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Dear Fellow Legislators:

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

The Legislature faces a rare, perhaps unique, confluence of circumstances during the 2019 legislative session: the pressure of a lawsuit to transform public education and the resources to do it. And, after several years of studying the best international school systems and the performance of New Mexico programs, the committee is well-prepared to advise the full Legislature on what changes will most help our children.

As we build better schools – schools that not only prepare New Mexico students for college and career but also allow them to thrive socially and emotionally – we must focus on proven approaches to systemic change, not just a laundry list of proposals. New Mexico needs successful early supports for families and children at risk, programs that boost those who start to fall behind before they give up, rigorous teacher training and selection and rewarding education career paths, robust curricula, and effective career and technical education.

New Mexico policymakers have tackled education reform before but never with this level of commitment and knowledge. Through collaborative effort, we can build the foundation of a high-quality, effective education system this year.

This report is a summary of the research and testimony presented to the committee during the interim. It focuses on those topics the committee considers most critical. I would like to thank the LESC staff for their hard work this interim. The committee is confident you will find this report informative and useful.

Sincerely,

A handwritten signature in black ink that reads "Mimi Stewart".

Senator Mimi Stewart, Chair

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Revenue growth for FY19 allowed for a much needed increase in funding for public schools. After a decade almost bookended by two economic downturns, multiple years of budget cuts, including mid-year budget cuts, and only modest revenue growth in some years, the Legislature could provide funding to increase compensation for educators, significantly increase participation in early childhood education programs, and provide improved access to programs for at-risk students. An unprecedented amount of projected money available for expansion in FY20 will continue to provide the opportunity for the Legislature to target investments to improve academic outcomes and close the achievement gap for the state's lowest-performing students.

The projected revenue growth comes just in time to address the recent district court ruling in the *Martinez* and *Yazzie* lawsuit. The July 2018 ruling found the state was not meeting its constitutional obligation to provide students with a free and appropriate public education that adequately prepares them to go to college or to enter the workforce. The judge, now retired but still working on the case under contract, found the state is particularly failing students at risk because they are low income, Native American, English learners, or have disabilities. Noting the court could not rely on the “good will of the defendants to comply with their duty,” the judge gave the executive and Legislature only nine months, until April 15, 2019, to “take immediate steps” to ensure New Mexico schools have the resources necessary to give at-risk students the opportunity to obtain a uniform and sufficient education that prepares them for college or career.

The court relied heavily on the low achievement of New Mexican students in issuing its decision and order. A high percentage of students are unable to achieve proficiency on the state's annual assessments, the achievement gap between at-risk students and their more affluent peers continues to persist, and New Mexico students still graduate from high school at one of the lowest rates nationally, despite a several percentage point gain during the 2017-2018 school year, and require significant remediation when they enter postsecondary institutions. These persistent achievement challenges are exacerbated by New Mexico's high poverty rate – New Mexico has the highest poverty rate in the nation. While it is common knowledge that all students can be successful, including low-income students, it often takes targeted, additional supports to overcome the effects of poverty.

The ruling in the lawsuit coupled with the ability to make transformative investments in public education provide the Legislature with the opportunity to ensure New Mexico's public education system reflects those world-class systems LESC has been studying for two years. During the 2018 interim, LESC continued its focus on the National Conference of State Legislatures' report, *No Time to Lose*. Through partnership with several local foundations, the committee was able to learn from national experts about a number of challenges education systems struggle with nationally and potential solutions to those issues. Topics included the importance of early learning; the science of brain development, learning, and motivation; teacher preparation and evaluation; the importance of equity in education; and career and technical education.

One thing became more clear as the committee conducted its work over the 2018 interim – it is not enough to merely have unconnected programs that attempt to address the issues. Programs and supports must be developed with intentionality, to work together as a unified system of support. Career and technical programming is best real-

ized when programs include standards fully aligned between secondary and postsecondary education and directly relate to career pathways with the possibility of earning industry credentials. College remediation is more successful when done through co-requisite, stretch, or self-paced models that allow the students to attend degree-related courses at the same time as remedial courses, rather than stand-alone college courses that do not result in college credit for participating students. Highly effective teachers are at their most effective when working with high-need students, who often are academically more than a year behind their peers. And learning time, whether regular school year time or after school or extended day or year programs, must be high quality and implemented with intention to ensure maximum learning. The upcoming legislative session provides the Legislature with the opportunity to dramatically transform the public education system, but continued implementation of piecemeal reform will continue to result in a patchwork of programs and efforts unlikely to be successful.

Martinez and Yazzie Consolidated Lawsuit

The 2018 interim was dominated by the 1st Judicial District Court's ruling in the consolidated *Martinez* and *Yazzie* lawsuit, which requires the Legislature and executive, by April 15, 2019, to take immediate steps to ensure New Mexico schools have the resources necessary to give at-risk students the opportunity to obtain a uniform and sufficient education that prepares them to enter a postsecondary institution or to enter the workforce. The landmark ruling, entered by Judge Sara Singleton, retained on contract to preside over the case after retiring, found the state constitution imposes an obligation on the state to provide every student with the opportunity to obtain an education that prepares them for college or a career. This includes the responsibility to provide all school districts with funding for the programs and services necessary to educate all students but particularly Native American students and those students at risk of failing because of low income, English proficiency, or disability. The ruling will likely require significant financial investment by the Legislature and a significant overhaul of how the executive oversees public schools to ensure students have access to programs that will allow them to be successful after high school graduation.

Based on testimony during the two-plus-month trial in summer 2017, the court in July 2018 ordered the executive and Legislature to create a funding system that meets the state's constitutional obligations. The findings and conclusions, filed on December 20, 2018, but served on the state on December 31, 2018, are thematically similar to those issues outlined in the July decision, although the 608-page document includes significantly more detail than the July decision. Most of the findings and conclusions were adopted from information submitted by the plaintiffs, with very few findings and conclusions adopted from information submitted by the state. The state received the order two weeks before the start of the legislative session.

The court has not yet entered a final judgment; when the final judgement is entered, the state will have 30 days to appeal the court's ruling. The new administration indicated during the campaign it would not appeal, although that announcement was made before the December order. If the state does not appeal the ruling, New Mexico would be the only state in the nation that lost an education sufficiency lawsuit at the district court level and did not appeal. While some policymakers do not want to appeal the ruling, numerous legal issues raise concerns for others, who – regardless of whether they support education reform in line with the ruling – are concerned about the potential for court involvement to continue for decades and question the appropriateness of what could be seen as court interference in the executive and legislative branches beyond the findings of law.

Compliance With the Ruling

Overall, the court's findings and conclusions identify concerns to be addressed either legislatively, in the case of appropriations or statute changes, or by the executive, in the case of fulfilling its statutory obligation to provide oversight of schools and school districts. The court did not prescribe specific remedies the Legislature or executive must implement, making it difficult to know exactly what the court expects by the April 15 deadline. Although the court effectively acknowledged it was not the judiciary's job to set policy, the July decision and December findings and conclusions identified several areas the court found to be deficient, including instructional materials, curriculum and programs, and quality teaching.

A focus of the court was the proper oversight of schools. In response to the state’s argument that implementation at the school district or school level may be less effective than desired, the court noted the new scheme should include a system of accountability to measure whether the programs and services provided by schools actually provide the opportunity for a sound basic education and to assure local school districts are spending the funds provided to them in a way that efficiently and effectively meets the needs of at-risk students.

As the Legislature and executive determine next steps, it will be important for them to identify those things that require legislative action and those things the executive must address through better administration and oversight. It will be equally important for policymakers to consider systemic changes, rather than simply enacting “silver bullet” reforms that do not adequately address the needs of New Mexico students.

Following several years with modest or no revenue growth, projected increases in general fund revenue for FY20 offer the opportunity to invest in systemic change to improve public education in New Mexico. With an estimated \$1.1 million in “new money” available for appropriation, the Legislature has the opportunity to make strategic investments in educational programs that have been shown to improve student outcomes, close achievement gaps, and ensure New Mexico school districts and charter schools are able to recruit and retain high-quality teachers and instructional leaders. Budget request guidelines issued by the Legislative Finance Committee (LFC) in August reiterated public education represents the state’s largest fiscal and policy challenge and will remain a priority for the Legislature when making FY20 appropriations, particularly in light of the recent district court conclusion that public education appropriations were insufficient to meet the requirements of the New Mexico Constitution.

General Fund Revenue Estimates for FY20

December 2018 revenue estimates projected recurring general fund revenue for FY20 of \$7.443 billion, an increase of \$1.103 billion, or 17 percent, over FY19 recurring general fund appropriations. In addition, significant year-over-year revenue growth in FY18 and FY19 was projected to leave general fund reserve levels at 40 percent at the end of FY19, assuming no new FY19 spending is approved during the 2019 legislative session. According to the estimates, 80 percent of revenue growth is related to the oil and gas industry, and unexpected swings in the price per barrel of oil could dramatically change revenue collections, either positively or negatively.

Due to the highly volatile nature of revenue projections, LFC staff recommended holding an amount equal to 20 percent of recurring general fund appropriations in reserves. LFC noted similar spikes in general fund revenue were seen in the mid-2000s; however, much of that growth disappeared toward the end of the decade, and the Legislature had to reduce appropriations to maintain solvency. As a result, LFC’s budget request guidelines for FY20 noted the need for higher reserves and the use of some “new money,” projected recurring revenue over prior year appropriations, on nonrecurring rather than recurring appropriations.

Public Education Department’s FY20 Budget Request

For FY20, the Public Education Department (PED) requested \$3.159 billion in recurring general fund revenue for public schools, an increase of \$358 million, or 12.8 percent, from FY19 appropriations. The significant increase from FY19 can be attributed both to a need to address the decision in the consolidated *Martinez* and *Yazzie* lawsuit and to projected growth in general fund revenue for FY20, which led most state agencies to seek increases to their operating budgets. Although PED’s budget request included increases for the state equalization guarantee (SEG) distribution – funding allocated through an enrollment-driven formula, categorical program appropriations, and special program appropriations – often called “below-the-line” appropriations – the department did not request a general fund increase for its operating budget, despite findings in the court decision that question the efficacy of PED oversight.

Program Cost and State Equalization Guarantee Distribution

Unlike many other states, which fund education primarily through local property taxes, more than 90 percent of operational funding for New Mexico schools are part of

an equalized funding formula established in state law and funded at the state level. The funding formula is designed to guarantee each student in New Mexico is treated like other similarly situated students. Although primarily based on student enrollment, the formula is weighted for school size, teacher qualifications, the special needs of students, and other factors. The result of the funding formula is a program cost for each school district and charter school, the amount of money the Legislature assumes schools need each year to operate.

FY18 Funding Formula Credits for Federal and Local Revenue (in thousands)

Year	Budget Assumption	Final Credit
FY15	\$62,000.0	\$72,283.5
FY16	\$56,000.0	\$75,405.5
FY17	\$64,000.0	\$64,998.4
FY18	\$60,750.0	\$77,577.7
FY19	\$59,000.0	

Source: LESC Files

Once program cost is determined, a portion of local and federal revenues are deducted to determine the SEG distribution – the amount annually appropriated by the state to ensure all school districts and charter schools receive their full program cost. The funding formula takes credit for 75 percent of the revenue that school districts and charter schools receive from federal Impact Aid, federal forest reserve payments, and the local half-mill property tax levy. Because credits for these revenues are taken in the current year, initial school district and charter school budgets are based on estimates of these revenue sources, leading to some uncertainty about the total amount available for school districts and charter schools to operate. This typically leads PED to use conservative estimates to ensure school districts and charter schools are not subject to unforeseen mid-year budget reductions.

For school districts and charter schools to function efficiently administrators need reliable budgets that allocate funding appropriated by the Legislature at the beginning of the year, without the risk of mid-year reductions. For FY19, initial school district and charter school budgets were based on an SEG distribution of \$2.551 billion, about \$34 million less than the amount appropriated for FY19. While much of this additional funding may be distributed to school districts and charter schools when the department sets the final FY19 unit value in January, school districts and charter schools were required by language in the General Appropriation Act (GAA) of 2018 to implement higher minimum salaries for teachers and provide an average across-the-board salary increase of 2.5 percent for teachers and 2 percent for other school personnel. In addition, PED was tasked with ensuring school districts and charter schools were using additional at-risk funding to achieve intended outcomes for at-risk students. When all funding is not allocated at the time budgets are approved, school districts and charter schools may struggle to implement legislative mandates.

Each spring, PED sets the initial unit value – the amount of formula funding each school district and charter school receives per funding formula program unit – for the upcoming fiscal year. This amount is used to set school districts’ and charter schools’ budgets. PED sets the final unit value for the current year in January.

To ensure school districts and charter schools have sufficient funds to carry out legislative mandates, PED should work with the Legislature to ensure SEG appropriations and the initial unit value set by the department are based on reasonable assumptions. In some administrations, PED consulted LFC, LESC, and other education stakeholders when the department set the preliminary unit value, but that has not been the practice for several years. The Legislature should consider providing PED with a safety net that would allow the department to be more aggressive in setting the initial program unit value. One possibility is to increase the funding available in the state-support reserve fund, a statutory fund appropriated to PED to augment appropriations and ensure the SEG distributions are not reduced mid-year. Although the law states the Legislature intends to maintain a balance of \$10 million in the fund, the fund currently contains just \$1 million, too little to augment SEG distributions if it were needed to avoid a unit value reduction. The Legislature could also authorize the Board of Finance to approve an increased SEG distribution, as was authorized by the Supplemental GAA of 2017. That language allowed PED reset the preliminary FY18 unit value and allowed PED to request a transfer of up to \$10 million in operating reserves if the appropriation was insufficient to support a higher unit value; however, the department did not implement this language.

PED's FY20 budget request assumed an increase of \$198.3 million, or 7.5 percent, in school district and charter school program cost and called for several changes that would impact assumed program cost, including proposed changes to state law governing bilingual multicultural education programs and the at-risk factor in the funding formula, increases to fund insurance and fixed costs, and \$120 million in additional compensation for teachers and school administrators. While PED estimates the net fiscal impact of these changes at \$198.3 million, the department projects funding formula credits will increase by \$2.8 million over the amount assumed in FY19, to \$61.8 million, though the department's credit projection remains well below the \$77.6 million in actual funding formula credits in FY18. Due to the projected increase in funding formula credits, PED requested an increase to the SEG distribution of \$195.5 million, or 7.6 percent.

Distribution Delays

For FY18, initial budgets for school districts and charter schools were based on a SEG distribution of \$2.456 billion, \$41.4 million less than the total SEG appropriation. Concerned that PED was not allocating all available funds at the beginning of the school year, the Legislature included language in the Supplemental General Appropriation Act (GAA) of 2017 that allowed the department to increase the initial FY18 unit value by up to \$16 per unit. The increase would have allocated an additional \$10 million to school districts and charter schools prior to the start of the school year; however, concerns regarding the uncertainty of federal revenue led the department to maintain the initial unit value until January 2018. In January, PED increased the FY18 unit value by \$30.71, allocating an additional \$25.7 million to school districts and charter schools. PED was able to allocate \$19.6 million in additional funding in June, after larger than anticipated federal and local revenue reduced the need for SEG distributions to meet the program cost finalized in January. PED implemented language included in the GAA of 2018 to distribute \$10 million in unallocated SEG appropriations to school districts and charter schools in the final days of the fiscal year. The department, citing language included in the GAA of 2017 to ensure the state met federal special education maintenance of effort requirements, distributed \$9.6 million in unallocated FY18 SEG appropriations for this purpose. The department did not allocate \$13.6 million of the appropriation, including \$5 million in driver's license fees, which did not revert to the general fund but are held by PED.

Bilingual Multicultural Education Programs. PED requested the Legislature consider removing funding for bilingual multicultural education programs from the public school funding formula and establish a separate categorical distribution to fund bilingual programs. The department's request proposed a \$34.8 million reduction to program cost and a new \$50 million categorical appropriation, which amounted to an increase of \$15.2 million, or 43.7 percent, for bilingual programs. The department also requested a \$2.5 million PED special program appropriation for English learner and bilingual program evaluation and support. PED has not yet provided the Legislature with proposed amendments to the Public School Finance Act or the Bilingual Multicultural Education Act, making it unclear how the department proposes to distribute funding for BMEPs.

State law provides for a \$3 drivers safety fee for each driver's license issued by the state, to be distributed through the SEG. In FY18, the Legislature appropriated \$5 million of these fees to the SEG but no dollars were distributed. Because this pattern has continued for several years, PED has built a significant balance in the fund and currently holds \$7.7 million in driver's license fees. An additional \$1.5 million is added each year.

PED is given the authority to administer and enforce provisions of the Bilingual Multicultural Education Act, but the department argues it has insufficient authority to ensure school districts and charter schools are implementing effective bilingual programs. Funding formula dollars are noncategorical and school districts and charter schools may budget these dollars as they see fit, so long as statutory requirements are met. PED said the proposed change is necessary to ensure bilingual education program dollars benefit bilingual students and will allow department staff to meaningfully evaluate programs and provide additional technical assistance to school districts and charter schools. However, it may be possible to continue funding bilingual programs through the funding formula and to provide the department with additional statutory authority to increase its oversight. In the *Martinez* and *Yazzie* decision, the court said PED read its statutory authority to oversee school districts and charter schools too narrowly, making the proposed changes potentially unnecessary.

Under current law, school districts and charter schools with PED-approved bilingual programs generate formula funding based on FTE students enrolled in bilingual programs. As a result, when the Legislature increases formula funding, the amount allocated for bilingual programs also increases.

At-Risk Program Units. PED's budget request included \$70 million for additional at-risk program units and requested the Legislature increase the multiplier used when calculating the at-risk index to 0.215. Over the past several years, the Legislature has increased the at-risk multiplier and LESC endorsed legislation that would further increase the multiplier to 0.25, effective in FY20. Legislative staff estimate the cost of this increase

at \$113.2 million. Additional at-risk funding can be used for a wide variety of educational services and each school district or charter school has the ability to use funds generated by the at-risk index to tailor programs to the needs of their students. For example, interventions designed to promote attendance might be a good fit for a school struggling with high habitual truancy rates but would be of little use at a school with high attendance rates but a need for more reading interventions. Under current law, a school district receiving at-risk program units is required to report to PED on the specified services implemented to improve the success of at-risk students, although it is unclear if PED routinely reviews how at-risk funds are used and if the specified services are improving student outcomes.

Although the funding multiplier for the at-risk index increased in FY19, the district court declined to consider the change in the *Martinez* and *Yazzie* decision.

Insurance and Fixed Costs. PED requested an additional \$16.7 million to fund increased employer insurance premiums and an additional \$4.2 million for fixed costs. All school districts and charter schools apart from Albuquerque Public Schools (APS) receive

health insurance for employees and dependents as well public school property, liability, and workers' compensation insurance through the Public Schools Insurance Authority (NMPSIA). APS operates its own self-insured program. PED's insurance request included \$12.9 million for NMPSIA and \$3.8 million for APS.

NMPSIA Change in FY18 Fund Balance and Projected FY20 Fund Balance

	Benefits Fund	Risk Fund
Beginning Fund Balance (audited)	\$13,844,342	-\$14,240,528
Ending Fund Balance (unaudited)	\$18,335,513	-\$852,135
FY18 Change	\$4,491,171	\$13,388,393
Projected FY20 Fund Balance	\$15,700,000	\$7,900,000

Source: NMPSIA

The Public Schools Insurance Authority's \$12.9 million request would fund a 7.6 percent increase for employee health insurance, a 5 percent increase for dental coverage, and a 3.9 percent increase for risk coverage. In FY18, NMPSIA was able to rebuild some of its fund balance which had deteriorated with the reduced budgets of FY16 and FY17; the employee benefits fund gained \$4.5 million in FY18 and the risk fund gained \$13.4 million. While the NMPSIA risk fund has recovered nearly all \$16 million that was swept into the general fund FY17 to help the state remain solvent, large legal settlements relating to sexual misconduct and molestation claims against public school employees could impact the fund balance. According to NMPSIA, sexual molestation claims cost public schools \$4.4 million in FY18, and 23 claims against New Mexico public schools remain outstanding as of December 2018.

In a September hearing before LESC, APS did not request additional insurance funding from the Legislature but indicated it would increase premiums and make plan design changes. The PED request included additional funding for APS.

PED's \$4.2 million request for fixed costs included \$2.4 million for additional costs related to energy, water, and communication services and \$1.8 million for increased costs of supplies, textbooks, maintenance, and audit costs. This amount is based on a forecasted change in the consumer price index of 2.4 percent for FY20. Over the past five years, actual expenditures on the budget categories PED considers to be fixed costs increased by 1.3 percent per year but expenses increased significantly in FY18, due mostly to a \$4 million increase in operational spending on textbooks, typically funded separately. For FY18, the Legislature appropriated \$10.5 million to the instructional material fund, less than half of the FY16 appropriation of \$21.9 million. Much of the growth over the past five years can be attributed to the expenditures of SEG dollars for textbooks, rather than instructional material fund revenue. In FY14, school districts and charter schools reported \$3.4 million in operational fund expenditures on textbooks but by FY19 school districts and charter schools reported \$9.3 million in expenses, an increase of \$5.7 million.

Enrollment Growth. PED requested \$12.3 million to cover the cost of 2,947 projected enrollment growth program units, the number of enrollment growth program units in preliminary calculations of the FY19 funding formula. While the allocation of en-

rollment growth program units indicates some school districts and charter schools are growing, it does not necessarily indicate the total number of program units will increase. Because statewide program cost is divided by the total number of program units, an increase in the overall number of program units without a corresponding appropriation could dilute the unit value.

Data from PED indicates that from FY18 to FY19, the overall number of program units generated by the funding formula was relatively flat after accounting for a funded increase in the number of at-risk program units in FY19. Not including the increase in at-risk, preliminary program units fell by 1,617 from FY18 final program units, although additional enrollment growth program units will likely be added once PED certifies enrollment data from the FY19 first reporting date. It remains unclear if the total number of program units is expected to grow in FY20. PED has yet to provide legislative staff with FY19 enrollment data, although it was collected on October 10, 2018.

Compensation. PED's request included an increase of \$120 million to the program cost for "compensation increases for teachers, school administrators, and mentors." PED told LFC the department was requesting the Legislature increase minimum salaries for level 1 teachers to \$41 thousand, level 2 teachers to \$47 thousand, and level 3-A teachers to \$57 thousand, although this detail was not included in PED's written request. Current statutory salary minimums are \$36 thousand for level 1 teachers, \$44 thousand for level 2 teachers and \$54 thousand for level 3-A teachers. While higher starting salaries might help recruit additional teachers, a teacher may hold a level 1 license for as little as three years before applying for a level 2 license. Currently, many teachers receive significant raises on moving from level 1 to level 2 licensure and the PED proposal could create salary compaction issues. PED data shows half of all teachers leave the teaching profession within five years, and focusing additional compensation on teacher in their first years of teaching could present challenges to school districts and charter schools attempting to retain more experienced teachers.

LESC has endorsed a bill to increase the minimum teacher salaries to \$45 thousand for level 1 teachers, \$55 thousand for level 2 teachers, and \$65 thousand for level 3-A teachers, over a three-year period. The bill also ensures principal and assistant principal pay will increase with the minimum salaries for level 3-A teachers.

School District and Charter School Fixed Costs

(in millions)

Fiscal Year	Amount Spent	Change from Prior Year
FY14	\$164.3	2.3%
FY15	\$168.8	2.7%
FY16	\$168.3	-0.3%
FY17	\$166.6	-1.0%
FY18	\$173.0	3.8%

Change from FY14 to FY18	\$8.69
Annual Percent Change	1.3%

Source: LESFC Files

Categorical Appropriations

PED's request for categorical appropriations, which supplement formula funding and are provided for a specific purpose, increased by \$113.3 million, or 97.1 percent, over FY19 appropriations. The increase is primarily due to proposals for new categorical programs and PED's proposal to move bilingual funding from the funding formula to a new categorical appropriation. In FY19, categorical program appropriations totaled \$116.6 million, not including \$7 million in public school capital outlay fund (PSCOF) revenue appropriated for transportation and instructional materials.

Transportation. PED requested \$107.7 million for transportation, an increase of \$7.7 million, or 7.7 percent, from FY19 combined general fund and PSCOF appropriations. Although authorized for use, PED did not request an appropriation from PSCOF for transportation in FY20. PED's presentation to LFC indicated the request was designed to address the continued use of operational funding by school districts and charter schools for student transportation. In FY18, school districts and charter schools spent \$8.6 million in operational funding on student transportation. For FY19, school districts and charter schools budgeted \$7.8 million in operational funding for student transportation.

Of the \$7.8 million in FY19 formula funding budgeted for student transportation, more than 70 percent is from five school districts. Most school districts did not budget any formula funding for student transportation.

Instructional Materials. PED requested \$50.9 million for instructional materials, including \$21.9 million in recurring general fund revenue for the instructional material fund and \$29 million in nonrecurring general fund revenue, an increase of \$38.4 million from

the FY19 combined general fund and PSCOF appropriations of \$12.5 million. In FY20, school districts and charter schools statewide will need to replace science instructional materials for all grades with updated materials that align to the recently adopted science standards. The New Mexico Science Teachers' Association estimates the cost of new science materials at \$28 million. In addition to science materials, the FY20 adoption cycle includes music, theater, dance, and art materials. PED has not provided a detailed breakdown of the instructional materials request.

Emergency Supplemental Funding. PED requested \$4.7 million for supplemental distributions to school districts experiencing financial shortfalls, including \$3 million in recurring general fund revenue and \$1.7 million in nonrecurring general fund revenue, an increase of \$1.7 million from FY19 appropriations. Although termed “emergency” funding, a number of small school districts receive these supplemental allocations annually. While emergency supplemental funding supports rural school districts experiencing significant diseconomies of scale, funding provided outside of the formula has the effect of disequalizing the school finance system; many of the school districts that receive annual allocations already have high per-student funding allocations when compared with the statewide average.

Indian Education Act. PED requested \$4 million for the Indian education fund, an increase of \$1.5 million, or 60 percent, over the FY19 appropriation, which included a \$675 thousand appropriation from Indian education fund balances. Appropriations for the

In the *Martinez* and *Yazzie* decision, the court found the goals of the Indian Education Act had not been realized in most school districts with large Native American student populations.

Indian education fund are used to support native language and cultural programs and fund PED staff to oversee the implementation of the Indian Education Act. The fund also supports \$25 thousand grants to 21 school districts for Indian education programs. PED indicated a portion of the appropriation would be used for an educator pipeline initiative, but PED's request did not include language earmarking \$400 thousand in Indian education fund appropriations for a national nonprofit to provide teaching support in schools with large Native American populations, which has supported Teach for America program in the past.

Career and Technical Education. PED requested \$20 million for a new categorical program to support a work-based learning initiative, which would represent a significant state investment in a short period of time without a statutory framework for the program. Other programs that receive significant funding, such as prekindergarten and K-3 Plus extended school year program, are governed by statute and funding has typically been phased-in over time, beginning with small appropriations and scaling up as the program shows results. This generally allows PED to properly manage the program, identify and disseminate best practices, and avoid repeating common pitfalls, which have the potential to waste taxpayer dollars and undermine the credibility of a program. While PED has already begun the work-based learning initiative with federal dollars, the program remains rather small, with only \$700 thousand in funding.

PED requested \$2 million for instructional materials for dual-credit courses that provide both high school and college credit, an increase of \$1 million from the FY19 appropriation. School districts and charter schools are required by state law to pay for dual-credit instructional materials and PED states the \$2 million request will cover all dual-credit instructional materials cost.

Other Categorical Appropriations. PED requested \$5 million for a new categorical program to support teacher recruitment and mentorship initiatives and \$10 million for stipends for teachers who receive an exemplary teacher evaluation. The School Personnel Act requires all beginning teachers to participate in a mentorship program, and teacher mentoring was included as an additional responsibility for any teacher who chose to advance to the role of instructional leader and pursue a level 3-A teaching license. From FY05 to FY10, the Legislature appropriated a total of \$8 million for teacher mentor-

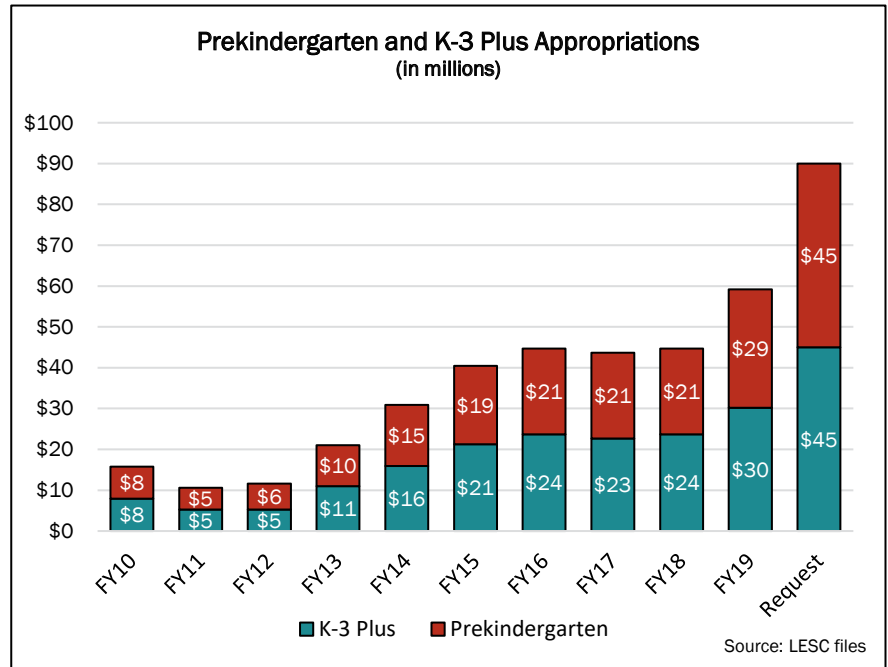
ships and in FY15 \$1.5 million was added to the funding formula. In FY19, the Legislature appropriated \$5 million in nonrecurring revenue for stipends for exemplary teachers. To date, PED has not provided legislative staff with FY19 award amounts; however, data from the state's accounting system indicates PED awarded a total of \$6.4 million, supple-

menting the nonrecurring appropriation with funds from a special program appropriation for interventions and supports for students, teachers, struggling schools, and parents.

PED Special Program Appropriations

PED requested \$140.2 million for special programs administered by the department, an increase of \$49.3 million over FY19 appropriations. These programs are often targeted to specific populations and some provide only indirect services for school districts and charter schools, although the two largest programs – prekindergarten and K-3 Plus – account for nearly two-thirds of the total and provide grants for successful early childhood education programs. Of the \$49.3 million increase, \$30.8 million was requested for prekindergarten and K-3 Plus programs.

Special program appropriations have increased significantly in the past decade. While much of this expansion is attributable to prekindergarten and K-3 Plus, other department initiatives grew 122 percent, from \$14.3 million in FY10 to \$31.7 million in FY19. PED requested \$50.2 million for FY20, an increase of 58.3 percent from FY19 appropriations. The district court decision in the consolidated *Martinez* and *Yazzie* lawsuit noted the limitations of special program funding in meeting the needs of students. It noted funding is not guaranteed from year to year, inconsistency limits the effectiveness of the programs, and funding is not available to allow all school districts and charter schools to participate in the programs.



Further, many programs funded through the special appropriation process might not have a meaningful impact on public education. From FY14 to FY19, the Legislature appropriated \$84.9 million to PED for its keystone early literacy initiative, Reads to Lead; however, the department did not request additional funding for FY20, indicating to legislative staff the department’s research did not show the program was effective. In addition, after years of attributing significant performance improvements for participants in the Teachers Pursuing Excellence and Principals Pursuing Excellence professional development programs, PED staff have said they are not finding the same results as the programs expand to incorporate more teachers and principals.

PED has also used special program appropriations in ways not intended by the Legislature. According to the state’s accounting system, the department diverted \$1.4 million from the appropriation for the interventions and supports for students, teachers, struggling schools, and parents to excellence in teaching awards, effectively funding PED’s full FY19 request for excellence in teaching awards without the approval of the Legislature. In addition, PED allocated \$2.1 million for the teacher supply program, a program to offer teachers virtual debit cards to buy classroom supplies, by combining funds from interventions and supports, the early reading initiative and the science, technology, engineering, and math initiative. PED requested \$9.2 million for interventions in FY20; however, given prior practice, it is unclear how PED will actually use these funds.

Early Childhood Program Appropriations. Early childhood educational programs are

critical tools in closing the achievement gap. PED requested \$45 million for prekindergarten and \$45 million for the K-3 Plus program, which provides an additional 25 days of school for kindergarten through third grade students in high-poverty or low-performing elementary schools. Research has found both programs to be effective at improving student outcomes and, when combined, have the potential to eliminate the achievement gap between low-income students and their more affluent peers.

Research has shown that low-income children receive 6,000 fewer hours of learning by sixth grade than children from middle class families. Even though children learn at about the same rate while in school, poor children are less likely to participate in enrichment activities during the summer, leading to a learning gap between children in poverty and their more affluent peers.

For FY20, LESC has endorsed legislation that would move K-3 Plus into the funding formula and expand the program to fourth and fifth grade. This would have the effect of stabilizing funding for school districts and charter schools and would allow for the expansion of programs beyond the high-poverty and low-performing schools currently eligible. To be eligible for funding, the legislation would require K-5 Plus programs to operate for at least 25 days and to keep students with the same teacher during the regular school year, which research shows is the most effective way to operate the program. The legislation would also require the program to be mandatory for all students at school sites that opt into the program by FY23.

Other Special Program Appropriations. PED requested funding for five new initiatives, including programs to support parent and family engagement, teacher leadership networks, social studies curriculum, and bilingual education program evaluation and support. The department also requested significant expansion of the appropriation for Advanced Placement test fee waivers, which provide high schools with college-level content and can result in college credits for students who pass a national exam. The department indicates it plans to expand the number of exams for which test fees are covered beyond the Advanced Placement program. PED also requested the Legislature restore funding for the teacher evaluation system to FY18 levels after being reduced by the Legislature in FY19.

Although statute require K-3 Plus programs to add 25 days to the school year, PED has allowed some schools to operate 20-day programs. In 2017, 15 percent of K-3 Plus students were in 20-day programs.

PED Operating Budget

Despite the significant policy challenges facing public education in New Mexico, PED did not request additional general fund revenue for department operations. For FY20, PED requested total of \$45.2 million for the department's operating budget, a 0.1 percent increase over FY18 actual expenditures of \$45.1 million, and a 3.4 percent increase over the FY19 operating budget. However, the department's general fund request of \$11.2 million is flat with FY19 appropriations. PED's request for FY20 would keep the department's budget at a lower level than a decade ago, when the PED operating budget was \$46.9 million, with \$16 million in general fund revenue.

Significant concerns exist related to the department's ability to effectively oversee the state's \$4.2 billion education system with the resources currently available. With an average of 225 FTE in FY18, the department maintains lower staffing levels than in FY10, when the department employed an average of 247 FTE. The former PED secretary-designate told LFC the department's request reflected a belief that the department needed more statutory authority and not more staff. The district court decision in the consolidated *Martinez* and *Yazzie* lawsuit noted PED's statutory obligation to "supervise all schools and school officials" in finding the department has read its statutory authority too narrowly and has failed to meet its supervisory and audit obligations.

PED also requested \$2 million in nonrecurring general fund revenue for legal fees related to the *Martinez* and *Yazzie* lawsuit. Although the current administration has said it will not appeal the case, legal representation will likely be needed for ongoing court hearings.

Over the past several years, PED has consistently requested flat general fund operating budgets, while accessing other revenue sources to support department operations. For FY20, the PED request included \$2 million in charter school administrative fees for salaries and benefits for PED staff throughout the department. Although in-

tended by statute to provide administrative support for state-chartered charter schools, for many years PED has spread these funds throughout the department, in addition to supporting the Public Education Commission, the state charter school authorizer, and Charter School Division. In FY18, PED spent \$870 thousand in special program appropriations on staff salaries and benefits. The department has budgeted \$539 thousand in special program funds for FY19 for staff, not including prekindergarten and K-3 Plus, which have statutory provisions for administrative costs. Although PED's FY20 request indicates some special program appropriations will be used for staff salary and benefits, the request is not transparent. The Legislature should consider including funding for the department to oversee special program appropriations in the department's operating budget, increasing the transparency of these appropriations and ensuring dollars the Legislature intends to reach students, teachers, and schools are not used for department operations.

PED has recommended the closure of 10 state-chartered charter schools, with some recommendations based on financial and operational reasons. Additional targeted supports to improve charter schools' operations might have avoided some of these closure recommendations.

Federal Funds

For the first time in years, Congress and the president agreed to a budget for the U.S. Department of Education before the start of the federal fiscal year. Although the president's federal fiscal year 2019 budget called for the elimination of \$5 billion in federal support for education, federal FY19 appropriations for elementary and secondary education grant programs will increase by \$451 million, or 5.8 percent, to \$40.1 billion. Major programs include grants for low-income, migrant, and neglected or delinquent students under Title I of the federal Elementary and Secondary Education Act at \$16.5 billion; grants for students with disabilities under the federal Individuals with Disabilities Education Act (IDEA) at \$13.2 billion; Title II grants at \$2.1 billion, which funds teacher professional development and class-size-reduction programs; and the Impact Aid program at \$1.4 billion, which provides additional revenue to school districts and charter schools heavily impacted by federal activity.

PED's FY20 request included \$29.8 million in federal funding, an increase of \$1.6 million, or 5.5 percent from FY19; \$45 thousand in Medicaid transfers from the Human Services Department, flat with FY19; and \$4.2 million in other state funds, including \$1.7 million in educator licensure fees, up \$120 thousand or 7.8 percent from FY19, and \$2.5 million in state-chartered charter school administrative fees, down \$86 thousand or 3.4 percent.

Many school districts and charter schools may see little if any increase in federal grant allocations, with major programs like Title I increased by only 0.6 percent and state grants under IDEA increased by only 0.7 percent. Some smaller programs saw larger increases, with Impact Aid appropriations increased by 2.3 percent, career and technical education grants increased by 5.8 percent, and student support and academic enrichment grants, which can be used to increase student mental health services, bullying prevention, and professional development to improve crisis management response, increased by 6.4 percent. Additionally, Congress increased funding to replicate and expand high-quality charter schools by 10 percent and earmarked funds to establish or expand charter schools in high-poverty rural areas.

With the notable exception of federal Impact Aid, most federal grants are "forward funded," meaning the federal fiscal year 2019 appropriations will fund school districts in state fiscal year 2020.

Special Education Maintenance of Effort

To be eligible for grants under the federal Individuals with Disabilities Education Act, states must make available at least as much funding for students with disabilities as was made available in the prior fiscal year, an amount known as maintenance of effort (MOE). New Mexico funds services for students with disabilities available through the public school funding formula, with additional funding provided to other state agencies. With increases in formula funding appropriated in FY19 and the potential for a large investment in FY20, the state will likely meet MOE requirements in these years. However, in prior years, reductions in formula funding have made it difficult to meet MOE requirements. For FY17, PED staff indicated the department interpreted language

included in the Laws 2016 (2nd Special Session), Chapter 6, as allowing the department to reduce the SEG appropriation and redistributed those funds for special education services. Similar language was included in the GAA of 2017 for FY18, and PED allocated \$9.6 million in uncommitted SEG appropriations to meet MOE requirements.

In FY16, PED informed the Legislature it had negotiated a settlement with the federal government resulting from \$85.7 million in MOE shortfalls from FY11 to FY14. Federal approval of the settlement has not been confirmed, but PED indicates the department has operated as though the settlement has been in effect, which would have required the state to increase the amount of state funding made available for students with dis-

The other state agencies that provide educational services for students with disabilities are

- Children, Youth and Families Department;
- Division of Vocational Rehabilitation;
- Corrections Department;
- School for the Deaf; and
- School for the Blind and Visually Impaired.

abilities over a five-year period and make separate appropriations to serve students with disabilities. LESC staff have requested detailed data on FY18 and FY19 MOE estimates and the settlement from PED, but to date the department has not responded to the request. Further, PED has yet to provide documentation promised by October 2018 outlining how the department has implemented the proposed settlement and what, if any, liability currently exists

from this shortfall.

Retirement Plan Sustainability

As additional revenue provides the opportunity to invest in public education, some stakeholders have been developing plans to address the long-term needs of educational retirement systems. In New Mexico, public education employees receive retirement benefits from two agencies: the Educational Retirement Board (ERB) and the Retiree Health Care Authority (RHCA). Each agency is preparing to make recommendations to the Legislature to improve their long-term sustainability.

Retirement benefits remain an important part of educator's total compensation package. For FY19, school districts and charter schools budgeted \$290 million for educational retirement and retiree healthcare contributions, with employees contributing an additional \$200 million. Ensuring these programs are provided in an efficient and equitable manner benefits both taxpayers and the public employees who are members of the respective systems.

Educational Retirement Board Sustainability

Since 2017, ERB has been studying proposals to ensure the long-term sustainability of the fund. In April 2017, ERB's actuaries recommended the board lower the assumed rate of return of ERB's investments and make other adjustments to the plan's assumptions that reduced the plan's funded ratio – the amount of total assets held by the fund as a percentage of the amount ERB has promised to pay members and beneficiaries – and increased the funding period needed to save enough revenue to pay all promised benefits. As of June 30, 2017, ERB's actuaries estimated the fund had only 62.9 percent of the amount it needs to pay all benefits and needed \$7.4 billion to reach the goal of 100 percent. At current contribution levels, ERB estimates it would take 61 years to fully pay off the plan's unfunded liability.

Significant unfunded pension liabilities have a negative impact on state finances. In June 2018, Moody's Investors Services cited high unfunded liabilities for both ERB and the Public Employee's Retirement System (PERA) in a downgrading of the state's credit rating for general obligation bonds, a move that could mean higher interests rates when borrowing money through bond issuance. Because many school districts receive an enhanced credit rating that is based on the state's credit rating, this translated into a credit

downgrade for many New Mexico school districts. In addition, contributions used to pay down the unfunded liability compete for resources with other areas of education funding. ERB's actuaries estimated the fund received \$533 million less in FY18 investment earning because the system is not fully funded. Over the currently projected 61-year funding period, \$50 billion in contributions to the fund will be directed to pay costs associated with unfunded liability. However, if the funding period could be lowered to 21 years, these costs could decrease to as little as \$8.3 billion.

The legislative Investments and Pensions Oversight Committee (IPOC) endorsed legislation proposed by ERB for the 2019 legislative session, which ERB's actuaries project will eliminate the plan's unfunded liability within 30 years. The proposal would increase employer contributions to ERB by 1 percentage point per year for the next three years, from 13.9 percent currently, to 16.9 percent in FY22 and subsequent years. According to ERB, a 1 percentage point increase would bring ERB an estimated \$27 million per year from New Mexico school districts, charter schools, colleges, and universities. The legislation would also transfer \$248.3 million from the general fund to the educational retirement fund. This request was made as part of a settlement with public employee unions, which sued PERA and ERB following legislation that delayed a scheduled increase of employer contributions and shifted contributions from the employer to the employee. To resolve this litigation, PERA and ERB agreed to request a one-time payment from the Legislature; however, the settlement is not contingent on the Legislature transferring the funds. ERB agreed to support the request and to develop a joint communication plan with the plaintiffs in support of the request. In addition, the legislation proposes changes to the return-to-work program by eliminating an exemption for those who earn less than \$15 thousand per year from an ERB-covered employer and decreasing the time needed between retirement and re-employment from one year to six months; require anyone retired from PERA but employed by an ERB-covered employer to make contributions to the educational retirement fund; decrease benefits for newly employed members who work for less than 30 years; and increase the retirement age for receiving a full pension from 55 to 58 for new members.

The proposed legislation from ERB does not make changes to the annual cost-of-living adjustment (COLA). ERB's COLA is a significant contributor to the plan's unfunded liability. Although ERB considered including provisions to cap or suspend the annual COLA to improve the sustainability of the system, the final legislative proposal did not include any changes to the COLA. During ERB's member engagement and stakeholder outreach activities, ERB found significant opposition to COLA changes from current ERB members and retirees and labor unions representing public employees. The Legislature may wish to consider authorizing ERB to make COLA adjustments in response to the plan's financial position.

Retiree Health Care Fund Solvency

Since RHCA's establishment in the 1990s, the agency has never had sufficient assets to pay for all promised benefits. When the program began, it immediately began to provide benefits to retirees with no prefunding. Since then, active employees from state agencies, school districts, charter schools, and several other local government entities have paid a small portion of their paychecks to the retiree health care fund in exchange for the promise of future benefits. However, those contributions have largely been used to pay for current retiree benefits,

Characteristics of Sustainable Pension Plans

- Annual required contributions are paid every year to maintain stable contribution levels;
- Employees share in the cost of the plan;
- Benefit improvements are coupled with a funding source; and
- Cost-of-living adjustments are responsible and, if automatic, capped at a modest level.

Source: National Institute on Retirement Security

With ERB's current return-to-work program, an ERB retiree may be re-hired by an ERB-covered employer and continue to receive retirement benefits after a one-year gap in employment. The retiree and the employer continue to make contributions to the system. Under return-to-work, the retiree does not continue to accrue service credit, despite the continued contributions to the fund. To continue to receive service credit, an employee must suspend his or her retirement benefit.

Requiring PERA retirees to make contributions to ERB would likely represent an additional barrier for school districts seeking to employ retired law enforcement officers. LESC has endorsed a bill to allow retired law enforcement officers to receive PERA's annual COLA to reduce these barriers.

and the fund remains significantly underfunded. RHCA's actuaries estimate the fund has only 11.3 percent of what is needed to pay all promised future benefits. RHCA's actuaries estimate that, under current policies, the fund will become insolvent in 2037.

RHCA's solvency plans involve both additional revenue and cost savings. Because of differing legal protections for pensions and retiree healthcare benefits, the RHCA board is able to take more steps to ensure long-term solvency without the need for legislation, but the employer and employee contribution rate are set in statute. In 2019, RHCA will ask the Legislature to approve employer and employee contribution increases, which

RHCA is proposing the Legislature increase the employer contribution from 2 percent currently to 2.5 percent in FY20 and 3 percent in FY21. The proposal keeps employee contribution at the current 1 percent until FY22, when they would increase to 1.25 percent and to 1.5 percent in FY23.

RHCA estimates will bring in an additional \$67.4 million in revenue each year. This year, RHCA adopted rules to set a minimum age of 55 for receiving benefits for those retiring after December 21, 2020. In addition, the board will also require retirees accrue 25 years of service credit before receiving the full benefit offered by RHCA. The board is also planning other cost-savings plans, including requiring retirees not yet eligible for Medicare to pay an increased share of health insurance costs.

Substantial evidence demonstrates experiences in early childhood are critical for brain development, and children who participate in high-quality early learning programs have better health, social-emotional, and cognitive outcomes than students who do not participate. Recent advances in neuroscience have shown early childhood years also provide the foundation for literacy skills. The U.S. Department of Education suggests effective early learning programs, including high-quality prekindergarten, provide a return on investment of \$8.60 for every \$1 spent. New Mexico has focused on expanding early childhood education programs over the last 10 years, despite two economic downturns; however, improving access to high-quality early childhood education programs remains a critical policy issue.

Importance of Early Learning

The National Conference of State Legislatures (NCSL) international study of world-class educational systems, *No Time to Lose*, identified four common elements for educational success, the first of which is students come to school ready to learn, with extra support given to struggling students so all students have the opportunity to achieve high standards. The first three years of a child's life are critical for brain development; during this time the brain creates 1 million connections every second that will establish pathways for future development, according to the Center on the Developing Child at Harvard University. When children have adverse childhood experiences (ACEs) or do not have adequate opportunities to create these connections, their future educational achievement and life outcomes are negatively impacted. According to Child Trends, a nonpartisan research center, 18 percent of children in New Mexico experienced three or more ACEs, outpacing the national average of 11 percent. However, early childhood education can reduce the impacts of ACEs by providing children with rich social experiences needed to succeed in school.

Adverse childhood experiences (ACEs) are defined as 10 potentially traumatic experiences that fall into the categories of abuse, neglect, and other household challenges that occur before a child reaches their 18th birthday. A hallmark 1997 study revealed the connection between a high number of ACEs and an increased risk of unhealthy behavior, such as smoking cigarettes, and disease. ACEs can lead to toxic stress, defined as an extreme or extended activation of the body's stress response, without the presence of adult support. Strategies for prevention and mitigation include home visits from professionals, which have been shown to reduce the likelihood of child abuse and neglect, and quality early childcare and education, which offers children an opportunity to build secure attachments with caring adults and a pathway to resilience.

Trends in Early Childhood Education and Care Systems

No Time to Lose recommends every state study world-class educational systems to learn from their priorities and policies. As measured by the Programme for International Student Assessment, a comparative study of 15-year-old students' knowledge in key areas, top-performing countries ensure students enter first grade with both the cognitive and non-cognitive skills needed to succeed and offer extra supports to students who need them. High-performing countries also feature coordinated early childhood education systems, emphasizing program quality. Social structures, such as support for families with young children typically offered by top-performing countries with a large number of women in the workforce, reduce barriers to learning. Further, countries with leading educational systems also focus on educator preparation and recruitment, because research suggests teachers matter more to student achievement than any other in-school factor.

In the United States, children living in poverty account for about a quarter of all public school students; in New Mexico the child poverty rate is higher, hovering around 30 percent for the last five years. Despite New Mexico's significant focus and investment in early childhood programs, the state continues to lag behind other states on indica-

New Mexico's Child Poverty Rates, 2013-2017

2013	31.2%
2014	29.5%
2015	28.6%
2016	30.1%
2017	27.2%

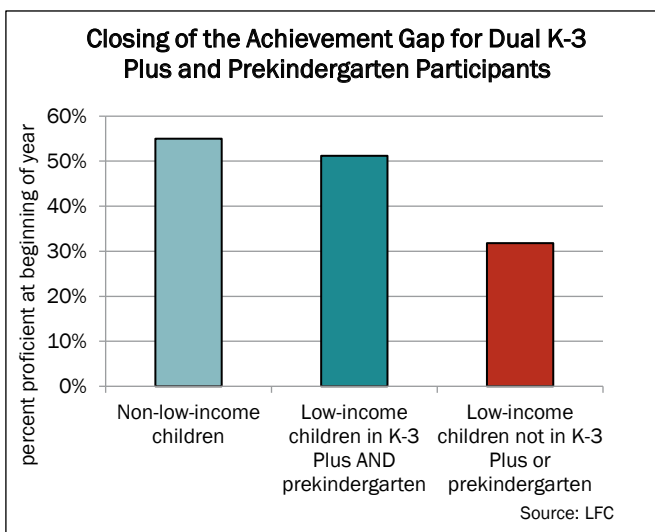
Source: The U.S. Census Bureau's American Community Survey

tors of child well-being, having returned to the last place ranking in the Annie E. Casey Foundation's *2018 Kids Count Data Book: State Trends in Child Well-Being*, which ranks states annually on overall child well-being. The *Kids Count Data Book* uses four domains to capture what children need most to succeed; New Mexico scored 49th in economic well-being, 50th in education, 48th in health, and 49th in family and community. New Mexico's overall ranking dropped from 49th in 2017 to 50th in 2018 because the child poverty rate increased from 29 percent to 30 percent in 2016; the number of families where no parent has full-time, year-round employment increased 2 percentage points; and 4,000 fewer children have health insurance. New Hampshire, Massachusetts, and New Jersey ranked at the top of the report, while Mississippi, Louisiana, and New Mexico ranked at the bottom.

Closing the Achievement Gap Prior to Third Grade

In New Mexico, many low-income, minority, and English learner students enter kindergarten less prepared than their peers, creating a persistent achievement gap. However, some early childhood interventions have proven successful at narrowing the achievement gap. In 2017, the Legislative Finance Committee (LFC) found the achievement gap between low-income students and their more affluent peers was almost eliminated for students who participated in both prekindergarten and the K-3 Plus program, which

provides an extra 25 days of instruction prior to kindergarten through third grade. LFC has also consistently found participation in prekindergarten improves educational outcomes through the 11th grade.



New Mexico's early childhood system begins with prenatal programs and extends through programs serving 8-year-olds. Successful early childhood education programs require robust, aligned infrastructure at the state and local levels to enable coordinated service delivery and the use of data to support ongoing improvement and efficient allocation of resources. However, New Mexico's early childhood governance structure is fragmented, with the Children, Youth and Families Department (CYFD), the Department of Health (DOH), the Human Services Department (HSD), and the Public Education Department (PED) overseeing programs that serve

young children. While initiatives to promote coordination and alignment among agencies exist, coordination could improve.

Third-Grade Reading Proficiency. Third grade is a pivotal point for students' reading success, research indicates up until that point students are learning to read, while after third grade, students are reading to learn. Sociologist Donald Hernandez with Hunter College, City University of New York, found students who were not proficient in reading by the end of third grade were four times more likely to drop out of school before high school graduation than students who were proficient in reading. While prekindergarten and K-3 Plus – particularly when executed in combination – have been shown to help close the achievement gap for students entering kindergarten, third-grade reading proficiency remains low. Although student proficiency has generally increased, the majority of third-grade students are still not proficient in reading or math. This indicates a need to sustain gains made in early childhood programs such as prekindergarten, and K-3 Plus.

PED has focused on acquisition of early literacy skills as a key strategy to close the achievement gap. The department implemented Istation, a statewide early literacy

benchmark assessment, to assess student performance to help teachers modify their instruction and interventions with low-performing students. However, more students are scoring at benchmark on Istation than score proficient on the PARCC assessment in third grade, raising concerns about the alignment of the assessments. In FY18, 68 percent of second-grade students met the benchmark score on the Istation assessment, while 29 percent of third graders scored as proficient on the PARCC English language Arts assessment. PED should work to provide accurate cut scores on Istation that will indicate a student is on track to achieve proficiency on PARCC or select a better-aligned benchmark assessment.

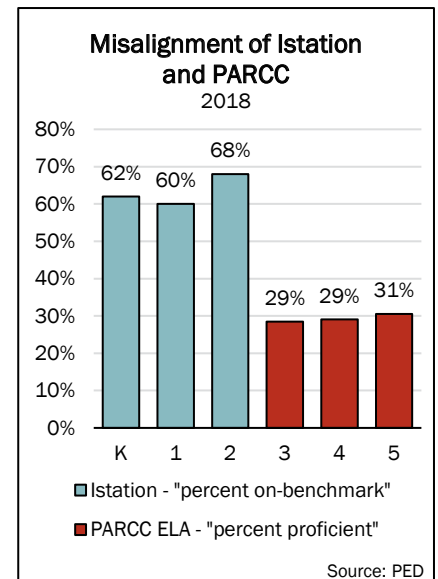
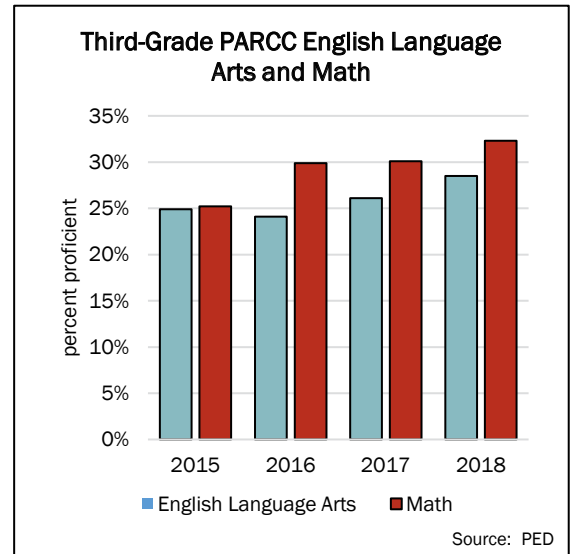
Early Childhood and Early Education

New Mexico’s recognition of the importance of early childhood is demonstrated through an investment in early childhood education programs that grew from \$136 million in FY12 to \$306.1 million in FY19, an increase of 125 percent. New Mexico also receives federal funding that supplements general fund revenue to support programs, such as subsidized child care for families with incomes at or below 200 percent of the federal poverty level; paraprofessional home visits for new families to improve parenting skills and child health and well-being from birth to age 4; and Family, Infant, and Toddlers, which provides early intervention services to families with infants and toddlers at risk of developmental delays or who have an established medical condition. New Mexico also receives federal funding for Early Head Start and Head Start, which provide school readiness supports for low-income 3- and 4-year-olds and their families. In FY18, Head Start and Early Head Start providers received a total of \$68.8 million in federal funds; funds are provided directly to providers, bypassing state agencies.

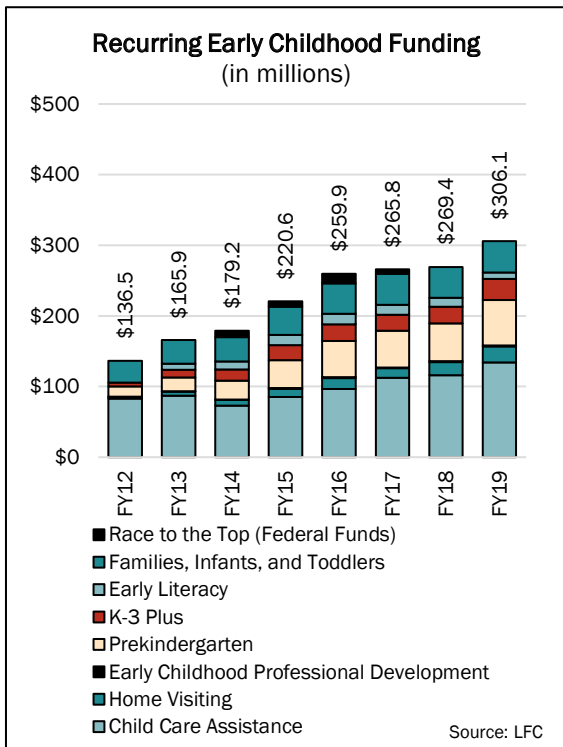
Prekindergarten

Children who attend high-quality prekindergarten are less likely to need special education services or be retained in a grade level and are more likely to graduate from high school, go to college, and succeed in their careers than those who did not attend.

New Mexico has significantly increased investments in prekindergarten since the state program’s inception in FY06. For FY19, the Legislature appropriated \$64 million for prekindergarten programs. In New Mexico, state-funded prekindergarten is split between CYFD and PED. While programs for 3-year-olds are funded through CYFD, both PED and CYFD provide full-day and half-day programs, although demand for full-day programs is increasing. According to PED, in FY19, CYFD and PED are budgeted to serve 9,974 4-year-olds and CYFD is budgeted to serve 1,121 3-year-olds in prekindergarten programs. The PED number of budgeted 4-year-olds is 6,786 and the CYFD number of budgeted 4-year-olds is 3,188. This means about 36 percent of all 4-year-old children will be served in state-funded prekindergarten programs in FY19. The Legislature has steadily increased appropriations for prekindergarten over the last eight years to help ensure at-risk students are ready for kindergarten. [See PED Prekindergarten Funding: FY19, page 181.](#)



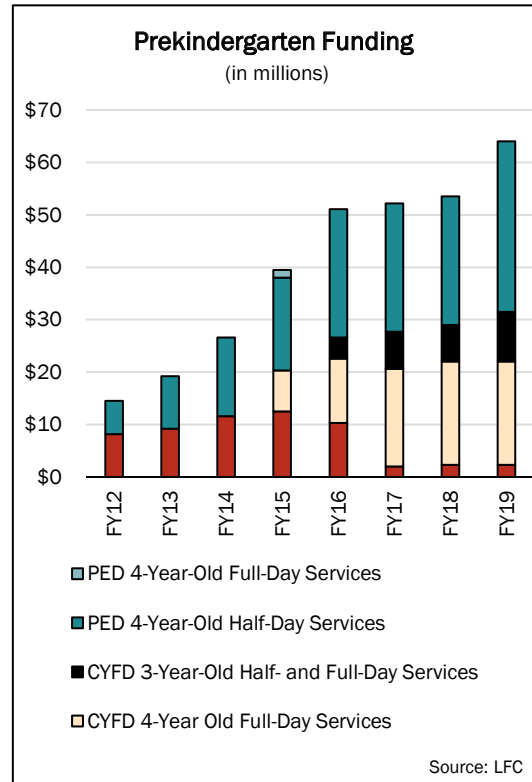
New Mexico has significantly improved access to and the quality of prekindergarten programs, with the National Institute of Early Education Research’s (NIEER’s) *The State*



of *Preschool 2017* report indicating the state met nine out of 10 benchmarks on NIEER’s quality standards checklist. New Mexico missed the teacher degree benchmark because prekindergarten teachers in private prekindergarten programs overseen by CYFD are not required to have a bachelor’s degree. According to the NIEER report, New Mexico also compares favorably with other states in per-student prekindergarten funding. In 2017, New Mexico spent an average of \$5,040 per child enrolled in prekindergarten compared with the national average of \$5,008 per child.

LFC has consistently found New Mexico prekindergarten programs improve student outcomes. LFC’s *2018 Early Childhood Accountability Report* shows prekindergarten programs offer a positive return on investment for New Mexico taxpayers based on improvement in participants’ test scores, fewer students identified for special education services, lower retention rates, and decreased negative impacts from student mobility. Low-income students who participated in prekindergarten had higher third-grade reading proficiency rates on the PARCC assessment than students who did not participate. According to CYFD and PED’s *New Mexico PreK Program Annual Report* for School Year 2016-2017, over 86 percent of children in state-

funded prekindergarten programs showed progress in all domains as measured by the prekindergarten observational assessment. The prekindergarten observational assessment and the kindergarten observation tool (KOT) measure six developmental domains based on the New Mexico early learning guidelines that predict early literacy attainment.



Prekindergarten Expansion. While New Mexico has already made significant investments in prekindergarten, policymakers are focused on continued expansion. New Mexico remains committed to expanding prekindergarten services, with a focus on ensuring programs are high-quality so students can realize full benefits from prekindergarten programs. However, barriers to expansion remain. If left unaddressed, differing licensure requirements for teachers in PED and CYFD programs, a limited workforce qualified for early childhood education, and program quality disparities raise concerns about the continued positive impact of prekindergarten programs. Expansion may also be hampered by available classroom space that is appropriate for 3- and 4-year-olds, particularly in public school programs. Additionally, the state is focused on better coordination of prekindergarten programs with federally funded Head Start and Early Head Start programs and high-quality childcare to prevent oversaturation of services for specific age groups and geographic areas to ensure New Mexico does not lose federal revenues. A coordinated early childhood governance structure that ensures federal revenues are not supplanted with state funding is essential to success.

Competing plans for expanding prekindergarten presented for LESC’s consideration during the 2018 interim provided frameworks for expanding early childhood education over five years to ensure all 4-year-olds who need services, and are likely to access services, can do so. Key levers across all plans included building and developing

a highly effective childhood workforce as well as improving the coordination of early childhood education systems in the state. While New Mexico is currently focused on expanding full-day prekindergarten for 4-year-olds, some prekindergarten expansion plans also include expansion of slots for 3-year-olds. However, while all plans focused on kindergarten readiness, the plans differed on specific issues. For example, policymakers would need to decide if all 4-year-olds should be served in PED programs and what impact that would have on private providers. Pre-kindergarten presents a unique opportunity to close New Mexico's persistent achievement gap, but expansion must consider research-based best practices, specifically around literacy, to ensure programs are high-quality and age-appropriate.

FY16 Kindergarten Observation Tool Statewide Distribution of Children, by Performance Level			
Domain	Developing	Demonstrating	Exceeding
General Knowledge and Skills	35.3%	62.9%	1.8%
Academic	40.7%	57.5%	1.8%
Learning and Social Skills	29.8%	67.1%	3.1%

Source: PED

Intervention Programs for Kindergarten Through Third Grade

New Mexico's intervention programs for kindergarten through third-grade students are designed to target the most vulnerable students. Research suggests that, in addition to prekindergarten services, extending the school year is a promising strategy to mitigate summer learning loss, particularly for students from low-income households. Additionally, maximizing "time on task," or the amount of time students spend in the classroom actively learning, is another promising practice.

One report recommended reconfiguring prekindergarten delivery between CYFD and PED, with CYFD overseeing all state-funded 3-year-old prekindergarten programs and PED overseeing programs that serve 4-year-olds. Current law would not allow this; Section 32A-23-9 NMSA 1978 stipulates prekindergarten appropriations be divided equally between CYFD and PED. This is also potentially problematic for private providers, which braid funding to ensure they can serve infants and toddlers, who are more expensive to serve.

K-3 Plus. The K-3 Plus program – student attendance is voluntary – is shown to improve student performance when executed with fidelity. For example, it is important to student success that students have the same teacher for K-3 Plus as they had during the regular school year. Since K-3 Plus's inception, enrollment and funding for the program have increased.

An independent evaluation of New Mexico's program conducted by Utah State University in 2015 measured six domains of student academic achievement and found statistically significant improvement, with 95 percent confidence, across the following four domains of interest: expressive vocabulary, letter and word identification, applied problem solving, and basic writing. Overall, the report found students who were enrolled in K-3 Plus the summer prior to kindergarten outperformed their peers, although performance gains narrowed by third grade.

A new study published by the Economics of Education Review, *A Teacher Who Knows Me: The Academic Benefits of Repeat Student-Teacher Matches*, shows students improve on tests more in their second year with the same teacher, and the benefits are greatest for minority students. The overall gains are small, moving an average student from about the 50th to the 51st percentile. However, this is still notable, as gains are largest for minority students, and it is a relatively low-cost policy to implement.

LFC found students who participate in K-3 Plus the summer before entering kindergarten are more likely to meet the benchmark for reading on the Istation assessment than students who did not attend K-3 Plus. Istation is administered quarterly to students in kindergarten through second grade to measure progress toward a benchmark reading score. In FY18, almost half of students who participated in K-3 Plus were on or above the benchmark on Istation, compared with only 35 percent of students who did not participate in the program.

K-3 Plus participation and funding increased for summer 2018 programs. PED made initial awards of \$28.8 million for summer 2018 K-3 Plus programs, an increase of 59.1 percent over the \$18.1 million in awards for summer 2017 programs, to 46 school districts and four charter schools to serve more than 22.8 thousand students. Summer

2018 awards included \$3.4 million to launch a pilot expanding the program to fourth and fifth grades in 23 school districts and three charter schools. Bloomfield Schools, Cuba Independent Schools, Fort Sumner Municipal Schools, Pojoaque Valley Public Schools, and Silver Consolidated Schools began providing K-3 Plus programs during the summer of 2018. However, final reimbursements for programs only totaled \$23.8

New Mexico law ensures struggling students have access to remedial resources. The outgoing executive administration repeatedly introduced legislation mandating the retention of third-grade students who cannot read on grade level starting in 2011; however, this proposed legislation consistently failed to gather bipartisan support. In August 2018, PED adopted Part 9 of 6.19 NMAC, "Early Literacy Remediation, Interventions, and Family Engagement," which appears to align with this initiative. The new rule outlines criteria for early literacy remediation and retention, provides mechanisms for notifying and engaging families and teachers, and, according to PED, establishes conditions for improving literacy for all students. LESC expressed concern about the initially proposed rule through formal written comment that PED had exceeded its statutory authority and that the proposed rule conflicted with statutory provisions in several areas. PED addressed some concerns raised by LESC in the final adopted rule, although a number of issues remain unaddressed.

million and programs only served 18.2 thousand students. It is unclear why school districts and charter schools were not able to enroll all of the students they were funded to serve, thought it may be related to PED decisions to significantly reduce funding for summer 2017 programs. The committee endorsed a bill to establish a K-5 Plus program, which would extend services to fourth and fifth grade students, and move the program into the public school funding formula, which would lead to more consistent program funding from year to year. [See K-3 Plus and 4-5 Pilot Summer 2018 Final Awards, page 178.](#)

The district court decision in the consolidated *Martinez* and *Yazzie* lawsuit indicated early learning programs, such as K-3 Plus and full-day prekindergarten, address the issue of at-risk students starting school behind their peers. As part of the finding that the state has violated

the rights of at-risk students, the court indicated these programs have not been sufficiently funded to allow all at-risk students to participate. Moreover, school districts that do not meet K-3 Plus eligibility criteria have expressed concern that they are not able to participate. With less than 32 percent of all students scoring proficient on the PARCC assessment in English language arts and math, extending K-3 Plus eligibility to all schools may be one mechanism to improve student achievement. The decision also indicated low teacher pay is an impediment to recruiting and retaining teachers, especially in schools with high at-risk populations. Expanding the K-3 Plus program would also increase the contract days for teachers, resulting in increased pay.

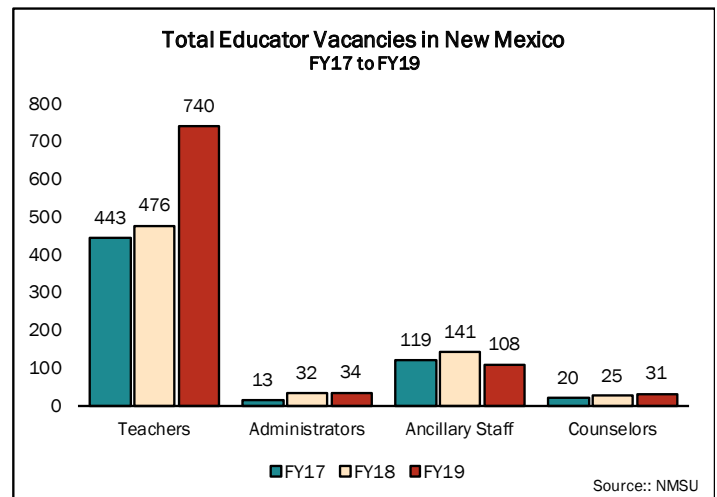
Reads to Lead. The secretary-designate of PED indicated the department has not seen any results from the Reads to Lead program, prompting PED to discontinue their request for funding to continue the program in FY20. Reads to Lead, PED's early literacy program, provided funding for the Istation assessment, reading coaches, intervention materials, professional development, and other supports designed to improve literacy skills in kindergarten through third grade students starting in FY13.

It is well-established that a high-quality classroom teacher is the most important in-school factor impacting student academic success. Well-prepared teachers using effective, research-based instructional strategies have been shown to help the lowest achieving students make more than a year’s worth of academic growth. New Mexico, like many states, is struggling to consistently recruit and retain high-quality teachers. New Mexico State University’s (NMSU’s) Southwest Outreach Academic Research (SOAR) Lab reports the number of teacher vacancies in New Mexico increased by nearly 70 percent from the 2016-2017 school year to the 2018-2019 school year, from 443 vacancies to 740 vacancies. About half of those openings are for hard-to-staff positions in special education, math, and science – positions critical to addressing the achievement gap.

Meanwhile, New Mexico’s postsecondary institutions report fewer students entering and completing teacher preparation programs. During the 2009-2010 school year, 1,318 college students completed educator preparation programs. That number fell to 843 in the 2017-2018 school year, a decrease of 36 percent. NMSU’s SOAR Lab provides promising data that indicates 1,141 students were admitted into teacher preparation programs during the 2017-2018 school year, although those students might not complete programs or ultimately enter the teaching field.

Filling every position with a credentialed teacher is an important step to improving education in New Mexico, but so too is ensuring those teachers are well-prepared and acquire the requisite content knowledge to be effective.

Advocates, policymakers, and education professionals in New Mexico have championed multiple initiatives, including “grow-your-own” programs, financial assistance, increasing pay, high-quality induction and mentorship programs, teacher residency models, reducing unnecessary barriers for entry into the profession, streamlining hiring procedures, investing in the development and hiring of high-quality principals, surveying teachers to guide school and statewide improvements, and providing sufficient time for productive collaboration and meaningful professional development. However, a lack of alignment and limited or inconsistent funds have meant disparate efforts have not resulted in the kind of comprehensive system found in high-performing countries such as those researched in the National Conference of State Legislatures’ *No Time to Lose* report. With an unprecedented infusion of “new money,” a newly elected governor, and a judge’s ruling that the quality of teaching for New Mexico’s at-risk students is inadequate, legislators face a critical juncture and have a tremendous opportunity to put in place the structures and systems that will create a sustainable pipeline of future teachers while also providing high-quality mentoring and professional development needed to ensure all New Mexico students have high-quality teachers in every classroom.



Teacher Recruitment

Effective teaching is multifaceted. It requires individuals who possess rich content knowledge, a toolkit filled with the best pedagogical teaching practices, and qualities

that make teachers suited for working with students on a daily basis. To make sure their teaching ranks are filled with such individuals, high-performing countries start with valuing teachers by establishing a highly esteemed profession through competitive pay and government-supported teacher preparation programs that reduce or eliminate debt associated with earning a teaching degree.

Countries such as Finland and Singapore maintain a rigorous selection process, screening for academic performance and dispositions such as persistence, communication skills, and analytical and problem-solving ability. High-performing countries also recognize the importance and value of diversity. Canada, for instance, prioritizes teaching candidates with knowledge of or connections to its indigenous communities. New Mexico would do well to emulate these practices if it wants to create a high-quality, culturally responsive teacher workforce.

Teacher Compensation. Preparing high-quality teachers begins with fostering interest in the profession through attractive wages and benefits and early exposure to the idea of teaching as a viable career. According to the National Education Association, during the 2016-2017 school year, the average starting salary for New Mexico teachers was \$34,544, or about \$4,000 less than the U.S. average. Teachers also made significantly less than other professionals with similar educational attainment. The Legislature raised statutory minimums for teachers in FY18 to \$36 thousand for level 1 teachers, \$44 thousand for level 2 teachers, and \$54 thousand for level 3-A teachers. Recognizing the importance of attractive salaries as a recruitment tool, several groups have advocated raising minimums again. Proposals range from \$40 thousand to \$50 thousand for level 1 teachers, \$50 thousand to \$60 thousand for level 2 teachers, and \$60 thousand to \$70 thousand for level 3-A teachers.

In evaluating these proposals, legislators should consider compaction associated with raising statutory minimums for teachers' salaries. Veteran teachers, whose salaries have increased only incrementally over the past 10 years, might find less experienced colleagues earning as much or more than they are. Pay compaction might more dramatically impact school districts' ability to attract administrators, whose current salary minimums are comparable to proposed teacher minimums. Teachers would be less inclined to move into administration if doing so would mean added responsibilities and lengthened contracts for the same pay. This could lead to effective teachers remaining in the classroom but could also mean schools are unable to recruit effective principals.

Grow-Your-Own Programs. Educators Rising is one example of a "grow-your-own" strategy in New Mexico. It is a career and technical student organization for high school students who are aspiring teachers. Creating local pipelines into the teaching profession helps recruit talented individuals to the education field. Pipelines provide structured support to students by aligning coursework and often include mentoring, a diverse network of students and teachers with similar career interests and experience, and support that helps students make decisions about where to go to college. By training and investing in local high school students, "grow your own" pipelines increase student investment in their communities.

Educators Rising provides coursework in education and classroom experiences to foster interest in a career in education. The program helps high school students explore teaching as a potential career field. The Alliance for the Advancement of Teaching and Learning at NMSU established the Educators Rising office in 2015.

Currently, more than 600 students are enrolled in an Educators Rising program in 35 high school and college chapters across New Mexico. However, Educators Rising has

Increasing teacher salaries would align New Mexico with high performing global systems that compensate educators on par with other professionals such as engineers and accountants. Those countries have been found to pay teachers between 90 percent and 105 percent of the average for other college-educated workers.

faced challenges. Low student interest in some schools has led to the inability to meet state course-load requirements, forcing the program to operate as an afterschool club in some schools. Recently, representatives of the program asked for increased funding to pay for a full-time, statewide director, as well as for stipends for regional coordinators and local teacher leaders. More funding could lead to the establishment of more school programs, increasing high school student participation.

Career and technical student organizations provide contextual instruction, leadership and personal development, applied learning, and real-world application. They include organizations such as DECA and Future Business Leaders of America.

Targeted Scholarships and Financial Aid for Teachers. Loan-for-service and loan repayment programs are intended to increase the number of people who pursue a specific career path to fill shortages that occur in those professions, such as medicine or social work. With salaries low compared to other professions, reducing student debt can be an incentive to enter the teaching field. The Higher Education Department (HED) offers each of these programs, although investment in them has been minimal.

Teacher loan-for-service programs encourage college students to become teachers by offering loan forgiveness in exchange for a commitment to teach; the loan is forgiven as years of teaching service are accrued. For example, if a student received a loan for two years, the graduate would be required to serve as a teacher in a high-need school or position for two years for the loan to be forgiven. Over the past five years, though, about 49 percent of students who received loans have defaulted or failed to fulfill teaching requirements. Default rates, coupled with low demand, prompted HED to prioritize limited funding and award only 11 scholarships.

Teacher loan repayment programs support licensed teachers who have already completed their degree and are currently teaching. HED partners with the Public Education Department (PED) to choose teacher applicants to receive a loan repayment award. The program is popular, with more than 626 qualified applicants between 2014 and 2018. Funding, however, continues to be an obstacle, and HED granted only 49 awards during that time.

FY18 HED General Fund Support for Student Financial Aid

Program	FY18 Allocation
Teacher Loan for Service	\$20,000
Teacher Loan Repayment	\$60,000

Source: HED

While these programs are intended to improve recruitment and retention of individuals in the teaching field, neither program has received the financial support needed to make them effective. Legislators should consider discontinuing teacher loan-for-service and increasing funding for teacher loan repayment in light of high demand. Legislators should also consider increasing minimum service teacher-loan-for-service requirements if the program is continued. For their loan to be forgiven, teachers are currently required to work a minimum of only two years in a high-need position, such as special education or math, which could result in a teacher leaving the profession before earning a level two license under New Mexico’s three-tiered licensure system.

Teacher Preparation

Accountability for Colleges of Education. Unlike most postsecondary academic programs, teacher preparation programs are generally preparing public employees, and the state has a vested interest in ensuring high-quality educator preparation. However, selection for preparation programs is not as competitive as in top international school systems and completion rates are not meeting the demand for new teachers.

To implement an accountability system for educator preparation programs, which includes standardizing admission requirements, PED adopted New Mexico Administrative Code 6.65.3, Educator Preparation Program Accountability, in July 2018. The new rule defines the requirements for teacher preparation program practices including en-

try and exit requirements, clinical practice experiences, candidate observations, alignment with PED standards, and data submission to PED. Programs are evaluated through both a comprehensive site visit and a scorecard used to determine a program’s status, including approval for continued operation, probation, or revocation.

Educator Preparation Program Scorecards

Program	Score	Grade
Central New Mexico College	154.31	B
Eastern New Mexico University	147.10	B
New Mexico Highlands University	148.69	B
New Mexico Junior College	134.72	C
New Mexico State University	146.99	B
Northern New Mexico College	134.97	C
San Juan College	143.66	C
Santa Fe Community College	138.14	C
University of New Mexico	144.53	B
University of the Southwest	127.68	C
Wayland Baptist University	139.57	C
Western New Mexico University	154.91	B

Source: PED

Stakeholders expressed concerns with both the process of adopting the rule – many felt PED did not account for stakeholder feedback – and the lack of information provided by PED regarding the research-based validity and reliability of report card metrics and target weights. PED still has not provided that level of detail.

The New Mexico Association of Colleges of Teacher Education (NMACTE) expressed frustration with recruitment requirements, such as those that called for ensuring pre-service teachers are ethnically diverse. NMACTE representatives argued that pre-service teacher populations often mirror the region in which preparation programs are located, making the metric unfair.

In response to concerns, PED presented to NMACTE a request for applications for educator preparation programs to begin innovative initiatives in recruitment of diverse candidates and establishing partnerships with high-performing public schools. PED awarded funds to Eastern New Mexico University for its partnership with a local elementary school in Portales to create a co-teaching model; to San Juan College to provide support, scholarships, and stipends for teachers pursuing an alternative license; and to New Mexico State University for recruiting college juniors and seniors with liberal arts degrees into its accelerated master’s degree program in education.

Teacher Residencies. Teacher residencies are typically offered as an alternative pathway to obtain a teaching license for prospective educators who already hold a bachelor’s degree. Resident teachers participate in a year-long classroom internship and are concurrently enrolled in master’s-level teacher education coursework. Successful residencies attract a pool of candidates with expertise in a specific content area, occur in high-needs schools, last for an entire school year, include structured feedback and coaching, and provide opportunities for residents to increase teaching and lesson planning responsibilities as the school year progresses.

The University of New Mexico (UNM) is currently implementing a residency model, training teacher candidates who already possess a bachelor’s degree and giving them a full year to work in the classroom with a high-quality teacher. Through various grant-funded initiatives, UNM has implemented co-teaching and teacher residency models to more effectively prepare pre-service teachers. Over time, the UNM College of Education has gained a better understanding of how to build and implement an effective residency model. One key was establishing a strong partnership with Albuquerque Public Schools, the largest school district in the state. Through this partnership, the university was able to find high-quality teachers willing to provide supervision and mentoring for pre-service teachers.

Teacher Mentorship and Induction. Mentorships for beginning teachers are a crucial component to ensuring new teachers receive the guidance and support they need to be effective educators. Research has found first-year teachers assigned a mentor were more likely to return the following year, indicating mentoring can be a valuable strategy.

PED is required by law to develop a mentorship framework for school districts and charter schools, which are required to provide mentoring to all beginning teachers. PED adopted a new rule aligning mentorship requirements to the NMTeach evaluation system, which measures teacher effectiveness based on observations and student achievement data, and requiring all mentors be level two or level three-A teachers who earned a rating of highly effective or exemplary or are nationally board certified and earned a rating of effective. The new rule also outlines specific roles and responsibilities of PED, school districts, charter schools, state educational institutions, teacher mentors, and first-year teachers with regard to the mentorship framework established by PED.

The rule was also updated to require teacher-mentor programs to be culturally and linguistically responsive and ensure beginning teachers can serve diverse learners, including English learners and students with disabilities. These changes reflect the district court finding in the *Martinez* and *Yazzie* lawsuits that the quality of teaching for at-risk students, many of whom are served by disproportionate numbers of beginning teachers, is inadequate. The rule goes into effect July 1, 2019.

Statute calls for comprehensive mentorship for new teachers. It also requires school districts submit mentorship plans for PED approval. PED is responsible for supporting school districts and distributing funds to support mentorship. Teacher preparation programs are required to report the number of graduates every fall and spring, as well as details about mentorship services they will receive in the school districts where they will work. It is unclear whether reporting requirements are being met.

New Mexico is just one of a majority of states that attempts to legislate new teacher mentorship. Successful mentorship programs, however, use policy to ensure that, for instance, mentor selection criteria extend beyond teacher ratings to choosing mentors who are effective teachers of children and adults, and that mentors also receive high-quality professional development specific to their role. A mentorship framework should be followed by adequate guidance, support, and accountability.

Licensure

New Mexico established its three-tiered licensure system 15 years ago, and the basic tenets of the system still guide teacher salaries and professional advancement today. The professional development dossier, which initially teachers had to submit to advance from one tier to the next, was intended to ensure quality teaching. A review of the system found nearly all teachers' dossiers were approved by evaluators, calling into question whether the process was improving quality.

While teachers can still submit a dossier to advance, doubts about the efficacy of the dossier and teacher evaluation process, along with a nationwide movement toward teacher accountability, led PED to implement the NMTeach evaluation system and use student achievement data in rating teachers. Teachers who earn ratings of effective or better and who receive 35 out of 70 student achievement points are able to advance from level 1 to level 2 or level 2 to level 3-A.

PED adopted a new rule aligning teacher competency with the Interstate Teacher Assessment and Support Consortium (InTASC) model for all teachers seeking licensure with the exceptions of early childhood education, birth through grade three, and birth to prekindergarten licenses.

Legislators considering changes in licensure should bear in mind an effective system can be used as a powerful lever to ensure quality and guide professional development, in addition to providing the basis for salary increases.

Annual Performance Evaluation. While the percentage of highly effective and exemplary teachers has increased since the NMTeach system was implemented in 2014, the percentage of those scoring ineffective or minimally effective has remained steady. While the system appears to have prompted improvement in some teachers, evaluation has not reduced the percentage of struggling teachers.

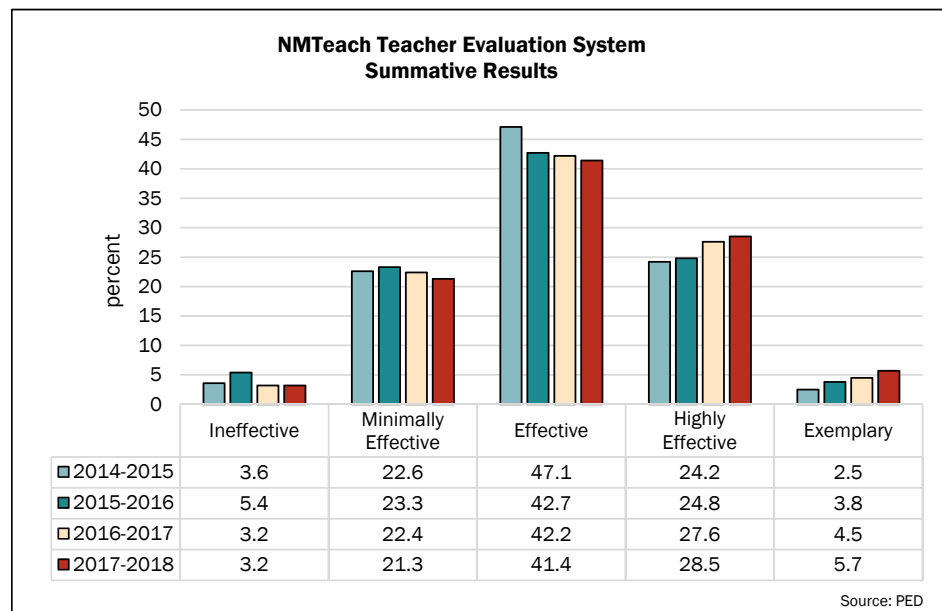
In 2017, PED, citing stakeholder input and concerns about the overemphasis of student achievement data in NMTeach evaluations, reduced the weight of student data from

PED awarded teachers rated exemplary on their 2017-2018 school year evaluations with \$5,000 and \$10 thousand bonuses, with the larger amount going to secondary math and science teachers.

50 percent to 35 percent in exchange for an increased emphasis on evaluator observations.

Student achievement data can prove a useful measure in evaluating teacher effectiveness, but using it as the dominant factor and attaching it to such high stakes as advancement or termination is problematic, especially if it undermines goals of improving teaching and student achievement.

Overall, the continued use of student achievement data and a value-added model that PED maintains measures an individual teacher’s effect on student academic growth remains a concern for teachers and administrators, many of whom question the system’s validity and its effects on teacher morale. The system is also the subject of a lawsuit that questions its legitimacy.



Retention. Research has found as many as 50 percent of New Mexico’s teachers leave the profession within their first five years. Teachers cite reasons such as low salaries, lack of support or opportunities for advancement, and dissatisfaction with working conditions. Policies that support teachers so they stay in the profession are important to building the workforce.

Successful systems reward professional development, allow ample collaboration time during the school day, and use advancement structures that give teachers room to grow, use their skills outside the classroom, and be paid for additional duties.

Professionalism is one part of the current NMTeach evaluation; however, school districts are not required to provide nor are teachers required to undergo a minimum number of hours of professional development. Because professional development carries little weight in the evaluation, it is possible a teacher can go years without attending training outside of those mandated by a school or school district. National research has also found that most professional development is not high quality and does little to improve performance. Quality professional development is focused on content, actively engages teachers, fosters collaboration, provides a model for assessments, embeds coaching, allows for feedback, and is sustained over time. High-performing countries often require teachers to attend professional development to maintain accreditation. Successful systems also provide time for teachers to collaborate. In the United States, teachers spend an average of 27 hours a week delivering instruction to students, about

50 percent more than the international average of 19 hours a week. International teachers use time outside of the classroom to work with colleagues, attend training, or conduct research and analyze their practice. Again, while NMTeach encourages these habits by evaluating teachers on collaboration and professional learning, schools and school districts are left to implement structures to provide time for teachers to work together.

Lastly, even for teachers who carve out time to collaborate with peers or seek out professional development, the effort is not always rewarded. New Mexico's three-tiered licensure system, with its emphasis on the use of the dossier, was intended to reward teachers for effective teaching and pursuing a master's degree, as well to provide leadership opportunities. Instead, the system is a technicality tied to increased pay rather than a lever for professional development. Successful systems offer multiple tracks for advancement, including teachers who wish to remain in the classroom, those who want to pursue school or school district leadership, and those who want to provide specialized services.

District of Columbia Public Schools' Leadership Initiative for Teachers (LIFT), started in 2012, provides a five-level career ladder for advancement in which teachers are rewarded for performance on evaluations. The levels are accompanied by incentives such as reduced number of observations, leadership opportunities, and additional pay.

PED has implemented Principals Pursuing Excellence and Teachers Pursuing Excellence as professional development models aimed at helping struggling schools and teachers. Both interventions are application-based and provide targeted support to qualifying teachers and principals through mentorship and coaching. The programs have shown mixed results, with some schools improving school grades and others remaining steady or decreasing. PED has also developed a teacher leader development framework that established a school liaison program, teacher ambassador program, secretary's teacher advisory, teacher liaison program, and an annual teacher summit. The programs have increased teacher engagement and communication but are not tied to research-based professional development.

Legislators and policymakers should consider professional development frameworks that tie training to teaching standards, systemize training requirements, and allow for teacher advancement that includes added responsibilities and pay.

Leadership

School leadership is second only to teacher quality in impacting student academic success and has been found to account for 25 percent of a school's total impact on student achievement. Principals shape school culture, provide support and professional development for teachers, and implement academic initiatives. In addition, school leaders are responsible for maintaining site budgets, managing facility needs, and dealing with personnel issues. Preparing school leaders to effectively be both instructional leaders and operations managers is a difficult task, and theoretical coursework is often only loosely tied to practical realities. According to a report by the national School Leaders Network, 50 percent of principals quit during their third year. The same report suggests New Mexico principal retention is even lower, with tenures averaging between 2.7 years to 3.5 years.

The 2016 National Conference of State Legislatures' *No Time to Lose* report found high-performing countries methodically train and carefully select school leaders. In Singapore, for example, only teachers who have been trained in a highly rigorous system and have served in a variety of school settings can become a school principal. School leaders are well-trained in curriculum, instruction, and school administration.

Global top performers build their educator systems around career ladders that carefully recruit only the best candidates to be principals. Candidates receive training to meet rigorous standards and can advance only after passing a performance-based assessment. The preparation process always involves a clinical experience and mentoring by a successful leader. All top performers emphasize a balance between research, reflection, and real world application in their training methods. In the United States, however, school leaders are often self-selected because school administration is usually the only route for teachers to advance in their profession and earn significantly higher pay.

School Leader Preparation Most New Mexico universities offer a PED-approved program to prepare education leaders to obtain a level 3-B administrator license. Candidates are also required to earn a passing score on a licensure test in administration – a multiple-choice assessment – as well as completing 180 apprenticeship hours under the supervision of a local school superintendent, private school official, licensed charter school licensed, or state agency educational administrator. The requirements of the apprenticeship are not clearly outlined and therefore may result in administrators being inconsistently prepared.

Recognizing the increasing demand for both instructional leadership and operations management, PED, through the school administrator preparation program called NMLead, has funded initiatives aimed at bridging the divide between the two seemingly different aspects of leadership. In one such effort, the University of New Mexico (UNM) and New Mexico State University (NMSU) have partnered with the nonprofit Woodrow Wilson Foundation to provide a model that fuses components of successful leadership training in the United States and other countries. Candidates selected for the master’s degree in business administration must be nominated by a supervisor to

be considered and must undergo a behavioral interview that measures whether the individual has the desirable traits of a transformational leader.

Appropriations for Universities to Implement a Collaborative School Principal Program

(in thousands)

Fiscal Year	2016	2017	2018
Amount	\$1,000	\$1,000	\$500

Source: LESC Files

The programs are intended to combine education topics and business acumen. The program also provides candidates with an executive coach who is an experienced school administrator who conducts site visits and monthly coaching phone calls, and provides strategic professional development based on the needs of the cohort. The Legislature has appropriated funds

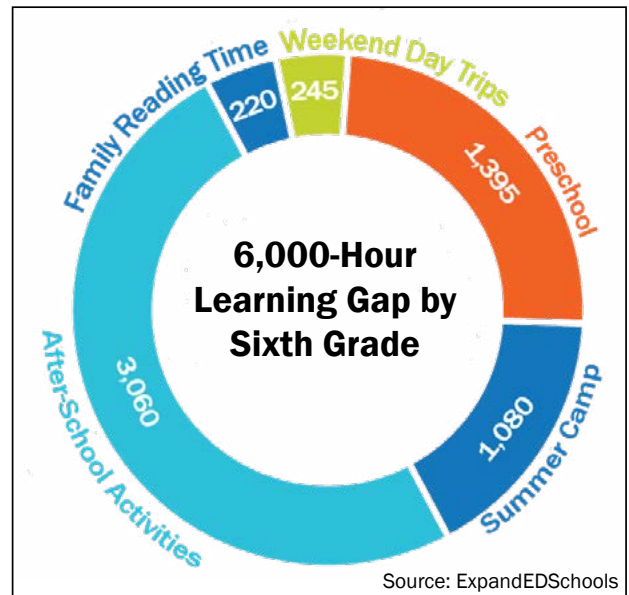
for this initiative for three consecutive years, and PED is requesting increased funding for FY20. So far, though, it is unclear whether the programs have resulted in the production of better-prepared or more effective school leaders.

Overall, school leader preparation programs must ensure candidates are well-versed in professional teaching standards so they can effectively observe, evaluate, and support teachers, while simultaneously providing management skills needed to operate a school. Policymakers should consider strengthening field experience requirements and including performance-based assessments during which candidates can demonstrate necessary leadership competencies.

Closing the Achievement Gap

Persistent achievement and opportunity gaps exist for New Mexico students at risk of failure because of low income, a lack of English proficiency, and frequent moves. The recent ruling in the *Martinez* and *Yazzie* lawsuit found the state has not been meeting its constitutional obligation to provide an adequate, sufficient education to socioeconomically disadvantaged children, English learners (ELs), Native American students, and students with disabilities, such that they are prepared for college or the workplace on graduation from high school. Fewer of these students typically score proficient on the state's math and reading assessments when compared with their more affluent, non-minority peers. Additionally, these students generally graduate from high school at lower rates and matriculate to college at lower rates. If they do graduate and enroll in a postsecondary institution, they generally require more remedial coursework.

While a longitudinal study of 20 thousand New Mexico students found New Mexico schools, on average, provide a year's worth of education growth for every school year, it also found students who start out behind generally stay behind. A national study found this achievement gap is exacerbated by opportunity gaps — differences in academic and learning experiences outside of the classroom that significantly impact student learning. Many struggling students do not have access to rich summer learning experiences, before- and after-school learning opportunities, or family learning time, leading to a 6,000-hour learning gap between poor students and their more affluent peers by sixth grade. This potential deficit can be broken down into 220 fewer hours of reading time, 1,395 hours not spent in preschool, and 3,060 fewer hours in grade school extracurricular activities.



As the state attempts to address these persistent gaps, solutions must be systemic and include both in-school and out-of-school interventions that will help ensure all students are provided the opportunity to achieve proficiency and graduate college- and career-ready. Instructional time must be planned and used effectively, school programs and materials must be culturally and linguistically appropriate, and community supports must be in place to ensure students attend school and are able to take advantage of these opportunities.

Supports for At-Risk Students

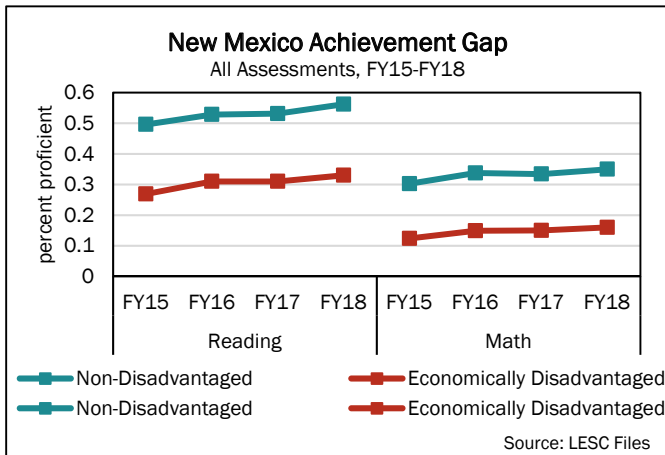
Martinez and Yazzie Lawsuit

In the *Martinez* and *Yazzie* lawsuit decision, the court generally ruled in favor of the plaintiffs, finding the state was violating a state constitutional mandate to provide “a uniform system of free public schools sufficient for the education of” all children of school age. In a 608-page order issued two weeks before the start of the 2019 legislative session, the court listed a lack of instructional materials, access to prekindergarten, proper training for teachers, and programs for high-risk students.

According to LFC longitudinal data on 20 thousand students, about one half of third graders had switched school at least once since kindergarten. The school system is not designed for high mobility and students who move more often have lower test scores, even after controlling for economic disadvantage. This is particularly problematic when curriculum and interventions are not aligned across schools.

The plaintiffs in the case have requested at-risk students receive a multilingual and multicultural education, including trained and certified staff and culturally and linguistically relevant curriculum and assessments. Additionally, they have requested funding for prekindergarten; raises for teachers; increased access to instructional materials, technology, and transportation; and expanded social services, counseling, and health-care; as well as increased accountability measures. The requested remedies do not address the overarching systemic issue, as nearly one-third of children in New Mexico

live in poverty – the highest poverty rate in the nation according to Annie E. Casey’s 2018 *Kids Count* report. While these solutions would provide support in increasing access to a high-quality education, they do not systemically address the achievement gap for at-risk students.



The key predictor of student success is students’ socioeconomic status. However, because there is a large concentration of minority students living in poverty, the achievement gap persists for these students. On average, non-disadvantaged students in New Mexico earn 20 percentage points higher on the statewide reading and math assessments than economically disadvantaged students. Nonetheless, New Mexico students as a

whole continue to underperform on state assessments. Despite performing better than economically disadvantaged students, only 56 percent of non-disadvantaged students achieved proficiency in reading, and 35 percent achieved proficiency in math for FY18. At-risk populations require targeted interventions to close the achievement gap, but all students in New Mexico require a system that renders improved academic outcomes that lead to higher proficiency rates.

Bilingual and Multicultural Education

During the 2017-2018 school year, the Hispanic Education Advisory Council (HEAC), created in 2010 as part of the Hispanic Education Act (HEA), focused on increasing the quality of bilingual programs through research and professional development; developing materials, resources, and opportunities for culturally and linguistically responsive instruction; and implementing the statewide equity index survey. PED has attempted to address these goals through existing initiatives, stating existing programs meet the needs of Hispanic students because they address the needs of all students. It is unclear how these blanket interventions have impacted Hispanic students because achievement has marginally improved over time. While HEAC may present valid recommendations, the department’s implementation of HEA may need to be explicitly targeted to Hispanic students for achievement rates to improve.

Based on research by Estela Bensimon, Ph.D., the statewide equity index survey would initially be administered to New Mexico high school students to better understand cognitive and non-cognitive factors impacting academic achievement gaps faced by Hispanic students.

New Mexico is one of the only states in the United States that includes a provision in the state constitution to ensure teachers are trained in both English and Spanish instruction so that they can teach Spanish-speaking pupils; the state’s Enabling Act, however, requires instruction to be conducted in English. The Bilingual Multicultural Education Act requires research-based bilingual and multicultural education programs to be fully implemented with regard to professional development for teachers and instruction and assessment for students. Because key components of the act are not fully implemented and monitored, students across the state receive inconsistent bilingual learning experiences. When implemented purposefully, using research-based best practices, bilingual education has proven to be beneficial for students regardless of their home language. Research shows bilingual education strengthens executive function, expands career

and higher education opportunities, and increases achievement when programs are implemented in a developmentally appropriate manner.

Most of New Mexico's 45 thousand EL students are eligible for free or reduced-fee lunch; this makes up 14 percent of the total public school enrollment. ELs score lower than non-ELs in reading and math and ELs generally take fewer advanced courses and have lower graduation rates than students who are not classified as ELs. Programs must be aligned to the needs of ELs to close the achievement gap for these students. Schools assess EL's English language proficiency to understand how to best serve them and provide programs to develop their academic English. Some programs develop EL's academic home language in addition to instruction in English. Depending on the goal of the program, students are provided with supports to become academically proficient in English, or in both English and the student's home language.

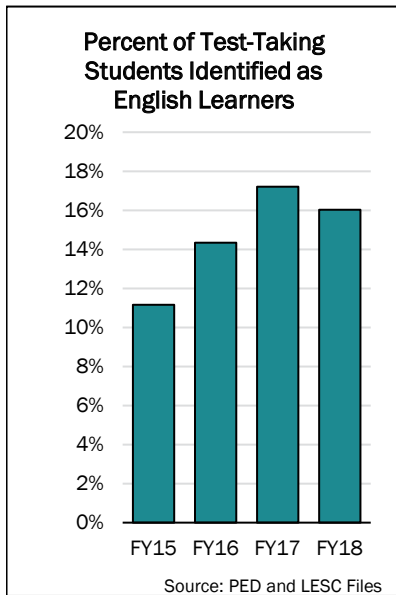
English Learner Services. Federal law requires public schools to provide equal opportunities for EL students because they are protected under Title VI of the federal Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. Failure to comply with Title VI of the federal Civil Rights Act in serving ELs could result in the loss of more than \$250 million in federal education funding. Schools can provide services to ELs through multiple modalities, including focused instruction through English as a second language, bilingual maintenance, and dual-language immersion programs. Research shows students who participate in dual-language immersion programs have higher academic achievement than their peers in English-only classrooms, regardless of the student's home language.

Research by David Osher, Ph.D., finds students are most successful when school staff is culturally competent. When students' home-language and culture is valued, students take pride in their learning and show greater academic gains.

Teaching English to Speakers of Other Languages. Often low-income students, or those classified as ELs, attend schools with inadequate access to key educational resources, such as high-quality, certified teachers. Legislative studies have found socioeconomic status and English proficiency are strongly associated with student success. Schools with a high percentage of low-income students have a greater chance of receiving low grades on the state's grading system.

Teachers must be properly endorsed to teach specific populations of students or a specific content. Because of increasing teacher shortages, schools are forced to place teachers on a waiver if teachers are not endorsed to teach their respective content. However, PED recently adopted a rule that does not allow waivers for positions requiring TESOL endorsement – teaching English to speakers of other languages – or bilingual education and modern or classical languages teachers. Schools already struggle to staff these positions and this change will likely impact schools with a high EL population. Because of cultural and linguistic diversity, there are many ways to address the needs of EL students. One way PED ensures schools adhere to federal guidelines in serving ELs is by requiring teachers to be endorsed in TESOL if they are teaching ELs. The TESOL endorsement is meant to equip teachers with tools they can use in their daily instruction to make the English language more accessible to all students. Because the coursework requirements for obtaining a TESOL endorsement are vague, all New Mexico TESOL-endorsed teachers might not be able to meet the dynamic needs of EL students. Hanover Research conducted an assessment of EL programs in the state and found teachers with a TESOL endorsement did not feel well-prepared to serve the diverse pool of EL students, with only 25 percent of respondents indicating they felt prepared enough to serve Native American ELs.

Identification of English Learners. The number of EL students identified increased from FY16 to FY17 because the assessment used to classify students was updated. The more rigorous assessment identified more EL students, leading to more students receiv-



ing the instruction they require to be successful. School districts and charter schools are required to provide students identified as EL with structured instruction in English as a second language from a TESOL-endorsed teacher.

Parents are responsible for reporting to the school site the EL status of their child. Students whose parents indicate another language is spoken in the home are screened for English proficiency using a PED-approved assessment. The school district or charter school is responsible for notifying parents or guardians that their child has been identified as an EL, as well as informing them of available programs. Parents can refuse services but they cannot refuse the EL classification.

Teachers must provide instruction while adhering to English language development standards to best meet the needs of ELs. These standards ensure students can access the content they are learning while providing students opportunities to process the information for increased retention and language acquisition. The New Mexico standards are aligned with the New Mexico Common Core State Standards.

English Language Proficiency and Accountability. PED requires all ELs from kindergarten through 12th grade to participate in the annual English language proficiency assessment, ACCESS 2.0. EL students who achieve an overall composite score of 5.0 or higher on the assessment are considered fully English proficient and are no longer provided with English language development services. According to PED, English language proficiency will be incorporated into school grades beginning with the 2019-2020 school year. At the elementary and middle school level, 10 percent of the school grade will be based on growth in English language proficiency. At the high school level, growth in English language proficiency will be 5 percent of the school grade. This may lead school districts and charter schools to focus on implementing interventions that lead to improving academic outcomes for ELs.

Native American Education

Research shows Native American students have lower achievement scores in reading and math when compared with their peers. They drop out and are expelled at statistically higher rates, are chronically absent from school at higher rates, and have lower rates of obtaining a college degree. The Indian Education Act (IEA), enacted in 2003, was the Legislature's effort to ensure equitable and culturally relevant learning for Native American students in public schools. The IEA seeks to develop and implement positive educational systems, enhance educational opportunities for students and aid in the development of culturally relevant materials for use in public schools, develop strategies for ensuring the maintenance of Native language, increase tribal involvement and control, create formal government-to-government relationships between tribes and the state, and increase parent involvement in schools.

According to PED, the American Indian Taskforce created a framework to address Native American students classified as ELs. PED has also released components of a culturally and linguistically responsive curriculum for Native American students, currently in the development stage.

positive educational systems, enhance educational opportunities for students and aid in the development of culturally relevant materials for use in public schools, develop strategies for ensuring the maintenance of Native language, increase tribal involvement and control, create formal government-to-government relationships between tribes and the state, and increase parent involvement in schools.

Native American Student Achievement. Native American students in New Mexico continue to struggle academically. According to PED's 2017-2018 Tribal Education Status Report (TESR), 29 percent of Native American students were proficient in reading, 12 percent in math, and 21 percent in science. The proficiency rates of Native American students in the 2017-2018 school year increased by 3 percentage points from the 2016-2017 school year in reading, and by 1 percentage point in math, but decreased by 1 percentage point in science. According to PED, only 61 percent of Native American students are graduating from high school within four years of entering ninth grade. When given an extra year, an additional 8 percent graduate.

Programs for Native American Students. Better systems and programs must be put into place to ensure the needs of Native American students are addressed. This can be accomplished by coordinating with tribal governments to implement high-quality, relevant programs for Native American students that strategically implement the IEA. Pursuant to the IEA, PED awards grants to tribes and pueblos that focus on at least one of the following areas in their grant application: attendance and truancy; cultural competency and culturally responsive learning environments; college and career readiness; supporting Native language programs and EL students; and alignment between PED, federal Bureau of Indian Education, and tribally controlled schools. In FY16 and FY17, 21 tribes and pueblos were funded. In FY18, 19 tribes and pueblos were funded. The FY18 award amounts ranged from \$19 thousand to \$59 thousand. Of the 19 awardees, seven had expended less than half of their grant funds by the end of the fiscal year. PED may wish to provide further support in promoting the purposeful use of these funds to benefit all Native American students.

Programs like K-3 Plus provide additional learning days and have shown promise in closing achievement gaps. However, K-3 Plus currently reaches 32 percent of students at eligible schools. Afterschool and summer enrichment opportunities also augment learning time and help to offset the disparity in opportunities between low-income and other students, but inadequate and inconsistent funding limit their reach and effectiveness.

Multiple University of New Mexico programs are attempting to better serve Native American populations. The overarching theme of each program is to create a pipeline from prekindergarten through 12th grade, into college or career training. The pipeline would route students back to their respective community with the training they receive. Pertinent initiatives include Native language program in teacher certification, Native American curriculum development, and Native American teacher preparation.

Non-Academic Support for At-Risk Students

Student achievement in the United States continues to lag behind other countries, and New Mexico lags behind most states. New Mexico has numerous evidence-supported options to increase academic achievement.

Instructional Time

A review of the educational practices and policy among countries with high-performing educational systems finds New Mexico falls somewhere in the middle range of those countries for the average length of instructional days, according to the National Center on Education and the Economy. Although these top-performing countries might be offering more instructional time outside of school hours, New Mexico's position in the middle of the pack indicates merely lengthening the number of hours students attend school is not an effective strategy for closing the achievement gap.

Twenty-first century community learning centers provide out-of-school time learning and development experiences throughout the state. Learning centers are located in elementary or secondary schools and provide a range of high-quality services outside of the traditional learning day or during periods when school is not in session. The program serves children who attend high-poverty schools and priority is given to children in low-performing schools. This program operates based on available funding.

The Center for Public Education concluded, while most researchers find a generally positive relationship between time spent in school and student learning, one meta-analysis suggests extra time alone does not make the difference; rather it is how the extra time is used. For schools, this means maximizing the time during which students are actively and appropriately engaged in learning, or what is often simply called "time on task."

The 2016 Legislative Finance Committee (LFC) evaluation "*Time on Task*" and *Efforts to Extend Learning Time* notes, of the approximately 180 learning days available to most New Mexico students, much time is lost to non-instructional time and student absences. Elementary students lose over a third of instructional time to transitions, test preparation, and other activities, even accounting for extra time schools have included above state minimum requirements. PED should consider providing additional guidance to schools to ensure in-school time is used more effectively.

Out-of-School Time. Increased learning time creates opportunities for students to receive a more well-rounded education, which may include exposure to classes outside of normal core curricula, such as music or art; when this is high-quality learning time, where teachers are engaging students using best practices, it is especially important. Out-of-school time learning programs include before and after school, summer learning, and youth development programs. A 2018 LFC report, *Instructional Time and Extended Learning Opportunities in Public Schools*, noted demand for state afterschool and summer enrichment programs has exceeded the available state appropriations to develop these programs.

Chronic Absenteeism. LFC's 2016 *Time on Task* report noted attendance and truancy are critical factors impacting student outcomes. Encouraging students to attend school

ESSA allows states to choose a school quality or student success indicator. Most states, including New Mexico, chose "Chronic Absenteeism" to be their state indicator. Other states chose career readiness or science proficiency.

and connecting with students and families to emphasize the importance of attendance are important responsibilities for school districts and charter schools. It also noted previous LFC evaluations showed chronic absenteeism can dramatically affect student success and is a major indicator of dropout risk.

