



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

Annual Report to the
Second Session of the Fifty-Sixth Legislature
and Data Reference Guide
January 2024

State of New Mexico
Legislative Education Study Committee

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January 2024
Fifty-Sixth Legislature, Second Session
State Capitol
Santa Fe, New Mexico

Dear Fellow Legislators:

It has been both an honor and a privilege to serve as the Chair of the Legislative Education Study Committee during this recent interim period. New Mexico stands out as a distinctive state, boasting a unique commitment to education through the establishment of an interim committee and dedicated staff solely focused on education research, policy, and budget. This distinctive approach places our legislature at the forefront of educational advancements, equipping us with the resources and insights necessary to shape policies that directly impact the state's educational landscape. The weight of this responsibility is not lost on me, nor on the dedicated members and staff who tirelessly contribute to the betterment of our educational system.

Within our tight-knit state, our constituents—students, families, and communities—expect of us clear, evidence-based decisions. Our school districts, too, expect us to work with them to make crucial financial and policy decisions so they may address the diverse needs of their students effectively.

This report serves as a comprehensive document, offering a detailed examination of the current state of New Mexico's educational system. It encapsulates the diligent efforts undertaken by the Legislative Education Study Committee, shedding light on the critical initiatives and policy formulations that have shaped our educational landscape during this interim. Furthermore, it serves as a guidepost, providing valuable insights into areas where continued efforts may be made. Our commitment is resolute—to tirelessly strive towards providing our students with a world-class education that they deserve. As we delve into the contents of this report, let it be a testament to our collective dedication to the pursuit of educational excellence and equity for all of New Mexico's students.

Pursuant to Section 2-10-3 NMSA 1978, and on behalf of the Legislative Education Study Committee, this report is provided to you in broad partnership.

Sincerely,

A handwritten signature in black ink, appearing to read "A. Andrés Romero".

Representative G. Andres Romero
Chairman

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Annual Report to the 56th New Mexico Legislature Second Session

January 2024

Published by
State of New Mexico
Legislative
Education Study
Committee

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As the impacts of the Covid-19 pandemic fade, the 2022-2023 school year provided increased stability for schools and districts across New Mexico. However, consequences remain, seen across numerous indicators. Chronic absenteeism persists, at 39 percent statewide. Student achievement in reading grew, impressively by 4 percentage points, but math slightly declined, and the state's graduation rate is stagnant. Stark opportunity gaps among student groups linger and educator vacancy rates increased. Superintendent turnover remains high, with only 23.6 percent (less than a quarter, or 21 of 89) superintendents in the state leading school districts for four years or longer. Student well-being remains a significant concern, with New Mexico last among all states in the *2023 KIDS COUNT Data Book*, published by the Annie E. Casey Foundation. Particularly concerning are disconnected youth, or young people between the ages 16 and 24, who are neither working nor in school, at 20 percent of the population's age group, per the Measure of America.

The New Mexico Public Education Department (PED) saw new leadership, again, with the fourth Secretary of Education since 2019 confirmed by the Legislature in January 2023. Despite new leadership, PED has yet to publish a finalized action plan that addresses the *Martinez-Yazzie* consolidated lawsuit. A draft action plan was published in May 2022, attempting to address the lawsuit that found the state failing to provide an adequate and uniform public education system to all students. The draft action plan, published a year and a half earlier, has had little follow up. And coherent, statewide data systems are still missing at a level policymakers and education leaders need to make informed, consistent, decisions.

Yet the Legislative Education Study Committee (LESC), leveraging national frameworks and strong commitment to long-term improvement, has provided the state and the Legislature with a roadmap to address the lawsuit and consequently transform public education in New Mexico. This vision, beyond simply a set of reform strategies, sets out to clarify the dynamics of systems within education, account for social science research and human relationships, and bridge national research with the context that are the varied communities of New Mexico.

LESC has set forward to fundamentally illuminate how education is inevitably linked with community well-being, including health, economic development, and civic participation, calling for legislative investments and policy that should be examined thusly. Of the ten voting members of LESC, all have been directly involved in education as current or past educators, administrators, school board members, or non-profit leaders in education service. This vision provides strong direction for the state. As the Legislature continues to commit more dollars to the education budget, LESC endeavors to do so wisely, with profound understanding that classroom educators, school leaders, student well-being, and school climate drive outcomes related to transformation and improvement. How and what the Legislature invests in, and how and what policies are enacted, must have clear, well-developed intent to translate into remarkable results.

LESC provides the Legislature with a vision for transforming education in New Mexico by setting forward four overarching areas by which the state can focus investments and continue to examine return on investment, improve systems dynamics, and ultimately, support legislators with skilled, adaptive policy and budget decisions.

Primary among these is a focus on the **Educator Ecosystem**, including:

- Identifying and investing in educator recruitment and retention strategies that work;
- Requiring and incentivizing rigorous educator preparation programs that support a diverse workforce;
- Strengthening and investing in excellent school and district leadership;
- Investing in professional development and establishing access to complex career ladders; and
- Clarifying expectations and investing in the pipeline for ancillary support staff.

Second among these is a focus on **Academic Design**, including:

- Investing in early literacy and strong mathematics education;
- Promoting and incentivizing secondary and middle school redesign;
- Investing in career and technical education and work-based learning aligned to economic development;
- Supporting culturally and linguistically responsive education and aligning investments to support New Mexico's education acts;
- Investing in a world-class bilingual and multilingual education system; and
- Requiring strong systems of intervention and support for struggling students and students with disabilities.

Third, LESC envisions **Whole Child Education** systemic supports including:

- Investing in social and emotional learning, both proactively and in response to trauma;
- Investing in at-risk supports such as targeted tutoring, extended time, and intervention programming;
- Promoting community school transformational models;
- Investing in fine and performing arts; and
- Investing in physical and health education.

Last, LESC emphasizes **Overarching Systems** through which all of the above manage to operate, including:

- Establishing and investing in a world-class data and accountability system that aligns across birth to career services, agencies, and programs;
- Understanding and improving the school funding formula to improve local governance and state stewardship;
- Improving and clarifying roles and responsibilities among school district and state governance; and
- Ensuring capital outlay, school buildings, school safety, school-based technology, and transportation are fundamentally supported.

Over the course of the 2023 interim session, LESC conducted four major studies that

involved extensive stakeholder outreach and engagement. Staff embarked on a report of the status of special education including facilitating community listening sessions, convening a working group to help inform a report to the committee, and leveraging district-level financial data to better understand how outcomes and investments might be better correlated. Staff also led a comprehensive review of the state equalization guarantee including statewide partners across several months, a study of the current transportation formula involving regional meetings, and a comprehensive review of the Attendance for Success Act involving site visits to nine school districts and one charter school. Other ongoing research includes a commitment in supporting the Legislature with a broad mathematics initiative, providing strong decision criteria informed by program evaluation of educator preparation programming, providing the Legislature with a data dashboard to evaluate a broad range of education metrics, and examining programs or initiatives that foster student and educator well-being and positive school climate.

This long-term planning and visioning by LESC represent an intentional and comprehensive approach to improving education. The LESC policy and budget proposals offered to the Legislature and state increase public transparency and offer long-term, consistent, critical improvement.

Each segment of the subsequent annual report will follow a structure that legislators can easily reference and New Mexico stakeholders can track:

- We provide a background of the topic, including holistic research aligned to the overall vision LESC sets forth to transform and improve education for New Mexico.
- We document what was specifically explored or studied about this topic during the interim, including links to publications spanning policy briefs, major reports, and memoranda that document the studies.
- Finally, we list the policy and budget considerations that arose from the interim and study for the committee.

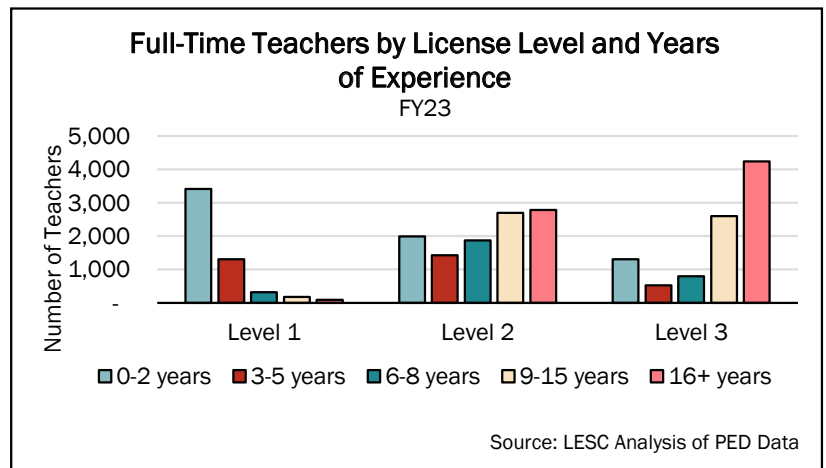
The final revenue estimate prepared by the legislative and executive economists in December of 2023 project another year of unprecedented growth, with \$13,047,800 billion expected in revenue, including \$3.48 billion in “new money” projected, less the FY24 recurring appropriations. This amount of projected funding provides both an opportunity and a challenge for the Legislature: use dollars wisely, and in alignment with a framework and long-term vision. With strong partnerships across the state, LESC has now provided New Mexico with this framework and vision. As a result, the state’s students, families, and communities stand to benefit from the leadership of the Legislature.

New Mexico continues to face challenges in recruiting and retaining high-quality teachers for every student. Quality teaching was a focus of the ruling in the *Martinez-Yazzie* education sufficiency lawsuit. Among several findings, the court ruled “highly effective teachers are key to improving proficiency and these teachers need to be allocated to schools that serve the most at-risk students.” The New Mexico Legislature and education leaders have placed increased focus on filling classroom vacancies while also increasing the quality of teachers in the classroom. Investing in quality teacher preparation and retention has been a particularly important objective to ensure teachers are both prepared and supported to meet the needs of the culturally and linguistically diverse students of New Mexico.

This section of the LESC Annual Report includes background information on strategies to recruit, prepare, and retain skilled educators, key data points about New Mexico’s educator workforce, a review of the LESC’s 2023 interim research agenda on the educator ecosystem, and policy considerations for the Legislature related to supporting the development of New Mexico’s educators.

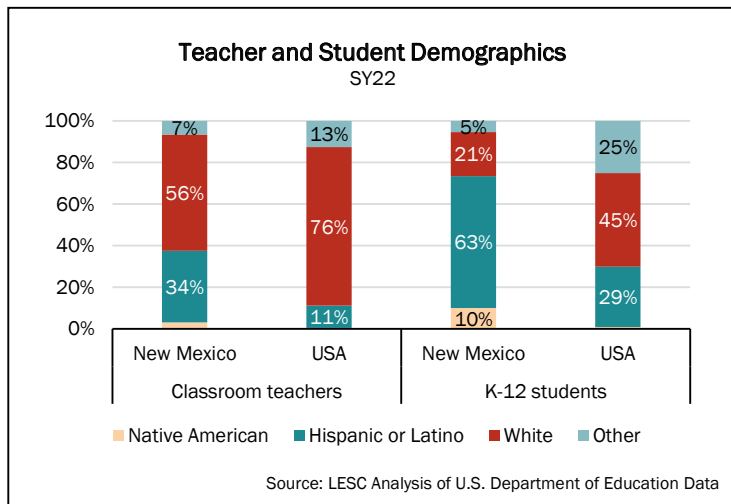
Background: Recruiting, Preparing, and Retaining Skilled Educators

A strong educator workforce is foundational to public education systems, yet reports indicate New Mexico faces challenges in staffing all schools with diverse, well-prepared educators who will also remain in the profession. Skillful educators with robust knowledge are the most important in-school influence on student learning, with the largest positive impact on the academic achievement of students of color and those from low-income families. This well-established [research](#) is especially important to consider in New Mexico, where U.S. Census [data](#) shows 77 percent of students are students of color and 23.5 percent of children live below the poverty line.



New Mexico’s Educator Workforce

Educator Experience and Education. Nearly 75 percent of New Mexico’s teachers hold a level 2 or level 3 license, and 42 percent hold master’s degrees. However, the distribution of teacher experience and education is not distributed equally across the state, with some students benefiting more than others. The number of teachers in the state with degrees from outside of the United States, or with no degree at all, increased from 1,565 educators in FY21 to 2,140 educators in FY23. Many international teachers hold J-1 visas, a type of exchange visa issued for specific programs such as teaching, which limits their length of service in the state.



Educator Diversity. [Nationally](#), more than half of the students in the United States are racially or ethnically diverse, compared with 76 percent of the teacher workforce who identify as white. New Mexico’s teacher workforce has similar gaps in representation. Statewide, 63 percent of students are Hispanic or Latino, while only 34 percent of the teacher workforce identifies as the same. Similarly, only 3 percent of the teacher workforce is Native American, while 10 percent of New Mexico students are Native American.

Workforce Reporting. Currently, there is no consistent report produced by a state agency that provides the data necessary to fully understand the complexity of New Mexico’s teacher workforce. While policymakers could

consider the requirement of an in-depth educator workforce report, the most cited report tracking teacher vacancy is currently the New Mexico Educator Vacancy Report produced by the Southwest Outreach Academic Research Evaluation and Policy Center (SOAR) at New Mexico State University.



Findings from this [report](#) estimate New Mexico had 751 teacher vacancies at the beginning of the 2023-2024 school year, a nine percent increase from the prior year. The teaching areas with the highest need were special education (268 vacancies) and elementary teachers (166). Educational assistants accounted for about one-third (482) of all educator vacancies reported. While often used, it should be noted these estimations are imprecise and are produced using a methodology reliant only on public job postings.

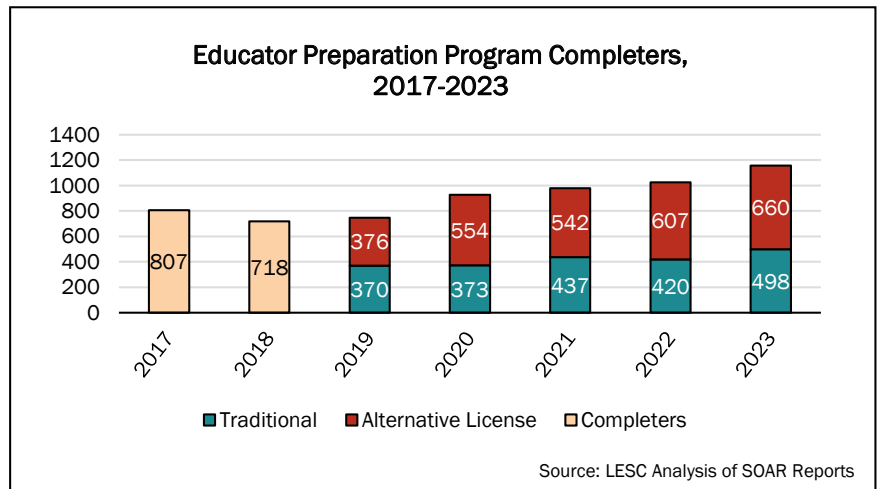
Educator Recruitment and Preparation

Staffing classrooms with a stable and well-prepared teaching workforce responsive to student needs is a top priority of policymakers in New Mexico and across the country. Historically, New Mexico has struggled to recruit classroom teachers, leaving many students without certified teachers. Currently, the demand for teachers is higher than the supply graduating from teacher preparation programs or relocating to New Mexico to teach. A large body of national research illuminates both the underlying challenges and potential policy solutions to recruit a high-quality teaching workforce. The challenges to teacher recruitment exist in teacher retention and include compensation, working conditions, and school leadership. The Learning Policy Institute, a national organization focused on independent, quality research to improve education policy and practice, [notes](#) teachers enter the profession for a variety of reasons, with economic considerations significantly contributing to their decision. Consequently, higher salaries can expand the number of people seeking to enter the teaching profession.

[Research](#) shows improving teacher retention begins with high-quality teacher preparation. Successful school systems in top-performing countries prepare teachers at prestigious research universities that are more selective and rigorous, and typically have longer student teaching experiences than those in the United States. In New Mexico, all educator preparation programs (EPPs) are authorized by the Public Education Department (PED). EPPs must report data to the Education and Administrative Reporting

Systems (EARS) through PED. The most recent EARS report was published in 2022 with SY21 data. The 2023 EARS report was not available at the time of publishing this annual report. EPPs also report data about admission requirements, enrollment, and program outcomes to the federal government.

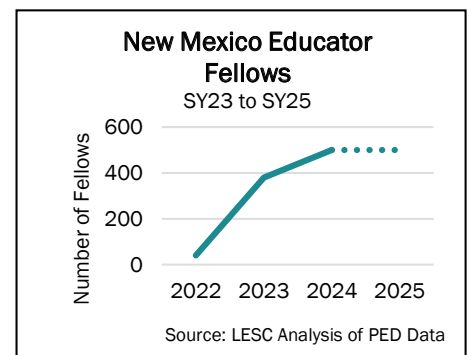
In recent years, the Legislature has implemented multiple strategies to improve the recruitment of high-quality teachers, including scholarships and student loan forgiveness for teachers, residency programs, and “grow-your-own” programs that recruit existing school staff or high school students into the teaching profession. These programs are high-retention pathways into the teaching profession, addressing not only the lack of qualified educators but also reducing the costs associated with high teacher turnover. Finally, these programs improve teacher workforce diversity, which research has shown improves student experiences and educational outcomes.



Local Recruitment. Grow-your-own programs provide students access to teachers who share their backgrounds by focusing recruitment efforts on local community members. Educators Rising, a program based at New Mexico State University, offers a teacher recruitment strategy at the high school level. Currently, 29 high schools and colleges host an Educators Rising chapter in the state, where students participate in teaching internships and competitions.

Enacted during the 2019 legislative session, the Grow Your Own Teachers Act created a scholarship program for educational assistants of up to \$6,000 per year for up to five years for education expenses needed to obtain a teaching license. Public schools that employ educational assistants are required to grant scholarship recipients professional leave for classes, exams, and practice teaching. Since the creation of the act, the Legislature has appropriated \$1.5 million to support this scholarship program.

Educator Fellows is a two-year program managed by the PED, which provides school districts and charter schools funding to compensate individuals pursuing a bachelor’s degree in education while they serve as teaching assistants in the district. The program aims to increase adult-to-student ratios in the classroom while increasing the supply of qualified educators in New Mexico. PED funded 492 fellows in FY24 through federal pandemic relief dollars. In FY25, PED is seeking \$23.5 million from the state for four years to support 500 fellows. LESC recommends an appropriation of \$30 million for teacher residency programs and the Educator Fellows program in FY25.



Financial Incentives. Offsetting the cost of teacher preparation can increase the number of candidates in the teacher pipeline. The Teacher Preparation Affordability Act provides need-based scholarships of up to \$6,000 per year for up to five years to pay for educational expenses in pursuit of a teaching license. In the 2023 legislative session,

the Legislature expanded the definition of eligible students to include teachers pursuing a graduate degree in education or related to their teaching specialty. In FY23, HED awarded 1,080 scholarships and expended \$3.7 million of the \$20 million appropriated. In FY24, the Legislature appropriated \$8 million for the program. FY24 recipients have not yet been selected.

The Loan Repayment Program supports licensed teachers who have already completed their degrees and are currently teaching. The program provides up to \$6,000 per year toward outstanding student loan debt for licensed teachers. In FY23, the Legislature appropriated \$2.5 million from the public education reform fund to fund future loan repayment awards.

Residency Programs. Educator residency programs bridge the in-classroom coursework of teacher preparation programs with meaningful, supervised, on-the-job training. The [National Center for Teacher Residencies](#), a national organization that conducts research and focuses specifically on teacher residencies, notes multiple studies of the teacher residency program model have shown teacher residencies are successful in reducing turnover, diversifying recruitment, and improving student outcomes.

PED RFA Goals for Principal, Counselor, and Social Worker Residency Pilot
Set the standard for year-long, high quality residencies
Create district grow-your own pipelines
Provide planning time for districts to hire qualified teachers to fill vacancies left by
Increase adult to student ratios in classrooms through additional leadership
Utilize a cohort structure
Train mentors, residents, and supervisors
Create a residency advisory group of local program and P-12 leaders
Create partnership agreements to engage in a PED residency community of practice
Collect qualitative and quantitative data

Source: PED RFA issued July 2023

During the 2022 legislative session, the Legislature expanded residency programs in New Mexico through significantly increased funding and statutory changes. For FY23, the Legislature appropriated \$15.5 million for the teacher residency fund, which funded 359 residents at eight educator preparation programs statewide. In FY24, the Legislature continued support for residencies and appropriated \$13 million for teacher residencies, which funded 245 residents, of which 92 percent completed their program. [Research](#) has shown residencies can be an effective means to diversify the teacher workforce. PED reports 66 percent of all residents identify as Black, Indigenous, or people of color. For FY25, LESC recommends appropriating \$30 million for teacher residency programs and the Educator Fellows program. The Legislature also appropriated \$2 million for a principal, counselor, and social worker residency pilot program in FY24. PED intends to fund year-long residencies for 20 to 40 principals, counselors, and social workers in FY25. LESC recommends an appropriation of \$2 million for these pilots in FY25.

Educational Assistants. The Legislature increased the statutory minimum salary for licensed educational assistants from \$12 thousand annually to \$25 thousand annually.

The General Appropriation Act (GAA) of 2023 appropriated \$14.5 million to the state equalization guarantee (SEG), the state’s public school funding formula, to fund the salary raises.

Educator Retention

Research Workforce Data System Best Practices. Efforts to build a high-quality educator workforce in New Mexico are hampered by

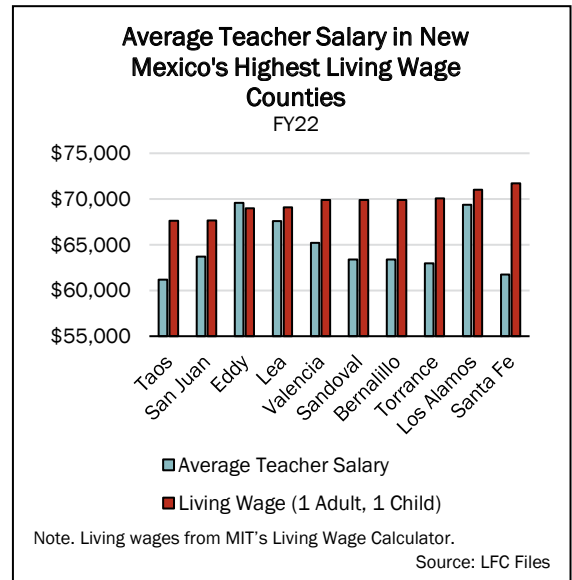
Residency Program Completers by Educator Preparation Program, SY23

Educator Preparation Program	Number of residents	Number of completers	Percentage
Central New Mexico Community College	25	25	100%
Eastern New Mexico University	17	14	82%
New Mexico Highlands University	62	59	95%
New Mexico State University	43	38	88%
Northern New Mexico College	11	10	91%
San Juan College	1	1	100%
University of New Mexico	59	53	90%
Western New Mexico University	27	26	96%
TOTAL	245	226	92%

Source: PED

attrition. While compensation commensurate with the professionalism and skills required of teachers is critical, many factors contribute to teacher turnover, including a lack of proper preparation and support. Teacher quality and retention can be improved through financial incentives, meaningful job-embedded professional development, and effective school leadership.

Educator Pay. The Legislature has made significant investments in teacher compensation. During the 2022 legislative session, the Legislature increased minimum teacher salaries to \$50 thousand for level 1 teachers, \$60 thousand for level 2 teachers, and \$70 thousand for level 3 teachers. This action brought New Mexico’s average teaching salary to the highest in the region, though below the national average. However, a 2023 LFC [analysis](#) found average teacher salaries in some of the state’s highest living wage counties were well below the living wage for one adult and one child. For FY25, LESC recommends establishing a minimum salary of \$30 thousand for all public school personnel at an estimated cost of \$24.7 million in FY25. LESC also recommends a recurring appropriation of \$3 million to ensure holders of 520 certificates—also known as Native American Language and Culture certificates and issued to teachers of Native American languages—are paid a salary at least equivalent to a level 1 teacher.



In the 2023 legislative session, the Legislature appropriated \$139.2 million from the general fund to the SEG to provide an average 5 percent salary increase to all public school personnel, however, the governor vetoed averaging language. School personnel also received a 1 percent supplemental salary increase to address inflation and health insurance premium increases. For FY25, LESC recommends an average salary increase of 6 percent for all public school personnel at an estimated cost of \$188.9 million from the general fund to the SEG.

In the 2023 session, the Legislature expanded eligibility requirements for generating National Board certification units in the public school funding formula to include all National Board-certified (NBCT) school employees. Prior to the legislation, only NBCT-certified classroom teachers were eligible.

Health Insurance Benefits. In New Mexico, the Public School Insurance Authority (NMPSIA) provides health insurance benefits to all public school employees except those in Albuquerque Public Schools. During the 2023 legislative session, the Legislature amended two sections of law to increase the minimum share of total health insurance premiums that school districts, charter schools, and other entities participating in group health insurance plans from NMPSIA are required to pay for employees making less than \$50 thousand annually. The increase brought school employee health insurance contributions into alignment with that of state employees.

Retirement Benefits. While strong investment returns helped the funding status of the state’s educational retirement plan, the plan continues to hold less in assets than is needed to pay all promised benefits. According to the Educational Retirement Board’s (ERB) most recent actuarial report, the pension fund holds \$15.5 billion as of June 2022—enough to fund all promised benefits through 2051. In 2021, the Legislature passed a bill to address the long-term funding challenges of the pension system, increasing employer contributions by 1 percentage point per year in FY22 and FY23, from 14.15 percent of salary in FY21 to

Legislative action in the 2023 session brought school employee health insurance contributions into alignment with that of state employees.

16.15 percent of salary in FY23. For FY23, the Legislature appropriated \$20 million to the Department of Finance and Administration to cover increased employer contributions to ERB for public schools, higher education, and other ERB-covered employers.

Professional Development and Collaboration. In New Mexico, professional learning is funded through state and federal funds. In addition to statewide professional learning initiatives, teachers participate in professional learning opportunities provided by their school and district. School districts and charter schools receive funding for teacher professional development through the SEG. While school districts and charter schools are required to submit a professional development plan to the department, the funding for professional development is discretionary, and it is unclear how districts utilize SEG appropriations intended for professional development. According to the Learning

Policy Institute, [professional development](#) is most effective when it is sustained, content-focused, supports collaboration and coaching, and offers opportunities for reflection and feedback. For FY25, LESC recommends increasing the recurring appropriation for teacher professional development from \$3 million to \$4 million.

During the 2023 session, the Legislature ensured minimum school calendar requirements allow space for professional work, including teacher collaboration, mentorship, and professional development. Elementary teachers may embed up to 60 hours of professional work time in the instructional workday, and secondary teachers may embed up to 30 hours.

PED introduced Advancement Program Level micro-credentials that will replace the professional development dossier as a pathway for teacher licensure advancement beginning in March 2024. Micro-credentials are competency-based online courses that align with the four domains of Elevate NM, the educator evaluation system. The Legislature appropriated \$1.1 million for micro-credential development in FY24. LESC recommends appropriating \$3 million in FY25 to fund PED’s learning management system, which hosts the micro-credential coursework, teacher and principal evaluation systems, curricula, and online classrooms.

**PED’s Advancement Program Level
Micro-Credentials**

Level I to Level II
Micro-credentials (\$60 per credential):
Classroom environment
Assessment literacy
Multi-layered systems of support
Culturally linguistically responsive instruction
Family engagement
Successful completion: pass all five required courses with a score of 85 percent or higher; and teach three school years with successful annual evaluations.
Level II to Level III
Micro-credentials (\$60 per credential):
2 required micro-credentials
2 micro-credentials of teacher's choice
Successful completion: pass all four courses with a score of 85 percent or higher; teach three school years on a level II license with successful annual evaluations; and earn a master's degree.

Source: PED

LESC could consider studying the implementation and outcomes of educator professional development opportunities, including PED’s new micro-credentials.

Principal Impact on Working Conditions. [Research](#) from the Wallace Foundation, a national, independent philanthropy focused on learning and education, concludes principals are second only to classroom instruction among in-school factors affecting student achievement. In addition, research from the U.S. Department of Education finds principals shape teachers’ professional experiences and impact teacher retention. During the 2023 session, the Legislature increased the principal responsibility factors, generating \$8 million in the SEG. For FY25, LESC recommends increasing the recurring appropriation for school leader professional development from \$5 million to \$6 million.

Research Agenda: Interim Research on Teacher and School Leader Recruitment, Preparation, and Retention

Given the significant impact of principals on student outcomes and teacher retention, LESC staff [studied](#) effective preparation, development, and evaluation of school leaders over the 2023 interim. The 2023 SOAR Educator Vacancy [Report](#) found an increase in educator vacancies from the prior year, with particularly high vacancies amongst teachers who serve some of the state's most at-risk students. LESC staff [reported](#) on teacher pay differentials as one mechanism to address these classroom shortages.

School Leadership

Effective school leadership holds significant potential for enhancing student outcomes and fostering excellence within educational institutions. National research from the [RAND Corporation](#) and [Wallace Foundation](#) finds a single high-quality leader in a school has the power to positively impact numerous teachers and students. Despite its demonstrated potential, enhancing the quality of school leadership faces challenges. In New Mexico, some of these challenges include limited school leadership workforce data, clinical preparation experiences that vary in length and rigor, and generic preparation pathways that do not specialize by administrator type.

Policy, Budget and Research Recommendations

Preparation. The costs of school leader attrition are high, including the expense of finding replacements, increased teacher turnover, deteriorating school climate, and declining student achievement. Recognizing the importance of school and district leadership, the Legislature appropriates funding to PED for school leader professional development.

In addition, the Legislature created a School Leadership Institute, piloted principal residencies through a \$2 million public education reform fund appropriation, and proposed legislation to develop a comprehensive plan to ensure a coherent statewide system of effective principal preparation. Moving forward, lawmakers can build on this work to strengthen school leader recruitment, preparation, and retention efforts while recognizing consistent and long-term investment will be key.

According to [national research](#), high-quality principal learning programs have common elements:

- Rigorous recruitment;
- Close school district-university partnerships;
- A cohort structure; and
- Focus on important content, including leading instruction, change management,

School Leadership Institute

During the 2010 legislative session, lawmakers created the School Leadership Institute to provide a comprehensive and cohesive framework for preparing, mentoring, and providing professional development for principals and superintendents in public schools. Section 21-1-44 NMSA 1978 establishes the Institute shall offer the following programs:

- Licensure preparation for aspiring principals;
- Mentoring for new principals and other public school leaders;
- Intensive support for principals at schools in need of improvement;
- Professional development for aspiring superintendents; and
- Mentoring for new superintendents.

The School Leadership Institute is attached to the Higher Education Department (HED) and requires HED to provide administrative services for the institute. In FY10, the Legislature appropriated \$200 thousand from the General Fund and the Wallace Foundation provided an additional \$210 thousand to establish the School Leadership Institute at the University of New Mexico. However, it appears the institution has not received additional state funding since the original appropriation and is no longer active. When originally founded, the School Leadership Institute received national praise for its innovative approach to principal and superintendent recruitment and retention.

developing people, shaping a positive school culture, and meeting the diverse needs of learners.

In New Mexico, six universities and the Cooperative Education Services offer educational leadership programs to prepare principals. Of the six universities, the University of New Mexico’s Alliance for Leading and Learning offers the clearest example of the close district-university partnership and cohort structure.

Principal Preparation Programs in New Mexico

Institution	Educational Leadership Program	FY23 Enrollment
New Mexico State University	Educational Leadership and Administration	50
University of New Mexico	Alliance for Leading and Learning	11
	POLLEN Program	10
	Online Program	15
Western New Mexico University	Educational Leadership	40
Eastern New Mexico University	Educational Administration	90
University of the Southwest	MSE Educational Leadership	9
New Mexico Highlands University	Education Leadership	52
Cooperative Educational Services	Administrator Leadership Development Program	115
STATEWIDE TOTALS		392

Source: New Mexico Principal Working Group

New Mexico’s school leader preparation programs do not include specialized pathways for different types of administrator positions. For example, preparation for superintendents and special education directors do not differ substantially from that of a future principal. National [research](#) indicates strong preparation for superintendents provides training for the responsibilities of the position, which differ substantially from that of a principal.

Professional Development. Similarly, the professional learning needs of teachers, principals, and district leaders are distinctly different, and the School Superintendents Association, a national professional community of school leaders, [notes](#) principals are unlikely to receive the supports they need as professional learning spaces often solely focus on teacher learning that is led by principals. Professional learning for district officials is often even less accessible.

During the 2023 legislative session, lawmakers included a \$5 million recurring appropriation to PED to fund school leader professional development, a \$2.5 million increase from the prior year.

Evaluation. New Mexico is reforming its principal evaluation system. In 2021, PED convened the New Mexico Principal Evaluation Task Force to review and, if necessary, recommend changes to the Highly Objective Uniform Statewide Standard of Evaluation for Principals and Assistant Principals, the principal evaluation system developed in 2010. After examining best practices, the task force made the following recommendations:

- **Purpose of the New Mexico principal evaluation system:** Emphasize leadership growth and development;
- **System components and processes:** Include supervisor-principal conferences, observations and feedback, professional learning, and staff and community input;
- **System inputs and evidence:** Allow for local adaptation, while retaining some core evaluation aspects across New Mexico’s diverse education system; and
- **Support for implementation:** Require professional learning for principals and principal supervisors and a centralized data system for capturing implementation fidelity and impact.

During the 2023-2024 school year, PED is piloting the new evaluation system built on the task force recommendations and aligned to New Mexico’s principal standards. LESC staff will evaluate how the evaluation system aligns with researched-backed practices and educator preparation programs. For FY25, LESC recommends a one-time

appropriation of \$3 million to fund PED’s learning management system, which hosts PED’s teacher and principal evaluation systems.

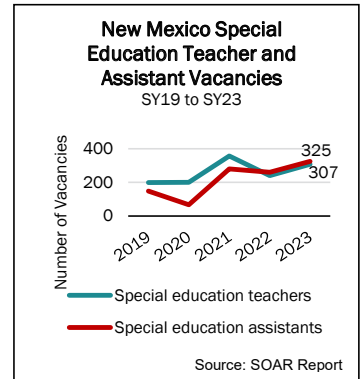
Long-term and continuous investments in school leadership are key to improving the health of New Mexico’s education system. To improve principal pipelines, lawmakers should consider funding targeted recruitment strategies, set rigorous leadership standards, fund principal residencies, establish a timely principal workforce data monitoring system, provide strong in-service professional learning opportunities for school leaders, and evaluate PED’s pilot of its new principal evaluation system.

Educator Differential Pay

[Research](#) has shown teachers are the most important school-related factor influencing student outcomes such as performance on reading and math assessments, the likelihood of on-time, high school graduation, and even distal outcomes such as college attendance, college completion, and future earnings.

The *Martinez-Yazzie* consolidated lawsuit ruled effective teachers are key to improving proficiency and “the weight of the evidence [in the lawsuit] leads to the conclusion that the quality of teaching for at-risk students is inadequate.” Two groups of at-risk students highlighted in the lawsuit, special education students and English learners, have consistently suffered from a lack of certified teachers, affecting the quality of education they receive.

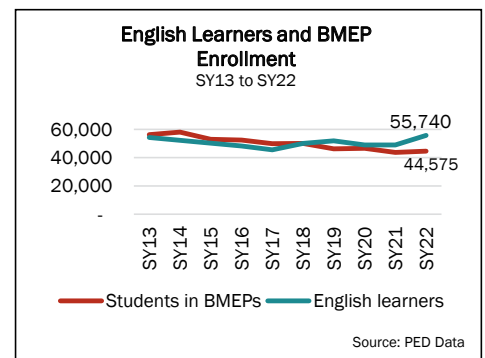
Special Education Teachers and Assistants. According to [SOAR](#), vacancies for special education teachers in New Mexico have been consistently high over the past five years, ranging from 199 in SY19 to 357 in SY21. In SY23, special education teachers had the highest number of shortages (268 vacancies) of all positions after special education assistants (325).



In SY23, 1,344 teachers with special education licenses had general education teaching assignments.

New Mexico’s special education staff shortages reflect national trends, with the National Center for Education Statistics [reporting](#) most schools felt understaffed in classroom aides (67 percent) and special education (63 percent) going into the 2024 school year. [Research](#) demonstrates special education teachers have higher turnover rates than any other teaching area, with turnover being five times higher in schools serving large populations of students of color.

In SY23, 1,344 special education licensed teachers had a general education teaching assignment in New Mexico, indicating an untapped resource in that state. The 2023 [SOAR report](#) gives reason to believe the supply of special education teachers may be gradually increasing. While the number of candidates admitted to special education licensure programs in 2023 (437) increased from the prior year, a greater portion (76 percent) were admitted to alternative licensure programs. Some research indicates alternatively licensed teachers have higher attrition rates than traditionally licensed teachers. To close special education vacancies, New Mexico should consider ways to create incentives for teachers already licensed in special education to teach in this licensure area. In addition, the state should continue to invest in highly effective special education teacher preparation pathways to continue growing the teacher pipeline.



In 2023, special education staffing needs were a common theme cited by stakeholders in LESC’s special education stakeholder listening sessions. Schools and districts [spoke](#) of shortages in qualified special education staff and insufficient

Top Teacher Stipend Areas of School Districts Surveyed by LESC Staff

Position	Number of districts	Stipend range
Bilingual teachers	12	\$300 - \$5,000
TESOL teachers	9	\$300 - \$3,000
Special education teachers	6	\$1,500 - \$5,000

Source: LESC staff 2023 survey of 30 large, medium, and small school districts

support, leading to burnout among special education teachers. [Contributors](#) to special education teacher attrition include working conditions, complex responsibilities, noninstructional demands, and insufficient support from administrators, colleagues, and assistants. [Several studies](#) indicate teachers who serve students with the most extensive needs, such as those with behavioral and emotional disorders, are significantly more likely to plan to leave the field of teaching than other special education teachers.

Bilingual Teachers. While the number of bilingual educator vacancies reported by SOAR has decreased in recent years (35 vacancies in SY23, down from 98 in SY21), the PED issued

170 waivers for teachers without a bilingual endorsement to teach in a bilingual multicultural education program (BMEP) in SY22. Other evidence also suggests the number of BMEPs in New Mexico may not be enough to meet student needs. The number of students served by BMEPs in New Mexico has decreased even as the number of English learners has increased. In SY13, 52 percent of English learners in the state were enrolled in a BMEP. By SY22, that proportion decreased to 38 percent. A 2022 Legislative Finance Committee (LFC) [evaluation](#) of BMEPs reported an inability to find or retain endorsed teachers as one reason schools chose not to offer BMEPs.

However, data suggests classroom shortages may not be caused by a shortage of bilingual endorsed teachers, but by these teachers choosing not to teach in bilingual programs. LFC’s 2022 [evaluation](#) of BMEPs reported 4,055 bilingual endorsed teachers in the state, of which only 20 percent taught in BMEP programs. [Research](#) suggests teachers leave bilingual classrooms due to “invisible work” that often goes unrecognized and unsupported—much like special education. Bilingual teachers report having insufficient materials in the language they teach, requiring translation of English resources and creation of original material.

Differential Pay for Recruitment and Retention. In New Mexico, tiered minimum salaries for all teaching positions are established through the School Personnel Act

(Section 22-10A NMSA 1978). From these tiered minimum salaries, school districts and charter schools create their own salary schedules, resulting in sometimes substantial variations in teacher compensation policies. Teacher salary differentials are an example of this variation. A 2023 LESC survey of 30 large, medium, and small school districts in New Mexico found districts were most likely to offer stipends for bilingual-endorsed teachers (15 districts), Teaching English to Speakers of Other Languages (TESOL) endorsed teachers (9 districts), and special

Estimated Stipend Costs

FY25

	Estimated FTE	Proposed stipend amount	Estimated total cost (in thousands)
Special education teachers serving level C and D students	2,040	\$10,000	\$20,400.0
Special education assistants serving level C and D students	2,231	\$4,000	\$8,924.0
Bilingual teachers in BMEPs	633	\$10,000	\$6,330.0
TOTAL	4,904		\$35,654.0

Note. Only special education teachers and assistants serving students with extensive to maximum special education needs are included in the estimate.

education teachers (9 districts). This variation could result in inequities for teachers and students.

Existing research suggests stipends can be effective mechanisms for recruitment and retention of teachers in hard-to-staff settings when stipend amounts are recurring, sufficiently large, and accompanied by work condition improvements. Most notably,

a 2023 causal [study](#) published by the American Institutes for Research found Hawaii’s implementation of annual stipends for special education (\$10 thousand) and Hawaiian language immersion program teachers (\$8,000) significantly reduced the proportion of special education teaching positions vacant or filled by an unlicensed teacher by an estimated 35 percent, or 4 percentage points. The sizable stipends could be combined with an additional stipend for teaching in a hard-to-staff school, ranging from \$3,000 to \$8,000. Researchers found the impact was primarily driven by general education teachers moving into special education teaching positions and was largest in hard-to-staff schools. This is of particular interest to New Mexico, given current data that shows 1,344 teachers licensed in special education, but teaching in general education.

Given the effectiveness of teacher differential pay as a recruitment and retention mechanism, the Legislature could consider funding stipends for special education teachers and assistants who serve students with extensive and maximum special education needs, and bilingual teachers. A stipend of 15 percent of estimated FY24 salaries would be \$10 thousand for special education and bilingual teachers and \$4,000 for special education assistants. In total, implementation of stipends at this amount would cost the state an estimated \$35.7 million in FY25.

[Research](#) suggests stipends of this magnitude would effectively motivate special education licensed teachers, and bilingual-endorsed teachers, to teach in their licensure areas. Although research is mixed, the stipends could also increase the number of teacher candidates pursuing special education licensure and improve special education teacher retention.

Policy Considerations

The *Martinez-Yazzie* consolidated lawsuit ruled effective teachers are key to improving proficiency and “the weight of the evidence [in the lawsuit] leads to the conclusion that the quality of teaching for at-risk students is inadequate.” The following policy considerations include recommendations for the Legislature to consider and areas for LESC staff to research to address these court findings.

Develop a data-informed approach to address New Mexico’s educator workforce needs. NMSU’s Southwest Outreach Academic Research Center (SOAR) is the state’s sole mechanism for quantifying teacher demand. Although the report provides important information to stakeholders, difficulty collecting important metrics for quantifying educator demand results in data limitations. PED should collect and report timely and detailed staffing data that considers student enrollment, student-teacher ratios, school district surveys of hard-to-staff positions, licensure data, retirement trends, and long-term substitute positions. A statewide data system that provides granular, timely, and publicly reported information on educator supply and demand would allow the state to establish targets for educator supply and strategically direct pipeline investments.

Evaluate the effectiveness of the state’s educator preparation programs. The Legislature appropriated \$27.5 million to educator preparation initiatives for FY24. LESC should consider evaluating New Mexico’s educator preparation programs, including establishing metrics of effectiveness. Such an evaluation should consider which elements of evidence-based preparation all programs in the state should be required to contain.

Evaluate the efficacy of New Mexico’s investments in educator preparation clinical experiences. The Legislature’s investments in FY24 educator preparation initiatives included appropriations for teacher residency programs (\$13 million), paid student

teaching (\$6.5 million), and a pilot residency program for principals, counselors and social workers (\$2 million). For FY25, LESC recommends \$30 million for teacher residencies and educator fellows. The Educator Fellows program was previously funded by PED through federal pandemic relief funds. LESC also recommends an appropriation of \$2 million for principal, counselor, and social worker residency pilots, as well as \$6 million for paid student teaching. In the 2021 legislative session, amendments were made to require all special education alternative licensure teaching candidates to complete a 15-week apprenticeship while completing related coursework (Section 22-10A-8 NMSA 1978). LESC should consider evaluating the implementation and outcomes of these different pathways to determine their efficacy and how to target further investments.

Study mechanisms to improve educator recruitment and retention. To address persistent teacher shortages, LESC staff will continue to research mechanisms to improve educator recruitment and retention in New Mexico. For FY25, LESC staff recommend the Legislature consider funding differential stipends for bilingual teachers teaching in state-approved bilingual and multicultural education programs and special education teachers and assistants who serve students with extensive to maximum special education needs. In the next interim, LESC staff will examine innovative approaches to staffing and professional advancement opportunities for staff, including positions not currently included in the three-tier salary model. LESC could consider evaluating the outcomes of district-implemented teacher and principal mentorship programs.

Evaluate the effectiveness of New Mexico's teacher evaluation system for teachers and principals. Since moving to the Elevate NM evaluation system, PED has not tracked evaluation data or reported a metric for evaluating teacher quality at a statewide level. However, PED aims to compile this data by 2024. LESC could consider evaluating the effectiveness of the evaluation system.

Establish requirements grounded in evidence-based practices for school leader preparation. The New Mexico Association of Colleges for Teacher Education established a Principal Preparation Task Force in May 2023, which has recommended enacting evidence-based requirements for school leader preparation in statute, including a year-long paid residency. Other recommendations include administratively moving the School Leadership Institute from HED to PED to streamline and bolster PED's existing work in this area and updating the education administration licensure code to differentiate preparation for principals and district leaders.

Increase the effectiveness of school boards. The National School Board Association finds school districts show higher student performance when school boards engage in effective practices, such as monitoring student achievement through data. During the interim, LESC staff will examine ways to strengthen the effectiveness of school boards in New Mexico.

In the contemporary education landscape, today's students must be prepared for an increasingly complex society. Amid this complexity, it is vital that youth develop high-quality, foundational academic knowledge, while also leveraging skill development in problem solving and critical thinking, so they may become lifelong, adaptable learners. These demands have also generated the need for a more comprehensive definition and understanding of student success to guide today's learners.

Student success today is ultimately about multifaceted achievement that includes the attainment of academic performance, educational objectives, and learning outcomes, but that also reflects the evolving focus on future readiness and underscores the significance of integrating applied knowledge with higher-order skills. Successful students are not only academically adept, but also demonstrate resilience and persistence, interpersonal skills, emotional and social wellbeing, active engagement in learning, and a readiness for future opportunities. This comprehensive understanding of student success recognizes the complex role of education—and educational systems—in fostering not only knowledge acquisition, but additional learning and skill development that leads to well-rounded youth that are ready for a variety of future endeavors.

Connecting education and training to workforce needs—and ensuring learners have access to experiences that develop academic, social, and civic readiness—is also an economic imperative. Forces such as globalization and technological advancement have transformed the labor market and economy, increased the value and importance of modernized secondary and postsecondary education, and placed new demands on our country's education system to prepare learners for a rapidly changing world of work.

This section of the LESC Annual Report includes background information and data on student success initiatives, a review of the 2023 LESC interim research agenda on student success, and finally, policy and budget recommendations for the legislature to consider.

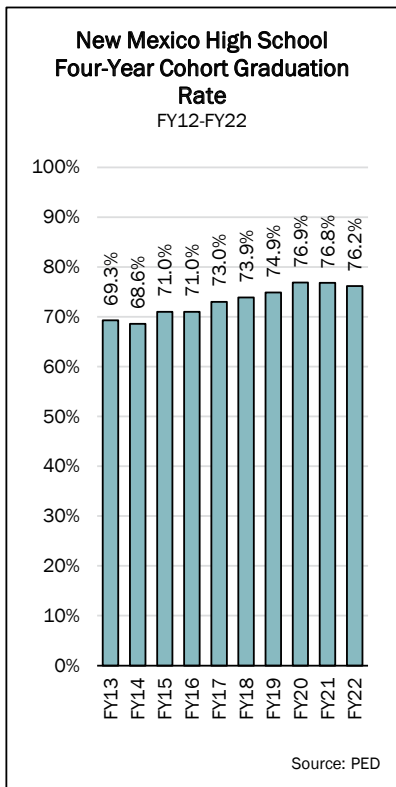
Background: Student Success

College, Career, and Civic Readiness Overview

What is College and Career Readiness?

College and career readiness are often thought of hand in hand, but as noted in a 2018 [report](#) from Jobs for the Future, a national nonprofit that studies education and economic opportunity, “College and career readiness require many, but not all, of the same skills [and] both are essential for equity.”

College readiness is often thought of as the ability for students to succeed in entry-level postsecondary coursework and move into an academic major or program of study. *Career readiness* is the ability for students to enter directly into the workforce, not just for entry-level work, but for long-term career success. It includes the ability

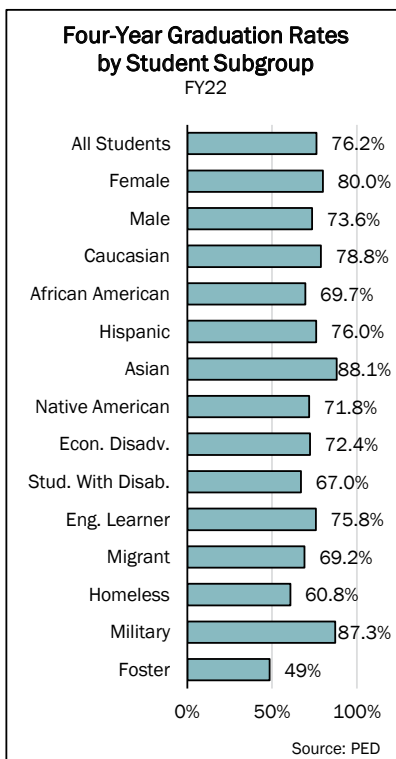


to find, maintain, and advance in an occupation, which is made possible by developing communication, critical thinking, and time management skills, emotional intelligence, and other related skills. While distinct, college and career readiness are deeply intertwined, and *both* are necessary for student success. Additionally, LESC’s work in recent years has added civic readiness to this conversation. *Civic readiness* reflects the ability to engage fully in civic life and the importance of well-rounded development in addition to academic preparedness and readiness to enter the workforce. When combined, this view of college, career, and civic readiness more fully reflects a modern view of student success.

As part of fostering college, career, and civic readiness across New Mexico, an understanding of current data points around graduation rates, higher education enrollment, dual credit and Advanced Placement participation, and youth engagement is included below.

Current Data Points

Graduation Rates. New Mexico’s graduation rate for the four-year cohort of 2022 students—or those students who have graduated in four school years by the end of the 2022 school year—is 76.2 percent, slightly decreasing from the 2021 four-year cohort graduation rate of 76.8 percent, and ultimately, reflects stagnancy in graduation rates.



While New Mexico has steadily improved its graduation rate for students over the past decade, after reaching a low of 63 percent in FY10, meaningful differences across student groups continue to persist, and the state continues to hover around a 76 percent graduation rate. For example, the 2022 four-year cohort graduation rate for female students is 80 percent compared with 73 percent for male students. Some of the lowest graduation rates also continue to persist for students named in the *Martinez-Yazzie* consolidated lawsuit, or for those who experience other challenging life circumstances such as housing insecurity. Graduation rates for the 2022 four-year cohort were at 67 percent for students with disabilities, 72 percent for Native American students, 72 percent for economically disadvantaged students, 76 percent for English learners, 61 percent for students experiencing homelessness, and 49 percent for students in foster care. Improvements overall have not resulted in similar outcomes for all students.

Higher Education Enrollment. [Data](#) from the Higher Education Department (HED) shows that as of fall 2022, just over 69 thousand students enrolled as full-time equivalent students (with 60,496 of these enrolling as undergraduate students and 8,847 enrolling as graduate students). This is an increase from fall 2021 enrollments of just over 67 thousand students.

Dual Credit and Dual Enrollment. The Public Education Department (PED) and HED reported in the [Dual Credit Annual Report](#) for 2021-2022 school year, 16,500 unique students enrolled in dual credit courses, taking a combined total of 42,279 dual credit courses. The number of students taking dual credit courses is nearly the same as the 2020-2021 school year during which 16,587 students took a combined total of 44,402 dual credit courses. While comparable to the most recent year, dual credit enrollment in the 2019-2020 school year, prior to pandemic interruptions, was at 21,757 students taking a total of 54,166 dual credit courses. This indicates that while dual credit enrollment has been steady in the last couple of years, it has not reached pre-pandemic enrollment or course-taking numbers yet.

Advanced Placement. The College Board, a nonprofit organization that creates and offers Advanced Placement (AP) exams nationally, reported 10,243 students in New Mexico participated in AP exams in the 2022–2023 school year. Among those students, 16,181 AP exams were taken, with 6,449 exams—or 39.9 percent—garnering a score of three or higher (up to a score of five). In New Mexico, postsecondary institutions award college credit for AP exams with scores only above three, making it a crucial score cutoff for AP exams to translate to college credit for students.

Youth Disengagement, Labor Participation, and Opportunity Youth. School disengagement is a critical education issue with long-term consequences for youth. Data from the 2019 New Mexico Youth Risk and Resiliency [Survey](#) revealed 23.4 percent of high school students reported feeling disengaged from school. Further, national [research](#) published in 2022 shows 19.6 percent of youth—or 47,900 young adults—in New Mexico are entirely disconnected, meaning youth between the ages of 16 and 24 who are neither in school or working.

School Redesign Overview

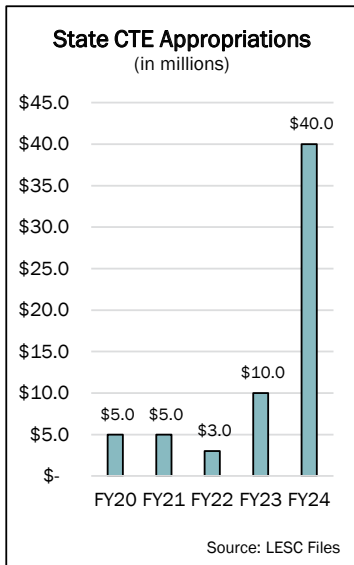
To foster student success, schools must become places responsive to the needs of today’s students to produce the college, career, and civic readiness desired by New Mexico’s youth, families, and communities. Well-designed schools and school systems offer engaging environments that foster learning, critical thinking, and personal development. Research also shows by tailoring educational spaces and methods to the needs of adolescents, we can enhance their academic performance, social interactions, and overall wellbeing, thus preparing them for the demands of higher education, diverse career paths, and active civic engagement.

In recent years, the LESC has focused on investments in career and technical education (CTE) and school redesign options to modernize academic environments.

Investments in Career and Technical Education

State Funding for Career Technical Education (CTE). During the 2023 legislative session, the Legislature appropriated \$40 million, via the General Appropriation Act (GAA) of 2023, to PED to support CTE initiatives. This appropriation ultimately supported the NextGen CTE pilot project (a seven-year pilot created by the Legislature in 2019), Innovation Zones (a PED-created initiative to innovate secondary schools), work-based learning, and related college and career readiness initiatives:

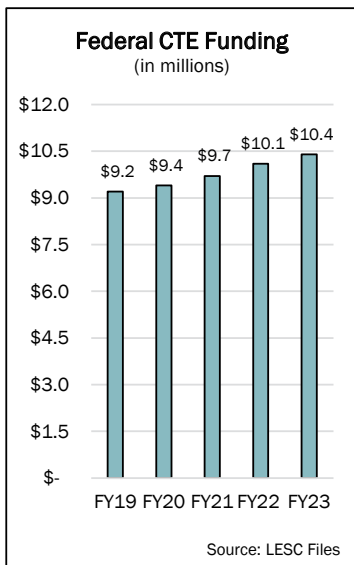
- A total of \$14.4 million was used to support the NextGen CTE pilot project with \$13 million in awards to 99 local education agencies (LEAs), and \$1.4 million in awards to seven Bureau of Indian Education funded schools. Prior to the creation of the NextGen CTE pilot project, there was no dedicated funding stream for CTE initiatives in New Mexico. Additionally, during the 2023 legislative session, Chapter 65 (House Bill 198), amended existing law to allow schools funded by the federal Bureau of Indian Education to access funds appropriated to the NextGen CTE pilot project.
- \$11.4 million was used to support Innovation Zones, with 47 schools (across 44 LEAs) receiving awards.
- \$8 million was used to support work-based learning.
- The remaining \$6.2 million was used for a wide range of additional CTE and college and career readiness initiatives including contracting with REC9, career technical student organization supports, staff and bureau support at PED, training, dashboards, and technical assistance.



Federal Funding. In addition to state investments, New Mexico also receives federal funding for CTE. The primary source of federal funding for CTE is the Carl D. Perkins Career and Technical Act (widely known as Perkins V, or Perkins). Perkins V is a federal education program that invests in secondary and postsecondary CTE programs nationwide. Perkins funds are distributed via a federal statutory formula that stipulates grants to LEAs and institutions of higher education. PED administers Perkins funding for both secondary and postsecondary institutions in New Mexico.

New Mexico received \$10.4 million in Perkins funding for FY24. The total funding is split between both secondary and postsecondary institutions. Federal law directs 85 percent of funding to be distributed via local formula funds directly to secondary (high school) and postsecondary (college) institutions, 10 percent may be spent on state leadership, and 5 percent may be spent on state administration.

Data reported by the U.S. Department of Education’s [Perkins Collaborative Resource Network](#) shows all funding has been allocated to date, with \$8.9 million being distributed to secondary and postsecondary institutions, a little over \$1 million spent on state leadership, and \$520 thousand spent on state administration.



Student Attendance Overview

Being present at school is crucial in fostering student success. When students are not directly in learning environments, it’s nearly impossible for them to benefit from the range of state and local initiatives designed to foster student learning and growth.

Current State of Chronic Absence

Chronic absenteeism is defined in New Mexico state law as missing 10 percent or more of classes or school days for any reason—whether excused or unexcused. Missing 10 percent of school equates to missing two school days every month, or 18 days (more than three full weeks) over a 180-day school year.

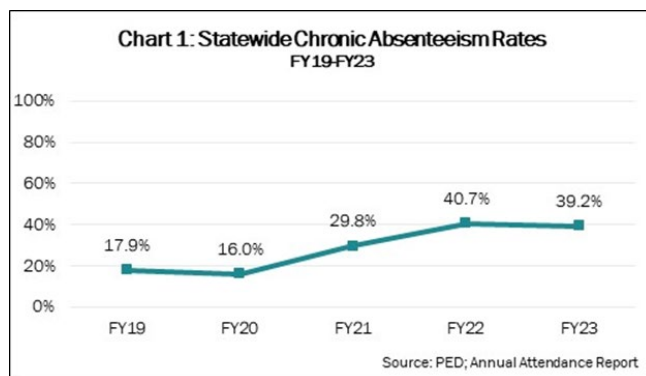
New Mexico has seen its chronic absence rates soar in the last few years. As shown by [data](#) from PED, the state saw an alarming nearly 40 percent chronic absenteeism rate for the 2022-2023 school year. This is a slight drop from a 40.7 percent chronic absenteeism rate for the 2021-2022 school year. While many states are struggling to see attendance rates return to pre-pandemic numbers, New Mexico is among the states with highest chronic absence rates.

Statewide Literacy Initiatives

Early Literacy Legislative Investments

Historically, literacy has been defined as the ability to read and write. Today, more expanded definitions are used with literacy conceptualized as not only reading and writing, but also listening, speaking, and the ability to both evaluate and communicate through a wide range of sources. These more comprehensive definitions of literacy, however, are not possible without an early foundation in reading and comprehension skills at the start of a child’s academic education. Without a strong foundation in literacy skills, children often fall behind.

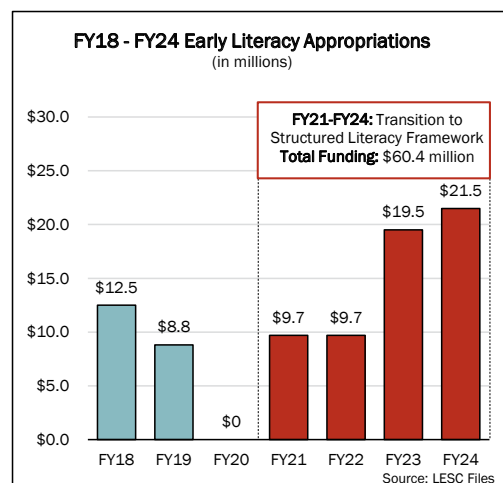
Transition to Structured Literacy. In 2019, New Mexico passed a state law requiring several changes in how the state provides literacy instruction including expansion of professional development, student screening, and development of literacy plans at the school district and charter school level. Prior to 2019, PED used a reading program called Reads to Lead. In 2019, the then secretary-designate of the department indicated the state had not seen results from this initiative and did not request funding to continue the program. Subsequently, there was no funding for early literacy initiatives at PED for FY20. At the beginning of the 2020–2021 school year, PED launched a statewide literacy initiative: Structured Literacy New Mexico. Since the transition to this initiative for literacy instruction, the Legislature has allocated \$60.4 million in funding to support structured literacy in FY21 to FY24.



The 2023 GAA allocated a total of \$21.5 million early literacy and reading support (with \$8 million of this flowing directly to school districts and charter schools through the state equalization guarantee, also known as the SEG, the state’s public school funding formula).

Statewide Literacy Initiative and Educator Preparation Programs.

In addition to state funding, an October 2023 memo issued by PED also ordered all educator preparation programs (EPPs) in New Mexico to adopt and implement English language arts and teaching of reading core curriculum requirements that align with the science of reading and structured literacy. As PED has the statutory authority to approve EPP curricula and programs at two- and four-year higher education institutions, this memo represents a significant shift in ensuring teacher preparation aligns with the state’s approach to literacy instruction. While significant investment has been made in supporting training for current teachers, one point of contention in recent years is whether or not EPP programs are providing learning that aligns with this shift—the mandate from PED may help to address the need for learning that aligns with a structured literacy approach while future educators are still in preparation programs rather than needing re-training once they have already entered the profession.



Status of Science Instruction

Another key focus in student success has been equitable access to science, technology, engineering, arts, and mathematics (STEAM) learning. While a longer discussion of efforts to support mathematics instruction is included in the Whole Child section of this report, this section includes an update on science education.

Science Achievement Information. Data from summative spring 2023 assessments shows a proficiency rate of 33 percent among all students. This is steady with a 33 percent proficiency rate also found for summative spring 2022 assessment results.

STEAM Legislative Funding. During the 2023 legislative session, the GAA included \$3.1 million for STEAM initiatives. Currently, this funding is being used to support the Math and Science Bureau at PED, and historically, to contract with regional educational cooperatives for math and science support. The LESC budget recommendation for FY25 includes an increase in STEAM funding to \$8 million in recognition of the need to support mathematics and science initiatives.

Math and Science Advisory Council. The Math and Science Advisory Council (MSAC) is a statutorily created advisory council to the Math and Science Bureau at PED. MSAC includes 12 members, appointed by the PED secretary, who serve for staggered terms of four years. As discussed in the Whole Child section of this report, LESC staff has worked to develop partnerships with MSAC during the 2023 interim. MSAC publishes an annual report with recommendations about math and science education. Its [most recent report](#), released in 2022, included information about achievement gaps in science education and made three recommendations: 1) Create, implement, and fund an elementary science specialist endorsement; 2) Require all elementary students to engage in at least five hours of a week of high-quality, phenomena-based science instruction; and 3) Foster formal relationships between information science education organizations and the PED.

Outdoor Learning at the Math and Science Bureau. Also appropriated during the 2023 legislative session was \$250 thousand for outdoor classroom initiatives. The Outdoor Learning Initiative was created after legislation sponsored during the 2022 legislative session included support for “outdoor learning program funding,” which was then incorporated into the GAA of 2022. Outdoor learning initiatives are housed in the Math and Science Bureau at PED. So far, funding has been used to support positions of outdoor learning specialists and to make awards directly to local education agencies. In the 2023-2024 school year, PED reports seven schools and districts received funding related to outdoor learning. For FY25, LESC recommends a continued \$250 thousand appropriation for outdoor classroom initiatives.

Computer Science Access and Participation. [Data](#) from Code.org, a national nonprofit specializing in computer science, shows about half of New Mexico schools currently have access to foundational computer science courses. Code.org also reports 3 percent of high school students took a foundational computer science course during the 2022-2023 school year.

Computer Science Strategic Plan. PED has also developed a [New Mexico Computer Science Strategic Plan](#), published in 2021, which has specified goals related to policy, district and charter school implementation, and educator recruitment and professional learning. The plan sets out goals from 2021-2026 and includes information about expected timelines, collaborators, and progress on specified goals.

Research Agenda: Student Success

During the 2023 interim, the [LESC research agenda](#) items on student success included a policy review of school attendance, research on secondary school engagement and redesign, the first year of a two-year focus on defining student success metrics, and a study of high school start times. As part of this work, LESC staff completed relevant research, met with education partners statewide, prepared several briefs and reports, and presented at hearings, often including additional local and national experts in education research and policy. The following section will include an overview of committee hearings and actions about each of these research agenda items.

School Attendance

Attendance Discussion

As LESC staff presented during the 2023 interim, school attendance is a vital component in ensuring the promise of New Mexico’s public education system. Consistent school

attendance is intrinsically linked to student wellbeing and academic success. When students attend school regularly, they leverage the opportunity to engage meaningfully with courses and curriculum, interact with educators and peers, and actively participate in classroom activities. This ongoing and iterative interaction helps students grasp and retain essential knowledge and skills that lead to improved academic outcomes.

Conversely, chronic absenteeism—defined in New Mexico state law as missing 10 percent or more of classes or school days for any reason, whether excused or unexcused—disrupts this educational process, leaving gaps in learning and hindering the development of critical academic, social, and emotional skills. The body of research on attendance consistently finds students who are chronically absent experience numerous adverse impacts. Chronic absenteeism is [associated](#) with lower achievement throughout a student’s academic life: a lack of initial school readiness, falling behind in early literacy and numeracy in elementary grades, greater grade level retention, failing middle school courses, and a lack of engagement in crucial high school years. High levels of chronic absenteeism have also been associated with long-term consequences: higher dropout rates and limited access to better job opportunities, as well as higher education.

As noted previously in this section, New Mexico has seen its chronic absence rates soar in the last few school years. Given the focus on attendance, the subject was discussed primarily in two hearings during the 2023 interim:

- June 2023 – [Attendance: A Landscape Review](#)
- November 2023 – [School Attendance and Chronic Absence: A Review of Statute, School Experiences, and Considerations](#)

At the June hearing, LESC staff presented a hearing [brief](#) that included statewide data about the current status of attendance and chronic absence. At the November hearing, LESC staff presented a [final report](#) of a 2023 interim study on school attendance. This hearing included representatives from the PED and school leaders that participated in case study visits. In between these hearings, LESC staff engaged in a robust study on attendance, rooted in concerns about rising chronic absence rates and a need to understand the depth of attendance challenges. This research included a review of how the 2019 Attendance for Success Act (AFSA) is being implemented and how the law supports student attendance. To this end, LESC staff designed a research study on attendance focused on the following three components:

- A review of the AFSA and a crosswalk of strategies, requirements, and policy options as compared with research- and evidence-based attendance practices.
- A data review of statewide attendance plans and analysis of strategies being used in practice and compared with the AFSA.
- Site visits with 10 local education agencies statewide to produce case studies examining attendance practices in select school districts and charter schools.

Findings from the Attendance Study

In this attendance [study](#), LESC staff found strong evidence that there is increasing compliance with the AFSA, including tiered intervention approaches, increased data tracking of attendance and absence rates, and increased use of data to drive attendance interventions. However, LESC staff also found data collections is just stabilizing now and what may be missing is more community-driven and localized approaches to meaningfully engage families in the school environment, a key component in research on what works to intervene with attendance issues.

Student Success Research Agenda: Secondary School Redesign

School Redesign Discussion

The LESC included also included secondary school redesign and engagement as a research topic for the 2023 and 2024 interims because of two primary drivers: a lack of student engagement and a lack of readiness as students finish their 12th grade education. Low rates of engagement and the related, potentially resulting, gaps in readiness are a potent combination of evidence that for far too many students, the school system is simply not working.

A Lack of Engagement. Research shows that student engagement drops sharply as students get older—by the time students reach 12th grade, [survey](#) results show a mere 34 percent are engaged in school. School engagement peaks in fifth grade, when 74 percent of students report being engaged, but then declines, dropping a bit more each year as students move up through grade levels—sixth graders start their secondary school journey with about two-thirds (67 percent) being engaged but by 12th grade, this erodes to just about a third (34 percent) of students being engaged in school (34 percent). Students are also missing a lot of school. Current data shows about 40 percent of students in New Mexico are chronically absent.

A Lack of Readiness. Complicating this, students are often failing to leave high school ready for what comes next. This is evident in several data points: high rates of remediation if students do attend postsecondary schooling, low student achievement rates, a lack of preparedness for available jobs, a lack of access to career pathways while in school, and low graduation rates. Among each of these data points, there are also gaps in how different student groups are doing.

Both a lack of engagement and readiness are also evident in high rates of disconnection. In a 2022 [report](#) published by Measure of America, a nonprofit, nonpartisan initiative of the Social Science Research Council, New Mexico was found to have the highest rate of youth disconnection—with 19.6 percent of teens and young adults ages 16 to 24 who are neither in school nor working.

Secondary school redesign, and its many related components, was discussed in numerous hearings during the 2023 interim:

- [June 2023](#) – Community Colleges and Career Technical Education: A Conversation with Presidents
- July 2023 – [High School Math: Options for Engagement and Student Success](#)
- July 2023 – [Dual Credit Design and Update](#)
- July 2023 – [School Counselors](#) Supporting Student Success
- September 2023 – Conversations on Middle School Redesign and the Clovis Sixth Grade Academy
- October 2023 – [Secondary Schools that Work: Redesigning for Student Success](#)
- October 2023 – Tour of Carlsbad High School Career Academies

Secondary School Redesign Framework. A [review](#) of approaches, school models, design choices, and frameworks that lead to meaningful student experiences reveals several common threads. In many of the schools that are working to address engagement and genuinely rethink the student experience, the school day has taken a departure from traditional structures such as the lecture format, what counts as learning (and where learning happens), and the six to seven period day with core academic courses,

a handful of electives, and time spent on campus all day.

In its place, young people may instead show up to schools that look and function much more like workplaces with dynamic experiences, schedules, and even buildings—some students are even spending part of their day in workplaces.

There are innovative schools across the country, and in New Mexico. In thinking about the components of innovative school practices the National Association of State Boards of Education (NASBE), a nonpartisan, nonprofit organization focused on support state education board members, offers one framework that policymakers may consider as “[building blocks](#)” needed to rethink high schools, although these may also apply to middle schools. In its recent High Schools That Matter series, NASBE notes a need for the following:

- Learner outcomes that clearly articulate an expanded vision for student success;
- Well-defined, specific competencies to guide teaching and learning;
- Powerful learning experiences inside and outside of the classroom that align with those desired outcomes and competencies;
- Richer models of assessment rooted in a competency-based framework, which students, parents, and educators can use to accelerate learning;
- New kinds of transcripts that codify and clarify for postsecondary schools and employers what young people know and can do;
- Support for aspiring and incumbent teachers to help them fill new roles; and
- Designs for schools that are not tethered to minutes in chairs or preparation for an economy that no longer exists, but on developing the knowledge and skills young people need for success in this century.

School Redesign Findings

School redesign has been a significant conversation for years, perhaps decades. Despite this, many initiatives and investments have been made in a way that lacks a guiding framework and approach to fully scale, understand the impact of, and support widespread innovation so all of New Mexico’s young people may have a chance to benefit from these changes. A unified approach and framework could bolster these efforts, provide quality benchmarks, and allow the state to understand what provides the most impact to students. Recommendations about specific components of a unifying framework are included in the policy and budget considerations part of this section.

Additional School Redesign Topics. In addition to the primary conversation about school redesign, LESC staff also provided information about [dual credit](#), a [brief on best practices in high school](#) mathematics, and a framework for understanding required courses in high school years.

Student Success Metrics

Student Success Metrics Discussion

The LESC included efforts to define student success metrics in its current research agenda in response to the *Martinez-Yazzie* consolidated lawsuit ruling, which found New Mexico is not sufficiently preparing all students for college and career despite the state not having an operationalized and standardized measure of college, career, and civic readiness.

Current Status and Findings

LESC staff began work on student success metrics by conducting a literature review related to success metrics, beginning to inventory current data collected in New Mexico, and gathering state level examples of student success metrics currently used across the country. In October 2023, LESG staff also began work on a two-year, data intensive fellowship program with the Strategic Data Project at Harvard University. This fellowship will offer significant support for LESG staff in its work on student success metrics and will run through spring 2025.

High School Start Times

High School Start Times Discussion

House Memorial 56 (HM56), passed during the 2023 legislative session, requested the LESG to work with high school students, PED, and staff from school districts and charter schools to study high school start times and make a recommendation on a statutory high school start time. The memorial also requests the LESG to publish a [report](#) of its research and recommendations by December 31, 2023. LESG staff included this item in its research agenda and also held the following hearing to discuss this issue:

- December 2023 – High School Start Times: [A Review of Research](#) and Recommendations

High School Start Times Findings

LESC staff, in strong partnership with a LESG intern that is a current high school student, researched the topic of high school start times during the summer of 2023. This included a review of national and local research and documentation of high school start times across the state. Research completed suggests that later school start times can better support the sleep needs of teenage students and some cities and states have begun to mandate later school start times to support adolescent sleep needs. While changing school start times to later hours can create difficulties in transportation schedules, athletic schedules, and overall logistical operations for schools, it may be worthwhile for the state to consider the positive benefits associated with later high school start times.

Further Hearings Related to Student Success

In addition to the research agenda items noted above, the LESG heard several additional presentations related to student success. These included the following hearings:

- September 2023 – [Biliteracy and the Science of Reading](#)
- September 2023 – Arts Academy at Bella Vista
- October 2023 – STEM+ Education Research Institute, New Mexico State University
- November 2023 – Developments in the Science of Reading: Exploring Local and National Models to Support Literacy Outcomes for All Students.
- December 2023 – STEM Innovation Network

Budget and Policy Considerations: Student Success

This final section includes policy and budget considerations related to the LESC's research agenda on student success.

Budget Considerations

The LESC budget recommendation invests in supports for student success initiatives by recommending \$30 million in funding for CTE initiatives, \$15 million for work-based learning and innovation zones, \$15 million in funding for attendance success initiatives, \$8 million in funding to support the Science, Technology, Engineering, Arts, and Math (STEAM) initiative, \$1.25 million to support Advanced Placement test fee waivers and training, \$14 million for early literacy and reading support, and \$750 thousand to support the GRADS program, which provides teen parent interventions. In addition, the LESC budget recommendation includes \$30 million for education innovations.

Policy and Research Considerations

Policy Considerations

Policy considerations related to student success are centered on two main ideas:

1. Strengthening school attendance initiatives by building greater workforce capacity with a focus on attendance, strengthening attendance teams, and continuing evaluation of attendance initiatives given data collection processes included in the state's current attendance statutory requirements.
2. Considering a statutory framework to support school redesign, modernize high school graduation requirements, and strengthen continued financial investments in CTE and other experiential learning experiences.

A longer discussion of each of these considerations is also included below.

Discussion of Attendance Initiatives. A study of the AFSA, attendance data and chronic absenteeism patterns, and in-depth visits with case study sites has helped to build a more comprehensive understanding of how the AFSA has been implemented, the root causes of attendance challenges, and the complexity inherent to addressing what causes students to miss school. In greater detail, the Legislature could consider the following actions to support school attendance:

- **Building school capacity to focus on attendance by considering investments in positions that can dedicate time to attendance.** While all of the LEAs that participated in case studies—as well as additional stakeholders statewide—expressed the importance of roles focused specifically on attendance issues within schools, there is inconsistency in if that should be a specific title or function and exactly how to tie funding to the role. The Legislature could consider a methodology to fund attendance roles that potentially includes factors such as chronic absence rate, student membership, or district size to determine funding specifically tied to workforce roles that support school attendance.
- **Strengthening and clarifying membership of attendance teams** and expected responsibilities. Research points to a teamed approach being of high value to adequately address student attendance, however schools and districts may need guidance on team membership, including aligning with provisions of the AFSA that allow for community membership.

- **Supporting ongoing data gathering and evaluation** in alignment with the data collection being improved by the AFSA. Alongside data monitoring and evaluation, **consider ways to improve data sharing among agencies** when schools and districts need interventions on attendance from additional state agencies or community partners.
- **Blending attendance plans** in more meaningfully with other school and strategic plans created by schools and districts to allow for comprehensive plans that get beyond compliance and result in meaningful, community-driven, and tailored strategies to support school attendance.
- **Consider state approaches to a more robust incentives-based structure**, which shows promise in emerging evidence. This may include low-cost incentives but could also increase to high impact incentives such as tax breaks or other financial benefits for families that get their kids to school.
- **Investing in a comprehensive, statewide counseling strategy** to adequately address student mental health and other non-school barriers to attendance.

Secondary School Redesign and Experiential Learning. To attend to components of schooling needed in middle and high school years, LESC staff found that a statutory framework to blend legislative investments into a comprehensive approach could help provide greater alignment and cohesion. Such a framework could include the following:

- **Modernizing graduation requirements** to provide both a strong academic foundation and allow students opportunities to explore interests and develop skills in robust ways. *Note:* During the 2023 legislative session, the Legislature passed House Bill 126 (HB126), a bill designed to modernize high school graduation requirements, although the measure was ultimately vetoed. The bill would have incorporated practices such as allowing PED-approved work-based learning and CTE courses to count toward graduation requirements, the development of graduate profiles, and a strengthening of Next Step Plans to bolster students' career, education, and personal goals.
- Supporting the **development of a quality education, career, and personal goal plan for each student.** Sound advising in middle and high school years is pivotal for students to understand the options available to them after they finish their education. While New Mexico requires the development of a "Next Step Plan" in state law, these plans could be bolstered by pairing them with initiatives such as graduate profiles.
- **Completing an in-depth study of the structure, funding, and student outcomes in middle school years.** Middle school is a pivotal time for student success and also a time at which student outcomes around school achievement, attendance, and school engagement begin to decline. A comprehensive study of how middle schools are structured and funded could allow lawmakers additional insight into effective policy and budget decisions needed to bolster student success at a critical time in a student's educational experience.
- **Defining a statewide, comprehensive approach to school counseling and advising** and investment in this segment of the workforce.
- **Sustaining funding** over multiple years to allow for longer term strategic planning often required in multi-year school redesign efforts.
- **Developing statewide measures of student success** and an approach to engage not just school communities, but families, in understanding how students are progressing toward these measures.

- **Creating additional flexibility with what counts as learning time and where learning can happen.** As secondary schools modernize, access to activities such as work-based learning, internships, and other hands-on learning experiences can increase student engagement and in turn, improve academic achievement and high school graduation rates.
- **Investing in infrastructure,** capacity building, and access to modern CTE, and other experiential learning, options.

Areas for Continued Study

As the LESC continues its research agenda on projects that will take more than one interim to complete, LESC staff will be continuing efforts to develop student success metrics and better understand the impact of state investments on producing desired student outcomes. Additionally, LESC staff plan to engage in further study of specific factors causing school attendance issues and evaluation of attendance strategies in use across New Mexico.

As students and schools continue to recover from the Covid-19 pandemic, it is more important than ever that schools meet the academic, social, and emotional needs of all students. As the [Learning Policy Institute](#), a national nonprofit research organization focused on research and evidence-based policies to improve student outcomes, explains, a whole child approach to education is built on research that recognizes the connections between students' social, emotional, cognitive, and academic development, as well as their physical and mental health. As New Mexico's students and schools continue to adjust to a new normal, it is important to consider recent [research](#) that shows brain development is shaped by consistent, supportive relationships and that when it comes to policymaking decisions, learning is social, emotional, and academic in nature.

This section of the LESC Annual Report includes background information that defines whole child education, a review of key topics related to whole child education (special education, mathematics, and early childhood), a review of the LESC's 2023 interim work related to whole child education, and finally, policy recommendations for the Legislature to consider.

Background: The Whole Child Approach to Education in New Mexico

Implementing evidence-based whole child strategies, such as relationship-centered learning environments, and shifting to a systematic approach to policymaking to support every child has far-reaching implications for the education system. For students to thrive academically, we must ensure all students have access to safe and welcoming learning environments and experiences in and out of school.

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A Holistic Approach to Education

Recent developments in neuroscience and the learning sciences offer a few key lessons on how to best support student learning. [Research](#) suggests schools should create positive school climates that center strong relationships and community; integrate social and emotional learning (SEL) that fosters skills, habits, and mindsets which enable academic progress; provide instructional strategies that support self-efficacy and self-directed learning; and provide individualized supports that respond to student needs. The New Mexico Legislature has already begun to respond to this research by codifying school-based health clinics into law through Senate Bill 397 in the 2023 legislative session and significantly increasing appropriations for early childhood education since FY12, but opportunities remain.

