of 2010* for Mathematics, Engineering and Science Achievement.
32. **Outdoor Classroom:** Appropriate \$100,000 to the Department of Energy, Minerals & Natural Resources in the *General Appropriation Act of 2010* for the Outdoor Classroom Project.

# REPORT OF THE 2009 INTERIM

## INTRODUCTION

During each interim, the Legislative Education Study Committee (LESC) examines a wide range of education issues, both fiscal and programmatic, that affect the achievement and well-being of preschool, elementary, secondary, and postsecondary students in New Mexico. Issues are identified at the initiative of committee members, other legislators, or bills or memorials; and the LESG Interim Workplan establishes the framework for the committee's research, data collection, deliberations, and analyses. This report summarizes the LESG's examination of education issues identified during the 2009 legislative interim and includes the committee's recommendations for the 2010 legislative session.

During interims past, the federal *No Child Left Behind Act of 2001* (NCLB) served as a recurring theme throughout much of the testimony presented to the committee. Testimony during the 2009 interim frequently cited another federal law, the *American Recovery and Reinvestment Act of 2009* (ARRA). Readers will find an overview of the education-related provisions of ARRA on p. 11 and will find references to the act throughout the report.

During the 2009 interim, the LESG continued certain practices common during previous interims. For example, the committee maintained its focus from the 2007 interim on the results of existing educational programs, reiterating its desire to hold these programs accountable and stating once again its intention not to consider individual requests for funding of new programs. Given the economic downturn that began during the 2008 interim and that lingers still, this decision now seems especially appropriate. Also, the committee continued to schedule meetings in several communities in New Mexico: Alamogordo, Gallup, Hobbs, and Santa Fe; however, the meeting in Alamogordo scheduled for October had to be cancelled because of the special legislative session held that month to deal with the state's solvency issues. To compensate, the committee held a five-day meeting in November in Santa Fe. Finally, at all of these meetings, the committee continued to provide a forum for students, school personnel, members of the public, and other interested parties to express their views on education issues. To ensure that each interested party had the same opportunity for access to the committee and to ensure that the LESG received concise information, the committee continued the use of specific criteria for community input that had been adopted during the 2007 interim.

To conclude, this report is divided into two main sections: narrative and graphic. The former includes summaries of presentations categorized according to certain themes: the P-20 Initiative, Fiscal Issues and Capital Outlay, Assessment and Accountability, Educator Quality, Meeting the Needs of Students, and Other Topics. The graphic section of the report includes tables and figures presenting public school data. Past readers of the report will find some new material in this section: data about teacher salaries by licensure level, charter schools, student demographics, cohort graduation rates, and capital outlay projects and awards, to name a few. Although the report covers all of the issues examined during the 2009 legislative interim, it is intended only as a summary, not a detailed record. Readers interested in more information are encouraged to consult staff reports, minutes, reports of previous interims, and other material on file in the LESG office or available through the LESG website, <http://lesg.nmlegis.gov>.

# ISSUES STUDIED BY THE LESC

## P-20 INITIATIVE

Since 2001, the LESC has been examining and supporting the continuum of public education from preschool to postsecondary, often called the P-20 Initiative. More recently, during the 2008 interim, the committee heard testimony from and engaged in discussion with representatives of all of New Mexico's 28 state and tribal two- and four-year institutions of higher education about the P-20 partnerships between these institutions and the public schools in their areas.

Perhaps the fundamental goal of the P-20 Initiative is to improve student success by removing barriers at each educational level. Toward that end, the LESC has consistently endorsed legislation intended to enhance one point or another along the P-20 continuum. This section of the annual report reviews a number of these measures as reflected in testimony to the committee during the 2009 interim. While there is frequent overlap among them – as there is with almost all education initiatives – some of these measures focus on data collection and dissemination, others on issues and needs at the secondary level, and still others on the transition into postsecondary education and the workplace. Because they were presented within the context of external evaluations, measures related to pre-kindergarten and the elementary grades are discussed under the heading “Assessment and Accountability” (see p. 15).

### P-20 LONGITUDINAL DATA SYSTEM UPDATE

#### *Implementation of Provisions in Law*

Central to the development and evaluation of the P-20 Initiative is a system for collecting, disseminating, and using longitudinal data to analyze the various aspects and components of this educational continuum. Fully aware of this point, the 2005 Legislature included language and funding in the *General Appropriation Act* to establish a longitudinal data system at the Public Education Department (PED) to begin to collect and store student, teacher, course, testing, and financial data in one system. Since 2005, the Legislature has supported the implementation of this data system, known as the Student Teacher Accountability Reporting System (STARS), with appropriations of approximately \$14.7 million to PED, including four full-time equivalent positions. Central to STARS is each student's unique PED-assigned identification (ID) number, first required in legislation enacted in 2004. Legislation enacted in 2007 requires the Higher Education Department (HED) to use the student ID number for students enrolled in higher education in order to facilitate longitudinal research.

Staff testimony during the 2009 interim explained that the P-20 data system includes not only STARS but also the other educational data systems maintained by school districts, PED, HED, and postsecondary institutions. In addition to illustrating the interactions of these various data systems, staff testimony also identified a number of issues: inconsistencies in the use of the student ID, particularly by community colleges; data not reported into STARS (students' final course grades and teachers' preparation programs); and unsuccessful efforts to upgrade HED's Data Editing and Reporting System.



Staff testimony concluded with a review of the New Mexico Data Warehouse Council, created by executive order in June 2009 (legislation introduced but not enacted in 2009 would have created a similar council and codified the requirements for a comprehensive P-20 data system). Among its duties, by December 31, 2009 this council was to establish a longitudinal data system that meets the requirements of the *American Recovery and Reinvestment Act of 2009* (ARRA) and that ensures that New Mexico can meet the assurances regarding collection and use of data and other education reforms contained in that act (see “Education-related Funding from the federal *American Recovery and Reinvestment Act of 2009*,” p. 11).

At the end of the interim, testimony from the Office of the Governor reviewed the membership and activities of the New Mexico Data Warehouse Council. Among other actions, the council had begun to establish the longitudinal data system to meet the ARRA requirements; had assisted state agencies in developing interagency agreements regarding the use, sharing, and security of data; and had submitted a proposal for a US Department of Education (USDE) State Longitudinal Data System Grant. This testimony also provided details about the grant proposal. A response from USDE is expected in spring 2010.

### ***Electronic Student Management System Demonstration***

A recent innovation in the P-20 Initiative is the Electronic Student Management System, an individual student-based, interactive system for personal management and review of requirements associated with graduation and preparation for college or the work force. Also known as “Carve Your Path,” the system is a collaborative among PED, HED, the Department of Workforce Solutions (DWS), the Children, Youth and Families Department, and the College Success Network. Testimony from PED noted that funding for the project has come from two main sources:

- \$1.5 million appropriated by the Legislature to PED in the *General Appropriation Act of 2008* for the 11<sup>th</sup> grade assessment, and reauthorized in 2009; and
- \$1.3 million in funds granted to HED by the USDE under the College Access Challenge Grant program.

After testing at several pilot sites in September 2009 and expansion to other public school, higher education, and DWS sites in January 2010, the system is scheduled to be fully operational by June 25, 2010. PED’s testimony concluded with a demonstration of the system.

### ***Educator Accountability Reporting System***

As suggested earlier, the P-20 Initiative includes data about educators as well as students. Legislation enacted in 2007 amended the *School Personnel Act* to require PED to collaborate with teacher preparation programs and with HED to create the uniform statewide Teacher Education Accountability Reporting System (TEARS) to measure and track teacher candidates from pre-entry to post-graduation in order to benchmark the productivity and accountability of New Mexico’s teacher work force. In 2009, the act was amended again to add candidates for administrative licensure to the system, changing the name of the reporting system to the Educator Accountability Reporting System (EARS).

Staff testimony during the 2009 interim provided an overview of the 2009 EARS report and related issues, and testimony from a representative of the deans and directors of New Mexico teacher preparation programs provided the committee with details of the report. The full report includes a summary of all institutions' data, as well as each institution's individual report.

The staff testimony explained several issues related to the implementation of EARS:

- one public postsecondary institution has not participated in either the 2008 or 2009 report as required by law;
- the average cost per student credit hour in initial licensure preparation coursework exceeds the reimbursable amount for Tier 1 of the higher education funding formula, which represents upper division coursework where most of undergraduate educator preparation occurs; and
- according to PED, the mechanisms are not yet in place to report EARS data into STARS, as required by law, and additional funding would be required to make the necessary modifications.

Finally, testimony from the representative of the New Mexico teacher preparation programs summarized the main findings of the 2009 EARS report, among them that: educator preparation programs attract academically prepared candidates; standards for admission to teacher education programs use common factors that enhance transparency and seamless transferability among institutions; and improvements had been made in the collection and analysis of financial data since the 2008 report. The testimony also highlighted some data limitations and made several recommendations to address such issues as validating students' institutional affiliation, ensuring that STARS contains accurate information about the institution preparing the candidate for licensure, and enforcing the reporting requirements in law.

*See recommendations 1 and 2.*

## **HIGH SCHOOL REDESIGN: IMPLEMENTATION OF PROVISIONS IN LAW**

In 2007, LESC-endorsed legislation was enacted to implement a number of high school redesign measures as enhancements within the P-20 Initiative. Overall, these measures were intended to “[provide] students with a rigorous and relevant high school curriculum that prepares them to succeed in college and the workplace”; and they focused on increased graduation requirements, required course offerings, changes to assessment and testing, additional minimum instructional areas, and changes to compulsory school attendance provisions. Other related measures enacted in 2007 required that:

- schools offer financial literacy for elective credit; and
- school districts align mathematics, science, and language arts curricula and teacher professional development with state standards.

Staff testimony reviewed these requirements in some detail. Effective school year 2009-2010, staff testified, students entering grade 9 are required to take 24 units to graduate (rather than 23) to earn the Diploma of Excellence. Also required are four units in mathematics (rather than three), one of which must be the equivalent of Algebra II or higher, unless the parent submits written, signed permission for the student to complete a lesser mathematics unit; and three units in science, two of which must have a laboratory component (rather than one laboratory component). These two requirements, staff testimony continued, may present resource issues in terms of additional math teachers and additional laboratory facilities, however.

Staff testimony also identified certain other issues. For one, the actual number of students meeting graduation requirements cannot be tracked at the state level because grades are not consistently reported into STARS. For another, because STARS tracks only course enrollment, not course offerings, it is not yet possible to track whether schools are offering courses as required in law, such as financial literacy. Finally, according to PED data, as many as 44 percent of students who graduated in school year 2008-2009 and were subject to the New Mexico history requirement did not take that course or another comparable course. On this last point, PED testified that school districts may not have reported the data accurately into STARS and suggested that, once they become aware that the information is publicized, districts will become more vigilant about documenting that students have completed the requirement.

*See recommendations 3 and 4.*

## **COHORT GRADUATION RATE REPORT**

When New Mexico signed the National Governors Association (NGA) 2005 Graduation Counts Compact, the state agreed with the other 49 states to use a uniform formula to compute graduation rates for student cohorts beginning in grade 9. New Mexico amended its federal Accountability Workbook to use the NGA method starting with students entering 9<sup>th</sup> grade in 2004, instead of the formerly used “event rate,” which measured the percentage of 12<sup>th</sup> graders present on the 40<sup>th</sup> school day who graduated at the end of that school year. The change was made possible because of the student ID legislation noted above and appropriations to PED to develop STARS (see “P-20 Longitudinal Data System Update: Implementation of Provisions in Law,” p. 2).

Staff testimony explained the NGA adjusted cohort graduation rate formula:

$$\text{Where Year X is the 9}^{\text{th}} \text{ grade year, the adjusted cohort graduation rate} = \frac{\text{On-time graduates in Year X+4 (numerator)}}{\text{First-time 9}^{\text{th}} \text{ graders in Year X} + \text{Transfers In} - \text{Transfers Out (denominator)}}$$

This testimony also alluded to the *PED Graduation Rate Technical Manual*, which explains in detail how the cohort graduation rate is calculated and how it accommodates a variety of student demographic factors. One feature in particular, staff testimony continued, is the “shared accountability” method, which apportions student outcomes among all the schools with grades 9-12 that those students had attended, assigning each school a corresponding share of responsibility for whether that student graduated. On this point, staff testimony

continued, PED is awaiting approval by the USDE to use this shared accountability method for graduation reports pursuant to NCLB.

Preliminary data, published on August 3, 2009 as required under state law, showed that approximately 54 percent of the class of 2008 graduated on time. Final data, published on October 2, after an appeal period that allowed for corrections, showed that approximately 60 percent of the class graduated in four years. These data were also disaggregated for a variety of subgroups based on ethnicity, income level, English language status, and disabilities – for the state, each school district, and each public school with students at any level from grade 9 onward.

Staff testimony concluded with a review of the benefits to be derived from reliable cohort graduation rate data, particularly in terms of effective interventions to keep students in school and on track for graduation; and a suggestion of additional data points to present a more complete picture of students' graduation status: for example, the number of students who are known to have dropped out, earned a GED, or remained in high school, as well as the progress of each cohort as it moves through high school.

In her testimony, the Secretary of Public Education emphasized the importance of ensuring that when students graduate they do so with the skills and knowledge they need for success. The Secretary also highlighted the better-than-average graduation rate of low-income students; and, in terms of the differences between the preliminary and the final data, she noted that data accuracy depends upon the care exercised by school registrars, adding that, as the state continues to use STARS, the quality of its data will continue to improve.

Other testimony came from Albuquerque Public Schools, which for approximately 20 years has been issuing cohort graduation rate reports based on a somewhat different calculation; and from Artesia Public Schools, which, in part, attributes its graduation rate of nearly 90 percent to extra-curricular activities in middle schools and high schools.

*See recommendation 5.*

## **DUAL CREDIT PROGRAM REPORT**

One of the more deliberate and effective components of the P-20 Initiative is the dual credit program, which allows high school students to take courses offered through postsecondary educational institutions and to earn credit at the high school level and the college level simultaneously. In 2007, LESC-endorsed legislation was enacted to create a dual credit program in state law to replace the multiple and varied local agreements that had been in effect throughout the state. This legislation was amended in 2008, also endorsed by the LESC, to expand the program to include special state-supported schools, in addition to school districts and charter schools, and to allow dual credit courses to be taken during the summer term. In 2009, in response to recommendations of an LESC work group, the LESC endorsed another dual credit measure that would have created a fund and a distribution method to help secondary schools provide the required textbooks and course supplies. The bill itself did not pass, but the appropriation of \$1.5 million for that purpose was included in the *General Appropriation Act of 2009*.

Staff testimony reviewed the LESC examination of the dual credit program during school year 2008-2009, the first year that both legislation and HED/PED rules were in effect. The staff examination focused on the two fundamental issues that had prompted the 2007 legislation in the first place:

1. the need for reliable data; and
2. the need for uniformity in program features and requirements.

While the examination found progress on both fronts, staff testified, certain issues remained in each case.

Regarding the first of the two fundamental issues, the need for reliable data, staff testified that much more is known about dual credit than before. For example, whereas in the past there was no certainty even about the number of students taking classes for dual credit, HED can now report not only the number of students but also their gender, ethnicity, high school grade level, number of classes taken, frequency of subjects taken, and grades earned (by gender and ethnicity). Despite this progress, however, staff testimony continued, HED and PED were still not in agreement on basic data points partly because of incomplete data submissions by districts.

Regarding the second of the two fundamental issues, the need for uniformity in program features and requirements, staff testified that, despite new provisions to facilitate uniformity, considerable variety still exists in the ways that dual credit courses are handled in terms of student eligibility, courses offered, the uniform master agreements between secondary and postsecondary schools, course locations, and compensation for high school teachers who teach classes for dual credit.

Staff testimony concluded with a review of several other aspects of the dual credit program, among them:

- the broad support for the program at both the secondary and postsecondary levels, as indicated by responses to an LESC questionnaire;
- the process that PED has used to distribute the \$1.5 million appropriated in 2009 for dual credit textbooks and course supplies; and
- the barriers to the program that questionnaire respondents identified, among them the competition and confusion among similar programs such as concurrent enrollment, articulated courses, Advanced Placement, and middle college high schools.

Later in the 2009 interim, the LESC heard testimony from HED and PED about the two agencies' first annual evaluation of the dual credit program. Among other points, the evaluation report:

- provided an update on the distribution of dual credit textbook funds;
- previewed some possible revisions to agency rules governing eligible courses (including core courses), the Dual Credit Council, and the uniform master agreement;

- identified two “areas of opportunity”: (1) the relationship between articulated courses and dual credit courses, and (2) certain issues with the geographic areas of responsibility assigned to each two-year postsecondary institution; and
- reviewed the fiscal impact of the dual credit program, in terms of the short-term reimbursements for tuition waivers for dual credit students and of the expected positive long-term return on investment.

*See recommendations 6 and 7.*

### **COLLEGE AND CAREER-READY POLICY INSTITUTE: STATE PARTICIPATION**

In September 2008, in a continuing effort to align high school standards, curricula, and assessments with the demands of college and the workplace, New Mexico joined seven other states (Arizona, Arkansas, Georgia, Louisiana, Minnesota, Ohio, and Tennessee) and five national nonprofit partners (Achieve, Inc., Education Counsel, Jobs for the Future, Data Quality Campaign, and the National Governors Association) to launch the College and Career-Ready Policy Institute (CCRPI), sponsored by the Bill and Melinda Gates Foundation. At the launch, the institute was described as a way to help states “tackle the difficult, but essential, task of ensuring that their assessment and accountability systems are anchored in college and career-readiness, and that state education policies cohesively support this critical goal.”

Staff testimony reported that CCRPI is designed to provide a structure by which state policymakers can explore critical policy questions in order to create a reasoned and thoughtful plan that:

- articulates the state’s vision for a college and career-ready education;
- identifies a coherent framework and clear policy priorities for college and career-readiness and describes how pursuing those priorities will lead to achieving the state’s vision;
- presents the state’s chosen approach for each priority area; and
- identifies the processes and resources necessary to implement the policies.

Staff testimony also emphasized that New Mexico’s participation in the institute both occurs in the context of and results from initiatives established by the Legislature in recent years to increase the value of the New Mexico high school diploma and measures that were enacted to improve graduates’ readiness for college and careers (see “High School Redesign: Implementation of Provisions in Law,” p. 4).

Testimony from Achieve, Inc., one of the partners in the institute, stated that each of the eight CCRPI states has assembled a team that participates in a series of in-state and national meetings and activities to develop policies and plans to address the framework developed by the CCRPI national partners. In New Mexico, this testimony continued, PED is the lead agency tasked with arranging meetings and assembling CCRPI work products; and the actual

work of the institute is done by two teams: (1) the Leadership Team, which provides overall policy guidance, and (2) the Working Team, which meets as a whole or in focused subcommittees to develop details of the state plan.

After discussing CCRPI's 18-month timeline, the New Mexico state team, together with Achieve, Inc., identified four goals specific to advancing New Mexican students' college and career-readiness: (1) increase high school graduation rates; (2) improve student math and English language arts readiness; (3) increase participation and completion rates at higher education institutions; and (4) increase the number of New Mexicans employed in high-wage, high-value careers.

Testimony from the Data Quality Campaign listed 10 elements that are essential in a longitudinal data system. According to this testimony, although some challenges remain, New Mexico has achieved all of these 10 elements except for one: student-level SAT, ACT, and Advanced Placement exam data. Partly for this reason, this testimony continued, New Mexico is in a good position to take advantage of federal ARRA funding to support the state's longitudinal data system (see "Education-related Funding from the federal *American Recovery and Reinvestment Act of 2009*," p. 11).

At the end of the interim, testimony from PED described actions planned for 2010 and 2011 leading to specific outcomes through 2015 to ensure that students are college- and career-ready. For example, focusing on students, particularly within the context of applying for Race to the Top funds, the state teams plan to use the Electronic Student Management System (see p. 3) to track such warning indicators as truancy, mobility, and lack of proficiency on 8<sup>th</sup> grade standards-based assessments. Focusing on schools, the state teams plan to cultivate working relationships among PED and community and tribal leaders in turning around low-performing schools. This testimony concluded with the announcement that the state will submit its action plan to the national partners at the end of January 2010, expecting a response the following month.

*See recommendation 8.*

## **HIGHER EDUCATION IMPLEMENTATION OF P-20 PROVISIONS IN LAW**

In addition to activities discussed elsewhere in this section of the annual report, staff testimony provided an overview of the current status of implementation of certain provisions in state statute enacted since 2003 to align and articulate educational programs in the public schools and public postsecondary institutions, noting activities at both the secondary and postsecondary levels.

### ***Alignment of High School Curricula and End-of-course Tests with Placement Tests Used in Higher Education Institutions***

In 2003, the LESC endorsed and the Legislature enacted a provision in the *Public School Code* requiring PED to collaborate with HED in aligning high school curricula and end-of-course tests with placement tests administered by two- and four-year public educational institutions in New Mexico. Implementation activities have included:

- a review in 2004 of the mathematics and English competencies in the national *Standards for Success* promulgated by the Association of American Universities to determine which should be taught in high school and which in college;
- the creation in 2005 of the Joint Alignment Task Force to recommend a plan for achieving the mandate of alignment, whose work, among other things, led to the annual *Ready for College* report, a study by the Office of Education Accountability of public high school graduates needing remediation in higher education;
- a statewide inventory in 2007 of placement tests and “cut scores” that showed little consistency among two- and four-year institutions of higher education;
- participation during 2008 and 2009 in the state Leadership Team and Working Team for the College and Career-Ready Policy Institute (CCRPI) to design an action plan to implement sound educational policies that ensure that every student graduates from high school ready for college and productive careers (see “College and Career-Ready Policy Institute: State Participation,” p. 8); and
- the release in September 2009 of a report entitled *Developmental Education in New Mexico 2009* that describes current issues in postsecondary remedial education and makes recommendations for improvement.

### ***Development of a Comprehensive Statewide Postsecondary Articulation Plan***

The *Post-secondary Education Articulation Act*, as amended in 2005, requires HED to establish a comprehensive statewide plan to provide for the articulation of lower-division postsecondary educational programs and to facilitate the transfer of students between institutions; and to provide a report, prior to December 31 of each year, to the LESC, the Legislative Finance Committee, and the Governor. Implementation activities have included:

- the approval of five transfer modules – business education, criminal justice, early childhood education, general engineering, and teacher preparation – and the general education core;
- the reconvening of the HED Articulation Task Force to establish, among other things, procedures to ensure accuracy and equivalence among all courses in the general education core; and
- the collection of data from HED’s internal unit record system to prepare the annual *Articulation and Transfer Report* to be submitted by mid-December 2009.

### ***Public Postsecondary Institutions Reporting to Public High Schools about First-year Student Outcomes***

Finally, in 2009 the LESC endorsed legislation that was enacted to make information available to public high schools and postsecondary educational institutions to improve instruction, student preparation, and advisement. This legislation requires a public postsecondary institution, upon request from a high school or school district superintendent, to provide a report, on a form prescribed by HED, of first-year outcomes of students who



enroll in the institution within three years of graduating from the high school, leaving the high school without enrolling in another one, or earning a General Educational Development certificate. Staff testified that implementation activities have included meetings that began in June 2009 to develop the format of the report and to resolve certain data collections issues: among them a formal process for collecting ACT and Advanced Placement test scores and a method of identifying a student's high school when the student attends a postsecondary institution that does not require a high school transcript either for admission or placement.

## **UNIVERSITY OF NEW MEXICO PROPOSED ADMISSION REQUIREMENTS**

In another presentation related to the higher education end of the P-20 Initiative, representatives of the University of New Mexico (UNM) testified about proposed changes to admission requirements to the university, explaining a three-year timeline to implement a gradual increase in the required grade point average (GPA) from 2.25 to 2.5 and to increase curriculum requirements from 13 to 16 units, including additional credit hours in math, science, and social science. This proposal, the testimony continued, would incorporate a two-tier approach to UNM admission:

1. Those students meeting the requirements will be admitted to the UNM-Albuquerque campus.
2. Students needing more preparation will receive admission to UNM through branch campuses or community colleges to begin their postsecondary education.

This testimony noted that the university had consulted with a wide variety of stakeholders before proposing the new admission requirements and that placing more reliance on high school GPA is supported by research suggesting that high school GPA is consistently the strongest predictor of four-year college outcomes. UNM representatives also testified that using high school GPA as an admission criterion has less adverse impact on disadvantaged and underrepresented minority students than standardized tests.

Among the benefits expected from these changes, the testimony continued, are increased student retention rates and increased access to UNM for New Mexicans. The testimony concluded with an account of the university's outreach initiative regarding the proposed changes and an explanation of the means by which additional input or inquiries may be submitted.

## **FISCAL ISSUES AND CAPITAL OUTLAY**

### **EDUCATION-RELATED FUNDING FROM THE FEDERAL *AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009***

During the first meeting of the 2009 interim, the LESC heard testimony about education-related funding from the federal *American Recovery and Reinvestment Act of 2009* (ARRA). To begin this testimony, the Education Commission of the States (ECS) reported that the overall goals of ARRA are to stimulate the economy in the short term and to invest in education and other essential public services to ensure the long-term economic health of the

nation. According to this testimony, four principles guide the distribution and use of ARRA funds:

1. Spend funds quickly to save and create jobs.
2. Improve student achievement through school improvement and reform; close the achievement gap; help students from all backgrounds achieve high standards; and address four reform goals: standards and assessments; data systems; teacher effectiveness; and support for lowest performing schools.
3. Ensure transparency, reporting, and accountability.
4. Invest one-time ARRA funds thoughtfully to minimize the “funding cliff.”

At the national level, the ECS testimony continued, ARRA provisions make three “pots” of funding available for public education: (1) \$28.8 billion for increases in current programs, particularly Title I and the *Individuals with Disabilities Education Act* (IDEA); (2) \$48.6 billion in State Fiscal Stabilization Funds (SFSF) for new programs; and (3) \$5.9 billion in competitive grants, including Race to the Top, the Investing in Innovation Fund, and the Statewide Longitudinal Data Systems Grant Program.

According to testimony from PED, New Mexico was eligible to receive \$318.3 million through SFSF alone; however, of these funds, 82 percent, or \$260.4 million, must be used to restore, through the state’s public school funding formula, the level of support provided in FY 08 or FY 09, whichever was greater.

More details about federal funds available to New Mexico came from testimony of the New Mexico Office of Recovery and Reinvestment, a temporary office created through executive order to:

- facilitate compliance with the reporting requirements of ARRA;
- identify available funding;
- keep stakeholders informed of funding opportunities; and
- ensure that New Mexico competes effectively for funds.

This testimony also explained the accountability and oversight steps taken to date, as well as the efforts toward outreach and communication. Finally, this testimony enumerated the specific dollar amounts estimated for New Mexico for a number of specific purposes, including public education and higher education.

## **LAND GRANT PERMANENT FUND**

During the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, in anticipation of statehood for New Mexico, the United States transferred 13.4 million acres of federal land to the Territory of New Mexico, with the stipulation that those lands be held in trust for the designated beneficiaries, which

include not only the public schools but also several universities, state-supported schools, hospitals, penal institutions, and, since 1949, the State Parks Division. As the trustees of these resources, the Commissioner of Public Lands and the State Land Office lease the trust lands for mineral exploration and grazing rights, and, under certain conditions, may also sell or exchange trust properties. The revenues produced from these activities are transferred to the Land Grant Permanent Fund (LGPF) and then invested by the State Investment Office. The sources of income to the LGPF are oil, gas, and minerals (95 percent), renewable energy (0.5 percent), rights-of-way (1.0 percent), community and business development (1.0 percent), and agricultural leasing (2.5 percent).

Staff testimony on the LGPF reviewed the investment performance of the fund, described the distributions to the fund's beneficiaries, and reviewed the provisions of the constitutional amendment adopted in 2003. This amendment established a temporary additional distribution from the Permanent Fund to fund educational reform: 5.8 percent of the five-year average market value from FY 05 through FY 12; and 5.5 percent from FY 13 through FY 16. Then in FY 17 the distribution reverts to the base 5.0 percent.

The Commissioner of Public Lands began his testimony by reporting the division of ownership of land in New Mexico: 43 percent is privately owned, 34 percent is owned by the federal Bureau of Land Management, 10 percent is tribal land, 11 percent is held in trust by the state, and the state owns a further 2.0 percent without trust restrictions. In FY 09, the Commissioner continued, the State Land Office received \$537 million in revenue, of which almost \$481 million went to the LGPF. Also in FY 09, distributions from the LGPF totaled almost \$522 million. With a value of \$7.9 billion as of August 2009, the fund had decreased in value \$3.0 billion in one year. The Commissioner further testified, however, that, because the distributions are based on a five-year rolling average, the reduction in market value of the fund would not result in significantly reduced distributions from the fund, as the preceding four years' market values were at higher levels.

## **PROPOSED PUBLIC SCHOOL FUNDING FORMULA**

During both the 2008 and 2009 legislative sessions, the LESC endorsed legislation to enact a new public school funding formula based on a two-year study by the American Institutes for Research (AIR). Had either of these bills passed, this funding formula would have moved the state from a formula based on multiple program factors to a formula with fewer factors that are based on indicators of student need. During the 2008 interim, the LESC heard testimony, both oral and written, from all school districts and a representative sample of charter schools on the potential impact on school programs and student achievement if the proposed formula were implemented with the additional funds necessary to reach sufficiency, as defined by the AIR study. During the 2009 interim, the LESC heard additional testimony on other aspects of the proposed formula.

Reviewing the issue and the testimony, LESC staff reported that the proposed formula, like the current funding formula, is based on the principle that the education of a child should not be dependent upon the wealth of the community in which that child lives. Both formulas provide a means of distributing dollars equitably, albeit differently:

- the current formula establishes the educational need of each school district based on the number of students participating in legislatively mandated programs and the cost differentials assigned to these programs; and
- the proposed funding formula begins with the base per-student cost, which is multiplied by a series of cost factors including four measures of student need: poverty, English language learners, special education, and mobility.

Testimony also addressed the proposed revenue sources for the new funding formula. On this point, LESC staff was joined by economists from the Taxation and Revenue Department, the Department of Finance and Administration, and the Legislative Finance Committee. Together, they discussed the prospects, advantages, and disadvantages of several sources that had been proposed in recent legislation, among them:

- increasing tax revenue by changing the way corporations made up of two integrated corporations file income taxes; and transferring 20 percent of corporate income tax revenue to the Public School Fund;
- ending the yield control on school mill levies;
- increasing the gross receipts and compensating tax;
- increasing school tax rates on oil and other liquid hydrocarbons; and
- amending the constitution to increase the annual distribution from the Land Grant Permanent Fund to 6.5 percent (from 5.0 percent).

The Secretary of Public Education testified about a pilot project to use the Educational Plan for Student Success (EPSS) as an accountability tool in conjunction with the proposed funding formula – an idea proposed by a subcommittee of the LESC. As a district-level, student-centered, long-range strategic plan to improve academic achievement and success for all students, the Secretary testified, the EPSS is implemented at the school level through site-specific school plans developed by each public school.

The Secretary further testified that the department had cooperated with the federally funded Southwest Comprehensive Center to develop and pilot an online tool that would allow PED and school districts to conduct the EPSS approval process electronically and that would allow PED to collect data directly from a district's EPSS. The Secretary reported that the pilot would begin in school year 2009-2010 and would include two charter schools and 26 school districts.

Finally, representatives of the New Mexico Business Roundtable for Educational Excellence and the Association of Commerce and Industry of New Mexico testified about the main concerns of the business community over the proposed funding formula:

- the identification of a sufficient and sustainable revenue source; and
- accountability measures to ensure that the public is comfortable with this use of taxpayer money.

Among the points raised in this testimony were that school districts that stand to lose some funding should be held harmless, that the EPSS might well serve as an accountability tool, that businesses oppose an increase in the gross receipts tax, and that the return on the investment in the proposed formula must be considered.

## **PUBLIC SCHOOL CAPITAL OUTLAY**

Testimony from the Public School Capital Outlay Oversight Task Force (PSCOOTF) and the Legislative Council Service (LCS) summarized three bills that the PSCOOTF had endorsed for the 2010 legislative session at its meeting in mid-January 2010.

