

PUBLIC SCHOOL SUPPORT FUNDING SUMMARY FY07
(dollars in thousands)

	FY05 APPROPRIATION	FY06 APPROPRIATION	FY07 PSS REQUEST	FY07 LFC RECOMMENDATION
PROGRAM COST	\$ 1,802,906.6	\$ 1,903,074.6	\$ 2,027,662.3	\$ 2,027,662.3
Adjustment for Over projection of FY04 Cash Balance Credit	\$ (11,600.0)	\$ -	\$ -	\$ -
ADJUSTED PROGRAM COST	\$ 1,791,306.6			
ENROLLMENT GROWTH	\$ 5,200.0	\$ 14,700.0	\$ 16,508.9	\$ 16,508.9
FIXED COSTS	\$ 1,900.0	\$ 2,100.0	\$ 3,169.6	\$ 3,169.6
INSURANCE COSTS	\$ 19,000.0	\$ 16,300.0	\$ 27,421.8	\$ 24,250.0
COMPENSATION				
Teachers	\$ 19,276.0	\$ 6,252.5	\$ 56,730.4	\$ 50,262.9
Instructional Staff	\$ 3,531.1	\$ 2,381.9	\$ 11,578.2	\$ 8,683.6
Other Certified and Non-certified Staff	\$ 7,991.7	\$ 5,372.7	\$ 21,400.6	\$ 20,514.6
Annualize FY04	\$ 25,830.5	\$ -	\$ -	\$ -
Minimum Salaries - Three-tiered Licensure Structure	\$ -	\$ -	\$ -	\$ -
Levels 2 & 3 to \$35,000 in FY 05	\$ 8,638.7	\$ -	\$ -	\$ -
Levels 2 & 3 to \$40,000 in FY 06	\$ -	\$ 51,800.0	\$ -	\$ -
Levels 3 to \$45,000 in FY07	\$ -	\$ -	\$ 15,677.5	\$ 7,496.9
Increased ERB Contribution (.75% as per statute)	\$ -	\$ 11,780.6	\$ 12,838.0	\$ 13,229.5
Full-day Kindergarten (TANF Replacement in FY06)	\$ 9,600.0	\$ 4,000.0	\$ -	\$ -
Student Assessment CRTs/School District Costs	\$ 1,800.0	\$ 2,000.0	\$ -	\$ -
Elementary Fine Arts (Year 4)	\$ 4,000.0	\$ 6,000.0	\$ 4,800.0	\$ 4,800.0
Additional Educational Assistant comp. (5% above general compensation)	\$ 5,000.0	\$ 1,900.0	\$ -	\$ 3,749.1
PROGRAM COST	\$ 1,903,074.6	\$ 2,027,662.3	\$ 2,197,787.3	\$ 2,180,327.4
Dollar Increase Over Previous Year Appropriation		\$ 124,587.7	\$ 170,125.0	\$ 152,665.1
Percent Increase		6.5%	8.4%	7.5%
LESS PROJECTED CREDITS (from school district cash balances)	\$ (61,000.0)	\$ (58,600.0)	\$ (57,600.0)	\$ (57,600.0)
LESS PROJECTED CREDITS (from driver's license fees)	\$ (1,700.0)	\$ (1,300.0)	\$ (850.0)	\$ (850.0)
STATE EQUALIZATION GUARANTEE	\$ 1,840,374.6	\$ 1,967,762.3	\$ 2,139,337.3	\$ 2,121,877.4
Dollar Increase Over Previous Year Appropriation		\$ 127,387.7	\$ 171,575.0	\$ 154,115.1
Percent Increase		6.9%	8.7%	7.8%