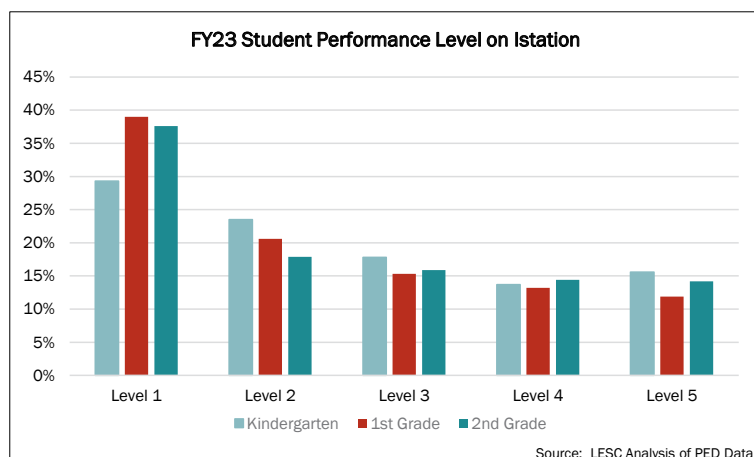
Measuring Whole Child Learning

While academic assessment results are only one measure of student learning, New Mexico's assessment scores may point to the need for system redesign to ensure schools serve all students. New Mexico has historically reported low academic assessment scores. According to the most recent National Assessment of Educational Progress (NAEP) assessment in 2022, New Mexico was ranked at the bottom of all states in reading

and math. In addition, New Mexico has had persistent achievement gaps between economically disadvantaged students, English learners, Native American students, and special education students as identified in the consolidated *Martinez-Yazzie* lawsuit. This section will provide a brief overview of special education, early childhood, and math data; please see the **Annual Reports' Assessment Section** for more details.

Math. New Mexico must address achievement gaps and overall student proficiency in mathematics in response to the *Martinez-Yazzie* lawsuit and to ensure all students are prepared for college, career, and civic life. Mathematics is a crucial subject area—it not only opens doors to learning opportunity and professional pathways, but as noted by the National Council of Teachers of Mathematics, it also helps people to understand and critique the world, and experience joy, wonder, and beauty. However, according to the most recent statewide summative assessment results available from the 2022-2023 school year, 24 percent of all students are proficient in math, compared with 19 percent of economically disadvantaged students, 10 percent of English learners, and 8 percent of students with disabilities.

Early Childhood. The New Mexico Legislature has invested in structured literacy training and curriculum as a key strategy to increase student proficiency and close achievement gaps in English language arts (ELA). In FY23, overall student proficiency in ELA on the NM-MSSA increased by 4 points from FY22, from 34 percent to 38 percent. This is a significant improvement, but it is important to continue to monitor student performance, particularly in the early grades, and in third grade—when students switch from learning to read to reading to learn.



New Mexico uses Istation as an early reading assessment in kindergarten through second grade to assess student performance and help teachers modify their instruction and interventions with low-performing students. Istation has five performance levels, and levels four and five are considered proficient. As you can see from the graph to the right showing FY23 student performance levels on Istation, less than a third of kindergarten through second grade students are testing as proficient on Istation (29 percent in kindergarten, 25 percent in first grade, 29 percent in second grade).

Special Education. Chronic disparities in opportunity have led to low educational outcomes for special education students and achievement gaps between special education student subgroups. Approximately 16.5 percent, or just over 50 thousand, students in New Mexico were identified as needing special education services in the 2022-2023 school year, higher than the last reported national rate of 14.5 percent in the 2020-2021 school year. The latest data from the 2022-2023 school year shows only 12 percent of special education students were proficient in ELA, and 8 percent were proficient in math. Additionally, nearly a third of special education students did not graduate from high school on time in 2021. Students with disabilities are twice as likely to receive an out-of-school suspension (13 percent) as students without disabilities (6 percent).

Research Agenda: Connecting the Dots to Whole Child Wellbeing

In the LESC research agenda, early childhood, educational standards, special education, family and community engagement, SEL, out-of-school time programs, school choice, and fine arts fall within the whole child topic area. During the 2023 interim LESC staff focused within the whole child topic area on special education, mathematics, and socio-emotional wellbeing and will continue to do so during the 2024 interim.

Special Education

The consolidated *Martinez-Yazzie* lawsuit found the state failed to meet its constitutional obligation to provide an adequate, sufficient education to special education students, as well as economically disadvantaged students, English learners, and Native American students. While the Legislature has made significant investments to address the court's findings, few of these initiatives have significantly addressed special education students. As explained in June 2023's Special Education Update [brief](#), low educational outcomes for special education students, as well as feedback from families and advocates, have raised a series of concerns related to the services available for students with disabilities in New Mexico.

Restraint and Seclusion Working Group

LESC staff is part of the [Senate Memorial 68 \(SM68\)](#) task force to address restraint and seclusion techniques in New Mexico public schools; although SM68 died in the 2023 Legislative Session, the Developmental Disabilities Council is committed to this work and convened the task force in September 2023. The SM68 working group is meeting monthly, with established goals for each meeting, leading up to discussing findings, conclusions, and recommendations at its May 9, 2024 meeting. The final report will be provided to LESC and other committees by June 30, 2024.

Special Education Stakeholder Engagement. LESC [facilitated](#) nine stakeholder listening sessions statewide from June to August 2023 to provide stakeholders with an opportunity to share feedback and suggestions about special education services in New Mexico. Participants were encouraged to share their opinions and stories to supplement their responses while remaining community and solutions-oriented. As outlined in September 2023's Special Education Stakeholder Listening Sessions [report](#), the purpose of the listening sessions was to provide the opportunity for stakeholders to express opinions, share ideas, and tell their stories, but also to use what was heard as a starting place for the special education stakeholder working group. The special education stakeholder working group met from September to November 2023 to provide feedback on policy proposals that emerged from the listening sessions, to ensure these proposals reflect both research and community voice. As noted in December 2023's report, the stakeholder engagement process revealed the need for LESC to continue to research special education and present policy considerations over a longer period; in response to stakeholder request, LESC staff will develop a five-year plan to study special education and recommend incremental, coordinated policy proposals in response to both research and stakeholder input.

Social and Emotional Wellbeing

Research shows education that fosters SEL improves academic achievement, and teachers in all academic areas can effectively teach SEL. The Social Emotional Learning Alliance for the United States [defines SEL](#) as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to develop health identities, manage emotions, and achieve personal and collective goals, feel and show empathy for diverse others, establish and maintain a range of supportive relationships, and make responsible and caring decisions. The Collaborative for Academic, Social, and Emotional Learning (CASEL) further defines these skills, which CASEL calls the five core SEL competencies, as self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. CASEL notes it

is important schools implement these strategies in ways meaningful to student's local contexts. We know educational environments that recognize students' cultural assets and foster social and emotional wellbeing lead to improvements in academics, but [research](#) also shows the economic value of SEL: on average, for every \$1 invested in SEL programming, there is a return of \$11.

In the 2023 interim, LESC staff studied the value of SEL in building positive school climates, as well as establishing discipline policies that promote SEL. At LESC's November 2023 meeting, LESC staff [presented](#) on positive mental and behavioral health supports. According to researchers, schools that adopt harsh discipline policies and zero-tolerance suspension and expulsion threaten the academic success of all students, including students who have never been suspended. Students become more at risk of social, structural, and academic difficulties, losing educational opportunities and dropping out. In the long term, students are at risk of the school-to-prison pipeline contributing to increased public expenses and lost economic self-sufficiency in life. Research has shown when children lack supportive environments and the inability to access high-quality intervention, they are at risk of behaviors such as anti-socialism, aggression, or disruption. The U.S. Department of Education found schools can improve safety and positive learning experiences by having a welcoming environment and providing fair, non-discriminatory, and effective responses to misbehaviors. For students with mental and behavioral health conditions to receive an equitable and beneficial education, it is important to consider how school-based support and intervention services are part of a healthy school environment that enables learning.

According to researchers, schools that adopt harsh discipline policies and zero-tolerance suspension and expulsion threaten the academic success of all students, including students who have never been suspended.

Conscious Discipline. Conscious Discipline is a research-based program that uses social and emotional learning as the foundation to help students cope with their own behavior and emotions allowing a healthy development of self-regulation. The program has improved students' self-regulation in classroom settings and at home, the quality of teacher and student interactions, and academic readiness. Some of New Mexico's prekindergarten and kindergarten programs have individually adopted Conscious Discipline. The program can be found in local communities such as Farmington, Albuquerque, Tijeras, Sunland Park, Ruidoso, Mescalero, and Carlsbad.

Positive Behavioral Intervention and Supports (PBIS). PBIS is an evidence-based framework that also aims to support student behavioral, academic, social, emotional, and mental wellbeing. By combining community, family, and student collaboration, this enables schools to develop culturally responsive practices and goals to reduce schools' use of exclusionary discipline practices. PBIS has been shown to improve students' social and emotional competence, behavioral outcomes, and academic success, as well as factors such as school climate and teacher wellbeing. In 2021, the Region 9 Education Cooperative shared training webinars on PBIS and resources on how to implement the framework.

Handle with Care Program. The Handle with Care program is a trauma-informed response to children's exposure to trauma. The Handle with Care program employs a system of communication between law enforcement, schools, and mental health professionals to support student safety and protection, and to help them heal and thrive. The goal of the program is to help students succeed in school by preventing children's exposure to trauma, mitigating negative effects of witnessing trauma, and increasing awareness of child exposure to trauma. Albuquerque has shown high interest in implementing this program with support from Bernalillo County. An attempt was made to start the program but was abruptly stopped due to the Covid-19 pandemic.

Fine Arts

The arts are another fundamental piece of student engagement. The New Mexico core arts standards speak to the importance of providing a unified quality arts education as part of a full, balanced education that serves the whole child. The New Mexico core art standards are a complete adoption of the national core art standards, except that our administrative code calls for references to New Mexico history and culture and New Mexico produced artwork to be included in K-12 standards. The 11 anchor standards are organized around the strands of creating; performing, presenting, and producing; responding; and connecting.

The Fine Arts Education Act (FAEA) was enacted in 2003, with the purpose of encouraging school districts and charter schools to offer fine arts activities to elementary school students, including visual arts, music, theater, and dance. New Mexico funds arts education through a factor in the state equalization guarantee, as outlined in statute. Units are generated by multiplying student membership in kindergarten through sixth grade in fine arts programs that meet the requirements outlined in the FAEA by 0.055. This means only kindergarten through sixth grade programs are funded through FAEA, and school districts and charter schools must use other funding sources to offer arts programming to seventh through twelfth graders.

LESC focused on performing arts in the 2023 interim, facilitating a panel [presentation](#) on performing arts in New Mexico at LESC's September 2023 meeting. The panel explained that although the arts are intrinsically important because they are a part of the whole human experience, there are extrinsic benefits for having them in schools, such as student engagement. Members of the panel gave examples to illustrate how FAEA funding can be used, and provided policy recommendations to the committee.

High-quality early childhood education is a cornerstone to closing the achievement gap and ensuring all children are ready for kindergarten.

Early Childhood

Early childhood, generally defined as the period from birth through age eight, is a profound life stage for physical, cognitive, and social-emotional development. Early childhood years provide the foundation for literacy skills and are critical for brain development. [Research](#) shows in the first few years of life, the brain undergoes rapid development, forming more than 1 million new neural connections every second. This initial brain development has the potential to set the stage for later learning—providing either a strong or fragile foundation that can influence learning for the rest of a child's life.

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. High-quality early childhood education is a cornerstone to closing the achievement gap and ensuring all children are ready for kindergarten. A growing body of national and international evidence also shows children who participate in high-quality early learning programs have better health, social-emotional, and cognitive outcomes than children who do not. Evaluations of early childhood programs in New Mexico confirm this finding among the state's own programs.

Structure of Early Childhood Education and Care in New Mexico. With the creation of New Mexico’s Early Childhood Education and Care Department (ECECD) in FY21, the administration of all early childhood programs and services is now overseen by a single state agency with a cabinet-level secretary, instead of spread out across three state departments. The department provides a continuum of services that serve the age range of prenatal to five including child care services, case management services, family infant toddler programs, prekindergarten programs, home visiting, and family nutrition.

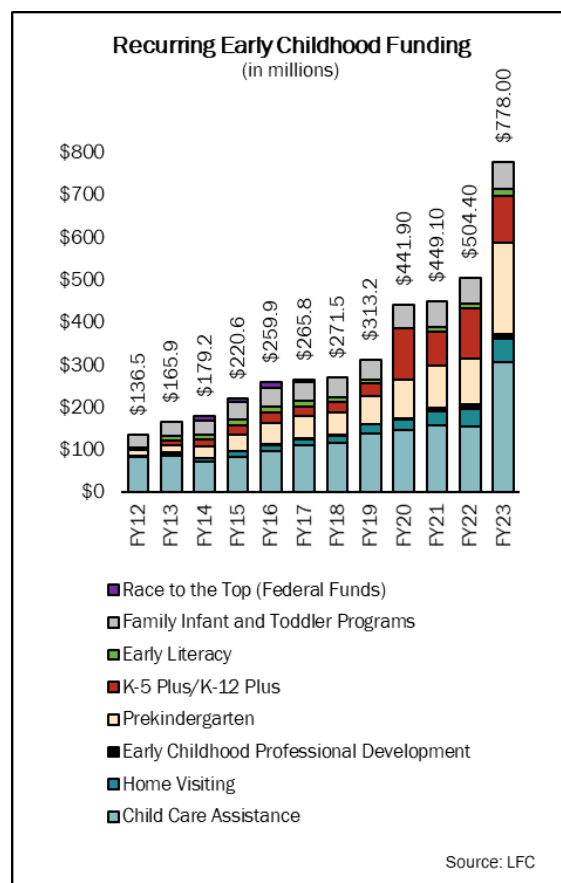
Prekindergarten in New Mexico. Children in New Mexico can receive publicly funded prekindergarten services through state-funded programs or the federal Head Start program. New Mexico’s prekindergarten program (known as New Mexico PreK) is a voluntary program overseen by ECECD and funded by the state. The program, which began in 2005, provides state-funded prekindergarten for children in both community-based and school-based settings. ECECD jointly administers prekindergarten offered in school-based settings with the PED. PED plays a role in the day-to-day operations and oversight of prekindergarten programs in public schools. [Data](#) from the National Institute for Early Education Research (NIEER) indicates 93 percent of school districts statewide offered New Mexico PreK in the 2021-2022 school year.

New Mexico PreK is available to all families for half-day or extended-day service for 3- and 4-year-olds. In FY24, ECECD reported 17,518 children participated in New Mexico PreK. This number includes 11,831 children in a 4-year-old program, 2,459 children in a 3-year-old program, and 3,228 children in a mixed age (both 3- and 4-year-old) program.

Additional [research](#) from NIEER notes New Mexico PreK meets nine out of 10 of the institute’s quality standards benchmarks. NIEER also ranks New Mexico 10th in terms of state spending on prekindergarten, 13th in access to prekindergarten for 4-year-olds, and 10th in prekindergarten access for 3-year-olds.

Legislative Investments in Early Childhood. The Legislature has prioritized early childhood funding 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. New Mexico has significantly increased appropriations for early childhood programs since FY12, increasing access to services. Including federal funds, early childhood funding increased by 54 percent in FY23.

Early Childhood Trust Fund. In 2020, the Legislature created the early childhood education and care fund (known as the “trust fund”), endowing the fund with a \$300 million appropriation. The fund is made up of excess federal oil, gas, and mineral leasing revenue. ECECD received its first allocation from the trust fund in FY20. Average deposits to the fund have been larger than anticipated and it is now projected the fund will have more than \$176 million available for distribution by FY26.



Early Childhood Program Appropriations
from the Early Childhood Education (ECE) Trust Fund
(in millions)

Program/Allocation	FY23 OpBud	Law 2023, Chapter 210
Childcare Assistance Direct Payments	\$ --	\$96.00
Home Visiting/Infant Mental Health	\$5.00	\$6.00
Early Childhood Professional Development	\$4.00	\$4.00
Community Provider Prekindergarten: Four Year Old Services	\$6.30	\$6.30
Community Provider Prekindergarten: Three Year Old Services	\$4.80	\$4.80
Family, Infant, and Toddlers Program (Birth to Age Three)	\$0.60	\$1.40
Tribal early childhood grants	\$0.75	\$0.75
Total	\$20.7	\$23.3

Source: LESC Analysis of LFC Post-Session Report (May 2023)

Note: The ECE Trust Fund is not the only source of funding for these programs.

In the 2023 interim, LESC staff continued studying how early childhood works with the K-12 education system in New Mexico, and LESC heard a [presentation](#) in July 2023 on strengthening transitions in early childhood. Looking ahead to the 2024 interim, LESC staff will continue to study early childhood education, focusing on how it is funded.

At the state and national level, many math stakeholders, including educators, researchers, and policymakers, are examining how mathematics instruction contributed to low student achievement before and after the Covid-19 pandemic.

Status of Math Education

Effective math instruction is critical in a statewide vision for mathematics success. At the state and national level, many math stakeholders, including educators, researchers, and policymakers, are examining how mathematics instruction contributed to low student achievement before and after the Covid-19 pandemic. In 2015, the Mathematical Association of America, the American Mathematical Associations of Two-Year Colleges, the American Mathematical Society, the American Statistical Association, and the Society for Industrial and Applied Mathematics collectively [declared](#) the status quo for mathematics education “unacceptable” and must change significantly. Fortunately, research and best practices, as well as identification of existing challenges, indicate directions for improvement.

In 2007, the Legislature passed the Math and Science Education Act, establishing the Math and Science Bureau in PED and a statewide Math and Science Advisory Council (MSAC). The MSAC operates under and works with the Math and Science Bureau at PED. According to PED, the pillars of the statewide approach to math instruction are the New Mexico Math Framework, the New Mexico Instructional Scope for Mathematics, and PED’s strategic plan. The common core math standards, high quality instructional materials, as well as PED’s professional learning opportunities, also support statewide math education. According to PED, the Math and Science Bureau is looking at the landscape of math education across the nation to see what other states are doing to prepare students for college and career, and are working to leverage what is working to improve student success in mathematics.

In the 2023 interim, LESC staff established a partnership with PED’s Math and Science Bureau, and began attending MSAC meetings. In addition, LESC staff conducted a landscape analysis of mathematics education in New Mexico, along with a literature

review including research on best practices and research on what other states are doing regarding math education. At the July 2023 LESC meeting, LESC staff presented a [brief](#) on High School Math: Options for Engagement and Student Success as part of a panel presentation with PED and the Los Alamos National Laboratory Foundation. At the September 2023 LESC meeting, LESC staff also presented a [brief](#) on Fostering Mathematics Success in Elementary Grades as part of panel presentation with PED, MSAC, and representatives from Clovis and Portales Municipal School Districts.

Policy Considerations

Research shows implementing evidence-based whole child strategies supports student achievement. The following policy considerations focus on special education, social and emotional wellbeing, fine arts, early childhood, and supporting math education.

Special Education

Due to stakeholder feedback from the special education listening sessions as well as the working group, LESC will continue to research and propose special education policy considerations over the next five years. However, there are still special education policy considerations that deserve immediate attention from lawmakers.

A strong body of research, as well as stakeholder feedback, supports differentials for special education educators. Research has shown teachers are the more important school-related factor influences student outcomes, and data from the Southwest Outreach Academic Research Center (SOAR) [shows](#) in the 2022-2023 school year (SY23), special education teachers had the highest number of shortages (268 vacancies) of all positions after special education assistants (325). In addition, SOAR data shows, in SY23, 1,344 special education licensed teachers had a general education teaching assignment in New Mexico, indicating an untapped resource in our state. Existing research suggests stipends can be effective mechanisms for recruitment and retention of teachers in hard-to-staff settings when stipend amounts are recurring and sufficiently large.

To address New Mexico's substantial and persistent vacancies in special education, the Legislature could consider funding stipends to recruit and retain these staff. A stipend of 15 percent of the estimated average teacher salary in FY24 would be \$10 thousand for teachers and \$4,000 for education assistants. Implementation at this amount would cost the state an estimated \$29.3 million in FY25.

Social and Emotional Wellbeing

Looking ahead to a budget-focused legislative session in 2024, LESC staff does not have social and emotional wellbeing budget considerations. However, LESC staff will continue to study social and emotional wellbeing in the 2024 interim, and may have policy considerations for the next 60-day legislative session in 2025.

Fine Arts

LESC has included in its proposed FY25 budget \$10 million from the public school capital outlay fund to upgrade art equipment and facilities as necessary. This funding would be available to charter schools and school districts through an application process managed by the PED. Schools and districts could use this funding for kilns, upgrading theater lighting, purchasing musical instruments, or any eligible arts-related expenditure.

Early Childhood

LESC staff will continue to study early childhood education in the 2024 interim, focusing on how early childhood education is funded in New Mexico. LESL is also concerned with kindergarten readiness, including how the state agencies and myriad organizations align to rigorously prepare children for a 21st century K-12 education system. LESL will not be including early childhood budget considerations in its proposed FY25 budget.

Status of Math Education

LESL staff will continue to study specific policy options and budget considerations to improve preparation programs for elementary mathematics teachers in preparation for the 60-day legislative session in 2025. In addition, LESL staff will continue to endeavor to partner with the PED and study how to support in-service educators with solid professional learning that includes both content knowledge and pedagogical knowledge, and centers on math instruction as a mechanism for critical thinking. This would be similar to what the state has done in support of literacy instruction.

Educators, state leaders, and members of the educational community across New Mexico rely on assessments, accountability systems, and data infrastructure to monitor the state's progress toward improving student outcomes. New Mexico has made significant improvements within each of these domains, including transitioning to a balanced system of student assessment, building a school accountability system designed to provide targeted support rather than label failure, and constructing data systems designed to automate redundant processes. However, despite significant efforts to improve the state's use of data, New Mexico continues to struggle with poor student outcomes and an inconsistent use of educational data. New Mexico's progress toward improving its use of data has been hampered by significant turnover in Public Education Department (PED) leadership as well as the lack of a coordinated, long-term vision for education. As the Legislature convenes for its 2024 session, it is poised to consider how system-wide changes may be necessary to improve the capacity of the state to collect and analyze data, helping the Legislature make well-informed decisions designed to improve student outcomes.

This section of the LESC Annual Report includes background information on New Mexico's system of assessments and accountability processes, assessment data from the 2022-2023 school year, a review of the 2023 LESC interim research agenda on assessments and accountability, and policy recommendations for the Legislature to consider.

Background: Tracking Student Achievement in New Mexico

Student success in New Mexico is tracked using student assessment data, which is fed through data infrastructure into an accountability system designed to provide resources to schools facing the greatest challenges. The complex interplay between assessments, accountability, and data systems contributes to New Mexico's ability to analyze its progress in improving student outcomes.

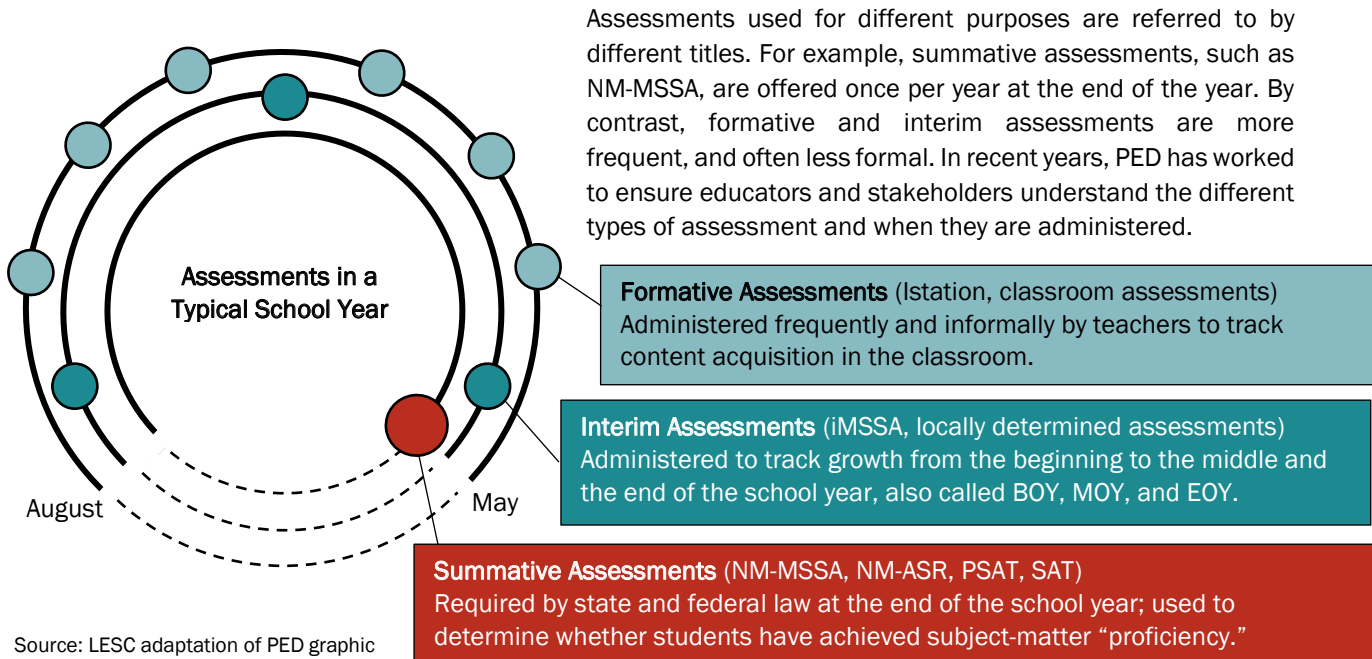
New Mexico's Balanced System of Assessments

In recent years, PED has worked to reduce the number of assessments New Mexico students are required to take, ultimately approaching what the department calls "a balanced system of assessments." The federal Every Student Succeeds Act (ESSA) requires students to be assessed in English and math once a year in third grade through eighth grade, and once in high school. Section 22-2C-4 NMSA 1978 mirrors these federal requirements, but specifies the high-school assessment should occur in 11th grade. PED also requires testing beyond what is mandated in statute, including the PSAT in 10th grade and Istation assessments in kindergarten through second grade.

- ***New Mexico Measures of Student Success and Achievement (NM-MSSA).*** In third through eighth grade, students are required to take the NM-MSSA, a summative assessment aligned to Common Core State Standards. NM-MSSA is designed to test student proficiency in mathematics and English language arts.
- ***New Mexico Assessment of Science Readiness (NM-ASR).*** The NM-ASR is an assessment aligned to New Mexico STEM Ready! Science Standards and is required in fifth, eighth, and 11th grades.

- **College Board’s PSAT and SAT.** In 10th grade, PED requires New Mexico students to take the PSAT, and in 11th grade, the SAT, a college-readiness assessment commonly accepted by colleges nationally. The federal ESSA allows states to use college-readiness assessments as summative assessments in high school for federal accountability purposes. The College Board has aligned the assessments with the Common Core State Standards.

Assessment Literacy: Understanding Different Types of Assessment



In addition to a slate of required summative assessments, schools track students’ acquisition of content over time using formative and interim assessments. Even though statute does not require these assessments, PED requires schools to track literacy and reading skills in kindergarten through second grade using the Istation assessment, and math and reading skills using the Interim Measures of Student Success and Achievement (iMSSA), or some other locally determined interim assessment.

- **Istation Indicators of Progress.** Istation is a literacy test that assesses kindergarten through second grade students in listening, phonological awareness, letter knowledge, vocabulary, and other essential reading skills. The test is computer-adaptive, meaning the difficulty of questions is adjusted based on how well the student is performing. Istation is administered three times per year: the beginning of the year, in the middle of the year, and at the end of the year to determine whether students are “on-benchmark” to reach proficiency at the end of the school year.
- **Interim Measures of Student Success and Achievement (iMSSA).** PED offers access to an interim assessment aligned to the summative NM-MSSA for math and reading in third grade through eighth grade. In the 2021–2022 school year, PED required administration of either iMSSA, or some other locally determined interim assessment, to ensure students are making meaningful progress toward academic content standards in the wake of the pandemic.

In addition to required assessments, PED has adopted a slate of specialized assessments designed for specific populations and purposes:

- ***Dyslexia Screener.*** Section 22-13-32 NMSA 1978 requires that all students be screened for dyslexia before the end of the first grade. PED gives school districts access to a screening tool that flags possible characteristics of dyslexia. The dyslexia screener is not a diagnostic tool.
- ***ACCESS for English Learners 2.0.*** The ACCESS for English learners (ELs) 2.0 assessment is designed to identify students' progress toward English language proficiency in listening, reading, speaking, and writing. Each year in the early spring, students that identify as ELs in kindergarten through grade 12 take the ACCESS assessment and receive a score of one through six based on their level of English proficiency.
- ***Alternate ACCESS Assessment.*** The Alternate ACCESS Assessment is a form of ACCESS for ELs 2.0 offered to students with cognitive disabilities that prevent them from meaningfully participating in the ACCESS for ELs 2.0 assessment.
- ***Dynamic Learning Maps.*** Dynamic Learning Maps, or DLM, is an assessment administered to students with cognitive disabilities in place of NM-MSSA, the statewide standards-based assessment. The modified test measures proficiency in meeting common core content standards for English language arts, mathematics, and science skills.
- ***Early Childhood Observation Tool and Kindergarten Observation Tool.*** These tools are used to assess prekindergarten and kindergarten students' readiness for a general education classroom. The tools are a series of rubrics designed to track students' physical development, literacy, mathematics, scientific reasoning, sense of self, family, and community, and approaches to learning. The two tools are meant to act as a bridge between prekindergarten programs and school entry in kindergarten.

Structures to Hold the Education System Accountable

The Learning Policy Institute, a national nonprofit research organization focused on research- and evidence-based policies to improve student outcomes nationwide, published a [report](#) in September 2020 about New Mexico's response to the *Martinez-Yazzie* consolidated lawsuit. The report emphasized the need for New Mexico to construct strong, supportive accountability systems that build state and local capacity to enact education reforms. As their name suggests, "accountability systems" are systems established to hold schools and the state accountable for effectively educating students. New Mexico has several disparate accountability systems, both formal and informal, designed to monitor educational inputs and educational outcomes. Many of the state's accountability systems are related, but are not systemically tied together in any formal manner.

History: New Mexico's Defunct School Grading System. Until 2019, New Mexico tracked school performance using an A through F grading system, assigning each school a letter grade based on student achievement, student growth, attendance, opportunity to learn, and for high schools, graduation rates, and college and career readiness metrics. Stakeholders began to recognize school grades placed too high an emphasis on student performance on reading and math exams and did not build a holistic picture of school performance. Schools with a large number of economically disadvantaged students, ELs, or special education students were disproportionately likely to receive an "F" grade. In 2018, a diverse task force of New Mexico education stakeholders recommended the state abandon the school grading system to create an accountability system focused on both student academic achievement

and holistic indicators of school quality and student success. The resulting bill, the School Support and Accountability Act, earned an LESC endorsement and was signed into law in 2019.

New Mexico Vistas. Following the enactment of the School Support and Accountability Act (Section 22-2F-1 NMSA 1978), PED created a school support and accountability dashboard known as New Mexico Vistas, or “Vistas.” Vistas allows users to browse New Mexico schools and school districts to view data on academic achievement, including student proficiency rates, student academic growth, progress of ELs toward English language proficiency, and, for high schools, the four-, five- and six-year adjusted cohort graduation rates. The dashboard also includes measurements of school quality and student success, measured by chronic absenteeism and college, career, and civic readiness.

Vistas is designed to satisfy both state law and ESSA by using school performance to identify the lowest-performing 5 percent of Title I schools for “comprehensive support and improvement” (CSI). Schools with a subgroup of students that score below a PED-determined performance threshold are identified for “targeted support and improvement” (TSI). Schools designated for support that continue to underperform after three years of support are identified for “more rigorous interventions” (MRI). Schools can exit their support status by improving the metric that identified them for support in the first place.

OpenBooks: Financial Transparency and Accountability Dashboard. In response to a *Martinez-Yazzie* lawsuit finding that PED had failed to adequately supervise school district and charter school spending on services for at-risk students, the Legislature passed, and the governor signed, Laws 2020, Chapter 71, commonly referred to as Senate Bill 96 (SB96). The bill sought to improve oversight of funding directly intended for at-risk students, ELs, and bilingual and multicultural education programs. In 2022, PED unveiled “OpenBooks,” a financial transparency dashboard to comport with the requirements of SB96. In October 2022, PED added school-level financial data to the dashboard, allowing comparisons of per-student expenditures among schools.

The law included several provisions to improve the accuracy, comparability, transparency, and timeliness of school finance data, and requires the data system to “drill-down” to the school site level, displaying administrative costs and actual expenditures by major budget categories, including expenditures for salaries and benefits. The Legislature appropriated \$3 million to PED from the public education reform fund to use between FY21 and FY23 to construct the new data system.

The Educational Plan. Since the court’s findings in the *Martinez-Yazzie* consolidated lawsuit, the Legislature has passed various measures to increase its governance of public schools, including efforts to improve programmatic transparency. Amendments to the Public School Finance Act in 2019 required school districts and charter schools to submit an educational plan detailing their efforts to serve students. Section 22-8-6 NMSA 1978 requires educational plans to contain the following information:

- Details on instructional time, including the number of days and hours;
- A narrative explaining services provided to at-risk students;
- A narrative explaining services provided in extended learning time programs and K-5 Plus programs;
- A narrative detailing local teacher mentorship programs, as well as class size and teaching load information;

- A narrative explaining supplemental programs and services offered to ensure the Bilingual Multicultural Education, the Indian Education, and the Hispanic Education Acts are being implemented;
- A narrative describing the amount of program cost generated for services for students with disabilities and the spending of those revenues on services to students with disabilities; and
- A common set of performance targets and performance measures determined by PED in consultation with the Legislative Finance Committee and the Legislative Education Study Committee.

The requirements are closely aligned to the court’s findings in the *Martinez-Yazzie* lawsuit and were clearly intended to help the Legislature monitor the state’s progress toward addressing the lawsuit while simultaneously spurring school districts and charter schools to be more intentional in their budget planning. In subsequent years, the educational plan structure has been used to monitor other initiatives, such as the family income index. Since the enactment of these requirements, PED and school districts and charter schools have spent significant time and effort complying with the requirements of the educational plan.

Local School Boards and School District Leaders. School boards and school district superintendents play a role in accountability and school governance at the school district level. School boards are responsible for high-level oversight and operations of their school districts. Their primary duties include setting local education policy in accordance with state law and department regulations, hiring a school superintendent, and approving an annual budget. To enable board members to effectively fulfill their duties, statute requires PED to “develop a mandatory training course for local school board members” that explains department rules, policies, and procedures; statutory powers and duties of school boards; legal concepts pertaining to public schools; finance and budget; and other subjects deemed relevant by the department. State law also requires the names of school board members who do not complete required training be reported on a school district’s annual accountability report.

School district superintendents are ultimately responsible for the day-to-day running of New Mexico’s schools. The role of the superintendent varies across the state depending on the size and structure of a school district and can encompass everything from making instructional and operational decisions to being responsible for state reporting to driving a school bus. Because of the wide-ranging set of skills and knowledge required to be an effective district leader, it is crucial school district superintendents receive proper training and ongoing support. However, training for school superintendents is not standardized, leading to an inconsistent understanding of what it means to be a superintendent, or the skills and knowledge needed to do the job well.

The Legislature has recently considered various changes to school board governing structures and training requirements. Proposed legislation has also included giving the secretary of education the authority to suspend individual board members, rather than having to suspend an entire board as currently outlined in statute and rule. Those proposals have all failed.

Educational Data Systems

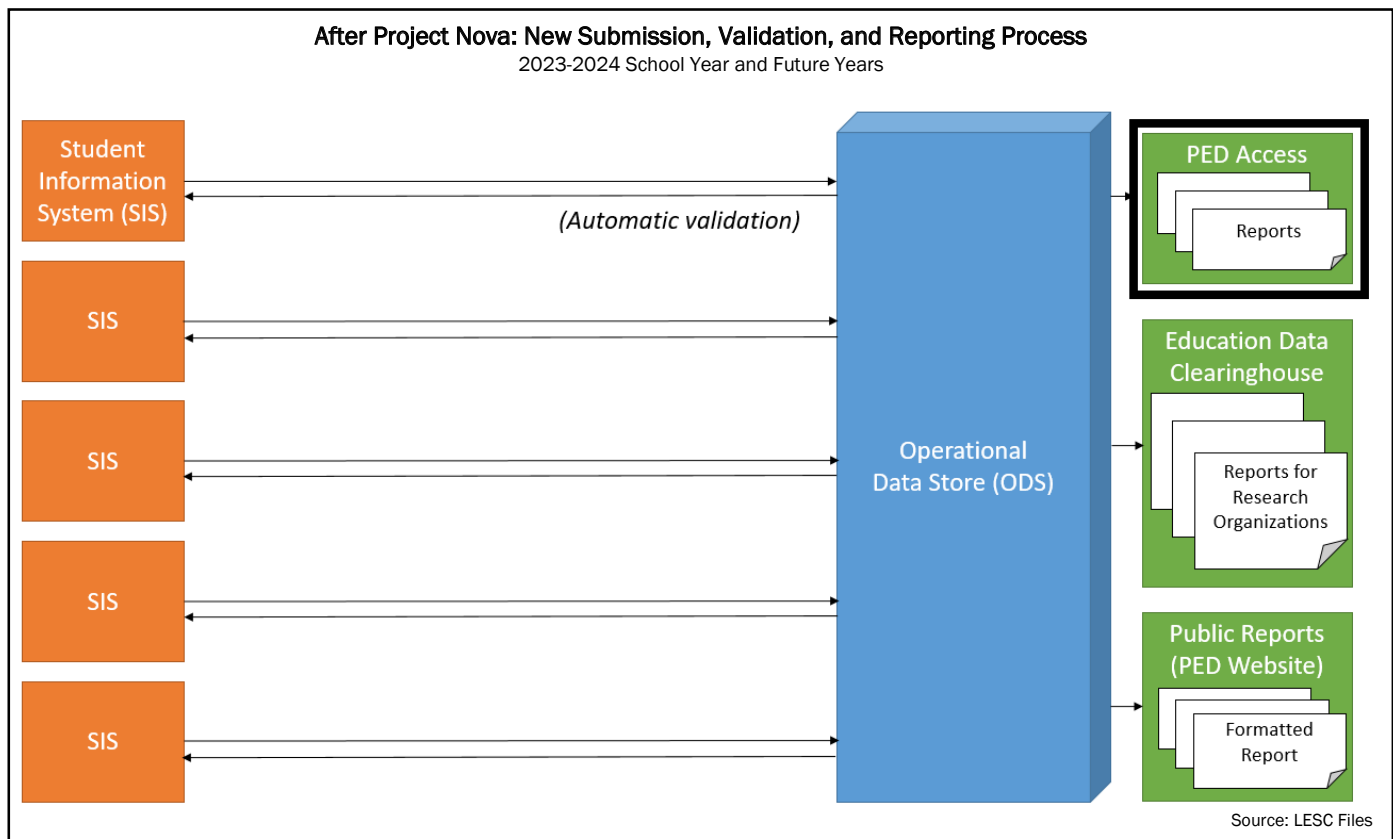
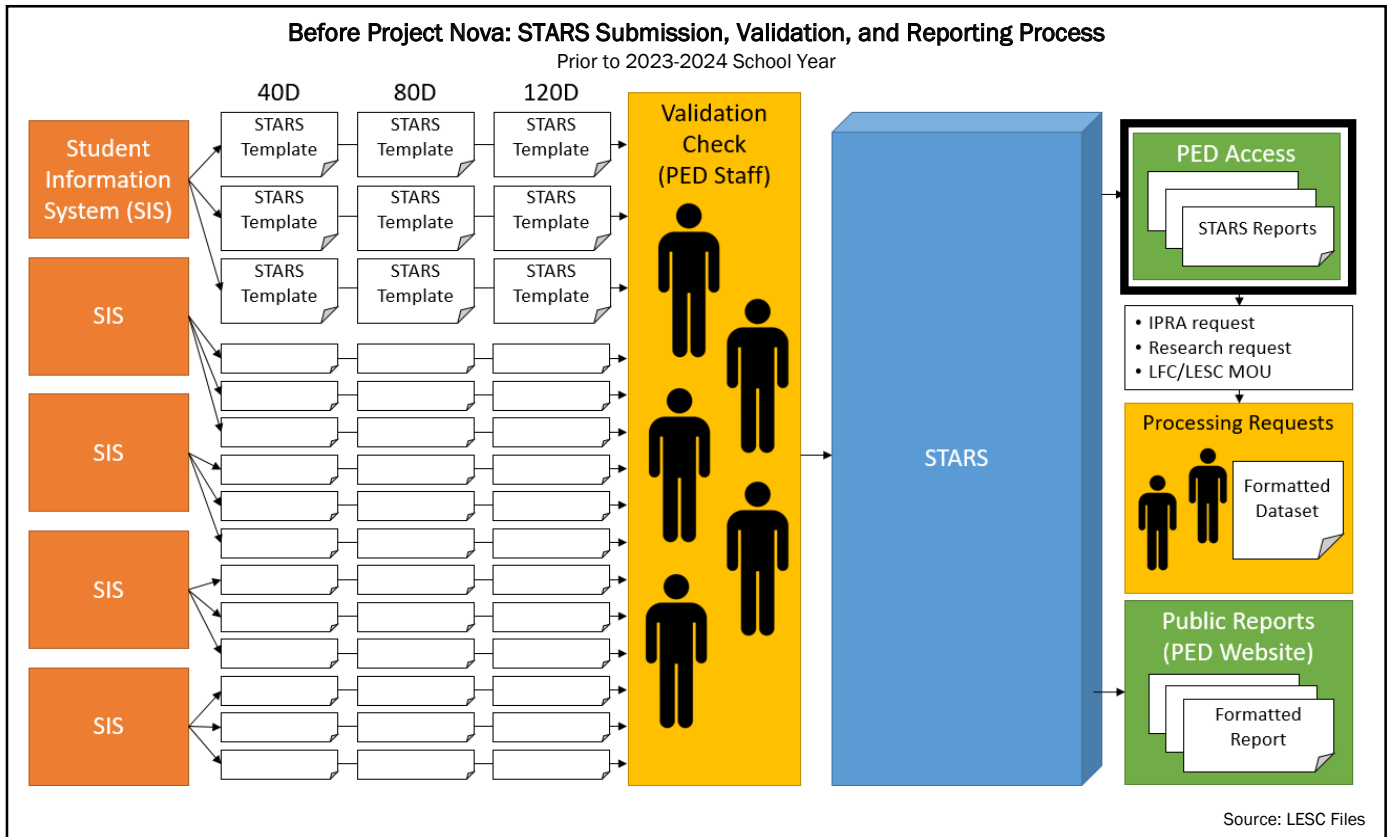
To support its assessment and accountability systems, PED manages educational data within a number of systems. The educational data systems are not unified, often contributing to difficulties in analyzing data. While PED has spent time updating many of these systems, many challenges remain in ensuring the data systems can talk to one another, and to ensure they are capable of producing reports that the Legislature and other stakeholders can use to evaluate progress toward improving student outcomes. Legislature and other stakeholders can use to evaluate progress toward improving student outcomes.

STARS and Project Nova. The Student and Teacher Accountability Reporting System, or “STARS,” is an educational data warehouse that New Mexico has used for more than a decade. STARS required schools to manually export data from their student information systems (SIS) and manipulate the data to fit in PED-created templates. This complicated process involved a great deal of manual labor from both school reporting officials and PED staff. The process also contributed to unreliable data, and sometimes, a complete absence of data necessary to take informed action on important legislation.

In 2023, the state began a transition to a new real-time student data system, called Project Nova. The new data system adopts the nationally recognized “Ed-Fi” data standard and attempts to automate the previously manual reporting processes by linking every state’s data system to a central repository.

Operating Budget Management System (OBMS). School districts and charter schools submit their budgets and track their expenditures in the Operating Budget Management System (OBMS). As a reporting tool, OBMS has functioned well in recent history, providing a stable source of financial information and capable of generating reports that allow for comparisons over time. PED has been able to update OBMS to adapt to legislative changes for financial transparency; recently, OBMS was updated with the capability to view school budgets and expenditures at the school-site level, a requirement of SB96 and the OpenBooks financial transparency dashboard. However, OBMS is independent of other data systems at PED; for example, OBMS salary data does not match salary data in STARS, and expenditures in OBMS don’t always match awards spreadsheets generated for federal programs or state below-the-line appropriations. Duplicative financial data and processes often lead to confusion when attempting to analyze financial data and craft budget recommendations.

NM RISE: Statewide Longitudinal Data System. The New Mexico Higher Education Department (HED) is overseeing work on NM RISE, a statewide longitudinal data system designed to unify data from multiple state agencies to track student outcomes from early childhood through public education and into higher education and the workforce. In a presentation to the Science, Technology, and Telecommunications Committee in November 2023, staff working on NM RISE described how the data system is being built, incorporating data from the Early Childhood Education and Care Department (ECECD), PED, HED, the Department of Workforce Solutions, and the Division of Vocational Rehabilitation. NM RISE is in its first phase of development, but early development screenshots of the project show promising signs that the system will enable analysis of long-term trends in student outcomes.

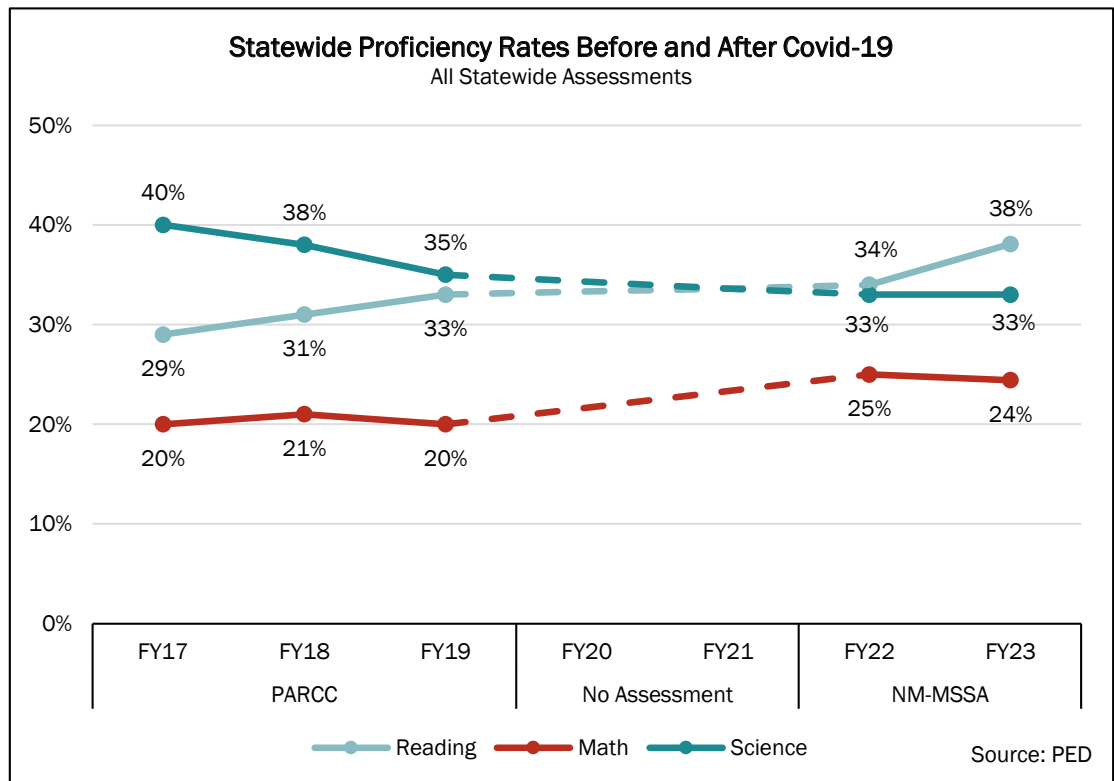


Research Agenda: Systemic Alignment to Improve Outcomes

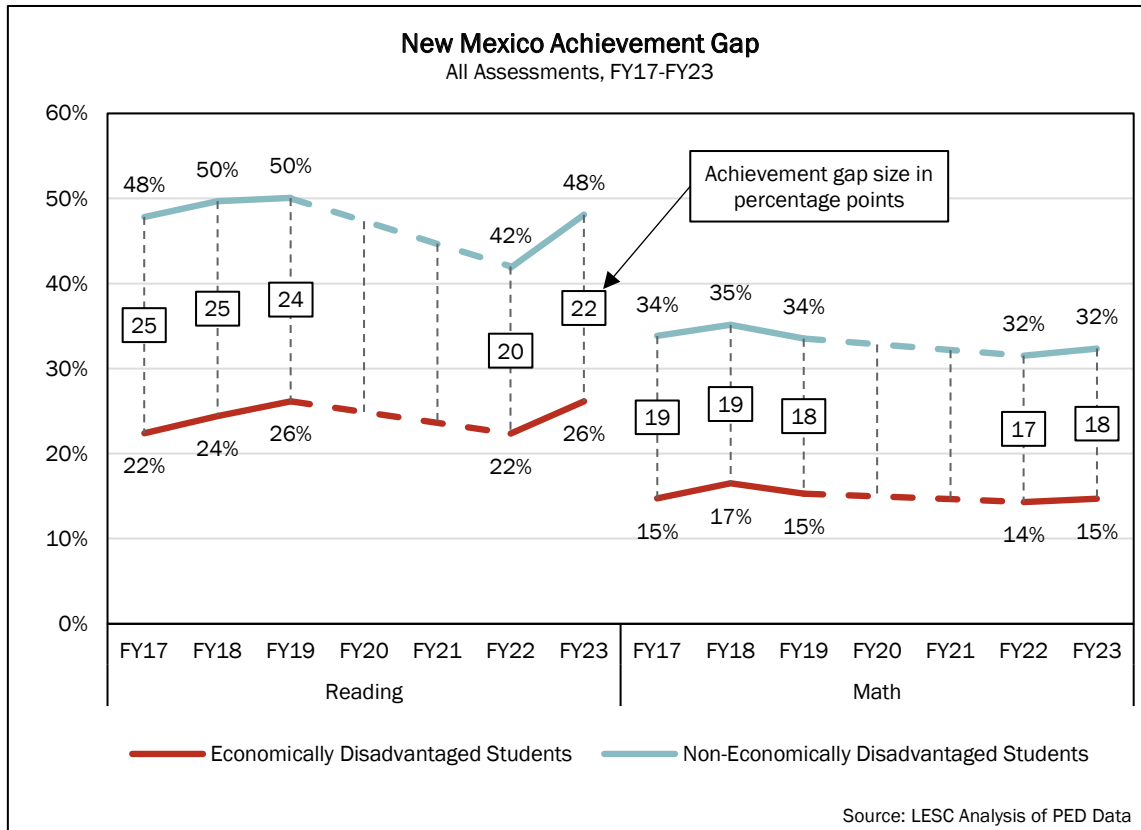
Review of Spring 2023 Student Assessment Results

An [analysis](#) of spring 2023 student assessment results reveals moderate gains in reading, but no growth in math or science scores. Statewide, proficiency rates increased from 34 percent to 38 percent in reading, an increase of four percentage points. Before the Covid-19 pandemic, typical growth in reading scores was about two percentage points per year; an increase of four percentage points is a larger-than-average growth. The significant growth in reading scores coincides with significant legislative investments in structured literacy training and professional development for teachers on “the science of reading.” Sustained investments in structured literacy could yield additional growth ever year.

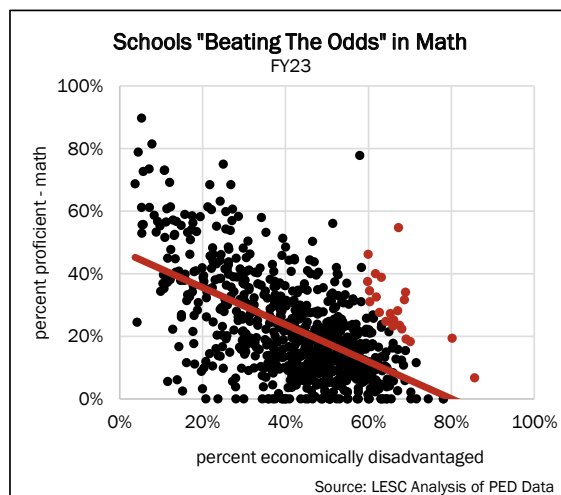
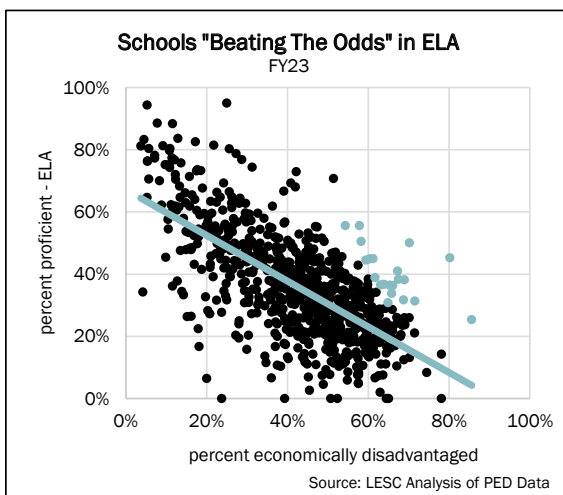
A lack of growth in math and science proficiency rates renews calls from stakeholders to improve science, technology, engineering, and mathematics (STEM) education statewide. Legislative increases for STEM education funding and high-quality instructional materials attempt to improve mathematics scores, but New Mexico needs to build a broader understanding of why students continue to struggle with math.



Reading score growth was not equal across all socioeconomic groups. LESC [analysis](#) of the achievement gap between economically disadvantaged and non-economically disadvantaged students shows the gap in reading scores between the two subgroups widened slightly by about two percentage points. The achievement gap in math did not change significantly between 2022 and 2023. As New Mexico scales its programs to improve student literacy, the state should ensure its most disadvantaged students receive targeted interventions designed to close the achievement gap.



Schools “Beating the Odds.” Schools with high levels of poverty are far less likely to have high proficiency rates. There is a significant negative relationship between poverty and achievement; students who are considered “economically disadvantaged” are far less likely to reach the level of “proficiency.” However, this relationship does not hold true for all schools; there are a number of schools with high levels of poverty that are able to “beat the odds.” Staff plan to study these schools to better understand how schools with high levels of poverty are able to improve student performance in both reading and math, and whether these schools can continue to beat the odds year after year.



Timing of Assessment Data

Spring 2023 assessment data was released on November 14, 2023, roughly seven months after the assessments were taken and three months after the 2023-2024 school year began. Delayed assessment data places the Legislature in the difficult position of crafting a budget for FY25 without understanding whether its investments are having the intended results. While parents, families, communities, and schools themselves tend to receive their data in a timely manner, the Legislature and other organizations that rely on a statewide dataset to analyze trends were forced to wait until results were validated and matched with demographic data from Project Nova. Other states across the U.S. experience similar wait times for public assessment data, but some states are able to release their assessment results as early as July. Next year, the Ohio State Legislature will require its education department to release assessment results to parents by June 30th in 2024. To streamline the availability of data, New Mexico may wish to consider establishing a similar deadline.

Usability of New Mexico Vistas and OpenBooks Data

The transition from the punitive school grading system to a more holistic school accountability system represented a shift in philosophy from simply deciding whether a school is “good” or “bad” to examining the nuance in educational data. The School Support and Accountability Act proposed an accountability system that celebrates the successes of strong schools through context and storytelling, while simultaneously providing support to schools in need by addressing locally-identified challenges. However, data on the New Mexico Vistas dashboard is not organized in a user-friendly manner, making it difficult to contextualize student achievement and understand how the Legislature’s investments are making an impact. In addition, New Mexico Vistas ignores several elements of the School Support and Accountability Act designed to provide contextual information. In a presentation to LESC in November 2023, staff identified several requirements of the School Support and Accountability Act that are completely absent from the Vistas dashboard.

Benchmarking New Mexico Vistas: Compliance with the School Support and Accountability Act

School Support and Accountability Act Requirement	Element of NM Vistas
Identify schools for targeted support and improvement (TSI), comprehensive support and improvement (CSI), and more rigorous interventions (MRI)	Present
Identify “spotlight” schools	Present
Proficiency on standardized assessments	Present
Student growth	Absent
Progress of English learners toward English proficiency	Present, but difficult to understand
Four-, five-, and six-year adjusted cohort graduation rates	Present
Chronic absenteeism	Present
College, career, and civic readiness	Present, except for civic readiness
The educational climate of the school	Absent
Educational resources, including school-level expenditures and total instructional expenditures per student.	Absent
A narrative authored by the school on the school’s mission, vision, strengths and opportunities for improvement.	Absent

Source: LESC Files

Similar to the Vistas dashboard, the OpenBooks financial transparency dashboard is not particularly user-friendly or intuitive. While the dashboard has plenty of data available on district and school level revenues and expenditures, the dashboard loads slowly and obfuscates meaningful data behind several clicks through drop-down menus and buttons. PED has begun experimenting with intuitive designs to visualize “the flow of funding” from the state to the school to the classroom, but these ideas will take additional time to manifest on the OpenBooks dashboard.

The presence of an accountability dashboard does not guarantee school districts and schools are making spending decisions that help improve student outcomes; financial transparency is not the same as financial accountability. OpenBooks may place financial data in the hands of the public, but it does not guarantee the public has the knowledge or power to guide schools’ financial decisions. Moreover, the Legislature has begun asking repeatedly whether its significant investments in recent years have been having their intended impact; if investments in the family income index or community schools or other interventions are significantly improving outcomes for low-income students, the Legislature should understand these impacts and use the data to help scale their investments in effective programs.

Monitoring New Data Systems and Reducing Reporting Requirements

Over the past few years, PED has undertaken efforts to identify and streamline reporting requirements. The efforts to reduce reporting requirements attempt to respond to the needs of school leaders, who have noted that reporting requirements ballooned over the past decade, shifting focus away from education and toward compliance. The shift to Project Nova presented an opportunity to greatly reduce reporting requirements by automating many processes in data reporting that were once manual. However, many reporting requirements still exist as the product of schools’ educational plans, local attendance improvement plans, or other required narratives. These processes contribute to a large workload, both for PED and for local district and school officials, during the already busy budget submission season. At the school district and charter school level, it requires additional submission of information often included in program applications for state or federal grants.

Policy Considerations

While New Mexico has the foundations of a supportive accountability system, years of neglect during the Covid-19 pandemic have left the systems unable to affect actual change. In New Mexico, public school districts have a significant amount of local control to choose how funding is distributed and how education is administered. If the state intends to make progress toward closing the gaps identified in the *Martinez-Yazzie* lawsuit and exacerbated during the Covid-19 pandemic, stakeholders need to understand how local decisions can contribute to the success and failure of students statewide.

A recurring theme can be found among the findings in the *Martinez-Yazzie* consolidated lawsuit: PED failed to effectively oversee and audit school district spending, especially as that spending pertains to students’ academic success. The court found PED does not have strong systems to ensure money is spent effectively and to support schools where students are falling behind. The following policy recommendations are designed to improve the state’s accountability systems, helping New Mexico make measurable progress toward its educational goals.

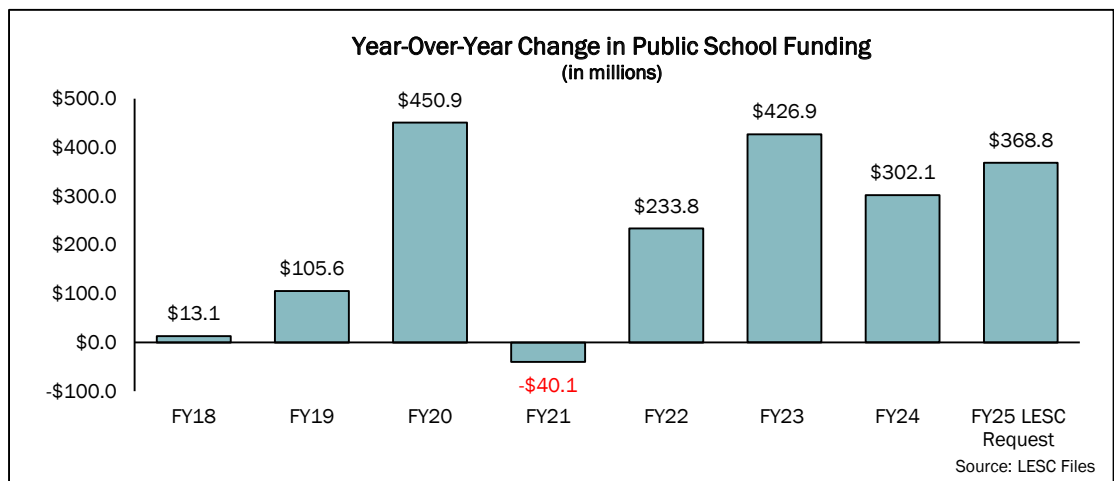
- ***Establish a Coordinated, Long-Term Vision for Education in New Mexico.*** Following years of turnover in leadership at PED, as well as constant turnover in school district leadership positions, New Mexico lacks a clear long-term vision and goals for education. The Legislature has not set standardized educational goals in response to the *Martinez-Yazzie* lawsuit, and while PED's [strategic plan](#) includes a set of goals, the department does not appear to be using its strategic plan to guide its policies and practices. New Mexico uses a performance-based budgeting system that requires state agencies to report on educational goals annually for inclusion in their budget. These performance metrics are included in the annual General Appropriation Act, but arguably carry little actual meaning. The Legislature should either work with PED to build shared ownership of a concise set of performance targets, or should establish a statewide commission, council, or other structure with authority to set long-term goals and oversee the state's progress toward meeting those goals.
- ***Create a Student-Centered Accountability System Tied to Direct Student Supports.*** At the heart of all accountability systems is a goal shared by every education stakeholder in New Mexico: all students deserve the opportunity to succeed. If the promise of public education is to ensure students are ready for college or their career at the end of high school, an accountability system should identify and remediate threats to this promise. Modern statistical models have the ability to identify early warning signs of student disengagement and low performance. Moreover, these models can begin to estimate the root cause of students' problems, whether they come from poverty, food insecurity, tumultuous home lives, or other adverse childhood experiences. Aggregating the root cause of student underachievement to the school level would give schools strategic data that can support every single student, and may be exactly the type of data communities need to justify implementing extended learning time programs, the community schools model, or other evidence-based interventions designed to improve achievement.
- ***Improve Data Collection and Eliminate Silos.*** Years of piecemeal approaches to data systems has resulted in a significant amount of duplicative reporting, creating more work for administrators at PED and in schools statewide. Project Nova represents a strong step toward consolidating and coordinating the collection of educational data into one central data repository. Additional work can be done to reduce redundancies present in OBMS and the educational plan. PED should carefully design a consolidated data system that merges all data sources into a single, readily accessible database. This system should allow the public, the Legislature, and legislative staff to generate reports on common topics, automating processes and saving PED and school districts valuable time.
- ***Future-Proof Systems and Recruit and Retain High-Skill Data Technicians at PED.*** Problems in the implementation of Project Nova, New Mexico Vistas, OpenBooks, and other aspects of school data and accountability, are the result of a department plagued by significant employee turnover. The department struggles to recruit and retain high-skill data technician jobs due to salary restrictions and bureaucratic red-tape. As a result, New Mexico Vistas and OpenBooks are both developed by private contractors rather than in-state data administrators, which may explain why these systems are not user-friendly and difficult to update. To ensure PED sets up systems that endure, the department needs high-quality education administrators with backgrounds in educational data and research. The Legislature should consider exempting PED from the State Personnel Office hiring process, as is the case for Legislative staff and many other state agencies, allowing the department the salary flexibility to recruit and retain strong education administrators.

- ***Establish an Independent Agency Responsible for High-Quality Data Analysis.*** As an alternative to improving PED's capacity for data analysis, the state may wish to establish an office independent of PED responsible for using data to create high-quality, usable policy reports. An independent data analysis agency could be tasked with evaluating the impacts of legislative changes and appropriations. Several models for such an agency exist in other states, including the Kentucky Center for Statistics, an independent agency responsible for overseeing the state's longitudinal data system, or the Washington State Institute for Public Policy, an independent agency that evaluates the costs and benefits associated with every legislatively-funded program in the state.
- ***Stay the Course with Aligned Assessments.*** Time-series analysis of educational outcomes requires the sustained use of a single assessment, allowing researchers to evaluate the difference in outcomes between two periods in time. New Mexico now has two years of comparable data, enough to begin establishing trends and considering the impact of legislative investments. The state should stay the course with its current slate of assessment, and consider providing additional data points that may be helpful to track student growth from the beginning of the school year to the end of the school year. For example, the iMSSA assessment, an interim assessment built with items aligned with the NM-MSSA summative assessment, offers schools a powerful tool to understand whether students are on-track to reach proficiency. However, the iMSSA is currently optional and offered in only about one third of New Mexico school districts. The Legislature should consider how it might incentivize schools to use the iMSSA assessment, and should continue funding educator professional development that focuses on the use of student data to improve achievement.

Public School Finance

In recent years, the Legislature has made significant and targeted investments in programs, services, and public school personnel compensation. However, some school districts and charter schools have continued to report insufficiencies in funding, staffing shortages, and high turnover for some job classifications. These chronic challenges have been further exacerbated by the residual impacts of the Covid-19 pandemic on student, educator, and familial wellbeing. While large infusions of federal relief funds have been critical in addressing behavioral health challenges and unfinished learning, the imminent depletion of those funds may require school districts and charters to either absorb those expenses or reevaluate the programs and services they provide. As school districts and charter schools grapple with these challenges, the Legislature has signaled its intention to continue supporting communities in establishing a strong foundation for continued growth in student achievement and educator wellbeing.

This section of the LESC Annual Report includes background information on public school finance, a review of revenue estimates for the upcoming fiscal year, budget requests from the Public Education Department (PED), a review of LESC's 2023 interim work on school finance (including a review of the public school funding formula), and policy and budget considerations for the Legislature.



State Revenue Forecasts

Despite persistent inflationary pressures and constrictions in monetary policy, state revenue collections have remained strong, providing the Legislature the opportunity to continue increasing both recurring and nonrecurring investments in public education. At \$4.2 billion in FY24, public schools represent the largest portion of the state's general fund spending, with almost half of recurring general fund appropriations allocated to public education. Updated revenue forecasts from the Consensus Revenue Estimating Group—staff economists with the Taxation and Revenue Department, Department of Finance and Administration, Department of Transportation, and the Legislative Finance Committee (LFC)—show general fund revenue collections higher than previously forecast. For FY25, the group estimates \$13.1 billion in general fund revenue collections, up \$440.1 million from FY24, and \$3.5 billion more than recurring general fund appropriations in FY24.

Background: Public School Support

For FY25, the Public Education Department (PED) requested \$4.4 billion for public school support, an increase of \$276 million, or 6.7 percent from FY24. In addition, the department requested \$592 million in nonrecurring appropriations, most of which it requested be sourced from the general fund.

The FY25 LESC recommendation for public school support includes \$4.57 billion, an increase of \$400 million, or 9.6 percent, from FY24. The committee also recommends \$172 million in non-recurring appropriations from the public education reform fund.

Research Agenda: Funding Formula Review

New Mexico's public school funding formula, otherwise known as the state equalization guarantee, or SEG, has been in place since 1974. The methodology of the SEG is considered to be student-based, where many of its components are designed to be responsive to the unique characteristics of each student. In its original iteration, the SEG had components for basic programs, special education, variances in school and district size, rurality, staffing costs, and student enrollment in bilingual and multicultural education programs. This initial approach to public school funding was innovative in its equalization of educational opportunity throughout the state, and has been a model for other states who have since adopted similar student-based funding formulas.

Since its adoption in 1974, there have been approximately 92 statutory revisions to the SEG. While many of these statutory revisions have primarily focused on changing the cost differentials of existing formula components, the Legislature has also modified the SEG by introducing components that were designed to be responsive to the evolving needs of students. One example of this is the at-risk index, which was enacted in 1997 in response to the increasing costs of serving low-income students, English learners, and students with high rates of mobility. Other recent additions to the SEG include the creation of the K-12 Plus program and the teacher cost index.

Despite the relatively frequent rate of statutory modifications to the SEG, there are several formula components the Legislature has not modified in several decades. These include the basic program components, which were last modified in 1993, and the special education components, which were last modified in 1997. This lack of revision to several critical components of the SEG suggest a comprehensive review is needed to ensure its components remain adequately responsive to the costs of serving the evolving needs of students.

Prior Reviews of the SEG

Several reviews of the SEG have taken place in the last 15 years, with the most comprehensive being an independent [study](#) completed in 2008 by the American Institutes of Research (AIR). This study made a broad determination of what constituted sufficiency in public education, primarily in terms of topline appropriations to the SEG, and then made several recommendations for how the Legislature could meet that definition of sufficiency. Other recommendations from the AIR study were centered on a theme of simplifying the SEG, which the study found to be excessively expansive and somewhat complex. While few of the study's recommendations were enacted in the immediate aftermath of its release, primarily due to the 2008 financial crisis, the study's findings have been continuously cited in several of the formula revisions that have taken place in recent years.

In 2011, a joint [study](#) of the SEG was completed by staff from the LESC and LFC. Unlike the AIR study, much of the focus of this report was centered on a general goal of simplifying and modernizing the SEG, rather than laying out a roadmap for achieving sufficiency in public education. While several statutory changes to the SEG did take place as a result of the joint study, the Legislature did not take action on several key pieces of the study's recommendations, including the creation of a separate component for English learners, the use of free and reduced lunch as a proxy for poverty, the use of a census-based model of funding special education, and the elimination of components generating too few units.

While these studies are frequently cited by policymakers, advocates, and other stakeholders, there has been an extended period of time in which there have been no comprehensive reviews of the SEG. Significant adjustments have been made to the formula in that timeframe, however, and there is a critical need to ensure those adjustments are functioning as intended in supporting the needs of students.

House Memorial 51

During the 2023 regular legislative session, the House of Representatives adopted House Memorial 51 (HM51), which requested the LESC complete a collaborative review of the SEG during the 2023 interim. The memorial primarily cited the extended periods of time since the prior reviews of the SEG, the lack of modifications to several components in the formula, and the continuous modification of other components as rationale for its request of a comprehensive review of the SEG.

To ensure diversity of perspective, HM51 requested the inclusion of LFC, PED, the New Mexico Association of School Business Officials, the New Mexico Coalition of Educational Leaders, and other relevant stakeholders.

HM51 requested the results of the review be delivered to the LESC, LFC, and the Office of the Governor by the start of the 2025 regular legislative session.

LESC Review of the SEG

To comply with the requests of HM51, LESC [assembled](#) a working group that was representative of stakeholders from across the state. Staff was intentional in ensuring the group was diverse in its professional backgrounds, and provided a virtual component for members who could not periodically travel to Santa Fe, so as to ensure equitable access for all participants.

The working group held six sessions in Santa Fe, with each session focusing on specific components in the SEG. To support the working group, LESC staff presented background information for each component, including its history and methodology, findings of prior SEG reviews, and quantitative information on the impact of each component in the SEG.

LESC staff tasked the working group with:

- Identifying existing challenges, strengths, and opportunities related to the SEG;
- Identifying what constitutes adequacy in the context of the SEG; and
- Building consensus on whether the SEG is responsive to the current and evolving needs of all students.

These collective goals were central components in framing the working group's conversations around the SEG, which will be summarized in a report LESC staff presented to the committee in December 2023.

Findings and Committee Action

The LESC heard the SEG review working group's considerations at its December interim meeting in Santa Fe, when LESC staff presented its report alongside a panel of working group members. Among the considerations that emerged from the working group were a revision of the poverty indicator in the at-risk index, further assessment of the special education components, and a revision of the basic program components, with a focus on a revision of the secondary factor. Considerations that emerged for potential inclusion in the SEG were cost differentials for career technical education, Native American students, community schools, and English learners.

While no concrete recommendations emerged from the working group, LESC staff recommended the committee initiate a narrow revision of the SEG during the 2024 interim. If the committee approves LESC staff's recommendation, any resulting policy and budgetary proposals will be presented to the LESC for committee endorsement before the 2025 legislative session.

Policy and Budget Considerations

Public schools in New Mexico are funded through a combination of state appropriations that are considered to be either restricted or unrestricted. Funds considered to be unrestricted are allocated to school districts and charter schools through the public school funding formula, primarily on the basis of student enrollment. Further consideration is given to school districts and charter schools serving students with academic needs that increase the costs of school programming, such as those with disabilities, those enrolled in a bilingual program, or those enrolled in a rural school district or charter school.

Determining funding for individual school districts and charter schools begins with a single statewide legislative appropriation for all K-12 programs and services in New Mexico. That appropriation, known as the SEG, is then divided by the "program units" generated by all school districts and charter schools. After determining the value of each program unit, PED allocates funding to school districts and charter schools based on the number of program units they are entitled to.

Additionally, local education agencies (LEAs) receive restricted funds from categorical programs that have specific purposes, such as student transportation, standards-based assessments, instructional materials, or supports for the Indian education fund.

Collectively, the SEG and categorical funding are known as "public school support," and disburse approximately 98 percent of all state funding for public K-12 education in New Mexico.

State Equalization Guarantee. PED requested \$4.2 billion for the state equalization guarantee, an increase of \$274.5 million, or 6.9 percent from FY24. Much of the department's request is associated with a 4 percent increase in public school personnel compensation, \$63 million for K-12 Plus, \$10 million for instructional materials, and \$13 million for elementary physical education programs.

The LESC recommendation for the SEG includes \$4.3 billion, an increase of \$343.6 million, or 8.7 percent from FY24. Similar to PED's request, the LESC recommendation includes average increases in public school personnel compensation, an increase in supports for the K-12 Plus program, and an increase in supports for instructional materials. Additionally, the LESC recommendation for the SEG includes an increase

in the minimum salaries for all licensed teachers, an increase in administrator's compensation, the establishment of a minimum salary for all public school personnel of \$30 thousand, and supports for education innovations.

Transportation. PED requested \$142.4 million for student transportation in FY25, an increase of \$15.5 million, or 12.2 percent over FY24. In its request, the department included \$128.1 million for fuel, maintenance, and operations, \$9.1 million for rental fees, and \$5.2 million for a 10 percent increase in transportation personnel compensation.

The LESC recommendation includes \$143 million for transportation, including \$102.2 million for maintenance and operations, \$13.2 million for fuel, \$8.8 million for rental fees, and \$3 million for a 6 percent average increase in transportation personnel compensation. Other recommendations for transportation include \$3.9 for removing the density factor in the transportation distribution formula, \$7 million for establishing a \$30 thousand minimum salary for transportation personnel, and \$5.3 in additional supports for ensuring adequacy in transportation funding.

Categorical Programs. PED requested \$16.4 million for categorical programs excluding those for transportation, a decrease of \$14 million, or 46 percent from FY24. Included in the department's request is \$2 million for emergency supplemental and \$14 million for standards-based assessments. Of note, while the Indian education fund is considered to be a categorical program, the department is requesting \$24 million in non-recurring supports for the fund in FY25.

The LESC recommendation includes \$32.4 million for categorical programs excluding those for transportation, with flat considerations for standards-based assessments and the Indian education fund. In the committee's FY25 recommendation, those categorical programs would receive \$10 million and \$20 million, respectively.

PED Operating Budget. For FY25, PED requested \$27.5 million in general fund revenue for department operations, an increase of \$3.9 million, or approximately 16.6 percent from their FY24 operating budget. According to the department, the increase in general fund support would assist in creating 13 new FTE, including four in finance and operations, two in policy, four in information technology, and three as part of the governor's literacy initiative.

The LESC recommendation includes \$25.1 million for the department's operating budget, an increase of \$1.5 million, or approximately 6.5 percent from FY24. Much of the increase recommended by the committee would fund increases in capacity at the department, with additional funds intended to maintain competitive compensation for department staff.

Public Education Reform Fund. Staff estimates as much as \$55.3 million will be available in the public education reform fund (PERF) for appropriation in FY25. Statute requires those funds be expended on improving teacher quality, extended learning time, improving the efficiency of school administration, improving accountability systems, and providing services for students with at-risk factors.

PED requested \$50 million from the PERF, including \$28.5 million for the NextGen career and technical education program, \$19 million for innovation zones, and \$2.5 million for work-based learning.

LESC's recommendation includes \$55.3 million in requests from the PERF, including \$15 million for a one-year extension of the family income index, \$30 million for teacher

residencies and the Educator Fellows program, \$2 million for principal, counselor, and social worker residency pilots, \$6 million for paid student teaching, and \$250 thousand for outdoor classroom initiatives.

New Mexico's system of funding for public school facilities has a deep history rooted in the core value of maintaining equity among all school districts. The system is designed to provide a greater amount of state funding to school districts that cannot afford to build a school on their own. Through the collaborative efforts of the Public School Capital Outlay Council, the Public School Capital Outlay Oversight Task Force, and the Public School Facilities Authority, New Mexico has managed to construct schools in both urban and rural areas of the state, balance complicated streams of local and state revenue, and help ensure school buildings are adequate to educate students. However, recent challenges throughout the construction industry have contributed to unprecedented construction costs, and while New Mexico works to incentivize participation in its capital outlay funding processes, the reality of construction costs may stretch the state's limited capital resources thin. The state will need to continue its ongoing efforts to address issues related to the state and local match formula as it considers additional ways to improve adequacy and maintain equity in funding public school infrastructure.

This section of the LESC Annual Report includes background information and historical context about New Mexico's public school capital outlay and transportation systems, information about the LESC's 2023 interim work on infrastructure, school safety, and transportation, and recommendations for the Legislature.

Background: Foundations of Equity in the *Zuni* Lawsuit

The *Zuni* Lawsuit

Article XII, Section 1 of the New Mexico Constitution requires the state to establish and maintain “a **uniform** system of free public schools sufficient for the education of, and open to, all the children of school age.” In 1998, the Zuni Public School District sued the State of New Mexico, arguing the state's system of funding for public school facilities did not provide a uniform and sufficient education for all students. Later, Gallup-McKinley County Schools and Grants-Cibola County Schools joined the lawsuit as plaintiffs. All three plaintiff school districts have a large proportion of federal Indian reservation land—land which cannot be taxed by the school district to generate local construction funds.

In 1999, the 11th Judicial District Court issued its initial ruling in the *Zuni* lawsuit, finding New Mexico did not have an equalized system of public school capital outlay funding, especially for school districts with large tracts of federal Indian reservation. While school districts without federal land could levy taxes on their entire population, school districts such as the *Zuni* plaintiffs generated significantly less local revenue for building improvements. The court found the lack of equity in capital revenues violated the New Mexico Constitution, which requires a “uniform system of public schools sufficient for the education of all school age.”

Between 1999 and 2004, the state designed a system of public school capital outlay based on “adequacy,” so schools in the worst condition in the state would be eligible for funding through a standards-based process. This system has been revised since 2004, but is still primarily based on the principles of equity, uniformity, sufficiency, and adequacy. Between 2004 and 2013, no filings were made in the *Zuni* lawsuit, and the

case was administratively dismissed.

The plaintiffs reopened the *Zuni* lawsuit shortly after it was closed, and a trial to hear new evidence began in 2016. However, the plaintiffs never concluded their case in chief and the trial was put on hold for nearly three years. The trial finally concluded in May 2019, with proposed Findings of Fact and Conclusions of Law filed by both parties in October 2019. The 11th Judicial District Court’s Decision and Order was issued more than a year later in December 2020.

The court’s six-page verdict did not cite specific facts on which it was based, and did not address recent actions the state had taken to account for historic inequities in the state’s capital outlay funding system. These actions included a host of standards- and systems-based awards for the plaintiff school districts as a result of the standards- and systems-based awards process, as well as direct legislative appropriations for “outside of adequacy” spaces and teacher housing. Following the ruling, the Legislature also eliminated the long-standing Impact Aid credit, funding more than \$80 million in annual revenue to school districts with large amounts of federal Indian reservation land.

The state filed a motion for the 11th Judicial District Court to reconsider its ruling given the new evidence in the case. The Court denied this motion. In July 2021, the state appealed the district court’s ruling to the New Mexico Supreme Court. The opening brief for the appeal was filed in August 2022, but little has occurred in the case in the year since the filing.

Administrative Oversight of Public School Capital Outlay Programs

In the wake of the *Zuni* lawsuit, the Legislature established a set of administrative oversight bodies to ensure the public school capital outlay system maintains equity among all school districts. The public school capital outlay system hinges on the efforts of three bodies: the Public School Capital Outlay Council, the Public School Capital Outlay Oversight Task Force, and the Public School Facilities Authority.

