

The State of Public Education in Northern New Mexico

September 2002

Los Alamos National Laboratory Foundation

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INTRODUCTION

THE PURPOSE AND STRUCTURE OF THIS REPORT

This report presents socio-economic and public education data for the seven counties of northern New Mexico that are most impacted by the presence of Los Alamos National Laboratory (LANL). This report seeks to characterize the learning environments encountered both inside and outside the classroom by public school students in Los Alamos, Mora, Rio Arriba, Sandoval, San Miguel, Santa Fe and Taos counties.

The first section of the report presents data for the seven county region as a whole, comparing academic performance in the seven county region to academic performance in the state overall, and explaining the data elements presented. Because the seven counties are so different from one another, the second section of the report presents data for each county individually. It is hoped that the information contained in this report will assist parents, advocates, educators, state agencies, and policy makers in their efforts to improve the quality of public education in northern New Mexico.

THE LOS ALAMOS NATIONAL LABORATORY FOUNDATION

The Los Alamos National Laboratory (LANL) Foundation was established in 1997 through a collaborative effort between the US Department of Energy, the University of California, and the Los Alamos National Laboratory Management Team with support from the New Mexico Congressional delegation. The primary responsibility of the LANL Foundation is to promote and manage gift and grant support for the Laboratory. The mission of the Foundation is to support educational and human services needs of communities where employees of LANL and its corporate partners live and work. A guiding principle of the Foundation is to enhance community life and the overall educational environment in northern New Mexico. The goal is to achieve a level of educational excellence that will enable LANL to recruit qualified employees from within the region to participate in the national missions of LANL.

To meet this purpose, the Foundation established three priorities for funding: educational enrichment, educational outreach, and community outreach. Under the educational enrichment initiative, the Foundation provides grants to local schools to improve educational programs. Through the educational outreach program, the Foundation provides funding to nonprofit charitable organizations, government agencies and Pueblo communities to enhance educational opportunities. The community outreach component of the Foundation supports activities that address the social needs of northern New Mexico. This year the LANL Foundation will award approximately \$1 million in Educational Enrichment Grants, \$500,000 in Educational Outreach Grants, and \$500,000 in Community Outreach Grants.

The Foundation also manages two scholarship funds. In 1998 the LANL Employees' Scholarship Fund was created. The goal of the fund is to provide scholarships that support the best and brightest students in northern New Mexico who are pursuing undergraduate degrees in fields serving the Los Alamos National Laboratory. Scholarship awards are based on financial need, diversity, and regional representation. The Endowed Leadership Scholarship fund was established in 2001. This fund awards scholarships to students in northern New Mexico with significant financial need who have demonstrated outstanding leadership skills through achievements in their school and community.

NORTHERN NEW MEXICO COUNCIL FOR EXCELLENCE IN EDUCATION

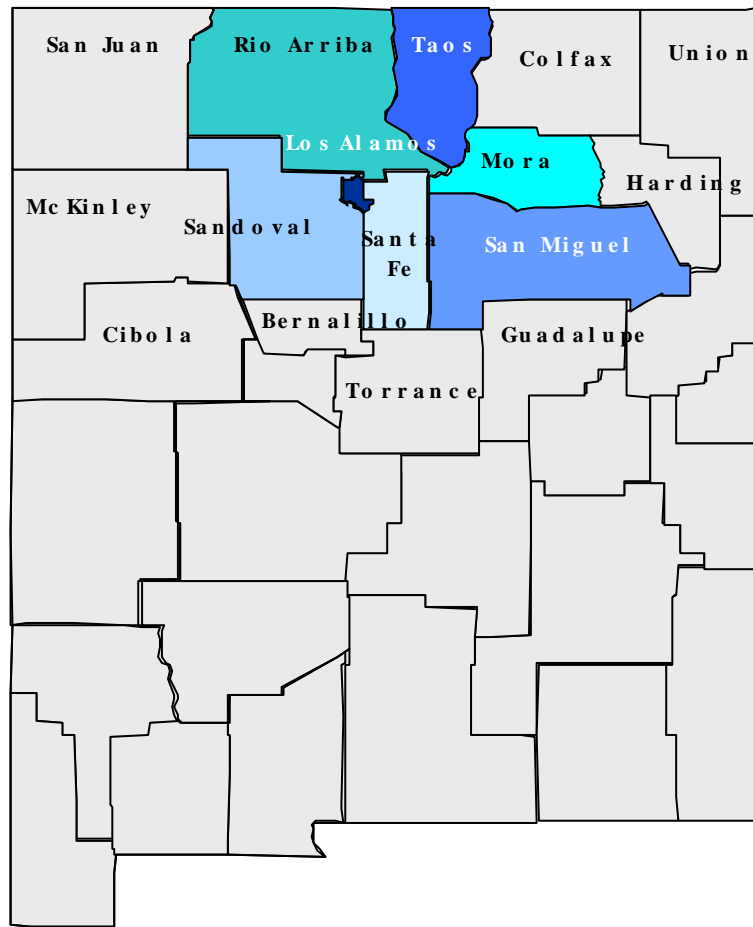
The Northern New Mexico Council for Excellence in Education (NNMCEE) is a catalyst and an advocate for educational and workforce development in northern New Mexico. NNMCEE had fifteen founding members that included all levels of education. The founding group included four public school districts: Espanola, Los Alamos, Pojoaque, and Santa Fe. It also included both four-year and two-year post secondary institutions: the University of California, the University of New Mexico, New Mexico Highlands University, the New Mexico Institute of Mining and Technology, Northern New Mexico Community College, Santa Fe Community College, and the University of New Mexico, Los Alamos campus. Also participating in the original organization of the NNMCEE were the Los Alamos National Laboratory, the State Department of Education, Santa Clara Pueblo, and Century Bank of Santa Fe. Today, participation in NNMCEE has expanded to include the Northern New Mexico Rural Network, a majority of the public school districts in northern New Mexico, and a variety of state government agencies.

Three years ago NNMCEE established four goals. The first was to collect data on educational institutions, prepare a gap analysis and compile a report on the state of education in northern New Mexico. The second was to recommend four to five educational initiatives for funding by the LANL Foundation, the New Mexico Legislature, and other funding agencies. The third was to partner with schools and colleges to promote excellence in education. As part of this goal, the LANL Foundation committed to support NNMCEE and school efforts to meet high academic standards. The fourth was to establish a Math and Science Academy for middle school teachers in northern New Mexico.

The Math and Science Academy was established during the 2000-2001 school year. The goals of the Academy were to increase student achievement in math and science, decrease the drop out rate, and affect system reform. Two master teachers worked with twelve middle school teachers in four core areas: math, science, social studies, and language arts. Three school districts participated in the initial program: Chama Valley, Espanola, and Mora. The Academy included two weeks of professional development activities on standards-based education, assessments, rubrics, and integrated curriculum development. During the year, the master teachers visited the sites once a week to support and mentor teachers in their classrooms as they implemented a unit based on New Mexico Content Standards and Benchmarks.

NEW MEXICO VOICES FOR CHILDREN

New Mexico Voices for Children, formerly New Mexico Advocates for Children and Families, is a nonprofit, non-partisan statewide advocacy organization dedicated to making the needs of children, youth, and families paramount in the thoughts and actions of all policy and decision-makers, the media and the public. New Mexico Voices for Children has been analyzing and disseminating data on the education and overall well-being of New Mexico's children through its annual New Mexico KIDS COUNT data book since 1992.



The Seven County Region: An Overview

Los Alamos is one of the nation's most affluent and best-educated counties. The public schools are exemplary and the children who attend them are more likely than children in the rest of New Mexico and throughout much of the nation to pursue higher education. However, most of the people impacted by the presence of Los Alamos National Laboratory do not live in Los Alamos county. The six northern counties that flank Los Alamos comprise a region of tremendous cultural, ethnic, and economic diversity. Public school students in the various counties confront truly disparate learning environments at home, in their communities, and at school. The seven northern counties include the school district with the state's lowest high school dropout rate and the school district with the highest. Schools in the region have some of the best achievement test scores in the state and some of the worst. Eighty eight percent of students in one district are classified as "limited English proficient," while in a neighboring district the percentage is less than one. For every family in the region with annual income over \$100,000 there is another that earns less than \$15,000.

On average, however, children who attend public schools in the seven county region do slightly better on standardized measures of academic achievement and attainment than do children in New Mexico overall. Their homes and communities also appear to be somewhat more conducive to academic success. The seven county region has lower rates of child poverty and higher rates of educational attainment by adults than does much of the rest of the state. New Mexico, however, trails the nation in most indicators of academic success and child well-being. Thus, despite doing somewhat better than the state overall, there is substantial room for improvement of public education in northern New Mexico.

The Seven County Region: Socio-Economic Factors Impact Academic Success

A child's ability to learn and motivation to succeed are influenced by numerous factors outside the school environment, including family economic status, neighborhood conditions, family structure and home environment. This section describes the socio-economic characteristics of the seven county region that are most likely to impact the academic success of the area's public school students.

RACIAL AND ETHNIC DIVERSITY

The area's population is 49%

Hispanic and 8% Native American. While the region as a whole is somewhat more diverse than the

YEAR 2000 PERCENT OF POPULATION BY RACE & ETHNICITY						
	Hispanic	White Non-Hispanic	Native American	African American	Asian/PI*	Other
7 Counties	49%	41%	8%	1%	1%	4%
NM	42%	45%	10%	2%	1%	4%

* Pacific Islander

state overall, considerable variation exists in the racial and ethnic composition of the seven counties. For instance, 82% of Mora County residents are Hispanic, compared to only 12% of Los Alamos County residents. In Sandoval County, 16% of residents are Native American, compared to 1% in Los Alamos and Mora counties. With a population that is 82% non-Hispanic white, Los Alamos County is the least ethnically diverse county in the region and in the state.