- The first bill would require that, on or after July 1, 2010, charter school facilities must receive a condition rating equal to or better than the average condition for all public schools that year; and would require that a school district and a charter school receive approval of the Public School Facilities Authority (PSFA) before entering into a lease agreement or lease-purchase agreement for school facilities or before applying for a grant for lease payments.
- The second would allow the public or private sale of bonds if any portion of the bonds issued is in the form of refunding bonds or bonds authorized by the federal *American Recovery and Reinvestment Act of 2009*. This bill would also amend the criteria for qualified school construction bonds.
- The third bill endorsed by PSCOOTF, known as the omnibus bill, would clarify that money distributed to the State Fire Marshal or the Construction Industries Division to pay for inspections would supplement, rather than supplant, other appropriations to those entities; extend by three years the time period for roof repair and replacement; allow for increases in the amount distributed for high school projects under certain conditions; allow the PSFA to administer the procurement of certain emergency projects; define the term *preventive maintenance*; require the PSCOOTF to form a work group to study issues relating to performance-based procurement for public school capital outlay projects; and repeal an appropriation from the 2009 special session of \$29.0 million for insurance premiums paid by school districts.

After hearing the testimony, the committee voted to support each of the three bills.

*See recommendation 9.*

## **ASSESSMENT AND ACCOUNTABILITY**

### **IMPLEMENTATION OF ASSESSMENT REQUIREMENTS IN LAW**

Testimony on assessments during the 2009 interim focused on three issues: (1) the selection of a new testing company for New Mexico; (2) the new high school graduation test; and (3) the alignment of short-cycle assessments with New Mexico content standards.

### ***Selection of a New Testing Company for New Mexico***

With a multi-year assessment contract expiring at the end of FY 09, PED released requests for proposals (RFPs) for new four-year assessment contracts pursuant to the state *Procurement Code*. Included were RFPs for:

- standards-based assessments required for students in grades 3-8 and 11 for school accountability purposes under the state *Assessment and Accountability Act* and the federal *No Child Left Behind Act of 2001* (NCLB), as well as the previous and new high school graduation assessments;
- the New Mexico English Language Placement Test and English Language Proficiency Assessment, required under NCLB; and
- the College Readiness Assessment and the Workforce Readiness Assessment, required pursuant to 2007 and 2008 state high school redesign legislation.

Staff testimony summarized the provisions of state and federal law mandating each assessment, reviewed the scope of work included in each RFP, and enumerated the assessments in each category administered in school year 2008-2009. This testimony also explained the costs associated with assessments, both recurring and nonrecurring, and noted that school districts overall were facing a shortfall of approximately \$3.4 million in assessment costs for FY 10. According to testimony from PED, because some of the assessments were required by federal law, districts could use some of their allocations of Title I and *Individuals with Disabilities Education Act* funds from the *American Recovery and Reinvestment Act* federal stimulus package to cover that shortfall.

At the time of the presentation, PED was still in negotiations with respondents to the RFPs. Subsequently, PED announced that the department had selected Measured Progress as the new testing vendor for standards-based assessments, NCS Pearson as the vendor for English-language assessments, and ACT/Work Keys as the vendor for the college- and workplace-readiness assessments. Later in the interim PED announced that the department was suspending the 11<sup>th</sup> grade college and workplace readiness assessment for school year 2009-2010 in recognition of school districts' budget concerns.

### ***New High School Graduation Test***

In 2007, the LESC endorsed legislation that was enacted to require students who will graduate from high school in 2011 to pass a standards-based assessment or portfolio of state standards-based indicators rather than the existing New Mexico High School Competency Exam, which, according to testimony to the committee, tests skills and knowledge at the 8<sup>th</sup> grade level. In 2008, the law was amended to permit PED to designate the current 11<sup>th</sup> grade standards-based assessment, used for school accountability purposes, as the high school graduation test.

In the 2009 interim, the committee heard testimony regarding the implementation of the new test and the creation of the Electronic Student Management System Demonstration (see p. 3), which will be used as the platform for those students who assemble a portfolio rather than use their scores on the 11<sup>th</sup> grade standards-based assessment. Among other points, staff

testimony described PED's schedule to transition from the existing test to the 11<sup>th</sup> grade standards-based assessment for graduation: beginning in spring 2011, juniors will take the 11<sup>th</sup> grade standards-based test as they normally would and, if they do not achieve the score required for graduation, they will have two additional chances to take and pass the test prior to their graduation date and five years after exiting high school to continue retesting if necessary.

Finally, staff testimony also noted the work underway to develop new sections of the test so that it covers all of the subject areas required in statute both in English and Spanish; indicated that the state's new assessment vendor would establish a process to determine appropriate passing scores for graduation – scores that, in all likelihood, will differ from those used to determine proficiency for school accountability purposes; and reviewed the steps recommended by national education advocates to ensure that graduation assessments achieve the dual purposes of increasing the value of the Diploma of Excellence while at the same time supporting efforts to improve graduation rates.

### ***Alignment of Short-cycle Assessments with New Mexico Content Standards***

In 2007, LESC-endorsed legislation was enacted to require PED to establish a system of assessments to determine the readiness of high school students for college and the workplace. The statute requires that the assessments be aligned with state academic content and performance standards, college placement tests, and entry-level career skill requirements. In 9<sup>th</sup> and 10<sup>th</sup> grades, the college and workplace readiness assessments consist of short-cycle assessments administered three times annually.

During the 2009 interim, the committee heard testimony from Dr. Stanley Rabinowitz, Senior Program Director, Assessment and Standards Development Services at WestEd, about a study that PED had commissioned from his firm to determine how well the short-cycle assessments most commonly used in New Mexico school districts are aligned with state standards. The study, this testimony continued, sought to answer two main questions:

- to what degree does *each test item* align for content and depth to the state test blueprints? and
- to what degree do the *assessments as a whole* represent the breadth and range of knowledge of the blueprints?

In brief, Dr. Rabinowitz testified, the study showed “perhaps a surprising degree of non-alignment” of the short-cycle assessments – certainly less alignment than of the standards-based assessment – with state standards. In light of these findings, Dr. Rabinowitz offered a number of recommendations to PED and the committee, among them:

- review the intended purpose of the assessments to determine whether they adequately meet New Mexico's needs as short-cycle diagnostic assessments; and
- review alignment of the state standards-based assessment system to ensure the 11<sup>th</sup> grade standards-based assessment is aligned with 11<sup>th</sup> grade standards and with standards and assessments at lower grade levels.

*See recommendations 10 and 11.*

## **NEW MEXICO PREK EXTERNAL PROGRAM EVALUATION**

In 2005, addressing the beginning point of the P-20 Initiative, LESC-endorsed legislation was enacted to establish the *Pre-Kindergarten Act*, creating a voluntary program of pre-kindergarten services for four-year-old children offered by public schools, tribes or pueblos, Head Start centers, and licensed private providers. The New Mexico PreK program is administered jointly by PED and the Children, Youth and Families Department (CYFD). The *Pre-Kindergarten Act* reimburses service providers on a per-child basis, and it creates two non-reverting funds: the Public Pre-kindergarten Fund, administered by PED, and the Children, Youth and Families Pre-kindergarten Fund, administered by CYFD.

Since 2005, the Legislature has appropriated more than \$80.0 million to implement New Mexico PreK, including \$5.0 million in federal Temporary Assistance for Needy Families funds and approximately \$14.5 million for classrooms. For FY 10, according to PED, the two departments together have approved 151 programs serving a total of 4,930 children statewide: PED has approved 61 programs serving 2,444 children in 29 school districts; and CYFD has approved 90 programs serving 2,486 children.

During the fall of 2005, the National Institute for Early Education Research (NIEER) at Rutgers University was awarded a contract to conduct a “comprehensive program evaluation” of the New Mexico PreK program. The committee has received evaluation reports from NIEER during each of the three previous interims. More comprehensive than the previous evaluations, the one presented during the 2009 interim assessed four years of data through a variety of measures.

Among other findings, NIEER testified that New Mexico has one of the highest enrollment levels of the seven states in the West that offer pre-kindergarten. In terms of the impact upon school readiness, the evaluation found that, according to one measure, New Mexico PreK produced statistically significant gains in all areas: vocabulary knowledge, math skills, and print awareness. Measures of overall classroom quality fell generally in the “good” to “excellent” range, especially in terms of “teaching and interactions”; whereas somewhat lower scores for “provisions for learning” were mostly the result of the program’s being only half-day. In terms of “support for early language and literacy,” however, the NIEER testimony continued, the New Mexico PreK programs generally hovered in the mid-point range, indicating only mediocre to fair support for language and literacy. Furthermore, the evaluation found that classroom practices “for the broad range of math learning are inadequate.”

Putting the evaluation results in a national perspective, however, NIEER further testified that the scores for New Mexico PreK are quite similar to those of pre-kindergarten programs in other states, some of which have been operating for a longer period of time. The testimony concluded with recommendations for continued expansion of the program, improved classroom support for early language/literacy and math, and expanded professional development and teacher training.



## **K-3 PLUS EXTERNAL PROGRAM EVALUATION**

In 2007, the Legislature enacted legislation creating K-3 Plus, a six-year pilot project that extends the school year in kindergarten through third grade by at least 25 instructional days, starting up to two months earlier than other classes. Patterned after Kindergarten Plus, the K-3 Plus pilot project is designed to demonstrate that increased time in kindergarten and the early grades narrows the achievement gap between disadvantaged students and other students, increases cognitive skills, and leads to higher test scores for all participants. Thus, the program, which is administered by PED, will measure the effect of the additional time on literacy, numeracy, and social skills development of the participants.

The Legislature has appropriated a total of almost \$23.0 million in General Fund revenue to fund the K-3 Plus pilot program, including an appropriation of \$8.5 million for expenditure in FY 10. As a result of the special session in October 2009, however, this appropriation was reduced by 6.5 percent to \$7.9 million. For school year 2009-2010, PED has approved 93 programs serving 8,053 students in 25 school districts.

During the 2009 interim, the committee heard testimony about the first external evaluation of the program, by the Early Intervention Research Institute (EIRI), at Utah State University. The evaluation, which began in July 2008, focused on K-3 Plus programs in five school districts – Albuquerque Public Schools, Gadsden Independent Schools, Gallup-McKinley County Public Schools, Roswell Independent Schools, and Taos Municipal Schools.

This testimony began with a qualification: because existing data are insufficient to evaluate whether the K-3 Plus program has had a significant effect on student academic achievement, the evaluation focused on the implementation rather than the efficacy of the program. Overall, according to EIRI testimony, the evaluation found that:

- the K-3 Plus program is generally well received by districts, staff, and parents;
- implementation progress was documented;
- program administration guidelines would improve overall service delivery and data collection; and
- measures of student achievement are needed to determine the impact of K-3 Plus on student achievement.

The EIRI testimony also identified a number of challenges facing the program, among them compiling the data needed to conduct a more comprehensive evaluation of the K-3 Plus program and accommodating the different needs and abilities of K-3 Plus students and non-K-3 Plus students when they are included in the same classroom in subsequent years.

Finally, testimony from PED identified an issue with the funding of K-3 Plus. To satisfy the minimum of 25 additional instructional days “beginning up to two months earlier than other classes,” K-3 Plus programs may start prior to July 1, which is the beginning of the fiscal year. However, the funds appropriated by the Legislature to pay for these programs are not available for use until July 1.

*See recommendation 12.*

## **LEGISLATIVE FINANCE COMMITTEE PROGRAM EVALUATION: INVESTMENTS IN EARLY CHILDHOOD PROGRAMS**

During the 2009 interim, staff from the Legislative Finance Committee (LFC) conducted a program evaluation of early childhood programs in education, family support, and health. LESC staff testimony noted that in many ways the LFC report complements previous studies by the LESC, which has examined programs in early childhood education (ECE) during every interim since 1998. A recurring theme through much of the testimony to the committee over these years was the need for better statewide coordination of ECE programs, which is the primary recommendation of the LFC report.

LFC staff testimony explained that the evaluation provides more recent information about the ECE programs that have already come to the attention of the LESC, focusing on some 17 discrete programs. In brief, the evaluation:

- reviewed research on the effectiveness and return on investment of certain programs or strategies that can positively impact very young children;
- assessed the level of state investment in early childhood programs, including prenatal care; and
- assessed performance results of selected programs, implementation of best practices, and efforts to reduce or eliminate duplication of effort.

The primary recommendation of the LFC program evaluation, this testimony continued, is that, while efforts to improve the outcomes for very young children are worth public investment, a significantly more coordinated public effort is needed to ensure that these investments result in desired outcomes. The evaluation found that avoiding the duplication of programs and reducing administrative costs could save approximately \$4.2 million each year; savings that could be redirected to other programs or allow additional children to be served.

The presentation concluded with testimony from the affected agencies – PED, the Children, Youth and Families Department, and the Department of Health. On one hand, this testimony explained, the secretaries of the respective departments said that they concurred with “many of the ideas and recommendations set forth” in the evaluation; on the other hand, however, they took exception to certain findings and recommendations, noting, in particular, that the report does not sufficiently describe or reflect the level of collaboration and alignment already occurring.

## **OTHER LFC PROGRAM EVALUATIONS**

In addition to the evaluation of early childhood programs, LFC presented results of three other program evaluations: the achievement gap and the three-tiered system; the federal fund reimbursement process at PED; and a review of Aztec Municipal Schools, Bernalillo Public

Schools, Bloomfield Schools, Las Vegas City Public Schools, and West Las Vegas Public Schools. Among other findings and recommendations:

- The evaluation of the achievement gap and the three-tiered system found that (1) in general, teachers who had passed their Level 3 professional development dossier outperformed every other group of teachers; however, the greatest difference in student achievement was *within* teacher licensure levels, not *between* them, and (2) the gap between economically disadvantaged students and non-economically disadvantaged students is the fundamental issue in virtually every group and subgroup.
- The evaluation of the reimbursement process focused primarily on the federal flow-through funds that PED reimburses to school districts, charter schools, and the state's nine regional education cooperatives; and it suggested procedures to make the process more timely and efficient, among them: develop guidelines that outline the scope of duties for PED program and fiscal staff; and establish performance measures in the *General Appropriation Act* that require PED to report, on a quarterly and annual basis, the average number of working days required to process reimbursement requests.
- The evaluation of the five school districts found that, although each district has "many talented individuals committed to improving student learning," districts infrequently link financial and educational or operational planning to ensure that spending decisions support district goals. With a number of findings related to specific practices – the use of purchase cards, for example – districts and their representatives offered explanations to mitigate the findings.

*See recommendations 13 and 14.*

## **EDUCATOR QUALITY**

### **BEGINNING TEACHER MENTORSHIP PROGRAM REPORTS**

In 2007, LESC-endorsed legislation was enacted to require PED to collaborate with teacher preparation programs, colleges of arts and sciences, and high schools to develop a mentorship model to provide structured supervision and feedback to graduates from New Mexico teacher preparation programs who obtain a teaching position in a public high school, including charter schools. After receiving the final recommendations for the mentorship model in the 2008 interim, the LESC Chair and Vice Chair, on behalf of the committee, sent two separate letters to PED requesting the department to:

- work with HED, the Office of Education Accountability (OEA), teacher preparation programs, and colleges of arts and sciences to implement Phase I of the mentorship model and to develop a detailed implementation plan for Phase II of the model; and
- work with OEA to study various aspects of mentorship services, including the licensure levels of teachers receiving and providing mentorship services.

Staff testimony during the 2009 interim summarized the two reports submitted by PED in response to the LESC letters. The report on the implementation of the mentorship model indicated that PED had implemented many aspects of Phase I; however, the report did not address an implementation plan for Phase II as requested by the committee.

The study of mentorship services conducted by PED and OEA indicated that, in school year 2008-2009, approximately 1,950 new teachers received mentoring from a total of 1,515 mentor teachers. Of the mentor teachers, approximately 55.6 percent were Level 3 teachers; 42.6 percent were Level 2 teachers; and 1.5 percent were Level 1 teachers. Staff testimony indicated that the study did not address several items requested, such as the licensure levels of teachers receiving mentorship services, and that the results of the study also raised some issues that may require additional research or changes to law, among them:

- the instances of Level 1 teachers providing mentoring services;
- instances where school districts have as many as four mentor teachers for each new teacher; and
- the sources and amounts of funding for mentoring Internship licensed teachers.

Finally, since 2000 the Legislature has appropriated approximately \$11.4 million for beginning teacher mentorship, including approximately \$1.4 million for FY 10, and the per-teacher allocation for mentorship has increased to \$1,016 (FY 10) from \$365 (FY 06). Staff testimony concluded with two issues regarding the distribution of mentorship funds:

- PED distributes mentorship dollars for first-year teachers only, even though language in statute suggests that the mentorship program is required for at least three years; and
- because the term “beginning teachers” is used in statute when specifying funding requirements for the program, PED distributes mentorship funding to districts for Internship teachers, even though the mentorship program is designated for “all level one teachers.”

*See recommendations 15, 16, 17, and 18.*

## **OFFICE OF EDUCATION ACCOUNTABILITY REPORT ON SCHOOL PRINCIPAL LEADERSHIP INITIATIVES**

During the 2009 legislative session, the LESC endorsed three bills intended to enhance the quality and accountability of public school leaders in New Mexico, all of them in response to a report and testimony during the 2008 interim prompted by Senate Joint Memorial 3 (2008). Two of the measures were enacted:

- SB 123 (Laws 2009, Chapter 20), *Administrators in Accountability Reporting*, requires that data about administrative licensure candidates be included in the “Educator Accountability Reporting System” (see p. 3); and

- SB 133a (Laws 2009, Chapter 117), *Teacher Licensure Changes*, removes the requirement that applicants for a Level 3-B administrative license hold a Level 3-A teaching license for one year; and it creates a provisional Level 3-B license.

Although the third bill endorsed by the LESC – SB 124, *Create School Leadership Institute* – did not pass, the appropriation of \$200,000 to HED to establish the leadership institute was included in the *General Appropriation Act of 2009*; and HED, together with the Office of Education Accountability (OEA) and the Office of the Governor, took steps to establish this institute and to implement other school leadership recommendations from the report on SJM 3.

Among other points as background, staff testimony summarized recent activities toward the implementation of school leadership initiatives and noted recent media attention to the importance of school leaders. An example of the latter point is an Associated Press story carried by *The Washington Post* and other newspapers about significant gains in student proficiency at Tohatchi Elementary School in Gallup-McKinley County Public Schools, under the leadership of Principal George Bickert.

Testimony from OEA, the director of the Leadership Institute, and the Office of the Governor began with the screening of a video supported by the Wallace Foundation called *Roundhouse to Schoolhouse: Policy to Practice*, which highlights the school leadership policies in New Mexico and which will be shown on the *New York Times* Knowledge Network website. Then this testimony focused on progress in implementing the recommendations of the report on SJM 3.

About the recommendation to develop and implement the New Mexico Leadership Institute, this testimony noted that, under its new director, the institute will collaborate with school districts, postsecondary educational institutions, regional education cooperatives, professional organizations, and other parties to develop several specific programs for school leaders. Progress toward these goals has included work toward a common core curriculum for principal preparation; the development of two kinds of mentoring – one for new principals and the other for principals with provisional licenses; the development of the Principal Mentor Network and its website; and the Aspiring Superintendent’s Program, developed by the New Mexico School Superintendents Association. The director further testified that the Leadership Institute will emphasize the scientifically based teaching of reading (see “Teacher Preparation in Reading and Mathematics,” p. 24).

This testimony concluded with an overview of the federal grants available through the *American Recover and Reinvestment Act*, with particular attention to the Race to the Top grant, which will offer almost \$4.4 million in competitive funds. The criterion Great Teachers and Leaders, this testimony continued, constitutes 28 percent of the total points in the Race to the Top proposal.

*See recommendation 19.*

## TEACHER PREPARATION IN READING AND MATHEMATICS

As suggested by the other items under “Educator Quality,” the statutory mandate of the LESC includes the study of teacher preparation programs in the state. Pursuant to that mandate, in 2009 the committee heard a staff presentation on a recent report called *Preparing Tomorrow’s Teachers: Are New Mexico’s Education School Graduates Ready to Teach Reading and Mathematics in Elementary Classrooms?* An evaluation of the public and private undergraduate elementary teacher preparation programs in New Mexico, the report was published in September 2009 by the National Council on Teacher Quality (NCTQ), a national nonprofit organization that advocates for comprehensive teaching reform. After reviewing program admissions standards, teacher preparation in elementary reading and mathematics, and program exit standards, the NCTQ report concluded, in brief, that the programs in New Mexico have low admission standards and that they fail to ensure that aspiring elementary teachers understand either the science of reading instruction or elementary mathematics content at a depth sufficient for instruction.

In addition to recommendations addressing the rigor and relevance of math courses at postsecondary institutions, the report recommended that the teacher preparation programs (1) improve reading preparation by building faculty expertise in the science of reading and by helping instructors select strong textbooks, and (2) improve mathematics preparation by requiring three mathematics courses addressing elementary and middle school topics, including higher priority for algebra, as well as one methods course focused on elementary topics. Other recommendations, this testimony continued, were directed to PED in terms of its oversight of colleges of education, addressing such matters as program entrance standards and assessments, course standards and assessments in reading and mathematics, and licensure. On this last point, the report recommended that PED eliminate its grade K-8 certification, which, the report contends, is too broad to prepare teachers for specific grades.

In a response to this report, the New Mexico Deans and Directors of Colleges of Education testified about flaws in the researchers’ methodology and offered evidence from the “Educator Accountability Reporting System” (see p. 3) to counter some of the claims in the NCTQ evaluation, including information about program entrance standards and student academic performance. More specifically, the deans’ testimony described ongoing efforts to improve the quality of mathematics instruction for elementary teacher candidates. The deans noted that, in response to LESC-endorsed legislation enacted in 2009 to require a third mathematics course for elementary teacher candidates, their faculty were working with mathematics faculty in colleges of arts and sciences to design the new course. The deans’ testimony also presented material from one program’s reading course to demonstrate that the science of reading instruction is covered in required reading courses in New Mexico’s teacher preparation programs. Finally, the deans discussed their plans to cooperate with committee staff, PED, and experts in reading instruction to conduct a thorough review of the soundness, based on scientific research, of reading instruction for teacher candidates in undergraduate programs in New Mexico.

*See recommendations 20 and 21.*

## MEETING THE NEEDS OF STUDENTS

### INNOVATIVE DIGITAL EDUCATION AND LEARNING NEW MEXICO (IDEAL-NM)

In 2007, LESC-endorsed legislation was enacted to establish the *Statewide Cyber Academy Act*. Among its provisions, the act created a collaborative statewide cyber academy program involving PED, HED, telecommunications networks, and representatives of other state agencies engaged in providing distance education. When fully implemented, this cyber academy will provide distance learning courses for grades 6 through 12 and professional development for teachers, instructional support providers, and school administrators.

The structure of IDEAL-NM consists of three main components:

1. a statewide eLearning services center, which is the physical location for the IDEAL-NM cyber academy staff, who provide support for users of the statewide learning management and web-conferencing systems;
2. the statewide eLearning system, which is the infrastructure that supports all aspects of online learning, the most important piece of which is the learning management system; and
3. a cyber academy serving grades P-12 statewide, which operated as a pilot in school year 2007-2008 and which officially opened in school year 2008-2009.

Since 2007, the Legislature has appropriated approximately \$10.1 million to support the implementation of IDEAL-NM, including \$7.4 million to HED and approximately \$2.67 million to PED.

Staff testimony reviewed a number of aspects of IDEAL-NM, among them:

- course development, with a focus on the advantages of in-house rather than vendor-developed courses;
- course enrollment costs of \$200 per semester seat (equivalent to one student enrolled in one semester-long class) to cover teacher and other support costs;
- the requirement in the federal *No Child Left Behind Act of 2009* that all teachers of core academic courses, including online courses, be highly qualified; and
- the additional teacher qualifications related to online learning that IDEAL-NM requires.

Staff testimony also explained that most of the development of IDEAL-NM has centered on P-12 education. However, some features of the other two components – higher education and state training – are currently in place. This testimony further noted that, despite the statutory provision that the statewide cyber academy provide distance learning courses only for grades 6 through 12, IDEAL-NM aims to provide eLearning services in grades P-12.

Additional testimony came from the staff of IDEAL-NM and HED. The former described a readiness survey developed by IDEAL-NM to help students decide if they are ready for online learning. The latter stated that New Mexico cyber academy students are passing 90 to 94 percent of their online courses, in contrast to a national standard success rate of 70 percent; and that New Mexico ranks sixth nationally in online learning policy and planning. Subsequent to this testimony, the Center for Digital Education ranked IDEAL-NM third in the nation in statewide learning initiatives.

## **INNOVATE-EDUCATE NEW MEXICO**

Innovate-Educate New Mexico (IENM) is an industry-led nonprofit organization of technology-oriented firms and government leaders that seek to encourage students to pursue careers in the engineering and science fields. According to testimony from Intel Corporation, one of 20 information technology firms represented on the board of directors, IENM intends to:

- prioritize high-tech skill sets for New Mexico's P-20 education by building collaborative partnerships among education, business, community, and government leaders;
- partner with STEM (science, technology, engineering, and math) programs and leadership from P-20 education to advance best practices and create mentoring and internship opportunities;
- promote economic development by bringing national partners to the state to advance both STEM and New Mexico's work force; and
- collaborate with community and government leaders to advance economic development in all regions of the state, with a focus on rural and underserved areas.

The testimony from Intel Corporation also described the inaugural IENM conference in Albuquerque in May 2009, attended by nearly 700 technology industry executives, educators, and government officials from all over the country. This testimony emphasized that New Mexico can serve as a national model that delivers a systematic approach to improving engineering and science education by applying best practices in a coordinated and methodical way. In fact, in November 2009, President Obama cited IENM when he launched the Educate to Innovate campaign, a nationwide effort to promote and expand the STEM movement.

Finally, among other events, representatives of IENM participated in a day-long session on STEM education at the Council of State Governments-West annual conference held in Santa Fe in October 2009.

## **RESPONSE TO INTERVENTION**

As defined by PED, Response to Intervention (RtI) is a "multi-tiered organizational framework that uses a set of increasingly intensive academic or behavioral supports, matched



to student need, as a system for making educational programming and eligibility decisions.” Furthermore, this framework is intended “to ensure success for all students and [to] provide early assistance to students who are experiencing academic and/or behavioral challenges.” As reauthorized in 2004, the federal *Individuals with Disabilities Education Act* encourages but does not mandate the use of RtI; and in New Mexico RtI is prescribed not by state law but by PED rule, which mandates the three-tier model of student intervention. In this model, academic or behavioral interventions change or intensify as student needs are addressed in each tier:

- Tier 1, general education, consists of appropriate, research-based instruction in a standard curriculum, together with universal screening of students;
- Tier 2, involving student assistance teams, provides targeted interventions and small-group instruction for students identified in Tier 1 as needing additional assistance; and
- Tier 3, special education, provides specialized instruction according to a student’s individualized education plan, or IEP.

The LESC has heard testimony on RtI since 2005. Staff testimony during the 2009 interim described the progress toward statewide implementation of RtI, including developments in response to Senate Joint Memorial 9 (2008), *Monitor Response to Intervention Program*.

- At the state level, this testimony described such initiatives and activities as the link on the PED website to a “one-stop shop about the RtI framework and New Mexico’s model” and the link to a help desk; a statewide RtI conference in September 2009, produced through collaboration among PED, the National RtI Center, the New Mexico Education Network Center, and the Regional Education Laboratory Southwest; and PED’s recently revised and updated technical assistance manual.
- At the district level, staff testimony reviewed the developments reported in responses to a questionnaire disseminated by LESC staff, highlighting such things as district-level documentation based on PED guidance; efforts to implement RtI across all grade levels; a decrease in the number of students referred to special education in several districts; and the fiscal impact of RtI and its various components, such as the costs of intervention materials, training or professional development, and staff time.

### ***INCLUDE DYSLEXIA IN DISABILITIES, HJM 43a***

Dyslexia is a disorder manifested by difficulty learning to read, write, or spell despite conventional instruction, sufficient intelligence, and educational opportunity. Even though dyslexia is included as a specific learning disability under federal special education law, testimony to the committee over the years has identified the challenges faced by students and their families in obtaining timely, appropriate intervention to address literacy problems caused by dyslexia.

In 2001, the LESC endorsed a joint memorial passed by the Legislature requesting the State Board of Education (SBE) to adopt a specific definition of dyslexia and to establish effective interventions and specialized education programs for public school students to address this

disability. The memorial also requested that the SBE establish certification requirements for specialists to carry out public school programs created to assist students with dyslexia. During the 2001 interim, a stakeholder group convened by the SBE presented its recommendations for actions to implement the requests in the memorial to the SBE and the LESC. However, according to later reports, no action was taken on these recommendations.

In 2009, in response to continuing expressions of concern from parents of students with dyslexia, the Legislature passed HJM 43a, *Include Dyslexia in Disabilities*, requesting that PED take action very similar to that requested in the 2001 memorial. The LESC heard testimony from parents and students about their challenges in securing appropriate services; and from PED indicating that there was little consistency among school districts in identifying and serving dyslexic students. PED's testimony also described the department's efforts (1) to determine how many students statewide were identified as having dyslexia, and (2) to convene a work group to develop revised guidance for school districts on identifying and providing instructional interventions for students with dyslexia in the third tier of the three-tiered RtI framework (see "Response to Intervention," p. 26).

Also during the 2009 interim, the Special Education Bureau at PED provided a report to the LESC in response to HJM 43a recommending that dyslexia not be defined as a separate learning disability and that teachers not screen students for dyslexia. Instead, this report recommended that current procedures for addressing the needs of these students within the RtI framework be implemented more systematically and that school districts, diagnosticians, and teachers be trained to improve services to students with dyslexia.

*See recommendation 22.*

## **RESIDENTIAL TREATMENT CENTERS: IMPLEMENTATION OF LEGISLATION**

Many states, including New Mexico, have had difficulty in determining the legal and financial responsibility of state education agencies and local school districts to provide the free, appropriate education required by federal law for young people placed in residential treatment centers (RTCs) within their boundaries. Since 2005, the LESC has studied issues raised by such placements in the context of state law; and in 2009 the committee endorsed legislation that was enacted to clarify the responsibilities of the state, school districts, parents, and other parties to provide and pay for educational services to persons placed in RTCs.

The legislation passed in 2009 defines two mutually exclusive categories of students: *qualified students*, for whom the state is responsible; and *school-aged persons*, who qualify for special education but who are *not* New Mexico public school students and for whom the state has limited responsibility. A key provision of the statute is the explicit statement that the school district where a private, nonsectarian, nonprofit RTC is located is not considered the resident school district of a school-aged person if residency is based solely on the student's enrollment in the facility and if the student would not otherwise be considered a state resident. The law also imposed new duties upon PED to promulgate rules to implement the statute, to oversee agreements between school districts and RTCs, to conduct on-site evaluations of programs and student progress at RTCs, and to adopt a format for reporting individual student data and the cost of services provided pursuant to a student's IEP.

During the 2009 interim, PED testified that the department had made the necessary changes in the Student Teacher Accountability Reporting System (STARS) in spring 2009 and had trained school district personnel to enter the required student data properly. In November 2009, the department held a public hearing on amendments to its rule governing special education to reflect the changes in the law. Among other purposes, these rule revisions were intended to ensure statewide consistency in the provision and reimbursement for costs of services and to ensure that all qualified students receive the services to which they are entitled.

*See recommendation 23.*

## **RESTRAINT AND SECLUSION OF STUDENTS**

In May 2009, the US Government Accountability Office (GAO) released the report *Seclusions and Restraints: Selected Cases of Death and Abuse at Public and Private Schools and Treatment Centers*. Among its findings, the GAO report indicates that:

- there are no federal laws restricting the use of seclusion and restraint in public and private schools;
- state laws are widely divergent;
- in the past 20 years, hundreds of cases of alleged abuse and death related to the use of restraint and seclusion have resulted in criminal convictions, findings of civil or administrative liability, or large financial settlements; and
- not a single governmental website or agency collects information on the use of these methods or the extent of their alleged abuse.

In response to the GAO findings, US Education Secretary Arne Duncan sent a letter to chief state school officers encouraging each state to review its current policies and guidelines regarding the use of restraint and seclusion techniques in schools and, if appropriate, to develop or revise them to ensure the safety of students.

