

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

Annual Report
& Data Reference Guide
to the
Second Session of the Fifty-Third Legislature
January 2018

State of New Mexico
Legislative Education Study Committee

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January 2018

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

Dear Fellow Legislators:

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

New Mexico, along with most state education systems, is struggling to keep pace with high-performing countries on international comparisons. In August 2016, the National Conference of State Legislatures (NCSL) released *No Time to Lose: How to Build a World-Class Education System State by State*, detailing the common elements of high-performing countries and offering steps states can take to improve their education systems. The common elements of high-performing countries include strong early childhood education, especially for low-income children; more selective teacher preparation programs; better pay and professional working conditions for teachers; time to help build curriculum linked to high standards; and a highly effective career technical education that is available to all students. Additionally, the NCSL report indicated silver bullet strategies and piecemeal approaches would not work to create a world-class education system. High-performing countries strategically implement national policies and practices that work to build comprehensive, successful education systems.

LESC has embarked on a journey to learn from the top education experts in the world on how to create a world-class education system for the students in our state. Throughout this interim, we have endeavored to explore, in depth, the common elements of high-performing countries. In addition, LESC explored other significant topics affecting students in our state, including changes to bilingual multicultural education program regulations, adoption of the New Mexico STEM-Ready Science Standards, end-of-course exam changes, and LESC's first program evaluation on virtual charter schools.

As in past years, this report is a summary of the research and testimony presented to the committee during the interim. It is organized by area of focus: education finance, educator quality, early learning, identifying and supporting low-performing schools and students, assessments and accountability, college and career readiness, charter schools, and capital outlay.

I would like to thank the LESC staff for their hard work this interim. The committee is confident you will find the results of that work informative and useful.

Sincerely,

A handwritten signature in cursive script that reads "Mimi Stewart".

Senator Mimi Stewart, Chair

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Annual Report to the Second Session of the 53rd New Mexico Legislature

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New Mexico relies heavily on oil and natural gas taxes and royalties to fund public education. With oil and gas prices plummeting in the past few years, overall state revenue levels have also decreased. Only recently has the oil and gas industry experienced an upsurge, leading to an increase in general fund revenue and reserves. With nearly half of the state's general fund revenues invested in public education, student success is clearly a top priority for New Mexico policymakers. Despite targeted investments in public education, New Mexico student achievement lags behind most other states. Additionally, the achievement gap continues to persist for English learners, low-income, and minority students. For instance, the proficiency rate of low-income students was 22 percentage points lower than the proficiency rate of their more affluent peers on reading exams in FY15 through FY17 and about 18 percentage points lower on math. Overall, New Mexico has not made significant progress in closing this gap in the past three years.

Furthermore, the state remains involved in two lawsuits alleging the amount of revenue appropriated for public education is insufficient to meet the constitutional mandate to establish and maintain a “uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state.” The plaintiffs argued the share of funding received by public education has fallen since the 1980s. While precipitous drops in general fund revenues may have necessitated reductions in recent years, the Legislature has continually shown a willingness to prioritize public education funding. The cases were argued this summer and a ruling is expected in spring 2018.

During the interim, the Legislative Education Study Committee (LESC) focused extensively on the National Conference of State Legislatures (NCSL) report *No Time to Lose: How to Build a World-Class Education System State by State*, which examined 10 national and regional school systems that fare well on international comparisons, including Alberta, Canada; Estonia; Finland; and Shanghai, China. The NCSL report found four common elements among high-performing countries: (1) Children come to school ready to learn, and extra support is given to struggling students so that all have the opportunity to achieve high standards. (2) A world-class teaching profession supports a world-class instructional system, where every student has access to highly effective teachers and is expected to succeed. (3) A highly effective, intellectually rigorous system of career and technical education (CTE) is available to those preferring an applied education. (4) Individual reforms are connected and aligned as parts of a clearly planned and carefully designed comprehensive system.

LESC heard testimony throughout the interim from the leading education experts on the common elements of high-performing countries. Marc Tucker, president of the National Center of Education and the Economy (NCEE) and author of *Surpassing Shanghai: An Agenda for American Education Built on the World's Leading Systems*, testified about nine fundamental principles from high-performing countries that can be implemented to create and sustain a high-performing education system and the next steps to starting such a system. Linda Darling-Hammond, Ed.D., a leading expert on teacher preparation, spoke to the committee on elements for an effective, integrated education system. NCEE staff testified on how high-performing countries educate students in early childhood education (ECE) and experts in Finland and the United Kingdom shared lessons learned in ECE. Robert Schwartz, Harvard Graduate School of Education, and Amy Loyd, Jobs for the Future, presented on CTE in high-performing countries. Finally, Andreas Schleicher, Organisation for Economic Co-operation and Development, along with NCEE staff, shared results, comparisons, and recommendations to improve student scores on the Programme for International Student Assessment.

The elements of the *No Time to Lose* report are interwoven throughout the *2018 LESC Annual Report*. New Mexico is among a handful of states, including Maryland and Ohio, that are using the recommendations from the NCSL report to guide efforts to create a modern education system that is globally competitive and meets the unique needs of the state's students, teachers, and school leaders.

With over 44 percent of recurring general fund appropriations, public schools receive the largest share of the state’s general fund budget annually. In the past five years, the Legislature appropriated \$128 million in new money to public schools, more than two-thirds of the \$188 million in additional general fund appropriations. The state’s economic situation has improved, but funding challenges remain. For FY18, the state could fall short of federal special education maintenance of effort requirements. Although FY19 revenue estimates project \$199 million in new money, some of which could be used for public education, changes to federal grant programs and potential reductions to federal appropriations could have a significant impact on school district and charter school revenues. Additionally, a forthcoming judicial decision in two education funding sufficiency lawsuits is expected in spring 2018.

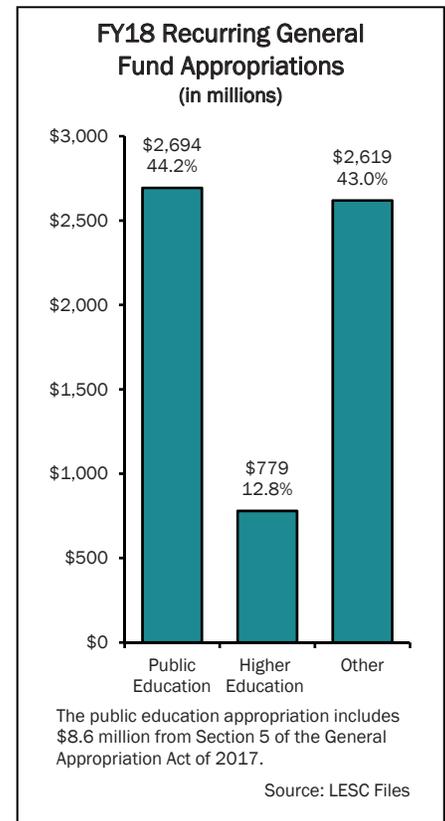
FY18 Public School Support Budget

For FY18, the Legislature assumed a total program cost — the amount of funding the state assumes all school districts and charter schools need to operate — of \$2.567 billion, or 2.2 percent higher than the actual FY17 final distributed program cost of \$2.511 billion. While this increase was reflected in the initial unit value, the Public Education Department (PED) did not account for a sharp decrease in the number of program units school districts and charter schools are projected to generate in FY18. As a result, school districts and charter schools may see a significant increase when the final unit value is set in January 2018; if PED does not allocate all the withheld funds, a significant portion of the state equalization guarantee distribution (SEG) appropriation could revert to the general fund at the end of FY18.

Initial FY18 Unit Value

PED set the initial FY18 unit value at \$4,053.55, a 1.9 percent increase from the final FY17 unit value of \$3,979.63, based on a projected total of 632 thousand program units. While the percentage increase roughly tracks with the increase in program cost assumed by the Legislature, PED approved school districts’ and charter schools’ FY18 operating budgets based on only 623 thousand statewide program units, 1.1 percent fewer than the 630.6 thousand preliminary FY17 program units. PED is typically conservative in setting the preliminary unit value because the department is uncertain of the number of enrollment growth program units that will be generated by school districts and charter schools, as well as the amount of federal revenue that will be received by school districts and charter schools for which the state takes credit in the funding formula.

While it is typical for the number of program units to increase between the preliminary, budgeted program units and the final number of program units funded through the formula, typically the increase is only between 2,000 and 3,000 program units, rather than the 9,000 program unit PED estimated for FY18. During the May special legislative session, the Legislature encouraged PED to use less conservative assumptions of unit growth and formula credits by including



Although most funding formula components are based on prior year enrollment data, enrollment growth uses data from the current year to compensate school districts and charter schools that see at least 1 percent increase in enrollment.

language in the Supplemental General Appropriation Act of 2017 that gave PED the authority to increase the already-set preliminary unit value prior to setting a final unit value in January 2018. This would have allowed school districts and charter schools to budget increased funds at the beginning of the year, rather than in February, giving school districts and charter schools more time to flow money into academic programs. When an increase in the unit value is not realized until later in the year, much of the increase may end up as cash balances and the school district or charter school may have missed an opportunity to increase instructional spending. The language allowed PED to increase the already-set preliminary unit value by up to \$16 dollars, or 0.4 percent. PED was given access to \$10 million in cash reserves, subject to approval by the State Board of Finance, to ensure that, if the unit value increase was too high, PED could access additional funds to avoid potential mid-year unit value decreases when the final unit value is set.

Statewide Program Units

Year	Preliminary	Final	Change
FY10	623,200	627,811	4,611
FY11	629,145	631,267	2,123
FY12	635,240	637,195	1,956
FY13	632,605	635,416	2,811
FY14	630,239	632,281	2,042
FY15	629,359	633,612	4,253
FY16	632,384	634,190	1,806
FY17	630,624	630,921	297
FY18	623,420	625,462	2,042
Average Change			2,438

Source: LESC Files

In November, PED informed school district business officials that the department would wait until January 2018 before making changes to the unit value. PED was concerned about state finances in FY18, continued uncertainty surrounding federal revenues and units increases, and the possibility the Board of Finance would not give PED access to the \$10 million authorized by the Legislature in the event additional funds were needed to support an increased unit value. In January, LESC staff received additional information from PED indicating the funding formula would generate 625 thousand program units. While the final amount of funding formula credits for federal revenues remains outstanding, the significant difference between the assumed and final number of units means school districts and charter schools should see an increase when the final unit value is set in January. LESC staff estimate that based on budgeted funding formula credits, the unit value could increase by as much as \$48 within the FY18 appropriation.

School District and Charter School Cash Balances

Laws 2017, Chapter 3, (Senate Bill 114) required PED to take credit for school district and charter school cash balances as part of a package to keep the state solvent amidst falling general fund revenue. In FY17, school districts and charter schools saw their SEG reduced by \$40.8 million as a result of the credit. The cash balance credit, combined with October 2016 special session reductions to program cost, led to a reduction in FY18 budgeted cash balances for most school districts and charter schools. The amount of year-end cash budgeted by school districts and charter schools for FY18 fell to \$198 million, \$54 million or 21.5 percent less than in FY17. Typically, school districts and charter schools budget cash conservatively and will accurately account for cash after annual audits are completed. However, based on policymakers' reliance on accurate cash balance information, PED required more accurate estimates of available cash for FY18.

Special Education Maintenance of Effort

The state continues to face challenges regarding special education maintenance of effort (MOE) — a federal requirement that a state make available at least as much money for special education as it did in the prior year. Reductions to the FY17 SEG appropriation made during the October 2016 special session will likely cause New Mexico to fall short of MOE requirements in FY17; however, the Legislature included language in Laws 2016 (2nd Special Session), Chapter 6, (Senate Bill 9) that allowed PED to use SEG funds to provide a separate distribution to meet state-level MOE requirements in FY17. According to PED, this separate distribution was not used. Federal law allows a state to seek a waiver from the U.S. Department of Education (USDE) if the state sees

a precipitous and unforeseen decline in state revenues. When the FY17 appropriations were being finalized, revenue estimates indicated recurring general fund revenue was dropping and general fund reserves would be just 2.7 percent at the end of FY17; updated general fund estimates show the state ending the year with 8.3 percent in reserves. In FY11, USDE rejected an MOE waiver application from New Mexico because the state was able to add money to reserves while not meeting MOE requirements. The higher reserve level could pose challenges if PED made the decision to request a waiver rather than use the separate distribution provided for in the GAA.

Program units generated for special education ancillary service providers are included in special education maintenance of effort calculations. The value of these program units fell by \$11 million between FY15 and preliminary FY18 program units.

Initial FY18 data from PED indicates that, despite an increase in formula funding, the state could again fall short on MOE requirements in FY18 due to a reduction in the number of program units generated for ancillary service providers and fewer students requiring the most intensive, or “D Level,” special education services. According to PED, ancillary service FTE fell by 72 and D Level students with disabilities fell by 327 between FY17 and FY18. Since 2004, federal law has encouraged intervention models to prevent some students from needing higher levels of special education services. New Mexico’s funding formula provides additional money for students with higher level needs and compensates school districts and charter schools that increase the number of ancillary service providers to serve those high-need students. Because federal law does not allow states to reduce MOE targets because fewer students are requiring more intensive special education services, New Mexico is penalized for providing interventions that minimize the need for special education services. New Mexico may be able to meet MOE requirements in FY18 because the General Appropriation Act of 2017 contained language similar to the 2016 law that allowed PED to use SEG funds to meet MOE requirements, but it remains unclear if PED will again decline to use the language for FY18.

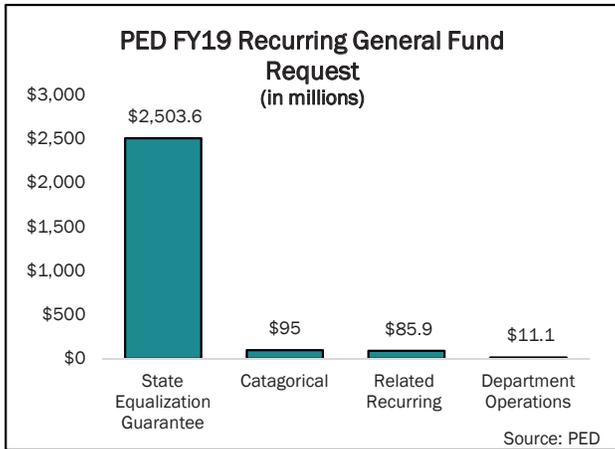
New Mexico remains in negotiations with USDE regarding an \$85.7 million special education MOE shortfall from FY11 through FY14. Although PED informed the Legislature in February 2016 it had reached a “settlement in principle” with the federal government, no agreement had been finalized by the end of 2017. The settlement framework provided by PED indicates the agreement would require the state to provide \$75 million in additional appropriations over five years, and continue to provide \$15 million every year thereafter, to settle an \$85 million shortfall. In August 2016, USDE settled MOE claims with South Carolina that appear to be far more favorable to the state. It is unclear when this issue will be resolved.

In addition to state-level MOE issues, local school districts face challenges regarding local-level MOE. Earlier this year, PED informed school districts and charter schools of an aggregate \$1.3 million in local-level MOE shortfalls covering FY11 through FY15. According to PED, these liabilities came about due to prior-year miscalculations. Under federal law, PED is responsible for supervising school districts’ and charter schools’ expenditure of federal grants under the Individuals with Disabilities Education Act (IDEA), but PED’s calculation of MOE targets allowed school districts to reduce targets in a manner not permitted by federal law. While PED told LESC in October it had corrected the problems, some school districts have concerns about local-level MOE shortfalls for FY16 and later years. Under IDEA, the state education agency is liable for repaying the federal government the amount of any local-level MOE shortfall.

FY19 Budget Request

For FY19, PED requested a total of \$2.696 billion in recurring general fund revenue for public schools, flat with FY18. For the first time in this administration, the department did not request the Legislature increase statewide program cost when new money was expected to be available.

PED requested a \$1.8 million increase to the SEG distribution, to account for a projected decrease in federal and local revenue credits, and a \$573 thousand increase to categorical appropriations – funds provided for a specific purpose to supplement formula funding. PED requested \$2.3 million less for “below-the-line” appropriations – special programs which operate outside the funding formula and are generally distributed at the discretion of PED – to offset increased requests for the SEG and categorical appropriations.



Program Cost and State Equalization Guarantee Distribution

PED’s FY19 budget request holds program cost flat with FY18 at \$2.568 billion, but this does not necessarily mean each school district and charter school will receive the same amount of funding in FY19. Changes in enrollment, student demographics, and teacher qualifications will likely lead to changes in how funding is divided among school districts and charter schools. In recent years, many school districts and charter schools have seen declines in the number of program units they generate based on the instructional staff training and experience (T&E) index. As teachers with more experience and more advanced academic degrees have left the system, the statewide average T&E index has

fallen from 1.102 in FY12 to 1.08 in FY17 and the number of program units generated fell from 54 thousand in FY12 to 42 thousand in FY17. However, with the T&E index at its lowest level since 1986, these dramatic reductions may be leveling off.

PED requested \$1.8 million in additional state funding for the SEG in FY19, due to a projected decrease in credits for federal and local revenue. PED projects these credits will be \$59 million, or \$1.8 million less than the amount assumed by the Legislature for FY18. The largest component of these credits comes from federal Impact Aid revenue. Unlike most other federal grant programs for education, Impact Aid is funded in the current federal fiscal year and Congress and the president had not agreed to a final federal FY18 budget by the end of 2017. The lack of information from Washington D.C. makes it difficult to project Impact Aid credits, even when federal budgets are passed on time, but lack of information on the current fiscal year makes it even more difficult for FY19. PED typically uses a conservative estimate of federal Impact Aid to account for potential reductions at the federal level, and the department’s estimate may be low based on historical data.

Average T&E Index and Program Units

Year	Index Average	Units
FY09	1.099	51,675
FY10	1.098	51,414
FY11	1.100	52,830
FY12	1.102	54,397
FY13	1.101	53,727
FY14	1.095	50,246
FY15	1.089	47,313
FY16	1.083	43,963
FY17	1.080	42,416
FY18*	1.079	41,422

*FY18 program units are preliminary

Source: LESC Files

Insurance and Other Costs. PED did not request additional funds for increases in medical or risk insurance costs. During FY17, the New Mexico Public Schools Insurance Authority (NMPSIA) and Albuquerque Public Schools (APS) made plan design changes that limited health insurance premium increases but increased out-of-pocket costs for employees. For FY19, NMPSIA requested an increase to the SEG of \$17.7 million to cover the employer’s share of health premium increases that would be needed to forego any FY19 plan design changes and rebuild NMPSIA’s fund balances, which are currently below agency targets. NMPSIA’s FY19 request is based on an increase of 10.4 percent for health insurance premiums and 6.6 percent for risk premiums. Typically, NMPSIA asks for a larger increase in premiums than is actually passed on to school districts and charter schools, partly due to effective loss prevention efforts and plan design changes that keep up with healthcare cost trends. For FY19, APS did not request an SEG increase for insurance costs. In November, APS staff told LESC the school district’s plans were based on the assumption the Legislature would not provide additional funding in FY19, but APS would welcome

additional funding for fixed costs. APS will receive about one quarter of additional formula funds appropriated for insurance.

In March, NMPSIA voted to make changes to school employees' health plans to minimize any premium increases. For primary care visits, member copays — the amount an employee must pay when visiting a medical provider — increased by \$10 and all plans had a \$150 copay added for emergency room visits. Copays for visiting a medical specialist were increased by \$20 dollars for “high option” plans, \$25 for “low option” plans, and \$10 for health maintenance organization (HMO) plans. HMO members can generally only see a specialist after referral from a primary care doctor. Copays for generic prescription medications increased from \$8 at most pharmacies to \$10, although those receiving medication through mail order pharmacies did not see an increase. Copays for name brand drugs remained at 30 percent, but the minimum copay increased from \$25 to \$35 and the maximum copay increased from \$55 to \$60. By increasing copays, NMPSIA was able to limit premium increases to 4 percent for high option and HMO plans and 1.8 percent for low option plans, but school employees will pay more out-of-pocket for medical care.

To maintain an equalized school finance system, the funding formula takes credit for 75 percent of federal Impact Aid and forest reserve revenues, but these payments vary from year to year and PED is uncertain how much school districts will receive in any year.

Sufficiency Lawsuits. The state remains involved in two lawsuits alleging the amount of revenue appropriated for public education is insufficient to meet the constitutional mandate to establish and maintain a “uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state.” The cases were argued this summer and a ruling is expected in the spring of 2018. One key argument raised by the plaintiffs is that the share of funding received by public education has fallen since the 1980s. While precipitous drops in general fund revenues may have necessitated reductions in recent years, the Legislature has continually shown a willingness to prioritize public education funding. The Legislature has also attempted to address other allegations in the lawsuits. In 2017, the Legislature approved changes to the funding formula's at-risk index, which the plaintiffs argued does not cover the increased costs to educate at-risk students, and to the T&E index, which the plaintiffs argued favored wealthier school districts. These funding formula changes were vetoed by the governor. In addition, the lawsuits argued the dramatic increases in below-the-line initiative funding has had a disequalizing effect on the funding formula. The plaintiffs have argued the state should increase education funding by \$600 million, based on a study of the funding formula from the American Institutes for Research, which called for an additional \$300 million in formula funding in 2008.

When increasing copays for medical specialists, NMPSIA increased the costs for school employees receiving mental health services, including psychiatric visits. Concerns the increased costs would lead school employees to forgo needed mental health services, NMPSIA reduced the copay for high option health plans to \$30 per visit, the same amount as before the increase. NMPSIA estimated additional costs from the reduced copay at \$200 thousand.

Categorical Appropriations

PED requested \$95 million in recurring general fund revenue for categorical appropriations — including transportation, instructional materials, supplemental distributions, the Indian education fund, dual credit instructional materials, and standards-based assessments — an increase of \$573 thousand, or 0.6 percent from FY18 appropriations. Categorical appropriations supplement a school district's or charter school's operational revenue and are restricted to the purpose for which they are appropriated. Laws 2016 (2nd Special Session), Chapter 2, (Senate Bill 4) authorized the annual appropriation of up to \$25 million in public school capital outlay fund (PSCOF) revenue for the transportation distribution and the instructional material fund from FY18 through FY22. PED requested \$16.9 million in PSCOF revenue for transportation and \$8.1 million for the instructional material fund.

Transportation. PED requested a total of \$97.3 million for transportation, an increase of \$500 thousand or 0.5 percent. In recent years, transportation funding has been reduced

**Transportation
Funding
(in millions)**

FY09	\$111.0
FY10	\$103.2
FY11	\$98.3
FY12	\$94.1
FY13	\$96.7
FY14	\$100.3
FY15	\$102.1
FY16	\$97.8
FY17	\$85.3
FY18*	\$96.8

*Includes public school
capital outlay funds

Source: LESC Files

to prioritize other public education appropriations and remains lower than the FY09 high of \$111 million. As a result, school districts continue to spend operational funds to supplement their transportation distributions. In FY16, the most recent year for which PED has published data, school districts and charter schools spent \$104.1 million on student transportation, or \$6.2 million more than the \$97.8 provided for transportation.

Instructional Materials. PED requested a total of \$10.6 million for instructional materials, or \$73 thousand more than FY18 appropriations. The FY19 adoption cycle was originally set to include science, health, and physical education, but PED delayed the adoption of science materials until FY20. With only health and physical education, the FY19 cycle will be less costly than a cycle that includes science materials. PED recently adopted the New Mexico STEM-Ready Science Standards with full implementation scheduled for FY19. Because of the new standards, many school districts and charter schools may choose to save a portion of their FY19 instructional materials allocations to purchase new science materials aligned with the new standards in FY20 or subsequent school years. Science materials adoption is one of the more expensive adoption cycles. In FY13, a total of \$28.5 million was appropriated to the instructional material fund for the science materials adoption.

Emergency Supplemental. For FY19, PED requested \$3 million in recurring general fund revenue for emergency funding for school districts experiencing a shortfall, flat with FY18 when including the \$2 million “special recurring” appropriation. Emergency supplemental funding provides operational funding for school districts outside of the funding formula. Despite the name, many school districts that receive emergency supplemental funding depend on the annual allocations. Although the total amount of emergency supplemental funding has decreased since the Legislature amended the funding formula to allocate additional program units to “micro-districts” in FY15, many small school districts continue to rely on yearly emergency supplemental allocations. Of the 22 school districts that have received emergency supplemental funding in the past three years, half have required annual allocations.

The New Mexico Supreme Court recently heard arguments regarding the allocation of instructional materials to private schools, following a U.S. Supreme Court decision in another case about denying a benefit available to both public and private entities based on religious status. Because the 2015 New Mexico Supreme Court decision about textbooks involved all private schools, not only religious schools, the court may reach the same conclusion it did in 2015.

PED Operating Budget

For FY19, PED requested \$43.3 million in revenue for department operations, flat with the FY18 operating budget and a decrease of \$8.55 million, or 17 percent, from FY17 expenditures. The request comprised \$11.1 million in general fund revenue (flat with the FY18 operating budget and flat with FY17 expenditures); \$45 thousand in Medicaid funds transferred from the Human Services Department (HSD) for behavioral health services (a slight increase of \$9,000, consistent with the HSD behavioral health memorandum of understanding, and an increase of \$20 thousand, or 44.9 percent, from FY17 expenditures); \$28.1 million from federal revenue sources (flat with the FY18 operating budget and a decrease of \$8.5 million, or 23.2 percent, from FY17 expenditures); and \$4.1 million from other state funds (flat with the FY18 operating budget and a slight decrease of \$52 thousand, or 1.3 percent, from FY17 expenditures). The other state funds includes educator licensure fees and the 2 percent administrative withholding from state-chartered charter school’s state equalization guarantee distributions.

In September 2017, PED received a \$22.5 million grant from the U.S. Department of Education for charter school expansion. The funds will be distributed over five years to launch 22 new charter schools and expand eight charter schools. Additionally, PED will work to improve charter school authorizing practices and the fiscal and organizational performance of the charter school sector. The grant was not included within PED’s FY19 appropriation request.

Pursuant to new federal Every Student Succeeds Act (ESSA) allowances, PED budgeted an additional 3 percent of “Title I” revenue, named for a section of the act, to support low-performing schools. Under ESSA, a state is required to withhold 7 percent of Title I, Part A, awards for statewide activities to support low-

income students. A state has the option to withhold an additional 3 percent of Title I awards for direct student services. PED requested \$1.8 million in Title I funding, an increase of \$374 thousand, or 20.8 percent, from the FY18 operating budget and an increase of \$524.7 thousand, or 29.2 percent, from FY17 expenditures.

The FY19 federal and state request was slightly different from FY18 budgeted expenditures and include the following: \$18.8 million for personnel, an increase of \$133 thousand, or 0.7 percent; \$20.1 million for FY19 contractual services, a slight decrease of \$60 thousand, or 0.3 percent; and \$4.3 million for the other FY19 expenditures, a decrease of approximately \$64 thousand, or 0.1 percent.

PED requested 280.2 FTE for FY19, significantly higher than the 240.8 FTE assumed by the Legislature in FY18, resulting in an inflated unfunded vacancy rate. PED's vacancy rate has fluctuated over the past few years. PED had an annual average vacancy rate of 8 percent in FY15 and 3 percent in FY16 based on 240.8 FTE. The department ended FY17 with a vacancy rate of 9.5 percent.

As in prior years, the department used portions of targeted program appropriations to pay personnel in FY17 and FY18. These amounts do not appear in the department's budget request, and when requesting initiative funding, PED has not historically indicated how much it will use to support department staff. For FY18, PED budgeted \$1.4 million of these appropriations for department staff salaries and benefits, or \$200 thousand more than the amount budgeted in FY17. It is unclear if PED will reduce its use of discretionary program funding for salaries in FY19 to reflect its lower request. PED also budgeted \$250 thousand in Indian education funds, for a total of \$1.6 million.

**FY18 Salaries and Employee Benefits
Not Included in Operating Budget**
(in thousands)

Appropriation	Budget
Interventions and Supports	\$445
Prekindergarten	\$300
Indian Education Fund	\$250
K-3 Plus	\$220
NMTEACH Evaluation System	\$150
Teachers Pursuing Excellence	\$140
Parent Portal	\$92
Early Reading Initiative	\$45
Total	\$1,642

Source: SHARE

Charter School 2 Percent Administrative Fees. State law allows PED or a local charter school authorizer to withhold up to 2 percent of a charter school's SEG distribution to fund administrative support for charter schools. For FY19, PED requested a \$2.6 million appropriation for these fees, flat with its FY18 budget. Preliminary funding information for FY18 shows the department receiving \$2.5 million in FY18, although that will likely increase once charter school enrollment growth has been calculated. While PED typically underestimates the 2 percent withholding when requesting an appropriation, PED could see smaller amounts in FY18 and subsequent years. The number of state-chartered charter schools fell from 62 in FY17 to 56 in FY18 and could fall further in FY19. In December, the Public Education Commission (PEC) voted to close three state-chartered charter schools, including New Mexico Connections Academy, the state's largest charter school. New Mexico Connections accounted for about 10 percent of the total program cost for state-chartered charter schools. In addition, four state-chartered charter schools sought reauthorization from Albuquerque Public Schools rather than from the PEC.

In August, the Office of the State Auditor (OSA) released a "risk review" of the 2 percent funds that noted PED and some district authorizers have not adequately tracked 2 percent funds to ensure the use of those funds is consistent with statute. While the report noted the correct amounts were withheld, OSA noted PED accounting rules categorized charter school administrative fees as "unrestricted grants," which OSA stated was contrary to the plain text of the statute. OSA noted PED used the 2 percent withholding to fund all expenses of the Charter Schools Division and Public Education Commission. This may be problematic because, although the Public Education Commission is focused on state-chartered charter schools, the Charter Schools Division also supports locally chartered charter schools. As a result, funds withheld for the

support of state-chartered charter schools are not focused solely on providing support to state-chartered charter schools.

At least some state-chartered charter schools appear to require additional support from PED. The department's FY16 audit included 178 findings for state-chartered charter schools that included procurement code violations, weakness or a lack of internal controls, failure to maintain documentation for background checks and licensure requirements, and findings that the charter school exceeded budgetary authority. PED also noted weaknesses in some state-chartered charter schools' financial procedures. In 2017, PED recommended PEC revoke the charter of Dził Dít'ooi School of Empowerment, Action, and Perseverance (DEAP), in part because of the school's inability to follow department accounting rules and generally accepted accounting principles. Were PED to prioritize the 2 percent withholding to assist those state-chartered charter schools in need of additional assistance, the schools could improve their financial managements, and the PEC may not need to consider a drastic measure such as charter revocation.

Targeted Program Appropriations

For FY19, PED requested a total of \$85.9 million in discretionary program funding, \$2.3 million, or 2.6 percent, less than FY18 appropriations. PED told the Legislative Finance Committee (LFC) that it had reviewed current initiatives for efficiency and effectiveness and had reduced requests and prioritized funds to some initiatives.

In recent years, the Legislature has prioritized programs that support early childhood learning, including prekindergarten and K-3 Plus, which have generally shown positive results. PED's FY19 request showed general support to prioritize early childhood education. For FY19, PED requested \$58.1 million for three programs intended to support high-quality learning for students in prekindergarten through third grade, up \$937 thousand or 1.6 percent from FY18.

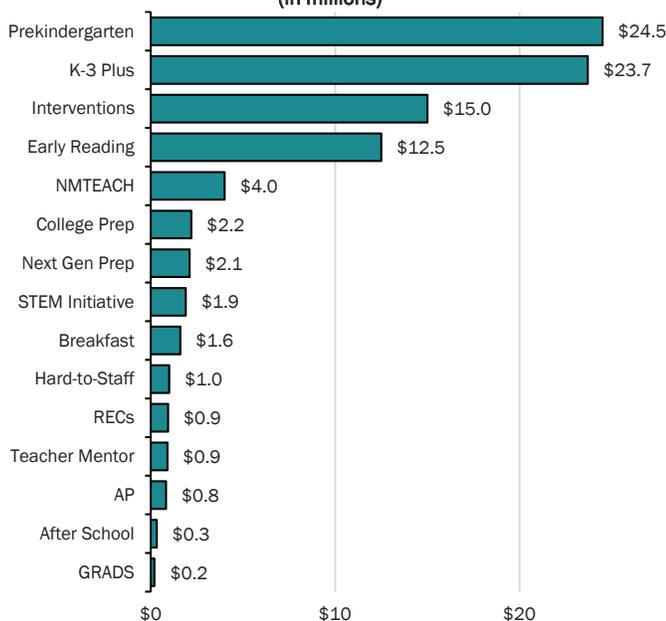
Prekindergarten. PED requested \$25 million in recurring general fund revenue for prekindergarten and \$3.5 million in federal Temporary Assistance for Needy Families revenue, up \$4 million, or 19 percent, from FY18 appropriations. In FY18, prekindergarten programs funded through PED are serving 5,209 4-year-old children, down slightly from the 5,234 students funded in FY17 because more children are attending for a full day instead of a half day.

K-3 Plus. PED requested \$24 million for K-3 Plus, up \$300 thousand, or 1.3 percent, from FY18. K-3 Plus

increases the school year by 25 days in high-poverty or low-performing elementary schools. Research from Utah State University indicates K-3 Plus is effective in increasing student performance, particularly if a student maintains the same teacher for both the extended and the regular school year.

For summer 2017, PED reduced the number of students funded to participate in K-3 Plus programs by 25 percent because PED did not manage growth in programs in summer 2016. Many K-3 Plus programs span two fiscal years, so the FY17 appropriation and existing fund balance funded July and August programs in 2016 and June programs in 2017. The use of fund balance and most of the FY17 appropriation to fund summer 2016

FY18 Targeted Program Appropriations
(in millions)



Source: LESC Files

programs meant there was significantly less money available for June 2017 programs. Because of this, PED withheld \$10 million of the FY18 appropriation to fund June 2018 programs. Legislative staff voiced concerns over the reductions in light of the withheld funds, urging PED to use the withheld funds and ask the Legislature during the 2018 session to appropriate additional nonrecurring funds for June 2018 programs. Legislative staff were also concerned that the reductions imposed by PED to summer 2017 programs would negatively impact summer 2018 student recruitment. Ideally, the department would award funds in summer 2018 to serve 20 thousand students, consistent with the number of summer 2016 participants. Legislative staff estimate PED could need as much as \$26 million next summer to increase slots to 20 thousand.

K-3 Plus Enrollment by Summer

2012	7,163
2013	11,639
2014	18,056
2015	19,383
2016	20,166
2017*	15,050

*Based on awards;
final enrollment not
available

Source: LESC Files

Early Reading Initiative. The department requested \$9.1 million for Reads to Lead, the department's early reading initiative, down \$3.4 million, or 27 percent, from the FY18 appropriation. PED told LFC it had prioritized other initiatives, including the science, technology, engineering, and math (STEM) initiative, resulting in a decrease for the early reading initiative. From FY14 to FY16, every school district and charter school that met certain criteria was allocated funding from this initiative, but in FY17 and FY18, the department awarded grants competitively. School districts and charter schools with reading growth in the top quartile were automatically awarded funding while other school districts and charter schools received funding based on PED's assessment of the entity's application.

PED indicated it awarded \$7.9 million in Reads to Lead funding to school districts and charter schools in FY18. In addition, the department provides the kindergarten to third-grade reading assessment (Istation) for all school districts and charter schools and provides funds for the governor's first-grade books initiative. PED's request did not indicate if the department intends to decrease grants to public schools in FY19 to account for the reduced appropriation request; however, spending from FY17 indicates the department could focus the cuts on other areas. In FY17, PED spent \$483 thousand in early reading initiative funding on the department's IT transformation project and \$706 thousand to supplement K-3 Plus funding.

Interventions and Supports. For FY19, PED requested \$15 million for the department's interventions and supports programs, flat with the FY18 appropriation. In its request, PED indicated the program will provide funding for several programs, including support for struggling schools, blending learning, professional development and mentorship programs, truancy and dropout prevention, pay for performance, and classroom supplies for teachers. PED's request provides very little detail about how much will be allocated to each program. In addition to current programs, the department indicated it will provide interventions funding for several FY17 programs that the Legislature declined to authorize for FY18. PED said it would use interventions funding for "blended learning" — programs that blend online and supervised learning or provide supplemental online courses, including Advanced Placement courses. Previously, the department requested funds for the IDEAL-NM online learning initiative separately. The department also indicated it will provide funds for teaching support for low-income students. A previous initiative using this name provided Teach for America a \$500 thousand grant in FY17. PED indicated it would continue a program to provide virtual debit cards to teachers for the purchase of classroom supplies. Previously, the Legislature appropriated nonrecurring revenue for a teacher supply program.

In FY17, PED spent \$2.6 million in initiative funds on the department's IT transformation project. Available funds were pieced together from several programs:

- \$700 thousand from college of education preparation programs;
- \$483 thousand from the early reading initiative;
- \$457 thousand from pay-for-performance;
- \$328 thousand from interventions and supports;
- \$150 thousand from college preparation and dropout prevention; and,
- \$45 thousand from parent portal.

In October 2017, PED encumbered \$60 thousand in funds from the FY17 pay-for-performance appropriation to Kleo, Inc. for fees related to providing virtual debit cards to teachers for classroom supplies. The unspent FY17 funds had been reauthorized in FY18 for the same purpose. The Legislature did not authorize a classroom supplies program for FY18.

PED also indicated it will continue Principals Pursuing Excellence and Teachers Pursuing Excellence, mentoring and professional development programs designed to

assist the lowest performing schools and the lowest performing teachers. To support the programs, PED enters into an agreement with Northern Regional Education Cooperative #2, which contracts with approved vendors and pays stipends to participants. Stipends account for just under half of the programs' budgets.

PED indicated intervention funds would be used to continue the department's pay-for-performance initiative. In previous years, the department requested pay-for-performance funds through a separate line item. PED indicated eight school districts and two charter schools are participating in the program in FY18 and the department has allocated \$4.5 million for the program, which provides additional compensation to teachers in participating school districts or charter schools who are rated effective, highly effective, or exemplary, based on the NMTEACH evaluation system.

In July 2017, PED reclassified \$507 thousand in expenses originally paid with the FY17 pay-for-performance appropriation to the FY17 appropriations for interventions and support and standards-based assessment. For FY18, the Legislature reauthorized unspent appropriations for certain initiatives for the same purpose, including pay for performance. By reclassifying expenses, PED effectively increased the FY18 initiative appropriation at the expense of funds that would have otherwise reverted to the general fund.

The turnover of school districts and charter schools participating in pay for performance is high. Of the 25 school districts and charter schools that participated in FY17, only six received an award in FY18, making it difficult to assess the impact of the program. In FY17, Santa Fe Public Schools received \$2.9 million of the \$6.4 million distributed, or 46.2 percent, but did not receive an award in FY18. It is unclear if school districts and charter schools declined to apply for funds in FY18 or if the same schools applied but did not receive an award. PED indicated 38 schools applied for FY18 awards. PED also has a history of spending pay-for-performance funding on expenses that appear to be unrelated, including more than \$1.7 million on department IT projects and \$120 thousand to audit IDEAL-NM coursework in FY17.

STEM Initiative. For FY19, PED requested \$3 million for the STEM initiative, up \$1.1 million, or 58 percent, from FY18. This initiative funds professional development programs for math and science teachers. PED indicates these programs are not meeting current demand, and demand for science-related professional development could rise in FY19 due to the recent adoption of New Mexico STEM-Ready Science standards. Implementation of the new standards is set for FY19, but instructional materials aligned to the new standards will not be available until FY20, leaving teachers without materials that align to the standards. In December, PED told LESC most of the \$1.1 million in additional funds for the STEM initiative will be used for professional development programs to prepare teachers for the updated standards and for teacher-created instructional materials aligned with the new standards, although the total might not cover all needed professional development. For the adoption of the Common Core State Standards, the Legislature appropriated \$2.5 million for use in FY12 through FY14.

The New Mexico STEM-Ready Science standards were adopted by PED in November to incorporate the Next Generation Science Standards (NGSS) in full, including performance expectations, core principles, scientific and engineering practices, and crosscutting concepts that unify science and engineering. The adoption included six additional standards specific to New Mexico and will automatically include any future amendments.

Other Programs. For some programs, PED indicated it was able to scale back appropriation requests because prior year appropriations have made those programs sustainable at lower levels. For example, the college of education teacher and school leader preparation programs request was reduced to \$1 million for FY19 from \$2.1 million in FY18. That initiative provided start-up funds to colleges of education for alternative teacher and school leader preparation programs. Additionally, the request for the NMTEACH evaluation system was reduced because the department has built a sustainable system. PED indicates the \$2.5 million request, down from \$4 million, will support annual trainings.

PED requested \$1 million for regional education cooperative (REC) operations, an increase of \$65 thousand from the FY18 appropriation. The request included funding to create a new REC to serve the northwest corner of the state, bringing the total number of RECs to 10. Currently, the northwest corner of the state is the only area not covered by an

REC, but prior to 1993, REC #1 served school districts in San Juan and McKinley counties. The Regional Cooperative Education Act allows local school boards to form RECs, with the approval of PED, to provide educational services. Most REC revenue comes from contracts with member school districts and intergovernmental agreements with PED, but since FY09, RECs have received a general fund appropriation to assist with cash flow issues and offset operational costs. RECs tend to serve smaller school districts that are unable to take advantage of economies of scale. Currently, only two of the 15 largest school districts are members of RECs; although that could change if a new REC opened in the northwest corner of the state, where three of the 15 largest school districts are located.