Public School Capital Outlay Council (PSCOC). The Legislature established the Public School Capital Outlay Council (PSCOC) as an independent administrative body responsible for awarding capital funds to school districts and charter schools. PSCOC is a multi-agency council comprised of representation from LESC, the Legislative Finance Committee (LFC), the Legislative Council Service (LCS), the Public Education Department (PED), the Department of Finance and Administration (DFA), the Governor, the New Mexico School Boards Association, the Construction Industries Division. Section 22-24-6 NMSA 1978 requires that the council “investigate all applications for assistance from the public school capital outlay fund.” PSCOC meets monthly to review applications submitted for capital funding awards and the statewide adequacy standards for public school construction projects.

Public School Capital Outlay Oversight Task Force (PSCOOTF). The Public School Capital Outlay Oversight Task Force (PSCOOTF) was created to oversee the work of PSCOC and to guide the Legislature in crafting policy to improve capital outlay administration. Similar to PSCOC, PSCOOTF is a collaborative, multi-agency task force, with representation from LESC, LFC, LCS, PED, DFA, the House, the Senate, school districts that receive Impact Aid funds, and members of the public who have “expertise in education and finance.” PSCOOTF is statutorily limited to four meetings per year, during which the task force addresses high-level issues in public school capital outlay. The task force can author and endorse legislation for the legislative session based on the topics it studies throughout the legislative interim.

Public School Facilities Authority (PSFA). The state agency responsible for overseeing the technical aspects of school construction is the Public School Facilities Authority (PSFA). PSFA staff assist school districts with a number of technical construction tasks, like right-sizing school designs, aligning designs with the requirements of law, and applying for funding from PSCOC. Importantly, PSFA has established in administrative rule the statewide “adequacy standards,” a set of standards buildings must meet to be considered “adequate” for students education. The adequacy standards serve as the basis for calculating schools’ rankings on the weighted New Mexico condition index (wNMCI), an index which determines which schools in the state are in the poorest condition and have the greatest need. PSFA staff is also responsible for staffing PSCOC at the council’s monthly meetings, which includes presenting new project applications, updating and establishing new standards, and updating the council on pressing issues in school construction.

Local Revenue Sources

Following the 1999 ruling in the *Zuni* lawsuit, New Mexico built a system of capital outlay funding that blends local school district revenues with state revenues. School districts that are able to generate larger portions of local revenues pay a greater share of their project costs, while the state covers a larger portion of projects for districts with lower amounts of local revenues. Generally, school districts may use the following mechanisms to generate local revenues from their tax base.

General Obligation Bonds. School districts may issue and sell general obligation bonds and use the proceeds to build, remodel, furnish, or make additions to school buildings. Local voters must approve the sale of general obligation bonds, and pursuant to the New Mexico Constitution, school districts may not sell bonds in excess of 6 percent of their assessed land valuation. As a result, this process requires submission of a form for approval by the PED School Budget Bureau.

The Public School Capital Improvements Act (SB9). Commonly referred to as SB9 or “the two-mill levy,” the Public School Capital Improvements Act allows districts to ask voters to approve a property tax levy of up to two mills for a maximum of six years. Funds generated by the two-mill levy can be used for a number of infrastructure-related purposes listed in Section 22-25-2 NMSA 1978, including building, remodeling, improving, furnishing, and maintaining school buildings and grounds, including teacher housing units. The funds also may be used to purchase activity vehicles, software, and educational technology. Schools imposing a levy under the Public School Capital Improvements Act are also guaranteed to receive state matching funds. Each school district imposing an SB9 levy is guaranteed a minimum state match, but the funding can exceed the minimum depending on the school district’s total program units, the tax rate imposed by the school district, and the school district’s estimated tax revenue.

The Public School Buildings Act (HB33). Similar to the Public School Capital Improvements Act, the Public School Buildings Act allows school districts to impose a levy of up to 10 mills for up to six years. HB33 funds have more restrictions on their use than SB9 funds; as enumerated in Section 22-26-2 NMSA 1978, HB33 funds must be used on public school buildings, activity vehicles, or facility maintenance or project management software.

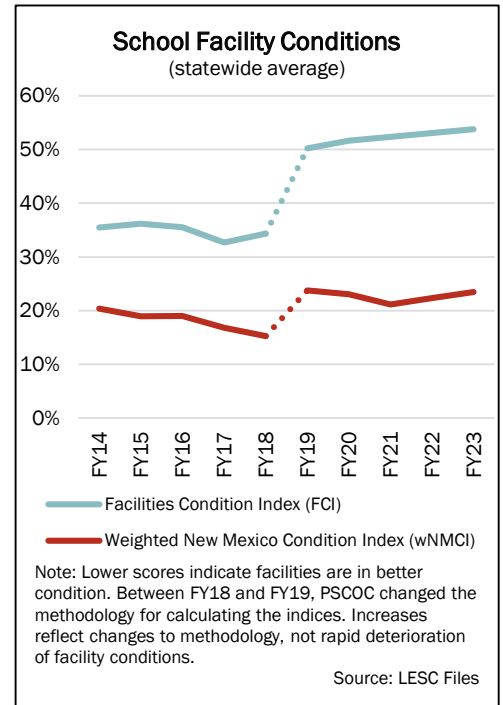
Education Technology Bonds. The Educational Technology Equipment Act, compiled at Section 6-15A-1 NMSA 1978, allows school districts to create debt without voter approval for the purpose of acquiring education technology infrastructure. Combined with general obligation bonds, school districts cannot enter debt exceeding 6 percent of their total land valuation.

Cash Balances, Operational Funds, and Impact Aid. Each school district and charter school receives funding from the state equalization guarantee (SEG), the state’s public school funding formula, to meet their day-to-day operational needs. SEG funding, however, is not restricted for any particular purpose, and some school districts use excess operational funds to service debt and improve facilities. Moreover, in 2021, the Legislature eliminated a long-standing credit for Impact Aid, funding more than \$80 million in annual revenue to school districts with a significant amount of federal Indian reservation land, including the Central, Gallup and Zuni school districts. These school districts explained they would spend a significant portion of their Impact Aid funds to address long-standing facility deficiencies, which were a primary contention in the *Zuni* capital outlay lawsuit.

State-Funded Capital Outlay Programs

Standards-Based Awards. Standards-based awards are large-scale awards made by PSCOC to help cover the construction of a new school or the replacement of an entire school site. During the 2023-2024 award cycle, schools were eligible for standards-based awards if the school’s wNMCI ranked among the top 150 schools in the worst condition in the state. Each award is subject to the public school capital outlay state and local match formula, which is designed to distribute state funding to match districts’ investments, allocating greater state funding to districts with lower levels of local revenues. However, after changes to the state and local match formula in 2018, the local share of projects has grown statewide, presenting a significant barrier to districts that wish to participate in PSCOC awards.

Systems-Based Awards. Systems awards are designed to fund relatively small projects to replace failing facility systems, such as electrical or heating, ventilation, and air conditioning (HVAC) systems. For the 2023-2024 awards cycle, schools must be in the top 350 worst condition schools according to the wNMCI rankings. Eligible systems for replacement included HVAC, fire alarms and sprinklers, site drainage, and demolition. While systems-based awards are helpful to replace failing building systems that have reached their useful lifespan, each school that receives a systems-based award will see an improved wNMCI, which may impact that building’s eligibility for future awards. For many buildings with multiple failing systems, total school replacement through the standards-based program may be a better option.



FY24 Systems-Based Awards (YTD)

District	School	Total	Total State	Total Local
Deming	Columbus Elementary	\$3,708.9	\$ 2,596.2	\$ 1,112.7
Deming	Memorial Elementary	\$2,424.8	\$ 1,697.4	\$ 727.5
Gadsden	Various Projects	\$924.5	\$ 924.5	\$ -
Texico	Texico Combined	\$771.4	\$ 532.3	\$ 239.1
STATEWIDE TOTAL		\$7,829.6	\$5,750.4	\$2,079.3

Source: PSFA

FY24 Standards-Based Awards (YTD)

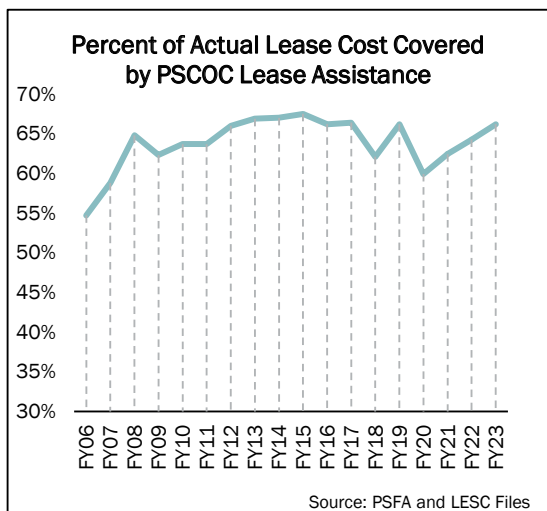
District	School	Total Project Cost	State Match			Local Match		
			Phase 1	Out-Year	Total State	Phase 1	Out-Year	Total Local
Maxwell	Maxwell Combined	\$31,385.7	\$ 2,542.2	\$ 22,880.2	\$ 25,422.4	\$ 596.3	\$ 5,366.9	\$ 5,963.2
Central	Tse Bit Ai Middle	\$47,065.8	\$ 2,965.1	\$ 26,686.3	\$ 29,651.4	\$ 1,741.4	\$ 15,672.9	\$ 17,414.3
Maxwell	Springer Combined	\$33,705.5	\$ 2,620.6	\$ 20,627.8	\$ 23,248.4	\$ 750.0	\$ 9,707.2	\$ 10,457.2
Dexter	Dexter Elem/Middle	\$54,392.9	\$ 4,405.8	\$ 39,652.4	\$ 44,058.2	\$ 1,033.5	\$ 9,301.2	\$ 10,334.7
STATEWIDE TOTAL		\$166,549.9	\$12,533.7	\$109,846.7	\$122,380.4	\$4,121.2	\$40,048.2	\$44,169.4

Source: PSFA

Prekindergarten Classroom Initiative. Section 22-24-12 NMSA 1978 allows districts to apply for awards to add prekindergarten classrooms or renovate existing space to house a prekindergarten class. PSEA has budgeted to fund the prekindergarten initiative at a level of \$5 million per year through FY24, though statute grants the council flexibility to decide whether there are sufficient funds available for this program.

School Security Awards. Following a fatal 2017 shooting at Aztec High School in northwestern New Mexico, the state made a commitment to fund up to \$10 million per year from FY19 to FY22 to improve security infrastructure at public schools. The now-defunct school security program ended in June 2022; throughout the duration of the program, requests for school security projects fell short of the \$10 million threshold each year. The low demand for the school security program was likely attributable to the laborious PSCOC application and awards process; despite low demand for awards from the security program, school districts have continued to request flexible, easy-to-access funding for security projects. For FY24, the Legislature appropriated \$35 million for school security infrastructure statewide, which was distributed to school district in an amount proportional to what they receive from their Public School Capital Improvements Act (SB9) state match.

Charter School Lease Assistance. Charter schools in New Mexico are not allowed to enter into debt and often turn to lease-purchase agreements to acquire facilities. The charter school lease assistance program was established in 2005 and covered approximately 55 percent of charter schools’ leases via direct payments to charter schools. Over time, the percentage of charter schools’ leases the program covers has risen to 64 percent. The lease assistance formula is based on square footage of facilities and the student membership at each charter school. While the lease assistance program is the primary means of funding charter school facilities, Laws 2022, Chapter 19 (House Bill 43) created revolving charter school facility loan fund administered by the New Mexico Finance Authority. The revolving fund was funded at only \$10 million for FY23, but future investments could provide charter schools with a new funding source for permanent school facilities.



Broadband and the State Education Network. PSCOC is authorized to spend up to \$10 million per year on educational technology infrastructure for school buildings. The modest state investment in network equipment has historically been used to match federal E-Rate funding at a rate of about nine federal dollars for every state dollar invested. The initiative has been widely regarded as successful, with almost every school in New Mexico now connected to high-speed internet. As of the 2022 legislative session, the \$10 million in education technology infrastructure funds can also be spent on network infrastructure and services to construct a statewide education network. During the 2023-2024 awards cycle, PSCOC received an itemized request from the Office of Broadband Access and Expansion detailing how the office would spend the \$10 million in broadband funds. A majority of the list was approved, but PSCOC denied a portion of the funds that were intended for “student internet service subscriptions” and for unanticipated project contingencies. Members of PSCOC

were hesitant that providing funds for student internet subscriptions may not meet the statutory intent of capital outlay funds, and may be in contradiction with the “anti-donation clause” of the New Mexico constitution, which holds that public funds cannot be expended to afford a private benefit to particular individuals.

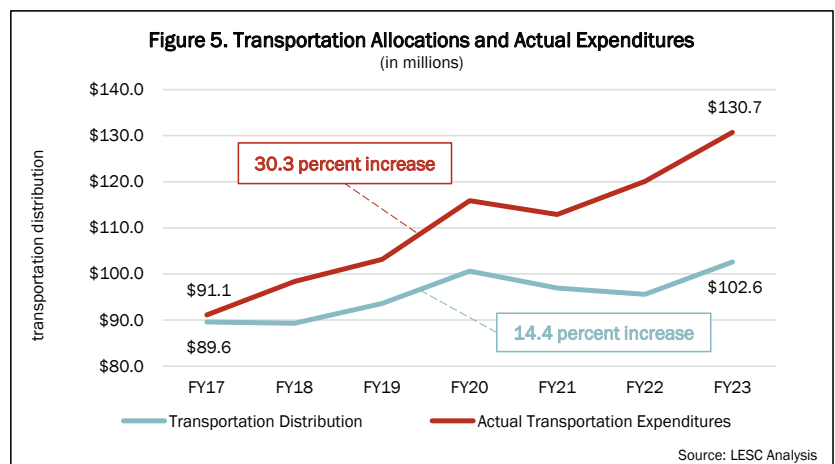
LESC's 2023 Study of the Transportation Distribution

During the 2023 legislative interim, LESC staff embarked on a year-long [study](#) of the public school transportation distribution. The [study](#) was designed to build a shared understanding of how schools provide transportation for their students, provide sufficient and equitable funding for all school districts and charter schools, and identify ways to streamline and simplify statutes regarding transportation funding.

Funding appropriated to the transportation distribution is allocated to school districts and charter schools based on their “site characteristics.” Site characteristics are not itemized in statute; PED has the authority to establish and adjust site characteristics at will. Currently, PED bases transportation allocations on the following site characteristics: total enrollment (to determine whether districts are large or small); number of students transported, also called ridership; number of special education students transported; number of buses in operation; gross square mileage of the school district; population density (students transported divided by gross square mileage); total miles traveled; and number of days in the school year.

An examination of transportation systems in other states revealed the site characteristics considered in New Mexico mirror many formula factors considered nationwide. However, New Mexico is one of only three states that uses a multivariate regression to calculate how funds should be distributed. The regression is a statistical model that attempts to summarize whether the input variables, each of the site characteristics, predict the outcome variable, actual transportation expenditures. The coefficients produced by the multivariate regression become the multipliers for the transportation formula. As a result of this practice, the multipliers for each site characteristic can change each year, sometimes to a significant degree.

While the transportation distribution has grown over time, the amount has not kept pace with inflation. School districts have spent significantly more than they received from the transportation distribution in recent years. While the transportation distribution has increased 14.4 percent increase between FY17 and FY23, school districts’ actual transportation expenditures have grown to \$130.7 million. LESC analysis of the inflation rate between FY08 and FY23 suggests that the appropriation to the transportation distribution should be approximately \$136 million to keep pace with inflation.



Some school districts spend more of their operational funds on transportation than others. In general, small school districts with four-day calendars receive sufficient funding to run their transportation programs, while some large, dense school districts—like Las Cruces and Rio Rancho—rely on a significant portion of their operational funds to fully fund their transportation programs. LESC analysis found that nearly every element of the large district funding formula was a statistically significant driver of funding inequities, suggesting that the large district formula is in urgent need of adjustment.

In addition to quantitative data analysis, LESC staff held five regional stakeholder engagement sessions to collect qualitative data directly from school superintendents, school transportation officials, and school budget officers. Common themes from the regional engagement sessions included a widespread need for additional bus drivers and difficulties with balancing efficiency with the need to provide services to all students, especially students with disabilities.

Following the LESC study of the transportation distribution, LESC staff made several recommendations to improve the equity and adequacy of transportation funding statewide. These recommendations include the following:

- **Increase the transportation distribution to \$136 million**, providing more funds for all school districts.
- **Remove the density factor from the transportation distribution** and increase the transportation distribution by an additional \$3 to \$5 million to holding all districts harmless from changes.
- **Establish a stable transportation formula in statute** to prevent year-over-year swings in funding.

Research Agenda: Improving Adequacy and Maintaining Equity

The State and Local Match Formula is not Working as Intended

Between 2004 and 2018, the calculation for determining the share each district should pay toward capital outlay projects, dubbed “the state and local match formula,” remained largely unchanged. When the *Zuni* lawsuit was reopened in 2016, plaintiff school districts Zuni Public Schools and Gallup-McKinley County Schools presented evidence suggesting the calculation was not equitable. In 2018, a study by the University of New Mexico Bureau for Business and Economic Research recommended changing the formula to establish greater equity among school districts. The resulting “phase 2” formula was enacted in Laws 2018, Chapter 66 (Senate Bill 30). Changes to the formula also occurred at a time in which PSCOF revenues were low; the new formula increased the local share of projects for all school districts as it attempted to spread limited state funds across a greater number of projects.

As the new formula was phased in from FY19 through FY22, the demand for standards- and systems-based capital outlay projects steadily declined as districts’ local match percentages increased. In LESC staff conversations with school administrators statewide, many agree their local match amount is too large and has become a barrier to participation in PSCOC programs. Excessive local match amounts has also led to an increase in applications for local match waivers; statute allows PSCOC to waive the requirement of school districts to share in the cost of projects.

To provide temporary relief to school districts with large local matches, the Legislature passed, and the Governor signed, Senate Bill 131 (SB131) during the 2023 legislative session. SB131 reduced the local match for most school districts by 33 percent and, for micro-districts, 50 percent for a three-year period. The bill also made a number of other policy changes designed to increase school districts’ ability to participate PSCOC projects. For instance, the state forgave outstanding “offsets,” or requirements that school districts must “pay the state back” when they receive a direct capital outlay appropriation. Simultaneously, the state eliminated an imminent credit against “operational revenue used on capital expenses.” The elimination of this provision will primarily benefit Impact Aid school districts, such as the plaintiffs in the *Zuni* lawsuit: Gallup-McKinley County Schools and Zuni Public Schools. Impact Aid school districts planned to use a significant portion of their new operational funds to build facilities following the removal of the Impact Aid credit from the state equalization guarantee in 2021.

SB131 has provided a temporary stop-gap for the state to address immediate needs, but the phase 2 formula contains a number of assumptions that warrant further study. The formula assumes districts are leveraging about 4.5 mills in local property taxes, but many districts take advantage of only the SB9 two-mill levy and do not take advantage of HB33. The formula assumes the cost of replacing facilities is about \$307 per square foot, but an LESC analysis of construction costs over time shows modern schools may cost \$600 or more per square foot. Finally, the formula assumes districts will replace their facilities on a 45-year basis, but districts with long-standing deficiencies may need to replace their current facilities sooner, rather than spread over a 45-year period.

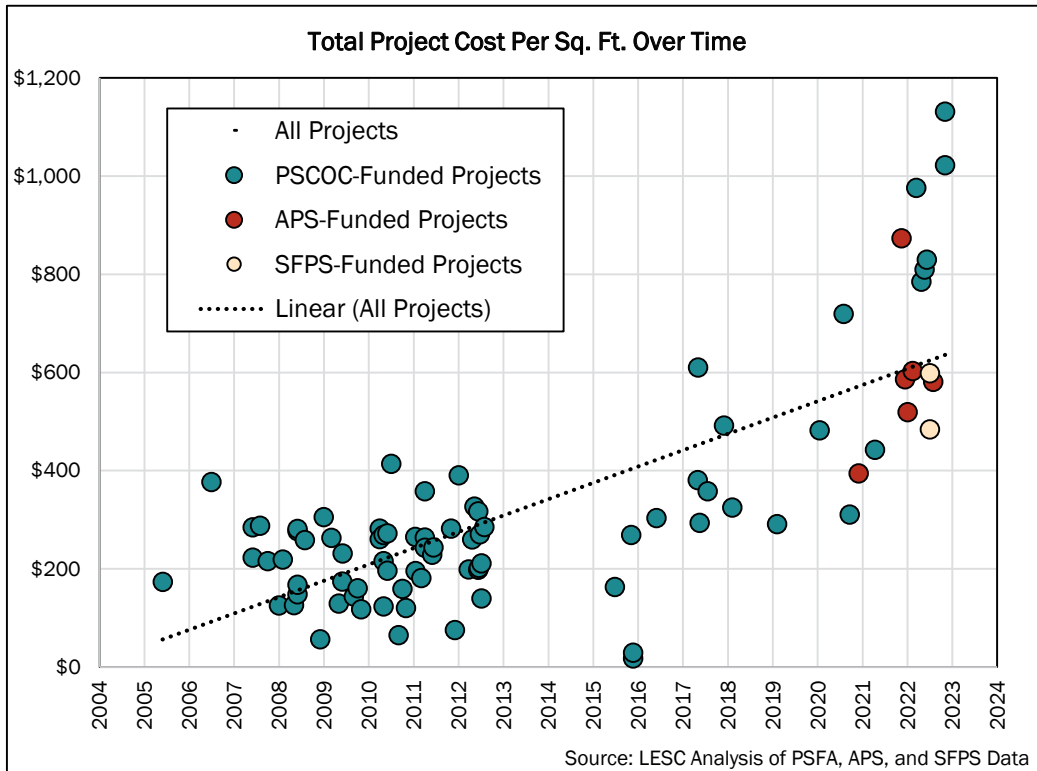
Construction Costs are Abnormally High

The cost of constructing a school in New Mexico has grown significantly, straining the capacity of PSCOC to make annual awards. At the end of the 2022-2023 awards cycle and throughout the 2023-2024 awards cycle, applications for assistance from PSCOC

have requested funding for some of the highest cost-per-square-foot in the state's history.

- In February 2023, Grants-Cibola County Schools approached PSCOC for construction funding for Bluewater elementary school, with the estimated project cost totaling \$976 per sq. ft.
- In March 2023, Gallup-McKinley County Schools approached PSCOC for construction funding for Rocky View and Red Rock elementary schools, with an estimated total project cost at \$784 per sq. ft.
- In May 2023, Los Alamos Public Schools approached PSCOC for construction funding for two school projects at Pinon and Chamisa elementary schools, with total construction costs estimated at \$809 per sq. ft. and \$830 per sq. ft., respectively.
- In October 2023, just 5 months later, Mosquero Municipal Schools and Des Moines Municipal Schools approached PSCOC for construction funding for two projects with estimated total construction costs at \$1,022 and \$1,131, respectively.

On average, the cost of construction projects prior to 2023 was typically close to \$300 per sq. ft. In early FY23, staff constructed a linear regression of construction costs over time, which predicted that the cost of building a school in FY22 was approximately \$425 per sq. ft. While this model showed that costs were increasing over time, the amount of the increase was reasonable and appeared to coincide with increases in labor and construction costs nationwide. However, recent project costs exceeded the predicted cost significantly, prompting staff to reconstruct the regression model using new data. The updated model predicts the cost to construct a school in FY23 is now \$640 per sq. ft.



LESC and LFC staff collaborated on research to better understand why construction costs in New Mexico continue to balloon in the wake of the pandemic. In presentations to PSCOC, PSCOOTF, the New Mexico State Board of Finance, and LESL, staff explained the problem of construction costs as a set of interrelated supply and demand factors causing a “perfect storm” that results in increased construction costs. If demand for construction projects continues to rise and the supply of construction laborers remains scarce or decreases, the state should expect construction costs to continue to rise. Legislators are poised to consider policy changes that affect the supply and demand levers driving construction costs.

Supply and Demand Factors Contributing to Increased Construction Costs

Factors Increasing Demand	Factors Decreasing Labor Supply
<ul style="list-style-type: none"> • School districts are clamoring to take advantage of temporarily reduced local match amounts. SB131 reduced local match amounts by 33 percent for most school districts and 50 percent for micro-districts for a three-year period. • The Legislature has increased its capital investments statewide, in both education and non-education-related projects. 	<ul style="list-style-type: none"> • Economic development in Albuquerque has led to a large number of private commercial and residential construction projects. • The construction workforce is close to its all-time peak of 105 thousand laborers. There may not be enough construction firms operating in New Mexico to handle the number of projects in the state. • Wages for construction-related jobs are the lowest in the southwest and the fourth-lowest in the nation, making it difficult for firms to recruit out-of-state laborers to work in New Mexico.

Source: LESL and LFC Analysis

School Districts Continue to Request Capital Funding for Local Priorities

In addition to unprecedented demand for standards- and systems-based projects, school districts have asked for funding for local needs.

One of the largest needs identified has been school security funding; despite low demand for the now defunct PSCOC security program, school districts are still requesting funds for cameras, fencing, metal detectors, electronic entry systems, and secure school vestibules. Renewed requests for security funds come on the heels of a 2023 school safety summit, which brought together state leaders, first responders, school security personnel, and security and technology vendors to discuss best practices in improving student safety.

School districts have identified other local capital needs, but no two districts share identical needs. Many districts have asked for funding for career technical education (CTE) facilities and equipment, especially following the construction of the Career Technical Education Center in Hobbs (CTECH). CTECH’s success is due in large part to investment from local business and industry, the City of Hobbs, and the school district itself, resulting in a state-of-the-art \$75 million facility that offers training to all regional school districts in welding, automotive, carpentry, plumbing, hospitality, and culinary fields. School districts may choose to use state capital outlay funding for CTE through the standards-based awards process or from individual appropriations, but a truly integrated CTE approach like the one offered by CTECH will require deliberate partnership between each school district and their regional workforce.

Other districts have requested prekindergarten and early childhood facility funding; while the prekindergarten classroom initiative has been largely successful, the initiative requires an application to PSCOC, a demonstration of need for prekindergarten, and the provision of a local match. School districts could benefit from flexible capital funding

allocated outside of the prekindergarten initiative to construct facilities outside the PSCOC awards process or bolster local match requirements.

There is precedent for providing flexible funds to all school districts outside the PSCOC standards-based process. A methodology included in the capital outlay bill from the 2022 session, Senate Bill 212, distributed \$75 million to school districts statewide by distributing the greater of two amounts: a per-SB9 state match amount or \$100 thousand. The methodology was a simple method for distributing funds quickly to school districts with only one string attached: school districts are required to submit a narrative report of how those funds were spent to PSFA and PSCOC when the funds are expended. The Legislature used an identical methodology to distribute \$35 million to school districts for security infrastructure, and \$65 million for CTE, prekindergarten, and other local maintenance priorities in FY24.

Policy Considerations

Continue Studying the State and Local Match Formula. The state and local match formula, the statutory waiver criteria, and the state's discussion of construction costs are all systemically related; addressing the state and local match formula may help improve the state's capacity to face outsized construction costs and reduce the need for local match waivers. LESC staff will continue to study the state and local match formula and develop recommendations for legislative changes during the 2025 legislative session.

Provide Funding for Security and Local Priorities. School districts have been grateful for discretionary capital funding provided in both FY23 and FY24. The Legislature may wish to continue providing discretionary capital funds for school security, prekindergarten CTE, and fine arts facilities, based on school districts' priorities. The appropriations made in previous years were designed to be flexible with one string attached; districts are required to notify PSFA and PSCOC in writing how the funds were used.

Increasing the amount of time students spend at school has been a key strategy in the Legislature's response to the *Martinez-Yazzie* lawsuit. Research has shown New Mexico students can benefit from spending additional time in a classroom, especially when those students are economically disadvantaged or are learning English. The 1st Judicial District Court's ruling in the *Martinez-Yazzie* lawsuit acknowledged the power of extending the school year, noting "it would be beneficial for all students enrolled in high poverty schools to be enrolled in the K-3 Plus program."

Over time, New Mexico gradually expanded its learning time programs, from the Kindergarten Plus program in 2004 to the new K-12 Plus program in 2023. [Research](#) on the K-3 Plus program indicated it is effective when implemented as a true extension of the school year for young students, but after years of sustained investments in additional school time, New Mexico's students remain far behind those in other states. Critics of K-5 Plus and the Extended Learning Time program (ELTP) have argued policymakers should focus on also improving the *quality* of learning time, rather than just the *quantity*.

The 2023-2024 school year marks the beginning of the next phase in New Mexico's learning time policy, creating an opportunity to begin a dedicated study of the effectiveness of additional time. Laws 2023, Chapter 19 (House Bill 130) created the K-12 Plus program, increasing the minimum number of hours students are required to spend at school, creating a flexible framework for what can be considered "learning time," and offering schools additional funding if they are in session for more than 180 days (or 155 days in school districts with four-day school weeks).

The flexibility offered to school districts and charter schools in HB130 was intended to foster innovation, with locally-designed learning time programs to meet individual students' needs. Initial findings suggest a majority of students will likely spend more time at school in the upcoming school year, yet some school districts and charter schools have decided to decrease the number of school days in their calendar. An intentional study of schools' varied approaches to learning time will help the Legislature learn more about innovative school approaches that are moving the needle for students.

This section of the LESC Annual Report includes key background information about New Mexico's history of learning time programs and initiatives, a review of data and research about learning time programs and outcomes, a description of LESC staff work to evaluate learning time programs, and policy considerations for the Legislature.

Background: Learning Time in New Mexico

Learning time programs have a history in New Mexico spanning nearly two decades. Since 2004, New Mexico has invested hundreds of millions of dollars to increase learning time for students, including the Kindergarten Plus, K-3 Plus, and K-5 Plus programs designed to increase the school year by 25 days for elementary grades, as well as ELTP, designed to increase the school year by 10 days at all grade levels. In 2023, the Legislature created the K-12 Plus program to simplify two decades of learning time programs in New Mexico in the form of new minimum instructional hour requirements and a funding mechanism for additional school days.

The Foundations of Learning Time: Kindergarten Plus and K-3 Plus

In FY05, the Legislature provided a modest \$100 thousand to kick off Kindergarten Plus, a program designed to provide up to four weeks of additional school time for kindergarten students. In FY06, this funding was increased to \$400 thousand, and in FY07 to \$1 million. The Kindergarten Plus program was offered in four school districts: Albuquerque, Las Cruces, Gallup, and Gadsden. The pilot was regarded as an early success, building the foundation for an extended school year program in additional school districts and grade levels.

In FY08, the Legislature expanded the Kindergarten Plus program to cover first through third grade students, marking the beginning of the K-3 Plus program. K-3 Plus was designed to provide the lowest-performing students in high-needs schools with an additional 25 days of school. Initially, the program was primarily focused on literacy; the Public Education Department (PED) [urged schools implementing the program](#) to use “data-driven” instruction to help students catch up to grade-level reading before the beginning of third grade. From FY08 through FY12, the Legislature appropriated approximately \$5 million to \$8 million per year to the K-3 Plus pilot program, serving approximately 5,000 to 8,000 students each year.

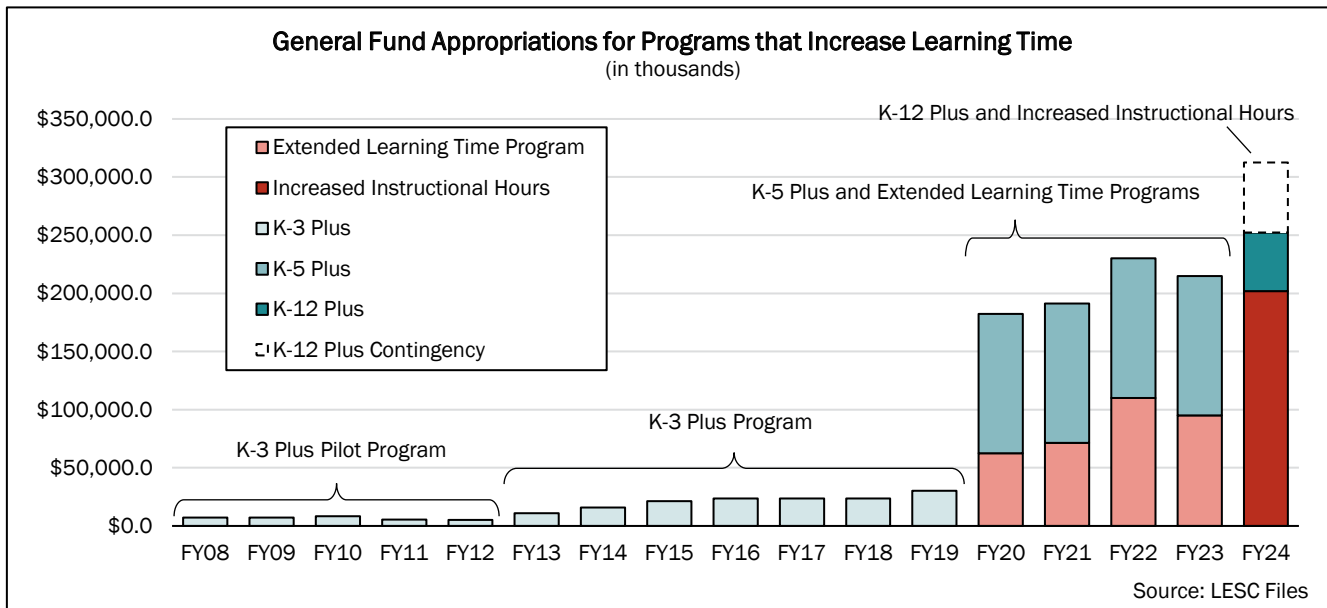
In FY13, the Legislature increased the appropriation for the K-3 Plus program to \$11 million, transitioning the program from a pilot to a full-fledged intervention. Due to limited funding, eligibility for the K-3 Plus program was tied directly to the statewide accountability system; schools that received a “D” or “F” letter grade were eligible for awards from the K-3 Plus program. Between 2012 and 2018, the annual appropriation for K-3 Plus increased from \$11 million to \$30 million, becoming [the second largest “below-the-line” initiative](#) funded by the Legislature, second only to the public prekindergarten program.

The expansion of K-3 Plus was the result of research highlighting its effectiveness. In 2015, researchers from Utah State University conducted a [randomized control trial](#) comparing the outcomes of K-3 Plus students to a control group of demographically similar students that did not participate in the program. The researchers found that students in the K-3 Plus program were significantly more likely than their peers to be “kindergarten-ready.” However, it also found that students who participated in K-3 Plus for all four years of the program were only slightly more likely than their peers to be proficient in third grade reading, writing, and mathematics.

A randomized control trial on the K-3 Plus program found students who participated in the program were more likely to be school ready and have higher achievement than their peers.

Statewide Extended Learning: The Extended Learning Time Program and K-5 Plus

In 2018, Judge Singleton issued a landmark ruling in the *Martinez-Yazzie* consolidated lawsuit, finding the state was not providing a sufficient education for all students, particularly economically disadvantaged students, English learners, Native American students, and students with disabilities. The court ruling found K-3 Plus was effective, but noted limited funding available for the program did not guarantee all students access to the program. The court ordered the state to increase resources allocated to public schools to ensure students had equitable access to educational programs like K-3 Plus.



In response to the lawsuit, the Legislature made three major changes to its K-3 Plus program. First, the Legislature scaled the program to cover fourth and fifth grade students, creating the K-5 Plus program. Second, the Legislature moved the program into the state equalization guarantee (SEG), the state's public school funding formula, ensuring that any school participating in the program generated units and additional funding. Each year from FY20 through FY23, the Legislature earmarked approximately \$120 million for K-5 Plus, an increase of 300 percent from the FY19 appropriation of \$30 million for K-3 Plus. Finally, the Legislature established new, strict programmatic requirements based on research about what made K-3 Plus maximally effective. The Legislature required that K-5 Plus be offered school-wide, and students must be with the same teacher in K-5 Plus and into the remainder of the school year.

Despite significant investments in the K-5 Plus program, school districts did not participate in the program at the rate the Legislature envisioned, resulting in significant reversions of unspent funding to the public education reform fund each year. In FY20, school districts spent \$22 million of the \$120 million appropriated for K-5 Plus. By FY23, participation had fallen even further, with only \$7 million of the \$120 million appropriation spent. School districts testified before LESC and LFC that the program's lack of popularity was due in large part to its strict programmatic requirements, as well as the significant number of days the program added. School districts had difficulty convincing teachers to teach an additional 25 days of school, even after the Legislature established lucrative salary incentives in FY23. In addition to the programmatic requirements, the Covid-19 pandemic began shortly after the K-5 Plus program became a statewide option; the pandemic created a unique set of challenges for school districts, and leaders may have placed a low priority on an additional 25 days of virtual school. The same year it established K-5 Plus, the Legislature also created its sister program, ELTP. ELTP differed from the K-5 Plus program in three key respects:

- ELTP was designed to increase the school year by 10 days, rather than 25;
- ELTP was available for all grade levels, kindergarten through 12th grade; and
- ELTP did not have the same programmatic requirements as K-5 Plus.

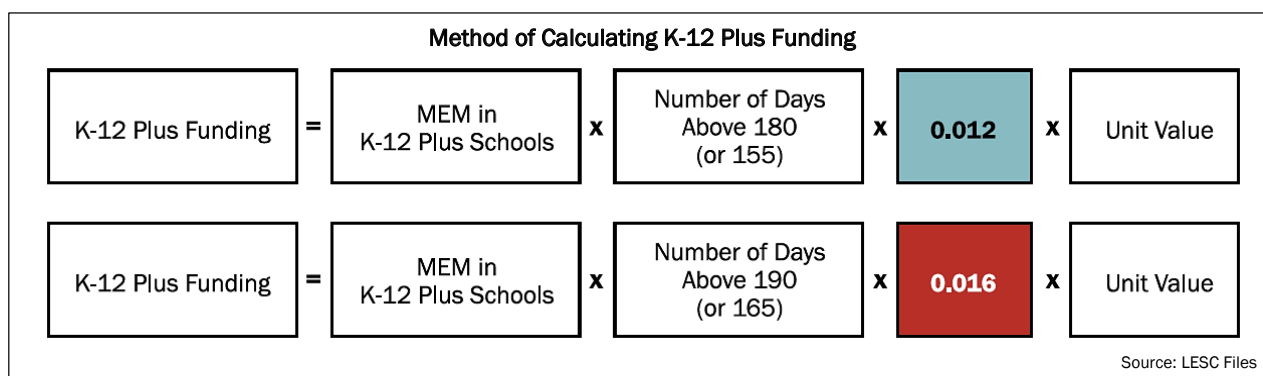
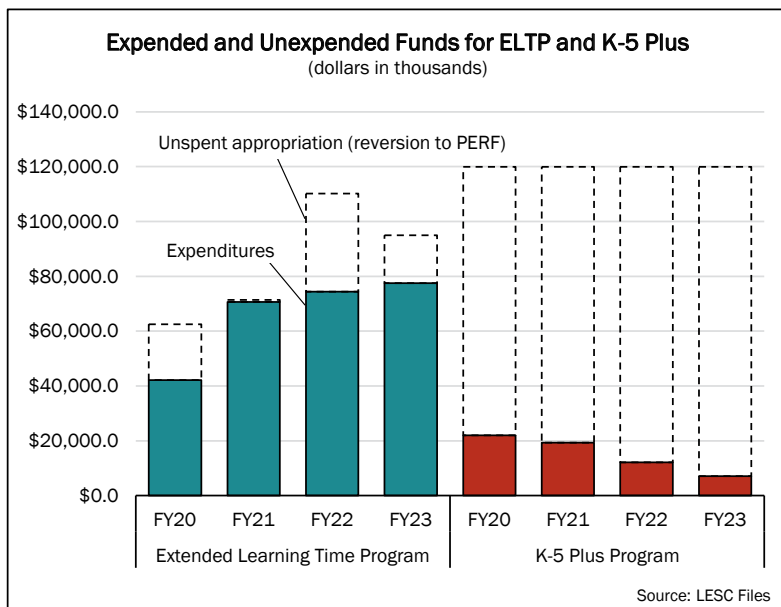
In contrast to the K-5 Plus program, ELTP quickly revealed itself as a popular program for increasing instructional time. In FY20, schools spent \$42 million of the \$62 million appropriation. By FY23, participation had increased to \$77 million of the total \$95 million

appropriated to the program. The program’s popularity could be attributed to its key differences from K-5 Plus; ELTP required fewer days than K-5 Plus, the program could be adopted for all grade levels, and the new days came with programmatic flexibility, offering schools more options to design additional days that meet their local needs. This flexibility would become a staple of K-12 Plus, the next chapter in the Legislature’s learning time policy.

Universal Extended Learning: Increased Minimum Hours and K-12 Plus

Expanding upon the foundations built by K-5 Plus and ELTP, the Legislature passed and the governor enacted Laws 2023, Chapter 19 (House Bill 130) establishing the K-12 Plus program. HB130 increased the minimum hours students were required to spend at school, from 990 hours in elementary school and 1,080 hours in secondary school to 1,140 hours in every school. The law also establishes that up to 60 of the minimum hours in elementary school, and up to 30 of the minimum hours in secondary school, may be used for professional work.

The K-12 Plus program offers additional funding for schools in two “tiers” of implementation, providing additional formula funding for “K-12 Plus days,” but allowing schools to participate in any number of days they decide at a local level. “Tier 1” of K-12 Plus includes a factor of 0.012 per student for each day over 180 days, or 155 days in four-day school districts, and “Tier 2” includes a factor of 0.016 per student for each day over 190 days, or 165 days in four-day school districts.



HB130 made several policy design choices based on research on the effectiveness of learning time policies like K-5 Plus and ELTP, as well as other effective school programs designed to improve the quality of educational time. The law was designed to emphasize four key policy pillars:

1. **Incentivize Additional Time With Significant Funding.** The Legislature appropriated a total of \$252 million to fund the provisions of HB130, \$202 million of which flows directly to school districts for additional instructional hours, and \$50 million of which supports additional K-12 Plus days. In the event that demand for K-12 Plus days exceeded the \$50 million in available funding, the Legislature

also appropriated \$60 million in “contingency funding” to offset the cost of excess demand. The funding for additional school time in FY24 is greater than the combined appropriations for K-5 Plus and ELTP in years prior, and was designed to hold school districts and charter schools harmless from funding reductions caused by the repeal of those programs.

2. **Support Embedded Professional Work Time.** Research indicates educators who have time for professional work during the course of the school day are more prepared and make more effective use of the time they spend with students. The National Conference of State Legislatures’ (NCSL’s) [No Time to Lose report](#) explains how the world’s top-performing countries found success by placing the teaching profession at the center of their instructional systems. According to NCSL, teachers in high performing countries:

“Are given a lighter teaching load and more time for their own—and their colleagues’—development. In some of these countries, 30 percent to 35 percent of a teacher’s time is spent teaching students, while the rest is spent on activities such as working in teams with other teachers to develop and improve lessons, observing and critiquing classes, and working with struggling students.”

Embedding professional work in the course of a normal school day is a research-based approach to improving the quality of teacher professional development, and ultimately, the quality of education for New Mexico’s students. The Learning Policy Institute’s [research-based pillars](#) of effective professional development are activities that often occur during the course of a normal school day while students are in classrooms, including:

- **Collaboration**, where teachers to share ideas and collaborate in their learning, often in job-embedded contexts;
 - **Active learning**, where teachers are able to choose learning modules and material based on their interests and needs;
 - **Modeling**, where teachers observe and analyze one another, as well as their own recorded lessons;
 - **Coaching and expert support**, where teachers are observed and receive feedback from experts; and
 - **A sustained duration**, such that teachers participate in professional development regularly, sometimes weekly or even daily.
3. **Offer Flexibility to Meet Local Needs.** New Mexico is home to 89 school districts and about 100 charter schools, each of which is responsible for setting its own school calendar. Each school district and charter school has shaped its calendar to meet the needs of its community, resulting in a variety of instructional hours and days designed to meet local needs. For example, many rural school districts have elected to attend school for four days per week with longer school days. The K-12 Plus program honors the local needs of schools by building a flexible framework upon which schools are encouraged to innovate.
 4. **Foster Innovation to Reengage Students.** HB130 establishes an expansive definition to describe how schools may satisfy the requirements of an “instructional hour.” Rather than focus on a traditional school program, the new law allows schools to build instructional hours that include targeted interventions, student engagement and

enrichment, and career and technical education, provided that these opportunities are aligned with academic content and performance standards. Creating a student-centered education system is critical to improving students' academic, social, and emotional wellbeing. According to the Youth Risk and Resiliency [Survey](#), more than 40 percent of students in ninth through 12th grade felt sad or hopeless for two or more weeks straight in 2019, so much so that they stopped doing usual activities. Moreover, enrollment in New Mexico public schools has steadily declined throughout the course of the Covid-19 pandemic; [LESC analysis of absenteeism](#) suggests about 40 percent of New Mexico's students were considered "chronically absent," having been absent for more than 10 percent of the school year.

Research Agenda: Ongoing Evaluation of K-12 Plus

LESC staff's initial analysis of school calendar data found many school districts and charter schools are taking advantage of the flexibility offered by the K-12 Plus program to add additional school time, in the form of additional days and additional hours. However, while some schools have used the flexibility to add time, others have decided to reduce school time, either by reducing days compared with last year or reducing hours to the statutory minimum hours required. The extent to which the additional time will impact student outcomes is a topic for ongoing research during the 2024 legislative interim.

Preliminary Findings from Calendar Data

On Average, Schools Plan to add Additional Days and Hours Compared With Last Year. Most schools in New Mexico will add instructional time next year in the form of increased hours and days. Schools with five-day weeks plan to add one to three additional days, and schools with four-day weeks plan to add four to five additional school days. Much of the new instructional time added will occur in the elementary grades; schools will add about 93 to 98 additional hours in elementary school, and about 11 to 41 hours in secondary school.

Schools on Five-Day Weeks

	FY23		FY24		Change	
	Avg. Days	Avg. Hours	Avg. Days	Avg. Hours	Avg. Days	Avg. Hours
Elementary	181.4	1,106	184.7	1,199	+3.3	+93
Secondary	180.8	1,192	182.4	1,203	+1.6	+11

Schools on Four-Day Weeks

	FY23		FY24		Change	
	Avg. Days	Avg. Hours	Avg. Days	Avg. Hours	Avg. Days	Avg. Hours
Elementary	153.9	1,084	159.4	1,182	+5.5	+98
Secondary	153.4	1,141	158.0	1,182	+4.6	+41

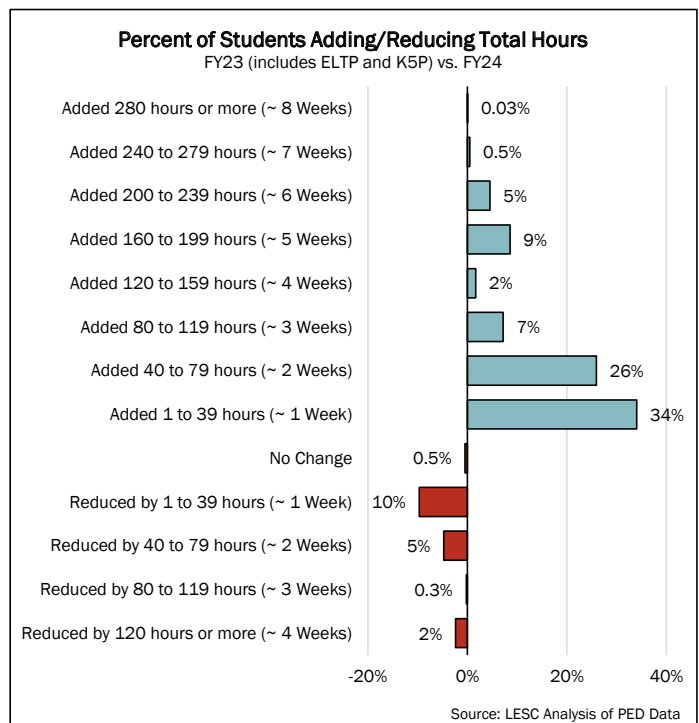
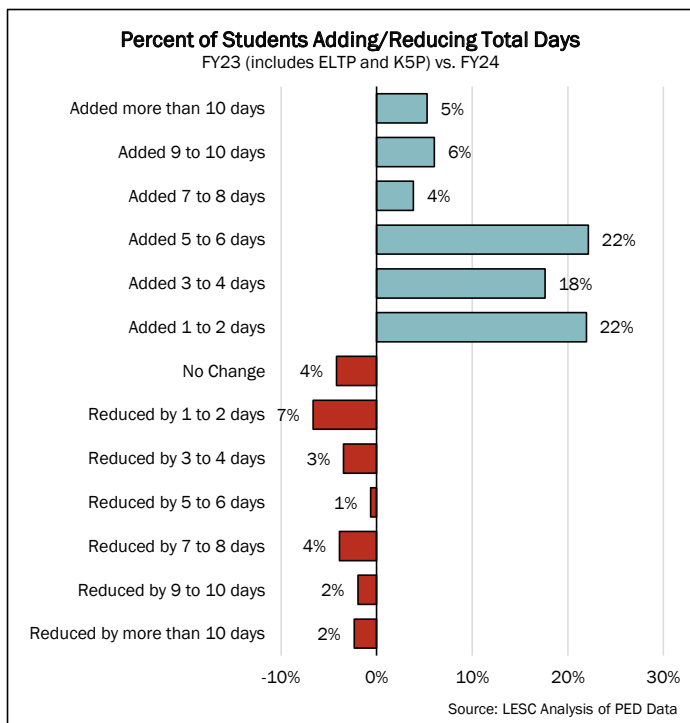
Source: LESC Analysis of PED Data

Increased Flexibility has Resulted in a Wide Variation in School Calendars, for Better or Worse. While some school districts have taken advantage of the flexibility offered by the K-12 Plus program to add school hours and days, others have decided to reduce school time. Compared with last year as a baseline, approximately one fifth of students will attend school for an additional one to two days, one fifth for an additional three to four days, and one fifth for an additional five to six days. However, about one fifth of students will see no change, or fewer days of school, compared with last year.

At this point, it is unclear why some school districts have decided to decrease instructional days. For example, rather than simply reducing days to make things easier, some school districts may view a shorter school calendar as a means to recruit teachers and improve student engagement. Without long-term, reliable student outcome data, it is difficult to conclude that a reduction in days will decrease the quality of students' education.

Regardless of whether schools decided to increase or decrease school days in FY24, all schools were required to meet the new minimum instructional hour requirements in statute. For 60 percent of students in New Mexico, the increased instructional hour minimums will result in the equivalent of up to two additional weeks of school. One fifth of students will see more than two weeks of additional time, while one fifth will see a reduction compared with last year.

K-12 Plus Participation Exceeded the Legislature's Expectations. Overall participation in the K-12 Plus program generated units in the SEG valued at \$113.5 million, exceeding the Legislature's \$110 million appropriation for the program. According to data from PED, students in "Tier 1" schools, those adding up to 10 additional days of school, generated approximately \$100.1 million in new school funding for FY24. Students in "Tier 2" schools with more than 10 additional days of school will generate an additional \$13.4 million. The total cost of K-12 Plus exceeded the Legislature's expectations, but due to significant investments elsewhere in the public school budget, the deficit did not negatively impact the unit value, which increased from \$5,522.50 in FY23 to \$6,241.67 in FY24.



Policy Considerations

As New Mexico nears the completion of the first year of its latest learning time program, the state is poised to begin a dedicated study of the impact of additional hours and days. By tracking variations and innovations in school calendars statewide, policymakers may be able to learn a great deal about the conditions in which additional time can make a difference for students.

- ***Study the Impact of Additional Learning Time.*** Over the next year, LESC staff will conduct a carefully designed study of schools' implementation of additional learning time in an attempt to understand how additional time can improve student outcomes. An evaluation of schools' approaches to learning time can provide a basis for legislative and budgetary changes that may be necessary to ensure school districts and charter schools are implementing effective programs that improve student outcomes.
- ***Build a Policy Framework to Incentivize Successful Strategies.*** If an evaluation of learning time reveals common successful strategies among a set of school districts, the Legislature can build a policy framework to incentivize those successful strategies. LESC's evaluation will build a foundation upon which the state can craft a data-driven approach to learning time designed to maximize effectiveness.
- ***Create a Mechanism for Long-Term Sustained Evaluation.*** Even if additional learning time does not result in significant academic gains during the first year of implementation, it is important to remember that educational investments require a sustained investment to see results. Educational researchers generally agree that states should expect to see changes in outcomes about five years after major reforms; it is imperative that the Legislature sustain its investments in public education, and that schools hold high standards for the amount of time students and teachers spend learning.

The concept of equity in education is multifaceted and inherently complex, but at its core, signifies the endeavor to create an educational system that serves all children, no matter their background, language, race and ethnicity, economic circumstances, gender, learning needs, disability, or family history. Pursuing equity in education is ultimately about providing an equal opportunity for all students to learn and eventually achieve the goals they have for their life. It is also about supporting all students in cultivating essential skills and knowledge, facilitating a well-rounded life, and having the opportunity to make meaningful contributions to society.

A crucial part of the conversation about educational equity in New Mexico involves the rulings in the *Martinez-Yazzie* consolidated lawsuit. In July 2018, Judge Sarah Singleton found the state had failed to meet its constitutional obligation to provide an adequate, sufficient education for all students, specifically naming concerns for economically disadvantaged students, English learner (EL) students, Native American students, and students with disabilities. Further, in the court's Findings of Fact and Conclusion of Law issued in December 2018, Judge Singleton stated educational inputs were inadequate and led to dismal educational outputs for the students named in the lawsuit.

Since the court's findings, the Legislature has made myriad investments totaling nearly \$1 billion in both discretionary funding to school districts and charter schools and to Public Education Department (PED) initiatives meant to increase access to programming and better serve all students in the state. Despite these large investments, however, it is unclear whether New Mexico's students, and particularly those named in the lawsuit, are any better off.

This section of the LESC Annual Report includes background information about statutory structures in New Mexico related to educational equity, information about educational funding to support opportunities for all students, a review of the LESC's 2023 research agenda related to educational equity, and considerations for the Legislature.

Background: Equity in New Mexico Education

Indian Education Act

Native American students make up about 10 percent of all New Mexico's students. The Indian Education Act (IEA) is intended to ensure Native American students receive an equitable and culturally relevant education leading to educational success. Additionally, the law outlines how state and local education officials should partner and consult with New Mexico's 23 recognized tribes and pueblos. It also directs PED to ensure money from the Indian education fund (IEF) is used to support the provisions of the IEA.

Despite the provisions of the act and the intent behind its creation, outcomes for Native American students have consistently lagged those of their peers. The court's 2018 ruling in the *Martinez-Yazzie* consolidated lawsuit highlighted those disparities as rationale for improving educational opportunities for Native American students and clearly stated the state has not met the provisions of the act. Recent assessment data shows results have not improved. Only one in five Native American students scored proficient in reading on the 2022 New Mexico Measures of Student Success and Achievement (NM-MSSA),

and only 14 percent scored proficient in math. According to PED, only 72 percent of the 2022 cohort of Native American students graduated in four years, 1 percentage point more than the 2021 cohort of Native American students.

Since the court's findings, the Legislature has significantly increased funding for implementation of the IEA, primarily in the form of the IEF, which rose from \$2.5 million in FY19 to \$20 million in FY24. Those funds have been administered by the PED and distributed as grants to pay for a variety of initiatives in school districts and tribal communities.

Hispanic Education Act

While New Mexico law includes provisions to meet the needs of historically underserved Hispanic students, it appears not all aspects are fully implemented and monitored. The Hispanic Education Act provides for the study, development, and implementation of education systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates. In FY24, the Legislature provided \$1 million in a nonrecurring appropriation to PED from the general fund for the Hispanic Education Act, which PED used to provide grants to districts. Prior to FY24, PED attempted to address the goals of the Hispanic Education Act through statewide community listening sessions and establishing a Hispanic Education Act team.

Black Education Act

African American students in New Mexico have historically lagged students from other racial and ethnic groups in high school graduation rates, postsecondary enrollment, and degree-attainment rates, and continue to do so. In the consolidated *Martinez-Yazzie* education sufficiency lawsuit, the court ruled the state failed to provide quality programs to meet the needs of at-risk students, including minority students (Hispanic, Native American, African American, and Asian American). The Legislature created the Black Education Act, a new section of the Public School Code, through Laws 2021, Chapter 51 (House Bill 43) to help focus on issues related to Black education, strengthen educational outcomes for Black students, and address the Black student achievement gap in a holistic and systemic manner. The Black Education Act created a Black Education Advisory Council and a Black education liaison position within PED to advise the Secretary on policy and programs related to the education of African American students and serve as a resource for schools to improve the educational outcomes and experiences of African American students. The Council and the liaison also work together on anti-racism and culturally sensitivity training and professional development programs for all school personnel, work with the Higher Education Department (HED) and postsecondary institutions to improve Black education and recruit and retain African American candidates in teacher preparation programs.

Bilingual Multicultural Education Act

Bilingual education benefits all students, and research shows ELs receiving bilingual instruction perform better on measures of English reading proficiency than ELs receiving English-only instruction at both the elementary and secondary levels. In the consolidated *Martinez-Yazzie* education sufficiency lawsuit, the 1st Judicial District Court found New Mexico is not meeting its state and federal requirements to assist students who are not proficient in English. While the Legislature has consistently funded bilingual multicultural education through the state equalization guarantee (SEG), the state's public school funding formula, since FY20, student participation in bilingual multicultural education programs saw a decrease in FY21, with 43,703 students

participating. However, considering the impacts of the Covid-19 pandemic, bilingual multicultural education programs have seen a small increase of 44,575 students for FY22.

The Bilingual Multicultural Education Act recognizes both the value of and the barriers to bilingual multicultural education programs. The act establishes the goal for all students to become bilingual and biliterate in English and a second language. The act also recognizes the funding and administrative barriers to bilingual and multicultural education, stating that school districts do not fully understand how to properly assess, place, and monitor students in bilingual multicultural education programs so that students may become academically successful. While there are measures in place to oversee bilingual multicultural education programs, for example PED review of program applications by the Language and Culture Division at the department, school districts and charter schools may benefit from additional oversight and technical assistance. Bilingual multicultural education program funding flows through the SEG and school districts and charter schools can budget funding formula dollars as they see fit, as long as statutory requirements are met. While the *Martinez-Yazzie* decision noted PED read its statutory authority to oversee school districts and charter schools too narrowly, PED has argued that funding bilingual and multicultural education programs through the SEG prohibits the department from ensuring bilingual education program dollars truly benefit bilingual education program students. The Legislature may want to consider strengthening statute to improve oversight of bilingual multicultural education program funds as well as better understanding whether additional PED capacity is needed to do this work. School districts and charter schools could benefit from increased oversight and technical assistance, for example, PED could develop a cycle to ensure every bilingual multicultural education program receives a site visit every three to five years.

Community Schools

In 2013, the New Mexico Legislature adopted the Community Schools Act, which allowed any public school to be transformed into a community school. Through grassroots efforts, local community schools grew throughout New Mexico. It wasn't until 2019 that funds were appropriated to support these schools. The 2019 legislative actions provided \$2 million in grant funding to be administered by the department, and also amended the 2013 Community Schools Act to better define community schools. Additionally, the 2019 amendments also required PED appoint a New Mexico Coalition for Community Schools to support implementation.

Schools are invited to apply for either a planning or implementation grant through the PED, most commonly at \$50 thousand and \$150 thousand, respectively, and have various reporting methods to track their progress and assess the current effectiveness of the community school in relation to national standards. Ideally, schools that have been awarded a planning grant will continue to apply for and receive implementation grant funding for three years, with an optional fourth year of funding which is determined by PED. For the school year 2023-2024, 91 schools received a planning, implementation, or renewal community school grant award. In total there are about 150 community schools throughout New Mexico, with nearly 60 community schools not receiving the community school grant award.

Both PED and the New Mexico Coalition for Community Schools emphasized the need to scale community schools, support new and existing community schools, and sustain community schools so that their ability to truly transform schools, communities, and student outcomes can continue beyond the current three- or four-year grant cycle.

Mental and Behavioral Health Support

As of June 2023, the Data Resource Center for Child and Adolescent Health stated New Mexico ranks 47th in the nation for youth mental health and only 59 percent of New Mexican children with a mental or behavioral health condition are receiving appropriate treatment. Untreated conditions among students have been correlated to high rates of disengagement, school dropout, unemployment, risky behaviors, and early death. Students become more at risk of social, structural, and academic difficulties, and losing educational opportunities. In the long term, students are at risk of the school-to-prison pipeline contributing to increased public expenses and lost economic self-sufficiency in life.

In February 2006, PED, via the New Mexico Administrative Code, implemented the Primary and Secondary Education Public School Administration, Health and Safety School District Wellness Policy (see **6.12.6 NMAC**). The policy required school districts and charter schools to create a plan that addresses students' behavioral health needs in educational processes, with a focus on social and emotional wellbeing. The legislative body appropriated \$5 million in FY24 for targeted behavioral health supports. With continued, targeted funding, in addition to sustained at-risk funding in the SEG, schools can implement evidence-based programs such as Conscious Discipline, The Good Behavior Game and other positive behavior intervention programs, and Handle with Care, that address student mental and behavioral health effectively and strengthen capacity building for mental and behavioral health professionals within school settings. See the **Whole Child** section of this Annual Report for more information on social emotional learning, Conscious Discipline, positive behavioral intervention and supports, and the Handle with Care program.

Research Agenda: Sufficient Funding Benefits All Students

Committee Hearings: Indian Education Fund

At its June meeting, LESC staff presented a [brief](#) providing review and analysis of the IEF, and PED staff provided an [update](#) about the department's goals for Indian education. Among those goals, PED staff included addressing the carryover of FY22 IEA funding, managing and monitoring reimbursement funds by reconstructing data collection processes, and partnering with LEAs to develop memorandums of understanding related to language assessment. The department has also conducted requisite tribal consultations and site visitations to hear concerns regarding Indian education and to build bridges of support. Additionally, PED shared they are currently working on a site grantees manual and a site school visit manual to create understanding in expectations, sharing of information, and supporting legislative advocacy.

Regarding Indian education funding, in FY23, PED staff distributed just over \$2 million directly to tribes and pueblos through a formula distribution that awarded a base amount of \$100 thousand to every tribe and pueblo and an additional \$15 per Native American student. School districts and charter schools serving Native American students also received \$2.8 million through a formula that awarded a base amount of \$85 thousand and an additional \$5 per Native American student.

In addition to those allocations, the department awarded the balance of the \$20 million in the IEF through various initiatives, including language revitalization grants, community-based immersion schools, and indigenous language fellowships. Funding for those initiatives went to school districts, charter schools, and tribes and pueblos. It is too early to determine whether that funding will be fully spent or whether department-

initiated programming will prove effective.

While appropriations to serve Native American students have increased, it's still unclear whether school districts, charter schools, and tribes and pueblos are able to spend funding well. The reasons for that vary, from the timing of funding to schools' and tribes' capacity to administer increasing amounts of funding and implement new programming.

Committee Hearings: Biliteracy Initiatives

In September, LESC presented a policy [report](#) on intersecting the science of reading and bilingual education to achieve biliteracy. The report PED staff [presented](#) outlined the current status of structured literacy including their planned efforts to enhance their initiative with a biliteracy approach.

The department is currently focused on professional learning and coaching support for structured literacy. There are over 9,000 educators and administrators who have received or are enrolled in the science of reading training and over 1,200 educators are receiving coaching support through PED. In the 2021-2022 school year, 8,998 educators completed or were enrolled in the science of reading training also known as Language Essentials for Teachers of Reading and Spelling (LETRS). In the school year 2023-2024, there were 123 LETRS facilitators across the state. Structured literacy model schools received coaching support for all teachers and a \$50,000 grant to help implement evidence-based practices in the classrooms. Structured literacy support schools have a literacy coach assigned to the school to provide support and professional learning to support implementation of structured literacy practices, including a grant of \$25,000 to \$40,000; grants are determined by the number of teachers coached at each school site.

PED has been making some inroads to incorporate English literacy development practices with considerations of reading subskill differences, linguistic responsiveness, cross-linguistic connections, metalinguistic awareness, and holistic assessment for Spanish literacy and biliteracy development in addition to the larger structured literacy initiative. In particular, PED's Language and Culture Division is partnering with a Regional Education Laboratory to provide professional learning in writing instruction.

The department is currently working with higher educational institutions associated with teacher prep programs by aligning curriculums and syllabuses to provide high-quality teacher training on the science of reading.

The department plans to create an institute of reading which will house model classrooms, spaces for testing, intervention, and professional development and training. PED will also provide satellite offices across New Mexico in partnership with higher educational institutions.

2023 Interim Work: Tribal Education Department Visits

LESC staff has heard from tribal educational leaders about the various challenges they have experienced with leveraging Indian education funding. Thus far, LESC staff has met with four tribal educational leaders in which they have collectively stated their tribal educational departments need more support and training on how to use Indian education funds. In discussing unspent funds, they were critical of the distribution method that resulted in all tribes, regardless of size or number of students, receiving an untimely, and perhaps unequitable distribution of funds. When appropriations are

not received by the expected date of distribution educational services such as tutoring programs and other educational supportive services cannot operate or be funded causing a detriment to student outcomes. Reflecting on the current process of fund distribution, tribal educational leaders mentioned the need for accountability for both the state and grantees recipients. Tribal educational leaders have also expressed mixed feelings regarding the terminology of competitive grants.

Additional funding to Indian education can expand cultural and language programs and learning materials. Some tribes are using grant funds to create language learning materials either through language material publications or virtual learning applications. Other tribes are interested in educational infrastructure to provide tutoring assistance, cultural and language lessons, after school programs, and training services to their community.

Tribes, pueblos, and nations have partnered with public schools and charter schools within or neighboring their communities to support tribal students. Collaborating with school boards, superintendents, and other educational personnel allows tribes to intervene and support their student's education to prevent drastic consequences such as low academic proficiencies, behavioral disruptions, high school dropout rates, and the underrepresentation in college and career readiness. Notably, there have also been challenges in establishing high-quality collaboration with educational institutions for some tribes as some school personnel disregard the need for tribal involvement.

Tribal educational leaders have acknowledged and are trying to address the internal structure of capacity building and sustainability by offering educational and career advancement opportunities to tribal members. Other tribal communities are also seeking external support through PED, federal grant personnel, and other professional expertise to best support Indian students.

2023 Interim Work: Community Schools Task Force

The Community School Task Force convened during the interim to discuss creating a certification process as a means to sustain schools beyond the grant program, which would require additional funding. The task force encouraged legislators to increase funding for the community schools grant program to attract new schools, continued funding for current community schools, and additional funding for capacity building for community schools to fully implement the model and deepen their impact. The LESC report recommended more robust connections and support for dual language programming in an effort to fulfill the requirements of high quality education for English learners across New Mexico.

Policy Considerations

Indian Education Act Recommendations

A lack of consistent and reliable funding has made it difficult for tribal communities and school districts serving Native American students to build and sustain capacity to effectively spend funds and fully implement the provisions of the IEA. Additionally, the PED-directed grant process for distributing Indian education funds often has meant school districts, charter schools, and tribal education departments cannot choose how best to serve their Native American students or do not have sufficient time to spend funds effectively. This has resulted in unspent funds and ineffective programming.

- The Legislature should consider ways to provide more consistent funding, potentially

through the creation of a tribal education trust fund that could feed the IEF.

- Members should also consider legislation that adopts a more defined method of distributing Indian education funds that provides a stable base of funding school districts and tribal communities could use to build local capacity, while also accounting for the number of students served in order to provide sufficient funding for programming.
- The Legislature should consider providing an additional \$3 million to the IEF or as a separate line item for 520 certificate parity.
- Additionally, members should consider defining goals and the metrics of success to reach the defined goals to begin addressing the findings in the *Martinez-Yazzie* lawsuit effectively.

Hispanic Education Act

The persistence of the achievement gap—a focus of the *Martinez-Yazzie* ruling—illustrates that New Mexico must do more to improve educational opportunities for Hispanic students. The Legislature should consider funding efforts to improve instruction for Hispanic students, including training for bilingual and TESOL certification, as well as stipends for bilingual and TESOL teachers. An appropriation of \$4 million to the Bilingual Multicultural Education Act may support language acquisition and culturally responsive instruction by paying for TESOL and bilingual endorsements to support Hispanic students.

Black Education Act

The Black Education Act requires PED and HED to submit an annual report on Black education statewide. While the 2021-2022 school year was the first year of implementation, the department was able to publish the first status report for 2021-2022. The Legislature will want to review the 2021-2022 and the 2022-2023 annual report closely once available.

Bilingual Multicultural Education Act Recommendations

A shortage of certified teachers has been a primary barrier in sustaining bilingual and multicultural education programs. The court found in the *Martinez-Yazzie* decision that effective programs for ELs must have qualified teachers—meaning bilingual-certified or TESOL-endorsed teachers. While the Legislature prioritized ELs and minorities in the awarding of the teacher preparation affordability scholarship in FY20 and addressed inequities in compensation for educators with a 520 Native American language and culture certificate in FY23, more work remains to be done. Appropriating \$4 million to generally support bilingual multicultural education could provide stipends and promote high quality, bilingual educators.

Community Schools Recommendations

In FY24, the Legislature provided \$10 million in a nonrecurring appropriation to PED from the general fund to support community schools planning and implementation grant program. The Legislature should consider studying the validity of community schools and the long-term effects community schools have on student outcomes and community impact. The FY25 LESC staff budget recommendation includes a \$10 million appropriation for the continued support of the community schools planning and implementation grant program.

Mental and Behavioral Health

Considering the ongoing impacts of the Covid-19 pandemic and the need to support schools and students, the Legislature should consider continued funding for behavioral and mental health support. Appropriating at the very least, a consistent \$5 million for FY25 would support students' mental and behavioral wellbeing that will lead to positive student outcomes and equal educational opportunities. Similarly, the Legislature can continue to fund school-based health clinics.

