



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

Annual Report to the  
Second Session of the Fifty-Fourth Legislature  
and Data Reference Guide  
January 2020



State of New Mexico  
Legislative Education Study Committee

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January 2020

Fifty-Fourth Legislature, Second Session  
State Capitol  
Santa Fe, New Mexico

Dear Fellow Legislators:

Pursuant to Section 2-10-3 NMSA 1978, this report of the findings and recommendations of the Legislative Education Study Committee (LESC) is provided for your consideration.

2019 was a watershed year for New Mexico's public schools. The Legislature infused hundreds of millions of new dollars into education and focused those dollars on approaches with a track record of closing the achievement gap between the students who struggle because of income or language barriers and those who succeed. We increased teacher pay, reformed the school and teacher evaluation systems, and expanded bicultural and multicultural education.

It was a transformative year, but we must and will do more. Many school districts and charter schools declined to take advantage of appropriations for new and expanded programs to extend the school year and school day, making it clear the Legislature must take steps to ease implementation. Teacher pay continues to lag that of other similar professionals despite the importance of having our best teachers in the classroom. Similarly, while we know multicultural and bilingual classrooms benefit all students, New Mexico has fallen short on promoting those approaches in the schools. And, obviously, the Public Education Department needs the resources to ensure that this unprecedented investment is being used effectively and efficiently.

While we won't get an immediate answer on whether these investment will pay off, evidence tells out we are headed in the right direction to make a difference for the children of New Mexico and, through them, the future of our state.

Sincerely,

A handwritten signature in black ink, appearing to read "Christine Trujillo".

Representative Christine Trujillo



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## Annual Report to the Second Session of the 54th New Mexico Legislature

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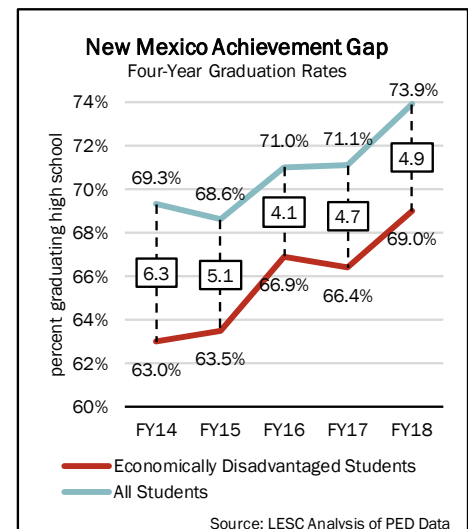
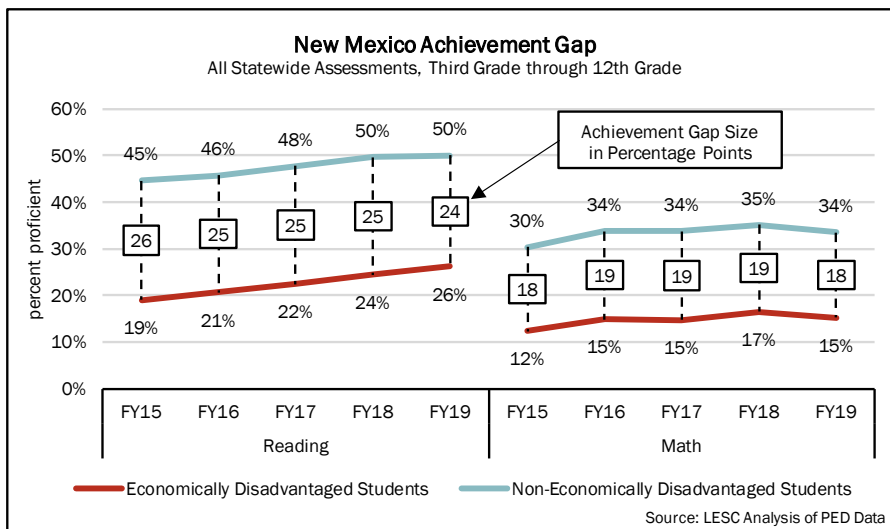
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New Mexico's achievement gap – a gap in performance between economically disadvantaged students and their more affluent peers – has proven difficult to close. Economically disadvantaged students, who make up three quarters of the state's student population, enter kindergarten behind their more affluent peers and remain behind throughout their educational experience. A Legislative Finance Committee longitudinal study found students generally gain a year's worth of growth each year; however, students who are already behind need more than a year's worth of growth for the achievement gap to close.

For several years in a row, little progress has been made in bringing economically disadvantaged students to parity with nondisadvantaged students. Statewide, the reading proficiency rate and the graduation rate have increased, but at the same rate for both groups, leaving the achievement gap intact. In 2019, nondisadvantaged students outperformed economically disadvantaged students by 24 percentage points in reading and 18 percentage points in math. Additionally, the graduation rate for economically disadvantaged students was nearly 5 percentage points lower than the statewide graduation rate.

National research has shown programs that help at-risk students regain ownership of their own educational experience can help close the achievement gap. This includes academic interventions, like those that increase the amount of instructional time for at-risk students or those that improve the relevance of their educational pathways, including pathways into career and technical education and the workforce. This also includes nonacademic interventions, designed to improve student social and emotional health, and using supportive disciplinary policies that address the root cause of student misbehavior.



The scale of the achievement gap was a focal point in the *Martinez* and *Yazzie* consolidated lawsuit. The district court cited proficiency rates as evidence the state was not upholding its constitutional obligation to provide New Mexico students the opportunity to obtain an education that prepares them for college or a career. The district court found New Mexico has failed its most at-risk populations, including low-income students, Native American students, English learners, and students with disabilities, and ruled the state was to take immediate steps to correct these deficiencies by April 15, 2019.

Guided by the district court's ruling, the Legislature capitalized on a boon of oil and gas revenues and increased funding for public education during the 2019 legislative session to \$3.249 billion, an increase of \$448 million, or 16 percent, from the previous year. The Legislature funded public school initiatives designed to target the achievement

gap, including funding for at-risk students, extended learning time programs, the K-5 Plus extended school year program, teacher and staff salaries, and culturally relevant instructional materials.

While the Public Education Department (PED), school districts, charter schools, and education stakeholders statewide supported the significant investments in public education, the expansion of Legislative initiatives posed new challenges to implementation. School districts had difficulties taking advantage of the K-5 Plus program under current statutory requirements. Fewer than half of the state's school districts and charter schools applied for funding for evidence-based programs designed to target the achievement gap. Rapid expansion of prekindergarten funding has outpaced the availability of facilities and high-quality early childhood educators and has caused the state to lose a significant amount of federal funds. PED did not conduct full reviews of school district budgets to ensure funding intended to support at-risk students was being used for that purpose. As the state continues its efforts to scale-up these programs, it has become clear some challenges run deeper than simply "providing more funding."

The impact of the Legislature's actions in FY20 will take time to become apparent; public school finance reform in New Jersey took a concerted 10-year effort to begin having a positive impact on student outcomes. However, effective investment of state funds remains a concern as continuing strong revenues give the Legislature another opportunity to increase investments in public education in FY21. Revenue estimates project additional "new money" that can be used to expand programs with evidence of closing the achievement gap. However, meaningful progress toward closing the achievement gap requires a coordinated effort by *all* stakeholders with a focus on policies that show evidence of improving student achievement. A statewide effort among the Legislature, PED, school districts, charter schools, and other members of the educational community is the strongest step toward improving educator quality, expanding early childhood education programs, building targeted academic and responsive nonacademic interventions in schools, and creating meaningful high school experiences for students that lead students to college or the workforce.



Dramatic increases in state general fund revenue enabled the Legislature to invest significant resources in public education during the 2019 legislative session, but the short implementation period for new programs led to limited demand in FY20. While the state continues to benefit from strong recurring general fund revenue collection, Legislative Finance Committee (LFC) and Department of Finance and Administration (DFA) staff urged sustainable growth. While public schools have long been a budget priority and court-ordered reform remains an impetus for spending growth, the state needs to focus on funding programs shown to be effective in increasing the academic achievement of students, particularly the at-risk students identified by the courts, in addition to providing the Public Education Department (PED) with the resources necessary for sufficient oversight and support of school districts and charter schools to ensure schools are targeting resources in an efficient and effective manner.

## Education Finance in New Mexico

With FY20 appropriations of \$3.3 billion, or 46.2 percent of total appropriations, public schools are the largest recipient of recurring general fund appropriations, a reflection of the large role that state funds play in the education of students in New Mexico. Since the 1970s, New Mexico has maintained an equalized system of operational funding for public schools. While most school districts nationwide rely heavily on local property taxes to fund public schools, New Mexico primarily funds public schools with state general fund revenue. According to data from the U.S. Census Bureau, New Mexico school districts raise a smaller share of total revenue from property taxes than all but three state – Arkansas, Hawaii, and Vermont.

**Public School Revenue by State, FY17**

State	Per Student	Per \$1,000 in Personal Income
Arizona	\$9,188	\$30.61
Colorado	\$11,727	\$35.85
New Mexico	\$11,886	\$46.78
Nevada	\$10,544	\$35.72
Oklahoma	\$9,210	\$37.34
Utah	\$8,775	\$40.19
Texas	\$11,576	\$45.73
US Average	\$14,273	\$43.07

Source: U.S. Census Bureau, 2017 Survey of School System Finances

According to data from the federal government, New Mexico leads the region in per-student funding, despite seeing worse results on standardized tests. In FY17, the most recent data available, New Mexico had per-student funding of about \$12 thousand, while other states in the region had funding between \$139 and \$3,111 less per student. The National Assessment of Educational Progress, a statistically representative, biennial assessment, showed fewer New Mexico students demonstrated basic reading and math skills than students in neighboring states. Additionally, student achievement in New Mexico dropped between 2013 and 2019, despite a 6 percent increase in real per-student appropriations for public schools. While investment in public education has the potential to close the achievement gap and better prepare New Mexico students for college or the workforce, these investments need to be prioritized to evidence-based programs that have been shown to improve student results.

## State Equalization Guarantee Distribution

While most operational funding for New Mexico public schools is distributed through a formula designed to guarantee each student is treated like other similarly situated students, regardless of local economic conditions, several school districts have argued they are being treated unfairly because of the state's practice of taking partial credit for certain funds available only to some districts.

To maintain the equalization of operational funding, the public school funding formula determines program cost – the amount of money the state assumes public schools need to operate – for each school district and charter school based on student enrollment and other factors that increase school costs, such as the number of students with special needs or enrollment in isolated schools. Each school district and charter school is guaranteed to receive its program cost through a combination of state revenue, called the state equalization guarantee (SEG) distribution, and other unrestricted federal and local revenue.

The public school funding formula takes credit for unrestricted federal and local revenue paid into a school district or charter school’s operational fund. These funding sources include the local half mill levy for school district operations, federal forest reserve payments, and federal Impact Aid grants for federally connected students. The public school funding formula does not take credit for Impact Aid payments that are restricted for special education, Indian education, or construction.

Of note, the state only deducts from the SEG distribution an amount equal to 75 percent of other revenue, essentially giving school districts with large amounts of federal and local revenues a small “bonus.” [See State Equalization Guarantee Computation, FY21, page 121.](#)

Several districts that receive the largest of these other revenue sources, federal Impact Aid, have argued eliminating the Impact Aid credit would provide them with additional revenue they need. School districts that receive Impact Aid, federal grants to offset the costs of serving tribal members and other federally connected students, note they have a low property tax base, which limits their ability to fund capital outlay projects outside the state’s process. Even though public school capital outlay is also funded on a statewide basis through a formula that considers local needs and resources, their capital improvements are limited by state standards of adequacy while local schools with high property values can build beyond state standards.

#### School Districts with Lowest Property Valuations Per Student

Rank	School District	Property Value Per MEM	Impact Aid
1	Zuni	\$1,805	YES
2	Floyd	\$66,496	NO
3	Grady	\$67,093	NO
4	Hatch	\$70,971	NO
5	Gadsden	\$75,638	NO
6	Gallup	\$76,958	YES
7	Pojoaque	\$91,316	YES
8	Hagerman	\$93,865	NO
9	Dexter	\$94,942	NO
10	Magdalena	\$96,235	YES

Source: LESC Files

However, school districts that receive Impact Aid are not the only districts with low property values and eliminating the Impact Aid credit would do nothing for these districts, creating inequity in the distribution of capital outlay. Due to federal laws and regulations, it is unlikely the state could consider Impact Aid revenue when allocating the state’s capital outlay dollars and it is unclear if the state has the ability to restrict Impact Aid revenue for capital outlay. Additionally, reprioritizing school funding away from operations to capital outlay may be counterproductive while the state remains in litigation regarding the sufficiency of school district operational funding.

Further, tribal stakeholders have argued for flexibility in using Impact Aid dollars if the credit is eliminated. Proponents of eliminating the Impact Aid credit note when the funding formula was initially created school districts received a larger percentage of operational funding through property taxes. When property tax support was mostly eliminated, Impact Aid school districts were left shouldering a larger share of funding formula credits. Initially, funding formula credits for property tax were more than double funding formula credits for Impact Aid. But today credits for Impact Aid are more than four times the

amount of property tax credits. In the 1980s the state reduced the local property tax mill levy for school district operations from 8.925 mills to 0.5 mills in the 1980s. While a half-mill tax remains (and 75 percent of revenue from it is deducted from the SEG distribution to local schools), effective tax rates are even lower because the state “yield control” law dampens property tax growth by lowering rates when property increases in value because of appreciation. Total operational mill levy collections fell from \$43.7 million in the 1978-

#### Percentage of Program Cost by Revenue Source

Revenue Source	1980	2019
State Equalization Guarantee	82.1%	96.7%
Operational Property Tax Levy	11.8%	0.6%
Operational Impact Aid Grants	5.8%	2.4%
Operational Forest Reserve Grants	0.3%	0.1%

Source: LESC Files

1979 fiscal year to \$22.9 million in FY19, and levies currently average 0.325 mills on residential property and 0.477 mills on nonresidential property. By comparison, unrestricted Impact Aid receipts grew from \$21.8 million to \$84.6 million over the same period.

Eliminating the funding formula credit for Impact Aid revenue without restricting the funds for capital outlay would undermine an operational funding formula designed to ensure public school students with similar needs are treated equally. For this reason, federal law explicitly allows a state to consider Impact Aid when allocating state aid, but only if the state ensures school districts throughout the state have roughly equal operational funding, after accounting for factors that increase costs like geographic isolation and the special needs of students.

In FY19, school districts and charter schools received \$84.6 million in unrestricted Impact Aid and the funding formula took credit for \$63.5 million of this revenue. Eliminating this credit without additional general fund appropriations would result in a 2 percent decrease in statewide program cost. With an additional general fund appropriation of \$63.5 million, program cost would be held flat, but the 30 school districts and charter schools that receive Impact Aid would see additional funding beyond the amount determined by the funding formula.

## FY20 Education Finance Reforms

In 2019, the Legislature adopted reforms to the public school funding formula, but many school districts and charter schools struggled with the rapid rollout and program requirements, slowing implementation. In addition to increasing funding for the formula factor for at-risk students, the Legislature created new factors for the K-5 Plus program that adds 25 instructional days to the beginning of the regular school year and the new extended learning time program, a flexible program that adds instructional days, after school programs, and professional development time for teachers.

For FY20, school districts and charter schools were allocated \$2.918 billion for program cost, excluding allocations for K-5 Plus and extended learning time programs. PED held back \$37 million, which will be allocated to school districts and charter schools when the final unit value is set at the end of January. While holding back some money provides PED a cushion if the state owes money to some school districts when fall enrollment is counted, school districts and charter schools were unable to budget these dollars at the beginning of the school year, limiting the impact of appropriations increases in FY20.

### FY20 Implementation Challenges

While K-3 Plus, the predecessor to K-5 Plus, was funded as a grant program outside of the public school funding formula, K-5 Plus was included in the funding formula calculation to provide a more reliable source of funding and to respond to court findings that funding for K-3 Plus was insufficient to provide programming for all at-risk students. However, requirements in statute to keep students with the same teacher made it difficult for many school districts and charter schools to implement the K-5 Plus programs on short notice.

When added to the funding formula, the K-5 Plus authorizing statute required school districts and charter schools implementing the voluntary program to do so in line

To prove the state has an equalized school finance system, a state must annually show the difference in per-student revenue raised for operations, excluding amounts raised for capital outlay and debt service, is less than 25 percent across the state, after eliminating statistical outliers and revenue raised to account for geographic isolation and the special needs of students. Several school districts that receive federal Impact Aid have challenged the methodology used to determine state equalization, arguing funding restricted for transportation, instructional materials, and capital outlay should be included in the disparity calculation. In previous years, the federal government has approved a disparity calculation that considers only unrestricted revenues to school districts' operational fund.

Historically, PED has been conservative in setting the preliminary unit value to prevent mid-year cuts in funding. This results in a portion of the appropriation for public schools being budgeted near the end of the school year. For FY20, the Legislature approved \$28 million in additional allocations to the state support reserve fund, a reserve fund designed to prevent a mid-year cut to the unit value, to allow PED to be less conservative when setting the preliminary unit value. Despite the increase approved by the Legislature, it is unclear if PED considered this additional funding and the department held back a similar amount of public school funding in FY19 and FY20.

with practices shown to result in the greatest improvements in student achievement. Research has shown that high fidelity programs, where students remained with the same teacher for K-3 Plus and the regular school year, led to the best student results. According to information from PED, participation in summer 2019 K-5 Plus programs surpassed participation levels in summer 2018 K-3 Plus programs, but much of the available funding for the program will go unused in FY20. According to PED, only \$29 million of the \$120 million made available for K-5 Plus was awarded to school districts and charter schools this year. PED anticipates 50 thousand students will participate in FY21 programs, an increase of 29 thousand from FY20.

School districts have noted several challenges in implementing K-5 Plus programs. A number of school districts have said they were unable to implement the program in FY20 due to the short time period between enactment of the authorizing legislation and the start of programs. Many school districts struggled to recruit teachers to participate in the program, despite additional pay, and others districts contended they struggled with keeping the students with same teacher for K-5 Plus and the regular school year, a condition placed on the program because it is associated with greater student success. Finally, some school districts have indicated parents in their community have limited interest in a longer school year.

School districts and charter schools were more likely to apply for extended learning time programs, which requires fewer additional days than K-5 Plus programs and gives school districts more flexibility to design their own programs. According to PED, school districts and charter schools were awarded \$42 million for more than 84 thousand students. The total appropriation for extended learning time programs was \$62.5 million. For FY21, PED projects extended learning time programs will serve about 190 thousand students, or more than half of all students in the state.

Language in the General Appropriation Act of 2019 required that any unspent appropriations for K-5 Plus or extended learning time programs revert to the newly created public education reform fund, which can be appropriated by the Legislature for evidence-based programs that relate to high-quality teaching and school leadership, extended learning opportunities, interventions for at-risk students, and initiatives to support effective and sufficient administration and public education accountability. With an estimated reversion of \$111 million expected at the end of FY20, the fund will hold sufficient funds to provide school districts and charter schools with one-time funding to smooth the implementation of new K-5 Plus or extended learning time programs. Additionally, those funds remain in base program cost for continued expansion in FY21.

### **PED Budget Oversight**

While school districts and charter schools are generally given discretion over how to budget formula funds received from the state, PED possesses significant authority to oversee public school spending. The 1st Judicial District Court's ruling in the consolidated *Martinez* and *Yazzie* lawsuit found PED had failed to exercise its power to monitor or audit school districts' use of funds and failed to use its statutory power to ensure school districts use their funding to improve outcomes for at-risk students. The court rejected PED's argument that the state had little control over school district spending or responsibility for local failure to effectively serve at-risk students, instead finding PED has read its authority under state statutes too narrowly and that the department's authority is broad enough for PED to assure that school districts are using state funding to provide programs for at-risk students.

Statute specifically requires PED to exercise oversight of funds generated through the at-risk index. Since the creation of the at-risk index in 1997, school districts have been required to report specified services for at-risk students, but in 2014 the statute was

amended to require each school district to identify the ways individual schools use at-risk funding. Although the Legislature significantly increased funding for at-risk programs in FY19 and FY20, several school districts and charter schools reported spending little of the new money on programs for at-risk students. Many school districts reported spending most of the additional funding on increasing staff salaries. In a hearing before LESC, PED indicated the department intends to increase budget oversight activities for the FY21 budget, in part by building out a regional support infrastructure.

PED presentations have indicated the department will spend FY21 setting up systems to effectively track at-risk funding and building a regional network of supports, with staff based at regional education cooperatives consulting with school districts and charter schools on budget preparation and conducting program reviews and budget adjustment.

## FY21 General Fund Revenue Outlook

Executive and legislative economists with the Consensus Revenue Estimating Group (CREG) in December projected \$797 million in “new money” for FY21 – the amount of projected FY21 general fund revenue minus FY20 recurring general fund appropriations – but that figure was down from the \$900 million in new money projected in August. Revenue forecasters note growth in general fund revenue is almost entirely based on booming New Mexico oil production, and sensitivity analysis performed by CREG found revenues could fall significantly if oil prices or oil production were to fall. As a result, LFC and DFA are recommending general fund reserve levels of between 20 percent and 25 percent of recurring appropriations to protect the state in the event of a downturn.

## FY21 Budget Recommendation

For FY21, PED requested \$3.414 billion in recurring general fund revenue, an increase of \$202.4 million, or 6.3 percent. PED’s request includes a 5.5 percent increase to the SEG distribution, a 7.3 percent increase for categorical programs, and a 96.4 percent increase for PED-administered special programs sometimes called “below-the-line appropriations.” In addition, the Early Childhood Education and Care Department (ECECD) requested \$55.6 million for public school prekindergarten programs, for a total of \$3.47 billion in recurring general fund revenue for public school programs, an increase of \$219 million, or 6.7 percent from FY20.

Statute requires PED to submit recommendations for appropriations for public education no later than November 30, which fell on a Saturday in 2019. While PED submitted a partial budget request after close of business on December 2, complete documents were not provided until December 4.

The LESC recommendation for public schools totals \$3.595 billion, an increase of \$345 million, or 10.6 percent, from FY20. The LESC recommendation includes a 9 percent increase to the SEG distribution, a 12.1 percent increase for categorical programs, and a 62.5 percent increase for PED special programs. The committee recommends an increase of \$11.1 million, or 28.4 percent, for ECECD for public school prekindergarten programs. [See Early Childhood Education, page 19.](#)

PED requested an additional \$60 million in nonrecurring appropriations, including \$18 million from the public education reform fund, \$25 million from the public school capital outlay fund for school transportation programs, and \$9 million from the public school capital outlay fund for school district-owned school bus replacement. The LESC recommendation includes \$59.6 million in nonrecurring appropriations.

## Program Cost Recommendations

PED’s request for public school support included an increase to program cost of \$172.9 million, or 5.5 percent, from FY20. The LESC budget recommendation includes an increase of \$288.2 million, or 9.2 percent.

## FY21 Increases to Program Cost

Item	PED Request	LESC Rec.
Increase At-Risk Index	\$53,500.0	\$50,500.0
Extended Learning Time Programs		\$25,969.9
Net Program Unit Changes (with expanded elementary P.E.)		\$11,161.5
Instructional Materials		\$10,000.0
Insurance	\$19,820.4	\$11,567.6
Fixed Costs	\$6,881.6	\$4,764.9
Maintenance Personnel		\$2,500.0
Induction Programs		\$6,200.0
Early Literacy and Reading Support		\$10,000.0
Educator Compensation	\$92,723.0	\$155,500.0
Total	\$172,925.0	\$288,163.9

Source: LESC files

According to PED staff, school districts and charter schools statewide continue to see declining enrollment, based on FY20 students counts on the first reporting date in mid-October. While PED states rural areas are showing significant enrollment declines, urban areas are also enrolling fewer students. These trends are likely to continue in future years due to lower birth rates, creating budgeting issues for New Mexico school districts, particularly in rural areas where both lower birth rates and population shifts to urban areas will lead to smaller schools. Because smaller schools are more expensive to operate on a per-student basis, falling enrollment in rural areas could pose additional budgetary challenges to the state.

**At-Risk Index Increase.** PED requested an increase to the multiplier used to calculate the at-risk index from 0.25 in FY20 to 0.30 in FY21. The LESC budget recommendation includes an increase in the at-risk index to the same level. Legislative staff calculate the cost of that increase at \$50.5 million, but PED requested an increase to program cost of \$53.5 million. PED staff indicate the difference is due to a unit value adjustment applied by the department, although typical practice is to fund additional program units at the current unit value.

**Educator Compensation.** PED requested an increase to program cost of \$92.7 million to provide an average salary increase of 4 percent to public school employees. PED's request noted the importance of the inclusion of average language in the General Appropriation Act to provide school districts and charter schools with flexibility to apply salary increases while avoiding salary compaction caused by recent increases to minimum salary levels.

The LESC budget recommendation includes an average 6 percent salary increase for teachers, an average 6 percent salary increase for principals, and an average 6 percent salary increase for other school employees, with accompanying language that would require all public school employees receive a salary increase of at least 3 percent. Providing for three separate appropriations will ensure salary increases are not concentrated in one area while allowing school districts and charter schools flexibility to address salary compaction.

Competitive educator pay is key to both recruiting new teachers and retaining experienced teachers. For FY20, returning teachers received an average salary increase 10.4 percent, due to a 6 percent salary increase for all education employees and increased minimum teacher salaries of \$41 thousand for level 1 teachers, \$50 thousand for level 2 teachers, and \$60 thousand for level 3 teachers. Many school district stakeholders have commented that increases to minimum salaries has led to salary compaction — where a more experienced teacher receives about the same salary as a less experienced teacher at the same licensure level. The LESC recommendation would allow school districts and charter schools to address compaction in salary schedules by requiring a minimum 3 percent increase, coupled with a requirement to increase average salaries for teachers by 6 percent and providing sufficient funding for a 6 percent across-the-board increase.

**Insurance.** PED requested a \$19.8 million increase to program cost to cover the employer portion of insurance premiums, which it calculated by applying a 7.4 percent increase

to health insurance premiums and a 9.52 percent increase to property and liability insurance premiums for entities covered by the Public Schools Insurance Authority (NMPSIA), based on FY20 budgeted amounts by covered entities. The PED request reflects NMPSIA's appropriation request for FY21. Amounts for Albuquerque Public Schools (APS), which is self-insured, were calculated using a 5 percent increase for health, dental, and vision insurance and a 6 percent increase for property and liability insurance, based on APS's FY20 budget. In hearings before LFC and LESC, APS did not request an increase to the SEG, but noted the school district was raising insurance premiums. The LESC recommendation for insurance provides sufficient funds for a 6 percent health insurance increase for all entities based on FY20 budgeted expenditures, adjusted for the amounts typically unspent in these budget lines. The LESC recommendation does not include the increase for property and liability insurance requested by NMPSIA.

**Fixed Costs.** PED requested a \$6.9 million increase to program cost for a 2.3 percent increase for fixed costs, including auditing costs, maintenance expenses, textbooks, utilities, and general supplies and materials. The LESC recommendation includes \$4.8 million for fixed costs, based on a 2.75 percent increase for utilities and a 1 percent increase for other fixed costs, based on expenditure trends for these areas. The LESC recommendation does not include textbooks in the fixed costs estimates, but includes a \$10 million increase for instructional materials, not included separately in the PED recommendation. Similarly, PED's calculation includes rent payments for land and buildings.

**Instructional Materials.** PED's request did not include an increase to program cost for instructional materials; however, \$30 million for instructional materials first appropriated for FY20 remains in the base and PED requested \$26.5 million in nonrecurring general fund revenue for instructional materials. Although PED's request continued to provide funding for instructional materials through the SEG distribution, the department recently told the Legislative Finance Committee it may amend its request to provide a separate, categorical funding request for instructional materials, with recurring appropriations for more expensive adoption cycles supplemented by nonrecurring appropriations. During the interim, some school district officials indicated to legislative and PED staff that providing instructional materials funds through the funding formula led to confusion at the school district level. However, providing instructional materials funding through the formula gives school districts more flexibility to purchase non-traditional instructional materials and provides additional funding to school districts and charter schools with special programs, such as bilingual programs or K-5 Plus, which may require additional materials. Additional guidance from PED, including early notification to school districts on how instructional materials are funded, could help reduce school district confusion.

According to PED, some instructional materials adoption cycles are more expensive than others. To better balance instructional materials expenses, PED could adjust the adoption cycles to ensure each year is roughly equal.

The LESC budget recommendation includes an increase to program cost of \$10 million for instructional materials to allow school districts and charter schools to purchase additional instructional materials for math and career technical education, covered by the FY21 adoption cycle.

**K-5 Plus and Extended Learning Time.** PED's request did not include additional funding for K-5 Plus or extended learning time programs, but the department has indicated it will seek more flexibility when allocating funding for the two programs. In FY20, the Legislature earmarked \$119.9 million for K-5 Plus and \$62.5 million for extended learning time programs, for a total of \$182.4 million. However, the department cannot move funds among programs. For FY21, PED does not want funding for K-5 Plus and extended learning time earmarked for each specific program but wants to use the \$182.4 million in available funding to ensure all extended learning time and K-5 Plus applications are funded.

The LESC recommendation for program cost continues to earmark set amounts for K-5 Plus and extended learning time programs. In response to the court's findings in the consolidated *Martinez* and *Yazzie* lawsuit, the Legislature made sufficient K-5 Plus funding available to allow all schools previously eligible for K-5 Plus to offer the program, funding about 80 thousand students. Continuing to prioritize funding for K-5 Plus emphasizes continued support for evidence-based programs that have been shown to improve student outcomes. However, the LESC recommendation includes language that would allow PED some flexibility to adjust program funding based on demand, permitting up to \$20 million in K-5 Plus funding to be used for extended learning time programs. The recommendation includes an additional \$26 million for extended learning time programs to ensure all applicants can be funded in FY21.

In addition, the LESC recommendation includes flexibility to provide grants to school districts and charter schools that need assistance to build a K-5 Plus program that meets the requirements of statute. The recommendation would allow schools that make the program available to all students and contract with all staff to be funded based on prior-year membership, reducing financial uncertainty. Additionally, LESC recommends language to allow a school offering a 205-day instructional calendar to receive funding for all students, which would enable a school district or charter school to add additional K-5 Plus days throughout the school year, rather than prior to the beginning of the school year.

***Elementary Physical Education Programs and Other Program Unit Changes.*** In 2007, the Legislature amended the public school funding formula to provide additional funding for school districts and charter schools that offer physical education programs in elementary schools. Funding for this program was meant to be phased in over several years. Although the Legislature added funding in FY08 and FY09, the program has never been fully funded. While some school districts receive this funding, other eligible programs do not, leading to inequitable funding. The committee recommends removing language from the General Appropriation Act regarding the phase-in of elementary physical education programs and includes \$11.2 million to fund new programs. The committee recommendation accounts for reductions in other program units, due to falling enrollment and changes to size adjustment program units to offset the cost of additional elementary physical education program units.

***Maintenance Personnel.*** The LESC recommendation includes \$2.5 million for maintenance personnel. During public meetings around the state related to capital outlay funding, several school districts commented they do not receive sufficient operational funding to hire personnel to maintain facilities and cannot use mill levies from the Public Schools Capital Improvements Act or the Public Schools Buildings Act to pay for school maintenance staff. Facilities maintenance is important to protect the significant investments the state has made in capital outlay projects and ensure public school buildings remain safe for students and school staff.

***Mentoring and Induction Programs.*** The LESC recommendation includes \$6.2 million for school districts and charter schools to improve new teacher induction programs. The School Personnel Act requires a formal mentorship program for beginning teachers, although many school districts and charter schools report limited funding for these programs. The \$6.2 million included in the funding formula recommendation complements a categorical appropriation recommendation for beginning teacher mentorship programs. [See Educator Quality, page 25.](#)

***Early Literacy and Reading Support.*** The LESC recommendation includes \$10 million to increase program cost for early literacy programs. According to 2019 assessments, 30



percent of third-grade students were proficient in reading, while only 25 percent of economically disadvantaged students and 20 percent of English learners were proficient. While PED recently received \$8 million in federal funding each year for the next five years to focus on the acquisition of early literacy skills as a key strategy to close the achievement gap, school districts and charter schools will need to build local capacity. [See Early Childhood Education, page 19.](#)

### Statewide English/Language Arts Proficiency Rates by Grade

Grade	All Student	Economically Disadvantaged	English Learners	Students with Disabilities
Kindergarten	37%	33%	21%	22%
First	34%	30%	24%	16%
Second	43%	39%	30%	19%
Third	30%	25%	20%	20%

Source: PED

**Funding Formula Credits and Other State Funds.** PED projected funding formula credits for federal and local revenue of \$68.9 million, or \$5.4 million more than in FY20; however, the LESC recommendation includes \$75 million in funding formula credits, or the amount included in school districts and charter school budgets in FY20. This amount remains below the \$84.1 million in actual funding formula credits from FY19.

PED requested \$5 million in other state funds for the SEG from driver's license fees transferred to PED for distribution to school districts for defensive driving instruction. While these funds are appropriated every year, PED has not allocated these funds in many years. Legislative staff project PED will have sufficient funds from these fees to increase that appropriation from \$5 million to \$7 million. Currently, PED holds \$9.3 million in these fees.

### Categorical Programs

PED's request for public school support include \$135.8 million for categorical programs, including \$25 million from the public school capital outlay fund for school transportation programs, an increase of \$7.3 million, or 5.7 percent, from FY20. In addition, PED requested nonrecurring funds for emergency supplemental grants and for a transportation study.

The LESC recommendation includes \$143.4 million for categorical programs, an increase of \$15.5 million, or 12.1 percent. The LESC recommendation includes a new categorical program to provide grants to school districts and charter schools for beginning teacher mentorship programs, which is not included in PED's request.

**Transportation.** PED requested a total of \$116.2 million for student transportation, an increase of \$2.6 million, or 2.3 percent from FY20, but PED staff indicate a significant reduction in lease payments for contractor-owned buses. Those fees are expected to fall from \$9.2 million in FY20 to \$7.1 million in FY21. When factoring in this reduction, PED requested a \$4.6 million increase, or 6.4 percent, for operations, maintenance, and fuel expenses, including a 4 percent increase in compensation for transportation personnel, but the department did not apply an increase for K-5 Plus or extended learning time transportation programs.

The LESC recommendation for student transportation includes a 2 percent increase for operations and maintenance, a 1 percent increase for fuel, and a 6 percent increase for transportation employee salaries. The LESC recommendation also includes increases for transportation for K-5 Plus and extended learning time programs.

### FY21 Categorical Program Requests

Item	PED Request	LESC Rec.
Transportation	\$116,188.5 <sup>1</sup>	\$117,919.5
Out-of-State Tuition	\$285.0	\$300.0
Emergency Supplemental	\$3,800.0 <sup>2</sup>	\$5,000.0
Beginning Teacher Mentorship		\$6,200.0
Dual Credit Instructional Materials	\$1,500.0	\$2,000.0
Standards-Based Assessments	\$8,000.0	\$6,000.0
Indian Education Fund	\$6,000.0	\$6,000.0
<b>Total</b>	<b>\$135,773.5</b>	<b>\$143,419.5</b>

<sup>1</sup>This amount includes a \$25 million from the public school capital outlay fund.

<sup>2</sup>This amount includes \$3 million from nonrecurring general fund revenue and the public education reform fund.

Source: LESC files

## A Systemic Approach to Transportation Funding

Student transportation programs are the foundation of equitable access to public education, but New Mexico's piecemeal approach to amending school transportation laws has resulted in a fragmented system of bus replacement and continued concerns that transportation funding is insufficient to meet the needs of students. To fund school district transportation expenditures, the Public Education Department (PED) collects data for a number of site characteristics for each school district and charter school; however, not all characteristics are funded in all school districts. For example, large school districts with more than 1,000 students do not receive funding for the number of school buses operated, while small school districts and state-chartered charter schools do not receive funding for special education students. Funding multipliers within the transportation allocation formula undergo significant changes from year to year, resulting in large swings in funding for some school districts and state-chartered charter schools. Inconsistencies within the transportation formula can contribute to overfunding of state-chartered charter schools as well as a climate where a number of school districts rely on using operational funds to subsidize their transportation programs. Additionally, the state's fragmented system of school bus replacement guarantees contractor-owned buses are replaced on schedule, while school-district-owned buses rely on irregular nonrecurring appropriations. In 2012, an LESC subcommittee made recommendations to reform the transportation funding system, but many of those recommendations have not been implemented. In 2019, LESC again suggested a work group should be assembled during the 2020 interim to study the transportation funding formula and create a more balanced funding system.

The PED request for transportation included \$25 million from the public school capital outlay fund (PSCOF). State law allows an appropriation of up to \$25 million in PSCOF revenue per year from FY18 through FY22 for school transportation or instructional materials. The use of PSCOF funds was approved to minimize budget cuts when general fund revenue collections fell substantially. The LESC recommendation does not use PSCOF revenue.

PED requested \$500 thousand in nonrecurring appropriations for a comprehensive study of school transportation funding. PED indicates it will use an outside contractor to conduct the study.

According to PED staff, state funds have been used for several years to provide PSAT tests to New Mexico high school students. Currently, PED uses a portion of the appropriation for Advanced Placement (AP) — a program that offers college-level courses to high school students — to fund PSAT tests, which according to the department can help identify students that will succeed in AP programs and encourage students to enroll in AP classes.

**Standards-Based Assessments.** PED's request included \$8 million for standards-based assessments, an increase of \$2 million from FY20. The total cost of providing assessments to students is \$9.6 million, but a portion of these costs are covered by federal funds and some of the assessments requested by PED are not required by state or federal law. According to PED, the cost of providing summative assessments to third- through eighth-grade students, the Preliminary Scholastic Aptitude Test (PSAT) to ninth and 10th grade students, and the Scholastic Aptitude Test (SAT) to 11th grade students totals, \$8 million. PED requested additional funding to provide interim assessments to third through eighth grade students and to provide training and support materials for educators.

LESC recommends \$6 million for standards-based assessments.

**Emergency Supplemental.** PED's request for emergency supplemental grants totaled \$6.8 million, with \$3.8 million in recurring general fund revenue, \$1 million in nonrecurring general fund revenue, and \$2 million in revenue from the public education reform fund. Supplemental funding is awarded to school districts based on financial need and is often used to support small school districts with declining membership. For FY20, emergency supplemental funding fell to \$2 million, lower than the \$3 million to \$4 million typically appropriated. PED requested \$1 million in nonrecurring revenue, which could be available for distribution in FY20.

The LESC recommendation includes \$5 million in recurring general fund appropriations for emergency supplemental grants with language requiring PED to ensure that a recipient of emergency supplemental funding is taking advantage of shared service agreements with regional education cooperative or neighboring school districts in an effort to reduce the diseconomies of scale faced by many school districts receiving emergency funding on a regular basis. These school districts must apply and be approved by PED annually.

**Beginning Teacher Mentorship Programs.** The LESC recommendation includes a \$6.2 million appropriation, contingent on enactment of legislation creating a beginning teacher mentorship fund. The fund would provide school districts and charter schools with up to \$2,000 per beginning teacher for school districts and charter schools to establish or improve statutorily required beginning teacher mentorship programs. [See Educator Quality, page 25.](#)

## PED Operating Budget

PED is charged with oversight, management, and direction of public schools in New Mexico and the \$4.3 billion public schools spend to educate children in the state. To accomplish this, the department has an operating budget of \$47.9 million in FY20 in addition to allocations from the Indian education fund and from special appropriations for special programs overseen by the department. However, findings from the consolidated *Martinez* and *Yazzie* lawsuit require the department to increase its oversight and support of school district efforts to improve outcomes for at-risk students, which will require additional resources to properly complete.

For FY21, the department requested \$49.4 million, an increase of \$1.4 million, or 3 percent, from PED's FY20 operating budget. The request included \$15.1 million in general fund revenue, \$30 million in federal revenue, and a \$45 thousand interagency transfer from the Human Services Department (HSD) for department staff related to health services and a school-based medical services program. The department projects it will receive \$4.2 million in other state funds, with \$1.6 million coming from educator licensure fees and \$2.6 million from administrative fees for state-chartered charter schools. The department requested a \$1.5 million increase in general fund appropriations, or 10.9 percent over FY20, and projected a loss of \$58 thousand in other state funds revenue. The department's request for federal funds and interagency transfer from HSD were flat.

The increase in PED's budget request primarily would fund 10 new positions, but the PED's request indicate the department initially sought additional FTE but reduced the scope at the request of the Department of Finance and Administration.

The number of FTE at PED remains below levels from a decade ago, when budget shortfalls led the department to request a 25 percent reduction in its general fund appropriation, which resulted in the department laying off 33 FTE through a self-imposed reduction in force. During the previous administration, the department supplemented operating budget appropriations for salaries and benefits using special program appropriations, limiting the availability of funding for grants to school districts and charter schools and understating the total need for department staff when requesting an operating budget appropriation. For FY20, the current administration continues this past practice, with \$1.4 million in PED staff salaries and benefits allocated from special program appropriations. PED's FY21

### Personal Services and Employee Benefits Expenses From PED Special Program Appropriations

Funding Source	FY19 OpBud	FY19 Actual	FY20 OpBud
Public Prekindergarten Fund	\$220,000	\$190,416	\$230,000
Teachers Pursuing Excellence	\$180,000	\$180,000	\$180,000
Science, Technology, Engineering, Arts, and Math Initiatives	\$15,000	\$15,000	\$22,500
Early Reading Initiative	\$104,000	\$104,000	N/A
K3 Plus	\$176,251	\$176,251	N/A
Truancy and Dropout Prevention	\$165,000	\$165,000	N/A
Teacher and Administrator Evaluation System	\$75,000	\$75,000	
Principals Pursuing Excellence			\$85,000
School Based Health Centers	N/A	N/A	\$50,000
Indigenous Education Initiatives	N/A	N/A	\$164,800
Bilingual and Multicultural Education Support	N/A	N/A	\$298,500
<b>Total</b>	<b>\$935,251</b>	<b>\$905,667</b>	<b>\$1,030,800</b>

Items marked "N/A" were not appropriated in that year.

Source: SHARE

request indicated the department plans to increase the number of staff funded with special program appropriations.

The LESC recommendation for the PED operating budget includes \$16.3 million in recurring general fund appropriations, an increase of \$3.1 million, or 23.3 percent. The LESC recommendation includes sufficient funds for 13 additional FTE and transfers amounts budgeted for personnel and employee benefits from the Indian education fund and PED special program appropriations to the department's operating budget. The LESC recommends including language to prohibit the PED from budgeting special program appropriations for personnel and employee benefits.

### Data Collection and IT Systems

PED requested \$2.9 million for three IT projects through the Department of Information Technology's (DoIT) compliance and project management process. PED is proposing a new grants management system, at a cost of \$1.6 million in FY21, improved data collection systems with educator preparation programs, at a cost of \$254 thousand in FY21, and modernization and implementation of a real-time data management system, at a cost of \$1.1 million in FY21. PED's IT strategic plan noted previous IT plans failed to articulate a complete vision for a modernized data system, settling instead to attempt to implement tools by fitting them within the existing framework.

PED's request of \$1.1 million for its real-time data management system is part of a multi-year project, with \$651.5 thousand in initial planning funding allocated in FY20. PED expects the total project to cost \$4.5 million through FY27. PED's operating budget requested one additional FTE to support this project. The department notes the current system for collecting data from school districts and charter schools is labor intensive and the data validation process is prone to error. In addition, maintaining the statewide longitudinal data warehouse, the Student Teacher Accountability Reporting System (STARS), is expensive because PED does not own STARS and must pay annual support and maintenance fees. Data are separated into different systems and stakeholders must sometimes submit duplicate information because finance, education, and licensure data are maintained in separate systems that do not adequately communicate with each other. Stakeholders have long complained about the burdens associated with PED data collection efforts, and the department recognizes the need to modernize IT systems.

The LESC recommendation includes \$2.9 million to fund PED's IT request.

### Special Program Budget Requests

In addition to requests for public school support, PED submitted requests for several special programs, sometimes called "below-the-line" appropriations. These appropriations fund PED initiatives, pilot programs, or other grant programs, and funding is not distributed based on a statutory formula. Funding for these nonformula programs grew substantially during the prior administration, primarily due to the adoption and expansion of

the K-3 Plus programs, the predecessor to the K-5 Plus program now included in the public school funding formula, and the expansion of public school prekindergarten programs. Beginning in FY21, public school prekindergarten appropriations will be made to ECECD.

For FY21, PED requested \$66.2 million for special programs, including \$14 million from the public education reform fund. PED's recurring general fund request was \$52.2 million, an increase of \$25.6 million, or 96.4 percent, from FY20. The department also consoli-

PED's FY21 request includes continued funding for several programs included in the "House Bill 2 Jr." bills from the 2019 legislative session, including funding for school districts and charter schools to purchase feminine hygiene products, computer science professional development, the Mathematics, Engineering, and Science Achievement (MESA) Program, and for a teaching pathways coordinator at PED.

dated special program requests into five areas: regional education cooperatives (RECs), whole child education, educator ecosystem, the opportunity gap, and pathways and profiles for student success. With the exception of RECs, PED's request for each program area was between \$12 million and \$17 million, making it difficult to identify the department's funding priorities, determine which programs PED will seek to expand, and understand whether any special program will receive a reduced budget for FY21. Funding PED requests with this method also reduces transparency and limits the ability of the Legislature to direct program appropriations to legislative priorities.

The LESC recommendation includes \$41.2 million in recurring general fund revenue for special programs, an increase of \$14.7 million, or 55.1 percent, and continues to allocate funds to specific programs. While many of LESC's recommendation could arguably fit within the programs requested by PED, it is unclear if the amount the department intends to allocate for the specific program resembles the amount of the LESC recommendation.

### Regional Education Cooperatives

PED requested \$5.7 million for RECs, an increase of \$4.7 million, or 452 percent, from FY20. In FY20 and previous years, each REC received \$103.9 thousand in general fund appropriations for REC operations. However, this represents a relatively small amount of total funding for RECs. RECs received additional funding by providing services to school districts and other agencies that are members of the REC. In addition, several RECs have received additional funding by acting as the fiscal agent for several PED special programs. In exchange for processing vendor payments, PED pays the REC an administrative fee. Although this fee can vary, it can be as much as 8 percent of the cost of the contract. Although administratively attached to PED, RECs are governed by their member educational entities.

PED's request increased this amount to \$233.4 thousand per REC, with an estimated total cost of \$1.3 million, or 124 percent of the FY20 appropriation. In addition, PED's request included funding for 3 FTE at each REC to provide technical assistance and assist PED with oversight activities. Assuming the additional \$3.4 million requested by PED was to build out this infrastructure, each of the 10 RECs will receive \$340.5 thousand, or \$113.5 thousand per FTE. This would include costs associated with travel and administrative support for these employees.

For FY21, the LESC recommendation includes \$2 million for regional education cooperatives, an increase of \$961 thousand, or 92.5 percent from FY20.

### Whole Child Education

PED requested a total of \$15 million for whole child education, including \$3 million from the public education reform fund. The department indicated it would use the funding to support the implementation of the Bilingual and Multicultural Education Act and Hispanic Education Act, including providing staff in PED's Language and Culture Division, creating a new statewide literacy initiative, and beginning additional programming to

**FY21 Appropriation Request for RECs**

REC	General Fund	Other State Funds	Inter-Agency Transfer	Federal Funds	Total
REC #1	\$573.9	\$500.0	\$0.0	\$0.0	\$1,073.9
REC #2	\$573.9	\$5,797.3	\$17.9	\$120.3	\$6,509.4
REC #3	\$573.9	\$7,293.7	\$0.0	\$376.2	\$8,243.8
REC #4	\$573.9	\$432.4	\$0.0	\$831.8	\$1,838.1
REC #5	\$573.9	\$9,191.2	\$33.5	\$1,220.0	\$11,018.6
REC #6	\$573.9	\$2,300.0	\$0.0	\$0.0	\$2,873.9
REC #7	\$573.9	\$4,237.2	\$100.0	\$1,577.9	\$6,489.0
REC #8	\$573.9	\$680.0	\$107.0	\$0.0	\$1,360.9
REC #9	\$573.9	\$10,440.6	\$0.0	\$2,384.2	\$13,398.7
REC #10	\$573.9	\$6,500.0	\$38.0	\$525.0	\$7,636.9
<b>Total</b>	<b>\$5,739.0</b>	<b>\$47,372.4</b>	<b>\$296.4</b>	<b>\$7,035.4</b>	<b>\$60,443.2</b>

Source: LFC and PED

PED requested \$750 thousand in nonrecurring appropriations for a statewide training and professional development program for special education personnel.

support special education and gifted education. In addition, PED would continue the indigenous education initiative first funded in FY20.

The LESC recommendation includes \$12.6 million in funding for several similar programs, including \$1 million for the indigenous education initiative, \$2.2 million to support English learners and bilingual education programs, and \$5 million for an early literacy initiative. In addition, LESC recommends \$1 million from the public education reform fund to provide tuition-free courses that lead to endorsements in bilingual education or in the teaching of English to speakers of other languages (TESOL), \$2.5 million to develop culturally relevant instructional materials for Native American students, and \$875 thousand for early literacy professional development.

### **Educator Ecosystem**

PED requested a total of \$27 million for programs to recruit, retain, and support educators, including \$7 million from the public education reform fund and \$10 million in non-recurring general fund revenue. The department indicated it would use the funds to support early career teachers, provide professional development for educational leaders, and support educator preparation programs and the revamped teacher evaluation system. The \$10 million nonrecurring request was for teacher residency programs.

The LESC recommendation includes \$15.6 million for similar programs, including \$5 million for teacher residencies, \$5 million for teacher professional development, and \$3.4 million for school leader professional development, including principals, school district and charter school administrators, and school district and charter school and governing board members. The LESC recommendation also includes \$154 thousand for the Educators Rising student organization and \$500 thousand for the grow your own teachers fund to increase the number of students entering teacher preparation programs. To provide support for teachers to pursue national board certification, the LESC recommendation includes \$500 thousand to provide grants to offset the costs associated with seeking this certification.

### **Opportunity Gap**

PED requested a total of \$12 million for programs to close the opportunity gap and support struggling schools. The request included funding for existing initiatives, including community school support, the Graduation Reality and Dual-role Skills (GRADS) program, which supports teen parents and pregnant teenagers and to continue existing student nutrition programs. The department also stated it would use funding to create a school resource officer coordinator position.

The LESC recommendation includes \$12.9 million for similar programs, with continued funding for community schools grants, student nutrition programs, and GRADS.

### **Pathways and Profiles for Student Success**

PED requested a total of \$16 million for programs to promote student success. The department indicated funds would continue to support PED's science, technology, engineering, arts, and mathematics (STEAM) initiative, career technical education (CTE) programs, and the Advanced Placement (AP) initiative, which offers college-level courses to high school students. The requests also would support family, educator, and community engagement programs. Although the Legislature has not previously approved funding for this purpose, the department has used special program funding to fund similar initiatives, diverting dollars from other special programs, including prekindergarten.

The LESC recommendation includes \$23.5 million for similar programs, with \$3 million in recurring appropriations and \$10 million in nonrecurring appropriations for the career technical education fund. Appropriations to the fund can only be used to provide grants to school districts and charter schools participating in the seven-year career technical education pilot project established by during the 2019 legislative session. In addition, the LESC recommendation includes \$3 million for civics education and \$1.5 million for AP programs.

## Nonrecurring Appropriations

Projected reserve levels of 32 percent at the end of FY20 provide an opportunity for the Legislature to spend some of the excess on one-time projects, and the executive has proposed the creation of a permanent fund for early childhood services. The law authorizing the fund could also include provisions to divert windfalls in energy-related revenues to better stabilize general fund revenues over the long-term, while providing additional revenue for a high-priority policy area.

The PED request for FY21 includes \$42 million in nonrecurring general fund revenue, including \$26.5 million for instructional materials, \$10 million for a teacher residency pilot, and \$2.5 million for legal fees. The department requested \$250 thousand in nonrecurring general fund revenue and \$2 million from the public education reform fund to improve school district and charter school cyber security. Some school districts have been targeted by “ransomware,” malicious software that locks a user out of its computer system until the school district or charter school makes a payment to the person or responsible for the infection.

PED’s request for legal fees doubled, from \$1.25 million in FY20 to \$2.5 million in FY21. In November, PED replaced the law firm representing the state in the consolidated *Martinez* and *Yazzie* lawsuit. Although PED indicates the appropriation will be used for legal fees in other cases, a portion of this increase may be related to the change in representation.

The LESC recommendation includes \$59.6 million in nonrecurring funds from general fund revenue or from the public education reform fund. The recommendation includes \$30 million to allow school districts and charter schools to begin K-5 Plus programs that do not meet the requirements of statute, provided they will meet these requirements within two years. This will provide school districts and charter schools with additional flexibility to begin programs. At an LESC hearing, superintendents told the committee it took their school districts several years to build successful K-5 Plus programs, and school districts just beginning the program may require additional flexibility.

The LESC recommendation includes \$1 million for scholarships for teachers seeking an endorsement in bilingual education or in the teaching of English to speakers of other languages, contingent on legislation establishing a fund for this purpose. Additionally, the recommendation includes \$500 thousand for the Grow Your Own Teachers Act and \$500 thousand to support teachers seeking certification from the National Board of Professional Teaching Standards.

The LESC recommendation includes \$2.5 million for the department to develop culturally relevant instructional materials for Native American students, \$3.9 million for planning and implementation grants pursuant to the Community Schools Act, and \$875 thousand for a summer professional development program to support early literacy.

The LESC recommendation includes \$5 million to provide grants to low-performing schools. Some schools designated as needing “more rigorous intervention” lost federal school improvement grants due to a change in designation to a “comprehensive support and improvement” school. The appropriation will allow PED to provide additional funding to support programs those schools developed and to supplement federal school improvement grants in other schools.

The LESC recommendation includes \$2.5 million for supplemental grants to school transportation programs that used operational funding to supplement the transportation distribution. The recommendation includes language that would restrict the grants to programs that had a shortfall in both FY19 and FY20. Some school districts report spending significant operational funding on transportation, while other school districts and state-chartered charter schools generate sufficient funding through the transportation funding formula. A supplemental distribution will allow PED to meet these school districts' concerns, while giving PED and the Legislature time to study the transportation funding formula and make recommendations.



High-quality early childhood education is a cornerstone to closing the achievement gap and ensuring all children are ready for kindergarten. The early childhood years provide the foundation for literacy skills and are critical for brain development. When children do not have adequate opportunities to create these connections — or experience adverse childhood experiences (ACEs) — their future educational achievement and life outcomes can be harmed. However, research indicates some educational supports, such as trauma-informed instruction and secure attachment relationships, can help ameliorate the negative effects of ACEs. The Legislature has prioritized early childhood education funding even through two economic downturns because some early childhood interventions have proven successful at narrowing the achievement gap between low-income students and their more affluent peers.

According to *Child Trends*, a nonprofit and nonpartisan research center, New Mexico and Arizona are tied at 18 percent for the highest rate of children who suffer from between three and eight ACEs.

Prekindergarten and evidence-based programs that extend learning time for students were a focus of the plaintiffs in the consolidated *Martinez and Yazzie* lawsuit, which noted that quality full-day prekindergarten and K-3 Plus address the issue of at-risk students — defined in the lawsuit as Native American, English learning, low-income, and special education students — starting school behind other children. The plaintiffs argued and the court found these programs “have not been funded to the extent that all at-risk children can participate.” In response, the Legislature increased overall prekindergarten funding by 38 percent, expanded the K-3 Plus program to include all kindergarten through fifth grade elementary students, and moved the program into the public school funding formula to provide more stable funding.

During the first three years of a child’s life, the brain creates 1 million connections every second that establish pathways for future development, according to the Center on the Developing Child at Harvard University.

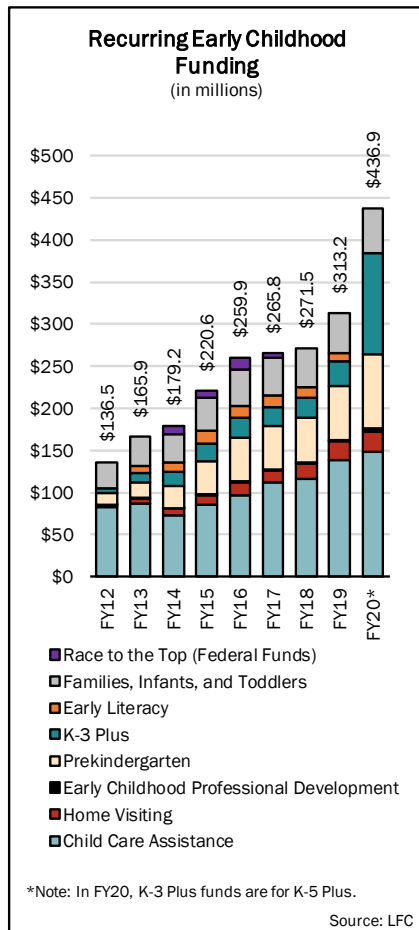
## New Mexico’s Early Childhood Education and Care System

The Early Childhood Education and Care Department Act, enacted in Laws 2019, Chapter 48 (Senate Bill 22), created a new cabinet agency to better coordinate early childhood programs. Program expansion, declining birthrates, and a lack of coordination has led to competition among programs, which has led to quality issues and oversaturation of certain services in some areas.

Research shows a considered, aligned, and well-publicized structure of early childhood programs is a crucial step to addressing coordination problems. The act creating the Early Childhood Education and Care Department (ECECD) consolidates early childhood education and care programs that have historically been administered by the Children, Youth and Families Department (CYFD), the Department of Health (DOH), the Human Services Department (HSD), and the Public Education Department (PED) under ECECD to reduce duplication and fragmentation of services. Starting in FY21, ECECD will be responsible for coordinating and aligning childcare, early prekindergarten, pre-kindergarten, home visits for parental education and support, Early Head Start, Head Start, early childhood special education, and early intervention and family support.

Statutorily, the new ECECD will coordinate programs serving prenatal through 5-year-old children.

The Legislature appropriated \$1.5 million to ECECD in FY20 for the new department’s planning year. In March 2019, New Mexico was awarded \$5.4 million in a federal pre-school development birth-through-five grant to improve early childhood program collaboration and coordination, equitable access, and program quality. A portion of these funds is being used to develop a needs assessment to inform the transition and



planning for ECECD and a three-year strategic plan to provide direction for the new department. Because the ECECD secretary designate did not begin until December 2019, CYFD selected the New Mexico Early Childhood Development Partnership through a competitive proposal process to partner with the state to develop the needs assessment and strategic plan with stakeholders across the state; this work is scheduled to be completed by February 2020.

### Investments in Early Learning

New Mexico has significantly increased appropriations for early childhood programs since FY12, increasing access to services. Including federal funds, early childhood funding increased by 40 percent in FY20, with the Legislature providing a 67 percent increase in general fund appropriations for early childhood programs. New Mexico receives federal funding that supplements general fund revenue to support the following programs:

- Subsidized childcare for families with incomes below 200 percent of the federal poverty level,
- Paraprofessional home visits for new families to improve parenting skills and child health and well-being from birth to age 4, and
- The Family, Infant, Toddler program, which provides early intervention services to families with infants and toddlers at risk of developmental delays or who have an established medical condition.

Additionally, providers of the federal Early Head Start and Head Start programs directly received \$69.6 million in federal funds in FY19.

## Early Childhood Programs

Three New Mexico elementary schools with prekindergarten classes receiving state interventions have piloted the Waterford Upstart preschool program, an online literacy-based preschool program providing personalized family education and coaching along with free computer and Internet access.

In New Mexico, many low-income students enter kindergarten less prepared than their more affluent peers. However, some early childhood programs have proven successful at narrowing this achievement gap. According to the Legislative Finance Committee (LFC), prekindergarten programs improve both math and reading proficiencies for low-income 4-year-olds, reduce special education needs and retention rates, and lessen the negative effects of mobility (the term used in state law for children who change schools frequently). LFC also found K-3 Plus improves student academic

performance relative to peers when executed with fidelity, especially for low-income students. To close the achievement gap, early childhood programs must be high-quality and based on the science of brain development. However, LFC also found a lack of coordination and competition among programs and rapid expansion of programming may be negatively impacting program quality. LFC plans to conduct an evaluation of the issue. Considering that only one third of New Mexico third-grade students are performing on grade level in reading and math, New Mexico must maximize its investment in early childhood education by focusing on program quality.

### Prekindergarten

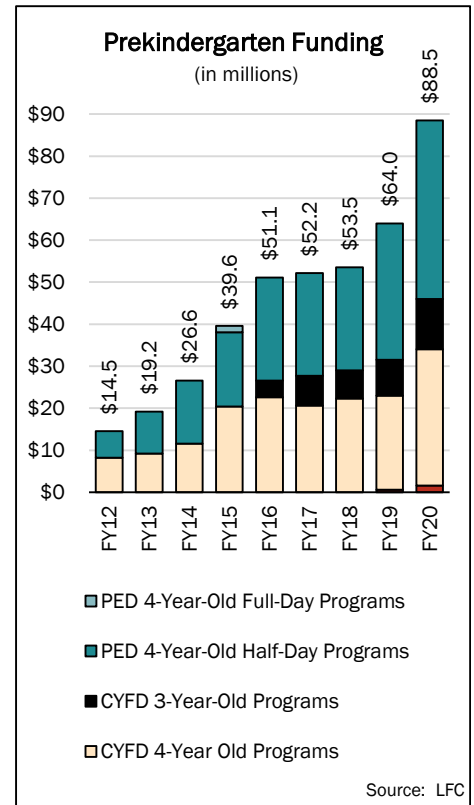
Expansion of prekindergarten services has been a significant focus of the Legislature for almost a decade. Between FY12 and FY20, prekindergarten funding increased from \$14.5 million to \$88.5 million, including an increase of \$24.5 million, or 38 percent, from FY19 to FY20 alone. In FY20, CYFD granted funds to 62 providers to serve 1,497 3-year-olds in prekindergarten programs and to 11 providers to serve 135 3- and 4-year-olds in mixed-age pilot programs. CYFD and PED served 10,827 4-year-olds; PED granted funds

to 214 public schools to serve 7,048 4-year-olds and CYFD granted funds to 101 providers to serve 3,779 4-year-olds. LFC indicates FY20 funding increases will allow the state to serve more than 80 percent of 4-year-olds – generally considered to be universal access – in early childhood education and care programs, defined as prekindergarten, Head Start, and childcare programs with top rankings in the state ranking system. [See PED Prekindergarten Funding FY20, page 158.](#)

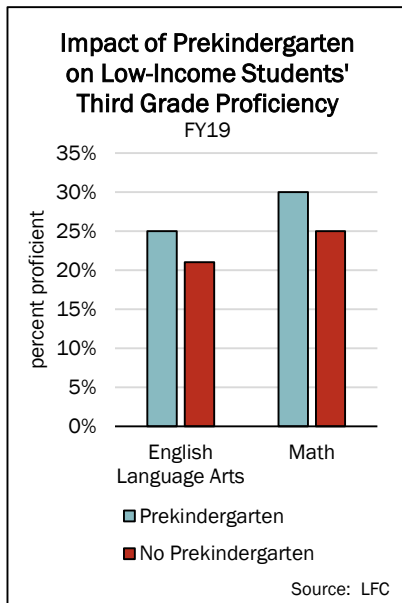
PED requested \$55.6 million for prekindergarten funding in FY21, an increase of 43 percent compared with \$39 million in FY20. In FY20, PED prekindergarten funding also included \$3.5 million in federal Temporary Assistance for Needy Families (TANF) funds, bringing the total to \$42.5 million. However, in August PED submitted a budget adjustment request for \$2.54 million in nonrecurring funding to fund additional slots because school district and charter school prekindergarten requests totaled \$47.3 million. Due to waiting lists, PED chose to continue serving some students in half-day prekindergarten programs instead of serving all students in full-day programs, which would have meant serving fewer students.

Coordination among CYFD, PED, and private Head Start providers is increasingly important as birth rates continue to decline and student cohorts shrink. The state does not have direct control over Head Start and Early Head Start funding because the federal government makes grants directly to providers, and CYFD and PED do not coordinate well with local Head Start providers to determine need in an area. Over the interim, multiple Head Start providers, generally limited to serving families with incomes below the federal poverty level, indicated enrollment is shifting from Head Start to state early childhood programs, meaning state funding is supplanting federal funding. This is partly because the percentage of 4-year-olds served varies by geographic area, with some areas experiencing oversaturation, leading to competition among providers. At the same time, data shows some areas have few or no providers. The state needs to better coordinate early care and education service delivery to prevent oversaturation of services for some ages and areas while underserving others. The ECECD Act requires appropriations for prekindergarten be distributed for mixed delivery programming to ensure students funded through Head Start and state-funded prekindergarten are served in the same classroom – which some school districts have already implemented. Providing prekindergarten funding to programs that braid federal Head Start funding with state prekindergarten funding could result in more diverse classrooms and further leverage federal dollars. Research indicates racially and socioeconomically diverse classrooms benefit all students.

LFC has consistently found prekindergarten programs positively impact student achievement. A 2019 report found prekindergarten programs deliver a positive return on investment for New Mexico taxpayers based on improvement in test scores through the 11th grade. However, LFC reports the effect of prekindergarten in FY19 was weaker than in the previous two years. In prior years, prekindergarten had a positive effect on participant test scores regardless of socioeconomic status; in FY19, prekindergarten only had an effect for low-income students. Nevertheless, low-income students who participated in prekindergarten were still more likely to achieve proficiency in reading and math in third grade than low-income students who did not participate in prekindergarten.



The state appears to be funding services for 4-year-old students with developmental delays twice, once through PED prekindergarten awards and again through the state equalization guarantee, the public school funding formula that includes a multiplier for developmentally delayed 3- and 4-year-olds. PED would be able to fund more prekindergarten slots if this double funding of students with developmental delays is addressed.



### K-5 Plus

The Legislature in 2019 expanded the K-3 Plus program — which provided an additional 25 instructional days to participating kindergarten through third grade students — to serve all elementary-aged students beginning in FY20. Education reforms enacted in 2019 require school districts and charter schools to implement the program in accordance with the findings of an independent evaluation of the K-3 Plus program, conducted by Utah State University, which emphasized the importance of implementing programs as a true extended school year program. K-5 Plus is more likely to improve student performance if students have the same teacher for the program as they have during the regular school year. Subsequent LFC analyses have reached similar conclusions: Whether programs are implemented with fidelity impacts student achievement. Low-income students in higher fidelity K-3 Plus programs who were also in a prekindergarten program were more likely to be on track in reading than students in programs with lower fidelity. For this reason, the education reform law requires students to remain with the same teacher throughout K-5 Plus and the regular school year.

LFC analysis has found that students in both prekindergarten and K-5 Plus see greater improvements than students who attend one of the two programs independently.

The Legislature appropriated \$120 million in FY20 for K-5 Plus programs and moved the program into the public school funding formula to provide for more stable funding. However, despite a budgeted 25 percent increase in K-5 Plus student participation for FY20, school districts and charter schools did not take full advantage of all the funding appropriated for the K-5 Plus program, and only \$28.3 million of the \$120 million K-5 Plus appropriation has been spent. While the state appropriated enough K-5 Plus funding to serve 88 thousand students — the estimated number of K-5 students in low-income and low-performing schools statewide — school districts and charter schools only applied for 21 thousand students. [See K-5 Plus Summer 2019 Final Awards, page 153.](#)

## Alignment of the Early Childhood Workforce

The early childhood educator workforce in New Mexico is made up of public and private providers responsible for ensuring students are prepared to enter kindergarten. Inconsistencies among early childhood professional licensure requirements, education requirements, and compensation pose a challenge as New Mexico consolidates and expands early childhood education services.

Public prekindergarten teachers, overseen and licensed by the Public Education Department (PED), now in partnership with the new Early Childhood Education and Care Department (ECECD), are required to have a bachelor’s degree and are paid according to the three-tiered licensure system for all public school teachers, resulting in higher pay than other programs. Early prekindergarten and prekindergarten programs overseen by the Children, Youth and Families Department (CYFD) are not required to have licensed or degreed teachers. Providers with more qualified teachers receive a higher rating, resulting in a higher per-child reimbursement rate.

Nationally, 75 percent of teachers in Head Start, a federal preschool program serving low income families, have a bachelor’s degree; whereas only 36 percent of New Mexico Head Start educators do. In FY19 and FY20, CYFD received an appropriation of \$5.7 million for early childhood professional development. Additionally, New Mexico was awarded a \$5.4 million federal grant through to study and plan for an integrated early childhood learning system that includes an assessment of current workforce capacity, increased training and workforce development. During the transition in FY20, ECECD is working with CYFD, PED, and the Health and Human Services departments to develop uniform procedures for early childhood programs and their workforce.

**Early Childhood Compensation**  
FY18

Agency	Position	Median Hourly Wage	Degree Required
PED/ECECD	Prekindergarten teacher	\$33.35	Bachelor’s degree or higher
ECECD/Federal	Head Start teacher	\$16.32	Child Development Associate credential or higher
CYFD/ECECD	Early Prekindergarten/Prekindergarten teacher	\$12.89	Requires some early childhood education coursework

LESC Files

The court’s decision in the consolidated *Martinez* and *Yazzie* lawsuit required the state to take immediate steps no later than April 15, 2019, to ensure at-risk students have the programs and services needed for success, but many school districts indicated they were unable to participate in summer 2019 K-5 Plus programs due to the short implementation period. Several of the statutory requirements of the newly enacted K-5 Plus program also proved challenging for school districts and charter schools. School districts have primarily voiced concerns about the requirements that students stay with their K-5 Plus cohort during the regular school year and that programs are produced schoolwide, as opposed to in a few classrooms. School districts also say they have been unable to recruit teachers and students to participate in the program, have struggled with adjusting school calendars, and fear funding reductions if statutory requirements cannot be met.

In FY21 and subsequent years, school districts and the state must work together to eliminate barriers that prevent participation in programs designed to close the achievement gap. For school districts committed to operating a K-5 Plus program with fidelity and already implementing K-5 Plus schoolwide, the Legislature could consider funding programs based on prior-year enrollment, which would ensure these school districts receive sufficient funding to operate the program. The Legislature could also consider providing flexibility to school districts that adopt 205-day calendars, 25 more than the 180 days in statute, but do not necessarily add those days to the front of the school year. Additionally, the Legislature should consider using balances in the newly created public education reform fund to provide program funding for school districts and charter schools unable to meet all statutory requirements in the first year of implementation but that intend to operate programs with fidelity within a few years.

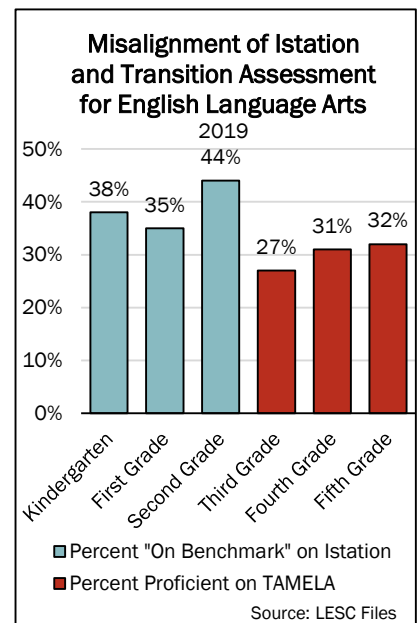
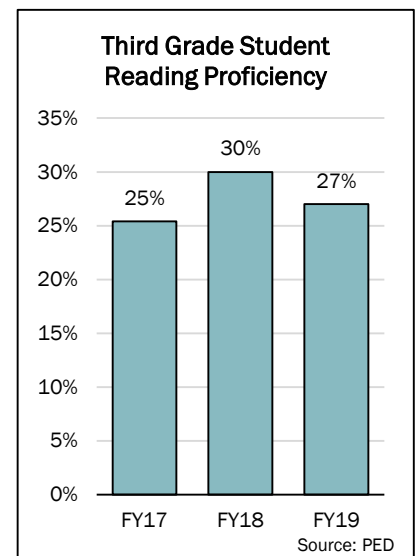
**Early Literacy.** PED has focused on acquisition of early literacy skills as a key strategy to close the achievement gap. PED was awarded a \$20 million striving readers comprehensive literacy (SRCL) grant from the U.S. Department of Education to support the continuum of language, emergent literacy, and literacy skills for children from birth through 12th grade using interventions with solid evidence of effectiveness. The grant requires PED to prioritize awards to school districts and charter schools to serve children living in poverty, English learners, and children with disabilities through three-year grants that implement local literacy plans aligned with the statewide literacy framework. PED plans to use the SRCL grant to fund its comprehensive literacy state development program, which will build a stronger infrastructure at PED to support local literacy efforts and district-level literacy teams in school districts and charter schools with the highest populations of disadvantaged students across the state.

In December 2019, LESC endorsed a bill that would create a statewide, voluntary early reading professional development summer program that includes a detailed framework for structured literacy and training for working with students who show signs of reading disabilities, including dyslexia for teachers who serve kindergarten through second grade students. Funds would be prioritized to schools in which 80 percent or more of the elementary school’s students are eligible for free or reduced-fee lunch.

The percent of third graders achieving proficiency in reading in the state’s standards-based assessment – which was PARCC from 2015 to 2019 – re-

The governor signed the laws authorizing K-5 Plus on April 3 and signed the General Appropriation Act of 2019 authorizing funding for the program on April 5.

The court’s findings of fact and conclusions of law note school districts must overcome challenges inherent to the K-3 Plus program to ensure the program is successful.



mains below 30 percent. In FY19, students transitioned from PARCC to the New Mexico transition assessment of math and English language arts (TAMELA), a shorter assessment that used comparable questions to PARCC. In FY19, 27 percent of third-grade students tested proficient on the transition test compared with 29 percent of third-grade students in FY18. More students are scoring at benchmark on Istation, an early reading assessment used in kindergarten through second grade, than scored proficient on TAMELA in third grade, raising concerns about the alignment of the assessments. Notably, the Istation benchmark was raised in FY19. As shown below, in FY19, 44 percent of second graders met the benchmark score on the Istation assessment, while 27 percent of third graders scored as proficient on TAMELA.

Aligned reading assessments allow teachers to use Istation as it was designed – to assess student performance to help teachers modify their instruction and interventions with low-performing students. If Istation and TAMELA are not aligned, teachers will not be able to use Istation to determine if a student is on track to achieve proficiency on TAMELA. As PED develops its assessment program, it should work to ensure the short-cycle and formative assessments are aligned.

New Mexico, like many states, is struggling to consistently recruit and retain high-quality teachers. Statewide educator vacancies, while lower in 2019, remain in the hundreds, and with enrollment in colleges of education down, too few teachers are in the pipeline. Teacher quality is the number one school-based factor impacting student success, and the judge in the consolidated *Martinez* and *Yazzie* lawsuit noted certain groups of students in New Mexico do not have access to high-quality teachers. If high-quality instruction that leads to increased student success is a shared goal in New Mexico, a highly professional teaching workforce that is well-prepared, well-compensated, and well-supported throughout their careers needs to be a priority.

Efforts to build a high-quality New Mexico educator workforce are hampered by difficulties in both recruitment and retention. Figures from the *2019 New Mexico Educator Vacancy Report*, prepared by the New Mexico State University Southwest Outreach Academic Research Evaluation and Policy Center (SOAR Center), show a continuing decline in the numbers of students admitted to and completing educator preparation programs, both traditional bachelor degree programs and the alternative licensing programs offered to those who already hold noneducation bachelor degrees.

Further, turnover rates among New Mexico teachers are among the highest in the United States at 23 percent, second only to Arizona between 2011 and 2014 according to the Learning Policy Institute. Turnover rates in high-performing countries like Finland, Singapore, and Ontario, Canada typically average 3 percent, compared with 8 percent in the United States. Nationally, teachers most often cite dissatisfaction with the teaching career, testing and accountability pressures, inadequate preparation, work conditions, and poor workplace supports for voluntarily leaving the profession. Additionally, due to cultural, linguistic, and cognitive diversity in today's classrooms, as well as the many children damaged by trauma, teachers must implement strategies that address the whole-child, which reach beyond basic teacher preparation courses, putting further pressure on the teaching profession.

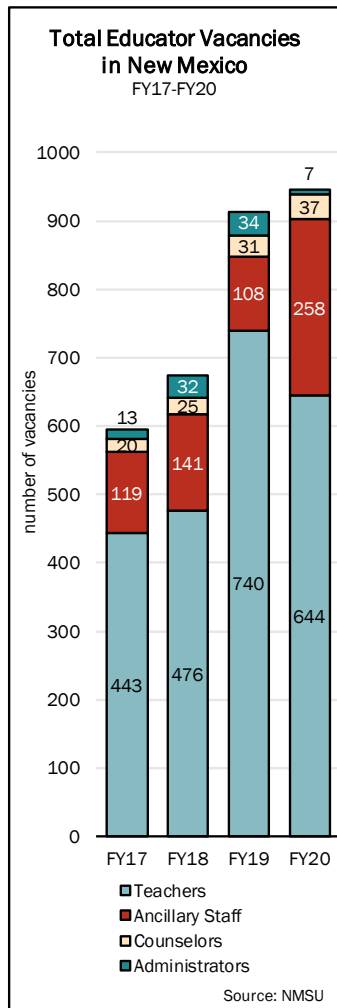
Many students in New Mexico enter the classroom having experienced a variety of adverse childhood experiences (ACEs), leaving teachers to address trauma by acting as counselors, social workers, and nurses.

The Learning Policy Institute reported in 2018's *Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession* that teachers with alternative licensure are more likely than teachers with an education degree to leave the profession within three years. The rigor of the alternative licensure programs varies, and state requirements for alternative licensure are limited, the minimum currently being completion of a licensing program and coursework in the teaching of English.

## Teacher Recruitment

In New Mexico, teacher demand outpaces the number of teachers prepared each year and oftentimes the teachers who are prepared are not certified to teach in high-need areas; such as science, math, technology, bilingual, special education, and early childhood. Notably, teachers with alternative licenses make up 11 percent of New Mexico's teacher workforce, about a 400 percent increase from 2007. Teacher preparation programs in top-performing countries know the number and types of teachers needed to fill vacancies and focus efforts on preparing teachers to meet current and future need.

According to the 2019 educator vacancy report, New Mexico had 644 teacher vacancies in 2019, 3 percent of the workforce. Vacancies in 2019 were down 13 percent from 2018, but they were up 35 percent from 2017. Elementary and special education teachers account for half of the 2019 vacancies. When compared with the *2018 New Mexico*



*Educator Vacancy Report*, the only category that saw an increase in vacancies was prekindergarten, which may be attributed to a growing number of prekindergarten slots available in the state.

In addition to a significant number of vacancies, New Mexico has a decreasing number of teachers in the workforce pipeline, with the number of students admitted to and completing educator preparation programs continuing to drop, according to the vacancy report. In the last year, 12 percent fewer students were admitted into educator preparation programs. In the last 10 years, the number of educator preparation program completers has decreased by 43 percent, from 1,318 total completers during the 2009-2010 school year to 746 students completing educator preparation programs in the 2018-2019 school year. The number of students admitted to programs was down 4 percent this school year.

However, the New Mexico State University SOAR Center data might not be accurate. Researchers rely on publicly available job postings on school district websites, the New Mexico regional education applicant websites for vacancy figures, and self-reports from colleges for educator preparation program information. The Public Education Department (PED) should create a cohesive data system that connects supply data from each preparation program with district-level hiring needs. Currently, 29 states maintain data systems that collect teacher supply data from preparation programs; however, only eight states address shortages and surpluses by connecting supply data to district-level hiring statistics.

### Effective Teacher Recruitment Strategies

Financial incentives, such as loan for service and loan repayment programs, are intended to increase the number of people who pursue a specific career path. To address the shortage of teachers in New Mexico, loan for service and loan repayment programs help offset the initial costs of pursuing an education degree or help teachers who have already incurred loans to decrease their debt.

**Teacher Scholarships.** The Legislature during the 2019 session invested substantially in scholarships for individuals pursuing teaching careers. Laws 2019, Chapter 193 (House Bill 275) created the Teacher Preparation Affordability Act which authorizes the Higher Education Department (HED) to provide need-based scholarships prioritized for English learner and minority students pursuing a teacher education degree; as well as students noting an intent to work in a high-need teaching position. The act authorizes individual scholarships of up to \$6,000 per year for up to five years to pay for tuition, fees, books, course supplies, living expenses, and other education expenses.

LESC endorsed a bill for the 2020 legislative session that would authorize HED to provide scholarships to licensed teachers pursuing a bilingual education or teaching English to other languages (TESOL) endorsement. The bill includes an appropriation of \$1 million from the public education reform fund to distribute these scholarships.

### General Fund Support for Teacher Recruitment and Retention (in thousands)

	FY19	FY20
Teacher Loan for Service	\$20	\$0
Teacher Loan Repayment	\$60	\$100,000
Teacher Preparation Affordability Scholarship	\$0	\$100,000
Grow-Your-Own Teachers Scholarship	\$0	\$500
Teacher Residency Pilot	\$0	\$1,000

Source: LESL Files

The General Appropriation Act of 2019 included a \$10 million general fund revenue transfer to the teacher preparation affordability fund; however, the GAA did not include an appropriation of money from the fund, meaning HED did not have authority to use the funds. The Legislature will need to make a special appropriation during the 2020 legislative session to authorize HED to



spend any of the transferred funds. Despite not having the authority to allocate the funds, HED made awards to institutions of higher education totaling \$5 million.

Chapter 230 (House Bill 20) created the Grow-Your-Own Teachers Act, a scholarship program for educational assistants who want to pursue teaching degrees. The act requires public schools to grant scholarship recipients professional leave for college classes, exams, and practice teaching. The act authorizes individual scholarship amounts of up to \$6,000 per year for a maximum of five years. Grow-your-own teacher programs create local pipelines to recruit and retain talented individuals who have a comprehensive understanding of the needs of their community. The Grow-Your-Own Teachers Act has been touted as having the potential to recruit high-quality, diverse teachers who are experts on the needs of their specific communities. Research shows these programs can also fill shortages in high-need content areas such as, bilingual and special education.

**Teacher Residencies.** Teacher residencies offer alternatively licensed teachers classroom experience alongside a master teacher for an extended period of time before becoming the teacher of record. The Legislature appropriated \$1 million to PED to create teacher residency programs in partnership with colleges and universities. PED awarded four educator preparation programs teacher residency grants, including \$500 thousand to Western New Mexico University, \$156.3 thousand to Central New Mexico Community College, \$151.6 thousand to San Juan College, and \$191.1 thousand to Northern New Mexico College. The teacher residencies currently funded by this pilot are supporting 38 mentors and 62 mentees in the state.

While the funded programs assist in mentoring new alternatively licensure teachers, none of the programs qualify as a true residency program. Educator preparation program participants noted timing of funding and a lack of qualified mentors as barriers to following national models. LESC endorsed a bill for the 2020 legislative session that would establish statutory requirements for teacher residencies that align with successful national models and create a fund for sustainable implementation to train multiple residency cohorts. The endorsed bill includes a general fund appropriation of \$5 million to PED to distribute grants to teacher residency programs.

## Teacher Preparation

According to *No Time to Lose*, a National Conference of State Legislatures international study of successful school systems, top performing countries prepare their teachers in prestigious research universities that are more selective and rigorous than programs in the United States. These programs require teachers to demonstrate mastery of subjects to be taught and often include clinical practice that spans longer than one semester.

Individuals wishing to earn a PED teaching license struggle to pass the licensure exams, calling into question how well teacher preparation programs are aligned to the competencies being assessed. Recent changes to 6.65.3 NMAC further lower entry requirements by removing the GPA requirement and allowing individuals to take the New Mexico licensure exams while enrolled in a teacher preparation program instead of prior to enrolling. Prior to July 25, 2019, an individual seeking admission into a New Mexico teacher preparation program had to pass all New Mexico licensure exams, have an undergraduate grade point average (GPA) of at least a 2.75 on a 4.0 scale, and successfully complete a required

Pursuant to the Grow-Your-Own Teachers Act, HED was required to survey educational assistants prior to implementation of the scholarship program. Of over 1,000 educational assistants surveyed, 80 percent indicated they would complete coursework and assessments required for licensure if scholarship funds were made available, with almost half of the respondents indicating cost was among the biggest challenges to completing their teacher education degree.

Until this year, teacher candidates were required to pass the National Evaluation Series (NES), a Pearson-affiliated assessment, to obtain a teaching license. Since January 1, 2020, teacher candidates have the option of taking NES assessments or the Praxis assessments offered through the Educational Testing Service (ETS). Beginning September 1, 2020, teacher candidates will only be able to take the Praxis assessments, although NES assessments will continue to be honored for licensure purposes. Acknowledging the high failure rate on NES exams, PED notes Praxis provides teacher preparation candidates with support and targeted tutoring for test preparation at no additional cost to the teacher preparation candidate.

background check. Some teacher preparation programs have begun providing specific interventions to individuals who do not pass the licensure exams and indicate a lack of basic math and literacy skills as the root of the failure rate.

Reflecting an additional weakness in New Mexico teacher preparation programs, school leaders report new teachers are not receiving preparation that trains them to deal with actual teacher duties. Often, professors in teacher preparation programs have not had practical classroom experience, have limited or outdated classroom experience, and largely teach theory. It is crucial to connect theory to practice for teachers to have the skills to implement instruction focused on improving student outcomes.

Teacher preparation programs in the state have begun taking steps to improve program quality and facilitate teacher licensure acquisition. For example, all teacher preparation programs in the state are a part of a statewide early childhood education articulation agreement – meaning individuals pursuing a teaching license in early childhood education can take coursework at any teacher preparation program and receive the same high-quality instruction, content, and expectations. Teacher preparation programs are working toward articulating their coursework for other teaching licenses as well. In addition, deans and directors of teacher preparation program are collaborating on a strategic plan to address the findings of the consolidated *Martinez* and *Yazzie* lawsuit so teachers can be better prepared to serve the diverse needs of New Mexico’s students.

PED has struggled to hold colleges of education accountable for improving educator preparation programs. Under the previous administration, the department faced criticism after issuing A through F letter grades to each educator preparation program in the state. The current administration repealed the letter grade system in July 2019 and instituted a framework for a more comprehensive approach to educator preparation program accountability. Part 3 of Section 6.65 NMAC requires each educator preparation program to issue an annual accountability report listing current performance and performance goals. The rule also requires a comprehensive state approval process under which PED staff makes site visits to each preparation program and places programs on probation if they fail to meet their goals. The first reports required by the new administrative rule are expected in spring 2020, at which point PED will make determinations about placing education preparation programs on probation. LESC endorsed a bill for the 2020 legislative session to create a taskforce focused on improving the quality of and increasing accountability measures for teacher preparation programs. The task force would be required to create a strategic plan and policy recommendations by November 2020.

**Minimum Salaries**

FY19-FY20

Job Description	FY18	FY19	FY20
Level 1 Teacher	\$30,000	\$36,000	\$41,000
Level 2 Teacher	\$40,000	\$44,000	\$50,000
Level 3-A Teacher or Counselor	\$50,000	\$54,000	\$60,000
Elementary Assistant Principal	\$55,000	\$55,000	\$66,000
Elementary Principal	\$60,000	\$60,000	\$72,000
Middle School Assistant Principal	\$57,500	\$57,500	\$69,000
Middle School Principal	\$70,000	\$70,000	\$84,000
High School Assistant Principal	\$62,500	\$62,500	\$75,000
High School Principal	\$80,000	\$80,000	\$96,000

Source: LESC

**Teacher Retention**

Fifty percent of teachers in New Mexico leave the profession in the first five years. While appropriate compensation commensurate with the professionalism and skill required of teachers is critical, many factors contribute to the undesirability of teaching as a profession, among which are a lack of proper preparation and supports, high-stakes testing, and an overbearing workload. Teacher retention and quality can be improved by offering financial incentives and professional development structured to ensure teachers stay in the profession longer.

## Financial Incentives for Teacher Retention

**Teacher Compensation.** With an across-the-board salary increase, pay for extended teaching time, and higher minimum salaries for all licensure levels, teachers across New Mexico saw an average overall increase of 10.4 percent in FY20 based on school district reports. In FY20, the Legislature increased teacher salary minimums to \$41 thousand from \$36 thousand for level 1 teachers, to \$50 thousand from \$44 thousand for level 2 teachers, and to \$60 thousand from \$54 thousand for level 3A teachers. Teachers who participated in K-5 Plus and extended learning time, programs approved in the 2019 legislative session, also saw increased pay for their additional service. All teachers received at least a 6 percent salary increase.

New Mexico teacher pay has improved significantly but is still low compared with other states. The National Education Association (NEA) ranked New Mexico 34th in the nation for average starting pay and 48th for average pay during the 2017-2018 school year, the most recent year of data available. New Mexico's average teacher salary of \$47,152 was three-quarters of the national average and behind every state in the southwest region except Oklahoma — although, notably, the cost of living in New Mexico is also lower than other states in the region. Legislative action during the 2019 session certainly raised the state's average, but other states also increased pay in the last year. Current-year comparisons are not yet available.

World-class instructional systems with successful student outcomes reward teachers' professionalism by compensating them similar to high-paying professions such as senior civil servants, engineers, and accountants. U.S. teachers get paid 77 percent of what other college graduates get paid, according to the Economic Policy Institute. Teachers in these systems also have different expectations of work, including longer school years with time for planning and professional development.

**Loan Repayment for Practicing Teachers.** A growing teacher shortage led the Legislature to prioritize teacher retention during the 2019 legislative session with a particular focus on teacher diversity. The Teacher Loan Repayment Act was amended in 2019 to build a more diverse teacher workforce and fill high-need positions by prioritizing funds for licensed teachers who teach bilingual, early childhood, science, technology, engineering, mathematics, career technical, and special education. Additionally, the act now requires teachers to have taught at least three years in New Mexico to qualify for loan repayment. Loan repayment recipients may then enter into a two-year contract to have their loans repaid, and HED would make annual payments to the teacher's lender not to exceed \$6,000 per completed year. Teachers would be able to enter into a maximum of four two-year contracts for a potential total maximum repayment award of \$48 thousand. The changes to the act may lead to more teachers staying in the profession past the five-year mark by requiring individuals to teach for three years and have their loans repaid over subsequent years — during which time the teacher could work to obtain a level 2 teaching license and receive a raise.