Between FY10 and FY17, REC budgets have nearly doubled, with revenue collections rising from \$26.5 million to \$52.4 million. REC #9 in Ruidoso has been responsible for much of that growth, with revenues rising from \$8 million in FY10 to \$21.4 million in FY17. Some of that growth has been due to intergovernmental agreements between the RECs and PED. The department will enter into agreements with RECs to provide fiscal management services for a department initiative funded with either federal or general fund dollars. Although substantial, the growth in REC budgets has not been uniform across RECs. Some RECs actually have seen little, if any, growth since FY10.

In FY17, PED entered into intergovernmental agreements with RECs totaling more than \$20 million in below-the-line initiative funding. In some cases these contracts required the REC to subcontract with a particular organization or with an individual selected by PED, who would then perform the services required by PED. The REC would typically receive an administrative fee of between 5 percent and 9 percent for administering the contract.

Special Appropriation Requests

PED requested three nonrecurring special appropriations totaling \$4.5 million. The department requested \$1.5 million for Alamogordo Public Schools to provide funds in the event the school district receives additional students due to the expansion of Holloman Air Force Base. Alamogordo Public Schools officials indicate they may see an additional 200 students too late in the current school year to generate any enrollment growth program units. PED did not provide a basis for the \$1.5 million estimate. If the school district's estimate that about 200 additional students could arrive is correct, \$1.5 million would provide \$7,500 per student for only a few months of the school year. PED did not describe a method for determining the amount of money the school district would receive but said the school district would be required to provide evidence of additional students.

PED requested \$1.5 million for legal fees related to defending the state against multiple lawsuits. While prior-year appropriations for legal fees have been limited to cover fees associated with the two sufficiency lawsuits, PED requested the appropriation cover lawsuits regarding federal Impact Aid and the teacher evaluation system. Since FY15, the Legislature has authorized \$4.4 million for legal fees related to the sufficiency lawsuits. PED requested \$1.5 million in nonrecurring revenue for emergency supplemental allocations. In total, PED requested \$4.5 million for emergency supplemental in FY19, up \$500 thousand from FY18.

Federal Funds

Changes to federal education grant programs under ESSA led to a reduction in federal grant dollars for school districts and charter schools in FY18. Planning awards for Title I, Part A, grants — federal dollars allocated to school districts and charter schools based on the number of children from low-income families — fell from \$107 million in FY17 to \$97 million in FY18. This reduction is due, at least in part, to changes in federal law that eliminated the separate federal line item for school improvement grants but required state education agencies like PED to withhold 7 percent, up from 4 percent previously, of Title I, Part A, grants to support school improvement activities. In addition, PED has

the option to withhold an additional 3 percent of Title I, Part A, awards to pay for direct student services. PED's state ESSA plan indicates it will exercise the option to withhold the additional 3 percent.

Title II "Supporting Effective Instruction" Grants to New Mexico
(in thousands)

Federal FY	Amount
FY17	\$16,134
FY16	\$17,720
FY15	\$18,096
FY14	\$18,091
FY13	\$18,128

Federal education grants are "forward funded," meaning they typically fund the following school year. So the federal FY17 appropriation will generally fund the 2017-2018 school year.

Source: FFIS

Proposed changes to other federal grant programs may pose challenges for school districts and charter schools in future years. According to Federal Funds Information for States (FFIS), the president's federal FY18 budget, which provides education grant funds for the 2018-2019 school year, eliminated Title II grants, which fund teacher quality and professional development programs. New Mexico receives about \$16 million in Title II grants, according to FFIS. The final budget for federal FY18 has not yet been approved, so it remains unclear if any Title II grants will be approved for use in FY19. While the U.S. House of Representatives eliminated Title II grants from their appropriations bill, the U.S. Senate version included flat Title II funding.

ERB Experience Study and Fund Solvency

The New Mexico Educational Retirement Board (ERB), along with many other public sector retirement plans, operates a defined-benefit pension plan, where employees pay a set amount over the course of their employment in exchange for a guaranteed lifetime retirement benefit. Because these plans are pre-funded, an employee's retirement benefit is paid from three sources: member contributions, employer contributions, and investment returns. To maintain intergenerational equity — ensuring that tomorrow's employees are not required to make up for insufficient savings today — a pension plan's actuaries need to make assumptions about important factors that dictate how much the pension plan must save today to pay tomorrow's benefits. Based on these assumptions, actuaries are able to calculate the pension plan's unfunded liability, or the amount it has promised to pay but for which no contributions have been made.

The most recent experience study, covering results through FY16, recommended changing several key assumptions. The plan had assumed inflation would average 3 percent per year; however, actual inflation was much lower than historic averages. While inflation between 1913 and 2016 averaged 3.2 percent per year, yearly inflation

ERB Investment Returns (net of fees)

Year	Return	Other Public Pensions*
FY17	12.0%	12.6%
FY16	2.6%	-0.5%
FY15	4.0%	3.2%
FY14	14.6%	16.4%
FY13	11.0%	12.0%

*Median Return of InvestorForce Public Defined-Benefit Plans with over \$1 billion in assets.

Source: ERB

averaged only 1.3 percent between 2011 and 2016. For pension plans, the assumed rate of inflation is key because it factors into other assumptions made by the plan, including the rate of investment earning, employee salary increases, the growth rate of overall payroll, and the amount of annual cost-of-living adjustments. While a decrease in the inflation assumption decreases the unfunded liability associated with future cost-of-living adjustments, it increases the unfunded liability associated with investment earning and salary growth. When ERB voted to decrease the assumed rate of inflation from 3 percent to 2.5 percent, the board's assumed rate of return on investments decreased from 7.75 percent to 7.25 percent and the rate of payroll growth decreased from 3.5 percent to 3 percent.

Because investment returns are expected to fund roughly 40 percent of an employee's retirement benefit, a decrease in the assumed rate of return makes the pension plan look more underfunded on paper. Additionally, because the unfunded liability is paid down based on the employer contributions, a decrease in total payroll will increase the time it takes to pay down that debt. Net changes in these and other assumptions increased the estimated length of time ERB expects it will take to pay down the unfunded liability from 46 to 84 years.

The quality of the teacher in the classroom is the most important in-school factor predicting student outcomes. Ensuring educator quality begins with strong teacher preparation and includes ongoing opportunities for professional learning and growth. Compared with teachers in top-performing countries, teachers in the United States receive less support for their preparation, are less likely to receive mentoring, have less time for and access to high-quality professional learning, are less likely to receive feedback from peers, are unlikely to experience expanded career responsibilities or chances to share expertise, are less likely to be involved in collaborative planning around curriculum and assessment, and receive less compensation.

Teacher Preparation

Effective teacher preparation is the cornerstone of an education system that strategically builds a high-quality teacher workforce by focusing on preparing and supporting successful teachers. In 2016, the National Conference of State Legislatures (NCSL) released *No Time to Lose: How to Build a World-Class Education System State by State*, a report that acknowledges the recent struggles of state education systems in the United States, highlights the policies and practices of high-performing countries, and recommends practices states can implement to build comprehensive, successful education systems.

In particular, the report describes how a world-class teaching profession supports a world-class instructional system, enabling every student to have access to highly-effective teachers who expect students to succeed academically. Most teacher preparation programs in top-performing countries are based in prestigious research universities that are more selective and rigorous than U.S. programs. Teaching programs in top-performing countries produce the number and types of teachers needed to fill vacancies each year, have significantly longer clinical practices, and do not allow alternative routes to licensure. On the other hand, U.S. programs typically have lower standards for entrance and exit, overproduce elementary education teachers, and struggle to produce teachers in high-demand fields.

According to the *No Time to Lose* report, the top-performing countries have a rigorous set of criteria to determine a teacher candidate's eligibility for teacher preparation, including an entrance exam that few pass. Often teacher candidates are recruited from the top quarter of high school graduates in top-performing countries.

The top-performing education systems have a systemic approach that incorporate an integrated system that works to produce high teaching quality through effective recruitment, preparation, mentoring, ongoing professional learning, appraisal and feedback, career leadership development, curriculum, and assessment. Each of the elements feed each other, with a common curriculum framework and common assessments for the entire country. Teacher compensation in the top-performing countries is equivalent to other professional occupations, and teacher candidates are often recruited from the top tier of their graduating classes. Additionally, some of the top-performing countries emphasize quality control at the entry point into teacher preparation programs. For example, Finland prioritizes the commitment to and passion for teaching in its teacher preparation admissions process, in addition to looking at the academic aptitude of aspiring teachers. Entrance tests of universities in Finland are used to assess aspects such as academic studying skills and aptitude for the profession. In the admissions process for professional teacher education, the areas assessed include competence and expertise in the specific field of teaching, to be demonstrated through

work experience and qualifications. As a result, candidates without the appropriate aptitude for teaching are not admitted.

In *Transforming Educator Preparation: Lessons Learned from Leading States*, the Council of Chief State School Officers highlight teacher preparation reform efforts across the country. For example, Louisiana built on the leadership and collaboration between public school and higher education officials to change preparation program approval and accountability regulations, including creating a year-long teaching residency for all aspiring teachers, set to begin in Louisiana in 2018. In Tennessee, the state introduced a new public interactive state report card available to anyone interested in the performance of teacher preparation programs based on goal-oriented criteria. Tennessee also developed online annual reports that teacher preparation programs can use to assess candidates and how they perform using observations and growth in student achievement.

In high-performing countries, teacher candidates are rigorously trained similar to the way doctors are trained in the United States. This includes a step similar to a medical residency, in which a new doctor practices medicine under the direct supervision of an attending physician for three to five years. Additionally, these countries have implemented systems equivalent to the U.S National Board for Professional Teaching Standards program, which are research-based and focus on the learning and development of the whole child. Teacher candidates also focus intensively on research and publish in clinical journals. Teacher induction programs are readily available in all the top-performing countries. Senior and mentor teachers are trained to do in-classroom coaching for beginning teachers, a process that usually spans two years and can last four years in some countries.

Overall, the report notes the following teacher education components are essential for an effective, integrated education system: standards that provide the vision of high-quality teaching; universal, high-quality teacher preparation that is research-oriented and clinically based; professional learning that is collegial, job-embedded, and continuous over time; time for teachers to collaborate; feedback from colleagues; cultivation of teacher leadership and opportunities through the leadership chain; and established networks between and among teachers and schools focused on continuous quality improvement. Once these factors are present, continuous, and become an integrated part of the education system, positive results affecting teacher retention and job satisfaction and increased student achievement followed.

New Mexico College of Education Approval Process

Strong teacher preparation increases teachers' efficacy and makes it more likely they will remain in the profession. Depending on the study, attrition rates are found to be two to three times higher for teachers who enter the profession without full preparation than for teachers comprehensively prepared. Currently, New Mexico is struggling to recruit and retain teachers, and student achievement results are lagging expectations.

If teachers have the supports they need to be successful, this should improve the academic outcomes for the state's students.

The overarching goal of PED's revised teacher preparation program approval review is to improve the educational outcomes for students in New Mexico. To accomplish this, PED's review process aims to

- establish meaningful links between and ways of measuring the impact of teacher preparation programs on public school student performance,
- create feedback mechanisms to spur ongoing internal improvement, and
- streamline the process to minimize burden on teacher preparation programs and review teams while maximizing results.

States are moving from a standard teacher preparation program approval process, designed to ensure compliance with state and national standards, to an evaluation process focused on holding teacher preparation programs accountable for producing effective teachers. The New Mexico Public Education Department (PED) is in the midst of revising New Mexico's teacher preparation program approval process. The success and usefulness of accountability efforts are dependent on the quality of the measures used and how the state, teacher preparation programs, and individuals use the data gathered from these measures to ensure continuous improvement. Therefore, as New Mexico revises its existing accountability system for teacher preparation programs, it is imperative all entities collaborate. The revised evaluation system may be an improvement; however, it remains unclear how successful the revised system will be in meeting the needs of teacher candidates, practicing teachers, and their students.

In 2014, PED began considering revising its teacher preparation program approval process and discussing potential changes with the New Mexico Association of Colleges

of Teacher Education, commonly referred to as the “Deans and Directors.” In fall 2016, PED contracted with Columbia University’s Center for Public Research and Leadership to create and develop a revised teacher preparation program approval process for the state. Based on research and feedback collected, the framework was designed to create classroom-ready teachers for which teacher preparation programs would be held accountable. Columbia developed a teacher preparation program review manual, which includes timelines for program review and on-site visits, quality review rubrics and components, review indicators, the Interstate Teacher Assessment and Support Consortium (InTASC) standards, and the four domains of the NMTEACH teacher evaluation system rubric: planning and preparation, creating an environment for learning, teaching for learning, and professionalism.

InTASC standards, developed by the Council of Chief State School Officers’ Interstate Teacher Assessment and Support Consortium, outline the common principals and foundations of teaching practice all graduating teacher candidates are expected to know to ensure every student reaches the goal of being ready to enter college or the workforce after high school graduation.

PED is currently piloting a program approval process that includes six phases, including self-review, site visit notification, pre-visit review, on-site review, post-visit review, and reporting of the results. The three-day on-site review includes a site presentation of current standing of the teacher preparation program with data review. During the second day, the visiting team will interview and observe college of education professors and teacher candidates, and the team will discuss among themselves the data on the following four key components: curriculum design and delivery, clinical practice, candidate and completer quality, and continuous improvement. During the last day, the review team will finalize the data review and summaries for each of the four key components and discuss initial findings with teacher preparation program leaders.

In spring 2017, PED piloted the revised process with New Mexico State University and Central New Mexico Community College. The pilot offered insight into what teacher preparation programs would experience. Concerns raised by teacher preparation program staff included whether PED has the capacity to implement and manage the revised process. Program staff were also concerned about the short window to gather evidence on the four key components; ambiguity around whether PED will focus solely on the NMTEACH rubric, the InTASC standards, or a combination; a focus on the quality of candidates and not on their content knowledge; the limited time reviewers spent observing classrooms; and the lack of an opportunity for the pilot programs to offer feedback on the revised process. These challenges underlie the need for further development and engagement with stakeholders.

PED is proposing to review each teacher preparation program through this revised process every three years, depending on the size of the program, potentially creating a significant burden for college of education staff to participate in the frequent renewals while still completing their normal job duties. PED is currently working to improve the revised approval process but plans on beginning official reviews of teacher preparation programs in the 2018-2019 school year. Additionally, PED is working to establish how the revised approval process will work in conjunction with the new college of education report cards.

College of Education Report Card Development

In addition to expanding oversight of teacher education programs, PED is developing a report card to assess the performance of each college of education, the performance of graduates, and placement and retention trends. The proposed report card metrics will measure (1) teacher performance, including employer and candidate satisfaction with the teacher preparation program, NMTEACH teacher evaluation value-added scores, NMTEACH classroom observation rubric scores, and NMTEACH overall summative ratings; (2) teacher placement, including the percentages of teachers retained in the teaching profession, graduates working in hard-

The training teachers receive is increasingly important as New Mexico embraces higher academic standards and prepares students for a more competitive and demanding economy. Research has shown time and again that teachers are the most important in-school factor in driving student achievement. As such, focusing on understanding and improving the quality of teacher preparation programs in New Mexico is critical to the state’s continued success.

to-staff schools, graduates with secondary education licenses and science, technology, engineering, and math endorsements, and graduates teaching in New Mexico; (3) completer facts, including licensure test scores, the percent passing licensure tests on the first attempt, and diversity of completers; and (4) admission facts, including the diversity of admitted cohorts, essential skills test scores, and acceptance rates.

Again, stakeholders are concerned about PED's capacity to develop and implement the report card process effectively, and the possibility a new administration will revert back to the prior accreditation process. Additional concerns have been raised that relate to correlating factors outside of a college of education's control or influence, including a teacher's school placement, the quality of the school's leadership, and variations in the induction and mentoring process at school districts.

Originally, PED indicated the report cards would be released in November; however, PED delayed their release to give the department the opportunity to roll out the first report cards in a more effective and timely manner.

Teacher Mentorship and Induction Programs

Teacher mentorship and induction programs offer substantial benefits for first-year teachers as well as veteran mentor teachers. Strong induction and support for novice teachers can increase their retention, accelerate their professional growth, and improve student learning. The most effective mentoring and induction programs in high-performing countries include coaching and feedback from experienced teachers in the same subject area or grade level; the opportunity for novice teachers to observe expert teachers; orientation sessions, retreats, and seminars for novice teachers; and reduced workloads and extra classroom assistance for novice teachers. Teachers who receive this set of supports have been found to stay in teaching at rates more than twice those of teachers who lack these supports.

Research suggests high-poverty schools tend to have weaker mentorship and induction programs, where early career teachers generally face more complex and diverse student needs and challenges.

Mentorship and induction programs have become more widely available in the United States over the past two decades; however, programs vary greatly in quality. In New Mexico, all beginning teachers holding a level 1 teaching license and employed in a New Mexico public school district or charter school are required to successfully complete a one- to three-year beginning teacher mentorship program provided by the public school district or charter school. Although mentorship and induction programs are required by law in the state, school districts and charter schools have no uniform structure or framework to follow. Each school district and charter school is responsible to create and implement a mentorship and induction program best suited for its individual needs.

When mentors are well selected, well trained, and given the time to work intensively with new teachers, they not only help average teachers become good but help good teachers become great. And because new teachers are most often assigned to high-poverty schools and the most challenging classrooms, mentoring and induction programs provide a powerful lever for closing the teacher quality gap and ensuring all students, regardless of their backgrounds, have a real opportunity to succeed.

Teacher Professional Learning and Development

Teachers' job satisfaction is shaped by the teacher's connectedness to a team working toward a common shared purpose. The amount of voice teachers have in decision-making on issues directly affecting their ability to do their job well also contributes to teachers' satisfaction. In high-performing countries, teachers' professional learning

opportunities are organized around curriculum, with mentors and coaches trained to support teachers in schools. Sustained learning opportunities are embedded in teachers' schedules, including 15 to 25 hours a week for collaboration plus additional paid time for professional learning. Teachers engage regularly in lesson study, action research, and peer observation and coaching to evaluate and improve practice. In contrast, teachers in the United States teach more hours and have less planning time than teachers in the top-performing countries. Additionally, teachers in the United States teach larger classes on average with many more low-income students than teachers in high-performing countries.

In top-performing systems, teachers do not stop learning and growing once they have completed induction and training. Improving the competence of teachers is a priority, and both schools and the teaching profession have to be designed to serve this purpose. Career ladders are created to develop the skills of the current teacher workforce and establish a culture and organization that supports continuous improvement of the school as a whole.

Replicating the exact practices from high-performing countries might not necessarily work for New Mexico. However, a more collaborative work environment where professional learning is emphasized can have a positive effect for teachers in the state. For instance, school leadership can create opportunities for teachers to participate in school decision-making, provide adequate time for planning, and provide adequate teaching and learning resources.

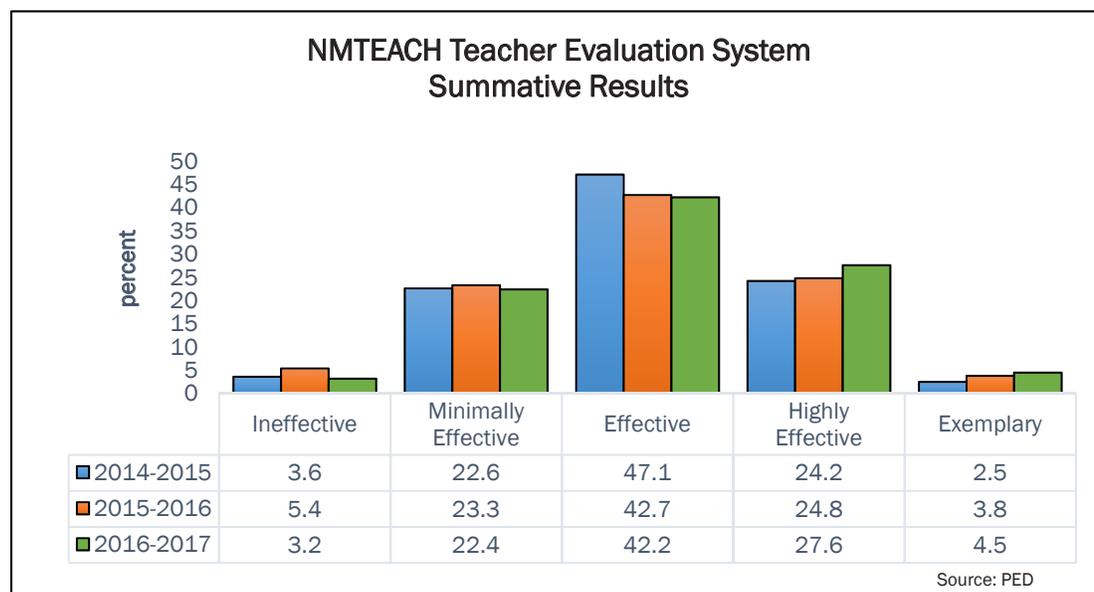
Teacher Evaluations

Research notes that measuring teacher effectiveness implies variability in the relationship between teacher instructional strategies, behavior, or student outcomes. School personnel can improve the quality of learning environments and instruction in ways that lead to higher student outcomes. As such, teacher effects matter in describing student achievement levels.

According to *Education Week*, New Mexico has either the toughest evaluation system in the country or the system with the greatest ability to differentiate performance. Experts at Brown and Temple Universities looked at evaluation systems in 24 states, including New Mexico, that incorporate student growth on tests and found that 95 percent of teachers get proficient or better ratings. By contrast, more than a quarter of New Mexico's teachers are rated as minimally effective or ineffective and a third are rated as highly effective or exemplary.

Based on the findings of the Measures of Effective Teaching project (MET study), the NMTEACH system is currently using growth in student achievement as a causal effect with the inference that teachers are "causing" this growth in student achievement. Clearly student achievement growth varies by classroom, school building, and school district. Future practice could include an investigation into why growth is higher than expected in some environments so these effective practices can be replicated.

PED implemented an educator evaluation system in 2012 to identify those teachers and principals contributing most to the academic success of their students and to provide support and professional development to struggling teachers. In September 2017, teacher



evaluation results from the 2016-2017 school year showed 74.3 percent of teachers in New Mexico rated as effective, highly effective, or exemplary, an increase from 71.3 percent of teachers rated as effective or higher in the 2016-2017 school year results.

In April 2017, PED revised the weightings for some components on the NMTEACH evaluation system, including reducing the student achievement portion to 35 percent from 50 percent, increasing the classroom observation component to 40 percent from 25 percent, and increasing the number of sick leave days a teacher may take before it will negatively impact a teacher’s evaluation from three to six. These changes were the result of recommendations over the years from a variety of education stakeholders.

Although the changes to the evaluation system are seen by some as an improvement, the use of student achievement results, inaccurate data from school districts, and the validity of the evaluations remain concerns.

Teacher Compensation

Teachers’ salaries affect the supply of teachers, including the distribution of teachers across school districts, and the quality and quantity of individuals preparing to be teachers. Beginning teachers earn about 20 percent less than individuals with college

Teacher Compensation

State	Rank	FY16 Average Salary	Increase from FY15
Nevada	18	\$56,943	0.4%
Texas	27	\$51,890	2.3%
Arizona	43	\$47,218	-0.5%
New Mexico	44	\$47,163	1.2%
Utah	45	\$46,887	0.4%
Colorado	46	\$46,155	3.9%
Oklahoma	49	\$45,276	-0.1%

Source: NEA Rankings and Estimate 2016

degrees in other fields, a wage gap that can widen to 30 percent for mid-career teachers. Research also suggests salaries appear to influence teacher attrition – teachers are more likely to quit when they work in school districts with lower wages. Although experts have testified to LESC that better teacher compensation could help bring teachers into the classroom, they also emphasized it is only one factor in an array of options. According to research, of public school teachers who left the profession in 2012 and said they would consider returning, 67 percent rated an increase in salary as extremely or very important in their decision to return.

According to PED data, average returning teacher salaries increased slightly between FY16 and FY17, from \$47,224 to \$47,638. Tatum Municipal Schools has the highest average salary for school districts, at \$59,821, and Texico Municipal Schools has the lowest school district average, at \$40,032. Average returning

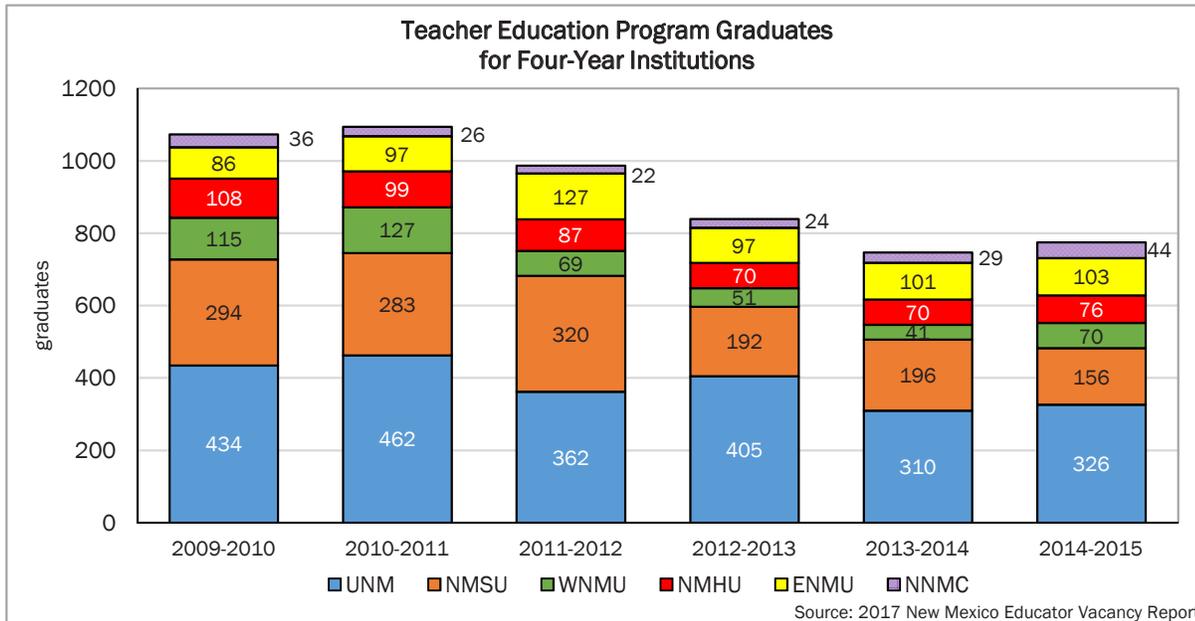
teacher salaries at charter schools vary from \$68,790 at Albuquerque Charter Academy to \$34,900 at the Dzil Ditl’ooi School of Empowerment, Action, and Perseverance.

According to the National Education Association (NEA), average teacher salaries in New Mexico were \$47,163 in FY16, the most recent year for which data is available, up 1.2 percent from FY15. New Mexico ranked 44th, up from 45th in FY15. Nationwide, the average salary was \$58,353, up 1.3 percent from FY15. Average salaries were highest in New York at \$79,152 and lowest in Mississippi at \$42,744. For states in the southwest region, New Mexico continues to rank in the middle, with average salaries higher than Colorado, Oklahoma, and Utah, but lower than Arizona, Nevada, and Texas. Notably, New Mexico salaries were growing much quicker than in Arizona, where salaries fell by 0.5 percent, but much slower than in Colorado, where salaries grew by 3.9 percent.

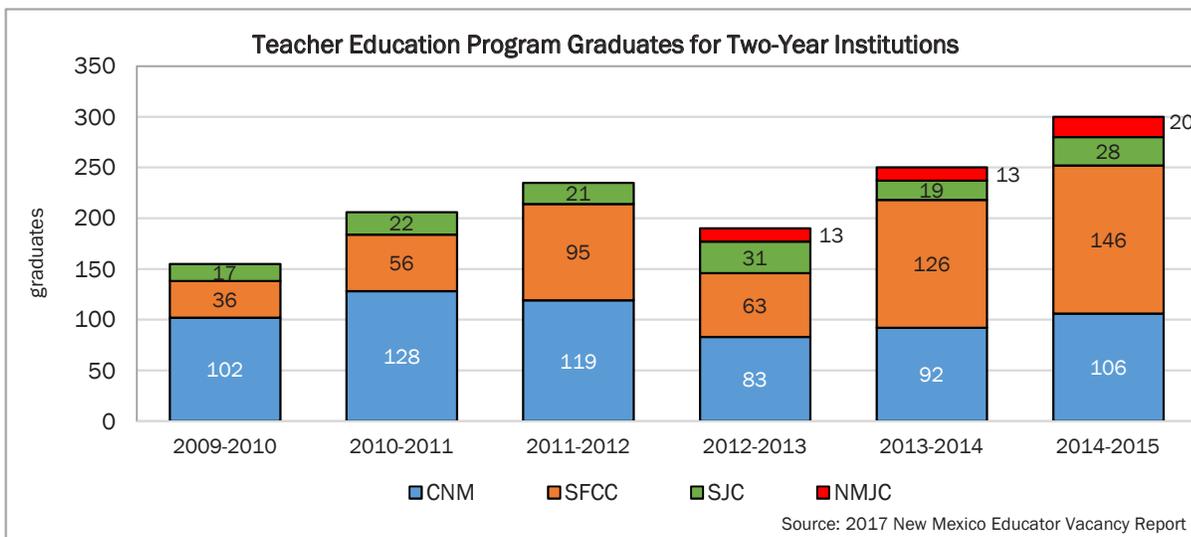
Teacher Shortages

College of education (COE) teacher preparation programs across the country are facing challenges with declining enrollment, budget difficulties, and education reforms. According to the U.S. Department of Education (USDE) Office of Postsecondary Education, the number of candidates entering COE teacher preparation programs is significantly declining. During the 2009-2010 school year, the total enrollment of

students in traditional and alternative teacher preparation programs in the United States was 725,518, and the most recent data for the 2014-2015 school year indicates that only 418,573 students were enrolled in COE teacher preparation programs. In New Mexico, enrollment in and graduation from traditional and alternative teacher preparation programs in four-year institutions has also declined over the past six years. In the 2009-2010 school year, a total of 1,073 students completed teacher preparation programs; however, only 775 students completed programs in the 2014-2015 school year, a 27.7 percent decrease from 2010 to 2015.

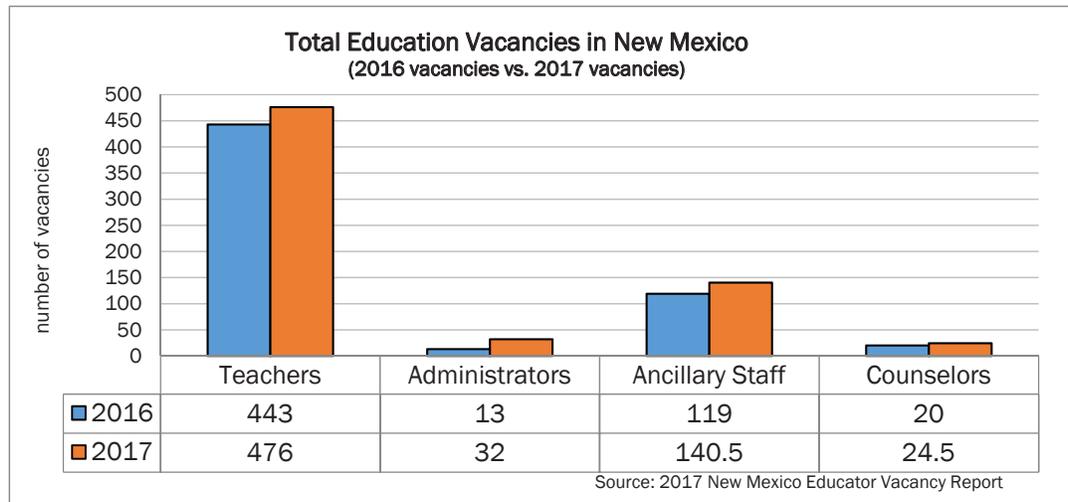


However, enrollment in and graduation from alternative teacher preparation programs in two-year institutions has increased over the past six years. In the 2009-2010 school year, a total of 155 students completed teacher preparation programs; whereas 300 students completed programs in the 2014-2015 school year, a 48.3 percent increase from 2010 to 2015.



Additionally, the number of educator vacancies has increased over the past two years. The New Mexico State University College of Education STEM Outreach Alliance Research Lab released the *2017 New Mexico Educator Vacancy Report* in November, which details statewide and regional data for educator vacancies and completion rates for

teacher preparation programs, and notes 673 total educator vacancies, including 476 openings for teachers, 32 openings for administrators, 140.5 openings for ancillary staff, and 24.5 openings for counselors. The current school vacancies represent the number of positions that could not be filled during the regular hiring season between April and August, which means 476 classrooms are being taught by long-term substitutes and not certified teachers. All educator vacancy subgroups (teachers, administrators, ancillary staff, and counselors) have increased from last year’s reported vacancies, and the majority of the school vacancies are in the central region of the state.



School Leader Preparation

Research indicates the quality of administrative support is often the top reason teachers leave or stay in the profession. Teachers are more likely to stay in their current school if school leaders effectively communicate with them by setting reasonable expectations and providing positive reinforcement when teachers achieve expectations. Additionally, a combination of teaching conditions related to the quality of school leadership, the caliber of collegial relationships, and specific aspects of school culture greatly influence teachers’ job satisfaction and their anticipated or actual career decisions.

To improve working conditions for teachers, states can invest in the development of high-quality principals who work to include teachers in decision-making, foster positive school cultures, and create learning communities. Improving principal preparation may contribute to more effective school leaders who are able to attract and retain talented teachers. State and federal policies can also support efforts to recruit promising candidates for school leadership positions, something that has become increasingly important because the challenges of the job often discourage strong candidates from entering the field.

Next Generation School Leader Preparation Initiative

In New Mexico, PED uses department-administered program funding for its school leader preparation initiative, known as NM Lead. This program was established by PED in FY15 to establish alternative school leader preparation programs at postsecondary institutions with the aim of bringing more qualified and effective individuals into the pipeline while also providing opportunities for augmenting and improving existing preparation programs with the best practices drawn from these new alternative programs.

According to PED, NM Lead has trained 60 school leaders; however, the department has not provided performance data on the program so it remains unclear whether or not the substantial investment the state has made has shown any results.

Many New Mexico children living in poverty and struggling with English enter kindergarten unprepared and lag behind their more affluent peers. During the first eight years of life – from birth through third grade – children develop the foundation for the cognitive, social, and emotional skills critical for learning. Without interventions, the consequences of being born poor follow them through their lives, making it more likely they will experience poor physical and mental health, teen parenthood, academic struggles, and limited opportunities. The National Conference of State Legislatures’ international study of successful school systems, *No Time to Lose*, found strong programs for early childhood, with extra support for struggling students, is a common element in the world’s best education systems.

Ranked 48th in economic well-being and 49th in child well-being by the Annie E. Casey Foundation, New Mexico is challenged more than most states by the consequences of poverty on its children. In addition, New Mexico has high rates of child maltreatment. Children who experience toxic stress – whether it is the result of poverty, instability, abuse or neglect, or other adverse childhood experiences – can experience impaired brain development, especially in the areas of the brain dedicated to higher-order skills. While many New Mexico programs are focused on closing the academic achievement gap between children at risk and their more affluent, English-proficient peers by third grade, when children usually shift from “learning to read” to “reading to learn,” early childhood programs can close the achievement gap before children enter kindergarten. New Mexico has invested in quality prekindergarten and programs that provide paraprofessional help to new families, as well as extended school-year programs for elementary school students in high-poverty schools. To close its persistent achievement gap, New Mexico needs to continue to invest in an effective early childhood education system aligned to primary school curricula.

The LFC’s 2017 *Early Childhood Accountability Report* shows the rate of repeat maltreatment of children in New Mexico at 11.7 percent, down from 12.3 percent in FY16. However, the national rate for repeat maltreatment of children is 5.4 percent.

Infants and toddlers who are learning two languages show increased activity related to executive function skills (working memory, flexibility, self-control, and operating in coordination with each other). These are all early indicators of school readiness.

Importance of Early Learning

Early childhood education can reduce the toxic developmental effects of poverty and childhood trauma by providing children with rich social experiences needed to succeed in school. According to the Institute for Learning and Brain Sciences, high quality early childhood programs that incorporate highly socialized interactions between the care provider and the child, including the incorporation of language rich environments and play-based interactions, support children’s learning and language development. According to the Center on International Education Benchmarking (CIEB), a program of the National Center on Education and the Economy (NCEE) that conducts research on the world’s most successful education systems early childhood education and care is rapidly changing and expanding internationally. After analyzing the early childhood education systems in six countries where students perform well on the Program for International Student Assessment (Singapore, Australia, United Kingdom, Finland, Hong Kong, and South Korea), CIEB found numerous commonalities: Low-income families have subsidized care for infants. Most have on-going publicly-funded parent support, with a special

Supports for Families: Universal Parental Leave

	Paid Maternity Leave	Paid Paternity Leave	Paid Parental Leave (after maternity leave)
Finland	4 months	9 weeks	8 months
Ontario	4 months	2 months	8 weeks
Singapore	5 months	2 weeks	none

Source: NCEE

High-Quality Child Care: Reach of Services

Jurisdiction	Percent Served
Finland	52 percent of 0 to 3-year-olds
Ontario	15 percent of 0 to 1-year-olds 62 percent of 2 to 4-year-olds
Singapore	16 percent 0-2-year-olds 63 percent of 3-year-olds
Massachusetts	54 percent of 0 to 3-year-olds
New Hampshire	62 percent of 0 to 3-year-olds
New Mexico	51 percent of 0 to 3-year-olds

Source: NCEE

focus on disadvantaged and immigrant families. They all provide social and health services for all families. They all have prekindergarten programs, many free and universal. Finally, most offer subsidized training and education for those working with young children.

Trends in Early Childhood Education and Care Systems

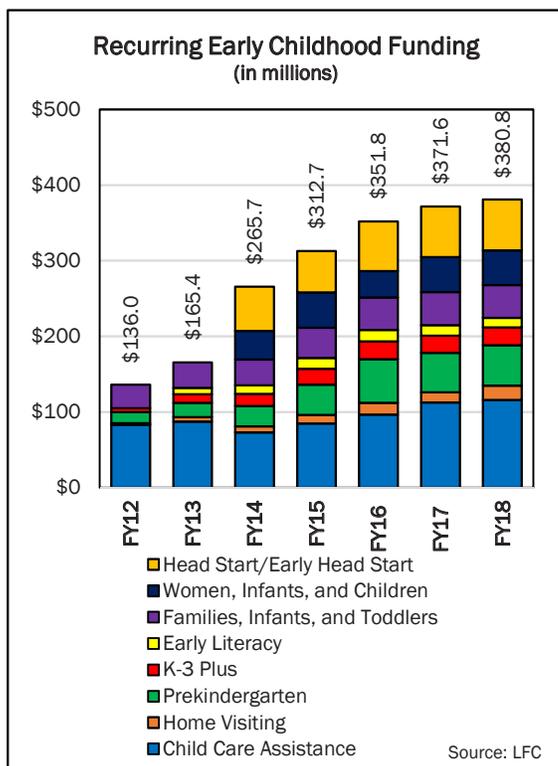
CIEB reported these six countries are aligning early learning standards and preschool curriculum to primary school curriculum and sharing early care and learning data about children across systems. CIEB indicated these countries are building a system of infrastructure for early childhood education and care that includes centralized governance and national quality standards. They also focus on building capacity

to serve all students in need and creating a highly qualified early childhood education and care workforce.

Closing the Achievement Gap Prior to Third Grade

New Mexico's early childhood education and care system begins prenatally and extends through age 8 and spans several state agencies: Children, Youth and Families Department (CYFD), Department of Health (DOH), Human Services Department (HSD), and Public Education Department (PED). These agencies provide services that improve the health, safety, stability, and education of children in New Mexico.

Despite declining revenues in FY17 and FY18, New Mexico has continued to prioritize funding for early childhood programs so children enter kindergarten ready to learn.



Early Childhood

Since FY12, the Legislature has appropriated more than \$762 million in general fund revenue for early childhood programs in addition to \$1.3 billion in federal funding to support programs that include subsidized child care for families with incomes at or below 200 percent of the federal poverty level, or \$24,600 for a family of four; Early Head Start and Head Start, a federally funded program that supports school readiness for low-income families; Family, Infants, and Toddlers (FIT), a federally funded program that provides early intervention services to families with infants and toddlers with developmental delays, an established medical condition, or are at risk of developmental delays; paraprofessional home visits for new families to improve parenting skills and child health and well-being from birth to age 4; and Women, Infants, and Children (WIC), a federally funded program providing supplemental food, healthcare referrals, and nutrition education for pregnant, breastfeeding, and postpartum women, and as children up to 5 years of age

who may be at nutritional risk. In addition, concern about the high rate of repeat maltreatment of children has prompted budget increases for child protective services at the same time many other state services have been cut.

