

Policy Brief

Arts, Physical Education, and Library Access in New Mexico Schools

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Ensuring students have access to music, art, library services, and physical education is important to create an engaging learning environment. These services can help promote a healthy lifestyle, encourage students to explore creative interests, and provide additional opportunities to develop skills in a variety of domains. To support these offerings throughout the state, New Mexico lawmakers have established consistent funding streams, including specific factors in the state equalization guarantee (SEG) and general obligation (GO) bond measures.

New Mexico lawmakers have also made significant investments in recent years to support improved student performance in core academic subjects such as math and reading. With this strong foundation in place, the Legislature has the opportunity to build up the subjects and resources that can help make school engaging for students, all while contributing to improved academic performance.

This brief will provide a review of New Mexico's approach to funding arts, physical education, and school libraries and discuss the ways in which existing funding mechanisms do or do not meet demonstrated need. Additionally, this brief will highlight national research on the impact of these programs, examine the availability of licensed professionals around the state, and serve to inform a broader conversation around how New Mexico prioritizes regular access to enriching courses, co-curricular activities and extracurricular opportunities.

Arts, Physical Education, and School Library Funding in New Mexico

Fine Arts

New Mexico [state law](#) and [administrative rule](#) require students in kindergarten through eighth grade (K-8) receive instruction in fine arts. To help schools fulfill this requirement, the state provides dedicated funding to facilitate the provision of arts education programming. However, despite statutory requirements for fine arts education extending to eighth grade, this existing funding mechanism generates arts-specific funding only for kindergarten through sixth grade (K-6). Beyond these grades, schools must rely on operational funds, external grants, and partnerships with community programs to provide access to arts instruction.

Under New Mexico's public education funding formula, the SEG, specific funding for fine arts education is limited to elementary school arts programs. Units are generated by multiplying student membership in K-6 fine arts programs that meet the requirements of the state's [Fine Arts Education Act \(FAEA\)](#) by 0.055. These funds are intended to be used to offer a variety of arts education activities to elementary students, including visual arts, media arts, music, theater, and dance.

In the 2025-2026 school year (SY26), New Mexico schools generated a total of \$55.7 million (approximately \$378 per eligible student) in funding to support fine arts education programming. According to the Public

Key Takeaways

- Unlike fine arts and physical education, school libraries do not have a specific factor in the SEG ([Page 2](#)).
- Interviewed school officials are finding ways to ensure students can experience some level of arts, physical education, and library programming ([Page 4](#)).
- Without a comprehensive dataset of licensed staff performing relevant duties, it is impossible to accurately assess the availability of these professionals in New Mexico's public schools ([Page 5](#)).
- Both national and international research indicates lawmakers can further support improved student outcomes by ensuring student access to well-resourced school libraries, engaging fine arts opportunities, and robust physical education courses ([Page 7](#)).

Education Department (PED), a total of 145 school districts and charter schools applied for fine arts funding through the Public Education Department in SY26. The number of applicants has remained fairly steady in recent years, with 144 and 143 applicants in SY25 and SY24, respectively.

While elementary fine arts funding is generated as part of the SEG, school districts and charter schools are required to complete an application for PED to confirm their compliance with the provisions of FAEA.

The FAEA application asks school districts and charter schools to report projected numbers of licensed fine arts teachers, with specific breakdowns requested for dance, media arts, music, visual arts, and theater. Additionally, they are asked to report their projected total number of students they plan to serve. Applicants must also list the specific school sites (and accompanying student counts). Further information on pedagogy, professional development, goals and objectives, class frequency, and program planning are also required.

Physical Education

New Mexico [statute](#) requires all students in grades one through eight participate in physical education courses. Kindergarten students are not explicitly required to take physical education, but can generate physical education funding if a school offers a program for them. At the secondary level, state law requires students to complete one unit in physical education to receive a high school diploma.

State funding for physical education operates in a similar manner to fine arts. Within the SEG, schools with physical education programs serving students in grades K-6 generate program units by multiplying eligible student membership by 0.06. While funding is designed to support programming for grades K-6, program units are only generated by sixth-grade students who attend a school designated by PED as an elementary school. As it currently stands, the SEG does not provide specific funding to support physical education for all required grade levels outlined in statute.

In SY26, New Mexico schools generated a total of \$52.9 million (roughly \$413 per eligible student) in funding to support physical education programming. Albuquerque Public Schools accounted for the most significant portion of the funding with \$13.4 million (not including its locally-chartered charter schools). Meanwhile, Magdalena, as an example of a rural district, received \$53.8 thousand. According to data from PED, 55 local education agencies did not generate any program units for elementary physical education. This is primarily due to these schools serving only secondary students or because they did not have a licensed physical education teacher.

To receive funding, school districts and charter schools must meet state academic content and performance standards and ensure any physical education course is taught by a properly licensed instructor. As with other aspects of the education system, PED is responsible for monitoring school compliance with statutory requirements and departmental guidance for physical education. This is done annually through various reporting mechanisms and auditing functions and is typically handled by the department's Safe and Healthy Schools Bureau. However, the bureau does not currently have a dedicated staffer focused on physical education.

School Libraries

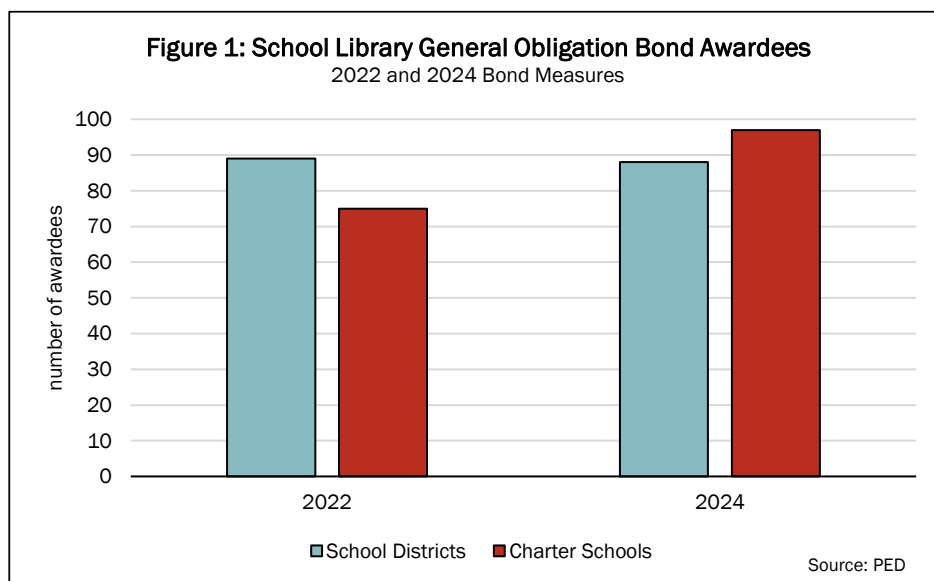
Under state law, there is no explicit requirement that schools have a library on campus, though statewide [adequacy standards](#) in administrative rule do mandate that school facilities incorporate designated space for students to access research materials, literature, and technology. According to the [New Mexico State Library](#), there are a total of 827 libraries located in schools throughout the state as of SY27. State statute and administrative code do not provide a definition as to what constitutes a school library as a concept. However, the [Public School Code](#) does define "school library materials" as books and other educational media (including online reference and periodical databases) that are made available in a school library. In practice, a library that offers these materials and is based on a school campus would likely meet this standard.