The Education Commission of the States recommends all states incorporate chronic absenteeism data into their Every Student Succeeds Act (ESSA) state accountability plans to encourage school districts and charter schools to adopt and implement interventions to reduce chronic absenteeism rates. In New Mexico, the Compulsory School Attendance Law focuses on "habitual truancy," which only reflects unexcused absences and underestimate the number of actual absences students accrue. Chronic absenteeism includes both excused and unexcused absences. Beginning in the 2018-2019 school year, the state ESSA plan expanded the statewide methodology to account for chronic absenteeism, including tracking the attendance of prekindergarten students. According to the state's ESSA plan, this measure will fully replace the state's reporting of student attendance by the 2019-2020 school year. The Legislature may want to consider updating the Compulsory School Attendance Law to focus on chronic absenteeism rather than unexcused absences.

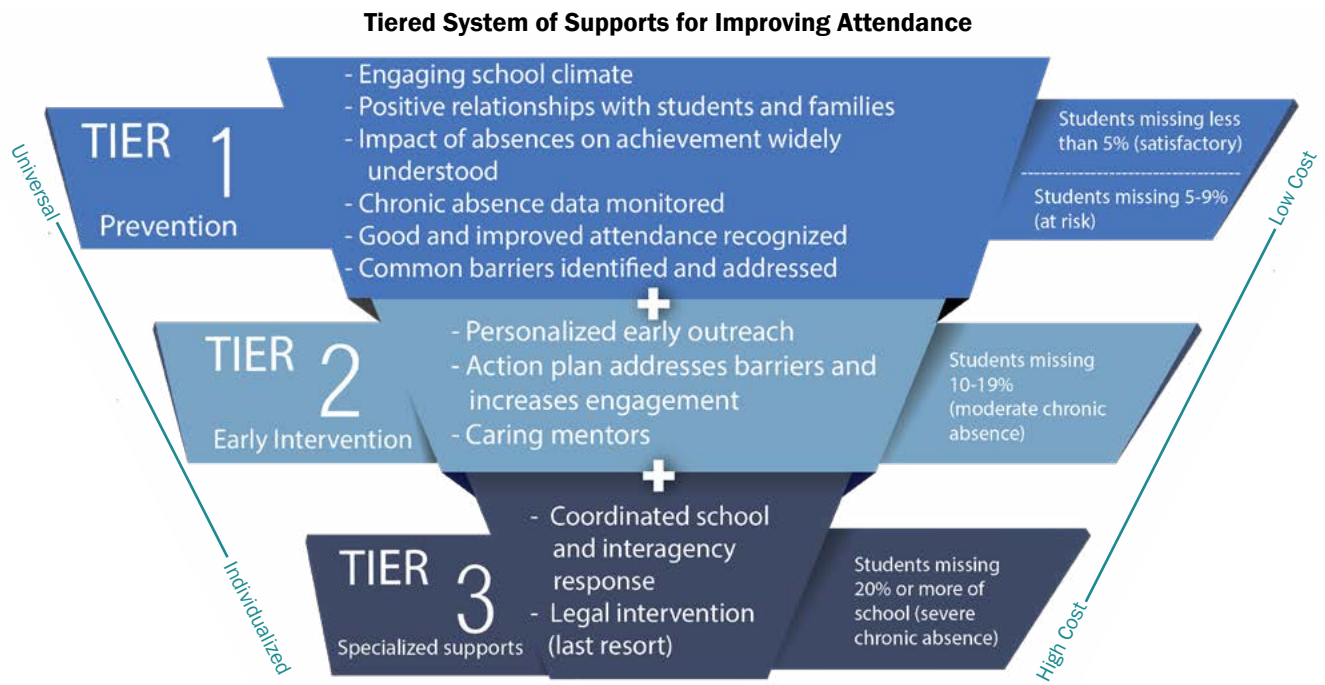
A 2016 study from the Education Endowment Foundation, conducted by Harvard University and the University of Bristol, reviewed the effects of sending parents one text message per week with information such as dates of upcoming tests and warnings about missed homework. Students whose families received the intervention made an additional month's progress in math with reduced absenteeism.

The U.S. Department of Education (USDE) has made several recommendations, based on research-based best practices, to combat chronic absenteeism. USDE recommends states and school districts implement early warning and intervention systems, school districts convene local taskforces to research the root causes of chronic absenteeism, and school districts partner with third-party providers and agencies to provide support services to students who are chronically absent. PED has instituted an early warning system to assist schools and school districts in identifying students at risk of dropping out. The early warning system takes into account, among other factors, truancy rates. However, it is unclear whether the early warning system accounts for chronic absenteeism.

Community Schools. Community schools may be an effective strategy for combating chronic absenteeism. The nonprofit national organization Communities in Schools released a report in 2018 detailing how integrated student supports can reduce chronic absenteeism by helping school leaders identify both the academic and nonacademic barriers that keep students away from school. Further, site coordinators work directly in schools to identify and address the needs of students and help connect them to appropriate resources.

School Climate

As defined by the National School Climate Center (NSCC), school climate refers to the quality and character of school life that reflects the goals, values, interpersonal relationships, and teaching and learning practices at schools. School climate involves many



aspects of a student’s educational experience. In a positive school climate, students will feel safe, engaged, and supported. Positive school climates foster respect, trust, and caring relationships throughout the school community. A positive school climate serves to educate the whole child and is critically related to school success.

Measuring School Climate. States are moving toward implementing accountability systems to measure school climate because of its potential to positively impact student achievement. These measurements can be difficult because school climate is subjective — making data points difficult to correlate with student achievement. However, school climate surveys can measure how students, staff, and parents, feel about schools. Surveys are most useful when they are carefully designed to be rigorous, comprehensive, and provide timely and actionable feedback to teachers, administrators, and policymakers. Local school districts and charter schools might want to focus on developing measurements for school climate based on the best practices identified by the American Institute for Research (AIR)’s National Center on Safe and Supportive Learning, which maintains a free and easily accessible compendium of valid and reliable surveys, assessments, and scales of school climate for educators, schools, and school districts to use in their efforts to identify and assess their school climate. These measurement systems were developed by researchers at AIR using a compilation of research on school climate.

School Safety and Security. School safety and security are an important part of school climate because students cannot focus on academics when they do not feel safe. The December 2017 shooting at Aztec High School that resulted in the death of two students focused policymakers’ attention on school safety during the 2018 legislative session and the 2018 interim. Several bills were enacted during the 2018 legislative session intended to improve the physical safety of school facilities. Laws 2018, Chapter 71 (Senate Bill 239) and Chapter 20 (House Bill 306) authorized up to \$46 million in capital outlay investments in public schools through FY22 to ensure physical school space is safe. Fiscal year 2019 marks the first year of the initiative; the Public School Capital Outlay Council awarded the entire \$16 million authorized for the year. **See “Capital Outlay” section for a more detailed discussion.** While the Public School Capital Outlay Council could make up to \$30 million in additional awards over the next five years, construction efforts to ensure safe schools are unlikely to prevent all threats.

PED oversees a safe school program that requires each school district and charter school to develop a site-specific safe school plan. The plan must address ways a school will prevent, protect, mitigate, and respond to school safety issues. PED provides an online safe schools toolkit that includes guidance on establishing incident command systems for crisis response, developing a behavioral threat assessment procedure to identify students who pose a threat, and practicing active shooter drills that follow a “run, hide, and fight” protocol.

In FY19, Albuquerque Public Schools (APS) began implementing Alert Lockdown Inform Counter Evacuate (ALICE) training. ALICE training is different from traditional “duck and cover” lockdown strategies because it teaches students and teachers to be proactive in an active shooter situation. This approach is consistent with PED’s adoption of a “run, hide, and fight” protocol. ALICE training encourages every teacher and student to develop plans to protect themselves in the case of an active shooter. These plans must be adaptive to the situation and can vary dramatically in practice.

While it is important to ensure school facilities are safe and school personnel know how to respond appropriately if there is a threat, many policymakers and stakeholders have noted the need for improved school climate and more programs to address the behavioral and mental health needs of students, more counselors and social workers in schools, and better bullying prevention programs. While some schools have programs providing promising results, consistent preventive efforts have not been implemented across the state.

School Discipline. Teachers and students need environments that are safe, supportive, and conducive to teaching and learning, creating a supportive school climate. In 2014, the U.S. Department of Education (USDE) released a report finding a school discipline system that relies on the use of suspensions and expulsions does not create a safe school environment where students can focus on school. Additionally, nationwide data collected by the USDE Office for Civil Rights show that students of color and students with disabilities are disproportionately impacted by suspensions and expulsions, which cause students to miss learning time. This disproportionate representation might serve to further exacerbate the achievement gap. This trend is evident in New Mexico, as nonminority students are generally underrepresented in discipline statistics, while Native American and African American students are drastically over-represented. However, the discipline statistics are largely in line with the representation of the Hispanic student population.

Decreasing suspensions and expulsions requires close attention to the social, emotional, and behavioral needs of all students. Many school districts nationwide are implementing restorative justice programs as an innovative approach to discipline. Restorative justice models provide students, teachers, and administrators with tools to facilitate emotional learning, cultural responsiveness including implicit biases, and trauma-informed practices. The model represents a shift from a punitive philosophy to a philosophy of self-regulation and personal responsibility.

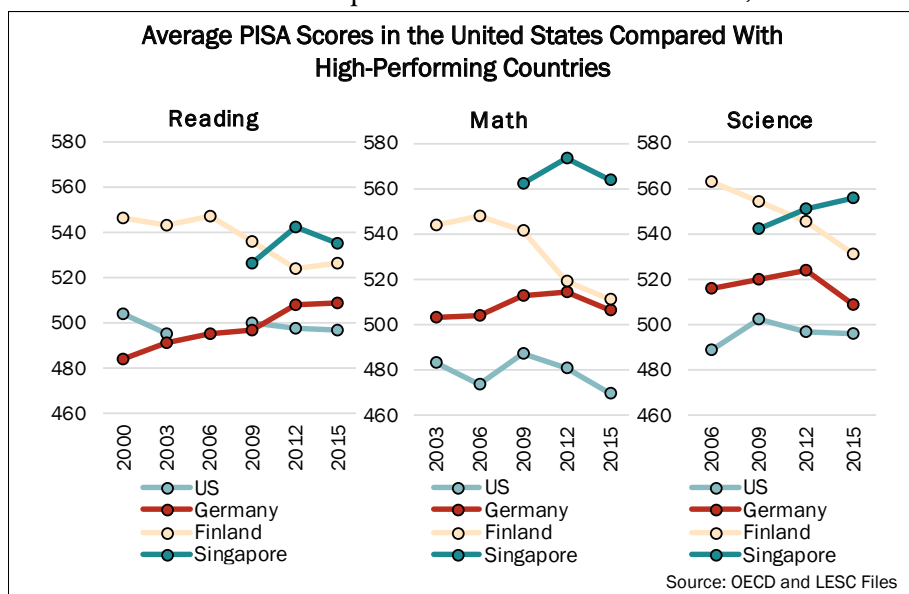
Integrated Student Supports. Integrated student supports, also referred to as “wrap-around services,” have shown promise in improving school climate and helping to alleviate the achievement gap. Evaluation studies find a mix of positive and null (insignificant) findings, but there are virtually no negative effects across the evaluations. Integrated student supports services provide health support services, including physical, dental, and mental health programs, housing assistance, and child nutrition programs. Community school programs have been identified as a possible strategy to implement integrated student supports into schools. Community school models also serve as a platform to support other best practices shown to help mitigate the achievement gap such as free expanded learning time and opportunities, family and community engagement initiatives, and collaborative leadership practices.

Public School Accountability and Support

With the passage of the Every Student Succeeds Act (ESSA), the federal government began allowing states more freedom to design the system used to hold schools accountable for improving student outcomes. New Mexico has used the same school grading system for federal accountability purposes since 2012, even amidst criticisms that the school grades do not paint an accurate picture of a school's achievements. In 2018, PED used the school grading system, based largely on academic achievement on the PARCC exam, to identify schools for support and interventions as required by ESSA. However, New Mexico has not yet taken full advantage of the opportunities within ESSA, including opportunities to hold schools accountable for more than academic achievement. The new administration has announced it will begin phasing out the PARCC exam this year and replace it with a new assessment, and stakeholders have developed recommendations to create the next era of school accountability and support.

Background and National Context

Since the Programme for International Student Assessment (PISA) was first administered in 32 countries in 2000, the United States has generally scored in the middle of the pack. Between 2000 and 2006, the United States ranked 15th in reading, 19th in



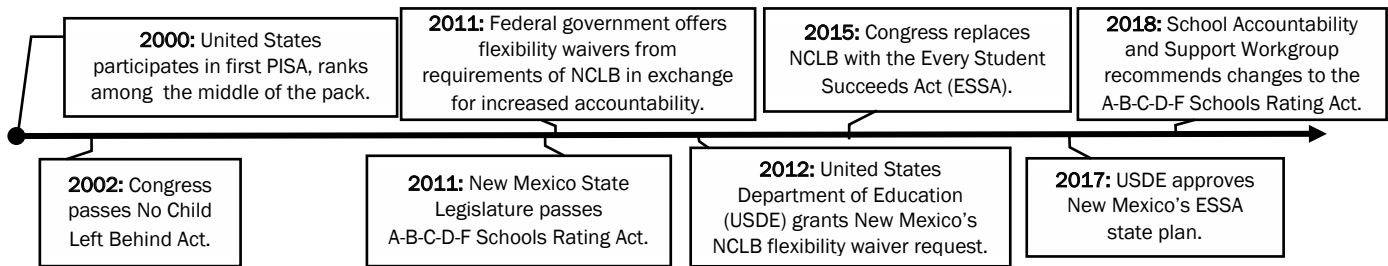
math, and 14th in science. In 2015, the rankings were 20th of 35 Organization for Economic Cooperation and Development countries in reading, 31st in math, and 19th in science, with scores slightly below the average in math and slightly above the average in science. Partially triggered by the middling performance, Congress passed the No Child Left Behind Act (NCLB) in 2002 and launched a period of federally enforced score-driven accountability. However, even after NCLB was implemented, U.S. PISA scores gained little growth compared with other countries.

New Mexico's NCLB flexibility waiver also described how the state would increase rigor of curricula and assessments by adopting the Common Core State Standards and beginning to administer the PARCC, rather than the New Mexico Standards-Based Assessment. The state also planned to develop a system to evaluate teacher quality and support effective instruction and leadership.

By 2011, it became apparent to individual states and the federal government that it would be nearly impossible for 100 percent of students to achieve proficiency by 2014 as required by NCLB. Most states, including New Mexico, had an increasing number of schools failing to meet NCLB's annual proficiency targets. The U.S. Department of Education (USDE) announced it would waive proficiency targets and other NCLB requirements if states submitted plans to improve accountability. New Mexico submitted a waiver to use ratings assigned by the A-B-C-D-F Schools Rating Act, enacted in 2011, to hold schools accountable for increasing proficiency

rates, fostering student growth, increasing graduation rates, and improving students' college- and career-readiness. USDE granted New Mexico's request for flexibility in 2012 and extended the waiver in subsequent years.

New Mexico and Federal School Accountability Timeline



The National Conference of State Legislatures *No Time To Lose* report notes the United States continues to remain at the middle of the pack for PISA, even though it is one of countries with the highest per-pupil expenditures. In New Mexico, where education represents 44 percent of the state budget, per-pupil expenditures have increased over time, but student performance on the National Assessment of Educational Progress (NAEP) reading and math assessments has fallen further behind the national average. In 1992, New Mexico students scores averaged 6 to 8 points behind the national average; in 2015 those scores were 9 to 16 points behind the national average.

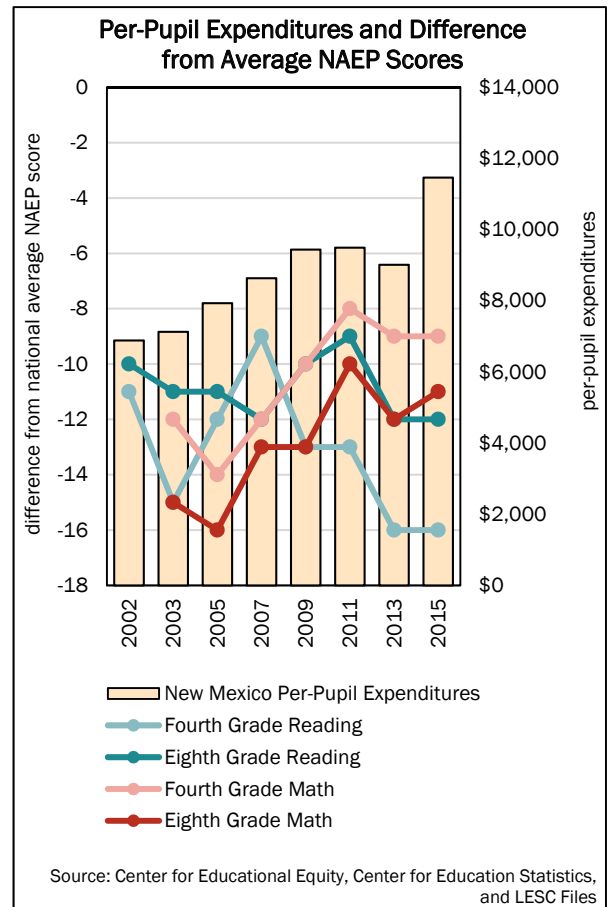
The Every Student Succeeds Act and School Improvement

In 2015, NCLB was replaced with ESSA, which continues the tradition of holding states accountable for setting high standards and meaningful goals but gives states significantly more control over how progress toward those goals is measured. Similar to the flexibility waivers offered under NCLB, ESSA requires states to design systems that hold schools accountable for more than student proficiency, including student growth and college- and career-readiness.

Requirements of ESSA

For New Mexico to continue receiving federal Title I funding for school districts and schools with high percentages of children from low-income families, ESSA requires the state to identify schools in need of improvement. NCLB required states to set annual proficiency targets on a statewide standards-based assessment and identify schools in need of improvement that failed to meet annual targets. Under ESSA, states are required to measure student achievement using student proficiency and student growth on standardized assessments but may use any number of other metrics within a state-developed accountability system to identify, at a minimum, the following two types of schools for support and improvement:

- Targeted support and improvement (TSI) schools that have at least one subgroup of students that consistently underperforms. Local education agencies must independently develop and monitor a school improvement plan with little intervention from the state education agency; and
- Comprehensive support and improvement (CSI) schools that underperform overall. Local agencies are required to develop a school improvement plan to improve stu-



ESSA allows states to define what will constitute the “consistent underperformance” of a subgroup of students, as long as the state uses the following indicators required of the state’s accountability system: academic achievement, student growth, graduation rates, progress of English learners toward English language proficiency, and at least one indicator of school quality and student success.

ESSA requires states to identify schools for CSI if they are in the lowest-performing 5 percent of all schools receiving Title I funds, if they are a high school that fails to graduate one third or more of their students, or if they were a TSI school that did not improve for a state-determined number of years.

dent outcomes, and the state agency is required to approve and periodically monitor the plan and provide technical assistance and financial support for the duration of the plan's implementation.

ESSA creates an expectation that schools in need of improvement will receive support for a state-determined number of years – three years in New Mexico. In the case of CSI schools, ESSA requires the state to support school turnaround plans with Title I funds specifically set aside

for school improvement plan implementation. ESSA also requires the state to establish criteria for schools to exit from TSI and CSI status. If, after receiving targeted support for a state-determined number of years, a TSI school fails to improve its performance, the school will be identified for comprehensive support and improvement. If, after the same period of time, a CSI school fails to improve its performance, ESSA requires the state to implement “more rigorous interventions.”

The New Mexico ESSA State Plan

The enactment of ESSA created an opportunity for states to reimagine school accountability, though New Mexico did not take full advantage of that opportunity. States were required to submit plans describing how they would comply with the federal law and state education agencies were required to solicit stakeholder engagement in the development of those plans. The Public Education Department (PED) held stakeholder engagement meetings during the development of the New Mexico ESSA state plan, but the meetings were criticized as being superficial and brief; the department only sought stakeholder input on specific pieces of the plan rather than empowering stakeholders to help develop a comprehensive plan. Despite the absence of meaningful stakeholder input on the state's entire plan, PED submitted the New Mexico ESSA state plan to USDE in 2017. The plan uses graduation rates and the school grading system to hold schools accountable and identify TSI and CSI schools plan, similar to the accountability system in place under New Mexico's NCLB flexibility waiver.

Targeted Support and Improvement. Pursuant to the New Mexico ESSA state plan, PED identified 111 TSI schools with at least one student subgroup either scoring fewer than 26.6 of a possible 100 points in their 2016-2017 school grade or with a four-year

“Subgroups,” as defined in ESSA, include the following: each major racial and ethnic group; economically disadvantaged students as compared with students who are not economically disadvantaged; children with disabilities as compared with children without disabilities; English proficiency status; gender; and migrant status.

graduation rate less than 66.7 percent for the 2016-2017 school year. TSI schools are expected to complete a 90-day New Mexico data, accountability, sustainability, and high achievement (NM DASH) plan with hands-on support from their school district. TSI schools will not receive intensive support from PED. If all subgroups of students in a school improve their scores above the score used to identify the lowest-performing 5 percent of Title I schools, the school will exit TSI status.

Comprehensive Support and Improvement. PED identified 86 CSI schools, 34 of which were in the lowest-performing 5 percent of low-income schools, having scored fewer than 26.6 of a possible 100 points in their school grade, and 52 high schools with a graduation rate less than 66.7 percent. During each CSI school's support period, the school can choose from the following four PED-led improvement options pursuant to the New Mexico ESSA state plan.:

- A more intensive version of NM DASH called NM DASH Plus, which includes additional focus areas for monitoring, including effective professional development and increased student learning time. PED Priority Schools Bureau staff will meet with staff from each CSI school and school district leadership three times per year to monitor each school's progress toward the goals the school identified in NM DASH Plus;

- State-sponsored school-based interventions like principal and teacher professional development programs, designed to train school leaders in best practices for teaching and school management. It is unclear in the New Mexico ESSA state plan whether this category also includes programs like K-3 Plus or prekindergarten;
- Competitive Title I grants to support participation in “an evidence-based school improvement program.” Schools may develop their own evidence-based programs, but the New Mexico ESSA state plan also permits grant funds to supplement funding for current state-sponsored programs like those available in the state-sponsored school-based interventions category.
- A high school transformation partnership with PED’s College and Career Readiness Bureau to implement evidence-based reforms to raise graduation rates. PED will invite 10 high schools to participate every CSI identification cycle. In the cycle beginning in the 2018-2019 school year, PED invited 10 schools to join a high school redesign network though only nine schools accepted the invitation.

According to the New Mexico ESSA state plan, schools will be able to exit CSI status by improving the metric that originally identified the school for comprehensive support. Schools that fail to exit CSI status after three years will receive more rigorous interventions.

More Rigorous Interventions. The New Mexico ESSA state plan lists the options for LEAs to pursue for schools identified as needing more rigorous interventions (MRI), including closing the school, restarting the school, championing and providing choice to the students at the school, or significantly restructuring and redesigning the school. Although ESSA did not require immediate implementation of more rigorous interventions, PED relied on the New Mexico ESSA state plan to identify three schools in Albuquerque and one school in Dulce for more rigorous interventions in the 2018-2019 school year based on their receipt of five or more consecutive school grades of F. PED issued a request for applications for federal funding and a series of guidance letters to the four schools, prescribing evidence-based programs and threatening to close the schools if they did not comply. Throughout 2018, PED continuously changed compliance requirements for the four schools, making it difficult for the schools to develop plans that complied with the department’s guidance.

Enforcement of School Improvement Plans

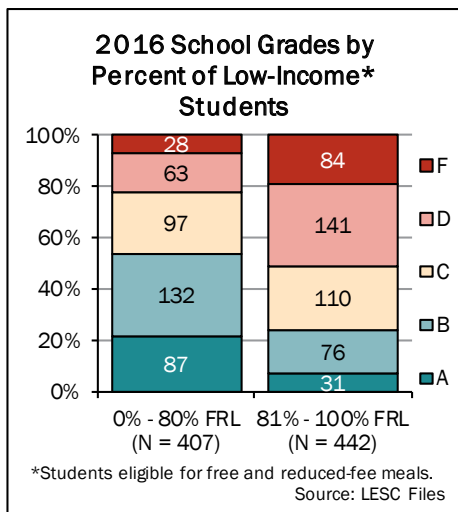
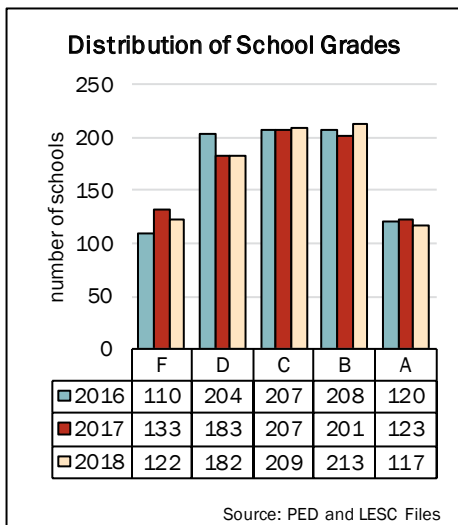
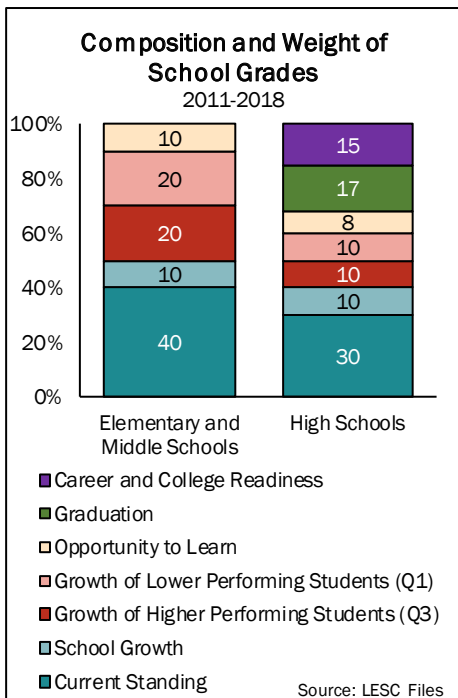
PED does not appear to have the statutory authority to require schools to complete school improvement plans or close the schools if they do not comply. Although ESSA requires schools in need of improvement to develop plans to address student performance, the New Mexico Legislature recently repealed PED’s statutory authority to require and enforce school improvement plans. Laws 2015, Chapter 58, which was endorsed by LESC and supported by PED, eliminated Section 22-2C-7 NMSA 1978, a section of law that provided for school improvement plans required by NCLB. Without a legal framework in state law authorizing certain department action, PED can only require school districts to complete plans as a matter of compliance for federal school improvement grants. During the 2019 legislative session, the Legislature should begin working

NM DASH is a school improvement platform that replaced PED’s web-based electronic performance support system and is a tool used by the University of Virginia school turnaround program. Within the NM DASH platform, school and school district leadership complete a rubric identifying and addressing specific problem areas within schools, like curriculum, leadership, and effective teacher professional development. PED requires all schools to complete NM DASH plans, but it is unclear whether the department has the statutory authority to do so.

The following 10 high schools were invited to participate in high school transformation beginning in the 2018-2019 school year:

1. Belen High School, Belen
2. Bernalillo High School, Bernalillo
3. Cuba High School, Cuba
4. Española Valley High School, Espanola
5. Rocinante High School, Farmington
6. Miyamura High School, Gallup-McKinley County
7. Health Leadership High School, Albuquerque
8. Las Montanas Charter High School, State Charter (Las Cruces)
9. Gilbert L. Sena Charter, State Charter (Albuquerque)
10. West Mesa High School, Albuquerque (declined invitation to participate)

While the federal law mentions TSI and CSI schools several times, ESSA only mentions more rigorous interventions once. Paragraph 3 of 20 U.S.C. § 6311 Part (d) states CSI schools that fail to respond to comprehensive support within a state-defined period of time will become subject to “more rigorous State-determined action, such as the implementation of interventions.” ESSA does not consider more rigorous interventions to be a separate subgroup of schools like CSI and TSI.



with stakeholders and the incoming administration to develop a new statutory framework for school improvement that complies with ESSA.

New Mexico School Grading System

The 2017-2018 school year marks the eighth year schools were given a letter grade under the A-B-C-D-F Schools Rating Act and the fourth year grades were based primarily on student performance on the PARCC English language arts and math assessments. Half of a school's current standing is based on static student proficiency rates, and the other half on year-over-year growth in proficiency rates. The school growth indicator is a value-added growth model that compares student performance in a school with student performance in other similar schools. The growth of the lowest-performing quartile of students and the three higher-performing quartiles of students are worth more in elementary and middle schools than in high schools.

High schools are also held accountable for graduation rates and college- and career-readiness metrics. Separate point values are included for each high school's four-, five-, and six-year graduation rates, along with an additional calculation for year-over-year growth in the school's four-year graduation rate. The college- and career-readiness indicator is based on student participation in and completion of college academic readiness programs and assessments like dual credit, Advanced Placement, SAT, and ACT, as well as career readiness programs and assessments like ACT WorkKeys, PED-recognized career technical education pathways, or the Armed Services Vocational Aptitude Battery (ASVAB).

Trends in School Grades

As in previous years, school grades in the 2017-2018 school year maintained a normal distribution. Of the 833 schools that received a grade in the 2016-2017 school year and the 2017-2018 school year, 395 schools, or 47 percent, maintained their letter grade from the 2017-2018 school year, and 217 schools, or 26 percent, increased their grade by at least one level. The remaining 221 schools, or 27 percent, saw their grade decrease by at least one level. The number of schools receiving a grade of A decreased from 123 to 117, but the number of schools receiving a grade of F also decreased from 133 to 122.

School Grades in High-Poverty Schools. Schools with high levels of student poverty have difficulty achieving higher school grades. Generally, students living in poverty are less likely to demonstrate proficiency on standardized tests, which comprise a large portion of a school's points in the grading system. While growth models are designed to control for the effect of poverty, LESC analysis shows the distribution of school grades is directly related to the percent of students eligible for free and reduced-fee meals (FRL) under the federal National School Lunch Program.

School Grades Rulemaking. In December 2018, PED repealed and replaced 6.19.8 NMAC, Grading of Public Schools, to incorporate the identification criteria found in the New Mexico ESSA state plan into rule; however, it is unclear PED has the statutory authority to codify the new requirements. In addition to criteria that PED will use to identify

TSI, CSI, and MRI schools, the changes to 6.19.8 NMAC modified the attendance indicator to measure chronic absenteeism, changed elements of the college- and career-readiness indicator, created indicators for English learner progress and science, technology, engineering, and mathematics (STEM) readiness, and re-weighted previous indicators of the school grade to accommodate the new indicators. The rule also expanded the scope of school surveys, requiring the surveys to measure student and family engagement, educator collaboration, and other components of school quality in the domains of school climate, rigorous expectations, student-teacher relationships, belonging, and safety.

In late December 2018, PED calculated “2019 transition grades” by plugging data from the 2017-2018 school year into the weights in the newly adopted rule. The transition grades were not made available to the public but were accessible to school districts and charter schools through the department’s secure online assessment portal.

A majority of public comment on the changes to the school grading rules criticized PED’s definition of schools identified as supplemental accountability model (SAM) schools. The originally proposed definition stated SAM schools included schools in which 50 percent of the students are 19 years old or older or in which 50 percent of students are non-gifted students that qualify for level C or D special education. Representatives from a number of current SAM schools gave testimony at PED’s public rule hearing that under this definition, their schools would no longer qualify as SAM schools. Some individuals testified the definition ignores schools that serve other at-risk populations. PED’s final definition for SAM schools adjusts the proportion to 30 percent of students and includes the original two categories of students and a third category of students who are pregnant or parenting teens.

School Accountability and Support Workgroup

Citing the controversy surrounding the calculations of school grades and the diverse but largely ignored stakeholder opinions on school improvement frameworks, Senate Memorial 145 of the 2017 legislative session asked LESC and PED to convene a workgroup of education stakeholders to study New Mexico’s school grading system and school accountability systems nationwide and make recommendations to improve school accountability in the state. The workgroup sought expertise from federal accountability experts in fields of social and emotional learning, school climate, and assessment. The workgroup’s research and discussion concluded with four recommendations to New Mexico policymakers regarding the statewide accountability system.

The school accountability and support workgroup included 29 members representing each of the following groups: school teachers, principals, administrators, superintendents, charter school executive directors, school board members, tribal communities, the New Mexico Learning Alliance, Mission: Graduate, the Albuquerque Teachers Federation, and the National Education Association’s New Mexico chapter.

Summative Determination. Rather than assigning a summative A to F letter grade to each school, the workgroup recommended the state assemble a school quality and student achievement dashboard that would include academic achievement data, school demographics, school quality indicators, and the school’s identified mission, vision, successes, opportunities, and specialized academic programming.

Academic Achievement. The workgroup recommended New Mexico develop a culturally relevant series of computer-adaptive interim assessments that result in a final summative score, which could provide more immediate feedback for teachers and eliminate the need for weeks set aside for testing at the end of the school year.

School Quality and Student Success. The workgroup recommended the state use a combination of measures to comply with ESSA’s school quality and student success indicator, including the following: chronic absenteeism, including excused and unexcused absences; student engagement and well-being as measured by a rigorous statewide student survey; college-, career-, and civic-readiness as measured by college and career opportunity participation and success and an “on-track to graduate” indicator based on early warning signs; and a survey of parents and families tracking attendance and student disengagement.

Opportunity to Learn. The workgroup recommended the school accountability dashboard include some measurement of well-rounded curriculum and instruction, teach-

er resources and professional development, and the school's physical environment to identify whether schools are providing the conditions that foster student success.

Based on the recommendations of the workgroup, LESC endorsed a bill that would repeal the A-B-C-D-F Schools Rating Act and replace it with the School Support and Accountability Act. In compliance with ESSA, the bill would differentiate and support Title I schools based on academic achievement and growth in math, English language arts, and science on statewide assessments; college, career, and civic readiness; chronic absenteeism; progress toward English language proficiency; and school climate. PED would be required to use these indicators to identify schools for traditional support, TSI, CSI, or MRI. Additionally, the act would require PED to provide the technological framework for a school accountability and support dashboard for each public school in the state. The dashboard would list the school's support designation, results from each indicator, and additional information about the opportunity to learn at each school, including the school's mission, vision, and goals; curricula and instruction; resource allocation; and teacher quality.

In addition to designations of support, the bill would create designations of excellence for schools that score in the 90th percentile for each indicator.

The bill would require the school accountability and support dashboard to provide an opportunity for schools to supplement each indicator with a narrative providing local context.

The primary goal of secondary education is to prepare graduates for success, including enrollment into postsecondary institutions or successful entry into the workforce. Producing graduates who are college- or career-ready is an issue of economic health and stability; greater numbers of well-prepared graduates means more skilled workers to fill high- and middle-skilled job vacancies, potentially attracting more business to the state and enhancing the local and state economies. Reflecting this reality, the executive initiated the “Route to 66” goal that tasks the Higher Education Department (HED) with developing a strategic plan for having 66 percent of New Mexico citizens achieve a degree or some form of postsecondary credential by 2030. Generally, more educational attainment means higher earning potential and less dependence on public assistance, placing fewer burdens on state and local economies.

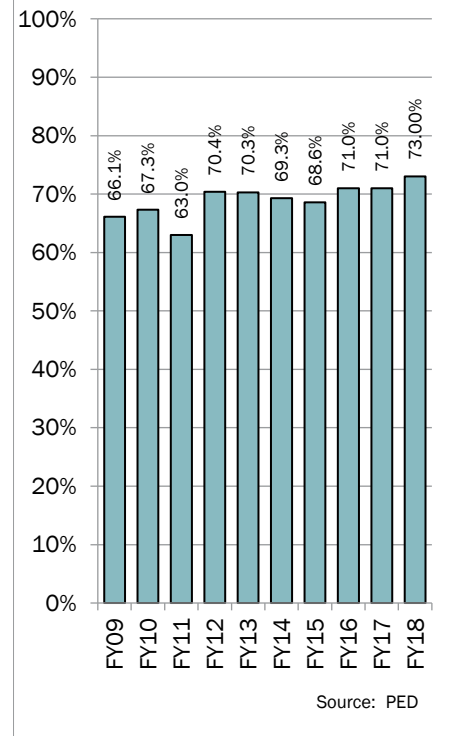
The inclusion of postsecondary credentials other than degrees is an important aspect of the “Route to 66” goal, because it reflects the growing importance of applied, or career and technical education (CTE), in high-performing educational systems. According to the National Conference of State Legislatures’ report *No Time to Lose*, a highly effective, intellectually rigorous system of career and technical education is one of the four common elements of the educational systems of high-performing countries. Further, the National Center on Education and the Economy notes the creation of an effective system of career and technical education is one of its nine building blocks of world-class educational systems.

Finally, the district court’s decision in the consolidated *Martinez* and *Yazzie* lawsuit notes that New Mexico has failed its constitutional obligation to provide every student with the opportunity to become ready for college or career. The order requires the state to take steps by mid-April to ensure New Mexico schools are equipped to give all students, especially at-risk students, the opportunity to obtain a uniform and sufficient education to prepare them for college and career.

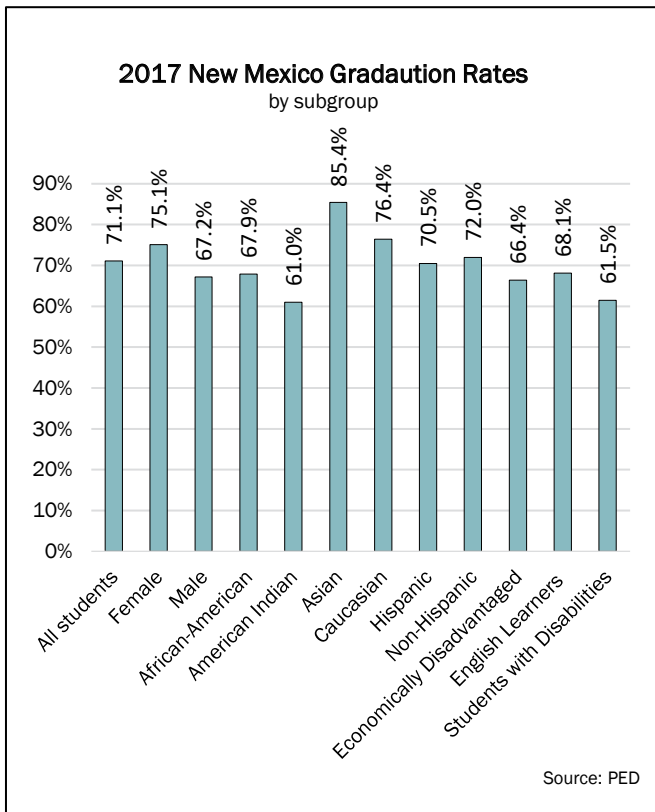
High School Graduation

High school graduation is an important indicator of student readiness. Without a high school diploma or equivalent credential, students are not only less likely to find employment but are also more likely to have health problems, including mental health disorders, and experience teen pregnancy. Further, students who fail to graduate have substantially lower lifetime earning potential. These factors combined can lead to billions of dollars in costs for increased public assistance and intervention. For example, according to the Center for Children and Youth Justice, just a 5 percent increase in the number of men graduating from high school can lead to \$5 billion less spent per year on crime-related expenditures. Finally, the Department of Workforce Solutions notes the level of educational attainment in New Mexico is lower than most states and projects that New Mexico employment will grow fastest for those with at least a bachelor’s degree, with 8.8 percent growth expected by 2024. Employment for those who only hold a diploma or equivalent will only grow by 5 percent over the same period.

New Mexico High School Four-Year Cohort Graduation Rate



U.S. News and World Report indicates New Mexico was one of 11 states that did not have any schools with a 100 percent graduation rate in 2017, including Alabama, Delaware, Louisiana, Maryland, Mississippi, North Dakota, Ohio, Oklahoma, Rhode Island, and Utah.



The state graduation rate has improved by nearly 7 percentage points over the last 10 years, from 66.1 percent for the 2008-2009 school year, to 73 percent for the 2017-2018 school year. The graduation rates for at-risk students, such as economically disadvantaged students, English learners, students with disabilities, and Native American students, continues to lag behind the overall rate, commensurate with achievement gaps for these subgroups.

Graduation Requirements

To graduate from high school and receive a diploma of excellence in New Mexico, students must successfully complete required coursework and demonstrate competency on statewide standards-based assessments or through an alternative demonstration of competency. In 2018, the Public Education Department (PED) promulgated a rule, Part 17 of 6.9 NMAC, establishing how students can demonstrate competency. The primary demonstration of competency for reading and writing is achieving a score of four or five on the PARCC assessment for English language arts. For math, it is a score of four or five on the PARCC assessment for algebra 2, geometry, integrated math, math 2, or integrated

math 3. To demonstrate competency in science, students must earn a passing score on an assessment aligned to the New Mexico science standards, while competency for social studies may be shown with a passing score on any end-of-course examinations (EOCs) for world history and geography, U.S. history and geography, U.S. government, or economics. After unsuccessful attempts on a primary demonstration of competency, students may show competency on a PED-approved alternative assessment, such as other EOCs, the ACT or SAT college entrance exams, or Advanced Placement exams. Currently, to demonstrate competency for purposes of graduation, a student must

achieve a passing score of three, four, or five on PARCC. Students who are unable to demonstrate competency will not receive a diploma of excellence but will instead receive a certificate of completion and will have an additional five years after they exit the school system to demonstrate competency and receive a New Mexico diploma of excellence.

Course requirements for high school graduation changed most recently during the 2017 legislative session. Laws 2017, Chapter 144, (Senate Bill 134) permits students to substitute a computer science class for a unit in either math or science, as long as the student demonstrates competency in the subject being substituted. On October 30, 2018, PED proposed a rulemaking to adopt computer science standards published by the Computer Science Teachers Association and the Association for Computing Machinery. This rule was adopted on December 27, 2018.

Stakeholder reaction to the proposed rule was mixed, with many commenters in support of using alternative demonstrations of competency for graduation. Other comments, however, pointed out the rule was too complicated and would be difficult for students and families to understand. Other issues noted by commenters included reduction in local control over who may determine alternative demonstrations of competency, lack of consideration for the unique circumstances of students

on individualized education plans, and concerns over requiring students to make multiple attempts to pass primary demonstrations of competency before permitting alternative demonstrations. The adopted rule addressed some of these concerns. The rule's requirements were simplified, for example, by removing differing "levels" of alternative demonstrations of competency. While school districts and charter schools may not use their own alternative demonstrations of competency, they may select from the ones specified in the rule, restoring some measure of local control to the process from the rule as proposed. Students on IEPs must attempt the assessments in their individualized education plans before attempting an alternative demonstration, rather than be-

ing limited to the ones listed in rule. And finally, students must now only attempt one primary demonstration of competency before they may attempt an alternative demonstration. However, not all stakeholder concerns were addressed. For instance, the PSAT, a preliminary or practice exam for the SAT, was not restored as an alternative demonstration despite requests to do so.

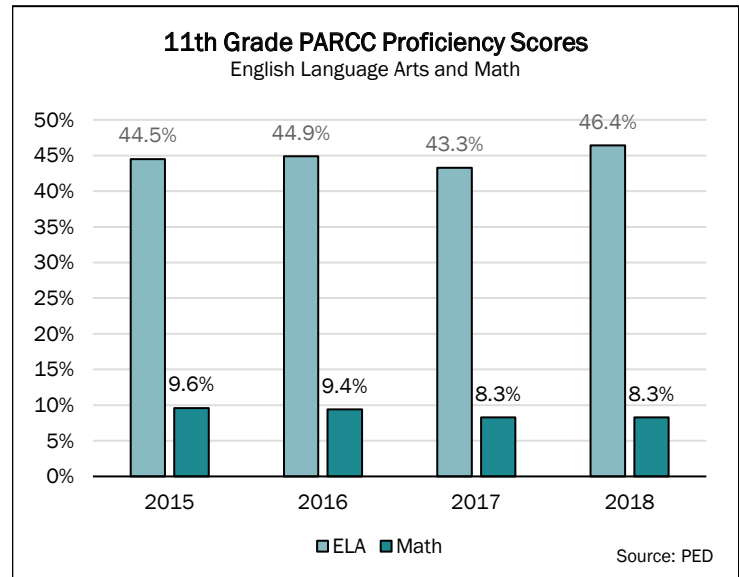
High School Cost-Effectiveness

According to a 2014 Legislative Finance Committee (LFC) program evaluation, low high school graduation rates act as a drag on New Mexico's economy. Research consistently indicates adults lacking a high school credential are more likely to live in poverty, become incarcerated, and rely on public assistance, costing taxpayers \$200 thousand over their lifetimes. According to the Workforce Solution Department's (WSD) 2018 *State of the Workforce*, which draws on the most recent available data from 2016, New Mexico workers who lacked a high school credential earned an average median annual income of only \$17.8 thousand, while high school graduates without any college earned \$26 thousand. A worker with some college or an associate's degree earned an average median income of \$30 thousand, while the average median income of a graduate with a bachelor's degree was \$43 thousand.

In 2014, LFC found increasing the annual graduation rate by 2,600 students, or about 10 percent of a graduating cohort, would yield approximately \$700 million in net benefits to taxpayers, society, and students. The evaluation further indicated evidence-based programs, including vocational training, mentoring, and counselling, increase the likelihood that at-risk students will graduate. Recommendations included implementing these evidence-based dropout prevention strategies to increase the number of high school graduates, particularly at high schools with high dropout rates. [See 25 Schools With the Most Dropouts, 2016, page 130.](#)

Adult Students in Public Education. New Mexico spends millions of dollars annually on adults who attend public high schools, many of whom never graduate. Current law does not establish an upper age limit for public education students who do not receive special education services, while those receiving special education services must be under age 22. In FY17, there were 772 adults between the ages of 23 years and 90 years in public schools in New Mexico — a decrease of 41 percent from the prior year's total of 1,322 adult students — at an estimated cost of \$6.4 million. It should be noted, a recent LFC program evaluation found completion rates for adult students enrolled in charter schools is close to the completion rate for adult basic education students, at 15 percent and 16 percent, respectively.

The majority of adult students at charter schools attended the following three schools: Gordon Bernell Charter School, with 296 adult students, which is designed for incarcerated adult students who have been out of school for a while; and New America Charter School in Albuquerque, with 77 students, and New America Charter School in Las Cruces, with 127 students, which are focused on serving immigrants, English learners, and academically underserved students. Considering these schools' enrollment, per-student funding allocations, and graduation rates, the estimated cost per four-year graduate for



LESC endorsed legislation for consideration during the 2018 legislative session that would have placed an upper limit on the age of students in public schools of 22 years, but the legislation was not found to be germane.

The cost to educate students in adult basic education programs, as opposed to public schools, was \$407.62 for FY17, and \$428.22 for FY18.

the three schools is significantly higher than the average statewide cost per graduate, ranging between two and seven times as costly for a non-adult student's graduation cost.

By contrast, in FY17, state expenditures for a student in adult basic education (ABE), which may better serve adult students, was \$408 per student. ABE programs are free of charge to adult students; participating students pay no tuition and all necessary books and materials are provided by HED's Adult Basic Education Division. HED indicates ABE is meant for students 16 years old and older who have not completed high school, giving them the opportunity to earn a high school equivalency credential with opportunities for job placement and progression to postsecondary education.

Preparing Students for College and Career

Preparing students for the workplace or postsecondary education is increasingly urgent. WSD projected in the 2018 *State of the Workforce*, New Mexico employment will grow by 7.7 percent by 2024, with the largest segment of growth for workers with at least a bachelor's degree. However, many New Mexico students are not yet prepared to

The U.S. Department of Education estimates New Mexico will receive approximately \$8.7 million in federal Perkins funds for CTE in FY19. Twenty-six school districts and charter schools budgeted approximately \$2.9 million in federal Perkins funds for FY19, with the remainder allocated to higher education institutions and the PED.

PED recently initiated a work-based learning initiative, funded by the state's federal Perkins allocations. PED released a request for applications on October 15, 2018, that notes the initiative is a school-to-career program where students receive career guidance, learn work-ready skills, and take assessments aligned to the needs of employers in their career paths, leading to postsecondary education and professional careers. School districts, charter schools, and regional education cooperatives may apply; applications were due in October 2018. Awards will be made on a rolling basis.

According to Georgetown University's Center on Education and the Workforce, approximately 30 million jobs do not require a bachelor's degree but still pay an average of \$55 thousand per year. According to Career School Now, entry-level salaries for skilled workers are about \$36 thousand per year, while starting salaries of college graduates are about \$46 thousand. Yet the average degree-holder pays about \$3,000 per year for student loans and begins their career several years after a skilled trade worker.

meet those job needs; WSD indicated the level of educational attainment in the state is lower than in most other states, with only 26.6 percent of New Mexicans having attained at least a bachelor's degree in 2016, 3.7 percentage points below the national rate. Approximately 15 percent of those in the state labor force have not yet received their high school diploma, compared with the national average of 13 percent.

Maryland recently commissioned a report on the sufficiency of its prekindergarten-through-12th-grade public education to recommend changes to the Maryland funding formula and its overall public education program to make it comparable to top-performing educational systems in the world. The Maryland Commission on Innovation and Excellence in Education recommended 10th-grade students be able to engage in coursework at the level of a two-year postsecondary institution to be college- or career-ready. New Mexico may want to consider establishing a set goal to help in high school graduation and attainment of postsecondary degrees and credentials.

Career and Technical Education

One of the four common foundational elements of the educational systems of top-performing countries according to *No Time to Lose* is a highly effective, rigorous system of career and technical education (CTE). High-performing countries offer intellectually and academically rigorous CTE that can lead directly to the workforce or into postsecondary education for further development of industry skills or acquisition of a degree. In these countries, schools often partner with business and industry to offer students hands-on training, such as internships and apprenticeships. Historically, most U.S. states, including New Mexico, have focused on preparing high school students for college, with career preparation and workforce training often treated as programs for underperforming students. Further, few states have a comprehensive, cohesive CTE system; rather, most states, including New Mexico, offer a patchwork of CTE options that can vary widely across school districts and schools.

States are only beginning to realize the potential of a well-educated pool of trade workers with middle skills and are only recently developing their own career and technical education programs. Many high-performing countries, however, employ CTE as

a strategy to enhance national and local economies and offer better postsecondary education work options to a larger portion of their populations. In these countries, CTE is not viewed as an option for students who may be weaker academically, but rather as a separate, more practicum-oriented approach to education, focusing on development of skills of immediate value in the job market. Alignment with market needs is emphasized, leading to postsecondary employment that may eventually lead to, rather than preclude, university-level education.

For example, according to *Surpassing Shanghai: An Agenda for American Education Built on the World's Leading Systems*, Singapore, concerned with the high need for, yet low status of, career technical jobs, invested in its Institute for Technical Education, which provides high-quality technical education in settings comparable to universities. These efforts resulted in greatly increased demand for institute graduates, further enhancing the image and attraction of career technical jobs.

Research suggests CTE students have lower dropout rates, higher employment rates, and greater earnings than demographically similar, non-CTE peers. A 2016 study from Fordham University found greater exposure to CTE is associated with better student outcomes. The largest benefit of additional CTE courses accrue for students who take between three and seven CTE courses, with more modest benefits seen for students taking only one or two CTE courses. However, CTE participation has been on the decline for several decades due to additional high school course requirements, declining funding, and a nationwide emphasis on college readiness. In addition to increasing the likelihood that participating students will graduate, CTE can also offer meaningful work opportunities without the burden of student debt.

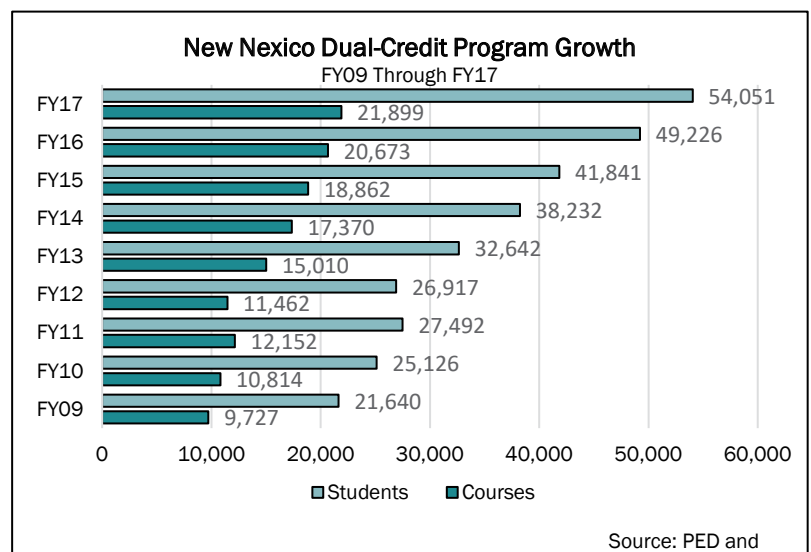
The federal Carl D. Perkins Vocational and Technical Act (Perkins) was reauthorized in July 2018, and provides approximately \$1.3 billion to support career and technical education across the country. Perkins is supposed to improve and support the quality of CTE programs, focusing on helping students acquire the technical skills needed for career placement while still emphasizing academic ability as well as the soft skills needed for both college and the workforce.

According to Johns Hopkins University, successful CTE programs should incorporate aligned elements of both secondary and postsecondary education that include rigorous academic content and relevant CTE content in a progression of non-duplicative courses. Such programs may also include the opportunity for secondary students to gain postsecondary credit through dual or concurrent enrollment and should lead to an industry-recognized credential or a degree. PED's Career and College Readiness Bureau (CCRB) has made available to schools a number of programs of study, supported by Perkins funding, that include some of these recommended elements, such as dual-credit (high

Deming Public Schools offers a variety of CTE programs, emphasizing the importance of such aligned programs over stand-alone CTE courses. The programs are offered as early as seventh grade, and include programs in agriculture, arts and audio-visual technology, education, hospitality and tourism, STEM, architecture, business, health sciences, and information technology, each of which has one or two career pathways. For example, the architecture program offers pathways in both construction and welding.

In consultation with the Southern Regional Education Board, Project Lead the Way, and the New Mexico Association of Restaurants and Hospitality, PED has adopted seven specific CTE career paths, including two in the hospitality and tourism fields and five in science, technology, engineering, and mathematics (STEM) fields:

- Hospitality and Tourism:
 - Culinary Arts
 - Hotel Lodging
 - Management
- STEM:
 - Energy and Power
 - Innovations in Science and Technology
 - Project Lead the Way – Biomedical
 - Project Lead the Way – Computer Engineering



The dual-credit manual does not carry the weight of law, but suggests access to dual-credit should be limited to only one course for high school students who do not attend an early college high school and can demonstrate readiness on a standardized assessment, with those who continue to demonstrate readiness with grades of “C” or better permitted to take up to two dual-credit courses. According to representatives from the Council of University Presidents and the New Mexico Superintendents Association, PED is not enforcing the manual as regulation, but is issuing advice on what should be done for dual-credit programs.

In May 2018, PED adopted Part 13 of 6.30 NMAC, Early College High School, requiring ECHSs to be PED-approved, offer a high school diploma and a workforce-recognized credential with at least one postsecondary and one workforce partner, and conduct outreach to youth underrepresented in higher education. Since 2007, a dual-credit, advanced placement, honors, or distance learning course has been required for graduation.

Appropriations for high school dual-credit instructional materials have remained flat since at least 2016 at \$1 million, yet the number of participating students and available courses have steadily increased. PED notes this appropriation does not cover the full cost of instructional materials.

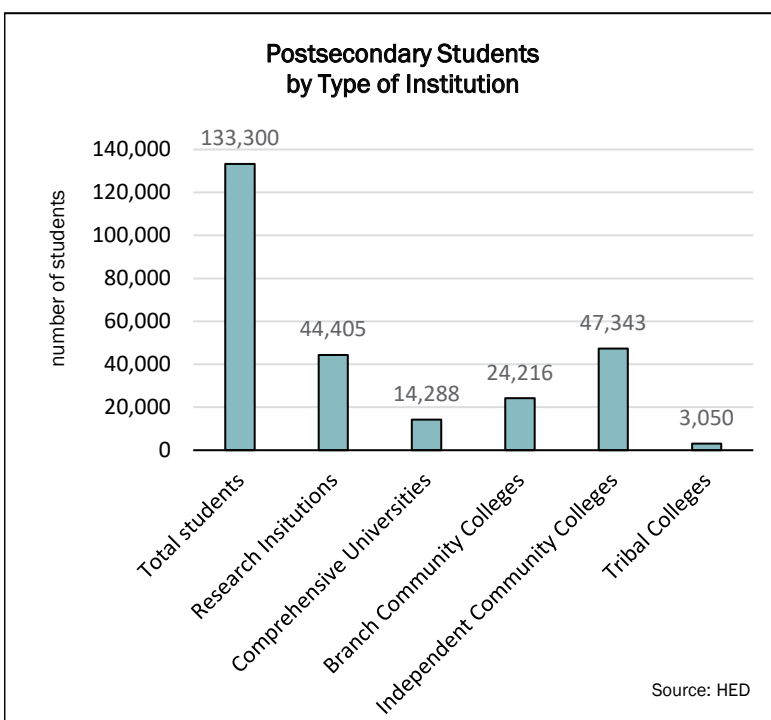
school and college) opportunities and the possibility of receiving an industry-recognized credential. These programs are designed to help educate students about available education and career services to help students prepare for the workforce or continued education toward industry credentials or appropriate degrees. PED indicated these programs of nationally developed CTE course sequences made available to schools by CCRB were selected based on WSD’s priority employment sectors and bridge the gap between high school and postsecondary education to create a pathway to employment. These programs include work that satisfies high school graduation requirements and their college and career pathway requirements, such as introductory level courses for a particular program.

Dual-Credit Program

The dual-credit program is a low- to no-cost way for high school students to acquire college credit by allowing them to take courses that simultaneously satisfy high school graduation requirements while earning credits towards a postsecondary degree or certificate. The popularity of dual-credit courses has been steadily increasing; the number of students in dual-credit courses increased 125 percent from FY09 to FY17, while the number of dual-credit courses taken grew 150 percent.

The dual-credit statute, Section 21-1-1.2 NMSA 1978, requires postsecondary institutions to waive fees for participating students, while school districts and charter schools purchase instructional materials. Statute only requires HED to “encourage” postsecondary institutions to waive tuition. According to LFC’s 2017 *Progress Report* on the dual-credit program, beginning in FY13, postsecondary institutions that offer dual-credit courses stopped receiving direct funding for dual-credit courses, instead receiving a base amount derived from prior-year appropriations, with about 2 percent determined by successful performance outcomes, leaving postsecondary institutions that offer dual-credit courses at a deficit for dual-credit funding.

In 2016, PED proposed sweeping changes to the dual-credit rule, including requiring students who take dual-credit courses to be either enrolled in an early college high school (ECHS) or in a meta-major, major, or certificate pathway, which was intended to prevent enrollment in unrelated dual-credit courses that do not lead to a degree or certificate. Faced with significant stakeholder opposition, however, rather than finalize the rulemaking, PED, in collaboration with HED, elected to update the *Policies and Procedures Manual for Dual-Credit*. The manual retains the focus on academic pursuits from the proposed rule, making it difficult for other students, such as career-technical students, to be eligible for dual-credit programs.



College Matriculation

Investment in postsecondary education is becoming increasingly vital to New Mexico's economic health, as WSD has noted the most robust job growth in the near future will be for workers with bachelor degrees. Yet, in addition to New Mexico's low high school graduation rate, the state continues to lag in the attainment of postsecondary degrees. Many New Mexico students require substantial remediation in college, meaning less time is spent on degree coursework. Other barriers to postsecondary education in the state include tuition costs, partially addressed by the legislative lottery scholarship.

Postsecondary study is not only important to students seeking postsecondary degrees, but also to those who are engaged in CTE seeking trade careers. Postsecondary institutions often offer associate's degrees, and may also offer industry-recognized credentials and help with job placement, making college a useful option for others than just academically oriented students pursuing professional careers. Better trained and educated workers attract industry and business that offer higher-paying job opportunities to the state economy.

College Entrance Examinations

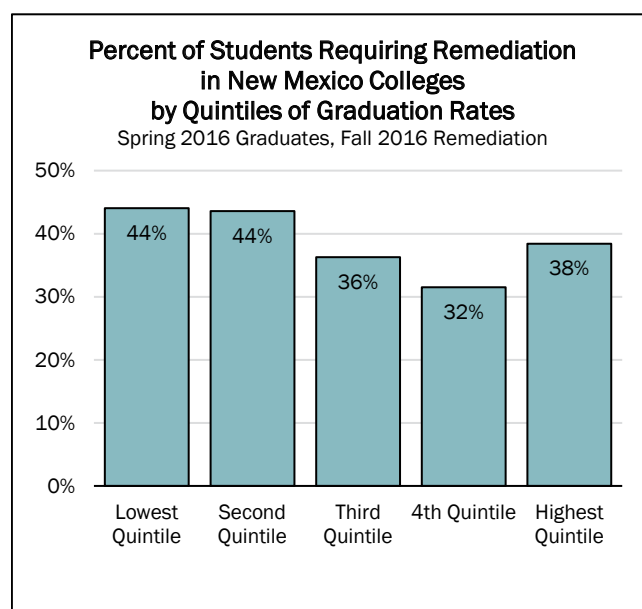
College entrance examinations help enumerate postsecondary education preparation by showing students their areas of strength and weakness and indicating how likely a student is to need remedial coursework. For the graduating class of 2017, the most recent year for which ACT data are available, both New Mexico and national mean scores on ACT exams increased. The national mean composite score was 20.8 out of a perfect score of 36, while New Mexico's mean score was 19.4; however, only 18 percent of New Mexico students met all four ACT college readiness benchmarks — English, reading, math, and science — while 27 percent of students nationally met all four benchmarks. The college readiness benchmarks are associated with a 75 percent chance of earning at least a C in first-semester, credit-bearing, college-level courses.

New Mexico postsecondary institutions require completion of the ACT for admission, resulting in more students in the state taking the ACT than the SAT. In 2018, 13.8 thousand students took the ACT while only 3,225 New Mexico students took the SAT, which was an increase of 37.7 percent over 2017. According to the College Board, in 2018, 50 percent of New Mexico students met all college readiness benchmarks on the SAT compared with 47 percent nationally. However, for the ACT, 48 percent of New Mexico students met the English benchmark in 2018, and 28 percent met the math benchmark. More students meeting college readiness benchmarks for SAT than for ACT suggests New Mexico students who are better prepared academically or plan to attend a postsecondary institution out of state opt to take the SAT. While New Mexico students scored better than the national average in 2018, 50 percent represents a decrease of 10 percentage points from 2017, when 60 percent of New Mexico students met all benchmarks, compared with 46 percent nationally.

Meeting the SAT math benchmark indicates a 75 percent chance of earning at least a "C" in first-semester, credit-bearing, college-level courses in algebra, statistics, precalculus or calculus. Meeting the SAT reading and writing benchmark indicates a 75 percent chance of earning a "C" in first-semester, credit-bearing, college-level courses in history, literature, social sciences, or writing.

The College Board has a \$260 million contract with the Region IX Education Cooperative for the administration of the PSAT to New Mexico students, including Kahn Academy's free PSAT and SAT preparation, which the College Board suggests has led to more New Mexico students taking the SAT, even though New Mexico is typically an ACT state.

According to HED's Remediation Task Force, the pass rate for students in traditional remedial courses at New Mexico's postsecondary institutions ranges from 54 percent to 74 percent. By contrast, the rate for students in accelerated co-requisite remedial programs ranged from 62 percent to 78 percent.



Remediation

Many New Mexico students continue to matriculate to postsecondary institutions unprepared for the academic challenges of postsecondary study. According to HED, in FY17, nearly 43 percent of New Mexico students matriculating to New Mexico postsecondary institutions required remedial courses, noncredit-bearing courses that prepare

According to a 2010 report from the Office of Education Accountability, the number of remedial classes students take reflects how likely they are to graduate from college. For students starting in 2003, 67 percent of New Mexico students who took no remedial courses graduated with a four-year degree within six years; 20 percent of students who took one course; 9 percent of students who took two remedial classes; 4 percent of students who took three classes; and only 1 percent of students who took four remedial courses. It is unclear how much these figures may have changed, as the Office of Education Accountability closed and the reports are no longer produced.

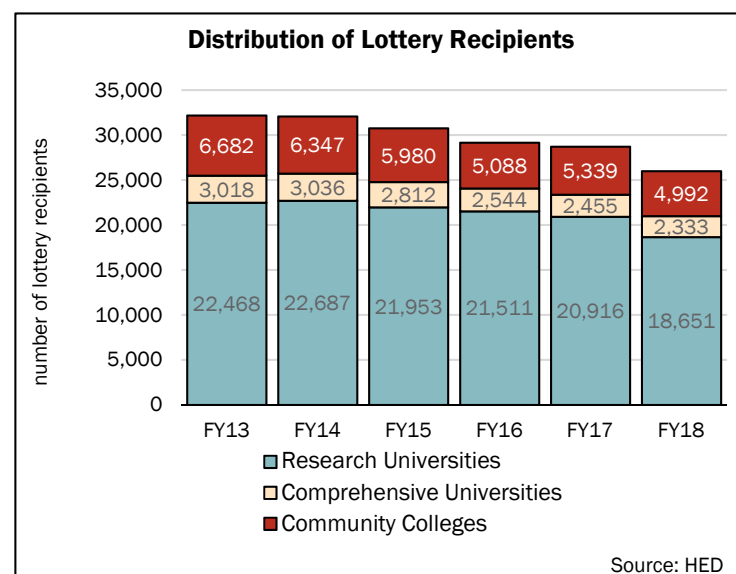
students for introductory-level courses in a particular subject. Remedial courses seldom succeed in preparing students for moving on to college credit courses. Nationally, only 22.3 percent of students requiring remedial coursework go on to complete introductory college-level courses, and only 9.3 percent of those students complete their degrees within four years. In New Mexico in FY16, 86.4 percent of students entering two-year colleges and 41.1 percent of students entering four-year comprehensive institutions required remediation in math, English, or both.

Standalone remedial courses are taken sequentially and can take the least prepared students as many as five semesters to complete, adding substantial time and expense to a student's college education. HED is currently using a grant received from the national nonprofit Complete College America to collaborate with postsecondary institutions on remediation reform, including co-requisite remediation, stretch remediation, and self-paced remediation.

Co-requisite remediation requires enrollment in introductory-level courses simultaneously with an associated support course, which provides the students with remedial support while taking the introductory course. This permits the student to receive college credit more quickly than with traditional remediation and move into higher level courses if they pass the introductory course. Stretch remediation occurs when an introductory course is stretched out over two semesters, giving students time to build basic skills while they take college-level courses. With self-paced remediation, students take a preliminary exam to identify strengths and weaknesses, after which a personalized curriculum is developed that focuses on students' academic weaknesses, with the goal of allowing students to move more quickly to the next course in the sequence.

Lottery Scholarship

First enacted in 1996, New Mexico's Legislative Lottery Scholarship was intended to give financial assistance to all college-bound students who met residency, credit-hour, cumulative grade point average, and other requirements. This eased access to higher education for many New Mexico students who might otherwise not have been able to attend college, providing them with the opportunity to expand and enhance their skills, employability, and earning potential.

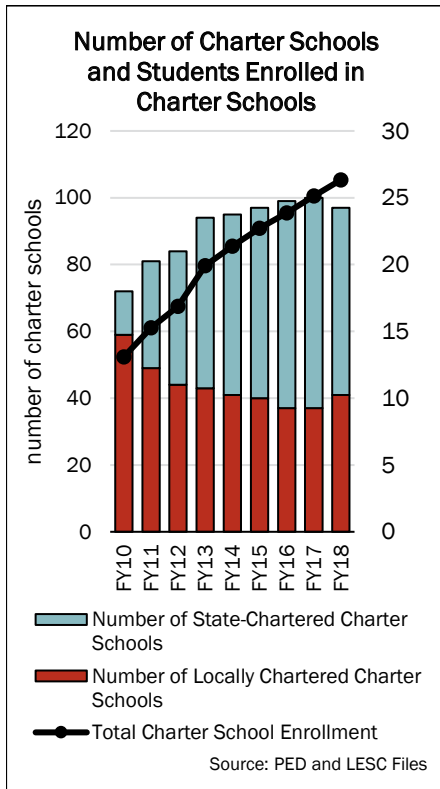


In 2018, with continued concerns about the solvency of the Lottery Tuition Scholarship program, Laws 2018, Chapter 70 (Senate Bill 140) was enacted, which provides for the secretary of higher education to set a percentage of tuition costs for each academic year based on projected revenues and enrollment of students eligible for the lottery scholarship. While the Legislative Lottery Scholarship was initially designed to cover 100 percent of qualifying recent high school graduates' tuition, the financial downturns of the

last decade have resulted in changes to the program that decreased the scholarship amount for students. For FY18, the percentage of tuition covered was reduced to 60 percent. While Laws 2018, Chapter 70 permits projected awards to be decreased or increased, there is no guarantee students will receive lottery scholarship tuition awards that equal 100 percent of tuition costs. For instance, for FY19, HED has determined lottery awards per semester to be \$2,294 for research institutions, \$1,560 for comprehensive colleges, and \$581 for community colleges, approximately 80 percent of tuition costs.

Laws 2017, Chapter 97 (Senate Bill 420) extended eligibility to students up to 16 months after high school graduation, receipt of a high school equivalency credential, or military service to allow for a “gap year” between high school or completion of military service and matriculation into college.

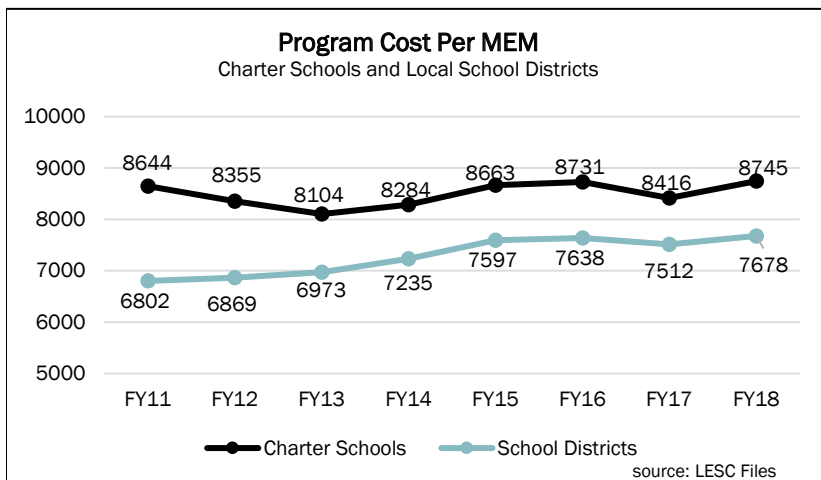
Charter Schools



Although flat in recent years, the number the number of charter schools grew 33 percent between FY10 and FY18. The number of charter school students has doubled from 13 thousand in FY10 to 26 thousand in FY18. Not surprisingly, given the increase in enrollment even as public school enrollment was dropping overall, charter schools drew half the new dollars allocated to public schools between FY09 and FY18. While charter schools receive funding through the public school funding formula, quirks in a law that did not anticipate the special conditions of charter schools, particularly virtual charter schools, allow charter schools to draw a disproportionate share of funding, depleting the pool of dollars left for traditional public schools. Further, the rapid growth in charter schools came during a period of reduced funding for public schools because of a recession and an oil-bust-driven fiscal crisis. Of additional concern, charter schools, authorized by either a state commission or a local school district, fall outside the normal oversight of the state department and legislative process.

Funding

Charter schools have historically received more operational funding per student than traditional public schools, although performance overall differs little. In FY18, students in traditional public schools generated an average of \$7,678 per student in formula funding, whereas students in charter schools generated \$8,745 per student, or 14 percent more than students in traditional public schools.



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Of the \$229.5 million in additional formula funding appropriated through the funding formula in the last decade, \$122.3 million – 53 percent of new funding – has been allocated to charter schools, which serve about

7 percent of New Mexico’s student population. Because charter school approval is outside the legislative budget process, approximately 90 charter school authorizers have the ability to grow the number of public schools in the state. While shifts in enrollment help explain the larger share of funding for charter schools, this does little to mitigate the impact on traditional public schools, which are funded from the same pool of money and do not necessarily experience a drop in costs equal to the loss in funding caused by the movement of students from traditional schools to charter schools.

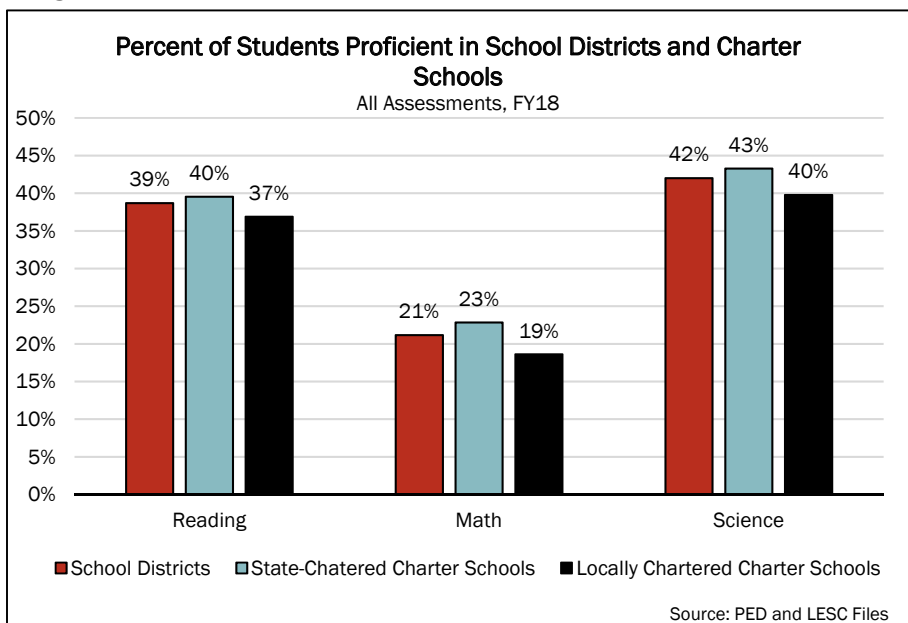
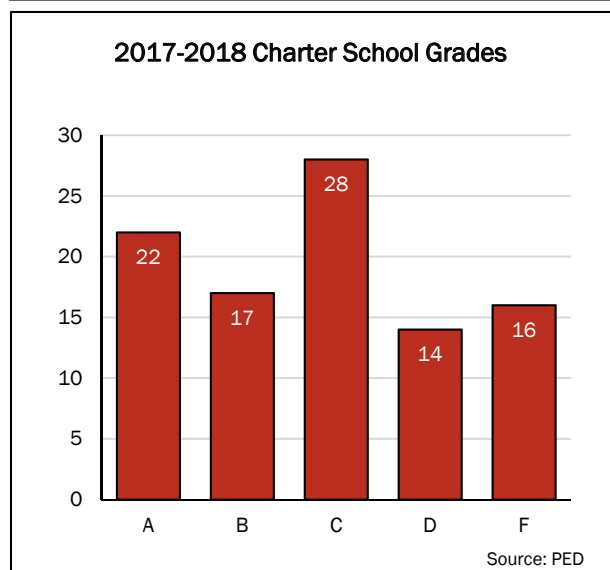
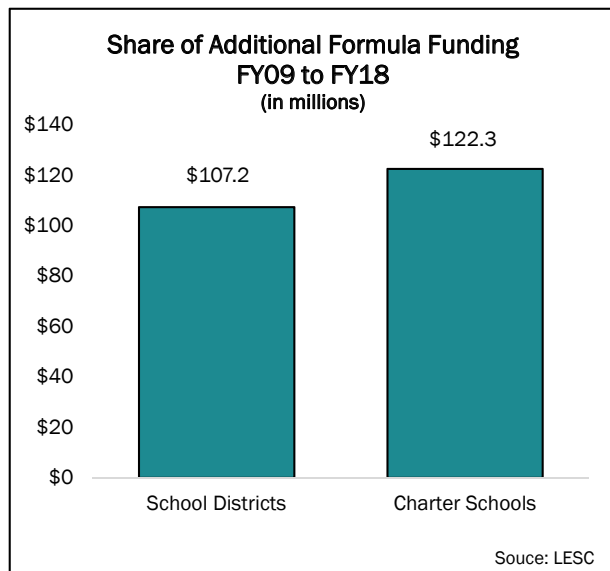
According to the Public Education Department (PED), which administers the A-B-C-D-F School Rating Act, charter school grades tend to vary widely, although in FY18,

the majority earned Cs. Charter schools in Albuquerque performed similarly to traditional public schools within the district. Statewide, charter schools performed marginally better than traditional public schools. For example, 31 percent of charter schools received a D or F in FY18, compared with 37 percent of traditional schools. Students who attend charter schools perform similarly to students who attend district schools on reading and math proficiency tests.

Funding for Virtual Charter Schools. In New Mexico, the public school funding formula treats virtual charter schools the same as brick-and-mortar schools, despite obvious differences in costs. The Education Commission of the States (ECS), a national policy and research group, notes the unique characteristics of virtual charter schools make it difficult to fund them through traditional school funding formulas. Virtual charter schools have no natural limitation on the number of students they are able to enroll because they are not bound by facility space. Virtual charter schools have no transportation costs, reduced facility and textbook cost, and staff costs that are lower because New Mexico virtual charter schools have student-teacher ratios up to three times the statewide average. Further, virtual charter schools are able to enroll students from any area in the state. Because charter school authorizers get an administrative fee equal to 2 percent of the charter school’s program funds, school districts with district-chartered virtual charter schools can get funding for students outside their districts, creating an incentive for districts to authorize virtual charter schools.

Oversight

Criticized by a national charter school organization in 2016 for setting the bar too low for charter school applicants and for inadequate assessment policies and practices, the Public Education Commission (PEC), the state’s largest authorizer, has since adopted more rigorous academic and organizational criteria for charter schools. PEC and local school districts, all of which can issue charters, are all working on more effectively evaluating new charter school applications, and charters of low-performing charter schools are being revoked at roughly the same pace as new charter schools are approved. Of the 97 charter schools in New Mexico, 57 are authorized by the Public Education Commission (PEC) and 25 by Albuquerque Public Schools (APS). The remainder are authorized by 11 other local school districts.



According to the National Center for Education Statistics, on average brick-and-mortar schools spend 10 percent of their budgets on facilities, 9.4 percent on maintenance and operation, and 4.4 percent on transportation. According to this data, virtual schools cost approximately 23.8 percent less to operate than brick-and-mortar schools.

PEC revoked Carinos de Los Ninos' charter in FY19 for operational failures, and Student Athlete Headquarters voluntarily terminated their charter in FY19 when it became clear revocation was likely.

A "planning year" includes the nine months between a charter school's approval and opening date. During this time period a charter school must file three status reports with the chartering authority and PED to demonstrate the charter school's implementation progress is consistent with the charter contract. Prior to the end of the planning year, the charter school must show that its facilities meet requirements defined in Section 22-8B-4.2 NMSA 1978.

In FY19, PEC renewed nine of 10 charter school contracts up for consideration, while four moved to local school district authorizers. Two new schools were approved and are in their planning year. Two PEC-chartered charter schools closed in FY19. APS renewed four charter school contracts in FY19 and is recommending revocation of one, La Resolana Leadership Academy, because of significant and consistent issues with special education compliance and because the school has struggled to effectively meet their corrective action plan in this area.

Charter School Authorizing Practices

Charter school authorizers are working on developing common standards for charter schools to improve accountability and reduce the practice among charter schools of "shopping" for an authorizer, either a local school district or PEC, with the most favorable policies. More than 30 New Mexico charter schools have changed authorizers at least once.

PED has allocated \$2.25 million of a \$22.5 million federal grant to the Charter School Division (CSD) of PED for providing targeted support and technical assistance to all active chartering authorities and to support continuous charter school improvement. The grant also supports the development of New Mexico-specific principles and standards for charter school authorizing. Additionally, PED is using the grant to develop tools and processes to support improved annual reporting and implementation of formative evaluations by all chartering authorizers to support continuous improvement.

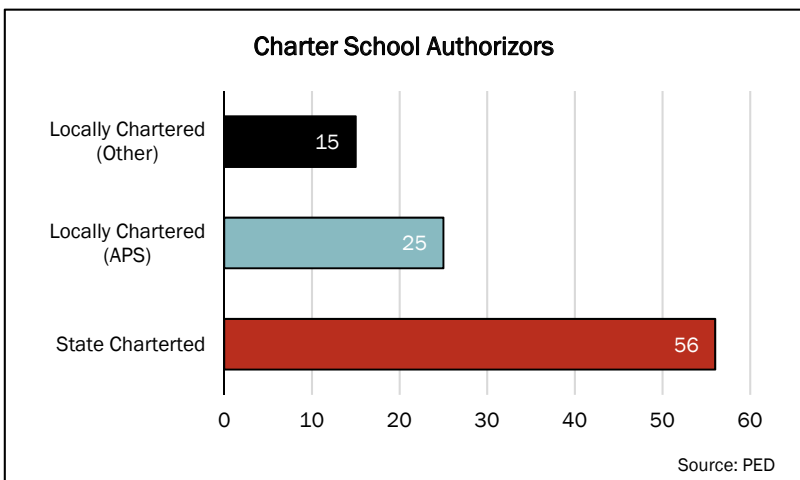
To address the often inconsistent authorizing practices used by different charter school authorizers, PED contracted with the National Association of Charter School Authorizers (NACSA) to convene charter school authorizers and other stakeholders in a working group to develop shared goals and guidelines for charter school governance and authorization, renewal, and oversight decisions. Changes are intended to lead to more consistent evaluation of charter school applications across agencies and increase the overall quality of charter school applications. Workgroup members agreed on common charter school authorizing practices; however, more work remains to be

done. The group is working to create an official association of New Mexico authorizers to meet regularly and officially adopt common authorizing practices.

In FY18, PEC introduced a new academic performance framework and accountability system that ranks charter schools in one of four tiers. Charter schools ranked in tier one exceed PEC performance expectations and are at least on par with the highest performing schools in the state, while charter schools ranked in tier four consistently fail to meet academic performance expectations. The new accountability system will

facilitate annual review and analysis of charter school performance by requiring annual data submissions from charter schools, allowing them to track their status and, at the end of the third year, will indicate schools' progress toward upcoming renewal, including the possibility of expedited renewal for high-performing charter schools.

APS is overhauling its charter school authorization, renewal, and oversight processes, as well as including charter contracts and performance frameworks, annual reports,



new charter application and amendment processes and rubrics, performance management, monitoring, and intervention and revocation policies. These updates will be developed in consultation with stakeholders in FY19. Currently, the process for renewal includes a review of the charter school renewal application and a site visit to verify supporting evidence. Each school is asked to attend a public meeting to present their renewal application and allow for public comment. The charter application review team must present its recommendations to the APS Board of Education before January 1, when the board votes on the authorization.

NACSA, PED, PEC, APS, Public Charter Schools for New Mexico (formerly the New Mexico Coalition for Charter Schools), other local school districts, and stakeholders met in summer and fall 2018 to establish a shared vision and goals for New Mexico's charter schools and to establish common authorizing and oversight practices.

Charter School Governing Boards. Prompted by fiscal mismanagement, failure to follow procedure, and poor attendance, PED is requiring new training for members of charter school governing boards. Members of charter school governing boards, responsible for the oversight of their schools, are selected based on the conditions outlined in the charter school application. The governing board hires, oversees, and sets the salary for its school head administrator and is responsible for the academic, financial, and organizational performance of the school. Board members are required to attend governing board meetings and to be proactive with effective oversight to ensure sound fiscal management and effective school management.

Under PED's new rules on training, board members must attend eight hours of PED-approved training annually, including one hour on public governing board ethics and responsibilities, three hours on fiscal requirements, two hours on understanding and evaluating academic data, one hour on open governing and requirements regarding free public school education, and one hour on understanding and overseeing organizational performance.

PEC has revised its charter contract template to help schools understand their rights and obligations and, in April 2018, PEC approved the revised academic and performance frameworks and accountability model for ongoing use. PEC aims to emphasize equitable access for all students while making low-performing charter school closure more practicable.

Annual Report. CSD has failed to provide a statutorily mandated annual report to LESC, the Legislative Finance Committee (LFC), and the governor since 2013. CSD's annual report must draw from the annual reports submitted by chartering authorities, as well as other relevant data compiled by CSD, and should include a comparison of charter school students and comparable students in traditional public schools. PEC and APS are currently working on annual reports for FY19 and anticipate they will be completed in January 2019. LESC staff was unable to verify if any other charter school authorizers will release an annual charter school report, despite the statutory requirement.

Virtual Charter Schools

New Mexico's Public School Code does not reference virtual schools, which has led to questions about whether virtual charter schools are able to legally operate in the state.

According to ECS, 34 states had laws in place in 2014 that allowed for the operation of virtual charter schools, and 30 states had virtual charter schools in operation. Despite the fact that state law is silent on virtual charter schools, New Mexico currently has three virtual charter schools: New Mexico Virtual Academy in Farmington, New Mexico Connections Academy in Santa Fe, and Pecos Connections Academy in Carlsbad.

While virtual charter schools are prohibited in some states, many states, including Colorado, Georgia, Ohio, and Pennsylvania, have created funding formulas specific to virtual charter schools, providing less money per student than is allotted for students in brick-and-mortar schools.

In April 2018, PEC rejected charter renewal for New Mexico Connections Academy, a virtual charter school that delivers instruction entirely online, because of low student achievement. The school received "F" school grades during the 2014-2015 school year and the 2016-2017 school year, and student proficiency in math dropped to 11 percent. The school appealed to the secretary-designate of PED, who upheld PEC's decision. How-

House Bill 454 and Senate Bill 305 of the 2017 legislative session attempted to address virtual charter schools, but neither passed. Both bills would have provided a definition of virtual charter schools, decreased the program funding units virtual charter schools are eligible to generate, and required virtual charter schools to apply for charter school authorization from the PEC if they intend to enroll students from school districts across the state. House Bill 454 would have required virtual charter schools to provide only synchronous instruction to kindergarten through fifth-grade students while sixth-through 12th-grade students could receive synchronous or asynchronous instruction, or a combination. The bill included a provision for closure of virtual charter schools that failed to produce student academic growth.

ever, at the schools appeal request, the district court granted the school's motion to stay its closure, pending the resolution of a legal appeal of the schools closure. The court found that failing to stay the closure would effectively decide the appeal, because students, families, and teachers would likely move to a new school prior to resolution of the appeal.

A review of national research regarding virtual charter schools, which NACSA reports serve 180 thousand students in 23 states, shows their performance continues to lag behind that of brick-and-mortar public schools. One 2015 study by the Center for Research on Education Outcomes showed, on average, annual academic gains of virtual charter school students are equivalent to 180 fewer days of learning, the equivalent

of an entire school year, for math and 72 fewer days for reading when compared with students in brick-and-mortar charter schools.

These trends are borne out in New Mexico, where students at virtual charter schools generally have lower academic proficiency and growth rates compared with statewide averages. In FY18, LESC and LFC staff produced a joint report, *Financial Responsibility, Governance, and Student Outcomes of Virtual Charter Schools*, that found, according to staff calculations, the average fourth through eighth grade virtual charter school student at New Mexico Virtual Academy and New Mexico Connections Academy experienced between 91 and 161 fewer days of learning than the average brick-and-mortar school student from FY15 to FY16.

Policy Recommendations for Virtual Charter Schools. The National Alliance for Public Charter Schools (NAPCS) has made several policy suggestions regarding virtual charter schools that may improve oversight, including defining “full-time virtual charter school” in statute. NAPCS recommends only statewide charter authorizers be allowed to authorize virtual charter schools if students live in more than one school

district across the state. It recommends charter school authorizers only receive 1 percent of school's operating budget, rather than 2 percent, so school districts will have less financial incentive to authorize virtual charter schools. It also recommends virtual charter schools have enrollment caps that may change over time based on performance. Finally, NAPCS recommends New Mexico fund virtual charter schools uniquely by establishing performance-based funding or an alternate funding formula for virtual charter schools.

While PEC would prefer virtual charter schools be authorized by school districts, NAPCS recommends the opposite: Virtual charter schools that draw students from more than one school district should be authorized by a statewide authorizer. Further, NAPCS recommends New Mexico develop policy that would allow performance-based funding for virtual charter schools, noting four other states fund full-time virtual charter schools with performance-based funding. Other states fund virtual schools at lower rates than brick-and-mortar schools.

The condition of public school buildings in New Mexico has vastly improved over the last 15 years with the state's investment of more than \$2.6 billion in public school facilities. The Public School Capital Outlay Council (PSCOC) has overseen this process in the aftermath of the *Zuni* capital outlay lawsuit in 1999, which required the state to establish and maintain an adequate funding system for public school facilities. Since the lawsuit, New Mexico has emerged as a national leader in its public school capital outlay process, which ensures that, through a standards-based process, the physical condition and capacity, educational suitability, and technology infrastructure of all public school facilities are adequate and support learning. To ensure equitable prioritization and funding for schools, PSCOC uses a set of levers, including statewide adequacy standards, state and local match formula, and facility prioritization methodologies. While PSCOC administers several distinct programs, its primary mission is to fulfill the state's constitutional obligation to ensure a "uniform system of public schools sufficient for the education of ... all children of school age" in New Mexico.

Despite substantial work to improve public school buildings as well as the public school capital outlay process itself, concerns still exist. While the state has made substantial progress ensuring the physical condition and educational sustainability of all public school facilities is adequate, the *Zuni* lawsuit has never been closed. New Mexico continues to take steps to ensure all school facilities are adequate and funding is allocated equitably. For example, Laws 2018, Chapter 66, (Senate Bill 30) addresses some of the inequities highlighted by the current plaintiffs in the *Zuni* lawsuit by "right-sizing" the state and local match formula by reducing the state match percentage for school districts able to build above adequacy and increasing the state match for school districts with fewer resources. While Laws 2018, Chapter 66, specifically addresses the plaintiffs complaints that some school districts are able to build "above adequacy" while *Zuni* Public Schools and other that lack a property tax base are not, other concerns have been expressed, such as the ranked methodology and decisions on which projects receive funding. The case has been set for trial in May 2019.

Standards-Based Awards

PSCOC, which implemented standards-based awards in 2004 as part of its response to the *Zuni* lawsuit, considers four primary factors when making standards-based awards: the cost of bringing the school up to adequacy standards, the size of the state match for which the school district is eligible, availability of funding, and the school's eligibility for funding based on its ranking. The statewide adequacy standards set the minimum educational space requirements for school facilities. Since 2003, all PSCOC-funded capital outlay projects have been subject to the Public School Capital Outlay Act's state and local match formula that requires school districts and charter schools to pay a portion of project costs. In addition, the Legislature in 2003 enacted a measure to counteract the disequalizing effect of direct legislative appropriations by requiring an offset be applied against the state share of PSCOC

Update on the *Zuni* Lawsuit

The 11th Judicial District Court issued an order granting the plaintiffs motion to substitute the school districts for the school boards as plaintiffs in May 2018, ruling that the school boards are the real parties of interest because they have the capacity under law to sue, which school districts do not. The order was in response to motions to reconsider submitted by Gallup-McKinley Schools and *Zuni* Public Schools after the 11th Judicial District Court issued an order dismissing school district plaintiffs for lack of standing in July 2017. In August 2018, the court denied the state of New Mexico's motion to reconsider, stating the substitution of the school boards for the school districts will allow the case to be resolved as completely as possible and lessen the chance of future litigation by the school boards. At a status conference in September 2018, a judge from the 11th Judicial District Court indicated he would set the case for trial in May 2019. The judge also indicated he would reopen the discovery process, which means both sides can present new evidence and dispositions.

Through FY19, the state and local match formula is based on the net taxable value of property within a school district and the number of students enrolled during the immediately preceding year. Beginning in FY20, a new calculation will begin to be phased in over five years. The new calculation will be based on the net taxable value for a school district for the prior five years, the maximum allowable gross square footage per student pursuant to the adequacy planning guide, the cost per square foot of replacement of the facility, and the school district population density.

funds for school districts that receive direct legislative appropriations for capital outlay expenditures. In 2004, PSCOC developed the facility condition index (FCI) and the weighted New Mexico Condition Index (wNMCI) to rank every facility based on relative need from greatest to least.

Schools can apply for full facility renovation or replacement through a standards-based award or apply to replace individual building systems through the systems-based award process. Unless schools meet program requirements, they will be ineligible for PSCOC funding. Eligibility criteria varies by award type; for example, a school’s wNMCI must fall within a range set by PSCOC that varies according to program. Schools must also meet standard contingencies for all awards. All PSCOC awards are contingent on school districts or charter schools completing their audit; maintaining an adequate maintenance program, effectively utilizing maintenance and planning tools, and meeting associated requirements; and having the required local match.

Ranking System

PSCOC prioritizes funding for schools with the greatest need using the FCI and wNMCI to assess the condition of school facilities. PSEA’s facility assessment database (FAD) contains data on all school buildings in the state and uses a methodology that considers multiple factors, such as the age of building systems, space utilization, and degraded building components, to generate a ranking for each campus’s condition. The FCI is a percentage that reflects the ratio of the cost of repair to the cost of facility replacement. The wNMCI is a calculation that adds a factor to the FCI that considers how well a facility meets the educational needs of a school. Schools at the top of each list are the schools in the worst condition. On both, a higher score indicates a school in poorer condition.

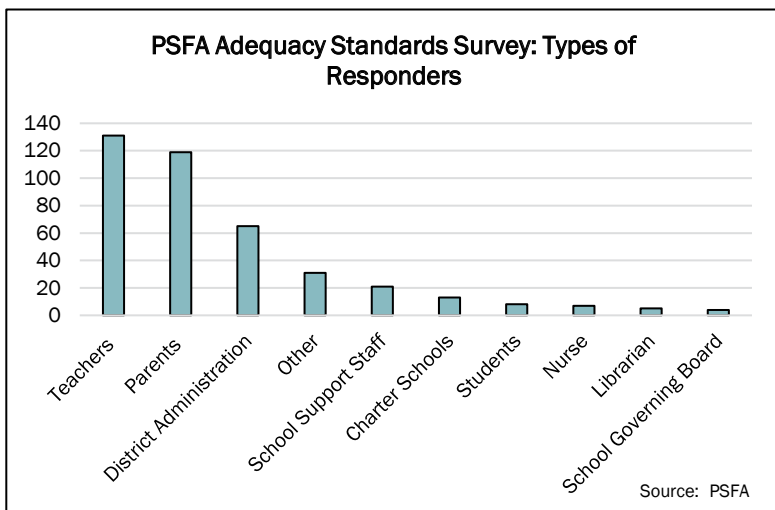
PSCOC adopted technical changes to the FAD methodology in January 2018 that improved its accuracy but impacted wNMCI and FCI scores and the ranked list. This resulted in the increase from two schools with a wNMCI exceeding 60 percent in FY18 to eight schools exceeding 60 percent in FY19; a wNMCI of 60 percent or greater indicates a school building needs to be replaced. Schools are not in worse condition than they were a year ago, but the system has been adjusted to more accurately reflect actual building conditions. In FY06, the first year of wNMCI rankings, the statewide average wNMCI was 162.9 percent and 145 schools had a wNMCI of 60 percent or greater. In the final FY19 wNMCI ranking, the statewide wNMCI was 23.8 percent and eight schools had a wNMCI of 60 percent or greater. In FY06, 19 percent of schools needed to be replaced compared with only 1 percent of schools in FY19. [See Number of Schools Exceeding 60 Percent Weighted New Mexico Condition Index \(wNMCI\), page 227.](#)

Adequacy Standards

The New Mexico statewide adequacy standards, outlined in New Mexico Administrative Code 6.27.30, set the minimum educational space requirements for school facilities “to adequacy,” and thus the amount of educational space that will be funded through PSCOC. These standards are used to evaluate existing school facilities and identify the minimum space needed to support educational and technology programs and curricula

defined by the Public Education Department’s (PED’s) standards for excellence. Any space not included in the adequacy standards is considered “above adequacy” and must be funded entirely by a school district or charter school.

Last revised in 2012 to include the special constitutional schools, the adequacy standards require periodic updates to be current. During 2018, PSFA conducted stakeholder work sessions around the state and implemented an on-line survey to gather input and feedback from school staff, parents, and other stakeholders to determine if revisions were necessary. The survey focused mainly on whether specific changes in the school environment over the last 10 years require more space; for example,



whether D-level special education requires more space because students are coming to school with more equipment or whether technology needs warrant more space in today's schools than in the past. PSFA is in the process of analyzing stakeholder feedback and will present potential changes, along with associated costs, to PSCOC in April 2019.

FY19 Standards-Based Awards

With increased supplemental severance tax bond (SSTB) revenues available in FY19, PSCOC was able to open the funding pool to more schools and fund more projects in FY19. In FY18, funding constraints prompted PSCOC to limit standards-based applications to schools with a wNMCI of 60 percent or greater; neither of the two eligible schools applied for a standards-based award in FY18. In 2017, PSFA estimated it would cost approximately \$188.2 million per year in state matching funds over the next five years to maintain the current condition of public school buildings, and although a relatively low level of investment is possible for a few years because of improved building conditions, it is not sustainable long-term.

PSCOC opened the standards-based award funding pool to the 75 worst ranked schools in the 2018-2019 final wNMCI ranking. In FY19, PSCOC received 11 standards-based applications from nine school districts, and ultimately awarded funding for all 11 projects at a total estimated project cost of \$210.7 million, with a projected state match of \$149.9 million and local match of \$60.8 million. [See Standards-Based Awards, page 228.](#)

Facility Maintenance

Adequate maintenance is essential to protecting the significant investment in public school facilities statewide. Research indicates that in addition to protecting capital investments, well-maintained facilities also have a positive impact on test results and student and teacher morale. PSFA established the current facility maintenance assessment report (FMAR) process in 2011 with a five-year FMAR baseline study to determine how well school districts were maintaining their facilities. This study revealed most school districts were not maintaining their facilities to a level that would ensure their maximum life cycle. At the time, the average FMAR score was 57 percent; a score of 70 percent or greater indicates a school district has an adequate maintenance program.

The majority of New Mexico students, 70 percent, are in school districts maintaining their facilities to an adequate level, with 16 percent of students in school districts with an FMAR below the satisfactory level and 14 percent of students in school districts with an FMAR that was not updated in FY17. This means larger school districts are generally able to maintain their facilities better than smaller school districts, most likely because of capacity issues. PSCOC may need to consider supports for smaller school districts to build effective maintenance programs.

The latest FMAR report shows a statewide average of 71.1 percent, in the satisfactory range for the first time, indicating progress in school maintenance; however, too many school districts are still below the 70 percent satisfactory threshold. While a majority of school districts had an FMAR above 70 percent – 33 school districts – 26 school districts had an FMAR below 70 percent, and 30 school districts did not report an updated FMAR in the FY17 cycle. [See FMAR, page 244.](#) PSCOC should consider leveraging better maintenance to protect the state's substantial investment in public school facilities by requiring FMAR scores be satisfactory for at least an entire year before a school is eligible for a PSCOC award, and consider lengthening this requirement in the future.

Systems-Based Awards

FY19 Systems-Based Awards

Given the substantial improvement of building conditions since the *Zuni* lawsuit and reduced SSTB revenues over a number of years, PSCOC has been shifting its focus to protecting its investment in school facilities. In 2017, the Legislature authorized PSCOC to make awards for individual building systems, such as heating and cooling systems, to allow the council to fund more, less costly projects and extend the life expectancy

of existing facilities. In FY18, PSCOC piloted systems-based awards, making 10 awards totaling \$22.6 million in state matching funds with a remaining \$13.1 million funded by school districts.

In FY19, PSCOC modified eligibility criteria for systems-based awards based on lessons learned from the FY18 pilot. The council eliminated the FY18 requirement for schools to complete feasibility, utilization, or engineering evaluation reports that demonstrated the facility’s post-completion wNMCI or FCI would be reduced by one-third; some PSCOC members expressed concern the requirement was too strenuous, limiting the application pool and excluding promising systems-based projects. PSCOC continued to require the total project costs to be less than 50 percent of the total facility replacement costs. In FY18, PSCOC opened applications to schools in the top 200 of the 2017-2018 final wNMCI ranking; in FY19, PSCOC expanded eligibility to schools in the top 300 of the 2018-2019 final wNMCI ranking. PSCOC received 31 systems-based pre-applications from 17 school districts in FY19, and ultimately approved 24 awards in 14 school districts at a total estimated project cost of \$25.9 million, with a state match of \$15.8 million and a local match of \$10.1 million.

Despite modified eligibility criteria, some funded projects might not extend the useful life of the school building, suggesting a need to examine the purpose of systems-based awards going forward. Council members also discussed how systems-based applications highlighted significant excess capacity at some school districts and the need for consolidation and right sizing of facilities. [See Systems-Based Awards FY19, page 229.](#)

Prekindergarten Awards

Prekindergarten Facility Funding
(in millions)

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

* Reverted in Laws 2016 (S.S.), Chapter 5.

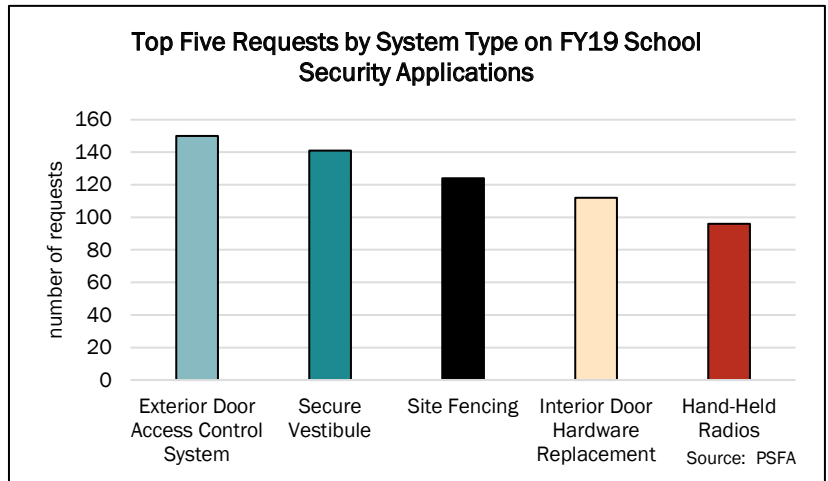
Source: PED

While multiple plans to increase access to prekindergarten programs are under consideration, sufficient, appropriate classrooms do not currently exist. Prekindergarten classrooms are not eligible for standards-based funding pursuant to the Public School Capital Outlay Act unless classrooms serve 3- and 4-year-old students with developmental delays. In years past, as the state has increased investments in prekindergarten programs, funds have been appropriated to PED to make awards to school districts for prekindergarten classroom space. Since FY07, PED awarded \$15.5 million to school districts statewide to renovate and build 52 prekindergarten classrooms. Historically, school districts had limited interest and PED had little capacity to manage the program. For this reason, the Legislature in 2018 reauthorized a \$5 million appropriation made to PED in 2016 and appropriated the \$5 million to PSFA, given the capacity and project management expertise of the agency. In FY18, for the first time, interest in funds for prekindergarten spaces exceeded availability, with \$6.1 million in requests exceeding the \$5 million available. In FY18, PSCOC ultimately funded 14 applications from 10 school districts with a total estimated project cost of \$7.5 million, with a \$2.2 million local match and a \$5.3 million state match. As the \$5.3 million state match exceeded the \$5 million appropriation, the state match was adjusted downward by \$337 thousand for a school that had also applied for a standards-based award, and this school’s standards-based award was adjusted upward by \$337 thousand to make up for this difference. [See Prekindergarten Awards, page 239.](#) Considering the push to move to universal prekindergarten, LESC endorsed a bill to establish a prekindergarten classroom initiative over the next five years and to allow PSCOC to make awards for prekindergarten space with a qualifying standards-based award.

School Security Awards

With the December 2017 shooting at Aztec High School that resulted in the death of two students, policymakers have focused on ensuring school facilities and school campuses are safe. To that end, two bills were enacted in 2018 that allow PSCOC to use up to \$16 million from the public school capital outlay fund in FY19 and up to \$10 million from

the fund annually from FY20 to FY22 on a school security initiative. PSCOC developed an application and ranking process that considers each school’s current level of security and how well proposed projects would improve school security. Schools that wanted to apply for funds were required to have a security assessment completed by a PSCOC-authorized provider and were required to explain how their project aligned with the school security assessment on their application. Because of concerns about assessments by vendors that would be recommending their own products to ensure a safe campus, PSCOC required assessments to be completed by local first responders and risk insurance providers for public schools, and only accepted security assessments from vendors not selling a product. However, even though PSCOC required a security assessment, the council did not limit awards to items included in security assessments, raising concerns about the value of the assessments.

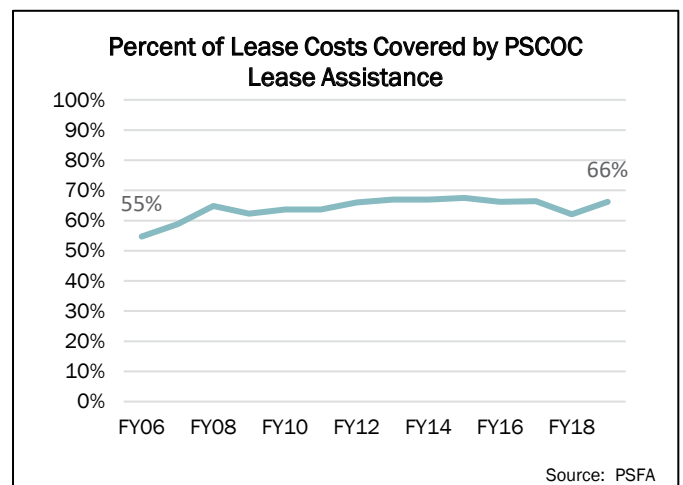


PSCOC received 288 school security applications and made state-matching awards of \$16 million for 210 projects; the local share totaled \$14.3 million. Because of differences in direct legislative appropriation offset requirements between the two bills enacted during the 2018 legislative session, PSCOC allocated the first \$6 million to the top ranked projects and did not apply offsets for these projects. Pursuant to statutory language included in the second bill, PSCOC applied offsets to the remaining \$10 million in projects. In future years, all security awards will require the application of offsets. [See School Security Awards, page 233.](#)

Based on PSCOC feedback and direction, PSFA compiled a list of lessons learned to improve the school security award process moving forward. PSCOC will consider changes such as requiring project quotes as part of the application process, amending the list of fundable project types, creating a security assessment template, and changes to application scoring.

Lease Assistance Awards

Statute allows PSCOC to make annual lease assistance awards to school districts and charter schools for leased classroom facilities based on the lesser of two amounts – a set per-student reimbursement amount or actual lease costs. While school districts are eligible to apply for lease reimbursements, charter schools are currently the only recipients, and lease reimbursements are the primary funding source for charter school facilities. Lease reimbursements have grown from \$2 million in FY05 for 37 leases to more than \$15.7 million in FY19 for 100 leases for 91 charter schools (some charter schools have multiple leases). Originally the lease reimbursement rate was calculated to cover approximately 50 percent of charter school lease costs; however, because the calculation originally relied on school district space to establish a per-student reimbursement rate, lease reimbursements have covered more than 60 percent of charter schools’ average annual lease costs over the past 10 years.



PSFA is taking steps to engage charter schools in improving and clarifying the lease assistance process as directed by PSCOC. In November and December 2018, PSFA held four workshops around the state to discuss statutory requirements for lease assistance, including eligible square footage, as well as to gather feedback from charter schools about potential process improvements. Charter school feedback included requests for more assistance from PSFA with lease documents and vetting potential school sites and buildings, concern the definition of classroom space is too limited, and the need for long-term charter school facility solutions. PSFA is also in the process of assessing all charter schools with charter school administrators to ensure everyone understands the square footage allowable for lease assistance reimbursement; 65 school assessments were completed by mid-December 2018.

During the FY19 lease reimbursement cycle, through site visits and space validations at charter schools, PSFA discovered many charter schools were claiming lease reimbursement funding for spaces other than classroom facilities, contrary to statute. Because leased space was self-reported by each charter school and was not validated by PSFA, it appears some charter schools have been persistently over claiming lease reimbursements. During the FY19 award cycle, PSFA estimated charter schools were claiming \$3 million in reimbursements for unallowable spaces in FY19, or 20 percent of the total lease reimbursement requests. PSCOC considered reducing lease reimbursement awards to comply with statutory requirements, but amid concerns from charter schools that they had not been notified timely of the potential change and concerns that PSFA staff did not adequately understand how facility space is used by charter schools, PSCOC ultimately decided not to make changes to the calculation of lease reimbursements in FY19 and directed PSFA to continue to work with charter schools to establish a process that complies with statute for the FY20 lease reimbursement cycle. [See Lease Assistance Awards, page 245.](#)

Charter School Facility Issues. Charter schools face unique facilities issues related to funding and financing school buildings, acquisition of property or land, construction, and lack of available facilities in a desired geographic area. The FY19 lease assistance awards cycle brought a sense of urgency to the conversation among PSCOC and stakeholders regarding challenges and potential long-term solutions to ongoing charter school facility issues. Charter school overreliance on lease assistance is partly a result of charter schools' limited access to property taxes and general obligation bond revenue for school facilities. Charter schools cannot incur debt, although they are able to secure facility financing pursuant to a lease purchase agreement or finance facilities through their foundations. Some charter school foundations have difficulty obtaining loans because the statutory five-year renewal cycle of a charter school is a deterrent to some lenders; however, some lenders provide loans to charter school foundations, although at a higher-than-expected interest rate, partly because of the perceived risk of the loan. In addition to the challenges charter schools face financing facilities, many charter schools have difficulty finding affordable, adequate facilities, and many charter schools are in facilities not originally designed to be a school.

New facilities solutions may be required to ensure the cost-effectiveness of charter school facilities as well as to alleviate the administrative burden associated with facility issues to allow charter schools to focus on students. The New Mexico Finance Authority (NMFA) provides low-cost loans from the public project revolving fund that could be used by charter schools to acquire facilities; however, to date only two charter schools have received an NMFA loan because NMFA is concerned about default. Policymakers

are considering making an appropriation to the public project revolving fund specifically for NMFA to use to make loans to charter schools. Additionally, creation of a centralized database of all unused or underused public space, including school district space, would help new charter schools identify potential public facilities, including partnerships with school districts. Co-location of school district schools and charter schools on a centralized campus could provide opportunities for school districts and charter schools to share resources, such as auditoriums and athletic fields. Lastly, Albuquerque Public Schools (APS) charter facility pilot project could serve as a model for collaboration between school districts and charter schools.