2024 Committee-Endorsed Legislation Proposals

- ***Career Development Success Pilot Program.*** This bill would create a Career Development Success pilot program and a corresponding fund for appropriations for the proposed pilot program. This program would be a three-year pilot administered by the Public Education Department (PED) to provide financial incentives to school districts whose students earn industry-recognized credentials by completing qualified industry credential programs or qualified workplace training programs. This would allow for additional career and technical education funding for school districts by providing retroactive funds after a student earns a credential. *Endorsed unanimously.*
- ***PSCOC Waiver Criteria Eligibility.*** This bill fixes a technical issue introduced by Senate Bill 131 from the 2023 session. The bill clarifies that eligibility for waivers of the local share of projects funded by the Public School Capital Outlay Council (PSCOC) is based on each school district's local match percentage prior to the temporary 33 or 50 percent reduction. The bill ensures school districts will not lose waiver eligibility due to the temporary local match reduction. *Endorsed unanimously.*
- ***School Board and Charter Governing Council Requirements.*** This bill would specify hourly training requirements for all school board and charter governing council members. School board members in their first term and newly appointed governing council members would be required to attend 10 hours of training in their first year. All other members would be required to attend at least five hours of annual training. The bill would also lower the threshold for campaign reporting requirements for school board candidates. Other requirements include webcasting of all board meetings and barring a school board from terminating a superintendent for 60 days following the beginning of a new term unless they have due cause. *Endorsed unanimously.*
- ***Minimum Salaries for All School Personnel.*** This bill would establish a minimum annual salary of \$30 thousand for all public school personnel. The bill would amend Section 22-10A-39 NMSA 1978 to expand applicability from noncertified school personnel to all public school personnel. The bill would establish a minimum hourly rate of \$15 per hour, or a minimum annual salary of \$30 thousand, for full-time public school employees. Additionally, the bill would amend Section 22-10A-17 NMSA 1978 to establish a minimum annual salary for licensed education assistants of \$30 thousand effective in the 2024-2025 school year. *Endorsed unanimously.*
- ***Leadership Preparation Program.*** This bill would establish requirements for standards-based administrator preparation programs. The bill would require PED to establish, by rule, criteria for administrator preparation programs that include specific evidence-based standards, including a full academic-year, paid residency. The bill would require administrator preparation programs to submit an application for program approval by January 15, 2026 to be approved by PED by July 1, 2026. The bill allows school districts that certify an emergency hiring a qualified principal a non-renewable one-year waiver to allow a level two or level three-A licensed teacher to be temporarily hired as principal. The bill amends Section 22-10A-11.3 NMSA

1978 to require a year-long residency or alternative department-approved clinical experience for level three-B provisional principal licensure. The bill amends Section 22-10A-17.2 NMSA 1978 to update the minimum salary for alternative level three-B licensed school administrators from \$50 thousand to the current minimum salary for a level three-A teacher. The bill would administratively move the already established School Leadership Institute from the Higher Education Department (HED) to PED, where the responsibilities of the institute are administered. *Endorsed unanimously.*

- ***Graduation Requirements.*** The bill would amend Section 22-13-1.1 NMSA 1978, Graduation Requirements. New requirements would include four units in English, four units in mathematics, four units of social science, and three units of science, along with one unit of physical education, one-half unit in health, five and one-half elective units, and two local discretionary units. The bill would also require personal financial literacy taught explicitly as part of a required economics course and would require each local education agency to develop a graduate profile to guide and support local decision making. *Endorsed unanimously.*
- ***Tribal Education Trust Fund.*** The bill would create a Tribal Education Trust fund and would include an initial investment of \$50 million with provisions detailing how investment returns on the fund would provide consistent and stable revenue for tribal education departments. See line 101 in the high-level for staff's associated appropriation recommendation. *Endorsed unanimously.*
- ***Distribution of Indian Education Fund.*** The bill would amend Section 22-23A-8 NMSA 1978 and direct how the Public Education Department distributes money from the Indian education fund. The changes would address concerns that school districts' and tribes' distributions from the funds are often uniform and do not account for the number of Native American students being served. The bill requires PED to determine a formula for base funding and a per-pupil amount for each tribe or pueblo. *Endorsed unanimously.*
- ***Universal Basic Income Pilot Program.*** This bill would create a two-year pilot program to evaluate the financial impact on a low-income pregnant person of providing a universal basic income of \$1,500 per month from pregnancy through the first year of life of an infant, and would appropriate \$80 million from the general fund for this purpose. This pilot program would be administered by the Department of Health (DOH) and would consist of a control group and a test group of participants who must comply with the provisions of the program to maintain eligibility, such as attending prenatal appointments and receiving home visitation services. DOH would report the findings of the program to LESC by December 1, 2026. *Endorsed with a vote of five members in favor and three against.*





DATA REFERENCE GUIDE

New Mexico Public Schools at a Glance

New Mexico Public Schools at a Glance

Enrollment in New Mexico Public Schools, October 2023: 327,562

Enrollment Change from October 2022: +11,098 (+3.5%)

Enrollment Change in: School Districts, +10,348; Charter Schools, +750

School District with Largest Enrollment, October 2023: Albuquerque Public Schools; 80,364

School District with Smallest Enrollment, October 2023: Vaughn Municipal Schools; 46

Charter School with Largest Enrollment, October 2023: Mission Achievement & Success; 2,103

Charter School with Smallest Enrollment, October 2023: Walatowa High; 38

Number of Charter Schools in FY23: Locally Chartered, 45; State-Chartered, 55

Percent of Students in: School Districts, 90.6%; Public Charter Schools, 9.4%

FY23 Final Unit Value (Adjusted in January 2021): \$5,450.92

FY24 Preliminary Unit Value: \$6,241.67

Change in Unit Value, FY22 Final to FY23 Preliminary: \$790.75 (+14.5%)

Total Recurring Appropriations for Public Education in FY24 (in millions): \$4,174.7 (+7.8 %)

Total Percentage of State Appropriations for Public Education in FY22: 43.6%

Statewide Four-Year Graduation Rate, 2022: 76.2%

Students Proficient in Reading, Spring 2023: 38%

Students Proficient in Math, Spring 2023: 24%

Students Proficient in Science, Spring 2023: 33%

Number of Advanced Placement Exams Taken, 2023: 16,181

Percent of Advanced Placement Exams Passed with a Score of 3 or Better: 40%

Average ACT Composite Score, 2022 - New Mexico: 20.2; United States: 19.5

Average SAT Composite Score, 2023 - New Mexico: 894; United States: 1028

Average SAT Reading and Writing Score, 2023 - New Mexico: 454; United States: 520

Average SAT Mathematics Score, 2023 - New Mexico: 440; United States: 508

College Remediation Rate, 2020 (most recent available): 25.3%

Average Weighted New Mexico Condition Index (wNMCI), FY24: 24.78%

Average Facility Condition Index, FY24: 55.84%

Source: LESC Files

Student Enrollment: Five-Year Trends

Student Enrollment Five-Year History

School District or Charter School	Change in Enrollment									
	FY19	FY20	FY21	FY22	FY23	FY22 to FY23	Percent	FY19 to FY23	Percent	FY23 MEM
1 Alamogordo Public Schools	6,386	5,901.0	5,572	5,571	5,589	18	0.3%	-797	-12.5%	5,391.0
2 Albuquerque Public Schools	80,960	79,554	73,965	72,774	80,364	7,590	10.4%	-596	-0.7%	71,460.8
3 Animas Public Schools	177	157	152	165	146	-19	-11.5%	-31	-17.5%	156.0
4 Artesia Public Schools	3,857	3,835	3,741	3,701	3,729	28	0.8%	-128	-3.3%	3,627.5
5 Aztec Municipal Schools	2,822	2,693	2,332	2,383	2,563	180	7.6%	-259	-9.2%	2,292.5
6 Belen Consolidated Schools	3,916	3,865	3,667	3,581	3,602	21	0.6%	-314	-8.0%	3,522.3
7 Bernalillo Public Schools	2,982	2,838	2,719	2,852	2,803	-49	-1.7%	-179	-6.0%	2,687.3
8 Bloomfield Schools	2,762	2,748	2,544	2,568	2,584	16	0.6%	-178	-6.4%	2,467.8
9 Captain Municipal Schools	500	486	422	469	473	4	0.9%	-27	-5.4%	455.5
10 Carlsbad Municipal Schools	6,888	7,157	6,641	6,714	7,130	416	6.2%	242	3.5%	6,520.3
11 Carrizozo Municipal Schools	142	133	136	146	163	17	11.6%	21	14.8%	144.3
12 Central Consolidated Schools	5,893	5,635	5,145	4,952	5,041	89	1.8%	-852	-14.5%	4,859.5
13 Chama Valley Independent Schools	404	425	380	375	363	-12	-3.2%	-41	-10.1%	364.5
14 Cimarron Municipal Schools	368	366	338	340	401	61	17.9%	33	9.0%	314.0
15 Clayton Municipal Schools	475	439	407	385	395	10	2.6%	-80	-16.8%	369.0
16 Cloudcroft Municipal Schools	381	419	366	384	383	-1	-0.3%	2	0.5%	377.5
17 Clovis Municipal Schools	8,201	8,115	7,765	7,849	7,664	-185	-2.4%	-537	-6.5%	7,508.8
18 Cobre Consolidated Schools	1,255	1,226	1,074	1,079	1,023	-56	-5.2%	-232	-18.5%	997.8
19 Corona Municipal Schools	63	60	63	73	70	-3	-4.1%	7	11.1%	70.0
20 Cuba Independent Schools	546	563	603	667	746	79	11.8%	200	36.6%	649.5
21 Deming Public Schools	5,274	5,307	4,986	5,211	5,399	188	3.6%	125	2.4%	4,980.0
22 Des Moines Municipal Schools	89	95	92	97	120	23	23.7%	31	34.8%	87.3
23 Dexter Consolidated Schools	930	887	822	794	812	18	2.3%	-118	-12.7%	769.5
24 Dora Municipal Schools	258	243	218	219	219	0	0.0%	-39	-15.1%	204.0
25 Dulce Independent Schools	587	584	592	544	532	-12	-2.2%	-55	-9.4%	543.8
26 Elida Municipal Schools	160	163	166	170	178	8	4.7%	18	11.3%	158.0
27 Española Public Schools	3,479	3,315	3,070	2,988	3,062	74	2.5%	-417	-12.0%	2,906.3
28 Estancia Municipal Schools	581	596	730	547	539	-8	-1.5%	-42	-7.2%	521.3
29 Eunice Municipal Schools	901	863	588	744	726	-18	-2.4%	-175	-19.4%	702.0
30 Farmington Municipal Schools	11,262	11,381	10,768	11,126	11,228	102	0.9%	-34	-0.3%	10,936.0
31 Floyd Municipal Schools	233	220	212	224	228	4	1.8%	-5	-2.1%	213.3
32 Fort Sumner Municipal Schools	320	279	259	260	273	13	5.0%	-47	-14.7%	251.8
33 Gadsden Independent Schools	13,576	13,142	12,844	12,620	12,566	-54	-0.4%	-1,010	-7.4%	12,192.8
34 Gallup-McKinley County Schools	11,188	11,129	12,281	12,043	12,347	304	2.5%	1,159	10.4%	11,749.5
35 Grady Municipal Schools	165	182	174	176	174	-2	-1.1%	9	5.5%	162.8
36 Grants-Cibola County Schools	3,486	3,408	3,206	3,178	3,314	136	4.3%	-172	-4.9%	3,082.3

Student Enrollment: Five-Year Trends

Student Enrollment Five-Year History

	Change in Enrollment											
	FY19	FY20	FY21	FY22	FY23	FY22 to FY23	Percent	FY19 to FY23	Percent	FY23 MEM		
37	Hagerman Municipal Schools	458	425	397	374	368	-6	-1.6%	-90	-19.7%	352.5	37
38	Hatch Valley Public Schools	1,291	1,254	1,222	1,212	1,167	-45	-3.7%	-124	-9.6%	1,160.0	38
39	Hobbs Municipal Schools	10,275	10,613	9,776	9,772	10,038	266	2.7%	-237	-2.3%	9,581.3	39
40	Hondo Valley Public Schools	141	147	133	135	127	-8	-5.9%	-14	-9.9%	138.5	40
41	House Municipal Schools	63	61	58	75	53	-22	-29.3%	-10	-15.9%	63.0	41
42	Jai Public Schools	540	547	472	508	527	19	3.7%	-13	-2.4%	487.5	42
43	Jemez Mountain Public Schools	179	203	194	181	171	-10	-5.5%	-8	-4.5%	177.5	43
44	Jemez Valley Public Schools	267	269	290	308	359	51	16.6%	92	34.5%	294.5	44
45	Lake Arthur Municipal Schools	93	103	117	125	136	11	8.8%	43	46.2%	119.0	45
46	Las Cruces Public Schools	24,703	24,517	23,711	23,771	23,759	-12	-0.1%	-944	-3.8%	23,110.8	46
47	Las Vegas City Public Schools	1,512	1,462	1,289	1,209	1,202	-7	-0.6%	-310	-20.5%	1,221.3	47
48	Logan Municipal Schools	363	343	304	284	317	33	11.6%	-46	-12.7%	266.8	48
49	Lordsburg Municipal Schools	509	487	444	453	429	-24	-5.3%	-80	-15.7%	432.8	49
50	Los Alamos Public Schools	3,749	3,752	3,539	3,709	3,727	18	0.5%	-22	-0.6%	3,571.0	50
51	Los Lunas Public Schools	8,615	8,540	8,050	8,203	8,239	36	0.4%	-376	-4.4%	7,952.5	51
52	Loving Municipal Schools	607	638	616	623	647	24	3.9%	40	6.6%	583.3	52
53	Lovington Municipal Schools	3,743	3,810	3,502	3,460	3,400	-60	-1.7%	-343	-9.2%	3,398.5	53
54	Magdalena Municipal Schools	350	329	281	280	285	5	1.8%	-65	-18.6%	265.8	54
55	Maxwell Municipal Schools	130	138	121	119	106	-13	-10.9%	-24	-18.5%	115.5	55
56	Meirose Public Schools	279	292	292	267	295	28	10.5%	16	5.7%	249.5	56
57	Mesa Vista Consolidated Schools	243	253	247	243	246	3	1.2%	3	1.2%	236.5	57
58	Mora Independent Schools	399	410	409	410	433	23	5.6%	34	8.5%	402.0	58
59	Moriarty-Edgewood School District	2,417	2,345	2,170	2,287	2,331	44	1.9%	-86	-3.6%	2,215.5	59
60	Mosquero Municipal Schools	36	82	108	95	88	-7	-7.4%	52	144.4%	95.8	60
61	Mountainair Public Schools	220	224	221	222	210	-12	-5.4%	-10	-4.5%	211.5	61
62	Pecos Independent Schools	612	583	507	505	511	6	1.2%	-101	-16.5%	479.5	62
63	Peñasco Independent Schools	368	353	322	330	284	-46	-13.9%	-84	-22.8%	313.0	63
64	Pojoaque Valley Public Schools	1,955	1,897	1,792	1,749	1,630	-119	-6.8%	-325	-16.6%	1,674.0	64
65	Portales Municipal Schools	2,746	2,750	2,617	2,659	2,610	-49	-1.8%	-136	-5.0%	2,560.5	65
66	Quemado Independent Schools	157	157	165	162	171	9	5.6%	14	8.9%	146.0	66
67	Questa Independent Schools	343	276	282	297	326	29	9.8%	-17	-5.0%	283.5	67
68	Raton Public Schools	933	938	852	843	844	1	0.1%	-89	-9.5%	802.0	68
69	Reserve Public Schools	147	122	100	109	105	-4	-3.7%	-42	-28.6%	104.0	69
70	Rio Rancho Public Schools	17,535	17,524	16,807	17,292	17,329	37	0.2%	-206	-1.2%	16,779.3	70
71	Roswell Independent Schools	10,444	10,626	9,605	9,658	9,745	87	0.9%	-699	-6.7%	9,235.8	71
72	Roy Municipal Schools	46	60	52	71	77	6	8.5%	31	67.4%	65.5	72
73	Ruidoso Municipal Schools	2,066	2,051	1,804	1,830	1,820	-10	-0.5%	-246	-11.9%	1,756.0	73

Student Enrollment: Five-Year Trends

Student Enrollment Five-Year History

School District or Charter School	Change in Enrollment									
	FY19	FY20	FY21	FY22	FY23	FY22 to FY23	Percent	FY19 to FY23	Percent	FY23 MEM
74 San Jon Municipal Schools	145	130	111	110	125	15	13.6%	-20	-13.8%	106.0
75 Santa Fe Public Schools	12,580	12,599	12,024	11,592	11,826	234	2.0%	-754	-6.0%	11,190.5
76 Santa Rosa Consolidated Schools	649	634	602	608	603	-5	-0.8%	-46	-7.1%	586.5
77 Silver Consolidated Schools	2,482	2,521	2,314	2,306	2,285	-21	-0.9%	-197	-7.9%	2,253.8
78 Socorro Consolidated Schools	1,484	1,443	1,365	1,304	1,450	146	11.2%	-34	-2.3%	1,263.8
79 Springer Municipal Schools	128	134	136	117	111	-6	-5.1%	-17	-13.3%	118.5
80 Taos Municipal Schools	2,216	2,137	2,070	1,911	2,267	356	18.6%	51	2.3%	1,860.0
81 Tatum Municipal Schools	342	355	329	310	298	-12	-3.9%	-44	-12.9%	302.5
82 Texico Municipal Schools	572	580	552	555	551	-4	-0.7%	-21	-3.7%	528.8
83 Truth or Consequences Municipal Schools	1,308	1,285	1,210	1,254	1,287	33	2.6%	-21	-1.6%	1,172.8
84 Tucumcari Public Schools	959	949	877	891	907	16	1.8%	-52	-5.4%	860.3
85 Tularosa Municipal Schools	827	859	812	809	907	98	12.1%	80	9.7%	824.0
86 Vaughn Municipal Schools	73	58	55	57	46	-11	-19.3%	-27	-37.0%	54.3
87 Wagon Mound Public Schools	69	68	82	80	83	3	3.8%	14	20.3%	74.0
88 West Las Vegas Public Schools	1,472	1,439	1,451	1,449	1,565	116	8.0%	93	6.3%	1,370.0
89 Zuni Public Schools	1,268	1,234	1,232	1,152	1,280	128	11.1%	12	0.9%	1,122.5
90 Subtotal School Districts	306,575	303,415	287,130	286,304	296,652	10,348	3.6%	-9,923	-3.2%	278,285.3
91 Charter Schools²										
92 Albuquerque										
93 ACE Leadership High School (9-12)	247	256	249	186	236	50	26.9%	-11	-4.5%	202.5
94 ACES Technical Charter School (6) ³			45	66	162	96	145.5%	162		64.0
95 Albuquerque Bilingual Academy (PreK-8) ³	378	421	395	373	379	6	1.6%	1	0.3%	353.5
96 Albuquerque Charter Academy (9-12)	299	350	348	318	322	4	1.3%	23	7.7%	364.0
97 Albuquerque Collegiate Charter School (K-3) ³	38	74	131	153	181	28	18.3%	143	376.3%	148.0
98 Albuquerque Institute for Math & Science (6-12) ³	355	383	382	354	342	-12	-3.4%	-13	-3.7%	347.0
99 Albuquerque School of Excellence (K-12) ³	658	689	905	855	910	55	6.4%	252	38.3%	840.0
100 Albuquerque Sign Language Academy (K-12) ³	95	103	111	113	125	12	10.6%	30	31.6%	117.5
101 Albuquerque Talent Development (9-12)	156	146	118	109	135	26	23.9%	-21	-13.5%	111.0
102 Alice King Community School (K-8)	477	480	472	428	451	23	5.4%	-26	-5.5%	427.0
103 Altura Preparatory School (K-4) ³	61	90	184	196	222	26	13.3%	161	263.9%	196.5
104 Amy Biehl Charter High School (9-12) ³	302	305	277	236	222	-14	-5.9%	-80	-26.5%	231.5
105 Cesar Chavez Community School (9-12) ³	203	204	203	187	132	-55	-29.4%	-71	-35.0%	192.5
106 Christine Duncan Heritage Academy (PreK-8)	433	433	436	398	406	8	2.0%	-27	-6.2%	370.0
107 Cien Aguas International School (K-8)	426	426	424	414	422	8	1.9%	-4	-0.9%	415.0
108 Coral Community Charter School (PreK-5)	251	251	247	228	238	10	4.4%	-13	-5.2%	196.5
109 Corrales International School (K-12)	239	260	252	233	241	8	3.4%	2	0.8%	230.0
110 Cottonwood Classical Preparatory School (6-12)	727	733	782	781	759	-22	-2.8%	32	4.4%	761.0

Student Enrollment: Five-Year Trends

Student Enrollment Five-Year History

	School District or Charter School	Change in Enrollment										
		FY19	FY20	FY21	FY22	FY23	FY22 to FY23	Percent	FY19 to FY23	Percent	FY23 MEM	
111	Digital Arts & Technology Academy (9-12)	265	280	312	321	348	27	8.4%	83	31.3%	327.0	111
112	East Mountain High School (9-12)	364	358	372	363	376	13	3.6%	12	3.3%	363.5	112
113	El Camino Real Academy (K-12)	316	353	280	297	335	38	12.8%	19	6.0%	307.5	113
114	Explore Academy—Albuquerque (6-12) ³	441	498	646	1,026	1,204	178	17.3%	763	173.0%	997.5	114
115	Gilbert L. Sena Charter High School (9-12)	177	178	149	108	141	33	30.6%	-36	-20.3%	125.0	115
116	Gordon Bernell Charter School (9-12)	426	142	179	164	140	-24	-14.6%	-286	-67.1%	170.0	116
117	GREAT Academy (6-12) ³	168	168	115	86	127	41	47.7%	-41	-24.4%	86.5	117
118	Health Leadership High School (9-12)	229	240	181	232	216	-16	-6.9%	-13	-5.7%	242.0	118
119	Horizon Academy West (PreK-5) ³	497	494	433	409	481	72	17.6%	-16	-3.2%	371.0	119
120	International School at Mesa Del Sol (PreK-12)	340	342	317	317	334	17	5.4%	-6	-1.8%	301.5	120
121	La Academia De Esperanza (6-12)	306	205	242	230	233	3	1.3%	-73	-23.9%	229.0	121
122	Los Puentes Charter School (7-12)	146	178	133	114	101	-13	-11.4%	-45	-30.8%	137.0	122
123	Mark Armijo Academy (9-12)	174	183	179	199	200	1	0.5%	26	14.9%	200.0	123
124	Mission Achievement And Success (PreK-12) ³	1,167	1,339	1,755	2,055	2,105	50	2.4%	938	80.4%	1,933.3	124
125	Montessori Elementary School (K-8) ³	432	426	433	441	439	-2	-0.5%	7	1.6%	439.5	125
126	Montessori of the Rio Grande (PreK-5)	216	217	216	216	215	-1	-0.5%	-1	-0.5%	214.0	126
127	Mountain Mahogany Community School (K-8)	191	197	197	201	224	23	11.4%	33	17.3%	198.5	127
128	Native American Community Academy (K-12)	462	475	499	479	455	-24	-5.0%	-7	-1.5%	476.5	128
129	New America School - Albuquerque (9-12)	281	258	213	210	208	-2	-1.0%	-73	-26.0%	190.0	129
130	New Mexico Academy for the Media Arts (6-12) ³	254	224	189	183	179	-4	-2.2%	-75	-29.5%	184.5	130
131	New Mexico International School (K-7)	272	336	389	402	395	-7	-1.7%	123	45.2%	391.5	131
132	North Valley Academy Charter School (PreK-8) ³	517	497	471	439	380	-59	-13.4%	-137	-26.5%	395.0	132
133	Public Academy for Performing Arts (6-12)	424	452	449	434	434	0	0.0%	10	2.4%	434.5	133
134	Rio Grande Academy of Fine Arts (K, 1, 6) ³					80	80				176.0	134
135	Robert F. Kennedy Charter School (6-12)	349	349	322	355	370	15	4.2%	21	6.0%	344.5	135
136	Siembra Leadership High School (9-12)	123	137	177	236	283	47	19.9%	160	130.1%	232.5	136
137	Solare Collegiate Charter School (5-8) ³		137	193	297	259	-38	-12.8%	259		293.5	137
138	South Valley Academy (6-12)	623	622	622	612	606	-6	-1.0%	-17	-2.7%	604.5	138
139	South Valley Preparatory School (6-8) ³	152	168	180	174	188	14	8.0%	36	23.7%	177.0	139
140	Southwest Aeronautics, Math, and Science (6-12) ³	275	267	231	259	278	19	7.3%	3	1.1%	256.0	140
141	Southwest Preparatory Learning Center (4-6) ³	175	195	173	160	149	-11	-6.9%	-26	-14.9%	156.5	141
142	Southwest Secondary Learning Center (7-12) ³	246	190	159	145	147	2	1.4%	-99	-40.2%	147.0	142
143	Technology Leadership High School (9-12)	221	221	274	302	310	8	2.6%	89	40.3%	295.5	143
144	Tierra Adentro of New Mexico (6-12) ³	283	273	246	221	243	22	10.0%	-40	-14.1%	232.0	144
145	Twenty-First Century Public Academy (1-8) ³	294	331	351	364	393	29	8.0%	99	33.7%	361.0	145
146	Voz Collegiate Preparatory Charter School (6-7)				40	64	24	60.0%	64		40.0	146
147	William W. Josephine Dorn Charter School (K-5)	57	56	36	61	49	-12	-19.7%	-8	-14.0%	58.0	147

Student Enrollment: Five-Year Trends

Student Enrollment Five-Year History

	School District or Charter School	FY19	FY20	FY21	FY22	FY23	Change in Enrollment			FY23 MEM	
							FY22 to FY23	FY19 to FY23	Percent		
148	Aztec										
149	Mosaic Academy Charter (K-8)	180	180	179	180	180	0	0.0%	0	0.0%	178.5
150	Carlsbad										
151	Jefferson Montessori Academy (K-12)	234	238	250	234	254	20	8.5%	20	8.5%	233.5
152	Pecos Connections Academy (K-12)	893	1,265	1,956	1,887	1,276	-611	-32.4%	383	42.9%	1,899.5
153	Central										
154	Dream Diné Charter School (K-5)	18	18	28	44	46	2	4.5%	28	155.6%	47.5
155	Cimarron										
156	Moreno Valley High School (9-12)	61	65	62	64	52	-12	-18.8%	-9	-14.8%	61.0
157	Deming										
158	Deming Cesar Chavez Charter High School (9-12)	158	161	129	141	146	5	3.5%	-12	-7.6%	151.0
159	Española										
160	La Tierra Montessori School (K-7) ³	79	65	61	83	92	9	10.8%	13	16.5%	82.0
161	McCurdy Charter School (K-12) ³	527	542	530	531	540	9	1.7%	13	2.5%	524.5
162	Gallup-McKinley County										
163	Dził Dít'í'ooli School-DEAP (6-12) ³	40	40	46	47	49	2	4.3%	9	22.5%	48.5
164	Hózhó Academy (K-6) ³	123	292	409	497	616	119	23.9%	493	400.8%	493.0
165	Middle College High School (9-12) ³	91	120	140	140	140	0	0.0%	49	53.8%	137.0
166	Six Directions Indigenous School (6-8) ³	68	66	78	64	76	12	18.8%	8	11.8%	67.5
167	Jemez Valley										
168	San Diego Riverside Charter School (K-8)	96	93	80	53	64	11	20.8%	-32	-33.3%	54.5
169	Wawatowa High Charter School (9-12) ³	43	55	54	39	38	-1	-2.6%	-5	-11.6%	40.0
170	Las Cruces										
171	Alma D'arte Charter High School (9-12) ³	162	132	135	118	121	3	2.5%	-41	-25.3%	118.0
172	Explore Academy—Las Cruces (6-8) ³	200	200	200	200	198	-2	-1.0%	189	101.1%	87.5
173	J. Paul Taylor Academy (K-8) ³	127	76	71	66	66	0	0.0%	-2	-1.0%	199.5
174	La Academia Dolores Huerta (6-8) ³	166	183	158	167	162	-5	-3.0%	-61	-48.0%	68.0
175	Las Montañas Charter High School (9-12) ³	208	197	184	174	170	-4	-2.3%	-4	-2.4%	172.5
176	New America School—Las Cruces (9-12) ³		28	61	93	114	21	22.6%	-38	-18.3%	158.5
177	Raices Del Saber Xinachtli (K-3) ³								114		86.5
178	Los Lunas										
179	School of Dreams Academy (PreK-12) ³	457	477	504	552	606	54	9.8%	149	32.6%	499.0
180	Moriarty										
181	Estancia Valley Classical Academy (K-12) ³	562	588	597	601	626	25	4.2%	64	11.4%	599.5
182	Questa										
183	Red River Valley Charter School (K-8) ³	86	94	82	71	81	10	14.1%	-5	-5.8%	64.0
184	Roots & Wings Community School (K-8) ³	50	50	50	51	59	8	15.7%	9	18.0%	50.5

Student Enrollment by Demographics

Student Demographics by School District and Charter School 2022-2023 School Year

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
1 <i>School Districts</i>									
2 Alamogordo Public Schools	5,589	5.0%	2.0%	39.4%	45.1%	1.5%	42.0%	17.6%	3.7%
3 Albuquerque Public Schools	80,364	2.5%	2.2%	19.9%	66.4%	5.5%	68.8%	22.0%	19.5%
4 Animas Public Schools	146	2.1%	0.7%	56.8%	38.4%	2.1%	57.5%	14.4%	9.6%
5 Artesia Public Schools	3,729	0.6%	0.4%	36.1%	61.0%	1.1%	47.4%	14.6%	8.7%
6 Aztec Municipal Schools	2,563	0.4%	0.2%	43.9%	37.3%	14.0%	100.0%	18.0%	5.4%
7 Belen Consolidated Schools	3,602	1.1%	0.2%	18.6%	77.4%	2.0%	100.0%	18.7%	13.3%
8 Bernalillo Public Schools	2,803	0.0%	0.4%	4.0%	45.2%	48.2%	100.0%	16.0%	33.1%
9 Bloomfield Schools	2,584	1.0%	0.5%	29.1%	28.1%	39.5%	100.0%	20.2%	8.9%
10 Capitan Municipal Schools	473	0.4%	0.2%	63.2%	32.8%	0.8%	54.5%	16.5%	0.6%
11 Carlsbad Municipal Schools	7,130	1.4%	1.1%	33.3%	62.8%	0.5%	31.9%	16.5%	11.4%
12 Carrizozo Municipal Schools	163	3.7%	0.0%	39.9%	56.4%	0.0%	98.8%	16.0%	0.0%
13 Central Consolidated Schools	5,041	0.2%	0.6%	4.1%	5.8%	86.6%	99.9%	16.3%	34.7%
14 Chama Valley Schools	363	0.8%	0.3%	7.4%	80.4%	9.4%	100.0%	13.5%	14.0%
15 Cimarron Public Schools	401	1.2%	0.2%	43.9%	51.9%	0.7%	60.1%	19.0%	4.0%
16 Clayton Municipal Schools	395	1.8%	0.5%	38.0%	58.2%	1.3%	69.6%	15.4%	4.3%
17 Cloudcroft Municipal Schools	383	1.0%	0.3%	72.8%	22.2%	1.0%	44.6%	14.9%	0.5%
18 Clovis Municipal Schools	7,664	5.8%	0.8%	25.4%	64.1%	0.2%	100.0%	17.1%	14.0%
19 Cobre Consolidated Schools	1,023	0.5%	0.1%	11.0%	88.3%	0.1%	100.0%	21.0%	6.7%
20 Corona Public Schools	70	0.0%	0.0%	70.0%	30.0%	0.0%	57.1%	20.0%	0.0%
21 Cuba Independent Schools	746	0.0%	1.5%	2.3%	21.6%	71.8%	100.0%	17.0%	38.7%
22 Deming Public Schools	5,399	0.6%	0.8%	10.2%	86.4%	0.3%	99.3%	15.3%	41.0%
23 Des Moines Municipal Schools	120	3.3%	0.0%	65.8%	30.8%	0.0%	44.2%	18.3%	1.7%
24 Dexter Consolidated Schools	812	0.0%	0.1%	16.3%	83.3%	0.0%	100.0%	16.4%	24.0%
25 Dora Consolidated Schools	219	0.0%	0.0%	64.4%	31.5%	1.4%	49.3%	18.3%	9.1%
26 Dulce Independent Schools	532	0.0%	1.1%	0.4%	8.3%	88.3%	100.0%	18.0%	21.1%
27 Elida Municipal Schools	178	0.6%	0.0%	77.0%	19.1%	0.0%	62.4%	15.7%	0.0%

Student Enrollment by Demographics

Student Demographics by School District and Charter School 2022-2023 School Year

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
28	3,062	0.5%	1.0%	2.5%	87.5%	7.8%	97.7%	16.9%	22.4%
29	539	0.7%	0.2%	24.3%	72.0%	1.9%	100.0%	23.7%	2.8%
30	726	1.1%	0.0%	31.8%	66.3%	0.0%	66.5%	14.9%	9.0%
31	11,228	0.6%	0.7%	26.4%	29.6%	36.0%	67.2%	14.2%	11.4%
32	228	1.3%	0.4%	33.3%	64.9%	0.0%	88.2%	15.4%	20.6%
33	273	1.5%	0.4%	36.3%	60.4%	1.1%	100.0%	24.5%	4.4%
34	12,566	0.3%	0.0%	2.7%	96.7%	0.2%	100.0%	16.6%	43.9%
35	12,347	0.9%	1.3%	7.3%	18.4%	70.3%	100.0%	13.4%	31.0%
36	174	3.4%	0.0%	67.2%	28.7%	0.0%	71.8%	19.5%	1.7%
37	3,314	1.1%	1.1%	11.6%	38.6%	46.9%	99.9%	15.4%	11.1%
38	368	0.3%	0.0%	21.5%	77.7%	0.0%	100.0%	14.4%	26.1%
39	1,167	0.0%	0.0%	3.2%	96.8%	0.0%	98.4%	10.0%	52.1%
40	10,038	3.4%	0.7%	19.6%	75.1%	0.3%	100.0%	15.3%	21.2%
41	127	0.0%	0.0%	17.3%	81.9%	0.0%	100.0%	21.3%	14.2%
42	53	1.9%	0.0%	60.4%	28.3%	7.5%	50.9%	22.6%	0.0%
43	527	0.0%	0.0%	17.5%	82.0%	0.4%	51.2%	14.4%	11.4%
44	171	0.0%	0.0%	8.8%	52.6%	38.6%	100.0%	13.5%	20.5%
45	359	0.0%	1.1%	3.9%	24.0%	69.6%	100.0%	13.9%	27.6%
46	136	1.5%	0.0%	19.9%	76.5%	0.7%	100.0%	19.1%	16.9%
47	23,759	1.9%	0.9%	16.6%	78.6%	0.7%	100.0%	15.9%	15.4%
48	1,202	0.5%	0.3%	5.3%	92.7%	0.7%	100.0%	16.0%	9.9%
49	317	1.3%	0.0%	63.7%	31.5%	0.9%	48.9%	10.1%	0.0%
50	429	0.7%	0.0%	14.9%	84.1%	0.0%	53.6%	14.0%	1.2%
51	3,727	1.2%	4.2%	54.1%	34.6%	1.8%	13.2%	17.9%	4.0%
52	8,239	0.6%	0.2%	19.3%	73.0%	4.9%	100.0%	14.1%	13.1%
53	647	0.6%	0.0%	28.9%	69.2%	0.3%	100.0%	13.4%	14.4%
54	3,400	1.3%	0.5%	16.6%	81.4%	0.2%	100.0%	18.0%	30.0%

Student Enrollment by Demographics

Student Demographics by School District and Charter School 2022-2023 School Year

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
55 Magdalena Municipal Schools	285	0.4%	0.0%	20.4%	51.2%	28.1%	99.6%	17.9%	10.5%
56 Maxwell Municipal Schools	106	0.0%	0.0%	47.2%	52.8%	0.0%	100.0%	15.1%	0.0%
57 Melrose Public Schools	295	1.4%	0.0%	80.7%	16.6%	0.0%	38.6%	22.4%	0.0%
58 Mesa Vista Consolidated Schools	246	0.0%	0.0%	7.7%	89.8%	1.6%	100.0%	13.4%	8.9%
59 Mora Independent Schools	433	0.0%	0.2%	3.2%	96.3%	0.0%	100.0%	14.3%	7.9%
60 Moriarty-Edgewood Municipal Schools	2,331	0.8%	0.2%	41.6%	53.9%	0.7%	100.0%	16.8%	7.9%
61 Mosquero Municipal Schools	88	1.1%	0.0%	59.1%	34.1%	0.0%	45.5%	13.6%	0.0%
62 Mountainair Public Schools	210	5.7%	0.0%	32.4%	58.6%	3.3%	100.0%	16.7%	0.0%
63 Pecos Independent Schools	511	0.0%	0.0%	0.6%	94.3%	0.4%	88.1%	17.8%	10.4%
64 Peñasco Independent Schools	284	0.0%	0.0%	5.3%	85.9%	8.8%	100.0%	15.1%	5.6%
65 Pojoaque Valley Public Schools	1,630	0.1%	0.1%	4.8%	81.2%	13.3%	60.0%	13.3%	12.6%
66 Portales Municipal Schools	2,610	1.6%	0.6%	26.8%	67.5%	0.7%	55.9%	20.0%	13.0%
67 Quemado Independent Schools	171	0.0%	0.0%	67.3%	22.8%	4.7%	60.8%	22.8%	0.0%
68 Questa Independent Schools	326	0.6%	0.0%	12.0%	86.8%	0.6%	100.0%	19.0%	3.1%
69 Raton Public Schools	844	0.4%	0.1%	25.0%	73.9%	0.5%	43.0%	16.9%	2.4%
70 Reserve Independent Schools	105	1.9%	0.0%	51.4%	42.9%	2.9%	77.1%	19.0%	1.0%
71 Rito Rancho Public Schools	17,329	2.0%	1.2%	28.4%	58.7%	3.9%	33.7%	19.0%	5.1%
72 Roswell Independent Schools	9,745	2.4%	0.7%	23.3%	72.8%	0.4%	100.0%	17.3%	13.1%
73 Roy Municipal Schools	77	0.0%	0.0%	22.1%	72.7%	0.0%	54.5%	11.7%	0.0%
74 Ruidoso Municipal Schools	1,820	0.4%	1.3%	28.6%	54.2%	13.7%	100.0%	13.6%	11.6%
75 San Jon Municipal Schools	125	0.0%	0.0%	38.4%	59.2%	0.8%	100.0%	20.8%	1.6%
76 Santa Fe Public Schools	11,826	1.0%	1.8%	15.3%	79.5%	2.0%	74.6%	14.7%	29.5%
77 Santa Rosa Consolidated Schools	603	0.0%	0.7%	3.0%	95.5%	0.5%	99.5%	16.3%	4.8%
78 Silver Consolidated Schools	2,285	0.5%	0.5%	29.8%	66.0%	0.6%	100.0%	16.6%	2.7%
79 Socorro Consolidated Schools	1,450	1.3%	1.4%	20.0%	72.9%	3.7%	97.0%	15.9%	3.1%
80 Springer Municipal Schools	111	0.0%	0.0%	9.0%	90.1%	0.0%	100.0%	19.8%	2.7%
81 Taos Municipal Schools	2,267	0.4%	0.7%	20.1%	71.8%	4.9%	91.8%	20.8%	9.2%

Student Enrollment by Demographics

Student Demographics by School District and Charter School 2022-2023 School Year

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
82 Tatum Municipal Schools	298	0.3%	0.0%	52.0%	47.0%	0.3%	47.7%	17.1%	11.4%
83 Texico Municipal Schools	551	1.6%	0.4%	54.8%	41.9%	0.9%	41.9%	12.7%	10.2%
84 Truth or Consequences Schools	1,287	1.0%	0.9%	43.0%	53.0%	0.5%	100.0%	17.2%	8.5%
85 Tucumcari Public Schools	907	1.8%	0.7%	28.7%	68.1%	0.4%	100.0%	19.2%	5.5%
86 Tularosa Municipal Schools	907	1.2%	0.3%	24.1%	44.9%	27.8%	92.0%	19.0%	1.4%
87 Vaughn Municipal Schools	46	0.0%	0.0%	8.7%	91.3%	0.0%	93.5%	30.4%	15.2%
88 Wagon Mound Public Schools	83	1.2%	0.0%	19.3%	79.5%	0.0%	100.0%	10.8%	7.2%
89 West Las Vegas Public Schools	1,565	0.6%	0.4%	9.5%	88.2%	0.5%	99.8%	13.4%	3.8%
90 Zuni Public Schools	1,280	0.0%	0.8%	0.4%	1.3%	96.7%	100.0%	10.5%	37.8%
91 Charter Schools									
92 Albuquerque									
93 ACE Leadership High School	236	3.0%	0.0%	6.8%	89.0%	1.3%	100.0%	30.5%	19.1%
94 ACE Technical Charter School	162	9.9%	0.0%	22.2%	51.2%	7.4%	59.3%	16.0%	9.3%
95 Albuquerque Bilingual Academy	379	0.3%	0.0%	2.9%	96.6%	0.0%	100.0%	12.9%	51.2%
96 Albuquerque Charter Academy	322	4.3%	0.9%	10.9%	73.9%	73.9%	55.6%	21.4%	17.4%
97 Albuquerque Collegiate	181	4.4%	0.6%	10.5%	82.3%	1.7%	100.0%	11.0%	12.2%
98 Albuquerque Institute for Math & Science	342	1.2%	19.3%	26.0%	48.0%	3.5%	8.5%	2.9%	4.1%
99 Albuquerque School of Excellence	910	4.7%	4.5%	42.3%	41.8%	1.9%	54.8%	15.7%	18.5%
100 Albuquerque Sign Language	125	4.0%	3.2%	24.8%	59.2%	5.6%	100.0%	57.6%	10.4%
101 Albuquerque Talent Development	135	2.2%	0.0%	0.7%	87.4%	4.4%	100.0%	15.6%	26.7%
102 Alice King Community School	451	1.6%	0.0%	35.7%	55.2%	2.7%	39.5%	23.9%	4.7%
103 Altura Preparatory School	222	3.6%	20.7%	38.3%	33.3%	3.2%	16.7%	5.4%	2.7%
104 Amy Biehl Charter High School	222	3.6%	0.9%	23.0%	68.9%	2.3%	48.2%	32.0%	11.3%
105 Cesar Chavez Community School	132	2.3%	0.0%	5.3%	75.0%	16.7%	100.0%	21.2%	31.1%
106 Christine Duncan's Heritage Academy	406	0.2%	0.0%	3.4%	95.6%	0.5%	100.0%	12.8%	60.6%
107 Cien Aguas International	422	0.5%	1.4%	14.0%	83.6%	0.5%	88.6%	0.0%	37.0%
108 Coral Community Charter	238	7.6%	2.5%	30.7%	46.6%	4.2%	47.9%	12.6%	8.8%

Student Enrollment by Demographics

Student Demographics by School District and Charter School 2022-2023 School Year

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
109 Corrales International School	241	1.2%	1.7%	27.8%	62.2%	2.5%	31.1%	11.2%	16.2%
110 Cottonwood Classical Prep	759	1.7%	3.8%	37.4%	51.9%	1.2%	6.5%	5.1%	1.1%
111 Digital Arts & Technology Academy	348	0.6%	0.9%	27.0%	67.5%	2.0%	42.2%	22.1%	2.3%
112 East Mountain High School	376	2.1%	2.7%	64.9%	27.1%	3.2%	22.9%	9.6%	0.3%
113 ElCamino Real Academy	335	2.1%	0.3%	4.2%	92.5%	0.6%	100.0%	15.5%	43.9%
114 Explore Academy—Albuquerque	1,204	3.9%	3.4%	44.9%	45.0%	1.9%	21.8%	14.5%	3.7%
115 Gilbert L. Sena Charter High School	141	0.7%	0.7%	21.3%	65.2%	7.8%	100.0%	34.8%	23.4%
116 Gordon Bernell Charter School	140	7.1%	0.0%	12.9%	57.1%	18.6%	72.9%	29.3%	17.9%
117 GREAT Academy	127	7.1%	0.0%	11.0%	73.2%	4.7%	64.6%	29.1%	29.1%
118 Health Leadership High School	216	3.7%	0.0%	13.9%	81.0%	1.4%	100.0%	19.9%	29.2%
119 Horizon Academy West	481	2.7%	1.2%	12.7%	81.7%	1.7%	36.2%	9.8%	1.2%
120 International School at Mesa Del Sol	334	0.3%	0.3%	23.1%	70.4%	3.0%	47.0%	23.7%	10.2%
121 La Academia de Esperanza	233	0.0%	0.0%	0.9%	99.1%	0.0%	100.0%	28.8%	49.4%
122 Los Puentes Charter School	101	3.0%	0.0%	6.9%	85.1%	4.0%	100.0%	28.7%	11.9%
123 Mark Armijo Academy	200	1.0%	0.0%	2.0%	96.0%	0.0%	100.0%	28.0%	44.5%
124 Mission Achievement and Success	2,105	3.6%	2.1%	5.6%	86.2%	1.9%	100.0%	14.7%	35.1%
125 Montessori Elementary School	439	0.7%	1.8%	37.8%	51.3%	2.1%	0.0%	12.3%	5.2%
126 Montessori of the Rio Grande	215	2.3%	4.7%	48.4%	40.5%	1.4%	16.7%	15.3%	1.9%
127 Mountain Mahogany Community School	224	1.8%	0.4%	30.8%	56.7%	1.8%	50.4%	26.3%	3.1%
128 Native American Community Academy	455	0.4%	0.0%	0.4%	13.2%	79.1%	100.0%	23.5%	19.1%
129 New America School - Albuquerque	208	0.0%	0.0%	0.5%	97.1%	1.4%	100.0%	21.6%	50.5%
130 New Mexico Academy for the Media Arts	179	8.9%	1.1%	37.4%	44.7%	6.7%	44.7%	31.3%	3.4%
131 New Mexico International School	395	1.3%	1.0%	41.0%	51.9%	0.5%	15.7%	9.9%	4.8%
132 North Valley Academy Charter	380	0.3%	0.3%	16.1%	78.4%	2.4%	57.6%	16.3%	5.5%
133 Public Academy for Performing Arts	434	2.5%	1.8%	38.9%	55.8%	0.7%	45.2%	14.5%	4.4%
134 Rio Grande Academy of Fine Arts	80	3.8%	0.0%	17.5%	68.8%	7.5%	52.5%	25.0%	17.5%
135 Robert F. Kennedy Charter School	370	0.3%	0.0%	3.5%	92.4%	0.5%	100.0%	30.0%	25.9%

Student Enrollment by Demographics

Student Demographics by School District and Charter School 2022-2023 School Year

	School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
136	Siembra Leadership High School	283	4.9%	0.0%	14.8%	74.6%	4.2%	100.0%	28.3%	18.0%
137	Solare Collegiate Charter School	259	3.1%	0.0%	2.7%	91.5%	1.5%	100.0%	22.8%	33.2%
138	South Valley Academy	606	0.0%	0.0%	1.5%	97.7%	0.8%	100.0%	14.5%	48.2%
139	South Valley Preparatory School	188	2.7%	0.5%	6.9%	90.4%	1.6%	100.0%	24.5%	28.2%
140	Southwest Aeronautics, Math, and Science	278	1.1%	0.4%	82.0%	10.8%	2.2%	31.7%	16.2%	7.2%
141	Southwest Preparatory Learning Center	149	4.7%	2.0%	81.9%	1.3%	5.4%	36.9%	24.2%	6.0%
142	Southwest Secondary Learning Center	147	4.8%	0.0%	45.6%	38.1%	8.2%	36.7%	24.5%	6.1%
143	Technology Leadership High School	310	0.6%	0.3%	11.0%	81.3%	5.2%	100.0%	18.7%	11.0%
144	Tierra Adentro of New Mexico	243	2.9%	0.4%	8.6%	85.2%	0.8%	100.0%	27.6%	25.9%
145	Twenty-First Century Public Academy	393	4.1%	0.5%	41.7%	49.1%	2.8%	52.7%	17.6%	10.9%
146	Voz Collegiate Preparatory	64	3.1%	0.0%	7.8%	73.4%	10.9%	100.0%	42.2%	29.7%
147	William & Josephine Dorn	49	8.2%	0.0%	20.4%	51.0%	18.4%	100.0%	18.4%	10.2%
148	Aztec									
149	Mosaic Academy	180	0.0%	0.0%	71.7%	23.3%	2.8%	100.0%	25.0%	2.2%
150	Carlsbad									
151	Jefferson Montessori Academy	254	0.4%	0.0%	50.4%	48.0%	0.0%	52.0%	21.3%	9.8%
152	Pecos Cyber Academy	1,276	1.4%	0.4%	30.8%	58.0%	4.5%	38.2%	18.7%	4.3%
153	Central									
154	Dream Diné Charter School	46	0.0%	0.0%	2.2%	0.0%	95.7%	100.0%	13.0%	26.1%
155	Cimarron									
156	Moreno Valley High School	52	0.0%	0.0%	63.5%	32.7%	0.0%	55.8%	21.2%	13.5%
157	Deming									
158	Deming Cesar Chavez	146	1.4%	0.0%	9.9%	87.7%	1.4%	100.0%	15.1%	33.6%
159	Española									
160	La Tierra Montessori School	92	0.0%	1.1%	5.4%	77.2%	16.3%	100.0%	10.9%	22.8%
161	McCurdy Charter School	540	0.0%	0.7%	2.4%	91.9%	4.1%	68.5%	17.2%	13.7%
162	Gallup-McKinley County									

Student Enrollment by Demographics

Student Demographics by School District and Charter School 2022-2023 School Year

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
163 Dzit Ditr'ool (DEAP)	49	0.0%	2.0%	0.0%	0.0%	95.9%	65.3%	6.1%	20.4%
164 Hózhó Academy	616	0.5%	1.0%	17.9%	36.9%	38.8%	100.0%	16.4%	10.1%
165 Middle College High School	140	0.0%	3.6%	11.4%	14.3%	65.0%	51.4%	2.9%	9.3%
166 Six Directions Indigenous School	76	0.0%	0.0%	1.3%	1.3%	97.4%	100.0%	6.6%	19.7%
167 Jermez Valley									
168 San Diego Riverside	64	0.0%	0.0%	0.0%	7.8%	92.2%	100.0%	15.6%	62.5%
169 Wawatowa High Charter School	38	0.0%	0.0%	0.0%	7.9%	89.5%	100.0%	21.1%	7.1%
170 Las Cruces									
171 Alma darte Charter High School	121	3.3%	0.0%	25.6%	70.2%	0.8%	100.0%	20.7%	0.8%
172 Explore Academy—Las Cruces	189	3.2%	1.6%	33.3%	60.3%	1.6%	49.7%	14.8%	11.1%
173 J. Paul Taylor Academy	198	0.5%	2.5%	26.3%	68.2%	0.0%	27.8%	8.1%	5.6%
174 La Academia Dolores Huerta	66	0.0%	0.0%	3.0%	97.0%	0.0%	100.0%	12.1%	40.9%
175 Las Montañas Charter High School	162	2.5%	0.0%	5.6%	90.7%	1.2%	100.0%	25.3%	15.4%
176 New America School - Las Cruces	170	1.2%	1.2%	4.1%	91.8%	0.0%	100.0%	19.4%	27.1%
177 Raíces Del Saber Xinachtli	114	0.9%	0.0%	4.4%	92.1%	2.6%	88.6%	6.1%	14.0%
178 Los Lunas									
179 School of Dreams Academy	606	0.5%	0.0%	28.2%	66.7%	2.8%	100.0%	29.0%	11.9%
180 Montarby									
181 Estancia Valley Classical Academy	626	0.2%	1.1%	62.0%	34.5%	1.9%	21.7%	8.5%	1.4%
182 Questa									
183 Red River Valley Charter School	81	4.9%	0.0%	58.0%	33.3%	0.0%	100.0%	37.0%	0.0%
184 Roots and Wings Community School	59	3.4%	0.0%	64.4%	16.9%	5.1%	72.9%	25.4%	0.0%
185 Rio Rancho									
186 ASK Academy	625	3.0%	1.9%	46.1%	43.8%	2.2%	16.8%	13.6%	1.8%
187 Sandoval Academy of Bilingual Education	228	2.6%	0.0%	9.6%	84.2%	0.9%	75.9%	11.0%	19.3%
188 Roswell									
189 Sidney Gutierrez Middle School	196	3.6%	1.0%	52.6%	42.3%	0.0%	100.0%	10.7%	3.1%

Student Enrollment by Demographics

Student Demographics by School District and Charter School 2022-2023 School Year

School District or Charter School	Total Number of Students	African American	Asian	Caucasian	Hispanic	Native American	Economically Disadvantaged	Students with Disabilities	English Learners
Santa Fe									190
191 Academy for Technology and Classics	329	0.3%	5.8%	31.0%	79.6%	1.8%	33.7%	8.2%	10.9%
192 MASTERS Program	242	1.2%	2.9%	33.9%	58.3%	1.7%	38.0%	14.9%	10.3%
193 Monte Del Sol Charter	369	0.3%	1.9%	15.7%	81.0%	0.0%	60.7%	14.6%	25.7%
194 New Mexico Connections Academy	1,401	2.6%	0.6%	31.2%	56.0%	5.6%	50.4%	18.6%	6.4%
195 New Mexico School For The Arts	329	2.1%	0.0%	43.5%	43.2%	4.3%	22.2%	7.9%	4.3%
196 Thrive Community School	111	0.9%	0.0%	24.3%	70.3%	0.0%	25.2%	18.0%	18.0%
197 Tierra Encantada Charter School	289	1.7%	0.0%	6.9%	89.6%	1.7%	20.1%	11.1%	29.4%
198 Turquoise Trail Charter School	677	1.0%	1.5%	18.9%	75.8%	2.4%	30.4%	14.6%	19.4%
Silver City									199
200 Aldo Leopold Charter School	182	0.0%	1.6%	56.0%	40.1%	0.0%	58.2%	18.7%	0.0%
Socorro									201
202 Cottonwood Valley Charter School	170	1.2%	1.8%	32.9%	61.2%	1.8%	92.9%	17.1%	3.5%
Taos									203
204 Anansi Charter School	195	0.0%	3.6%	55.4%	36.9%	2.6%	56.9%	24.1%	2.1%
205 Taos Academy	274	1.5%	1.1%	30.3%	63.5%	3.3%	50.0%	16.1%	4.7%
206 Taos Integrated School of Arts	206	0.0%	0.0%	41.7%	47.6%	10.2%	100.0%	22.3%	1.9%
207 Taos International School	177	1.1%	0.0%	5.6%	90.4%	1.1%	100.0%	9.6%	11.9%
208 Taos Municipal Charter School	218	1.4%	0.9%	37.2%	59.2%	0.9%	52.8%	21.6%	5.0%
209 Vista Grande Charter High School	77	0.0%	0.0%	18.2%	54.5%	27.3%	100.0%	29.9%	10.4%
West Las Vegas									210
211 Rio Gallinas School	80	0.0%	0.0%	12.5%	78.8%	3.8%	100.0%	20.0%	2.5%

Source: LESC Files

List of New Mexico Assessments

Summative Assessments					
Assessment Name	Subject(s)	Grades Tested	Students Tested	Administration Window	General Purpose
NM-MSSA New Mexico Measures of Student Success and Achievement	Reading and math	3rd through 8th	All students	Spring	Statewide assessment for federal and state accountability purposes; used to calculate “proficiency” in reading and math.
College Board’s SAT	Reading, writing, language, and math	11th	All students	Spring	Statewide assessment for federal and state accountability purposes; used to calculate “proficiency” in reading and math. Also used to determine “competency” for graduation.
NM-ASR New Mexico Assessment of Science Readiness	Science	5th, 8th, and 11th	All students	Spring	Statewide assessment for federal and state accountability purposes; used to calculate “proficiency” in science.
DLM Dynamic Learning Maps	Reading, math, and science	3rd through 8th and 11th in reading and math 5th, 8th, and 11th in science	Students with severe cognitive disabilities	Spring	Statewide assessment for students with severe cognitive disabilities; used to determine students’ acquisition of the “essential elements” of reading, math, and science
Formative and Interim Assessments					
Assessment Name	Subject(s)	Grades Tested	Students Tested	Administration Windows	General Purpose
Istation Istation’s Indicators of Progress (ISIP)	Reading (in English or Spanish)	Kindergarten through 2nd	All students	Monthly	Statewide early literacy assessment, used to gauge whether students are “on benchmark” to be proficient in 3rd grade. Can be aggregated to produce beginning-, middle-, and end-of-year results.
iMSSA Interim Measures of Student Success and Achievement	Reading and math	3rd through 8th	Students in districts that opt-in	Beginning-, middle-, and end-of-year	An interim assessment designed to provide educators with information on which standards students need extra support to meet. Districts may choose to participate in the iMSSA at no cost.
Specialized Assessments					
Assessment Name	Subject(s)	Grades Tested	Students Tested	Administration Window	General Purpose
ACCESS ACCESS 2.0 for ELs and Alternate ACCESS	English language	Kindergarten through 12th	English learners (Alternate ACCESS is for English learners with disabilities)	January through March	WIDA’s ACCESS assessment is administered to English learners to gauge their acquisition of the English language. Students who score at level 5 or 6 are no longer considered ELs.
Dyslexia Screener	Reading	1st	All students	Before the 40 th Day of school or within 2 weeks of initial enrollment	Upon entering first grade, all students are screened for dyslexia.

Proficiency by School District and Charter School

School District and Charter School Proficiency Rates

School District/ Charter School	Reading					Math					Science				
	FY17	FY18	FY19	FY22	FY23	FY17	FY18	FY19	FY22	FY23	FY17	FY18	FY19	FY22	FY23
School Districts															
1 Alamogordo Public Schools	46%	44%	40%	36%	43%	27%	26%	26%	27%	25%	56%	56%	48%	41%	45%
2 Albuquerque Public Schools	34%	37%	31%	36%	41%	20%	21%	20%	25%	25%	39%	41%	34%	34%	36%
3 Animas Public Schools	67%	60%	61%	43%	31%	20%	20%	22%	21%	23%	45%	71%	32%	59%	39%
4 Artesia Public Schools	47%	51%	43%	37%	46%	26%	29%	29%	31%	33%	54%	53%	47%	33%	40%
5 Aztec Municipal Schools	34%	38%	31%	38%	38%	17%	19%	16%	22%	19%	44%	46%	31%	30%	28%
6 Belen Consolidated Schools	34%	33%	29%	29%	36%	16%	18%	19%	26%	27%	33%	35%	30%	25%	27%
7 Bernalillo Public Schools	31%	32%	21%	19%	25%	13%	11%	8%	8%	9%	26%	26%	17%	16%	13%
8 Bloomfield Schools	27%	30%	26%	22%	30%	9%	14%	13%	18%	20%	30%	23%	24%	27%	28%
9 Capitan Municipal Schools	51%	52%	48%	42%	50%	22%	23%	24%	27%	23%	64%	61%	48%	38%	41%
10 Carlsbad Municipal Schools	40%	42%	34%	32%	37%	15%	19%	17%	23%	25%	46%	50%	42%	28%	29%
11 Carrizozo Municipal Schools	35%	40%	44%	26%	36%	9%	7%	11%	20%	24%	44%	33%	52%	19%	32%
12 Central Consolidated Schools	29%	34%	29%	19%	23%	12%	14%	13%	13%	13%	23%	26%	18%	17%	17%
13 Chama Valley Independent Schools	36%	37%	23%	16%	19%	11%	11%	7%	8%	9%	48%	41%	23%	16%	14%
14 Cimarron Municipal Schools	47%	45%	41%	42%	42%	20%	23%	18%	28%	20%	57%	60%	59%	41%	55%
15 Clayton Municipal Schools	46%	48%	46%	45%	48%	34%	36%	36%	32%	35%	32%	50%	49%	36%	41%
16 Cloudcroft Municipal Schools	63%	70%	52%	58%	54%	32%	32%	29%	43%	36%	57%	70%	53%	64%	59%
17 Clovis Municipal Schools	41%	41%	37%	32%	34%	26%	27%	25%	23%	25%	49%	53%	44%	29%	31%
18 Cobre Consolidated Schools	37%	43%	40%	27%	31%	11%	14%	13%	15%	15%	39%	41%	31%	27%	25%
19 Corona Municipal Schools	68%	66%	73%	72%	63%	40%	42%	44%	63%	53%	56%	50%	68%	75%	64%
20 Cuba Independent Schools	28%	25%	19%	8%	13%	7%	6%	4%	5%	3%	25%	27%	13%	10%	11%
21 Deming Public Schools	30%	31%	31%	23%	26%	13%	15%	18%	17%	18%	26%	27%	27%	21%	23%
22 Des Moines Municipal Schools	64%	71%	74%	67%	77%	50%	56%	57%	67%	56%	68%	72%	79%	64%	75%
23 Dexter Consolidated Schools	38%	35%	27%	35%	35%	18%	19%	17%	19%	20%	38%	29%	32%	31%	28%
24 Dora Consolidated Schools	56%	53%	45%	48%	51%	39%	35%	32%	49%	44%	63%	47%	40%	45%	62%
25 Dulce Independent Schools	14%	16%	13%	9%	12%	3%	3%	2%	4%	4%	12%	13%	9%	10%	18%
26 Elida Municipal Schools	48%	56%	38%	32%	39%	29%	32%	28%	23%	32%	58%	58%	59%	33%	35%
27 Española Public Schools	27%	29%	25%	19%	24%	10%	10%	10%	11%	11%	28%	25%	19%	20%	16%
28 Estancia Municipal Schools	35%	38%	33%	35%	34%	17%	19%	15%	33%	27%	34%	48%	34%	36%	35%
29 Eunice Municipal Schools	34%	31%	23%	21%	26%	11%	12%	9%	9%	16%	32%	28%	33%	22%	32%
30 Farmington Municipal Schools	46%	48%	42%	31%	36%	25%	26%	23%	25%	23%	44%	50%	40%	37%	35%
31 Floyd Municipal Schools	40%	40%	40%	31%	41%	16%	20%	21%	14%	24%	56%	50%	34%	25%	21%
32 Fort Sumner Municipal Schools	48%	60%	49%	40%	44%	23%	30%	28%	34%	31%	46%	63%	38%	40%	37%
33 Gadsden Independent Schools	40%	42%	37%	29%	33%	24%	25%	22%	24%	25%	33%	37%	29%	27%	26%
34 Gallup-McKinley County Schools	29%	33%	31%	22%	28%	14%	15%	17%	18%	18%	22%	24%	20%	27%	24%
35 Grady Municipal Schools	60%	58%	58%	53%	58%	37%	39%	29%	49%	47%	68%	83%	64%	47%	41%
36 Grants-Cibola County Schools	33%	33%	26%	25%	30%	14%	16%	14%	17%	17%	36%	36%	27%	25%	27%
37 Hagerman Municipal Schools	34%	36%	29%	27%	37%	17%	21%	18%	23%	25%	23%	44%	31%	17%	26%
38 Hatch Valley Public Schools	43%	45%	39%	26%	22%	18%	15%	14%	15%	9%	27%	38%	26%	24%	13%
39 Hobbs Municipal Schools	35%	36%	34%	30%	33%	16%	17%	17%	23%	22%	36%	37%	32%	26%	28%
40 Hondo Valley Public Schools	22%	24%	24%	25%	30%	12%	15%	9%	12%	14%	31%	33%	12%	6%	14%
41 House Municipal Schools	23%	51%	55%	42%	43%	22%	21%	16%	33%	24%	50%	40%	26%	57%	36%
42 Jal Public Schools	23%	19%	18%	27%	26%	12%	9%	7%	17%	11%	26%	34%	17%	26%	20%
43 Jemez Mountain Public Schools	30%	28%	30%	17%	18%	8%	15%	13%	5%	7%	21%	34%	20%	20%	26%
44 Jemez Valley Public Schools	20%	21%	18%	15%	19%	5%	4%	4%	4%	6%	22%	12%	17%	10%	14%
45 Lake Arthur Municipal Schools	20%	24%	26%	46%	33%	9%	19%	18%	10%	6%	32%	35%	50%	30%	19%
46 Las Cruces Public Schools	38%	39%	33%	33%	39%	20%	21%	18%	22%	23%	44%	45%	37%	35%	35%
47 Las Vegas City Public Schools	33%	35%	32%	30%	30%	15%	17%	16%	20%	17%	35%	38%	37%	30%	30%
48 Logan Municipal Schools	57%	59%	49%	52%	50%	29%	33%	24%	37%	35%	55%	56%	36%	56%	40%
49 Lordsburg Municipal Schools	45%	43%	34%	27%	27%	19%	18%	14%	10%	9%	44%	48%	38%	27%	24%
50 Los Alamos Public Schools	63%	63%	57%	67%	72%	49%	49%	47%	60%	61%	77%	81%	74%	64%	67%
51 Los Lunas Public Schools	38%	39%	35%	34%	37%	20%	23%	20%	28%	26%	41%	44%	34%	29%	29%
52 Loving Municipal Schools	34%	35%	32%	33%	46%	15%	18%	20%	25%	25%	46%	36%	30%	39%	36%

Proficiency by School District and Charter School

School District and Charter School Proficiency Rates

	School District/ Charter School	Reading					Math					Science					
		FY17	FY18	FY19	FY22	FY23	FY17	FY18	FY19	FY22	FY23	FY17	FY18	FY19	FY22	FY23	
53	Lovington Municipal Schools	38%	31%	37%	28%	32%	22%	26%	23%	22%	21%	28%	38%	31%	27%	25%	53
54	Magdalena Municipal Schools	21%	22%	22%	34%	31%	7%	11%	11%	26%	17%	37%	32%	31%	32%	29%	54
55	Maxwell Municipal Schools	46%	39%	44%	48%	65%	14%	17%	27%	39%	38%	43%	52%	52%	40%	52%	55
56	Melrose Public Schools	58%	63%	57%	41%	58%	26%	27%	20%	33%	35%	49%	61%	52%	45%	40%	56
57	Mesa Vista Consolidated Schools	31%	31%	29%	24%	36%	7%	3%	5%	12%	12%	37%	29%	27%	15%	20%	57
58	Mora Independent Schools	34%	31%	31%	16%	28%	13%	14%	12%	7%	13%	34%	24%	29%	8%	19%	58
59	Moriarty-Edgewood Schools	42%	42%	34%	42%	44%	20%	20%	18%	25%	27%	41%	50%	41%	39%	46%	59
60	Mosquero Municipal Schools	39%	41%	38%	43%	29%	22%	25%	23%	30%	24%	50%			65%	31%	60
61	Mountainair Public Schools	42%	36%	33%	26%	29%	18%	9%	13%	13%	16%	39%	42%	26%	35%	25%	61
62	Pecos Independent Schools	30%	34%	25%	23%	29%	11%	11%	9%	8%	11%	36%	27%	22%	25%	22%	62
63	Peñasco Independent Schools	30%	39%	35%	29%	36%	10%	12%	10%	12%	12%	41%	34%	44%	27%	46%	63
64	Pojoaque Valley Public Schools	33%	32%	28%	31%	33%	13%	14%	10%	16%	12%	35%	34%	30%	22%	25%	64
65	Portales Municipal Schools	41%	41%	39%	35%	37%	21%	24%	22%	29%	27%	45%	48%	41%	37%	35%	65
66	Quemado Independent Schools	39%	41%	35%	56%	50%	25%	22%	16%	29%	33%	42%	63%	39%	65%	59%	66
67	Questa Independent Schools	35%	33%	25%	30%	28%	9%	14%	7%	4%	6%	46%	31%	22%	20%	6%	67
68	Raton Public Schools	36%	37%	30%	32%	40%	17%	16%	14%	19%	23%	42%	51%	35%	33%	43%	68
69	Reserve Independent Schools	52%	46%	46%	40%	60%	34%	26%	36%	29%	38%	63%	57%	63%	55%	59%	69
70	Rio Rancho Public Schools	47%	47%	43%	45%	50%	29%	31%	31%	37%	35%	56%	60%	51%	51%	47%	70
71	Roswell Independent Schools	36%	38%	31%	32%	36%	23%	23%	20%	22%	22%	41%	46%	41%	30%	31%	71
72	Roy Municipal Schools	66%	65%	60%	61%	79%	42%	63%	71%	69%	55%			71%	38%	75%	72
73	Ruidoso Municipal Schools	36%	40%	39%	35%	38%	16%	20%	21%	22%	24%	41%	43%	30%	37%	28%	73
74	San Jon Municipal Schools	50%	56%	53%	33%	40%	26%	33%	44%	27%	19%	78%	67%	68%	30%	38%	74
75	Santa Fe Public Schools	36%	36%	32%	33%	38%	17%	18%	18%	23%	23%	33%	36%	30%	30%	30%	75
76	Santa Rosa Consolidated Schools	43%	42%	32%	43%	42%	13%	15%	16%	23%	21%	41%	36%	31%	26%	30%	76
77	Silver Consolidated Schools	39%	44%	38%	37%	41%	20%	21%	20%	30%	28%	46%	51%	45%	38%	35%	77
78	Socorro Consolidated Schools	29%	29%	22%	29%	33%	14%	14%	12%	21%	19%	34%	33%	30%	24%	28%	78
79	Springer Municipal Schools	43%	48%	42%	38%	26%	9%	8%	12%	17%	11%	48%	46%	52%	37%	14%	79
80	Taos Municipal Schools	38%	38%	35%	38%	43%	16%	18%	19%	22%	26%	38%	41%	36%	35%	42%	80
81	Tatum Municipal Schools	45%	52%	40%	43%	43%	27%	27%	25%	30%	31%	67%	67%	49%	36%	41%	81
82	Texico Municipal Schools	59%	60%	60%	54%	63%	33%	35%	41%	46%	57%	58%	66%	61%	44%	54%	82
83	Truth or Cons. Municipal Schools	38%	39%	34%	29%	34%	22%	24%	23%	20%	17%	43%	51%	40%	34%	26%	83
84	Tucumcari Public Schools	38%	40%	39%	30%	37%	14%	17%	17%	20%	21%	45%	42%	44%	31%	31%	84
85	Tularosa Municipal Schools	36%	41%	35%	27%	27%	20%	20%	20%	16%	16%	33%	36%	39%	24%	23%	85
86	Vaughn Municipal Schools	22%	26%	23%	22%	30%	5%	5%	7%	22%	37%	21%	20%	13%	27%	36%	86
87	Wagon Mound Public Schools	38%	34%	19%	28%	27%	19%	24%	14%	23%	19%	45%	40%	23%	25%	55%	87
88	West Las Vegas Public Schools	30%	31%	25%	28%	29%	12%	14%	10%	11%	10%	33%	39%	30%	23%	25%	88
89	Zuni Public Schools	28%	19%	12%	14%	25%	3%	4%	4%	7%	11%	12%	14%	8%	14%	17%	89
	State-Chartered Charter Schools																
90	21st Century Public Academy				49%	36%					35%	36%			45%	36%	90
91	Albuquerque Bilingual Academy				29%	34%					22%	34%			45%	34%	91
92	Albuquerque Collegiate Charter			85%	33%	68%					17%	68%				68%	92
93	Albuquerque Inst. of Math & Sci.	86%	87%	90%	90%	94%	84%	82%	74%	89%	94%	96%	95%	93%	98%	94%	93
94	Albuquerque School of Excellence	43%	48%	49%	49%	57%	33%	45%	42%	45%	57%	58%	50%	60%	42%	57%	94
95	Albuquerque Sign Language Acad.	20%	27%	19%	26%	19%	17%	20%	14%	6%	19%	<10%	44%	31%	11%	19%	95
96	ACES Technical Charter				52%	36%					55%	36%				36%	96
97	Aldo Leopold Charter	46%	40%	50%	61%	63%	31%	26%	22%	26%	63%	67%	58%	76%	72%	63%	97
98	Alma D'Arte Charter	41%	27%	37%	43%	36%	6%	6%	8%	<5%	36%	42%	49%	27%	59%	36%	98
99	Altura Preparatory School			25%	78%	80%					73%	80%			86%	80%	99
100	Amy Biehl Charter High School	52%	51%	53%	68%	44%	14%	15%	15%	27%	44%	66%	51%	35%	69%	44%	100
101	ASK Academy	51%	55%	53%	74%	68%	38%	39%	30%	63%	68%	82%	82%	77%	74%	68%	101
102	Cesar Chavez Community School	<2%	5%	9%	11%	5%	<2%	<2%	<2%	<2%	5%	13%	8%	5%	24%	5%	102
103	DEAP	<10%	18%	11%	14%	12%	<10%	14%	10%		12%		45%		27%	12%	103
104	Estancia Valley Classical Academy	65%	69%	52%	56%	52%	38%	41%	39%	48%	52%	75%	70%	68%	55%	52%	104
105	Explore Academy	62%	63%	62%	56%	61%	37%	47%	47%	47%	61%	69%	73%	59%	54%	61%	105

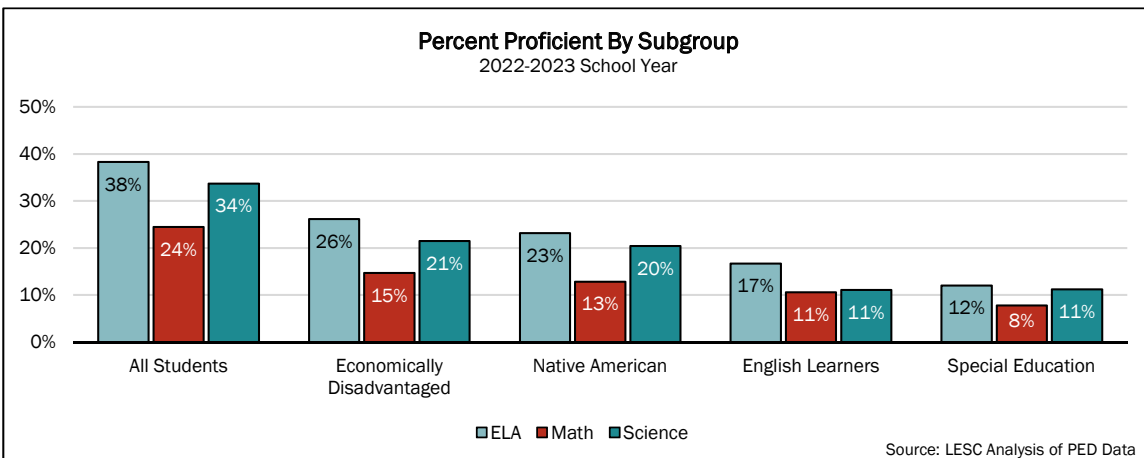
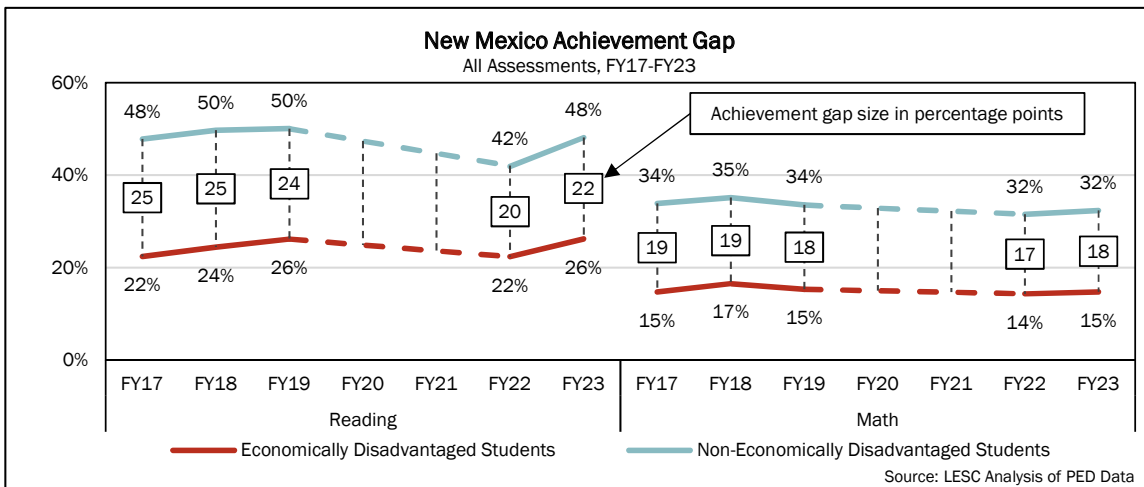
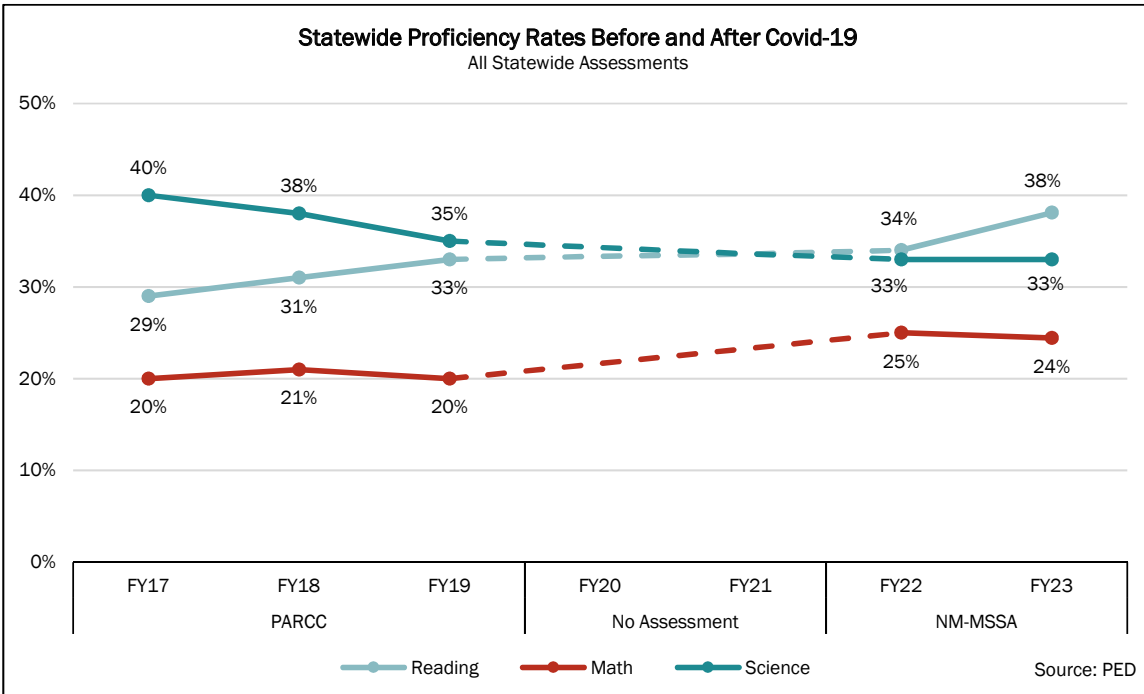
Proficiency by School District and Charter School

School District and Charter School Proficiency Rates

	School District/ Charter School	Reading					Math					Science					
		FY17	FY18	FY19	FY22	FY23	FY17	FY18	FY19	FY22	FY23	FY17	FY18	FY19	FY22	FY23	
106	Explore Academy - Las Cruces				43%	44%				40%	44%				55%	44%	106
107	The GREAT Academy					17%					17%					17%	107
108	Horizon Academy West	44%	56%	47%	47%	45%	25%	28%	42%	44%	45%	33%	39%	52%	41%	45%	108
109	Hozho Academy			24%	24%	30%			21%	19%	30%			45%	27%	30%	109
110	J Paul Taylor Academy	58%	56%	44%	55%	61%	31%	28%	32%	43%	61%	85%	78%	72%	56%	61%	110
111	La Academia Dolores Huerta	8%	8%	17%	26%	37%	3%	2%	3%	17%	37%	28%	27%	33%	18%	37%	111
112	La Tierra Montessori School	52%	55%	43%	39%	26%	22%	20%	23%	11%	26%	53%	26%	46%	27%	26%	112
113	Las Montañas Charter	3%	14%	26%	38%	31%	2%	<2%	3%	<2%	31%	<10%	8%	5%	56%	31%	113
114	The MASTERS Program					68%					68%					68%	114
115	McCurdy Charter School	27%	29%	21%	23%	30%	5%	8%	6%	10%	30%	22%	23%	25%	21%	30%	115
116	Media Arts Collaborative	48%	48%	45%	58%	45%	20%	20%	11%	23%	45%	67%	68%	44%	47%	45%	116
117	Middle College High School				45%	55%				7%	55%				52%	55%	117
118	Mission Achievement And Success	40%	42%	42%	41%	49%	29%	33%	31%	32%	49%	35%	30%	22%	37%	49%	118
119	Monte Del Sol Charter	29%	23%	27%	31%	42%	5%	12%	16%	19%	42%	40%	35%	31%	25%	42%	119
120	Montessori Elementary School	56%	53%	39%	62%	70%	31%	33%	27%	31%	70%	70%	77%	64%	61%	70%	120
121	New America School - Las Cruces	11%	15%	25%	5%	25%	<2%	<2%	<5%	<2%	25%	5%	10%	13%	20%	25%	121
122	New Mexico Connections Academy	18%	20%	19%	38%	35%	11%	10%	6%	23%	35%	48%	37%	30%	42%	35%	122
123	New Mexico School for the Arts	79%	76%	78%	73%	88%	41%	35%	25%	24%	88%	75%	76%	77%	78%	88%	123
124	North Valley Academy	38%	35%	30%	30%	32%	22%	24%	25%	22%	32%	50%	50%	55%	26%	32%	124
125	Pecos Cyber Academy					33%					33%					33%	125
126	Raices Del Saber Xinachtli				35%	40%				18%	40%					40%	126
127	Red River Valley Charter School	35%	27%	38%	51%	34%	16%	15%	12%	34%	34%	67%	24%	22%	67%	34%	127
128	Rio Grande Academy of Fine Arts					32%					32%					32%	128
129	Roots & Wings Community School	62%	48%	64%	57%	55%	38%	24%	12%	38%	55%	60%	42%		77%	55%	129
130	Sandoval Academy of Bilingual Ed.	67%	54%	21%	32%	45%	36%	30%	27%	16%	45%	40%	43%	20%	22%	45%	130
131	School of Dreams Academy	42%	42%	40%	28%	27%	15%	15%	16%	18%	27%	41%	41%	30%	23%	27%	131
132	Six Directions Indigenous School	21%	15%	25%	22%	15%	17%	9%	11%	<5%	15%	42%	33%	18%	28%	15%	132
133	Solare Collegiate Charter				25%	33%				22%	33%				20%	33%	133
134	South Valley Prep	24%	34%	41%	24%	26%	14%	16%	22%	13%	26%	14%	38%	37%	26%	26%	134
135	Southwest Aero., Math. and Sci.	39%	32%	51%	51%	54%	25%	23%	25%	28%	54%	71%	68%	58%	69%	54%	135
136	Southwest Prim. Learning Center	39%	30%	27%	46%	44%	42%	36%	27%	33%	44%	52%	57%	44%	48%	44%	136
137	Southwest Second. Learning Center	52%	45%	57%	39%	32%	27%	25%	18%	25%	32%	71%	47%	53%	46%	32%	137
138	Taos Academy	57%	59%	54%	50%	54%	36%	36%	39%	27%	54%	63%	78%	69%	51%	54%	138
139	Taos Integrated School of Arts	35%	49%	38%	44%	51%	20%	23%	31%	33%	51%	53%	55%	67%	59%	51%	139
140	Taos International School	10%	21%	13%	16%	23%	<5%	6%	6%	6%	23%	<20%	<10%	13%	11%	23%	140
141	Tiera Adentro					41%					41%					41%	141
142	Tierra Encantada					33%					33%					33%	142
143	Turquoise Trail Charter School					31%					31%					31%	143
144	Vista Grande High School					<5%					<5%					<5%	144
145	Walatowa Charter High	17%	13%	10%	7%	11%	15%	10%	10%	<5%	11%	<20%	20%	20%	<5%	11%	145
	STATEWIDE	29%	31%	33%	34%	38%	20%	21%	20%	25%	24%	40%	38%	35%	33%	33%	

Source: PED

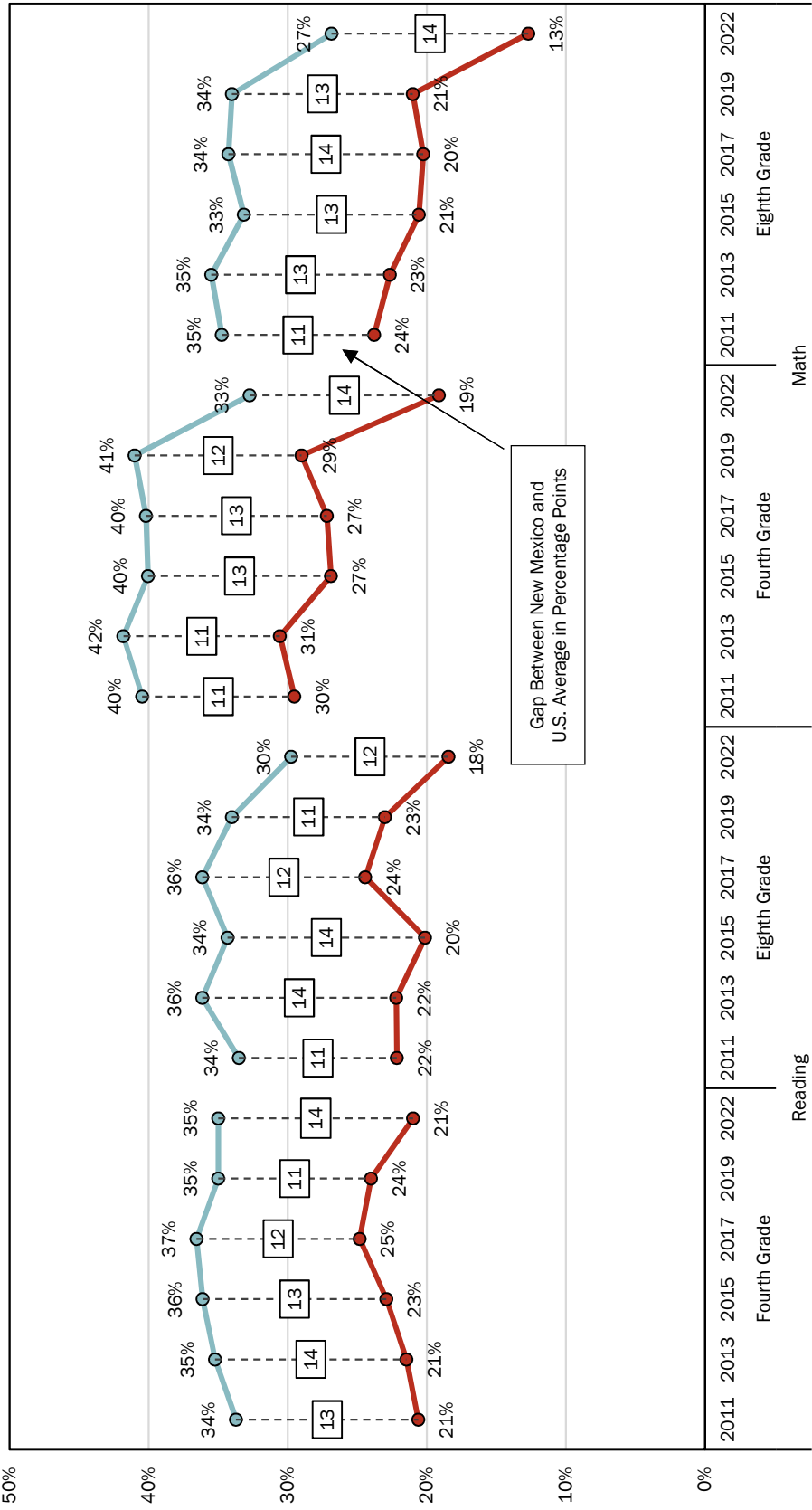
Proficiency Graphs



National Assessment of Educational Progress (NAEP)

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

New Mexico Compared With U.S. Average



Source: National Center for Education Statistics

School Improvement Award History

Schools Identified for Support and Improvement

School District	School Name	FY19-FY21 Cohort				FY24-FY26 Cohort			
		Status	Metric	FY19 Award	FY20 Award	FY21 Award	Status	Metric/Subgroup	FY24 Award
School Districts									
1	Alamogordo Public Schools	CSI	Graduation	\$127,456	\$30,772	\$26,157			
2	Albuquerque Public Schools	CSI	Performance		\$105,199				
3	Albuquerque Public Schools	CSI	Graduation	\$177,500	\$77,833	\$66,158	CSI	Graduation	
4	Albuquerque Public Schools	TSI					ATSI	Students with Disabilities	
5	Albuquerque Public Schools	TSI					ATSI	Students with Disabilities	
6	Albuquerque Public Schools	CSI	Graduation		\$53,971	\$45,876	MRI	Graduation	
7	Albuquerque Public Schools	CSI	Graduation	\$140,000	\$37,508	\$31,882	MRI	Graduation	
8	Albuquerque Public Schools	TSI					ATSI	Multiple Subgroups	
9	Albuquerque Public Schools	TSI					CSI	Performance	
10	Albuquerque Public Schools	TSI					CSI	Performance	
11	Albuquerque Public Schools	TSI					ATSI	English Learners	
12	Albuquerque Public Schools	TSI					CSI	Performance	
13	Albuquerque Public Schools	TSI					ATSI	Multiple Subgroups	
14	Albuquerque Public Schools						TSI	Students with Disabilities	
15	Albuquerque Public Schools	TSI					ATSI	Students with Disabilities	
16	Albuquerque Public Schools						TSI	Students with Disabilities	
17	Albuquerque Public Schools	TSI					ATSI	English Learners	
18	Albuquerque Public Schools	CSI	Graduation	\$174,378	\$234,402	\$199,242	MRI	Graduation	
19	Albuquerque Public Schools	CSI	Graduation		\$44,893	\$38,159			
20	Albuquerque Public Schools	TSI							
21	Albuquerque Public Schools	TSI							
22	Albuquerque Public Schools	TSI							
23	Albuquerque Public Schools						CSI	Graduation	
24	Albuquerque Public Schools						TSI	Students with Disabilities	
25	Albuquerque Public Schools	CSI	Graduation		\$100,239	\$85,203			
26	Albuquerque Public Schools	TSI					CSI	Performance	
27	Albuquerque Public Schools	TSI					ATSI	Multiple Subgroups	
28	Albuquerque Public Schools	TSI					ATSI	English Learners	
29	Albuquerque Public Schools	CSI	Graduation	\$125,727	\$38,902	\$33,066	MRI	Graduation	
30	Albuquerque Public Schools	CSI	Graduation	\$100,000	\$45,866	\$38,986	MRI	Graduation	
31	Albuquerque Public Schools	CSI	Performance	\$140,000	\$25,000		MRI	Graduation	
32	Albuquerque Public Schools	TSI					ATSI	Multiple Subgroups	
33	Albuquerque Public Schools	TSI					ATSI	White	
34	Albuquerque Public Schools	CSI	Performance		\$148,267	\$126,027			
35	Albuquerque Public Schools	CSI	Performance	\$164,734	\$122,776	\$104,360	TSI	Students with Disabilities	
36	Albuquerque Public Schools	CSI	Performance	\$300,000	\$35,437	\$30,121	CSI	Graduation	
37	Albuquerque Public Schools						CSI	Performance	
38	Albuquerque Public Schools	CSI	Graduation	\$199,972	\$323,845	\$275,268	MRI	Graduation	

Awards unavailable at time of publication.