**Medical Insurance Coverage Costs.** During the 2019 legislative session, the Legislature appropriated \$9 million to fund the employer share of increased health insurance costs, covering a 5 percent increase in health insurance premiums. However, in FY20, the Public Schools Insurance Authority (NMPSIA), which covers all schools except Albu-

## Average Teacher Salaries in New Mexico and Surrounding States

2017-2018 School Year

United States	\$60,477
Nevada	\$54,280
Texas	\$53,334
Colorado	\$52,701
Utah	\$49,655
Arizona	\$48,723
New Mexico	\$47,152
Oklahoma	\$46,300

Source: National Education Association

Seventy-five percent of students in New Mexico classrooms are students of color, but only 36 percent of teachers in New Mexico are teachers of color. Research shows students improve academic outcomes when their teacher looks like them.

HED reports over 100 teachers apply annually for loan repayment awards, though HED only had enough funding to grant eight awards in FY19.

HED data indicates an average default rate of 67 percent for teacher loan for service grants made between FY09 and FY19, calling into question the program's value as an effective teacher recruitment and retention tool.

NMPSIA and APS set costs for the insurance plans offered, allowing them to make plan design changes and negotiate for lower rates. Recently, NMPSIA has spent more than the Legislature appropriated, instead of adjusting their plan design to align with costs.

Most plans with an unfunded liability are projected to pay down the unfunded liability over time. A plan only becomes insolvent when a plan cannot pay the promised benefit.

ERB staff indicated higher education institutions did not support an employer contribution increase last year because the Legislature only funds the general fund portion of the increase, which does not cover the institutions; ERB's proposal would shift the cost of the higher education institution contributions to the state.

Only three other states require an extended break in-service, ranging from six months to a year; more than a quarter of states require two months or less of a break of service.

The three-tiered teacher licensure system originally designated level 3A licensed teachers as mentors with the rationale that additional pay these individuals receive would compensate them for their mentoring duties. It is unclear if any district operates their mentorship program in this intended manner.

querque Public Schools (APS), increased health insurance rates by an average of 5.6 percent. NMPSIA and APS have both indicated continued cost increases from last year will result in higher premiums for member's plans. NMPSIA's plans costs are increasing due to design changes that include more benefits for their members. NMPSIA has requested an appropriation increase of \$15.6 million for the employee benefits fund, an increase of 5 percent over FY20, but anticipates a per-member rate increase of 7.4 percent, which NMPSIA estimates will cost school districts \$10.7 million. APS premiums increased by 4.5 percent on January 1, 2020, whereas PED requested a 5 percent increase to cover APS increased employer insurance premiums for FY21. APS recently went four years without increasing rates and is now requesting to raise premiums to ensure the employees benefit fund has sufficient funds to pay claims.

***Retirement Security and Pension Sustainability.*** The availability of a reliable retirement plan can be a strong incentive to keep teachers in the field. However, the Education Retirement Board's (ERB) pension plan does not hold enough assets to pay for the benefits it has promised, resulting in a large "unfunded liability." In an effort to pay down ERB's unfunded liability, New Mexico lawmakers during the 2019 session amended the Educational Retirement Act (ERA), membership requirements, contribution levels, and benefit amounts. The Legislature in 2019 increased employer contributions by \$4.3 million, essentially increasing the share of the employee compensation package covered by the state. This funding shortened the timeline for repaying the unfunded liability from 70 years to 46 years.

The ERB board of trustees recently approved legislative priorities for the 2020 legislative session that continue to work toward pension sustainability. The requests include a general fund transfer equivalent to 3 percent of ERB employer salary expenses by FY23, phased-in at 1 percent per year in FY21 through FY23. In addition, ERB is seeking \$100 million in one-time payments from the general fund, including \$50 million in FY21 and \$50 million in FY23 to shorten the unfunded liability repayment timeline to 30 years.

Another fund sustainability measure approved during the last legislative session requires retirees who continue assisting school districts post-retirement to also continue making contributions to the education retirement fund unless they experience a break in service for one year. Prior to this change, an ERB administrative rule exception allowed part-time or low-paid employees to continue to receiving their pension without making contributions to the fund, causing concerns of members "double-dipping" from ERB. According to ERB, requiring a break in service also establishes compliance with IRS standards. ERB reported the change will effect 754 members and result in \$1.6 million in new member contributions. Anecdotes from superintendents and public reports have indicated the elimination of the return-to-work exception has reduced the pool of substitute teachers. Policymakers should reconsider the length of the break of service required to ensure unnecessary burdensome barriers to employment, which can disproportionately affect New Mexico's substitute teacher pool.

## **Professional Incentives for Teacher Retention**

***Licensure.*** A successful teacher licensing system should create a career ladder that guides new teachers through the necessary competencies for success in the classroom,

compensates teachers as they become more effective, embeds professional development through continuing education, and merges mentors and master teacher classifications into teacher licensure levels. New Mexico's three-tiered licensure system was created over 15 years ago, but it is still unclear whether higher licensure levels translate to improved outcomes for students. The state's licensure system needs analysis to determine its alignment with the state's expectations of effective teachers. For example, while PED has adopted the Interstate Teacher Assessment and Support Consortium Model Core Teaching Standards (inTASC) for teacher preparation, the department does not seem to assess for these standards in its licensure process. While level 3A teachers are required to pursue a master's degree, research has shown master's degrees do not have an effect on teachers' effectiveness. Higher credentials may be an unnecessary cost and a barrier for some individuals to advance in licensure, and the state may find better outcomes requiring in-depth embedded professional development and mentorship opportunities. PED staff has indicated they are working toward aligning all systems related to educator quality, including teacher preparation, licensure, and teacher evaluation.

**Induction and Mentorship.** Research shows first-year teachers assigned a mentor were more likely to teach a second year, demonstrating quality mentorship programs can be a key strategy in retaining teachers. An amendment to the School Personnel Act enacted in 2003 requires PED to develop a framework for a teacher mentorship program for all beginning teachers, but funding to do so has never been provided. Regulations became effective in July 2019 implementing the 16-year-old law and realigning it to current educator needs. PED is responsible for approving annual school district and charter school mentorship plans that include individual support and assistance for beginning teachers, structured training for mentors, and procedures for evaluation of first-year teachers.

For New Mexico to retain high-quality teachers, the Legislature should invest in funding high-quality, robust mentorship programs that train mentors to support beginning teachers in their first three years. This support would allow teachers to return to the classroom each year with the tools to implement best practices that meet their students' needs. LESC endorsed a bill for the 2020 legislative session amending the current teacher mentorship statute by creating a beginning mentorship fund. The amendments would require PED to annually distribute up to \$2,000 per beginning teacher to school districts and charter schools for mentorship programs.

**Professional Development.** While many teachers in New Mexico may have access to a variety of professional development offerings, the return on investment is low because key components of quality professional development are not standardized. Professional development and collaboration are implemented and funded in a disjointed manner, with school districts funding professional development on their own or through the use of grants from various entities, including PED, the federal government, and nonprofit organizations.

The Learning Policy Institute, a nonprofit research and policy organization, notes professional development is most effective when it is content focused, incorporates active learning – rather than lecture-based learning – supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and, most importantly, is sustained over time. For ongoing professional development to produce high-quality teachers who stay in the classroom, the state, along with school districts and charter schools, must commit to strategically implementing a pro-

LESC staff requested data from PED allowing analysis of teacher effectiveness by licensure level and by highest degree attained, but such data has not yet been provided.

Top-performing countries place new teachers with officially designated, well-trained master teachers, and often new teachers begin teaching with a reduced workload.

Top-performing countries provide their teachers with ongoing opportunities for professional development and collaboration. Oftentimes, teachers receive job-embedded professional development that directly ties to their work in the classroom. Schedules and calendars in top-performing countries are developed to strategically support ample time for professional development and teacher collaboration.

professional development system that fills in gaps in knowledge and skills and supports and sustains educator growth.

**Meaningful Evaluation.** Linda Darling-Hammond, Ph.D., author of *Getting Teacher Evaluation Right: What Really Matters for Effectiveness and Improvement*, highlights the following characteristics of meaningful teacher evaluation:

- Standards-based, systemic, and coherent,
- Focused on performance,
- Includes evidence of teacher practice, professional contributions, and student learning,
- Uses multiple measures to reflect instructional practice, and
- Uses multiple measures to assess student learning.

NMTeach used a value-added model to measure teacher effectiveness and labeled teachers as ineffective, minimally effective, highly effective, and exemplary. For the 2019-2020 school year, an interim evaluation system will rate teachers as not demonstrating, developing, applying, and innovating.

Top-performing countries carefully select school leaders who are well-trained in curriculum, instruction, and school administration and provide ongoing professional development leading to high retention rates. In the United States, however, school leaders are often self-selected because school administration is usually the only route for teachers to advance.

Until 2019, New Mexico teachers were evaluated under the PED-developed NMTeach evaluation system, which was often criticized for its lack of many of the aforementioned qualities. Teachers explained the system placed too much emphasis on student standardized test scores and teacher absences. Under the new administration, PED eliminated the NMTeach evaluation system and began developing a new educator effectiveness system that identifies educator strengths and weaknesses and allows locally-built support systems to improve practices. Throughout the 2019 interim, PED engaged in stakeholder input sessions throughout the state to gather information and is now working with a teacher evaluation task-force to implement public input and make recommendations for a new educator effectiveness and scoring system. The group plans to make final recommendations on a new system to the secretary of education and the governor by spring 2020.

**School Leadership.** School leaders are the second most impactful school-based factor contributing to student success. However, according to a report by the School Leaders Network, 50 percent of principals quit during their third year. The same report suggests New Mexico principal retention may be lower than that, with tenures averaging between 2.7 and 3.5 years.

After being neglected for a number of years, minimum salaries for school administrators were increased as part of 2019 education reforms. Administrators, at a minimum, will be paid the level 3A teacher salary multiplied by a responsibility factor based on position and grade levels supervised. This change raised school administrator pay substantially. For example, elementary school assistant principals earn an annual salary of \$61 thousand rather than \$55 thousand and high school principals earn \$96 thousand rather than \$80 thousand. Because of the complexity of a principal’s job, continuing to increase educator and school leader pay may increase school leader retention and, in turn, impact teacher retention and overall school culture.

**School Administrator Responsibility Factor**  
New Mexico

School Level	Position	Responsibility Factor
Elementary	Principal	1.2
Elementary	Assistant Principal	1.1
Middle	Principal	1.4
Middle	Assistant Principal	1.15
High	Principal	1.6
High	Assistant Principal	1.15

Source: LESC Files

Similar to teachers, school principals require induction, mentoring, and ongoing professional development to stay in the profession and contribute to improved student outcomes. PED’s Principals Pursuing Excellence (PPE) supports principals working in high-need schools by providing a mentor, performance-based coaching, professional development, and instructional leadership training, among other resources. PED reports participants in the program have shown substantive gains in student achievement. PED staff has indicated they are hoping to expand the program to increase access.

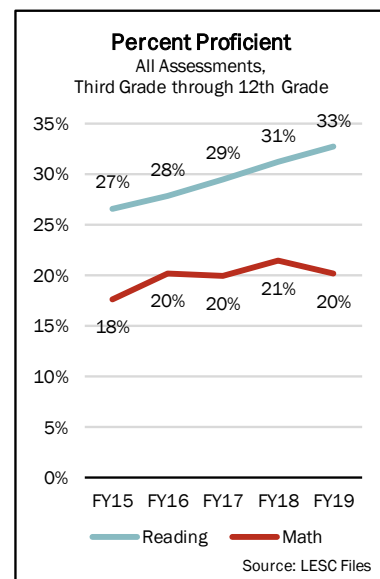
The district court’s findings in the *Martinez* and *Yazzie* consolidated lawsuit cited proficiency rates as evidence the state has not upheld its constitutional obligation to provide a sufficient education for all students. In New Mexico, standardized tests show just one in three students can read on grade level, and only one in five students is proficient in grade-level mathematics. During the 2019 legislative session, the governor ordered the Public Education Department (PED) to adopt a new system of assessments that reduce testing time and pressure. Additionally, the Legislature approved an accountability system designed to measure holistic school performance, including measures like school climate, proficiency rates, and college and career readiness.

## Assessing Student Learning

In her first two weeks in office, Governor Lujan Grisham signed Executive Order 2019-001, requiring PED to transition away from the PARCC standardized test and “pursue ratings and assessments that will decrease unnecessary pressure on students and teachers, provide more time for instruction, and conserve resources.” During its time as the statewide assessment, PARCC was criticized for the amount of time students spent testing and its use as the primary determinant of school grades and teacher evaluation scores. During the 2019 interim, PED convened a Student Success Task Force composed of teachers, principals, superintendents, tribal representatives, and other practitioners and stakeholders, with the goal of building a balanced, culturally relevant, and rigorous system of assessments. After a series of seven “community conversations” across the state, the task force compiled the following 12 recommendations:

- Minimize change and maintain alignment to state standards,
- Eliminate unnecessary testing and keep testing to a minimum,
- Assess writing at every grade tested,
- Ensure assessment practices are culturally responsive,
- Decouple assessment results from high stakes uses like teacher evaluation,
- Provide meaningful data,
- Pursue other innovative practices that measure student learning,
- For third through eighth grade math and English language arts (ELA), replace the PARCC item bank with custom items,
- For 11th grade, adopt a college entrance exam with meaning beyond high school,
- Provide assessment literacy training and resources for teachers and the public, and
- Ensure tests remain accessible to all students.

Many of the task force’s recommendations are in accordance with the court’s findings in the consolidated *Martinez* and *Yazzie* lawsuit. For example, the lawsuit specifically cited a lack of cultural relevance in New Mexico’s education systems. Culturally responsive assessments, New Mexico-specific test items, and innovative performance-based tasks can help make assessments more relevant for Native American students and English learners.



Federal law requires students to be tested in reading and mathematics in third through eighth grade and at least once in high school. Federal law also requires students to be tested in science once in elementary school, once in middle school, and once in high school. State law requires the high school test to occur in the 11<sup>th</sup> grade, and requires students to be tested in science in fourth, seventh, and 11<sup>th</sup> grade.

One recommendation from the task force was to improve assessment literacy, fostering an understanding among educators of the purposes for different assessments. Formative and interim assessments are administered by teachers at the classroom level and can provide educators with immediate information to improve day-to-day instruction, while summative assessments are more useful for policymakers to track trends in statewide learning. PED staff noted professional development to improve assessment literacy would have some associated costs.

PED's implementation of the governor's executive order and the task force's recommendations began immediately in Spring 2019 with the transition assessment of math and English language arts (TAMELA). TAMELA contained questions from the PARCC item bank but was administered as a computer adaptive assessment, allowing the department to reduce student testing time significantly. Because the test was developed using questions from PARCC, FY19 proficiency rates in third grade through 12th grade are comparable to proficiency rates in previous years. The FY19 assessment yielded approximately 2 percentage points of growth in reading proficiency, but an approximate 1 percentage point decline in math proficiency.

Computer adaptive assessments scale in difficulty in real-time based on how a student is performing, allowing the assessment to gauge a student's proficiency level using fewer questions.

## Adoption of New Standards-Based Assessments

In FY20, PED issued a request for proposals for a new system of assessments that included many of the recommendations of the Student Success Task Force. The request for proposals sought mathematics, reading, and writing assessments for third grade through eighth grade, and a college entrance exam for 11th grade. The department selected Cognia, a company formed as the result of a merger between AdvancED and Measured Progress, to develop its third- through eighth-grade assessment. The department opted to use College Board's SAT college admissions exam in 11th grade. The new assessments will be administered in the spring of 2020. To fund the new contracts with Cognia and College Board, the department requested \$8 million for standards based assessments in FY20, a \$2 million increase from the cost of the PARCC in previous years.

College Board's Scholastic Aptitude Test (SAT) is linked to Khan Academy, a free online test preparation tool, as well as the PSAT, an assessment PED makes available for all 10<sup>th</sup> grade students free of charge. Beginning in 2020, the PSAT will be required for ninth and 10<sup>th</sup> grade students.

As a portion of the contract for assessment development, Cognia will develop new assessments using items from the PARCC item bank, coupled with a growing number of New Mexico-developed items each year. Historically, the adoption of a new statewide assessment has caused a drop in proficiency scores as students and teachers adjust to the new assessment. The department's plan to gradually transition to a new third grade through eighth grade assessment is designed to limit impacts to statewide proficiency and establish continuity to previous PARCC assessments. Minimizing change and providing year-over-year comparability is significant, given that the district court relied on proficiency rates when making its ruling in the *Martinez* and *Yazzie* consolidated lawsuit, and will likely rely on proficiency rates during future decisions.

Conversely, the adoption of the SAT as a standardized test in 11th grade represents a significant shift from the state's previous practice of requiring the PARCC exam throughout high school. The SAT is a college entrance assessment that has traditionally been

Many states have begun using college-readiness assessments like the SAT and the ACT to meet the guidelines of the federal Every Student Succeeds Act (ESSA), which requires states to "annually measure the achievement" of 95 percent of public school students at each grade level tested.

Every institution of higher education in New Mexico accepts the SAT, though some legislators have raised concerns that it may be preferable to provide students a menu of 11<sup>th</sup> grade assessment options, including both the SAT and the ACT.

optional at a personal cost to the test-taker, but PED's new policy will make the SAT free and required of all 11th grade students. The adoption reduces high school testing time, and will improve college access for many students who otherwise may have been deterred by the SAT's cost. It is unclear what impact requiring students to take the SAT will have on statewide average SAT scores; while a large number of new students will be taking the SAT, PED is offering access to test preparation through Khan Academy and will be requiring ninth and 10th grade students to take the PSAT. Notably, it is unclear whether the SAT is aligned with the Common Core state standards, which were adopted by PED in 2010. Further analysis is needed to understand whether the SAT, traditionally used for college admissions, should be used as a standards-based assessment to gauge student proficiency with content area standards.



***PED's Long-Term Assessment Vision.*** In the coming years, PED envisions administering a balanced system of aligned assessments, including formative and interim assessments in addition to the summative statewide assessment. PED plans to develop and share interim assessments aligned to the state content standards and designed to provide teachers with immediate, actionable feedback to inform instruction year-round. PED-developed interim assessments will be optional tools for school districts and charter schools to use in place of locally-developed assessments, and may serve to lessen the costs of locally-developed assessments. During the 2015 transition from the district-funded standards based assessment to the PED-funded PARCC assessment, the Legislature moved \$6 million from the state equalization guarantee (SEG) to an “assessments” line item at the department. The Legislature should monitor the uptake of PED-developed interim assessments, and may wish to take credit in the SEG based on school districts’ and charter schools’ cost savings.

## Public School Accountability

In October 2018, researchers from the nonpartisan nonprofit organization EdChoice gathered a national focus group of education practitioners, researchers, and policy-makers to discuss successes and failures of state accountability systems. The focus group agreed overwhelmingly that accountability systems inspired states to concentrate their attention on improving the equity of student performance and narrowing the achievement gap. However, accountability systems also pressured schools to focus on elements of the accountability system that would improve their overall scores, like student proficiency, causing them to lose sight of the bigger picture of students’ education. The message was decisive; school accountability systems give schools incentive to focus on what is measured.

While stakeholders have described an intent to consider holistic measures of student achievement, the court’s ruling in the *Martinez* and *Yazzie* consolidated lawsuit ultimately relies on student proficiency and graduation rates as evidence the state is not meeting its constitutional mandate to provide a sufficient education for all students. Additionally, federal law requires accountability systems to assign “significantly more weight” to indicators of academic achievement.

### Measures of School Performance

Until recently, New Mexico’s school grading system provided each school with a letter grade of A through F based on student proficiency, student growth, school growth, student attendance, an opportunity to learn survey, and for high schools, graduation rates and college and career readiness. In 2018, a diverse workgroup of New Mexico education stakeholders convened by LESC recommended the state abandon the A through F school grading system – which placed too much emphasis on student performance on PARCC reading and math exams – to focus more broadly on holistic student outcomes. The resulting LESC-endorsed bill, Senate Bill 229, established the School Support and Accountability Act and was signed into law in 2019.

The School Support and Accountability Act requires PED to hold schools accountable for both student academic achievement and indicators of school quality and student success. The law requires the measurement of academic achievement using student proficiency rates, student growth, progress of English learners toward English language proficiency, and, for high schools, the four-, five-, and six-year adjusted cohort graduation rates. School quality and student success will be measured through chronic absenteeism rates; college, career, and civic readiness; and the educational climate of the school. The law requires data from these indicators be shared statewide through an online dashboard.

### Statewide Support and Accountability

During the 2019 interim, the U.S. Department of Education approved PED’s revisions to the New Mexico Every Student Succeeds Act (ESSA) state plan, which mirrored the

## Statewide Longitudinal Data Systems

Modern schools collect data constantly as a tool for teachers to improve student outcomes, for principals to identify teachers' strengths, and for policymakers to understand the impacts of their initiatives. Statewide longitudinal data systems (SLDS) are tools states use to efficiently manage the plethora of student data from prekindergarten through higher education and into the workforce. The National Center for Education Statistics explains SLDS can "help states, districts, schools, educators, and other stakeholders to make data-informed decisions to improve student learning and outcomes, as well as to facilitate research to increase student achievement and close achievement gaps."

In 2010, the Legislature created a framework for a "longitudinal education data system," governed by a data warehouse council with members from eight state agencies, the Office of the Governor, public universities, public school superintendents, charter school head administrators, and legislative staff. However, efforts to formally create the data system stalled after the law was enacted. In recent years, the data system is again gaining momentum because the Higher Education Department (HED) has taken a leadership role in its creation. At the same time, however, other state agencies' data system upgrades are occurring in silos. The Public Education Department's strategic plan to update its data systems will be a more efficient and centralized system, but the plan is being developed independent of HED's efforts to secure federal grant funding for a SLDS. The Legislature may wish to consider how it could incentivize state agencies to cooperate more fully to ensure the SLDS and data advisory council are created and effectively maintained.

requirements of the new state accountability law. PED revisions to the ESSA state plan describe a "shift in philosophy" from deciding whether a school passes or fails to celebrating the successes of strong schools and providing support to schools in need. Using the new statewide accountability metrics, the top 25 percent of schools in the state will be designated "spotlight" schools, while the bottom 25 percent of schools will be split into the following three categories consistent with the requirements of ESSA:

- Targeted support and improvement (TSI) schools, where one or more subgroups of students underperforms,
- Comprehensive support and improvement (CSI) schools, where the school underperforms overall, or
- More rigorous interventions (MRI) schools, where the school continues to underperform after receiving three years of comprehensive support.

PED will designate a cohort of schools for TSI, CSI, or MRI for a three-year period of support, during which time schools will exit support status if they are able to improve the metric used to identify them for support. Annually on an on-line dashboard, PED will share academic and nonacademic student outcome data, as well as school-authored sections highlighting programs and services offered, including opportunities for after-school, extended learning, and extracurricular activities. While these offerings will not impact schools' support or excellence designations, they will show parents and communities relevant information on schools' programming.

In addition to three tiers of support, the School Support and Accountability Act requires a designation of "New Mexico excellence" for schools in the 90th percentile on any indicator, and a designation of "school quality and student success" for schools earning above a PED-set standard on any indicator.

***Implementation of Supports and Interventions.*** The state's initial implementation of state school improvement efforts has been veiled by inconsistent PED methodologies, leaving the support process difficult to understand. Given the confusion surrounding the process, the state would benefit from greater clarity and transparency as to how federal Title I school improvement funds will be distributed and used.

For the three-year period between FY19 and FY21, PED designated 111 schools as TSI, 86 schools as CSI, and four schools as MRI. However, PED later changed the designation of the four MRI schools, moving three to CSI status, and moving one, Whittier Elementary School in Albuquerque, out of school improvement status altogether. While schools are designated TSI, CSI, or MRI once every three years, it appears schools are able to exit support status at the end of each school year if they improve their identification met-

ric. However, between FY19 and FY20, Whittier seems to be the only school removed from CSI, and it is unclear how many schools, if any, have exited TSI status.

On designation, ESSA requires states to distribute Title I funding to schools to support implementation of their school improvement efforts. In FY19, three of the four MRI schools received \$760 thousand for the first year of the implementation of their plans, and 86 comprehensive support schools applied for competitive grants to support their school improvement. Under the FY19 competitive process, only 52 comprehensive support schools awarded Title I grants at an average award amount of \$422 per student. In FY20, after moving the MRI schools into CSI, PED redistributed the substantial awards from those schools to all CSI schools statewide, abandoning the competitive grant process and bringing the average statewide award down to \$233 per student.

Due to a lack of PED oversight of school improvement funds, it remains unclear how the awards are being used. However, it is unlikely the current award amounts are enough to support meaningful school turnaround activities. Some policymakers have considered whether the Legislature should provide state matching funds or require school districts and charter schools to use a portion of their at-risk funding as local matching funds. LESC's recommendation for public school support in FY21 included a \$30 million nonrecurring appropriation intended to support school improvement efforts in these schools.

Schools identified for "targeted support" do not receive federal Title I funding to support their improvement efforts. Instead, these schools receive technical support from their school district to revise their New Mexico Data, Accountability, Sustainability, and High-Achievement (NM DASH) plan to include a description of how the school will improve the performance of its underperforming subgroups of students.

#### Summary of CSI School Awards per Student

	FY19	FY20
Number of TSI Schools	111	111
Number of CSI Schools	86	89
Number of MRI Schools	4	0
Number of CSI/MRI Awards	52	89
Total Amount Awarded	\$10.7 M*	\$7.4 M
Minimum Per-Student Award	\$98	\$47
Maximum Per-Student Award	\$8,425	\$1,042
Average Per Student Award	\$422	\$233

\*Note: The \$10.7 million distributed in FY19 included Title I funds from two separate years, distributed as awards for planning and implementation.

Source: LESC Files

“Student outcomes do not change until adult behaviors change.”

- A.J. Crabill, Deputy Commissioner for Governance for the Texas Education Agency, in a presentation to LESC, November 2019.

The district court’s findings in the *Martinez* and *Yazzie* consolidated lawsuit drew a distinction between educational inputs and educational outcomes, and relied on shortcomings in both as evidence the state has failed to uphold its constitutional obligation to provide a sufficient education for all students. During the 2019 legislative session, the Legislature substantially increased its investment in academic and nonacademic structures and programs designed to ensure students are afforded every opportunity to succeed. Investments were targeted at initiatives with evidence of improving student outcomes and closing the achievement gap, including programs to expand instructional time and to improve the cultural and linguistic relevance of education.

## Nonacademic Barriers to Learning

The National Conference of State Legislatures’ *No Time to Lose* report found children in the highest performing countries begin school in good health and ready to learn, partly because top-performing countries make it a priority to provide additional resources to schools serving disadvantaged, struggling students. Students who are free from the distractions associated with poverty or a fractured home life are better able to focus on school. Alternatively, when students who experience adversity do not get the supports they need, their brains focus on stressors, which causes an invisible barrier to learning.

### Conditions for Learning

According to the Learning Policy Institute (LPI), a national education research organization, a review of over 400 studies found a positive school climate improves academic achievement overall and reduces the negative effects of poverty on achievement, boosting grades, test scores, and student engagement. School climate, as defined by the National School Climate Center, is the quality and character of school life that reflects the goals, values, interpersonal relationships, and teaching and learning practices in schools. Research shows students’ learning is impaired when they are fearful, traumatized, or overcome with emotion; it is important for them to feel safe, whether from bullies, a traumatic home life, or from external threats, before they are expected to engage in learning.

According to the National Association of School Psychologists, schools often fail to understand that maintaining safety, including when correcting misbehavior, is a prerequisite for developing student self-discipline.

***Effective Responses to Student Misbehavior.*** The Safe Schools for All Students Act, signed into law during the 2019 legislative session, requires local school boards and governing bodies of charter schools to adopt “progressive discipline” for misbehavior. The act requires “disciplinary action other than suspension or expulsion from school that is designed to correct and address the basic causes of a student’s specific misbehavior while retaining the student in class or in school.” The American Institutes for Research found nonpunitive approaches to school discipline can improve students’ academic performance and reduce the likelihood students will enter the juvenile justice system or require behavioral services. Suspensions and expulsions, conversely, increase students’ risk of falling into unhealthy or unproductive behavior, affecting their social-emotional development, academic performance, and life trajectories.

In 2019, PED published regulations to guide school district implementation of the Safe Schools for All Students Act, requiring “restorative school practices to repair the harm done to relationships and other students from the student’s misbehavior.” Restorative practices can include the following:

- A meeting with the student and the student’s parents;
- Reflective activities, such as requiring the student to write an essay about the student’s misbehavior;
- Anger management;
- Health counseling or intervention;
- Mental health counseling;
- Participation in skill-building and resolution activities, such as social-emotional cognitive skills building, resolution circles and restorative conferencing;
- Community service; and
- In-school detention or suspension, which may take place during lunchtime, after school, or during weekends.

Recent studies by the Rand Corporation found restorative practices, however, are difficult to implement. Successful implementation requires a commitment from schools, extensive time from staff, and buy-in from students. Additionally, attempts by LESC staff to analyze New Mexico discipline data have proven challenging. As the state works to build policies focused on restorative justice and student social and emotional well-being, PED should build awareness among school districts and charter schools of successful implementation strategies and data reporting techniques.

A Legislative Finance Committee program evaluation of student “time on task” found New Mexico students lose approximately 3 percent of instructional time to disciplinary suspensions or expulsions over the course of a year.

A number of school districts in New Mexico, including Albuquerque Public Schools (APS), Questa Independent School District, Ruidoso Municipal Schools, and Santa Fe Public Schools, reference restorative justice services in their student handbooks – though districtwide implementation of nonpunitive practices remains unclear.

## Targeted Academic Interventions

The judge in the consolidated *Martinez* and *Yazzie* lawsuit indicated at-risk students, including economically disadvantaged students, English learners, Native American students, and students with disabilities, do not have access to quality programs targeted to meet their specific needs, often score lower than their peers on the state’s math and reading assessments, graduate from high school at lower rates, and matriculate to college less often. In 2019, the Legislature increased formula funding for at-risk students and bilingual multicultural education programs, created a new optional extended learning time program, expanded access to the K-5 Plus extended school year program, increased funding for the Indian education fund, and provided new funding for PED to improve department capacity to improve implementation of the Indian Education Act, the Bilingual Multicultural Education Act, and the Hispanic Education Act.

### Extended Instructional Time

National research indicates higher-income students will experience 6,000 more hours of learning than their low-income peers by sixth grade, likely due to more high-quality learning opportunities outside of school. This learning gap is particularly harmful for New Mexico’s at-risk students, who represent the majority of the state’s student population. Expanded instructional time has the potential to increase learning, particularly for students who are economically disadvantaged or otherwise at risk. Recognizing this, the Legislature has made significant investments in extending learning time and reducing absences.

***Extended Learning Time Program.*** A 2016 Legislative Finance Committee (LFC) evaluation, *Assessing “Time on Task” and Efforts to Extend Learning Time*, notes many of the approximately 180 instructional days available to the state’s students are lost to noninstructional

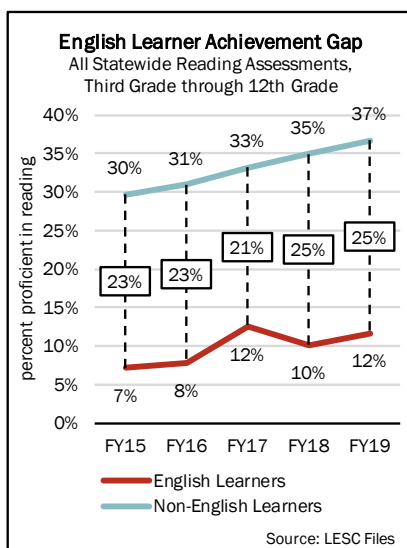
diversions and student absences. The report found elementary students lose over a third of their instructional time per year for a variety of reasons, including administrative tasks, nonteaching duties, changeovers between class periods, standardized test preparation and administration, and student and teacher absences. LFC found lost instructional time directly correlates with lower student achievement. Scholarly reviews of learning time generally emphasize the quality of instructional time matters, and high-quality expansions of learning time have a much greater impact on student achievement.

Extended learning time programs were popular among school districts and charter schools because they offer substantial local control over the funds. For example, LESC heard testimony during the 2019 interim from a school district offering a drone piloting program with input from local industry and wildlife services about the need for skilled drone pilots.

Education reforms enacted in 2019 created a new extended learning time program within the public school funding formula. To receive extended learning time funding, a school must provide at least 190 instructional days — or 160 days for school districts operating a four-day school week — and at least 80 hours of professional development time for teachers. The Legislature appropriated \$62.5 million for extended learning time programs, and school districts and charter schools applied for and were awarded \$42 million to serve 88 thousand students statewide. Participating schools were awarded \$502 per student with a variety of implementation strategies being funded, including standalone 10-day programs or true 10-day extensions of the school year. While approximately one third of the appropriation went unallocated in FY20, PED staff expects demand for extended learning time to increase in FY21, given the popularity of the program and the increased time for school districts to plan for next school year.

**Chronic Absenteeism.** Students who are not in class, whether their absence is excused or unexcused, miss vital learning time. According to Attendance Works, a nonprofit organization seeking to reduce chronic absenteeism, studies on the effect of interventions for all types and levels of absences have found that efforts to address root causes of absences have increased attendance, while punitive practices have not. The 2019 Attendance for Success Act, a new state law replacing the Compulsory School Attendance Law, seeks to keep students in an educational setting by removing barriers to a student’s regular school attendance. The law provides for early, intensive, progressive interventions for chronically absent students, primarily by building community partnerships between schools and local service providers, businesses, healthcare providers, counselors, and civic groups. Schools are required to implement evidence-based early warning systems to identify students who are chronically or excessively absent or at risk of becoming so, and students who are identified for intervention are required to receive nonpunitive consequences.

“Effective approaches [to student absenteeism] are those that treat student absenteeism as a problem to be solved, not a behavior to be punished.”  
 Source: Attendance Works



### Culturally and Linguistically Responsive Educational Programs

National studies show bilingual and multicultural education programs are beneficial for students regardless of their home language. Dual language programs can hold students to high academic standards in both the target language and the student’s home language, improving bilingualism and biliteracy. Research shows developmentally-appropriate instruction in students’ home language teaches the value of their culture, strengthens their abilities to manage their thoughts, actions, and emotions, expands career and higher education opportunities, and improves their academic outcomes.

**Targeted Bilingual and Multicultural Education Programs.** Bilingual and multicultural education programs represent a strategy to implement culturally and linguistically responsive instruction for Native American

students and English learners, programs the court found in the consolidated *Martinez* and *Yazzie* lawsuit to be inadequate. Increasing access to high-quality bilingual and multicultural education programs could help the state meet the cultural and linguistic needs of English learners and narrow an achievement gap that has widened since FY15.

For FY20, the Legislature appropriated an additional \$7 million to the public school funding formula to expand access to bilingual and multicultural education programs. PED reports 23 schools applied to start new bilingual or multicultural education programs, although six schools that had an existing program did not reapply. Fewer students participated in FY20 despite the \$7 million investment to increase slots.

The state Bilingual Multicultural Education Act (BMEA) requires research-based bilingual and multicultural education programs to be fully implemented, including professional development for teachers and instruction and assessment for students. Because key components of the BMEA are not fully implemented by school districts and monitored by PED, students across the state encounter inconsistent bilingual and multicultural learning experiences. PED notes the department is increasing monitoring and improving technical assistance for school districts and charter schools to ensure proper implementation of bilingual and multicultural education programs. The department adopted rule changes to increase bilingual and multicultural education program accountability to ensure academic language proficiency in English and a second language for all student participants.

***High-Quality English Instruction for English Learners.*** Federal law requires states to provide English learners equal access to education. According to Education Commission of the States, New Mexico is among 20 states that explicitly require teachers of English learners to have a special certification, requiring teachers to earn a “teaching English to speakers of other languages” (TESOL) endorsement. However, the path to obtain a TESOL endorsement is not standardized among New Mexico colleges. Instead, institutions offer a broad variety of general courses, including cultural history, cultural anthropology, linguistics, phonetics, assessment, and parent and community involvement, rather than applicable training in meeting the needs of English learners.

In 2018, an independent assessment of English learner programs in New Mexico found teachers with a TESOL endorsement did not feel well-prepared to serve New Mexico’s diverse pool of English learners. Only 25

PED states more than 10 thousand teachers had an active teaching license and a TESOL endorsement in FY18. However, only 5,500 of those teachers were actually employed in New Mexico school districts and charter schools, raising concerns about the ability of school districts and charter schools to retain TESOL-endorsed teachers.

### Comparison of English Learner Teacher Preparation Requirements

New Mexico and California

Options to Obtain a TESOL Endorsement (NM)	Options to Obtain a CLAD Certificate (CA)
Pass content knowledge assessment in TESOL and complete 12 TESOL credit hours.	Verify experience learning a second language and pass tests 1, 2, and 3 of California Teacher of English Learners (CTEL) examination.
Complete 24 to 36 TESOL credit hours.	Verify experience learning a second language and complete coursework in a CTCL program approved by the Commission on Teacher Credentialing (CTC).
Complete National Board for Professional Teaching Standards certification in TESOL.	Verify experience learning a second language, possess a Supplementaory Authorization in English as a Second Language, and complete three credit hours in Specially Designed Academic Instruction Delivered in English (SDAIE).
	Verify experience learning a second language, possess a Supplementaory Authorization in English as a Second Language, and complete a 45-hour SDAIE professional development certified by CTC.
	Verify experience learning a second language and complete National Board for Professional Teaching Standards certification in TESOL.

Source: LESC Files

percent of respondents indicated they felt prepared to serve Native American English learners, 28 percent felt prepared to serve newcomers, and 27 percent felt prepared to serve English learners with disabilities. Endorsements with a greater level of rigor and standardization could improve teacher preparedness. For example, California – a state similar to New Mexico in terms of cultural and linguistic diversity – requires teachers to obtain a cross-cultural, language, and academic development (CLAD) certificate. The CLAD certificate is more comprehensive and rigorous than New Mexico’s TESOL endorsement, and ensures teachers can address the needs of English learners. The Legislature should consider how to collaborate with PED to build a more robust licensing and endorsement system that rigorously prepares and certifies teachers who serve students with diverse backgrounds and linguistic needs.

### **Alignment of Native American Student Services and Programs**

The federal Every Student Succeeds Act (ESSA) requires states ensure Native American students have an understanding of tribal cultural and language and have access to culturally responsive school personnel and programming. ESSA also requires Native American students to have access to mental and behavioral health support. New Mexico’s Indian Education Act requires PED to provide resources and guidance for school districts and charter schools to support Native American student’s language, culture, and academic progress. The district court decision in the consolidated *Martinez* and *Yazzie* lawsuit found that, although the Indian Education Act outlines best practices in meeting the academic needs of Native American students, PED is not monitoring school districts and charter schools in their implementation of state law.

***Social and Emotional Wellness of Native American Students.*** Native American students disproportionately experience poverty, underemployment, lack of access to healthcare, lower education attainment, housing insecurity, and violence, leading to increased behavioral health needs. Laws 2019, Chapter 16 (House Bill 250) amended the Indian Education Act to require all historically defined Indian impacted school districts and charter schools to conduct an assessment to determine the service needs of Native American students. The law also requires those school districts to prioritize funds to address the findings of the needs assessment. The law did not include a definition of “historically defined Indian impacted school districts” making it unclear which school districts and charter schools are required to conduct the needs assessment; PED is currently holding sessions with school districts and charter schools to gather feedback on how to best implement the new law.

***Native American Student Outcomes.*** Although the Indian Education Act has been in law for 17 years, PED has struggled to fully implement the act. The law, enacted in 2003 to improve education outcomes for Native American students, requires the assistant secretary for Indian education to accomplish the following:

- Develop culturally relevant curriculum and programs,
- Establish and support the Indian Education Advisory Council,
- Ensure school districts and charter schools are engaging in tribal consultation, and
- Seek funds to increase the number of tribal teachers and school leaders.

A deputy secretary at PED is also currently the acting assistant secretary for Indian education. The governor has yet to appoint a specific assistant secretary for Indian education.

The secretary of education and assistant secretary for Indian education are required to implement the act by coordinating with other PED administrators, collaborating with state and federal agencies and tribal governments, and convening semiannual government-to-government meetings to receive feedback on the education of tribal students.



For FY20, the Legislature appropriated \$6 million to PED for the Indian education fund, a significant increase from the \$2.5 million appropriation in FY19. Additionally, PED received \$1 million in FY20 for a new indigenous education initiative. Notably, expenditures from the Indian education fund often fall short of the amount appropriated, resulting in a balance that has grown in recent years. In light of the court decision in the *Martinez and '09oi* consolidated lawsuit, the department should more strategically budget Indian education funds to maximize impact for Native American students. Additionally, it is unclear whether the department has monitored the effectiveness of programs that have received Indian education funds. PED should put systems in place to monitor effectiveness and reinvest in programs that produce improved academic outcomes for Native American students. The department's commitment to fully implementing the Indian Education Act is paramount in satisfying the district court's ruling in the *Martinez and Yazzie* consolidated lawsuit.

The mobility of Native American students between federal Bureau of Education and state public schools creates a challenge in tracking the students and assessing the impact of targeted initiatives.

PED has noted the department also plans to provide increased support and guidance for school districts and charter schools in implementing the Indian Education Act. PED notes the department will consider recommendations from government-to-government meetings with tribes and pueblos, ensure all school districts and charter schools engage in tribal consultation if they serve Native American students, provide school districts and charter schools with "Indian policies and procedures" as required by federal law, continue the indigenous education curriculum initiative, and provide support for Native language programs.

## Community Schools

The conversation about improving student outcomes requires attention to academic and nonacademic interventions; the community school model has shown promise in addressing both types of barriers. Research by the Learning Policy Institute (LPI) found the community school model meets the evidence-based standard for interventions under the federal Every Student Succeeds Act (ESSA) if the schools completely implement the following four key pillars with fidelity:

- Integrated student supports;
- Expanded learning time and opportunities, family and community engagement; and
- collaborative leadership and practice.

The Community Schools Act was enacted in 2013 to provide schools with a strategy to organize community resources and address the needs of "the whole child." Laws 2019, Chapter 198, (House Bill 589) amended the act to require community school initiatives to implement a framework aligned with community school best practices. The act specifically requires the framework to be aligned with four key community school pillars necessary for successful programs. Though research supports the effectiveness of community schools, successful implementation requires extensive coordination and alignment between community and school stakeholders and resources.

LPI found effective community schools successfully meet the needs of low-achieving students in high-poverty schools, helping close opportunity and achievement gaps for students from low-income families, students of color, English learners, and students with disabilities. Given the high percentage of New Mexico students facing a multitude of nonacademic barriers to learning, like adverse childhood experiences, poverty, and food insecurity, the community school approach offers education stakeholders a way to bridge schools with the communities they serve to tackle student barriers together.

A 2019 LESC report on community schools in New Mexico found students in schools operating as community schools for five or more years gained 6 percentage points in reading proficiency and 3 percentage points in math proficiency, but did not close the achievement gap over that time period. New Mexico community schools have also increased their graduation rates, but have not kept pace with the statewide growth in graduation. New Mexico community schools do not appear to be implementing all four key pillars with fidelity, which the research shows to have the largest positive impact

**FY20 Community School Grant Recipients**

	<b>School District or Charter</b>	<b>School</b>
<b>Planning Grants (\$50 thousand each)</b>		
1	Albuquerque Public Schools	Duranes Elementary School
2	Albuquerque Public Schools	Governor Bent Elementary School
3	Albuquerque Public Schools	Mountain Mahogany
4	Albuquerque Public Schools	Native American Community Academy
5	Central Consolidated Schools	Dream Dine Charter
6	Cimarron Municipal Schools	Eagle Nest School
7	Española Public Schools	Carlos Vigil Middle School
8	Hobbs Municipal Schools	Southern Heights Elementary School
9	Lake Arthur School District	Lake Arthur Elementary School
10	Lake Arthur School District	Lake Arthur High School
11	Lake Arthur School District	Lake Arthur Middle School
12	Las Cruces Public Schools	MacArthur Elementary School
13	Peñasco Independent School District	Peñasco Elementary School
14	Roswell Independent Schools	Nancy Lopez Middle School
15	Roswell Independent Schools	Sierra Middle School
16	Roswell Independent Schools	University High School
17	Santa Fe Public Schools	Santa Fe High School
18	Santa Rosa Public Schools	Santa Rosa High School
19	State-Chartered Charter School	Aldo Leopold Charter School
20	State-Chartered Charter School	DEAP
21	State-Chartered Charter School	Raíces Del Saber Xinachtli
22	Taos International School	Taos International School
23	Taos Municipal Schools	Enos Garcia Elementary
24	Taos Municipal Schools	Vista Grande High School
25	Truth or Consequences Schools	Arrey Elementary School
26	Truth or Consequences Schools	Hot Springs High School
<b>Implementation Grants (\$150 thousand each)</b>		
27	Albuquerque Public Schools	Hawthorne Elementary School
28	Albuquerque Public Schools	Los Padillas Elementary School
29	Albuquerque Public Schools	Manzano Mesa Elementary School
30	Albuquerque Public Schools	Robert F. Kennedy Charter School
31	Las Cruces Public Schools	Lynn Middle School
32	Santa Fe Public Schools	Cesar Chavez Elementary School

Source: LESC Files

on student outcomes. Community school experts emphasize schools should not focus solely on out-of-school barriers to learning; supports and services must be integrated with a strategy to address in-school barriers and must include rigorous, high-quality instruction.

In FY20, for the first time since the Community Schools Act was enacted, the Legislature appropriated \$2 million to PED to support the development of community schools. PED collaborated with a state-wide coalition for community schools to develop a competitive grant program and funded two types of grants. Prospective community schools were awarded a one-year, one-time planning grant of up to \$50 thousand to conduct a needs assessment, identify available community assets, and establish a site-based leadership team. Schools already implementing some aspects of the community school model were awarded \$150 thousand for up to four years to assist their implementation efforts. For the 2019-2020 school year, PED received 111 applications and distributed 26 planning grants and six implementation grants.

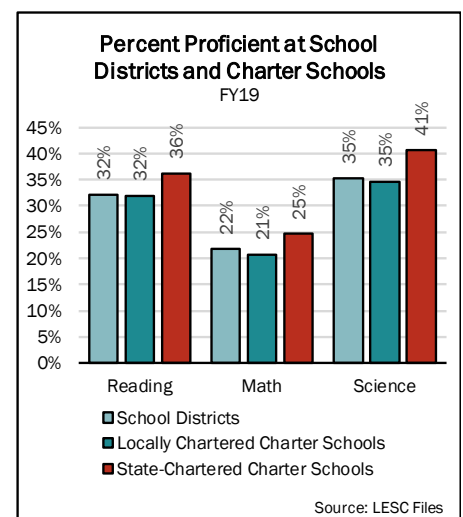
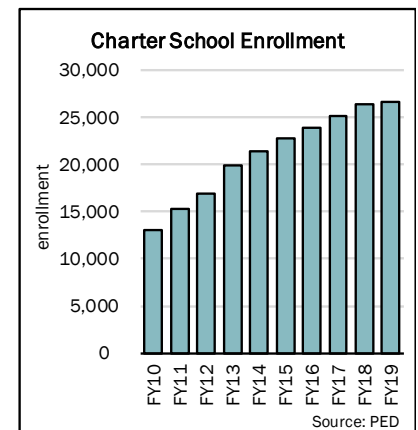
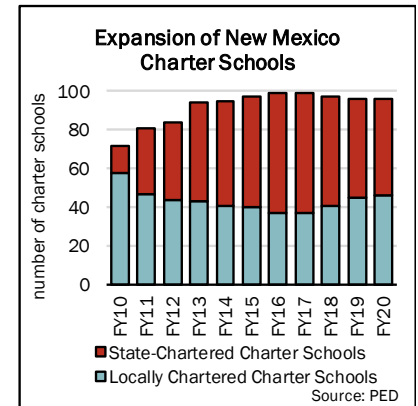
Ideally, charter schools should serve as an innovative public school alternative for students looking for an alternative to traditional public schools. As a trade-off for greater autonomy, these schools are expected to improve student performance. However, in New Mexico, where enrollment in charter schools doubled between FY10 and FY17, not all charter schools serve students better than traditional public schools. Despite this, charter schools draw a disproportionate share of public school funding, diminishing the pool of funds available for all public schools. In an environment of limited state resources where taxpayer dollars should prioritize evidence-based programs to improve student outcomes, charter schools continue to raise questions about equity and effectiveness.

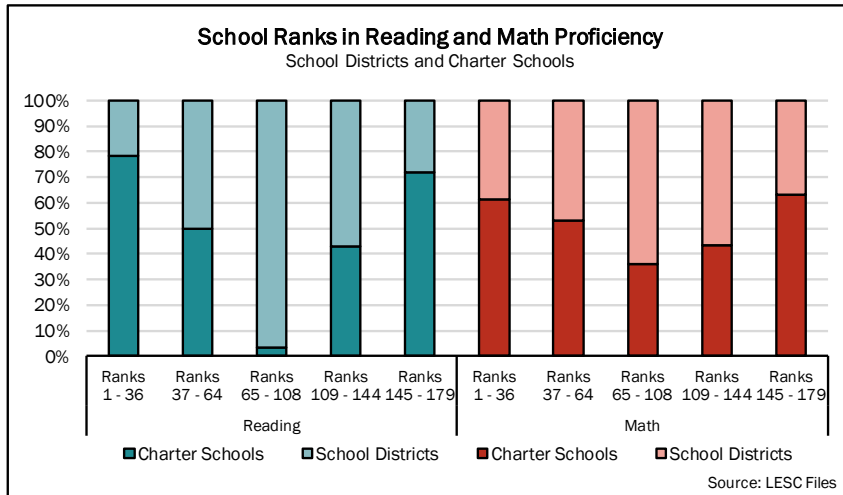
While charter school enrollment has grown steadily and often rapidly in the past – as high as 52 percent between FY10 and FY13 – the rate of growth has slowed in the past two years. The Public Education Commission (PEC) and school districts as local charter school authorizers have approved fewer new charter schools. Only one of five state-chartered charter schools that applied to open in 2020 was authorized, and Albuquerque Public Schools (APS), the largest school district authorizer, denied its only application. A coordinated statewide effort to improve charter school oversight has limited charter school growth and refocused the state on improving student outcomes.

## Performance

Proficiency rates of students at charter schools in FY19 were comparable to rates at traditional public schools. Students attending locally chartered charter schools performed slightly worse than students in traditional public schools, while students in state-chartered charter schools performed better. In general, however, charter schools perform either very well or very poorly. Fewer charter schools perform at average levels compared with traditional public schools. In reading proficiency rankings, charter schools account for over 70 percent of the top and bottom quintiles. By contrast, charter schools account for less than 5 percent of the middle quintile. The trend is similar, though less pronounced, for math proficiency rankings. Charter schools account for around 60 percent of the top and bottom quintiles, but 50 percent or less of the middle quintiles.

Charter schools are more likely than traditional public schools to require state intervention and support. Based on standards set forth in New Mexico's Every Student Succeeds Act (ESSA) plan, PED can designate a school as in need of improvement as defined in federal law. PED currently uses two ESSA designations, targeted support and improvement (TSI) or comprehensive support and improvement (CSI). In FY19, 76 percent of public schools did not receive an ESSA intervention designation, 14 percent received TSI designations, and 10 percent received CSI designations. Combined, locally chartered charter schools and state-chartered charter schools constitute only 12 percent of public schools but account for 27 percent of CSI schools. Charter schools are slightly underrepresented among TSI schools but also slightly underrepresented among schools

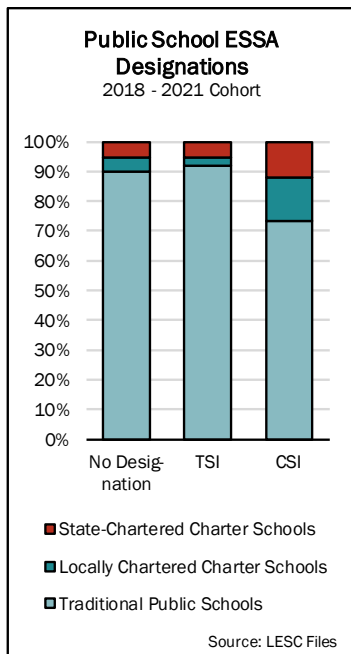




with no intervention, indicating they are more likely to need improvement than traditional public schools.

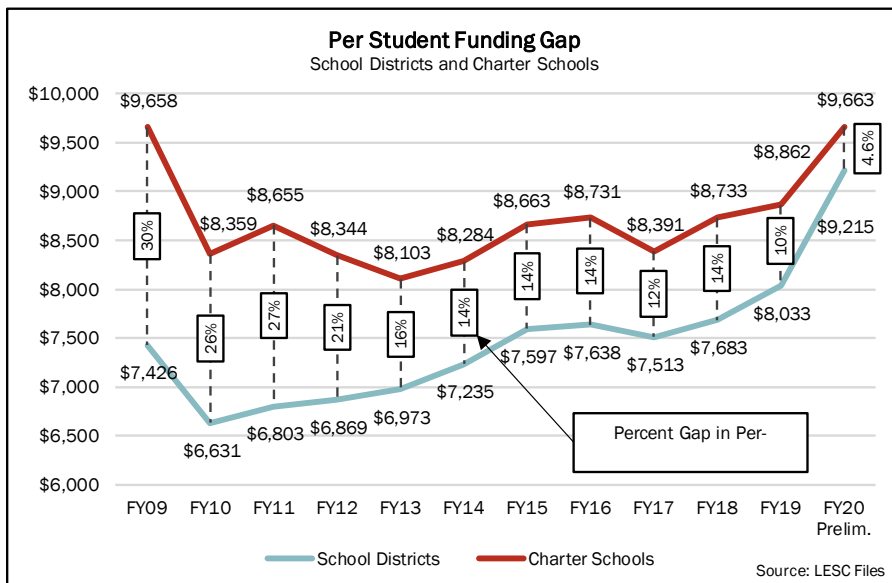
## Funding

Historically, charter schools have received more operational funding per student than traditional public schools, partly as the result of a public school funding formula that poorly anticipates the differences in charter school operations. The discrepancy was greatest in 2009, when charter schools received nearly \$10 thousand per student compared with just over \$7,000 per student at traditional public schools, a difference of 30 percent.



Per-student funding for school districts and charter schools is approaching parity, but charter schools continue to draw more per student. Based on preliminary data, the gap in per-student funding is down from 10 percent in FY19 to under 5 percent in FY20. Charter schools are expected to generate around \$9,600 per student in FY20 compared with \$9,200 at traditional public schools. The narrowing of the funding gap is attributable to legislative changes to the small-school factor in the funding formula and higher uptake of extended learning time program (ELTP) and K-5 Plus funding at traditional public schools. In FY20, traditional public schools are expected to account for 93 percent of ELTP units and 95 percent of K-5 Plus units.

Charter schools have traditionally received a large share of their funding from small-school units for elementary, middle, and junior high schools with fewer than 200 students and high schools with fewer than 400 students. These units are designed to help small, rural schools compensate for diseconomies of scale. In FY19, 70 charter schools generated over 6,500 size units, totaling nearly \$28 million in funding. Education reform legislation enacted in 2019 amended the Public School Finance Act to restrict size adjustment units to only those public schools that enroll fewer than 400 students and are located in school districts with fewer than 2,000 students.



Schools that do not meet these revised criteria will see their size units phased out over a five-year period, receiving 80 percent of their size units in FY20, 60 percent in FY21, and so on. Charter school administrators have expressed concerns over the loss of funding. However, charter schools were never statutorily authorized to receive size units and, mostly located in urban centers, never the intended recipients. The amendment to the Public School Finance Act was designed to make charter school funding consistent with legislative intent.

## Oversight

In FY19, charter school authorizers began working to improve and standardize state and local oversight. PED contracted with the National Association of Charter School Authorizers to convene charter school authorizers in a working group to develop shared goals and guidelines for charter school authorization and governance. According to PED Charter School Division staff, PEC is no longer participating in the working group, but school districts continue to express interest. PED is working with a \$22.5 million federal grant to support expansion, replication, startup funding, and technical assistance for charter schools. PED has awarded around \$4.5 million pursuant to the grant, making five awards to support startup costs and eight to fund expansion. The full amount of the awards has not been expended, because many are multi-year awards. In FY19, PED also issued new rules requiring all charter school governing board members to attend eight hours of PED-approved training each year. Since establishing the rule, PED's Charter School Division has made the training available online, increased the number of training sessions, and created an expedited process to certify qualified trainers. Charter School Division staff report that, in general, the division's oversight efforts are shifting away from strict compliance and toward needs-based assistance, while maintaining best practices.

In 2016, an independent review of PEC by the National Association of Charter School Authorizers criticized the commission for setting the bar too low for charter school applicants and for inadequate oversight policies and practices.

Historically, many charter schools have engaged in authorizer “shopping,” or changing authorizers at the time of renewal in an effort to obtain more favorable policies. For example, an underperforming charter school at risk of its authorizer denying its renewal application may seek to change authorizers to avoid closure. Ideally, PEC authorization should not differ substantially from school district authorization, and lower performing charter schools should not be able to shop for new authorizers to bypass oversight structures. Although the incidence of authorizer shopping is declining, five charter schools switched in FY20 from school district authorization to PEC authorization, or vice versa. The Legislature may wish to consider imposing limits on authorizer shopping, such as requiring an underperforming charter school to obtain permission from its current authorizer before changing authorizers.

## Virtual Charter Schools

Virtual charter schools are not defined in state law. Few legal provisions exist to regulate them, and the public school funding formula does not address the operational savings for schools having limited physical facilities. Virtual charter schools consistently underperform and students attending virtual charter schools lag behind their peers at brick-and-mortar schools. While online schools can offer a unique model for students to access education, thoughtful policy is necessary to ensure these schools serve students well. Other states, including Indiana and Nevada, have provisions that specifically address virtual charter schools in their statutes.

Two virtual charter schools currently operate in New Mexico: New Mexico Connections Academy (NMCA) and Pecos Connections Academy (PCA). New Mexico Virtual Academy, the first all virtual charter school to operate in New Mexico, closed at the end of FY19 after Farmington Municipal Schools voted not to renew its charter. NMCA serves 2,000 students from fourth grade through 12th grade and PCA serves 500 students from kindergarten through ninth grade, though research suggests distance-based learning is not well-suited to the needs of young children.

**Virtual Charter School Proficiency Rates**  
FY19

	NMCA	PCA	Statewide Avg.
Reading	18.7%	20.0%	33.5%
Math	6.4%	11.8%	22.3%
Science	30.3%	53.6%	36.8%

Source: LESC Files

NMCA had 218 dropouts in FY18 (40 percent dropout rate), the highest number of dropouts of any school in the state. PCA opened in FY17 and dropout data are not yet available. In FY19, students at NMCA lagged behind the statewide average proficiency rate in all subjects. PCA students fell short of the statewide average in reading and math but exceeded the statewide average in science. A 2017 joint LESC and LFC program evaluation found the average fourth-grade through eighth-grade student enrolled in a virtual charter school experiences the equivalent of more than 150 fewer days of learning compared with students in brick-and-mortar schools.

The LESC and LFC program evaluation noted other important concerns relating to oversight and finance. For instance, it is unclear that virtual charter schools have effective means of ensuring students are engaged and complete their assignments without assistance. In terms of school finance, virtual charter schools are currently eligible for capital outlay, facilities, and transportation funding despite having significantly lower costs in these categories than brick-and-mortar schools. Virtual charter schools also spend less on direct student instruction and compensation for ancillary staff, such as nurses and counselors, than traditional public schools. The Legislature may want to consider enacting a virtual charter school statute that includes accountability measures and an appropriate funding structure for virtual charter schools.

The current model of secondary education in New Mexico fails to engage all students and insufficiently prepares many students for postsecondary education and workforce entry. Though the graduation rate has improved in the last decade, only 74 percent of students graduated on time in 2018. In addition, proficiency rates on statewide assessments remain low. New Mexico has no definition of college and career readiness, but remediation rates and workforce shortages suggest far too few students exit secondary education prepared for college and career. Moreover, the current concept of high school education treats core academic instruction and career and technical education (CTE) as separate categories, guiding students with high academic performance toward college entrance and students with lower academic performance toward vocational programs. College pathways and career pathways should be rigorous and permeable enough for students to transition between them. New Mexico should establish a clear standard of integrated college and career readiness for school districts and charter schools to work toward and invest in effective programs to help students meet that standard.

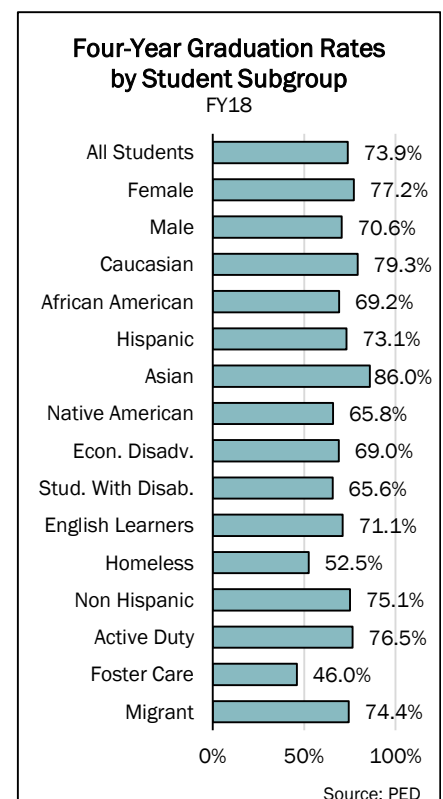
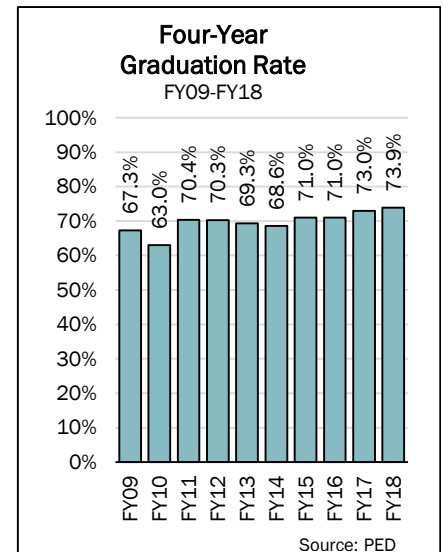
## High School Graduation

High school graduation is an important indicator of student success. Obtaining a high school diploma or equivalency credential is a prerequisite for postsecondary education. Georgetown University’s Center on Education and the Workforce reports 65 percent of job openings through 2020 will require at least some college education, if not as an associate’s or bachelor’s degree. Moreover, attaining a high school diploma or equivalency credential significantly improves economic well-being. According to Social Security Administration data, men who graduate from high school have expected lifetime earnings 30 percent higher than men who do not, and women who graduate have expected lifetime earnings 47 percent higher. U.S. Census Bureau data from New Mexico indicate adults who possess only a high school diploma or equivalency credential have median annual earnings of \$26,446 compared with earnings of \$18,634 for adults who do not, a 42 percent difference. Similarly, only 19 percent of New Mexico high school graduates live in poverty, compared with 34 percent of adults without diplomas.

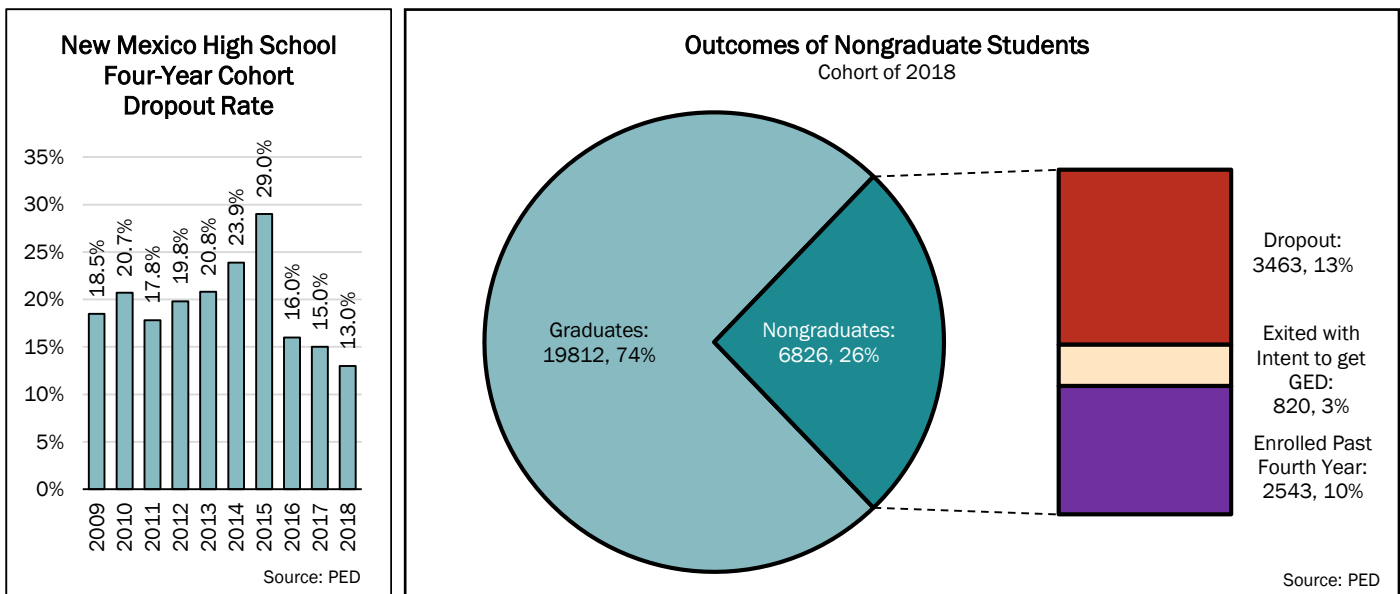
New Mexico had the lowest high school graduation rate in the United States in FY17 at 71 percent. The four-year cohort graduation rate for the cohort of 2018 graduation rate was 73.9 percent, and the state’s graduation rate has improved by 6.6 percentage points in the last decade. However, the graduation rates for at-risk students, such as economically disadvantaged students, English learners, students with disabilities, and Native American students, continue to lag behind the statewide rate.

## High School Dropouts

At 13 percent, the statewide dropout rate for the cohort of 2018 was the lowest in a decade and down 16 percentage points from a peak of 29



percent for the cohort of 2015. However, the state should continue to work to further reduce the dropout rate and re-engage students who drop out. The majority of New Mexico’s dropouts are concentrated in just 25 schools, and the schools producing the highest number of dropouts have remained relatively consistent over time. Eighteen schools ranked among the top 25 schools with the highest number of dropouts in both FY13 and FY18. In FY18, the top 25 schools producing the greatest number of dropouts accounted for 71 percent of the statewide dropout count. Legislative Finance Committee (LFC) staff identified this problem in a 2014 report on high school graduation, and these schools appear to have done little to target their dropouts. The LFC report recommends school districts and charter schools monitor low attendance, poor behavior, course failure, and other risk factors and invest in evidence-based retention strategies, including counseling and college and career pathways. The Legislature may want to consider developing targeted assistance measures for the top 25 dropout-producing schools. [See 25 Schools Producing the Greatest Number of Dropouts, 2018, page 111.](#)



### Adult Students in Public Education

Prior to the 2019 legislative session, state law did not place an upper limit on the age of a public school student. In the context of a historically underfunded adult education system, several charter schools took advantage of this loophole to begin providing adult education services at a significantly higher per-student funding level than services funded through the Higher Education Department (HED).

In FY19, school districts and charter schools enrolled 612 adult students. Over 90 percent of these students were enrolled in charter schools. Adult students in public schools have contributed significantly to the statewide dropout rate. The list of 25 schools producing the greatest number of dropouts in 2018 includes several schools that enroll large numbers of adult students.

Education reform in 2019 established an upper age limit of 22 years for public school students. Adult students enrolled in public school programs as of the third reporting period of the 2018-2019 school year will continue to be eligible for funding until they disenroll. Turnover of adult students in public schools is high and the number of adult students in the public school system is therefore expected to decrease significantly in coming years.



Recognizing the importance of ensuring New Mexico's adult population is able to effectively join the workforce, the Legislature significantly increased funding for HED adult education programs in 2019. HED's Adult Education Division received \$5.2 million in recurring general fund revenue in FY19; in the 2019 legislative session, the Legislature allocated an additional \$3 million to HED and included language in the General Appropriation Act (GAA) allowing the department to use up to \$3 million to pilot adult education services for students involved in the criminal justice system and prioritize services for adults impacted by the school-age limit. HED staff reported the department allocated \$1 million to its 24 existing adult education subgrantees based on performance, \$650 thousand for competitive grants, \$500 thousand for a competitive process to develop a sustainability plan, \$312 thousand to develop career pathways, and \$250 thousand to Gordon Bernell Charter School to continue its operations.

Gordon Bernell Charter School enrolled over 50 percent of all adult students in the public education system in FY19. The school primarily serves individuals incarcerated at the Bernalillo County Metropolitan Detention Center in Albuquerque. Many students at the school already possess a general equivalency diploma (GED).

Laws 2019, Chapter 185, (Senate Bill 391) directs PED to authorize a PED-issued diploma program for adults who do not possess a high school diploma or high school equivalency credential. PED has yet to adopt rules but anticipates doing so in coming months.

## College Matriculation

Attending college and obtaining some form of postsecondary training will be increasingly important to help students remain competitive in a rapidly changing labor market. The U.S. Bureau of Labor Statistics (BLS) notes automation is expected to replace many jobs in the near future, particularly jobs that require low levels of skill and training, funneling workforce needs toward degreed occupations. Many New Mexico high school students do not graduate with the necessary skills to be successful in college. Improving the competency of New Mexico graduates and thereby the educational attainment of New Mexico citizens should remain a priority of state policymakers.

Around 12 thousand New Mexico high school graduates enrolled in New Mexico colleges in 2018. In academic year 2015-2016, New Mexico higher education institutions awarded 33 thousand certificates and degrees. However, New Mexico's educational attainment lags behind the nationwide rate in several categories. Compared with national rates, New Mexico has more adults without a high school diploma and fewer adults with associate's degrees and bachelor's degrees.

Increased educational attainment correlates with higher earnings. Obtaining a bachelor's degree increases median annual income by around \$20 thousand for both men and women, compared with men and women who only possess a high school diploma. At the graduate or professional degree level, the difference is \$45 thousand per year for men and \$30 thousand per year for women.

## College Entrance Examinations

Beginning in spring 2020, the Public Education Department (PED) will require all 11th grade students to take the SAT college-entrance exam in place of the previ-

**New Mexico Educational Attainment Levels**  
Percent of Population 25 Years Old and Older, 2017

	New Mexico	United States
Less than High School	6.5%	5.4%
Some High School, No Diploma	8.5%	7.2%
High School Graduate	26.4%	27.3%
Some College, No Degree	23.5%	20.8%
Associate's Degree	8.2%	8.3%
Bachelor's Degree	15.1%	19.1%
Graduate or Professional Degree	11.8%	11.8%

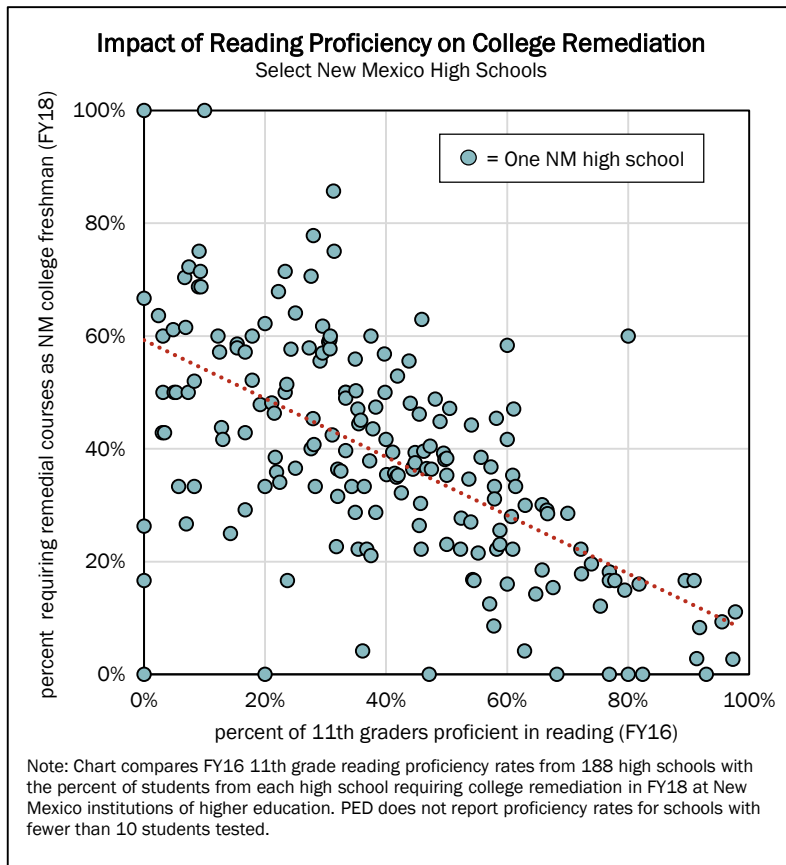
Source: Census Bureau

**New Mexico Median Annual Income**  
**by Education Level**

Adults 25 Years Old and Older, 2017

	Male	Female
Less than High School	\$23,068	\$13,232
High School Graduate	\$31,080	\$21,346
Some College or Associate's Degree	\$38,876	\$25,511
Bachelor's Degree	\$50,801	\$40,490
Graduate or Professional Degree	\$75,782	\$51,660

Source: Census Bureau



remedial coursework, or 37 percent. Based on FY16 PARCC reading assessment data for 11th grade students and FY18 college remediation figures, remediation rates generally decrease as proficiency rates on standards-based assessments increase. In other words, high schools where 11th grade students scored highly on the PARCC reading exam tended to produce graduates who did not require remedial coursework in college. This trend indicates the PARCC assessment was reasonably well-aligned to college readiness standards. However, a number of outlier high schools demonstrated high 11th grade reading proficiency rates but also produced graduates with above average remediation rates. This discrepancy suggests alignment between high school and postsecondary education could still improve. The Legislature may want to consider amending statutory graduation requirements to better reflect the skills and knowledge students need to succeed in college.

Career technical education and traditional academic instruction should complement one another. The digital media arts pathway at Hollywood High School in California exemplifies this integrated approach. In preparing to produce a documentary trailer about racial segregation in Los Angeles, a group of students developed a script in English class, analyzed *Brown v. Board of Education* in social studies, learned how cameras function in their science course, used statistics to analyze racial disparities in math class, and learned to use video equipment and edit footage in their videography course.

## Career and Technical Education

Career and technical education (CTE) programs are essential to a system of college and career pathways and can improve student outcomes. Although CTE has become a focus of the Legislature and the executive, New Mexico's CTE programs are siloed, few existing programs contain all of the elements identified by national researchers as essential to effective CTE, and academic and technical education are not well-integrated.

The National Conference of State Legislatures' (NCSL) report, *No Time to Lose*, notes countries with high-performing education systems, such as Singapore and Switzerland, have "strong systems of CTE" that are "well-funded, academically challenging and aligned with real workforce needs." Several studies have found participation in CTE programs has a

ously required PARCC reading and math assessments. The SAT, which colleges use to determine an applicant's readiness, has traditionally been optional at a personal cost to the test-taker; PED's new policy will make the SAT free and required of all 11th grade students.

The adoption of the SAT will make the college-readiness exam accessible to many students who otherwise may have been deterred by its cost. Every institution of higher education in New Mexico accepts the SAT. In 2019, 3,000 graduating seniors took the SAT and 24 thousand 10th grade and 11th grade students took the PSAT. In spring 2020, the statewide SAT participation rate will increase significantly. The statewide average SAT score is expected to decrease because of increased student access to the exam.

## College Remediation

In 2018, of the 12 thousand incoming New Mexico high school graduates at New Mexico colleges, nearly 5,000 students required

positive effect on student performance and outcomes. Moreover, CTE can boost the state economy by connecting students with high-paying jobs. Currently, stakeholders in New Mexico report difficulty finding qualified local candidates to fill high-demand positions. Tailoring CTE programs to local workforce needs can help address this gap.

To be successful, CTE programs must meet several minimum criteria. High school students should have the opportunity to participate in intensive CTE programs that include permeable pathways to postsecondary training. One example of a highly effective model of CTE is Linked Learning, an approach that incorporates four critical elements:

- Rigorous Academics – CTE serves as a complement to traditional academic courses, rather than a substitute,
- Real-World Technical Skills – CTE programs impart knowledge and skills with clear connections to the practical world of work,
- Work-Based Learning – A series of work-based learning opportunities beginning with mentorship and job shadowing and evolving into internships and apprenticeships, and
- Personalized Student Supports – Each student receives college and career guidance, academic counseling, and supplemental instruction in weak content areas.

Based on a study of CTE funding in several states, the Foundation for Excellence in Education recommends state governments encourage the development of successful CTE programs through funding structures, such as priority funding for high-value CTE courses that lead to a high-wage job or address local workforce needs.

Developing partnerships with industry and higher education institutions is essential to providing opportunities for work-based learning. Helping CTE students to transition directly from high school into a job increases the relevance of their education and helps address gaps in the workforce. Due to the importance of such partnerships, educators should seek industry input when developing standards for CTE programs.

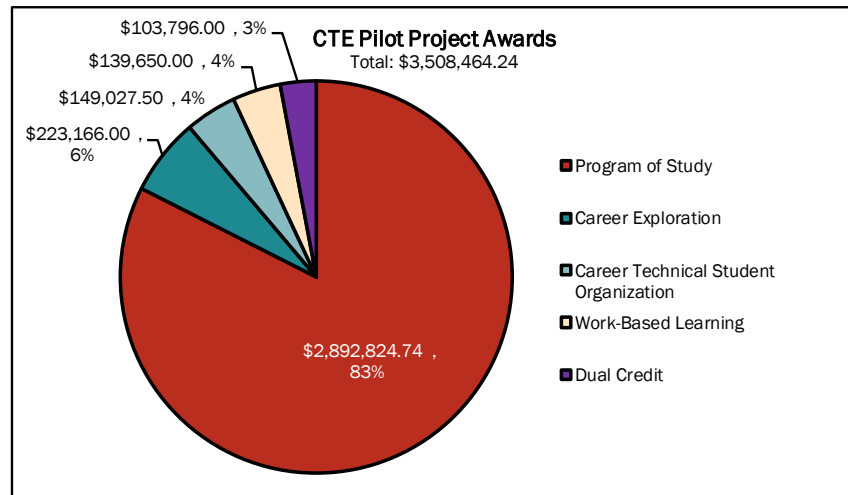
## New Mexico CTE Legislation

The Legislature enacted three bills related to CTE in the 2019 legislative session. Chapter 61 established a CTE pilot project and created a CTE fund. Chapter 2 directs PED to provide rigorous professional development for CTE teachers and develop a framework for professional development that includes guidelines for integrating CTE into academic instructional practices. Chapter 148 allows students to substitute a relevant CTE course for a required credit in mathematics, English, or science.

Specific requirements for new CTE programs of study created through the CTE pilot project include essential elements such as rigorous academics, relevant technical instruction, and pathways to postsecondary education. However, work-based learning and student supports are missing. The Legislature may want to consider amending the pilot statute to require CTE programs to include opportunities for work-based learning and comprehensive student supports.

The General Appropriation Act of 2019 (GAA) included two CTE-related appropriations: a \$3 million recurring general fund appropriation and a \$2 million nonrecurring general fund appropriation. The recurring appropriation was contingent on enactment of Chapter 61, though the GAA language for the appropriation was not precise enough to ensure appropriations made pursuant to the CTE pilot project were made specifically to carry out the provisions of Chapter 61. The nonrecurring appropriation was intended to pilot a CTE program, including an online supplemental learning system that integrates algebra and geometry into CTE studies and teaches online workplace soft skills. PED has made 52 grants totaling \$3.5 million pursuant to the CTE pilot project, the majority of which funded the creation of CTE programs of study. The most

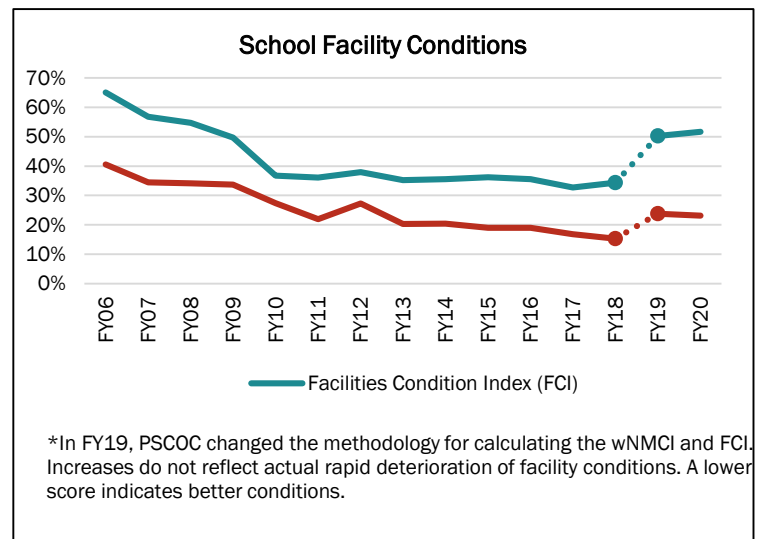
popular fields were sustainable agriculture, computer technology, biomedical sciences, cybersecurity, and health informatics. PED also made several awards for other CTE-related supports that do not appear to be consistent with the Legislature’s intent to fund programs that comply with Chapter 61, such as grants to fund career technical student organizations or career exploration. The Legislature may want to include more exact language in the GAA to ensure CTE-related appropriations are made to carry out the provisions of Chapter 61.



Despite the state’s investment of more than \$2.5 billion in public school facilities since the *Zuni* lawsuit led to the transformation of how the state distributes capital outlay to public schools, concerns about the equity of the system still exist. Until the *Zuni* decision, the ability of school districts to fund public school capital outlay varied across the state because of differences in taxable land values and bonding capacity, allowing some school districts to build and maintain ideal facilities, while others were left behind. In 1999, the court ruled that a clause in the New Mexico Constitution requiring the state provide a “uniform system of free public schools” to all children extends to school facilities, providing the impetus for a new process for funding public school capital outlay through the Public School Capital Outlay Council (PSCOC). The new process established a permanent state-level funding source by earmarking a portion of severance tax bond revenue for public school facilities. This process prioritizes state funding to school districts that need it the most. However, the *Zuni* lawsuit has been reopened with some litigants arguing the system remains unfair because “property-rich” school districts can go outside the PSCOC process and build facilities beyond statewide standards.

## Litigant School District Concerns

School conditions have improved substantially since the *Zuni* lawsuit, as shown by both the facility condition index (FCI) and weighted New Mexico Condition Index (wNMCI), reflections of the cost of repair compared with the cost of replacement. On both, a higher score indicates a school is in worse condition; the wNMCI adds a factor to the FCI that considers how well a facility meets the educational needs of a school. Schools are ranked by condition, and generally, the council considers tearing down and replacing schools with a wNMCI of 60 or greater. In FY06, the first year of wNMCI rankings, 145 schools needed to be torn down and rebuilt, however only three schools need to be replaced today. [See FY20 School District wNMCI, page 209.](#)



Even with these improvements, original *Zuni* litigant school districts allege the state has not done enough and reopened the lawsuit, alleging the system remains unfair. In May 2019, Gallup-McKinley County Schools (GMCS) and Zuni Public Schools (ZPS) argued in court some school districts are able to raise enough funding through local property taxes to build school facilities without going through the PSCOC process. For example, because ZPS is on tribal land, the school district has a low property tax base and receives 100 percent of public school capital outlay funds from the state as a result. In comparison, two school districts, both limited to a small state match because of their significant property tax base, have never applied for a PSCOC award. Plaintiffs argued school districts with a low property tax base do not have the same local control as school districts with a high property tax base because plaintiffs must go through the PSCOC process. They also argued the system remains unfair because they are unable to raise sufficient local revenue to build above the

While \$24 million was appropriated during the 2019 legislative session for school districts that receive federal Impact Aid for tribal lands to build facilities outside of the statewide adequacy standards, eligible school districts indicated they wanted flexibility to propose projects that fall within the adequacy standards. Only 18 of the 48 projects proposed by eligible school districts were considered outside of the adequacy standards. Further, an additional \$10 million for teacher housing was used to pay off teacherage debt for GMCS, ZPS, and the Central Consolidated School District (CCSD). Some rural school districts – particularly those located on tribal land – indicate they need teacherages to attract and retain teachers.

A “phase two” calculation for determining the state and local share of public school capital outlay, enacted in 2018, is based on the net taxable value for a school district for the prior five years, the maximum allowable gross square footage per student pursuant to the adequacy planning guide, the cost per square foot of replacement facilities, and each school district’s population density. The new formula will be phased in between FY20 and FY24. [See FY20 State Share and School District Share of Public School Capital Outlay Awards, page 201.](#)

takes for federal Impact Aid funds. In addition, the House Majority Office held four widely attended statewide meetings to discuss capital outlay issues and potential solutions for the 2020 legislative session; potential legislation will likely be introduced as a result of these meetings.

The state continues to work to ensure more equity in public school facility funding. A new state and local match formula, which adjusts the state and local shares based on a school district’s ability to fund replacement of their schools, will be fully phased in FY24. In addition, PSCOC continues to adjust the public school capital outlay process. In response to plaintiff school district concerns, PSCOC directed the Public School Facilities Authority (PSFA), which staffs the council, to establish a process for funding teacher housing facilities. A separate retroactive standards-based award program will allow

PSCOC to make awards to schools that received a standards-based award under an older version of the adequacy standards so they can “catch up” with current standards. PSFA reviewed past projects that received limited funding participation due to spaces being identified as “outside of adequacy” at the time of the award. In anticipation of legislative authorization, PSFA will contact school districts eligible for retroactive standards-based awards and accept applications through January 2020; awards are planned for April 2020.

## Standards-Based Award Process

While PSCOC oversees several distinct capital programs with the help of PSFA, its primary mission is to fulfill the state’s constitutional obligation to ensure a uniform system of public schools. To ensure equitable prioritization and funding for schools, PSCOC uses a set of

The state and local match is designed to ensure state funds go to school districts with the greatest need. PSCOC may waive the local match for school districts that meet statutory waiver requirements to ensure the school district has made a good-faith effort to use all of its local resources. In response to the *Zuni* lawsuit, school districts that receive direct legislative appropriations or accept direct legislative appropriations for charter schools within the school district must have an offset applied against the state share of PSCOC funds to counteract the disequalizing effect of direct legislative appropriations. [See Capital Outlay Offsets, page 189.](#)

levers, including facility prioritization methodologies, the state and local match formula, and the statewide adequacy standards. PSCOC prioritizes funding for schools with the greatest need using the FCI and the wNMCI, which rank every facility based on relative need from greatest to least. The state and local match formula ensures school districts with lower property tax bases receive more state funds than school districts with higher property tax bases. The New Mexico public school statewide adequacy standards establish the minimum acceptable levels for the physical condition and capacity of school buildings, the educational suitability, and the need for technological infrastructure at those facilities.

## Adequacy Standards

The statewide adequacy standards, which set the minimum types of space a school should have, are used to evaluate every school and generate the prioritized statewide ranking of schools through the wNMCI. These standards are used to evaluate school facilities and identify spaces needed to support education and technology programs and curriculum as defined by the Public Education Department's (PED's) standards for excellence. The adequacy standards set minimums to measure against, but facilities are typically built larger than the adequacy standards. This is because the adequacy standards inform the adequacy planning guide, which differentiates schools by size and type, providing the measuring stick for how individual schools are built. The adequacy planning guide then informs the gross square foot calculator, which defines the true limits of state funding participation based on school size and type. This means the gross square foot calculator designates the amount of educational space that will be funded through PSCOC grants. Any space not included in the adequacy standards is considered "outside of adequacy" and must be funded entirely by a school district or charter school.

Currently, schools must have a facility assessment database report (FMAR) score of 65 percent or better – 70 percent indicates a school has an adequate maintenance program – to be eligible for standards-based or systems-based awards. However, school districts can raise their FMAR scores simply by entering work orders into the database, raising concerns about the FMAR's ability to truly indicate the quality of a school district's ongoing maintenance program. PSCOC should consider leveraging better maintenance to protect the state's substantial investment in public school facilities by requiring FMAR scores to be at the 70 percent satisfactory level and requiring FMAR scores to be satisfactory for a longer period of time, for example one to three years, before a school is eligible for a PSCOC award.