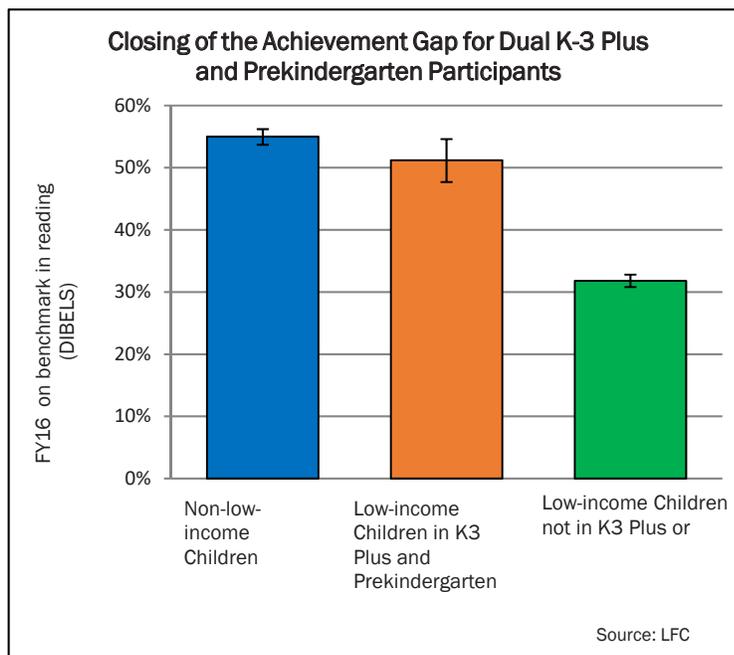
Early Education

New Mexico has made significant investments for students in prekindergarten through third grade: high-quality prekindergarten, the extended school-year program K-3 Plus,

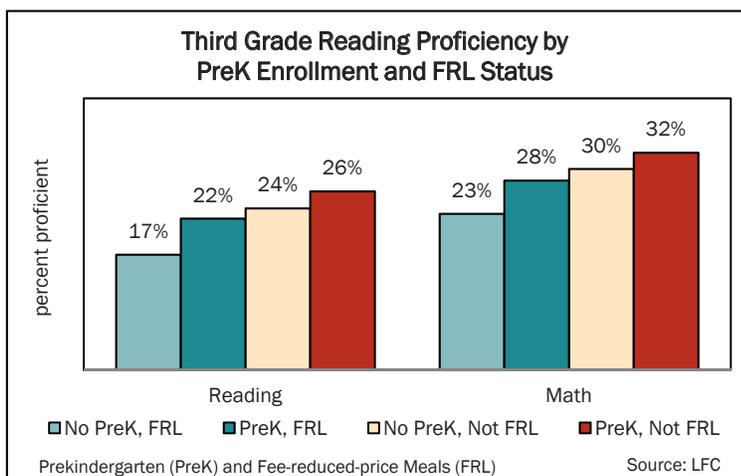
and PED’s early literacy intervention program, Reads to Lead. Since FY12, the Legislature increased spending on these programs by \$46.4 million. According to the Legislative Finance Committee (LFC), low-income students who participated in both prekindergarten and K-3 Plus can close the achievement gap. To ensure investments in early learning are successful and sustained, New Mexico needs to ensure programs are high-quality and targeted to serve the most struggling students.

Prekindergarten. New Mexico has significantly improved access to and the quality of prekindergarten programs, with the National Institute for Early Education Research (NIEER) reporting the state meets eight of 10 quality benchmarks and ranks number 18 in the country for early learning.

Between CYFD and PED, state-funded prekindergarten programs serve more than 9,377 3- and 4-year-olds. In FY18, CYFD received \$29 million and served 3,218 4-year-old students in half-day and full-day programs and 950 3-year-old students in its early prekindergarten program. In FY18, PED received \$24.5 million and served 5,209 4-year-old students, although PED indicated the number of students participating in prekindergarten dropped in FY18 because more children attended the more expensive full-day programs. LFC estimates another \$34 million would cover the cost of all children in need of publicly funded prekindergarten.



While prekindergarten is intended to foster the necessary development skills for school readiness, especially for low-income children with less enriched home environments, the state only started to measure kindergarten readiness statewide during the 2016-2017 school year with the kindergarten observation tool (KOT). The KOT is aligned with state early learning guidelines and measures six developmental domains, including physical, emotional, literacy and numeracy, and scientific conceptual understanding, that are predictors of early literacy attainment. PED found 65 percent of kindergarteners demonstrated readiness and 35 percent were still developing readiness.



LFC’s *Early Childhood Accountability Report* indicates prekindergarten programs have a positive impact on student literacy. Third-grade reading and math scores on the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment were higher for students who participated in prekindergarten than their peers who did not. LFC found the effect persisted through fifth grade. However, other studies suggest the gains acquired in a high-quality prekindergarten can be lost if the child then enters a low-quality elementary school.

FY16 Statewide Kindergarten Observation Tool Results			
KOT Domain	Developing	Demonstrating	Exceeding
General Knowledge and Skills	35%	63%	2%
Academic	41%	58%	2%
Learning and Social Skills	30%	67%	3%

Source: PED

Intervention Programs for Kindergarten Through Third-Grade Students

New Mexico's early literacy programs, K-3 Plus and Reads to Lead, are designed as early literacy intervention programs targeted at the most vulnerable students in the primary grades. Both programs help develop early literacy through data-driven instruction based on content standards and assessments; department-prescribed interventions for students who are struggling academically and students with special needs; professional development in literacy best practices; and support with reading coaches and interventionists.

K-3 Plus. Research in New Mexico and other states has found K-3 Plus, which extends the school year by at least 25 days for kindergarten through third-grade students in high-poverty and low-performing schools, is effective in helping to close the achievement gap. LFC found the achievement gap was nearly eliminated by kindergarten for low-income students who participated in prekindergarten and K-3 Plus compared with

students who did not participate. In addition, A Utah State University study found K-3 Plus can boost achievement when implemented with fidelity. Researchers suggested larger achievement gains can be realized by maintaining the same teacher and cohort of students through the regular school year and addressing the needs of English learners; gains are not maintained through the school year for all students when implementation is poor.

Response to Intervention

PED requires a three-tier model of student interventions for students who demonstrate a need for educational support for learning:

- Tier-one is high-quality, core instruction and targeted-based interventions for all students;
- Tier-two is supplemental, strategic, and individualized support for struggling readers;
- Tier-three is special education-related services provided for students identified with disabilities under the federal Individuals with Disabilities Education Act and state criteria for gifted students.

Although participation in K-3 Plus has increased 288 percent since FY09 and the program now serves 15 thousand students, approximately 70 thousand students are enrolled in schools eligible for K-3 Plus. In addition, PED management of the program led to a 25 percent cut in participation in summer 2017 programs. Because many K-3 Plus programs overlap two fiscal years and PED did not limit growth in participation after school districts and charter schools received initial summer 2016 awards, PED reduced the number of students who participated in summer 2017 programs by 5,000, from 20 thousand the year before. In addition, PED

set aside about \$10 million of its FY18 appropriation for K-3 Plus programs that will begin in June 2018. Based on the summer 2017 per-student reimbursement rate, \$10 million would have funded an additional 8,376 students in July and August programs. PED requested school districts and charter schools consider using operational funds or federal funds for low-income students to ensure summer 2017 K-3 Plus participation was not reduced.

An LESC-endorsed bill, enacted in 2017, prioritizes K-3 Plus funding for school districts that maintain the same teacher with the same cohort of students throughout the school year.

Early Literacy. PED's early literacy program, also known as Reads to Lead, is a grant program that provides funding for a statewide reading assessment (Istation), reading coaches in school districts, intervention materials, professional development, and other supports intended to improve early literacy skills of students in kindergarten through third grade. Since FY13,

\$77 million has been appropriated to PED for Reads to Lead and \$44.6 million has been distributed to school districts and charter schools for reading specialists and instructional materials. In FY18, \$12.5 million was appropriated to PED, \$7.9 million of which was distributed to 49 school districts and 12 charter schools. PED indicated 24.5 thousand students in kindergarten through third grade will be supported by these allocations in FY18.

However, PED's methodology for distributing awards has been inconsistent, making it difficult to determine the program's efficacy. Funding initially was awarded through a competitive process, but for FY15 and FY16, PED awarded funds to all school districts and charter schools that applied and developed a literacy plan. Noting concerns the

program was not effective, PED returned to a competitive grant process in FY17, which resulted in significant changes in the number of awards. In FY18, school districts and charter schools were eligible for Reads to Lead funding through two pathways: (1) the school district or charter school scored in the top quartile in the reading school growth indicator of school grades; or (2) the school district or charter school scored in the top quartile of the application score.

While the program was initially designed to support struggling readers, funds are now directed to school districts and charter schools currently showing high or moderate growth in reading proficiency. Inconsistencies in funding and grant criteria make it difficult for school districts and charter schools to plan effectively. PED uses student growth as a metric to evaluate the program's efficacy, the same metric to determine eligibility for the grant. This causes issues in determining whether the program is truly responsible for student growth in reading.

Third-Grade Reading Proficiency. While evidence indicates prekindergarten and K-3 Plus, especially in combination, can help close the achievement gap, the state so far has not seen overall improvement in the state-wide third-grade proficiency rate from these targeted investments. Despite the targeted investments, proficiency rates of third-grade students in reading and math on the PARCC assessment have remained below 30 percent since FY15. Istation, a statewide interim assessment that measures growth over the school year, showed better student performance on reading but the result is questionable. Although PED reported 65 percent of third-grade students reached benchmark in reading at the end of the year on DIBELS Next formative assessment in FY16, only 24 percent of third-grade students scored proficient on the PARCC assessment on reading. When comparing these results, the two assessments do not appear to be well aligned. Istation replaced DIBELS Next in FY17 and it is unclear if Istation is better aligned to third-grade content standards.

A group of private and public charitable foundations in New Mexico has partnered with Bellwether Education Partners, a nonprofit entity that supports organizations improve policy and practice for education and underserved children, to conduct an early childhood business and funding plan for the state. Funders of this project include McCune Foundation, Los Alamos National Laboratories Foundation, W.K Kellogg Foundation, Santa Fe Community Foundation, J.F. Maddox Foundation, Keeler Foundation, and Thornburg Foundation.

FY15 - FY17 Third Grade PARCC Proficiency

Fiscal Year	Reading					Math				
	L-1	L-2	L-3	L-4	L-5	L-1	L-2	L-3	L-4	L-5
FY15	27.5%	24.0%	23.6%	23.6%	1.3%	17.5%	28.3%	28.8%	22.6%	2.6%
FY16	28.0%	23.6%	24.2%	23.0%	1.2%	17.6%	25.3%	27.1%	25.9%	4.0%
FY17	27.0%	22.0%	25.0%	25.0%	1.0%	18.0%	24.0%	28.0%	26.0%	4.0%

PED considers Levels 4 and 5 proficient.

Source: PED

Certain student and school characteristics are strong predictors of whether a child or an entire school will struggle. Schools with high populations of low-income students are more likely to receive failing grades in the state's school grading system. Students living in poverty with low English proficiency are more likely to start behind their peers and never catch up.

Identifying low-performing schools and students at risk of failing allows teachers and administrators to provide supports to help the student, or an entire school, succeed. Not only does the state fail when its students fail, the state has an obligation to taxpayers to ensure they get effective services for their money, both today and in the future through the prevention of the long-term costs of failed students. Students who succeed are more likely to succeed in the workplace and less likely to need social services.

Intervening with Struggling Schools

With enactment in December 2015 of the federal Every Student Succeeds Act (ESSA), the current reauthorization of the Elementary and Secondary Education Act of 1965, the Public Education Department (PED) had the opportunity to revise its grading system but did not. Among its provisions, ESSA increases state control of education accountability and provides limitations of federal authority over education. PED evaluates school performance through a school grading system that relies heavily on testing to identify schools that demonstrate systemic failure to serve all students.

Many of the elements in the ESSA state plan were previously implemented as part of a flexibility waiver under the No Child Left Behind Act, the previous incarnation of the federal education act. ESSA allows for more flexibility on performance goals and accountability standards, but New Mexico, among 16 states and the District of Columbia that submitted their ESSA state plans to the U.S. Department of Education (USDE) by the spring 2017 deadline, chose not to reevaluate the existing policies, adopted without significant stakeholder input.

In New Mexico's grading system, 40 percent of an elementary school grade and 30 percent of a high school grade relies on "current" test scores. For high schools, another 20 percent relies on the growth in student performance, with students who score in the top 75 percent of students worth 10 percent and lowest performing quarter worth 10 percent. For elementary schools, growth factors are 20 percent for the highest quartiles and 20 percent for the lowest quartile.

The "opportunity to learn" portion of the grade, worth 10 percent in elementary school and 8 percent in high school, is made up of parent and student surveys and attendance. High schools are also held accountable for graduation rates and career and college readiness, assessed through student participation in Advanced Placement and dual-credit courses that can provide high school and college credit, college admissions tests like the SAT and ACT, and other career readiness programs.

Starting in the 2018-2019 school year, PED will add science test results, and a "growth to proficiency" measure for English learners, a new indicator on the performance of historically high-performing students to the grade calculation. It will also remove

“bonus points,” which are extra points a school can earn for student and parent support initiatives to help increase its overall school grade. PED will incorporate these changes after they release 2018 school grades and begin the transition to ESSA school grade reporting requirements.

Identifying Schools in Need of Improvement

ESSA requirements place schools at one of two levels of intervention: comprehensive support and improvement (CSI) or targeted support and improvement (TSI). CSI schools will receive a higher level of support from PED than TSI schools.

PED will identify a school as CSI if it meets one or more of the following criteria:

- The school is in the lowest-performing 5 percent of low-income schools, as defined in Title I of ESSA;
- The school has a four-year graduation rate of less than 67 percent for two of the past three years; or
- The school has been a Title I school previously identified for targeted support due to low-performing student subgroups and has not demonstrated sufficient improvement after three years.

PED will identify a school as needing TSI if it has at least one subgroup of underperforming students. As with schools identified as needing CSI, performance will be assessed based on New Mexico’s school grading formula. ESSA establishes two types of schools in need of TSI:

- Schools with at least one subgroup performing as poorly as all students in any CSI school; and
- Schools that have at least one subgroup consistently in the bottom 5 percent in the state’s accountability system.

Subgroups consist of all students, students by race and ethnicity, students with disabilities, economically disadvantaged students (eligible for free or reduced-price meals under federal rules), and English learners. PED will analyze all subgroups in all schools to consistently identify underperforming subgroups. Schools can exit TSI status after three years if all subgroup student performance improves to the point they are no longer in the bottom 5 percent of schools in the state for that subgroup.

Schools identified as in need of CSI or TSI are expected to improve the condition responsible for their identification within three years, or the schools will be identified for more rigorous interventions (MRI).

More Rigorous Interventions

ESSA requires states to identify more rigorous interventions (MRI) for schools identified as in need of CSI that do not improve after three years. Pursuant to New Mexico’s ESSA plan, these schools identified will be required to choose one of the following more rigorous interventions:

- Closure: close the school and enroll the students at a higher performing school;
- Restart: close the school and reopen as a charter school, with an operator selected through a rigorous state or local authorizer review process; or
- Champion and provide choice: champion a range of choices that focus on new

School Grades Workgroup

Senate Memorial 145, sponsored by Senator Mimi Stewart and passed during the 2017 legislative session, called for LESC to convene a work group of teachers, administrators, parents, community members and other education stakeholders to examine the current school grading system and provide recommendations for improvement. Often, the state’s school grading system is criticized for two issues: a heavy reliance on proficiency, which tends to be lower in schools with high rates of poverty, and the use of mathematically intensive value-added models to construct growth scores. After soliciting applications from educational leaders around the state, LESC selected 23 members to serve on the work group. The work group held its first meeting in October, with plans to meet regularly through the 2018 interim.

Low-performing student subgroups are defined as in the bottom 5 percent in the state.

PED’s Priority Schools Bureau notified school district superintendents and charter school administrators of schools identified as CSI, TSI, or MRI on December 5, 2017. In mid-December, superintendents and charter school directors received a data profile for school each identified as CSI, TSI, or MRI; information on support and training is forthcoming.

PED identified four schools as MRI on December 5, 2017: Hawthorne Elementary School, Whittier Elementary School, and Los Padillas Elementary School in Albuquerque Public Schools and Dulce Elementary School in Dulce Independent Schools.

approaches to learning, such as charter schools, magnet schools, private schools, online learning, or homeschooling. This may also include the creation and expansion of state or local school voucher programs.

If the school district refuses to identify a rigorous intervention, PED will select the intervention.

State Support for Low-Performing Schools

To support all schools, PED has developed the NM DASH tool (which replaces the Web EPSS tool) to help schools develop school improvement plans and identify evidence- or research-based interventions. School districts with CSI schools must use NM DASH to implement a school-specific comprehensive intervention plan developed by the school district but approved, monitored, and regularly reviewed by PED.

All school districts are required to implement two 90-day plans through NM DASH, so this requirement is not specific to low-performing schools.

CSI schools will be able to choose between three options for intensive improvement. The first option is to complete NM DASH-Plus, which will focus on professional development for staff and additional learning time and supports for students. These schools will receive increased monitoring and accountability benchmarks related to their plans. The second option is to apply for competitive grants for school improvement. PED's expectations for successful applicants are not clear from the ESSA plan, but PED notes these grants may be in addition to "below-the-line" program funds, distributed in addition to revenue allocated through the public school funding formula. Additionally, 10 high schools will be allowed to enter a high school transformation process in partnership with PED's College and Career Readiness Bureau annually.

CSI and TSI schools must complete the six-step needs assessment, which includes an annual plan and two 90-day plans each year. While the school district is responsible for monitoring and implementation of each 90-day plan, PED will annually review alignment between school district goals and the school plan.

ESSA allows PED to withhold and distribute 7 percent of statewide "Title I" funding, federal grants for services for low-income students, to school districts and charter schools to fund school improvement programs. PED has indicated the department will provide preference to schools classified as CSI or TSI and will align funding opportunities with existing programs, such as the department's principal and teacher professional development programs. In addition, ESSA provides PED the option to reserve an additional 3 percent of the state Title I, Part A, allocation to award grants to schools to pay for direct student services. PED indicates they will take advantage of the direct services opportunity.

Closing the Achievement Gap

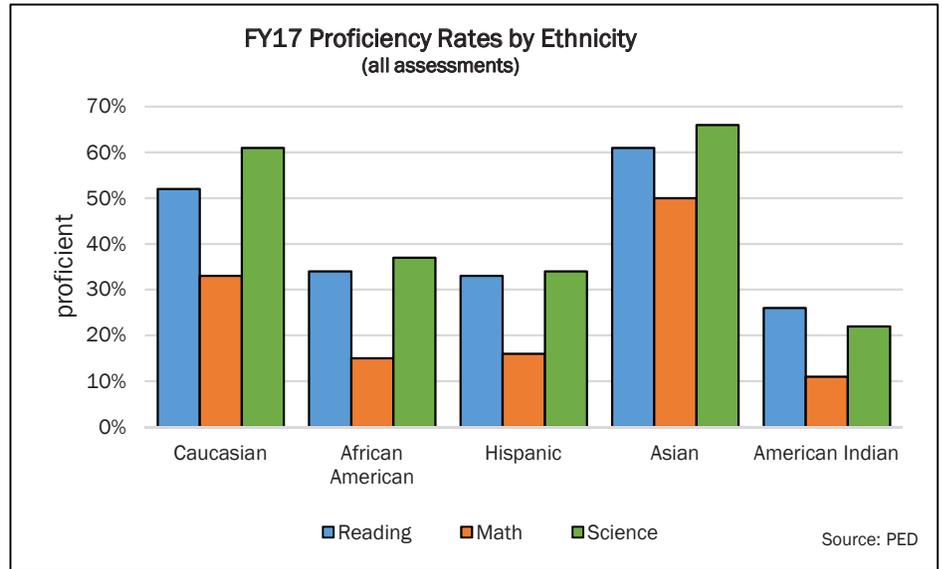
In New Mexico, the majority of the state's more than 333 thousand students, 61 percent are Hispanic, and a significant portion, 11 percent, are Native American, giving New Mexico a minority-majority public school population. On a national level, the Brookings Institution, a nonprofit public policy organization, indicates minority students from lower socioeconomic backgrounds often attend schools that have inadequate access to key educational resources, including high-quality teachers, the in-school factor with the greatest impact on student success. Legislative studies have found socioeconomic status and English proficiency is strongly associated with student success. Notably, schools with high populations of low-income students are also more likely to perform poorly in the state's grading system; however, whether that is an indicator of actual school quality or a weakness in the grading system is unclear.

English Learners

Most of New Mexico's 48 thousand English learners (ELs) are eligible for free or reduced-price meals and 91 percent are Hispanic or Native American, with Hispanics

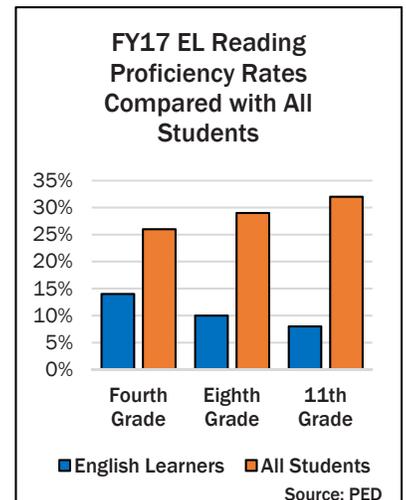
making up 70 percent of the EL population. ELs, 14 percent of the total public school enrollment, score significantly below non-ELs in reading and math. In addition, ELs generally take fewer advanced courses and have lower graduation rates than non-ELs.

Efforts to close the achievement gap for these students include assessing their English language proficiency and providing programs to develop academic English and, in some cases, their home language through English language development programs or bilingual multicultural education programs. These programs are designed to support ELs to become academically proficient in English or become academically bilingual and biliterate.



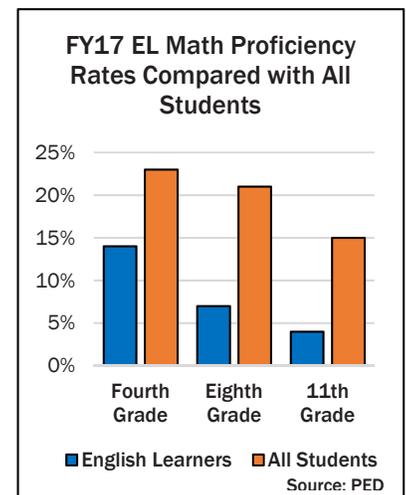
Recently, PED proposed administrative rules changes for bilingual programs to realign the evaluation and renewal sections and regulatory goals. The changes also include program accountability for academic and language proficiency in English and a second language for all students, not just English learners. Additionally, the proposed changes aim to further clarify the program approval requirements and align the program element of instruction with local implementation. If adopted, the changes would be effective in 2018.

English Learner Program Services. ELs are protected under Title VI of the federal 1964 Civil Rights Act and the Equal Educational Opportunities Act of 1974, which requires public schools to remove language barriers and provide equal access to instructional programs. Non-compliance with Title VI of the federal Civil Rights Act in serving ELs could potentially mean a loss of more than \$250 million federal education funding.



Under PED rules, school districts and charter schools may serve ELs through a variety of models, from structured English immersion to bilingual multicultural education programs. In FY16, PED reported almost half of EL students participated in a bilingual multicultural education program. According to PED, EL programs must be designed to ensure ELs develop academic English and programs must meet the state’s Common Core Standards.

PED indicated Hispanic and Native American students participating in a bilingual multicultural education program perform higher in reading and math than their peers who do not participate. Given that ELs are one of the lowest-performing subgroup of students academically, all students need access to grade-level curriculum and instruction.



Identification of English Learners. On enrollment of students whose parents indicate a language other than English is spoken at home will be screened for English language proficiency with a PED-approved assessment. The school district or charter school is then required to notify the parents or guardian if their child

has been identified as an EL and of available programs. While parents or guardians cannot refuse the EL classification or ongoing English proficiency assessments, they can refuse services for their child.

New Mexico adopted WIDA's Spanish Language Development Standards and the Common Core version of the Spanish Language Development Standards. These standards will go into effect July 1, 2018.

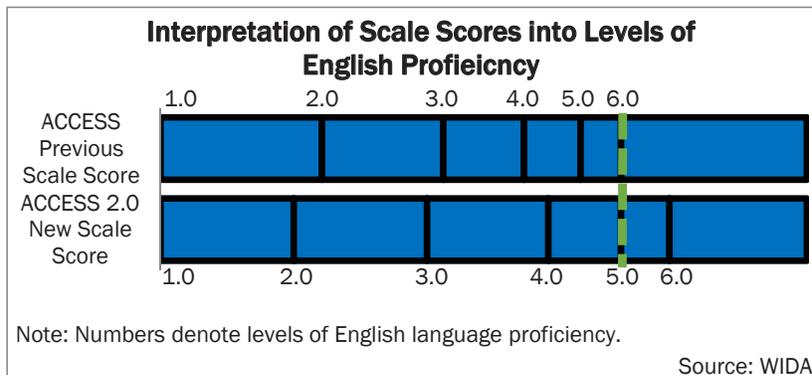
Levels of Language Proficiency:

- Entering – 1.0
- Beginning – 2.0
- Developing – 3.0
- Expanding – 4.0
- Bridging – 5.0
- Reaching – 6.0

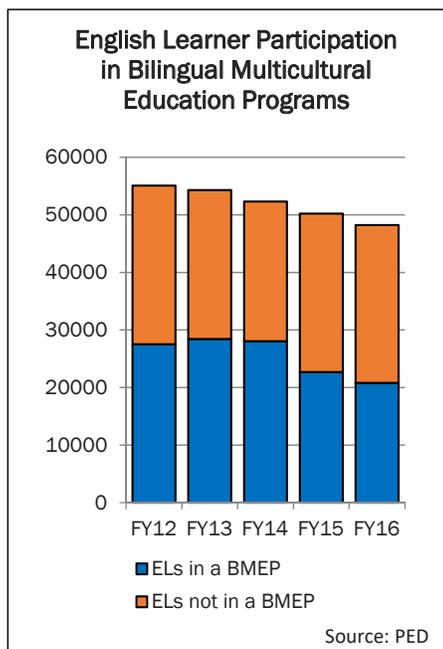
WIDA ELD Standards

<https://www.wida.us/standards/eld.aspx>

ELs must be able to access academic content, and the use of the English Language Development (ELD) standards ensures EL students gain meaningful access to content at their current level of English proficiency. The ELD standards represent the social, instructional, and academic language students need to engage with peers, educators, and curriculum. The New Mexico ELD standards are aligned with the New Mexico Common Core State Standards, and PED states the ELD standards provide the state's framework for providing Common-Core-aligned curriculum to ELs.



English Language Proficiency Assessment. PED requires all ELs, from kindergarten through 12th grade to participate in the annual English language proficiency assessment, ACCESS 2.0. Once an EL achieves an overall composite score of 5.0 or higher on the assessment, the student is considered fully English proficient and is no longer provided with additional programs that support English language development.



Changes to Access 2.0. For the 2016-2017 school year, PED implemented a recalibrated form of ACCESS 2.0 that aligns with the more difficult language demands of the Common Core state standards. World-Class Instructional Design Assessment (WIDA), a nonprofit consortium of 40 states and territories, including New Mexico, supports the consortium by providing English language assessments and standards. The most significant change to the assessment is the increase of rigor required to demonstrate proficiency. Because content rigor increased, WIDA raised the bar for English language proficiency, resulting in fewer ELs reaching proficiency in FY18. In FY17, an average of 13 percent of ELs reached proficiency, but only 1 percent of ELs achieved proficiency in FY18.

English Language Proficiency Accountability Measures. English language proficiency will be incorporated into school grades beginning in the 2019-2020 school year. At the elementary and middle school level, 10 percent of the school grade will be based on English language proficiency. At the high school level, growth in English language proficiency will be 5 percent of the school grade. PED acknowledges the ACCESS 2.0 score change will impact growth targets set in the state ESSA plan and the department will reevaluate and republish growth targets after they evaluate new ACCESS 2.0 data for ELs. Data from 2017 will be

used to establish a baseline and the 2018 and 2019 scores will help PED revisit whether they need to address the exit criteria. School districts and charter schools may need to adjust their programs to better serve their EL population based on the new assessment results, especially for students at proficiency levels 3.0 and 4.0.

FY16 English Language Proficiency Level by Ethnicity

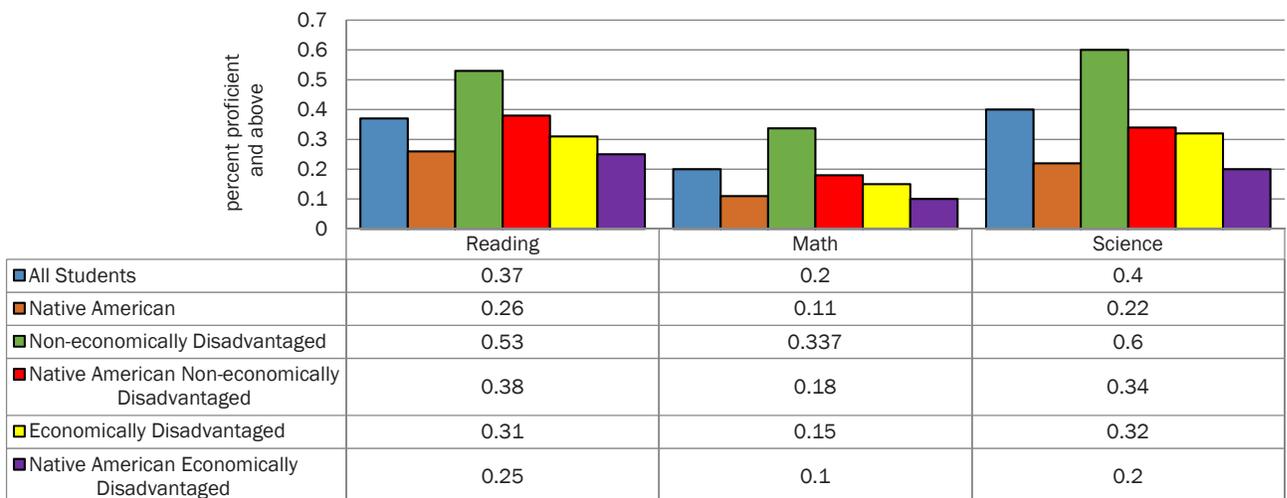
	Number of ELs Tested	Overall Proficiency Levels in Percentages					
		Entering 1.0	Beginning 2.0	Developing 3.0	Expanding 4.0	Bridging 5.0	Reaching 6.0
Hispanic	33,701	11%	15%	31%	26%	14%	3%
Native American	7,637	7%	13%	34%	30%	14%	2%
Black	187	17%	17%	28%	22%	14%	2%
Asian	638	10%	10%	18%	26%	24%	12%
Asian Pacific Islander	43	14%	5%	28%	33%	16%	5%
Non-Hispanic White	1,199	11%	14%	28%	24%	17%	6%
Multiracial	7	*	*	*	*	*	*
Not Reported	2,305	*	16%	25%	22%	13%	4%
Total	45,717	11%	15%	31%	27%	14%	3%

Source: PED

Native American Education

Research indicates Native American students perform two to three grade levels below their white peers in reading and math, 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 New Mexico Legislature passed the Indian Education Act (IEA) in 2003 in an effort to ensure equitable and culturally relevant learning environments for Native American students in public schools. Among its provisions, the IEA sought to develop and implement positive educational systems, enhance educational opportunities for students and aid in the development of culturally relevant materials for use in New Mexico schools, develop strategies for ensuring the maintenance of Native languages, increase tribal involvement and control, create formal government-to-government relationships between the tribes and state, and increase parental involvement in schools.

Native American Student Achievement. Despite targeted investments, New Mexico's Native American students continue to struggle to close the achievement gap with their peers. According to PED's 2016-2017 Tribal Education Status Report (TESR), 26 percent of New Mexico's Native American students were proficient in reading, 11 percent in math,

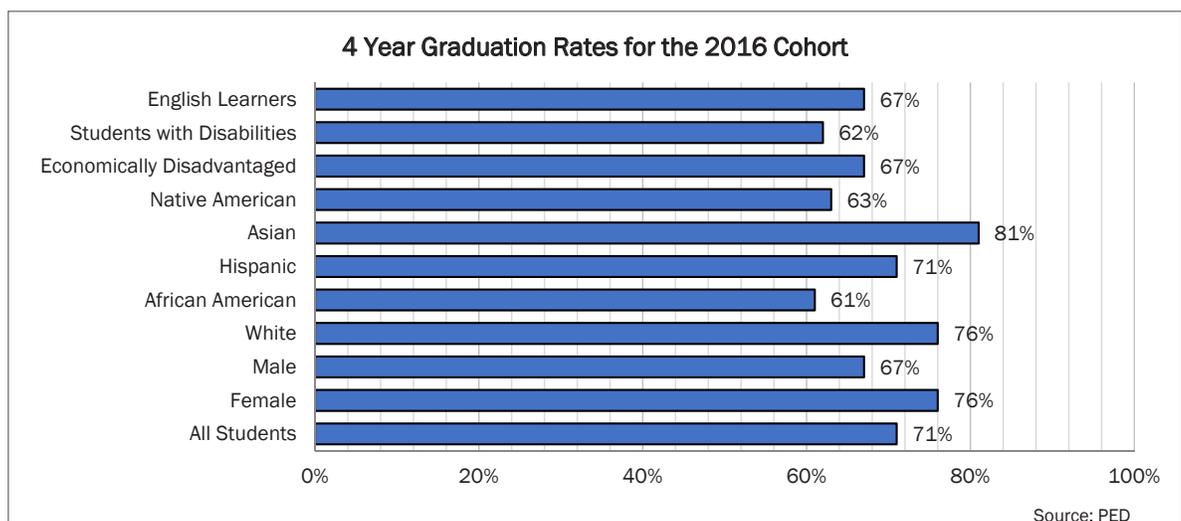
2016-2017 Statewide Assessment In Reading, Math, and Science


Source: 2016-2017 TESR

and 22 percent in science. The proficiency rates of Native American students in the 2016-2017 school year increased by 1 percentage point from the 2015-2016 school year in math, decreased by 1 percentage point in reading, and remained unchanged in science.

Additionally, Native American students in New Mexico identified as economically disadvantaged are performing far worse than students who are not economically disadvantaged. Native American students who are not economically disadvantaged are performing slightly better than the statewide average in reading, slightly below the statewide average in math, and below the statewide average in science. Moreover, Native American girls significantly outperform Native American boys in reading in New Mexico; however, Native American boys are slightly outperforming Native American girls in science. Both boys and girls are performing at the same achievement levels in math.

Native American Graduation Rates. Native American students are generally graduating at the same rate as African American students and students with disabilities. The four-year graduation rate for Native American students beginning ninth grade in the 2012-2013 school year and graduating in the 2015-2016 school year was 63 percent, 8 percentage points below the statewide average for all students.



Indian Education Act Funding. In FY17, PED budgeted about \$3.5 million of Indian Education Act funding but only spent about \$2.2 million. Historically, PED has had difficulties spending the entire annual appropriation from the Legislature each year, leading to a higher Indian education fund balance and FY17 was no exception to this trend. The Indian Education Division of PED allocated \$630 thousand to 21 tribes (the Jicarilla Apache Nation refused a grant) for tribal language program grants, which are typically used to develop curriculum and instructional materials. The division allocated \$595 thousand to four charter schools and 20 school districts (three school districts opted out of receiving the funds) that enroll a significant number of Native American students for the purposes of developing and maintaining effective, culturally relevant programs, opportunities, and practices that contribute to the academic and cultural success of these students. The rest of the FY17 funds were spent on the division’s priority areas, including curriculum planning, college and career readiness, professional development, indigenous research, and aligning systems between school districts and Bureau of Indian Education schools.

Recently, the Indian Education Division submitted a budget adjustment request for \$1.7 million from the Indian education fund, which they indicated would cover nonrecurring pilot projects in FY18.

To date, the Legislature has appropriated approximately \$31.4 million in general fund appropriations and \$2.7 million in Indian education fund balance to carry out the provisions of the IEA; however, it is unclear if the use of these appropriations are positively impacting Native American student performance.

Assessments and Accountability

As a matter of national policy, standardized testing has been used for almost two decades as the basis for holding teachers and schools accountable for producing successful students. While the presence of standardized testing alone is not an element of a world class education system in the National Conference of State Legislatures' report, *No Time To Lose*, assessments provide a tool that can be used to place U.S. students in an international context and New Mexico students in a national context.

National and International Context

The Program for International Student Assessment

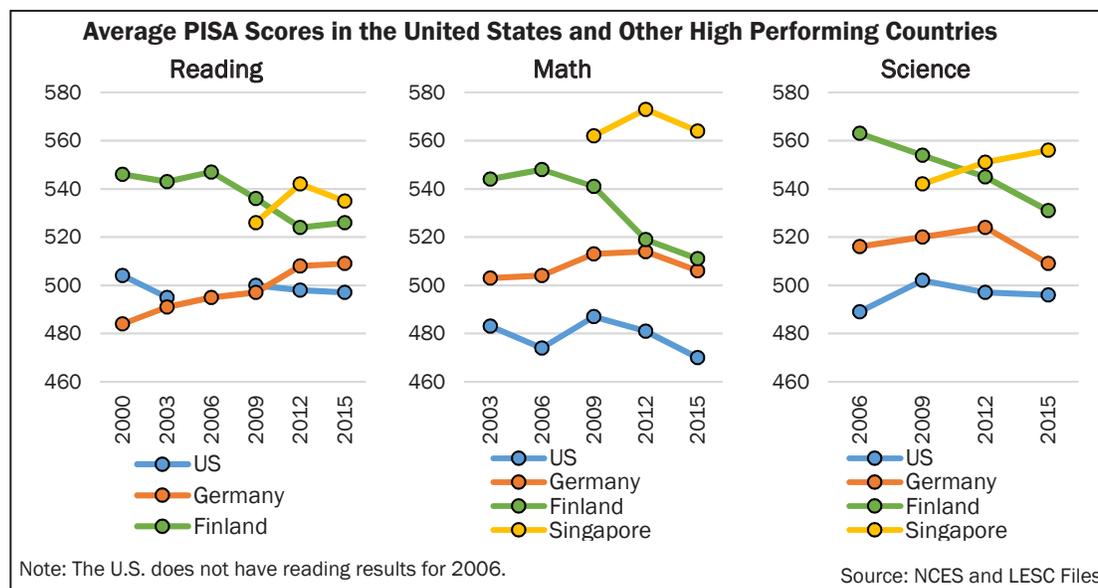
The Program for International Student Assessment (PISA) is a two-hour test administered to 15-year-old students in 72 different countries by the Organization of Economic Cooperation and Development (OECD). U.S. students have ranked consistently low on PISA reading, math, and science assessments relative to top-performing countries identified in *No Time To Lose*. U.S. students scored an average of 470 on the 2015 PISA math exam, lower than the OECD average of 490. The United States performed only slightly above the OECD average on the reading and science exams.

The United States has hovered close to the OECD average math, science, and reading scores since at least the 2009 PISA exam. Data from the National Center for Education Statistics (NCES) shows 2015 scores have not substantially improved compared with scores 12 to 15 years ago. High-performing countries are also struggling to continuously increase PISA scores but maintain 2015 results well above the OECD average. Singapore, a country relatively new to the PISA exam, achieved an average math score almost 100 points higher than the United States.

Students in many of these high-performing countries do not take the same type of standardized tests that U.S. students take. Typically, assessments in high-performing

The Center for International Education Benchmarking (CIEB) of the National Center for Education and the Economy (NCEE) uses PISA results to identify and compare top performing countries. In its 2016 report *9 Building Blocks for a World-Class Education System*, NCEE lays the foundations for a strong education system by drawing on the consistencies of top-performing countries on PISA. The top performers include countries with large immigrant populations like Canada and New Zealand, as well as countries with low per-student funding ratios like Estonia and Japan.

NCEE's building blocks include all of the elements of a world-class education system defined in *No Time To Lose* along with additional indicators. One of these is a country's ability to "create clear gateways for students through the system...with no dead ends." Top-performing countries create pathways for students, and instead of diplomas, issue qualifications showing the high school classes the student has taken and grades the student earned in those classes. This can improve motivation and achievement by allowing students to pursue what they value as meaningful coursework.



2015 PISA Results United States vs. OECD Average

	United States	OECD Average	U.S. Diff. from OECD
Reading	497	493	4
Math	470	490	-20
Science	496	493	3

Source: NCES

In addition to the general assessment requirements under ESSA, state proposals for innovative assessments under the innovative assessment pilot must demonstrate

- Evidence of consultation and engagement with experts and support from stakeholders, including teachers;
- Alignment, quality, and fairness of the test;
- A breakdown of results by demographic groups from participating school districts;
- Descriptions of state rationale;
- Performance metrics for the test to ensure validity and reliability; and
- Availability and use of technology, expertise, funding, professional development, and other resources for implementation.

New Mexico uses other assessments for specialized purposes. These exams are not reported in the statewide proficiency results but are used to gauge student performance for other reasons. ACCESS 2.0 for English Learners (ELs) is an assessment used to determine English language proficiency and place them in English learner support programs. Less than 1 percent of students who took the ACCESS 2.0 for ELs assessment in the 2016-2017 school year showed English language proficiency.

The department also assesses students with end-of-course exams (EoCs) designed to show mastery of New Mexico course content standards for grades and subjects not included on the state standards-based assessment. EoC results in fourth through 12th grades are used to measure teacher effectiveness in the NMTEACH teacher evaluation system

countries are designed to test the acquisition of high-level complex skills. This means assessments contain fewer multiple choice questions and have a heavier reliance on short-answer and essay questions. In general, these assessments are administered less frequently than in the United States, namely at key transition points in a student's academic career, which reduces the money and time spent on standardized assessments.