NATIVITY AND FLUENCY IN THE 7 NORTHERN COUNTIES		
Nativity – total population		
	7 Counties	New Mexico
Foreign born (%)	6%	8%
In US less than 10 years (% of foreign born)	49%	39%
Not US citizen (% of foreign born)	67%	65%
Fluency – population 5 and over		
Speak a language other than English at home	42%	37%
Speak English less than "very well" (% of above)	27%	33%

NATIVITY AND CITIZENSHIP

The vast majority of "minorities" in the seven northern counties are US citizens, many with centuries-old ties to the region's land and communities. However, 6% (21,804) of area residents are foreign born. Over three quarters

of foreign-born New Mexico residents are from Latin America. Los Alamos County is an exception in that 39% of its foreign born residents are from Europe and 42% are from Asia. Almost half (10,674) of foreign-born residents of the seven northern counties have been in the US less than ten years and 67% (14,709) are not US citizens. Being new to the country and lacking US citizenship limits access to many social programs and employment opportunities, and therefore creates a tremendous barrier to economic success for many.

ENGLISH FLUENCY

Forty-two percent (133,937) of area residents over the age of five speak a language other than English at home. Here again, there exists substantial cross-county variation. Almost 70% of Mora County residents speak Spanish at home, while only 11.5% of Los Alamos

DATA SOURCE

Unless otherwise noted, all data presented in this section is derived from the 2000 US Census. Most is available online at www.census.gov

County residents speak a language other than English at home, and only half of those speak Spanish. In the seven county region, 27% of people who speak a language other than English at home do not speak English well.

While being bilingual can be an asset in education and in the labor market, limited English proficiency is often a severe impediment to success. The percent of the population over 5 who are not English proficient averages 11.3% (36,381) for the seven county region and ranges from 3% in Los Alamos County to 24% in Mora County.

A YOUNG POPULATION

YEAR 2000 POPULATION IN THE SEVEN NORTHERN COUNTIES							
	All	Hispanic	White Non-Hispanic	Native American	African American	Asian/ PI*	Other
Total Population	344,018	167,108	41,376	27,023	2,917	3,365	12,791
Under 18	91,191	51,616	27,609	9,629	818	862	4,939
Percent Under 18	27%	31%	20%	36%	28%	26%	39%
* Pacific Islander							

Twenty seven percent of the population in the seven northern counties is under the age of 18. The percent of population under 18 ranges from 24% in Santa Fe and Taos Counties to 30% in Sandoval County. Since 1990, the number of children in the 7 northern counties has increased by 18%, from 77,607 to 91,191. Child population growth over the period 1990 to 2000 ranged from 0% in Los Alamos County to 31% in Sandoval County. Hispanics accounted for sixty three percent of the growth in the region's child population. White non-Hispanics accounted for 17.5% of the child population growth. Most of this growth happened in Sandoval and Santa Fe counties.

FAMILY ECONOMICS	
Child Poverty (%)	18%
Single mother families (% of all families with children)	24%
Children under 6 in families in which all parents present work (%)	59%

FAMILY ECONOMICS

Economic hardship can significantly limit a child's potential for academic success. Approximately 18% (15,869) of children in the seven northern counties live in poverty. This is significantly lower than New Mexico's 25% statewide child poverty rate, which is the nation's highest. Child poverty rates within the seven county region range from 2% in Los Alamos County to 28% in San Miguel County.

Numerous studies have demonstrated a direct linkage between poverty and poor academic performance. Impoverished children are 1.3 times more likely than non-poor children to have a learning disability, twice as likely to flunk a grade and three times as likely to be expelled from school. Each year a child spends in poverty increases by two percentage points the probability that he or she will score below grade level (Arlow, 1997).

Child poverty also impacts educational attainment. Nationally, poor children are twice as likely as middle class children to drop out of high school (Ibid). Research also indicates that in families with income that fluctuates over time, siblings who grow up when the family's income is relatively high complete more schooling than those who grow up when the family's income is relatively low (Duncan, Yeong, and Brooks-Gunn, 1997). New Mexico's high school drop out rate (7.6% for the 1999-2000 school year) is consistently higher than the national average, and is, in some years, the nation's highest. New Mexico also has one of the nation's highest percentages of teens 16 through 19 who are neither in school nor working.

Growing up poor in an area of high unemployment often deprives children of the opportunity to observe successful adults and can therefore cause them to question the value of education. On the other hand, being employed often limits the ability of parents to assist with school work and monitor children's before and after school activities.

Small children whose parents work need high quality child care if they are to succeed once they get to elementary school. The quality of programs attended by preschool children has been demonstrated to have a lasting impact on school performance, particularly for poor children. When tested in second grade, children who attended high quality child care as preschoolers scored higher on tests of language and math and had fewer behavior problems (National Center for Early Development and Learning, 1999). They are also less likely to be retained a grade or placed in special education programs and are more likely to graduate high school.

The advantages conferred by quality early care and education persist into young adulthood. Children who attend quality preschool programs are less likely to become teen parents and are more likely to be employed and attend college.

EDUCATIONAL ATTAINMENT

Parents' level of education has significant bearing on children's academic achievement. Thirty five percent of New Mexico eight graders whose parents had a college degree scored at or above the "proficient" level on the reading assessment component of the 1998 National Assessment of Educational Progress, compared to 16% of children whose parents had no education beyond high school, and 9% of children whose parents had not completed high school (National Education Goals Panel, 2000).

EDUCATIONAL ATTAINMENT PERCENT OF ADULTS OVER 24	
Less than 9th grade	7%
9th – 12th, no diploma	10%
High School graduate or GED	24%
Some college, no degree	22%
Associate's degree	6%
Bachelor's degree	17%
Graduate degree	13%

NOTES

Arloc, Sherman (1997) Poverty Matters: The Cost of Child Poverty. Children's Defense Fund. <http://www.childrensdefense.org/povmat.pdf>.

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The National Center for Early Development and Learning, 1999. "The Children of the Cost, Quality, and Outcomes Study Go to School." <http://www.fgp.unc.edu/~NCEDL/PAGES/cg.htm>

The National Education Goals Panel, 2000. Reading Achievement State-by-State 1999. http://www.negp.gov/reports/99reading/negp_rd.pdf.

PUBLIC EDUCATION IN THE SEVEN COUNTY REGION

ENROLLMENT

The racial and ethnic composition of public school enrollment in the seven counties closely parallels that of the region's child population. There are slightly more Hispanic children in the public schools than would be predicted on the basis of their representation in the overall population and somewhat fewer Native American children¹.

2001-2002 PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNICITY							
	Total Enrolled	White	Hispanic	Native American	African American	Asian	Other
7 NORTHERN COUNTIES	54,198	29.0%	61.1%	6.3%	1.1%	1.1%	1.5%
NEW MEXICO	320,260	33.7%	50.7%	11.3%	2.3%	1.0%	0.9%

DISTRICT SIZE

Much of the seven county region is highly rural. Population densities range from 2.7 persons per square mile in Mora county to 167.8 persons per square mile in Los Alamos.

School districts in the seven county region have an average land area of 993 square miles, and range from 109 square miles for Los Alamos to 3,065 square miles for Las Vegas West (San Miguel county). The number of students per square mile of school district ranges from .15 in Wagon Mound (Mora county) to 72 in Rio Rancho (Sandoval county).

Rural school districts face special challenges, including the need to transport students long distances. Long commutes between school and home are costly to school districts and parents. Children are more likely to miss school because of bad weather and poor road conditions and time spent on the road is time that might otherwise be spent on extracurricular activities or homework.

DATASOURCES

Unless otherwise noted, all data presented in this section and the corresponding county sections was provided by the New Mexico State Department of Education Data Collection and Reporting Unit . Most is available on-line at: <http://sde.state.nm.us/divisions/ais/datacollection>

ASSISTANCE

This section of the report presents data on three federal programs designed to provide special assistance to public school students. Two of the programs -- the free and reduced price lunch program and Title I -- provide additional support for children living in poverty. Limited English proficiency programs help bilingual children learn English. These three sets of programs are widely utilized in the seven county region.

FREE AND REDUCED LUNCHES

The U.S. Department of Agriculture's Free and Reduced Lunch Program is a federal, means-tested nutrition program that provides cash subsidies and commodities to schools to provide lunches to children from families with limited incomes.

The subsidy for free lunches is based on the number of students in families whose income falls below 130-percent of the federal poverty guidelines (\$22,945 for a family of four during the 2001-2002 school year). The subsidy for reduced price lunches is based on the number of students in families whose income falls between 130-percent and 185-percent of the federal poverty guidelines (\$32,653 for a family of four during the 2001-2002 school year).

Fifty four percent of elementary school students in the seven county region are eligible for free or reduced lunches.

TITLE I

Title I is a federal aid program that supports supplementary services designed to improve the educational performance of low achieving children in high-poverty elementary and secondary schools. Title I also funds three smaller satellite programs: a state-operated program for migratory children; a state-operated program for children in state institutions for neglected and delinquent children; and the Even Start family literacy program.