Staff testimony, during the 2009 interim, reviewed current provisions in New Mexico. At the statutory level, the practices of restraint and seclusion of children are mentioned not in the *Public School Code* but in the *Children's Code*; moreover, the *Children's Code* does not apply to students in public and private schools, only to children in hospitals or psychiatric residential treatment or rehabilitation facilities. At the administrative level, PED has released two guidance memoranda on the issue, the first in 2003 and the second in 2006. While these memoranda, according to PED, place New Mexico ahead of other states in providing guidance and training regarding restraint and seclusion of students, staff testimony noted the concerns of parents and advocacy groups that state law should address the issue as well, perhaps through the study and recommendations of a work group.

Supplementing this staff testimony was a video entitled *Restraint and Seclusion Behind Closed Doors*. Based on the national report *School Is Not Supposed to Hurt*, this video depicts restraint and seclusion practices in a number of schools across the country. Although

New Mexico is not featured in the video, it is included in the full report, along with 33 other states.

Additional testimony came from PED; the Cuddy Law Firm, which provides training for school district staff; Poms and Associates Insurance Brokers, Inc.; and from parents and advocacy groups, including Pegasus Legal Services for Children and Disability Rights New Mexico.

Finally, in late fall 2009 PED began assembling a work group to consider recommendations for legislation or agency rule regarding the use of restraint and seclusion on children with disabilities in public schools.

*See recommendation 24.*

## **OTHER TOPICS**

### **SCHOOL CALENDARS**

Legislation enacted in 2009 requires that, effective school year 2010-2011, a school year consist of 180 full instructional days for a regular school year calendar and 150 full instructional days for a variable school year, excluding release time for in-service training. As presented in testimony at several times during the 2009 interim, these imminent requirements raised a number of issues.

For one, there was concern that, during the budget approval process for school year 2009-2010, a number of school districts and charter schools felt compelled to change their school calendars in the current school year, a year earlier than the effective date of the 2009 legislation. For another, staff testimony indicated that more than half of the school districts and charter schools would be required to add instructional days in school year 2010-2011 to satisfy the requirements of the 2009 legislation. Staff testimony also indicated a wide range of per-day costs at the districts and charter schools surveyed. Finally, testimony and discussion during the interim revealed that the amended provisions to the *Public School Code* relating to the minimum hours required by grade level considered only students on a regular school-year calendar, not those on a variable school-year calendar.

*See recommendations 25 and 26.*

### **CHARTER SCHOOL UPDATE**

Since 1993, the *Public School Code* has provided for charter schools to operate in New Mexico. From the original five that were authorized under the 1993 legislation, the number of charter schools in New Mexico has grown to 72 operating in school year 2009-2010 and another nine authorized to open for school year 2010-2011. At the time of the testimony in mid-November, 22 of those 81 charter schools had been either authorized or renewed by the Public Education Commission (PEC) as state-chartered charter schools, and the rest had been authorized by their respective local school boards. Since the testimony, another 11 locally chartered charter schools have been renewed by the PEC.

As background to the presentation, staff testimony during the 2009 interim reviewed the statutory provisions governing charter schools, some of them from the *Charter Schools Act* and the rest from other parts of the *Public School Code*. Some of the provisions, this testimony noted, impose certain restrictions on the number and scope of charter schools while others address the fiscal and capital needs of charter schools. To illustrate:

- While there is no absolute limit to the number of charter schools that may be authorized in New Mexico, the *Charter Schools Act* does limit the number of start-up charter schools to 15 per year, further allowing any unused slots to be transferred to the next year, so long as no more than 75 charter schools are established in any five-year period.
- Both the *Public School Capital Improvements Act* (commonly known as SB 9) and the *Public School Buildings Act* (commonly known as HB 33) require school districts to include locally chartered and state-chartered charter schools in their property tax resolutions.

Staff testimony concluded with a discussion of three other aspects of the charter school experience in New Mexico: the performance of charter schools, accountability of charter schools, and charter schools as a factor in a state's application for federal stimulus funds under the *American Recovery and Reinvestment Act of 2009*. On the first point, staff testified that, according to standard measures and recent studies, the charter schools in New Mexico, as a group, seem to be performing at approximately the same levels as traditional public schools.

Testimony from the Chief Executive Officer of the New Mexico Coalition for Charter Schools began with a description of the coalition and an explanation of its three organizational goals:

1. support the growth of quality schools (quality not quantity);
2. protect and advance a strong policy environment; and
3. provide programs and services to increase school performance.

This testimony also reviewed the steady growth in the number of charter schools in New Mexico – they are located in 22 of the state's 89 school districts, with 42 charter schools in the Albuquerque Public Schools district alone – and discussed the variety of charter schools in terms of their academic emphases, the facilities they use, and their access to local funds.

This testimony concluded with a discussion of six proposed “mechanisms of reform,” two of which are to institute “smart caps” on the number of charter schools to provide for accountable replication of successful charter schools through rewards; and to create protocols in law for notifying and closing chronically poor-performing charter schools.

Finally, the committee discussion identified two issues that need to be addressed:

- pursuant to HB 33 and SB 9, who determines whether a state-chartered charter school meets the requirements of the district's five-year facilities master plan and how the state's authorizing a charter school is reconciled with the local district's spending priorities; and
- how to ensure that, during the planning year, the governing body of a charter school does not deviate substantially from the terms of the approved charter.

*See recommendations 27 and 28.*

## **ADDITIONAL PRESENTATIONS AND REPORTS**

In addition to the presentations summarized elsewhere in this report, the LESC heard testimony about public school budgets for FY 10; the New Mexico Public Schools Insurance Authority and Albuquerque Public Schools insurance coverage; the *Ready for College 2009 Report*; funding of energy-efficient projects in public schools; Gallup-area arts education programs; a program report from Mathematics, Engineering, and Science Achievement, Inc. (MESA); the Navajo Nation Department of Diné Education; the Middle College High School in Gallup; Teach for America; working with PBS stations for education; a teen court program called Sanctions for Success; adequate yearly progress (AYP) results for school year 2009-2010; the impact of student absences due to H1N1 influenza on AYP; public school capital outlay awards; the Summer Science Program; the Outdoor Classroom Project; the role of the school principal in student achievement; the needs of New Mexico's public and tribal libraries; and the Performance-based Compensation Project conducted by the Northern New Mexico Network.

The committee also received the following written reports: *Teaching License Gifted Education Endorsement*, SM 81; *Prevention of Teen Dating Violence*, HM 53; *Study School Staff Shortage Issues*, HJM 3 (2008); *Evaluate Drug Policy Approaches*, SM 71; *Financial Literacy School Curricula*, HM 70; *Breastfeeding Student Mother Needs*, HM 58; and *Higher Education Department 2009 Articulation and Transfer Program Report*.

Finally, either through items included under correspondence in the committee members' notebooks or through brief presentations, the LESC staff kept members informed of revisions to agency rules that PED proposed at various times during the 2009 interim. Among the rules reviewed were those governing the reporting requirements under the *School Athletics Equity Act* (2009); the reciting of the Pledge of Allegiance in public schools; a licensure endorsement for teaching gifted education; a number of other rules affecting licensure of educators and other providers; implementation of legislation enacted in 2009 to clarify the responsibilities of local school districts and other parties related to services for students in residential treatment centers; tying a student's proficiency in math and reading and school attendance to the student's eligibility for a driving instruction permit; and the parental waiver of the Algebra II requirement for graduation. Staff also advised the committee of a rule promulgated by the New Mexico Public Schools Insurance Authority governing the use of volunteers in public schools and the use of school facilities by private persons.

*See recommendations 29, 30, 31, and 32.*

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TABLE 1

FY 09 PUBLIC SCHOOL SUPPORT APPROPRIATIONS (ADJUSTED FOR SOLVENCY)  
(dollars in thousands)

Unit Value:		\$3674.26 (Final)	\$3,892.47 (Prelim.)	(\$20.68)	\$3,871.79 (Final) <sup>1</sup>
		FY 08 APPROPRIATION	FY 09 INITIAL APPROPRIATION (partial veto)	Amount Increase/Decrease	FY 09 ADJUSTED APPROPRIATION (partial veto)
1	<b>PROGRAM COST</b>	\$2,175,399.2	\$2,328,883.9		
2	ENROLLMENT GROWTH	\$9,488.5	\$10,530.1		
3	FIXED COSTS	\$6,796.0	\$3,758.8		
4	INSURANCE COSTS	\$10,324.8	\$19,283.6		
5	<b>PUBLIC SCHOOL EMPLOYEE COMPENSATION:</b>				
6	Teachers - 2% for FY 09	\$58,040.0	\$24,875.4		
7	Instructional Staff - 2% for FY 09	\$9,240.6	\$3,959.5		
8	Other Certified and Non-certified, Including EAs - 2% for FY 09	\$23,315.7	\$10,343.7		
9	Additional Educational Assistant, Secretary/Clerical/Technical Assistants, Business Office Support, Warehouse/Maintenance/Custodial and Food Service Compensation (1% Above General Compensation in FY 09)		\$3,305.6		
10	Additional Average 2.0 % (professional instructional support staff/salaries less than \$60,000)	\$3,159.3			
11	Additional Average 2.0 % (principals & assistant principals based on responsibility)	\$1,732.3			
12	Minimum Salaries - Level 3 Teachers to \$50,000 in FY 08	\$9,118.6			
13	Increase in Employer's ERB Contribution (0.75%)	\$14,268.9	\$12,317.8		
14	One Additional Instructional Day		\$14,000.0		
15	Elementary Physical Education		\$8,000.0		
16	Assessment and Test Development - School District Costs		\$464.8		
17	<b>PROGRAM COST</b>	\$2,328,883.9	\$2,439,723.2		
18	LESS PROJECTED CREDITS	(\$55,600.0)	(\$55,400.0)		
19	LESS OTHER STATE FUNDS (from Driver's License Fees)	(\$750.0)	(\$750.0)		
20	<b>STATE EQUALIZATION GUARANTEE</b>	\$2,272,533.9	\$2,383,573.2	(\$59,589.3)	\$2,323,983.9
21					-2.5%
22	Percent Change from Initial to Adjusted FY 09 Appropriation				2.3%
23	Percent Change from FY 08 to Adjusted FY 09 Appropriation				
24	"EDUCATION LOCK BOX" TRANSFER (Laws 2009, Ch. 3 (partial veto))			\$35,753.6 <sup>2</sup>	
25	STATE EQUALIZATION GUARANTEE PLUS "EDUCATION LOCK BOX" TRANSFER	\$2,272,533.9	\$2,383,573.2	(\$23,835.7)	\$2,359,737.5
26	Percent Change from Initial to Adjusted FY 09 Appropriation				-1.0%
26	Percent Change from FY 08 to Adjusted FY 09 Appropriation				3.8%

<sup>1</sup> The final Unit Value for school year 2008-09 is based on a Program Cost of \$2,421,387.5 thousand. This program cost was determined by adding the credits back into the adjusted SEG (line 24). The credits are \$5.5 million higher than those shown on line 18 because for FY 09 the state took credit for more Federal Forest Reserve payments to school districts.

<sup>2</sup> Lines 23-26 reflect the inclusion of nonrecurring funds from the "Education Lock Box" in the recurring General Fund appropriations to the State Equalization Guarantee (line 20).



TABLE 1

FY 09 PUBLIC SCHOOL SUPPORT APPROPRIATIONS (ADJUSTED FOR SOLVENCY)  
(dollars in thousands)

	FY 08 APPROPRIATION	FY 09 INITIAL APPROPRIATION (partial veto)	Amount Increase/Decrease	FY 09 ADJUSTED APPROPRIATION (partial veto)
27	<b>CATEGORICAL PUBLIC SCHOOL SUPPORT</b>			
28	TRANSPORTATION			
29	\$91,186.6	\$97,039.4	(\$2,426.0)	\$94,613.4
30	\$420.4	\$468.8	(\$11.7)	\$457.1
31	\$11,000.4	\$11,974.1	(\$299.4)	\$11,674.7
32	\$336.6			
33	\$2,266.0	\$908.0	(\$22.7)	\$885.3
34		\$454.0	(\$11.4)	\$442.7
35	\$356.9	\$204.0	(\$5.1)	\$198.9
36	<b>\$105,566.9</b>	<b>\$111,048.3</b>	<b>(\$6,776.2)</b> <sup>3</sup>	<b>\$104,272.1</b>
37	SUPPLEMENTAL DISTRIBUTIONS			
38	\$370.0	\$370.0	(\$9.3)	\$360.8
39	\$2,000.0	\$2,000.0	(\$50.0)	\$1,950.0
40	\$37,224.9	\$39,020.0	(\$975.5)	\$38,044.5
41	\$6,000.0	\$6,000.0	(\$150.0)	\$5,850.0
42	See line 71	\$2,500.0	(\$62.5)	\$2,437.5 <sup>4</sup>
43	See line 83	See line 83	See line 83	See line 83
44	\$2,000.0	\$2,000.0	(\$50.0)	\$1,950.0
45	\$2,500.0	\$2,500.0	(\$62.5)	\$2,437.5
46	\$2,500.0	\$2,000.0	(\$50.0)	\$1,950.0
47				0.7%
48	<b>\$2,430,695.7</b>	<b>\$2,551,011.5</b>	<b>(\$67,775.3)</b>	<b>\$2,483,236.2</b>
49				<b>-2.7%</b>
50				2.2%
51			\$35,753.6 <sup>5</sup>	
52	<b>\$2,430,695.7</b>	<b>\$2,551,011.5</b>	<b>(\$32,021.7)</b>	<b>\$2,518,989.8</b>
53				<b>-1.3%</b>
54				3.6%

<sup>3</sup> The "Total Transportation" amount includes an additional \$4.0 million reduction, equal to the amount of the special appropriation for fuel in the 2008 special session.

<sup>4</sup> Includes \$500,000 to provide a rural literacy initiative to support after-school and summer literacy block programs for students in grades K-8 in schools with a high proportion of Native American students contingent on receipt of two hundred fifty thousand dollars (\$250,000) in matching funds from other than state sources.

<sup>5</sup> Lines 51-54 reflect the inclusion of nonrecurring funds from the "Education Lock Box" in the recurring General Fund appropriation to Total Public School Support (line 48).

TABLE 1

FY 09 PUBLIC SCHOOL SUPPORT APPROPRIATIONS (ADJUSTED FOR SOLVENCY)  
(dollars in thousands)

	FY 08 APPROPRIATION	FY 09 INITIAL APPROPRIATION (partial veto)	Amount Increase/Decrease	FY 09 ADJUSTED APPROPRIATION Laws 2009, Ch. 2 (partial veto)
55	<b>RELATED APPROPRIATIONS - RECURRING (to PED unless otherwise noted)</b>			
56	\$14,956.3	\$17,135.0	(\$651.1) <sup>6</sup>	\$16,483.9
57	Public Education Department Budget Operations	\$309.3	(\$7.7) <sup>6</sup>	\$301.6
58	Regional Education Cooperatives Operations	\$1,400.0		\$1,400.0
59	Advanced Placement	\$2,000.0	(\$50.0)	\$1,950.0
60	After-school Enrichment Program/21 <sup>st</sup> Century Community Learning Centers	\$3,500.0	(\$82.5)	\$3,217.5
61	Anti-obesity Programs/Before- and After-school Physical Activity and Nutrition	\$650.0	(\$1.7) <sup>8</sup>	\$298.3
62	Apprenticeship Assistance	\$800.0	(\$18.8) <sup>9</sup>	\$781.2
63	Beginning Teacher Mentorship	\$2,000.0	(\$50.0)	\$1,950.0
64	Breakfast for Elementary Students (an additional \$400,000 in nonrecurring funds was appropriated for FY 08 - line 98)	\$2,450.0	(\$61.3) <sup>10</sup>	\$3,388.7
65	CHARTER SCHOOL STIMULUS FUND	\$300.0	(\$21.9) <sup>11</sup>	\$278.1
66	College and High School Redesign Initiative in Los Lunas Public Schools	\$75.0	(\$1.9)	\$73.1
67	Develop Improved Student Advisement Plan	\$50.0	(\$1.3)	\$48.7
68	Family and Youth Resource Act	\$1,500.0	(\$37.5)	\$1,462.5
69	Food to Schools (to be transferred to HSD/Income Support)	\$500.0		
70	GRADS – Teen Pregnancy Prevention	\$1,000.0	(\$25.0)	\$975.0
71	Indian Education Act	\$2,500.0		
72	K-3 Plus	\$7,163.4	(\$179.1) <sup>12</sup>	\$6,984.3
73	New Mexico Cyber Academy	\$500.0	(\$30.6) <sup>12</sup>	\$969.4
74	New Mexico Outdoor Classroom	\$1,000.0	(\$3.8)	\$146.2
75	Pre-kindergarten Program	\$7,000.0	(\$212.5)	\$8,287.5 <sup>13</sup>
76	Professional Development Statewide (miscellaneous appropriations in FY 08)	\$374.5		
77	REC Distance Learning Networks	\$120.0		
78	Rio Rancho Cyber Academy	\$155.0		
79	Rural Revitalization			
80	School Improvement Framework	\$3,000.0	(\$8.8)	\$341.2
81	School Safety Crime Stoppers Program Statewide	\$230.0	(\$75.0)	\$2,925.0
82	School Transportation Safety Equipment and Training	\$10.0		
83	Summer Reading, Math and Science Institutes	\$2,500.0	(\$62.5)	\$2,437.5
84	Tuancy Prevention/Dropout Prevention	\$1,000.0	(\$19.3)	\$750.7
85	<b>TOTAL RELATED APPROPRIATIONS - RECURRING</b>	\$53,969.2	(\$1,602.3)	\$55,450.4
86	<b>GRAND TOTAL - PUBLIC SCHOOL SUPPORT AND RELATED APPROPRIATIONS - RECURRING</b>	\$2,484,664.9	(\$69,377.6)	\$2,538,686.6
87	Percent Change from Initial to Adjusted FY 09 Appropriation			-2.7%
88	Percent Change from FY 08 to Adjusted FY 09 Appropriation			2.2%
89	<b>"EDUCATION LOCK BOX" TRANSFER (Laws 2009, Ch. 3 (partial veto))</b>		\$35,753.6 <sup>14</sup>	
90	<b>GRAND TOTAL - RECURRING PLUS "EDUCATION LOCK BOX" TRANSFER</b>	\$2,484,664.9	(\$33,624.0)	\$2,574,440.2
91	Percent Change from Initial to Adjusted FY 09 Appropriation			-1.3%
92	Percent Change from FY 08 to Adjusted FY 09 Appropriation			3.6%

<sup>6</sup> The appropriations for the PED Operating Budget and the PED Compensation Increase were reduced by 3.8% and 2.5%, respectively.

<sup>7</sup> Includes \$1.8 million for 21<sup>st</sup> Century Community Learning Centers statewide.

<sup>8</sup> The \$32,400 balance of the \$300,000 CS/SB165a (HB2 Jr.) appropriation was reduced by 7.3%.

<sup>9</sup> The \$750,000 HB2 appropriation was reduced by 2.5%, and the \$50,000 HB2 Jr. appropriation was not reduced.

<sup>10</sup> The \$2.45 million HB 2 appropriation was reduced by 2.5%, and the \$1.0 million HB2 Jr. appropriation was not reduced.

<sup>11</sup> The \$300,000 HB2 Jr. appropriation was reduced by 7.3%.

<sup>12</sup> The \$750,000 HB2 appropriation was reduced by 2.5%, and the HB2 Jr. balance of \$161,800 was reduced by 7.3%.

<sup>13</sup> An additional \$1 million in TANF funds is designated for Pre-kindergarten programs.

<sup>14</sup> Lines 89-92 reflect the inclusion of nonrecurring funds from the "Education Lock Box" in the recurring General Fund appropriations for the Grand Total Public School Support and Related Appropriations.

TABLE 1

FY 09 PUBLIC SCHOOL SUPPORT APPROPRIATIONS (ADJUSTED FOR SOLVENCY)  
(dollars in thousands)

	FY 08 APPROPRIATION	FY 09 INITIAL APPROPRIATION Laws 2008, Ch. 3 (partial veto)	Amount Increase/ Decrease	FY 09 ADJUSTED APPROPRIATION Laws 2009, Ch. 2 (partial veto)
<b>RELATED APPROPRIATIONS: NONRECURRING (to PED unless otherwise noted)</b>				
93 American Diploma Project (to LESC)	\$50.0			
94 Assessment and Test Development (Special Education Alternative Assessment NCLB)	\$500.0	\$4,000.0		\$4,000.0
95 Alternative Assessment	\$1,500.0			
96 11 <sup>th</sup> Grade Exit Exam	\$400.0			
97 Breakfast for Elementary Students	\$250.0	See line 64	See line 64	See line 64
98 New Mexico Outdoor Classroom	\$150.0			
99 New Mexico School Leadership Tumoround Specialists				
100 Close out Federal Fiscal Year 2005 Grants in FY 08 and FY 09 contingent on review by DFA and approval by BOF	\$6,300.0	\$2,000.0		\$2,000.0
101 Emergency support to hold school districts harmless from decreased revenue		\$5,000.0		\$5,000.0
102 STARS - Hosting services (\$877 thousand) and OBMS (\$400 thousand)		\$1,277.0		\$1,277.0
103 Pre-kindergarten Start-up		\$400.0		\$400.0
104 Regional Education Cooperatives Operations	\$1,050.0	See line 58	See line 58	See line 58
105 Specialized legal services	\$120.0			
106 STATE EQUALIZATION GUARANTEE (to offset reductions in credits)	\$1,000.0			
107 STATE SUPPORT RESERVE FUND	\$1,000.0			
108 State High School Basketball Tournament		\$100.0		\$100.0
109 Summer Camp Program in Santa Fe	\$175.0	\$200.0		\$200.0
110 Summer Science Program (to New Mexico Tech)		\$65.0		\$65.0
111 <b>TOTAL RELATED APPROPRIATIONS: NONRECURRING</b>	<b>\$12,495.0</b>	<b>\$13,042.0</b>		<b>\$13,042.0</b>
<b>SECTION 6 – SUPPLEMENTAL AND DEFICIENCY APPROPRIATIONS</b>				
113 Fuel for Public School Buses		\$1,600.0		\$1,600.0
114 ISD and Motor Pool Charges for PED		\$62.0		\$62.0
115 <b>TOTAL SUPPLEMENTAL AND DEFICIENCY APPROPRIATIONS</b>		<b>\$1,662.0</b>		<b>\$1,662.0</b>
<b>SECTION 7 – DATA PROCESSING APPROPRIATIONS</b>				
117 STARS Data Warehouse (District Level Implementation)	\$2,500.0	\$1,650.0		\$1,650.0
118 Innovative Digital Education and Learning (IDEAL-NM) (to HED)	\$6,400.0			
119 <b>TOTAL DATA PROCESSING APPROPRIATIONS</b>	<b>\$8,900.0</b>	<b>\$1,650.0</b>		<b>\$1,650.0</b>
120				

TABLE 2

FY 10 PUBLIC SCHOOL SUPPORT APPROPRIATIONS (ADJUSTED FOR SOLVENCY)  
(dollars in thousands)

FY 09 Final Unit Value = \$3,871.79  
 FY 10 Preliminary Unit Value = \$3,862.79  
 GF portion = \$3,606.4  
 ARRA portion = \$256.39  
 FY 10 Final Unit Value = \$3,792.65  
 (GF portion = \$3,458.06  
 ARRA portion = \$334.59<sup>1</sup>)  
 2009 Regular Session      2009 1st Special Session

	FY 09 ADJUSTED APPROPRIATION Laws 2009, Ch. 2 (partial veto)	FY10 Initial Appropriation Laws 2009, Chapter 124 (partial veto)	Amount Increase/Decrease	Final FY 10 Appropriation Laws 2009, SS, Chapter 5 (partial veto)
1 PROGRAM COST		\$2,439,723.2		
2 State Fiscal Stabilization Fund (American Recovery and Reinvestment Act) (2009 regular session)		(\$164,700.0)		
3 Adjustment for solvency in 2009 regular session: 1% adjusted reduction to SEG		(\$19,335.7)		
4 State Fiscal Stabilization Fund (American Recovery and Reinvestment Act) (2009 special session)			(\$45,500.0)	
5 Adjustment for solvency in 2009 special session: 2% reduction to SEG			(\$43,903.3)	
6 Educational Retirement 1.5% Employer/Employee Contribution Switch		(\$23,193.4)		
7 ENROLLMENT GROWTH		\$8,455.8		
8 FIXED COSTS		\$3,723.9		
9 Increase Educational Assistants' Salary Base to \$13,000		\$2,613.0		
10 Increase in Employer's ERB Contribution (0.75%)		\$12,073.2		
11 Assessment and Test Development (school district costs)		\$1,055.5		
12 TOTAL PROGRAM COST		\$2,260,415.5		
13 LESS PROJECTED CREDITS		(\$64,400.0)		
14 LESS OTHER STATE FUNDS (from driver's license fees)		(\$850.0)		
15 STATE EQUALIZATION GUARANTEE (General Fund recurring appropriations, excluding Lockbox or ARRA)	\$2,323,983.9	\$2,195,165.5	(\$89,403.3)	\$2,105,762.2
16 Percent Difference from Initial to Final FY 10 Appropriation				-4.1%
17 Percent Difference from FY 09 to Final FY 10 Appropriation				-9.4%
18 "EDUCATION LOCKBOX" TRANSFER (Laws 2009, Ch. 3 (partial veto))	\$35,753.6			
19 STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 1		164,700.0		164,700.0
20 STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 2			45,500.0	45,500.0
21 ADJUSTED STATE EQUALIZATION GUARANTEE, INCLUDING LOCKBOX OR ARRA FUNDS	\$2,359,737.5	\$2,359,865.5	(\$43,903.3)	\$2,315,962.2
22 Percent Difference from Initial to Final FY 10 Appropriation				-1.9%
23 Percent Difference from FY 09 to Final FY 10 Appropriation				-1.9%
24 CATEGORICAL PUBLIC SCHOOL SUPPORT			Reduced 6.5%, unless otherwise noted	
25 TRANSPORTATION				
26 Operational	\$94,613.4	\$90,282.4		
27 School-owned Bus Replacements	\$457.1	\$563.5		
28 Rental Fees (contractor-owned buses)	\$11,674.7	\$12,665.2		
29 Compensation - 2% for FY 09	\$885.3			
30 Additional Transportation Compensation - 1% for FY 09	\$442.7			
31 Educational Retirement 1.5% Employer/Employee Contribution Switch		(\$537.5)		
32 Increase in Employer's ERB Contribution (0.75%)	\$198.9	\$194.8		
33 TOTAL TRANSPORTATION (The FY 09 transportation distribution was reduced an additional \$4.0 million)	\$104,272.1	\$103,168.4	(\$4,126.7)	\$99,041.7 <sup>2</sup>
34 SUPPLEMENTAL DISTRIBUTIONS				
35 Out-of-state Tuition	\$360.8	\$370.0	(\$24.1)	\$346.0
36 Emergency Supplemental	\$1,950.0	\$2,000.0	(\$130.0)	\$1,870.0
37 INSTRUCTIONAL MATERIAL FUND	\$38,044.5	\$16,230.4	(\$1,055.0)	\$15,175.4
38 Dual Credit Instructional Materials		\$1,500.0	(\$97.5)	\$1,402.5
39 EDUCATIONAL TECHNOLOGY FUND	\$5,850.0	\$2,400.0	(\$156.0)	\$2,244.0
40 INDIAN EDUCATION FUND	\$2,437.5	\$2,250.0		\$2,250.0 <sup>3</sup>
41 SCHOOL LIBRARY MATERIAL FUND	\$1,950.0			
42 SCHOOLS IN NEED OF IMPROVEMENT FUND	\$2,437.5	\$2,500.0	(\$162.5)	\$2,337.5
43 TEACHER PROFESSIONAL DEVELOPMENT FUND	\$1,950.0			
44 TOTAL CATEGORICAL	\$159,252.3	\$130,418.8	(\$5,751.8)	\$124,667.0
45 TOTAL PUBLIC SCHOOL SUPPORT (General Fund recurring appropriations, not including Lockbox or ARRA)	\$2,483,236.2	\$2,325,584.3	(\$95,155.1)	\$2,230,429.2
46 Percent Difference from Initial to Final FY 10 Appropriation				-4.1%
47 Percent Difference from FY 09 to Final FY 10 Appropriation				-10.2%
48 "EDUCATION LOCKBOX" TRANSFER (Laws 2009, Ch. 3 (partial veto))	\$35,753.6			
49 STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 1		164,700.0		164,700.0
50 STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 2			45,500.0	45,500.0
51 ADJUSTED TOTAL PUBLIC SCHOOL SUPPORT, INCLUDING LOCKBOX OR ARRA FUNDS	\$2,518,989.8	\$2,490,284.3	(\$49,655.1)	\$2,440,629.2 <sup>4</sup>
52 Percent Difference from Initial to Final FY 10 Appropriation				-2.0%
53 Percent Difference from FY 09 to Final FY 10 Appropriation				-3.1%

<sup>1</sup> The final unit value for FY 10 is based on a program cost of approximately \$2.38 billion. This program cost was determined by adding the credits and other state funds (lines 13-14) back into the adjusted SEG (line 21), which was adjusted to include nonrecurring funds.

<sup>2</sup> Total transportation was reduced by 4.0%.

<sup>3</sup> The appropriation to the Indian Education Fund was not reduced. The appropriation includes \$500 thousand to provide a rural literacy initiative, \$500 thousand for Teach for America, and sufficient funding to conduct a statewide needs assessment.

<sup>4</sup> Lines 18-23 and lines 48-53 reflect the inclusion of nonrecurring funds in the recurring General Fund appropriation for the State Equalization Guarantee (line 15), and Total Public School Support (line 45), respectively. For FY 09, the nonrecurring funds are a transfer from the "Education Lockbox"; and for FY 10, the nonrecurring funds are federal ARRA dollars, which replaced recurring General Fund dollars in both the 2009 regular session (line 2) and the 2009 special session (line 4).