Federally Required Assessments

The federal Every Student Succeeds Act (ESSA) requires states to hold schools accountable for student outcomes using valid and reliable accountability systems, while also supporting the needs of every student through local innovation and location-specific interventions. To maintain compliance with Part A of Title I of ESSA, which addresses federal grants for low-income students, states must submit plans showing state assessments meet certain criteria to be used for federal accountability. General statewide assessments must

- **Be the same assessment for all students;**
- **Include English language arts (ELA) and math tests**, administered annually in third through eighth grade, and once in high school;
- **Include periodic science testing**, administered once in third grade through fifth grade, once in sixth grade through ninth grade, and once in 10th grade through 12th grade;
- **Be valid and reliable** and consistent with nationally recognized professional and technical standards;
- **Assess at least 95 percent of all students;**
- **Accommodate all students**, including those with disabilities and English learners;
- **Provide individual student reports**, including descriptive and diagnostic achievement data; and
- **Allow results to be disaggregated** by local education agencies and schools.

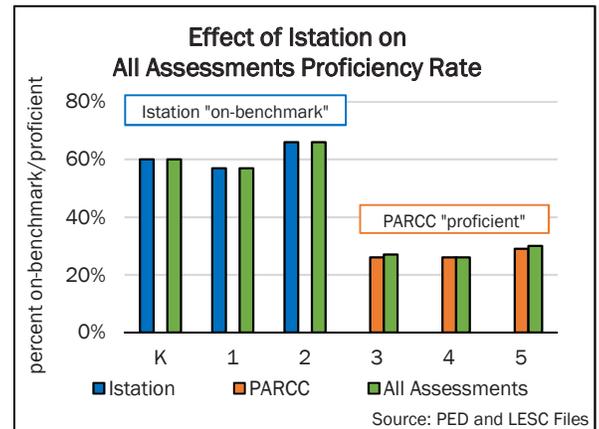
While requiring states to meet several criteria for statewide assessments, ESSA also offers incentives to up to seven state education agencies to pursue the development and implementation of innovative assessments. Innovative assessments can include a variety of assessment practices as long as the assessments generate results that are "valid and reliable." The United States Department of Education (USDE) has not yet approved any state's innovative assessment pilot but released a notice inviting applications to begin the pilot in the 2018-2019 school year. States have begun using innovative assessments, like New Hampshire's Performance Assessment of Competency Education (PACE), which gives teachers more control over how students are assessed, and Colorado's Student-Centered Accountability Project (S-CAP), which offers nine rural Colorado school districts the opportunity to hold schools accountable using a school quality review tool, which evaluates the learning dispositions of students at the school, the professional culture of the school, and the school's prioritization of resources.

New Mexico Assessments

As part of its statewide assessment program, New Mexico uses a suite of assessments to track student proficiency with the goal that every student

graduates college- or career-ready. On the Public Education Department (PED) online accountability portal, the department shares both an aggregated “all assessments” table of student proficiencies, along with results from each assessment disaggregated, except for end-of-course exams (EoCs). Assessments included by the department in the statewide proficiency rate include

- Partnership for Assessment of Readiness for College and Careers (PARCC).** The PARCC exam is the most widely administered exam in New Mexico. The test assesses English language arts in third through 11th grade. In math, third through eighth grade students take a grade-level math assessment, and high school students take course-specific exams.
- Standards-Based Assessment (SBA) for Spanish Language Arts.** Students who have been in U.S. schools for fewer than three years have the option to take the SBA for Spanish language arts instead of the PARCC English language arts. These results are included in PED’s reported statewide reading proficiency rate.
- SBA for Science.** The science SBA assesses students in fourth, eighth, and 11th grades. The exam is aligned with New Mexico’s kindergarten through 12th grade science standards. With the recent introduction of the New Mexico STEM-Ready science standards, New Mexico will need to develop and implement a new science exam aligned to the new standards.
- New Mexico Alternate Performance Assessment (NMAPA).** NMAPA is an alternative assessment designed as a demonstration of aptitude for the 1 percent of students with severe cognitive disabilities.
- Istation.** Istation is a formative assessment designed to track acquisition of foundational literacy skills in young students. In the 2016-2017 school year, the Istation assessment replaced the Dynamic Indicators of Basic Early Literacy Skills assessment (DIBELS). Istation is administered to students in kindergarten through third grade, but results are reported and used in the NMTEACH teacher evaluation system in only kindergarten through second grade. The assessment is given quarterly to measure progress toward a benchmark reading score. In FY17, more students were “on-benchmark” on Istation in kindergarten (60 percent), first grade (57 percent), and second grade (66 percent) than were proficient on the PARCC for English language



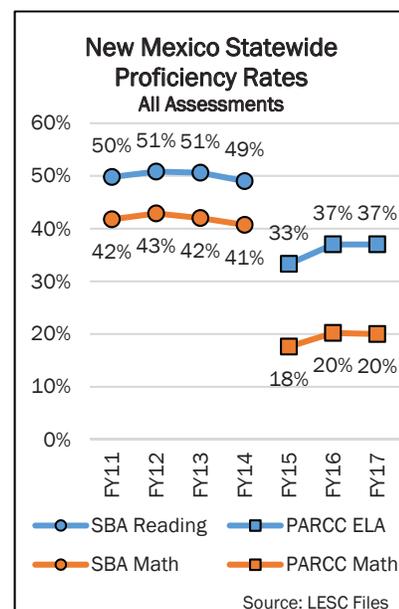
Percent of Students Proficient in 2017 on New Mexico's State Assessments

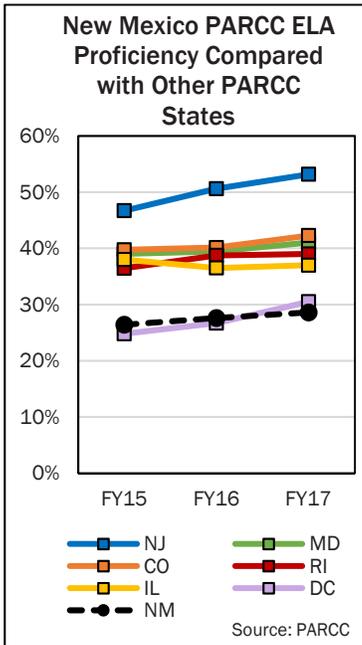
Subject	Third through 12th Grade ¹ All Assessments	PARCC	SBA Spanish	SBA Science	NMAPA
Reading	29%	27%	28%		65%
Math	20%	19% ²			38%
Science	40%			40%	22%

¹ The relatively high Istation results in kindergarten through second grade affect the reported statewide average reading proficiency rate. Removing Istation from the results decreases the statewide reading proficiency rate by 8 percentage points to 29 percent.

² PED data does not report the exact percentage of proficient students, listing 18 percent of students taking the PARCC math assessment proficient at level 4 and less than 1 percent at level 5.

Source: PED and LESC Files

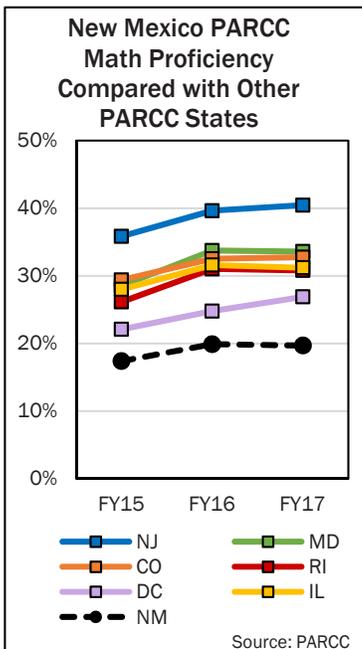




arts in third grade (27 percent), raising questions about Istation’s alignment with third grade reading standards. Historically, formative assessments like DIBELS and Istation were not included in the statewide proficiency rate. PED began reporting DIBELS results in the statewide proficiency rate in the 2015-2016 school year and has included formative assessment data that inflates the statewide proficiency rate every year since.

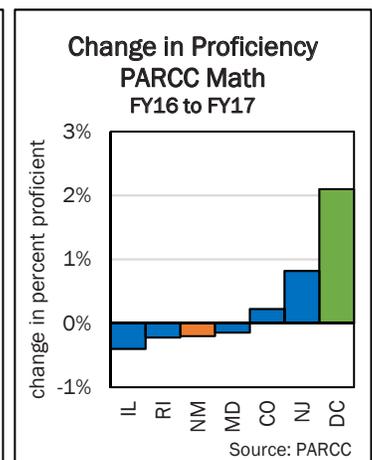
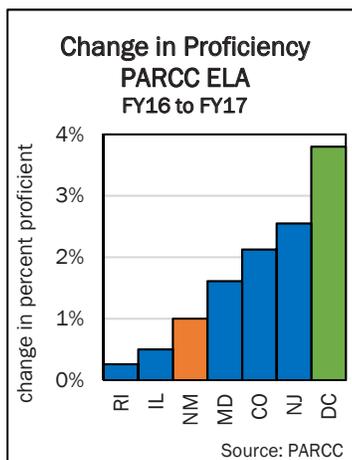
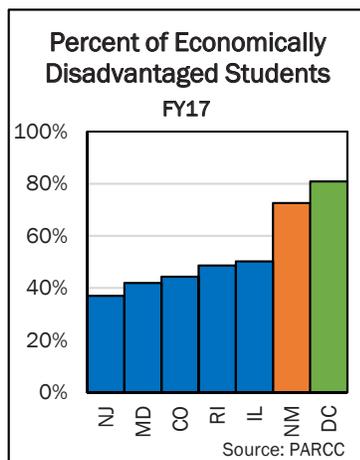
Statewide Results on Reported Assessments

In FY15, New Mexico switched from the New Mexico Standards-Based Assessment (SBA) to the PARCC, an assessment aligned with the more rigorous Common Core state standards. As a result, statewide proficiency rates declined significantly as students and teachers adjusted to the new test. In the 2015-2016 school year, the second year of administration of the PARCC assessment, New Mexico students showed moderate growth in proficiency. However, during the 2016-2017 school year, proficiency rates in math and English language arts (ELA) assessments were flat, with the exception of English learners, who performed significantly better on math exams.



According to *Education Week*, second-year growth and third-year stagnation is a phenomenon common among states in the implementation of assessments aligned with Common Core state standards. The 12 states that implemented the Common Core-aligned Smarter Balanced Assessment, including California, experienced a plateau in scores in the assessment’s third year of implementation. A 2011 report from the Thomas B. Fordham Institute, a nonprofit education research group, called the phenomenon the “accountability plateau,” where growth in scores may occur for the first years of implementation of an assessment, but show diminishing improvements over time. A large reason for the plateau is that sustained improvements require constant innovation. This happened in Germany, where the country adopted policies after low PISA results in 2000, but plateaued after a few years of achievement growth.

PARCC Results in New Mexico and Other States. The 2016-2017 school year was the third year of New Mexico’s administration of the PARCC exam. From FY16 to FY17, the percent of students statewide who scored proficient on the PARCC ELA assessment grew by 1 percentage point from 27.6 percent to 28.6 percent. However, the percent of students demonstrating proficiency in math fell from 19.9 percent to 19.2 percent. New Mexico has ranked consistently low in most grades and subjects compared with other states that administer the

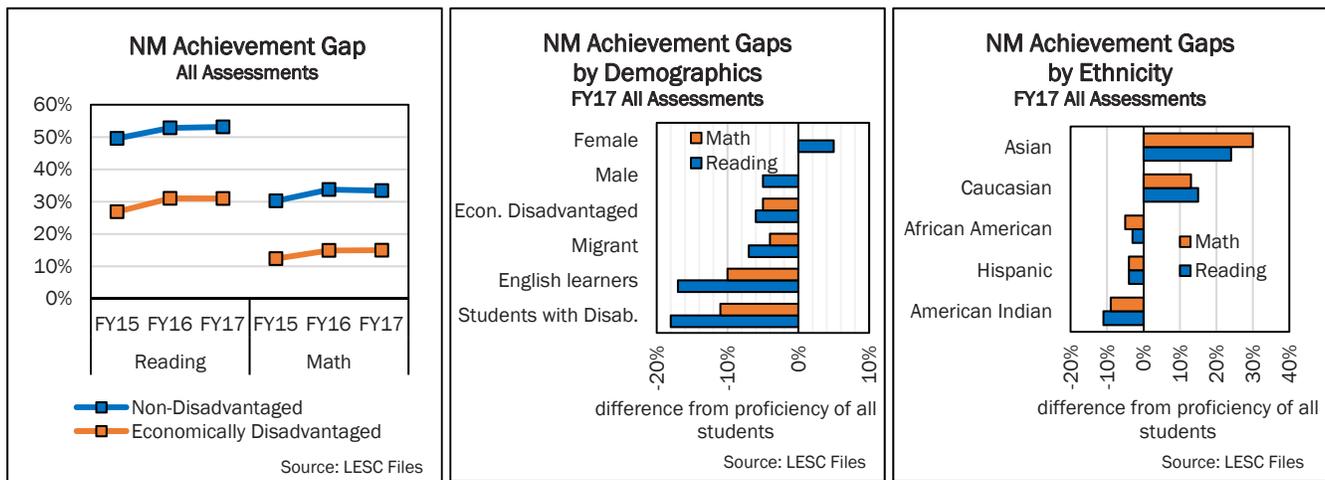


PARCC assessment. In FY17, New Mexico had the lowest overall proficiency rates in ELA and math of all states administering the assessment.

Not all states that administered the PARCC exam experienced a plateau in their proficiency rates. In FY17, states saw increased proficiency rates across the board in ELA, but saw mixed results in math, swinging between plus 1 and minus 1 percentage points. Most states, with the exception of Illinois and Rhode Island, showed higher growth in the percent of students proficient from FY16 to FY17 than New Mexico. Notably, the District of Columbia, a territory that has a larger proportion of economically disadvantaged students than New Mexico, showed nearly 4 percentage points of growth in PARCC ELA proficiency and more than 2 percentage points of growth in PARCC math proficiency.

Issues in Student Assessments

The Achievement Gap. The achievement gap continues to persist for students of color, students with disabilities, and economically disadvantaged students. The term describes the differences in student assessment performance based on any number of demographic characteristics. In New Mexico, the proficiency rate of students with



economic disadvantages was 22 percentage points lower than the proficiency rate of non-disadvantaged students on reading exams in FY15, FY16, and FY17 and 18 percentage points lower on math. New Mexico has not made significant progress in closing this gap overall in the past three years, but targeted supports like K-3 Plus and prekindergarten have been shown to almost eliminate this gap for individual students. Other demographic factors can play a role as well, with English learners demonstrating a proficiency rate 17 percentage points lower than the statewide average in reading and 10 percentage points lower in math.

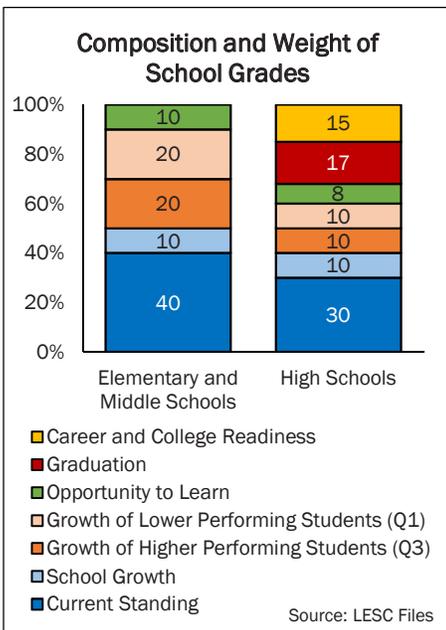
Transparency. Due to new privacy policies and data-masking techniques at PED, it is nearly impossible for LESC to analyze trends in student achievement by grade level or by individual PARCC subjects, especially at the school and school district level. In previous years, PARCC scores were reported to the tenths place, with fractions of percentages being clearly communicated for large student population sizes. In a July 2017 media briefing, PED shared the same type of data, with statewide and districtwide results for some of the top performing districts shared to the tenths place. However, the 2016-2017 PARCC proficiency rates reported online only show data rounded to whole numbers with no decimals. PED explains that this is done to protect student privacy, but it is unclear why this is necessary when dealing with statewide samples as large as 20 thousand students.

For school districts and charter schools with less than a certain number of students tested, PED reported proficiency rates in ranges. The ranges grow larger as student sample sizes become smaller, reaching ranges as large as 9 percent. Ranges of this size are the difference between an average (40 percent proficient) and an above average (49 percent proficient) proficiency rate.

Participants in the study *What We Want to See in Schools* noted a disconnect between standardized testing and actual workforce performance, with local employers explaining they would rather have employees capable of performing a task than those that can demonstrate that task on a test.

Data masking has made it difficult for LESC staff to tie initiatives like Principals Pursuing Excellence or Teachers Pursuing Excellence to student outcomes at the school and school district level and validate claims made by PED about the effectiveness of these programs.

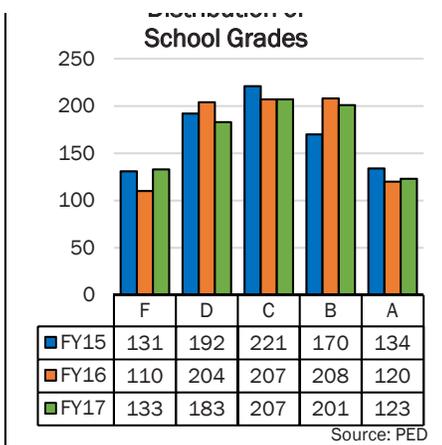
Innovative Assessments. Citing increased flexibility under the federal Every Student Succeeds Act (ESSA), Senate Joint Memorial 1 (2017) asked PED and LESC to convene a diverse work group of teachers, researchers, community leaders, union members, and representatives from industry and higher education to continue work on developing an innovative assessment program. Many New Mexico stakeholders have expressed a desire to assess college and career readiness with individualized, performance-based exams. A September 2016 joint report by the New Mexico Center for School Leadership (NMCSL) and Mission: Graduate found strong support for differentiated ways to measure student achievement. The report, titled *What We Want to See in Schools*, found participants in the public forum of educational and business leaders supported performance-based alternatives to traditional testing, citing the need for students to show problem-solving and critical thinking skills.



School Grades

The FY17 school year marks the seventh year schools have been given a summative school grade under the A-B-C-D-F Schools Rating act. With the introduction of the PARCC exam in FY15, PED reduced the weight of static student proficiency, placing a larger emphasis on growth in proficiency. With three years of PARCC scores available for establishing proficiency rates and growth scores, the FY17 school grades returned to their original weights. A school’s current standing, worth 40 points for elementary and middle schools and 30 points for high schools, is composed half of static student proficiency and half of growth in student proficiency. A school’s growth relative to other similar schools is worth 10 points. The growth of the lowest performing quartile of students (Q1) and the three higher performing quartiles of students (Q3) are worth more in elementary and middle school (20 points each) than in high school (10 points each).

In high school, schools are also held accountable for graduation rates and for career and college readiness, assessed with student participation and performance in college academic readiness programs like dual-credit and Advanced Placement courses, college admissions tests like SAT and ACT, and other career readiness pathways like ACT WorkKeys, a PED-recognized career-technical education (CTE) pathway, or the Armed Services Vocational Aptitude Battery (ASVAB).



Under the New Mexico ESSA state plan, school grades are used to conduct a uniform evaluation of school performance to hold schools accountable for improving student achievement. School grades are designed to highlight schools where instruction is improving achievement but also to identify priority schools in need of intervention and support.

Trends in School Grades

The overall distribution of school grades in FY17 was not significantly different than FY16, with the exception of schools earning D and F grades. In FY17, 21 fewer schools earned a D and 23 more schools earned

an F. Three more schools earned an A in FY17 compared with FY16, but the number of A grades was still 11 fewer than in FY15.

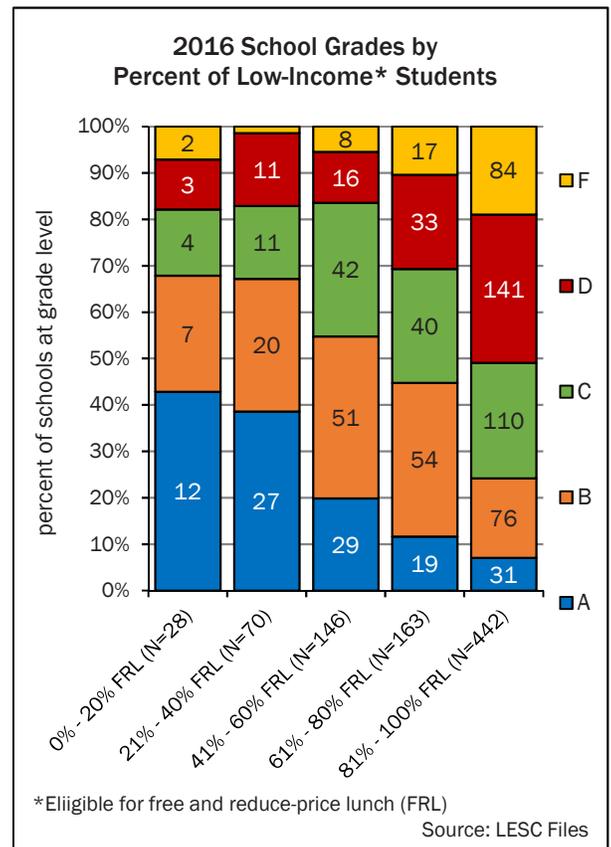
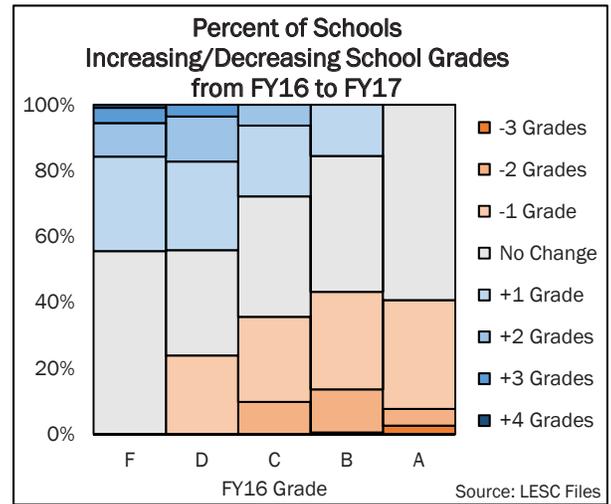
School grades were relatively stable from FY16 to FY17, with a plurality of schools experiencing no change in grade. Of schools that received a grade in both FY16 and FY17, 42 percent saw no change in their letter grade, 27 percent saw their grade improve by at least one grade level, and 31 percent saw their grade decrease by at least one grade level. Most schools that received an A or an F in FY16 saw no change in FY17. Forty-four percent of schools that received an F in FY16 saw an increase in their letter grade, while 41 percent of schools that received an A in FY16 saw a decrease in their letter grade. Thirty-six percent of schools that received a C in FY16 saw a decrease, where 28 percent saw an increase. Twenty-four percent of FY16 D schools fell to F, but only 16 percent of FY16 B schools improved to A. A total of 21 schools saw a decrease in letter grade because they did not meet the state’s requirement for 95 percent participation in assessments.

Only a few schools experienced large swings in school grades from FY16 to FY17. Truth or Consequences Elementary School grew from an F in FY16 to an A in FY17. The school improved math proficiency from 24 percent proficient to 33 percent proficient and reading from 45 percent to 63 percent. The school showed high growth in proficiency for economically disadvantaged students. No schools fell from A to F, but three schools, Moreno Valley High in Cimarron, Raymond Gabaldon in Los Lunas, and Sierra Vista in Ruidoso, dropped from A to D; one school, W.D. Gattis Middle School in Clovis, dropped from B to F. All of these schools saw decreases in proficiency rates, and for most, the decrease was more pronounced among lower performing students and students with economic disadvantages.

Issues in School Grades

School Grades in Schools with High Poverty. School grades are highly correlated with student poverty, making it difficult for some schools to achieve high grades. Generally, students in poverty are less likely to demonstrate proficiency on standardized tests. While growth models like the ones used in New Mexico’s grades 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-price meals under the National School Lunch Program (FRL). Based on FY16 demographics and school grades, a greater proportion of D and F grades are given to schools with between 81 and 100 percent of FRL-eligible students. About half of all schools in New Mexico have 81 to 100 percent of students eligible for FRL.

School Grades Work Group. Senate Memorial 145 of the 2017 legislative session asked LESC and PED to convene a school grades work group of education stakeholders to analyze data and best practices in school accountability. The work group began



meeting in the 2017 interim to develop and present recommendations to LESC at the end of the 2018 interim. In the 2017 interim, the work group discussed the difficulty in balancing multiple tradeoffs in school grades. School grades currently include student academic growth from year to year, which can account for the achievement of English learners and economically disadvantaged students, and year-end proficiency, meant to identify whether a student has mastered academic content standards at their particular grade level. Additionally, the presentation of data needs to be tailored for stakeholders to balance understanding and technical detail. Data can be used to build a summative report that gives teachers and school leaders usable information, but if the report is not clear about how certain calculations are made, stakeholders may not trust the data. Members of the work group also began discussing how the state might assess college readiness and career readiness as separate pathways for students and whether there are other indicators besides test scores that effectively differentiate school performance.

Low high school graduation rates and a high need for remedial education among college freshman indicates New Mexico is doing a poor job of preparing its students for college and careers. New Mexico's graduation rate is second worst in the nation, and of those who graduate and attend college in New Mexico, almost forty percent must take remedial classes.

The 2016 National Conference of State Legislatures report *No Time To Lose*, an international study of the countries with the top-performing schools, found a rigorous system of career and technical education (CTE) is a common element of world-class schools. Countries with leading educational systems offer hands-on CTE curriculum requiring strong academic skills in a system with no "dead ends," and pathways to college are clear and always available. In addition, schools and employers work together to provide on-the-job training and ensure high standards for students and programs. In contrast, the United States has focused on college readiness, often neglecting career readiness. New Mexico must improve its college and career pathways if it hopes to improve its education system overall.

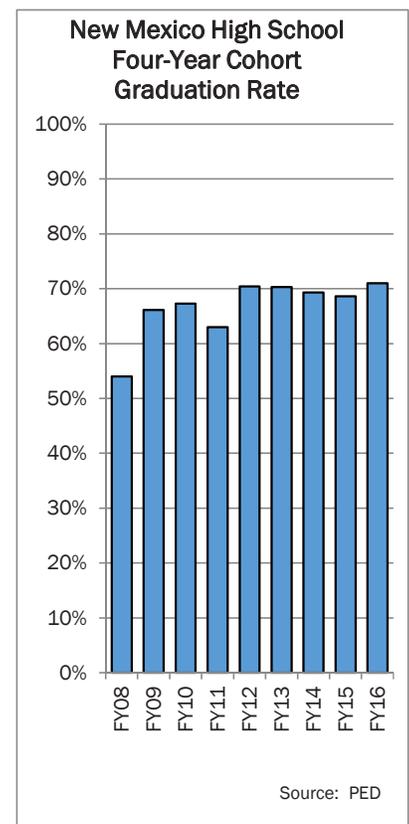
High School Graduation

While New Mexico's statewide four-year cohort graduation rate of 71 percent in FY16 was an improvement, it was still well below the national average of 84.1 percent. Only the Washington D.C. rate of 69.2 percent was lower. Iowa led the nation with a 91.3 percent graduation rate, followed by New Jersey at 90.1 percent, and West Virginia at 89.8 percent.

Graduation Requirements

To graduate from high school in New Mexico, students must not only successfully complete required coursework but must also demonstrate competency on statewide standards-based assessments or through an alternative demonstration of competency in reading and language arts, math, writing, social studies, and science to receive a New Mexico diploma of excellence. Students can make multiple attempts to demonstrate competency through assessments in each area, and students unable to achieve competency after exhausting the allowable attempts may meet graduation requirements through the alternate demonstration of competency. Students who do not demonstrate competency receive a certificate of completion, indicating the number of credits earned and the grade level completed. Students have five years after they exit the school system to demonstrate competency and receive a New Mexico diploma of excellence.

In 2009, New Mexico introduced several new graduation requirements intended to promote college and career readiness. The implementation of Laws 2007, Chapter 307, (House Bill 584) required PED to establish by rule a new graduation assessment or portfolio system for use beginning in the 2010-2011 school year, and the department implemented the standards-based assessment (SBA) as the high school graduation assessment in the 2009-2010 school year. The SBA was replaced by the Partnership for Assessment of Readiness for College and Careers



(PARCC) assessment in 2016. Both the SBA and the PARCC assessments significantly increased the rigor of the graduation assessment.

Course requirements for high school graduation also changed, again beginning with the ninth grade cohort of the 2009-2010 school year. Math course requirements changed from three courses, including algebra I, to four courses, including algebra II. Science

course requirements changed from requiring one lab course out of three science courses to requiring a lab component for two out of three courses. Since 2009, students must also take at least one Advanced Placement, dual-credit, distance learning, or online course to graduate from high school.

New Mexico Achievement Gap Research Alliance

The New Mexico Achievement Gap Research Alliance was established in partnership with the Regional Educational Laboratory (REL) Southwest in 2012 to bring together educators, policymakers, researchers, and other stakeholders to identify and reduce obstacles to academic success among the state's Hispanic and Native American students. REL Southwest is one of 10 RELs funded by the Institute of Education Sciences in the U.S. Department of Education. LESC staff participated as core alliance members from its inception, collaborating with other members to develop a research agenda for study by REL staff. The alliance released two research and evaluation reports related to high school graduation in New Mexico in fall 2017.

A recent report by the Regional Educational Laboratory (REL) Southwest, in partnership with the New Mexico Achievement Gap Research Alliance, found more than 56 percent of all New Mexico students completed at least one advanced course in high school, with almost 39 percent completing more than one. However, Hispanic and Native American students were less likely than their white peers

to complete advanced courses. Researchers also found that when high-performing students were studied separately, course completion gaps across racial and ethnic groups were smaller than in the overall student population.

Preparing Students for College and Career

Research indicates evidence-based college- and career-focused instructional programs can reduce student dropouts significantly. According to a recent national survey by Advance CTE, a nonprofit national organization that supports state leaders responsible for CTE, 85 percent of parents and students believe getting a college degree is important, but a higher percentage believe it is important to have a meaningful career. Preparing students for the workplace or continued education is increasingly urgent, as two-thirds of jobs created by 2022 will require some form of postsecondary education, according to Advance CTE.

Career and Technical Education

CTE provides students with hands-on training that translates directly into attractive careers on graduation. Research suggests CTE students have higher employment rates and earnings than demographically similar peers. However, CTE participation has been on the decline for several decades due to additional high school course requirements, declining funding, and a focus on college readiness. The federal Strengthening Career and Technical Education for the 21st Century Act, which would reauthorize the main federal CTE law, the Carl D. Perkins Act, passed the U.S. House in late June 2017 and is currently awaiting consideration by the U.S. Senate. However, reauthorization is long overdue and many states have passed legislation in the past few years focused on preparing students for the 21st century workforce. According to the Brookings Institution, in 2015, 39 states instituted 125 new laws, policies, and regulations relating to CTE, many of which increased state funding.

High school students who concentrate in CTE graduate from high school at higher rates than their traditional high school counterparts in all 50 states. In FY15, the most recent year for which data is available, 89 percent of New Mexico CTE-focused students graduated from high school and 94 percent met performance goals for technical skills. CTE can connect students with growing local industries and give them the skills and

training needed for long-term success in their communities. Students in New Mexico access CTE coursework through traditional comprehensive high schools and through dual-credit programming. CTE concentration (defined as taking three or more courses in a particular program of study) is associated with positive student outcomes as well as increased student engagement. Despite its benefits, however, CTE in the United States lags far behind vocational education systems in high-performing countries, such as Switzerland.

No Time To Lose says strong CTE programs are not a route for students lacking academic skills, but rather a more hands-on approach to education, skills development, and career preparation. High-performing countries align CTE programming with real work force needs in local communities. Strong private and public partnerships enable students to participate in work-based learning opportunities such as apprenticeships. These countries ensure CTE is well funded and academically challenging. CTE is a pathway to high-wage careers, by building technical skills, but pathways are flexible and can also lead to college. High-performing countries view CTE as a strategy to boost the national economy and offer attractive careers and a higher standard of living to more of their population.

Dual Credit

Dual credit is an increasingly popular lever to promote college- and career-readiness in New Mexico. Dual credit allows high school students to enroll in college-level courses and receive high school and college credit simultaneously. Numerous studies show that students benefit from dual credit enrollment while in high school, during the transition to college, and throughout the college experience.

Dual credit benefits both students and the economy. In a 2017 update to its 2012 report on dual credit, the Legislative Finance Committee (LFC) reported between FY11 and FY16, the annual number of students taking dual-credit courses increased 65 percent, from 12,263 to 20,213. Over the same period of time, the number of dual-credit courses grew from 27,751 to 48,068. However, student performance differences between dual credit students and their non-dual credit peers may be decreasing over time as more students take dual-credit courses to fulfill high school graduation requirements. The LFC also found that students who took dual credit courses and subsequently matriculated into a four-year postsecondary institution in New Mexico had comprehensive ACT scores one point higher than the state average. This suggests that dual-credit students may tend to be higher performing and would likely perform well academically regardless of dual-credit courses. In FY15, the most recent data available, the high school graduation rate for dual-credit students was 85 percent. This is a decline from the past four years' rates, which hovered around 90 percent, but is still above the statewide high school graduation rate of 71 percent. Dual-credit students tend to require less remedial coursework and earn postsecondary credentials in less time and with fewer credit hours than their peers.

While dual-credit participation is increasing throughout the state, the rigor of dual credit courses is inconsistent. The Dual Credit Council, an advisory group of PED and Higher Education Department (HED) staff that issues recommendations on dual-

Vocational and Academic Education in Switzerland Compared with the United States

According to Marc Tucker, author of *Surpassing Shanghai*, top Swiss executives concerned about their country's economic future developed Switzerland's vocational education system decades ago. Today, 70 percent of high school students in Switzerland are enrolled in the vocational system and 30 percent in academic university prep. Vocational postsecondary education gives students specific skills for their first job but also a broad and deep education that enables them to shift with the economy and technological changes. In the United States, nearly six in 10 young adults do not have a college degree or industry-recognized certification of any kind by the time they are 30. In Switzerland, more than 70 percent of young people have attained a postsecondary degree or vocational credential.

Remediation Rates for Dual Credit Students vs. All Postsecondary Students in New Mexico

	FY12	FY13	FY14	FY15	FY16
UNM, NMSU, and ENMU					
Dual Credit Students	17%	14%	12%	10%	9%
All Students	33%	32%	30%	29%	31%
CNM and NMSU-DA					
Dual Credit Students	43%	48%	44%	42%	38%
All Students	71%	72%	70%	62%	62%

Source: HED, NMSU, UNM, ENMU, and CNM

Early college high schools offer students the opportunity to graduate with a New Mexico Diploma of Excellence and up to two years of college credit or an associate degree. This model of dual credit delivery tends to focus on first generation and low-income students.

credit policy to their cabinet secretaries, began developing pre-draft regulations and a dual-credit procedures manual in 2016. PED and HED are still in the process of collaborating on changes to the dual-credit rules; proposed changes are expected in early 2018. The regulations may address some eligibility and quality standards for the program; currently, regulations do not ensure the quality of instructors or that students are ready for college-level work. Student participation in dual credit can have unintended consequences if not carefully planned. For example, a student who earns more than 150 percent of the required number of credit hours for completion of their desired degree is no longer eligible for federal financial aid. Currently, students can take elective courses that do not advance students toward their degree goals and may not transfer to all postsecondary institutions in New Mexico. The Dual Credit Council is working on reforms to ensure dual-credit courses not only transfer, but also articulate into a meta-major or degree concentration through the college and career pathway or the early college high school pathway. The college and career pathway is intended for high school students pursuing a program of study that leads to completion of an industry-recognized certificate, an associate degree at a community college, or a bachelor's degree at a university. The early college high school pathway is intended only for students who attend an early college high school.

College Matriculation

In addition to having the second lowest graduation rate in the country, New Mexico also ranks in the bottom 15 states on the percentage of young adults without bachelor's degrees, the U.S. Census Bureau reports. In December 2016, through executive order, Governor Martinez announced the long-term "Route to 66" goal of having 66 percent of New Mexicans with some form of postsecondary credential by 2030. The state's postsecondary attainment rate for 2014 was 43.6 percent including certificates but only 33.4 percent excluding certificates.

The national mean ACT composite score increased from 20.8 in 2016 to 21.0 in 2017, however, in New Mexico the mean ACT composite score decreased from 19.9 in 2016 to 19.7 in 2017.

According to the College Board, the nonprofit declined to release data to compare performance on the SAT from one year to the next because the nonprofit does not have "significant cohorts" to compare test performance. The College Board released concordance tables for admissions officers to understand how scores from the old test compared to scores from the new test, and it appears last year's mean scores was 1,002 compared with 2017's 1,060; this year's 1,060 is the equivalent of a 980 in the previous version.

College Entrance Exams

For the 2017 graduating class, national mean scores on college entrance ACT exams increased, while in New Mexico the mean ACT scores decreased; 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. College entrance exams have an associated set of metrics called college readiness benchmarks that are associated with a 75 percent chance of earning at least a C in first-semester, credit bearing, college-level courses. More students take the ACT than the SAT in New Mexico; in 2017, 13,523 students took the ACT while only 2,342 took the SAT out of 20,401 total high school graduates. The College Board debuted its redesigned SAT in March 2016 — a different test using a different scale than previous versions of the test. The new SAT tests college readiness benchmarks for math and evidence-based reading and writing on a scale of 200 to 800 points for each section, for a maximum combined score of 1,600. The new SAT test and scoring system makes it difficult to compare scores from prior years and prior versions of the test, leading to more colleges opting out of requiring the SAT. According to the College Board, 60 percent of New Mexico students who took the SAT met all college readiness benchmarks, compared with 46 percent nationally.

Remediation

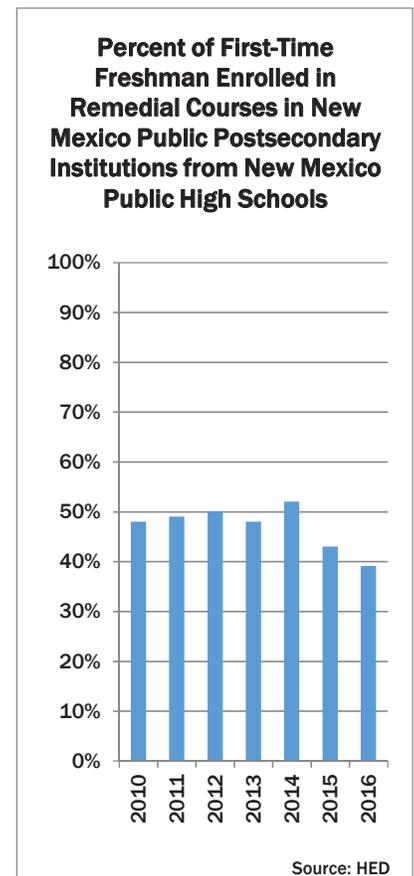
Every year, New Mexico high school graduates arrive at postsecondary campuses unprepared for credit bearing courses. Around 39 percent of first-time freshman in

New Mexico postsecondary institutions who graduated from a New Mexico public high school must take remedial courses. In FY16, 62 percent of first-time freshman at two-year postsecondary institutions needed at least one remedial course compared with 31 percent of first-year students at four-year postsecondary institutions. Remediation adds time and expense to degree completion, and research indicates college students who take remedial courses are less likely to graduate. According to Complete College America, nearly four in 10 students taking remedial courses in community colleges never complete their remedial courses and do not move on to credit-bearing coursework; in other words, they drop out. HED is currently using a grant received from Complete College America in 2015 to collaborate with postsecondary institutions on remedial alternatives, including corequisite remediation, which allows students to complete a remedial course and the associated credit-bearing introductory course simultaneously; 15 to finish, which tracks student credit accumulation and encourages students to enroll in at least 15 credit hours per semester; and structured schedules, which tracks full-time enrollment and transfer success.

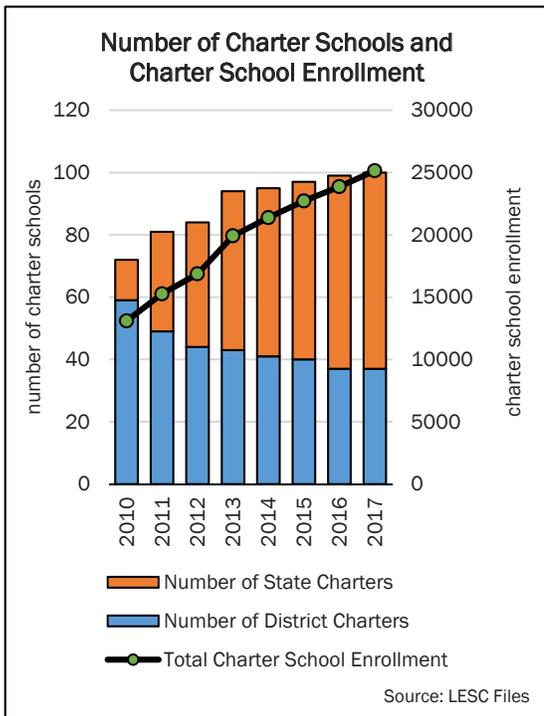
Lottery Scholarship

The Legislative Lottery Scholarship is intended to increase access to postsecondary education, reduce financial burden on students, and increase educational attainment in New Mexico. Laws 2017, Chapter 97, (Senate Bill 420), extends student eligibility 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. The expanded eligibility would provide for more recovery time for students medically discharged from the military before the student enrolls in postsecondary education. In addition, this may provide short-term relief to the lottery tuition fund; as students take advantage of the “gap year,” fewer scholarships would be paid out in the 16 months following enactment, potentially allowing for higher scholarship amounts per students in the short term.