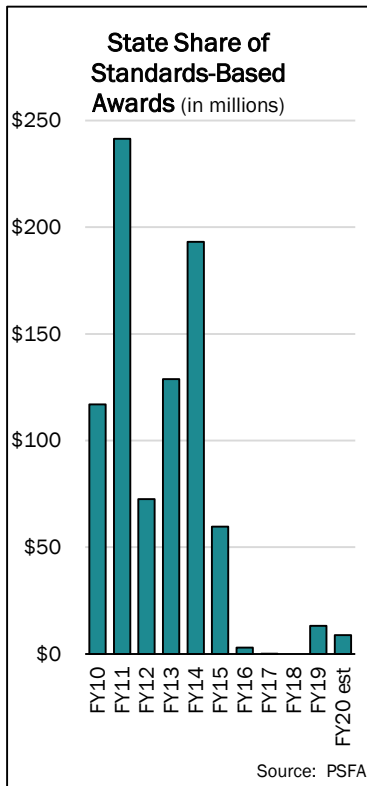
The adequacy standards, outlined in 6.27.30 NMAC, are currently being updated by PSCOC. PSCOC first adopted the adequacy standards in 2002, with the understanding the standards would be updated periodically "as time and circumstance require"; the adequacy standards were last updated in 2012 to include the standards for the special schools. In November 2019, PSCOC adopted updates to the adequacy standards that are estimated to increase the statewide average wNMCI by approximately 1.28 percent; this means in general, schools will be rated slightly worse. The adopted rule changes standards for general building requirements, security, prekindergarten, technology, special education, libraries and media centers, and janitorial space. PSCOC will begin looking at updating the adequacy planning guide next year. As the statewide adequacy planning guide outlines the true impact of proposed amendments to the statewide adequacy standards, it is difficult to determine the actual impact of the proposed changes to the statewide adequacy standards without it.

## Standards-Based Awards in FY20

Standards-based awards fulfill PSCOC's primary mission to establish and maintain a uniform system of public schools. School districts and charter schools can apply for facility replacement through PSCOC's standards-based award process. PSCOC considers three primary factors when awarding standards-based funding: the size of the state match for which the school district is eligible, the cost of bringing the school up to adequacy standards, and eligibility for funding based on school condition. Schools must also meet standard contingencies for all awards, including completing their au-

dit, maintaining an adequate maintenance program, effectively utilizing maintenance and planning tools and meeting associated requirements, and having the required local match funds for the project.

**Standards-Based Awards.** Continued strength in revenue from supplemental severance tax bonds (SSTB), which are paid off with oil industry-related revenue, allowed PSCOC to continue to fund more projects in FY20, the second year of the state’s oil boom. In FY17 and FY18, funding constraints prompted PSCOC to limit standards-based applications. While the standards-based funding pool was the same in FY19 and FY20 – the 75 worst ranked schools according to the wNMCI were eligible to apply – demand for standards-based projects decreased in FY20. PSCOC received nine standards-based applications in FY20, compared with 11 in FY19. This may be because of improved building conditions statewide; in FY20, only three schools had a wNMCI above 60 percent, compared with four schools in FY19. In FY20, PSCOC received nine standards-based applications from eight school districts and ultimately awarded \$106.7 million in state funding for the nine projects, with a projected local match of \$77.1 million. [See FY20 Standards-Based Awards, page 194.](#)



of improved building conditions statewide; in FY20, only three schools had a wNMCI above 60 percent, compared with four schools in FY19. In FY20, PSCOC received nine standards-based applications from eight school districts and ultimately awarded \$106.7 million in state funding for the nine projects, with a projected local match of \$77.1 million. [See FY20 Standards-Based Awards, page 194.](#)

**Teacherages.** While PSCOC ultimately funded all standards-based applications, PSCOC also received three standards-based pre-applications for teacherages – teacher housing facilities – that fell outside of the standards-based funding pool of the 75 worst ranked schools. School districts submit pre-applications for PSCOC awards prior to submitting a full application following a PSFA site visit; pre-applications allow PSFA to determine which schools are eligible to proceed in the award process. While teacherages were included in the statewide adequacy standards when they were implemented in 2002, and thus are lawfully eligible for funding, PSCOC has not funded teacherages to date, aside from the \$10 million appropriation in FY20 that PSCOC used to make grants to GMCS, ZPS, and CCSD to pay for teacherage debt. For this reason, PSCOC has not yet defined a process for funding teacherages; for example, teacherages are not currently included in the FCI or wNMCI rankings. Although PSCOC decided not to fund the three teacherages as part of the FY20 standards-based award process, PSCOC asked PSFA to develop a process for funding teacherages in the future.

**Systems-Based Awards.** Systems-based awards for mechanical, electrical, and similar projects allow PSCOC to fund smaller projects but take almost as much work for PSFA to implement as standards-based awards. In FY18, at a time of reduced SSTB revenues, PSCOC piloted systems-based awards to allow the council to make awards for individual building systems to allow the council to fund more, less costly projects and extend the life expectancy of existing facilities. In addition, school conditions have improved substantially since the *Zuni* lawsuit, and systems-based projects allow PSCOC to make an impact on school conditions without a full replacement. PSCOC has funded systems-based awards for roof work, parking lot and walkway upgrades, plumbing fixture replacements, and many other types of building systems. PSCOC opened the systems-based funding pool to the 300 worst ranked schools in the 2019-2020 final wNMCI ranking, the same funding pool as in FY19. In FY20, PSCOC received 10 systems-based applications from seven school districts and ultimately awarded \$12.1 million in state funding for the 10 projects, which a projected local match of \$4.7 million. [See FY20 Systems-Based Awards, page 195.](#)

Like standards-based awards, demand for systems-based awards also decreased in FY20. While PSCOC funded 24 systems-based awards in FY19, PSCOC only funded 10



systems-based projects in FY20. Some council members have suggested eliminating systems-based awards and reallocating these funds to a better designed Public School Capital Improvements Act (also known as “SB9”) program guarantee – state matching funds – that gives school districts discretionary dollars for maintenance and smaller capital projects. Systems-based projects are administratively burdensome. For example, PSFA has had to ensure systems-based projects do not include above-adequacy spaces, which can be tricky if, for example, the systems-based request is to replace the roof of a school that includes above-adequacy spaces. This decreases the capacity of PSFA to administer other programs.

**Prekindergarten Classroom Awards.** As the state has increased investments in prekindergarten, a lack of appropriate prekindergarten facilities has been a barrier to prekindergarten expansion. Laws 2019, Chapter 179, (Senate Bill 230) allows PSCOC to fund public prekindergarten facilities with a qualifying standards-based award and allows PSCOC to adopt facility standards for prekindergarten classrooms. Chapter 179 also adds a five-year temporary program to fund initial prekindergarten projects as schools “catch up” to meet demand. The temporary program allows schools not yet eligible for a standards-based award to apply for funding immediately, and the inclusion of prekindergarten facilities in standards-based awards ensures prekindergarten classrooms continue to be funded into perpetuity. The PSCOC financial plan budgets \$5 million for the next five years for prekindergarten classroom awards.

Historically, PED received and administered appropriations for prekindergarten classrooms; however, limited interest from school districts coupled with limited capacity at PED to effectively oversee construction of prekindergarten facilities led the Legislature to move oversight of prekindergarten facility construction to PSFA. Appropriate prekindergarten classrooms are necessary to expand prekindergarten slots, as well as to expand programs from half day to full day, which requires twice the amount of space. To enroll 80 percent of 4-year-olds in full-day prekindergarten public school programs, PSFA estimates approximately 98 new prekindergarten classrooms need to be built. In addition, PSFA estimates 103 existing classrooms need to be renovated. While these costs will be spread out over time, PSFA estimates the total project cost will be \$74.5 million for both renovation and new construction, with a total estimated state share of \$42.5 million. Because the state share was based on the FY20 state and local match, the state share will change as the state and local match phase two calculation is phased in through FY24.

CCSD has raised concern to PSCOC that it will not have sufficient local revenue available to meet its local match requirements for its standards-based project at Newcomb Elementary School, the school currently ranks second worst in the state. The San Juan Generating Station, located in CCSD, is slated for closure in FY22, and the San Juan County assessor suggested CCSD could lose an estimated \$222.4 million in assessed valuation, raising concerns CCSD will not have enough local revenue for its school construction projects in the future. While it is likely CCSD’s local match requirement will decrease because of the decrease in local property tax valuation and the loss in local revenue, the school district may not see as significant a reduction in its local match as anticipated because of projected decreases in student enrollment.

**Prekindergarten Facility Funding**  
(in millions)

FY07	\$2.0
FY08	\$1.5
FY09	\$3.0
FY10	\$2.0
FY11	\$2.0
FY12	\$0.0
FY13	\$2.5
FY14	\$2.5
FY15	\$2.5
FY16	\$1.0*
FY17	\$5.0
FY18	\$5.0

\* Transferred to general fund as part of state solvency efforts.

Source: PED

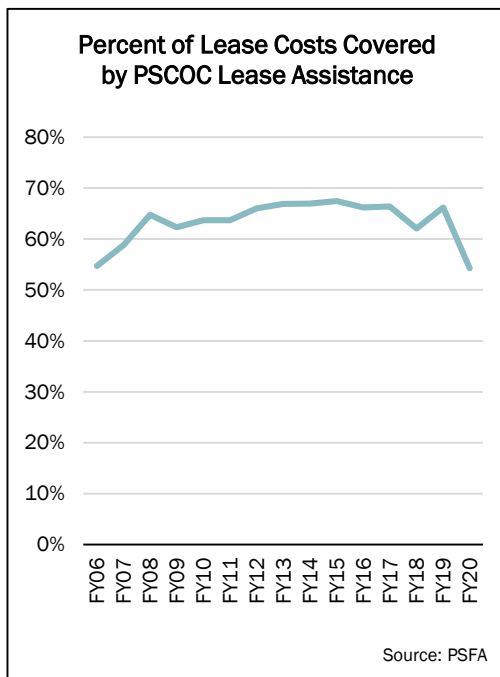
## Discretionary PSCOC Programs

PSCOC funds several discretionary programs and initiatives that ensure schools have adequate facilities. Although these programs often meet critical needs, they can also detract from PSCOC’s core mission of ensuring a uniform system of public schools statewide by siphoning funds and PSFA staff time from standards-based projects.

**Security Awards.** Following the 2017 shooting at Aztec High School that resulted in the death of two students, two bills were enacted in 2018 that allowed PSCOC to use \$16 million from the public school capital outlay fund in FY19 and up to \$10 million from the fund annually from FY20 to FY22 on school security projects. Examples of funded security projects include site fencing, manual vehicle and pedestrian gates, exterior door access control systems, and secure vestibules. In FY20, PSCOC set limits on unit costs for certain items, such as handheld radios and ID scanners, and discussed

reducing the number of types of items eligible for security awards in the future. PSFA is working with architects to ensure schools are built safely, for example by including secure vestibules. In FY20, PSCOC received 214 school security applications and made state-matching awards of \$8.4 million for 138 projects; the local share totaled \$6 million. [See FY20 School Security Awards, page 198.](#)

It is important to note that due to a lack of applications, PSCOC only awarded \$8.5 million of the \$10 million available in FY20 for school security funding. Similar to systems-based awards, some council members have suggested eliminating security awards, suggesting these funds would be better spent through an improved Public School Capital Improvements Act program guarantee. This would allow school districts to exercise local control in spending these capital outlay dollars and not limit funds to school security needs, providing flexibility to meet individual school district needs.



**Lease Assistance Awards.** Lease assistance awards have grown from \$2 million in FY05 for 37 leases to \$16.2 million in FY20 for 109 leases for 92 charter schools and one school district (some have multiple leases). Originally the lease reimbursement rate was intended to cover 50 percent of lease costs; however, lease reimbursements covered more than 60 percent of a charter schools’ average annual lease cost from FY08 to FY19. In FY19, lease assistance covered 66 percent of lease costs; lease assistance covered 54 percent of lease costs in FY20.

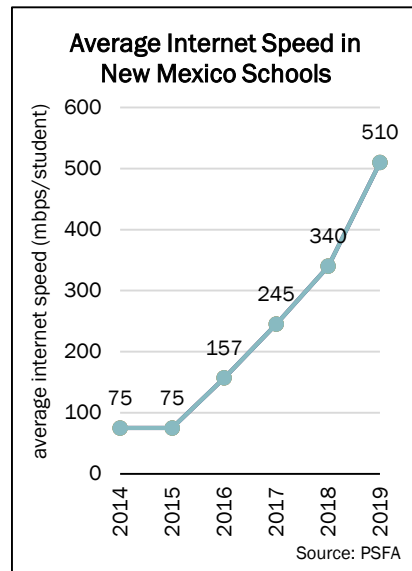
Although statute limits lease reimbursement payments to leases for classroom facilities during the 2019 award cycle, PSFA estimated charter schools were claiming \$3 million in reimbursements for nonclassroom spaces, which amounted to 20 percent of total lease reimbursement requests. In FY19, PSCOC directed PSFA to work with charter schools to establish a process that complies with statute for the FY20 lease reimbursement cycle. However, due to charter school concerns regarding the impact of the loss of funding, land leases – ineligible for funding – received a portion of funding as part of a land lease transition plan in FY20. [See FY20 Lease Assistance Awards, page 204.](#)

In addition, prior to FY19, lease assistance square footage was self-reported by each charter school and was not validated by PSFA. In FY19, through space validations at charter schools, PSFA discovered 80 charter schools – or 87 percent – over-reported their square footage for lease assistance funding.

Limiting the lease assistance program to 50 percent of lease costs may be another way to manage spending and ensure PSCOC focuses funds on its core mission of providing a uniform system of public schools for all children in New Mexico. However, the lease assistance program is the main source of facility funding for charter schools. For this reason, limits to the lease assistance program should be coupled with long-term charter school facility solutions, such as creating a centralized database of available public facilities, co-location of school district schools and charter schools on a centralized campus to provide opportunities to share resources, or a state-funded loan program for permanent charter school facilities.

**Broadband.** Over the last four years of the broadband deficiency correction program, PSCOC has awarded \$5.2 million and leveraged \$50.2 million in federal funds. The broadband deficiency correction program offers a substantial return on investment for the

state because all projects leverage federal dollars. PSCOC makes matching awards for projects eligible for the Federal Communication Commission’s E-rate program, which covers between 80 percent and 90 percent of qualifying project costs depending on the poverty level of enrolled students, the school’s location, and the type of project. E-rate covers up to 90 percent of the cost of installing fiber optics in schools and up to 85 percent of the cost of wireless networks and other internal equipment. The state also pays 10 percent of project costs, which means for fiber optics projects – category one projects – the school district does not pay anything. The PSCOC broadband deficiency correction program provides technical support to schools, including support for procurement, funding coordination, project management, and assistance with E-rate. In the first three years of the program, the average broadband connection speed in New Mexico schools increased more than five times. The average broadband speed continues to increase, and the average cost of broadband continues to decrease. As a result of this program, nearly all traditional public schools in New Mexico have access to broadband. [See Broadband Deficiencies Correction Program Awards, page 211.](#)



## Appendix: Committee-Endorsed Legislation

During the committee's December meeting, LESC endorsed the following 17 bills for consideration during the 2020 legislative session.

**At-Risk Program Units and Index Calculation Change (House Bill 59).** The bill would increase the multiplier used to calculate the at-risk index from 0.25 to 0.30.

**Teacher Mentorship Program (HB62).** The bill would amend Section 22-10A-9 NMSA 1978 to create a beginning teacher mentorship fund, requiring PED to annually distribute up to \$2,000 per beginning teacher to school districts and charter schools for mentorship programs. The bill includes an appropriation of \$6.2 million to cover the current number of level 1 teachers.

**Teacher Residency Act (HB92).** The bill would allow teacher preparation programs at New Mexico institutions of higher education and tribal colleges to apply for funds to establish a teacher residency program in partnership with a school district. Residency programs would be required to list rigorous entry requirements, and would establish mentor teachers to provide evidence-based training in coaching beginning teachers. Participating school districts would be required to guarantee employment for teacher residents after program completion. The bill includes a general fund appropriation of \$5 million to PED to distribute grants to teacher residency programs.

**National Board Certification Scholarship Act (HB102).** The bill would create a statute to allow PED to make scholarship awards to level 2 teachers to cover the cost of their National Board Certification. The bill includes an appropriation of \$500 thousand from the public education reform fund to PED to distribute scholarships.

**Bilingual Teacher Scholarship Act (Senate Bill 89).** The bill would authorize the Higher Education Department to provide scholarships to licensed teachers pursuing a bilingual education or teaching English to speakers of other languages (TESOL) endorsement. The bill includes an appropriation of \$1 million from the public education reform fund to distribute scholarships.

**Voluntary Early Reading Development Program (SB74).** create a statewide, voluntary early reading professional development summer program prioritized to schools in which 80 percent or more of the elementary school's students are eligible for free or reduced-fee lunch. The bill creates the early reading professional development fund and appropriates \$3 million from the public education reform fund to PED for the purpose of implementing the program

**Changes to Educational Retirement (SB111).** bill to make changes to return-to-work policies adopted as part of Laws 2019, Chapter 158, and repeal a mandate that requires substitute teachers who work more than 0.25 FTE to join the Educational Retirement Board system. The bill allows a retired employee to return to work after three months, provided they earn less than \$15 thousand per year, without a requirement to make nonrefundable contributions to the fund.

**Creating Commission on Equity in Education (SB38).** The bill would create a Commission on Equity and Excellence in Education comprised of 26 members and required to develop a long-term plan to transform public education in New Mexico. The commission would sunset at the end of FY24 and would be required to provide a report to the governor and the Legislature by September 2021 and every September thereafter. The bill appropriates \$50 thousand from the public education reform fund to cover the administrative costs of the commission.

**Creating the Teacher Preparation Task Force (SB36).** The bill would create a taskforce to focus on improving the quality of and increasing accountability measures for teacher preparation programs. The bill requires a strategic plan for teacher preparation and policy recommendations be made to the Legislature no later than November, 2020. The bill includes a \$50 thousand appropriation from the public education reform fund to cover the administrative costs of the task force.

**School-Based Health Clinics Funding (HB65).** The bill would appropriate \$2 million from the general fund to the Department of Health to fund school-based health clinic.

**Adult Basic Education Services (HB88).** The bill would appropriate \$3 million from the general fund to the Higher Education Department to fund adult basic education services and \$7 million from the general fund to the Higher Education Department to fund adult education services for students involved in the criminal justice system.

**Adult Ed for Students in Justice System (HB89).** The bill would appropriate \$2 million from the general fund to the Higher Education Department to fund adult education services for students at Gordon Bernell Charter School.

**Teen Technology Center Programs (HB71).** The bill would appropriate \$2 million from the general fund to the Workforce Solutions Department to fund teen technology center programs in Alamogordo, Roswell, Raton, Taos, and Albuquerque.

**Reduce College Hunger Program (HB69).** The bill would appropriate \$100 thousand from the general fund to the Higher Education Department for a pilot program to reduce college hunger.

**Friendships Between Certain Students (HB70).** The bill would appropriate \$300 thousand from the general fund to the Public Education Department to enhance programs that foster friendships between student with and students without intellectual and developmental disabilities.

**Bilingual Multicultural Advisory Council (HB87).** The bill would create the state bilingual multicultural advisory council to advise the Public Education Department, the governor, and the legislature on the effective implementation of the Bilingual Multicultural Education Act and support of English language learners.

**Licensed School Employee Program Units (HB90).** The bill would expand eligibility for National Board certification program units from teachers to *all* licensed school employees that hold certification by the National Board of Professional Teaching Standards.

**Modify Public School Capital Improvements Act Formula Calculation.** This bill would amend the Public School Capital Improvements Act (commonly known as SB9) formula calculation to increase state funding for all school districts. The bill maintains a program guarantee calculation and minimum guarantee, similar to the current formula, but changes the program units that are included in the calculation and the dollar amounts of each program unit in the calculation. Additionally, it adds a new factor to provide increased equity in state funding.



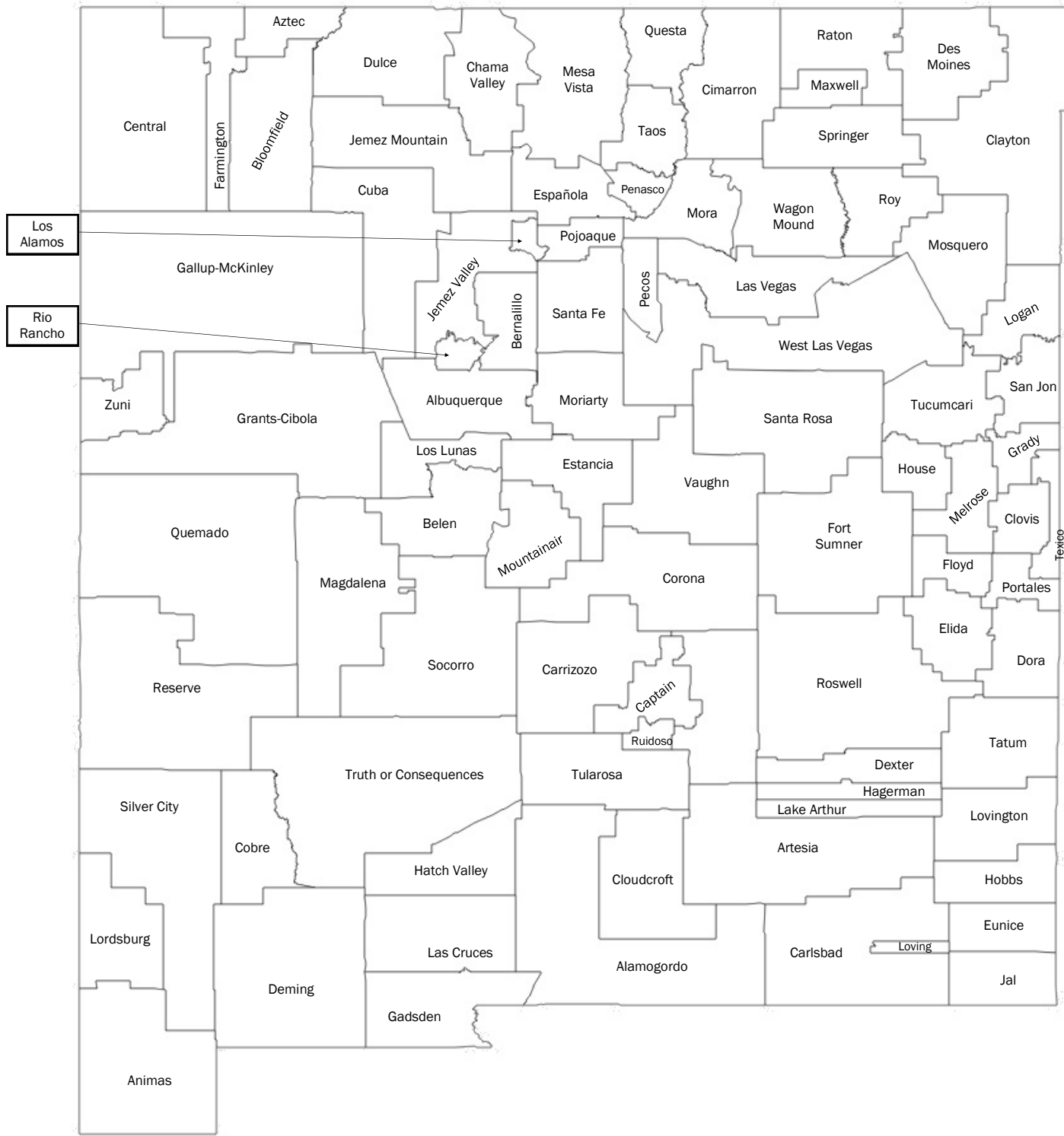


# DATA REFERENCE GUIDE





# Map of New Mexico School Districts



## New Mexico Public Schools At-A-Glance

Enrollment in New Mexico Public Schools, October 2019: 333,029

Enrollment Change from October 2018: -2,479 or -0.7%

Enrollment Change in: School Districts, -3,284 or -1.1%; Charter Schools, 769 or 2.9%

School District with Largest Enrollment, October 2019: Albuquerque Public Schools – 78,423

School District with Smallest Enrollment, October 2019: Vaughn Municipal Schools – 55

Charter School with Largest Enrollment, October 2019: Mission Achievement and Success – 1,320

Charter School with Smallest Enrollment, October 2019: Lindrith Area Heritage – 9

Number of Charter Schools in FY20: Locally Chartered, 46; State-Chartered, 50

Percent of Students in: School Districts, 91.6%; Public Charter Schools, 8.4%

FY19 Final Unit Value (Adjusted in June 2019): \$4,190.85

FY20 Preliminary Unit Value: \$4,565.41

Change in Unit Value, FY18 Final to FY19 Preliminary: +\$374.56

Total Recurring Appropriations for Public Education in FY20 (in thousands): \$3,249,367.5

Total Percentage of State Appropriations for Public Education in FY18: 46.0%

Statewide Average Student/Teacher Ratio, 2017-2018: 16:1

Statewide Four-Year Graduation Rate, 2018: 73.9%

Students Proficient in Reading, 2017-2018 All Assessments: 34%

Students Proficient in Math, 2017-2018 All Assessments: 20%

Number of Advanced Placement Exams Taken, 2018-2019: 16,457

Percent of Advanced Placement Exams Passed with a Score of 3 or Better: 37.4%

Average ACT Composite Score, 2019 - New Mexico: 19.3 United States: 20.7

Average SAT Reading and Writing Score, 2019 - New Mexico: 531 United States: 518

Average SAT Mathematics Score, 2019 - New Mexico: 518 United States: 515

Average Weighted New Mexico Condition Index (wNMCI): 23.07%

Average Facility Condition Index: 51.63%

Source: LESC Files

## Student Enrollment Five-Year History

School District or Charter School	Change in Enrollment									
	FY16	FY17	FY18	FY19	FY20	FY19 to FY20	Percent	FY16 to FY20	Percent	
1 Alamogordo Public Schools	5,805	5,946	5,957	6,318	5,771	-547	-8.7%	-34	-0.6%	
2 Albuquerque Public Schools	84,784	83,633	82,159	79,859	78,423	-1,436	-1.8%	-6,361	-7.5%	
3 Animas Public Schools	159	171	164	163	150	-13	-7.7%	-9	-5.7%	
4 Artesia Public Schools	3,924	3,900	3,817	3,823	3,787	-36	-0.9%	-137	-3.5%	
5 Aztec Municipal Schools	3,048	3,010	2,903	2,742	2,611	-131	-4.8%	-437	-14.3%	
6 Belen Consolidated Schools	4,031	3,899	3,863	3,858	3,809	-49	-1.3%	-222	-5.5%	
7 Bernalillo Public Schools	2,968	3,009	2,917	2,818	2,831	13	0.5%	-137	-4.6%	
8 Bloomfield Schools	3,020	2,940	2,876	2,657	2,647	-10	-0.4%	-373	-12.3%	
9 Capitan Municipal Schools	492	485	501	502	488	-15	-2.9%	-5	-0.9%	
10 Carlsbad Municipal Schools	6,443	6,321	6,524	6,648	6,905	258	3.9%	463	7.2%	
11 Carrizozo Municipal Schools	144	143	147	143	135	-9	-5.9%	-10	-6.6%	
12 Central Consolidated Schools	6,046	5,924	5,735	5,659	5,426	-233	-4.1%	-620	-10.3%	
13 Chama Valley Independent Schools	379	376	369	382	408	26	6.8%	29	7.7%	
14 Cimarron Municipal Schools	377	373	383	357	355	-2	-0.6%	-22	-5.8%	
15 Clayton Municipal Schools	493	467	474	453	419	-34	-7.4%	-74	-14.9%	
16 Cloudcroft Municipal Schools	335	313	368	385	422	37	9.6%	87	26.0%	
17 Clovis Municipal Schools	8,294	8,263	8,062	7,871	7,775	-96	-1.2%	-519	-6.3%	
18 Cobre Consolidated Schools	1,206	1,207	1,186	1,144	1,135	-9	-0.7%	-71	-5.8%	
19 Corona Municipal Schools	78	78	67	63	60	-3	-4.8%	-18	-23.1%	
20 Cuba Independent Schools	532	527	541	530	539	9	1.7%	7	1.2%	
21 Deming Public Schools	5,284	5,211	5,147	5,087	5,113	27	0.5%	-171	-3.2%	
22 Des Moines Municipal Schools	94	97	91	90	88	-2	-2.2%	-6	-6.4%	
23 Dexter Consolidated Schools	960	988	949	897	867	-30	-3.3%	-93	-9.7%	
24 Dora Municipal Schools	261	243	238	238	230	-9	-3.6%	-32	-12.1%	
25 Dulce Independent Schools	687	685	687	585	580	-6	-0.9%	-108	-15.6%	
26 Elida Municipal Schools	116	114	134	151	154	3	2.0%	38	32.9%	
27 Española Public Schools	3,777	3,687	3,555	3,418	3,262	-156	-4.6%	-515	-13.6%	
28 Estancia Municipal Schools	658	630	609	578	584	6	1.0%	-74	-11.2%	
29 Eunice Municipal Schools	779	760	781	857	812	-45	-5.3%	33	4.2%	
30 Farmington Municipal Schools	10,950	10,922	10,971	11,036	11,150	114	1.0%	200	1.8%	
31 Floyd Municipal Schools	210	204	213	222	207	-15	-6.5%	-3	-1.2%	
32 Fort Sumner Municipal Schools	300	299	281	300	264	-37	-12.2%	-37	-12.2%	
33 Gadsden Independent Schools	13,506	13,365	13,133	13,079	12,738	-341	-2.6%	-768	-5.7%	

# Student Enrollment

## Student Enrollment Five-Year History

	School District or Charter School	Change in Enrollment									
		FY16	FY17	FY18	FY19	FY20	FY19 to FY20	Percent	FY16 to FY20	Percent	
35	Gallup-McKinley County Schools	11,173	11,047	11,023	10,837	10,724	-113	-1.0%	-450	-4.0%	
36	Grady Municipal Schools	117	128	132	152	168	16	10.5%	51	43.6%	
37	Grants-Cibola County Schools	3,672	3,682	3,490	3,409	3,354	-56	-1.6%	-318	-8.7%	
38	Hagerman Municipal Schools	456	426	426	425	400	-25	-5.9%	-56	-12.2%	
39	Hatch Valley Public Schools	1,276	1,274	1,237	1,243	1,210	-33	-2.7%	-66	-5.2%	
40	Hobbs Municipal Schools	9,792	9,654	9,826	10,037	10,400	363	3.6%	608	6.2%	
41	Hondo Valley Public Schools	136	137	130	142	147	6	3.9%	11	8.1%	
42	House Municipal Schools	61	59	75	57	58	2	2.7%	-3	-4.9%	
43	Jal Public Schools	474	441	476	512	511	-1	-0.2%	37	7.7%	
44	Jemez Mountain Public Schools	245	230	195	179	203	24	13.4%	-42	-17.0%	
45	Jemez Valley Public Schools	317	291	284	258	256	-3	-1.0%	-62	-19.4%	
46	Lake Arthur Municipal Schools	104	92	93	87	93	6	6.3%	-11	-10.6%	
47	Las Cruces Public Schools	24,121	24,326	24,106	24,078	23,845	-233	-1.0%	-276	-1.1%	
48	Las Vegas City Public Schools	1,634	1,579	1,542	1,511	1,459	-52	-3.4%	-175	-10.7%	
49	Logan Municipal Schools	301	314	303	341	327	-14	-4.0%	26	8.6%	
50	Lordsburg Municipal Schools	493	474	482	485	468	-17	-3.5%	-25	-5.0%	
51	Los Alamos Public Schools	3,563	3,635	3,663	3,689	3,684	-5	-0.1%	122	3.4%	
52	Los Lunas Public Schools	8,351	8,314	8,368	8,362	8,283	-79	-0.9%	-68	-0.8%	
53	Loving Municipal Schools	577	555	533	579	611	32	5.4%	34	5.9%	
54	Lovington Municipal Schools	3,745	3,612	3,533	3,641	3,714	73	2.0%	-31	-0.8%	
55	Magdalena Municipal Schools	356	342	318	320	303	-17	-5.3%	-53	-14.9%	
56	Maxwell Municipal Schools	109	114	113	130	138	8	6.2%	29	26.6%	
57	Meirose Public Schools	210	206	227	260	275	15	5.6%	65	31.0%	
58	Mesa Vista Consolidated Schools	317	249	243	236	240	4	1.7%	-77	-24.3%	
59	Mora Independent Schools	431	412	422	404	414	10	2.5%	-17	-3.9%	
60	Moriarty-Edgewood School District	2,524	2,477	2,408	2,374	2,286	-88	-3.7%	-238	-9.4%	
61	Mosquero Municipal Schools	44	41	38	29	74	46	159.6%	31	70.1%	
62	Mountainair Public Schools	237	219	227	210	213	3	1.2%	-24	-10.1%	
63	Pecos Independent Schools	588	589	602	575	553	-23	-3.9%	-35	-6.0%	
64	Peñasco Independent Schools	338	339	339	352	345	-8	-2.1%	7	1.9%	
65	Pojoaque Valley Public Schools	1,895	1,926	1,979	1,911	1,848	-63	-3.3%	-48	-2.5%	
66	Portales Municipal Schools	2,778	2,720	2,669	2,637	2,637	-1	-0.0%	-142	-5.1%	
67	Quemado Independent Schools	123	134	147	158	157	-2	-0.9%	34	27.2%	
68	Questa Independent Schools	354	368	359	332	265	-67	-20.2%	-89	-25.2%	

Student Enrollment  
Five-Year History

	School District or Charter School	Change in Enrollment									
		FY16	FY17	FY18	FY19	FY20	FY19 to FY20	Percent	FY16 to FY20	Percent	
69	Raton Public Schools	949	947	904	898	897	-1	-0.1%	-52	-5.4%	
70	Reserve Public Schools	129	130	128	138	111	-27	-19.6%	-18	-14.0%	
71	Rio Rancho Public Schools	16,776	16,945	17,177	17,072	17,043	-29	-0.2%	268	1.6%	
72	Roswell Independent Schools	10,207	10,243	10,056	10,065	10,231	166	1.6%	24	0.2%	
73	Roy Municipal Schools	45	48	51	47	62	15	32.3%	17	38.2%	
74	Ruidoso Municipal Schools	1,962	1,985	1,987	2,021	1,987	-34	-1.7%	25	1.3%	
75	San Jon Municipal Schools	137	150	145	133	120	-13	-9.4%	-17	-12.1%	
76	Santa Fe Public Schools	13,018	12,795	12,592	12,363	12,270	-94	-0.8%	-748	-5.7%	
77	Santa Rosa Consolidated Schools	628	635	649	635	618	-17	-2.7%	-10	-1.6%	
78	Silver Consolidated Schools	2,864	2,730	2,571	2,435	2,467	32	1.3%	-397	-13.8%	
79	Socorro Consolidated Schools	1,573	1,553	1,493	1,446	1,411	-35	-2.4%	-162	-10.3%	
80	Springer Municipal Schools	152	141	136	128	136	8	6.3%	-16	-10.5%	
81	Taos Municipal Schools	2,393	2,340	2,244	2,200	2,090	-110	-5.0%	-303	-12.7%	
82	Tatum Municipal Schools	362	334	315	330	348	18	5.3%	-15	-4.0%	
83	Texico Municipal Schools	534	558	555	554	560	7	1.2%	27	5.0%	
84	Truth or Consequences Municipal Schools	1,286	1,270	1,258	1,250	1,217	-33	-2.6%	-69	-5.4%	
85	Tucumcari Public Schools	951	956	948	934	925	-9	-1.0%	-26	-2.7%	
86	Tularosa Municipal Schools	920	863	843	829	858	29	3.5%	-62	-6.7%	
87	Vaughn Municipal Schools	75	70	64	69	55	-15	-21.0%	-20	-26.8%	
88	Wagon Mound Public Schools	56	60	68	60	63	3	5.0%	8	13.5%	
89	West Las Vegas Public Schools	1,473	1,440	1,415	1,432	1,401	-31	-2.2%	-72	-4.9%	
90	Zuni Public Schools	1,262	1,331	1,268	1,248	1,225	-23	-1.8%	-37	-2.9%	
91	<b>Subtotal School Districts</b>	<b>308,781</b>	<b>306,101</b>	<b>302,656</b>	<b>299,130</b>	<b>295,882</b>	<b>-3,248</b>	<b>-1.1%</b>	<b>-12,899</b>	<b>-4.1%</b>	
92	<b>Charter Schools<sup>2</sup></b>										
93	<b>Albuquerque</b>										
94	Albuquerque Collegiate (K-2) <sup>3</sup>				38	74	36	94.7%			
95	Albuquerque Institute of Math & Science (6-12) <sup>3</sup>	359	357	367	355	383	28	7.9%	24	6.7%	
96	Albuquerque School of Excellence (1-12) <sup>3</sup>	313	427	558	658	689	31	4.7%	376	120.1%	
97	Albuquerque Sign Language Academy (K-12) <sup>3</sup>	97	97	97	95	103	8	8.4%	6	6.2%	
98	Altura Preparatory (K-3) <sup>3</sup>				61	90	29	47.5%			
99	ACE Leadership High School (9-12)	376	347	362	247	256	9	3.6%	-120	-31.9%	
100	Albuquerque Charter Academy (9-12)	261	288	286	299	350	51	17.1%	89	34.1%	
101	Albuquerque Talent Development Charter (9-12)	180	177	164	156	146	-10	-6.4%	-34	-18.9%	

# Student Enrollment

## Student Enrollment Five-Year History

	School District or Charter School	Change in Enrollment									
		FY16	FY17	FY18	FY19	FY20	FY19 to FY20	Percent	FY16 to FY20	Percent	
102	Alice King Community School (K-8)	333	410	449	477	480	3	0.6%	147	44.1%	102
103	Amy Biehl Charter High School (9-12) <sup>3</sup>	317	301	289	303	305	2	0.7%	-12	-3.8%	103
104	ASK Academy (6-12) <sup>3</sup>	366	467	513	529	554	25	4.7%	188	51.4%	104
105	Cesar Chavez Community School (9-12) <sup>3</sup>	204	204	204	203	204	1	0.5%	0	0.0%	105
106	Christine Duncan Heritage Academy (PreK-8)	232	274	331	393	395	2	0.4%	163	70.0%	106
107	Cien Aguas International (K-8)	372	391	420	426	426	0	0.0%	54	14.5%	107
108	Coral Community Charter (PreK-K) <sup>3</sup>	179	204	207	214	213	-1	-0.5%	34	19.0%	108
109	Corrales International (K-12)	261	260	250	239	260	21	8.8%	-1	-0.4%	109
110	Cottonwood Classical Prep (6-12)	710	706	735	727	733	6	0.8%	23	3.2%	110
111	Digital Arts And Technology (9-12)	302	307	298	265	280	15	5.7%	-22	-7.3%	111
112	East Mountain High School (9-12)	360	362	375	364	358	-6	-1.6%	-2	-0.6%	112
113	EI Camino Real Academy (K-12)	313	295	294	316	353	37	11.7%	40	12.8%	113
114	Explore Academy (6-12) <sup>3</sup>	199	212	258	441	498	57	12.9%	299	150.3%	114
115	Gilbert L Sena Charter HS (9-12) <sup>3</sup>	179	173	170	178	178	0	0.0%	-1	-0.6%	115
116	Gordon Bernell Charter (9-12)	367	395	428	426	142	-284	-66.7%	-225	-61.3%	116
117	GREAT Academy (6-12) <sup>3</sup>	236	172	178	170	168	-2	-1.2%	-68	-28.8%	117
118	Health Leadership High School (9-12)	144	192	180	229	240	11	4.8%	96	66.7%	118
119	Horizon Academy West (PreK-5) <sup>3</sup>	435	451	466	460	458	-2	-0.3%	23	5.3%	119
120	International School at Mesa Del Sol (PreK-12)	275	295	319	325	326	1	0.3%	51	18.5%	120
121	La Academia De Esperanza (6-12)	383	328	314	306	205	-101	-33.0%	-178	-46.5%	121
122	La Promesa Early Learning (PreK-8) <sup>3</sup>	370	394	350	340	388	48	14.0%	18	4.7%	122
124	Los Puentes Charter (7-12)	188	189	172	146	178	32	21.9%	-10	-5.3%	124
134	Mark Armijo Academy (9-12)	129	138	160	174	183	9	5.2%	54	41.9%	134
125	Media Arts Collaborative (6-12) <sup>3</sup>	259	259	247	254	224	-30	-11.8%	-35	-13.5%	125
126	Mission Achievement And Success (K-3, 6-12) <sup>3</sup>	615	785	876	1,167	1,320	153	13.1%	705	114.6%	126
127	Montessori Elementary School (K-8) <sup>3</sup>	409	420	422	432	426	-6	-1.4%	17	4.2%	127
128	Montessori of the Rio Grande (PreK-5)	217	216	217	216	217	1	0.5%	0	0.0%	128
129	Mountain Mahogany Community School (K-8)	203	203	188	191	197	6	3.1%	-6	-3.0%	129
130	Native American Community Academy (K-12)	394	400	432	462	475	13	2.8%	81	20.6%	130
131	New America School - Albuquerque (9-12) <sup>3</sup>	436	328	351	281	258	-23	-8.2%	-178	-40.8%	131
132	New Mexico International School (K-4)	219	224	228	272	336	64	23.5%	117	53.4%	132
133	North Valley Academy (PreK-8) <sup>3</sup>	461	463	475	477	458	-19	-4.0%	-3	-0.7%	133
135	Public Academy for Performing Arts (6-12)	380	380	381	424	452	28	6.6%	72	18.9%	135

**Student Enrollment**  
Five-Year History

	School District or Charter School	Change in Enrollment									
		FY16	FY17	FY18	FY19	FY20	FY19 to FY20	Percent	FY16 to FY20	Percent	
136	Robert F. Kennedy Charter (6-12)	283	312	314	349	349	0	0.0%	66	23.3%	136
136	Siembra Leadership High School (9-12)		29	83	123	137	14	11.4%			136
137	Solare Collegiate (5-6) <sup>3</sup>				137						137
138	South Valley Academy (6-12)	592	612	622	623	622	-1	-0.2%	30	5.1%	138
139	South Valley Prep (6-8) <sup>3</sup>	143	156	154	152	168	16	10.5%	25	17.5%	139
140	Southwest Aeronautics, Math, and Science (7-12) <sup>3</sup>	273	259	263	275	267	-8	-2.9%	-6	-2.2%	140
141	Southwest Primary Learning Center (4-6) <sup>3</sup>	102	102	193	175	195	20	11.4%	93	91.2%	141
142	Southwest Secondary Learning Center (7-12) <sup>3</sup>	272	281	260	246	190	-56	-22.8%	-82	-30.1%	142
143	Technology Leadership (9-12)	79	110	167	221	221	0	0.0%	142	179.7%	143
144	Tierra Adentro (6-12) <sup>3</sup>	270	288	279	283	273	-10	-3.5%	3	1.1%	144
145	Twenty-First Century (5-8)	260	253	240	294	331	37	12.6%	71	27.3%	145
146	William W Josephine Dorn Charter (K-5)	45	47	55	57	56	-1	-1.8%	11	24.4%	146
147	<b>Aztec</b>										147
148	Mosaic Academy Charter (K-8)	180	180	180	180	180	0	0.0%	0	0.0%	148
149	<b>Carlsbad</b>										149
150	Jefferson Montessori (K-12)	177	170	201	234	238	4	1.7%	61	34.5%	150
151	Pecos Connections (K-9)		296	527	893	1,265	372	41.7%			151
152	<b>Central</b>										152
153	Dream Dine (K-5)	32	26	27	18	18	0	0.0%	-14	-43.8%	153
154	<b>Cimarron</b>										154
155	Moreno Valley High (9-12)	70	55	54	61	65	4	6.6%	-5	-7.1%	155
156	<b>Deming</b>										156
157	Deming Cesar Chavez (9-12)	116	133	76	158	161	3	1.9%	45	38.8%	157
158	<b>Espanola</b>										158
159	La Tierra Montessori School (K-7) <sup>3</sup>	119	121	101	79	65	-14	-17.7%	-54	-45.4%	159
160	McCurdy Charter School (K-12) <sup>3</sup>	521	531	544	528	543	15	2.8%	22	4.2%	160
163	<b>Gallup-Mckinley County</b>										163
164	Dzit Dit Lool DEAP (6-9) <sup>3</sup>	23	21	28	40	40	0	0.0%	17	73.9%	164
165	Hozho Academy			100	123	292	169	137.4%			165
166	Middle College High (10-12)	71	98	100	91	120	29	31.9%	49	69.0%	166
167	Six Directions (6-8) <sup>3</sup>		49	73	68	66	-2	-2.9%			167
168	<b>Jemez Mountain</b>										168

# Student Enrollment

## Student Enrollment Five-Year History

	School District or Charter School	FY16	FY17	FY18	FY19	FY20	Change in Enrollment				
							FY19 to FY20	Percent	FY16 to FY20	Percent	
169	Lindrieth Area Heritage (K-8)	22	21	24	18	9	-9	-50.0%	-13	-59.1%	169
170	<b>Jemez Valley</b>										170
171	San Diego Riverside (K-8)	93	93	91	96	93	-3	-3.1%	0	0.0%	171
172	Walatowa Charter High (9-12)	51	57	46	43	55	12	27.9%	4	7.8%	172
173	<b>Las Cruces</b>										173
174	Alma D'Arte Charter (6-12) <sup>3</sup>	193	189	187	162	132	-30	-18.5%	-61	-31.6%	174
175	J Paul Taylor Academy (K-8)	199	200	200	200	200	0	0.0%	1	0.5%	175
176	La Academia Dolores Huerta (6-8) <sup>3</sup>	164	174	171	127	76	-51	-40.2%	-88	-53.7%	176
177	Las Montañas Charter (9-12) <sup>3</sup>	159	162	157	166	183	17	10.2%	24	15.1%	177
178	New America School - Las Cruces (9-12) <sup>3</sup>	332	314	299	208	197	-11	-5.3%	-135	-40.7%	178
179	Raices Del Saber Xinachtli (K-1) <sup>3</sup>					28					179
180	<b>Los Lunas</b>										180
181	School of Dreams Academy (K-3, 7-12) <sup>3</sup>	377	518	471	445	456	11	2.5%	79	20.8%	181
182	<b>Moriarty</b>										182
183	Estancia Valley Classical Academy (K-12) <sup>3</sup>	423	460	486	562	588	26	4.6%	165	39.0%	183
184	<b>Roswell</b>										184
185	Sidney Gutierrez Middle (6-8)	65	66	66	66	67	1	1.5%	2	3.1%	185
186	<b>Questa</b>										186
187	Red River Valley Charter School (K-8) <sup>3</sup>	77	77	81	79	85	6	7.0%	8	9.7%	187
188	Roots & Wings Community (K-8) <sup>3</sup>	52	50	50	50	50	0	0.0%	-2	-3.8%	188
189	<b>Rio Rancho</b>										189
190	Sandoval Academy of Bilingual Education (K-5) <sup>3</sup>	42	84	94	144	178	34	23.6%	136	323.8%	190
191	<b>Santa Fe</b>										191
192	Academy for Technology and the Classics (7-12)	364	378	392	390	380	-10	-2.6%	16	4.4%	192
193	New Mexico Connections Academy (4-12) <sup>3</sup>	1,104	1,359	1,717	1,033	1,127	94	9.1%	23	2.1%	193
194	MASTERS Program (10-12) <sup>3</sup>	200	204	205	214	263	49	22.9%	63	31.5%	194
195	Monte Del Sol Charter (7-12) <sup>3</sup>	359	353	319	349	364	15	4.3%	5	1.4%	195
196	New Mexico School for the Arts (9-12) <sup>3</sup>	210	221	222	213	246	33	15.5%	36	17.1%	196
197	Tierra Encantada Charter School (7-12) <sup>3</sup>	291	293	309	281	311	30	10.7%	20	6.9%	197
198	Turquoise Trail Charter School (K-6) <sup>3</sup>	460	466	457	519	598	79	15.2%	138	30.0%	198
199	<b>Silver City</b>										199
200	Aldo Leopold Charter (6-12) <sup>3</sup>	135	162	166	177	172	-5	-2.8%	37	27.4%	200



**Student Enrollment**  
Five-Year History

	School District or Charter School	FY16	FY17	FY18	FY19	FY20	Change in Enrollment			Percent
							FY19 to FY20	FY16 to FY20	Percent	
201	<b>Socorro</b>									
202	Cottonwood Valley Charter (K-8)	170	170	170	170	170	0	0	0.0%	0.0%
203	<b>Taos</b>									
204	Anansi Charter School (K-8)	159	186	194	194	196	2	37	1.0%	23.3%
205	Taos Academy (5-12) <sup>3</sup>	226	208	213	215	241	26	15	12.1%	6.6%
206	Taos Integrated School of Arts (K-8) <sup>3</sup>	151	147	157	170	173	3	22	1.8%	14.6%
207	Taos International School (K-8) <sup>3</sup>	111	164	207	134	158	24	47	17.9%	42.3%
208	Taos Municipal Charter (K-8)	213	212	212	213	212	-1	-1	-0.5%	-0.5%
209	Vista Grande High School (9-12)	95	88	90	97	90	-7	-5	-7.2%	-5.3%
210	<b>West Las Vegas</b>									
211	Rio Gallinas School (1-8)	83	77	95	67	73	6	-10	9.0%	-12.0%
212	Closed Charter Schools Prior to FY19	1,644	1,324	944	570					
213	<b>Subtotal Charter Schools</b>	<b>23,885</b>	<b>25,097</b>	<b>26,043</b>	<b>26,378</b>	<b>27,147</b>	<b>769</b>	<b>3,262</b>	<b>2.9%</b>	<b>13.7%</b>
214	<b>Statewide Total Enrollment</b>	<b>332,666</b>	<b>331,197</b>	<b>328,699</b>	<b>325,508</b>	<b>323,029</b>	<b>-2,479</b>	<b>-9,637</b>	<b>-0.7%</b>	<b>-2.9%</b>

Source: PED and LESC Files

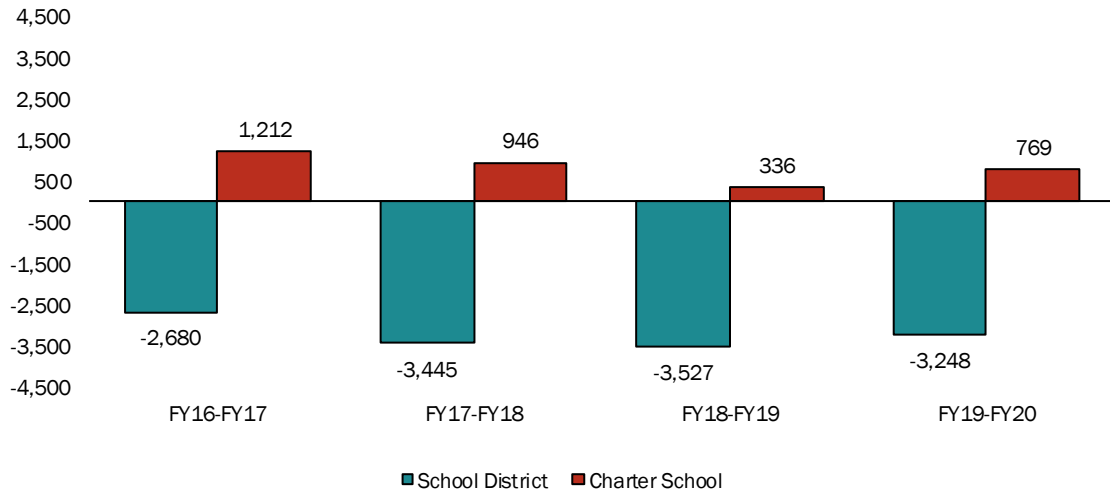
<sup>1</sup>This table includes FTE enrollment in kindergarten through 12th grade on the first reporting date, which is the second Wednesday in October.

<sup>2</sup>Charter schools with no reported enrollment were not in operation during that fiscal year.

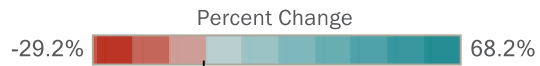
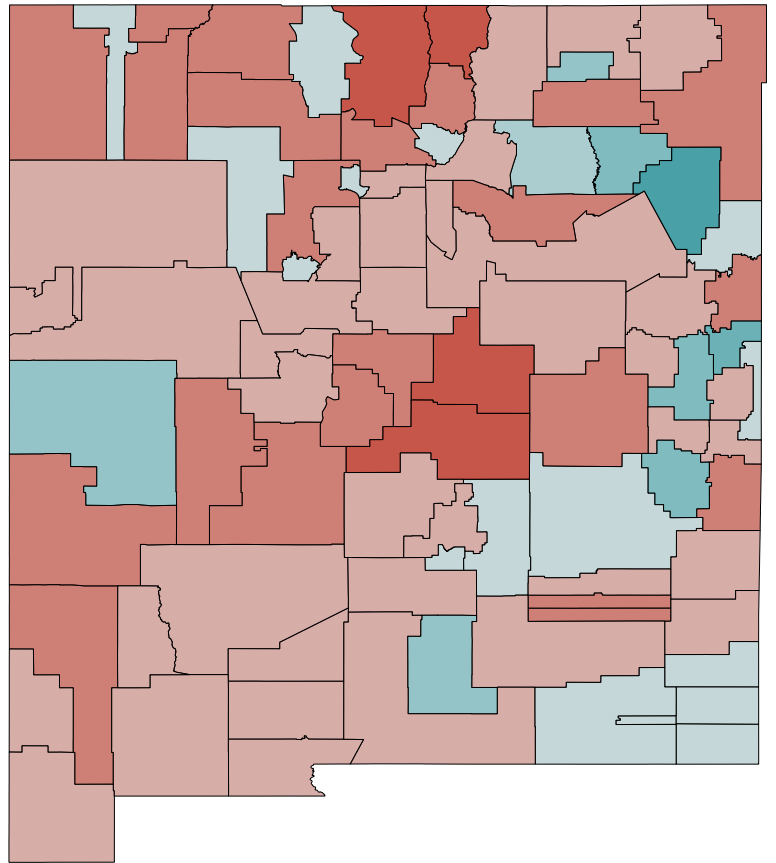
<sup>3</sup>This school is a state-chartered charter school.

# Student Enrollment Trends

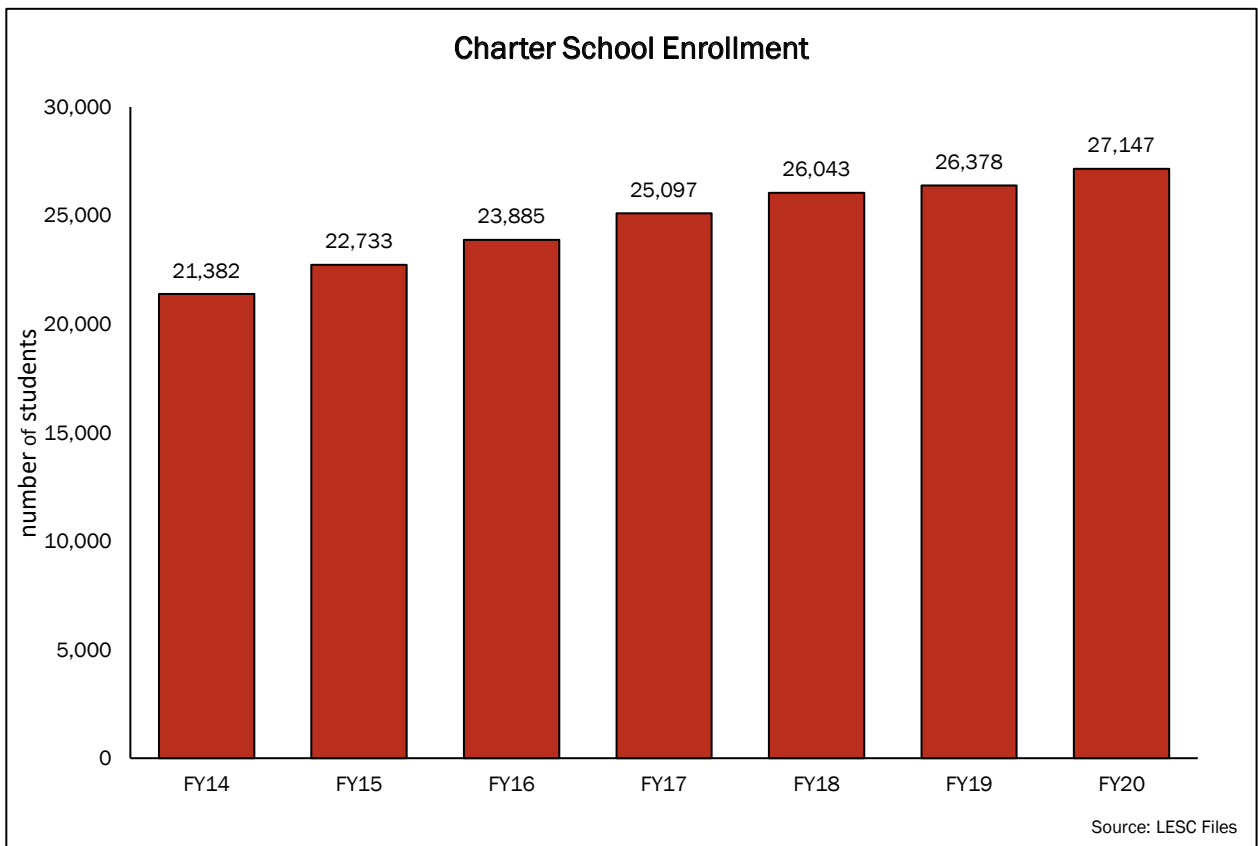
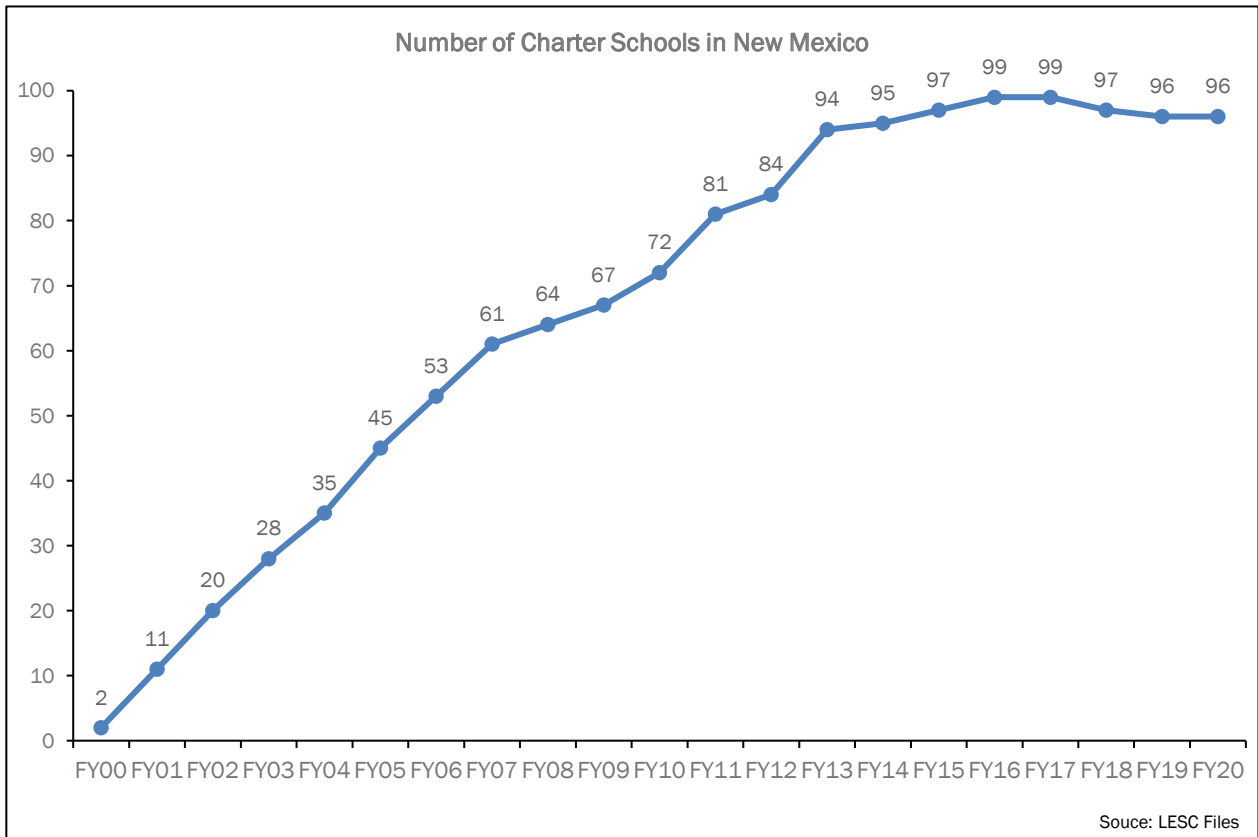
## Year-Over-Year Change in Student Enrollment



## Change in School District Enrollment, FY16 to FY19



# Charter School Enrollment



# Student Demographics by School District and State-Chartered Charter School

Student Demographics by School District and State-Chartered Charter School  
2018-2019 School Year, Third Reporting Date (February)

School District or Charter School	Total Number of Students	Caucasian	African American	Hispanic	Asian	Native American	Economic Disadvantage	Students with Disabilities	English Learner
<b>School Districts</b>									
1 Alamogordo Public Schools	5,894	46.8%	7.8%	40.3%	2.6%	1.8%	73.5%	18.0%	3.2%
2 Albuquerque Public Schools	89,151	22.0%	3.5%	66.2%	2.6%	5.6%	68.2%	18.1%	17.2%
3 Animas Public Schools	180	65.6%	0.6%	29.4%	1.1%	1.7%	62.8%	22.2%	5.0%
4 Artesia Public Schools	3,888	40.2%	0.5%	58.0%	0.3%	0.9%	47.4%	14.3%	6.2%
5 Aztec Municipal Schools	2,945	49.3%	0.8%	34.5%	0.3%	14.9%	76.4%	15.5%	3.4%
6 Belen Consolidated Schools	3,919	21.8%	1.5%	74.5%	0.2%	2.1%	100.0%	19.1%	10.1%
7 Bernalillo Public Schools	2,801	8.5%	0.6%	44.2%	0.4%	46.3%	100.0%	17.1%	29.5%
8 Bloomfield Schools	2,744	26.4%	0.8%	35.3%	0.3%	37.2%	100.0%	17.7%	9.7%
9 Capitan Municipal Schools	495	68.1%	0.4%	28.5%	0.4%	2.0%	60.6%	16.8%	0.6%
10 Carlsbad Municipal Schools	7,163	38.9%	2.1%	56.7%	0.8%	1.2%	51.4%	13.9%	7.9%
11 Carrizozo Municipal Schools	142	40.1%	0.7%	58.5%	0.7%	0.0%	100.0%	13.4%	0.0%
12 Central Consolidated Schools	5,760	5.6%	0.1%	3.7%	0.6%	90.0%	100.0%	15.6%	30.8%
13 Chama Valley Independent Schools	414	11.8%	0.7%	81.6%	0.2%	4.8%	82.9%	15.9%	18.4%
14 Cimarron Municipal Schools	434	49.3%	1.8%	46.5%	1.2%	1.2%	57.4%	12.4%	3.7%
15 Clayton Municipal Schools	444	44.1%	1.4%	52.5%	0.7%	1.4%	63.3%	16.7%	4.3%
16 Cloudcroft Municipal Schools	392	75.5%	0.5%	19.9%	2.0%	2.0%	46.2%	11.2%	0.5%
17 Clovis Municipal Schools	8,162	30.8%	7.2%	59.8%	1.2%	0.6%	78.9%	17.3%	11.1%
18 Cobre Consolidated Schools	1,249	9.2%	0.8%	89.4%	0.2%	0.5%	100.0%	18.6%	7.9%
19 Corona Municipal Schools	64	65.6%	0.0%	34.4%	0.0%	0.0%	100.0%	17.2%	0.0%
20 Cuba Independent Schools	533	3.9%	0.8%	27.8%	0.2%	67.4%	100.0%	19.1%	36.6%
21 Deming Public Schools	5,458	12.2%	1.5%	85.5%	0.6%	0.2%	100.0%	15.1%	36.5%
22 Des Moines Municipal Schools	89	61.8%	4.5%	31.5%	2.3%	0.0%	39.3%	9.0%	0.0%
23 Dexter Consolidated Schools	927	16.0%	0.0%	84.0%	0.0%	0.0%	100.0%	13.5%	18.8%
24 Dora Municipal Schools	257	65.4%	1.6%	32.7%	0.4%	0.0%	52.1%	15.6%	7.4%
25 Dulce Independent Schools	584	1.2%	0.5%	4.8%	0.7%	92.8%	100.0%	14.0%	18.2%
26 Elida Municipal Schools	168	80.4%	2.4%	16.7%	0.0%	0.6%	58.9%	11.9%	0.0%
27 Española Public Schools	3,417	5.1%	0.4%	87.8%	0.7%	6.0%	100.0%	14.9%	16.0%
28 Estancia Municipal Schools	565	26.7%	0.9%	70.6%	0.0%	1.8%	100.0%	20.4%	5.5%
29 Eunice Municipal Schools	877	39.3%	0.7%	59.9%	0.0%	0.0%	63.2%	13.3%	8.9%
30 Farmington Municipal Schools	10,906	31.9%	1.1%	29.7%	1.0%	36.0%	57.8%	13.1%	11.7%
31 Floyd Municipal Schools	238	35.3%	1.7%	34.9%	0.0%	0.0%	77.7%	15.1%	15.1%

Student Demographics by School District and State-Chartered Charter School  
2018-2019 School Year, Third Reporting Date (February)

School District or Charter School	Total Number of Students	Caucasian	African American	Hispanic	Asian	Native American	Economic Disadvantage	Students with Disabilities	English Learner
Fort Summer Municipal Schools	312	37.5%	1.0%	58.7%	1.0%	1.9%	100.0%	19.6%	4.5%
Gadsden Independent Schools	12,936	2.6%	0.4%	96.9%	0.1%	0.1%	100.0%	14.9%	40.3%
Gallup McKinley County Schools	11,322	5.1%	0.4%	14.0%	1.1%	79.4%	100.0%	13.9%	30.5%
Grady Municipal Schools	165	64.9%	2.4%	32.1%	0.6%	0.0%	100.0%	18.8%	0.0%
Grants Cibola County Schools	3,410	13.9%	0.8%	40.7%	0.5%	44.0%	100.0%	15.5%	13.1%
Hagerman Municipal Schools	451	28.4%	0.7%	70.5%	0.4%	0.0%	100.0%	19.7%	19.1%
Hatch Valley Public Schools	1,248	4.0%	0.2%	96.2%	0.0%	0.1%	99.1%	9.0%	43.2%
Hobbs Municipal Schools	10,236	22.8%	4.0%	72.2%	0.6%	0.4%	57.4%	13.7%	18.9%
Hondo Valley Public Schools	137	16.1%	1.5%	81.8%	0.0%	0.7%	100.0%	16.8%	19.7%
House Municipal Schools	67	70.2%	0.0%	26.9%	0.0%	3.0%	65.7%	28.4%	0.0%
Jal Public Schools	538	24.0%	0.6%	74.7%	0.2%	0.6%	48.0%	12.6%	8.4%
Jemez Mountain Public Schools	200	11.0%	0.0%	59.5%	0.0%	29.5%	98.0%	12.0%	24.0%
Jemez Valley Public Schools	369	5.1%	0.3%	21.4%	0.0%	72.9%	80.8%	15.2%	34.7%
Lake Arthur Municipal Schools	91	29.7%	0.0%	70.3%	0.0%	0.0%	100.0%	22.0%	18.7%
Las Cruces Public Schools	24,519	19.2%	2.4%	76.0%	1.0%	1.0%	76.7%	15.4%	13.7%
Las Vegas City Public Schools	1,495	6.5%	0.5%	91.6%	1.0%	0.4%	86.2%	13.8%	9.8%
Logan Municipal Schools	379	68.3%	2.6%	28.0%	0.0%	1.1%	39.6%	9.8%	0.0%
Lordsburg Municipal Schools	499	13.8%	1.0%	84.6%	0.6%	0.0%	100.0%	15.2%	1.6%
Los Alamos Public Schools	3,749	57.4%	1.3%	32.8%	5.8%	2.5%	11.4%	18.6%	3.5%
Los Lunas Public Schools	8,565	23.8%	1.0%	68.1%	0.5%	6.5%	76.0%	13.2%	11.7%
Loving Municipal Schools	620	23.4%	0.5%	75.2%	0.5%	0.5%	97.1%	13.4%	15.2%
Lovington Municipal Schools	3,762	25.7%	1.9%	71.5%	0.5%	0.3%	64.2%	20.0%	23.9%
Magdalena Municipal Schools	340	23.5%	0.9%	32.4%	0.0%	43.2%	99.4%	19.4%	13.5%
Maxwell Municipal Schools	136	47.1%	0.0%	52.9%	0.0%	0.0%	100.0%	8.8%	0.0%
Melrose Public Schools	280	77.1%	1.4%	21.1%	0.4%	0.0%	43.6%	17.9%	0.0%
Mesa Vista Consolidated Schools	243	16.0%	1.2%	81.9%	0.0%	0.8%	100.0%	12.3%	21.8%
Mora Independent Schools	394	5.3%	0.0%	94.4%	0.3%	0.0%	100.0%	12.4%	7.9%
Moriarty Municipal Schools	2,401	49.1%	1.7%	47.2%	0.9%	1.2%	72.7%	16.6%	5.4%
Mosquero Municipal Schools	37	83.8%	0.0%	16.2%	0.0%	0.0%	35.1%	16.2%	0.0%
Mountainair Public Schools	223	33.6%	4.0%	59.6%	0.0%	2.7%	100.0%	19.7%	0.0%
Pecos Independent Schools	609	7.1%	0.0%	91.8%	0.2%	1.0%	100.0%	15.9%	10.8%
Penasco Independent Schools	357	4.2%	0.3%	83.2%	0.0%	12.3%	100.0%	18.8%	5.0%

# Student Demographic

Student Demographics by School District and State-Chartered Charter School  
2018-2019 School Year, Third Reporting Date (February)

School District or Charter School	Total Number of Students	Caucasian	African American	Hispanic	Asian	Native American	Economic Disadvantage	Students with Disabilities	English Learner
64 Pojoaque Valley Public Schools	1,949	5.9%	0.3%	78.7%	0.0%	15.1%	61.0%	12.3%	16.4%
65 Portales Municipal Schools	2,752	32.4%	3.5%	62.0%	0.8%	1.0%	64.4%	18.1%	7.8%
66 Quemado Independent Schools	167	53.3%	5.4%	25.7%	3.6%	12.0%	80.2%	20.4%	0.0%
67 Questa Independent Schools	331	13.0%	1.8%	84.3%	0.0%	0.6%	100.0%	16.6%	6.9%
68 Raton Public Schools	928	31.4%	1.0%	66.6%	0.5%	0.5%	99.6%	17.0%	3.2%
69 Reserve Public Schools	144	63.9%	0.0%	34.7%	0.0%	1.4%	100.0%	29.9%	1.4%
70 Rio Rancho Public Schools	16,776	33.0%	3.5%	56.3%	1.8%	5.1%	40.7%	15.2%	4.2%
71 Roswell Independent Schools	10,579	26.0%	2.2%	70.7%	0.7%	0.3%	89.0%	17.7%	10.5%
72 Roy Municipal Schools	47	29.8%	0.0%	70.2%	0.0%	0.0%	34.0%	19.1%	0.0%
73 Ruidoso Municipal Schools	2,040	31.8%	0.7%	52.0%	0.9%	14.6%	88.9%	13.6%	10.5%
74 San Jon Municipal Schools	135	44.4%	2.2%	51.9%	1.5%	0.0%	70.4%	23.7%	0.0%
75 Santa Fe Public Schools	13,107	15.5%	0.9%	79.8%	1.5%	2.0%	74.8%	15.8%	24.4%
76 Santa Rosa Consolidated Schools	652	6.0%	0.0%	93.3%	0.6%	0.2%	99.1%	15.0%	4.1%
77 Silver Consolidated Schools	2,507	32.8%	1.6%	63.7%	0.4%	1.5%	81.5%	16.8%	2.4%
78 Socorro Consolidated Schools	1,629	23.1%	1.5%	70.5%	1.5%	3.3%	99.8%	17.1%	3.7%
79 Springer Municipal Schools	132	25.8%	0.0%	74.2%	0.0%	0.0%	100.0%	15.2%	0.0%
80 Taos Municipal Schools	2,661	21.5%	0.5%	69.3%	0.7%	7.7%	83.6%	17.1%	8.0%
81 Tatum Municipal Schools	342	51.5%	1.2%	46.8%	0.0%	0.3%	43.9%	16.7%	7.0%
82 Texico Municipal Schools	572	51.0%	2.4%	46.0%	0.0%	0.3%	47.6%	12.1%	7.3%
83 Truth or Consequences Municipal Schools	1,300	44.9%	1.5%	50.9%	1.3%	1.1%	99.9%	17.2%	7.7%
84 Tucumcari Public Schools	950	63.6%	2.1%	33.3%	0.6%	0.4%	99.7%	17.3%	3.1%
85 Tularosa Municipal Schools	818	27.0%	0.9%	43.3%	0.2%	28.4%	100.0%	15.0%	2.6%
86 Vaughn Municipal Schools	75	5.3%	0.0%	92.0%	0.0%	2.7%	98.7%	21.3%	16.0%
87 Wagon Mound Public Schools	61	8.2%	1.6%	90.2%	0.0%	0.0%	100.0%	9.8%	11.5%
88 West Las Vegas Public Schools	1,544	9.9%	0.4%	89.1%	0.2%	0.4%	100.0%	12.2%	10.2%
89 Zuni Public Schools	1,247	0.2%	0.2%	0.6%	0.6%	98.3%	100.0%	10.4%	34.2%
90 <b>Charter Schools</b>									
91 <b>Albuquerque</b>									
92 Albuquerque Institute Of Math & Science	350	40.6%	2.3%	41.4%	13.1%	2.9%	6.3%	1.1%	29.0%
93 Albuquerque School Of Excellence	613	48.8%	4.7%	38.8%	7.7%	0.0%	64.3%	12.4%	20.2%
94 Albuquerque Sign Language Academy	95	27.4%	5.3%	65.3%	1.1%	0.0%	34.7%	53.7%	21.1%
95 Altura Preparatory School	57	26.3%	12.3%	59.7%	0.0%	1.8%	79.0%	12.3%	22.8%

Student Demographics by School District and State-Chartered Charter School  
2018-2019 School Year, Third Reporting Date (February)

School District or Charter School	Total Number of Students	Caucasian	African American	Hispanic	Asian	Native American	Economic Disadvantage	Students with Disabilities	English Learner
96 Amy Biehl Charter High School	296	29.1%	4.1%	61.5%	1.4%	2.7%	55.1%	23.0%	8.8%
97 Cesar Chavez Community School	204	7.8%	4.9%	73.0%	0.5%	13.7%	100.0%	27.9%	37.8%
98 Coral Community Charter	253	38.3%	4.7%	49.8%	0.4%	6.7%	46.3%	13.4%	6.2%
99 Explore Academy	381	49.6%	3.7%	37.5%	3.2%	6.0%	27.0%	10.2%	2.1%
100 Gilbert L. Sena Charter High School	189	15.3%	4.8%	71.4%	1.1%	7.4%	100.0%	19.6%	5.3%
101 GREAT Academy	182	29.7%	3.3%	58.2%	1.1%	7.1%	12.6%	11.5%	10.4%
102 Horizon Academy West	493	12.0%	2.6%	81.5%	1.4%	2.4%	60.0%	11.0%	4.3%
103 La Promesa Early Learning	385	0.5%	0.5%	97.4%	1.0%	0.5%	100.0%	12.2%	48.1%
104 Media Arts Collaborative Charter	250	52.0%	2.0%	38.0%	2.0%	6.0%	55.6%	28.0%	3.2%
105 Mission Achievement And Success	1,123	11.8%	3.5%	80.6%	0.9%	2.8%	79.2%	15.0%	30.5%
106 Montessori Elementary School	431	45.0%	3.7%	46.4%	3.0%	1.2%	0.0%	5.8%	1.6%
107 New America School	274	40.9%	0.4%	55.8%	0.4%	1.8%	88.0%	10.6%	27.7%
108 North Valley Academy	508	22.0%	0.4%	75.0%	1.0%	1.4%	60.0%	17.3%	6.1%
109 South Valley Prep	155	1.9%	0.0%	97.4%	0.0%	0.6%	100.0%	21.3%	18.1%
110 Southwest Aeronautics, Mathematics, and Science Academy	281	56.9%	2.1%	35.2%	2.5%	3.2%	37.4%	10.0%	4.3%
111 Southwest Preparatory Learning Center	187	64.7%	3.7%	25.7%	2.7%	3.2%	40.6%	16.6%	6.4%
112 Southwest Secondary Learning Center	233	48.5%	1.3%	42.5%	2.6%	5.2%	42.9%	12.0%	1.3%
113 Tierra Adentro	281	7.5%	1.4%	85.8%	0.4%	5.0%	70.1%	21.0%	14.9%
114 <b>Central</b>									
115 Dream Dine	16	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	56.2%
116 <b>Española</b>									
117 La Tierra Montessori School	73	16.4%	0.0%	68.5%	0.0%	15.1%	47.9%	21.9%	42.5%
118 McCurdy Charter School	538	4.8%	0.4%	89.8%	0.4%	4.6%	63.8%	16.2%	16.7%
119 <b>Gallup McKinley</b>									
120 Dzit Dit Lool DEAP	38	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	10.5%	39.5%
121 Hozho Academy	144	34.7%	1.4%	11.1%	0.0%	52.8%	51.4%	11.1%	13.2%
122 Six Directions Indigenous School	70	0.0%	0.0%	4.3%	0.0%	94.3%	45.7%	15.7%	27.1%
123 <b>Jemez Valley</b>									
124 Walatowa Charter High School	46	0.0%	0.0%	6.5%	0.0%	93.5%	100.0%	8.7%	71.7%
125 <b>Las Cruces</b>									
126 Alma D'Arte Charter	144	43.8%	3.5%	50.7%	0.7%	0.7%	100.0%	21.5%	9.0%
127 J Paul Taylor Academy	200	43.0%	1.5%	53.0%	2.0%	0.0%	39.5%	11.5%	1.5%

# Student Demographics

Student Demographics by School District and State-Chartered Charter School  
2018-2019 School Year, Third Reporting Date (February)

School District or Charter School	Total Number of Students	Caucasian	African American	Hispanic	Asian	Native American	Economic Disadvantage	Students with Disabilities	English Learner
128 La Academia Dolores Huerta	118	0.0%	0.9%	98.3%	0.0%	0.9%	100.0%	20.3%	25.4%
129 Las Montañas Charter	165	4.2%	0.6%	95.2%	0.0%	0.0%	100.0%	23.6%	13.3%
130 New America School - Las Cruces	216	6.5%	1.4%	90.3%	1.4%	0.5%	100.0%	6.9%	6.5%
131 <b>Los Lunas</b>									
132 School of Dreams Academy	433	39.0%	0.7%	56.8%	0.2%	3.2%	100.0%	24.2%	10.6%
133 <b>Moriarty</b>									
134 Estancia Valley Classical Academy	548	71.0%	0.0%	26.3%	0.9%	1.8%	22.1%	8.6%	1.1%
135 <b>Questa</b>									
136 Red River Valley Charter School	87	48.3%	0.0%	51.7%	0.0%	0.0%	100.0%	26.4%	5.7%
137 Roots & Wings Community	50	56.0%	0.0%	32.0%	4.0%	8.0%	72.0%	24.0%	20.0%
138 <b>Rio Rancho</b>									
139 ASK Academy	515	45.6%	2.9%	46.2%	2.9%	2.1%	5.6%	9.9%	1.0%
140 Sandoval Academy Of Bilingual Education	136	13.2%	3.7%	80.1%	0.7%	2.2%	60.3%	11.8%	26.5%
141 <b>Santa Fe</b>									
142 MASTERS Program	212	30.2%	3.8%	57.5%	6.6%	0.9%	47.6%	9.9%	8.0%
143 Monte Del Sol Charter	348	30.7%	0.9%	63.8%	4.0%	0.6%	67.0%	16.7%	15.2%
144 New Mexico Connections Academy	1,085	38.8%	2.6%	52.9%	0.7%	4.9%	57.2%	14.7%	2.7%
145 New Mexico School For The Arts	212	58.0%	3.8%	28.3%	3.3%	5.7%	21.2%	10.4%	1.4%
146 Tierra Encantada Charter School	299	9.4%	0.7%	89.0%	0.0%	1.0%	3.7%	15.4%	25.1%
147 Turquoise Trail Charter School	556	24.3%	1.6%	70.5%	1.3%	2.3%	65.3%	16.0%	19.6%
148 <b>Silver</b>									
149 Aldo Leopold Charter	158	68.4%	1.3%	26.6%	1.9%	1.9%	60.1%	19.6%	0.0%
150 <b>Taos</b>									
151 Taos Academy	219	46.6%	2.3%	47.0%	1.4%	2.7%	55.3%	10.0%	1.8%
152 Taos Integrated School of Arts	166	44.6%	1.8%	44.6%	0.0%	9.0%	70.5%	18.1%	3.0%
153 Taos International School	134	7.5%	0.7%	87.3%	0.0%	4.5%	100.0%	9.0%	20.1%

Note: Locally chartered charter schools are included within school districts.

Source: PED



# Proficiency Rates

## School District Proficiency Rates

School District <sup>1</sup>	Reading					Math					Science				
	FY15	FY16	FY17	FY18	FY19 <sup>2</sup>	FY15	FY16	FY17	FY18	FY19	FY15	FY16	FY17	FY18	FY19
1 Alamogordo Public Schools	40%	46%	46%	44%	40%	23%	26%	27%	26%	26%	55%	56%	56%	56%	48%
2 Albuquerque Public Schools	35%	37%	34%	37%	31%	19%	21%	20%	21%	20%	42%	45%	39%	41%	34%
3 Animas Public Schools	45%	52%	67%	60%	61%	18%	32%	20%	20%	22%	63%	58%	45%	71%	32%
4 Artesia Public Schools	37%	46%	47%	51%	43%	24%	27%	26%	29%	29%	47%	50%	54%	53%	47%
5 Aztec Municipal Schools	32%	37%	34%	38%	31%	16%	21%	17%	19%	16%	41%	45%	44%	46%	31%
6 Belen Consolidated Schools	28%	32%	34%	33%	29%	13%	16%	16%	18%	19%	36%	37%	33%	35%	30%
7 Bernalillo Public Schools	27%	31%	31%	32%	21%	10%	11%	13%	11%	8%	25%	27%	26%	26%	17%
8 Bloomfield Schools	24%	28%	27%	30%	26%	10%	11%	9%	14%	13%	26%	30%	30%	23%	24%
9 Capitan Municipal Schools	40%	51%	51%	52%	48%	14%	20%	22%	23%	24%	58%	64%	64%	61%	48%
10 Carlsbad Municipal Schools	34%	38%	40%	42%	34%	15%	17%	15%	19%	17%	37%	45%	46%	50%	42%
11 Carrizozo Municipal Schools	22%	34%	35%	40%	44%	9%	10%	9%	7%	11%	52%	46%	44%	33%	52%
12 Central Consolidated Schools	25%	30%	29%	34%	29%	12%	13%	12%	14%	13%	22%	25%	23%	26%	18%
13 Chama Valley Independent Schools	31%	37%	36%	37%	23%	11%	12%	11%	11%	7%	36%	46%	48%	41%	23%
14 Cimarron Municipal Schools	36%	44%	47%	45%	41%	22%	21%	20%	23%	18%	54%	55%	57%	60%	59%
15 Clayton Municipal Schools	40%	42%	46%	48%	46%	27%	30%	34%	36%	36%	64%	49%	32%	50%	49%
16 Cloudcroft Municipal Schools	51%	60%	63%	70%	52%	17%	32%	32%	32%	29%	62%	70%	57%	70%	53%
17 Clovis Municipal Schools	28%	37%	41%	41%	37%	24%	26%	26%	27%	25%	46%	48%	49%	53%	44%
18 Cobre Consolidated Schools	28%	31%	37%	43%	40%	11%	13%	11%	14%	13%	41%	38%	39%	41%	31%
19 Corona Municipal Schools	47%	62%	68%	66%	73%	38%	42%	40%	42%	44%	77%	86%	56%	50%	68%
20 Cuba Independent Schools	19%	29%	28%	25%	19%	5%	9%	7%	6%	4%	15%	23%	25%	27%	13%
21 Deming Public Schools	24%	26%	30%	31%	31%	10%	12%	13%	15%	18%	21%	25%	26%	27%	27%
22 Des Moines Municipal Schools	63%	62%	64%	71%	74%	32%	49%	50%	56%	57%	80%	76%	68%	72%	79%
23 Dexter Consolidated Schools	31%	31%	38%	35%	27%	16%	18%	18%	19%	17%	28%	34%	38%	29%	32%
24 Dora Consolidated Schools	57%	58%	56%	53%	45%	36%	40%	39%	35%	32%	52%	49%	63%	47%	40%
25 Dulce Independent Schools	9%	14%	14%	16%	13%	0%	3%	3%	3%	2%	9%	15%	12%	13%	9%
26 Elida Municipal Schools	45%	44%	48%	56%	38%	28%	27%	29%	32%	28%	64%	70%	58%	58%	59%
27 Española Public Schools	25%	29%	27%	29%	25%	8%	11%	10%	10%	10%	25%	25%	28%	25%	19%
28 Estancia Municipal Schools	29%	35%	35%	38%	33%	16%	17%	17%	19%	15%	36%	43%	34%	48%	34%
29 Eunice Municipal Schools	22%	28%	34%	31%	23%	7%	10%	11%	12%	9%	26%	34%	32%	28%	33%
30 Farmington Municipal Schools	36%	44%	46%	48%	42%	20%	25%	25%	26%	23%	44%	47%	44%	50%	40%
31 Floyd Municipal Schools	24%	40%	40%	40%	40%	10%	19%	16%	20%	21%	57%	35%	56%	50%	34%
32 Fort Sumner Municipal Schools	51%	48%	48%	60%	49%	25%	30%	23%	30%	28%	52%	48%	46%	63%	38%
33 Gadsden Independent Schools	29%	38%	40%	42%	37%	18%	24%	24%	25%	22%	30%	33%	33%	37%	29%
34 Gallup-McKinley County Schools	24%	29%	29%	33%	31%	10%	13%	14%	15%	17%	20%	21%	22%	24%	20%
35 Grady Municipal Schools	55%	64%	60%	58%	58%	41%	27%	37%	39%	29%	82%	78%	68%	83%	64%
36 Grants-Cibola County Schools	30%	35%	33%	33%	26%	12%	14%	14%	16%	14%	32%	34%	36%	36%	27%
37 Hagerman Municipal Schools	32%	34%	34%	36%	29%	10%	20%	17%	21%	18%	27%	36%	23%	44%	31%
38 Hatch Valley Public Schools	25%	39%	43%	45%	39%	17%	17%	18%	15%	14%	30%	33%	27%	38%	26%
39 Hobbs Municipal Schools	27%	36%	35%	36%	34%	11%	15%	16%	17%	17%	25%	34%	36%	37%	32%
40 Hondo Valley Public Schools	17%	29%	22%	24%	24%	8%	16%	12%	15%	9%	48%	33%	31%	33%	12%
41 House Municipal Schools	25%	36%	23%	51%	55%	19%	31%	22%	21%	16%	45%	58%	50%	40%	26%
42 Jal Public Schools	57%	23%	23%	19%	18%	0%	7%	12%	9%	7%	31%	25%	26%	34%	17%
43 Jemez Mountain Public Schools	20%	34%	30%	28%	30%	7%	13%	8%	15%	13%	24%	33%	21%	34%	20%
44 Jemez Valley Public Schools	18%	20%	20%	21%	18%	5%	5%	5%	4%	4%	19%	20%	22%	12%	17%
45 Lake Arthur Municipal Schools	26%	23%	20%	24%	26%	9%	13%	9%	19%	18%	16%	20%	32%	35%	50%
46 Las Cruces Public Schools	34%	39%	38%	39%	33%	17%	20%	20%	21%	18%	42%	44%	44%	45%	37%
47 Las Vegas City Public Schools	26%	32%	33%	35%	32%	9%	15%	15%	17%	16%	33%	42%	35%	38%	37%
48 Logan Municipal Schools	48%	54%	57%	59%	49%	21%	33%	29%	33%	24%	53%	58%	55%	56%	36%
49 Lordsburg Municipal Schools	38%	45%	45%	43%	34%	15%	22%	19%	18%	14%	29%	40%	44%	48%	38%
50 Los Alamos Public Schools	62%	61%	63%	63%	57%	49%	53%	49%	49%	47%	76%	79%	77%	81%	74%
51 Los Lunas Public Schools	26%	33%	38%	39%	35%	18%	21%	20%	23%	20%	40%	44%	41%	44%	34%
52 Loving Municipal Schools	24%	26%	34%	35%	32%	10%	16%	15%	18%	20%	22%	32%	46%	36%	30%
53 Lovington Municipal Schools	29%	38%	38%	31%	37%	15%	22%	22%	26%	23%	27%	35%	28%	38%	31%

# Proficiency Rates

## School District Proficiency Rates

School District <sup>1</sup>	Reading					Math					Science				
	FY15	FY16	FY17	FY18	FY19 <sup>2</sup>	FY15	FY16	FY17	FY18	FY19	FY15	FY16	FY17	FY18	FY19
54 Magdalena Municipal Schools	23%	23%	21%	22%	22%	8%	12%	7%	11%	11%	29%	21%	37%	32%	31%
55 Maxwell Municipal Schools	23%	31%	46%	39%	44%	8%	13%	14%	17%	27%	32%	39%	43%	52%	52%
56 Melrose Public Schools	39%	59%	58%	63%	57%	23%	29%	26%	27%	20%	36%	45%	49%	61%	52%
57 Mesa Vista Consolidated Schools	26%	23%	31%	31%	29%	8%	7%	7%	3%	5%	16%	32%	37%	29%	27%
58 Mora Independent Schools	24%	26%	34%	31%	31%	11%	14%	13%	14%	12%	34%	29%	34%	24%	29%
59 Moriarty-Edgewood Schools	35%	39%	42%	42%	34%	19%	20%	20%	20%	18%	51%	48%	41%	50%	41%
60 Mosquero Municipal Schools	29%	30%	39%	41%	38%	17%	12%	22%	25%	23%	60%	50%	50%	<sup>3</sup>	<sup>3</sup>
61 Mountainair Public Schools	20%	36%	42%	36%	33%	8%	10%	18%	9%	13%	35%	35%	39%	42%	26%
62 Pecos Independent Schools	32%	34%	30%	34%	25%	8%	17%	11%	11%	9%	39%	30%	36%	27%	22%
63 Peñasco Independent Schools	30%	35%	30%	39%	35%	12%	9%	10%	12%	10%	34%	44%	41%	34%	44%
64 Pojoaque Valley Public Schools	32%	35%	33%	32%	28%	11%	14%	13%	14%	10%	35%	36%	35%	34%	30%
65 Portales Municipal Schools	34%	41%	41%	41%	39%	16%	22%	21%	24%	22%	39%	43%	45%	48%	41%
66 Quemado Independent Schools	30%	42%	39%	41%	35%	22%	21%	25%	22%	16%	48%	52%	42%	63%	39%
67 Questa Independent Schools	27%	35%	35%	33%	25%	13%	11%	9%	14%	7%	31%	39%	46%	31%	22%
68 Raton Public Schools	33%	36%	36%	37%	30%	18%	18%	17%	16%	14%	41%	42%	42%	51%	35%
69 Reserve Independent Schools	44%	40%	52%	46%	46%	21%	34%	34%	26%	36%	63%	68%	63%	57%	63%
70 Rio Rancho Public Schools	46%	45%	47%	47%	43%	28%	29%	29%	31%	31%	60%	60%	56%	60%	51%
71 Roswell Independent Schools	35%	38%	36%	38%	31%	18%	21%	23%	23%	20%	39%	41%	41%	46%	41%
72 Roy Municipal Schools	23%	60%	66%	65%	60%	46%	44%	42%	63%	71%	0%	<sup>3</sup>	<sup>3</sup>	<sup>3</sup>	71%
73 Ruidoso Municipal Schools	29%	36%	36%	40%	39%	15%	20%	16%	20%	21%	36%	44%	41%	43%	30%
74 San Jon Municipal Schools	36%	53%	50%	56%	53%	12%	16%	26%	33%	44%	42%	68%	78%	67%	68%
75 Santa Fe Public Schools	33%	34%	36%	36%	32%	14%	17%	17%	18%	18%	36%	37%	33%	36%	30%
76 Santa Rosa Consolidated Schools	29%	42%	43%	42%	32%	15%	18%	13%	15%	16%	34%	41%	41%	36%	31%
77 Silver Consolidated Schools	24%	37%	39%	44%	38%	16%	19%	20%	21%	20%	44%	44%	46%	51%	45%
78 Socorro Consolidated Schools	20%	28%	29%	29%	22%	12%	14%	14%	14%	12%	27%	37%	34%	33%	30%
79 Springer Municipal Schools	32%	43%	43%	48%	42%	12%	6%	9%	8%	12%	48%	42%	48%	46%	52%
80 Taos Municipal Schools	36%	35%	38%	38%	35%	14%	16%	16%	18%	19%	37%	45%	38%	41%	36%
81 Tatum Municipal Schools	36%	42%	45%	52%	40%	17%	24%	27%	27%	25%	42%	55%	67%	67%	49%
82 Texico Municipal Schools	47%	59%	59%	60%	60%	29%	32%	33%	35%	41%	53%	56%	58%	66%	61%
83 Truth or Cons. Municipal Schools	31%	33%	38%	39%	34%	15%	21%	22%	24%	23%	40%	40%	43%	51%	40%
84 Tucumcari Public Schools	26%	34%	38%	40%	39%	16%	18%	14%	17%	17%	37%	53%	45%	42%	44%
85 Tularosa Municipal Schools	26%	32%	36%	41%	35%	13%	16%	20%	20%	20%	39%	33%	33%	36%	39%
86 Vaughn Municipal Schools	13%	25%	22%	26%	23%	0%	2%	5%	5%	7%	27%	81%	21%	20%	13%
87 Wagon Mound Public Schools	29%	28%	38%	34%	19%	20%	12%	19%	24%	14%	46%	<sup>3</sup>	45%	40%	23%
88 West Las Vegas Public Schools	21%	29%	30%	31%	25%	9%	13%	12%	14%	10%	29%	34%	33%	39%	30%
89 Zuni Public Schools	27%	31%	28%	19%	12%	5%	7%	3%	4%	4%	21%	17%	12%	14%	8%
<b>STATEWIDE</b>	<b>33%</b>	<b>37%</b>	<b>37%</b>	<b>39%</b>	<b>34%</b>	<b>18%</b>	<b>20%</b>	<b>20%</b>	<b>21%</b>	<b>20%</b>	<b>40%</b>	<b>43%</b>	<b>40%</b>	<b>42%</b>	<b>35%</b>

Source: PED

<sup>1</sup> School district proficiency rates include locally chartered charter schools.