ASSISTANCE			
	PERCENT TITLE I	LIMITED ENGLISH PROFICIENCY	FREE & REDUCED LUNCH
7 COUNTIES	52%	29%	54%
NM	54%	21%	56%

School districts receive Title I monies from the federal government and distribute the funds to schools in their jurisdiction with above-average percentages of low-income children. Allocation of the federal grants is based mainly on the number of low-income children and state per-pupil expenditures. However, once the funds reach the participating schools, children in those schools are selected for services on the basis of low academic performance, regardless of income.

The Title I statistics presented in this report refer to the percentage of district students who are eligible for services supported with Title I funds. For school year 2001-2002, 52% of public school students in the seven county region were eligible for Title I services. The percent of Title I eligible students ranged from 0% in Los Alamos to 93% in the Cuba school district (Sandoval county). Statewide, 54% of public school students were Title I eligible.

LIMITED ENGLISH PROFICIENT STUDENTS

Data presented in this report represent the percent of students served by ESEA Title VII bilingual education programs and ESEA Chapter I (Basic & Migrant) programs. ESEA, Title VII is a federal transitional

bilingual education program that provides services for limited English proficient students in English language development and instruction in the native language in core curricular areas. ESEA, Chapter I is a set of federal programs that provide services to Chapter I schools according to the needs of identified educationally deprived children within each school.

In general, the criteria used to identify Limited English Proficiency (LEP) students are performance below the fortieth percentile on the language subtests of the Iowa Tests of Basic Skills (ITBS) and a language background other than English. However, the process for identifying the students for bilingual education programs also includes parent opinions about language proficiency and usage, opinions from teachers who have had time to observe students’ language ability, and the personal opinion of students. Twenty nine percent of students in the seven county region are considered “limited English proficient”.

ACHIEVEMENT

This section and the corresponding sections within the county data portion of this report present district scores on four standardized measures of student achievement — the New Mexico High School Competency Examination (NMHSCE), the Comprehensive Test of Basic Skills (CTBS) Terra Nova 5 for grades 6 and 8, and the American College Test (ACT).

The NMHSCE consists of six subtests in the areas of reading, language arts, mathematics, science, social studies, and written composition. New Mexico public school students must pass all six subtests of the NMHSCE in order to receive a high school diploma. The NMHSCE is taken for the first time in tenth grade. Sophomores who fail any part of the exam are given another chance in their junior year, and two more chances in their senior year, to pass the exam before graduation deadlines.

NEW MEXICO HIGH SCHOOL COMPETENCY EXAM		
	7 Counties	NM
PERCENT OF STUDENTS PASSING ALL SUBTESTS ON THE FIRST TRY	63.3%	43.8%

Students in the seven northern counties are significantly more likely than students in New Mexico overall to pass all subtests of the NMHSCE on the first attempt. The percent of students passing all subtests on the first try ranges from 31% in the Dulce school district (Rio Arriba County) to 94% in Los Alamos.

The CTBS Terra Nova Survey Plus is administered to all students in grades 3 through 9. It is a norm-referenced test, which means that student scores are a function of how their performance compares to that of other students in a national “norming” group. The CTBS provides standardized student achievement data in the areas of reading/language arts, mathematics, science, and social studies. Test results are reported here as median percentile scores. They indicate how the student with the median score in a particular district compares to the median student in the national norming group (whose score is, by definition, 50).

This report presents 2000-2001 CTBS/Terra Nova results for grades 6 and 8. In the seven county region, grade 6 scores range from 24.0 in Dulce school district (Rio Arriba county) to 84.2 in Los Alamos. The grade 6 median percentile score for New Mexico was 49.7. Grade 8 scores range from 21.5 in the Wagon Mound school district (Mora county) to 85.2 in Los Alamos. The grade 8 median percentile score for New Mexico was 54.9. CTBS data are not published in a form that enables them to be compiled for the seven county region.

The ACT is a college entrance examination. Thus, ACT scores reflect the achievement level of the subset

of New Mexico high school students who intend to go to college. The ACT is a norm-referenced test. This report presents composite ACT scores for school year 2000-2001, which, in the seven county region, ranged from 14.9 in Dulce (Rio Arriba county) to 24.2 in Los Alamos. The statewide average composite ACT score was 19.9. ACT data are not published in a form that enables them to be compiled for the seven county region.

A Note on Standardized Testing of Bi-cultural Students

Standardized achievement tests may not accurately reflect the extent to which some bicultural students have mastered the test material. This may be particularly true for Native American students who live on or near tribal land. Six and one half percent of students in the seven county region are Native American. However, enrollment in some of the region's school districts, including Jemez Valley and Cuba in Sandoval county and Dulce in Rio Arriba county, is well over 50% Native American. Standardized tests may underestimate the achievement level of Native Americans for several reasons. First, the culture in which the tests are developed differs significantly from that which Native American school children, particularly those growing up on or near the reservation, are familiar. Standardized tests may assume experiences that these bi-cultural children simply have not had. Second, Native American children may be uncomfortable with competitive testing environments and inexperienced in "efficient" time use and other test-taking strategies. Last, the national norming sample used in scoring norm-referenced tests, like the CTBS, may have a racial and ethnic composition that differs substantially from that of most school districts in the seven counties (and the rest of New Mexico, for that matter).

DROP OUT

The 1999-2000 high school drop out rate for the seven northern counties averaged 6.6%. The rate for New Mexico overall was 6.0%. Drop out rates in the seven counties ranged from a low of less than 1% in the Mora and Pecos school districts (Mora and San Miguel counties) to 14.6% in the Cuba school district (Sandoval county).

The National Center for Education Statistics defines a drop out as any individual who:

1. was enrolled in school at some time during the previous year;
2. was not enrolled at the beginning of the current year;
3. has not graduated from high school or completed a state or district approved educational program;
4. has not transferred to another school or state or district approved educational program
5. is not absent due to suspension, illness, or death.

The drop out rates reported by the New Mexico State Department of Education and reproduced here are "event rates". Event drop out rates measure the proportion of students who drop out in a single year without completing high school. They are calculated by dividing the number of drop outs by the 40 day enrollment. Event rates *do not* measure the cumulative effect of drop outs on the average educational attainment levels of the high school-aged population or the population overall. For instance, the 1999-2000 event drop out rate for New Mexico was 6%, but the percent of teens 16 to 19 who were high school drop outs was 11%, and 21% of the population over the age of 24 had less than a high school education.

Numerous factors including poverty, ethnicity, and age impact the probability that a student will drop out. The National Center for Education Statistics reports that in the US, youth living in families with income in the bottom 20% of family incomes are **five times** more likely to drop out of school than youth from families in the top 20% of the income distribution.

Nationally, Native Americans are the ethnic group most likely to drop out of high school. In New Mexico this is not the case, but these data may be skewed by the higher drop out rates for Native American middle school children. (If Native American children drop out of middle school, there are fewer in high school. Therefore, drop out data needs to focus more directly on middle school completion.) For school year 1999-2000, Asians had the highest drop out rate (8.3%) and Hispanics had the second highest rate (7.8%). Non-Hispanic whites were least likely to drop out of high school. Each year, a small number of children drop out of seventh and eighth grade. In school year 1999-2000 the 7th and 8th grade drop out rate was 1.3%. Two percent of Native Americans 7th and 8th graders dropped out, making Native Americans more likely than any other ethnic group in New Mexico to drop out of middle school.

HIGH SCHOOL DROP OUT		
	7 Counties	New Mexico
Rate	6.6%	6.0%

In New Mexico, the high school drop out rate is highest for ninth and tenth graders.

GRADUATION

The percent of entering seniors who graduate high school is roughly the same for the seven county region and the state overall. The racial and ethnic composition of the graduating class in the seven county region has a higher proportion of Hispanics and a lower proportion of white non-Hispanic and Native American students. Differences between the seven county region and New Mexico overall in the racial and ethnic composition of the graduating class parallel differences in the composition of enrollment

GRADUATION (2000)								
	Total graduates	Percent of entering seniors	Graduating Class by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
7 COUNTIES	2,912	94.6%	53.2%	37.0%	7.3%	1.2%	1.0%	0.4%
NEW MEXICO	18,199	95.3%	43.4%	41.4%	11.0%	2.3%	1.3%	(20.6-%

ADVANCED PLACEMENT

Many schools in New Mexico use the advanced placement program to augment the regular curriculum for college bound students. Advanced placement (AP) courses are taught by specially trained local teachers using specific curriculum and materials. Students who complete an AP course may take a nationally administered proficiency examination in the course subject matter. Colleges and universities often grant college credits to students who score well on AP exams. The participation rate in AP courses is the same for the seven county region as it is for the state overall.

APPLYING TO COLLEGE

Fifty one percent of high school seniors in the seven county region apply to a four-year college, compared to 44% for the state overall. In the seven county region and New Mexico overall, 20% of seniors apply to two-year colleges. Some seniors apply to both four-year and two-year colleges.

AMBITION			
DISTRICT	ADVANCED PLACEMENT	SENIORS APPLYING TO COLLEGE	
	% STUDENTS ENROLLED	4 YEAR	2 YEAR
7 COUNTIES	1.8%	51%	20%
NM	1.8%	44%	20%

PUBLIC SCHOOL TEACHERS

SALARIES

Average teacher salaries for school year 2001-2002 in the seven county region ranged from \$33,488 in Rio Rancho to \$45,641 in Los Alamos. The 2001 New Mexico state Legislature funded and mandated an 8% salary increase for all New Mexico public school teachers. Average salary increases over the previous year ranged from 8% in the Rio Rancho, Dulce, Espanola, Los Alamos, Santa Fe, Cuba, and Bernalillo school districts to 9% in the Mesa Vista school district. New Mexico's average teacher salary was \$37,145, an 8.3% increase over the previous year.