In FY17, the Legislative Lottery Scholarship covered 90 percent of students’ tuition at a cost of about \$58 million. However, the lottery tuition fund has been shrinking because of a drop in revenues and rising tuition costs. In May 2017, HED advised college and university administrators that the Legislative Lottery Scholarship would only cover an average of 60 percent of tuition for qualifying students for the 2017-2018 school year. Legislators as well as leaders of New Mexico’s postsecondary institutions are in the process of working out potential solutions. Decoupling awards from tuition amounts, suggested by chancellor of New Mexico State University Garrey Carruthers, would discourage colleges from raising tuition. Mr. Carruthers has also suggested other potential solutions, such as giving each college block grants of lottery scholarship funds they can distribute based on student need.



Charter Schools



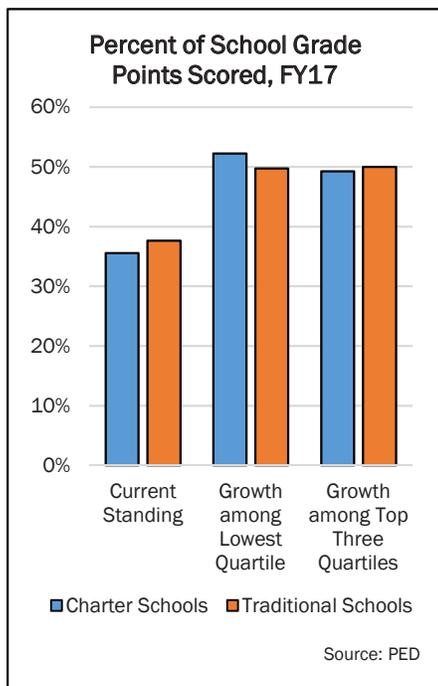
While the number of charter schools has remained nearly flat in recent years, 38 new charter schools were authorized between FY07 and FY16, increasing expenses by more than \$122 million, or 163 percent. Charter school enrollment since FY08 has grown from 19,916 to 25,140, a number nearly equal to enrollment at Las Cruces Public Schools, the state's second largest school district.

Although charter schools continue to receive more operational funding per student than traditional public schools, student performance at charter schools is in line with traditional public schools, with the academic proficiency and growth at the average charter school roughly equal to that of the average traditional school.

Charter School Accountability

Accountability concerns that are more at issue for charter schools than other public schools are related to authorization, governance, and oversight, prompting both the Public Education Department (PED) and the Public Education Commission (PEC)

to take steps to increase oversight of charter school governing bodies and the schools themselves. PED promulgated new rules for the proper training and orientation of governing body members, while PEC is working to revise their charter school performance framework templates. Other concerns include uniformity of authorizers' decisions, enrollment growth, and the application of performance-based accountability schemes to charter school authorizations, renewals, and amendment requests.



Charter School Authorizers

New Mexico has 90 potential charter school authorizers – 89 local school boards and PEC. The 2016 National Association of Charter School Authorizers (NACSA) evaluation of PEC's authorizing practices noted PEC lacks consistency in its authorizing decisions, leading NACSA to recommend PEC revise its authorizing rubric and apply it with better consistency. Yet, while PEC has been working to update its state-chartered charter school performance framework template to include additional accountability requirements, authorizers still exhibit inconsistencies in their authorizing, renewal, and amendment decisions. Training for authorizers, parallel to training for charter school governing body members, may help PEC and school boards make better, more consistent authorizing decisions.

Albuquerque Public Schools (APS), the state's largest district-level charter school authorizer, received similar criticism in its 2016 NACSA evaluation, which noted application of APS policies and procedures in reviewing charter school applications is inconsistent. In response, APS updated its charter school strategic plan to include

a more robust academic performance framework in line with NACSA best practices, and formed a committee of charter school leaders to revise performance contracts, and a subcommittee to specifically address financial and operational performance. The committee reviewed the charter school renewal application and rubric, adding indicators for recommendation for potential charter contract renewal terms other than the standard five years. APS is structuring a team-based approach to application review, with training for team members in understanding, reviewing, and scoring applications. Finally, APS is training its Board of Education, as recommended by NACSA, on basic responsibilities and goals of charter school authorization, with NACSA support.

Other ways to promote uniformity of authorizing decisions include adopting universal rubrics and performance frameworks for all authorizers in the state or limiting the number of authorizers to one. Both, however, may be seen as encroaching on local autonomy.

Charter School Performance Frameworks. PEC, often faced with renewal and amendment decisions for poorly managed charter schools, is working with Public Impact Corporation — an organization that strives to improve student outcomes through the application of “visionary but practical ideas” — to revise and update their existing performance framework, hoping that more explicit and expansive requirements will result in better oversight of charter school operations by governing bodies. Public Impact has proposed revisions to PEC’s operational portion of the performance framework and offered options for changes to the academic framework; PEC expects to vote on the performance framework draft at a meeting in early 2018.

The proposed revisions expand on the detail needed to establish satisfactory performance within the operational framework, which includes educational program requirements, financial management and oversight, governance and reporting, students and employees, and school environment. The current operational performance framework is nine pages, whereas the potential revisions to the framework currently stand at 37 pages. For example, the first required element of the current framework asks if the school is “implementing the material terms of the approved charter application as defined in the Charter Contract,” with possible results of “meets standard,” “working to meet standard,” and “falls far below standard.” The proposed framework, however, includes a number of sub-criteria, asking questions such as whether the school’s mission is being implemented, whether there is documentation showing the school is meeting its educational programs, and whether the school has evidence showing it is meeting its parent-, teacher-, and student-focused goals. The increased information required by the proposed framework should help PEC make more informed and consistent charter school authorizing and renewal decisions.

Proposed options for the academic portion of the performance framework are divided among state accountability systems, subgroup performance and achievement gaps, mission-specific goals, and supplemental academic assessments. For example, for the state accountability systems, suggestions include using a school’s grade as a single indicator in the framework, disaggregating grade components to allow PEC to weight factors as they prefer, or using disaggregated components, such as proficiency and graduation rates, with a separate scoring system distinct from the school’s letter grade.

Charter School Authorizers FY18

Authorizer	Number of Charter Schools
Public Education Commission	56
Albuquerque Public Schools	25
Taos Municipal Schools	3
Carlsbad Municipal Schools	2
Aztec Municipal Schools	1
Cimarron Municipal Schools	1
Deming Public Schools	1
Farmington Municipal Schools	1
Gallup-McKinley County Schools	1
Jemez Mountain Public Schools	1
Jemez Valley Public Schools	1
Roswell Independent Schools	1
Santa Fe Public Schools	1
Socorro Consolidated Schools	1
West Las Vegas Public Schools	1
<i>Total</i>	97

Source: PED

While NACSA generally recommends allowing multiple authorizers, nine jurisdictions currently have only one. Connecticut, New Jersey, Massachusetts, Rhode Island, Arkansas, and North Carolina employ the state educational agency as their authorizer, while Mississippi, Hawaii, and the District of Columbia use independent boards. (Maine currently uses an independent board, which is limited to authorizing 10 charter schools until 2021, when local educational agencies will be permitted to authorize an unlimited number of charter schools.)

The performance framework forms the basis of the annual charter school review process; data and evidence from annual reviews inform PEC’s renewal decisions. The operational framework includes indicators and measures related to governance and day-to-day operations of charter schools, such as attendance, recurrent enrollment, and governing body performance, including compliance with laws, regulations and terms of the charter contracts. A low score on an element of the framework may mean closer review by PEC the following year, a corrective action plan, or other appropriate action. Public Impact’s proposed draft of the operational portion of PEC’s performance framework notes that it “primarily lists the responsibilities and duties of charter schools that schools are already required to meet by state and federal law.”

Proposals also include requiring mission-specific goals for all schools if their mission cannot be accurately gauged by existing measures.

Charter School Governing Body Training Requirements

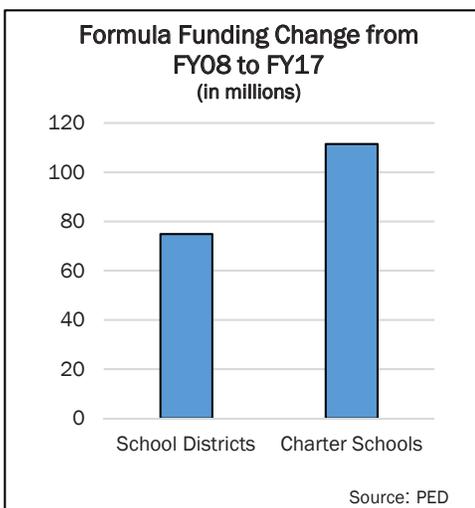
Charter school governing bodies continue to struggle to provide adequate oversight to their charter schools. Instances of fiscal mismanagement and malfeasance, including procurement fraud and embezzlement, were widely publicized in the last year. PED established new training requirements for charter school governing bodies through rulemaking that became effective July 25, 2017, mandating training for charter school governing body members and imposing progressive sanctions on charter schools for the failure of governing body members to fulfill training requirements. These new provisions include training for both new and continuing governing body members, reporting requirements, and the approval of training providers.

New governing body members are now required to attend 10 hours of training within their first fiscal year of service; no new members may attend board meetings or vote in board decisions until completing an initial seven-hour training to be provided by PED. Unless they qualify for certain exemptions, continuing board members must complete an additional eight hours of training annually, including three hours on charter school finances, two hours on academic data, and one hour each on open government, organizational performance, and ethics.

Enrollment Caps

Growth in enrollment at charter schools and an increase in the number of charter schools statewide has resulted in 10 thousand more students attending charter schools since FY11, or 66 percent more students.

The current system for setting enrollment caps allows low-performing charter schools that lack space limitations to increase enrollment despite poor performance. Every charter school in New Mexico has an enrollment limit set by the school’s authorizer, although authorizers typically have little say in charter school property decisions, effectively allowing charter school administrators to determine initial enrollment caps within the physical space limitations of available facilities. Charter schools may not exceed enrollment caps without requesting an amendment to their charter from their authorizer, which generally considers academic performance before granting any amendment to the charter.



While most traditional charter schools begin with relatively low enrollment caps, virtual charter schools, lacking physical space limitations, unlike their traditional counterparts, may open with relatively enrollment caps without consideration of their high academic performance.

While enrollment at many of the lowest performing charter schools declined from FY14 to FY17, New Mexico Connections Academy, a virtual charter school, increased enrollment by 1,236 students, or 257 percent, from FY14 to FY17, while receiving D and F school grades for three of those four years. Additionally, Pecos Connections Academy, a virtual charter school that opened in FY17, plans to increase enrollment by over 40 percent during the current school year despite earning one of the lowest school grades in the state in FY17.

The process used to set enrollment caps has little connection to public school funding. Currently, statute does not require charter school authorizers to consider statewide budgetary conditions when approving new charter schools,

despite new charter schools being funded through the public school funding formula; newly approved schools may open regardless of the amount of money appropriated to the state equalization guarantee distribution (SEG). As a result, new charter schools can increase the total number of program units statewide, diluting the unit value and reducing the money available for all other school districts and charter schools in the state. Due to the significant growth of charter schools in the last decade, the majority of the increases in appropriations to the SEG have been distributed to charter schools. Additionally, on average, charter schools have consistently received more formula funding per pupil than school districts.

Lowest-Performing Charter Schools by School Grade

School	School Grade				Enrollment Change	Percent Change
	FY14	FY15	FY16	FY17		
Academy of Trades and Tech	D	F	F	F	-30	-26.3%
ACE Leadership High School	D	F	F	F	54	17.5%
Cariños Charter School	D	C	F	F	-113	-51.6%
Health Leadership High School	-	F	D	F	108	150.0%
La Academia de Esperanza	D	D	F	F	-32	-9.2%
Las Montañas Charter	C	D	F	F	-45	-22.3%
Los Puentes Charter	D	F	F	D	-39	-18.5%
Mountain Mahogany Community School	B	F	F	F	-18	-8.7%
New America School – Albuquerque	D	F	D	D	-47	-11.8%
New Mexico Connections Academy	D	C	F	F	1,236	257.0%
Taos International School	*	D	D	F	207	-
Tierra Encantada Charter School	C	D	F	F	65	26.6%
William & Josephine Dorn Charter	F	F	D	C	19	52.8%

*= School had not yet opened

Enrollment and Percent Change columns indicate the change in 40-day enrollment from FY14 to FY18.

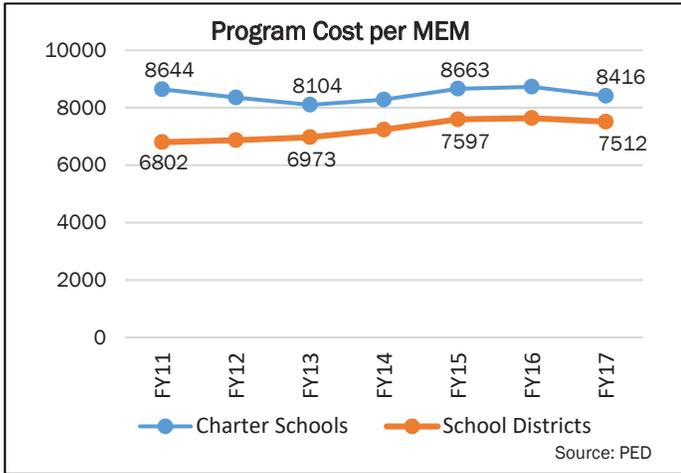
Source: PED

Performance-Based Accountability Plans

Since FY14, eight charter schools have closed, while 14 charter schools have opened; of the closed schools, half were closed due to poor student academic outcomes, while the other four were closed as a result of financial unviability or regulatory violations. Only one of the closed charter schools was authorized by a school district, while the other seven were authorized by PEC.

Although charter school enrollment has grown significantly since FY11, more charter schools are performing poorly: every year since FY14, a higher proportion of charter schools have earned D and F school grades, meaning more charter school students now attend low-performing charter schools than their peers enrolled in school districts. In FY15, 32 percent of charter school students attended low-performing schools, compared with 39 percent of school district students. By FY17, however, 41 percent of charter school students attended D or F schools, as opposed to 38 percent of school district-enrolled students. Additionally, recently opened charter schools have performed significantly worse than charter schools authorized prior to 2014. Nearly three out of every four charter schools opened since FY14 earned an F school grade in FY17, which may result from lowered standards for charter authorization, less support for new charter school administrators, or less accountability for recently opened charter schools.

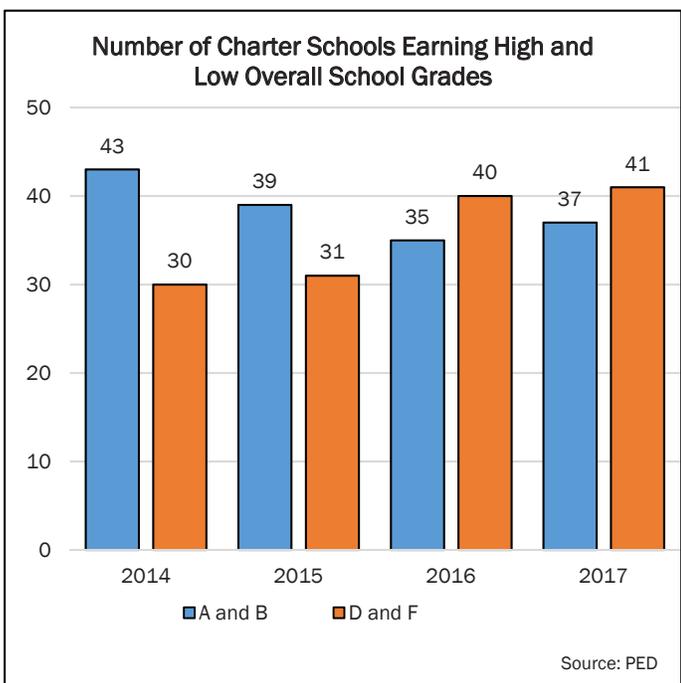
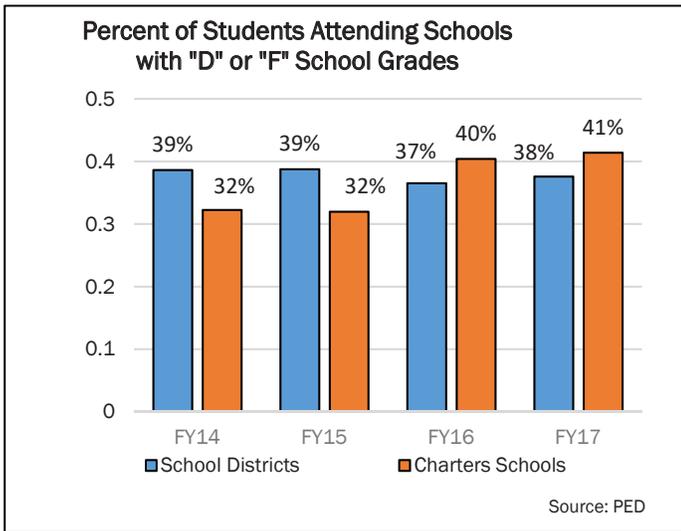
Though the number of low-performing charter schools has increased, the performance of high-performing charter schools has remained consistent. Fourteen charter schools



have earned an A or B school grade each of the last three years. Over 70 percent of these schools opened before 2010 and many have a long history of producing strong student outcomes. However, statute does not specifically address the benefits or flexibilities a high-performing charter school should receive; one potential benefit is access to an expedited renewal process with possible longer charter terms.

For consistently low-performing charter schools, automatic closure is one possible solution, although closing a school can be a challenging process, affecting students, families, and school employees. Issues to consider when contemplating the closure of a charter school include:

- The process should be long enough to allow charter schools in danger of closure time to improve. For example, policymakers may want to consider allowing a multi-year process to permit the identification of trends in school performance and reduce the impact of statistical outliers.
- The process should be transparent, allowing school leaders, employees, families, and students to understand the closure process and decision.
- Measures must accurately capture a well-rounded picture of school performance without being too complex.
- Authorizers should notify school leaders, staff, students, and parents of poor performance and potential school closure early enough for the school community to prepare for the potential closure.



Virtual Charter Schools

New Mexico is one of 35 states and the District of Columbia that authorizes full-time virtual charter schools, although it remains unclear whether New Mexico statutes permit full-time virtual charter schools. These schools deliver instruction entirely online, without requiring in-person school attendance. New Mexico has had fully virtual charter schools since 2012 and currently has three virtual charter schools: New Mexico Virtual Academy in Farmington (NMVA), New Mexico Connections Academy in Santa Fe (NMCA), and Pecos Connections Academy (PCA) in Carlsbad. Enrollment in these schools has grown rapidly since 2012; the three schools now serve more than 2,700 students. Despite their continued presence and the growing number of students enrolled in them, New

Mexico law remains silent on the issue of virtual charter schools; legislation has been attempted in this area, but ultimately, none has been successful.

Despite their many differences, virtual charter schools are authorized and managed under the same laws and regulations as traditional brick-and-mortar schools. Without a legal framework specific to virtual education, virtual charter schools lack a structure to support their unique learning model.

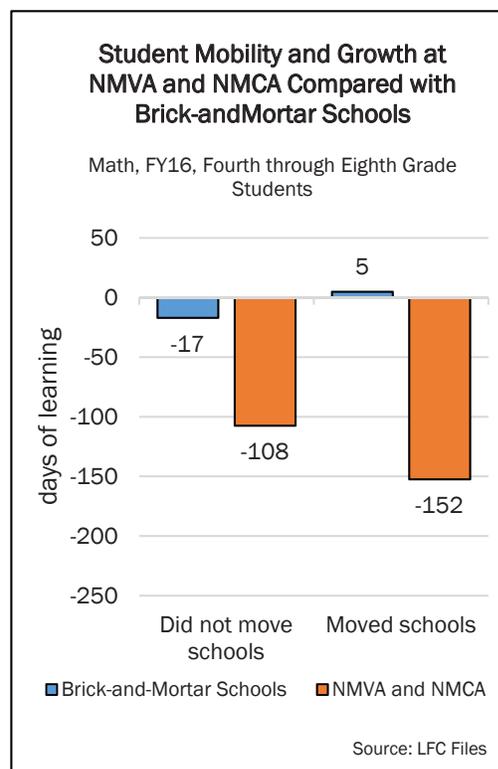
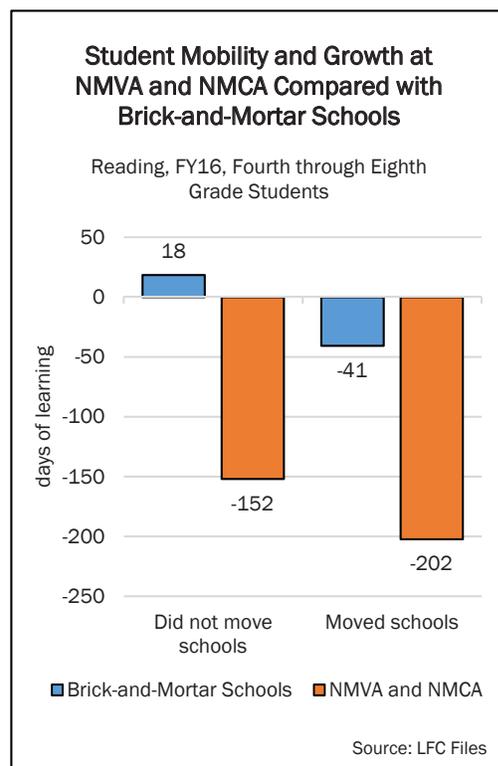
Academic Outcomes and Virtual Charter School Accountability

Research on student outcomes indicates virtual charter school students do not grow academically at the same rate as their peers at brick-and-mortar schools, even after accounting for differences in demographics. Virtual charter school students typically fall behind their brick-and-mortar peers in all content areas, but especially in math. The Center for Research on Education Outcomes found that virtual charter school students lost 180 days of learning in math and 72 days of learning in reading during the course of a school year, with pronounced effects among at-risk student populations. On average, these results have not improved since the inception of virtual schools. According to the 2016 *Building a Grad Nation* report by Civic Enterprises and the Everyone Graduates Center at Johns Hopkins University, virtual schools, alternative schools, and charter schools disproportionately produce a substantial amount of non-graduates in a number of states.

This trend is borne out in New Mexico, where despite serving fewer at-risk students, virtual charter schools generally produce lower academic proficiency rates and less growth in academic achievement when compared with statewide averages. According to Legislative Finance Committee staff calculations, the average fourth through eighth grade virtual charter school student at New Mexico Virtual Academy and New Mexico Connections Academy experienced the equivalent of between 91 and 161 fewer days of learning than the average brick-and-mortar school student from FY15 to FY16. Virtual charter school students who changed schools between FY15 and FY16 experienced the equivalent of about 50 fewer days of learning than virtual charter school students who did not change schools.

In December 2016, Farmington Municipal Schools initially voted to close New Mexico Virtual Academy due in large part to poor academic performance, including low graduation rates and low proficiency levels, as well as fiscal issues. Ultimately, however, Farmington Municipal Schools voted to renew New Mexico Virtual Academy’s charter for a limited term of two years, expiring at the end of the 2018-2019 school year, but required New Mexico Virtual Academy to maintain a three-year average school grade of C from the 2015-2016 school year through the 2017-2018 school year. Currently, NMVA’s three-year average points total 50.1; the range for a C grade is 50 to 64.9 points.

Researchers have found few school-level practices that mitigate decreased academic growth demonstrated by students attending virtual charter schools. Virtual charter schools likely serve certain types of students well, while failing to provide benefits or



even having negative impacts on other types of students. National-level studies, which include virtual charter schools of widely varying quality, fail to clarify whether poor student outcomes are inherent to online education or stem from a limited number of low-quality virtual charter schools operating in a loose regulatory environment. Colorado and Michigan, states with more coherent public virtual charter school policy frameworks, show virtual school outcomes roughly on par with traditional schools as a whole.

According to the National Education Policy Center’s study, *Virtual Schools in the U.S. 2017*, schools offering a blended model of distance education combined with in-person classroom instruction generally fared better in terms of student achievement in 2017. Only 37.4 percent of fulltime virtual schools demonstrated acceptable ratings on school report cards, as opposed to 72.7 percent of blended schools. Four-year graduation rates, however, were nearly equivalent for the two different models, with fulltime virtual schools graduating 43.4 percent, and blended model schools graduating 43.1 percent of their students; the national average 4-year graduation rate for all high schools was nearly double those rates, at 82.3 percent.

Student Characteristics

One possible way to improve charter school academic performance is to try to ensure a better fit between the school and the student. Virtual schools can be attractive to a variety of students and families for whom traditional public schools may be inconvenient or simply not feasible, such as students with disabilities or highly mobile students. According to research, 90 percent of virtual charter schools serve a general population of students, whereas 10 percent serve students with particular needs. In comparison with traditional public schools, virtual charter schools have significantly more white students (71 percent), while Hispanic students and English learners are considerably underrepresented (12 percent and 0.4 percent respectively).

Despite its attractions, full-time virtual education is not appropriate for every student. An ideal full-time virtual student is self-motivated and has a learning coach, usually a parent, who has the time and resources to effectively help the student; students lacking these capacities may struggle to stay involved and on track. Parental engagement cannot be overemphasized; without able learning coaches, the virtual educational model fails, particularly where parental guidance is more necessary to keep students on task.

Student Demographics, FY17

Subgroup	NMCA	NMVA	PCA	Statewide
Caucasian	39%	36%	33%	24%
Hispanic	50%	54%	52%	61%
African American	2%	2%	4%	2%
American Indian/ Alaska Native	4%	4%	4%	11%
Asian	1%	1%	1%	1%
Male	43%	43%	51%	51%
Female	57%	57%	49%	49%
Never EL	98%	99%	97%	86%
FRL	35%	40%	0%*	73%
Non-Gifted Special Education	13%	12%	10%	14%

*PCA officials report actual FRL student population is 65 percent. However, this is not reflected in PED data.

Source: LFC Files

Virtual Charter School Funding

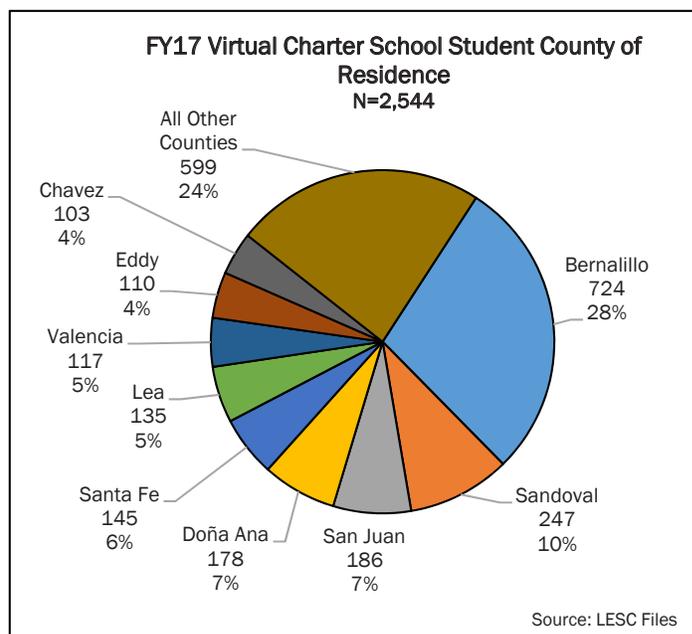
New Mexico’s funding formula was developed well before virtual charter schools opened in the state and does not reflect the unique circumstances of fully virtual schools. The lack of provisions directly applicable to virtual schools has led to apparent inefficiencies in funding. Per-student funding levels at full-time virtual charter schools have varied significantly, ranging from a low of \$5,381 in FY14 to a high of \$11,039 in FY15. Virtual charter schools spend about a third of the amount spent on instructional staff per student in brick-and-mortar schools and a quarter of the per-student amount spent on plant operations and maintenance. Theoretically, as many studies indicate, virtual schools should cost less than brick-and-mortar schools due to decreased need for facilities, yet there is little agreement on the actual level of cost difference.

In FY17, the three virtual charter schools in the state sent \$7.5 million, or 50 percent of the schools’ \$15 million in total funding, to two out-of-state, for-profit companies to provide curriculum and other educational services, yet these expenditures lack oversight and transparency. Invoicing from curriculum providers lacks detail, and some virtual charter schools failed to get approval from procurement officers prior to signing contracts and making large purchases.

A final virtual charter school funding issue of note is virtual charter schools' ability to draw their student bodies from school districts across the state, even when locally authorized. Statute only requires charter school founders to notify the school district in which the school is physically located of their intent to open, despite the fact that these fully online schools can impact local school districts across the state. Thus, because school districts may reserve 2 percent of a charter school's SEG for administrative support of the school, they effectively are collecting revenue from students who reside outside of district boundaries. School district administrators in any district other than the one in which the virtual charter school will be located are at a distinct disadvantage in planning for changing student membership and reduced annual SEG distributions.

A joint LESC and LFC evaluation recommended state lawmakers take the following steps regarding virtual charter schools:

- Define "virtual charter school" in statute;
- Limit the initial charter term for virtual charter schools or place enrollment caps on virtual charter schools;
- Define an expedited performance-based closure process for virtual charter schools or prohibit virtual charter schools from operating as full-time, open-enrollment schools;
- Develop a scale adjustment factor that reduces formula funding for virtual charter schools or an alternative funding mechanism; and
- Amend state law to allow only PEC to authorize virtual charter schools that enroll students outside of the school district where the school is physically located.



Since FY03, when the state implemented a statewide process for generating and distributing public school capital outlay, the Public School Capital Outlay Council (PSCOC) has awarded approximately \$2.4 billion to fund 1,010 standards-based and deficiency corrections projects at public schools across the state, vastly improving the condition of public school facilities statewide. The council oversees the various programs administered by the Public School Facilities Authority (PSFA).

Overview of the Zuni Lawsuit

The New Mexico Constitution requires the establishment and maintenance of “a uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state.” This clause was interpreted to extend to public school capital outlay funding in *The Zuni Public School District et al. v. The State of New Mexico*. Prior to the court ruling, the ability of school districts to fund public school capital outlay improvements varied across the state because of differences in taxable land values and bonding capacity. As a result, the state created a statewide funding mechanism with a standards-based project-selection process to ensure the physical condition and educational sustainability of all public school facilities are adequate.

Standards- and Systems-Based Awards

PSCOC provides funding for school facilities with the greatest need. Schools can apply for full building replacement through the standards-based award process, or target systems, such as heating and cooling, through the systems-based award process. School buildings are ranked annually from best to worst, and the worst facilities are invited to apply for matching state funds. PSCOC uses two ranking systems to assess the condition of school facilities. A lower number for each of these calculations reflects a building in better condition. The facility condition index (FCI) reflects a ratio of the cost of repair and improvement against the cost of replacement. The statewide FCI has improved from 70 percent in FY03 to 34.4 percent in FY18.

The weighted New Mexico condition index (wNMCI) is a calculation that adds a factor for how well a school meets educational need to the FCI. PSCOC generally uses a wNMCI threshold of 60 percent or greater for schools to be eligible for standards-based awards because it is more cost-effective to replace a facility with a wNMCI of 60 percent or greater. In FY06, the first year of wNMCI rankings, the average statewide wNMCI was 162.9 percent and 145 schools had a wNMCI greater than 60 percent. In the final 2017-2018 wNMCI ranking, the statewide wNMCI is 15.3 percent and only two schools have a wNMCI above 60 percent: High Rolls Mountain Park Elementary School in Alamogordo Public Schools District (60.7 percent) and La Academia Dolores Huerta Charter School (60.6 percent) in Las Cruces. **See Schools Exceeding 60 Percent wNMCI, page 195.**

Funding for capital outlay has decreased sharply in recent years because revenues are closely tied to the oil industry, which saw a precipitous decline in 2014. The Legislative Finance Committee forecast shows stable bonding capacity for the next five years. Revenues have also decreased as a result of reduced supplemental severance tax bond (SSTB) capacity pursuant to Laws 2015, Chapter 63 (House Bill 236), which increased inflows into the severance tax permanent fund by reducing bonding capacity, and direct legislative appropriations from the fund for public school transportation and instructional materials as part of the effort to keep the state solvent in 2016. As a result of decreased funding and improved facility conditions statewide, PSCOC has been shifting its focus to funding individual systems, which will allow the council to fund more, less costly projects and extend the life expectancy of existing facilities. **See Public School Capital Outlay 10-Year History Standards-Based Awards, page 195.**

FY18 Awards

PSCOC did not receive any standards-based applications for the 2017-2018 award cycle, only a pre-application from La Academia Dolores Huerta Charter School, which PSCOC recommended be resubmitted after the school’s next charter renewal in 2019.

PSCOC received nine applications from seven school districts for the inaugural round of systems-based awards, and seven applications from six districts for a second round solicited by PSCOC because of the light response in the initial request. PSCOC awarded \$22.6 million to 10 projects that met funding criteria established by the council; the school districts will cover the remaining balance of \$13.1 million pursuant to their funding match requirement. An offset was applied to five awards because the school districts had received a direct legislative appropriation for capital outlay expenditures. **See PSCOC Systems-Based Capital Outlay Awards FY18, page 196.**

The first round of systems-based awards was open to schools in the top 100 of the 2017-2018 wNMCI rankings and the second round expanded eligibility to the top 200 schools. In addition to the wNMCI ranking, schools had to complete feasibility, utilization, or engineering evaluation reports that demonstrated the facility's post-completion wNMCI would be one-third lower than before the project, and the total project cost was 50 percent or less of the total facility replacement cost. In addition, the school district was required to have its funding match, and the school needed to have a facility maintenance assessment report (FMAR) score of 60 percent or better.

Proposed Changes to Systems-Based and Standards-Based Capital Outlay Programs

Primarily triggered by reduced capital outlay funding and improved facility conditions statewide, the dearth of applications for the 2017-2018 standards- and systems-based award cycle contributed to a council decision to assess potential changes to the standards- and systems-based capital funding programs. The council is considering criteria that would incentivize maintenance of existing facilities, ensure renovation or replacement is the best option for the school, provide more flexibility to the program, and increase the number of awards.

PSFA presented proposed changes to the standards-based and systems-based award programs at the October PSCOC meeting at the request of the council. PSFA presented two scenarios: consolidation, which would incorporate systems projects into the standards-based program, and a revision of the current award structure while keeping both programs separate. Based on PSCOC direction, PSFA will seek stakeholder feedback and prepare these award scenarios for council reconsideration in January 2018 to allow for modifications if necessary.

PSCOC Initiatives

PSCOC uses several tools and initiatives, in addition to funding capital improvements, to support public school efforts to provide adequate facilities. These tools are designed to reduce funding needs in the long term.

Facility Maintenance

Adequate maintenance is essential to protecting New Mexico's significant investment in school facilities. The inclusion of FMAR scores in the systems-based award application criteria indicates PSCOC's increased focus on ensuring improved maintenance to protect public investments. PSFA established the current FMAR process in 2011 with a

The Cost of Maintaining the Current Condition of Public School Buildings

PSFA indicates it will cost approximately \$188.2 million per year over the next five years to maintain the current condition of public school buildings. The \$188.2 million figure includes project design and construction costs but does not include other program costs funded with public school capital outlay fund revenue, such as Public School Capital Improvements Act distributions (commonly referred to as "SB9" distributions), lease assistance, and PSFA's operating budget. After accounting for average annual awards made for these programs and PSFA's operating budget, only \$100 million will be available in FY18, or only 53 percent of the state funds needed to maintain the current FCI or wNMCI. Although a relatively low level of investment is possible for a few years because of the improved FCI, it is not sustainable long-term because degradation starts to exceed renovations and facilities start to decline at lower funding levels.

five-year FMAR baseline study to determine how well school districts were maintaining their facilities. See **Facilities Maintenance Assessment Report, FY 16, page 198.**

A baseline study of school maintenance efforts, with the implementation of the FMAR process in 2011, indicated most school districts were not maintaining their facilities to a level that would ensure their maximum lifecycle. The average FMAR from the baseline study was 57.8 percent; PSFA has established 70 percent as a satisfactory rating. As a result, PSFA implemented many new tools, resources, and training functions to encourage school districts to plan for preventative maintenance, exercise best practices, and use data-driven performance metrics, facility information management system, and other processes to drive maintenance decisions. The school district FMAR average improved after these initiatives; as of April 30, 2017, the statewide average was 67.2 percent and 90 schools had an FMAR above 70 percent. Prior to the initiative, PSFA did not have a reliable database to store reports and the FMAR process was inconsistent, thus it is unclear how many schools had a satisfactory rating before 2011.

Per 6.27.3.8.C(1) NMAC: in accordance with the calendar established by the council, the authority shall report to the council regarding the methodology used to determine the condition index ranking, including any recommendations for affirming or refining the methodology.

Facility Assessment Database

A workgroup of council members and PSFA staff have proposed technical corrections to the facility assessment database (FAD). PSFA uses the FAD methodology to determine the wNMCI and FCI ranked lists and to ensure the council distributes funding to school facilities in the worst condition. Although PSFA presents the FAD methodology and

weight factors to PSCOC for reconsideration each year, the current methodology has been in place since the inception of PSFA in 2002.

Current FAD Deficiency Categories and Associated Weight Factors		
Category Type #	Description	Weight Factor
1	Adequacy – Immediate Code, Life, or Health: for critical issues that pose immediate threats to the life, health, or safety of students and staff.	3.5
2	Degraded with Potential Mission Impact: assigned to systems that are critical to school operation and are beyond useful life; most systems are above 200 percent beyond expected life.	1.5
3	Mitigate Additional Damage: assigned to systems that should be repaired to mitigate additional damage.	2
4	Beyond Expected Life: assigned to systems that are 100 to 200 percent beyond expected life, but show no signs of need of repair.	0.25
5	Grandfathered, State, or District Recommended: assigned to systems that are code issues that are "grandfathered" or standards specific to the local agency or jurisdiction. Fire sprinkler systems are an example.	0.5
6	Adequacy – Facility Related: assigned to systems that are determined to be related to the adequacy standards and are an inherent part of the facility. Internet wiring is an example.	1
7	Adequacy – Space Related: assigned to systems that are determined to be related to the adequacy standards and are an inherent part of the facility. Classroom space is an example.	3
8	Adequacy – Equipment: assigned where schools do not meet state adequacy standards for non-fixed equipment.	0.5
9	Normal or Within Life Cycle: assigned to systems by default within the FAD database that are within projected useful life cycle and do not need replacement.	0.25

Source: PSFA

The workgroup recommended four technical corrections to the FAD to align the methodology with industry standards and improve accuracy in facility rankings. The first technical change not only aligns the database methodology with industry standards but also enables comparative studies. The second change ensures the FAD accurately captures the state and local cost of building systems; currently, identical building systems have different costs within the FAD. The workgroup recommended using actual system costs from PSCOC-funded projects or the average cost per system.

The third recommendation attempts to address the current methodology’s inability to capture real world building system composition. The database assumes each building across the state has identical systems, even though they do not. The workgroup recommended the FAD only capture actual systems attached to buildings. Lastly, building systems considered within expected life or beyond expected life are weighted equally no matter the condition, or where it lies in the equipment’s life cycle. The workgroup recommended assigning different weight factors to systems within expected life or beyond expected life.

While these technical changes will improve the accuracy of the FAD, they may also affect wNMCI and FCI scores and, thus, the ranked lists. If PSCOC adopts these changes, some schools may see dramatic movement in the ranked list, as many as 238 spots. The average change in the ranked list is zero, which means that half of the schools would go up in the rankings and half of the schools would go down. The proposed FAD changes could also force a change in the 60 percent wNMCI threshold for funding eligibility. When PSFA presented the proposed FAD changes at the November PSCOC meeting, the council voted to postpone adoption and requested PSFA seek stakeholder and professional input.

Education Technology Deficiency Correction Program

The status of the education technology deficiency correction program (referred to as the broadband deficiency correction program or BDCP), which leverages federal funding to bring high-speed Internet access to every classroom in the state, is still unknown. Laws 2014, Chapter 28 (Senate Bill 159) enacted the education technology deficiency correction program to address education technology needs. The program was originally established as a temporary program to conclude in FY19, but the Legislature in 2017 removed the expiration date. The governor vetoed the bill, but the Legislature successfully argued in district court that the veto was invalid because it was not accompanied with a legally sufficient message. The governor appealed, and the case is pending in the state supreme court.

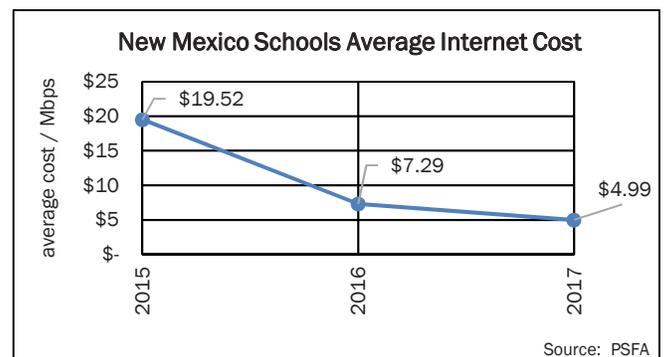
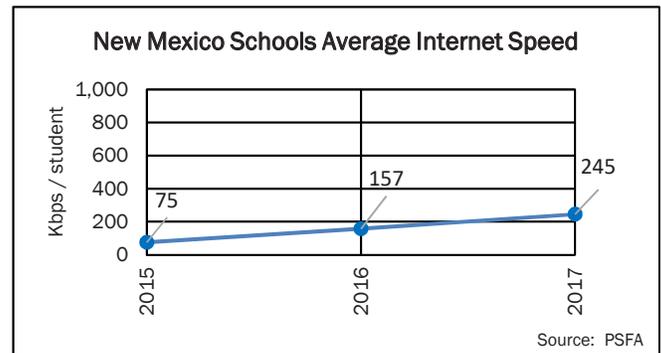
BDCP is a permissive program; statute allows PSCOC to make awards up to \$10 million annually for education technology. The council has prioritized awards for projects eligible for the Federal Communication Commission's E-rate program, which covers a portion of costs depending on the poverty level of 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 to schools and up to 85 percent of the cost of wireless network and other internal equipment.