Schools Identified for Support and Improvement

School District	School Name	FY19-FY21 Cohort				FY24-FY26 Cohort						
		Status	Metric	FY19 Award	FY20 Award	FY21 Award	Status	Metric/Subgroup	FY24 Award			
39	Albuquerque Public Schools	Hodgin Elementary	TSI						ATSI	Students with Disabilities		39
40	Albuquerque Public Schools	James Monroe Middle							TSI	Students with Disabilities		40
41	Albuquerque Public Schools	Janet Kahn School of Integrated Arts	CSI	Performance	\$179,366	\$146,600	\$124,610		TSI	Students with Disabilities		41
42	Albuquerque Public Schools	Jefferson Middle	TSI						ATSI	Multiple Subgroups		42
43	Albuquerque Public Schools	Jimmy Carter Middle	CSI	Mid School			\$50,000		TSI	Students with Disabilities		43
44	Albuquerque Public Schools	John Adams Middle	CSI	Mid School			\$50,000		CSI	Performance		44
45	Albuquerque Public Schools	Kennedy Middle	TSI						ATSI	Multiple Subgroups		45
46	Albuquerque Public Schools	Kit Carson Elementary							TSI	Students with Disabilities		46
47	Albuquerque Public Schools	La Academia De Esperanza	CSI	Performance		\$73,370	\$62,365		MRI	Graduation		47
48	Albuquerque Public Schools	La Luz Elementary	CSI	Performance	\$138,547	\$63,263	\$53,773					48
49	Albuquerque Public Schools	La Mesa Elementary	TSI						CSI	Performance		49
50	Albuquerque Public Schools	Lavaland Elementary	TSI						ATSI	Multiple Subgroups		50
51	Albuquerque Public Schools	Los Padillas Elementary	CSI	Performance	\$760,115	\$58,822	\$49,999					51
52	Albuquerque Public Schools	Los Puentes Charter	CSI	Performance	\$160,236	\$25,000	\$21,250		CSI	Graduation		52
53	Albuquerque Public Schools	Los Ranchos Elementary	TSI						ATSI	English Learners		53
54	Albuquerque Public Schools	Lowell Elementary							CSI	Performance		54
55	Albuquerque Public Schools	Manzano High	CSI	Performance	\$199,679	\$314,037	\$266,932					55
56	Albuquerque Public Schools	Mark Armijo Academy	CSI	Graduation		\$44,467	\$37,797		MRI	Graduation		56
57	Albuquerque Public Schools	Maryann Binford Elementary	CSI	Performance	\$199,516	\$222,869	\$189,439					57
58	Albuquerque Public Schools	Matheson Park Elementary	TSI						ATSI	English Learners		58
59	Albuquerque Public Schools	McKinley Middle	CSI	Performance	\$138,547	\$134,519	\$114,341					59
60	Albuquerque Public Schools	Mission Avenue Elementary	TSI						ATSI	Hispanic		60
61	Albuquerque Public Schools	Montezuma Elementary	TSI						ATSI			61
62	Albuquerque Public Schools	Mount. Mahogany Comm. School	TSI						ATSI	Multiple Subgroups		62
63	Albuquerque Public Schools	Navajo Elementary	CSI	Graduation	\$189,538	\$155,173	\$131,897					63
64	Albuquerque Public Schools	New America School										64
65	Albuquerque Public Schools	New America School - Albuquerque	CSI	Performance		\$67,286	\$57,193		MRI	Graduation		65
66	Albuquerque Public Schools	New Futures	CSI	Graduation	\$140,594	\$29,366	\$24,961		MRI	Graduation		66
67	Albuquerque Public Schools	Painted Sky Elementary	TSI									67
68	Albuquerque Public Schools	Pajarito Elementary	TSI						ATSI	Multiple Subgroups		68
69	Albuquerque Public Schools	Polk Middle	TSI									69
70	Albuquerque Public Schools	Rio Grande High										70
71	Albuquerque Public Schools	Rio Grande High	CSI	Graduation	\$199,972	\$381,938	\$324,647		MRI	Graduation		71
72	Albuquerque Public Schools	Robert F. Kennedy Charter	CSI	Graduation	\$147,125	\$138,806	\$117,985		MRI	Graduation		72
73	Albuquerque Public Schools	Rudolfo Anaya Elementary							TSI	Students with Disabilities		73
74	Albuquerque Public Schools	School on Wheels	CSI	Graduation	\$72,378	\$29,254	\$24,866		MRI	Graduation		74
75	Albuquerque Public Schools	Siembra Leadership High	CSI	Graduation		\$25,000	\$21,250					75
76	Albuquerque Public Schools	Siembra Leadership High School							CSI	Graduation		76
77	Albuquerque Public Schools	Sombra Del Monte Elementary	TSI						ATSI	Students with Disabilities		77

Awards unavailable at time of publication.

School Improvement Award History

Schools Identified for Support and Improvement

School District	School Name	FY19-FY21 Cohort				FY24-FY26 Cohort			FY24 Award
		Status	Metric	FY19 Award	FY20 Award	FY21 Award	Status	Metric/Subgroup	
78	Albuquerque Public Schools	TSI					ATSI	Students with Disabilities	
79	Albuquerque Public Schools	TSI					ATSI	Students with Disabilities	
80	Albuquerque Public Schools	TSI							
81	Albuquerque Public Schools	CSI	Graduation		\$40,641	\$34,545			
82	Albuquerque Public Schools						CSI	Graduation	
83	Albuquerque Public Schools						TSI	Students with Disabilities	
84	Albuquerque Public Schools	TSI							
85	Albuquerque Public Schools	TSI					ATSI	Native American	
86	Albuquerque Public Schools	CSI	Performance	\$199,996	\$161,922	\$137,634	CSI	Performance	
87	Albuquerque Public Schools	CSI	Performance	\$151,096	\$141,236	\$120,051			
88	Albuquerque Public Schools	CSI	Graduation	\$199,740	\$345,663	\$293,814			
89	Albuquerque Public Schools	CSI	Performance	\$760,114		\$89,419	TSI	Students with Disabilities	
90	Albuquerque Public Schools	CSI	Graduation	\$199,679	\$135,176	\$114,900	TSI	Students with Disabilities	
91	Albuquerque Public Schools	TSI							
92	Artesia Public Schools	TSI					ATSI	English Learners	
93	Aztec Municipal Schools	TSI							
94	Aztec Municipal Schools	CSI	Graduation	\$69,773	\$25,000	\$21,250	CSI	Graduation	
95	Belen Consolidated Schools	CSI	Graduation	\$100,000	\$191,549	\$162,816			
96	Belen Consolidated Schools	CSI	Graduation		\$27,180	\$23,103	MRI	Graduation	
97	Bernalillo Public Schools						CSI	Performance	
98	Bernalillo Public Schools	CSI	Graduation	\$300,000	\$201,074	\$170,913	CSI	Graduation	
99	Bernalillo Public Schools	TSI					TSI	Students with Disabilities	
100	Bernalillo Public Schools						CSI	Performance	
101	Bernalillo Public Schools						CSI	Performance	
102	Bernalillo Public Schools						CSI	Performance	
103	Bloomfield Schools	CSI	Graduation		\$26,212	\$22,280	MRI	Graduation	
104	Bloomfield Schools	CSI	Performance	\$121,000	\$88,023	\$74,819			
105	Capitan Municipal Schools						CSI	Graduation	
106	Capitan Municipal Schools	TSI					ATSI	Students with Disabilities	
107	Carlsbad Municipal Schools						CSI	Graduation	
108	Carlsbad Municipal Schools	TSI					ATSI	Black	
109	Carlsbad Municipal Schools	TSI							
110	Carlsbad Municipal Schools	TSI							
111	Central Consolidated Schools	CSI	Graduation	\$140,000	\$25,000	\$21,250	MRI	Graduation	
112	Central Consolidated Schools	TSI					ATSI	Students with Disabilities	
113	Central Consolidated Schools						CSI	Performance	
114	Central Consolidated Schools	TSI					CSI	Performance	
115	Central Consolidated Schools	CSI	Performance	\$120,000	\$25,000	\$21,250			
116	Central Consolidated Schools						CSI	Performance	

Awards unavailable at time of publication.

Schools Identified for Support and Improvement

School District	School Name	FY19-FY21 Cohort				FY24-FY26 Cohort			FY24 Award
		Status	Metric	FY19 Award	FY20 Award	FY21 Award	Status	Metric/Subgroup	
117	Central Consolidated Schools						CSI	Graduation	Awards unavailable at time of publication.
118	Central Consolidated Schools	TSI							
119	Chama Valley Ind. Schools						CSI	Performance	
120	Chama Valley Ind. Schools	TSI					CSI	Graduation	
121	Clovis Municipal Schools	CSI	Graduation	\$97,391	\$82,782				
122	Clovis Municipal Schools	TSI					ATSI	Multiple Subgroups	
123	Cobre Consolidated Schools	TSI					ATSI	Students with Disabilities	
124	Cuba Independent Schools						CSI	Performance	
125	Cuba Independent Schools	CSI	Graduation	\$300,000	\$63,651	\$54,103			
126	Deming Public Schools	TSI							
127	Deming Public Schools	CSI	Graduation	\$42,867	\$36,437		MRI	Graduation	
128	Des Moines Municipal Schools						CSI	Graduation	
129	Dexter Consolidated Schools	TSI					ATSI	Multiple Subgroups	
130	Dexter Consolidated Schools	TSI					ATSI	English Learners	
131	Dulce Independent Schools	CSI	Performance	\$775,000	\$63,369	\$53,864			
132	Dulce Independent Schools						CSI	Graduation	
133	Dulce Independent Schools	TSI							
134	Dulce Independent Schools								
135	Dulce Independent Schools	CSI	Mid School			\$50,000	CSI	Performance	
136	Española Public Schools	TSI					ATSI	Multiple Subgroups	
137	Española Public Schools	CSI	Graduation	\$247,000	\$25,000	\$21,250			
138	Española Public Schools	CSI	Performance	\$100,000	\$40,912	\$34,775			
139	Española Public Schools						CSI	Performance	
140	Española Public Schools						CSI	Performance	
141	Española Public Schools	CSI	Performance		\$25,000	\$21,250	CSI	Performance	
142	Estancia Municipal Schools	TSI					ATSI	Students with Disabilities	
143	Estancia Municipal Schools						CSI	Performance	
144	Estancia Municipal Schools	TSI							
145	Farmington Municipal Schools						TSI	English Learners	
146	Farmington Municipal Schools	CSI	Graduation	\$291,000	\$48,961	\$41,617	MRI	Graduation	
147	Gadsden Independent Schools						TSI	Students with Disabilities	
148	Gadsden Independent Schools						CSI	Graduation	
149	Gadsden Independent Schools						TSI	Students with Disabilities	
150	Gadsden Independent Schools						TSI	Students with Disabilities	
151	Gadsden Independent Schools						TSI	Students with Disabilities	
152	Gadsden Independent Schools						TSI	Students with Disabilities	
153	Gallup-McKinley County Schools	CSI	Graduation		\$117,210	\$99,629			
154	Gallup-McKinley County Schools						TSI	Students with Disabilities	
155	Gallup-McKinley County Schools	TSI					ATSI	English Learners	

School Improvement Award History

Schools Identified for Support and Improvement

School District	School Name	FY19-FY21 Cohort				FY24-FY26 Cohort			FY24 Award
		Status	Metric	FY19 Award	FY20 Award	FY21 Award	Status	Metric/Subgroup	
156	Gallup-McKinley County Schools	Crownpoint High	TSI				ATSI	Students with Disabilities	Awards unavailable at time of publication.
157	Gallup-McKinley County Schools	David Skeet Elementary					CSI	Performance	
158	Gallup-McKinley County Schools	Gallup Central Alternative	CSI	Graduation	\$120,548	\$66,284	MRI	Graduation	
159	Gallup-McKinley County Schools	John F. Kennedy Middle					TSI	Students with Disabilities	
160	Gallup-McKinley County Schools	Miyamura High	CSI	Graduation	\$240,000	\$223,260			
161	Gallup-McKinley County Schools	Navajo Pine High					CSI	Graduation	
162	Gallup-McKinley County Schools	Roosevelt Elementary	TSI						
163	Gallup-McKinley County Schools	Stagecoach Elementary	TSI				ATSI	Students with Disabilities	
164	Gallup-McKinley County Schools	Thoreau High							
165	Gallup-McKinley County Schools	Thoreau High	TSI				CSI	Performance	
166	Gallup-McKinley County Schools	Thoreau Middle	TSI						
167	Gallup-McKinley County Schools	Tohatchi High					CSI	Performance	
168	Gallup-McKinley County Schools	Tohatchi Middle	TSI						
169	Gallup-McKinley County Schools	Tse Yi Gai High					CSI	Graduation	
170	Gallup-McKinley County Schools	Twin Lakes Elementary	TSI				ATSI	Multiple Subgroups	
171	Grants-Cibola County Schools	Grants High	CSI	Performance	\$193,030	\$164,075			
172	Grants-Cibola County Schools	Laguna-Acoma High	TSI				ATSI	Performance	
173	Grants-Cibola County Schools	Laguna-Acoma Middle	CSI	Graduation		\$25,000			
174	Grants-Cibola County Schools	Los Alamos Middle	CSI	Mid School					
175	Hagerman Municipal Schools	Hagerman Middle	TSI				ATSI	English Learners	
176	Hatch Valley Public Schools	Hatch Valley High	TSI				ATSI	Students with Disabilities	
177	Hatch Valley Public Schools	Rio Grande Elementary							
178	Hatch Valley Public Schools	Rio Grande Elementary	TSI				ATSI	Students with Disabilities	
179	Hobbs Municipal Schools	Heizer Middle School					TSI	Students with Disabilities	
180	Hobbs Municipal Schools	Hobbs Freshman High	TSI				ATSI	Multiple Subgroups	
181	Hobbs Municipal Schools	Southern Heights Elementary	TSI				ATSI	Students with Disabilities	
182	House Municipal Schools	House High	CSI	Performance	\$202,200	\$25,000	MRI	Graduation	
183	Jal Public Schools	Jal Junior High School	CSI	Mid School		\$50,000			
184	Jemez Mountain Public Schools	Coronado Middle	CSI	Graduation		\$25,000			
185	Jemez Mountain Public Schools	Gallina Elementary					CSI	Performance	
186	Jemez Mountain Public Schools	Lybrook Elementary School	CSI	Mid School		\$50,000	MRI	Performance	
187	Jemez Valley Public Schools	Jemez Valley Middle	CSI	Mid School		\$50,000	CSI	Performance	
188	Lake Arthur Municipal Schools	Lake Arthur Elementary					CSI	Performance	
189	Las Cruces Public Schools	Lynn Middle					TSI	Students with Disabilities	
190	Las Cruces Public Schools	MacArthur Elementary	TSI				ATSI	English Learners	
191	Las Cruces Public Schools	Mesa Middle					TSI	Students with Disabilities	
192	Las Cruces Public Schools	Mesilla Valley Alternative	TSI						
193	Las Cruces Public Schools	Picacho Middle					ATSI	Multiple Subgroups	
194	Las Cruces Public Schools	Rio Grande Preparatory Institute	CSI	Graduation		\$97,144	MRI	Graduation	

School Improvement Award History

Schools Identified for Support and Improvement

School District	School Name	FY19-FY21 Cohort				FY24-FY26 Cohort			FY24 Award		
		Status	Metric	FY19 Award	FY20 Award	FY21 Award	Status	Metric/Subgroup			
234	Santa Fe Public Schools	R.M. Sweeney Elementary						CSI	Performance	Awards unavailable at time of publication.	234
235	Santa Fe Public Schools	Salazar Elementary	TSI					ATSI	Multiple Subgroups		235
236	Santa Fe Public Schools	Santa Fe High	TSI					ATSI	Native American		236
237	Santa Rosa Consolidated Schools	Santa Rosa High	TSI					ATSI	English Learners		237
238	Silver Consolidated Schools	La Plata Middle	TSI					ATSI	Students with Disabilities		238
239	Silver Consolidated Schools	Opportunity High	CSI	Performance		\$19,473	\$16,552				239
240	Silver Consolidated Schools	Silver High	TSI					ATSI	Students with Disabilities		240
241	Socorro Consolidated Schools	R. Sarracino Middle	CSI	Graduation	\$200,000	\$99,846	\$84,869				241
242	Socorro Consolidated Schools	Socorro High	CSI	Graduation		\$96,428	\$81,964				242
243	Socorro Consolidated Schools	Zimmerly Elementary	CSI	Graduation		\$55,575	\$47,239				243
244	Taos Municipal Schools	Taos Cyber Magnet						CSI	Graduation		244
245	Taos Municipal Schools	Taos High	TSI					ATSI	English Learners		245
246	Taos Municipal Schools	Taos Middle						TSI	English Learners		246
247	Taos Municipal Schools	Vista Grande High	CSI	Graduation		\$25,000	\$21,250				247
248	Truth or Cons. Municipal Schools	Arrey Elementary	TSI								248
249	Truth or Cons. Municipal Schools	Hot Springs High	TSI					ATSI	Multiple Subgroups		249
250	Truth or Cons. Municipal Schools	T or C Elementary						CSI	Performance		250
251	West Las Vegas Public Schools	West Las Vegas High	TSI					ATSI	Students with Disabilities		251
252	West Las Vegas Public Schools	West Las Vegas Middle	TSI								252
253	West Las Vegas Public Schools	Wlv Family Partnership						CSI	Graduation		253
254	Zuni Public Schools	Shiwi Ts'ana Elementary	CSI	Graduation	\$199,640	\$203,015	\$172,563				254
255	Zuni Public Schools	Twin Buttes Cyber Academy	CSI	Performance	\$199,241	\$69,017	\$58,665				255
256	Zuni Public Schools	Zuni High	CSI	Performance		\$73,586	\$62,548				256
257	Zuni Public Schools	Zuni Middle	CSI	Performance							257
State-Chartered Charter Schools											
258	State-Chartered Charter School	Albuquerque Sign Language Academy						CSI	Graduation	Awards unavailable at time of publication.	258
259	State-Chartered Charter School	Alma D'Arte Charter						CSI	Graduation		259
260	State-Chartered Charter School	Amy Biehl Charter High	TSI					ATSI	English Learners		260
261	State-Chartered Charter School	ASK Academy	CSI	Graduation		\$25,000	\$21,250				261
262	State-Chartered Charter School	Cesar Chavez Community School	CSI	Graduation		\$63,396	\$53,886	MRI	Graduation		262
263	State-Chartered Charter School	DEAP						CSI	Performance		263
264	State-Chartered Charter School	La Academia Dolores Huerta	TSI					ATSI	Students with Disabilities		264
265	State-Chartered Charter School	La Promesa Early Learning	TSI								265
266	State-Chartered Charter School	La Tierra Montessori School						CSI	Performance		266
267	State-Chartered Charter School	Las Montañas Charter						CSI	Graduation		267
268	State-Chartered Charter School	Las Montañas Charter	CSI	Performance	\$278,020	\$25,000	\$21,250				268
269	State-Chartered Charter School	McCurdy Charter School	TSI								269
270	State-Chartered Charter School	Media Arts Collaborative	CSI	Performance	\$166,035	\$38,984	\$33,136				270
271	State-Chartered Charter School	New America School - Las Cruces						CSI	Graduation		271

Schools Identified for Support and Improvement

School District	School Name	FY19-FY21 Cohort				FY24-FY26 Cohort			
		Status	Metric	FY19 Award	FY20 Award	FY21 Award	Status	Metric/Subgroup	FY24 Award
272	State-Chartered Charter School	TSI					CSI	Graduation	272
273	State-Chartered Charter School	TSI							273
274	State-Chartered Charter School	CSI	Graduation		\$110,198	\$93,668			274
275	State-Chartered Charter School	CSI	Graduation	\$199,919	\$25,000	\$21,250	CSI	Graduation	275
276	State-Chartered Charter School						TSI	Students with Disabilities	276
277	State-Chartered Charter School						CSI	Graduation	277
278	State-Chartered Charter School	CSI	Graduation		\$35,766	\$30,401			278
279	State-Chartered Charter School	TSI							279
280	State-Chartered Charter School						CSI	Graduation	280
281	State-Chartered Charter School	CSI	Graduation		\$53,070	\$45,109			281
282	State-Chartered Charter School	TSI							282

Source: LESC Analysis of PED Data

STATEWIDE TOTALS

Total Identifications	FY19- FY21	FY24- FY26
Targeted Support and Improvement (TSI)	109	31
Additional Targeted Support and Improvement (ATSI)	0	69
Comprehensive Support and Improvement (CSI)	97	66
More Rigorous Interventions (MRI)	0	28
Total Schools Identified	206	194

Count of MRI/CSI Metrics	FY19- FY21	FY24- FY26
Graduation	56	56
Low Performance	34	39
Middle School Improvement	7	0

Count of Underperforming Subgroups (TSI/ATSI)	FY19- FY21	FY24- FY26
Black	-	2
English Learners	-	22
Hispanic	-	2
Multiple Subgroups	-	22
Native American	-	2
Students with Disabilities	-	47
White	-	1

Advanced Placement (AP)

Most Popular Advanced Placement Exams in New Mexico

Subject	FY22		FY23	
	Tests	Pass Rate	Tests	Pass Rate
English Language and Composition	2,518	31%	2,602	33%
English Literature and Composition	1,619	55%	1,944	53%
United States History	1,572	25%	1,859	20%
World History	1,261	39%	1,403	38%
United States Government and Politics	1,054	24%	1,300	25%
Spanish Language and Culture	944	80%	1,063	76%
Calculus AB	760	45%	828	41%
Physics 1	501	25%	630	18%
Psychology	488	39%	622	43%
Biology	519	49%	432	36%
Statistics	517	25%	406	25%
Spanish Literature and Culture	328	46%	390	47%
Computer Science Principles	264	59%	350	49%
Macroeconomics	240	27%	311	40%
Chemistry	197	33%	288	52%
Human Geography	262	40%	265	38%
Calculus BC	184	73%	263	72%
Environmental Science	257	29%	172	41%
European History	143	36%	139	41%

Source: College Board

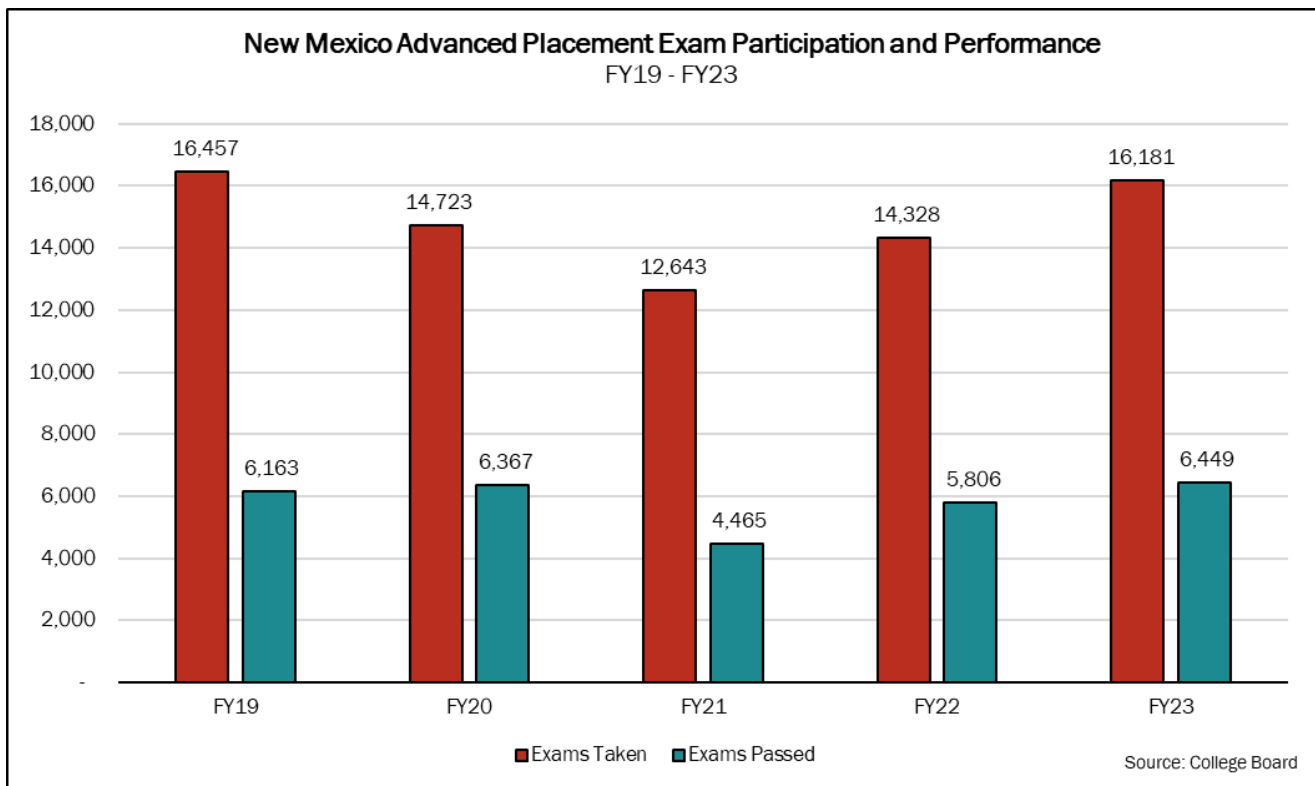
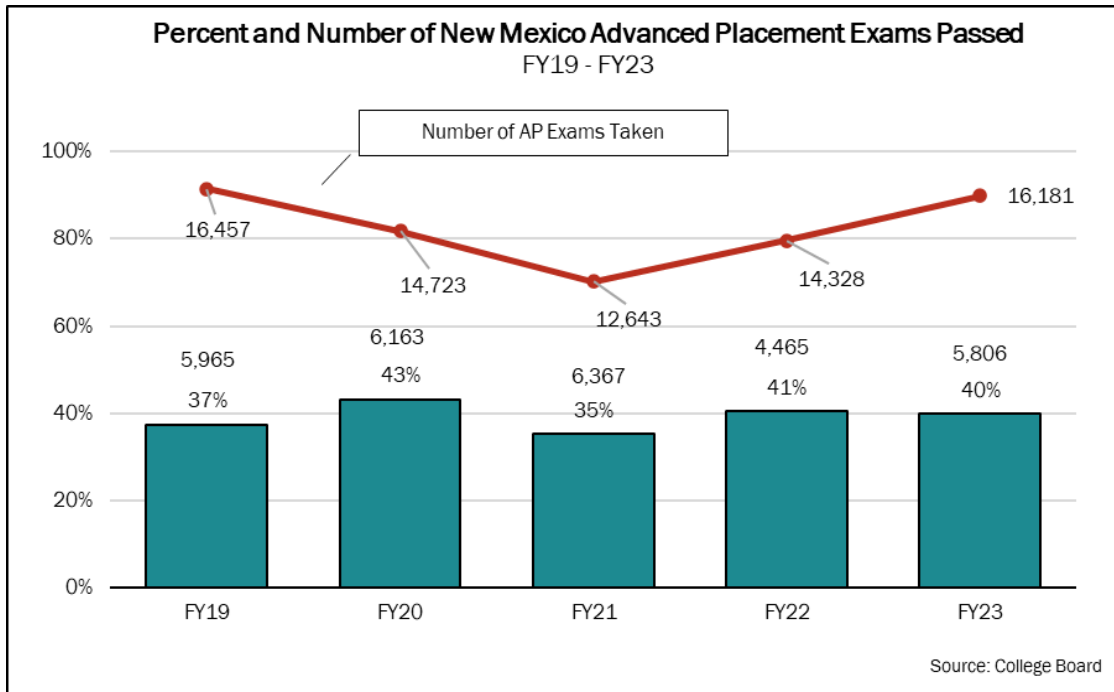
New Mexico Advanced Placement Scores

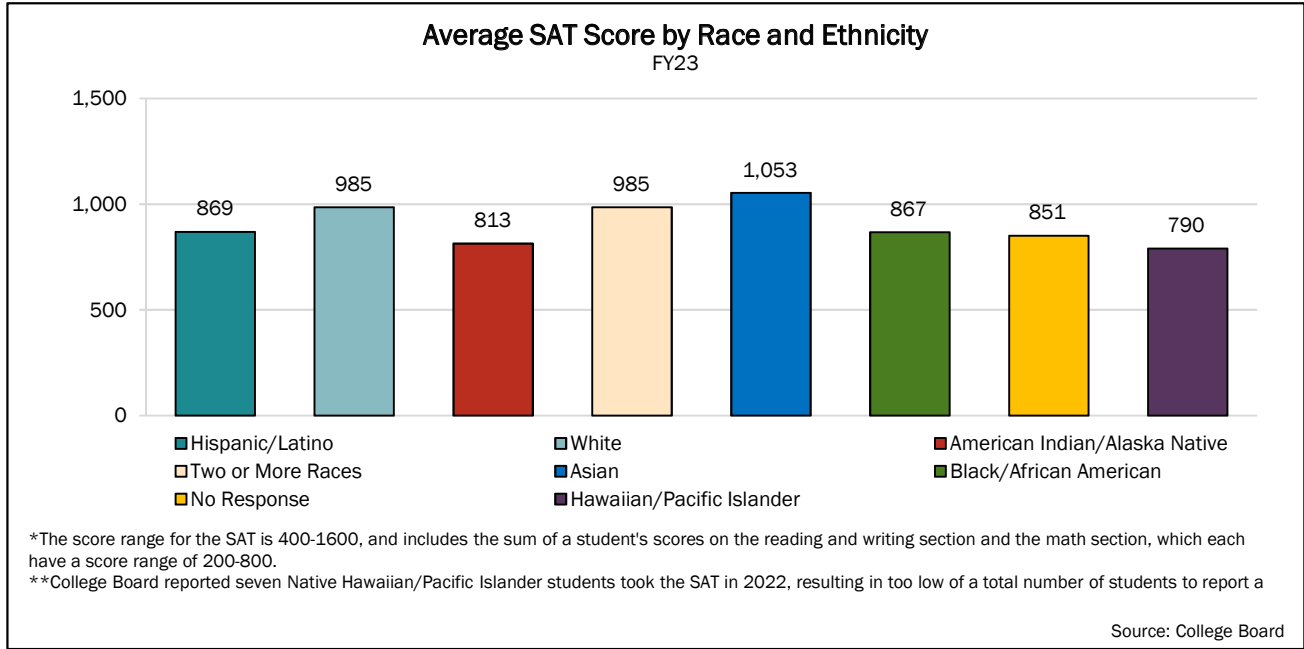
by Race and Ethnicity

Race or Ethnicity	FY22			FY23		
	Number of Tests	Tests Passed	Percent Passed	Number of Tests	Tests Passed	Percent Passed
American Indian/Alaska Native	549	73	13.3%	439	66	15.0%
Asian	763	498	65.3%	369	241	65.3%
Black	181	51	28.2%	112	41	36.6%
Hispanic/Latino	7,721	2,540	32.9%	6,259	2,392	38.2%
White	4,192	2,201	52.5%	2,620	1,456	55.6%
Native Hawaiian/Pacific Islander	16	7	43.8%	11	3	27.3%
Two or More Races	431	231	53.6%	321	168	52.3%
No Response	475	205	43.2%	112	62	55.4%
Total	14,328	5,806	40.5%	10,243	4,429	43.2%

Source: College Board

* Note: Results masked to protect student privacy



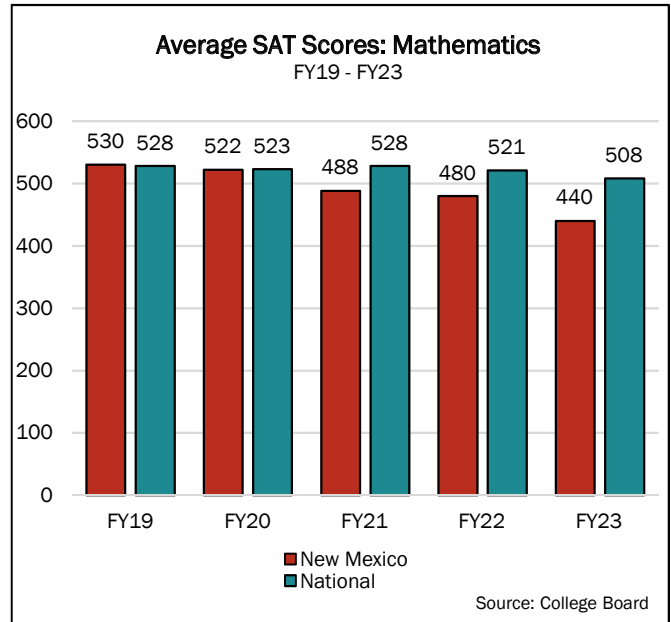
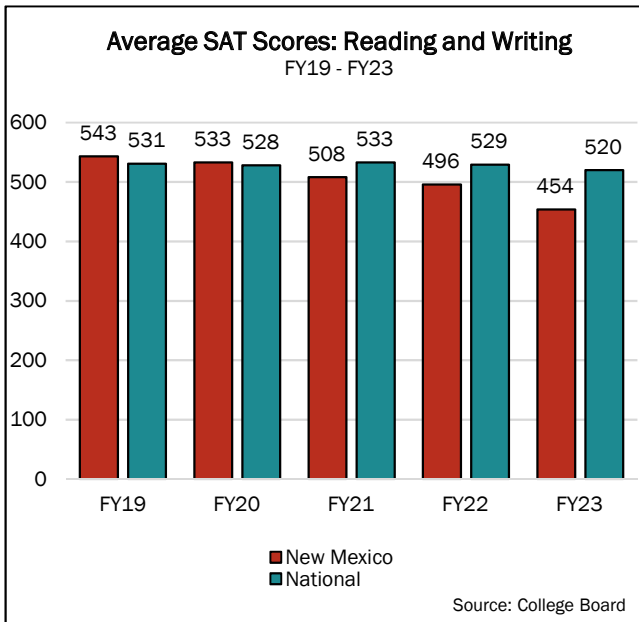


New Mexico Average SAT Score by Race and Ethnicity

FY19 - FY23

	FY19	FY20	FY21	FY22	FY23
Hispanic/Latino	1,010	987	1,013	947	869
White	1,150	1,151	1,080	1,094	985
American Indian/Alaska Native	957	966	887	866	813
Two or More Races	1,149	1,136	1,156	1,102	985
Asian	1,219	1,192	1,167	1,193	1,053
Black/African American	1,033	1,025	951	976	867
Native Hawaiian or Pacific Islander	-	-	-	- *	790
No Response	987	991	895	920	851
Total Average	1,073	1,055	996	976	894

Source: College Board

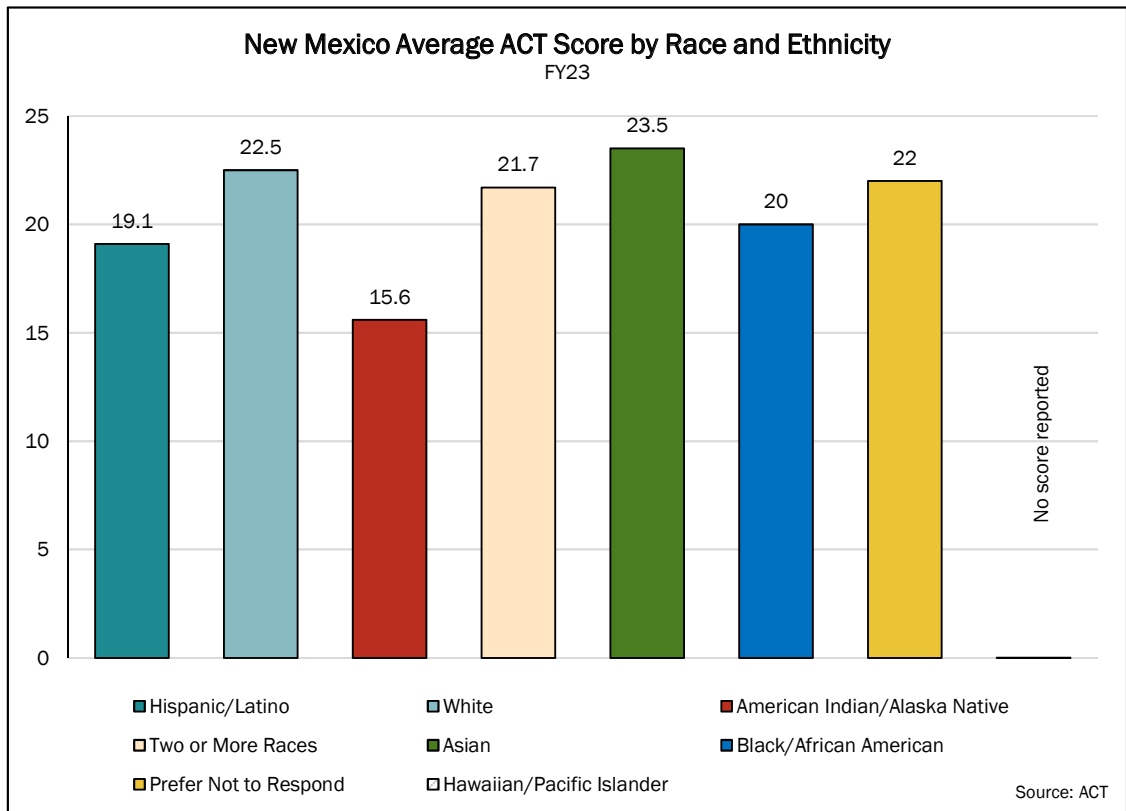


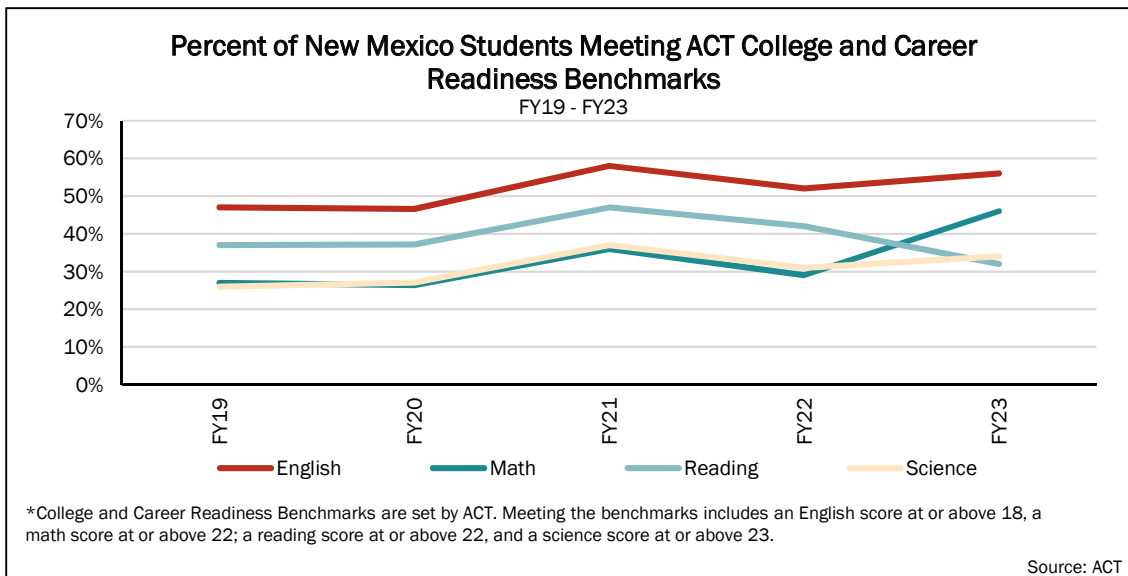
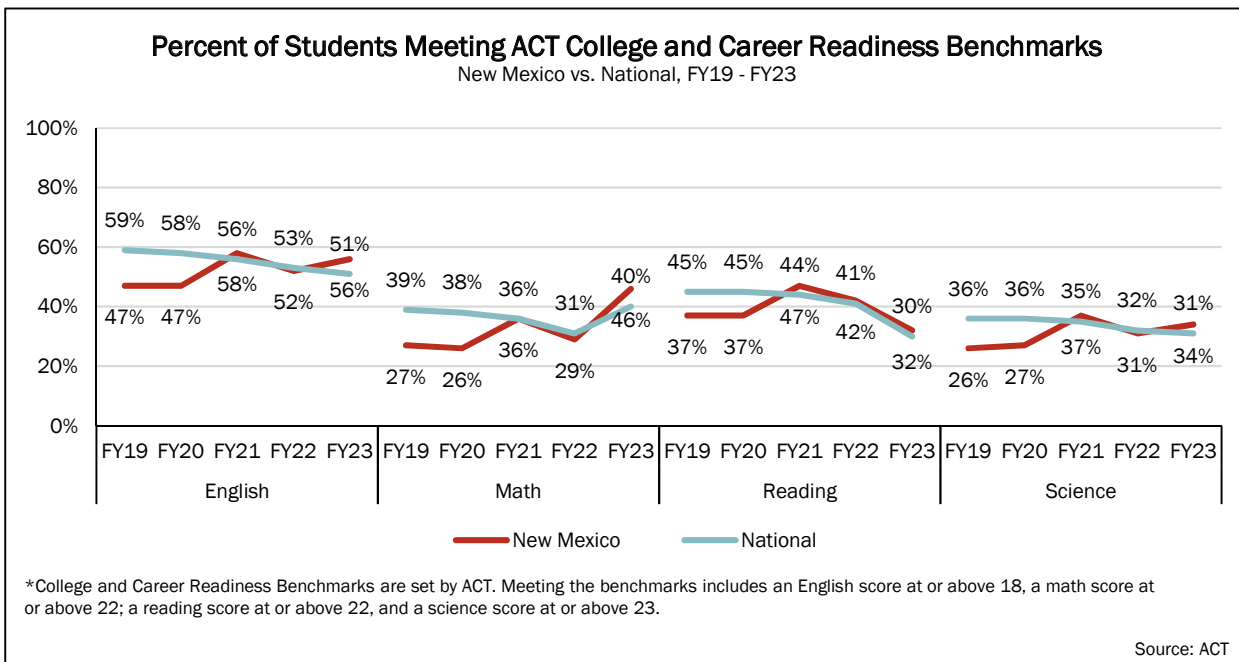
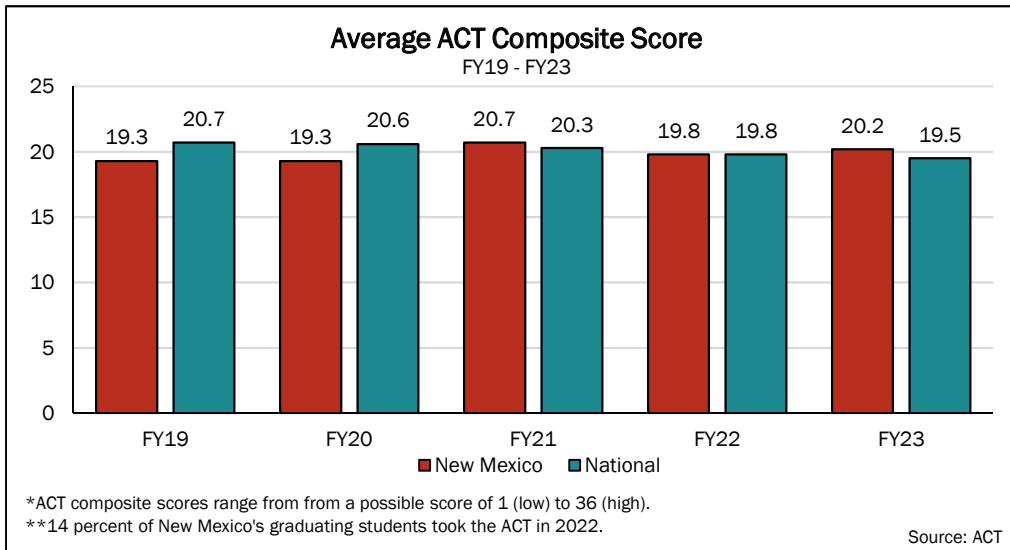
New Mexico Average ACT Score by Race and Ethnicity

FY18 - FY23

	FY19	FY20	FY21	FY22	FY23	Percent of Tests
Hispanic/Latino	18.5	18.4	19.3	18.7	19.1	50
White	22.1	22.5	23.2	22.4	22.5	29
American Indian/Alaska Native	16.2	15.8	16.7	16	15.6	10
Two or More Races	21.4	21.4	22.4	21.8	21.7	3
Asian	22.2	22.8	24	24.9	23.5	3
Black/African American	19.1	17.6	19.1	18.8	20	1
Prefer Not to Respond	19.7	20.1	22.4	22.1	22	3
Hawaiian/Pacific Islander	16.1	16.1	n/a	n/a	n/a	0

Source: ACT





Career Technical Education (CTE) Awards

FY24 Career Technical Education Awards

Local Education Agency	Institution Type	Federal Perkins Funding ¹	State NextGen CTE Funding ²	State Innovation Zone Funding ³	
Postsecondary Institutions					
1					
2	Eastern New Mexico University	Postsecondary		-	
3	New Mexico Highlands University	Postsecondary		-	
4	Northern New Mexico College	Postsecondary	\$255,974	-	
5	Western New Mexico University	Postsecondary	\$220,180	-	
6	Eastern New Mexico University Roswell	Postsecondary	\$147,119	-	
7	Eastern New Mexico University Ruidoso	Postsecondary	\$151,729	-	
8	NMSU Alamogordo Community College	Postsecondary		-	
9	NMSU Carlsbad Community College	Postsecondary		-	
10	NMSU Dona Ana Community College	Postsecondary	\$622,390	-	
11	NMSU Grants Community College	Postsecondary		-	
12	UNM Gallup	Postsecondary	\$114,421	-	
13	UNM Los Alamos	Postsecondary		-	
14	UNM Taos	Postsecondary	\$44,761	-	
15	UNM Valencia	Postsecondary	\$86,725	-	
16	Central New Mexico Community College	Postsecondary	\$1,642,159	-	
17	Clovis Community College	Postsecondary	\$457,355	-	
18	Luna Community College	Postsecondary		-	
19	Mesalands Technical College	Postsecondary	\$25,738	-	
20	New Mexico Junior College	Postsecondary		-	
21	New Mexico Military Institute	Postsecondary		-	
22	San Juan College	Postsecondary	\$514,403	-	
23	Santa Fe Community College	Postsecondary	\$151,070	-	
24	School Districts				
25	Alamogordo Public Schools	School District	\$93,634	\$172,472	\$200,000
26	Albuquerque Public Schools	School district	\$782,155	\$1,043,270	\$400,000
27	Animas Public Schools	School district	\$11,978	\$93,763	
28	Artesia Public Schools	School district	\$74,333	\$129,176	
29	Aztec Municipal Schools	School district	\$66,801	\$134,896	\$400,000
30	Belen Consolidated Schools	School district	\$67,575	\$153,827	
31	Bernalillo Public Schools	School district	\$56,102	\$136,155	
32	Bloomfield Schools	School district	\$52,028	\$142,180	
33	Capitan Municipal Schools	School district	\$10,300	\$45,918	
34	Carlsbad Municipal Schools	School district	\$61,014	\$160,965	\$200,000
35	Carrizozo Municipal Schools	School district		\$45,918	
36	Central Consolidated Schools	School district	\$121,200	\$193,891	
37	Chama Valley Independent Schools	School district			
38	Cimarron Municipal Schools	School district	\$3,954		
39	Clayton Municipal Schools	School district	\$17,809	\$98,851	
40	Cloudcroft Municipal Schools	School district	\$10,300	\$45,918	\$200,000
41	Clovis Municipal Schools	School district		\$188,171	
42	Cobre Consolidated Schools	School district	\$13,828	\$105,707	\$200,000
43	Corona Public Schools	School district	\$790		
44	Cuba Independent Schools	School district	\$28,179	\$109,137	\$200,000
45	Deming Public Schools	School district	\$80,064	\$171,239	
46	Des Moines Municipal Schools	School district	\$701	\$92,811	\$200,000
47	Dexter Consolidated Schools	School district	\$10,816	\$103,025	
48	Dora Consolidated Schools	School district			
49	Dulce Independent Schools	School district			
50	Elida Municipal Schools	School district		\$92,927	
51	Española Public Schools	School district	\$66,057	\$155,753	

Career Technical Education (CTE) Awards

FY24 Career Technical Education Awards

	Local Education Agency	Institution Type	Federal Perkins Funding ¹	State NextGen CTE Funding ²	State Innovation Zone Funding ³	
52	Estancia Municipal Schools	School district	\$9,224			52
53	Eunice Municipal Schools	School district	\$6,716	\$98,532		53
54	Farmington Municipal Schools	School district	\$161,171	\$239,826		54
55	Floyd Municipal Schools	School district		\$92,928		55
56	Fort Sumner Municipal Schools	School district	\$25,212	\$53,915		56
57	Gadsden Independent Schools	School district	\$218,669	\$320,488		57
58	Gallup-Mckinley County Schools	School district	\$246,897	\$320,770	\$400,000	58
59	Grady Municipal Schools	School district				59
60	Grants/Cibola County Schools	School district	\$82,232	\$161,439	\$200,000	60
61	Hagerman Municipal Schools	School district	\$5,664	\$99,605		61
62	Hatch Valley Public Schools	School district	\$69,406	\$110,601	\$200,000	62
63	Hobbs Municipal Schools	School district	\$106,184	\$215,631	\$200,000	63
64	Hondo Valley Public Schools	School district		\$45,918		64
65	House Municipal Schools	School district	\$10,694	\$92,320		65
66	Jal Public Schools	School district	\$4,894			66
67	Jemez Mountain Public Schools	School district	\$15,382			67
68	Jemez Valley Public Schools	School district	\$5,039	\$5,572		68
69	Lake Arthur Municipal Schools	School district	\$12,107	\$93,585		69
70	Las Cruces Public Schools	School district	\$298,095	\$374,098	\$1,200,000	70
71	Las Vegas City Public Schools	School district	\$22,525	\$113,974		71
72	Logan Municipal Schools	School district	\$12,660	\$94,121		72
73	Lordsburg Municipal Schools	School district	\$7,730	\$99,490		73
74	Los Alamos Public Schools	School district	\$25,080	\$106,138		74
75	Los Lunas Public Schools	School district	\$93,125	\$188,071	\$200,000	75
76	Loving Municipal Schools	School district	\$3,207	\$94,940		76
77	Lovington Municipal Schools	School district	\$31,955	\$132,890	\$200,000	77
78	Magdalena Municipal Schools	School district	\$22,804	\$103,936	\$0	78
79	Maxwell Municipal Schools	School district	\$577			79
80	Melrose Municipal Schools	School district	\$10,300	\$94,102		80
81	Mesa Vista Consolidated Schools	School district	\$14,612			81
82	Mora Independent Schools	School district	\$5,885	\$98,568		82
83	Moriarty-Edgewood School District	School district	\$29,735			83
84	Mosquero Municipal Schools	School district	\$18,092	\$91,998		84
85	Mountainair Public Schools	School district	\$3,264	\$95,437		85
86	Pecos Independent School District	School district	\$5,925			86
87	Peñasco Independent Schools	School district				87
88	Pojoaque Valley Public Schools	School district				88
89	Portales Municipal Schools	School district	\$17,632	\$132,249		89
90	Quemado Independent Schools	School district	\$14,558	\$94,915		90
91	Questa Independent Schools	School district	\$10,300			91
92	Raton Public Schools	School district	\$23,964	\$105,578		92
93	Reserve Independent Schools	School district	\$13,438	\$94,705		93
94	Rio Rancho Public Schools	School district	\$137,669	\$215,081	\$800,000	94
95	Roswell Independent Schools	School district	\$206,431	\$267,340	\$400,000	95
96	Roy Municipal Schools	School district	\$438			96
97	Ruidoso Municipal Schools	School district	\$19,971			97
98	San Jon Municipal Schools	School district	\$11,266	\$92,460		98
99	Santa Fe Public Schools	School district	\$110,575	\$203,558		99
100	Santa Rosa Consolidated Schools	School district	\$37,025	\$100,319	\$200,000	100
101	Silver Consolidated School District	School district	\$32,465	\$123,251	\$400,000	101
102	Socorro Consolidated Schools	School district	\$39,908	\$120,485	\$200,000	102

Career Technical Education (CTE) Awards

FY24 Career Technical Education Awards

	Local Education Agency	Institution Type	Federal Perkins Funding ¹	State NextGen CTE Funding ²	State Innovation Zone Funding ³	
103	Springer Municipal Schools	School district	\$2,375	\$2,472		103
104	Taos Municipal Schools	School district	\$41,503	\$126,714		104
105	Tatum Municipal Schools	School district	\$2,657			105
106	Texico Municipal Schools	School district	\$10,440	\$96,866		106
107	Truth or Consequences Municipal Schools	School district	\$20,870	\$116,289		107
108	Tucumcari Public Schools	School district	\$29,451	\$109,640		108
109	Tularosa Municipal Schools	School district	\$32,623	\$119,432	\$200,000	109
110	Vaughn Municipal Schools	School district	\$1,428	\$93,215		110
111	Wagon Mound Public Schools	School district	\$1,290			111
112	West Las Vegas Public Schools	School district	\$20,880			112
113	Zuni Public School District	School district	\$29,083	\$119,978	\$200,000	113
114	Charter Schools					114
115	21st Century Public Academy	State-chartered charter school		\$94,690		115
116	ACES Technical Charter School	State-chartered charter school		\$92,301		116
117	Albuquerque Charter Academy	Locally-chartered charter school	\$15,233			117
118	Albuquerque School Of Excellence	State-chartered charter school	\$16,034	\$5,741		118
119	Albuquerque Sign Language Academy	State-chartered charter school	\$780	\$92,408	\$200,000	119
120	Ace Leadership High School	State-chartered charter school	\$8,493		\$200,000	120
121	AIMS at UNM	State-chartered charter school	\$6,437			121
122	Amy Biehl Charter High School	State-chartered charter school	\$9,050	\$100,621		122
123	Cesar Chavez Community School	State-chartered charter school	\$7,529	\$57,285		123
124	Corrales International School	Locally-chartered charter school	\$2,008			124
125	Cottonwood Classical Preparatory School	Locally-chartered charter school	\$15,136	\$106,482	\$200,000	125
126	Digital Arts and Technology Academy	Locally-chartered charter school	\$11,171			126
127	East Mountain High School	Locally-chartered charter school	\$15,229			127
128	El Camino Real Academy	Locally-chartered charter school	\$3,305			128
129	Explore Academy	State-chartered charter school	\$19,712	\$102,286		129
130	Explore Academy - Las Cruces	State-chartered charter school	\$634	\$92,409	\$200,000	130
131	J. Paul Taylor Academy	State-chartered charter school	\$783	\$92,543		131
132	Gilbert L. Sena Charter High School	Locally-chartered charter school	\$5,230			132
133	Gordon Bernell Charter School	Locally-chartered charter school	\$7,112			133
134	Health Leadership High School	Locally-chartered charter school	\$10,125		\$200,000	134
135	International School At Mesa Del Sol (The)	Locally-chartered charter school	\$1,632			135
136	La Academia De Esperanza Charter School	Locally-chartered charter school	\$9,539			136
137	Los Puentes Charter School	Locally-chartered charter school	\$4,728			137
138	Mark Armijo Academy	Locally-chartered charter school	\$8,368		\$200,000	138
139	Media Arts Collaborative Charter School	State-chartered charter school	\$4,252	\$95,978		139
140	Mission Achievement And Success Charter School	State-chartered charter school	\$28,288	\$103,754		140
141	Native American Community Academy	Locally-chartered charter school	\$8,284		\$200,000	141
142	New America School	Locally-chartered charter school	\$7,949			142
143	Public Academy For Performing Arts	Locally-chartered charter school	\$9,623			143
144	Robert F. Kennedy Charter School	Locally-chartered charter school	\$10,627		\$200,000	144
145	Siembra Leadership High School	Locally-chartered charter school	\$9,748		\$200,000	145
146	South Valley Academy	Locally-chartered charter school	\$13,765		\$200,000	146
147	Southwest Secondary Learning Center	State-chartered charter school	\$40,654	\$97,413		147
148	Southwest Aeronautics, Mathematics, And Science	State-chartered charter school	\$17,361	\$98,696		148
149	Technology Leadership High School	Locally-chartered charter school	\$12,384		\$200,000	149
150	Albuquerque Talent Development Academy	Locally-chartered charter school	\$4,644			150
151	GREAT Academy (The)	State-chartered charter school	\$2,497			151
152	Tierra Adentro	State-chartered charter school	\$14,747	\$96,167		152
153	Jefferson Montessori Academy	Locally-chartered charter school				153

Career Technical Education (CTE) Awards

FY24 Career Technical Education Awards

	Local Education Agency	Institution Type	Federal Perkins Funding ¹	State NextGen CTE Funding ²	State Innovation Zone Funding ³	
154	Pecos Cyber Academy	State-chartered charter school		\$112,738		154
155	Moreno Valley High School	Locally-chartered charter school	\$2,156			155
156	Deming Cesar Chavez Charter High School	Locally-chartered charter school	\$7,882			156
157	Mccurdy Charter School	State-chartered charter school	\$15,052	\$106,402		157
158	Dzit Dit Lool School Of Empowerment, Action	State-chartered charter school	\$1,212	\$92,931	\$200,000	158
159	Middle College High School	State-chartered charter school	\$8,725			159
160	Six Directions Indigenous Charter School	State-chartered charter school	\$2,675			160
161	Walatowa High Charter School	State-chartered charter school	\$3,803			161
162	Alma D' Arte Charter High School	State-chartered charter school	\$14,997	\$4,774	\$200,000	162
163	Las Montañas Charter School	State-chartered charter school	\$17,533	\$98,836	\$200,000	163
164	New America School of Las Cruces	State-chartered charter school	\$15,780	\$98,269	\$200,000	164
165	School of Dreams Academy	State-chartered charter school	\$19,204	\$98,765	\$200,000	165
166	Estancia Valley Classical Academy	State-chartered charter school	\$8,166			166
167	ASK Academy (The)	State-chartered charter school	\$5,916	\$97,561		167
168	Academy For Technology and The Classics	Locally-chartered charter school	\$6,521		\$200,000	168
169	Monte Del Sol Charter School	State-chartered charter school	\$15,816	\$100,401	\$200,000	169
170	New Mexico Connections Academy	State-chartered charter school	\$20,497			170
171	Pecos Connections Academy	Locally-chartered charter school	\$21,572			171
172	New Mexico School for the Arts	State-chartered charter school	\$7,927	\$104,145		172
173	MASTERS Program (The)	State-chartered charter school	\$6,439			173
174	Tierra Encantada Charter School	State-chartered charter school	\$4,849			174
175	Aldo Leopold High School	State-chartered charter school	\$15,007	\$96,391		175
176	Taos Academy	State-chartered charter school	\$26,550	\$100,303		176
177	Vista Grande High School	State-chartered charter school	\$4,427	\$96,121	\$200,000	177
178	Bureau of Indian Education (BIE) Controlled School					178
179	Alamo Navajo Community Schools	BIE School		\$207,142		179
180	Navajo Preparatory School	BIE School		\$207,142	\$200,000	180
181	Pine Hill Schools	BIE School		\$207,142		181
182	Shiprock Northwest High School	BIE School		\$207,142		182
183	To'Hajiilee Community Day School	BIE School		\$207,142		183
184	Santa Fe Indian School	BIE School		\$207,142	\$200,000	184
185	Mescalero Apache School	BIE School		\$98,735		185
186	Mescalero Apache	BIE School	\$7,129	\$207,142	\$200,000	186
187	REC or Coordinating Agency					187
188	REC 2	REC or Coordinating Agency	\$49,765	\$600,338		188
189	REC 3	REC or Coordinating Agency				189
190	REC 9	REC or Coordinating Agency		\$199,850		190
191	REC 10	REC or Coordinating Agency				191
192	Eastern New Mexico University - Ruidoso	REC or Coordinating Agency				192
193	Clovis Community College	REC or Coordinating Agency	\$59,869			193
194	STATEWIDE TOTAL		\$9,249,504	\$14,474,737	\$11,400,000	194

Source: PED

¹ Perkins is a federal funding stream for CTE programs. Totals come from PED preliminary awards for postsecondary, secondary, and additional allocation awards.

² NextGen CTE funding is only available to secondary schools and cannot be awarded to postsecondary institutions.

³ Innovation Zone funding is part of an initiative by PED to reimagine the high school experience. Awards are only available to secondary schools and cannot be awarded to postsecondary institutions.

Graduation Rates

Graduation Rates, FY18-FY22

School District	School	FY18	FY19	FY20	FY21	FY22
School Districts						
Alamogordo Public Schools	Academy Del Sol Alternative	74.5%	46.8%	52.8%	38.2%	71.1%
Alamogordo Public Schools	Alamogordo High School	81.1%	82.2%	83.9%	82.7%	85.6%
Alamogordo Public Schools	Districtwide: Alamogordo Public Schools	80.5%	79.2%	80.5%	78.8%	84.4%
Albuquerque Public Schools	Albuquerque High School	72.8%	76.6%	74.3%	82.2%	73.5%
Albuquerque Public Schools	Atrisco Heritage Academy High School	70.8%	71.3%	78.6%	81.8%	73.4%
Albuquerque Public Schools	Cibola High School	82.4%	79.4%	82.3%	86.0%	76.1%
Albuquerque Public Schools	College and Career High School	97.1%	98.5%	93.1%	≥ 95%	80.9%
Albuquerque Public Schools	Del Norte High School	57.9%	56.9%	56.7%	68.7%	55.3%
Albuquerque Public Schools	Early College Academy	89.9%	93.0%	98.3%	91.3%	88.1%
Albuquerque Public Schools	Ecademy Virtual High School	22.1%	36.9%	53.4%	70.0%	59.8%
Albuquerque Public Schools	Eldorado High School	79.7%	82.8%	84.6%	87.1%	74.0%
Albuquerque Public Schools	Freedom High School	37.8%	*	30.9%	31.4%	*
Albuquerque Public Schools	Highland High	59.4%	55.0%	62.5%	66.4%	58.9%
Albuquerque Public Schools	La Cueva High School	88.5%	84.9%	91.3%	93.8%	82.9%
Albuquerque Public Schools	Manzano High School	72.0%	72.2%	76.1%	79.4%	62.2%
Albuquerque Public Schools	New Futures School	30.0%	*	37.0%	35.1%	*
Albuquerque Public Schools	Nex Gen Academy	95.5%	88.0%	92.4%	≥ 95%	81.0%
Albuquerque Public Schools	Rio Grande High School	61.0%	63.1%	70.0%	63.2%	62.0%
Albuquerque Public Schools	Sandia High School	77.3%	79.6%	83.9%	85.5%	78.0%
Albuquerque Public Schools	School on Wheels	50.3%	*	57.8%	65.2%	*
Albuquerque Public Schools	Valley High School	67.6%	72.8%	72.9%	80.7%	69.3%
Albuquerque Public Schools	Volcano Vista High School	82.3%	84.1%	84.5%	84.5%	82.1%
Albuquerque Public Schools	West Mesa High School	67.9%	69.1%	71.6%	69.7%	66.3%
Albuquerque Public Schools	Districtwide: Albuquerque Public Schools	69.6%	70.1%	74.6%	75.7%	69.5%
Animas Public Schools	Animas High School	98.5%	95.9%	*	82.2%	≥ 80%
Animas Public Schools	Districtwide: Animas Public Schools	98.5%	95.9%	*	82.2%	≥ 80%
Artesia Public Schools	Artesia High School	83.7%	89.1%	84.3%	85.5%	84.8%
Artesia Public Schools	Districtwide: Artesia Public Schools	75.7%	89.1%	76.8%	78.8%	79.2%
Aztec Municipal Schools	Aztec High School	77.8%	76.0%	77.4%	73.7%	68.6%
Aztec Municipal Schools	Vista Nueva High School	59.8%	70.9%	55.8%	67.3%	*
Aztec Municipal Schools	Districtwide: Aztec Municipal Schools	76.9%	75.6%	75.7%	72.8%	66.5%
Belen Consolidated Schools	Belen High School	72.0%	79.2%	79.4%	77.5%	66.2%
Belen Consolidated Schools	Belen Infinity High School	57.1%	41.4%	41.2%	48.3%	*
Belen Consolidated Schools	Districtwide: Belen Consolidated Schools	71.1%	75.5%	76.3%	74.7%	62.4%
Bernalillo Public Schools	Bernalillo High School	63.2%	59.8%	67.0%	71.6%	80.6%
Bernalillo Public Schools	Districtwide: Bernalillo Public Schools	63.2%	59.8%	66.7%	71.6%	80.6%
Bloomfield Schools	Bloomfield High School	80.3%	81.6%	85.6%	86.2%	81.7%
Bloomfield Schools	Charlie Y. Brown Alternative	37.8%	44.7%	44.4%	71.3%	75.2%
Bloomfield Schools	Districtwide: Bloomfield Schools	75.2%	76.6%	80.6%	84.2%	80.9%
Capitan Municipal Schools	Capitan High School	84.6%	75.9%	82.4%	74.6%	*
Capitan Municipal Schools	Districtwide: Capitan Municipal Schools	84.6%	75.9%	82.4%	74.6%	*
Carlsbad Municipal Schools	Carlsbad Early College High School	95.3%	85.9%	95.4%	88.7%	94.3%
Carlsbad Municipal Schools	Carlsbad High School	66.1%	74.9%	67.6%	62.6%	79.8%
Carlsbad Municipal Schools	Districtwide: Carlsbad Municipal Schools	69.5%	76.7%	71.0%	67.0%	78.3%
Carrizozo Municipal Schools	Carrizozo High School	84.0%	87.6%	92.1%	91.6%	79.2%
Carrizozo Municipal Schools	Districtwide: Carrizozo Municipal Schools	83.1%	87.6%	92.1%	91.6%	79.2%
Central Consolidated Schools	Career Prep Alternative	13.7%	*	30.0%	21.7%	*
Central Consolidated Schools	Kirtland Central High School	74.5%	78.4%	71.4%	78.1%	83.4%
Central Consolidated Schools	Newcomb High School	70.1%	80.8%	86.3%	72.0%	80.3%
Central Consolidated Schools	Shiprock High School	68.2%	76.1%	63.8%	68.6%	61.4%
Central Consolidated Schools	Districtwide: Central Consolidated Schools	63.6%	72.2%	67.9%	70.1%	72.1%
Chama Valley Independent Schools	Escalante Middle School/High School	93.1%	94.3%	95.3%	83.3%	*
Chama Valley Independent Schools	Districtwide: Chama Valley Independent Schools	93.1%	94.3%	95.3%	83.3%	*
Cimarron Municipal Schools	Cimarron High School	84.6%	84.4%	63.7%	93.7%	66.3%
Cimarron Municipal Schools	Districtwide: Cimarron Municipal Schools	81.2%	81.5%	70.8%	91.4%	68.9%
Clayton Municipal Schools	Clayton High School	74.1%	*	87.2%	75.0%	86.6%

Graduation Rates

Graduation Rates, FY18-FY22

School District	School	FY18	FY19	FY20	FY21	FY22
Clayton Municipal Schools	Districtwide: Clayton Municipal Schools	74.1%	*	87.2%	75.0%	86.6%
Cloudcroft Municipal Schools	Cloudcroft High School	91.6%	97.1%	89.8%	≥ 95%	≥ 90%
Cloudcroft Municipal Schools	Districtwide: Cloudcroft Municipal Schools	91.6%	97.1%	90.1%	≥ 95%	≥ 90%
Clovis Municipal Schools	Clovis High School	85.6%	83.0%	74.9%	81.5%	85.9%
Clovis Municipal Schools	Clovis High Freshman Academy	76.1%	70.3%	60.2%	68.6%	77.4%
Clovis Municipal Schools	Districtwide: Clovis Municipal Schools	83.0%	79.6%	70.4%	77.9%	83.5%
Cobre Consolidated Schools	Cobre High School	87.7%	87.1%	87.7%	87.3%	91.8%
Cobre Consolidated Schools	Districtwide: Cobre Consolidated Schools	87.7%	87.1%	87.7%	87.3%	91.8%
Cuba Independent Schools	Cuba High School	78.8%	83.8%	88.8%	≥ 95%	91.2%
Cuba Independent Schools	Districtwide: Cuba Independent Schools	70.4%	83.8%	88.8%	≥ 95%	91.2%
Corona Public Schools	Corona High School	*	*	*	*	*
Corona Public Schools	Districtwide: Corona Public Schools	*	*	*	*	*
Deming Public Schools	Early College High School	*	*	*	*	≥ 95%
Deming Public Schools	Mimbres Valley High School	*	*	*	*	76.4%
Deming Public Schools	Deming High School	75.3%	72.1%	78.4%	76.2%	81.4%
Deming Public Schools	Districtwide: Deming Public Schools	71.2%	70.4%	75.0%	72.2%	81.2%
Des Moines Municipal Schools	Des Moines High School	*	*	*	*	*
Des Moines Municipal Schools	Districtwide: Des Moines Municipal Schools	*	*	*	*	*
Dexter Consolidated Schools	Dexter High School	83.2%	82.4%	87.5%	83.1%	85.9%
Dexter Consolidated Schools	Districtwide: Dexter Consolidated Schools	83.2%	82.4%	87.5%	83.1%	85.9%
Dora Municipal Schools	Dora High School	90.1%	100.0%	99.4%	91.9%	≥ 80%
Dora Municipal Schools	Districtwide: Dora Municipal Schools	90.1%	100.0%	99.4%	91.9%	≥ 80%
Dulce Independent Schools	Dulce High School	77.5%	70.3%	65.7%	27.9%	51.0%
Dulce Independent Schools	Districtwide: Dulce Independent Schools	77.5%	70.3%	65.7%	27.9%	50.8%
Elida Municipal Schools	Elida High School	92.6%	100.0%	100.0%	88.6%	*
Elida Municipal Schools	Districtwide: Elida Municipal Schools	92.6%	100.0%	100.0%	88.6%	*
Española Public Schools	Española Valley High School	71.0%	63.0%	63.3%	76.2%	76.1%
Española Public Schools	Districtwide: Española Public Schools	71.0%	63.0%	63.3%	75.9%	75.8%
Estancia Municipal Schools	Estancia High School	83.5%	87.4%	84.1%	85.8%	94.3%
Estancia Municipal Schools	Districtwide: Estancia Municipal Schools	83.4%	86.8%	84.1%	85.8%	94.3%
Eunice Municipal Schools	Eunice High School	81.5%	85.6%	88.3%	68.3%	82.8%
Eunice Municipal Schools	Districtwide: Eunice Municipal Schools	81.5%	85.6%	88.3%	68.3%	82.8%
Farmington Municipal Schools	Farmington High School	83.6%	87.6%	83.6%	81.5%	86.6%
Farmington Municipal Schools	Piedra Vista High School	79.8%	85.3%	87.1%	86.2%	84.1%
Farmington Municipal Schools	Rocinante High School	48.1%	45.6%	41.4%	40.6%	53.6%
Farmington Municipal Schools	San Juan College High School	*	*	*	*	≥ 95%
Farmington Municipal Schools	Districtwide: Farmington Municipal Schools	74.7%	79.8%	77.4%	78.7%	82.5%
Floyd Municipal Schools	Floyd High School	87.7%	96.4%	88.7%	92.7%	≥ 80%
Floyd Municipal Schools	Districtwide: Floyd Municipal Schools	87.7%	96.4%	88.7%	92.7%	≥ 80%
Fort Sumner Municipal Schools	Fort Sumner High School	97.0%	93.7%	86.6%	90.9%	78.3%
Fort Sumner Municipal Schools	Districtwide: Fort Sumner Municipal Schools	97.0%	93.7%	86.6%	90.9%	78.3%
Gadsden Independent Schools	Alta Vista Early College High School	92.8%	100.0%	100.0%	≥ 95%	≥ 95%
Gadsden Independent Schools	Chaparral High School	80.3%	78.9%	71.6%	80.8%	83.8%
Gadsden Independent Schools	Desert Pride Academy	*	*	*	*	65.8%
Gadsden Independent Schools	Gadsden High School	81.3%	85.3%	86.4%	84.5%	89.6%
Gadsden Independent Schools	Santa Teresa High School	85.6%	87.9%	86.1%	84.5%	88.5%
Gadsden Independent Schools	Districtwide: Gadsden Independent Schools	81.8%	84.0%	82.2%	83.3%	86.8%
Gallup-McKinley County Schools	Crownpoint High School	77.8%	76.2%	85.4%	93.6%	78.0%
Gallup-McKinley County Schools	Gallup Central Alternative	45.9%	32.6%	32.4%	24.8%	22.7%
Gallup-McKinley County Schools	Gallup High School	73.9%	86.2%	85.0%	80.9%	76.3%
Gallup-McKinley County Schools	Miyamura High School	80.9%	82.3%	79.1%	82.8%	82.2%
Gallup-McKinley County Schools	Navajo Pine High School	55.0%	65.2%	63.4%	56.7%	64.1%
Gallup-McKinley County Schools	Ramah High School	66.9%	77.4%	78.0%	71.8%	78.3%
Gallup-McKinley County Schools	Thoreau High School	66.3%	73.6%	84.7%	83.9%	81.5%
Gallup-McKinley County Schools	Tohatchi High School	78.7%	71.4%	77.5%	79.9%	72.6%
Gallup-McKinley County Schools	Tse'Yi'Gai High School	67.2%	73.4%	71.9%	66.5%	56.1%
Gallup-McKinley County Schools	Districtwide: Gallup-McKinley County Schools	73.1%	76.5%	78.4%	77.2%	74.8%

Graduation Rates

Graduation Rates, FY18-FY22

	School District	School	FY18	FY19	FY20	FY21	FY22	
115	Grady Municipal Schools	Grady High School	99.3%	*	100.0%	≥ 95%	≥ 80%	115
116	Grady Municipal Schools	Districtwide: Grady Municipal Schools	99.3%	*	100.0%	≥ 95%	≥ 80%	116
117	Grants-Cibola County Schools	Grants High School	59.3%	70.5%	71.4%	70.8%	73.9%	117
118	Grants-Cibola County Schools	Laguna-Acoma High School	73.7%	56.6%	66.9%	78.6%	73.0%	118
119	Grants-Cibola County Schools	Districtwide: Grants-Cibola County Schools	62.4%	67.4%	70.4%	72.4%	73.8%	119
120	Hagerman Municipal Schools	Hagerman High School	82.4%	66.1%	80.6%	63.7%	89.0%	120
121	Hagerman Municipal Schools	Districtwide: Hagerman Municipal Schools	82.4%	66.1%	80.6%	63.7%	89.0%	121
122	Hatch Valley Public Schools	Hatch Valley High School	76.5%	75.0%	80.4%	84.4%	85.5%	122
123	Hatch Valley Public Schools	Districtwide: Hatch Valley Public Schools	76.5%	75.0%	80.4%	84.4%	85.5%	123
124	Hobbs Municipal Schools	Hobbs Freshman High School	85.3%	78.7%	78.3%	76.0%	82.9%	124
125	Hobbs Municipal Schools	Hobbs High School	90.3%	87.0%	87.7%	87.0%	90.1%	125
126	Hobbs Municipal Schools	Districtwide: Hobbs Municipal Schools	88.9%	84.9%	85.4%	84.1%	88.2%	126
127	Hondo Valley Public Schools	Hondo High School	96.3%	*	98.6%	59.5%	*	127
128	Hondo Valley Public Schools	Districtwide: Hondo Valley Public Schools	96.3%	*	98.6%	59.5%	*	128
129	House Municipal Schools	House High School	82.9%	*	24.8%	60.8%	*	129
130	House Municipal Schools	Districtwide: House Municipal Schools	73.9%	*	20.7%	40.4%	*	130
131	Jal Public Schools	Jal High School	96.5%	76.8%	93.1%	72.7%	80.1%	131
132	Jal Public Schools	Districtwide: Jal Public Schools	96.5%	76.8%	93.1%	72.7%	80.1%	132
133	Jemez Mountain Public Schools	Coronado High School	96.6%	*	79.6%	79.1%	≥ 80%	133
134	Jemez Mountain Public Schools	Districtwide: Jemez Mountain Public Schools	96.6%	*	79.6%	79.1%	≥ 80%	134
135	Jemez Valley Public Schools	Jemez Valley High School	74.7%	77.6%	90.5%	86.3%	68.8%	135
136	Jemez Valley Public Schools	Districtwide: Jemez Valley Public Schools	74.7%	77.6%	90.5%	86.3%	68.8%	136
137	Lake Arthur Municipal Schools	Lake Arthur High School	*	*	*	*	*	137
138	Lake Arthur Municipal Schools	Districtwide: Lake Arthur Municipal Schools	*	*	*	*	*	138
139	Las Cruces Public Schools	Arrowhead Park Medical Academy	97.7%	97.4%	96.8%	93.7%	≥ 95%	139
140	Las Cruces Public Schools	Centennial High School	88.2%	89.1%	86.1%	83.0%	82.1%	140
141	Las Cruces Public Schools	Las Cruces Early College High School	*	*	*	*	≥ 95%	141
142	Las Cruces Public Schools	Las Cruces High School	85.5%	84.6%	87.3%	81.8%	82.3%	142
143	Las Cruces Public Schools	Mayfield High School	88.8%	82.8%	85.6%	78.2%	77.1%	143
144	Las Cruces Public Schools	Organ Mountain High School	87.5%	85.1%	88.4%	82.9%	83.2%	144
145	Las Cruces Public Schools	Rio Grande Preparatory Institute	67.5%	63.6%	65.3%	46.8%	45.9%	145
146	Las Cruces Public Schools	Districtwide: Las Cruces Public Schools	86.2%	84.5%	86.2%	81.0%	81.5%	146
147	Las Vegas City Public Schools	Robertson High School	74.5%	82.0%	83.7%	82.8%	77.5%	147
148	Las Vegas City Public Schools	Districtwide: Las Vegas City Public Schools	74.5%	82.0%	83.7%	82.7%	77.5%	148
149	Logan Municipal Schools	Logan High School	68.5%	77.1%	85.7%	91.4%	≥ 80%	149
150	Logan Municipal Schools	Districtwide: Logan Municipal Schools	68.5%	70.5%	70.2%	68.4%	73.3%	150
151	Lordsburg Municipal Schools	Lordsburg High School	56.8%	81.4%	81.4%	76.9%	83.6%	151
152	Lordsburg Municipal Schools	Districtwide: Lordsburg Municipal Schools	56.8%	81.4%	81.4%	76.9%	83.6%	152
153	Los Alamos Public Schools	Los Alamos High School	89.5%	91.4%	93.9%	93.5%	96.5%	153
154	Los Alamos Public Schools	Districtwide: Los Alamos Public Schools	89.4%	91.4%	93.3%	91.8%	95.7%	154
155	Los Lunas Public Schools	Century Alternative High School	35.9%	37.3%	36.7%	42.0%	*	155
156	Los Lunas Public Schools	Los Lunas High School	73.5%	78.2%	82.5%	82.3%	74.5%	156
157	Los Lunas Public Schools	Valencia High School	79.4%	84.0%	81.7%	81.5%	75.0%	157
158	Los Lunas Public Schools	Districtwide: Los Lunas Public Schools	73.9%	78.1%	79.3%	79.2%	71.5%	158
159	Loving Municipal Schools	Loving High School	86.9%	85.0%	77.9%	62.1%	84.4%	159
160	Loving Municipal Schools	Districtwide: Loving Municipal Schools	86.9%	85.0%	77.9%	62.1%	84.4%	160
161	Lovington Municipal Schools	Lovington Freshman Academy	77.0%	72.4%	78.8%	74.4%	87.0%	161
162	Lovington Municipal Schools	Lovington High School	90.9%	86.3%	92.4%	92.7%	95.7%	162
163	Lovington Municipal Schools	New Hope Alternative High School	51.1%	*	49.2%	27.4%	41.4%	163
164	Lovington Municipal Schools	Districtwide: Lovington Municipal Schools	82.8%	74.5%	82.8%	79.1%	85.8%	164
165	Magdalena Municipal Schools	Magdalena High School	79.9%	76.4%	83.6%	78.8%	89.6%	165
166	Magdalena Municipal Schools	Districtwide: Magdalena Municipal Schools	79.9%	76.4%	83.6%	79.0%	89.6%	166
167	Melrose Public Schools	Melrose High School	100.0%	*	92.0%	≥ 95%	≥ 80%	167
168	Melrose Public Schools	Districtwide: Melrose Public Schools	100.0%	*	92.0%	≥ 95%	≥ 80%	168
169	Mesa Vista Consolidated Schools	Mesa Vista High School	67.1%	90.6%	84.4%	75.9%	73.1%	169
170	Mesa Vista Consolidated Schools	Districtwide: Mesa Vista Consolidated Schools	67.1%	90.6%	84.4%	75.9%	73.1%	170
171	Mora Independent Schools	Mora High School	90.3%	87.1%	87.0%	86.4%	58.4%	171