<sup>2</sup> In FY15 through FY18, students scoring at levels 3, 4, and 5 on the Istation kindergarten through second grade literacy assessment were considered "on benchmark." In FY19, PED changed the cut score to include only students at levels 4 and 5. Because PED includes Istation "on benchmark" scores in the statewide proficiency rate, the change in the Istation cut score contributed to a declining overall proficiency rate at many school districts.

<sup>3</sup> PED does not report proficiency rates for small sample sizes to protect student privacy.

State-Chartered Charter School Proficiency Rates

State-Chartered Charter School	Reading					Math					Science				
	FY15	FY16	FY17	FY18	FY19 <sup>1</sup>	FY15	FY16	FY17	FY18	FY19	FY15	FY16	FY17	FY18	FY19
1 Albuquerque Collegiate Charter					85%					<sup>2</sup>					<sup>2</sup>
2 Albuquerque Inst. of Math & Sci.	83%	83%	86%	87%	90%	77%	77%	84%	82%	74%	95%	95%	96%	95%	93%
3 Albuquerque School of Excellence	31%	32%	43%	48%	49%	27%	35%	33%	45%	42%	58%	47%	58%	50%	60%
4 Albuquerque Sign Language Acad.	20%	17%	20%	27%	19%	11%	10%	17%	20%	14%	30%	33%	<10%	44%	31%
5 Aldo Leopold Charter	56%	42%	46%	40%	50%	22%	22%	31%	26%	22%	70%	68%	67%	58%	76%
6 Alma D'Arte Charter	43%	38%	41%	27%	37%	13%	8%	6%	6%	8%	52%	53%	42%	49%	27%
7 Altura Preparatory School					25%					<sup>2</sup>					<sup>2</sup>
8 Amy Biehl Charter High School	51%	56%	52%	51%	53%	14%	17%	14%	15%	15%	45%	50%	66%	51%	35%
9 ASK Academy	42%	55%	51%	55%	53%	36%	38%	38%	39%	30%	73%	75%	82%	82%	77%
10 Cesar Chavez Community School	<2%	6%	<2%	5%	9%	<2%	4%	<2%	<2%	<2%	9%	6%	13%	8%	5%
11 Coral Community Charter	58%	59%	61%	60%	51%	31%	28%	31%	34%	27%	53%	55%	49%	52%	46%
12 DEAP		5%	<10%	18%	11%		11%	<10%	14%	10%		9%	<sup>2</sup>	45%	<sup>2</sup>
13 Dream Dine		<sup>2</sup>	25%	22%	<20%		<sup>2</sup>	<sup>2</sup>	<20%	<sup>2</sup>		<sup>2</sup>	<sup>2</sup>	<sup>2</sup>	<sup>2</sup>
14 Estancia Valley Classical Academy	68%	62%	65%	69%	52%	40%	39%	38%	41%	39%	70%	72%	75%	70%	68%
15 Explore Academy	38%	61%	62%	63%	62%	14%	34%	37%	47%	47%	<sup>2</sup>	50%	69%	73%	59%
16 Gilbert L Sena Charter HS	23%	28%	31%	23%	27%	5%	7%	6%	3%	2%	32%	24%	28%	21%	21%
17 GREAT Academy	22%	26%	27%	11%	22%	19%	18%	13%	7%	7%	32%	26%	31%	24%	23%
18 Horizon Academy West	39%	49%	44%	56%	47%	23%	27%	25%	28%	42%	30%	30%	33%	39%	52%
19 Hozho Academy					24%					21%					45%
20 J Paul Taylor Academy	46%	54%	58%	56%	44%	32%	31%	31%	28%	32%	68%	71%	85%	78%	72%
21 La Academia Dolores Huerta	22%	18%	8%	8%	17%	10%	7%	3%	2%	3%	51%	32%	28%	27%	33%
22 La Promesa Early Learning	32%	33%	35%	38%	32%	8%	10%	9%	17%	19%	8%	18%	17%	21%	31%
23 La Tierra Montessori School	32%	49%	52%	55%	43%	12%	29%	22%	20%	23%	35%	48%	53%	26%	46%
24 Las Montañas Charter	3%	2%	3%	14%	26%	<2%	<2%	2%	<2%	3%	11%	9%	<10%	8%	5%
25 MASTERS Program	69%	62%	58%	55%	66%	26%	15%	16%	16%	17%	62%	60%	47%	49%	45%
26 McCurdy Charter School	19%	30%	27%	29%	21%	5%	9%	5%	8%	6%	31%	26%	22%	23%	25%
27 Media Arts Collaborative	30%	53%	48%	48%	45%	11%	17%	20%	20%	11%	37%	60%	67%	68%	44%
28 Mission Achievement And Success	29%	32%	40%	42%	42%	25%	19%	29%	33%	31%	34%	47%	35%	30%	22%
29 Mission Ach. And Succ. 2nd Campus					68%					<sup>2</sup>					<sup>2</sup>
30 Monte Del Sol Charter	27%	23%	29%	23%	27%	7%	9%	5%	12%	16%	47%	39%	40%	35%	31%
31 Montessori Elementary School	44%	34%	56%	53%	39%	23%	33%	31%	33%	27%	73%	62%	70%	77%	64%
32 New America School - Albuquerque	<2%	4%	4%	8%	13%	<2%	1%	<2%	4%	<2%	6%	17%	<10%	<5%	<5%
33 New America School - Las Cruces	5%	10%	11%	15%	25%	5%	3%	<2%	<2%	4%	4%	16%	5%	10%	13%
34 New Mexico Connections Academy	39%	23%	18%	20%	19%	15%	13%	11%	10%	6%	44%	49%	48%	37%	30%
35 New Mexico School for the Arts	80%	88%	79%	76%	78%	29%	40%	41%	35%	25%	65%	84%	75%	76%	70%
36 North Valley Academy	31%	37%	38%	35%	30%	10%	15%	22%	24%	25%	59%	42%	50%	50%	55%
37 Red River Valley Charter School	51%	40%	35%	27%	38%	21%	20%	16%	15%	12%	65%	75%	67%	24%	22%
38 Roots & Wings Community School	29%	18%	62%	48%	64%	43%	24%	38%	24%	12%	<sup>2</sup>	42%	60%	42%	<sup>2</sup>
39 Sandoval Academy of Bilingual Ed.		36%	67%	54%	21%		27%	36%	30%	27%		<sup>2</sup>	40%	43%	20%
40 School of Dreams Academy	26%	28%	42%	42%	40%	9%	13%	15%	15%	16%	36%	42%	41%	41%	30%
41 Six Directions Indigenous School			21%	15%	25%			17%	9%	11%			42%	33%	18%
42 South Valley Prep	17%	20%	24%	34%	41%	8%	9%	14%	16%	22%	35%	23%	14%	38%	37%
43 Southwest Aero., Math. and Sci.	44%	36%	39%	32%	51%	23%	21%	25%	23%	25%	66%	70%	71%	68%	58%
44 Southwest Prim. Learning Center	43%	39%	39%	30%	27%	48%	45%	42%	36%	27%	92%	79%	52%	57%	44%
45 Southwest Second. Learning Center	70%	55%	52%	45%	57%	40%	25%	27%	25%	18%	84%	67%	71%	47%	53%
46 Taos Academy	46%	47%	57%	59%	54%	34%	40%	36%	36%	39%	71%	64%	63%	78%	69%
47 Taos Integrated School of Arts	35%	37%	35%	49%	38%	19%	17%	20%	23%	31%	43%	41%	53%	55%	67%
48 Taos International School	<2%	11%	10%	21%	13%	7%	6%	<5%	6%	6%	<sup>2</sup>	19%	<20%	<10%	13%
49 Tierra Adentro	19%	27%	27%	29%	23%	12%	15%	9%	10%	7%	33%	43%	45%	45%	28%
50 Tierra Encantada Charter School	17%	14%	9%	12%	19%	4%	2%	3%	3%	3%	31%	37%	23%	24%	20%
51 Turquoise Trail Charter School	47%	48%	53%	54%	49%	26%	29%	32%	37%	37%	42%	50%	49%	60%	60%
52 Walatowa Charter High	20%	12%	17%	13%	10%	5%	6%	15%	10%	10%	6%	11%	<20%	20%	20%
<b>STATEWIDE</b>	<b>33%</b>	<b>37%</b>	<b>37%</b>	<b>39%</b>	<b>34%</b>	<b>18%</b>	<b>20%</b>	<b>20%</b>	<b>21%</b>	<b>20%</b>	<b>40%</b>	<b>43%</b>	<b>40%</b>	<b>42%</b>	<b>35%</b>

Source: PED

Note: Proficiency rates highlighted in blue indicate a school was a locally chartered charter school in a given year. Blank gray boxes indicate a school that had not yet opened in a given year.

1 In FY15 through FY18, students scoring at levels 3, 4, and 5 on the Istation kindergarten through second grade literacy assessment were considered "on benchmark." In FY19, PED changed the cut score to include only students at levels 4 and 5. Because PED includes Istation "on benchmark" scores in the statewide proficiency rate, the change to Istation cut score contributed to a declining overall proficiency rate at many charter schools with students in kindergarten through second grade

2 PED does not report proficiency rates for small sample sizes to protect student privacy.

School District and State-Chartered Charter School Proficiency Rates Ranked  
FY19

Highest Proficiency Rates

Reading		
Rank	School District or State-Chartered Charter School	Percent Proficient
1	Albuquerque Institute of Math & Science	90%
2	Albuquerque Collegiate Charter School	85%
3	New Mexico School for the Arts	78%
4	Des Moines Municipal Schools	74%
5	Corona Municipal Schools	73%
6	Mission Achievement and Success	68%
7	MASTERS Program	66%
8	Roots & Wings Community School	64%
9	Explore Academy	62%
10	Animas Public Schools	61%

Source: LESC Analysis of PED Data

Math		
Rank	School District or State-Chartered Charter School	Percent Proficient
1	Albuquerque Institute of Math & Science	74%
2	Roy Municipal Schools	71%
3	Des Moines Municipal Schools	57%
4	Los Alamos Public Schools	47%
5	Explore Academy	47%
6	Corona Municipal Schools	44%
7	San Jon Municipal Schools	44%
8	Horizon Academy West	42%
9	Albuquerque School of Excellence	42%
10	Texico Municipal Schools	41%

Source: LESC Analysis of PED Data

Science		
Rank	School District or State-Chartered Charter School	Percent Proficient
1	Albuquerque Institute of Math & Science	93%
2	Des Moines Municipal Schools	79%
3	New Mexico School for the Arts	77%
4	ASK Academy	77%
5	Aldo Leopold Charter	76%
6	Los Alamos Public Schools	74%
7	J Paul Taylor Academy	72%
8	Roy Municipal Schools	71%
9	Taos Academy	69%
10	Corona/San Jon/Estancia (Tie)	68%

Source: LESC Analysis of PED Data

Lowest Proficiency Rates

Reading		
Rank	School District or State-Chartered Charter School	Percent Proficient
1	Cesar Chavez Community School	9%
2	DEAP	11%
3	Zuni Public Schools	12%
4	Dulce Independent Schools	13%
5	New America School - Albuquerque	13%
6	Taos International School	13%
7	La Academia Dolores Huerta	17%
8	Jal Public Schools	18%
9	Jemez Valley Public Schools	18%
10	Wagon Mound Public Schools	19%

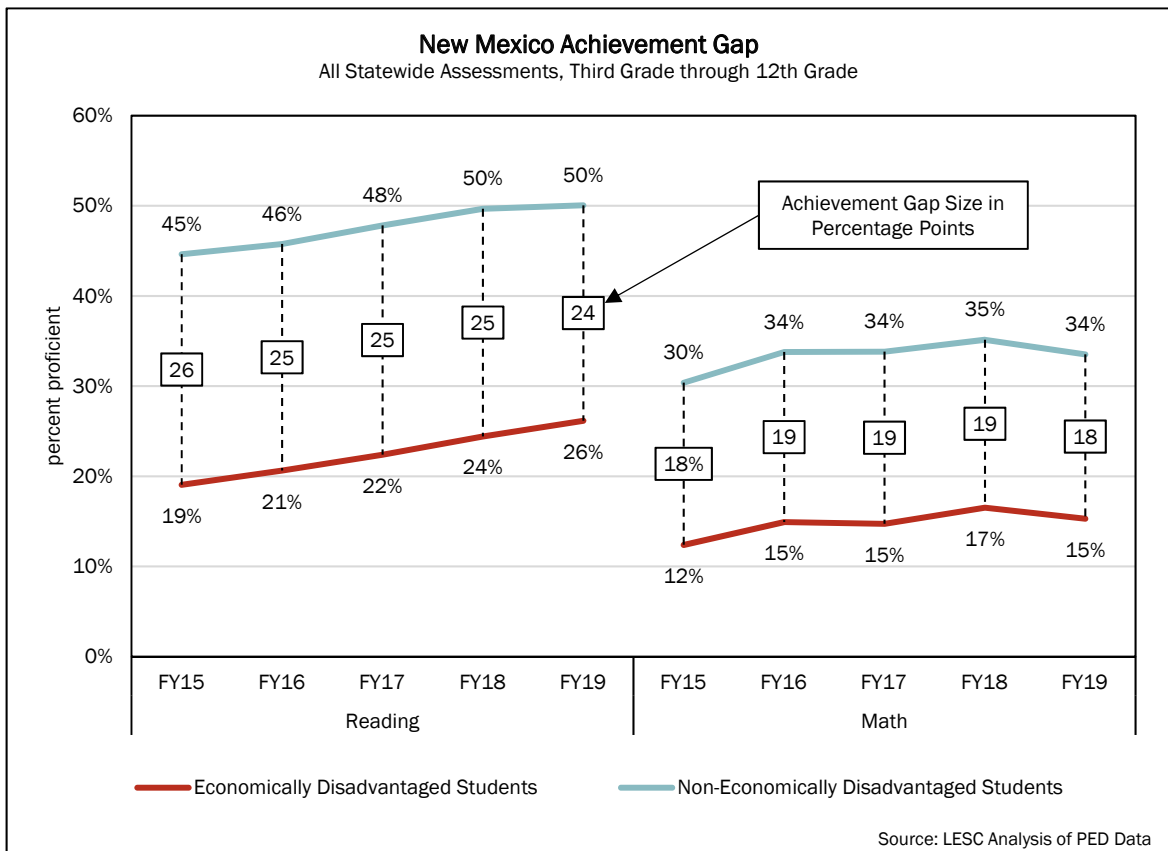
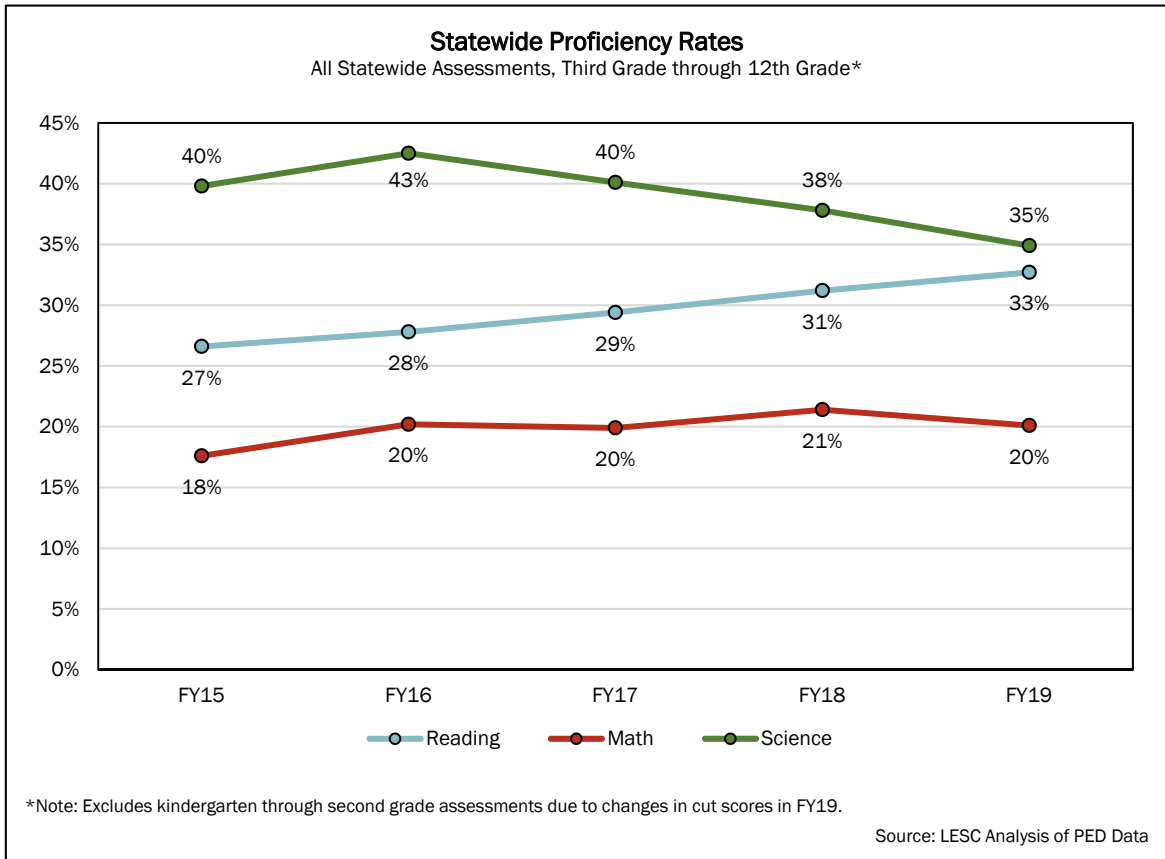
Source: LESC Analysis of PED Data

Math		
Rank	School District or State-Chartered Charter School	Percent Proficient
1	Dulce Independent Schools	2%
2	New America School - Albuquerque	2%
3	Cesar Chavez Community School	2%
4	Gilbert L Sena Charter HS	2%
5	La Academia Dolores Huerta	3%
6	Tierra Encantada Charter School	3%
7	Las Montañas Charter	3%
8	Cuba Independent Schools	4%
9	Jemez Valley Public Schools	4%
10	Zuni Public Schools	4%

Source: LESC Analysis of PED Data

Science		
Rank	School District or State-Chartered Charter School	Percent Proficient
1	New America School - Albuquerque	5%
2	Cesar Chavez Community School	5%
3	Las Montañas Charter	5%
4	Zuni Public Schools	8%
5	Dulce Independent Schools	9%
6	Hondo Valley Public Schools	12%
7	Vaughn Municipal Schools	13%
8	Cuba Independent Schools	13%
9	New America School - Las Cruces	13%
10	Taos International School	13%

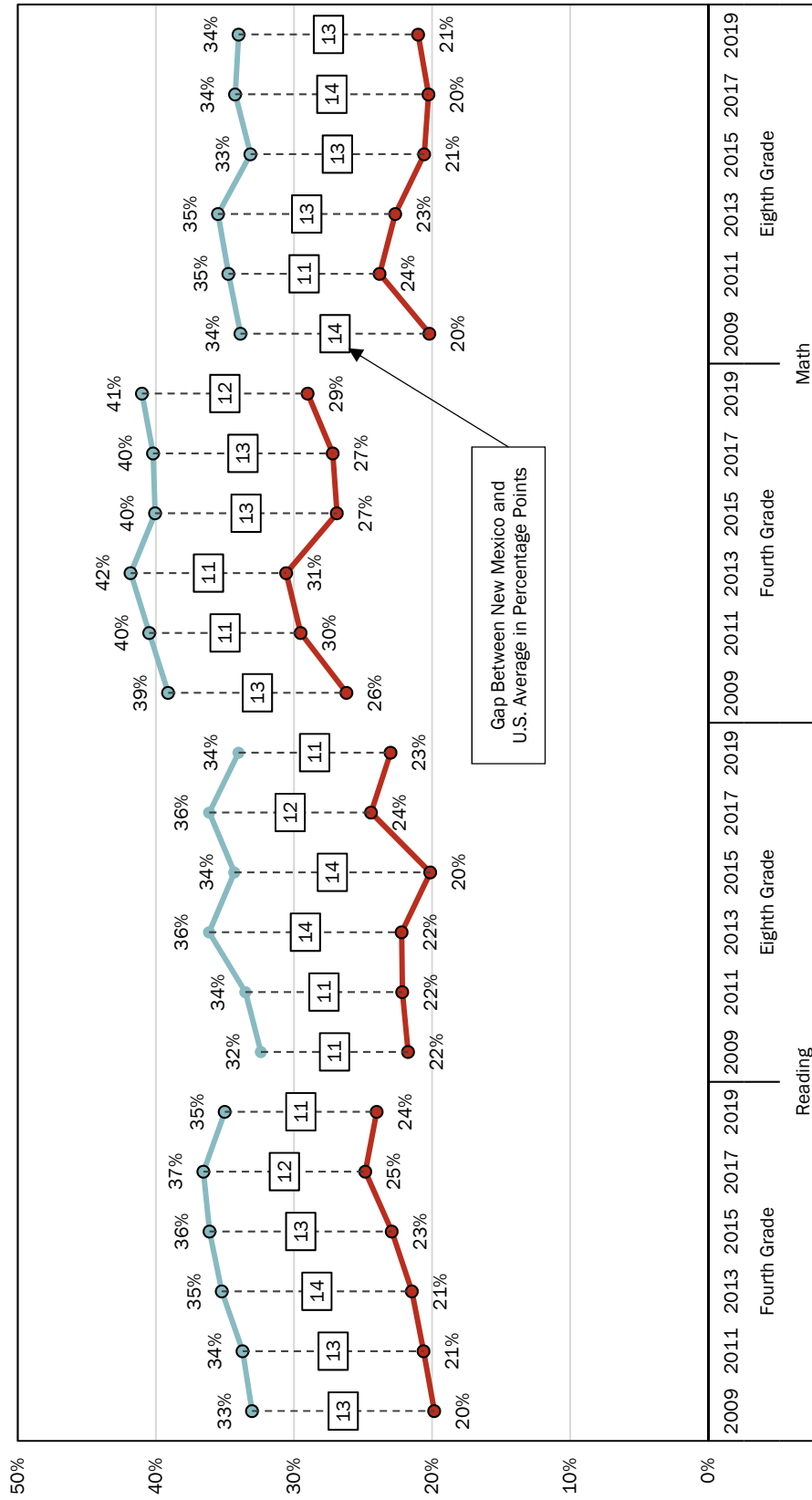
Source: LESC Analysis of PED Data



# National Assessment of Education Progress Results

**Percent of Students Proficient on National Assessment of Educational Progress (NAEP)**

New Mexico compared with U.S. Average



Gap Between New Mexico and U.S. Average in Percentage Points

U.S. Average New Mexico

Source: National Center Education for Statistics

# School Improvement Status

## School Improvement Status Summary

FY19-FY21 Cohort

School District	Total Number of Schools	Schools in Targeted Support <sup>1</sup>		Schools in Comprehensive Support <sup>2</sup>		Total Schools in Support Status	
		Number	Percent	Number	Percent	Number	Percent
1 Alamogordo Public Schools	17			1	5.9%	1	5.9%
2 Albuquerque Public Schools	179	40	22.3%	34	19.0%	74	41.3%
3 Animas Public Schools	3						
4 Artesia Public Schools	11	1	9.1%			1	9.1%
5 Aztec Municipal Schools	9	1	11.1%	1	11.1%	2	22.2%
6 Belen Consolidated Schools	11			2	18.2%	2	18.2%
7 Bernalillo Public Schools	12	1	8.3%	1	8.3%	2	16.7%
8 Bloomfield Schools	7			2	28.6%	2	28.6%
9 Capitan Municipal Schools	5	1	20.0%			1	20.0%
10 Carlsbad Municipal Schools	17	3	17.6%			3	17.6%
11 Carrizozo Municipal Schools	4						
12 Central Consolidated Schools	18	3	16.7%	2	11.1%	5	27.8%
13 Chama Valley Independent Schools	4	1	25.0%			1	25.0%
14 Cimarron Municipal Schools	6						
15 Clayton Municipal Schools	4						
16 Cloudcroft Municipal Schools	5						
17 Clovis Municipal Schools	19	1	5.3%	1	5.3%	2	10.5%
18 Cobre Consolidated Schools	6	1	16.7%			1	16.7%
19 Corona Municipal Schools	2						
20 Cuba Independent Schools	4			1	25.0%	1	25.0%
21 Deming Public Schools	14	1	7.1%	1	7.1%	2	14.3%
22 Des Moines Municipal Schools	3						
23 Dexter Consolidated Schools	3	2	66.7%			2	66.7%
24 Dora Consolidated Schools	2						
25 Dulce Independent Schools	5	1	20.0%	1	20.0%	2	40.0%
26 Elida Municipal Schools	2						
27 Española Public Schools	24	1	4.2%	3	12.5%	4	16.7%
28 Estancia Municipal Schools	6	2	33.3%			2	33.3%
29 Eunice Municipal Schools	3						
30 Farmington Municipal Schools	25			1	4.0%	1	4.0%
31 Floyd Municipal Schools	3						
32 Fort Sumner Municipal Schools	3						
33 Gadsden Independent Schools	29						
34 Gallup-McKinley County Schools	39	8	20.5%	3	7.7%	11	28.2%
35 Grady Municipal Schools	3						
36 Grants-Cibola County Schools	15	1	6.7%	2	13.3%	3	20.0%
37 Hagerman Municipal Schools	3	1	33.3%			1	33.3%
38 Hatch Valley Public Schools	6	2	33.3%			2	33.3%
39 Hobbs Municipal Schools	21	2	9.5%			2	9.5%
40 Hondo Valley Public Schools	3						
41 House Municipal Schools	3			1	33.3%	1	33.3%
42 Jal Public Schools	3						
43 Jemez Mountain Public Schools	5			1	20.0%	1	20.0%
44 Jemez Valley Public Schools	5						
45 Lake Arthur Municipal Schools	3			1	33.3%	1	33.3%
46 Las Cruces Public Schools	46	4	8.7%	1	2.2%	5	10.9%
47 Las Vegas City Public Schools	7						
48 Logan Municipal Schools	4			1	25.0%	1	25.0%
49 Lordsburg Municipal Schools	5						
50 Los Alamos Public Schools	10						
51 Los Lunas Public Schools	18	3	16.7%	1	5.6%	4	22.2%
52 Loving Municipal Schools	3						

# School Improvement Status

## School Improvement Status Summary

FY19-FY21 Cohort

School District	Total Number of Schools	Schools in Targeted Support <sup>1</sup>		Schools in Comprehensive Support <sup>2</sup>		Total Schools in Support Status	
		Number	Percent	Number	Percent	Number	Percent
Lovington Municipal Schools	12			1	8.3%	1	8.3%
Magdalena Municipal Schools	3	2	66.7%			2	66.7%
Maxwell Municipal Schools	3						
Melrose Public Schools	3						
Mesa Vista Consolidated Schools	5			1	20.0%	1	20.0%
Mora Independent Schools	6			1	16.7%	1	16.7%
Moriarty-Edgewood Schools	8						
Mosquero Municipal Schools	2						
Mountainair Public Schools	4						
Pecos Independent Schools	3	1	33.3%	1	33.3%	2	66.7%
Peñasco Independent Schools	4						
Pojoaque Valley Public Schools	7	2	28.6%	1	14.3%	3	42.9%
Portales Municipal Schools	6	1	16.7%			1	16.7%
Quemado Independent Schools	3						
Questa Independent Schools	6	1	16.7%	1	16.7%	2	33.3%
Raton Public Schools	4	1	25.0%			1	25.0%
Reserve Independent Schools	2						
Rio Rancho Public Schools	21			1	4.8%	1	4.8%
Roswell Independent Schools	25	2	8.0%	1	4.0%	3	12.0%
Roy Municipal Schools	3						
Ruidoso Municipal Schools	4						
San Jon Municipal Schools	3						
Santa Fe Public Schools	37	4	10.8%	3	8.1%	7	18.9%
Santa Rosa Consolidated Schools	6	1	16.7%			1	16.7%
Silver Consolidated Schools	11	2	18.2%	1	9.1%	3	27.3%
Socorro Consolidated Schools	8			3	37.5%	3	37.5%
Springer Municipal Schools	4						
Taos Municipal Schools	12	1	8.3%	1	8.3%	2	16.7%
Tatum Municipal Schools	3						
Texico Municipal Schools	3						
Truth or Cons. Municipal Schools	8	2	25.0%			2	25.0%
Tucumcari Public Schools	4						
Tularosa Municipal Schools	5						
Vaughn Municipal Schools	3						
Wagon Mound Public Schools	2						
West Las Vegas Public Schools	12	2	16.7%			2	16.7%
Zuni Public Schools	7			3	42.9%	3	42.9%
<b>School District Totals</b>	<b>929</b>	<b>103</b>	<b>11.1%</b>	<b>81</b>	<b>8.7%</b>	<b>184</b>	<b>19.8%</b>
State-Chartered Charter Schools	51	8	15.7%	8	15.7%	16	31.4%
<b>STATEWIDE TOTAL</b>	<b>980</b>	<b>111</b>	<b>11.3%</b>	<b>89</b>	<b>9.1%</b>	<b>200</b>	<b>20.4%</b>

Source: LESC Analysis of PED Data

1 Schools identified for targeted support and improvement (TSI) have one or more subgroups of students scoring below the bottom 5 percent of all Title I schools in the state. The proficiency benchmark for the FY18-FY21 cohort of schools was 26.6 percent proficient.

2 Schools identified for comprehensive support and improvement (CSI) are either in the lowest performing 5 percent of Title I schools based on overall points in FY18 school grades or had a four-year graduation rate of less than 67 percent for two of the previous three years.



## List of Targeted Support and Improvement (TSI) Schools

FY19-FY21 Cohort

School District	School	Underperforming Student Subgroups <sup>1</sup>		
<b>School District Schools</b>				
1	Albuquerque Public Schools	Adobe Acres Elementary	Students with Disabilities, English Learners	1
2	Albuquerque Public Schools	Alamosa Elementary	Students with Disabilities	2
3	Albuquerque Public Schools	Apache Elementary	Hispanic, Native American, Econ. Disadv., English Learners	3
4	Albuquerque Public Schools	Armijo Elementary	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	4
5	Albuquerque Public Schools	Atrisco Elementary	Hispanic, Econ. Disadv., English Learners	5
6	Albuquerque Public Schools	Bandelier Elementary	English Learners	6
7	Albuquerque Public Schools	Barcelona Elementary	Hispanic, Econ. Disadv., English Learners	7
8	Albuquerque Public Schools	Bel-Air Elementary	Hispanic, Econ. Disadv., English Learners	8
9	Albuquerque Public Schools	Chelwood Elementary	Students with Disabilities	9
10	Albuquerque Public Schools	Cochiti Elementary	Hispanic, English Learners	10
11	Albuquerque Public Schools	Dolores Gonzales Elementary	Students with Disabilities	11
12	Albuquerque Public Schools	Douglas Macarthur Elementary	English Learners	12
13	Albuquerque Public Schools	Duranos Elementary	English Learners	13
14	Albuquerque Public Schools	Emerson Elementary	White, African American, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	14
15	Albuquerque Public Schools	Ernie Pyle Middle	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	15
16	Albuquerque Public Schools	Eugene Field Elementary	English Learners	16
17	Albuquerque Public Schools	Gov Bent Elementary	White, African American, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	17
18	Albuquerque Public Schools	Harrison Middle	White, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	18
19	Albuquerque Public Schools	Hodgin Elementary	Students with Disabilities	19
20	Albuquerque Public Schools	Jefferson Middle	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	20
21	Albuquerque Public Schools	Jimmy Carter Middle	White, African American, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	21
22	Albuquerque Public Schools	John Adams Middle	Native American	22
23	Albuquerque Public Schools	Kennedy Middle	White, African American, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	23
24	Albuquerque Public Schools	La Mesa Elementary	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	24
25	Albuquerque Public Schools	Lavaland Elementary	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	25
26	Albuquerque Public Schools	Los Ranchos Elementary	Students with Disabilities, English Learners	26
27	Albuquerque Public Schools	Matheson Park Elementary	English Learners	27
28	Albuquerque Public Schools	Mission Avenue Elementary	Hispanic, Native American, Econ. Disadv Students with Disabilities	28
29	Albuquerque Public Schools	Montezuma Elementary	African American, Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	29
30	Albuquerque Public Schools	Painted Sky Elementary	Students with Disabilities	30
31	Albuquerque Public Schools	Pajarito Elementary	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	31
32	Albuquerque Public Schools	Polk Middle	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	32
33	Albuquerque Public Schools	Sombra Del Monte Elementary	Students with Disabilities	33
34	Albuquerque Public Schools	Susie R. Marmon Elementary	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	34
35	Albuquerque Public Schools	Taft Middle	Students with Disabilities	35
36	Albuquerque Public Schools	Valle Vista Elementary	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	36
37	Albuquerque Public Schools	Valley High	Native American	37
38	Albuquerque Public Schools	Zia Elementary	Econ. Disadv., Students with Disabilities	38

# School Improvement Status

## List of Targeted Support and Improvement (TSI) Schools

FY19-FY21 Cohort

	School District	School	Underperforming Student Subgroups <sup>1</sup>	
39	Artesia Public Schools	Artesia Zia Intermediate	English Learners	39
40	Aztec Municipal Schools	C.V. Koogler Middle	Hispanic, Econ. Disadv., Students with Disabilities	40
41	Bernalillo Public Schools	Bernalillo Middle	Native American, English Learners	41
42	Capitan Municipal Schools	Capitan Middle	Students with Disabilities	42
43	Carlsbad Municipal Schools	Carlsbad High	African American	43
44	Carlsbad Municipal Schools	Carlsbad Intermediate	White, Hispanic, Econ. Disadv., Students with Disabilities, English Learners	44
45	Central Consolidated Schools	Kirtland Middle	Students with Disabilities, English Learners	45
46	Central Consolidated Schools	Newcomb High	Students with Disabilities	46
47	Central Consolidated Schools	Tse'Bit'Ai Middle	Native American, Econ. Disadv., Students with Disabilities, English Learners	47
48	Chama Valley Ind. Schools	Escalante Middle/High	Students with Disabilities	48
49	Clovis Municipal Schools	W D Gattis Middle	White, African American, Hispanic, Econ. Disadv., Students with Disabilities, English Learners	49
50	Cobre Consolidated Schools	Cobre High	Students with Disabilities	50
51	Deming Public Schools	Bell Elementary	Hispanic, Econ. Disadv., English Learners	51
52	Dexter Consolidated Schools	Dexter High	Students with Disabilities, English Learners	52
53	Dexter Consolidated Schools	Dexter Middle	English Learners	53
54	Dulce Independent Schools	Dulce Junior/Senior High	Students with Disabilities, English Learners	54
55	Española Public Schools	Alcalde Elementary	Students with Disabilities, English Learners	55
56	Estancia Municipal Schools	Estancia High	Students with Disabilities	56
57	Estancia Municipal Schools	Upper Elementary	English Learners	57
58	Gallup-McKinley County Schools	Crownpoint Elementary	English Learners	58
59	Gallup-McKinley County Schools	Crownpoint High	Students with Disabilities	59
60	Gallup-McKinley County Schools	Roosevelt Elementary	English Learners	60
61	Gallup-McKinley County Schools	Stagecoach Elementary	Students with Disabilities	61
62	Gallup-McKinley County Schools	Thoreau High	Students with Disabilities	62
63	Gallup-McKinley County Schools	Thoreau Middle	English Learners	63
64	Gallup-McKinley County Schools	Tohatchi Middle	English Learners	64
65	Gallup-McKinley County Schools	Twin Lakes Elementary	Native American, Econ. Disadv., English Learners	65
66	Grants-Cibola County Schools	Laguna-Acoma High	Students with Disabilities	66
67	Hagerman Municipal Schools	Hagerman Middle	English Learners	67
68	Hatch Valley Public Schools	Hatch Valley High	Students with Disabilities	68
69	Hatch Valley Public Schools	Rio Grande Elementary	Students with Disabilities	69
70	Hobbs Municipal Schools	Hobbs Freshman High	African American, Students with Disabilities	70
71	Hobbs Municipal Schools	Southern Heights Elementary	Students with Disabilities	71
72	Las Cruces Public Schools	MacArthur Elementary	Hispanic, Econ. Disadv Students with Disabilities, English Learners	72
73	Las Cruces Public Schools	Mesilla Valley Alternative	White, Hispanic, Econ. Disadv.	73
74	Las Cruces Public Schools	Sunrise Elementary	White, Hispanic, Econ. Disadv., Students with Disabilities, English Learners	74
75	Las Cruces Public Schools	Valley View Elementary	English Learners	75
76	Los Lunas Public Schools	Los Lunas Elementary	Students with Disabilities	76
77	Los Lunas Public Schools	Peralta Elementary	English Learners	77
78	Los Lunas Public Schools	Valencia Middle	Students with Disabilities	78
79	Magdalena Municipal Schools	Magdalena Elementary	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	79
80	Magdalena Municipal Schools	Magdalena High	Hispanic, Native American	80
81	Pecos Independent Schools	Pecos Middle	English Learners	81
82	Pojoaque Valley Public Schools	Pojoaque Intermediate	Students with Disabilities, English Learners	82

## List of Targeted Support and Improvement (TSI) Schools

FY19-FY21 Cohort

School District	School	Underperforming Student Subgroups <sup>1</sup>		
83	Pojoaque Valley Public Schools	Pojoaque Middle	Hispanic, Native American, Econ. Disadv., Students with Disabilities, English Learners	83
84	Portales Municipal Schools	Portales High	English Learners	84
85	Questa Independent Schools	Alta Vista Intermediate	Hispanic, Econ. Disadv.	85
86	Raton Public Schools	Raton High	English Learners	86
87	Roswell Independent Schools	Nancy Lopez Elementary	Students with Disabilities	87
88	Roswell Independent Schools	Sierra Middle	African American, English Learners	88
89	Santa Fe Public Schools	El Camino Real Academy	White, Hispanic, Econ. Disadv., Students with Disabilities, English Learners	89
90	Santa Fe Public Schools	Nina Otero Community School	Hispanic, Econ. Disadv.	90
91	Santa Fe Public Schools	Salazar Elementary	English Learners	91
92	Santa Fe Public Schools	Santa Fe High	Native American	92
93	Santa Rosa Consolidated Schools	Santa Rosa High	English Learners	93
94	Silver Consolidated Schools	La Plata Middle	Students with Disabilities	94
95	Silver Consolidated Schools	Silver High	Students with Disabilities	95
96	Taos Municipal Schools	Taos High	English Learners	96
97	Truth or Cons. Municipal Schools	Arrey Elementary	English Learners	97
98	Truth or Cons. Municipal Schools	Hot Springs High	Students with Disabilities, English Learners	98
99	West Las Vegas Public Schools	West Las Vegas High	Students with Disabilities	99
100	West Las Vegas Public Schools	West Las Vegas Middle	Students with Disabilities	100
<b>Charter Schools</b>				
101	Albuquerque Public Schools	Mount. Mahogany Comm. School	White, Hispanic, Econ. Disadv., Students with Disabilities	101
102	Albuquerque Public Schools	South Valley Academy	Students with Disabilities	102
103	Carlsbad Municipal Schools	Pecos Connections Academy	White, Econ. Disadv., Students with Disabilities	103
104	State Chartered Charter School	Amy Biehl Charter High	English Learners	104
105	State Chartered Charter School	La Academia Dolores Huerta	Hispanic, Econ. Disadv., Students with Disabilities, English Learners	105
106	State Chartered Charter School	La Promesa Early Learning	Students with Disabilities	106
107	State Chartered Charter School	McCurdy Charter School	Students with Disabilities, English Learners	107
108	State Chartered Charter School	New Mexico Connections Acad.	English Learners	108
109	State Chartered Charter School	Sage Montessori Charter School	Students with Disabilities	109
110	State Chartered Charter School	Taos International School	Hispanic, Econ. Disadv., English Learners	110
111	State Chartered Charter School	Uplift Community School	Students with Disabilities, English Learners	111

Source: PED

<sup>1</sup> Schools identified for targeted support and improvement (TSI) have one or more subgroups of students scoring below the bottom 5 percent of all Title I schools in the state. The proficiency benchmark for the FY18-FY21 cohort of schools was 26.6 percent proficient.

## Most Common Underperforming Student Subgroups

FY19-FY21 Cohort

Student Subgroup	Number of Schools
Students with Disabilities	70
English Learners	68
Economically Disadvantaged	39
Hispanic	37
Native American	21
White	12
African American	10
Asian	0

Source: LESC Analysis of PED Data

# School Improvement Status

## Awards to Comprehensive Support and Improvement (CSI) Schools

FY19-FY21 Cohort

School District	School Name	CSI Metric <sup>1</sup>	FY19 CSI/MRI <sup>2</sup> Awards		FY20 CSI Awards			
			Award Amount	Per Student	Award Amount	Per Student		
<b>School District Schools</b>								
1	Alamogordo Public Schools	Academy Del Sol Alt.	Graduation	\$127,456	\$838.53	\$30,772	\$202.45	1
2	Albuquerque Public Schools	A. Montoya Elementary	5 percent			\$105,199	\$227.70	2
3	Albuquerque Public Schools	Del Norte High	Graduation	\$174,378	\$160.13	\$234,402	\$215.25	3
4	Albuquerque Public Schools	Freedom High	Graduation	\$125,727	\$855.29	\$38,902	\$264.64	4
5	Albuquerque Public Schools	Hawthorne Elementary	5 percent			\$148,267	\$407.33	5
6	Albuquerque Public Schools	Hayes Middle	5 percent	\$164,734	\$453.81	\$122,776	\$338.23	6
7	Albuquerque Public Schools	Highland High	Graduation	\$199,972	\$177.28	\$323,845	\$287.10	7
8	Albuquerque Public Schools	Janet Kahn School of Integrated Arts	5 percent	\$179,366	\$378.41	\$146,600	\$309.28	8
9	Albuquerque Public Schools	La Luz Elementary	5 percent	\$138,547	\$765.45	\$63,263	\$349.52	9
10	Albuquerque Public Schools	Los Padillas Elementary	5 percent	\$760,115	\$3,654.40	\$58,822	\$282.80	10
11	Albuquerque Public Schools	Manzano High	5 percent	\$199,679	\$131.89	\$314,037	\$207.42	11
12	Albuquerque Public Schools	Maryann Binford Elementary	5 percent	\$199,516	\$293.84	\$222,869	\$328.23	12
13	Albuquerque Public Schools	McKinley Middle	5 percent	\$138,547	\$317.77	\$134,519	\$308.53	13
14	Albuquerque Public Schools	Navajo Elementary	Graduation	\$189,538	\$389.20	\$155,173	\$318.63	14
15	Albuquerque Public Schools	New Futures	Graduation	\$140,594	\$1,544.99	\$29,366	\$322.70	15
16	Albuquerque Public Schools	Rio Grande High	Graduation	\$199,972	\$128.02	\$381,938	\$244.52	16
17	Albuquerque Public Schools	School on Wheels	Graduation	\$72,378	\$851.51	\$29,254	\$344.17	17
18	Albuquerque Public Schools	Van Buren Middle	5 percent	\$199,996	\$385.35	\$161,922	\$311.99	18
19	Albuquerque Public Schools	Washington Middle	5 percent	\$151,096	\$311.54	\$141,236	\$291.21	19
20	Albuquerque Public Schools	West Mesa High	Graduation	\$199,740	\$117.63	\$345,663	\$203.57	20
21	Albuquerque Public Schools	Whittier Elementary	5 percent	\$760,114	\$2,667.07			21
22	Albuquerque Public Schools	Wilson Middle	Graduation	\$199,679	\$444.72	\$135,176	\$301.06	22
23	Aztec Municipal Schools	Vista Nueva High	Graduation	\$69,773	\$1,202.98	\$25,000	\$431.03	23
24	Belen Consolidated Schools	Belen High	Graduation	\$100,000	\$97.94	\$191,549	\$187.61	24
25	Belen Consolidated Schools	Belen Infinity High	Graduation			\$27,180	\$305.39	25
26	Bernalillo Public Schools	Bernalillo High	Graduation	\$300,000	\$184.50	\$201,074	\$247.32	26
27	Bloomfield Schools	Charlie Y. Brown Alt	Graduation			\$26,212	\$284.91	27
28	Bloomfield Schools	Mesa Alta Jr High	5 percent	\$121,000	\$292.98	\$88,023	\$213.13	28
29	Central Consolidated Schools	Career Prep Alternative	Graduation	\$140,000	\$897.44	\$25,000	\$160.26	29
30	Central Consolidated Schools	Newcomb Middle	5 percent	\$120,000	\$594.06	\$25,000	\$123.76	30
31	Clovis Municipal Schools	Clovis HS Freshman Academy	Graduation			\$97,391	\$170.26	31
32	Cuba Independent Schools	Cuba High	Graduation	\$300,000	\$619.83	\$63,651	\$263.02	32
33	Dulce Independent Schools	Dulce Elementary	5 percent	\$775,000	\$2,700.35	\$63,369	\$220.80	33
34	Española Public Schools	Carlos F. Vigil Middle	Graduation	\$247,000	\$466.92	\$25,000	\$47.26	34
35	Española Public Schools	Española Valley High	5 percent	\$100,000	\$116.01	\$40,912	\$47.46	35
36	Española Public Schools	Tony Quintana Elementary	5 percent			\$25,000	\$105.49	36
37	Farmington Municipal Schools	Rocinante High	Graduation	\$291,000	\$606.25	\$48,961	\$204.01	37
38	Gallup-McKinley County Schools	Catherine A. Miller Elementary	Graduation			\$117,210	\$346.78	38
39	Gallup-McKinley County Schools	Gallup Central Alternative	Graduation	\$120,548	\$555.52	\$66,284	\$305.45	39
40	Gallup-McKinley County Schools	Miyamura High	Graduation	\$240,000	\$101.69	\$223,260	\$189.20	40
41	Grants-Cibola County Schools	Grants High	5 percent			\$193,030	\$223.93	41
42	Grants-Cibola County Schools	Laguna-Acoma Middle	Graduation			\$25,000	\$490.20	42
43	House Municipal Schools	House High	5 percent	\$202,200	\$8,425.00	\$25,000	\$1,041.67	43
44	Jemez Mountain Public Schools	Coronado Middle	Graduation			\$25,000	\$806.45	44
45	Las Cruces Public Schools	Rio Grande Preparatory Institute	Graduation			\$97,144	\$313.37	45
46	Logan Municipal Schools	Logan High	5 percent			\$25,000	\$271.74	83
47	Los Lunas Public Schools	Century Alt High	5 percent			\$15,612	\$94.62	47
48	Lovington Municipal Schools	New Hope Alt High	5 percent			\$25,000	\$297.62	48
49	Mesa Vista Consolidated Schools	Mesa Vista Middle	Graduation			\$25,000	\$568.18	49
50	Mora Independent Schools	Lazaro Larry Garcia	Graduation			\$25,000	\$357.14	50
51	Pecos Independent Schools	Pecos High	Graduation	\$158,445	\$960.27	\$25,000	\$151.52	51

# School Improvement Status

## Awards to Comprehensive Support and Improvement (CSI) Schools

FY19-FY21 Cohort

	School District	School Name	CSI Metric <sup>1</sup>	FY19 CSI/MRI <sup>2</sup> Awards		FY20 CSI Awards		
				Award Amount	Per Student	Award Amount	Per Student	
52	Pojoaque Valley Public Schools	Sixth Grade Academy	Graduation	\$84,775	\$554.08	\$28,384	\$185.52	52
53	Questa Independent Schools	Questa High	Graduation			\$33,445	\$334.45	53
54	Rio Rancho Public Schools	Independence High School	Graduation	\$137,945	\$711.06	\$37,149	\$191.49	54
55	Roswell Independent Schools	University High	Graduation			\$33,293	\$231.20	55
56	Santa Fe Public Schools	Academy at Larragoite	Graduation	\$125,652	\$3,306.63	\$25,000	\$657.89	56
57	Santa Fe Public Schools	Early College Opportunities	5 percent	\$140,000	\$1,196.58	\$27,749	\$237.17	57
58	Santa Fe Public Schools	Edward Ortiz Middle	5 percent			\$141,141	\$225.46	58
59	Silver Consolidated Schools	Opportunity High	5 percent			\$19,473	\$226.44	59
60	Socorro Consolidated Schools	R. Sarracino Middle	Graduation	\$200,000	\$554.02	\$99,846	\$276.58	60
61	Socorro Consolidated Schools	Socorro High	Graduation			\$96,428	\$212.40	61
62	Socorro Consolidated Schools	Zimmerly Elementary	Graduation			\$55,575	\$310.47	62
63	Zuni Public Schools	Shiwi Ts'ana Elementary	Graduation	\$199,640	\$311.45	\$203,015	\$316.72	63
64	Zuni Public Schools	Zuni High	5 percent	\$199,241	\$664.14	\$69,017	\$230.06	64
65	Zuni Public Schools	Zuni Middle	5 percent			\$73,586	\$271.53	65
<b>Charter Schools</b>								
66	Albuquerque Public Schools	ACE Leadership High	Graduation	\$177,500	\$718.62	\$77,833	\$315.11	66
67	Albuquerque Public Schools	Albuquerque Charter Academy	Graduation			\$53,971	\$180.51	67
68	Albuquerque Public Schools	Albuquerque Talent Development Charter	Graduation	\$140,000	\$897.44	\$37,508	\$240.44	68
69	Albuquerque Public Schools	Digital Arts And Technology	Graduation			\$44,893	\$169.41	69
70	Albuquerque Public Schools	El Camino Real Academy	Graduation			\$100,239	\$317.21	70
71	Albuquerque Public Schools	Gilbert L. Sena Charter HS	Graduation	\$100,000	\$564.97	\$45,866	\$259.13	71
72	Albuquerque Public Schools	Gordon Bernell Charter	5 percent	\$140,000	\$328.64	\$25,000	\$58.69	72
73	Albuquerque Public Schools	Health Leadership High School	5 percent	\$300,000	\$655.02	\$35,437	\$154.75	73
74	Albuquerque Public Schools	La Academia De Esperanza	5 percent			\$73,370	\$239.77	74
75	Albuquerque Public Schools	Los Puentes Charter	5 percent	\$160,236	\$1,097.51	\$25,000	\$171.23	75
76	Albuquerque Public Schools	Mark Armijo Academy	Graduation			\$44,467	\$255.56	76
77	Albuquerque Public Schools	New America School - Albuquerque	5 percent			\$67,286	\$239.45	77
78	Albuquerque Public Schools	Robert F. Kennedy Charter	Graduation	\$147,125	\$421.56	\$138,806	\$397.72	78
79	Albuquerque Public Schools	Siembra Leadership High	Graduation			\$25,000	\$203.25	79
80	Albuquerque Public Schools	Technology Leadership High	Graduation			\$40,641	\$183.89	80
81	Deming Public Schools	Deming Cesar Chavez	Graduation			\$42,867	\$271.31	81
82	State-Chartered Charter School	ASK Academy	Graduation			\$25,000	\$47.26	82
83	State-Chartered Charter School	Cesar Chavez Community School	Graduation			\$63,396	\$312.29	83
84	State-Chartered Charter School	Las Montañas Charter	5 percent	\$278,020	\$837.41	\$25,000	\$150.60	84
85	State-Chartered Charter School	Media Arts Collaborative	5 percent	\$166,035	\$653.68	\$38,984	\$153.48	85
86	State-Chartered Charter School	School of Dreams Academy	Graduation			\$110,198	\$241.13	86
87	State-Chartered Charter School	Six Directions Indigenous	Graduation	\$199,919	\$2,939.99	\$25,000	\$367.65	87
88	State-Chartered Charter School	SW Aeronautics, Mathematics, and Science	Graduation			\$35,766	\$130.06	88
89	State-Chartered Charter School	Tierra Encantada Charter School	Graduation			\$53,070	\$188.86	89
90	Taos Municipal Schools	Vista Grande High	Graduation			\$25,000	\$257.73	90
<b>Statewide Totals / Per Student Averages</b>				<b>\$10,702,198</b>	<b>\$ 422.46</b>	<b>\$7,432,562</b>	<b>\$ 233.10</b>	

Source LESC Analysis of PED Data

<sup>1</sup> Schools identified for comprehensive support and improvement (CSI) were either in the lowest performing 5 percent of Title I schools based on overall points in FY18 school grades or had a four-year graduation rate of less than 67 percent for two of the previous three years.

<sup>2</sup> In FY19, Los Padillas and Whittier elementary schools in Albuquerque Public Schools and Dulce Elementary School in Dulce Independent Schools received substantial awards as "more rigorous interventions" (MRI) schools. In FY20, these schools were instead placed in the comprehensive support and improvement (CSI) status.

Note: Federal law requires PED to set-aside 7 percent of federal funds awarded to school districts and state-chartered charter school under Title I, Part A of the Elementary and Secondary Education Act. These funds are used to provide school improvement grants for schools identified for comprehensive support and improvement or for targeted support and improvement.

# School Calendars, 2019-2020

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	Change in Instructional Days from Prior Year	
<b>School Districts</b>							
1	Alamogordo Public Schools	5-day	175	8	183	-1	1
2	Albuquerque Public Schools (Traditional)	5-day	178	6	184		2
3	Albuquerque Public Schools (Extended)	5-day	188	6	194	10	3
4	Animas Public Schools	4-day	150	5	155		4
5	Artesia Public Schools	5-day	178	4	182	-2	5
6	Aztec Municipal Schools (Traditional)	5-day	180	5	185		6
7	Aztec Municipal Schools (Extended)	5-day	195	5	200	15	7
8	Belen Consolidated Schools	5-day	176	4	180	-2	8
9	Bernalillo Public Schools	5-day	176	6	182	-2	9
10	Bloomfield Schools	5-day	178	7	185		10
11	Capitan Municipal Schools	4-day	145	9	154		11
12	Carlsbad Municipal Schools	5-day	179	6	185		12
13	Carrizozo Municipal Schools	4-day	147	5	152		13
14	Central Consolidated Schools	5-day	175	10	185		14
15	Chama Valley Independent Schools	4-day	150	10	160		15
16	Cimarron Municipal Schools	4-day	151	9	160		16
17	Clayton Municipal Schools (Extended)	5-day	178	12	190	11	17
18	Cloudcroft Municipal Schools	4-day	153	3	156	-2	18
19	Clovis Municipal Schools	5-day	171	12	183		19
20	Cobre Consolidated Schools	4-day	154	11	165		20
21	Corona Municipal Schools	4-day	150	6	156		21
22	Cuba Independent Schools	5-day	173	10	183		22
23	Cuba Independent Schools (Extended)	5-day	189	10	199	16	23
24	Deming Public Schools	5-day	175	8	183		24
25	Deming Public Schools (Extended)	5-day	202	8	210	27	25
26	Des Moines Municipal Schools	5-day	175	6	181		26
27	Dexter Consolidated Schools	5-day	177	5	182		27
28	Dora Municipal Schools	4-day	150	8	158		28
29	Dulce Independent Schools	5-day	177	8	185		29
30	Elida Municipal Schools	4-day	151	4	155		30
31	Española Public Schools	5-day	179	5	184		31
32	Estancia Municipal Schools	5-day	178	5	183		32
33	Eunice Municipal Schools	5-day	176	8	184		33
34	Farmington Municipal Schools	5-day	165	21	186	1.5	34
35	Floyd Municipal Schools	4-day	151	8	159		35
36	Fort Sumner Municipal Schools	5-day	159	13	172	-8	36
37	Gadsden Independent Schools (Extended)	5-day	180	10	190	10	37
38	Gallup-McKinley County Schools (Extended)	5-day	188	2	190	10	38
39	Grady Municipal Schools	4-day	146	7	153	-1	39
40	Grants Cibola County Schools	5-day	175	9	184		40
41	Hagerman Municipal Schools	5-day	179	5	184		41
42	Hatch Valley Public Schools	5-day	187	14	201	10	42
43	Hobbs Municipal Schools	5-day	179	3	182	1	43
44	Hondo Valley Public Schools	4-day	144	4	148		44
45	House Municipal Schools	4-day	146	4	150		45
46	Jal Public Schools	4-day	149	12	161		46
47	Jemez Mountain Public Schools	4-day	150	11	161	-1	47
48	Jemez Valley Public Schools	4-day	150	8	158		48
49	Lake Arthur Municipal Schools	5-day	180	5	185	2	49
50	Las Cruces Public Schools	5-day	176	7	183	2	50
51	Las Vegas City Public Schools	5-day	174	9	183	-1	51
52	Logan Municipal Schools	4-day	146	5	151		52

## School Calendars, 2019-2020

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	Change in Instructional Days from Prior Year	
53	Lordsburg Municipal Schools	4-day	150	10	160	-2	53
54	Los Alamos Public Schools	5-day	182	8	190	2	54
55	Los Lunas Public Schools (Extended)	5-day	181	9	190	5	55
56	Loving Municipal Schools	4-day	150	11	161		56
57	Lovington Municipal Schools	5-day	180	4	184		57
58	Magdalena Municipal Schools	4-day	146	4	150		58
59	Maxwell Municipal Schools	4-day	147	5	152		59
60	Melrose Public Schools	4-day	151	9	160		60
61	Mesa Vista Consolidated Schools	4-day	150	10	160		61
62	Mora Independent Schools	5-day	180	5	185		62
63	Moriarty Municipal Schools	5-day	175	9	184	3	63
64	Mosquero Municipal Schools	4-day	144	6	150		64
65	Mountainair Public Schools (Traditional)	4-day	150	12	162		65
66	Mountainair Public Schools (Extended)	4-day	160	10	170	10	66
67	Pecos Independent Schools	5-day	173	7	180		67
68	Penasco Independent Schools	4-day	150	11	161		68
69	Pojoaque Valley Public Schools	5-day	177	6	183		69
70	Portales Municipal Schools	5-day	176	7	183		70
71	Quemado Independent Schools	4-day	150	6	156		71
72	Questa Independent Schools (Extended)	4-day	158	18	176	9	72
73	Raton Public Schools	5-day	174	9	183		73
74	Reserve Public Schools	4-day	151	3	154		74
75	Rio Rancho (Traditional)	5-day	176	6	182		75
76	Rio Rancho Public Schools (Extended)	5-day	198	6	204	22	76
77	Roswell Independent Schools	5-day	178	5.5	183.5		77
78	Roy Municipal Schools	4-day	145	4	149		78
79	Ruidoso Municipal Schools	5-day	178	4	182		79
80	San Jon Municipal Schools	4-day	146	6	152		80
81	Santa Fe Public Schools (Traditional)	5-day	175	7	182		81
82	Santa Fe Public Schools (Extended)	5-day	185	7	192	10	82
83	Santa Rosa Consolidated Schools	5-day	172	8	180		83
84	Silver Consolidated Schools	5-day	178	5	183		84
85	Socorro Consolidated Schools	5-day	171	5	176	2	85
86	Springer Municipal Schools	4-day	147	3	150	2	86
87	Taos Municipal Schools (Extended)	5-day	185	7	192	7	87
88	Tatum Municipal Schools	4-day	156	5	161		88
89	Texico Municipal Schools	4-day	155	4	159		89
90	Truth or Consequences Municipal Schools	5-day	172	6	178	-1	90
91	Tucumcari Public Schools	4-day	150	5	155		91
92	Tularosa Municipal Schools	5-day	178	5	183		92
93	Vaughn Municipal Schools	4-day	150	10	160		93
94	Wagon Mound Public Schools	4-day	150	6	156		94
95	West Las Vegas Public Schools	5-day	180	5	185		95
96	Zuni Public Schools	5-day	180	8	188		96
97	<b>Charter Schools</b>						97
98	<b>Albuquerque</b>						98
99	ACE Leadership High School	4-day	154	59	213		99
100	ACE Leadership High School	5-day	172	36	208		100
101	Albuquerque Charter Academy	4-day					101
102	Albuquerque Collegiate Charter (Extended)	5-day	177	18	195	18	102
103	Albuquerque Institute for Math and Science	5-day	182	9	191		103
104	Albuquerque School of Excellence	5-day	172	10	182		104
105	Albuquerque Sign Language Academy	5-day					105

# School Calendars, 2019-2020

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	Change in Instructional Days from Prior Year	
106	Albuquerque Talent Development	4-day	150	20	170		106
107	Alice King Community School	4-day	159	21	180		107
108	Amy Biehl Charter High School (Extended)	5-day	183	20	203	10	108
109	Cesar Chavez Community School	5-day	180	11	191		109
110	Christine Duncan's Heritage Academy	4-day	155	5	160		110
111	Cien Aguas International	5-day	180	15	195		111
112	Coral Community Charter (Extended)	5-day	192	11	203	25	112
113	Corrales International School (Extended)	5-day	187	4	191	11	113
114	Cottonwood Classical Prep	5-day	179	16	194	3	114
115	Digital Arts & Technology Academy	5-day	176	9	185		115
116	East Mountain High School	5-day	180	4	184		116
117	El Camino Real Academy (Extended)	5-day	191	3	194	10	117
118	Explore Academy	5-day	173	7	180	-1	118
119	Gilbert L Sena Charter High School	5-day	180	7	187		119
120	Gordon Bernell Charter School	4-day	174	12	186	4	120
121	GREAT Academy	4-day	161	18	179		121
122	Health Leadership High School (Extended)	5-day	177	32	209	10	122
123	Horizon Academy West	4-day	150	4	154		123
124	International School at Mesa del Dol (Extended)	5-day	183	10	193	10	124
125	La Academia de Esperanza	5-day	180	6	186		125
126	La Promesa Early Learning	5-day	174	9	183	-6	126
127	Los Puentes	5-day	184	6	190	4	127
128	Mark Armijo Academy	5-day	188	7	195	13	128
129	Media Arts Collaborative	5-day	178	17	195		129
130	Mission Achievement and Success	5-day	182	15	197		130
131	Montessori Elementary School	5-day	180	4	184		131
132	Montessori of the Rio Grande	5-day	172	8	180	-1	132
133	Mountain Mahogany Community School	5-day	177	10	187		133
134	Native American Community Academy	5-day	183	9	192	3	134
135	New America School - Albuquerque	4-day	150	16	166		135
136	New Mexico International School	5-day	167	19	186	-10	136
137	North Valley Academy <sup>1</sup>	5-day	179	8	184	2	137
138	Public Academy for Performing Arts (PAPA)	5-day	168	11	179		138
139	Robert F. Kennedy Charter School (Extended)	5-day	192	10	202	12	139
140	Siembra Leadership High School	5-day	168	28	196	-7	140
141	Solare Collegiate (Extended)	5-day	188	22	210		141
142	South Valley Academy (Extended)	5-day	188	10	198	10	142
143	South Valley Prep	5-day	175	10	185		143
144	Southwest Aero., Math, and Science <sup>2</sup>	4-day	156	32.5	188.5	0.5	144
145	Southwest Preparatory Learning Center	5-day	170	14	184		145
146	Southwest Secondary Learning Center	5-day	170	14	184		146
147	Technology Leadership	5-day	167	35	202	-1	147
148	Tierra Adentro	5-day	178	4	182		148
149	Twenty-First Century Public Academy	5-day	167	9	176	2	149
150	William W. & Josephine Dorn	5-day	175	10	185	-2	150
151	<b>Aztec</b>						151
152	Mosaic Academy Charter	5-day	180	5	185		152
153	<b>Carlsbad</b>						153
154	Jefferson Montessori Academy	5-day	175	7	182		154
155	Pecos Connections Academy	5-day	180	15	195		155
156	<b>Central</b>						156
157	Dream Dine' Charter School	5-day	180	13	193		157



School Calendars, 2019-2020

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	Change in Instructional Days from Prior Year	
158	<b>Cimarron</b>						158
159	Moreno Valley High School	4-day	153	19	172		159
160	<b>Deming</b>						160
161	Deming Cesar Chavez Charter High	4-day	141	11	152	-2	161
162	<b>Española</b>						162
163	La Tierra Montessori School	5-day	170	12	182		163
164	McCurdy Charter School	5-day	169	13	182	3	164
165	<b>Gallup-McKinley County</b>						165
166	Dzit Dit Lool DEAP <sup>3</sup>	5-day	155	35	190		166
167	Hozho Academy (Extended)	5-day	173	17	190	10	167
168	Middle College High School (Extended)	5-day	178	15	193	15	168
169	Six Directions Indigenous School	5-day	180	11	191		169
170	<b>Jemez Mountain</b>						170
171	Lindrith Area Heritage Charter School	4-day	150	11	161		171
172	<b>Jemez Valley</b>						172
173	San Diego Riverside (Extended)	5-day	190	7	197	21	173
174	Walatowa Charter High School	5-day	177	3	180	-1	174
175	<b>Las Cruces</b>						175
176	Alma D'Arte Charter	5-day	180	2	182		176
177	J Paul Taylor Academy	5-day	185	4	189		177
178	La Academia Dolores Huerta	5-day	168	11	179	1	178
179	Las Montañas Charter	4-day	150	13	163		179
180	New America School - Las Cruces	4-day	150	16	166		180
181	Raíces Del Saber Xinachtli Community School	5-day	182	5	187		181
182	<b>Los Lunas</b>						182
183	School of Dreams Academy (Extended)	5-day	185	5	190	10	183
184	<b>Moriarty</b>						184
185	Estancia Valley Classical Academy	5-day	175	7	182		185
186	<b>Questa</b>						186
187	Red River Valley Charter School	4-day	150	11	161		187
188	Roots And Wings Community School (Extended)	4-day	165	23	188	10	188
189	<b>Rio Rancho</b>						189
190	ASK Academy	4-day	153	24.5	177.5		190
191	Sandoval Academy Of Bilingual Education	5-day	176	6	182		191
192	<b>Roswell</b>						192
193	Sidney Gutierrez Middle School	5-day	178.5	5.5	184	0.5	193
194	<b>Santa Fe</b>						194
195	Academy for Tech. and the Classics (Extended)	5-day	182	12	194	10	195
196	MASTERS Program	5-day	171	8	179		196
197	Monte Del Sol Charter	5-day	171	9	180	2	197
198	New Mexico Connections Academy	5-day	180	15	195		198
199	New Mexico School For The Arts	5-day	183	7	190		199
200	Tierra Encantada Charter School	4-day	146	39	185		200
201	Turquoise Trail Charter School (Extended)	5-day	188	2	190	10	201
202	<b>Silver City</b>						202
203	Aldo Leopold Charter (Extended)	5-day	183	11	194	11	203
204	<b>Socorro</b>						204
205	Cottonwood Valley Charter School	5-day	181	5	186	10	205
206	<b>Taos</b>						206
207	Anansi Charter School	5-day	172	13	185		207
208	Taos Academy (Extended)	4-day	161	15	176	10	208
209	Taos Integrated School of the Arts	4-day	143	42	185	-2	209
210	Taos International School	5-day	163	19	182	8	210

# School Calendars, 2019-2020

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	Change in Instructional Days from Prior Year	
211	Taos Municipal Charter School	5-day	170	10	180		211
212	Vista Grande High School	5-day	174	15	189	-3	212
213	<b>West Las Vegas</b>						213
214	Rio Gallinas School	5-day	180	6	186	1	214

<sup>1</sup>School has early dismissal on Wednesday.

Source: LESC Files

<sup>2</sup>School has half day on Fridays.

<sup>3</sup>Although the school officially has a 5-day week, most Fridays are non-instructional days.

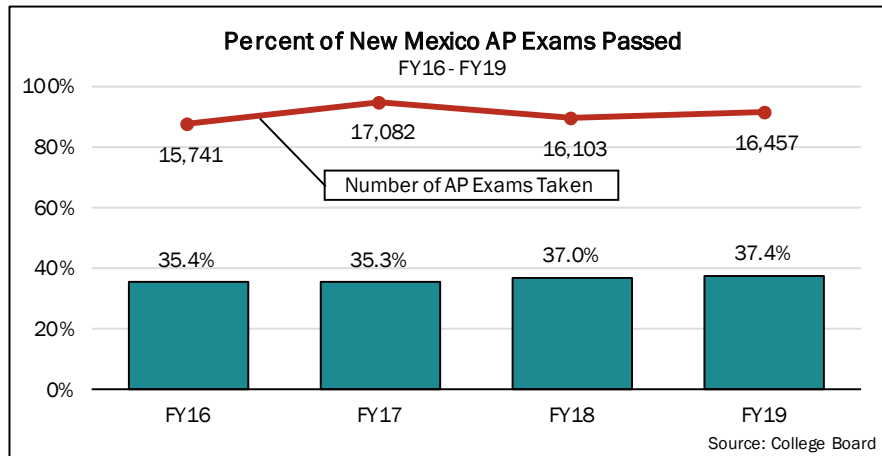
Note: Some school districts have extended learning time programs for only some students. These schools have both a "traditional" calendar, which does not include any extended learning time program days, or "extended" calendars, which include additional instructional days.

# Advanced Placement

## Most Popular Advanced Placement Exams in New Mexico

Subject	FY18		FY19	
	Tests	Pass Rate	Tests	Pass Rate
English Language and Composition	2,904	33%	2,813	31%
United States History	2,086	28%	2,037	28%
English Literature and Composition	1,818	26%	1,757	27%
World History	1,512	27%	1,570	28%
United States Government and Politics	1,005	31%	1,264	27%
Spanish Language and Culture	1,104	86%	1,165	86%
Calculus AB	916	34%	836	35%
Biology	587	42%	653	48%
Psychology	490	54%	506	50%
Statistics	503	22%	485	25%
Physics 1	433	25%	450	28%
Chemistry	384	24%	398	25%
Spanish Literature and Culture	291	52%	311	49%
Human Geography	236	46%	310	40%
Environmental Science	274	26%	301	26%

Source: College Board



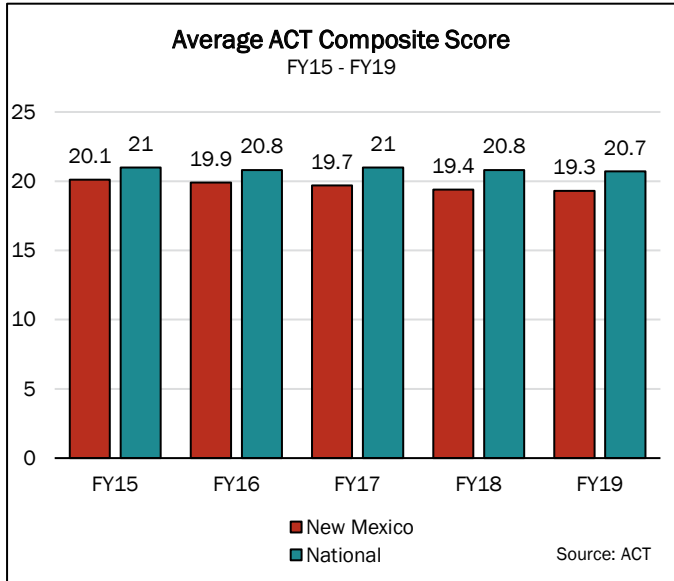
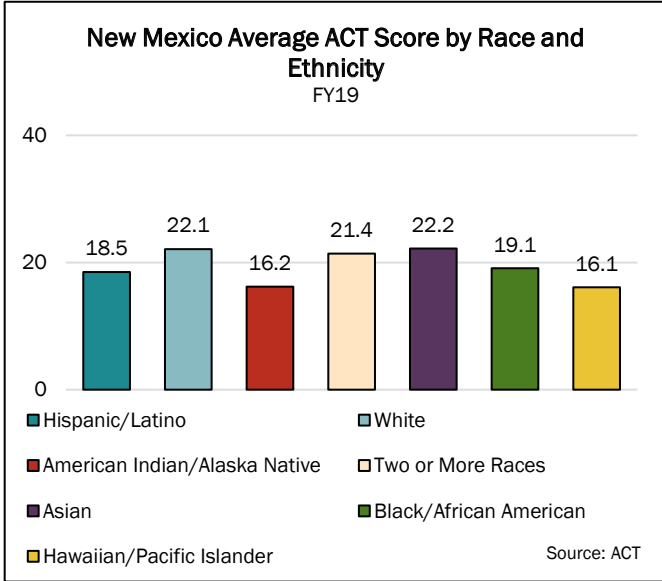
## New Mexico Advanced Placement Scores

By Race and Ethnicity

Race or Ethnicity	FY18			FY19		
	Number of Tests	Tests Passed	Percent Passed	Number of Tests	Tests Passed	Percent Passed
American Indian/Alaska Native	621	85	13.7%	650	74	11.4%
Asian	709	376	53.0%	744	430	57.8%
Black	148	41	27.7%	159	41	25.8%
Hispanic/Latino	9,047	2,712	30.0%	9,428	2,833	30.0%
Native Hawaiian/Pacific Islander	17	2	11.8%	14	4	28.6%
No Response	170	62	36.5%	132	45	34.1%
Two or More Races	503	260	51.7%	510	239	46.9%
White	4,888	2,427	49.7%	4,820	2,497	51.8%
<b>Total</b>	<b>16,103</b>	<b>5,965</b>	<b>37.0%</b>	<b>16,457</b>	<b>6,163</b>	<b>37.4%</b>

Source: College Board

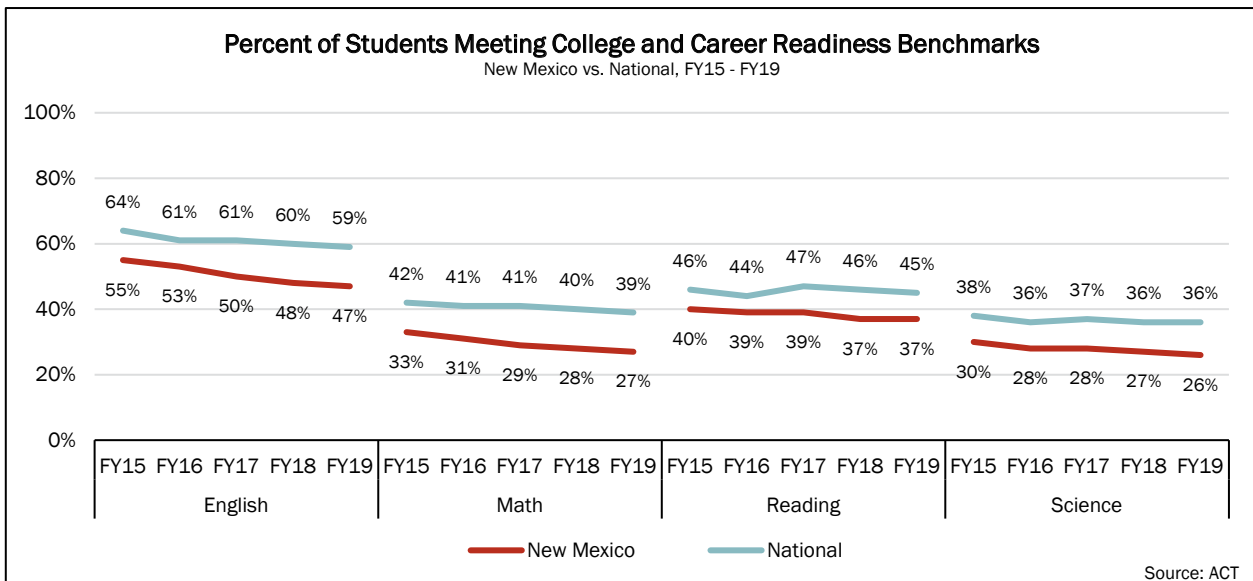
# ACT Exams



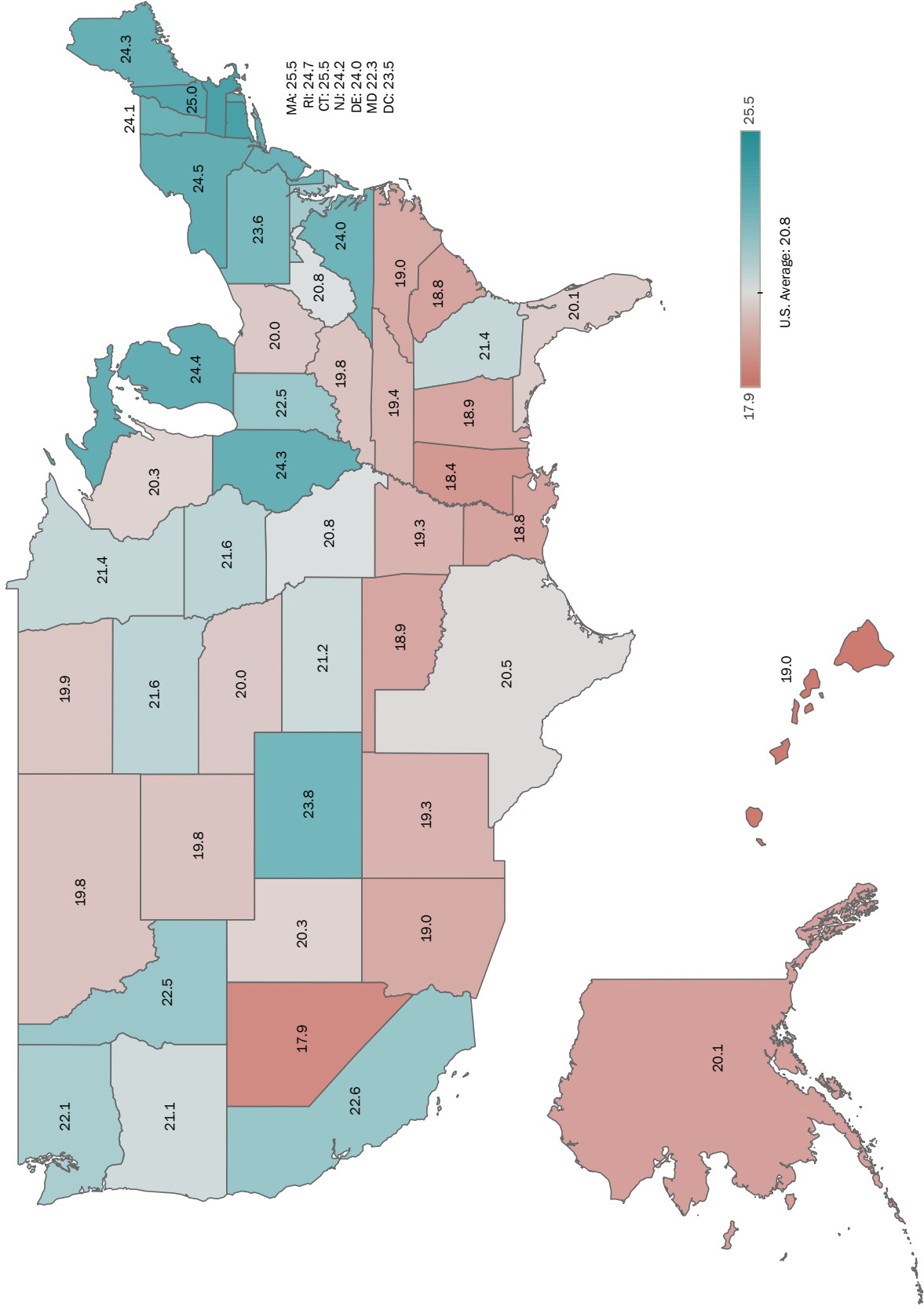
**New Mexico Average ACT Score by Race and Ethnicity**  
FY17 - FY19

	FY17	FY18	FY19	Percent of Tests
Hispanic/Latino	18.8	18.6	18.5	54%
White	22.7	22.4	22.1	23%
American Indian/Alaska Native	16.6	16.3	16.2	10%
Two or More Races	20.6	21.5	21.4	3%
Asian	22.8	22.7	22.2	2%
Black/African American	18.7	18.4	19.1	1%
Hawaiian/Pacific Islander	20.6	19.7	16.1	0%

Source: ACT

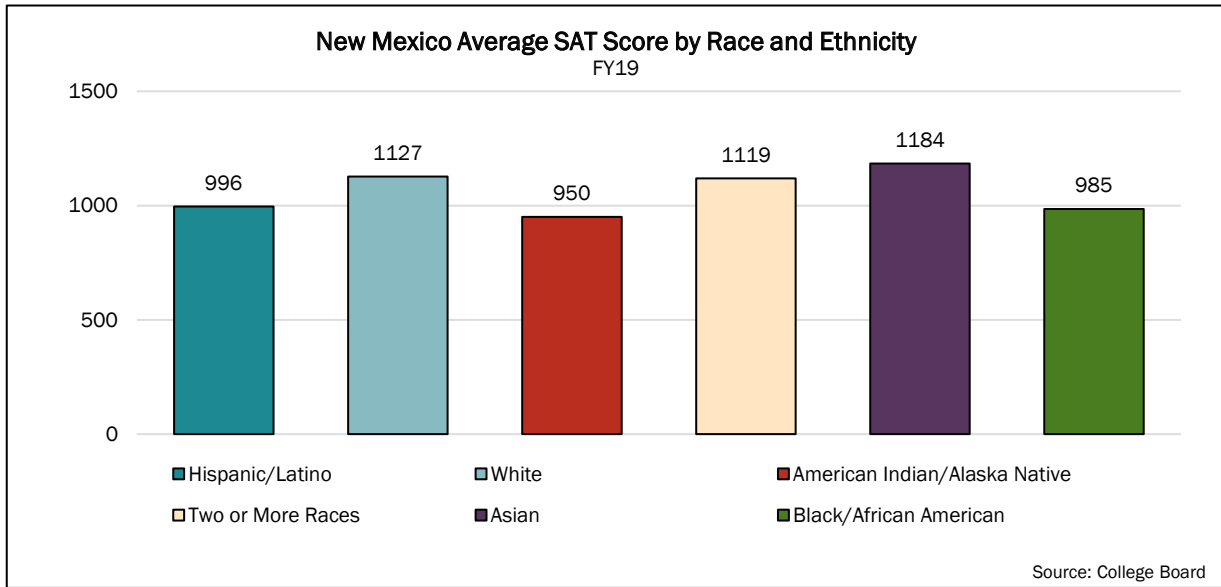


Average Composite ACT Score by State  
FY19



Source: College Board

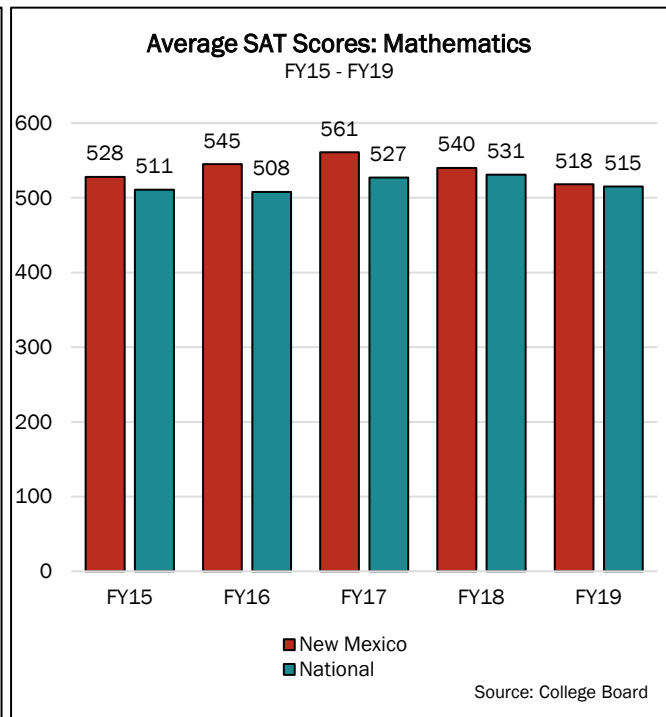
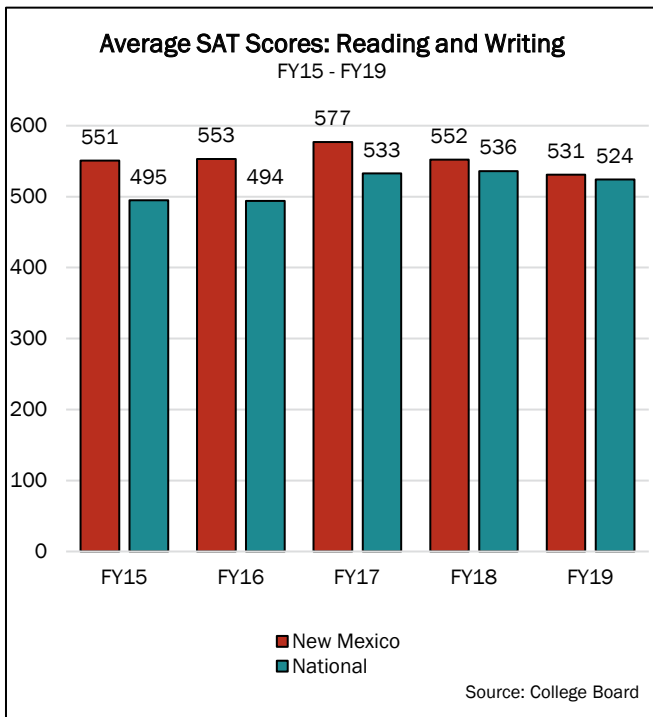
# SAT Exams