APS began its charter school facility pilot in 2008. APS pooled the mill levy funds of the locally authorized charter schools that chose to participate and distributed them according to a ranked methodology. Since that time, Albuquerque property owners have invested almost \$101 million in charter school facilities.

are considering making an appropriation to the public project revolving fund specifically for NMFA to use to make loans to charter schools. Additionally, creation of a centralized database of all unused or underused public space, including school district space, would help new charter schools identify potential public facilities, including partnerships with school districts. Co-location of school district schools and charter schools on a centralized campus could provide opportunities for school districts and charter schools to share resources, such as auditoriums and athletic fields. Lastly, Albuquerque Public Schools (APS) charter facility pilot project could serve as a model for collaboration between school districts and charter schools.

Other PSCOC Initiatives

In addition to funding public school capital outlay projects, PSCOC oversees a variety of other initiatives to ensure schools have adequate facilities. In FY19, PSCOC supported

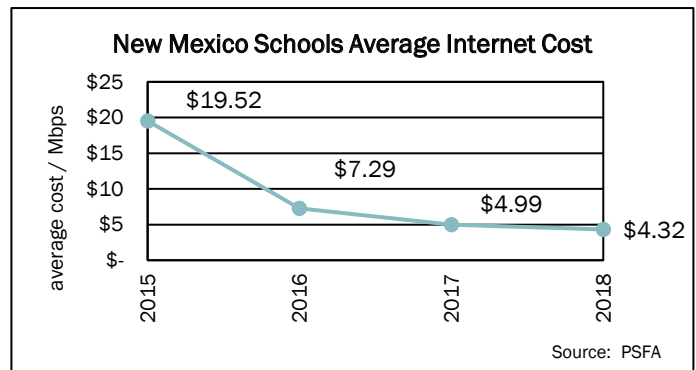
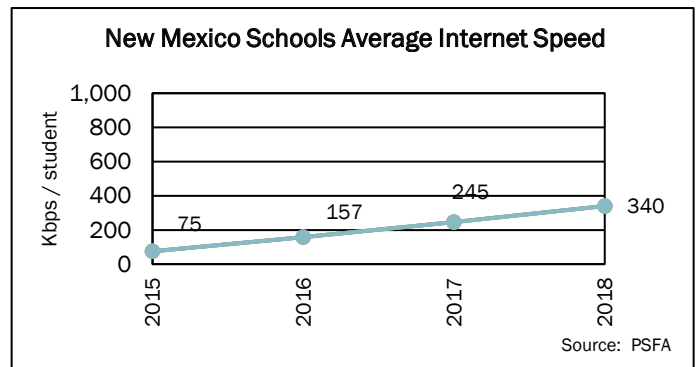
facility maintenance and the education technology deficiency correction program.

Technology Deficiency Correction Program

As the use of technology-based educational tools in schools grows, schools must find a way to provide necessary connectivity, infrastructure, and equipment to permit their students to take full advantage of new resources. PSFA's education technology deficiency correction program, generally referred to as the broadband deficiency correction program, helps schools achieve these goals. Laws 2014, Chapter 28, (Senate Bill 159) authorized PSCOC to award up to \$10 million a year from FY14 through FY19 for education technology. Because of the importance of access to technology, Laws 2017, Chapter 142, (Senate Bill 64) removed the FY19 expiration date, making the program permanent.

The broadband deficiency correction program offers a substantial return on investment for the state because almost all projects leverage federal dollars. PSCOC has prioritized awards for projects eligible for the Federal Communication Commission's E-rate program, which covers almost all of the project costs depending on the poverty level of enrolled students, the school's location, and the type of project. E-rate covers up to 90 percent of the cost of installing fiber optics in schools and up to 85 percent of the cost of wireless networks and other internal equipment. PSCOC has awarded \$4.9 million for broadband deficiency corrections projects since FY14, which has leveraged E-rate funding of \$46.5 million, representing about \$53.2 million.

PSFA and the Department of Information Technology (DoIT) are coordinating the development of a statewide broadband network to implement Laws 2017, Chapter 7, (House Bill 113). PSFA and DoIT are working together on a pilot to apply for E-rate funding for multipurpose projects, including schools, libraries, and rural health centers, to make sure there are no redundant projects. While the pilot is still in beginning stages, it promises to offer a good return on investment; E-rate covers 80 percent to 90 percent of the cost of Internet access for schools and libraries, including service fees, fiber infrastructure, and networking equipment. If the state pays 10 percent of project costs, federal participation is increased by 10 percentage points. These partnerships are important not only because they help bring costs down but also because they increase public Internet access for New Mexicans. Because many students, especially in rural areas, rely on public libraries to provide computer and Internet access to complete homework, increasing access is essential.



Appendix: Committee-Endorsed Legislation

At the November, December, and January meetings, LESC endorsed 14 bills for consideration during the 2018 legislative session. Brief synopses of the endorsed legislation follow:

Increase School Personnel Salaries. The bill increases the minimum salaries in FY20 for level 1 teachers to \$40 thousand, level 2 teachers to \$50 thousand, and level 3-A teachers and counselors to \$60 thousand. In FY21 and FY22; the minimum salary would increase by \$2,500 for each year at each level. The bill would tie salaries of school principals and assistant principals to the level 3-A teacher minimum salary. The bill appropriates \$86.5 million to increase salaries for teachers and counselors and \$6.3 million to increase salaries for principals and assistant principals.

Increase At-Risk Index. The bill increases the multiplier used to calculate the at-risk index from 0.13 to 0.25 for FY20.

Adult Students in Public Schools. The bill enacts a maximum age of 21 for students funded through the public school funding formula while grandfathering in those adult students currently in public schools. The bill includes a \$2 million appropriation to the Higher Education Department for adult basic education.

Add K-5 Plus to the Funding Formula. The bill creates a factor in the public school funding formula for the K-5 Plus program and anticipates appropriations for K-5 Plus would be made through the state equalization guarantee distribution rather than through a special “below-the-line” appropriation. To be eligible for program units, the bill requires each K-5 Plus program to provide no less than 25 additional instructional days prior to the start of the regular school year, to maintain students that participate in K-5 Plus with the same teacher and cohort of students during the regular school year, to include professional development in how young children learn to read, and to require mandatory participation of all students in a participating school by FY23.

School Program Unit Calculations. The bill bases a school district’s or charter school’s state equalization guarantee on current-year enrollment, rather than prior-year enrollment, if the school district’s or charter school’s year-over-year first reporting date enrollment declines by more than 25 percent.

Count Alternative Level 1 Licensure Time the Same as Regular Level 1 License Time. The bill allows teachers to count their years teaching under an alternative license toward minimum time requirements to receive a level 2 license.

Expand Instructional Material Definition. The bill gives school districts more flexibility over their instructional materials allocations and includes digital learning platforms and original source materials in the definition of “instructional materials.” As a matter of policy, the bill would eliminate instructional materials allocations for private school students. However, in December 2018, the New Mexico Supreme Court found in *Moses v. Ruzskowski* instructional material allocations to private schools students are not unconstitutional after considering a U.S. Supreme Court finding in a similar case.

Prekindergarten Classroom Facilities Initiative. The bill allows prekindergarten facilities to be funded with a qualifying standards-based award under the Public School Capital Outlay Act and allows the Public School Capital Outlay Council (PSCOC) to adopt standards for prekindergarten classrooms. The bill also adds a five-year temporary program to fund prekindergarten facilities, similar to the security program, to allow PSCOC to address shortages in prekindergarten space for schools that are not eligible for a standards-based award. Lastly, the bill authorizes prekindergarten facilities as an allowable use of Public School Capital Improvements Act funds, commonly referred to as SB9 funds, and Public School Buildings Act funds, commonly referred to as HB33 funds.

Charter School Facility Ownership. The bill requires nonprofit organizations organized specifically to purchase facilities for a charter school to enter into a legally binding agreement with the charter school to transfer the facility’s title to the charter school immediately on the nonprofit’s final acquisition of the title if state funds are used for the purchase.

Create Crime of School Threat. The bill makes it a fourth-degree felony to make a school threat, defined as a specific, unequivocal threat to commit any violent offense against a person on school property, or to

harm school property, in a way intended to provoke reaction an official or volunteer emergency agency, place a person in fear of great bodily harm, or interfere with the use of a school building.

School Safety Drill Requirements. The bill reduces the number of emergency drills required of schools from 13 to four per year, at least two of which must be shelter-in-place drills that include preparation for response to active shooters.

Former Officers as School Safety Personnel. The bill permits retired law enforcement officers to work as school security personnel without having the cost-of-living adjustment on their retirement benefits suspended during the period of their employment with an Educational Retirement Board employer.

School Support and Accountability Act. The bill repeals the A-B-C-D-F Schools Rating Act and replaces it with the School Support and Accountability Act, which differentiates and supports Title I based on academic achievement and growth in math, English language arts, and science. PED is required to identify schools for traditional support, targeted support, comprehensive support, or more rigorous interventions.

Career and Technical Education Pilot Project. The bill creates a fund for the establishment and implementation of a career and technical education programs in public schools and teacher educational development related to career and technical education.

School Security Personnel and Deadly Weapons. The bill amends Section 30-7-2.1 NMSA 1978 of the Criminal Code, clarifying which classes of people may carry weapons on school premises by defining “school security personnel” as a person employed by a school district, state agency, or charter school to act as armed school security in a school, with no other job title or accompanying job duties. The definition explicitly includes retired and active duty law enforcement officers employed as school resource officers.

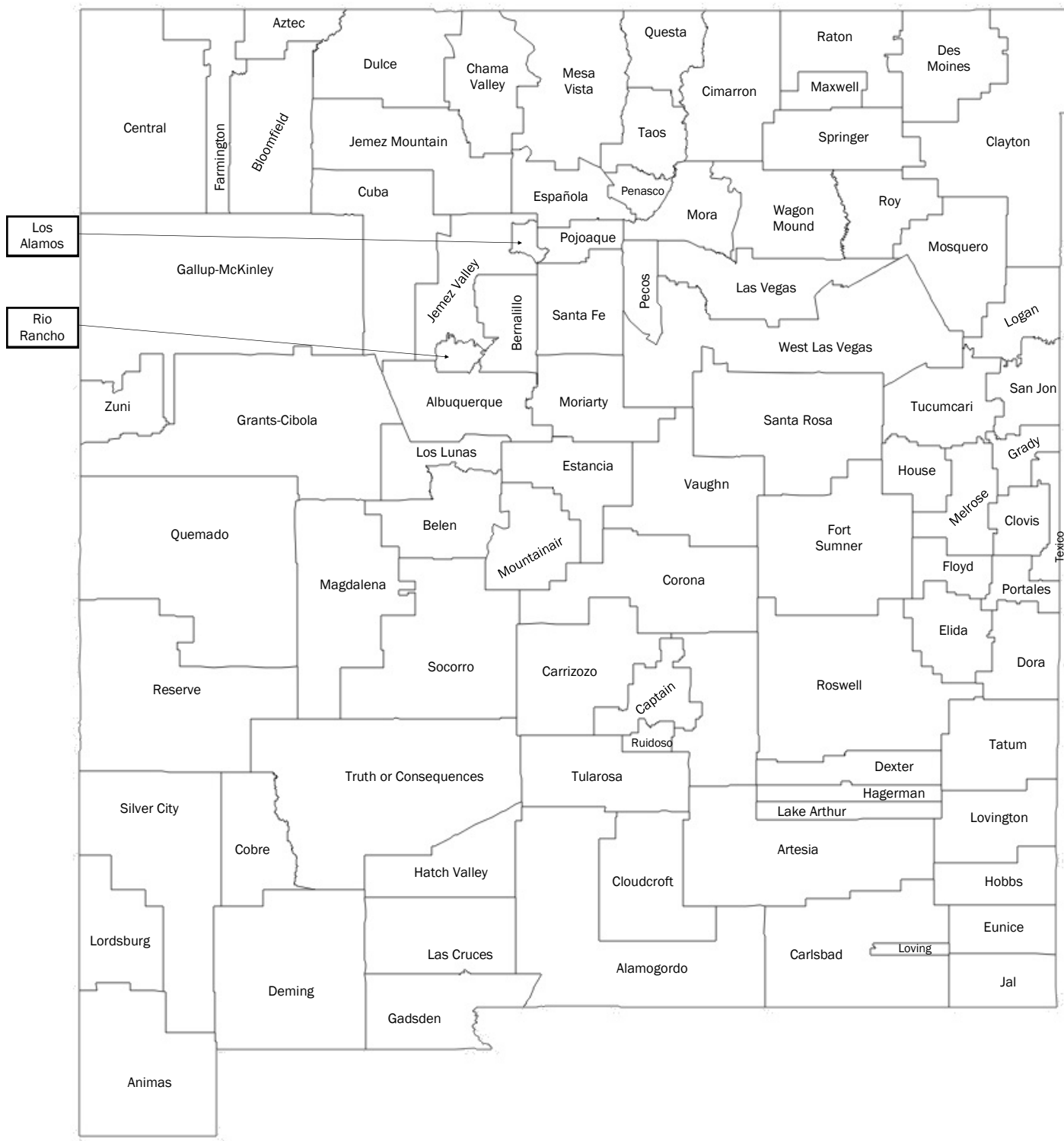
Funding Formula Reform. The bill amends the Public School Code to make changes to the public school funding formula to provide for increased educational time, increased funding for services to at-risk students and improved budgetary accountability for programs that serve at-risk students. The bill addresses funding formula issues in response to the recent decision in *Martinez v. State of New Mexico* and *Yazzie v. State of New Mexico*. The bill allows school districts and charter schools to receive formula funding if they choose to participate in programs to extend instructional time, including K-5 Plus and a new extended learning time program. The bill increases the multiplier used to calculate the at-risk index from 0.13 to 0.25 to provide additional funding for at-risk students. The bill amends the School Personnel Act to increase minimum salaries for teachers, level 3-A counselors, principals, and assistant principals. The bill sets a maximum age of 21 for students to generate public school funding, eliminates size adjustment program units for public schools within the boundaries of school districts with more than 2,000 students and creates a new funding formula factor for school districts and charter schools in rural areas. The bill clarifies and expands upon the information school districts and charter schools must include in their annual budget submissions, including new requirements for performance-based budgeting, and caps student membership in charter schools at 27 thousand for fiscal year 2020.

Teacher Loan Repayment and College of Education Affordability Act. The bill amends the Teacher Loan Repayment program and creates a new College of Education Affordability Act modeled after the College Affordability Act. The bill prioritizes loan repayment for teachers with a degree or endorsement in early childhood education, special education, and bilingual education. The bill also prioritizes loan repayment for minority teachers. To qualify, teachers would need to teach for at least four years in New Mexico, including at least one year as a level 2 teacher. Loans would be forgiven over the subsequent four-year period while the teacher works in a high-need school. The bill also creates a new scholarship program administered by the Higher Education Department (HED) for prospective teachers. The bill allows HED to award need-based scholarships to fund living expenses, tuition, fees, books, and course supplies for students enrolled or enrolling in an educator preparation program at a New Mexico public postsecondary institution. Scholarship awards are capped at \$4,000 per year for no more than five years. Priority is given to minority students and students pursuing a degree or endorsement in special education, early childhood education, and bilingual education.



DATA REFERENCE GUIDE

Map of School Districts in New Mexico



New Mexico Public Schools At-A-Glance

Prekindergarten through 12th Grade Enrollment in New Mexico Public Schools, October 2018: 332,338

Total Number of School Districts: 89

School District with Largest Student Enrollment, October 2018: Albuquerque Public Schools – 80,851

School District with Smallest Student Enrollment, October 2018: Mosquero Municipal Schools – 36

Percent of Students in School Districts: 92%

Total Number of Locally Chartered Charter Schools in FY19: 41

Total Number of State-Chartered Charter Schools in FY19: 56

Percent of Students in Public Charter Schools: 8%

FY18 Final Unit Value (Adjusted in June 2018): \$4,115.60

FY19 Preliminary Unit Value: \$4,159.23

Change in Unit Value, FY18 Final to FY19 Preliminary: +\$43.63

Total Recurring Appropriations for Public Education in FY19 (in thousands): \$2,801,153.0

Total Percentage of State Appropriations for Public Education in FY18: 44.2%

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

Statewide Four-Year Graduation Rate, 2018: 73%

Students Proficient in Reading, 2017-2018 All Assessments: 39%

Students Proficient in Math, 2017-2018 All Assessments: 21%

Percent of Teachers Rated Effective, Highly Effective, or Exemplary, 2017-2018: 76%

Number of Advanced Placement Exams Taken, 2017-2018: 17,292

Percent of Advanced Placement Exams Passed with a Score of 3 or Better: 39.4%

Number of Students that Took the ACT Exam in 2017: 10,612

Average New Mexico 2017 ACT Composite Score: 19.4

Average National 2017 ACT Composite Score: 20.8

Average Weighted New Mexico Condition Index (wNMCI), School Districts: 24.86%

Average Weighted New Mexico Condition Index (wNMCI), Charter Schools: 18.62%

Source: LESC Files

Student Enrollment

Student Enrollment Five and 10 Year History

School District or Charter School	Change in Enrollment									
	FY10	FY15	FY16	FY17	FY18	FY19	FY18 to FY19	Percent	FY10 to FY19	Percent
1 Alamogordo Public Schools	6,124	5,914	5,859	6,006	6,010	6,386	376	6.3%	262	4.4%
2 Albuquerque Public Schools	87,684	87,040	85,706	84,599	83,223	80,851	-2,372	-2.8%	-6,833	-7.9%
3 Animas Public Schools	234	151	166	180	174	177	3	1.7%	-57	-32.9%
4 Artesia Public Schools	3,539	3,883	3,961	3,937	3,851	3,857	6	0.2%	318	8.5%
5 Aztec Municipal Schools	3,184	3,137	3,059	3,018	2,919	2,822	-97	-3.2%	-362	-11.3%
6 Belen Consolidated Schools	4,659	4,138	4,054	3,921	3,913	3,916	3	0.1%	-743	-17.7%
7 Bernalillo Public Schools	3,069	2,935	3,137	3,188	2,936	2,831	-105	-3.3%	-238	-8.1%
8 Bloomfield Schools	3,101	3,023	3,037	2,957	2,991	2,762	-229	-7.7%	-339	-11.4%
9 Capitan Municipal Schools	508	480	490	484	500	500	0	0.0%	-8	-1.7%
10 Carlsbad Municipal Schools	5,690	6,384	6,488	6,378	6,581	6,888	307	4.8%	1,198	19.4%
11 Carrizozo Municipal Schools	175	148	144	143	146	142	-4	-2.8%	-33	-21.8%
12 Central Consolidated Schools	6,236	6,379	6,342	6,202	5,987	5,893	-94	-1.5%	-343	-5.6%
13 Chama Valley Independent Schools	400	388	379	383	385	404	19	5.0%	4	1.0%
14 Cimarron Municipal Schools	398	370	384	388	401	368	-33	-8.5%	-30	-8.4%
15 Clayton Municipal Schools	574	489	496	471	482	475	-7	-1.5%	-99	-19.7%
16 Cloudcroft Municipal Schools	436	353	336	312	366	381	15	4.8%	-55	-16.6%
17 Clovis Municipal Schools	8,354	8,411	8,393	8,417	8,154	8,201	47	0.6%	-153	-1.8%
18 Cobre Consolidated Schools	1,297	1,318	1,273	1,297	1,287	1,255	-32	-2.5%	-42	-3.4%
19 Corona Municipal Schools	83	70	78	78	67	63	-4	-5.1%	-20	-31.7%
20 Cuba Independent Schools	672	560	538	539	557	546	-11	-2.0%	-126	-23.4%
21 Deming Public Schools	5,161	5,318	5,443	5,353	5,339	5,199	-140	-2.6%	38	0.7%
22 Des Moines Municipal Schools	97	83	93	96	91	89	-2	-2.1%	-8	-9.0%
23 Dexter Consolidated Schools	1,043	981	990	1,019	967	930	-37	-3.6%	-113	-11.6%
24 Dora Municipal Schools	231	245	266	249	249	258	9	3.6%	27	11.5%
25 Dulce Independent Schools	676	679	682	681	684	587	-97	-14.2%	-89	-13.5%
26 Elida Municipal Schools	124	129	124	129	141	160	19	14.7%	36	28.6%
27 Española Public Schools	4,200	3,819	3,782	3,728	3,609	3,479	-130	-3.5%	-721	-18.9%
28 Estancia Municipal Schools	853	739	660	630	613	581	-32	-5.1%	-272	-34.6%
29 Eunice Municipal Schools	582	754	796	770	818	901	83	10.8%	319	44.3%
30 Farmington Municipal Schools	10,323	11,189	11,162	11,130	11,199	11,145	-54	-0.5%	822	7.5%
31 Floyd Municipal Schools	235	224	223	208	223	233	10	4.8%	-2	-0.9%
32 Fort Sumner Municipal Schools	306	320	322	309	303	320	17	5.5%	14	5.2%
33 Gadsden Independent Schools	13,764	13,524	13,554	13,432	13,649	13,576	-73	-0.5%	-188	-1.4%
34 Gallup-McKinley County Schools	11,712	11,677	11,695	11,409	11,385	11,188	-197	-1.7%	-524	-4.7%
35 Grady Municipal Schools	112	128	130	130	143	165	22	16.9%	53	54.9%
36 Grants-Cibola County Schools	3,518	3,683	3,732	3,751	3,556	3,486	-70	-1.9%	-32	-0.9%
37										

Student Enrollment

Student Enrollment Five and 10 Year History

	School District or Charter School	Change in Enrollment										
		FY10	FY15	FY16	FY17	FY18	FY19	FY18 to FY19	Percent	FY10 to FY19	Percent	
38	Hagerman Municipal Schools	427	457	459	434	439	458	19	4.4%	31	7.6%	38
39	Hatch Valley Public Schools	1,367	1,295	1,287	1,283	1,294	1,291	-3	-0.2%	-76	-5.9%	39
40	Hobbs Municipal Schools	8,047	9,923	9,947	9,887	10,037	10,275	238	2.4%	2,228	24.1%	40
41	Hondo Valley Public Schools	169	132	137	137	130	141	11	8.0%	-28	-20.4%	41
42	House Municipal Schools	79	66	61	59	75	63	-12	-20.3%	-16	-20.5%	42
43	Jal Public Schools	394	476	484	444	507	540	33	7.4%	146	32.2%	43
44	Jemez Mountain Public Schools	303	250	245	230	195	179	-16	-7.0%	-124	-52.1%	44
45	Jemez Valley Public Schools	328	318	316	302	295	267	-28	-9.3%	-61	-17.9%	45
46	Lake Arthur Municipal Schools	139	119	104	94	100	93	-7	-7.4%	-46	-37.2%	46
47	Las Cruces Public Schools	23,710	24,788	24,845	25,052	24,610	24,703	93	0.4%	993	4.1%	47
48	Las Vegas City Public Schools	1,928	1,693	1,638	1,578	1,546	1,512	-34	-2.2%	-416	-23.5%	48
49	Logan Municipal Schools	217	306	303	316	317	363	46	14.6%	146	54.5%	49
50	Lordsburg Municipal Schools	600	501	519	499	505	509	4	0.8%	-91	-18.4%	50
51	Los Alamos Public Schools	3,362	3,505	3,576	3,662	3,706	3,749	43	1.2%	387	11.1%	51
52	Los Lunas Public Schools	8,467	8,466	8,611	8,541	8,579	8,614	35	0.4%	147	1.8%	52
53	Loving Municipal Schools	599	595	585	563	544	607	63	11.2%	8	1.4%	53
54	Lovington Municipal Schools	3,086	3,788	3,824	3,704	3,645	3,743	98	2.6%	657	18.1%	54
55	Magdalena Municipal Schools	444	352	381	360	343	350	7	1.9%	-94	-27.0%	55
56	Maxwell Municipal Schools	86	108	108	114	113	130	17	14.9%	44	39.6%	56
57	Melrose Public Schools	208	212	222	220	248	279	31	14.1%	71	34.5%	57
58	Mesa Vista Consolidated Schools	384	361	316	247	256	243	-13	-5.3%	-141	-39.4%	58
59	Mora Independent Schools	497	441	428	411	420	399	-21	-5.1%	-98	-21.0%	59
60	Moriarty-Edgewood School District	3,366	2,545	2,518	2,469	2,395	2,417	22	0.9%	-949	-34.6%	60
61	Mosquero Municipal Schools	43	42	45	41	38	36	-2	-4.9%	-7	-17.1%	61
62	Mountainair Public Schools	316	274	248	234	239	220	-19	-8.1%	-96	-35.7%	62
63	Pecos Independent Schools	667	623	628	626	627	612	-15	-2.4%	-55	-8.8%	63
64	Peñasco Independent Schools	501	348	353	352	358	368	10	2.8%	-133	-36.5%	64
65	Pojoaque Valley Public Schools	1,964	1,977	1,948	1,937	2,029	1,955	-74	-3.8%	-9	-0.5%	65
66	Portales Municipal Schools	2,821	2,845	2,869	2,817	2,778	2,746	-32	-1.1%	-75	-2.6%	66
67	Quemado Independent Schools	177	124	123	135	147	157	10	7.4%	-20	-13.0%	67
68	Questa Independent Schools	405	351	370	377	375	343	-32	-8.5%	-62	-17.4%	68
69	Raton Public Schools	1,282	974	956	979	939	933	-6	-0.6%	-349	-34.6%	69
70	Reserve Public Schools	169	131	136	136	133	147	14	10.3%	-22	-15.1%	70
71	Rio Rancho Public Schools	16,320	17,206	16,879	17,054	17,621	16,942	-679	-4.0%	622	3.7%	71
72	Roswell Independent Schools	9,720	10,372	10,299	10,331	10,337	10,444	107	1.0%	724	7.1%	72
73	Roy Municipal Schools	51	58	46	49	52	46	-6	-12.2%	-5	-13.3%	73
74	Ruidoso Municipal Schools	2,237	2,066	1,992	2,023	2,023	2,066	43	2.1%	-171	-8.3%	74

Student Enrollment
Five and 10 Year History

	School District or Charter School	Change in Enrollment									
		FY10	FY15	FY16	FY17	FY18	FY19	FY18 to FY19	Percent	FY10 to FY19	Percent
75	San Jon Municipal Schools	147	146	138	151	150	145	-5	-3.3%	-2	-1.5%
76	Santa Fe Public Schools	12,429	13,201	13,009	12,793	12,920	12,749	-171	-1.3%	320	2.5%
77	Santa Rosa Consolidated Schools	623	643	641	650	666	649	-17	-2.6%	26	4.1%
78	Silver Consolidated Schools	3,042	2,883	2,868	2,735	2,578	2,482	-96	-3.5%	-560	-18.8%
79	Socorro Consolidated Schools	1,712	1,699	1,616	1,590	1,538	1,484	-54	-3.4%	-228	-13.7%
80	Springer Municipal Schools	208	176	152	140	135	128	-7	-5.0%	-80	-41.6%
81	Taos Municipal Schools	2,639	2,402	2,395	2,341	2,273	2,216	-57	-2.4%	-423	-16.6%
82	Tatum Municipal Schools	307	383	368	339	327	342	15	4.4%	35	10.0%
83	Texico Municipal Schools	546	568	544	571	570	572	2	0.4%	26	4.6%
84	Truth or Consequences Municipal Schools	1,366	1,388	1,345	1,326	1,309	1,308	-1	-0.1%	-58	-4.6%
85	Tucumcari Public Schools	1,044	948	964	967	976	959	-17	-1.8%	-85	-8.7%
86	Tularosa Municipal Schools	946	942	920	865	844	827	-17	-2.0%	-119	-12.8%
87	Vaughn Municipal Schools	103	92	75	70	66	73	7	10.0%	-30	-29.7%
88	Wagon Mound Public Schools	71	68	61	66	76	69	-7	-10.6%	-2	-3.4%
89	West Las Vegas Public Schools	1,628	1,425	1,461	1,428	1,454	1,472	18	1.3%	-156	-10.5%
90	Zuni Public Schools	1,405	1,320	1,292	1,362	1,293	1,268	-25	-1.8%	-137	-10.7%
91	Subtotal School Districts	312,450	315,435	313,629	311,013	309,069	305,698	-3,371	-1.1%	-6,752	-2.2%
92	Charter Schools²										
93	Albuquerque										
94	Albuquerque Collegiate (K-1) ³						38				
95	Albuquerque Institute of Math & Science (6-12) ³	222	369	359	357	367	355	-12	-3.4%	133	39.1%
96	Albuquerque School of Excellence (1-12) ³		309	313	427	558	658	100	23.4%	658	219.3%
97	Albuquerque Sign Language Academy (K-12) ³		94	97	97	97	95	-2	-2.1%	95	111.8%
98	Altura Preparatory						61				
99	ACE Leadership High School (9-12)		336	376	347	362	247	-115	-33.1%	247	80.2%
100	Albuquerque Charter Academy (9-12)	271	271	261	288	286	299	13	4.5%	28	13.9%
101	Albuquerque Talent Development Charter (9-12)	143	171	180	177	164	156	-8	-4.5%	13	9.0%
102	Alice King Community School (K-8)	166	334	333	410	449	477	28	6.8%	311	95.1%
103	Amy Biehl Charter High School (9-12) ³	293	300	317	301	289	302	13	4.3%	9	3.0%
104	ASK Academy (6-12) ³		287	366	467	513	529	16	3.4%	529	230.0%
105	Cesar Chavez Community School (9-12) ³	151	203	204	204	204	203	-1	-0.5%	52	25.9%
106	Christine Duncan Heritage Academy (PreK-8)	132	229	232	274	352	433	81	29.6%	301	166.3%
107	Cien Aguas International (K-8)	106	351	372	391	420	426	6	1.5%	320	102.9%
108	Coral Community Charter (PreK-K) ³	-	144	179	239	244	251	7	2.9%	251	267.0%
109	Corrales International (K-12)	110	254	261	260	250	239	-11	-4.2%	129	59.4%
110	Cottonwood Classical Prep (6-12)	247	664	710	706	735	727	-8	-1.1%	480	78.2%
111	Digital Arts And Technology (9-12)	319	312	302	307	298	265	-33	-10.7%	-54	-17.5%

Student Enrollment

Student Enrollment Five and 10 Year History

	School District or Charter School	Change in Enrollment												
		FY10	FY15	FY16	FY17	FY18	FY19	FY18 to FY19	Percent	FY10 to FY19	Percent			
112	East Mountain High School (9-12)	340	366	360	362	375	364	-11	-3.0%	24	6.5%	112		
113	El Camino Real Academy (K-12)	493	343	313	295	294	316	22	7.5%	-177	-51.8%	113		
114	Explore Academy (6-12) ³		149	199	212	258	441	183	86.3%			114		
115	Gilbert L Sena Charter HS (9-12) ³	173	185	179	173	170	177	7	4.0%	4	2.3%	115		
116	Gordon Bernell Charter (9-12)	264	396	367	395	428	426	-2	-0.5%	162	28.5%	116		
117	GREAT Academy (6-12) ³		179	236	171	166	168	2	1.2%	168	116.7%	117		
118	Health Leadership High School (9-12)		87	144	192	180	229	49	25.5%	229	318.1%	118		
119	Horizon Academy West (PreK-5) ³	431	457	435	451	505	497	-8	-1.8%	66	15.8%	119		
120	International School at Mesa Del Sol (PreK-12)	67	226	275	295	319	340	21	7.1%	273	88.1%	120		
121	La Academia De Esperanza (6-12)	259	364	383	328	314	306	-314	-95.7%	0	0.0%	121		
122	La Promesa Early Learning (PreK-8) ³	142	375	370	394	386	378	-8	-2.0%	236	62.9%	122		
123	La Resolana Leadership (6-8)	66	90	69	74	82	73	-9	-12.2%	7	9.5%	123		
124	Los Puentes Charter (7-12)	153	202	188	189	172	146	-26	-13.8%	-7	-3.3%	124		
125	Media Arts Collaborative (6-12) ³	152	230	259	259	247	254	7	2.7%	102	52.6%	125		
126	Mission Achievement And Success (K-3, 6-12) ³		392	615	785	876	1167	291	37.1%	1,167	396.9%	126		
127	Montessori Elementary School (K-8) ³	316	390	409	420	422	432	10	2.4%	116	31.5%	127		
128	Montessori of the Rio Grande (PreK-5)	178	217	217	216	217	216	-1	-0.5%	38	17.5%	128		
129	Mountain Mahogany Community School (K-8)	119	206	203	203	188	191	3	1.5%	72	35.0%	129		
130	Native American Community Academy (K-12)	275	377	375	400	432	462	30	7.5%	187	49.5%	130		
131	New America School - Albuquerque (9-12) ³	228	404	436	328	351	281	-70	-21.3%	53	13.3%	131		
132	New Mexico International School (K-4)		207	219	224	228	272	44	19.6%	272	165.9%	132		
133	North Valley Academy (PreK-8) ³	485	482	461	463	495	517	22	4.8%	32	6.8%	133		
134	Nuestros Valores Charter (9-12)	123	122	129	138	160	174	14	10.1%	51	44.3%	134		
135	Public Academy for Performing Arts (6-12)	345	368	380	380	381	424	43	11.3%	79	21.5%	135		
136	Robert F. Kennedy Charter (6-12)	276	268	283	312	314	349	35	11.2%	73	39.9%	136		
136	Siembra Leadership High School (9-12)				29	83	123	40	137.9%			136		
138	South Valley Academy (6-12)	240	460	592	612	622	623	1	0.2%	383	113.3%	138		
139	South Valley Prep (6-8) ³		154	143	156	154	152	-2	-1.3%	152	98.7%	139		
140	Southwest Aeronautics, Math, and Science (7-12) ³		285	273	259	263	275	12	4.6%	275	101.5%	140		
141	Southwest Primary Learning Center (4-6) ³	105	105	102	102	193	175	-18	-17.6%	70	66.7%	141		
142	Southwest Secondary Learning Center (7-12) ³	276	263	272	281	260	246	-14	-5.0%	-30	-10.8%	142		
143	Technology Leadership (9-12)			79	110	178	221	43	39.1%			143		
144	Tierra Adentro (6-12) ³		238	270	288	279	283	4	1.4%	283	122.5%	144		
145	Twenty-First Century (5-8)	243	236	260	253	240	294	54	21.3%	51	19.8%	145		
146	William W Josephine Dorn Charter (K-5)		49	45	47	55	57	2	4.3%	57	158.3%	146		
147	Aztec											147		
148	Mosaic Academy Charter (K-8)	178	180	180	180	180	180	0	0.0%	2	1.1%	148		

Student Enrollment
Five and 10 Year History

	School District or Charter School	FY10	FY15	FY16	FY17	FY18	FY19	Change in Enrollment					
								FY18 to FY19	Percent	FY10 to FY19	Percent		
149	Carlsbad												
150	Jefferson Montessori (K-12)	147	188	177	170	201	234	33	19.4%	87	45.5%	149	
151	Pecos Connections (K-9)				296	527	893	366	123.6%	893		151	
152	Central												
153	Dream Dine (K-5)		15	32	26	27	18	-9	-34.6%	18		153	
154	Cimarron												
155	Moreno Valley High (9-12)	80	75	70	55	54	61	7	12.7%	-19	-27.5%	154	
156	Deming												
157	Deming Cesar Chavez (9-12)	145	119	116	133	159	158	-1	-0.8%	13	8.7%	156	
158	Española												
159	La Tierra Montessori School (K-7) ³		95	119	121	101	79	-22	-18.2%	79	106.8%	158	
160	McCurdy Charter School (K-12) ³		528	520	531	543	527	-16	-3.0%	527	97.1%	159	
161	Farmington												
162	New Mexico Virtual Academy (4-12) ³		529	499	494	496	497	1	0.2%	497	100.2%	160	
163	Gallup-Mckinley County												
164	Dzit Dit Lool DEAP (6-9) ³			23	21	28	40	12	57.1%	40		161	
165	Hozho Academy						123					163	
166	Middle College High (10-12)	64	70	71	98	100	91	-9	-9.2%	27	40.3%	164	
167	Six Directions (6-8) ³				49	73	68	-5	-10.2%	68		165	
168	Jemez Mountain												
169	Lindrith Area Heritage (K-8)	20	23	22	21	24	18	-6	-28.6%	-2	-8.0%	166	
170	Jemez Valley												
171	San Diego Riverside (K-8)	103	91	93	86	91	96	5	5.8%	-7	-7.6%	167	
172	Waiatowa Charter High (9-12)	61	56	50	57	46	43	-3	-5.3%	-18	-28.1%	168	
173	Las Cruces												
174	Alma D'Arte Charter (6-12) ³	165	199	193	189	187	162	-25	-13.2%	-3	-1.6%	169	
175	J Paul Taylor Academy (K-8)		190	199	200	200	200	0	0.0%	200	107.5%	170	
176	La Academia Dolores Huerta (6-8) ³	124	165	164	174	171	127	-44	-25.3%	3	2.0%	171	
177	Las Montañas Charter (9-12) ³	271	177	159	162	157	166	9	5.6%	-105	-52.0%	172	
178	New America School - Las Cruces (9-12) ³		326	332	314	299	208	-91	-29.0%	208	66.5%	173	
179	Los Lunas												
180	School of Dreams Academy (K-3, 7-12) ³	115	378	377	532	487	457	-30	-5.6%	342	91.7%	174	
181	Moriarty												
182	Estancia Valley Classical Academy (K-12) ³		405	423	460	486	562	76	16.5%	562	163.8%	175	
183	Roswell												
184	Sidney Gutierrez Middle (6-8)	60	64	65	66	66	66	0	0.0%	6	9.2%	176	
185	Questa												

Student Enrollment

Student Enrollment Five and 10 Year History

	School District or Charter School	FY10	FY15	FY16	FY17	FY18	FY19	Change in Enrollment			Percent
								FY18 to FY19	Percent	FY10 to FY19	
186	Red River Valley Charter School (K-8) ³	59	85	77	79	88	86	-2	-2.5%	27	34.6%
187	Roots & Wings Community (K-8) ³	49	42	52	50	50	50	0	0.0%	1	2.3%
188	Rio Rancho										
189	Sandoval Academy of Bilingual Education (K-5) ³			42	84	94	144	50	59.5%		
190	Santa Fe										
191	Academy for Technology and the Classics (7-12)	339	361	364	378	392	390	-2	-0.5%	51	14.2%
192	New Mexico Connections Academy (4-12) ³		792	1,104	1,359	1,717	1033	-684	-50.3%	1,033	214.8%
193	MASTERS Program (10-12) ³		199	200	204	205	214	9	4.4%	214	118.2%
194	Monte Del Sol Charter (7-12) ³	322	359	359	353	319	349	30	8.5%	27	7.0%
195	New Mexico School for the Arts (9-12) ³		196	210	221	222	213	-9	-4.1%	213	106.0%
196	Tierra Encantada Charter School (7-12) ³	129	269	291	293	309	281	-28	-9.6%	152	62.3%
197	Turquoise Trail Charter School (K-6) ³	465	462	461	466	496	559	63	13.5%	94	20.3%
198	Silver City										
199	Aldo Leopold Charter (6-12) ³	92	146	135	162	166	177	11	6.8%	85	59.0%
200	Socorro										
201	Cottonwood Valley Charter (K-8)	170	169	170	170	170	170	0	0.0%	0	0.0%
202	Taos										
203	Anansi Charter School (K-8)	89	140	159	186	194	194	0	0.0%	105	89.0%
204	Taos Academy (5-12) ³	90	208	226	208	213	215	2	1.0%	125	68.7%
205	Taos Integrated School of Arts (K-8) ³		168	151	147	157	170	13	8.8%	170	101.2%
206	Taos International School (K-8) ³		60	111	164	207	134	-73	-44.5%		
207	Taos Municipal Charter (K-8)	203	213	213	212	212	213	1	0.5%	10	4.7%
208	Vista Grande High School (9-12)	99	84	95	88	90	97	7	8.0%	-2	-2.7%
209	West Las Vegas										
210	Rio Gallinas School (1-8)	106	101	83	77	95	67	-28	-36.4%	-39	-37.9%
211	Closed Charter Schools Prior to FY19	1,436	1,288	1,076	756	366					
212	Subtotal Charter Schools	13,090	22,715	23,865	25,140	26,340	26,640	300	1.2%	13,550	103.5%
213	Statewide Total Enrollment	325,540	338,150	337,494	336,153	335,409	332,338	-3,071	-0.9%	6,798	0.6%

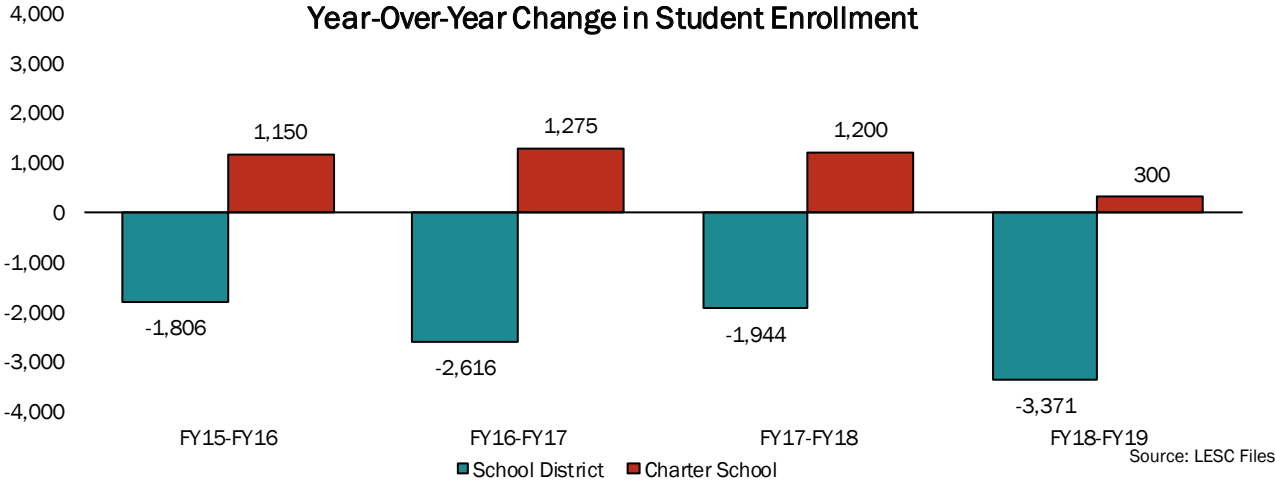
Source: PED and LESC Files

¹Includes enrollment in prekindergarten through 12th grade on the first reporting date, which is the second Wednesday in October.

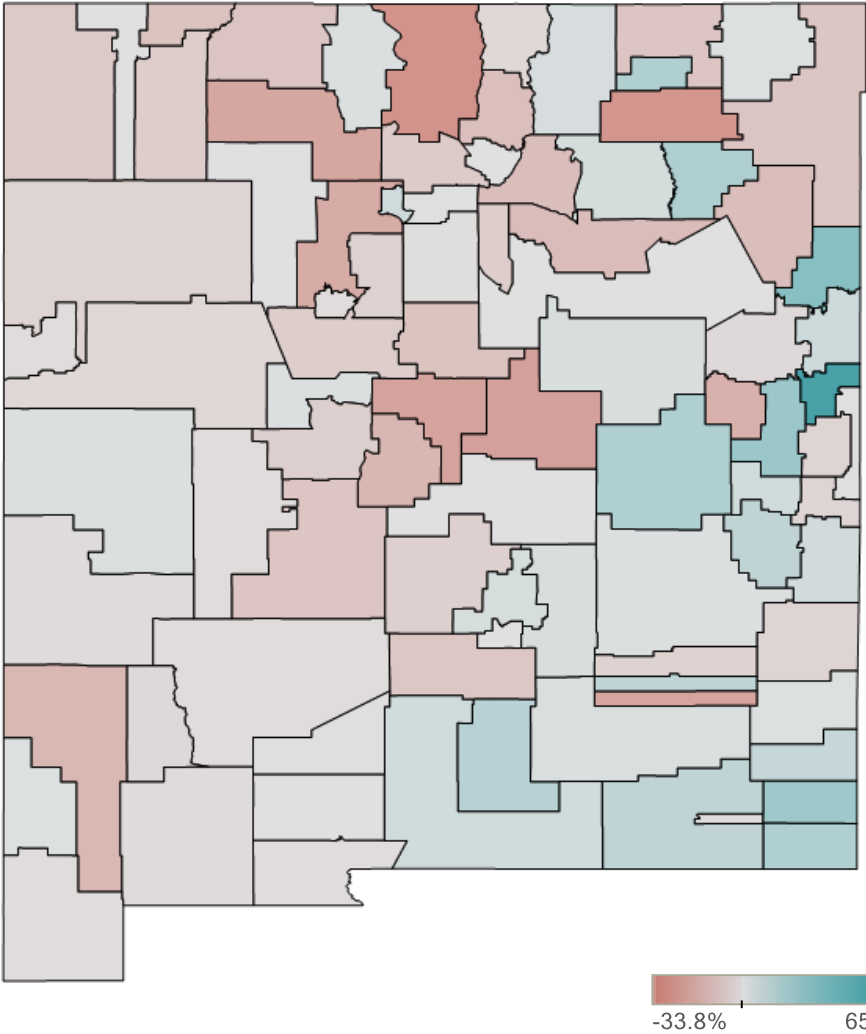
²Charter schools with no reported enrollment were not in operation during that fiscal year.

³This school is a state-chartered charter school.

Enrollment Trends

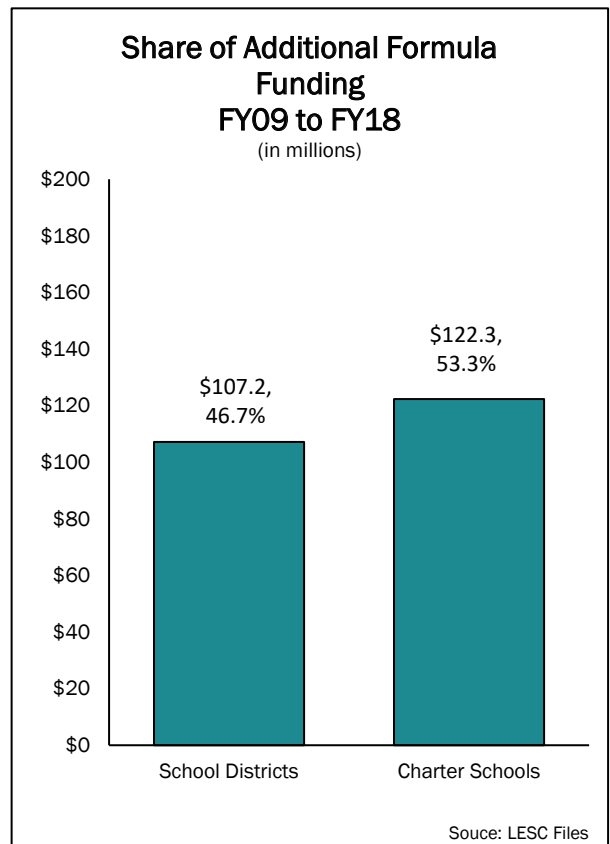
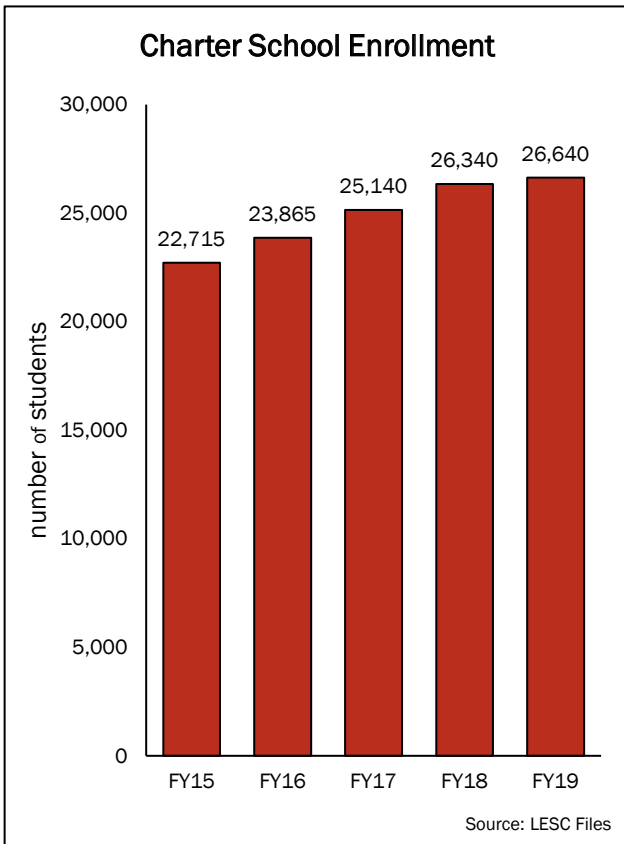
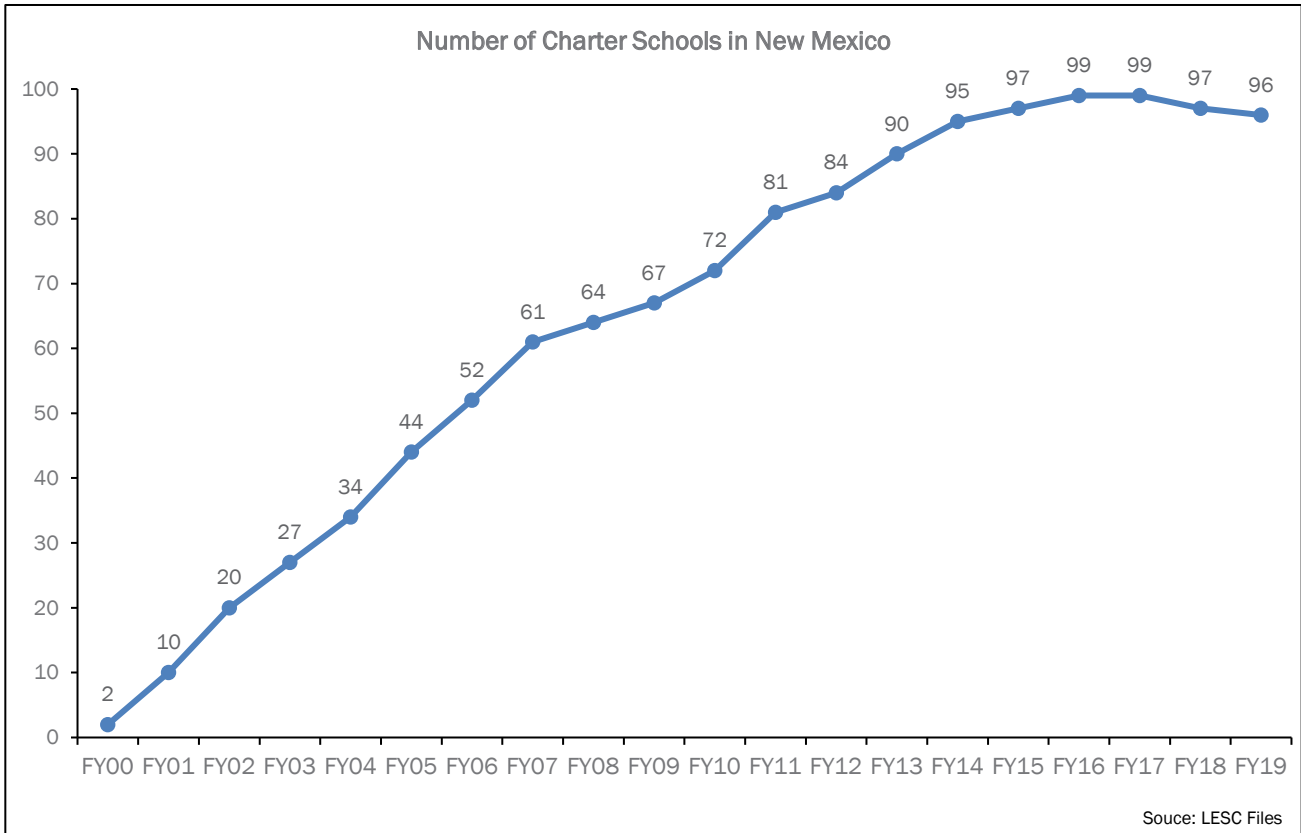


Change in School District Enrollment, FY14 to FY19



Source: LESC Files

Enrollment Trends



Student-Teacher Ratios, 2017-2018 School Year

School District or Charter School	Number of Students ¹	Number of Teachers	Ratio
<i>School Districts²</i>			
Alamogordo Public Schools	5,863	358	16:1
Albuquerque Public Schools	89,336	5,962	15:1
Animas Public Schools	182	18	10:1
Artesia Public Schools	3,815	235	16:1
Aztec Municipal Schools	3,033	197	15:1
Belen Consolidated Schools	3,871	249	16:1
Bernalillo Public Schools	3,045	209	15:1
Bloomfield Schools	2,926	189	15:1
Capitan Municipal Schools	501	35	14:1
Carlsbad Municipal Schools	7,304	403	18:1
Carrizozo Municipal Schools	153	19	8:1
Central Consolidated Schools	5,935	405	15:1
Chama Valley Independent Schools	382	31	12:1
Cimarron Municipal Schools	442	43	10:1
Clayton Municipal Schools	471	33	14:1
Cloudcroft Municipal Schools	365	27	14:1
Clovis Municipal Schools	8,150	520	16:1
Cobre Consolidated Schools	1,285	94	14:1
Corona Municipal Schools	64	14	5:1
Cuba Independent Schools	569	49	12:1
Deming Public Schools	5,352	330	16:1
Des Moines Municipal Schools	92	13	7:1
Dexter Consolidated Schools	959	55	17:1
Dora Municipal Schools	245	23	11:1
Dulce Independent Schools	660	44	15:1
Elida Municipal Schools	150	17	9:1
Española Public Schools	3,580	238	15:1
Estancia Municipal Schools	610	45	14:1
Eunice Municipal Schools	828	47	18:1
Farmington Municipal Schools	11,449	638	18:1
Floyd Municipal Schools	223	20	11:1
Fort Sumner Municipal Schools	315	26	12:1
Gadsden Independent Schools	13,586	831	16:1
Gallup-McKinley County Schools	11,427	799	14:1
Grady Municipal Schools	141	17	8:1
Grants-Cibola County Schools	3,481	250	14:1
Hagerman Municipal Schools	422	31	14:1
Hatch Valley Public Schools	1,271	80	16:1
Hobbs Municipal Schools	9,857	543	18:1
Hondo Valley Public Schools	130	19	7:1
House Municipal Schools	71	14	5:1

Student-Teacher Ratios

	School District or Charter School	Number of Students ¹	Number of Teachers	Ratio	
43	Jal Public Schools	509	31	16:1	43
44	Jemez Mountain Public Schools	201	15	13:1	44
45	Jemez Valley Public Schools	387	33	12:1	45
46	Lake Arthur Municipal Schools	103	12	9:1	46
47	Las Cruces Public Schools	24,329	1,475	16:1	47
48	Las Vegas City Public Schools	1,523	94	16:1	48
49	Logan Municipal Schools	302	23	13:1	49
50	Lordsburg Municipal Schools	495	35	14:1	50
51	Los Alamos Public Schools	3,717	273	14:1	51
52	Los Lunas Public Schools	8,495	467	18:1	52
53	Loving Municipal Schools	542	41	13:1	53
54	Lovington Municipal Schools	3,649	198	18:1	54
55	Magdalena Municipal Schools	339	28	12:1	55
56	Maxwell Municipal Schools	110	15	7:1	56
57	Melrose Public Schools	249	19	13:1	57
58	Mesa Vista Consolidated Schools	248	20	12:1	58
59	Mora Independent Schools	408	37	11:1	59
60	Moriarty-Edgewood School District	2,422	140	17:1	60
61	Mosquero Municipal Schools	37	8	5:1	61
62	Mountainair Public Schools	220	22	10:1	62
63	Pecos Independent Schools	618	40	15:1	63
64	Peñasco Independent Schools	363	33	11:1	64
65	Pojoaque Valley Public Schools	2,003	118	17:1	65
66	Portales Municipal Schools	2,715	176	15:1	66
67	Quemado Independent Schools	148	19	8:1	67
68	Questa Independent Schools	372	30	12:1	68
69	Raton Public Schools	925	58	16:1	69
70	Reserve Public Schools	135	16	8:1	70
71	Rio Rancho Public Schools	17,191	1,006	17:1	71
72	Roswell Independent Schools	10,373	585	18:1	72
73	Roy Municipal Schools	45	10	5:1	73
74	Ruidoso Municipal Schools	1,986	117	17:1	74
75	San Jon Municipal Schools	148	16	9:1	75
76	Santa Fe Public Schools	13,151	881	15:1	76
77	Santa Rosa Consolidated Schools	651	50	13:1	77
78	Silver Consolidated Schools	2,547	174	15:1	78
79	Socorro Consolidated Schools	1,653	106	16:1	79
80	Springer Municipal Schools	138	15	9:1	80
81	Taos Municipal Schools	2,701	184	15:1	81
82	Tatum Municipal Schools	322	25	13:1	82
83	Texico Municipal Schools	546	41	13:1	83
84	Truth or Consequences Municipal Schools	1,258	85	15:1	84

Student Teacher Ratios

	School District or Charter School	Number of Students ¹	Number of Teachers	Ratio	
85	Tucumcari Public Schools	989	71	14:1	85
86	Tularosa Municipal Schools	836	64	13:1	86
87	Vaughn Municipal Schools	68	12	6:1	87
88	Wagon Mound Public Schools	62	16	4:1	88
89	West Las Vegas Public Schools	1,537	100	15:1	89
90	Zuni Public Schools	1,294	107	12:1	90
91	<i>School District Average</i>	315,601	20,311	16:1	91
92	<i>State-Chartered Charter Schools</i>				92
93	<i>Albuquerque</i>				
94	Academy of Trades and Technology	68	10	7:1	94
95	ACE Leadership High School	336	15	22:1	95
96	Albuquerque Institute of Math & Science	359	18	20:1	96
97	Albuquerque School of Excellence	524	31	17:1	97
98	Albuquerque Sign Language Academy	97	11	9:1	98
99	Amy Biehl Charter High School	294	26	11:1	99
100	Cesar Chavez Community School	207	13	16:1	100
101	Coral Community Charter	246	15	16:1	101
102	Cottonwood Classical Prep	718	48	15:1	102
103	Explore Academy	237	22	11:1	103
104	Gilbert L Sena Charter HS	172	12	14:1	104
	GREAT Academy	71	5	14:1	
105	Health Leadership High School	174	11	16:1	105
106	Horizon Academy West	504	26	19:1	106
107	La Promesa Early Learning	374	22	17:1	107
108	Media Arts Collaborative	244	24	10:1	108
109	Mission Achievement And Success	847	37	23:1	109
110	Montessori Elementary School	418	19	22:1	110
111	New America School - Albuquerque	304	19	16:1	111
112	North Valley Academy	483	24	20:1	112
113	South Valley Prep	155	10	16:1	113
114	Southwest Aeronautics, Math, and Science	261	8	33:1	114
	Southwest Preparatory Learning Center	200	8	0:1	
	Southwest Secondary Learning Center	254	8	0:1	
115	Student Athlete Headquarters	79	4	20:1	115
116	Technology Leadership	179	11	16:1	116
117	Tierra Adentro	274	23	12:1	117
118	<i>Central</i>				118
119	Dream Dine	23	2	12:1	119
120	<i>Española</i>				120
121	Cariños Charter School	70	5	14:1	121
122	La Tierra Montessori School	99	7	14:1	122
123	McCurdy Charter School	526	30	18:1	123

Student-Teacher Ratios

Student:Teacher Ratios

2017-2018 School Year

	School District or Charter School	Number of Students ¹	Number of Teachers	Ratio	
124	<i>Gallup-McKinley County</i>				124
	DEAP	25	3	8:1	
125	Six Directions Indigenous	73	5	15:1	125
126	<i>Gasden</i>				126
127	Anthony Charter School	92	9	10:1	127
128	<i>Jemez Valley</i>				128
129	Walatowa Charter High	46	4	12:1	129
130	<i>Las Cruces</i>				130
131	Alma D'Arte Charter	155	19	8:1	131
132	J Paul Taylor Academy	200	13	15:1	132
133	La Academia Dolores Huerta	162	12	14:1	133
134	Las Montañas Charter	162	15	11:1	134
135	New America School - Las Cruces	254	12	21:1	135
136	<i>Los Lunas</i>				136
137	School of Dreams Academy	441	32	14:1	137
138	<i>Moriarty</i>				138
139	Estancia Valley Classical Academy	488	31	16:1	139
140	<i>Questa</i>				140
141	Red River Valley Charter School	80	6	13:1	141
142	Roots & Wings Community	55	3	18:1	142
143	<i>Rio Rancho</i>				143
144	ASK Academy	491	32	15:1	144
145	Sandoval Academy of Bilingual Education	97	5	19:1	145
146	<i>Santa Fe</i>				146
	MASTERS Program	203	12	17:1	
147	Monte Del Sol Charter	338	29	12:1	147
148	New Mexico Connections Academy	1,902	42	45:1	148
149	New Mexico School for the Arts	217	19	11:1	149
150	Tierra Encantada Charter School	293	19	15:1	150
151	Turquoise Trail Charter School	501	34	15:1	151
152	<i>Silver City</i>				152
153	Aldo Leopold Charter	147	17	9:1	153
154	<i>Taos</i>				154
155	Taos Academy	194	9	22:1	155
156	Taos Integrated School of Arts	155	10	16:1	156
157	Taos International School	199	13	15:1	157
158	<i>Charter School Average</i>	15,767	929	17:1	158
159	STATEWIDE	331,368	21,240	16:1	159

¹Student membership counts are from the third reporting date of FY18, or February 2018.

Source: PED

²School district totals include locally chartered charter schools.

Student Demographics

Student Demographics by School District and State Charter School
2018-2019 School Year

School District or Charter School	Total Number of Students	Caucasian	African American	Hispanic	Asian	Native American	Economic Disadvantage	Students with Disabilities	English Learner
SCHOOL DISTRICTS									
1 Alamogordo Public Schools	6,398	45.1%	6.3%	39.5%	1.8%	1.3%	71.3%	16.0%	2.8%
2 Albuquerque Public Schools	90,633	21.0%	2.5%	66.1%	2.0%	4.9%	69.2%	18.0%	16.9%
3 Animas Public Schools	177	66.7%	0.0%	29.4%	0.6%	1.7%	63.8%	21.5%	4.5%
4 Artesia Public Schools	3,887	40.2%	0.6%	58.1%	0.2%	0.7%	45.2%	13.7%	0.0%
5 Aztec Municipal Schools	3,006	48.5%	0.3%	34.2%	0.2%	13.6%	73.4%	15.1%	2.9%
6 Belen Consolidated Schools	3,916	21.7%	1.4%	74.2%	0.1%	1.9%	100.0%	18.4%	10.1%
7 Bernalillo Public Schools	2,988	9.0%	0.7%	45.5%	0.3%	44.2%	100.0%	16.0%	27.0%
8 Bloomfield Schools	2,763	26.1%	0.6%	35.7%	0.3%	36.1%	100.0%	16.9%	11.5%
9 Capitan Municipal Schools	504	67.3%	0.2%	29.2%	0.4%	1.6%	60.1%	16.3%	0.6%
10 Carlsbad Municipal Schools	8,041	38.8%	2.0%	56.2%	0.7%	1.1%	45.3%	15.2%	7.5%
11 Carrizozo Municipal Schools	144	40.3%	0.7%	58.3%	0.7%	0.0%	98.6%	13.2%	0.0%
12 Central Consolidated Schools	5,901	5.7%	0.1%	3.8%	0.3%	86.9%	100.0%	15.5%	29.8%
13 Chama Valley Independent Schools	404	11.9%	0.7%	80.9%	0.0%	5.0%	100.0%	16.3%	18.8%
14 Cimarron Municipal Schools	429	50.1%	1.9%	46.6%	0.5%	0.2%	58.7%	12.4%	3.7%
15 Clayton Municipal Schools	477	43.0%	1.3%	53.2%	0.4%	0.8%	63.5%	15.7%	3.1%
16 Cloudcroft Municipal Schools	387	75.5%	0.5%	19.4%	0.5%	1.3%	48.3%	11.4%	0.0%
17 Clovis Municipal Schools	8,211	29.6%	6.2%	59.9%	1.0%	0.3%	75.6%	16.7%	10.0%
18 Cobre Consolidated Schools	1,255	8.7%	0.8%	90.0%	0.1%	0.5%	100.0%	17.6%	7.7%
19 Corona Municipal Schools	63	63.5%	0.0%	36.5%	0.0%	0.0%	100.0%	19.0%	0.0%
20 Cuba Independent Schools	555	4.0%	0.0%	28.6%	0.2%	64.1%	100.0%	19.5%	36.0%
21 Deming Public Schools	5,434	11.7%	1.4%	86.1%	0.3%	0.2%	100.0%	14.6%	36.8%
22 Des Moines Municipal Schools	90	63.3%	3.3%	31.1%	2.2%	0.0%	37.8%	8.9%	0.0%
23 Dexter Consolidated Schools	930	15.8%	0.1%	84.1%	0.0%	0.0%	100.0%	12.4%	18.3%
24 Dora Municipal Schools	258	64.7%	1.9%	32.2%	0.0%	0.0%	51.6%	14.3%	6.2%
25 Dulce Independent Schools	690	0.4%	0.4%	6.5%	0.6%	90.9%	100.0%	13.8%	15.7%
26 Elida Municipal Schools	160	79.4%	1.3%	18.1%	0.0%	0.0%	46.9%	5.6%	0.0%
27 Española Public Schools	3,567	4.9%	0.3%	87.8%	0.6%	6.3%	99.1%	14.7%	16.3%
28 Estancia Municipal Schools	582	27.8%	0.9%	69.2%	0.0%	1.4%	100.0%	20.8%	5.3%
29 Eunice Municipal Schools	901	38.7%	0.4%	60.7%	0.0%	0.0%	64.6%	13.7%	8.3%
30 Farmington Municipal Schools	11,807	30.6%	0.6%	31.0%	0.8%	31.8%	56.3%	13.4%	10.7%
31 Floyd Municipal Schools	233	31.3%	0.4%	68.2%	0.0%	0.0%	77.3%	16.7%	14.6%
32 Fort Sumner Municipal Schools	320	37.8%	0.9%	58.1%	0.9%	1.9%	100.0%	18.1%	4.1%
33 Gadsden Independent Schools	13,620	2.6%	0.4%	96.8%	0.1%	0.1%	100.0%	14.9%	38.6%
34 Gallup McKinley County Schools	11,457	5.1%	0.4%	14.0%	1.0%	77.8%	100.0%	13.9%	29.7%

Student Demographics

Student Demographics by School District and State Charter School 2018-2019 School Year

School District or Charter School	Total Number of Students	Caucasian	African American	Hispanic	Asian	Native American	Economic Disadvantage	Students with Disabilities	English Learner
35 Grady Municipal Schools	165	65.5%	0.6%	31.5%	0.6%	0.0%	100.0%	17.6%	0.0%
36 Grants Cibola County Schools	3,592	13.7%	0.5%	39.5%	0.3%	44.1%	100.0%	16.4%	11.4%
37 Hagerman Municipal Schools	458	28.4%	0.7%	70.3%	0.2%	0.0%	100.0%	19.9%	19.4%
38 Hatch Valley Public Schools	1,291	3.5%	0.2%	96.3%	0.0%	0.1%	100.0%	8.4%	43.5%
39 Hobbs Municipal Schools	10,299	22.8%	3.9%	72.0%	0.5%	0.3%	49.2%	13.3%	18.3%
40 Hondo Valley Public Schools	142	14.1%	1.4%	83.1%	0.0%	0.7%	100.0%	16.2%	19.7%
41 House Municipal Schools	63	66.7%	0.0%	30.2%	0.0%	3.2%	61.9%	25.4%	0.0%
42 Jal Public Schools	540	23.1%	0.2%	74.6%	0.0%	1.3%	46.7%	13.5%	7.6%
43 Jemez Mountain Public Schools	197	11.2%	0.0%	61.9%	0.0%	26.9%	98.0%	12.7%	21.8%
44 Jemez Valley Public Schools	369	5.4%	0.3%	22.5%	0.0%	71.3%	82.1%	14.6%	30.6%
45 Lake Arthur Municipal Schools	93	39.8%	0.0%	60.2%	0.0%	0.0%	100.0%	14.0%	17.2%
46 Las Cruces Public Schools	24,857	19.0%	2.3%	75.9%	0.8%	0.9%	75.2%	15.1%	12.9%
47 Las Vegas City Public Schools	1,513	6.8%	0.5%	91.0%	1.0%	0.5%	85.9%	13.7%	9.8%
48 Logan Municipal Schools	363	71.1%	1.9%	25.6%	0.0%	1.1%	37.5%	10.7%	0.0%
49 Lordsburg Municipal Schools	514	13.8%	0.8%	84.6%	0.6%	0.0%	100.0%	15.4%	1.2%
50 Los Alamos Public Schools	3,754	56.3%	0.9%	33.2%	4.3%	1.8%	9.5%	18.5%	3.7%
51 Los Lunas Public Schools	8,622	23.4%	0.7%	67.8%	0.3%	5.8%	73.6%	13.1%	11.4%
52 Loving Municipal Schools	607	25.2%	0.5%	73.3%	0.3%	0.5%	100.0%	11.9%	13.3%
53 Lovington Municipal Schools	3,749	25.7%	2.0%	71.5%	0.5%	0.3%	63.8%	20.1%	24.9%
54 Magdalena Municipal Schools	350	24.6%	0.9%	32.0%	0.0%	42.6%	100.0%	17.1%	13.4%
55 Maxwell Municipal Schools	130	46.2%	0.0%	53.8%	0.0%	0.0%	100.0%	6.2%	0.0%
56 Melrose Public Schools	279	76.0%	1.4%	22.2%	0.4%	0.0%	43.4%	17.6%	0.0%
57 Mesa Vista Consolidated Schools	244	13.5%	1.2%	83.2%	0.8%	0.4%	100.0%	10.7%	20.9%
58 Mora Independent Schools	407	5.7%	0.0%	93.6%	0.2%	0.5%	100.0%	14.3%	7.6%
59 Moriarty Municipal Schools	2,421	48.5%	1.0%	47.5%	0.4%	1.0%	70.7%	16.3%	5.6%
60 Mosquero Municipal Schools	36	80.6%	0.0%	19.4%	0.0%	0.0%	36.1%	13.9%	0.0%
61 Mountainair Public Schools	221	37.1%	5.4%	54.8%	0.0%	2.7%	100.0%	22.2%	0.0%
62 Pecos Independent Schools	612	7.5%	0.2%	91.0%	0.2%	1.0%	58.7%	16.2%	10.6%
63 Penasco Independent Schools	368	4.9%	0.0%	84.0%	0.0%	10.9%	100.0%	20.1%	4.9%
64 Pojoaque Valley Public Schools	1,967	5.8%	0.2%	79.2%	0.0%	14.2%	58.6%	12.3%	16.5%
65 Portales Municipal Schools	2,752	31.7%	2.5%	62.4%	0.8%	0.8%	60.3%	17.7%	7.6%
66 Quemado Independent Schools	159	56.6%	3.1%	25.2%	0.0%	8.8%	77.4%	21.4%	0.0%
67 Questa Independent Schools	345	13.9%	1.7%	83.8%	0.0%	0.3%	100.0%	18.0%	7.0%
68 Raton Public Schools	934	30.9%	1.3%	66.8%	0.5%	0.4%	99.6%	16.8%	3.0%
69 Reserve Public Schools	147	63.9%	0.0%	34.7%	0.0%	1.4%	99.3%	25.9%	1.4%

Student Demographics by School District and State Charter School
2018-2019 School Year

School District or Charter School	Total Number of Students	Caucasian	African American	Hispanic	Asian	Native American	Economic Disadvantage	Students with Disabilities	English Learner
70 Rio Rancho Public Schools	17,564	31.3%	2.2%	56.3%	1.2%	3.6%	37.0%	16.0%	3.8%
71 Roswell Independent Schools	10,534	26.2%	2.1%	70.4%	0.7%	0.4%	86.3%	17.6%	10.1%
72 Roy Municipal Schools	47	27.7%	0.0%	72.3%	0.0%	0.0%	34.0%	19.1%	0.0%
73 Ruidoso Municipal Schools	2,066	31.9%	0.4%	51.1%	0.9%	14.6%	88.7%	13.7%	10.2%
74 San Jon Municipal Schools	145	47.6%	0.0%	49.0%	1.4%	0.0%	69.7%	21.4%	0.0%
75 Santa Fe Public Schools	13,286	15.5%	0.8%	79.7%	1.4%	2.0%	73.5%	16.0%	24.1%
76 Santa Rosa Consolidated Schools	655	5.8%	0.0%	93.4%	0.6%	0.2%	100.0%	15.1%	3.4%
77 Silver Consolidated Schools	2,486	32.1%	1.0%	64.2%	0.3%	0.9%	90.8%	16.3%	2.8%
78 Socorro Consolidated Schools	1,662	22.9%	1.4%	70.9%	1.1%	2.8%	100.0%	17.3%	2.7%
79 Springer Municipal Schools	128	25.0%	0.0%	75.0%	0.0%	0.0%	100.0%	14.1%	0.0%
80 Taos Municipal Schools	2,752	22.2%	0.7%	67.8%	0.7%	7.2%	84.6%	17.4%	7.9%
81 Tatum Municipal Schools	342	52.3%	0.9%	45.9%	0.0%	0.3%	42.7%	16.1%	6.1%
82 Texico Municipal Schools	572	51.4%	2.4%	45.6%	0.0%	0.3%	47.0%	12.8%	7.7%
83 Truth or Consequences Municipal Schools	1,311	45.8%	1.3%	49.7%	0.9%	0.6%	100.0%	16.9%	6.6%
84 Tucumcari Public Schools	962	63.1%	2.1%	33.7%	0.6%	0.4%	54.1%	18.6%	2.4%
85 Tularosa Municipal Schools	839	26.2%	0.8%	42.2%	0.2%	30.0%	100.0%	16.0%	2.7%
86 Vaughn Municipal Schools	73	6.8%	0.0%	90.4%	0.0%	2.7%	100.0%	19.2%	17.8%
87 Wagon Mound Public Schools	69	13.0%	1.4%	85.5%	0.0%	0.0%	100.0%	8.7%	15.9%
88 West Las Vegas Public Schools	1,549	9.9%	0.5%	89.0%	0.2%	0.5%	99.9%	11.6%	10.3%
89 Zuni Public Schools	1,345	0.4%	0.0%	0.4%	0.6%	98.3%	100.0%	11.2%	32.6%
90 CHARTER SCHOOLS									
91 Albuquerque Public Schools									
92 Albuquerque Institute Of Math & Science	355	40.8%	2.8%	40.6%	13.0%	2.8%	0.0%	0.8%	2.0%
93 Albuquerque School Of Excellence	658	47.1%	5.2%	38.3%	4.9%	0.0%	65.0%	12.6%	11.9%
94 Albuquerque Sign Language Academy	95	25.3%	5.3%	67.4%	1.1%	0.0%	35.8%	52.6%	21.1%
95 Amy Biehl Charter High School	303	28.7%	4.0%	62.4%	1.3%	2.6%	54.5%	20.8%	6.6%
96 Cesar Chavez Community School	203	6.4%	3.4%	75.9%	0.0%	12.8%	100.0%	25.6%	37.9%
97 Coral Community Charter	251	37.8%	4.4%	48.2%	0.4%	3.6%	41.0%	13.9%	6.4%
98 Explore Academy	441	51.0%	3.6%	37.0%	2.5%	5.9%	15.6%	9.3%	2.0%
99 Gilbert L Sena Charter High School	178	14.6%	3.9%	71.3%	0.6%	7.3%	100.0%	22.5%	7.3%
100 GREAT Academy	170	29.4%	4.7%	55.3%	1.2%	6.5%	41.2%	12.9%	13.5%
101 Horizon Academy West	497	11.7%	2.2%	81.9%	1.8%	2.4%	57.3%	8.9%	3.2%
102 La Promesa Early Learning	378	0.5%	0.5%	97.1%	1.1%	0.3%	100.0%	11.6%	48.1%
103 Media Arts Collaborative Charter	254	51.2%	1.2%	39.0%	0.4%	5.1%	54.7%	25.6%	2.0%
104 Mission Achievement And Success	1,168	11.6%	3.0%	80.9%	0.7%	2.6%	77.3%	14.9%	27.9%

Student Demographics

Student Demographics by School District and State Charter School 2018-2019 School Year

School District or Charter School	Total Number of Students	Caucasian	African American	Hispanic	Asian	Native American	Economic Disadvantage	Students with Disabilities	English Learner
105 Montessori Elementary School	432	44.0%	2.5%	47.0%	0.7%	0.5%	8.8%	5.6%	0.0%
106 New America School	281	53.7%	0.4%	43.1%	0.4%	1.8%	54.8%	11.7%	30.6%
107 North Valley Academy	517	21.3%	0.4%	75.6%	0.6%	1.2%	51.1%	18.4%	6.0%
108 South Valley Prep	152	2.0%	0.0%	97.4%	0.0%	0.0%	100.0%	21.7%	17.8%
109 Southwest Aeronautics, Mathematics, and Science Academy	275	55.3%	1.8%	36.0%	1.5%	2.9%	39.3%	10.2%	4.4%
110 Southwest Preparatory Learning Center	175	61.1%	3.4%	28.6%	2.3%	2.9%	39.4%	16.0%	6.3%
111 Southwest Secondary Learning Center	246	44.3%	2.8%	45.9%	2.4%	4.5%	41.9%	10.6%	1.6%
112 Tierra Adentro	283	5.3%	1.1%	86.6%	0.4%	4.6%	74.2%	20.5%	15.5%
Central Consolidated Schools									
113 Dream Dine	18	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	38.9%
Española Public Schools									
115 La Tierra Montessori School	79	16.5%	0.0%	68.4%	0.0%	10.1%	48.1%	24.1%	43.0%
116 McCurdy Charter School	528	4.4%	0.4%	89.8%	0.4%	4.7%	63.6%	15.9%	14.6%
Gallup McKinley County Schools									
118 Dzit Dit Lool DEAP	40	0.0%	0.0%	0.0%	0.0%	97.5%	100.0%	10.0%	40.0%
119 Six Directions Indigenous School	68	0.0%	0.0%	4.4%	0.0%	95.6%	39.7%	16.2%	47.1%
Jemez Valley Public Schools									
121 Walatowa Charter High School	43	0.0%	0.0%	2.3%	0.0%	97.7%	100.0%	9.3%	76.7%
Las Cruces Public Schools									
123 Alma D'Arte Charter	162	53.7%	4.9%	40.1%	0.6%	0.0%	100.0%	19.1%	1.2%
124 J Paul Taylor Academy	200	44.5%	2.5%	50.0%	2.0%	0.0%	42.0%	12.5%	1.5%
125 La Academia Dolores Huerta	127	0.0%	0.8%	98.4%	0.0%	0.8%	100.0%	18.9%	26.0%
126 Las Montañas Charter	166	3.0%	0.6%	96.4%	0.0%	0.0%	100.0%	22.3%	10.8%
127 New America School - Las Cruces	208	6.3%	0.5%	90.9%	0.5%	1.0%	100.0%	7.7%	8.7%
Los Lunas Public Schools									
129 School of Dreams Academy	460	37.2%	0.9%	58.0%	0.2%	3.0%	83.0%	24.1%	10.2%
Moriarty Municipal Schools									
131 Estancia Valley Classical Academy	562	71.2%	0.0%	26.2%	0.9%	1.8%	21.9%	8.9%	0.5%
Questa Independent Schools									
133 Red River Valley Charter School	86	51.2%	0.0%	48.8%	0.0%	0.0%	100.0%	19.8%	5.8%
134 Roots & Wings Community	50	54.0%	0.0%	34.0%	4.0%	8.0%	70.0%	24.0%	0.0%
Rio Rancho Public Schools									
136 ASK Academy	529	45.9%	1.5%	45.6%	1.7%	1.7%	5.9%	9.5%	0.9%
137 Sandoval Academy Of Bilingual Education	144	22.2%	1.4%	71.5%	0.0%	1.4%	58.3%	9.0%	23.6%
Santa Fe Public Schools									
139									

Student Demographics by School District and State Charter School
2018-2019 School Year

School District or Charter School	Total Number of Students	Caucasian	African American	Hispanic	Asian	Native American	Economic Disadvantage	Students with Disabilities	English Learner
140 MASTERS Program	214	30.4%	3.3%	57.5%	7.0%	0.5%	44.9%	9.3%	8.9%
141 Monte Del Sol Charter	349	30.4%	0.9%	63.3%	4.0%	1.4%	65.0%	16.3%	11.2%
142 New Mexico Connections Academy	1,033	34.5%	1.7%	53.5%	0.6%	5.1%	51.8%	14.4%	0.6%
143 New Mexico School For The Arts	213	58.7%	3.8%	27.2%	3.8%	5.6%	19.2%	8.9%	1.4%
144 Tierra Encantada Charter School	281	8.2%	0.7%	89.0%	0.0%	1.4%	31.3%	13.9%	13.2%
145 Turquoise Trail Charter School	559	24.3%	0.7%	70.1%	1.4%	2.0%	63.5%	16.1%	19.0%
146 Silver Consolidated Schools									
147 Aldo Leopold Charter	177	68.4%	0.6%	27.1%	0.6%	1.1%	55.9%	19.2%	0.0%
148 Taos Municipal Schools									
149 Taos Academy	215	44.7%	2.3%	47.4%	1.9%	3.7%	56.3%	10.2%	2.8%
150 Taos Integrated School of Arts	170	45.9%	2.4%	42.4%	0.0%	9.4%	70.6%	17.6%	3.5%
151 Taos International School	134	7.5%	0.7%	88.1%	0.0%	3.7%	100.0%	9.0%	11.9%

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

Source: PED

School District Proficiency Rates

School District	Math				2017-2018 Change	Reading				2017-2018 Change	Science				2017-2018 Change
	FY15	FY16	FY17	FY18		FY15	FY16	FY17	FY18		FY15	FY16	FY17	FY18	
1 Alamogordo	39.6%	45.6%	46%	44%	-2%	23.3%	26.3%	27%	26%	-1%	54.8%	55.9%	56%	56%	0%
2 Albuquerque	35.4%	36.6%	34%	37%	+3%	19.3%	20.7%	20%	21%	+1%	42.0%	45.2%	39%	41%	+2%
3 Animas	44.6%	51.8%	67%	60%	-7%	18.3%	31.8%	20%	20%	0%	62.5%	57.9%	45%	71%	+26%
4 Artesia	36.6%	45.9%	47%	51%	+4%	23.8%	26.9%	26%	29%	+3%	47.3%	50.0%	54%	53%	-1%
5 Aztec	32.3%	36.7%	34%	38%	+4%	16.0%	21.4%	17%	19%	+2%	41.0%	45.1%	44%	46%	+2%
6 Belen	28.0%	32.3%	34%	33%	-1%	13.4%	15.7%	16%	18%	+2%	35.8%	37.3%	33%	35%	+2%
7 Bernalillo	26.7%	31.4%	31%	32%	+1%	9.5%	11.4%	13%	11%	-2%	25.1%	26.8%	26%	26%	0%
8 Bloomfield	24.0%	28.4%	27%	30%	+3%	9.7%	11.2%	9%	14%	+5%	26.1%	29.5%	30%	23%	-7%
9 Capitan	40.4%	50.9%	51%	52%	+1%	14.2%	20.3%	22%	23%	+1%	57.7%	64.0%	64%	61%	-3%
10 Carlsbad	34.1%	37.8%	40%	42%	+2%	14.8%	16.7%	15%	19%	+4%	37.2%	45.1%	46%	50%	+4%
11 Carrizozo	22.2%	33.8%	35%	40%	+5%	9.3%	9.7%	9%	7%	-2%	51.5%	45.7%	44%	33%	-11%
12 Central Cons	25.0%	30.2%	29%	34%	+5%	12.3%	13.4%	12%	14%	+2%	22.4%	25.1%	23%	26%	+3%
13 Chama	30.7%	36.6%	36%	37%	+1%	10.5%	12.4%	11%	11%	0%	36.4%	45.9%	48%	41%	-7%
14 Cimarron	35.7%	44.1%	47%	45%	-2%	21.9%	20.8%	20%	23%	+3%	53.6%	54.9%	57%	60%	+3%
15 Clayton	40.2%	42.0%	46%	48%	+2%	26.6%	30.2%	34%	36%	+2%	64.4%	48.9%	32%	50%	+18%
16 Cloudcroft	50.5%	59.8%	63%	70%	+7%	17.1%	31.5%	32%	32%	0%	62.1%	69.7%	57%	70%	+13%
17 Clovis	27.5%	36.5%	41%	41%	0%	23.6%	25.8%	26%	27%	+1%	45.8%	48.3%	49%	53%	+4%
18 Cobre Cons	27.6%	31.0%	37%	43%	+6%	10.5%	12.7%	11%	14%	+3%	40.8%	37.6%	39%	41%	+2%
19 Corona	46.6%	61.6%	68%	66%	-2%	38.0%	41.8%	40%	42%	+2%	76.9%	85.7%	56%	50%	-6%
20 Cuba	18.9%	28.6%	28%	25%	-3%	5.0%	9.3%	7%	6%	-1%	15.0%	22.5%	25%	27%	+2%
21 Deming	24.2%	25.6%	30%	31%	+1%	10.4%	11.9%	13%	15%	+2%	21.0%	24.5%	26%	27%	+1%
22 Des Moines	62.5%	61.6%	64%	71%	+7%	32.2%	48.5%	50%	56%	+6%	80.0%	76.0%	68%	72%	+4%
23 Dexter	31.0%	30.5%	38%	35%	-3%	16.4%	18.0%	18%	19%	+1%	27.6%	33.9%	38%	29%	-9%
24 Dora	57.1%	57.7%	56%	53%	-3%	36.2%	40.0%	39%	35%	-4%	51.6%	49.0%	63%	47%	-16%
25 Dulce	8.8%	13.5%	14%	16%	+2%	<2%	3.4%	3%	3%	0%	9.4%	15.0%	12%	13%	+1%
26 Elida	45.0%	44.4%	48%	56%	+8%	28.4%	26.5%	29%	32%	+3%	64.0%	69.7%	58%	58%	0%
27 Espanola	25.3%	29.3%	27%	29%	+2%	8.4%	11.0%	10%	10%	0%	25.0%	24.6%	28%	25%	-3%
28 Estancia	29.3%	35.1%	35%	38%	+3%	15.5%	16.8%	17%	19%	+2%	36.0%	42.5%	34%	48%	+14%
29 Eunice	22.0%	28.3%	34%	31%	-3%	6.6%	10.3%	11%	12%	+1%	25.9%	34.1%	32%	28%	-4%
30 Farmington	36.5%	43.5%	46%	48%	+2%	19.9%	24.5%	25%	26%	+1%	44.1%	47.1%	44%	50%	+6%
31 Floyd	23.7%	39.7%	40%	40%	0%	9.7%	18.5%	16%	20%	+4%	56.8%	34.8%	56%	50%	-6%
32 Ft Sumner	51.2%	47.9%	48%	60%	+12%	25.1%	29.5%	23%	30%	+7%	52.2%	47.9%	46%	63%	+17%
33 Gadsden	28.6%	37.5%	40%	42%	+2%	17.6%	24.1%	24%	25%	+1%	30.4%	32.8%	33%	37%	+4%
34 Gallup	24.0%	28.9%	29%	33%	+4%	9.5%	12.7%	14%	15%	+1%	20.4%	21.1%	22%	24%	+2%
35 Grady	54.7%	63.6%	60%	58%	-2%	41.3%	26.9%	37%	39%	+2%	82.4%	77.8%	68%	83%	+15%
36 Grants Cibola	29.9%	35.0%	33%	33%	0%	11.9%	14.0%	14%	16%	+2%	32.4%	34.3%	36%	36%	0%
37 Hagerman	32.1%	34.3%	34%	36%	+2%	9.9%	19.5%	17%	21%	+4%	26.5%	35.9%	23%	44%	+21%
38 Hatch	24.5%	39.4%	43%	45%	+2%	16.6%	17.3%	18%	15%	-3%	29.6%	32.5%	27%	38%	+11%
39 Hobbs	26.9%	35.9%	35%	36%	+1%	10.8%	14.7%	16%	17%	+1%	25.3%	33.5%	36%	37%	+1%
40 Hondo	16.7%	28.7%	22%	24%	+2%	7.8%	15.6%	12%	15%	+3%	48.0%	33.3%	31%	33%	+2%
41 House	25.0%	35.9%	23%	51%	+28%	18.8%	31.4%	22%	21%	-1%	45.0%	58.3%	50%	40%	-10%
42 Jal	56.7%	22.5%	23%	19%	-4%	1	6.6%	12%	9%	-3%	30.8%	24.5%	26%	34%	+8%
43 Jemez Mountain	20.3%	33.6%	30%	28%	-2%	7.4%	12.6%	8%	15%	+7%	23.9%	33.3%	21%	34%	+13%
44 Jemez Valley	17.5%	19.5%	20%	21%	+1%	4.6%	5.4%	5%	4%	-1%	19.0%	20.2%	22%	12%	-10%
45 Lake Arthur	26.4%	22.8%	20%	24%	+4%	8.6%	13.3%	9%	19%	+10%	16.0%	20.0%	32%	35%	+3%
46 Las Cruces	33.7%	38.8%	38%	39%	+1%	17.1%	20.0%	20%	21%	+1%	41.7%	44.2%	44%	45%	+1%
47 Las Vegas City	26.1%	31.8%	33%	35%	+2%	9.3%	15.0%	15%	17%	+2%	33.2%	41.9%	35%	38%	+3%
48 Logan	48.0%	54.0%	57%	59%	+2%	20.9%	33.1%	29%	33%	+4%	53.3%	58.3%	55%	56%	+1%
49 Lordsburg	37.7%	44.5%	45%	43%	-2%	15.3%	21.7%	19%	18%	-1%	29.2%	40.0%	44%	48%	+4%
50 Los Alamos	61.8%	61.2%	63%	63%	0%	48.8%	52.7%	49%	49%	0%	76.4%	79.3%	77%	81%	+4%
51 Los Lunas	25.7%	32.6%	38%	39%	+1%	17.5%	20.9%	20%	23%	+3%	40.2%	43.9%	41%	44%	+3%
52 Loving	24.0%	25.5%	34%	35%	+1%	9.5%	16.0%	15%	18%	+3%	21.9%	31.9%	46%	36%	-10%
53 Lovington	29.2%	38.0%	38%	31%	-7%	15.1%	22.0%	22%	26%	+4%	27.3%	34.6%	28%	38%	+10%

School District Proficiency Rates

School District	Math				2017-2018 Change	Reading				2017-2018 Change	Science				2017-2018 Change
	FY15	FY16	FY17	FY18		FY15	FY16	FY17	FY18		FY15	FY16	FY17	FY18	
54 Magdalena	23.0%	23.0%	21%	22%	+1%	8.1%	12.3%	7%	11%	+4%	29.4%	21.4%	37%	32%	-5%
55 Maxwell	23.0%	31.3%	46%	39%	-7%	8.1%	13.3%	14%	17%	+3%	32.0%	38.5%	43%	52%	+9%
56 Melrose	38.9%	58.6%	58%	63%	+5%	23.4%	29.0%	26%	27%	+1%	36.2%	44.7%	49%	61%	+12%
57 Mesa Vista	26.0%	22.7%	31%	31%	0%	7.9%	6.5%	7%	3%	-4%	15.9%	32.0%	37%	29%	-8%
58 Mora	24.4%	26.2%	34%	31%	-3%	10.9%	14.1%	13%	14%	+1%	34.3%	29.0%	34%	24%	-10%
59 Moriarty	34.8%	38.5%	42%	42%	0%	18.7%	20.2%	20%	20%	0%	51.0%	47.6%	41%	50%	+9%
60 Mosquero	29.4%	29.7%	39%	41%	+2%	17.2%	11.5%	22%	25%	+3%	60.0%	50.0%	50%	¹	²
61 Mountainair	19.5%	36.0%	42%	36%	-6%	8.2%	10.3%	18%	9%	-9%	34.5%	34.7%	39%	42%	+3%
62 Pecos	32.4%	33.8%	30%	34%	+4%	8.4%	17.2%	11%	11%	0%	38.9%	29.6%	36%	27%	-9%
63 Penasco	29.9%	34.8%	30%	39%	+9%	12.4%	8.8%	10%	12%	+2%	34.2%	44.4%	41%	34%	-7%
64 Pojoaque	32.0%	34.6%	33%	32%	-1%	11.2%	13.7%	13%	14%	+1%	34.6%	36.4%	35%	34%	-1%
65 Portales	33.9%	40.6%	41%	41%	0%	16.3%	22.4%	21%	24%	+3%	39.2%	43.1%	45%	48%	+3%
66 Quemado	30.3%	42.2%	39%	41%	+2%	22.1%	20.7%	25%	22%	-3%	48.1%	51.9%	42%	63%	+21%
67 Questa	27.0%	35.3%	35%	33%	-2%	13.1%	11.3%	9%	14%	+5%	31.3%	38.6%	46%	31%	-15%
68 Raton	33.4%	36.4%	36%	37%	+1%	18.2%	18.2%	17%	16%	-1%	40.5%	41.8%	42%	51%	+9%
69 Reserve	43.5%	40.0%	52%	46%	-6%	21.3%	34.1%	34%	26%	-8%	63.3%	68.0%	63%	57%	-6%
70 Rio Rancho	46.0%	45.0%	47%	47%	0%	27.6%	29.4%	29%	31%	+2%	60.4%	60.0%	56%	60%	+4%
71 Roswell	34.9%	37.7%	36%	38%	+2%	18.0%	21.4%	23%	23%	0%	39.4%	40.6%	41%	46%	+5%
72 Roy	23.1%	60.0%	66%	65%	-1%	46.2%	43.5%	42%	63%	+21%	¹	¹	¹	¹	²
73 Ruidoso	28.8%	36.4%	36%	40%	+4%	15.0%	19.8%	16%	20%	+4%	36.3%	44.2%	41%	43%	+2%
74 San Jon	36.0%	53.4%	50%	56%	+6%	11.6%	16.3%	26%	33%	+7%	41.7%	67.9%	78%	67%	-11%
75 Santa Fe	33.3%	34.4%	36%	36%	0%	14.3%	16.8%	17%	18%	+1%	36.0%	37.2%	33%	36%	+3%
76 Santa Rosa	28.8%	41.5%	43%	42%	-1%	15.0%	18.1%	13%	15%	+2%	33.6%	40.5%	41%	36%	-5%
77 Silver	24.4%	37.1%	39%	44%	+5%	16.2%	18.6%	20%	21%	+1%	43.8%	44.4%	46%	51%	+5%
78 Socorro	20.0%	27.5%	29%	29%	0%	12.1%	13.7%	14%	14%	0%	27.0%	36.5%	34%	33%	-1%
79 Springer	31.5%	42.5%	43%	48%	+5%	12.0%	5.9%	9%	8%	-1%	48.1%	41.7%	48%	46%	-2%
80 T or C	31.4%	33.4%	38%	39%	+1%	15.3%	20.6%	22%	24%	+2%	39.5%	40.4%	43%	51%	+8%
81 Taos	35.6%	34.6%	38%	38%	0%	14.1%	15.5%	16%	18%	+2%	37.3%	45.2%	38%	41%	+3%
82 Tatum	36.4%	42.1%	45%	52%	+7%	17.4%	23.9%	27%	27%	0%	42.4%	55.0%	67%	67%	0%
83 Texico	47.1%	58.9%	59%	60%	+1%	29.0%	31.5%	33%	35%	+2%	52.8%	55.8%	58%	66%	+8%
84 Tucumcari	26.2%	34.2%	38%	40%	+2%	15.9%	17.9%	14%	17%	+3%	36.6%	52.6%	45%	42%	-3%
85 Tularosa	26.0%	31.9%	36%	41%	+5%	12.7%	15.9%	20%	20%	0%	38.8%	32.6%	33%	36%	+3%
86 Vaughn	13.4%	25.4%	22%	26%	+4%	<2%	1.9%	<5%	<5%	²	26.9%	81.3%	21%	<20%	²
87 Wagon Mound	29.2%	28.3%	38%	34%	-4%	20.0%	11.8%	19%	24%	+5%	46.2%	¹	45%	40%	-5%
88 West Las Vegas	21.4%	29.1%	30%	31%	+1%	9.0%	12.5%	12%	14%	+2%	29.4%	33.5%	33%	39%	+6%
89 Zuni	26.5%	30.5%	28%	19%	-9%	4.7%	6.8%	3%	4%	+1%	20.6%	17.3%	12%	14%	+2%
90 STATEWIDE	17.6%	20.2%	20%	21%	+1%	33.3%	37.0%	37%	39%	+2%	39.8%	42.5%	40%	42%	+2%

Note: School district proficiency rates include locally chartered charter school proficiency rates.

Source: PED and LESC Files

¹ Proficiency rate was not reported.

² Change in percent proficient cannot be calculated.

State-Chartered Charter Schools Proficiency Rates

Charter School	Math				2017-2018 Change	Reading				2017-2018 Change	Science				2017-2018 Change
	FY15	FY16	FY17	FY18		FY15	FY16	FY17	FY18		FY15	FY16	FY17	FY18	
1 Academy of Trades and Tech	<2%	1.7%	<5%	<20%		3.5%	1.7%	<5%	<10%		<2%	7.7%	<20%	<10%	
2 ACE Leadership High School	<2%	1.4%	<5%	<2%		2.9%	1.3%	2%	2%	0%	18.8%	11.6%	8%	<5%	
3 Albuquerque Institute of Math & Science	76.6%	76.7%	84%	82%	-2%	82.5%	83.4%	86%	87%	+1%	94.6%	94.5%	96%	>95%	
4 Albuquerque School of Excellence	27.1%	35.1%	33%	45%	+12%	31.3%	31.8%	43%	48%	+5%	57.9%	47.4%	58%	50%	-8%
5 Albuquerque Sign Language Academy	10.7%	9.5%	17%	20%	+3%	19.6%	16.9%	20%	27%	+7%	30.0%	33.3%	<10%	44%	
6 Aldo Leopold Charter	21.8%	22.1%	31%	26%	-5%	55.5%	41.5%	46%	40%	-6%	69.7%	67.6%	67%	58%	-9%
7 Alma D'Arte Charter	12.5%	8.4%	6%	6%	0%	43.1%	38.2%	41%	27%	-14%	52.3%	52.5%	42%	49%	+7%
8 Amy Biehl Charter High School	13.7%	16.7%	14%	15%	+1%	50.6%	55.6%	52%	51%	-1%	45.0%	50.0%	66%	51%	-15%
9 Anthony Charter School	6.1%	7.2%	7%	11%	+4%	15.1%	32.4%	13%	26%	+13%	17.4%	54.5%	26%	22%	-4%
10 ASK Academy	36.3%	38.2%	38%	39%	+1%	42.2%	55.3%	51%	55%	+4%	72.5%	75.0%	82%	82%	0%
11 Cariños Charter School	7.0%	4.5%	<5%	<5%		19.4%	14.0%	20%	<5%		41.7%	4.8%	13%	<20%	
12 Cesar Chavez Community School	<2%	4.2%	<2%	<2%		<2%	6.3%	<2%	5%		9.1%	5.9%	13%	8%	-5%
13 Cien Aguas International	26.7%	28.9%	38%	33%	-5%	45.5%	42.7%	42%	44%	+2%	50.0%	46.5%	49%	52%	+3%
14 Coral Community Charter	31.0%	28.0%	31%	34%	+3%	57.6%	59.4%	61%	60%	-1%	52.6%	54.5%	49%	52%	+3%
15 Cottonwood Classical Prep	27.8%	27.1%	36%	42%	+6%	64.8%	62.1%	65%	70%	+5%	77.1%	78.6%	76%	75%	-1%
16 DEAP		10.5%	<10%	14%			5.3%	<10%	18%			9.1%	%	45%	
17 Dream Dine				<20%				25%	22%	-3%					
18 East Mountain High School	31.3%	33.2%	46%	43%	-3%	64.7%	52.5%	68%	69%	+1%	67.4%	66.7%	68%	64%	-4%
19 Estancia Valley Classical Academy	39.5%	38.8%	38%	41%	+3%	67.7%	62.1%	65%	69%	+4%	70.0%	71.9%	75%	70%	-5%
20 Explore Academy	13.6%	34.3%	37%	47%	+10%	38.4%	60.6%	62%	63%	+1%		50.0%	69%	73%	+4%
21 Gilbert L Sena Charter High School	5.3%	6.5%	6%	3%	-3%	23.3%	28.3%	31%	23%	-8%	31.8%	24.3%	28%	21%	-7%
22 GREAT Academy	19.3%	18.3%	13%	7%	-6%	22.0%	26.4%	27%	11%	-16%	31.8%	26.2%	31%	24%	-7%
23 Health Leadership High School	<2%	1.6%	<2%	<2%		<2%	8.9%	5%	8%	+3%		8.9%	<5%	7%	
24 Horizon Academy West	22.5%	27.2%	25%	28%	+3%	39.0%	48.7%	44%	56%	+12%	30.0%	29.6%	33%	39%	+6%
25 International School at Mesa Del Sol	22.2%	22.5%	15%	9%	-6%	25.6%	41.2%	43%	41%	-2%	50.0%	38.0%	53%	41%	-12%
26 J Paul Taylor Academy	31.5%	31.2%	31%	28%	-3%	45.5%	53.7%	58%	56%	-2%	67.6%	70.7%	85%	78%	-7%
27 La Academia Dolores Huerta	9.6%	7.4%	3%	2%	-1%	22.4%	17.8%	8%	8%	0%	50.9%	32.1%	28%	27%	-1%
28 La Promesa Early Learning	7.8%	10.2%	9%	17%	+8%	32.4%	32.5%	35%	38%	+3%	8.2%	17.9%	17%	21%	+4%
29 La Resolana Leadership	2.7%	6.1%	<5%	7%		6.7%	33.3%	18%	23%	+5%	19.0%	45.8%	25%	40%	+15%
30 La Tierra Montessori School	11.9%	29.2%	22%	20%	-2%	32.1%	49.1%	52%	55%	+3%	35.0%	48.4%	53%	26%	-27%
31 Las Montañas Charter	<2%	2.1%	<2%	<2%		2.7%	2.2%	3%	14%	+11%	10.5%	8.8%	<10%	8%	
32 MASTERS Program	26.2%	15.2%	16%	16%	0%	69.4%	61.5%	58%	55%	-3%	61.9%	60.0%	47%	49%	+2%
33 McCurdy Charter School	5.2%	8.8%	5%	8%	+3%	19.3%	29.7%	27%	29%	+2%	30.6%	25.8%	22%	23%	+1%
34 Media Arts Collaborative Mission Achievement And	11.3%	17.4%	20%	20%	0%	30.1%	53.2%	48%	48%	0%	37.3%	59.6%	67%	68%	+1%
35 Success	25.4%	18.7%	29%	33%	+4%	28.5%	32.3%	40%	42%	+2%	34.4%	47.3%	35%	30%	-5%
36 Monte Del Sol Charter	6.8%	8.7%	5%	12%	+7%	27.1%	22.8%	29%	23%	-6%	47.0%	38.6%	40%	35%	-5%

State-Chartered Charter School Proficiency Rates

Charter School	Math				2017-2018 Change	Reading				2017-2018 Change	Science				2017-2018 Change
	FY15	FY16	FY17	FY18		FY15	FY16	FY17	FY18		FY15	FY16	FY17	FY18	
37 Montessori Elementary School	23.2%	32.8%	31%	33%	+2%	43.6%	33.8%	56%	53%	-3%	72.7%	61.5%	70%	77%	+7%
38 New America School - Albuquerque	<2%	0.7%	<2%	4%		<2%	4.0%	4%	8%	+4%	6.1%	16.5%	<10%	<5%	
39 New America School - Las Cruces	4.8%	2.9%	<2%	<2%		4.6%	9.5%	11%	15%	+4%	3.6%	16.0%	5%	10%	+5%
40 New Mexico Connections Academy	15.3%	13.1%	11%	10%	-1%	39.2%	22.7%	18%	20%	+2%	43.6%	49.1%	48%	37%	-11%
41 New Mexico International School	48.7%	40.5%	45%	52%	+7%	44.9%	38.0%	45%	48%	+3%	89.5%	75.9%	69%	86%	+17%
42 New Mexico School for the Arts	28.6%	40.3%	41%	35%	-6%	80.3%	87.5%	79%	76%	-3%	65.3%	83.7%	75%	76%	+1%
43 North Valley Academy	9.6%	14.9%	22%	24%	+2%	31.3%	36.6%	38%	35%	-3%	58.7%	42.2%	50%	50%	0%
44 Red River Valley Charter School	21.3%	20.0%	16%	15%	-1%	50.7%	39.5%	35%	27%	-8%	64.7%	75.0%	67%	24%	-43%
45 Roots & Wings Community School	28.6%	17.9%	38%	24%	-14%	42.9%	24.1%	62%	48%	-14%		41.7%	60%	42%	-18%
46 Sandoval Academy of Bilingual Education		27.3%	36%	30%	-6%		36.4%	67%	54%	-13%			40%	43%	+3%
47 School of Dreams Academy	8.6%	12.6%	15%	15%	0%	25.5%	27.6%	42%	42%	0%	35.7%	41.5%	41%	41%	0%
48 Six Directions Indigenous School			17%	9%	-8%			21%	15%	-6%			42%	33%	-9%
49 South Valley Prep	7.7%	9.3%	14%	16%	+2%	16.8%	19.9%	24%	34%	+10%	34.6%	23.1%	14%	38%	+24%
50 Southwest Aeronautics, Mathematics, and Science	22.9%	20.6%	25%	23%	-2%	44.4%	36.4%	39%	32%	-7%	66.3%	69.7%	71%	68%	-3%
51 Southwest Primary Learning Center	48.1%	45.1%	42%	36%	-6%	43.3%	39.2%	39%	30%	-9%	91.7%	79.2%	52%	57%	+5%
52 Southwest Secondary Learning Center	40.4%	25.4%	27%	25%	-2%	69.5%	54.6%	52%	45%	-7%	83.6%	67.1%	71%	47%	-24%
53 Student Athlete Headquarters Academy				10%					20%					39%	
54 Taos Academy	33.9%	40.3%	36%	36%	0%	45.5%	47.2%	57%	59%	+2%	71.2%	63.6%	63%	78%	+15%
55 Taos Integrated School of Arts	19.0%	16.8%	20%	23%	+3%	34.6%	36.5%	35%	49%	+14%	42.9%	40.6%	53%	55%	+2%
56 Taos International School	7.1%	5.7%	<5%	6%		<2%	11.4%	10%	21%	+11%		18.8%	<20%	<10%	
57 Technology Leadership		3.2%	<5%	<2%			4.8%	<5%	5%					15%	
58 Tierra Adentro	11.9%	14.5%	9%	10%	+1%	19.4%	26.6%	27%	29%	+2%	33.3%	42.5%	45%	45%	0%
59 Tierra Encantada Charter School	4.0%	1.9%	3%	3%	0%	17.4%	14.1%	9%	12%	+3%	31.1%	36.8%	23%	24%	+1%
60 Turquoise Trail Charter School	26.4%	29.4%	32%	37%	+5%	46.9%	48.3%	53%	54%	+1%	41.5%	50.0%	49%	60%	+11%
61 Walatowa Charter High	4.9%	6.1%	15%	<10%		19.5%	12.5%	17%	13%	-4%	6.3%	11.1%	<20%	<20%	
62 William W. & Josephine Dorn Charter	<2%	9.5%	<20%	<10%		32.4%	20.5%	36%	16%	-20%	16.7%		<20%		
63 STATEWIDE	17.6%	20.2%	20%	21%	+1%	33.3%	37.0%	37%	39%	+2%	39.8%	42.5%	40%	42%	+2%

Source: PED and LESC Files

Note: School district proficiency rates include locally chartered charter school proficiency rates. Boxes in black show a school not yet open. Boxes in blue show a school was a locally chartered charter school in this year.

¹ Proficiency rate was not reported.

² Change in percent proficient cannot be calculated.