Graduation Rates

Graduation Rates, FY18-FY22

	School District	School	FY18	FY19	FY20	FY21	FY22	
172	Mora Independent Schools	Districtwide: Mora Independent Schools	90.4%	87.1%	87.0%	86.4%	57.4%	172
173	Moriarty-Edgewood School District	Moriarty High School	73.6%	76.6%	77.8%	82.1%	79.2%	173
174	Moriarty-Edgewood School District	Districtwide: Moriarty-Edgewood School District	73.6%	76.6%	77.8%	82.1%	78.7%	174
175	Mosquero Municipal Schools	Mosquero High School	*	*	*	*	*	175
176	Mosquero Municipal Schools	Districtwide: Mosquero Municipal Schools	*	*	*	*	*	176
177	Mountainair Public Schools	Mountainair High School	81.2%	85.6%	90.5%	92.1%	78.8%	177
178	Mountainair Public Schools	Districtwide: Mountainair Public Schools	81.2%	85.6%	90.5%	92.1%	*	178
179	Pecos Independent Schools	Pecos High School	86.0%	89.9%	95.0%	66.7%	79.6%	179
180	Pecos Independent Schools	Districtwide: Pecos Independent Schools	86.0%	89.9%	95.0%	66.7%	79.6%	180
181	Peñasco Independent Schools	Peñasco High School	70.2%	75.7%	82.2%	76.6%	≥ 90%	181
182	Peñasco Independent Schools	Districtwide: Peñasco Independent Schools	70.2%	75.7%	82.2%	76.6%	≥ 90%	182
183	Pojoaque Valley Public Schools	Pojoaque High School	83.5%	76.6%	70.9%	77.9%	84.4%	183
184	Pojoaque Valley Public Schools	Districtwide: Pojoaque Valley Public Schools	83.4%	76.6%	71.0%	77.9%	84.2%	184
185	Portales Municipal Schools	Portales High School	65.2%	75.9%	78.3%	82.1%	81.6%	185
186	Portales Municipal Schools	Districtwide: Portales Municipal Schools	65.2%	75.9%	78.3%	82.1%	81.6%	186
187	Quemado Independent Schools	Quemado High School	79.2%	64.0%	83.6%	80.3%	*	187
188	Quemado Independent Schools	Districtwide: Quemado Independent Schools	79.2%	64.0%	83.1%	80.3%	*	188
189	Questa Independent Schools	Questa High School	77.4%	71.5%	98.0%	73.8%	78.9%	189
190	Questa Independent Schools	Districtwide: Questa Independent Schools	77.4%	71.5%	98.0%	73.8%	78.9%	190
191	Raton Public Schools	Raton High School	67.0%	79.4%	84.5%	74.8%	77.0%	191
192	Raton Public Schools	Districtwide: Raton Public Schools	67.5%	79.4%	84.5%	74.8%	77.0%	192
193	Reserve Independent Schools	Reserve High School	93.9%	*	67.9%	24.5%	*	193
194	Reserve Public Schools	Districtwide: Reserve Public Schools	93.9%	*	67.4%	88.9%	*	194
195	Rio Rancho Public Schools	Independence High School	36.4%	55.6%	57.0%	35.8%	56.2%	195
196	Rio Rancho Public Schools	Rio Rancho Cyber Academy	80.9%	91.0%	88.4%	≥ 95%	89.6%	196
197	Rio Rancho Public Schools	Rio Rancho High School	85.9%	89.8%	88.8%	87.7%	86.9%	197
198	Rio Rancho Public Schools	V Sue Cleveland High School	88.6%	89.9%	89.9%	89.9%	88.7%	198
199	Rio Rancho Public Schools	Districtwide: Rio Rancho Public Schools	85.4%	88.9%	88.3%	87.1%	86.7%	199
200	Roswell Independent Schools	Goddard High School	74.4%	81.0%	75.2%	67.5%	70.7%	200
201	Roswell Independent Schools	Roswell Early College High School	*	*	*	*	89.2%	201
202	Roswell Independent Schools	Roswell High School	67.2%	69.8%	71.1%	68.2%	66.5%	202
203	Roswell Independent Schools	University High School	37.2%	30.2%	35.6%	28.1%	54.7%	203
204	Roswell Independent Schools	Districtwide: Roswell Independent Schools	68.5%	73.1%	71.8%	66.8%	68.7%	204
205	Roy Municipal Schools	Roy High School				73.3%	*	205
206	Roy Municipal Schools	Districtwide: Roy Municipal Schools				73.3%	*	206
207	Ruidoso Municipal Schools	Ruidoso High School	83.5%	84.7%	84.8%	90.4%	84.1%	207
208	Ruidoso Municipal Schools	Districtwide: Ruidoso Municipal Schools	83.4%	84.7%	84.8%	90.4%	84.1%	208
209	San Jon Municipal Schools	San Jon High School	89.7%	*	*	91.0%	*	209
210	San Jon Municipal Schools	Districtwide: San Jon Municipal Schools	89.7%	*	*	91.0%	*	210
211	Santa Fe Public Schools	Capital High School	72.6%	78.1%	82.7%	82.6%	83.5%	211
212	Santa Fe Public Schools	Desert Sage Academy			90.8%	54.2%	*	212
213	Santa Fe Public Schools	Early College Opportunities			83.8%	66.6%	75.0%	213
214	Santa Fe Public Schools	Mandela International Magnet		88.1%	98.6%	≥ 95%	84.3%	214
215	Santa Fe Public Schools	Santa Fe High School	75.3%	76.7%	87.5%	84.4%	80.0%	215
216	Santa Fe Public Schools	Districtwide: Santa Fe Public Schools	73.0%	78.1%	86.3%	83.8%	81.7%	216
217	Santa Rosa Consolidated Schools	Santa Rosa High School	89.0%	94.1%	87.3%	79.0%	≥ 95%	217
218	Santa Rosa Consolidated Schools	Districtwide: Santa Rosa Consolidated Schools	89.0%	94.1%	87.3%	79.0%	≥ 95%	218
219	Silver Consolidated Schools	Cliff High School	92.1%	92.9%	86.6%	90.5%	≥ 80%	219
220	Silver Consolidated Schools	Silver High School	80.2%	82.6%	83.4%	81.2%	83.8%	220
221	Silver Consolidated Schools	Districtwide: Silver Consolidated Schools	78.8%	83.0%	80.6%	81.5%	84.3%	221
222	Socorro Consolidated Schools	Socorro High School	72.9%	65.2%	66.3%	78.5%	82.1%	222
223	Socorro Consolidated Schools	Districtwide: Socorro Consolidated Schools	71.6%	65.2%	65.9%	78.4%	81.7%	223
224	Springer Municipal Schools	Springer High School	100.0%	*	92.6%	≥ 95%	79.2%	224
225	Springer Municipal Schools	Districtwide: Springer Municipal Schools	100.0%	*	92.6%	≥ 95%	78.9%	225
226	Taos Municipal Schools	Chrysalis Alternative	*	*	*	*	*	226
227	Taos Municipal Schools	Taos Cyber Magnet	*	*	*	*	*	227
228	Taos Municipal Schools	Taos High School	75.4%	75.0%	70.9%	71.7%	68.5%	228

Graduation Rates

Graduation Rates, FY18-FY22

School District	School	FY18	FY19	FY20	FY21	FY22	
229	Taos Municipal Schools	Districtwide: Taos Municipal Schools	72.3%	71.7%	69.3%	68.9%	66.8%
230	Tatum Municipal Schools	Tatum High School	81.4%	100.0%	99.0%	≥ 95%	≥ 90%
231	Tatum Municipal Schools	Districtwide: Tatum Municipal Schools	81.4%	100.0%	99.0%	≥ 95%	≥ 90%
232	Texico Municipal Schools	Texico High School	93.0%	94.9%	89.4%	93.6%	≥ 90%
233	Texico Municipal Schools	Districtwide: Texico Municipal Schools	93.0%	94.9%	89.4%	93.6%	≥ 90%
234	Truth or Conseq. Municipal Schools	Hot Springs High School	81.8%	74.7%	85.6%	81.0%	79.8%
235	Truth or Conseq. Municipal Schools	Districtwide: Truth or Conseq. Municipal Schools	82.0%	74.7%	85.6%	81.0%	79.8%
236	Tucumcari Public Schools	Hot Springs High School	84.1%	74.7%	82.3%	81.0%	79.8%
237	Tucumcari Public Schools	Districtwide: Tucumcari Public Schools	84.1%	79.0%	82.3%	71.8%	71.2%
238	Vaughn Municipal Schools	Vaughn High School	*	*	*	*	*
239	Vaughn Municipal Schools	Districtwide: Vaughn Municipal Schools	*	*	*	*	*
240	Wagon Mound Municipal Schools	Wagon Mound High School	*	*	*	*	*
241	Wagon Mound Municipal Schools	Districtwide: Wagon Mound Municipal Schools	*	*	*	*	*
242	Tularosa Municipal Schools	Tularosa High School	69.1%	74.6%	76.3%	69.6%	66.9%
243	Tularosa Municipal Schools	Districtwide: Tularosa Municipal Schools	69.1%	74.6%	76.3%	69.6%	66.9%
244	West Las Vegas Public Schools	West Las Vegas Family Partnership	31.4%	*	41.0%	28.3%	*
245	West Las Vegas Public Schools	West Las Vegas High School	76.5%	78.9%	73.8%	75.7%	73.1%
246	West Las Vegas Public Schools	Districtwide: West Las Vegas Public Schools	73.1%	69.4%	71.5%	71.9%	66.5%
247	Zuni Public Schools	Twin Buttes Cyber Academy	68.3%	*	30.2%	65.0%	*
248	Zuni Public Schools	Zuni High School	74.6%	79.3%	75.5%	81.9%	84.2%
249	Zuni Public Schools	Districtwide: Zuni Public Schools	73.2%	71.7%	71.0%	79.1%	83.0%
250	Charter Schools						
251	Albuquerque						
252	Albuquerque Public Schools	ACE Leadership High School	23.1%	*	25.3%	42.4%	40.5%
253	Albuquerque Public Schools	Albuquerque Charter Academy	32.9%	34.3%	70.5%	39.8%	38.6%
254	State-Chartered Charter School	Albuquerque Institute for Math & Science	93.6%	97.0%	99.4%	≥ 95%	≥ 90%
255	State-Chartered Charter School	Albuquerque School of Excellence	87.1%	71.0%	88.9%	72.9%	73.3%
256	State-Chartered Charter School	(The) Albuquerque Sign Language Academy		*	*	*	*
257	Albuquerque Public Schools	Albuquerque Talent Development Charter School	55.2%	65.1%	61.7%	62.4%	38.5%
258	State-Chartered Charter School	Amy Biehl Charter High School	73.8%	78.2%	67.9%	70.1%	68.1%
259	State-Chartered Charter School	Cesar Chavez Community School	38.0%	25.4%	26.3%	10.4%	34.4%
260	Albuquerque Public Schools	Corrales International School	92.7%	94.1%	88.7%	78.4%	*
261	Albuquerque Public Schools	Cottonwood Classical Preparatory School	96.2%	100.0%	93.5%	87.9%	82.7%
262	Albuquerque Public Schools	Digital Arts And Technology Academy	65.9%	73.9%	83.6%	84.9%	87.9%
263	Albuquerque Public Schools	East Mountain High School	91.4%	88.7%	89.6%	89.5%	90.4%
264	Albuquerque Public Schools	El Camino Real Academy	81.9%	85.3%	86.4%	92.1%	67.4%
265	State-Chartered Charter School	Explore Academy	64.0%	64.2%	69.8%	74.1%	68.4%
266	Albuquerque Public Schools	Gilbert L. Sena Charter High School	46.5%	28.9%	55.2%	38.0%	38.5%
267	Albuquerque Public Schools	Gordon Bernell Charter School	14.9%	12.1%	50.2%	≤ 5%	*
268	State-Chartered Charter School	(The) GREAT Academy	32.6%	*	27.9%	25.2%	*
269	Albuquerque Public Schools	Health Leadership High School	42.8%	60.5%	54.0%	54.3%	37.7%
270	Albuquerque Public Schools	(The) International School at Mesa del Sol		*	*	53.6%	*
271	Albuquerque Public Schools	La Academia De Esperanza	22.4%	28.4%	18.1%	28.4%	38.8%
272	Albuquerque Public Schools	Los Puentes Charter School	25.6%	31.5%	29.9%	43.8%	*
273	Albuquerque Public Schools	Mark Armijo Academy	43.1%	47.9%	58.1%	33.6%	52.8%
274	State-Chartered Charter School	Media Arts Collaborative Charter School	62.2%	70.9%	68.8%	79.2%	71.6%
275	State-Chartered Charter School	Mission Achievement and Success Charter School	86.4%	83.6%	90.5%	95.0%	92.7%
276	Albuquerque Public Schools	Native American Community Academy	73.7%	68.9%	79.1%	77.2%	67.4%
277	Albuquerque Public Schools	New America School New Mexico	20.2%	*	33.1%	24.3%	*
278	Albuquerque Public Schools	Public Academy for Performing Arts	96.8%	92.5%	94.4%	≥ 95%	87.8%
279	Albuquerque Public Schools	Robert F. Kennedy Charter	15.9%	24.1%	36.8%	16.9%	23.2%
280	Albuquerque Public Schools	South Valley Academy	82.3%	81.7%	85.1%	86.0%	88.6%
281	State-Chartered Charter School	SW Aeronautics Mathematics and Science Academy	82.8%	78.3%	85.0%	78.5%	≥ 90%
282	State-Chartered Charter School	Southwest Secondary Learning Center	67.9%	58.3%	62.8%	55.8%	*
283	Albuquerque Public Schools	Technology Leadership High School		*	23.8%	54.7%	62.1%
284	State-Chartered Charter School	Tierra Adentro	71.2%	76.4%	78.8%	91.9%	≥ 90%
285	Carlsbad						

Graduation Rates

Graduation Rates, FY18-FY22

	School District	School	FY18	FY19	FY20	FY21	FY22	
286	Carlsbad Municipal Schools	Jefferson Montessori	86.9%	*	82.1%	57.3%	*	286
287	Cimarron							
288	Cimarron Municipal Schools	Moreno Valley High School	77.8%	76.5%	84.4%	88.4%	72.0%	288
289	Deming							
290	Deming Public Schools	Deming Cesar Chavez Charter	33.8%	49.4%	39.4%	52.8%	51.8%	290
291	Española							
292	State-Chartered Charter School	McCurdy Charter School	71.2%	81.4%	82.2%	74.3%	76.3%	292
293	Gallup-McKinley							
294	State-Chartered Charter School	Middle College High School	98.9%	*	94.7%	93.3%	≥ 90%	294
295	State-Chartered Charter School	DZIt. DItt'OOÍ School of Empowerment, Action and Perseverance			**	≤ 5%	*	295
296	Jemez Valley							
297	State-Chartered Charter School	Walatowa Charter High School	84.2%	*	87.6%	74.9%	*	297
298	Las Cruces							
299	State-Chartered Charter School	Alma D'Arte Charter	68.9%	67.1%	67.3%	57.2%	71.6%	299
300	State-Chartered Charter School	Las Montañas Charter	32.4%	48.5%	38.5%	35.6%	27.8%	300
301	State-Chartered Charter School	New America School - Las Cruces	43.4%	36.5%	28.9%	22.6%	45.0%	301
302	Los Lunas							
303	State-Chartered Charter School	School of Dreams Academy	74.7%	59.0%	71.9%	66.4%	82.6%	303
304	Moriarty							
305	State-Chartered Charter School	Estancia Valley Classical Academy	90.0%	80.3%	88.5%	77.5%	65.3%	305
306	Rio Rancho							
307	State-Chartered Charter School	ASK Academy	83.0%	77.6%	81.1%	84.3%	79.1%	307
308	Santa Fe							
309	Santa Fe Public Schools	Academy for Technology and the Classics	87.6%	94.6%	98.7%	92.1%	94.6%	309
310	State-Chartered Charter School	New Mexico Connections Academy	41.4%	39.9%	41.3%	42.6%	57.1%	310
311	State-Chartered Charter School	MASTERS Program	81.8%	84.2%	87.2%	83.0%	82.4%	311
312	State-Chartered Charter School	Monte Del Sol Charter	74.5%	78.9%	75.9%	57.6%	82.0%	312
313	State-Chartered Charter School	New Mexico School for the Arts	98.1%	94.3%	88.1%	≥ 95%	≥ 95%	313
314	State-Chartered Charter School	Tierra Encantada Charter School	86.2%	77.8%	78.8%	73.2%	73.0%	314
315	Silver City							
316	State-Chartered Charter School	Aldo Leopold Charter	78.6%	94.2%	86.5%	83.3%	≥ 80%	316
317	Taos							
318	State-Chartered Charter School	Taos Academy	92.3%	99.6%	89.9%	93.4%	≥ 90%	318
319	Statewide							
			73.9%	74.9%	76.9%	76.8%	76.2%	319

*Rates are masked (left blank) for groups with fewer than 10 student records.

**No data reported from PED.

Source: PED

General Fund Appropriations

Recurring General Fund Appropriations¹ (in thousands)

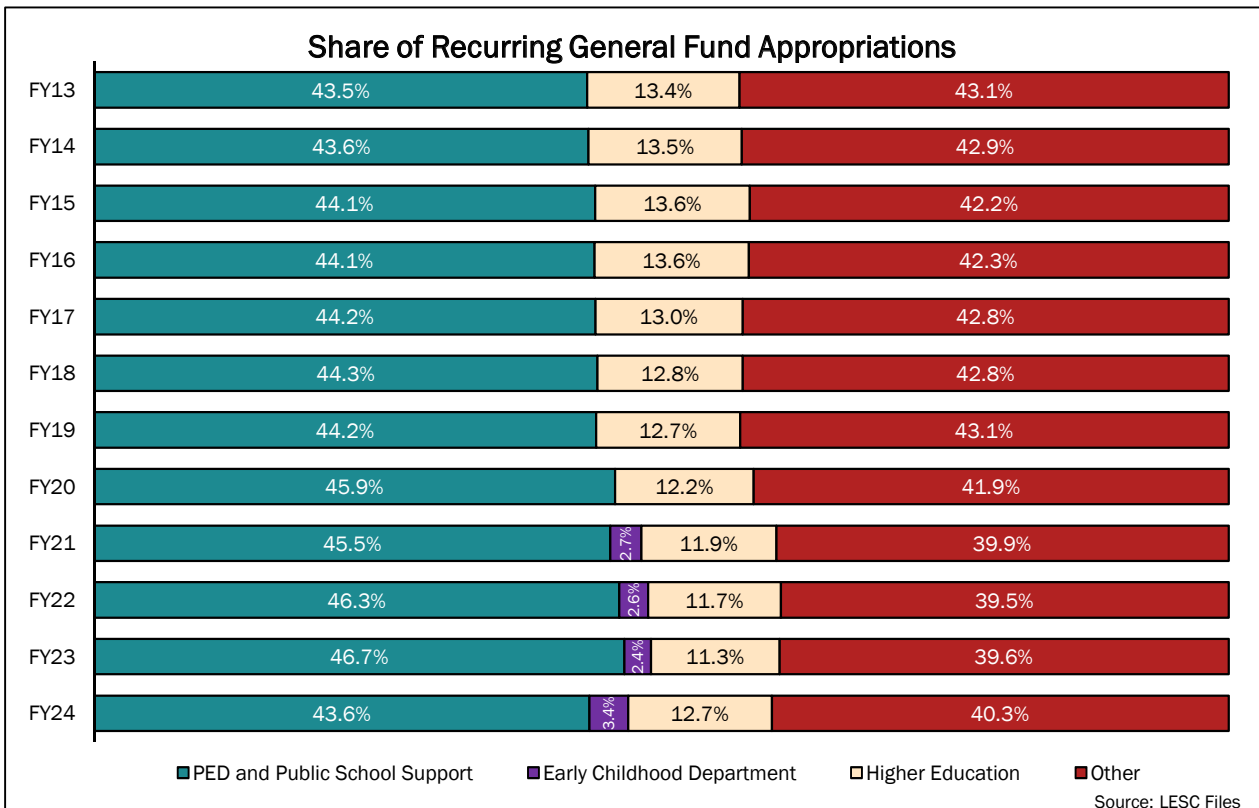
Year	PED and Public School Support	Early Childhood Department	Higher Education	Total General Fund
FY13	\$2,455,341.4		\$757,716.6	\$5,650,139.2
FY14	\$2,567,549.5		\$796,028.3	\$5,893,578.1
FY15	\$2,715,469.6		\$838,606.8	\$6,151,134.6
FY16	\$2,735,613.3		\$843,428.2	\$6,204,334.3
FY17	\$2,682,429.5		\$786,866.8	\$6,070,229.1
FY18	\$2,695,524.5		\$779,345.1	\$6,077,955.6
FY19	\$2,801,153.0		\$803,478.4	\$6,332,267.1
FY20	\$3,252,017.6		\$867,043.6	\$7,085,292.5
FY21 ²	\$3,211,908.3	\$193,588.2	\$840,676.4	\$7,062,924.8
FY22 ³	\$3,446,000.0	\$191,588.2	\$870,309.6	\$7,449,592.8
FY23	\$3,872,601.2	\$195,612.4	\$939,050.4	\$8,289,636.7
FY24	\$4,174,721.5	\$327,600.0	\$1,212,469.2	\$9,568,700.0

Source: LESC Files

¹This table includes only recurring general fund appropriations and excludes all other revenue sources, which in some cases supplant recurring general fund appropriations, public school capital outlay fund revenue in FY17 through FY20, or "House Bill 2 Junior" appropriations in FY20.

²Beginning in FY21, appropriations for prekindergarten programs in public schools moved from the Public Education Department to the Early Childhood Education and Care Department. As a result, prekindergarten funding is not included in the PED column in FY21 or FY22, but is included in FY20 and earlier years.

³For FY22, the PED and Public School Support column includes \$57.4 million from Section 8 of the General Appropriation Act of 2021, which includes an appropriation of \$34 million to the Department of Finance and Administration for an increase to employer contributions to the educational retirement fund. This table assumes public schools' share of the \$34 million appropriation is \$21.7 million.



General Fund Appropriations

Recurring General Fund Appropriations for Public Education (in thousands)

Year	PED Operating Budget	State Equalization Guarantee Distribution ²	Categorical Appropriations	Special or "Below-the-Line" Programs ²
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 ¹	\$11,065.3	\$2,481,192.4	\$99,040.1	\$91,131.7
FY18 ¹	\$11,065.3	\$2,501,808.7	\$94,465.5	\$88,185.0
FY19 ¹	\$11,246.6	\$2,582,377.6	\$116,628.9	\$90,900.0
FY20 ¹	\$13,246.6	\$3,068,803.4	\$102,928.5	\$64,389.0
FY21 ³	\$14,322.2	\$3,046,463.4	\$124,176.7	\$26,946.1
FY22	\$14,364.5	\$3,288,305.7	\$122,857.2	\$20,472.6
FY23	\$19,463.4	\$3,673,711.4	\$139,210.8	\$26,160.0
FY24	\$22,589.0	\$3,969,002.1	\$157,183.8	\$25,946.6

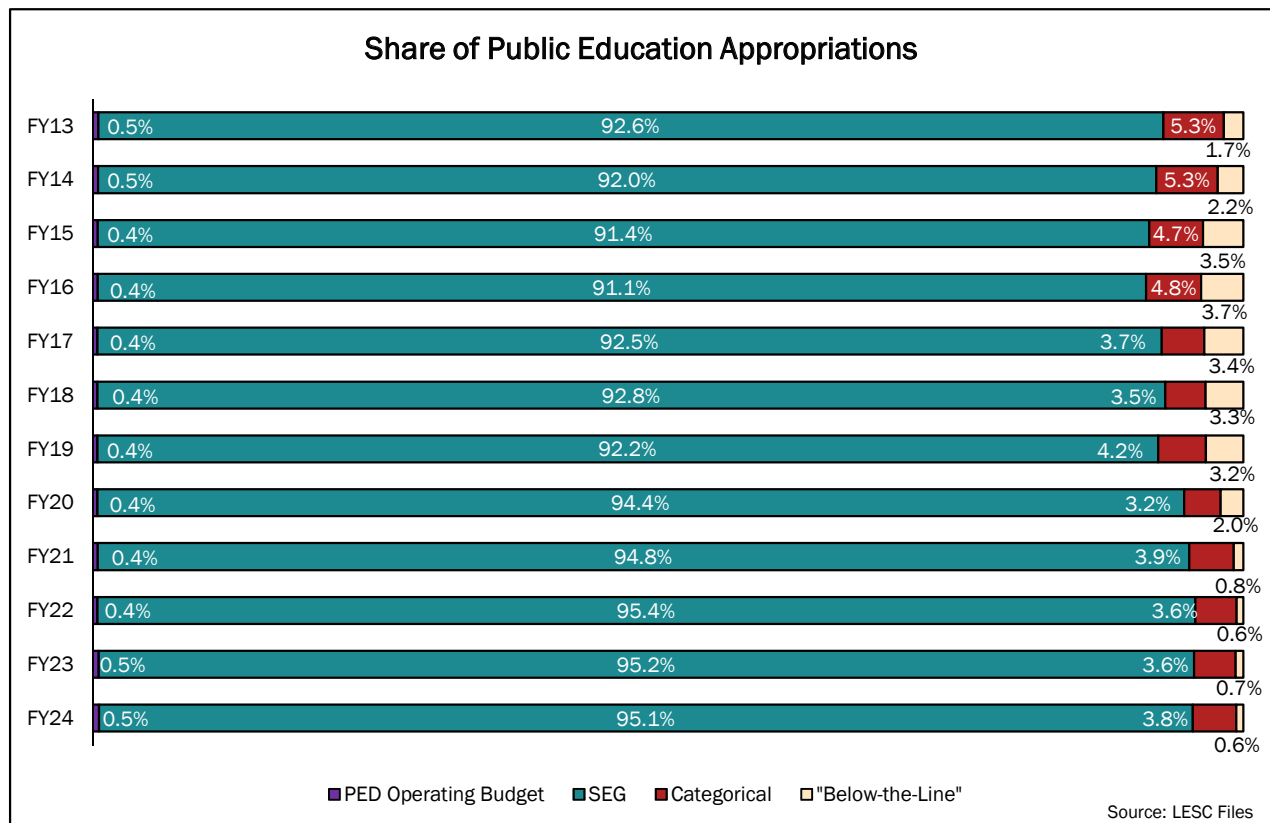
Source: LESC Files

¹The FY10 state equalization guarantee distribution column does not include \$210 million in federal *American Recovery and Reinvestment Act of 2009* (ARRA) funds. The FY10 PED special or "below-the-line" programs column includes \$1.2 million appropriated directly to RECs.

²The 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.

³In FY17 through FY20, the categorical appropriations column does not include public school capital outlay fund revenue appropriated for transportation and instructional materials.

²The special or "below-the-line" programs column includes K-3 Plus program appropriations in FY12 through FY19. Beginning in FY20, the K-5 Plus program was funded through the state equalization guarantee distribution.



FY25 Public School Support High-Level Summary



PUBLIC SCHOOL SUPPORT General Fund High-Level (thousands)

1/11/2024

	FY24 Opbud	FY25 LESC Recommendation	FY25 LFC Recommendation	FY25 Executive Recommendation	
PROGRAM COST					
Prior Year Program Cost OpBud	3,684,078.0	3,976,002.1	3,976,002.1	3,976,002.1	
UNIT CHANGES					
At-Risk Index Factor Increase (FY24: 0.33)	31,926.2	-	-	-	
Other Projected Net Unit Changes	-	-	(19,915.3)	-	
Fine Arts Programs (FY24: 0.055)	4,100.0	-	-	-	
Extended Learning Time (ELT) Programs	(95,000.0)	-	-	-	
Targeted Compensation for K-5 Plus and ELT School Personnel (FY23: 3%)	(64,027.5)	-	-	-	
K-5 Plus Schools	(119,895.9)	-	-	-	
K-12 Plus Units	50,333.5	-	-	-	
UNIT VALUE CHANGES					
New Instructional Hour Requirements (1,140 hours)	202,000.0	-	-	-	
K-12 Plus Units	27,831.5	63,190.2	60,000.0	101,152.2	
Average Salary Increase (FY23: 7%, FY24: 6%, LESC: 6%, LFC: 2% AVG/2% COLA, Exec: 3%)	166,989.0	188,999.7	125,539.2	94,531.8	
Increase Minimum Salary for Instructional Assistants (\$25k)	14,500.0	-	-	-	
Establish Minimum Salaries for all Public School Personnel (\$30k)	-	24,729.2	-	-	
Increase Administrator Pay	7,962.4	-	-	-	
Employer Retirement Contribution Increase (SB36 - FY22: 1%, FY23: 2%, FY24: 1%)	22,123.5	-	-	-	
Instructional Materials and Educational Technology	12,000.0	5,000.0	-	10,000.0	
Elementary P.E. and Student Wellness Programs	4,000.0	-	-	6,500.0	
Insurance	15,742.0	25,666.7	25,666.7	41,000.0	
Employer Health Insurance Contribution Increase	31,979.5	-	-	-	
Fixed Costs	5,191.4	6,063.3	6,063.3	5,191.4	
Feminine Hygiene Products	2,000.0	-	-	1,000.0	
Universal Gifted Screening	-	-	-	1,500.0	
Education Innovations	-	30,000.0	10,000.0	-	
Subtotal Current Year Program Cost Base	3,976,002.1	4,319,651.3	4,183,356.0	4,236,877.5	
\$ Change from OpBud	291,924.1	343,649.2	207,353.9	260,875.4	
% Change from OpBud	7.9%	8.6%	5.2%	6.6%	
STATE EQUALIZATION GUARANTEE (SEG)					
Less: Other State Funds	(7,000.0)	(7,000.0)	(1,500.0)	(7,000.0)	
Subtotal Current Year SEG Base	3,969,002.1	4,312,651.3	4,181,856.0	4,229,877.5	
\$ Change from OpBud	295,290.7	343,649.2	212,853.9	260,875.4	
% Change from OpBud	8.0%	8.7%	5.4%	6.6%	
CATEGORICAL APPROPRIATIONS					
TRANSPORTATION DISTRIBUTION					
Maintenance and Operations	98,124.7	102,185.7	104,839.5	128,090.8	
Fuel	13,184.1	13,184.1	13,843.3	-	
Rental Fees	8,798.2	8,798.2	9,097.7	9,097.7	
Insurance	-	-	594.7	-	
Transportation for Extended Learning Time	4,061.0	-	-	-	
Average Compensation Increase (FY24: 6%, LESC: 6%, LFC: 2% AVG/2% COLA, Exec: 3%)	2,211.5	2,986.2	1,984.8	1,551.6	
Increase Minimum Salary for all Personnel (\$30k)	-	6,978.7	-	-	
Density Factor Removal	-	3,929.5	3,929.5	-	
Adequacy Funding	-	5,283.7	-	-	
Subtotal Current Year Transportation Base	126,821.8	143,346.1	134,289.5	138,740.1	
\$ Change from OpBud	12,150.6	16,524.3	7,467.7	11,918.3	
% Change from OpBud	10.6%	13.0%	5.9%	9.4%	
OTHER CATEGORICAL APPROPRIATIONS					
Out-of-State Tuition	362.0	393.0	393.0	393.0	
Emergency Supplemental	2,000.0	2,000.0	1,000.0	2,000.0	
Standards-Based Assessments	8,000.0	10,000.0	10,000.0	-	
Indian Education Fund	20,000.0	20,000.0	20,000.0	-	
Subtotal Current Year Categorical Appropriations	157,183.8	175,739.1	165,682.5	141,133.1	
\$ Change from OpBud	17,973.0	18,555.3	8,498.7	(16,050.7)	
% Change from OpBud	12.9%	11.8%	5.4%	-10.2%	
SUBTOTAL PUBLIC SCHOOL SUPPORT	4,126,185.9	4,488,390.4	4,347,538.5	4,371,010.6	
\$ Change from OpBud	313,263.7	362,204.5	221,352.6	244,824.7	
% Change from OpBud	8.2%	8.8%	5.4%	5.9%	
RELATED REQUESTS: RECURRING					
Regional Education Cooperatives	1,350.0	3,500.0	1,350.0	1,500.0	
Early Literacy and Reading Support	11,500.0	14,000.0	14,000.0	15,000.0	
School Leader Professional Development	5,000.0	6,000.0	5,000.0	-	
Teacher Professional Development	3,000.0	4,000.0	4,000.0	-	
GRADS – Teen Parent Interventions	750.0	750.0	750.0	750.0	
STEAM (Science, Technology, Engineering, Arts, and Math) Initiatives	3,096.6	8,000.0	-	-	
Advanced Placement Test Fee Waivers and Training	1,250.0	1,250.0	1,250.0	1,300.0	
Universal School Meals	-	22,000.0	21,000.0	43,529.6	
Parity for 520 Certificate Holders	-	3,000.0	-	-	

FY25 Public School Support High-Level Summary



PUBLIC SCHOOL SUPPORT General Fund High-Level (thousands)

1/11/2024

	FY24 OpBud	FY25 LESC Recommendation	FY25 LFC Recommendation	FY25 Executive Recommendation	
70 Subtotal Current Year Base	25,946.6	62,500.0	47,350.0	62,079.6	70
71 \$ Change from OpBud	(12,863.4)	36,553.4	21,403.4	36,133.0	71
72 % Change from OpBud	-33.1%	140.9%	82.5%	139.3%	72
PUBLIC EDUCATION DEPARTMENT					
74 Prior Year OpBud	20,869.0	23,589.1	23,589.1	23,589.1	74
75 Base Changes	2,720.1	1,523.7	351.5	2,211.8	75
76 Subtotal Current Year Base	23,589.1	25,112.8	23,940.6	25,800.9	76
77 % Change from OpBud	8.2%	6.5%	1.5%	9.4%	77
78 Total					78
79 Prior Year OpBud	3,872,601.2	4,175,721.6	4,175,721.6	4,175,721.6	79
80 Base Changes	303,120.4	400,281.6	243,107.5	283,169.5	80
81 Total	4,175,721.6	4,576,003.2	4,418,829.1	4,458,891.1	81
82 % Change from OpBud	7.8%	9.6%	5.8%	6.8%	82

SECTIONS 5, 6, 7, AND OTHER NONRECURRING APPROPRIATIONS

	FY24 OpBud	FY25 LESC Recommendation	FY25 LFC Recommendation	FY25 Executive Recommendation	
83 General Fund					83
84 Learning Management System (LMS)	-	3,000.0	-	3,152.5	84
85 Micro-credentials	1,100.0	1,100.0	1,100.0	2,000.0	85
86 Behavioral Health Supports	5,000.0	5,000.0	-	6,000.0	86
87 Attendance Success Initiatives	5,000.0	15,000.0	5,000.0	6,000.0	87
88 Special Education Initiatives	5,000.0	5,000.0	5,000.0	6,000.0	88
89 Career Technical Education	20,000.0	30,000.0	-	-	89
90 Work-Based Learning, Innovation Zones	-	15,000.0	-	-	90
91 Career Development Success Pilot	-	1,200.0	-	-	91
92 Community School and Family Engagement Initiatives	-	4,000.0	-	12,500.0	92
93 K-12 Plus Program	-	5,000.0	-	-	93
94 Bilingual Multicultural Education Act	-	4,000.0	-	5,000.0	94
95 Early Literacy and Reading Support (Structured Literacy Institute Services)	-	30,000.0	3,000.0	30,000.0	95
96 Grandparents Raising Grandkids	-	500.0	-	-	96
97 Sufficiency Lawsuit Fees	500.0	500.0	-	500.0	97
98 Digitization and Records Retention	-	2,750.0	2,750.0	2,750.0	98
99 Legal Settlements	-	-	250.0	250.0	99
100 HB2 Jr. School of Dreams Academy Security	-	-	200.0	-	100
101 Tribal Education Trust Fund	-	50,000.0	50,000.0	-	101
102 Black Education Act	-	-	-	400.0	102
103 Indian Education Fund	-	-	-	20,000.0	103
104 School Leader Professional Development	-	-	-	5,000.0	104
105 STEAM Initiatives	-	-	-	3,096.6	105
106 Teacher Professional Development	-	-	-	3,000.0	106
107 Family Income Index (FII)	-	-	-	5,000.0	107
108 Hispanic Education Act	-	-	-	1,000.0	108
109 Math Achievement	-	-	-	5,000.0	109
110 Outdoor Classroom Initiatives	-	-	-	250.0	110
111 Paid Student Teaching	-	-	-	6,500.0	111
112 School Panic Buttons	-	-	-	1,000.0	112
113 Principals, Counselors, and Social Workers Residency Pilot	-	-	-	2,000.0	113
114 School Safety Summit	-	-	-	200.0	114
115 Educator Evaluation Systems	-	-	-	2,000.0	115
116 Teacher Residencies	-	-	-	13,000.0	116
117 Supports for Educating Low SES Students (Support for FII)	-	-	-	80.0	117
118 Education is Calling Media Campaign	-	-	-	500.0	118
119 Educator Fellows	-	-	-	23,000.0	119
120 Educator Preparation Program National Accreditation	-	-	-	26.0	120
121 Graduate Profiles	-	-	-	405.0	121
122 Housing Stability for Students Experiencing Homelessness	-	-	-	1,000.0	122
123 Salary Differentials for Special Education and Hard to Fill Positions	-	-	-	16,013.8	123
124 School Turnaround	-	-	-	19,000.0	124
125 School Calendar Management Software	-	-	-	750.0	125
126 School Improvement and Transformation	-	-	-	10,000.0	126
127 Secondary Literacy	-	-	-	5,100.0	127
128 Summer Enrichment Internships	-	-	-	8,000.0	128
129 Tribal and Rural Out-of-School Time	-	-	-	6,500.0	129
130 Out-of-School Learning, Summer Enrichment, and Quality Tutoring Programs	-	-	-	25,000.0	130
131 Standards-Based Assessments	-	-	-	14,000.0	131
132 Cyber Security and Data Systems	-	-	-	1,000.0	132
133 Data Analysis and Program Evaluation	-	-	-	2,000.0	133
134 Secure Data Preview Portal	-	-	-	1,000.0	134
135 Standard Assessment Data Collection	-	-	-	1,000.0	135
136 Statewide Student Information System	-	-	-	200.0	136
137 Transportation for 180 Day Minimum Calendars	-	-	-	2,900.0	137

FY25 Public School Support High-Level Summary

PUBLIC SCHOOL SUPPORT General Fund High-Level (thousands)

1/11/2024



		FY24 Opbud	FY25 LESC Recommendation	FY25 LFC Recommendation	FY25 Executive Recommendation	
138	K-12 Supplemental	-	-	-	25,000.0	138
139	Universal Free Meals Supplemental	-	-	-	19,904.8	139
140	Nova Space Telescope (Data System)	-	-	-	3,171.2	140
141	Customer Relationship Management System	-	-	-	1,130.0	141
142	Subtotal Current Year Base	36,600.0	172,050.0	67,300.0	328,279.9	142

OTHER STATE AND FEDERAL FUNDS

143	Public Education Reform Fund					143
144	Family Income Index	15,000.0	15,000.0	10,000.0	10,000.0	144
145	Community School and Family Engagement Initiatives	10,000.0	-	4,000.0	-	145
146	K-12 Plus Programs	60,000.0	-	5,000.0	-	146
147	Out-of-School Learning, Summer Enrichment, and Quality Tutoring Camps	20,000.0	-	-	-	147
148	Career Technical Education	20,000.0	-	10,000.0	-	148
149	NextGen Career Technical Education	-	-	-	23,500.0	149
150	Innovation Zones	-	-	-	14,000.0	150
151	Work-Based Learning and Career Technical Student Organizations	-	-	-	2,500.0	151
152	Teacher and Administrator Evaluation System	2,000.0	2,000.0	-	-	152
153	Teacher Residencies and Educator Fellows	13,000.0	30,000.0	-	-	153
154	Teacher Residencies	-	-	14,750.0	-	154
155	Principal Residencies	-	-	2,000.0	-	155
156	Principal, Counselor, and Social Worker Residency Pilots	2,000.0	2,000.0	-	-	156
157	Paid Student Teaching	6,500.0	6,000.0	6,500.0	-	157
158	Teach Up (ENMU, NMHU, SJCC, WNMU)	2,000.0	-	-	-	158
159	Teacher Preparation Affordability Scholarship Fund	8,000.0	-	-	-	159
160	Teacher Loan Repayment Fund	2,500.0	-	-	-	160
161	Early Literacy and Reading Support	2,000.0	-	-	-	161
162	At-Risk Interventions for Students (Feminine Hygiene Products)	1,000.0	-	-	-	162
163	Hispanic Education Act	1,000.0	-	-	-	163
164	Bilingual Multicultural Education Act	5,000.0	-	-	-	164
165	Instructional Materials Supplement	5,000.0	-	-	-	165
166	Math Achievement	5,000.0	-	-	-	166
167	Outdoor Classroom Initiatives	250.0	250.0	-	-	167
168	School Panic Buttons	1,000.0	-	-	-	168
169	Special Education Training and Credentials	2,000.0	-	-	-	169
170	School Turnaround	-	-	-	5,000.0	170
171	Subtotal Current Year Base	183,250.0	55,250.0	52,250.0	55,000.0	171

172	Other State Funds and Inter-Agency Transfers					172
173	National Board Certification Scholarship Fund	500.0	500.0	500.0	500.0	173
174	School Safety Summits (PSCOF) ¹	200.0	200.0	-	-	174
175	School Wellness Rooms (CSF) ²	200.0	-	200.0	-	175
176	Teacher Residencies (ELF) ³	2,000.0	-	-	-	176
177	Community Schools (CSF) ⁴	-	6,000.0	4,000.0	-	177
178	Tribal Library Capital Outlay (PSCOF)	20,000.0	-	-	-	178
179	Prekindergarten Classrooms (PSCOF)	5,000.0	5,000.0	5,000.0	-	179
180	School Bus Replacement (PSCOF, EMTF)	16,700.0	29,166.6	29,166.6	-	180
181	School Bus Replacement Deficiency (PSCOF)	7,500.0	-	-	-	181
182	School Bus Cameras (STB)	315.0	1,305.0	547.5	-	182
183	Alternative School Bus Fueling or Charging Infrastructure (PSCOF)	-	7,500.0	-	-	183
184	Literacy Building (PSCOC)	-	-	3,000.0	-	184
185	CTE, Prekindergarten, Maintenance SB9 Distribution (PSCOF)	65,000.0	65,000.0	-	-	185
186	Security SB9 Distribution (PSCOF)	35,000.0	35,000.0	-	-	186
187	Fine & Performing Arts (PSCOF)	-	10,000.0	-	-	187
188	Learning Management System (ELF)	-	-	1,000.0	-	188
189	Career Technical Education (CTEF) ⁵	-	-	3,000.0	-	189
190	School Panic Buttons (PSCOF)	-	1,000.0	-	-	190
191	GRADS – Teen Parent Interventions (TANF) ⁶	500.0	500.0	500.0	500.0	191
192	Subtotal Current Year Base	152,915.0	161,171.6	46,914.1	1,000.0	192

SECTION 9 APPROPRIATIONS

193	Government Accountability and Improvement Trust Fund					193
194	STEAM and CTE Initiatives ⁷	-	-	10,000.0	-	194
195	Special Education Differentials	-	-	60,000.0	-	195
196	Educator Clinical Practice ⁸	-	-	56,750.0	-	196
197	Subtotal Current Year Base	-	-	126,750.0	-	197

Notes

1. Includes appropriations from the public school capital outlay fund.
2. Includes appropriations from the consumer settlement fund.
3. Includes appropriations from the educator licensure fund.
4. Includes appropriations from the community schools fund.

FY25 Public School Support High-Level Summary



PUBLIC SCHOOL SUPPORT General Fund High-Level (thousands)

1/11/2024

FY24 Opbud	FY25 LESC Recommendation	FY25 LFC Recommendation	FY25 Executive Recommendation
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-
- 5. Includes appropriations from the career technical education fund.
 - 6. Includes appropriations from the Temporary Assistance for Needy Families Program.
 - 7. Transfers \$2 million from the public education reform fund (PERF) to the government accountability and improvement trust fund (GAIT) for STEAM and CTE initiatives.
 - 8. Transfers \$3.25 million to GAIT. Distributions for educator clinical practice will come from PERF for the first year and from GAIT in subsequent years.

Funding Formula Explainer

State Equalization Guarantee Computation, FY24				
	<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
				SUM OF UNITS
Staffing Cost Multiplier	Staffing Cost Multiplier:		= TOTAL PROGRAM UNITS	
	Teacher Cost Index (years of experience and licensure level)		→	Times Value from 1.000 to 1.277
				= ADJUSTED PROGRAM UNITS
PLUS				
Special Education				
Special Education Units	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	Bilingual Education	FTE MEM	×	0.50
	Fine Arts Education	FTE MEM	×	0.055
	Elementary Physical Education	MEM	×	0.06
	K-12 Plus (Days between 181 & 190 OR 156 & 165)	MEM	×	0.012
	K-12 Plus (Days between 191 & 205 OR 166 & 175)	MEM	×	0.016
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) * 0.33) * 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			
				= TOTAL UNITS
				+ Save Harmless Units
				= GRAND TOTAL PROGRAM UNITS
				Grand Total × Unit Value = Program Cost
				- Utility Conservation Program Contract Payments
				- 90% of the Certified Amount (<i>Energy Efficiency and Renewable Energy Bonding Act</i>)
				= STATE EQUALIZATION GUARANTEE

Source: LESC

Unit Value History

Unit Value History

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Prior Year Final Unit Value		Change From Initial to 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 ¹	\$1,540.00	\$1,511.33	\$106.33	7.6%	(\$28.67)	-1.9%
1984		\$1,486.00	(\$25.33)	-1.7%		
1985		\$1,583.50	\$97.50	6.6%		
1986 ²	\$1,608.00	\$1,618.87	\$35.37	2.2%	\$10.87	0.7%
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 ³	\$1,851.73	\$1,867.96	\$1.96	0.1%	\$16.23	0.9%
1994	\$1,927.27	\$1,935.99	\$68.03	3.6%	\$8.72	0.5%
1995	\$2,015.70	\$2,029.00	\$93.01	4.8%	\$13.30	0.7%
1996	\$2,113.00	\$2,113.00	\$84.00	4.1%	\$0.00	0.0%
1997	\$2,125.83	\$2,149.11	\$36.11	1.7%	\$23.28	1.1%
1998	\$2,175.00	\$2,175.00	\$25.89	1.2%	\$0.00	0.0%
1999	\$2,322.00	\$2,344.09	\$169.09	7.8%	\$22.09	1.0%
2000 ⁴	\$2,460.00	\$2,460.00	\$115.91	4.9%	\$0.00	0.0%
2001	\$2,632.32	\$2,647.56	\$187.56	7.6%	\$15.24	0.6%
2002	\$2,868.72	\$2,871.01	\$223.45	8.4%	\$2.29	0.1%
2003	\$2,896.01	\$2,889.89	\$18.88	0.7%	(\$6.12)	-0.2%
2004	\$2,977.23	\$2,976.20	\$86.31	3.0%	(\$1.03)	-0.0%
2005	\$3,035.15	\$3,068.70	\$92.50	3.1%	\$33.55	1.1%
2006	\$3,165.02	\$3,198.01	\$129.31	4.2%	\$32.99	1.0%
2007 ⁵	\$3,444.35	\$3,446.44	\$248.43	7.8%	\$2.09	0.1%
2008	\$3,645.77	\$3,674.26	\$227.82	6.6%	\$28.49	0.8%
2009 ⁶	\$3,892.47	\$3,871.79	\$197.53	5.4%	(\$20.68)	-0.5%
2010	\$3,862.79 ⁷	\$3,792.65 ⁸	(\$79.14)	-2.0%	(\$70.14)	-1.8%
2011	\$3,712.45 ⁹	\$3,712.17 ¹⁰	(\$80.48)	-2.1%	(\$0.28)	-0.0%
2012	\$3,585.97	\$3,598.87	(\$113.30)	-3.1%	\$12.90	0.4%
2013	\$3,668.18	\$3,673.54	\$74.67	2.1%	\$5.36	0.1%

Unit Value History

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Prior Year Final Unit Value		Change From Initial to Final Unit Value	
			Dollars	Percent	Dollars	Percent
2014	\$3,817.55	\$3,817.55	\$144.01	3.9%	\$0.00	0.0%
2015	\$4,005.75	\$4,007.75	\$190.20	5.0%	\$2.00	0.0%
2016	\$4,027.75	\$4,037.75	\$30.00	0.7%	\$10.00	0.2%
2017	\$4,040.24	\$3,979.63 ¹¹	(\$58.12)	-1.4%	(\$60.61)	-1.5%
2018	\$4,053.55	\$4,115.60 ¹²	\$135.97	3.4%	\$62.05	1.5%
2019	\$4,159.23	\$4,190.85	\$75.25	1.8%	\$31.62	0.8%
2020	\$4,565.41	\$4,602.27	\$411.42	9.8%	\$36.86	0.8%
2021	\$4,531.74	\$4,536.75	(\$65.52)	-1.4%	\$5.01	0.1%
2022	\$4,770.70	\$4,863.00	\$233.95	5.2%	\$92.30	1.9%
2023	\$5,450.92	\$5,522.50	\$659.50	13.6%	\$71.58	1.3%
2024	\$6,241.67					

Source: LESC Files

¹The 1982-1983 general fund appropriation was reduced by 2 percent.

²The final unit value includes \$10.87 due to the half mill levy redistribution (Laws 1985, Chapter 15).

³The "floating" unit value went into effect.

⁴The basis for funding changed to use the prior-year average membership on the 40th, 80th, and 120th school days.

⁵The basis for funding changed to the prior-year average membership on the 80th and 120th school days.

⁶The 2009 solvency measures resulted in a \$20.68 decrease in the FY09 unit value.

⁷The FY10 preliminary unit value included \$256.39 in federal *American Recovery and Reinvestment Act of 2009* (ARRA) funding.

⁸The FY10 final unit value included \$334.59 in ARRA funding.

⁹The FY11 preliminary unit value included \$37.70 in ARRA funding.

¹⁰The FY11 final unit value included \$37.85 in ARRA funding and \$101.98 in federal education jobs funding.

¹¹Laws 2016 (2nd S.S.), Chapter 6 directed the secretary of public education to set the final FY17 unit value 1.5 percent lower than the preliminary FY17 unit value.

¹²The FY18 final unit value included June distributions to meet federal special education maintenance of effort requirements and to reduce reversions to the general fund.

Emergency Supplemental Distributions

Emergency Supplemental (Operational) and Out-of-State Tuition Distributions

FY13 through FY23¹

School District	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23*	FY13 to FY23
1 Artec						\$120,000						\$120,000 ¹
2 Belen					\$169,803							\$169,803 ²
3 Bloomfield							\$75,000					\$75,000 ³
4 Carrizozo	\$265,000	\$233,000			\$62,563							\$560,563 ⁴
5 Chama Valley	\$507,122	\$426,000	\$589,000	\$330,850	\$641,079	\$605,000	\$500,000					\$3,599,051 ⁵
6 Cimarron	\$157,702	\$210,000										\$367,702 ⁶
7 Cobre									\$230,000			\$230,000 ⁵
8 Corona	\$513,500	\$698,700	\$156,800	\$228,750	\$281,008	\$205,000	\$385,000	\$385,000	\$250,000	\$262,000	\$152,519	\$3,365,758 ⁷
9 Des Moines	\$600,000	\$362,000	\$203,000	\$64,550	\$61,882	\$156,000	\$58,000	\$120,000	\$115,000			\$1,740,432 ⁸
10 Elida	\$97,588	\$238,250										\$335,838 ⁹
11 Ft. Sumner	\$123,000	\$208,000										\$331,000 ¹⁰
12 Grady	\$559,688	\$444,000	\$171,000	\$193,930	\$98,991	\$50,000	\$30,000					\$1,547,609 ¹²
13 Hondo Valley	\$203,284	\$273,744		\$99,920	\$166,734	\$130,000	\$80,000					\$953,682 ¹⁴
14 House	\$259,945	\$518,000			\$230,321	\$83,000		\$223,007	\$200,000	\$399,000		\$1,913,273 ¹⁵
15 Lake Arthur	\$555,470	\$284,542	\$45,000	\$115,000	\$144,938							\$1,144,950 ¹⁶
16 Las Vegas City	\$750,000	\$300,000	\$200,000									\$1,250,000 ¹⁷
17 Lordsburg					\$234,750							\$234,750 ¹⁸
18 Magdalena				\$22,120								\$22,120 ¹⁹
19 Maxwell	\$461,000	\$450,000	\$178,000	\$176,550	\$420,779	\$343,000	\$165,700	\$130,000	\$115,000			\$2,440,029 ²⁰
20 Melrose	\$252,794	\$374,000	\$381,000	\$385,700	\$480,574	\$304,000	\$310,500					\$2,488,568 ²¹
21 Mesa Vista	\$68,000	\$225,000	\$237,000	\$275,000		\$215,822	\$142,500					\$1,163,322 ²²
22 Moriarty						\$293,000						\$293,000 ²³
23 Mosquero	\$335,000	\$627,000	\$75,000	\$75,000			\$204,600	\$155,000				\$1,471,600 ²⁴
24 Mountainair							\$147,560					\$147,560 ²⁵
25 Quemado	\$170,473	\$268,951	\$625,000	\$363,820	\$328,872	\$329,000	\$250,000	\$169,217				\$2,505,333 ²⁶
26 Questa				\$567,720	\$77,512	\$51,000						\$696,232 ²⁷
27 Raton			\$150,000	\$150,000	\$352,126							\$652,126 ²⁸
28 Reserve	\$275,389	\$315,000	\$481,000	\$113,550	\$448,462	\$250,000	\$71,700					\$1,955,101 ²⁹
29 Rio Rancho						\$188,400						\$188,400 ³⁰
30 Roy		\$760,981					\$162,700	\$188,447	\$90,000	\$82,400	\$127,000	\$1,284,528 ³¹
31 San Jon		\$200,000										\$200,000 ³²
32 Socorro	\$300,000											\$300,000 ³⁴
33 Springer	\$146,000	\$153,016										\$299,016 ³⁵
34 Vaughn	\$327,000	\$415,421	\$176,500									\$918,921 ³⁷
35 Wagon Mound	\$748,000	\$830,000	\$348,000	\$366,900	\$442,925	\$550,000	\$285,000	\$484,625				\$4,055,450 ³⁸
36 West Las Vegas	\$609,000	\$200,000										\$809,000 ³⁹
Statewide Total	\$8,284,955	\$9,015,605	\$4,016,300	\$3,529,360	\$4,643,320	\$3,873,222	\$2,868,260	\$1,855,296	\$1,000,000	\$743,400	\$740,948	\$39,829,718 ⁴⁰

¹Beginning in FY15, school districts with fewer than 200 students were eligible to generate additional program units, reducing some need for emergency supplemental funding.

*Awards for FY23 are budgeted and have not yet been awarded.

SCHOOL DISTRICT	Out-of-State Tuition											
	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY13 to FY23
41 Alamogordo	\$22,464	\$22,352	\$22,464	\$22,464	\$32,669	\$34,064	\$34,914			\$40,193	\$0	\$231,584 ⁴¹
42 Lordsburg	\$240,580	\$247,091	\$245,464	\$303,954	\$267,331	\$265,936	\$250,089	\$261,462	\$285,000	\$285,000	\$315,000	\$2,651,907 ⁴²
Statewide Total	\$263,044	\$269,443	\$267,928	\$326,418	\$300,000	\$300,000	\$285,003	\$261,462	\$285,000	\$325,193	\$315,000	\$2,883,491 ⁴³

Land Grant Permanent Fund

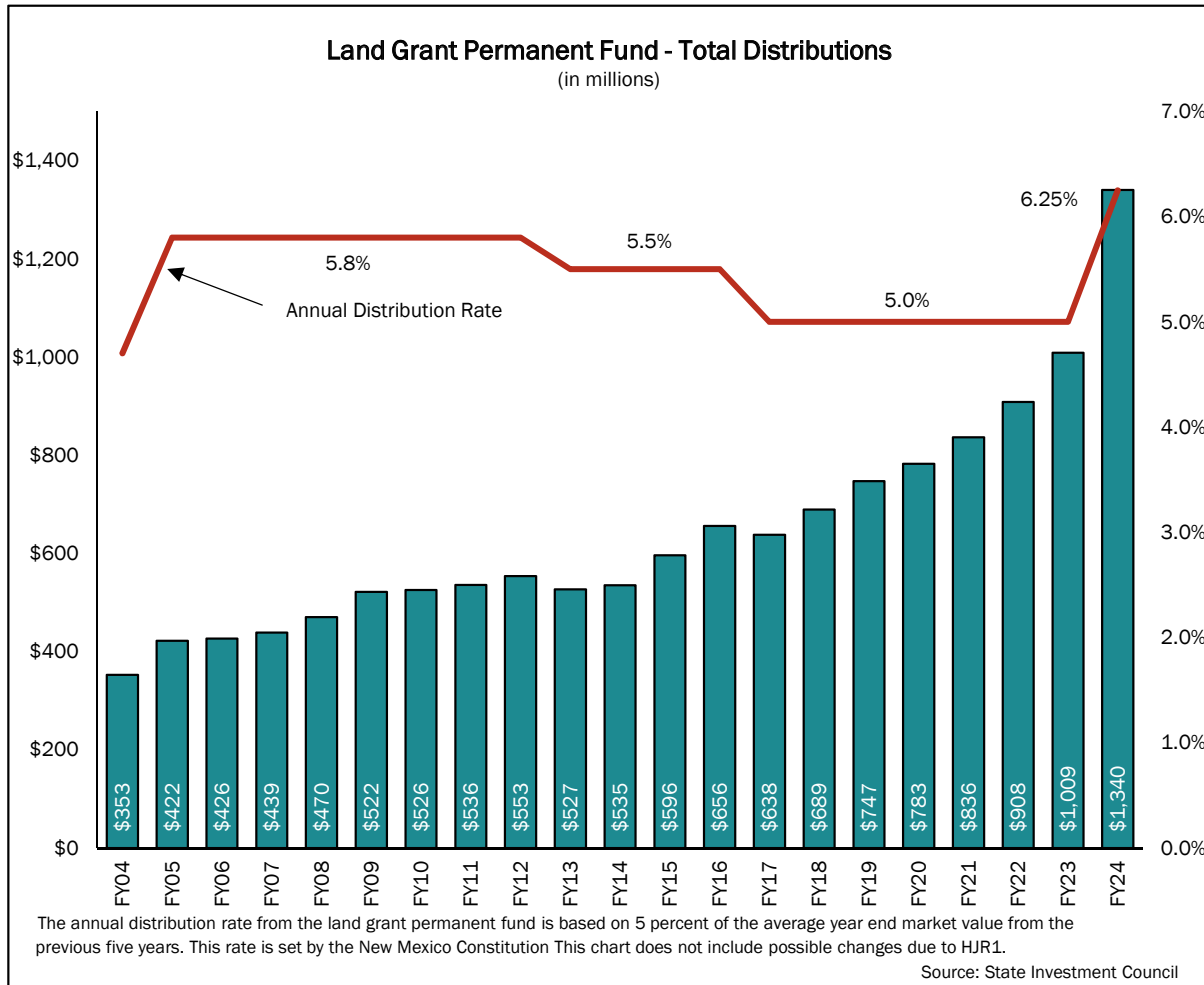
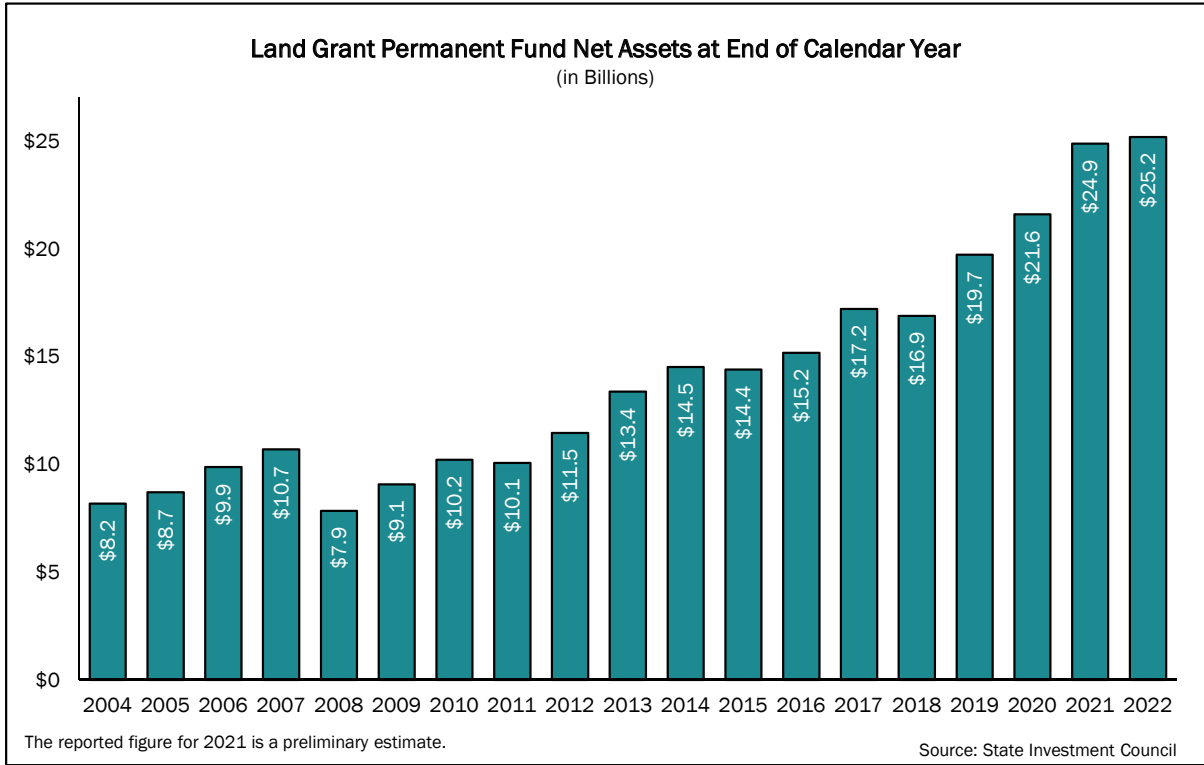
Land Grant Permanent Fund Balance and Distributions

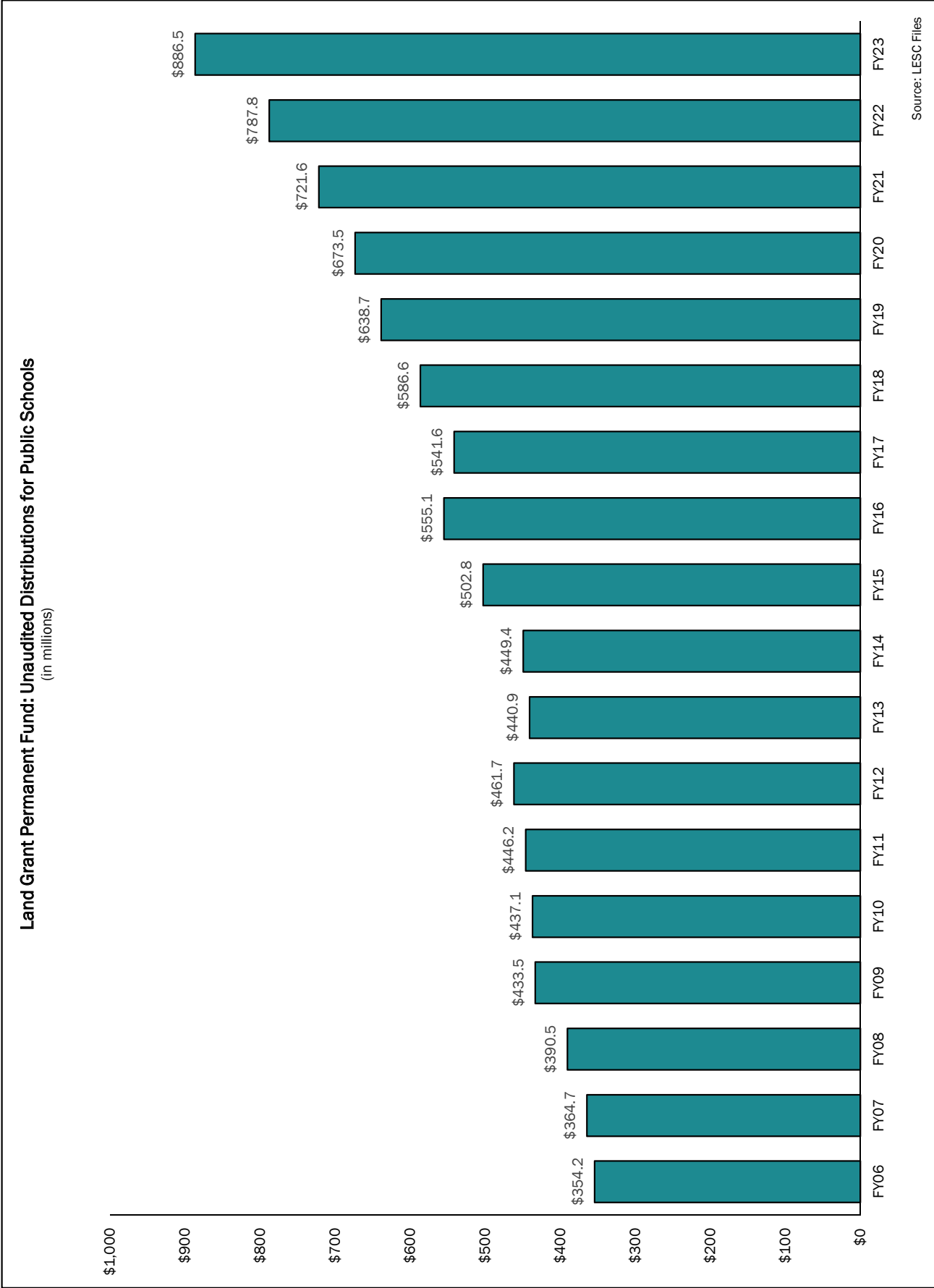
Unaudited Fund Balance and Income Distribution Summary for the Fiscal Year Ended June 30, 2023

Institutions	7/1/2022 Beginning Balance	Percentage of Fund	Income Distribution	Land Transfer	Capital Gain/Loss	Unrealized Gain/Loss	Income Earnings	Book Value Beginning Balance June 30, 2023
Common Schools	\$21,216,436,656	87.03%	(\$886,481,627)	\$2,673,761,043	\$536,760,213	\$965,103,749	\$77,979,897	\$24,583,559,931
University of New Mexico	\$267,150,697	1.10%	(\$10,667,780)	\$9,928,099	\$6,348,747	\$11,491,086	\$926,315	\$285,177,164
UNM Saline Lands	\$9,097,770	0.04%	(\$359,599)	\$47,801	\$212,392	\$386,440	\$31,093	\$9,415,897
New Mexico State University	\$86,989,614	0.36%	(\$3,498,178)	\$3,602,976	\$2,081,873	\$3,770,870	\$304,102	\$93,251,257
Western New Mexico University	\$4,777,323	0.02%	(\$188,716)	\$24,257	\$111,463	\$202,768	\$16,316	\$4,943,411
New Mexico Highlands University	\$4,753,654	0.02%	(\$187,783)	\$24,257	\$110,913	\$201,766	\$16,236	\$4,919,043
Northern New Mexico College	\$3,889,966	0.02%	(\$153,742)	\$24,324	\$90,830	\$165,208	\$13,295	\$4,029,880
Eastern New Mexico University	\$14,708,140	0.06%	(\$581,868)	\$96,578	\$343,766	\$625,802	\$50,327	\$15,242,745
New Mexico Inst. of Mining and Technology	\$36,728,190	0.15%	(\$1,452,619)	\$271,268	\$858,393	\$1,561,458	\$125,638	\$38,092,328
New Mexico Military Institute	\$648,316,028	2.66%	(\$26,014,573)	\$21,909,446	\$15,449,247	\$28,030,304	\$2,259,033	\$689,949,485
New Mexico Boys School	\$1,011,808	0.004%	(\$39,880)	\$0	\$23,528	\$42,830	\$3,445	\$1,041,732
DHI Miners Hospital	\$169,709,721	0.70%	(\$6,724,903)	\$1,668,175	\$3,976,425	\$7,244,862	\$581,954	\$176,456,234
New Mexico State Hospital	\$76,864,497	0.32%	(\$3,093,208)	\$3,606,382	\$1,843,192	\$3,327,487	\$269,002	\$82,817,353
New Mexico State Penitentiary	\$391,649,863	1.61%	(\$15,948,201)	\$24,884,109	\$9,523,287	\$17,257,036	\$1,391,120	\$428,757,215
New Mexico School for the Deaf	\$380,450,117	1.56%	(\$15,189,873)	\$10,143,211	\$9,011,680	\$16,364,841	\$1,317,640	\$402,097,615
School for the Visually Impaired	\$379,730,177	1.56%	(\$15,161,595)	\$10,160,084	\$8,995,028	\$16,334,454	\$1,315,201	\$401,373,349
Charitable, Penal, and Reform	\$150,541,916	0.62%	(\$5,963,408)	\$1,519,229	\$3,525,589	\$6,410,385	\$516,011	\$156,549,721
Water Reservoir	\$187,800,914	0.77%	(\$7,427,470)	\$1,259,727	\$4,388,113	\$7,984,096	\$642,353	\$194,647,732
Improve Rio Grande	\$41,906,285	0.17%	(\$1,654,650)	\$167,741	\$977,065	\$1,777,637	\$143,042	\$43,317,120
Public Buildings Capital Inc.	\$306,744,765	1.258207%	(\$13,522,230)	\$78,623,288	\$8,382,066	\$14,795,236	\$1,209,709	\$396,232,834
Carrie Tingley Hospital	\$255,116	0.001046%	(\$10,106)	\$1,925	\$5,975	\$10,905	\$874	\$264,689
STATEWIDE	\$24,379,513,217	100%	(\$1,014,322,008)	\$2,841,723,920	\$613,019,763	\$1,103,089,218	\$89,112,604	\$28,012,136,733

Source: State Investment Council

Land Grant Permanent Fund





Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost	Budgeted Cash June 30, 2023	FY23 Program Cost	Percent of FY23 Program Cost
School Districts						
1 Alamogordo Public Schools	\$5,401,146	\$48,821,748	11.1%	\$6,447,717	\$51,052,829	12.6%
2 Albuquerque Public Schools	\$52,724,040	\$719,238,575	7.3%	\$65,900,000	\$798,868,675	8.2%
3 Animas Public Schools	\$602,906	\$2,392,450	25.2%	\$435,046	\$2,729,722	15.9%
4 Artesia Public Schools	\$4,702,209	\$32,104,057	14.6%	\$3,945,070	\$36,669,290	10.8%
5 Aztec Municipal Schools	\$3,120,275	\$22,872,299	13.6%	\$2,273,350	\$25,170,108	9.0%
6 Belen Consolidated Schools	\$5,143,066	\$36,162,265	14.2%	\$10,511,804	\$37,793,505	27.8%
7 Bernalillo Public Schools	\$12,088,292	\$28,935,662	41.8%	\$11,951,365	\$32,407,598	36.9%
8 Bloomfield Schools	\$9,103,039	\$23,517,249	38.7%	\$7,784,868	\$27,524,847	28.3%
9 Capitan Municipal Schools	\$1,565,588	\$5,526,697	28.3%	\$1,840,087	\$6,275,659	29.3%
10 Carlsbad Municipal Schools	\$16,976,178	\$58,199,066	29.2%	\$14,059,557	\$65,579,588	21.4%
11 Carrizo Municipal Schools	\$176,960	\$2,597,946	6.8%	\$744,610	\$3,081,577	24.2%
12 Central Consolidated Schools	\$41,093,374	\$54,843,635	74.9%	\$47,460,219	\$54,794,991	86.6%
13 Chama Valley Independent Schools	\$919,672	\$5,457,614	16.9%	\$1,004,652	\$5,887,095	17.1%
14 Cimarron Municipal Schools	\$322,986	\$4,372,352	7.4%	\$303,603	\$4,997,067	6.1%
15 Clayton Municipal Schools	\$1,427,986	\$5,263,356	27.1%	\$1,237,619	\$5,650,456	21.9%
16 Cloudcroft Municipal Schools	\$928,084	\$5,208,920	17.8%	\$1,003,441	\$5,833,588	17.2%
17 Clovis Municipal Schools	\$12,133,583	\$68,050,566	17.8%	\$18,012,828	\$75,816,652	23.8%
18 Cobre Consolidated Schools	\$913,837	\$13,080,065	7.0%	\$1,253,433	\$13,778,880	9.1%
19 Corona Municipal Schools	\$275,902	\$1,840,363	15.0%	\$223,318	\$2,123,572	10.5%
20 Cuba Independent Schools	\$2,447,450	\$9,883,697	24.8%	\$4,737,104	\$10,901,984	43.5%
21 Deming Public Schools	\$5,461,869	\$53,953,910	10.1%	\$13,576,517	\$54,258,204	25.0%
22 Des Moines Municipal Schools	\$363,990	\$1,865,860	19.5%	\$565,154	\$2,358,709	24.0%
23 Dexter Consolidated Schools	\$1,922,503	\$8,864,344	21.7%	\$1,001,437	\$9,953,881	10.1%
24 Dora Municipal Schools	\$866,961	\$2,941,045	29.5%	\$1,093,433	\$3,257,745	33.6%
25 Dulce Independent Schools	\$4,981,068	\$7,680,053	64.9%	\$7,084,197	\$7,824,256	90.5%
26 Elida Municipal Schools	\$305,713	\$2,548,937	12.0%	\$465,067	\$3,001,904	15.5%
27 Española Public Schools	\$3,114,659	\$33,033,493	9.4%	\$2,436,639	\$33,731,154	7.2%
28 Estancia Municipal Schools	\$1,530,536	\$7,655,417	20.0%	\$1,724,813	\$8,396,812	20.5%
29 Eunice Municipal Schools	\$2,418,319	\$7,689,735	31.4%	\$2,097,498	\$7,841,486	26.7%
30 Farmington Municipal Schools	\$5,635,964	\$93,515,835	6.0%	\$3,700,000	\$106,887,419	3.5%
31 Floyd Municipal Schools	\$446,526	\$2,974,741	15.0%	\$621,701	\$3,311,147	18.8%
32 Fort Summer Municipal Schools	\$207,571	\$3,479,904	6.0%	\$157,103	\$4,020,490	3.9%
33 Gadsden Independent Schools	\$48,217,532	\$129,369,864	37.3%	\$56,150,587	\$134,766,048	41.7%
34 Gallup-McKinley County Schools	\$27,167,105	\$118,738,689	22.9%	\$50,394,156	\$130,868,974	38.5%
35 Grady Municipal Schools	\$361,316	\$2,512,060	14.4%	\$271,983	\$2,720,875	10.0%
36						

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost	Budgeted Cash June 30, 2023	FY23 Program Cost	Percent of FY23 Program Cost
37 Grants-Cibola County Schools	\$11,096,582	\$34,866,976	31.8%	\$12,117,829	\$34,162,804	35.5%
38 Hagerman Municipal Schools	\$1,456,354	\$5,249,001	27.7%	\$1,355,416	\$5,452,519	24.9%
39 Hatch Valley Public Schools	\$3,719,871	\$13,539,837	27.5%	\$5,434,596	\$14,540,709	37.4%
40 Hobbs Municipal Schools	\$11,290,823	\$92,008,344	12.3%	\$24,876,252	\$98,933,848	25.1%
41 Hondo Valley Public Schools	\$122,376	\$2,609,933	4.7%	\$236,918	\$3,005,670	7.9%
42 House Municipal Schools	\$261,237	\$1,747,417	14.9%	\$319,061	\$1,900,193	16.8%
43 Jal Public Schools	\$5,534,975	\$5,905,953	93.7%	\$5,743,103	\$6,491,655	88.5%
44 Jemez Mountain Public Schools	\$997,443	\$3,379,070	29.5%	\$847,831	\$3,300,693	25.7%
45 Jemez Valley Public Schools	\$2,578,318	\$4,304,553	59.9%	\$3,179,995	\$4,790,736	66.4%
46 Lake Arthur Municipal Schools	\$589,955	\$2,398,451	24.6%	\$997,636	\$2,787,841	35.8%
47 Las Cruces Public Schools	\$29,932,205	\$213,161,591	14.0%	\$25,175,434	\$238,816,012	10.5%
48 Las Vegas City Public Schools	\$1,850,027	\$14,113,549	13.1%	\$1,395,434	\$13,728,747	10.2%
49 Logan Municipal Schools	\$1,063,889	\$3,703,714	28.7%	\$1,000,000	\$4,308,842	23.2%
50 Lordsburg Municipal Schools	\$60,467	\$5,447,153	1.1%	\$296,815	\$6,106,052	4.9%
51 Los Alamos Public Schools	\$3,396,545	\$32,098,679	10.6%	\$2,677,944	\$36,870,905	7.3%
52 Los Lunas Public Schools	\$14,000,000	\$73,761,503	19.0%	\$21,703,500	\$80,050,327	27.1%
53 Loving Municipal Schools	\$2,809,501	\$6,720,292	41.8%	\$2,131,519	\$7,851,471	27.1%
54 Lovington Municipal Schools	\$6,870,824	\$36,064,451	19.1%	\$4,570,777	\$37,842,992	12.1%
55 Magdalena Municipal Schools	\$919,835	\$4,167,810	22.1%	\$970,004	\$4,757,153	20.4%
56 Maxwell Municipal Schools	\$267,597	\$2,204,374	12.1%	\$288,552	\$2,526,328	11.4%
57 Melrose Public Schools	\$396,480	\$3,249,646	12.2%	\$402,863	\$3,908,571	10.3%
58 Mesa Vista Consolidated Schools	\$318,690	\$3,568,601	8.9%	\$274,487	\$3,975,731	6.9%
59 Mora Independent Schools	\$263,949	\$5,648,365	4.7%	\$990,031	\$5,987,003	16.5%
60 Moriarty-Edgewood School District	\$2,785,222	\$21,707,518	12.8%	\$3,088,307	\$23,374,865	13.2%
61 Mosquero Municipal Schools	\$493,922	\$1,952,091	25.3%	\$551,351	\$2,166,123	25.5%
62 Mountainair Public Schools	\$454,701	\$3,410,582	13.3%	\$184,645	\$3,773,878	4.9%
63 Pecos Independent Schools	\$1,053,543	\$5,923,581	17.8%	\$995,000	\$6,751,748	14.7%
64 Peñasco Independent Schools	\$1,880,521	\$4,361,921	43.1%	\$517,733	\$4,643,578	11.1%
65 Pojoaque Valley Public Schools	\$6,231,926	\$16,090,680	38.7%	\$6,665,505	\$17,004,854	39.2%
66 Portales Municipal Schools	\$2,882,096	\$24,818,233	11.6%	\$1,928,266	\$28,302,420	6.8%
67 Quemado Independent Schools	\$1,080,104	\$2,636,903	41.0%	\$805,223	\$3,060,426	26.3%
68 Questa Independent Schools	\$1,043,334	\$4,078,744	25.6%	\$625,200	\$4,835,794	12.9%
69 Raton Public Schools	\$2,168,859	\$8,646,078	25.1%	\$2,004,875	\$9,267,335	21.6%
70 Reserve Public Schools	\$703,915	\$2,212,451	31.8%	\$305,274	\$2,478,940	12.3%
71 Rio Rancho Public Schools	\$16,177,422	\$161,269,058	10.0%	\$17,004,368	\$176,955,259	9.6%
72 Roswell Independent Schools	\$12,374,333	\$86,390,675	14.3%	\$21,595,000	\$92,664,800	23.3%

Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost	Budgeted Cash June 30, 2023	FY23 Program Cost	Percent of FY23 Program Cost
73 Roy Municipal Schools	\$87,133	\$1,595,526	5.5%	\$147,361	\$1,957,411	7.5%
74 Ruidoso Municipal Schools	\$7,506,376	\$16,669,498	45.0%	\$8,157,392	\$18,348,142	44.5%
75 San Jon Municipal Schools	\$586,102	\$2,004,699	29.2%	\$170,976	\$2,314,413	7.4%
76 Santa Fe Public Schools	\$3,755,307	\$115,826,978	3.2%	\$5,077,151	\$118,378,084	4.3%
77 Santa Rosa Consolidated Schools	\$662,518	\$7,476,926	8.9%	\$532,644	\$8,061,110	6.6%
78 Silver Consolidated Schools	\$3,163,317	\$22,439,681	14.1%	\$2,389,806	\$25,820,438	9.3%
79 Socorro Consolidated Schools	\$1,721,321	\$14,993,966	11.5%	\$2,207,903	\$15,034,587	14.7%
80 Springer Municipal Schools	\$400,000	\$2,440,054	16.4%	\$394,578	\$2,500,052	15.8%
81 Taos Municipal Schools	\$4,872,823	\$20,133,010	24.2%	\$4,377,300	\$21,750,217	20.1%
82 Tatum Municipal Schools	\$1,122,846	\$4,350,313	25.8%	\$810,260	\$4,648,432	17.4%
83 Texico Municipal Schools	\$852,597	\$5,842,914	14.6%	\$1,415,058	\$6,854,549	20.6%
84 Truth or Consequences Municipal Schools	\$3,003,785	\$12,293,134	24.4%	\$2,258,768	\$14,126,671	16.0%
85 Tucumcari Public Schools	\$3,145,719	\$9,151,864	34.4%	\$2,393,076	\$10,167,055	23.5%
86 Tularosa Municipal Schools	\$1,096,445	\$9,585,129	11.4%	\$1,405,000	\$12,041,889	11.7%
87 Vaughn Municipal Schools	\$128,001	\$1,691,021	7.6%	\$215,834	\$1,948,741	11.1%
88 Wagon Mound Public Schools	\$104,601	\$1,953,715	5.4%	\$131,289	\$2,114,112	6.2%
89 West Las Vegas Public Schools	\$2,607,085	\$14,736,539	17.7%	\$1,209,740	\$15,867,440	7.6%
90 Zuni Public Schools	\$6,620,529	\$13,767,250	48.1%	\$3,347,832	\$13,649,162	24.5%
91 Charter Schools						
92 Albuquerque						
93 Aces Technical Charter		\$883,636		\$8,513	\$2,080,199	0.4%
94 ACE Leadership High School	\$1,851,560	\$2,439,718	75.9%	\$1,400,393	\$2,869,325	48.8%
95 Albuquerque Bilingual Academy	\$1,902,384	\$3,915,600	48.6%	\$2,642,080	\$4,099,700	64.4%
96 Albuquerque Charter Academy	\$500,000	\$3,568,431	14.0%	\$499,999	\$3,827,142	13.1%
97 Albuquerque Collegiate	\$165,557	\$1,418,026	11.7%	\$508,861	\$1,676,233	30.4%
98 Albuquerque Institute of Math & Science	\$2,095,000	\$3,767,424	55.6%	\$2,626,000	\$3,816,622	68.8%
99 Albuquerque School of Excellence	\$582,719	\$7,188,647	8.1%	\$869,792	\$8,005,433	10.9%
100 Albuquerque Sign Language Academy	\$1,185,268	\$2,676,372	44.3%	\$1,574,056	\$3,538,332	44.5%
101 Albuquerque Talent Development Charter	\$175,000	\$1,235,601	14.2%	\$384,855	\$1,397,413	27.5%
102 Alice King Community School	\$425,000	\$4,561,674	9.3%	\$783,380	\$4,789,813	16.4%
103 Altura Preparatory School	\$120,000	\$1,542,106	7.8%	\$50,000	\$2,099,732	2.4%
104 Amy Biehl Charter High School	\$669,579	\$3,391,772	19.7%	\$424,862	\$2,852,802	14.9%
105 Cesar Chavez Community School	\$1,187,659	\$2,274,829	52.2%	\$1,203,328	\$2,407,031	50.0%
106 Christine Duncan Heritage Academy	\$519,993	\$3,828,820	13.6%	\$569,738	\$3,917,153	14.5%
107 Cien Aguas International	\$271,384	\$4,221,113	6.4%	\$508,622	\$4,701,387	10.8%
108 Coral Community Charter	\$80,658	\$2,012,844	4.0%	\$271,861	\$1,979,303	13.7%

Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost	Budgeted Cash June 30, 2023	FY23 Program Cost	Percent of FY23 Program Cost
109 Corrales International	\$893,074	\$2,690,192	33.2%	\$1,000,000	\$2,673,586	37.4%
110 Cottonwood Classical Prep	\$726,210	\$6,735,824	10.8%	\$949,716	\$6,928,346	13.7%
111 Digital Arts And Technology	\$250,954	\$3,279,354	7.7%	\$362,018	\$3,504,236	10.3%
112 East Mountain High School	\$641,222	\$3,715,974	17.3%	\$300,000	\$3,854,517	7.8%
113 El Camino Real Academy	\$75,000	\$2,790,098	2.7%	\$75,000	\$3,349,794	2.2%
114 Explore Academy	\$457,660	\$9,342,494	4.9%	\$400,000	\$11,546,570	3.5%
115 Gilbert L Sena Charter HS	\$100,000	\$1,434,945	7.0%	\$270,000	\$1,864,308	14.5%
116 Gordon Bernell Charter	\$797,366	\$2,249,313	35.4%	\$1,552,999	\$2,212,026	70.2%
117 GREAT Academy	\$376,416	\$1,244,544	30.2%	\$214,433	\$1,407,509	15.2%
118 Health Leadership High School	\$2,505,000	\$2,406,071	104.1%	\$1,672,000	\$2,494,778	67.0%
119 Horizon Academy West	\$991,726	\$3,339,539	29.7%	\$1,316,219	\$4,105,377	32.1%
120 International School at Mesa Del Sol	\$376,818	\$3,028,983	12.4%	\$584,361	\$3,208,053	18.2%
121 La Academia De Esperanza	\$1,559,626	\$3,256,435	47.9%	\$534,507	\$2,601,826	20.5%
122 Los Puentes Charter	\$466,749	\$1,531,057	30.5%	\$461,729	\$1,785,336	25.9%
123 Mark Armijo Academy	\$575,000	\$2,496,246	23.0%	\$627,711	\$2,524,964	24.9%
124 Media Arts Collaborative	\$457,269	\$2,231,602	20.5%	\$484,878	\$2,244,040	21.6%
125 Mission Achievement And Success	\$170,656	\$16,289,878	1.0%	\$565,000	\$18,221,538	3.1%
126 Montessori Elementary School	\$50,000	\$3,421,699	1.5%	\$50,000	\$3,803,114	1.3%
127 Montessori of the Rio Grande	\$376,640	\$2,144,515	17.6%	\$449,801	\$2,438,073	18.4%
128 Mountain Mahogany Community School	\$95,000	\$2,098,783	4.5%	\$48,297	\$2,577,544	1.9%
129 Native American Community Academy	\$886,218	\$4,880,653	18.2%	\$934,950	\$5,128,398	18.2%
130 New America School - Albuquerque	\$300,000	\$2,241,196	13.4%	\$400,000	\$2,229,196	17.9%
131 New Mexico International School	\$1,256,746	\$3,589,677	35.0%	\$1,546,033	\$3,956,059	39.1%
132 North Valley Academy	\$1,659,670	\$4,071,206	40.8%	\$1,881,480	\$3,910,261	48.1%
133 Public Academy for Performing Arts	\$600,000	\$3,698,603	16.2%	\$574,080	\$3,950,581	14.5%
134 Rio Academy of Fine Arts				\$196,899	\$817,032	24.1%
135 Robert F. Kennedy Charter	\$559,900	\$4,124,043	13.6%	\$552,377	\$4,254,921	13.0%
136 Siembra Leadership High School	\$866,800	\$2,708,166	32.0%	\$403,001	\$3,162,752	12.7%
137 Solare Collegiate	\$143,417	\$2,713,160	5.3%	\$649,081	\$2,637,143	24.6%
138 South Valley Academy	\$1,455,022	\$5,999,123	24.3%	\$1,269,402	\$6,350,312	20.0%
139 South Valley Prep	\$145,776	\$1,728,855	8.4%	\$288,040	\$1,905,782	15.1%
140 Southwest Aeronautics, Math, and Science	\$300,000	\$2,456,287	12.2%	\$186,425	\$2,676,916	7.0%
141 Southwest Preparatory Learning Center	\$230,031	\$1,658,103	13.9%	\$62,783	\$1,602,469	3.9%
142 Southwest Secondary Learning Center	\$2,134,949	\$1,700,766	125.5%	\$1,345,127	\$1,624,592	82.8%
143 Technology Leadership	\$3,460,718	\$3,552,694	97.4%	\$4,897,718	\$3,212,632	152.5%
144 Tierra Adentro	\$500,000	\$2,770,782	18.0%	\$850,000	\$2,867,332	29.6%

Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

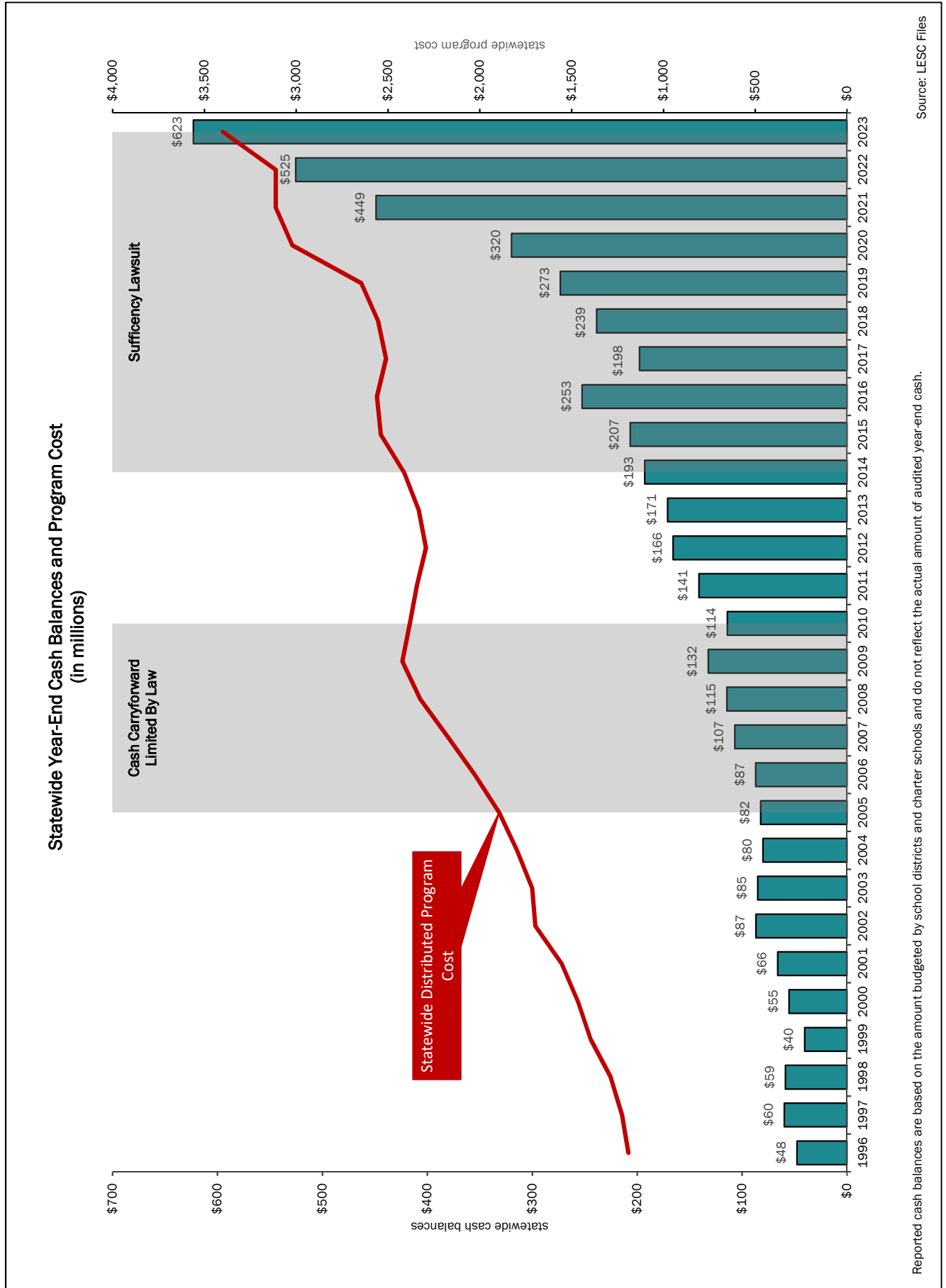
School District or Charter School	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost	Budgeted Cash June 30, 2023	FY23 Program Cost	Percent of FY23 Program Cost
145 Twenty-First Century	\$60,000	\$3,326,535	1.8%	\$306,102	\$3,748,507	8.2%
146 Voz Collegiate Preparatory Charter	\$51,285	\$470,797	10.9%	\$45,801	\$785,139	5.8%
147 William W Josephine Dorn Charter	\$58,919	\$656,427	9.0%	\$0	\$631,238	0.0%
148 Aztec						
149 Mosaic Academy Charter	\$289,830	\$1,659,844	17.5%	\$277,819	\$1,893,417	14.7%
150 Carlsbad						
151 Jefferson Montessori	\$215,876	\$2,357,602	9.2%	\$16,873	\$2,429,674	0.7%
152 Pecos Connections	\$3,000,000	\$16,023,040	18.7%	\$6,500,000	\$18,456,062	35.2%
153 Central						
154 Dream Dine	\$214,514	\$578,434	37.1%	\$357,853	\$561,688	63.7%
155 Cimarron						
156 Moreno Valley High	\$95,499	\$979,705	9.7%	\$54,932	\$1,104,009	5.0%
157 Deming						
158 Deming Cesar Chavez	\$500,224	\$1,530,133	32.7%	\$563,411	\$1,761,694	32.0%
159 Española						
160 La Tierra Montessori School	\$73,914	\$840,715	8.8%	\$0	\$917,326	0.0%
161 McCurdy Charter School	\$438,039	\$4,331,858	10.1%	\$293,994	\$5,013,066	5.9%
162 Gallup-McKinley						
Dzil Ditt'ooi School of Empowerment, Action and Perseverance (DEAP)	\$164,891	\$537,537	30.7%	\$244,079	\$556,988	43.8%
163 Hozho Academy	\$474,335	\$5,116,902	9.3%	\$706,036	\$5,861,940	12.0%
164 Middle College High	\$635,930	\$1,684,981	37.7%	\$718,679	\$1,592,330	45.1%
165 Six Directions	\$189,000	\$868,381	21.8%	\$250,000	\$885,737	28.2%
166 Jemez Valley						
167 San Diego Riverside	\$56,000	\$1,113,000	5.0%	\$174,765	\$951,643	18.4%
168 Walatowa Charter High	\$2,156,581	\$835,780	258.0%	\$1,779,335	\$741,374	240.0%
169 Las Cruces						
170 Alma D'Arte Charter	\$34,576	\$1,589,778	2.2%	\$106,969	\$1,446,381	7.4%
171 Explore Academy	\$12,564	\$886,170	1.4%	\$447,555	\$1,856,560	24.1%
172 J Paul Taylor Academy	\$211,250	\$1,756,234	12.0%	\$293,209	\$1,874,579	15.6%
173 La Academia Dolores Huerta	\$436,679	\$806,319	54.2%	\$106,633	\$742,020	14.4%
174 Las Montañas Charter	\$207,915	\$1,885,176	11.0%	\$427,252	\$1,943,749	22.0%
175 New America School - Las Cruces	\$300,000	\$1,795,955	16.7%	\$425,000	\$1,710,500	24.8%
176 Raices del Saber Xinachtli	\$308,178	\$1,090,392	28.3%	\$483,416	\$1,214,459	39.8%
177 Los Lunas						
178 School of Dreams Academy	\$76,909	\$5,462,545	1.4%	\$0	\$6,340,305	0.0%
179						

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost	Budgeted Cash June 30, 2023	FY23 Program Cost	Percent of FY23 Program Cost
Moriarty						
180 Estancia Valley Classical Academy	\$423,289	\$4,749,605	8.9%	\$506,947	\$5,895,904	8.6%
Roswell						
181 Sidney Gutierrez Middle	\$580,948	\$1,807,830	32.1%	\$604,000	\$1,921,355	31.4%
Questa						
182 Red River Valley Charter School	\$220,000	\$978,723	22.5%	\$399,070	\$1,121,736	35.6%
183 Roots & Wings Community	\$101,110	\$697,811	14.5%	\$194,683	\$910,704	21.4%
Rio Rancho						
184 ASK Academy	\$250,000	\$4,555,833	5.5%	\$1,088,010	\$5,713,302	19.0%
185 Sandoval Academy of Bilingual Education	\$300,000	\$2,113,149	14.2%	\$255,911	\$2,199,689	11.6%
Santa Fe						
186 Academy for Technology and the Classics	\$346,364	\$3,656,441	9.5%	\$193,273	\$3,822,917	5.1%
187 New Mexico Connections Academy	\$650,000	\$10,820,914	6.0%	\$2,300,000	\$13,598,416	16.9%
188 MASTERS Program	\$2,359,796	\$2,576,631	91.6%	\$2,238,472	\$2,619,587	85.5%
189 Monte Del Sol Charter	\$113,324	\$3,481,504	3.3%	\$118,010	\$3,738,362	3.2%
190 New Mexico School for the Arts	\$488,117	\$2,753,251	17.7%	\$429,018	\$3,015,986	14.2%
191 Thrive Community School				\$150,821	\$1,204,623	12.5%
192 Tierra Encantada Charter School	\$1,352,306	\$3,180,397	42.5%	\$1,020,586	\$3,004,599	34.0%
193 Turquoise Trail Charter School	\$1,193,937	\$6,043,255	19.8%	\$957,715	\$6,109,343	15.7%
Silver City						
194 Aldo Leopold Charter	\$198,705	\$2,037,767	9.8%	(\$83,889)	\$2,141,730	-3.9%
Socorro						
195 Cottonwood Valley Charter	\$340,000	\$1,774,548	19.2%	\$540,149	\$2,216,660	24.4%
Taos						
196 Anansi Charter School	\$100,000	\$1,984,843	5.0%	\$280,000	\$2,176,125	12.9%
197 Taos Academy	\$881,275	\$3,324,167	26.5%	\$960,450	\$3,382,559	28.4%
198 Taos Integrated School of Arts	\$546,243	\$2,216,677	24.6%	\$911,994	\$2,169,906	42.0%
199 Taos International School	\$239,597	\$2,177,248	11.0%	\$206,999	\$1,985,206	10.4%
200 Taos Municipal Charter	\$36,369	\$2,274,887	1.6%	\$30,000	\$2,329,722	1.3%
201 Vista Grande High School	\$307,493	\$1,232,625	24.9%	\$138,328	\$1,366,797	10.1%
West Las Vegas						
202 Rio Gallinas School	\$385,629	\$1,080,505	35.7%	\$337,129	\$1,176,276	28.7%
STATEWIDE TOTAL	\$525,483,355	\$3,111,812,789	16.9%	\$623,008,484	\$3,399,627,541	18.3%

Source: LESC Files

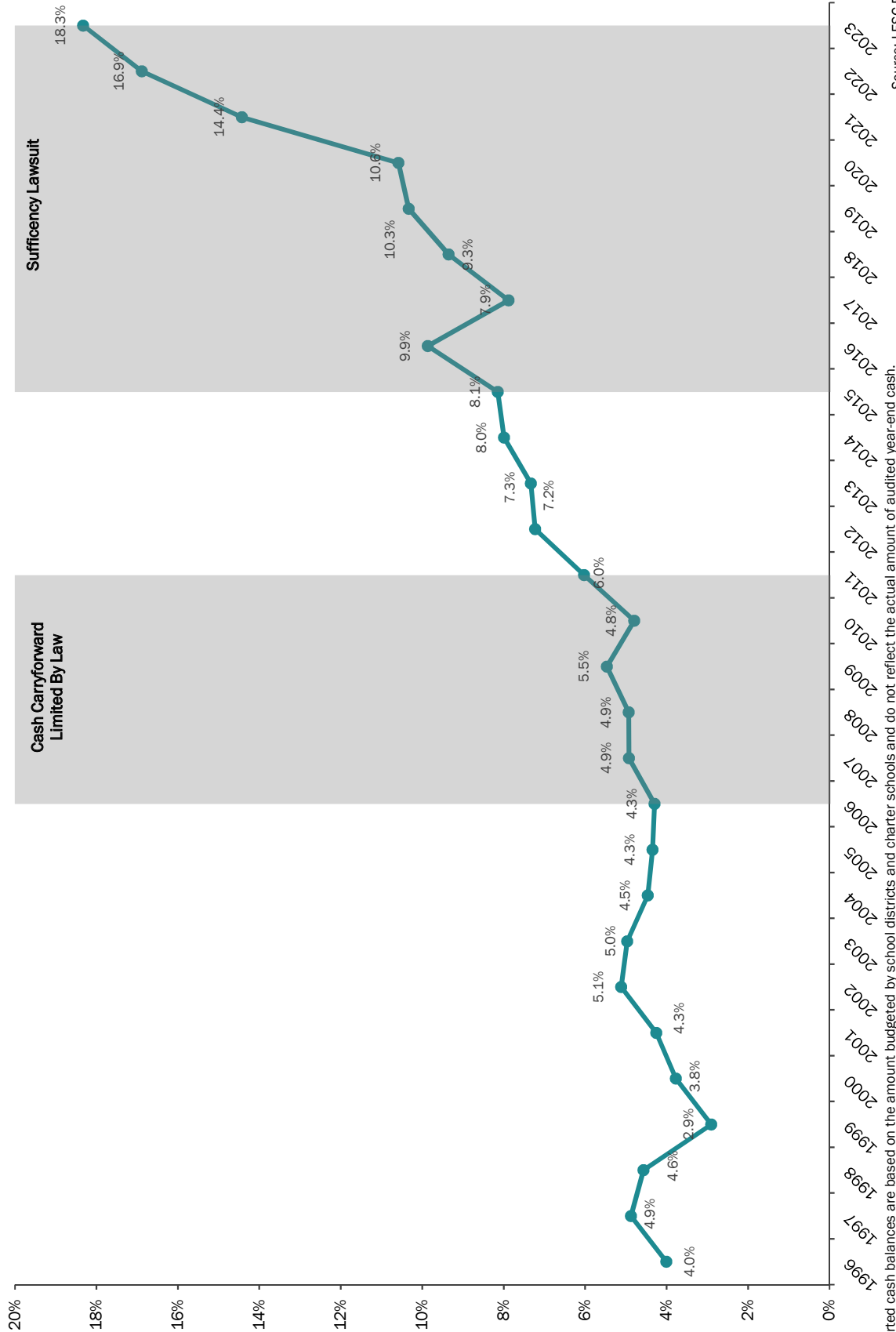
Cash Balances



Source: LESC Files

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

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



Source: LESC Files

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

School Calendars / K-12 Plus

FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
School Districts												
1. ALAMOGORDO PUBLIC SCHOOLS	Five-Day	9	141	36	8	185	5	1,114.5			60	
2. ALAMOGORDO PUBLIC SCHOOLS	Five-Day	4	141	36	4	181	1	1,166.3			30	
3. ALBUQUERQUE PUBLIC SCHOOLS	Five-Day	1	171	2	8	181	1	1,117.5			60	
4. ALBUQUERQUE PUBLIC SCHOOLS	Five-Day	66	171	-	9	180		1,111.5			60	
5. ALBUQUERQUE PUBLIC SCHOOLS	Five-Day	21	184	-	9	193	10	1,288.0			60	
6. ALBUQUERQUE PUBLIC SCHOOLS	Four-Day	1	159	-	5	164			1,205.2		30	
7. ALBUQUERQUE PUBLIC SCHOOLS	Five-Day	25	180	-	4	184	4	1,170.0	1,170.0		26	
8. ALBUQUERQUE PUBLIC SCHOOLS	Five-Day	31	173	-	4	177		1,124.5	1,124.5		26	
9. ANIMAS PUBLIC SCHOOLS	Four-Day	2	151	-	4	155		1,132.5			28	
10. ANIMAS PUBLIC SCHOOLS	Four-Day	1	151	-	4	155		1,132.5			28	
11. ARTESIA PUBLIC SCHOOLS	Five-Day	6	165	11	7	183	3	989.7			60	
12. ARTESIA PUBLIC SCHOOLS	Five-Day	1	175	1	7	183	3	1,171.3			52	
13. ARTESIA PUBLIC SCHOOLS	Five-Day	3	176	-	4	180			1,152.8		30	
14. ARTESIA PUBLIC SCHOOLS	Four-Day	1	145	4	5	154		1,117.5	1,117.5		30	
15. AZTEC	Four-Day	3	141	23	5	169		1,124.1			60	
16. AZTEC	Four-Day	3	141	19	4	164		1,124.1	1,112.8		30	
17. BELEN CONSOLIDATED SCHOOLS	Five-Day	6	180	3	8	191	10	1,080.0			60	
18. BELEN CONSOLIDATED SCHOOLS	Five-Day	4	180	3	4	187	7		1,152.0		30	
19. BERNALILLO PUBLIC SCHOOL	Five-Day	6	175	8	6	189	9	1,116.0			60	
20. BERNALILLO PUBLIC SCHOOL	Five-Day	4	184	-	5	189	9		1,164.7		30	
21. BLOOMFIELD SCHOOLS	Five-Day	4	149	28	-	177		1,159.8			35	
22. BLOOMFIELD SCHOOLS	Five-Day	3	149	28	-	177			1,159.8		30	
23. CAPITAN MUNICIPAL SCHOOLS	Four-Day	1	152	-	7	159	4	1,102.0			60	
24. CAPITAN MUNICIPAL SCHOOLS	Four-Day	2	155	-	4	159	4		1,136.2		30	
25. CARLSBAD MUNICIPAL SCHOOLS	Five-Day	6	147	31	3	181	1	1,126.0			53	
26. CARLSBAD MUNICIPAL SCHOOLS	Five-Day	5	147	31	3	181	1		1,184.1		30	
27. CARRIZO MUNICIPAL SCHOOLS	Four-Day	1	147	-	8	155		1,114.3			60	
28. CARRIZO MUNICIPAL SCHOOLS	Four-Day	2	150	-	4	154			1,137.0		30	
29. CENTRAL CONSOLIDATED SCHOOLS	Five-Day	8	161	17	4	182	2	1,123.0			60	
30. CENTRAL CONSOLIDATED SCHOOLS	Five-Day	7	163	17	2	182	2		1,136.0		30	
31. CHAMA VALLEY INDEPENDENT SCHOOL	Five-Day	2	165	-	8	173	10	1,113.8			59	
32. CHAMA VALLEY INDEPENDENT SCHOOL	Four-Day	2	165	-	4	169	10		1,196.3		27	
33. CIMARRON MUNICIPAL SCHOOLS	Four-Day	2	148	-	7	155		1,139.6			56	
34. CIMARRON MUNICIPAL SCHOOLS	Four-Day	3	149	-	4	153		1,147.3			30	
35. CLAYTON MUNICIPAL SCHOOLS	Five-Day	1	141	31	8	180		1,133.5			60	
36. CLAYTON MUNICIPAL SCHOOLS	Five-Day	1	141	31	8	180		1,168.8			60	
37. CLAYTON MUNICIPAL SCHOOLS	Five-Day	2	141	31	4	176			1,172.5		30	

FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days						Calendar Hours			
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
38 CLOUDCROFT MUNICIPAL SCHOOLS	Four-Day	1	150	-	4	154			1,113.0		30	38
39 CLOUDCROFT MUNICIPAL SCHOOLS	Four-Day	2	150	-	4	154			1,113.0		30	39
40 CLOVIS MUNICIPAL SCHOOLS	Five-Day	11	170	-	8	178			1,105.0		60	40
41 CLOVIS MUNICIPAL SCHOOLS	Five-Day	6	170	-	4	174			1,139.0		30	41
42 COBRE CONSOLIDATE SCHOOLS	Four-Day	4	162	-	6	168	10	3	1,174.5		45	42
43 COBRE CONSOLIDATE SCHOOLS	Four-Day	2	162	-	4	166	10	1	1,174.5		30	43
44 CORONA PUBLIC SCHOOLS	Four-Day	2	152	-	4	156			1,124.8		32	44
45 CORONA PUBLIC SCHOOLS	Four-Day	2	152	-	4	156			1,124.8		32	45
46 CUBA INDEPENDENT SCHOOLS	Five-Day	1	161	32	3	196	10	6	1,219.6		59	46
47 CUBA INDEPENDENT SCHOOLS	Five-Day	2	161	32	2	195	10	5	1,211.9		30	47
48 DEMING PUBLIC SCHOOLS	Five-Day	7	180	-	8	188			1,094.4		56	48
49 DEMING PUBLIC SCHOOLS	Five-Day	4	180	-	4	184			1,204.8		29	49
50 DES MOINES SCHOOLS	Five-Day	1	140	35	6	181			1,137.5		45	50
51 DES MOINES SCHOOLS	Five-Day	1	140	35	4	179			1,146.3		30	51
52 DEXTER CONSOLIDATED SCHOOL DISTRICT	Five-Day	1	174	4	9	186			1,166.0		60	52
53 DEXTER CONSOLIDATED SCHOOL DISTRICT	Five-Day	2	174	4	4	182			1,166.0		30	53
54 DORA CONSOLIDATED SCHOOL	Four-Day	1	147	-	4	151			1,114.3		30	54
55 DORA CONSOLIDATED SCHOOL	Four-Day	1	147	-	4	151			1,114.3		30	55
56 DULCE	Five-Day	1	146	33	6	185			1,224.7		45	56
57 DULCE	Five-Day	2	146	33	4	183			1,193.6		30	57
58 ELIDA MUNICIPAL SCHOOLS	Four-Day	1	138	10	4	152			1,117.0		61	58
59 ELIDA MUNICIPAL SCHOOLS	Four-Day	1	138	10	4	152			1,117.0		61	59
60 ESPANOLA PUBLIC SCHOOL DISTRICT	Five-Day	11	175	-	9	184			1,137.5		60	60
61 ESPANOLA PUBLIC SCHOOL DISTRICT	Five-Day	2	175	-	4	179			1,181.3		30	61
62 ESTANCIA MUNICIPAL SCHOOLS	Five-Day	2	176	-	4	180			1,129.9		28	62
63 ESTANCIA MUNICIPAL SCHOOLS	Five-Day	2	176	-	4	180			1,129.9		28	63
64 EUNICE PUBLIC SCHOOLS	Five-Day	1	144	34	6	184			1,123.0		60	64
65 EUNICE PUBLIC SCHOOLS	Five-Day	2	142	35	4	181			1,118.0		26	65
66 FARMINGTON MUNICIPAL SCHOOLS	Five-Day	10	148	24	4	176			1,089.3		60	66
67 FARMINGTON MUNICIPAL SCHOOLS	Four-Day	9	148	17	4	169			1,131.0		30	67
68 FLOYD MUNICIPAL SCHOOL DISTRICT	Four-Day	1	148	2	10	160			1,119.0		81	68
69 FLOYD MUNICIPAL SCHOOL DISTRICT	Four-Day	2	148	2	9	159			1,130.8		74	69
70 FORT SUMMER MUNICIPAL SCHOOLS	Four-Day	1	148	-	8	156			1,110.0		60	70
71 FORT SUMMER MUNICIPAL SCHOOLS	Four-Day	2	148	-	4	152			1,110.0		30	71
72 GADSDEN INDEPENDENT SCHOOLS	Five-Day	16	146	32	6	184			1,098.4		60	72
73 GADSDEN INDEPENDENT SCHOOLS	Five-Day	9	146	34	-	180			1,132.8		27	73
74 GALLUP-MCKINLEY COUNTY SCHOOLS	Five-Day	16	151	38	2	191			1,171.5		59	74
75 GALLUP-MCKINLEY COUNTY SCHOOLS	Five-Day	17	151	38	2	191			1,175.8		30	75

FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
76 GRADY MUNICIPAL SCHOOLS	Four-Day	1	144	4	5	153			1,090.6		56	76
77 GRADY MUNICIPAL SCHOOLS	Four-Day	1	146	2	3	151				1,118.5	24	77
78 GRADY MUNICIPAL SCHOOLS	Four-Day	1	146	2	3	151				1,118.5	24	78
79 GRANTS CIBOLA COUNTY SCHOOL DISTRICT	Five-Day	8	173	-	10	183	3		1,141.8		60	79
80 GRANTS CIBOLA COUNTY SCHOOL DISTRICT	Five-Day	5	173	-	5	178				1,172.9	30	80
81 HAGERMAN MUNICIPAL SCHOOLS	Five-Day	1	166	15	4	185	5		1,191.5		58	81
82 HAGERMAN MUNICIPAL SCHOOLS	Five-Day	2	166	15	-	181	1		1,150.5		30	82
83 HATCH VALLEY MUNICIPAL SCHOOLS	Five-Day	3	177	-	11	188	8		1,150.5		60	83
84 HATCH VALLEY MUNICIPAL SCHOOLS	Five-Day	2	177	-	5	182	2		1,374.7		30	84
85 HOBBS MUNICIPAL SCHOOLS	Five-Day	13	145	38	-	183	3		1,127.8		60	85
86 HOBBS MUNICIPAL SCHOOLS	Five-Day	5	145	38	-	183	3		1,205.4		30	86
87 HONDO VALLEY SCHOOLS	Four-Day	1	148	-	4	152			1,110.0		30	87
88 HONDO VALLEY SCHOOLS	Four-Day	1	148	-	4	152			1,126.5		30	88
89 HOUSE MUNICIPAL SCHOOLS	Four-Day	1	140	3	5	148			1,126.5		47	89
90 HOUSE MUNICIPAL SCHOOLS	Four-Day	2	140	3	3	146			1,126.5		30	90
91 JAL PUBLIC SCHOOLS	Four-Day	1	151	2	5	158	3		1,121.5		54	91
92 JAL PUBLIC SCHOOLS	Four-Day	2	152	1	3	156	1		1,147.5		30	92
93 JEMEZ MOUNTAIN SCHOOL DISTRICT	Four-Day	1	155	-	8	163	8		1,131.5		60	93
94 JEMEZ MOUNTAIN SCHOOL DISTRICT	Four-Day	3	159	-	4	163	8		1,224.3		30	94
95 JEMEZ VALLEY PUBLIC SCHOOLS	Four-Day	1	155	-	5	160	5		1,185.8		43	95
96 JEMEZ VALLEY PUBLIC SCHOOLS	Four-Day	2	155	-	4	159	4		1,198.2		30	96
97 LAKE ARTHUR MUNICIPAL SCHOOLS	Five-Day	1	145	43	4	192	10	2	1,204.0		60	97
98 LAKE ARTHUR MUNICIPAL SCHOOLS	Five-Day	2	168	18	4	190	10		1,204.0		30	98
99 LAS CRUCES SCHOOL DISTRICT	Five-Day	26	180	2	8	190	10		1,087.0		60	99
100 LAS CRUCES SCHOOL DISTRICT	Five-Day	1	187	-	4	191	10	1		1,215.5	30	100
101 LAS CRUCES SCHOOL DISTRICT	Five-Day	16	180	2	4	186	6		1,177.0		30	101
102 LAS VEGAS CITY SCHOOLS	Five-Day	3	173	10	5	188	8		1,143.9		60	102
103 LAS VEGAS CITY SCHOOLS	Five-Day	2	173	6	5	184	4		1,159.5		30	103
104 LOGAN MUNICIPAL SCHOOLS	Four-Day	1	145	2	6	153			1,168.0		56	104
105 LOGAN MUNICIPAL SCHOOLS	Four-Day	3	145	2	3	150			1,131.8		28	105
106 LORDSBURG MUNICIPAL SCHOOLS	Four-Day	2	143	7	8	158	3		1,111.0		60	106
107 LORDSBURG MUNICIPAL SCHOOLS	Four-Day	2	143	7	4	154			1,111.0		30	107
108 LOS ALAMOS PUBLIC SCHOOLS	Five-Day	5	153	37	1	191	10	1	1,142.5		60	108
109 LOS ALAMOS PUBLIC SCHOOLS	Five-Day	3	187	-	5	192	10	2	1,168.8		30	109
110 LOS ALAMOS CONSOLIDATED SCHOOLS	Five-Day	10	185	2	4	191	10	1	1,117.0		31	110
111 LOS LUNAS CONSOLIDATED SCHOOLS	Five-Day	6	185	2	4	191	10	1	1,191.0		29	111
112 LOVING MUNICIPAL SCHOOLS	Four-Day	2	151	2	9	162	7		1,146.5		51	112
113 LOVING MUNICIPAL SCHOOLS	Four-Day	2	151	2	5	158	3		1,146.5		28	113

FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours					
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours		
114	LOVINGTON MUNICIPAL SCHOOLS	Five-Day	6	154	35	2	191	10	1	1,192.3		60	114
115	LOVINGTON MUNICIPAL SCHOOLS	Five-Day	5	154	35	2	191	10	1		1,196.6	30	115
116	MAGDALENA MUNICIPAL SCHOOLS	Four-Day	1	147	-	5	152			1,102.5		38	116
117	MAGDALENA MUNICIPAL SCHOOLS	Four-Day	2	147	-	4	151			1,114.3	1,127.5	30	117
118	MAXWELL MUNICIPAL SCHOOL	Four-Day	1	147	-	4	151					32	118
119	MAXWELL MUNICIPAL SCHOOL	Four-Day	2	147	-	4	151				1,114.3	30	119
120	MELROSE MUNICIPAL SCHOOLS	Four-Day	1	149	4	7	160	5		1,105.7		51	120
121	MELROSE MUNICIPAL SCHOOLS	Four-Day	2	149	4	-	153			1,110.2		30	121
122	MESA VISTA CONSOLIDATED SCHOOLS	Four-Day	2	152	-	8	160	5		1,132.4		60	122
123	MESA VISTA CONSOLIDATED SCHOOLS	Four-Day	2	152	-	4	156	1		1,216.0		30	123
124	MORA INDEPENDENT SCHOOLS	Four-Day	2	159	2	7	168	10	3	1,167.4		60	124
125	MORA INDEPENDENT SCHOOLS	Four-Day	2	159	2	7	168	10	3		1,161.8	60	125
126	MORIARTY PUBLIC SCHOOLS	Five-Day	3	147	37	-	184	4		1,094.5		56	126
127	MORIARTY PUBLIC SCHOOLS	Five-Day	2	147	37	-	184	4		1,191.3		30	127
128	MOSQUERO MUNICIPAL SCHOOLS	Four-Day	1	130	17	2	149			1,135.3		51	128
129	MOSQUERO MUNICIPAL SCHOOLS	Four-Day	1	130	17	-	147				1,135.3	30	129
130	MOUNTAINAIR	Four-Day	2	144	5	4	153				1,116.0	30	130
131	MOUNTAINAIR PUBLIC SCHOOLS	Four-Day	1	144	9	5	158	3				51	131
132	PECOS INDEPENDENT SCHOOLS	Five-Day	1	179	-	10	189	9		1,149.2		60	132
133	PECOS INDEPENDENT SCHOOLS	Five-Day	2	179	3	5	187	7			1,187.5	30	133
134	PENASCO INDEPENDENT SCHOOL	Four-Day	1	156	2	7	165	10		1,139.0		60	134
135	PENASCO INDEPENDENT SCHOOL	Four-Day	2	158	2	3	163	8			1,193.0	30	135
136	POJOAQUE VALLEY SCHOOLS	Five-Day	2	142	35	6	183			1,115.8		162	136
137	POJOAQUE VALLEY SCHOOLS	Five-Day	2	169	4	10	183				1,161.3	89	137
138	PORTALES MUNICIPAL SCHOOLS	Five-Day	3	152	19	4	175			1,159.7		60	138
139	PORTALES MUNICIPAL SCHOOLS	Four-Day	2	152	14	4	170				1,159.7	30	139
140	QUEMADO INDEPENDENT SCHOOL DISTRICT	Four-Day	2	150	-	8	158	3		1,125.0		60	140
141	QUEMADO INDEPENDENT SCHOOL DISTRICT	Four-Day	1	150	-	4	154				1,125.0	30	141
142	QUESTA INDEPENDENT SCHOOLS	Four-Day	2	148	2	7	157	2		1,154.5		60	142
143	QUESTA INDEPENDENT SCHOOLS	Four-Day	2	148	1	4	153				1,166.5	30	143
144	RATON PUBLIC SCHOOLS	Five-Day	2	175	-	8	183	3		1,093.8		58	144
145	RATON PUBLIC SCHOOLS	Five-Day	1	175	-	5	180				1,137.5	30	145
146	RESERVE SCHOOL DISTRICT	Four-Day	1	152	-	8	160	5		1,112.6		52	146
147	RESERVE SCHOOL DISTRICT	Four-Day	1	152	-	5	157	2			1,112.6	30	147
148	RIO RANCHO PUBLIC SCHOOLS	Five-Day	11	180	-	10	190	10		1,170.0		60	148
149	RIO RANCHO PUBLIC SCHOOLS	Five-Day	8	185	-	5	190	10			1,202.5	30	149
150	ROSWELL INDEPENDENT SCHOOL DISTRICT	Five-Day	12	152	36	6	194	10	4	1,186.0		60	150
151	ROSWELL INDEPENDENT SCHOOL DISTRICT	Five-Day	8	188	-	5	193	10	3		1,222.0	30	151

School Calendars / K-12 Plus

FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours			
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours
152 ROY	Four-Day	1	143	-	4	147	1,108.3		1,108.3	32	152
153 ROY	Four-Day	1	143	1	4	148	1,116.3		1,116.3	30	153
154 RUIDOSO MUNICIPAL SCHOOLS	Four-Day	2	141	24	4	169	1,096.5		1,096.5	50	154
155 RUIDOSO MUNICIPAL SCHOOLS	Four-Day	2	141	26	1	168			1,117.8	29	155
156 SAN JON MUNICIPAL SCHOOLS	Four-Day	1	145	1	5	151	1,126.7		1,126.7	47	156
157 SAN JON MUNICIPAL SCHOOLS	Four-Day	2	145	1	3	149	1,094.0		1,094.0	30	157
158 SANTA FE PUBLIC SCHOOLS	Five-Day	2	137	34	-	171			1,126.8	30	158
159 SANTA FE PUBLIC SCHOOLS	Five-Day	2	141	9	8	158	1,107.0		1,107.0	60	159
160 SANTA ROSA CONSOLIDATED SCHOOLS	Four-Day	2	145	9	4	158	1,137.0		1,137.0	30	160
161 SANTA ROSA CONSOLIDATED SCHOOLS	Four-Day	3	137	36	3	176	1,091.7		1,091.7	60	161
162 SILVER CITY CONS.	Five-Day	4	152	-	8	160	1,127.8		1,127.8	59	162
163 SILVER CITY CONSOLIDATED SCHOOLS	Four-Day	1	138	33	-	171			1,120.5	30	163
164 SILVER CITY CONSOLIDATED SCHOOLS	Four-Day	2	152	-	4	156			1,127.8	30	164
165 SILVER CITY CONSOLIDATED SCHOOLS	Four-Day	2	152	10	7	169	1,080.5		1,080.5	60	165
166 SOCORRO CONSOLIDATED SCHOOLS	Four-Day	2	162	-	5	167	1,111.2		1,111.2	30	166
167 SOCORRO CONSOLIDATED SCHOOLS	Four-Day	2	149	2	8	159			1,118.6	60	167
168 SPRINGER MUNICIPAL SCHOOLS	Four-Day	1	149	2	4	155			1,168.0	30	168
169 SPRINGER MUNICIPAL SCHOOLS	Four-Day	3	156	28	5	189	1,168.0		1,168.0	60	169
170 T OR C MUNICIPAL SCHOOLS	Five-Day	2	156	28	5	189			1,168.0	60	170
171 T OR C MUNICIPAL SCHOOLS	Five-Day	2	163	13	6	182	1,118.0		1,118.0	30	171
172 TAOS MUNICIPAL SCHOOLS	Five-Day	3	177	-	5	182			1,136.3	60	172
173 TAOS MUNICIPAL SCHOOLS	Five-Day	3	177	-	5	182			1,136.3	30	173
174 TAOS MUNICIPAL SCHOOLS	Five-Day	3	177	-	5	182			1,136.3	30	174
175 TATUM MUNICIPAL SCHOOLS	Four-Day	1	156	-	7	163	1,131.0		1,131.0	39	175
176 TATUM MUNICIPAL SCHOOLS	Four-Day	2	156	-	5	161			1,131.0	30	176
177 TEXICO MUNICIPAL SCHOOLS	Four-Day	1	158	1	4	163	1,264.8		1,264.8	30	177
178 TEXICO MUNICIPAL SCHOOLS	Four-Day	2	158	1	4	163	1,264.8		1,264.8	30	178
179 Tucumcari Public Schools	Four-Day	1	152	-	5	157	1,114.2		1,114.2	35	179
180 Tucumcari Public Schools	Four-Day	2	152	-	5	157			1,118.7	28	180
181 TULAROSA MUNICIPAL SCHOOLS	Five-Day	2	139	38	6	183	1,176.5		1,176.5	60	181
182 TULAROSA MUNICIPAL SCHOOLS	Five-Day	2	139	39	2	180	1,176.5		1,176.5	30	182
183 VAUGHN MUNICIPAL SCHOOLS	Four-Day	1	152	-	8	160	1,102.0		1,102.0	60	183
184 VAUGHN MUNICIPAL SCHOOLS	Four-Day	1	152	-	4	156			1,140.0	30	184
185 WAGON MOUND PUBLIC SCHOOLS	Four-Day	1	147	3	6	156	1,188.0		1,188.0	60	185
186 WAGON MOUND PUBLIC SCHOOLS	Four-Day	1	147	3	6	156			1,192.5	41	186
187 WEST LAS VEGAS SCHOOL DISTRICT	Five-Day	5	180	-	10	190	1,140.6		1,140.6	60	187
188 WEST LAS VEGAS SCHOOL DISTRICT	Five-Day	5	180	-	5	185			1,184.4	30	188
189 ZUNI PUBLIC SCHOOL DISTRICT	Five-Day	1	178	5	6	189	1,140.5		1,140.5	50	189

FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days				Calendar Hours						
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours		
190 ZUNI PUBLIC SCHOOL DISTRICT	Five-Day	3	178	4	4	186	6				1,158.3	30	190
Charter Schools													
191 21ST CENTURY PUBLIC ACADEMY	Five-Day	1	132	34	4	170					1,125.9	30	191
192 21ST CENTURY PUBLIC ACADEMY	Five-Day	1	132	34	4	170					1,125.9	30	192
193 ABQ CHARTER ACADEMY	Five-Day	1	162	7	5	174	10	9			1,225.3	30	193
194 ACADEMY FOR TECH & CLASSICS	Five-Day	1	164	7	9	180					1,139.9	97	194
195 ACE LEADERSHIP HIGH SCHOOL	Five-Day	1	185	-	5	190	10				1,110.0	30	195
196 ACES TECHNICAL CHARTER SCHOOL	Five-Day	2	190	-	8	198	10	8			1,187.5	60	196
197 ACES TECHNICAL CHARTER SCHOOL	Five-Day	2	190	-	4	194	10	4			1,206.5	30	197
198 ALBUQUERQUE BILINGUAL ACADEMY	Five-Day	1	168	19	6	193	10	3			1,267.1	36	198
199 ALBUQUERQUE BILINGUAL ACADEMY	Five-Day	1	168	19	5	192	10	2			1,267.1	30	199
200 ABQ COLLEGIATE CHARTER	Five-Day	1	142	37	10	189	9				1,247.3	60	200
201 ABQ INST FOR MATH AND SCI	Four-Day	1	146	23	-	169					1,239.0	30	201
202 ABQ SCHOOL OF EXCELLENCE	Five-Day	1	146	37	4	187	7				1,090.7	60	202
203 ABQ SCHOOL OF EXCELLENCE	Five-Day	1	146	37	2	185	5				1,193.9	30	203
204 ABQ SIGN LANGUAGE ACADEMY	Five-Day	1	148	34	-	182	2				1,183.0	60	204
205 ABQ SIGN LANGUAGE ACADEMY	Five-Day	1	148	34	-	182	2				1,183.0	30	205
206 ABQ TALENT DEV. SECONDARY	Four-Day	1	163	-	4	167	10	2			1,181.8	30	206
207 ALDO LEOPOLD CHARTER SCHOOL	Five-Day	1	170	10	8	188	8					60	207
208 ALDO LEOPOLD CHARTER SCHOOL	Five-Day	1	170	10	4	184	4				1,195.1	30	208
209 ALICE KING COMMUNITY SCHOOL	Four-Day	1	155	5	9	169	10	4			1,083.0	60	209
210 ALICE KING COMMUNITY SCHOOL	Four-Day	2	159	5	3	167	10	2			1,110.4	30	210
211 ALMA D' ARTE CHARTER HS	Five-Day	1	174	1	4	179					1,202.1	30	211
212 ALTURA PREPARATORY SCHOOL	Five-Day	1	143	19	9	171					1,121.3	59	212
213 AMY BIEHL CHARTER SCHOOL	Five-Day	1	178	1	4	183	3				1,130.2	29	213
214 ANANSI CHARTER SCHOOL	Five-Day	2	145	31	10	186	6				1,113.0	60	214
215 ANANSI CHARTER SCHOOL	Five-Day	1	145	31	5	181	1				1,149.3	30	215
216 CESAR CHAVEZ COMMUNITY SCHOOL	Five-Day	1	154	32	5	191	10	1			1,112.3	30	216
217 CHRISTINE DUNCAN HERITAGE ACADEMY	Five-Day	1	174	1	7	182	10	10			1,267.0	60	217
218 CHRISTINE DUNCAN HERITAGE ACADEMY	Five-Day	1	174	1	4	179	10	10			1,296.6	30	218
219 CIEN AGUAS INTERNATIONAL SCHOOL	Five-Day	1	136	33	9	178					1,116.4	59	219
220 CIEN AGUAS INTERNATIONAL SCHOOL	Four-Day	1	136	25	4	165					1,138.1	30	220
221 CORAL COMMUNITY	Five-Day	2	153	40	2	195	10	5			1,206.3	42	221
222 CORRALES INTERNATIONAL SCHOOL	Five-Day	2	185	-	11	196	10	6			1,110.0	60	222
223 CORRALES INTERNATIONAL SCHOOL	Five-Day	2	185	-	5	190	10				1,115.6	30	223
224 COTTONWOOD CLASSICAL PREP.	Five-Day	1	137	44	3	184	4				1,211.3	30	224
225 COTTONWOOD VALLEY CHARTER	Five-Day	2	165	1	9	175					1,121.3	59	225
226 COTTONWOOD VALLEY CHARTER	Five-Day	1	165	1	5	171					1,162.5	30	226

FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
227	DEMING CESAR CHAVEZ CHARTER	1	151	-	5	156	1			1,132.5	30	227
228	DIGITAL ARTS & TECHNOLOGY ACADEMY	1	147	32	4	183	3			1,131.5	30	228
229	DREAM DINE' CHARTER SCHOOL	1	181	-	8	189	9			1,267.0	58	229
230	DZIL DIT L'OOI (DEAP)	1	172	-	4	176	7			1,290.0	30	230
231	EAST MOUNTAIN HIGH SCHOOL	1	175	12	-	187	10			1,154.8	30	231
232	EL CAMINO REAL ACADEMY	1	149	41	10	200	10			1,293.8	60	232
233	EL CAMINO REAL ACADEMY	1	151	39	5	195	10			1,334.9	30	233
234	ESTANCIA VALLEY CLASSICAL ACADEMY	1	177	-	5	182	2			1,141.7	40	234
235	ESTANCIA VALLEY CLASSICAL ACADEMY	1	177	-	4	181	1			1,194.8	30	235
236	EXPLORE ACADEMY	1	147	34	10	191	10			1,148.4	55	236
237	EXPLORE ACADEMY	2	146	40	5	191	10			1,177.8	30	237
238	EXPLORE ACADEMY - RIO RANCHO	1	147	34	10	191	1			1,145.4	55	238
239	EXPLORE ACADEMY - LAS CRUCES	2	141	37	10	188	8			1,141.2	60	239
240	EXPLORE ACADEMY - LAS CRUCES	1	142	41	5	188	8			1,176.9	30	240
241	GILBERT L SENA HIGH SCHOOL	1	190	-	5	195	10			1,235.0	30	241
242	GORDON BERNELL CHARTER SCHOOL	1	170	-	4	174	10			1,190.0	28	242
243	HEALTH LEADERSHIP HIGH SCHOOL	1	181	-	4	185	5			1,131.3	30	243
244	HORIZON ACADEMY WEST	1	148	7	2	157	2			1,147.0	18	244
245	HOZHO ACADEMY	1	174	20	5	199	10			1,300.2	30	245
246	J PAUL TAYLOR ACADEMY	1	177	11	5	193	10			1,238.8	60	246
247	J PAUL TAYLOR ACADEMY	1	182	3	5	190	10			1,253.0	30	247
248	JEFFERSON MONTESSORI ACADEMY	1	177	6	6	189	9			1,363.5	57	248
249	JEFFERSON MONTESSORI ACADEMY	1	179	4	3	186	6			1,420.2	29	249
250	LA ACADEMIA DE ESPERANZA	1	182	-	4	186	6			1,243.1	30	250
251	LA ACADEMIA DOLORES HUERTA	2	181	-	4	185	5			1,179.8	30	251
252	LA TIERRA MONTESSORI SCHOOL	1	172	-	9	181	1			1,204.0	60	252
253	LA TIERRA MONTESSORI SCHOOL	1	172	-	4	176	7			1,204.0	30	253
254	LAS MONTANAS CHARTER HS	1	158	-	4	162	7			1,197.6	30	254
255	LOS PUENTES CHARTER SCHOOL	1	180	-	4	184	4			1,350.0	30	255
256	MARK ARMUJO ACADEMY	2	178	-	4	182	2			1,157.0	28	256
257	MASTERS PROGRAM	1	171	-	8	179	8			1,179.9	64	257
258	MCCURDY CHARTER SCHOOL	1	171	-	4	175	4			1,145.7	27	258
259	MCCURDY CHARTER SCHOOL	1	171	-	4	175	4			1,198.7	27	259
260	MEDIA ARTS COLLABORATIVE	1	180	-	4	184	4			1,125.0	30	260
261	MIDDLE COLLEGE HIGH SCHOOL	2	161	-	5	166	9			1,240.1	30	261
262	MISSION ACH. & SUCCESS CHARTER	2	178	-	11	189	9			1,335.0	60	262
263	MISSION ACH. & SUCCESS CHARTER	2	178	-	5	183	3			1,335.0	30	263
264	MONTE DEL SOL CHARTER SCHOOL	2	161	15	-	176	3			1,114.0	30	264

FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
265 MONTESSORI ELEMENTARY SCHOOL	Five-Day	2	186	3	3	192	10	2	1,126.5	1,154.4	30	265
266 MONTESSORI OF THE RIO GRANDE	Five-Day	1	178	-	7	185	5	-	1,096.5	-	53	266
267 MORENO VALLEY HIGH SCHOOL	Four-Day	1	148	1	4	153	-	-	-	1,115.0	30	267
268 MOSAIC ACADEMY	Five-Day	1	145	35	5	185	5	-	1,135.0	-	59	268
269 MOSAIC ACADEMY	Five-Day	1	145	35	4	184	4	-	-	1,207.5	30	269
270 MOUNTAIN MAHOGANY COMMUNITY	Five-Day	1	180	1	10	191	10	1	1,083.5	-	60	270
271 MOUNTAIN MAHOGANY COMMUNITY	Five-Day	1	186	1	5	192	10	2	-	1,166.0	30	271
272 NATIVE AMERICAN COMMUNITY ACADEMY	Five-Day	1	150	19	7	176	-	-	1,179.5	-	56	272
273 NATIVE AMERICAN COMMUNITY ACADEMY	Five-Day	1	150	19	4	173	-	-	1,179.5	1,179.5	30	273
274 NEW AMERICA SCHOOL LAS CRUCES	Four-Day	1	150	9	5	164	9	-	-	1,162.5	30	274
275 NEW MEXICO CONNECTIONS ACADEMY	Five-Day	1	180	-	10	190	10	-	1,125.0	-	60	275
276 NEW MEXICO CONNECTIONS ACADEMY	Five-Day	1	180	-	5	185	5	-	-	1,125.0	30	276
277 NEW MEXICO SCHOOL FOR THE ARTS	Five-Day	2	181	2	4	187	7	-	-	1,229.6	30	277
278 NMI INTERNATIONAL SCHOOL	Five-Day	1	139	39	3	181	1	-	1,086.1	-	60	278
279 NMI INTERNATIONAL SCHOOL	Five-Day	2	143	33	-	176	-	-	-	1,112.4	30	279
280 NORTH VALLEY ACADEMY	Four-Day	1	141	19	6	166	-	-	1,146.7	-	60	280
281 NORTH VALLEY ACADEMY	Four-Day	1	141	19	4	164	-	-	-	1,146.7	30	281
282 PECOS CYBER ACADEMY	Five-Day	2	173	18	2	193	10	3	1,204.5	-	60	282
283 PECOS CYBER ACADEMY	Five-Day	2	185	6	2	193	10	3	1,274.8	-	30	283
284 PUBLIC ACADEMY FOR PERF. ARTS	Five-Day	1	168	-	4	172	-	-	-	1,223.0	27	284
285 RAICES DEL SABER XINAGHTLI	Five-Day	1	147	35	6	188	8	-	1,130.5	-	60	285
286 RED RIVER VALLEY CHARTER SCHOOL	Four-Day	1	116	40	7	163	8	-	1,098.7	-	60	286
287 RED RIVER VALLEY CHARTER SCHOOL	Four-Day	1	120	37	5	162	7	-	-	1,146.0	30	287
288 RIO GALLINAS SCH FOR ECO & ARTS	Five-Day	2	180	-	10	190	10	-	1,184.4	-	60	288
289 RIO GALLINAS SCH FOR ECO & ARTS	Five-Day	2	185	-	5	190	10	-	-	1,217.3	30	289
290 RIO GRANDE ACADEMY OF FINE ARTS	Five-Day	1	198	-	7	205	10	15	1,237.5	-	42	290
291 RIO GRANDE ACADEMY OF FINE ARTS	Five-Day	2	198	-	5	203	10	13	-	1,188.0	30	291
292 ROBERT F KENNEDY CHARTER	Five-Day	1	188	-	5	193	10	3	1,222.0	-	30	292
293 ROOTS AND WINGS COMMUNITY	Five-Day	1	165	8	4	177	10	10	1,124.5	1,124.5	30	293
294 SAN DIEGO RIVERSIDE SCHOOL	Five-Day	2	157	23	4	184	4	-	1,243.0	-	60	294
295 SAN DIEGO RIVERSIDE SCHOOL	Five-Day	1	157	18	4	179	-	-	-	1,243.0	30	295
296 SANDOVAL ACADEMY OF BILINGUAL ED.	Five-Day	2	147	37	7	191	10	1	1,210.5	-	60	296
297 SANDOVAL ACADEMY OF BILINGUAL ED.	Five-Day	1	151	38	4	193	10	3	-	1,243.3	30	297
298 SCHOOL OF DREAMS ACADEMY	Five-Day	1	178	1	8	187	7	-	1,160.5	-	60	298
299 SCHOOL OF DREAMS ACADEMY	Five-Day	1	181	1	4	186	6	-	-	1,272.0	30	299
300 SIDNEY GUTIERREZ MIDDLE SCHOOL	Five-Day	1	147	41	2	190	10	-	1,189.8	-	60	300
301 SIDNEY GUTIERREZ MIDDLE SCHOOL	Five-Day	1	147	41	-	188	8	-	-	1,189.8	30	301
302 SIEMBRA LEADERSHIP HIGH SCHOOL	Five-Day	1	180	10	4	194	10	4	-	1,140.0	30	302

FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
303 SIX DIRECTIONS INDIG. SCHOOL	Five-Day	1	177	-	5	182	2			1,150.5	28	303
304 SOLARE COLLEGIATE CHARTER	Five-Day	1	153	35	5	193	10	3		1,427.7	30	304
305 SOUTH VALLEY ACADEMY	Five-Day	1	185	-	9	194	10	4			59	305
306 SOUTH VALLEY ACADEMY	Five-Day	1	185	-	5	190	10			1,156.3	30	306
307 SOUTH VALLEY PREPARATORY	Five-Day	1	177	4	4	185	5			1,206.4	30	307
308 SOUTHWEST PREPARATORY	Five-Day	1	185	-	5	190	10			1,239.5	30	308
309 SOUTHWEST SECONDARY	Five-Day	1	170	-	5	175				1,190.0	30	309
310 SW AERONAUTICS MATH & SCIENCE	Five-Day	1	187	-	5	192	10	2		1,290.3	30	310
311 TAOS ACADEMY	Five-Day	1	151	20	5	176	10	10		1,268.2	30	311
312 TAOS INT. SCHOOL OF THE ARTS	Four-Day	2	152	-	3	155				1,140.0	30	312
313 TAOS INT. SCHOOL OF THE ARTS	Four-Day	2	152	-	3	155				1,216.0	30	313
314 TAOS INTERNATIONAL SCHOOL	Five-Day	1	154	27	4	185	5			1,276.5	60	314
315 TAOS INTERNATIONAL SCHOOL	Five-Day	2	154	27	-	181	1			1,276.5	30	315
316 TAOS MUNICIPAL CHARTER	Five-Day	1	181	-	8	189	9			1,176.5	56	316
317 TAOS MUNICIPAL CHARTER	Five-Day	1	181	-	4	185	5			1,267.0	30	317
318 TECHNOLOGY LEADERSHIP HIGH	Five-Day	1	181	-	4	185	5			1,131.3	30	318
319 THE ASK ACADEMY	Four-Day	1	150	2	4	156	1			1,126.0	30	319
320 THE GREAT ACADEMY	Five-Day	1	153	15	5	172				1,111.0	30	320
321 THE INT. SCHOOL AT MESA DEL SOL	Four-Day	1	145			145				1,157.0	-	321
322 THE INT. SCHOOL AT MESA DEL SOL	Four-Day	1	148	5		153		10		1,223.3	-	322
323 THE NEW AMERICA SCHOOL NEW MEXICO	Five-Day	1	165	-	5	170	10	5		1,237.5	30	323
324 THRIVE COMMUNITY SCHOOL	Four-Day	1	136	17	5	158				1,118.0	30	324
325 THRIVE COMMUNITY SCHOOL	Five-Day	1	136	33	17	186				1,118.0	223	325
326 TIERRA ADENTRO OF NEW MEXICO	Five-Day	1	182	4	4	190	10			1,209.0	26	326
327 TIERRA ENCANTADA CHARTER SCHOOL	Five-Day	1	163	8	5	176	10	10		1,286.2	28	327
328 TURQUOISE TRAIL CHARTER SCHOOL	Five-Day	1	145	34	5	184	4			1,215.8	60	328
329 TURQUOISE TRAIL CHARTER SCHOOL	Five-Day	1	145	32	-	177				1,215.8	30	329
330 VISTA GRANDE HIGH SCHOOL	Five-Day	1	168	16	-	184	4			1,230.4	28	330
331 VOZ COLLEGIATE PREPARATORY CHARTER	Five-Day	1	154	40	5	199	10	9		1,390.4	30	331
332 WALATOWA CHARTER HIGH SCHOOL	Five-Day	2	194	-	5	199	10	9		1,455.0	30	332
333 WILLIAM W & JOSEPH CHARTER COMM.	Five-Day	1	173	-	8	181	1			1,081.3	60	333
STATEWIDE SUMS/AVERAGES	Five-Day	725	165	14.8	5.0	184.7	6.8	4.5	1,162	1,197	43.3	
	Four-Day	183	149	4.5	4.8	157.8	5.2	3.4	1,130	1,148	38.8	

Bilingual Multicultural Education Programs

Bilingual Multicultural Education Program Enrollment

(80D)

School District or Charter School	FY22	FY23
School Districts		
Albuquerque Public Schools	11,205	11,251
Artesia Public Schools	344	333
Belen Consolidated Schools	180	175
Bernalillo Public Schools	1,021	950
Bloomfield Schools	153	181
Carlsbad Municipal Schools	390	472
Central Consolidated Schools	1,417	1,633
Chama Valley Independent Schools	239	222
Clovis Municipal Schools	410	447
Cobre Consolidated Schools	757	767
Cuba Independent Schools	481	477
Deming Public Schools	1,573	1,626
Dexter Consolidated Schools	164	113
Dulce Independent Schools	248	195
Española Public Schools	1,669	1,861
Eunice Municipal Schools	57	54
Farmington Municipal Schools	1,228	1,384
Floyd Municipal Schools	44	23
Gadsden Independent Schools	2,662	2,900
Gallup-McKinley County Schools	2,236	1,991
Hagerman Municipal Schools	89	83
Hatch Valley Public Schools	453	483
Hobbs Municipal Schools	517	610
Jemez Mountain Public Schools	68	67
Lake Arthur Municipal Schools		21
Las Cruces Public Schools	3,352	3,196
Las Vegas City Public Schools	855	817
Los Lunas Public Schools		44
Loving Municipal Schools	143	131
Lovington Municipal Schools	404	412
Mesa Vista Consolidated Schools	161	137
Mora Independent Schools	266	281
Moriarty-Edgewood Schools	49	66
Pecos Independent Schools	404	367
Peñasco Independent Schools	143	190
Pojoaque Valley Public Schools	584	928
Portales Municipal Schools	340	342
Questa Independent Schools	236	254
Rio Rancho Public Schools	1,063	1,075
Roswell Independent Schools	307	382
Ruidoso Municipal Schools	217	209
Santa Fe Public Schools	2,446	2,336
Santa Rosa Consolidated Schools	362	420
Taos Municipal Schools	1,072	1,325
Truth or Cons. Municipal Schools	101	106
Wagon Mound Public Schools	37	38
West Las Vegas Public Schools	1,125	1,152
Zuni Public Schools	840	796
School District Total	42,112	43,323
Charter Schools		
Albuquerque		
Albuquerque Bilingual Academy	349	364
Albuquerque Sign Language Academy	117	125
South Valley Preparatory School	18	28
Tierra Adentro	154	175
Carlsbad		

Bilingual Multicultural Education Programs

Bilingual Multicultural Education Program Enrollment (80D)

	School District or Charter School	FY22	FY23	
58	Pecos Cyber Academy		34	58
59	Gallup-McKinley			59
60	Six Directions Indigenous School	61	68	60
61	Jemez Valley			61
62	San Diego Riverside Charter School	54	62	62
63	Las Cruces			63
64	La Academia Dolores Huerta	67	65	64
65	Raices del Saber Xinachtli Community School	87	118	65
66	Los Lunas			66
67	School of Dreams Academy	292	346	67
68	Rio Rancho			68
69	Sandoval Academy of Bilingual Education	185	227	69
70	Santa Fe			70
71	Monte del Sol Charter	177	157	71
72	Tierra Encantada Charter School	275	244	72
73	Turquoise Trail Charter School	146		73
74	Socorro			74
75	Cottonwood Valley Charter School	103	103	75
76	Taos			76
77	Taos Integrated School of the Arts	199	204	77
78	Taos International School	179	168	78
79	Charter School Total	2,463	2,488	79
80	STATEWIDE TOTAL	44,575	45,811	80

Community Schools

Community Schools Act Grant Recipients

	School Name	FY20	FY21	FY22	FY23	FY24	
1	School Districts						1
2	Albuquerque Public Schools						2
3	Alameda Elementary School					\$50,000	3
4	Alamosa Elementary School					\$50,000	4
5	Apache Elementary School				\$50,000	\$77,003	5
6	Atrisco Elementary School					\$150,000	6
7	Bel-Air Elementary School				\$50,000	\$150,000	7
8	Bellehaven Elementary School				\$50,000	\$150,000	8
9	Carlos Rey Elementary Schools					\$50,000	9
10	Del Norte High School			\$50,000	\$150,000	\$150,000	10
11	Duranos Elementary School	\$50,000	\$150,000	\$150,000	\$150,000	\$75,000	11
12	East San Jose Elementary School			\$50,000	\$150,000	\$150,000	12
13	Edward Gonzales Elementary			\$50,000	\$150,000	\$150,000	13
14	Eugene Field Elementary School		\$150,000	\$150,000	\$150,000	\$58,000	14
15	Garfield STEM Magnet Middle School					\$150,000	15
16	Governor Bent Elementary School	\$50,000	\$150,000	\$150,000	\$150,000	\$75,000	16
17	Hawthorne Elementary School	\$150,000	\$150,000	\$150,000	\$75,000		17
18	Helen Cordero Primary School			\$50,000	\$150,000	\$150,000	18
19	Inez Elementary School					\$150,000	19
20	Kirtland Elementary School				\$50,000	\$150,000	20
21	Lavaland Elementary School				\$50,000	\$150,000	21
22	Lew Wallace Elementary School					\$150,000	22
23	Los Padillas Elementary School	\$150,000	\$150,000	\$150,000	\$75,000		23
24	Los Ranchos Elementary School					\$50,000	24
25	Lowell Elementary School				\$50,000		25
26	Manzano Mesa Elementary School	\$139,200	\$150,000	\$150,000	\$48,806		26
27	Mary Ann Binford Elementary School					\$50,000	27
28	Matheson Park Elementary School					\$50,000	28
29	McKinley Middle School				\$50,000	\$150,000	29
30	Pajarito Elementary School					\$116,750	30
31	Reginald Chavez Elementary School			\$48,937	\$150,000	\$150,000	31
32	Rudolfo Anaya Elementary School		\$150,000	\$150,000	\$150,000	\$75,000	32
33	Truman Middle School			\$50,000		\$150,000	33
34	Van Buren Middle School				\$150,000	\$150,000	34
35	Whittier Elementary School					\$150,000	35
36	Belen Public Schools						36
37	La Promesa Elementary				\$44,440	\$150,000	37
38	Bernalillo Public Schools						38
39	Cochiti Elementary & Middle School					\$50,000	39
40	Central Consolidated School District						40
41	Kirtland Middle School			\$32,623 ¹		\$50,000	41
42	Newcomb High School					\$50,000	42
43	Ojo Amarillo Elementary School					\$50,000	43
44	Cimarron Municipal Schools						44

Community Schools

	School Name	FY20	FY21	FY22	FY23	FY24	
45	Eagle Nest School	\$49,500	\$150,000	\$150,000	\$150,000		45
46	Cuba Independent Schools					\$83,600	46
47	Cuba Elementary School	\$50,000	\$50,000	\$50,000	\$50,000		47
48	Cuba Middle School		\$50,000	\$50,000	\$50,000		48
49	Cuba High School		\$50,000	\$50,000	\$50,000		49
50	Deming Public Schools						50
51	Red Mountatin Middle School					\$50,000	51
52	Española Public Schools						52
53	Carlos Vigil Middle School	\$50,000	\$150,000	\$150,000	\$150,000	\$83,600	53
54	Farmington Municipal Schools						54
55	Animas Elementary School					\$50,000	55
56	Apache Elementary School					\$50,000	56
57	Gallup-McKinley County Schools						57
58	Gallup Central High/Alternative				\$50,000	\$150,000	58
59	Hagerman Municipal Schools					\$50,000	59
60	Hatch Valley Public Schools						60
61	Garfield Elementary School					\$50,000	61
62	Hatch Valley Elementary School					\$50,000	62
63	Hatch Valley Middle School					\$50,000	63
64	Hatch Valley High School					\$50,000	64
65	Hobbs Municipal Schools						65
66	Southern Heights Elementary School	\$50,000		\$704,000 ¹			66
67	Lake Arthur Municipal Schools						67
68	Lake Arthur Elementary School	\$15,000	\$50,000	\$50,000			68
69	Lake Arthur Middle School	\$15,000	\$50,000	\$50,000			69
70	Lake Arthur High School	\$15,000	\$50,000	\$50,000			70
71	Las Cruces Public Schools						71
72	Alameda Elementary School			\$50,000		\$150,000	72
73	Dona Ana Elementary				\$50,000	\$150,000	73
74	Lynn Community Middle School	\$150,000	\$150,000	\$150,000	\$50,000		74
75	MacArthur Elementary School	\$50,000	\$150,000	\$150,000	\$150,000	\$75,000	75
76	Mesilla Park Elementary School					\$50,000	76
77	Moriarty-Edgewood School District						77
78	Moriarty Elementary School			\$50,000	\$150,000	\$150,000	78
79	Peñasco Independent School District						79
80	Peñasco Elementary School	\$50,000	\$150,000	\$150,000	\$150,000	\$75,000	80
81	Peñasco High School			\$50,000	\$150,000	\$150,000	81
82	Roswell Independent School District						82
83	El Capitan Elementary School					\$50,000	83
84	Mesa Middle School				\$50,000	\$150,000	84
85	Sierra Middle School	\$50,000		\$500,000 ¹	\$150,000	\$75,000	85
86	University High School	\$50,000			\$150,000	\$150,000	86
87	Santa Fe Public Schools						87
88	Amy Biehl Community School				\$50,000	\$150,000	88
89	Cesar Chavez Elementary School	\$150,000	\$150,000	\$150,000	\$75,000		89

	School Name	FY20	FY21	FY22	FY23	FY24	
90	Chaparral Elementary School				\$50,000	\$150,000	90
91	Kearny Elementary School			\$50,000	\$150,000	\$150,000	91
92	Milagro Middle School			\$50,000	\$150,000	\$150,000	92
93	Nina Otero Community School			\$50,000 ¹	\$150,000	\$150,000	93
94	Santa Fe High School	\$50,000	\$150,000	\$150,000	\$150,000	\$75,000	94
95	Santa Rosa Consolidated Schools						95
96	Santa Rosa High School	\$50,000	\$150,000	\$150,000	\$150,000	\$71,702	96
97	Socorro						97
98	Socorro High School				\$50,000	\$150,000	98
99	Taos Municipal Schools						99
100	Arroyo Del Norte Elementary				\$50,000	\$150,000	100
101	Ranchos De Taos Elementary School				\$50,000	\$150,000	101
102	Enos Garcia Elementary School	\$50,000	\$150,000	\$150,000	\$150,000		102
103	Truth or Consequences Municipal Schools						103
104	Arrey Elementary School	\$50,000	\$150,000	\$150,000	\$150,000	\$75,000	104
105	Hot Springs High School	\$50,000		\$500,000 ¹	\$150,000	\$75,000	105
106	Truth or Consequences Middle School			\$50,000			106
107	Charter Schools						107
108	Albuquerque Public Schools						108
109	ACE Leadership High School			\$50,000	\$150,000	\$150,000	109
110	Albuquerque Bilingual Academy			\$50,000 ¹	\$150,000	\$150,000	110
111	Albuquerque Collegiate Charter School					\$50,000	111
112	Albuquerque Sign Language Academy				\$150,000	\$150,000	112
113	Amy Biehl Charter High School					\$50,000	113
114	Gordon Bernell Charter School			\$49,508	\$150,000	\$150,000	114
115	Health Leadership High School					\$50,000	115
116	Mark Armijo Academy			\$50,000	\$150,000	\$150,000	116
117	Mountain Mahogany Community School	\$30,000	\$150,000		\$150,000	\$75,000	117
118	Native American Community Academy	\$50,000	\$150,000		\$150,000	\$75,000	118
119	Rio Grande Academy of Fine Arts				\$50,000	\$150,000	119
120	Robert F. Kennedy Charter School	\$150,000	\$150,000		\$75,000		120
121	Siembra Leadership High School				\$50,000	\$150,000	121
122	Solare Collegiate Charter School					\$50,000	122
123	South Valley Preparatory School		\$150,000	\$150,000	\$150,000		123
124	Technology Leadership High School					\$50,000	124
125	William W. & Josephine Dorn Charter					\$50,000	125
126	Aztec Public Schools						126
127	Mosaic Academy				\$50,000	\$150,000	127
128	Central Consolidated School District						128
129	Dream Diné Charter School	\$50,000			\$150,000		129
130	Gallup-McKinley County Schools						130
131	Dził Dít'ooi School (DEAP)	\$50,000					131
132	Las Cruces Public Schools						132
133	La Academia Dolores Huerta					\$50,000	133
134	Raices Del Saber Xinachtli Comm. School	\$50,000	\$150,000		\$150,000	\$75,000	134

Community Schools

	School Name	FY20	FY21	FY22	FY23	FY24	
135	Los Lunas Public Schools						135
136	School of Dreams Academy			\$50,000			136
137	Silver City Consolidated Schools						137
138	Aldo Leopold Charter School	\$22,000					138
139	Taos Municipal Schools						139
140	Anansi Charter School				\$50,000	\$150,000	140
141	Taos Academy Charter			\$50,000	\$150,000	\$150,000	141
142	Taos Integrated School of the Arts					\$50,000	142
143	Taos International School	\$13,900	\$150,000	\$150,000	\$150,000	\$68,670	143
144	Vista Grande High School	\$50,000	\$150,000	\$150,000	\$150,000	\$83,600	144
145	West Las Vegas						145
146	Rio Gallinas Charter School				\$50,000	\$150,000	146
147	STATEWIDE TOTAL	\$2,000,000	\$3,900,000	\$4,198,445	\$7,443,246	\$9,542,925	147

¹ Awards shown represent federal community school funding.