Unlike fine arts and physical education, school libraries do not have a specific factor in the SEG. Instead, the primary source of state funding for school libraries comes from state GO bonds. During legislative sessions in even-numbered years, New Mexico lawmakers may refer, through a simple majority vote, a ballot question to voters requesting their approval of bond funds to support higher education, senior services, libraries, and public education. State GO bond referrals require the governor's signature before appearing on the ballot. If approved, the state is authorized to borrow funding from investors to finance public projects. In 2022 and 2024, New Mexico lawmakers approved GO bond measures to authorize borrowing \$19.3 million for public libraries. In both

cases, \$6 million was set aside specifically to support school libraries. In the November election in both years, the bond measures were passed with over 60 percent of the vote.

PED is responsible for awarding the \$6 million in funding for school libraries. The department's Capital Outlay Bureau, using a per-pupil allocation, determines award amounts. In 2024, PED allocated \$5.35 million to 88 of the state's 89 school districts, with Loving opting out of receiving an allocation. PED also distributed just under \$646 thousand to 97 charter schools that same year. In 2022, PED allocated a total of \$5.4 million to New Mexico's 89 districts and \$606 thousand to 75 charter schools.

Library GO bonds are used for non-structural expenses, including books, digital media, technology such as tablets or computers, and other library supplies. These funds cannot be used for capital projects or staff salaries. **Figure 1: School Library General Obligation Bond Awardees** breaks down the split in awards by PED between charter schools and school districts. While the number of charter schools receiving awards has increased, the overall funding split remains largely the same, with approximately 90 percent of library GO bond funding going to school districts. In the 2026 legislative session, lawmakers referred another [public library bond measure](#) to the November ballot.



Outside of GO bonds, the state also created the school library material fund (SLMF) to help schools purchase physical and digital library resources. The SLMF, established as a non-reverting fund in the state treasury, must have 90 percent of the estimated entitlement for each school district and state institution by July 1 of each fiscal year. The allocation is based on the estimated 40-day membership count for the next school year. In the 2025 legislative session, the Legislature sought to shore up “legacy cash deficits” in the SLMF and two other funds administered by PED with a \$15.5 million appropriation from the public education reform fund in the [2025 General Appropriation Act](#). The specific amount dedicated to each fund was not specified.

Virtual Interview Review

Financial information and data can reveal only so much about the state of arts, physical education, and library access in New Mexico's public education system. To better understand the landscape for these programs, LESC staff conducted virtual interviews with four school districts and two charter schools representing urban and rural communities. The school districts and charter schools included in the sample were meant to be illustrative of the diverse contexts in which New Mexico schools operate, ranging from small rural school districts to large urban school districts and charter schools serving all grades or secondary students only. The conditions in these schools should not necessarily be interpreted as representative of the statewide landscape.

- Albuquerque Public Schools;
- Lake Arthur Municipal Schools;

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- Magdalena Municipal Schools;
 - Las Cruces Public Schools;
 - Cottonwood Classical Preparatory School; and
 - Sendero School of Academics and Career Preparation.

All six interviews used consistent research questions designed to understand the range of programming offered in New Mexico public schools, the ways in which such programming supported staffing strategies and student engagement efforts, and to what extent state support met the needs of students.

These conversations revealed common themes about how public schools in New Mexico are providing these engaging educational opportunities for students, even as they grapple with challenges involving staffing, facilities, and funding. LESC staff conducted a thematic analysis of interview responses to identify six key takeaways for policymakers:

Nearly every school district and charter school that met with LESC are offering some kind of arts, physical education, and library offering for students. Interviewed school officials are finding ways to ensure students can experience some level of arts, physical education, and library programming. However, the specific nature and scale of the programming varied. Several districts and charter schools in the interview group reported having full-time staff, while others, particularly in rural communities, relied on community partnerships and volunteers. Scheduling frequency also varied, with some schools having these offerings every day, while others scheduling them a handful of times over the course of a quarter, trimester, or semester.

All schools cited funding as the dominant concern for the sustainability of these programs. In every conversation with school officials selected for these interviews, sustainable funding was the number one concern. Interviewees noted that funding generated by the SEG for arts and physical education was often not a large enough sum to cover staffing and other costs. Schools often must fill gaps with donations from parents, grants, and other sources. Library GO bonds were cited as only being enough to purchase materials and equipment and could not be used for staffing purposes.

All schools emphasized they did not view arts, P.E., and library services as optional or “luxury” offerings, viewing them instead as core features of a quality education. Interviewees repeatedly argued for arts, physical education, and libraries to be seen as essential components of a well-rounded educational experience, rather than an added benefit offered to students if funding is available. Several pointed to this as an equity issue that contributes to the issues highlighted in the *Martinez-Yazzie* lawsuit. Without equitable state funding providing adequate resources to communities with varying degrees of need, schools expressed concerns about the ability of affluent schools, using booster club donations and other community funding sources, to fill gaps while other communities would not be able to offer programs at all due to a lack of financial or practical capacity in their area.

Staffing remains a challenge for schools across New Mexico. Following a trend seen throughout public education nationwide, interviewees cited staffing as a barrier to adequate arts, physical education, and library services. Some interviewees particularly cited the shortage of licensed librarians, forcing them to adopt workarounds such as using EAs to staff elementary school libraries. One district had one teacher cover both P.E. and the library, while another had to move their full-time librarian back into the classroom because of budget issues. One interviewed charter school called for PED to have a state school librarian to support best practices and offer guidance. In areas where staff are in place, interviewees raised concerns about aging staff and recruitment challenges in the coming years.

Offering these programs helps manage staff time. Interviewees consistently said having arts, P.E., and library programs helps schools set aside time for core classroom teachers to collaborate and prep. Several schools pointed to these programs as a way to reduce the risk of burnout. Las Cruces specifically has a collective bargaining agreement requiring 225 minutes per week for staff planning time, an allotment the district indicated they could not meet without offering arts, physical education, and library programming. As New Mexico grapples with high rates of teacher turnover and staff burnout, school officials pointed to robust arts, physical education, and library access as a strategy to partially address heavy workloads for educators.

Facilities constrain schools’ ability to offer programs, particularly for charter schools. In several cases, a key barrier to offering these engaging educational resources was not a lack of will, but rather inadequate facilities. Charter schools in particular, given they often operate in third party-owned facilities and are not eligible for capital

outlay funding, pointed to facility capacity as a limitation on what opportunities they can feasibly offer students. Sendero School of Academics and Career Preparation noted they lack a gym or track. On the school district side, Lake Arthur reported their school building is very old and needs to be rebuilt.

Arts, Physical Education, and Library Professionals in New Mexico Schools

To understand the availability of educators with the necessary credentials for arts, physical education, and library programs, LESC staff with a PED list of active license holders with relevant licenses, certificates, and staff assignments in New Mexico public schools at the end of SY25. However, limitations in this dataset made conclusive findings about the availability of qualified arts, physical education, and library professionals impossible.