Proficiency Rate Summary

School District and Charter School Proficiency Rates

Highest Proficiency Rates (2018)

Reading		Percent Proficient
Rank	School District or Charter School	
1	ABQ Institute of Math & Sci.	87%
2	New Mexico School for the Arts	76%
3	Des Moines Municipal Schools	71%
4	Cottonwood Classical Prep	70%
5	Cloudcroft Municipal Schools	70%
6	Estancia Valley Classical Acad.	69%
7	Corona Municipal Schools	66%
8	Roy Municipal Schools	65%
9	Los Alamos Public Schools	63%
10	Explore Academy	63%

Source: PED and LESC Files

Math		Percent Proficient
Rank	School District or Charter School	
1	ABQ Institute of Math & Sci.	82%
2	Roy Municipal Schools	63%
3	Des Moines Municipal Schools	56%
4	Los Alamos Public Schools	49%
5	Explore Academy	47%
6	ABQ School of Excellence	45%
7	Cottonwood Classical Prep	42%
8	Corona Municipal Schools	42%
9	Estancia Valley Classical Acad.	41%
10	ASK Academy	39%

Source: PED and LESC Files

Science		Percent Proficient
Rank	School District or Charter School	
1	ABQ Institute of Math & Sci.	95%
2	Grady Municipal Schools	83%
3	ASK Academy	82%
4	Los Alamos Public Schools	81%
5	Taos Academy	78%
6	J Paul Taylor Academy	78%
7	Montessori Elementary School	77%
8	New Mexico School for the Arts	76%
9	Cottonwood Classical Prep	75%
10	Explore Academy	73%

Source: PED and LESC Files

Lowest Proficiency Rates (2018)

Reading		Percent Proficient
Rank	School District or Charter School	
1	ACE Leadership High School	2%
2	Cesar Chavez Community School	5%
3	Technology Leadership	5%
4	Cariños Charter School	5%
5	Health Leadership High School	8%
6	La Academia Dolores Huerta	8%
7	New America School - ABQ	8%
8	Academy of Trades and Technology	10%
9	GREAT Academy	11%
10	Tierra Encantada Charter School	12%

Source: PED and LESC Files

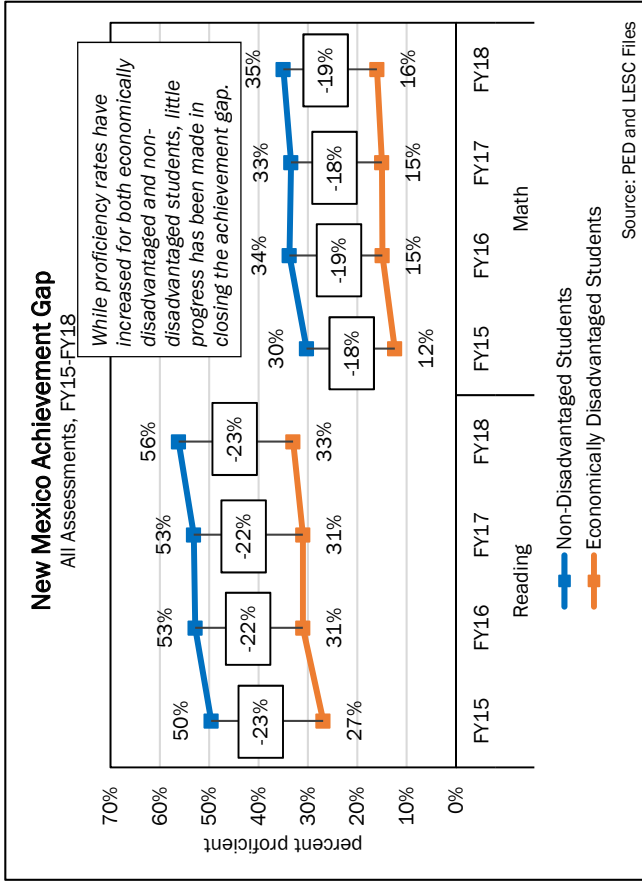
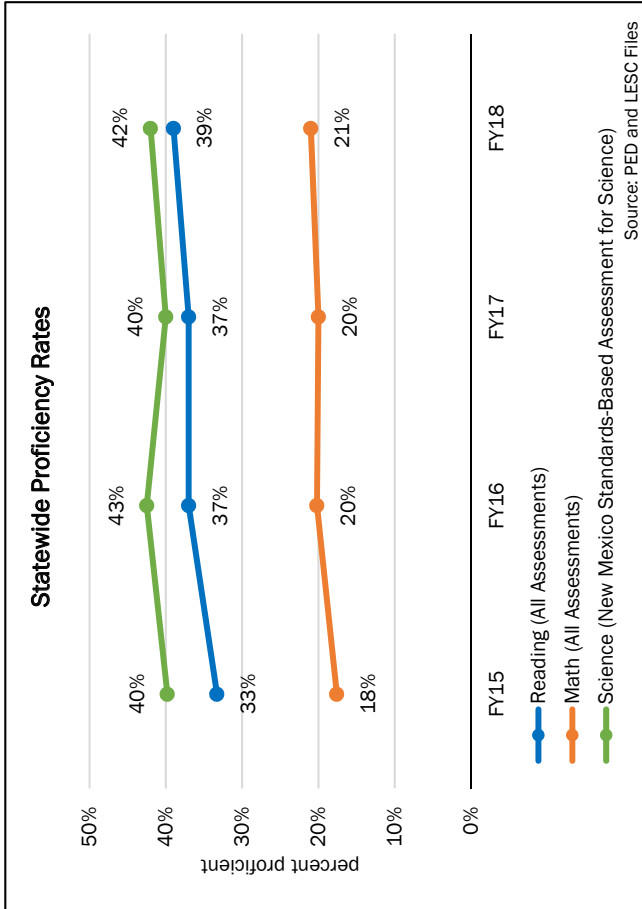
Math		Percent Proficient
Rank	School District or Charter School	
1	Cesar Chavez Community School	2%
2	ACE Leadership High School	2%
3	New America School - Las Cruces	2%
4	Health Leadership High School	2%
5	La Academia Dolores Huerta	2%
6	Technology Leadership	2%
7	Las Montañas Charter	2%
8	Dulce Independent Schools	3%
9	Mesa Vista Consolidated Schools	3%
10	Gilbert L Sena Charter HS	3%

Source: PED and LESC Files

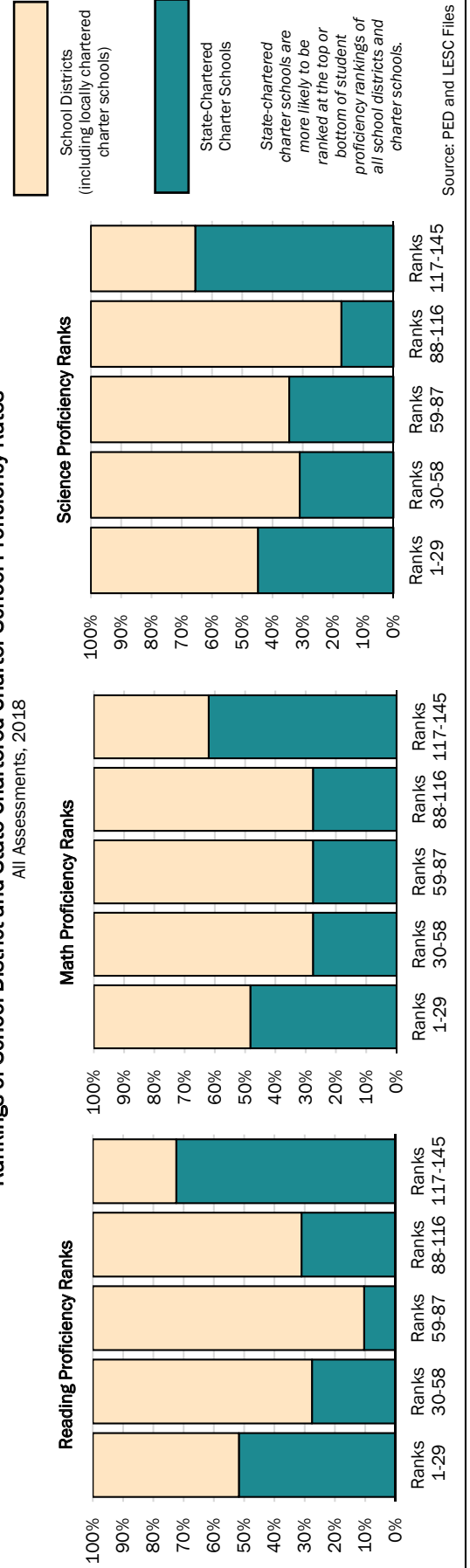
Science		Percent Proficient
Rank	School District or Charter School	
1	ACE Leadership High School	5%
2	New America School - ABQ	5%
3	Health Leadership High School	7%
4	Cesar Chavez Community School	8%
5	Las Montañas Charter	8%
6	Academy of Trades and Technology	10%
7	New America School - Las Cruces	10%
8	Taos International School	10%
9	Jemez Valley Public Schools	12%
10	Dulce Independent Schools	13%

Source: PED and LESC Files

School District and Charter School Proficiency Rates



Rankings of School District and State-Chartered Charter School Proficiency Rates



School Grades Summary

School Grades History

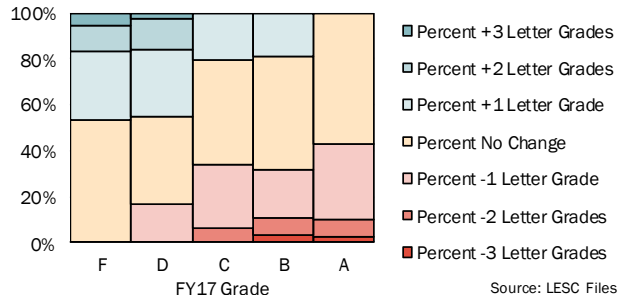
Number of Schools by School Grade

	2012	2013	2014	2015	2016	2017	2018	Change 2017 to 2018
A	40	83	88	134	120	123	117	-6
B	203	226	245	170	208	201	213	12
C	275	227	189	222	207	207	209	2
D	249	219	227	191	204	183	182	-1
F	64	82	93	131	110	133	122	-11
Total	831	837	842	848	849	847	843	-4

Source: PED

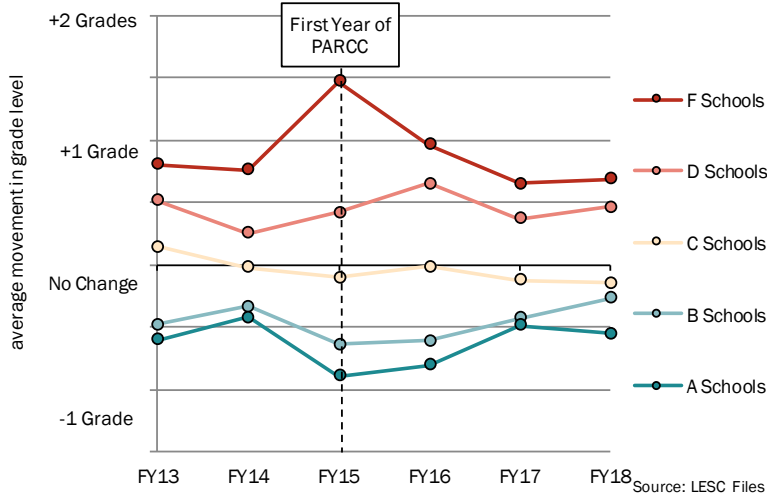
Percent of Schools Increasing and Decreasing School Grades from FY17 to FY18

Change from FY17 to FY18	F	D	C	B	A
Percent +3 Letter Grades	5%	3%			
Percent +2 Letter Grades	12%	19%			
Percent +1 Letter Grade	30%	40%	32%	28%	
Percent No Change	53%	53%	69%	75%	54%
Percent -1 Letter Grade		23%	43%	32%	31%
Percent -2 Letter Grades			9%	12%	7%
Percent -3 Letter Grades				5%	2%



Source: LESC Files

Average Annual Movement in School Grade by Grade Level



Source: LESC Files

When the PARCC exam was implemented in the 2014-2015 school year, school grades showed large fluctuations; schools with an "F" grade were more likely to experience a larger increase in letter grade on average, and schools with an "A" grade were more likely to decrease.

From 2015 to 2017, school grades became more stable, with schools displaying less mobility between grades.

However, schools with a letter grade of F in 2017 were slightly more likely to increase their grade in 2018.

Schools with a letter grade of A in 2017 were more likely to decrease in grade level in 2018.

School Grades and ESSA Support Status

School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric
Traditional Public Schools										
1	Alamogordo Public Schools	Academy Del Sol Alt.	D	B	B	F	D	D	CSI	Graduation Rate
2	Alamogordo Public Schools	Alamogordo High	C	A	A	D	C	C	F	
3	Alamogordo Public Schools	Buena Vista Elementary	C	B	B	B	B	D	D	
4	Alamogordo Public Schools	Chaparral Middle	B	B	B	C	B	B	C	
5	Alamogordo Public Schools	Desert Star Elementary	F	F	D	C	C	C	C	
6	Alamogordo Public Schools	Heights Elementary	F	D	B	C	B	B	C	
7	Alamogordo Public Schools	High Rolls Mountain Elementary	B	B	B	A	B	A	A	
8	Alamogordo Public Schools	Holloman Elementary	B	B	C	A	B	A	A	
9	Alamogordo Public Schools	Holloman Middle	A	A	B	A	A	A	B	
10	Alamogordo Public Schools	La Luz Elementary	D	D	B	C	C	C	D	
11	Alamogordo Public Schools	Mountain View Middle	B	B	C	B	C	B	C	
12	Alamogordo Public Schools	North Elementary	C	D	C	C	B	C	C	
13	Alamogordo Public Schools	Oregon Elementary	D	D	C	C	D	C	F	
14	Alamogordo Public Schools	Sierra Elementary	C	C	C	B	C	B	C	
15	Alamogordo Public Schools	Yucca Elementary	D	C	B	B	B	B	B	
16	Albuquerque Public Schools	A. Montoya Elementary	D	D	B	C	B	B	B	
17	Albuquerque Public Schools	Adobe Acres Elementary	F	D	D	D	D	F	D	TSI
18	Albuquerque Public Schools	Alameda Elementary	B	C	B	F	C	D	D	
19	Albuquerque Public Schools	Alamosa Elementary	D	D	F	D	D	D	D	TSI
20	Albuquerque Public Schools	Albuquerque High	C	A	B	C	C	D	C	
21	Albuquerque Public Schools	Alvarado Elementary	D	C	B	C	B	D	B	
22	Albuquerque Public Schools	Apache Elementary	D	D	D	B	D	F	F	TSI
23	Albuquerque Public Schools	Armijo Elementary	D	D	F	C	D	F	D	TSI
24	Albuquerque Public Schools	Arroyo Del Oso Elementary	C	B	A	B	C	C	B	
25	Albuquerque Public Schools	Atrisco Elementary	F	D	F	D	F	F	F	TSI
26	Albuquerque Public Schools	Atrisco Heritage Academy HS	D	B	C	C	C	C	C	
27	Albuquerque Public Schools	Bandelier Elementary	B	B	B	C	D	F	B	TSI
28	Albuquerque Public Schools	Barcelona Elementary	C	D	F	D	D	D	D	TSI
29	Albuquerque Public Schools	Bel-Air Elementary	D	D	D	F	C	F	D	TSI
30	Albuquerque Public Schools	Bellehaven Elementary	D	D	C	C	F	D	F	
31	Albuquerque Public Schools	Carlos Rey Elementary	F	F	D	C	D	C	D	
32	Albuquerque Public Schools	Chamiza Elementary	D	C	B	C	C	D	D	
33	Albuquerque Public Schools	Chaparral Elementary	C	B	C	B	D	D	D	
34	Albuquerque Public Schools	Chelwood Elementary	D	D	D	D	F	D	D	TSI
35	Albuquerque Public Schools	Cibola High	B	B	A	B	B	B	B	
36	Albuquerque Public Schools	Cleveland Middle	C	B	C	B	B	B	B	
37	Albuquerque Public Schools	Cochiti Elementary	D	C	D	C	F	F	C	TSI
38	Albuquerque Public Schools	College And Career High School			A	A	A	A	A	
39	Albuquerque Public Schools	Collet Park Elementary	C	C	B	C	C	C	D	
40	Albuquerque Public Schools	Comanche Elementary	D	C	C	B	D	C	C	
41	Albuquerque Public Schools	Coronado Elementary	C	C	A	A	C	B	A	
42	Albuquerque Public Schools	Corrales Elementary	C	C	B	F	D	B	B	
43	Albuquerque Public Schools	Coyote Willow Family School							A	
44	Albuquerque Public Schools	Del Norte High	C	B	B	C	F	C	D	CSI
45	Albuquerque Public Schools	Dennis Chavez Elementary	B	B	B	A	B	B	A	
46	Albuquerque Public Schools	Desert Ridge Middle	B	B	B	A	A	B	A	
47	Albuquerque Public Schools	Desert Willow Family School	A	B	A	A	A	A	A	
48	Albuquerque Public Schools	Dolores Gonzales Elementary	B	C	B	D	B	D	B	TSI
49	Albuquerque Public Schools	Double Eagle Elementary	B	B	B	A	A	A	A	
50	Albuquerque Public Schools	Douglas Macarthur Elementary	B	C	C	D	C	D	C	TSI
51	Albuquerque Public Schools	Duranes Elementary	C	D	D	D	C	F	C	TSI

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
52	Albuquerque Public Schools	Early College Academy	A	A	A	A	A	A	A			52
53	Albuquerque Public Schools	East San Jose Elementary	C	C	D	C	F	D	D			53
54	Albuquerque Public Schools	Ecademy Virtual High School			C	D	F	F	F			54
55	Albuquerque Public Schools	Edmund G Ross Elementary	D	C	F	C	D	B	C			55
56	Albuquerque Public Schools	Edward Gonzales Elementary	C	D	D	D	F	F	F			56
57	Albuquerque Public Schools	Eisenhower Middle	B	B	B	B	B	B	A			57
58	Albuquerque Public Schools	Eldorado High	B	A	A	A	C	B	B			58
59	Albuquerque Public Schools	Emerson Elementary	F	C	C	D	D	F	D	TSI		59
60	Albuquerque Public Schools	Ernie Pyle Middle	B	D	D	F	D	F	F	TSI		60
61	Albuquerque Public Schools	Eugene Field Elementary	D	D	D	F	F	F	B	TSI		61
62	Albuquerque Public Schools	Freedom High	C	B	B	C	C	B	B	CSI	Graduation Rate	62
63	Albuquerque Public Schools	Garfield Middle	D	C	D	F	D	D	F			63
64	Albuquerque Public Schools	George I Sanchez					C	F	F			64
65	Albuquerque Public Schools	Georgia O'Keeffe Elementary	B	B	B	A	A	A	A			65
66	Albuquerque Public Schools	Gov Bent Elementary	C	D	F	D	D	F	F	TSI		66
67	Albuquerque Public Schools	Grant Middle	C	C	D	F	F	C	C			67
68	Albuquerque Public Schools	Griegos Elementary	B	B	B	B	B	B	B			68
69	Albuquerque Public Schools	Harrison Middle	D	F	D	F	D	F	C	TSI		69
70	Albuquerque Public Schools	Hawthorne Elementary	F	F	F	F	F	F	C	MRI		70
71	Albuquerque Public Schools	Hayes Middle	C	D	D	F	F	F	D	CSI	Bottom 5 percent	71
72	Albuquerque Public Schools	Helen Cordero Primary	C	D	D	B	D	A	D			72
73	Albuquerque Public Schools	Highland High	D	B	C	D	D	F	F	CSI	Graduation Rate	73
74	Albuquerque Public Schools	Hodgin Elementary	D	D	D	C	D	F	D	TSI		74
75	Albuquerque Public Schools	Hoover Middle	B	C	C	C	F	C	B			75
76	Albuquerque Public Schools	Hubert H Humphrey Elementary	C	B	B	A	A	A	A			76
77	Albuquerque Public Schools	Inez Elementary	D	C	B	C	B	C	C			77
78	Albuquerque Public Schools	Jackson Middle	B	B	C	A	A	C	C			78
79	Albuquerque Public Schools	James Monroe Middle	B	B	B	C	B	C	D			79
80	Albuquerque Public Schools	Janet Kahn School of Int. Arts	F	F	D	F	F	F	F	CSI	Bottom 5 percent	80
81	Albuquerque Public Schools	Jefferson Middle	B	C	B	F	F	F	D	TSI		81
82	Albuquerque Public Schools	Jimmy Carter Middle	D	D	D	D	F	F	F	TSI		82
83	Albuquerque Public Schools	John Adams Middle	D	C	C	B	D	F	F	TSI		83
84	Albuquerque Public Schools	John Baker Elementary	B	B	B	B	B	B	B			84
85	Albuquerque Public Schools	Kennedy Middle	D	D	D	D	F	F	F	TSI		85
86	Albuquerque Public Schools	Kirtland Elementary	D	C	D	D	D	F	F			86
87	Albuquerque Public Schools	Kit Carson Elementary	D	D	D	C	D	C	D			87
88	Albuquerque Public Schools	L.B. Johnson Middle	B	B	C	B	D	C	C			88
89	Albuquerque Public Schools	La Cueva High	A	A	A	A	A	A	A			89
90	Albuquerque Public Schools	La Luz Elementary	D	F	D	D	F	F	F	CSI	Bottom 5 percent	90
91	Albuquerque Public Schools	La Mesa Elementary	F	F	D	D	D	F	D	TSI		91
92	Albuquerque Public Schools	Lavaland Elementary	F	D	D	F	F	F	D	TSI		92
93	Albuquerque Public Schools	Lew Wallace Elementary	D	D	D	D	F	F	D			93
94	Albuquerque Public Schools	Longfellow Elementary	D	D	C	D	D	C	B			94
95	Albuquerque Public Schools	Los Padillas Elementary	D	F	F	F	F	F	C	MRI		95
96	Albuquerque Public Schools	Los Ranchos Elementary	F	D	D	D	F	F	D	TSI		96
97	Albuquerque Public Schools	Lowell Elementary	F	F	F	D	D	C	F			97
98	Albuquerque Public Schools	Madison Middle	B	C	B	C	C	F	B			98
99	Albuquerque Public Schools	Manzano High	C	A	B	C	D	C	C	CSI	Graduation Rate	99
100	Albuquerque Public Schools	Manzano Mesa Elementary	C	C	B	B	B	B	B			100
101	Albuquerque Public Schools	Marie M Hughes Elementary	D	C	B	D	F	F	D			101
102	Albuquerque Public Schools	Mark Twain Elementary	C	C	D	D	C	D	F			102
103	Albuquerque Public Schools	Maryann Binford Elementary	F	D	D	F	F	F	F	CSI	Bottom 5 percent	103



School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
104	Albuquerque Public Schools	Matheson Park Elementary	B	C	C	C	C	D	D	TSI		104
105	Albuquerque Public Schools	McCollum Elementary	C	C	B	B	D	D	F			105
106	Albuquerque Public Schools	McKinley Middle	D	D	F	F	F	F	D	CSI	Bottom 5 percent	106
107	Albuquerque Public Schools	Mission Avenue Elementary	D	D	C	B	D	F	D	TSI		107
108	Albuquerque Public Schools	Mitchell Elementary	C	D	C	D	C	D	F			108
109	Albuquerque Public Schools	Monte Vista Elementary	C	C	B	C	C	D	B			109
110	Albuquerque Public Schools	Montezuma Elementary	F	F	D	F	F	F	F	TSI		110
111	Albuquerque Public Schools	Mountain View Elementary	D	F	D	F	D	D	B			111
112	Albuquerque Public Schools	Navajo Elementary	C	D	D	F	F	F	F	CSI	Bottom 5 percent	112
113	Albuquerque Public Schools	New Futures School	C	B	B	C	D	D	C	CSI	Graduation Rate	113
114	Albuquerque Public Schools	Nex Gen Academy	C	A	A	A	B	B	A			114
115	Albuquerque Public Schools	North Star Elementary	B	C	B	A	A	A	A			115
116	Albuquerque Public Schools	Ocate Elementary	D	C	A	A	B	A	B			116
117	Albuquerque Public Schools	Osuna Elementary	B	C	B	C	C	B	B			117
118	Albuquerque Public Schools	Painted Sky Elementary	C	C	C	C	D	D	D	TSI		118
119	Albuquerque Public Schools	Pajarito Elementary	F	D	D	D	D	F	D	TSI		119
120	Albuquerque Public Schools	Petroglyph Elementary	B	B	B	B	B	B	C			120
121	Albuquerque Public Schools	Polk Middle	D	C	D	D	C	F	F	TSI		121
122	Albuquerque Public Schools	Reginald Chavez Elementary	C	D	D	C	C	F	D			122
123	Albuquerque Public Schools	Rio Grande High	D	B	C	D	C	C	C	CSI	Graduation Rate	123
124	Albuquerque Public Schools	Roosevelt Middle	B	B	B	A	A	A	A			124
125	Albuquerque Public Schools	Rudolfo Anaya Elementary	D	D	D	F	F	D	C			125
126	Albuquerque Public Schools	S. Y. Jackson Elementary	B	C	B	A	A	A	A			126
127	Albuquerque Public Schools	San Antonito Elementary	B	B	B	B	C	B	C			127
128	Albuquerque Public Schools	Sandia Base Elementary	B	C	B	A	B	B	B			128
129	Albuquerque Public Schools	Sandia High	B	A	A	B	B	A	B			129
130	Albuquerque Public Schools	School on Wheels	D	C	C	D	F	D	D	CSI	Graduation Rate	130
131	Albuquerque Public Schools	Seven-Bar Elementary	B	B	B	B	C	D	C			131
132	Albuquerque Public Schools	Sierra Vista Elementary	C	C	C	B	C	C	C			132
133	Albuquerque Public Schools	Sombra Del Monte Elementary	D	C	D	C	D	C	B	TSI		133
134	Albuquerque Public Schools	Sunset View Elementary	C	C	B	B	D	B	A			134
135	Albuquerque Public Schools	Susie R. Marmon Elementary	C	F	D	F	D	F	F	TSI		135
136	Albuquerque Public Schools	Taft Middle	B	D	D	C	F	F	D	TSI		136
137	Albuquerque Public Schools	Taylor Middle	C	D	C	D	F	D	C			137
138	Albuquerque Public Schools	Tierra Antigua Elementary	B	B	C	B	C	B	B			138
139	Albuquerque Public Schools	Tomasita Elementary	D	F	F	B	D	B	B			139
140	Albuquerque Public Schools	Tony Hillerman Middle	B	B	B	B	C	C	B			140
141	Albuquerque Public Schools	Truman Middle	D	D	D	B	B	D	F			141
142	Albuquerque Public Schools	Valle Vista Elementary	C	C	D	A	D	F	D	TSI		142
143	Albuquerque Public Schools	Valley High	C	B	C	D	D	D	D	TSI		143
144	Albuquerque Public Schools	Van Buren Middle	C	C	D	D	F	F	D	CSI	Bottom 5 percent	144
145	Albuquerque Public Schools	Ventana Ranch Elementary	C	D	B	C	B	B	A			145
146	Albuquerque Public Schools	Volcano Vista High	B	A	A	B	B	B	B			146
147	Albuquerque Public Schools	Washington Middle	D	D	D	F	F	F	D	CSI	Bottom 5 percent	147
148	Albuquerque Public Schools	West Mesa High	C	B	C	C	D	C	C	CSI	Graduation Rate	148
149	Albuquerque Public Schools	Wherry Elementary	F	F	F	D	F	D	F			149
150	Albuquerque Public Schools	Whittier Elementary	F	F	F	F	F	F	F	MRI		150
151	Albuquerque Public Schools	Wilson Middle	D	C	D	D	F	F	F	CSI	Bottom 5 percent	151
152	Albuquerque Public Schools	Zia Elementary	C	B	B	C	D	F	F	TSI		152
153	Albuquerque Public Schools	Zuni Elementary	D	B	A	B	D	C	F			153
154	Animas Public Schools	Animas 7-12 School	A	A	A	A	A	A	B			154
155	Animas Public Schools	Animas Elementary	B	C	D	A	B	B	B			155

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	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
156	Animas Public Schools	Animas Middle	C	C	D	B	A	B	D			156
157	Artesia Public Schools	Artesia High	C	B	B	C	B	C	C			157
158	Artesia Public Schools	Artesia Park Junior High	B	C	D	B	C	C	B			158
159	Artesia Public Schools	Artesia Zia Intermediate	B	B	B	B	B	C	B	TSI		159
160	Artesia Public Schools	Central Elementary	B	D	C	C	C	A	C			160
161	Artesia Public Schools	Grand Heights Early Childhood	C	D	B	C	A	A	C			161
162	Artesia Public Schools	Hermosa Elementary	D	D	B	B	B	B	B			162
163	Artesia Public Schools	Peñasco Elementary	B	B	A	A	B	A	A			163
164	Artesia Public Schools	Roselawn Elementary	B	C	B	C	B	C	A			164
165	Artesia Public Schools	Yeso Elementary	C	D	B	B	B	A	B			165
166	Artesia Public Schools	Yucca Elementary	C	D	B	C	C	B	F			166
167	Aztec Municipal Schools	Aztec High	C	B	B	B	B	D	C			167
168	Aztec Municipal Schools	C.V. Koogler Middle	C	D	D	A	F	F	B	TSI		168
169	Aztec Municipal Schools	Lydia Rippey Elementary	D	C	B	D	B	B	B			169
170	Aztec Municipal Schools	McCoy Avenue Elementary	C	C	B	B	B	B	B			170
171	Aztec Municipal Schools	Park Avenue Elementary	C	D	D	C	B	C	D			171
172	Aztec Municipal Schools	Vista Nueva High	D	B	B	B	C	C	C	CSI	Graduation Rate	172
173	Belen Consolidated Schools	Belen High	C	B	C	D	D	C	D	CSI	Graduation Rate	173
174	Belen Consolidated Schools	Belen Infinity High	D	C	C	D	D	C	C	CSI	Graduation Rate	174
175	Belen Consolidated Schools	Belen Middle	B	C	D	F	F	D	F			175
176	Belen Consolidated Schools	Central Elementary	D	F	D	B	B	C	C			176
177	Belen Consolidated Schools	Dennis Chavez Elementary	D	C	D	C	C	C	C			177
178	Belen Consolidated Schools	Family School	A	B	B	B	B	B	A			178
179	Belen Consolidated Schools	Gil Sanchez Elementary	C	C	D	B	C	A	A			179
180	Belen Consolidated Schools	Jaramillo Elementary	C	D	D	B	B	D	D			180
181	Belen Consolidated Schools	La Merced Elementary	D	C	D	B	C	C	C			181
182	Belen Consolidated Schools	La Promesa Elementary	D	D	F	C	F	C	D			182
183	Belen Consolidated Schools	Rio Grande Elementary	D	D	F	B	B	C	D			183
184	Bernalillo Public Schools	Algodones Elementary	D	D	D	D	F	D	D			184
185	Bernalillo Public Schools	Bernalillo Elementary	D	D	C	D	D	C	D			185
186	Bernalillo Public Schools	Bernalillo High	D	B	C	C	D	C	D	CSI	Graduation Rate	186
187	Bernalillo Public Schools	Bernalillo Middle	D	F	D	D	D	F	F	TSI		187
188	Bernalillo Public Schools	Cochiti Elementary	D	F	C	B	B	B	D			188
189	Bernalillo Public Schools	Cochiti Middle	C	D	C	B	C	B	C			189
190	Bernalillo Public Schools	Placitas Elementary	C	B	B	A	A	A	A			190
191	Bernalillo Public Schools	Santo Domingo Elementary	F	F	D	F	D	F	D			191
192	Bernalillo Public Schools	Santo Domingo Middle	D	F	D	F	C	F	F			192
193	Bernalillo Public Schools	WD Carroll Elementary	D	D	C	C	D	B	D			193
194	Bloomfield Schools	Blanco Elementary	D	D	D	C	B	D	B			194
195	Bloomfield Schools	Bloomfield Early Childhood Cen.	C	D	D	C	A	B	A			195
196	Bloomfield Schools	Bloomfield High	C	B	B	D	C	C	C			196
197	Bloomfield Schools	Central Primary	C	D	D	F	D	F	C			197
198	Bloomfield Schools	Charlie Y. Brown Alt	D	C	C	D	F	F	C	CSI	Graduation Rate	198
199	Bloomfield Schools	Mesa Alta Jr High	C	D	D	F	F	D	D	CSI	Bottom 5 percent	199
200	Bloomfield Schools	Naaba Ani Elementary	B	C	D	C	D	D	D			200
201	Capitan Municipal Schools	Capitan Elementary	D	B	B	D	B	B	B			201
202	Capitan Municipal Schools	Capitan High	C	A	A	B	A	B	B			202
203	Capitan Municipal Schools	Capitan Middle	B	B	C	F	D	D	D	TSI		203
204	Carlsbad Municipal Schools	Carlsbad Early College High				C	B	A	A			204
205	Carlsbad Municipal Schools	Carlsbad High	C	A	C	C	D	C	C	TSI		205
206	Carlsbad Municipal Schools	Carlsbad Intermediate School	C	C	F	F	F	F	D	TSI		206
207	Carlsbad Municipal Schools	Carlsbad Sixth Grade Academy	D	F	F	F	D	C	C			207

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
208	Carlsbad Municipal Schools	Craft Elementary	C	C	D	C	D	B	C			208
209	Carlsbad Municipal Schools	Desert Willow Elementary						D	B			209
210	Carlsbad Municipal Schools	Ece Center	C	C	C	A	A	A	A			210
211	Carlsbad Municipal Schools	Joe Stanley Smith Elementary	C	C	B	C	B	B	B			211
212	Carlsbad Municipal Schools	Monterrey Elementary	B	B	C	B	B	B	C			212
213	Carlsbad Municipal Schools	Ocotillo Elementary						C	B			213
214	Carlsbad Municipal Schools	Sunset Elementary	C	D	C	C	C	C	C			214
215	Carrizozo Municipal Schools	Carrizozo Elementary	C	D	F	A	B	B	C			215
216	Carrizozo Municipal Schools	Carrizozo High	C	A	C	C	B	A	B			216
217	Carrizozo Municipal Schools	Carrizozo Middle	C	D	D	D	F	F	F			217
218	Central Consolidated Schools	Career Prep Alternative	D	C	D	D	D	D	D	CSI	Graduation Rate	218
219	Central Consolidated Schools	Central High	C	A	B	C	B	C	C			219
220	Central Consolidated Schools	Eva B. Stokely Elementary	D	C	C	D	B	B	B			220
221	Central Consolidated Schools	Judy Nelson Elementary					A	A	A			221
222	Central Consolidated Schools	Kirtland Elementary	B	B	D	C	B	B	B			222
223	Central Consolidated Schools	Kirtland Middle	B	C	B	D	C	D	C	TSI		223
224	Central Consolidated Schools	Mesa Elementary	F	F	F	D	D	D	B			224
225	Central Consolidated Schools	Naschitti Elementary	B	D	D	B	C	F	F			225
226	Central Consolidated Schools	Newcomb Elementary	B	C	A	C	B	C	B			226
227	Central Consolidated Schools	Newcomb High	D	B	C	D	D	D	C	TSI		227
228	Central Consolidated Schools	Newcomb Middle	D	F	D	F	F	F	F	CSI	Bottom 5 percent	228
229	Central Consolidated Schools	Nizhoni Elementary	F	B	D	D	F	F	B			229
230	Central Consolidated Schools	Ojo Amarillo Elementary	D	B	B	F	D	D	C			230
231	Central Consolidated Schools	Shiprock High	D	B	C	C	C	D	B			231
232	Central Consolidated Schools	Tse'Bit'Ai Middle	D	D	D	F	F	F	D	TSI		232
233	Chama Valley Independent Schools	Chama Elementary	C	D	D	F	D	C	D			233
234	Chama Valley Independent Schools	Chama Middle	B	C	B	C	B	C	C			234
235	Chama Valley Independent Schools	Escalante Middle/High School	B	B	B	C	C	D	C	TSI		235
236	Chama Valley Independent Schools	Tierra Amarilla Elementary	C	D	B	C	B	D	D			236
237	Cimarron Municipal Schools	Cimarron Elementary	A	B	C	A	A	A	B			237
238	Cimarron Municipal Schools	Cimarron High	C	A	A	C	C	C	C			238
239	Cimarron Municipal Schools	Cimarron Middle	D	B	B	F	F	C	F			239
240	Cimarron Municipal Schools	Eagle Nest Elementary	A	B	B	F	D	B	B			240
241	Cimarron Municipal Schools	Eagle Nest Middle	A	A	A	B	D	B	B			241
242	Clayton Municipal Schools	Alvis Elementary	B	B	B	B	B	B	B			242
243	Clayton Municipal Schools	Clayton High	B	B	B	C	B	B	B			243
244	Clayton Municipal Schools	Clayton Junior High	B	C	D	B	D	D	F			244
245	Clayton Municipal Schools	Kiser Elementary	B	C	C	F	C	A	A			245
246	Cloudcroft Municipal Schools	Cloudcroft Elementary	D	C	B	D	A	A	A			246
247	Cloudcroft Municipal Schools	Cloudcroft High	C	A	A	A	A	A	A			247
248	Cloudcroft Municipal Schools	Cloudcroft Middle	A	B	C	A	A	A	B			248
249	Clovis Municipal Schools	Arts Academy At Bella Vista	C	D	D	C	B	A	A			249
250	Clovis Municipal Schools	Barry Elementary	B	C	B	A	C	A	C			250
251	Clovis Municipal Schools	Cameo Elementary	B	C	D	F	D	D	D			251
252	Clovis Municipal Schools	Clovis High	C	B	B	D	C	B	B			252
253	Clovis Municipal Schools	Clovis HS Freshman Academy	C	B	C	B	C	B	A	CSI	Graduation Rate	253
254	Clovis Municipal Schools	Highland Elementary	D	C	D	B	D	F	D			254
255	Clovis Municipal Schools	James Bickley Elementary	D	D	D	C	B	C	C			255
256	Clovis Municipal Schools	La Casita Elementary	C	D	D	B	D	D	C			256
257	Clovis Municipal Schools	Lockwood Elementary	D	D	F	C	C	D	D			257
258	Clovis Municipal Schools	Marshall Middle	B	B	B	C	B	D	C			258
259	Clovis Municipal Schools	Mesa Elementary	B	B	B	A	A	A	A			259

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
260	Clovis Municipal Schools	Parkview Elementary	D	D	C	F	D	D	D			260
261	Clovis Municipal Schools	Sandia Elementary	B	B	B	A	D	A	B			261
262	Clovis Municipal Schools	W D Gattis Middle School			B	A	B	F	F	TSI		262
263	Clovis Municipal Schools	Yucca Middle	B	C	D	B	D	D	D			263
264	Clovis Municipal Schools	Zia Elementary	A	B	B	A	B	A	B			264
265	Cobre Consolidated Schools	Bayard Elementary	D	D	F	C	D	D	D			265
266	Cobre Consolidated Schools	Central Elementary	F	D	D	C	F	B	B			266
267	Cobre Consolidated Schools	Cobre High	B	A	A	D	C	C	C	TSI		267
268	Cobre Consolidated Schools	Hurley Elementary	B	D	D	D	D	C	C			268
269	Cobre Consolidated Schools	San Lorenzo Elementary	D	C	B	A	A	A	A			269
270	Cobre Consolidated Schools	Snell Middle	C	C	F	C	D	C	C			270
271	Corona Municipal Schools	Corona Elementary	B	D	B	A	A	B	A			271
272	Corona Municipal Schools	Corona High	C	A	A	B	A	A	B			272
273	Cuba Independent Schools	Cuba Elementary	F	D	D	F	C	D	F			273
274	Cuba Independent Schools	Cuba High	D	B	D	C	B	D	C	CSI	Graduation Rate	274
275	Cuba Independent Schools	Cuba Middle	D	D	D	F	C	D	D			275
276	Deming Public Schools	Bataan Elementary	D	F	D	F	C	B	B			276
277	Deming Public Schools	Bell Elementary	D	F	F	F	D	F	D	TSI		277
278	Deming Public Schools	Chaparral Elementary	D	D	C	B	C	D	D			278
279	Deming Public Schools	Columbus Elementary	F	F	B	B	C	B	C			279
280	Deming Public Schools	Deming High	D	B	B	D	D	D	C			280
281	Deming Public Schools	Deming Intermediate	D	C	F	D	F	D	D			281
282	Deming Public Schools	Memorial Elementary	C	D	D	D	F	D	D			282
283	Deming Public Schools	Mimbres Valley High							C			283
284	Deming Public Schools	Red Mountain Middle	B	C	B	D	D	D	D			284
285	Deming Public Schools	Ruben S. Torres Elementary	F	F	D	B	C	C	D			285
286	Des Moines Municipal Schools	Des Moines Elementary	B	B	A	B	B	A	B			286
287	Des Moines Municipal Schools	Des Moines High	A	A	A	A	B	B	A			287
288	Dexter Consolidated Schools	Dexter Elementary	D	C	B	B	D	B	C			288
289	Dexter Consolidated Schools	Dexter High	C	A	B	C	D	D	D	TSI		289
290	Dexter Consolidated Schools	Dexter Middle	C	C	C	F	F	D	C	TSI		290
291	Dora Consolidated Schools	Dora Elementary	A	A	B	A	A	A	A			291
292	Dora Consolidated Schools	Dora High	B	A	A	A	A	A	B			292
293	Dulce Independent Schools	Dulce Elementary	D	F	F	F	F	F	F	MRI		293
294	Dulce Independent Schools	Dulce Junior/Senior High School	D	B	C	B	D	D	D	TSI		294
295	Dulce Independent Schools	Dulce Middle	D	F	F				F			295
296	Elida Municipal Schools	Elida Elementary	B	C	A	C	B	B	B			296
297	Elida Municipal Schools	Elida High	A	A	A	B	C	A	B			297
298	Española Public Schools	Abiquiu Elementary	B	D	B	A	A	C	B			298
299	Española Public Schools	Alcalde Elementary	C	D	A	F	C	F	D	TSI		299
300	Española Public Schools	Carlos F. Vigil Middle	D	D	D	F	F	F	F	CSI	Bottom 5 percent	300
301	Española Public Schools	Chimayo Elementary	C	C	D	C	D	B	A			301
302	Española Public Schools	Dixon Elementary	C	B	B	C	B	C	B			302
303	Española Public Schools	Española Valley High	D	C	C	D	D	C	C	CSI	Graduation Rate	303
304	Española Public Schools	Eutimio Salazar Elementary	D	D	B	F	B	D	D			304
305	Española Public Schools	Hernandez Elementary	D	F	B	C	F	F	D			305
306	Española Public Schools	James Rodriguez Elementary	B	B	B	D	B	C	D			306
307	Española Public Schools	Los Ninos Elementary	C	C	C	C	A	A	B			307
308	Española Public Schools	San Juan Elementary	B	B	B	F	B	B	D			308
309	Española Public Schools	Tony Quintana Elementary	D	D	D	F	F	D	F	CSI	Bottom 5 percent	309
310	Española Public Schools	Velarde Elementary	D	C	D	D	D	F	D			310
311	Estancia Municipal Schools	Estancia High	C	A	A	B	C	C	C	TSI		311

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
312	Estancia Municipal Schools	Estancia Middle	B	C	D	B	A	A	C			312
313	Estancia Municipal Schools	Lower Elementary	D	C	D	C	A	B	B			313
314	Estancia Municipal Schools	Upper Elementary	D	D	F	C	D	C	B	TSI		314
315	Estancia Municipal Schools	Vanstone Elementary	D	D	F	A	B	B	B			315
316	Eunice Municipal Schools	Caton Middle	C	D	D	D	B	C	D			316
317	Eunice Municipal Schools	Eunice High	C	A	B	D	C	C	C			317
318	Eunice Municipal Schools	Mettie Jordan Elementary	F	D	F	D	C	D	F			318
319	Farmington Municipal Schools	Animas Elementary	D	D	D	A	B	A	C			319
320	Farmington Municipal Schools	Apache Elementary	D	D	F	A	D	C	D			320
321	Farmington Municipal Schools	Bluffview Elementary	C	C	F	B	C	B	B			321
322	Farmington Municipal Schools	Country Club Elementary	B	C	C	A	A	A	A			322
323	Farmington Municipal Schools	Esperanza Elementary	C	C	F	A	B	B	C			323
324	Farmington Municipal Schools	Farmington High	C	B	B	C	B	B	C			324
325	Farmington Municipal Schools	Heights Middle School	C	D	D	C	A	B	B			325
326	Farmington Municipal Schools	Hermosa Middle School	D	D	C	B	B	C	C			326
327	Farmington Municipal Schools	Ladera Del Norte Elementary	B	C	B	A	B	A	A			327
328	Farmington Municipal Schools	McCormick Elementary	C	C	F	A	B	B	B			328
329	Farmington Municipal Schools	McKinley Elementary	C	D	C	A	B	B	B			329
330	Farmington Municipal Schools	Mesa Verde Elementary	D	C	D	A	A	A	A			330
331	Farmington Municipal Schools	Mesa View Middle School	C	D	F	D	B	B	D			331
332	Farmington Municipal Schools	Northeast Elementary	F	C	B	A	A	A	B			332
333	Farmington Municipal Schools	Piedra Vista High	C	A	A	A	A	A	B			333
334	Farmington Municipal Schools	Rocinante High	C	B	B	B	C	C	C	CSI	Graduation Rate	334
335	Farmington Municipal Schools	San Juan College High School						A	A			335
336	Farmington Municipal Schools	Tibbetts Middle School	D	D	D	A	A	B	C			336
337	Floyd Municipal Schools	Floyd Elementary	C	B	C	B	A	C	B			337
338	Floyd Municipal Schools	Floyd High	B	A	B	C	C	B	B			338
339	Floyd Municipal Schools	Floyd Middle	B	D	D	D	B	D	D			339
340	Fort Sumner Municipal Schools	Fort Sumner Elementary	C	B	B	B	C	D	B			340
341	Fort Sumner Municipal Schools	Fort Sumner High	C	A	A	A	A	B	B			341
342	Fort Sumner Municipal Schools	Fort Sumner Middle	B	B	B	B	B	C	A			342
343	Gadsden Independent Schools	Alta Vista Early College HS				F	B	B	C			343
344	Gadsden Independent Schools	Anthony Elementary	A	B	A	C	A	B	A			344
345	Gadsden Independent Schools	Berino Elementary	D	C	B	D	B	B	B			345
346	Gadsden Independent Schools	Chaparral Elementary	F	B	A	C	C	C	C			346
347	Gadsden Independent Schools	Chaparral High	C	B	C	D	C	C	D			347
348	Gadsden Independent Schools	Chaparral Middle	B	C	B	F	C	C	C			348
349	Gadsden Independent Schools	Desert Trail Elementary	C	B	B	D	B	B	C			349
350	Gadsden Independent Schools	Desert View Elementary	D	B	A	F	A	A	A			350
351	Gadsden Independent Schools	Gadsden Elementary	B	B	B	B	A	B	B			351
352	Gadsden Independent Schools	Gadsden High	D	B	C	D	D	C	D			352
353	Gadsden Independent Schools	Gadsden Middle	B	C	B	D	B	B	B			353
354	Gadsden Independent Schools	La Union Elementary	B	C	C	B	B	D	B			354
355	Gadsden Independent Schools	Loma Linda Elementary	B	C	B	D	B	C	D			355
356	Gadsden Independent Schools	Mesquite Elementary	F	D	C	B	B	A	A			356
357	Gadsden Independent Schools	North Valley Elementary	B	C	C	A	C	B	A			357
358	Gadsden Independent Schools	Riverside Elementary	D	D	B	F	D	B	B			358
359	Gadsden Independent Schools	Santa Teresa Elementary	C	D	B	C	A	B	B			359
360	Gadsden Independent Schools	Santa Teresa High	C	A	B	C	C	C	C			360
361	Gadsden Independent Schools	Santa Teresa Middle	B	B	A	A	A	B	A			361
362	Gadsden Independent Schools	Sunland Park Elementary	D	D	A	B	B	D	C			362
363	Gadsden Independent Schools	Sunrise Elementary	D	D	B	D	C	D	D			363

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
364	Gadsden Independent Schools	Vado Elementary	D	D	C	D	B	C	F			364
365	Gadsden Independent Schools	Yucca Heights Elementary						B	C			365
366	Gallup-McKinley County Schools	Catherine A. Miller Elementary	F	D	F	F	D	F	D			366
367	Gallup-McKinley County Schools	Chee Dodge Elementary	D	F	F	C	C	C	C			367
368	Gallup-McKinley County Schools	Chief Manuelito Middle	D	D	D	B	B	C	C			368
369	Gallup-McKinley County Schools	Crownpoint Elementary	F	F	F	D	C	F	F	TSI		369
370	Gallup-McKinley County Schools	Crownpoint High	C	B	B	C	C	C	D	TSI		370
371	Gallup-McKinley County Schools	Crownpoint Middle	D	D	D	D	A	B	B			371
372	Gallup-McKinley County Schools	David Skeet Elementary	D	F	D	B	B	D	D			372
373	Gallup-McKinley County Schools	Del Norte Elementary							B			373
374	Gallup-McKinley County Schools	Gallup Central Alternative	D	C	C	C	C	C	D	CSI	Graduation Rate	374
375	Gallup-McKinley County Schools	Gallup High	D	B	C	C	C	C	C			375
376	Gallup-McKinley County Schools	Gallup Middle	C	C	D	C	B	B	B			376
377	Gallup-McKinley County Schools	Indian Hills Elementary	B	D	F	A	A	C	C			377
378	Gallup-McKinley County Schools	Jefferson Elementary	D	C	C	D	C	B	B			378
379	Gallup-McKinley County Schools	John F. Kennedy Middle	C	C	D	C	B	C	F			379
380	Gallup-McKinley County Schools	Lincoln Elementary	D	D	D	C	B	A	D			380
381	Gallup-McKinley County Schools	Miyamura High School	C	B	C	B	C	C	B	CSI	Graduation Rate	381
382	Gallup-McKinley County Schools	Navajo Elementary	F	F	D	D	D	D	F			382
383	Gallup-McKinley County Schools	Navajo Middle School	B	F	D	C	D	D	C			383
384	Gallup-McKinley County Schools	Navajo Pine High	D	B	C	C	C	C	C			384
385	Gallup-McKinley County Schools	Ramah Elementary	D	D	D	C	D	B	A			385
386	Gallup-McKinley County Schools	Ramah High	C	B	C	B	C	B	C			386
387	Gallup-McKinley County Schools	Red Rock Elementary	C	C	B	C	B	B	B			387
388	Gallup-McKinley County Schools	Rocky View Elementary	D	D	F	F	C	D	C			388
389	Gallup-McKinley County Schools	Roosevelt Elementary	B	D	F	D	D	D	C	TSI		389
390	Gallup-McKinley County Schools	Stagecoach Elementary	D	F	F	D	D	D	B	TSI		390
391	Gallup-McKinley County Schools	Thoreau Elementary	C	D	F	D	B	D	F			391
392	Gallup-McKinley County Schools	Thoreau High	C	B	C	D	C	D	D	TSI		392
393	Gallup-McKinley County Schools	Thoreau Middle	B	C	C	F	D	D	C	TSI		393
394	Gallup-McKinley County Schools	Tobe Turpen Elementary	D	C	D	C	C	C	C			394
395	Gallup-McKinley County Schools	Tohatchi Elementary	F	F	D	C	C	C	C			395
396	Gallup-McKinley County Schools	Tohatchi High	C	B	C	C	B	C	C			396
397	Gallup-McKinley County Schools	Tohatchi Middle	C	F	F	D	C	F	C	TSI		397
398	Gallup-McKinley County Schools	Tse'Yi'Gai High	C	C	C	C	B	A	B			398
399	Gallup-McKinley County Schools	Twin Lakes Elementary	F	F	F	C	C	F	D	TSI		399
400	Grady Municipal Schools	Grady Elementary	B	B	A	A	A	B	B			400
401	Grady Municipal Schools	Grady High	B	A	A	A	A	A	A			401
402	Grady Municipal Schools	Grady Middle School	B	B	B	B	B	C	D			402
403	Grants-Cibola County Schools	Bluewater Elementary	B	B	A	B	A	B	B			403
404	Grants-Cibola County Schools	Cubero Elementary	C	C	D	C	D	C	B			404
405	Grants-Cibola County Schools	Grants High	C	B	C	C	C	C	D	CSI	Graduation Rate	405
406	Grants-Cibola County Schools	Laguna-Acoma High	C	B	C	C	D	C	C	TSI		406
407	Grants-Cibola County Schools	Laguna-Acoma Middle	D	D	D	F	F	F	F	CSI	Bottom 5 percent	407
408	Grants-Cibola County Schools	Los Alamos Middle	C	C	C	F	D	F	F			408
409	Grants-Cibola County Schools	Mesa View Elementary	B	B	B	B	C	D	C			409
410	Grants-Cibola County Schools	Milan Elementary	C	D	F	C	C	C	B			410
411	Grants-Cibola County Schools	Mount Taylor Elementary	D	C	D	D	C	C	D			411
412	Grants-Cibola County Schools	San Rafael Elementary	C	F	F	D	C	C	B			412
413	Grants-Cibola County Schools	Seboyeta Elementary	B	B	B	C	D	C	C			413
414	Hagerman Municipal Schools	Hagerman Elementary	D	F	D	C	B	B	B			414
415	Hagerman Municipal Schools	Hagerman High	B	A	A	A	C	C	B			415

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
416	Hagerman Municipal Schools	Hagerman Middle	F	F	D	C	D	D	F	TSI		416
417	Hatch Valley Public Schools	Garfield Elementary	C	D	D	C	D	D	D			417
418	Hatch Valley Public Schools	Hatch Valley Elementary	D	F	D	C	B	A	A			418
419	Hatch Valley Public Schools	Hatch Valley High	C	B	C	D	D	D	D	TSI		419
420	Hatch Valley Public Schools	Hatch Valley Middle	B	B	D	A	A	B	B			420
421	Hatch Valley Public Schools	Rio Grande Elementary	D	F	D	B	D	D	D	TSI		421
422	Hobbs Municipal Schools	B.T. Washington Elementary	D	C	B	A	A	B	B			422
423	Hobbs Municipal Schools	Broadmoor Elementary	C	C	B	B	A	A	A			423
424	Hobbs Municipal Schools	College Lane Elementary	D	D	D	D	B	B	B			424
425	Hobbs Municipal Schools	Coronado Elementary	D	B	B	D	A	B	B			425
426	Hobbs Municipal Schools	Edison Elementary	D	C	B	C	B	B	C			426
427	Hobbs Municipal Schools	Heizer Middle School		D	D	F	F	D	D			427
428	Hobbs Municipal Schools	Highland Middle School	B	C	C	F	B	B	F			428
429	Hobbs Municipal Schools	Hobbs Freshman High	D	B	B	D	D	D	D	TSI		429
430	Hobbs Municipal Schools	Hobbs High	D	B	B	C	C	B	C			430
431	Hobbs Municipal Schools	Houston Middle School	D	C	B	C	B	B	B			431
432	Hobbs Municipal Schools	Jefferson Elementary	D	D	B	F	C	D	B			432
433	Hobbs Municipal Schools	Mills Elementary	C	D	F	F	B	B	A			433
434	Hobbs Municipal Schools	Murray Elementary					B	C	D			434
435	Hobbs Municipal Schools	Sanger Elementary	D	C	B	D	B	B	B			435
436	Hobbs Municipal Schools	Southern Heights Elementary	F	D	C	D	D	D	C	TSI		436
437	Hobbs Municipal Schools	Stone Elementary	C	C	B	D	B	B	C			437
438	Hobbs Municipal Schools	Taylor Elementary	D	D	B	C	B	D	B			438
439	Hobbs Municipal Schools	Will Rogers Elementary	D	C	C	F	B	C	C			439
440	Hondo Valley Public Schools	Hondo Elementary	F	F	C	D	B	C	C			440
441	Hondo Valley Public Schools	Hondo High	C	A	B	C	C	D	C			441
442	House Municipal Schools	House Elementary	B	C	B	C	B	D	A			442
443	House Municipal Schools	House High	C	B	B	C	C	B	C	CSI	Graduation Rate	443
444	House Municipal Schools	House Junior High	C	B	D	D	B	C	C			444
445	Jal Public Schools	Jal Elementary	D	F	F	A	C	B	D			445
446	Jal Public Schools	Jal High	C	B	C	A	D	C	C			446
447	Jal Public Schools	Jal Jr High	C	D	F	C	F	F	F			447
448	Jemez Mountain Public Schools	Coronado High	C	B	C	D	B	C	C			448
449	Jemez Mountain Public Schools	Coronado Middle	B	B	B	F	D	F	F	CSI	Bottom 5 percent	449
450	Jemez Mountain Public Schools	Gallina Elementary	F	D	F	A	D	B	D			450
451	Jemez Mountain Public Schools	Lybrook Elementary	D	F	F	D	C	F	F			451
452	Jemez Valley Public Schools	Jemez Valley Elementary	F	F	F	F	D	F	D			452
453	Jemez Valley Public Schools	Jemez Valley High	D	B	C	C	C	C	C			453
454	Jemez Valley Public Schools	Jemez Valley Middle	D	D	D	B	D	D	D			454
455	Lake Arthur Municipal Schools	Lake Arthur Elementary	C	D	D	D	C	D	C			455
456	Lake Arthur Municipal Schools	Lake Arthur High	C	B	C	C	C	D	C			456
457	Lake Arthur Municipal Schools	Lake Arthur Middle	C	D	D	D	D	F	F			457
458	Las Cruces Public Schools	Alameda Elementary	D	C	C	D	C	B	C			458
459	Las Cruces Public Schools	Arrowhead Park Early College HS	B	A	A	B	A	A	A			459
460	Las Cruces Public Schools	Arrowhead Park Medical Acad.				B	A	A	B			460
461	Las Cruces Public Schools	Booker T. Washington	D	D	F	C	C	D	C			461
462	Las Cruces Public Schools	Camino Real Middle	B	C	B	B	C	B	B			462
463	Las Cruces Public Schools	Centennial High School		B	A	C	A	A	B			463
464	Las Cruces Public Schools	Central Elementary	B	C	D	D	C	C	D			464
465	Las Cruces Public Schools	Cesar Chavez Elementary	B	C	D	A	B	C	A			465
466	Las Cruces Public Schools	Columbia Elementary	D	D	D	B	B	B	B			466
467	Las Cruces Public Schools	Conlee Elementary	C	C	C	B	D	D	F			467

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
468	Las Cruces Public Schools	Desert Hills Elementary	B	B	B	B	A	A	A			468
469	Las Cruces Public Schools	Doña Ana Elementary	C	B	B	C	A	C	C			469
470	Las Cruces Public Schools	East Picacho Elementary	C	D	C	C	C	C	C			470
471	Las Cruces Public Schools	Fairacres Elementary	C	C	C	F	D	B	C			471
472	Las Cruces Public Schools	Hermosa Hgts Elementary	D	C	D	A	D	D	D			472
473	Las Cruces Public Schools	Highland Elementary	A	B	B	C	A	B	B			473
474	Las Cruces Public Schools	Hillrise Elementary	C	C	A	D	B	C	C			474
475	Las Cruces Public Schools	Jornada Elementary	C	F	B	B	A	B	B			475
476	Las Cruces Public Schools	Las Cruces High	C	B	B	A	B	C	C			476
477	Las Cruces Public Schools	Loma Heights Elementary	D	D	B	C	B	C	B			477
478	Las Cruces Public Schools	Lynn Middle	B	B	D	F	F	F	D			478
479	Las Cruces Public Schools	MacArthur Elementary	D	D	C	F	D	F	C	TSI		479
480	Las Cruces Public Schools	Mayfield High	C	B	B	C	C	C	D			480
481	Las Cruces Public Schools	Mesa Middle	D	C	D	F	F	D	D			481
482	Las Cruces Public Schools	Mesilla Elementary	D	C	D	B	D	C	D			482
483	Las Cruces Public Schools	Mesilla Park Elementary	C	C	C	B	B	B	B			483
484	Las Cruces Public Schools	Mesilla Valley Alternative				B	F	F	F	TSI		484
485	Las Cruces Public Schools	Monte Vista Elementary	A	C	C	A	A	B	A			485
486	Las Cruces Public Schools	Onate High	C	B	B	C	C	B	C			486
487	Las Cruces Public Schools	Picacho Middle	B	C	D	F	C	C	C			487
488	Las Cruces Public Schools	Rio Grande Preparatory Institute	D	C	C	D	D	D	D	CSI	Graduation Rate	488
489	Las Cruces Public Schools	Sierra Middle	B	B	C	D	F	D	F			489
490	Las Cruces Public Schools	Sonoma Elementary	B	D	B	D	B	C	C			490
491	Las Cruces Public Schools	Sunrise Elementary	B	B	D	C	D	F	F	TSI		491
492	Las Cruces Public Schools	Tombaugh Elementary	C	C	B	F	C	D	D			492
493	Las Cruces Public Schools	University Hills Elementary	B	C	B	C	B	B	B			493
494	Las Cruces Public Schools	Valley View Elementary	D	C	C	F	C	F	F	TSI		494
495	Las Cruces Public Schools	Vista Middle	C	C	D	C	B	C	C			495
496	Las Cruces Public Schools	White Sands School	B	B	B	A	A	A	A			496
497	Las Cruces Public Schools	Zia Middle	C	C	C	D	C	D	D			497
498	Las Vegas City Public Schools	Los Ninos Elementary	C	D	D	F	F	D	D			498
499	Las Vegas City Public Schools	LVCS Early Childhood	D	C	D	F	B	A	B			499
500	Las Vegas City Public Schools	Memorial Middle	D	D	D	D	B	D	F			500
501	Las Vegas City Public Schools	Mike Sena Elementary	D	C	C	B	C	A	B			501
502	Las Vegas City Public Schools	Robertson High	D	B	B	B	B	C	C			502
503	Las Vegas City Public Schools	Sierra Vista Elementary	D	F	C	F	D	D	B			503
504	Logan Municipal Schools	Logan Elementary	B	B	C	A	A	A	A			504
505	Logan Municipal Schools	Logan High	C	A	A	B	B	C	B	CSI	Graduation Rate	505
506	Logan Municipal Schools	Logan Middle	B	B	B	D	D	B	B			506
507	Lordsburg Municipal Schools	Central Elementary	D	C	B	A	D	B	F			507
508	Lordsburg Municipal Schools	Dugan-Tarango Middle	C	D	D	F	F	D	F			508
509	Lordsburg Municipal Schools	Lordsburg High	C	B	C	C	C	C	C			509
510	Lordsburg Municipal Schools	R.V. Traylor Elementary	F	D	D	D	B	B	B			510
511	Los Alamos Public Schools	Aspen Elementary	B	A	B	B	A	A	C			511
512	Los Alamos Public Schools	Barranca Mesa Elementary	A	B	A	A	B	A	B			512
513	Los Alamos Public Schools	Chamisa Elementary	B	C	B	A	B	A	B			513
514	Los Alamos Public Schools	Los Alamos High	A	A	A	A	A	A	A			514
515	Los Alamos Public Schools	Los Alamos Middle	B	B	B	A	C	D	B			515
516	Los Alamos Public Schools	Mountain Elementary	A	C	A	A	B	A	A			516
517	Los Alamos Public Schools	Pinon Elementary	A	B	B	A	B	A	B			517
518	Los Alamos Public Schools	Topper Freshman Academy						B	A			518
519	Los Lunas Public Schools	Ann Parish Elementary	D	D	D	D	C	C	B			519

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
520	Los Lunas Public Schools	Bosque Farms Elementary	B	C	B	A	A	B	A			520
521	Los Lunas Public Schools	Century Alt High	D	C	C	D	D	C	C	CSI	Graduation Rate	521
522	Los Lunas Public Schools	Desert View Elementary	D	D	D	F	C	C	B			522
523	Los Lunas Public Schools	Katherine Gallegos Elementary	C	B	A	A	B	A	A			523
524	Los Lunas Public Schools	Los Lunas Elementary	C	D	C	D	D	F	B	TSI		524
525	Los Lunas Public Schools	Los Lunas Family School	C	C	C	B	A	A	B			525
526	Los Lunas Public Schools	Los Lunas High	D	B	C	D	C	C	C			526
527	Los Lunas Public Schools	Los Lunas Middle	B	D	D	F	B	C	F			527
528	Los Lunas Public Schools	Peralta Elementary	B	C	B	B	D	C	C	TSI		528
529	Los Lunas Public Schools	Raymond Gabaldon Elementary	D	D	C	D	A	D	C			529
530	Los Lunas Public Schools	Sundance Elementary	B	C	B	C	A	A	B			530
531	Los Lunas Public Schools	Tome Elementary	C	B	B	C	A	B	D			531
532	Los Lunas Public Schools	Valencia Elementary	B	D	B	D	A	B	D			532
533	Los Lunas Public Schools	Valencia High	C	B	B	C	C	C	D			533
534	Los Lunas Public Schools	Valencia Middle School	C	D	D	F	D	F	F	TSI		534
535	Loving Municipal Schools	Loving Elementary	D	F	F	B	B	B	B			535
536	Loving Municipal Schools	Loving High	B	A	B	C	C	B	B			536
537	Loving Municipal Schools	Loving Middle	D	D	D	F	D	B	F			537
538	Lovington Municipal Schools	Ben Alexander Elementary	C	F	D	B	F	B	A			538
539	Lovington Municipal Schools	Jefferson Elementary	C	F	F	F	F	C	B			539
540	Lovington Municipal Schools	Lea Elementary	C	D	C	F	D	A	A			540
541	Lovington Municipal Schools	Llano Elementary	C	C	C	A	A	A	B			541
542	Lovington Municipal Schools	Lovington 6th Grade Academy	B	B	B	B	A	B	B			542
543	Lovington Municipal Schools	Lovington Freshman Academy	D	A	B	D	C	C	D			543
544	Lovington Municipal Schools	Lovington High	C	A	B	C	C	C	D			544
545	Lovington Municipal Schools	New Hope Alt High	D	B	D	F	D	F	F	CSI	Graduation Rate	545
546	Lovington Municipal Schools	Taylor Middle	C	D	D	F	B	D	D			546
547	Lovington Municipal Schools	Yarbro Elementary	D	D	D	C	A	B	A			547
548	Magdalena Municipal Schools	Magdalena Elementary	C	F	F	C	D	F	F	TSI		548
549	Magdalena Municipal Schools	Magdalena High	C	B	C	C	C	C	C	TSI		549
550	Magdalena Municipal Schools	Magdalena Middle	C	F	D	F	F	D	C			550
551	Maxwell Municipal Schools	Maxwell Elementary	C	C	F	D	B	B	D			551
552	Maxwell Municipal Schools	Maxwell High	C	A	B	C	C	A	C			552
553	Maxwell Municipal Schools	Maxwell Middle	B	D	F	D	F	C	D			553
554	Melrose Public Schools	Melrose Elementary	B	B	A	D	C	B	A			554
555	Melrose Public Schools	Melrose High	C	A	A	B	A	B	B			555
556	Melrose Public Schools	Melrose Junior	A	B	B	D	A	A	A			556
557	Mesa Vista Consolidated Schools	El Rito Elementary	D	D	F	B	F	F	C			557
558	Mesa Vista Consolidated Schools	Mesa Vista High	D	C	C	C	B	B	B			558
559	Mesa Vista Consolidated Schools	Mesa Vista Middle	D	D	D	F	F	F	F	CSI	Bottom 5 percent	559
560	Mesa Vista Consolidated Schools	Ojo Caliente Elementary	D	D	C	D	D	C	B			560
561	Mora Independent Schools	Holman Elementary	C	D	D	D	B	B	C			561
562	Mora Independent Schools	Lazaro Larry Garcia	C	D	D	F	F	F	C	CSI	Bottom 5 percent	562
563	Mora Independent Schools	Mora Elementary	C	D	D	C	D	B	F			563
564	Mora Independent Schools	Mora High	C	A	A	B	C	C	C			564
565	Moriarty-Edgewood Schools	Edgewood Middle	A	B	B	B	B	B	B			565
566	Moriarty-Edgewood Schools	Moriarty Elementary	D	C	D	B	D	C	F			566
567	Moriarty-Edgewood Schools	Moriarty High	C	A	A	C	D	C	B			567
568	Moriarty-Edgewood Schools	Moriarty Middle	B	C	D	D	D	D	F			568
569	Moriarty-Edgewood Schools	Route 66 Elementary	B	B	C	C	D	C	B			569
570	Moriarty-Edgewood Schools	South Mountain Elementary	B	B	B	B	A	A	B			570
571	Mosquero Municipal Schools	Mosquero Elementary	D	C	D	C	C	C	C			571

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
572	Mosquero Municipal Schools	Mosquero High	B	B	B	A	C	A	B			572
573	Mountainair Public Schools	Mountainair Elementary	F	D	F	B	B	B	F			573
574	Mountainair Public Schools	Mountainair High	C	B	B	C	C	C	D			574
575	Mountainair Public Schools	Mountainair Jr High	D	D	D	D	D	C	D			575
576	Pecos Independent Schools	Pecos Elementary	B	C	C	F	C	D	D			576
577	Pecos Independent Schools	Pecos High	B	B	C	C	C	D	D	CSI	Graduation Rate	577
578	Pecos Independent Schools	Pecos Middle	C	C	C	D	C	D	C	TSI		578
579	Peñasco Independent Schools	Peñasco Elementary	D	D	C	C	F	D	D			579
580	Peñasco Independent Schools	Peñasco High	C	B	C	C	C	D	B			580
581	Peñasco Independent Schools	Peñasco Middle	C	D	F	D	B	B	A			581
582	Pojoaque Valley Public Schools	Pablo Roybal Elementary	C	B	B	D	B	D	B			582
583	Pojoaque Valley Public Schools	Pojoaque High	C	B	B	C	D	C	D			583
584	Pojoaque Valley Public Schools	Pojoaque Intermediate	C	F	C	D	C	F	F	TSI		584
585	Pojoaque Valley Public Schools	Pojoaque Middle	C	D	D	D	D	F	D	TSI		585
586	Pojoaque Valley Public Schools	Sixth Grade Academy	C	C	F	F	F	D	D	CSI	Bottom 5 percent	586
587	Portales Municipal Schools	Brown Early Childhood Center	C	C	C	A	A	B	B			587
588	Portales Municipal Schools	James Elementary	C	C	B	A	B	A	A			588
589	Portales Municipal Schools	Lindsey-Steiner Elementary	C	D	D	D	B	C	D			589
590	Portales Municipal Schools	Portales High	C	B	B	D	C	C	D	TSI		590
591	Portales Municipal Schools	Portales Jr High	C	D	D	D	D	B	C			591
592	Portales Municipal Schools	Valencia Elementary	C	C	B	B	B	B	C			592
593	Quemado Independent Schools	Datil Elementary	F	D	C	C	B	B	B			593
594	Quemado Independent Schools	Quemado Elementary	B	D	C	D	D	D	D			594
595	Quemado Independent Schools	Quemado High	B	B	B	B	A	A	C			595
596	Questa Independent Schools	Alta Vista Elementary	F	D	F	C	D	F	F			596
597	Questa Independent Schools	Alta Vista Intermediate	F	D	C	D	C	F	F	TSI		597
598	Questa Independent Schools	Questa High	B	B	B	C	C	B	B			598
599	Questa Independent Schools	Questa Jr High	D	C	F	F	F	F	F			599
600	Questa Independent Schools	Rio Costilla SW Learning Acad.	D	F	D	A	B	B	B			600
601	Raton Public Schools	Longfellow Elementary	C	B	C	B	B	A	B			601
602	Raton Public Schools	Raton High	C	B	B	C	C	C	C	TSI		602
603	Raton Public Schools	Raton Intermediate	B	B	D	D	F	D	F			603
604	Reserve Independent Schools	Reserve Elementary	B	D	F	A	B	C	D			604
605	Reserve Independent Schools	Reserve High	A	A	A	B	B	A	B			605
606	Rio Rancho Public Schools	Cielo Azul Elementary	C	C	C	A	C	B	C			606
607	Rio Rancho Public Schools	Colinas Del Norte Elementary	C	C	D	C	D	C	B			607
608	Rio Rancho Public Schools	Eagle Ridge Middle	C	C	D	C	C	B	B			608
609	Rio Rancho Public Schools	Enchanted Hills Elementary	B	C	B	A	B	B	A			609
610	Rio Rancho Public Schools	Ernest Stapleton Elementary	B	C	B	A	B	B	C			610
611	Rio Rancho Public Schools	Independence High School	C	B	B	C	C	C	D	CSI	Graduation Rate	611
612	Rio Rancho Public Schools	Lincoln Middle	B	B	B	B	C	B	B			612
613	Rio Rancho Public Schools	Maggie Cordova Elementary	B	D	C	B	C	C	D			613
614	Rio Rancho Public Schools	Martin King Jr Elementary	C	C	C	A	A	A	A			614
615	Rio Rancho Public Schools	Mountain View Middle	B	B	B	A	B	A	A			615
616	Rio Rancho Public Schools	Puesta Del Sol Elementary	C	B	B	B	B	C	C			616
617	Rio Rancho Public Schools	Rio Rancho Cyber Academy	B	A	A	A	A	A	A			617
618	Rio Rancho Public Schools	Rio Rancho Elementary	C	C	B	A	C	D	C			618
619	Rio Rancho Public Schools	Rio Rancho High	B	A	A	A	A	B	B			619
620	Rio Rancho Public Schools	Rio Rancho Middle School	B	B	B	B	A	A	A			620
621	Rio Rancho Public Schools	Sandia Vista Elementary	B	C	C	B	D	B	A			621
622	Rio Rancho Public Schools	V. Sue Cleveland High	B	A	A	A	A	A	B			622
623	Rio Rancho Public Schools	Vista Grande Elementary	C	B	B	B	B	B	B			623

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
624	Roswell Independent Schools	Berrendo Elementary	B	D	C	C	B	C	C			624
625	Roswell Independent Schools	Berrendo Middle	A	A	B	B	B	B	B			625
626	Roswell Independent Schools	Del Norte Elementary	B	B	B	D	B	A	B			626
627	Roswell Independent Schools	Early College High					C	C	C			627
628	Roswell Independent Schools	East Grand Plains Elementary	C	B	B	A	C	D	B			628
629	Roswell Independent Schools	El Capitan Elementary	D	D	C	C	C	B	A			629
630	Roswell Independent Schools	Goddard High	B	B	A	D	D	C	C			630
631	Roswell Independent Schools	Mesa Middle	C	C	D	D	F	C	D			631
632	Roswell Independent Schools	Military Hgts Elementary	B	D	B	C	B	B	A			632
633	Roswell Independent Schools	Missouri Ave Elementary	C	D	C	D	C	D	F			633
634	Roswell Independent Schools	Monterrey Elementary	D	F	D	D	C	B	D			634
635	Roswell Independent Schools	Mountain View Middle	C	C	D	C	C	D	B			635
636	Roswell Independent Schools	Nancy Lopez Elementary	D	D	D	C	D	F	D	TSI		636
637	Roswell Independent Schools	Pecos Elementary	C	C	C	D	C	D	B			637
638	Roswell Independent Schools	Roswell High	D	B	B	D	D	D	D			638
639	Roswell Independent Schools	Sierra Middle	D	C	C	D	F	D	F	TSI		639
640	Roswell Independent Schools	Sunset Elementary	F	D	C	F	F	B	D			640
641	Roswell Independent Schools	University High	D	C	D	F	F	D	D	CSI	Graduation Rate	641
642	Roswell Independent Schools	Valley View Elementary	D	B	A	B	B	B	B			642
643	Roswell Independent Schools	Washington Ave Elementary	D	D	D	D	C	B	C			643
644	Roy Municipal Schools	Roy Elementary	B	C	B	B	B	B	A			644
645	Roy Municipal Schools	Roy High	B	A	A	C	A	A	B			645
646	Ruidoso Municipal Schools	Nob Hill Early Childhood Center	F	B	C	B	A	A	D			646
647	Ruidoso Municipal Schools	Ruidoso High	C	A	B	C	B	C	C			647
648	Ruidoso Municipal Schools	Ruidoso Middle	C	D	D	C	C	D	C			648
649	Ruidoso Municipal Schools	Sierra Vista Primary	F	F	C	B	A	D	A			649
650	Ruidoso Municipal Schools	White Mountain Elementary	F	F	C	D	B	D	B			650
651	San Jon Municipal Schools	San Jon Elementary	C	C	F	B	A	A	B			651
652	San Jon Municipal Schools	San Jon High	C	B	C	C	B	C	B			652
653	San Jon Municipal Schools	San Jon Middle School	C	C	D	B	B	C	B			653
654	Santa Fe Public Schools	Academy at Larragoite	D	C	C	D	F	D	D	CSI	Graduation Rate	654
655	Santa Fe Public Schools	Acequia Madre Elementary	B	B	B	B	A	A	A			655
656	Santa Fe Public Schools	Amy Biehl Community School	B	C	B	C	D	B	D			656
657	Santa Fe Public Schools	Aspen Community Magnet School	D	F	D	D	D	D	D			657
658	Santa Fe Public Schools	Atalaya Elementary	B	B	B	A	B	B	B			658
659	Santa Fe Public Schools	Capital High	D	B	D	C	D	C	C			659
660	Santa Fe Public Schools	Carlos Gilbert Elementary	C	B	A	A	A	A	B			660
661	Santa Fe Public Schools	Cesar Chavez Elementary	D	F	D	B	F	D	F			661
662	Santa Fe Public Schools	Chaparral Elementary	B	D	D	F	D	B	B			662
663	Santa Fe Public Schools	E.J. Martinez Elementary	C	D	D	D	C	D	C			663
664	Santa Fe Public Schools	Early College Opp. School						F	F	CSI	Bottom 5 percent	664
665	Santa Fe Public Schools	Edward Ortiz Middle	D	D	D	F	F	F	F	CSI	Bottom 5 percent	665
666	Santa Fe Public Schools	El Camino Real Academy	C	D	D	D	D	F	F	TSI		666
667	Santa Fe Public Schools	El Dorado Community School	B	B	B	B	C	B	B			667
668	Santa Fe Public Schools	Francis X. Nava Elementary	C	D	D	B	D	C	D			668
669	Santa Fe Public Schools	Gonzales Elementary	C	D	D	C	B	C	D			669
670	Santa Fe Public Schools	Kearny Elementary	C	F	F	F	D	C	D			670
671	Santa Fe Public Schools	Mandela International Magnet				F	D	B	B			671
672	Santa Fe Public Schools	Milagro Middle							F			672
673	Santa Fe Public Schools	Nina Otero Community School				C	D	F	F	TSI		673
674	Santa Fe Public Schools	Pinon Elementary	B	B	B	B	A	A	A			674
675	Santa Fe Public Schools	R.M. Sweeney Elementary	C	F	D	B	C	B	C			675

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
676	Santa Fe Public Schools	Ramirez Thomas Elementary	C	C	D	D	C	D	F			676
677	Santa Fe Public Schools	Salazar Elementary	C	D	F	F	C	D	D	TSI		677
678	Santa Fe Public Schools	Santa Fe Engage				F	D	F	F			678
679	Santa Fe Public Schools	Santa Fe High	C	B	D	F	F	C	D	TSI		679
680	Santa Fe Public Schools	Tesuque Elementary	D	C	B	C	D	D	C			680
681	Santa Fe Public Schools	Wood-Gormley Elementary	A	A	A	A	A	A	A			681
682	Santa Rosa Consolidated Schools	Anton Chico Middle	B	C	C	F	D	B	B			682
683	Santa Rosa Consolidated Schools	Rita A. Marquez Elementary	D	D	B	C	C	C	D			683
684	Santa Rosa Consolidated Schools	Santa Rosa Elementary	D	D	D	F	D	D	D			684
685	Santa Rosa Consolidated Schools	Santa Rosa High	C	A	B	B	B	C	C	TSI		685
686	Santa Rosa Consolidated Schools	Santa Rosa Middle	B	C	C	D	B	C	D			686
687	Silver Consolidated Schools	Cliff Elementary	B	B	B	A	A	B	B			687
688	Silver Consolidated Schools	Cliff High	B	B	A	C	C	C	C			688
689	Silver Consolidated Schools	G.W. Stout Elementary	C	C	B	F	C	C	D			689
690	Silver Consolidated Schools	Harrison Schmitt Elementary	B	D	C	D	B	D	B			690
691	Silver Consolidated Schools	Jose Barrios Elementary	B	C	B	B	A	A	A			691
692	Silver Consolidated Schools	La Plata Middle	D	D	C	F	F	F	C	TSI		692
693	Silver Consolidated Schools	Opportunity High School	D	C	C	C	C	D	C	CSI	Graduation Rate	693
694	Silver Consolidated Schools	Silver High	D	A	A	D	D	C	C	TSI		694
695	Silver Consolidated Schools	Sixth Street Elementary	B	C	D	F	B	C	B			695
696	Socorro Consolidated Schools	Midway Elementary	B	D	F	D	B	C	B			696
697	Socorro Consolidated Schools	Parkview Elementary	F	D	F	D	F	C	D			697
698	Socorro Consolidated Schools	R. Sarracino Middle	D	D	F	F	F	F	F	CSI	Bottom 5 percent	698
699	Socorro Consolidated Schools	San Antonio Elementary	B	B	C	F	B	D	C			699
700	Socorro Consolidated Schools	Socorro High	B	B	C	D	D	D	D	CSI	Graduation Rate	700
701	Socorro Consolidated Schools	Zimmerly Elementary	D	F	D	F	F	F	F	CSI	Bottom 5 percent	701
702	Springer Municipal Schools	Forrester Elementary	D	C	D	B	C	B	B			702
703	Springer Municipal Schools	Springer High	C	A	B	C	B	B	A			703
704	Springer Municipal Schools	Wilferth Elementary	D	C	D	F	D	C	C			704
705	Taos Municipal Schools	Arroyo Del Norte Elementary	C	D	D	A	C	D	D			705
706	Taos Municipal Schools	Chrysalis Alternative	C	C	C	D	D	D	D			706
707	Taos Municipal Schools	Enos Garcia Elementary	D	F	D	C	F	D	F			707
708	Taos Municipal Schools	Ranchos De Taos Elementary	D	F	D	C	D	D	F			708
709	Taos Municipal Schools	Taos Cyber Magnet	D	C	A	A	C	C	B			709
710	Taos Municipal Schools	Taos High	C	B	B	A	C	C	C	TSI		710
711	Taos Municipal Schools	Taos Middle	C	D	D	F	C	D	D			711
712	Tatum Municipal Schools	Tatum Elementary	D	D	C	D	C	A	A			712
713	Tatum Municipal Schools	Tatum High	C	A	A	A	B	A	A			713
714	Tatum Municipal Schools	Tatum Jr High	A	B	B	B	B	B	B			714
715	Texico Municipal Schools	Texico Elementary	C	D	C	A	A	B	B			715
716	Texico Municipal Schools	Texico High	C	A	A	A	A	A	A			716
717	Texico Municipal Schools	Texico Middle	B	B	B	A	B	A	B			717
718	T or C Municipal Schools	Arrey Elementary	D	D	D	B	C	F	B	TSI		718
719	T or C Municipal Schools	Hot Springs High	C	A	C	D	D	D	C	TSI		719
720	T or C Municipal Schools	Sierra Elementary	D	D	C	C	D	C	B			720
721	T or C Municipal Schools	T or C Elementary	F	D	C	C	F	A	C			721
722	T or C Municipal Schools	T or C Middle	C	D	C	A	A	A	B			722
723	Tucumcari Public Schools	Tucumcari Elementary	C	C	C	D	B	B	C			723
724	Tucumcari Public Schools	Tucumcari High	C	A	B	D	C	C	C			724
725	Tucumcari Public Schools	Tucumcari Middle	B	B	B	D	B	C	B			725
726	Tularosa Municipal Schools	Tularosa Elementary	C	D	F	B	C	D	A			726
727	Tularosa Municipal Schools	Tularosa High	D	A	B	C	C	C	C			727

School Grades and ESSA Support Status

	School District	School	F/12	F/13	F/14	F/15	F/16	F/17	F/18	ESSA Support Designation ¹	CSI Identification Metric	
728	Tularosa Municipal Schools	Tularosa Inter	C	D	F	B	D	C	B			728
729	Tularosa Municipal Schools	Tularosa Middle	C	D	C	F	D	D	F			729
730	Vaughn Municipal Schools	Vaughn Elementary	C	D	F	F	C	F	D			730
731	Vaughn Municipal Schools	Vaughn High	C	B	C	D	B	C	C			731
732	Wagon Mound Public Schools	Wagon Mound Elementary	C	F	C	B	C	C	D			732
733	Wagon Mound Public Schools	Wagon Mound High	C	B	B	C	D	C	B			733
734	West Las Vegas Public Schools	Don Cecilio Mtz Elementary	D	C	B	D	D	C	F			734
735	West Las Vegas Public Schools	Luis E. Armijo Elementary	C	C	B	D	D	D	C			735
736	West Las Vegas Public Schools	Tony Serna Jr. Elementary	C	C	B	D	B	D	A			736
737	West Las Vegas Public Schools	Union Elementary	B	B	A	B	A	A	A			737
738	West Las Vegas Public Schools	Valley Elementary	D	D	F	F	D	C	F			738
739	West Las Vegas Public Schools	Valley Middle	C	D	F	B	F	D	C			739
740	West Las Vegas Public Schools	West Las Vegas Family Partner.	D	C	D	C	F	F	F			740
741	West Las Vegas Public Schools	West Las Vegas High	C	B	C	D	F	D	C	TSI		741
742	West Las Vegas Public Schools	West Las Vegas Middle	C	D	F	F	D	D	F	TSI		742
743	Zuni Public Schools	Shiwi Ts'ana Elementary						F	F	CSI	Bottom 5 percent	743
744	Zuni Public Schools	Twin Buttes High	D	B	C	C	C	F	D			744
745	Zuni Public Schools	Zuni High	D	B	C	B	C	C	D	CSI	Graduation Rate	745
746	Zuni Public Schools	Zuni Middle	F	F	F	D	F	F	F	CSI	Bottom 5 percent	746
Charter Schools												
747	Santa Fe Public Schools	Acad. for Tech. and the Classics	B	A	A	A	A	B	A			747
748	State Chartered Charter School	Academy of Trades and Tech.	F	C	D	F	F	F	F	CSI	Bottom 5 percent	748
749	State Chartered Charter School	ACE Leadership High School	D	B	D	F	F	F	F	CSI	Bottom 5 percent	749
750	Albuquerque Public Schools	Albuquerque Charter Academy	C	B	C	B	B	D	C	CSI	Graduation Rate	750
751	State Chartered Charter School	ABQ Institute of Math & Science	A	A	A	A	A	A	A			751
752	State Chartered Charter School	ABQ School of Excellence	B	C	A	C	A	B	A			752
753	State Chartered Charter School	ABQ Sign Language Academy	F			B	D	D	B			753
754	Albuquerque Public Schools	ABQ Talent Development Charter	D	C	C	D	D	D	C	CSI	Graduation Rate	754
755	State Chartered Charter School	Aldo Leopold Charter	B	A	B	B	C	B	C			755
756	Albuquerque Public Schools	Alice King Community School	A	C	A	B	D	B	C			756
757	State Chartered Charter School	Alma D'Arte Charter	C	B	B	C	D	C	D			757
758	State Chartered Charter School	Amy Biehl Charter High School	C	A	A	B	B	B	B	TSI		758
759	Taos Municipal Schools	Anansi Charter School	A	B	B	A	B	A	A			759
760	State Chartered Charter School	Anthony Charter School ²	C	B	D	D	C	D	C			760
761	State Chartered Charter School	ASK Academy	D	A	A	C	A	A	A	CSI	Graduation Rate	761
762	State Chartered Charter School	Cariños Charter School ²	F	D	D	C	F	F	F	CSI	Bottom 5 percent	762
763	State Chartered Charter School	Cesar Chavez Community School	F	B	C	C	C	D	C	CSI	Graduation Rate	763
764	Albuquerque Public Schools	Christine Duncan Heritage Acad.	F	D	F	D	C	D	B			764
765	Albuquerque Public Schools	Cien Aguas International School ²	D	C	B	A	C	B	B			765
766	State Chartered Charter School	Coral Community Charter		C	D	B	D	B	A			766
767	Albuquerque Public Schools	Corrales International	B	A	B	A	C	B	A			767
768	State Chartered Charter School	Cottonwood Classical Prep	A	A	A	A	B	A	A			768
769	Socorro Consolidated Schools	Cottonwood Valley Charter	C	C	B	B	A	B	B			769
770	State Chartered Charter School	DEAP					C	B	B			770
771	Deming Public Schools	Deming Cesar Chavez	D	C	D	C	D	F	C	CSI	Graduation Rate	771
772	Albuquerque Public Schools	Digital Arts And Technology	C	B	B	A	C	A	A	CSI	Graduation Rate	772
773	State Chartered Charter School	Dream Dine				B	F	F	D			773
774	Albuquerque Public Schools	East Mountain High School ²	A	A	A	A	A	A	A			774
775	Albuquerque Public Schools	El Camino Real Academy	D	C	D	C	C	C	C	CSI	Graduation Rate	775
776	State Chartered Charter School	Estancia Valley Classical Acad.		A	A	A	C	A	A			776
777	State Chartered Charter School	Explore Academy				D	A	A	A			777
778	State Chartered Charter School	Gilbert L Sena Charter HS	D	B	B	C	B	B	B	CSI	Graduation Rate	778

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
779	Albuquerque Public Schools	Gordon Bernell Charter		C	D	D	C	C	C	CSI	Graduation Rate	779
780	State Chartered Charter School	GREAT Academy	D	B	C	B	B	C	D			780
781	State Chartered Charter School	Health Leadership High School				F	D	F	F	CSI	Bottom 5 percent	781
782	State Chartered Charter School	Horizon Academy West	B	D	B	D	C	D	B			782
783	Albuquerque Public Schools	Internat'l School at Mesa del Sol ²	B	D	D	C	C	C	F			783
784	State Chartered Charter School	J Paul Taylor Academy	C	C	B	C	C	C	C			784
785	Carlsbad Municipal Schools	Jefferson Montessori	C	B	A	C	B	C	D			785
786	Albuquerque Public Schools	La Academia De Esperanza	D	C	D	D	F	F	F	CSI	Graduation Rate	786
787	State Chartered Charter School	La Academia Dolores Huerta ²	B	B	B	C	F	F	F	TSI		787
788	State Chartered Charter School	La Promesa Early Learning	F	D	D	C	F	D	C	TSI		788
789	Albuquerque Public Schools	La Resolana Leadership ²	C	F	F	C	B	D	C			789
790	State Chartered Charter School	La Tierra Montessori School		F	D	B	B	D	C			790
791	State Chartered Charter School	Las Montañas Charter ²	D	C	C	D	F	F	C	CSI	Bottom 5 percent	791
792	Jemez Mountain Public Schools	Lindrieth Area Heritage	C	C	B	B	B	C	A			792
793	Albuquerque Public Schools	Los Puentes Charter	F	C	D	F	F	D	D	CSI	Bottom 5 percent	793
794	State Chartered Charter School	MASTERS Program	B	A	A	A	A	A	A			794
795	State Chartered Charter School	McCurdy Charter School		B	C	C	C	D	D	TSI		795
796	State Chartered Charter School	Media Arts Collaborative	C	B	C	D	B	C	B	CSI	Graduation Rate	796
797	Gallup-McKinley County Schools	Middle College High	C	A	A	A	B	C	A			797
798	State Chartered Charter School	Mission Achievement and Succ.		C	C	A	A	A	A			798
799	State Chartered Charter School	Monte Del Sol Charter ²	B	B	B	D	D	C	D			799
800	State Chartered Charter School	Montessori Elementary School	B	D	B	B	B	B	C			800
801	Albuquerque Public Schools	Montessori of the Rio Grande	B	B	C	D	D	C	B			801
802	Cimarron Municipal Schools	Moreno Valley High	B	A	A	C	A	D	C			802
803	Aztec Municipal Schools	Mosaic Academy Charter	C	D	D	F	C	D	C			803
804	Albuquerque Public Schools	Mount. Mahogany Comm. School	B	B	B	F	F	F	F	TSI		804
805	Albuquerque Public Schools	Native American Comm. Acad.		C	B	B	C	C	C			805
806	State Chartered Charter School	New America School - ABQ	F	C	D	F	D	D	D	CSI	Graduation Rate	806
807	State Chartered Charter School	New America School - Las Cruces		C	C	C	C	D	C			807
808	State Chartered Charter School	New Mexico Connections Acad.			D	C	F	F	F	TSI		808
809	Albuquerque Public Schools	New Mexico International School ²		B	C	A	C	C	B			809
810	State Chartered Charter School	New Mexico School for the Arts	A	A	A	A	A	A	A			810
811	Farmington Municipal Schools	New Mexico Virtual Academy		C	B	C	D	D	C			811
812	State Chartered Charter School	North Valley Academy	B	B	D	D	C	C	C			812
813	Albuquerque Public Schools	Nuestros Valores Charter	D	C	D	C	D	D	D	CSI	Graduation Rate	813
814	Carlsbad Municipal Schools	Pecos Connections Academy						F	F	TSI		814
815	Albuquerque Public Schools	Public Acad. for Performing Arts	C	A	A	B	B	B	A			815
816	State Chartered Charter School	Red River Valley Charter School	C	C	C	B	F	B	D			816
817	West Las Vegas Public Schools	Rio Gallinas School	F	F	F	D	D	C	F			817
818	Albuquerque Public Schools	Robert F. Kennedy Charter	F	C	D	D	D	D	F	CSI	Graduation Rate	818
819	State Chartered Charter School	Roots & Wings Community School ²	A	B	B	B	D	A	B			819
820	Jemez Valley Public Schools	San Diego Riverside	F	F	F	D	C	D	C			820
821	State Chartered Charter School	Sandoval Acad. of Bilingual Ed.					D	B	B			821
822	State Chartered Charter School	School of Dreams Academy	D	A	C	D	C	B	C	CSI	Graduation Rate	822
823	Roswell Independent Schools	Sidney Gutierrez Middle	A	A	A	A	A	A	A			823
824	Albuquerque Public Schools	Siembra Leadership High School						F	F	CSI	Bottom 5 percent	824
825	State Chartered Charter School	Six Directions Indigenous School						F	D	CSI	Bottom 5 percent	825
826	Albuquerque Public Schools	South Valley Academy	C	B	B	C	D	D	C	TSI		826
827	State Chartered Charter School	South Valley Prep	B	C	D	D	B	C	B			827
828	State Chartered Charter School	SW Aeron., Math., and Science		A	A	B	C	B	C	CSI	Graduation Rate	828
829	State Chartered Charter School	SW Primary Learning Center	B	B	C	B	C	B	B			829
830	State Chartered Charter School	SW Secondary Learning Center	B	A	A	A	A	C	C			830

School Grades and ESSA Support Status

	School District	School	FY12	FY13	FY14	FY15	FY16	FY17	FY18	ESSA Support Designation ¹	CSI Identification Metric	
831	State Chartered Charter School	Student Athlete HQ Academy							F			831
832	State Chartered Charter School	Taos Academy	B	A	A	A	A	A	A			832
833	State Chartered Charter School	Taos Integrated School of Arts	B	C	C	C	D	B	A			833
834	State Chartered Charter School	Taos International School				D	D	F	C	TSI		834
835	Taos Municipal Schools	Taos Municipal Charter	A	B	B	A	A	A	A			835
836	State Chartered Charter School	Technology Leadership					D	F	F	CSI	Bottom 5 percent	836
837	State Chartered Charter School	Tierra Adentro	C	A	B	C	B	C	B			837
838	Santa Fe Public Schools	Tierra Encantada Charter School ²	F	C	C	D	F	F	D			838
839	State Chartered Charter School	Turquoise Trail Charter School ²	C	D	A	C	B	B	B			839
840	Albuquerque Public Schools	Twenty-First Century	B	B	C	A	B	B	C			840
841	Taos Municipal Schools	Vista Grande High School	C	B	B	C	D	C	C	CSI	Graduation Rate	841
842	State Chartered Charter School	Walatowa Charter High ²	D	C	C	A	A	B	D			842
843	Albuquerque Public Schools	William W. & Josephine Dorn ²			F	F	D	C	F			843

Source: PED and LESC Files

¹ In accordance with New Mexico's Every Student Succeeds Act (ESSA) state plan, in December 2018, PED identified schools for targeted support and improvement (TSI), comprehensive support and improvement (CSI), or more rigorous interventions (MRI). Schools identified for CSI are either in the lowest performing 5 percent of Title I schools based on overall points in the school grades or had a four-year graduation rate of less than 67 percent for two of the previous three years. Schools identified for TSI had at least one subgroup of students meeting the identification criteria for CSI schools. Schools identified for MRI had five to six consecutive letter grades of F.

² Charter school changed authorizer at least once. Only the most recent authorizer is shown.

Weight of School Grade Indicators, 2011-2018

Weights of School Grade Indicators in 2011-2018 School Grades and Weights under Adopted 6.19.8 NMAC

Elementary and Middle Schools

School Grade Weights (2011 - 2018)		→	Weights Adopted 6.19.8 NMAC (Effective 2019)			SAM*	
Current Standing (Proficiency and growth in proficiency)	40		English and Math Proficiency	33	38	25	30
		STEM Readiness	5	5			
School Growth	10	→	Q4 Growth (Highest Performing Students)	5	42	5	50
Growth of Lowest Performing Students	20		Q3 & Q2 Growth	12		15	
Growth of Higher Performing Students	20		Q1 Growth (Lowest Performing Students)	25		30	
Opportunity to Learn (Attendance and OTL surveys)	10	→	Chronic Absenteeism	5	5	5	
			School Survey	5	5	5	
			English Learner Progress	10	10	10	
Bonus Points	5						
Total Points Possible	105		Total Points Possible	100	100	100	

High Schools

School Grade Weights (2011 - 2018)		→	Weights Adopted 6.19.8 NMAC (Effective 2019)			SAM*	
Current Standing (Proficiency and growth in proficiency)	30		English and Math Proficiency	25	30	20	25
		STEM Readiness	5	5			
School Growth	10	→	Q4 Growth (Highest Performing Students)	5	30	5	35
Growth of Lowest Performing Students	10		Q3 & Q2 Growth	10		15	
Growth of Higher Performing Students	10		Q1 Growth (Lowest Performing Students)	15		15	
Opportunity to Learn (Attendance and OTL surveys)	8	→	Chronic Absenteeism	5	5	5	
			School Survey	5	5	5	
College and Career Readiness	15	→	College and Career Readiness**	12	12	12	
Graduation Rate	17	→	Four-year graduation rate	6	13	6***	13
			Growth in four-year graduation rate	4		4	
			Five-year graduation rate	2		2	
			Six-year graduation rate	1		1	
			English Learner Progress	5	5	5	
Bonus Points	5						
Total Points Possible	105		Total Points Possible	100	100	100	

* Supplemental accountability model (SAM) schools are defined in the adopted 6.19.8 NMAC as schools in which 30 percent or more of the student population is 19 years old or older, non-gifted special education students, or pregnant or parenting teens. SAM schools are subject to a re-weighted accountability model that places more emphasis on student growth than baseline proficiency.

** The adopted rule states a greater weight will be assigned to the percentage of students successful in college- and career-readiness (CCR) opportunities than to the percentage of students who attempt CCR opportunities. The adopted rule also includes a measurement of higher education enrollment, remediation, persistence, and completion.

*** The four-year graduation rate for SAM schools would also include a calculation of the "rate of senior completion, which consists of students who are not members of the four-year graduation cohort." The rule does not specify how this rate will be calculated, and it is unclear whether this rate will double-count students in the five- and six-year graduation cohorts.

Source: PED and LESC Files

School Calendars, 2018-2019 School Year

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	
1	Alamogordo Public Schools	5-day	176	8	184	1
2	Albuquerque Public Schools	5-day	178	6	184	2
3	Animas Public Schools	4-day	150	5	155	3
4	Artesia Public Schools	5-day	180	2	182	4
5	Aztec Municipal Schools	5-day	180	5	185	5
6	Belen Consolidated Schools	5-day	178	2	180	6
7	Bernalillo Public Schools	5-day	180	2	182	7
8	Bloomfield Schools	5-day	178	7	185	8
9	Capitan Municipal Schools	4-day	154	8	153	9
10	Carlsbad Municipal Schools	5-day	179	6	185	10
11	Carrizozo Municipal Schools	4-day	147	6	152	11
12	Central Consolidated Schools	5-day	175	10	185	12
13	Chama Valley Independent Schools	4-day	150	10	160	13
14	Cimarron Municipal Schools	4-day	151	9	160	14
15	Clayton Municipal Schools	5-day	167	11	178	15
16	Cloudcroft Municipal Schools	4-day	155	3	158	16
17	Clovis Municipal Schools	5-day	171	12	183	17
18	Cobre Consolidated Schools	4-day	154	11	165	18
19	Corona Municipal Schools	4-day	150	6	156	19
20	Cuba Independent Schools	5-day	173	10	183	20
21	Deming Public Schools	5-day	175	8	183	21
22	Des Moines Municipal Schools	5-day	173	8	181	22
23	Dexter Consolidated Schools	5-day	177	5	182	23
24	Dora Municipal Schools	4-day	150	8	158	24
25	Dulce Independent Schools	5-day	173	8	185	25
26	Elida Municipal Schools	4-day	151	4	155	26
27	Española Public Schools	5-day	186	7	179	27
28	Estancia Municipal Schools	5-day	178	5	183	28
29	Eunice Municipal Schools	5-day	176	8	184	29
30	Farmington Municipal Schools	5-day	163.5	22.5	186	30
31	Floyd Municipal Schools	4-day	151	8	159	31
32	Fort Sumner Municipal Schools	5-day	167	5	172	32
33	Gadsden Independent Schools	5-day	170	13	183	33
34	Gallup McKinley County Schools	5-day	178	6	184	34
35	Grady Municipal Schools	4-day	147	7	154	35
36	Grants Cibola County Schools	5-day	175	9	184	36
37	Hagerman Municipal Schools	5-day	179	5	184	37
38	Hatch Valley Public Schools	5-day	176	7	183	38
39	Hobbs Municipal Schools	5-day	178	4	182	39
40	Hondo Valley Public Schools	4-day	144	4	148	40
41	House Municipal Schools	4-day	146	4	150	41
42	Jal Public Schools	4-day	149	12	161	42
43	Jemez Mountain Public Schools	4-day	151	12	163	43
44	Jemez Valley Public Schools	4-day	150	7	157	44
45	Lake Arthur Municipal Schools	5-day	178	11	189	45
46	Las Cruces Public Schools	5-day	174	9	183	46
47	Las Vegas City Public Schools	5-day	175	8	183	47
48	Logan Municipal Schools	4-day	151	5	146	48
49	Lordsburg Municipal Schools	4-day	152	11	163	49
50	Los Alamos Public Schools	5-day	180	10	190	50
51	Los Lunas Public Schools	5-day	176	6	182	51
52	Loving Municipal Schools	4-day	150	11	161	52
53	Lovington Municipal Schools	5-day	180	4	184	53

School Calendars, 2018-2019 School Year

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days		
54	Magdalena Municipal Schools	4-day	146	4	150	54	
55	Maxwell Municipal Schools	4-day	147	5	152	55	
56	Melrose Public Schools	4-day	151	9	160	56	
57	Mesa Vista Consolidated Schools	4-day	150	10	160	57	
58	Mora Independent Schools	5-day	180	5	185	58	
59	Moriarty Municipal Schools	5-day	172	12	184	59	
60	Mosquero Municipal Schools	4-day	144	6	150	60	
61	Mountainair Public Schools	4-day	150	6	156	61	
62	Pecos Independent Schools	5-day	173	7	180	62	
63	Penasco Independent Schools	4-day	150	11	161	63	
64	Pojoaque Valley Public Schools	5-day	177	6	183	64	
65	Portales Municipal Schools	5-day	176	7	183	65	
66	Quemado Independent Schools	4-day	150	6	156	66	
67	Questa Independent Schools	4-day	149	11	160	67	
68	Raton Public Schools	5-day	174	9	183	68	
69	Reserve Public Schools	4-day	151	2	153	69	
70	Rio Rancho Public Schools	5-day	177	5	182	70	
71	Roswell Independent Schools	5-day	178	6	184	71	
72	Roy Municipal Schools	4-day	145	4	149	72	
73	Ruidoso Municipal Schools	5-day	178	6	184	73	
74	San Jon Municipal Schools	4-day	146	6	152	74	
75	Santa Fe Public Schools	5-day	175	7	182	75	
76	Santa Rosa Consolidated Schools	5-day	172	8	180	76	
77	Silver Consolidated Schools	5-day	178	5	183	77	
78	Socorro Consolidated Schools	5-day	169	16	185	78	
79	Springer Municipal Schools	4-day	146	6	151	79	
80	Taos Municipal Schools	5-day	178	4	182	80	
81	Tatum Municipal Schools	4-day	156	5	161	81	
82	Texico Municipal Schools	4-day	155	4	159	82	
83	Truth or Consequences Municipal Schools	5-day	173	4	177	83	
84	Tucumcari Public Schools	4-day	150	5	155	84	
85	Tularosa Municipal Schools	5-day	178	5	183	85	
86	Vaughn Municipal Schools	4-day	150	10	160	86	
87	Wagon Mound Public Schools	4-day	150	6	156	87	
88	West Las Vegas Public Schools	5-day	180	5	185	88	
89	Zuni Public Schools	5-day	180	8	188	89	
90	CHARTER SCHOOLS						90
91	Albuquerque						91
92	ACE Leadership High School	4-day	154	59	213	92	
93	ACE Leadership High School	5-day	172	36	208	93	
94	Albuquerque Charter Academy	4-day	169	10	179	94	
95	Albuquerque Collegiate Charter	5-day	168	24	192	95	
96	Albuquerque Institute for Math and Science	5-day	182	9	191	96	
97	Albuquerque School of Excellence	5-day	172	7	179	97	
98	Albuquerque Sign Language Academy	5-day	182	11	193	98	
99	Albuquerque Talent Development	4-day	150	20	170	99	
100	Alice King Community School	4-day	159	21	180	100	
101	Amy Biehl Charter High School	5-day	173	32	205	101	
102	Cesar Chavez Community School	5-day	180	11	191	102	
103	Christine Duncan's Heritage Academy	4-day	155	5	160	103	
104	Cien Aguas International	5-day	180	12	192	104	
105	Coral Community Charter	5-day	167	11	178	105	
106	Corrales International School	5-day	176	12	188	106	

School Calendars, 2018-2019 School Year

	School District or Charter School	School Week	Instructional Days	Non-Instructional Days	Teacher Contract Days	
107	Cottonwood Classical Prep	5-day	176	16	192	107
108	Digital Arts & Technology Academy	5-day	176	9	185	108
109	East Mountain High School	5-day	180	4	184	109
110	El Camino Real Academy	5-day	181	3	184	110
111	Explore Academy	5-day	174	9	183	111
112	Gilbert L Sena Charter High School	5-day	180	5	185	112
113	Gordon Bernell Charter School	4-day	170	12	182	113
114	GREAT Academy	4-day	161	18	173	114
115	Health Leadership High School	4-day	141	68	209	115
116	Health Leadership High School	5-day	167	41	208	116
117	Horizon Academy West	4-day	150	4	154	117
118	International School at Mesa del Dol	5-day	173	15	188	118
119	La Academia de Esperanza	5-day	180	6	186	119
120	La Promesa Early Learning	5-day	180	4	184	120
121	La Resolana Leadership Academy	5-day	173	9	182	121
122	Los Puentes	5-day	180	10	190	122
123	Media Arts Collaborative	5-day	181	17	195	123
124	Mission Achievement and Success	5-day	182	15	197	124
125	Montessori Elementary School	5-day	169	7	176	125
126	Montessori of the Rio Grande	5-day	173	7	180	126
127	Mountain Mahogany Community School	5-day	177	10	187	127
128	Native American Community Academy	5-day	180	12	192	128
129	New America School - Albuquerque	4-day	150	20	170	129
130	New Mexico International School	5-day	173	9	186	130
131	North Valley Academy	5-day	177	4	181	131
132	Nuestros Valores Charter School	5-day	175	10	185	132
133	Public Academy for Performing Arts (PAPA)	5-day	168	11	179	133
134	Robert F. Kennedy Charter School	5-day	180	13	193	134
135	Siembra Leadership High School	5-day	175	29	204	135
136	South Valley Academy	5-day	178	18	196	136
137	South Valley Prep	5-day	175	10	185	137
138	Southwest Aero., Math, and Science ²	4-day	155.5	33.5	189	138
139	Southwest Preparatory Learning Center	5-day	173	3	184	139
140	Southwest Secondary Learning Center	5-day	170	13	183	140
141	Technology Leadership	5-day	168	39	207	141
142	Tierra Adentro	5-day	178	4	182	142
143	Twenty-First Century Public Academy	5-day	167	9	179	143
144	William W. & Josephine Dorn	5-day	177	10	187	144
145	Aztec					145
146	Mosaic Academy Charter	5-day	180	5	185	146
147	Carlsbad					147
148	Jefferson Montessori Academy	5-day	175	8	183	148
149	Pecos Connections Academy	5-day	180	15	195	149
150	Central					150
151	Dream Dine' Charter School	5-day	185	10	195	151
152	Cimarron					152
153	Moreno Valley High School	4-day	150	22	172	153
154	Deming					154
155	Deming Cesar Chavez Charter High	4-day	143	15	158	155
156	Española					156
157	La Tierra Montessori School	5-day	170	12	182	157
158	McCurdy Charter School	5-day	166	17	183	158
159	Farmington					159

School Calendars, 2018-2019 School Year

	School District or Charter School	Week	Days	Days	Days
0	New Mexico Virtual Academy	5-day	180	10	190
1	Gallup-McKinley County				
2	Dzit Dit Lool DEAP	5-day	154	42	197
3	Hozho Academy	5-day	165	17	182
4	Middle College High School	5-day	175	9	184
5	Six Directions Indigenous School	5-day	180	10	190
6	Jemez Mountain				
7	Lindrith Area Heritage Charter School	4-day	150	11	161
8	Jemez Valley				
9	San Diego Riverside	5-day	164	7	171
0	Walatowa Charter High School	5-day	178	62	240
1	Las Cruces				
2	Alma D'Arte Charter	5-day	180	2	182
3	J Paul Taylor Academy	5-day	185	4	189
4	La Academia Dolores Huerta	5-day	167	8	175
5	Las Montañas Charter	4-day	150	13	163
6	New America School - Las Cruces	4-day	150	16	166
7	Los Lunas				
8	School of Dreams Academy	5-day	173	7	182
9	Moriarty				
0	Estancia Valley Classical Academy	5-day	175	12	187
1	Questa				
2	Red River Valley Charter School	4-day	150	10	160
3	Roots And Wings Community School ¹	4-day	155	33	188
4	Rio Rancho				
5	ASK Academy	4-day	153	24.5	177.5
6	Sandoval Academy Of Bilingual Education	5-day	178	4	182
7	Roswell				
8	Sidney Gutierrez Middle School	5-day	178	6	184
9	Santa Fe				
0	Academy for Technology and the Classics	5-day	173	10	183
1	MASTERS Program	5-day	171	8	179
2	Monte Del Sol Charter	5-day	170	11	181
3	New Mexico Connections Academy	5-day	180	15	195
4	New Mexico School For The Arts	5-day	183	6	189
5	Tierra Encantada Charter School	4-day	146	39	185
6	Turquoise Trail Charter School	5-day	178	5	183
7	Silver City				
8	Aldo Leopold Charter	5-day	172	12	184
9	Socorro				
0	Cottonwood Valley Charter School	5-day	169	14	183
1	Taos				
2	Anansi Charter School	5-day	172	13	185
3	Taos Academy	4-day	151	15	166
4	Taos Integrated School of the Arts	4-day	145	42	187
5	Taos International School	5-day	155	15	170
6	Taos Municipal Charter School	5-day	170	10	180
7	Vista Grande High School	5-day	176	12	188
8	West Las Vegas				
9	Rio Gallinas School	5-day	179	6	185

¹School has a four-day calendar, but does include some 5-day weeks.