### New Mexico Average SAT Score by Race and Ethnicity FY17 - FY19

	FY17	FY18	FY19	Percent of Tests FY19
Hispanic/Latino	1090	1029	996	53%
White	1189	1163	1127	34%
American Indian/Alaska Native	994	986	950	2%
Two or More Races	1134	1173	1119	3%
Asian	1217	1219	1184	4%
Black/African American	1044	1019	985	2%

Source: College Board



# Graduation Rates, FY14-FY18

School District	School	FY14	FY15	FY16	FY17	FY18
<b>School Districts</b>						
1	Alamogordo Public Schools Academy Del Sol Alt.	44.2%	30.5%	39.0%	49.9%	74.5%
2	Alamogordo Public Schools Alamogordo High	73.4%	74.5%	74.0%	78.8%	81.1%
3	Alamogordo Public Schools Districtwide	69.8%	68.8%	71.0%	76.1%	80.5%
4	Albuquerque Public Schools Albuquerque High	63.4%	66.9%	70.0%	70.1%	72.8%
5	Albuquerque Public Schools Atrisco Heritage Academy HS	68.0%	60.5%	70.0%	70.8%	70.8%
6	Albuquerque Public Schools Cibola High	68.4%	72.1%	75.0%	78.1%	82.4%
7	Albuquerque Public Schools College And Career High School	92.6%	92.9%	90.0%	97.4%	97.1%
8	Albuquerque Public Schools Continuation School	8.5%	18.1%		19.4%	13.5%
9	Albuquerque Public Schools Del Norte High	59.5%	52.4%	55.0%	58.6%	57.9%
10	Albuquerque Public Schools Early College Academy	91.5%	85.9%	84.0%	90.6%	89.9%
11	Albuquerque Public Schools Ecademy Virtual High School		17.6%	23.0%	25.0%	22.1%
12	Albuquerque Public Schools Eldorado High	77.6%	73.5%	78.0%	78.8%	79.7%
13	Albuquerque Public Schools Freedom High	37.7%	41.2%	49.0%	47.0%	37.8%
14	Albuquerque Public Schools Highland High	53.4%	49.2%	58.0%	54.1%	59.4%
15	Albuquerque Public Schools La Cueva High	84.4%	81.4%	85.0%	87.4%	88.5%
16	Albuquerque Public Schools Manzano High	57.2%	62.6%	71.0%	75.8%	72.0%
17	Albuquerque Public Schools New Futures School	27.0%	25.5%	29.0%	32.2%	30.0%
18	Albuquerque Public Schools Nex Gen Academy	70.5%	64.2%	70.0%	83.9%	95.5%
19	Albuquerque Public Schools Rio Grande High	55.5%	58.7%	66.0%	61.0%	61.0%
20	Albuquerque Public Schools Sandia High	74.9%	76.3%	74.0%	79.1%	77.3%
21	Albuquerque Public Schools School on Wheels	21.3%	30.7%	48.0%	20.8%	50.3%
22	Albuquerque Public Schools Valley High	71.5%	65.0%	67.0%	75.2%	67.6%
23	Albuquerque Public Schools Volcano Vista High	78.0%	75.3%	80.0%	84.7%	82.3%
24	Albuquerque Public Schools West Mesa High	62.5%	59.1%	67.0%	63.8%	67.9%
25	Albuquerque Public Schools Districtwide	62.7%	61.7%	66.0%	67.9%	69.6%
26	Animas Public Schools Animas 7-12 School	82.6%	98.0%	80.0%	94.4%	98.5%
27	Animas Public Schools Districtwide	82.6%	98.0%	80.0%	94.4%	98.5%
28	Artesia Public Schools Artesia High	78.4%	74.5%	82.0%	86.5%	83.7%
29	Artesia Public Schools Artesia Park Junior High	47.8%	53.5%	63.0%	72.3%	57.1%
30	Artesia Public Schools Districtwide	68.1%	68.3%	77.0%	82.9%	75.7%
31	Aztec Municipal Schools Aztec High	75.2%	78.7%	69.0%	69.5%	77.8%
32	Aztec Municipal Schools Vista Nueva High	80.3%	45.7%	55.0%	37.7%	59.8%
33	Aztec Municipal Schools Districtwide	75.5%	76.8%	68.0%	68.0%	76.9%
34	Belen Consolidated Schools Belen High	60.4%	73.8%	66.0%	71.4%	72.0%
35	Belen Consolidated Schools Belen Infinity High	8.4%	24.7%	26.0%	43.1%	57.1%
36	Belen Consolidated Schools Districtwide	57.5%	72.0%	64.0%	68.9%	71.1%
37	Bernalillo Public Schools Bernalillo High	59.5%	68.1%	65.0%	56.9%	63.2%
38	Bernalillo Public Schools Districtwide	59.4%	68.1%	65.0%	56.8%	63.2%
39	Bloomfield Schools Bloomfield High	64.6%	70.4%	72.0%	71.1%	80.3%
40	Bloomfield Schools Charlie Y. Brown Alt	21.6%	28.3%	43.0%	28.6%	37.8%
41	Bloomfield Schools Districtwide	59.1%	65.9%	69.0%	65.6%	75.2%
42	Capitan Municipal Schools Capitan High	82.7%	82.2%	81.0%	87.5%	84.6%
43	Capitan Municipal Schools Districtwide	82.7%	82.2%	81.0%	87.5%	84.6%
44	Carlsbad Municipal Schools Carlsbad Early College High					95.3%
45	Carlsbad Municipal Schools Carlsbad High	79.6%	63.7%	76.0%	69.7%	66.1%
46	Carlsbad Municipal Schools Districtwide	77.7%	62.9%	75.0%	69.0%	69.5%
47	Carrizozo Municipal Schools Carrizozo High	97.3%	94.2%	80.0%	77.2%	84.0%
48	Carrizozo Municipal Schools Districtwide	97.3%	94.3%	80.0%	77.2%	83.1%
49	Central Consolidated Schools Career Prep Alternative	23.1%	29.3%	11.0%	22.1%	13.7%
50	Central Consolidated Schools Central High	77.8%	77.4%	76.0%	73.0%	74.5%
51	Central Consolidated Schools Newcomb High	67.9%	72.2%	61.0%	65.9%	70.1%

# Graduation Rates, FY14-FY18

	School District	School	FY14	FY15	FY16	FY17	FY18	
52	Central Consolidated Schools	Shiprock High	71.6%	72.6%	64.0%	71.3%	68.2%	52
53	Central Consolidated Schools	Districtwide	69.7%	71.7%	63.0%	67.5%	63.6%	53
54	Chama Valley Independent Schools	Escalante Middle/High School	95.7%	98.0%	81.0%	88.3%	93.1%	54
55	Chama Valley Independent Schools	Districtwide	95.8%	98.0%	80.0%	88.3%	93.1%	55
56	Cimarron Municipal Schools	Cimarron High	92.7%	84.8%	66.0%	76.5%	84.6%	56
57	Cimarron Municipal Schools	Districtwide	96.7%	76.9%	65.0%	79.2%	81.2%	57
58	Clayton Municipal Schools	Clayton High	91.4%	95.6%	90.0%	79.2%	74.1%	58
59	Clayton Municipal Schools	Districtwide	91.4%	95.6%	90.0%	79.2%	74.1%	59
60	Cloudcroft Municipal Schools	Cloudcroft High	97.4%	94.8%	90.0%	90.7%	91.6%	60
61	Cloudcroft Municipal Schools	Districtwide	97.4%	94.8%	90.0%	90.7%	91.6%	61
62	Clovis Municipal Schools	Clovis High	75.2%	79.5%	76.0%	81.2%	85.6%	62
63	Clovis Municipal Schools	Clovis HS Freshman Academy	64.8%	71.1%	56.0%	68.4%	76.1%	63
64	Clovis Municipal Schools	Districtwide	72.5%	77.4%	70.0%	77.9%	83.0%	64
65	Cobre Consolidated Schools	Cobre High	89.2%	92.3%	92.0%	94.1%	87.7%	65
66	Cobre Consolidated Schools	Districtwide	89.2%	92.3%	92.0%	94.1%	87.7%	66
67	Cuba Independent Schools	Cuba High	61.3%	58.6%	74.0%	61.6%	78.8%	67
68	Cuba Independent Schools	Districtwide	61.3%	58.6%	74.0%	62.3%	70.4%	68
69	Deming Public Schools	Deming High	74.3%	72.8%	78.0%	71.4%	75.3%	69
70	Deming Public Schools	Districtwide	65.0%	66.3%	71.0%	67.0%	71.2%	70
71	Dexter Consolidated Schools	Dexter High	84.3%	68.2%	72.0%	76.2%	83.2%	71
72	Dexter Consolidated Schools	Districtwide	84.3%	68.2%	72.0%	76.2%	83.2%	72
73	Dora Consolidated Schools	Dora High	97.4%	77.6%	90.0%	100.0%	90.1%	73
74	Dora Consolidated Schools	Districtwide	97.4%	77.6%	90.0%	100.0%	90.1%	74
75	Dulce Independent Schools	Dulce Junior/Senior High School	84.9%	72.3%	77.0%	83.7%	77.5%	75
76	Dulce Independent Schools	Districtwide	84.9%	72.3%	77.0%	83.7%	77.5%	76
77	Elida Municipal Schools	Elida High	98.0%	81.0%	80.0%	100.0%	92.6%	77
78	Elida Municipal Schools	Districtwide	98.0%	81.0%	80.0%	100.0%	92.6%	78
79	Española Public Schools	Española Valley High	55.5%	61.7%	64.0%	66.5%	71.0%	79
80	Española Public Schools	Districtwide	55.5%	61.7%	64.0%	65.5%	71.0%	80
81	Estancia Municipal Schools	Estancia High	91.0%	72.9%	83.0%	86.0%	83.5%	81
82	Estancia Municipal Schools	Districtwide	84.1%	69.8%	81.0%	80.1%	83.4%	82
83	Eunice Municipal Schools	Eunice High	88.3%	69.7%	79.0%	84.0%	81.5%	83
84	Eunice Municipal Schools	Districtwide	88.3%	69.7%	79.0%	84.0%	81.5%	84
85	Farmington Municipal Schools	Farmington High	74.3%	73.6%	72.0%	67.9%	83.6%	85
86	Farmington Municipal Schools	Piedra Vista High	76.3%	80.2%	80.0%	75.1%	79.8%	86
87	Farmington Municipal Schools	Rocinante High	25.6%	35.1%	48.0%	38.5%	48.1%	87
88	Farmington Municipal Schools	Districtwide	69.6%	71.7%	71.0%	66.2%	74.7%	88
89	Floyd Municipal Schools	Floyd High	84.0%	92.1%	80.0%	87.8%	87.7%	89
90	Floyd Municipal Schools	Districtwide	84.0%	92.1%	80.0%	87.8%	87.7%	90
91	Fort Sumner Municipal Schools	Fort Sumner High	87.3%	90.3%	77.0%	88.1%	97.0%	91
92	Fort Sumner Municipal Schools	Districtwide	87.3%	90.3%	77.0%	88.1%	97.0%	92
93	Gadsden Independent Schools	Alta Vista Early College High School					92.8%	93
94	Gadsden Independent Schools	Chaparral High	74.7%	74.7%	86.0%	76.7%	80.3%	94
95	Gadsden Independent Schools	Gadsden High	79.9%	82.2%	88.0%	88.3%	81.3%	95
96	Gadsden Independent Schools	Santa Teresa High	89.0%	87.7%	87.0%	81.1%	85.6%	96
97	Gadsden Independent Schools	Districtwide	80.1%	80.7%	86.0%	81.7%	81.8%	97
98	Gallup-McKinley County Schools	Crownpoint High	66.1%	68.4%	70.0%	68.3%	77.8%	98
99	Gallup-McKinley County Schools	Gallup Central Alternative	20.0%	26.5%	24.0%	26.4%	45.9%	99
100	Gallup-McKinley County Schools	Gallup High	66.9%	69.0%	65.0%	65.7%	73.9%	100
101	Gallup-McKinley County Schools	Miyamura High School	62.4%	65.6%	67.0%	69.1%	80.9%	101
102	Gallup-McKinley County Schools	Navajo Pine High	70.6%	65.0%	67.0%	57.1%	55.0%	102
103	Gallup-McKinley County Schools	Ramah High	90.1%	77.2%	80.0%	76.0%	66.9%	103



## Graduation Rates, FY10-FY17

	School District	School	FY14	FY15	FY16	FY17	FY18	
104	Gallup-McKinley County Schools	Thoreau High	77.0%	74.5%	63.0%	71.4%	66.3%	104
105	Gallup-McKinley County Schools	Tohatchi High	74.4%	72.4%	78.0%	85.7%	78.7%	105
106	Gallup-McKinley County Schools	Tse'Yi'Gai High	75.0%	80.1%	90.0%	69.7%	67.2%	106
107	Gallup-McKinley County Schools	Districtwide	64.9%	66.6%	65.0%	67.2%	73.1%	107
108	Grady Municipal Schools	Grady High	90.3%	96.0%	80.0%	98.4%	99.3%	108
109	Grady Municipal Schools	Districtwide	90.3%	96.0%	80.0%	98.4%	99.3%	109
110	Grants-Cibola County Schools	Grants High	65.7%	66.0%	67.0%	65.8%	59.3%	110
111	Grants-Cibola County Schools	Laguna-Acoma High	83.5%	74.1%	78.0%	75.3%	73.7%	111
112	Grants-Cibola County Schools	Districtwide	69.8%	67.5%	70.0%	68.6%	62.4%	112
113	Hagerman Municipal Schools	Hagerman High	84.7%	76.1%	78.0%	82.9%	82.4%	113
114	Hagerman Municipal Schools	Districtwide	84.7%	76.1%	78.0%	82.9%	82.4%	114
115	Hatch Valley Public Schools	Hatch Valley High	68.9%	67.5%	74.0%	67.6%	76.5%	115
116	Hatch Valley Public Schools	Districtwide	68.9%	67.4%	74.0%	67.6%	76.5%	116
117	Hobbs Municipal Schools	Hobbs Freshman High	76.7%	74.0%	78.0%	80.9%	85.3%	117
118	Hobbs Municipal Schools	Hobbs High	86.1%	88.5%	90.0%	88.1%	90.3%	118
119	Hobbs Municipal Schools	Districtwide	83.7%	84.8%	87.0%	86.1%	88.9%	119
120	Hondo Valley Public Schools	Hondo High	96.5%	80.2%	75.0%	81.0%	96.3%	120
121	Hondo Valley Public Schools	Districtwide	96.5%	80.2%	75.0%	81.0%	96.3%	121
122	House Municipal Schools	House High	23.4%	77.8%	57.0%	50.8%	82.9%	122
123	House Municipal Schools	Districtwide	19.8%	59.9%	51.0%	41.3%	73.9%	123
124	Jal Public Schools	Jal High	96.0%	77.1%	85.0%	91.3%	96.5%	124
125	Jal Public Schools	Districtwide	96.0%	77.1%	85.0%	91.3%	96.5%	125
126	Jemez Mountain Public Schools	Coronado High	86.6%	92.8%	80.0%	95.0%	96.6%	126
127	Jemez Mountain Public Schools	Districtwide	86.6%	92.8%	80.0%	95.0%	96.6%	127
128	Jemez Valley Public Schools	Jemez Valley High	80.5%	90.1%	88.0%	59.5%	74.7%	128
129	Jemez Valley Public Schools	Districtwide	82.9%	90.1%	88.0%	59.5%	74.7%	129
130	Las Cruces Public Schools	Arrowhead Park Early College High School	98.0%	92.0%	97.0%	94.7%	93.0%	130
131	Las Cruces Public Schools	Arrowhead Park Medical Academy					97.7%	131
132	Las Cruces Public Schools	Centennial High School	83.6%	69.7%	83.0%	86.9%	88.2%	132
133	Las Cruces Public Schools	Las Cruces High	77.3%	74.8%	79.0%	87.6%	85.5%	133
134	Las Cruces Public Schools	Mayfield High	78.6%	77.6%	72.0%	86.8%	88.8%	134
135	Las Cruces Public Schools	Ocate High	78.9%	76.1%	86.0%	85.6%	87.5%	135
136	Las Cruces Public Schools	Rio Grande Preparatory Institute	44.8%	42.6%		69.5%	67.5%	136
137	Las Cruces Public Schools	Districtwide	76.6%	74.5%	80.0%	85.5%	86.2%	137
138	Las Vegas City Public Schools	Robertson High	76.8%	67.2%	68.0%	72.9%	74.5%	138
139	Las Vegas City Public Schools	Districtwide	76.7%	67.2%	68.0%	72.6%	74.5%	139
140	Logan Municipal Schools	Logan High	59.0%	61.5%	65.0%	62.1%	68.5%	140
141	Logan Municipal Schools	Districtwide	59.0%	61.5%	65.0%	62.1%	68.5%	141
142	Lordsburg Municipal Schools	Lordsburg High	69.4%	60.7%	72.0%	82.2%	56.8%	142
143	Lordsburg Municipal Schools	Districtwide	69.4%	60.7%	72.0%	82.2%	56.8%	143
144	Los Alamos Public Schools	Los Alamos High	86.5%	87.7%	83.0%	86.6%	89.5%	144
145	Los Alamos Public Schools	Districtwide	86.3%	87.4%	83.0%	86.6%	89.4%	145
146	Los Lunas Public Schools	Century Alt High	23.9%	25.3%	37.0%	34.8%	35.9%	146
147	Los Lunas Public Schools	Los Lunas High	76.1%	74.4%	80.0%	80.1%	73.5%	147
148	Los Lunas Public Schools	Valencia High	77.2%	85.9%	85.0%	78.1%	79.4%	148
149	Los Lunas Public Schools	Districtwide	73.9%	75.7%	81.0%	76.3%	73.9%	149
150	Loving Municipal Schools	Loving High	96.2%	88.7%	83.0%	84.9%	86.9%	150
151	Loving Municipal Schools	Districtwide	96.2%	88.7%	82.0%	84.9%	86.9%	151
152	Lovington Municipal Schools	Lovington Freshman Academy	75.1%	70.0%	72.0%	73.8%	77.0%	152
153	Lovington Municipal Schools	Lovington High	91.8%	88.3%	92.0%	93.5%	90.9%	153
154	Lovington Municipal Schools	New Hope Alt High	45.5%	52.6%	26.0%	40.8%	51.1%	154
155	Lovington Municipal Schools	Districtwide	79.0%	76.2%	79.0%	81.0%	82.8%	155

# Graduation Rates, FY10-FY17

	School District	School	FY14	FY15	FY16	FY17	FY18	
156								156
157	Magdalena Municipal Schools	Magdalena High	81.4%	84.0%	83.0%	89.3%	79.9%	157
158	Magdalena Municipal Schools	Districtwide	81.2%	84.0%	83.0%	89.3%	79.9%	158
159	Melrose Public Schools	Melrose High	81.0%	83.5%	80.0%	79.7%	100.0%	159
160	Melrose Public Schools	Districtwide	81.0%	83.5%	80.0%	79.7%	100.0%	160
161	Mesa Vista Consolidated Schools	Mesa Vista High	89.4%	91.8%	74.0%	80.8%	67.1%	161
162	Mesa Vista Consolidated Schools	Districtwide	88.8%	91.4%	74.0%	81.0%	67.1%	162
163	Mora Independent Schools	Mora High	74.6%	76.5%	85.0%	73.1%	90.3%	163
164	Mora Independent Schools	Districtwide	74.6%	76.5%	85.0%	73.1%	90.4%	164
165	Moriarty-Edgewood School District	Moriarty High	70.5%	69.5%	79.0%	77.6%	73.6%	165
166	Moriarty-Edgewood School District	Districtwide	70.3%	69.5%	79.0%	77.6%	73.6%	166
167	Mountainair Public Schools	Mountainair High	74.5%	71.8%	69.0%	60.7%	81.2%	167
168	Mountainair Public Schools	Districtwide	74.5%	71.8%	69.0%	60.7%	81.2%	168
169	Pecos Independent Schools	Pecos High	69.5%	62.6%	57.0%	79.5%	86.0%	169
170	Pecos Independent Schools	Districtwide	69.4%	62.6%	57.0%	79.3%	86.0%	170
171	Peñasco Independent Schools	Peñasco High	75.0%	80.3%	90.0%	79.1%	70.2%	171
172	Peñasco Independent Schools	Districtwide	75.0%	80.3%	90.0%	79.1%	70.2%	172
173	Pojoaque Valley Public Schools	Pojoaque High	74.2%	76.9%	75.0%	77.8%	83.5%	173
174	Pojoaque Valley Public Schools	Districtwide	74.2%	76.9%	75.0%	77.8%	83.4%	174
175	Portales Municipal Schools	Portales High	81.4%	81.7%	74.0%	77.2%	65.2%	175
176	Portales Municipal Schools	Districtwide	81.4%	81.6%	74.0%	77.2%	65.2%	176
177	Quemado Independent Schools	Quemado High	77.1%	92.1%	80.0%	89.7%	79.2%	177
178	Quemado Independent Schools	Districtwide	77.1%	92.1%	80.0%	89.7%	79.2%	178
179	Questa Independent Schools	Questa High	85.7%	79.1%	88.0%	76.2%	77.4%	179
180	Questa Independent Schools	Districtwide	85.7%	79.1%	88.0%	76.2%	77.4%	180
181	Raton Public Schools	Raton High	75.4%	69.4%	69.0%	77.9%	67.0%	181
182	Raton Public Schools	Districtwide	75.4%	69.4%	69.0%	77.9%	67.5%	182
183	Reserve Independent Schools	Reserve High	62.7%	54.3%		80.5%	93.9%	183
184	Reserve Independent Schools	Districtwide	62.8%	54.3%		80.5%	93.9%	184
185	Rio Rancho Public Schools	Independence High School	33.7%	27.7%	29.0%	27.4%	36.4%	185
186	Rio Rancho Public Schools	Rio Rancho Cyber Academy	91.0%	83.9%	85.0%	72.2%	80.9%	186
187	Rio Rancho Public Schools	Rio Rancho High	83.7%	82.9%	85.0%	81.9%	85.9%	187
188	Rio Rancho Public Schools	V. Sue Cleveland High	90.1%	86.2%	87.0%	86.5%	88.6%	188
189	Rio Rancho Public Schools	Districtwide	84.4%	82.7%	84.0%	82.0%	85.4%	189
190	Roswell Independent Schools	Goddard High	76.9%	72.9%	77.0%	65.2%	74.4%	190
191	Roswell Independent Schools	Roswell High	66.4%	71.6%	68.0%	68.6%	67.2%	191
192	Roswell Independent Schools	University High	23.0%	20.5%	34.0%	32.6%	37.2%	192
193	Roswell Independent Schools	Districtwide	67.7%	68.3%	69.0%	65.8%	68.5%	193
194	Ruidoso Municipal Schools	Ruidoso High	86.0%	70.1%	87.0%	81.6%	83.5%	194
195	Ruidoso Municipal Schools	Districtwide	84.3%	69.9%	86.0%	81.2%	83.4%	195
196	San Jon Municipal Schools	San Jon High	76.1%	84.4%			89.7%	196
197	San Jon Municipal Schools	Districtwide	76.1%	84.4%			89.7%	197
198	Santa Fe Public Schools	Academy at Larragoite	25.5%	42.5%	51.0%	59.9%	38.1%	198
199	Santa Fe Public Schools	Capital High	68.5%	66.4%	72.0%	70.4%	72.6%	199
200	Santa Fe Public Schools	Santa Fe Engage		2.0%			4.1%	200
201	Santa Fe Public Schools	Santa Fe High	67.2%	69.9%	73.0%	67.7%	75.3%	201
202	Santa Fe Public Schools	Districtwide	64.4%	66.8%	71.0%	68.9%	73.0%	202
203	Santa Rosa Consolidated Schools	Santa Rosa High	90.4%	78.0%	95.0%	88.4%	89.0%	203
204	Santa Rosa Consolidated Schools	Districtwide	90.4%	76.2%	95.0%	88.4%	89.0%	204
205	Silver Consolidated Schools	Cliff High	94.2%	76.9%	91.0%	89.2%	92.1%	205
206	Silver Consolidated Schools	Opportunity High School	64.6%	90.2%	58.0%	77.6%	59.8%	206
207	Silver Consolidated Schools	Silver High	87.9%	87.2%	83.0%	84.1%	80.2%	207
208	Silver Consolidated Schools	Districtwide	86.5%	86.3%	81.0%	83.8%	78.8%	208

## Graduation Rates, FY10-FY17

	School District	School	FY14	FY15	FY16	FY17	FY18	
209	Socorro Consolidated Schools	Socorro High	61.5%	61.3%	65.0%	63.8%	72.9%	209
210	Socorro Consolidated Schools	Districtwide	61.0%	61.3%	65.0%	63.7%	71.6%	210
211	Springer Municipal Schools	Springer High	88.4%	93.9%		100.0%	100.0%	211
212	Springer Municipal Schools	Districtwide	88.4%	93.9%		100.0%	100.0%	212
213	Taos Municipal Schools	Taos High	75.7%	62.3%	77.0%	68.7%	75.4%	213
214	Taos Municipal Schools	Districtwide	71.1%	59.8%	74.0%	68.3%	72.3%	214
215	Tatum Municipal Schools	Tatum High	92.0%	80.3%	90.0%	96.0%	81.4%	215
216	Tatum Municipal Schools	Districtwide	92.0%	80.3%	90.0%	96.0%	81.4%	216
217	Texico Municipal Schools	Texico High	88.4%	97.8%	95.0%	73.1%	93.0%	217
218	Texico Municipal Schools	Districtwide	88.4%	97.8%	95.0%	73.1%	93.0%	218
219	Truth or Conseq. Municipal Schools	Hot Springs High	75.1%	64.0%	82.0%	85.3%	81.8%	219
220	Truth or Consequences Municipal Schools	Districtwide	74.9%	63.3%	82.0%	85.3%	82.0%	220
221	Tucumcari Public Schools	Tucumcari High	68.4%	62.8%	79.0%	78.2%	84.1%	221
222	Tucumcari Public Schools	Districtwide	66.8%	60.3%	79.0%	77.8%	84.1%	222
223	Tularosa Municipal Schools	Tularosa High	84.8%	81.1%	70.0%	64.1%	69.1%	223
224	Tularosa Municipal Schools	Districtwide	84.8%	81.1%	70.0%	64.1%	69.1%	224
225	West Las Vegas Public Schools	West Las Vegas Family Partnership	58.3%	44.8%	42.0%	7.0%	31.4%	225
226	West Las Vegas Public Schools	West Las Vegas High	65.5%	72.4%	75.0%	78.6%	76.5%	226
227	West Las Vegas Public Schools	Districtwide	64.0%	68.6%	70.0%	72.4%	73.1%	227
228	Zuni Public Schools	Twin Buttes High	17.3%	13.3%	28.0%	22.6%	68.3%	228
229	Zuni Public Schools	Zuni High	60.5%	71.6%	66.0%	61.4%	74.6%	229
230	Zuni Public Schools	Districtwide	54.9%	64.6%	61.0%	55.0%	73.2%	230
<b>Charter Schools</b>								
231	Albuquerque Public Schools	Albuquerque Charter Academy	40.8%	37.0%	35.0%	27.9%	32.9%	231
232	Albuquerque Public Schools	Albuquerque Talent Development Charter	39.0%	43.5%	44.0%	61.1%	55.2%	232
233	Albuquerque Public Schools	Corrales International		72.4%		90.6%	92.7%	233
234	Albuquerque Public Schools	Digital Arts And Technology	50.4%	66.2%	57.0%	66.3%	65.9%	234
235	Albuquerque Public Schools	East Mountain High School	86.2%	90.2%	90.0%	93.4%	91.4%	235
236	Albuquerque Public Schools	El Camino Real Academy	34.8%	54.2%	70.0%	76.4%	81.9%	236
237	Albuquerque Public Schools	Gordon Bernell Charter	9.6%	15.9%	10.0%	8.7%	14.9%	237
238	Albuquerque Public Schools	La Academia De Esperanza	16.1%	6.4%	11.0%	18.7%	22.4%	238
239	Albuquerque Public Schools	Los Puentes Charter	16.4%	12.5%	26.0%	23.3%	25.6%	239
240	Albuquerque Public Schools	Native American Community Academy	64.7%	66.6%	70.0%	72.4%	73.7%	240
241	Albuquerque Public Schools	Nuestros Valores Charter	47.4%	33.4%	62.0%	44.9%	43.1%	241
242	Albuquerque Public Schools	Public Academy for Performing Arts	87.5%	93.1%	90.0%	92.3%	96.8%	242
243	Albuquerque Public Schools	Robert F. Kennedy Charter	15.0%	5.2%	25.0%	7.6%	15.9%	243
244	Albuquerque Public Schools	South Valley Academy	74.5%	85.6%	85.0%	86.6%	82.3%	244
245	Carlsbad Municipal Schools	Jefferson Montessori	76.3%	61.7%	80.0%	56.8%	86.9%	245
246	Cimarron Municipal Schools	Moreno Valley High	98.0%	72.1%	65.0%	83.1%	77.8%	246
247	Deming Public Schools	Deming Cesar Chavez	6.6%	17.3%	23.0%	24.2%	33.8%	247
248	Farmington Municipal Schools	New Mexico Virtual Academy	37.5%	38.6%	43.0%	39.6%	38.9%	248
249	Gallup-McKinley County Schools	Middle College High	97.2%	92.7%	79.0%	92.1%	98.9%	249
250	Santa Fe Public Schools	Academy for Technology and the Classics	81.6%	75.1%	84.0%	96.4%	87.6%	250
251	State-Chartered Charter School	Academy of Trades and Tech	13.5%	9.5%	10.0%	11.2%	24.6%	251
252	State-Chartered Charter School	ACE Leadership High School	34.3%	20.0%	28.0%	20.5%	23.1%	252
253	State-Chartered Charter School	Albuquerque Institute of Math & Science	94.8%	93.5%	90.0%	94.4%	93.6%	253
254	State-Chartered Charter School	Albuquerque School of Excellence		93.6%		91.8%	87.1%	254
255	State-Chartered Charter School	Aldo Leopold Charter	67.3%	76.2%	59.0%	67.4%	78.6%	255
256	State-Chartered Charter School	Alma D'Arte Charter	72.9%	64.8%	73.0%	60.0%	68.9%	256
257	State-Chartered Charter School	Amy Biehl Charter High School	78.1%	64.7%	69.0%	81.4%	73.8%	257
258	State-Chartered Charter School	ASK Academy	39.3%	50.3%	81.0%	71.2%	83.0%	258
259	State-Chartered Charter School	Cesar Chavez Community School	38.1%	31.4%	36.0%	38.5%	38.0%	259

# Graduation Rates, FY10-FY17

	School District	School	FY14	FY15	FY16	FY17	FY18	
260	State-Chartered Charter School	Cottonwood Classical Prep	96.0%	87.2%	72.0%	93.2%	96.2%	260
261	State-Chartered Charter School	Estancia Valley Classical Academy		50.5%	73.0%	95.7%	90.0%	261
262	State-Chartered Charter School	Explore Academy					64.0%	262
263	State-Chartered Charter School	Gilbert L Sena Charter HS	24.3%	26.9%	39.0%	36.4%	46.5%	263
264	State-Chartered Charter School	GREAT Academy	3.7%	14.0%	22.0%	30.8%	32.6%	264
265	State-Chartered Charter School	Health Leadership High School	2.0%	7.5%	20.0%	31.2%	42.8%	265
266	State-Chartered Charter School	Las Montañas Charter	43.2%	37.7%	28.0%	31.8%	32.4%	266
267	State-Chartered Charter School	MASTERS Program	79.2%	78.1%	74.0%	76.9%	81.8%	267
268	State-Chartered Charter School	McCurdy Charter School	82.4%	67.5%	74.0%	63.0%	71.2%	268
269	State-Chartered Charter School	Media Arts Collaborative	40.5%	43.0%	36.0%	56.4%	62.2%	269
270	State-Chartered Charter School	Mission Achievement And Success					86.4%	270
271	State-Chartered Charter School	Monte Del Sol Charter	67.9%	82.1%	74.0%	71.9%	74.5%	271
272	State-Chartered Charter School	New America School - Albuquerque	30.9%	21.3%	22.0%	18.4%	20.2%	272
273	State-Chartered Charter School	New America School - Las Cruces	51.0%	33.8%	34.0%	28.3%	43.4%	273
274	State-Chartered Charter School	New Mexico Connections Academy	62.6%	42.2%	48.0%	40.5%	41.4%	274
275	State-Chartered Charter School	New Mexico School for the Arts	86.2%	88.7%	95.0%	96.2%	98.1%	275
276	State-Chartered Charter School	School of Dreams Academy	52.0%	65.1%	64.0%	66.6%	74.7%	276
277	State-Chartered Charter School	SW Aeronautics, Mathematics, and Science	51.7%	49.1%	58.0%	80.9%	82.8%	277
278	State-Chartered Charter School	Southwest Secondary Learning Center	92.0%	90.7%	79.0%	72.0%	67.9%	278
279	State-Chartered Charter School	Taos Academy	96.7%	84.2%	79.0%	94.3%	92.3%	279
280	State-Chartered Charter School	Tierra Adentro	75.2%	59.7%	77.0%	84.4%	71.2%	280
281	State-Chartered Charter School	Tierra Encantada Charter School	37.1%	51.8%	50.0%	70.0%	86.2%	281
282	State-Chartered Charter School	Walatowa Charter High	91.0%	87.0%	80.0%	80.5%	84.2%	282
283	Taos Municipal Schools	Vista Grande High School	42.7%	56.2%	63.0%	78.4%	67.7%	283
284	<b>Statewide</b>		<b>69.3%</b>	<b>68.6%</b>	<b>71.0%</b>	<b>71.1%</b>	<b>73.9%</b>	284

Source: PED

## 25 Schools With Most Dropouts

### Top 25 Schools Producing the Greatest Number of Dropouts

Cohort of 2018\*

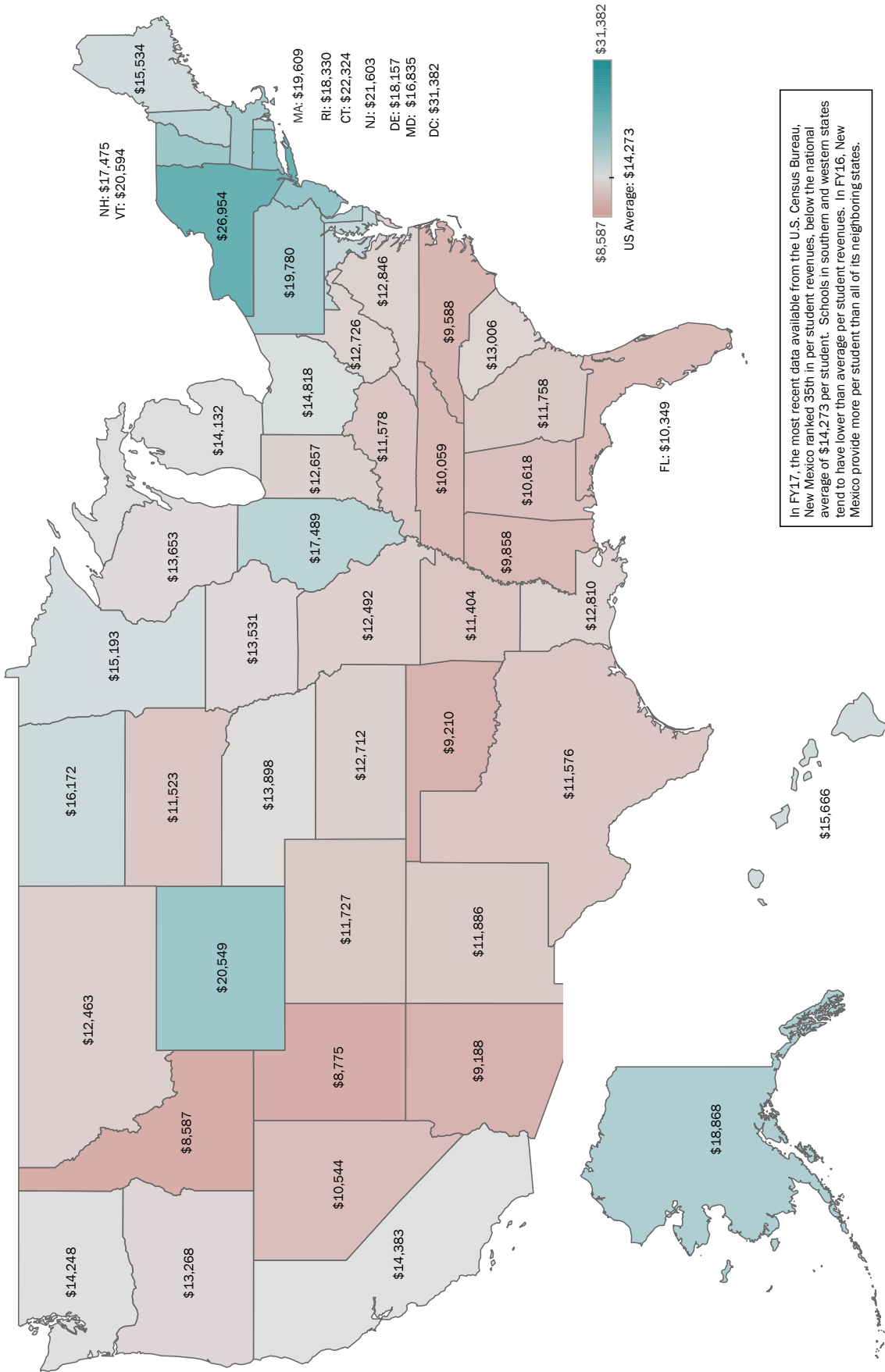
	School Name	School District/ Charter Authorizer	Number of Dropouts	Percent Dropouts	Percent of Statewide	
1	New Mexico Connections Academy	PEC - Santa Fe	218	40%	6%	1
2	Gordon Bernell Charter School	Albuquerque Public Schools	141	67%	4%	2
3	Highland High School	Albuquerque Public Schools	126	23%	4%	3
4	Atrisco Heritage Academy High School	Albuquerque Public Schools	124	15%	4%	4
5	La Academia De Esperanza	Albuquerque Public Schools	121	50%	3%	5
6	Carlsbad High School	Carlsbad Municipal Schools	109	24%	3%	6
7	West Mesa High School	Albuquerque Public Schools	108	17%	3%	7
8	Capital High School	Santa Fe Public Schools	105	22%	3%	8
9	Rio Grande High School	Albuquerque Public Schools	101	18%	3%	9
10	Manzano High School	Albuquerque Public Schools	100	16%	3%	10
11	Santa Fe High School	Santa Fe Public Schools	96	18%	3%	11
12	Clovis High School	Clovis Municipal Schools	93	15%	3%	12
13	Del Norte High School	Albuquerque Public Schools	92	20%	3%	13
14	New America School	PEC - Albuquerque	91	51%	3%	14
15	Robert F. Kennedy Charter	Albuquerque Public Schools	90	51%	3%	15
16	Albuquerque High School	Albuquerque Public Schools	89	14%	3%	16
17	ACE Leadership High School	PEC - Albuquerque	84	53%	2%	17
18	Valley High School	Albuquerque Public Schools	80	18%	2%	18
19	Deming High School	Deming Public Schools	76	18%	2%	19
20	Las Cruces High School	Las Cruces Public Schools	75	14%	2%	20
21	Clovis High Freshman Academy	Clovis Municipal Schools	74	13%	2%	21
22	New America School - Las Cruces	PEC - Las Cruces	74	47%	2%	22
23	Española Valley High School	Española Public Schools	74	22%	2%	23
24	Rio Rancho High School	Rio Rancho Public Schools	69	10%	2%	24
25	Roswell High School	Roswell Independent Schools	64	16%	2%	25
26	<b>Total</b>		<b>2474</b>		<b>71%</b>	26

Source: LESC Analysis of PED Data

\* PED names cohorts according to students' expected fourth year of high school. Cohort of 2019 data was unavailable at time of publication.

# Public School Revenue

Public School Revenue Per Student, FY17  
All Revenue Sources

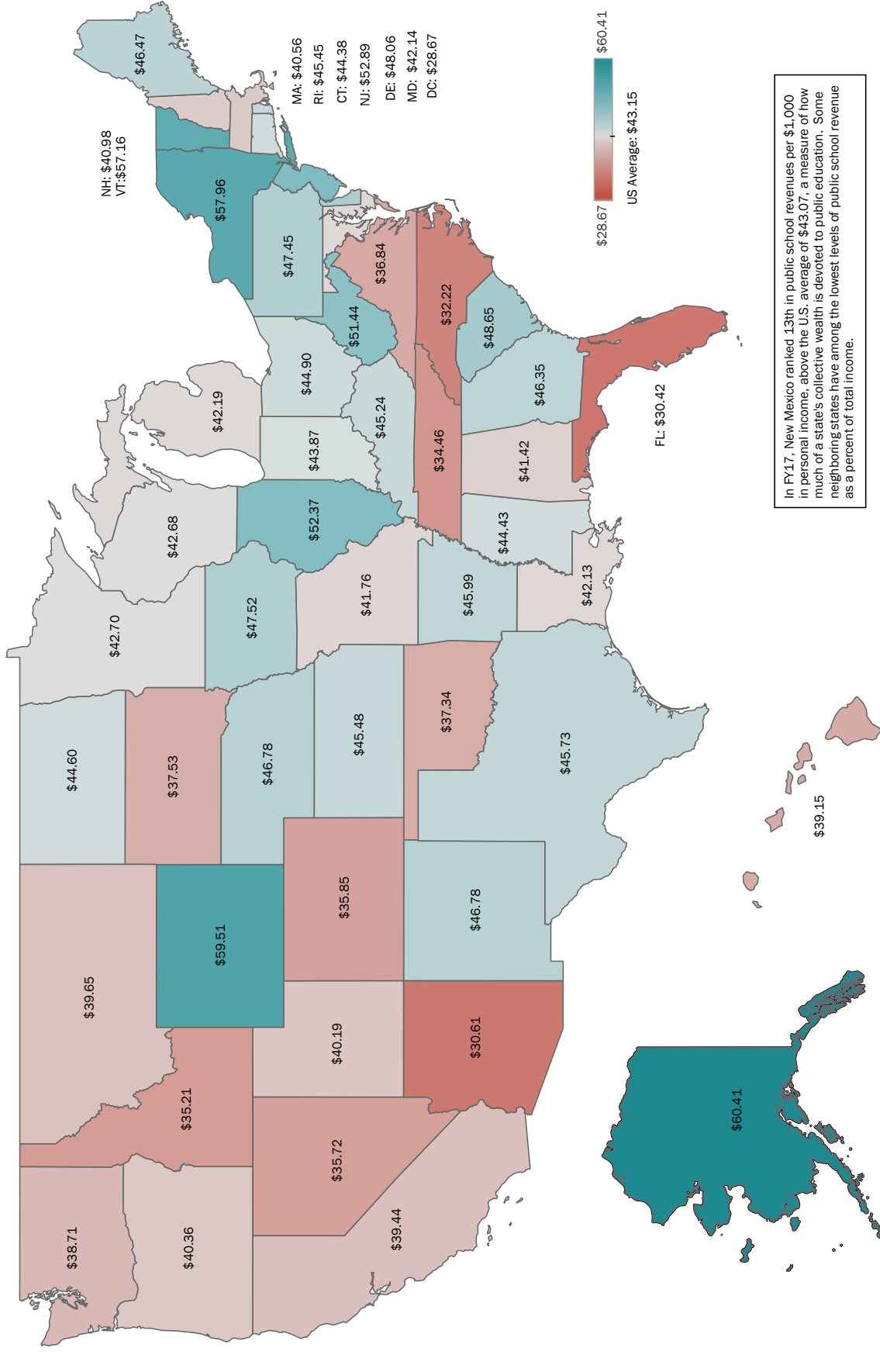


In FY17, the most recent data available from the U.S. Census Bureau, New Mexico ranked 35th in per student revenues, below the national average of \$14,273 per student. Schools in southern and western states tend to have lower than average per student revenues. In FY16, New Mexico provide more per student than all of its neighboring states.

Source: U.S. Census Bureau, Annual Survey of School System Finances, Fiscal Year 2017 (May 2019)

# Public School Revenue

Public School Revenue Per \$1,000 in Personal Income, FY17  
All Revenue Sources



Source: U.S. Census Bureau, Annual Survey of School System Finances, Fiscal Year 2017 (May 2019)

# Recurring General Fund Appropriations for Public Schools

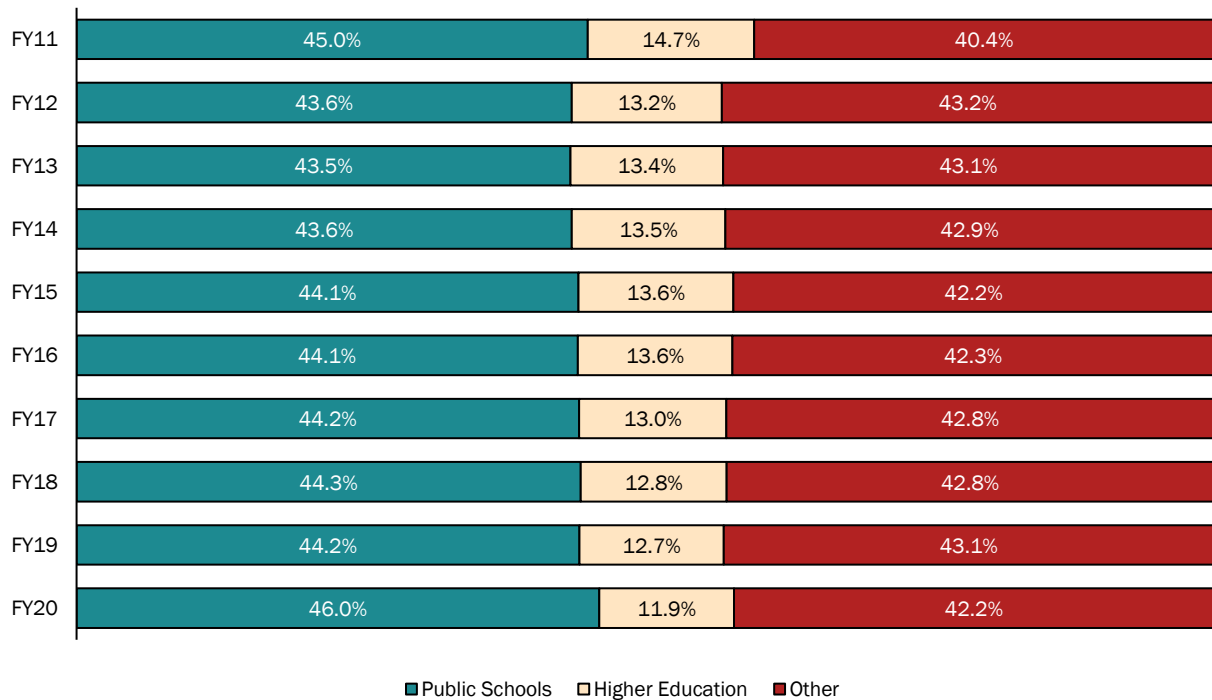
Recurring General Fund Appropriations<sup>1</sup>  
(in thousands)

Year	Public Schools	Higher Education	Total Education	Total General Fund
FY11	\$2,339,263.2	\$762,281.8	\$3,101,545.0	\$5,202,846.8
FY12	\$2,366,012.0	\$716,565.3	\$3,082,577.3	\$5,431,388.6
FY13	\$2,455,341.4	\$757,716.6	\$3,213,058.0	\$5,650,139.2
FY14	\$2,567,549.5	\$796,028.3	\$3,363,577.8	\$5,893,578.1
FY15	\$2,715,469.6	\$838,606.8	\$3,554,076.4	\$6,151,134.6
FY16	\$2,735,613.3	\$843,428.2	\$3,579,041.5	\$6,204,334.3
FY17	\$2,682,429.5	\$786,866.8	\$3,469,296.3	\$6,070,229.1
FY18	\$2,695,524.5	\$779,345.1	\$3,474,869.6	\$6,077,955.6
FY19	\$2,801,153.0	\$803,478.4	\$3,604,631.4	\$6,332,267.1
FY20	\$3,249,367.5	\$838,321.8	\$4,087,689.3	\$7,068,097.2

Source: LESC Files

<sup>1</sup>This table includes only recurring general fund appropriations and excludes all other revenue sources, which in some cases supplant recurring general fund appropriations, including federal *American Recovery and Reinvestment Act of 2009* revenue in FY11, federal education jobs funds in FY11, public school capital outlay fund revenue in FY17 through FY20, or "House Bill 2 Junior" appropriations in FY20.

Share of Recurring General Fund Appropriations



Source: LESC Files



# Recurring General Fund Appropriations for Public Schools

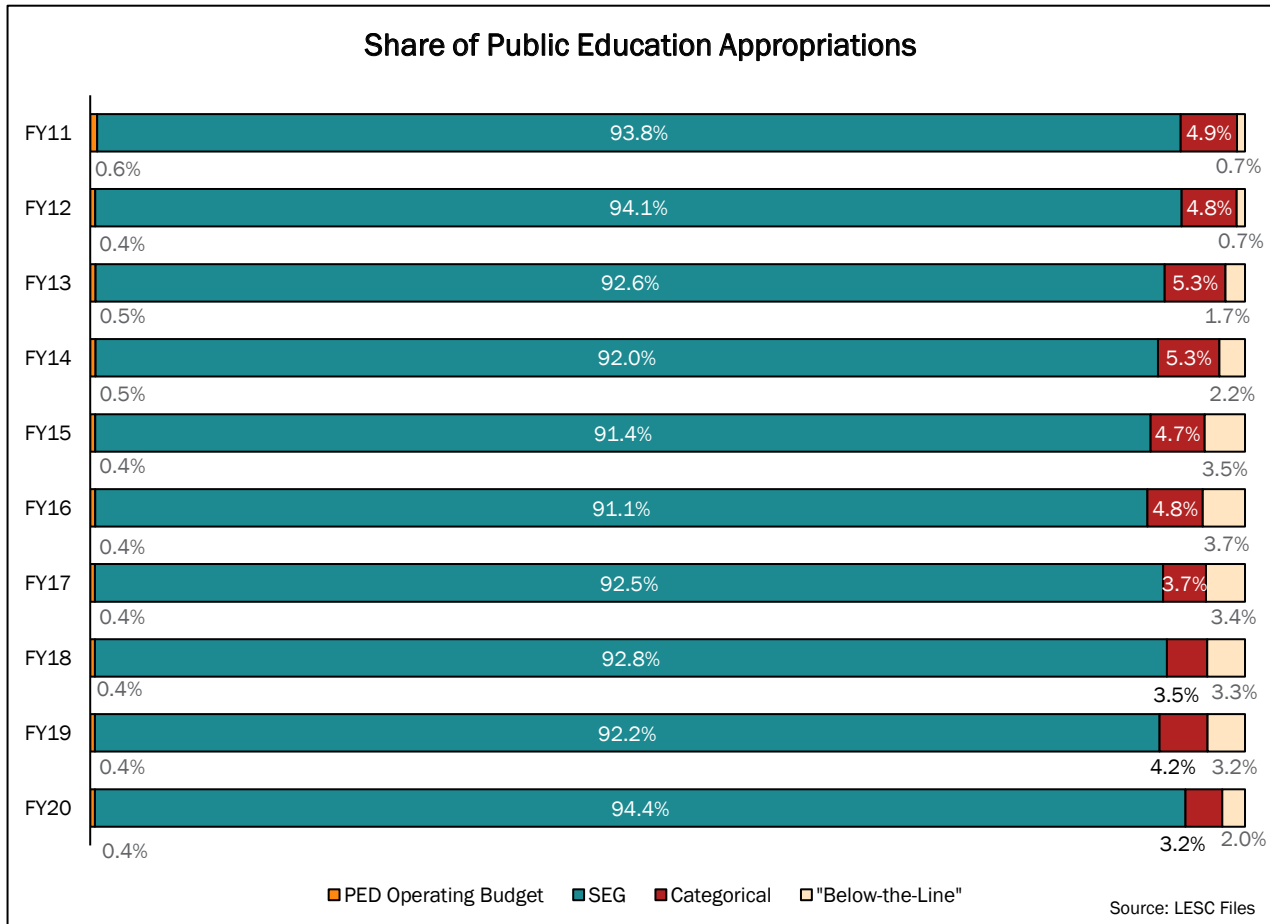
## Recurring General Fund Appropriations for Public Education (in thousands)

Year	PED Operating Budget	State Equalization Guarantee Distribution	Categorical Appropriations	PED Special or "Below-the-Line" Programs
FY11 <sup>1</sup>	\$13,955.4	\$2,194,800.1	\$114,375.0	\$16,132.7
FY12	\$10,534.2	\$2,225,491.4	\$112,930.6	\$17,055.8
FY13	\$11,711.9	\$2,273,588.9	\$129,179.4	\$41,833.5
FY14	\$11,786.1	\$2,361,895.8	\$136,845.9	\$57,022.3
FY15	\$11,969.2	\$2,481,311.0	\$127,066.6	\$95,122.8
FY16	\$11,879.7	\$2,492,525.8	\$130,790.1	\$100,417.7
FY17 <sup>2</sup>	\$11,065.3	\$2,481,192.4	\$99,040.1	\$91,131.7
FY18 <sup>2</sup>	\$11,065.3	\$2,501,808.7	\$94,465.5	\$88,185.0
FY19 <sup>2</sup>	\$11,246.6	\$2,582,377.6	\$116,628.9	\$90,900.0
FY20 <sup>2</sup>	\$13,246.6	\$3,068,803.4	\$102,928.5	\$64,389.0

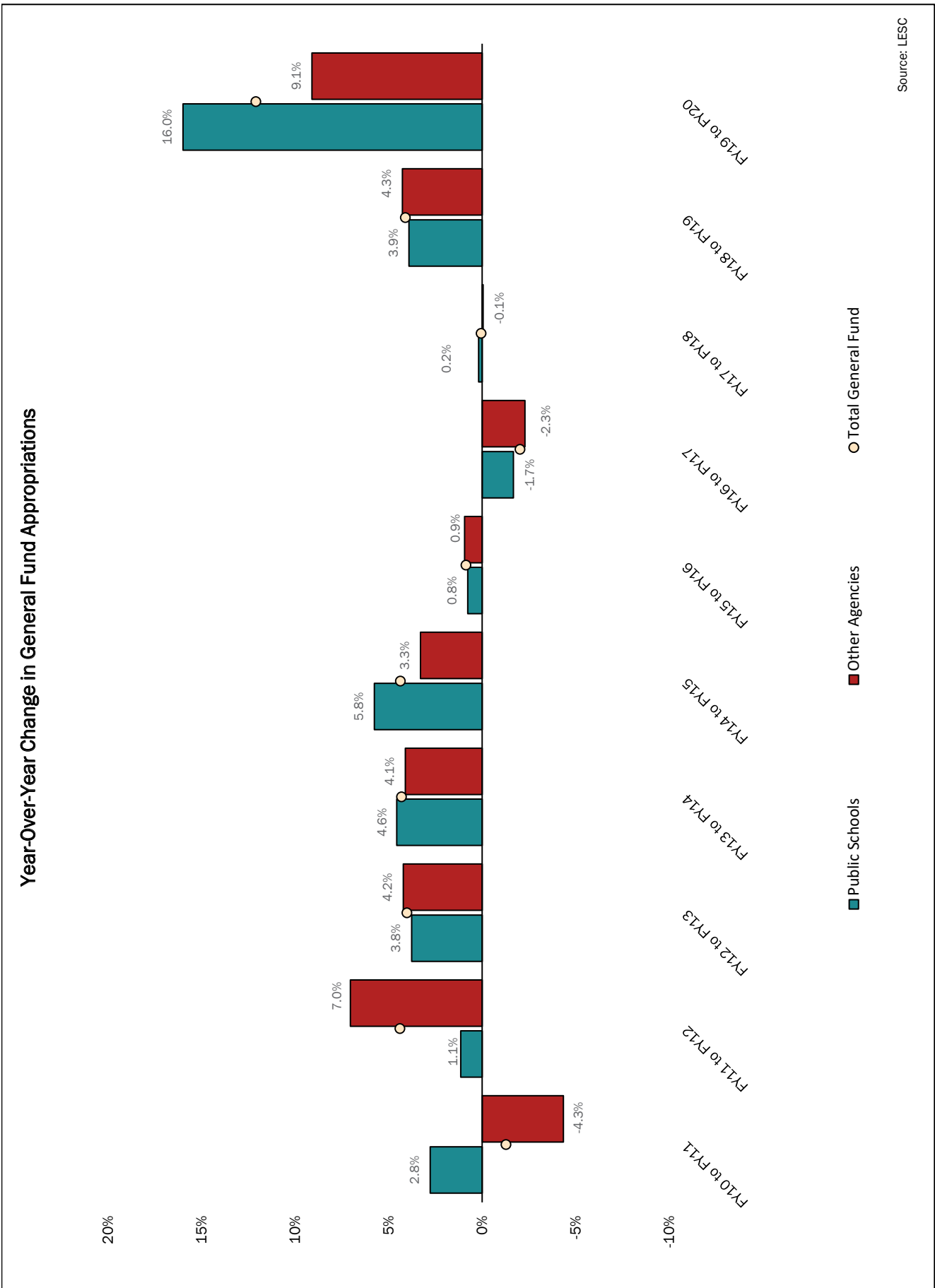
Source: LESC Files

<sup>1</sup>The FY11 state equalization guarantee distribution column does not include \$24 million in federal *American Recovery and Reinvestment Act* funds or \$64 million in federal education jobs funds.

<sup>2</sup>In FY17 through FY20, the categorical appropriations column does not include public school capital outlay fund revenue appropriated for transportation and instructional materials.



# Recurring General Fund Appropriations for Public Schools



# Recurring General Fund Appropriations for Public Schools

## Public School Support and Related Appropriations for FY21 (in thousands of dollars)

School Year 2019-2020 Preliminary Unit Value = \$4,565.41  
School Year 2018-2019 Final Unit Value = \$4,190.85

		FY20 OpBud	FY21 Exec Recommendation	FY21 LFC Recommendation	FY21 LESC Recommendation
1	<b>PROGRAM COST</b>	\$2,646,377.6	\$3,137,303.4	\$3,137,303.4	\$3,137,303.4
2	<b>UNIT CHANGES</b>				
3	Increases At-Risk Index (Multiplier for FY20: 0.25; LFC: .27, Exec./LESC: 0.30)	\$113,177.9 <sup>1</sup>	\$53,500.0	\$20,228.9	\$50,500.0
4	Teacher Responsibility Differential for Special Education (0.75 Units)			\$16,425.2	
5	Teacher Responsibility Differential for Bilingual and English Learners (0.75 Units)			\$13,498.0	
6	Teacher Responsibility Differential for New Teacher Mentors (0.5 Units)			\$6,848.1	
10	Set School Age Limit at 22	(\$6,129.0)			
11	Phase-Out School Size Adjustment for Schools Within Large Districts	(\$9,041.6)			
12	Phase-In Rural Population Units	\$5,204.5 <sup>1</sup>			
13	Extended Learning Time Program Units (190 Days, After School Programs, and 80 Hours of Professional Development)	\$62,497.4 <sup>1</sup>		\$8,896.60	\$25,969.9
14	K-5 Plus Program Units	\$119,895.9 <sup>1</sup>			
15	Additional Elementary P.E. Program Units			\$8,000.0	
16	Net Program Unit Changes (LESC Fully Phase-In Elementary PE Program Units )	(\$11,173.3)		(\$9,519.3) <sup>2</sup>	\$11,161.5
19	<b>UNIT VALUE CHANGES</b>				
20	Instructional Materials	\$30,000.0			\$10,000.0
21	Increase Employer Retirement Contributions 0.25 Percentage Points	\$4,250.0 <sup>3</sup>			
22	Insurance	\$9,014.0	\$19,820.4	\$11,567.6	\$11,567.6
23	Fixed Costs	\$4,000.0	\$6,881.6	\$4,764.9	\$4,764.9
24	School District Maintenance Personnel				\$2,500.0
25	Mentorship, Professional Development and Induction Programs			\$12,000.0	\$6,200.0
26	Early Literacy and Reading Support Programs			\$12,000.0	\$10,000.0
27	Minimum Wage Increase (Laws 2019, Chapter 114; FY20: \$9.00; FY21: \$10.50)	\$169.6		\$2,500.0	\$2,500.0
28	Compensation Increase for Teachers (FY20: 6%; LESC: 6% average, minimum 3%)	\$77,753.0			\$100,000.0 <sup>10</sup>
29	Compensation Increase for Principals (FY20: 6%; LESC: 6% average, minimum 3%)	\$6,225.4			\$8,000.0 <sup>10</sup>
30	Compensation Increase for Other Employees (FY20: 6%; LESC: 6% average, min. 3%)	\$37,694.4			\$45,000.0 <sup>10</sup>
31	Compensation Increase for All School Personnel (Exec: 4% average; LFC: 3% average)		\$92,723.0	\$69,572.0	
32	Increase Teacher Minimum Salaries (\$41k, \$50k, \$60k)	\$38,217.4 <sup>1</sup>			
33	Increase Principal and Assistant Principal Minimum Salary (\$60K*responsibility factor)	\$2,215.6 <sup>1</sup>			
37	<b>SUBTOTAL PROGRAM COST</b>	<b>\$3,137,303.4</b>	<b>\$3,310,228.4</b>	<b>\$3,314,085.4</b>	<b>\$3,425,467.4</b>
38	Dollar Change Over Prior Year Appropriation	\$490,925.8	\$172,625.0	\$176,782.0	\$288,164.0
39	Percent Change	18.6%	5.5%	5.6%	9.2%
40	LESS PROJECTED CREDITS (FY19 Actual Credits of \$84,100.6)	(\$63,500.0)	(\$68,887.5)	(\$83,000.0)	(\$75,000.0)
41	LFC: Reduce Funding Formula Credit to 65% in FY21			\$11,380.0	
42	LESS OTHER STATE FUNDS (From Driver's License Fees)	(\$5,000.0)	(\$5,000.0)	(\$7,000.0)	(\$7,000.0)
43	<b>STATE EQUALIZATION GUARANTEE</b>	<b>\$3,068,803.4</b>	<b>\$3,236,340.9</b>	<b>\$3,235,465.4</b>	<b>\$3,343,467.4</b>
44	Dollar Change Over Prior Year Appropriation	\$486,425.8	\$167,537.6	\$166,662.0	\$274,664.0
45	Percent Change	18.8%	5.5%	5.4%	9.0%
46	<b>CATEGORICAL PUBLIC SCHOOL SUPPORT</b>				
47	Transportation				
48	Maintenance and Operations	\$56,397.9	\$83,104.9	\$86,664.8	\$86,664.8
49	Fuel	\$12,979.0		\$13,108.8	\$13,108.8
50	Rental Fees (Contractor-Owned Buses)	\$9,194.4		\$7,119.7	\$7,119.7
51	Transportation for Extended Learning Time Programs (with language)	\$2,745.6 <sup>1</sup>	\$2,745.6	\$3,707.3	\$3,707.3
52	Transportation for K-5 Plus Programs (with language)	\$3,744.0 <sup>1</sup>	\$3,744.0	\$3,818.9	\$3,818.9
53	Compensation Increase for Transportation (FY20: 6%, PED: 4% average, LESC: 6% average, minimum 3%, LFC: 3% average)	\$3,567.6	\$1,594.0	\$1,195.5	\$3,500.0
59	<b>SUBTOTAL TRANSPORTATION</b>	<b>\$88,628.5 <sup>4</sup></b>	<b>\$91,188.5 <sup>4</sup></b>	<b>\$115,615.0</b>	<b>\$117,919.5</b>
60	Out-of-State Tuition	\$300.0	\$285.0	\$285.0	\$300.0
61	Emergency Supplemental	\$1,000.0	\$3,800.0	\$2,000.0	\$5,000.0
62	Beginning Teacher Mentorship Programs (contingent on legislation)				\$6,200.0
64	Dual Credit Instructional Materials	\$1,000.0	\$1,000.0	\$1,500.0	\$2,000.0
65	Standards-Based Assessments	\$6,000.0	\$8,000.0	\$6,000.0	\$6,000.0
70	Indian Education Fund	\$6,000.0	\$6,000.0	\$6,000.0	\$6,000.0 <sup>9</sup>
71	<b>TOTAL CATEGORICAL</b>	<b>\$102,928.5</b>	<b>\$110,273.5</b>	<b>\$131,400.0</b>	<b>\$143,419.5</b>
72	<b>TOTAL PUBLIC SCHOOL SUPPORT</b>	<b>\$3,171,731.9</b>	<b>\$3,346,614.4</b>	<b>\$3,366,865.4</b>	<b>\$3,486,886.8</b>
73	Dollar Change Over Prior Year Appropriation	\$474,975.4	\$174,882.6	\$192,883.5	\$315,155.0
74	Percent Change	17.6%	5.5%	6.1%	9.9%
75	<b>RELATED REQUESTS: RECURRING</b>				
76	Regional Education Cooperatives	\$1,039.0	\$5,739.0	\$1,100.0	\$2,000.0
79	Whole Child Education Programs		\$12,000.0 <sup>11</sup>		
80	Indigenous Education Initiatives (LFC: Multilingual, Multicultural, and Special)	\$1,000.0		\$7,500.0	\$1,000.0 <sup>9</sup>
81	English Learners and Bilingual Education Program Evaluation and Support	\$2,500.0			\$2,201.5 <sup>9</sup>
82	Early Literacy and Reading Support			\$2,000.0	\$5,000.0
83	Educator Ecosystem Programs		\$10,000.0 <sup>12</sup>		
84	Principal, School Leader, and Board Member Professional Development	\$2,500.0		\$3,000.0	\$3,415.0 <sup>9</sup>
85	Teacher Evaluation System	\$1,000.0 <sup>7</sup>			
86	Teacher Residencies				\$5,000.0
87	Educators Rising				\$154.0
88	Teacher Professional Development Programs	\$2,500.0		\$4,500.0	\$5,000.0 <sup>9</sup>
89	Opportunity Gap Programs		\$12,000.0		
90	Community School Support	\$2,000.0		\$2,000.0	\$2,000.0
91	Breakfast for Elementary Students	\$1,600.0		\$1,600.0	\$1,600.0
92	New Mexico Grown Fruits and Vegetables	\$450.0		\$200.0	\$200.0
93	GRADS - Teen Parent Interventions	\$200.0 <sup>8</sup>		\$200.0 <sup>8</sup>	\$200.0 <sup>8</sup>

# Recurring General Fund Appropriations for Public Schools

(in thousands of dollars)

School Year 2019-2020 Preliminary Unit Value = \$4,565.41 School Year 2018-2019 Final Unit Value = \$4,190.85		FY20 OpBud	FY21 Exec Recommendation	FY21 LFC Recommendation	FY21 LESC Recommendation	
<b>RELATED REQUESTS: RECURRING (CONTINUED)</b>						
94	School-Based Health Centers	\$1,350.0		\$1,350.0		
95	Pathways and Profiles for Student Success Programs		\$12,000.0 <sup>13</sup>			
96	STEAM Initiative (Science, Technology, Engineering, Arts, and Math)	\$5,000.0		\$5,000.0	\$5,977.5 <sup>9</sup>	
97	Advanced Placement Test Fee Waivers and Training	\$1,500.0		\$1,500.0	\$1,500.0	
98	Career Technical Education Fund (Laws 2019, Ch. 61)	\$3,000.0		\$3,000.0	\$3,000.0	
99	Civics Education Programs				\$3,000.0	
100	HB548: Feminine Hygiene Products	\$170.0	\$170.0			
102	HB548: Teaching Pathways Coordinator	\$50.0	\$50.0			
103	HB548: Teacher Professional Development for Computer Science	\$200.0	\$200.0			
106	SB536: Dyslexia Screening and Professional Development	\$357.0				
109	SB536: Media Literacy Programs	\$350.0				
110	SB536: MESA Programs	\$75.0	\$75.0			
111	<b>TOTAL RELATED APPROPRIATIONS: RECURRING</b>	<b>\$26,841.0</b>	<b>\$52,234.0</b>	<b>\$32,950.0</b>	<b>\$41,248.0</b>	
112	Dollar Change Over Prior Year Appropriation	(\$35,059.0)	\$25,393.0	\$6,109.0	\$14,407.0	
113	Percent Change	-56.6%	94.6%	22.8%	53.7%	
114	<b>SUBTOTAL PUBLIC EDUCATION FUNDING</b>	<b>\$3,198,572.9</b>	<b>\$3,398,848.4</b>	<b>\$3,399,815.4</b>	<b>\$3,528,134.8</b>	
115	Dollar Change Over Prior Year Appropriation	\$408,666.4	\$200,275.6	\$201,242.5	\$329,562.0	
116	Percent Change	14.6%	6.3%	6.3%	10.3%	
117	<b>PUBLIC EDUCATION DEPARTMENT</b>	<b>\$13,618.8</b>	<b>\$15,103.8</b>	<b>\$14,919.0</b>	<b>\$16,327.5</b> <sup>9</sup>	
118	Dollar Change Over Prior Year Appropriation	\$2,372.2	\$1,485.0	\$1,300.2	\$2,708.7	
119	Percent Change	21.1%	10.9%	9.5%	19.9%	
120	<b>TOTAL - PUBLIC SCHOOL SUPPORT AND PED</b>	<b>\$3,212,191.7</b>	<b>\$3,413,952.2</b>	<b>\$3,414,734.4</b>	<b>\$3,544,462.3</b>	
121	Dollar Change Over Prior Year Appropriation	\$411,038.6	\$201,760.6	\$202,542.7	\$332,270.7	
122	Percent Change	14.7%	6.3%	6.3%	10.3%	
123	<b>OTHER PUBLIC SCHOOL APPROPRIATIONS - RECURRING</b>					
124	Public Pre-Kindergarten Fund (Early Childhood Education and Care Dept.)	\$39,000.0 <sup>6</sup>	\$55,641.0 <sup>5,6</sup>	\$47,000.0 <sup>6</sup>	\$50,100.0 <sup>6</sup>	
125	<b>GRAND TOTAL - SECTION 4 PUBLIC SCHOOL APPROPRIATIONS</b>	<b>\$3,251,191.7</b>	<b>\$3,469,593.2</b>	<b>\$3,461,734.4</b>	<b>\$3,594,562.3</b>	
126	Dollar Change Over Prior Year Appropriation	\$450,038.6	\$218,401.6	\$210,542.7	\$343,370.7	
127	Percent Change	16.1%	6.7%	6.6%	10.6%	

<b>SECTION 5 APPROPRIATIONS (NONRECURRING GENERAL FUND OR PUBLIC EDUCATION REFORM FUND)</b>					
2	Emergency Supplemental Funding for School Districts	\$1,000.0	\$1,000.0		
3	Emergency Supplemental Funding for School Districts (public education reform fund)		\$2,000.0 <sup>14</sup>		
4	Teacher Residency Pilot	\$1,000.0	\$10,000.0	\$2,000.0	
5	Sufficiency Lawsuit Fees	\$1,250.0	\$2,500.0		
6	Cyber Security and Data Systems Upgrade		\$250.0		
7	Cyber Security and Data Systems Upgrade (public education reform fund)		\$2,000.0 <sup>15</sup>		
8	Dual-Credit Instructional Materials	\$500.0	\$500.0	\$500.0	
9	Instructional Material Fund	\$26,500.0	\$26,500.0	\$5,000.0	
10	Statewide Special Education Convening		\$750.0		
11	Whole Child Education Programs		\$3,000.0		
12	Educator Ecosystem Programs		\$7,000.0		
13	Pathways and Profiles for Student Success Programs		\$4,000.0		
14	Teacher Evaluation System Research and Development	\$1,000.0			
15	Standards-Based Assessment Research and Development	\$2,000.0			
16	Tuition-Free Bilingual and TESOL Courses (contingent on legislation)				\$1,000.0
17	Supplemental Transportation (for school districts with shortfalls in FY19 and FY20)				\$2,500.0
18	Transportation Study		\$500.0		
19	Career Technical Education Fund (Laws 2019, Ch. 61)	\$2,000.0		\$2,000.0	\$10,000.0
20	K-5 Plus: Low Fidelity Program Bridge Funding			\$30,000.0	\$30,000.0
21	School Improvement Grants				\$5,000.0
22	Community School Implementation				\$3,900.0
23	Early Literacy Summer Professional Development			\$875.0	\$875.0
24	National Board Certification Grants (contingent on legislation)				\$500.0
25	Grow Your Own Teachers Act				\$500.0
26	PED IT Systems		\$2,866.0	\$2,866.0	\$2,866.0
27	Native American Instructional Materials Development			\$9,000.0	\$2,500.0
	Teacher Placement in Hard-to-Staff Schools			\$2,000.0	

# Recurring General Fund Appropriations for Public Schools

(in thousands of dollars)

	School Year 2019-2020 Preliminary Unit Value = \$4,565.41 School Year 2018-2019 Final Unit Value = \$4,190.85	FY20 OpBud	FY21 Exec Recommendation	FY21 LFC Recommendation	FY21 LESC Recommendation
28	<b>OTHER STATE FUNDS APPROPRIATIONS</b>				
29	School Bus Replacement (from the public school capital outlay fund)		\$8,989.0	\$8,989.0	\$8,989.0
30	Teacher Loan Repayment Act (from the teacher loan repayment fund)			\$5,000.0	\$3,000.0
31	Teacher Preparation Affordability (from the teacher preparation affordability scholarship fund)			\$1,200.0	\$3,000.0
32	<b>TRANSFERS</b>				
33	Teacher Loan Repayment Fund				\$5,000.0
34	Teacher Preparation Affordability Scholarship Fund			\$5,000.0	\$5,000.0

Source: LESC

<sup>1</sup>This appropriation was contingent on the enactment of Laws 2019, Chapter 206 or 207 (Senate Bill 1 or House Bill 5).

<sup>2</sup>The LFC recommendation includes \$3.8 million in unit losses from the enactment of Laws 2019, Chapter 206 and 207 (Senate Bill 1 and House Bill 5) and \$5.7 million from 40 percent of projected unit losses from declining membership.

<sup>3</sup>The appropriation was contingent on the enactment of House Bill 501 (Laws 2019, Chapter 237) or similar legislation from the 2019 legislative session.

<sup>4</sup>Laws 2016 (2nd S.S.), Chapter 2 (Senate Bill 4) authorized up to \$25 million in annual appropriations to the instructional material fund and transportation distribution from the public school capital outlay fund (PSCOF) in FY18 through FY22. The GAA of 2019 appropriated \$25 million to the transportation distribution. The executive recommendation includes \$25 million in PSCOF revenue for transportation.

<sup>5</sup>Beginning in FY21, appropriations to the public pre-kindergarten fund will move from PED to the Early Childhood Education and Care Department (ECECD).

<sup>6</sup>The GAA of 2019 included \$3.5 million in temporary assistance for needy families (TANF) funds for prekindergarten. The executive, LFC, and LESC recommendation include continued use of \$3.5 million in TANF funds.

<sup>7</sup>The GAAs of 2018 and 2019 included \$1 million from the educator licensure fund. The LFC and LESC recommendation includes \$1 million from the educator licensure fund.

<sup>8</sup>The GAA of 2019 included \$200 thousand in TANF funds. The LFC and LESC recommendation include \$200 thousand in TANF funds.

<sup>9</sup>The LESC recommendation transfers personal services and employee benefits costs funded from these appropriations in FY20 to the PED operating budget for FY21.

<sup>10</sup>The LESC recommendation for compensation includes a requirement to increase salaries for school employees by at least 3 percent, with an average salary increase of 6 percent for teachers, 6 percent for principals, and 6 percent for other school employees.

<sup>11</sup>The PED request for whole child education programs includes \$3 million in other state funds from the public education reform fund.

<sup>12</sup>The PED request for educator ecosystem programs includes \$7 million in other state funds from the public education reform fund.

<sup>13</sup>The PED request for pathways and profiles for student success includes \$4 million in other state funds from the public education reform fund.

<sup>14</sup>The PED request for Section 5 emergency supplemental funding includes \$2 million in other state funds from the public education reform fund.

<sup>15</sup>The PED request for cyber security and data systems upgrade includes \$2 million in other state funds from the public education reform fund.

# Public School Funding Formula

## Program Cost, Program Units, Credits, and the State Equalization Guarantee

10 Year History

Fiscal Year	Program Cost	Program Units	Unit Value	Credits <sup>1</sup>	State Equalization Guarantee (SEG)	Percent Change in SEG
FY10	\$2,381,173,614	627,839	\$3,792.65 <sup>2</sup>	\$76,126,605	\$2,315,962,200	-1.4% <sup>1</sup>
FY11	\$2,343,371,247	631,267	\$3,712.17 <sup>3</sup>	\$77,002,957	\$2,265,292,797	-2.2% <sup>2</sup>
FY12	\$2,293,182,700	637,195	\$3,598.87	\$73,939,407	\$2,218,939,680	-2.0% <sup>3</sup>
FY13	\$2,332,550,969	634,960	\$3,673.54	\$70,731,647	\$2,261,467,112	1.9% <sup>4</sup>
FY14	\$2,413,763,965	632,281	\$3,817.55	\$61,818,035	\$2,351,604,561	4.0% <sup>5</sup>
FY15	\$2,539,357,150	633,509	\$4,007.75	\$72,283,546	\$2,466,803,382	4.9% <sup>6</sup>
FY16	\$2,548,349,273	632,698	\$4,027.75	\$63,861,243	\$2,484,379,058	0.7% <sup>7</sup>
FY17	\$2,510,837,233	630,922	\$3,979.63 <sup>4</sup>	\$64,998,362	\$2,402,198,647 <sup>4</sup>	-3.3% <sup>8</sup>
FY18	\$2,573,613,042	625,331	\$4,115.60	\$77,577,748	\$2,493,202,893	3.8% <sup>9</sup>
FY19	\$2,646,337,435	631,458	\$4,190.85	\$84,100,559	\$2,558,650,066	2.6% <sup>10</sup>
FY20 <sup>5</sup>	\$2,989,124,430	639,135	\$4,565.41	\$75,587,886	\$2,910,661,585	13.8%

Source: LESC Files

<sup>1</sup>Funding formula credits include 75 percent of revenue from three sources: federal Impact Aid, federal forest reserve payments and the local half mill levy.

<sup>2</sup>For FY10, the unit value included \$334.59 from the federal American Recovery and Reinvestment Act of 2009 (ARRA).

<sup>3</sup>For FY11, the unit value included \$37.85 from the federal ARRA and \$101.98 in federal education jobs fund revenue.

<sup>4</sup>Laws 2016 (2nd S.S.), Chapter 6 directed the secretary of public education to set the FY17 final unit value 1.5 percent lower than the FY17 preliminary unit value of \$4,040.24.

<sup>5</sup>Reported amounts for FY20 are based on budgeted amounts and will likely increase when PED sets the final program unit value and reports actual funding formula credits.

Public School Funding Formula

State Equalization Guarantee Computation, FY21				
	<u>Grade Level/Program Membership</u>		<u>Times</u>	<u>Cost Differential = Units</u>
Basic Program Units	Kindergarten & Three- and Four-Year-Old DD	FTE MEM	×	1.44
	Grade 1	MEM	×	1.20
	Grades 2-3	MEM	×	1.18
	Grades 4-6	MEM	×	1.045
	Grades 7-12	MEM	×	1.25
				<b>SUM OF UNITS</b>
Staffing Cost Multiplier	Staffing Cost Multiplier: 50 percent T&E Index (years of experience and academic degree)	<b>= TOTAL PROGRAM UNITS</b>		
	50 percent TCI (years of experience and licensure level)	<b>= ADJUSTED PROGRAM UNITS</b>		
	<b>PLUS</b>			
Special Education Units	<u>Special Education</u>			
	Related Services (Ancillary)	FTE STAFF	×	25.00
	A/B Level Service Add-on	MEM	×	0.70
	C Level Service Add-on	MEM	×	1.00
	D Level Service Add-on	MEM	×	2.00
	3- and 4-Year-Old DD Program Add-on	MEM	×	2.00
Special Program Units	<u>Bilingual Education</u>	FTE MEM	×	0.50
	<u>Fine Arts Education</u>	FTE MEM	×	0.05
	<u>Elementary Physical Education</u>	MEM	×	0.06
	<u>K-5 Plus Programs</u>	MEM	×	0.30
	<u>Extended Learning Time Programs</u>	MEM	×	0.11
Size Units	Elementary/Jr. High Size Units			
	Senior High Size Units			
	District Size Units			
	Micro District Size Units			
	Rural Population Units			
	Percentage of ((Title I + English Learners + Student Mobility) * .25) * Total MEM			At-Risk Units
	Enrollment Growth Units			
Add-on Units	National Board for Professional Teaching Standards Units			
	Charter School Activities Units			
	Home School Activities and Program Units			
	<b>= TOTAL UNITS</b>			
	+ Save Harmless Units			
	<b>= GRAND TOTAL PROGRAM UNITS</b>			
	<b>Grand Total × Unit Value = Program Cost</b>			
	- 75% Noncategorical Revenue Credits			
	- Utility Conservation Program Contract Payments			
	- 90% of the Certified Amount ( <i>Energy Efficiency and Renewable Energy Bonding Act</i> )			
	<b>= STATE EQUALIZATION GUARANTEE</b>			

Source: LESC

# Unit Value History

## Student Membership and Program Units: 10 Year History

School Year	Student Membership	Basic Program Units	Special Education Units	Special Program Units <sup>1</sup>	T & E Units	Size Units	At-Risk Units	Enrollment Growth Units	Add-On Units <sup>2</sup>	Grand Total
2009-2010	324,105	390,448	111,699	21,778	51,414	25,024	20,621	6,150	704	627,839
2010-2011	327,561	394,554	111,665	21,691	52,830	25,176	19,856	4,694	802	631,267
2011-2012	330,414	397,944	113,073	21,894	54,397	25,427	19,602	3,926	933	637,195
2012-2013 <sup>3</sup>	331,365	399,095	110,002	21,774	53,727	25,892	19,067	4,386	1,017	634,960
2013-2014	330,635	398,363	109,414	21,822	50,246	25,930	20,126	5,297	1,084	632,282
2014-2015 <sup>4,5</sup>	331,187	399,107	109,490	21,646	47,313	27,520	21,424	6,032	1,079	633,612
2015-2016	331,955	399,881	110,201	21,383	43,963	27,853	25,667	3,991	1,252	634,190
2016-2017	331,370	398,657	110,524	21,313	42,286	27,567	25,518	3,835	1,222	630,922
2017-2018	329,039	395,619	109,527	20,777	40,995	27,905	24,559	4,618	1,331	625,331
2018-2019 <sup>5</sup>	326,739	392,720	111,873	20,664	42,169	27,706	29,502	5,461	1,364	631,458
2019-2020 <sup>5</sup> (budgeted)	323,101	388,247	113,185	35,730	31,875	26,961	55,386	2,200	1,149	654,733

<sup>1</sup>Special program units include program units for bilingual multicultural education, elementary fine arts, elementary physical education, K-5 Plus, and extended learning.

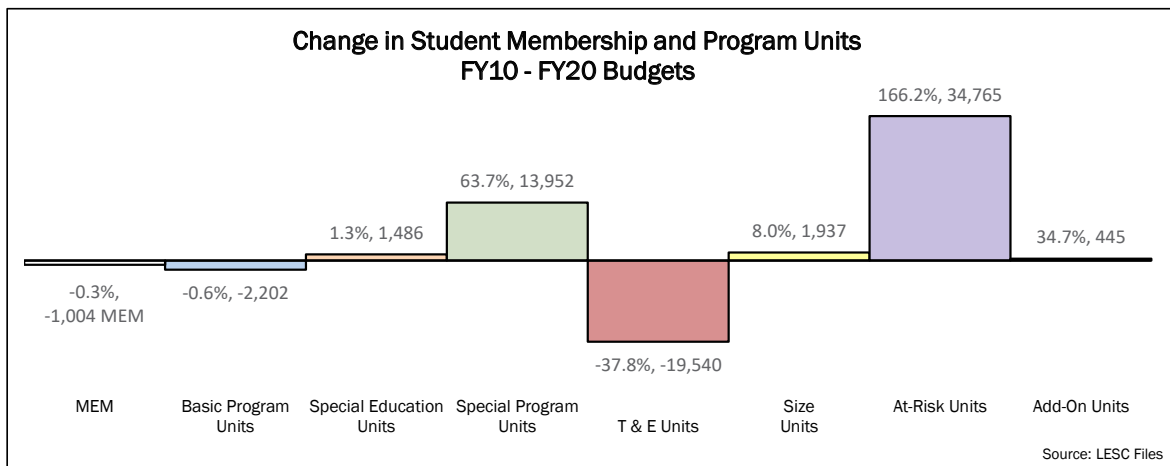
Source: LESC Files

<sup>2</sup>Add-on units include program units for national board certified teachers, home school students taking academic courses at a school district, home school students or charter school students participating in school district sponsored activities, and save harmless program units.

<sup>3</sup>Beginning with FY13, 3- and 4-year olds who required speech-only services were counted as A/B special education students and generated 0.7 program units.

<sup>4</sup>Beginning with FY15, school districts with fewer than 200 MEM generated additional size adjustment program units, and school districts generate program units for home school students taking academic courses from a school district.

<sup>5</sup>Increases in at-risk and special program units in FY15, FY19, and FY20 are the result of legislative changes to the funding formula, which increased the number of at-risk program units to provide more money for services for at-risk students, moved the K-5 Plus program to the funding formula, and created the extended learning time program.



## Value of Program Units

(in thousands)

School Year	Student Membership	Basic Program Units	Special Education Units	Special Program Units	T & E Units	Size Units	At-Risk Units	Enrollment Growth Units	Add-On Units	Program Cost
2009-2010 <sup>1</sup>	324.1	\$1,480,834	\$423,635	\$82,597	\$194,997	\$94,908	\$78,208	\$23,325	\$2,670	\$2,381,174
2010-2011 <sup>2</sup>	327.6	\$1,464,651	\$414,519	\$80,520	\$196,114	\$93,456	\$73,708	\$17,426	\$2,978	\$2,343,371
2011-2012	330.4	\$1,432,149	\$406,934	\$78,794	\$195,768	\$91,508	\$70,544	\$14,128	\$3,356	\$2,293,183
2012-2013	331.4	\$1,466,093	\$404,095	\$79,987	\$197,367	\$95,115	\$70,043	\$16,113	\$3,737	\$2,332,551
2013-2014	330.6	\$1,520,771	\$417,693	\$83,307	\$191,817	\$98,989	\$76,832	\$20,222	\$4,138	\$2,413,768
2014-2015	331.2	\$1,599,522	\$438,808	\$86,753	\$189,619	\$110,294	\$85,864	\$24,174	\$4,323	\$2,539,357
2015-2016	332.0	\$1,614,621	\$444,962	\$86,338	\$177,510	\$112,462	\$103,635	\$16,115	\$5,057	\$2,560,699
2016-2017	331.4	\$1,586,507	\$439,844	\$84,819	\$168,283	\$109,708	\$101,553	\$15,261	\$4,862	\$2,510,837
2017-2018	329.0	\$1,574,417	\$435,877	\$82,685	\$163,143	\$111,050	\$97,737	\$18,378	\$5,297	\$2,488,585
2018-2019	326.7	\$1,645,829	\$468,842	\$86,601	\$176,724	\$116,110	\$123,638	\$22,886	\$5,716	\$2,646,344
2019-2020 (budgeted)	323.1	\$1,772,506	\$516,735	\$163,124	\$145,521	\$123,088	\$252,862	\$10,046	\$5,244	\$2,989,124

<sup>1</sup>For FY10, program cost included \$210 million in federal American Recovery and Reinvestment Act (ARRA) funds.

Source: LESC Files

<sup>2</sup>For FY11, program cost included \$88.3 million in federal ARRA and education jobs fund revenue.