For the past ten years New Mexico has ranked either last or second-to-the-last among neighboring states in average teacher salary. For school year 2000-2001, the average teacher salary in New Mexico was \$34,310. According to the National Education Association, the average teacher salary in the region composed of New Mexico, Oklahoma, Texas, Utah, Arizona, Colorado was \$35,567, 8.4% above New Mexico's. Nationwide, the average teacher salary was \$43,802, 23.7% higher than the average salary in New Mexico².

EXPERIENCE

For school year 2001-2002, average years of teaching experience range from 8.1 in Rio Rancho to 14.1 in Mora. Among New Mexico public school teachers overall, teaching experience averages 12.6 years.

For 1999-2000 (the last year for which comparison data are available) public school teachers in the seven county region had, on average, 10.8 years of teaching experience, compared to a statewide average of 11.5 years.

EDUCATION

In school year 1999-2000 (the last year for which data is available) 41% of teachers in the seven county region held an MA or more advanced college degree. The percentage of teachers who held graduate degrees ranged from 21% in Dulce (Rio Arriba county) to 58% in Los Alamos. In New Mexico overall, the percent of teachers with an MA or more was 37.7%.

STUDENT-TEACHER RATIOS

The ratio of students to teachers is an important indicator of educational quality. In the seven county region, average student teacher ratios range from 7.5 students per teacher in Rio Rancho (Sandoval county) to 16.6 students per teacher in Espanola (Rio Arriba county). The statewide average student-teacher ratio for school year 2001-2002 was 15.2.

PUBLIC SCHOOL RATINGS

Public schools in New Mexico are rated on the basis of five criteria: student achievement, attendance, drop out rates, safety, and parent/community involvement. There are five possible ratings: exemplary, exceeds standards, meets standards, probationary, and "corrective action". During the 2001-2002 school year no schools in New Mexico received a corrective action rating. Most schools in the seven county region "meet expectations." Just over half of all students in the seven county region attend schools that "meet expectations". The ratings reported here were released by the State Department of Education in March of 2002.

PUBLIC SCHOOL RATINGS FOR THE SEVEN NORTHERN COUNTIES							
EXEMPLARY		EXCEEDS STANDARDS		MEETS STANDARDS		PROBATIONARY	
number of schools	percent of all students	number of schools	percent of all students	number of schools	percent of all students	number of schools	percent of all students
11	16%	18	19%	80	51%	23	15%

RECOMMENDATIONS

Improving the quality of public education in northern New Mexico requires improving the quality of the educational system and addressing the factors outside the educational system that compromise children's readiness to learn and motivation to succeed. Chief among these problems is poverty. Public policies that reduce poverty and ameliorate its effects on children are essential. Such policies include:

- √ Economic development programs that have as their primary objective the creation of jobs that pay enough to lift families out of poverty,
- √ Increasing the availability of high quality, reliable child care so that while parents can work, preschoolers can receive the stimulation they need in order to enter elementary school ready to learn.
- √ Ensuring that all children, regardless of income, receive adequate health care and nutrition.

Also vital to reducing poverty in the seven county region is ensuring that all students who do not intend to pursue higher education leave high school with skills necessary for employment. Public education must partner with employers to achieve this goal.

Community involvement in public education must also increase. Communities should be allowed and encouraged to use their unique understanding of student characteristics, challenges, and resources to evaluate and guide their public schools. For example, community input can enhance the extent to which public schools reflect and respect the cultural background of their students. In addition, volunteer school-based mentoring can improve the ability of students to cope with the academic and social pressures that cause some to drop out.

The educational disadvantages of rural isolation can be counteracted, to some degree, by use of the Internet and other forms of distance learning. However, few low income children have access to computers, and many low income households lack even phones. Funding should be provided to enhance training and increase utilization of information technology by public school students and teachers.

Lastly, compensation of public school teachers and staff must increase to enable schools to recruit and retain the best qualified and most effective personnel. In the short term, average teacher salaries in New Mexico should equal or exceed the regional average. In the longer term, average salaries for New Mexico teachers should equal or exceed average salaries nationally.

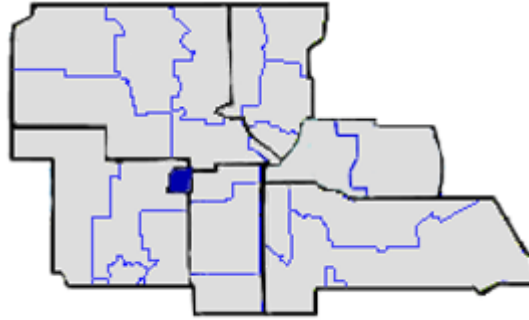
NOTES

1. The large difference between public school enrollment and population share for the category "other" is probably due to differences in the way the Census Bureau, which provides the population data, and school districts, which provide enrollment data, collect information on race and ethnicity.

2. Data on teacher salaries is available from the National Education Association at <http://www.nea-nm.org/2000sal.htm>

Profiles of the Seven Northern Counties

Los Alamos County



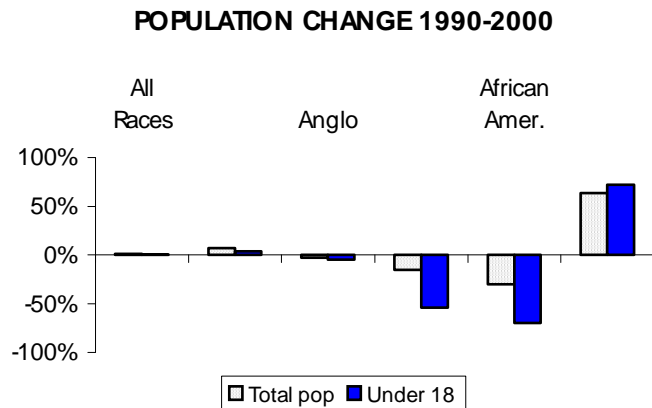
LOS ALAMOS SCHOOL DISTRICT

District Name	Square Mi
1 Los Alamos	109

POPULATION IN 2000							
	All	Hispanic	White Non-Hispanic	Native American	African American	Asian/ PI*	Other
Total Population	18,343	2,155	15,051	107	67	700	418
Under 18	4,733	703	3,660	22	12	208	200
Percent Under 18	26%	33%	24%	21%	18%	30%	48%

* Pacific Islander

NATIVITY AND FLUENCY	
Nativity – total population	
Foreign born (%)	6.7%
In US less than 10 years (% of foreign born)	47.2%
Not US citizen (% of foreign born)	54.0%
Fluency – population 5 and over	
Speak language other than English at home	11.5%
Speak English less than "very well" (% of above)	28.2%



LOS ALAMOS FAMILY ECONOMICS	
Child Poverty (%)	2%
Unemployment (%)	1.9%
Median family income	\$90,032
Single mother families (% of all families with kids)	12%
Children < 6 in families in which all parents present work (%)	52.0%

EDUCATIONAL ATTAINMENT PERCENT OF ADULTS OVER 24	
Less than 9th grade	1%
9th – 12th, no diploma	2%
High School graduate or GED	12%
Some college, no degree	17%
Associate's degree	6%
Bachelor's degree	24%
Graduate degree	36%

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNICITY							
District	Total Enrolled	White	Hispanic	Native American	African American	Asian	Other
Los Alamos	3,576	76.8%	16.6%	0.7%	0.4%	3.7%	1.8%

ASSISTANCE				AMBITION			
District	Percent Title 1	Free & Reduced Lunch	Limited English Proficiency	District	ADVANCED PLACEMENT	SENIORS APPLYING TO COLLEGE	
					% Students	4 Year	2 Year
Los Alamos	0%	0%	0.9%	Los Alamos	7%	68%	12%

LOS ALAMOS ACHIEVEMENT								
District	CTBS5/Terra Nova Median Scores				10th Grade Competency Exam		ACT	
	Grade 6	Statewide Rank	Grade 8	Statewide Rank	Percent Passing all Subtests	Statewide Rank	Median Composite Score	Statewide Rank
Los Alamos	84.2	1	85.2	1	93.5%	1	24.2	1

GRADUATION								
District	Total graduates	Percent of entering seniors	Graduating Seniors by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
Los Alamos	292	99%	15.1%	81.8%	0.0%	1.7%	0.7%	0.7%

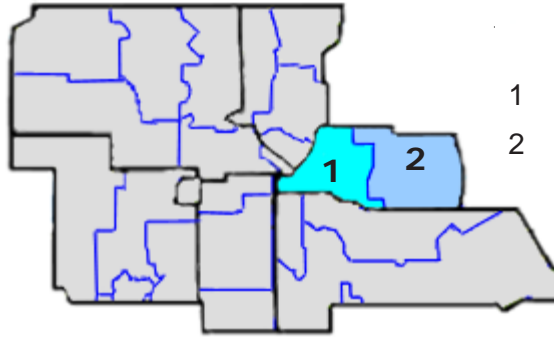
DROP OUT								
District	1999 Drop Out Rate	Statewide Rank	1999 Drop Out Rates by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
Los Alamos	1.6%	22	0.7%	1.1%	0.0%	0.0%	0.0%	0.0%