CATEGORICAL PUBLIC SCHOOL SUPPORT				
TRANSPORTATION				
Operational	\$ 84,717.8	\$ 87,678.7	\$ 92,445.9	\$ 91,595.1
School Owned Bus Replacements	\$ 342.6	\$ 176.4	\$ 542.5	\$ 180.9
Rental Fees	\$ 12,336.0	\$ 11,296.5	\$ 10,616.2	\$ 10,616.2
Compensation	\$ 840.4	\$ 501.5	\$ 1,661.1	\$ 1,868.8
Increased ERB Contribution (.75% of employer salary)	\$ -	\$ 300.9	\$ 262.0	\$ 325.5
TOTAL TRANSPORTATION	\$ 98,236.8	\$ 99,954.0	\$ 105,527.7	\$ 104,586.5
SUPPLEMENTAL DISTRIBUTIONS				
Out-of-State Tuition	\$ 495.0	\$ 380.0	\$ 370.0	\$ 370.0
Emergency Supplemental	\$ 2,600.0	\$ 2,000.0	\$ 2,000.0	\$ 2,000.0
INSTRUCTIONAL MATERIAL FUND	\$ 26,600.0	\$ 30,500.0	\$ 36,125.0	\$ 35,500.0
EDUCATIONAL TECHNOLOGY FUND	\$ 5,000.0	\$ 5,000.0	\$ 5,000.0	\$ 5,000.0
INCENTIVES FOR SCHOOL IMPROVEMENT	\$ 1,600.0	\$ 1,600.0	\$ 2,000.0	\$ 1,600.0
SCHOOLS IN NEED OF IMPROVEMENT FUND		Federal Funds	Federal Funds	\$ 2,100.0
TOTAL CATEGORICAL	\$ 134,531.8	\$ 139,434.0	\$ 161,451.9	\$ 151,156.5
TOTAL PUBLIC SCHOOL SUPPORT	\$ 1,974,906.4	\$ 2,107,196.3	\$ 2,300,789.2	\$ 2,273,033.9
Dollar Increase Over Previous Year Appropriation		\$ 132,289.9	\$ 193,592.9	\$ 165,837.6
Percent Increase		6.7%	9.2%	7.9%

RELATED APPROPRIATIONS/RECURRING				
Public Education Department	\$ 11,493.3	\$ 11,761.7	\$ 12,041.7	\$ 11,282.2
Accelerated ERB employer contribution for FY08	\$ -	\$ -	\$ -	\$ 13,555.0
Advanced placement classes	\$ -	\$ 190.0	\$ -	\$ -
Apprenticeship Assistance	\$ 650.0	\$ 650.0	\$ 750.0	\$ 650.0
Beginning Teacher Induction/Mentorship	\$ 900.0	\$ 900.0	\$ 900.0	\$ 900.0
Breakfast for Elementary School Students	\$ -	\$ 475.0	\$ 4,200.0	\$ -
Charter School Stimulus Fund	\$ 200.0	\$ -	\$ -	\$ -
Core Curriculum Framework	\$ 381.6	\$ 381.6	\$ -	\$ -
Domestic Violence recognition/training program	\$ -	\$ 50.0	\$ -	\$ -
Elementary Physical Education	\$ -	\$ 1,425.0	\$ 7,800.0	\$ -
Family and Youth Resource Act/Family and Youth Services	\$ 1,800.0	\$ 1,500.0	\$ 1,500.0	\$ 1,500.0
Food to Schools	\$ -	\$ -	\$ 500.0	\$ -
GRADS	\$ -	\$ 1,000.0	\$ 1,000.0	\$ 1,000.0
Indian Education Act	\$ 2,500.0	\$ 2,500.0	\$ 2,500.0	\$ 2,000.0
Kindergarten Plus (for High-Poverty and Native American population schools)	\$ 100.0	\$ 400.0	\$ 400.0	\$ 900.0
NCA Accrediation	\$ -	\$ -	\$ 1,440.0	\$ -
NM GOVERNMENT EDUCATION FUND		\$ 47.5	\$ -	\$ -
Obesity programs	\$ -	\$ 475.0	\$ -	\$ -
Parental Training and Involvement Initiatives	\$ -	\$ 44.7	\$ 1,000.0	\$ -
Pre-Kindergarten	\$ -	\$ -	\$ 10,000.0	\$ 8,000.0
Teacher Loan for Service (to CHE)	\$ 386.5	\$ 186.5	\$ -	\$ -
Truancy Prevention	\$ -	\$ 475.0	\$ -	\$ -
TOTAL RELATED APPROPRIATIONS RECURRING	\$ 18,411.4	\$ 22,462.0	\$ 44,031.7	\$ 39,787.2
GRAND TOTAL	\$ 1,993,317.8	\$ 2,129,658.3	\$ 2,344,820.9	\$ 2,312,821.1
Dollar Increase Over Previous Year Appropriation		\$ 136,340.5	\$ 215,162.6	\$ 183,162.8
Percent Increase		6.8%	10.1%	8.6%