## Unit Value History

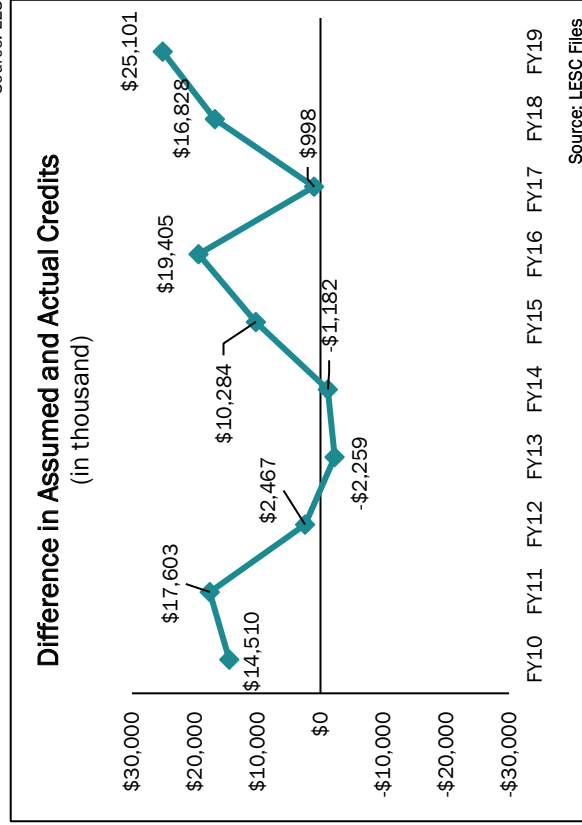
Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Initial to Final Unit Value		Change From Prior Year Final Unit Value	
			Dollars	Percent	Dollars	Percent
1975		\$616.50				
1976		\$703.00			\$86.50	14.0%
1977		\$800.00			\$97.00	13.8%
1978		\$905.00			\$105.00	13.1%
1979		\$1,020.00			\$115.00	12.7%
1980		\$1,145.00			\$125.00	12.3%
1981		\$1,250.00			\$105.00	9.2%
1982		\$1,405.00			\$155.00	12.4%
1983 <sup>1</sup>	\$1,540.00	\$1,511.33	(\$28.67)	-1.9%	\$106.33	7.6%
1984		\$1,486.00			(\$25.33)	-1.7%
1985		\$1,583.50			\$97.50	6.6%
1986 <sup>2</sup>	\$1,608.00	\$1,618.87	\$10.87	0.7%	\$35.37	2.2%
1987		\$1,612.51			(\$6.36)	-0.4%
1988		\$1,689.00			\$76.49	4.7%
1989		\$1,737.78			\$48.78	2.9%
1990		\$1,811.51			\$73.73	4.2%
1991		\$1,883.74			\$72.23	4.0%
1992		\$1,866.00			(\$17.74)	-0.9%
1993 <sup>3</sup>	\$1,851.73	\$1,867.96	\$16.23	0.9%	\$1.96	0.1%
1994	\$1,927.27	\$1,935.99	\$8.72	0.5%	\$68.03	3.6%
1995	\$2,015.70	\$2,029.00	\$13.30	0.7%	\$93.01	4.8%
1996	\$2,113.00	\$2,113.00	\$0.00	0.0%	\$84.00	4.1%
1997	\$2,125.83	\$2,149.11	\$23.28	1.1%	\$36.11	1.7%
1998	\$2,175.00	\$2,175.00	\$0.00	0.0%	\$25.89	1.2%
1999	\$2,322.00	\$2,344.09	\$22.09	1.0%	\$169.09	7.8%
2000 <sup>4</sup>	\$2,460.00	\$2,460.00	\$0.00	0.0%	\$115.91	4.9%
2001	\$2,632.32	\$2,647.56	\$15.24	0.6%	\$187.56	7.6%
2002	\$2,868.72	\$2,871.01	\$2.29	0.1%	\$223.45	8.4%
2003	\$2,896.01	\$2,889.89	(\$6.12)	-0.2%	\$18.88	0.7%
2004	\$2,977.23	\$2,976.20	(\$1.03)	-0.0%	\$86.31	3.0%
2005	\$3,035.15	\$3,068.70	\$33.55	1.1%	\$92.50	3.1%
2006	\$3,165.02	\$3,198.01	\$32.99	1.0%	\$129.31	4.2%
2007 <sup>5</sup>	\$3,444.35	\$3,446.44	\$2.09	0.1%	\$248.43	7.8%
2008	\$3,645.77	\$3,674.26	\$28.49	0.8%	\$227.82	6.6%
2009 <sup>6</sup>	\$3,892.47	\$3,871.79	(\$20.68)	-0.5%	\$197.53	5.4%
2010	\$3,862.79 <sup>7</sup>	\$3,792.65 <sup>8</sup>	(\$70.14)	-1.8%	(\$79.14)	-2.0%
2011	\$3,712.45 <sup>9</sup>	\$3,712.17 <sup>10</sup>	(\$0.28)	-0.0%	(\$80.48)	-2.1%
2012	\$3,585.97	\$3,598.87	\$12.90	0.4%	(\$113.30)	-3.1%
2013	\$3,668.18	\$3,673.54	\$5.36	0.1%	\$74.67	2.1%
2014	\$3,817.55	\$3,817.55	\$0.00	0.0%	\$144.01	3.9%

# Funding Formula Credit

## 75 Percent Credits for Local and Federal Revenues

	Half Mill	Impact Aid	Forest Reserve	Total	Total Assumed in Budget	Difference
FY10	\$12,768,424	\$60,271,578	\$5,869,876	\$78,909,878	\$64,400,000	\$14,509,878
FY11	\$14,227,401	\$57,117,047	\$5,658,509	\$77,002,957	\$59,400,000	\$17,602,957
FY12	\$14,045,410	\$52,723,165	\$4,134,252	\$70,902,827	\$68,436,000	\$2,466,827
FY13	\$13,816,911	\$49,324,907	\$3,598,835	\$66,740,653	\$69,000,000	-\$2,259,347
FY14	\$15,232,544	\$43,242,029	\$3,343,462	\$61,818,035	\$63,000,000	-\$1,181,965
FY15	\$15,227,490	\$56,810,717	\$245,338	\$72,283,546	\$62,000,000	\$10,283,546
FY16	\$14,810,345	\$54,315,844	\$6,279,302 <sup>1</sup>	\$75,405,491	\$56,000,000	\$19,405,491
FY17	\$15,027,303	\$49,700,238	\$270,821	\$64,998,362	\$64,000,000	\$998,362
FY18	\$16,000,397	\$58,684,641	\$2,892,711	\$77,577,748	\$60,750,000	\$16,827,748
FY19	\$17,182,241	\$63,495,129	\$3,423,188	\$84,100,559	\$59,000,000	\$25,100,559
FY20 <sup>2</sup>					\$63,500,000	

Source: LESC Files



<sup>1</sup>The FY16 federal forest reserve credit covers two years of payments. The funding formula takes credit for payments received between June 1 and May 31. In June 2015, school districts received \$3.5 million in federal forest reserve payments and between July 2015 and May 2016, school districts received \$4.9 million in federal forest reserve payments.

<sup>2</sup>Actual FY20 funding formula credits will be available in July 2020.

# Funding Formula Credits for Federal Impact Aid

## State Equalization Guarantee Credits for Operational Impact Aid

School District or Charter School	FY15	FY16	FY17	FY18	FY19
1 Alamogordo Public Schools	\$559,704	\$569,828	\$366,294	\$634,291	\$734,306
2 Albuquerque Public Schools	\$23,724	\$87,986	\$75,465	\$91,363	\$140,769
3 Bernalillo Public Schools	\$2,582,517	\$2,670,779	\$2,701,412	\$3,238,132	\$3,649,632
4 Bloomfield Schools	\$448,017	\$441,633	\$245,047	\$511,438	\$665,095
5 Central Consolidated Schools	\$19,626,940	\$17,063,326	\$13,817,117	\$17,133,038	\$18,132,411
6 Clovis Municipal Schools	\$66,344	\$64,979	\$68,601	\$169,886	\$284,731
7 Cuba Independent Schools	\$656,764	\$628,553	\$721,030	\$818,039	\$1,124,646
8 Dulce Independent Schools	\$2,268,737	\$2,323,460	\$2,223,760	\$2,583,366	\$3,122,036
10 Española Public Schools	\$107,503	\$160,164	\$74,921	\$75,951	\$39,319
11 Farmington Municipal Schools	\$8,733	\$4,833			
12 Gallup-McKinley County Schools	\$20,780,716	\$21,360,305	\$20,093,183	\$21,952,011	\$22,092,495
13 Grants-Cibola County Schools	\$2,168,051	\$1,293,151	\$2,035,989	\$2,525,192	\$2,916,867
14 Jemez Mountain Public Schools	\$238,368	\$172,997	\$178,778	\$182,391	\$151,794
15 Jemez Valley Public Schools	\$936,761	\$860,772	\$841,703	\$795,739	\$1,037,223
16 Las Cruces Public Schools	\$2,565				
17 Los Alamos Public Schools	\$126,424	\$169,355	\$248,068	\$297,870	\$381,489
18 Los Lunas Public Schools	\$114,918	\$111,647	\$129,695	\$167,418	\$219,830
19 Magdalena Municipal Schools	\$332,104	\$332,145	\$294,337	\$347,794	\$403,807
20 Maxwell Municipal Schools	\$152	\$264	\$373	\$390	\$391
21 McCurdy Charter School				\$61,652	\$45,472
23 Peñasco Independent Schools	\$14,293	\$25,673	\$9,739	\$22,246	\$23,633
24 Pojoaque Valley Public Schools	\$638,188	\$783,933	\$769,306	\$868,087	\$1,608,761
25 Portales Municipal Schools	\$7,278	\$6,720	\$5,492	\$4,979	\$1,493
26 Raton Public Schools	\$11,149	\$2,691	\$10,186	\$10,164	\$13,355
27 Ruidoso Municipal Schools	\$228,310	\$307,099	\$198,589	\$228,790	\$177,521
28 Southwest Aero., Math, and Science				\$3,887	\$4,035
30 Southwest Primary Learning Center				\$5,785	\$4,001
31 Southwest Secondary Learning Center				\$3,656	\$3,882
32 Taos Municipal Schools	\$18,642	\$22,584	\$21,204	\$31,779	\$44,282
33 Tularosa Municipal Schools	\$208,777	\$270,878	\$257,557	\$265,662	\$294,509
34 Walatowa Charter High School				\$172,019	\$198,489
35 Zuni Public Schools	\$4,635,037	\$4,580,090	\$4,312,392	\$5,481,628	\$5,978,855
36 <b>Statewide Total</b>	<b>\$56,810,717</b>	<b>\$54,315,844</b>	<b>\$49,700,238</b>	<b>\$58,684,641</b>	<b>\$63,495,129</b>

Source: LESC Files

# Emergency Supplemental Appropriations

## Emergency Supplemental (Operational) and Out-of-State Tuition Distributions FY11 through FY20<sup>1</sup>

School District	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY10 to FY19
1 Aztec								\$120,000			\$120,000 <sup>1</sup>
2 Belen							\$169,803				\$169,803 <sup>2</sup>
3 Bloomfield									\$75,000		\$75,000 <sup>3</sup>
4 Carrizozo		\$99,550	\$265,000	\$233,000			\$62,563				\$660,113 <sup>4</sup>
5 Chama Valley	\$475,000	\$372,420	\$507,122	\$426,000	\$589,000	\$330,850	\$641,079	\$605,000	\$500,000		\$4,446,471 <sup>5</sup>
6 Cimarron	\$255,000		\$157,702	\$210,000							\$622,702 <sup>6</sup>
7 Corona	\$670,000	\$518,060	\$513,500	\$698,700	\$156,800	\$228,750	\$281,008	\$205,000	\$385,000	\$385,000	\$4,041,818 <sup>7</sup>
8 Des Moines	\$467,839	\$575,000	\$600,000	\$362,000	\$203,000	\$64,550	\$61,882	\$156,000	\$58,000	\$120,000	\$2,668,271 <sup>8</sup>
9 Elida	\$250,000	\$50,000	\$97,588	\$238,250							\$635,838 <sup>9</sup>
10 Ft. Sumner	\$231,106	\$265,000	\$123,000	\$208,000							\$827,106 <sup>10</sup>
11 Gallup-McKinley	\$350,000										\$350,000 <sup>11</sup>
12 Grady	\$373,085	\$495,000	\$559,688	\$444,000	\$174,000	\$193,930	\$98,991	\$50,000	\$30,000		\$2,415,694 <sup>12</sup>
13 Hatch Valley	\$150,000										\$150,000 <sup>13</sup>
14 Hondo Valley	\$184,581	\$237,100	\$203,284	\$273,744		\$99,920	\$166,734	\$130,000	\$80,000		\$1,375,363 <sup>14</sup>
15 House	\$280,000	\$175,000	\$259,945	\$518,000			\$230,321	\$83,000		\$223,007	\$1,769,273 <sup>15</sup>
16 Lake Arthur	\$860,000	\$812,000	\$555,470	\$284,542	\$45,000	\$115,000	\$144,938				\$2,816,950 <sup>16</sup>
17 Las Vegas City			\$750,000	\$300,000	\$200,000						\$1,250,000 <sup>17</sup>
18 Lordsburg							\$234,750				\$234,750 <sup>18</sup>
19 Magdalena						\$22,120					\$22,120 <sup>19</sup>
20 Maxwell	\$464,668	\$500,000	\$461,000	\$450,000	\$178,000	\$176,550	\$420,779	\$343,000	\$165,700	\$130,000	\$3,289,697 <sup>20</sup>
21 Melrose		\$135,000	\$252,794	\$374,000	\$381,000	\$385,700	\$480,574	\$304,000	\$310,500		\$2,623,568 <sup>21</sup>
22 Mesa Vista		\$185,000	\$68,000	\$225,000	\$237,000	\$275,000		\$215,822	\$142,500		\$1,348,322 <sup>22</sup>
23 Moriarty								\$293,000			\$293,000 <sup>23</sup>
24 Mosquero	\$510,000	\$501,800	\$335,000	\$627,000	\$75,000	\$75,000			\$204,600	\$155,000	\$2,483,400 <sup>24</sup>
25 Mountainair									\$147,560		\$147,560 <sup>25</sup>
26 Quemado	\$176,048	\$140,000	\$170,473	\$268,951	\$625,000	\$363,820	\$328,872	\$329,000	\$250,000	\$169,217	\$2,821,381 <sup>26</sup>
27 Questa						\$567,720	\$77,512	\$51,000			\$696,232 <sup>27</sup>
28 Raton					\$150,000	\$150,000	\$352,126				\$652,126 <sup>28</sup>
29 Reserve	\$145,000	\$121,000	\$275,389	\$315,000	\$481,000	\$113,550	\$448,462	\$250,000	\$74,700		\$2,221,101 <sup>29</sup>
30 Rio Rancho								\$188,400			\$188,400 <sup>30</sup>
31 Roy	\$600,000	\$1,142,554		\$760,981					\$162,700	\$188,447	\$2,854,682 <sup>31</sup>
32 San Jon				\$200,000							\$200,000 <sup>32</sup>
33 Silver City	\$277,614										\$277,614 <sup>33</sup>

**Emergency Supplemental (Operational) and Out-of-State Tuition Distributions**  
FY11 through FY20<sup>1</sup>

School District	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY10 to FY19
Socorro			\$300,000								\$300,000 <sup>34</sup>
Springer	\$125,000		\$146,000	\$153,016							\$424,016 <sup>35</sup>
Taos	\$350,000										\$350,000 <sup>36</sup>
Vaughn	\$340,000	\$516,600	\$327,000	\$415,421	\$176,500						\$1,775,521 <sup>37</sup>
Wagon Mound	\$480,000	\$525,000	\$748,000	\$830,000	\$348,000	\$366,900	\$442,925	\$550,000	\$285,000	\$484,625	\$5,060,450 <sup>38</sup>
West Las Vegas	\$1,116,704	\$395,040	\$609,000	\$200,000							\$1,320,744 <sup>39</sup>
<b>Statewide Total</b>	<b>\$8,131,645</b>	<b>\$7,761,124</b>	<b>\$8,284,955</b>	<b>\$9,015,605</b>	<b>\$4,016,300</b>	<b>\$3,529,360</b>	<b>\$4,643,320</b>	<b>\$3,873,222</b>	<b>\$2,868,260</b>	<b>\$1,855,296</b>	<b>\$53,859,087</b> <sup>40</sup>

<sup>34</sup> Beginning in FY15, school districts with fewer than 200 students were eligible to generate additional program units, reducing some need for emergency supplemental funding.

**Out-of-State Tuition**

SCHOOL DISTRICT	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY10 to FY19
Alamogordo	\$32,142	\$39,084	\$22,464	\$22,352	\$22,464	\$22,464	\$32,669	\$34,064	\$34,914		\$262,617 <sup>41</sup>
Lordsburg	\$300,758	\$263,347	\$240,580	\$247,091	\$245,464	\$303,954	\$267,331	\$265,936	\$250,089	\$261,462	\$2,646,012 <sup>42</sup>
<b>Statewide Total</b>	<b>\$332,900</b>	<b>\$302,431</b>	<b>\$263,044</b>	<b>\$269,443</b>	<b>\$267,928</b>	<b>\$326,418</b>	<b>\$300,000</b>	<b>\$300,000</b>	<b>\$285,003</b>	<b>\$261,462</b>	<b>\$2,908,629</b> <sup>43</sup>

<sup>41</sup> FY20 data is budgeted.

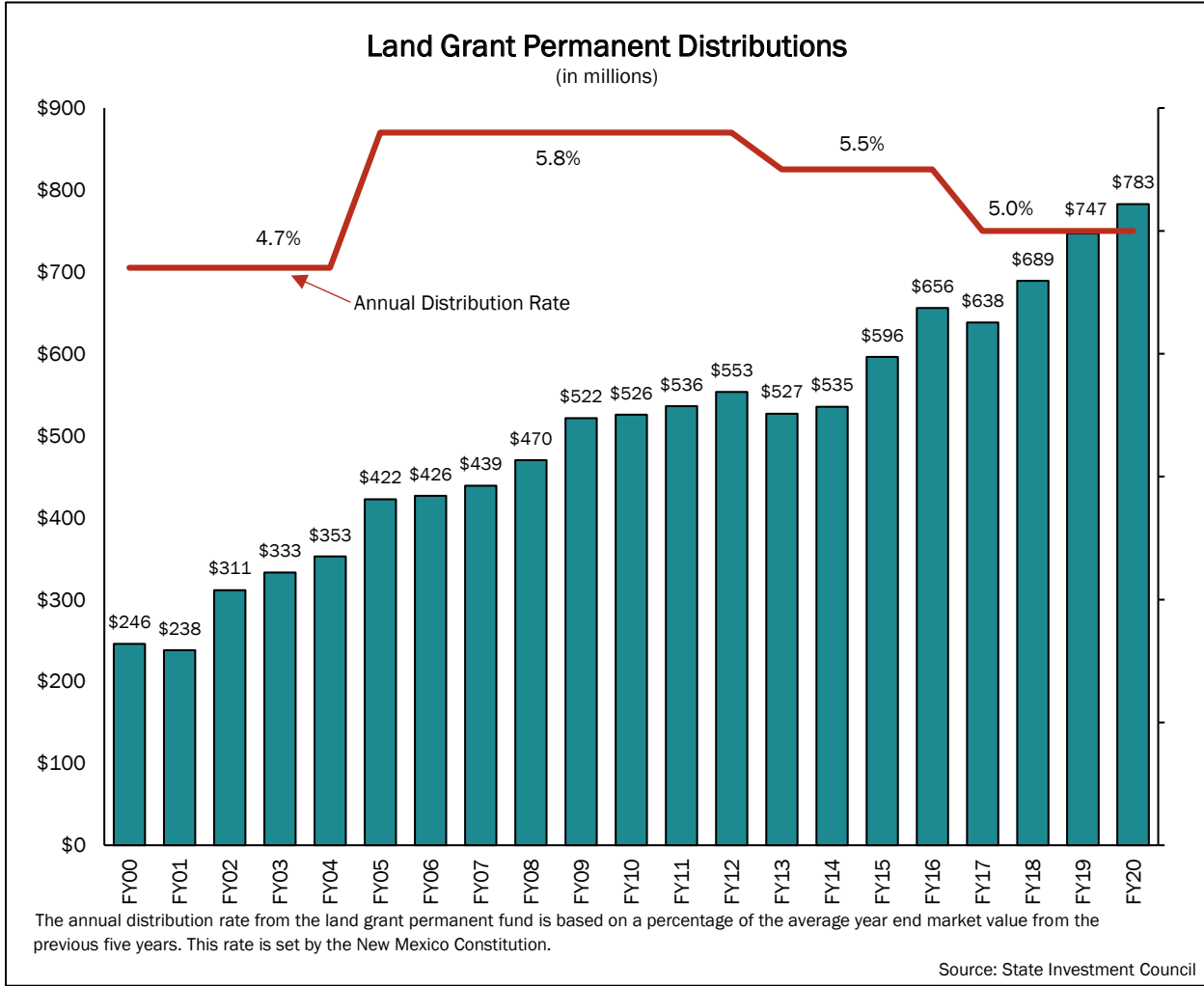
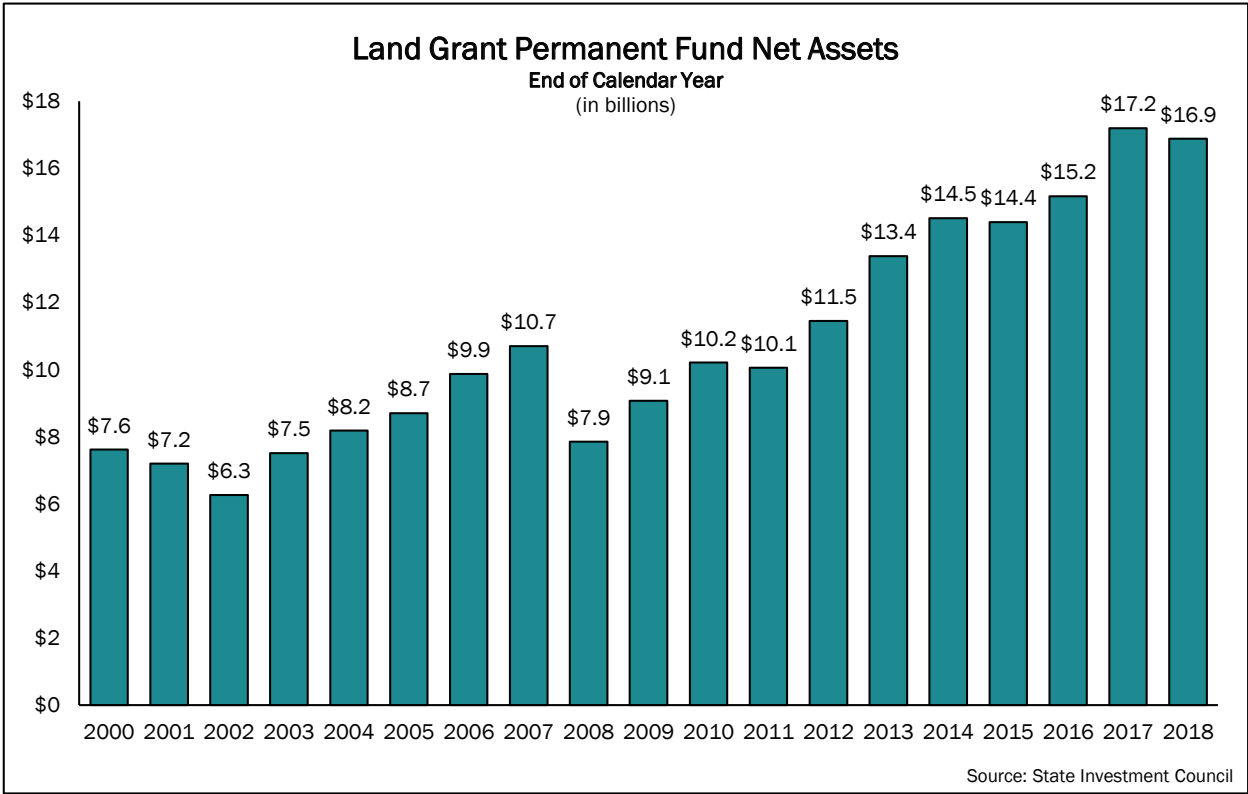
Source: PED and LESC Files

# Land Grant Permanent Fund

**Land Grant Permanent Fund**  
**Fund Balance and Income Distribution Summary for the Fiscal Year Ended June 30, 2019**  
(Unaudited)

Institution	July 1, 2018 Beginning Balance	Percent of Fund	Income Distribution	Land Transfer	Capital Gain or Loss	Unrealized Gain or Loss	Income Earnings	Book Value Ending Balance June 30, 2019
Common Schools	\$14,941,318,169	85.2%	(\$638,656,368)	\$828,521,384	\$490,691,037	\$365,814,157	\$2,749,081	\$15,990,437,460
University of New Mexico	\$226,894,512	1.3%	(\$9,521,957)	\$3,143,774	\$7,294,303	\$5,340,565	\$36,411	\$233,187,609
UNM Saline Lands	\$7,900,027	0.1%	(\$332,174)	\$121,912	\$254,480	\$186,436	\$1,272	\$8,131,956
New Mexico State University	\$71,291,552	0.4%	(\$2,979,991)	\$384,335	\$2,281,324	\$1,663,683	\$11,068	\$72,651,971
Western New Mexico University	\$4,199,278	0.0%	(\$175,883)	\$40,200	\$134,691	\$98,429	\$662	\$4,297,377
New Mexico Highland University	\$4,177,935	0.0%	(\$174,993)	\$40,200	\$134,010	\$97,934	\$659	\$4,275,744
Northern New Mexico College	\$3,398,840	0.0%	(\$142,515)	\$40,321	\$109,158	\$79,855	\$541	\$3,486,199
Eastern New Mexico University	\$13,079,529	0.1%	(\$546,381)	\$50,736	\$418,233	\$304,800	\$2,022	\$13,308,938
New Mexico Inst. of Mining and Tech.	\$32,115,077	0.2%	(\$1,347,428)	\$403,394	\$1,032,149	\$754,661	\$5,132	\$32,962,985
New Mexico Military Institute	\$529,855,351	3.0%	(\$22,392,657)	\$14,526,531	\$17,167,032	\$12,609,483	\$88,718	\$551,854,458
New Mexico Boys School	\$912,365	0.0%	(\$38,036)	\$0	\$29,106	\$21,174	\$139	\$924,748
DHI Miners Hospital	\$149,213,018	0.9%	(\$6,250,919)	\$1,376,560	\$4,786,650	\$3,492,354	\$23,487	\$152,641,150
New Mexico State Hospital	\$58,723,138	0.3%	(\$2,501,363)	\$2,899,157	\$1,921,498	\$1,422,011	\$10,588	\$62,475,029
New Mexico State Penitentiary	\$323,112,336	1.8%	(\$13,587,051)	\$5,720,414	\$10,411,425	\$7,631,447	\$52,420	\$333,340,992
New Mexico School for the Deaf	\$319,541,585	1.8%	(\$13,439,036)	\$6,013,111	\$10,298,643	\$7,551,010	\$52,029	\$330,017,341
School for the Visually Handicapped	\$318,886,404	1.8%	(\$13,411,722)	\$6,013,147	\$10,277,742	\$7,535,806	\$51,929	\$329,353,305
Charitable, Penal, and Reform	\$132,515,326	0.8%	(\$5,543,989)	\$983,346	\$4,244,784	\$3,098,787	\$20,734	\$135,318,988
Water Reservoir	\$166,699,483	1.0%	(\$6,968,489)	\$917,525	\$5,334,834	\$3,889,607	\$25,903	\$169,898,862
Improve Rio Grande	\$37,231,238	0.2%	(\$1,556,253)	\$190,662	\$1,191,291	\$868,138	\$5,771	\$37,930,847
Public Buildings Capital Inc.	\$187,262,233	1.1%	(\$7,966,197)	\$11,229,812	\$6,109,870	\$4,619,942	\$34,133	\$201,289,793
Carrie Tingley Hospital	\$230,043	0.0%	(\$9,590)	\$0	\$7,339	\$5,339	\$35	\$233,165
	<b>\$17,528,557,437</b>	<b>100.0%</b>	<b>(\$747,542,991)</b>	<b>\$882,616,521</b>	<b>\$574,129,598</b>	<b>\$427,085,618</b>	<b>\$3,172,735</b>	<b>\$18,668,018,918</b>

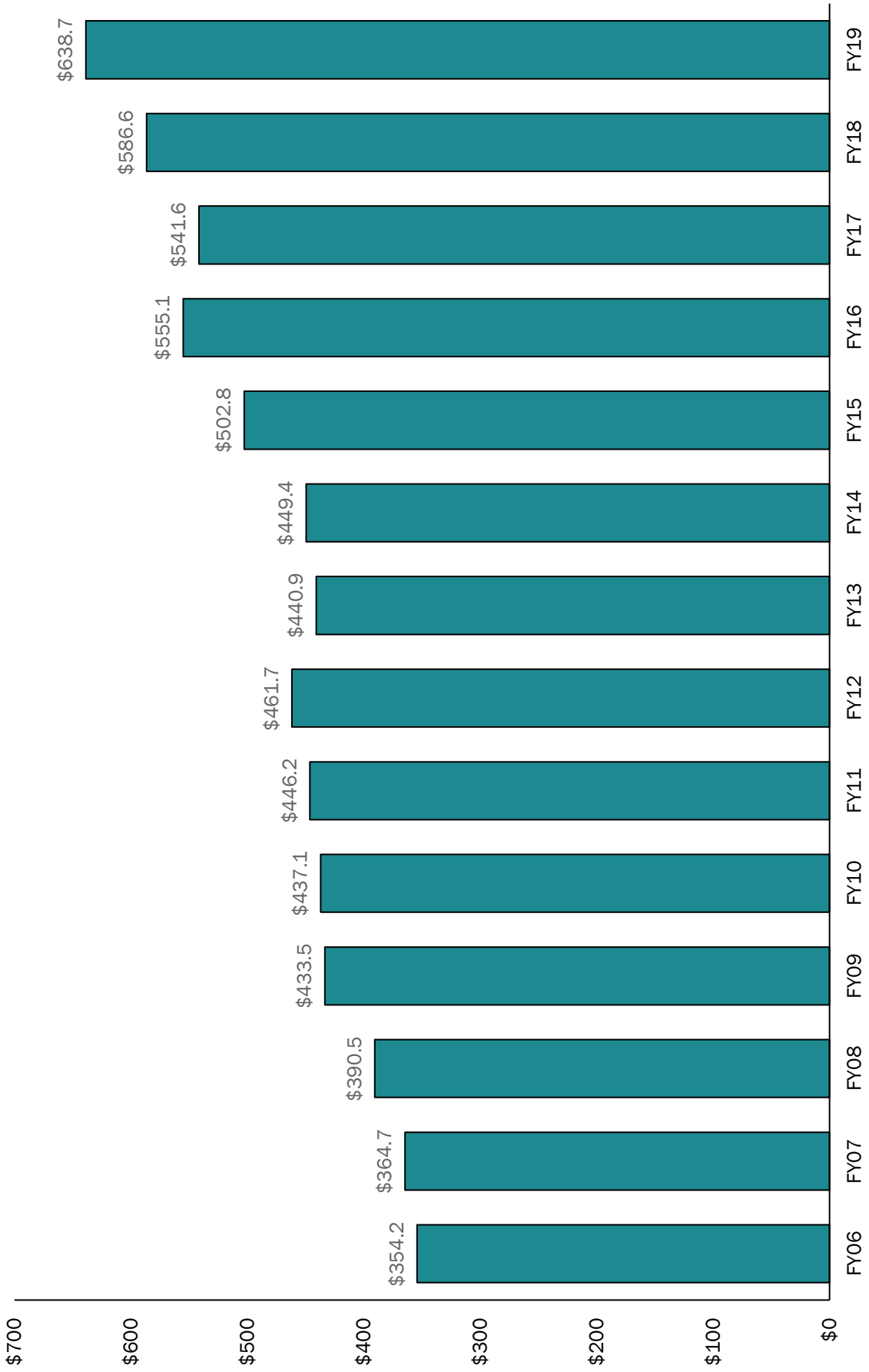
Source: State Investment Council



# Land Grant Permanent Fund

## Land Grant Permanent Fund: Distributions for Public Schools (Unaudited)

FY06 to FY19  
(in millions)



Source: LFC



# School District and Charter School Cash Balances

## School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Change in Budgeted Cash FY18-FY19	Change in Percent Cash FY18-FY19
<b>School Districts</b>								
1 Alamo Public Schools	\$2,956,309	7.5%	\$3,241,515	8.0%	\$4,849,688	11.0%	\$1,608,173	3.0%
2 Albuquerque Public Schools	\$45,303,413	7.3%	\$44,009,697	7.0%	\$48,478,832	7.7%	\$4,469,135	0.7%
3 Animas Public Schools	\$191,120	8.3%	\$198,066	8.7%	\$230,601	10.5%	\$32,535	1.8%
4 Artesia Public Schools	\$2,724,102	10.0%	\$2,793,955	10.0%	\$2,277,050	8.5%	(\$516,905)	-1.6%
5 Aztec Municipal Schools	\$1,966,076	9.4%	\$1,833,956	8.7%	\$2,337,723	11.2%	\$503,767	2.5%
6 Belen Consolidated Schools	\$250,000	0.9%	\$550,533	1.9%	\$651,369	2.3%	\$100,836	0.4%
7 Bernalillo Public Schools	\$2,102,874	9.1%	\$3,082,210	13.1%	\$2,873,214	12.3%	(\$208,996)	-0.8%
8 Bloomfield Schools	\$2,627,419	12.2%	\$3,855,769	18.0%	\$6,179,248	28.3%	\$2,323,479	10.3%
9 Capitan Municipal Schools	\$740,494	16.6%	\$584,527	12.8%	\$835,463	17.8%	\$250,936	5.0%
10 Carlsbad Municipal Schools	\$2,221,136	4.3%	\$4,279,096	8.2%	\$4,581,331	8.5%	\$302,235	0.2%
11 Carrizozo Municipal Schools	\$83,596	4.5%	\$93,775	4.8%	\$234,924	11.1%	\$141,149	6.3%
12 Central Consolidated Schools	\$8,984,728	20.0%	\$10,164,592	22.6%	\$7,324,146	16.7%	(\$2,840,446)	-5.9%
13 Chama Valley Independent Schools	\$68,242	1.6%	\$128,305	3.1%	\$39,146	1.0%	(\$89,159)	-2.0%
14 Cimarron Municipal Schools	\$149,876	3.8%	\$239,067	5.8%	\$176,638	4.6%	(\$62,429)	-1.2%
15 Clayton Municipal Schools	\$386,731	8.6%	\$547,643	11.7%	\$534,957	11.3%	(\$12,686)	-0.4%
16 Clodcroft Municipal Schools	\$441,595	12.6%	\$573,803	14.4%	\$424,030	10.5%	(\$149,773)	-4.0%
17 Clovis Municipal Schools	\$9,621,256	16.6%	\$9,320,797	16.0%	\$10,138,394	17.2%	\$817,597	1.3%
18 Coble Consolidated Schools	\$28,211	0.3%	\$349,234	2.9%	\$117,267	1.0%	(\$231,967)	-1.9%
19 Corona Municipal Schools	\$67,056	4.6%	\$0	0.0%	\$14,905	1.4%	\$14,905	1.4%
20 Cuba Independent Schools	\$186,241	3.3%	\$829,736	13.4%	\$411,223	6.6%	(\$418,513)	-6.9%
21 Deming Public Schools	\$1,341,115	3.6%	\$3,447,755	9.0%	\$3,040,650	7.7%	(\$407,105)	-1.3%
22 Des Moines Municipal Schools	\$123,041	8.1%	\$88,471	5.8%	\$89,910	6.0%	\$1,439	0.3%
23 Dexter Consolidated Schools	\$274,825	3.4%	\$701,445	8.5%	\$1,678,228	20.3%	\$976,783	11.9%
24 Dora Municipal Schools	\$387,727	14.4%	\$357,957	13.7%	\$491,145	18.5%	\$133,188	4.8%
25 Dulce Independent Schools	\$1,095,654	17.4%	\$1,652,635	26.5%	\$1,625,207	24.0%	(\$27,428)	-2.5%
26 Elida Municipal Schools	\$60,000	3.7%	\$117,204	6.4%	\$188,785	9.6%	\$71,581	3.2%
27 Espanola Public Schools	\$1,581,897	5.3%	\$2,608,233	8.9%	\$1,783,290	5.9%	(\$824,943)	-3.0%
28 Estancia Municipal Schools	\$818,967	12.9%	\$1,392,853	22.0%	\$1,410,088	21.2%	\$17,235	0.7%
29 Eunice Municipal Schools	\$929,528	15.3%	\$1,260,143	19.9%	\$2,030,348	28.1%	\$770,205	8.2%
30 Farmington Municipal Schools	\$4,456,659	6.0%	\$6,554,429	8.7%	\$3,847,514	5.0%	(\$2,706,915)	-3.7%
31 Floyd Municipal Schools	\$107,841	4.8%	\$123,947	5.1%	\$202,844	8.1%	\$78,897	3.0%
32 Fort Sumner Municipal Schools	\$215,585	6.7%	\$203,154	6.5%	\$274,073	8.9%	\$70,919	2.3%
33 Gadsden Independent Schools	\$13,968,365	14.0%	\$16,691,675	16.5%	\$20,592,458	19.7%	\$3,900,783	3.3%
34 Gallup-McKinley County Schools	\$12,003,358	14.2%	\$19,776,805	23.3%	\$11,093,121	12.6%	(\$8,683,684)	-10.7%

# School District and Charter School Cash Balances

## School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Change in Budgeted Cash FY18-FY19	Change in Percent Cash FY18-FY19
36 Grady Municipal Schools	\$186,481	10.5%	\$107,342	6.0%	\$76,590	3.9%	(\$30,752)	-2.1%
37 Grants-Cibola County Schools	\$3,776,360	13.2%	\$6,180,557	21.6%	\$8,000,000	28.1%	\$1,819,443	6.5%
38 Hagerman Municipal Schools	\$579,384	13.7%	\$271,442	6.3%	\$312,216	6.9%	\$40,774	0.6%
39 Hatch Valley Public Schools	\$80,877	0.9%	\$539,518	5.6%	\$515,027	5.3%	(\$24,491)	-0.3%
40 Hobbs Municipal Schools	\$2,949,965	4.5%	\$4,945,028	7.3%	\$9,234,962	12.8%	\$4,289,934	5.5%
41 Hondo Valley Public Schools	\$78,781	4.2%	\$98,928	5.0%	\$104,891	5.1%	\$5,963	0.1%
42 House Municipal Schools	\$43,541	3.2%	\$116,700	7.5%	\$144,546	9.5%	\$27,846	1.9%
43 Jal Public Schools	\$469,392	11.6%	\$386,853	9.6%	\$748,562	17.8%	\$361,709	8.2%
44 Jemez Mountain Public Schools	\$703,339	25.3%	\$701,333	25.8%	\$656,406	26.9%	(\$44,927)	-1.1%
45 Jemez Valley Public Schools	\$576,580	17.6%	\$563,568	17.5%	\$866,862	27.0%	\$303,294	9.5%
46 Lake Arthur Municipal Schools	\$120,745	7.2%	\$143,785	8.5%	\$182,637	10.4%	\$38,852	1.9%
47 Las Cruces Public Schools	\$9,749,515	5.6%	\$10,519,630	5.8%	\$17,276,840	9.4%	\$6,757,210	3.6%
48 Las Vegas City Public Schools	\$94,823	0.7%	\$1,014,711	7.3%	\$1,450,803	10.8%	\$436,092	3.5%
49 Logan Municipal Schools	\$536,016	17.0%	\$495,224	14.9%	\$761,792	20.6%	\$266,568	5.7%
50 Lordsburg Municipal Schools	\$209,367	4.8%	\$291,857	6.2%	\$447,378	10.0%	\$155,521	3.8%
51 Los Alamos Public Schools	\$385,959	1.4%	\$1,916,926	6.9%	\$1,776,431	6.1%	(\$140,495)	-0.7%
52 Los Lunas Public Schools	\$5,584,715	10.0%	\$4,844,611	8.6%	\$5,325,693	8.8%	\$481,082	0.2%
53 Loving Municipal Schools	\$128,798	2.5%	\$492,214	9.4%	\$976,023	17.8%	\$483,809	8.5%
54 Lovington Municipal Schools	\$1,180,427	4.0%	\$2,181,142	7.5%	\$3,726,093	11.6%	\$1,544,951	4.1%
55 Magdalena Municipal Schools	\$457,221	11.9%	\$606,971	16.1%	\$626,000	17.0%	\$19,029	0.9%
56 Maxwell Municipal Schools	\$68,410	4.2%	\$59,327	3.6%	\$117,782	6.6%	\$58,455	3.0%
57 Melrose Public Schools	\$163,285	7.9%	\$121,534	5.4%	\$197,264	7.8%	\$75,730	2.4%
58 Mesa Vista Consolidated Schools	\$476,005	13.5%	\$10,000	0.4%	\$43,632	2.8%	\$33,632	2.4%
59 Mora Independent Schools	\$614,267	14.5%	\$721,193	16.3%	\$585,964	13.3%	(\$135,229)	-3.1%
60 Moriarty-Edgewood School District	\$143,262	0.8%	\$493,906	2.7%	\$1,086,865	6.2%	\$592,959	3.5%
61 Mosquero Municipal Schools	\$81,759	6.6%	\$85,687	7.0%	\$98,675	8.8%	\$12,988	1.8%
62 Mountainair Public Schools	\$407,595	14.3%	\$88,271	3.1%	\$101,861	3.7%	\$13,590	0.5%
63 Pecos Independent Schools	\$191,155	3.6%	\$630,609	11.2%	\$638,333	11.2%	\$7,724	-0.0%
64 Peñasco Independent Schools	\$938,715	25.8%	\$226,810	6.4%	\$306,709	8.2%	\$79,899	1.8%
65 Pojoaque Valley Public Schools	\$293,325	2.2%	\$0	0.0%	\$345	0.0%	\$345	0.0%
66 Portales Municipal Schools	\$383,132	1.8%	\$1,393,126	6.6%	\$1,972,426	9.2%	\$579,300	2.5%
67 Quemado Independent Schools	\$104,852	5.3%	\$223,847	10.7%	\$257,779	11.9%	\$33,932	1.2%
68 Questa Independent Schools	\$274,737	6.2%	\$60,092	1.4%	\$56,853	1.3%	(\$3,239)	-0.1%
69 Raton Public Schools	\$291,241	3.9%	\$581,142	7.9%	\$983,159	13.4%	\$402,017	5.4%
70 Reserve Public Schools	\$69,362	3.6%	\$63,961	3.2%	\$221,449	10.7%	\$157,488	7.5%

# School District and Charter School Cash Balances

## School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Change in Budgeted Cash FY18-FY19	Change in Percent Cash FY18-FY19
71 Rio Rancho Public Schools	\$872,528	0.7%	\$8,572,745	6.8%	\$14,000,000	10.8%	\$5,427,255	4.0%
72 Roswell Independent Schools	\$5,322,501	7.7%	\$313,806	0.4%	\$974,405	1.4%	\$660,599	1.0%
73 Roy Municipal Schools	\$39,845	3.3%	\$49,610	4.1%	\$68,896	5.7%	\$19,286	1.6%
74 Ruidoso Municipal Schools	\$3,440,979	24.9%	\$4,144,932	28.5%	\$4,493,638	29.6%	\$348,706	1.1%
75 San Jon Municipal Schools	\$200,784	10.6%	\$182,665	9.7%	\$234,397	12.0%	\$51,732	2.4%
76 Santa Fe Public Schools	\$7,984,535	8.2%	\$5,569,537	5.7%	\$6,618,911	6.8%	\$1,049,374	1.1%
77 Santa Rosa Consolidated Schools	\$445,549	7.5%	\$587,373	9.7%	\$535,408	9.0%	(\$51,965)	-0.7%
78 Silver Consolidated Schools	\$756,628	3.3%	\$274,311	1.2%	\$675,239	3.3%	\$400,928	2.1%
79 Socorro Consolidated Schools	\$610,496	5.0%	\$1,370,764	11.4%	\$1,576,682	13.3%	\$205,918	1.8%
80 Springer Municipal Schools	\$237,783	11.6%	\$272,406	13.5%	\$167,000	8.5%	(\$105,406)	-4.9%
81 Taos Municipal Schools	\$1,285,585	7.2%	\$2,189,979	12.2%	\$2,734,021	15.3%	\$544,042	3.1%
82 Tatum Municipal Schools	\$325,967	8.9%	\$290,122	8.3%	\$356,530	9.6%	\$66,408	1.3%
83 Texico Municipal Schools	\$219,896	4.4%	\$497,126	9.5%	\$490,432	9.5%	(\$6,694)	0.0%
84 Truth or Consequences Municipal Schools	\$1,467,557	13.7%	\$1,617,821	15.6%	\$2,018,243	18.8%	\$400,422	3.3%
85 Tucuman Public Schools	\$882,169	10.8%	\$1,394,764	16.4%	\$2,006,239	23.3%	\$611,475	6.9%
86 Tularosa Municipal Schools	\$1,313,640	17.2%	\$960,760	12.5%	\$564,141	7.4%	(\$396,619)	-5.2%
87 Vaughn Municipal Schools	\$76,414	4.8%	\$220,224	13.4%	\$119,876	8.1%	(\$100,348)	-5.3%
88 Wagon Mound Public Schools	\$49,215	3.6%	\$59,824	4.0%	\$68,813	4.8%	\$8,989	0.7%
89 West Las Vegas Public Schools	\$761,794	6.1%	\$1,787,324	14.3%	\$1,683,914	13.5%	(\$103,410)	-0.7%
90 Zuni Public Schools	\$644,340	6.1%	\$1,165,375	10.4%	\$1,040,588	9.2%	(\$124,787)	-1.1%
91 <b>Charter Schools</b>								
92 <b>Albuquerque</b>								
93 ACE Leadership High School	\$510,595	18.9%	\$585,430	18.5%	\$970,700	32.2%	\$385,270	13.7%
94 Albuquerque Charter Academy	\$483,965	17.4%	\$295,943	11.5%	\$285,000	10.6%	(\$10,943)	-0.9%
95 Albuquerque Collegiate					\$5,433	1.3%	\$5,433	1.3%
96 Albuquerque Institute of Math & Science	\$1,124,000	39.3%	\$1,388,999	44.6%	\$1,384,336	44.1%	(\$4,663)	-0.5%
97 Albuquerque School of Excellence	\$210,000	6.8%	\$189,944	5.4%	\$397,136	9.9%	\$207,192	4.4%
98 Albuquerque Sign Language Academy	\$301,717	15.1%	\$600,000	27.9%	\$967,925	45.3%	\$367,925	17.4%
99 Albuquerque Talent Development Charter	\$235,781	13.6%	\$194,000	11.5%	\$200,885	11.3%	\$6,885	-0.1%
100 Alice King Community School	\$100,000	3.2%	\$10,000	0.3%	\$20,000	0.6%	\$10,000	0.2%
101 Altura Preparatory School					\$9,130	1.6%	\$9,130	1.6%
102 Amy Biehl Charter High School	\$495,215	14.9%	\$519,434	15.4%	\$0	0.0%	(\$519,434)	-15.4%
103 Cesar Chavez Community School	\$554,770	27.3%	\$638,136	30.7%	\$684,987	31.4%	\$46,851	0.7%
104 Christine Duncan Heritage Academy	\$369,948	15.9%	\$403,524	14.9%	\$879,547	26.7%	\$476,023	11.8%
105 Cien Aguas International	\$25,656	0.9%	\$21,204	0.7%	\$31,596	0.9%	\$10,392	0.2%

# School District and Charter School Cash Balances

## School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Change in Budgeted Cash FY18-FY19	Change in Percent Cash FY18-FY19
106 Coral Community Charter	\$21,446	1.5%	\$18,362	1.4%	\$31,313	2.2%	\$12,951	0.7%
107 Corrales International	\$76,110	3.3%	\$215,211	8.6%	\$377,735	15.4%	\$162,524	6.8%
108 Cottonwood Classical Prep	\$20,000	0.5%	\$51,926	1.1%	\$21,868	0.5%	(\$30,058)	-0.6%
109 Digital Arts And Technology	\$200,000	8.0%	\$172,040	6.6%	\$340,856	13.5%	\$168,816	6.9%
110 East Mountain High School	\$305,709	11.2%	\$450,000	15.1%	\$450,000	15.1%	\$0	0.1%
111 ElCamino Real Academy	\$12,247	0.5%	\$2,825	0.1%	\$105,177	3.7%	\$102,352	3.6%
112 Explore Academy	\$3,000	0.1%	\$30,000	1.3%	\$50,000	1.3%	\$20,000	0.0%
113 Gilbert L Sena Charter HS	\$150,000	8.2%	\$150,000	7.9%	\$150,000	7.5%	\$0	-0.5%
114 Gordon Bernell Charter	\$475,772	16.1%	\$400,000	12.5%	\$650,000	21.3%	\$250,000	8.9%
115 GREAT Academy	\$300,000	15.7%	\$280,667	17.3%	\$288,797	16.4%	\$8,130	-0.9%
116 Health Leadership High School	\$201,332	8.9%	\$500,432	23.9%	\$1,383,017	59.9%	\$882,585	36.0%
117 Horizon Academy West	\$96,513	3.4%	\$299,999	10.0%	\$400,000	13.1%	\$100,001	3.1%
118 International School at Mesa Del Sol	\$360,000	15.8%	\$291,007	11.0%	\$294,111	11.1%	\$3,104	0.1%
119 La Academia De Esperanza	\$520,072	13.0%	\$476,852	11.6%	\$658,755	16.2%	\$181,903	4.6%
120 La Promesa Early Learning	\$0	0.0%	\$470,785	15.6%	\$41,859	1.6%	(\$428,926)	-14.0%
121 Los Puentes Charter	\$201,655	8.8%	\$419,328	19.8%	\$339,148	17.1%	(\$80,180)	-2.7%
122 Media Arts Collaborative	\$209,984	9.6%	\$175,000	7.7%	\$192,800	7.6%	\$17,800	-0.1%
123 Mission Achievement And Success	\$300,000	4.9%	\$400,000	7.0%	\$300,000	3.4%	(\$100,000)	-3.6%
124 Montessori Elementary School	\$30,000	1.3%	\$40,700	1.7%	\$1,000	0.0%	(\$39,700)	-1.6%
125 Montessori of the Rio Grande	\$34,750	2.5%	\$82,000	5.7%	\$108,637	7.0%	\$26,637	1.3%
126 Mountain Mahogany Community School	\$56,690	3.8%	\$74,021	4.5%	\$75,128	4.8%	\$1,107	0.3%
127 Native American Community Academy	\$115,141	4.0%	\$9,133	0.3%	\$10,000	0.3%	\$867	0.0%
128 New America School - Albuquerque	\$93,042	17.1%	\$492,260	20.1%	\$461,002	18.4%	(\$31,258)	-1.7%
129 New Mexico International School	\$37,633	21.6%	\$391,690	25.3%	\$423,688	21.5%	\$31,998	-3.7%
130 North Valley Academy	\$106,448	3.7%	\$344,562	10.7%	\$472,903	14.4%	\$128,341	3.7%
131 Mark Armijo Academy	\$216,402	14.2%	\$150,000	8.7%	\$200,000	10.3%	\$50,000	1.6%
132 Public Academy for Performing Arts	\$189,000	6.7%	\$30,000	1.1%	\$10,000	0.3%	(\$20,000)	-0.7%
133 Robert F. Kennedy Charter	\$87,665	2.7%	\$46,760	1.5%	\$113,737	3.3%	\$66,977	1.8%
134 Siembra Leadership High School	\$18,122	4.9%	\$381,661	36.1%	\$483,908	35.2%	\$102,247	-0.9%
135 Solare Collegiate					\$97,337			
136 South Valley Academy	\$82,759	18.5%	\$825,836	17.3%	\$1,075,819	21.4%	\$249,983	4.1%
137 South Valley Prep	\$20,000	1.6%	\$34,000	2.8%	\$81,734	6.1%	\$47,734	3.2%
138 Southwest Aeronautics, Math, and Science	\$466,677	21.4%	\$368,938	16.7%	\$196,597	7.8%	(\$172,341)	-9.0%
139 Southwest Preparatory Learning Center	\$112,016	13.5%	\$206,981	13.1%	\$151,438	11.0%	(\$55,543)	-2.1%
140 Southwest Secondary Learning Center	\$1,286,964	54.2%	\$1,016,303	40.7%	\$1,611,522	66.4%	\$595,219	25.7%

# School District and Charter School Cash Balances

## School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Change in Budgeted Cash FY18-FY19	Change in Percent Cash FY18-FY19
141 Technology Leadership	\$743,549	39.8%	\$873,362	46.2%	\$1,183,114	51.2%	\$309,752	5.0%
142 Tierra Adentro	\$80,000	3.0%	\$350,000	12.8%	\$472,204	16.6%	\$122,204	3.8%
143 Twenty-First Century	\$35,613	2.1%	\$22,876	1.3%	\$99,121	4.1%	\$76,245	2.8%
144 William W. Josephine Dorn Charter	\$10,000	2.2%	\$30,000	5.2%	\$37,597	6.4%	\$7,597	1.1%
145 <b>Aztec</b>								
146 Mosaic Academy Charter	\$277,241	19.1%	\$243,745	18.3%	\$316,496	22.7%	\$72,751	4.4%
147 <b>Carlsbad</b>								
148 Jefferson Montessori	\$20,317	1.1%	\$159,829	8.4%	\$457,525	20.7%	\$297,696	12.4%
149 Pecos Connections	\$50,000	2.5%	\$189,000	4.7%	\$348,000	5.3%	\$159,000	0.6%
150 <b>Central</b>								
151 Dream Dine	\$103,966	31.5%	\$185,491	59.6%	\$132,212	53.3%	(\$53,279)	-6.3%
152 <b>Cimarron</b>								
153 Moreno Valley High	\$40,005	5.1%	\$82,261	12.0%	\$37,761	5.0%	(\$44,500)	-7.0%
154 <b>Deming</b>								
155 Deming Cesar Chavez	\$327,444	23.2%	\$400,924	23.2%	\$333,343	19.8%	(\$67,581)	-3.4%
156 <b>Española</b>								
157 La Tierra Montessori School	\$76,441	6.9%	\$138,866	12.7%	\$256,004	24.4%	\$117,138	11.7%
158 McCurdy Charter School	\$35,868	1.1%	\$81,402	2.4%	\$529,413	14.3%	\$448,011	11.9%
159 <b>Galup-McKinley</b>								
160 Dzit Dit Lool DEAP	\$0	0.0%	\$16,923	6.1%	\$1,042	0.3%	(\$15,881)	-5.9%
161 Hozho Academy								
162 Middle College High	\$375,349	29.5%	\$646,550	49.3%	\$711,667	53.1%	\$69,117	0.7%
163 Six Directions	\$24,000	5.3%	\$200,000	24.0%	\$140,000	20.8%	(\$60,000)	-3.2%
164 <b>Jemez Mountain</b>								
165 Lindrih Area Heritage	\$56,274	2.19%	\$48,889	18.5%	\$52,035	20.7%	\$3,146	2.2%
166 <b>Jemez Valley</b>								
167 San Diego Riverside	\$150,561	18.2%	\$101,854	11.2%	\$7,000	0.8%	(\$94,854)	-10.4%
168 Walatowa Charter High	\$1,433,767	497.7%	\$1,836,523	253.4%	\$1,677,800	280.8%	(\$158,723)	27.4%
169 <b>Las Cruces</b>								
170 Alma D'Arte Charter	\$80,000	4.3%	\$95,000	4.8%	\$274,391	14.1%	\$179,391	9.3%
171 J Paul Taylor Academy	\$120,920	9.4%	\$122,885	9.1%	\$117,471	7.9%	(\$5,414)	-1.2%
172 La Academia Dolores Huerta	\$90,000	6.5%	\$180,000	13.1%	\$235,192	17.5%	\$55,192	4.5%
173 Las Montañas Charter	\$30,261	1.8%	\$91,986	5.2%	\$18,666	0.9%	(\$73,320)	-4.3%
174 New America School - Las Cruces	\$390,060	16.6%	\$486,525	22.4%	\$485,262	21.4%	(\$1,263)	-1.0%
175 <b>Los Lunas</b>								
176 School of Dreams Academy	\$200,000	4.9%	\$36,000	1.0%	\$72,000	2.0%	\$36,000	1.0%

# School District and Charter School Cash Balances

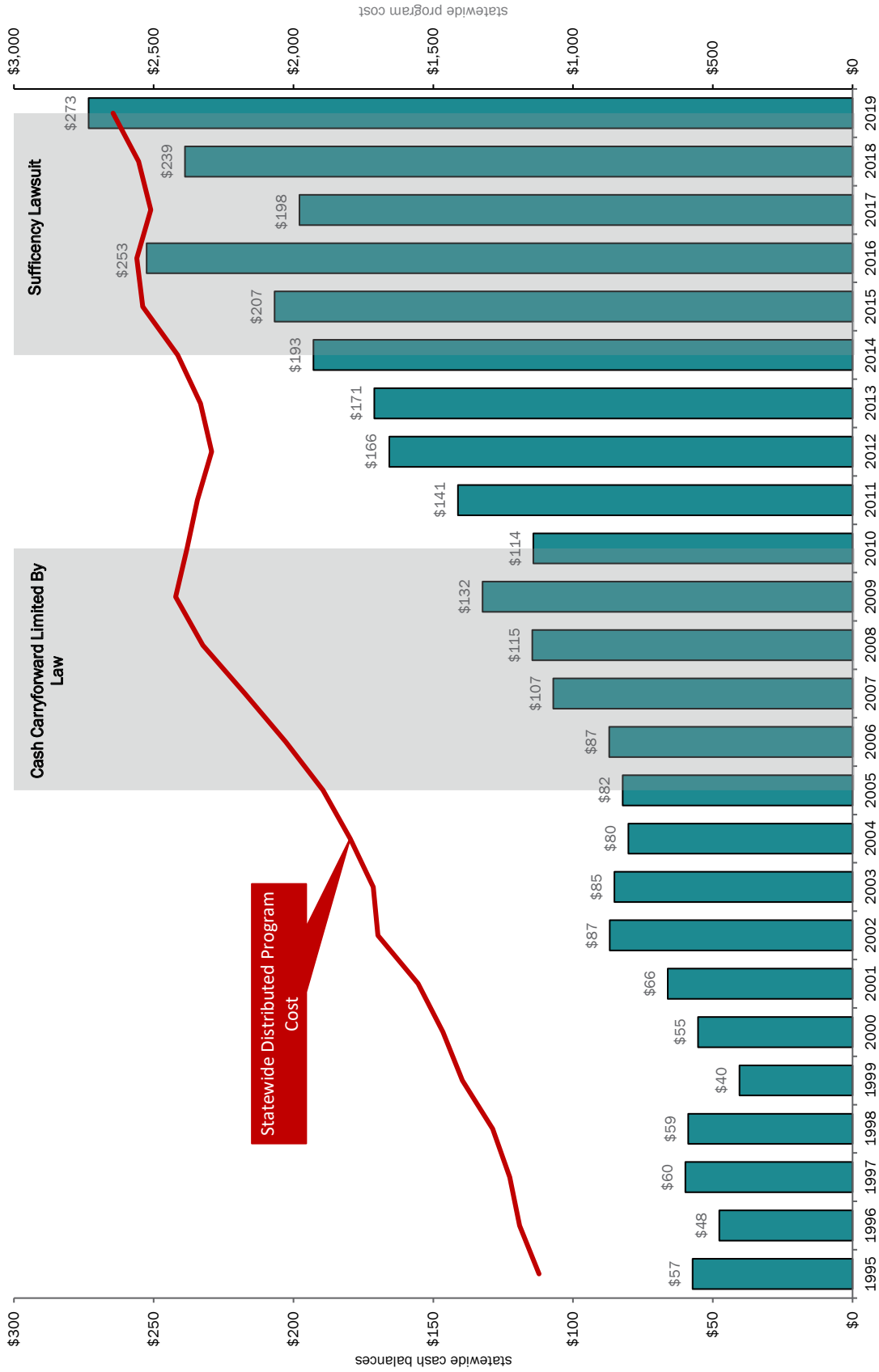
## School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Budgeted Cash June 30, 2019	Percent of FY19 Program Cost	Change in Budgeted Cash FY18-FY19	Change in Percent Cash FY18-FY19
<b>Moriarty</b>								
177 Estancia Valley Classical Academy	\$17,819	0.7%	\$50,622	1.8%	\$51,545	1.5%	\$923	-0.4%
178								
<b>Roswell</b>								
179 Sidney Gutierrez Middle	\$157,734	24.8%	\$220,294	32.2%	\$242,789	34.2%	\$22,495	2.1%
180								
<b>Questa</b>								
181 Red River Valley Charter School	\$9,255	1.3%	\$97,471	12.7%	\$41,019	5.4%	(\$56,452)	-7.3%
182								
183 Roots & Wings Community	\$500	0.1%	\$50,711	11.0%	\$30,434	6.3%	(\$20,277)	-4.7%
184								
<b>Rio Rancho</b>								
185 ASK Academy	\$161,016	4.9%	\$97,895	2.8%	\$163,995	4.4%	\$66,100	1.6%
186								
Sandoval Academy of Bilingual Education	\$0	0.0%	\$0	0.0%	\$50,000	4.0%	\$50,000	4.0%
187								
<b>Santa Fe</b>								
188 Academy for Technology and the Classics	\$25,774	1.0%	\$68,998	2.4%	\$640,749	22.3%	\$571,751	19.9%
189								
New Mexico Connections Academy	\$100,000	1.1%	\$365,102	3.0%	\$1,959,656	15.8%	\$1,594,554	12.9%
190								
MASTERS Program	\$494,267	25.6%	\$695,986	35.4%	\$947,045	44.1%	\$251,059	8.7%
191								
Monte Del Sol Charter	\$170,720	6.0%	\$100,000	3.4%	\$686,022	20.1%	\$586,022	16.7%
192								
New Mexico School for the Arts	\$216,542	10.6%	\$329,163	15.1%	\$279,226	12.3%	(\$49,937)	-2.8%
193								
Tierra Encantada Charter School	\$130,000	5.1%	\$184,273	7.2%	\$110,000	4.2%	(\$74,273)	-3.1%
194								
Turquoise Trail Charter School	\$217,330	6.9%	\$164,034	4.9%	\$371,716	9.6%	\$207,682	4.7%
195								
<b>Silver City</b>								
196 Aldo Leopold Charter	\$360,810	20.2%	\$190,395	10.1%	\$242,972	11.4%	\$52,577	1.3%
197								
<b>Socorro</b>								
198 Cottonwood Valley Charter	\$32,000	2.5%	\$110,000	8.4%	\$160,000	11.5%	\$50,000	3.1%
199								
<b>Taos</b>								
200 Anansi Charter School	\$56,143	3.5%	\$74,060	4.9%	\$6,262	0.4%	(\$67,798)	-4.5%
201								
Taos Academy	\$228,201	10.5%	\$334,430	15.7%	\$202,159	9.8%	(\$132,271)	-5.9%
202								
Taos Integrated School of Arts	\$91,921	7.9%	\$13,222	1.1%	\$5,342	0.4%	(\$7,880)	-0.7%
203								
Taos International School	\$150,000	8.9%	\$76,423	4.4%	\$9,841	0.6%	(\$66,582)	-3.8%
204								
Taos Municipal Charter	\$5,388	0.4%	\$100	0.0%	\$30,609	1.9%	\$30,509	1.9%
205								
Vista Grande High School	\$91,713	8.5%	\$84,852	8.0%	\$196,283	16.6%	\$111,431	8.5%
206								
<b>West Las Vegas</b>								
207 Rio Gallinas School	\$106,000	13.9%	\$204,541	25.4%	\$0	0.0%	(\$204,541)	-25.4%
208								
Charter Schools Closed Prior to FY20	\$305,843		\$152,104					
209								
<b>STATEWIDE TOTAL</b>	<b>\$197,893,038</b>	<b>7.9%</b>	<b>\$238,783,755</b>	<b>9.4%</b>	<b>\$273,280,485</b>	<b>10.3%</b>	<b>\$34,496,730</b>	<b>1.0%</b>

Source: LESC Files

# School District and Charter School Cash Balances

## Statewide Year-End Cash Balances and Program Cost (in millions)

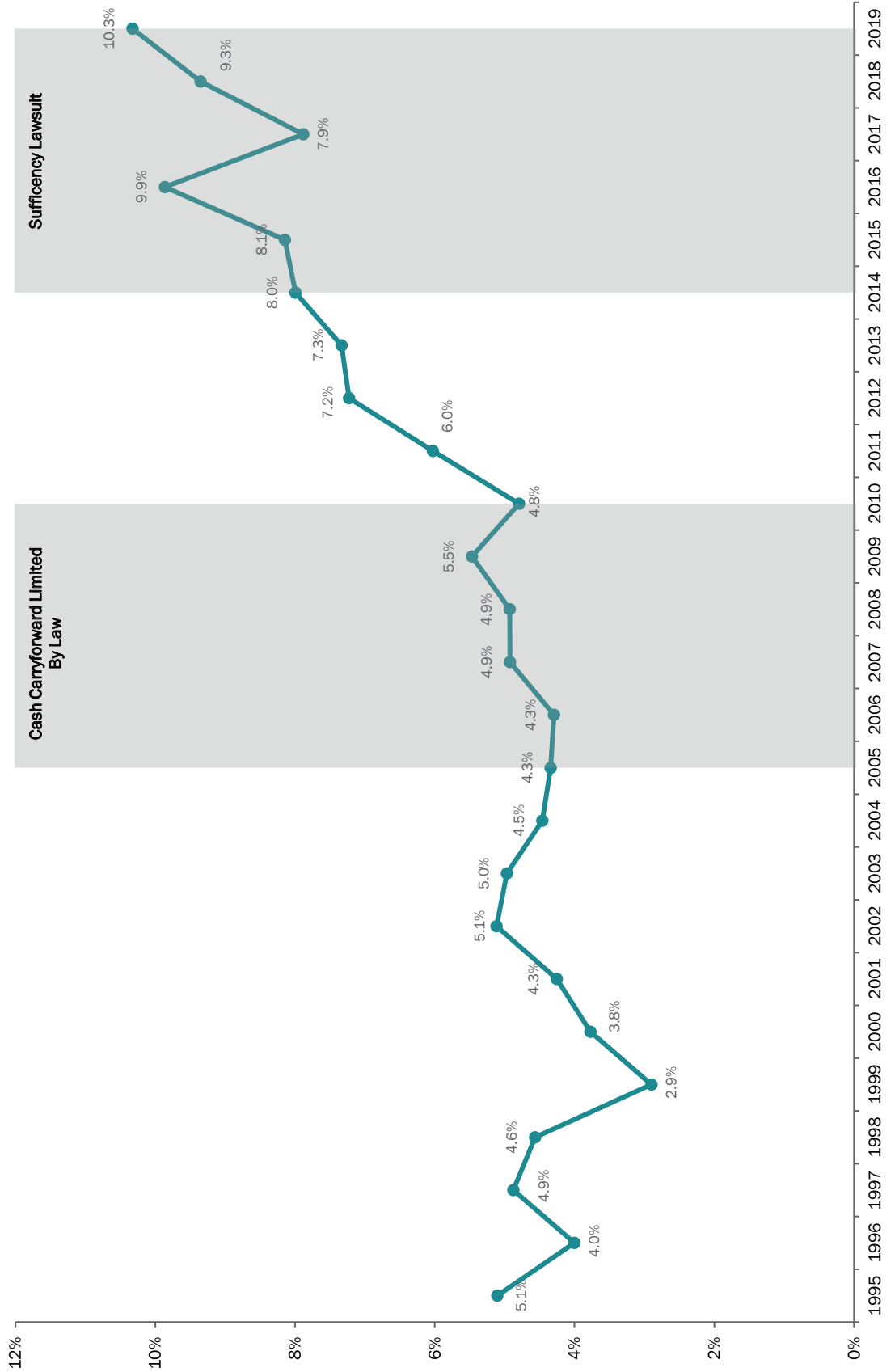


Cash balance amounts are based on the amount budgeted by school districts and charter schools and do not reflect the actual amount of audited year-end cash.

Source: LESC Files

# School District and Charter School Cash Balances

Statewide Year-End Cash Balances as a Percent of Program Cost



Cash balance amounts are based on the amount budgeted by school districts and charter schools and do not reflect the actual amount of audited year-end cash.

Source: LESC Files



# School District and Charter School Operational Fund Spending

## School District and Charter School Operational Fund Spending by Budget Function, FY19

School District or Charter School	Instruction	Instructional and Student Support <sup>1</sup>	School Administration	Central Services, Administration, and Operations <sup>2</sup>	Capital Outlay & Debt Service
<b>School Districts</b>					
1 Alamogordo Public Schools	57.9%	12.8%	5.8%	23.6%	Less than 0.05%
2 Albuquerque Public Schools	64.3%	13.1%	5.7%	16.9%	Less than 0.05%
3 Animas Public Schools	50.2%	6.4%	4.5%	39.0%	
4 Artesia Public Schools	65.2%	10.8%	8.1%	15.9%	
5 Aztec Municipal Schools	60.2%	11.0%	8.5%	20.4%	
6 Belen Consolidated Schools	55.2%	11.8%	6.0%	27.0%	
7 Bernalillo Public Schools	55.5%	13.1%	6.5%	25.0%	
8 Bloomfield Schools	60.2%	10.3%	9.3%	20.2%	
9 Capitan Municipal Schools	62.6%	8.5%	6.3%	22.6%	
10 Carlsbad Municipal Schools	62.3%	12.9%	7.5%	17.3%	
11 Carrizozo Municipal Schools	56.5%	11.1%	3.6%	27.8%	1.1%
12 Central Consolidated Schools	57.4%	12.5%	7.6%	22.5%	
13 Chama Valley Ind. Schools	50.4%	10.2%	9.2%	30.2%	
14 Cimarron Municipal Schools	61.0%	13.5%	5.3%	20.2%	
15 Clayton Municipal Schools	55.3%	11.9%	8.8%	24.0%	
16 Cloudcroft Municipal Schools	51.5%	3.5%	6.8%	30.4%	7.9%
17 Clovis Municipal Schools	62.6%	14.4%	6.0%	17.0%	Less than 0.05%
18 Cobre Consolidated Schools	53.0%	17.3%	7.2%	22.5%	
19 Corona Municipal Schools	59.0%	10.2%	3.5%	27.3%	
20 Cuba Independent Schools	47.3%	12.2%	8.7%	31.8%	
21 Deming Public Schools	58.6%	12.8%	7.0%	21.6%	
22 Des Moines Municipal Schools	58.0%	3.8%	5.4%	32.9%	
23 Dexter Consolidated Schools	53.3%	11.0%	6.9%	29.0%	
24 Dora Consolidated Schools	57.7%	9.9%	5.6%	26.9%	
25 Dulce Independent Schools	48.3%	11.2%	8.3%	32.2%	
26 Elida Municipal Schools	59.2%	5.8%	5.1%	29.9%	
27 Española Public Schools	50.6%	14.6%	6.5%	27.9%	0.5%
28 Estancia Municipal Schools	52.7%	13.5%	8.0%	25.9%	
29 Eunice Municipal Schools	59.8%	10.2%	5.0%	23.3%	1.8%
30 Farmington Municipal Schools	64.4%	14.4%	6.2%	15.0%	
31 Floyd Municipal Schools	63.2%	9.1%	2.0%	25.7%	
32 Fort Sumner Municipal Schools	61.2%	9.1%	6.7%	23.0%	
33					

# School District and Charter School Operational Fund Spending

## School District and Charter School Operational Fund Spending by Budget Function, FY19

School District or Charter School	Instruction	Instructional and Student Support <sup>1</sup>	School Administration	Central Services, Administration, and Operations <sup>2</sup>	Capital Outlay & Debt Service
34 Gadsden Independent Schools	63.8%	13.5%	6.6%	15.9%	0.2%
35 Gallup-McKinley County Schools	62.3%	8.8%	7.3%	21.2%	0.5%
36 Grady Municipal Schools	63.6%	1.8%	5.0%	29.6%	
37 Grants-Cibola County Schools	57.6%	15.7%	3.9%	22.9%	Less than 0.05%
38 Hagerman Municipal Schools	58.6%	9.8%	7.3%	24.3%	
39 Hatch Valley Public Schools	55.5%	14.2%	6.8%	23.5%	
40 Hobbs Municipal Schools	67.4%	13.4%	6.5%	12.8%	
41 Hondo Valley Public Schools	57.9%	12.1%	0.4%	29.6%	
42 House Municipal Schools	64.0%	5.6%	1.3%	29.1%	
43 Jal Public Schools	55.8%	6.8%	7.3%	30.1%	
44 Jemez Mountain Public Schools	32.5%	8.7%	10.9%	47.9%	
45 Jemez Valley Public Schools	44.1%	8.9%	7.1%	33.7%	6.2%
46 Lake Arthur Municipal Schools	48.4%	12.4%	5.6%	33.6%	
47 Las Cruces Public Schools	62.4%	12.3%	6.7%	18.6%	Less than 0.05%
48 Las Vegas City Public Schools	53.2%	9.0%	7.2%	30.7%	
49 Logan Municipal Schools	61.7%	10.2%	3.6%	24.6%	
50 Lordsburg Municipal Schools	48.2%	11.4%	9.3%	31.1%	
51 Los Alamos Public Schools	61.2%	14.8%	5.2%	18.9%	
52 Los Lunas Public Schools	55.7%	13.8%	8.4%	22.1%	0.1%
53 Loving Municipal Schools	57.3%	11.1%	8.6%	23.0%	
54 Lovington Municipal Schools	58.4%	13.3%	7.4%	18.1%	2.7%
55 Magdalena Municipal Schools	48.4%	15.2%	7.6%	28.8%	
56 Maxwell Municipal Schools	53.2%	11.3%	6.9%	28.6%	
57 Melrose Public Schools	57.4%	10.6%	7.6%	24.4%	
58 Mesa Vista Consolidated	37.7%	4.4%	13.4%	44.5%	
59 Mora Independent Schools	51.6%	12.1%	7.3%	28.9%	Less than 0.05%
60 Moriarty Municipal Schools	60.7%	11.7%	5.6%	22.0%	
61 Mosquero Municipal Schools	44.5%	5.8%	3.1%	46.5%	
62 Mountainair Public Schools	45.1%	16.0%	10.0%	28.9%	
63 Pecos Independent Schools	47.3%	11.9%	7.9%	31.5%	1.4%
64 Peñasco Independent Schools	45.2%	10.5%	7.2%	37.1%	
65 Pojoaque Valley Public Schools	51.7%	15.6%	8.7%	24.0%	
66 Portales Municipal Schools	64.1%	11.0%	7.0%	16.3%	1.5%

School District and Charter School Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY19

	School District or Charter School	Instruction	Instructional and Student Support <sup>1</sup>	School Administration	Central Services, Administration, and Operations <sup>2</sup>	Capital Outlay & Debt Service
67	Quemado Independent Schools	59.1%	5.7%	6.3%	29.0%	
68	Questa Independent Schools	47.4%	15.0%	4.5%	33.1%	
69	Raton Public Schools	64.2%	10.5%	6.5%	18.7%	
70	Reserve Public Schools	55.8%	7.9%	6.4%	29.9%	
71	Rio Rancho Public Schools	60.3%	13.2%	6.1%	19.9%	0.5%
72	Roswell Independent Schools	60.9%	12.9%	7.6%	18.5%	0.1%
73	Roy Municipal Schools	63.9%	3.5%		32.6%	
74	Ruidoso Municipal Schools	57.9%	12.2%	6.4%	23.5%	
75	San Jon Municipal Schools	54.1%	7.2%		38.7%	
76	Santa Fe Public Schools	63.2%	15.3%	6.8%	14.7%	
77	Santa Rosa Consolidated	54.2%	11.8%	8.8%	25.2%	
78	Silver Consolidated Schools	59.8%	15.6%	7.0%	17.7%	
79	Socorro Consolidated Schools	58.1%	11.7%	7.1%	23.1%	
80	Springer Municipal Schools	51.3%	11.5%	4.8%	32.4%	
81	Taos Municipal Schools	59.9%	11.1%	6.2%	22.8%	
82	Tatum Municipal Schools	59.2%	7.1%	8.1%	25.6%	
83	Texico Municipal Schools	61.4%	9.2%	6.3%	21.8%	1.4%
84	Truth or Conseq. Schools	65.9%	5.6%	5.5%	23.0%	Less than 0.05%
85	Tucumcari Public Schools	59.9%	9.4%	7.3%	23.5%	
86	Tularosa Municipal Schools	58.4%	14.0%	7.4%	20.3%	
87	Vaughn Municipal Schools	48.7%	5.5%	9.0%	36.9%	
88	Wagon Mound Public Schools	47.9%	7.0%	6.9%	38.3%	
89	West Las Vegas Public Schools	51.5%	12.5%	6.6%	29.4%	
90	Zuni Public Schools	52.0%	7.8%	5.7%	34.2%	0.2%
91	<b>School District Average</b>	<b>61.1%</b>	<b>12.7%</b>	<b>6.5%</b>	<b>19.5%</b>	<b>0.2%</b>
92	<b>Charter Schools</b>					
93	<b>Albuquerque</b>					
94	ACE Leadership High School	29.0%	21.4%	3.0%	32.7%	14.0%
95	Albuquerque Charter Academy	50.9%	10.5%	14.6%	23.7%	0.3%
96	Albuquerque Collegiate	22.1%	7.7%	21.1%	49.1%	
97	Albuquerque Institute of Math & Science	53.5%	10.5%	6.8%	29.2%	Less than 0.05%
98	Albuquerque School of Excellence	79.5%	3.7%	1.7%	15.1%	
99	Albuquerque Sign Language Academy	50.7%	23.9%	8.5%	16.9%	

# School District and Charter School Operational Fund Spending

## School District and Charter School Operational Fund Spending by Budget Function, FY19

	School District or Charter School	Instruction	Instructional and Student Support <sup>1</sup>	School Administration	Central Services, Administration, and Operations <sup>2</sup>	Capital Outlay & Debt Service
100	Albuquerque Talent Development	44.8%	9.0%	10.5%	35.7%	
101	Alice King Community School	76.5%	5.2%	4.6%	13.8%	
102	Altura Preparatory	35.7%	3.7%	23.9%	36.8%	
103	Amy Biehl Charter High School	51.0%	20.3%	6.9%	21.8%	
104	Cesar Chavez Community School	43.3%	18.1%	4.9%	33.8%	
105	Christine Duncan Heritage	62.5%	8.4%	7.9%	21.2%	
106	Cien Aguas International	67.1%	9.4%	6.0%	17.5%	
107	Coral Community Charter	57.5%	5.5%	4.3%	32.7%	
108	Corrales International School	62.7%	10.8%	1.2%	25.3%	
109	Cottonwood Classical Prep	71.1%	6.7%	5.1%	17.1%	
110	Digital Arts and Tech Acad.	50.6%	7.2%	14.0%	28.3%	
111	East Mountain High School	62.2%	7.4%	3.4%	27.0%	
112	El Camino Real Academy	43.3%	13.6%		34.4%	8.7%
113	Explore Academy	61.7%	7.8%	4.1%	26.3%	
114	Gilbert L. Sena Charter	43.8%	18.5%	7.5%	30.2%	
115	Gordon Bernell Charter	49.4%	21.9%	10.5%	18.1%	
116	GREAT Academy	30.0%	4.3%	3.4%	62.4%	
117	Health Leadership High School	37.9%	19.9%	2.7%	38.8%	0.8%
118	Horizon Academy West	66.4%	6.2%	4.2%	23.2%	Less than 0.05%
119	Int'l School at Mesa Del Sol	61.9%	17.4%	2.5%	18.2%	
120	La Academia De Esperanza	64.9%	17.7%	0.1%	17.4%	
121	La Promesa	55.0%	5.6%	4.3%	35.1%	
122	La Resolana Leadership	41.1%	8.7%	8.0%	42.2%	
123	Los Puentes Charter	40.9%	27.2%	6.2%	25.7%	Less than 0.05%
124	Mark Armijo Academy	50.5%	16.8%	8.3%	24.5%	
125	Media Arts Collaborative	60.9%	13.8%	3.8%	21.4%	0.1%
126	Mission Achievement & Success	62.6%	6.7%	6.6%	24.2%	
127	Montessori Elementary School	57.8%	8.7%	1.5%	32.0%	
128	Montessori of the Rio Grande	67.5%	5.4%	4.2%	22.9%	
129	Mountain Mahogany Community	64.5%	19.3%		16.3%	
130	Native American Community	57.5%	12.0%	9.0%	21.6%	
131	New America - Albuquerque	31.8%	7.5%	8.0%	52.7%	
132	New Mexico International	50.5%	4.3%	3.7%	32.6%	8.9%

School District and Charter School Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY19

	School District or Charter School	Instruction	Instructional and Student Support <sup>1</sup>	School Administration	Central Services, Administration, and Operations <sup>2</sup>	Capital Outlay & Debt Service
133	North Valley Academy	72.6%	6.6%	1.5%	19.4%	
134	Public Acad. Performing Arts	64.3%	12.3%	6.8%	16.7%	
135	Robert F. Kennedy	57.2%	14.2%	7.4%	21.3%	
136	Siembra Leadership High School	28.5%	20.6%	5.5%	45.4%	
137	South Valley Academy	67.1%	12.7%	4.8%	15.3%	
138	South Valley Preparatory	52.8%	7.7%	5.2%	34.2%	
139	Southwest Aero., Math, and Science	43.0%	10.1%	11.0%	35.9%	
140	Southwest Preparatory	54.0%	6.2%	2.2%	37.6%	
141	Southwest Secondary	39.7%	20.0%	2.2%	38.1%	
142	Technology Leadership	40.9%	24.8%		34.2%	
143	Tierra Adentro	58.7%	9.2%	3.9%	28.1%	
144	Twenty-First Century Acad.	62.2%	9.2%	3.8%	24.8%	
145	William & Josephine Dorn	46.0%	5.3%	5.5%	43.2%	
146	<b>Aztec</b>					
147	Mosaic Academy Charter	63.8%	7.1%	8.3%	20.8%	
148	<b>Carlsbad</b>					
149	Jefferson Montessori Academy	62.6%	7.3%	3.9%	26.3%	
150	Pecos Connections Academy	74.0%	15.6%	2.5%	8.0%	
151	<b>Central</b>					
152	Dream Diné Charter School	42.3%	5.9%	5.0%	46.8%	
153	<b>Cimarron</b>					
154	Moreno Valley High School	58.2%	4.2%		37.7%	
155	<b>Deming</b>					
156	Deming Cesar Chavez	43.4%	9.7%	13.1%	33.8%	
157	<b>Espanola</b>					
158	La Tierra Montessori School	47.7%	8.4%	7.2%	36.7%	
159	McCurdy Charter School	57.9%	7.2%	2.4%	32.6%	
160	<b>Farmington</b>					
161	New Mexico Virtual Academy	77.6%	8.2%	4.1%	10.1%	
162	<b>Gallup-McKinley County</b>					
163	Dził Dít'ł'oolí (DEAP)	33.0%	6.9%	4.1%	56.0%	
164	Hozho Academy	47.6%	8.5%	6.3%	37.6%	
165	Middle College High School	40.0%	12.2%		47.8%	Less than 0.05%

School District and Charter School Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY19

School District or Charter School	Instruction	Instructional and Student Support <sup>1</sup>	School Administration	Central Services, Administration, and Operations <sup>2</sup>	Capital Outlay & Debt Service
Six Directions Indigenous	39.5%	3.9%	0.4%	56.2%	
<b>Jemez Mountain</b>					
Lindrieth Area Heritage	60.0%	2.2%	0.7%	37.2%	
<b>Jemez Valley</b>					
San Diego Riverside	57.0%	3.8%	5.2%	34.0%	
Walatowa Charter High School	47.6%	1.2%	4.5%	46.3%	0.4%
<b>Las Cruces</b>					
Alma D'Arte Charter High	63.6%	4.8%	2.8%	28.8%	
J Paul Taylor Academy	65.8%	3.5%	2.8%	27.8%	
La Academia Dolores Huerta	49.6%	6.1%	2.2%	42.1%	
Las Montañas Charter	59.3%	5.1%	1.3%	34.3%	
New America - Las Cruces	35.4%	7.5%	8.5%	48.6%	
<b>Los Lunas</b>					
School of Dreams Academy	53.7%	11.5%	8.1%	26.7%	
<b>Moriarty</b>					
Estancia Valley Classical	67.7%	4.9%	4.0%	23.5%	
<b>Questa</b>					
Red River Valley Charter	51.4%	7.8%	7.4%	33.4%	
Roots & Wings Community School	47.1%	2.9%	5.6%	44.4%	
<b>Rio Rancho</b>					
ASK Academy	59.9%	12.0%	8.1%	19.9%	
Sandoval Acad. Bilingual Ed.	44.7%	6.8%	5.7%	42.9%	
<b>Roswell</b>					
Sidney Gutierrez Middle	67.2%	0.4%	5.6%	26.8%	
<b>Santa Fe</b>					
Academy for Tech. and Classics	66.2%	7.6%	4.5%	21.8%	
MASTERS Program	54.8%	16.4%	0.9%	27.8%	
Monte Del Sol Charter	69.4%	5.6%	1.4%	23.5%	Less than 0.05%
New Mexico Connections Academy	82.7%	8.2%	2.8%	6.4%	
New Mexico School for the Arts	52.3%	20.2%	4.5%	22.9%	
Tierra Encantada Charter	47.1%	12.5%	4.9%	35.5%	
Turquoise Trail Charter School	64.9%	8.7%	5.7%	20.8%	
<b>Silver City</b>					

# School District and Charter School Operational Fund Spending

## School District and Charter School Operational Fund Spending by Budget Function, FY19

	School District or Charter School	Instruction	Instructional and Student Support <sup>1</sup>	School Administration	Central Services, Administration, and Operations <sup>2</sup>	Capital Outlay & Debt Service
198	Aldo Leopold Charter School	62.1%	10.4%	7.9%	19.7%	
199	<b>Socorro</b>					
200	Cottonwood Valley Charter	70.1%	1.7%	3.8%	24.4%	
201	<b>Taos</b>					
202	Anansi Charter School	71.5%	1.8%	5.6%	21.2%	
203	Taos Academy	63.6%	6.2%	5.1%	23.8%	1.2%
204	Taos Integrated School of Arts	66.3%	2.1%	2.4%	29.3%	
205	Taos International School	56.7%	2.1%	4.8%	36.3%	
206	Taos Municipal Charter	68.1%	2.0%	6.4%	23.6%	
207	Vista Grande High School	54.7%	3.6%	2.2%	39.5%	
208	<b>West Las Vegas</b>					
209	Rio Gallinas School	48.2%	9.9%	3.7%	38.3%	
210	<b>Charter School Average</b>	<b>58.5%</b>	<b>10.2%</b>	<b>5.1%</b>	<b>25.8%</b>	<b>0.4%</b>
211	<b>Statewide Average</b>	<b>60.9%</b>	<b>12.5%</b>	<b>6.4%</b>	<b>20.0%</b>	<b>0.2%</b>

Source: LESC Files

<sup>1</sup>The instructional and student support column includes expenditures in the student support services function (2100) and the instructional support services function (2200).

<sup>2</sup>The central services, administration, and operations column includes expenditures for the following functions: general administration support services (2300), central services (2500), operation and maintenance of plant (2600), student transportation (2700), other support services (2900), food service operations (3100), and community services operations (3300).