Source: LESC Files

FY24 Pre-Kindergarten Total Slots and Funding

School District	School Based 3Y Funded Slots	School Based 4Y Funded Slots	Community Based 3Y Funded Slots	Community Based 4Y Funded Slots	Total PreK Funded Slots	School Based Funding	Community Based Funding	Head Start Funding	Tribal Funding	Total Funding
1 Alamogordo Public Schools	0	131	102	157	390	\$1,464,300	\$3,731,600	\$99,200		\$5,295,100
2 Albuquerque Public Schools (including charters)	0	1551	1201	2180	4932	\$16,144,300	\$49,452,500	\$209,728	\$228,500	\$66,035,028
3 Animas Public Schools	0	10	0	0	10	\$103,000				\$103,000
4 Artesia Public Schools	0	0	13	20	33		\$393,600			\$393,600
5 Aztec Municipal Schools	0	80	54	72	206	\$477,000	\$1,842,700			\$2,319,700
6 Belen Consolidated Schools	0	45	29	39	113	\$309,000	\$985,500			\$1,294,500
7 Bernalillo Public Schools	48	125	12	29	214	\$2,012,900	\$323,300	\$85,700		\$2,421,900
8 Bloomfield Public Schools	0	118	39	17	174	\$1,280,400	\$738,800			\$2,019,200
9 Capitan Municipal Schools	16	17	5	8	46	\$403,900		\$63,700		\$467,600
10 Carlsbad Municipal Schools	0	220	0	0	220	\$2,336,000				\$2,336,000
11 Carrizozo Municipal Schools	0	0	6	10	16		\$270,500			\$270,500
12 Central Consolidated Schools	0	231	62	93	386	\$2,530,300			\$682,500	\$3,212,800
13 Chama Valley Independent Schools	0	20	0	0	20	\$233,500				\$233,500
14 Cimmaron Municipal Schools	0	20	0	0	20	\$206,000				\$206,000
15 Clayton Municipal Schools	0	26	0	0	26	\$282,800				\$282,800
16 Cloudcroft Municipal Schools	0	0	0	20	20		\$288,500			\$288,500
17 Clovis Municipal Schools	0	280	32	42	354	\$2,537,640	\$865,200			\$3,402,840
18 Cobre Consolidated Schools	0	72	0	0	72	\$791,600				\$791,600
19 Corona Public Schools	0	0	0	0	0					\$0
20 Cuba Independent Schools	6	48	14	21	89	\$776,900			\$247,700	\$1,024,600
21 Deming Public Schools	96	205	72	60	433	\$3,349,300	\$803,050	\$945,800		\$5,098,150
22 Des Moines Municipal Schools	0	10	0	0	10	\$108,000				\$108,000
23 Dexter Consolidated Schools	0	20	6	10	36	\$226,000	\$208,800			\$434,800
24 Dora Consolidated Schools	0	13	0	0	13	\$139,900				\$139,900
25 Dulce Independent Schools	0	10	0	0	10	\$103,000				\$103,000
26 Elida Municipal Schools	0	10	0	0	10	\$51,500				\$51,500
27 Espanola Public Schools	0	52	69	128	249	\$555,600	\$2,419,900	\$85,700		\$3,061,200
28 Estancia Municipal Schools	12	18	6	10	46	\$384,000		\$83,200		\$467,200
29 Eunice Public Schools	0	40	0	0	40	\$206,000				\$206,000
30 Farmington Municipal Schools	0	216	150	238	604	\$2,420,300	\$5,699,800	\$166,400		\$8,286,500
31 Floyd Municipal Schools	0	14	0	0	14	\$144,200				\$144,200
32 Fort Sumner Municipal Schools	8	15	0	0	23	\$270,400				\$270,400
33 Gadsden Independent Schools	0	460	290	238	988	\$5,038,000	\$7,427,150	\$101,700		\$12,566,850

Prekindergarten

FY24 Pre-Kindergarten Total Slots and Funding

School District	School Based 3Y Funded Slots	School Based 4Y Funded Slots	Community Based 3Y Funded Slots	Community Based 4Y Funded Slots	Total PreK Funded Slots	School Based Funding	Community Based Funding	Head Start Funding	Tribal Funding	Total Funding
34 Gallup-McKinley County Schools	0	269	162	236	667	\$2,770,700	\$1,230,400		\$1,032,500	\$5,033,600
35 Grady Municipal Schools	6	10	0	0	16	\$196,800				\$196,800
36 Grants-Cibola	0	85	4	6	95	\$875,500	\$123,000			\$998,500
37 Hagerman Municipal Schools	6	30	0	0	36	\$437,800				\$437,800
38 Hatch Valley Public Schools	0	45	25	46	116	\$498,500	\$1,166,200			\$1,664,700
39 Hobbs Municipal Schools	0	230	66	76	372	\$2,519,000	\$2,106,400			\$4,625,400
40 Hondo Valley Public Schools	4	6	0	0	10	\$153,000				\$153,000
41 House Municipal Schools	0	0	0	0	0					\$0
42 Jal Public Schools	0	35	0	0	35	\$360,500				\$360,500
43 Jemez Mountain Public Schools	0	0	0	0	0					\$0
44 Jemez Valley Public Schools	0	15	0	0	15	\$163,500				\$163,500
45 Lake Arthur Municipal Schools	5	7	0	0	12	\$147,600				\$147,600
46 Las Cruces Public Schools	26	307	528	721	1582	\$3,737,900	\$18,293,950			\$22,031,850
47 Las Vegas	0	0	6	10	16		\$254,500			\$254,500
48 Logan Municipal Schools	0	0	0	0	0					\$0
49 Lordsburg Municipal Schools	0	25	0	0	25	\$276,500				\$276,500
50 Los Alamos Public Schools	0	155	0	0	155	\$1,666,500				\$1,666,500
51 Los Lunas Public Schools (including SODA)	16	252	198	229	695	\$2,967,400	\$6,316,600			\$9,284,000
52 Loving Municipal Schools	0	30	0	0	30	\$314,000				\$314,000
53 Magdalena Municipal Schools	6	10	0	0	16	\$206,800				\$206,800
54 Maxwell Municipal Schools	0	0	0	0	0					\$0
55 Melrose Municipal Schools	0	12	0	0	12	\$61,800				\$61,800
56 Mesa Vista Consolidated Schools	0	15	0	0	15	\$154,500				\$154,500
57 Mesalero-Apache	0	0	3	5	8			\$627,300	\$159,000	\$159,000
58 Mora Independent Schools	20	51	0	0	71	\$242,000		\$869,300		\$869,300
59 Moriarty-Edgewood Schools	40	85	26	78	229	\$1,490,500	\$1,371,500	\$83,200		\$2,945,200
60 Mosquero Municipal Schools	0	12	0	0	12	\$61,800				\$61,800
61 Mountainair Schools	0	10	0	0	10	\$51,500				\$51,500
62 Pecos Independent Schools	0	30	0	0	30	\$327,000				\$327,000
63 Peñasco Independent Schools	0	15	0	0	15	\$167,000				\$167,000
64 Pojoaque Valley Schools	0	50	13	19	82	\$515,000		\$85,700	\$292,000	\$892,700
65 Portales Municipal Schools	0	112	0	0	112	\$1,206,100				\$1,206,100
66 Quemado Schools	3	5	0	0	8	\$121,400				\$121,400

FY24 Pre-Kindergarten Total Slots and Funding

School District	School Based 3Y Funded Slots	School Based 4Y Funded Slots	Community Based 3Y Funded Slots	Community Based 4Y Funded Slots	Total PreK Funded Slots	School Based Funding	Community Based Funding	Head Start Funding	Tribal Funding	Total Funding
67	0	14	0	0	14	\$144,200				\$144,200
68	0	20	0	0	20	\$220,000				\$220,000
69	0	10	0	0	10	\$113,500				\$113,500
70	0	12	0	0	12	\$126,100				\$126,100
71	0	410	113	195	718	\$2,526,500	\$4,076,650	\$166,400		\$6,769,550
72	0	360	51	69	480	\$3,770,200	\$1,725,900			\$5,496,100
73	0	10	0	0	10	\$103,000				\$103,000
74	48	75	22	33	178	\$1,931,000		\$260,740		\$2,191,740
75	0	10	0	0	10	\$103,000				\$103,000
76	0	452	209	287	948	\$4,775,600	\$5,550,300	\$582,400	\$133,000	\$11,041,300
77	0	18	6	10	34	\$185,400	\$226,800			\$412,200
78	0	70	100	79	249	\$746,000	\$1,872,800	\$221,400		\$2,840,200
79	0	40	22	28	90	\$439,000	\$796,400			\$1,235,400
80	0	0	0	0	0					\$0
81	0	35	0	0	35	\$360,500				\$360,500
82	0	20	0	0	20	\$208,500				\$208,500
83	0	56	48	60	164	\$576,800	\$1,657,050			\$2,233,850
84	0	52	22	30	104	\$535,600	\$817,500			\$1,353,100
85	0	20	0	0	20	\$123,000				\$123,000
86	0	0	16	0	16		\$254,500			\$254,500
87	0	10	0	0	10	\$51,500				\$51,500
88	0	10	0	0	10	\$103,000				\$103,000
89	0	50	0	0	50	\$515,000				\$515,000
90	0	14	0	0	14	\$144,200				\$144,200
91	366	7,753	3,802	5,609	17,530	\$84,377,940	\$123,291,350	\$3,868,268	\$2,775,200	\$214,312,758

Source: ECECD

Average Returning Teacher Salaries

Average Returning Teachers' Salaries, FY23

School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY22 All Teachers	Percentage Increase	Average Years of Experience of All Teachers
SCHOOL DISTRICTS							
1 Alamogordo Public Schools	\$50,069	\$60,028	\$70,034	\$60,390	\$52,401	15%	12.0
2 Albuquerque Public Schools	\$50,636	\$60,788	\$70,793	\$62,970	\$61,000	3%	12.0
3 Animas Public Schools	\$50,031	\$60,210	\$70,625	\$62,492	\$57,558	9%	13.0
4 Artesia Public Schools	\$50,200	\$61,806	\$75,200	\$63,324	\$54,127	17%	15.0
5 Aztec Municipal Schools	\$51,353	\$64,335	\$73,975	\$64,211	\$52,691	22%	14.0
6 Belen Consolidated Schools	\$52,191	\$63,033	\$75,407	\$65,427	\$61,761	6%	14.0
7 Bernalillo Public Schools	\$53,486	\$66,789	\$77,525	\$69,813	\$64,488	8%	18.7
8 Bloomfield Schools	\$50,501	\$61,232	\$71,258	\$62,306	\$51,803	20%	13.5
9 Capitan Municipal Schools	\$50,001	\$60,047	\$70,024	\$61,753	\$53,499	15%	16.9
10 Carlsbad Municipal Schools	\$55,154	\$71,031	\$84,953	\$73,235	\$62,974	16%	12.7
11 Carrizozo Municipal Schools	\$50,200	\$62,300	\$75,175	\$64,569	\$58,973	9%	3.1
12 Central Consolidated Schools	\$56,346	\$69,075	\$83,085	\$69,655	\$56,480	23%	2.3
13 Chama Valley Independent Schools	\$50,140	\$60,063	\$70,037	\$60,078	\$57,800	4%	13.2
14 Cimarron Municipal Schools	\$50,002	\$60,009	\$70,007	\$62,597	\$53,718	17%	18.5
15 Clayton Municipal Schools	\$50,505	\$63,219	\$73,078	\$61,191	\$52,129	17%	14.0
16 Cloudcroft Municipal Schools	\$50,003	\$61,057	\$71,590	\$64,927	\$54,936	18%	14.2
17 Clovis Municipal Schools	\$50,347	\$61,803	\$72,373	\$62,202	\$55,514	12%	17.4
18 Cobre Consolidated Schools	\$50,000	\$63,334	\$73,888	\$64,885	\$60,000	8%	31.0
19 Corona Municipal Schools		\$60,021	\$70,132	\$65,398	\$61,521	6%	22.1
20 Cuba Independent Schools	\$55,261	\$67,694	\$74,612	\$66,808	\$61,277	9%	3.3
21 Deming Public Schools	\$52,005	\$66,970	\$75,645	\$65,879	\$53,560	23%	11.2
22 Des Moines Municipal Schools	\$50,005	\$60,427	\$70,345	\$64,247	\$52,603	22%	1.8
23 Dexter Consolidated Schools	\$50,704	\$63,564	\$75,234	\$64,507	\$52,751	22%	2.3
24 Dora Municipal Schools	\$50,500	\$61,350	\$71,485	\$65,172	\$60,036	9%	20.4
25 Dulce Independent Schools	\$56,105	\$67,427	\$69,156	\$70,771	\$61,120	16%	17.2
26 Elida Municipal Schools	\$50,096	\$62,456	\$78,278	\$66,681	\$57,101	17%	13.7
27 Española Public Schools	\$51,951	\$62,127	\$72,389	\$63,833	\$55,019	16%	14.7
28 Estancia Municipal Schools	\$50,367	\$64,670	\$74,901	\$66,597	\$54,520	22%	1.6
29 Eunice Municipal Schools		\$62,974	\$72,000	\$63,843	\$59,450	7%	14.9
30 Farmington Municipal Schools	\$50,329	\$63,544	\$75,649	\$64,792	\$57,414	13%	14.0
31 Floyd Municipal Schools	\$53,216	\$62,715	\$71,505	\$63,548	\$56,657	12%	18.4
32 Fort Sumner Municipal Schools	\$51,383	\$62,846	\$74,244	\$62,424	\$52,775	18%	2.7
33 Gadsden Independent Schools	\$52,816	\$63,380	\$73,966	\$64,154	\$55,418	16%	2.8
34 Gallup McKinley County Schools	\$50,005	\$60,681	\$70,046	\$61,849	\$57,217	8%	14.5
35 Grady Municipal Schools	\$50,097	\$60,275	\$70,198	\$60,831	\$54,028	13%	15.4

Average Returning Teacher Salaries

Average Returning Teachers' Salaries, FY23

School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY22 All Teachers	Percentage Increase	Average Years of Experience of All Teachers
37 Grants Cibola County Schools	\$51,688	\$63,031	\$74,177	\$63,548	\$53,870	18%	13.8 ³⁷
38 Hagerman Municipal Schools	\$50,625	\$62,520	\$74,850	\$65,289	\$53,811	21%	23.8 ³⁸
39 Hatch Valley Public Schools	\$51,782	\$66,521	\$77,386	\$67,100	\$54,493	23%	2.6 ³⁹
40 Hobbs Municipal Schools	\$56,288	\$69,139	\$80,870	\$70,476	\$63,181	12%	12.2 ⁴⁰
41 Hondo Valley Public Schools	\$55,261	\$67,694	\$74,612	\$66,808	\$55,714	20%	18.3 ⁴¹
42 House Municipal Schools	\$52,005	\$66,970	\$75,645	\$65,879	\$57,720	14%	19.3 ⁴²
43 Jal Public Schools	\$50,005	\$60,427	\$70,345	\$64,247	\$61,820	4%	12.0 ⁴³
44 Jemez Mountain Public Schools	\$53,216	\$62,715	\$71,505	\$63,548	\$57,165	11%	7.3 ⁴⁴
45 Jemez Valley Public Schools	\$51,383	\$62,846	\$74,244	\$62,424	\$53,898	16%	13.1 ⁴⁵
46 Lake Arthur Municipal Schools	\$50,031	\$60,210	\$70,625	\$62,492	\$49,818	25%	16.5 ⁴⁶
47 Las Cruces Public Schools	\$53,519	\$65,191	\$75,359	\$65,838	\$54,066	22%	12.3 ⁴⁷
48 Las Vegas City Public Schools	\$52,790	\$63,401	\$73,976	\$65,647	\$54,319	21%	3.7 ⁴⁸
49 Logan Municipal Schools	\$50,026	\$63,400	\$72,912	\$68,273	\$58,533	17%	2.0 ⁴⁹
50 Lordsburg Municipal Schools	\$50,306	\$60,993	\$70,612	\$64,292	\$52,617	22%	3.3 ⁵⁰
51 Los Alamos Public Schools	\$50,955	\$61,413	\$71,503	\$63,733	\$57,957	10%	5.0 ⁵¹
52 Los Lunas Public Schools	\$53,944	\$64,027	\$74,692	\$65,961	\$56,639	16%	11.9 ⁵²
53 Loving Municipal Schools	\$51,254	\$65,946	\$77,729	\$66,914	\$58,689	14%	13.9 ⁵³
54 Lovington Municipal Schools	\$56,042	\$72,742	\$85,365	\$75,639	\$68,569	10%	3.5 ⁵⁴
55 Magdalena Municipal Schools	\$50,016	\$60,398	\$70,088	\$62,352	\$52,179	19%	
56 Maxwell Municipal Schools		\$62,508	\$73,628	\$68,068	\$60,053	13%	18.2 ⁵⁶
57 Melrose Public Schools		\$61,054	\$71,266	\$64,276	\$56,992	13%	5.0 ⁵⁷
58 Mesa Vista Consolidated Schools	\$50,700	\$63,284	\$72,450	\$62,307	\$56,066	11%	20.6 ⁵⁸
59 Mora Independent Schools	\$50,811	\$70,164	\$81,546	\$67,830	\$51,916	31%	3.4 ⁵⁹
60 Moriarty Municipal Schools	\$53,821	\$64,395	\$74,729	\$65,395	\$56,010	17%	2.1 ⁶⁰
61 Mosquero Municipal Schools	\$51,000	\$69,250	\$72,500	\$64,500	\$51,178	26%	2.5 ⁶¹
62 Mountainair Public Schools	\$50,935	\$63,479	\$72,000	\$63,049	\$54,094	17%	11.9 ⁶²
63 Pecos Independent Schools	\$55,375	\$67,170	\$77,348	\$67,024	\$57,178	17%	
64 Penasco Independent Schools	\$53,155	\$64,254	\$75,873	\$66,761	\$56,129	19%	
65 Pojoaque Valley Public Schools	\$50,078	\$60,820	\$70,363	\$61,237	\$53,397	15%	2.8 ⁶⁵
66 Portales Municipal Schools	\$50,266	\$62,725	\$72,303	\$63,484	\$56,399	13%	13.4 ⁶⁶
67 Quemado Independent Schools	\$50,375	\$61,520	\$73,621	\$64,092	\$55,357	16%	16.4 ⁶⁷
68 Questa Independent Schools	\$50,237	\$63,458	\$71,598	\$63,117	\$51,562	22%	1.5 ⁶⁸
69 Raton Public Schools	\$50,745	\$63,221	\$72,000	\$63,178	\$56,965	11%	13.6 ⁶⁹
70 Reserve Public Schools	\$50,150	\$60,216	\$70,550	\$65,410	\$55,758	17%	3.7 ⁷⁰
71 Rio Rancho Public Schools	\$52,795	\$63,389	\$73,923	\$66,423	\$54,503	22%	2.6 ⁷¹
72 Roswell Independent Schools	\$56,242	\$68,065	\$81,400	\$67,689	\$55,904	21%	12.1 ⁷²

Average Returning Teacher Salaries

Average Returning Teachers' Salaries, FY23

School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY22 All Teachers	Percentage Increase	Average Years of Experience of All Teachers
73 Roy Municipal Schools	\$53,821	\$64,395	\$74,729	\$65,395	\$56,513	16%	6.0 ⁷³
74 Ruidoso Municipal Schools	\$51,000	\$69,250	\$72,500	\$64,576	\$56,408	14%	2.2 ⁷⁴
75 San Jon Municipal Schools	\$50,100	\$60,421	\$70,456	\$61,921	\$55,145	12%	2.0 ⁷⁵
76 Santa Fe Public Schools	\$50,560	\$60,278	\$71,632	\$63,587	\$55,351	15%	14.0 ⁷⁶
77 Santa Rosa Consolidated Schools	\$50,208	\$60,733	\$71,723	\$61,128	\$53,815	14%	14.0 ⁷⁷
78 Silver Consolidated Schools	\$50,733	\$61,437	\$54,385	\$63,178	\$53,947	17%	15.4 ⁷⁸
79 Socorro Consolidated Schools	\$50,616	\$60,170	\$70,213	\$61,422	\$52,861	16%	13.1 ⁷⁹
80 Springer Municipal Schools	\$50,033	\$61,308	\$70,500	\$60,021	\$56,233	7%	13.2 ⁸⁰
81 Taos Municipal Schools	\$50,071	\$60,314	\$70,325	\$62,327	\$55,471	12%	2.0 ⁸¹
82 Tatum Municipal Schools	\$54,788	\$73,142	\$84,762	\$76,382	\$65,399	17%	19.7 ⁸²
83 Texico Municipal Schools	\$50,188	\$62,879	\$72,415	\$69,433	\$64,997	7%	16.7 ⁸³
84 Truth or Consequences Municipal Schools	\$50,141	\$64,804	\$75,829	\$64,859	\$57,555	13%	12.8 ⁸⁴
85 Tucumcari Public Schools	\$51,113	\$61,524	\$71,131	\$63,716	\$54,358	17%	15.6 ⁸⁵
86 Tularosa Municipal Schools	\$51,656	\$68,585	\$70,045	\$70,099	\$62,023	13%	2.5 ⁸⁶
87 Vaughn Municipal Schools	\$50,006	\$60,056	\$70,000	\$60,021	\$54,220	11%	9.4 ⁸⁷
88 Wagon Mound Public Schools	\$50,002	\$60,013	\$70,013	\$58,581	\$48,080	22%	17.9 ⁸⁸
89 West Las Vegas Public Schools	\$50,320	\$61,935	\$75,200	\$60,684	\$52,295	16%	12.7 ⁸⁹
90 Zuni Public Schools	\$51,367	\$68,278	\$78,107	\$67,529	\$60,859	11%	13.4 ⁹⁰
91 School District Statewide Average	\$51,536	\$63,498	\$73,442	\$64,792	\$56,341	15%	11.3 ⁹¹
92 CHARTER SCHOOLS							
93 Albuquerque							
94 ACE Leadership High School	\$58,730	\$67,382		\$64,137	\$58,420	10%	10.0 ⁹⁴
95 Albuquerque Bilingual Academy	\$52,089	\$65,073	\$77,216	\$69,127	\$59,071	17%	14.0 ⁹⁵
96 Albuquerque Charter Academy	\$44,530	\$78,137	\$91,033	\$83,866	\$77,826	8%	14.8 ⁹⁶
97 Albuquerque Collegiate	\$54,783	\$66,248	\$76,785	\$62,192	\$48,220	29%	7.0 ⁹⁵
98 Albuquerque Institute for Math and Science (AIMS)		\$64,611	\$71,964	\$67,811	\$57,701	18%	17.1 ⁹⁶
99 Albuquerque School of Excellence	\$55,390	\$66,819	\$77,450	\$65,233	\$55,064	18%	18.7 ⁹⁷
100 Albuquerque Sign Language Academy	\$54,783	\$66,248	\$76,796	\$63,187	\$54,912	15%	7.4 ⁹⁸
101 Albuquerque Talent Development Secondary Charter		\$63,209	\$73,458	\$62,986	\$52,212	21%	13.1 ⁹⁹
102 Alice King Community School	\$52,819	\$54,065	\$62,887	\$64,495	\$56,276	15%	9.5 ¹⁰⁰
103 Altura Preparatory	\$51,716	\$67,540	\$76,430	\$65,430	\$57,373	14%	12.7 ¹⁰¹
104 Amy Biehl Charter High School	\$52,781	\$63,856	\$76,045	\$67,572	\$57,983	17%	12.1 ¹⁰²
105 Cesar Chavez Community School		\$66,100	\$78,600	\$73,821	\$55,734	32%	11.3 ¹⁰³
106 Christine Duncan's Heritage Academy	\$57,995	\$69,414	\$80,835	\$69,854	\$51,503	36%	13.9 ¹⁰⁴
107 Cien Aguas International	\$50,550	\$61,187	\$72,540	\$67,148	\$55,703	21%	15.3 ¹⁰⁵
108 Coral Community Charter							106

Average Returning Teacher Salaries

Average Returning Teachers' Salaries, FY23

School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY22 All Teachers	Percentage Increase	Average Years of Experience of All Teachers
109 Corrales International School		\$63,422	\$74,631	\$67,425	\$57,167	18%	13.9 ¹⁰⁷
110 Cottonwood Classical Prep	\$53,435	\$66,400	\$78,724	\$71,617	\$55,851	28%	12.3 ¹⁰⁸
111 Digital Arts & Technology Academy	\$50,003	\$60,913	\$70,015	\$58,560	\$54,457	8%	3.0 ¹⁰⁹
112 East Mountain High School	\$52,887	\$63,526	\$74,008	\$69,364	\$56,481	23%	6.0 ¹¹⁰
113 El Camino Real Academy	\$55,291	\$66,855	\$77,981	\$62,984	\$49,339	28%	8.0 ¹¹¹
114 Explore Academy	\$53,596	\$64,804	\$76,399	\$65,411	\$52,457	25%	2.7 ¹¹²
115 Gilbert L Sena Charter High School		\$66,400	\$78,580	\$72,139	\$57,791	25%	10.3 ¹¹³
116 Gordon Bernell Charter School	\$61,833	\$68,567	\$76,982	\$68,617	\$62,502	10%	17.0 ¹¹⁴
117 GREAT Academy	\$50,756	\$61,500		\$56,789	\$50,843	12%	14.6 ¹¹⁵
118 Health Leadership High School	\$55,291		\$82,916	\$69,083	\$48,265	43%	1.8 ¹¹⁶
119 Horizon Academy West	\$50,794	\$63,901	\$76,899	\$68,030	\$56,735	20%	15.2 ¹¹⁷
120 International School at Mesa del Dol	\$52,813	\$63,760	\$73,907	\$63,503	\$53,313	19%	9.5 ¹¹⁸
121 La Academia de Esperanza							
122 Los Puentes Charter School		\$63,850	\$73,625	\$71,670	\$57,398	25%	11.5 ¹²¹
123 Media Arts Collaborative Charter	\$52,453	\$63,655	\$76,233	\$71,322	\$60,473	18%	16.8 ¹²²
124 Mission Achievement And Success	\$55,439	\$67,397	\$75,755	\$65,972	\$51,579	28%	6.7 ¹²³
125 Montessori Elementary School	\$57,166	\$64,854	\$75,097	\$66,048	\$63,850	3%	6.8 ¹²⁴
126 Montessori of the Rio Grande	\$55,867	\$68,973	\$79,063	\$69,062	\$63,762	8%	17.2 ¹²⁵
127 Mountain Mahogany Community School	\$51,833	\$61,650	\$72,000	\$63,635	\$56,481	13%	6.5 ¹²⁶
128 Native American Community Academy	\$54,320	\$64,129	\$78,171	\$64,423	\$49,339	31%	7.9 ¹²⁷
129 New America School - Albuquerque	\$52,777	\$64,213		\$57,895	\$52,457	10%	8.1 ¹²⁸
130 New Mexico International School	\$51,051	\$65,210	\$75,985	\$66,384	\$57,791	15%	8.3 ¹²⁹
131 North Valley Academy	\$50,002	\$60,398	\$73,835	\$64,005	\$51,579	24%	2.0 ¹³⁰
132 Nuestros Valores Charter School							
133 Public Academy for Performing Arts (PAPA)	\$52,566	\$64,153	\$73,809	\$66,728	\$63,762	5%	9.9 ¹³²
134 Robert F. Kennedy Charter School	\$54,393	\$65,348	\$76,261	\$68,979	\$55,099	25%	1.5 ¹³³
135 Sombra Leadership High School			\$79,362	\$79,362	\$71,790	11%	15.0 ¹³⁴
136 South Valley Academy	\$52,600	\$62,210	\$73,076	\$61,943	\$53,961	15%	8.5 ¹³⁵
137 South Valley Prep	\$53,397	\$66,782	\$77,677	\$67,071	\$52,912	27%	8.2 ¹³⁶
138 Southwest Aeronautics, Mathematics, and Science Academy	\$52,725	\$63,483	\$74,057	\$63,435	\$54,475	16%	40.2 ¹³⁷
139 Southwest Preparatory Learning Center	\$51,987	\$62,800	\$76,600	\$69,091	\$51,750	34%	11.9 ¹³⁸
140 Southwest Secondary Learning Center	\$56,046	\$66,532	\$78,887	\$64,409	\$52,527	23%	3.3 ¹³⁹
141 Technology Leadership	\$54,606	\$63,195	\$84,141	\$65,766	\$61,637	7%	3.5 ¹⁴⁰
142 Tierra Adentro	\$44,446	\$53,673	\$64,319	\$84,181	\$57,244	47%	4.0 ¹⁴¹
143 Twenty-First Century Public Academy	\$50,106	\$60,389	\$70,478	\$61,401	\$48,667	26%	11.0 ¹⁴²
144 William W. & Josephine Dorn	\$50,072			\$50,072	\$47,550	5%	7.3 ¹⁴³

Average Returning Teacher Salaries

Average Returning Teachers' Salaries, FY23

	School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY22 All Teachers	Percentage Increase	Average Years of Experience of All Teachers
145	Aztec							
146	Mosaic Academy Charter		\$60,293	\$70,132	\$65,915	\$53,853.77	22%	7.6
147	Carlsbad							
148	Jefferson Montessori Academy	\$53,018	\$65,933	\$80,316	\$61,192	\$53,092.93	15%	11.5
149	Pecos Connections Academy	\$54,201	\$65,200	\$77,308	\$66,183	\$57,222	16%	4.0
150	Central							
151	Dream Dine' Charter School		\$63,750		\$63,750	\$56,108	14%	12.0
152	Cimarron							
153	Moreno Valley High School	\$31,214		\$60,200		\$48,631		14.6
154	Deming							
155	Deming Cesar Chavez Charter High	\$50,400	\$64,600	\$71,200	\$65,533	\$57,535	14%	15.0
156	Espanola							
157	La Tierra Montessori School							
158	McCurdy Charter School							
159	Gallup-McKinley County							
160	Dzit Dit Lool DEAP	\$52,782			\$52,782	\$63,102	-16%	5.0
161	Hozho Academy	\$57,086	\$69,119	\$80,513	\$62,616	\$48,922	28%	7.9
162	Middle College High School	\$54,477	\$74,102	\$78,063	\$68,880	\$65,125	6%	9.0
163	Six Directions Indigenous School	\$50,100	\$61,500	\$71,000	\$60,867	\$49,015	24%	17.2
164	Jemez Valley							
165	San Diego Riverside		\$68,333	\$78,433	\$73,383	\$50,737	45%	8.5
166	Walatowa Charter High School		\$65,008	\$78,149	\$71,579	\$53,922	33%	10.2
167	Las Cruces							
168	Alma D'Arte Charter	\$55,807	\$63,800	\$73,898	\$66,796	\$60,912	10%	22.6
169	J Paul Taylor Academy	\$52,777	\$63,333	\$73,888	\$64,292	\$53,096	21%	12.3
170	La Academia Dolores Huerta	\$52,777	\$64,209	\$74,885	\$62,173	\$58,529	6%	21.4
171	Las Montañas Charter		\$61,699	\$73,901	\$69,725	\$57,000	22%	15.2
172	New America School - Las Cruces	\$52,777		\$63,333	\$55,416	\$53,618	3%	6.4
173	Los Lunas							
174	School of Dreams Academy	\$54,514	\$68,124	\$78,618	\$69,782	\$55,157	27%	14.2
175	Moriarty							
176	Estancia Valley Classical Academy	\$50,499	\$62,161	\$72,973	\$61,593	\$52,583	17%	11.1
177	Roswell							
178	Sidney Gutierrez Middle School	\$56,440	\$78,601	\$87,017	\$76,861	\$64,246	20%	16.3
179	Questa							
180	Red River Valley Charter School		\$65,730	\$74,215	\$71,820	\$57,273	25%	12.5

Average Returning Teacher Salaries

Average Returning Teachers' Salaries, FY23

School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY22 All Teachers	Percentage Increase	Average Years of Experience of All Teachers
181 Roots And Wings Community School		\$60,005	\$70,005	\$65,005	\$56,381	15%	17.2
Rio Rancho							
182 ASK Academy	\$41,590	\$50,753	\$71,836	\$61,953	\$53,761	15%	12.2
183 Sandoval Academy Of Bilingual Education	\$41,411	\$50,990	\$63,981		\$52,170		11.6
Santa Fe							
185 Academy for Technology and the Classics	\$53,558	\$72,343	\$78,741	\$71,481	\$60,341	18%	12.6
186 MASTERS Program							
187 Monte Del Sol Charter	\$50,451	\$61,022	\$73,034	\$67,172	\$58,862	14%	6.3
188 New Mexico Connections Academy	\$51,000	\$63,208	\$72,615	\$67,544	\$59,355	14%	14.9
189 New Mexico School For The Arts	\$41,519	\$53,197	\$70,900	\$62,780	\$57,335	9%	3.5
190 Tierra Encantada Charter School		\$67,512	\$80,933	\$73,104	\$56,641	29%	9.1
191 Turquoise Trail Charter School	\$52,782	\$63,343	\$74,951	\$61,475	\$52,554	17%	6.0
Silver City							
193 Aldo Leopold Charter	\$53,110	\$64,349	\$75,188	\$64,249	\$53,693	20%	13.1
Socorro							
195 Cottonwood Valley Charter School	\$51,500	\$61,850	\$71,712	\$62,496	\$53,982	16%	1.5
Taos							
197 Anansi Charter School	\$52,834	\$63,429	\$73,994	\$67,829	\$56,736	20%	11.7
198 Taos Academy	\$51,075	\$61,236	\$71,375	\$65,177	\$53,044	23%	15.6
199 Taos Integrated School of the Arts	\$56,944	\$68,333	\$79,722	\$71,043	\$52,518	35%	9.6
200 Taos International School	\$57,737	\$69,222	\$80,982	\$69,291	\$66,389	4%	18.1
201 Taos Municipal Charter School	\$52,944	\$64,131	\$75,144	\$68,039	\$55,471	23%	13.7
202 Vista Grande High School		\$61,060		\$61,060	\$46,186	32%	8.0
West Las Vegas							
204 Rio Gallinas School	\$52,100	\$60,150	\$70,275	\$60,980	\$48,853	25%	14.4
205 STATEWIDE	\$51,900	\$63,856	\$74,263	\$65,522	\$56,067	17%	11.2

*Blank spaces data not provided by PED

Source: PED

Insurance Programs and Rates

Public Schools Insurance Authority Health Insurance Premiums

Monthly Premiums, Plan Year Beginning October 2023

		Single	Two Party	Family
BlueCross BlueShield High Option	Employee	\$276.80	\$526.42	\$703.12
	Employer	\$645.90	\$1,228.36	\$1,640.60
	Total	\$922.70	\$1,754.78	\$2,343.72

BlueCross BlueShield Low Option	Employee	\$191.92	\$365.00	\$487.52
	Employer	\$447.80	\$851.66	\$1,137.56
	Total	\$639.72	\$1,216.66	\$1,625.08

Blue Cross EPO Option	Employee	\$249.12	\$473.78	\$632.78
	Employer	\$581.28	\$1,105.48	\$1,476.52
	Total	\$830.40	\$1,579.26	\$2,109.30

Presbyterian High Option	Employee	\$223.84	\$470.04	\$626.76
	Employer	\$522.30	\$1,096.76	\$1,462.48
	Total	\$746.14	\$1,566.80	\$2,089.24

Presbyterian Low Option	Employee	\$155.22	\$325.90	\$434.56
	Employer	\$362.18	\$760.46	\$1,014.00
	Total	\$517.40	\$1,086.36	\$1,448.56

Cigna High Option	Employee	\$264.30	\$510.22	\$683.86
	Employer	\$616.72	\$1,190.52	\$1,595.70
	Total	\$881.02	\$1,700.74	\$2,279.56

Cigna Low Option	Employee	\$184.10	\$355.40	\$476.36
	Employer	\$429.60	\$829.28	\$1,111.52
	Total	\$613.70	\$1,184.68	\$1,587.88

Source: NMPSIA

Reported premiums are for employees earning between \$50 thousand to \$59,999 annually. For employees earning less than \$50 thousand, the employer pays a larger share of the premium. For employees earning more than \$59,999 the employer pays a smaller share of the premium.

**Albuquerque Public Schools
Health Insurance Premiums**

Monthly Premiums, Plan Year Beginning January 2023

		Single	Two Party	Family
BlueCross BlueShield	Employee	\$172.68	\$345.38	\$466.28
	Employer	\$402.92	\$805.89	\$1,087.99
	Total	\$575.60	\$1,151.27	\$1,554.27

Presbyterian	Employee	\$181.32	\$362.66	\$489.60
	Employer	\$423.08	\$846.21	\$1,142.40
	Total	\$604.40	\$1,208.87	\$1,632.00

Cigna	Employee	\$177.86	\$355.74	\$480.26
	Employer	\$415.01	\$830.06	\$1,120.61
	Total	\$592.87	\$1,185.80	\$1,600.87

Source: APS

Reported premiums are for employees earning between \$50 thousand to \$59,999 annually. For employees earning less than \$50 thousand, the employer pays a larger share of the premium. For employees earning more than \$59,999 the employer pays a smaller share of the premium.

Historical Explainer of Capital Outlay Funding

HISTORICAL EXPLAINER OF PUBLIC SCHOOL CAPITAL OUTLAY FUNDING

(Updated FY24, new material underlined)

In New Mexico, the responsibility to pay for public school buildings is split between the state and each local school district. Since the 11th Judicial District Court’s initial ruling in the 1999 *Zuni* lawsuit, the state calculates a local match amount school districts are required to pay proportional to the amount of local revenue they are estimated to generate from a number of statutory measures. School districts can generate capital outlay funds from the following sources:

State Funds	Local Funds
<ul style="list-style-type: none"> Standards-based awards Systems-based awards Lease assistance awards Other PSCOC award programs Direct legislative appropriations 	<ul style="list-style-type: none"> The Public School Capital Improvements Act (also called SB9 or the two-mill levy) The Public School Buildings Act (also called HB33 or the ten-mill levy) General obligation bonds Educational technology equipment bonds Payments In Lieu of Taxes (PILTs) Other miscellaneous sources, like investments, rents, or the sale of real property.

State Funds

State funding for public school capital outlay is governed by the Public School Capital Outlay Act, located at Chapter 22, Article 24 of the Public School Code. The Public School Capital Outlay Act contains the laws outlining the state and local match calculation, the statutory waiver criteria, standards and systems-based awards, lease assistance awards, and a number of other standalone awards programs created by the legislature to address other facility priorities.

The State and Local Match Calculation. The state and local match calculation is found at Paragraph 5 of Subsection B of Section 22-24-5 NMSA 1978. The formula has changed since its inception in 2003; Senate Bill 30 (SB30) from the 2018 legislative session marked the transition from the “phase one” formula to the “phase two” formula.

During its first phase between 2003 and 2018, the state and local match formula calculated the local share of project costs based on districts’ proceeds from general obligation bonds and mill levies. Relying primarily on the relative property tax wealth of a school district as measured by assessed property tax valuation per student, the calculation also took into account the total mill levy applicable to residential property of the district for education purposes. A study by the Bureau of Business and Economic Research (BBER) at the University of New Mexico found three specific deficiencies with the phase one formula: first, property tax valuation may not be the best measure of a school district’s “ability to pay,” second, property valuations are subject to significant fluctuations when commodities such as oil and gas extraction comprise a large share of property valuation, and third, the formula does not account for differences in the per-student facility construction and maintenance costs.

The phase two formula, established by SB30 in 2018, attempted to address the issues identified in the BBER study. The phase two formula calculates districts’ local share of project costs as follows:

- School districts’ “ability to pay” is assumed to be the sum of the final prior five years net taxable value for a school district multiplied by nine ten-thousandths. This is equivalent to a district imposing 4.5 mills over a five-year period.
- School districts’ “need” is assumed to be the “maximum allowable gross square footage,” pursuant to the statewide adequacy standards, times an average replacement cost per square foot, divided by 45. The calculation attempts to estimate the annualized cost of replacing ALL facilities within a school district on a 45-year basis. In FY24, the average replacement cost is assumed to be \$307.47 per sq. ft.
- School districts’ “ability to pay” is divided by their “need.” This amount is the local match. School districts with a lower ability to pay than their need pay a lower percentage in project costs.
- School districts’ local matches are reduced (and state matches are increased) by a population density factor, such that districts with lower density have lower local shares of project costs.
 - For districts with density greater than 50 people per square mile, there is no density reduction.
 - For districts with density greater than 15 but less than 50 people per square mile, the local match is reduced by 6 percentage points.

Historical Explainer of Capital Outlay Funding

- c. For districts with density of 15 people per square mile or fewer, the local match is reduced by 12 percentage points.
5. The “phase two formula value,” or the state match, is calculated as one minus the local match. The state share cannot be less than 6 percent.

For FY24 through FY26, Senate Bill 131 (SB131) from the 2023 legislative session temporarily reduced the local match of projects by 33 percent, and by 50 percent for school districts with fewer than 200 MEM. LESC and LFC analysis of SB131 noted that the transition from the phase one to the phase two formula caused the local match for most school districts to increase, resulting in decreased demand for PSCOC projects. SB131 established a temporary local match reduction to incentivize schools to participate in the PSCOC process and to allow staff time to study the phase two formula and recommend changes that may be necessary to reduce local matches while maintaining equity among school districts.

All of the provisions of the Public School Capital Outlay Act apply to an application by a state-chartered charter school for grant assistance for a capital project. Under Section 22-24-6.1 NMSA 1978, the amount of a state chartered charter school’s local match is equal to the local match of the school district in which the charter school is geographically located.

Statutory Waiver Criteria. In those instances in which PSCOC has determined a school district has made a “good faith effort” to use all of its local resources, the PSCOC may waive – partially or completely – the local match. By statute, school districts are eligible for (but not guaranteed) a local match waiver under the following circumstances:

1. The school district has insufficient bonding capacity over the next four years to fund the local match of a project and has a mill levy rate of at least 10 mills;
2. The school district has fewer than 800 MEM, a free and reduced-fee lunch (FRL) population of 70 percent, a local match greater than 50 percent, and a mill levy rate of at least 7 mills; or
3. The school district has enrollment growth of at least 2.5 percent greater than the previous year, has identified that it will need a new facility within its five-year facility master plan (FMP), and has a mill rate of at least 10 mills.

Standards-Based Awards. The primary method for distributing capital outlay funds established in the Public School Capital Outlay Act is the standards-based awards program. The program was established in response to the *Zuni* lawsuit to ensure that, through a standards based process for all school districts, the physical condition and educational suitability of all public school facilities in New Mexico meet an adequate level. Standards-based awards are made by the Public School Capital Outlay Council (PSCOC), with technical administrative support provided by the Public School Facilities Authority (PSFA).

On about a five-year cycle, PSFA staff tour and assess the condition of every public school in the state. Staff mark material deficiencies of school buildings in a facility assessment database (FAD). Using the FAD as an objective tool to compare building conditions to the statewide adequacy standards, PSFA ranks the condition of every school building in the state. The FAD calculates a facility condition index (FCI) score, based on physical conditions, and a weighted New Mexico condition index (wNMCI) score based on whether the physical spaces are “adequate” for educational needs of students.

The schools with the greatest “need” according to the wNMCI are given greater priority for standards-based awards. PSCOC establishes an eligibility threshold for standards-based awards annually; for FY24, schools ranked in the top 150 schools in the worst condition in the state were eligible to apply for standards-based awards. Standards-based awards are subject to a local match as calculated by the state and local match calculation.

For allocation cycles beginning after September 1, 2003 the following additional 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. Until FY24, awards made by the PSCOC were reduced by a percentage of direct appropriations for capital outlay projects received by a school district. In 2022, LESC and LFC staff analysis found these “direct legislative offsets”

Historical Explainer of Capital Outlay Funding

were overly complicated and created a disincentive for school districts and charter schools to participate in PSCOC award programs. Senate Bill 131 (SB131) from the 2023 legislative session forgave outstanding direct legislative offsets and provided that offsets would no longer count against district awards.

6. 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 Section 22-24-5.1 NMSA 1978.

Systems-Based Awards. In addition to large scale school replacement projects funded via the standards-based awards program, PSCOC provides funding for specific building system deficiencies via the systems-based awards program. Systems-based awards are similar to standards-based awards, but the award amounts are generally smaller and limited to specific building systems identified as deficiencies by PSFA staff during their assessment process. Building systems could include heating, ventilation, and air conditioning (HVAC) systems, roofing, or building technologies. PSCOC annually sets eligibility requirements for systems-based awards. For FY24, the top 300 schools in the worst condition in the state according to the wNMCI were eligible to apply for systems-based awards. Systems-based awards are subject to a local match pursuant to the state and local match calculation.

Lease Assistance Awards. PSCOC may make awards from the Public School Capital Outlay Fund to school districts and charter schools for the purpose of making lease payments for school buildings. Subsection I of Section 22-24-4 NMSA 1978 creates the lease assistance program. The amount of lease assistance a school district or charter school shall not exceed the actual annual lease of school buildings or a per-MEM amount times the MEM using the leased facilities. The per-MEM amount was established as \$700 in FY09, but the amount is periodically adjusted at PSCOC's discretion. In FY24, the per-MEM amount for lease assistance awards is \$815.60.

Other PSCOC Award Programs. Over time, the Public School Capital Outlay Fund has been expended to serve a number of other capital purposes. Historical standalone award programs include the following.

1. Since 2014, up to \$10 million per year may be spent on broadband and educational technology infrastructure. Senate Bill 144 from the 2021 legislative session expanded the use of this \$10 million from only broadband infrastructure to include *any* educational technology infrastructure project that the council determines is necessary to education for students, school buses, internet connectivity within a school district, a multi-district regional education network, and a statewide education network.
2. Since 2019, the council may make awards for a prekindergarten classroom facility initiative. The program is intended to build prekindergarten classrooms in existing public schools, expanding districts' capacity to provide prekindergarten services. Prekindergarten awards function similar to standards- and systems-based awards and are subject to the state and local match calculation.
3. Between 2019 and 2022, up to \$10 million per year was earmarked for school security system projects. The program was discontinued in 2023 due to low demand, which LESC and LFC analysis attributed to the cumbersome application process and the local match required by the program.
4. Since 2021, the council may fully fund the amount of demolition projects. Senate Bill 43 from the 2021 legislative session authorized the council to fully fund demolition projects if the costs of continuing to insure an abandoned

Historical Explainer of Capital Outlay Funding

facility outweigh any potential benefit when and if a new facility is needed by the school district and there is no practical use for the abandoned facility without the expenditure of substantial renovation costs.

5. In 2022 and 2023, the Legislature made flexible allocations from the public school capital outlay fund to assist districts with local priorities. SB212 from the 2022 legislative session included \$75 million for “local school district maintenance priorities.” HB505 from the 2023 legislative session included \$65 million for “prekindergarten classrooms, career-technical education facilities, or other local school district maintenance priorities.” HB505 included an additional \$35 million for school security projects. School districts were eligible for the greater of a minimum allocation or an allocation proportional to the state match each school district is guaranteed under the Public School Capital Improvements Act, commonly known as SB9. School districts receiving the flexible allocations were required to report to the Legislature how they intended to expend the funds.

Direct Legislative Appropriations. Finally, members of the Legislature often chose to give direct capital outlay appropriations to school districts. Each year, Legislators are entitled to an amount of capital outlay funds and work with staff from LFC to ensure their funds are allocated to meet their districts’ needs. As of 2023, legislators are no longer disincentivized from making direct appropriations to school districts by the legislative offset policy.

Supplemental Severance Tax Bonds. The primary revenue source for the public school capital outlay fund, 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.

Local Funds

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. An individual school district may only use SB-9 funds for any or all of the following purposes as stated in the school district’s individual resolution:

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;
5. Purchasing computer software and hardware for student use in public school classrooms; and
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.

Historical Explainer of Capital Outlay Funding

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 40th 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.

Since FY21, school districts are required to engage with state and locally chartered charter schools within their boundaries to develop their two-mill levy resolution. Resolutions submitted to the voters pursuant to the Public School Capital Improvement Act are required to include capital improvements funding for locally chartered and state-chartered charter schools located within the school district.

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 two major restrictions associated with the Public School Buildings 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.

Since FY21, school districts are required to engage with state and locally chartered charter schools within their boundaries to develop their HB33 resolution. A resolution submitted to the qualifying electors pursuant to the Public School Buildings Act shall include capital improvements funding for a locally chartered and state-chartered charter school located within the school district.

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

Historical Explainer of Capital Outlay Funding

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. 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.

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 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.

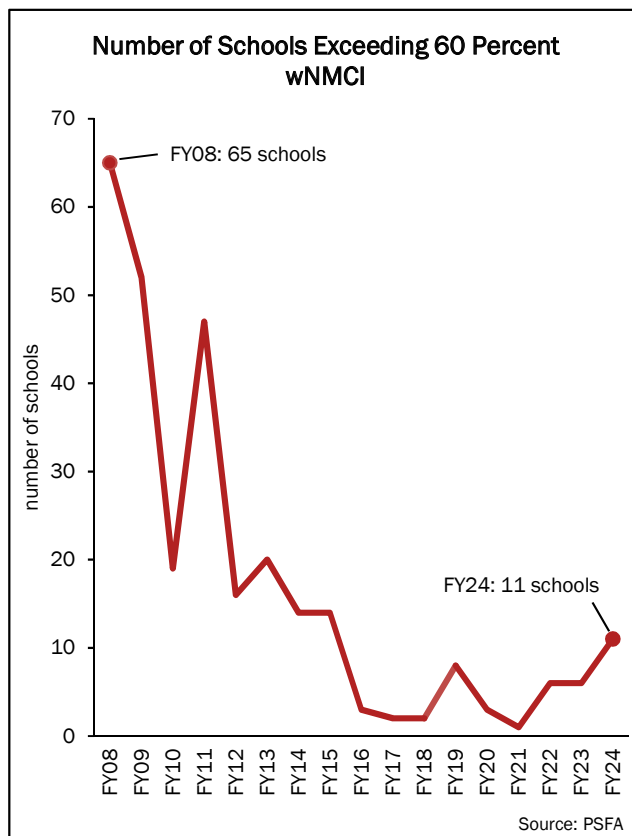
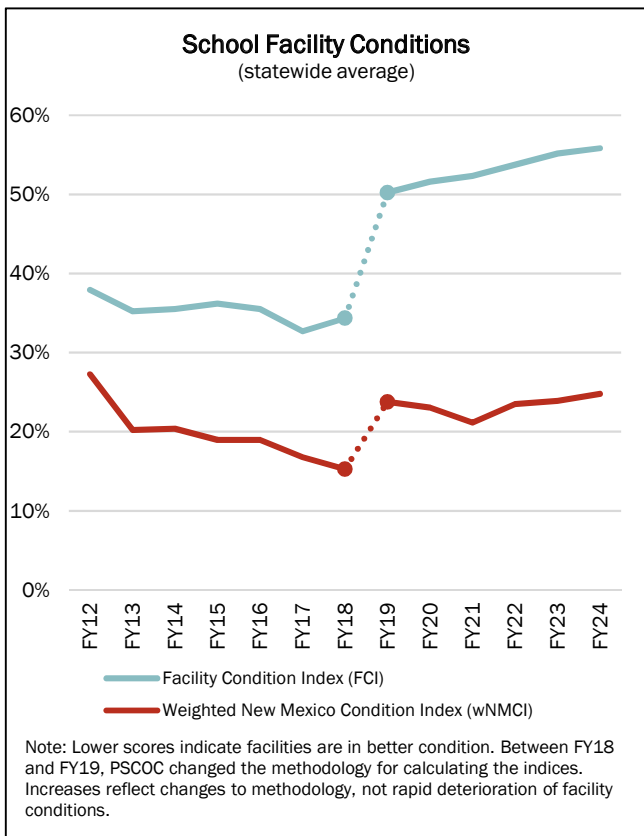
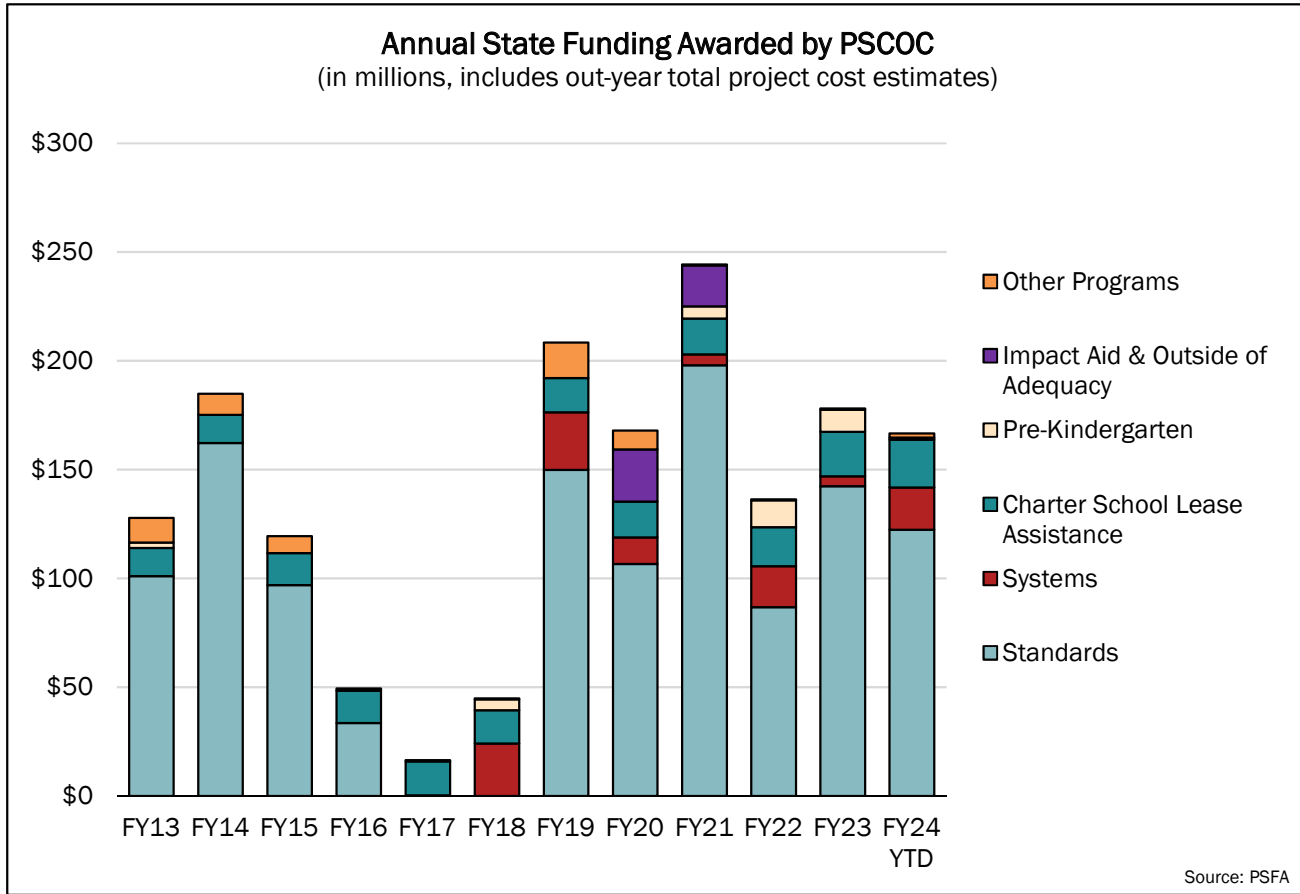
Forest Reserve Funds. Twenty-two New Mexico counties receive Forest Reserve funds. These counties receive 25% of the net receipts from operations (primarily timber sales) within their respective reserve areas. Distributions are divided equally between the County Road Fund and the school district. The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

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

Other 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.

PSCOC Awards and Facility Conditions



FY24 PSCOC Awards Cycle

YTD through December 2023

School District	School	Total Estimated Project Cost			FY24 - Phase 1			Out-Years - FY25 and Future			
		Combined	State Match (%)	Local Match (%)	State Match	Local Match	State Match	Local Match			
FY24 Standards-Based Awards											
1	Maxwell	\$31,385,666	\$25,422,389	81%	\$5,963,277	19%	\$2,542,238	\$596,328	\$22,880,151	\$5,366,949	1
2	Central	\$47,065,798	\$29,651,452	63%	\$17,414,346	37%	\$2,965,145	\$1,741,435	\$26,686,307	\$15,672,911	2
3	Springer	\$33,705,503	\$23,248,318	69%	\$10,457,185	31%	\$2,620,550	\$750,000	\$20,627,768	\$9,707,185	3
4	Dexter	\$54,392,878	\$44,058,231	81%	\$10,334,647	19%	\$4,405,823	\$1,033,465	\$39,652,408	\$9,301,182	4
SUBTOTAL - FY24 Standards-Based Awards		\$166,549,845	\$122,380,391	73%	\$44,169,454	27%	\$12,533,757	\$4,121,227	\$109,846,634	\$40,048,227	
FY24 Systems-Based Awards											
1	Deming	\$3,708,857	\$2,596,200	70%	\$1,112,657	30%	\$2,596,200	\$1,112,657	\$0	\$0	1
2	Deming	\$2,424,849	\$1,697,394	70%	\$727,455	30%	\$1,697,394	\$727,455	\$0	\$0	2
3	Gadsden	\$924,457	\$924,457	100%	\$0	0%	\$924,457	\$0	\$0	\$0	3
4	Texico	\$771,429	\$532,286	69%	\$239,143	31%	\$532,286	\$239,143	\$0	\$0	4
5	Albuquerque	\$643,064	\$237,934	37%	\$405,130	63%	\$237,934	\$405,130	\$0	\$0	5
6	Albuquerque	\$4,874,615	\$1,803,608	37%	\$3,071,007	63%	\$1,803,608	\$3,071,007	\$0	\$0	6
7	Albuquerque	\$1,295,000	\$479,150	37%	\$815,850	63%	\$479,150	\$815,850	\$0	\$0	7
8	Albuquerque	\$505,651	\$187,091	37%	\$318,560	63%	\$187,091	\$318,560	\$0	\$0	8
9	Albuquerque	\$3,918,077	\$1,449,688	37%	\$2,468,389	63%	\$1,449,688	\$2,468,389	\$0	\$0	9
10	Albuquerque	\$1,931,951	\$714,822	37%	\$1,217,129	63%	\$714,822	\$1,217,129	\$0	\$0	10
11	Albuquerque	\$3,868,595	\$1,431,380	37%	\$2,437,215	63%	\$1,431,380	\$2,437,215	\$0	\$0	11
12	Albuquerque	\$946,107	\$350,060	37%	\$596,047	63%	\$350,060	\$596,047	\$0	\$0	12
13	Albuquerque	\$2,374,585	\$878,596	37%	\$1,495,989	63%	\$878,596	\$1,495,989	\$0	\$0	13
14	Albuquerque	\$1,090,252	\$403,393	37%	\$686,859	63%	\$403,393	\$686,859	\$0	\$0	14
15	Albuquerque	\$1,477,847	\$546,803	37%	\$931,044	63%	\$546,803	\$931,044	\$0	\$0	15
16	Clovis	\$5,532,480	\$3,485,462	63%	\$2,047,018	37%	\$348,546	\$204,702	\$3,136,916	\$1,842,316	16
17	Clovis	\$1,668,599	\$1,051,218	63%	\$617,381	37%	\$105,122	\$61,738	\$946,096	\$555,643	17
18	Los Alamos	\$593,797	\$219,705	37%	\$374,092	63%	\$219,705	\$374,092	\$0	\$0	18
19	West Las Vegas	\$386,586	\$386,586	100%	\$0	0%	\$386,586	\$0	\$0	\$0	19
SUBTOTAL - FY24 Systems-Based Awards		\$38,936,798	\$19,375,833	50%	\$19,560,965	50%	\$15,292,821	\$17,163,006	\$4,083,012	\$2,397,959	
FY24 Prekindergarten											
1	Cuba	\$1,912,214	\$1,032,596	54%	\$879,619	46%	\$103,260	\$87,962	\$929,336	\$791,657	1
SUBTOTAL - FY24 Prekindergarten Awards		\$1,912,214	\$1,032,596	54%	\$879,619	46%	\$103,260	\$87,962	\$929,336	\$791,657	
FY24 Teacher Housing											
1	Central	\$2,200,000	\$1,386,000	63%	\$814,000	37%	\$1,386,000	\$814,000	\$0	\$0	1
2	Cuba	\$928,350	\$501,309	54%	\$427,041	46%	\$501,309	\$427,041	\$0	\$0	2
SUBTOTAL - FY24 Teacher Housing		\$3,128,350	\$1,887,309	60%	\$1,241,041	40%	\$1,887,309	\$1,241,041	\$0	\$0	
TOTAL FY24 AWARDS CYCLE (YTD December 2023)		\$210,527,207	\$144,676,129	69%	\$65,851,079	31%	\$29,817,147	\$22,613,236	\$114,858,982	\$43,237,843	

State/Local Match Calculation

FY24 State and Local Match Calculation

Before and after temporary 33/50 percent reduction in from SB131 (2023)

	School District	FY24 MEM	FY24 Phase Two Calculation		FY24 SB131 Reduction		
			State Match	Local Match	State Match	Local Match	
1	ALAMOGORDO	5,575	32%	68%	55%	45%	1
2	ALBUQUERQUE	79,805	6%	94%	37%	63%	2
3	ANIMAS	146	49%	51%	74%	26%	3
4	ARTESIA	3,722	6%	94%	37%	63%	4
5	AZTEC	2,562	6%	94%	37%	63%	5
6	BELEN	3,602	19%	81%	46%	54%	6
7	BERNALILLO	2,786	6%	94%	37%	63%	7
8	BLOOMFIELD	2,584	6%	94%	37%	63%	8
9	CAPITAN	471	6%	94%	37%	63%	9
10	CARLSBAD	7,102	6%	94%	37%	63%	10
11	CARRIZOZO	157	6%	94%	53%	47%	11
12	CENTRAL	5,037	44%	56%	63%	37%	12
13	CHAMA	363	6%	94%	37%	63%	13
14	CIMARRON	401	6%	94%	37%	63%	14
15	CLAYTON	395	6%	94%	37%	63%	15
16	CLOUDCROFT	379	6%	94%	37%	63%	16
17	CLOVIS	7,664	44%	56%	63%	37%	17
18	COBRE	1,023	25%	75%	50%	50%	18
19	CORONA	70	6%	94%	53%	47%	19
20	CUBA	746	31%	69%	54%	46%	20
21	DEMING	5,366	55%	45%	70%	30%	21
22	DES MOINES	120	30%	70%	65%	35%	22
23	DEXTER	812	72%	28%	81%	19%	23
24	DORA	219	6%	94%	37%	63%	24
25	DULCE	521	6%	94%	37%	63%	25
26	ELIDA	178	69%	31%	85%	15%	26
27	ESPANOLA	2,954	8%	92%	39%	61%	27
28	ESTANCIA	539	26%	74%	51%	49%	28
29	EUNICE	726	6%	94%	37%	63%	29
30	FARMINGTON	11,201	28%	72%	52%	48%	30
31	FLOYD	228	83%	17%	89%	11%	31
32	FORT SUMNER	273	6%	94%	37%	63%	32
33	GADSDEN	12,551	57%	43%	71%	29%	33
34	GALLUP	12,224	83%	17%	88%	12%	34
35	GRADY	174	95%	5%	98%	2%	35
36	GRANTS	3,211	65%	35%	77%	23%	36
37	HAGERMAN	368	63%	37%	75%	25%	37
38	HATCH	1,166	84%	16%	89%	11%	38
39	HOBBS	9,990	6%	94%	37%	63%	39
40	HONDO	124	33%	67%	67%	33%	40
41	HOUSE	53	63%	37%	81%	19%	41
42	JAL	527	6%	94%	37%	63%	42
43	JEMEZ MOUNTAIN	171	6%	94%	53%	47%	43
44	JEMEZ VALLEY	359	27%	73%	51%	49%	44
45	LAKE ARTHUR	136	6%	94%	53%	47%	45
46	LAS CRUCES	23,631	22%	78%	48%	52%	46
47	LAS VEGAS CITY	1,202	6%	94%	37%	63%	47
48	LAS VEGAS WEST	1,555	64%	36%	76%	24%	48
49	LOGAN	317	6%	94%	37%	63%	49
50	LORDSBURG	425	6%	94%	37%	63%	50

State/Local Match Calculation

FY24 State and Local Match Calculation

Before and after temporary 33/50 percent reduction in from SB131 (2023)

51	LOS ALAMOS	3,724	6%	94%	37%	63%	51
52	LOS LUNAS	8,234	41%	59%	60%	40%	52
53	LOVING	647	6%	94%	37%	63%	53
54	LOVINGTON	3,382	22%	78%	48%	52%	54
55	MAGDALENA	285	74%	26%	83%	17%	55
56	MAXWELL	106	61%	39%	81%	19%	56
57	MELROSE	295	69%	31%	80%	20%	57
58	MESA VISTA	246	6%	94%	37%	63%	58
59	MORA	433	28%	72%	52%	48%	59
60	MORIARTY	2,331	6%	94%	37%	63%	60
61	MOSQUERO	88	6%	94%	53%	47%	61
62	MOUNTAINAIR	210	6%	94%	37%	63%	62
63	PECOS	511	6%	94%	37%	63%	63
64	PENASCO	284	56%	44%	71%	29%	64
65	POJOAQUE	1,630	58%	42%	72%	28%	65
66	PORTALES	2,610	50%	50%	67%	33%	66
67	QUEMADO	168	6%	94%	53%	47%	67
68	QUESTA	326	6%	94%	37%	63%	68
69	RATON	844	38%	62%	59%	41%	69
70	RESERVE	105	6%	94%	53%	47%	70
71	RIO RANCHO	17,272	7%	93%	38%	62%	71
72	ROSWELL	9,701	49%	51%	66%	34%	72
73	ROY	77	87%	13%	94%	6%	73
74	RUIDOSO	1,820	6%	94%	37%	63%	74
75	SAN JON	125	79%	21%	89%	11%	75
76	SANTA FE	11,769	6%	94%	37%	63%	76
77	SANTA ROSA	603	43%	57%	62%	38%	77
78	SILVER	2,273	6%	94%	37%	63%	78
79	SOCORRO	1,438	58%	42%	72%	28%	79
80	SPRINGER	111	35%	65%	68%	32%	80
81	TAOS	2,267	6%	94%	37%	63%	81
82	TATUM	298	6%	94%	37%	63%	82
83	TEXICO	551	54%	46%	69%	31%	83
84	TRUTH OR CONSEQUENCES	1,287	6%	94%	37%	63%	84
85	TUCUMCARI	907	52%	48%	68%	32%	85
86	TULAROSA	890	66%	34%	77%	23%	86
87	VAUGHN	46	6%	94%	53%	47%	87
88	WAGON MOUND	83	26%	74%	63%	37%	88
89	ZUNI	1,095	100%	0%	100%	0%	89

Note: Districts highlighted in blue are "microdistricts" with fewer than 200 MEM.

Source: PSFA

Lease Assistance Awards

FY24 Lease Assistance Awards

	A	B	C	D	E	F	G	H	
	District	Authorizer	School	Actual Cost of Lease (Annual)	FY24 MEM	Per-MEM Distribution (E*\$815.60)	FY24 Lease Assistance (Lesser of D or F)	Basis of Award	
1	Albuquerque	District	ABQ Charter Academy	\$211,498	378.5	\$308,705	\$211,498	LEASE	1
2	Albuquerque	District	ACE Leadership High School	\$404,034	237.0	\$193,297	\$193,297	MEM	2
3	Albuquerque	State	ACES Technical Charter School	\$194,350	159.5	\$130,088	\$130,088	MEM	3
4	Albuquerque	State	Albuquerque Bilingual Academy	\$585,929	369.0	\$300,956	\$300,956	MEM	4
5	Albuquerque	State	Albuquerque Collegiate Charter School	\$324,000	173.5	\$141,507	\$141,507	MEM	5
6	Albuquerque	State	Albuquerque Institute for Math & Science	\$507,800	340.5	\$277,712	\$277,712	MEM	6
7	Albuquerque	State	Albuquerque School of Excellence - Main	\$685,073	428.5	\$349,485	\$349,485	MEM	7
8	Albuquerque	State	Albuquerque School of Excellence - ES	\$1,031,268	442.5	\$360,903	\$360,903	MEM	8
9	Albuquerque	District	Albuquerque Talent Development Academy	\$264,000	144.5	\$117,854	\$117,854	MEM	9
10	Albuquerque	District	Alice King Community School	\$509,006	449.0	\$366,204	\$366,204	MEM	10
11	Albuquerque	State	Altura Preparatory School	\$339,582	219.0	\$178,616	\$178,616	MEM	11
12	Albuquerque	State	Amy Biehl High School	\$220,841	216.5	\$176,577	\$176,577	MEM	12
13	Albuquerque	State	Cesar Chavez Community School	\$228,928	161.5	\$131,719	\$131,719	MEM	13
14	Albuquerque	District	Christine Duncan's Heritage Academy	\$527,604	374.0	\$305,034	\$305,034	MEM	14
15	Albuquerque	District	Cien Aguas International School	\$468,374	420.0	\$342,552	\$342,552	MEM	15
16	Albuquerque	District	Coral Community Charter School	\$137,387	205.0	\$167,198	\$137,387	LEASE	16
17	Albuquerque	District	Corrales International School	\$300,324	245.5	\$200,230	\$200,230	MEM	17
18	Albuquerque	State	Cottonwood Classical Preparatory School	\$1,550,000	750.5	\$612,108	\$612,108	MEM	18
19	Albuquerque	District	Digital Arts and Technology Academy	\$206,894	351.0	\$286,276	\$206,894	LEASE	19
20	Albuquerque	District	East Mountain High School	\$392,200	371.5	\$302,995	\$302,995	MEM	20
21	Albuquerque	District	El Camino Real Academy	\$702,649	341.5	\$278,527	\$278,527	MEM	21
22	Albuquerque	State	Explore Academy - Gulton	\$2,106,824	787.0	\$641,877	\$641,877	MEM	22
23	Albuquerque	State	Explore Academy - Masthead	\$1,008,636	375.5	\$306,258	\$306,258	MEM	23
24	Albuquerque	District	Gilbert L. Sena Charter HS	\$178,500	141.0	\$115,000	\$115,000	MEM	24
25	Albuquerque	District	Gordon Bernell Charter School	\$168,319	158.5	\$129,273	\$129,273	MEM	25
26	Albuquerque	District	Health Leadership High School	\$458,660	210.5	\$171,684	\$171,684	MEM	26
27	Albuquerque	State	Horizon Academy West	\$475,417	427.5	\$348,669	\$348,669	MEM	27
28	Albuquerque	District	La Academia de Esperanza	\$212,224	249.0	\$203,084	\$203,084	MEM	28
29	Albuquerque	District	Los Puentes Charter School	\$156,388	117.0	\$95,425	\$95,425	MEM	29
30	Albuquerque	District	Mark Armijo Academy	\$114,143	199.5	\$162,712	\$114,143	LEASE	30
31	Albuquerque	State	Mission Achievement and Success 2.0 - Old Coors	\$1,793,070	863.0	\$703,863	\$703,863	MEM	31
32	Albuquerque	State	Mission Achievement and Success 1.0 - Yale	\$1,526,830	1,057.3	\$862,293	\$862,293	MEM	32
33	Albuquerque	District	Mountain Mahogany Community School	\$105,996	224.0	\$182,694	\$105,996	LEASE	33
34	Albuquerque	District	Native American Community Academy	\$419,193					34
35	Albuquerque	District	Native American Community Academy	\$69,788	264.0	\$215,318	\$215,318	MEM	35
36	Albuquerque	State	New Mexico Academy for the Media Arts - Main	\$43,394					36
37	Albuquerque	State	New Mexico Academy for the Media Arts - CTE	\$101,234	182.0	\$148,439	\$144,628	LEASE	37
38	Albuquerque	District	New Mexico International School	\$494,059	390.0	\$318,084	\$318,084	MEM	38
39	Albuquerque	State	North Valley Academy - Art Space	\$45,315					39
40	Albuquerque	State	North Valley Academy - Main Campus	\$413,690	341.8	\$278,731	\$278,731	MEM	40
41	Albuquerque	State	Rio Grande Academy of Fine Arts	\$250,500	78.0	\$63,617	\$63,617	MEM	41
42	Albuquerque	District	Siembra Leadership HS - 524 Central	\$147,633					42
43	Albuquerque	District	Siembra Leadership HS - 606 and 610 Central	\$353,919	284.0	\$231,630	\$231,630	MEM	43
44	Albuquerque	State	Solare Collegiate Charter School	\$540,000	275.0	\$224,290	\$224,290	MEM	44
45	Albuquerque	State	Southwest Aero., Mathematics & Science Academy	\$739,271	280.5	\$228,776	\$228,776	MEM	45
46	Albuquerque	State	Southwest Preparatory Learning Center	\$138,000	151.0	\$123,156	\$123,156	MEM	46

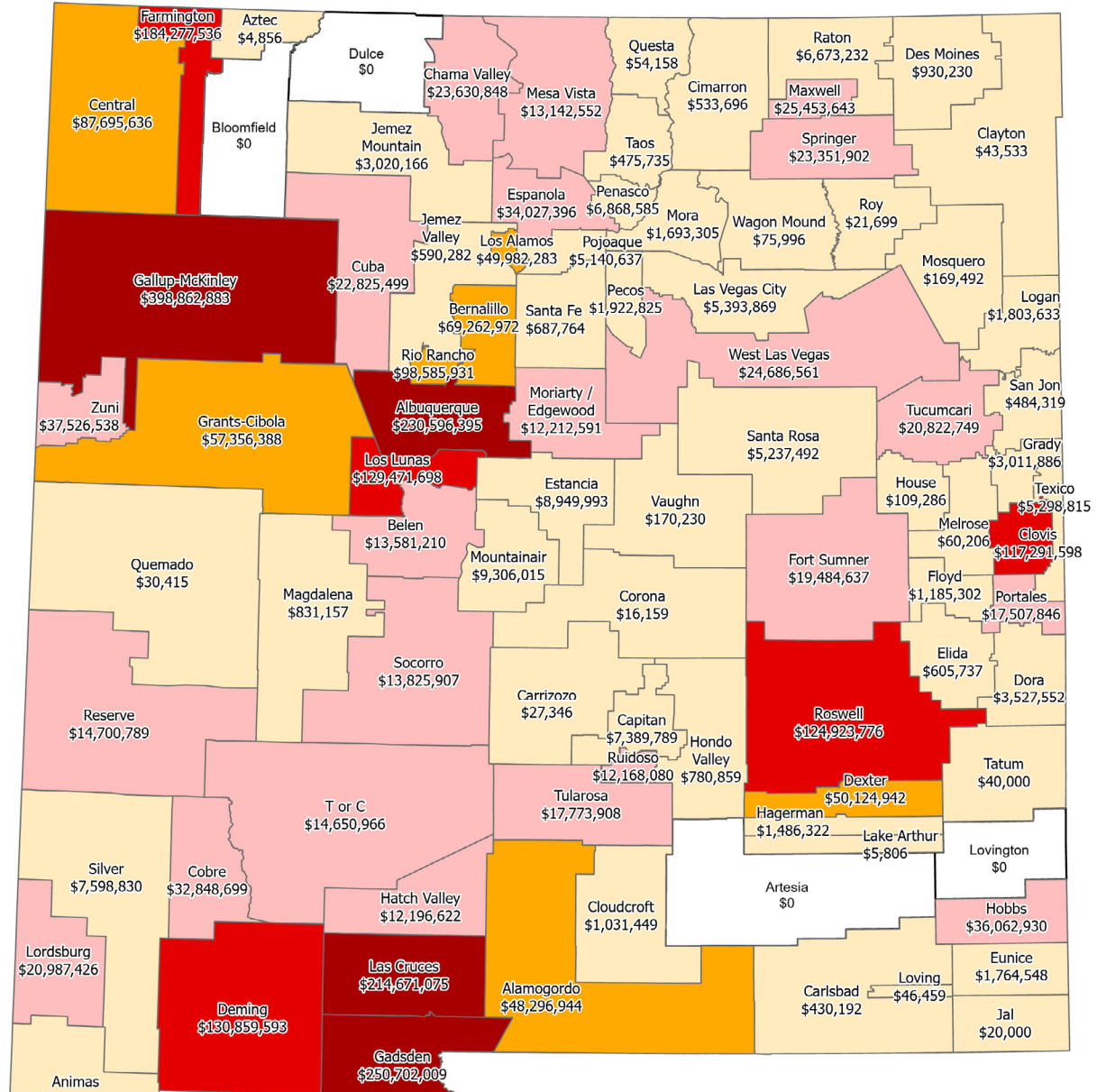
Lease Assistance Awards

FY24 Lease Assistance Awards

47	Albuquerque	State	Southwest Secondary Learning Center	\$431,676	147.0	\$119,893	\$119,893	MEM	47
48	Albuquerque	District	Technology Leadership High School	\$206,004	312.0	\$254,467	\$206,004	LEASE	48
49	Albuquerque	State	The GREAT Academy	\$232,979	125.0	\$101,950	\$101,950	MEM	49
50	Albuquerque	District	The International School at Mesa del Sol	\$583,379	313.8	\$255,895	\$255,895	MEM	50
51	Albuquerque	State	The Montessori Elementary & Middle School	\$741,036	440.5	\$359,272	\$359,272	MEM	51
52	Albuquerque	District	The New America School - NM	\$365,378	208.0	\$169,645	\$169,645	MEM	52
53	Albuquerque	State	Tierra Adentro of New Mexico	\$593,591	240.5	\$196,152	\$196,152	MEM	53
54	Albuquerque	State	21 st Century Public Academy	\$794,775	387.5	\$316,045	\$316,045	MEM	54
55	Albuquerque	District	Voz Collegiate Preparatory Charter School	\$155,117	64.0	\$52,198	\$52,198	MEM	55
56	Albuquerque	District	William W. & Josephine Dorn Community Charter	\$39,600	50.0	\$40,780	\$39,600	LEASE	56
57	Aztec	District	Mosaic Academy Charter School	\$247,224	180.0	\$146,808	\$146,808	MEM	57
58	Central	District	Dream Dine Charter School**	\$21,263	38.5	\$31,401	\$21,263	LEASE	58
59	Cimarron	District	Moreno Valley High School	\$57,000	52.0	\$42,411	\$42,411	MEM	59
60	Espanola	State	McCurdy Charter School	\$642,300	540.5	\$440,832	\$440,832	MEM	60
61	Gallup	State	DEAP	\$53,319	46.5	\$37,925	\$37,925	MEM	61
62	Gallup	State	Hozho Academy	\$1,428,000	602.0	\$490,991	\$490,991	MEM	62
63	Gallup	State	Middle College High School	\$26,969	140.0	\$114,184	\$26,969	LEASE	63
64	Gallup	State	Six Directions Indigenous School	\$120,000	71.0	\$57,908	\$57,908	MEM	64
65	Las Cruces	State	Explore Academy - Las Cruces	\$531,998	180.5	\$147,216	\$147,216	MEM	65
66	Las Cruces	State	Raices del Saber Xinachtli Community School	\$83,526	116.0	\$94,610	\$83,526	LEASE	66
67	Las Cruces	State	The New America School - Las Cruces	\$297,075	147.0	\$119,893	\$119,893	MEM	67
68	Los Lunas	State	School of Dreams Academy	\$687,774	555.0	\$452,658	\$452,658	MEM	68
69	Moriarty	State	Estancia Valley Classical Academy	\$916,963	621.0	\$506,488	\$506,488	MEM	69
70	Questa	State	Roots & Wings Community School	\$42,739	53.5	\$43,635	\$42,739	LEASE	70
71	Rio Rancho	State	Explore Academy - Rio Rancho	\$125,000	318.0	\$259,361	\$125,000	LEASE	71
72	Rio Rancho	State	Sandoval Academy of Bilingual Education	\$271,886	225.0	\$183,510	\$183,510	MEM	72
73	Rio Rancho	State	The ASK Academy - Main	\$551,352	496.0	\$404,538	\$404,538	MEM	73
74	Rio Rancho	State	The ASK Academy - 6th Grade Academy	\$109,959	114.0	\$92,978	\$92,978	MEM	74
75	Roswell	State	Early College High School	\$146,363	171.0	\$139,468	\$139,468	MEM	75
76	Roswell	District	Sidney Gutierrez Middle School	\$41,820	66.0	\$53,830	\$41,820	LEASE	76
77	Roswell	District	Sidney Gutierrez - Elementary Component	\$123,000	130.0	\$106,028	\$106,028	MEM	77
78	Santa Fe	State	Monte del Sol Charter School	\$253,752	367.0	\$299,325	\$253,752	LEASE	78
79	Santa Fe	State	New Mexico School for the Arts	\$406,423	324.5	\$264,662	\$264,662	MEM	79
80	Santa Fe	District	The Academy for Technology & the Classics	\$253,841	391.0	\$318,900	\$253,841	LEASE	80
81	Santa Fe	State	The MASTERS Program	\$122,433	240.0	\$195,744	\$122,433	LEASE	81
82	Santa Fe	State	THRIVE Community School	\$348,848	114.5	\$93,386	\$93,386	MEM	82
83	Santa Fe	State	Tierra Encantada Charter School	\$357,998	283.5	\$231,223	\$231,223	MEM	83
84	Silver	State	Aldo Leopold Charter School	\$123,000	176.5	\$143,953	\$123,000	LEASE	84
85	Socorro	District	Cottonwood Valley Charter School	\$121,275	170.0	\$138,652	\$121,275	LEASE	85
86	Taos	District	Anansi Charter School	\$192,291	196.5	\$160,265	\$160,265	MEM	86
87	Taos	State	Taos Academy Charter School	\$180,536	267.5	\$218,173	\$180,536	LEASE	87
88	Taos	State	Taos Integrated School of the Arts	\$199,320	203.5	\$165,975	\$165,975	MEM	88
89	Taos	State	Taos International School	\$363,564	166.0	\$135,390	\$135,390	MEM	89
90	Taos	District	Taos Municipal Charter School	\$160,000	218.5	\$178,209	\$160,000	LEASE	90
91	W. Las Vegas	District	Rio Gallinas School of Ecology and the Arts	\$48,000	79.0	\$64,432	\$48,000	LEASE	91
	STATEWIDE			\$35,653,087	24184	\$19,724,674	\$18,789,299		

Total PSCOC Dollars Awarded by School District

Total PSCOC Dollars Estimated to be Awarded



Estimated PSCOC Dollars Awarded as of 11/16/2023

- \$4,856 - \$9,306,015
- \$9,306,016 - \$37,526,538
- \$37,526,539 - \$98,585,931
- \$98,585,932 - \$184,277,536
- \$184,277,537 - \$398,862,883
- \$0

Estimated State Total
PSCOC Dollars Awarded
\$2,803,099,123

Created 11/16/23
By AM PSFA
Sources:PSFA