BDCP has increased student access to high-speed Internet throughout the state, although some gaps persist. Internet speeds have increased to an average of 245 Kbps per student in 2017 from an average of 75 Kbps per student in 2015. BDCP has also reduced the number of schools without fiber; as of 2017, 85 percent of public schools are connected to fiber.

PSFA has recommended a 2018 connectivity goal of 1 Mbps (1,000 Kbps) per student; however, actual needs vary by school district. Internet access and data transport cost are the biggest barriers to reaching the 2018 connectivity goal. Since 2015, the average price has decreased from \$19.52 per Mbps to \$4.99 per Mbps in 2017. However, many school districts still pay much higher Internet access costs compared with neighboring school districts or school districts similar in size.

Charter School Facility Issues

Charter schools face unique facility issues because they generally have limited access to local school district property tax and general obligation bond revenues for school facilities. Most charter schools are in facilities not originally designed to be a school



Public Building Deadline

A statutory provision commonly referred to as the 2015 public buildings deadline, Subsection D of Section 22-8B-4.2 NMSA 1978, seeks to ensure charter schools are housed in public buildings when available and to ensure they do not move into subpar facilities. Charter schools must comply with the public building deadline to receive PSCOC lease assistance funding. In July 2016, PSFA staff found 32 leases out of compliance with the public building deadline, but as of July 28, 2017, all charter school leases are in compliance with the public building deadline.

PSFA sent a letter to school districts and charter schools on April 17 notifying them that the maximum allowable lease assistance reimbursement may be adjusted downward by up to 20 percent from prior years due to funding constraints. After PSCOC tabled the vote at the August meeting after multiple failed motions, PSCOC voted 5 to 4 to keep lease assistance flat at the current rate of \$736.25 per student in September. PSCOC adjusted the financial plan in November 2017 to reflect a 20 percent reduction moving forward; the financial plan then had to be adjusted upward to account for a total of more than \$15.3 million in lease assistance funding.

and many charter schools lack capacity to enter into and administer lease and lease-purchase agreements.

Lease Assistance Funding

Lease assistance funding awards made by PSCOC are the primary source of facility funding for charter schools. Lease assistance funding was intended to cover about 50 percent of charter school lease costs. However, between FY08 and FY18, lease assistance payments made by the council covered more than 60 percent of annual lease costs because the lease amount was established using data from traditional public schools, which are generally larger than charter schools.

Lease assistance funding is a discretionary program. In the last four years lease assistance has increased by 6.6 percent while funding for every other PSCOC program has remained flat or decreased. Lease assistance funding has grown from \$2 million in its first year in FY05, to more than \$15.3 million in FY18. **See Lease Assistance Funding History, page 199.** At the same time standards-based and systems-based awards, which fulfill the constitutional core mission of PSCOC to ensure educational adequacy, have decreased by 15.7 percent and the sources available for awards decreased by 10.8 percent.

Zuni Lawsuit Update

On July 19, 2017, the 11th Judicial District Court issued an order dismissing some of the plaintiffs in *Zuni Public School District et al. v. The State of New Mexico*. The defendants filed a motion to dismiss all plaintiffs for lack of standing, and the court concluded that only the individual plaintiffs from Gallup-McKinley County Schools have standing to sue. The Zuni and Gallup-McKinley County school districts do not have standing because the power to sue has only been afforded to local school boards, none of which are parties to the case. The court found the individual plaintiffs from Gallup-McKinley County Schools have sufficiently raised a question of fact as to whether they have been injured – as is required to bring suit for a claim arising from an alleged constitutional violation – and thus have the necessary standing to proceed with the case. It is unclear if the individual plaintiffs will pursue the case; if they do, they will have to assume the legal fees.

Appendix: Committee-Endorsed Legislation

Legislation Endorsed by the Legislative Education Study Committee

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

Licensure Reciprocity for Military Spouses. The bill creates a new section of the School Personnel Act to require the Public Education Department (PED) to provide for expedited teacher licensure for military service members, spouses of military service members, and veterans with a valid and current or an expired teaching license from another jurisdiction. PED is required to issue the license to a qualified applicant who submits satisfactory evidence that demonstrates the required competencies and meets other requirements and qualifications for the license for which the teacher applies, including clearance of the required background check.

Change Capital Outlay Funding Formula. This bill proposes to implement a replacement formula over five years to the current state and local match formula in the Public School Capital Outlay Act (PSCOA) for capital outlay awards made pursuant to the PSCOA. The new formula adjusts the state and local match to reflect more accurately each school district's ability to pay for their public school capital outlay projects. The old calculation was based on the net taxable value for a school district and the number of students enrolled during the immediately preceding year, while the new calculation is based on the net taxable value for a school district for the prior five years, the maximum allowable gross square foot per student, the replacement cost per square foot, and the school district population density.

Charter School Facility Ownership. The bill proposes to amend the Charter Schools Act and the Public School Capital Outlay Act to require nonprofit organizations that are 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 upon the nonprofit's final acquisition of the title.

Extend School Bus Replacement Cycle. The bill extends the school bus replacement cycle for school district-owned buses from 12 years to 15 years or 300 thousand miles, whichever occurs first. The bill also extends the replacement cycle for contractor-owned buses as follows: contractor-owned buses purchased after July 1, 2018 will be subject to a 15-year or 300 thousand mile replacement cycle; contractor-owned buses purchased between July 1, 2011 and June 30, 2018 (7-years-old or newer) will be subject to a 15-year or 300 thousand mile replacement cycle unless the contract is terminated early, in which case they will be responsible for repayment of rental fees based on the original 12-year cycle; and contractor-owned buses purchased prior to July 1, 2011 (8- to 12-years-old) will be subject to a 12-year replacement cycle unless the contractor chooses to use the 15-year or 300 thousand mile replacement cycle. School districts will still be able to petition the Public Education Department for the replacement of both school district- and contractor-owned buses on a different cycle.

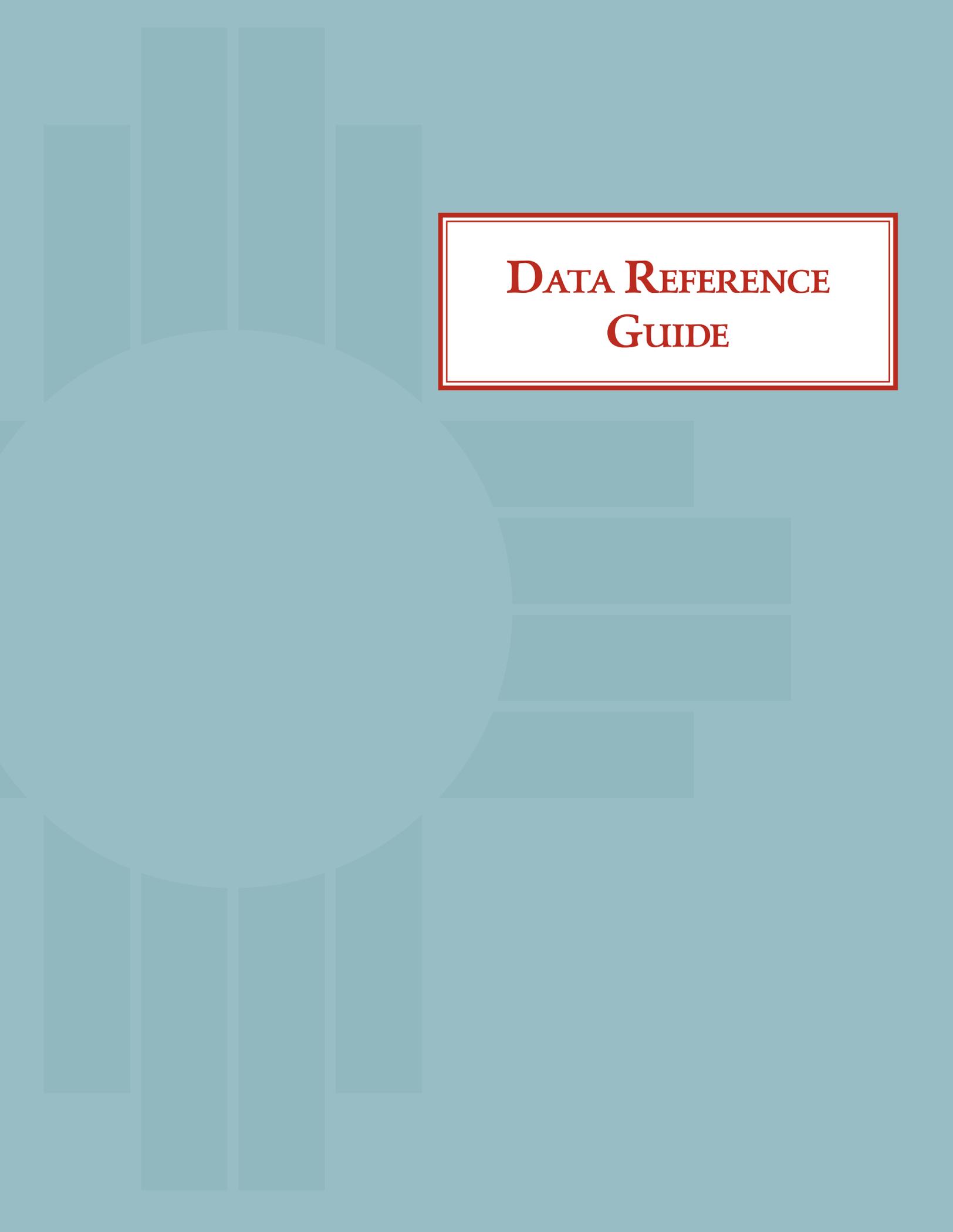
Definition of "School-Age Person." The bill amends the definitions of "school-age person" and "qualified student" in the Public School Code to prohibit public schools from claiming funding for students over 21 years of age. The bill allows students over the age of 21 to remain enrolled in school during the school year to remain if they have been continuously enrolled at the same public school since the third reporting period of the 2017-2018 school year.

Funding Formula Changes. The bill amends the Public School Finance Act to replace the current instructional staff training and experience (T&E) index with a teacher cost index that aligns with the three-tiered licensure system and increase the at-risk index multiplier. Changes to the T&E index are phased in over five years beginning in FY20 and changes to the at-risk index are phased in over three years beginning in FY19.

Size Adjustment for Certain Schools. The bill amends the Public School Finance Act to prohibit size adjustment program units from being allocated to any school in a school district with more than 500 students that serves fewer than three grade levels. In addition, it requires the student membership of any elementary schools, junior high schools, or senior high schools that are located within one mile of another school at the same level to be aggregated in school districts with more than 500 students for the purpose of calculating size adjustment program units.

Increase Minimum Teacher Salaries. The bill amends the School Personnel Act to increase the statutory minimum teacher salaries and provide for minimum teacher salaries of \$36 thousand for level 1 teachers, \$44 thousand for level 2 teachers, and \$54 thousand for level 3-A teachers, consistent with the FY19 recommendation of the Legislative Finance Committee.

Virtual Charter School Work Group. The joint memorial requests LESC, in consultation with the Public Education Department, to convene a work group to study virtual charter schools in the state and nationwide in order to make recommendations regarding governance, funding, and accountability best practices.



DATA REFERENCE GUIDE

New Mexico Public Schools At-A-Glance

Kindergarten through 12th Grade Enrollment in New Mexico Public Schools, October 2017: 328,699

Total Number of School Districts: 89

District with Largest Student Enrollment, October 2017: Albuquerque Public Schools – 82,159

District with Smallest Student Enrollment, October 2017: Mosquero – 38

Percent of Students in District Schools: 92.1%

Total Number of Locally Chartered Charter Schools in 2017-2018: 41

Total Number of State-Chartered Charter Schools in 2017-2018: 56

Percent of Students in Public Charter Schools: 7.9%

FY17 Final Unit Value: \$3,979.63

FY18 Preliminary Unit Value: \$4,053.55

Change in Unit Value, FY17 to FY18: +\$73.92

Total Appropriation to Public Education in FY18 (in thousands): \$2,695,525.5

Total Percentage of State Appropriations to Public Education in FY18: 44.3%

Statewide Average Student/Teacher Ratio: 15:1

Average School District Superintendent Salary, 2017-2018: \$114,649

Average Charter School Head Administrator Salary, 2017-2018: \$86,896

Students Proficient in Reading, 2016-2017 All Assessments: 37%

Students Proficient in Math, 2016-2017 All Assessments: 20%

Percent of Teachers Rated Effective, Highly Effective, or Exemplary, 2016-2017: 74.3%

Number of AP Exams Taken, 2016-2017: 18,271

Percent of AP Exams Passed with a Score of 3 or Better: 37.7%

Number of Students that Took the ACT Exam in 2017: 13,523

Average New Mexico 2017 ACT Composite Score: 19.7

Average National 2017 ACT Composite Score: 21.0

Average Weighted New Mexico Condition Index (wNMCI), School Districts: 17.69%

Average Weighted New Mexico Condition Index (wNMCI), Charter Schools: 17.17%

Source: LESC Files

Student Enrollment

Student Enrollment FY14 Through FY18

School District or Charter School	FY14	FY15	FY16	FY17	FY18	Change in Enrollment			Percent
						FY17-FY18	FY14-FY18	Percent	
SCHOOL DISTRICTS									
1 Alamogordo Public Schools	6,000	5,856	5,805	5,946	5,957	11	-43	0.2%	-0.7%
2 Albuquerque Public Schools	86,697	86,232	84,784	83,633	82,159	-1,475	-4,538	-1.8%	-5.2%
3 Animas Public Schools	174	144	159	171	164	-8	-10	-4.4%	-5.8%
4 Artesia Public Schools	3,736	3,851	3,924	3,900	3,817	-83	81	-2.1%	2.2%
5 Aztec Municipal Schools	3,210	3,127	3,048	3,010	2,903	-107	-307	-3.6%	-9.6%
6 Belen Consolidated Schools	4,190	4,122	4,031	3,899	3,863	-36	-327	-0.9%	-7.8%
7 Bernalillo Public Schools	2,952	2,927	2,968	3,009	2,917	-92	-35	-3.0%	-1.2%
8 Bloomfield Schools	2,972	3,008	3,020	2,940	2,876	-64	-96	-2.2%	-3.2%
9 Capitan Municipal Schools	482	480	492	485	501	16	20	3.3%	4.0%
10 Carlsbad Municipal Schools	6,165	6,354	6,443	6,321	6,524	203	359	3.2%	5.8%
11 Carrizozo Municipal Schools	152	148	144	143	147	4	-5	2.4%	-3.3%
12 Central Consolidated Schools	6,125	6,048	6,046	5,924	5,735	-189	-390	-3.2%	-6.4%
13 Chama Valley Independent Schools	396	389	379	376	369	-7	-27	-1.9%	-6.8%
14 Cimarron Municipal Schools	356	370	377	373	383	11	27	2.8%	7.6%
15 Clayton Municipal Schools	502	486	493	467	474	7	-29	1.4%	-5.7%
16 Cloudcroft Municipal Schools	332	353	335	313	368	55	36	17.4%	10.7%
17 Clovis Municipal Schools	8,466	8,312	8,294	8,263	8,062	-201	-404	-2.4%	-4.8%
18 Cobre Consolidated Schools	1,241	1,251	1,206	1,207	1,186	-22	-56	-1.8%	-4.5%
19 Corona Municipal Schools	63	70	78	78	67	-11	4	-14.1%	6.3%
20 Cuba Independent Schools	538	551	532	527	541	14	4	2.7%	0.7%
21 Deming Public Schools	5,157	5,235	5,284	5,211	5,147	-65	-10	-1.2%	-0.2%
22 Des Moines Municipal Schools	89	83	94	97	91	-6	3	-6.2%	2.8%
23 Dexter Consolidated Schools	978	977	960	988	949	-39	-30	-3.9%	-3.0%
24 Dora Municipal Schools	236	239	261	243	238	-5	3	-2.1%	1.1%
25 Dulce Independent Schools	661	684	687	685	687	2	26	0.3%	3.9%
26 Elida Municipal Schools	126	120	116	114	134	20	8	17.1%	6.0%
27 Española Public Schools	3,812	3,791	3,777	3,687	3,555	-132	-257	-3.6%	-6.7%
28 Estancia Municipal Schools	787	737	658	630	609	-21	-178	-3.3%	-22.6%
29 Eunice Municipal Schools	720	741	779	760	781	21	61	2.8%	8.5%
30 Farmington Municipal Schools	10,919	10,997	10,950	10,922	10,971	50	53	0.5%	0.5%
31 Floyd Municipal Schools	216	219	210	204	213	9	-3	4.4%	-1.2%
32 Fort Sumner Municipal Schools	267	295	300	299	281	-18	14	-5.9%	5.2%

Student Enrollment

Student Enrollment FY14 Through FY18

School District or Charter School	Change in Enrollment									
	FY14	FY15	FY16	FY17	FY18	FY17-FY18	Percent	FY14-FY18	Percent	
34 Gadsden Independent Schools	13,776	13,475	13,506	13,365	13,133	-232	-1.7%	-643	-4.7%	34
35 Gallup-McKinley County Schools	11,196	11,131	11,173	11,047	11,023	-24	-0.2%	-174	-1.5%	35
36 Grady Municipal Schools	97	123	117	128	132	4	2.7%	35	36.3%	36
37 Grants-Cibola County Schools	3,539	3,612	3,672	3,682	3,490	-193	-5.2%	-49	-1.4%	37
38 Hagerman Municipal Schools	406	452	456	426	426	-1	-0.1%	20	4.8%	38
39 Hatch Valley Public Schools	1,288	1,288	1,276	1,274	1,237	-37	-2.9%	-51	-4.0%	39
40 Hobbs Municipal Schools	9,258	9,783	9,792	9,654	9,826	173	1.8%	569	6.1%	40
41 Hondo Valley Public Schools	137	132	136	137	130	-7	-5.1%	-7	-5.1%	41
42 House Municipal Schools	78	66	61	59	75	16	26.3%	-4	-4.5%	42
43 Jal Public Schools	453	468	474	441	476	35	7.9%	23	5.0%	43
44 Jemez Mountain Public Schools	238	249	245	230	195	-35	-15.2%	-43	-18.1%	44
45 Jemez Valley Public Schools	340	320	317	291	284	-7	-2.4%	-56	-16.5%	45
46 Lake Arthur Municipal Schools	124	119	104	92	93	1	0.5%	-31	-25.1%	46
47 Las Cruces Public Schools	24,131	24,130	24,121	24,326	24,106	-220	-0.9%	-26	-0.1%	47
48 Las Vegas City Public Schools	1,769	1,693	1,634	1,579	1,542	-37	-2.3%	-227	-12.8%	48
49 Logan Municipal Schools	268	294	301	314	303	-11	-3.5%	35	13.1%	49
50 Lordsburg Municipal Schools	495	491	493	474	482	8	1.6%	-14	-2.7%	50
51 Los Alamos Public Schools	3,500	3,488	3,563	3,635	3,663	28	0.8%	163	4.6%	51
52 Los Lunas Public Schools	8,308	8,240	8,351	8,314	8,368	54	0.6%	60	0.7%	52
53 Loving Municipal Schools	591	585	577	555	533	-22	-4.0%	-58	-9.7%	53
54 Lovington Municipal Schools	3,626	3,693	3,745	3,612	3,533	-79	-2.2%	-94	-2.6%	54
55 Magdalena Municipal Schools	349	346	356	342	318	-24	-6.9%	-31	-8.8%	55
56 Maxwell Municipal Schools	111	109	109	114	113	-1	-0.9%	2	1.8%	56
57 Melrose Public Schools	206	203	210	206	227	21	10.2%	21	10.0%	57
58 Mesa Vista Consolidated Schools	358	349	317	249	243	-6	-2.2%	-115	-32.1%	58
59 Mora Independent Schools	468	443	431	412	422	10	2.4%	-46	-9.7%	59
60 Moriarty-Edgewood School District	2,740	2,551	2,524	2,477	2,408	-69	-2.8%	-332	-12.1%	60
61 Mosquero Municipal Schools	41	42	44	41	38	-4	-8.5%	-4	-8.5%	61
62 Mountainair Public Schools	269	265	237	219	227	9	3.9%	-42	-15.6%	62
63 Pecos Independent Schools	625	594	588	589	602	13	2.1%	-24	-3.8%	63
64 Peñasco Independent Schools	365	327	338	339	339	0	0.0%	-26	-7.0%	64
65 Pojoaque Valley Public Schools	1,902	1,926	1,895	1,926	1,979	54	2.8%	77	4.0%	65
66 Portales Municipal Schools	2,856	2,765	2,778	2,720	2,669	-51	-1.9%	-187	-6.5%	66

Student Enrollment
FY14 Through FY18

School District or Charter School	Change in Enrollment									
	FY14	FY15	FY16	FY17	FY18	FY17-FY18	Percent	FY14-FY18	Percent	
67 Quemado Independent Schools	154	124	123	134	147	13	9.7%	-7	-4.2%	
68 Questa Independent Schools	356	352	354	368	359	-9	-2.3%	4	1.0%	
69 Raton Public Schools	1,008	969	949	947	904	-43	-4.5%	-105	-10.4%	
70 Reserve Public Schools	146	125	129	130	128	-3	-1.9%	-19	-12.7%	
71 Rio Rancho Public Schools	16,828	16,782	16,776	16,945	17,177	233	1.4%	349	2.1%	
72 Roswell Independent Schools	10,139	10,255	10,207	10,243	10,056	-188	-1.8%	-83	-0.8%	
73 Roy Municipal Schools	38	55	45	48	51	3	6.3%	13	34.7%	
74 Ruidoso Municipal Schools	2,053	2,034	1,962	1,985	1,987	3	0.1%	-66	-3.2%	
75 San Jon Municipal Schools	135	140	137	150	145	-6	-3.7%	10	7.0%	
76 Santa Fe Public Schools	12,909	13,202	13,018	12,795	12,592	-203	-1.6%	-317	-2.5%	
77 Santa Rosa Consolidated Schools	631	629	628	635	649	14	2.2%	18	2.9%	
78 Silver Consolidated Schools	2,980	2,876	2,864	2,730	2,571	-159	-5.8%	-410	-13.7%	
79 Socorro Consolidated Schools	1,662	1,656	1,573	1,553	1,493	-60	-3.9%	-169	-10.2%	
80 Springer Municipal Schools	193	176	152	141	136	-5	-3.2%	-57	-29.4%	
81 Taos Municipal Schools	2,552	2,408	2,393	2,340	2,244	-97	-4.1%	-309	-12.1%	
82 Tatum Municipal Schools	352	378	362	334	315	-19	-5.7%	-37	-10.4%	
83 Texico Municipal Schools	568	563	534	558	555	-3	-0.5%	-13	-2.2%	
84 Truth or Consequences Municipal Schools	1,255	1,326	1,286	1,270	1,258	-12	-0.9%	4	0.3%	
85 Tucumcari Public Schools	976	939	951	956	948	-8	-0.8%	-28	-2.8%	
86 Tularosa Municipal Schools	930	942	920	863	843	-21	-2.4%	-87	-9.4%	
87 Vaughn Municipal Schools	101	89	75	70	64	-6	-8.6%	-38	-37.1%	
88 Wagon Mound Public Schools	59	65	56	60	68	8	12.5%	9	14.4%	
89 West Las Vegas Public Schools	1,488	1,438	1,473	1,440	1,415	-25	-1.7%	-73	-4.9%	
90 Zuni Public Schools	1,277	1,295	1,262	1,331	1,268	-63	-4.7%	-9	-0.7%	
91 SUBTOTAL SCHOOL DISTRICTS	311,395	310,745	308,781	306,101	302,656	-3,445	-1.1%	-8,739	-2.8%	
92 CHARTER SCHOOLS										
93 Academy for Technology and the Classics	360	361	364	378	392	14	3.7%	32	8.9%	
94 Academy of Trades and Technology	114	114	151	118	84	-34	-28.8%	-30	-26.3%	
95 ACE Leadership High School	308	336	376	347	362	15	4.3%	54	17.5%	
96 Albuquerque Charter Academy (Sia Tech)	201	271	261	288	286	-2	-0.7%	85	42.3%	
97 Albuquerque Institute of Math & Science	340	369	359	357	367	10	2.8%	27	7.9%	
98 Albuquerque School of Excellence	300	309	313	427	558	131	30.7%	258	86.0%	
99 Albuquerque Sign Language Academy	85	94	97	97	97	0	0.0%	12	14.1%	

Student Enrollment

Student Enrollment FY14 Through FY18

School District or Charter School	Change in Enrollment									
	FY14	FY15	FY16	FY17	FY18	FY17-FY18	Percent	FY14-FY18	Percent	Percent
100 Albuquerque Talent Development Charter	144	171	180	177	164	-13	-7.3%	20	-7.3%	13.9%
101 Aldo Leopold Charter	144	146	135	162	166	4	2.5%	22	2.5%	15.3%
102 Alice King Community School	327	334	333	410	449	39	9.5%	122	9.5%	37.3%
103 Alma D'Arte Charter	188	199	193	189	187	-2	-1.1%	-1	-1.1%	-0.5%
104 Amy Biehl Charter High School	300	300	317	301	289	-12	-4.0%	-11	-4.0%	-3.7%
105 Anansi Charter School	118	140	159	186	194	8	4.3%	76	4.3%	64.4%
106 Anthony Charter School	68	70	77	99	95	-4	-4.0%	27	-4.0%	39.7%
107 ASK Academy	230	287	366	467	513	46	9.9%	283	9.9%	123.0%
108 Cariños Charter School	219	126	106	103	106	3	2.9%	-113	2.9%	-51.6%
109 Cesar Chavez Community School	201	203	204	204	204	0	0.0%	3	0.0%	1.5%
110 Christine Duncan Heritage Academy	181	232	232	274	331	57	20.8%	150	20.8%	82.9%
111 Cien Aguas International	311	351	372	391	420	29	7.4%	109	7.4%	35.0%
112 Coral Community Charter	94	144	179	204	207	3	1.5%	113	1.5%	120.2%
113 Corrales International	217	254	261	260	250	-10	-3.8%	33	-3.8%	15.2%
114 Cottonwood Classical Prep	614	664	710	706	735	29	4.1%	121	4.1%	19.7%
115 Cottonwood Valley Charter	170	169	170	170	170	0	0.0%	0	0.0%	0.0%
116 Dzit Dit Lool DEAP			23	21	28	7	33.3%		33.3%	
117 Deming Cesar Chavez	150	119	116	133	76	-57	-42.9%	-74	-42.9%	-49.3%
118 Digital Arts And Technology	309	313	302	307	298	-9	-2.9%	-11	-2.9%	-3.6%
119 Dream Dine		15	32	26	27	1	3.8%		3.8%	
120 East Mountain High School	371	367	360	362	375	13	3.6%	4	3.6%	1.1%
121 El Camino Real Academy	342	343	313	295	294	-1	-0.3%	-48	-0.3%	-14.0%
122 Estancia Valley Classical Academy	343	405	423	460	486	26	5.7%	143	5.7%	41.7%
123 Explore Academy		149	199	212	258	46	21.7%		21.7%	
124 Gilbert L Sena Charter HS	177	185	179	173	170	-3	-1.7%	-7	-1.7%	-4.0%
125 Gordon Bernell Charter	568	396	367	395	428	33	8.4%	-140	8.4%	-24.6%
126 GREAT Academy	144	179	236	172	178	6	3.5%	34	3.5%	23.6%
127 Health Leadership High School	72	87	144	192	180	-12	-6.3%	108	-6.3%	150.0%
128 Horizon Academy West	417	457	435	451	465.5	15	3.2%	49	3.2%	11.6%
129 International School at Mesa Del Sol	310	226	275	295	319	24	8.1%	9	8.1%	2.9%
130 J Paul Taylor Academy	186	190	199	200	200	0	0.0%	14	0.0%	7.5%
131 Jefferson Montessori	191	188	177	170	201	31	18.2%	10	18.2%	5.2%
132 La Academia De Esperanza	346	365	383	328	314	-14	-4.3%	-32	-4.3%	-9.2%

Student Enrollment
FY14 Through FY18

	School District or Charter School	Change in Enrollment									
		FY14	FY15	FY16	FY17	FY18	FY17-FY18	Percent	FY14-FY18	Percent	
133	La Academia Dolores Huerta	151	165	164	174	171	-3	-1.7%	20	13.2%	133
134	La Promesa Early Learning	375	375	370	394	350	-44	-11.2%	-25	-6.7%	134
135	La Resolana Leadership	74	90	69	74	82	8	10.8%	8	10.8%	135
136	La Tierra Montessori School	74	95	119	121	101	-20	-16.5%	27	36.5%	136
137	Las Montañas Charter	202	177	159	162	157	-5	-3.1%	-45	-22.3%	137
138	Lindrith Area Heritage	25	24	22	21	24	3	14.3%	-1	-4.0%	138
139	Los Puentes Charter	211	202	188	189	172	-17	-9.0%	-39	-18.5%	139
140	MASTERS Program	181	199	200	204	205	1	0.5%	24	13.3%	140
141	McCurdy Charter School	543	528	521	531	544	13	2.4%	1	0.2%	141
142	Media Arts Collaborative	194	230	259	259	247	-12	-4.6%	53	27.3%	142
143	Middle College High	67	70	71	98	100	2	2.0%	33	49.3%	143
144	Mission Achievement And Success	294	392	615	785	876	91	11.6%	582	198.0%	144
145	Monte Del Sol Charter	387	359	359	353	319	-34	-9.6%	-68	-17.6%	145
146	Montessori Elementary School	368	390	409	420	422	2	0.5%	54	14.7%	146
147	Montessori of the Rio Grande	217	217	217	216	217	1	0.5%	0	0.0%	147
148	Moreno Valley High	69	75	70	55	54	-1	-1.8%	-15	-21.7%	148
149	Mosaic Academy Charter	179	180	180	180	180	0	0.0%	1	0.6%	149
150	Mountain Mahogany Community School	206	206	203	203	188	-15	-7.4%	-18	-8.7%	150
151	Native American Community Academy	378	388	394	400	432	32	8.0%	54	14.3%	151
152	New America School - Albuquerque	398	404	436	328	351	23	7.0%	-47	-11.8%	152
153	New America School - Las Cruces	313	326	332	314	299	-15	-4.8%	-14	-4.5%	153
154	New Mexico Connections Academy	481	792	1,104	1,359	1717	358	26.3%	1,236	257.0%	154
155	New Mexico International School	164	207	219	224	228	4	1.8%	64	39.0%	155
156	New Mexico School for the Arts	201	196	210	221	222	1	0.5%	21	10.4%	156
157	New Mexico Virtual Academy	496	529	499	494	496	2	0.4%	0	0.0%	157
158	North Valley Academy	473	482	461	463	475	12	2.6%	2	0.4%	158
159	Nuestros Valores Charter	115	120	129	138	160	22	15.9%	45	39.1%	159
160	Pecos Connections				296	527	231	78.0%			160
161	Public Academy for Performing Arts	368	368	380	380	381	1	0.3%	13	3.5%	161
162	Red River Valley Charter School	78	85	77	77	80.5	4	4.5%	3	3.2%	162
163	Rio Gallinas School	103	101	83	77	95	18	23.4%	-8	-7.8%	163
164	Robert F. Kennedy Charter	183	268	283	312	314	2	0.6%	131	71.6%	164
165	Roots & Wings Community	43	41	52	50	50	0	0.0%	7	16.3%	165

Student Enrollment

Student Enrollment FY14 Through FY18

	School District or Charter School	Change in Enrollment									
		FY14	FY15	FY16	FY17	FY18	FY17-FY18	Percent	FY14-FY18	Percent	
166	San Diego Riverside	92	91	93	93	91	-2	-2.2%	-1	-1.1%	166
167	Sandoval Academy of Bilingual Education			42	84	94	10	11.9%			167
168	School of Dreams Academy	373	378	377	518	471	-48	-9.2%	98	26.1%	168
169	Sidney Gutierrez Middle	65	64	65	66	66	0	0.0%	1	1.5%	169
170	Siembra Leadership High School				29	83	54	186.2%			170
171	Six Directions				49	73	24	49.0%			171
172	South Valley Academy	338	460	592	612	622	10	1.6%	284	84.0%	172
173	South Valley Prep	154	154	143	156	154	-2	-1.3%	0	0.0%	173
174	Southwest Aeronautics, Math, and Science	271	285	273	259	263	4	1.5%	-8	-3.0%	174
175	Southwest Primary Learning Center	105	105	102	102	193	91	89.2%	88	83.8%	175
176	Southwest Secondary Learning Center	279	263	272	281	260	-21	-7.5%	-19	-6.8%	176
177	Student Athlete Headquarters					81					177
178	Taos Academy	182	208	226	208	213	5	2.4%	31	17.0%	178
179	Taos Integrated School of Arts	168	168	151	147	157	10	6.8%	-11	-6.5%	179
180	Taos International School		60	111	164	207	43	26.2%			180
181	Taos Municipal Charter	214	213	213	212	212	0	0.0%	-2	-0.9%	181
182	Technology Leadership			79	110	167	57	51.8%			182
183	Tierra Adentro	231	238	270	288	279	-9	-3.1%	48	20.8%	183
184	Tierra Encantada Charter School	244	269	291	293	309	16	5.5%	65	26.6%	184
185	Turquoise Trail Charter School	464	462	460	466	457	-9	-1.8%	-7	-1.4%	185
186	Twenty-First Century	257	236	260	253	240	-13	-5.1%	-17	-6.6%	186
187	Vista Grande High School	73	84	95	88	90	2	2.3%	17	23.3%	187
188	Walatowa Charter High	64	56	51	57	46	-11	-19.3%	-18	-28.1%	188
189	William W Josephine Dorn Charter	36	49	45	47	55	8	17.0%	19	52.8%	189
190	Closed Charter Schools Prior to FY18	1,001	981	742	436						190
191	SUBTOTAL CHARTER SCHOOLS	21,382	22,733	23,885	25,097	26,043	946	3.8%	4,661	21.8%	191
192	STATEWIDE TOTAL ENROLLMENT	332,777	333,478	332,666	331,197	328,699	-2,499	-0.8%	-4,078	-1.2%	192

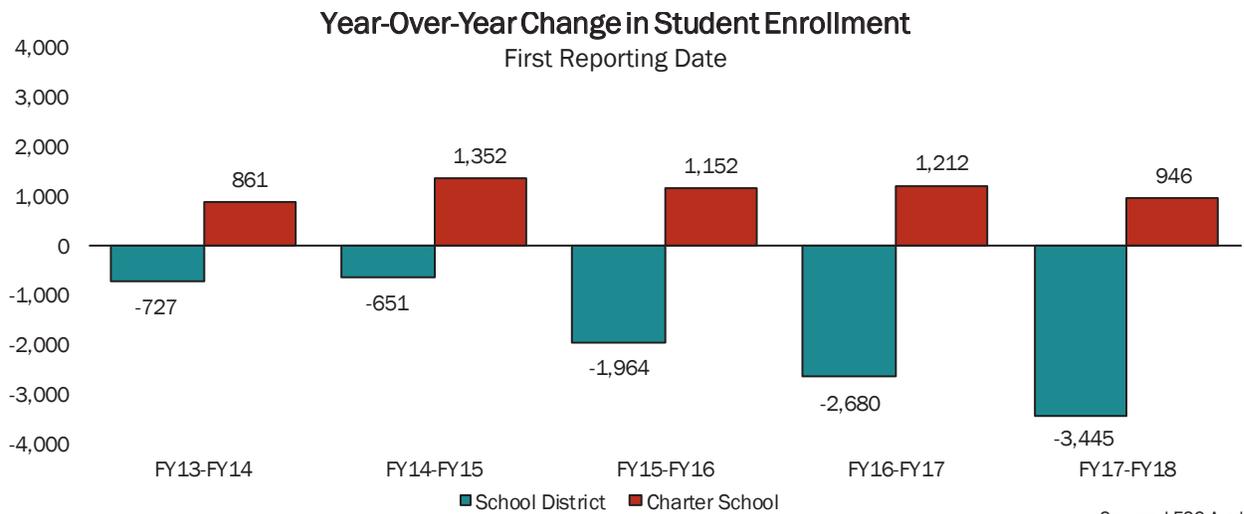
Includes full-time equivalent student enrollment in kindergarten through 12th grade on the first reporting date.

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

The 18 highlighted school districts are "micro districts" and have fewer than 200 students in all five years.

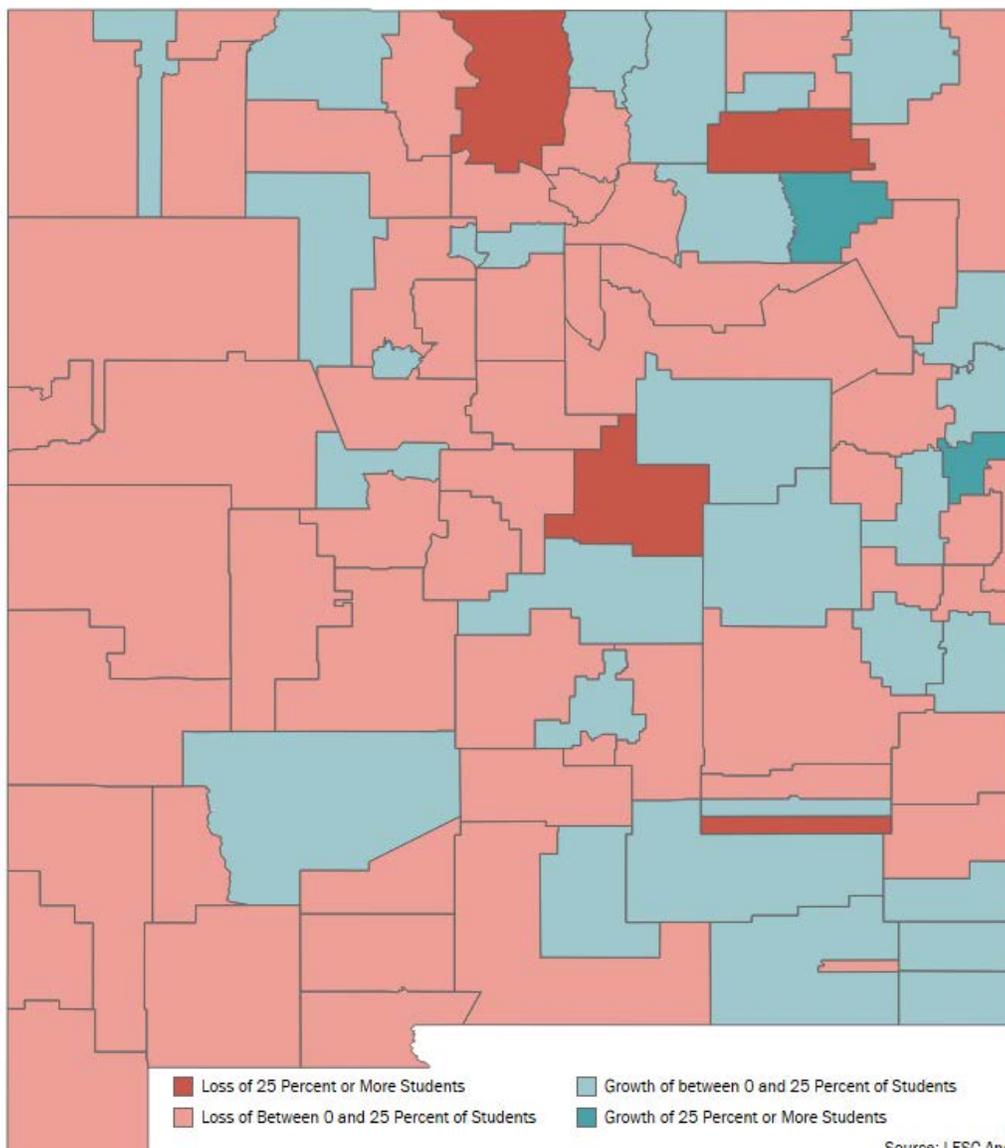
Source: PED and LESC Files

Enrollment Trends



Source: LESC Analysis

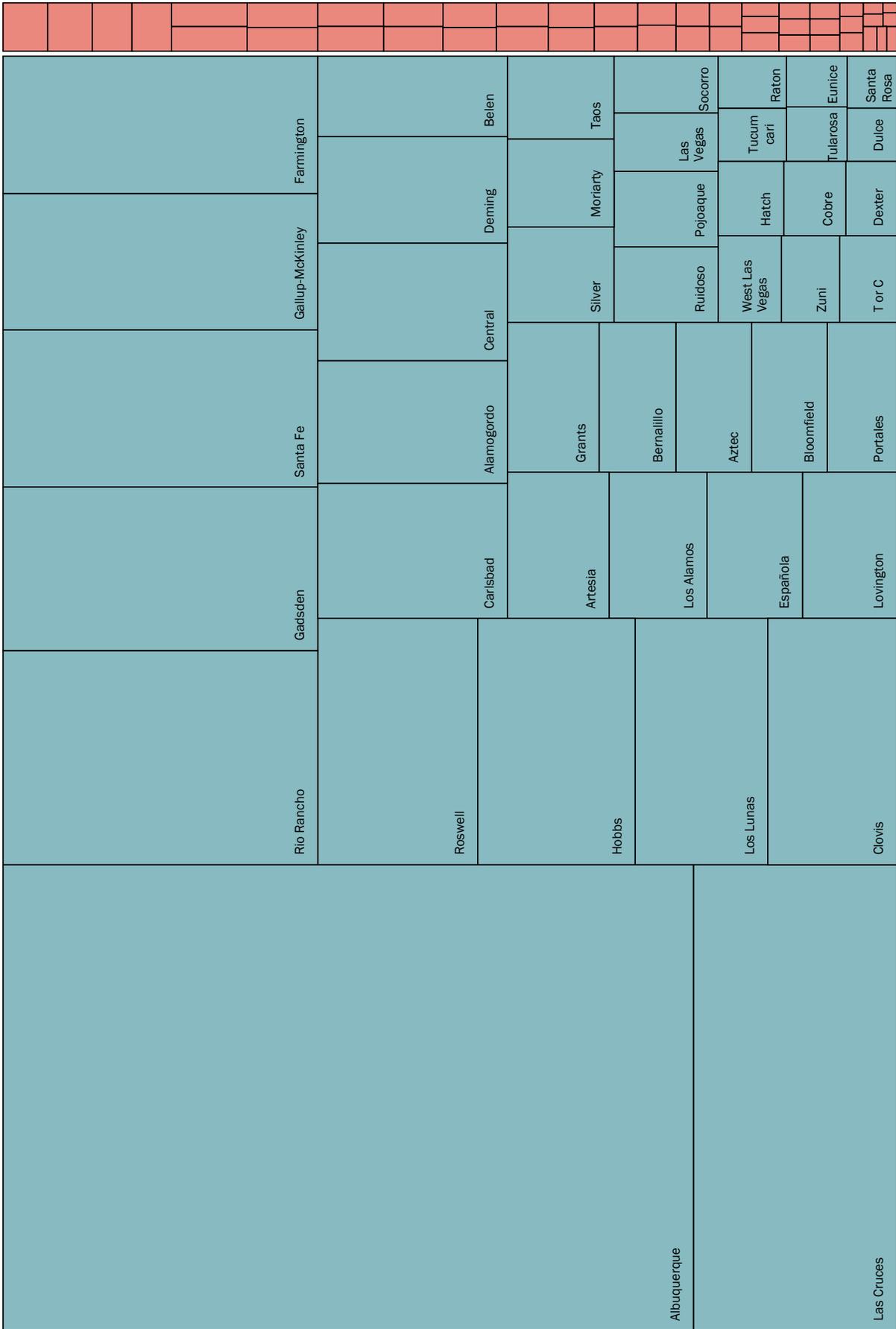
Change in School District Enrollment, FY14 to FY18



Source: LESC Analysis

Relative Size of School Districts

Relative Size of School Districts



The 45 smallest school districts represent just 4 percent of total school district enrollment.