# Direct Grants to School Districts and Charter Schools

## Direct Grants to Public Schools from "Below-the-Line Appropriations," FY19

School District or Charter School	Pre-K	K-3 Plus and K-5 Plus Pilot	Early Reading	Truancy and Dropout Prevent	Interventions and Supports <sup>1</sup>	Other Initiatives <sup>2</sup>	Total	Share of Initiatives / Share of Program Cost
<b>School Districts</b>								
1 Alamogordo Public Schools		\$235,895	\$214,765		\$16,148	\$57,298	\$524,106	0.51
2 Albuquerque Public Schools	\$4,228,796	\$2,895,953		\$161,751	\$279,890		\$7,609,856	0.51
3 Animas Public Schools	\$64,028		\$86,743				\$223,549	4.34
4 Artesia Public Schools		\$478,490			\$16,148	\$74,248	\$568,886	0.87
5 Aztec Municipal Schools	\$198,549		\$138,667		\$16,148	\$17,184	\$370,547	0.75
6 Belen Consolidated Schools	\$172,500	\$221,578		\$207,094	\$16,148	\$69,149	\$686,468	0.98
7 Bernalillo Public Schools	\$701,240	\$468,603			\$5,383	\$23,056	\$1,198,282	2.17
8 Bloomfield Schools	\$553,928	\$294,711	\$118,749		\$5,383	\$3,449	\$976,220	1.90
9 Capitán Municipal Schools			\$79,482		\$10,765	\$17,016	\$107,263	0.97
10 Carlsbad Municipal Schools	\$1,010,550	\$443,244	\$110,713	\$145,031	\$21,530	\$143,475	\$1,874,543	1.44
11 Carrizozo Municipal Schools		\$46,410	\$51,553				\$97,963	1.95
12 Central Consolidated Schools	\$1,083,946				\$10,765	\$44,620	\$1,139,331	1.10
13 Chama Valley Independent Schools	\$64,124	\$64,916				\$4,677	\$133,717	1.37
14 Cimarron Municipal Schools	\$44,886		\$77,042			\$7,625	\$52,511	0.53
15 Clayton Municipal Schools			\$19,274				\$77,042	0.69
16 Cloudcroft Municipal Schools							\$19,274	0.21
17 Clovis Municipal Schools	\$961,860	\$234,720	\$164,603	\$51,173	\$83,428		\$1,495,784	1.09
18 Cobre Consolidated Schools	\$416,467	\$253,843	\$390,862	\$120,237	\$16,042		\$1,197,452	4.18
19 Corona Municipal Schools			\$17,597			\$816	\$18,413	0.55
20 Cuba Independent Schools	\$83,152	\$58,435					\$141,587	0.95
21 Deming Public Schools	\$1,043,540	\$1,348,101	\$57,436		\$86,913	\$302,565	\$2,838,554	3.03
22 Des Moines Municipal Schools							\$0	0.00
23 Dexter Consolidated Schools	\$114,056	\$128,118				\$22,715	\$264,889	1.37
24 Dora Municipal Schools			\$37,012			\$4,088	\$41,100	0.66
25 Dulce Independent Schools		\$89,891				\$13,692	\$103,583	0.65
26 Elida Municipal Schools			\$36,623		\$5,383	\$993	\$42,998	0.93
27 Española Public Schools	\$367,378	\$460,839		\$41,721	\$5,383	\$36,733	\$912,053	1.29
28 Estancia Municipal Schools			\$25,999			\$1,868	\$27,868	0.18
29 Eunice Municipal Schools		\$136,556					\$136,556	0.80
30 Farmington Municipal Schools	\$654,469		\$187,328		\$166,858	\$53,024	\$1,061,679	0.57
31 Floyd Municipal Schools			\$67,488		\$5,383	\$4,625	\$77,495	1.32
32 Fort Sumner Municipal Schools		\$68,696				\$2,087	\$70,783	0.96
33 Gadsden Independent Schools	\$1,868,802	\$1,349,450	\$122,013		\$26,913	\$59,198	\$3,426,376	1.40
34								



Direct Grants to Public Schools from "Below-the-Line Appropriations," FY19

School District or Charter School	Pre-K	K-3 Plus and K-5 Plus Pilot	Early Reading	Truancy and Dropout Prevent	Interventions and Supports <sup>1</sup>	Other Initiatives <sup>2</sup>	Total	Share of Initiatives / Share of Program Cost
35 Gallup-McKinley County Schools	\$1,267,967	\$639,322			\$21,530	\$96,369	\$2,025,189	0.98
36 Grady Municipal Schools			\$37,500			\$1,237	\$38,737	0.85
37 Grants-Cibola County Schools	\$600,387	\$302,836	\$75,254		\$5,383	\$271,755	\$1,255,615	1.88
38 Hagerman Municipal Schools	\$90,176	\$75,621		\$68,658	\$5,383	\$11,750	\$251,587	2.36
39 Hatch Valley Public Schools	\$404,811	\$511,456				\$9,751	\$926,019	4.04
40 Hobbs Municipal Schools		\$401,962	\$170,925		\$32,295	\$47,555	\$652,737	0.39
41 Hondo Valley Public Schools							\$0	0.00
42 House Municipal Schools			\$37,499				\$37,499	1.05
43 Jai Public Schools							\$0	0.00
44 Jemez Mountain Public Schools		\$8,490					\$8,490	0.15
45 Jemez Valley Public Schools	\$96,221	\$85,166					\$181,387	2.41
46 Lake Arthur Municipal Schools						\$1,886	\$1,886	0.05
47 Las Cruces Public Schools	\$706,702	\$3,294,538		\$357,214	\$102,268	\$52,930	\$4,513,652	1.04
48 Las Vegas City Public Schools		\$207,480				\$8,219	\$215,699	0.68
49 Logan Municipal Schools			\$37,500				\$37,500	0.43
50 Lordsburg Municipal Schools	\$151,198	\$68,925			\$16,147		\$236,270	2.19
51 Los Alamos Public Schools	\$144,087		\$161,932		\$48,443		\$354,462	0.52
52 Los Lunas Public Schools	\$1,149,105	\$453,431	\$161,601		\$5,383	\$26,323	\$1,795,842	1.26
53 Loving Municipal Schools	\$84,623	\$88,708			\$5,383	\$11,869	\$190,583	1.48
54 Lovington Municipal Schools		\$162,427	\$182,833	\$53,693	\$10,765	\$99,036	\$508,754	0.68
55 Magdalena Municipal Schools	\$52,555			\$59,894	\$5,383	\$437	\$118,268	1.38
56 Maxwell Municipal Schools		\$6,419	\$58,194		\$5,383	\$1,063	\$71,059	1.67
57 Melrose Public Schools							\$0	0.00
58 Mesa Vista Consolidated Schools	\$85,662					\$2,291	\$87,953	1.32
59 Mora Independent Schools		\$27,156				\$3,535	\$30,691	0.30
60 Moriarty-Edgewood School District	\$287,462		\$199,626				\$487,088	1.16
61 Mosquero Municipal Schools			\$42,000				\$42,000	1.52
62 Mountainair Public Schools	\$31,814		\$49,438				\$81,252	1.20
63 Pecos Independent Schools	\$182,475	\$18,732				\$11,060	\$212,267	1.59
64 Peñasco Independent Schools	\$70,781	\$68,346	\$55,828	\$50,981		\$38,552	\$284,488	3.25
65 Pojoaque Valley Public Schools	\$319,452	\$106,452			\$5,383	\$45,930	\$477,216	1.39
66 Portales Municipal Schools	\$307,810		\$183,271		\$10,765	\$87,501	\$589,347	1.16
67 Quemado Independent Schools						\$3,109	\$3,109	0.06
68 Questa Independent Schools	\$80,852	\$53,283				\$7,856	\$141,991	1.39

Direct Grants to School Districts and Charter Schools

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY19

School District or Charter School	Pre-K	K-3 Plus and K-5 Plus Pilot	Early Reading	Truancy and Dropout Prevent	Interventions and Supports <sup>1</sup>	Other Initiatives <sup>2</sup>	Total	Share of Initiatives / Share of Program Cost
69 Raton Public Schools			\$192,288			\$2,411	\$194,699	1.11
70 Reserve Public Schools	\$62,027					\$3,650	\$65,677	1.34
71 Rio Rancho Public Schools	\$1,297,669		\$148,361		\$69,973	\$102,755	\$1,618,758	0.53
72 Roswell Independent Schools	\$2,561,448	\$1,819,513			\$102,268	\$154,110	\$4,637,339	2.73
73 Roy Municipal Schools			\$56,619				\$56,619	2.00
74 Ruidoso Municipal Schools	\$272,745	\$99,382			\$16,148	\$14,757	\$403,032	1.13
75 San Jon Municipal Schools			\$55,054				\$55,054	1.20
76 Santa Fe Public Schools	\$2,074,031	\$580,788	\$134,341	\$166,520	\$80,738	\$23,974	\$3,060,392	1.31
77 Santa Rosa Consolidated Schools	\$111,444					\$12,401	\$123,845	0.87
78 Silver Consolidated Schools	\$422,891	\$83,437		\$130,762	\$5,383	\$22,128	\$664,601	1.33
79 Socorro Consolidated Schools	\$253,959	\$98,433	\$55,944		\$5,383	\$60,988	\$474,706	1.70
80 Springer Municipal Schools						\$4,108	\$4,108	0.09
81 Taos Municipal Schools	\$269,184	\$153,406		\$179,903	\$26,913	\$45,338	\$674,743	1.61
82 Tatum Municipal Schools							\$0	0.00
83 Texico Municipal Schools			\$37,541		\$5,383		\$42,924	0.36
84 Truth or Consequences Municipal Schools	\$329,264	\$153,821	\$32,272	\$48,391			\$563,748	2.23
85 Tucumcari Public Schools							\$0	0.00
86 Tularosa Municipal Schools								
87 Vaughn Municipal Schools	\$29,642			\$47,062	\$11,108	\$21,778	\$79,947	0.43
88 Wagon Mound Public Schools	\$23,240	\$21,063					\$29,642	0.80
89 West Las Vegas Public Schools	\$304,900	\$129,872					\$44,303	1.28
90 Zuni Public Schools	\$199,938			\$25,027		\$5,937	\$451,461	1.55
91 <b>CHARTER SCHOOLS</b>							\$224,965	0.86
92 <b>Albuquerque</b>								
93 ACE Leadership High School							\$0	0.00
94 Albuquerque Collegiate					\$5,382			
95 Albuquerque Charter Academy				\$71,500			\$71,500	1.14
96 Albuquerque Talent Development							\$0	0.00
97 Albuquerque Institute of Math & Science							\$0	0.00
98 Albuquerque School of Excellence							\$0	0.00
99 Albuquerque Sign Language Academy							\$0	0.00
100 Alice King Community School			\$163,689				\$163,689	1.96
101 Altura Preparatory School								
102 Amy Biehl Charter High School					\$5,383		\$5,383	0.07

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY19

School District or Charter School	Pre-K	K-3 Plus and K-5 Plus Pilot	Early Reading	Truancy and Dropout Prevent	Interventions and Supports <sup>1</sup>	Other Initiatives <sup>2</sup>	Total	Share of Initiatives / Share of Program Cost
103 Cesar Chavez Community School							\$0	0.00
104 Christine Duncan Heritage Academy			\$68,277				\$73,277	0.95
105 Cien Aguas International							\$0	0.00
106 Coral Community Charter	\$241,319	\$89,045	\$131,250		\$5,383		\$466,997	13.83
107 Corrales International							\$0	0.00
108 Cottonwood Classical Prep							\$0	0.00
109 Digital Arts And Technology							\$0	0.00
110 East Mountain High School							\$0	0.00
111 El Camino Real Academy							\$0	0.00
112 Explore Academy					\$10,765		\$10,765	0.12
113 Gilbert L Sena Charter							\$0	0.00
114 Gordon Bernell Charter							\$0	0.00
115 GREAT Academy							\$0	0.00
116 International School at Mesa Del Sol				\$42,575			\$42,575	0.69
117 Health Leadership High School							\$0	0.00
118 Horizon Academy West	\$124,574				\$5,383		\$153,986	2.17
119 La Academia De Esperanza							\$0	0.00
120 La Promesa Early Learning	\$215,239	\$259,695			\$10,765		\$485,699	7.86
121 La Resolana Leadership							\$0	0.00
122 Los Puentes Charter							\$0	0.00
123 Media Arts Collaborative				\$54,736			\$54,736	0.92
124 Mission Achievement And Success			\$167,997	\$61,664			\$229,661	1.13
125 Montessori Elementary School							\$0	0.00
126 Montessori of the Rio Grande							\$0	0.00
127 Mountain Mahogany Community School							\$0	0.00
128 Native American Community Academy			\$35,158	\$60,236			\$95,395	1.19
129 New America School - Albuquerque				\$29,729			\$29,729	0.51
130 New Mexico International School							\$0	0.00
131 North Valley Academy	\$218,018	\$154,428			\$10,765		\$383,211	5.01
132 Mark Armijo Academy							\$0	0.00
133 Public Academy for Performing Arts							\$0	0.00
134 Robert F. Kennedy Charter							\$0	0.00
135 Siembra Leadership High School							\$0	0.00
136 South Valley Academy				\$60,261			\$60,261	0.51

Direct Grants to School Districts and Charter Schools

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY19

School District or Charter School	Pre-K	K-3 Plus and K-5 Plus Pilot	Early Reading	Truancy and Dropout Prevent	Interventions and Supports <sup>1</sup>	Other Initiatives <sup>2</sup>	Total	Share of Initiatives / Share of Program Cost
137 South Valley Prep							\$0	0.00
138 Southwest Aero., Math, and Science							\$0	0.00
139 Southwest Preparatory Learning Center							\$0	0.00
140 Southwest Secondary Learning Center							\$0	0.00
141 Technology Leadership							\$0	0.00
142 Tierra Adentro							\$0	0.00
143 Twenty-First Century							\$0	0.00
144 William W Josephine Dorm Charter			\$61,367				\$61,367	4.46
<b>Aztec</b>								
145 Mosaic Academy Charter							\$0	0.00
<b>Carlsbad</b>								
146 Jefferson Montessori							\$0	0.00
147 Pecos Connections							\$0	0.00
<b>Central Consolidated</b>								
148 Dream Dine							\$0	0.00
<b>Cimarron</b>								
149 Moreno Valley High							\$0	0.00
<b>Deming</b>								
150 Deming Cesar Chavez							\$0	0.00
<b>Espanola</b>								
151 La Tierra Montessori School			\$40,049				\$40,049	1.64
152 McCurdy Charter School							\$0	0.00
<b>Farmington</b>								
153 New Mexico Virtual Academy							\$0	0.00
<b>Gallup</b>								
154 Dzit Dit Lool DEAP							\$0	0.00
155 Middle College High							\$0	0.00
156 Six Directions				\$35,167			\$35,167	2.25
<b>Jemez Mountain</b>								
157 Lindrith Area Heritage							\$0	0.00

Direct Grants to School Districts and Charter Schools

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY19

School District or Charter School	Pre-K	K-3 Plus and K-5 Plus Pilot	Early Reading	Truancy and Dropout Prevent	Interventions and Supports <sup>1</sup>	Other Initiatives <sup>2</sup>	Total	Share of Initiatives / Share of Program Cost
<b>Jemez Valley</b>								
167 San Diego Riverside							\$0	0.00
168 Wawatowa Charter High							\$0	0.00
<b>Las Cruces</b>								
170 Alma D'Arte Charter					\$5,383		\$5,383	0.12
171 J Paul Taylor Academy					\$5,383		\$5,383	0.16
172 La Academia Dolores Huerta							\$0	0.00
173 Las Montañas Charter				\$33,706			\$33,706	0.73
174 New America School - Las Cruces				\$58,233			\$58,233	1.10
<b>Los Lunas</b>								
175 School of Dreams Academy							\$0	0.00
<b>Moriarty</b>								
176 Estancia Valley Classical Academy			\$67,525				\$67,525	0.82
<b>Questa</b>								
177 Red River Valley Charter School	\$66,701				\$5,383		\$72,083	4.08
178 Roots & Wings Community			\$22,297				\$22,297	1.97
<b>Rio Rancho</b>								
179 ASK Academy							\$0	0.00
180 Sandoval Academy of Bilingual Education							\$0	0.00
<b>Roswell</b>								
181 Sidney Gutierrez							\$0	0.00
<b>Santa Fe</b>								
182 Academy for Technology and the Classics							\$0	0.00
183 MASTERS Program							\$0	0.00
184 Monte Del Sol Charter					\$21,530		\$21,530	0.27
185 New Mexico Connections Academy					\$5,073		\$5,073	0.02
186 New Mexico School for the Arts					\$5,383		\$5,383	0.10
187 Tierra Encantada Charter School					\$5,383		\$5,383	0.09
188 Turquoise Trail Charter School	\$236,072	\$1,333,656					\$373,764	4.11
<b>Silver City</b>								
189 Aldo Leopold Charter							\$697	0.01
<b>Socorro</b>								
190 Cottonwood Valley Charter			\$22,547				\$22,547	0.70

# Direct Grants to School Districts and Charter Schools

## Direct Grants to Public Schools from "Below-the-Line Appropriations," FY19

School District or Charter School	Pre-K	K-3 Plus and K-5 Plus Pilot	Early Reading	Truancy and Dropout Prevent	Interventions and Supports <sup>1</sup>	Other Initiatives <sup>2</sup>	Total	Share of Initiatives / Share of Program Cost
<b>Taos</b>								
201 Anansi Charter School			\$66,982				\$66,982	2.02
202 Taos Academy							\$0	0.00
203 Taos Municipal Charter			\$86,363	\$56,462			\$142,825	3.86
204 Taos Integrated School of Arts			\$61,367				\$61,367	1.92
205 Taos International School							\$0	0.00
206 Vista Grande High School				\$43,936			\$43,936	1.59
<b>West Las Vegas</b>								
208 Rio Gallinas School			\$35,969				\$35,969	2.00
209 RECs/Other Schools	\$1,197,024		\$89,028				\$1,287,051	
<b>211 Statewide Total</b>	<b>\$30,257,741</b>	<b>\$19,635,740</b>	<b>\$5,125,032</b>	<b>\$2,636,748</b>	<b>\$1,483,624</b>	<b>\$2,478,222</b>	<b>\$61,646,488</b>	

Source: SHARE

<sup>1</sup>The interventions and supports appropriation was mostly used to fund excellence in teaching awards (merit pay) in FY19. Two school districts (Clovis and Deming) received about \$45 thousand each to support the University of Virginia school turnaround program.

<sup>2</sup>The other initiatives column includes early college high school startup grants, funded through the appropriation for college preparation and dropout prevention, nutrition programs funded through the elementary breakfast and New Mexico-grown fresh fruits and vegetables appropriations, and grants from the after school and summer enrichment appropriation.

## K-3 Plus and K-5 Plus Participation by School District and Charter School

School District or Charter School	K-3 Participants in FY19	Participants in FY20	FY20 Estimated <sup>2</sup> K-5 Students	Percent of Students Participating
<b><i>School Districts</i></b>				
1 Alamogordo Public Schools <sup>3</sup>	218		2,948	
2 Albuquerque Public Schools <sup>1</sup>	3,891	2,319	41,174	5.6%
3 Animas Public Schools	N/E		64	
4 Artesia Public Schools <sup>3</sup>	360	475	1,883	25.2%
5 Aztec Municipal Schools <sup>1</sup>		20	1,308	1.5%
6 Belen Consolidated Schools	159	171	1,848	9.3%
7 Bernalillo Public Schools	236	492	1,432	34.4%
8 Bloomfield Schools <sup>3</sup>	174	238	1,243	19.2%
9 Capitan Municipal Schools	N/E		213	
10 Carlsbad Municipal Schools <sup>1</sup>	322	642	4,028	15.9%
11 Carrizozo Municipal Schools <sup>3</sup>	39	40	60	66.4%
12 Central Consolidated Schools <sup>1</sup>			2,538	
13 Chama Valley Independent Schools	26	82	187	44.0%
14 Cimarron Municipal Schools	N/E		172	
15 Clayton Municipal Schools	N/E		198	
16 Cloudcroft Municipal Schools	N/E		157	
17 Clovis Municipal Schools <sup>3</sup>	268		3,915	
18 Cobre Consolidated Schools <sup>3</sup>	211	251	553	45.4%
19 Corona Municipal Schools	N/E		27	
20 Cuba Independent Schools	33	75	172	43.7%
21 Deming Public Schools <sup>3</sup>	1,071	2,274	2,452	92.7%
22 Des Moines Municipal Schools	N/E		37	
23 Dexter Consolidated Schools <sup>3</sup>	141	170	387	44.0%
24 Dora Municipal Schools	N/E		102	
25 Dulce Independent Schools <sup>3</sup>	88	95	286	33.2%
26 Elida Municipal Schools	N/E		74	
27 Española Public Schools <sup>3</sup>	404		1,727	
28 Estancia Municipal Schools			258	

# K-5 Plus

## K-3 Plus and K-5 Plus Participation by School District and Charter School

	School District or Charter School	K-3 Participants in FY19	Participants in FY20	FY20 Estimated <sup>2</sup> K-5 Students	Percent of Students Participating	
29	Eunice Municipal Schools <sup>3</sup>	96	115	398	28.9%	29
30	Farmington Municipal Schools		200	5,134	3.9%	30
31	Floyd Municipal Schools			113		31
32	Fort Sumner Municipal Schools	41	73	146	49.9%	32
33	Gadsden Independent Schools <sup>3</sup>	1,513	1,960	5,934	33.0%	33
34	Gallup-McKinley County Schools <sup>3</sup>	880	1,044	4,860	21.5%	34
35	Grady Municipal Schools	N/E		72		35
36	Grants Cibola County Schools	206	341	1,601	21.3%	36
37	Hagerman Municipal Schools <sup>3</sup>	80	86	182	47.4%	37
38	Hatch Valley Public Schools <sup>3</sup>	450	511	558	91.6%	38
39	Hobbs Municipal Schools <sup>3</sup>	202	346	4,922	7.0%	39
40	Hondo Valley Public Schools			64		40
41	House Municipal Schools			20		41
42	Jal Public Schools	N/E		242		42
43	Jemez Mountain Public Schools <sup>1</sup>	26	50	98	51.0%	43
44	Jemez Valley Public Schools <sup>1</sup>	35	112	154	72.8%	44
45	Lake Arthur Municipal Schools			36		45
46	Las Cruces Public Schools <sup>3</sup>	2,140	3,287	11,198	29.4%	46
47	Las Vegas City Public Schools <sup>3</sup>	132	170	699	24.3%	47
48	Logan Municipal Schools	N/E		113		48
49	Lordsburg Municipal Schools	84	78	250	31.2%	49
50	Los Alamos Public Schools	N/E		1,633		50
51	Los Lunas Public Schools	408	418	3,883	10.8%	51
52	Loving Municipal Schools	98	85	270	31.5%	52
53	Lovington Municipal Schools <sup>3</sup>	98	177	1,753	10.1%	53
54	Magdalena Municipal Schools			135		54
55	Maxwell Municipal Schools	11		60		55
56	Melrose Public Schools	N/E		124		56
57	Mesa Vista Consolidated Schools			89		57
58	Mora Independent Schools	20		189		58



## K-3 Plus and K-5 Plus Participation by School District and Charter School

	School District or Charter School	K-3 Participants in FY19	Participants in FY20	FY20 Estimated <sup>2</sup> K-5 Students	Percent of Students Participating	
59	Moriarty Municipal Schools			1,062		59
60	Mosquero Municipal Schools	N/E		11		60
61	Mountainair Public Schools			89		61
62	Pecos Independent Schools <sup>3</sup>	76	87	254	34.3%	62
63	Penasco Independent Schools			158		63
64	Pojoaque Valley Public Schools	77	185	746	24.8%	64
65	Portales Municipal Schools	N/E		1,277		65
66	Quemado Independent Schools			63		66
67	Questa Independent Schools	38	72	149	48.5%	67
68	Raton Public Schools			439		68
69	Reserve Public Schools	N/E		53		69
70	Rio Rancho Public Schools			7,705		70
71	Roswell Independent Schools <sup>3</sup>	1,941	2,122	5,021	42.3%	71
72	Roy Municipal Schools	N/E		32		72
73	Ruidoso Municipal Schools	102		968		73
74	San Jon Municipal Schools			78		74
75	Santa Fe Public Schools	839	1,345	6,165	21.8%	75
76	Santa Rosa Consolidated Schools			300		76
77	Silver Consolidated Schools	61		1,201		77
78	Socorro Consolidated Schools <sup>1,3</sup>	82	146	739	19.7%	78
79	Springer Municipal Schools			64		79
80	Taos Municipal Schools <sup>1</sup>	189	64	1,159	5.5%	80
81	Tatum Municipal Schools	N/E		148		81
82	Texico Municipal Schools			248		82
83	Truth or Consequences Municipal Schools <sup>3</sup>	150		586		83
84	Tucumari Public Schools			446		84
85	Tularosa Municipal Schools			395		85
86	Vaughn Municipal Schools			27		86
87	Wagon Mound Public Schools <sup>3</sup>	24	24	33	73.8%	87
88	West Las Vegas Public Schools <sup>1</sup>	89	220	704	31.3%	88

# K-5 Plus

## K-3 Plus and K-5 Plus Participation by School District and Charter School

	School District or Charter School	K-3 Participants in FY19	Participants in FY20	FY20 Estimated <sup>2</sup> K-5 Students	Percent of Students Participating	
89	Zuni Public Schools			614		89
90	<b>State-Chartered Charter Schools</b>					90
91	<b>Albuquerque</b>					91
92	Albuquerque Collegiate	N/E		35		92
93	Albuquerque School of Excellence	N/E		259		93
94	Albuquerque Sign Language Academy			59		94
95	Altura Preparatory	N/E		58		95
96	Horizon Academy West	N/E		455		96
97	La Promesa	173	281	165	170.8%	97
98	Mission Achievement & Success			463		98
99	Montessori Elementary School	N/E		311		99
100	North Valley Academy <sup>3</sup>	70	120	349	34.4%	100
101	Solare Collegiate	N/E		78		101
102	Southwest Preparatory	N/E		49		102
103	<b>Española</b>					103
104	La Tierra Montessori School			67		104
105	McCurdy Charter School	N/E		246		105
106	<b>Gallup-McKinley County</b>					106
107	Hozho Academy	N/E		137		107
108	<b>Las Cruces</b>					108
109	J Paul Taylor Academy	N/E		132		109
110	Raíces del Saber Xinchtlil Community School	N/E		60		110
111	<b>Los Lunas</b>					111
112	School of Dreams Academy	N/E		123		112
113	<b>Moriarty</b>					113
114	Estancia Valley Classical	N/E		307		114
115	<b>Questa Independent Schools</b>					115
116	Red River Valley Charter			55		116
117	Roots & Wings Community School	N/E		32		117
118	<b>Rio Rancho</b>					118

## K-3 Plus and K-5 Plus Participation by School District and Charter School

	School District or Charter School	K-3 Participants in FY19	Participants in FY20	FY20 Estimated <sup>2</sup> K-5 Students	Percent of Students Participating	
119	Sandoval Acad. Bilingual Ed.	N/E		126		119
120	<b>Santa Fe</b>					120
121	New Mexico Connections Academy	N/E		68		121
122	Turquoise Trail Charter School <sup>3</sup>	135		391		122
123	<b>Taos</b>					123
124	Taos Academy	N/E		15		124
125	Taos Integrated School of Arts			114		125
126	Taos International School		76	95	80.0%	126
127	<b>Statewide Total</b>	<b>18,207</b>	<b>21,139</b>	<b>149,537</b>	<b>14.1%</b>	127

Source: LESC files

N/E indicates the school district or charter school was not eligible for K-3 Plus in FY19.

<sup>1</sup>Due to data reporting limitations for FY19 programs, locally chartered charter schools are included with the school district that authorized the charter school.

<sup>2</sup>For FY20, the estimated number of K-5 students is equal to the average number of K-5 students on the second and third reporting date of FY19. For school districts and charter schools with population decreases this will understate the percentage of K-5 students, while for growing school districts and charter schools it will overstate participation. However, it is the most recent enrollment information reported by PED. Updated enrollment figures for the current year are typically made available by PED in December.

<sup>3</sup>These school districts or charter schools had K-5 pilots in FY19.

# PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
<b>School Districts</b>									
Alamogordo Public Schools	2	7	95		95	\$665,000	\$73,077		\$738,077
Buena Vista Elementary									
Desert Start Elementary									
Heights Elementary									
High Rolls Mountain Park Elementary									
Holloman Elementary		1	15		15				
La Luz Elementary									
North Preschool		6	80		80				
Oregon Elementary									
Sierra Elementary									
Yucca Elementary									
Albuquerque Public Schools	40	50	918		918	\$6,426,000		\$81,000	\$6,507,000
A. Montoya Elementary		2	36		36				
Adobe Acres Elementary									
Alameda Elementary		2	36		36				
Alamosa Elementary									
Alvarado Elementary									
Apache Elementary		1	18		18				
Armijo Elementary		1	18		18				
Arroyo Del Oso Elementary									
Atrisco Elementary									
Barcelona Elementary		1	16		16				
Bel-Air Elementary		1	18		18				
Bellehaven Elementary		1	18		18				
Carlos Rey Elementary		1	18		18				
Chaparral Elementary									
Chelwood Elementary									
Cochiti Elementary		1	18		18				
Collet Park Elementary		2	36		36				
Comanche Elementary		1	18		18				
Dolores Gonzales Elementary									
Douglas MacArthur Elementary									

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
34 Duranes Elementary									
35 East San Jose Elementary									
36 Edmund G Ross Elementary		1	18		18				
37 El Camino Real Academy									
38 Eldorado High School Prekindergarten		1	20		20				
39 Emerson Elementary		1	18		18				
40 Eubank Elementary									
41 Eugene Field Elementary		1	16		16				
42 Governor Bent Elementary		1	18		18				
43 Griegos Elementary									
44 Hawthorne Elementary		1	18		18				
45 Helen Cordero Primary		3	54		54				
46 Hodgkin Elementary									
47 Inez Elementary									
48 Janet Kahn School of Integrated Arts		1	18		18				
49 Kirtland Elementary									
50 Kit Carson Elementary		1	36		36				
51 La Luz Elementary									
52 La Mesa Elementary									
53 Lavaland Elementary		2	36		36				
54 Lew Wallace Elementary									
55 Longfellow Elementary									
56 Los Padillas Elementary		2	30		30				
57 Los Ranchos Elementary		1	18		18				
58 Lowell Elementary									
59 Manzano High School Prekindergarten		1	20		20				
60 Manzano Mesa Elementary									
61 Marie M Hughes Elementary									
62 Mark Twain Elementary									
63 Mary Ann Binford Elementary		1	20		20				
64 Matheson Park Elementary		1	20		20				
65 Mc Collum Elementary									
66 Mission Elementary		1	18		18				

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coaching Funding	Total Funding
67 Mitchell Elementary									67
68 Montezuma Elementary									68
69 Mountain View Elementary		1	20		20				69
70 Navajo Elementary		1	18		18				70
71 Onate Elementary									71
72 Painted Sky Elementary		1	18		18				72
73 Pajarito Elementary		2	36		36				73
74 Reginald Chavez Elementary									74
75 Rudolfo Anaya Elementary		2	36		36				75
76 George I Sanchez Community School									76
77 Sierra Vista Elementary		2	36		36				77
78 Sombra Del Monte Elementary									78
79 Susie R. Marmon Elementary		1	18		18				79
80 Tomasita Elementary									80
81 Valle Vista Elementary		2	36		36				81
82 Ventana Ranch Elementary		2	36		36				82
83 Wherry Elementary									83
84 Whittier Elementary		2	36		36				84
85 Ziz Elementary									85
86 Zuni Elementary									86
87 Animas Public Schools	1	1	10	10	10	\$70,000			\$70,000 87
88 Animas Elementary		1	10		10				88
89 Artesia Public Schools	0								89
90 Central Elementary									90
91 Grand Heights Early Childhood									91
92 Hermosa Elementary									92
93 Roselawn Elementary									93
94 Yeso Elementary									94
95 Yucca Elementary									95
96 Aztec Public Schools	2	4	80	80	80	\$280,000	\$25,000		\$305,000 96
97 Lydia Rippey Elementary School		2	40	40	40				97
98 McCoy Elementary School		2	40	40	40				98
99 Park Avenue Elementary									99

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
<b>Belen Public Schools</b>	2	2	45	30	15	\$210,000	\$14,400		\$224,400
Central Elementary									
Dennis Chavez Elementary									
Gil Sanchez Elementary									
Jaramillo Elementary									
La Merced Elementary									
La Promesa Elementary		1	15		15				
Rio Grande Elementary		1	30	30					
The Family School									
<b>Bernalillo Public Schools</b>	3	7	135		135	\$945,000	\$60,000		\$1,005,000
Algodones Elementary		1	20		20				
Bernalillo Elementary									
Cochiti Elementary		1	20		20				
San Domingo Elementary									
La Escuela ECC @ Carroll Elementary		5	95		95				
WD Carroll Elementary									
<b>Bloomfield Schools</b>	1	5	118	68	50	\$588,000	\$29,231		\$617,231
Blanco Elementary									
Bloomfield Early Childhood Center		5	118	68	50				
Central Primary									
Naaba Ani Elementary									
<b>Capitan Municipal Schools</b>	0								
Capitan Elementary									
<b>Carlsbad Municipal Schools</b>	1	14	320	320		\$1,120,000	\$73,597		\$1,193,597
Craft Elementary									
Desert Willow Elementary									
ECE Center									
Joe Stanley Smith Elementary									
Hillcrest Preschool		14	320	320					
<b>Carrizozo Municipal Schools</b>	0								
Carrizozo Elementary									
<b>Central Consolidated Schools</b>	6	12	309	274	35	\$1,204,000	\$125,712		\$1,329,712
Eva B. Stokely Elementary									

PED Prekindergarten Awards,, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
133 Kirtland EC Center		4	124	124					133
134 Mesa Elementary		2	45	45					134
135 Naschitti Elementary		1	15		15				135
136 Newcomb Elementary		1	20		20				136
137 Nizhoni Elementary		2	60	60					137
138 Ojo Amarillo Elementary		2	45	45					138
139 <b>Chama Valley Independent Schools</b>	1	2	20	20		\$70,000			\$70,000 139
140 Chama Elementary		1	10	10					140
141 Tierra Amarilla Elementary		1	10	10					141
142 <b>Cimarron Municipal Schools</b>	2	2	30		30	\$210,000			\$210,000 142
143 Cimarron Elementary School		1	14		14				143
144 Eagle Nest Elementary		1	16		16				144
145 <b>Clayton Municipal Schools</b>	1	2	32		32	\$224,000	\$30,941		\$254,941 145
146 Alvis Elementary									146
147 Clayton Elementary		2	32		32				147
148 Kiser Elementary									148
149 <b>Cloudcroft Municipal Schools</b>	0								149
150 Cloudcroft Elementary									150
151 <b>Clovis Municipal Schools</b>	11	11	300	300		\$1,050,000			\$1,050,000 151
152 Arts Academy Bella Vista		1	35	35					152
153 Cameo Elementary		1	18	18					153
154 Highland Elementary		1	18	18					154
155 James Bickley Elementary		1	18	18					155
156 La Casita Elementary		1	18	18					156
157 Lockwood Elementary		1	18	18					157
158 Los Niños Early Childhood		1	35	35					158
159 Mesa Elementary		1	35	35					159
160 Parkview Elementary		1	35	35					160
161 Sandia Elementary		1	35	35					161
162 Zia Elementary		1	35	35					162
163 <b>Cobre Consolidated Schools</b>	4	4	72		72	\$504,000	\$85,000		\$589,000 163
164 Bayard Elementary		1	18		18				164
165 Central Elementary		1	18		18				165



PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
166 Hurley Elementary		1	18		18				166
167 San Lorenzo Elementary		1	18		18				167
168 <b>Corona Municipal Schools</b>	0								168
169 Corona Elementary									169
170 <b>Cuba Independent Schools</b>	1	2	32		32	\$224,000			\$224,000 170
171 Cuba Elementary		2	32		32				171
172 <b>Deming Public Schools</b>	6	12	205		205	\$1,435,000	\$4,256		\$1,439,256 172
173 Bataan Elementary		2	35		35				173
174 Bell Elementary		2	34		34				174
175 Chaparral Elementary		1	17		17				175
176 Columbus Elementary		2	34		34				176
177 Deming Cesar Chavez									177
178 My Little School		3	51		51				178
179 Memorial Elementary									179
180 Ruben S. Torres Elementary		2	34		34				180
181 <b>Des Moines Municipal Schools</b>	1	1	10		10	\$70,000	\$4,910		\$74,910 181
182 Des Moines Elementary		1	10		10				182
183 <b>Dexter Consolidated Schools</b>	1	1	20		20	\$140,000	\$10,000		\$150,000 183
184 Dexter Elementary		1	20		20				184
185 <b>Dora Municipal Schools<sup>1</sup></b>	1	1	13	13		\$45,500	\$2,308 <sup>2</sup>		\$47,808 185
186 Dora Elementary		1	13	13					186
187 <b>Dulce Independent Schools</b>	1	1	17		17	\$119,000	\$18,407		\$137,407 187
188 Dulce Elementary		1	17		17				188
189 <b>Elida Municipal Schools<sup>1</sup></b>	1	1	10	10		\$35,000	\$1,775 <sup>2</sup>		\$36,775 189
190 Elida Elementary		1	10	10					190
191 <b>Española Public Schools</b>	3	3	52		52	\$364,000	\$55,000		\$419,000 191
192 Abiquiu Elementary									192
193 Alcalde Elementary		1	17		17				193
194 Chimayo Elementary									194
195 Dixon Elementary									195
196 Eutimio Salazar Elementary									196
197 ETS-Fairview Elementary		1	17		17				197
198 Hernandez Elementary									198

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
199 Los Ninos Kindergarten Center		1	18		18				
200 San Juan Elementary									
201 Tony Quintana Elementary									
202 Velarde Elementary									
203 <b>Estancia Municipal Schools</b>	1	1	15		15	\$105,000			\$105,000
204 Estancia Elementary School		1	15		15				
205 Vanstone Elementary									
206 <b>Eunice Municipal Schools<sup>1</sup></b>	1	1	40	40		\$140,000		\$20,250 <sup>3</sup>	\$160,250
207 Mettie Jordan Elementary		1	40	40					
208 <b>Farmington Municipal Schools</b>	2	7	224	224		\$784,000	\$50,000		\$834,000
209 Animas Elementary									
210 Apache Elementary									
211 Bluffview Elementary									
212 Esperanza Elementary		1							
213 McCormick Elementary									
214 McKinley Elementary									
215 Mesa Verde Elementary									
216 Northeast Elementary									
217 Farmington Preschool West		5	160	160					
218 Farmington Preschool East		2	64	64					
219 <b>Floyd Municipal Schools<sup>1</sup></b>	1	1	12	12		\$42,000	\$2,130 <sup>2</sup>		\$44,130
220 Floyd Elementary		1	12	12					
221 <b>Fort Sumner Municipal Schools<sup>1</sup></b>	1	1	15	15		\$52,500	\$2,663 <sup>2</sup>		\$55,163
222 Fort Sumner Elementary		1	15	15					
223 <b>Gadsden Independent Schools</b>	5	23	460		460	\$3,220,000	\$160,000	\$81,000	\$3,461,000
224 On-Track PreK at Anthony (Central)		6	120		120				
225 Berino Elementary									
226 On-Track PreK at Chaparral (East)		5	100		100				
227 Desert Trail Elementary									
228 Gadsden Elementary									
229 On-Track PreK at La Mesa (North)		5	100		100				
230 La Union Elementary									
231 Loma Linda Elementary									

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
Mesquite Elementary									232
North Valley Elementary									233
Riverside Elementary									234
Santa Teresa Elementary									235
On-Track PreK at Sunland Park (GAC)		6	120		120				236
Sunland Park Elementary		1	20		20				237
Sunrise Elementary									238
Vado Elementary									239
Yucca Heights Elementary									240
<b>Gallup-McKinley County Schools</b>	15	17	269		269	\$1,883,000			\$1,883,000 241
Catherine A. Miller Elementary		1	16		16				242
Chee Dodge Elementary		1	16		16				243
Crownpoint Elementary		1	16		16				244
David Skeet Elementary		1	16		16				245
Del Norte Elementary		1	15		15				246
Indian Hills Elementary		1	16		16				247
Jefferson Elementary		1	15		15				248
Lincoln Elementary		1	16		16				249
Navajo Elementary		1	16		16				250
Ramah Elementary		1	16		16				251
Red Rock Elementary		1	16		16				252
Rocky View Elementary		1	16		16				253
Roosevelt Elementary									254
Stagecoach Elementary		1	16		16				255
Thoreau Elementary		1	16		16				256
Tobe Turpen Elementary		1	15		15				257
Tohatchi Elementary		1	16		16				258
Twin Lakes Elementary		1	16		16				259
<b>Grady Municipal Schools<sup>1</sup></b>	1	1	10		10	\$70,000	\$1,775 <sup>2</sup>		\$71,775 260
Grady Elementary		1	10		10				261
<b>Grants-Osola County Schools</b>	3	6	95		95	\$665,000			\$665,000 262
Bluewater Elementary									263
Cubero Elementary									264

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
265 Mesa View Elementary		2	25		25				265
266 Milan Elementary		2	40		40				266
267 Mount Taylor Elementary		2	30		30				267
268 San Rafael Elementary									268
269 Seboyeta Elementary									269
270 Hagerman Municipal Schools	1	1	20		20	\$140,000	\$7,607		\$147,607 270
271 Hagerman Elementary		1	20		20				271
272 Hatch Valley Public Schools	1	2	45		45	\$315,000	\$32,463		\$347,463 272
273 Garfield Elementary		2	45		45				273
274 Hatch Valley Elementary									274
275 Rio Grande Elementary									275
276 Hobbs Municipal Schools <sup>1</sup>	5	7	147	127	10	\$514,500		\$20,250 <sup>3</sup>	\$534,750 276
277 Booker T. Washington Elementary		2	40	30					277
278 Edison Elementary		1	20	20					278
279 Jefferson Elementary		1	20	20					279
280 Murray Elementary									280
281 Southern Heights Elementary		2	30	20	10				281
282 Will Rogers Elementary		1	37	37					282
283 Hondo Valley Public Schools	0								283
284 Hondo Elementary									284
285 Jal Public Schools <sup>4</sup>	0	2	30	30		\$105,000		\$20,250 <sup>3</sup>	\$125,250 285
286 Jal Elementary		2	30	30					286
287 Jemez Mountain Public Schools	0								287
288 Gallina Elementary									288
289 Lybrook Elementary									289
290 Jemez Valley Public Schools	1	1	15		15	\$105,000	\$5,000		\$110,000 290
291 Jemez Valley Elementary		1	15		15				291
292 San Diego Riverside									292
293 Lake Arthur Municipal Schools	1	1	10		10	\$70,000			\$70,000 293
294 Lake Arthur Elementary		1	10		10				294
295 Las Cruces Public Schools	7	11	210		210	\$1,470,000		\$86,000	\$1,556,000 295
296 Booker T. Washington Elementary									296
297 Central Elementary									297

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
298 Cesar Chavez Elementary		1	16		16				298
299 Columbia Elementary									299
300 Conlee Elementary									300
301 Desert Hills Elementary		1	20		20				301
302 Dona Ana Elementary									302
303 East Picacho Elementary									303
304 Fairacres Elementary									304
305 Hermosa Heights Elementary									305
306 Highland Elementary		1	16		16				306
307 Hillrise Elementary									307
308 Jornada Elementary		5	98		98				308
309 Loma Heights Elementary									309
310 Mac Arthur Elementary									310
311 Mesilla Elementary		1	20		20				311
312 Mesilla Park Elementary									312
313 Monte Vista Elementary									313
314 Sunrise Elementary									314
315 Tombaugh Elementary		1	20		20				315
316 University Hills Elementary									316
317 Valley View Elementary		1	20		20				317
318 Las Vegas City Public Schools	0								318
319 Los Ninos Elementary									319
320 LVCS Early Childhood									320
321 Mike Sena Elementary									321
322 Sierra Vista Elementary									322
323 Logan Municipal Schools <sup>1</sup>	1	1	15	15		\$52,500	\$2,663 <sup>2</sup>		\$55,163
324 Logan Elementary		1	15	15					324
325 Lordsburg Municipal Schools	1	2	30		30	\$2,100,000	\$14,000		\$2,240,000
326 Central Elementary									326
327 R.V. Traylor Elementary		2	30		30				327
328 Los Alamos Public Schools	1	3	40	40		\$1,400,000	\$20,000		\$1,600,000
329 Aspen Elementary									329
330 Pinon Elementary		3	40	40					330

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
<b>Los Lunas Public Schools</b>	10	10	232	130	102	\$1,169,000	\$190,000		\$1,359,000
Ann Parish Elementary		1	18		18				
Bosque Farms Elementary		1	35	35					
Desert View Elementary		1	16		16				
Katherine Gallegos Elementary		1	35	35					
Los Lunas Elementary		1	30	30					
Peralta Elementary		1	18		18				
Raymond Gabaldon Elementary		1	15		15				
Sundance Elementary		1	30	30					
Tome' Elementary		1	20		20				
Valencia Elementary		1	15		15				
<b>Loving Municipal Schools</b>	1	1	30	30					\$105,000
Loving Elementary		1	30	30					
<b>Lovington Municipal Schools</b>	0								
Ben Alexander Elementary									
Jefferson Elementary									
Lea Elementary									
Llano Elementary									
Yarbro Elementary									
<b>Magdalena Municipal Schools</b>	1	1	13	13		\$45,500	\$10,874		\$56,374
Magdalena Elementary		1	13	13					
<b>Maxwell Municipal Schools</b>	0								
Maxwell Elementary									
<b>Melrose Public Schools<sup>1</sup></b>	1	1	12	12		\$42,000	\$2,130 <sup>2</sup>		\$44,130
Melrose Elementary		1	12	12					
<b>Mesa Vista Consolidated Schools</b>	1	1	15		15				\$105,000
El Rito Elementary		1	15		15				
Ojo Caliente Elementary									
<b>Mora Independent Schools</b>	0								
Holman Elementary									
Mora Elementary									
<b>Moriarty-Edgewood Schools</b>	1	5	55		55	\$385,000	\$31,089		\$416,089
Moriarty Elementary									

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
Route 66 Elementary									
MESD Early Childhood Center		5	55		55				
Mosquero Municipal Schools	1	1	12	12	12	\$42,000	\$3,937		\$45,937
Mosquero		1	12	12					
Mountainair Public Schools	1	1	10	10	10	\$35,000			\$35,000
Mountainair Elementary		1	10	10					
Pecos Independent Schools	1	2	30		30	\$210,000	\$6,000		\$216,000
Pecos Elementary		2	30		30				
Peñasco Independent Schools	1	1	15		15	\$105,000			\$105,000
Peñasco Elementary		1	15		15				
Pojoaque Valley Schools	1	3	50		50	\$350,000			\$350,000
Pablo Roybal Elementary		3	50		50				
Portales Municipal Schools	1	4	101	101		\$353,500	\$20,000		\$373,500
Brown Early Childhood Center		4	101	101					
James Elementary									
Lindsey-Steiner Elementary									
Quemado Independent Schools	0								
Datil Elementary									
Questa Independent Schools	1	1	14		14	\$98,000			\$98,000
Alta Vista Elementary		1	14		14				
Raton Public Schools	0								
Longfellow Elementary									
Reserve Independent Schools	1	1	10		10	\$70,000			\$70,000
Reserve Elementary		1	10		10				
Rio Rancho Public Schools	1	16	410	410		\$1,435,000	\$80,447	\$81,000	\$1,596,447
Cielo Azul Elementary									
Colinas Del Norte Elementary									
Ernest Stapleton Elementary									
Maggie Cordova Elementary School									
Martin King Jr Elementary									
Puesta Del Sol Elementary									
Rio Rancho Elementary									
Shining Stars Preschool		16	410	410					

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
397 Vista Grande Elementary									397
398 <b>Roswell Independent Schools</b>	11	20	400		400	\$2,800,000	\$40,000		\$2,840,000 398
399 Berendo Elementary		2	40		40				399
400 Del Norte Elementary									400
401 East Grand Plains Elementary		1	20		20				401
402 El Capitan Elementary		1	20		20				402
403 Military Heights Elementary		1	20		20				403
404 Missouri Avenue Elementary		1	20		20				404
405 Monterrey Elementary									405
406 Nancy Lopez Elementary		1	20		20				406
407 Parkview Early Literacy		8	160		160				407
408 Pecos Elementary		2	40		40				408
409 Sunset Elementary		1	20		20				409
410 Valley View Elementary		1	20		20				410
411 Washington Avenue Elementary		1	20		20				411
412 <b>Roy Municipal Schools</b>	0								412
413 Roy Elementary									413
414 <b>Ruidoso Municipal Schools</b>	1	3	60		60	\$420,000	\$25,192		\$445,192 414
415 Sierra Vista (Nob Hill Early Childhood)		3	60		60				415
416 White Mountain Elementary									416
417 <b>San Jon Municipal Schools<sup>1</sup></b>	1	1	10	10		\$35,000	\$1,775 <sup>2</sup>		\$36,775 417
418 San Jon Elementary		1	10	10					418
419 <b>Santa Fe Public Schools</b>	13	19	340		340	\$2,380,000	\$12,764	\$81,000	\$2,473,764 419
420 Amy Biehl Community School									420
421 Aspen Community Magnet School									421
422 Atalaya Elementary		1	18		18				422
423 Cesar Chavez Elementary		2	34		34				423
424 Chaparral Elementary									424
425 EJ Martinez Elementary		1	18		18				425
426 El Camino Real Elementary		2	36		36				426
427 Francis X Nava Elementary		1	18		18				427
428 Gonzales Elementary									428
429 Kearney Elementary		1	18		18				429



PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
430 Nina Ortero Community School		2	36		36				430
431 Nye Early Childhood Center		2	36		36				431
432 Pinon Elementary		2	36		36				432
433 Ramirez Thomas Elementary		2	36		36				433
434 Salazar Elementary		1	18		18				434
435 Sweeney Elementary		1	18		18				435
436 Tesuque Elementary		1	18		18				436
437 <b>Santa Rosa Consolidated Schools</b>	1	1	18		18	\$126,000			\$126,000 437
438 Rita A. Marquez Elementary									438
439 Santa Rosa Elementary		1	18		18				439
440 <b>Silver Consolidated Schools</b>	1	6	70		70	\$490,000			\$490,000 440
441 Cliff Elementary									441
442 G.W. Stout Elementary									442
443 Harrison Schmitt Elementary									443
444 Jose Barrios Elementary									444
445 Sixth Street Elementary									445
446 Silver Scholars Academy Preschool		6	70		70				446
447 <b>Socorro Consolidated Schools</b>	1	2	40		40	\$280,000	\$7,669		\$287,669 447
448 Midway Elementary									448
449 Parkview Elementary		2	40		40				449
450 San Antonio Elementary									450
451 <b>Springer Municipal Schools</b>	0								451
452 Forrester Elementary									452
453 Wilferth Elementary									453
454 <b>Taos Municipal Schools</b>	2	6	70		70	\$490,000			\$490,000 454
455 Arroyo Del Norte Elementary									455
456 Enos Garcia Elementary		3	39		39				456
457 Rancho de Taos Elementary		3	31		31				457
458 <b>Tatum Municipal Schools<sup>1</sup></b>	1	1	10	10		\$35,000		\$20,250 <sup>3</sup>	\$55,250 458
459 Tatum Elementary		1	10	10					459
460 <b>Texico Municipal Schools<sup>1</sup></b>	1	1	15	15		\$52,500	\$2,663 <sup>2</sup>		\$55,163 460
461 Texico Elementary		1	15	15					461
462 <b>Truth or Conseq. Municipal Schools</b>	2	3	52		52	\$364,000			\$364,000 462

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
463 Arroyo Elementary		1	12		12				463
464 Sierra Elementary									464
465 T or C Elementary		2	40		40				465
466 <b>Tucumcari Public Schools<sup>1</sup></b>	1	1	20	20		\$70,000	\$3,551 <sup>2</sup>		466
467 Tucumcari Elementary		1	20	20					467
468 <b>Tularosa Municipal Schools</b>	0								468
469 Tularosa Elementary									469
470 <b>Vaughn Municipal Schools</b>	1	1	10	10		\$35,000			470
471 Vaughn Elementary		1	10	10					471
472 <b>Wagon Mound Public Schools</b>	1	1	10	10		\$35,000			472
473 Wagon Mound Elementary		1	10	10					473
474 <b>West Las Vegas Schools</b>	2	3	50		50	\$350,000			474
475 Don Cecilio Martinez Elementary									475
476 Luis E. Armijo Elementary		2	40		40				476
477 Rio Gallinas School									477
478 Tony Serna Jr. Elementary									478
479 Union Elementary									479
480 Valley Elementary		1	10		10				480
481 <b>Zuni Public Schools</b>	1	2	37		37	\$259,000			481
482 Shivi Tsana Elementary		2	37		37				482
483 <b>School District Total</b>	<b>206</b>	<b>354</b>	<b>6,766</b>	<b>2,411</b>	<b>4,345</b>	<b>\$38,643,500</b>	<b>\$1,350,007</b>	<b>\$491,000</b>	<b>\$40,694,507</b>
484 <b>Charter Schools</b>									484
485 Albuquerque School of Excellence									485
486 Albuquerque Sign Language Academy									486
487 Aldo Leopold Charter									487
488 Alma D'Arte Charter									488
489 Cesar Chavez Community School									489
490 Christine Duncan Heritage Academy	1	2	40		40	\$280,000			490
491 Coral Community Charter	1	2	28		28	\$196,000			491
492 Cottonwood Valley Charter									492
493 Dream Diné Charter School									493
494 Dzit Diti'ool DEAP									494
495 Estancia Valley Classical Academy									495

PED Prekindergarten Awards, FY20

School District or Charter School	Sites	Classes	Total Children	1/2 Day Children	Full-Day Children	Program Funding	Transportation Funding	District-Based Coach Funding	Total Funding
496 Explore Academy									496
497 Horizon Academy West Charter	1	1	40	40		\$140,000			\$140,000 497
498 International School at Mesa Del Sol	1	1	16		16	\$112,000			\$112,000 498
499 J Paul Taylor Academy									499
500 La Academia Dolores Huerta									500
501 La Promesa (Alb. Bilingual Academy)	1	2	34		34	\$238,000			\$238,000 501
502 La Tierra Montessori School									502
503 Mission Achievement and Success	1	1	20		20	\$140,000			\$140,000 503
504 McCurdy Charter School									504
505 Montessori Elementary School									505
506 Mosaic Academy Charter									506
507 North Valley Academy Charter	1	2	34		34	\$238,000			\$238,000 507
508 Red River Valley Charter School	1	1	10		10	\$70,000	\$5,000		\$75,000 508
509 Roots & Wings Community School									509
510 Sandoval Academy of Bilingual Education									510
511 School of Dreams Academy	1	1	20		20	\$140,000			\$140,000 511
512 Southwest Primary Learning Center									512
513 Taos Integrated School of the Arts									513
514 Taos International School									514
515 Turquoise Trail Charter School	1	2	40		40	\$280,000			\$280,000 515
<b>Charter School Total</b>	<b>10</b>	<b>15</b>	<b>282</b>	<b>40</b>	<b>242</b>	<b>\$1,834,000</b>	<b>\$5,000</b>	<b>\$0</b>	<b>\$1,839,000</b> 516
<b>Statewide Total</b>	<b>214</b>	<b>369</b>	<b>7,048</b>	<b>2,451</b>	<b>4,587</b>	<b>\$40,477,500</b>	<b>\$1,355,007</b>	<b>\$491,000</b>	<b>\$42,533,507</b> 517

Source: PED

Note: Schools highlighted in tan received schoolwide or targeted Title I funds in 2018 (the most recent data available) but have no services; current statute allows prekindergarten programs at schools that are designated as Title I schools; however, this will be repealed effective July 1, 2020.

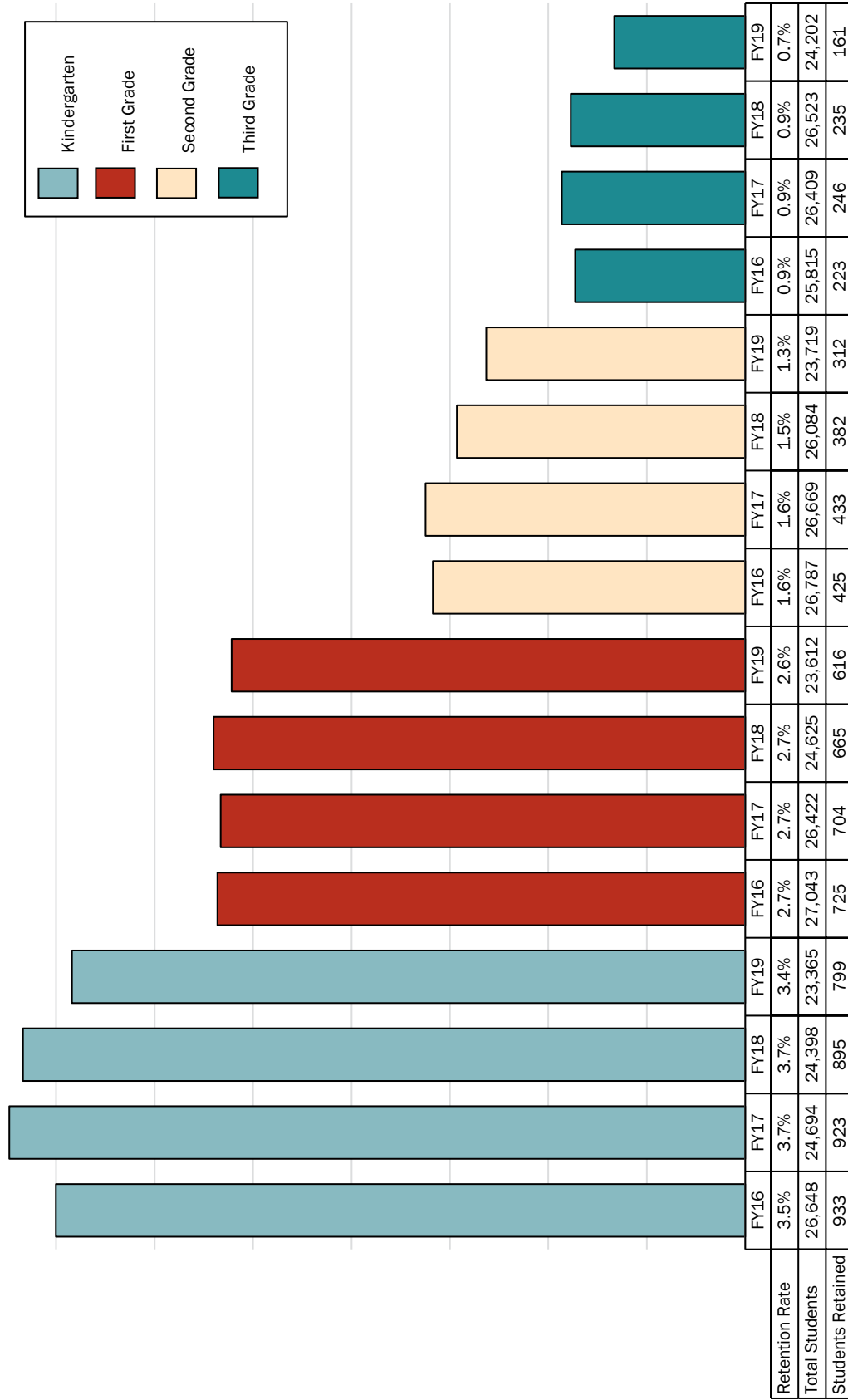
<sup>1</sup>Prekindergarten programs in the school district are operated through a regional education cooperative.

<sup>2</sup>Transportation awards for school districts served by regional education cooperatives were estimated based on the number of students at each school.

<sup>3</sup>District-based coaching awards for school districts served by regional education cooperatives were estimated based on the total number of school districts served by the regional education cooperative.

# Kindergarten Through Third Grade Retention Rates

Rate of Students Retained in Kindergarten Through Third Grade



Source: PED

# Average Returning Teacher Salaries, FY20

School District or Charter School	Level 1	Level 2	Level 3	All Teachers	Average Raise From FY19	Average Raise for All Teachers	Average Years of Experience of All Teachers
<b>SCHOOL DISTRICTS</b>							
1 Alamogordo Public Schools	\$41,048	\$50,201	\$60,071	\$50,897	\$5,180	11.3%	11.6
2 Albuquerque Public Schools	\$41,338	\$50,677	\$60,792	\$53,139	\$5,346	11.2%	11.5
3 Animas Public Schools	\$41,115	\$52,615	\$63,329	\$53,303	\$5,251	10.9%	10.4
4 Artesia Public Schools	\$41,140	\$51,830	\$63,685	\$55,185	\$5,257	10.5%	13.7
5 Aztec Municipal Schools	\$42,555	\$52,166	\$61,955	\$53,056	\$6,165	13.1%	12.7
6 Belen Consolidated Schools	\$41,335	\$51,376	\$61,709	\$53,850	\$5,883	12.3%	14.3
7 Bernalillo Public Schools	\$41,059	\$51,282	\$60,496	\$53,196	\$4,173	8.5%	12.6
8 Bloomfield Schools	\$41,412	\$51,039	\$61,032	\$52,063	\$4,456	9.4%	13.6
9 Capitan Municipal Schools	\$43,527	\$50,984	\$60,600	\$54,094	\$4,907	10.0%	15.2
10 Carlsbad Municipal Schools	\$44,515	\$58,707	\$74,158	\$62,920	\$3,874	6.6%	12.8
11 Carrizozo Municipal Schools	\$41,467	\$52,068	\$60,669	\$54,122	\$5,441	11.2%	16.9
12 Central Consolidated Schools	\$41,379	\$54,639	\$62,566	\$53,849	\$3,744	7.5%	13.8
13 Chama Valley Independent Schools	\$44,637	\$51,140	\$60,013	\$53,142	\$4,532	9.3%	15.0
14 Cimarron Municipal Schools	\$41,028	\$50,374	\$60,756	\$53,508	\$4,694	9.6%	13.9
15 Clayton Municipal Schools	\$41,046	\$52,013	\$60,773	\$52,669	\$4,527	9.4%	13.7
16 Cloudcroft Municipal Schools	\$41,260	\$51,067	\$61,558	\$53,717	\$5,072	10.4%	12.1
17 Clovis Municipal Schools	\$41,862	\$52,284	\$61,704	\$53,639	\$5,273	10.9%	10.7
18 Cobre Consolidated Schools	\$41,003	\$50,481	\$60,379	\$52,131	\$4,432	9.3%	13.2
19 Corona Municipal Schools	\$41,010	\$50,338	\$58,835	\$56,795	\$5,383	10.5%	17.3
20 Cuba Independent Schools	\$43,557	\$56,601	\$70,486	\$56,897	\$3,912	7.4%	14.6
21 Deming Public Schools	\$41,827	\$51,239	\$63,669	\$54,892	\$5,940	12.1%	12.1
22 Des Moines Municipal Schools	\$41,002	\$50,963	\$60,149	\$54,325	\$4,114	8.2%	14.1
23 Dexter Consolidated Schools	\$41,170	\$52,556	\$61,574	\$54,537	\$5,094	10.3%	14.6
24 Dora Municipal Schools		\$52,263	\$62,986	\$58,471	\$5,556	10.5%	18.5
25 Dulce Independent Schools	\$46,000	\$58,841	\$68,100	\$60,472	\$6,325	11.7%	16.7
26 Elida Municipal Schools	\$41,225	\$52,242	\$62,235	\$56,569	\$7,018	14.2%	14.0
27 Española Public Schools	\$41,639	\$51,327	\$60,166	\$53,857	\$5,354	11.0%	15.6
28 Estancia Municipal Schools	\$42,098	\$53,600	\$63,753	\$53,538	\$6,959	14.9%	8.3
29 Eunice Municipal Schools	\$41,309	\$54,569	\$66,617	\$55,628	\$4,154	8.1%	14.2
30 Farmington Municipal Schools	\$41,669	\$55,882	\$64,361	\$56,023	\$5,302	10.5%	13.5
31 Floyd Municipal Schools		\$50,878	\$60,168	\$56,595	\$5,562	10.9%	16.3
32 Fort Summer Municipal Schools	\$45,013	\$52,936	\$62,900	\$52,949	\$9,440	21.7%	9.3
33 Gadsden Independent Schools	\$42,621	\$53,507	\$62,740	\$54,416	\$5,996	12.4%	13.3
34 Gallup McKinley County Schools	\$54,571	\$56,136	\$55,449	\$55,802	\$5,310	10.5%	14.1
35 Grady Municipal Schools	\$41,009	\$50,122	\$60,776	\$53,888	\$5,413	11.2%	15.1
36							

# Average Returning Teacher Salaries, FY20

School District or Charter School	Level 1	Level 2	Level 3	All Teachers	Average Raise From FY19	Average Raise for All Teachers	Average Years of Experience of All Teachers
37 Grants Cibola County Schools	\$41,368	\$52,962	\$61,982	\$53,817	\$3,769	7.5%	15.7 <sup>37</sup>
38 Hagerman Municipal Schools	\$41,002	\$50,530	\$62,298	\$53,274	\$4,355	8.9%	13.3 <sup>38</sup>
39 Hatch Valley Public Schools	\$41,845	\$51,733	\$61,063	\$52,574	\$4,411	9.2%	10.1 <sup>39</sup>
40 Hobbs Municipal Schools	\$41,986	\$55,213	\$66,368	\$57,794	\$5,792	11.1%	12.8 <sup>40</sup>
41 Hondo Valley Public Schools		\$50,161	\$60,017	\$55,089	\$4,736	9.4%	17.6 <sup>41</sup>
42 House Municipal Schools	\$41,001	\$53,357	\$60,491	\$58,080	\$6,716	13.1%	14.7 <sup>42</sup>
43 Jal Public Schools	\$41,693	\$55,956	\$63,808	\$54,928	\$6,015	12.3%	14.1 <sup>43</sup>
44 Jemez Mountain Public Schools	\$41,000	\$59,019	\$61,162	\$61,082	\$4,768	8.5%	17.6 <sup>44</sup>
45 Jemez Valley Public Schools	\$45,602	\$54,082	\$62,967	\$56,577	\$4,374	8.4%	13.3 <sup>45</sup>
46 Lake Arthur Municipal Schools	\$42,600	\$52,315	\$62,652	\$56,347	\$4,107	7.9%	13.9 <sup>46</sup>
47 Las Cruces Public Schools	\$41,124	\$51,691	\$61,696	\$53,850	\$4,246	8.6%	13.7 <sup>47</sup>
48 Las Vegas City Public Schools	\$41,017	\$52,145	\$61,702	\$53,461	\$3,965	8.0%	14.8 <sup>48</sup>
49 Logan Municipal Schools		\$52,362	\$60,326	\$58,050	\$4,649	8.7%	15.2 <sup>49</sup>
50 Lordsburg Municipal Schools	\$41,630	\$51,039	\$60,622	\$52,463	\$6,055	13.0%	13.2 <sup>50</sup>
51 Los Alamos Public Schools	\$45,687	\$57,571	\$65,811	\$58,889	\$5,547	10.4%	13.9 <sup>51</sup>
52 Los Lunas Public Schools	\$41,275	\$50,339	\$61,105	\$52,726	\$4,083	8.4%	12.3 <sup>52</sup>
53 Loving Municipal Schools	\$41,657	\$53,463	\$66,987	\$55,502	\$7,296	15.1%	12.7 <sup>53</sup>
54 Lovington Municipal Schools	\$41,181	\$55,242	\$69,782	\$59,827	\$6,160	11.5%	14.6 <sup>54</sup>
55 Magdalena Municipal Schools	\$45,036	\$50,867	\$63,706	\$56,096	\$5,483	10.8%	13.3 <sup>55</sup>
56 Maxwell Municipal Schools		\$54,897	\$64,948	\$60,175	\$9,247	18.2%	8.1 <sup>56</sup>
57 Melrose Public Schools		\$50,660	\$61,146	\$55,696	\$6,230	12.6%	13.8 <sup>57</sup>
58 Mesa Vista Consolidated Schools	\$41,300	\$53,473	\$61,810	\$55,042	\$3,799	7.4%	17.5 <sup>58</sup>
59 Mora Independent Schools	\$41,203	\$50,629	\$60,973	\$51,122	\$4,212	9.0%	12.7 <sup>59</sup>
60 Moriarty Municipal Schools	\$44,497	\$50,774	\$62,175	\$54,925	\$5,762	11.7%	12.6 <sup>60</sup>
61 Mosquero Municipal Schools	\$41,503	\$50,451	\$60,185	\$51,910	\$3,975	8.3%	18.7 <sup>61</sup>
62 Mountainair Public Schools	\$41,233	\$51,761	\$62,476	\$50,509	\$5,274	11.7%	12.6 <sup>62</sup>
63 Pecos Independent Schools	\$41,367	\$51,597	\$61,333	\$52,417	\$4,548	9.5%	14.0 <sup>63</sup>
64 Penasco Independent Schools	\$41,480	\$52,933	\$61,514	\$51,618	\$3,829	8.0%	10.4 <sup>64</sup>
65 Pojoaque Valley Public Schools	\$44,133	\$53,889	\$63,058	\$56,393	\$7,051	14.3%	13.2 <sup>65</sup>
66 Portales Municipal Schools	\$41,177	\$54,671	\$63,110	\$56,216	\$5,294	10.4%	14.4 <sup>66</sup>
67 Quemado Independent Schools	\$41,003	\$52,024	\$61,956	\$49,549	\$6,530	15.2%	8.7 <sup>67</sup>
68 Questa Independent Schools	\$41,068	\$50,378	\$60,075	\$54,219	\$5,356	11.0%	11.2 <sup>68</sup>
69 Raton Public Schools	\$41,002	\$50,506	\$60,656	\$52,713	\$4,286	8.8%	14.2 <sup>69</sup>
70 Reserve Public Schools	\$41,133	\$51,384	\$60,788	\$53,406	\$4,992	10.3%	12.3 <sup>70</sup>
71 Rio Rancho Public Schools	\$41,308	\$50,862	\$60,049	\$53,311	\$4,025	8.2%	12.3 <sup>71</sup>
72 Roswell Independent Schools	\$43,384	\$53,148	\$63,386	\$53,644	\$5,038	10.4%	12.2 <sup>72</sup>

# Average Returning Teacher Salaries, FY20

School District or Charter School	Level 1	Level 2	Level 3	All Teachers	Average Raise From FY19	Average Raise for All Teachers	Average Years of Experience of All Teachers
73 Roy Municipal Schools	\$41,005	\$50,662	\$60,011	\$52,289	\$4,459	9.3%	13.5 <sup>73</sup>
74 Ruidoso Municipal Schools	\$41,794	\$51,290	\$62,273	\$53,831	\$6,856	14.6%	12.3 <sup>74</sup>
75 San Jon Municipal Schools		\$50,175	\$63,847	\$59,289	\$3,803	6.9%	18.7 <sup>75</sup>
76 Santa Fe Public Schools	\$41,140	\$51,407	\$62,267	\$53,792	\$4,933	10.1%	12.5 <sup>76</sup>
77 Santa Rosa Consolidated Schools	\$41,262	\$51,920	\$61,072	\$52,460	\$5,458	11.6%	11.5 <sup>77</sup>
78 Silver Consolidated Schools	\$41,871	\$52,356	\$61,171	\$54,023	\$3,682	7.3%	14.4 <sup>78</sup>
79 Socorro Consolidated Schools	\$41,093	\$50,669	\$60,155	\$50,674	\$4,691	10.2%	11.8 <sup>79</sup>
80 Springer Municipal Schools	\$41,400	\$56,541	\$60,666	\$55,022	\$4,488	8.9%	13.4 <sup>80</sup>
81 Taos Municipal Schools	\$41,017	\$50,513	\$60,205	\$53,405	\$4,673	9.6%	13.3 <sup>81</sup>
82 Tatum Municipal Schools	\$43,240	\$57,315	\$69,110	\$63,110	\$4,254	7.2%	19.5 <sup>82</sup>
83 Texico Municipal Schools	\$41,708	\$57,171	\$66,562	\$62,822	\$5,330	9.3%	15.7 <sup>83</sup>
84 Truth or Consequences Municipal Schools	\$41,122	\$56,485	\$66,515	\$58,695	\$4,803	8.9%	14.4 <sup>84</sup>
85 Tucumcari Public Schools	\$41,141	\$52,182	\$60,597	\$54,082	\$4,005	8.0%	15.7 <sup>85</sup>
86 Tularosa Municipal Schools	\$41,450	\$57,396	\$66,864	\$61,915	\$5,501	9.8%	15.1 <sup>86</sup>
87 Vaughn Municipal Schools	\$41,334	\$52,477	\$62,045	\$51,723	\$5,758	12.5%	10.7 <sup>87</sup>
88 Wagon Mound Public Schools		\$52,900	\$62,572	\$56,585	\$5,206	10.1%	21.0 <sup>88</sup>
89 West Las Vegas Public Schools	\$41,134	\$50,956	\$62,130	\$51,608	\$5,543	12.0%	14.0 <sup>89</sup>
90 Zuni Public Schools	\$46,657	\$56,962	\$68,314	\$57,400	\$7,021	13.9%	14.5 <sup>90</sup>
91 <b>CHARTER SCHOOLS</b>							
92 <b>Albuquerque</b>							
93 ACE Leadership High School	\$46,971	\$58,524	\$69,627	\$58,424	\$9,139	18.5%	5.4 <sup>93</sup>
94 Albuquerque Charter Academy	\$46,968	\$70,458	\$85,883	\$76,213	\$4,314	6.0%	14.8 <sup>94</sup>
95 Albuquerque Collegiate	\$41,996			\$41,996	\$2,396	6.1%	1.0 <sup>95</sup>
96 Albuquerque Institute for Math and Science (AIMS)	\$41,000	\$52,439	\$63,331	\$57,181	\$4,272	8.1%	16.9 <sup>96</sup>
97 Albuquerque School of Excellence	\$47,508	\$55,847	\$63,698	\$54,770	\$6,927	14.5%	8.0 <sup>97</sup>
98 Albuquerque Sign Language Academy	\$44,240	\$54,105	\$68,175	\$55,039	\$5,781	11.7%	7.0 <sup>98</sup>
99 Albuquerque Talent Development Secondary Charter	\$41,259	\$52,285	\$60,856	\$51,636	\$4,358	9.2%	9.6 <sup>99</sup>
100 Alice King Community School	\$44,902	\$54,164	\$64,700	\$58,024	\$7,033	13.8%	11.9 <sup>100</sup>
101 Altura Preparatory	\$42,520		\$64,266	\$49,769	\$3,435	740.0%	3.3 <sup>101</sup>
102 Amy Biehl Charter High School	\$41,510	\$52,241	\$64,792	\$59,384	\$4,547	8.3%	11.0 <sup>102</sup>
103 Cesar Chavez Community School	\$46,029	\$55,334	\$67,058	\$55,648	\$6,318	12.8%	8.6 <sup>103</sup>
104 Christine Duncan's Heritage Academy	\$41,003	\$51,488	\$61,016	\$56,209	\$6,164	12.3%	14.2 <sup>104</sup>
105 Cien Aguas International	\$41,500	\$52,365	\$62,599	\$57,158	\$5,169	9.9%	12.7 <sup>105</sup>
106 Coral Community Charter	\$41,411	\$54,332	\$64,126	\$55,505	\$6,935	14.3%	16.5 <sup>106</sup>
107 Corrales International School	\$43,093	\$52,436	\$64,498	\$55,811	\$3,746	7.2%	12.3 <sup>107</sup>
108 Cottonwood Classical Prep	\$41,188	\$51,477	\$61,573	\$56,078	\$5,744	11.4%	12.0 <sup>108</sup>

# Average Returning Teacher Salaries, FY20

School District or Charter School	Level 1	Level 2	Level 3	All Teachers	Average Raise From FY19	Average Raise for All Teachers	Average Years of Experience of All Teachers
109 Digital Arts & Technology Academy	\$41,003	\$51,755	\$60,006	\$52,713	\$6,057	13.0%	8.8 <sup>109</sup>
110 East Mountain High School		\$51,649	\$60,806	\$57,274	\$5,927	11.5%	15.5 <sup>110</sup>
111 El Camino Real Academy	\$41,375	\$50,784	\$60,450	\$52,417	\$5,523	11.8%	10.2 <sup>111</sup>
112 Explore Academy	\$41,027	\$50,215	\$60,053	\$52,313	\$4,977	10.5%	13.1 <sup>112</sup>
113 Gilbert L. Sena Charter High School	\$45,599	\$54,008	\$69,242	\$55,662	\$7,287	15.1%	9.9 <sup>113</sup>
114 Gordon Bernal Charter School	\$44,780	\$57,847	\$69,610	\$60,251	\$3,433	6.0%	16.7 <sup>114</sup>
115 GREAT Academy	\$41,225	\$52,746		\$49,307	\$4,704	10.5%	7.0 <sup>115</sup>
116 Health Leadership High School	\$49,411	\$59,555	\$70,978	\$60,389	\$7,063	13.2	10.3 <sup>116</sup>
117 Horizon Academy West		\$52,903	\$64,237	\$56,983	\$6,303	12.4%	12.7 <sup>117</sup>
118 International School at Mesa del Dol	\$44,251	\$52,582	\$64,090	\$50,562	\$7,611	17.7%	5.8 <sup>118</sup>
119 La Academia de Esperanza	\$41,063	\$55,785	\$63,710	\$57,024	\$3,469	6.5%	23.3 <sup>119</sup>
120 La Promesa Early Learning	\$41,618	\$52,822	\$63,601	\$56,204	\$5,006	9.8%	13.0 <sup>120</sup>
121 Los Puentes Charter School	\$41,340	\$53,000	\$63,470	\$58,455	\$3,309	6.0%	12.2 <sup>121</sup>
122 Media Arts Collaborative Charter	\$41,618	\$52,485	\$64,432	\$58,171	\$6,414	12.4%	12.8 <sup>122</sup>
123 Mission Achievement And Success	\$41,549	\$51,290	\$61,784	\$47,129	\$4,452	10.4%	5.0 <sup>123</sup>
124 Montessori Elementary School	\$41,725	\$52,133	\$61,600	\$50,867	\$7,974	18.6%	5.6 <sup>124</sup>
125 Montessori of the Rio Grande	\$42,900	\$55,067	\$64,783	\$58,615	\$6,869	13.3%	15.1 <sup>125</sup>
126 Mountain Mahogany Community School	\$41,545	\$51,346	\$61,167	\$51,502	\$7,697	17.6%	7.1 <sup>126</sup>
127 Native American Community Academy	\$41,132	\$50,738	\$69,492	\$50,300	\$4,436	9.7%	8.3 <sup>127</sup>
128 New America School - Albuquerque	\$41,075	\$50,780	\$66,116	\$50,153	\$4,402	9.6%	5.6 <sup>128</sup>
129 New Mexico International School	\$40,182	\$53,167	\$66,774	\$58,672	\$11,457	24.3%	7.0 <sup>129</sup>
130 North Valley Academy	\$41,300	\$53,901	\$65,708	\$57,708	\$5,618	10.8%	13.0 <sup>130</sup>
131 Nuestros Valores Charter School	\$46,000	\$57,267	\$67,500	\$60,800	\$8,670	16.6%	10.7 <sup>131</sup>
132 Public Academy for Performing Arts (PAPA)	\$48,661	\$55,343	\$67,342	\$58,532	\$9,201	18.7%	8.7 <sup>132</sup>
133 Robert F. Kennedy Charter School	\$41,803	\$50,769	\$63,600	\$54,779	\$4,009	7.9%	19.0 <sup>133</sup>
134 Siembra Leadership High School	\$44,495		\$66,663	\$60,311	\$10,541	21.2%	12.0 <sup>134</sup>
135 South Valley Academy	\$45,999	\$54,155	\$65,213	\$57,133	\$8,123	16.6%	10.0 <sup>135</sup>
136 South Valley Prep	\$41,205	\$52,770	\$63,999	\$54,948	\$4,768	9.5%	11.0 <sup>136</sup>
137 Southwest Aeronautics, Mathematics, and Science Academy	\$48,501	\$50,006	\$60,005	\$54,116	\$6,350	13.3%	7.8 <sup>137</sup>
138 Southwest Preparatory Learning Center	\$41,533	\$53,099	\$63,400	\$55,922	\$5,173	10.2%	14.9 <sup>138</sup>
139 Southwest Secondary Learning Center		\$55,208	\$61,200	\$51,633	\$4,270	9.0%	10.8 <sup>139</sup>
140 Technology Leadership		\$59,284	\$70,458	\$65,492	\$7,109	12.2%	15.4 <sup>140</sup>
141 Tierra Adentro	\$41,493	\$53,617	\$64,409	\$57,809	\$7,418	14.7%	9.7 <sup>141</sup>
142 Twenty-First Century Public Academy	\$41,167	\$51,076	\$67,243	\$53,866	\$7,780	16.9%	16.0 <sup>142</sup>
143 William W. & Josephine Dorn	\$41,150	\$50,500		\$44,890	\$4,803	12.0%	5.0 <sup>143</sup>
144 <b>Attec</b>							144



Average Returning Teacher Salaries, FY20

School District or Charter School	Level 1	Level 2	Level 3	All Teachers	Average Raise From FY19	Average Raise for All Teachers	Average Years of Experience of All Teachers
145 Mosaic Academy Charter	\$41,533	\$50,500	\$62,217	\$54,167	\$4,834	9.8%	13.2
<b>Carlsbad</b>							
146							146
147 Jefferson Montessori Academy	\$44,107	\$51,971	\$74,772	\$53,045	\$5,124	10.7%	9.7
148 Pecos Connections Academy	\$42,250	\$52,045	\$62,820	\$56,197	\$6,973	14.2%	13.1
<b>Central</b>							
149							149
150 Dream Dine' Charter School	\$41,050	\$54,000		\$47,525	\$5,550	13.2%	8.5
<b>Cimarron</b>							
151							151
152 Moreno Valley High School	\$41,149	\$50,316		\$49,202	\$4,518	10.1%	9.3
<b>Deming</b>							
153							153
154 Deming Cesar Chavez Charter High	\$41,100	\$55,677		\$52,761	\$3,809	7.8%	8.0
<b>Española</b>							
155							155
156 La Tierra Montessori School	\$41,004	\$50,004	\$60,007	\$48,005	\$4,977	11.6%	5.5
157 McCurdy Charter School	\$41,002	\$50,040	\$61,083	\$49,107	\$4,760	10.7%	13.7
<b>Gallup-McKinley County</b>							
158							158
159 Dzit Dit Lool DEAP	\$40,750	\$50,350	\$61,350	\$45,235	\$8,296	22.5%	11.2
160 Hozho Academy	\$41,963	\$54,684	\$68,701	\$52,996	\$4,702	9.7%	9.5
161 Middle College High School		\$55,828	\$69,376	\$65,505	\$10,679	19.5%	12.3
162 Six Directions Indigenous School	\$41,001	\$50,120	\$60,305	\$52,370	\$4,769	10.0%	13.4
<b>Jemez Mountain</b>							
163							163
164 Lindrieth Area Heritage Charter School		\$52,416	\$60,332	\$59,951	\$3,589	6.7%	23.8
<b>Jemez Valley</b>							
165							165
166 San Diego Riverside		\$56,669	\$65,038	\$60,377	\$4,531	8.1%	15.0
167 Walatowa Charter High School	\$44,125		\$61,250	\$50,975	\$3,458	7.3%	4.7
<b>Las Cruces</b>							
168							168
169 Alma D'Arte Charter		\$53,333	\$67,656	\$64,030	\$5,774	9.9%	23.0
170 J Paul Taylor Academy	\$41,400	\$51,987	\$62,137	\$53,574	\$3,454	6.9%	12.0
171 La Academia Dolores Huerta		\$51,364	\$61,000	\$53,773	\$4,017	8.1%	17.8
172 Las Montañas Charter	\$41,036	\$51,703	\$66,104	\$55,104	\$4,519	8.9%	12.1
173 New America School - Las Cruces		\$50,829	\$61,583	\$54,990	\$5,492	11.1%	11.1
<b>Los Lunas</b>							
174							174
175 School of Dreams Academy	\$41,436	\$54,789	\$65,844	\$57,786	\$8,055	16.2%	14.8
<b>Moriarty</b>							
176							176
177 Estancia Valley Classical Academy	\$42,098	\$53,600	\$63,753	\$53,538	\$6,959	14.9%	8.3
<b>Roswell</b>							
178							178
179 Sidney Gutierrez Middle School		\$53,116	\$60,019	\$58,293	\$3,361	6.1%	14.0
<b>Questa</b>							
180							180

# Average Returning Teacher Salaries, FY20

School District or Charter School	Level 1	Level 2	Level 3	All Teachers	Average Raise From FY19	Average Raise for All Teachers	Average Years of Experience of All Teachers
181 Red River Valley Charter School		\$51,200	\$60,253	\$55,513	\$7,679	16.1%	10.8
182 Roots And Wings Community School		\$51,000	\$67,350	\$53,336	\$7,404	16.1%	9.4
<b>Rio Rancho</b>							
183 ASK Academy	\$41,317	\$50,226	\$60,602	\$54,199	\$4,890	9.9%	12.2
184 Sandoval Academy Of Bilingual Education		\$50,109	\$64,611	\$54,943	\$3,300	6.4%	19.3
<b>Santa Fe</b>							
186 Academy for Technology and the Classics	\$43,460	\$57,588	\$65,466	\$59,756	\$6,281	11.7%	10.7
188 MASTERS Program	\$44,577	\$56,561	\$74,048	\$64,106	\$5,527	9.4%	14.3
189 Monte Del Sol Charter	\$41,042	\$52,340	\$62,204	\$56,002	\$4,782	9.3%	14.4
190 New Mexico Connections Academy		\$52,800	\$62,936	\$57,868	\$6,128	11.8%	16.6
191 New Mexico School For The Arts	\$41,656	\$53,170	\$63,377	\$56,864	\$3,632	6.8%	13.1
192 Tierra Encantada Charter School	\$47,512	\$54,242	\$67,430	\$57,508	\$4,468	8.4%	11.4
193 Turquoise Trail Charter School	\$41,002	\$51,404	\$60,033	\$54,513	\$5,337	10.9%	13.5
<b>Silver City</b>							
194 Aldo Leopold Charter	\$49,042	\$54,963	\$66,030	\$55,364	\$3,504	6.8%	12.8
<b>Socorro</b>							
197 Cottonwood Valley Charter School	\$41,625	\$51,824	\$60,950	\$51,517	\$5,696	12.4%	10.4
<b>Taos</b>							
199 Anansi Charter School		\$50,637	\$60,034	\$53,790	\$5,951	12.4%	12.5
200 Taos Academy	\$41,004	\$50,146	\$60,939	\$53,748	\$5,311	11.0%	15.5
201 Taos Integrated School of the Arts	\$41,600	\$50,800	\$61,121	\$54,622	\$5,538	11.3%	8.3
202 Taos International School		\$50,060	\$60,057	\$56,058	\$7,554	15.6%	11.6
203 Taos Municipal Charter School	\$41,003	\$50,762	\$60,813	\$56,526	\$5,422	10.6%	15.4
204 Vista Grande High School	\$41,001	\$52,505	\$60,001	\$49,128	\$6,933	16.4%	5.9
<b>West Las Vegas</b>							
205 Rio Gallinas School	\$41,050	\$54,836	\$60,500	\$53,126	\$8,836	20.0%	8.4
207 STATEWIDE	<b>\$42,382</b>	<b>\$52,906</b>	<b>\$63,379</b>	<b>\$54,265</b>	<b>\$5,103</b>	<b>10.4%</b>	<b>12.7</b>

Source: PED

\* The salaries presented in this table were provided by the school districts with their FY19 operating budgets. Average salaries are based on estimated contracts for an average 9.5 month contract.

# Educator Health Insurance Rates

## Public Schools Insurance Authority Health Insurance Premiums

Monthly Premiums, Plan Year Beginning October 2019

		Single	Two Party	Family
Blue Cross High Option	Employee	\$288.96	\$549.54	\$733.98
	Employer	\$433.44	\$824.34	\$1,100.98
	Total	\$722.40	\$1,373.88	\$1,834.96
Blue Cross Low Option	Employee	\$218.58	\$415.72	\$555.28
	Employer	\$327.88	\$623.60	\$832.92
	Total	\$546.46	\$1,039.32	\$1,388.20
Blue Cross EPO Option	Employee	\$260.06	\$494.58	\$660.58
	Employer	\$390.10	\$741.88	\$990.88
	Total	\$650.16	\$1,236.46	\$1,651.46
Presbyterian High Option	Employee	\$233.68	\$490.68	\$654.30
	Employer	\$350.52	\$736.02	\$981.44
	Total	\$584.20	\$1,226.70	\$1,635.74
Presbyterian Low Option	Employee	\$176.78	\$371.20	\$494.96
	Employer	\$265.20	\$556.82	\$742.44
	Total	\$441.98	\$928.02	\$1,237.40

Source: NMPSIA

Reported premiums are for employees earning more than \$25 thousand. For employees earning less than \$25 thousand, the employer pays a larger share of the premium.

## Albuquerque Public Schools Health Insurance Premiums

Monthly Premiums, Plan Year Beginning January 2020

		Single	Two Party	Family
\$45,000 or More	Employee	\$200.38	\$400.80	\$541.12
	Employer	\$300.62	\$601.20	\$811.68
	Total	\$501.00	\$1,002.00	\$1,352.80
\$39,500 to \$44,999	Employee	\$150.28	\$300.60	\$405.84
	Employer	\$350.65	\$701.40	\$946.96
	Total	\$501.00	\$1,002.00	\$1,352.80
Less than \$39,500	Employee	\$100.20	\$200.40	\$270.56
	Employer	\$400.80	\$801.60	\$1,082.24
	Total	\$501.00	\$1,002.00	\$1,352.80

Source: APS

Reported premiums are for employees with the wellness incentive program discount.

APS offers health plans through Blue Cross Blue Shield, Presbyterian, and True Health New Mexico. Premiums for each plan are the same.

# Capital Outlay Funding

Public school capital outlay financing is both a local and state responsibility in the state of New Mexico. School districts can generate state revenues through two statutory measures. One measure is through direct legislative appropriations, which provides funding for specific needs. The second is through a standards based process under the Public School Capital Outlay Act. Locally, districts can generate capital outlay revenues from the sale of bonds, direct levies, earnings from investments, rents, sales of real property and equipment, as well as other miscellaneous sources.

**The Public School Capital Outlay Act:** The funding mechanism was established to ensure that through a standards based process for all school districts, the physical condition and capacity, educational suitability and technology infrastructure of all public school facilities in New Mexico meet an adequate level statewide. This process uses a statewide assessment database which ranks the condition of every school building relative to the statewide adequacy standards. The schools with the greatest facilities needs will be addressed first according to the New Mexico Condition Index (NMCI). The database will operate as an objective prioritizing and ranking tool to assist the Public School Capital Outlay Council (PSCOC) in allocating funds to school districts. The standards based process also requires school districts which receive awards to provide a local match that will be determined by the state match distribution formula.

For allocation cycles beginning after September 1, 2003 the following provisions apply:

1. All districts are eligible to apply regardless of percentage of indebtedness;
2. Funding must be determined by using the statewide adequacy standards and the PSCOC must apply the standards to charter schools to the same extent;
3. The PSCOC must establish criteria to be used in public school capital outlay projects that receive grant assistance from Public School Capital Outlay Act;
4. No more than 10% of the combined total grants in a funding cycle shall be used for retrofitting existing facilities for technology infrastructure;
5. A formula will be used to determine the percentage participation of the state and the districts in the standards-based capital outlay process for projects approved by the council and must be funded within available resources in accordance with the funding formula;
6. Capital outlay grant awards made by the PSCOC will be reduced by a percentage of direct appropriations for capital outlay projects received by a school district. The amount of the reduction will be determined by the state-local match formula, and will equal the direct legislative appropriation percentage amount for the school district multiplied by the amount of the direct appropriations for individual school projects;
  - A) An appropriation is deemed to be accepted, for projects appropriated prior to 2010, unless written notification to reject the appropriation is received by DFA & PED;
  - B) The total offset should exclude any appropriation previously made to the subject school district that is reauthorized for expenditure by another recipient;
  - C) The total shall exclude one-half of the amount of any appropriation made or reauthorized after January 1, 2007 if the purpose of the appropriation or reauthorization is to fund, in whole or in part, a capital outlay project that, when prioritized by the council pursuant to this section either in the immediately preceding funding cycle or in the current funding cycle, ranked in the top 150 projects statewide;
  - D) The total shall exclude the proportionate share of any appropriation made or reauthorized after January 1, 2008 for a capital project that will be jointly used by a governmental entity other than the subject school district. Pursuant to criteria adopted by rule of the council and based upon the proposed use of the capital project, the council shall determine the proportionate share to be used by the governmental entity and excluded from the total;

- E) Unless the grant award is made to the state-chartered charter school or unless the appropriation was previously used to calculate a reduction pursuant to this paragraph, the total shall exclude appropriations made after January 1, 2007 for non-operating purposes of a specific state-chartered charter school, regardless of whether the charter school is a state-chartered charter school at the time of the appropriation or later opts to become a state-chartered charter school;
- 7. “Subject school district,” means the school district that has submitted the application for funding in which the approved PSCOC project will be located;
- 8. In those instances in which a school district has used all of its local resources, the PSCOC may fund up to the total amount of the project;
- 9. No application for grant assistance from the fund will be approved unless the PSCOC determines that:
  - A) The capital outlay project is needed and is included in the school districts five-year facilities plan among its top priorities;
  - B) The school district has used its resources in a prudent manner;
  - C) The school district has provided insurance for building of the district according to provisions of section 13-5-3 NMSA 1978;
  - D) The district has submitted a five-year facilities plan that has been approved by the PSCOC pursuant to section 22-24-5.3 NMSA 1978 and the capital needs of charter schools located in the district as well as projections for enrollment and facilities needed in order to maintain a full-day kindergarten are included;
  - E) The district is willing and able to pay any portion of the project that is not funded with grant assistance from the fund;
  - F) The application includes charter schools or the district has shown that charter schools meet the statewide adequacy standards; and
  - G) The district has agreed, in writing, any reporting requirements imposed by the PSCOC pursuant to sections 22-24-5.1 NMSA 1978.