TABLE 2

FY 10 PUBLIC SCHOOL SUPPORT APPROPRIATIONS (ADJUSTED FOR SOLVENCY)  
(dollars in thousands)

	2009 Regular Session		2009 1st Special Session	
	FY 09 ADJUSTED APPROPRIATION Laws 2009, Ch. 2 (partial veto)	FY10 Initial Appropriation Laws 2009, Chapter 124 (partial veto)	Amount Increase/ Decrease	Final FY 10 Appropriation Laws 2009, SS, Chapter 5 (partial veto)
54 <b>RELATED APPROPRIATIONS - RECURRING (to PED unless otherwise noted)</b>			<i>Reduced 6.5%, unless otherwise noted</i>	
55 <b>Public Education Department</b>	\$16,785.5	\$15,979.3	(\$479.9)	\$15,499.4 <sup>5</sup>
56 Regional Education Cooperatives Operations	\$1,400.0	\$1,200.0	(\$78.0)	\$1,122.0
57 <b>COLLEGE/WORKPLACE READINESS &amp; HIGH SCHOOL REDESIGN</b>				
58 College and High School Redesign Initiative in Los Lunas Public Schools	\$73.1			
59 <b>EARLY CHILDHOOD EDUCATION</b>				
60 K-3 Plus	\$6,984.3	\$8,452.1	(\$549.4)	\$7,902.7
61 Pre-kindergarten Program	\$8,287.5	\$8,452.1	(\$549.4)	\$7,902.7 <sup>6</sup>
62 <b>EDUCATOR QUALITY</b>				
63 Beginning Teacher Mentorship	\$1,950.0	\$1,491.5	(\$96.9)	\$1,394.6
64 Summer Reading, Math and Science Institutes	\$2,437.5	\$2,485.9	(\$161.6)	\$2,324.3
65 <b>NEW MEXICO CYBER ACADEMY/INNOVATIVE DIGITAL EDUCATION AND LEARNING (IDEAL-NM)</b>				
66 New Mexico Cyber Academy	\$969.4	\$994.4	(\$64.6)	\$929.8 <sup>7</sup>
67 <b>SCHOOL FINANCE</b>				
68 Rural Revitalization	\$341.2	\$100.0	(\$6.5)	\$93.5
69 CHARTER SCHOOL STIMULUS FUND	\$278.1			
70 <b>STUDENT ACHIEVEMENT</b>				
71 Advanced Placement	\$1,950.0	\$1,750.0	(\$113.8)	\$1,636.2
72 Develop Improved Student Advisement Plan	\$48.7			
73 After-school Enrichment Program/21 <sup>st</sup> Century Community Learning Centers	\$3,217.5	\$1,000.0	(\$65.0)	\$935.0
74 Apprenticeship Assistance	\$781.2	\$650.0	(\$42.3)	\$607.7
75 New Mexico Outdoor Classroom	\$146.2			
76 School Improvement Framework	\$2,925.0	\$994.4	(\$64.6)	\$929.8
77 Truancy Prevention/Dropout Prevention	\$750.7	\$298.3	(\$19.4)	\$278.9
78 <b>STUDENT HEALTH, SAFETY AND WELL-BEING</b>				
79 Anti-obesity Programs/Before- and After-school Physical Activity and Nutrition	\$298.3			
80 Breakfast for Elementary Students	\$3,388.7	\$3,430.5	(\$223.0)	\$3,207.5
81 Family and Youth Resource Act	\$1,462.5	\$397.7	(\$25.9)	\$371.8
82 GRADS - Teen Pregnancy Prevention	\$975.0	\$550.0	(\$35.8)	\$514.2 <sup>8</sup>
83 <b>TOTAL RELATED APPROPRIATIONS - RECURRING</b>	<b>\$55,450.4</b>	<b>\$48,226.2</b>	<b>(\$2,576.1)</b>	<b>\$45,650.1</b>
84 <b>GRAND TOTAL PUBLIC SCHOOL SUPPORT AND RELATED APPROPRIATIONS - RECURRING (General Fund recurring appropriations, not including Lockbox or ARRA funds)</b>	<b>\$2,538,686.6</b>	<b>\$2,373,810.5</b>	<b>(\$97,731.2)</b>	<b>\$2,276,079.3</b>
85 Percent Difference from Initial to Final FY 10 Appropriation				-4.1%
86 Percent Difference from FY 09 to Final FY 10 Appropriation				-10.3%
87 <b>"EDUCATION LOCKBOX" TRANSFER (Laws 2009, Ch. 3 (partial veto))</b>	\$35,753.6			
88 STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 1		164,700.0		164,700.0
89 STATE FISCAL STABILIZATION FUNDS FROM ARRA: Phase 2			45,500.0	45,500.0
90 <b>ADJUSTED GRAND TOTAL PUBLIC SCHOOL SUPPORT AND RELATED APPROPRIATIONS - RECURRING, INCLUDING LOCKBOX OR ARRA FUNDS</b>	<b>\$2,574,440.2</b>	<b>\$2,538,510.5</b>	<b>(\$52,231.2)</b>	<b>\$2,486,279.3 <sup>9</sup></b>
91 Percent Difference from Initial to Final FY 10 Appropriation				-2.1%
92 Percent Difference from FY 09 to Final FY 10 Appropriation				-3.4%
93 <b>SECTION 5 – RELATED APPROPRIATIONS: NONRECURRING (to PED unless otherwise noted)</b>	<b>FY 09 Adjusted</b>	<b>FY 10 Initial</b>	<b>Increase/ Decrease</b>	<b>FY 10 Adjusted</b>
94 Assessment & Test Development (additional \$3.0 million appropriated from Instructional Material Fund cash balances)	\$4,000.0	\$1,000.0		\$1,000.0
95 Close out Federal Fiscal Year 2005 Grants in FY 08 and FY 09 Contingent on Review by DFA and Approval by BOF	\$2,000.0			
96 Emergency Support to Hold School Districts Harmless from Decreased Revenue	\$5,000.0	\$6,000.0		\$6,000.0 <sup>10</sup>
97 Emergency Support to School Districts Experiencing Extraordinary Financial Distress to Prevent Employee Layoffs and Education Program Cuts (appropriation is from "Education Lockbox")		\$4,000.0		\$4,000.0 <sup>11</sup>
98 Emergency Supplemental in 2009 Special Session			\$3,000.0	\$3,000.0
99 School Leadership Institute (to the Higher Education Department)		\$200.0		\$200.0
100 Operating Budget Management System (OBMS) and the Student Teacher Accountability Reporting System (STARS) (hosting, licensing, and maintenance)	\$1,277.0	\$1,400.0		\$1,400.0
101 Pre-kindergarten Start-up	\$400.0			
102 State High School Basketball Tournament	\$100.0	\$100.0		\$100.0
103 Summer Camp Program in Santa Fe	\$200.0			
104 Summer Science Program (to the New Mexico Institute of Mining and Technology)	\$65.0	\$50.0		\$50.0
105 <b>TOTAL RELATED APPROPRIATIONS: NONRECURRING</b>	<b>\$13,042.0</b>	<b>\$12,750.0</b>	<b>\$3,000.0</b>	<b>\$15,750.0</b>

<sup>5</sup> Per Executive Order 2009-044, the PED budget was reduced by \$479.9 thousand. The original appropriation in Section 4 of the General Appropriation Act of 2009 was reduced by \$17.1 thousand in accordance with Section 10 of that act.

<sup>6</sup> The pre-kindergarten program also received an additional \$1.5 million from the federal Temporary Assistance for Needy Families (TANF) block grant to New Mexico.

<sup>7</sup> The appropriation to PED for the New Mexico Cyber Academy includes \$250 thousand to provide professional development for teachers and for web-based learning resources for students.

<sup>8</sup> The GRADS program also received an additional \$250 thousand from TANF funds.

<sup>9</sup> Lines 87-92 reflect the inclusion of nonrecurring funds in the recurring General Fund appropriation for the Grand Total Public School Support and Related Recurring Appropriations (line 84). For FY 09, the nonrecurring funds are a transfer from the "Education Lockbox," and for FY 10, the nonrecurring funds are federal ARRA dollars, which replaced recurring General Fund dollars in both the 2009 regular session (line 2) and the 2009 special session (line 4).

<sup>10</sup> The \$6.0 million in emergency support is to be distributed based on supplemental distribution provisions in current law.

<sup>11</sup> The \$4.0 million in emergency support to school districts experiencing extraordinary financial distress shall not exceed \$500 thousand to a school district based on: (1) an application to PED indicating that without the distribution the school district will have to reduce district employees or cut education programs; (2) the application is recommended in writing by PED; (3) the application and PED recommendation are reviewed by DFA and the LFC; and (4) the application and distribution are approved by the State Board of Finance.

**FIGURE 1**

**FY 10 RECURRING GENERAL FUND APPROPRIATIONS BY CATEGORY  
(ADJUSTED FOR SOLVENCY)  
(TOTAL RECURRING GENERAL FUND APPROPRIATIONS = \$5,269,660.0)  
(dollar amounts in thousands)**

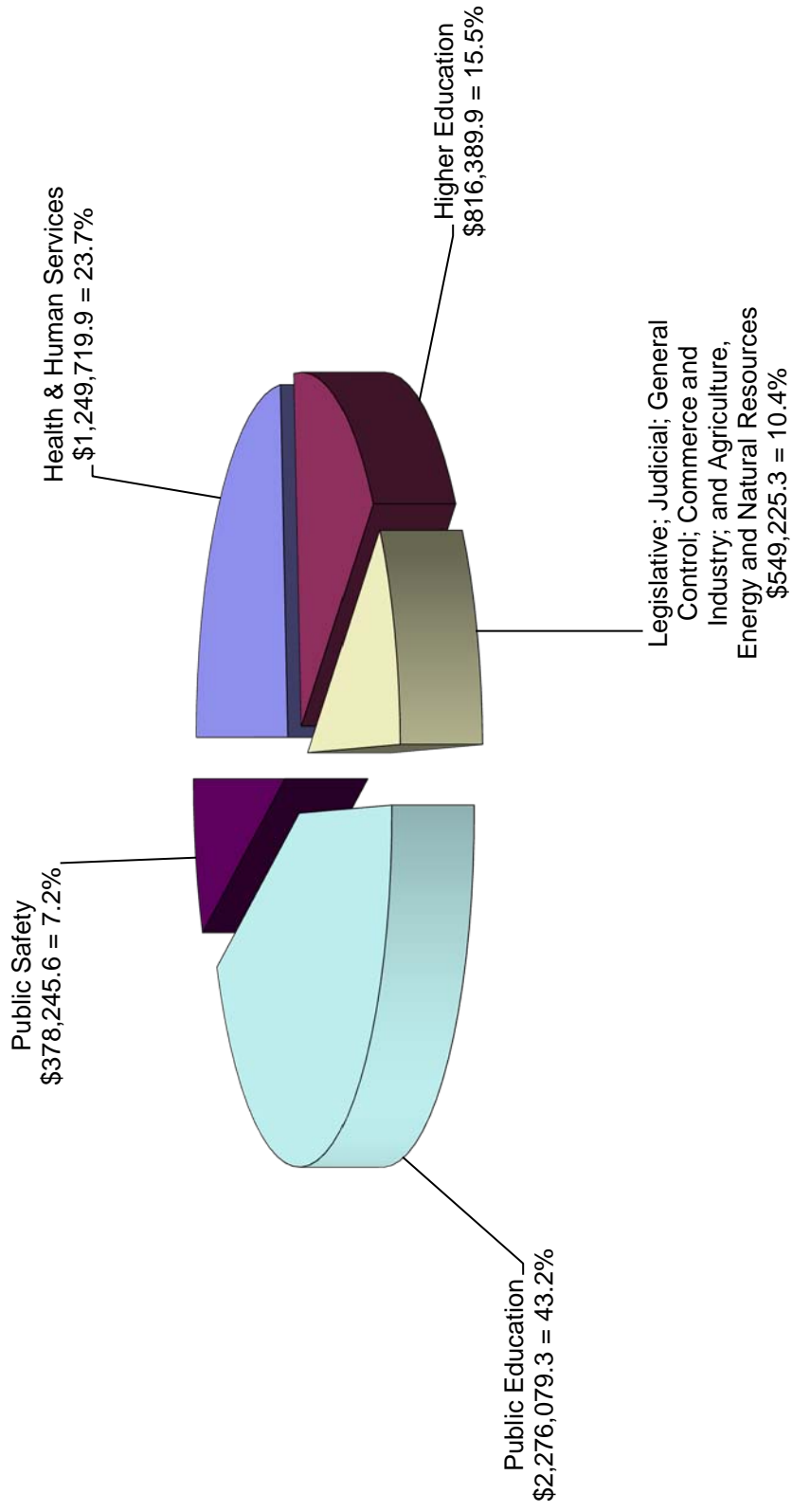


TABLE 3

EMERGENCY SUPPLEMENTAL AND OUT-OF-STATE TUITION DISTRIBUTIONS  
ACTUAL 1999-2000 THROUGH 2008-2009 and BUDGETED 2009-2010

SCHOOL DISTRICTS	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Budgeted	TOTAL
	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010 - 2011		
<b>EMERGENCY SUPPLEMENTAL</b>														
1 Alamogordo					\$102,857									\$102,857
2 Carrizozo								\$75,000						\$75,000
3 Chama									\$195,057				\$484,000	\$679,057
4 Cimarron					\$40,000	\$26,000							\$100,000	\$166,000
5 Cloudcroft					\$75,000									\$75,000
6 Cobre								\$300,000						\$300,000
7 Corona	\$175,000	\$220,771	\$200,000	\$235,000	\$220,000	\$250,000	\$251,717	\$345,000	\$518,300	\$575,000	\$600,000	\$600,000	\$600,000	\$3,590,788
8 Des Moines						\$30,149			\$237,000	\$371,000			\$600,000	\$1,588,149
9 Dexter		\$72,000												\$72,000
10 Dora			\$95,000											\$95,000
11 Elida					\$205,000	\$0		\$90,000	\$100,000	\$243,000	\$260,000		\$260,000	\$898,000
12 Ft. Sumner			\$200,000	\$120,000	\$42,000	\$170,000	\$200,000	\$265,000	\$285,000	\$215,000	\$250,000		\$250,000	\$1,747,000
13 Gadsden						\$50,000				\$485,916	\$2,000,000		\$2,000,000	\$2,535,916
14 Grady		\$35,000	\$187,001	\$50,000	\$100,000	\$15,000		\$295,000	\$264,300	\$275,000	\$275,000		\$275,000	\$1,496,301
15 Hatch								\$73,839		\$50,000				\$123,839
16 Hondo	\$161,813	\$234,013	\$400,000	\$486,736	\$516,000	\$503,860	\$588,985	\$748,664	\$564,000	\$200,000	\$300,000		\$300,000	\$4,704,071
17 House									\$125,422	\$284,000	\$280,000		\$280,000	\$689,422
18 Jemez Mtn. <sup>1</sup>		\$70,000			\$58,945	\$38,476		\$250,000	\$125,422	\$835,000	\$380,000		\$380,000	\$1,632,421
19 Lake Arthur							\$284,042	\$518,000	\$645,000	\$680,000	\$770,000		\$770,000	\$2,897,042
20 Logan								\$73,000	\$120,000	\$120,000	\$200,000		\$200,000	\$513,000
21 Lovington					\$20,000									\$20,000
22 Magdalena					\$30,000									\$30,000
23 Maxwell	\$40,000		\$100,000		\$475,000	\$523,686	\$620,000	\$500,000	\$413,000	\$525,000	\$480,000		\$480,000	\$3,676,686
24 Moriarty							\$400,000	\$400,000						\$400,000
25 Mosquero	\$168,325	\$150,000	\$165,000	\$115,000	\$176,257	\$259,954	\$308,433	\$493,000	\$450,000	\$485,000	\$546,000		\$546,000	\$3,316,969
26 Quemado						\$70,000		\$170,000	\$40,000	\$0				\$280,000
27 Questa					\$50,000			\$96,486	\$110,000	\$115,000	\$70,000		\$70,000	\$441,486
28 Reserve				\$75,000		\$100,000	\$105,000	\$145,000	\$60,000	\$0	\$120,000		\$120,000	\$605,000
29 Rio Rancho								\$1,900,000	\$1,900,000	\$0	\$2,000,000		\$2,000,000	\$3,900,000
30 Roy					\$30,000	\$95,000	\$400,000	\$500,000	\$305,000	\$355,000	\$600,000		\$600,000	\$2,285,000
31 San Jon								\$20,000						\$20,000
32 Santa Fe	\$500,000													\$500,000
33 Socorro									\$150,000					\$150,000
34 Springer		\$71,957				\$40,000	\$200,000	\$340,000	\$288,000	\$221,000	\$265,000		\$265,000	\$1,425,957
35 Taos													\$300,000	\$300,000
36 Vaughn			\$224,747	\$209,040	\$180,000	\$175,000	\$220,881	\$200,000	\$370,000	\$436,000	\$420,000		\$420,000	\$2,435,668
37 Wagon Mound						\$65,000	\$430,000	\$575,000	\$425,000	\$560,000				\$2,055,000
38 West Las Vegas								\$450,000	\$607,056	\$250,000	\$225,000		\$225,000	\$1,532,056
39 <b>Subtotal Emergency Supplemental</b>	\$1,045,138	\$863,741	\$1,571,748	\$1,640,776	\$2,321,059	\$2,412,125	\$3,609,058	\$6,922,989	\$8,172,135	\$7,280,916	\$11,725,000		\$11,725,000	\$47,554,685
<b>OUT-OF-STATE TUITION</b>														
40 Alamogordo	\$140,252	\$141,961	\$68,448	\$68,722	\$39,359	\$30,929	\$15,830	\$12,675	\$8,367	\$4,068	\$15,830		\$15,830	\$546,441
41 Lordsburg	\$341,264	\$366,867	\$422,405	\$300,202	\$338,109	\$337,949	\$298,221	\$296,879	\$294,498	\$310,716	\$354,170		\$354,170	\$3,661,279
42 <b>Subtotal Out-of-State Tuition</b>	\$481,515	\$508,828	\$490,852	\$368,924	\$377,468	\$366,878	\$314,051	\$309,554	\$302,865	\$314,784	\$370,000		\$370,000	\$4,207,720
43 <b>GRAND TOTAL</b>	\$1,526,653	\$1,362,569	\$2,062,600	\$2,100,700	\$3,148,785	\$3,095,000	\$4,245,659	\$7,367,499	\$8,670,000	\$7,595,700	\$12,095,000		\$12,095,000	\$54,582,927

<sup>1</sup> In 2008-2009, the amount for Jemez Mountain of \$835,000 includes \$550,000 from the FY09 Appropriation and \$285,000 from the FY10 Appropriation.

**FIGURE 2**

**Funding Formula (Current): Factors  
(State Equalization Guarantee)**

<b>State Equalization Guarantee Computation</b>			
<b><u>Grade Level/Program Membership</u></b>		<b><u>Times</u></b>	<b><u>Cost Differential = Units</u></b>
Kindergarten & 3- and 4-Year-Old DD	FTE	×	1.44
Grade 1	MEM	×	1.20
Grades 2-3	MEM	×	1.18
Grades 4-6	MEM	×	1.045
Grades 7-12	MEM	×	1.25
<b><u>Special Education</u></b>			
Related Services (Ancillary)	FTE	×	25.00
A/B Level Service Add-on	MEM	×	0.70
C Level Service Add-on	MEM	×	1.00
D Level Service Add-on	MEM	×	2.00
3- and 4-Year-Old DD Program Add-on	MEM	×	2.00
<b><u>Bilingual Education</u></b>			
	FTE	×	0.50
<b><u>Fine Arts Education</u></b>			
	FTE	×	0.05
<b><u>Elementary Physical Education</u></b>			
	FTE	×	0.06
			<b>S U M O F U N I T S</b>
			↓
			<b>= TOTAL PROGRAM UNITS</b>
<b>T&amp;E INDEX MULTIPLIER</b>	→ Times Value from 1.000 – 1.500		
			<b>= ADJUSTED PROGRAM UNITS</b>
			Plus
			D-Level NPTC Special Education Units Size Units (Elementary/Junior High; Senior High; District; Rural Isolation) New District Adjustment Units At-Risk Units Enrollment Growth Units National Board for Professional Teaching Standards Units Charter School Activities Units Home School Student Activities Units
			<b>= TOTAL UNITS</b>
			Plus Save Harmless Units
			<b>= GRAND TOTAL UNITS</b>
<b>Grand Total Units × Unit Value = Program Cost</b>			
– 75% Noncategorical Revenue Credits			
– Excess Cash Balance			
– Utility Conservation Program Contract Payments			
– 90% of the Certified Amount ( <i>Energy Efficiency and Renewable Energy Bonding Act</i> )			
<b>= STATE EQUALIZATION GUARANTEE</b>			



TABLE 4

FUNDING FORMULA (CURRENT): MEMBERSHIP AND PROGRAM UNITS  
1999-2000 THROUGH 2009-2010 (Budgeted)

School Year	Student Membership	ECE Units	Grades 1-12 Units	Special Education Units	Bilingual Education Units	Elem. P.E. Units	Fine Arts Program Units	T & E Units	Size Adjustment Units	At-Risk Units	Enrollment Growth Units	National Board Certified Teacher Units	Charter and Home School Activity Units	Hold-harmless Units	Total Program Units
1 1999-2000 <sup>1</sup>	316,634	19,914	357,832	112,107	15,777			47,236	18,472	23,161	881			165	595,545
2 2000-2001 <sup>2,3</sup>	312,134	21,824	350,782	112,965	13,580			45,351	19,194	22,900	352			455	587,403
3 2001-2002	312,209	26,105	347,289	113,685	13,168			45,675	19,871	23,881	1,415			328	591,417
4 2002-2003 <sup>4</sup>	313,030	27,356	347,230	114,131	12,830			46,050	20,489	23,151	1,278			210	592,726
5 2003-2004 <sup>4,5</sup>	315,543	31,206	347,119	112,966	12,053			48,453	20,974	23,228	5,768	128		90	603,311
6 2004-2005 <sup>4</sup>	320,452	36,498	348,946	112,717	11,490			52,525	21,993	22,601	5,445	167		4	617,412
7 2005-2006	321,663	38,884	348,609	112,009	11,002			51,856	22,664	22,233	4,071	206		118	617,746
8 2006-2007 <sup>6</sup>	323,006	39,837	349,499	114,934	11,350			57,117	23,180	21,735	5,100	260		45	630,855
9 2007-2008 <sup>7</sup>	323,760	40,547	349,869	116,957	10,705	2,151	7,898	54,882	23,608	21,663	3,407	344	3	603	632,636
10 2008-2009	322,680	40,574	348,385	112,755	10,026	3,908	7,971	51,675	24,108	20,920	3,790	441	5	835	625,394
11 2009-2010 (Budgeted)	324,044	40,808	349,561	111,602	9,721	3,908	8,078	51,395	24,963	20,618	2,075	464	9	0	623,200

<sup>1</sup> For FY 00 only, the enrollment growth factor was adjusted from 0.5 to 1.0, and funding was based on prior year 40th day basic membership and prior year December 1 special education  
<sup>2</sup> Beginning in FY 01, funding was based on the average of prior year membership of 40th, 80th, and 120th school days plus full-day kindergarten and start-up charter schools.  
<sup>3</sup> Beginning in FY 01, full-day kindergarten was phased in over five years.  
<sup>4</sup> Funding included adjustments for at-risk hold harmless.

<sup>5</sup> In 2003, the funding formula was amended to: (1) change the way growth units are calculated; (2) add units for fine arts programs in elementary schools; and (3) add units for the number of National Board certified teachers on staff.

<sup>6</sup> Beginning in FY 07, funding was based on the average of prior year membership of 80th and 120th school days.

<sup>7</sup> In 2007, the funding formula was amended to include, beginning in FY 08, elementary physical education units and charter school and home school activity units.

**TABLE 5**  
**FUNDING FORMULA (CURRENT): PROGRAM COST, UNITS, UNIT VALUE, CREDITS, AND THE STATE EQUALIZATION GUARANTEE**  
**1999-2000 THROUGH 2009-2010 (Budgeted)**

School Year	Program Cost	Units	Unit Value	Credits <sup>1</sup>	State Equalization Guarantee	SEG % Change
1 1999-2000 <sup>2</sup>	\$1,464,654,810	595,545	\$2,460.00	\$52,945,511	\$1,408,472,225	
2 2000-2001	\$1,554,602,603	587,403	\$2,647.56	\$51,594,736	\$1,499,649,059	6.47%
3 2001-2002	\$1,699,963,260	591,417	\$2,871.01	\$57,104,709	\$1,639,492,075	9.33%
4 2002-2003	\$1,714,838,008	592,726	\$2,889.89	\$58,903,705	\$1,652,557,168	0.80%
5 2003-2004	\$1,797,400,880	603,311	\$2,976.20	\$59,552,648	\$1,725,882,334	4.44%
6 2004-2005	\$1,896,234,222	617,412	\$3,068.70	\$61,449,095	\$1,831,431,025	6.12%
7 2005-2006 <sup>3</sup>	\$2,027,358,726	617,746	\$3,198.01	\$57,731,867	\$1,967,399,425	7.42%
8 2006-2007 <sup>3</sup>	\$2,174,205,395	630,855	\$3,446.44	\$56,301,868	\$2,115,229,030	7.51%
9 2007-2008 <sup>3</sup>	\$2,303,450,368	631,815	\$3,645.77	\$66,792,782	\$2,256,493,591	6.68%
10 2008-2009 <sup>3</sup>	\$2,421,391,873	625,393	\$3,871.79	\$72,431,667	\$2,348,148,814	4.06%
11 2009-2010 (Budgeted) <sup>3,4</sup>	\$2,408,123,026	623,200	\$3,862.79	\$78,909,879	\$2,328,736,762	-0.83%

<sup>1</sup> Funding formula credits include: federal Impact Aid, federal Forest Reserve, and local property tax (0.5 mill levy).

<sup>2</sup> Effective in FY 00, the law was amended to reduce credits to 75 percent instead of 95 percent of eligible federal and local revenues for operational purposes and to require districts to budget state funds equal to 20 percent for capital outlay.

<sup>3</sup> Effective in FY 06, the law was amended to remove the requirement that school districts budget an amount equal to 20 percent for capital outlay.

<sup>4</sup> For FY 10, the unit value comprises \$3,606.40 from the General Fund and \$256.39 from the federal *American Recovery and Reinvestment Act of 2009* (ARRA). The Program Cost and SEG reflect both sources of funding.

## FIGURE 3 Proposed Funding Formula: Description

In both 2008 and 2009, the LESC endorsed legislation to amend the public school funding formula, or state equalization guarantee (SEG); however, the legislation did not pass. Based on a three-year study of the current formula, the proposed funding formula is based on four factors (notably fewer factors than the current funding formula, which is shown in Figure 2): poverty, as measured by the percent of students who qualify for Free or Reduced Price Lunch; English language Learners (ELL); special education (SPED), which is set at a census-based figure of 16% for all school districts, except for charter schools, whose special education adjustment is based on the actual percentage of students receiving services; and mobility rate.

The general formula is shown below, followed by the specific formulas for school districts and charter schools.

### Base Per-Student Cost

- × Poverty Adjustment (Free and Reduced Lunch)
- × English Learner Adjustment
- × Special Education Adjustment (Census-based)
- × Mobility Adjustment
- × Share 6-8 Enrollment Adjustment
- × Share 9-12 Enrollment Adjustment
- × Scale (Total District Enrollment) Adjustment
- × Adjusted Index of Staff Qualifications (Not less than 1.000)

= Sufficient Per-Student Cost

**Sufficient Per-Student Cost × Total District Enrollment = Sufficient Total Program Cost**

<b>Proposed Funding Formula School Districts</b>	<b>Proposed Funding Formula Charter Schools</b>
<p><b>Base Per-Student Cost = <u>\$5,106</u></b></p> <ul style="list-style-type: none"> <li>× (Poverty Index)<sup>0.375</sup></li> <li>× (English Learner Index)<sup>0.094</sup></li> <li>× (Special Education Index: <u>Census-based</u>)<sup>1.723</sup></li> <li>× (Mobility Rate Index)<sup>0.190</sup></li> <li>× (Grade 6-8 Enrollment Index)<sup>0.291</sup>/<u>1.063</u></li> <li>× (Grade 9-12 Enrollment Index)<sup>0.608</sup>/<u>1.187</u></li> <li>× (Enrollment)<sup>-0.575</sup> × exp(ln(Enrollment)<sup>2</sup>)<sup>0.029</sup>/<u>0.062</u></li> <li>× Adjusted Index of Staff Qualifications (Not less than 1.000)</li> </ul> <p>= Sufficient Per-Student Cost</p> <p><b>Sufficient Per-Student Cost × Total District Enrollment =</b> <b style="text-align: center;">Sufficient Total Program Cost</b></p>	<p><b>Base Per-Student Cost = <u>\$6,907</u></b></p> <ul style="list-style-type: none"> <li>× (Poverty Index)<sup>0.375</sup></li> <li>× (English Learner Index)<sup>0.094</sup></li> <li>× (Special Education Index: <u>Actual</u>)<sup>1.723</sup></li> <li>× (Mobility Rate Index)<sup>0.190</sup></li> <li>× (Grade 6-8 Enrollment Index)<sup>0.291</sup>/<u>1.074</u></li> <li>× (Grade 9-12 Enrollment Index)<sup>0.608</sup>/<u>1.241</u></li> <li>× (Enrollment)<sup>-0.307</sup> × exp(ln(Enrollment)<sup>2</sup>)<sup>0.012</sup>/<u>0.291</u></li> <li>× Adjusted Index of Staff Qualifications (Not less than 1.000)</li> </ul> <p>= Sufficient Per-Student Cost</p> <p><b>Sufficient Per-Student Cost × Total District Enrollment =</b> <b style="text-align: center;">Sufficient Total Program Cost</b></p>

Underline denotes a difference between the two formulas.

In its final report to the Funding Formula Study Task Force, American Institutes for Research (AIR) explains the reason for the difference in size calculations as follows: “Because charter schools generally have enrollment levels that are far smaller than districts, the district-level formula adjustment for this cost factor is not applicable. Simply put, charter schools cannot be treated the same way districts are in analyzing the impact of scale. To address this difference, an additional regression procedure was run for charter schools that constrained all of the student need adjustments (i.e., for poverty, English learners, special education and mobility) and enrollment composition to be identical to those produced by the district-level equation, but estimated a different relationship between enrollment and sufficient per pupil cost.”

**Note:** “exp” is the inverse of the natural log (ln). Natural logarithms are based on the constant e (2.71828182845904).