PUBLIC SCHOOL SUPPORT FUNDING SUMMARY FY07
(dollars in thousands)

Section 5: Special Nonrecurring Appropriations to PED				
ADS upgrade to meet NCLB requirements	\$ 500.0	\$ -	\$ 500.0	\$ -
Adult GED Initiative	\$ 200.0	\$ -	\$ -	\$ -
Advanced Placement expansion to Non-traditional	\$ -	\$ -	\$ 2,000.0	\$ -
After School Obesity Programs	\$ -	\$ -	\$ 400.0	\$ -
Assessment and Test Development (for FY05, FY06, FY07, FY08)	\$ -	\$ 7,000.0	\$ 6,600.0	\$ -
Bullying Prevention	\$ 350.0	\$ -	\$ -	\$ -
Center for NM Border Educator Leadership	\$ -	\$ -	\$ -	\$ -
Charter School Expanded Services	\$ 475.0	\$ -	\$ -	\$ -
CHARTER SCHOOL STIMULUS FUND	\$ -	\$ 1,000.0	\$ -	\$ -
Curriculum and Film Integration	\$ -	\$ -	\$ 250.0	\$ -
Cyber Academy	\$ -	\$ -	\$ 750.0	\$ -
Dance Activity Program/In-school or Residency	\$ 100.0	\$ -	\$ -	\$ -
Dropout Prevention Program	\$ 200.0	\$ -	\$ 1,000.0	\$ -
Early Literacy Initiative	\$ -	\$ -	\$ 1,200.0	\$ -
Education Support (1 FTE)	\$ 113.6	\$ -	\$ -	\$ -
Educator Preparation: Three-tiered Licensure Support (includes 1 FTE)	\$ 47.6	\$ -	\$ -	\$ -
EMERGENCY CONTINGENCY FUND	\$ -	\$ 5,000.0	\$ 5,000.0	\$ 5,000.0
Family School Readiness (Even Start)	\$ 200.0	\$ -	\$ -	\$ -
Governor's Commission on Teaching	\$ 50.0	\$ -	\$ -	\$ -
Indian Education (1 FTE)	\$ 113.6	\$ -	\$ -	\$ -
Information Technology Education Reform Support (1FTE)	\$ 113.6	\$ -	\$ -	\$ -
Information Technology Infrastructure Upgrade and Network	\$ 200.0	\$ -	\$ -	\$ -
INSTRUCTIONAL MATERIAL FUND	\$ 1,500.0	\$ -	\$ -	\$ -
Instructional Materials Standards Review	\$ -	\$ -	\$ 225.0	\$ -
Magnet Career Academy	\$ 200.0	\$ -	\$ -	\$ -
Math Standards-based Education Technology	\$ 200.0	\$ -	\$ 4,000.0	\$ -
Mexican/US Border Education Collaborative	\$ -	\$ -	\$ 50.0	\$ -
Middle College Dropout Initiative	\$ 100.0	\$ -	\$ -	\$ -
P-20 Alignment of Exit Exams and College Entrance Exams	\$ -	\$ -	\$ 1,000.0	\$ -
Parental Training and Involvement Initiatives	\$ -	\$ -	\$ 500.0	\$ -
Pre-kindergarten Start-up	\$ -	\$ -	\$ 1,500.0	\$ -
Pre-kindergarten Pilot Program	\$ -	\$ 4,000.0	\$ -	\$ -
Professional Development - Summer Reading and Math Institutes FY06-09	\$ -	\$ -	\$ 3,000.0	\$ -
PROFESSIONAL DEVELOPMENT FUND	\$ 2,400.0	\$ 2,400.0	\$ 2,400.0	\$ -
Professional Development Management System	\$ -	\$ -	\$ 1,000.0	\$ -
Prueba de Espanol para la Certificacion (alternate version)	\$ -	\$ 100.0	\$ -	\$ -
Public School Funding Formula Study (to LCS)	\$ -	\$ -	\$ -	\$ -
PUBLIC SCHOOL SUPPORT RESERVE FUND	\$ -	\$ -	\$ -	\$ -
REC General Fund Operating Base	\$ -	\$ -	\$ 1,800.0	\$ -
Rural Ed Initiatives	\$ 300.0	\$ -	\$ -	\$ -
Rural Education (1 FTE)	\$ 113.6	\$ -	\$ -	\$ -
Rural Education /Community Revitalization FY06 - 08	\$ -	\$ -	\$ 1,500.0	\$ -
Rural School Advanced Placement Acceleration Program	\$ 100.0	\$ -	\$ -	\$ -
School District and PED Quality Assurance and District Interface (1FTE)	\$ 113.6	\$ -	\$ -	\$ -
SCHOOL LIBRARY MATERIAL FUND	\$ 1,000.0	\$ 1,000.0	\$ 1,000.0	\$ -
Schools Outreacg (to DFA)	\$ -	\$ 250.0	\$ -	\$ -
Small and Rural District Operations	\$ -	\$ -	\$ -	\$ -
Start-up School Based Health Clinics (to DOH)	\$ -	\$ 2,000.0	\$ -	\$ -
State Student Identification Number System (FY05 maintenance)	\$ 93.0	\$ 40.0	\$ 40.0	\$ -
Student Assessment	\$ 385.5	\$ -	\$ -	\$ -
Student Assessment Criterion Reference Testing - State-level costs	\$ 350.0	\$ -	\$ -	\$ -
Study of Status of Indian Education in NM	\$ -	\$ -	\$ 500.0	\$ -
Teacher Licensure Evaluation System (1 FTE)	\$ 140.0	\$ -	\$ -	\$ -
Three-tiered Licensure Evaluation System Implementation	\$ 1,000.0	\$ 400.0	\$ -	\$ -
Truancy Initiative	\$ 500.0	\$ -	\$ -	\$ -
Uniform Public School Chart of Accounts	\$ 1,800.0	\$ 600.0	\$ 500.0	\$ -
Vocational High School Model	\$ 225.0	\$ -	\$ -	\$ -
Total Nonrecurring to PED	\$ 13,184.1	\$ 23,790.0	\$ 36,715.0	\$ 5,000.0