Source: LESC Analysis

²School has half day on Fridays

Advanced Placement

Most Popular Advanced Placement Exams in New Mexico

Subject	FY17		FY18	
	Tests	Pass Rate	Tests	Pass Rate
English Language and Composition	3,171	33.9%	3,058	34.8%
English Literature and Composition	2,220	31.1%	1,931	27.5%
U.S. History	2,205	27.6%	2,219	31.0%
World History	1,567	29.4%	1,565	28.0%
U.S. Government and Politics	1,230	24.2%	1,055	33.0%
Calculus A/B	1,073	34.1%	1,016	37.0%
Spanish Language and Culture	1,021	86.3%	1,156	86.8%
Biology	853	48.4%	675	48.3%
Psychology	664	48.9%	519	55.11%
Statistics	524	27.9%	529	25.1%
Chemistry	588	25.9%	414	28.5%

Source: College Board

Number of New Mexico Students That Took Advanced Placement Exams

	FY17	FY18	Change
Earlier than Ninth Grade	17	25	47.1%
Ninth and 10th Grade	2,636	2,372	-10.0%
11th Grade	4,802	4,715	-1.8%
12th Grade	3,598	3,353	-6.8%
Not Enrolled in Public School	187	147	-21.4%
All Students	11,240	10,612	-5.6%

Source: College Board

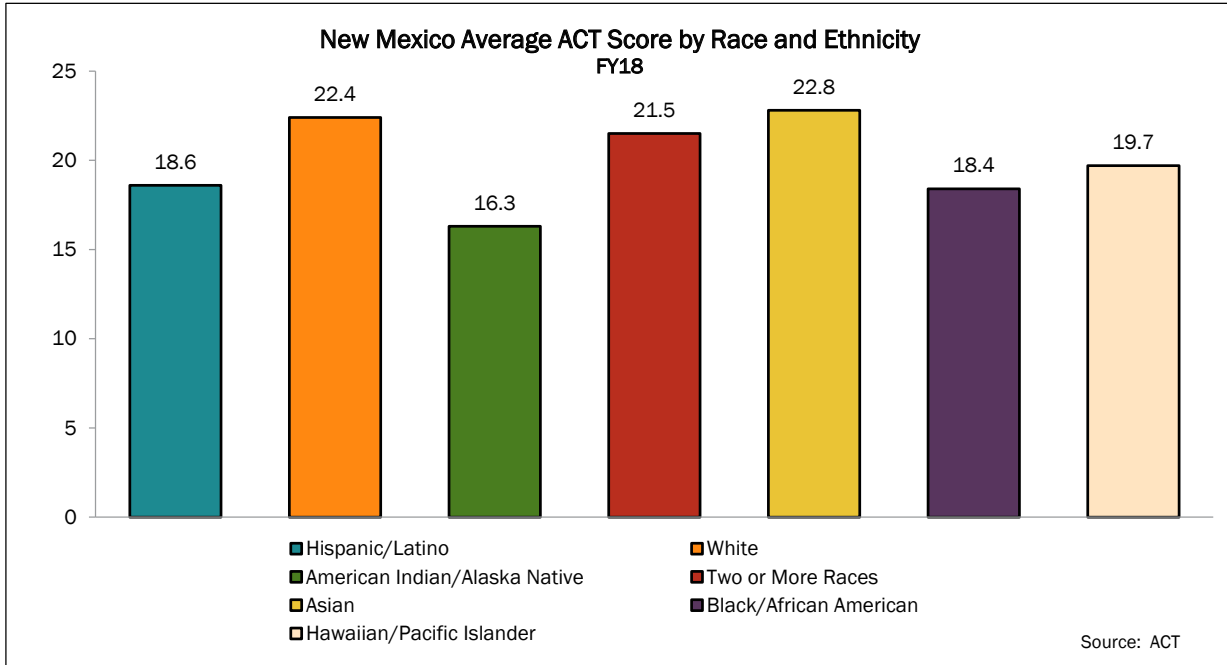
New Mexico Advanced Placement Scores by Race and Ethnicity

Race or Ethnicity	FY17				FY18			
	Number of Tests	Tests Passed	Percent Passed	Average Score	Number of Tests	Tests Passed	Percent Passed	Average Score
American Indian/ Alaska Native	967	73	7.5%	1.4	682	93	13.6%	1.6
Asian	880	466	53.0%	2.8	812	466	57.4%	2.9
Black	190	41	21.6%	1.9	174	63	36.2%	2.3
Hispanic/Latino	9,901	2,987	30.2%	2.1	9,474	2,990	31.6%	2.1
Native Hawaiian/ Pacific Islander	26	8	30.8%	2.0	17	2	11.8%	1.8
No Response	208	91	43.8%	2.4	179	68	38.0%	2.3
Two+ Races	554	279	50.4%	2.7	572	304	53.1%	2.7
White	5,543	2,944	53.1%	2.7	5,382	2,822	52.4%	2.7
Other	2	*	*	*	0	0	0.0%	*
Total	18,271	6,890	37.7%	2.3	17,292	6,808	39.4%	2.3

Source: College Board

*Frequency distributions and mean scores are reported when there are five or more exam takers in a field. Beginning with the 2015-2016 school year, the collection and reporting of race and ethnicity was updated to align with U.S. Department of Education guidelines.

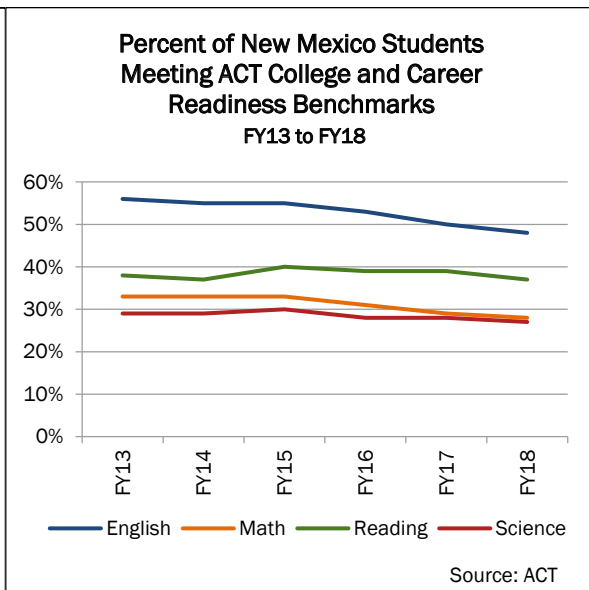
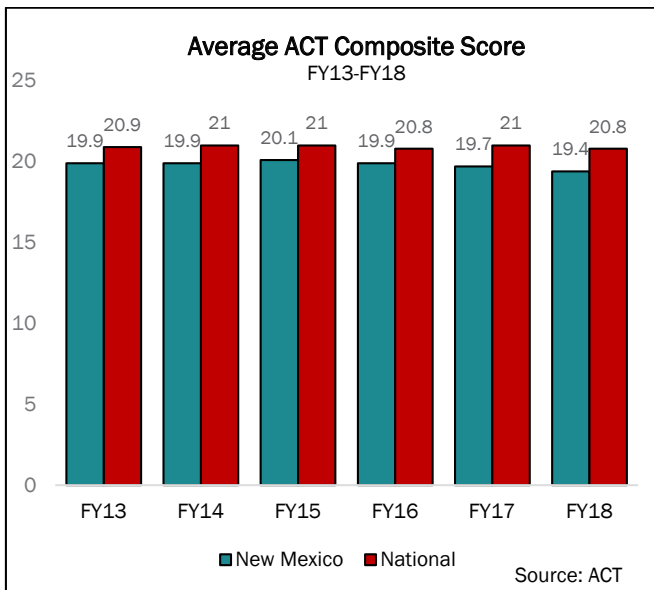
ACT Exams



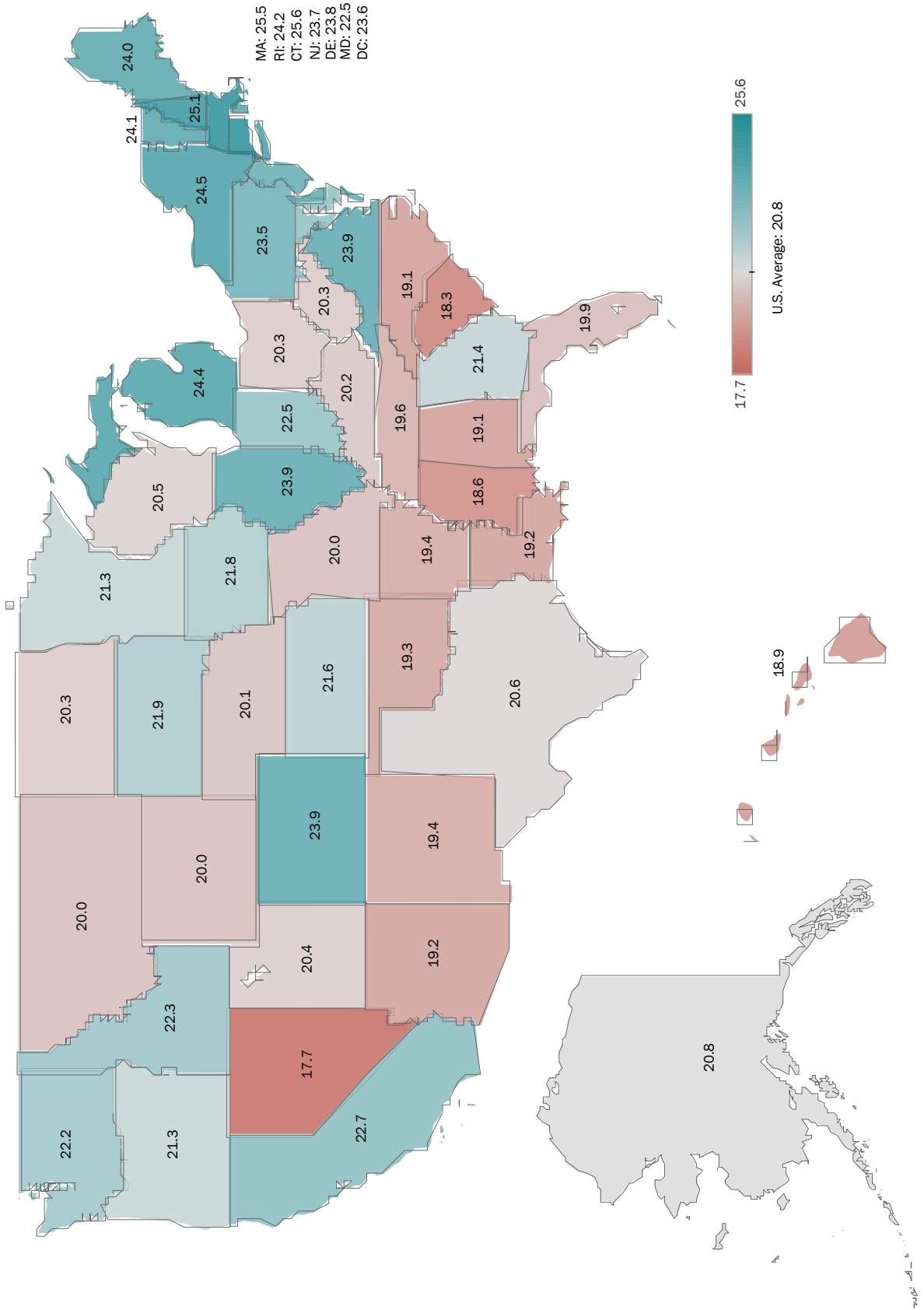
New Mexico Average ACT Score by Race and Ethnicity

	2016	2017	2018	Percent of Tests
Asian	23.4	22.8	22.7	2%
White	22.6	22.7	22.4	23%
Two or More Races	21.4	20.6	21.5	3%
Black/African American	18.8	18.7	18.4	1%
Hispanic/Latino	18.8	18.8	18.6	54%
Hawaiian/Pacific Islander	18.3	20.6	19.7	0%
American Indian/Alaska Native	16.8	16.6	16.3	10%

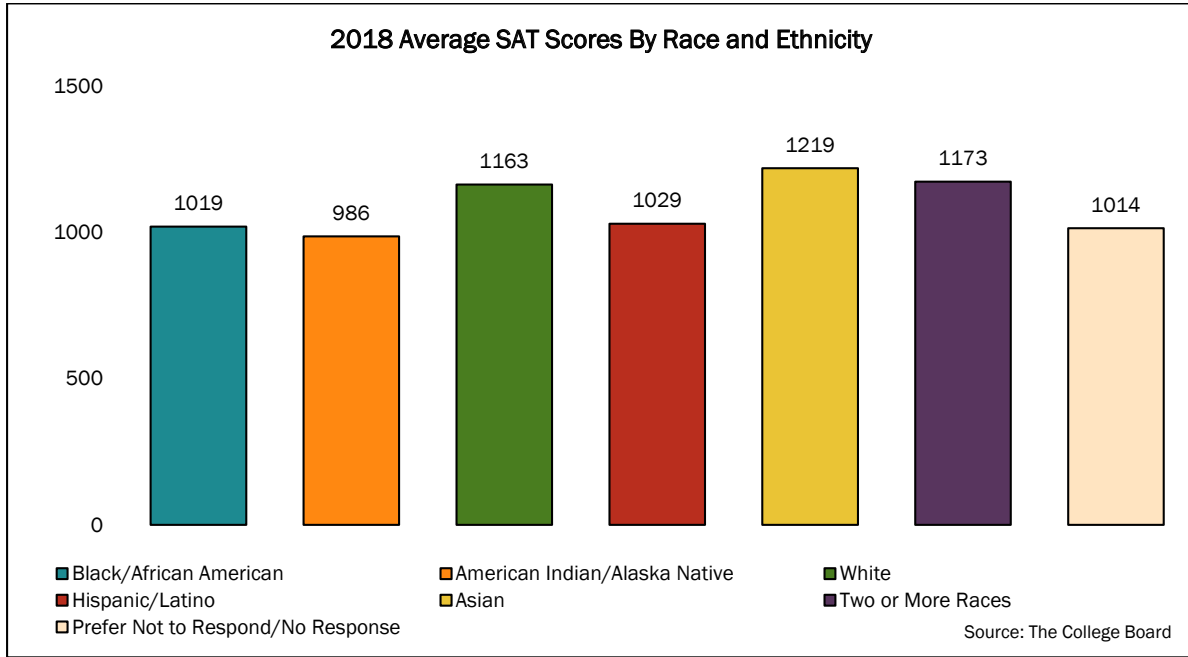
Source: ACT



Average Composite ACT Score by State
FY18



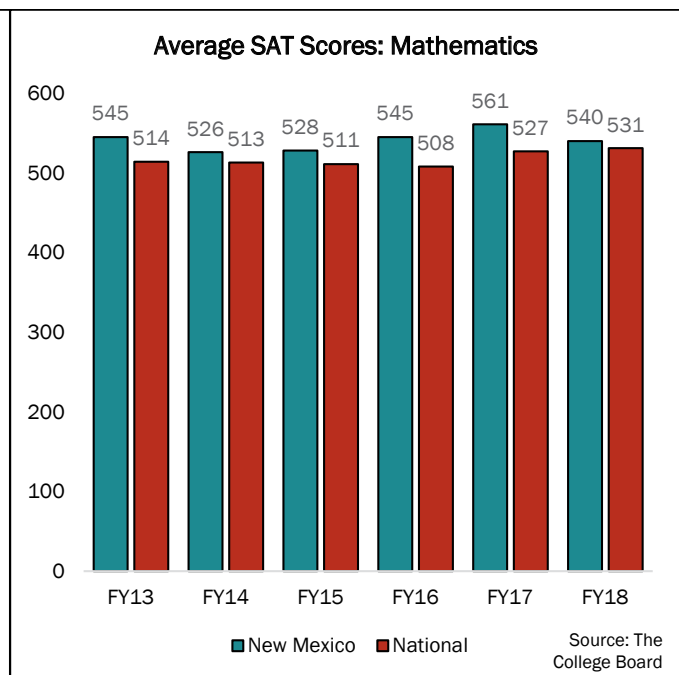
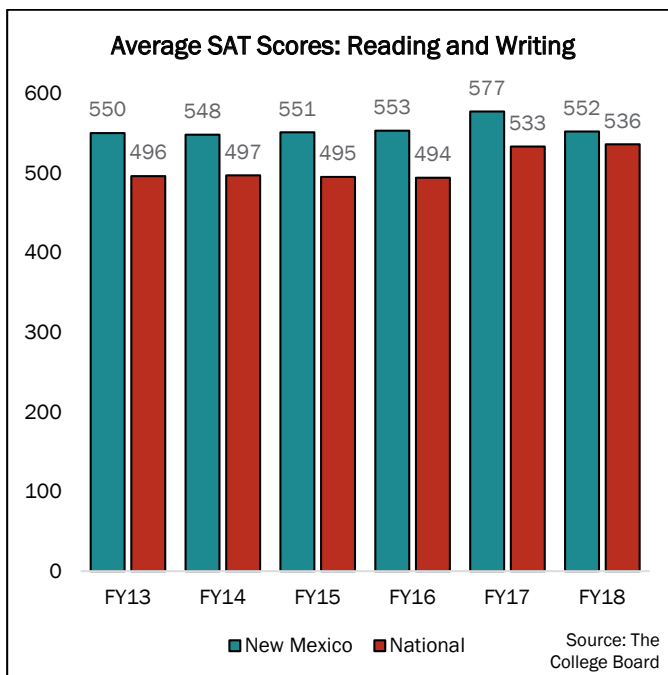
SAT Exams



New Mexico Average SAT Score by Race and Ethnicity

	2016	2017	2018
Asian	1208	1217	1219
White	1139	1189	1163
Two or More Races	1125	1134	1173
Black/African American	1070	1044	1019
Hispanic/Latino	1032	1090	1029
American Indian/Alaska Native	929	994	986
Prefer Not to Respond/No Response	1112	1080	1014

Source: The College Board



Graduation Rates, FY10-FY17

	School District	School	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	
Public School Districts											
1	Alamogordo Public Schools	Academy Del Sol Alt.	78.8%	69.0%	82.0%	88.3%	44.2%	30.5%	38.5%	49.9%	1
2	Alamogordo Public Schools	Alamogordo High	75.7%	85.2%	81.5%	75.7%	73.4%	74.5%	74.3%	67.9%	2
3	Albuquerque Public Schools	Albuquerque High	58.1%	63.7%	67.6%	69.5%	63.4%	66.9%	70.4%	70.1%	3
4	Albuquerque Public Schools	Atrisco Heritage Academy HS		3.2%	76.9%	75.9%	68.0%	60.5%	69.7%	70.8%	4
5	Albuquerque Public Schools	Cibola High	76.4%	74.3%	78.3%	78.5%	68.4%	72.1%	74.9%	78.1%	5
6	Albuquerque Public Schools	College And Career High School					92.6%	92.9%	94.2%	97.4%	6
7	Albuquerque Public Schools	Continuation School			8.3%	18.2%	8.5%	18.1%	14.8%	19.4%	7
8	Albuquerque Public Schools	Del Norte High	62.2%	54.7%	59.6%	61.9%	59.5%	52.4%	55.4%	58.6%	8
9	Albuquerque Public Schools	Early College Academy	74.2%	79.2%	91.7%	90.1%	91.5%	85.9%	84.1%	90.6%	9
10	Albuquerque Public Schools	Ecademy Virtual High School						17.6%	22.9%	25.0%	10
11	Albuquerque Public Schools	Eldorado High	79.8%	80.6%	79.8%	83.5%	77.6%	73.5%	78.4%	78.8%	11
12	Albuquerque Public Schools	Freedom High	23.1%	33.5%	37.4%	45.2%	37.7%	41.2%	48.9%	47.0%	12
13	Albuquerque Public Schools	Highland High	46.9%	48.9%	53.9%	64.0%	53.4%	49.2%	57.8%	54.1%	13
14	Albuquerque Public Schools	La Cueva High	84.9%	85.6%	86.0%	87.2%	84.4%	81.4%	84.9%	87.4%	14
15	Albuquerque Public Schools	Manzano High	67.8%	68.1%	64.0%	67.6%	57.2%	62.6%	70.6%	75.8%	15
16	Albuquerque Public Schools	New Futures School	48.2%	34.4%	27.6%	37.0%	27.0%	25.5%	29.4%	32.2%	16
17	Albuquerque Public Schools	Nex Gen Academy				62.2%	70.5%	64.2%	70.1%	83.9%	17
18	Albuquerque Public Schools	Rio Grande High	49.6%	52.1%	55.6%	65.4%	55.5%	58.7%	65.8%	61.0%	18
19	Albuquerque Public Schools	Sandia High	76.7%	76.9%	77.5%	82.5%	74.9%	76.3%	73.8%	79.1%	19
20	Albuquerque Public Schools	School on Wheels	15.3%	19.3%	20.9%	26.7%	21.3%	30.7%	47.9%	20.8%	20
21	Albuquerque Public Schools	Valley High	67.3%	69.1%	66.2%	70.9%	71.5%	65.0%	67.3%	75.2%	21
22	Albuquerque Public Schools	Volcano Vista High	85.2%	79.4%	80.0%	81.3%	78.0%	75.3%	79.5%	84.7%	22
23	Albuquerque Public Schools	West Mesa High	53.5%	58.2%	70.0%	64.7%	62.5%	59.1%	67.4%	63.8%	23
24	Animas Public Schools	Animas 7-12 School		93.5%		92.7%	82.6%		100%	90.0%	24
25	Artesia Public Schools	Artesia High	78.9%	84.5%	77.0%	79.2%	78.4%	74.5%	82.2%	86.5%	25
26	Artesia Public Schools	Artesia Park Junior High	51.1%	66.3%	61.5%	57.0%	47.8%	53.5%	62.6%	72.3%	26
27	Aztec Municipal Schools	Aztec High	64.8%	66.1%	67.4%	72.4%	75.2%	78.7%	69.5%	69.5%	27
28	Aztec Municipal Schools	Vista Nueva High	22.6%	51.2%	65.7%	46.0%	80.3%	45.7%	55.0%	37.7%	28
29	Belen Consolidated Schools	Belen High	67.9%	69.0%	65.2%	60.1%	60.4%	73.8%	66.3%	71.4%	29
30	Belen Consolidated Schools	Belen Infinity High	30.1%	24.3%	27.2%	16.0%	8.4%	24.7%	26.5%	43.1%	30
31	Bernalillo Public Schools	Bernalillo High	64.5%	60.0%	67.2%	59.2%	59.5%	68.1%	64.9%	56.9%	31
32	Bloomfield Schools	Bloomfield High	67.5%	70.0%	70.3%	77.0%	64.6%	70.4%	72.3%	71.1%	32
33	Bloomfield Schools	Charlie Y. Brown Alt	27.2%	41.0%	21.1%	27.9%	21.6%	28.3%	43.0%	28.6%	33
34	Capitan Municipal Schools	Capitan High	76.9%	89.4%	83.1%	82.4%	82.7%	82.2%	80.9%	87.5%	34
35	Carlsbad Municipal Schools	Carlsbad High	78.0%	78.6%	81.2%	77.5%	79.6%	63.7%	76.0%	69.7%	35
36	Carrizozo Municipal Schools	Carrizozo High	77.0%	92.1%	87.6%	83.3%	97.3%	94.2%	92.5%	77.2%	36
37	Central Consolidated Schools	Career Prep Alternative	19.7%	21.7%	44.6%	27.6%	23.1%	29.3%	11.2%	22.1%	37
38	Central Consolidated Schools	Central High	65.6%	67.3%	80.7%	74.6%	77.8%	77.4%	75.9%	66.9%	38
39	Central Consolidated Schools	Newcomb High	64.5%	73.1%	74.6%	61.7%	67.9%	72.2%	61.3%	60.0%	39
40	Central Consolidated Schools	Shiprock High	60.3%	66.0%	65.4%	64.5%	71.6%	72.6%	64.1%	67.9%	40
41	Chama Valley Independent School	Escalante Middle/High School	91.5%	96.3%	75.6%	93.6%	95.7%		81.0%	19.8%	41
42	Cimarron Municipal Schools	Cimarron High	94.0%	77.0%	77.2%	78.1%	92.7%	84.8%	66.1%	76.5%	42
43	Clayton Municipal Schools	Clayton High	94.1%		68.0%	66.1%	91.4%	95.6%	90.1%	79.2%	43

Graduation Rates, FY10-FY17

	School District	School	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	
44	Cloudcroft Municipal Schools	Cloudcroft High	88.7%	86.3%	96.4%	73.5%	97.4%	94.8%	96.4%	82.4%	44
45	Clovis Municipal Schools	Clovis High	82.9%	74.1%	81.4%	78.2%	75.2%	79.5%	76.1%	81.2%	45
46	Clovis Municipal Schools	Clovis HS Freshman Academy	63.9%	65.2%	70.4%	66.7%	64.8%	71.1%	55.9%	68.4%	46
47	Cobre Consolidated Schools	Cobre High	89.2%	84.9%	88.0%	93.5%	89.2%	92.3%	92.5%	94.1%	47
48	Cuba Independent Schools	Cuba High	71.2%	66.9%	61.8%	72.9%	61.3%	58.6%	73.5%	61.6%	48
49	Deming Public Schools	Deming High	72.9%	67.4%	74.8%	73.5%	74.3%	72.8%	78.0%	71.4%	49
50	Dexter Consolidated Schools	Dexter High	93.3%	93.3%	86.1%	83.0%	84.3%	68.2%	71.9%	76.2%	50
51	Dora Consolidated Schools	Dora High	96.6%		95.3%		97.4%	77.6%	91.1%	100%	51
52	Dulce Independent Schools	Dulce Junior/Senior High	35.0%	63.9%	71.6%	76.5%	84.9%	72.3%	77.3%	83.7%	52
53	Elida Municipal Schools	Elida High	89.4%	97.3%	97.3%	86.3%		81.0%	88.5%	100%	53
54	Española Public Schools	Española Valley High	64.3%	50.8%	64.5%	58.2%	55.5%	61.7%	63.9%	66.5%	54
55	Estancia Municipal Schools	Estancia High	80.0%	87.6%	86.7%	82.8%	91.0%	72.9%	83.1%	86.0%	55
56	Eunice Municipal Schools	Eunice High	86.8%	77.2%	80.7%	70.1%	88.3%	69.7%	79.2%	84.0%	56
57	Farmington Municipal Schools	Farmington High	71.4%	66.1%	70.4%	64.6%	74.3%	73.6%	71.5%	67.9%	57
58	Farmington Municipal Schools	Piedra Vista High	70.9%	72.5%	76.4%	78.8%	76.3%	80.2%	80.2%	75.1%	58
59	Farmington Municipal Schools	Rocinante High	38.6%	32.0%	43.7%	36.1%	25.6%	35.1%	47.7%	38.5%	59
60	Floyd Municipal Schools	Floyd High	91.1%	91.2%		93.6%	84.0%	92.1%	85.3%	87.8%	60
61	Fort Sumner Municipal Schools	Fort Sumner High	88.9%	94.5%	85.0%	86.9%	87.3%	90.3%	77.1%	88.1%	61
62	Gadsden Independent Schools	Alta Vista Early College High							100%	96.0%	62
63	Gadsden Independent Schools	Chaparral High	87.6%	81.2%	77.8%	77.0%	74.7%	74.7%	86.1%	76.7%	63
64	Gadsden Independent Schools	Gadsden High	80.8%	82.9%	78.4%	77.2%	79.9%	82.2%	88.3%	88.3%	64
65	Gadsden Independent Schools	Santa Teresa High	76.5%	87.6%	86.0%	89.1%	89.0%	87.7%	86.8%	81.1%	65
66	Gallup-McKinley County Schools	Crownpoint High	56.9%	77.5%	66.2%	83.2%	66.1%	68.4%	70.0%	68.3%	66
67	Gallup-McKinley County Schools	Gallup Central Alternative	17.9%	30.4%	32.4%	39.3%	20.0%	26.5%	23.7%	26.4%	67
68	Gallup-McKinley County Schools	Gallup High	74.6%	72.6%	76.1%	72.4%	66.9%	69.0%	65.0%	65.7%	68
69	Gallup-McKinley County Schools	Miyamura High School	49.1%	63.6%	71.2%	67.8%	62.4%	65.6%	66.7%	69.1%	69
70	Gallup-McKinley County Schools	Navajo Pine High	69.9%	72.0%	71.2%	69.1%	70.6%	65.0%	66.6%	57.1%	70
71	Gallup-McKinley County Schools	Ramah High	81.6%	96.8%	84.9%	93.0%	90.1%	77.2%	81.7%	76.0%	71
72	Gallup-McKinley County Schools	Thoreau High	72.1%	63.7%	73.9%	77.7%	77.0%	74.5%	62.7%	71.4%	72
73	Gallup-McKinley County Schools	Tohatchi High	77.1%	72.3%	71.8%	74.0%	74.4%	72.4%	77.6%	85.7%	73
74	Gallup-McKinley County Schools	Tse'Yi'Gai High	59.3%	57.7%	62.9%	71.3%	75.0%	80.1%	92.4%	69.7%	74
75	Grady Municipal Schools	Grady High	90.2%	92.7%	92.3%	95.2%	90.3%	96.0%	93.9%	98.4%	75
76	Grants-Cibola County Schools	Grants High	69.5%	66.0%	71.0%	61.6%	65.7%	66.0%	67.0%	60.1%	76
77	Grants-Cibola County Schools	Laguna-Acoma High	78.8%	80.2%	68.9%	82.6%	83.5%	74.1%	77.9%	20.9%	77
78	Hagerman Municipal Schools	Hagerman High	71.0%	81.1%	82.4%	77.1%	84.7%	76.1%	77.8%	82.9%	78
79	Hatch Valley Public Schools	Hatch Valley High	77.3%	63.3%	65.7%	66.3%	68.9%	67.5%	74.4%	67.6%	79
80	Hobbs Municipal Schools	Hobbs Freshman High	51.8%	51.5%	61.4%	67.4%	76.7%	74.0%	78.4%	80.9%	80
81	Hobbs Municipal Schools	Hobbs High	76.6%	69.8%	78.9%	81.8%	86.1%	88.5%	89.7%	88.1%	81
82	Hondo Valley Public Schools	Hondo High	86.4%	71.4%		81.7%	96.5%	80.2%	74.8%	81.0%	82
83	House Municipal Schools	House High	62.6%	67.7%	48.1%	45.1%	23.4%	77.8%	57.3%	50.8%	83
84	House Municipal Schools	House Junior High	39.4%	15.0%	23.7%	22.2%	15.5%	27.2%	36.1%	23.8%	84
85	Jal Public Schools	Jal High	81.5%	93.1%	69.9%	86.1%	96.0%	77.1%	84.9%	91.3%	85
86	Jemez Mountain Public Schools	Coronado High	80.9%	83.7%	67.1%	75.4%	86.6%	92.8%	81.9%	95.0%	86
87	Jemez Valley Public Schools	Jemez Valley High	91.0%	83.6%	91.0%	81.7%	80.5%	90.1%	88.4%	59.5%	87

Graduation Rates, FY10-FY17

	School District	School	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	
88	Lake Arthur Municipal Schools	Lake Arthur High	71.0%	64.9%	71.1%	82.6%	77.9%	68.1%	47.2%	61.7%	88
89	Las Cruces Public Schools	Arrowhead Park Early College HS						92.0%	96.6%	94.7%	89
90	Las Cruces Public Schools	Centennial High School					83.6%	69.7%	83.0%	86.9%	90
91	Las Cruces Public Schools	Las Cruces High	74.6%	73.5%	71.9%	67.9%	77.3%	74.8%	79.4%	87.6%	91
92	Las Cruces Public Schools	Mayfield High	75.2%	73.7%	75.5%	69.6%	78.6%	77.6%	71.9%	86.8%	92
93	Las Cruces Public Schools	Ocate High	72.1%	76.3%	75.9%	75.8%	78.9%	76.1%	85.6%	85.6%	93
94	Las Cruces Public Schools	Rio Grande Preparatory Institute	20.3%	22.9%	26.7%	24.3%	44.8%	42.6%		69.5%	94
95	Las Vegas City Public Schools	Robertson High	68.3%	76.5%	79.9%	82.7%	76.8%	67.2%	68.0%	72.9%	95
96	Logan Municipal Schools	Logan High	94.5%	78.5%	86.6%	69.4%	59.0%	61.5%	64.9%	62.1%	96
97	Lordsburg Municipal Schools	Lordsburg High	74.3%	92.6%	69.9%	78.0%	69.4%	60.7%	72.1%	82.2%	97
98	Los Alamos Public Schools	Los Alamos High	87.5%	88.3%	87.5%	83.5%	86.5%	87.7%	83.0%	86.6%	98
99	Los Lunas Public Schools	Century Alt High	34.5%	10.6%	23.1%	22.7%	23.9%	25.3%	37.4%	34.8%	99
100	Los Lunas Public Schools	Los Lunas High	64.2%	69.7%	71.7%	72.9%	76.1%	74.4%	80.1%	80.1%	100
101	Los Lunas Public Schools	Valencia High	64.3%	67.0%	75.5%	71.3%	77.2%	85.9%	84.8%	78.1%	101
102	Loving Municipal Schools	Loving High	69.4%	93.0%	86.4%	89.8%	96.2%	88.7%	82.8%	84.9%	102
103	Lovington Municipal Schools	Lovington Freshman Academy		28.2%	75.8%	67.7%	75.1%	70.0%	72.4%	73.8%	103
104	Lovington Municipal Schools	Lovington High	91.4%	90.9%	92.8%	88.4%	91.8%	88.3%	91.9%	93.5%	104
105	Lovington Municipal Schools	New Hope Alt High	63.2%	47.0%	54.1%	44.9%	45.5%	52.6%	25.6%	40.8%	105
106	Magdalena Municipal Schools	Magdalena High	88.3%	69.2%	72.9%	79.9%	81.4%	84.0%	82.7%	89.3%	106
107	Maxwell Municipal Schools	Maxwell High	88.6%	72.0%	92.9%	63.0%	87.1%	89.2%	96.0%	57.6%	107
108	Melrose Public Schools	Melrose High	97.2%	84.4%	95.9%	89.1%	81.0%	83.5%	95.5%	79.7%	108
109	Mesa Vista Consolidated Schools	Mesa Vista High	78.3%	80.6%	92.6%	72.4%	89.4%	91.8%	74.4%	80.8%	109
110	Mora Independent Schools	Mora High	81.7%	79.5%	88.3%	89.5%	74.6%	76.5%	84.8%	73.1%	110
111	Moriarty-Edgewood Schools	Moriarty High	68.4%	70.2%	69.4%	73.0%	70.5%	69.5%	78.9%	77.6%	111
112	Mountainair Public Schools	Mountainair High	82.3%	90.3%	79.6%	89.4%	74.5%	71.8%	68.6%	60.7%	112
113	Pecos Independent Schools	Pecos High	73.8%	79.2%	71.9%	74.5%	69.5%	62.6%	57.1%	79.5%	113
114	Peñasco Independent Schools	Peñasco High	83.6%	84.9%	86.8%	75.6%	75.0%	80.3%	90.1%	79.1%	114
115	Pojoaque Valley Public Schools	Pojoaque High	69.2%	77.6%	78.1%	76.1%	74.2%	76.9%	74.8%	77.8%	115
116	Portales Municipal Schools	Portales High	79.9%	79.7%	86.4%	81.2%	81.4%	81.7%	73.6%	77.2%	116
117	Quemado Independent Schools	Quemado High	97.8%	94.9%	83.9%	85.4%	77.1%	92.1%	89.3%	89.7%	117
118	Questa Independent Schools	Questa High	89.0%	87.2%	64.8%	86.6%	85.7%	79.1%	88.0%	76.2%	118
119	Raton Public Schools	Raton High	63.2%	74.3%	70.3%	74.5%	75.4%	69.4%	69.1%	77.9%	119
120	Reserve Independent Schools	Reserve High	95.8%	91.8%	90.0%	90.4%	62.7%	54.3%	98.3%	80.5%	120
121	Rio Rancho Public Schools	Independence High School	49.6%	42.6%	51.5%	50.8%	33.7%	27.7%	29.3%	27.4%	121
122	Rio Rancho Public Schools	Rio Rancho Cyber Academy	60.5%	70.7%	67.8%	93.9%	91.0%	83.9%	84.7%	72.2%	122
123	Rio Rancho Public Schools	Rio Rancho High	84.8%	79.7%	83.4%	80.1%	83.7%	82.9%	84.9%	81.9%	123
124	Rio Rancho Public Schools	V. Sue Cleveland High		87.3%	90.1%	91.1%	90.1%	86.2%	86.8%	86.5%	124
125	Roswell Independent Schools	Goddard High	76.3%	78.8%	68.9%	77.8%	76.9%	72.9%	77.2%	65.2%	125
126	Roswell Independent Schools	Roswell High	73.6%	72.4%	66.4%	66.1%	66.4%	71.6%	67.7%	68.6%	126
127	Roswell Independent Schools	University High	49.9%	40.1%	22.9%	26.1%	23.0%	20.5%	33.7%	32.6%	127
128	Ruidoso Municipal Schools	Ruidoso High	80.7%	85.6%	78.5%	70.9%	86.0%	70.1%	87.0%	81.6%	128
129	Santa Fe Public Schools	Academy at Larragoite	41.2%	36.4%	35.8%	26.8%	25.5%	42.5%	51.4%	59.9%	129
130	Santa Fe Public Schools	Capital High	51.4%	53.5%	60.7%	64.2%	68.5%	66.4%	72.5%	70.4%	130
131	Santa Fe Public Schools	Santa Fe Engage							4.3%	2.3%	131

Graduation Rates, FY10-FY17

	School District	School	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	
132	Santa Fe Public Schools	Santa Fe High	63.2%	64.1%	67.7%	62.6%	67.2%	69.9%	73.1%	67.7%	132
133	Santa Rosa Consolidated Schools	Santa Rosa High	86.6%	80.1%	79.5%	90.7%	90.4%	78.0%	96.7%	88.4%	133
134	Silver Consolidated Schools	Cliff High	79.1%	92.0%	79.2%	82.4%	94.2%	76.9%	91.4%	89.2%	134
135	Silver Consolidated Schools	Opportunity High School	76.3%	59.6%	54.6%	53.6%	64.6%	90.2%	57.6%	77.6%	135
136	Silver Consolidated Schools	Silver High	78.1%	78.5%	86.5%	85.7%	87.9%	87.2%	82.7%	84.1%	136
137	Socorro Consolidated Schools	Socorro High	75.6%	76.0%	71.1%	64.9%	61.5%	61.3%	65.4%	63.8%	137
138	Springer Municipal Schools	Springer High		84.4%	81.8%	95.9%	88.4%	93.9%	76.7%	100%	138
139	Taos Municipal Schools	Chrysalis Alternative	56.9%	39.2%	66.1%	91.9%	53.8%	48.8%		42.2%	139
140	Taos Municipal Schools	Taos Cyber Magnet	33.5%	51.7%	3.9%	98.0%	64.0%	38.3%	30.5%	67.8%	140
141	Taos Municipal Schools	Taos High	72.7%	73.6%	76.4%	76.3%	75.7%	62.3%	77.5%	68.7%	141
142	Tatum Municipal Schools	Tatum High		92.0%	91.2%	88.0%	92.0%	80.3%	100%	96.0%	142
143	Texico Municipal Schools	Texico High		95.9%	96.3%	92.1%	88.4%	97.8%	95.4%	73.1%	143
144	T or C Municipal Schools	Hot Springs High	70.1%	71.6%	77.8%	65.2%	75.1%	64.0%	81.7%	85.3%	144
145	Tucumcari Public Schools	Tucumcari High	75.4%	76.1%	70.7%	56.4%	68.4%	62.8%	79.1%	78.2%	145
146	Tularosa Municipal Schools	Tularosa High	88.9%	90.5%	86.5%	71.5%	84.8%	81.1%	69.6%	64.1%	146
147	Vaughn Municipal Schools	Vaughn High	74.9%	73.7%	93.0%	60.7%	87.6%	67.5%	67.3%	78.0%	147
148	West Las Vegas Public Schools	West Las Vegas Family Partner.	34.5%	60.5%	51.7%	63.6%	58.3%	44.8%	42.4%	7.0%	148
149	West Las Vegas Public Schools	West Las Vegas High	81.8%	81.5%	73.1%	73.3%	65.5%	72.4%	75.3%	78.6%	149
150	Zuni Public Schools	Twin Buttes High	54.6%	55.2%	69.9%	85.3%	17.3%	13.3%	28.0%	22.6%	150
151	Zuni Public Schools	Zuni High	86.7%	82.6%	80.1%	70.0%	60.5%	71.6%	65.9%	61.4%	151
Charter Schools											
152	Santa Fe Public Schools	Acad. for Tech. and the Classics	79.7%	63.7%	84.4%	78.4%	81.6%	75.1%	83.5%	96.4%	152
153	State-Chartered Charter School	Academy of Trades and Tech.	11.2%	15.1%	5.6%	39.7%	13.5%	9.5%	3.4%	11.2%	153
154	State-Chartered Charter School	ACE Leadership High School		32.6%	30.1%	22.0%	34.3%	20.0%	27.8%	20.5%	154
155	Albuquerque Public Schools	Albuquerque Charter Academy	22.5%	36.9%	46.5%	39.0%	40.8%	37.0%	35.0%	27.9%	155
156	State-Chartered Charter School	ABQ Inst. of Math & Science	75.4%	85.3%	66.1%	82.3%	94.8%	93.5%	91.6%	94.4%	156
157	State-Chartered Charter School	ABQ School of Excellence						93.6%	69.5%	91.8%	157
158	Albuquerque Public Schools	ABQ Talent Development Charter	27.0%	33.8%	41.5%	54.4%	39.0%	43.5%	44.5%	61.1%	158
159	State-Chartered Charter School	Aldo Leopold Charter	49.9%	71.5%	81.0%	88.4%	67.3%	76.2%	58.9%	67.4%	159
160	State-Chartered Charter School	Alma D'Arte Charter	92.0%	97.6%	92.4%		72.9%	64.8%	73.0%	60.0%	160
161	State-Chartered Charter School	Amy Biehl Charter High School	69.0%	51.5%	63.5%	73.1%	78.1%	64.7%	68.9%	81.4%	161
162	State-Chartered Charter School	Anthony Charter School ¹	64.6%	58.9%	59.6%	49.6%	67.9%	60.6%	63.3%	79.5%	162
163	State-Chartered Charter School	ASK Academy				48.1%	39.3%	50.3%	81.4%	71.2%	163
164	State-Chartered Charter School	Cesar Chavez Community School	37.2%	20.0%	35.4%	22.8%	38.1%	31.4%	36.0%	38.5%	164
165	Albuquerque Public Schools	Corrales International						72.4%	89.0%	90.6%	165
166	State-Chartered Charter School	Cottonwood Classical Prep		62.9%	78.9%	95.2%	96.0%	87.2%	72.2%	93.2%	166
167	Deming Public Schools	Deming Cesar Chavez	24.3%	25.1%	28.5%	19.8%	6.6%	17.3%	23.4%	24.2%	167
168	Albuquerque Public Schools	Digital Arts And Technology	37.4%	49.6%	46.6%	59.5%	50.4%	66.2%	56.9%	66.3%	168
169	Albuquerque Public Schools	East Mountain High School ¹	87.6%	86.2%	88.4%	85.0%	86.2%	90.2%	90.3%	93.4%	169
170	Albuquerque Public Schools	El Camino Real Academy	48.6%	41.4%	48.9%	41.8%	34.8%	54.2%	70.4%	76.4%	170
171	State-Chartered Charter School	Estancia Valley Classical Acad.						50.5%	73.4%	95.7%	171
172	State-Chartered Charter School	Explore Academy							0%	38.4%	172
173	State-Chartered Charter School	Gilbert L Sena Charter HS	43.5%	38.8%	46.0%	25.1%	24.3%	26.9%	39.1%	36.4%	173
174	Albuquerque Public Schools	Gordon Bernell Charter	34.0%	8.9%	5.5%	13.7%	9.6%	15.9%	9.8%	8.7%	174

Graduation Rates, FY10-FY17

	School District	School	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	
175	State-Chartered Charter School	GREAT Academy				3.2%	3.7%	14.0%	22.2%	30.8%	175
176	State-Chartered Charter School	Health Leadership High School						7.5%	15.3%	31.2%	176
177	Carlsbad Municipal Schools	Jefferson Montessori	81.4%	48.8%	76.4%	98.0%	76.3%	61.7%	83.7%	56.8%	177
178	Albuquerque Public Schools	La Academia De Esperanza	16.6%	26.9%	12.1%	12.3%	16.1%	6.4%	11.1%	18.7%	178
179	State-Chartered Charter School	Las Montañas Charter ¹	35.2%	45.2%	46.6%	30.1%	43.2%	37.7%	28.2%	31.8%	179
180	Albuquerque Public Schools	Los Puentes Charter	23.8%	13.6%	26.4%	18.3%	16.4%	12.5%	26.5%	23.3%	180
181	State-Chartered Charter School	MASTERS Program		76.8%	59.4%	61.2%	79.2%	78.1%	74.3%	76.9%	181
182	State-Chartered Charter School	McCurdy Charter School				90.9%	82.4%	67.5%	73.9%	63.0%	182
183	State-Chartered Charter School	Media Arts Collaborative		54.8%	52.7%	47.3%	40.5%	43.0%	36.5%	56.4%	183
184	Gallup-McKinley County Schools	Middle College High	69.3%	82.7%	79.4%	95.8%	97.2%	92.7%	79.1%	92.1%	184
185	State-Chartered Charter School	Monte Del Sol Charter ¹	78.7%	70.8%	65.3%	69.5%	67.9%	82.1%	73.8%	71.9%	185
186	Cimarron Municipal Schools	Moreno Valley High	72.0%	86.0%	73.1%	93.8%		72.1%	64.9%	83.1%	186
187	Albuquerque Public Schools	Native American Comm. Acad.			52.5%	57.2%	64.7%	66.6%	70.1%	72.4%	187
188	State-Chartered Charter School	New America School - ABQ		34.7%	36.1%	23.2%	30.9%	21.3%	22.3%	18.4%	188
189	State-Chartered Charter School	New America School - Las Cruces				35.4%	51.0%	33.8%	34.4%	28.3%	189
190	State-Chartered Charter School	New Mexico Connections Acad.					62.6%	42.2%	47.6%	40.5%	190
191	State-Chartered Charter School	New Mexico School for the Arts			95.9%	94.4%	86.2%	88.7%	95.3%	96.2%	191
192	Farmington Municipal Schools	New Mexico Virtual Academy					37.5%	38.6%	43.2%	39.6%	192
193	Albuquerque Public Schools	Nuestros Valores Charter	54.6%	47.9%	44.6%	40.4%	47.4%	33.4%	62.4%	44.9%	193
194	Albuquerque Public Schools	Public Acad. for Performing Arts	88.3%	83.2%	85.0%	83.0%	87.5%	93.1%	90.8%	92.3%	194
195	Albuquerque Public Schools	Robert F. Kennedy Charter	22.4%	23.7%	22.8%	15.5%	15.0%	5.2%	24.6%	7.6%	195
196	State-Chartered Charter School	School of Dreams Academy				41.4%	52.0%	65.1%	64.4%	66.6%	196
197	Albuquerque Public Schools	South Valley Academy	68.6%	58.4%	66.4%	78.9%	74.5%	85.6%	85.4%	86.6%	197
198	State-Chartered Charter School	SW Aeron., Math., and Science					51.7%	49.1%	58.1%	80.9%	198
199	State-Chartered Charter School	SW Secondary Learning Center ¹	61.0%	94.5%	84.9%	88.5%	92.0%	90.7%	78.7%	72.0%	199
200	State-Chartered Charter School	Taos Academy		95.7%	94.7%	93.6%	96.7%	84.2%	78.9%	94.3%	200
201	State-Chartered Charter School	Tierra Adentro				56.1%	75.2%	59.7%	77.5%	84.4%	201
202	State-Chartered Charter School	Tierra Encantada Charter School ¹	51.0%	20.8%	35.7%	27.5%	37.1%	51.8%	50.1%	70.0%	202
203	Taos Municipal Schools	Vista Grande High School	58.4%	46.7%	69.8%	68.6%	42.7%	56.2%	62.6%	78.4%	203
204	State-Chartered Charter School	Walatowa Charter High ¹	90.5%	90.7%	97.5%	85.8%	91.0%	87.0%	83.7%	80.5%	204
205	Statewide		67.3%	63.0%	70.4%	70.3%	69.3%	68.6%	71.0%	71.1%	205

¹ Charter school changed authorizer at least once. Only the most recent authorizer is shown.

Source: PED and LESC Files

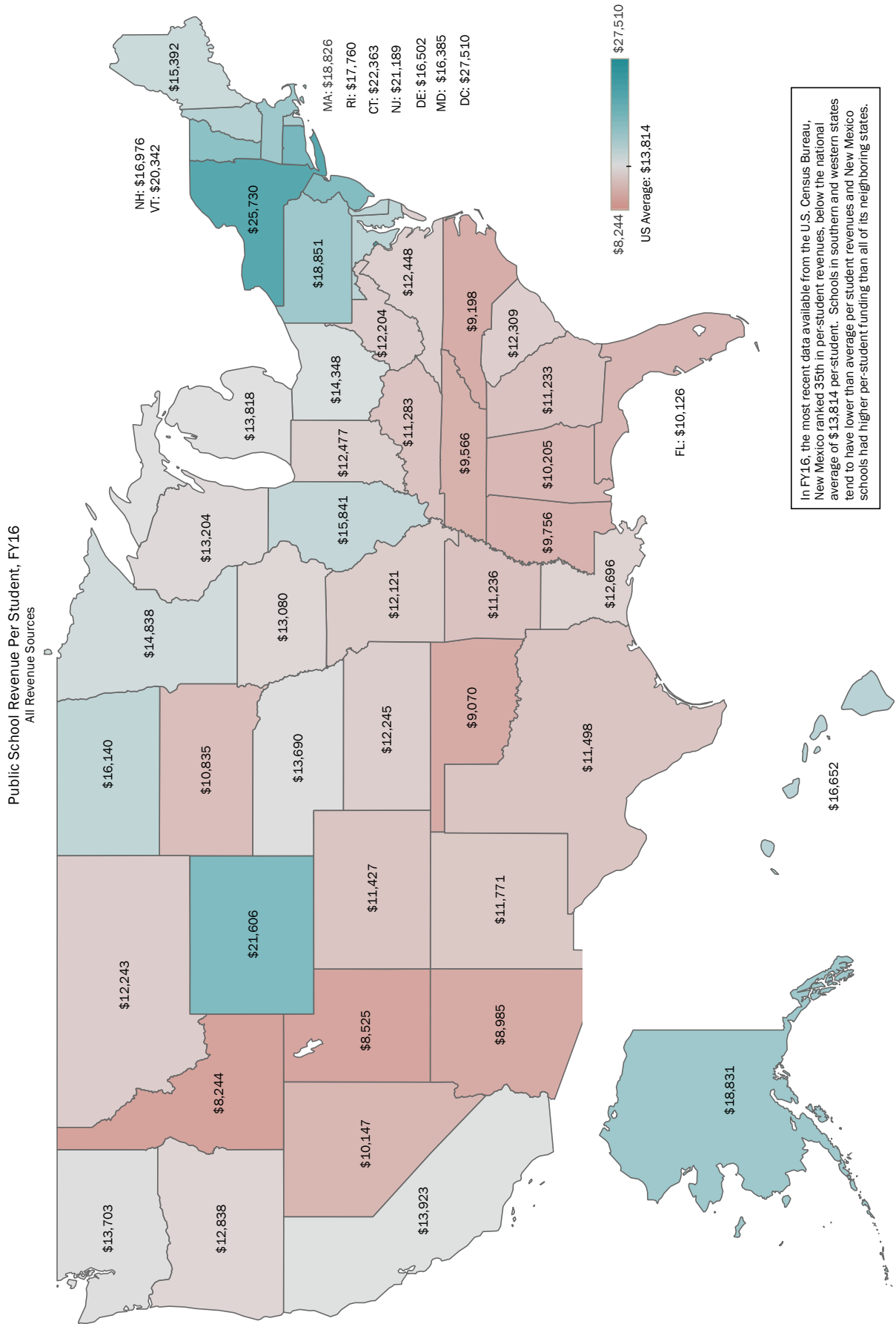
25 Schools With Most Dropouts

Twenty-Five New Mexico Schools with the Largest Number of Dropouts 2016

High School	School District/ Charter	Number of Dopouts	Dropout Rate	Four-Year Graduation Rate	Support and Intervention
Gordon Bernell Charter	Albuquerque Public Schools	236	65%	10%	Comprehensive
New America School Charter	New America School Charter	113	46%	22%	Comprehensive
Highland High	Albuquerque Public Schools	101	17%	58%	Comprehensive
Santa Fe High	Santa Fe Public Schools	99	19%	73%	Targeted
Atrisco Heritage Academy High	Albuquerque Public Schools	95	12%	70%	
Rio Grande High	Schools	92	17%	66%	Comprehensive
Manzano High	Albuquerque Public Schools	89	15%	71%	Comprehensive
Clovis High	Clovis Municipal Schools	88	14%	76%	
La Academia De Esperanza Charter	Albuquerque Public Schools	87	40%	11%	Comprehensive
Carlsbad High	Carlsbad Municipal Schools	84	18%	76%	Targeted
New America School Las Cruces	Cruces	84	59%	34%	
Architecture Construction and Engineering Leadership High Charter	Architecture Construction and Engineering Leadership High (ACE)	82	40%	28%	
Las Cruces High	Las Cruces Public Schools	81	17%	79%	
Farmington High	Farmington Municipal Schools	81	18%	72%	
Albuquerque High	Albuquerque Public Schools	78	12%	70%	
Del Norte High	Albuquerque Public Schools	77	17%	55%	Comprehensive
Clovis High Freshman Campus	Clovis Municipal Schools	77	13%	76%	Comprehensive
Capital High	Santa Fe Public Schools	75	19%	72%	
Roswell High	Roswell Independent Schools	74	16%	68%	
NM Connections Academy	New Mexico Connections Academy	73	33%	48%	Targeted
Centennial High School	Las Cruces Public Schools	72	11%	83%	Comprehensive
Espanola Valley High	Espanola Public Schools	72	22%	64%	Comprehensive
Miyamura High	Gallup McKinley County Schools	71	17%	67%	Comprehensive
West Mesa High	Albuquerque Public Schools	70	13%	67%	Comprehensive
Gallup Central Alternative	Gallup McKinley County Schools	68	43%	24%	Comprehensive

Source: PED

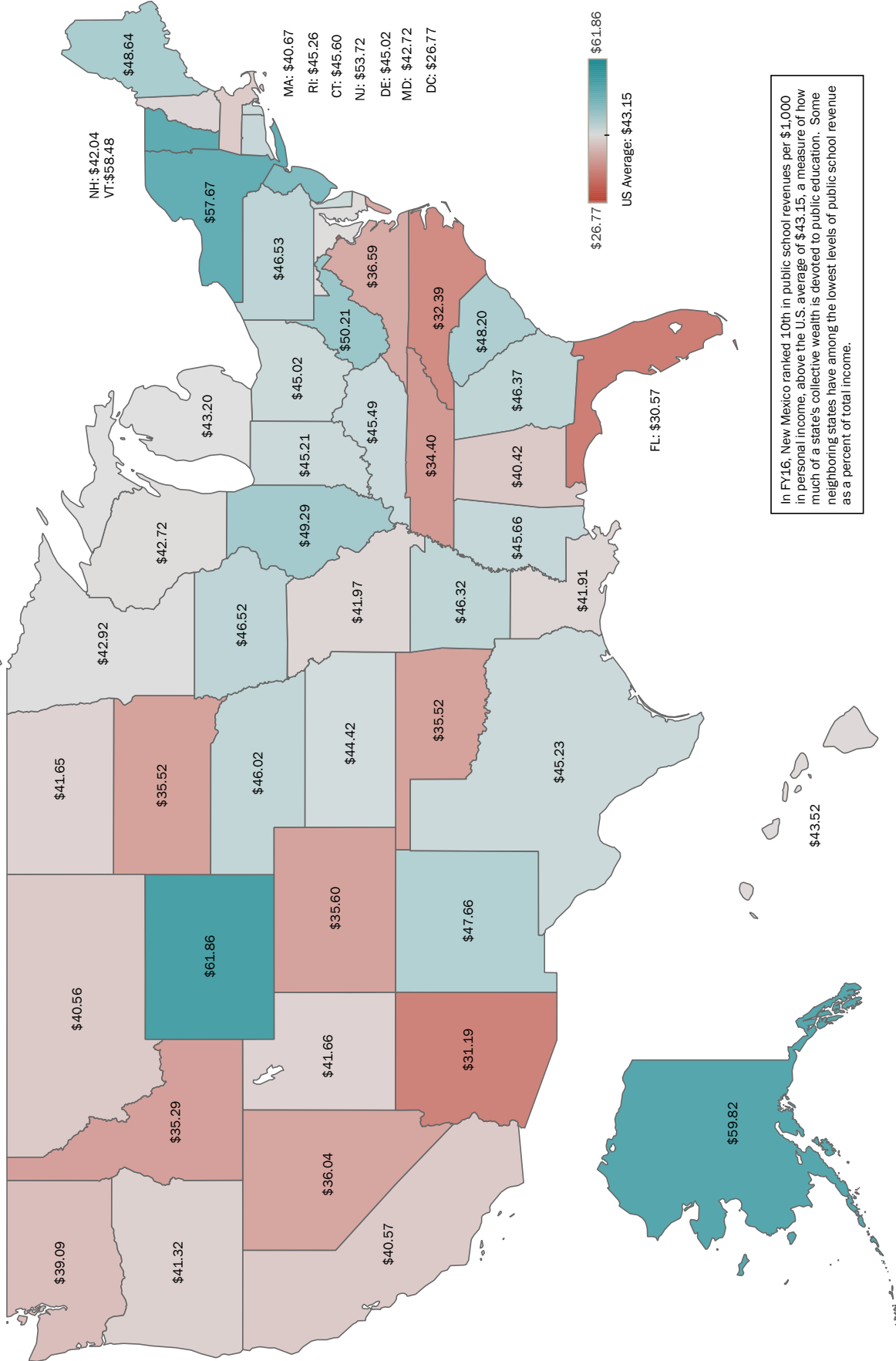
Public School Revenue per Student



Source: U.S. Census Bureau, Annual Survey of School System Finances, Fiscal Year 2016 (May 2018)

Public School Revenue per Personal Income

Public School Revenue Per \$1,000 in Personal Income, FY16
All Revenue Sources



In FY16, New Mexico ranked 10th in public school revenues per \$1,000 in personal income, above the U.S. average of \$43.15, a measure of how much of a state's collective wealth is devoted to public education. Some neighboring states have among the lowest levels of public school revenue as a percent of total income.

Source: U.S. Census Bureau, Annual Survey of School System Finances, Fiscal Year 2016 (May 2018)

Recurring General Fund Appropriations

Recurring General Fund Appropriations¹

(in thousands)

Year	Public Schools	Higher Education	Total Education	Total General Fund
FY10	\$2,276,079.5	\$816,389.9	\$3,092,469.4	\$5,269,834.8
FY11	\$2,339,263.2	\$762,281.8	\$3,101,545.0	\$5,202,846.8
FY12	\$2,366,012.0	\$716,565.3	\$3,082,577.3	\$5,431,388.6
FY13	\$2,455,341.4	\$757,716.6	\$3,213,058.0	\$5,650,139.2
FY14	\$2,567,549.5	\$796,028.3	\$3,363,577.8	\$5,893,578.1
FY15	\$2,715,469.6	\$838,606.8	\$3,554,076.4	\$6,151,134.6
FY16	\$2,735,613.3	\$843,428.2	\$3,579,041.5	\$6,204,334.3
FY17	\$2,682,429.5	\$786,866.8	\$3,469,296.3	\$6,070,229.1
FY18 ²	\$2,695,524.5	\$779,345.1	\$3,474,869.6	\$6,077,955.6
FY19 ³	\$2,801,153.0	\$804,071.0	\$3,605,224.0	\$6,332,267.1

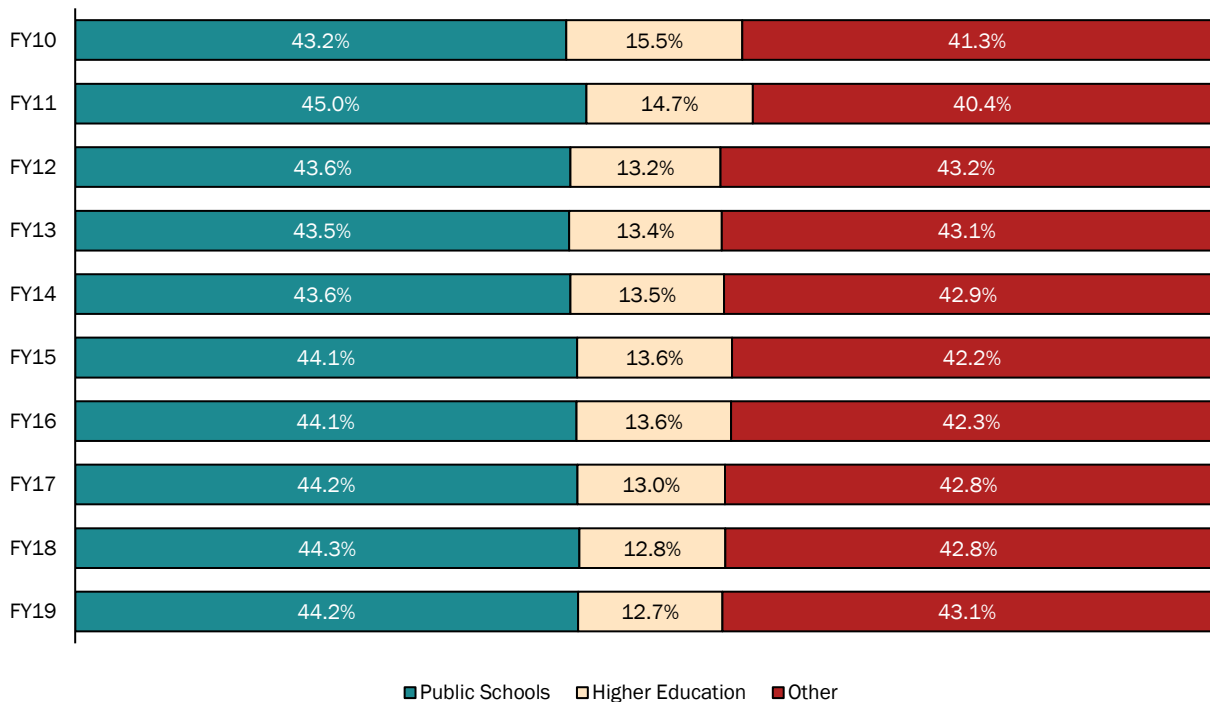
Source: LFC & LESC Files

¹This table includes only recurring general fund appropriations and excludes all other revenue sources, which in some cases supplant recurring general fund appropriations, including federal *American Recovery and Reinvestment Act of 2009* revenue in FY10 and FY11, federal education jobs funds in FY11, and public school capital outlay fund revenue in FY17 and FY18.

²The FY18 total general fund column includes \$19.6 million in recurring Section 5 special appropriations. The public schools column includes \$10.6 million of the \$19.6 million.

³The FY19 row includes \$46.8 million in Section 8 compensation appropriations in the public schools column, \$11.3 million in compensation appropriations in the higher education column, and \$89.2 million in compensation appropriations in the total general fund column.

Share of Recurring General Fund Appropriations



Source: LFC and LESC Files

Recurring General Fund Appropriations for Public Schools

Recurring General Fund Appropriations for Public Education (in thousands)

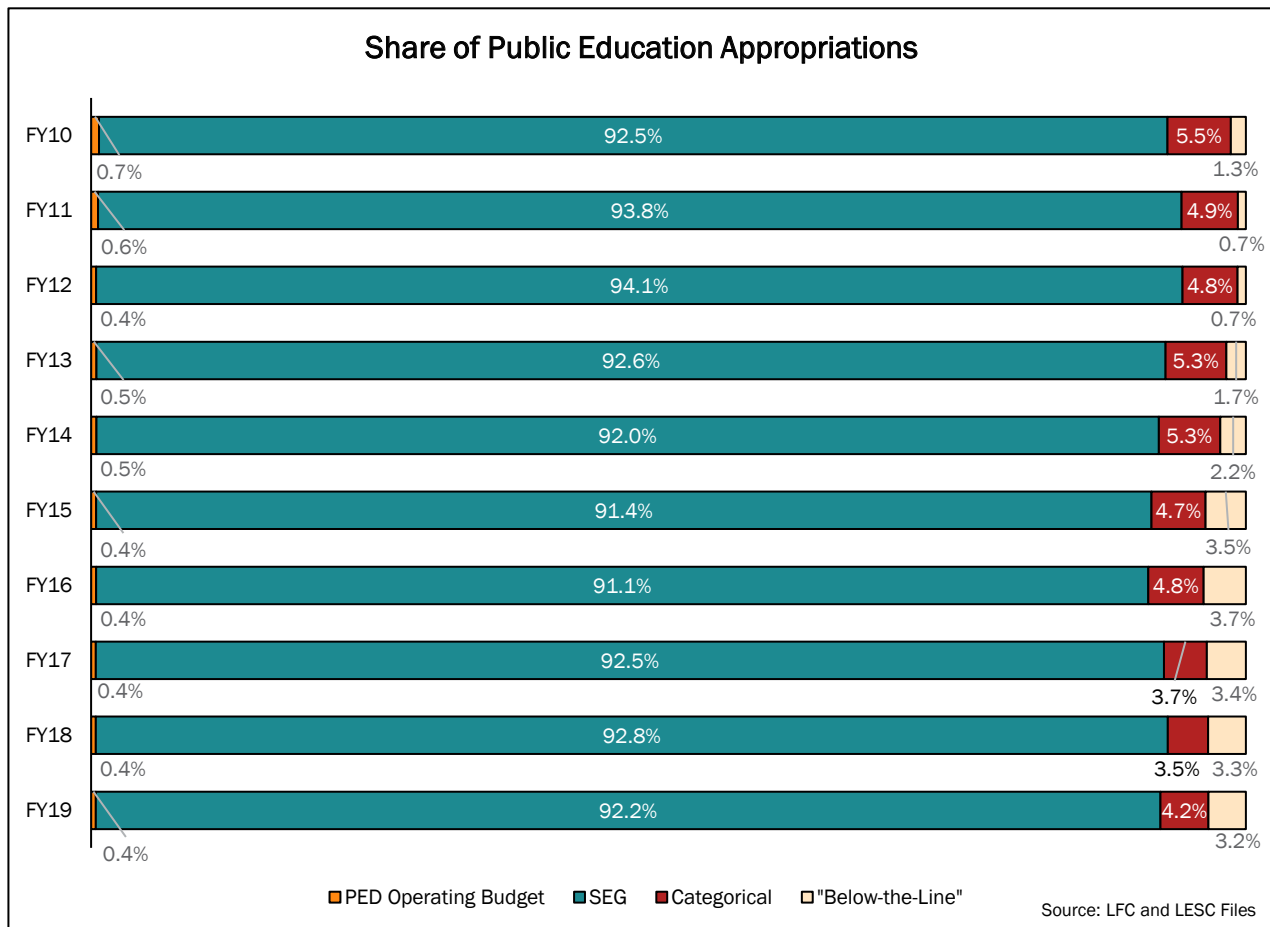
Year	PED Operating Budget	State Equalization Guarantee Distribution	Categorical Appropriations	PED Special or "Below-the-Line" Programs
FY10 ¹	\$15,499.4	\$2,105,762.2	\$124,667.0	\$30,150.9
FY11 ²	\$13,955.4	\$2,194,800.1	\$114,375.0	\$16,132.7
FY12	\$10,534.2	\$2,225,491.4	\$112,930.6	\$17,055.8
FY13	\$11,711.9	\$2,273,588.9	\$129,179.4	\$41,833.5
FY14	\$11,786.1	\$2,361,895.8	\$136,845.9	\$57,022.3
FY15	\$11,969.2	\$2,481,311.0	\$127,066.6	\$95,122.8
FY16	\$11,879.7	\$2,492,525.8	\$130,790.1	\$100,417.7
FY17 ³	\$11,065.3	\$2,481,192.4	\$99,040.1	\$91,131.7
FY18 ³	\$11,065.3	\$2,501,808.7	\$94,465.5	\$88,185.0
FY19 ³	\$11,246.6	\$2,582,377.6	\$116,628.9	\$90,900.0

Source: LFC and 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 regional education cooperatives.

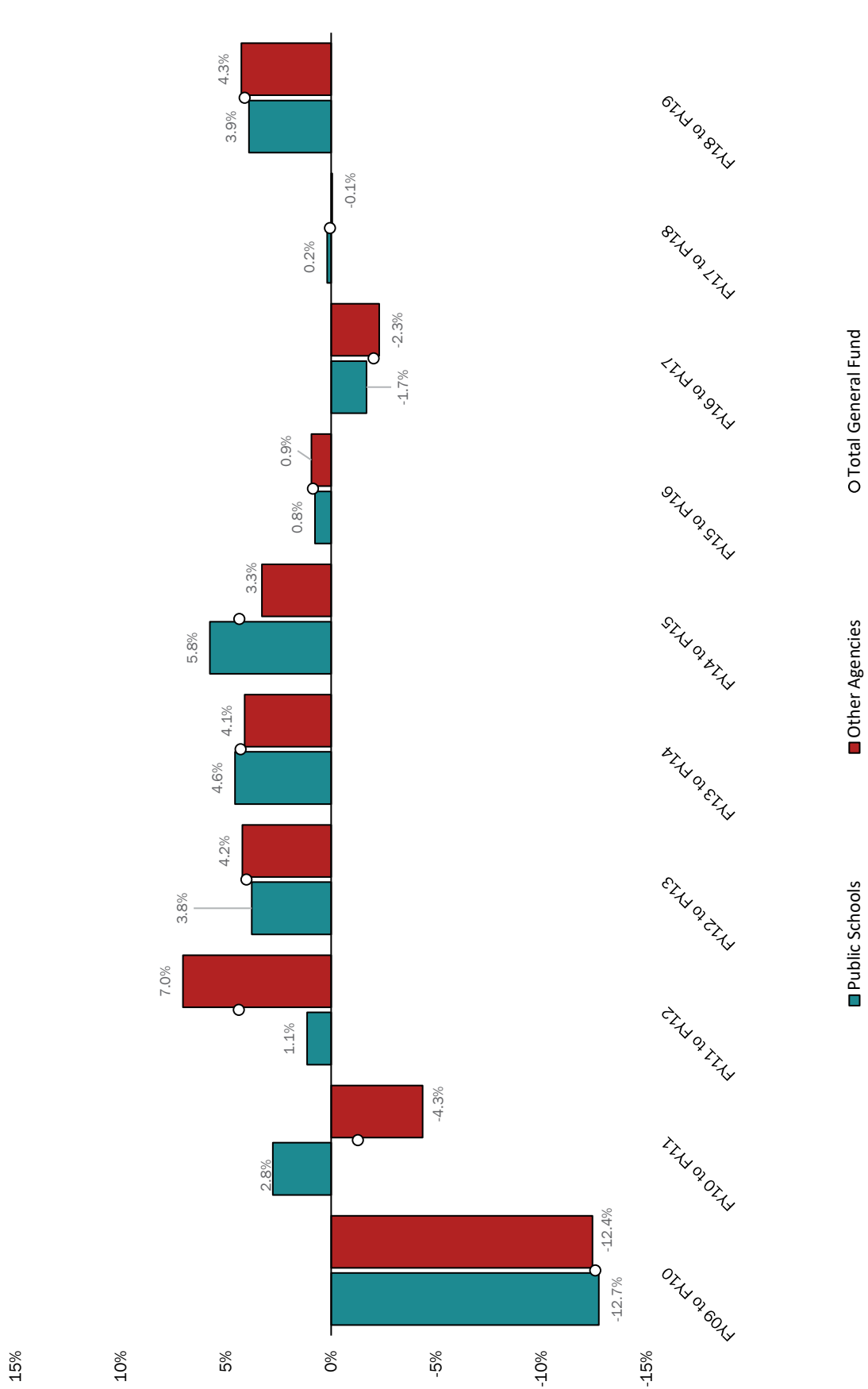
²The FY11 state equalization guarantee distribution column does not include \$24 million in federal ARRA funds or \$64 million in federal education jobs funds.

³The FY17, FY18, and FY19 rows do not include public school capital outlay fund revenue appropriated for transportation and instructional materials.



Year-Over-Year Change in General Fund Appropriations

Year-Over-Year Change in General Fund Appropriations



Source: LESC

Public School Support and Related Appropriations

Public School Support and Related Appropriations for FY20

(in thousands of dollars)

School Year 2018-2019 Preliminary Unit Value = \$4,159.23 School Year 2017-2018 Final Unit Value = \$4,115.60 ¹		FY19 OpBud	PED Request	Executive Rec.	LFC Rec.
1	PROGRAM COST	\$2,567,558.7	\$2,646,377.6	\$2,646,377.6	\$2,646,377.6
2	Base Adjustment/Reversion Credit	(\$2,318.3)			
3	UNIT CHANGES				
4	Increases to At-Risk Index (0.215 PED Request; 0.25 Exec and LFC)	\$22,541.4	\$79,951.9	\$113,177.9 ¹⁰	\$113,177.9 ¹⁰
5	Make Bilingual Multicultural Education Programs Categorical		(\$34,802.2)		
6	Enrollment Growth Units		\$12,258.9	\$12,258.9	
7	Increase Bilingual and Multicultural Education Program Factor from 0.5 to 0.6			\$6,954.5 ¹⁰	
8	Set School Age Limit at 22				(\$6,129.0) ¹⁰
9	Prohibit School Size Adjustment for Schools within Large Districts (> 2,000 MEM)				(\$14,773.1) ¹⁰
10	Replace Rural Isolation with Rural Population Units				\$5,788.4 ¹⁰
11	Extended Learning Time Factor (Exec: 183 School Days, LFC: 190 School Days and After School Programs)			\$18,749.3 ¹⁰	\$62,497.5 ¹⁰
12	Move K-5 Plus to the Funding Formula (All participating schools required to add 25 days)			\$119,895.6 ¹⁰	\$119,895.9 ¹⁰
13	Eliminate Size Adjustment for Special Separate Schools of Alternative Education	(\$6,162.8) ²			
14	Other Projected Net Unit Changes	(\$1,066.6)			
15	UNIT VALUE CHANGES				
16	Instructional Materials				\$25,000.0
17	Increase Employer Retirement Contributions (Exec: 0.5%, LFC 1.0%)			\$8,500.0	\$16,946.9
18	Insurance	\$2,794.3	\$16,733.6	\$10,000.0	\$9,014.0
19	Fixed Costs		\$4,150.6	\$4,000.0	
20	Increase Compensation for Teachers, School Administrators, and Mentors		\$120,000.0		
21	Implement \$12 per Hour Minimum Wage for Public School Personnel			\$5,950.5 ¹⁰	
22	Raise Compensation for Teachers (Exec: 6%, LFC: 5.5%)	\$31,276.2		\$77,753.0	\$71,113.7
23	Raise Compensation for Principals (Exec: 6%, LFC: 7.5%)	\$1,937.2		\$6,225.4	\$7,764.4
24	Raise Compensation for other School Personnel (Exec: 6%, LFC 4%)	\$12,206.0		\$37,694.4	\$25,468.0
25	Increase Teacher Minimum Salaries (Exec: \$41k, \$50k, \$60k; LFC: \$40k, \$50k, \$60k)	\$17,611.5 ³		\$48,063.1 ¹⁰	\$32,527.1 ¹⁰
26	Increase Principal and Assistant Principal Minimum Salary (Exec: \$60k, LFC: \$60k base)			\$757.5 ¹⁰	\$2,319.6 ¹⁰
27	SUBTOTAL PROGRAM COST	\$2,646,377.6	\$2,844,670.4	\$3,116,357.6	\$3,116,988.9
28	Dollar Change Over Prior Year Appropriation	\$78,818.9	\$198,292.8	\$469,980.1	\$470,611.3
29	Percent Change	3.1%	7.5%	17.8%	17.8%
30	LESS PROJECTED CREDITS (FY18 Actual Credits of \$77,577.7)	(\$59,000.0)	(\$61,814.8)	(\$61,814.8)	(\$63,500.0)
31	LESS OTHER STATE FUNDS (From Driver's License Fees)	(\$5,000.0)	(\$5,000.0)	(\$5,000.0)	(\$5,000.0)
32	STATE EQUALIZATION GUARANTEE	\$2,582,377.6	\$2,777,855.6	\$3,049,542.8	\$3,048,488.9
33	Dollar Change Over Prior Year Appropriation	\$80,568.9	\$195,478.0	\$467,165.3	\$466,111.3
34	Percent Change	3.2%	7.6%	18.1%	18.0%
35	CATEGORICAL PUBLIC SCHOOL SUPPORT				
36	School District Transportation (with language)				
37	Maintenance and Operations	\$72,282.2	\$90,158.0	\$65,158.0	\$54,167.5
38	Fuel	\$12,979.0	\$10,961.1	\$10,961.1	\$12,979.0
39	Rental Fees (Contractor-Owned Buses)	\$8,825.0	\$6,565.1	\$6,565.1	\$9,194.4
40	Transportation for Extended Learning Time			\$823.7 ¹⁰	\$2,745.6 ¹⁰
41	Transportation for K-5 Plus			\$3,744.0 ¹⁰	\$3,744.0 ¹⁰
42	Section 8 - Raise Compensation for Transportation (Exec: 6%, LFC: 4%)	\$1,136.3		\$3,567.6	\$2,423.5
43	Subtotal School District Transportation	\$95,222.5 ⁴	\$107,684.2	\$90,819.5	\$85,254.0
44	State-Chartered Charter School Transportation (with language)	\$1,885.3			
45	Rental Fees (Contractor-Owned Buses)	\$369.4			
46	Section 8 - Raise Compensation for State-Chartered Charter School Transportation	\$27.0			
47	Subtotal State-Chartered Charter School Transportation	\$2,281.7 ⁴			
48	SUBTOTAL TRANSPORTATION	\$97,504.3 ⁵	\$107,684.2	\$90,819.5 ⁵	\$85,254.0 ⁵
49	Out-of-State Tuition	\$300.0	\$300.0	\$300.0	\$300.0
50	Emergency Supplemental	\$2,000.0	\$3,000.0	\$3,000.0	\$1,000.0
51	INSTRUCTIONAL MATERIAL FUND	\$8,000.0 ⁵	\$21,900.0	\$21,900.0	
52	Dual Credit Instructional Materials	\$1,000.0	\$2,000.0	\$2,000.0	\$1,000.0
53	Standards-Based Assessments (K-12 English Language Arts and Math)	\$6,000.0	\$6,000.0	\$6,000.0	\$6,600.0
54	Bilingual Multicultural Education Programs		\$50,000.0		
55	Career Technical Education and Apprenticeships		\$20,000.0		
56	Excellence in Teaching Awards		\$10,000.0		
57	Recruitment and Mentorship Initiative		\$5,000.0		
58	INDIAN EDUCATION FUND	\$1,824.6 ⁶	\$4,000.0	\$6,000.0	\$2,500.0 ⁶
59	TOTAL CATEGORICAL	\$116,628.9	\$229,884.2	\$130,019.5	\$96,654.0
60	TOTAL PUBLIC SCHOOL SUPPORT	\$2,699,006.4	\$3,007,739.8	\$3,179,562.3	\$3,145,142.9
61	Dollar Change Over Prior Year Appropriation	\$104,732.2	\$308,733.3	\$480,555.8	\$446,136.4
62	Percent Change	4.0%	11.4%	17.8%	16.5%

Public School Support and Related Appropriations

Public School Support and Related Appropriations for FY20

(in thousands of dollars)

School Year 2018-2019 Preliminary Unit Value = \$4,159.23 School Year 2017-2018 Final Unit Value = \$4,115.60 ¹		FY19 OpBud	PED Request	Executive Rec.	LFC Rec.
63	RELATED REQUESTS: RECURRING				
64	Regional Education Cooperatives	\$1,038.0	\$2,000.0	\$1,038.0	\$1,039.0
65	K-3 Plus Fund	\$30,200.0	\$45,000.0		
66	Public Pre-Kindergarten Fund	\$29,000.0 ⁷	\$45,000.0 ⁷	\$64,400.0	\$39,000.0 ⁷
67	Early Literacy Initiatives	\$8,837.0			
68	Breakfast for Elementary Students	\$1,600.0	\$1,600.0	\$1,600.0	\$1,600.0
69	After School and Summer Enrichment Programs	\$325.0	\$325.0	\$1,000.0	
70	Teacher Evaluation System	\$1,000.0 ⁸	\$4,100.0	\$2,000.0	\$1,000.0 ⁸
71	STEM Initiative (Science, Technology, Engineering, and Math Teachers)	\$3,000.0	\$6,000.0	\$6,000.0	\$3,000.0
72	School Teacher and School Leader Preparation Programs	\$1,000.0	\$2,000.0	\$1,000.0	
73	College Preparation, Career Readiness, and Dropout Prevention	\$1,500.0	\$2,000.0	\$1,500.0	
74	Advanced Placement Test Fee Waivers and Training	\$1,000.0	\$5,000.0	\$1,500.0	\$1,250.0
75	Interventions and Support for Students, Teachers, Struggling Schools, and Parents	\$4,000.0	\$9,200.0		
76	Truancy and Dropout Prevention Coaches	\$4,000.0	\$4,500.0	\$6,000.0	
77	Principal Mentorship - Principals Pursuing Excellence	\$2,000.0	\$2,500.0	\$2,500.0	\$2,500.0
78	New Mexico Grown Fruits and Vegetables	\$200.0	\$525.0	\$400.0	\$200.0
79	GRADS - Teen Parent Interventions	\$200.0 ⁹	\$400.0	\$400.0	\$200.0 ⁹
80	Teachers Pursuing Excellence	\$2,000.0	\$2,500.0	\$2,500.0	\$2,500.0
81	Parent and Family Engagement		\$750.0	\$1,450.0	\$400.0
82	Teacher Leader Network		\$1,000.0	\$1,000.0	\$400.0
83	English Learners and Bilingual Education Program Evaluation and Support (Individualized and Culturally-Responsive Professional Development)		\$2,500.0	\$2,500.0	\$2,500.0
84	Supporting Social Studies and Curriculum		\$1,000.0		
85	Teacher Supply Program		\$2,300.0	\$5,000.0	
86	School-Based Health Centers				\$1,500.0
87	Career Technical and Vocational Education and Apprenticeship Programs			\$5,000.0	\$1,000.0
88	Community School Support			\$2,000.0	
89	Academic Engagement and Professional Development			\$3,000.0	
90	TOTAL RELATED APPROPRIATIONS: RECURRING	\$90,900.0	\$140,200.0	\$111,788.0	\$58,089.0
91	Dollar Change Over Prior Year Appropriation	\$2,715.0	\$49,300.0	\$20,888.0	(\$32,811.0)
92	Percent Change	3.1%	54.2%	23.0%	-36.1%
93	SUBTOTAL PUBLIC EDUCATION FUNDING	\$2,789,906.4	\$3,147,939.8	\$3,291,350.3	\$3,203,231.9
94	Dollar Change Over Prior Year Appropriation	\$107,447.2	\$358,033.3	\$501,443.9	\$413,325.4
95	Percent Change	4.0%	12.8%	18.0%	14.8%
96	PUBLIC EDUCATION DEPARTMENT	\$11,246.6	\$11,246.6	\$13,246.6	\$14,497.6
97	Dollar Change Over Prior Year Appropriation	\$181.3	\$0.0	\$2,000.0	\$3,251.0
98	Percent Change	1.6%	0.0%	17.8%	28.9%
99	GRAND TOTAL - SECTION 4 and 8	\$2,801,153.0	\$3,159,186.4	\$3,304,596.9	\$3,217,729.5
100	Dollar Change Over Prior Year Appropriation	\$107,628.5	\$358,033.3	\$503,443.8	\$416,576.4
101	Percent Change	4.0%	12.8%	18.0%	14.9%
102	SECTION 5 APPROPRIATIONS				
103	Emergency Supplemental Funding for School Districts	\$1,000.0	\$1,700.0		\$1,000.0
104	Emergency Supplemental Funding for School Districts in FY18				
105	Exemplary Teacher Awards	\$5,000.0			
106	STEM Science Standards Implementation	\$500.0			
107	Text Messaging Systems for High School Student Absenteeism and Testing	\$300.0			
108	Advanced Placement	\$100.0			
109	New Mexico Grown Fruits and Vegetables	\$225.0			
110	Teacher Residency Pilot				\$1,000.0
111	Sufficiency Lawsuit Fees	\$1,200.0	\$2,000.0	\$2,000.0	\$1,250.0
112	Dual-Credit Instructional Materials				\$500.0
113	Instructional Material Fund		\$29,000.0	\$29,000.0	\$29,000.0
114	Teacher Evaluation System Research and Development			\$1,000.0	
115	Standards Based Assessment Research and Development			\$2,000.0	
116	Special Education Research and Review			\$1,000.0	
117	Pre-Kindergarten Transportation Demand Analysis			\$75.0	
118	Curriculum and Post-Secondary Requirements Review			\$100.0	
119	School District Performance and Expenditure Review			\$100.0	
120	School Bus Replacement		\$32,895.0		

Public School Support and Related Appropriations

Public School Support and Related Appropriations for FY20

(in thousands of dollars)

School Year 2018-2019 Preliminary Unit Value = \$4,159.23 School Year 2017-2018 Final Unit Value = \$4,115.60 ¹		FY19 OpBud	PED Request	Executive Rec.	LFC Rec.
121	CATEGORICAL APPROPRIATIONS DETAIL				
122	TRANSPORTATION				
123	Section 4 General Fund	\$97,504.3	\$82,340.9	\$90,819.5	\$85,254.0
124	Section 4 Public School Capital Outlay Fund	\$2,500.0	\$0.0	\$25,000.0	\$22,500.0
125	TRANSPORTATION TOTAL	\$100,004.3	\$82,340.9	\$115,819.5	\$107,754.0
126	INSTRUCTIONAL MATERIALS				
127	Section 4 Public School Support	\$50.0	\$0.0	\$0.0	\$25,000.0
128	Section 4 General Fund	\$8,000.0	\$0.0	\$21,900.0	\$0.0
129	Section 4 Public School Capital Outlay Fund	\$4,500.0	\$0.0	\$0.0	\$0.0
130	Section 5 General Fund (Nonrecurring)		\$29,000.0	\$29,000.0	\$29,000.0
131	TOTAL INSTRUCTIONAL MATERIALS	\$12,550.0	\$29,000.0	\$50,900.0	\$54,000.0
132	Indian Education Fund				
133	Section 4 General Fund	\$1,824.6	\$4,000.0	\$6,000.0	\$2,500.0
134	Indian Education Fund Balance	\$675.4	\$0.0	\$0.0	\$2,000.0
135	TOTAL INDIAN EDUCATION FUND	\$2,500.0	\$4,000.0	\$6,000.0	\$4,500.0
136	EMERGENCY SUPPLEMENTAL				
137	Section 4 General Fund	\$2,000.0	\$3,000.0	\$3,000.0	\$1,000.0
138	Section 5 General Fund (Nonrecurring)	\$1,000.0	\$1,700.0	\$0.0	\$1,000.0
139	TOTAL EMERGENCY SUPPLEMENTAL	\$3,000.0	\$4,700.0	\$3,000.0	\$2,000.0

Source: LESC Analysis

Footnotes

¹The final FY18 unit value listed here includes a special distribution for special education services that was authorized by the General Appropriation Act (GAA) of 2017.

²The GAA of 2018 included language to clarify the types of schools that are prohibited by statute from receiving small school size adjustment program units. The GAA included language to prohibit schools without geographic attendance zones from generating those program units. This language was vetoed by the governor.

³The GAA of 2018 included \$17.6 million to increase minimum teacher salaries for level 1 teachers from \$34 thousand to \$36 thousand, for level 2 teachers from \$42 thousand to \$44 thousand, and for level 3 teachers from \$52 thousand to \$54 thousand.

⁴The GAA of 2018 included separate transportation distributions for school districts and state chartered charter schools. The governor vetoed language for the separate distributions, effectively rendering a single transportation appropriation.

⁵Laws 2016 (2nd S.S.), Chapter 2 (Senate Bill 4) authorized up to \$25 million in annual appropriations to the instructional material fund and transportation distribution from the public school capital outlay fund (PSCOF) in FY18 through FY22. The GAA of 2018 appropriated \$2.5 million to school district transportation and \$4.5 million to the instructional material fund from PSCOF. The executive recommendation included \$25 million for school transportation in FY20 and the LFC recommendation included \$22.5 million for school transportation in FY20 from PSCOF.

⁶The GAA of 2018 included \$675.4 thousand from Indian education fund balance. The LFC recommendation for FY20 included \$2 million from Indian education fund balance.

⁷The GAA of 2018 included \$3.5 million in temporary assistance for needy families (TANF) funds for prekindergarten. The FY20 LFC recommendation for FY20 included \$3.5 million in TANF funds.

⁸The GAA of 2018 included \$1 million from the educator licensure fund. The LFC recommendation for FY20 included \$1 million from the educator licensure fund.

⁹The GAA of 2018 included \$200 thousand in TANF funds. The LFC recommendation for FY20 included \$200 thousand in TANF funds.

¹⁰This appropriation is contingent on the enactment of legislation amending the Public School Code.

Program Costs, Program Units, Credits and the SEG

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

10 Year History

Fiscal Year	Program Cost	Program Units	Unit Value	Credits ¹	State Equalization Guarantee (SEG)	Percent Change in SEG
FY09	\$2,421,391,873	625,393	\$3,871.79	\$72,431,667	\$2,348,148,814	4.1%
FY10	\$2,381,173,614	627,839	\$3,792.65 ²	\$76,126,605	\$2,315,962,200	-1.4%
FY11	\$2,343,371,247	631,267	\$3,712.17 ³	\$77,002,957	\$2,265,292,797	-2.2%
FY12	\$2,293,182,700	637,195	\$3,598.87	\$73,939,407	\$2,218,939,680	-2.0%
FY13	\$2,332,550,969	634,960	\$3,673.54	\$70,731,647	\$2,261,467,112	1.9%
FY14	\$2,413,763,965	632,281	\$3,817.55	\$61,818,035	\$2,351,604,561	4.0%
FY15	\$2,539,357,150	633,509	\$4,007.75	\$72,283,546	\$2,466,803,382	4.9%
FY16	\$2,548,349,273	632,698	\$4,027.75	\$63,861,243	\$2,484,379,058	0.7%
FY17	\$2,510,837,233	630,922	\$3,979.63 ⁴	\$64,998,362	\$2,402,198,647 ⁴	-3.3%
FY18	\$2,573,613,042	625,331	\$4,115.60	\$77,577,748	\$2,493,202,893	3.8%

Source: LESC Files

¹Funding formula credits include 75 percent of federal Impact Aid and forest reserve payments and the half mill levy.

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

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

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

Emergency Supplemental and Out-of-State Tuition

Emergency Supplemental (Operational) and Out-of-State Tuition Distributions FY10 through FY19¹

School District	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY10 to FY19
1 Aztec									\$120,000		\$120,000 ¹
2 Belen								\$169,803			\$169,803 ²
3 Bloomfield										\$75,000	\$75,000 ³
4 Carrizozo			\$99,350	\$265,000	\$233,000			\$62,563			\$660,113 ⁴
5 Chama Valley	\$580,000	\$475,000	\$372,420	\$507,122	\$426,000	\$589,000	\$330,850	\$641,079	\$605,000	\$405,000	\$4,931,471 ⁵
6 Cimarron	\$220,000	\$255,000		\$157,702	\$210,000						\$842,702 ⁶
7 Corona	\$610,000	\$670,000	\$518,060	\$513,500	\$698,700	\$156,800	\$228,750	\$281,008	\$205,000	\$332,000	\$4,213,818 ⁷
8 Des Moines	\$400,000	\$467,839	\$575,000	\$600,000	\$362,000	\$203,000	\$64,550	\$61,882	\$156,000	\$100,000	\$2,990,271 ⁸
9 Dexter	\$270,000										\$270,000 ⁹
10 Elida	\$280,000	\$250,000	\$50,000	\$97,588	\$238,250						\$915,838 ¹⁰
11 Ft. Sumner	\$320,000	\$231,106	\$265,000	\$123,000	\$208,000						\$1,147,106 ¹¹
12 Gadsden	\$3,000,000										\$3,000,000 ¹²
13 Gallup-McKinley		\$350,000									\$350,000 ¹³
14 Grady	\$285,000	\$373,085	\$495,000	\$559,688	\$444,000	\$171,000	\$193,930	\$98,991	\$50,000	\$50,000	\$2,720,694 ¹⁴
15 Hatch Valley		\$150,000									\$150,000 ¹⁵
16 Hondo Valley	\$270,000	\$184,581	\$237,100	\$203,284	\$273,744		\$99,920	\$166,734	\$130,000	\$130,000	\$1,695,363 ¹⁶
17 House	\$250,000	\$280,000	\$175,000	\$259,945	\$518,000			\$230,321	\$83,000	\$113,000	\$1,909,266 ¹⁷
18 Jemez Mountain	\$1,585,000										\$1,585,000 ¹⁸
19 Lake Arthur	\$860,000	\$860,000	\$812,000	\$555,470	\$284,542	\$45,000	\$115,000	\$144,938			\$3,676,950 ¹⁹
20 Las Vegas City				\$750,000	\$300,000	\$200,000					\$1,250,000 ²⁰
21 Logan	\$200,000										\$200,000 ²¹
22 Lordsburg								\$234,750			\$234,750 ²²
23 Magdalena							\$22,120			\$343,000	\$365,120 ²³
24 Maxwell	\$530,000	\$464,668	\$500,000	\$461,000	\$450,000	\$178,000	\$176,550	\$420,779	\$343,000	\$354,000	\$3,877,997 ²⁴
25 Melrose			\$135,000	\$252,794	\$374,000	\$381,000	\$385,700	\$480,574	\$304,000		\$2,313,068 ²⁵
26 Mesa Vista			\$185,000	\$68,000	\$225,000	\$237,000	\$275,000		\$215,822		\$1,205,822 ²⁶
27 Moriarty									\$293,000		\$293,000 ²⁷
28 Mosquero	\$550,000	\$510,000	\$501,800	\$335,000	\$627,000	\$75,000	\$75,000				\$2,673,800 ²⁸
29 Quemado	\$100,000	\$176,048	\$140,000	\$170,473	\$268,951	\$625,000	\$363,820	\$328,872	\$329,000	\$230,000	\$2,732,164 ²⁹
30 Questa	\$100,000						\$567,720	\$77,512	\$51,000		\$796,232 ³⁰
31 Raton						\$150,000	\$150,000	\$352,126			\$652,126 ³¹
32 Reserve	\$100,000	\$145,000	\$121,000	\$275,389	\$315,000	\$481,000	\$113,550	\$448,462	\$250,000	\$243,000	\$2,492,401 ³²
33 Rio Rancho	\$700,000								\$188,400		\$888,400 ³³
35 Roy	\$700,000	\$600,000	\$1,142,554		\$760,981					\$188,400	\$3,391,935 ³⁵
37 San Jon					\$200,000						\$200,000 ³⁷
38 Silver City		\$277,614									\$277,614 ³⁸
39 Socorro				\$300,000							\$300,000 ³⁹
40 Springer	\$370,000	\$125,000		\$146,000	\$153,016						\$794,016 ⁴⁰
41 Taos	\$900,000	\$350,000									\$1,250,000 ⁴¹
42 Vaughn	\$585,000	\$340,000	\$516,600	\$327,000	\$415,421	\$176,500					\$2,360,521 ⁴²

Emergency Supplemental (Operational) and Out-of-State Tuition Distributions
FY10 through FY19¹

School District	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY10 to FY19
⁴³ Wagon Mound	\$480,000	\$525,000	\$748,000	\$830,000	\$830,000	\$348,000	\$366,900	\$442,925	\$550,000	\$442,925	\$4,733,750 ⁴³
⁴⁴ West Las Vegas	\$445,000	\$395,040	\$609,000	\$200,000	\$200,000						\$1,765,744 ⁴⁴
⁴⁵ Statewide Total	\$14,210,000	\$8,131,645	\$7,761,124	\$8,284,955	\$9,015,605	\$4,016,300	\$3,529,360	\$4,643,320	\$3,873,222	\$3,006,325	\$66,351,856 ⁴⁵

⁴³Beginning in FY15, school districts with fewer than 200 students were eligible to generate additional program units, reducing some need for emergency supplemental funding.

Out-of-State Tuition

SCHOOL DISTRICT	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY10-FY19
⁴⁶ Alamogordo	\$6,656	\$32,142	\$39,084	\$22,464	\$22,352	\$22,464	\$22,464	\$32,669	\$34,064	\$0	\$234,359 ⁴⁶
⁴⁷ Lordsburg	\$339,294	\$300,758	\$263,347	\$240,580	\$247,091	\$245,464	\$303,954	\$267,331	\$265,936	\$0	\$2,473,755 ⁴⁷
⁴⁸ Statewide Total	\$345,950	\$332,900	\$302,431	\$263,044	\$269,443	\$267,928	\$326,418	\$300,000	\$300,000	\$0	\$2,708,114 ⁴⁸

⁴⁸FY19 data is budgeted.

Source: LESC Files

SEG Computation, FY19

State Equalization Guarantee Computation, FY19				
	Grade Level/Program Membership		Times	Cost Differential = Units
Basic Program Units	Kindergarten & 3- and 4-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
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	<u>Bilingual Education</u>	FTE MEM	×	0.50
	<u>Fine Arts Education</u>	FTE MEM	×	0.05
	<u>Elementary Physical Education</u>	FTE MEM	×	0.06
SUM OF UNITS				
= TOTAL PROGRAM UNITS				
T&E Adjustment	T&E INDEX MULTIPLIER	→ Times Value from 1.000 to 1.500		
		= ADJUSTED PROGRAM UNITS		
Plus				
Size Units	Elementary/Jr. High Size Units			
	Senior High Size Units			
	District Size Units			
	Micro District Size Units			
	Rural Isolation Units			
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				
Plus Save Harmless Units				
= TOTAL STATEWIDE UNITS				
Total Statewide Units × Unit Value = Program Cost				
- 75% Noncategorical Revenue Credits				
- Utility Conservation Program Contract Payments				
- 90% of the Certified Amount (<i>Energy Efficiency and Renewable Energy Bonding Act</i>)				
= STATE EQUALIZATION GUARANTEE				

Source: LESC

SEG Computation, FY20

State Equalization Guarantee Computation, FY20 and Subsequent Years				
	Grade Level/Program Membership		Times	Cost Differential = Units
Basic Program Units	Kindergarten & 3- and 4-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: 75 percent T&E Index (years of experience and academic degree) 25 percent TCI (years of experience and licensure level)		= TOTAL PROGRAM UNITS	
			→ Times Value from 1.000 to 1.500	
= 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	×	0.05
	Elementary Physical Education	FTE MEM	×	0.06
Size Units	Elementary/Jr. High Size Units			
	Senior High Size Units			
	District Size Units			
	Micro District Size Units			
	Rural Isolation Units			
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				
Plus Save Harmless Units				
= TOTAL STATEWIDE UNITS				
Total Statewide Units × Unit Value = Program Cost				
- 75% Noncategorical Revenue Credits				
- Utility Conservation Program Contract Payments				
- 90% of the Certified Amount (<i>Energy Efficiency and Renewable Energy Bonding Act</i>)				
= STATE EQUALIZATION GUARANTEE				

Source: LESC

Program Unit History

Student Membership and Program Units: 10 Year History

School Year	Student Membership	Basic Program Units	Special Education Units	Special Program Units ¹	T & E Units	Size Units	At-Risk Units	Enrollment Growth Units	Add-On Units ²	Grand Total
2008-2009	322,680	388,959	112,755	21,905	51,675	24,108	20,920	3,790	1,281	625,393
2009-2010	324,105	390,448	111,699	21,778	51,414	25,024	20,621	6,150	704	627,839
2010-2011	327,561	394,554	111,665	21,691	52,830	25,176	19,856	4,694	802	631,267
2011-2012	330,414	397,944	113,073	21,894	54,397	25,427	19,602	3,926	933	637,195
2012-2013 ³	331,365	399,095	110,002	21,774	53,727	25,892	19,067	4,386	1,017	634,960
2013-2014	330,635	398,363	109,414	21,822	50,246	25,930	20,126	5,297	1,084	632,282
2014-2015 ^{4,5}	331,187	399,107	109,490	21,646	47,313	27,520	21,424	6,032	1,079	633,612
2015-2016	331,955	399,881	110,201	21,383	43,963	27,853	25,667	3,991	1,252	634,190
2016-2017	331,370	398,657	110,524	21,313	42,286	27,567	25,518	3,835	1,222	630,922
2017-2018	329,039	395,619	109,527	20,777	40,995	27,905	24,559	4,618	1,331	625,331
2018-2019 ⁵ (Budgeted)	326,958	392,999	111,852	20,658	42,399	27,681	29,528	2,947	1,068	629,133

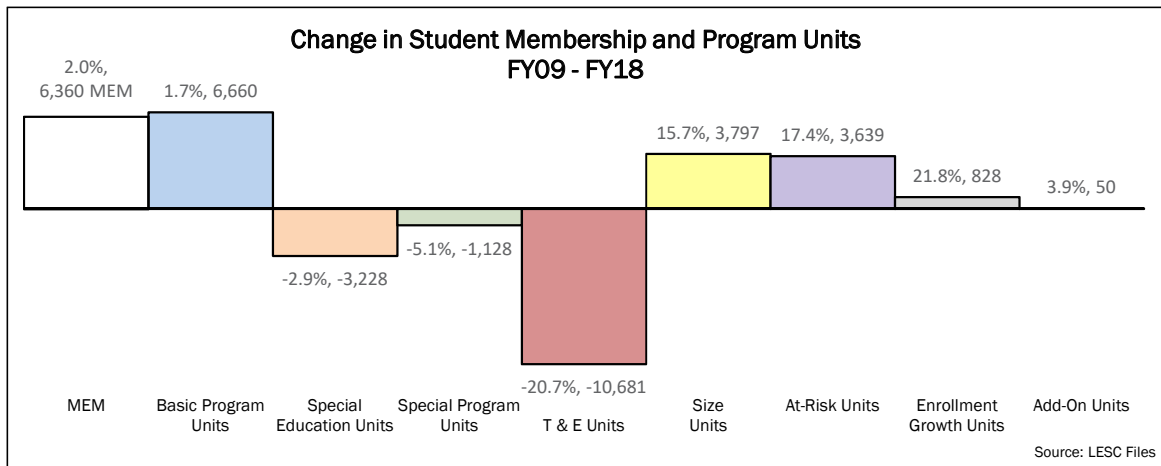
¹Special program units include program units for bilingual multicultural education programs, elementary fine arts programs, and elementary physical education programs. Source: LESC Files

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

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

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

⁵Increases in at-risk program units in FY15 and FY19 are the result of legislative changes to the funding formula, which increased the number of at-risk program units to provide more money for services for at-risk students.



Value of Program Units (in thousands)

School Year	Student Membership	Basic Program Units	Special Education Units	Special Program Units	T & E Units	Size Units	At-Risk Units	Enrollment Growth Units	Add-On Units	Program Cost
2008-2009	322.7	\$ 1,505,967	\$ 436,565	\$ 84,811	\$ 200,075	\$ 93,342	\$ 80,998	\$ 14,675	\$ 4,959	\$ 2,421,392
2009-2010 ¹	324.1	\$ 1,480,834	\$ 423,635	\$ 82,597	\$ 194,997	\$ 94,908	\$ 78,208	\$ 23,325	\$ 2,670	\$ 2,381,174
2010-2011 ²	327.6	\$ 1,464,651	\$ 414,519	\$ 80,520	\$ 196,114	\$ 93,456	\$ 73,708	\$ 17,426	\$ 2,978	\$ 2,343,371
2011-2012	330.4	\$ 1,432,149	\$ 406,934	\$ 78,794	\$ 195,768	\$ 91,508	\$ 70,544	\$ 14,128	\$ 3,356	\$ 2,293,183
2012-2013	331.4	\$ 1,466,093	\$ 404,095	\$ 79,987	\$ 197,367	\$ 95,115	\$ 70,043	\$ 16,113	\$ 3,737	\$ 2,332,551
2013-2014	330.6	\$ 1,520,771	\$ 417,693	\$ 83,307	\$ 191,817	\$ 98,989	\$ 76,832	\$ 20,222	\$ 4,138	\$ 2,413,768
2014-2015	331.2	\$ 1,599,522	\$ 438,808	\$ 86,753	\$ 189,619	\$ 110,294	\$ 85,864	\$ 24,174	\$ 4,323	\$ 2,539,357
2015-2016	332.0	\$ 1,614,621	\$ 444,962	\$ 86,338	\$ 177,510	\$ 112,462	\$ 103,635	\$ 16,115	\$ 5,057	\$ 2,560,699
2016-2017	331.4	\$ 1,586,507	\$ 439,844	\$ 84,819	\$ 168,283	\$ 109,708	\$ 101,553	\$ 15,261	\$ 4,862	\$ 2,510,837
2017-2018	327.0	\$ 1,617,428	\$ 460,336	\$ 85,020	\$ 174,498	\$ 113,923	\$ 121,526	\$ 12,130	\$ 4,397	\$ 2,589,259

¹For FY10, program cost included \$210 million in federal American Recovery and Reinvestment Act (ARRA) funds. Source: LESC Files

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

Charter School Funding

Difference and Percentage Difference in FY18 Per-MEM Program Cost Between School District and Charter Schools

School District	School District Per-MEM Program Cost	Average Charter School Per-MEM Program Cost	Number of Charters	Difference	Charter Percent Difference from School District	Charter Percent Difference from Statewid Avg.
Albuquerque Public Schools	\$7,544.61	\$8,732.86	52	\$1,188	16%	13%
Aztec Municipal Schools	\$7,037.99	\$7,496.27	1	\$458	7%	-3%
Carlsbad Municipal Schools	\$8,221.79	\$7,937.41	2	-\$284	-3%	2%
Central Consolidated Schools	\$7,601.97	\$13,232.65	1	\$5,631	74%	70%
Cimarron Municipal Schools	\$10,867.71	\$12,828.24	1	\$1,961	18%	65%
Deming Public Schools	\$7,449.04	\$12,080.53	1	\$4,631	62%	56%
Española Public Schools	\$8,062.37	\$7,937.41	3	-\$125	-2%	2%
Farmington Municipal Schools ¹	\$6,957.13	\$6,288.76	1	-\$668	-10%	-19%
Gadsden Independent Schools	\$7,600.33	\$11,324.15	1	\$3,724	49%	46%
Gallup-McKinley County Schools	\$7,711.87	\$14,139.76	3	\$6,428	83%	82%
Jemez Mountain Public Schools	\$11,826.01	\$12,902.48	1	\$1,076	9%	66%
Jemez Valley Public Schools	\$11,049.74	\$10,918.51	2	-\$131	-1%	41%
Las Cruces Public Schools	\$7,435.60	\$9,025.33	5	\$1,590	21%	16%
Los Lunas Public Schools	\$6,814.85	\$7,570.44	1	\$756	11%	-2%
Moriarty-Edgewood School District ¹	\$7,283.90	\$6,143.18	1	-\$1,141	-16%	-21%
Questa Independent Schools ²	\$11,617.29	\$6,288.76	2	-\$5,329	-46%	-19%
Rio Rancho Public Schools	\$7,476.36	\$7,869.12	2	\$393	5%	1%
Roswell Independent Schools	\$6,954.61	\$10,378.41	1	\$3,424	49%	34%
Santa Fe Public Schools	\$7,714.92	\$8,595.05	7	\$880	11%	11%
Silver Consolidated Schools	\$8,178.75	\$11,957.62	1	\$3,779	46%	54%
Socorro Consolidated Schools	\$7,866.92	\$7,706.16	1	-\$161	-2%	-1%
Taos Municipal Schools	\$7,724.63	\$9,168.70	6	\$1,444	19%	18%
West Las Vegas Public Schools	\$8,958.31	\$10,826.63	1	\$1,868	21%	39%

Source: LESC Files

¹ The charter schools located in Farmington and Moriarty did not generate size adjustment units, while the school districts did.

² Questa generated much more in size adjustment funding than the charter schools located in those school districts.

Unit Value History

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

Unit Value History

	Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Initial to Final Unit Value		Change From Prior Year Final Unit Value		
				Dollars	Percent	Dollars	Percent	
41	2015	\$4,005.75	\$4,007.75	\$2.00	0.0%	\$190.20	5.0%	41
42	2016	\$4,027.75	\$4,037.75	\$10.00	0.2%	\$30.00	0.7%	42
43	2017	\$4,040.24	\$3,979.63 ¹¹	(\$60.61)	-1.5%	(\$58.12)	-1.4%	43
44	2018	\$4,053.55	\$4,115.60 ¹²	\$62.05	1.5%	\$135.97	3.4%	44
45	2019	\$4,159.23						45

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 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 of 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 unit value 1.5 percent lower than the preliminary FY17 unit value.