**Table 6**

**Proposed Funding Formula: Factors**  
*(Data from school year 2008-2009)*

		<i>Proposed Funding Formula Factors</i>			
District/State-chartered Charter School	40th DAY ENROLLMENT	Percent Free & Reduced Lunch	Percent ELL	Percent SPED	Mobility Rate
1 ALAMOGORDO	6,073	55.1%	2.4%	19.5%	18.1%
2 ALBUQUERQUE	94,338	52.5%	16.0%	16.9%	24.7%
3 ANIMAS	244	54.1%	5.7%	16.4%	17.9%
4 ARTESIA	3,494	43.6%	5.8%	17.0%	21.3%
5 AZTEC	3,232	48.5%	3.0%	19.6%	21.5%
6 BELEN	4,652	81.6%	5.1%	19.4%	23.2%
7 BERNALILLO	3,164	95.6%	38.6%	18.2%	14.4%
8 BLOOMFIELD	3,009	57.4%	14.2%	22.6%	23.9%
9 CAPITAN	496	57.3%	0.0%	8.7%	21.8%
10 CARLSBAD	5,917	55.1%	1.6%	19.6%	24.1%
11 CARRIZOZO	191	88.5%	0.0%	14.1%	27.5%
12 CENTRAL CONS.	6,411	99.9%	29.4%	20.1%	25.3%
13 CHAMA	407	100.0%	48.6%	17.4%	12.3%
14 CIMARRON	490	40.8%	0.8%	13.9%	21.2%
15 CLAYTON	586	58.5%	0.2%	13.8%	18.2%
16 CLOUDCROFT	433	42.3%	0.9%	17.6%	17.6%
17 CLOVIS	7,966	66.1%	14.0%	15.3%	26.8%
18 COBRE CONS.	1,374	98.8%	18.7%	15.8%	17.7%
19 CORONA	86	100.0%	16.3%	15.1%	18.1%
20 COTTONWOOD CLASSICAL*	138	0.0%	0.0%	13.8%	14.1%
21 CUBA	705	99.9%	31.6%	14.2%	23.4%
22 DEMING	5,335	97.9%	31.8%	11.5%	20.7%
23 DES MOINES	82	45.1%	0.0%	8.5%	28.9%
24 DEXTER	1,037	62.0%	19.0%	18.7%	25.5%
25 DORA	233	43.3%	2.1%	16.7%	27.2%
26 DULCE	676	100.0%	35.4%	13.9%	13.0%
27 ELIDA	108	39.8%	0.0%	13.9%	40.6%
28 ESPANOLA	4,379	98.6%	26.7%	10.8%	21.4%
29 ESTANCIA	945	75.8%	6.2%	16.1%	31.8%
30 EUNICE	582	59.5%	7.2%	14.1%	19.6%
31 FARMINGTON	10,297	46.3%	10.9%	16.5%	30.4%
32 FLOYD	233	70.4%	20.6%	18.9%	13.6%
33 FT SUMNER	317	56.8%	3.5%	23.7%	20.8%
34 GADSDEN	13,685	100.0%	47.8%	13.1%	25.0%
35 GALLUP	12,022	78.5%	35.7%	13.5%	25.8%
36 GRADY	122	49.2%	0.0%	15.6%	24.2%
37 GRANTS	3,455	70.1%	16.2%	13.8%	24.9%
38 HAGERMAN	420	100.0%	12.9%	19.5%	25.5%
39 HATCH	1,368	99.9%	50.1%	10.5%	20.4%
40 HOBBS	7,938	58.8%	17.9%	12.7%	28.1%
41 HONDO	152	100.0%	13.8%	11.2%	45.2%
42 HORIZON ACADEMY*	433	65.8%	3.0%	13.4%	5.7%
43 HOUSE	88	48.9%	0.0%	13.6%	84.2%
44 JAL	388	56.2%	16.5%	12.9%	23.0%
45 JEMEZ MOUNTAIN	373	72.4%	54.2%	11.8%	23.4%
46 JEMEZ VALLEY	510	75.7%	23.1%	16.9%	15.1%
47 LAKE ARTHUR	150	88.0%	19.3%	16.0%	31.5%
48 LAS CRUCES	23,622	52.5%	13.3%	20.2%	21.8%
49 LAS VEGAS CITY	1,993	56.4%	22.0%	19.9%	13.1%
50 LOGAN	220	74.5%	0.9%	13.2%	34.4%

**Table 6**

**Proposed Funding Formula: Factors**  
*(Data from school year 2008-2009)*

		<b>Proposed Funding Formula Factors</b>				
	District/State-chartered Charter School	40th DAY ENROLLMENT	Percent Free & Reduced Lunch	Percent ELL	Percent SPED	Mobility Rate
51	LORDSBURG	650	69.2%	8.0%	15.4%	16.5%
52	LOS ALAMOS	3,350	0.0%	4.1%	29.4%	3.4%
53	LOS LUNAS	8,520	67.5%	10.9%	16.2%	17.1%
54	LOVING	580	100.0%	21.7%	12.1%	21.5%
55	LOVINGTON	3,018	60.7%	16.1%	16.9%	19.3%
56	MAGDALENA	430	99.3%	35.6%	21.2%	17.3%
57	MAXWELL	96	100.0%	0.0%	18.8%	21.1%
58	MEDIA ARTS*	104	39.4%	0.0%	5.8%	110.3%
59	MELROSE	197	45.2%	0.0%	23.4%	19.6%
60	MESA VISTA	404	0.0%	47.3%	12.4%	12.3%
61	MORA	541	100.0%	10.7%	14.4%	11.1%
62	MORIARTY	3,399	51.1%	5.2%	17.9%	22.0%
63	MOSQUERO	36	41.7%	0.0%	16.7%	28.9%
64	MOUNTAINAIR	316	69.6%	7.6%	16.1%	28.3%
65	NORTH VALLEY ACADEMY*	431	56.1%	5.3%	11.4%	12.6%
66	PECOS	657	100.0%	34.9%	20.2%	13.5%
67	PENASCO	510	84.1%	20.2%	14.9%	16.0%
68	POJOAQUE	1,964	48.7%	24.9%	17.3%	7.5%
69	PORTALES	2,714	64.4%	6.7%	14.8%	26.3%
70	QUEMADO	177	63.3%	0.0%	6.2%	24.2%
71	QUESTA	533	89.7%	58.0%	15.4%	18.3%
72	RATON	1,299	60.3%	12.2%	17.3%	19.7%
73	RESERVE	170	72.9%	0.0%	27.1%	18.8%
74	RIO RANCHO	15,828	35.4%	3.7%	15.3%	16.6%
75	ROSWELL	9,484	57.6%	9.2%	19.7%	28.5%
76	ROY	56	51.8%	0.0%	14.3%	14.5%
77	RUIDOSO	2,244	59.0%	10.7%	15.4%	22.6%
78	SAN JON	146	69.2%	0.0%	11.6%	34.4%
79	SANTA FE	13,442	65.4%	29.4%	16.4%	17.8%
80	SANTA ROSA	634	91.3%	19.2%	10.7%	16.2%
81	SILVER CITY	3,228	51.5%	3.9%	13.5%	14.9%
82	SOCORRO	1,865	53.4%	0.5%	19.4%	15.9%
83	SPRINGER	197	100.0%	0.0%	14.7%	14.5%
84	TAOS	3,035	95.6%	11.7%	20.6%	17.0%
85	TATUM	301	50.5%	13.3%	10.0%	26.0%
86	TEXICO	525	46.1%	1.5%	10.3%	19.5%
87	TRUTH OR CONS.	1,422	72.6%	14.1%	22.1%	25.8%
88	TUCUMCARI	1,028	99.9%	5.4%	16.2%	36.3%
89	TULAROSA	970	100.0%	3.8%	10.7%	19.1%
90	VAUGHN	95	98.9%	30.5%	16.8%	41.4%
91	WAGON MOUND	73	100.0%	53.4%	8.2%	57.1%
92	WEST LAS VEGAS	1,728	98.4%	25.8%	13.4%	23.7%
93	ZUNI	1,434	100.0%	95.0%	11.8%	14.0%
94	<b>STATEWIDE TOTALS/AVERAGES:</b>	<b>322,400</b>	<b>61.9%</b>	<b>17.3%</b>	<b>16.7%</b>	<b>23.4%</b>

\*State-chartered charter school

**TABLE 7**  
**GENERAL FUND APPROPRIATIONS FOR PUBLIC EDUCATION**  
**(FY 2000 through FY 2010)**  
*(dollars in thousands)*

Fiscal Year	Total Appropriation	Public Education <sup>1</sup>	DOLLAR INCREASE/ (DECREASE) (from prior year)	Percent to Public Education
1 2000	\$3,328,489.7	\$1,562,907.9	\$75,647.6	47.0%
2 2001	\$3,574,160.3	\$1,657,343.6	\$94,435.7	46.4%
3 2002	\$3,866,225.9	\$1,805,538.6	\$148,195.0	46.7%
4 2003	\$3,896,246.7	\$1,808,677.6	\$3,139.0	46.4%
5 2004	\$4,119,803.3	\$1,883,638.4	\$74,960.8	45.7%
6 2005	\$4,384,999.0	\$1,992,856.7	\$109,218.3	45.4%
7 2006	\$4,708,633.3	\$2,131,901.6	\$139,044.9	45.3%
8 2007	\$5,113,148.0	\$2,293,467.1	\$161,565.5	44.9%
9 2008	\$5,674,955.6	\$2,484,677.9	\$191,210.8	43.8%
10 2009 (adjusted for solvency) <sup>2</sup>	\$5,862,403.0	\$2,538,686.6	\$54,008.7	43.3%
11 2010 (estimated) (adjusted for solvency) <sup>3</sup>	\$5,269,660.0	\$2,276,079.3	(\$262,607.3)	43.2%

<sup>1</sup> Beginning in FY 06, public education includes public school support, funding for the Public Education Department, and special projects. Prior to FY 06, public education also included General Fund appropriations to the School for the Blind and Visually Impaired and the School for the Deaf.

<sup>2</sup> The FY 09 appropriation for public education does not include the one-time \$35,753.6 appropriation to the State Equalization Guarantee from the "education lockbox."

<sup>3</sup> The FY 10 appropriation for public education does not include the \$210,200.0 appropriation to the State Equalization Guarantee from the federal *American Recovery & Reinvestment Act*.

TABLE 8

TEACHERS' SALARIES: AVERAGE RETURNING TEACHER SALARIES  
STATEWIDE  
1999-2000 THROUGH 2009-2010

	School Year	New Mexico Average Returning Teacher Salary	Difference	Percent Increase	
1	1999-2000	\$32,731	\$749	2.34%	1
2	2000-2001	\$34,310	\$1,579	4.82%	2
3	2001-2002	\$36,440	\$2,130	6.21%	3
4	2002-2003	\$36,805	\$365	1.00%	4
5	2003-2004	\$38,196	\$1,391	3.78%	5
6	2004-2005	\$39,279	\$1,083	2.84%	6
7	2005-2006	\$40,804	\$1,525	3.88%	7
8	2006-2007	\$42,567	\$1,763	4.32%	8
9	2007-2008	\$45,218	\$2,651	6.23%	9
10	2008-2009 <sup>1</sup>	\$46,569	\$1,351	2.99%	10
11	2009-2010 <sup>2</sup>	\$46,793	\$224	0.48%	11

<sup>1</sup>Public Education Department estimated actual.

<sup>2</sup>Public Education Department budgeted.

**NOTE:** New Mexico's average returning teacher salary includes only those salaries paid from state operational funds. It does not include beginning teacher salaries.

**TABLE 9**  
**TEACHERS' SALARIES: AVERAGE RETURNING TEACHER SALARIES BY DISTRICT**  
**2008-2009 ESTIMATED ACTUAL TO 2009-2010 BUDGETED, RANKED BY 2009-2010 SALARY\***

District	2009-2010 Rank	2008-2009 Average	2009-2010 Average	Difference	Change	Contract Hourly Rate	Avg Yrs Exp.
1 ALAMOGORDO	46	\$46,179	\$47,014	\$835	1.81%	\$35.86	12.60
2 ALBUQUERQUE		\$46,451	\$46,556	\$105	0.23%	\$38.21	11.01
3 Academia de Lengua y Cultura		\$47,642	\$48,595	\$953	2.00%	\$32.66	15.00
4 Academy of Trades & Technology		\$49,965	\$50,795	\$830	1.66%	\$37.63	3.30
5 AIMS @ UNM		\$41,307	\$42,549	\$1,242	3.01%	\$33.22	6.11
6 Alb. Talent Development Secondary Charter		\$53,277	\$53,277	\$0	0.00%	\$42.69	20.50
7 Amy Biehl Charter High		\$42,083	\$43,006	\$923	2.19%	\$26.22	5.29
8 Bataan Military Academy		\$41,773	\$41,774	\$1	0.00%	\$36.93	23.48
9 Career Academic & Tech. Academy		\$44,012	\$44,012	\$0	0.00%	\$35.74	6.75
10 Christine Duncan Community School		\$50,284	\$50,285	\$1	0.00%	\$41.90	16.10
11 Corrales International School		\$51,623	\$55,558	\$3,935	7.62%	\$44.99	21.50
12 Digital Arts & Technology Academy		\$42,963	\$43,087	\$124	0.29%	\$32.57	9.83
13 East Mountain High School		\$44,785	\$45,067	\$282	0.63%	\$32.84	9.27
14 El Camino Real Academy		\$37,555	\$38,891	\$1,336	3.56%	\$27.73	4.45
15 Gordon Bernell Charter School		\$50,654	\$50,654	\$0	0.00%	\$29.31	9.22
16 La Academia de Esperanza		\$52,570	\$52,570	\$0	0.00%	\$41.87	14.01
17 La Luz del Monte Learning Center		\$41,793	\$41,794	\$1	0.00%	\$32.86	14.88
18 La Promesa Early Learning Center		\$48,569	\$48,569	\$0	0.00%	\$46.26	15.31
19 La Resolana Leadership Academy		\$33,579	\$33,579	\$0	0.00%	\$24.87	3.50
20 Learning Community Charter School (The)		\$50,593	\$50,593	\$0	0.00%	\$43.88	17.31
21 Los Puentes Charter School		\$47,428	\$47,577	\$149	0.31%	\$40.00	9.33
22 Montessori Elementary School		\$35,137	\$35,840	\$703	2.00%	\$24.75	5.14
23 Montessori of the Rio Grande		\$41,839	\$42,816	\$977	2.34%	\$30.53	7.80
24 Mountain Mahogany Community School		\$38,972	\$43,500	\$4,528	11.62%	\$31.69	6.67
25 Native American Community Academy		\$41,787	\$42,202	\$415	0.99%	\$34.14	5.06
26 North Albuquerque Co-Op Community		\$42,042	\$44,329	\$2,287	5.44%	\$32.84	6.60
27 Nuestros Valores Charter School		\$50,413	\$54,123	\$3,710	7.36%	\$40.08	9.14
28 Public Academy for Performing Arts (PAPA)		\$46,117	\$47,440	\$1,323	2.87%	\$39.26	10.61
29 Ralph J. Bunche Academy		\$38,946	\$38,946	\$0	0.00%	\$33.29	5.20
30 Robert F. Kennedy Charter School		\$41,718	\$44,730	\$3,012	7.22%	\$28.87	10.19
31 S.I.A. Tech		\$62,560	\$64,437	\$1,877	3.00%	\$39.30	10.17
32 South Valley Academy		\$51,633	\$51,719	\$86	0.17%	\$28.20	9.50
33 Southwest Primary Learning Center		\$46,809	\$46,810	\$1	0.00%	\$34.40	15.00
34 Southwest Secondary Learning Center		\$42,243	\$42,244	\$1	0.00%	\$30.95	8.81
35 Twenty-First Century Public Academy		\$44,893	\$44,894	\$1	0.00%	\$34.60	11.08
36 ALBUQUERQUE W/CHARTERS <sup>1</sup>	54	\$46,358	\$46,504	\$146	0.31%	\$34.86	10.50
37 ALMA D' ARTE CHARTER HIGH SCHOOL	10	\$51,219	\$51,987	\$768	1.50%	\$42.09	16.08
38 ANIMAS	25	\$48,502	\$49,377	\$875	1.80%	\$38.82	17.50
39 ARTESIA	16	\$50,219	\$50,897	\$678	1.35%	\$37.08	15.07
40 AZTEC		\$46,102	\$46,570	\$468	1.02%	\$34.41	14.25
41 Mosaic Academy Charter		\$43,608	\$43,608	\$0	0.00%	\$30.25	10.73
42 AZTEC W/CHARTER <sup>1</sup>	57	\$45,971	\$46,415	\$444	0.97%	\$32.33	12.49
43 BELEN	73	\$45,042	\$45,361	\$319	0.71%	\$35.31	12.17
44 BERNALILLO		\$45,397	\$45,453	\$56	0.12%	\$35.68	13.22
45 Village Academy		\$34,694	\$38,751	\$4,057	11.69%	\$31.92	7.25
46 BERNALILLO W/CHARTER <sup>1</sup>	74	\$45,224	\$45,344	\$120	0.27%	\$33.80	10.23
47 BLOOMFIELD	42	\$47,054	\$47,244	\$190	0.40%	\$36.29	16.20
48 CAPITAN	36	\$47,622	\$48,089	\$467	0.98%	\$34.70	16.68
49 CARLSBAD		\$61,527	\$61,528	\$1	0.00%	\$47.97	14.35
50 Jefferson Montessori Academy		\$44,361	\$44,362	\$1	0.00%	\$32.32	5.44
51 CARLSBAD W/CHARTER <sup>1</sup>	1	\$61,090	\$61,091	\$1	0.00%	\$40.15	9.90
52 CARRIZOZO	21	\$49,165	\$49,657	\$492	1.00%	\$37.41	12.67
53 CENTRAL	5	\$54,076	\$54,651	\$575	1.06%	\$39.39	17.42
54 CESAR CHAVEZ COMMUNITY SCHOOL	7	\$54,031	\$54,199	\$168	0.31%	\$35.47	16.00
55 CHAMA	23	\$49,010	\$49,593	\$583	1.19%	\$38.10	17.95
56 CIMARRON		\$45,239	\$45,517	\$278	0.61%	\$35.56	16.99
57 Moreno Valley High School		\$42,125	\$42,127	\$2	0.00%	\$30.44	8.23
58 CIMARRON W/CHARTER <sup>1</sup>	80	\$44,646	\$44,871	\$225	0.50%	\$33.00	12.61
59 CLAYTON	51	\$46,125	\$46,730	\$605	1.31%	\$33.22	14.99
60 CLOUDCROFT	33	\$48,247	\$48,248	\$1	0.00%	\$35.15	18.01
61 CLOVIS	76	\$44,992	\$45,269	\$277	0.62%	\$33.89	11.51
62 COBRE	29	\$48,805	\$48,805	\$0	0.00%	\$37.89	15.00
63 CORONA	49	\$46,203	\$46,762	\$559	1.21%	\$34.69	13.74
64 COTTONWOOD CLASSICAL PREPARATORY	8	\$54,143	\$54,143	\$0	0.00%	\$32.98	10.50
65 CREATIVE EDUCATION PREP. INST. #1	27	\$48,102	\$49,075	\$973	2.02%	\$36.64	11.03
66 CUBA	28	\$48,980	\$48,981	\$1	0.00%	\$38.24	16.61
67 DEMING		\$44,717	\$44,815	\$98	0.22%	\$32.62	11.07



**TABLE 9**  
**TEACHERS' SALARIES: AVERAGE RETURNING TEACHER SALARIES BY DISTRICT**  
**2008-2009 ESTIMATED ACTUAL TO 2009-2010 BUDGETED, RANKED BY 2009-2010 SALARY\***

	District	2009-2010 Rank	2008-2009 Average	2009-2010 Average	Difference	Change	Contract Hourly Rate	Avg Yrs Exp.
68	Deming Cesar Chavez Charter High		\$39,318	\$40,316	\$998	2.54%	\$29.37	5.40
69	DEMING W/CHARTERS <sup>1</sup>	83	\$44,627	\$44,741	\$114	0.26%	\$31.00	8.23
70	DES MOINES	62	\$43,888	\$45,994	\$2,106	4.80%	\$32.22	12.08
71	DEXTER	64	\$45,876	\$45,876	\$0	0.00%	\$35.62	11.85
72	DORA	20	\$49,310	\$50,045	\$735	1.49%	\$41.49	16.47
73	DULCE	66	\$44,824	\$45,853	\$1,029	2.30%	\$33.05	11.86
74	ELIDA	88	\$44,295	\$44,295	\$0	0.00%	\$34.68	12.58
75	ESPANOLA		\$45,546	\$45,547	\$1	0.00%	\$30.43	14.36
76	Cariños Charter School <sup>2</sup>		\$47,762	\$47,763	\$1	0.00%	\$34.15	11.14
77	ESPANOLA W/CHARTERS <sup>1</sup>	71	\$45,606	\$45,607	\$1	0.00%	\$32.29	12.75
78	ESTANCIA	32	\$48,067	\$48,249	\$182	0.38%	\$37.43	13.83
79	EUNICE	77	\$44,678	\$45,229	\$551	1.23%	\$33.38	13.94
80	FARMINGTON	56	\$46,258	\$46,422	\$164	0.35%	\$33.46	7.64
81	FLOYD	45	\$45,726	\$47,055	\$1,329	2.91%	\$39.46	12.04
82	FT. SUMNER	19	\$50,119	\$50,119	\$0	0.00%	\$40.67	19.93
83	GADSDEN	78	\$45,148	\$45,148	\$0	0.00%	\$34.98	11.98
84	GALLUP		\$43,872	\$43,894	\$22	0.05%	\$31.39	11.90
85	Middle College High School <sup>3</sup>		\$46,691	\$51,741	\$5,050	10.82%	\$28.31	25.83
86	GALLUP W/CHARTER <sup>1</sup>	92	\$43,877	\$43,905	\$28	0.06%	\$29.85	18.87
87	GILBERT L. SENA CHARTER HIGH SCHOOL	3	\$55,237	\$56,342	\$1,105	2.00%	\$37.86	12.08
88	GRADY	34	\$48,155	\$48,156	\$1	0.00%	\$41.05	19.04
89	GRANTS	41	\$46,856	\$47,356	\$500	1.07%	\$36.49	14.38
90	HAGERMAN	75	\$45,317	\$45,317	\$0	0.00%	\$33.02	10.16
91	HATCH	40	\$47,421	\$47,422	\$1	0.00%	\$34.55	10.56
92	HOBBS	39	\$46,475	\$47,503	\$1,028	2.21%	\$33.83	9.15
93	HONDO	81	\$44,457	\$44,869	\$412	0.93%	\$40.42	15.79
94	HORIZON ACADEMY WEST	94	\$41,890	\$42,208	\$318	0.76%	\$36.85	6.17
95	HOUSE	26	\$49,167	\$49,168	\$1	0.00%	\$42.30	14.88
96	JAL	4	\$54,320	\$54,734	\$414	0.76%	\$41.01	21.04
97	JEMEZ MOUNTAIN		\$43,394	\$43,952	\$558	1.29%	\$33.29	8.77
98	Lindriith Area Heritage Charter School		\$53,900	\$54,400	\$500	0.93%	\$41.60	22.00
99	JEMEZ MOUNTAIN W/CHARTER <sup>1</sup>	87	\$43,823	\$44,379	\$556	1.27%	\$37.44	15.38
100	JEMEZ VALLEY <sup>4</sup>		\$47,214	\$46,960	(\$254)	-0.54%	\$36.69	11.01
101	San Diego Riverside		\$48,130	\$48,278	\$148	0.31%	\$36.59	16.40
102	Walatowa Charter High School		\$46,366	\$46,486	\$120	0.26%	\$35.61	9.48
103	JEMEZ VALLEY W/CHARTERS <sup>1,4</sup>	43	\$47,343	\$47,225	(\$118)	-0.25%	\$36.30	12.30
104	LAKE ARTHUR	96	\$40,278	\$40,278	\$0	0.00%	\$26.64	5.91
105	LAS CRUCES		\$45,987	\$46,042	\$55	0.12%	\$33.58	12.65
106	La Academia Dolores Huerta		\$45,062	\$46,251	\$1,189	2.64%	\$36.71	15.69
107	Las Montanas Charter		\$44,980	\$45,937	\$957	2.13%	\$30.54	10.08
108	LAS CRUCES W/CHARTERS <sup>1</sup>	61	\$45,976	\$46,042	\$66	0.14%	\$33.61	12.81
109	LAS VEGAS CITY	58	\$45,916	\$46,276	\$360	0.78%	\$35.75	14.72
110	LOGAN	37	\$47,851	\$47,852	\$1	0.00%	\$40.23	17.98
111	LORDSBURG	68	\$45,286	\$45,804	\$518	1.14%	\$31.95	14.73
112	LOS ALAMOS	11	\$51,770	\$51,782	\$12	0.02%	\$36.31	16.42
113	LOS LUNAS <sup>4</sup>	91	\$44,567	\$43,974	(\$593)	-1.33%	\$34.90	11.71
114	LOVING	13	\$51,416	\$51,416	\$0	0.00%	\$37.26	14.50
115	LOVINGTON	69	\$45,586	\$45,697	\$111	0.24%	\$33.10	12.76
116	MAGDALENA	50	\$45,960	\$46,731	\$771	1.68%	\$36.51	12.93
117	MAXWELL	72	\$45,510	\$45,510	\$0	0.00%	\$37.67	15.10
118	MEDIA ARTS COLLABORATIVE CHARTER	97	\$36,820	\$37,925	\$1,105	3.00%	\$29.92	4.00
119	MELROSE	24	\$48,505	\$49,505	\$1,000	2.06%	\$38.65	19.47
120	MESA VISTA	59	\$45,627	\$46,263	\$636	1.39%	\$36.33	13.58
121	MORA	31	\$46,330	\$48,260	\$1,930	4.17%	\$37.27	13.32
122	MORIARTY	38	\$46,617	\$47,704	\$1,087	2.33%	\$37.04	14.63
123	MOSQUERO	93	\$42,292	\$43,704	\$1,412	3.34%	\$36.60	20.63
124	MOUNTAINAIR	35	\$48,089	\$48,090	\$1	0.00%	\$32.67	17.66
125	NORTH VALLEY ACADEMY	95	\$40,668	\$41,888	\$1,220	3.00%	\$27.56	8.17
126	PECOS	70	\$45,198	\$45,650	\$452	1.00%	\$32.90	13.52
127	PENASCO	30	\$47,877	\$48,596	\$719	1.50%	\$37.73	13.08
128	POJOAQUE	65	\$45,080	\$45,860	\$780	1.73%	\$35.80	12.30
129	PORTALES	53	\$46,233	\$46,570	\$337	0.73%	\$34.50	13.98
130	QUEMADO	82	\$44,761	\$44,761	\$0	0.00%	\$35.64	17.37
131	QUESTA		\$48,055	\$48,056	\$1	0.00%	\$37.31	17.93
132	Red River Valley Charter		\$40,667	\$41,730	\$1,063	2.61%	\$29.91	11.86
133	Roots & Wings Community School <sup>2</sup>		\$55,000	\$55,000	\$0	0.00%	\$28.50	8.00
134	QUESTA W/CHARTERS <sup>1</sup>	44	\$46,926	\$47,115	\$189	0.40%	\$31.91	12.60

**TABLE 9**  
**TEACHERS' SALARIES: AVERAGE RETURNING TEACHER SALARIES BY DISTRICT**  
**2008-2009 ESTIMATED ACTUAL TO 2009-2010 BUDGETED, RANKED BY 2009-2010 SALARY\***

District	2009-2010 Rank	2008-2009 Average	2009-2010 Average	Difference	Change	Contract Hourly Rate	Avg Yrs Exp.
135 RATON	48	\$46,930	\$46,931	\$1	0.00%	\$35.18	15.72
136 RESERVE	17	\$50,497	\$50,497	\$0	0.00%	\$40.72	20.19
137 RIO RANCHO	79	\$45,126	\$45,126	\$0	0.00%	\$35.42	10.77
138 ROSWELL		\$46,622	\$46,622	\$0	0.00%	\$35.03	13.54
139 Sidney Gutierrez Middle School		\$42,864	\$44,846	\$1,982	4.62%	\$35.20	10.08
140 ROSWELL W/CHARTER <sup>1</sup>	52	\$46,584	\$46,604	\$20	0.04%	\$35.12	11.81
141 ROY	18	\$49,889	\$50,332	\$443	0.89%	\$44.44	12.68
142 RUIDOSO	9	\$52,434	\$52,769	\$335	0.64%	\$41.09	17.88
143 SAN JON	15	\$50,204	\$50,964	\$760	1.51%	\$41.45	19.95
144 SANTA FE		\$46,186	\$46,431	\$245	0.53%	\$36.08	13.66
145 Academy for Tech. and the Classics		\$43,669	\$44,118	\$449	1.03%	\$30.30	11.07
146 Monte del Sol Charter School		\$47,292	\$48,534	\$1,242	2.63%	\$33.89	18.62
147 Tierra Encantada Charter School		\$34,062	\$34,232	\$170	0.50%	\$25.47	4.00
148 Turquoise Trail Elementary		\$45,819	\$47,722	\$1,903	4.15%	\$33.98	10.87
149 SANTA FE W/CHARTERS <sup>1</sup>	55	\$46,085	\$46,428	\$343	0.74%	\$31.94	11.64
150 SANTA ROSA	84	\$44,507	\$44,650	\$143	0.32%	\$34.36	13.44
151 SILVER CITY		\$51,774	\$51,802	\$28	0.05%	\$37.72	19.72
152 Aldo Leopold Charter School		\$47,875	\$49,476	\$1,601	3.34%	\$33.43	14.92
153 SILVER CITY W/CHARTER <sup>1</sup>	12	\$51,627	\$51,714	\$87	0.17%	\$35.58	17.32
154 SOCORRO		\$43,847	\$44,438	\$591	1.35%	\$34.00	13.19
155 Cottonwood Valley Charter School		\$43,675	\$44,549	\$874	2.00%	\$40.35	14.74
156 SOCORRO W/CHARTER <sup>1</sup>	86	\$43,832	\$44,447	\$615	1.40%	\$37.17	13.97
157 SPRINGER	67	\$44,545	\$45,840	\$1,295	2.91%	\$33.96	12.22
158 TAOS		\$43,832	\$44,759	\$927	2.11%	\$34.91	12.60
159 Anansi Charter School		\$47,104	\$47,105	\$1	0.00%	\$31.66	17.04
160 Taos Municipal Charter School		\$45,370	\$45,371	\$1	0.00%	\$30.99	13.97
161 Vista Grande High School		\$35,192	\$35,193	\$1	0.00%	\$22.33	4.29
162 TAOS W/CHARTERS <sup>1</sup>	85	\$43,736	\$44,543	\$807	1.85%	\$29.97	11.97
163 TATUM	6	\$54,035	\$54,476	\$441	0.82%	\$40.81	20.55
164 TEXICO	2	\$56,516	\$58,042	\$1,526	2.70%	\$44.99	15.60
165 TRUTH OR CONSEQUENCES	60	\$45,303	\$46,235	\$932	2.06%	\$33.60	12.28
166 TUCUMCARI	63	\$44,516	\$45,976	\$1,460	3.28%	\$37.08	13.99
167 TULAROSA	22	\$48,057	\$49,603	\$1,546	3.22%	\$38.60	15.81
168 VAUGHN	89	\$43,166	\$44,199	\$1,033	2.39%	\$36.83	11.69
169 WAGON MOUND	14	\$50,725	\$51,316	\$591	1.17%	\$38.25	16.78
170 WEST LAS VEGAS		\$44,198	\$44,512	\$314	0.71%	\$35.65	13.40
171 Rio Gallinas School		\$40,111	\$40,112	\$1	0.00%	\$31.95	10.51
172 WEST LAS VEGAS W/CHARTER <sup>1</sup>	90	\$43,903	\$44,194	\$291	0.66%	\$33.80	11.95
173 ZUNI	47	\$46,126	\$46,966	\$840	1.82%	\$32.85	13.61
174 STATEWIDE		<b>\$46,569</b>	<b>\$46,793</b>	<b>\$224</b>	<b>0.48%</b>	<b>\$35.04</b>	<b>12.92</b>

\*The salary data presented in this table were provided by the school districts with their 2009-2010 operating budgets. Average salaries are based on estimated contracts.

<sup>1</sup>The subtotal for districts with charter schools is a weighted average of the school districts' and charter schools' data. For ranking purposes, the subtotal for districts with charter schools was used.

<sup>2</sup>Utilizes a head teacher as the Administrator/Principal.

<sup>3</sup>Charter teachers are contracted through the University of New Mexico and are not contracted through the district.

<sup>4</sup>The local board reduced the number of contract days to balance the budget.