TEACHERS								
District	Average Salaries			Experience		Percent with MA or higher	Student-Teacher Ratios	
	2001-02	Statewide Rank	% increase from 00-01	Average years	Statewide Rank		2001-02	Statewide Rank
Los Alamos	\$45,641	3	8.0%	13.9	11	58%	13.9	46

PUBLIC SCHOOL RATINGS								
District	Exemplary		Exceeds standards		Meets standards		Probationary	
	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools
Los Alamos	73%	5	27%	2	0%	0	0%	0

* Percent of students in district's rated schools

Mora County

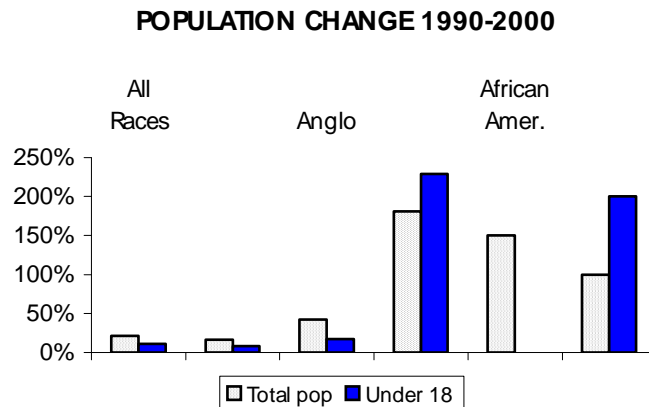


District Name	Square Mi
1 Mora	753
2 Wagon Mound	1,153

MORA COUNTY POPULATION IN 2000							
District	All	Hispanic	White Non-Hispanic	Native American	African American	Asian/ PI*	Other
Total Population	5,180	4,229	877	59	5	6	145
Under 18	1,383	1,196	158	23	2	3	47
Percent Under 18	27%	28%	18%	39%	40%	50%	32%

* Pacific Islander

NATIVITY AND FLUENCY	
Nativity – total population	
Foreign Born (%)	1.7%
In US less than 10 years (% of foreign born)	29.9%
Not US citizen (% of foreign born)	16.1%
Fluency – population 5 and over	
Speak language other than English at home	68.6%
Speak English less than "very well" (% of above)	34.8%



MORA FAMILY ECONOMICS	
Child Poverty (%)	26%
Unemployment (%)	15.4%
Median family income	\$27,648
Single mother families (% of all families with kids)	22%
Children < 6 in families in which all parents present work (%)	69.0%

EDUCATIONAL ATTAINMENT PERCENT OF ADULTS OVER 24	
Less than 9th grade	14%
9th – 12th, no diploma	16%
High School graduate or GED	32%
Some college, no degree	18%
Associate's degree	5%
Bachelor's degree	7%
Graduate degree	9%

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNICITY							
District	Total Enrolled	White	Hispanic	Native American	Black	Asian	Other
MORA	718	4.0%	95.7%	0.1%	0.1%	0.0%	0.0%
WAGON MOUND	178	27.5%	69.1%	2.8%	0.6%	0.0%	0.0%

ASSISTANCE			
District	Percent Title 1	Free & Reduced Lunch	Limited English Proficiency
MORA	77.2%	87.6%	11.3%
WAGON MOUND	50.0%	56.7%	62.4%

AMBITION			
District	ADVANCED PLACEMENT	SENIORS APPLYING TO COLLEGE	
	% Students Enrolled	4 Year	2 Year
MORA	6%	52%	32%
WAGON MOUND	0%	58%	17%

MORA ACHIEVEMENT								
	CTBS 5/ TERRA NOVA MEDIAN SCORES				10TH GRADE COMPETENCY EXAM		ACT	
	Grade 6	Statewide Rank	Grade 8	Statewide Rank	Percent Passing all Subtests	Statewide Rank	Median Composite Score	Statewide Rank
MORA	35.3	81	60.0	25	62.9%	49	17.9	62
WAGON MOUND	74.0	6	21.5	88	43.8%	76	18.6	48

GRADUATION								
District	Total graduates	Percent of entering seniors	Graduating Seniors by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
MORA	44	100%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
WAGON MOUND	12	95%	83.3%	16.7%	0.0%	0.0%	0.0%	0.0%

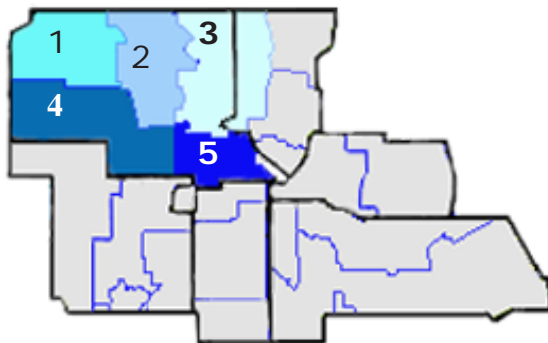
DROP OUT								
District	1999 Drop Out Rate	Statewide Rank	1999 Drop Out Rates by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
MORA	1.1%	18	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%
WAGON MOUND	0.0%	1	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%

TEACHERS								
District	Average Salaries			Experience			Student-Teacher Ratios	
	2001-02	Statewide Rank	Percent increase from 00-01	Average years	Statewide Rank	Percent with MA or higher	2001-02	Statewide Rank
MORA	\$40,377	14	8.8%	14.1	9	54%	15.7	72
WAGON MOUND	\$38,088	36	8.7%	12.1	29	37%	8.9	7

PUBLIC SCHOOL RATINGS								
District	Exemplary		Exceeds standards		Meets standards		Probationary	
	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools
MORA	0%	0	28%	1	72%	3	0%	0
WAGON MOUND	0%	0	0%	0	100%	2	0%	0

* Percent of students in district's rated schools

Rio Arriba County



District Name	Square Mi
1 Dulce	1,294
2 Chama Valley	1,178
3 Mesa Vista	1,740
4 Jemez Mntn	1,655
5 Española	712

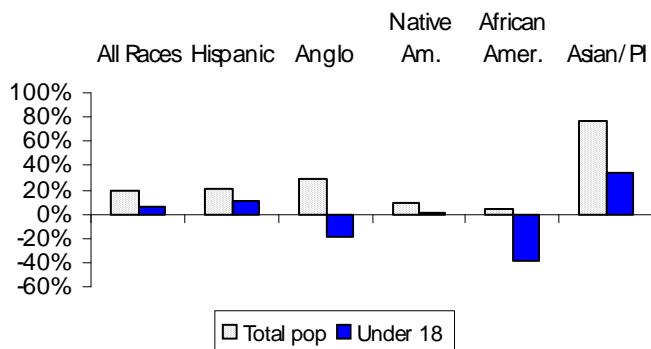
POPULATION IN 2000							
District	All	Hispanic	White Non-Hispanic	Native American	African American	Asian/ PI*	Other
Total Population	41,190	30,025	5,619	5,717	143	103	1,353
Under 18	11,774	9,032	848	2,087	44	20	443
Percent Under 18	29%	30%	15%	37%	31%	19%	33%

* Pacific Islander

NATIVITY AND FLUENCY	
Nativity – total population	
Foreign Born (%)	3.7%
In US less than 10 years (% of foreign born)	52.7%
Not US citizen (% of foreign born)	81.1%
Fluency – population 5 and over	
Speak language other than English at home	65.9%
Speak English less than "very well" (% of above)	25.1%

RIO ARriba FAMILY ECONOMICS	
Child Poverty (%)	23%
Unemployment (%)	6.9%
Median family income	\$32,901
Single mother families (% of all families with kids)	25%
Children < 6 in families in which all parents present work (%)	62.7%

POPULATION CHANGE 1990-2000



EDUCATIONAL ATTAINMENT PERCENT OF ADULTS OVER 24	
Less than 9th grade	12%
9th – 12th, no diploma	15%
High School graduate or GED	31%
Some college, no degree	20%
Associate's degree	6%
Bachelor's degree	9%
Graduate degree	6%

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNICITY							
District	Total Enrolled	White	Hispanic	Native American	Black	Asian	Other
CHAMA	538	12.6%	84.0%	1.3%	0.9%	0.6%	0.6%
DULCE	731	1.0%	8.2%	89.7%	0.1%	0.0%	1.0%
ESPANOLA	4,952	3.4%	89.7%	6.0%	0.2%	0.3%	0.4%
JEMEZ MOUNTAIN	361	12.5%	71.2%	14.7%	0.0%	0.0%	1.7%
MESA VISTA	534	10.5%	83.1%	4.9%	1.1%	0.0%	4.0%

ASSISTANCE			
District	Percent Title 1	Free and Reduced Lunch	Limited English Proficiency
CHAMA	73.4%	72.3%	49.3%
DULCE	82.2%	73.7%	0.0%
ESPANOLA	70.8%	73.5%	66.1%
JEMEZ MOUNTAIN	66.0%	74.5%	39.3%
MESA VISTA	66.1%	72.5%	36.9%

AMBITION			
District	ADVANCED PLACEMENT	SENIORS APPLYING TO COLLEGE	
	% Students Enrolled	4 Year	2 Year
CHAMA VALLEY	0%	41%	39%
DULCE	1%	10%	13%
ESPANOLA	1%	38%	43%
JEMEZ MOUNTAIN	2%	58%	31%
MESA VISTA	0%	25%	42%