PED's list, while offering insight into the totality of the credentialed or assigned workforce for these programs in New Mexico, does not reflect whether these license holders are serving in relevant roles in their districts and charter schools. While PED tracks license holders and requires schools to submit information on the assignments of staff within their buildings, these two datasets are not matched with one another to ascertain which licensed professionals are actively working in roles aligning with their licensure. The result is an incomplete picture of the state of the arts, physical education, and library services workforce in the state's public education system.

Using available data, LESC staff cross-referenced the list of license holders and assigned staff with PED's directory of school districts and directory of charter schools. The data provided by PED also included a high volume of license holders with no link to a district or charter school. Licenses and staff assignments linked to specific schools accounted for approximately 51 percent of all records for the various arts certifications, 51 percent for the physical education and coaching certifications, and 76 percent for library media.

As a result, the data is almost certainly painting a picture of a far more severe shortage than the reality on the ground. The dataset could indicate a school district has no linked license holder or assigned staff for art, but this would not definitively mean a school district lacks a licensed professional. Rather, it simply means the dataset cannot link the license holder to that specific district. These data quality issues underscore the need for more robust data reporting and tracking on the part of school districts, charter schools, and PED. To date, the recruitment and retention of qualified art teachers, physical education teachers, and librarians has been the responsibility of school districts and charter schools. Without a comprehensive dataset of licensed staff performing relevant duties, it is impossible to accurately assess the availability of these professionals in New Mexico's public schools.

While data quality issues prevent substantive analysis of the availability of qualified staff for arts, physical education, and school libraries, LESC staff interviews with school districts provide insight to the varied experiences of students in different areas of the state. **Table 1: Comparison of Student Arts, Physical Education, and Library Experiences in Three School Districts**, shown on the next page, examines the different levels of support and access for students in these disciplines in three school districts with differing contexts: Albuquerque Public Schools, Magdalena Municipal Schools, and Lake Arthur Municipal Schools. All three school districts have found ways in which to offer students' access to arts, physical education, and library experiences. However, the frequency of these offerings and the staff in place to support their delivery vary significantly. In Albuquerque Public Schools, the district operates a specific department to support visual and performing arts instruction with a sizeable staff and a robust team of resource teachers. APS also reported nearly every school has a licensed librarian. In contrast, Magdalena is unable to staff a full-time librarian due to funding limitations, while Lake Arthur has a teacher who covers both physical education and the library. In fine arts, Lake Arthur does not have any full-time art teachers, but rather contracts with an artist who visits every 4-6 weeks for art projects. In addition, the district relies on a classroom teacher who volunteers to teach drama after school and has developed partnerships with arts-focused entities from elsewhere in the state to ensure student access.

None of these observations should be interpreted as a criticism of the arts, physical education, and library offerings in each of the three school districts. All three districts are leveraging the resources they have to provide some degree of access to these opportunities to their students, all while managing the differing barriers to access in their respective communities. This analysis is intended to demonstrate the degree to which student access to these engaging educational opportunities can vary in scope and frequency based on the resources of a community. As lawmakers consider ways to further support these aspects of a well-rounded education, it will be

important to examine how the state can reduce gaps in offerings between school districts and charter schools to ensure no matter the residence of a student, they can experience frequent, engaging arts, physical education, and library opportunities.

Table 1: Comparison of Student Arts, Physical Education, and Library Experiences in Three School Districts

Based on LESC Staff Interviews with School District Officials

Student Location	Arts	Physical Education	Library
Elementary Student in APS	• Offered once a week (music and art); • Instruments provided to students; • Dedicated Visual and Performing Arts Department (7 staff, 15 resource teachers, 3 funding technicians, 1 unified ARTS librarian).	• Offered once a week.	• Offered weekly; • Nearly all schools have a licensed librarian.
Elementary Student in Magdalena	• Offered twice a week; • Full-time art teacher; • Art shows, musical performances, talent shows.	• Offered twice a week.	• Unlimited access; • No full-time librarian due to funding limitations; • District hired an EA to staff library
Elementary Student in Lake Arthur	• Once every three weeks for smaller in-class art projects; • No full-time art teachers; • Teacher volunteers to provide drama instruction after school; • Contracted artist visits every 4-6 weeks for art projects; • Partnership with Santa School for the Arts once a year; • Dance and keyboard workshops.	• Offered twice a week; • Physical education teacher also staffs library.	• Offered once a week; • Librarians may do art projects during library time.

Source: LESC Interviews

Evidence for Impact of Arts, Physical Education, and Library Access on Student Outcomes

The staffing and access challenges reported by interviewed school districts and charter schools are not unique to New Mexico. According to [U.S. Department of Education data](#) from the beginning of SY25, 16 percent of reported vacancies for physical education positions were unable to be filled with fully-certified teachers, while

19 percent of music and arts positions were unable to be filled with certified teachers. School librarians are unevenly distributed across the country. For example, Texas has more school librarians statewide than the 20 bottom states combined, according to the [SLIDE Project](#), an initiative examining school librarian employment across the U.S. As New Mexico has faced persistently low achievement scores on state assessments, policymakers and educators alike have worked to identify strategies to better support students' academic needs and overall well-being. In recent years, the Legislature has invested significant funding in core academic subjects like math and reading. To build upon these efforts, both national and international research indicates lawmakers can further support improved student outcomes by ensuring student access to well-resourced school libraries, engaging fine arts opportunities, and robust physical education courses.

Fine Arts

Research has repeatedly shown the benefits of arts education for students' well-being and academic achievement. In 2019, [a randomized control trial and survey](#) published by the Houston Education Research Consortium at Rice University examined the effectiveness of Houston's Arts Access Initiative (AAI) on student performance. AAI is a collaborative school-community partnership specifically focuses on providing arts education experiences to students in under-resourced schools. The initiative emphasizes arts integration, where artistic mediums are used to help students engage with other academic subjects. Participating schools had to designate a campus-level arts liaison, take part in arts integration professional development for teachers and administrators, and provide matching funds to support teaching artist residencies, performances, field trips, and out-of-school time programs, among other requirements.

Focusing on students in grades four through eight at 42 schools (36 elementary, six middle) in the Houston Independent School District, the Rice University study found statistically significant positive effects of AAI participation across three categories: greater arts education access led to a 3.6 percentage point drop in the proportion of students receiving disciplinary infractions; writing achievement improved by 0.13 of a standard deviation (effectively going from the 50th to 55th percentile); and, based on survey responses, greater compassion for others.

Additionally, a 2017 [evidence review](#) by the Wallace Foundation, an independent philanthropic education organization, reviewed 44 studies on the effectiveness of arts integration on student achievement. On average, the studies included in the evidence review indicated arts integration interventions led to student achievement growth from the 50th percentile to the 54th percentile, representing a small but statistically significant impact.