TABLE 10

TEACHERS' SALARIES: AVERAGE SALARIES BY LEVEL AND DISTRICT  
School Year 2008-2009

District/State Chartered Charter School	Internship Teachers <sup>1</sup>		Level 1 Teachers (minimum=\$30,000)		Level 2 Teachers (minimum=\$40,000)		Level 3 Teachers (minimum=\$50,000)		Total Teachers	
	Number	Avg Salary	Number	Avg Salary	Number	Avg Salary	Number	Avg Salary	Number	Avg Salary
1 ALAMOGORDO	13	\$33,382	62	\$33,403	193	\$44,307	151	\$52,938	419	\$45,465
2 ALBUQUERQUE	140	\$32,194	1,030	\$33,022	2,591	\$45,326	1,664	\$55,644	5,425	\$45,816
3 ANIMAS	1	\$30,792	0	N/A	5	\$45,557	12	\$52,377	18	\$49,283
4 ARTESIA	3	\$34,743	42	\$34,119	97	\$47,501	96	\$56,317	238	\$48,535
5 AZTEC	2	\$31,953	28	\$33,343	119	\$44,266	63	\$53,570	212	\$45,472
6 BELEN	18	\$31,864	45	\$33,626	170	\$44,049	81	\$51,641	314	\$43,815
7 BERNALILLO	12	\$33,500	53	\$33,772	124	\$47,032	77	\$53,427	266	\$45,630
8 BLOOMFIELD	1	\$34,288	25	\$34,699	105	\$45,894	58	\$52,953	189	\$46,518
9 CAPITAN	0	N/A	2	\$34,363	19	\$44,631	20	\$51,944	41	\$47,697
10 CARLSBAD	7	\$40,195	65	\$40,500	91	\$53,635	204	\$69,498	367	\$59,870
11 CARRIZOZO	0	N/A	2	\$30,750	7	\$47,877	9	\$55,239	18	\$49,655
12 CENTRAL CONS.	21	\$35,115	95	\$38,124	263	\$50,595	115	\$57,771	494	\$49,209
13 CHAMA	0	N/A	0	N/A	19	\$46,849	13	\$52,214	32	\$49,029
14 CIMARRON	3	\$30,264	4	\$30,781	21	\$47,720	12	\$49,197	40	\$45,160
15 CLAYTON	2	\$33,970	5	\$33,758	25	\$49,160	7	\$53,093	39	\$47,112
16 CLOUDCROFT	0	N/A	2	\$30,630	13	\$45,645	17	\$52,671	32	\$48,439
17 CLOVIS	10	\$31,271	88	\$32,402	248	\$43,643	135	\$54,730	481	\$44,441
18 COBRE CONS.	2	\$30,384	13	\$31,588	27	\$43,730	53	\$52,938	95	\$46,924
19 CORONA	0	N/A	3	\$33,273	6	\$45,317	5	\$51,200	14	\$44,837
20 COTTONWOOD CLASSIC <sup>2</sup>	1	\$40,150	4	\$34,725	1	\$44,757	3	\$60,500	9	\$45,034
21 CUBA	3	\$35,218	7	\$34,324	31	\$50,305	17	\$55,487	58	\$49,115
22 DEMING	15	\$31,722	40	\$34,041	152	\$43,920	109	\$52,097	316	\$44,911
23 DES MOINES	0	N/A	3	\$34,960	11	\$44,855	0	N/A	14	\$42,735
24 DEXTER	0	N/A	14	\$36,165	43	\$46,327	16	\$54,187	73	\$46,101
25 DORA	0	N/A	2	\$30,163	8	\$48,798	10	\$52,978	20	\$49,024
26 DULCE	0	N/A	11	\$33,065	17	\$47,075	9	\$52,069	37	\$44,125
27 ELIDA	0	N/A	2	\$31,696	10	\$46,128	2	\$58,666	14	\$45,857
28 ESPANOLA	5	\$32,875	34	\$35,279	168	\$44,285	76	\$53,080	283	\$45,363
29 ESTANCIA	1	\$34,608	6	\$33,345	38	\$46,263	27	\$53,686	72	\$47,808
30 EUNICE	0	N/A	5	\$31,238	21	\$44,486	11	\$52,432	37	\$45,058
31 FARMINGTON	11	\$33,423	101	\$34,129	344	\$46,430	196	\$53,214	652	\$46,345
32 FLOYD	0	N/A	2	\$31,765	13	\$46,646	5	\$54,744	20	\$47,182
33 FT SUMNER	0	N/A	2	\$30,000	5	\$43,409	16	\$52,889	23	\$48,837
34 GADSDEN	29	\$30,975	226	\$37,335	463	\$46,065	224	\$53,214	942	\$45,206
35 GALLUP	102	\$31,475	148	\$33,264	458	\$45,710	198	\$52,150	906	\$43,481
36 GRADY	0	N/A	0	N/A	4	\$43,701	8	\$51,478	12	\$48,886
37 GRANTS	5	\$31,566	42	\$33,290	135	\$46,237	76	\$54,763	258	\$46,357
38 HAGERMAN	0	N/A	7	\$32,283	20	\$41,175	9	\$47,886	36	\$41,124
39 HATCH	5	\$38,166	22	\$38,414	39	\$46,982	26	\$55,240	92	\$46,788
40 HOBBS	12	\$33,001	81	\$33,873	237	\$44,836	171	\$52,001	501	\$45,226
41 HONDO	0	N/A	3	\$31,566	10	\$45,284	4	\$51,027	17	\$44,215
42 HORIZON ACADEMY <sup>2</sup>	0	N/A	5	\$33,575	16	\$42,961	4	\$51,140	25	\$42,393
43 HOUSE	0	N/A	0	N/A	8	\$47,113	6	\$51,865	14	\$49,149
44 JAL	0	N/A	0	N/A	18	\$51,116	10	\$58,144	28	\$53,626
45 JEMEZ MOUNTAIN	1	\$36,515	5	\$37,188	15	\$47,261	6	\$53,660	27	\$46,420
46 JEMEZ VALLEY	1	\$34,485	10	\$41,984	24	\$47,156	5	\$54,836	40	\$46,506
47 LAKE ARTHUR	0	N/A	7	\$32,584	12	\$45,759	2	\$53,341	21	\$42,089
48 LAS CRUCES	21	\$34,636	232	\$35,349	742	\$44,531	481	\$52,750	1,476	\$45,625
49 LAS VEGAS CITY	0	N/A	15	\$32,790	99	\$45,242	42	\$51,654	156	\$45,771
50 LOGAN	0	N/A	2	\$30,000	8	\$47,851	4	\$54,449	14	\$47,186
51 LORDSBURG	1	\$34,540	4	\$34,949	21	\$41,500	22	\$51,536	48	\$45,409
52 LOS ALAMOS	4	\$36,475	28	\$38,001	102	\$47,979	101	\$58,815	235	\$51,251
53 LOS LUNAS	4	\$31,050	87	\$32,004	271	\$43,472	185	\$52,633	547	\$44,655
54 LOVING	0	N/A	10	\$36,723	18	\$51,084	16	\$62,723	44	\$52,053
55 LOVINGTON	8	\$32,006	38	\$32,185	91	\$45,689	50	\$58,001	187	\$45,652
56 MAGDALENA	1	\$30,000	4	\$32,036	18	\$45,928	19	\$51,059	42	\$46,547
57 MAXWELL	0	N/A	2	\$30,603	8	\$49,927	1	\$56,300	11	\$46,993
58 MEDIA ARTS CHARTER <sup>2</sup>	0	N/A	4	\$32,650	2	\$42,850	0	N/A	6	\$36,050

TABLE 10

TEACHERS' SALARIES: AVERAGE SALARIES BY LEVEL AND DISTRICT  
School Year 2008-2009

District/State Chartered Charter School	Internship Teachers <sup>1</sup>		Level 1 Teachers (minimum=\$30,000)		Level 2 Teachers (minimum=\$40,000)		Level 3 Teachers (minimum=\$50,000)		Total Teachers	
	Number	Avg Salary	Number	Avg Salary	Number	Avg Salary	Number	Avg Salary	Number	Avg Salary
59 MELROSE	0	N/A	0	N/A	14	\$48,128	4	\$55,069	18	\$49,671
60 MESA VISTA	2	\$31,346	7	\$35,857	23	\$46,491	3	\$53,917	35	\$44,135
61 MORA	1	\$40,000	6	\$38,387	20	\$46,452	11	\$53,293	38	\$46,989
62 MORIARTY	2	\$34,979	22	\$34,718	137	\$44,785	60	\$52,409	221	\$45,764
63 MOSQUERO	0	N/A	0	N/A	3	\$43,351	2	\$51,341	5	\$46,547
64 MOUNTAINAIR	0	N/A	2	\$32,959	5	\$45,801	6	\$52,339	13	\$46,843
65 NORTH VALLEY CHARTER <sup>2</sup>	1	\$31,000	6	\$31,584	14	\$43,691	2	\$52,934	23	\$40,785
66 PECOS	1	\$35,615	6	\$32,439	28	\$45,772	8	\$52,334	43	\$44,896
67 PENASCO	1	\$39,118	3	\$37,527	18	\$46,180	15	\$53,067	37	\$48,080
68 POJOAQUE	6	\$31,642	21	\$32,117	65	\$46,305	34	\$53,254	126	\$45,117
69 PORTALES	0	N/A	25	\$32,006	113	\$45,242	57	\$53,874	195	\$46,068
70 QUEMADO	0	N/A	0	N/A	10	\$41,632	2	\$50,781	12	\$43,157
71 QUESTA	1	\$34,152	8	\$35,002	23	\$48,162	9	\$51,530	41	\$45,992
72 RATON	0	N/A	11	\$34,940	54	\$46,199	26	\$53,780	91	\$47,004
73 RESERVE	0	N/A	1	\$35,000	7	\$46,910	12	\$53,854	20	\$50,481
74 RIO RANCHO	13	\$33,048	181	\$34,094	503	\$45,688	244	\$52,106	941	\$44,947
75 ROSWELL	8	\$35,093	80	\$35,193	372	\$46,313	142	\$53,196	602	\$46,310
76 ROY	0	N/A	2	\$34,233	4	\$45,290	2	\$51,349	8	\$44,040
77 RUIDOSO	1	\$31,503	11	\$31,858	67	\$49,932	59	\$58,072	138	\$51,838
78 SAN JON	0	N/A	0	N/A	6	\$45,578	6	\$54,093	12	\$49,836
79 SANTA FE	37	\$32,618	128	\$33,399	417	\$45,575	241	\$53,558	823	\$45,436
80 SANTA ROSA	0	N/A	9	\$33,365	29	\$46,418	9	\$53,198	47	\$45,217
81 SILVER CITY	0	N/A	16	\$35,827	84	\$46,932	100	\$55,490	200	\$50,323
82 SOCORRO	3	\$30,731	25	\$33,627	75	\$44,237	30	\$51,101	133	\$43,486
83 SPRINGER	0	N/A	1	\$33,949	13	\$43,847	1	\$51,327	15	\$43,686
84 TAOS	9	\$33,647	40	\$33,657	102	\$44,980	44	\$51,372	195	\$43,576
85 TATUM	1	\$33,244	1	\$35,000	10	\$47,570	8	\$58,750	20	\$50,697
86 TEXICO	0	N/A	2	\$39,307	12	\$52,037	11	\$62,553	25	\$55,646
87 TRUTH OR CONS.	3	\$32,850	22	\$33,632	43	\$45,759	27	\$53,293	95	\$44,684
88 TUCUMCARI	2	\$30,000	12	\$32,196	45	\$44,998	20	\$52,354	79	\$44,536
89 TULAROSA	0	N/A	11	\$32,090	43	\$46,739	23	\$53,733	77	\$46,736
90 VAUGHN	0	N/A	1	\$32,500	8	\$42,477	4	\$51,037	13	\$44,343
91 WAGON MOUND	0	N/A	0	N/A	7	\$43,844	4	\$52,589	11	\$47,024
92 WEST LAS VEGAS	1	\$30,665	17	\$32,529	86	\$43,841	24	\$54,068	128	\$44,153
93 ZUNI	10	\$32,170	24	\$34,519	52	\$47,861	25	\$56,169	111	\$45,434
94 <b>Statewide Totals/Averages:</b>	<b>568</b>	<b>\$33,466</b>	<b>3,480</b>	<b>\$33,894</b>	<b>10,356</b>	<b>\$46,009</b>	<b>6,234</b>	<b>\$53,838</b>	<b>20,638</b>	<b>\$46,479</b>

<sup>1</sup> Internship teachers are those who are teaching while pursuing an alternative route to licensure. Statute does not set a minimum salary for these teachers.

<sup>2</sup> State-chartered charter school

Indicates an average salary below the statutory minimum. According to PED, the lower averages may be due to some teachers advancing from one level to the next during the school year.

**TABLE 11**

**UNIT VALUE HISTORY  
(1974-1975 ACTUAL TO 2010-2011 INITIAL)**

School Year	Initial Unit Value	Final Unit Value	Difference from Previous School Year's Final Unit Value	
			dollar difference	percent difference
1 1974-1975		\$616.50		
2 1975-1976		\$703.00	\$86.50	14.03%
3 1976-1977		\$800.00	\$97.00	13.80%
4 1977-1978		\$905.00	\$105.00	13.13%
5 1978-1979		\$1,020.00	\$115.00	12.71%
6 1979-1980		\$1,145.00	\$125.00	12.25%
7 1980-1981		\$1,250.00	\$105.00	9.17%
8 1981-1982		\$1,405.00	\$155.00	12.40%
9 1982-1983 <sup>1</sup>	\$1,540.00	\$1,511.33	\$106.33	7.57%
10 1983-1984		\$1,486.00	(\$25.33)	-1.68%
11 1984-1985		\$1,583.50	\$97.50	6.56%
12 1985-1986 <sup>2</sup>	\$1,608.00	\$1,618.87	\$35.37	2.23%
13 1986-1987		\$1,612.51	(\$6.36)	-0.39%
14 1987-1988		\$1,689.00	\$76.49	4.74%
15 1988-1989		\$1,737.78	\$48.78	2.89%
16 1989-1990		\$1,811.51	\$73.73	4.24%
17 1990-1991		\$1,883.74	\$72.23	3.99%
18 1991-1992		\$1,866.00	(\$17.74)	-0.94%
19 1992-1993 <sup>3</sup>	\$1,851.73	\$1,867.96	\$1.96	0.11%
20 1993-1994	\$1,927.27	\$1,935.99	\$68.03	3.64%
21 1994-1995	\$2,015.70	\$2,029.00	\$93.01	4.80%
22 1995-1996	\$2,113.00	\$2,113.00	\$84.00	4.14%
23 1996-1997	\$2,125.83	\$2,149.11	\$36.11	1.71%
24 1997-1998	\$2,175.00	\$2,175.00	\$25.89	1.20%
25 1998-1999	\$2,322.00	\$2,344.09	\$169.09	7.77%
26 1999-2000 <sup>4</sup>	\$2,460.00	\$2,460.00	\$115.91	4.94%
27 2000-2001	\$2,632.32	\$2,647.56	\$187.56	7.62%
28 2001-2002	\$2,868.72	\$2,871.01	\$223.45	8.44%
29 2002-2003	\$2,896.01	\$2,889.89	\$18.88	0.66%
30 2003-2004	\$2,977.23	\$2,976.20	\$86.31	2.99%
31 2004-2005	\$3,035.15	\$3,068.70	\$92.50	3.11%
32 2005-2006 <sup>5</sup>	\$3,165.02	\$3,198.01	\$129.31	4.21%
33 2006-2007 <sup>5,6</sup>	\$3,444.35	\$3,446.44	\$248.43	7.77%
34 2007-2008	\$3,645.77	\$3,674.26	\$227.82	6.61%
35 2008-2009 <sup>7</sup>	\$3,892.47	\$3,871.79	\$197.53	5.38%
36 2009-2010	\$3,862.79 <sup>8</sup>	\$3,792.65 <sup>9</sup>	(\$79.14)	-2.04%
37 2010-2011	\$3,712.45 <sup>10</sup>		(\$80.20)	-2.11%

<sup>1</sup> The 1982-83 General Fund appropriation was reduced by 2.0 percent.

<sup>2</sup> The final unit value includes \$10.87 due to the ½ mill redistribution (Laws 1985, Chapter 15).

<sup>3</sup> The "floating" unit value went into effect.

<sup>4</sup> The basis for funding changed to the prior-year average membership of the 40<sup>th</sup>, 80<sup>th</sup>, and 120<sup>th</sup> school days.

<sup>5</sup> For FY 06, appropriated program cost contains an additional \$51.8 million to implement the third year of the five-year phase-in of the three-tiered licensure system. Although this funding was distributed based on need in FY 06, the \$51.8 million was included in the calculation of the unit value in FY 07.

<sup>6</sup> The basis for funding changed to the prior-year average membership of the 80<sup>th</sup> and 120<sup>th</sup> school days.

<sup>7</sup> The 2009 legislative session solvency measures resulted in a \$20.68 decrease in the FY 09 unit value.

<sup>8</sup> FY 10 initial unit value comprises \$3,606.40 in General Fund dollars and \$256.39 in federal funding from the American Recovery and Reinvestment Act of 2009 (ARRA).

<sup>9</sup> FY 10 final unit value comprises \$3,458.06 in General Fund dollars and \$334.59 in federal ARRA funding.

<sup>10</sup> FY 11 initial unit value comprises \$3,674.75 in General Fund dollars and \$37.70 in federal ARRA funding.

TABLE 12

BONDING INDEBTEDNESS PERCENTAGES  
as of December 31, 2009

DISTRICT	2009 INITIAL TOTAL VALUATIONS	BONDING CAPACITY at 6% of Value	BONDS OUTSTANDING ON 12/31/09	AVAILABLE CAPACITY	BONDING INDEBTEDNESS PERCENTAGE	2009-2010 FINAL 40th DAY MEM.	ASSESSED VALUATION/PER MEM.	DATE DISTRICT PASSED SB-9, 2 MILL LEVY
1 ALAMOGORDO	\$ 605,523,018	\$ 36,331,381	\$ 15,480,000	\$ 20,851,381	42.6%	6,185.0	\$ 97,902	2/6/2007
2 ALBUQUERQUE	\$ 14,592,436,772	\$ 875,546,206	\$ 454,820,000	\$ 420,726,206	51.9%	97,661.5	\$ 149,419	2/6/2007
3 ANIMAS	\$ 29,928,262	\$ 1,795,696	\$ -	\$ 1,795,696	0.0%	236.0	\$ 126,815	2/1/2005
4 ARTESIA	\$ 1,619,541,888	\$ 97,172,513	\$ 2,800,000	\$ 94,372,513	2.9%	3,577.0	\$ 452,765	2/7/2006
5 AZTEC	\$ 1,409,433,973	\$ 84,566,038	\$ 40,225,000	\$ 44,341,038	47.6%	3,382.5	\$ 416,684	2/6/2007
6 BELEN	\$ 512,179,165	\$ 30,730,750	\$ 27,180,000	\$ 3,550,750	88.4%	4,712.0	\$ 108,697	2/1/2005
7 BERNALILLO	\$ 594,621,250	\$ 35,677,275	\$ 35,430,000	\$ 247,275	99.3%	3,137.0	\$ 189,551	2/6/2007
8 BLOOMFIELD	\$ 1,180,944,128	\$ 70,856,648	\$ 64,665,000	\$ 6,191,648	91.3%	3,134.5	\$ 376,757	2/6/2007
9 CAPITAN	\$ 338,292,483	\$ 20,297,549	\$ 600,000	\$ 19,697,549	3.0%	510.0	\$ 663,319	2/3/2009
10 CARLSBAD	\$ 1,707,634,147	\$ 102,458,049	\$ 9,535,000	\$ 92,923,049	9.3%	5,917.5	\$ 288,574	2/7/2006
11 CARRIZO	\$ 44,749,441	\$ 2,684,966	\$ 30,400,000	\$ 449,966	83.2%	176.0	\$ 254,258	2/6/2007
12 CENTRAL	\$ 693,073,015	\$ 41,584,381	\$ 30,400,000	\$ 11,184,381	73.1%	6,301.0	\$ 109,994	2/6/2007
13 CHAMA	\$ 127,313,574	\$ 7,638,814	\$ 6,965,000	\$ 673,814	91.2%	402.0	\$ 316,700	2/1/2005
14 CIMARRON	\$ 484,394,521	\$ 29,063,671	\$ 1,150,000	\$ 27,913,671	4.0%	481.5	\$ 1,006,011	2/3/2009
15 CLAYTON	\$ 131,821,276	\$ 7,909,277	\$ -	\$ 7,909,277	0.0%	584.0	\$ 225,721	2/5/2008
16 CLOUDCROFT	\$ 144,372,247	\$ 8,662,335	\$ 6,985,000	\$ 1,677,335	80.6%	439.5	\$ 328,492	2/6/2007
17 CLOVIS	\$ 556,444,373	\$ 33,386,662	\$ 16,520,000	\$ 16,866,662	49.5%	8,434.5	\$ 65,972	2/1/2005
18 COBRE	\$ 211,302,374	\$ 12,678,142	\$ 3,185,000	\$ 9,493,142	25.1%	1,312.0	\$ 161,054	2/6/2007
19 CORONA	\$ 38,917,929	\$ 2,335,076	\$ 525,000	\$ 1,810,076	22.5%	83.5	\$ 466,083	2/3/2009
20 CUBA	\$ 55,572,260	\$ 3,334,336	\$ 19,336	\$ 19,336	99.4%	675.0	\$ 82,329	2/6/2007
21 DEMING	\$ 468,907,826	\$ 28,134,470	\$ 16,215,000	\$ 11,919,470	57.6%	5,350.5	\$ 87,638	2/6/2007
22 DES MOINES	\$ 23,803,866	\$ 1,428,232	\$ 345,000	\$ 1,083,232	24.2%	97.0	\$ 245,401	2/7/2006
23 DEXTER	\$ 68,283,151	\$ 4,096,989	\$ 3,935,000	\$ 161,989	96.0%	1,057.0	\$ 64,601	2/3/2004
24 DORA	\$ 34,064,020	\$ 2,043,841	\$ 465,000	\$ 1,578,841	22.8%	236.0	\$ 144,339	2/1/2005
25 DULCE	\$ 1,185,207,069	\$ 71,112,424	\$ 43,190,000	\$ 27,922,424	60.7%	679.0	\$ 1,745,519	6/2/2009
26 ELIDA	\$ 24,286,922	\$ 1,457,215	\$ 305,000	\$ 1,152,215	20.9%	127.0	\$ 191,236	6/23/2009
27 ESPANOLA	\$ 517,654,271	\$ 31,059,256	\$ 13,630,000	\$ 17,429,256	43.9%	4,404.5	\$ 117,528	Failed
28 ESTANCIA (Ed Tech)	\$ 98,673,745	\$ 5,920,425	\$ 810,000	\$ 5,110,425	13.7%	859.5	\$ 114,804	2/3/2004
29 EUNICE	\$ 854,244,852	\$ 51,254,691	\$ 6,000,000	\$ 45,254,691	11.7%	588.5	\$ 1,451,563	2/1/2005
30 FARMINGTON	\$ 1,522,120,574	\$ 91,327,234	\$ 33,930,000	\$ 57,397,234	37.2%	10,447.0	\$ 145,699	2/7/2006
31 FLOYD	\$ 16,346,617	\$ 980,797	\$ -	\$ 980,797	0.0%	240.0	\$ 68,111	2/3/2009
32 FT. SUMNER	\$ 50,614,450	\$ 3,036,867	\$ 1,690,000	\$ 1,346,867	55.6%	309.0	\$ 163,801	2/6/2007
33 GADSDEN	\$ 698,314,695	\$ 41,898,882	\$ 41,900,000	\$ (1,118)	100.0%	14,011.5	\$ 49,839	2/7/2006
34 GALLUP-McKINLEY	\$ 735,047,914	\$ 44,102,875	\$ 35,530,000	\$ 8,572,875	80.6%	11,852.5	\$ 62,016	2/3/2004
35 GRADY	\$ 7,694,904	\$ 461,694	\$ 340,000	\$ 121,694	73.6%	115.0	\$ 66,912	2/1/2005
36 GRANTS-CIBOLA	\$ 265,409,252	\$ 15,924,555	\$ 13,370,000	\$ 2,554,555	84.0%	3,564.5	\$ 74,459	2/3/2004
37 HAGERMAN	\$ 31,240,444	\$ 1,874,427	\$ 1,245,000	\$ 629,427	66.4%	432.0	\$ 72,316	2/6/2007
38 HATCH	\$ 64,184,551	\$ 3,851,073	\$ 3,810,000	\$ 41,073	98.9%	1,380.5	\$ 46,494	2/5/2008
39 HOBBS	\$ 1,532,479,059	\$ 91,948,744	\$ 31,656,000	\$ 60,292,744	34.4%	8,087.0	\$ 189,499	2/3/2009
40 HONDO	\$ 28,689,399	\$ 1,721,364	\$ 1,220,000	\$ 501,364	70.9%	169.0	\$ 169,760	2/1/2005
41 HOUSE	\$ 9,717,767	\$ 583,066	\$ 540,000	\$ 43,066	92.6%	79.5	\$ 122,236	2/1/2005
42 JAL	\$ 291,336,393	\$ 17,480,184	\$ -	\$ 17,480,184	0.0%	406.0	\$ 717,577	2/1/2005
43 JEMEZ MOUNTAIN	\$ 461,687,651	\$ 27,701,259	\$ 2,805,000	\$ 24,896,259	10.1%	323.5	\$ 1,427,164	2/3/2009
44 JEMEZ VALLEY	\$ 77,993,721	\$ 4,676,023	\$ 2,185,000	\$ 2,491,023	46.7%	497.0	\$ 156,808	2/6/2007
45 LAKE ARTHUR	\$ 47,154,757	\$ 2,829,285	\$ 1,510,000	\$ 1,319,285	53.4%	142.5	\$ 330,911	2/28/2006
46 LAS CRUCES	\$ 2,902,728,287	\$ 174,163,697	\$ 77,870,000	\$ 96,293,697	44.7%	24,477.5	\$ 118,588	2/7/2006
47 LAS VEGAS CITY	\$ 232,668,762	\$ 13,960,126	\$ 12,575,000	\$ 1,385,126	90.1%	1,935.5	\$ 120,211	2/1/2005
48 LAS VEGAS WEST	\$ 153,895,928	\$ 9,233,756	\$ 8,085,000	\$ 1,148,756	87.6%	1,757.5	\$ 87,565	2/6/2007
49 LOGAN	\$ 56,331,533	\$ 3,379,892	\$ 1,815,000	\$ 1,564,892	53.7%	226.5	\$ 248,704	2/1/2005
50 LORDSBURG	\$ 105,374,016	\$ 6,322,441	\$ 2,615,000	\$ 3,707,441	41.4%	614.5	\$ 171,479	2/6/2007

SOURCE: PED - Capital Outlay Bureau

TABLE 12

BONDING INDEBTEDNESS PERCENTAGES  
as of December 31, 2009

DISTRICT	2009 INITIAL TOTAL VALUATIONS	BONDING CAPACITY at 6% of Value	BONDS OUTSTANDING ON 12/31/09	AVAILABLE CAPACITY	BONDING INDEBTEDNESS PERCENTAGE	2009-2010 FINAL 40th DAY MEM.	ASSESSED VALUATION/PER MEM.	DATE DISTRICT PASSED SB-9, 2 MILL LEVY
51	LOS ALAMOS	\$ 706,826,890	\$ 42,409,613	\$ 21,804,613	48.6%	3,381.0	\$ 209,059	No Election
52	LOS LUNAS	\$ 699,238,735	\$ 41,954,324	\$ 249,324	99.4%	8,642.0	\$ 80,912	2/6/2007
53	LOVING MUNICIPAL	\$ 200,222,602	\$ 12,013,356	\$ 4,828,356	59.8%	604.0	\$ 331,494	2/6/2007
54	LOVINGTON	\$ 927,678,412	\$ 55,660,705	\$ 31,985,705	42.5%	3,226.5	\$ 287,518	2/6/2007
55	MAGDALENA	\$ 40,164,918	\$ 2,409,895	\$ 435,000	18.1%	449.5	\$ 89,355	2/1/2005
56	MAXWELL	\$ 11,091,190	\$ 665,471	\$ 610,471	8.3%	87.5	\$ 126,756	2/6/2007
57	MELROSE	\$ 22,079,114	\$ 1,324,747	\$ -	0.0%	218.5	\$ 101,049	2/1/2005
58	MESA VISTA	\$ 63,150,468	\$ 3,789,028	\$ 1,189,028	68.6%	388.0	\$ 162,759	6/26/2007
59	MORA	\$ 78,925,328	\$ 4,735,520	\$ 2,175,520	54.1%	499.5	\$ 158,009	2/6/2007
60	MORIARTY	\$ 462,942,624	\$ 27,776,557	\$ 3,991,557	85.6%	3,382.5	\$ 136,864	2/3/2009
61	MOSQUERO	\$ 69,807,602	\$ 4,188,456	\$ 2,903,456	30.7%	39.0	\$ 1,789,939	2/3/2004
62	MOUNTAINAIR	\$ 53,271,272	\$ 3,196,276	\$ 1,396,276	56.3%	319.0	\$ 166,995	2/3/2004
63	PECOS	\$ 107,428,550	\$ 6,445,713	\$ 5,105,713	20.8%	670.0	\$ 160,341	5/10/2005
64	PENASCO	\$ 43,787,543	\$ 2,627,253	\$ 2,370,000	90.2%	505.0	\$ 86,708	2/1/2005
65	POJOAQUE	\$ 168,731,844	\$ 10,123,911	\$ 8,690,000	85.8%	1,973.0	\$ 85,520	2/6/2007
66	PORTALES	\$ 199,319,132	\$ 11,959,148	\$ 9,990,000	83.5%	2,876.0	\$ 69,304	2/7/2006
67	QUEMADO	\$ 84,660,599	\$ 5,079,636	\$ 3,399,636	33.1%	177.0	\$ 478,308	2/1/2005
68	QUESTA	\$ 192,468,090	\$ 11,548,085	\$ 6,998,085	39.4%	516.5	\$ 372,639	2/6/2007
69	RATON	\$ 138,847,599	\$ 8,330,856	\$ 5,570,856	33.1%	1,296.5	\$ 107,094	2/1/2005
70	RESERVE	\$ 41,661,937	\$ 2,499,716	\$ -	0.0%	171.0	\$ 243,637	Failed
71	RIO RANCHO	\$ 2,261,671,531	\$ 135,700,292	\$ 630,292	99.5%	16,424.5	\$ 137,701	2/7/2006
72	ROSWELL	\$ 925,137,686	\$ 55,508,261	\$ 18,803,261	66.1%	9,940.0	\$ 93,072	2/6/2007
73	ROY	\$ 7,327,011	\$ 439,621	\$ 149,621	66.0%	52.0	\$ 140,904	2/1/2005
74	RUIDOSO	\$ 578,108,968	\$ 34,686,538	\$ 6,691,538	80.7%	2,270.0	\$ 254,674	2/6/2007
75	SAN JON	\$ 10,948,858	\$ 656,931	\$ 600,000	91.3%	149.0	\$ 73,482	2/1/2005
76	SANTA FE	\$ 6,138,303,623	\$ 388,298,217	\$ 259,273,217	29.6%	13,899.0	\$ 441,636	2/7/2006
77	SANTA ROSA	\$ 83,659,605	\$ 5,019,576	\$ 3,274,576	34.8%	626.5	\$ 133,535	2/6/2007
78	SILVER CITY	\$ 493,550,592	\$ 29,613,036	\$ 18,498,036	37.5%	3,147.5	\$ 156,807	2/6/2007
79	SOCORRO	\$ 155,912,827	\$ 9,354,770	\$ 1,644,770	82.4%	1,894.0	\$ 82,319	2/6/2007
80	SPRINGER	\$ 29,223,054	\$ 1,753,383	\$ 498,383	71.6%	208.5	\$ 140,159	2/3/2004
81	TAOS	\$ 1,018,128,483	\$ 61,087,709	\$ 47,772,709	21.8%	3,139.5	\$ 324,296	2/6/2007
82	TATUM	\$ 184,798,043	\$ 11,087,883	\$ 9,207,883	17.0%	314.5	\$ 587,593	2/6/2007
83	TEXICO	\$ 63,872,265	\$ 3,832,336	\$ 282,336	92.6%	556.0	\$ 114,878	2/6/2007
84	TORC	\$ 265,596,091	\$ 15,935,765	\$ 7,755,765	51.3%	1,382.0	\$ 192,182	2/7/2006
85	TUCUMCARI	\$ 81,158,414	\$ 4,869,505	\$ 1,244,505	74.4%	1,068.5	\$ 75,955	2/6/2007
86	TULAROSA	\$ 75,197,704	\$ 4,511,862	\$ 421,862	90.6%	951.0	\$ 79,072	2/3/2009
87	VAUGHN	\$ 44,305,288	\$ 2,658,317	\$ 1,190,000	44.8%	104.0	\$ 426,012	2/3/2009
88	WAGNON MOUND	\$ 23,286,020	\$ 1,397,161	\$ 1,297,161	7.2%	71.0	\$ 327,972	2/5/2008
89	ZUNI	\$ 2,507,790	\$ 150,467	\$ 60,467	59.8%	1,415.0	\$ 1,772	2/6/2007
<b>TOTALS</b>	<b>\$ 54,399,590,794</b>	<b>\$ 3,263,975,445</b>	<b>\$ 1,606,201,000</b>	<b>\$ 1,657,774,445</b>	<b>49%</b>	<b>328,843.50</b>		

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TABLE 13

CAPITAL IMPROVEMENTS ACT (SB-9) AND PUBLIC SCHOOL BUILDINGS ACT (HB-33)  
STATUS AFTER 2009 ELECTIONS

DISTRICTS	SUCCESSFUL ELECTION DATE	MILLS	APPROVED USES						Administration of Projects	NEXT ELECTION										
			2009	2010	2011	2012	2013	2014												
Public School Capital Improvements Act (SB-9)																				
1 ALAMOGORDO	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
2 ALBUQUERQUE	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
3 ANIMAS	2/1/2005	2.000	XX	XX					X	X								X		2011
4 ARTESIA	2/7/2006	2.000	XX	XX	XX				X	X								X		2012
5 AZTEC	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
6 BELEN	2/1/2005	2.000	XX	XX					X	X								X		2011
7 BERNALILLO	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
8 BLOOMFIELD	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
9 CAPITAN	2/3/2009	2.000	XX	XX	XX	XX	XX		X	X								X		2015
10 CARLSBAD	2/7/2006	2.000	XX	XX	XX				X	X								X		2012
11 CARRIZOZO	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
12 CENTRAL	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
13 CHAMA	2/1/2005	2.000	XX	XX					X	X								X		2011
14 CIMARRON	2/3/2009	2.000	XX	XX	XX	XX	XX		X	X								X		2015
15 CLAYTON	2/5/2008	2.000	XX	XX					X	X								X		2011
16 CLOUDCROFT	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
17 CLOVIS	2/1/2005	2.000	XX	XX					X	X								X		2011
18 COBRE	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
19 CORONA	2/3/2009	2.000	XX	XX	XX	XX	XX		X	X								X		2015
20 CUBA	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
21 DEMING	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
22 DES MOINES	2/7/2006	2.000	XX	XX	XX	XX			X	X								X		2012
23 DEXTER	2/3/2004	2.000	XX	XX					X	X								X		2010
24 DORA	2/1/2005	2.000	XX	XX					X	X								X		2011
25 DULCE	6/2/2009	2.000	XX	XX	XX	XX	XX		X	X								X		2015
26 ELIDA	6/23/2009	2.000	XX	XX	XX	XX	XX		X	X								X		2015
27 ESPANOLA	Failed																			Unknown
28 ESTANCIA	2/3/2004	2.000	XX	XX					X	X								X		2010
29 EUNICE	2/1/2005	2.000	XX	XX					X	X								X		2010
30 FARMINGTON	2/7/2006	2.000	XX	XX	XX	XX			X	X								X		2012
31 FLOYD	2/3/2009	2.000	XX	XX	XX	XX	XX		X	X								X		2015
32 FT. SUMNER	2/6/2007	2.000	XX	XX	XX	XX			X	X								X		2013
33 GADSDEN	2/7/2006	2.000	XX	XX	XX	XX			X	X								X		2012
34 GALLUP	2/3/2004	2.000	XX	XX					X	X								X		2010