The fund may be expended annually by the PSCOC for grants to school districts for the purpose of making lease payments for classroom facilities, including facilities leased by charter schools. The grant shall not exceed the annual lease payments owed for leasing classroom space for schools, including charter schools, in the district; or seven hundred dollars (\$700) multiplied by the number of membership using the leased classroom facilities; provided that, in fiscal year 2009 and in each subsequent fiscal year, the amount shall be adjusted by the percentage increase between the penultimate calendar year and the immediately preceding calendar year of the consumer price index for the United States.

All of the provisions of the Public School Capital Outlay Act [22-24-1 NMSA 1978] apply to an application by a state-chartered charter school for grant assistance for a capital project except:

- 1. The portion of the cost of the project to be paid from the fund shall be calculated pursuant to Paragraph (5) of Subsection B of Section 22-24-5 NMSA 1978 using data from the school district in which the state-chartered charter school is located;
- 2. In calculating a reduction pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978, the amount to be used in Subparagraph (a) of that paragraph shall equal the total of all legislative appropriations made after January 1, 2007 for non-operating expenses either directly to the charter school or to another governmental entity for the purpose of passing the money through directly to the charter school, regardless of whether the charter school was a state-chartered charter school at the time of the appropriation or later opted to become a state-chartered charter school, except that the total shall not include any such appropriation if, before the charter school became a state-chartered charter school, the

## Capital Outlay Funding

- appropriation was previously used to calculate a reduction pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978; and
3. The amount to be used in Subsection B of that paragraph shall equal the total of all federal money received by the charter school for non-operating purposes pursuant to Title XIV of the American Recovery and Reinvestment Act of 2009, regardless of whether the charter school was a state-chartered charter school at the time of receiving the federal money or later opted to become a state-chartered charter school, except that the total shall not include any such federal money if, before the charter school became a state-chartered charter school, the money was previously used to calculate a reduction pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978; and
  4. If the council determines that the state-chartered charter school does not have the resources to pay all or a portion of the total cost of the capital outlay project that is not funded with grant assistance from the fund, to the extent that money is available in the charter school capital outlay fund, the council shall make an award from that fund for the remaining amount necessary to pay for the project. The council may establish, by rule, a procedure for determining the amount of resources available to the charter school and the amount needed from the charter school capital outlay fund.

**Supplemental Severance Tax Bonds:** Supplemental Severance Tax Bonds (SSTB) are bonds issued by the State Board of Finance and paid for by revenue derived from taxes levied upon the natural resource products severed and saved from the soil and other sources as the New Mexico State Legislature may from time to time deem necessary. This authorization does not require legislative reauthorization and may be considered a dedicated funding stream for public school capital outlay.

**The Public School Capital Improvements Act:** Commonly referred to as SB-9 or the “two-mill levy,” this funding mechanism allows districts to ask local voters to approve a property levy of up to two mills for a maximum of six years. “Capital Improvements” means expenditures, including payments made with respect to lease-purchase arrangements as defined in the Educational Technology Equipment Act [6-15A-1 through 6-15A-16 NMSA 1978] or the Public School Lease Purchase Act [Chapter 22, Article 26A NMSA 1978] but excluding any other debt service expenses, for:

1. Erecting, remodeling, making additions to, providing equipment for, or furnishing public school buildings;
2. Purchasing or improving public school grounds;
3. Maintenance of public school buildings or public school grounds, including the purchasing or repairing of maintenance equipment, participating in the facility information management system as required by the Public School Capital Outlay Act [22-24-1 NMSA 1978] and including payments under contract with regional education cooperatives for maintenance support services and expenditures for technical training and certification for maintenance and facilities management personnel, but excluding salary expenses of school district employees;
4. Purchasing activity vehicles for transporting students to extracurricular activities; and
5. Purchasing computer software and hardware for student use in public school classrooms.
6. Purchasing and installing education technology improvements, excluding salary expenses of school district employees, but including tools used in the educational process that constitute learning and administrative resources and which may also include:
  - a. Satellite, copper and fiber-optic transmission; computer and network connections devices; digital communication equipment, including voice, video and data equipment; servers; switches; portable media devices, such as discs and drives to contain data for electronic storage and playback; and the purchase or lease of software licenses or other technologies and services, maintenance, equipment and computer infrastructure information, techniques and tools used to implement technology in schools and related facilities;

- b. Improvements, alterations and modifications to, or expansions of, existing buildings or tangible personal property necessary or advisable to house or otherwise accommodate any of the tools listed in this paragraph.

An individual school district may only use SB-9 funds for any or all of these purposes as stated in the school district's individual resolution. The Public School Capital Improvements Act contains provisions that provide a school district with a minimum level of funding. This minimum level of funding or "program guarantee" is calculated by multiplying a school district's 40<sup>th</sup> day total program units by the matching dollar amount (currently \$82.94 through fiscal year 2017) and in each subsequent fiscal year equal the amount for the previous year adjusted by the percentage increase between the next preceding year and the preceding calendar year of the consumer price index for the United States, all items, as published by the US Department of Labor.

If the local revenue generated by the two-mill levy is less than the program guarantee, the state funds the difference in the form of "matching" funds. State matching funds have some restrictions as to their use. For fiscal year 2013 the amount of state "matching" funds shall not be less than an amount currently equal to \$6.44 and in each subsequent fiscal year equal the amount for the previous year adjusted by the percentage increase between the next preceding year and the preceding calendar year of the consumer price index for the United States, all items, as published by the US Department of Labor.

On or after July 1, 2009, a resolution submitted to the qualified electors pursuant to Subsection A of 22-25-3 NMSA 1978 shall include capital improvements funding for a locally chartered or state-chartered charter school located within the school district if;

1. The charter school timely provides the necessary information to the school district for inclusion in the resolution that identifies the capital improvements of the charter school for which the revenue proposed to be produced will be used.

**Direct Legislative Appropriations:** Direct Legislative Appropriations for capital outlay project funding are targeted for specific projects within the school district. Specific legislators sponsor these projects. Projects funded from these specific appropriations have become more sparsely used in recent years due to the shortfall. These allocations are funded by the general fund or from the proceeds of the sale of severance tax bonds.

**Local General Obligation Bonds:** Local school districts may issue general obligation bonds for the purpose of erecting, remodeling, making additions to and furnishing school buildings, or purchasing or improving school grounds, providing matching funds for capital outlay projects funded pursuant to the Public School Capital Outlay Act, or any combination of these purposes. In addition, a school district may also use bond proceeds to purchase computer equipment and software for student use in public school classrooms. The issuance of these bonds is subject to the provisions of Article 9, Section 11 of the Constitution of New Mexico. Prior to the issuance of bonds, several steps must be taken. One of these is the submission of PED form 995-10/89 to the School Budget Planning Unit at the Public Education Department to determine exactly how much bonding capacity remains. This must be accomplished prior to the election. Another step is the actual submission of the question to the voters by the local school board. Upon successful election results, the local school board may, subject to the approval of the Attorney General, proceed to issue the bonds. There are restrictions: (1) the district's ability to sell bonds is limited to 6% of its assessed valuation; (2) there is a four year period in which the bonds may be sold from a particular approved resolution (6-15-9 NMSA 1978).

This is only a summary of information associated with the issuance of school district general obligation bonds. Each school district should consult with their financial advisor for more specific information regarding elections and the issuance of local general obligation bonds.

## Capital Outlay Funding

**NOTE:** The tax rate associated with this type of funding is likely to fluctuate every year due to the timing of principal and interest payments as well as changes in assessed valuations.

**The Public School Buildings Act:** This Act, commonly referred to as HB-33, allows districts to impose a tax not to exceed 10-mills for a maximum of six years on the net taxable value of property upon approval of qualified voters. “Capital Improvements” means expenditures, including payments made with respect to lease-purchase arrangements as defined in the Education Technology Equipment Act [6-15A-1 through 6-15A-16 NMSA 1978] but excluding any other debt service expenses, for:

1. Erecting, remodeling, making additions to, providing equipment for or furnishing public school buildings;
2. Payments made pursuant to a financing agreement entered into by a school district or a charter school for the leasing of a building or other real property with an option to purchase for a price that is reduced according to payments made;
3. Purchasing or improving public school grounds;
4. Purchasing activity vehicles for transporting students to and from extracurricular activities, provided that this authorization for expenditure does not apply to school districts with a student MEM greater than sixty thousand; or
5. Administering the projects undertaken pursuant to items 1 and 3 of this section, including expenditures for facility maintenance software, project management software, project oversight and district personnel specifically related to administration of projects funded by the Public School Buildings Act; provided that expenditures pursuant to this subsection shall not exceed five percent of the total project costs.

There are limitations and restrictions associated with this act: (1) the authorized tax rate made under the Public Buildings Act, when added to the tax rates for servicing the debt of the school district and the rate authorized under the Public School Capital Improvements Act, cannot exceed 15-mills. If it does exceed 15-mills, the rate authorized under the Public School Buildings Act will be adjusted downward to compensate; and (2) the revenues generated from the Public School Buildings Act are only to be used for specific capital improvements (as defined above). This funding mechanism is most useful for districts with high-assessed valuation and low bonded indebtedness.

After July 1, 2007, a resolution submitted to the qualifying electors pursuant to Subsection A of 22-26-3 NMSA 1978 shall include capital improvements funding for a locally chartered or state-chartered charter school located within the school district if;

2. The charter school timely provides the necessary information to the school district for inclusion on the resolution that identifies the capital improvements of the charter school for which the revenue proposed to be produced will be used; and
3. The capital improvements are included in the five-year facilities plan:
  - a. of the school district, if the charter school is a locally chartered charter school; or
  - b. of the charter school, if the charter school is a state-chartered charter school.

**The Public School Lease Purchase Act:** The purpose of the Public School Lease Purchase Act is to implement the provisions of Article 9, Section 11 of the constitution of New Mexico, which declares that a financing agreement entered into by a school district or a charter school for leasing of a building or other real property with an option to purchase for a price that is reduced according to the payments made by the school district or charter school pursuant to the financing agreement is not a debt if:

1. There is no legal obligation for the school district or charter school to continue the lease from year to year or to purchase the real property;



2. The agreement provides that the lease shall be terminated if sufficient money is not available to meet the current lease payments.

A school district may apply any legally available funds to the payments due on or any prepayment premium payable in connection with lease purchase arrangements as they become due, including any combination of:

1. money from the school district's general fund;
2. investment income actually received from investments;
3. proceeds from taxes imposed to pay school district general obligation bonds or taxes imposed pursuant to the Public School Capital Improvements Act [22-25-1 NMSA 1978], the Public School Buildings Act [22-26-1 NMSA 1978] or the Educational Technology Equipment Act [6-15A-1 NMSA 1978];
4. loans, grants or lease payments received from the public school capital outlay council pursuant to the Public School Capital Outlay Act [22-24-1 NMSA 1978];
5. state distributions to the school district pursuant to the Public School Improvements Act;
6. fees or assessments received by the school district;
7. proceeds from the sale of real property and rental income received from the rental or leasing of school district property;
8. grants from the federal government as assistance to those areas affected by federal activity authorized in accordance with Title 20 of the United States Code, commonly known as "PL 874 funds" or "impact aid";
9. revenues from the tax authorized pursuant to Sections 8 through 12 [22-26A-8 through 22-26A-12 NMSA 1978] of the Public School Lease Purchase Act, if proposed by the local school board and approved by the voters; and
10. legislative appropriations.

A local school board has the option of adopting a resolution to submit to the qualified electors of the school district the question of whether a property tax should be imposed upon the net taxable value of property allocated to the school district under the Property Tax Code [7-35-1 NMSA 1978] for the purpose of making payments under a specific lease purchase arrangement. The tax rate shall not exceed the rate specified in the resolution. A locally chartered or state-chartered charter school may also enter into a lease purchase arrangement provided that a governing body of a charter school shall not propose a tax or conduct an election. However, a charter school may receive revenue from a tax proposed by the local school board for the district in which the charter school is located and approved by the voters.

**Educational Technology Equipment Act:** Enacted in 1997, the Educational Technology Equipment Act provides a statutory basis for the implementation of a constitutional amendment approved by voters in the 1996 general election. Passage of the amendment allows school districts to create debt without submitting the question to voters to enter into a lease-purchase agreement to acquire educational technology equipment. Such debt is, however, subject to the Constitutional limitation that no school district shall become indebted in an amount exceeding 6% of the assessed valuation of the taxable property within the school district. The combination of outstanding bonds and lease-purchase principal cannot exceed this limit. If a district is already at this limit, it cannot enter into one of these agreements. A school district should consult with their bond attorney or bond advisor prior to entering into one of these arrangements. The purpose is to acquire tools used in the educational process that constitute learning resources.

**Public Building Energy Efficiency and Water Conservation Act:** This act is a self-funded program that allows a school district to perform energy efficiency capital improvements. Through these improvements, energy and operational costs are reduced. The district pays for the program with these

## Capital Outlay Funding

savings. The amount of money required to pay the provider is taken from a school district's state equalization guarantee and transferred to the public school utility conservation fund, which the school district uses to make these payments. These contracts may not exceed 10 years.

**Impact Aid Funds:** The federal government provides certain funds to school districts in lieu of local property taxes for children residing on federal lands or children having parents working on federal property. A school district is eligible to receive these funds if at least three percent of its average daily attendance (ADA), with a minimum of 400 ADA, are federally connected. Formerly called P.L. 874 funds, these Impact Aid funds are now produced through provisions of Title 20, Section 7703 (b), USC.

School districts in New Mexico receive substantial Impact Aid payments because of the large numbers of federal military installations, Indian lands, federal public domain, and national forest lands within their boundaries.

The federal government allocates these Impact Aid funds directly to school districts on the basis of an average per capita cost of education, calculated on either a state or national basis, whichever is larger. The state takes credit for 75% of all Impact Aid revenues flowing to local districts (except for special education and Indian set-aside funds) when calculating the state equalization guarantee.

**Forest Reserve Funds:** Twenty-two New Mexico counties receive Forest Reserve funds. These counties receive 25% of the net receipts from operations (primarily timber sales) within their respective reserve areas. Distributions are divided equally between the County Road Fund and the school district. The state takes credit for 75% of the Forest Reserve funds in calculating the state equalization guarantee.

**Department of Energy:** Los Alamos Public Schools receives funds from the Department of Energy in lieu of property taxes on federal property located within the district.

**Department of Defense:** The Clovis and Alamogordo school districts receive funds from the Department of Defense for an increase in district membership related to the presence of military personnel within their respective districts.

**Miscellaneous Sources:** Funds for capital outlay needs also come from other sources such as donations, earnings from investments, rents, sales of real property and equipment. The Legislature also appropriates limited funds for capital outlay emergencies to the Public Education Department for distribution to public school districts as needed.

# HOW DIRECT LEGISLATIVE APPROPRIATIONS OFFSET A SCHOOL DISTRICT'S PSCOC AWARD FUNDING—A SIMPLE OVERVIEW

AN EXAMPLE:

**The Public School Capital Outlay Offset for Direct Appropriations can be confusing. Here's a simple, practical explanation.**

**What It Is**

The law says that the PSCOC must “reduce any grant amounts awarded to a school district by a **percent** of all direct non-operational legislative appropriations for schools in that district that have been accepted, including educational technology and re-authorizations of previous appropriations.”<sup>1</sup>

**Changes in 2007**

A change in 2007 now allows a 50% reduction in the offset amount if the legislative appropriations are for a project for schools in the current or previous year's top 150 NMCI ranking.

**How It Works**

The *percent reduction* mentioned in the law is each school district's local match percent for PSCOC award funding.

The offset applies to all PSCOC award allocations after January 2003, including funds appropriated through another government entity which pass directly to the school district.

The offset applies to the *district*, so if one school in a district receives a direct appropriation, other projects in the district that receive PSCOC award funding will be subject to an offset.

Offset amounts not used in the current year apply to future PSCOC grant amounts. The law gives districts the right to reject a direct appropriation because of the effect of the offset. For example, a school district receives a direct legislative appropriation for a specific purpose. The effect of the offset would cause the district to accordingly receive reduced PSCOC award

Legislative appropriation to a school	\$1,000
PSCOC award to that school's district	\$2,000
That district's local match percent	40%
Initial offset reduction in district's PSCOC award allocation--(\$1,000 x 40%) 50% reduction, NMCI top 150	\$400 (\$200)
District's net PSCOC award amount --(\$2,000 - \$400) If NMCI top 150 (\$2,000-\$200)	\$1,600 \$1,800
Total funds received by district --(\$1,000 + \$1,600) If NMCI top 150 (\$1,000+\$1,800)	\$2,600 \$2,800

funding for what it considers a higher priority need, and it chooses to reject the appropriation.

**Fiscal Effects**

The most significant effect of the offset is not to reduce total funds that the district receives<sup>2</sup>, but instead to potentially reduce funds available for higher priority needs, in the event that the direct appropriation was for a lower-priority project than projects for which the district had applied for PSCOC award funding. In this case, the higher priority projects would have funding levels reduced by the amount of the offset.

**Why An Offset?**

The Legislature enacted the offset as one of a number of initiatives taken in 2003 to better equalize state funding of capital requests across all of New Mexico's school districts. The 2002 report of the Special Master appointed as a result of the Zuni law-suit specifically highlighted “*the dis-equalizing effect of direct legislative appropriations to individual schools for capital outlay purposes.*” The offset was enacted to mitigate this concern.

<sup>1</sup> Section 22-24-5.B(6) NMSA 1978

<sup>2</sup> The post-offset net amount of a direct appropriation will always be revenue positive for the district, given current local match percentages.

# SB9 and HB33 Status

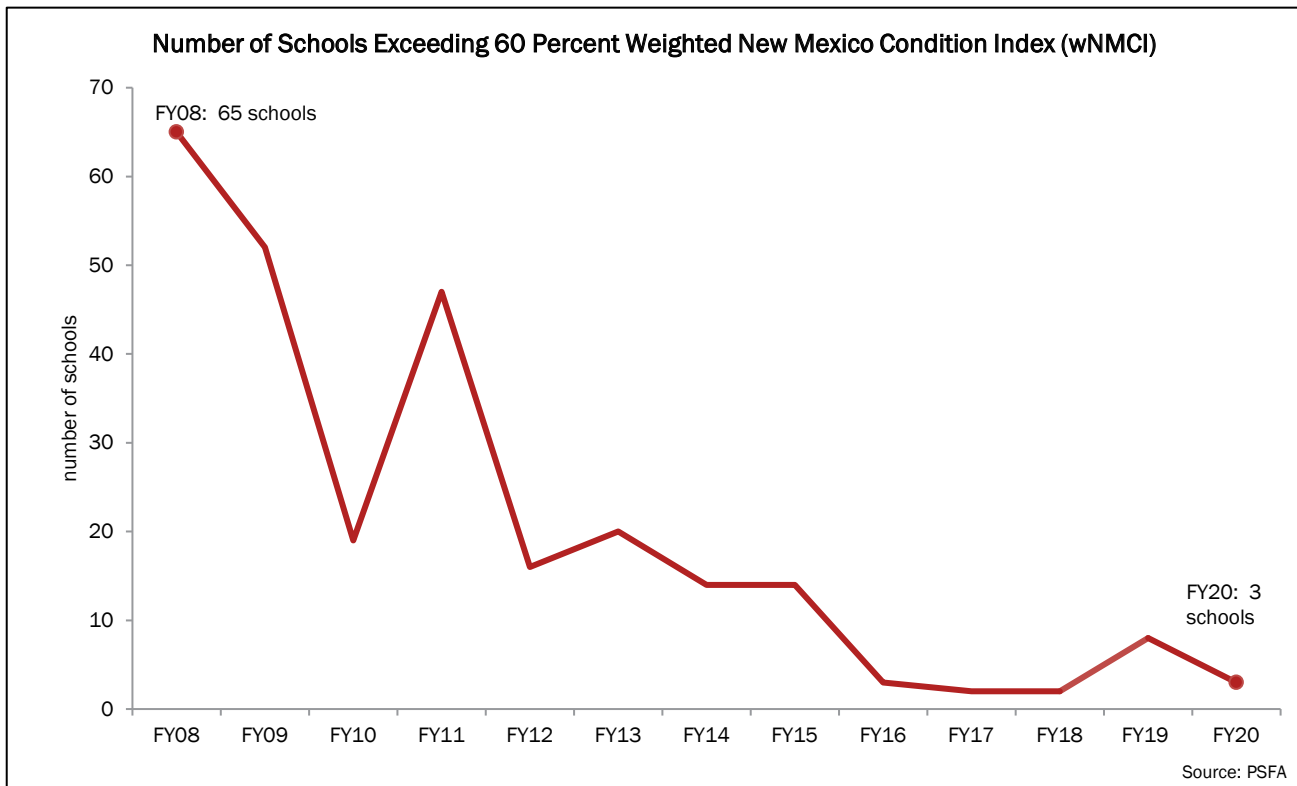
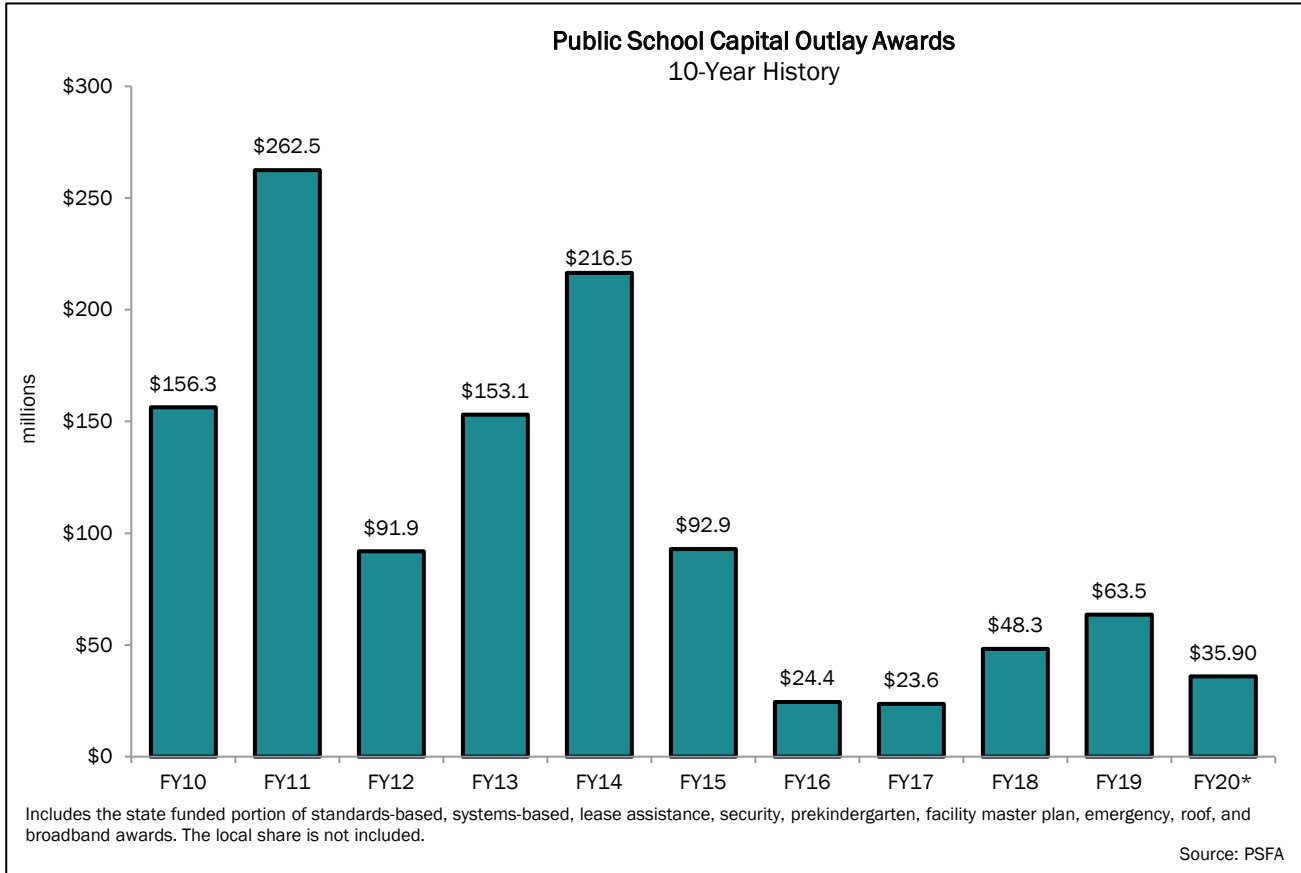
## Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33) Status After 2019 Elections

School District	SB9 <sup>1</sup>				HB33 <sup>6</sup>					
	Successful Election Date	Next Election	Mills	Lease Purchase Payments	Successful Election Date	Next Election	Mills	Activity Vehicles	Lease Purchase Payments	Project Admin
1 Alamogordo Public Schools	4/9/2019	2025	2.000	YES	4/10/2018	2024	1.400	YES	YES	YES
2 Albuquerque Public Schools	11/5/2019	2025	2.000		2/2/2016	2022 <sup>2</sup>	3.838		YES	YES
3 Albuquerque Public Schools					2/2/2016	2022 <sup>2</sup>	4.344		YES	YES
4 Animas Public Schools	2/7/2017	2023	2.000	YES						
5 Artesia Public Schools	2/6/2018	2024	2.000	YES	2/2/2016	2022	5.000	YES	YES	YES
6 Aztec Municipal Schools	11/5/2019	2025	1.886	YES						
8 Belen Consolidated Schools	2/7/2017	2023	2.000	YES						
9 Bernalillo Public Schools	11/5/2019	2025	2.000	YES						
10 Bloomfield Schools	11/5/2019	2025	2.000							
11 Capitan Municipal Schools	2/3/2015	2021	2.000	YES						
12 Carlsbad Municipal Schools	5/7/2019	2025	2.000		2/2/2016	2022 <sup>3</sup>	1.796		YES	YES
13 Carlsbad Municipal Schools					2/2/2016	2022 <sup>3</sup>	1.987		YES	YES
14 Carrizo Municipal Schools	4/9/2019	2025	2.000	YES						
15 Central Consolidated Schools	2/5/2019	2025	2.000	YES						
16 Chama Valley Independent Schools	2/7/2017	2023	2.000	YES						
17 Cimarron Municipal Schools	2/3/2015	2021	2.000	YES						
18 Clayton Municipal Schools	2/7/2017	2023	2.000	YES						
19 Cloudcroft Municipal Schools	11/5/2019	2025	2.000	YES						
20 Clovis Municipal Schools	2/7/2017	2023	2.000	YES						
21 Cobre Consolidated Schools	2/3/2015	2021	2.000							
22 Corona Municipal Schools	11/5/2019	2025	2.000	YES						
23 Cuba Independent Schools	2/5/2019	2025	2.000	YES						
24 Deming Public Schools	11/5/2019	2025	2.000							
25 Des Moines Municipal Schools	2/7/2017	2023	2.000	YES						
26 Dexter Consolidated Schools	2/2/2016	2022	2.000	YES						
27 Dora Municipal Schools	2/7/2017	2023	2.000	YES						
28 Dulce Independent Schools	2/5/2019	2025	2.000	YES						
29 Elida Municipal Schools	2/3/2015	2021	2.000	YES						
30 Española Public Schools	11/5/2019	2025	2.000							
31 Estancia Municipal Schools	4/12/2016	2022	2.000	YES						
32 Eunice Municipal Schools	2/2/2016	2022	2.000	YES	2/2/2016	2022 <sup>4</sup>	2.000	YES	YES	YES
33 Eunice Municipal Schools					2/2/2016	2020 <sup>4</sup>	4.000			
34 Farmington Municipal Schools	2/6/2018	2024	2.000		2/6/2018	2024 <sup>5</sup>	0.500			YES
35 Floyd Municipal Schools	2/3/2015	2021	2.000	YES						
36 Fort Sumner Municipal Schools	2/5/2019	2025	2.000	YES						

Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33) Status After 2019 Elections

School District	SB9 <sup>1</sup>				HB33 <sup>6</sup>					
	Successful Election Date	Next Election	Mills	Lease Purchase Payments	Successful Election Date	Next Election	Mills	Activity Vehicles	Lease Purchase Payments	Project Admin
37 Gadsden Independent Schools	2/6/2018	2024	2.000	YES						
38 Gallup McKinley County Schools	2/2/2016	2022	2.000	YES						
39 Grady Municipal Schools	2/7/2017	2023	2.000	YES						
40 Grants Cibola County Schools	2/2/2016	2021	2.000	YES						
41 Hagerman Municipal Schools	2/5/2019	2025	2.000	YES						
42 Hatch Valley Public Schools	2/5/2019	2025	2.000	YES						
43 Hobbs Municipal Schools	2/3/2015	2021	2.000	YES	2/3/2015	2021	4.000	YES	YES	YES
44 Hondo Valley Public Schools	2/7/2017	2023	2.000	YES						
45 House Municipal Schools	2/7/2017	2023	2.000	YES						
46 Jal Public Schools	2/7/2017	2023	2.000							
47 Jemez Mountain Public Schools	2/3/2015	2021	2.000	YES						
48 Jemez Valley Public Schools	2/5/2019	2024	2.000	YES						
49 Lake Arthur Municipal Schools	2/7/2017	2023	2.000	YES						
50 Las Cruces Public Schools	2/2/2016	2022	2.000	YES	11/5/2019	2025	3.000	YES	YES	YES
51 Las Vegas City Public Schools	2/7/2017	2023	2.000	YES						
52 Logan Municipal Schools	5/16/2017	2023	2.000	YES						
53 Lordsburg Municipal Schools	3/5/2019	2025	2.000	YES						
54 Los Alamos Public Schools	No Election	2020								
55 Los Lunas Public Schools	2/6/2018	2024	2.000		1/26/2016	2022	3.246	YES	YES	YES
56 Loving Municipal Schools	2/5/2013	2019	2.000		2/6/2018	2024	3.000	YES	YES	YES
57 Lovington Municipal Schools	2/3/2015	2019	2.000							
58 Magdalena Municipal Schools	2/7/2017	2023	2.000	YES	2/7/2017	2023	2.000	YES	YES	YES
59 Maxwell Municipal Schools	2/5/2019	2025	2.000	YES						
60 Melrose Public Schools	2/7/2017	2023	2.000	YES						
61 Mesa Vista Consolidated Schools	11/5/2019	2024	2.000							
62 Mora Independent Schools	FAILED	2020								
63 Moriarty Municipal Schools	2/3/2015	2021	2.000	YES						
64 Mosquero Municipal Schools	2/2/2016	2022	2.000							
65 Mountainair Public Schools	2/2/2016	2022	2.000							
66 Pecos Independent Schools	2/7/2017	2023	2.000	YES						
67 Penasco Independent Schools	2/5/2019	2025	2.000	YES						
68 Pojoaque Valley Public Schools	11/5/2019	2025	2.000	YES						
69 Portales Municipal Schools	2/7/2017	2023	2.000	YES	11/5/2019	2025	1.25	YES	YES	YES
70 Quemado Independent Schools	2/7/2017	2023	2.000	YES						
71 Questa Independent Schools	FAILED	2020								





# Standards-Based Awards

## PSCOC Standards-Based Awards by School District, FY20

School District (School Site)	2019-2020 w/NIMCI	2019-2020 FCI	FMAR	Award Language	Estimated Project Cost	Local Match %	State Match %	Offset	Estimated Total Local Match After Offsets	Estimated Total State Match After Offsets
1 Alamoñordo (Chaparral MS)	78.51%	68.35%	71.99%	Planning and design, beginning with an educational specification, for a replacement facility to the maximum gross square footage pursuant to the Adequacy Planning Guide, for a design capacity for 658 students, grades 6-8.	\$36,045,921	40%	60%	\$0	\$14,418,368	\$21,627,553
2 Central (Newcomb ES)	69.30%	69.84%	79.47%	Funding to complete comprehensive campus master plan and educational specification to include the Newcomb MS, and Newcomb HS, to maximize utilization of school facilities. Upon completion, district may return to the PSCOC for the next out-of-cycle funding phase to include approval of location of the new ES facility, design capacity, maximum gross square footage pursuant to the Adequacy Planning Guide, and an update to the total project cost estimate.	\$24,380,179	40%	60%	\$20,000	\$9,772,072	\$14,608,107
3 Clovis (Barry ES)	39.64%	73.28%	84.57%	Planning and design for the project, construction funding to complete roofing and HVAC replacement of \$1.8 million, and construction funding to complete the classroom addition for a design capacity of 400 students, grades K-5. The district may return to the PSCOC for out-of-cycle funding for the balance of the award for construction of the interior renovations and site work.	\$8,883,566	32%	68%	\$0	\$2,842,748	\$6,040,838
4 Des Moines (Des Moines Combined School)	42.98%	57.24%	72.07%	Award consideration is deferred pending the outcome of the structural study and planning work currently underway. Upon completion, district may return to the PSCOC for next out-of-cycle funding phase to include approval of options, design capacity, maximum gross square footage pursuant to the Adequacy Planning Guide, and an update to the total project cost estimate.	\$10,331,490	86%	14%	\$176,830	\$8,885,081	\$1,446,409
5 Grants (Bluewater ES)	41.96%	82.78%	80.27%	Planning and design for renovation/replacement of the existing facility to the maximum gross square footage pursuant to the Adequacy Planning Guide, for a design capacity of 95 students, grades K-6.	\$7,306,951	25%	75%	\$0	\$1,826,738	\$5,480,213
6 Hobbs (Southern Heights ES)	54.76%	65.39%	92.61%	Planning and design for replacement of the existing facility to the maximum gross square footage pursuant to the Adequacy Planning Guide, for a design capacity for 500 students, for 3- and 4-year-old students with developmental delays through grade 5.	\$29,901,457	48%	52%	\$200,160	\$14,552,859	\$15,348,598
7 Las Cruces (Columbia ES)	53.54%	45.49%	61.48%	Funding to complete district-wide educational specifications to include updated enrollment projections. Upon completion, district may return to the PSCOC for review of the educational specifications and consideration for a next out-of-cycle funding phase to complete a feasibility/engineering study of the existing building. Design capacity and options to renovate or replace the existing building are deferred pending the outcome of the planning phase(s) of this project.	\$30,697,527	43%	57%	\$0	\$13,199,937	\$17,497,590
8 Roswell (Mountain View MS)	63.15%	78.35%	78.08%	Planning and design, beginning with an educational specification, for renovation/replacement of the existing facility to the maximum gross square footage pursuant to the Adequacy Planning Guide, for a design capacity for 525 students, grades 6-8.	\$26,582,892	32%	68%	\$0	\$8,506,525	\$18,076,367
9 Roswell (Washington Avenue ES)	51.58%	72.68%	82.47%	Funding to complete educational specification or feasibility study to determine options to maximize utilization of the current school facility and to ensure that the project will accommodate the educational program of the projected enrollment of 430 students, grades K-5. Upon completion, district may return to the PSCOC for the next out-of-cycle funding phase to include approval of options, design capacity, maximum gross square footage pursuant to the Adequacy Planning Guide, and an update to the total project cost estimate.	\$9,596,836	32%	68%	\$0	\$3,070,988	\$6,525,848
10	<b>TOTAL</b>				<b>\$183,726,839</b>			<b>\$396,990</b>	<b>\$77,075,316</b>	<b>\$106,651,523</b>

Source: PSFA



# Systems-Based Awards

## PSCOC Systems-Based Awards by School District, FY20

School District (School Site)	2019-2020 wNMCI	2019-2020 FCI	FMAR	Award Language	Estimated Project Cost	Local Match %	State Match %	Offset	Total Local Match After Offsets	Total State Match After Offsets
1 Clovis (Clovis HS)	37.11%	73.44%	70.51%	Planning and design funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 177,692 square feet (partial campus). Systems are limited to: exterior windows, exterior doors, and fire detection/alarm, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. Upon completion, district may return to the PSCOC for the next out-of-cycle funding phase.	\$803,504	32%	68%	\$0	\$257,121	\$546,382
2 Gallup-McKinley (Crownpoint MS)	35.46%	61.63%	59.83%	Planning, design and construction funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 32,234 square feet (partial campus). Systems are limited to: Roof, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. The District must provide quarterly updates to the PSCOC on its maintenance status until an updated FMAR score to a minimum of 65% at this school is achieved. The District's request for local match reduction is deferred pending a final statement of financial position.	\$1,775,200	20%	80%	\$0	\$355,040	\$1,420,160
3 Gallup-McKinley (Gallup HS)	46.29%	57.96%	17.19%	Planning, design and construction funding to complete systems upgrades at the existing site pursuant to the Adequacy Planning Guide. Systems are limited to: parking lots and walkways, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. The District must provide quarterly updates to the PSCOC on its maintenance status until an updated FMAR score to a minimum of 65% at this school is achieved. The District's request for local match reduction is deferred pending a final statement of financial position.	\$4,425,055	20%	80%	\$56,720	\$941,731	\$3,483,324
4 Gallup-McKinley (Tse Yi Gai HS)	29.54%	45.16%	34.62%	Planning, design and construction funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 28,913 square feet (partial campus). Systems are limited to: Roof, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. The District must provide quarterly updates to the PSCOC on its maintenance status until an updated FMAR score to a minimum of 65% at this school is achieved. The District's request for local match reduction is deferred pending a final statement of financial position.	\$526,671	20%	80%	\$0	\$105,334	\$412,336

# Systems-Based Awards

## PSCOC Systems-Based Awards by School District, FY20

School District (School Site)	2019-2020 wNMCI	2019-2020 FCI	FMAR	Award Language	Estimated Project Cost	Local Match %	State Match %	Offset	Total Local Match After Offsets	Total State Match After Offsets
5 Hobbs (Hobbs HS)	29.48%	53.21%	90.15%	Planning and design funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 20,570 square feet (partial campus). Systems are limited to: heat generating systems, cooling generating systems, air distribution systems, exhaust ventilation system, and HVAC controls, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. Upon completion, district may return to the PSCOC for the next out-of-cycle funding phase.	\$571,692	48%	52%	\$0	\$274,412	\$297,280
6 Hobbs (Mills ES)	26.70%	67.48%	90.43%	Planning, design and construction funding to complete systems upgrades at the existing site pursuant to the Adequacy Planning Guide. Systems are limited to: fencing, parking lots, site drainage, landscaping, and walkways, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$642,857	48%	52%	\$0	\$308,571	\$334,286
7 Las Cruces (Valley View ES)	27.84%	53.34%	84.15%	Planning, design and construction funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 52,248 square feet (partial campus). Systems are limited to: roof, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$1,340,365	43%	57%	\$0	\$576,357	\$764,008
8 Portales (Brown Early Childhood Center)	28.19%	61.12%	80.22%	Planning and design funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 19,079 square feet (partial campus). Systems are limited to: parking lots, playground equipment, site lighting, site drainage, site utilities, site domestic water utility, landscaping, walkways, exterior walls, exterior windows, exterior doors, ceiling finishes, floor finishes, wall finishes, foundation/slab/structure, interior doors, interior walls (and partitions), air distribution systems, exhaust ventilation system, rooftop unitary AC, HVAC controls, fire sprinkler, main power/emergency lighting/branch circuits, plumbing fixtures, water distribution, drain, waste, and vent, fire detection/alarm, demolition of portion of occupied building, and security systems (excludes security cameras, handheld radios, automatic vehicle gates), as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. Upon completion, district may return to the PSCOC for the next out-of-cycle funding phase.	\$4,344,223	31%	69%	\$0	\$1,346,709	\$2,997,513

PSCOC Systems-Based Awards by School District, FY20

School District (School Site)	2019-2020 wNIMCI	2019-2020 FCI	FMAR	Award Language	Estimated Project Cost	Local Match %	State Match %	Offset	Total Local Match After Offsets	Total State Match After Offsets
9 Roswell (Roswell HS)	53.65%	70.96%	73.14%	Planning, design and construction funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 165,917 square feet (partial campus). Systems are limited to: fire detection/alarm, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$345,000	32%	68%	\$0	\$110,400	\$234,600
10 San Jon (San Jon Combined School)	29.72%	61.14%	79.17%	Planning and design funding to complete systems upgrades at the existing facilities to the maximum gross square footage pursuant to the Adequacy Planning Guide for 35,317 square feet (partial campus). Systems are limited to: fencing, parking lots, playground equipment, site drainage, walkways, roof, ceiling finishes, floor finishes, heat generating systems, and fire detection/Alarm, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. Upon completion, district may return to the PSCOC for the next out-of-cycle funding phase.	\$2,394,286	31%	69%	\$13,200	\$755,429	\$1,638,858
11	<b>TOTAL</b>				<b>\$2,739,286</b>			<b>\$13,200</b>	<b>\$865,829</b>	<b>\$1,873,458</b>

Source: PSFA

# Security Awards

## PSCOC School Security Awards FY20

School District	Number of Schools Awarded	Total Estimated Project Cost	Local Match %	State Match %	Offset	Adjusted Net Local Match After Offsets	Adjusted Net State Match After Offsets
<b>School Districts</b>							
Alamogordo	2	\$597,628	40%	60%	\$80,000	\$319,051	\$278,577
Belen	2	\$266,295	49%	51%	\$0	\$130,485	\$135,810
Central	6	\$1,387,213	40%	60%	\$32,000	\$586,885	\$800,328
Clovis	1	\$243,000	32%	68%	\$0	\$77,760	\$165,240
Cuba	3	\$236,262	69%	31%	\$0	\$163,020	\$73,242
Deming	7	\$493,594	33%	67%	\$0	\$162,887	\$330,707
Farmington	2	\$568,490	43%	57%	\$0	\$244,450	\$324,040
Floyd	1	\$80,250	20%	80%	\$20,000	\$36,050	\$44,200
Gadsden	3	\$258,864	19%	81%	\$0	\$49,184	\$209,680
Gallup-McKinley	7	\$238,600	20%	80%	\$190,880	\$238,600	\$0
Grady	1	\$16,089	16%	84%	\$0	\$2,574	\$13,515
Grants	10	\$1,694,300	25%	75%	\$0	\$423,575	\$1,270,725
Las Cruces	40	\$554,474	43%	57%	\$86,000	\$324,428	\$230,046
Los Alamos	7	\$784,546	61%	39%	\$0	\$478,572	\$305,974
Los Lunas	8	\$3,665,165	30%	70%	\$0	\$1,099,549	\$2,565,616
Peñasco	3	\$61,494	43%	57%	\$7,800	\$34,242	\$27,252
Portales	6	\$699,229	31%	69%	\$0	\$216,761	\$482,468
Rio Rancho	6	\$300,000	42%	58%	\$174,000	\$300,000	\$0
Roswell	7	\$426,000	32%	68%	\$0	\$136,320	\$289,680
Ruidoso	1	\$264,963	92%	8%	\$0	\$243,766	\$21,197
Socorro	4	\$106,836	29%	71%	\$0	\$30,983	\$75,853
Tucumcari	3	\$49,357	35%	65%	\$0	\$17,275	\$32,082
West Las Vegas	1	\$901,841	33%	67%	\$101,970	\$399,578	\$502,263
<b>Charter Schools</b>							
State Chartered Charter School	Media Arts Collaborative Charter School	\$109,266	55%	45%	\$49,170	\$109,266	\$0
State Chartered Charter School	North Valley Academy	\$54,881	55%	45%	\$0	\$30,185	\$24,696
State Chartered Charter School	DEAP School	\$3,176	20%	80%	\$0	\$635	\$2,541
<b>Constitutional Special Schools</b>							
New Mexico School for the Blind and Visually Impaired	New Mexico School for the Blind and Visually Impaired	\$333,303	50%	50%	\$0	\$166,652	\$166,651
<b>TOTAL</b>					<b>\$ 741,820</b>	<b>\$ 5,856,081</b>	<b>\$ 8,205,732</b>

Source: PSFA

# State and Federal E-Rate Awards

## State and Federal E-Rate Awards

School District or State-Chartered Charter School	2017				2018				2019				
	Category	E-rate Share	State Share	District Share	Category	E-rate Share	State Share	District Share	Category	E-rate Share	State Share	District Share	
1 School Districts													
2 Albuquerque Public Schools	Category 1	\$12,906,450	\$1,434,050		Category 2	\$2,971,426	\$407,700	\$335,156					
3 Albuquerque Public Schools	Category 2	\$756,449	\$107,794	\$81,318									
4 Animas Public Schools	Category 2	\$11,526	\$1,009	\$1,873	Category 2	\$8,182	\$736	\$1,309					
5 Bernalillo Public Schools	Category 1	\$2,417,201	\$127,221		Category 2	\$57,463	\$4,158	\$5,983	Category 2	\$14,358	\$1,039	\$1,495	
6 Bernalillo Public Schools	Category 2	\$211,536	\$14,411	\$22,918									
7 Capitan Municipal Schools	Category 2	\$50,434	\$4,261	\$11,348									
8 Carlsbad Municipal Schools					Category 2	\$435,685	\$13,071	\$95,851					
9 Carrizozo Municipal Schools	Category 2	\$1,488	\$26	\$236	Category 2	\$22,272	\$393	\$3,537					
10 Central Consolidated Schools									Category 2	\$459,466	\$50,271	\$30,811	
11 Clayton Municipal Schools									Category 2	\$13,320	\$366	\$2,964	
12 Clovis Municipal Schools					Category 2	\$227,194	\$33,879	\$22,919					
13 Cuba Independent Schools					Category 2	\$42,725	\$5,875	\$4,807					
14 Denning Public Schools	Category 2	\$189,803	\$23,446	\$10,048	Category 2	\$49,000	\$5,966	\$2,681					
15 Dexter Consolidated Schools					Category 2	\$17,697	\$1,373	\$1,750					
16 Dulce Independent Schools	Category 1	\$229,893	\$12,100						Category 2	\$28,661	\$506	\$4,552	
17 Farmington Municipal Schools					Category 2	\$354,555	\$38,474	\$24,095					
18 Farmington Municipal Schools													
19 Gadsden Independent Schools					Category 2	\$531,011	\$78,715	\$14,993					
20 Gallup-McKinley County Schools	Category 2	\$377,464	\$54,621	\$11,990	Category 2	\$339,696	\$47,957	\$11,989	Category 1	\$3,567,024	\$187,738		
21 Gallup-McKinley County Schools									Category 1	\$561,899	\$29,574		
22 Grants-Cibola County Schools	Category 2	\$109,132	\$15,214	\$4,044					Category 1	\$535,360	\$28,177		
23 Hagerman Municipal Schools					Category 2	\$22,534	\$3,022	\$954					
24 Hatch Valley Public Schools	Category 2	\$62,805	\$9,421	\$1,662	Category 2	\$30,447	\$4,513	\$860					
25 Hobbs Municipal Schools					Category 2	\$88,918	\$12,893	\$9,336					
26 Horrodo Valley Public Schools	Category 2	\$17,152	\$696	\$2,331									
27 Jai Public Schools									Category 2	\$15,172	\$379	\$3,414	
28 Jemez Mountain Public Schools					Category 2	\$17,543	\$254	\$2,841					
29 Lake Arthur Municipal Schools									Category 2	\$13,839	\$244	\$2,198	
30 Las Vegas City Public Schools	Category 1	\$662,448	\$34,866		Category 2	\$85,705	\$8,016	\$7,108					
31 Las Vegas City Public Schools	Category 2	\$90,071	\$8,742	\$7,153									
32 Los Alamos Public Schools					Category 2	\$12,741	\$5,988	\$6,753					
33 Los Lunas Public Schools	Category 1	\$1,503,067	\$79,109										
34 Los Lunas Public Schools	Category 2	\$455,267	\$61,059	\$19,282									
35 Mora Independent Schools	Category 2	\$52,159	\$3,222	\$5,983									
36 Moriarty-Edgewood School District	Category 2	\$41,925	\$5,345	\$5,136	Category 2	\$44,490	\$3,769	\$4,083					
37 Pojoaque Valley Public Schools	Category 2	\$9,374	\$1,758	\$586	Category 2	\$154,294	\$29,316	\$9,258					
38 Raton Public Schools					Category 2	\$7,335	\$593	\$701					
39 Rio Rancho Public Schools	Category 2	\$543,794	\$239,545	\$122,985	Category 2	\$286,483	\$127,963	\$63,026					
40 Roswell Independent Schools	Category 2	\$746,154	\$94,805	\$36,869									
41 Roy Municipal Schools	Category 2	\$16,002	\$1,327	\$1,497									
42 Santa Fe Public Schools	Category 1	\$4,066,907	\$451,879		Category 2	\$97,854	\$2,446	\$22,017					

# State and Federal E-Rate Awards

## State and Federal E-Rate Awards

School District or State-Chartered Charter School	2017			2018			2019					
	Category	E-rate Share	State Share	District Share	Category	E-rate Share	State Share	District Share	Category	E-rate Share	State Share	District Share
43 Santa Rosa Consolidated Schools					Category 2	\$44,152	\$4,207	\$3,584				
44 Silver Consolidated Schools					Category 2	\$82,499	\$8,456	\$12,169				
45 Socorro Consolidated Schools					Category 2	\$13,733	\$1,745	\$679				
46 Truth or Consequences Municipal Schools	Category 2	\$34,830	\$1,967	\$4,180					Category 2	\$80,357	\$9,359	\$4,821
47 Tucuman Public Schools									Category 2	\$70,074	\$8,780	\$3,586
48 Tularosa Municipal Schools									Category 2			
49 Wagon Mound Public Schools					Category 2	\$16,290	\$287	\$2,587				
50 West Las Vegas Public Schools	Category 2	\$89,360	\$8,857	\$6,913								
51 Zuni Public Schools									Category 1	\$1,128,334	\$59,386	
52 <b>Charter Schools</b>												
53 Amy Biehl High School					Category 2	\$27,700	\$3,809	\$3,116				
54 Academy for Technology and the Classics					Category 2	\$4,683	\$201	\$1,806				
55 Albuquerque Collegiate Charter Schools									Category 2	\$7,704	\$748	\$612
56 Albuquerque Talent Development Secondary Charter									Category 2	\$967	\$94	\$77
57 Cottonwood Classical Preparatory School	Category 2	\$40,762	\$34,319	\$26,823								
58 Digital Arts and Technology Academy					Category 2	\$36,351	\$3,783	\$5,305				
59 El Camino Real Academy									Category 2	\$28,539	\$2,770	\$2,266
60 Explore Academy									Category 2	\$5,895	\$3,242	\$2,653
61 Health Leadership High School					Category 2	\$4,068	\$395	\$323				
62 Horizon Academy West	Category 2	\$15,774	\$1,587	\$1,197								
63 Los Puentes High School	Category 2	\$6,939	\$698	\$527								
64 Mission Achievement and Success Charter School	Category 2	\$21,829	\$2,196	\$1,656	Category 2	\$29,181	\$1,485	\$3,665				
65 Mosaic Academy	Category 2	\$15,926	\$1,311	\$2,671								
66 Rio Gallinas School	Category 2	\$11,480	\$952	\$1,074	Category 2	\$9,356	\$1,106	\$545				
67 San Diego Riverside School	Category 2	\$28,929	\$21,986	\$6,943								
68 School of Dreams Academy												
69 Southwest Aeronautics, Mathematics, and Science Academy					Category 2	\$12,873	\$4,720	\$3,862				
70 Southwest Secondary Learning Center					Category 2	\$30,470	\$10,898	\$9,416				
71 The Great Academy	Category 2	\$6,591	\$2,505	\$1,889								
72 Tierra Adentro of New Mexico					Category 2	\$42,725	\$5,875	\$4,807				
73 Turquoise Trail Charter School	Category 2	\$60,137	\$1,061	\$9,551								
74 Waiatowa High Charter School					Category 2	\$7,769	\$548	\$23				
75 <b>STATEWIDE</b>		\$25,861,058	\$2,860,366	\$410,683		\$6,267,100	\$884,585	\$704,693		\$6,530,969	\$382,673	\$59,449

Source: PSFA

# State and School District Share of Capital Outlay Projects

## State/Local Match Calculation

		2018-2019		2019-2020		Change in Local Share	
District		Local Match (District Share)	State Match (State Share)	Local Match (District Share)	State Match (State Share)		
1	Alamogordo Public Schools	38%	62%	40%	60%	2%	1
2	Albuquerque Public Schools	45%	55%	55%	45%	10%	2
3	Animas Public Schools	64%	36%	59%	41%	-5%	3
4	Artesia Public Schools	90%	10%	92%	8%	2%	4
5	Aztec Municipal Schools	58%	42%	63%	37%	5%	5
6	Belen Consolidated Schools	43%	57%	49%	51%	6%	6
7	Bernalillo Public Schools	59%	41%	67%	33%	8%	7
8	Bloomfield Schools	73%	27%	76%	24%	3%	8
9	Capitan Municipal Schools	90%	10%	92%	8%	2%	9
10	Carlsbad Municipal Schools	88%	12%	90%	10%	2%	10
11	Carrizozo Municipal Schools	90%	10%	92%	8%	2%	11
12	Central Consolidated Schools	38%	62%	40%	60%	2%	12
13	Chama Valley Independent Schools	90%	10%	92%	8%	2%	13
14	Cimarron Municipal Schools	90%	10%	92%	8%	2%	14
15	Clayton Municipal Schools	89%	11%	89%	11%	0%	15
16	Cloudcroft Municipal Schools	90%	10%	92%	8%	2%	16
17	Clovis Municipal Schools	27%	73%	32%	68%	5%	17
18	Cobre Consolidated Schools	61%	39%	65%	35%	4%	18
19	Corona Municipal Schools	90%	10%	92%	8%	2%	19
20	Cuba Independent Schools	70%	30%	69%	31%	-1%	20
21	Deming Public Schools	31%	69%	33%	67%	2%	21
22	Des Moines Municipal Schools	90%	10%	86%	14%	-4%	22
23	Dexter Consolidated Schools	23%	77%	24%	76%	1%	23
24	Dora Municipal Schools	31%	69%	29%	71%	-2%	24
25	Dulce Independent Schools	90%	10%	92%	8%	2%	25
26	Eilda Municipal Schools	57%	43%	48%	52%	-9%	26
27	Española Public Schools	38%	62%	47%	53%	9%	27
28	Estancia Municipal Schools	51%	49%	56%	44%	5%	28
29	Eunice Municipal Schools	90%	10%	92%	8%	2%	29
30	Farmington Municipal Schools	37%	63%	43%	57%	6%	30
31	Floyd Municipal Schools	24%	76%	20%	80%	-4%	31
32	Fort Sumner Municipal Schools	79%	21%	85%	15%	6%	32
33	Gadsden Independent Schools	16%	84%	19%	81%	3%	33
34	Gallup-McKinley County Schools	20%	80%	20%	80%	0%	34
35	Grady Municipal Schools	21%	79%	16%	84%	-5%	35
36	Grants Cibola County Schools	23%	77%	25%	75%	2%	36
37	Hagerman Municipal Schools	24%	76%	24%	76%	0%	37
38	Hatch Valley Public Schools	16%	84%	17%	83%	1%	38
39	Hobbs Municipal Schools	42%	58%	48%	52%	6%	39
40	Hondo Valley Public Schools	77%	23%	73%	27%	-4%	40
41	House Municipal Schools	61%	39%	56%	44%	-5%	41
42	Jal Public Schools	90%	10%	92%	8%	2%	42
43	Jemez Mountain Public Schools	90%	10%	92%	8%	2%	43
44	Jemez Valley Public Schools	60%	40%	65%	35%	5%	44
45	Lake Arthur Municipal Schools	90%	10%	92%	8%	2%	45
46	Las Cruces Public Schools	36%	64%	43%	57%	7%	46
47	Las Vegas City Public Schools	47%	53%	52%	48%	5%	47
48	Logan Municipal Schools	60%	40%	61%	39%	1%	48
49	Lordsburg Municipal Schools	78%	22%	76%	24%	-2%	49
50	Los Alamos Public Schools	53%	47%	61%	39%	8%	50
51	Los Lunas Public Schools	24%	76%	30%	70%	6%	51
52	Loving Municipal Schools	84%	16%	87%	13%	3%	52
53	Lovington Municipal Schools	54%	46%	57%	43%	3%	53
54	Magdalena Municipal Schools	25%	75%	24%	76%	-1%	54
55	Maxwell Municipal Schools	50%	50%	43%	57%	-7%	55
56	Melrose Public Schools	41%	59%	37%	63%	-4%	56
57	Mesa Vista Consolidated Schools	82%	18%	87%	13%	5%	57
58	Mora Independent Schools	68%	32%	69%	31%	1%	58
59	Moriarty Municipal Schools	52%	48%	61%	39%	9%	59

# State and School District Share of Capital Outlay Projects

## State/Local Match Calculation

District	2018-2019		2019-2020		Change in Local Share
	Local Match (District Share)	State Match (State Share)	Local Match (District Share)	State Match (State Share)	
60 Mosquero Municipal Schools	90%	10%	92%	8%	2%
61 Mountainair Public Schools	83%	17%	87%	13%	4%
62 Pecos Independent Schools	63%	37%	69%	31%	6%
63 Penasco Independent Schools	45%	55%	43%	57%	-2%
64 Pojoaque Valley Public Schools	24%	76%	25%	75%	1%
65 Portales Municipal Schools	28%	72%	31%	69%	3%
66 Quemado Independent Schools	90%	10%	92%	8%	2%
67 Questa Independent Schools	90%	10%	92%	8%	2%
68 Raton Public Schools	48%	52%	50%	50%	2%
69 Reserve Public Schools	90%	10%	91%	9%	1%
70 Rio Rancho Public Schools	33%	67%	42%	58%	9%
71 Roswell Independent Schools	29%	71%	32%	68%	3%
72 Roy Municipal Schools	54%	46%	44%	56%	-10%
73 Ruidoso Municipal Schools	90%	10%	92%	8%	2%
74 San Jon Municipal Schools	32%	68%	30%	70%	-2%
75 Santa Fe Public Schools	90%	10%	92%	8%	2%
76 Santa Rosa Consolidated Schools	46%	54%	46%	54%	0%
77 Silver Consolidated Schools	59%	41%	67%	33%	8%
78 Socorro Consolidated Schools	28%	72%	29%	71%	1%
79 Springer Municipal Schools	77%	23%	77%	23%	0%
80 Taos Municipal Schools	90%	10%	92%	8%	2%
81 Tatum Municipal Schools	86%	14%	86%	14%	0%
82 Texico Municipal Schools	44%	56%	44%	56%	0%
83 Truth or Consequences Municipal Schools	70%	30%	77%	23%	7%
84 Tucumcari Public Schools	34%	66%	35%	65%	1%
85 Tularosa Municipal Schools	29%	71%	32%	68%	3%
86 Vaughn Municipal Schools	90%	10%	92%	8%	2%
87 Wagon Mound Public Schools	90%	10%	87%	13%	-3%
88 West Las Vegas Public Schools	33%	67%	33%	67%	0%
89 Zuni Public Schools	0%	100%	0%	100%	0%

Note: Charter schools receive the match for the school district in which they are physically located.

Source: PSFA



**Facility Maintenance Assessment Report (FMAR) FY17 - FY19 Average by School District**

School District	FY17 Average	FY18 Average	FY19 Average
1 Alamogordo	81.0%	79.0%	74.4%
2 Albuquerque	70.9%	73.4%	63.4%
3 Animas		74.8%	
4 Artesia			73.0%
5 Aztec		93.2%	95.2%
6 Belen	89.6%	78.5%	82.1%
7 Bernalillo	78.9%		59.6%
8 Bloomfield		64.3%	82.0%
9 Capitan	63.5%		
10 Carlsbad			
11 Carrizozo			
12 Central	80.9%	85.5%	82.1%
13 Chama		63.0%	54.4%
14 Cimarron	58.5%	68.5%	
15 Clayton	82.5%	59.4%	
16 Cloudcroft		61.0%	
17 Clovis	89.0%	95.5%	87.1%
18 Cobre			53.5%
19 Corona		55.2%	
20 Cuba		86.0%	79.8%
21 Deming	75.7%	79.3%	
22 Des Moines		78.3%	72.1%
23 Dexter	70.9%		
24 Dora	69.5%		
25 Dulce	63.3%		49.0%
26 Elida			
27 Española	47.3%	53.0%	53.7%
28 Estancia	70.2%	62.9%	58.6%
29 Eunice	71.8%		
30 Farmington	91.9%	84.7%	
31 Floyd			
32 Fort Sumner		64.3%	
33 Gadsden	79.4%	71.7%	85.5%
34 Gallup	49.3%	48.0%	48.0%
35 Grady	62.1%		
36 Grants	75.8%		80.3%
37 Hagerman			
38 Hatch	67.4%	69.4%	
39 Hobbs	78.2%		88.1%
40 Hondo		76.6%	
41 House		53.7%	
42 Jal			
43 Jemez Mountain	57.0%		
44 Jemez Valley	66.1%		64.0%
45 Lake Arthur			68.2%
46 Las Cruces	75.6%	73.2%	75.6%
47 Las Vegas City	59.1%		70.4%
48 Logan	72.2%		
49 Lordsburg	72.4%	67.9%	
50 Los Alamos	71.1%		82.0%
51 Los Lunas	73.2%	84.3%	
52 Loving			67.8%
53 Lovington	89.9%		95.8%
54 Magdalena		82.7%	
55 Maxwell	76.7%		

School District	FY17 Average	FY18 Average	FY19 Average
56 Melrose			
57 Mesa Vista	81.2%		
58 Mora	57.8%	49.0%	
59 Moriarty		80.2%	82.2%
60 Mosquero			45.4%
61 Mountainair			
62 Pecos	57.4%		
63 Peñasco	68.5%		
64 Pojoaque	79.5%	64.8%	
65 Portales		70.9%	80.2%
66 Quemado	72.4%		
67 Questa		71.4%	
68 Raton	57.0%		
69 Reserve			74.3%
70 Rio Rancho	77.6%		
71 Roswell	84.2%	86.3%	77.9%
72 Roy			68.0%
73 Ruidoso			
74 San Jon			84.8%
75 Santa Fe	72.6%	67.1%	66.9%
76 Santa Rosa	72.6%		
77 Silver	70.4%	68.9%	
78 Socorro	80.6%	80.3%	
79 Springer		56.1%	
80 Taos	67.7%	61.8%	
81 Tatum			71.7%
82 Texico			
83 Truth or Conseq.	80.7%	66.1%	
84 Tucumcari	90.6%		
85 Tularosa			67.0%
86 Vaughn		53.8%	
87 Wagon Mound		68.0%	
88 West Las Vegas		71.4%	
89 Zuni			
90 STATEWIDE	<b>72.8%</b>	<b>70.5%</b>	<b>72.0%</b>

Source: PSFA

The facilities maintenance assessment report (FMAR) calculates a percentage to indicate a school district's effort to to maintain their public school facilities to a level to ensure their maximum lifecycle. PSFA has established 70 percent as a satisfactory rating. PSFA established the current FMAR process in 2011 with a five-year baseline study. Blank cells indicate PSFA has not updated the FMAR.

# Lease Assistance

## PSCOC Lease Assistance Awards FY20

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
School Facility		Eligible Classroom Net Square Footage	Eligible Admin Net Square Footage	Total Eligible Square Footage with 20% Tare	Lease Payment for Eligible Square Footage with 20% Tare	Maximum Allowable Lease Assistance @ \$747.29/MEM	Percent Decrease from FY19	Additional Assistance for 15% Hold Harmless	Actual Lease Assistance Award																											
<b>Facility Awards</b>																																				
<b>Albuquerque Public Schools</b>																																				
3	Albuquerque Charter Academy	7,716	605	9,986	\$105,917	\$226,803	33%	\$27,900	\$133,817																											
4	ACE Leadership High	12,291	579	15,444	\$303,501	\$213,725			\$213,725																											
5	Albuquerque Collegiate	5,170	203	6,447	\$137,423	\$26,155			\$26,155																											
6	Alb Institute for Math & Science (University Blvd.)	5,873	677	7,860	\$167,459	\$262,672																														
7	Alb Institute for Math & Science (Bradbury Dr.)	7,390	677	9,681	\$119,786	\$262,672			\$262,672																											
8	Albuquerque School of Excellence	28,497	1,083	35,496	\$531,112	\$464,814			\$464,814																											
9	Albuquerque Talent Development Secondary	13,384	393	16,532	\$261,225	\$121,061			\$121,061																											
10	Alice King Community School	32,753	850	40,323	\$403,943	\$348,611			\$348,611																											
11	Altura Preparatory	6,941	236	8,613	\$110,529	\$42,969			\$42,969																											
12	Amy Biehl High (Main Building)	21,514	596	26,532	\$149,231	\$222,319	18%	\$7,359																												
13	Amy Biehl High (Simms Building)	2,165	596	3,314	\$24,183	\$222,319			\$180,773																											
14	Cesar Chavez Community School	19,392	455	23,816	\$359,253	\$151,700			\$151,700																											
15	Christine Duncan's Heritage Academy	25,293	735	31,233	\$368,511	\$291,256			\$291,256																											
16	Cien Aguas International School	18,453	788	23,089	\$350,093	\$317,598			\$317,598																											
17	Coral Community Charter	12,315	473	15,345	\$111,667	\$160,854	27%	\$18,180	\$129,847																											
18	Corrales International School	16,015	516	19,837	\$303,835	\$182,339			\$182,339																											
19	Cottonwood Classical Preparatory	28,600	1,226	35,792	\$669,566	\$536,181			\$536,181																											
20	Digital Arts and Technology Academy	26,442	551	32,392	\$155,353	\$199,900	27%	\$25,500	\$180,853																											
21	East Mountain High	28,963	686	35,578	\$318,696	\$266,783			\$266,783																											
22	El Camino Real Academy	40,677	623	49,559	\$526,654	\$235,396			\$235,396																											
23	Explore Academy	21,866	747	27,136	\$618,413	\$297,421			\$297,421																											
24	Gilbert L. Sena Charter	8,976	413	11,266	\$182,048	\$130,776			\$130,776																											
25	Gordon Bernell Charter	3,290	803	4,912	\$138,947	\$325,445			\$138,947																											
26	Health Leadership High	10,509	491	13,200	\$179,290	\$170,008			\$170,008																											
27	Horizon Academy West	29,387	833	36,263	\$407,097	\$340,017			\$340,017																											
28	La Academia de Esperanza	16,327	617	20,333	\$284,686	\$232,781			\$232,781																											
29	La Promesa Early Learning Center Charter	33,403	665	40,882	\$512,136	\$256,694			\$256,694																											
30	Los Puentes Charter	12,642	375	15,620	\$177,748	\$112,094			\$112,094																											
31	Mark Armijo Academy	5,897	415	7,574	\$87,381	\$131,897			\$87,381																											
32	Media Arts Collaborative Charter (Main)	6,842	524	8,840	\$75,531	\$186,449			\$186,449																											
33	Media Arts Collaborative Charter (Studios)	7,458	524	9,579	\$139,217	\$186,449			\$186,449																											
34	Mission Achievement and Success (Coors Rd.)	6,169	303	7,766	\$215,535	\$76,224			\$76,224																											
35	Mission Achievement and Success (Yale Blvd.)	44,925	1,703	55,954	\$697,320	\$773,819			\$697,320																											
36	Montessori of the Rio Grande				\$161,041	\$161,041			\$161,041																											
37	Mountain Mahogany Community School	14,133	428	17,473	\$169,148	\$138,249			\$138,249																											

PSCOC Lease Assistance Awards FY20

School Facility	Eligible Classroom Net Square Footage	Eligible Direct Admin Net Square Footage	Total Eligible Square Footage with 20% Tare	Lease Payment for Eligible Square Footage with 20% Tare	Maximum Allowable Lease Assistance @ \$747.29/MEM	Percent Decrease from FY19	Additional Assistance for 15% Hold Harmless	Actual Lease Assistance Award
38 Native American Community Academy (Main)	23,296	570	28,639	\$242,204	\$209,241			
39 Native American Community Academy	2,634	570	3,845	\$57,258	\$209,241			\$209,241
40 Native American Community Academy (CNIM)	10,558	412	13,164	\$100,350	\$130,402			\$100,350
41 New Mexico International School	32,253	553	39,367	\$300,165	\$200,647			\$200,647
42 North Valley Academy (Art Space)	2,600		3,120	\$44,182	\$351,600			
43 North Valley Academy (Main)	32,706	856	40,274	\$411,423	\$351,600			\$351,600
44 Public Academy for Performing Arts				\$317,972	\$317,972			\$317,972
45 Robert F. Kennedy Charter (Blake Rd.)				\$204,010	\$204,010			\$204,010
46 Robert F. Kennedy Charter Middle School				\$51,563	\$51,563			\$51,563
47 Siembra Leadership High	5,618	329	7,137	\$248,980	\$89,301			\$89,301
48 Solare Collegiate Charter	5,583	384	7,160	\$130,823	\$116,577			\$116,577
49 South Valley Academy				\$458,089	\$458,089			\$458,089
50 Southwest Aeronautics, Mathematics & Science Academy	27,923	565	34,185	\$236,972	\$206,626			\$206,626
51 Southwest Preparatory Learning Center	19,429	428	23,828	\$193,721	\$138,249			\$138,249
52 Southwest Secondary Learning Center	13,775	499	17,129	\$255,262	\$173,745			\$173,745
53 Technology Leadership High School	6,938	477	8,898	\$148,300	\$162,909			\$148,300
54 The Albuquerque Sign Language Academy				\$72,113	\$72,113			\$72,113
55 The GREAT Academy	6,171	422	7,912	\$90,007	\$135,633	22%	\$7,940	\$97,947
56 The Montessori Elementary School	19,565	797	24,434	\$484,873	\$322,082			\$322,082
57 The New America School	18,307	569	22,652	\$325,341	\$208,868			\$208,868
58 Tierra Adentro	12,318	583	15,481	\$252,944	\$215,593			\$215,593
59 21 <sup>st</sup> Century Public Academy	27,587	592	33,815	\$286,740	\$220,077			\$220,077
60 William W. & Josephine Dorn Charter	4,490	240	5,676	\$38,955	\$44,837			\$38,955
<b>Aztec Municipal Schools</b>								
61 Mosaic Academy Charter School (Gym)				\$9,000	\$134,512			
62 Mosaic Academy Charter School (Portables)	6,680	420	8,520	\$69,898	\$134,512			\$78,898
<b>Carlbad Municipal Schools</b>								
64 Jefferson Montessori Academy				\$174,866	\$174,866			\$174,866
<b>Cimarron Municipal Schools</b>								
66 Moreno Valley High	13,297	243	16,248	\$45,328	\$46,332			\$45,328
<b>Deming Public Schools</b>								
68 Deming Cesar Chavez Charter				\$134,512	\$117,698			\$117,698
<b>Española Public Schools</b>								
70 La Tierra Montessori School of the Arts and Sciences				\$54,926	\$54,926			\$54,926
71 McCurdy Charter	43,755	957	53,654	\$359,066	\$402,042	8%		\$359,066
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PSCOC Lease Assistance Awards FY20

School Facility	Eligible Classroom Net Square Footage	Eligible Direct Admin Net Square Footage	Total Eligible Square Footage with 20% Tare	Lease Payment for Eligible Square Footage with 20% Tare	Maximum Allowable Lease Assistance @ \$747.29/MEM	Percent Decrease from FY19	Additional Assistance for 15% Hold Harmless	Actual Lease Assistance Award
<b><i>Gallup-McKinley County Schools</i></b>								
DZII Dilloo School of Empowerment.								
Action and Perseverance Charter (DEAP)	1,986	209	2,633	\$33,883	\$29,144			\$29,144
Hozho Academy	6,951	356	8,768	\$127,458	\$102,379			\$102,379
Middle College High	4,258	293	5,462	\$27,786	\$71,366			\$27,786
Six Directions Indigenous School	11,099	251	13,619	\$109,459	\$50,068			\$50,068
<b><i>Jemez Valley Public Schools</i></b>								
San Diego Riverside Charter	11,323	292	13,938	\$44,967	\$70,619	16%	\$515	\$45,482
Waiatowa High Charter				\$33,628	\$33,628			\$33,628
<b><i>Las Cruces Public Schools</i></b>								
Alma d'arte Charter				\$108,731	\$108,731			\$108,731
J. Paul Taylor Academy				\$149,458	\$149,458			\$149,458
La Academia Dolores Huerta				\$89,675	\$89,675			\$89,675
Las Montanas Charter	14,126	397	17,427	\$176,420	\$122,929			\$122,929
Raices del Saber Xinachtli Com. School	2,910	240	3,780	\$44,284	\$44,837			\$44,284
The New America School - Las Cruces	14,695	455	18,180	\$295,469	\$152,074			\$152,074
<b><i>Moriarty-Edgewood Public Schools</i></b>								
Estancia Valley Classical Academy	40,403	980	49,660	\$776,683	\$413,625			\$413,625
<b><i>Questa Independent Schools</i></b>								
Red River Valley Charter					\$59,970			\$59,970
Roots & Wings Community School	2,817	225	3,650	\$34,949	\$37,365			\$34,949
<b><i>Rio Rancho Public Schools</i></b>								
Sandoval Academy of Bilingual Education	16,605	356	20,353	\$200,010	\$102,379			\$102,379
The ASK Academy	24,758	787	30,654	\$423,424	\$317,225			\$317,225
The ASK Academy (Sundt Rd.)	3,490	293	4,540	\$82,243	\$71,366			\$71,366
<b><i>Roswell Independent Schools</i></b>								
Sidney Gutierrez Middle School					\$49,321			\$49,321
<b><i>Santa Fe Public Schools</i></b>								
Monte de Sol Charter	23,357	671	28,834	\$231,094	\$259,683	6%		\$231,094
New Mexico School for the Arts	42,208	470	51,213	\$184,424	\$159,173			\$159,173
The Academy for Technology & the Classics	28,793	724	35,420	\$266,205	\$285,838	6%		\$266,205
The MASTERS Program	5,671	468	7,367	\$115,463	\$158,425			\$115,463
Tierra Encantada Charter	14,604	587	18,230	\$189,957	\$217,835			\$189,957
Turquoise Trail Charter (Elementary School)				\$349,732	\$949,732			\$349,732
Turquoise Trail Charter (Middle School)	2,366	225	3,109	\$20,447	\$37,365			\$20,447

PSCOC Lease Assistance Awards FY20

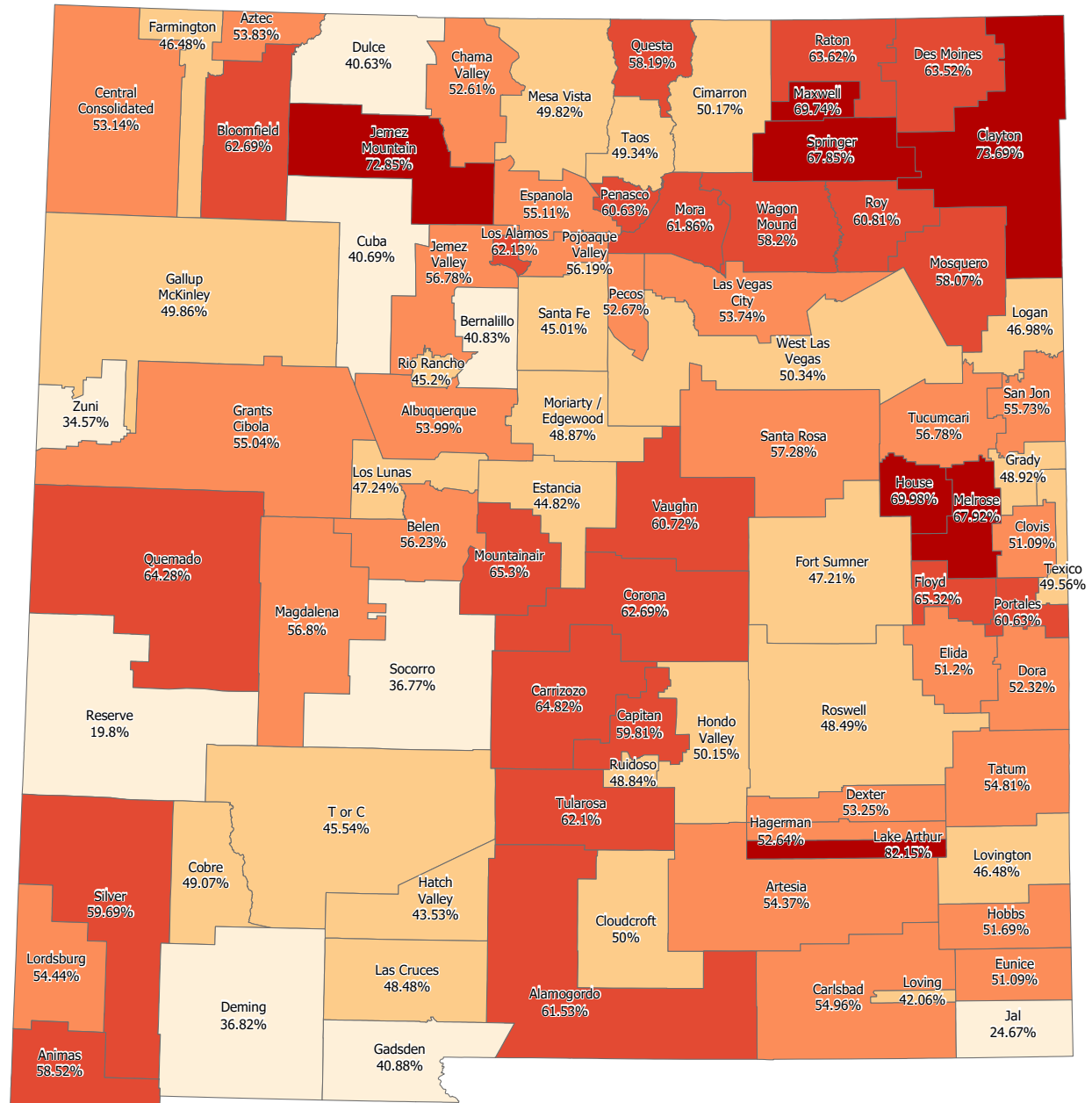
School Facility	Eligible Classroom Net Square Footage	Eligible Direct Admin Net Square Footage	Total Eligible Square Footage with 20% Tare	Lease Payment for Eligible Square Footage with 20% Tare	Maximum Allowable Lease Assistance @ \$747.29/MEM	Percent Decrease from FY19	Additional Assistance for 15% Hold Harmless	Actual Lease Assistance Award
<b>Silver Consolidated Schools</b>								
Aldo Leopold Charter (WNIMU)	3,792	276	4,882	\$52,410	\$62,772			\$52,410
Aldo Leopold Charter Middle School	5,393	265	6,789	\$45,624	\$57,168	15%		\$45,624
<b>Socorro Consolidated Schools</b>								
Cottonwood Valley Charter	11,172	405	13,892	\$138,976	\$127,039			\$127,039
<b>Taos Municipal Schools</b>								
Anansi Charter	13,082	440	16,227	\$175,216	\$144,601			\$144,601
Taos Academy Charter	23,641	476	28,940	\$192,650	\$162,162			\$162,162
Taos Integrated School of the Arts	8,801	403	11,045	\$168,534	\$125,918			\$125,918
Taos International Charter	16,031	351	19,658	\$234,751	\$100,137			\$100,137
Taos Municipal Charter	6,923	470	8,871	\$126,398	\$159,173	1.1%		\$126,398
Vista Grande High				\$69,872	\$69,872			\$69,872
<b>West Las Vegas Schools</b>								
Rio Gallinas Elementary/Middle School	13,034	254	15,945	\$35,633	\$51,563	6%		\$35,633
<b>102 Schools</b>	<b>1,301,440</b>	<b>43,887</b>	<b>1,614,392</b>	<b>\$20,679,229</b>	<b>\$18,535,968</b>	<b>Six &gt; 15%</b>	<b>\$87,394</b>	<b>\$16,210,974</b>
<b>Land Lease Awards</b>								
<b>Albuquerque Public Schools</b>								
The International School at Mesa del Sol								\$8,271
South Valley Preparatory								\$4,740
<b>Aztec Municipal Schools</b>								
Mosaic Academy Charter								\$4,463
<b>Gallup-McKinley County Schools</b>								
Chief Manulito Elementary School								\$79,692
David Skeet Elementary School								\$20,400
Ramah High								\$84,972
<b>Los Lunas Public Schools</b>								
School of Dreams Academy								\$13,680
<b>Seven Schools</b>								<b>\$216,218</b>

Source: PSFA

Shaded box indicates lease assistance award was based on this amount. PSCOC based 28 of its awards on eligible square footage plus 20 percent tare and the remaining 68 on maximum allowable lease assistance per MEM. Schools without square footage figures have lease contracts that default to a per-MEM lease assistance calculation.

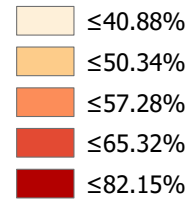
# Facility Condition Index

## District Average FCI as of 7/25/19



Statewide FCI Average - 52.27%

### Districts Average FCI - 7/25/19



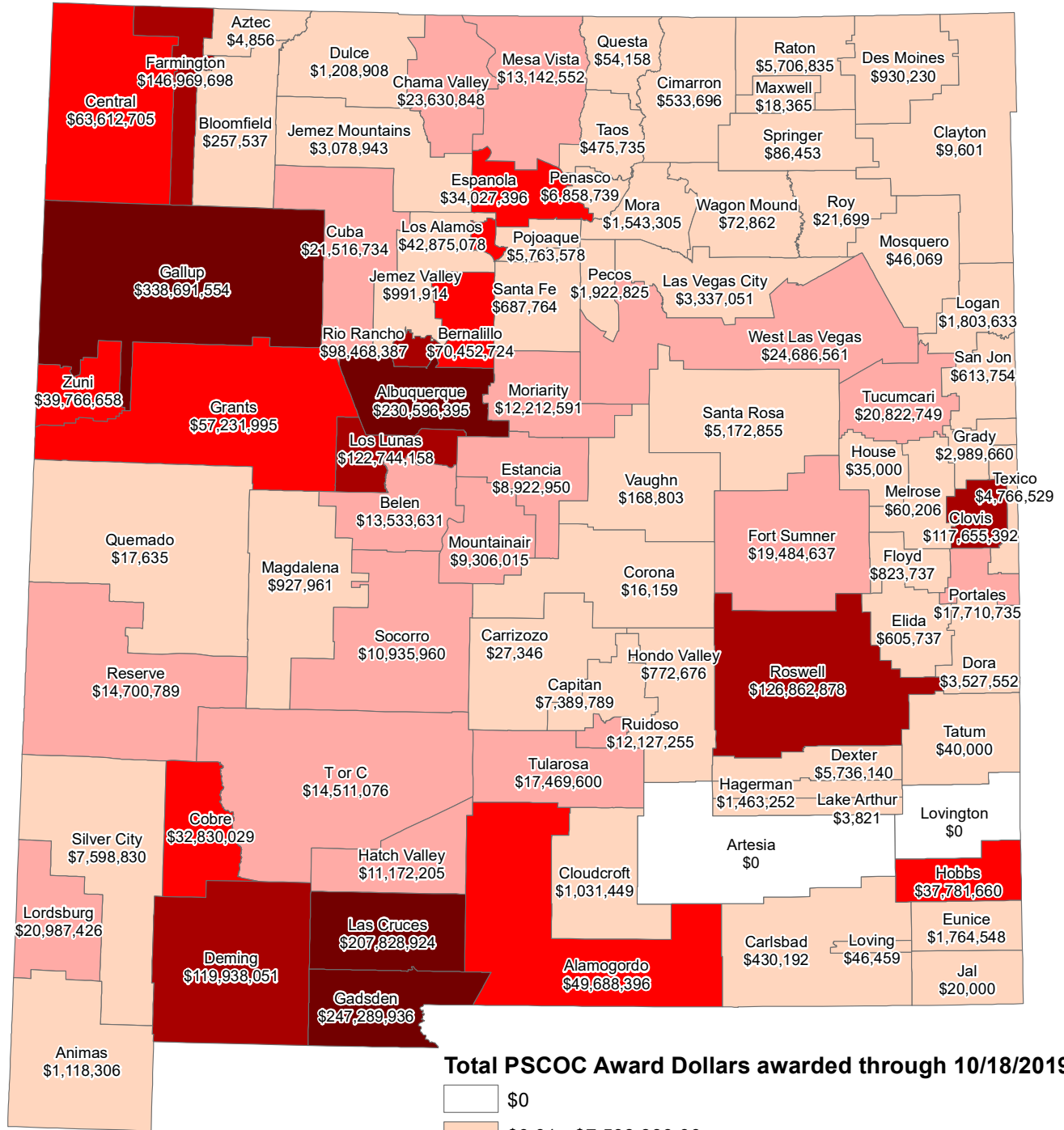
Created 7/25/19  
By AM PSFA  
Source: PSFA



# Total PSCOC Dollars



# Total PSCOC Dollars Awarded



State Total PSCOC Dollars Awarded  
\$2,554,769,480

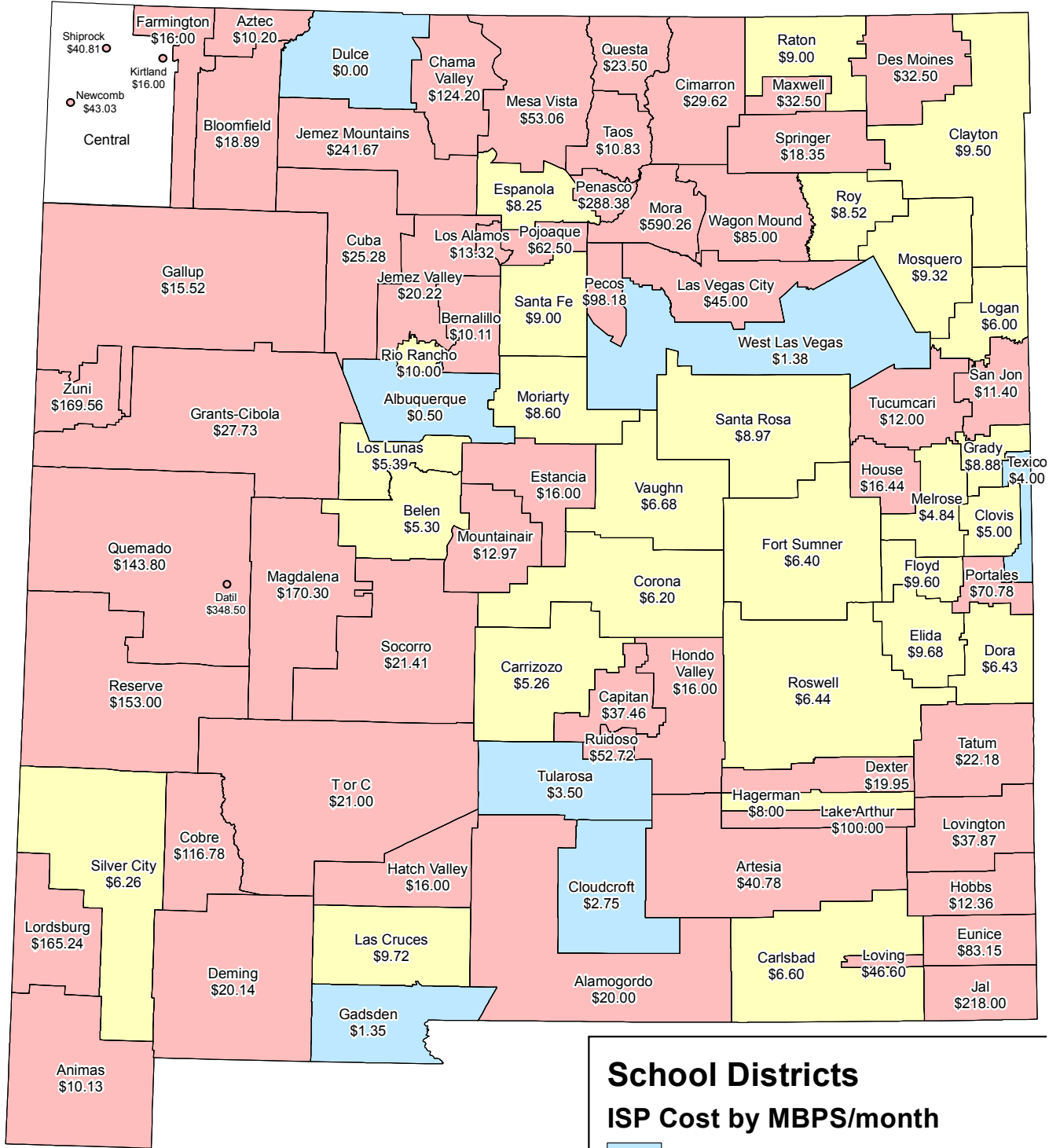
Total PSCOC Award Dollars awarded through 10/18/2015

- \$0
- \$0.01 - \$7,598,830.00
- \$7,598,830.01 - \$24,686,561.00
- \$24,686,561.01 - \$70,452,724.00
- \$70,452,724.01 - \$146,969,698.00
- \$146,969,698.01 - \$338,691,554.00

Created 10/21/19  
By AM PSFA  
Sources:PSFA



# ISP Cost by MBPS Per Month 2015



Created 12/28/15  
By AM PSFA  
Sources: PSFA & BDCP