STATUTORY AUTHORITY:

Article XII, Section 1, of the New Mexico Constitution states a uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state shall be established and maintained. Statutory provisions related to public school education can be found in the Public School Code, Chapter 22 NMSA 1978. Constitutional amendments passed in 2003 restructured state education administration from one directed by an elected board to an executive agency under the governor and increased the amount of funding distributed to public schools and all beneficiaries of income from state trust land.

MISSION:

The purpose of public school support is to carry out the mandate to establish and maintain a uniform system of free public schools sufficient for the education of, and open to, all children of school age in the state.

BUDGET ISSUES:

Public schools receive operational revenue from the general fund, federal funds, other state funds, local revenue, and cash balances.

PED uses the state equalization guarantee (SEG), also known as the "funding formula," to distribute money to public schools. About 90 percent of a school district's operational revenue is derived through the formula. The formula, designed to distribute operational funds to school districts objectively, is enrollment-driven with weighted factors for school and district size, teacher qualifications, students' special needs, and other circumstances. Membership weighted for such factors generates a program unit. The Public Education Department (PED) divides the annual SEG appropriation by the total number of statewide units to determine the unit value. Funds are then distributed to districts by multiplying the unit value by the number of units generated by the district. School districts may spend formula dollars according to local priorities; however, they must comply with statutory requirements and relevant PED directives.

In determining a district's SEG, the state takes credit for 75 percent of three revenue sources: a 0.5 local mill levy, federal forest funds, and the operational portion of federal impact aid funds, all of which remain at the district. The state does not take credit for impact aid funds designated for special education or for students living on Indian lands. Prior to changes made as a result of provisions contained in Laws 2005, Chapter 291, school districts were required to budget 20 percent of the remaining revenue for capital outlay; however, districts may now budget the remaining 25 percent for operational purposes.