TABLE 13

CAPITAL IMPROVEMENTS ACT (SB-9) AND PUBLIC SCHOOL BUILDINGS ACT (HB-33)  
STATUS AFTER 2009 ELECTIONS

DISTRICTS	SUCCESSFUL ELECTION DATE	MILLS	APPROVED USES						NEXT ELECTION							
			2009	2010	2011	2012	2013	2014		Erecting, remodeling, equipment, furniture	Purchasing or Improving School Grounds	Maintenance of Facilities, Training	Activity Vehicles	Computer Hardware/ Software	Payments made for leasing with option to purchase	Administration of Projects
Public School Capital Improvements Act (SB-9)																
69 RATON	2/1/2005	2.000	XX	XX					X	X	X	X				2011
70 RESERVE	Failed															Unknown
71 RIO RANCHO	2/7/2006	2.000	XX	XX	XX				X	X	X	X				2012
72 ROSWELL	2/6/2007	2.000	XX	XX	XX				X	X	X	X				2013
73 ROY	2/1/2005	2.000	XX	XX					X	X	X	X				2011
74 RUIDOSO	2/6/2007	2.000	XX	XX	XX				X	X	X	X				2013
75 SAN JON	2/1/2005	2.000	XX	XX					X	X	X	X				2011
76 SANTA FE	2/7/2006	2.000	XX	XX					X	X	X	X				2012
77 SANTA ROSA	2/6/2007	2.000	XX	XX	XX				X	X	X	X				2013
78 SILVER CITY	2/6/2007	2.000	XX	XX	XX				X	X	X	X				2013
79 SOCORRO	2/6/2007	2.000	XX	XX	XX				X	X	X	X				2013
80 SPRINGER	2/3/2004	2.000	XX						X	X	X	X				2010
81 TAOS	2/6/2007	2.000	XX	XX	XX				X	X	X	X				2013
82 TATUM	2/6/2007	2.000	XX	XX	XX				X	X	X	X				2013
83 TEXICO	2/6/2007	2.000	XX	XX	XX				X	X	X	X				2013
84 T OR C	2/7/2006	2.000	XX						X	X	X	X				2010
85 TUCUMCARI	2/6/2007	2.000	XX	XX	XX				X	X	X	X				2013
86 TULAROSA	2/3/2009	2.000	XX	XX	XX	XX			X	X	X	X	X			2015
87 VAUGHN	2/3/2009	2.000	XX	XX	XX	XX			X	X	X	X	X			2015
88 WAGON MOUND	2/5/2008	2.000	XX	XX	XX	XX			X	X	X	X	X			2014
89 ZUNI	2/6/2007	2.000	XX	XX	XX				X	X	X	X	X			2012

TABLE 13

CAPITAL IMPROVEMENTS ACT (SB-9) AND PUBLIC SCHOOL BUILDINGS ACT (HB-33)  
STATUS AFTER 2009 ELECTIONS

DISTRICTS	SUCCESSFUL ELECTION DATE	MILLS	APPROVED USES						Administration of Projects	NEXT ELECTION										
			2009	2010	2011	2012	2013	2014			Erecting, remodeling, equipment, furniture	Purchasing or Improving School Grounds	Maintenance of Facilities, Training	Activity Vehicles	Computer Hardware/ Software	Payments made for leasing with option to purchase				
Public School Buildings Act (HB-33)																				
1 ALBUQUERQUE <sup>1</sup>	2/1/2005	3.874	XX					X	X	dna									2010	
2 ALBUQUERQUE <sup>1</sup>		4.344																		2010
3 ARTESIA <sup>2</sup>	2/1/2005	5.000	XX					X	X											2010
4 CARLSBAD	2/1/2005	2.000	XX					X	X											2010
5 CIMARRON	4/11/2006	3.000	XX					X	X											2011
6 DULCE <sup>3</sup>	3/25/2008	2.000	XX	XX				X	X						X			X		2014
7 EUNICE	2/1/2005	2.000	XX					X	X											2010
8 HOBBS	2/3/2009	4.000	XX	XX	XX			X	X	XX					X			X		2015
9 LAS CRUCES <sup>4</sup>	4/1/2008	3.000	XX	XX	XX			X	X	XX					X			X		2014
10 LOS ALAMOS	6/17/2005	3.246	XX					X	X											2010
11 LOS LUNAS	2/6/2007	3.000	XX	XX				X	X											2012
12 LOVINGTON	2/3/2009	2.000	XX	XX	XX			X	X	XX								X		2013
13 SANTA FE	2/3/2009	1.500	XX	XX	XX			X	X	XX								X		2015

<sup>1</sup> Albuquerque Public Schools has a tax rate of \$3.874 per each \$1,000.00 for residential property value and a tax rate of \$4.344 per each \$1,000.00 for non-residential property value.

<sup>2</sup> Now therefore be it resolved by the board of education of Artesia Public School District No. 16 Counties of Eddy and Chavez, New Mexico, that the School Budget Planning Unit of the Public Education Department adjust the Public School Buildings Act Tax Rate downward for the duration of the current authorization (i.e. property tax years 2005,2006,2007, 2008, and 2009) so that the combined tax rate for both bond debt service and Public School Buildings Tax is equal to \$5.00/\$1,000.00 of assessed valuation.

<sup>3</sup> Now therefore be it resolved by the board of education of the Dulce Independent School District No. 21, that the School Budget Planning Unit of the Public Education Department adjust the Public School Buildings Act Tax Rate downward for the duration of the current authorization (i.e. property tax years 2009,2010, 2011, 2012, 2013 and 2014) so that the tax rate for the Public School Buildings Tax is equal to \$2.00/\$1,000.00 of assessed valuation.

<sup>4</sup> Now therefore be it resolved by the board of education of the Las Cruces Public School District No. 2, that the School Budget Planning Unit of the Public Education Department adjust the Public School Buildings Act Tax Rate downward or upward for the duration of the current authorization (property tax years 2008, 2009, 2010, 2011, 2012 and 2013) so that the combined tax rate for the Public School Buildings Tax, Bond Debt Service Tax and Capital Improvements Assessment Tax is equal to \$9.514/\$1,000.00 of assessed valuation.

TABLE 14

PUBLIC SCHOOL CAPITAL OUTLAY AWARD HISTORY  
(2000-2001 through 2009-2010)

District	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	10 Year Total
1 Alamogordo	\$500,000	\$600,000	\$517,720	\$1,000,000	\$70,518,056	\$3,327,180	\$2,389,584	\$39,675			\$8,374,159
2 Albuquerque					\$70,518,056	\$52,494,163					\$123,012,219
3 Animas						\$8,769,000					\$8,769,000
4 Belen	\$2,500,000	\$2,250,000	\$1,890,000	\$180,000	\$1,558,249	\$1,824,769	\$381,993	\$262,200	\$1,963,249		\$12,810,460
5 Bernalillo	\$2,600,000	\$1,300,000	\$1,822,084	\$2,000,000		\$3,810,100	\$283,493		\$8,998,528		\$20,814,205
6 Bloomfield		\$290,000		\$100,000							\$390,000
7 Cattsbad									\$430,192		\$430,192
8 Carrizozo	\$1,400,000	\$500,000	\$1,435,000								\$3,335,000
9 Central	\$2,500,000	\$2,000,000	\$1,991,500	\$300,000	\$3,889,805	\$282,114	\$11,369,842	\$3,300	\$494,360		\$22,827,621
10 Chama						\$13,326,942	\$6,069,196				\$19,399,438
11 Cimarron									\$531,000		\$531,000
12 Cloudcroft		\$1,500,000	\$2,428,633	\$1,100,000							\$5,028,633
13 Clovis	\$1,152,000	\$3,000,000	\$4,805,101	\$1,700,000			\$1,502,742	\$4,949,615	\$2,401,949		\$19,511,407
14 Cobre		\$1,200,000	\$1,137,641	\$500,000		\$8,507,828	\$11,758,228	\$7,236,141	\$7,836,141		\$26,417,511
15 Cuba				\$2,400,000	\$1,600,000	\$7,593,456	\$3,547,942	\$96,720			\$23,448,404
16 Deming				\$6,000,000	\$19,323,794	\$21,234,239	\$695,625	\$32,252,314			\$82,358,289
17 Des Moines	\$1,600,000	\$750,000		\$500,000				\$57,101			\$3,602,726
18 Dexter	\$700,000	\$900,000	\$1,860,000	\$1,500,000	\$5,056,084						\$10,016,084
19 Dora				\$2,000,000	\$3,400,000			\$70,200			\$5,470,200
20 Elida		\$1,800,000	\$1,135,124	\$55,000	\$560,000						\$3,550,124
21 Espanola	\$4,200,000	\$3,000,000	\$2,778,678	\$2,600,000	\$2,015,169	\$438,051	\$660,000		\$432,192		\$16,124,090
22 Estancia							\$763,023	\$17,500			\$780,523
23 Farmington		\$1,000,000	\$673,242	\$400,000	\$3,391,804			\$8,256,116		\$2,051,843	\$15,773,005
24 FT. Sumner				\$80,000	\$2,409,000		\$910,374			\$15,103,943	\$18,503,317
25 Gadsden	\$2,195,000	\$7,600,000	\$6,752,810	\$10,075,000	\$49,056,773	\$9,761,647	\$10,400,688	\$10,033,091	\$25,734,122		\$131,609,131
26 Gallup	\$3,400,000	\$8,100,000	\$8,300,000	\$5,900,000	\$27,457,383	\$46,778,483	\$8,167,000	\$11,256,763	\$36,473,734	\$10,384,184	\$166,217,547
27 Grady		\$750,000	\$728,701	\$400,000			\$2,934,664				\$4,813,365
28 Grants	\$4,300,000	\$6,000,000		\$5,000,000	\$8,839,000		\$1,550,458	\$9,564,661			\$35,254,119
29 Hagerman	\$1,100,000	\$1,200,000	\$1,036,551	\$1,200,000		\$454,995		\$18,000			\$5,009,546
30 Hatch	\$4,400,000	\$5,500,000	\$2,950,000	\$2,525,000	\$8,740,899			\$752,228			\$24,868,127
31 Hobbs										\$4,205,782	\$4,205,782
32 Hondo				\$450,000			\$772,676				\$1,222,676
33 House											\$0
34 Jemez Mtn.		\$1,600,000	\$1,600,000		\$256,652	\$2,406,218					\$6,214,366
35 Jemez Valley	\$1,900,000	\$900,000	\$1,329,191	\$1,000,000							\$5,129,191
36 Lake Arthur											\$0
37 Las Cruces	\$1,500,000	\$1,800,000	\$4,528,408	\$4,000,000	\$3,487,957	\$26,573,230	\$777,669			\$91,777,152	\$134,444,416
38 Las Vegas City	\$1,350,000	\$1,100,000	\$1,922,047	\$800,000		\$803,632					\$5,975,679
39 Las Vegas West	\$3,900,000	\$3,400,000	\$1,687,909	\$1,200,000	\$6,741,574	\$750,000	\$4,901,493	\$13,696			\$22,594,672
40 Logan		\$460,000	\$3,783,280	\$700,000	\$1,655,273		\$87,188				\$6,685,741
41 Lordsburg		\$1,400,000	\$1,339,382		\$4,923,949		\$768,114				\$8,431,445
42 Los Alamos										\$495,320	\$495,320
43 Los Lunas	\$3,400,000	\$3,200,000	\$4,700,000	\$4,800,000	\$11,312,734		\$798,814	\$13,068,777	\$4,548,043	\$11,427,081	\$57,255,449
44 Loving		\$2,000,000	\$1,450,218	\$900,000							\$4,350,218

TABLE 14

PUBLIC SCHOOL CAPITAL OUTLAY AWARD HISTORY  
(2000-2001 through 2009-2010)

District	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	10 Year Total
45 Magdalena				\$2,000,000	\$345,000						\$2,345,000
46 Maxwell	\$550,000	\$270,000									\$820,000
47 Mesa Vista	\$420,000	\$600,000	\$1,000,000					\$6,997,843	\$115,710		\$9,133,553
48 Mora	\$530,000	\$830,000	\$1,776,210		\$1,543,305						\$4,679,515
49 Moriarty	\$1,500,000	\$2,500,000	\$3,589,846	\$1,500,000	\$1,281,250	\$150,000	\$462,034		\$1,278,558		\$12,261,688
50 Mosquero	\$200,000	\$170,000	\$588,130	\$70,000	\$30,000						\$1,058,130
51 Mountainair	\$518,000	\$780,000	\$1,489,366	\$800,000		\$110,351					\$3,697,717
52 Pecos	\$1,050,000	\$900,000	\$2,115,401	\$500,000	\$630,732						\$5,196,133
53 Penasco	\$1,100,000	\$850,000							\$6,061,658		\$8,011,658
54 Pojoaque		\$5,700,000	\$2,506,390	\$2,000,000		\$4,018,825					\$14,225,215
55 Portales		\$2,500,000	\$3,375,924	\$1,500,000	\$2,659,062			\$12,334,781			\$22,369,767
56 Quemado			\$2,143,600	\$750,000							\$2,893,600
57 Questa			\$1,989,000	\$500,000				\$8,158			\$2,497,158
58 Raton	\$1,500,000	\$3,400,000	\$2,844,795					\$328,781	\$6,071,205		\$14,144,781
59 Reserve					\$50,000						\$50,000
60 Rio Rancho	\$1,000,000	\$2,800,000	\$3,659,345	\$5,900,000	\$5,787,463	\$60,819,001	\$13,245,584	\$13,029,120			\$106,240,513
61 Roswell				\$1,500,000	\$5,000,000	\$6,481,332	\$7,623,029	\$1,376,250	\$11,575,741		\$33,556,352
62 Roy			\$1,327,000								\$1,327,000
63 Ruidoso		\$1,200,000	\$300,000				\$476,100	\$52,949	\$1,315,000		\$11,368,607
64 San Jon	\$790,000	\$700,000	\$2,284,290	\$600,000	\$432,059						\$4,806,349
65 Santa Fe							\$687,764				\$687,764
66 Santa Rosa		\$2,600,000	\$2,765,109	\$2,500,000							\$7,865,109
67 Silver City		\$2,700,000	\$1,414,447			\$6,334,927	\$408,920				\$10,858,294
68 Socorro	\$1,300,000	\$2,300,000	\$1,265,306	\$915,000				\$3,048,695	\$862,000		\$9,691,001
69 Springer	\$660,000	\$1,200,000	\$1,000,000	\$350,000				\$17,446			\$3,227,446
70 Taos							\$393,668			\$1,231,562	\$1,625,230
71 Texico	\$1,300,000		\$650,000	\$200,000						\$3,814,103	\$5,964,103
72 T or C					\$5,545,148			\$2,570,422			\$8,115,570
73 Tucumcari	\$3,685,000		\$915,219	\$158,500				\$150,000	\$20,142,300		\$25,051,019
74 Tularosa	\$3,700,000	\$1,700,000	\$2,699,301	\$75,000			\$15,389,671				\$23,563,972
75 Vaughn		\$800,000	\$102,891					\$4,500			\$907,391
76 Wagon Mound	\$1,200,000	\$1,700,000	\$1,196,357	\$800,000					\$50,000		\$4,946,357
77 Zuni	\$4,000,000	\$1,700,000	\$853,500	\$750,000		\$890,116	\$88,600		\$4,360,271		\$12,642,487
78 Statewide					\$200,000		\$651,551				\$851,551
79											
80 <b>Totals</b>	\$69,600,000	\$103,000,000	\$108,434,647	\$84,733,500	\$259,498,174	\$296,165,157	\$111,269,223	\$137,867,043	\$109,907,912	\$172,259,011	\$1,452,734,667

Please Note: Totals from 2005-2009 include original awards, demolition awards, standard based roof awards, master plan awards, out of cycle awards and adjustments as of 12/01/09. Future out of cycle awards will change the total for any given year.

TABLE 15

2009-2010 STATE/DISTRICT SHARE PERCENTAGES FOR PSCOC PROJECTS

DISTRICT	3 YEAR AVERAGE	
	STATE SHARE	DISTRICT SHARE
Alamogordo	70%	30%
Albuquerque	54%	46%
Animas	62%	38%
Artesia	10%	90%
Aztec	10%	90%
Belen	73%	27%
Bernalillo	50%	50%
Bloomfield	10%	90%
Capitan	10%	90%
Carlsbad	20%	80%
Carrizozo	40%	60%
Central	67%	33%
Chama	11%	89%
Cimarron	10%	90%
Clayton	35%	65%
Cloudcroft	10%	90%
Clovis	80%	20%
Cobre	59%	41%
Corona	10%	90%
Cuba	80%	20%
Deming	74%	26%
Des Moines	28%	72%
Dexter	85%	15%
Dora	56%	44%
Dulce	10%	90%
Elida	35%	65%
Espanola	65%	35%
Estancia	73%	27%
Eunice	10%	90%
Farmington	59%	41%
Floyd	80%	20%
Fort Sumner	53%	47%
Gadsden	90%	10%
Gallup	84%	16%
Grady	83%	17%
Grants	81%	19%
Hagerman	81%	19%
Hatch Valley	89%	11%
Hobbs	56%	44%
Hondo Valley	39%	61%
House	72%	28%
Jal	10%	90%
Jemez Mountain	10%	90%
Jemez Valley	54%	46%
Lake Arthur	48%	52%
Las Cruces	67%	33%
Las Vegas City	68%	32%
Las Vegas West	77%	23%
Logan	33%	67%

DISTRICT	3 YEAR AVERAGE	
	STATE SHARE	DISTRICT SHARE
Lordsburg	49%	51%
Los Alamos	28%	72%
Los Lunas	81%	19%
Loving	15%	85%
Lovington	26%	74%
Magdalena	86%	14%
Maxwell	67%	33%
Melrose	68%	32%
Mesa Vista	58%	42%
Mora	66%	34%
Moriarty-Edgewood	63%	37%
Mosquero	10%	90%
Mountainair	56%	44%
Pecos	56%	44%
Penasco	76%	24%
Pojoaque	77%	23%
Portales	81%	19%
Quemado	10%	90%
Questa	10%	90%
Raton	68%	32%
Reserve	29%	71%
Rio Rancho	63%	37%
Roswell	72%	28%
Roy	64%	36%
Ruidoso	30%	70%
San Jon	77%	23%
Santa Fe	10%	90%
Santa Rosa	62%	38%
Silver City	53%	47%
Socorro	78%	22%
Springer	53%	47%
Taos	13%	87%
Tatum	10%	90%
Texico	63%	37%
Truth or Consequences	45%	55%
Tucumcari	79%	21%
Tularosa	82%	18%
Vaughn	10%	90%
Wagon Mound	57%	43%
Zuni	100%	0%

TABLE 16

CHARTER SCHOOLS

Charter Schools Operating in School Year 2009-2010		Chartering Authority		Enrollment <sup>1</sup>	
District	School	2009-2010	2010-2011		
1	Albuquerque	Academia de Lengua y Cultura	Local Board	6-8	105
2	Albuquerque	Academy of Trades and Technology	Local Board	9-12	222
3	Albuquerque	Albuquerque Institute of Math & Science	PEC	6-12	222
4	Albuquerque	Alice King Community School	Local Board	K-6	166
5	Albuquerque	Amy Biehl Charter High School	PEC	9-12	293
6	Albuquerque	Bataan Military Academy	Local Board	9-12	118
7	Albuquerque	Career Academic Technical Academy	Local Board	9-12	124
8	Albuquerque	Cesar Chavez Community School	PEC	9-12	151
9	Albuquerque	Christine Duncan's Heritage Academy	Local Board	K-7	132
10	Albuquerque	Cien Aguas International School	PEC	K-8	106
11	Albuquerque	Corales International School	Local Board	K-8	110
12	Albuquerque	Cottonwood Classical Preparatory	PEC	6-11	247
13	Albuquerque	Creative Education Prep. Institute #1	PEC	9-12	176
14	Albuquerque	Digital Arts and Technology Academy	Local Board	9-12	319
15	Albuquerque	East Mountain High School	Local Board	9-12	340
16	Albuquerque	El Camino Real Charter	PEC	K-12	493
17	Albuquerque	Gilbert L. Sena Charter High School	PEC	9-12	173
18	Albuquerque	Gordon Bernell Charter School	Local Board	9-12	264
19	Albuquerque	Horizon Academy, West	PEC	K-6	431
20	Albuquerque	La Academia de Esperanza	Local Board	6-12	259
21	Albuquerque	La Luz del Monte Learning Center	Local Board	7-8	112
22	Albuquerque	La Promesa Early Learning Center	PEC	K-4	142
23	Albuquerque	La Resolana Leadership Academy	Local Board	6-8	66
24	Albuquerque	Los Puentes Charter School	Local Board	8-12	153
25	Albuquerque	Media Arts Collaborative Charter School	PEC	9-12	152
26	Albuquerque	Montessori Elementary School	Local Board	K-6	316
27	Albuquerque	Montessori of the Rio Grande	Local Board	PK-6	178
28	Albuquerque	Mountain Mahogany Community School	Local Board	K-3	119
29	Albuquerque	Native American Community Academy	Local Board	6-10	275
30	Albuquerque	The New America School	PEC	9-10	228
31	Albuquerque	North Valley Academy	PEC	K-8	485
32	Albuquerque	Nuestros Valores Charter School	Local Board	9-12	123
33	Albuquerque	Public Academy for the Performing Arts	Local Board	6-12	345
34	Albuquerque	Ralph J. Bunche Academy	Local Board	K-5	72
35	Albuquerque	Robert F. Kennedy Charter School	Local Board	9-12	276
36	Albuquerque	School for Integrated Academics & Technologies	Local Board	9-12	271
37	Albuquerque	South Valley Academy	Local Board	9-12	240
38	Albuquerque	Southwest Primary Learning Center	Local Board	4-6	105
39	Albuquerque	Southwest Secondary Learning Center	PEC	7-12	276
40	Albuquerque	The Albuquerque Talent Development Secondary Charter School	Local Board	9-12	143
41	Albuquerque	The International School at Mesa del Sol	PEC	K-4	67
42	Albuquerque	The Learning Community Charter School	Local Board	6-12	179
43	Albuquerque	Twenty-First Century Public Academy	Local Board	5-8	243
44	Aztec	Mosaic Academy Charter	Local Board	K-8	178
45	Bernalillo	Village Academy	Local Board	6-8	49
46	Carlsbad	Jefferson Montessori Academy	Local Board	K-12	147
47	Cimarron	Moreno Valley High School	Local Board	9-12	80
48	Deming	Deming Cesar Chavez Charter High	Local Board	9-12	145

TABLE 16

CHARTER SCHOOLS

Charter Schools Operating in School Year 2009-2010				
District	School	Chartering Authority		Enrollment <sup>1</sup>
		2009-2010	2010-2011	
49	Espanola	Carinos de los Ninos	Local Board	184
50	Gadsden	Anthony Charter School	Local Board	95
51	Gallup/McKinley County	Middle College High School	Local Board	64
52	Jemez Mountain	Lindrith Area Heritage Charter School	Local Board	20
53	Jemez Valley	San Diego Riverside	Local Board	103
54	Jemez Valley	Walatowa Charter High School	Local Board	61
55	Las Cruces	Alma d'Arte Charter High	PEC	165
56	Las Cruces	La Academia Dolores Huerta	Local Board	124
57	Las Cruces	Las Montanas Charter School	Local Board	271
58	Los Lunas	School of Dreams Academy	PEC	115
59	Questa	Red River Valley Charter	Local Board	59
60	Questa	Roots & Wings Community School	Local Board	49
61	Roswell	Sidney Gutierrez Middle School	Local Board	60
62	Santa Fe	Academy for Technology and the Classics	Local Board	339
63	Santa Fe	Tierra Encantada Charter High School	Local Board	129
64	Santa Fe	Monte del Sol Charter School	Local Board	322
65	Santa Fe	Turquoise Trail Elementary	Local Board	465
66	Silver City	Aldo Leopold Charter School	PEC	92
67	Socorro	Cottonwood Valley Charter School	Local Board	170
68	Taos	Anansi Charter School	Local Board	89
69	Taos	Taos Academy	PEC	90
70	Taos	Taos Municipal Charter School	Local Board	203
71	Taos	Vista Grande High School	Local Board	99
72	West Las Vegas	Rio Gallinas School	Local Board	106

Charter Schools to Begin Operating in School Year 2010-2011				
District	School	Chartering Authority		Enrollment <sup>1</sup>
		2009-2010	2010-2011	
73	Albuquerque	The Albuquerque Sign Language Academy	PEC	80
74	Albuquerque	South Valley Preparatory School	PEC	156
75	Albuquerque	Albuquerque School of Excellence	PEC	917
76	Albuquerque	Tierra Adentro: the New Mexico School of Academics, Art, and Artesania	PEC	430
77	Albuquerque	New Mexico School for Architecture, Construction, and Engineering	PEC	325
78	Rio Rancho	The ASK Academy	PEC	600
79	Santa Fe	The MASTERS Program	PEC	200
80	Santa Fe	The New Mexico School for the Arts	PEC	300
81	Taos	Taos Integrated School of the Arts	PEC	180

Totals		
	2009-2010	2010-2011
82	School Districts with Charters	21
83	Locally Chartered Charter Schools	48
84	State Chartered Charter Schools	33
85	All Charter Schools	81
86	Enrollment - Locally Chartered Charter Schools (Projected for 2010-2011)	10,504
87	Enrollment - State Chartered Charter Schools (Projected for 2010-2011)	2,586
88	Enrollment - All Charter Schools (Projected for 2010-2011)	13,090

<sup>1</sup> Enrollment based on 2009-2010 40th day data. For schools not yet in operation, projected enrollment is shown.



TABLE 17

## ENROLLMENT BY ETHNICITY AND DISTRICT; STUDENTS PER TEACHER

	DISTRICT	Student Ethnicity				Total Students	Total Teachers	Students per Teacher		
		Asian/Pacific Islander	Black (not Hispanic)	Caucasian/ White(not Hispanic)	Hispanic					American Indian/ AK Native
1	ALAMOGORDO	140	459	3,140	2,322	153	6,214	435	14.3	1
2	ALBUQUERQUE	2,315	3,827	29,772	54,863	5,157	95,934	7,340	13.1	2
3	ANIMAS	4	0	149	102	3	258	30	8.6	3
4	ARTESIA	3	29	1,519	2,015	15	3,581	262	13.7	4
5	AZTEC	16	18	1,987	827	422	3,270	231	14.2	5
6	BELEN	21	89	1,168	3,375	84	4,737	330	14.4	6
7	BERNALILLO	7	4	304	1,681	1,367	3,363	337	10.0	7
8	BLOOMFIELD	9	19	1,014	1,092	1,000	3,134	228	13.7	8
9	CAPITAN	2	4	355	130	8	499	54	9.2	9
10	CARLSBAD	48	112	2,861	2,997	40	6,058	422	14.4	10
11	CARRIZOZO	0	1	78	114	0	193	31	6.2	11
12	CENTRAL CONS.	10	23	568	148	6,017	6,766	524	12.9	12
13	CHAMA VALLEY	0	3	51	347	9	410	48	8.5	13
14	CIMARRON	5	6	300	187	3	501	65	7.7	14
15	CLAYTON	3	5	299	289	5	601	57	10.5	15
16	CLOUDCROFT	5	11	360	49	11	436	48	9.1	16
17	CLOVIS	115	746	3,040	4,295	62	8,258	563	14.7	17
18	COBRE CONS.	3	10	171	1,229	22	1,435	120	12.0	18
19	CORONA	0	2	53	32	0	87	22	4.0	19
20	CUBA	2	0	36	205	491	734	61	12.0	20
21	DEMING	21	49	928	4,432	10	5,440	343	15.9	21
22	DES MOINES	2	0	48	32	0	82	17	4.8	22
23	DEXTER	0	0	276	781	0	1,057	80	13.2	23
24	DORA	0	0	181	64	1	246	27	9.1	24
25	DULCE	0	0	8	36	638	682	55	12.4	25
26	ELIDA	0	0	88	23	1	112	16	7.0	26
27	ESPANOLA	18	23	132	3,972	277	4,422	308	14.4	27
28	ESTANCIA	5	14	429	497	14	959	101	9.5	28
29	EUNICE	1	7	276	304	1	589	46	12.8	29
30	FARMINGTON	66	152	4,382	2,736	3,131	10,467	712	14.7	30
31	FLOYD	0	2	119	119	4	244	38	6.4	31
32	FORT SUMNER	0	1	160	167	3	331	55	6.0	32
33	GADSDEN	22	33	438	13,411	9	13,913	1,079	12.9	33
34	GALLUP-McKINLEY	107	39	758	1,446	10,270	12,620	939	13.4	34
35	GRADY	1	4	99	19	2	125	23	5.4	35
36	GRANTS-CIBOLA	27	34	653	1,412	1,482	3,608	286	12.6	36
37	HAGERMAN	1	2	122	307	1	433	45	9.6	37
38	HATCH VALLEY	0	2	137	1,249	2	1,390	104	13.4	38
39	HOBBS	33	472	2,637	4,875	21	8,038	577	13.9	39
40	HONDO VALLEY	0	0	15	137	2	154	24	6.4	40
41	HOUSE	1	0	65	26	0	92	27	3.4	41
42	JAL	0	6	170	229	0	405	43	9.4	42
43	JEMEZ MOUNTAIN	0	2	40	219	112	373	55	6.8	43
44	JEMEZ VALLEY	2	0	61	117	337	517	53	9.8	44
45	LAKE ARTHUR	0	1	46	114	0	161	40	4.0	45
46	LAS CRUCES	303	610	5,814	17,333	220	24,280	1,689	14.4	46
47	LAS VEGAS CITY	17	13	197	1,750	26	2,003	160	12.5	47
48	LOGAN	0	1	169	56	1	227	39	5.8	48
49	LORDBURG	1	5	69	606	0	681	65	10.5	49
50	LOS ALAMOS	193	25	2,464	688	17	3,387	312	10.9	50
51	LOS LUNAS	54	142	2,188	5,687	571	8,642	632	13.7	51

TABLE 17

ENROLLMENT BY ETHNICITY AND DISTRICT; STUDENTS PER TEACHER

DISTRICT	Student Ethnicity					Total Students	Total Teachers	Students per Teacher
	Asian/Pacific Islander	Black (not Hispanic)	Caucasian/ White(not Hispanic)	Hispanic	American Indian/ AK Native			
52 LOVING	0	4	145	471	0	620	53	11.7
53 LOVINGTON	12	77	851	2,294	13	3,247	219	14.8
54 MAGDALENA	7	2	106	130	218	463	61	7.6
55 MAXWELL	0	0	47	51	0	98	20	4.9
56 MELROSE	0	5	172	31	11	219	47	4.7
57 MESA VISTA	0	1	31	379	7	418	36	11.6
58 MORA	0	1	36	508	1	546	52	10.5
59 MORIARTY	26	44	2,027	1,269	63	3,429	256	13.4
60 MOSQUERO	0	0	18	18	0	36	11	3.3
61 MOUNTAINAIR	3	10	95	208	3	319	17	18.8
62 PECOS	1	7	49	614	5	676	61	11.1
63 PENASCO	0	0	12	467	39	518	44	11.8
64 POJOAQUE VALLEY	1	11	139	1,451	377	1,979	140	14.1
65 PORTALES	9	59	1,172	1,530	29	2,799	201	13.9
66 QUEMADO	1	3	130	14	30	178	30	5.9
67 QUESTA	1	5	95	433	4	538	71	7.6
68 RATON	2	2	503	850	12	1,369	106	12.9
69 RESERVE	0	0	101	71	1	173	28	6.2
70 RIO RANCHO	422	742	7,594	6,595	670	16,023	1,130	14.2
71 ROSWELL	61	257	3,080	6,349	28	9,775	671	14.6
72 ROY	0	0	41	17	0	58	12	4.8
73 RUIDOSO	14	32	877	943	419	2,285	165	13.8
74 SAN JON	0	2	80	63	4	149	24	6.2
75 SANTA FE	210	134	2,797	10,256	369	13,766	965	14.3
76 SANTA ROSA	10	2	34	593	2	641	59	10.9
77 SILVER	21	44	1,352	1,820	26	3,263	240	13.6
78 SOCORRO	33	42	455	1,279	87	1,896	147	12.9
79 SPRINGER	0	1	80	115	1	197	20	9.9
80 TAOS	36	22	575	2,215	225	3,073	203	15.1
81 TATUM	0	2	141	165	1	309	38	8.1
82 TEXICO	1	7	313	216	2	539	44	12.3
83 TRUTH OR CONSQ	2	14	725	748	12	1,501	109	13.8
84 TUCUMCARI	20	25	364	668	5	1,082	84	12.9
85 TULAROSA	5	13	287	450	221	976	87	11.2
86 VAUGHN	0	0	6	90	0	96	16	6.0
87 WAGON MOUND	0	1	56	75	0	132	26	5.1
88 WEST LAS VEGAS	0	17	97	1,624	13	1,751	171	10.2
89 ZUNI	2	0	1	3	1,447	1,453	115	12.6
90 MEDIA ARTS *	1	6	33	56	8	104	5	20.8
91 COTTONWD CLASSIC*	3	11	89	35	0	138	12	11.5
92 HORIZON ACADEMY *	6	26	38	347	16	433	24	18.0
93 N VALLEY ACADEMY *	13	14	104	290	10	431	23	18.7
94 TOTAL	4,506	8,652	95,342	185,185	36,457	329,845	25,041	13.2
95 PERCENTAGE OF TOTAL	1.4%	2.6%	28.9%	56.1%	11.1%			
96 ETHNIC MINORITIES AS PERCENTAGE OF TOTAL					71.2%			