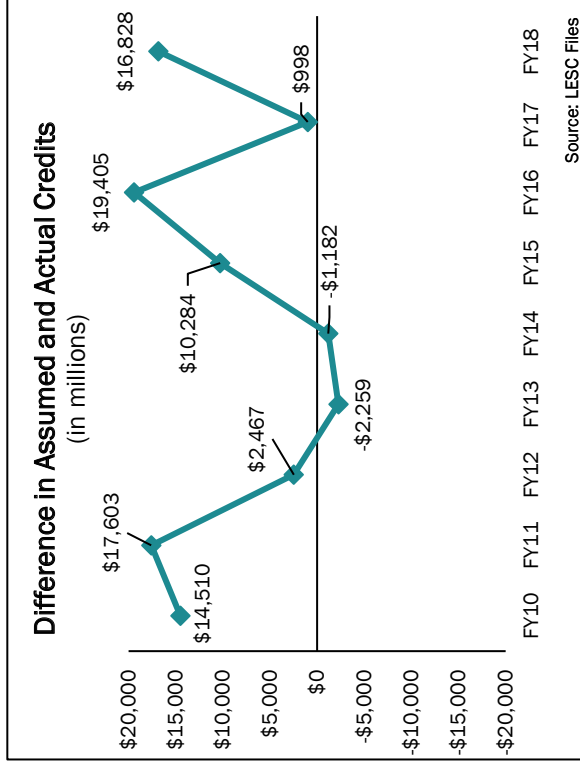
¹²The FY18 final unit value included June distributions to meet federal special education maintenance of effort requirements and to reduce reversions to the general fund.

Credits Overview

75 Percent Credits for Local and Federal Revenues

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

Source: LESC Files



Source: LESC Files

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

In FY17, many school districts received lower federal forest reserve payments because Congress has not yet permanently reauthorized the Secure Rural Schools and Community Self-Determination Act. For FY18, Congress agreed to extend the act as part of the omnibus appropriations bill, but future extensions are not guaranteed. Without further congressional action, future forest reserve payments will be lower than the amounts seen between FY10 and FY16.

State Equalization Guarantee Credits for Operational Impact Aid

By School District and Charter School

SCHOOL DISTRICT	FY14	FY15	FY16	FY17	FY18
1 Alamogordo Public Schools	\$516,038	\$559,704	\$569,828	\$366,294	\$634,291
2 Albuquerque Public Schools	\$24,235	\$23,724	\$87,986	\$75,465	\$91,363
3 Bernalillo Public Schools	\$2,543,892	\$2,582,517	\$2,670,779	\$2,701,412	\$3,238,132
4 Bloomfield Schools	\$283,624	\$448,017	\$441,633	\$245,047	\$511,438
5 Central Consolidated Schools	\$12,780,433	\$19,626,940	\$17,063,326	\$13,817,117	\$17,133,038
6 Clovis Municipal Schools	\$81,966	\$66,344	\$64,979	\$68,601	\$169,886
7 Cuba Independent Schools	\$473,263	\$656,764	\$628,553	\$721,030	\$818,039
8 Dulce Independent Schools	\$2,008,437	\$2,268,737	\$2,323,460	\$2,223,760	\$2,583,366
9 Española Public Schools	\$96,408	\$107,503	\$160,164	\$74,921	\$75,951
10 Farmington Municipal Schools		\$8,733	\$4,833		
11 Gallup-McKinley County Schools	\$17,016,579	\$20,780,716	\$21,360,305	\$20,093,183	\$21,952,011
12 Grants-Cibola County Schools	\$801,216	\$2,168,051	\$1,293,151	\$2,035,989	\$2,525,192
13 Jemez Mountain Public Schools	\$132,586	\$238,368	\$172,997	\$178,778	\$182,391
14 Jemez Valley Public Schools	\$805,186	\$936,761	\$860,772	\$841,703	\$795,739
15 Las Cruces Public Schools	\$0	\$2,565	\$0		
16 Los Alamos Public Schools	\$176,480	\$126,424	\$169,355	\$248,068	\$297,870
17 Los Lunas Public Schools	\$75,339	\$114,918	\$111,647	\$129,695	\$167,418
18 Magdalena Municipal Schools	\$239,118	\$332,104	\$332,145	\$294,337	\$347,794
19 McCurdy Charter School					\$61,652
20 Maxwell Municipal Schools	\$224	\$152	\$264	\$373	\$390
21 Peñasco Independent Schools	\$17,854	\$14,293	\$25,673	\$9,739	\$22,246
22 Pojoaque Valley Public Schools	\$800,706	\$638,188	\$783,933	\$769,306	\$868,087
23 Portales Municipal Schools	\$7,162	\$7,278	\$6,720	\$5,492	\$4,979
24 Raton Public Schools	\$1,415	\$11,149	\$2,691	\$10,186	\$10,164
25 Ruidoso Municipal Schools	\$379,563	\$228,310	\$307,099	\$198,589	\$228,790
26 Southwest Aeronautics					\$3,887
27 Southwest Primary					\$5,785
28 Southwest Secondary					\$3,656
29 Taos Municipal Schools	\$14,488	\$18,642	\$22,584	\$21,204	\$31,779
30 Tularosa Municipal Schools	\$226,259	\$208,777	\$270,878	\$257,557	\$265,662
31 Walatowa Charter					\$172,019
32 Zuni Public Schools	\$3,739,559	\$4,635,037	\$4,580,090	\$4,312,392	\$5,481,628
33 STATEWIDE	\$43,242,029	\$56,810,717	\$54,315,844	\$49,700,238	\$58,684,641

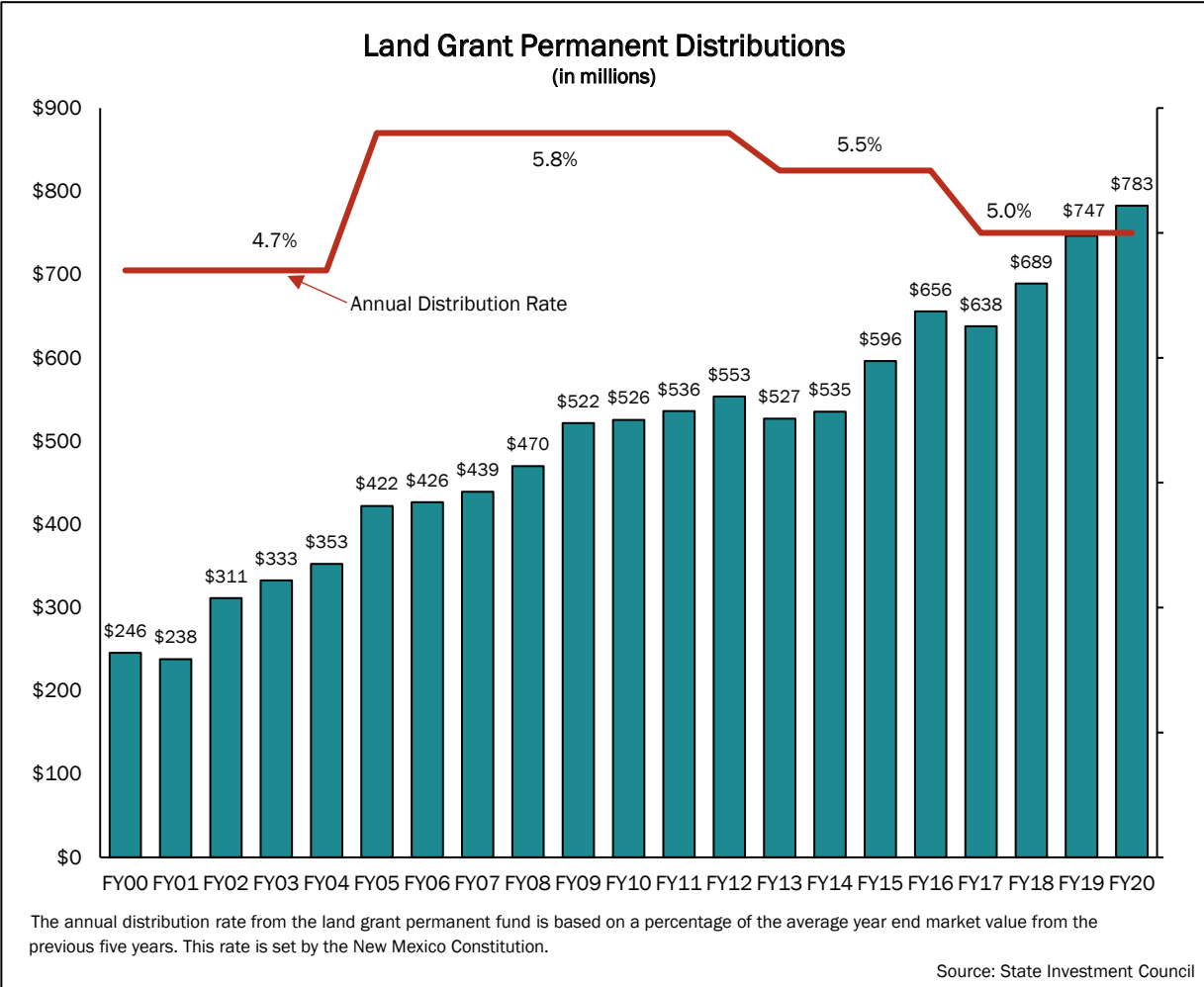
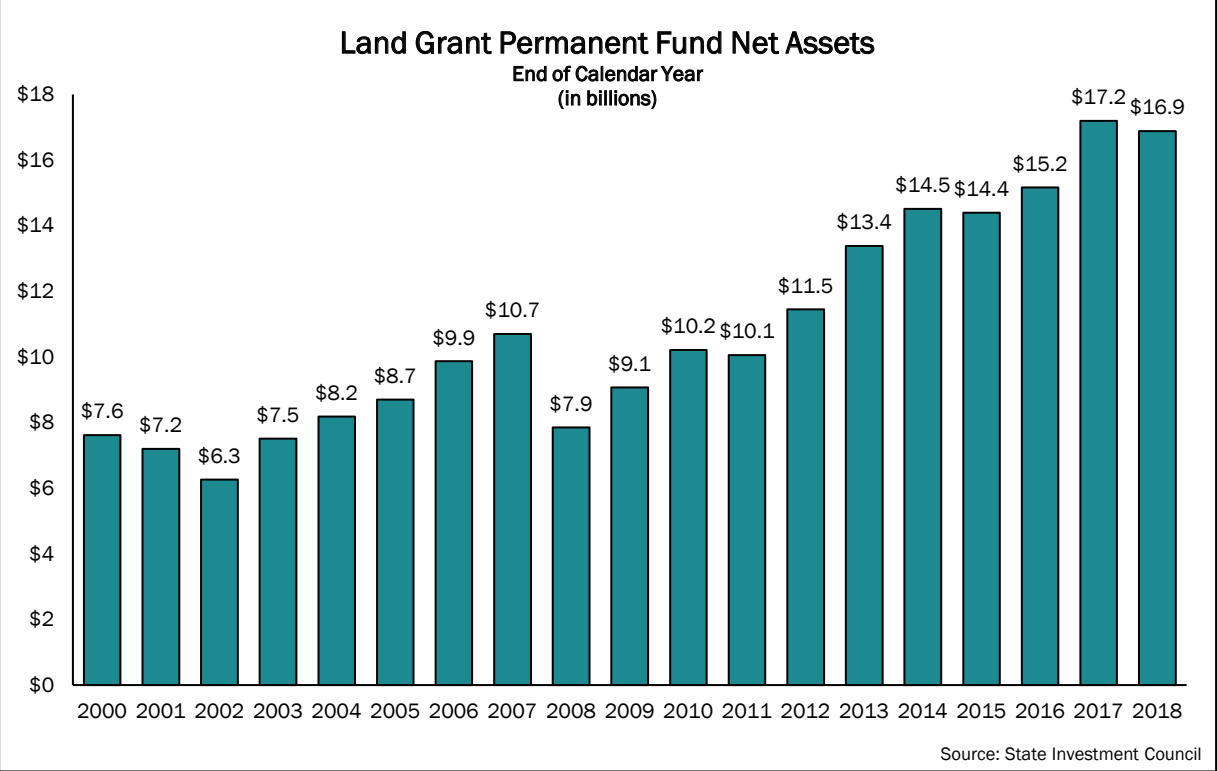
Source: LESC Files

Land Grant Permanent Fund

Land Grant Permanent Fund FUND BALANCE AND INCOME DISTRIBUTION SUMMARY FOR THE FISCAL YEAR ENDED JUNE 30, 2018 (Unaudited)

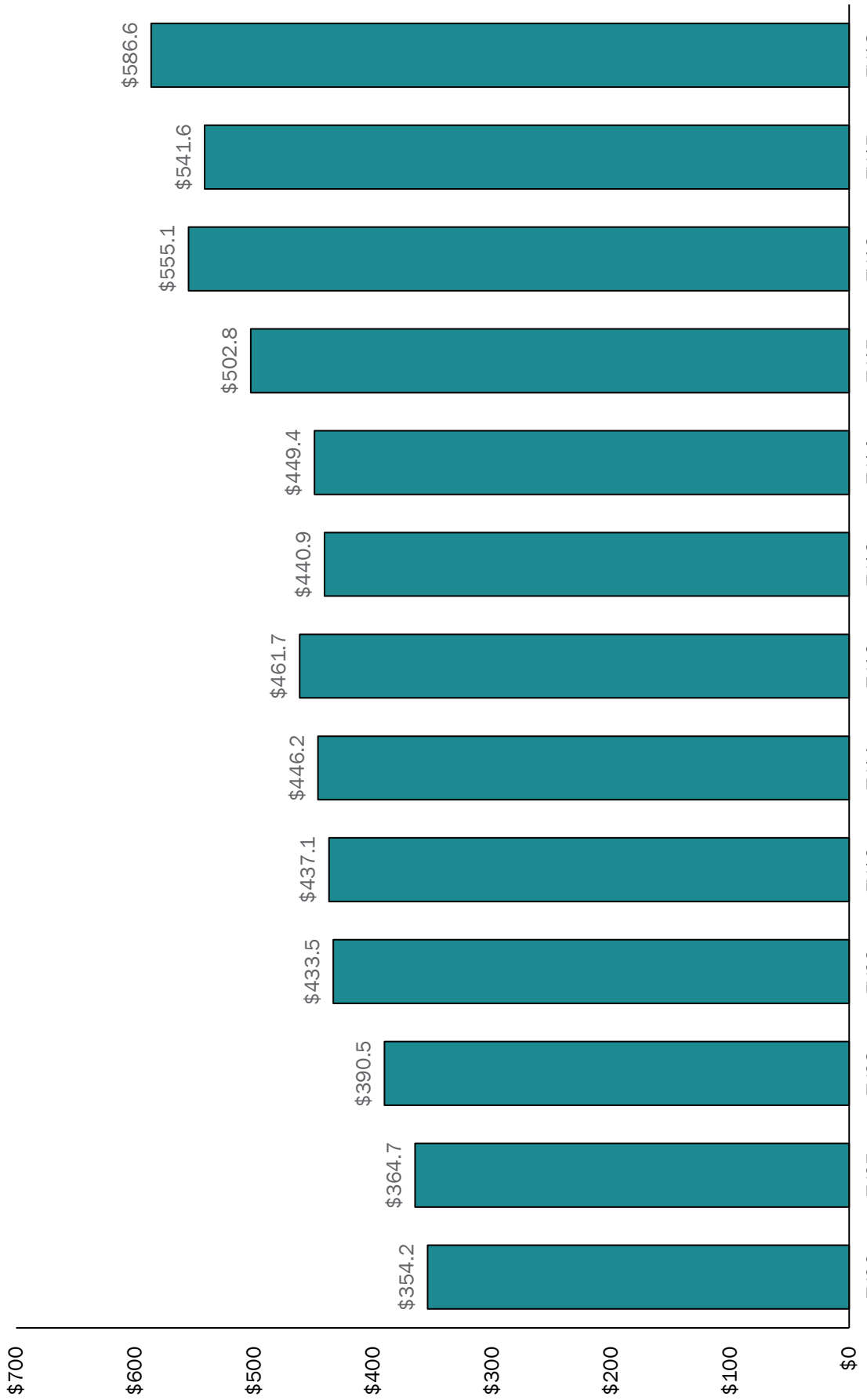
INSTITUTIONS	July 1, 2017 BEGINNING BAL	% OF FUND	INCOME DISTRIBUTION	LAND TRANSFER	CAPITAL G/L	UNREALIZED G/L	INCOME EARNINGS	BOOK VALUE ENDING BAL June 30, 2018
COMMON SCHOOLS	\$13,829,968,010.28	85.01%	(\$586,560,648.91)	\$545,761,722.27	\$950,344,525.62	\$201,848,804.82	(\$44,245.18)	\$14,941,318,168.90
UNIVERSITY OF N.M.	\$214,912,359.31	1.32%	(\$9,029,524.74)	\$3,211,546.25	\$14,688,063.93	\$3,114,251.36	(\$2,183.83)	226,894,512.28
UNM SALINE LANDS	\$7,292,624.17	0.04%	(\$311,792.25)	\$306,157.00	\$503,806.54	\$109,239.74	(\$8.55)	7,900,026.65
NM STATE UNIVERSITY	\$68,102,132.74	0.42%	(\$2,852,237.89)	\$409,902.15	\$4,645,914.40	\$986,738.26	(\$897.66)	71,291,552.00
WESTERN NM UNIV	\$3,996,269.76	0.02%	(\$167,638.54)	\$39,862.00	\$272,873.16	\$57,959.02	(\$47.71)	4,199,277.69
N.M. HIGHLANDS UNIV	\$3,975,763.28	0.02%	(\$166,782.01)	\$39,862.00	\$271,476.44	\$57,662.59	(\$47.40)	4,177,934.90
NO. NM COLLEGE	\$3,227,086.29	0.02%	(\$135,512.96)	\$39,978.00	\$220,484.30	\$46,840.32	(\$36.17)	3,398,839.78
EASTERN NM UNIVERSITY	\$12,462,212.73	0.08%	(\$522,694.35)	\$108,422.00	\$850,878.20	\$180,863.15	(\$152.70)	13,079,529.03
NM INST. MINING & TECH	\$30,462,790.13	0.19%	(\$1,280,670.65)	\$406,959.00	\$2,082,683.16	\$443,652.57	(\$337.60)	32,115,076.61
N.M. MILITARY INSTITUTE	\$494,634,711.08	3.04%	(\$20,876,844.35)	\$15,033,137.00	\$33,890,874.05	\$7,176,097.38	(\$2,624.11)	529,855,351.05
NM BOY'S SCHOOL	\$876,612.91	0.01%	(\$36,614.75)	\$0.00	\$59,708.00	\$12,672.14	(\$13.13)	912,365.17
DHI MINERS HOSPITAL	\$142,356,387.40	0.88%	(\$5,965,501.59)	\$1,044,744.00	\$9,714,493.45	\$2,064,702.44	(\$1,808.07)	149,213,017.63
N.M. STATE HOSPITAL	\$54,203,241.22	0.33%	(\$2,302,493.97)	\$2,304,682.00	\$3,727,966.06	\$789,802.21	(\$59.20)	58,723,138.32
NM STATE PENITENTIARY	\$305,241,922.36	1.88%	(\$12,842,777.41)	\$5,403,494.00	\$20,878,786.46	\$4,433,821.47	(\$2,910.63)	323,112,336.25
NM SCHOOL FOR THE DEAF	\$301,934,648.03	1.86%	(\$12,699,833.04)	\$5,276,800.28	\$20,648,507.56	\$4,384,392.15	(\$2,930.14)	319,541,584.84
SCH. FOR VISUALLY HAND.	\$301,302,062.78	1.85%	(\$12,673,476.00)	\$5,279,988.81	\$20,605,480.99	\$4,375,266.48	(\$2,919.53)	318,886,403.53
CHAR. PENAL & REFORM	\$126,323,698.80	0.78%	(\$5,295,140.30)	\$1,035,817.36	\$8,621,966.40	\$1,830,554.36	(\$1,570.85)	132,515,325.77
WATER RESERVOIR	\$159,090,616.82	0.98%	(\$6,664,822.04)	\$1,116,551.90	\$10,854,704.52	\$2,304,461.74	(\$2,030.42)	166,699,482.52
IMPROVE RIO GRANDE	\$35,593,009.12	0.22%	(\$1,490,234.06)	\$185,893.00	\$2,427,704.38	\$515,340.53	(\$475.42)	37,231,237.55
PUBLIC BLDGS. CAP. INC.	\$172,530,783.07	1.06%	(\$7,306,251.17)	\$7,694,108.50	\$11,844,836.97	\$2,499,064.77	(\$308.81)	187,262,233.33
CARRIE TINGLEY HOSPITAL	\$221,028.34	0.00%	(\$9,232.02)	\$0.00	\$15,054.77	\$3,195.15	(\$3.30)	230,042.94
	\$16,268,707,970.62	100%	(\$689,190,723.00)	\$594,699,627.52	\$1,117,170,789.36	\$237,235,382.65	(\$65,610.41)	\$17,528,557,436.74

Source: State Investment Council



Land Grant Permanent Fund

Land Grant Permanent Fund: Distributions for Public Schools
FY06 to FY18
(in millions)



Source: LFC

Note: The FY18 distribution is unaudited.

Instructional Staff Training and Experience Index

FY10 through FY19

School District or Charter School	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
SCHOOL DISTRICTS										
1 Alamogordo Public Schools	1.094	1.091	1.091	1.095	1.090	1.079	1.070	1.059	1.050	1.042
2 Albuquerque Public Schools	1.087	1.088	1.092	1.092	1.088	1.081	1.069	1.067	1.066	1.068
3 Animas Public Schools	1.255	1.249	1.264	1.283	1.212	1.214	1.125	1.158	1.134	1.120
4 Artesia Public Schools	1.160	1.153	1.154	1.157	1.138	1.126	1.115	1.102	1.112	1.102
5 Aztec Municipal Schools	1.104	1.113	1.112	1.104	1.086	1.086	1.082	1.077	1.073	1.074
6 Belen Consolidated Schools	1.076	1.089	1.096	1.091	1.090	1.091	1.088	1.089	1.074	1.070
7 Bernalillo Public Schools	1.133	1.122	1.118	1.107	1.120	1.109	1.090	1.075	1.067	1.065
8 Bloomfield Schools	1.105	1.104	1.097	1.108	1.090	1.077	1.068	1.078	1.073	1.074
9 Capitan Municipal Schools	1.150	1.181	1.158	1.134	1.145	1.157	1.143	1.162	1.110	1.111
10 Carlsbad Municipal Schools	1.274	1.275	1.256	1.261	1.256	1.236	1.221	1.216	1.202	1.217
11 Carrizozo Municipal Schools	1.212	1.178	1.143	1.180	1.144	1.145	1.109	1.105	1.116	1.106
12 Central Consolidated Schools	1.121	1.125	1.144	1.134	1.130	1.127	1.113	1.088	1.091	1.073
13 Chama Valley Independent Schools	1.163	1.192	1.117	1.096	1.087	1.121	1.112	1.094	1.079	1.046
14 Cimarron Municipal Schools	1.117	1.102	1.167	1.158	1.110	1.097	1.127	1.080	1.107	1.121
15 Clayton Municipal Schools	1.129	1.132	1.175	1.115	1.100	1.100	1.094	1.074	1.098	1.082
16 Cloudcroft Municipal Schools	1.179	1.155	1.140	1.160	1.130	1.142	1.131	1.117	1.150	1.160
17 Clovis Municipal Schools	1.070	1.071	1.076	1.083	1.071	1.055	1.038	1.048	1.049	1.053
18 Cobre Consolidated Schools	1.169	1.164	1.169	1.159	1.164	1.157	1.153	1.133	1.119	1.133
19 Corona Municipal Schools	1.058	1.078	1.102	1.125	1.114	1.122	1.148	1.155	1.145	1.165
20 Cuba Independent Schools	1.138	1.145	1.134	1.112	1.159	1.131	1.110	1.098	1.080	1.075
21 Deming Public Schools	1.082	1.082	1.100	1.084	1.082	1.086	1.080	1.066	1.084	1.093
22 Des Moines Municipal Schools	1.064	1.038	1.084	1.046	1.050	1.000	1.053	1.036	1.057	1.087
23 Dexter Consolidated Schools	1.067	1.086	1.086	1.067	1.060	1.088	1.101	1.117	1.118	1.123
24 Dora Municipal Schools	1.178	1.159	1.147	1.152	1.156	1.176	1.112	1.133	1.111	1.133
25 Dulce Independent Schools	1.111	1.155	1.110	1.126	1.090	1.123	1.146	1.146	1.136	1.143
26 Elida Municipal Schools	1.062	1.092	1.122	1.136	1.095	1.067	1.078	1.054	1.070	1.053
27 Española Public Schools	1.100	1.103	1.122	1.105	1.114	1.108	1.096	1.101	1.104	1.111
28 Estancia Municipal Schools	1.104	1.095	1.084	1.107	1.110	1.102	1.107	1.089	1.062	1.071
29 Eunice Municipal Schools	1.073	1.067	1.078	1.084	1.091	1.090	1.085	1.054	1.068	1.089
30 Farmington Municipal Schools	1.090	1.096	1.098	1.090	1.085	1.083	1.069	1.069	1.076	1.082
31 Floyd Municipal Schools	1.092	1.117	1.150	1.150	1.160	1.181	1.171	1.130	1.120	1.127
32 Fort Sumner Municipal Schools	1.234	1.233	1.214	1.257	1.217	1.209	1.172	1.111	1.079	1.025
33 Gadsden Independent Schools	1.066	1.078	1.091	1.094	1.077	1.070	1.062	1.064	1.063	1.069
34 Gallup-McKinley County Schools	1.077	1.078	1.074	1.083	1.087	1.089	1.085	1.083	1.065	1.073
35 Grady Municipal Schools	1.144	1.212	1.156	1.151	1.114	1.011	1.033	1.068	1.090	1.087
36 Grants-Cibola County Schools	1.140	1.148	1.139	1.137	1.130	1.134	1.113	1.116	1.118	1.114
37 Hagerman Municipal Schools	1.041	1.063	1.073	1.038	1.016	1.091	1.085	1.101	1.113	1.138
38 Hatch Valley Public Schools	1.106	1.040	1.055	1.067	1.046	1.047	1.034	1.040	1.050	1.064
39 Hobbs Municipal Schools	1.090	1.099	1.106	1.108	1.095	1.079	1.080	1.083	1.078	1.085
40 Hondo Valley Public Schools	1.116	1.133	1.107	1.119	1.163	1.168	1.163	1.129	1.197	1.161
41 House Municipal Schools	1.125	1.130	1.090	1.147	1.142	1.165	1.160	1.170	1.127	1.150
42 Jal Public Schools	1.177	1.151	1.130	1.127	1.120	1.075	1.018	1.070	1.054	1.093
43 Jemez Mountain Public Schools	1.041	1.043	1.069	1.114	1.079	1.126	1.173	1.156	1.145	1.102
44 Jemez Valley Public Schools	1.071	1.119	1.149	1.101	1.101	1.025	1.089	1.089	1.107	1.097
45 Lake Arthur Municipal Schools	1.000	1.000	1.000	1.000	1.000	1.000	1.071	1.077	1.088	1.088
46 Las Cruces Public Schools	1.087	1.087	1.096	1.099	1.086	1.084	1.087	1.081	1.080	1.083
47 Las Vegas City Public Schools	1.145	1.176	1.157	1.130	1.118	1.122	1.137	1.132	1.121	1.102
48 Logan Municipal Schools	1.181	1.152	1.170	1.162	1.165	1.151	1.133	1.144	1.146	1.187
49 Lordsburg Municipal Schools	1.125	1.110	1.133	1.070	1.027	1.041	1.008	1.014	1.046	1.042
50 Los Alamos Public Schools	1.152	1.153	1.145	1.152	1.130	1.131	1.119	1.122	1.111	1.108
51 Los Lunas Public Schools	1.098	1.096	1.117	1.106	1.106	1.090	1.079	1.072	1.058	1.065
52 Loving Municipal Schools	1.149	1.127	1.149	1.152	1.090	1.071	1.087	1.124	1.158	1.118
53 Lovington Municipal Schools	1.088	1.094	1.112	1.119	1.124	1.115	1.112	1.101	1.077	1.128
54 Magdalena Municipal Schools	1.086	1.092	1.102	1.113	1.096	1.109	1.102	1.069	1.098	1.077
55 Maxwell Municipal Schools	1.094	1.095	1.137	1.136	1.104	1.128	1.172	1.105	1.098	1.106
56 Melrose Public Schools	1.163	1.154	1.121	1.105	1.074	1.024	1.033	1.041	1.047	1.105
57 Mesa Vista Consolidated Schools	1.101	1.095	1.083	1.118	1.101	1.132	1.123	1.109	1.071	1.083
58 Mora Independent Schools	1.163	1.147	1.146	1.125	1.124	1.117	1.104	1.095	1.114	1.102
59 Moriarty-Edgewood School District	1.110	1.102	1.098	1.095	1.094	1.098	1.070	1.072	1.071	1.061
60 Mosquero Municipal Schools	1.086	1.120	1.095	1.056	1.063	1.063	1.094	1.106	1.113	1.056
61 Mountainair Public Schools	1.139	1.148	1.157	1.133	1.133	1.111	1.121	1.074	1.039	1.084
62 Pecos Independent Schools	1.132	1.174	1.115	1.119	1.099	1.085	1.104	1.106	1.094	1.073
63 Peñasco Independent Schools	1.182	1.165	1.184	1.178	1.229	1.147	1.104	1.053	1.054	1.027
64 Pojoaque Valley Public Schools	1.098	1.097	1.127	1.124	1.113	1.102	1.093	1.072	1.077	1.088

Instructional Staff Training and Experience Index

FY10 through FY19

School District or Charter School	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
66 Portales Municipal Schools	1.089	1.093	1.086	1.086	1.095	1.085	1.084	1.092	1.089	1.101
67 Quemado Independent Schools	1.114	1.142	1.136	1.112	1.119	1.047	1.060	1.084	1.032	1.007
68 Questa Independent Schools	1.101	1.123	1.124	1.096	1.057	1.087	1.081	1.120	1.109	1.152
69 Raton Public Schools	1.125	1.098	1.091	1.108	1.108	1.112	1.112	1.112	1.096	1.109
70 Reserve Public Schools	1.173	1.170	1.171	1.183	1.137	1.079	1.123	1.098	1.116	1.068
71 Rio Rancho Public Schools	1.069	1.089	1.100	1.096	1.086	1.085	1.093	1.094	1.099	1.098
72 Roswell Independent Schools	1.085	1.081	1.077	1.069	1.062	1.049	1.045	1.032	1.020	1.027
73 Roy Municipal Schools	1.097	1.171	1.140	1.101	1.112	1.120	1.154	1.110	1.126	1.120
74 Ruidoso Municipal Schools	1.188	1.164	1.162	1.151	1.138	1.120	1.085	1.077	1.106	1.083
75 San Jon Municipal Schools	1.253	1.266	1.262	1.281	1.304	1.237	1.229	1.224	1.161	1.163
76 Santa Fe Public Schools	1.087	1.078	1.079	1.085	1.085	1.087	1.088	1.090	1.077	1.082
77 Santa Rosa Consolidated Schools	1.094	1.104	1.059	1.059	1.049	1.061	1.063	1.034	1.039	1.013
78 Silver Consolidated Schools	1.207	1.207	1.182	1.198	1.180	1.159	1.152	1.156	1.142	1.128
79 Socorro Consolidated Schools	1.050	1.081	1.085	1.086	1.063	1.090	1.080	1.088	1.070	1.040
80 Springer Municipal Schools	1.069	1.078	1.096	1.100	1.100	1.080	1.097	1.067	1.059	1.041
81 Taos Municipal Schools	1.085	1.087	1.087	1.098	1.090	1.084	1.072	1.085	1.084	1.103
82 Tatum Municipal Schools	1.247	1.292	1.307	1.281	1.255	1.273	1.251	1.261	1.246	1.260
83 Texico Municipal Schools	1.225	1.230	1.246	1.259	1.251	1.259	1.248	1.220	1.210	1.203
84 Truth or Consequences Municipal Schools	1.084	1.059	1.089	1.086	1.083	1.078	1.076	1.069	1.071	1.076
85 Tucumcari Public Schools	1.116	1.103	1.071	1.082	1.129	1.137	1.126	1.135	1.143	1.126
86 Tularosa Municipal Schools	1.147	1.160	1.184	1.165	1.145	1.138	1.143	1.105	1.129	1.144
87 Vaughn Municipal Schools	1.147	1.078	1.123	1.126	1.073	1.117	1.107	1.094	1.157	1.134
88 Wagon Mound Public Schools	1.166	1.201	1.221	1.224	1.201	1.199	1.215	1.169	1.206	1.221
89 West Las Vegas Public Schools	1.130	1.127	1.112	1.129	1.131	1.144	1.147	1.139	1.134	1.105
90 Zuni Public Schools	1.090	1.111	1.107	1.080	1.080	1.071	1.097	1.061	1.108	1.106
91 CHARTER SCHOOLS										
92 Academy for Technology and the Classics	1.085	1.085	1.054	1.057	1.016	1.024	1.046	1.049	1.105	1.090
93 Academy of Trades and Tech	1.088	1.088	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
94 ACE Leadership High School		1.088	1.107	1.086	1.120	1.132	1.180	1.081	1.089	1.038
95 Albuquerque Charter Academy (Sia Tech)	1.088	1.088	1.084	1.134	1.126	1.125	1.148	1.120	1.127	1.129
96 Albuquerque Institute of Math & Science	1.170	1.122	1.133	1.087	1.108	1.104	1.126	1.154	1.218	1.222
97 Albuquerque School of Excellence		1.088	1.000	1.000	1.000	1.001	1.000	1.000	1.000	1.000
98 Albuquerque Sign Language Academy		1.088	1.108	1.038	1.033	1.013	1.073	1.034	1.086	1.062
99 Albuquerque Talent Development Charter	1.090	1.088	1.000	1.068	1.079	1.176	1.081	1.055	1.000	1.016
100 Aldo Leopold Charter	1.213	1.216	1.168	1.204	1.170	1.196	1.148	1.099	1.123	1.137
101 Alice King Community School	1.088	1.088	1.000	1.000	1.005	1.022	1.061	1.056	1.076	1.073
102 Alma D'Arte Charter	1.082	1.083	1.098	1.077	1.093	1.079	1.068	1.092	1.109	1.136
103 Amy Biehl Charter High School	1.088	1.088	1.025	1.065	1.076	1.082	1.074	1.089	1.052	1.096
104 Anansi Charter School	1.106	1.165	1.225	1.183	1.177	1.090	1.098	1.109	1.069	1.012
105 Anthony Charter School	1.066	1.000	1.000	1.000	1.008	1.000	1.000	1.021	1.142	1.059
106 ASK Academy		1.089	1.173	1.195	1.134	1.051	1.045	1.054	1.132	1.143
107 Cariños Charter School	1.100	1.156	1.039	1.147	1.112	1.114	1.105	1.101	1.205	1.242
108 Cesar Chavez Community School	1.139	1.130	1.042	1.058	1.095	1.111	1.094	1.079	1.047	1.015
109 Christine Duncan Heritage Academy	1.088	1.119	1.137	1.017	1.131	1.116	1.053	1.177	1.118	1.061
110 Cien Aguas International	1.087	1.124	1.156	1.180	1.182	1.111	1.096	1.104	1.066	1.166
111 Coral Community Charter				1.092	1.276	1.000	1.000	1.052	1.014	1.051
112 Corrales International	1.190	1.120	1.111	1.130	1.070	1.088	1.001	1.012	1.065	1.064
113 Cottonwood Classical Prep	1.088	1.088	1.024	1.022	1.046	1.053	1.048	1.071	1.088	1.091
114 Cottonwood Valley Charter	1.117	1.086	1.000	1.008	1.013	1.079	1.077	1.070	1.034	1.075
115 Dzit Dit Lool DEAP							1.085	1.000	1.000	1.000
116 Deming Cesar Chavez	1.081	1.081	1.195	1.000	1.119	1.061	1.014	1.092	1.075	1.075
117 Digital Arts And Technology	1.088	1.088	1.000	1.000	1.010	1.025	1.000	1.068	1.073	1.033
118 Dream Dine						1.037	1.500	1.000	1.332	1.000
119 East Mountain High School	1.088	1.088	1.050	1.067	1.060	1.104	1.065	1.112	1.131	1.140
120 El Camino Real Academy	1.088	1.088	1.000	1.000	1.000	1.000	1.000	1.000	1.018	1.040
121 Estancia Valley Classical Academy				1.095	1.000	1.000	1.000	1.002	1.000	1.000
122 Explore Academy						1.081	1.065	1.043	1.086	1.085
123 Gilbert L. Sena Charter HS	1.185	1.244	1.228	1.215	1.133	1.122	1.085	1.101	1.112	1.116
124 Gordon Bernell Charter	1.135	1.168	1.198	1.113	1.092	1.111	1.122	1.178	1.186	1.146
125 GREAT Academy			1.092	1.000	1.000	1.000	1.000	1.000	1.000	1.058
126 Health Leadership High School					1.088	1.070	1.206	1.161	1.167	1.124
127 Horizon Academy West	1.088	1.088	1.090	1.091	1.113	1.142	1.116	1.106	1.111	1.078
128 International School at Mesa Del Sol	1.087	1.042	1.000	1.000	1.000	1.000	1.000	1.000	1.066	1.000
129 J Paul Taylor Academy			1.096	1.053	1.004	1.060	1.000	1.000	1.037	1.087
130 Jefferson Montessori	1.272	1.272	1.000	1.000	1.067	1.069	1.072	1.055	1.016	1.039

Instructional Staff Training and Experience Index

FY10 through FY19

	School District or Charter School	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	
131	La Academia De Esperanza	1.088	1.088	1.000	1.055	1.040	1.039	1.062	1.060	1.077	1.055	131
132	La Academia Dolores Huerta	1.107	1.132	1.082	1.127	1.148	1.018	1.040	1.000	1.059	1.100	132
133	La Promesa Early Learning	1.088	1.088	1.000	1.003	1.034	1.041	1.015	1.008	1.097	1.081	133
134	La Resolana Leadership	1.088	1.088	1.000	1.000	1.000	1.000	1.005	1.081	1.066	1.123	134
135	La Tierra Montessori School				1.105	1.100	1.000	1.047	1.025	1.000	1.000	135
136	Las Montañas Charter	1.082	1.082	1.000	1.022	1.111	1.041	1.026	1.038	1.105	1.133	136
137	Lindrith Area Heritage	1.275	1.253	1.052	1.000	1.244	1.258	1.273	1.279	1.280	1.176	137
138	Los Puentes Charter	1.088	1.088	1.059	1.089	1.060	1.063	1.077	1.090	1.149	1.010	138
139	MASTERS Program		1.078	1.025	1.013	1.076	1.132	1.129	1.133	1.116	1.171	139
140	McCurdy Charter School				1.105	1.051	1.012	1.030	1.043	1.040	1.088	140
141	Media Arts Collaborative	1.088	1.088	1.006	1.000	1.018	1.022	1.031	1.007	1.000	1.010	141
142	Middle College High	1.078	1.099	1.093	1.119	1.160	1.152	1.286	1.270	1.277	1.277	142
143	Mission Achievement And Success				1.092	1.136	1.000	1.000	1.000	1.000	1.000	143
144	Monte Del Sol Charter	1.153	1.175	1.178	1.176	1.168	1.184	1.218	1.146	1.072	1.167	144
145	Montessori Elementary School	1.088	1.088	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	145
146	Montessori of the Rio Grande	1.088	1.088	1.056	1.068	1.079	1.078	1.073	1.071	1.092	1.131	146
147	Moreno Valley High	1.177	1.177	1.000	1.027	1.021	1.039	1.043	1.051	1.068	1.058	147
148	Mosaic Academy Charter	1.104	1.104	1.036	1.044	1.085	1.056	1.030	1.138	1.052	1.054	148
149	Mountain Mahogany Community School	1.088	1.088	1.000	1.000	1.000	1.032	1.024	1.000	1.000	1.000	149
150	Native American Community Academy	1.088	1.088	1.043	1.036	1.000	1.044	1.017	1.021	1.085	1.095	150
151	New America School - Albuquerque	1.087	1.047	1.025	1.042	1.000	1.000	1.030	1.012	1.000	1.000	151
152	New America School - Las Cruces				1.099	1.038	1.116	1.072	1.155	1.104	1.118	152
153	New Mexico Connections Academy					1.085	1.000	1.096	1.102	1.109	1.102	153
154	New Mexico International School			1.092	1.067	1.000	1.000	1.000	1.067	1.000	1.014	154
155	New Mexico School for the Arts		1.078	1.221	1.218	1.159	1.175	1.210	1.240	1.179	1.166	155
156	New Mexico Virtual Academy				1.090	1.014	1.020	1.041	1.011	1.080	1.095	156
157	North Valley Academy	1.088	1.088	1.027	1.025	1.062	1.000	1.000	1.007	1.089	1.071	157
158	Nuestros Valores Charter	1.088	1.088	1.009	1.055	1.000	1.027	1.025	1.042	1.015	1.057	158
159	Pecos Connections								1.216	1.106	1.127	159
160	Public Academy for Performing Arts	1.088	1.091	1.091	1.064	1.085	1.094	1.135	1.106	1.091	1.027	160
161	Red River Valley Charter School	1.113	1.113	1.023	1.013	1.023	1.004	1.010	1.014	1.098	1.032	161
162	Rio Gallinas School	1.129	1.129	1.082	1.087	1.000	1.000	1.069	1.058	1.000	1.000	162
163	Robert F. Kennedy Charter	1.088	1.088	1.078	1.047	1.096	1.174	1.105	1.057	1.038	1.051	163
164	Roots & Wings Community	1.113	1.136	1.000	1.101	1.119	1.108	1.126	1.120	1.000	1.035	164
165	San Diego Riverside	1.115	1.162	1.165	1.000	1.077	1.173	1.158	1.059	1.104	1.071	165
166	Sandoval Academy of Bilingual Education							1.093	1.167	1.146	1.050	166
167	School of Dreams Academy	1.098	1.138	1.158	1.111	1.143	1.086	1.083	1.078	1.050	1.071	167
168	Sidney Gutierrez Middle	1.089	1.090	1.154	1.179	1.071	1.075	1.150	1.150	1.156	1.175	168
169	Siembra Leadership High School								1.067	1.248	1.054	169
170	Six Directions								1.083	1.050	1.075	170
171	South Valley Academy	1.126	1.088	1.047	1.071	1.127	1.083	1.055	1.056	1.070	1.109	171
172	South Valley Prep		1.088	1.181	1.095	1.041	1.026	1.070	1.023	1.000	1.099	172
173	Southwest Aeronautics, Math, and Science				1.092	1.000	1.000	1.017	1.000	1.000	1.105	173
174	Southwest Primary Learning Center	1.143	1.155	1.190	1.188	1.243	1.177	1.106	1.153	1.139	1.084	174
175	Southwest Secondary Learning Center	1.096	1.138	1.208	1.216	1.145	1.160	1.202	1.137	1.128	1.050	175
176	Student Athlete Headquarters									1.066	1.100	176
177	Taos Academy	1.085	1.278	1.193	1.090	1.083	1.158	1.215	1.199	1.169	1.094	177
178	Taos Integrated School of Arts		1.087	1.040	1.098	1.000	1.000	1.005	1.050	1.068	1.114	178
179	Taos International School						1.084	1.248	1.204	1.126	1.093	179
180	Taos Municipal Charter	1.143	1.162	1.164	1.057	1.120	1.108	1.089	1.081	1.084	1.095	180
181	Technology Leadership							1.069	1.000	1.069	1.132	181
182	Tierra Adentro		1.088	1.012	1.000	1.000	1.000	1.038	1.000	1.065	1.084	182
183	Tierra Encantada Charter School	1.113	1.085	1.032	1.129	1.000	1.000	1.000	1.000	1.000	1.000	183
184	Turquoise Trail Charter School	1.085	1.085	1.084	1.102	1.120	1.108	1.096	1.097	1.112	1.085	184
185	Twenty-First Century	1.088	1.146	1.102	1.061	1.000	1.000	1.044	1.061	1.114	1.119	185
186	Vista Grande High School	1.096	1.096	1.000	1.000	1.000	1.000	1.038	1.014	1.000	1.000	186
187	Walatowa Charter High	1.219	1.191	1.220	1.157	1.191	1.222	1.121	1.212	1.172	1.000	187
188	William W Josephine Dorn Charter				1.092	1.000	1.000	1.000	1.000	1.066	1.000	188
189	Statewide Average	1.098	1.100	1.102	1.101	1.095	1.089	1.083	1.080	1.078	1.082	189

Section 22-8-24 NMSA 1978 provides that no school district or charter school will receive a T&E index of less than 1.0.

Source: LESC Files

In a charter school's first year under a new charter, the school receives the T&E index of the school district in which it is geographically located.

School District and Charter School Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
1 School Districts								
2 Alamoqordo Public Schools	\$3,463,495	8.7%	\$2,956,309	7.5%	\$3,241,515	8.2%	\$285,206	0.7%
3 Albuquerque Public Schools	\$53,869,288	8.5%	\$45,303,413	7.3%	\$44,009,697	7.1%	(\$1,293,716)	-0.2%
4 Animas Public Schools	\$464,595	20.6%	\$191,120	8.3%	\$198,066	8.6%	\$6,946	0.3%
5 Artesia Public Schools	\$3,047,902	10.9%	\$2,724,102	10.0%	\$2,793,955	10.3%	\$69,853	0.3%
6 Aztec Municipal Schools	\$3,695,331	17.2%	\$1,966,076	9.4%	\$1,833,956	8.7%	(\$132,120)	-0.6%
7 Belen Consolidated Schools	\$942,973	3.1%	\$250,000	0.9%	\$550,533	1.9%	\$300,533	1.0%
8 Bernalillo Public Schools	\$2,023,888	8.5%	\$2,102,874	9.1%	\$3,082,210	13.4%	\$979,336	4.3%
9 Bloomfield Schools	\$2,576,071	11.8%	\$2,627,419	12.2%	\$3,855,769	18.0%	\$1,228,350	5.7%
10 Capitan Municipal Schools	\$1,107,466	25.1%	\$740,494	16.6%	\$584,527	13.1%	(\$155,967)	-3.5%
11 Carlsbad Municipal Schools	\$9,122,603	17.6%	\$2,221,136	4.3%	\$4,279,096	8.4%	\$2,057,960	4.0%
12 Carrizo Municipal Schools	\$121,749	6.4%	\$83,596	4.5%	\$93,775	5.0%	\$10,179	0.5%
13 Central Consolidated Schools	\$11,673,494	24.8%	\$8,984,728	20.0%	\$10,164,592	22.6%	\$1,179,864	2.6%
14 Chama Valley Independent Schools	\$191,064	4.3%	\$68,242	1.6%	\$128,305	3.0%	\$60,063	1.4%
15 Cimarron Municipal Schools	\$315,168	7.5%	\$149,876	3.8%	\$239,067	6.0%	\$89,191	2.3%
16 Clayton Municipal Schools	\$753,381	15.9%	\$386,731	8.6%	\$547,643	12.1%	\$160,912	3.6%
17 Cloudcroft Municipal Schools	\$706,277	19.2%	\$441,595	12.6%	\$573,803	16.4%	\$132,208	3.8%
18 Clovis Municipal Schools	\$10,571,214	18.0%	\$9,621,256	16.6%	\$9,320,797	16.0%	(\$300,459)	-0.5%
19 Cobre Consolidated Schools	\$434,791	3.5%	\$28,211	0.3%	\$349,234	3.1%	\$321,023	2.9%
20 Corona Municipal Schools	\$73,540	4.9%	\$67,056	4.6%	\$0	0.0%	(\$67,056)	-4.6%
21 Cuba Independent Schools	\$613,086	10.9%	\$186,241	3.3%	\$829,736	14.6%	\$643,495	11.3%
22 Deming Public Schools	\$1,994,347	5.2%	\$1,341,115	3.6%	\$3,447,755	9.2%	\$2,106,640	5.6%
23 Des Moines Municipal Schools	\$86,798	5.7%	\$123,041	8.1%	\$88,471	5.8%	(\$34,570)	-2.3%
24 Dexter Consolidated Schools	\$846,188	10.4%	\$271,825	3.4%	\$701,445	8.7%	\$429,620	5.3%
25 Dora Municipal Schools	\$589,228	20.7%	\$387,727	14.4%	\$357,957	13.3%	(\$29,770)	-1.1%
26 Dulce Independent Schools	\$1,481,498	23.6%	\$1,095,654	17.4%	\$1,652,635	26.2%	\$556,981	8.8%
27 Elida Municipal Schools	\$71,814	4.4%	\$60,000	3.7%	\$117,204	7.3%	\$57,204	3.6%
28 Española Public Schools	\$1,686,880	5.6%	\$1,581,897	5.3%	\$2,608,233	8.8%	\$1,026,336	3.5%
29 Estancia Municipal Schools	\$1,276,145	18.5%	\$818,967	12.9%	\$1,392,853	21.9%	\$573,886	9.0%
30 Eunice Municipal Schools	\$1,491,080	24.2%	\$929,528	15.3%	\$1,260,143	20.8%	\$330,615	5.5%
31 Farmington Municipal Schools	\$6,215,822	8.2%	\$4,456,659	6.0%	\$6,554,429	8.9%	\$2,097,770	2.8%
32 Floyd Municipal Schools	\$211,392	8.3%	\$107,841	4.8%	\$123,947	5.5%	\$16,106	0.7%
33 Fort Sumner Municipal Schools	\$662,954	19.1%	\$215,585	6.7%	\$203,154	6.3%	(\$12,431)	-0.4%
34 Gadsden Independent Schools	\$17,111,661	16.9%	\$13,968,365	14.0%	\$16,691,675	16.8%	\$2,723,310	2.7%
35 Gallup-McKinley County Schools	\$16,867,235	19.7%	\$12,003,358	14.2%	\$19,776,805	23.4%	\$7,773,447	9.2%
36 Grady Municipal Schools	\$103,029	6.1%	\$186,481	10.5%	\$107,342	6.1%	(\$79,139)	-4.5%

School District and Charter School Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

	School District or Charter School	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
37	Grants-Cibola County Schools	\$2,591,221	9.0%	\$3,776,360	13.2%	\$6,180,557	21.7%	\$2,404,197	8.4%
38	Hagerman Municipal Schools	\$817,579	19.0%	\$579,384	13.7%	\$271,442	6.4%	(\$307,942)	-7.3%
39	Hatch Valley Public Schools	\$211,261	2.2%	\$80,877	0.9%	\$539,518	5.9%	\$458,641	5.0%
40	Hobbs Municipal Schools	\$5,945,938	8.9%	\$2,949,965	4.5%	\$4,945,028	7.5%	\$1,995,063	3.0%
41	Hondo Valley Public Schools	\$58,662	3.1%	\$78,781	4.2%	\$98,928	5.2%	\$20,147	1.1%
42	House Municipal Schools	\$129,995	8.7%	\$43,541	3.2%	\$116,700	8.6%	\$73,159	5.4%
43	Jal Public Schools	\$512,037	12.9%	\$469,392	11.6%	\$386,853	9.6%	(\$82,539)	-2.0%
44	Jemez Mountain Public Schools	\$1,000,965	34.6%	\$703,339	25.3%	\$701,333	25.2%	(\$2,006)	-0.1%
45	Jemez Valley Public Schools	\$384,859	11.4%	\$576,580	17.6%	\$563,568	17.2%	(\$13,012)	-0.4%
46	Lake Arthur Municipal Schools	\$187,914	10.7%	\$120,745	7.2%	\$143,785	8.5%	\$23,040	1.4%
47	Las Cruces Public Schools	\$7,297,634	4.0%	\$9,749,515	5.6%	\$10,519,630	6.0%	\$770,115	0.4%
48	Las Vegas City Public Schools	\$171,593	1.2%	\$94,823	0.7%	\$1,014,711	7.4%	\$919,888	6.7%
49	Logan Municipal Schools	\$667,064	21.8%	\$536,016	17.0%	\$495,224	15.7%	(\$40,792)	-1.3%
50	Lordsburg Municipal Schools	\$117,514	2.4%	\$209,367	4.8%	\$291,857	6.7%	\$82,490	1.9%
51	Los Alamos Public Schools	\$1,748,725	6.5%	\$385,959	1.4%	\$1,916,926	7.1%	\$1,530,967	5.6%
52	Los Lunas Public Schools	\$9,174,853	15.5%	\$5,584,715	10.0%	\$4,844,611	8.7%	(\$740,104)	-1.3%
53	Loving Municipal Schools	\$706,513	13.4%	\$128,798	2.5%	\$492,214	9.4%	\$363,416	7.0%
54	Lovington Municipal Schools	\$3,301,015	11.1%	\$1,180,427	4.0%	\$2,181,142	7.4%	\$1,000,715	3.4%
55	Magdalena Municipal Schools	\$420,866	10.1%	\$457,221	11.9%	\$606,971	15.7%	\$149,750	3.9%
56	Maxwell Municipal Schools	\$51,683	3.0%	\$68,410	4.2%	\$59,327	3.6%	(\$9,083)	-0.6%
57	Melrose Public Schools	\$125,012	5.8%	\$163,285	7.9%	\$121,534	5.9%	(\$41,751)	-2.0%
58	Mesa Vista Consolidated Schools	\$590,785	15.4%	\$476,005	13.5%	\$10,000	0.3%	(\$466,005)	-13.2%
59	Mora Independent Schools	\$1,048,791	23.8%	\$614,267	14.5%	\$721,193	17.0%	\$106,926	2.5%
60	Moriarty-Edgewood School District	\$1,147,067	6.3%	\$143,262	0.8%	\$493,906	2.8%	\$350,644	2.0%
61	Mosquero Municipal Schools	\$86,507	6.7%	\$81,759	6.6%	\$85,687	6.9%	\$3,928	0.3%
62	Mountainair Public Schools	\$509,444	16.3%	\$407,595	14.3%	\$88,271	3.1%	(\$319,324)	-11.2%
63	Pecos Independent Schools	\$256,345	4.5%	\$191,155	3.6%	\$630,609	11.7%	\$439,454	8.2%
64	Peñasco Independent Schools	\$884,900	21.4%	\$938,715	25.8%	\$226,810	6.2%	(\$711,905)	-19.5%
65	Pojoaque Valley Public Schools	\$258,774	1.8%	\$293,325	2.2%	\$0	0.0%	(\$293,325)	-2.2%
66	Portales Municipal Schools	\$247,059	1.2%	\$383,132	1.8%	\$1,393,126	6.7%	\$1,009,994	4.9%
67	Quemado Independent Schools	\$152,838	8.3%	\$104,852	5.3%	\$223,847	11.2%	\$118,995	6.0%
68	Quetta Independent Schools	\$205,993	5.3%	\$274,737	6.2%	\$60,092	1.4%	(\$214,645)	-4.8%
69	Raton Public Schools	\$881,645	9.9%	\$291,241	3.9%	\$581,142	7.8%	\$289,901	3.9%
70	Reserve Public Schools	\$79,252	3.9%	\$69,362	3.6%	\$63,961	3.3%	(\$5,401)	-0.3%
71	Rio Rancho Public Schools	\$5,078,269	4.3%	\$872,528	0.7%	\$8,572,745	7.2%	\$7,700,217	6.4%
72	Roswell Independent Schools	\$5,791,532	8.0%	\$5,322,501	7.7%	\$313,806	0.5%	(\$5,008,695)	-7.2%

School District and Charter School Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
73 Roy Municipal Schools	\$165,543	12.9%	\$39,845	3.3%	\$49,610	4.1%	\$9,765	0.8%
74 Ruidoso Municipal Schools	\$3,312,485	22.5%	\$3,440,979	24.9%	\$4,144,932	29.9%	\$703,953	5.1%
75 San Jon Municipal Schools	\$152,031	8.2%	\$200,784	10.6%	\$182,665	9.6%	(\$18,119)	-1.0%
76 Santa Fe Public Schools	\$5,492,633	5.6%	\$7,984,535	8.2%	\$5,569,537	5.7%	(\$2,414,998)	-2.5%
77 Santa Rosa Consolidated Schools	\$462,995	7.6%	\$445,549	7.5%	\$587,373	9.9%	\$141,824	2.4%
78 Silver Consolidated Schools	\$645,485	2.8%	\$756,628	3.3%	\$274,311	1.2%	(\$482,317)	-2.1%
79 Socorro Consolidated Schools	\$566,812	4.5%	\$610,496	5.0%	\$1,370,764	11.2%	\$760,268	6.2%
80 Springer Municipal Schools	\$115,860	5.1%	\$237,783	11.6%	\$272,406	13.2%	\$34,623	1.7%
81 Taos Municipal Schools	\$720,858	3.9%	\$1,285,585	7.2%	\$2,189,979	12.3%	\$904,394	5.1%
82 Tatum Municipal Schools	\$640,808	16.7%	\$325,967	8.9%	\$290,122	8.0%	(\$35,845)	-1.0%
83 Texico Municipal Schools	\$393,484	7.6%	\$219,896	4.4%	\$497,126	9.8%	\$277,230	5.5%
84 Truth or Consequences Municipal Schools	\$2,104,689	19.1%	\$1,467,557	13.7%	\$1,617,821	15.1%	\$150,264	1.4%
85 Tucumcari Public Schools	\$890,446	10.7%	\$882,169	10.8%	\$1,394,764	17.1%	\$512,595	6.3%
86 Tularosa Municipal Schools	\$2,317,005	29.1%	\$1,313,640	17.2%	\$960,760	12.6%	(\$352,880)	-4.6%
87 Vaughn Municipal Schools	\$212,322	12.8%	\$76,414	4.8%	\$220,224	13.8%	\$143,810	9.0%
88 Wagon Mound Public Schools	\$42,946	3.0%	\$49,215	3.6%	\$59,824	4.4%	\$10,609	0.8%
89 West Las Vegas Public Schools	\$726,054	5.5%	\$761,794	6.1%	\$1,787,324	14.2%	\$1,025,530	8.2%
90 Zuni Public Schools	\$425,400	3.9%	\$644,340	6.1%	\$1,165,375	11.0%	\$521,035	4.9%
91 Charter Schools								
92 Albuquerque								
93 Albuquerque Institute of Math & Science	\$1,230,060	43.4%	\$1,124,000	39.3%	\$1,388,999	48.6%	\$264,999	9.3%
94 Albuquerque School of Excellence	\$0	0.0%	\$210,000	6.8%	\$189,944	6.2%	(\$20,056)	-0.6%
95 Albuquerque Sign Language Academy	\$461,276	23.6%	\$301,717	15.1%	\$600,000	30.1%	\$298,283	15.0%
96 ACE Leadership High School	\$603,700	17.7%	\$510,595	18.9%	\$585,430	21.7%	\$74,835	2.8%
97 Albuquerque Charter Academy (Sia Tech)	\$638,622	23.7%	\$483,965	17.4%	\$295,943	10.6%	(\$188,022)	-6.8%
98 Albuquerque Talent Development Charter	\$205,766	11.6%	\$235,781	13.6%	\$194,000	11.2%	(\$41,781)	-2.4%
99 Alice King Community School	\$214,000	9.7%	\$100,000	3.2%	\$10,000	0.3%	(\$90,000)	-2.9%
100 Amy Biehl Charter High School	\$705,949	21.6%	\$495,215	14.9%	\$519,434	15.6%	\$24,219	0.7%
101 ASK Academy	\$74,000	2.4%	\$161,016	4.9%	\$97,895	3.0%	(\$63,121)	-1.9%
102 Cesar Chavez Community School	\$500,000	24.1%	\$554,770	27.3%	\$638,136	31.4%	\$83,366	4.1%
103 Christine Duncan Heritage Academy	\$71,596	3.9%	\$369,948	15.9%	\$403,524	17.3%	\$33,576	1.4%
104 Cien Aguas International	\$157,720	5.7%	\$25,656	0.9%	\$21,204	0.7%	(\$4,452)	-0.2%
105 Coral Community Charter	\$129,321	9.5%	\$21,446	1.5%	\$18,362	1.3%	(\$3,084)	-0.2%
106 Corrales International	\$59,998	2.5%	\$76,110	3.3%	\$215,211	9.2%	\$139,101	5.9%
107 Cottonwood Classical Prep	\$18,693	0.4%	\$20,000	0.5%	\$51,926	1.2%	\$31,926	0.7%
108 Digital Arts And Technology	\$380,981	15.6%	\$200,000	8.0%	\$172,040	6.9%	(\$27,960)	-1.1%

School District and Charter School Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
109 East Mountain High School	\$311,437	11.7%	\$305,709	11.2%	\$450,000	16.5%	\$144,291	5.3%
110 El Camino Real Academy	\$0	0.0%	\$12,247	0.5%	\$2,825	0.1%	(\$9,422)	-0.4%
111 Explore Academy	\$0	0.0%	\$3,000	0.1%	\$30,000	1.4%	\$27,000	1.3%
112 Gilbert L Sena Charter HS	\$120,000	6.4%	\$150,000	8.2%	\$150,000	8.2%	\$0	0.0%
113 Gordon Bernell Charter	\$533,000	19.5%	\$475,772	16.1%	\$400,000	13.5%	(\$75,772)	-2.6%
114 GREAT Academy	\$600,000	26.1%	\$300,000	15.7%	\$280,667	14.7%	(\$19,333)	-1.0%
115 Health Leadership High School	\$616,909	25.6%	\$201,332	8.9%	\$500,432	22.0%	\$299,100	13.1%
116 Horizon Academy West	\$426,880	14.6%	\$96,513	3.4%	\$299,999	10.6%	\$203,486	7.2%
117 International School at Mesa Del Sol	\$455,000	19.3%	\$360,000	15.8%	\$291,007	12.7%	(\$68,993)	-3.0%
118 La Academia De Esperanza	\$208,575	5.0%	\$520,072	13.0%	\$476,852	11.9%	(\$43,220)	-1.1%
119 La Promesa Early Learning	\$0	0.0%	\$0	0.0%	\$470,785	16.9%	\$470,785	16.9%
120 La Resolana Leadership	\$0	0.0%	\$5,000	0.7%	\$137,104	18.3%	\$132,104	17.6%
121 Los Puentes Charter	\$349,251	15.8%	\$201,655	8.8%	\$419,328	18.3%	\$217,673	9.5%
122 Media Arts Collaborative	\$405,632	17.5%	\$209,984	9.6%	\$175,000	8.0%	(\$34,984)	-1.6%
123 Mission Achievement And Success	\$0	0.0%	\$300,000	4.9%	\$400,000	6.6%	\$100,000	1.6%
124 Montessori Elementary School	\$27,000	1.1%	\$30,000	1.3%	\$40,700	1.7%	\$10,700	0.5%
125 Montessori of the Rio Grande	\$100,000	7.1%	\$34,750	2.5%	\$82,000	5.9%	\$47,250	3.4%
126 Mountain Mahogany Community School	\$56,819	3.5%	\$56,690	3.8%	\$74,021	5.0%	\$17,331	1.2%
127 Native American Community Academy	\$100,000	3.5%	\$115,141	4.0%	\$9,133	0.3%	(\$106,008)	-3.7%
128 New America School - Albuquerque	\$674,764	24.8%	\$393,042	17.1%	\$492,260	21.5%	\$99,218	4.3%
129 New Mexico International School	\$174,132	11.6%	\$337,633	21.6%	\$391,690	25.0%	\$54,057	3.5%
130 North Valley Academy	\$464,589	16.2%	\$106,448	3.7%	\$344,562	12.0%	\$238,114	8.3%
131 Nuestros Valores Charter	\$250,000	16.3%	\$216,402	14.2%	\$150,000	9.8%	(\$66,402)	-4.3%
132 Public Academy for Performing Arts	\$200,000	6.8%	\$189,000	6.7%	\$30,000	1.1%	(\$159,000)	-5.6%
133 Robert F. Kennedy Charter	\$35,047	1.2%	\$87,665	2.7%	\$46,760	1.4%	(\$40,905)	-1.3%
134 Siembra Leadership High School			\$18,122	4.9%	\$381,661	103.2%	\$363,539	98.3%
135 South Valley Academy	\$1,115,149	22.2%	\$882,759	18.5%	\$825,836	17.3%	(\$66,923)	-1.2%
136 South Valley Prep	\$64,453	5.3%	\$20,000	1.6%	\$34,000	2.7%	\$14,000	1.1%
137 Southwest Aeronautics, Math, and Science	\$573,664	25.8%	\$466,677	21.4%	\$368,938	16.9%	(\$97,739)	-4.5%
138 Southwest Primary Learning Center	\$110,194	12.8%	\$112,016	13.5%	\$206,981	24.9%	\$94,965	11.4%
139 Southwest Secondary Learning Center	\$752,795	29.6%	\$1,286,964	54.2%	\$1,016,303	42.8%	(\$270,661)	-11.4%
140 Technology Leadership	\$200,000	20.6%	\$743,549	39.8%	\$873,362	46.8%	\$129,813	7.0%
141 Tierra Adentro	\$100,000	3.8%	\$80,000	3.0%	\$350,000	13.3%	\$270,000	10.2%
142 Twenty-First Century	\$210,719	11.2%	\$35,613	2.1%	\$22,876	1.3%	(\$12,737)	-0.7%
143 William W Josephine Dorn Charter	\$45,000	8.4%	\$10,000	2.2%	\$30,000	6.5%	\$20,000	4.3%
Aztec								
144								

School District and Charter School Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
145 Mosaic Academy Charter	\$247,619	18.4%	\$277,241	19.1%	\$243,745	16.8%	(\$33,496)	-2.3%
Carlsbad								
146 Jefferson Montessori	\$57,771	3.1%	\$20,317	1.1%	\$159,829	9.0%	\$139,512	7.9%
148 Pecos Connections			\$50,000	2.5%	\$189,000	9.4%	\$139,000	6.9%
Central								
149 Dream Dine	\$84,314	17.5%	\$103,966	31.5%	\$185,491	56.3%	\$81,525	24.7%
Cimarron								
151 Moreno Valley High	\$96,369	11.0%	\$40,005	5.1%	\$82,261	10.6%	\$42,256	5.4%
Deming								
154 Deming Cesar Chavez	\$1,063,093	76.8%	\$327,444	23.2%	\$400,924	28.4%	\$73,480	5.2%
Espanola								
155 La Tierra Montessori School	\$0	0.0%	\$76,441	6.9%	\$138,866	12.6%	\$62,425	5.7%
157 McCurdy Charter School	\$97,202	3.1%	\$35,868	1.1%	\$81,402	2.5%	\$45,534	1.4%
Farmington								
159 New Mexico Virtual Academy	\$47,950	1.6%	\$10,000	0.3%	\$15,000	0.5%	\$5,000	0.2%
Gallup-Mckinley								
161 Dzit Dik Lool DEAP	\$0	0.0%	\$0	0.0%	\$16,923	6.0%	\$16,923	6.0%
162 Middle College High	\$226,454	23.9%	\$375,349	29.5%	\$646,550	50.9%	\$271,201	21.3%
163 Six Directions			\$24,000	5.3%	\$200,000	44.4%	\$176,000	39.0%
Jemez Mountain								
164 Lindrith Area Heritage	\$92,580	31.8%	\$56,274	21.9%	\$48,889	19.0%	(\$7,385)	-2.9%
Jemez Valley								
167 San Diego Riverside	\$298,842	33.3%	\$150,561	18.2%	\$101,854	12.3%	(\$48,707)	-5.9%
168 Walatowa Charter High	\$845,504	118.3%	\$1,433,767	197.7%	\$1,836,523	253.2%	\$402,756	55.5%
Las Cruces								
170 Alma D'Arte Charter	\$130,000	6.9%	\$80,000	4.3%	\$95,000	5.1%	\$15,000	0.8%
171 J Paul Taylor Academy	\$34,616	2.5%	\$120,920	9.4%	\$122,885	9.6%	\$1,965	0.2%
172 La Academia Dolores Huerta	\$244,755	17.2%	\$90,000	6.5%	\$180,000	13.0%	\$90,000	6.5%
173 Las Montañas Charter	\$120,021	6.9%	\$30,261	1.8%	\$91,986	5.6%	\$61,725	3.8%
174 New America School - Las Cruces	\$559,537	25.9%	\$390,060	16.6%	\$486,525	20.7%	\$96,465	4.1%
Los Lunas								
175 School of Dreams Academy	\$262,732	9.0%	\$200,000	4.9%	\$36,000	0.9%	(\$164,000)	-4.0%
Moriarty								
178 Estancia Valley Classical Academy	\$48,730	2.0%	\$17,819	0.7%	\$50,622	2.0%	\$32,803	1.3%
Roswell								
180 Sidney Gutierrez Middle	\$183,202	27.6%	\$157,734	24.8%	\$220,294	34.6%	\$62,560	9.8%
Questa								

School District and Charter School Cash Balances

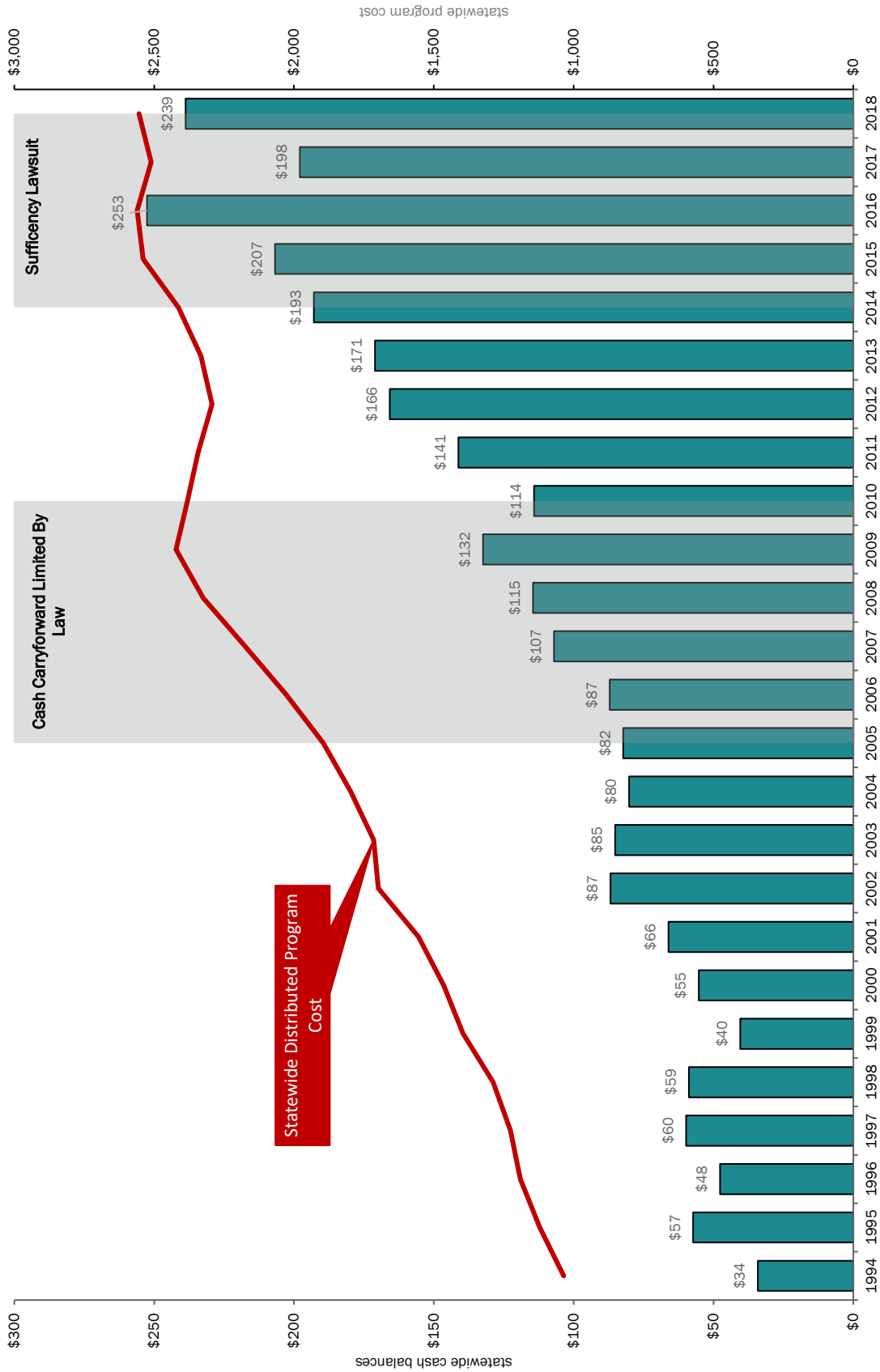
School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Budgeted Cash June 30, 2018	Percent of FY18 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
182 Red River Valley Charter School	\$37,391	5.1%	\$9,255	1.3%	\$97,471	14.0%	\$88,216	12.7%
183 Roots & Wings Community	\$50,000	9.8%	\$500	0.1%	\$50,711	10.4%	\$50,211	10.3%
184 Rio Rancho								
185 Sandovall Academy of Bilingual Education	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$0	0.0%
186 Santa Fe								
187 Academy for Technology and the Classics	\$55,270	2.1%	\$25,774	1.0%	\$68,998	2.6%	\$43,224	1.6%
188 New Mexico Connections Academy	\$410,000	5.4%	\$100,000	1.1%	\$365,102	4.1%	\$265,102	3.0%
189 MASTERS Program	\$327,808	16.9%	\$494,267	25.6%	\$695,986	36.0%	\$201,719	10.4%
190 Monte Del Sol Charter	\$197,221	6.1%	\$170,720	6.0%	\$100,000	3.5%	(\$70,720)	-2.5%
191 New Mexico School for the Arts	\$213,616	10.2%	\$216,542	10.6%	\$329,163	16.1%	\$112,621	5.5%
192 Tierra Encantada Charter School	\$179,634	6.8%	\$130,000	5.1%	\$184,273	7.2%	\$54,273	2.1%
193 Turquoise Trail Charter School	\$494,017	14.9%	\$217,330	6.9%	\$164,034	5.2%	(\$53,296)	-1.7%
194 Silver City								
195 Aldo Leopold Charter	\$488,791	31.0%	\$360,810	20.2%	\$190,395	10.7%	(\$170,415)	-9.5%
196 Socorro								
197 Cottonwood Valley Charter	\$93,633	7.2%	\$32,000	2.5%	\$110,000	8.6%	\$78,000	6.1%
198 Taos								
199 Anansi Charter School	\$39,048	2.7%	\$56,143	3.5%	\$74,060	4.6%	\$17,917	1.1%
200 Taos Academy	\$98,464	4.4%	\$228,201	10.5%	\$334,430	15.3%	\$106,229	4.9%
201 Taos Integrated School of Arts	\$152,539	13.4%	\$91,921	7.9%	\$13,222	1.1%	(\$78,699)	-6.7%
202 Taos International School	\$170,000	12.7%	\$150,000	8.9%	\$76,423	4.5%	(\$73,577)	-4.4%
203 Taos Municipal Charter	\$37,861	2.5%	\$5,388	0.4%	\$100	0.0%	(\$5,288)	-0.4%
204 Vista Grande High School	\$121,488	10.8%	\$91,713	8.5%	\$84,852	7.8%	(\$6,861)	-0.6%
205 West Las Vegas								
206 Rio Gallinas School	\$105,250	11.9%	\$106,000	13.9%	\$204,541	26.8%	\$98,541	12.9%
189 Charter Schools Closed Prior to FY19	\$1,093,735		\$290,843					
190 STATEWIDE TOTAL	\$252,532,955		\$197,893,038	7.9%	\$238,783,755	9.5%	\$41,181,560	1.6%

Source: LESC Files

Statewide Year-End Cash Balances

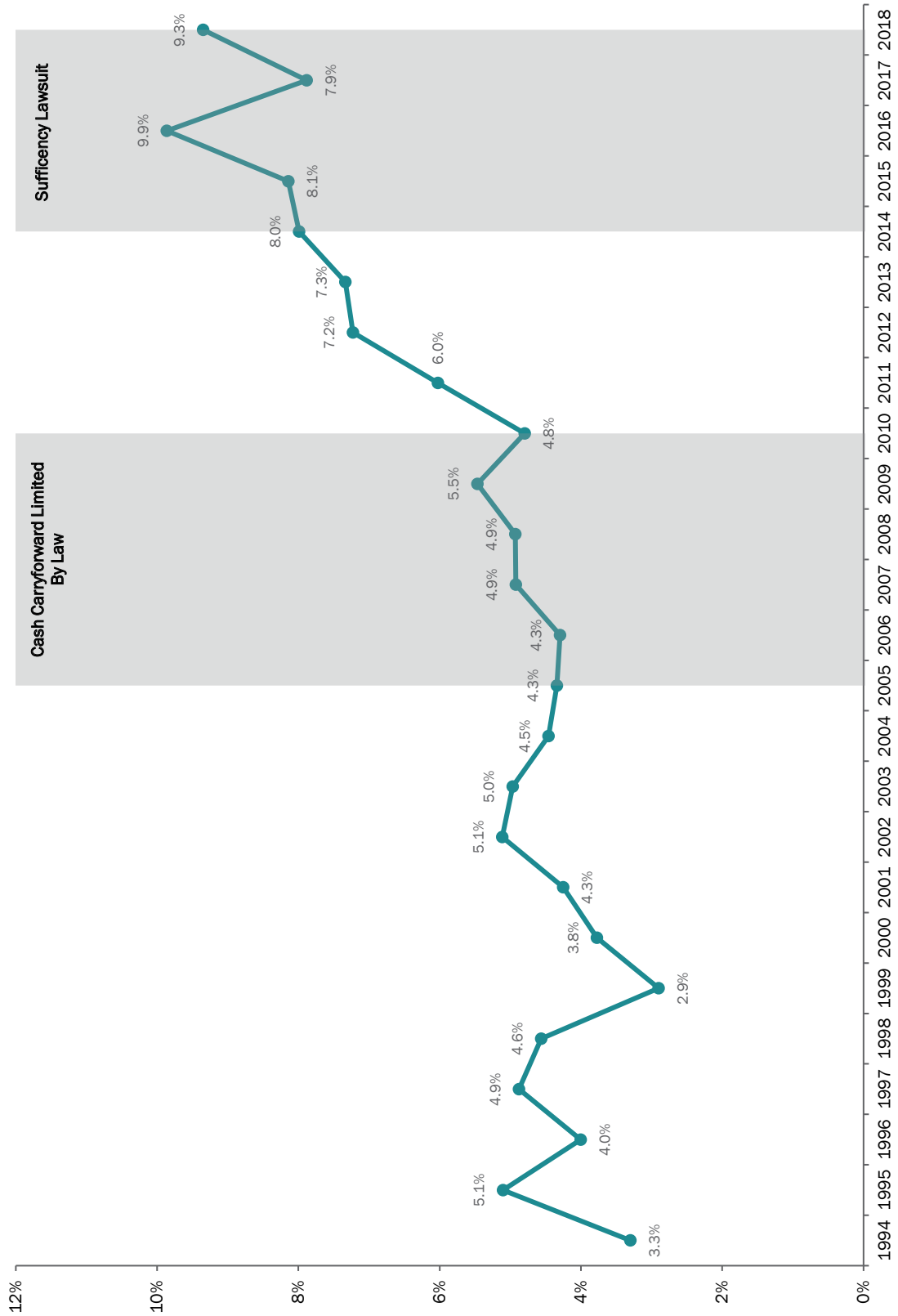
Statewide Year-End Cash Balances and Program Cost
(in millions)



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

Source: LESC Files

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



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

Source: LESC Files

Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY18

School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
1 School Districts					
2 Alamogordo Public Schools	58.8%	11.9%	5.9%	23.4%	
3 Albuquerque Public Schools	64.6%	12.3%	5.7%	17.4%	0.0%
4 Animas Public Schools	52.4%	7.4%	5.3%	34.9%	
5 Artesia Public Schools	65.0%	10.5%	8.3%	16.1%	
6 Aztec Municipal Schools	61.1%	11.0%	8.5%	19.4%	
7 Belen Consolidated Schools	55.5%	11.9%	6.1%	26.5%	
8 Bernalillo Public Schools	56.4%	13.1%	6.8%	23.7%	
9 Bloomfield Schools	60.5%	9.7%	9.0%	20.7%	
10 Capitan Municipal Schools	60.6%	9.3%	5.9%	24.3%	
11 Carlsbad Municipal Schools	62.0%	13.3%	7.6%	17.0%	
12 Carrizozo Municipal Schools	57.8%	10.3%	6.3%	25.6%	
13 Central Consolidated Schools	59.5%	11.6%	7.7%	21.1%	0.1%
14 Chama Valley Ind. Schools	47.2%	12.2%	9.3%	31.2%	
15 Cimarron Municipal Schools	59.3%	12.3%	5.6%	22.8%	
16 Clayton Municipal Schools	54.1%	11.8%	9.6%	24.5%	
17 Cloudcroft Municipal Schools	53.0%	11.6%	7.0%	28.4%	
18 Clovis Municipal Schools	63.3%	13.2%	5.7%	17.6%	0.1%
19 Cobre Consolidated Schools	51.9%	15.6%	6.4%	26.1%	
20 Corona Municipal Schools	58.7%	11.7%	3.2%	26.4%	
21 Cuba Independent Schools	47.4%	13.8%	7.2%	31.6%	
22 Deming Public Schools	58.1%	13.5%	7.5%	20.9%	
23 Des Moines Municipal Schools	57.6%	6.5%	5.6%	30.3%	
24 Dexter Consolidated Schools	54.4%	13.2%	6.4%	26.0%	
25 Dora Consolidated Schools	57.6%	11.5%	4.3%	26.7%	
26 Dulce Independent Schools	47.8%	11.3%	6.4%	34.6%	
27 Elida Municipal Schools	59.5%	7.0%	5.4%	28.0%	
28 Española Public Schools	52.4%	15.2%	5.9%	26.5%	
29 Estancia Municipal Schools	58.0%	13.7%	6.8%	21.5%	
30 Eunice Municipal Schools	60.5%	10.2%	5.6%	23.7%	
31 Farmington Municipal Schools	65.9%	13.9%	6.2%	14.0%	
32 Floyd Municipal Schools	56.2%	10.8%	1.9%	31.0%	
33 Fort Sumner Municipal Schools	62.9%	9.7%	6.6%	20.8%	

School District and Charter School Operational Fund Spending by Budget Function, FY18

	School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
34	Gadsden Independent Schools	63.4%	14.3%	6.7%	15.6%	0.1%
35	Gallup-McKinley County Schools	61.1%	7.2%	5.4%	22.7%	3.6%
36	Grady Municipal Schools	62.7%	3.3%	5.1%	28.9%	
37	Grants-Cibola County Schools	57.9%	15.4%	4.3%	22.3%	
38	Hagerman Municipal Schools	59.2%	7.6%	8.6%	24.6%	
39	Hatch Valley Public Schools	55.0%	13.9%	6.4%	24.7%	
40	Hobbs Municipal Schools	67.1%	13.0%	6.4%	13.4%	
41	Hondo Valley Public Schools	55.6%	15.2%	0.6%	28.6%	
42	House Municipal Schools	64.4%	7.6%	0.6%	27.3%	
43	Jal Public Schools	57.4%	8.3%	7.4%	27.0%	
44	Jemez Mountain Public Schools	33.6%	9.3%	9.9%	47.2%	
45	Jemez Valley Public Schools	49.1%	9.5%	7.9%	33.3%	0.1%
46	Lake Arthur Municipal Schools	47.1%	14.3%	5.7%	32.9%	
47	Las Cruces Public Schools	63.7%	12.7%	6.2%	17.3%	0.0%
48	Las Vegas City Public Schools	50.7%	11.3%	6.6%	31.4%	
49	Logan Municipal Schools	57.3%	15.7%	3.4%	23.5%	
50	Lordsburg Municipal Schools	48.3%	13.2%	12.4%	26.2%	
51	Los Alamos Public Schools	57.8%	14.6%	5.5%	22.1%	
52	Los Lunas Public Schools	55.7%	13.7%	8.3%	22.4%	
53	Loving Municipal Schools	56.3%	14.0%	9.6%	20.1%	
54	Lovington Municipal Schools	60.3%	13.6%	8.0%	18.0%	
55	Magdalena Municipal Schools	50.6%	17.0%	4.8%	27.6%	
56	Maxwell Municipal Schools	52.5%	14.4%	6.1%	27.1%	0.0%
57	Melrose Public Schools	54.6%	11.6%	7.7%	26.1%	0.0%
58	Mesa Vista Consolidated	42.0%	5.2%	13.7%	39.1%	0.0%
59	Mora Independent Schools	49.9%	10.3%	7.6%	32.2%	
60	Moriarty-Edgewood	60.7%	12.0%	5.6%	21.7%	
61	Mosquero Municipal Schools	46.0%	10.1%	3.8%	40.1%	
62	Mountainair Public Schools	46.9%	15.2%	8.9%	29.0%	
63	Pecos Independent Schools	50.0%	11.6%	7.7%	30.6%	
64	Peñasco Independent Schools	41.5%	15.7%	7.0%	35.8%	
65	Pojoaque Valley Public Schools	52.5%	16.4%	8.7%	22.4%	
66	Portales Municipal Schools	63.8%	11.6%	7.1%	17.5%	

Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY18

School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service	
67	Quemado Independent Schools	58.6%	6.5%	7.2%	27.7%	
68	Questa Independent Schools	46.9%	13.5%	9.3%	30.3%	
69	Raton Public Schools	63.2%	11.5%	6.8%	18.0%	0.4%
70	Reserve Public Schools	52.8%	8.6%	9.4%	29.3%	
71	Rio Rancho Public Schools	60.4%	14.0%	6.1%	19.5%	
72	Roswell Independent Schools	61.9%	11.6%	6.5%	19.8%	0.2%
73	Roy Municipal Schools	62.6%	7.0%		30.4%	
74	Ruidoso Municipal Schools	59.1%	12.0%	6.6%	22.3%	
75	San Jon Municipal Schools	55.7%	9.7%		34.6%	
76	Santa Fe Public Schools	65.8%	14.5%	6.8%	12.8%	
77	Santa Rosa Consolidated	54.0%	12.1%	9.2%	24.7%	
78	Silver Consolidated Schools	59.1%	15.9%	7.3%	17.7%	
79	Socorro Consolidated Schools	55.9%	11.5%	6.2%	26.4%	
80	Springer Municipal Schools	51.1%	13.4%	5.0%	30.5%	
81	Taos Municipal Schools	61.8%	10.6%	5.7%	21.8%	
82	Tatum Municipal Schools	58.9%	8.4%	8.1%	24.6%	
83	Texico Municipal Schools	62.4%	9.7%	6.0%	20.1%	1.8%
84	Truth or Conseq. Schools	65.6%	7.9%	5.1%	21.4%	
85	Tucumcari Public Schools	60.1%	10.4%	7.3%	22.2%	
86	Tularosa Municipal Schools	57.2%	14.7%	7.5%	20.5%	
87	Vaughn Municipal Schools	50.7%	6.5%	9.2%	33.6%	
88	Wagon Mound Public Schools	43.3%	10.3%	3.4%	43.0%	
89	West Las Vegas Public Schools	52.2%	13.5%	7.2%	27.2%	
90	Zuni Public Schools	51.5%	8.5%	5.6%	34.4%	
91	School District Average	61.5%	12.5%	6.4%	19.4%	0.2%
92	<i>Charter Schools</i>					
93	<i>Albuquerque</i>					
94	Acad. of Trades and Technology	47.8%	9.5%	11.3%	31.5%	
95	Albuquerque Institute of Math & Science	57.2%	12.9%	6.2%	23.8%	
96	Albuquerque School of Excellence	65.1%	4.7%	2.9%	27.4%	
97	Albuquerque Sign Language Academy	50.3%	25.1%	9.0%	15.5%	
98	ACE Leadership High School	38.4%	22.2%	3.2%	29.7%	6.5%
99	Albuquerque Charter Academy	48.1%	11.2%	14.6%	26.1%	

School District and Charter School Operational Fund Spending by Budget Function, FY18

	School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
100	Albuquerque Talent Development	49.4%	7.2%	8.0%	35.4%	
101	Alice King Community School	75.9%	5.7%	2.0%	16.4%	
102	Amy Biehl Charter High School	50.1%	24.5%	6.1%	19.4%	
103	ASK Academy	60.7%	9.5%	8.3%	21.5%	
104	Cesar Chavez Community School	39.9%	17.8%	4.4%	37.8%	
105	Christine Duncan Heritage	61.0%	5.3%	6.1%	27.6%	
106	Cien Aguas International	68.0%	7.8%	6.2%	18.1%	
107	Coral Community Charter	55.9%	7.4%	5.3%	31.3%	
108	Corrales International School	61.9%	10.1%	1.5%	26.5%	
109	Cottonwood Classical Prep	72.6%	6.8%	5.3%	15.2%	
110	Digital Arts and Tech Acad.	50.7%	7.9%	13.8%	27.7%	
111	East Mountain High School	64.3%	7.4%	3.4%	24.9%	
112	El Camino Real Academy	50.1%	14.3%		29.9%	5.7%
113	Explore Academy	66.0%	3.9%	2.2%	28.0%	
114	Gilbert L Sena Charter HS	44.9%	17.3%	7.5%	30.3%	
115	Gordon Bernelle Charter	46.3%	20.3%	13.1%	20.3%	
116	GREAT Academy	37.6%	9.5%	2.1%	50.8%	
117	Health Leadership High School	34.2%	24.7%	4.6%	35.0%	1.6%
118	Horizon Academy West	67.0%	4.6%	6.3%	22.1%	
119	Int'l School at Mesa Del Sol	65.3%	13.6%	3.7%	17.5%	
120	La Academia De Esperanza	64.0%	17.3%	0.1%	18.6%	
121	La Promesa	55.0%	4.3%	5.4%	35.3%	
122	La Resolana Leadership	39.5%	11.2%	7.6%	41.7%	
123	Los Puentes Charter	42.7%	25.5%	6.8%	25.0%	
124	Media Arts Collaborative	58.6%	16.5%	3.9%	20.9%	0.1%
125	Mission Achievement & Success	65.0%	4.5%	6.1%	24.5%	0.0%
126	Montessori Elementary School	56.4%	10.2%		33.5%	
127	Montessori of the Rio Grande	66.6%	4.8%	4.9%	23.8%	
128	Mountain Mahogany Community	61.6%	19.0%		19.5%	
129	Native American Community	60.4%	9.9%	10.7%	18.9%	
130	New America - Albuquerque	37.3%	8.4%	4.2%	50.1%	
131	New Mexico International	55.9%	3.7%	4.0%	36.3%	
132	North Valley Academy	69.5%	5.3%	1.0%	24.2%	

Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY18

	School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
133	Nuestros Valores Charter	45.4%	9.0%	11.6%	33.8%	0.2%
134	Public Acad. Performing Arts	62.5%	14.2%	7.4%	16.0%	
135	Robert F. Kennedy	57.2%	15.6%	7.0%	20.2%	
136	Siembra Leadership High School	28.3%	25.7%	7.9%	38.2%	
137	South Valley Academy	67.2%	12.8%	5.8%	14.2%	0.1%
138	South Valley Preparatory	55.5%	5.5%	6.4%	32.5%	
139	Southwest Aero., Math, and Science	36.7%	17.5%	8.4%	37.4%	
140	Southwest Primary	51.9%	7.6%	2.3%	38.2%	
141	Southwest Secondary	40.9%	22.4%	2.3%	34.3%	
142	Student Athlete Headquarters	30.3%	1.6%	6.2%	61.9%	
143	Technology Leadership	36.2%	24.8%		39.0%	
144	Tierra Adentro	59.8%	9.4%	7.9%	22.8%	
145	Twenty-First Century Acad.	66.2%	10.6%	4.7%	18.5%	
146	William & Josephine Dorn	44.5%	5.3%	6.9%	43.4%	
147	Aztec					
148	Mosaic Academy Charter	62.6%	7.0%	9.1%	21.3%	
149	Carlsbad					
150	Jefferson Montessori Academy	63.3%	7.1%	3.8%	25.8%	
151	Pecos Connections Academy	67.1%	19.0%	2.1%	11.8%	
152	Central					
153	Dream Diné Charter School	46.2%	1.6%	0.4%	51.8%	
154	Cimarron					
155	Moreno Valley High School	54.5%	3.0%		42.5%	
156	Deming					
157	Deming Cesar Chavez	42.4%	11.2%	12.5%	34.0%	
158	Espanola					
159	Cariños De Los Niños Charter	42.7%	13.8%	4.4%	39.0%	
160	La Tierra Montessori School	54.3%	11.2%	5.2%	29.2%	
161	McCurdy Charter School	56.7%	5.4%	3.1%	34.8%	0.0%
162	Farmington					
163	New Mexico Virtual Academy	78.4%	4.7%	4.4%	12.5%	
164	Gadsden					
165	Anthony Charter School	51.3%	2.0%	14.7%	31.7%	0.2%

School District and Charter School Operational Fund Spending by Budget Function, FY18

	School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
166	Gallup-Mckinley County					
167	Dzit Ditt'ooí (DEAP)	35.2%	5.4%	2.8%	56.6%	
168	Middle College High School	46.8%	14.9%	0.3%	38.0%	
169	Six Directions Indigenous	37.8%	6.8%	0.2%	55.2%	
170	Jemez Mountain					
171	Lindrith Area Heritage	49.3%	8.4%	0.7%	41.7%	
172	Jemez Valley					
173	San Diego Riverside	54.3%	3.6%	3.3%	29.4%	9.3%
174	Wawatowa Charter High School	41.7%	1.9%	5.3%	44.0%	7.1%
175	Las Cruces					
176	Alma D'Arte Charter High	66.2%	2.0%	9.5%	22.4%	
177	J Paul Taylor Academy	66.7%	7.2%		26.1%	
178	La Academia Dolores Huerta	58.6%	10.4%	2.3%	28.6%	
179	Las Montañas Charter	57.8%	7.5%	1.2%	33.6%	
180	New America - Las Cruces	36.6%	6.8%	8.8%	47.7%	
181	Los Lunas					
182	School of Dreams Academy	55.6%	12.6%	12.5%	19.3%	
183	Moriarty					
184	Estancia Valley Classical	66.8%	4.7%	3.9%	24.6%	
185	Questa					
186	Red River Valley Charter	49.5%	6.6%	7.4%	36.6%	
187	Roots & Wings Community School	51.1%	1.5%	5.1%	42.3%	
188	Rio Rancho					
189	Sandoval Acad. Bilingual Ed.	46.0%	2.5%	5.8%	45.6%	
190	Roswell					
191	Sidney Gutierrez Middle	65.1%	0.1%	6.1%	28.6%	
192	Santa Fe					
193	Academy for Tech. and Classics	69.5%	8.6%	4.8%	17.1%	
194	MASTERS Program	55.5%	19.0%	1.7%	23.8%	0.0%
195	Monte Del Sol Charter	72.1%	8.4%	1.2%	18.2%	
196	New Mexico Connections Academy	86.3%	6.6%	3.1%	4.0%	
197	New Mexico School for the Arts	52.0%	17.6%	5.6%	24.8%	
198	Tierra Encantada Charter	51.0%	16.0%	0.7%	32.2%	

Operational Fund Spending

School District and Charter School Operational Fund Spending by Budget Function, FY18

	School District or Charter School	Instruction	Instructional and Student Support ¹	School Administration	Central Services, Administration, and Operations ²	Capital Outlay & Debt Service
199	Turquoise Trail Charter School	68.0%	9.1%	2.7%	20.3%	
200	<i>Silver City</i>					
201	Aldo Leopold Charter School	59.8%	11.4%	10.0%	18.8%	
202	<i>Socorro</i>					
203	Cottonwood Valley Charter	68.2%	4.0%	3.6%	24.2%	
204	<i>Taos</i>					
205	Anansi Charter School	68.6%	3.1%	5.9%	22.4%	
206	Taos Academy	61.2%	5.9%	4.9%	26.7%	1.4%
207	Taos Integrated School of Arts	54.6%	1.6%	2.1%	41.7%	
208	Taos International School	62.0%	3.1%	3.9%	31.1%	
209	Taos Municipal Charter	67.9%	3.8%	6.6%	21.6%	
210	Vista Grande High School	53.5%	4.8%	1.8%	39.9%	
211	<i>West Las Vegas</i>					
212	Rio Gallinas School	53.7%	7.3%	3.3%	35.8%	
213	Charter School Average	59.0%	10.4%	5.1%	25.2%	0.3%
214	Statewide Average	61.3%	12.4%	6.3%	19.9%	0.2%

Source: LESC Files

¹The instructional and student support column includes expenditures for the following functions: student support services (2100), instructional support services (2200), and food service operations (3100).

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

Note: Results that show a 0.0% total contained some expenditures, however, the total was less than 0.05%, which rounds to 0.0%

Special "Below-the-Line" Appropriations

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY18

	Prek ¹	K-3 Plus ¹	Early Reading	Interventions and Supports	Elementary Breakfast	Other Initiatives ²	Total	Share of Initiatives / Share of Program Cost
1 SCHOOL DISTRICTS								
2 ALAMOGORDO		\$91,818	\$314,586		\$1,965	\$39,309	\$447,679	0.46
3 ALBUQUERQUE	\$3,737,055	\$4,264,318		\$211,652		\$300,084	\$8,513,109	0.57
4 ANIMAS	\$10,000		\$115,826			\$645	\$126,471	2.34
5 ARTESIA		\$384,230	\$102,871		\$20,970	\$3,990	\$512,061	0.78
6 AZTEC	\$2,815		\$197,097		\$8,120	\$52,403	\$260,435	0.52
7 BELEN	\$98,860	\$213,068		\$192,789	\$87,540	\$45,534	\$637,792	0.91
8 BERNALILLO	\$635,719	\$444,779	\$178,671	\$118,041	\$17,873	\$39,083	\$1,434,167	2.57
9 BLOOMFIELD	\$427,950	\$43,273		\$65,618		\$433,157	\$969,998	1.91
10 CAPITAN			\$105,876			\$1,799	\$107,675	1.00
11 CARLSBAD	\$140,000	\$321,213	\$188,206	\$107,641	\$65,671	\$62,946	\$885,677	0.72
12 CARRIZO		\$24,716	\$66,366	\$13,282		\$6,075	\$110,439	2.39
13 CENTRAL CONS.	\$1,252,933		\$55,855		\$57,618	\$157,163	\$1,523,570	1.43
14 CHAMA VALLEY	\$64,124	\$23,425		\$50,340	\$7,124		\$145,013	1.46
15 CIMARRON	\$44,887					\$6,074	\$50,961	0.52
16 CLAYTON							\$0	0.00
17 CLOUDCROFT			\$54,254				\$54,254	0.58
18 CLOVIS	\$110,000	\$421,020		\$167,678	\$105,159	\$306,470	\$1,110,327	0.80
19 COBRE CONS.	\$559,518	\$248,292	\$519,662	\$51,881	\$18,174	\$1,040	\$1,398,566	4.93
20 CORONA			\$29,202				\$29,202	0.83
21 CUBA	\$96,186	\$29,791				\$37,656	\$163,633	1.12
22 DEMING	\$973,216	\$299,734		\$101,572		\$12,358	\$1,386,881	1.52
23 DES MOINES			\$76,452				\$76,452	2.10
24 DEXTER	\$117,598	\$162,449			\$20,845	\$3,334	\$304,225	1.55
25 DORA			\$50,456			\$960	\$51,416	0.83
26 DULCE		\$98,419			\$20,096	\$834	\$119,349	0.81
27 ELIDA			\$42,082			\$644	\$42,726	0.99
28 ESPAÑOLA	\$454,744	\$365,504	\$144,137	\$296,550	\$47,322	\$47,893	\$1,356,150	1.96
29 ESTANCIA			\$37,182			\$250	\$37,433	0.25
30 EUNICE		\$92,635				\$2,377	\$95,012	0.63
31 FARMINGTON	\$723,302		\$258,356	\$164,166	\$75,783	\$676,696	\$1,898,303	1.06
32 FLOYD			\$87,699			\$925	\$88,624	1.55
33 FT. SUMNER		\$21,365	\$44,008			\$1,306	\$66,679	0.91
34 GADSDEN	\$1,919,220	\$1,752,429	\$186,911		\$67,478	\$35,797	\$3,961,835	1.65

Special "Below-the-Line" Appropriations

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY18

	Prek ¹	K-3 Plus ¹	Early Reading	Interventions and Supports	Elementary Breakfast	Other Initiatives ²	Total	Share of Initiatives / Share of Program Cost	
35	GALLUP	\$1,139,345	\$1,193,910		\$49,982	\$689,151	\$72,210	\$3,153,354	1.57
36	GRADY							\$49,982	1.19
37	GRANTS	\$512,992	\$328,920			\$60,089	\$56,956	\$958,957	1.42
38	HAGERMAN	\$10,000	\$105,196		\$93,665	\$67,199	\$13,741	\$291,534	2.87
39	HATCH	\$381,383	\$74,189			\$70,828		\$529,400	2.34
40	HOBBS		\$259,192		\$240,328		\$41,059	\$568,378	0.35
41	HONDO				\$69,225			\$69,225	1.47
42	HOUSE				\$49,999			\$49,999	1.37
43	JAL						\$1,483	\$1,483	0.02
44	JEMEZ MOUNTAIN	\$101,186	\$29,381					\$30,163	0.47
45	JEMEZ VALLEY		\$56,295		\$60,131			\$217,845	2.86
46	LAKE ARTHUR						\$1,367	\$1,367	0.03
47	LAS CRUCES	\$100,000	\$2,080,518			\$387,899	\$75,631	\$2,864,952	0.67
48	LAS VEGAS CITY		\$143,453			\$281,941	\$13,817	\$439,618	1.34
49	LOGAN				\$49,925			\$51,136	0.65
50	LORDSBURG	\$78,328	\$80,192			\$142,488	\$3,159	\$304,168	2.74
51	LOS ALAMOS	\$30,000			\$226,027	\$9,550		\$265,576	0.40
52	LOS LUNAS	\$1,107,736	\$498,504		\$217,610	\$14,832		\$1,838,683	1.38
53	LOVING	\$10,000	\$44,650				\$17,361	\$78,086	0.63
54	LOVINGTON		\$144,092		\$201,987	\$11,984		\$401,349	0.59
55	MAGDALENA	\$52,555			\$20,620	\$44,852	\$581	\$165,960	1.86
56	MAXWELL		\$16,256		\$107,180		1458.85	\$124,895	3.16
57	MELROSE							\$0	0.00
58	MESA VISTA	\$106,186			\$43,343	\$32,262	\$2,996	\$184,787	2.77
59	MORA		\$52,993				\$5,585	\$58,577	0.56
60	MORIARTY	\$50,000			\$252,245	\$7,300		\$309,545	0.72
61	MOSQUERO				\$55,731			\$55,731	1.94
62	MOUNTAINAIR	\$48,093			\$65,247	\$729		\$114,069	1.71
63	PECOS	\$262,496	\$99,458			\$128,432	\$15,466	\$610,342	4.58
64	PEÑASCO	\$111,186			\$73,688	\$51,656	\$6,928	\$243,459	2.91
65	POJOAQUE	\$288,558	\$72,531			\$5,298	\$21,253	\$387,640	1.18
66	PORTALES	\$293,992			\$242,725	\$3,347	\$114,140	\$654,204	1.31
67	QUEMADO				\$99,528		\$2,400	\$101,928	2.06
68	QUESTA	\$92,567	\$51,155			\$42,792	\$5,499	\$198,087	1.99

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY18

	Prek ¹	K-3 Plus ¹	Early Reading	Interventions and Supports	Elementary Breakfast	Other Initiatives ²	Total	Share of Initiatives / Share of Program Cost
69			\$260,206		\$9,794		\$270,000	1.55
70	\$10,000				\$4,564		\$14,564	0.31
71	\$1,471,819	\$155,255	\$256,302	\$12,781			\$1,896,157	0.63
72	\$1,123,922	\$1,850,618		\$28,544	\$185,270	\$7,994	\$3,196,349	1.91
73			\$86,433				\$86,433	3.01
74	\$136,186	\$79,839			\$8,733	\$27,817	\$252,575	0.73
75			\$73,874				\$73,874	1.65
76	\$1,789,134	\$1,269,573			\$48,306		\$3,107,013	1.34
77	\$115,423		\$81,389		\$13,930		\$210,742	1.47
78			\$208,483	\$52,790	\$34,446		\$295,719	0.56
79	\$217,326	\$103,630	\$63,131		\$23,440	\$30,071	\$437,598	1.54
80			\$47,745		\$4,241		\$51,986	1.09
81	\$288,558	\$259,404		\$190,068	\$1,693	\$66,921	\$806,645	1.90
82							\$0	0.00
83			\$49,727				\$49,727	0.40
84	\$353,445	\$78,804					\$432,249	1.76
85				\$1,273			\$1,273	0.01
86				\$980	\$30,046		\$31,026	0.17
87	\$32,062	\$4,178		\$25,433	\$1,939		\$63,611	1.63
88	\$32,062	\$27,190	\$63,394			\$9,113	\$131,759	3.77
89	\$320,620	\$80,279			\$11,558		\$412,457	1.39
90	\$266,496			\$900			\$267,396	1.00
91	CHARTER SCHOOLS							
92	<i>Albuquerque</i>							
93				\$34,077			\$34,077	1.11
94							\$0	0.00
95							\$0	0.00
96							\$0	0.00
97							\$0	0.00
98							\$0	0.00
99							\$0	0.00
100							\$0	0.00
101						\$69,750	\$69,750	0.87
102						\$817	\$817	0.02

Special "Below-the-Line" Appropriations

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY18

	Prek ¹	K-3 Plus ¹	Early Reading	Interventions and Supports	Elementary Breakfast	Other Initiatives ²	Total	Share of Initiatives / Share of Program Cost
103			\$97,190				\$97,190	1.52
104			\$60,046				\$60,046	0.83
105	\$243,671	\$58,943	\$175,000			\$98	\$477,712	15.69
106							\$0	0.00
107						\$529	\$529	0.00
108							\$0	0.00
109							\$0	0.00
110				\$72,043			\$72,043	1.19
111							\$0	0.00
112							\$0	0.00
113							\$0	0.00
114				\$766			\$766	0.02
115			\$173,783	\$49,260			\$223,043	3.57
116							\$0	0.00
117	\$128,248						\$128,248	1.81
118							\$0	0.00
119	\$230,846	\$245,803					\$476,649	6.66
120							\$0	0.00
121							\$0	0.00
122				\$35,178			\$35,178	0.66
123			\$222,169	\$126,254		\$32,500	\$380,923	2.83
124							\$0	0.00
125							\$0	0.00
126							\$0	0.00
127							\$0	0.00
128						\$14,985	\$14,985	0.26
129							\$0	0.00
130	\$138,248	\$52,045		\$775			\$191,068	2.51
131				\$70,200			\$70,200	1.73
132							\$0	0.00
133				\$71,645		\$21,213	\$92,858	1.25
134							\$0	0.00
135				\$55,796			\$55,796	0.49
136							\$0	0.00

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY18

	Prek ¹	K-3 Plus ¹	Early Reading	Interventions and Supports	Elementary Breakfast	Other Initiatives ²	Total	Share of Initiatives / Share of Program Cost
137							\$0	0.00
138							\$0	0.00
139				\$460			\$460	0.01
140							\$0	0.00
141							\$0	0.00
142							\$0	0.00
143							\$0	0.00
144					\$277		\$277	0.02
145	Aztec							
146			\$41,444				\$41,444	1.31
147	Carlsbad							
148			\$75,830				\$75,830	1.67
149							\$0	0.00
150	Central Consolidated							
151							\$0	0.00
152	Cimarron							
153							\$0	0.00
154	Deming							
155							\$0	0.00
156	Espanola							
157							\$0	0.00
158			\$54,670				\$54,670	2.11
159							\$0	0.00
160	Farmington							
161							\$0	0.00
162	Gadsden							
163							\$0	0.00
164	Gallup							
165							\$0	0.00
166							\$0	0.00
167							\$0	0.00
168	Jemez Mountain							
169			\$20,333		\$974		\$21,306	3.40

Special "Below-the-Line" Appropriations

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY18

		Prek ¹	K-3 Plus ¹	Early Reading	Interventions and Supports	Elementary Breakfast	Other Initiatives ²	Total	Share of Initiatives / Share of Program Cost
170	Jemez Valley								
171	SAN DIEGO RIVERSIDE CHARTER							\$0	0.00
172	WALATOWA CHARTER HIGH							\$0	0.00
173	Las Cruces								
174	ALMA D' ARTE STATE CHARTER							\$0	0.00
175	J. PAUL TAYLOR ACADEMY							\$0	0.00
176	LA ACADEMIA DOLORES HUERTA							\$0	0.00
177	LAS MONTANAS							\$0	0.00
178	NEW AMERICA SCHOOL - LAS CRUCES						\$6,845	\$6,845	0.13
179	Los Lunas								
180	SCHOOL OF DREAMS ST. CHARTER				\$189			\$189	0.00
181	Moriarty								
182	ESTANCIA VALLEY			\$110,459			\$10,107	\$120,566	1.84
183	Questa								
184	RED RIVER VALLEY	\$69,124						\$69,124	3.81
185	ROOTS & WINGS							\$0	0.00
186	Rio Rancho								
187	ASK ACADEMY						\$857	\$857	0.01
188	SANDOVAL ACADEMY OF BIL ED							\$0	0.00
189	Roswell								
190	SIDNEY GUTIERREZ							\$0	0.00
191	Santa Fe								
192	ACAD FOR TECH & CLASSICS							\$0	0.00
193	MASTERS PROGRAM							\$0	0.00
194	MONTE DEL SOL				\$298		\$21,263	\$21,561	0.31
195	NEW MEXICO CONNECTIONS VIRTUAL							\$0	0.00
196	NEW MEXICO SCHOOL FOR THE ARTS				\$822			\$822	0.02
197	TIERRA ENCANTADA CHARTER							\$0	0.00
198	TURQUOISE TRAIL	\$168,897	\$54,410		\$1,260			\$224,567	2.85
199	Silver City								
200	ALDO LEOPOLD ST. CHARTER							\$0	0.00
201	Socorro								
202	COTTONWOOD CHARTER			\$42,572				\$42,572	1.37
203	Taos								

Direct Grants to Public Schools from "Below-the-Line Appropriations," FY18

	Prek ¹	K-3 Plus ¹	Early Reading	Interventions and Supports	Elementary Breakfast	Other Initiatives ²	Total	Share of Initiatives / Share of Program Cost
204 ANANSI CHARTER			\$89,309				\$89,309	2.52
205 TAOS ACADEMY				\$144,427		\$80,752	\$225,179	4.47
206 TAOS CHARTER			\$108,609	\$27,115			\$135,723	3.73
207 TAOS INTEGRATED SCHOOL OF ARTS							\$0	0.00
208 TAOS INTERNATIONAL		\$52,402			\$1,339		\$53,741	1.32
209 VISTA GRANDE				\$28,033		\$12,369	\$40,402	1.61
210 <i>West Las Vegas</i>								
211 RIO GALLINAS CHARTER SCHOOL							\$0	0.00
212 RECS/OTHER SCHOOLS	\$1,284,537				\$11,446		\$1,295,983	
213 UNIDENTIFIED							\$0	
214 STATEWIDE	\$24,565,355	\$19,005,735	\$7,537,040	\$4,625,203	\$1,485,344	\$3,214,370	\$60,433,046	

¹Includes encumbered funds.