■ Largest 44 School Districts
 ■ Smallest 45 School Districts

Source: LESC Files

New Mexico Charter Schools

New Mexico Charter Schools

2017-2018 School Year

	Charter School	Authorizer	Grades Levels	Enrollment	
1	Albuquerque				1
2	Academy of Trades and Technology	Public Education Commission	9-12	84	2
3	ACE Leadership High School	Public Education Commission	9-12	362	3
4	Albuquerque Charter Academy	Albuquerque Public Schools	9-12	286	4
5	Albuquerque Institute for Mathematics & Science	Public Education Commission	6-12	367	5
6	Albuquerque School of Excellence	Public Education Commission	1-12	558	6
7	Albuquerque Sign Language Academy	Public Education Commission	K-12	97	7
8	Albuquerque Talent Development Charter	Albuquerque Public Schools	9-12	164	8
9	Alice King Community School	Albuquerque Public Schools	K-8	449	9
10	Amy Biehl Charter High School	Public Education Commission	9-12	289	10
11	ASK Academy	Public Education Commission	6-12	513	11
12	Cesar Chavez Community School	Public Education Commission	9-12	204	12
13	Christine Duncan Heritage Academy	Albuquerque Public Schools	K-8	331	13
14	Cien Aguas International School	Albuquerque Public Schools	K-8	420	14
15	Coral Community	Public Education Commission	K-7	207	15
16	Corrales International School	Albuquerque Public Schools	K-12	250	16
17	Cottonwood Classical Preparatory School	Public Education Commission	6-12	735	17
18	Digital Arts and Technology Academy	Albuquerque Public Schools	9-12	298	18
19	East Mountain High School	Albuquerque Public Schools	9-12	375	19
20	El Camino Real	Albuquerque Public Schools	K-12	294	20
21	Explore Academy	Public Education Commission	9-12	258	21
22	Gilbert L. Sena Charter High School	Public Education Commission	9-12	170	22
23	Gordon Bernell Charter School	Albuquerque Public Schools	9-12	428	23
24	GREAT Academy	Public Education Commission	6-12	178	24
25	Health Leadership Charter	Public Education Commission	9-12	180	25
26	Horizon Academy West	Public Education Commission	K-5	466	26
27	International School at Mesa del Sol	Albuquerque Public Schools	K-11	319	27
28	La Academia de Esperanza	Albuquerque Public Schools	6-12	314	28
29	La Promesa Early Learning Center	Public Education Commission	K-8	350	29
30	La Resolana Leadership Academy	Albuquerque Public Schools	6-8	82	30
31	Los Puentes Charter School	Albuquerque Public Schools	7-12	172	31
32	Media Arts Collaborative Charter School	Public Education Commission	6-12	247	32
33	Mission Achievement & Success	Public Education Commission	6-12	876	33
34	Montessori Elementary	Public Education Commission	K-8	422	34
35	Montessori of the Rio Grande	Albuquerque Public Schools	K-5	217	35
36	Mountain Mahogany Community	Albuquerque Public Schools	K-8	188	36
37	Native American Community Academy	Albuquerque Public Schools	K-9	432	37
38	New America School (Albuquerque)	Public Education Commission	9-12	351	38
39	New Mexico International School	Albuquerque Public Schools	K-5	228	39
40	North Valley Academy	Public Education Commission	K-8	475	40
41	Nuestros Valores Charter School	Albuquerque Public Schools	9-12	160	41
42	Public Academy for Performing Arts	Albuquerque Public Schools	6-12	381	42
43	Robert F. Kennedy Charter School	Albuquerque Public Schools	6-12	314	43
44	Siembra Leadership High School	Albuquerque Public Schools	9-10	83	44
45	South Valley Academy	Albuquerque Public Schools	6-12	622	45
46	South Valley Preparatory School	Public Education Commission	6-8	154	46

New Mexico Charter Schools

New Mexico Charter Schools 2017-2018 School Year

	Charter School	Authorizer	Grades Levels	Enrollment	
47	Southwest Aeronautics, Math & Science	Public Education Commission	7-12	263	47
48	Southwest Primary Learning Center	Public Education Commission	4-8	193	48
49	Southwest Secondary Learning Center	Public Education Commission	8-12	260	49
50	Student Athlete Headquarters	Public Education Commission	7-10	81	50
51	Technology Leadership	Public Education Commission	9-12	167	51
52	Tierra Adentro	Public Education Commission	6-12	279	52
53	Twenty-First Century Charter School	Albuquerque Public Schools	5-8	240	53
54	William W & Josephine Dorn Charter	Albuquerque Public Schools	K-5	55	54
55	Aztec				55
56	Mosaic Academy Charter	Aztec Municipal Schools	K-8	180	56
57	Carlsbad				57
58	Jefferson Montessori Academy	Carlsbad Municipal Schools	K-12	201	58
59	Pecos Connections Academy	Carlsbad Municipal Schools	K-9	527	59
60	Central				60
61	Dream Dine	Public Education Commission	K-4	27	61
62	Cimarron				62
63	Moreno Valley High School	Cimarron Municipal Schools	9-12	54	63
64	Deming				64
65	Deming Cesar Chavez Charter High School	Deming Public Schools	9-12	76	65
66	Espanola				66
67	Cariños Charter School	Public Education Commission	K-8	106	67
68	La Tierra Montessori	Public Education Commission	K-7	101	68
69	McCurdy Charter School	Public Education Commission	K-12	544	69
70	Farmington				70
71	New Mexico Virtual Academy	Farmington Municipal Schools	4-12	496	71
72	Gadsden				72
73	Anthony Charter	Public Education Commission	7-12	95	73
74	Gallup				74
75	Dzit Dit Lool DEAP	Public Education Commission	6-9	28	75
76	Middle College High School	Gallup-McKinley County Schools	10-12	100	76
77	Six Directions Indigenous School	Public Education Commission	6-8	73	77
78	Jemez Mountain				78
79	Lindrith Area Heritage Charter School	Jemez Mountain Public Schools	K-8	24	79
80	Jemez Valley				80
81	San Diego Riverside Charter School	Jemez Valley Public Schools	K-8	91	81
82	Walatowa Charter High School	Public Education Commission	9-12	46	82
83	Las Cruces				83
84	Alma D'Arte Charter High School	Public Education Commission	9-12	187	84
85	J. Paul Taylor Academy	Public Education Commission	K-8	200	85
86	La Academia Dolores Huerta	Public Education Commission	6-8	171	86
87	Las Montañas Charter School	Public Education Commission	9-12	157	87
88	New America School (Las Cruces)	Public Education Commission	9-12	299	88
89	Los Lunas				89
90	School of Dreams Academy	Public Education Commission	K-3 7-12	471	90
91	Moriarty				91

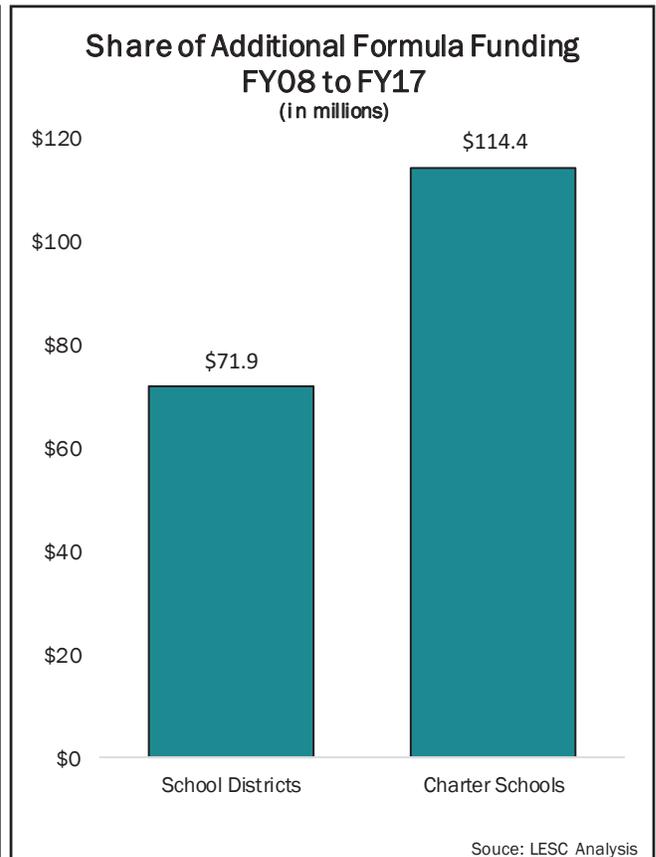
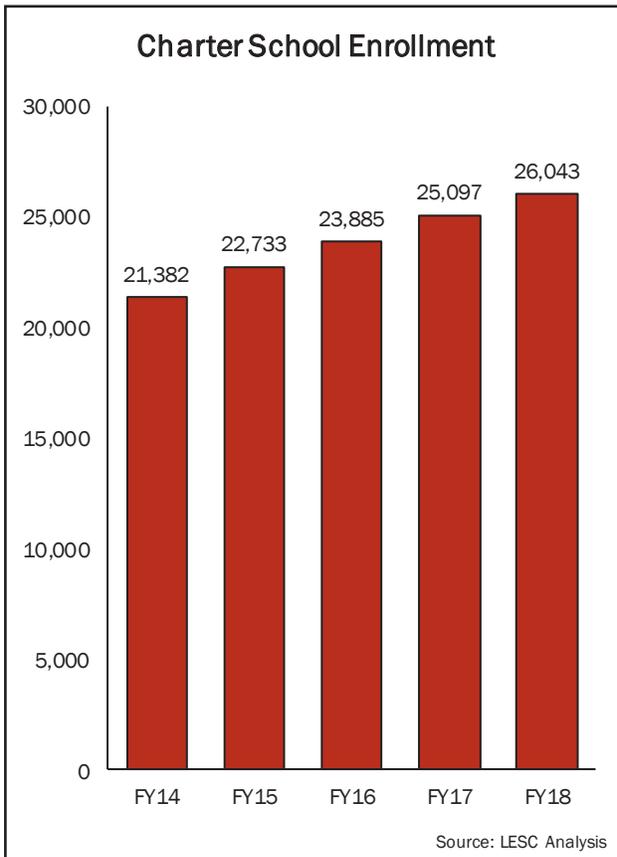
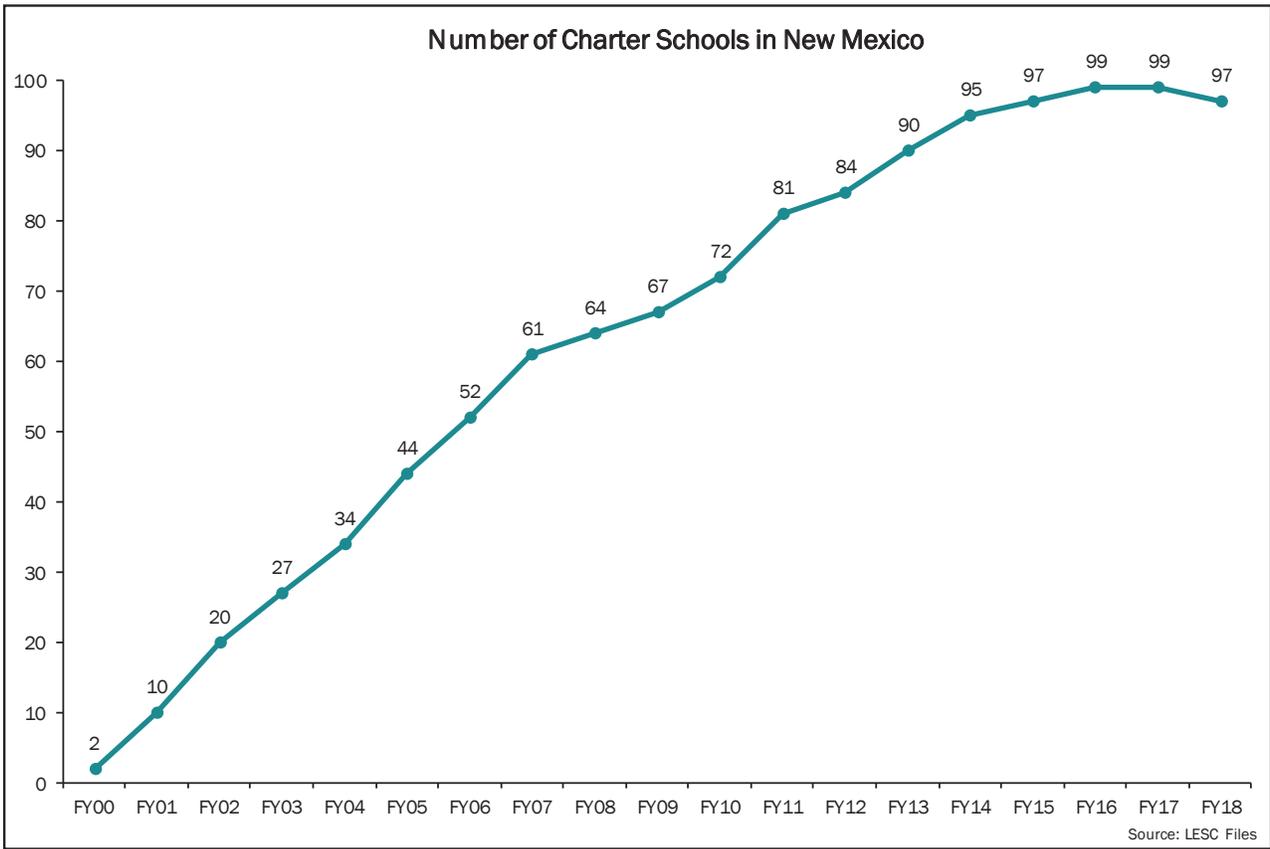
New Mexico Charter Schools
2017-2018 School Year

	Charter School	Authorizer	Grades Levels	Enrollment	
92	Estancia Valley Classical Academy	Public Education Commission	K-12	486	92
93	Questa				93
94	Red River Valley Charter School	Public Education Commission	K-8	81	94
95	Roots and Wings Community School	Public Education Commission	K-8	50	95
96	Rio Rancho				96
97	Sandoval Academy of Bilingual Education	Public Education Commission	K-5	94	97
98	Roswell				98
99	Sidney Gutierrez Middle School	Roswell Independent Schools	6-8	66	99
100	Santa Fe				100
101	Academy for Technology and the Classics	Santa Fe Public Schools	7-12	392	101
102	MASTERS Program	Public Education Commission	10-12	205	102
103	Monte del Sol Charter School	Public Education Commission	7-12	319	103
104	New Mexico Connections Academy	Public Education Commission	4-12	1,717	104
105	New Mexico School for the Arts	Public Education Commission	9-12	222	105
106	Tierra Encantada Charter School	Public Education Commission	7-12	309	106
107	Turquoise Trail Elementary	Public Education Commission	K-6	457	107
108	Silver City				108
109	Aldo Leopold High School	Public Education Commission	6-12	166	109
110	Socorro				110
111	Cottonwood Valley Charter School	Socorro Consolidated Schools	K-8	170	111
112	Taos				112
113	Anansi Charter School	Taos Municipal Schools	K-8	194	113
114	Taos Academy	Public Education Commission	5-12	213	114
115	Taos Integrated School of the Arts	Public Education Commission	K-8	157	115
116	Taos International School	Public Education Commission	K-8	207	116
117	Taos Municipal Charter School	Taos Municipal Schools	K-8	212	117
118	Vista Grande High School	Taos Municipal Schools	9-12	90	118
119	West Las Vegas				119
120	Rio Gallinas School	West Las Vegas Public Schools	1-8	95	120
121	TOTAL			26,043	121

Source: LESC Files

Enrollment includes full-time equivalent student enrollment in kindergarten through 12th grade on the first reporting date of FY18.
Each charter school's listed authorizer is the entity that authorized the school for the 2017-2018 school year.

Charter School Trends



Student: Teacher Ratios, 2017-2018 School Year

Student:Teacher Ratios 2017-2018 School Year

School District or Charter School	Number of Students ¹	Number of Teachers ²	Ratio
SCHOOL DISTRICTS			
Alamogordo Public Schools	5,957	367	16:1
Albuquerque Public Schools	82,159	5,681	14:1
Animas Public Schools	164	16	10:1
Artesia Public Schools	3,817	251	15:1
Aztec Municipal Schools	2,903	195	15:1
Belen Consolidated Schools	3,863	255	15:1
Bernalillo Public Schools	2,917	200	15:1
Bloomfield Schools	2,876	206	14:1
Capitan Municipal Schools	501	36	14:1
Carlsbad Municipal Schools	6,524	375	17:1
Carrizozo Municipal Schools	147	18	8:1
Central Consolidated Schools	5,735	374	15:1
Chama Valley Independent Schools	369	33	11:1
Cimarron Municipal Schools	383	38	10:1
Clayton Municipal Schools	474	33	14:1
Cloudcroft Municipal Schools	368	23	16:1
Clovis Municipal Schools	8,062	515	16:1
Cobre Consolidated Schools	1,186	85	14:1
Corona Municipal Schools	67	14	5:1
Cuba Independent Schools	541	47	12:1
Deming Public Schools	5,147	318	16:1
Des Moines Municipal Schools	91	14	7:1
Dexter Consolidated Schools	949	61	16:1
Dora Municipal Schools	238	20	12:1
Dulce Independent Schools	687	60	12:1
Elida Municipal Schools	134	15	9:1
Española Public Schools	3,555	224	16:1
Estancia Municipal Schools	609	48	13:1
Eunice Municipal Schools	781	48	16:1
Farmington Municipal Schools	10,971	634	17:1
Floyd Municipal Schools	213	20	11:1
Fort Sumner Municipal Schools	281	27	10:1
Gadsden Independent Schools	13,133	930	14:1
Gallup-McKinley County Schools	11,023	812	14:1
Grady Municipal Schools	132	15	9:1
Grants-Cibola County Schools	3,490	279	12:1
Hagerman Municipal Schools	426	36	12:1
Hatch Valley Public Schools	1,237	81	15:1
Hobbs Municipal Schools	9,826	594	17:1
Hondo Valley Public Schools	130	16	8:1
House Municipal Schools	75	14	5:1
Jal Public Schools	476	30	16:1
Jemez Mountain Public Schools	195	18	11:1
Jemez Valley Public Schools	284	28	10:1
Lake Arthur Municipal Schools	93	11	8:1
Las Cruces Public Schools	24,106	1,438	17:1
Las Vegas City Public Schools	1,542	98	16:1
Logan Municipal Schools	303	23	13:1
Lordsburg Municipal Schools	482	31	15:1

Student:Teacher Ratios, 2017-2018 School Year

Student:Teacher Ratios 2017-2018 School Year

	School District or Charter School	Number of Students ¹	Number of Teachers ²	Ratio		
51	Los Alamos Public Schools	3,663	257	14:1	51	
52	Los Lunas Public Schools	8,368	470	18:1	52	
53	Loving Municipal Schools	533	39	14:1	53	
54	Lovington Municipal Schools	3,533	225	16:1	54	
55	Magdalena Municipal Schools	318	29	11:1	55	
56	Maxwell Municipal Schools	113	14	8:1	56	
57	Melrose Public Schools	227	19	12:1	57	
58	Mesa Vista Consolidated Schools	243	19	13:1	58	
59	Mora Independent Schools	422	35	12:1	59	
60	Moriarty-Edgewood School District	2,408	147	16:1	60	
61	Mosquero Municipal Schools	38	9	4:1	61	
62	Mountainair Public Schools	227	22	11:1	62	
63	Pecos Independent Schools	602	41	15:1	63	
64	Peñasco Independent Schools	339	26	13:1	64	
65	Pojoaque Valley Public Schools	1,979	114	17:1	65	
66	Portales Municipal Schools	2,669	179	15:1	66	
67	Quemado Independent Schools	147	19	8:1	67	
68	Questa Independent Schools	359	29	13:1	68	
69	Raton Public Schools	904	66	14:1	69	
70	Reserve Public Schools	128	16	8:1	70	
71	Rio Rancho Public Schools	17,177	1,024	17:1	71	
72	Roswell Independent Schools	10,056	607	17:1	72	
73	Roy Municipal Schools	51	10	5:1	73	
74	Ruidoso Municipal Schools	1,987	109	18:1	74	
75	San Jon Municipal Schools	145	15	10:1	75	
76	Santa Fe Public Schools	12,592	888	14:1	76	
77	Santa Rosa Consolidated Schools	649	56	11:1	77	
78	Silver Consolidated Schools	2,571	181	14:1	78	
79	Socorro Consolidated Schools	1,493	116	13:1	79	
80	Springer Municipal Schools	136	17	8:1	80	
81	Taos Municipal Schools	2,244	147	15:1	81	
82	Tatum Municipal Schools	315	23	14:1	82	
83	Texico Municipal Schools	555	37	15:1	83	
84	Truth or Consequences Municipal Schools	1,258	93	14:1	84	
85	Tucumcari Public Schools	948	66	14:1	85	
86	Tularosa Municipal Schools	843	69	12:1	86	
87	Vaughn Municipal Schools	64	10	6:1	87	
88	Wagon Mound Public Schools	68	14	5:1	88	
89	West Las Vegas Public Schools	1,415	99	14:1	89	
90	Zuni Public Schools	1,268	94	14:1	90	
91	School District Average	302,656	20,151	15:1	91	
92	CHARTER SCHOOLS					92
93	Academy for Technology and the Classics	392	23	17:1	93	
94	Academy of Trades and Tech	84	9	9:1	94	
95	ACE Leadership High School	362	18	20:1	95	
96	Albuquerque Charter Academy	286	12	24:1	96	
97	Albuquerque Institute of Math & Science	367	20	19:1	97	
98	Albuquerque School of Excellence	558	29	19:1	98	
99	Albuquerque Sign Language Academy	97	12	8:1	99	
100	Albuquerque Talent Development Charter	164	13	12:1	100	

Student:Teacher Ratios, 2017-2018 School Year

Student:Teacher Ratios 2017-2018 School Year

	School District or Charter School	Number of Students ¹	Number of Teachers ²	Ratio	
101	Aldo Leopold Charter	166	15	11:1	101
102	Alice King Community School	449	29	15:1	102
103	Alma D'Arte Charter	187	15	13:1	103
104	Amy Biehl Charter High School	289	23	12:1	104
105	Anansi Charter School	194	15	13:1	105
106	Anthony Charter School	95	8	12:1	106
107	ASK Academy	513	28	18:1	107
108	Cariños Charter School	106	10	11:1	108
109	Cesar Chavez Community School	204	11	18:1	109
110	Christine Duncan Heritage Academy	331	21	16:1	110
111	Cien Aguas International	420	26	16:1	111
112	Coral Community Charter	207	12	17:1	112
113	Corrales International	250	18	14:1	113
114	Cottonwood Classical Prep	735	48	15:1	114
115	Cottonwood Valley Charter	170	12	15:1	115
116	Deming Cesar Chavez	76	4	19:1	116
117	Digital Arts And Technology	298	20	15:1	117
118	Dream Dine	27	3	10:1	118
119	Dzit Dit Lool DEAP	28	2	17:1	119
120	East Mountain High School	375	21	18:1	120
121	El Camino Real Academy	294	19	16:1	121
122	Estancia Valley Classical Academy	486	29	17:1	122
123	Explore Academy	258	17	15:1	123
124	Gilbert L Sena Charter HS	170	12	14:1	124
125	Gordon Bernell Charter	428	18	24:1	125
126	GREAT Academy	178	9	19:1	126
127	Health Leadership High School	180	11	16:1	127
128	Horizon Academy West	466	27	17:1	128
129	International School at Mesa Del Sol	319	29	11:1	129
130	J Paul Taylor Academy	200	13	16:1	130
131	Jefferson Montessori	201	14	14:1	131
132	La Academia De Esperanza	314	29	11:1	132
133	La Academia Dolores Huerta	171	11	16:1	133
134	La Promesa Early Learning	350	24	15:1	134
135	La Resolana Leadership	82	5	17:1	135
136	La Tierra Montessori School	101	8	12:1	136
137	Las Montañas Charter	157	15	11:1	137
138	Lindrith Area Heritage	24	2	13:1	138
139	Los Puentes Charter	172	12	14:1	139
140	MASTERS Program	205	10	21:1	140
141	McCurdy Charter School	544	31	17:1	141
142	Media Arts Collaborative	247	19	13:1	142
143	Middle College High	100	4	28:1	143
144	Mission Achievement And Success	876	53	17:1	144
145	Monte Del Sol Charter	319	24	13:1	145
146	Montessori Elementary School	422	26	16:1	146
147	Montessori of the Rio Grande	217	12	19:1	147
148	Moreno Valley High	54	5	10:1	148
149	Mosaic Academy Charter	180	12	15:1	149
150	Mountain Mahogany Community School	188	15	13:1	150

Student:Teacher Ratios, 2017-2018 School Year

Student:Teacher Ratios 2017-2018 School Year

	School District or Charter School	Number of Students ¹	Number of Teachers ²	Ratio	
151	Native American Community Academy	432	28	16:1	151
152	New America School - Albuquerque	351	15	24:1	152
153	New America School - Las Cruces	299	12	25:1	153
154	New Mexico Connections Academy	1,717	50	34:1	154
155	New Mexico International School	228	11	22:1	155
156	New Mexico School for the Arts	222	14	16:1	156
157	New Mexico Virtual Academy	496	13	38:1	157
158	North Valley Academy	475	27	18:1	158
159	Nuestros Valores Charter	160	12	13:1	159
160	Pecos Connections	527	15	35:1	160
161	Public Academy for Performing Arts	381	29	13:1	161
162	Red River Valley Charter School	81	6	14:1	162
163	Rio Gallinas School	95	6	17:1	163
164	Robert F. Kennedy Charter	314	24	13:1	164
165	Roots & Wings Community	50	4	13:1	165
166	San Diego Riverside	91	9	10:1	166
167	Sandoval Academy of Bilingual Education	94	4	24:1	167
168	School of Dreams Academy	471	24	19:1	168
169	Sidney Gutierrez Middle	66	5	15:1	169
170	Siembra Leadership High School	83	4	24:1	170
171	Six Directions Indigenous	73	5	16:1	171
172	South Valley Academy	622	48	13:1	172
173	South Valley Prep	154	10	15:1	173
174	Southwest Aeronautics, Math, and Science	263	14	19:1	174
175	Southwest Primary Learning Center	193	9	21:1	175
176	Southwest Secondary Learning Center	260	10	27:1	176
177	Student Athlete Headquarters	81	5	18:1	
178	Taos Academy	213	17	12:1	178
179	Taos Integrated School of Arts	157	10	15:1	179
180	Taos International School	207	17	12:1	180
181	Taos Municipal Charter	212	17	12:1	181
182	Technology Leadership	167	11	15:1	182
183	Tierra Adentro	279	25	11:1	183
184	Tierra Encantada Charter School	309	18	17:1	184
185	Turquoise Trail Charter School	457	29	16:1	185
186	Twenty-First Century	240	20	12:1	186
187	Vista Grande High School	90	8	11:1	187
188	Walatowa Charter High	46	6	8:1	188
189	William W Josephine Dorn Charter	55	4	13:1	189
190	Charter School Average	26,043	1,580	16:1	190
191	STATEWIDE	328,699	21,732	15:1	191

¹Student membership counts are from the first reporting date of FY18, or October 11, 2017.

Source: LESC analysis of PED data

²Teacher FTEs are based on school district and charter school FY18 operating budgets for special education, early childhood, preschool, and first through 12th grade (job codes 1411 through 1416).

Number of English Learners, 2017-2018 School Year

Number of English Learners 2017-2018 School Year

School District or Charter School	Number of English Learners	Percent of All Students
<i>SCHOOL DISTRICTS</i>		
Alamogordo Public Schools	178	3.0%
Albuquerque Public Schools	15,163	18.5%
Animas Public Schools	< 10	
Artesia Public Schools	180	4.7%
Aztec Municipal Schools	47	1.6%
Belen Consolidated Schools	358	9.3%
Bernalillo Public Schools	852	29.2%
Bloomfield Schools	355	12.3%
Capitan Municipal Schools	< 10	
Carlsbad Municipal Schools	563	8.6%
Carrizozo Municipal Schools	Not Reported	
Central Consolidated Schools	1,652	28.8%
Chama Valley Independent Schools	57	15.4%
Cimarron Municipal Schools	19	5.0%
Clayton Municipal Schools	13	2.7%
Cloudcroft Municipal Schools	< 10	
Clovis Municipal Schools	796	9.9%
Cobre Consolidated Schools	105	8.9%
Corona Municipal Schools	Not Reported	
Cuba Independent Schools	194	35.9%
Deming Public Schools	1,929	37.5%
Des Moines Municipal Schools	Not Reported	
Dexter Consolidated Schools	167	17.6%
Dora Municipal Schools	10	4.2%
Dulce Independent Schools	132	19.2%
Elida Municipal Schools	Not Reported	
Española Public Schools	542	15.2%
Estancia Municipal Schools	31	5.1%
Eunice Municipal Schools	83	10.6%
Farmington Municipal Schools	1,238	11.3%
Floyd Municipal Schools	35	16.4%
Fort Sumner Municipal Schools	10	3.6%
Gadsden Independent Schools	4,988	38.0%
Gallup-McKinley County Schools	3,218	29.2%
Grady Municipal Schools	Not Reported	
Grants-Cibola County Schools	402	11.5%
Hagerman Municipal Schools	97	22.8%
Hatch Valley Public Schools	539	43.6%
Hobbs Municipal Schools	1,738	17.7%
Hondo Valley Public Schools	32	24.6%

Number of English Learners, 2017-2018 School Year

Number of English Learners 2017-2018 School Year

	School District or Charter School	Number of English Learners	Percent of All Students	
42	House Municipal Schools	Not Reported		42
43	Jal Public Schools	45	9.5%	43
44	Jemez Mountain Public Schools	56	28.7%	44
45	Jemez Valley Public Schools	130	45.8%	45
46	Lake Arthur Municipal Schools	19	20.5%	46
47	Las Cruces Public Schools	3,129	13.0%	47
48	Las Vegas City Public Schools	141	9.1%	48
49	Logan Municipal Schools	Not Reported		49
50	Lordsburg Municipal Schools	< 10		50
51	Los Alamos Public Schools	102	2.8%	51
52	Los Lunas Public Schools	895	10.7%	52
53	Loving Municipal Schools	61	11.4%	53
54	Lovington Municipal Schools	819	23.2%	54
55	Magdalena Municipal Schools	48	15.1%	55
56	Maxwell Municipal Schools	Not Reported		56
57	Melrose Public Schools	Not Reported		57
58	Mesa Vista Consolidated Schools	57	23.5%	58
59	Mora Independent Schools	30	7.1%	59
60	Moriarty-Edgewood School District	110	4.6%	60
61	Mosquero Municipal Schools	Not Reported		61
62	Mountainair Public Schools	Not Reported		62
63	Pecos Independent Schools	71	11.8%	63
64	Peñasco Independent Schools	24	7.1%	64
65	Pojoaque Valley Public Schools	352	17.8%	65
66	Portales Municipal Schools	190	7.1%	66
67	Quemado Independent Schools	Not Reported		67
68	Questa Independent Schools	24	6.7%	68
69	Raton Public Schools	32	3.5%	69
70	Reserve Public Schools	< 10		70
71	Rio Rancho Public Schools	662	3.9%	71
72	Roswell Independent Schools	977	9.7%	72
73	Roy Municipal Schools	Not Reported		73
74	Ruidoso Municipal Schools	214	10.8%	74
75	San Jon Municipal Schools	Not Reported		75
76	Santa Fe Public Schools	3,004	23.9%	76
77	Santa Rosa Consolidated Schools	28	4.3%	77
78	Silver Consolidated Schools	57	2.2%	78
79	Socorro Consolidated Schools	53	3.6%	79
80	Springer Municipal Schools	Not Reported		80
81	Taos Municipal Schools	189	8.4%	81
82	Tatum Municipal Schools	19	6.0%	82

Number of English Learners, 2017-2018 School Year

Number of English Learners 2017-2018 School Year

	School District or Charter School	Number of English Learners	Percent of All Students	
83	Texico Municipal Schools	47	8.5%	83
84	Truth or Consequences Municipal Schools	102	8.1%	84
85	Tucumcari Public Schools	30	3.2%	85
86	Tularosa Municipal Schools	23	2.7%	86
87	Vaughn Municipal Schools	< 10		87
88	Wagon Mound Public Schools	12	17.8%	88
89	West Las Vegas Public Schools	180	12.7%	89
90	Zuni Public Schools	424	33.5%	90
91	CHARTER SCHOOLS			91
92	Academy for Technology and the Classics	Not Reported		92
93	Academy of Trades and Tech	30	35.7%	93
94	ACE Leadership High School	65	18.0%	94
95	Albuquerque Charter Academy	Not Reported		95
96	Albuquerque Institute of Math & Science	< 10		96
97	Albuquerque School of Excellence	107	19.2%	97
98	Albuquerque Sign Language Academy	27	27.8%	98
99	Albuquerque Talent Development	Not Reported		99
100	Aldo Leopold Charter	Not Reported		100
101	Alice King Community School	Not Reported		101
102	Alma D'Arte Charter	< 10		102
103	Amy Biehl Charter High School	16	5.5%	103
104	Anansi Charter School	Not Reported		104
105	Anthony Charter School	23	24.2%	105
106	ASK Academy	< 10		106
107	Cariños Charter School	18	17.0%	107
108	Cesar Chavez Community School	64	31.4%	108
109	Christine Duncan Heritage Academy	Not Reported		109
110	Cien Aguas International	Not Reported		110
111	Coral Community Charter	18	8.7%	111
112	Corrales International	Not Reported		112
113	Cottonwood Classical Prep	< 10		113
114	Cottonwood Valley Charter	Not Reported		114
115	Deming Cesar Chavez	Not Reported		115
116	Digital Arts and Technology	Not Reported		116
117	Dream Dine	11	40.7%	117
118	Dzit Dit Lool DEAP	< 10		118
119	East Mountain High School	Not Reported		119
120	El Camino Real Academy	Not Reported		120
121	Estancia Valley Classical Academy	< 10		121
122	Explore Academy	< 10		122
123	Gilbert L Sena Charter HS	< 10		123

Number of English Learners, 2017-2018 School Year

Number of English Learners 2017-2018 School Year

	School District or Charter School	Number of English Learners	Percent of All Students	
124	Gordon Bernell Charter	Not Reported		124
125	GREAT Academy	13	7.3%	125
126	Health Leadership High School	41	22.8%	126
127	Horizon Academy West	20	4.3%	127
128	International School at Mesa Del Sol	Not Reported		128
129	Jefferson Montessori	Not Reported		129
130	J Paul Taylor Academy	< 10		130
131	La Academia De Esperanza	Not Reported		131
132	La Academia Dolores Huerta	31	18.1%	132
133	La Promesa Early Learning	202	57.7%	133
134	La Resolana Leadership	Not Reported		134
135	La Tierra Montessori School	27	26.7%	135
136	Las Montañas Charter	< 10		136
137	Lindrith Area Heritage	Not Reported		137
138	Los Puentes Charter	Not Reported		138
139	MASTERS Program	17	8.3%	139
140	McCurdy Charter School	51	9.4%	140
141	Media Arts Collaborative	< 10		141
142	Middle College High	Not Reported		142
143	Mission Achievement And Success	197	22.5%	143
144	Monte Del Sol Charter	47	14.7%	144
145	Montessori Elementary School	Not Reported		145
146	Montessori of the Rio Grande	Not Reported		146
147	Moreno Valley High School	Not Reported		147
148	Mosaic Academy Charter	Not Reported		148
149	Mountain Mohogancy Community School	Not Reported		149
150	Native American Community Academy	Not Reported		150
151	New America School - Albuquerque	36	10.3%	151
152	New America School - Las Cruces	55	18.4%	152
153	New Mexico Connections Academy	18	1.0%	153
154	New Mexico International School	Not Reported		154
155	New Mexico School for the Arts	Not Reported		155
156	New Mexico Virtual Academy	Not Reported		156
157	North Valley Academy	16	3.4%	157
158	Nuestros Valores	Not Reported		158
159	Pecos Connections	Not Reported		159
160	Public Academy for Performing Arts	Not Reported		160
161	Red River Valley Charter School	< 10		161
162	Rio Gallinas School	Not Reported		162
163	Robert F. Kennedy Charter	Not Reported		163
164	Roots & Wings Community	Not Reported		164

Number of English Learners, 2017-2018 School Year

Number of English Learners 2017-2018 School Year

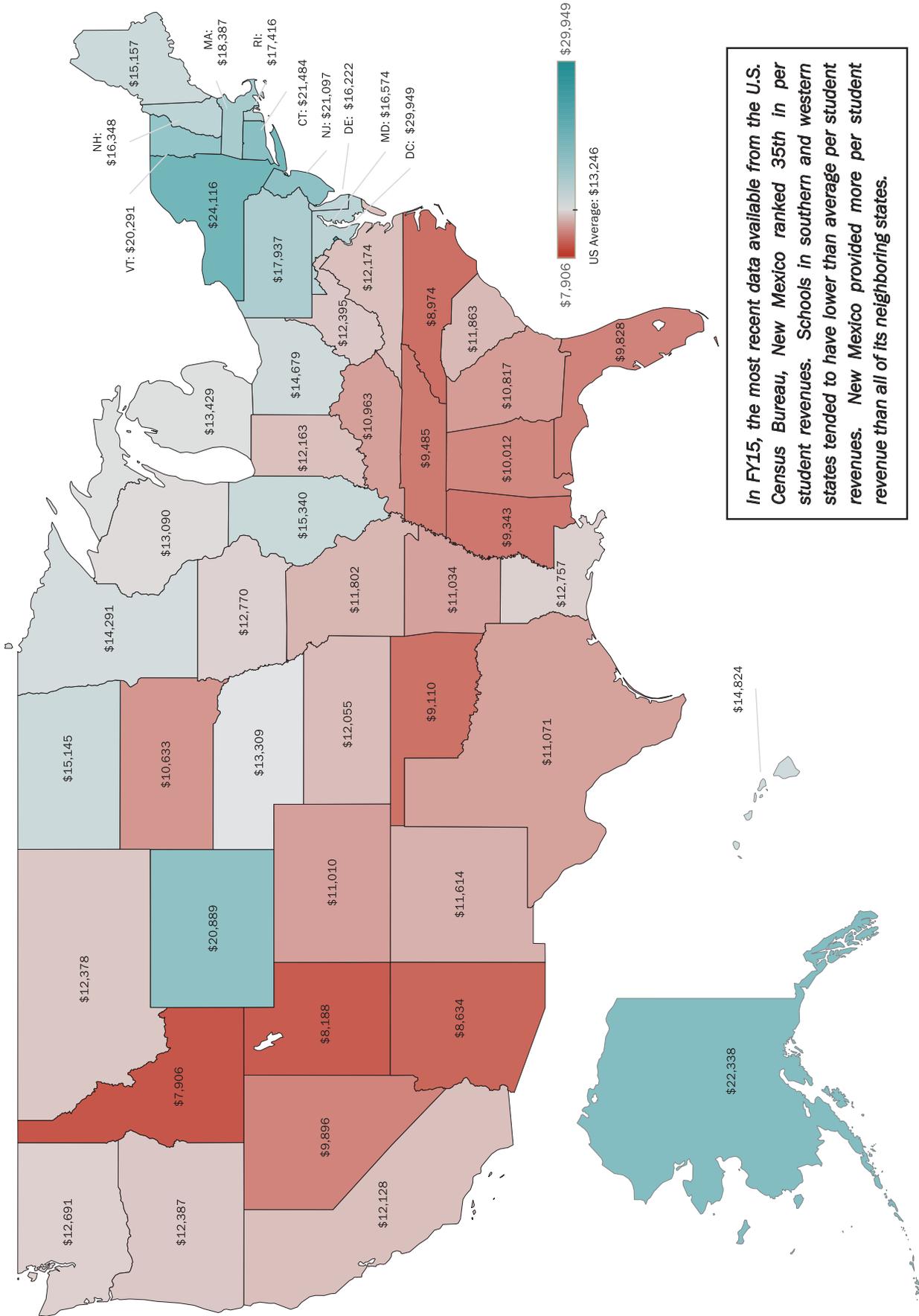
	School District or Charter School	Number of English Learners	Percent of All Students	
165	San Diego Riverside	Not Reported		165
166	Sandoval Academy of Bilingual Education	< 10		166
167	School of Dreams Academy	56	11.9%	167
168	Sidney Gutierrez Middle	Not Reported		168
169	Siembra Leadership	Not Reported		169
170	Six Directions Indigenous	29	39.7%	170
171	South Valley Academy	Not Reported		171
172	South Valley Prep	31	20.1%	172
173	Southwest Aeronautics, Math, and Science	< 10		173
174	Southwest Primary Learning Center	< 10		174
175	Southwest Secondary Learning Center	< 10		175
176	Student Athlete Headquarters	< 10		176
177	Taos Academy	< 10		177
178	Taos Integrated School of Arts	< 10		178
179	Taos International School	28	13.5%	179
180	Taos Municipal Charter	Not Reported		180
181	Technology Leadership	43	25.7%	181
182	Tierra Adentro	29	10.4%	182
183	Tierra Encantada Charter School	37	12.0%	183
184	Turquoise Trail Charter School	103	22.5%	184
185	Twenty-First Century	Not Reported		185
186	Vista Grande High School	Not Reported		186
187	Walatowa Charter High	31	67.4%	187
188	William & Josephine Dorn Charter	Not Reported		188
189	STATEWIDE TOTAL	49,736	15.1%	189

Note: School district totals include locally-chartered charter school students.