RIO ARRIBA ACHIEVEMENT								
District	CTBS 5/TERRA NOVA MEDIAN SCORES				10TH GRADE COMPETENCY EXAM		ACT	
	Grade 6	Statewide Rank	Grade 8	Statewide Rank	Percent Passing all Subtests	Statewide Rank	Median Composite Score	Statewide Rank
CHAMA	31.0	43	59.3	30	59.6%	56	18.6	48
DULCE	24.0	89	25.6	87	30.8%	85	14.9	87
ESPANOLA	39.5	76	30.8	84	41.4%	79	17.3	73
JEMEZ Mtn	34.0	83	44.3	64	76.0%	18	17.3	73
MESA VISTA	42.3	69	41.8	69	39.5%	82	17.5	69

GRADUATION								
District	Total graduates	Percent of entering seniors	Graduating Seniors by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/ PI	Other
CHAMA	41	87%	87.8%	7.3%	4.9%	0.0%	0.0%	0.0%
DULCE	39	100%	5.1%	0.0%	94.9%	0.0%	0.0%	0.0%
ESPANOLA	173	79%	87.9%	6.9%	5.2%	0.0%	0.0%	0.0%
JEMEZ MNTN	26	100%	69.2%	26.9%	3.8%	0.0%	0.0%	0.0%
MESA VISTA	48	100%	85.4%	12.5%	2.1%	0.0%	0.0%	0.0%

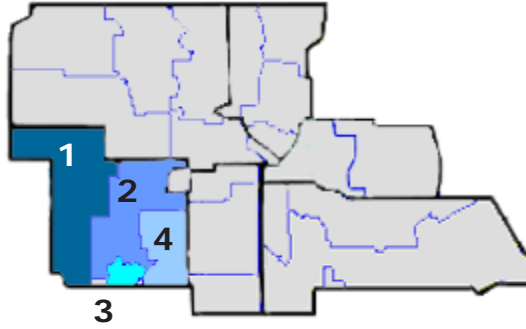
DROP OUT								
District	1999 Drop Out Rate	Statewide Rank	1999 Drop Out Rates by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/ PI	Other
CHAMA	2.9%	35	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%
DULCE	1.6%	22	7.7%	11.1%	1.2%	0.0%	0.0%	0.0%
ESPANOLA	15.4%	84	12.4%	11.1%	15.2%	0.0%	100%	0.0%
JEMEZ MNTN	9.1%	77	5.8%	7.1%	0.0%	0.0%	0.0%	0.0%
MESA VISTA	11.2%	80	8.5%	0.0%	28.6%	0.0%	0.0%	0.0%

TEACHERS								
District	Average Salaries			Experience		Education	Student-Teacher Ratios	
	2001-02	Statewide Rank	% increase from 00-01	Average years	Statewide Rank	MA or higher	2001-02	Statewide Rank
CHAMA	\$36,430	58	8.1%	12.1	29	40%	13.5	42
DULCE	\$34,662	76	8.0%	11.2	49	21%	13.8	45
ESPANOLA	\$36,856	53	8.0%	10.3	67	38%	16.6	86
JEMEZ MTN	\$38,344	31	8.6%	10.5	61	36%	12.2	26
MESA VISTA	\$38,874	29	9.0%	10.9	56	33%	13.9	46

PUBLIC SCHOOL RATINGS								
District	Exemplary		Exceeds standards		Meets standards		Probationary	
	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools
CHAMA	0%	0	35%	1	65%	4	0%	0
DULCE	0%	0	0%	0	53%	2	47%	1
ESPANOLA	0%	0	0%	0	26%	5	74%	9
JEMEZ MTN	0%	0	54%	2	20%	2	25%	2
MESA VISTA	3%	1	0%	0	71%	3	26%	1

* Percent of students in district's rated schools

Sandoval County



SANDOVAL SCHOOL DISTRICTS

District Name	Square Mi
1 Cuba	1,764
2 Jemez Valley	1,115
3 Ro Rancho	147
4 Bernalillo	648

SANDOVAL COUNTY POPULATION IN 2000

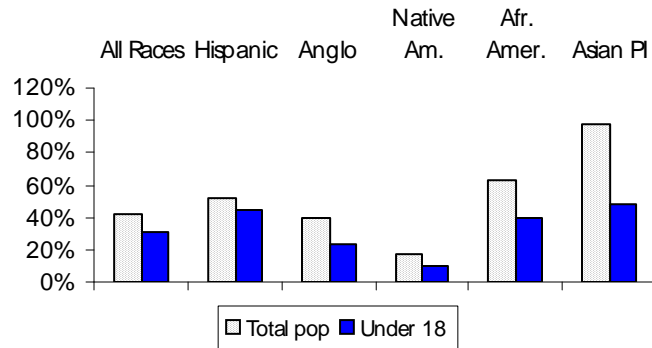
	All	Hispanic	White Non-Hispanic	Native American	African American	Asian/ PI*	Other
Total Population	89,908	26,437	45,227	14,634	1,535	992	3,117
Under 18	26,590	9,384	10,489	5,510	456	271	1,552
Percent Under 18	30%	35%	23%	38%	30%	27%	50%

* Pacific Islander

NATIVITY AND FLUENCY

Nativity – total population	
Foreign Born (%)	4.3%
In US less than 10 years (% of foreign born)	29.4%
Not US citizen (% of foreign born)	48.8%
Fluency – population 5 and over	
Speak language other than English at home	31.8%
Speak English less than "very well". (% of above)	27.8%

POPULATION DYNAMICS 1990-2000



SANDOVAL FAMILY ECONOMICS

Child Poverty (%)	16%
Unemployment (%)	3.3%
Median family income	\$48,984
Single mother families (% of all families with kids)	19%
Children < 6 in families in which all parents present work (%)	54.4%

EDUCATIONAL ATTAINMENT

PERCENT OF ADULTS OVER 24

Less than 9th grade	5%
9th – 12th, no diploma	9%
High School graduate or GED	29%
Some college, no degree	25%
Associate's degree	8%
Bachelor's degree	16%
Graduate degree	9%

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNICITY							
District	Total Enrolled	White	Hispanic	Native American	Black	Asian	Other
BERNALILLO	4,844	28.5%	64.4%	1.6%	1.0%	0.3%	4.3%
CUBA	802	6.7%	31.9%	61.1%	0.1%	0.0%	0.1%
JEMEZ VALLEY	543	11.6%	26.9%	61.3%	0.2%	0.0%	0.0%
RO RANCHO	10,566	56.9%	33.2%	3.7%	3.6%	2.0%	0.6%

ASSISTANCE			
District	Percent Title 1	Free & Reduced Lunch	Limited English Proficiency
BERNALILLO	79.0%	77.3%	51.6%
CUBA	93.0%	80.5%	68.7%
JEMEZ VALLEY	71.0%	74.6%	17.5%
RO RANCHO	25.5%	25.8%	6.4%

AMBITION			
District	ADVANCED PLACEMENT	SENIORS APPLYING TO COLLEGE	
	% Students Enrolled	4 Year	2 Year
BERNALILLO	2%	42%	29%
CUBA	0%	33%	35%
JEMEZ VALLEY	0%	49%	39%
RO RANCHO	0%	55%	4%

SANDOVAL ACHIEVEMENT								
	CTBS 5/TERRA NOVA MEDIAN SCORES				10TH GRADE COMPETENCY EXAM		ACT	
	Grade 6	Statewide Rank	Grade 8	Statewide Rank	Percent Passing all Subtests	Statewide Rank	Median Composite Score	Statewide Rank
BERNALILLO	33.1	84	40.7	75	56.4%	64	17.7	64
CUBA	28.5	88	37.0	78	38.1%	84	16.4	81
JEMEZ VALLEY	53.0	40	43.0	68	38.3%	83	17.7	64
RO RANCHO	59.2	27	66.4	13	82.1%	10	20.9	5

GRADUATION								
District	Total graduates	Percent of entering seniors	Graduating Seniors by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
BERNALILLO	149	93%	53.0%	12.8%	33.6%	0.7%	0.0%	0.0%
CUBA	51	71%	33.3%	5.9%	60.8%	0.0%	0.0%	0.0%
JEMEZ VALLEY	51	98%	33.3%	15.7%	51.0%	0.0%	0.0%	0.0%
RIO RANCHO	584	91.6%	27.1%	64.2%	2.9%	3.2%	2.3%	0.3%

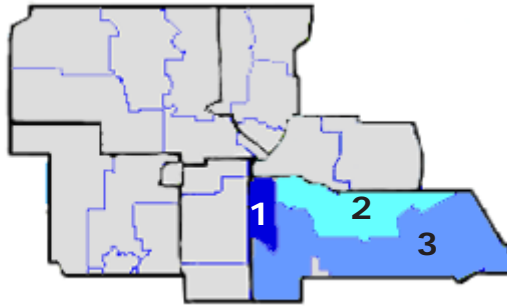
DROP OUT								
District	1999 Drop Out Rate	Statewide Rank	1999 Drop Out Rates by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
BERNALILLO	4.7%	48	3.9%	4.3%	5.6%	0.0%	0.0%	0.0%
CUBA	39.5%	88	5.5%	0.0%	18.2%	0.0%	0.0%	0.0%
JEMEZ VALLEY	0.8%	16	0.0%	3.6%	1.5%	0.0%	0.0%	0.0%
RIO RANCHO	6.1%	74	7.7%	5.0%	11.0%	9.9%	2.8%	50.0%