Physical Education

According to the [Centers for Disease Control and Prevention](#), the national public health agency in the United States, physical activity can help students improve their grades and increase their focus in class. In 2020, the World Health Organization, a global public health agency under the United Nations, published an [umbrella review](#) of the impact of physical activity and student academic performance which largely confirmed the positive relationship between the two. The umbrella review involved 41 meta-analyses and systematic reviews. Overall, the researchers concluded physical activity has a small to medium positive impact on students' academic achievement. Drilling down to individual subjects, several meta-analyses included in the umbrella review found increasing the allocation of school time to physical education had a small to medium positive effect on student learning in both reading and mathematics. However, the findings on the overall impact of physical activity on mathematics were more mixed and ranged from no effect to small or medium positive effects. A [2023 systematic review](#) published by researchers at the University of Derby in the United Kingdom also found at least 90 minutes of physical activity per week, as well as moderate to vigorous intensity physical activity, were both associated with improved academic outcomes.

School Libraries

Over the past two decades, states across the U.S. have conducted school library impact studies to determine the degree to which school library access can bolster student outcomes. In a 2016 University of Delaware [summary brief](#) of Delaware's School Libraries Master Plan, authors pointed to research finding school library access was associated with:

- Higher graduation rates ([Washington](#));
- Higher proficiency in reading, math, science, history and writing ([Kansas](#));

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- Higher scores on standardized tests among economically disadvantaged students ([Pennsylvania](#));
 - Lower rates of unsatisfactory scores in reading ([Colorado](#)); and
 - Higher English language arts scores, improved writing and research abilities, and improved ability to evaluate and use diverse information sources. ([South Carolina](#))

But the way in which schools approached questions of staffing, scheduling, and resource allocation played important roles in the improved student outcomes. To achieve these results, school libraries incorporated a variety of factors, including:

- A full-time certified librarian;
- Adequate support staff to help librarians with professional duties;
- Sufficient funding for new resources to keep library collections updated and relevant;
- Collaboration between librarians, teachers, and students, including flexible scheduling conducive to such collaboration; and
- Access to professional development and networking opportunities for library staff.

Policy Considerations and Recommendations

New Mexico law and administrative rule direct schools throughout the state to provide students with an adequate education that incorporates math, reading, and science, but also provides students with access to art, music, social studies, physical education, foreign language, and health education. In a world faced with ever-evolving technology and a media ecosystem grappling with misinformation and disinformation, educators and policymakers have also emphasized the need for students to develop the ability to find, evaluate, and use information effectively (skills often honed with the aid of school libraries). Despite these expectations, the state's funding mechanisms for fine arts, physical education, and libraries typically provide enough money to purchase educational materials and supplies for short-term projects, but struggle to provide the resources needed to sustain robust programming taught by highly-qualified professionals. In LESC staff interviews with school district and charter school leaders, it was clear New Mexico educators are finding innovative ways to ensure students have some degree of access to enriching arts activities, physical education courses, and library services. However, schools, especially those in rural areas, often lack sufficient resources to provide these courses and services with full-time professionals. The result is an educational landscape where more affluent communities and those with greater proximity to urban areas may be more likely to offer these programs than their less affluent or more rural neighbors, risking perpetuation of existing educational inequities.

This conversation over physical education, fine arts, and school libraries should not be viewed in a vacuum. Instead, the opportunities and barriers that exist in this space are a microcosm of a much broader discussion around how New Mexico's public school system can give all students access to high-quality and engaging programming beyond the traditional "core" academic subjects. Lawmakers have heard from educators and families about factors like transportation, participation fees, and other expenses preventing students from taking part in activities that can not only generate greater enthusiasm for their educational journey, but also bolster their performance in more traditional academic settings. As the Legislature examines the sufficiency of the state's funding for public education, lawmakers may consider ways in which to increase access to these vital educational experiences. To do so, however, will require improved data collection at the state and local levels to ensure legislators have the necessary information to appropriately allocate funding. To that end, LESC staff have identified several recommendations:

The Legislature should consider...

- Further study of the ways in which state funding and policy frameworks can encourage greater investment at the local level in arts, physical education, and library services, as well as co-curricular and extracurricular activities, in the 2027 interim.
- Further study of what constitutes an adequate per-pupil allocation of secondary factor funding for arts, physical education, and library services in the 2027 interim.

The Public Education Department should...

- Develop a robust system of reporting requirements and data collection for school districts and charter schools, including:
 - Annual counts of actively working licensed educators in arts, physical education, and library media and other full-time equivalents assigned to relevant roles;
 - Matching license numbers with reported staffing assignments to link licensed professionals with specific school districts and charter schools;
 - School-level data on the number of offered arts, physical education, and library programs and grades served by these programs; and
 - Student enrollment and participation in these programs and frequency of instruction.

Appendix A: Elementary Fine Arts Membership and Funds Generated by School District and Charter School

SY26

	School District/Charter School	Final Fine Arts MEM	Fine Arts Funds Generated	
1	ALAMOGORDO	2,812.50	\$ 1,063,804.84	1
2	ALBUQUERQUE	33,169.50	\$ 12,546,051.70	2
3	ACE LEADERSHIP HIGH SCHOOL	0.00	\$ -	3
4	ABQ CHARTER ACADEMY	0.00	\$ -	4
5	ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	0.00	\$ -	5
6	THE ALB TALENT DEVELOPMENT CHARTER	0.00	\$ -	6
7	ALICE KING COMMUNITY SCHOOL	309.50	\$ 117,068.87	7
8	CHRISTINE DUNCAN HERITAGE ACADEMY	388.00	\$ 146,757.31	8
9	CIEN AGUAS INTERNATIONAL	322.50	\$ 121,986.00	9
10	CORAL COMMUNITY CHARTER	206.50	\$ 78,110.10	10
11	CORRALES INTERNATIONAL	154.00	\$ 58,249.04	11
12	DIGITAL ARTS AND TECHNOLOGY ACADEMY	0.00	\$ -	12
13	EAST MOUNTAIN HIGH SCHOOL	0.00	\$ -	13
14	EL CAMINO REAL ACADEMY	163.00	\$ 61,653.20	14
15	GILBERT L SENA CHARTER HS	0.00	\$ -	15
16	GORDON BERNELL CHARTER	0.00	\$ -	16
17	HEALTH LEADERSHIP HIGH SCHOOL	0.00	\$ -	17
18	INTERNATIONAL SCHOOL AT MESA DEL SOL	184.00	\$ 69,596.25	18
19	LA ACADEMIA DE ESPERANZA	0.00	\$ -	19
20	LOS PUENTES CHARTER	0.00	\$ -	20
21	MARK ARMIJO ACADEMY	0.00	\$ -	21
22	MONTESSORI OF THE RIO GRANDE	216.00	\$ 81,699.95	22
23	MOUNTAIN MAHOGANY COMMUNITY SCHOOL	178.00	\$ 67,326.81	23
24	NATIVE AMERICAN COMMUNITY ACADEMY	169.50	\$ 64,115.20	24
25	NEW AMERICA SCHOOL	0.00	\$ -	25
26	NEW MEXICO INTERNATIONAL SCHOOL	384.50	\$ 145,436.91	26
27	PUBLIC ACADEMY FOR PERFORMING ARTS	0.00	\$ -	27
28	ROBERT F. KENNEDY CHARTER	16.00	\$ 6,051.85	28
29	SIEMBRA LEADERSHIP HIGH SCHOOL	0.00	\$ -	29
30	SOUTH VALLEY ACADEMY	0.00	\$ -	30
31	TECHNOLOGY LEADERSHIP HIGH SCHOOL	0.00	\$ -	31
32	VOZ COLLEGIATE PREPARATORY CHARTER SCHOOL	25.50	\$ 9,648.57	32
33	ALBUQUERQUE W/CHARTERS	35,886.50	\$ 13,573,751.77	33
34	ANIMAS	66.00	\$ 24,963.87	34
35	ARTESIA	2,045.50	\$ 773,694.38	35
36	AZTEC	1,056.00	\$ 399,421.97	36
37	MOSAIC ACADEMY CHARTER	145.50	\$ 55,037.43	37
38	AZTEC W/CHARTERS	1,201.50	\$ 454,459.40	38
39	BELEN	1,739.00	\$ 657,760.23	39