\*State-chartered Charter School

TABLE 18

ENROLLMENT BY GRADE LEVEL AND DISTRICT  
SCHOOL YEAR 2008-2009  
(based on 40th day enrollment data)

DISTRICT/CHARTER	ENROLLMENT BY GRADE LEVEL																Total Enrollment
	1	2	3	4	5	6	7	8	9	10	11	12	KF	KN <sup>1</sup>	KN <sup>2</sup>		
1 ALBUQUERQUE	7,795	7,720	7,584	7,390	7,166	7,029	6,824	7,089	9,320	7,631	6,407	5,253	7,627	1		94,836	
2 ALAMOGORDO	478	478	423	478	464	438	448	497	476	491	444	439	519	0		6,073	
3 ANIMAS	8	15	15	23	14	16	19	26	28	23	23	19	15	0		244	
4 ARTESIA	301	282	261	259	294	286	238	279	261	296	248	208	289	0		3,502	
5 AZTEC	276	272	252	238	241	263	250	230	285	255	211	235	236	0		3,234	
6 BELEN	370	378	370	377	333	366	348	352	309	392	318	279	360	0		4,652	
7 BERNALILLO	266	241	232	252	220	228	239	281	325	210	208	189	276	0		3,167	
8 BLOOMFIELD	254	217	272	231	226	236	241	201	285	236	204	173	233	0		3,009	
9 CAPITAN	42	42	33	44	44	37	43	39	35	43	34	33	27	0		496	
10 CARLSBAD	502	452	473	467	482	451	409	487	537	426	372	390	482	0		5,930	
11 CARRIZO	15	15	7	18	15	10	16	16	12	21	17	17	12	0		191	
12 CENTRAL CONS.	503	465	436	453	452	458	503	441	616	606	536	492	450	0		6,411	
13 CHAMA	34	33	39	27	33	32	24	29	28	41	34	33	20	0		407	
14 CIMARRON	33	31	30	32	37	38	24	43	48	39	53	51	31	0		490	
15 CLAYTON	42	55	37	38	40	49	46	44	48	46	40	48	53	0		586	
16 CLOUDCROFT	27	29	31	21	30	33	28	28	46	36	51	45	28	0		433	
17 CLOVIS	711	666	700	638	613	566	595	563	553	555	595	535	676	0		7,966	
18 COBRE CONS.	130	111	109	97	95	109	102	98	107	102	102	103	110	0		1,375	
19 CORONA	5	10	4	8	10	5	6	6	6	9	9	3	6	0		86	
20 CUBA	36	33	40	39	36	35	45	43	100	101	100	75	22	0		705	
21 DEMING	410	428	409	383	395	372	409	419	474	444	429	394	379	0		5,345	
22 DES MOINES	4	5	6	3	7	13	5	9	9	8	13	4	5	0		82	
23 DEXTER	73	87	76	65	83	87	86	85	88	85	73	74	75	0		1,037	
24 DORA	14	16	14	18	19	13	21	21	22	29	19	16	11	0		233	
25 DULCE	48	53	54	50	45	48	38	57	91	60	27	41	65	0		677	
26 ELIDA	7	10	10	10	6	9	6	9	7	11	5	10	8	0		108	
27 ESPANOLA	437	413	420	370	402	348	279	292	470	273	149	127	405	0		4,385	
28 ESTANCIA	59	61	60	55	69	65	68	51	98	111	79	108	61	0		945	
29 EUNICE	36	56	31	41	43	47	54	47	54	40	39	40	54	0		582	
30 FARMINGTON	898	909	848	840	774	771	743	724	900	822	583	636	908	0		10,356	
31 FLOYD	17	10	16	16	20	19	14	27	22	22	18	20	12	0		233	
32 FT. SUMNER	22	25	18	24	27	23	22	25	27	23	18	34	29	0		317	
33 GADSDEN	1,108	1,030	1,052	1,113	1,029	1,022	985	1,013	1,249	1,087	1,014	936	1,095	0		13,733	
34 GALLUP	876	847	801	816	836	768	865	928	1,302	1,137	1,008	974	894	0		12,052	
35 GRADY	7	8	8	13	12	9	5	15	8	8	9	8	12	0		122	
36 GRANTS	254	247	226	257	278	251	254	225	402	303	279	246	243	0		3,465	
37 HAGERMAN	33	22	44	27	26	35	34	43	34	39	29	28	26	0		420	
38 HATCH	109	108	105	106	105	92	94	100	123	121	98	94	113	0		1,368	
39 HOBBS	647	696	645	668	591	614	583	579	579	762	434	459	688	0		7,945	
40 HONDO	10	9	7	10	17	10	14	13	13	12	10	16	16	0		152	
41 HOUSE	3	3	5	6	4	1	6	3	12	15	22	7	1	0		88	
42 JAL	33	26	30	28	38	27	29	25	28	32	36	27	29	0		388	
43 JEMEZ MOUNTAIN	33	29	32	28	32	27	31	37	28	24	26	15	32	0		373	
44 JEMEZ VALLEY	30	23	29	38	30	28	47	44	59	55	43	51	33	0		510	
45 LAKE ARTHUR	7	6	10	12	13	14	13	13	13	11	14	15	9	0		150	
46 LAS CRUCES	1,876	1,872	1,775	1,775	1,761	1,837	1,815	1,814	2,387	1,967	1,585	1,372	1,855	0		23,691	
47 LAS VEGAS CITY	179	185	167	157	137	148	162	136	153	167	143	105	154	0		1,993	
48 LOGAN	15	17	12	12	17	14	22	15	24	22	14	18	18	0		220	
49 LORDSBURG	49	49	42	53	44	48	50	53	75	64	37	42	44	0		650	

TABLE 18

ENROLLMENT BY GRADE LEVEL AND DISTRICT  
SCHOOL YEAR 2008-2009  
(based on 40th day enrollment data)

DISTRICT/CHARTER	ENROLLMENT BY GRADE LEVEL															Total Enrollment
	1	2	3	4	5	6	7	8	9	10	11	12	KF	KN <sup>1</sup>		
50 LOS ALAMOS	235	218	232	251	237	250	289	277	293	278	272	297	217	0	3,355	
51 LOS LUNAS	617	651	660	682	674	684	689	674	763	728	566	493	647	0	8,528	
52 LOVING	39	55	39	49	51	44	45	49	55	47	37	42	28	0	580	
53 LOVINGTON	265	239	236	266	240	235	222	248	237	237	195	155	250	0	3,030	
54 MAGDALENA	35	32	31	38	35	35	36	32	43	31	39	27	16	0	430	
55 MAXWELL	10	5	8	8	8	7	7	7	10	6	5	9	6	0	96	
56 MELROSE	19	13	16	12	13	14	13	14	22	14	21	15	11	0	197	
57 MESA VISTA	25	18	21	24	36	30	39	32	53	32	40	33	40	0	407	
58 MORA	37	48	47	46	33	38	44	42	46	52	35	41	32	0	541	
59 MORIARTY-EDGEWOOD	240	228	265	256	274	262	292	314	328	282	239	204	220	0	3,404	
60 MOSQUERO	2	1	2	4	4	4	2	2	2	3	4	3	2	0	36	
61 MOUNTAINAIR	15	29	25	21	29	27	21	23	22	37	25	23	19	0	316	
62 PECOS	48	54	46	52	56	53	53	58	47	63	41	38	48	0	657	
63 PENASCO	34	40	38	31	32	38	39	40	43	59	37	50	28	0	509	
64 POJORAQUE	124	140	143	137	139	145	173	174	210	166	168	132	113	0	1,964	
65 PORTALES	225	225	234	224	211	204	201	206	257	218	152	133	224	0	2,714	
66 QUEMADO	16	8	14	11	12	17	8	15	14	23	13	15	11	0	177	
67 QUESTA	44	39	34	38	57	47	53	45	45	36	25	33	37	0	533	
68 RATON	114	103	84	110	88	91	101	100	130	106	86	68	118	0	1,299	
69 RESERVE	17	12	10	13	15	5	13	14	13	22	9	16	11	0	170	
70 RIO RANCHO	1,211	1,241	1,234	1,275	1,214	1,232	1,224	1,284	1,231	1,405	1,121	938	1,224	0	15,834	
71 ROSWELL	806	795	754	734	728	713	686	666	886	751	576	541	871	0	9,507	
72 ROY	1	0	1	3	0	6	4	4	10	6	14	3	4	0	56	
73 RUIDOSO	183	205	166	169	163	173	156	184	226	175	151	139	172	0	2,262	
74 SAN JON	8	6	7	6	8	10	13	14	14	16	17	18	9	0	146	
75 SANTA FE	1,175	1,225	1,229	1,198	1,162	1,072	1,004	910	1,166	859	739	688	1,163	1	13,591	
76 SANTA ROSA	56	58	65	34	54	37	46	41	51	51	45	42	54	0	634	
77 SILVER CITY	272	245	250	245	255	252	239	251	332	233	197	228	237	0	3,236	
78 SOCORRO	152	149	164	125	142	148	141	135	135	158	136	137	142	1	1,865	
79 SPRINGER	19	14	13	16	13	15	15	17	18	14	18	10	15	0	197	
80 TAOS	238	250	228	235	218	191	219	206	264	276	222	218	270	0	3,035	
81 TATUM	20	21	20	16	22	22	19	33	29	20	34	21	24	0	301	
82 TEXICO	38	36	41	38	36	29	43	41	44	48	50	41	40	0	525	
83 TRUTH OR CONS.	104	111	103	117	99	110	103	118	131	114	115	94	106	0	1,425	
84 TUCUMCARI	87	101	81	87	73	69	69	65	89	95	70	60	87	0	1,033	
85 TULAROSA	68	68	86	70	69	70	72	66	81	102	81	67	71	0	971	
86 VAUGHN	7	11	4	10	10	4	9	5	9	6	9	5	6	0	95	
87 WAGON MOUND	7	3	6	2	0	8	7	10	10	18	26	28	128	3	128	
88 WEST LAS VEGAS	131	140	125	109	125	134	133	132	171	146	123	152	121	0	1,742	
89 ZUNI	94	97	96	100	84	93	107	108	129	150	129	115	132	0	1,434	
90 MEDIA ARTS <sup>2</sup>	0	0	0	0	0	0	0	0	65	39	0	0	0	0	104	
91 COTTONWOOD CLASSIC <sup>2</sup>	0	0	0	0	0	0	0	0	29	6	0	0	0	0	138	
92 HORIZON ACADEMY <sup>2</sup>	65	66	65	72	68	37	0	0	0	0	0	0	60	0	433	
93 NORTH VALLEY CHARTER <sup>2</sup>	56	56	44	57	45	38	45	33	0	0	0	0	57	0	431	
94 TOTAL	26,081	25,851	25,267	25,115	24,537	24,179	23,915	24,326	30,033	26,450	22,134	19,912	25,652	27	323,479	

<sup>1</sup> Half-day Kindergarten

<sup>2</sup> Denotes a State-chartered Charter School

**TABLE 19**

**PUBLIC SCHOOLS (NON-CHARTER) BY TYPE AND DISTRICT**  
(school year 2009-2010)

	District Name	Total Elementary Schools	Total Middle Schools	Total Junior High Schools	Total High Schools	Total Alternative Schools	Total Schools
1	ALAMOGORDO	11	3	0	1	1	16
2	ALBUQUERQUE	89	27	0	13	11	140
3	ANIMAS	1	1	0	1	0	3
4	ARTESIA	7	1	1	1	0	10
5	AZTEC	3	1	0	1	1	6
6	BELEN	7	1	0	1	2	11
7	BERNALILLO	6	3	0	1	0	10
8	BLOOMFIELD	4	0	1	1	1	7
9	CAPITAN	1	1	0	1	0	3
10	CARLSBAD	10	2	0	1	0	13
11	CARRIZOZO	1	1	0	1	0	3
12	CENTRAL	11	3	0	3	1	18
13	CHAMA	2	2	0	1	0	5
14	CIMARRON	2	2	0	1	0	5
15	CLAYTON	2	1	0	1	0	4
16	CLOUDCROFT	1	1	0	1	0	3
17	CLOVIS	12	0	2	2	1	17
18	COBRE	4	1	0	1	0	6
19	CORONA	1	0	0	1	0	2
20	CUBA	1	1	0	1	0	3
21	DEMING	9	2	1	1	0	13
22	DES MOINES	1	0	0	1	0	2
23	DEXTER	1	1	0	1	0	3
24	DORA	1	0	0	1	0	2
25	DULCE	1	1	0	1	0	3
26	ELIDA	1	0	0	1	0	2
27	ESPANOLA	12	1	0	2	0	15
28	ESTANCIA	3	1	0	1	2	7
29	EUNICE	1	1	0	1	0	3
30	FARMINGTON	10	0	4	2	1	17
31	FLOYD	1	1	0	1	0	3
32	FORT SUMNER	1	1	0	1	0	3
33	GADSDEN	16	3	0	3	1	23
34	GALLUP-McKINLEY COUNTY	19	7	0	8	2	36
35	GRADY	1	1	0	1	0	3
36	GRANTS	7	2	0	2	0	11
37	HAGERMAN	1	1	0	1	0	3
38	HATCH VALLEY	3	1	0	1	1	6
39	HOBBS	12	0	2	2	1	17
40	HONDO VALLEY	1	0	0	1	0	2
41	HOUSE	1	0	1	1	0	3
42	JAL	1	1	0	1	0	3
43	JEMEZ MOUNTAIN	3	1	0	1	0	5
44	JEMEZ VALLEY	1	1	0	1	0	3
45	LAKE ARTHUR	1	1	0	1	0	3
46	LAS CRUCES	24	7	0	3	3	37
47	LAS VEGAS CITY	7	1	0	1	0	9
48	LOGAN	1	1	0	1	0	3
49	LORDSBURG	3	1	0	1	0	5
50	LOS ALAMOS	5	1	0	1	0	7
51	LOS LUNAS	12	2	0	2	2	18
52	LOVING	1	1	0	1	0	3
53	LOVINGTON	5	1	1	2	1	10
54	MAGDALENA	1	1	0	1	0	3
55	MAXWELL	1	1	0	1	0	3
56	MELROSE	1	0	1	1	0	3
57	MESA VISTA	2	1	0	1	0	4

**TABLE 19**

**PUBLIC SCHOOLS (NON-CHARTER) BY TYPE AND DISTRICT**  
(school year 2009-2010)

	District Name	Total Elementary Schools	Total Middle Schools	Total Junior High Schools	Total High Schools	Total Alternative Schools	Total Schools
58	MORA	2	1	0	1	0	4
59	MORIARTY-EDGEWOOD	5	2	0	1	0	8
60	MOSQUERO	1	0	0	1	0	2
61	MOUNTAINAIR	1	1	0	1	0	3
62	PECOS	1	1	0	1	0	3
63	PENASCO	1	0	1	1	0	3
64	POJOAQUE VALLEY	2	2	0	1	0	5
65	PORTALES	5	0	1	1	1	8
66	QUEMADO	2	0	0	1	0	3
67	QUESTA	3	0	1	1	0	5
68	RATON	4	1	0	1	0	6
69	RESERVE	2	0	0	1	0	3
70	RIO RANCHO	10	4	0	2	2	18
71	ROSWELL	13	4	0	2	1	20
72	ROY	1	0	0	1	0	2
73	RUIDOSO	3	1	0	1	0	5
74	SAN JON	1	1	0	1	0	3
75	SANTA FE	20	1	2	2	1	26
76	SANTA ROSA	2	2	0	1	0	5
77	SILVER CITY	5	1	0	2	1	9
78	SOCORRO	4	1	0	1	0	6
79	SPRINGER	2	0	1	1	0	4
80	TAOS	4	0	1	2	1	8
81	TATUM	1	0	1	1	0	3
82	TEXICO	1	1	0	1	0	3
83	TRUTH OR CONSEQUENCES	3	1	0	1	1	6
84	TUCUMCARI	1	1	0	1	0	3
85	TULAROSA	2	1	0	1	0	4
86	VAUGHN	1	0	0	1	0	2
87	WAGON MOUND	1	0	0	1	0	2
88	WEST LAS VEGAS	5	2	0	2	0	9
89	ZUNI	3	1	0	2	0	6
90	<b>STATEWIDE</b>	<b>460</b>	<b>128</b>	<b>22</b>	<b>128</b>	<b>40</b>	<b>778</b>

**TABLE 20**

**GRADUATION RATES (FOUR- AND FIVE-YEAR)**

*Fall 2004 Ninth Grade Cohort*

Statute provides that a student who satisfies graduation requirements within five years of entering ninth grade (by August 1 of a final summer session) may be counted by the school system in which the student is enrolled as a high school graduate for the year in which the requirement is satisfied.

District	Student Records (N)	4-Year Rate (%)	5-Year Rate (%)	Difference
ALAMOGORDO	790	65.5	69.7	4.2
ALBUQUERQUE	6,953	63.2	68.8	5.6
ANIMAS	32	94.4	95.7	1.3
ARTESIA	298	82.3	83.2	0.9
AZTEC	353	59.3	66.5	7.2
BELEN	414	68.8	73.3	4.5
BERNALILLO	375	53.9	57.0	3.1
BLOOMFIELD	337	43.3	62.5	19.2
CAPITAN	67	87.3	90.0	2.7
CARLSBAD	513	63.1	77.3	14.2
CARRIZOZO	22	66.2	89.3	23.1
CENTRAL	903	53.1	58.1	5.0
CHAMA	48	81.9	84.0	2.1
CIMARRON	50	63.0	64.2	1.2
CLAYTON	30	94.3	94.6	0.3
CLOUDCROFT	58	91.7	91.9	0.2
CLOVIS	763	75.9	78.9	3.0
COBRE	142	84.0	91.9	7.9
CORONA	10	89.0	89.0	0.0
CUBA	162	44.5	55.9	11.4
DEMING	435	69.9	73.8	3.9
DES MOINES	13	78.0	90.8	12.8
DEXTER	116	72.5	75.8	3.3
DORA	23	86.6	86.6	0.0
DULCE	93	23.4	53.4	30.0
ELIDA	15	86.0	92.2	6.2
ESPANOLA	386	50.9	58.1	7.2
ESTANCIA	173	74.9	79.8	4.9
EUNICE	58	63.6	67.5	3.9
FARMINGTON	921	66.5	71.5	5.0
FLOYD	26	80.6	80.8	0.2
FT SUMNER	21	69.9	69.9	0.0
GADSDEN	1,803	45.9	49.0	3.1
GALLUP	1,895	52.6	61.1	8.5
GRADY	15	93.6	93.6	0.0
GRANTS-CIBOLA	457	48.5	64.5	16.0
HAGERMAN	46	73.5	76.9	3.4
HATCH	141	65.0	70.3	5.3
HOBBS	714	67.4	70.3	2.9
HONDO	14	90.8	91.1	0.3
HOUSE	68	40.2	66.9	26.7
JAL	45	79.7	80.3	0.6
JEMEZ MTN	28	95.8	>98.0	4.2
JEMEZ VALLEY	57	61.1	69.6	8.5
LAKE ARTHUR	16	81.7	84.6	2.9

District	Student Records (N)	4-Year Rate (%)	5-Year Rate (%)	Difference
LAS CRUCES	2,835	54.0	57.1	3.1
LAS VEGAS CITY	197	74.1	81.7	7.6
LOGAN	18	97.1	>98.0	2.9
LORDSBURG	65	55.6	64.8	9.2
LOS ALAMOS	321	81.5	86.2	4.7
LOS LUNAS	1,041	54.8	56.0	1.2
LOVING	46	79.1	82.1	3.0
LOVINGTON	257	82.7	84.6	1.9
MAGDALENA	35	70.8	92.0	21.2
MAXWELL	11	89.2	89.2	0.0
MELROSE	21	81.4	82.2	0.8
MESA VISTA	58	29.4	72.2	42.8
MORA	63	89.8	90.0	0.2
MORIARTY	381	73.0	77.2	4.2
MOSQUERO	8	83.4	83.4	0.0
MOUNTAINAIR	40	55.9	56.4	0.5
PECOS	92	70.3	71.9	1.6
PENASCO	64	68.7	80.7	12.0
POJOAQUE	235	64.0	70.1	6.1
PORTALES	209	78.4	87.0	8.6
QUEMADO	18	>98.0	>98.0	0.3
QUESTA	49	80.5	84.5	4.0
RATON	157	41.0	41.6	0.6
RESERVE	26	68.0	69.3	1.3
RIO RANCHO	1,312	79.2	82.2	3.0
ROSWELL	902	60.7	69.5	8.8
ROY	18	93.0	97.5	4.5
RUIDOSO	219	75.2	76.8	1.6
SAN JON	19	79.8	80.3	0.5
SANTA FE	1,311	53.0	56.9	3.9
SANTA ROSA	56	93.7	93.7	0.0
SILVER	272	76.8	77.8	1.0
SOCORRO	203	73.7	76.3	2.6
SPRINGER	21	85.9	87.7	1.8
TAOS	386	39.3	57.7	18.4
TATUM	24	96.7	>98.0	1.5
TEXICO	44	81.6	95.2	13.6
T OR C	179	54.1	60.9	6.8
TUCUMCARI	119	51.5	55.7	4.2
TULAROSA	93	76.5	88.9	12.4
VAUGHN	8	>98.0	>98.0	0.0
WAGON MOUND	36	82.3	92.0	9.7
W LAS VEGAS	186	73.6	74.8	1.2
ZUNI	191	48.7	70.7	22.0
<b>STATEWIDE</b>	<b>31,140</b>	<b>60.3</b>	<b>66.2</b>	<b>5.9</b>

**Table 21**

**PROFICIENCY RATES BY SCHOOL DISTRICT (FIVE-YEAR CHANGE)**

		READING Proficient & Above			MATHEMATICS Proficient & Above		
District	2004-05	2008-09	5-year change	2004-05	2008-09	5-year change	
1 ALAMOGORDO	60.9%	64.1%	3.2%	38.8%	48.4%	9.6%	
2 ALBUQUERQUE	53.4%	56.9%	3.5%	34.2%	43.2%	9.0%	
3 ANIMAS	50.0%	65.7%	15.7%	34.2%	62.0%	27.8%	
4 ARTESIA	53.5%	58.5%	5.0%	33.4%	45.4%	12.0%	
5 AZTEC	54.8%	61.0%	6.2%	31.3%	48.1%	16.8%	
6 BELEN	43.1%	48.4%	5.3%	20.2%	35.7%	15.5%	
7 BERNALILLO	43.3%	45.1%	1.8%	23.1%	32.4%	9.3%	
8 BLOOMFIELD	44.2%	54.9%	10.7%	35.1%	38.1%	3.0%	
9 CAPITAN	66.4%	67.4%	1.0%	36.9%	47.9%	11.0%	
10 CARLSBAD	58.1%	59.8%	1.7%	35.0%	43.7%	8.7%	
11 CARRIZOZO	54.5%	53.1%	-1.4%	24.8%	35.4%	10.6%	
12 CENTRAL CONS.	36.3%	48.3%	12.0%	19.0%	39.8%	20.8%	
13 CHAMA	51.8%	55.4%	3.6%	26.3%	47.9%	21.6%	
14 CIMARRON	62.1%	67.1%	5.0%	40.6%	40.5%	-0.1%	
15 CLAYTON	69.2%	69.3%	0.1%	42.2%	61.8%	19.6%	
16 CLOUDCROFT	67.4%	78.2%	10.8%	35.1%	56.4%	21.3%	
17 CLOVIS	56.3%	59.6%	3.3%	34.1%	46.4%	12.3%	
18 COBRE CONS	49.4%	57.9%	8.5%	20.0%	39.2%	19.2%	
19 CORONA	56.0%	59.5%	3.5%	24.0%	50.0%	26.0%	
20 CUBA	28.3%	31.9%	3.6%	11.7%	25.0%	13.3%	
21 DEMING	39.5%	41.1%	1.6%	17.6%	25.3%	7.7%	
22 DES MOINES	78.3%	72.5%	-5.8%	47.0%	49.0%	2.0%	
23 DEXTER	48.1%	51.3%	3.2%	26.3%	39.8%	13.5%	
24 DORA	65.5%	58.8%	-6.7%	40.0%	40.3%	0.3%	
25 DULCE	28.5%	30.2%	1.7%	9.3%	12.9%	3.6%	
26 ELIDA	66.2%	71.4%	5.2%	43.2%	49.2%	6.0%	
27 ESPANOLA	31.4%	45.1%	13.7%	13.7%	28.1%	14.4%	
28 ESTANCIA	56.3%	56.7%	0.4%	29.3%	40.0%	10.7%	
29 EUNICE	55.3%	46.8%	-8.5%	27.2%	29.2%	2.0%	
30 FARMINGTON	49.3%	57.6%	8.3%	31.8%	39.5%	7.7%	
31 FLOYD	56.8%	47.4%	-9.4%	25.4%	31.4%	6.0%	
32 FT SUMNER	61.3%	68.3%	7.0%	35.2%	49.1%	13.9%	
33 GADSDEN	44.2%	48.8%	4.6%	25.4%	41.3%	15.9%	
34 GALLUP	32.9%	37.3%	4.4%	17.1%	24.2%	7.1%	
35 GRADY	58.8%	73.2%	14.4%	40.0%	52.1%	12.1%	
36 GRANTS-CIBOLA	43.4%	45.4%	2.0%	18.8%	27.9%	9.1%	
37 HAGERMAN	49.8%	45.2%	-4.6%	33.6%	26.6%	-7.0%	
38 HATCH	38.8%	40.0%	1.2%	19.9%	29.2%	9.3%	
39 HOBBS	48.2%	46.9%	-1.3%	26.0%	34.7%	8.7%	
40 HONDO	45.2%	41.6%	-3.6%	23.3%	23.4%	0.1%	
41 HOUSE	40.2%	71.4%	31.2%	13.4%	50.0%	36.6%	
42 JAL	49.8%	50.9%	1.1%	32.6%	42.2%	9.6%	
43 JEMEZ MOUNTAIN	48.0%	35.6%	-12.4%	20.6%	15.7%	-4.9%	
44 JEMEZ VALLEY	32.0%	51.9%	19.9%	11.9%	32.1%	20.2%	
45 LAKE ARTHUR	48.2%	45.3%	-2.9%	15.2%	17.4%	2.2%	



Table 21

### PROFICIENCY RATES BY SCHOOL DISTRICT (FIVE-YEAR CHANGE)

District	READING Proficient & Above			MATHEMATICS Proficient & Above		
	2004-05	2008-09	5-year change	2004-05	2008-09	5-year change
46 LAS CRUCES	51.1%	53.6%	2.5%	29.8%	38.7%	8.9%
47 LAS VEGAS CITY	57.9%	55.1%	-2.8%	29.6%	31.1%	1.5%
48 LOGAN	61.8%	68.0%	6.2%	40.3%	53.4%	13.1%
49 LORDSBURG	43.8%	48.2%	4.4%	22.4%	28.6%	6.2%
50 LOS ALAMOS	82.5%	79.5%	-3.0%	68.1%	71.7%	3.6%
51 LOS LUNAS	52.1%	53.5%	1.4%	24.8%	37.7%	12.9%
52 LOVING	42.6%	49.4%	6.8%	18.8%	29.4%	10.6%
53 LOVINGTON	48.3%	54.5%	6.2%	29.7%	35.5%	5.8%
54 MAGDALENA	26.8%	39.5%	12.7%	28.8%	25.9%	-2.9%
55 MAXWELL	61.0%	46.0%	-15.0%	21.7%	24.0%	2.3%
56 MELROSE	67.6%	54.5%	-13.1%	40.4%	44.6%	4.2%
57 MESA VISTA	40.9%	41.6%	0.7%	12.2%	34.5%	22.3%
58 MORA	43.0%	53.8%	10.8%	13.1%	34.0%	20.9%
59 MORIARTY	57.6%	62.8%	5.2%	29.8%	46.5%	16.7%
60 MOSQUERO	77.1%	70.4%	-6.7%	31.4%	44.4%	13.0%
61 MOUNTAINAIR	50.2%	44.3%	-5.9%	23.8%	26.3%	2.5%
62 PECOS	41.9%	36.1%	-5.8%	16.8%	18.9%	2.1%
63 PENASCO	47.8%	53.1%	5.3%	18.8%	27.5%	8.7%
64 POJOAQUE	50.2%	49.9%	-0.3%	20.0%	34.8%	14.8%
65 PORTALES	55.0%	58.7%	3.7%	31.8%	39.9%	8.1%
66 QUEMADO	41.9%	49.0%	7.1%	22.9%	35.4%	12.5%
67 QUESTA	49.6%	51.0%	1.4%	15.6%	28.9%	13.3%
68 RATON	50.9%	51.6%	0.7%	31.5%	38.4%	6.9%
69 RESERVE	55.6%	61.8%	6.2%	31.7%	35.5%	3.8%
70 RIO RANCHO	66.9%	68.6%	1.7%	47.7%	58.1%	10.4%
71 ROSWELL	48.1%	57.4%	9.3%	28.7%	46.8%	18.1%
72 ROY	71.2%	65.6%	-5.6%	36.5%	68.8%	32.3%
73 RUIDOSO	52.5%	57.9%	5.4%	31.2%	42.2%	11.0%
74 SAN JON	63.2%	47.9%	-15.3%	28.9%	32.9%	4.0%
75 SANTA FE	49.5%	46.7%	-2.8%	24.5%	33.8%	9.3%
76 SANTA ROSA	55.5%	57.9%	2.4%	23.1%	28.2%	5.1%
77 SILVER	57.0%	58.7%	1.7%	29.5%	44.6%	15.1%
78 SOCORRO	40.2%	40.7%	0.5%	26.7%	26.6%	-0.1%
79 SPRINGER	49.6%	57.3%	7.7%	27.4%	52.7%	25.3%
80 TAOS	48.9%	52.5%	3.6%	23.4%	32.6%	9.2%
81 TATUM	68.9%	61.8%	-7.1%	34.7%	50.3%	15.6%
82 TEXICO	74.6%	71.3%	-3.3%	49.9%	63.9%	14.0%
83 TRUTH OR CONSQ	45.0%	55.7%	10.7%	23.9%	35.6%	11.7%
84 TUCUMCARI	45.4%	53.1%	7.7%	27.1%	36.9%	9.8%
85 TULAROSA	37.4%	52.8%	15.4%	14.5%	31.1%	16.6%
86 VAUGHN	45.3%	27.6%	-17.7%	12.5%	12.1%	-0.4%
87 WAGON MOUND	39.6%	55.4%	15.8%	16.7%	23.1%	6.4%
88 WEST LAS VEGAS	44.0%	51.4%	7.4%	18.1%	30.1%	12.0%
89 ZUNI	31.8%	42.1%	10.3%	16.7%	27.5%	10.8%
90 <b>Statewide</b>	<b>50.4%</b>	<b>54.5%</b>	<b>4.0%</b>	<b>29.8%</b>	<b>40.5%</b>	<b>10.7%</b>