TEACHERS								
District	Average Salaries			Experience			Student-Teacher Ratios	
	2001-02	Statewide Rank	Percent increase from 00-01	Average years	Statewide Rank	Percent with MA or higher	2001-02	Statewide Rank
BERNALILLO	\$39,187	26	8.0%	10.1	70	41%	13.1	35
CUBA	\$41,057	10	8.0%	14	10	30%	14.5	52
JEMEZ VALLEY	\$40,211	15	8.8%	11.5	43	41%	11.7	20
RIO RANCHO	\$33,488	83	8.0%	8.1	86	48%	7.5	89

PUBLIC SCHOOL RATINGS								
District	Exemplary		Exceeds standards		Meets standards		Probationary	
	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools	percent students*	number schools
BERNALILLO	5%	1	0%	0	71%	4	24%	3
CUBA	0%	0	0%	0	27%	2	73%	2
JEMEZ VAL	0%	0	0%	0	100%	3	0%	0
RIO RANCHO	37%	2	31%	4	32%	4	0%	0

* Percent of students in district's rated schools

San Miguel County



SAN MIGUEL SCHOOL DISTRICTS

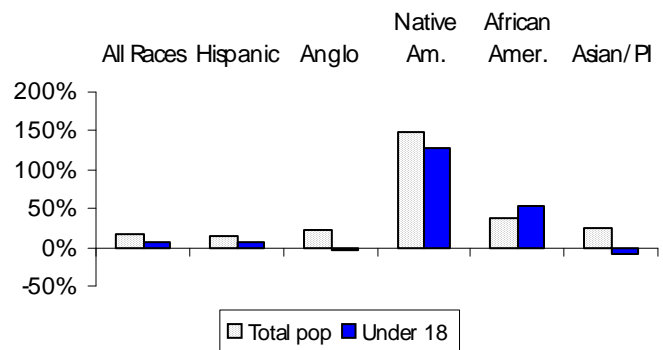
District Name	Square Mi
1 Pecos	383
2 Las Vegas City	1,261
3 Las Vegas West	3,065

SAN MIGUEL COUNTY POPULATION IN 2000							
District	All	Hispanic	White Non-Hispanic	Native American	African American	Asian/ PI*	Other
Total Population	30,126	23,487	5,690	549	236	188	1,305
Under 18	8,269	7,044	977	142	69	45	434
Percent Under 18	27%	30%	17%	26%	29%	24%	33%

* Pacific Islander

SAN MIGUEL FAMILY ECONOMICS	
Child Poverty (%)	28%
Unemployment (%)	6.2%
Median family income	\$31,250
Single mother families (% of all families with kids)	29%
Children < 6 in families in which all parents present work (%)	59.6%

POPULATION DYNAMICS 1990-2000



NATIVITY AND FLUENCY	
Nativity – total population	
Foreign Born (%)	2.5%
In US less than 10 years (% of foreign born)	49.1%
Not US citizen (% of foreign born)	76.6%
Fluency – population 5 and over	
Speak language other than English at home	60.8%
Speak English less than "very well". (% of above)	23.9%

EDUCATIONAL ATTAINMENT PERCENT OF ADULTS OVER 24	
Less than 9th grade	12%
9th – 12th, no diploma	14%
High School graduate or GED	26%
Some college, no degree	21%
Associate's degree	6%
Bachelor's degree	12%
Graduate degree	9%

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNICITY							
	Total Enrolled	White	Hispanic	Native American	Black	Asian	Other
LAS VEGAS CITY	2,406	11.0%	86.9%	0.5%	0.6%	1.0%	0.0%
LAS VEGAS WEST	2,080	5.0%	93.8%	0.6%	0.6%	0.0%	0.0%
PECOS	816	9.2%	89.1%	1.1%	0.2%	0.0%	0.4%

ASSISTANCE			
District	Percent Title 1	Free and Reduced Lunch	Limited English Proficiency
LAS VEGAS CITY	58.5%	60.7%	22.0%
LAS VEGAS WEST	77.2%	94.5%	52.9%
PECOS	88.0%	75.6%	87.5%

AMBITION			
DISTRICT	ADVANCED PLACEMENT	SENIORS APPLYING TO COLLEGE	
	% STUDENTS ENROLLED	4 YEAR	2 YEAR
LAS VEGAS CITY	3%	70%	17%
LAS VEGAS WEST	3%	77%	37%
PECOS	3%	37%	12%

SAN MIGUEL ACHIEVEMENT								
District	CTBS 5/TERRA NOVA MEDIAN SCORES				10TH GRADE COMPETENCY EXAM		ACT	
	Grade 6	Statewide Rank	Grade 8	Statewide Rank	Percent Passing all Subtests	Statewide Rank	Median Composite Score	Statewide Rank
LAS VEGAS CITY	48.3	54	52.5	47	77.4%	16	19.4	32
LAS VEGAS WEST	35.8	79	35.3	81	47.4%	76	16.2	83
PECOS	46.0	56	41.5	70	41.9%	78	17.6	66

GRADUATION								
District	Total graduates	Percent of entering seniors	Graduating Seniors by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
LAS VEGAS CITY	163	99%	87.1%	11.7%	0.0%	0.6%	0.6%	0.0%
LAS VEGAS WEST	105	81%	97.1%	1.0%	1.9%	0.0%	0.0%	0.0%
PECOS	41	100%	95.1%	0.0%	0.0%	0.0%	0.0%	4.9%

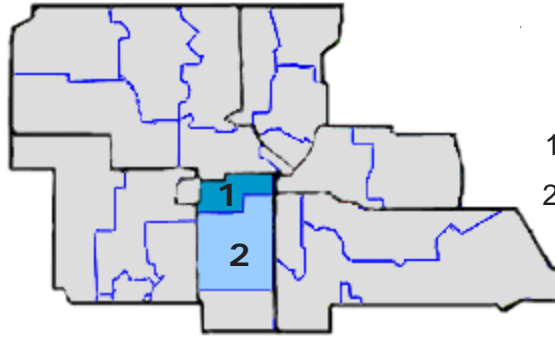
DROP OUT								
District	1999 Drop Out Rate	Statewide Rank	1999 Drop Out Rates by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
LAS VEGAS CITY	2.5%	29	1.8%	1.0%	0.0%	33.3%	0.0%	0.0%
LAS VEGAS WEST	3.1%	40	3.1%	4.6%	0.0%	0.0%	0.0%	0.0%
PECOS	0.6%	15	0.0%	4.4%	0.0%	0.0%	0.0%	0.0%

TEACHERS								
District	Average Salaries			Experience			Student-Teacher Ratios	
	2001-02	Statewide Rank	Percent increase from 00-01	Average years	Statewide Rank	Percent with MA or higher	2001-02	Statewide Rank
LAS VEGAS CITY	\$36,040	60	8.4%	12.1	29	41%	15	58
LAS VEGAS WEST	\$35,432	66	8.6%	11.9	35	36%	14.3	51
PECOS	\$35,663	64	8.3%	11.1	51	27%	12.8	32

PUBLIC SCHOOL RATINGS								
District	Exemplary		Exceeds standards		Meets standards		Probationary	
	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools
LAS VEGAS CITY	0%	0	31%	1	69%	6	0%	0
LAS VEGAS W.	0%	0	0%	0	58%	5	42%	3
PECOS	0%	0	0%	0	100%	3	0%	0

* Percent of students in district's rated schools

Santa Fe County



SANTA FE SCHOOL DISTRICTS

District Name	Square Mi
1 Pojoaque	309
2 Santa Fe	1,016

SANTA FE COUNTY POPULATION IN 2000

District	All	Hispanic	White Non-Hispanic	Native American	African American	Asian/ PI*	Other
Total Population	129,292	63,405	58,790	3,982	826	1,227	5,268
Under 18	31,101	19,228	9,863	1,252	207	280	1,874
Percent < 18	24%	30%	17%	31%	25%	23%	36%

* Pacific Islander

NATIVITY AND FLUENCY

Nativity – total population

Foreign Born (%)	10.1%
In US less than 10 years (% of foreign born)	54.5%
Not US citizen (% of foreign born)	72.6%

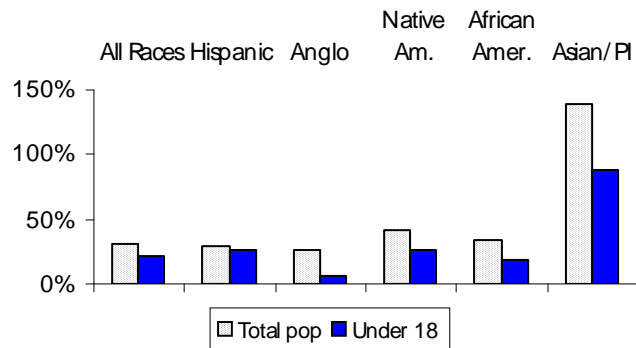
Fluency – population 5 and over

Speak language other than English at home	36.9%
Speak English less than "very well" (% of above)	29.4%

SANTA FE FAMILY ECONOMICS

Child Poverty (%)	15%
Unemployment (%)	2.7%
Median family income	\$50,000
Single mother families (% of all families with kids)	24%
Children < 6 in families in which all parents present work (%)	61.1%

POPULATION DYNAMICS 1990-2000



EDUCATIONAL ATTAINMENT PERCENT OF ADULTS OVER 24

Less than 9th grade	7%
9th – 12th, no diploma	9%
High School graduate or GED	20%
Some college, no degree	22%
Associate's degree	6%
Bachelor's degree	20%
Graduate degree	17%