40	BERNALILLO	1,443.50	\$	545,993.60	40
41	BLOOMFIELD	1,102.50	\$	417,013.59	41
42	CAPITAN	207.00	\$	78,295.78	42
43	CARLSBAD	3,779.00	\$	1,429,370.85	43
44	JEFFERSON MONTESSORI ACADEMY	0.00	\$	-	44
45	CARLSBAD W/CHARTERS	3,779.00	\$	1,429,370.85	45
46	CARRIZOZO	77.50	\$	29,317.08	46
47	CENTRAL CONS.	2,016.00	\$	762,532.85	47
48	CHAMA	259.50	\$	98,156.85	48
49	CIMARRON	156.00	\$	59,005.52	49
50	MORENO VALLEY HIGH	0.00	\$	-	50
51	CIMARRON W/CHARTERS	156.00	\$	59,005.52	51
52	CLAYTON	186.00	\$	70,352.73	52
53	CLOUDCROFT	204.50	\$	77,353.62	53
54	CLOVIS	3,926.00	\$	1,484,972.20	54
55	COBRE CONS.	483.00	\$	182,690.16	55
56	CORONA	64.50	\$	24,399.95	56
57	CUBA	315.50	\$	119,338.32	57
58	DEMING	2,478.00	\$	937,279.96	58
59	DEMING CESAR CHAVEZ	0.00	\$	-	59
60	DEMING W/CHARTERS	2,478.00	\$	937,279.96	60
61	DES MOINES	74.00	\$	27,989.80	61
62	DEXTER	353.00	\$	133,518.90	62
63	DORA	110.00	\$	41,606.46	63
64	DULCE	290.00	\$	109,689.75	64
65	ELIDA	68.00	\$	25,720.35	65
66	ESPANOLA	1,434.50	\$	542,589.44	66
67	ESTANCIA	264.00	\$	99,855.49	67
68	EUNICE	377.00	\$	142,596.67	68
69	FARMINGTON	5,170.00	\$	1,955,503.39	69
70	FLOYD	111.50	\$	42,177.25	70
71	FT SUMNER	0.00	\$	-	71
72	GADSDEN	5,634.00	\$	2,131,006.98	72
73	GALLUP-MCKINLEY	5,449.00	\$	2,061,032.48	73
74	GRADY	80.50	\$	30,451.80	74
75	GRANTS	1,471.00	\$	556,391.78	75
76	HAGERMAN	210.00	\$	79,430.51	76
77	HATCH	468.50	\$	177,209.11	77
78	HOBBS	5,310.00	\$	2,008,457.06	78
79	HONDO	63.00	\$	23,829.15	79
80	HOUSE	14.50	\$	5,487.93	80
81	JAL	293.50	\$	111,017.03	81
82	JEMEZ MOUNTAIN	89.00	\$	33,663.40	82
83	JEMEZ VALLEY	116.00	\$	43,875.90	83

84	LAKE ARTHUR	71.00	\$	26,855.08	84
85	LAS CRUCES	11,000.50	\$	4,160,838.06	85
86	LAS VEGAS CITY	609.00	\$	230,348.46	86
87	LOGAN	99.50	\$	37,638.37	87
88	LORDSBURG	188.00	\$	71,109.21	88
89	LOS ALAMOS	1,752.50	\$	662,869.91	89
90	LOS LUNAS	3,996.00	\$	1,511,449.04	90
91	LOVING	373.00	\$	141,083.71	91
92	LOVINGTON	1,629.50	\$	616,346.33	92
93	MAGDALENA	130.50	\$	49,363.82	93
94	MAXWELL	39.00	\$	14,751.38	94
95	MELROSE	117.50	\$	44,446.70	95
96	MESA VISTA	109.00	\$	41,228.21	96
97	MORA	196.00	\$	74,135.14	97
98	MORIARTY-EDGEWOOD	1,216.00	\$	459,940.45	98
99	MOSQUERO	37.00	\$	13,994.90	99
100	MOUNTAINAIR	98.50	\$	37,260.13	100
101	PECOS	201.50	\$	76,218.90	101
102	PENASCO	139.00	\$	52,575.43	102
103	POJOAQUE	636.50	\$	240,753.52	103
104	PORTALES	1,274.00	\$	481,878.40	104
105	QUEMADO	82.50	\$	31,208.28	105
106	QUESTA	130.50	\$	49,363.82	106
107	RATON	409.50	\$	154,892.92	107
108	RESERVE	45.00	\$	17,020.82	108
109	RIO RANCHO	8,036.00	\$	3,039,540.66	109
110	ROSWELL	4,373.00	\$	1,654,045.71	110
111	SIDNEY GUTIERREZ MIDDLE	154.00	\$	58,249.04	111
112	ROSWELL W/CHARTERS	4,527.00	\$	1,712,294.74	112
113	ROY	33.50	\$	12,674.50	113
114	RUIDOSO	874.50	\$	330,774.76	114
115	SAN JON	58.00	\$	21,937.95	115
116	SANTA FE	5,674.00	\$	2,146,136.60	116
117	ACADEMY FOR TECHNOLOGY & CLASSICS	0.00	\$	-	117
118	SANTA FE W/CHARTERS	5,674.00	\$	2,146,136.60	118
119	SANTA ROSA	272.50	\$	103,073.97	119
120	SILVER CITY	1,085.00	\$	410,390.94	120
121	SOCORRO	588.00	\$	222,405.41	121
122	COTTONWOOD VALLEY CHARTER	133.00	\$	50,305.99	122
123	SOCORRO W/CHARTERS	721.00	\$	272,711.40	123
124	SPRINGER	59.50	\$	22,508.75	124
125	TAOS	729.00	\$	275,737.32	125
126	ANANSI CHARTER SCHOOL	153.00	\$	57,870.80	126
127	TAOS MUNICIPAL CHARTER	166.50	\$	62,980.48	127