The request for program costs was \$2.197 billion, which includes a 6 percent compensation increase for teachers, principals, educational assistants, and other instructional staff and a 4 percent increase for all other employees. Recognizing the importance of education to the health and welfare of New Mexico, the committee recommends \$2.180 billion for program costs, an increase of \$152.7 million, or 7.5 percent, over FY06. Included in the recommendation is an average 4.5 percent compensation increase for all public school employees. Additionally, funding is provided to implement both the next phase of the three-tier teacher career ladder and an additional 5 percent pay increase for educational assistants. The recommendation also includes funding for the final year of implementation of the elementary fine arts program.

The committee recommendation includes a total of \$58.5 million in credits: \$48.1 million from impact aid, \$8.9 million from the 0.5 local mill levy, \$600 thousand from federal forest funds, and \$850 thousand from drivers' license fees. Public schools are required to offer an elective classroom driver safety education course and receive \$3 from each driver's license for this purpose. The department reports the current option for an eight-year driver's license is reducing these revenues by as much as \$450 thousand annually. The recommendation for credits is \$1.5 million below FY06 as a result of reductions in federal impact aid and drivers' license fees; however, the committee recommends reviewing this figure during the session as better estimates are received. Adjusted for credits, the SEG recommendation is \$2.122 billion, for a 7.8 percent increase.

Specific recommendations are as follows:

Enrollment growth. Fiscal year 2007 funding is based on FY06 enrollment except for those districts with membership growth greater than 1 percent. These districts receive 1.5 units per member for enrollment growth over 1 percent. The committee recommendation includes funding to meet projected growth for FY07. The increase amounts to \$16.5 million and represents 5,216 units.

Fixed costs. The committee recommends the request for increases in fixed costs of \$3.2 million. This is based on a consumer price index of 2 percent. While this is slightly above the 1.7 percent forecast, concern remains as to the continuing effect of increased energy prices on operational budgets.

Insurance. Increases in insurance costs are part of total compensation for public school employees. These costs become part of the unit value and are distributed to schools through the funding formula. Except for Albuquerque Public Schools (APS), revenue is then transferred from the districts to the New Mexico Public School Insurance Authority (NMPSIA) to provide health insurance benefits to employees and risk insurance to the districts. NMPSIA estimates costs for FY07 will increase approximately 36 percent for liability premiums and 13 percent for medical premiums, while APS projects a 13 percent increase in liability premiums and a 6 percent increase in medical premiums. The committee recommends \$24.8 million over the FY06 appropriation for NMPSIA and APS insurance costs. Because of differences in the structure and cost of employee health benefit plans, the Public Employees Benefit Oversight committee (PEBO) is recommending legislation that will merge the employee benefit function of APS into NMPSIA. This will provide administrative savings as well as parity in benefit plans statewide.

Three-Tiered Teacher Licensure. The public school support request includes \$15.7 million for the implementation of the \$45,000 minimum salary for Level 3 teachers. This request funds the implementation costs independent of compensation increases. With proposed compensation increases, this number should be reduced significantly. The committee recommends \$7.5 million to establish the \$45,000 minimum salary requirement for Level 3 teachers after the 4.5 percent compensation increase recommended by the committee is implemented.

Included in the committee recommendation for program costs and transportation costs is \$13.6 million for the 0.75 percent increased Educational Retirement Board (ERB) employer contribution. In addition, the committee recommends an additional \$13.5 million in recurring appropriations to accelerate the ERB employer contribution for FY08.

Fine Arts. The committee recommends \$4.8 million for the final year implementation of fine arts for elementary schools and fully funds the program.

Educational Assistants. The committee recommends an additional \$3.8 million for educational assistant pay funding for a 5 percent increase in addition to the 4.5 percent compensation increase recommended by the committee for all public school employees.