²The other initiatives column includes stipends for teachers in hard-to-staff areas; college preparation, career readiness, and dropout prevention; the science, technology, engineering, and math initiative; after school and summer enrichment programs; and unspent FY17 appropriations for the New Mexico cyber academy, New Mexico grown fresh fruits and vegetables, parent portal, teacher and school leader programs and supports, and stipends for teachers in hard-to-staff areas, which were reauthorized for the same purpose in FY18.

Source: SHARE

K-3 Plus and K-5 Plus Awards

K-3 Plus and 4-5 Pilot Summer 2018 Final Awards											
School District or Charter School	K-3 Plus Awards					4-5 Pilot Awards					
	K-3 Plus Program Days in June	K-3 Plus Program Days in July	Prep and Planning Day	Requested Number of Students	Total Requested Amount (Including Prep and Planning Day)	Eligible Children Not Served	4-5 Pilot Program Days in June	4-5 Pilot Program Days in July	Prep and Planning Day	Requested Number of Students	Total Requested Amount (Including Prep and Planning Day)
SCHOOL DISTRICTS											
1 Alamogordo Public Schools	0	23	\$8,390.69	190	\$241,172.77	475	0	23	\$1,145.92	28	\$35,448.94
2 *Albuquerque Public School	18, 13, 8*	7, 12, 17*	\$240,555.27	3796	\$4,891,560.20	1,1283					
3 Artesia Public Schools	8	17	\$12,626.56	350	\$425,535.81	834	8	17	\$616.84	10	\$12,868.92
4 Aztec Municipal Schools						879					
5 Belen Consolidated Schools	5	20	\$7,869.36	159	\$202,681.87	898					
6 Bernalillo Public Schools	10	15	\$11,820.35	236	\$300,976.30	1,840					
7 Bloomfield Independent Schools	3	22	\$5,162.98	121	\$153,417.42	652	3	22	\$1,352.14	53	\$66,289.07
8 Carlsbad Municipal Schools	12	13	\$12,326.19	322	\$406,856.10	1,111					
9 Carrizozo Municipal Schools	0	20	\$1,245.64	21	\$26,974.76	23	0	20	872.25	18	\$21,700.65
10 Central Consolidated Schools						806					
11 Chama Valley Independent Schools	0	20	\$1,745.71	26	\$33,599.82	82					
12 Clovis Municipal Schools	7	18	\$10,005.33	187	\$239,125.12	1,571	7	18	\$4,620.47	81	\$103,863.79
13 Cobre Consolidated Schools	4	16	\$19,597.19	147	\$199,699.72	245	4	16	\$15,439.75	64	\$93,850.76
14 Cuba Independent Schools	8	17	\$2,345.59	33	\$42,777.80	77					
15 Deming Public Schools	0	25	\$36,054.11	693	\$887,144.58	876	0	25	\$14,363.38	378	\$477,506.20
16 Dexter Consolidated Schools	16	9	\$3,622.40	97	\$122,471.57	173	16	9	\$628.73	44	\$49,638.73
17 Dulce Independent Schools	11	14	\$3,029.32	65	\$82,670.15	172	11	14	\$843.15	23	\$29,023.87
18 Española Public Schools	0	25	\$25,510.16	329	\$428,615.98	808	0	25	\$5,739.53	75	\$97,633.03
19 Estancia Municipal Schools						175					
20 Eunice Public Schools	4	21	\$3,390.02	70	\$89,156.96	164	4	21	\$1,082.74	26	\$32,939.13
21 Farmington Municipal Schools						1,162					
22 Fort Sumner Municipal Schools	10	15	\$1,760.56	41	\$50,770.56	0	0				
23 Gadsden Independent Schools	9	11	\$52,848.77	1196	\$1,518,168.39	2,701	9	11	\$9,890.07	317	\$392,152.47
24 Gallup-McKinley County Schools	10	15	\$32,866.95	800	\$1,013,065.55	2,261	10	15	\$2,009.93	80	\$55,920.93
25 Grants-Cibola County Schools	10	15	\$11,210.54	206	\$263,611.09	829					
26 Hagerman Municipal Schools	15	10	\$3,671.78	50	\$64,933.72	55	15	10	\$844.08	30	\$31,475.33
27 Hatch Valley Public Schools	0	20	\$12,661.67	293	\$371,626.24	79	0	20	\$3,522.75	157	\$195,876.97
28 Hobbs Municipal Schools	0	25	\$14,940.21	143	\$190,149.25	1,837	0	25	\$3,176.02	59	\$75,465.01
29 Hondo Valley Public Schools						34					
30 Jai Public Schools						159					
31 Jemez Mountain Public Schools	12	8	\$2,916.68	26	\$34,771.10	46					
32 Jemez Valley Public Schools	16	4	\$1,083.72	35	\$43,965.33	39					
33 Las Cruces Public Schools	0	25	\$0.00	2140	\$2,622,026.40	3,480					
34 Las Vegas City Public Schools	0	25	\$6,723.35	111	\$142,724.84	324	0	25	\$2,478.55	21	\$28,207.71
35 Lordsburg Municipal Schools	8	12	\$4,097.92	84	\$107,014.25	76					
36 Los Lunas Public Schools	13	12	\$17,176.85	408	\$517,078.23	973					
37 Loving Municipal Schools	3	17	\$1,943.53	69	\$68,104.33	75					
38 Lovington Municipal Schools	8	17	\$10,680.20	98	\$130,753.75	680	3	17	\$995.17	29	\$25,459.17
39 Magdalena Municipal Schools						78					
40 Maxwell Municipal Schools	12	13	\$544.51	11	\$14,022.23	22					
41 Mora Independent Schools	13	12	\$2,905.72	20	\$27,409.94	111					
42 Moriarty-Edgewood Schools						252					
43 Mountainair Public Schools						61					
44 Pecos Independent Schools	12	13	\$2,844.31	59	\$75,134.00	106	12	13	\$785.40	17	\$21,614.45

K-3 Plus and 4-5 Pilot Summer 2018 Final Awards											
School District or Charter School	K-3 Plus Awards					4-5 Pilot Awards					
	K-3 Plus Program Days in June	K-3 Plus Program Days in July	Prep and Planning Day	Requested Number of Students	Total Requested Amount (Including Prep and Planning Day)	Eligible Children Not Served	4-5 Pilot Program Days in June	4-5 Pilot Program Days in July	Prep and Planning Day	Requested Number of Students	Total Requested Amount (Including Prep and Planning Day)
45 Pecos Independent Schools						107					
46 Pojopaque Valley Schools	13	12	\$3,721.42	77	\$98,064.80	0					
47 Quemado Schools						37					
48 Questa Independent Schools	12	13	\$1,965.04	38	\$48,524.34	61					
49 Raton Public Schools						287					
50 Reserve Independent Schools						21					
51 Rio Rancho Public Schools						1,070					
52 Roswell Independent Schools	11	14	\$52,612.57	1356	\$1,714,047.17	1,886	11	14	\$11,184.68	585	\$727,954.19
53 Ruidoso Municipal Schools	0	20	\$4,505.39	102	\$115,998.59	517					
54 Santa Fe Public Schools	10	15	\$40,449.57	839	\$1,068,427.07	2,011					
55 Santa Rosa Consolidated Schools						187					
56 Silver City Consolidated Schools	0	25	\$4,182.20	61	\$78,921.08	318					
57 Socorro Consolidated Schools	5	20	\$2,836.92	58	\$73,900.80	312	5	20	\$1,915.05	24	\$31,320.38
58 Springer Municipal Schools						31					
59 Taos Municipal Schools	10	15	\$10,217.85	189	\$241,789.23	375					
60 T or C Municipal Schools ²	20	25	\$5,814.34	111	\$141,814.67	283	0	25	\$1,628.18	39	\$49,412.62
61 Tucuman Public Schools						308					
62 Tularosa Municipal Schools						235					
63 Vaughn Municipal Schools						18					
64 Wagon Mound Public Schools	8	12	\$454.08	12	\$12,706.08	9	8	12	\$505.39	12	\$13,982.59
65 West Las Vegas Public Schools	0	25	\$6,391.72	89	\$115,437.54	362					
66 Zuni Public Schools						445					
67 SUBTOTAL SCHOOL DISTRICTS			\$721,925.24	15,564	\$19,739,397.51	47,464			\$85,600.17	2,170	\$2,669,604.92
68 STATE-CHARTERED CHARTER SCHOOLS											
69 Albuquerque											
70 Christine Duncan Heritage Academy						152					
71 Coral Community Charter Schools	0	25	\$2,611.84	80	\$76,126.84	52	0	25	\$708.31	15	\$19,086.92
72 El Camino Real Academy						108					
73 International School at Mesa del Sol						145					
74 La Promesa Early Learning Center	0	25	\$7,226.36	173	\$219,193.41	30					
75 Mission Achievement and Success						246					
76 North Valley Academy	0	25	\$2,299.33	70	\$83,165.83	169	0	25	\$1,215.03	20	\$25,719.75
77 William and Josephine Dorn Charter						42					
78 Central											
79 Dream Dine						23					
80 Espanola											
81 La Tierra Montessori School						56					
82 Jemez Valley											
83 San Diego Riverside School						31					
84 Quستا											
85 Red River Valley Charter School						37					
86 Santa Fe											
87 Turquoise Trail Charter School	0	25	\$4,561.42	89	\$113,608.36	159	0	25	\$1,382.95	46	\$50,392.95
88 Taos											
89 Taos Integrated School of Arts						67					

K-3 Plus and K-5 Plus Awards

K-3 Plus and 4-5 Pilot Summer 2018 Final Awards											
K-3 Plus Awards					4-5 Pilot Awards						
School District or Charter School	K-3 Plus Program Days in June	K-3 Plus Program Days in July	Prep and Planning Day	Requested Number of Students	Total Requested Amount (including Prep and Planning Day)	Eligible Children Not Served	4-5 Pilot Program Days in June	4-5 Pilot Program Days in July	Prep and Planning Day	Requested Number of Students	Total Requested Amount (including Prep and Planning Day)
Taos International School			\$16,698.95	412	\$492,094.44	119			\$3,306.29	81	\$95,199.62
SUBTOTAL CHARTER SCHOOLS			\$738,024.19	15,976	\$20,231,491.95	48,900			\$88,906.46	2,251	\$2,764,504.54
STATEWIDE											

Source: PED

Highlighted school districts and charter schools are eligible to participate but did not participate in the summer 2018 program.

¹Albuquerque Public Schools' K-3 Plus program has three calendars based on three program types: alternative (18 days in June, 7 days in July), Native American Community Academy (13 days in June, 12 days in July), and traditional (8 days in June, 17 days in July).

²Truth or Consequences Municipal Schools has two calendars: one for Arrey Elementary School, which is year round (20 days in June), the second for all other schools (25 days in July).

PED Prekindergarten Awards

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
SCHOOL DISTRICTS								
1 Albuquerque Public Schools	District Total	29	40	350	\$1,122,170	594	\$3,808,966	\$5,012,136
2 Albuquerque Public Schools	A. Montoya Elementary		2			40	\$256,496	\$256,496
3 Albuquerque Public Schools	Adobe Acres Elementary							
4 Albuquerque Public Schools	Alameda Elementary		2			40	\$256,496	\$256,496
5 Albuquerque Public Schools	Alamosa Elementary							
6 Albuquerque Public Schools	Alvarado Elementary							
7 Albuquerque Public Schools	Apache Elementary		1			15	\$96,186	\$96,186
8 Albuquerque Public Schools	Armijo Elementary		1			18	\$115,423	\$115,423
9 Albuquerque Public Schools	Arroyo Del Oso Elementary							
10 Albuquerque Public Schools	Atrisco Elementary							
11 Albuquerque Public Schools	Barcelona Elementary		1	36	\$115,423			\$115,423
12 Albuquerque Public Schools	Ber-Air Elementary		1			20	\$128,248	\$128,248
13 Albuquerque Public Schools	Bellehaven Elementary		1	40	\$128,248			\$128,248
14 Albuquerque Public Schools	Carlos Rey Elementary							
15 Albuquerque Public Schools	Chaparral Elementary							
16 Albuquerque Public Schools	Chelwood Elementary							
17 Albuquerque Public Schools	Cochiti Elementary		1			20	\$128,248	\$128,248
18 Albuquerque Public Schools	Collet Park Elementary		2			40	\$256,496	\$256,496
19 Albuquerque Public Schools	Comanche Elementary							
20 Albuquerque Public Schools	Continuation School							
21 Albuquerque Public Schools	Coronado Elementary							
22 Albuquerque Public Schools	Dolores Gonzales Elementary							
23 Albuquerque Public Schools	Douglas Macarthur Elementary							
24 Albuquerque Public Schools	Duranes Elementary							
25 Albuquerque Public Schools	East San Jose Elementary							
26 Albuquerque Public Schools	Edmund G Ross Elementary							
27 Albuquerque Public Schools	El Camino Real Academy							
28 Albuquerque Public Schools	Emerson Elementary		1			20	\$128,248	\$128,248
29 Albuquerque Public Schools	Eubank Elementary							

PED Prekindergarten Awards

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
30	Albuquerque Public Schools	Eugene Field Elementary	1			20	\$128,248	\$128,248
31	Albuquerque Public Schools	Gov Bent Elementary						
32	Albuquerque Public Schools	Griegos Elementary						
33	Albuquerque Public Schools	Hawthorne Elementary	1			20	\$128,248	\$128,248
34	Albuquerque Public Schools	Helen Cordero Primary	3	40	\$128,248	40	\$256,496	\$384,744
35	Albuquerque Public Schools	Hodgin Elementary						
36	Albuquerque Public Schools	Inez Elementary						
37	Albuquerque Public Schools	International School at Mesa Del Sol Charter	1			15	\$96,186	\$96,186
38	Albuquerque Public Schools	Janet Kahn (Eubank) Elementary	1	40	\$128,248			\$128,248
39	Albuquerque Public Schools	Kirtland Elementary						
40	Albuquerque Public Schools	Kit Carson Elementary	1			20	\$128,248	\$128,248
41	Albuquerque Public Schools	La Luz Elementary						
42	Albuquerque Public Schools	La Mesa Elementary						
43	Albuquerque Public Schools	Lavaland Elementary	1	40	\$128,248			\$128,248
44	Albuquerque Public Schools	Lew Wallace Elementary						
45	Albuquerque Public Schools	Longfellow Elementary						
46	Albuquerque Public Schools	Los Padillas Elementary	1			16	\$102,598	\$102,598
47	Albuquerque Public Schools	Los Ranchos Elementary	1	34	\$109,011			\$109,011
48	Albuquerque Public Schools	Lowell Elementary						
49	Albuquerque Public Schools	Manzano Mesa Elementary						
50	Albuquerque Public Schools	Marie M Hughes Elementary						
51	Albuquerque Public Schools	Mark Twain Elementary						
52	Albuquerque Public Schools	Maryann Binford Elementary						
53	Albuquerque Public Schools	Matheson Park Elementary						
54	Albuquerque Public Schools	Mc Collum Elementary						
55	Albuquerque Public Schools	Mission Elementary	1			20	\$128,248	\$128,248
56	Albuquerque Public Schools	Mitchell Elementary						
57	Albuquerque Public Schools	Montezuma Elementary						
58	Albuquerque Public Schools	Mountain View Elementary						

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
59 Albuquerque Public Schools	Navajo Elementary		1			20	\$128,248	\$128,248
60 Albuquerque Public Schools	Onate Elementary							
61 Albuquerque Public Schools	Painted Sky Elementary							
62 Albuquerque Public Schools	Pajarito Elementary		2			40	\$256,496	\$256,496
63 Albuquerque Public Schools	Reginald Chavez Elementary							
64 Albuquerque Public Schools	Rudolfo Anaya Elementary		2			40	\$256,496	\$256,496
65 Albuquerque Public Schools	George I Sanchez Community School							
66 Albuquerque Public Schools	Sierra Vista Elementary		2	40	\$128,248	20	\$128,248	\$256,496
67 Albuquerque Public Schools	Sombra Del Monte Elementary							
68 Albuquerque Public Schools	Susie R. Marmon Elementary		1			15	\$96,186	\$96,186
69 Albuquerque Public Schools	Tomasita Elementary							
70 Albuquerque Public Schools	Valle Vista Elementary		2			40	\$256,496	\$256,496
71 Albuquerque Public Schools	Ventana Ranch Elementary		2	80	\$256,496			\$256,496
72 Albuquerque Public Schools	Wherry Elementary							
73 Albuquerque Public Schools	Whittier Elementary		1			20	\$128,248	\$128,248
74 Albuquerque Public Schools	Zia Elementary							
75 Albuquerque Public Schools	Zuni Elementary							
76 Animas Public Schools	District Total	1	1			10	\$64,124	\$64,124
77 Animas Public Schools	Animas Elementary		1			10	\$64,124	\$64,124
78 Artesia Public Schools	District Total				\$0		\$0	\$0
79 Artesia Public Schools	Central Elementary							
80 Artesia Public Schools	Grand Hts.Early Child							
81 Artesia Public Schools	Roselawn Elementary							
82 Aztec Municipal Schools	District Total	4	4	80	\$256,496		\$0	\$281,496
83 Aztec Municipal Schools	Lydia Rippey Elementary		2	40	\$128,248			\$128,248
84 Aztec Municipal Schools	McCoy Elementary		2	40	\$128,248			\$128,248
85 Belen Consolidated Schools	District Total	2	2	30	\$96,186	15	\$96,186	\$206,772
86 Belen Consolidated Schools	Dennis Chavez Elementary							
87 Belen Consolidated Schools	Gil Sanchez Elementary							

PED Prekindergarten Awards

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten and coaches)
88	Belen Consolidated Schools	Jaramillo Elementary						
89	Belen Consolidated Schools	La Merced Elementary						
90	Belen Consolidated Schools	La Promesa Elementary	1			15	\$96,186	\$96,186
91	Belen Consolidated Schools	Rio Grande Elementary	1	30	\$96,186			\$96,186
92	Bernalillo Public Schools	District Total	3	120	\$384,744	35	\$224,434	\$701,240
93	Bernalillo Public Schools	Algodones Elementary	1			20	\$128,248	\$128,248
94	Bernalillo Public Schools	Cochiti Elementary	1			20	\$128,248	\$128,248
95	Bernalillo Public Schools	La Escuelita ECC at Carroll Elementary		120	\$384,744			\$384,744
96	Bernalillo Public Schools	Santo Domingo Elementary						
97	Bloomfield Schools	District Total	1	68	\$218,022	50	\$320,620	\$567,873
98	Bloomfield Schools	Blanco Elementary						
99	Bloomfield Schools	Bloomfield Early Childhood Center		68	\$218,022	50	\$320,620	\$538,642
100	Capitan Municipal Schools	District Total			\$0		\$0	\$0
101	Capitan Municipal Schools	Capitan Elementary						
102	Carlsbad Municipal Schools	District Total	1	350	\$1,122,170			\$1,195,767
103	Carlsbad Municipal Schools	ECE Center						
104	Carlsbad Municipal Schools	Hillcrest Preschool	14	350	\$1,122,170			\$1,122,170
105	Central Consolidated Schools	District Total	6	274	\$878,499	35	\$224,434	\$1,228,644
106	Central Consolidated Schools	Eva B. Stokely Elementary						
107	Central Consolidated Schools	Judy Nelson Elementary						
108	Central Consolidated Schools	Kirtland EC Center	4	124	\$397,569			\$397,569
109	Central Consolidated Schools	Mesa Elementary	2	45	\$144,279			\$144,279
110	Central Consolidated Schools	Naschitti Elementary	1			15	\$96,186	\$96,186
111	Central Consolidated Schools	Newcomb Elementary	2			20	\$128,248	\$128,248
112	Central Consolidated Schools	Nizhoni Elementary	2	60	\$192,372			\$192,372
113	Central Consolidated Schools	Ojo Amarillo Elementary	2	45	\$144,279			\$144,279
114	Chama Valley Independent Schools	District Total	2	20	\$64,124		\$0	\$64,124
115	Chama Valley Independent Schools	Chama Elementary	1	10	\$32,062			\$32,062

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6,412.40	Total Funding (includes transportation and prekindergarten coaches)
116	Chama Valley Independent Schools	Tierra Amarilla Elementary	1	10	\$32,062			\$32,062 116
117	Cimarron Municipal Schools	District Total	1	14	\$44,887		\$0	\$44,887 117
118	Cimarron Municipal Schools	Cimarron Elementary						
119	Cimarron Municipal Schools	Eagle Nest Elementary	1	14	\$44,887			\$44,887 119
120	Clayton Municipal Schools	District Total			\$0		\$0	\$0 120
121	Clayton Municipal Schools	Alvis Elementary						
122	Clovis Municipal Schools	District Total	11	300	\$961,860			\$961,860 122
123	Clovis Municipal Schools	Arts Academy At Bella Vista	1	35	\$112,217			\$112,217 123
124	Clovis Municipal Schools	Barry Elementary (Los Niños Early Childhood Center)	1	35	\$112,217			\$112,217 124
125	Clovis Municipal Schools	Cameo Elementary	1	18	\$57,712			\$57,712 125
126	Clovis Municipal Schools	Highland Elementary	1	18	\$57,712			\$57,712 126
127	Clovis Municipal Schools	James Bickley Elementary	1	18	\$57,712			\$57,712 127
128	Clovis Municipal Schools	La Casita Elementary	1	18	\$57,712			\$57,712 128
129	Clovis Municipal Schools	Lockwood Elementary	1	18	\$57,712			\$57,712 129
130	Clovis Municipal Schools	Mesa Elementary	1	35	\$112,217			\$112,217 130
131	Clovis Municipal Schools	Parkview Elementary	1	35	\$112,217			\$112,217 131
132	Clovis Municipal Schools	Sandia Elementary	1	35	\$112,217			\$112,217 132
133	Clovis Municipal Schools	Zia Elementary	1	35	\$112,217			\$112,217 133
134	Cobre Consolidated Schools	District Total	4	5		72	\$461,693	\$546,693 134
135	Cobre Consolidated Schools	Central Elementary	2			30	\$192,372	\$192,372 135
136	Cobre Consolidated Schools	San Lorenzo Elementary	1			10	\$64,124	\$64,124 136
137	Cobre Consolidated Schools	Bayard Elementary	1			18	\$115,423	\$115,423 137
138	Cobre Consolidated Schools	Hurley Elementary	1			14	\$89,774	\$89,774 138
139	Corona Municipal Schools	District Total			\$0		\$0	\$0 139
140	Corona Municipal Schools	Corona Elementary						
141	Cuba Independent Schools	District Total	1	1		16	\$102,598	\$102,598 141
142	Cuba Independent Schools	Cuba Elementary	1			16	\$102,598	\$102,598 142
143	Deming Public Schools	District Total	6	12		170	\$1,090,108	\$1,094,364 143
144	Deming Public Schools	Bataan Elementary	2			35	\$224,434	\$224,434 144

PED Prekindergarten Awards

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6,412.40	Total Funding (includes transportation and prekindergarten coaches)
145 Deming Public Schools	Bell Elementary		2			27	\$173,135	\$173,135 145
146 Deming Public Schools	Chaparral Elementary		2			27	\$173,135	\$96,186 146
147 Deming Public Schools	Columbus Elementary		2			27	\$173,135	\$173,135 147
148 Deming Public Schools	Memorial Elementary							148
149 Deming Public Schools	My Little School		3			35	\$224,434	\$224,434 149
150 Deming Public Schools	Ruben S. Torres Elementary		2			31	\$198,784	\$198,784 150
151 Des Moines Municipal Schools	District Total				\$0		\$0	\$0 151
152 Des Moines Municipal Schools	Des Moines Elementary							152
153 Dexter Consolidated Schools	District Total	1	2			32	\$205,197	\$215,197 153
154 Dexter Consolidated Schools	Dexter Elementary		2			32	\$205,197	\$205,197 154
155 Dulce Independent Schools	District Total				\$0		\$0	\$0 155
156 Dulce Independent Schools	Dulce Elementary							156
157 Espanola Public School District	District Total	3	3			52	\$333,445	\$388,445 157
158 Espanola Public School District	Alcalde Elementary		1			17	\$109,011	\$109,011 158
159 Espanola Public School District	Chimayo Elementary							159
160 Espanola Public School District	Dixon Elementary							160
161 Espanola Public School District	Eutimio Salazar Elementary							161
162 Espanola Public School District	Hernandez Elementary							162
163 Espanola Public School District	ETS-Fairview Elementary		1			17	\$109,011	\$109,011 163
164 Espanola Public School District	Los Niños Kindergarten Center		1			18	\$115,423	\$115,423 164
165 Estancia Valley Municipal Schools	District Total				\$0		\$0	\$0 165
166 Estancia Valley Municipal Schools	Vanstone Elementary							166
167 Farmington Municipal Schools	District Total	2	9	260	\$833,612	0	\$883,612	\$883,612 167
168 Farmington Municipal Schools	Animas Elementary							168
169 Farmington Municipal Schools	Apache Elementary							169
170 Farmington Municipal Schools	Bluffview Elementary							170
171 Farmington Municipal Schools	Career And Technology Education Center		5	163	\$522,611	0	\$522,611	\$522,611 171
172 Farmington Municipal Schools	Esperanza Center		4	97	\$311,001	0	\$311,001	\$311,001 172

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
173 Farmington Municipal Schools	Mccormick Elementary							173
174 Farmington Municipal Schools	McKinley Elementary							174
175 Farmington Municipal Schools	Mesa Verde Elementary							175
176 Farmington Municipal Schools	Northeast Elementary							176
177 Gadsden Independent Schools	District Total	4	18	460	\$1,474,852	80	\$512,992	\$2,228,844
178 Gadsden Independent Schools	Berino Elementary							178
179 Gadsden Independent Schools	Desert Trail Elementary							179
180 Gadsden Independent Schools	Desert View Elementary							180
181 Gadsden Independent Schools	Gadsden Elementary							181
182 Gadsden Independent Schools	La Union Elementary							182
183 Gadsden Independent Schools	Loma Linda Elementary							183
184 Gadsden Independent Schools	Mesquite Elementary							184
185 Gadsden Independent Schools	North Valley Elementary							185
186 Gadsden Independent Schools	On-Track PreK At Anthony (Central)		5	150	\$480,930			\$480,930 186
187 Gadsden Independent Schools	On-Track PreK At Chaparral (East)		4	140	\$448,868			\$448,868 187
188 Gadsden Independent Schools	On-Track PreK At La Mesa (North)		4			80	\$512,992	\$512,992 188
189 Gadsden Independent Schools	On-Track PreK At Sunland Park (GAC)		5	170	\$545,054			\$545,054 189
190 Gadsden Independent Schools	Riverside Elementary							190
191 Gadsden Independent Schools	Santa Teresa Elementary							191
192 Gadsden Independent Schools	Sunrise Elementary							192
193 Gadsden Independent Schools	Vado Elementary							193
194 Gadsden Independent Schools	Yucca Heights Elementary							194
195 Gallup-McKinley County Schools	District Total	13	13			200	\$1,282,480	\$1,282,480
196 Gallup-McKinley County Schools	Chee Dodge Elementary		1			16	\$102,598	\$102,598 196
197 Gallup-McKinley County Schools	Catherine A. Miller Elementary		1			16	\$102,598	\$102,598 197
198 Gallup-McKinley County Schools	Crownpoint Elementary		1			14	\$89,774	\$89,774 198

PED Prekindergarten Awards

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
199	Gallup-McKinley County Schools	David Skeet Elementary						199
200	Gallup-McKinley County Schools	Indian Hills Elementary	1			16	\$102,598	\$102,598
201	Gallup-McKinley County Schools	Jefferson Elementary	1			16	\$102,598	\$102,598
202	Gallup-McKinley County Schools	Juan De Onate Elementary						202
203	Gallup-McKinley County Schools	Lincoln Elementary	1			15	\$96,186	\$96,186
204	Gallup-McKinley County Schools	Navajo Elementary	1			14	\$89,774	\$89,774
205	Gallup-McKinley County Schools	Del Norte (Juan De Onate) Elementary	1			16	\$102,598	\$102,598
206	Gallup-McKinley County Schools	Ramah Elementary						206
207	Gallup-McKinley County Schools	Red Rock Elementary	1			15	\$96,186	\$96,186
208	Gallup-McKinley County Schools	Rocky View Elementary	1			16	\$102,598	\$102,598
209	Gallup-McKinley County Schools	Roosevelt Elementary						209
210	Gallup-McKinley County Schools	Stagecoach Elementary	1			16	\$102,598	\$102,598
211	Gallup-McKinley County Schools	Thoreau Elementary	1			15	\$96,186	\$96,186
212	Gallup-McKinley County Schools	Tohatchi Elementary						212
213	Gallup-McKinley County Schools	Twin Lakes Elementary						213
214	Gallup-McKinley County Schools	Washington Elementary						214
215	Gallup-McKinley County Schools	Tobe Turpen Elementary	1			15	\$96,186	\$96,186
216	Grants-Cibola County Schools	District Total	3	6	0	95	\$609,178	\$609,178
217	Grants-Cibola County Schools	Bluewater Elementary						217
218	Grants-Cibola County Schools	Cubero Elementary						218
219	Grants-Cibola County Schools	Mesa View Elementary	2			25	\$160,310	\$160,310
220	Grants-Cibola County Schools	Milan Elementary	2			40	\$256,496	\$256,496
221	Grants-Cibola County Schools	Mt. Taylor Elementary	2			30	\$192,372	\$192,372
222	Grants-Cibola County Schools	San Rafael Elementary						222
223	Grants-Cibola County Schools	Seboyeta Elementary						223
224	Hagerman Municipal Schools	District Total	1	1		15	\$96,186	\$103,793
225	Hagerman Municipal Schools	Hagerman Elementary	1			15	\$96,186	\$96,186
226	Hatch Valley Public Schools	District Total	1	4		75	\$480,930	\$560,930
227	Hatch Valley Public Schools	Garfield Elementary	4			75	\$480,930	\$480,930

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
228 Hatch Valley Public Schools	Hatch Elementary						\$0	\$0
229 Hobbs Municipal Schools	District Total				\$0		\$0	\$0
230 Hobbs Municipal Schools	Edison Elementary							
231 Hobbs Municipal Schools	Jefferson Elementary							
232 Hobbs Municipal Schools	Murray Elementary							
233 Hondo Valley Public Schools	District Total				\$0		\$0	\$0
234 Hondo Valley Public Schools	Hondo Elementary							
235 House Municipal Schools	District Total				\$0		\$0	\$0
236 House Municipal Schools	House Elementary							
237 Jemez Mountain Public Schools	District Total				\$0		\$0	\$0
238 Jemez Mountain Public Schools	Gallina Elementary							
239 Jemez Mountain Public Schools	Lybrook Elementary							
240 Jemez Valley Public Schools	District Total	1	1	1		15	\$96,186	\$101,186
241 Jemez Valley Public Schools	Jemez Valley Elementary					1	\$96,186	\$101,186
242 Jemez Valley Public Schools	San Diego Riverside							
243 Lake Arthur Municipal Schools	District Total						\$0	\$0
244 Lake Arthur Municipal Schools	Lake Arthur Elementary							
245 Las Cruces Public Schools	District Total	7	7	24	\$76,949	100	\$641,240	\$718,189
246 Las Cruces Public Schools	Alameda Elementary							
247 Las Cruces Public Schools	Booker T. Washington							
248 Las Cruces Public Schools	Central Elementary							
249 Las Cruces Public Schools	Cesar Chavez Elementary							
250 Las Cruces Public Schools	Columbia Elementary							
251 Las Cruces Public Schools	Conlee Elementary							
252 Las Cruces Public Schools	Desert Hills Elementary		1			17	\$109,011	\$109,011
253 Las Cruces Public Schools	Doña Ana Elementary							
254 Las Cruces Public Schools	East Picacho Elementary							
255 Las Cruces Public Schools	Fairacres Elementary							
256 Las Cruces Public Schools	Hermosa Hgts Elementary							
257 Las Cruces Public Schools	Hillrise Elementary		1	12	\$38,474			\$38,474

PED Prekindergarten Awards

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
258 Las Cruces Public Schools	Jomada Elementary		1			17	\$109,011	\$109,011 258
259 Las Cruces Public Schools	Loma Heights Elementary							
260 Las Cruces Public Schools	Mac Arthur Elementary							
261 Las Cruces Public Schools	Mesilla Elementary		1			18	\$115,423	\$115,423 261
262 Las Cruces Public Schools	Mesilla Park Elementary							
263 Las Cruces Public Schools	Monte Vista Elementary							
264 Las Cruces Public Schools	Sonoma Elementary		1			18	\$115,423	\$115,423 264
265 Las Cruces Public Schools	Tombaugh Elementary		1			18	\$115,423	\$115,423 265
266 Las Cruces Public Schools	University Hills Elementary							
267 Las Cruces Public Schools	Valley View Elementary		1			18	\$115,423	\$115,423 267
268 Lordsburg Municipal Schools	District Total	1	2			30	\$192,372	\$206,372 268
269 Lordsburg Municipal Schools	Rv Traylor Elementary		2			30	\$192,372	\$206,372 269
270 Los Alamos Public Schools	District Total	1	3	40	\$128,248			\$148,248 270
271 Los Alamos Public Schools	Aspen Elementary							
272 Los Alamos Public Schools	Pinon Elementary		3	40	\$128,248			\$148,248 272
273 Los Lunas Public Schools	District Total	10	10	130	\$416,806	100	\$641,240	\$1,248,046 273
274 Los Lunas Public Schools	Ann Parish Elementary		1			17	\$109,011	\$109,011 274
275 Los Lunas Public Schools	Bosque Farms Elementary		1	32	\$102,598			\$102,598 275
276 Los Lunas Public Schools	Desert View Elementary		1			17	\$109,011	\$109,011 276
277 Los Lunas Public Schools	Katherine Gallegos Elementary		1	33	\$105,805			\$105,805 277
278 Los Lunas Public Schools	Los Lunas Elementary		1	33	\$105,805			\$105,805 278
279 Los Lunas Public Schools	Peralta Elementary		1			16	\$102,598	\$102,598 279
280 Los Lunas Public Schools	Raymond Gabaldon		1			16	\$102,598	\$102,598 280
281 Los Lunas Public Schools	Sundance Elementary		1	32	\$102,598			\$102,598 281
282 Los Lunas Public Schools	Tome' Elementary		1			17	\$109,011	\$109,011 282
283 Los Lunas Public Schools	Valencia Elementary		1			17	\$109,011	\$109,011 283
284 Loving Municipal Schools	District Total	1	1	30	\$96,186			\$96,186 284
285 Loving Municipal Schools	Loving Elementary		1	30	\$96,186			\$96,186 285
286 Magdalena Municipal Schools	District Total	1	1	13	\$41,681			\$52,555 286
287 Magdalena Municipal Schools	Magdalena Elementary		1	13	\$41,681			\$52,555 287

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten and coaches)
288 Maxwell Municipal Schools	District Total				\$0		\$0	\$0
289 Maxwell Municipal Schools	Maxwell Elementary							
290 Mesa Vista Consolidated Schools	District Total	1	1	15		15	\$96,186	\$96,186
291 Mesa Vista Consolidated Schools	El Rito Elementary		1			15	\$96,186	\$96,186
292 Mesa Vista Consolidated Schools	Ojo Caliente Elementary							
293 Mountainair School District	District Total	1	1	15	\$48,093		\$0	\$48,093
294 Mountainair School District	Mountainair Elementary		1	15	\$48,093			\$48,093
295 Mora Independent Schools	District Total				\$0		\$0	\$0
296 Mora Independent Schools	Holman Elementary							
297 Moriarty-Edgewood School District	District Total	1	5			40	\$256,496	\$288,235
298 Moriarty-Edgewood School District	MESD Early Childhood Center					40	\$256,496	\$288,235
299 Moriarty-Edgewood School District	Moriarty Elementary							
300 Moriarty-Edgewood School District	Route 66 Elementary							
301 Mosquero Municipal Schools	District Total				\$0		\$0	\$0
302 Mosquero Municipal Schools	Mosquero Elementary							
303 Mountainair Public Schools	District Total	1	1	10	\$32,062			\$32,062
304 Mountainair Public Schools	Mountainair Elementary		1	10	\$32,062			\$32,062
305 Pecos Independent Schools	District Total	1	2			30	\$192,372	\$198,372
306 Pecos Independent Schools	Pecos Elementary		2			30	\$192,372	\$198,372
307 Peñasco Independent Schools	District Total	1	1		\$0	15	\$96,186	\$96,186
308 Peñasco Independent Schools	Peñasco Elementary		1			15	\$96,186	\$96,186
309 Pojoaque Valley Schools	District Total	1	3	0		50	\$320,620	\$320,620
310 Pojoaque Valley Schools	Pablo Roybal Elementary		3	0		50	\$320,620	\$320,620
311 Portales Municipal Schools	District Total	1	4	100	\$320,620			\$340,620
312 Portales Municipal Schools	Brown Early Childhood Center		4	100	\$320,620			\$340,620
313 Quemado Independent Schools	District Total				\$0		\$0	\$0
314 Quemado Independent Schools	Datil Elementary							
315 Quemado Independent Schools	Quemado Elementary							

PED Prekindergarten Awards

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6,412.40	Total Funding (includes transportation and prekindergarten coaches)
316	Questa Independent Schools	District Total	1	1		14	\$89,774	\$89,774
317	Questa Independent Schools	Alta Vista Elementary	1	1		14	\$89,774	\$89,774
318	Questa Independent Schools	Rio Costilla SW Learning Academy						
319	Raton Public Schools	District Total			\$0		\$0	\$0
320	Raton Public Schools	Longfellow Elementary						
321	Reserve Public Schools	District Total	1	1		10	\$64,124	\$64,124
322	Reserve Public Schools	Glenwood Elementary						
323	Reserve Public Schools	Reserve Elementary	1	1		10	\$64,124	\$64,124
324	Regional Education Cooperative #6	District Total	10	122	\$391,156	10	\$64,124	\$478,715
325	Dora	Dora Elementary	1	13	\$41,681			\$41,681
326	Elida	Elida Elementary	1	10	\$32,062			\$32,062
327	Floyd	Floyd Elementary	1	12	\$38,474			\$38,474
328	Fort Summer	Fort Summer Elementary	1	15	\$48,093			\$48,093
329	Grady	Grady Elementary	1			10	\$64,124	\$64,124
330	Logan	Logan Elementary	1	15	\$48,093			\$48,093
331	Melrose	Melrose Elementary	1	12	\$38,474			\$38,474
332	San Jon	San Jon Elementary	1	10	\$32,062			\$32,062
333	Texico	Texico Elementary	1	15	\$48,093			\$48,093
334	Tucumcari	Tucumcari Elementary	1	20	\$64,124			\$64,124
335	Regional Education Cooperative #7	District Total	8	217	\$695,745	10	\$64,124	\$840,869
336	Eunice	Mettie Jordan Elementary	1	40	\$128,248			\$128,248
337	Hobbs	Booker T. Washington Elementary	2	40	\$128,248			\$128,248
338	Hobbs	Edison Elementary	1	20	\$64,124			\$64,124
339	Hobbs	Jefferson Elementary	1	20	\$64,124			\$64,124
340	Hobbs	Southern Heights Elementary	2	20	\$64,124	10	\$64,124	\$128,248
341	Hobbs	Will Rogers Elementary	1	37	\$118,629			\$118,629
342	Jal	Jal Elementary	2	30	\$96,186			\$96,186
343	Tatum	Tatum Elementary	1	10	\$32,062			\$32,062

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
344	Rio Rancho Public Schools	District Total	1	410	\$1,314,542			\$1,475,989
345	Rio Rancho Public Schools	Cielo Azul Elementary						344
346	Rio Rancho Public Schools	Colinas Del Norte Elementary						345
347	Rio Rancho Public Schools	Ernest Stapleton Elementary						346
348	Rio Rancho Public Schools	Maggie Cordova Elementary School						347
349	Rio Rancho Public Schools	Martin King Jr Elementary						348
350	Rio Rancho Public Schools	Puesta Del Sol Elementary						349
351	Rio Rancho Public Schools	Rio Rancho Elementary						350
352	Rio Rancho Public Schools	Shining Stars Preschool	16	410	\$1,314,542			351
353	Roswell Independent School District	District Total	11			400	\$2,564,960	\$2,604,960
354	Roswell Independent School District	Berendo Elementary	2			40	\$256,496	\$256,496
355	Roswell Independent School District	East Grand Plains Elementary	1			20	\$128,248	\$128,248
356	Roswell Independent School District	El Capitan Elementary	1			20	\$128,248	\$128,248
357	Roswell Independent School District	Military Hgts Elementary	1			20	\$128,248	\$128,248
358	Roswell Independent School District	Missouri Ave Elementary	2			40	\$256,496	\$256,496
359	Roswell Independent School District	Monterrey Elementary						358
360	Roswell Independent School District	Nancy Lopez Elementary	1			20	\$128,248	\$128,248
361	Roswell Independent School District	Parkview Early Literacy	8			160	\$1,025,984	\$1,025,984
362	Roswell Independent School District	Pecos Elementary	1			20	\$128,248	\$128,248
363	Roswell Independent School District	Sunset Elementary	1			20	\$128,248	\$128,248
364	Roswell Independent School District	Valley View Elementary	1			20	\$128,248	\$128,248
365	Roswell Independent School District	Washington Ave Elementary	1			20	\$128,248	\$128,248
366	Roy Municipal Schools	District Total			\$0		\$0	\$0
367	Roy Municipal Schools	Roy Elementary						366
368	Ruidoso Municipal School District	District Total	1			40	\$256,496	\$281,688
369	Ruidoso Municipal School District	Nob Hill Early Childhood Center	3			40	\$256,496	\$281,688
370	Santa Fe Public Schools	District Total	13	144	\$461,693	273	\$1,750,585	\$2,330,825
371	Santa Fe Public Schools	Amy Biehl Community School						370

PED Prekindergarten Awards

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
372	Santa Fe Public Schools	Aspen Community Magnet School						372
373	Santa Fe Public Schools	Atalaya Elementary	1			20	\$128,248	373
374	Santa Fe Public Schools	Carlos Gilbert Elementary						374
375	Santa Fe Public Schools	Cesar Chavez Elementary	2			36	\$230,846	375
376	Santa Fe Public Schools	Chaparral Elementary						376
377	Santa Fe Public Schools	Ej Martinez Elementary	1			18	\$115,423	377
378	Santa Fe Public Schools	El Camino Real Elementary	1			17	\$109,011	378
379	Santa Fe Public Schools	Francis X Nava Elementary	1			17	\$109,011	379
380	Santa Fe Public Schools	Kearney Elementary	1	32	\$102,598			380
381	Santa Fe Public Schools	Nina Ortero Community School	2			40	\$256,496	381
382	Santa Fe Public Schools	Nye Early Childhood Center	2	72	\$230,846			382
383	Santa Fe Public Schools	Pinon Elementary	2			38	\$243,671	383
384	Santa Fe Public Schools	Salazar Elementary	1			17	\$109,011	384
385	Santa Fe Public Schools	Ramirez Thomas Elementary	2			36	\$230,846	385
386	Santa Fe Public Schools	Sweeney Elementary	1	40	\$128,248			386
387	Santa Fe Public Schools	Tesuque Elementary	1			16	\$102,598	387
388	Santa Rosa Consolidated Schools	District Total	1			18	\$115,423	\$115,423
389	Santa Rosa Consolidated Schools	Rita A. Marquez Elementary						389
390	Santa Rosa Consolidated Schools	Santa Rosa Elementary	1			18	\$115,423	390
391	Silver Consolidated Schools	District Total	2	6		70	\$448,868	\$448,868
392	Silver Consolidated Schools	Cliff Elementary		1		10	\$64,124	392
393	Silver Consolidated Schools	G.W.Stout Elementary						393
394	Silver Consolidated Schools	Harrison Schmitt Elementary						394
395	Silver Consolidated Schools	Jose Barrios Elementary						395
396	Silver Consolidated Schools	Silver Scholars Academy Preschool		6		60	\$384,744	396
397	Silver Consolidated Schools	Sixth Street Elementary						397
398	Silver Consolidated Schools	Socorro Consolidated Schools						398
399	Silver Consolidated Schools	Cottonwood Valley Charter						399
400	Silver Consolidated Schools	Midway Elementary						400

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
401 Silver Consolidated Schools	Parkview Elementary							401
402 Silver Consolidated Schools	San Antonio Elementary							402
403 Socorro Consolidated Schools	District Total	1	2			40	\$256,496	\$264,165
404 Socorro Consolidated Schools	Parkview Elementary		2			40	\$256,496	\$264,165
405 Taos Municipal Schools	District Total	2	3			42	\$269,321	\$269,321
406 Taos Municipal Schools	Arroyo Del Norte Elementary							406
407 Taos Municipal Schools	Enos Garcia Elementary		2			25	\$160,310	\$160,310
408 Taos Municipal Schools	Rancho De Taos Elementary		1			17	\$109,011	\$109,011
409 Taos Municipal Schools	Taos Municipal Charter							409
410 Taos Municipal Schools	Taos International School							410
411 Truth Or Consequences Municipal Schools	District Total	2	3			52	\$333,445	\$333,445
412 Truth Or Consequences Municipal Schools	Arrey Elementary		1			12	\$76,949	\$76,949
413 Truth Or Consequences Municipal Schools	T or C Elementary		2			40	\$256,496	\$256,496
414 Tularosa Municipal Schools	District Total						\$0	\$0
415 Tularosa Municipal Schools	Tularosa Elementary							415
416 Vaughn Municipal Schools	District Total	1	1	10	\$32,062			\$32,062
417 Vaughn Municipal Schools	Vaughn Elementary		1	10	\$32,062			\$32,062
418 Wagon Mound Municipal Schools	District Total	1	1	10	\$32,062			\$32,062
419 Wagon Mound Municipal Schools	Wagon Mound Elementary		1	10	\$32,062	0		\$32,062
420 West Las Vegas Schools	District Total	2	3			50	\$320,620	\$320,620
421 West Las Vegas Schools	Don Cecilio Mtz Elementary							421
422 West Las Vegas Schools	Luis E. Armijo Elementary		2			40	\$256,496	\$256,496
423 West Las Vegas Schools	Rio Gallinas School							423
424 West Las Vegas Schools	Valley Elementary		1			10	\$64,124	\$64,124
425 Zuni Public Schools	District Total	1	2			37	\$237,259	\$237,259
426 Zuni Public Schools	Shiwi T'Sana Elementary		2			37	\$237,259	\$237,259
STATE-CHARTERED CHARTER SCHOOLS								

PED Prekindergarten Awards

PED Prekindergarten Funding: FY19

School District	Elementary School or Prekindergarten Program	FY19 School Sites	Classrooms	Half-Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding (includes transportation and prekindergarten coaches)
427 Christine Duncan Heritage Academy Charter	State Chartered Charter School							427
428 Coral Community Charter School	State Chartered Charter School	1	2			38	\$243,671	428
429 Dream Dine	State Chartered Charter School							429
430 Estancia Valley Classical Academy	State Chartered Charter School							430
431 Horizon Academy West Charter	State Chartered Charter School	1	1	40	\$128,248		\$128,248	431
432 La Promesa Early Learning Center	State Chartered Charter School	1	2			34	\$218,022	432
433 North Valley Academy Charter	State Chartered Charter School	1	2			34	\$218,022	433
434 Red River Valley Charter School	State Chartered Charter School	1	1			10	\$64,124	434
435 Turquoise Trail Charter School	State Chartered Charter School	1	2			38	\$243,671	435
STATEWIDE:		194	327	3,641	\$11,673,774	3,121	\$20,013,100	\$33,412,973

Source: PED

Note: Schools highlighted in tan are Title I schools with no state-funded prekindergarten program.

Reads to Lead Awards

FY16 through FY19 (Initial)

	School District or Charter School	FY16 Award	FY17 Award	FY18 Award	FY18 Pathway	FY19 Initial Award	FY19 Pathway	
SCHOOL DISTRICTS								
1	Alamogordo	\$162,500	\$321,600	\$322,100	High Growth	\$241,575	Application	1
2	Albuquerque	\$1,060,500	\$565,200					2
3	Animas	\$50,000	\$109,284	\$115,828	High Growth	\$86,871	High Growth	3
4	Artesia	\$130,000		\$158,472	High Growth			4
5	Aztec	\$130,000		\$200,366	Application	\$140,278	Application	5
6	Belen	\$130,000						6
7	Bernalillo	\$130,000		\$181,858	Application			7
8	Bloomfield	\$130,000				\$168,473	Application	8
9	Capitan	\$50,000	\$76,366	\$105,876	High Growth	\$79,482	Application	9
10	Carlsbad	\$162,500	\$189,000	\$189,000	High Growth	\$141,750	High Growth	10
11	Carrizozo	\$50,000	\$68,780	\$68,780	High Growth	\$51,585	High Growth	11
12	Central Cons	\$162,500		\$55,936	Application			12
13	Chama	\$50,000						13
14	Cimarron	\$50,000						14
15	Clayton	\$50,000				\$77,389	High Growth	15
16	Cloudcroft	\$50,000	\$67,500	\$67,000	High Growth	\$50,250	Application	16
17	Clovis	\$162,500						17
18	Cobre Cons	\$97,500	\$470,383	\$521,150	Application	\$390,862	High Growth	18
19	Corona	\$50,000	\$50,000	\$30,000	High Growth	\$18,375	High Growth	19
20	Cuba	\$50,000						20
21	Deming	\$162,500	\$210,000			\$369,414	Application	21
22	Des Moines	\$50,000	\$44,634	\$79,033	High Growth	\$58,405	High Growth	22
23	Dexter	\$97,500	\$268,000					23
24	Dora	\$50,000	\$50,000	\$50,500	High Growth	\$37,500	High Growth	24
25	Dulce	\$50,000						25
26	Elida	\$50,000	\$35,250	\$49,000	High Growth	\$36,750	High Growth	26
27	Española	\$130,000		\$173,000	Application			27
28	Estancia	\$50,000	\$183,491	\$37,201	Application	\$27,901	Application	28
29	Eunice	\$50,000	\$105,000					29
30	Farmington	\$195,000	\$353,500	\$269,638	High Growth	\$202,229	High Growth	30
31	Floyd	\$50,000	\$93,799	\$90,718	High Growth	\$68,039	Application	31
32	Ft Sumner	\$50,000	\$50,000	\$50,000	High Growth			32
33	Gadsden	\$195,000	\$153,750	\$195,007	High Growth	\$146,255	High Growth	33
34	Gallup	\$195,000						34
35	Grady	\$50,000	\$50,000	\$50,000	High Growth	\$37,500	Application	35
36	Grants Cibola	\$130,000				\$95,917	Application	36
37	Hagerman	\$50,000		\$93,780	High Growth			37
38	Hatch	\$97,500				\$93,663	Application	38
39	Hobbs	\$195,000	\$249,024	\$249,024	Application	\$186,768	Application	39
40	Hondo	\$50,000	\$45,197	\$69,225	High Growth			40
41	House	\$50,000	\$37,500	\$49,999	High Growth	\$37,499	Application	41
42	Jal	\$50,000						42
43	Jemez Mountain	\$50,000						43
44	Jemez Valley	\$50,000	\$75,000	\$75,000	Application			44
45	Lake Arthur	\$50,000						45
46	Las Cruces	\$260,000						46
47	Las Vegas City	\$97,500						47
48	Logan	\$50,000	\$52,016	\$50,000	High Growth	\$37,500	High Growth	48

Reads to Lead Awards

FY16 through FY19 (Initial)

	School District or Charter School	FY16 Award	FY17 Award	FY18 Award	FY18 Pathway	FY19 Initial Award	FY19 Pathway	
49	Lordsburg	\$50,000				\$43,209	Application	49
50	Los Alamos	\$130,000	\$230,000	\$230,000	High Growth	\$172,500	High Growth	50
51	Los Lunas			\$222,408	High Growth	\$166,806	High Growth	51
52	Loving	\$50,000						52
53	Lovington	\$130,000	\$232,218	\$244,549	Application	\$183,412	High Growth	53
54	Magdalena	\$50,000		\$20,620	Application			54
55	Maxwell	\$50,000	\$91,530	\$107,180	High Growth	\$68,747	High Growth	55
56	Melrose	\$50,000						56
57	Mesa Vista	\$50,000	\$95,000	\$105,408	Application			57
58	Mora	\$50,000						58
59	Moriarty	\$97,500	\$255,000	\$266,371	Application	\$199,650	High Growth	59
60	Mosquero	\$50,000	\$82,825	\$56,500	Application	\$42,000	High Growth	60
61	Mountainair	\$50,000	\$52,500	\$70,000	High Growth	\$52,500	High Growth	61
62	Pecos	\$50,000	\$101,000					62
63	Penasco	\$50,000		\$74,544	Application	\$55,908	Application	63
64	Pojoaque	\$97,500						64
65	Portales	\$130,000	\$251,013	\$244,490	High Growth	\$183,367	Application	65
66	Quemado	\$50,000	\$106,452	\$106,452	High Growth			66
67	Questa	\$50,000	\$50,000					67
68	Raton	\$97,500	\$260,628	\$260,628	Application	\$195,471	Application	68
69	Reserve	\$50,000	\$50,000					69
70	Rio Rancho	\$260,000	\$208,339	\$256,497	Application	\$192,373	High Growth	70
71	Roswell	\$195,000						71
72	Roy	\$50,000	\$63,800	\$86,433	High Growth	\$58,142	High Growth	72
73	Ruidoso	\$97,500						73
74	San Jon	\$50,000	\$48,535	\$73,877	High Growth	\$55,408	High Growth	74
75	Santa Fe	\$195,000				\$136,476	Application	75
76	Santa Rosa	\$50,000		\$81,855	Application			76
77	Silver	\$130,000		\$222,705	High Growth			77
78	Socorro	\$97,500		\$75,263	Application	\$56,448	High Growth	78
79	Springer	\$50,000	\$55,000	\$54,617	Application			79
80	Taos	\$97,500						80
81	Tatum	\$50,000						81
82	Texico	\$50,000	\$37,542	\$50,056	High Growth	\$37,542	High Growth	82
83	Truth or Consequences	\$97,500				\$117,996	High Growth	83
84	Tucumcari	\$97,500						84
85	Tularosa	\$50,000						85
86	Vaughn	\$50,000						86
87	Wagon Mound	\$50,000	\$37,300	\$73,627	High Growth			87
88	West Las Vegas	\$97,500						88
89	Zuni	\$97,500						89
CHARTER SCHOOLS								
90	Albuquerque Sign Language	\$22,000	\$80,329					90
91	Alice King Community School	\$50,000	\$265,000			\$163,689	High Growth	91
92	Anansi Charter School	\$50,000	\$83,875	\$89,309	High Growth	\$66,982	High Growth	92
93	Cariños Charter School	\$22,000	\$50,000					93
94	Christine Duncan	\$50,000		\$97,850	High Growth	\$68,288	High Growth	94
95	Cien Aguas International	\$50,000	\$50,000	\$60,048	High Growth			95
96	Coral Community	\$50,000	\$175,000	\$175,000	High Growth	\$131,250	High Growth	96

Reads to Lead Awards

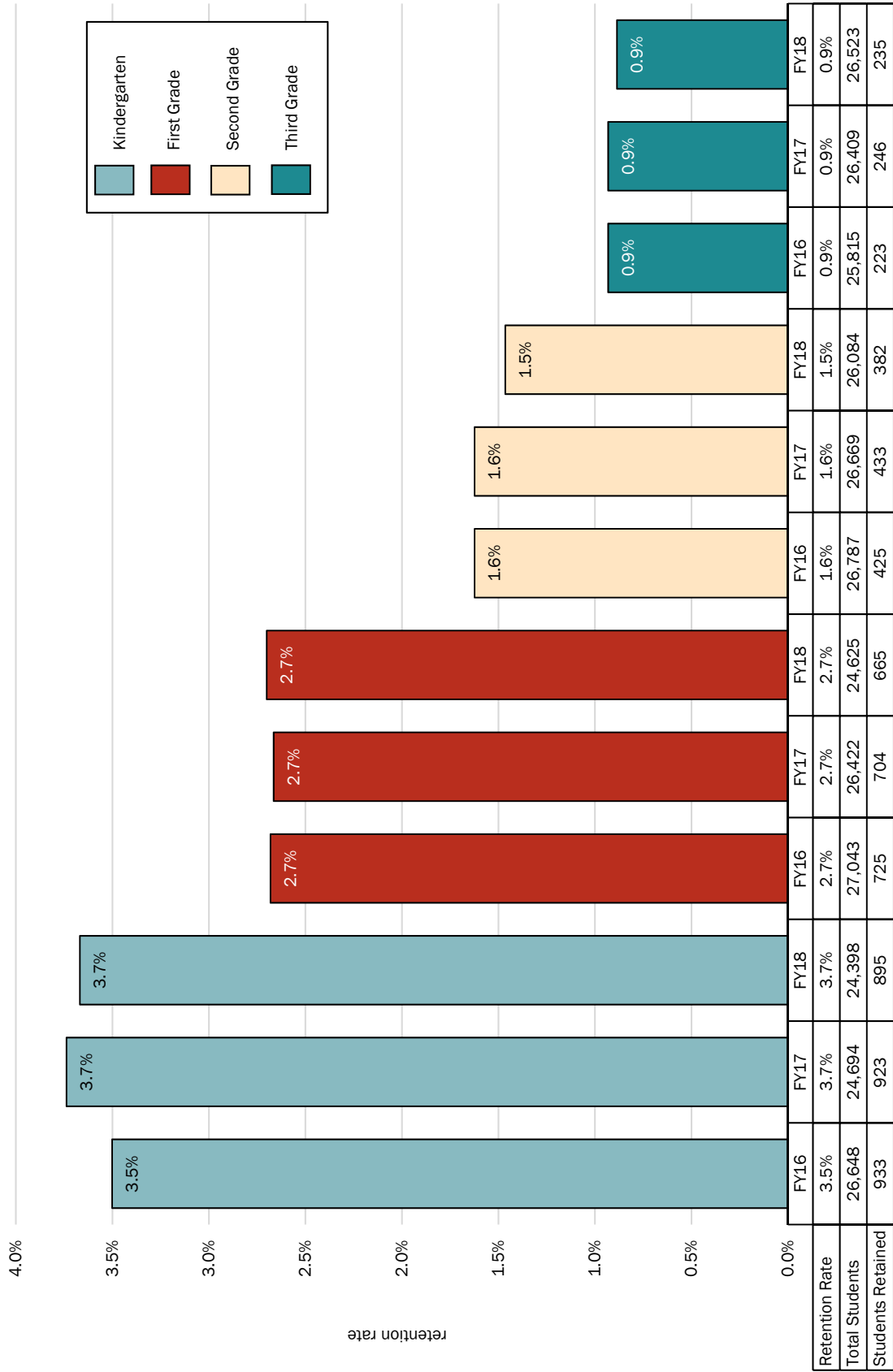
FY16 through FY19 (Initial)

	School District or Charter School	FY16 Award	FY17 Award	FY18 Award	FY18 Pathway	FY19 Initial Award	FY19 Pathway	
97	Corrales International School	\$50,000	\$50,010					97
98	Cottonwood Valley	\$50,000				\$30,750	Application	98
99	Dream Dine	\$22,000	\$28,000					99
100	El Camino Real	\$50,000						100
101	Estancia Valley Classical	\$50,000	\$89,000	\$110,460	High Growth	\$82,845	High Growth	101
102	Horizon Academy West	\$97,500	\$88,833	\$173,827	High Growth			102
103	Int'l School at Mesa del Sol	\$50,000						103
104	J. Paul Taylor Academy							104
105	Jefferson Montessori Academy	\$50,000	\$72,834	\$82,512	High Growth			105
106	La Jicarita Community School	\$22,000						106
107	La Promesa Early Learning	\$50,000						107
108	La Tierra Montessori	\$22,000	\$51,800	\$54,670	High Growth	\$40,050	Application	108
109	Lindrith Area Heritage	\$22,000	\$27,800	\$20,700	High Growth			109
110	McCurdy Charter School	\$50,000						110
111	Mission Achievement Success	\$50,000	\$175,000	\$223,996	High Growth	\$167,997	High Growth	111
112	Montessori of the Rio Grande	\$50,000						112
113	Mosaic Academy Charter	\$50,000		\$55,659	Application			113
114	Native American Community		\$75,466			\$40,126	Application	114
115	North Valley Academy	\$50,000						115
116	Red River Valley Charter	\$22,000	\$22,000					116
117	Rio Gallinas School	\$22,000				\$36,000	High Growth	117
118	Roots and Wings Community	\$22,000	\$35,710			\$22,298	High Growth	118
119	Sage Montessori Charter	\$50,000						119
120	San Diego Riverside Charter	\$22,000						120
121	Taos Integrated	\$50,000				\$61,875	High Growth	121
122	Taos International School	\$22,000						122
123	Taos Municipal Charter School	\$50,000	\$90,000	\$115,151	High Growth	\$86,363	High Growth	123
124	Turquoise Trail Elementary	\$50,000						124
125	Uplift Community School	\$50,000						125
126	William W. & Josephine Dorn	\$22,000				\$27,750	High Growth	126
127	STATEWIDE	\$10,269,500	\$7,793,613	\$7,890,752		\$5,926,445		127

Source: PED and LESC files

K-3 Retention Rates

Rate of Students Retained in Kindergarten Through Third Grade



Source: PED

Average Teacher Salaries

Average Returning Teachers' Salaries

	School District or Charter School	FY18 Rank	FY18 Average	FY19 Rank	FY19 Average	Difference	Percent Change	Average Years Experience
1	SCHOOL DISTRICTS							
2	Alamogordo Public Schools	160	\$44,308	165	\$45,956	\$1,648	3.72%	12.56
3	Albuquerque Public Schools	109	\$47,245	119	\$48,929	\$1,684	3.56%	8.97
4	Animas Public Schools	34	\$50,884	40	\$52,942	\$2,058	4.04%	13.15
5	Artesia Public Schools	70	\$48,563	57	\$51,741	\$3,178	6.54%	14.19
6	Aztec Municipal Schools	145	\$45,313	169	\$45,314	\$1	0.00%	14.09
7	Belen Consolidated Schools	137	\$45,947	120	\$48,911	\$2,964	6.45%	13.68
8	Bernalillo Public Schools	132	\$46,274	133	\$48,601	\$2,327	5.03%	12.33
9	Bloomfield Schools	157	\$44,560	151	\$47,433	\$2,873	6.45%	14.26
10	Capitan Municipal Schools	90	\$47,804	105	\$49,401	\$1,597	3.34%	16.36
11	Carlsbad Municipal Schools	2	\$58,970	4	\$60,545	\$1,575	2.67%	14.43
12	Carrizozo Municipal Schools	61	\$48,935	83	\$50,442	\$1,507	3.08%	18.06
13	Central Consolidated Schools	54	\$49,335	78	\$50,563	\$1,228	2.49%	14.68
14	Chama Valley Independent Schools	139	\$45,859	108	\$49,230	\$3,371	7.35%	14.41
15	Cimarron Municipal Schools	114	\$46,977	91	\$50,075	\$3,098	6.60%	15.47
16	Clayton Municipal Schools	92	\$47,739	110	\$49,217	\$1,478	3.10%	14.99
17	Cloudcroft Municipal Schools	27	\$51,357	21	\$54,761	\$3,404	6.63%	16.96
18	Clovis Municipal Schools	127	\$46,487	139	\$48,267	\$1,780	3.83%	10.03
19	Cobre Consolidated Schools	133	\$46,255	136	\$48,516	\$2,261	4.89%	15.09
20	Corona Municipal Schools	43	\$50,094	31	\$53,208	\$3,114	6.22%	17.11
21	Cuba Independent Schools	20	\$51,806	24	\$53,958	\$2,152	4.15%	15.06
22	Deming Public Schools	126	\$46,517	112	\$49,143	\$2,626	5.64%	9.54
23	Des Moines Municipal Schools	104	\$47,466	74	\$50,843	\$3,377	7.11%	13.15
24	Dexter Consolidated Schools	91	\$47,763	117	\$49,001	\$1,238	2.59%	15.32
25	Dora Municipal Schools	75	\$48,384	68	\$50,972	\$2,588	5.35%	14.78
26	Dulce Independent Schools	18	\$52,797	19	\$55,193	\$2,396	4.54%	13.90
27	Elida Municipal Schools	47	\$49,842	55	\$52,044	\$2,202	4.42%	13.00
28	Española Public Schools	128	\$46,405	131	\$48,690	\$2,285	4.92%	14.01
29	Estancia Municipal Schools	107	\$47,346	102	\$49,738	\$2,392	5.05%	14.23
30	Eunice Municipal Schools	119	\$46,724	60	\$51,526	\$4,802	10.28%	13.34
31	Farmington Municipal Schools	59	\$49,089	66	\$51,161	\$2,072	4.22%	12.89
32	Floyd Municipal Schools	83	\$48,166	64	\$51,261	\$3,095	6.42%	14.20

Average Teacher Salaries

Average Returning Teachers' Salaries

	School District or Charter School	FY18 Rank	FY18 Average	FY19 Rank	FY19 Average	Difference	Percent Change	Average Years Experience
33	Fort Sumner Municipal Schools	169	\$41,873	172	\$44,829	\$2,956	7.06%	14.83
34	Gadsden Independent Schools	110	\$47,152	125	\$48,731	\$1,579	3.35%	13.13
35	Gallup McKinley County Schools	81	\$48,188	77	\$50,580	\$2,392	4.96%	11.28
36	Grady Municipal Schools	120	\$46,709	129	\$48,708	\$1,999	4.28%	15.72
37	Grants Cibola County Schools	58	\$49,127	76	\$50,619	\$1,492	3.04%	15.65
38	Hagerman Municipal Schools	72	\$48,467	87	\$50,165	\$1,698	3.50%	14.67
39	Hatch Valley Public Schools	143	\$45,586	159	\$46,842	\$1,256	2.75%	9.91
40	Hobbs Municipal Schools	56	\$49,239	59	\$51,670	\$2,431	4.94%	11.51
41	Hondo Valley Public Schools	95	\$47,669	72	\$50,859	\$3,190	6.69%	19.69
42	House Municipal Schools	57	\$49,157	16	\$55,736	\$6,579	13.38%	16.21
43	Jal Public Schools	84	\$48,136	99	\$49,871	\$1,735	3.60%	14.08
44	Jemez Mountain Public Schools	9	\$55,059	11	\$56,827	\$1,768	3.21%	17.56
45	Jemez Valley Public Schools	93	\$47,738	96	\$49,970	\$2,232	4.68%	11.39
46	Lake Arthur Municipal Schools	122	\$46,663	134	\$48,589	\$1,926	4.13%	12.75
47	Las Cruces Public Schools	76	\$48,362	97	\$49,969	\$1,607	3.32%	13.65
48	Las Vegas City Public Schools	108	\$47,295	114	\$49,066	\$1,771	3.74%	16.04
49	Logan Municipal Schools	13	\$53,228	22	\$54,619	\$1,391	2.61%	16.70
50	Lordsburg Municipal Schools	164	\$43,271	167	\$45,581	\$2,310	5.34%	12.00
51	Los Alamos Public Schools	16	\$52,972	17	\$55,355	\$2,383	4.50%	13.22
52	Los Lunas Public Schools	131	\$46,276	126	\$48,726	\$2,450	5.29%	11.96
53	Loving Municipal Schools	63	\$48,805	86	\$50,171	\$1,366	2.80%	15.30
54	Lovington Municipal Schools	31	\$51,283	23	\$54,317	\$3,034	5.92%	13.75
55	Magdalena Municipal Schools	88	\$47,933	75	\$50,643	\$2,710	5.65%	14.01
56	Maxwell Municipal Schools	115	\$46,915	90	\$50,120	\$3,205	6.83%	17.21
57	Melrose Public Schools	113	\$47,038	80	\$50,495	\$3,457	7.35%	14.61
58	Mesa Vista Consolidated Schools	71	\$48,530	98	\$49,904	\$1,374	2.83%	18.30
59	Mora Independent Schools	140	\$45,798	156	\$47,164	\$1,366	2.98%	13.25
60	Moriarty Municipal Schools	79	\$48,256	89	\$50,139	\$1,883	3.90%	13.05
61	Mosquero Municipal Schools	136	\$46,001	145	\$47,935	\$1,934	4.20%	22.06
62	Mountainair Public Schools	156	\$44,632	161	\$46,565	\$1,933	4.33%	13.95
63	Pecos Independent Schools	150	\$44,883	152	\$47,391	\$2,508	5.59%	13.37
64	Penasco Independent Schools	163	\$43,695	148	\$47,770	\$4,075	9.33%	15.62

Average Teacher Salaries

Average Returning Teachers' Salaries

	School District or Charter School	FY18 Rank	FY18 Average	FY19 Rank	FY19 Average	Difference	Percent Change	Average Years Experience
65	Pojoaque Valley Public Schools	99	\$47,531	92	\$50,029	\$2,498	5.26%	13.43
66	Portales Municipal Schools	65	\$48,766	54	\$52,047	\$3,281	6.73%	14.33
67	Quemado Independent Schools	173	\$40,658	177	\$43,192	\$2,534	6.23%	16.71
68	Questa Independent Schools	99	\$47,531	92	\$50,029	\$2,498	5.26%	16.47
69	Raton Public Schools	129	\$46,382	132	\$48,659	\$2,277	4.91%	16.45
70	Reserve Public Schools	134	\$46,219	140	\$48,213	\$1,994	4.32%	14.38
71	Rio Rancho Public Schools	116	\$46,902	113	\$49,078	\$2,176	4.64%	12.35
72	Roswell Independent Schools	117	\$46,845	141	\$48,143	\$1,298	2.77%	11.20
73	Roy Municipal Schools	96	\$47,628	73	\$50,853	\$3,225	6.77%	15.03
74	Ruidoso Municipal Schools	121	\$46,664	124	\$48,755	\$2,091	4.48%	10.88
75	San Jon Municipal Schools	35	\$50,682	39	\$52,986	\$2,304	4.55%	15.74
76	Santa Fe Public Schools	123	\$46,634	115	\$49,030	\$2,396	5.14%	12.49
77	Santa Rosa Consolidated Schools	142	\$45,633	149	\$47,659	\$2,026	4.44%	10.24
78	Silver Consolidated Schools	82	\$48,184	84	\$50,393	\$2,209	4.59%	15.19
79	Socorro Consolidated Schools	152	\$44,734	163	\$46,277	\$1,543	3.45%	12.50
80	Springer Municipal Schools	53	\$49,376	29	\$53,287	\$3,911	7.92%	15.80
81	Taos Municipal Schools	60	\$49,011	71	\$50,864	\$1,853	3.78%	13.06
82	Tatum Municipal Schools	3	\$57,489	3	\$60,783	\$3,294	5.73%	19.87
83	Texico Municipal Schools	4	\$56,516	5	\$59,053	\$2,537	4.49%	16.31
84	Truth or Consequences Municipal Schools	45	\$49,941	26	\$53,851	\$3,910	7.83%	13.93
85	Tucumcari Public Schools	67	\$48,720	85	\$50,287	\$1,567	3.22%	17.43
86	Tularosa Municipal Schools	11	\$54,088	12	\$56,595	\$2,507	4.63%	13.83
87	Vaughn Municipal Schools	112	\$47,039	130	\$48,691	\$1,652	3.51%	14.43
88	Wagon Mound Public Schools	77	\$48,336	69	\$50,961	\$2,625	5.43%	21.19
89	West Las Vegas Public Schools	159	\$44,359	164	\$46,064	\$1,705	3.84%	16.11
90	Zuni Public Schools	51	\$49,486	63	\$51,287	\$1,801	3.64%	16.71
91	CHARTER SCHOOLS							
92	Albuquerque							
93	ACE Leadership High School	66	\$48,758	82	\$50,460	\$1,702	3.49%	11.40
94	Albuquerque Charter Academy	1	\$68,294	1	\$70,886	\$2,592	3.80%	12.75
95	Albuquerque Institute for Math and Science (AIMS)	32	\$51,099	38	\$52,987	\$1,888	3.69%	17.74
96	Albuquerque School of Excellence	168	\$42,215	153	\$47,379	\$5,164	12.23%	8.36

Average Teacher Salaries

Average Returning Teachers' Salaries

School District or Charter School	FY18 Rank	FY18 Average	FY19 Rank	FY19 Average	Difference	Percent Change	Average Years Experience
Albuquerque Sign Language Academy	26	\$51,418	56	\$52,032	\$614	1.20%	14.45 ⁹⁷
Albuquerque Talent Development Secondary Charter	105	\$47,450	67	\$51,077	\$3,627	7.64%	8.73 ⁹⁸
Alice King Community School	33	\$50,906	50	\$52,179	\$1,273	2.50%	10.54 ⁹⁹
Amy Biehl Charter High School	15	\$53,095	18	\$55,332	\$2,237	4.21%	11.43 ¹⁰⁰
Cesar Chavez Community School	85	\$48,040	25	\$53,953	\$5,913	12.31%	8.55 ¹⁰¹
Christine Duncan's Heritage Academy	155	\$44,673	142	\$48,048	\$3,375	7.55%	11.74 ¹⁰²
Cien Aguas International	36	\$50,579	53	\$52,070	\$1,491	2.95%	13.97 ¹⁰³
Coral Community Charter	151	\$44,796	135	\$48,540	\$3,744	8.36%	15.62 ¹⁰⁴
Corrales International School	103	\$47,481	65	\$51,166	\$3,685	7.76%	8.44 ¹⁰⁵
Cottonwood Classical Prep	73	\$48,465	95	\$50,021	\$1,556	3.21%	11.14 ¹⁰⁶
Digital Arts & Technology Academy	154	\$44,702	155	\$47,251	\$2,549	5.70%	10.29 ¹⁰⁷
East Mountain High School	46	\$49,869	45	\$52,408	\$2,539	5.09%	15.18 ¹⁰⁸
El Camino Real Academy	167	\$42,699	168	\$45,419	\$2,720	6.37%	8.09 ¹⁰⁹
Explore Academy	98	\$47,602	116	\$49,027	\$1,425	2.99%	13.67 ¹¹⁰
Gilbert L Sena Charter High School	111	\$47,093	138	\$48,270	\$1,177	2.50%	15.11 ¹¹¹
Gordon Bernell Charter School	6	\$56,031	8	\$57,662	\$1,631	2.91%	19.37 ¹¹²
GREAT Academy	165	\$42,783	173	\$44,387	\$1,604	3.75%	9.67 ¹¹³
Health Leadership High School	24	\$51,712	37	\$53,005	\$1,293	2.50%	11.00 ¹¹⁴
Horizon Academy West	68	\$48,712	70	\$50,941	\$2,229	4.58%	12.82 ¹¹⁵
International School at Mesa del Dol	170	\$41,635	170	\$45,160	\$3,525	8.47%	7.45 ¹¹⁶
La Academia de Esperanza	52	\$49,423	42	\$52,849	\$3,426	6.93%	11.82 ¹¹⁷
La Promesa Early Learning	87	\$48,012	109	\$49,218	\$1,206	2.51%	8.31 ¹¹⁸
Los Puentes Charter School	94	\$47,673	49	\$52,225	\$4,552	9.55%	10.00 ¹¹⁹
Media Arts Collaborative Charter	49	\$49,718	48	\$52,314	\$2,596	5.22%	10.45 ¹²⁰
Mission Achievement And Success	171	\$41,533	174	\$43,900	\$2,367	5.70%	6.23 ¹²¹
Montessori Elementary School	39	\$50,353	46	\$52,399	\$2,046	4.06%	5.80 ¹²²
Montessori of the Rio Grande	17	\$52,965	13	\$56,430	\$3,465	6.54%	15.33 ¹²³
Mountain Mahogany Community School	178	\$39,145	171	\$44,950	\$5,805	14.83%	4.91 ¹²⁴
Native American Community Academy	101	\$47,505	127	\$48,722	\$1,217	2.56%	11.39 ¹²⁵
New America School - Albuquerque	166	\$42,748	162	\$46,319	\$3,571	8.35%	12.17 ¹²⁶
New Mexico International School	153	\$44,720	157	\$47,119	\$2,399	5.36%	10.20 ¹²⁷
North Valley Academy	42	\$50,209	30	\$53,253	\$3,044	6.06%	13.85 ¹²⁸

Average Teacher Salaries

Average Returning Teachers' Salaries

	School District or Charter School	FY18 Rank	FY18 Average	FY19 Rank	FY19 Average	Difference	Percent Change	Average Years Experience
129	Nuestros Valores Charter School	19	\$51,881	32	\$53,178	\$1,297	2.50%	7.78
130	Public Academy for Performing Arts (PAPA)	48	\$49,777	52	\$52,117	\$2,340	4.70%	11.80
131	Robert F. Kennedy Charter School	50	\$49,487	61	\$51,498	\$2,011	4.06%	18.05
132	Siembra Leadership High School	37	\$50,497	14	\$56,326	\$5,829	11.54%	7.00
133	South Valley Academy	55	\$49,272	79	\$50,520	\$1,248	2.53%	8.72
134	South Valley Prep	21	\$51,799	36	\$53,094	\$1,295	2.50%	11.75
135	Southwest Aeronautics, Mathematics, and Science Academy	29	\$51,327	44	\$52,610	\$1,283	2.50%	9.82
136	Southwest Preparatory Learning Center	41	\$50,237	28	\$53,288	\$3,051	6.07%	13.33
137	Southwest Secondary Learning Center	62	\$48,926	51	\$52,152	\$3,226	6.59%	17.44
138	Technology Leadership	7	\$55,994	2	\$62,006	\$6,012	0.00%	15.50
139	Tierra Adentro	148	\$44,929	143	\$47,970	\$3,041	6.77%	8.82
140	Twenty-First Century Public Academy	162	\$43,751	144	\$47,938	\$4,187	9.57%	19.16
141	William W. & Josephine Dorn	174	\$40,344	179	\$41,352	\$1,008	2.50%	3.00
142	Aztec							
143	Mosaic Academy Charter	135	\$46,179	118	\$48,967	\$2,788	6.04%	13.34
144	Carlsbad							
145	Jefferson Montessori Academy	78	\$48,314	104	\$49,574	\$1,260	2.61%	10.05
146	Pecos Connections Academy	86	\$48,038	101	\$49,754	\$1,716	3.57%	15.10
147	Central							
148	Dream Dine' Charter School	177	\$39,500	176	\$43,358	\$3,858	9.77%	18.52
149	Cimarron							
150	Moreno Valley High School	175	\$40,294	166	\$45,744	\$5,450	13.52%	11.57
151	Deming							
152	Deming Cesar Chavez Charter High	38	\$50,462	58	\$51,726	\$1,264	2.51%	7.75
154	Española							
155	La Tierra Montessori School	179	\$38,767	180	\$41,342	\$2,575	6.64%	5.40
156	McCurdy Charter School	144	\$45,418	160	\$46,775	\$1,357	2.99%	14.89
157	Farmington							
158	New Mexico Virtual Academy	89	\$47,879	81	\$50,467	\$2,588	5.41%	10.50
159	Gallup-McKinley County							
160	Dzit Dit Lool DEAP	181	\$35,400	181	\$37,231	\$1,831	5.17%	13.71
161	Middle College High School	8	\$55,731	6	\$58,288	\$2,557	4.59%	29.44

Average Teacher Salaries

Average Returning Teachers' Salaries

School District or Charter School	FY18 Rank	FY18 Average	FY19 Rank	FY19 Average	Difference	Percent Change	Average Years Experience
Six Directions Indigenous School	138	\$45,876	158	\$47,023	\$1,147	2.50%	6.50
Jemez Mountain							
Lindrith Area Heritage Charter School	28	\$51,340	43	\$52,813	\$1,473	2.87%	33.16
Jemez Valley							
San Diego Riverside	39	\$50,353	46	\$52,399	\$2,046	4.06%	19.47
Walatowa Charter High School	180	\$37,525	121	\$48,834	\$11,309	30.14%	6.99
Las Cruces							
Alma D'Arte Charter	5	\$56,307	7	\$57,734	\$1,427	2.53%	15.31
J Paul Taylor Academy	130	\$46,323	100	\$49,765	\$3,442	7.43%	14.21
La Academia Dolores Huerta	106	\$47,431	122	\$48,790	\$1,359	2.87%	8.73
Las Montañas Charter	64	\$48,784	88	\$50,149	\$1,365	2.80%	10.08
New America School - Las Cruces	124	\$46,582	146	\$47,926	\$1,344	2.89%	16.96
Los Lunas							
School of Dreams Academy	102	\$47,487	111	\$49,216	\$1,729	3.64%	10.45
Moriarty							
Estancia Valley Classical Academy	149	\$44,917	128	\$48,719	\$3,802	8.46%	5.60
Roswell							
Sidney Gutierrez Middle School	23	\$51,772	20	\$54,932	\$3,160	6.10%	15.33
Questa							
Red River Valley Charter School	172	\$40,857	175	\$43,858	\$3,001	7.35%	19.64
Roots And Wings Community School	158	\$44,406	150	\$47,498	\$3,092	6.96%	10.13
Rito Rancho							
ASK Academy	80	\$48,196	94	\$50,025	\$1,829	3.80%	9.96
Sandoval Academy Of Bilingual Education	118	\$46,773	103	\$49,591	\$2,818	6.03%	7.50
Santa Fe							
Academy for Technology and the Classics	14	\$53,207	10	\$56,967	\$3,760	7.07%	12.14
MASTERS Program	12	\$53,447	9	\$57,236	\$3,789	7.09%	12.50
Monte Del Sol Charter	25	\$51,645	33	\$53,166	\$1,521	2.95%	15.94
New Mexico Connections Academy	30	\$51,323	35	\$53,109	\$1,786	3.48%	14.84
New Mexico School For The Arts	10	\$54,874	15	\$56,246	\$1,372	2.50%	15.27
Tierra Encantada Charter School	74	\$48,425	62	\$51,373	\$2,948	6.09%	9.15
Turquoise Trail Charter School	97	\$47,627	106	\$49,389	\$1,762	3.70%	14.79

Average Returning Teachers' Salaries

	School District or Charter School	FY18 Rank	FY18 Average	FY19 Rank	FY19 Average	Difference	Percent Change	Average Years Experience
194	Silver City							
195	Aldo Leopold Charter	44	\$50,000	41	\$52,938	\$2,938	5.88%	15.16
196	Socorro							
197	Cottonwood Valley Charter School	141	\$45,724	147	\$47,870	\$2,146	4.69%	12.50
198	Taos							
199	Anansi Charter School	161	\$43,870	154	\$47,272	\$3,402	7.75%	10.47
200	Taos Academy	125	\$46,521	137	\$48,322	\$1,801	3.87%	24.00
201	Taos Integrated School of the Arts	147	\$44,958	123	\$48,761	\$3,803	8.46%	7.50
202	Taos International School	22	\$51,777	27	\$53,810	\$2,033	3.93%	13.56
203	Taos Municipal Charter School	69	\$48,667	34	\$53,114	\$4,447	9.14%	13.24
204	Vista Grande High School	176	\$39,808	178	\$41,675	\$1,867	4.69%	7.63
205	West Las Vegas							
206	Rio Gallinas School	146	\$45,071	107	\$49,376	\$4,305	9.55%	6.43
207	STATEWIDE		\$47,792		\$49,784	\$1,992	4.17%	13.31

* The salaries presented in this table were provided by the school districts with their FY19 operating budgets. Average salaries are based on estimated contracts.

Source: PED

Health Insurance Premiums

Public Schools Insurance Authority Health Insurance Premiums

Monthly Premiums, Plan Year Beginning October 2018

		Single	Two Party	Family
Blue Cross High Option	Employee	\$272.86	\$518.94	\$693.10
	Employer	\$409.30	\$778.40	\$1,039.64
	Total	\$682.16	\$1,297.34	\$1,732.74
Blue Cross Low Option	Employee	\$212.02	\$403.22	\$538.58
	Employer	\$318.02	\$604.86	\$807.88
	Total	\$530.04	\$1,008.08	\$1,346.46
Presbyterian High Option	Employee	\$220.66	\$463.34	\$617.84
	Employer	\$331.00	\$695.02	\$926.78
	Total	\$551.66	\$1,158.36	\$1,544.62
Presbyterian Low Option	Employee	\$171.48	\$360.04	\$480.08
	Employer	\$257.22	\$540.08	\$720.12
	Total	\$428.70	\$900.12	\$1,200.20

Source: NMPSIA

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

Albuquerque Public Schools Health Insurance Premiums

Monthly Premiums, Plan Year Beginning January 2019

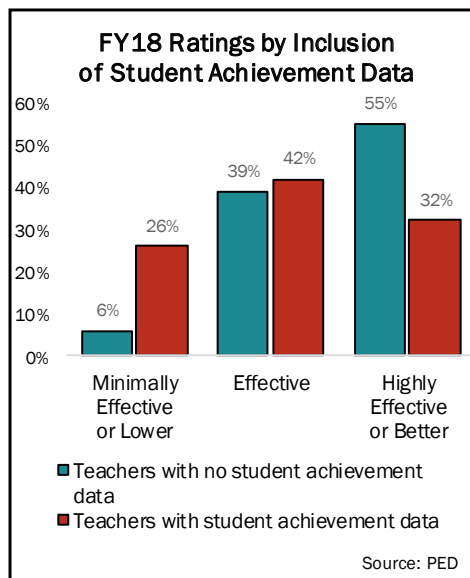
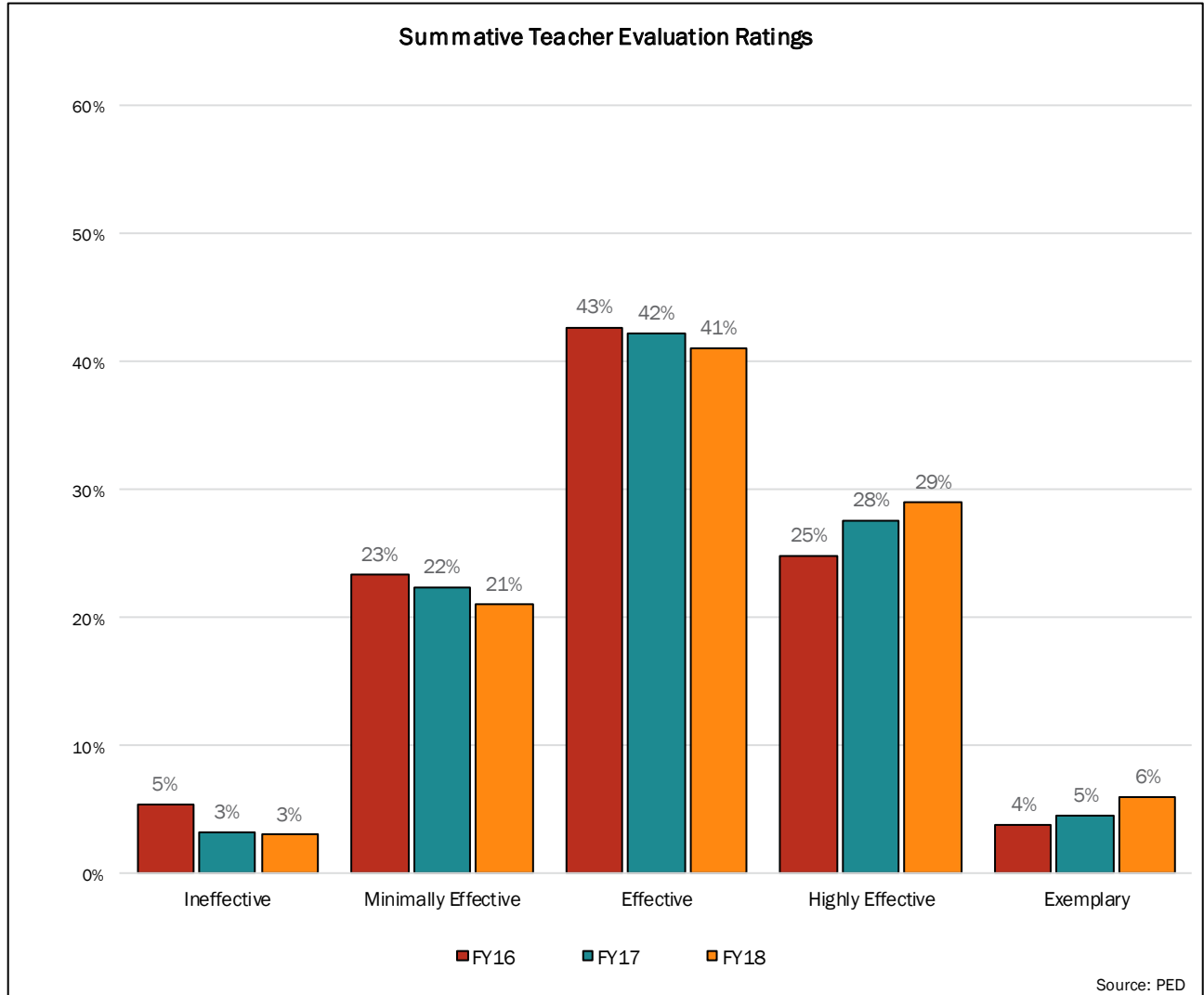
		Single	Two Party	Family
\$40,000 or More	Employee	\$191.76	\$383.54	\$517.82
	Employer	\$287.64	\$575.31	\$776.73
	Total	\$479.40	\$958.85	\$1,294.55
\$34,500 to \$39,999	Employee	\$143.82	\$287.66	\$388.36
	Employer	\$304.93	\$609.84	\$823.44
	Total	\$448.75	\$897.50	\$1,211.80
Less than \$34,500	Employee	\$95.88	\$191.76	\$258.90
	Employer	\$352.87	\$705.74	\$952.90
	Total	\$448.75	\$897.50	\$1,211.80

Source: APS

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

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

Statewide Teacher Evaluation Results FY16 through FY18



Component Weighting by Availability of Student Achievement Data

	Student Achievement	Observation	Planning, Preparation, and Professionalism	Attendance and Surveys
Step 1: Teachers with no student achievement data in the last 3 years.	0%	50%	40%	10%
Step 2: Teachers with student achievement data that teach courses with student achievement measures.	35%	40%	15%	10%

Teacher Performance Awards

Pay for Performance Pilot and Excellence in Teaching Awards

FY17 through FY19

	School District or Charter School	FY17	FY18	FY19	
	SCHOOL DISTRICTS				
1	Alamogordo Public Schools			\$139,945	1
2	Albuquerque Public Schools			\$1,054,970	2
3	Artesia Public Schools			\$53,825	3
4	Aztec Municipal Schools			\$86,120	4
5	Belen Consolidated Schools			\$86,120	5
6	Bernalillo Public Schools			\$21,530	6
7	Bloomfield Schools			\$26,913	7
8	Capitan Municipal Schools			\$43,060	8
9	Carlsbad Municipal Schools			\$156,093	9
10	Carrizozo Municipal Schools		\$25,816	\$16,148	10
11	Central Consolidated Schools			\$53,825	11
12	Chama Valley Independent Schools			\$5,383	12
13	Cimarron Municipal Schools			\$16,148	13
14	Clayton Municipal Schools			\$5,383	14
15	Cloudcroft Municipal Schools			\$16,148	15
16	Clovis Municipal Schools		\$219,913	\$145,328	16
17	Cobre Consolidated Schools			\$53,825	17
18	Corona Municipal Schools			\$5,383	18
19	Cuba Independent Schools			\$16,148	19
20	Deming Public Schools			\$139,945	20
21	Des Moines Municipal Schools			\$5,383	21
22	Dexter Consolidated Schools			\$32,295	22
23	Elida Municipal Schools			\$26,913	23
24	Española Public Schools			\$16,148	24
25	Estancia Municipal Schools			\$5,383	25
26	Eunice Municipal Schools			\$5,383	26
27	Farmington Municipal Schools		\$1,727,730	\$446,748	27
28	Floyd Municipal Schools			\$21,530	28
29	Fort Sumner Municipal Schools			\$5,383	29
30	Gadsden Independent Schools			\$177,623	30
31	Gallup-Mckinley County School District	\$797,687	\$1,537,826	\$183,005	31
32	Grady Municipal Schools			\$32,295	32
33	Grants Cibola County Schools			\$26,913	33
34	Hagerman Municipal Schools			\$10,765	34
35	Hatch Valley Public Schools			\$16,148	35
36	Hobbs Municipal Schools			\$226,065	36

Teacher Performance Awards

Pay for Performance Pilot and Excellence in Teaching Awards

FY17 through FY19

	School District or Charter School	FY17	FY18	FY19	
37	Jal Public Schools			\$10,765	37
38	Lake Arthur Municipal Schools	\$26,067			38
39	Las Cruces Public Schools			\$322,950	39
40	Las Vegas City Schools		\$155,459	\$10,765	40
41	Lordsburg Municipal Schools	\$27,989	\$208,099	\$26,913	41
42	Los Alamos Public Schools			\$317,568	42
43	Los Lunas Public Schools			\$80,738	43
44	Loving Municipal Schools			\$32,295	44
45	Lovington Municipal Schools			\$102,268	45
46	Magdalena Municipal Schools			\$16,148	46
47	Maxwell Municipal Schools			\$10,765	47
48	Melrose Public Schools			\$5,383	48
49	Moriarty Municipal Schools			\$5,383	49
50	Pecos Independent Schools	\$24,181	\$169,493		50
51	Penasco Independent School District	\$132,395		\$21,530	51
52	Pojoaque Valley Public Schools	\$317,083		\$21,530	52
53	Portales Municipal Schools			\$32,295	53
54	Raton Public Schools	\$222,404			54
55	Reserve Public Schools			\$10,765	55
56	Rio Rancho Public Schools			\$457,513	56
57	Roswell Independent School District	\$549,514		\$339,098	57
58	Ruidoso Municipal Schools			\$48,443	58
59	Santa Fe Public Schools	\$2,927,496		\$204,535	59
60	Santa Rosa Consolidated Schools			\$16,148	60
61	Silver Consolidated Schools			\$26,913	61
62	Socorro Consolidated Schools			\$48,443	62
63	Taos Municipal Schools			\$59,208	63
64	Texico Municipal Schools			\$32,295	64
65	Truth or Consequences Municipal Schools			\$37,678	65
66	Tucumcari Public Schools			\$26,913	66
67	Tularosa Municipal Schools			\$48,443	67
68	Vaughn Municipal Schools	\$14,500	\$24,908		68
69	West Las Vegas Public Schools			\$10,765	69
70	CHARTER SCHOOLS				70
71	Albuquerque Public Schools				71
72	Albuquerque Collegiate Charter School			\$5,383	72
73	Albuquerque Talent Development			\$5,383	73

Teacher Performance Awards

Pay for Performance Pilot and Excellence in Teaching Awards

FY17 through FY19

	School District or Charter School	FY17	FY18	FY19	
74	Alice King Community School			\$5,383	74
75	Amy Biehl Charter High School			\$21,530	75
76	Christine Duncan Heritage Academy	\$49,831		\$5,383	76
77	Cien Aguas International			\$21,530	77
78	Coral Community Charter			\$10,765	78
79	Corrales International			\$5,383	79
80	Digital Arts and Technology	\$115,500			80
81	El Camino Real Academy	\$54,000	\$148,415		81
82	Explore Academy			\$59,208	82
83	Gordon Bernell Charter School			\$16,148	83
84	Horizon Academy West			\$10,765	84
85	La Academia De Esperanza			\$21,530	85
86	La Promesa Early Learning	\$52,297		\$10,765	86
87	La Resolana Leadership			\$16,148	87
88	La Tierra Montessori School	\$32,295			88
89	Mission Achievement And Success			\$32,295	89
90	Montessori Elementary School			\$5,383	90
91	Montessori of the Rio Grande			\$5,383	91
92	Native American Community Academy	\$26,789			92
93	New Mexico School for the Arts	\$95,274			93
94	North Valley Academy	\$325,674		\$16,148	94
95	Nuestros Valores Charter School	\$37,927			95
96	Public Academy for Performing Arts	\$46,331		\$21,530	96
97	South Valley Preporatory School	\$24,190			97
98	Twenty-First Century	\$20,000			98
99	Aztec Municipal Schools				99
100	Mosaic Academy Charter School			\$16,148	100
101	Carlsbad Municipal Schools				101
102	Pecos Connections Academy			\$26,913	102
103	Las Cruces Public Schools				103
104	Alma D'Arte Charter			\$5,383	104
105	J Paul Taylor Academy			\$10,765	105
106	New America School - Las Cruces			\$21,530	106
107	Questa Independent Schools				107
108	Red River Valley Charter School			\$5,383	108
109	Rio Rancho Public Schools				109
110	ASK Academy			\$16,148	110

Teacher Performance Awards

Pay for Performance Pilot and Excellence in Teaching Awards

FY17 through FY19

	School District or Charter School	FY17	FY18	FY19	
111	<i>Roswell Independent School District</i>				111
112	Sidney Gutierrez Middle School			\$26,913	112
113	<i>Santa Fe Public Schools</i>				113
114	Academy for Technology and the Classics	\$131,655		\$10,765	114
115	Monte Del Sol Charter			\$43,060	115
116	New Mexico Connections Academy			\$5,383	116
117	New Mexico School For The Arts			\$26,913	117
118	Tierra Encantada Charter School			\$5,383	118
119	Turquoise Trail Charter School	\$263,813			119
120	<i>Silver Consolidated Schools</i>				120
121	Aldo Leopold Charter			\$10,765	121
122	<i>Taos Municipal Schools</i>				122
123	Taos Academy	\$29,066	\$240,150	\$21,530	123
124	Taos Integrated School of Arts			\$21,530	124
125	Taos International School			\$10,765	125
126	Taos Municipal Charter			\$16,148	126
127	STATEWIDE TOTAL ALLOCATIONS	\$6,314,891	\$4,217,659	\$6,362,115	127

Source: PED

Note: In FY17 and FY18, the pay for performance pilot provided grants to school districts and charter schools to provide merit pay to teachers receiving a "highly effective" or "exemplary" teacher evaluation and to provide group awards to employees of schools meeting certain metrics. In FY19, the excellence in teaching awards provided teachers with an "exemplary" teacher evaluation rating a \$5,000 or \$10,000 stipend. School districts recieved indirect costs to pay employer FICA contributions.

Explanation of Capital Outlay

CAPITAL OUTLAY FUNDING

SOURCES OF NEW MEXICO PUBLIC SCHOOL

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

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

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

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

- D) The total shall exclude the proportionate share of any appropriation made or reauthorized after January 1, 2008 for a capital project that will be jointly used by a governmental entity other than the subject school district. Pursuant to criteria adopted by rule of the council and based upon the proposed use of the capital project, the council shall determine the proportionate share to be used by the governmental entity and excluded from the total;
- E) Unless the grant award is made to the state-chartered charter school or unless the appropriation was previously used to calculate a reduction pursuant to this paragraph, the total shall exclude appropriations made after January 1, 2007 for non-operating purposes of a specific state-chartered charter school, regardless of whether the charter school is a state-chartered charter school at the time of the appropriation or later opts to become a state-chartered charter school;
- 7. "Subject school district," means the school district that has submitted the application for funding in which the approved PSCOC project will be located;
- 8. In those instances in which a school district has used all of its local resources, the PSCOC may fund up to the total amount of the project;
- 9. No application for grant assistance from the fund will be approved unless the PSCOC determines that:
 - A) The capital outlay project is needed and is included in the school districts five-year facilities plan among it's top priorities;
 - B) The school district has used it's resources in a prudent manner;
 - C) The school district has provided insurance for building of the district according to provisions of section 13-5-3 NMSA 1978;
 - D) The district has submitted a five-year facilities plan that has been approved by the PSCOC pursuant to section 22-24-5.3 NMSA 1978 and the capital needs of charter schools located in the district as well as projections for enrollment and facilities needed in order to maintain a full-day kindergarten are included;
 - E) The district is willing and able to pay any portion of the project that is not funded with grant assistance from the fund;
 - F) The application includes charter schools or the district has shown that charter schools meet the statewide adequacy standards; and
 - G) The district has agreed, in writing, any reporting requirements imposed by the PSCOC pursuant to sections 22-24-5.1 NMSA 1978.

Up to \$7,500,000 from the fund may be expended annually by the PSCOC in fiscal years 2006 through 2020 for grants to school districts for the purpose of making lease payments for classroom facilities, including facilities leased by charter schools. The grant shall not exceed the annual lease payments owed for leasing classroom space for schools, including charter schools, in the district; or seven hundred dollars (\$700) multiplied by the number of membership using the leased classroom facilities; provided that, in fiscal year 2009 and in each subsequent fiscal year, the amount shall be adjusted by the percentage in crease between the penultimate calendar year and the immediately preceding calendar year of the consumer price index for the United States.

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

1. The portion of the cost of the project to be paid from the fund shall be calculated pursuant to Paragraph (5) of Subsection B of Section [22-24-5 NMSA 1978](#) using data from the school district in which the state-chartered charter school is located;

Explanation of Capital Outlay

2. In calculating a reduction pursuant to Paragraph (6) of Subsection B of Section [22-24-5](#) NMSA 1978, the amount to be used in Subparagraph (a) of that paragraph shall equal the total of all legislative appropriations made after January 1, 2007 for non-operating expenses either directly to the charter school or to another governmental entity for the purpose of passing the money through directly to the charter school, regardless of whether the charter school was a state-chartered charter school at the time of the appropriation or later opted to become a state-chartered charter school, except that the total shall not include any such appropriation if, before the charter school became a state-chartered charter school, the appropriation was previously used to calculate a reduction pursuant to Paragraph (6) of Subsection B of Section [22-24-5](#) NMSA 1978; and
3. If the council determines that the state-chartered charter school does not have the resources to pay all or a portion of the total cost of the capital outlay project that is not funded with grant assistance from the fund, to the extent that money is available in the charter school capital outlay fund, the council shall make an award from that fund for the remaining amount necessary to pay for the project. The council may establish, by rule, a procedure for determining the amount of resources available to the charter school and the amount needed from the charter school capital outlay fund.

A program for assisting charter schools to be located in public buildings or in buildings being acquired by charter schools pursuant to a lease purchase agreement shall be developed under 22-24-6.2 NMSA 1978.

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

The Public School Capital Improvements Act: Commonly referred to as SB-9 or the “two-mill levy,” this funding mechanism allows districts to ask local voters to approve a property levy of up to two mills for a maximum of six years. Funds generated through imposition of the two-mill levy must be used to:

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. Maintenance of public school buildings or public school grounds, including payments under contract 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;
5. Purchasing activity vehicles for transporting students to extracurricular activities; and
6. Purchasing computer software and hardware for student use in public school classrooms.

An individual school district may only use SB-9 funds for any or all of these purposes as stated in the school district’s individual resolution. The Public School Capital Improvements Act contains provisions that provide a school district with a minimum level of funding. This minimum level of funding or “program guarantee” is calculated by multiplying a school district’s 40th day total program units by the matching dollar amount (currently \$71.96 through fiscal year 2009) 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 2009 and thereafter, the amount of state “matching” funds shall not be less than an amount currently equal to \$5.59 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.

Direct Legislative Appropriations: Direct Legislative Appropriations for capital outlay project funding are targeted for specific projects within the school district. Specific legislators sponsor these projects. For the previous five years, the Legislature has appropriated approximately 500 projects per year with a total amount appropriated averaging \$35 million annually. Projects funded from these specific appropriations have become more widely used in recent years. These allocations are funded by the general fund or from the proceeds of the sale of severance tax bonds.

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

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

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

The Public School Buildings Act: This Act, commonly referred to as HB-33, allows districts to impose a tax not to exceed 10-mills for a maximum of six years on the net taxable value of property upon approval of qualified voters. These funds are to be used 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;

Explanation of Capital Outlay

3. Purchasing or improving public school grounds.
4. Administering the projects undertaken pursuant to items 1 and 3 of this section, including expenditures for facility maintenance software, project management software, project oversight and district personnel specifically related to administration of projects funded by the Public School Buildings Act; provided that expenditures pursuant to this subsection shall not exceed five percent of the total project costs.

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

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

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

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

1. There is no legal obligation for the school district or charter school to continue the lease from year to year or to purchase the real property;
2. The agreement provides that the lease shall be terminated if sufficient money is not available to meet the current lease payments.

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

1. money from the school district's general fund;
2. investment income actually received from investments;
3. proceeds from taxes imposed to pay school district general obligation bonds or taxes imposed pursuant to the Public School Capital Improvements Act [[22-25-1](#) NMSA 1978], the Public School Buildings Act [[22-26-1](#) NMSA 1978] or the Educational Technology Equipment Act [[6-15A-1](#) NMSA 1978];
4. revenues received from the sale of bonds or notes pursuant to the School Revenue Bond Act or the School District Bond Anticipation Notes Act [[22-19B-1](#) NMSA 1978];
5. loans, grants or lease payments received from the public school capital outlay council pursuant to the Public School Capital Outlay Act [[22-24-1](#) NMSA 1978];

6. state distributions to the school district pursuant to the Public School Improvements Act;
7. fees or assessments received by the school district;
8. proceeds from the sale of real property and rental income received from the rental or leasing of school district property;
9. grants from the federal government as assistance to those areas affected by federal activity authorized in accordance with Title 20 of the United States Code, commonly known as "PL 874 funds" or "impact aid"; and
10. revenues from the tax authorized pursuant to Sections 8 through 12 [[22-26A-8](#) through 22-26A-12 NMSA 1978] of the Public School Lease Purchase Act, if proposed by the local school board and approved by the voters.

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.

Explanation of Capital Outlay

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

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

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

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

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

EXPLANATION OF CAPITAL OUTLAY OFFSETS

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

What It is

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

How It Works

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

The offset applies to all PSCOC award allocations after January 2003.

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

Offset amounts not used in the current year apply to future PSCOC grant amounts.

The law gives districts the right to reject a direct appropriation because of the effect of the offset. For example, a school district receives a direct legislative appropriation for a specific purpose. The effect of the offset would cause the district to accordingly receive reduced PSCOC award funding for what it considers a higher priority need, and it chooses to reject the appropriation.

An Example

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

Fiscal Effects

The most significant effect of the offset is not to reduce total funds that the district receives², but instead to potentially reduce funds available for higher priority needs, in the event that the direct appropriation was for a lower-priority project than projects for which the district had applied for PSCOC award funding. In this case, the higher priority projects would have funding levels reduced by the amount of the offset.

Why An Offset?

The Legislature enacted the offset as one of a number of initiatives it has taken recently to better equalize state funding of capital requests across all of New Mexico's school districts. The 2002 report of the Special Master appointed as a result of the Zuni lawsuit specifically highlighted “*the disequalizing effect of direct legislative appropriation to individual schools for capital outlay purposes.*” The offset was enacted to mitigate this concern.