128	TAOS W/CHARTERS	1,048.50	\$	396,588.60	128
129	TATUM	107.50	\$	40,664.29	129
130	TEXICO	258.00	\$	97,586.05	130
131	TRUTH OR CONS.	657.00	\$	248,504.01	131
132	TUCUMCARI	470.00	\$	177,773.04	132
133	TULAROSA	414.00	\$	156,591.57	133
134	VAUGHN	41.50	\$	15,700.42	134
135	WAGON MOUND	29.50	\$	11,161.53	135
136	WEST LAS VEGAS	744.00	\$	281,410.93	136
137	RIO GALLINAS SCHOOL	63.00	\$	23,829.15	137
138	WEST LAS VEGAS W/CHARTERS	807.00	\$	305,240.08	138
139	ZUNI	507.50	\$	191,960.49	139
	STATE CHARTERS				
140	21ST CENTURY PUBLIC ACADEMY	211.00	\$	79,808.75	140
141	ABQ SCHOOL OF EXCELLENCE	578.00	\$	218,623.01	141
142	ABQ SIGN LANGUAGE ACADEMY	113.50	\$	42,933.74	142
143	ACES TECHNICAL CHARTER SCHOOL	116.50	\$	44,068.46	143
144	ALBUQUERQUE AVIATION ACADEMY	0.00	\$	-	144
145	ALBUQUERQUE BILINGUAL ACADEMY	231.50	\$	87,566.11	145
146	ALBUQUERQUE COLLEGIATE CHARTER SCHOOL	219.50	\$	83,027.23	146
147	ALDO LEOPOLD CHARTER	0.00	\$	-	147
148	ALMA D'ARTE CHARTER	0.00	\$	-	148
149	ALTURA PREPARATORY SCHOOL	268.00	\$	101,368.45	149
150	AMY BIEHL CHARTER HIGH SCHOOL	0.00	\$	-	150
151	CESAR CHAVEZ COMMUNITY SCHOOL	0.00	\$	-	151
152	COTTONWOOD CLASSICAL PREP	153.00	\$	57,870.80	152
153	DEAP	0.00	\$	-	153
154	DREAM DINE	16.50	\$	6,244.41	154
155	ESTANCIA VALLEY CLASSICAL ACADEMY	356.00	\$	134,653.62	155
156	EXPLORE ACADEMY	594.00	\$	224,674.86	156
157	EXPLORE ACADEMY - LAS CRUCES	287.00	\$	108,555.02	157
158	EXPLORE ACADEMY - RIO RANCHO	343.50	\$	129,929.05	158
159	HORIZON ACADEMY WEST	493.00	\$	186,472.57	159
160	HOZHO ACADEMY	471.50	\$	178,343.83	160
161	J PAUL TAYLOR ACADEMY	155.50	\$	58,819.84	161
162	LA ACADEMIA DOLORES HUERTA	39.00	\$	14,751.38	162
163	MCCURDY CHARTER SCHOOL	291.00	\$	110,067.99	163
164	MIDDLE COLLEGE HIGH SCHOOL	0.00	\$	-	164
165	MISSION ACHIEVEMENT AND SUCCESS	1,356.50	\$	513,086.68	165
166	MONTE DEL SOL CHARTER	0.00	\$	-	166
167	NEW AMERICA SCHOOL - LAS CRUCES	0.00	\$	-	167
168	NEW MEXICO ACADEMY FOR THE MEDIA ARTS	0.00	\$	-	168
169	NEW MEXICO CONNECTIONS ACADEMY	0.00	\$	-	169
170	NM SCHOOL FOR THE ARTS	0.00	\$	-	170

171	NORTH VALLEY ACADEMY	222.50	\$	84,161.95	171
172	PECOS CYBER ACADEMY	0.00	\$	-	172
173	RAICES DEL SABER XINACHTLI COMMUNITY	119.50	\$	45,203.18	173
174	RED RIVER VALLEY CHARTER SCHOOL	65.00	\$	24,585.63	174
175	RENAISSANCE ACADEMY CHARTER SCHOOL	64.50	\$	24,399.95	175
176	RIO GRANDE ACADEMY OF FINE ARTS	141.50	\$	53,524.47	176
177	ROOTS & WINGS COMMUNITY	41.00	\$	15,507.86	177
178	SAN DIEGO RIVERSIDE CHARTER	43.00	\$	16,264.34	178
179	SANDOVAL ACADEMY OF BILINGUAL EDUCATION	195.00	\$	73,756.90	179
180	SCHOOL OF DREAMS ACADEMY	219.50	\$	83,027.23	180
181	SENDERO SCHOOL OF ACADEMICS AND CAREER PREP.	0.00	\$	-	181
182	SIX DIRECTIONS INDIGENOUS SCHOOL	0.00	\$	-	182
183	SOLARE COLLEGIATE CHARTER SCHOOL	138.00	\$	52,197.19	183
184	SOUTH VALLEY PREP	0.00	\$	-	184
185	NORTHPOINT CHARTER SCHOOL	0.00	\$	-	185
186	TAOS ACADEMY	30.00	\$	11,347.22	186
187	TAOS INTEGRATED SCHOOL OF ARTS	166.00	\$	62,787.92	187
188	TAOS INTERNATIONAL SCHOOL	142.00	\$	53,710.15	188
189	THE ASK ACADEMY	0.00	\$	-	189
190	THE GREAT ACADEMY	0.00	\$	-	190
191	THE MASTERS PROGRAM	0.00	\$	-	191
192	THE MONTESSORI ACADEMY	366.00	\$	138,436.02	192
193	THRIVE COMMUNITY SCHOOL	236.50	\$	89,457.32	193
194	TIERRA ADENTRO	0.00	\$	-	194
195	TIERRA ENCANTADA CHARTER SCHOOL	0.00	\$	-	195
196	TURQUOISE TRAIL CHARTER SCHOOL	484.50	\$	183,260.96	196
197	VISTA GRANDE HIGH SCHOOL	0.00	\$	-	197
198	WALATOWA CHARTER HIGH	0.00	\$	-	198
199	SACRAMENTO SCHOOL OF ENGINEERING AND SCIENCE	0.00	\$	-	199
200	SUN MOUNTAIN COMMUNITY SCHOOL	112.00	\$	42,362.94	200
201	STATEWIDE TOTAL	147,244.00	\$	55,693,850.50	201

Source: LESC Files

Appendix B: Elementary Physical Education Membership and Funds Generated by School District and Charter School