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNICITY							
District	Total Enrolled	White	Hispanic	Native American	Black	Asian	Other
POJOAQUE	1,923	8.4%	71.9%	18.8%	0.2%	0.4%	0.4%
SANTA FE	13,482	25.1%	67.3%	2.9%	0.7%	1.1%	2.9%

ASSISTANCE			
District	Percent Title 1	Free & Reduced Lunch	Limited English Proficiency
POJOAQUE	45.5%	49.8%	37.0%
SANTA FE	46.6%	50.5%	27.3%

AMBITION			
District	ADVANCED PLACEMENT	SENIORS APPLYING TO COLLEGE	
	% STUDENTS ENROLLED	4 YEAR	2 YEAR
POJOAQUE	4%	45%	27%
SANTA FE	1%	44%	25%

SANTA FE ACHIEVEMENT								
District	CTBS 5/TERRA NOVA MEDIAN SCORES				10TH GRADE COMPETENCY EXAM		ACT	
	Grade 6	Statewide Rank	Grade 8	Statewide Rank	Percent Passing all Subtests	Statewide Rank	Median Composite Score	Statewide Rank
POJOAQUE	46.4	55	49.4	53	54.4%	66	19.3	35
SANTA FE	56.4	32	53.7	43	61.4%	52	20.3	19

GRADUATION								
District	Total graduates	Percent of entering seniors	Graduating Seniors by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
POJOAQUE	139	94%	75.5%	13.7%	10.1%	0.0%	0.0%	0.7%
SANTA FE	632	89%	50.8%	44.1%	1.6%	1.1%	1.7%	0.6%

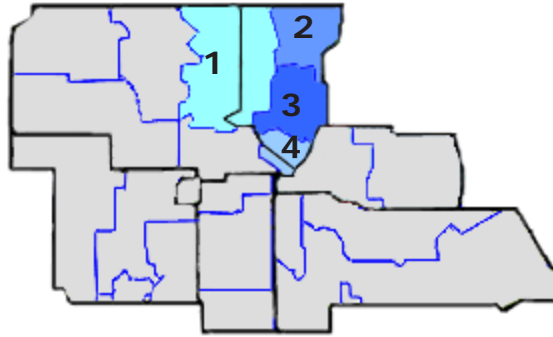
DROP OUT								
District	1999 Drop Out Rate	Statewide Rank	1999 Drop Out Rates by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
POJOAQUE	4.2%	46	1.9%	0.0%	8.3%	0.0%	0.0%	0.0%
SANTA FE	12.5%	81	13.7%	5.8%	10.0%	3.6%	2.2%	0.0%

TEACHERS								
District	Average Salaries			Experience			Student-Teacher Ratios	
	2001-02	Statewide Rank	Percent increase from 00-01	Average years	Statewide Rank	Percent with MA or higher	2001-02	Statewide Rank
POJOAQUE	\$35,906	61	8.6%	10	74	36%	15.7	72
SANTA FE	\$34,635	77	8.0%	10.7	59	39%	15.6	71

PUBLIC SCHOOL RATINGS								
District	Exemplary		Exceeds standards		Meets standards		Probationary	
	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools
POJOAQUE	0%	0	53%	2	47%	2	0%	0
SANTA FE	9%	3	20%	3	62%	17	9%	2

* Percent of students in district's rated schools

Taos County



TAOS SCHOOL DISTRICTS

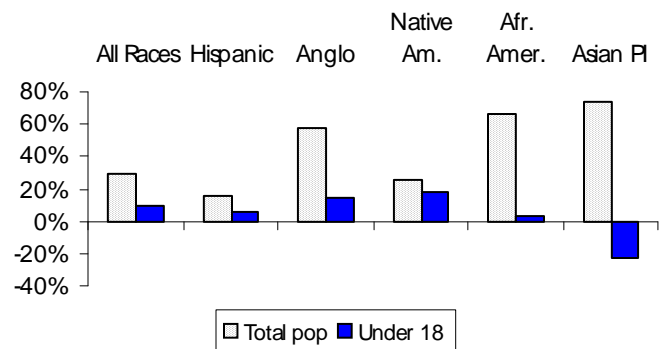
District Name	Square Mi
1 Mesa Vista	1,740
2 Questa	659
3 Taos	637
4 Penasco	262

TAOS COUNTY POPULATION IN 2000							
District	All	Hispanic	White Non-Hispanic	Native American	African American	Asian/ PI*	Other
Total Population	29,979	17,370	10,122	1,975	105	149	1,185
Under 18	7,341	5,029	1,614	593	28	35	389
Percent Under 18	24%	29%	16%	30%	27%	23%	33%

* Pacific Islander

NATIVITY AND FLUENCY	
Nativity – total population	
Foreign Born (%)	4.1%
In US less than 10 years (% of foreign born)	50.2%
Not US citizen (% of foreign born)	66.5%
Fluency – population 5 and over	
Speak language other than English at home	52.4%
Speak English less than "very well" (% of above)	24.7%

POPULATION CHANGE 1990-2000



TAOS FAMILY ECONOMICS	
Child Poverty (%)	25%
Unemployment (%)	10.5%
Median family income	\$33,995
Single mother families (% of all families with kids)	27%
Children < 6 in families in which all parents present work (%)	67.0%

EDUCATIONAL ATTAINMENT PERCENT OF ADULTS OVER 24	
Less than 9th grade	7%
9th – 12th, no diploma	13%
High School graduate or GED	27%
Some college, no degree	22%
Associate's degree	5%
Bachelor's degree	17%
Graduate degree	9%

PUBLIC SCHOOL ENROLLMENT BY RACE AND ETHNICITY							
District	Total Enrolled	White	Hispanic	Native American	Black	Asian	Other
MESA VISTA	534	10.5%	83.1%	4.9%	1.1%	0.0%	4.0%
PENASCO	651	6.1%	87.3%	6.1%	0.3%	0.0%	0.2%
QUESTA	606	13.0%	84.0%	0.3%	0.3%	0.0%	2.3%
TAOS	3,357	22.4%	70.7%	5.6%	0.4%	0.3%	0.5%

ASSISTANCE			
District	Percent Title 1	Free & Reduced Lunch	Limited English Proficiency
MESA VISTA	66.1%	72.5%	36.9%
PENASCO	73.0%	77.0%	52.8%
QUESTA	49.0%	77.6%	47.5%
TAOS	75.3%	85.6%	27.7%

AMBITION			
District	ADVANCED PLACEMENT	SENIORS APPLYING TO COLLEGE	
	% Students Enrolled	4 Year	2 Year
MESA VISTA	0%	25%	42%
PENASCO	0%	66%	15%
QUESTA	4%	55%	36%
TAOS	4%	77%	15%

TAOS ACHIEVEMENT								
	CTBS 5/TERRA NOVA MEDIAN SCORES				10TH GRADE COMPETENCY EXAM		ACT	
	Grade 6	Statewide Rank	Grade 8	Statewide Rank	Percent Passing all Subtests	Statewide Rank	Median Composite Score	Statewide Rank
MESA VISTA	42.3	69	41.8	69	39.5%	82	17.5	69
PENASCO	44.0	60	55.3	40	61.0%	54	18	60
QUESTA	45.0	59	47.5	60	56.5%	63	17.4	70
TAOS	42.6	68	44.1	65	61.3%	53	19.9	24

GRADUATION								
District	Total graduates	Percent of entering seniors	Graduating Seniors by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
MESA VISTA	48	100%	85.4%	12.5%	2.1%	0.0%	0.0%	0.0%
PENASCO	47	95%	85.1%	6.4%	8.5%	0.0%	0.0%	0.0%
QUESTA	33	100%	93.9%	6.1%	0.0%	0.0%	0.0%	0.0%
TAOS	209	86%	67.5%	27.8%	2.9%	1.0%	1.0%	0.0%

DROP OUT								
District	1999 Drop Out Rate	Statewide Rank	1999 Drop Out Rates by Race & Ethnicity					
			Hispanic	White Non-Hisp	Native American	African American	Asian/PI	Other
MESA VISTA	11.2%	80	8.5%	0.0%	28.6%	0.0%	0.0%	0.0%
PENASCO	5.3%	52	3.2%	6.7%	0.0%	0.0%	0.0%	0.0%
QUESTA	2.8%	33	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%
TAOS	13.7%	83	8.5%	6.8%	8.4%	12.5%	0.0%	0.0%

TEACHERS								
District	Average Salaries			Experience		Percent with MA or higher	Student-Teacher Ratios	
	2001-02	Statewide Rank	Percent increase from 00-01	Average years	Statewide Rank		2001-02	Statewide Rank
MESA VISTA	\$38,874	29	9.0%	10.9	56	33%	13.9	46
PENASCO	\$39,742	20	8.6%	11.3	47	41%	13.9	46
QUESTA	\$40,167	16	8.3%	10.5	61	26%	12.1	24
TAOS	\$37,379	42	8.4%	13.4	17	34%	13.7	44

PUBLIC SCHOOL RATINGS								
	Exemplary		Exceeds standards		Meets standards		Probationary	
	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools	percent students*	number of schools
MESA VISTA	3%	1	0%	0	71%	3	26%	1
PENASCO	0%	0	0%	0	100%	3	0%	0
QUESTA	0%	0	32%	1	68%	5	0%	0
TAOS	0%	0	0%	0	100%	6	0%	0

* Percent of students in district's rated schools