Categorical Public School Support. The committee recommendation is \$151.2 million, an increase of \$11.7 million, or 7.8 percent. The following are included in categorical public school support:

Transportation. Within categorical support, the transportation distribution is used to make payments to school districts for the to-and-from transportation costs of students in kindergarten through 12th grade and 3- and 4-year-old developmentally disabled students enrolled in public school programs. The funding is for operational costs, school-owned equipment, and rental and lease fees for buses. The committee recommends \$104.6 million, \$4.6 million over the FY06 appropriation.

Instructional Materials. Funds for instructional materials are generated through the provisions of the federal Mineral Lands Leasing Act. The funds are provided directly to schools on a per-pupil basis. The department funds materials for public, charter, state-supported, and accredited private schools, as well as adult education centers. Any balances remaining at the end of the fiscal year may be retained by the eligible entities for expenditure in subsequent years. The public schools are restricted to using 70 percent of their state funds on adopted instructional materials and 30 percent on nonadopted materials. Charter schools and adult basic education centers may use all the funding on nonadopted materials. Accredited private schools may only purchase instructional materials on the state adopted list. At the end of FY05, district cash balances in this fund statewide totaled \$8.1 million. The committee recommends \$35.5 million for FY07 assuming credit for \$1 million in district cash balances.

The total appropriation recommendation for recurring direct public school support is \$2.273 billion, an increase of \$165.8 million or 7.87 percent.

Related Appropriations. The Office of Educational Accountability (OEA) notes that kindergarten-plus program participants demonstrate improved literacy skills and social skills as they participate in an extended kindergarten school year with highly trained teachers. Noting this improved performance, the committee recommends \$900 thousand for kindergarten-plus programs serving high-poverty and Native American populations.

For the current school year, the Legislature provided a special appropriation of \$4.95 million for a pre-kindergarten pilot, currently underway. Assessment data for the pilot is currently being collected and will not be available until late FY06. The committee recommends \$8 million for continuing the pre-kindergarten pilot until sufficient data is available regarding the academic impact of the program on students. The committee is concerned as to how the departments involved are working with providers (i.e. Head

Start, private day care) to assure the maximum number of children are served and whether double funding of some programs is taking place.

RECOMMENDED LANGUAGE:

The rate of distribution of the state equalization guarantee distribution shall be based on a program unit value determined by the secretary of public education. The secretary shall establish a preliminary unit value to establish budget for the 2006-2007 school year and then, upon verification of the number of units statewide for fiscal year 2007 but no later than January 31, 2007, the secretary of public instruction may adjust the program unit value.

The general fund appropriation for the state equalization guarantee distribution contains sufficient funding to provide an average four and one-half percent salary increase for all teachers, other instructional staff, and other certified staff and noncertified staff, effective July 1, 2006.

The general fund appropriation for the state equalization guarantee distribution includes seven million four hundred ninety six thousand nine hundred dollars (\$7,496,900) to implement the forty-five thousand dollar (\$45,000) minimum salary for level three-A teachers.

The secretary of the public education department, in collaboration with the department of finance and administration and administration office of educational accountability, shall ensure all level three-A teachers receiving salary increases under the three-tiered minimum salary have been evaluated under the tiered licensure evaluation system and have the professional competencies of level three-A teachers. The secretary of the public education department shall withhold from public school district distribution funding for minimum salaries for any teacher that has not been evaluated.

The general fund appropriation for the state equalization guarantee distribution contains sufficient funding to provide a three-quarter percent increase in the employer contribution to the education retirement fund.

The general fund appropriation to the state equalization guarantee distribution reflects the deduction of federal revenues pursuant to Paragraph (2) of Subsection C of Section 22-8-25 NMSA 1978 that includes payments commonly known as "impact aid funds" pursuant to 20 USCA 7701 et seq., and formerly known as "PL874 funds".

The general fund appropriation to the public school fund shall be reduced by the amounts transferred to the public school fund from the current school fund and from the federal Mineral Lands Leasing Act receipts otherwise unappropriated.

Any unexpended or unencumbered balance in the distributions authorized remaining at the of fiscal year 2007 from appropriation made from the general fund shall revert to the general fund.