SY26

	School District/Charter School	Elementary PE MEM	Elementary PE Funds Generated	
1	ALAMOGORDO	2,473.00	\$ 1,020,424.10	1
2	ALBUQUERQUE	32,416.00	\$ 13,375,684.42	2
3	ACE LEADERSHIP HIGH SCHOOL	0.00	\$ -	3
4	ABQ CHARTER ACADEMY	0.00	\$ -	4
5	ALBUQUERQUE INSTITUTE OF MATH & SCIENCE	44.50	\$ 18,361.86	5
6	THE ALB TALENT DEVELOPMENT CHARTER	0.00	\$ -	6
7	ALICE KING COMMUNITY SCHOOL	309.50	\$ 127,707.75	7
8	CHRISTINE DUNCAN HERITAGE ACADEMY	388.00	\$ 160,098.89	8
9	CIEN AGUAS INTERNATIONAL	322.50	\$ 133,071.89	9
10	CORAL COMMUNITY CHARTER	206.50	\$ 85,207.27	10
11	CORRALES INTERNATIONAL	154.00	\$ 63,544.40	11
12	DIGITAL ARTS AND TECHNOLOGY ACADEMY	0.00	\$ -	12
13	EAST MOUNTAIN HIGH SCHOOL	0.00	\$ -	13
14	EL CAMINO REAL ACADEMY	163.00	\$ 67,258.04	14
15	GILBERT L SENA CHARTER HS	0.00	\$ -	15
16	GORDON BERNELL CHARTER	0.00	\$ -	16
17	HEALTH LEADERSHIP HIGH SCHOOL	0.00	\$ -	17
18	INTERNATIONAL SCHOOL AT MESA DEL SOL	183.50	\$ 75,716.87	18
19	LA ACADEMIA DE ESPERANZA	0.00	\$ -	19
20	LOS PUENTES CHARTER	0.00	\$ -	20
21	MARK ARMIJO ACADEMY	0.00	\$ -	21
22	MONTESSORI OF THE RIO GRANDE	216.00	\$ 89,127.22	22
23	MOUNTAIN MAHOGANY COMMUNITY SCHOOL	162.50	\$ 67,051.73	23
24	NATIVE AMERICAN COMMUNITY ACADEMY	99.00	\$ 40,849.97	24
25	NEW AMERICA SCHOOL	0.00	\$ -	25
26	NEW MEXICO INTERNATIONAL SCHOOL	363.50	\$ 149,989.55	26
27	PUBLIC ACADEMY FOR PERFORMING ARTS	0.00	\$ -	27
28	ROBERT F. KENNEDY CHARTER	9.50	\$ 3,919.95	28
29	SIEMBRA LEADERSHIP HIGH SCHOOL	0.00	\$ -	29
30	SOUTH VALLEY ACADEMY	0.00	\$ -	30
31	TECHNOLOGY LEADERSHIP HIGH SCHOOL	0.00	\$ -	31
32	VOZ COLLEGIATE PREPARATORY CHARTER SCHOOL	25.50	\$ 10,521.96	32
33	ALBUQUERQUE W/CHARTERS	35,063.50	\$ 14,468,111.75	33
34	ANIMAS	0.00	\$ -	34
35	ARTESIA	2,009.50	\$ 829,171.95	35
36	AZTEC	956.50	\$ 394,676.77	36
37	MOSAIC ACADEMY CHARTER	145.50	\$ 60,037.08	37
38	AZTEC W/CHARTERS	1,102.00	\$ 454,713.85	38

39	BELEN	1,713.00	\$	706,828.34	39
40	BERNALILLO	1,429.50	\$	589,848.87	40
41	BLOOMFIELD	1,096.00	\$	452,238.10	41
42	CAPITAN	199.00	\$	82,112.57	42
43	CARLSBAD	3,455.00	\$	1,425,622.83	43
44	JEFFERSON MONTESSORI ACADEMY	0.00	\$	-	44
45	CARLSBAD W/CHARTERS	3,455.00	\$	1,425,622.83	45
46	CARRIZOZO	77.00	\$	31,772.20	46
47	CENTRAL CONS.	1,963.00	\$	809,984.84	47
48	CHAMA	128.00	\$	52,816.13	48
49	CIMARRON	152.50	\$	62,925.47	49
50	MORENO VALLEY HIGH	0.00	\$	-	50
51	CIMARRON W/CHARTERS	152.50	\$	62,925.47	51
52	CLAYTON	186.00	\$	76,748.44	52
53	CLOUDCROFT	184.00	\$	75,923.18	53
54	CLOVIS	3,546.00	\$	1,463,171.80	54
55	COBRE CONS.	441.50	\$	182,174.38	55
56	CORONA	0.00	\$	-	56
57	CUBA	264.00	\$	108,933.26	57
58	DEMING	2,245.50	\$	926,551.68	58
59	DEMING CESAR CHAVEZ	0.00	\$	-	59
60	DEMING W/CHARTERS	2,245.50	\$	926,551.68	60
61	DES MOINES	74.00	\$	30,534.32	61
62	DEXTER	349.50	\$	144,212.79	62
63	DORA	110.00	\$	45,388.86	63
64	DULCE	298.00	\$	122,962.55	64
65	ELIDA	65.00	\$	26,820.69	65
66	ESPANOLA	1,284.00	\$	529,811.78	66
67	ESTANCIA	263.00	\$	108,520.64	67
68	EUNICE	213.50	\$	88,095.65	68
69	FARMINGTON	4,617.00	\$	1,905,094.24	69
70	FLOYD	111.50	\$	46,007.80	70
71	FT SUMNER	101.00	\$	41,675.23	71
72	GADSDEN	5,410.50	\$	2,232,512.97	72
73	GALLUP-MCKINLEY	4,177.00	\$	1,723,538.80	73
74	GRADY	80.50	\$	33,216.39	74
75	GRANTS	1,471.00	\$	606,972.85	75
76	HAGERMAN	184.50	\$	76,129.50	76
77	HATCH	547.50	\$	225,912.74	77
78	HOBBS	2,339.00	\$	965,132.21	78
79	HONDO	62.50	\$	25,789.13	79
80	HOUSE	18.00	\$	7,427.27	80
81	JAL	270.00	\$	111,409.02	81
82	JEMEZ MOUNTAIN	0.00	\$	-	82

83	JEMEZ VALLEY	113.00	\$	46,626.74	83
84	LAKE ARTHUR	64.50	\$	26,614.38	84
85	LAS CRUCES	9,985.00	\$	4,120,070.61	85
86	LAS VEGAS CITY	609.00	\$	251,289.23	86
87	LOGAN	99.50	\$	41,056.29	87
88	LORDSBURG	176.50	\$	72,828.49	88
89	LOS ALAMOS	1,750.00	\$	722,095.50	89
90	LOS LUNAS	3,975.00	\$	1,640,188.35	90
91	LOVING	324.50	\$	133,897.14	91
92	LOVINGTON	222.00	\$	91,602.97	92
93	MAGDALENA	130.50	\$	53,847.69	93
94	MAXWELL	39.00	\$	16,092.41	94
95	MELROSE	101.50	\$	41,881.54	95
96	MESA VISTA	55.00	\$	22,694.43	96
97	MORA	174.50	\$	72,003.24	97
98	MORIARTY-EDGEWOOD	1,206.00	\$	497,626.96	98
99	MOSQUERO	27.00	\$	11,140.90	99
100	MOUNTAINAIR	2.50	\$	1,031.57	100
101	PECOS	182.00	\$	75,097.93	101
102	PENASCO	123.50	\$	50,959.31	102
103	POJOAQUE	571.50	\$	235,815.76	103
104	PORTALES	1,041.00	\$	429,543.67	104
105	QUEMADO	82.00	\$	33,835.33	105
106	QUESTA	128.50	\$	53,022.44	106
107	RATON	407.50	\$	168,145.10	107
108	RESERVE	48.50	\$	20,012.36	108
109	RIO RANCHO	3,877.50	\$	1,599,957.32	109
110	ROSWELL	4,105.50	\$	1,694,036.04	110
111	SIDNEY GUTIERREZ MIDDLE	154.00	\$	63,544.40	111
112	ROSWELL W/CHARTERS	4,259.50	\$	1,757,580.45	112
113	ROY	0.00	\$	-	113
114	RUIDOSO	422.50	\$	174,334.49	114
115	SAN JON	58.00	\$	23,932.31	115
116	SANTA FE	5,206.00	\$	2,148,130.96	116
117	ACADEMY FOR TECHNOLOGY & CLASSICS	0.00	\$	-	117
118	SANTA FE W/CHARTERS	5,206.00	\$	2,148,130.96	118
119	SANTA ROSA	235.50	\$	97,173.42	119
120	SILVER CITY	1,070.50	\$	441,716.13	120
121	SOCORRO	558.50	\$	230,451.62	121
122	COTTONWOOD VALLEY CHARTER	129.00	\$	53,228.75	122
123	SOCORRO W/CHARTERS	687.50	\$	283,680.38	123
124	SPRINGER	59.50	\$	24,551.25	124
125	TAOS	598.00	\$	246,750.35	125
126	ANANSI CHARTER SCHOOL	153.00	\$	63,131.78	126