¹ Section 22-24-5.B(6) NMSA 1978

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

Bonding Indebtedness

Public School Bonding Indebtedness as of December 31, 2018

School District	2018 Initial Valuations	Bonding Capacity	Bonds Outstanding 12/31/18	Available Capacity	Percent of Capacity Bonded	FY18 MEM	Assessed Value Per MEM	Date of SB9 Mill Levy Election
1 ALAMOGORDO	\$ 832,244,987	\$ 49,934,699	\$ 32,065,000	\$ 17,869,699	64.2%	5927.75	\$ 140,398	2/5/2013
2 ALBUQUERQUE	\$ 16,742,529,957	\$ 1,004,551,797	\$ 627,740,000	\$ 376,811,797	62.5%	96810.25	\$ 172,942	2/5/2013
3 ANIMAS	\$ 3,721,762	\$ 2,263,306	\$ -	\$ 2,263,306	0.0%	167	\$ 225,879	2/7/2017
4 ARTESIA	\$ 1,600,689,313	\$ 96,041,359	\$ -	\$ 96,041,359	0.0%	3785.75	\$ 422,820	2/6/2018
5 AZTEC	\$ 650,610,363	\$ 39,036,622	\$ 27,500,000	\$ 11,536,622	70.4%	3036	\$ 214,299	5/7/2013
6 BELEN	\$ 630,293,746	\$ 37,817,625	\$ 36,920,000	\$ 897,625	97.6%	3844.75	\$ 163,936	2/7/2017
7 BERNALILLO	\$ 636,031,113	\$ 36,161,867	\$ 34,485,000	\$ 3,676,867	90.4%	2889.5	\$ 220,118	2/5/2013
8 BLOOMFIELD	\$ 762,465,055	\$ 45,747,903	\$ 35,220,000	\$ 10,527,903	77.0%	2865.5	\$ 266,084	2/5/2013
9 CAPITAN	\$ 426,286,299	\$ 25,577,178	\$ 4,330,000	\$ 21,247,178	16.9%	503.25	\$ 847,067	2/3/2015
10 CARLSBAD	\$ 2,725,791,438	\$ 163,547,486	\$ 44,280,000	\$ 119,267,486	27.1%	7215.15	\$ 377,756	2/5/2013
11 CARRIZO	\$ 70,388,051	\$ 4,223,283	\$ 3,155,000	\$ 1,068,283	74.7%	151	\$ 466,146	2/5/2013
12 CENTRAL	\$ 693,726,276	\$ 41,623,577	\$ 34,505,000	\$ 7,118,577	82.9%	5731.75	\$ 121,032	2/5/2013
13 CHAMA	\$ 147,655,309	\$ 8,859,319	\$ 8,245,000	\$ 614,319	93.1%	366	\$ 403,430	2/7/2017
14 CIMARRON	\$ 428,876,355	\$ 25,732,581	\$ 7,310,000	\$ 18,422,581	28.4%	433.5	\$ 989,334	2/3/2015
15 CLAYTON	\$ 134,808,514	\$ 8,088,511	\$ 7,425,000	\$ 663,511	91.8%	466	\$ 289,289	2/7/2017
16 CLOUDCROFT	\$ 206,973,602	\$ 12,418,416	\$ 6,015,000	\$ 6,403,416	48.4%	368	\$ 562,428	2/5/2013
17 CLOVIS	\$ 837,973,685	\$ 50,278,421	\$ 47,315,000	\$ 2,963,421	94.1%	7988.75	\$ 104,894	2/7/2017
18 COBRE	\$ 262,970,904	\$ 15,778,254	\$ 7,185,000	\$ 8,593,254	45.5%	1185	\$ 221,916	2/3/2015
19 CORONA	\$ 64,485,480	\$ 3,869,129	\$ 450,000	\$ 3,419,129	11.6%	64.5	\$ 999,775	2/3/2015
20 CUBA	\$ 141,741,479	\$ 8,504,489	\$ 3,115,000	\$ 5,389,489	36.6%	550	\$ 257,712	2/5/2013
21 DEMING	\$ 595,370,798	\$ 35,722,248	\$ 25,520,000	\$ 10,202,248	71.4%	5262.75	\$ 113,129	2/5/2013
22 DES MOINES	\$ 38,216,551	\$ 2,292,993	\$ 284,000	\$ 2,008,993	12.4%	91	\$ 419,962	2/7/2017
23 DEXTER	\$ 84,426,761	\$ 5,065,606	\$ 5,060,000	\$ 5,006	99.9%	944.75	\$ 89,364	2/2/2016
24 DORA	\$ 27,592,173	\$ 1,655,530	\$ 1,165,000	\$ 490,530	70.4%	240.5	\$ 114,728	2/7/2017
25 DULCE	\$ 300,434,805	\$ 18,026,088	\$ 16,295,000	\$ 1,731,088	90.4%	673	\$ 446,411	2/5/2013
26 ELLIDA	\$ 28,281,648	\$ 1,696,899	\$ -	\$ 1,696,899	0.0%	137.75	\$ 205,311	2/3/2015
27 ESPAÑOLA	\$ 590,998,167	\$ 35,459,890	\$ 21,325,000	\$ 14,134,890	60.1%	4166.5	\$ 141,845	2/5/2013
28 ESTANCIA	\$ 118,410,591	\$ 7,104,635	\$ 4,155,000	\$ 2,949,635	58.5%	606	\$ 195,397	4/12/2016
29 EUNICE	\$ 722,325,841	\$ 43,399,550	\$ 19,245,000	\$ 24,094,550	44.4%	782.25	\$ 923,395	2/2/2016
30 FARMINGTON	\$ 1,528,006,542	\$ 91,680,393	\$ 89,415,000	\$ 2,265,393	97.5%	11370.25	\$ 134,366	2/6/2018
31 FLOYD	\$ 14,994,840	\$ 899,690	\$ -	\$ 899,690	0.0%	214	\$ 70,069	2/3/2015
32 FT. SUMNER	\$ 91,348,468	\$ 5,480,908	\$ 2,285,000	\$ 3,195,908	41.7%	286.75	\$ 318,565	2/5/2013
33 GADSDEN	\$ 983,499,672	\$ 59,009,980	\$ 46,205,000	\$ 12,804,980	78.3%	13085.25	\$ 75,161	2/6/2018
34 GALLUP-MCKINLEY	\$ 836,647,457	\$ 50,198,847	\$ 47,055,000	\$ 3,143,847	93.7%	11443.5	\$ 73,111	2/2/2016
35 GRADY	\$ 10,063,999	\$ 603,840	\$ 414,000	\$ 189,840	68.6%	130.75	\$ 76,971	2/7/2017
36 GRANTS-CIBOLA	\$ 339,772,897	\$ 20,386,374	\$ 14,114,000	\$ 6,272,374	69.2%	3446	\$ 98,599	2/2/2016
37 HAGERMAN	\$ 39,517,340	\$ 2,371,040	\$ 750,000	\$ 1,621,040	31.6%	423.5	\$ 93,311	2/5/2013
38 HATCH	\$ 85,856,724	\$ 5,154,403	\$ 4,485,000	\$ 666,403	87.1%	1219.75	\$ 70,389	2/5/2013
39 HOBBS	\$ 1,582,784,488	\$ 94,967,069	\$ 50,940,000	\$ 44,027,069	53.6%	9722.75	\$ 162,792	2/3/2015
40 HONDO	\$ 37,387,387	\$ 2,243,243	\$ 1,435,000	\$ 808,243	64.0%	131	\$ 285,400	2/7/2017
41 HOUSE	\$ 15,767,307	\$ 946,038	\$ 265,000	\$ 681,038	28.0%	74.5	\$ 211,642	2/7/2017
42 JAL	\$ 1,768,516,729	\$ 106,111,004	\$ 43,280,000	\$ 62,831,004	40.8%	476.75	\$ 3,709,526	2/7/2017
43 JEMEZ MOUNTAIN	\$ 234,313,259	\$ 14,058,796	\$ -	\$ 14,058,796	0.0%	219	\$ 1,069,924	2/3/2015
44 JEMEZ VALLEY	\$ 109,156,022	\$ 6,549,361	\$ 4,105,000	\$ 2,444,361	62.7%	425.25	\$ 256,687	2/5/2013
45 LAKE ARTHUR	\$ 48,771,141	\$ 2,926,268	\$ 3,795,000	\$ (868,732)	129.7%	95	\$ 513,380	2/7/2017
46 LAS CRUCES	\$ 3,454,905,647	\$ 207,294,339	\$ 125,185,000	\$ 82,109,339	60.4%	25055.5	\$ 137,890	2/2/2016
47 LAS VEGAS CITY	\$ 278,575,560	\$ 16,714,534	\$ 12,975,000	\$ 3,739,534	77.6%	1534.75	\$ 181,512	2/7/2017
48 LAS VEGAS WEST	\$ 196,020,007	\$ 11,761,200	\$ 9,390,000	\$ 2,371,200	79.8%	1490	\$ 131,557	2/5/2013
49 LOGAN	\$ 69,196,770	\$ 4,151,806	\$ 2,385,000	\$ 1,766,806	57.4%	311.25	\$ 222,319	5/16/2017
50 LORDSBURG	\$ 133,747,501	\$ 8,024,860	\$ 7,015,000	\$ 1,009,860	87.4%	470.25	\$ 284,418	2/5/2013

Public School Bonding Indebtedness as of December 31, 2018

School District	2018 Initial Valuations	Bonding Capacity	Bonds Outstanding 12/31/18	Available Capacity	Percent of Capacity Bonded	FY18 MEM	Assessed Value Per MEM	Date of SB9 Mill Levy Election
51 LOS ALAMOS	\$ 745,267,498	\$ 44,716,050	\$ 31,280,000	\$ 13,436,050	70.0%	3667.5	\$ 203,209	No Election
52 LOS LUNAS	\$ 895,222,415	\$ 53,713,345	\$ 48,300,000	\$ 5,413,345	89.9%	8773.5	\$ 102,037	2/6/2018
53 LOVING MUNICIPAL	\$ 237,070,571	\$ 14,224,234	\$ 3,545,000	\$ 10,679,234	24.9%	532	\$ 445,621	2/5/2013
54 LOVINGTON	\$ 694,678,895	\$ 41,680,734	\$ 39,780,000	\$ 1,900,734	95.4%	3531.25	\$ 196,723	2/3/2015
55 MAGDALENA	\$ 30,458,455	\$ 1,827,507	\$ 1,370,000	\$ 457,507	75.0%	318.5	\$ 95,631	2/7/2017
56 MAXWELL	\$ 21,593,837	\$ 1,295,630	\$ 1,114,000	\$ 1,181,630	8.8%	111.5	\$ 193,667	2/5/2013
57 MELROSE	\$ 34,369,038	\$ 2,062,142	\$ 550,000	\$ 1,512,142	26.7%	227.5	\$ 151,073	2/7/2017
58 MESA VISTA	\$ 82,583,365	\$ 4,955,002	\$ 4,280,000	\$ 675,002	86.4%	236.5	\$ 349,190	2/5/2013
59 MORA	\$ 101,531,411	\$ 6,091,885	-	\$ 6,091,885	0.0%	414.75	\$ 244,801	2/5/2013
60 MORIARTY	\$ 567,933,067	\$ 34,075,984	\$ 21,325,000	\$ 12,750,984	62.6%	2933	\$ 193,636	2/3/2015
61 MOSQUERO	\$ 77,677,598	\$ 4,660,656	\$ 4,872,000	\$ (211,344)	104.5%	37.5	\$ 2,071,403	2/2/2016
62 MOUNTAINAIR	\$ 72,549,445	\$ 4,352,967	\$ 2,680,000	\$ 1,672,967	61.6%	214.5	\$ 338,226	2/2/2016
63 PECOS	\$ 139,986,249	\$ 8,399,175	\$ 4,375,000	\$ 4,024,175	52.1%	602.25	\$ 232,439	2/7/2017
64 PENASCO	\$ 56,141,252	\$ 3,368,475	\$ 1,470,000	\$ 1,898,475	43.6%	341.5	\$ 164,396	6/18/2013
65 POJAOQUE	\$ 174,140,328	\$ 10,448,420	\$ 5,860,000	\$ 4,588,420	56.1%	1967.75	\$ 88,497	2/5/2013
66 PORTALES	\$ 287,857,024	\$ 17,271,421	\$ 10,740,000	\$ 6,531,421	62.2%	2659.25	\$ 108,247	2/7/2017
67 QUEMADO	\$ 91,735,672	\$ 5,504,140	\$ 425,000	\$ 5,079,140	7.7%	149	\$ 615,676	2/7/2017
68 QUESTA	\$ 192,294,467	\$ 11,537,668	\$ 5,015,000	\$ 6,522,668	43.5%	491	\$ 391,638	2/5/2013
69 RATON	\$ 155,380,622	\$ 9,322,837	\$ 1,097,000	\$ 8,225,837	11.8%	891	\$ 174,389	2/7/2017
70 RESERVE	\$ 46,596,417	\$ 2,795,785	\$ 1,690,000	\$ 1,105,785	60.4%	127	\$ 366,901	2/5/2013
71 RIO RANCHO	\$ 2,280,162,355	\$ 136,809,741	\$ 124,135,000	\$ 15,674,741	88.5%	17676.5	\$ 128,994	2/6/2018
72 ROSWELL	\$ 1,077,890,843	\$ 64,673,451	\$ 39,135,000	\$ 25,538,451	60.5%	10076	\$ 106,976	2/5/2013
73 ROY	\$ 10,026,358	\$ 601,581	\$ 423,000	\$ 178,581	70.3%	48.5	\$ 206,729	2/2/2016
74 RUIDOSO	\$ 713,584,862	\$ 42,815,092	\$ 36,915,000	\$ 5,900,092	86.2%	1963.75	\$ 363,379	2/5/2013
75 SAN JON	\$ 15,514,533	\$ 930,872	\$ 90,000	\$ 840,872	9.7%	143	\$ 108,493	2/7/2017
76 SANTA FE	\$ 6,554,328,127	\$ 393,259,688	\$ 212,500,000	\$ 180,759,688	54.0%	16244.75	\$ 403,474	2/6/2018
77 SANTA ROSA	\$ 111,937,209	\$ 6,716,233	\$ 3,325,000	\$ 3,391,233	49.5%	640.25	\$ 174,834	2/5/2013
78 SILVER CITY	\$ 574,977,096	\$ 34,498,626	\$ 5,000,000	\$ 29,498,626	14.5%	2715.25	\$ 211,758	2/5/2013
79 SOCORRO	\$ 187,509,044	\$ 11,250,543	\$ 10,229,000	\$ 1,021,543	90.9%	1642.75	\$ 114,143	2/6/2018
80 SPRINGER	\$ 41,299,618	\$ 2,477,977	\$ 532,000	\$ 1,945,977	21.5%	137.5	\$ 300,361	2/2/2016
81 TAOS	\$ 1,174,163,675	\$ 70,449,821	\$ 27,120,000	\$ 43,329,821	36.5%	3289	\$ 356,997	2/5/2013
82 TATUM	\$ 97,141,908	\$ 5,828,514	\$ 2,575,000	\$ 3,253,514	44.2%	320	\$ 303,568	2/5/2013
83 TEXICO	\$ 86,194,552	\$ 5,171,673	\$ 3,640,000	\$ 1,531,673	70.4%	538	\$ 160,213	2/5/2013
84 T OR C	\$ 319,657,445	\$ 19,179,447	\$ 12,625,000	\$ 6,554,447	65.8%	1225.75	\$ 260,785	2/7/2017
85 TUCUMCARI	\$ 118,464,317	\$ 7,107,859	\$ 4,490,000	\$ 2,617,859	63.2%	952.75	\$ 124,339	2/5/2013
86 TULAROSA	\$ 100,780,137	\$ 6,046,808	\$ 4,790,000	\$ 1,256,808	79.2%	837.25	\$ 120,370	2/3/2015
87 VAUGHN	\$ 95,754,251	\$ 5,745,255	\$ 2,390,000	\$ 3,355,255	41.6%	66.5	\$ 1,439,914	2/3/2015
88 WAGON MOUND	\$ 33,083,870	\$ 1,985,032	\$ 880,000	\$ 1,105,032	44.3%	62	\$ 533,611	2/4/2014
89 ZUNI	\$ 2,227,109	\$ 133,627	-	\$ 133,627	0.0%	1271.5	\$ 1,752	2/6/2018
90 STATEWIDE	\$ 60,696,935,715	\$ 3,641,936,141	\$ 2,202,364,000	\$ 1,439,572,141	60%	326958		

Source: PED

SB9/HB33 Status

Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33) Status After 2018 Elections

School District	SB9 ¹				HB33 ⁷					
	Successful Election Date	Next Election	Mills	Lease Purchase Payments	Successful Election Date	Next Election	Mills	Activity Vehicles	Lease Purchase Payments	Project Administration
1 ALAMOGORDO ²	2/5/2013	2019	1.889		4/10/2018	2024	1.400	YES	YES	YES
2 ALAMOGORDO ²	2/5/2013	2019	2.000							
3 ALBUQUERQUE	2/5/2013	2019	2.000		2/2/2016	2022 ⁴	3.838		YES	YES
4 ALBUQUERQUE					2/2/2016	2022 ⁴	4.344		YES	YES
5 ANIMAS	2/7/2017	2023	2.000	YES						
6 ARTESIA	2/6/2018	2024	2.000	YES	2/2/2016	2022	5.000	YES	YES	YES
7 AZTEC ³	5/7/2013	2019	1.886							
8 AZTEC ³	5/7/2013	2019	2.000							
9 BELEN	2/7/2017	2023	2.000	YES						
10 BERNALILLO	2/5/2013	2019	2.000	YES						
11 BLOOMFIELD	2/5/2013	2019	2.000							
12 CAPITAN	2/3/2015	2021	2.000	YES						
13 CARLSBAD	2/5/2013	2019	2.000		2/2/2016	2022 ⁵	1.796		YES	YES
14 CARLSBAD					2/2/2016	2022 ⁵	1.987		YES	YES
15 CARRIZO	2/5/2013	2019	2.000							
16 CENTRAL	2/5/2013	2019	2.000							
17 CHAMA	2/7/2017	2023	2.000	YES						
18 CIMARRON	2/3/2015	2021	2.000	YES						
19 CLAYTON	2/7/2017	2023	2.000	YES						
20 CLOUDCROFT	2/5/2013	2019	2.000							
21 CLOVIS	2/7/2017	2023	2.000	YES						
22 COBRE	2/3/2015	2021	2.000							
23 CORONA	2/3/2015	2021	2.000	YES						
24 CUBA	2/5/2013	2019	2.000							
25 DEMING	2/5/2013	2019	2.000							
26 DES MOINES	2/7/2017	2023	2.000	YES						
27 DEXTER	2/2/2016	2022	2.000	YES						
28 DORA	2/7/2017	2023	2.000	YES						
29 DULCE	2/5/2013	2019	2.000							
30 ELIDA	2/3/2015	2021	2.000	YES						
31 ESPAÑOLA	2/5/2013	2019	2.000							
32 ESTANCIA	4/12/2016	2022	2.000	YES						
33 EUNICE	2/2/2016	2022	2.000	YES	2/2/2016	2022 ⁶	2.000	YES	YES	YES
34 EUNICE					2/2/2016	2020 ⁶	4.000			
35 FARMINGTON	2/6/2018	2024	2.000		2/6/2018	2024	2.250			YES
36 FLOYD	2/3/2015	2021	2.000	YES						
37 FT. SUMNER	2/5/2013	2019	2.000							
38 GADSDEN	2/6/2018	2024	2.000	YES						
39 GALLUP	2/2/2016	2022	2.000	YES						

Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33) Status After 2018 Elections

School District	SB9 ¹				HB33 ⁷					
	Successful Election Date	Next Election	Mills	Lease Purchase Payments	Successful Election Date	Next Election	Mills	Activity Vehicles	Lease Purchase Payments	Project Administration
40 GRADY	2/7/2017	2023	2.000	YES						
41 GRANTS	2/2/2016	2021	2.000	YES						
42 HAGERMAN	2/5/2013	2019	2.000							
43 HATCH	2/5/2013	2019	2.000	YES						
44 HOBBS	2/3/2015	2021	2.000	YES	2/3/2015	2021	4.000	YES	YES	YES
45 HONDO	2/7/2017	2023	2.000	YES						
46 HOUSE	2/7/2017	2023	2.000	YES						
47 JAL	2/7/2017	2023	2.000							
48 JEMEZ MOUNTAIN	2/3/2015	2021	2.000	YES						
49 JEMEZ VALLEY	2/5/2013	2019	2.000							
50 LAKE ARTHUR	2/7/2017	2023	2.000	YES						
51 LAS CRUCES	2/2/2016	2022	2.000	YES	2/4/2014	2020	3.000	YES	YES	YES
52 LAS VEGAS CITY	2/7/2017	2023	2.000	YES						
53 LAS VEGAS WEST	2/5/2013	2019	2.000							
54 LOGAN	5/16/2017	2023	2.000	YES						
55 LORDSBURG	2/5/2013	2019	2.000							
56 LOS ALAMOS	No Election	2019			1/26/2016	2022	3.246	YES	YES	YES
57 LOS LUNAS	2/6/2018	2024	2.000		2/6/2018	2024	3.000	YES	YES	YES
58 LOVING	2/5/2013	2019	2.000							
59 LOVINGTON	2/3/2015	2019	2.000		2/7/2017	2023	2.000	YES	YES	YES
60 MAGDALENA	2/7/2017	2023	2.000	YES						
61 MAXWELL	2/5/2013	2019	2.000							
62 MELROSE	2/7/2017	2023	2.000	YES						
63 MESA VISTA	2/5/2013	2019	2.000							
64 MORA	2/5/2013	2019	2.000							
65 MORIARTY	2/3/2015	2021	2.000	YES						
66 MOSQUERO	2/2/2016	2022	2.000							
67 MOUNTAINAIR	2/2/2016	2022	2.000							
68 PECOS	2/7/2017	2023	2.000	YES						
69 PENASCO	6/18/2013	2019	2.000							
70 POJOAQUE	2/5/2013	2019	2.000	YES						
71 PORTALES	2/7/2017	2023	2.000	YES						
72 QUEMADO	2/7/2017	2023	2.000	YES						
73 QUESTA	2/5/2013	2019	2.000							
74 RATON	2/7/2017	2023	2.000	YES						
75 RESERVE	2/5/2013	2019	2.000							
76 RIO RANCHO	2/6/2018	2024	2.000	YES						
77 ROSWELL	2/5/2013	2019	2.000							
78 ROY	2/2/2016	2022	2.000	YES						

Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33) Status After 2018 Elections

		SB9 ¹					HB33 ⁷				
School District	Successful Election Date	Next Election	Mills	Lease Purchase Payments		Successful Election Date	Next Election	Mills	Activity Vehicles	Lease Purchase Payments	Project Administration
79 RUIDOSO	2/5/2013	2019	2.000								
80 SAN JON	2/7/2017	2023	2.000	YES							
81 SANTA FE	2/6/2018	2024	2.000			2/3/2015	2021	1.500		YES	YES
82 SANTA ROSA	2/5/2013	2019	2.000								
83 SILVER CITY	2/5/2013	2019	2.000			2/7/2017	2023	1.500	YES	YES	YES
84 SOCORRO	2/6/2018	2024	2.000	YES							
85 SPRINGER	2/2/2016	2022	2.000	YES							
86 TAOS	2/5/2013	2019	2.000								
87 TATUM	2/5/2013	2019	2.000								
88 TEXICO	2/5/2013	2019	2.000								
89 T OR C	2/7/2017	2023	2.000	YES							
90 TUCUMCARI	2/5/2013	2019	2.000								
91 TULAROSA	2/3/2015	2021	2.000	YES							
92 VAUGHN	2/3/2015	2021	2.000	YES							
93 WAGON MOUND	2/4/2014	2020	2.000								
94 ZUNI	2/6/2018	2024	2.000	YES							

Source: PED

¹All school districts with an SB9 mill levy are authorized to use funds for erecting, remodeling, making additions to, providing equipment for, or furnishing public school buildings; purchasing activity vehicles for transporting students to extracurricular school activities; purchasing computer software and hardware for student use in public school classrooms; purchasing and installing education technology improvements, excluding salary expenses of school district employees, but including tools used in the educational process that constitute learning or administrative resources.

²Alamogordo Municipal School District has a tax rate of \$1,889 per each \$1,000 for residential property value and a tax rate of \$2 per each \$1,000 for non-residential property value.

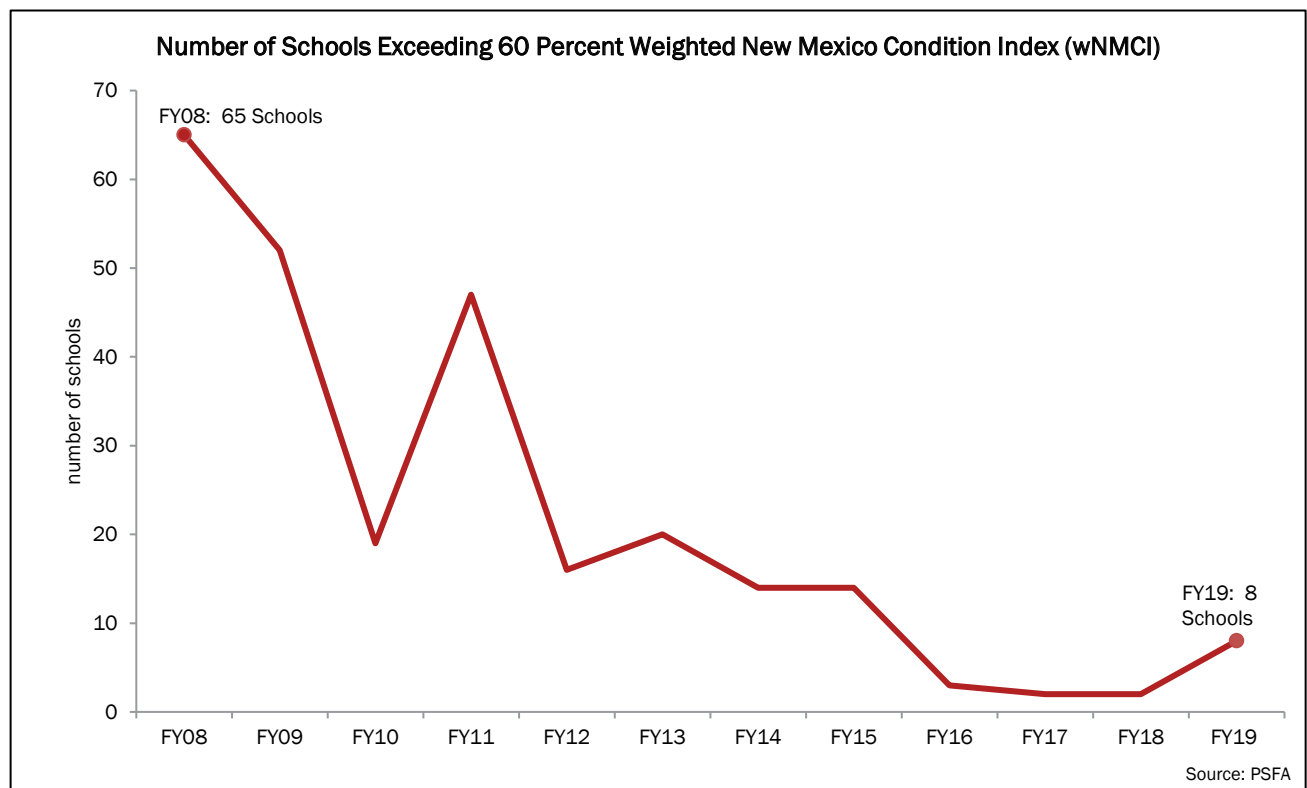
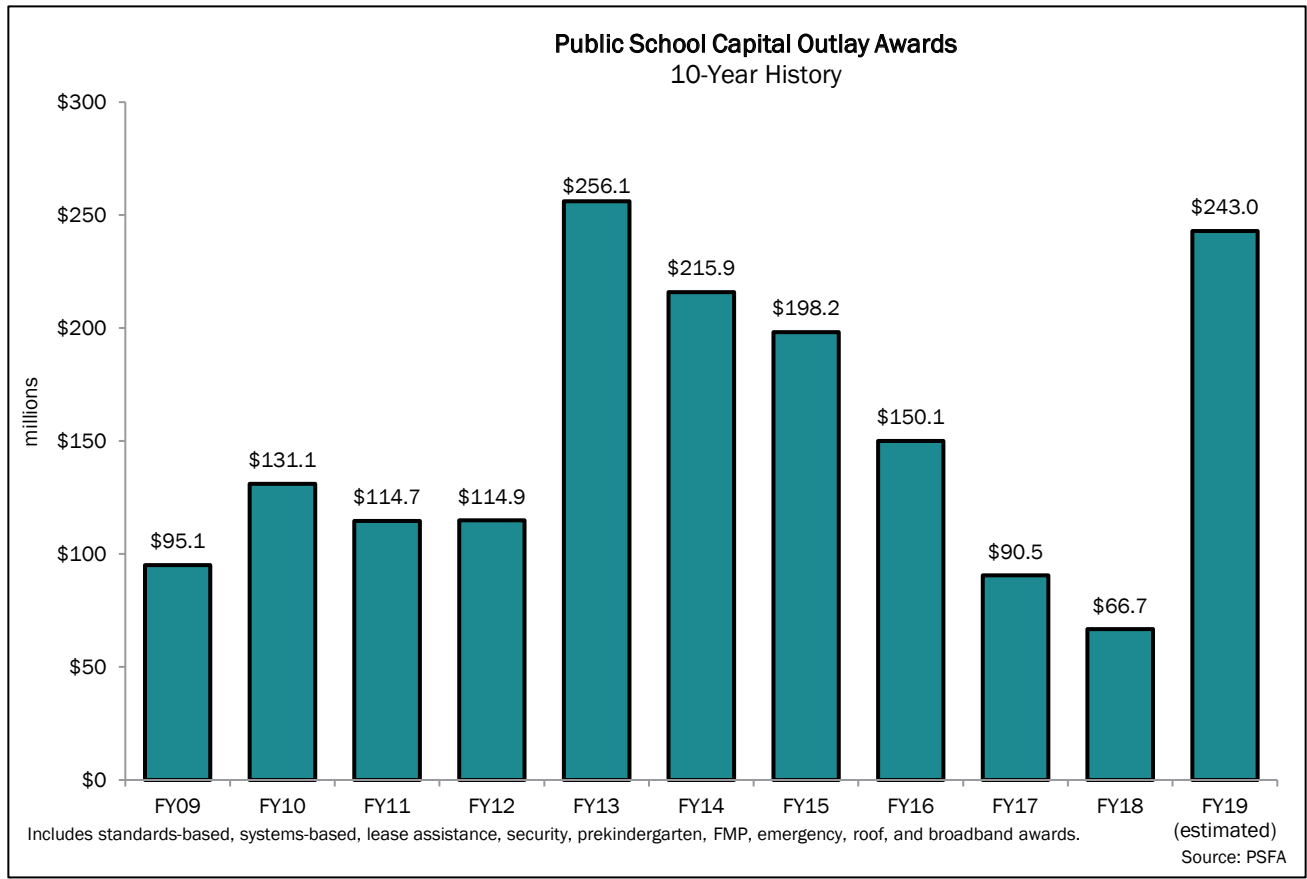
³Aztec Municipal School District has a tax rate of \$1,886 per each \$1,000 for residential property value and a tax rate of \$2 per each \$1,000 for non-residential property value.

⁴Abuquerque Public Schools has a tax rate of \$3,838 per each \$1,000 for residential property value and a tax rate of \$4,344 per each \$1,000 for non-residential property value.

⁵Carlsbad Municipal Schools has a tax rate of \$1,796 per each \$1,000 for residential property value and a tax rate of \$1,987 per each \$1,000 for non-residential property value.

⁶Eunice Public School District has approved two separate mill levies. The first mill levy has a tax rate of \$2 per each \$1,000 of net taxable value for six property tax years. The second mill levy has a tax rate of \$4 per each \$1,000 of net taxable value for four property tax years.

⁷All school districts with an HB33 mill levy are authorized to use funds for erecting, remodeling, making additions to, providing equipment for, or furnishing public buildings; payments made pursuant to a financing agreement entered into by a school district or 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; purchasing or improving public school grounds; purchasing activity vehicles for transporting students to extracurricular activities, provided that this authorization does not apply to school districts with a student MEM greater than 60 thousand; project administration; purchasing and installing education technology improvements, excluding salary expenses of school district employees, but including tools used in the educational process that constitute learning or administrative resources.



Standards-Based Awards

PSCOC Standards-Based Awards By School District FY19

School District	School	2018-2019 w/NMCI	2018-2019 FCI	FMAR	Award Language	Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match
1 Alamogordo	Holloman ES	64.45%	74.69%	75.14%	Planning and design for a replacement facility to the GSF pursuant to the Adequacy Planning Guide with a core capacity of 600 and initial classrooms for 500 students, grades K-5. Award includes demolition of existing Holloman ES. Demolition of Holloman IS is not included at this time. The play field/track on this site is excluded from the scope of this award. Any federal funding to support this or future phases will be primary sources to complete the work; non-funded balances for the scope of work may be considered at a future PSCOC meeting for award at the state/local match percentages.	\$34,207,757	38%	62%	\$ -	\$ 1,299,895	\$ 2,120,881
2 Belen	Jaramillo ES	67.65%	65.99%	82.20%	Funding to complete educational specifications to determine options to maximize utilization of current school facilities to the GSF pursuant to the Adequacy Planning Guide for 350 students, 3&4 year-old DD Pre-K-3rd grade. Upon completion, district may return to the PSCOC for next out-of-cycle funding phase, approval of options, and update to the total project cost estimate.	\$17,136,996	43%	57%	\$ -	\$ 32,250	\$ 42,750
3 Gallup-McKinley	Rocky View ES / Red Rock ES	69.42% / 49.31	64.47% / 69.17%	49.76% / 31.86%	Funding to complete feasibility study to determine option to maximize utilization of current school facilities including closure of Rocky View ES. Upon completion, district may return to the PSCOC for next out-of-cycle funding phase, approval of options and total student capacity limited to the GSF pursuant to the Adequacy Planning Guide and update to the total project cost estimate.	\$30,842,957	20%	80%	\$ -	\$ 15,000	\$ 60,000
4 Gallup-McKinley	Tohatchi HS	49.27%	71.49%	61.43%	Funding to complete feasibility/utilization study to determine options to maximize utilization of the current school facilities. Upon completion, district may return to the PSCOC for next out-of-cycle funding phase, approval of options and total student capacity to the GSF pursuant to the Adequacy Planning Guide, and update to the total project cost estimate.	\$31,424,650	20%	80%	\$ -	\$ 15,000	\$ 60,000
5 Las Cruces	Desert Hills ES	43.36%	51.51%	67.42%	Planning and design for renovations and additions to the existing facility to the GSF pursuant to the Adequacy Planning Guide for 648 students, grades K-5. The award includes removal of the portables on site which will be replaced with permanent facilities as part of this project.	\$5,725,000	36%	64%	\$ -	\$ 206,100	\$ 366,400
6 Las Vegas	Sierra Vista ES	46.85%	61.80%	53.78%	Planning, and design, for renovation of the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 330 students, 3&4-year-old DD Pre-K-6th grade.	\$8,441,479	47%	53%	\$ -	\$ 396,750	\$ 447,398
7 Los Alamos	Barranca Mesa ES	55.13%	73.96%	75.70%	Planning, design, and construction for renovation/replacement of the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 450 students, 3&4-year-old DD Pre-K-6th grade.	\$18,798,134	53%	47%	\$ -	\$ 9,963,011	\$ 8,835,123
8 Los Lunas	Peralta ES	46.18%	62.29%	58.40%	Funding to complete educational specifications and a campus feasibility/utilization study, to determine options to renovate and/or replace the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 369 students, 3&4-year-old DD Pre-K-6th grade. Award includes funding for minor upgrades to the existing portable campus to house students from Peralta ES during construction. Offset carryforward of \$12,000 will apply to future awards or award phases.	\$17,856,749	24%	76%	\$ 57,000	\$ 75,000	\$ -
9 Roswell	Mesa MS	71.85%	81.49%	74.62%	Planning and design for renovation and addition to the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 513 students, grades 6-8.	\$16,322,078	29%	71%	\$ -	\$ 473,340	\$ 1,158,868
10 Roswell	Nancy Lopez ES	45.78%	74.29%	78.91%	Funding to complete educational specifications to include updated enrollment projections and definition of educational program. Upon completion, district may return to the PSCOC for next out-of-cycle funding phase, approval of options for renovations/replacements/additions and total student capacity to the GSF pursuant to the Adequacy Planning Guide, and update to the total project cost estimate.	\$10,133,138	29%	71%	\$ -	\$ 21,750	\$ 53,250
11 Zuni	Zuni MS	41.99%	69.19%	61.73%	Funding to complete feasibility/structural study to determine options to maximize utilization of the current school facilities. Upon completion, district may return to the PSCOC for next out-of-cycle funding phase, approval of options and total student capacity to the GSF pursuant to the Adequacy Planning Guide, and update to the total project cost estimate.	\$19,793,143	0%	100%	\$ -	\$ -	\$ 75,000
12 SUBTOTAL						\$210,682,081				\$ 12,498,095	\$ 13,219,670

Source: PSA

Systems-Based Awards

PSCOC Systems-Based Awards FY19

School District	School	FCI	2018-2019 w/NIMCI	Campus FMAR	Award Language	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match
1 Alamogordo	Buena Vista ES	73.95%	38.51%	80.95%	Planning, design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 36,100 square feet (whole campus). Systems are limited to: Walkways, Exterior Walls, Exterior Windows & Doors, and Interior Doors, Partitions, Stairs, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 1,071,429	38%	62%	\$ -	\$ 407,143	\$ 664,286
2 Alamogordo	Sacramento ES	72.82%	-	63.24%	Retroactive funding to complete demolition of the existing 50,081 square foot facility under the previously awarded project P11-002 Desert Star ES, which provided a new elementary school to relieve overcrowding at Yucca ES and to combine it with Sacramento ES. Portables may remain on site as non-educational space to support district needs.	\$ 1,000,000	30%	70%	\$ -	\$ 300,000	\$ 700,000
3 Belen	Dennis Chavez ES	59.69%	33.84%	83.52%	Planning, design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 45,594 square feet (partial campus). Systems are limited to: Parking Lots, Site Lighting, Drainage, Exterior Windows & Doors, Roof, Floor Finishes, HVAC, Main Power/Emergency, Lighting/Branch Circuits, Plumbing, Fire Alarm System, and Security Systems (Communication), as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 2,557,091	43%	57%	\$ -	\$ 1,099,549	\$ 1,457,542
4 Bernalillo	Bernalillo MS	53.36%	27.66%	73.69%	Planning, design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 69,139 square feet (partial campus). Systems are limited to: Parking Lots, Roof, Plumbing, Fire Alarm System, and Exterior Walls, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. The district is encouraged to consider strategies to right-size their facilities.	\$ 4,004,139	59%	41%	\$ -	\$ 2,362,442	\$ 1,641,697
5 Carrizozo	Carrizozo Combined School **	66.14%	56.42%	61.84%	Funding to complete district-wide feasibility/utilization study to determine options to maximize utilization of the current school facilities. Upon completion, district may return to the PSCOC for out-of-cycle funding, including approval of options under the systems-based program, or potential conversion to a standards-based grant and update to the total project cost estimate.	\$ 75,000	90%	10%	\$ 7,500	\$ 75,000	\$ -
6 Cloudcroft	Cloudcroft ES	63.82%	27.37%	53.69%	Planning, design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 13,700 square feet (partial campus). Systems are limited to: Roof, Ceiling Finishes, and Lighting/Branch Circuits, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. The district is encouraged to consider strategies to right-size their facilities.	\$ 429,282	90%	10%	\$ 42,928	\$ 429,282	\$ 0

Systems-Based Awards

PSCOC Systems-Based Awards FY19

School District	School	FCI	2018-2019 w/NMCI	Campus FMAR	Award Language	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match
7 Deming	Chaparral ES	53.25%	27.50%	75.72%	Planning, design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 48,347 square feet (partial campus). Systems are limited to HVAC and Ceiling Finishes, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 2,334,728	31%	69%	\$ -	\$ 723,766	\$ 1,610,962
8 Floyd	Floyd Combined School	46.03%	34.41%	74.15%	Planning, design and construction funding to complete system upgrades at the existing site to the GSF pursuant to the Adequacy Planning Guide. Systems are limited to Parking Lots as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. The district is encouraged to consider strategies to right-size their facilities.	\$ 576,443	24%	76%	\$ 12,000	\$ 150,346	\$ 426,097
9 Las Cruces	Fairacres ES	77.23%	32.13%	58.47%	Planning, design and construction funding to complete system upgrades at the existing site to the GSF pursuant to the Adequacy Planning Guide. Systems are limited to Parking Lots and Site Drainage as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 491,429	36%	64%	\$ -	\$ 176,914	\$ 314,515
10 Las Cruces	Lynn MS	71.65%	37.32%	75.90%	Planning, design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 67,121 square feet (partial campus). Systems are limited to: Floor Finishes, Interior Doors, Partitions, Stairs, HVAC, and Lighting/Branch Circuits, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 4,248,260	36%	64%	\$ -	\$ 1,529,374	\$ 2,718,886
11 Las Cruces	Mesilla Valley Leadership Academy	67.17%	37.46%	56.61%	Planning, design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 12,943 square feet (partial campus). Systems are limited to Roof, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 390,000	36%	64%	\$ -	\$ 140,400	\$ 249,600
12 Las Cruces	Rio Grande Preparatory Institute	68.55%	36.16%	-	Planning, design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 42,940 square feet (whole campus). Systems are limited to Roof, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 1,085,986	36%	64%	\$ -	\$ 390,955	\$ 695,031
13 Las Cruces	Highland ES	67.41%	28.28%	70.26%	Planning, design and construction funding to complete system upgrades at the existing facilities to the defined participation limits of the funding program for 83,833 square feet (whole campus). Systems are limited to: Interior Doors, Partitions, Stairs, and Lighting/Branch Circuits, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 359,171	36%	64%	\$ -	\$ 129,302	\$ 229,869

PSCOC Systems-Based Awards FY19

School District	School	FCI	2018-2019 w/NMCI	Campus FMAR	Award Language	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match
14 Las Cruces	Hillrise ES	58.20%	27.54%	76.41%	Planning, design and construction funding to complete system upgrades at the existing facilities to the defined participation limits of the funding program for 399 square feet (partial campus). Systems are limited to Interior Doors, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 61,109	36%	64%	\$ -	\$ 21,999	\$ 39,110
15 Las Cruces	Mayfield HS	43.33%	29.94%	75.89%	Planning, design and construction funding to complete system upgrades at the existing site to the defined participation limits of the funding program. Systems are limited to: Fencing, Site Lighting, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 383,387	36%	64%	\$ -	\$ 138,019	\$ 245,368
16 Las Cruces	Oñate HS	61.78%	32.78%	54.31%	Planning, design and construction funding to complete system upgrades at the existing facilities to the defined participation limits of the funding program for 177,871 square feet (partial campus). Systems are limited to: Lighting/Branch Circuits, and Security Systems (intercom), as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. The district is encouraged to consider strategies to right-size their facilities.	\$ 514,293	36%	64%	\$ -	\$ 185,145	\$ 329,147
17 Las Cruces	Picacho MS	65.77%	30.49%	68.13%	Planning, design and construction funding to complete system upgrades at the existing site to the defined participation limits of the funding program. Systems are limited to Fencing as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 220,684	36%	64%	\$ -	\$ 79,446	\$ 141,238
18 Las Cruces	Vista MS	60.72%	33.51%	65.93%	Planning, design and construction funding to complete system upgrades at the existing site to the defined participation limits of the funding program. Systems are limited to Fencing as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 91,886	36%	64%	\$ -	\$ 33,079	\$ 58,807
19 Los Lunas	Los Lunas MS	45.50%	40.77%	76.32%	Planning, design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 79,758 square feet (partial campus). Systems are limited to: Parking Lots, Playground Equipment, Site Lighting, Site Drainage, Walkways, Roof, Ceiling Finishes, Floor Finishes, Interior Walls, HVAC, Main Power/Emergency, Lighting/Branch Circuits, Plumbing, Fire Sprinkler, Demolition, and Security Systems (Access Control), as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount. The district shall pursue legal remedy on roof warranty(ies). Any costs recovered in association with this work shall be split at the state/local match of this award, and shared proportionately between the district and the PSCOC.	\$ 4,115,790	24%	76%	\$ -	\$ 987,790	\$ 3,128,000

Systems-Based Awards

PSCOC Systems-Based Awards FY19

School District	School	FCI	2018-2019 w/NIMCI	Campus FMAR	Award Language	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match
20 Magdalena	Magdalena Combined School	77.34%	33.87%	82.67%	Planning, design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 20,228 square feet (partial campus). Systems are limited to: HVAC, Roof, and Air/Ventilation, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 608,967	25%	75%	\$ 52,800	\$ 205,042	\$ 403,925
21 Socorro	Sarracino MS	47.21%	40.48%	65.11%	Funding to complete district-wide feasibility/utilization study to determine options to maximize utilization of the current school facilities. Upon completion, district may return to the PSCOC for out-of-cycle funding, including approval of options under the systems-based program, or potential conversion to a standards-based grant and update to the total project cost estimate.	\$ 75,000	28%	72%	\$ -	\$ 21,000	\$ 54,000
22 Socorro	Socorro HS	51.97%	30.19%	69.06%	Award consideration is deferred pending the outcome of the district-wide feasibility/utilization study; upon completion, district may return to the PSCOC for out-of-cycle funding, including approval of options.	\$ -	28%	72%	\$ -	\$ -	\$ -
23 Tularosa	Tularosa MS	74.75%	50.44%	57.04%	Funding to complete district-wide feasibility/utilization study to determine options to maximize utilization of the current school facilities. Upon completion, district may return to the PSCOC for out-of-cycle funding, including approval of options under the systems-based program, or potential conversion to a standards-based grant and update to the total project cost estimate.	\$ 75,000	29%	71%	\$ -	\$ 21,750	\$ 53,250
24 West Las Vegas	Tony Serna Jr. ES	58.94%	37.21%	63.75%	Funding to complete district-wide feasibility/utilization study to determine options to maximize utilization of the current school facilities prior to design and construction funding to complete system upgrades at the existing facilities to the GSF pursuant to the Adequacy Planning Guide for 19,517 square feet (partial campus). Systems are limited to: Site Lighting, Site Utilities, Exterior Walls, Exterior Windows and Doors, Roof, Ceiling Finishes, Interior Doors, Partitions and Stairs, Interior Walls, HVAC, Lighting/Branch Circuits and Fire Alarm Systems, as identified in the district's application, including associated incidental systems directly related to the work in this award. Any deviation from the listed systems must receive PSFA approval and associated costs must be within the award amount.	\$ 1,084,873	33%	67%	\$ 107,663	\$ 465,671	\$ 619,202
SUBTOTAL						\$ 25,853,947				\$ 10,073,414	\$ 15,780,533

Source: PSFA

Security Awards

PSCOC School Security Awards FY19

School District	School	Rank	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match	
1	Alamogordo	Alamogordo HS	37	\$ 332,544	38%	62%	\$ -	\$ 126,367	\$ 206,177
2	Alamogordo	Buena Vista ES	5	\$ 265,030	38%	62%	\$ -	\$ 100,711	\$ 164,318
3	Alamogordo	Chaparral MS	64	\$ 15,259	38%	62%	\$ -	\$ 5,798	\$ 9,461
4	Alamogordo	Holloman MS	38	\$ 6,936	38%	62%	\$ -	\$ 2,636	\$ 4,300
5	Albuquerque	Adobe Acres ES	69	\$ 139,818	45%	55%	\$ 76,900	\$ 62,918	\$ 76,900
6	Albuquerque	Alameda ES	25	\$ 131,528	45%	55%	\$ 72,340	\$ 59,188	\$ 72,340
7	Albuquerque	Alamosa ES	95	\$ 133,988	45%	55%	\$ 73,693	\$ 60,295	\$ 73,693
8	Albuquerque	Albuquerque HS	183	\$ 265,388	45%	55%	\$ 145,963	\$ 265,388	\$ -
9	Albuquerque	Alvarado ES	162	\$ 132,212	45%	55%	\$ 72,717	\$ 132,212	\$ -
10	Albuquerque	Bandelier ES	10	\$ 136,262	45%	55%	\$ 74,944	\$ 61,318	\$ 74,944
11	Albuquerque	Bellehaven ES	116	\$ 132,824	45%	55%	\$ 73,053	\$ 59,771	\$ 73,053
12	Albuquerque	Career Enrichment Center/ Early College Academy	132	\$ 133,016	45%	55%	\$ 73,159	\$ 59,857	\$ 73,159
13	Albuquerque	Chamiza ES	102	\$ 141,526	45%	55%	\$ 77,840	\$ 63,687	\$ 77,840
14	Albuquerque	Chaparral ES	193	\$ 149,493	45%	55%	\$ 82,221	\$ 149,493	\$ -
15	Albuquerque	Cibola HS	110	\$ 274,796	45%	55%	\$ 151,138	\$ 123,658	\$ 151,138
16	Albuquerque	Cochiti ES	169	\$ 133,472	45%	55%	\$ 73,410	\$ 133,472	\$ -
17	Albuquerque	Coronado ES	199	\$ 126,560	45%	55%	\$ 69,608	\$ 126,560	\$ -
18	Albuquerque	Corrales ES	101	\$ 141,722	45%	55%	\$ 77,947	\$ 63,775	\$ 77,947
19	Albuquerque	Del Norte HS	56	\$ 257,340	45%	55%	\$ 141,537	\$ 115,803	\$ 141,537
20	Albuquerque	Dolores Gonzales ES	149	\$ 131,252	45%	55%	\$ 72,189	\$ 131,252	\$ -
21	Albuquerque	Duranos ES	154	\$ 129,930	45%	55%	\$ 71,461	\$ 129,930	\$ -
22	Albuquerque	East San Jose ES	55	\$ 132,890	45%	55%	\$ 73,090	\$ 59,801	\$ 73,090
23	Albuquerque	Edward Gonzales ES	127	\$ 133,052	45%	55%	\$ 73,179	\$ 59,873	\$ 73,179
24	Albuquerque	Eisenhower MS	46	\$ 176,126	45%	55%	\$ 96,869	\$ 79,257	\$ 96,869
25	Albuquerque	El Camino Real Academy	217	\$ 71,608	45%	55%	\$ 39,384	\$ 71,608	\$ -
26	Albuquerque	Eldorado HS	45	\$ 271,982	45%	55%	\$ 149,590	\$ 122,392	\$ 149,590
27	Albuquerque	Emerson ES	52	\$ 135,162	45%	55%	\$ 74,339	\$ 60,823	\$ 74,339
28	Albuquerque	Garfield MS	81	\$ 171,704	45%	55%	\$ 94,437	\$ 77,267	\$ 94,437
29	Albuquerque	Grant MS	47	\$ 191,708	45%	55%	\$ 105,439	\$ 86,269	\$ 105,439
30	Albuquerque	Griegos ES	144	\$ 129,210	45%	55%	\$ 71,065	\$ 129,210	\$ -
31	Albuquerque	Harrison MS	121	\$ 206,635	45%	55%	\$ 113,649	\$ 92,986	\$ 113,649
32	Albuquerque	Hawthorne ES	16	\$ 139,606	45%	55%	\$ 76,784	\$ 62,823	\$ 76,784
33	Albuquerque	Hayes MS	200	\$ 178,238	45%	55%	\$ 98,031	\$ 178,238	\$ -
34	Albuquerque	Helen Cordero K-2 Primary School	138	\$ 133,273	45%	55%	\$ 73,300	\$ 133,273	\$ -
35	Albuquerque	James Monroe MS	8	\$ 178,834	45%	55%	\$ 98,359	\$ 80,475	\$ 98,359
36	Albuquerque	Jefferson MS	78	\$ 180,630	45%	55%	\$ 99,346	\$ 81,283	\$ 99,346
37	Albuquerque	Jimmy Carter MS	70	\$ 190,060	45%	55%	\$ 104,533	\$ 85,527	\$ 104,533
38	Albuquerque	John Adams MS	128	\$ 182,838	45%	55%	\$ 100,561	\$ 82,277	\$ 100,561
39	Albuquerque	Kennedy MS	60	\$ 178,545	45%	55%	\$ 98,200	\$ 80,345	\$ 98,200
40	Albuquerque	Kit Carson ES	9	\$ 140,268	45%	55%	\$ 77,147	\$ 63,120	\$ 77,147
41	Albuquerque	Lavaland ES	51	\$ 137,875	45%	55%	\$ 75,831	\$ 62,044	\$ 75,831
42	Albuquerque	LBJ MS	150	\$ 181,335	45%	55%	\$ 99,734	\$ 181,335	\$ -
43	Albuquerque	Lew Wallace ES	182	\$ 127,376	45%	55%	\$ 70,057	\$ 127,376	\$ -

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School District	School	Rank	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match		
44	Albuquerque	Longfellow ES	137	\$ 128,804	45%	55%	\$ 70,842	\$ 79,599	\$ 49,205	44
45	Albuquerque	Los Ranchos ES	80	\$ 131,966	45%	55%	\$ 72,581	\$ 59,385	\$ 72,581	45
46	Albuquerque	Lowell ES	157	\$ 132,799	45%	55%	\$ 73,039	\$ 132,799	\$ -	46
47	Albuquerque	Madison MS	14	\$ 176,253	45%	55%	\$ 96,939	\$ 79,314	\$ 96,939	47
48	Albuquerque	Manzano HS	48	\$ 277,585	45%	55%	\$ 152,672	\$ 124,913	\$ 152,672	48
49	Albuquerque	Mark Twain ES	33	\$ 135,494	45%	55%	\$ 74,522	\$ 60,972	\$ 74,522	49
50	Albuquerque	McCullum ES	196	\$ 135,734	45%	55%	\$ 74,654	\$ 135,734	\$ -	50
51	Albuquerque	McKinley MS	96	\$ 214,086	45%	55%	\$ 117,747	\$ 96,339	\$ 117,747	51
52	Albuquerque	Mission Avenue ES	184	\$ 130,232	45%	55%	\$ 71,628	\$ 130,232	\$ -	52
53	Albuquerque	Mitchell ES	6	\$ 130,982	45%	55%	\$ 72,040	\$ 58,942	\$ 72,040	53
54	Albuquerque	Montezuma ES	111	\$ 138,567	45%	55%	\$ 76,212	\$ 62,355	\$ 76,212	54
55	Albuquerque	Mountain Mahogany Community School	97	\$ 54,066	45%	55%	\$ 29,736	\$ 24,330	\$ 29,736	55
56	Albuquerque	Painted Sky ES	50	\$ 150,372	45%	55%	\$ 82,704	\$ 67,667	\$ 82,704	56
57	Albuquerque	Reginald Chavez ES	134	\$ 129,302	45%	55%	\$ 71,116	\$ 58,186	\$ 71,116	57
58	Albuquerque	Rio Grande HS	61	\$ 279,549	45%	55%	\$ 153,752	\$ 125,797	\$ 153,752	58
59	Albuquerque	San Antonito ES	18	\$ 135,469	45%	55%	\$ 74,508	\$ 60,961	\$ 74,508	59
60	Albuquerque	Sandia HS	49	\$ 276,008	45%	55%	\$ 151,804	\$ 124,204	\$ 151,804	60
61	Albuquerque	Seven Bar ES	117	\$ 138,184	45%	55%	\$ 76,001	\$ 62,183	\$ 76,001	61
62	Albuquerque	Sunset View ES	168	\$ 132,392	45%	55%	\$ 72,816	\$ 132,392	\$ -	62
63	Albuquerque	Taft MS	66	\$ 177,518	45%	55%	\$ 97,635	\$ 79,883	\$ 97,635	63
64	Albuquerque	Tomasita ES	65	\$ 134,160	45%	55%	\$ 73,788	\$ 60,372	\$ 73,788	64
65	Albuquerque	Truman MS	13	\$ 199,651	45%	55%	\$ 109,808	\$ 89,843	\$ 109,808	65
66	Albuquerque	Valley HS	54	\$ 273,152	45%	55%	\$ 150,234	\$ 122,918	\$ 150,234	66
67	Albuquerque	Ventana Ranch ES	118	\$ 143,912	45%	55%	\$ 79,152	\$ 64,760	\$ 79,152	67
68	Albuquerque	Volcano Vista HS	94	\$ 276,580	45%	55%	\$ 152,119	\$ 124,461	\$ 152,119	68
69	Albuquerque	Washington MS	167	\$ 172,638	45%	55%	\$ 94,951	\$ 172,638	\$ -	69
70	Albuquerque	West Mesa HS	143	\$ 282,199	45%	55%	\$ 155,209	\$ 282,199	\$ -	70
71	Albuquerque	Wilson MS	79	\$ 176,168	45%	55%	\$ 96,892	\$ 79,276	\$ 96,892	71
72	Albuquerque	Zia ES	145	\$ 134,244	45%	55%	\$ 73,834	\$ 134,244	\$ -	72
73	Aztec	Aztec HS	26	\$ 505,900	58%	42%	\$ 212,478	\$ 293,422	\$ 212,478	73
74	Belen	Belen HS	112	\$ 97,900	43%	57%	\$ -	\$ 42,097	\$ 55,803	74
75	Belen	Central ES	185	\$ 83,060	43%	57%	\$ -	\$ 35,716	\$ 47,344	75
76	Belen	La Promesa ES	19	\$ 187,250	43%	57%	\$ -	\$ 80,518	\$ 106,733	76
77	Bernalillo	Bernalillo ES	197	\$ 227,190	59%	41%	\$ -	\$ 134,042	\$ 93,148	77
78	Bernalillo	Bernalillo MS	86	\$ 359,190	59%	41%	\$ -	\$ 211,922	\$ 147,268	78
79	Carrizozo ¹	Carrizozo Combined School	28	\$ -	90%	10%	\$ -	\$ -	\$ -	79
80	Central	Eva B Stokely ES	222	\$ 136,736	38%	62%	\$ -	\$ 51,960	\$ 84,777	80
81	Central	Kirtland ES	158	\$ 241,972	38%	62%	\$ -	\$ 91,949	\$ 150,023	81
82	Central	Kirtland MS	147	\$ 120,854	38%	62%	\$ -	\$ 45,925	\$ 74,930	82
83	Central	Nizhoni ES	176	\$ 279,272	38%	62%	\$ -	\$ 106,123	\$ 173,149	83
84	Central	Ojo Amarillo ES	122	\$ 94,030	38%	62%	\$ -	\$ 35,731	\$ 58,298	84
85	Central	Tse Bit Ai MS	170	\$ 293,145	38%	62%	\$ -	\$ 111,395	\$ 181,750	85
86	Chama Valley	Chama ES/MS	71	\$ 46,916	90%	10%	\$ 4,692	\$ 42,224	\$ 4,692	86

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School District	School	Rank	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match		
87	Chama Valley	Escalante Mid-High School	39	\$ 10,280	90%	10%	\$ 1,028	\$ 9,252	\$ 1,028	87
88	Chama Valley	Tierra Amarilla ES	98	\$ 8,520	90%	10%	\$ 852	\$ 7,668	\$ 852	88
89	Cuba	Cuba ES	87	\$ 31,300	70%	30%	\$ -	\$ 21,910	\$ 9,390	89
90	Cuba	Cuba HS	159	\$ 115,900	70%	30%	\$ -	\$ 81,130	\$ 34,770	90
91	Cuba	Cuba MS	34	\$ 53,400	70%	30%	\$ -	\$ 37,380	\$ 16,020	91
92	Deming	Bell ES	171	\$ 13,325	31%	69%	\$ -	\$ 4,131	\$ 9,194	92
93	Deming	Chaparral ES	180	\$ 27,235	31%	69%	\$ -	\$ 8,443	\$ 18,792	93
94	Española	Carlos Vigil MS	163	\$ 118,300	38%	62%	\$ -	\$ 44,954	\$ 73,346	94
95	Española	Española Valley HS	#N/A	\$ 147,700	38%	62%	\$ -	\$ 56,126	\$ 91,574	95
96	Española	James H. Rodriguez ES	72	\$ 113,600	38%	62%	\$ -	\$ 43,168	\$ 70,432	96
97	Española	Los Niños Kindergarten Center	#N/A	\$ 71,600	38%	62%	\$ -	\$ 27,208	\$ 44,392	97
98	Farmington	Animas ES	133	\$ 13,200	37%	63%	\$ -	\$ 4,884	\$ 8,316	98
99	Farmington	CATE Auto Shop	211	\$ 2,640	37%	63%	\$ -	\$ 977	\$ 1,663	99
100	Farmington	CATE Culinary	212	\$ 1,320	37%	63%	\$ -	\$ 488	\$ 832	100
101	Farmington	CATE Preschool	208	\$ 3,960	37%	63%	\$ -	\$ 1,465	\$ 2,495	101
102	Farmington	CATE Technology/ Training Center	209	\$ 3,960	37%	63%	\$ -	\$ 1,465	\$ 2,495	102
103	Farmington	CATE Welding Shop	210	\$ 2,640	37%	63%	\$ -	\$ 977	\$ 1,663	103
104	Farmington	Country Club ES	218	\$ 13,200	37%	63%	\$ -	\$ 4,884	\$ 8,316	104
105	Farmington	Esperanza ES	129	\$ 1,320	37%	63%	\$ -	\$ 488	\$ 832	105
106	Farmington	Esperanza Pre-K	186	\$ 1,320	37%	63%	\$ -	\$ 488	\$ 832	106
107	Farmington	Heights MS	166	\$ 17,640	37%	63%	\$ -	\$ 6,527	\$ 11,113	107
108	Farmington	Ladera ES	40	\$ 10,560	37%	63%	\$ -	\$ 3,907	\$ 6,653	108
109	Farmington	Mesa Verde ES	114	\$ 7,920	37%	63%	\$ -	\$ 2,930	\$ 4,990	109
110	Farmington	Mesa View MS	20	\$ 13,200	37%	63%	\$ -	\$ 4,884	\$ 8,316	110
111	Farmington	Rocinante HS	53	\$ 6,600	37%	63%	\$ -	\$ 2,442	\$ 4,158	111
112	Gadsden	Santa Teresa HS	135	\$ 135,200	16%	84%	\$ -	\$ 21,632	\$ 113,568	112
113	Gallup-McKinley	Central HS	24	\$ 24,000	20%	80%	\$ -	\$ 4,800	\$ 19,200	113
114	Gallup-McKinley	Chief Manuelito MS	202	\$ 24,600	20%	80%	\$ -	\$ 4,920	\$ 19,680	114
115	Gallup-McKinley	Crownpoint ES	201	\$ 29,700	20%	80%	\$ -	\$ 5,940	\$ 23,760	115
116	Gallup-McKinley	Crownpoint High School	187	\$ 151,600	20%	80%	\$ -	\$ 30,320	\$ 121,280	116
117	Gallup-McKinley	Crownpoint MS	92	\$ 23,800	20%	80%	\$ -	\$ 4,760	\$ 19,040	117
118	Gallup-McKinley	David Skeet ES	198	\$ 19,300	20%	80%	\$ -	\$ 3,860	\$ 15,440	118
119	Gallup-McKinley	Gallup MS	42	\$ 64,000	20%	80%	\$ -	\$ 12,800	\$ 51,200	119
120	Gallup-McKinley	John F. Kennedy MS	123	\$ 52,200	20%	80%	\$ -	\$ 10,440	\$ 41,760	120
121	Gallup-McKinley	Lincoln ES	151	\$ 25,200	20%	80%	\$ -	\$ 5,040	\$ 20,160	121
122	Gallup-McKinley	Navajo MS	104	\$ 47,000	20%	80%	\$ -	\$ 9,400	\$ 37,600	122
123	Gallup-McKinley	Navajo Pine HS	74	\$ 59,800	20%	80%	\$ -	\$ 11,960	\$ 47,840	123
124	Gallup-McKinley	Ramah ES	152	\$ 38,500	20%	80%	\$ -	\$ 7,700	\$ 30,800	124
125	Gallup-McKinley	Ramah HS	67	\$ 58,100	20%	80%	\$ -	\$ 11,620	\$ 46,480	125
126	Gallup-McKinley	Red Rock ES	82	\$ 42,000	20%	80%	\$ -	\$ 8,400	\$ 33,600	126
127	Gallup-McKinley	Roosevelt ES	17	\$ 6,000	20%	80%	\$ -	\$ 1,200	\$ 4,800	127
128	Gallup-McKinley	Stagecoach ES	57	\$ 37,900	20%	80%	\$ -	\$ 7,580	\$ 30,320	128
129	Gallup-McKinley	Thoreau Elementary	136	\$ 6,000	20%	80%	\$ -	\$ 1,200	\$ 4,800	129
130	Gallup-McKinley	Thoreau HS	155	\$ 106,000	20%	80%	\$ -	\$ 21,200	\$ 84,800	130

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	School District	School	Rank	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match	
131	Gallup-McKinley	Tobe Turpen ES	88	\$ 71,650	20%	80%	\$ -	\$ 14,330	\$ 57,320	131
132	Gallup-McKinley	Tohatchi ES	203	\$ 9,250	20%	80%	\$ -	\$ 1,850	\$ 7,400	132
133	Gallup-McKinley	Tohatchi HS	41	\$ 6,000	20%	80%	\$ -	\$ 1,200	\$ 4,800	133
134	Gallup-McKinley	Tohatchi MS	139	\$ 43,900	20%	80%	\$ -	\$ 8,780	\$ 35,120	134
135	Gallup-McKinley	Twin Lakes ES	103	\$ 30,500	20%	80%	\$ -	\$ 6,100	\$ 24,400	135
136	Grady	Grady Combined School	219	\$ 53,822	21%	79%	\$ 25,000	\$ 36,303	\$ 17,520	136
137	Grants-Cibola	Cubero ES	148	\$ 36,862	23%	77%	\$ -	\$ 8,478	\$ 28,383	137
138	Grants-Cibola	Mesa View ES	204	\$ 36,862	23%	77%	\$ -	\$ 8,478	\$ 28,383	138
139	Grants-Cibola	Milan ES	190	\$ 13,000	23%	77%	\$ -	\$ 2,990	\$ 10,010	139
140	Grants-Cibola	Mt. Taylor ES	89	\$ 36,862	23%	77%	\$ -	\$ 8,478	\$ 28,383	140
141	Grants-Cibola	San Rafael ES	164	\$ 7,200	23%	77%	\$ -	\$ 1,656	\$ 5,544	141
142	Grants-Cibola	Seboyeta ES	213	\$ 25,864	23%	77%	\$ -	\$ 5,949	\$ 19,915	142
143	Hagerman	Hagerman Combined School	3	\$ 586,746	24%	76%	\$ -	\$ 140,819	\$ 445,927	143
144	Hobbs	Edison ES	141	\$ 97,500	42%	58%	\$ -	\$ 40,950	\$ 56,550	144
145	Hobbs	Hobbs HS	172	\$ 576,640	42%	58%	\$ -	\$ 242,189	\$ 334,451	145
146	Hobbs	Stone ES	165	\$ 234,400	42%	58%	\$ -	\$ 98,448	\$ 135,952	146
147	House	House Combined School	7	\$ 409,500	61%	39%	\$ 8,625	\$ 249,795	\$ 159,705	147
148	Las Cruces	Cesar Chavez ES	77	\$ 247,000	36%	64%	\$ -	\$ 88,920	\$ 158,080	148
149	Las Cruces	Conlee ES	107	\$ 208,000	36%	64%	\$ -	\$ 74,880	\$ 133,120	149
150	Las Cruces	Doña Ana ES	124	\$ 176,800	36%	64%	\$ -	\$ 63,648	\$ 113,152	150
151	Las Cruces	East Picacho ES	215	\$ 189,800	36%	64%	\$ -	\$ 68,328	\$ 121,472	151
152	Las Cruces	MacArthur ES	30	\$ 208,000	36%	64%	\$ -	\$ 74,880	\$ 133,120	152
153	Las Cruces	Mesilla Park ES	73	\$ 176,800	36%	64%	\$ -	\$ 63,648	\$ 113,152	153
154	Las Cruces	Rio Grande Preparatory Institute	4	\$ 180,700	36%	64%	\$ -	\$ 65,052	\$ 115,648	154
155	Las Cruces	Sunrise ES	83	\$ 66,300	36%	64%	\$ -	\$ 23,868	\$ 42,432	155
156	Las Cruces	Tombaugh ES	105	\$ 105,300	36%	64%	\$ -	\$ 37,908	\$ 67,392	156
157	Las Cruces	University Hills ES	75	\$ 66,300	36%	64%	\$ -	\$ 23,868	\$ 42,432	157
158	Las Cruces	Valley View ES	108	\$ 72,800	36%	64%	\$ -	\$ 26,208	\$ 46,592	158
159	Las Cruces	White Sands ES/MS	160	\$ 120,300	36%	64%	\$ -	\$ 43,308	\$ 76,992	159
160	Las Cruces	Zia MS	109	\$ 66,300	36%	64%	\$ -	\$ 23,868	\$ 42,432	160
161	Las Vegas City	Mike Mateo ES	58	\$ 304,344	47%	53%	\$ -	\$ 143,042	\$ 161,302	161
162	Las Vegas City	Robertson HS	153	\$ 1,387,505	47%	53%	\$ -	\$ 652,127	\$ 735,377	162
163	Logan	Logan Combined School	27	\$ 62,000	60%	40%	\$ 24,800	\$ 37,200	\$ 24,800	163
164	Los Alamos	Chamisa ES	177	\$ 77,416	53%	47%	\$ -	\$ 41,030	\$ 36,385	164
165	Los Lunas	Desert View ES	113	\$ 206,200	24%	76%	\$ -	\$ 49,488	\$ 156,712	165
166	Los Lunas	Katherine Gallegos ES	161	\$ 363,069	24%	76%	\$ -	\$ 87,137	\$ 275,933	166
167	Los Lunas	Raymond Gabaldon ES	188	\$ 452,991	24%	76%	\$ -	\$ 108,718	\$ 344,273	167
168	Los Lunas	Tome ES	205	\$ 553,913	24%	76%	\$ 12,000	\$ 144,939	\$ 408,974	168
169	Los Lunas	Valencia ES	156	\$ 419,835	24%	76%	\$ -	\$ 100,760	\$ 319,075	169
170	Magdalena	Magdalena Combined School	31	\$ 220,000	25%	75%	\$ -	\$ 55,000	\$ 165,000	170
171	Maxwell	Maxwell Combined School	59	\$ 45,110	50%	50%	\$ 22,555	\$ 22,555	\$ 22,555	171
172	Mora	Mora Combined School	21	\$ 66,060	68%	32%	\$ 21,139	\$ 44,920	\$ 21,139	172
173	Moriarty-Edgewood	Moriarty HS	12	\$ 639,240	52%	48%	\$ 88,970	\$ 332,405	\$ 306,835	173
174	Pojoaque	Pablo Roybal ES	115	\$ 177,800	24%	76%	\$ -	\$ 42,672	\$ 135,128	174
175	Pojoaque	Pojoaque Valley HS	43	\$ 899,200	24%	76%	\$ 11,250	\$ 215,808	\$ 683,392	175
176	Pojoaque	Pojoaque Valley IS	62	\$ 117,880	24%	76%	\$ -	\$ 28,291	\$ 89,589	176
177	Pojoaque	Pojoaque Valley MS	36	\$ 170,400	24%	76%	\$ -	\$ 40,896	\$ 129,504	177

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	School District	School	Rank	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match	
178	Pojoaque	The Pojoaque Sixth Grade Academy	35	\$ 124,450	24%	76%	\$ -	\$ 29,868	\$ 94,582	178
179	Quemado ²	Datil ES	15	\$ -	90%	10%	\$ -	\$ -	\$ -	179
180	Quemado ²	Quemado ES/HS	68	\$ -	90%	10%	\$ -	\$ -	\$ -	180
181	Questa	Alta Vista ES	120	\$ 50,033	90%	10%	\$ 5,003	\$ 45,030	\$ 5,003	181
182	Questa	Questa JR/SR HS	32	\$ 55,084	90%	10%	\$ 5,508	\$ 49,575	\$ 5,508	182
183	Raton	Raton HS	130	\$ 25,210	48%	52%	\$ -	\$ 12,101	\$ 13,109	183
184	Rio Rancho	Rio Rancho HS	140	\$ 395,238	33%	67%	\$ 264,809	\$ 395,238	\$ -	184
185	Rio Rancho	V. Sue Cleveland HS	206	\$ 171,394	33%	67%	\$ 114,834	\$ 171,394	\$ -	185
186	Roswell	Berrendo ES	146	\$ 84,000	29%	71%	\$ -	\$ 24,360	\$ 59,640	186
187	Roswell	East Grand Plains ES	194	\$ 42,000	29%	71%	\$ -	\$ 12,180	\$ 29,820	187
188	Roswell	El Capitan ES	195	\$ 42,000	29%	71%	\$ -	\$ 12,180	\$ 29,820	188
189	Roswell	Goddard HS	191	\$ 360,000	29%	71%	\$ -	\$ 104,400	\$ 255,600	189
190	Roswell	Military Heights ES	178	\$ 42,000	29%	71%	\$ -	\$ 12,180	\$ 29,820	190
191	Roswell	Missouri Avenue ES	84	\$ 42,000	29%	71%	\$ -	\$ 12,180	\$ 29,820	191
192	Roswell	Mountain View MS	181	\$ 210,000	29%	71%	\$ -	\$ 60,900	\$ 149,100	192
193	Roswell	Roswell HS	99	\$ 360,000	29%	71%	\$ -	\$ 104,400	\$ 255,600	193
194	Roswell	Sierra MS	142	\$ 84,000	29%	71%	\$ -	\$ 24,360	\$ 59,640	194
195	Roswell	Valley View ES	214	\$ 42,000	29%	71%	\$ -	\$ 12,180	\$ 29,820	195
196	Silver	Cliff Schools	2	\$ 320,774	59%	41%	\$ -	\$ 189,256	\$ 131,517	196
197	Silver	G. W. Stout ES	90	\$ 90,100	59%	41%	\$ 23,600	\$ 53,159	\$ 36,941	197
198	Silver	Silver HS	173	\$ 167,100	59%	41%	\$ -	\$ 98,589	\$ 68,511	198
199	Socorro	Parkview ES	125	\$ 63,275	28%	72%	\$ -	\$ 17,717	\$ 45,558	199
200	Socorro	Sarracino MS	91	\$ 3,000	28%	72%	\$ -	\$ 840	\$ 2,160	200
201	Socorro	Socorro HS	207	\$ 3,000	28%	72%	\$ -	\$ 840	\$ 2,160	201
202	State Charter School	Horizon Academy West	131	\$ 60,704	45%	55%	\$ -	\$ 27,317	\$ 33,387	202
203	State Charter School	Taos Academy Charter	174	\$ 168,717	45%	55%	\$ -	\$ 75,922	\$ 92,794	203
204	State Charter School	South Valley Preparatory School	220	\$ 8,044	45%	55%	\$ 4,424	\$ 8,044	\$ -	204
205	State Charter School ²	Albuquerque School of Excellence	192	\$ -	45%	55%	\$ -	\$ -	\$ -	205
206	State Charter School ²	Southwest Aeronautics, Mathematics and Science Academy	221	\$ -	45%	55%	\$ -	\$ -	\$ -	206
207	Taos ²	Admin Bldg/ Taos Cyber Magnet HS	85	\$ -	90%	10%	\$ -	\$ -	\$ -	207
208	Taos ²	Arroyos Del Norte ES	216	\$ -	90%	10%	\$ -	\$ -	\$ -	208
209	Taos ²	Enos Garcia ES	100	\$ -	90%	10%	\$ -	\$ -	\$ -	209
210	Taos ²	Ranchos ES	23	\$ -	90%	10%	\$ -	\$ -	\$ -	210
211	Taos ²	Taos HS	22	\$ -	90%	10%	\$ -	\$ -	\$ -	211
212	Taos ²	Taos MS	189	\$ -	90%	10%	\$ -	\$ -	\$ -	212
213	Taos ²	Vista Grande Charter HS	63	\$ -	90%	10%	\$ -	\$ -	\$ -	213
214	Tucumcari	Tucumcari ES	11	\$ 36,010	34%	66%	\$ -	\$ 12,243	\$ 23,767	214
215	Tucumcari	Tucumcari MS	1	\$ 36,010	34%	66%	\$ -	\$ 12,243	\$ 23,767	215
216	Tularosa	Tularosa ES	126	\$ 9,306	29%	71%	\$ -	\$ 2,699	\$ 6,607	216
217	Tularosa	Tularosa HS	175	\$ 22,806	29%	71%	\$ -	\$ 6,614	\$ 16,192	217
218	Tularosa	Tularosa IS	106	\$ 12,306	29%	71%	\$ -	\$ 3,569	\$ 8,737	218
219	Tularosa	Tularosa MS	44	\$ 13,806	29%	71%	\$ -	\$ 4,004	\$ 9,802	219
220	West Las Vegas	Don Cecilio Martinez ES	179	\$ 446,038	33%	67%	\$ -	\$ 147,192	\$ 298,845	220

Security Awards

PSCOC School Security Awards FY19

School District	School	Rank	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match		
221	Zuni	Twin Buttes HS	93	\$ 20,041	0%	100%	\$ -	\$ -	\$ 20,041	221
222	Zuni	Zuni HS	76	\$ 22,266	0%	100%	\$ -	\$ -	\$ 22,266	222
223	SUBTOTAL			\$ 30,269,498	-	-		\$ 14,269,498	\$ 16,000,000	223

Source: PSFA

¹This school district rescinded their award.

²These charter schools and school districts rejected their award.

Prekindergarten Awards

PSCOC Prekindergarten Capital Outlay Awards FY18

School District	School	FMAR	Award Language	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match
1 Belen	Rio Grande ES	89.56%	Planning, design, and construction to provide 1 new classroom and 1 new restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 260,878	40%	60%	\$ -	\$ 104,351	\$ 156,527
2 Clovis	Barry ES	90.39%	Planning, design, and construction to provide 2 new classrooms and 1 new restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 878,571	24%	76%	\$ -	\$ 210,857	\$ 667,714
3 Gadsden	La Mesa Pre-K Center	77.84%	Planning, design, and construction to renovate 1 existing classroom and 1 existing restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 62,121	15%	85%	\$ -	\$ 9,318	\$ 52,803
4 Gadsden	On Track Pre-K Center	77.84%	Planning, design, and construction to renovate 6 existing classrooms and 6 existing restrooms. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 169,120	15%	85%	\$ -	\$ 25,368	\$ 143,752
5 Gallup-McKinley	Lincoln ES	50.84%	Planning, design, and construction of 2 classrooms and 2 restrooms. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 734,135	19%	81%	\$ -	\$ 139,486	\$ 594,649
6 Gallup-McKinley	Thoreau ES	50.84%	Planning, design, and construction of 1 classroom and 1 restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 330,903	19%	81%	\$ -	\$ 62,872	\$ 268,031
7 Grants-Cibola	Mesa View ES	75.82%	Planning, design, and construction to provide 1 new classroom and 1 new restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 339,286	22%	78%	\$ -	\$ 74,643	\$ 264,643
8 Grants-Cibola	Milan ES	75.82%	Planning, design, and construction to provide 1 new classroom and 1 new restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 339,286	22%	78%	\$ -	\$ 74,643	\$ 264,643
9 Hagerman	Hagerman ES	68.92%	Planning, design, and construction to renovate 1 classroom and to provide 1 restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 71,714	23%	77%	\$ -	\$ 16,494	\$ 55,220

Prekindergarten Awards

PSCOC Prekindergarten Capital Outlay Awards FY18

School District	School	FMAR	Award Language	Total Estimated Project Cost	Local Match %	State Match %	Offset	Net Local Match	Net State Match
10 Los Alamos	Barranca Mesa ES	71.09%	Planning, design, and construction to renovate 3 classroom and 3 restrooms. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC). The balance of the application amount may be funded through the existing application under the standards-based program.	\$ 554,468	52%	48%	\$ -	\$ 288,323	\$ 266,145
11 Portales	Brown Early Childhood Center	62.13%	Planning, design, and construction to renovate 9 existing classrooms and to provide 9 new restrooms. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 2,254,857	26%	74%	\$ 3,300	\$ 589,563	\$ 1,665,294
12 Roswell	Monterrey ES	83.07%	Planning, design, and construction to renovate 1 existing classroom and to provide 1 new restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 314,286	28%	72%	\$ -	\$ 88,000	\$ 226,286
13 Roswell	Sunset ES	83.07%	Planning, design, and construction to provide 1 new classroom and 1 new restroom. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 487,857	28%	72%	\$ -	\$ 136,600	\$ 351,257
14 Silver	Opportunity HS	54.89%	Planning, design, and construction to renovate 2 existing restrooms. Funding excludes the purchase of portable buildings, playgrounds, and furniture, fixtures and equipment (FF&E). Construction/renovation shall meet the current kindergarten adequacy standards (6.27.30 NMAC).	\$ 53,571	57%	43%	\$ -	\$ 30,535	\$ 23,036
15 SUBTOTAL				\$ 6,851,053				\$ 1,851,053	\$ 5,000,000

Source: PSFA

Broadband Deficiencies Correction Program (BDCP)
 State, School District, and Federal E-Rate Awards 2016-2017

	PSCOC Project Awards (State Match)	School District (Local Match)	E-rate Funding (Federal Match)	Total Project Cost		
1	2016 Category 1 - Fiber	\$ 592,648.00	\$ -	\$ 9,462,352	\$ 10,055,000	1
2	2016 Category 2 - Network Equipment	\$ 700,604.00	\$ 743,132	\$ 5,386,155	\$ 6,829,891	2
3	2017 Category 1 - Fiber	\$ 2,139,224.00	\$ -	\$ 21,785,967	\$ 23,925,191	3
4	2017 Category 2 - Network Equipment	\$ 721,141.00	\$ 410,683	\$ 4,075,091	\$ 5,206,915	4
5	Gap Analysis & Program Support* (FY15-FY18)	\$ 3,312,650.00				5
6	Totals	\$ 8,200,932.00	\$ 1,754,897.00	\$ 46,423,689.00	\$ 53,066,868.00	6

Source: PSFA

* Gap Analysis - data from Hewlett Packard Enterprises, report from Columbia Telecommunications Corporation, mapping from the Earth Data Analysis Center, and E-rate Central support.

State and School District Share of Capital Outlay Projects

State Share and School District Share of Public School Capital Outlay Awards
School Year 2018-2019

SCHOOL DISTRICT	STATE SHARE	SCHOOL DISTRICT SHARE
1 Alamogordo	62%	38%
2 Albuquerque	55%	45%
3 Animas	36%	64%
4 Artesia	10%	90%
5 Aztec	42%	58%
6 Belen	57%	43%
7 Bernalillo	41%	59%
8 Bloomfield	27%	73%
9 Capitan	10%	90%
10 Carlsbad	12%	88%
11 Carrizozo	10%	90%
12 Central	62%	38%
13 Chama	10%	90%
14 Cimarron	10%	90%
15 Clayton	11%	89%
16 Cloudcroft	10%	90%
17 Clovis	73%	27%
18 Cobre	39%	61%
19 Corona	10%	90%
20 Cuba	30%	70%
21 Deming	69%	31%
22 Des Moines	10%	90%
23 Dexter	77%	23%
24 Dora	69%	31%
25 Dulce	10%	90%
26 Elida	43%	57%
27 Espanola	62%	38%
28 Estancia	49%	51%
29 Eunice	10%	90%
30 Farmington	63%	37%
31 Floyd	76%	24%
32 Fort Sumner	21%	79%

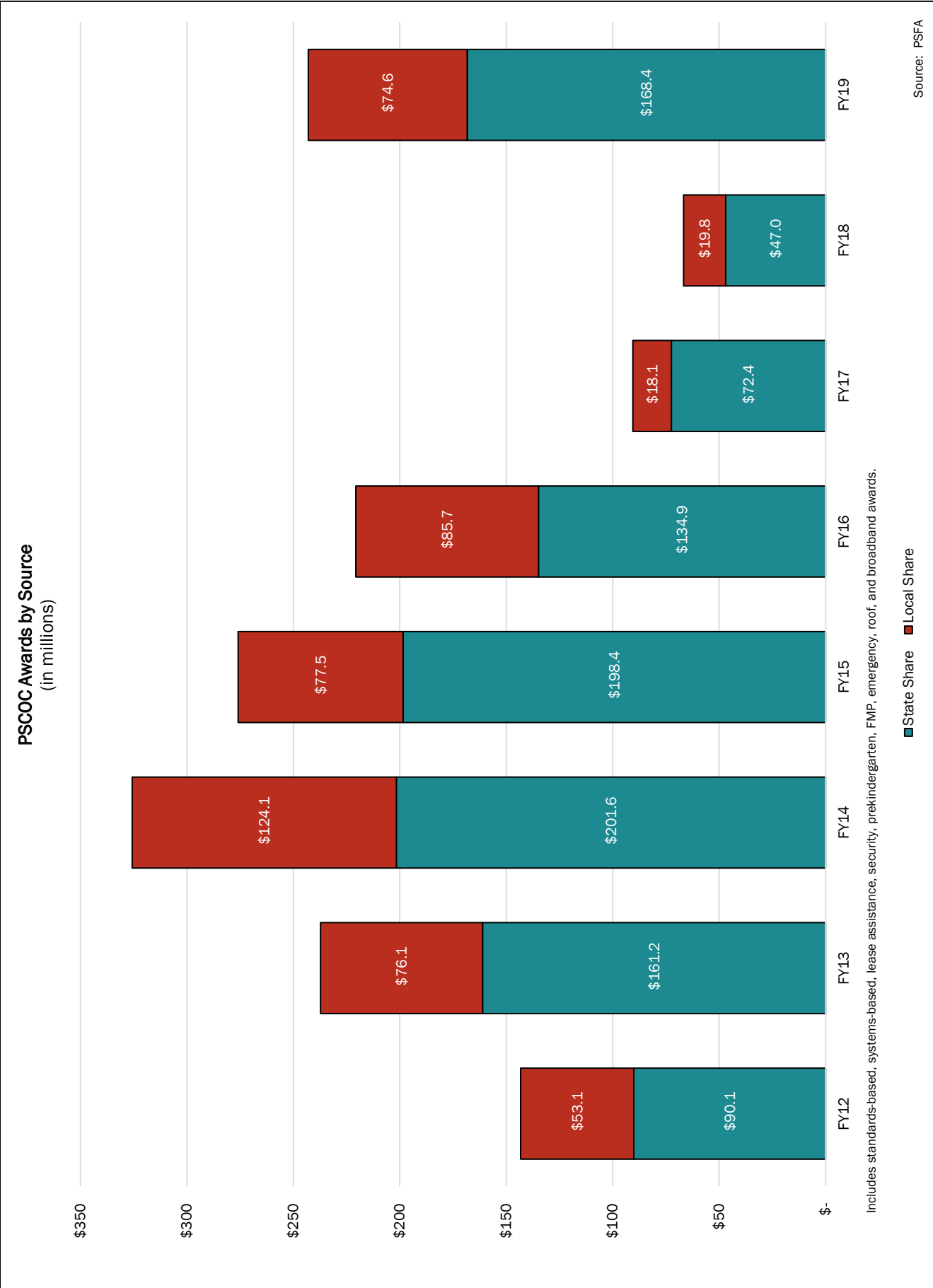
SCHOOL DISTRICT	STATE SHARE	SCHOOL DISTRICT SHARE
33 Gadsden	84%	16%
34 Gallup	80%	20%
35 Grady	79%	21%
36 Grants	77%	23%
37 Hagerman	76%	24%
38 Hatch	84%	16%
39 Hobbs	58%	42%
40 Hondo	23%	77%
41 House	39%	61%
42 Jal	10%	90%
43 Jemez Mountain	10%	90%
44 Jemez Valley	40%	60%
45 Lake Arthur	10%	90%
46 Las Cruces	64%	36%
47 Las Vegas City	53%	47%
48 Logan	40%	60%
49 Lordsburg	22%	78%
50 Los Alamos	47%	53%
51 Los Lunas	76%	24%
52 Loving	16%	84%
53 Lovington	46%	54%
54 Magdalena	75%	25%
55 Maxwell	50%	50%
56 Melrose	59%	41%
57 Mesa Vista	18%	82%
58 Mora	32%	68%
59 Moriarty	48%	52%
60 Mosquero	10%	90%
61 Mountainair	17%	83%
62 Pecos	37%	63%
63 Penasco	55%	45%
64 Pojoaque	76%	24%

SCHOOL DISTRICT	STATE SHARE	SCHOOL DISTRICT SHARE
65 Portales	72%	28%
66 Quemado	10%	90%
67 Questa	10%	90%
68 Raton	52%	48%
69 Reserve	10%	90%
70 Rio Rancho	67%	33%
71 Roswell	71%	29%
72 Roy	46%	54%
73 Ruidoso	10%	90%
74 San Jon	68%	32%
75 Santa Fe	10%	90%
76 Santa Rosa	54%	46%
77 Silver	41%	59%
78 Socorro	72%	28%
79 Springer	23%	77%
80 Taos	10%	90%
81 Tatum	14%	86%
82 Texico	56%	44%
83 Truth or Conseq.	30%	70%
84 Tucumcari	66%	34%
85 Tularosa	71%	29%
86 Vaughn	10%	90%
87 West Las Vegas	67%	33%
88 Wagon Mound	10%	90%
89 Zuni	100%	0%

Source: PED

Charter schools receive the match for the school district in which the charter school is physically located.

State and School District Share of Capital Outlay Projects



FMAR

FMAR FY16 - FY17 Average vs. Five-Year Baseline, by School District

School District	FY17 Average	FY16 Average	5 Year Average
1 Alamogordo	82.7%	66.5%	63.6%
2 Albuquerque	73.0%	64.0%	62.5%
3 Animas		66.6%	63.2%
4 Artesia		62.8%	67.8%
5 Aztec	92.2%	78.5%	80.0%
6 Belen	84.5%	55.8%	71.5%
7 Bernalillo	78.4%	74.4%	61.6%
8 Bloomfield	59.7%	69.0%	63.2%
9 Capitan	63.5%		16.0%
10 Carlsbad		62.1%	59.8%
11 Carrizozo		61.8%	-20.4%
12 Central	80.9%	78.6%	58.2%
13 Chama		63.3%	52.4%
14 Cimarron	63.5%	65.1%	64.6%
15 Clayton	67.1%	69.1%	69.6%
16 Cloudcroft			53.7%
17 Clovis	92.5%	79.3%	76.1%
18 Cobre		63.2%	60.5%
19 Corona	55.2%	56.5%	26.9%
20 Cuba		79.5%	67.0%
21 Deming	75.7%	70.5%	71.1%
22 Des Moines	78.3%	65.5%	47.6%
23 Dexter	70.9%	65.1%	48.3%
24 Dora	69.5%	68.7%	51.4%
25 Dulce	63.3%		72.0%
26 Elida		80.7%	70.1%
27 Española	50.7%	54.4%	62.1%
28 Estancia	64.7%	68.3%	53.8%
29 Eunice	71.8%	66.5%	
30 Farmington	86.2%	79.6%	76.8%
31 Floyd		78.5%	17.5%
32 Fort Sumner	64.3%	70.9%	80.0%
33 Gadsden	77.3%	68.0%	68.3%
34 Gallup	47.7%	57.3%	50.8%
35 Grady	62.1%	62.0%	54.1%
36 Grants	75.8%	62.4%	56.4%
37 Hagerman			69.6%
38 Hatch	67.4%		72.2%
39 Hobbs	78.2%	76.0%	60.7%
40 Hondo		63.4%	53.7%
41 House	53.7%	75.6%	39.8%
42 Jal		41.5%	57.3%
43 Jemez Mountain	57.0%	63.8%	47.6%
44 Jemez Valley		53.2%	60.6%
45 Lake Arthur			50.3%
46 Las Cruces	77.1%	68.9%	71.9%
47 Las Vegas City	59.1%	57.3%	47.4%
48 Logan			53.9%
49 Lordsburg	72.4%		69.7%
50 Los Alamos	71.1%	76.2%	72.1%
51 Los Lunas	81.3%	74.0%	68.3%
52 Loving			68.9%
53 Lovington	89.9%	83.9%	59.7%
54 Magdalena	82.7%	77.9%	39.6%
55 Maxwell			47.8%

School District	FY17 Average	FY16 Average	5 Year Average
56 Melrose		81.8%	41.3%
57 Mesa Vista	81.2%	72.5%	18.9%
58 Mora	53.4%	44.0%	49.8%
59 Moriarty	80.2%	59.5%	59.1%
60 Mosquero		60.1%	60.8%
61 Mountainair		68.2%	34.3%
62 Pecos	87.2%	60.1%	62.4%
63 Penasco		64.2%	69.8%
64 Pojoaque	57.4%	70.5%	70.2%
65 Portales	68.5%	67.9%	67.5%
66 Quemado	69.7%	62.7%	57.7%
67 Questa	62.1%	68.0%	25.2%
68 Raton	72.4%	66.1%	65.6%
69 Reserve	71.4%	66.1%	21.9%
70 Rio Rancho	57.0%	72.6%	74.3%
71 Roswell		69.2%	75.2%
72 Roy	77.6%		52.6%
73 Ruidoso	84.5%	74.1%	58.5%
74 San Jon		68.1%	56.0%
75 Santa Fe		67.1%	56.3%
76 Santa Rosa		56.7%	75.6%
77 Silver	71.7%	62.0%	59.4%
78 Socorro	72.6%	56.6%	44.7%
79 Springer		55.9%	40.2%
80 Taos	80.4%	61.3%	50.8%
81 Tatum	56.1%	58.4%	
82 Texico	64.8%	73.4%	87.3%
83 Truth or Conseq.		78.8%	65.6%
84 Tucumcari		82.2%	76.6%
85 Tularosa	72.0%	56.2%	65.2%
86 Vaughn	90.6%	60.2%	36.9%
87 Wagon Mound		70.6%	79.6%
88 West Las Vegas	53.8%	69.8%	60.6%
89 Zuni	68.0%	59.4%	51.0%
90 STATEWIDE	71.4%	66.8%	57.2%

Source: PSFA

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

Lease Assistance

PSCOC Lease Assistance Awards FY19

School District	School Facility	Public Building Status	Eligible Classroom Net Square Footage	Eligible Direct Admin Net Square Footage	Total Gross Square Footage	Cost/Sq Ft	Lease Payment for Classroom and Direct Admin Space	Maximum Allowable Lease Assistance @ \$796.25/MEM	Actual Lease Assistance Award
1 Albuquerque	ABQ Charter School	Lease Purchase	15,195	579	16,656	9.98	\$157,468	\$209,831	\$157,468
2 Albuquerque	ACE Leadership High School	Lease Purchase - Nonprofit	25,001	729	27,062	17.95	\$461,868	\$241,858	\$241,858
3 Albuquerque	Albuquerque Collegiate Charter School		7,128	285	7,600	15.00	\$111,195	\$66,263	\$66,263
4 Albuquerque	Albuquerque Institute for Math & Science (933 Braboury)	In Public Building	13,800	683	17,847	11.69	\$169,290	\$139,151	\$139,151
5 Albuquerque	Albuquerque Institute for Math & Science (1155 University)	In Public Building	3,509	411	12,363	18.43	\$622,247	\$128,108	\$72,246
6 Albuquerque	Albuquerque School of Excellence		37,880	752	42,351	15.59	\$702,247	\$392,421	\$392,421
7 Albuquerque	Albuquerque Talent Development Secondary Charter		13,348	408	16,986	15.54	\$213,799	\$121,113	\$121,113
8 Albuquerque	Alura Preparatory School	Lease Purchase - Nonprofit	31,348	754	42,942	12.10	\$388,456	\$325,423	\$325,423
9 Albuquerque	Amy Biehl High School	Lease Purchase - Nonprofit	10,327	315	13,145	12.08	\$128,513	\$80,988	\$80,988
10 Albuquerque	Cesar Chavez Community School	Lease from Nonprofit	39,752	599	41,900	5.27	\$212,693	\$215,353	\$212,693
11 Albuquerque	Christine Durcan's Heritage Academy	Lease from Nonprofit	11,017	454	19,568	20.20	\$231,690	\$149,459	\$149,459
12 Albuquerque	Cien Aguas International School		19,988	557	30,051	12.98	\$266,632	\$239,649	\$239,649
13 Albuquerque	Coral Community Charter School	Lease from Nonprofit	21,340	742	28,366	14.21	\$313,826	\$311,434	\$311,434
14 Albuquerque	Corrales International School	Lease Purchase	15,549	2,945	18,728	9.61	\$177,751	\$152,772	\$152,772
15 Albuquerque	Cottonwood Classical Preparatory School	Lease Purchase - Nonprofit	16,248	540	23,418	15.32	\$257,132	\$179,645	\$179,645
16 Albuquerque	Digital Arts and Technology Academy HS	Lease Purchase - Nonprofit	44,561	1,198	48,359	18.24	\$834,794	\$534,518	\$534,518
17 Albuquerque	East Mountain High School	Lease Purchase - Nonprofit	47,000	600	47,600	5.15	\$245,295	\$212,776	\$212,776
18 Albuquerque	El Camino Real Academy	Lease Purchase - Nonprofit	35,266	693	40,015	7.70	\$276,960	\$269,099	\$269,099
19 Albuquerque	Explore Academy	Lease from Nonprofit	44,410	593	61,380	11.45	\$515,173	\$222,716	\$222,716
20 Albuquerque	Gilbert L. Sena Charter HS	Lease from Nonprofit	19,810	423	22,264	5.39	\$109,053	\$173,387	\$109,053
21 Albuquerque	Gordon Bernell Charter School (100 Deputy Dean Miera)	In Public Building	15,160	410	15,570	14.64	\$228,000	\$123,322	\$123,322
22 Albuquerque	Gordon Bernell Charter School (401 Roma NW)	In Public Building	6,237	788	7,025	6.71	\$47,164	\$173,795	\$47,164
23 Albuquerque	Health Leadership High School		13,122	788	13,910	9.57	\$133,099	\$146,146	\$133,099
24 Albuquerque	Horizon Academy West	Lease Purchase - Nonprofit	10,850	443	15,800	13.46	\$151,984	\$130,316	\$130,316
25 Albuquerque	La Academia de Esperanza	Lease from Nonprofit	23,539	824	30,148	17.35	\$422,773	\$342,356	\$342,356
26 Albuquerque	La Promesa Early Learning Center Charter School	Lease from Nonprofit	18,987	688	20,875	20.15	\$396,566	\$243,331	\$243,331
27 Albuquerque	La Resolana Leadership Academy	Lease from Nonprofit	28,160	683	34,000	15.88	\$458,095	\$254,374	\$254,374
28 Albuquerque	Los Puentes Charter School	In Public Building	10,728	243	11,000	6.36	\$69,815	\$52,642	\$52,642
29 Albuquerque	Mark Armijo Academy (f/n/a Nuestros Valores)	Lease Purchase - Nonprofit	11,017	450	20,029	11.01	\$126,264	\$129,519	\$126,264
30 Albuquerque	Media Arts Collaborative Charter (Main Bldg.)	Lease Purchase	7,601	362	9,507	10.58	\$84,269	\$120,009	\$84,269
31 Albuquerque	Media Arts Collaborative Charter (Nob Hill Studios)	Lease Purchase	15,290	515	16,192	6.44	\$101,821	\$103,075	\$101,821
32 Albuquerque	Mission Achievement and Success (1718 Yale)		5,784	216	6,000	13.32	\$79,896	\$77,674	\$76,698
33 Albuquerque	Mountesson of the Rio Grande	In Public Building	70,790	1,073	72,290	9.40	\$675,202	\$720,421	\$675,202
34 Albuquerque	Mountain Mahogany Community School	Lease Purchase	19,439	473	20,262	7.83	\$155,921	\$160,134	\$155,921
35 Albuquerque	Native American Community Academy (1000 Indian School Main Campus)	In Public Building	12,480	454	14,578	10.70	\$138,404	\$138,415	\$138,404
36 Albuquerque	Native American Community Academy (1100 Indian School)	In Public Building	36,119	753	42,711	7.32	\$270,027	\$319,533	\$270,027
37 Albuquerque	Native American Community Academy (1117 Stanford UNM Campus)	In Public Building	2,634	801	5,052	10.77	\$37,005	\$319,533	\$37,005
38 Albuquerque	New Mexico International School	In Public Building	2,373	801	5,010	12.22	\$38,772	\$319,533	\$38,772
39 Albuquerque	North Valley Academy (7901 4th Street Art Space)		20,605	481	21,551	12.50	\$263,575	\$185,656	\$185,656
40 Albuquerque	North Valley Academy (7939 4th Street - Main Campus)		2,600	0	3,175	14.27	\$37,108	\$345,301	\$37,108
41 Albuquerque	Robert F. Kennedy Charter HS (4300 Blake Rd. SW)	Lease Purchase	31,020	834	43,000	9.62	\$306,458	\$345,301	\$306,458
42 Albuquerque	Robert F. Kennedy Charter HS (1021 Isleta Rd. SW)	In Public Building	34,642	720	44,949	10.82	\$382,532	\$279,775	\$279,775
43 Albuquerque	Siembra Leadership HS	In Public Building	19,200	537	20,937	7.84	\$154,721	\$192,529	\$154,721
44 Albuquerque	South Valley Academy	In Public Building	5,000	245	5,279	7.33	\$38,445	\$47,856	\$38,445
45 Albuquerque	South Valley Academy (Lanod)	In Public Building	6,343	263	6,571	14.53	\$95,979	\$61,109	\$61,109
46 Albuquerque	Southwest Aeronautics, Mathematics & Science Academy	In Public Building	32,246	1,062	43,913	9.84	\$327,827	\$453,898	\$327,827
47 Albuquerque			9,804	383	10,482	9.92	\$101,041	\$114,119	\$101,041
48 Albuquerque			30,993	548	36,826	7.38	\$232,037	\$196,211	\$196,211

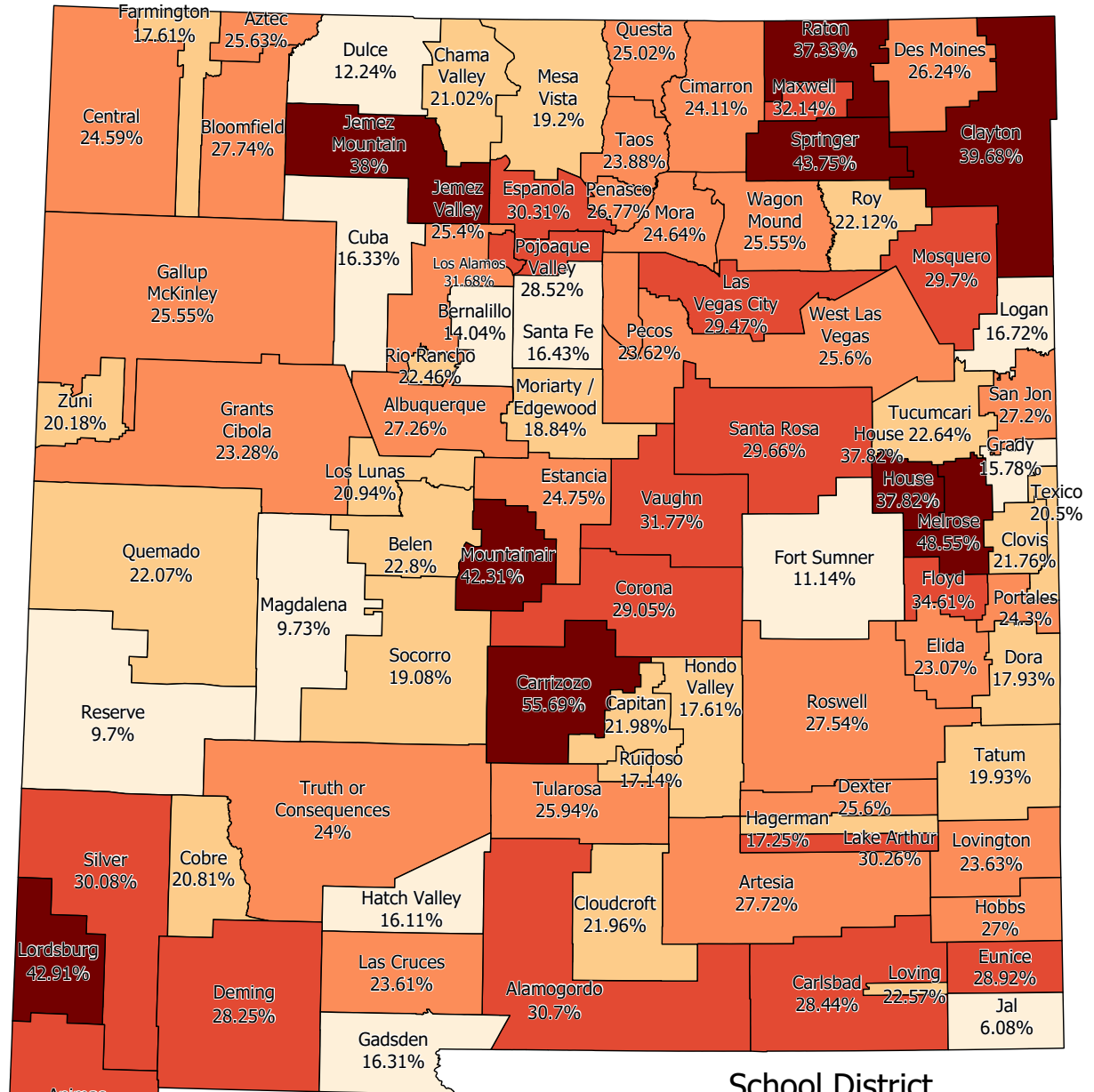
Lease Assistance

PSCOC Lease Assistance Awards FY19

School District	School Facility	Public Building Status	Eligible Classroom Net Square Footage	Eligible Direct Admin Net Square Footage	Total Gross Square Footage	Costy/Sq Ft.	Lease Payment for Classroom and Direct Admin Space	Maximum Allowable Lease Assistance @ \$736.25/MEM	Actual Lease Assistance Award
49	Albuquerque	Southwest Preparatory Learning Center	14,800	483	17,503	11.66	\$177,869	\$143,937	\$143,937
50	Albuquerque	Southwest Secondary Learning Center	21,846	564	24,660	10.12	\$226,702	\$187,008	\$187,008
51	Albuquerque	Technology Leadership High School	7,273	323	11,587	15.97	\$121,279	\$132,893	\$121,279
52	Albuquerque	The Albuquerque Sign Language Academy	5,849	294	9,282	12.01	\$73,748	\$71,784	\$71,784
53	Albuquerque	The GREAT Academy	9,935	395	15,097	11.16	\$115,292	\$117,800	\$115,292
54	Albuquerque	The International School at Mesa del Sol (Land)	21,106	587	21,693	9.91	\$215,000	\$215,000	\$215,000
55	Albuquerque	The Montessori Elementary School	29,500	780	34,704	19.19	\$581,100	\$308,857	\$308,857
56	Albuquerque	The New America School - NM (Land, Sublease, Portables)	19,947	594	22,739	24.75	\$908,317	\$227,869	\$227,869
57	Albuquerque	Tierra Adentro	19,675	576	20,251	15.23	\$308,400	\$207,991	\$207,991
58	Albuquerque	21 st Century Public Academy	16,826	528	17,354	25.59	\$444,125	\$179,645	\$179,645
59	Albuquerque	William W. & Josephine Dorn Charter Community	9,275	221	9,715	4.08	\$38,707	\$40,862	\$38,707
60	Aztec	Mosaic Academy Charter School (Gym)/Aztec Boys & Girls Club	10,000	420	10,420	0.72	\$7,500	\$132,525	\$7,500
61	Aztec	Mosaic Academy Charter School (Land)	0	419	419	121.72	\$51,000	\$132,525	\$51,000
62	Aztec	Mosaic Academy Charter School (Portables)	8,604	419	9,023	6.84	\$61,687	\$132,525	\$61,687
63	Cerritos	Jefferson Montessori Academy	36,118	405	37,272	3.29	\$120,182	\$143,937	\$120,182
64	Cimarron	Moreno Valley High School	18,771	231	19,002	3.00	\$57,000	\$39,758	\$39,758
65	Denning	Denning Cesar Chavez Charter High School	14,356	365	15,487	4.20	\$61,785	\$61,785	\$61,785
66	Espanola	La Tierra Montessori School of the Arts and Sciences	9,743	326	10,069	7.15	\$72,000	\$73,257	\$72,000
67	Espanola	McCurdy Charter School	32,000	942	32,942	14.96	\$492,660	\$391,685	\$391,685
68	Gallup	Dzil Dzit'ool School of Empowerment, Action and Perseverance Charter (DEAP)	1,344	186	1,706	17.64	\$26,991	\$19,511	\$19,511
69	Gallup	Hozho Academy	9,400	488	11,649	14.30	\$141,360	\$165,656	\$141,360
70	Gallup	Middle College High School	67,564	297	89,455	0.30	\$20,459	\$72,889	\$20,459
71	Gallup/McKinley	Six Directions Indigenous School	4,000	225	6,000	20.00	\$84,500	\$53,378	\$53,378
72	Jemez	San Diego Riverside Charter School	10,476	291	13,629	4.97	\$53,511	\$67,735	\$53,511
73	Jemez	Walatowa High Charter School	3,480	237	7,434	20.60	\$76,570	\$34,604	\$34,604
74	Las Cruces	Alma Grate Charter HS	30,369	422	77,764	1.73	\$53,319	\$129,948	\$53,319
75	Las Cruces	J. Paul Taylor Academy	11,479	450	11,929	12.57	\$150,000	\$147,250	\$147,250
76	Las Cruces	Las Academia Dolores Huerta	10,467	397	10,864	10.55	\$114,661	\$120,009	\$114,661
77	Las Cruces	Las Montanas Charter High School	25,053	393	25,446	12.10	\$307,836	\$121,113	\$121,113
78	Las Cruces	The New America School - Las Cruces	22,862	527	24,864	14.98	\$50,411	\$185,935	\$185,935
79	Las Lunas	School of Dreams Academy (Land)	38,961	891	53,092	5.00	\$199,229	\$363,523	\$199,229
80	Moñito	Estancia Valley Classical Academy	48,952	976	49,928	6.44	\$321,453	\$360,394	\$321,453
81	Questa	Red River Valley Charter	10,018	100	10,118	5.71	\$57,796	\$59,268	\$57,796
82	Questa	Roots & Wings Community School	2,184	270	4,464	10.92	\$26,247	\$36,813	\$26,247
83	Rio Rancho	Sandoval Academy of Bilingual Education	23,694	270	23,964	8.24	\$197,500	\$70,312	\$70,312
84	Rio Rancho	The ASK Academy	35,306	838	39,096	13.68	\$494,514	\$366,284	\$366,284
85	Roswell	Sidney Gutierrez Middle School	9,310	249	10,110	3.54	\$33,811	\$48,224	\$33,811
86	Santa Fe	Monte de Sol Charter School	26,895	669	27,900	9.10	\$250,696	\$244,803	\$244,803
87	Santa Fe	New Mexico School for the Arts	28,837	478	35,943	5.24	\$153,617	\$160,871	\$153,617
88	Santa Fe	The Academy for Technology & the Classics	35,739	687	37,099	12.40	\$451,660	\$282,352	\$282,352
89	Santa Fe	The MASTERS Program	5,594	456	6,798	17.26	\$104,449	\$149,827	\$104,449
90	Santa Fe	Tierra Encantada Charter High School	20,214	600	35,920	7.52	\$156,453	\$219,771	\$156,453
91	Santa Fe	Turquoise Trail Charter School	64,935	845	69,101	4.45	\$292,768	\$339,043	\$292,768
92	Silver	Aldo Leopold Charter School MS - Elwell Bldg.	7,355	366	8,582	8.39	\$64,944	\$53,746	\$53,746
93	Socorro	Cottonwood Valley Charter School	11,472	0	11,760	10.31	\$118,305	\$125,163	\$118,305
94	Taos	Anansi Charter School	15,061	425	17,889	10.23	\$158,487	\$142,464	\$142,464
95	Taos	Taos Academy Charter School	12,500	455	12,955	13.94	\$180,536	\$152,772	\$152,772
96	Taos	Taos Integrated School of the Arts	12,500	365	12,865	15.49	\$198,320	\$113,383	\$113,383
97	Taos	Taos International Charter School	9,150	394	24,010	12.14	\$115,897	\$148,723	\$115,897
98	Taos	Taos Municipal Charter School	10,728	469	11,197	12.69	\$142,100	\$156,821	\$142,100
99	Taos	Vista Grande High School	8,908	294	12,912	10.80	\$99,398	\$67,367	\$67,367
100	West Las Vegas	Rio Gallinas School ES/MS - Headstart District Facility	7,066	585	8,101	4.94	\$37,778	\$67,735	\$37,778
TOTAL / AVG			1,922,642	53,505	2,320,696	12.21	\$20,271,572	\$18,289,310	\$15,711,096

* PSCAF received correspondence from the school indicating the lease payment amount had been reduced because charter school paid off the land. Shaded box indicates award was based on this amount. Fifty awards were based on the total lease for classroom and administrative space and fifty awards were based on the maximum allowable assistance per MEM.

District wNMCI



Statewide Schools Average
24.86%

State Chartered Schools Average
18.62%

School District Average wNMCI Score

- ≤16.72%
- ≤22.80%
- ≤27.74%
- ≤36.13%
- ≤55.69%

Created 11/29/18
By AM PSFA
Sources: PSFA