The appropriation to the instructional materials fund is made from the federal Minerals Land Leasing Act (30 USCA 181, et seq.) receipts.

The general fund appropriation to the public education department includes thirteen million five hundred fifty five thousand dollars (\$13,555,000) to provide a three-quarter percent increase in the employer contribution to the educational retirement fund to be transferred in fiscal year 2007 to the educational retirement board to provide for the 2008 cost of the employer share of contribution increases for public education employees.

FISCAL YEAR 2006 MEASURES

The purpose of public school support is to carry out the mandate to establish and maintain a uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state.

PERFORMANCE MEASURES

		<u>FY04 Actual</u>	<u>FY05 Actual</u>	<u>FY06 Budget</u>	<u>FY07 Request</u>	<u>FY07 Recomm</u>
Outcome	Percent of fourth-grade students who achieve proficiency or above on the criterion-referenced assessments in reading and language arts	49%	51.7%	61%		
Outcome	Percent of eighth-grade students who achieve proficiency or above on the criterion-referenced assessments in reading and language arts	57%	51.4%	65%		
Outcome	Percent of fourth-grade students who achieve proficiency or above on the criterion-referenced assessments in mathematics	58%	39.1%	67%		
Outcome	Percent of eight-grade students who achieve proficiency or above on the criterion-reference assessments in mathematics	49%	23.7%	62%		
Quality	Percent of classes being taught by "highly qualified" teachers in high-poverty schools	72%	76.9%	90%		
Quality	Percent of classes being taught by "highly qualified" teachers in all schools	77%	77.5%	92%		
Quality	Percent of stakeholders who rate their involvement with public elementary schools as positive	87.5%	83%	91%		
Quality	Percent of stakeholders who rate their involvement with public middle schools as positive	75%	83%	88%		
Quality	Percent of stakeholders who rate their involvement with public high schools as positive	65%	83%	85%		
Explanatory	Percent of American Indian language classes being taught in public schools that serve American Indian students					

FISCAL YEAR 2007 MEASURES

The purpose of public school support is to carry out the mandate to establish and maintain a uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state.

PERFORMANCE MEASURES

		<u>FY04 Actual</u>	<u>FY05 Actual</u>	<u>FY06 Budget</u>	<u>FY07 Request</u>	<u>FY07 Recomm</u>
Outcome	Percent of students in full-day kindergarten meeting benchmark for nonsense words				60%	60%
* Outcome	Annual percent of stakeholders positively rating their involvement with public elementary, middle and high schools				80%	80%
* Outcome	Annual percent of core academic subjects taught by highly qualified teachers in pre-kindergarten through twelfth grade				95%	95%
* Outcome	Percent of school districts and charter schools participating in the national center for education statistics chart of accounts				100%	100%
* Outcome	Percent of recent New Mexico high school graduates who take remedial courses in higher education at two-year and four-year schools				55%	55%

PUBLIC SCHOOL SUPPORT

993

		<u>FY04 Actual</u>	<u>FY05 Actual</u>	<u>FY06 Budget</u>	<u>FY07 Request</u>	<u>FY07 Recomm</u>
* Outcome	Percent of elementary school students who achieve the school year 2006-2007 No Child Left Behind Act annual measurable objective for proficiency or above on standards-based assessments in reading and language arts				49%	49%
* Outcome	Percent of middle school students who achieve the school year 2006-2007 No Child Left Behind Act annual measurable objective for proficiency or above on standards-based assessments in reading and language arts				42%	42%
* Outcome	Percent of elementary school students who achieve the school year 2006-2007 No Child Left Behind Act annual measurable objective for proficiency or above on standards-based assessments in mathematics				33%	33%
* Outcome	Percent of middle school students who achieve the school year 2006-2007 No Child Left Behind Act annual measurable objective for proficiency or above on standards-based assessments in mathematics				20%	20%
Outcome	Percent of American Indian language classes being taught in public schools that serve American Indian students				100%	100%
Explanatory	Number of school breakfasts served				89,873	89,873
Explanatory	Number of schools making significant academic gains				35	35
Explanatory	Annual cohort graduation rate for school year 2004-2005 ninth graders				90%	90%