127	TAOS MUNICIPAL CHARTER	166.50	\$	68,702.23	127
128	TAOS W/CHARTERS	917.50	\$	378,584.36	128
129	TATUM	0.50	\$	206.31	129
130	TEXICO	252.50	\$	104,188.07	130
131	TRUTH OR CONS.	647.00	\$	266,969.02	131
132	TUCUMCARI	17.00	\$	7,014.64	132
133	TULAROSA	279.50	\$	115,328.97	133
134	VAUGHN	0.00	\$	-	134
135	WAGON MOUND	29.00	\$	11,966.15	135
136	WEST LAS VEGAS	628.00	\$	259,129.13	136
137	RIO GALLINAS SCHOOL	0.00	\$	-	137
138	WEST LAS VEGAS W/CHARTERS	628.00	\$	259,129.13	138
139	ZUNI	448.00	\$	184,856.45	139
	STATE CHARTERS				
140	21ST CENTURY PUBLIC ACADEMY	138.50	\$	57,148.70	140
141	ABQ SCHOOL OF EXCELLENCE	575.50	\$	237,466.26	141
142	ABQ SIGN LANGUAGE ACADEMY	100.50	\$	41,468.91	142
143	ACES TECHNICAL CHARTER SCHOOL	93.50	\$	38,580.53	143
144	ALBUQUERQUE AVIATION ACADEMY	49.00	\$	20,218.67	144
145	ALBUQUERQUE BILINGUAL ACADEMY	231.50	\$	95,522.92	145
146	ALBUQUERQUE COLLEGIATE CHARTER SCHOOL	0.00	\$	-	146
147	ALDO LEOPOLD CHARTER	0.00	\$	-	147
148	ALMA D'ARTE CHARTER	0.00	\$	-	148
149	ALTURA PREPARATORY SCHOOL	0.00	\$	-	149
150	AMY BIEHL CHARTER HIGH SCHOOL	0.00	\$	-	150
151	CESAR CHAVEZ COMMUNITY SCHOOL	0.00	\$	-	151
152	COTTONWOOD CLASSICAL PREP	76.50	\$	31,565.89	152
153	DEAP	12.50	\$	5,157.83	153
154	DREAM DINE	0.00	\$	-	154
155	ESTANCIA VALLEY CLASSICAL ACADEMY	355.00	\$	146,482.23	155
156	EXPLORE ACADEMY	447.00	\$	184,443.82	156
157	EXPLORE ACADEMY - LAS CRUCES	238.50	\$	98,411.30	157
158	EXPLORE ACADEMY - RIO RANCHO	298.00	\$	122,962.55	158
159	HORIZON ACADEMY WEST	477.00	\$	196,822.60	159
160	HOZHO ACADEMY	471.00	\$	194,346.85	160
161	J PAUL TAYLOR ACADEMY	155.50	\$	64,163.34	161
162	LA ACADEMIA DOLORES HUERTA	37.50	\$	15,473.48	162
163	MCCURDY CHARTER SCHOOL	290.50	\$	119,867.85	163
164	MIDDLE COLLEGE HIGH SCHOOL	0.00	\$	-	164
165	MISSION ACHIEVEMENT AND SUCCESS	1,249.50	\$	515,576.19	165
166	MONTE DEL SOL CHARTER	0.00	\$	-	166
167	NEW AMERICA SCHOOL - LAS CRUCES	0.00	\$	-	167
168	NEW MEXICO ACADEMY FOR THE MEDIA ARTS	8.00	\$	3,301.01	168
169	NEW MEXICO CONNECTIONS ACADEMY	169.00	\$	69,733.79	169

170	NM SCHOOL FOR THE ARTS	0.00	\$	-	170
171	NORTH VALLEY ACADEMY	0.00	\$	-	171
172	PECOS CYBER ACADEMY	464.50	\$	191,664.78	172
173	RAICES DEL SABER XINACHTLI COMMUNITY	118.50	\$	48,896.18	173
174	RED RIVER VALLEY CHARTER SCHOOL	65.00	\$	26,820.69	174
175	RENAISSANCE ACADEMY CHARTER SCHOOL	63.50	\$	26,201.75	175
176	RIO GRANDE ACADEMY OF FINE ARTS	0.00	\$	-	176
177	ROOTS & WINGS COMMUNITY	0.00	\$	-	177
178	SAN DIEGO RIVERSIDE CHARTER	0.00	\$	-	178
179	SANDOVAL ACADEMY OF BILINGUAL EDUCATION	195.00	\$	80,462.07	179
180	SCHOOL OF DREAMS ACADEMY	31.50	\$	12,997.72	180
181	SENDERO SCHOOL OF ACADEMICS AND CAREER PREP.	0.00	\$	-	181
182	SIX DIRECTIONS INDIGENOUS SCHOOL	0.00	\$	-	182
183	SOLARE COLLEGIATE CHARTER SCHOOL	0.00	\$	-	183
184	SOUTH VALLEY PREP	41.00	\$	16,917.67	184
185	NORTHPOINT CHARTER SCHOOL	0.00	\$	-	185
186	TAOS ACADEMY	15.00	\$	6,189.39	186
187	TAOS INTEGRATED SCHOOL OF ARTS	166.00	\$	68,495.92	187
188	TAOS INTERNATIONAL SCHOOL	140.50	\$	57,973.95	188
189	THE ASK ACADEMY	0.00	\$	-	189
190	THE GREAT ACADEMY	0.00	\$	-	190
191	THE MASTERS PROGRAM	0.00	\$	-	191
192	THE MONTESSORI ACADEMY	0.00	\$	-	192
193	THRIVE COMMUNITY SCHOOL	217.50	\$	89,746.16	193
194	TIERRA ADENTRO	0.00	\$	-	194
195	TIERRA ENCANTADA CHARTER SCHOOL	0.00	\$	-	195
196	TURQUOISE TRAIL CHARTER SCHOOL	484.50	\$	199,917.30	196
197	VISTA GRANDE HIGH SCHOOL	0.00	\$	-	197
198	WALATOWA CHARTER HIGH	0.00	\$	-	198
199	SACRAMENTO SCHOOL OF ENGINEERING AND SCIENCE	0.00	\$	-	199
200	SUN MOUNTAIN COMMUNITY SCHOOL	109.00	\$	44,976.23	200
201	STATEWIDE TOTAL	128,095.50	\$	52,855,533.78	201

Source: LESC Files