Source: LESC Analysis of PED Data

Public School Revenue Per Student by State, FY15

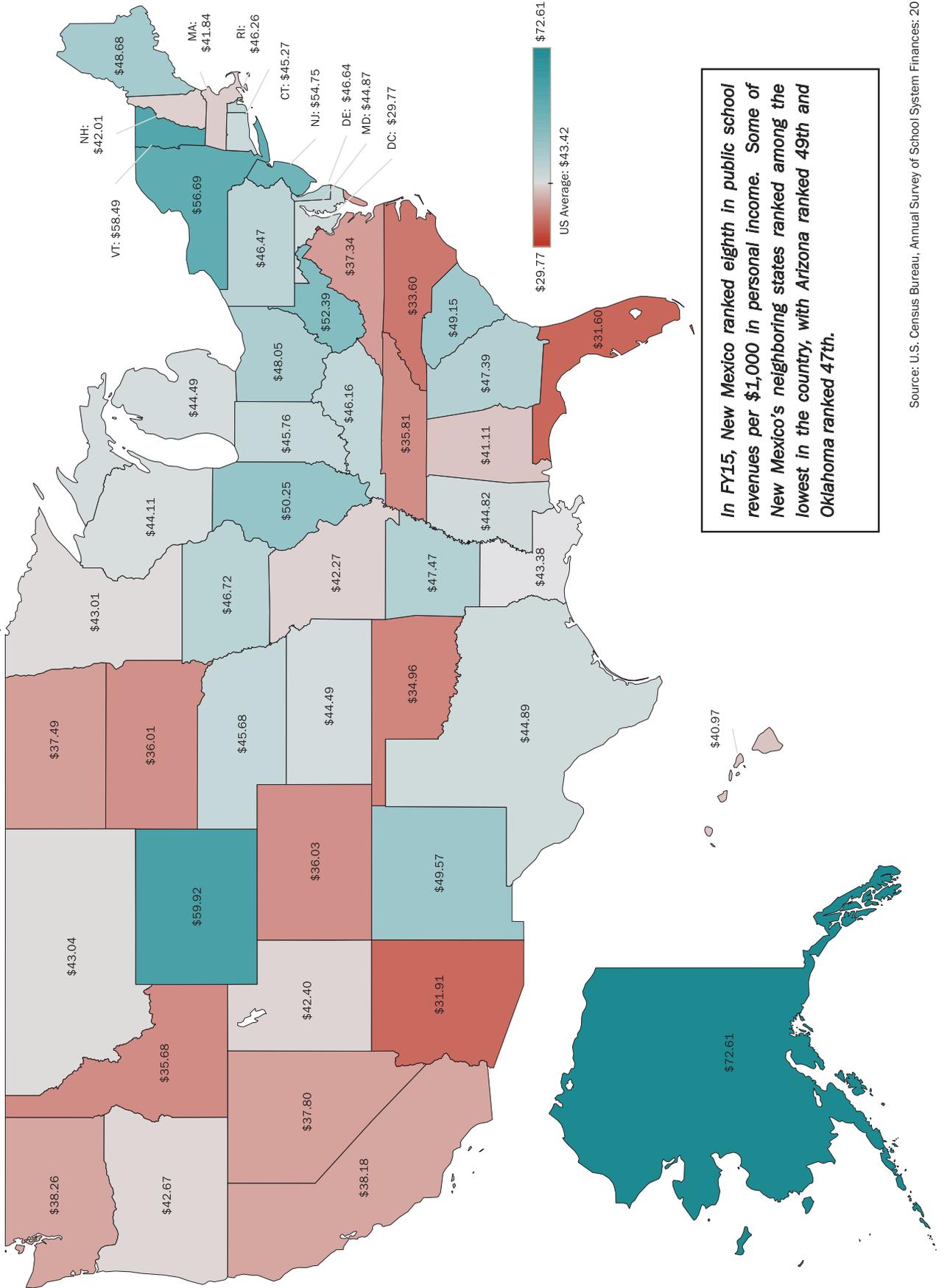
Public School Revenue Per Student, FY15 All Revenue Sources



In FY15, the most recent data available from the U.S. Census Bureau, New Mexico ranked 35th in per student revenues. Schools in southern and western states tended to have lower than average per student revenues. New Mexico provided more per student revenue than all of its neighboring states.

Public School Revenue Per \$1,000 in Personal Income by State, FY15

Public School Revenue Per \$1,000 in Personal Income, FY15
All Revenue Sources



Source: U.S. Census Bureau, Annual Survey of School System Finances: 2015

Recurring General Fund Appropriations, FY09 to FY18

Recurring General Fund Appropriations

(in thousands)

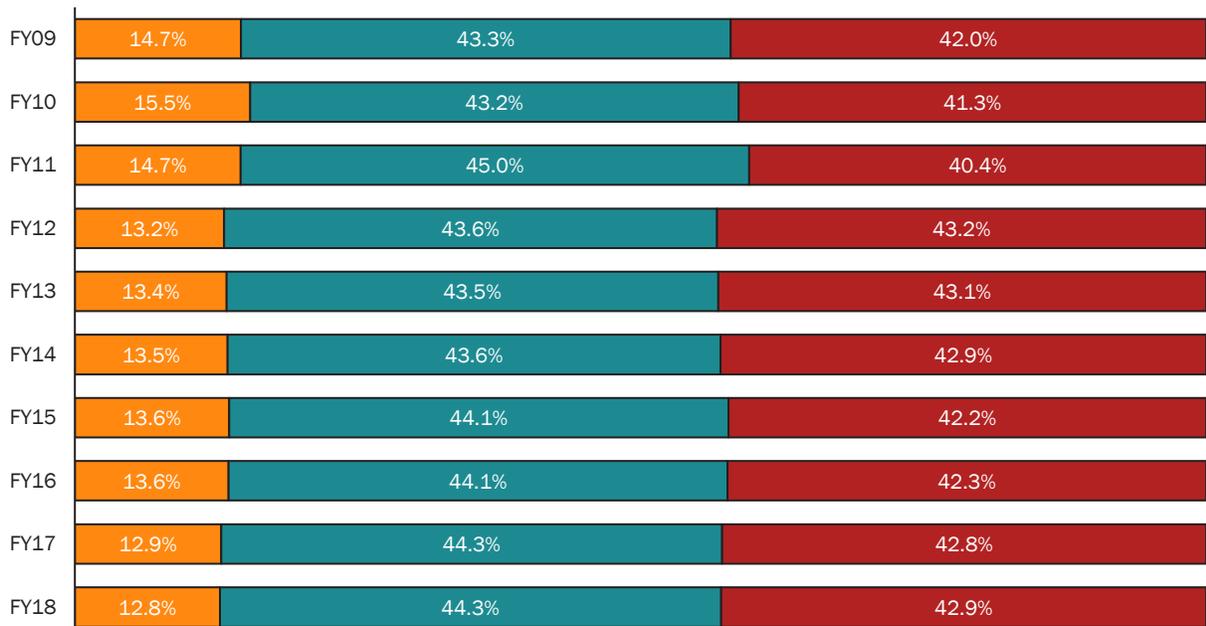
Year	Public Schools ¹	Higher Education	Total Education	Total General Fund Appropriations
FY09	\$2,608,064.2	\$884,845.5	\$3,492,909.7	\$6,026,816.1
FY10	\$2,276,079.3	\$816,389.9	\$3,092,469.2	\$5,269,834.6
FY11	\$2,339,263.2	\$762,281.8	\$3,101,545.0	\$5,202,846.8
FY12	\$2,366,012.0	\$716,565.3	\$3,082,577.3	\$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	\$2,736,289.9	\$843,428.2	\$3,579,718.1	\$6,204,334.3
FY17	\$2,690,429.5	\$786,866.8	\$3,477,296.3	\$6,079,030.8
FY18 ²	\$2,695,525.5	\$779,345.1	\$3,474,870.6	\$6,081,963.0

Source: LFC

¹This table includes only recurring general fund appropriations and excludes all other funds, which in some cases supplant recurring general fund appropriations, including federal American Recovery and Reinvestment Act 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.

Share of Recurring General Fund Appropriations



Higher Education Public Schools Other

Source: LFC

Recurring General Fund Appropriations for Public Education, FY09 to FY18

Recurring General Fund Appropriations for Public Education

(in thousands)

Year	Public School Support	Related Recurring Appropriations	Public Education Department	Total General Fund Appropriations
FY09 ¹	\$2,551,011.5	\$39,608.4	\$17,444.3	\$6,026,816.1
FY10 ²	\$2,230,429.2	\$30,150.7	\$15,499.4	\$5,269,834.6
FY11 ³	\$2,309,175.1	\$16,132.7	\$13,955.4	\$5,202,846.8
FY12	\$2,338,422.0	\$17,055.8	\$10,534.2	\$5,431,388.6
FY13	\$2,402,768.3	\$41,833.5	\$10,739.6	\$5,650,139.2
FY14	\$2,498,741.1	\$57,022.3	\$11,786.1	\$5,893,578.1
FY15	\$2,608,377.6	\$95,122.8	\$11,969.2	\$6,151,134.6
FY16	\$2,623,315.9	\$101,022.7	\$11,951.3	\$6,204,334.3
FY17 ⁴	\$2,580,232.5	\$99,131.7	\$11,065.3	\$6,079,030.8
FY18 ⁵	\$2,596,274.2	\$88,185.0	\$11,065.3	\$6,081,963.0

Source: LFC

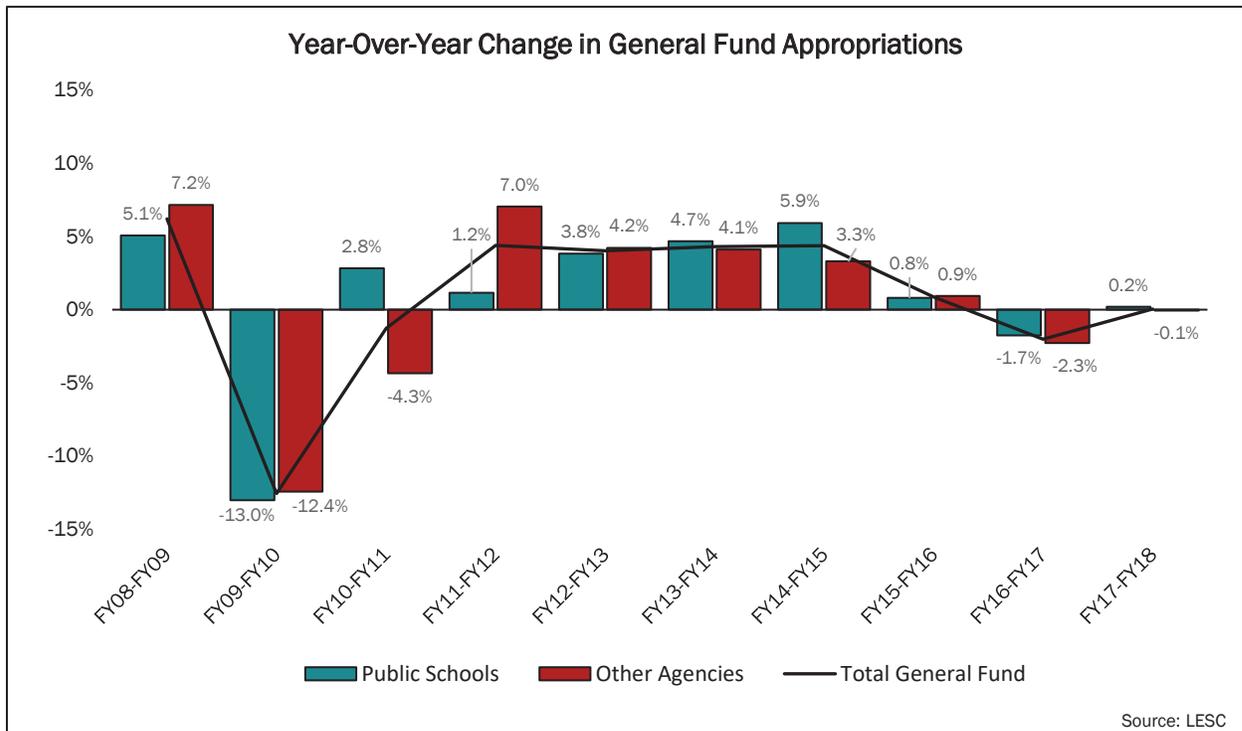
¹The FY09 related recurring appropriations column includes \$1.4 million appropriated directly to regional education cooperatives.

²The FY10 public school support column does not include \$210 million in federal *American Recovery and Reinvestment Act* (ARRA) funds. The FY10 related recurring appropriations column includes \$1.2 million appropriated directly to regional education cooperatives.

³The FY11 public school support column does not include \$24 million in federal ARRA revenue and \$64 million in federal education jobs funds.

⁴The FY17 public school support column does not include \$25 million in public school capital outlay fund revenue.

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



Public School Support and Related Appropriations

Public School Support and Related Appropriations

(in thousands of dollars)

	FY18 OpBud	FY19 PED Request	FY19 Exec. Recommendation	FY19 LFC Recommendation
School Year 2017-2018 Preliminary Unit Value = \$4,053.55				
PROGRAM COST	\$2,550,192.4	\$2,567,558.7	\$2,567,558.7	\$2,567,558.7
Base Adjustment/Reversion Credit				(\$6,000.0)
UNIT CHANGES				
Eliminate Size Adjustment for Special Separate Schools of Alternative Education				(\$6,162.8)
Increase At-Risk Index Factor from 0.106 to 0.130				\$22,541.4
Other Projected Net Unit Changes	(\$3,183.7)			(\$1,066.6)
UNIT VALUE CHANGES				
Insurance			\$3,500.0	\$2,794.3
Fixed Costs				\$4,670.5
Restore Some Special Session Cuts	\$12,000.0			
Section 5 Recurring Special Appropriation to the State Equalization Guarantee	\$8,550.0 ¹		\$30,300.0	
Increase Teacher Salaries 2% and All School Personnel Salaries 1%				
Increase Teacher Minimum Salaries				\$16,622.7 ¹⁰
SUBTOTAL PROGRAM COST	\$2,567,558.7	\$2,567,558.7	\$2,601,358.7	\$2,600,958.2
Dollar Increase/Decrease From Prior Year Appropriation	\$17,366.3	\$0.0	\$33,800.0	\$33,399.5
Percentage Increase/Decrease	0.7%	0.0%	1.3%	1.3%
LESS PROJECTED CREDITS	(\$60,750.0)²	(\$59,000.0)	(\$59,000.0)	(\$59,000.0)
LESS OTHER STATE FUNDS (From Driver's License Fees)	(\$5,000.0)	(\$5,000.0)	(\$5,000.0)	(\$5,000.0)
STATE EQUALIZATION GUARANTEE	\$2,501,808.7	\$2,503,558.7	\$2,537,358.7	\$2,536,958.2
Dollar Increase/Decrease From Prior Year Appropriation	\$20,616.3	\$1,750.0	\$35,550.0	\$35,149.5
Percentage Increase/Decrease	0.8%	0.1%	1.4%	1.4%
CATEGORICAL PUBLIC SCHOOL SUPPORT				
TRANSPORTATION - School District (PED request includes District and Charter)				
Maintenance and Operations	\$61,778.4	\$61,778.4	\$70,461.4	\$67,030.3
Fuel	\$11,092.9	\$11,092.9	\$12,472.7	\$12,035.9
Rental Fees (Contractor-Owned Buses)	\$7,542.6	\$7,542.6	\$8,480.8	\$8,183.8
Subtotal School District Transportation	\$80,413.9³	\$80,413.9	\$91,414.9	\$87,250.1
TRANSPORTATION - State-Chartered Charter School (with language)	\$1,611.3		\$1,748.3	\$1,748.3
Rental Fees (Contractor-Owned Buses)	\$315.7		\$342.5	\$342.5
Subtotal Charter School Transportation	\$1,927.0³			\$2,090.8
SUBTOTAL TRANSPORTATION	\$82,340.9⁴	\$80,413.9⁴	\$91,414.9⁴	\$89,340.9⁴
SUPPLEMENTAL DISTRIBUTIONS				
Out-of-State Tuition	\$300.0	\$300.0	\$300.0	\$300.0
Emergency Supplemental	\$1,000.0	\$3,000.0	\$3,000.0	\$2,000.0
Instructional Material Fund		\$2,500.0 ⁴	\$7,100.0 ⁴	\$6,000.0 ⁴
Dual Credit Instructional Materials	\$1,000.0	\$1,000.0	\$2,000.0	\$1,000.0
PARCC Standards-Based Assessments (English Language Arts and Math)	\$6,000.0	\$6,000.0	\$6,000.0	\$6,000.0
Exemplary Teacher Awards			\$7,000.0	
Indian Education Fund	\$1,824.6 ⁵	\$1,824.6 ⁵	\$1,824.6 ⁵	\$1,824.6 ⁵
TOTAL CATEGORICAL	\$92,465.5	\$95,038.5	\$118,639.5	\$106,465.5
TOTAL PUBLIC SCHOOL SUPPORT	\$2,594,274.2	\$2,598,597.2	\$2,655,998.2	\$2,643,423.7
Dollar Increase/Decrease From Prior Year Appropriation	\$14,041.7	\$4,323.0	\$61,724.0	\$49,149.5
Percentage Increase/Decrease	0.5%	0.2%	2.4%	1.9%

Public School Support and Related Appropriations

(in thousands of dollars)

School Year 2017-2018 Preliminary Unit Value = \$4,053.55

	FY18 OpBud	FY19 PED Request	FY19 Exec. Recommendation	FY19 LFC Recommendation
RELATED REQUESTS: RECURRING				
44 Regional Education Cooperatives Operations	\$935.0	\$1,000.0	\$1,000.0	\$726.6
45 K-3 Plus Fund	\$23,700.0	\$24,000.0	\$24,000.0	\$30,200.0
46 Public Prekindergarten Fund	\$21,000.0 ⁶	\$25,000.0 ⁶	\$29,000.0 ⁶	\$27,500.0 ⁶
47 Early Reading Initiative	\$12,500.0	\$9,137.0	\$12,500.0	\$9,137.0
48 Breakfast for Elementary Students	\$1,600.0	\$1,000.0	\$1,600.0	\$1,600.0
49 Interventions and Support for Students, Struggling Schools, Teachers, Parents	\$15,000.0	\$15,000.0	\$15,000.0	\$3,000.0
50 Truancy and Dropout Prevention Coaches				\$4,350.0
51 Principal Mentorship - Principals Pursuing Excellence				\$2,800.0
52 Teacher Mentorship/Teachers Pursuing Excellence	\$900.0	\$900.0	\$2,000.0	\$2,200.0
53 Science, Technology, Engineering, and Math Initiative	\$1,900.0	\$3,000.0	\$4,000.0	\$3,000.0
54 After-School and Summer Enrichment Programs	\$325.0		\$325.0	
55 NIMTeach Evaluation System	\$4,000.0	\$2,500.0	\$2,500.0	\$2,500.0
56 Teacher and School Leader Preparation Programs	\$2,100.0	\$1,000.0	\$2,100.0	\$1,000.0
57 College Preparation, Career Readiness, and Dropout Prevention	\$2,200.0	\$1,500.0	\$2,200.0	\$1,500.0
58 Advanced Placement	\$825.0	\$825.0	\$1,650.0	\$825.0
59 GRADS - Teen Pregnancy Prevention	\$200.0	\$200.0	\$200.0	\$200.0
60 Stipends for Teachers in Hard to Staff Areas	\$1,000.0	\$800.0	\$1,000.0	
61 TOTAL RELATED APPROPRIATIONS: RECURRING	\$88,185.0	\$85,862.0	\$99,575.0	\$90,538.6
62 Dollar Increase/Decrease From Prior Year Appropriation	(\$2,946.7)	(\$2,323.0)	\$11,390.0	\$2,353.6
63 Percentage Increase	-3.2%	-2.5%	12.9%	2.7%
64 SUBTOTAL PUBLIC EDUCATION FUNDING	\$2,682,459.2	\$2,684,459.2	\$2,755,573.2	\$2,733,962.3
65 Dollar Increase/Decrease From Prior Year Appropriation	\$11,095.0	\$2,000.0	\$73,114.0	\$51,503.1
66 Percentage Increase	0.4%	0.1%	2.7%	1.9%
67 PUBLIC EDUCATION DEPARTMENT	\$11,065.3	\$11,065.3	\$11,065.3	\$11,065.3 ¹¹
68 Dollar Increase/Decrease From Prior Year Appropriation	\$0.0	\$0.0	\$0.0	\$0.0
69 Percentage Increase	0.0%	0.0%	0.0%	0.0%
70 GRAND TOTAL	\$2,693,524.5	\$2,695,524.5	\$2,766,638.5	\$2,745,027.6
71 Dollar Increase/Decrease From Prior Year Appropriation	\$11,095.0	\$2,000.0	\$73,114.0	\$51,503.1
72 Percentage Increase	0.4%	0.1%	2.7%	1.9%
73 SECTION 5 - SPECIAL APPROPRIATION				
74 Sufficiency Lawsuit Fees	\$1,250.0 ⁷	\$1,500.0	\$2,000.0	\$1,000.0
75 Emergency Supplemental Funding for School Districts in FY17 and FY18	\$1,000.0			
76 Emergency Supplemental Funding for School Districts in FY18	\$2,000.0 ¹			
77 Emergency Supplemental Funding for School Districts in FY18 and FY19		\$1,500.0	\$1,500.0	\$1,000.0
78 Emergency Military Base Expansion Support		\$1,500.0	\$1,500.0	\$1,000.0
79				

Source: LESC

Public School Support and Related Appropriations

Public School Support and Related Appropriations

(in thousands of dollars)

Footnotes:

¹Section 5 of the General Appropriation Act of 2017 appropriated \$8.6 million in nonrecurring revenue to the state equalization guarantee and \$2 million in emergency supplemental funding that the Legislative Finance Committee considered to be recurring.

²The GAA of 2017 assumed \$750 thousand in federal Impact Aid credits for state-chartered charter schools pursuant to Laws 2017, Chapter 78 (Senate Bill 135).

³The General Appropriation Act of 2017 included separate transportation distributions for school districts and state-chartered charter schools. The governor vetoed the separate distributions, effectively rendering a single transportation appropriation.

⁴Laws 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 to FY22. The GAA of 2017 appropriated \$14.5 million to school district transportation and \$10.5 million to the instructional material fund from PSCOF and included flexibility language allowing the use of funds appropriated for transportation and instructional materials for either purpose. The FY19 PED request and executive recommendation included \$25 million in PSCOF revenue, \$16.9 million for transportation and \$7.1 million for instructional materials. The FY19 LFC recommendation included \$16 million in PSCOF revenue, \$9.5 million for transportation and \$6.5 million for instructional materials.

⁵The GAA of 2017 included \$675.4 thousand from the Indian education fund balance. The FY19 PED request, executive recommendation, and LFC recommendation continued this appropriation.

⁶The GAA of 2017 included \$3.5 million in temporary assistance for needy families funds for prekindergarten. The FY19 PED request, executive recommendation, and LFC recommendation included this transfer.

⁷The GAA of 2017 authorized PED to use up to \$750 thousand from remaining balances in select initiative appropriations (excluding appropriations for regional education cooperatives, K-3 Plus, prekindergarten, and early reading) for legal fees related to defending the state in *Martinez v. State of New Mexico* (No. D-101-CV-2014-00793) and *Yazzie v. State of New Mexico* (No. D-101-CV-2014-02224).

⁸The LFC recommendation for public school support includes language to ensure that separate schools established for vocational, early college, and credit recovery education and schools with admission criteria other than student residency do not receive size adjustment program units in FY19, consistent with the Public School Finance Act.

⁹The executive recommendation includes an additional \$16.8 million to increase salaries for school personnel by 1 percent. The LFC recommendation includes an additional \$30.2 million in to increase salaries and benefits for school personnel by 1.5 percent.

¹⁰The LFC recommendation for public school support includes language to ensure school districts and charter schools raise minimum teacher salaries from \$34 thousand to \$36 thousand for level 1 teachers, from \$42 thousand to \$44 thousand for level 2 teachers, and from \$52 thousand to \$54 thousand for level 3 teachers.

¹¹The LFC recommendation for the public education department includes \$53.7 thousand for education commission of the states fees.

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

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

10 Year History

Fiscal Year	Program Cost	Units	Unit Value	Credits ¹	State Equalization Guarantee	Percent Change
1 FY08	\$2,303,450,368	631,815	\$3,645.77	\$66,792,782	\$2,256,493,591	6.68%
2 FY09	\$2,421,391,873	625,393	\$3,871.79	\$72,431,667	\$2,348,148,814	4.06%
3 FY10	\$2,381,173,614	627,839	\$3,792.65 ²	\$76,126,605	\$2,315,962,200	-1.37%
4 FY11	\$2,343,371,247	631,267	\$3,712.17 ³	\$77,002,957	\$2,265,292,797	-2.19%
5 FY12	\$2,293,182,700	637,195	\$3,598.87	\$73,939,407	\$2,218,939,680	-2.05%
6 FY13	\$2,332,550,969	634,960	\$3,673.54	\$70,731,647	\$2,261,467,112	1.92%
7 FY14	\$2,413,763,965	632,281	\$3,817.55	\$61,818,035	\$2,351,604,561	3.99%
8 FY15	\$2,539,357,150	633,509	\$4,007.75	\$72,283,546	\$2,466,803,382	4.90%
9 FY16	\$2,548,349,273	632,698	\$4,027.75	\$63,861,243	\$2,484,379,058	0.71%
10 FY17	\$2,510,837,233	630,922	\$3,979.63 ⁵	\$64,998,362	\$2,402,198,647 ⁴	-3.31%

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 final unit value 1.5 percent lower than the initial FY17 unit value of \$4,040.24.

Source: LESC Files

State Equalization Guarantee Computation

State Equalization Guarantee Computation				
	<u>Grade Level/Program Membership</u>		<u>Times</u>	<u>Cost Differential = Units</u>
Basic Program Units	Kindergarten and 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
= TOTAL PROGRAM UNITS				
T&E Adjustment	T&E INDEX MULTIPLIER	→ Times Value from 1.000 - 1.500		
		= ADJUSTED PROGRAM UNITS		
Size Units	Plus			
	Elementary/Jr. High Size Units Senior High 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				

SUM OF UNITS

Program Units

Student Membership and Program Units: 10 Year History

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 ¹	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 ²	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 ³	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 ⁴	329,058	395,643	109,525	20,777	41,422	27,949	24,561	2,465	1,079	623,420

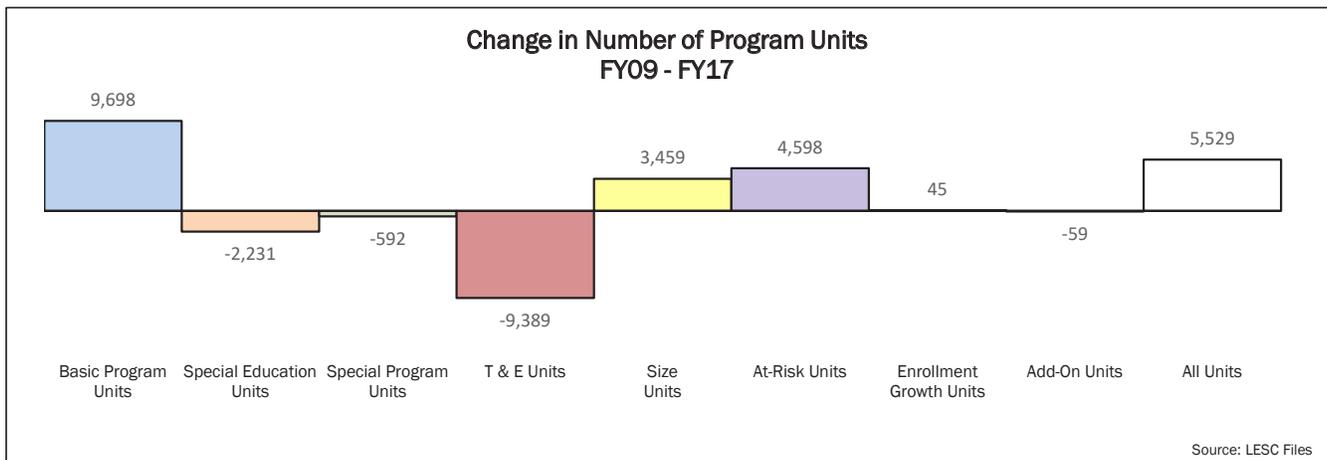
Source: LESC Files

¹Add-on units include program units for national board certified teachers, charter school activities, home school students taking academic courses from a school district, and home school students participating in school district sponsored activities.

²Beginning 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.

³Beginning with FY15, school districts with less than 200 MEM generate additional size adjustment program units, and school districts may generate program units for home school students taking academic courses from a school district.

⁴For FY18, program units are based on preliminary figures.



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 ³	329.1	\$ 1,603,757	\$ 443,965	\$ 84,221	\$ 167,907	\$ 113,292	\$ 99,558	\$ 9,991	\$ 4,374	\$ 2,527,066

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

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

³For FY18, program units are based on preliminary figures and the FY18 preliminary unit value. PED will set the FY18 final unit value in January 2018 based on final program units generated by school districts and charter schools.

Source: LESC Files

Unit Value History

Unit Value History 1974-1975 School Year through 2017-2018 School Year

School Year	Preliminary Unit Value	Final Unit Value	Increase/ Decrease from Previous Year	Percent Difference
1974-1975		\$616.50		
1975-1976		\$703.00	\$86.50	14.0%
1976-1977		\$800.00	\$97.00	13.8%
1977-1978		\$905.00	\$105.00	13.1%
1978-1979		\$1,020.00	\$115.00	12.7%
1979-1980		\$1,145.00	\$125.00	12.3%
1980-1981		\$1,250.00	\$105.00	9.2%
1981-1982		\$1,405.00	\$155.00	12.4%
1982-1983 ¹	\$1,540.00	\$1,511.33	\$106.33	7.6%
1983-1984		\$1,486.00	(\$25.33)	-1.7%
1984-1985		\$1,583.50	\$97.50	6.6%
1985-1986 ²	\$1,608.00	\$1,618.87	\$35.37	2.2%
1986-1987		\$1,612.51	(\$6.36)	-0.4%
1987-1988		\$1,689.00	\$76.49	4.7%
1988-1989		\$1,737.78	\$48.78	2.9%
1989-1990		\$1,811.51	\$73.73	4.2%
1990-1991		\$1,883.74	\$72.23	4.0%
1991-1992		\$1,866.00	(\$17.74)	-0.9%
1992-1993 ³	\$1,851.73	\$1,867.96	\$1.96	0.1%
1993-1994	\$1,927.27	\$1,935.99	\$68.03	3.6%
1994-1995	\$2,015.70	\$2,029.00	\$93.01	4.8%
1995-1996	\$2,113.00	\$2,113.00	\$84.00	4.1%
1996-1997	\$2,125.83	\$2,149.11	\$36.11	1.7%
1997-1998	\$2,175.00	\$2,175.00	\$25.89	1.2%
1998-1999	\$2,322.00	\$2,344.09	\$169.09	7.8%
1999-2000 ⁴	\$2,460.00	\$2,460.00	\$115.91	4.9%
2000-2001	\$2,632.32	\$2,647.56	\$187.56	7.6%
2001-2002	\$2,868.72	\$2,871.01	\$223.45	8.4%
2002-2003	\$2,896.01	\$2,889.89	\$18.88	0.7%
2003-2004	\$2,977.23	\$2,976.20	\$86.31	3.0%
2004-2005	\$3,035.15	\$3,068.70	\$92.50	3.1%
2005-2006 ⁵	\$3,165.02	\$3,198.01	\$129.31	4.2%
2006-2007 ^{5,6}	\$3,444.35	\$3,446.44	\$248.43	7.8%
2007-2008	\$3,645.77	\$3,674.26	\$227.82	6.6%
2008-2009 ⁷	\$3,892.47	\$3,871.79	\$197.53	5.4%
2009-2010	\$3,862.79 ⁸	\$3,792.65 ⁹	(\$79.14)	-2.0%
2010-2011	\$3,712.45 ¹⁰	\$3,712.17 ¹¹	(\$80.48)	-2.1%
2011-2012	\$3,585.97	\$3,598.87	(\$113.30)	-3.1%
2012-2013	\$3,668.18	\$3,673.54	\$74.67	2.1%
2013-2014	\$3,817.55	\$3,817.55	\$144.01	3.9%
2014-2015	\$4,005.75	\$4,007.75	\$190.20	5.0%
2015-2016	\$4,027.75	\$4,037.75	\$30.00	0.7%
2016-2017	\$4,040.24	\$3,979.63 ¹²	(\$28.12)	-0.7%
2017-2018	\$4,053.55		\$73.92	1.9%

Source: LESC Files

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

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

³ The "floating" unit value went into effect.

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

⁵ For FY06, appropriated program cost contains an additional \$51.8 million to implement the third year of the five-year phase-in of the three-tiered licensure system. Although this funding was distributed based on need in FY06, the \$51.8 million was included in the calculation of the unit value in FY07.

⁶ The basis for funding changed to the prior-year average membership of the 80th and 120th school days.

⁷ The 2009 solvency measures resulted in a \$20.68 decrease in the FY09 unit value.

⁸ The FY10 initial unit value included \$256.39 in American Recovery and Reinvestment Act of 2009 (ARRA) funding.

⁹ The final FY10 final unit value included \$334.59 in federal ARRA funding.

¹⁰ The FY11 initial unit value included \$37.70 in federal ARRA funding.

¹¹ The FY11 final unit value included \$37.85 federal ARRA funding and \$101.98 in education jobs funding.

¹² Laws 2016 (2nd S.S.), Chapter 6 directed the secretary of public education to set the final unit value 1.5 percent lower than the initial FY17 unit value.

75 Percent Credits for Local and Federal Revenues

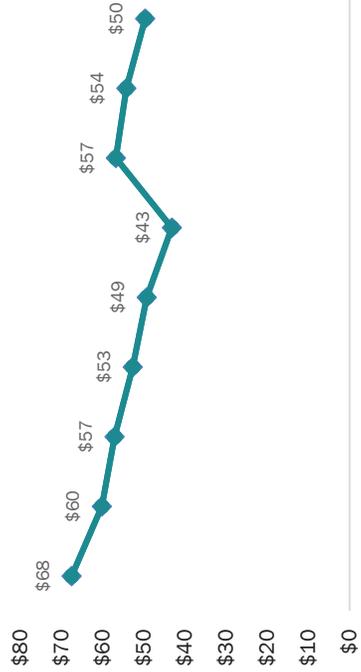
75 Percent Credits for Local and Federal Revenues

	Half Mill	Impact Aid	Forest Reserve	Total	Total Assumed in Budget	Difference
FY09	\$13,252,291	\$67,582,750	\$6,522,085	\$87,357,126	\$55,400,000	\$31,957,126
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					\$60,750,000	

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.

75 Percent Credits for Impact Aid (in millions)



Source: LESC Files

In FY17, many school districts received lower federal forest reserve payments because Congress has not yet reauthorized the Secure Rural Schools and Community Self-Determination Act. Without congressional action, future forest reserve payments will be lower than the amounts seen between FY09 and FY16.

State Equalization Guarantee Credits for Operational Impact Aid

State Equalization Guarantee Credits for Operational Impact Aid By School District

SCHOOL DISTRICT	FY14	FY15	FY16	FY17
1 Alamos Public Schools	\$516,038	\$559,704	\$569,828	\$366,294 ¹
2 Albuquerque Public Schools	\$24,235	\$23,724	\$87,986	\$75,465 ²
3 Bernalillo Public Schools	\$2,543,892	\$2,582,517	\$2,670,779	\$2,701,412 ³
4 Bloomfield Schools	\$283,624	\$448,017	\$441,633	\$245,047 ⁴
5 Central Consolidated Schools	\$12,780,433	\$19,626,940	\$17,063,326	\$13,817,117 ⁵
6 Clovis Municipal Schools	\$81,966	\$66,344	\$64,979	\$68,601 ⁶
7 Cuba Independent Schools	\$473,263	\$656,764	\$628,553	\$721,030 ⁷
8 Dulce Independent Schools	\$2,008,437	\$2,268,737	\$2,323,460	\$2,223,760 ⁸
9 Española Public Schools	\$96,408	\$107,503	\$160,164	\$74,921 ⁹
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 ¹¹
12 Grants-Cibola County Schools	\$801,216	\$2,168,051	\$1,293,151	\$2,035,989 ¹²
13 Jemez Mountain Public Schools	\$132,586	\$238,368	\$172,997	\$178,778 ¹³
14 Jemez Valley Public Schools	\$805,186	\$936,761	\$860,772	\$841,703 ¹⁴
15 Las Cruces Public Schools		\$2,565		
16 Los Alamos Public Schools	\$176,480	\$126,424	\$169,355	\$248,068 ¹⁶
17 Los Lunas Public Schools	\$75,339	\$114,918	\$111,647	\$129,695 ¹⁷
18 Magdalena Municipal Schools	\$239,118	\$332,104	\$332,145	\$294,337 ¹⁸
19 Maxwell Municipal Schools	\$224	\$152	\$264	\$373 ¹⁹
20 Peñasco Independent Schools	\$17,854	\$14,293	\$25,673	\$9,739 ²⁰
21 Pojoaque Valley Public Schools	\$800,706	\$638,188	\$783,933	\$769,306 ²¹
22 Portales Municipal Schools	\$7,162	\$7,278	\$6,720	\$5,492 ²²
23 Raton Public Schools	\$1,415	\$11,149	\$2,691	\$10,186 ²³
24 Ruidoso Municipal Schools	\$379,563	\$228,310	\$307,099	\$198,589 ²⁴
25 Taos Municipal Schools	\$14,488	\$18,642	\$22,584	\$21,204 ²⁵
26 Tularosa Municipal Schools	\$226,259	\$208,777	\$270,878	\$257,557 ²⁶
27 Zuni Public Schools	\$3,739,559	\$4,635,037	\$4,580,090	\$4,312,392 ²⁷
28 STATEWIDE	\$43,242,029	\$56,810,717	\$54,315,844	\$49,700,238 ²⁸

Source: LESC Files

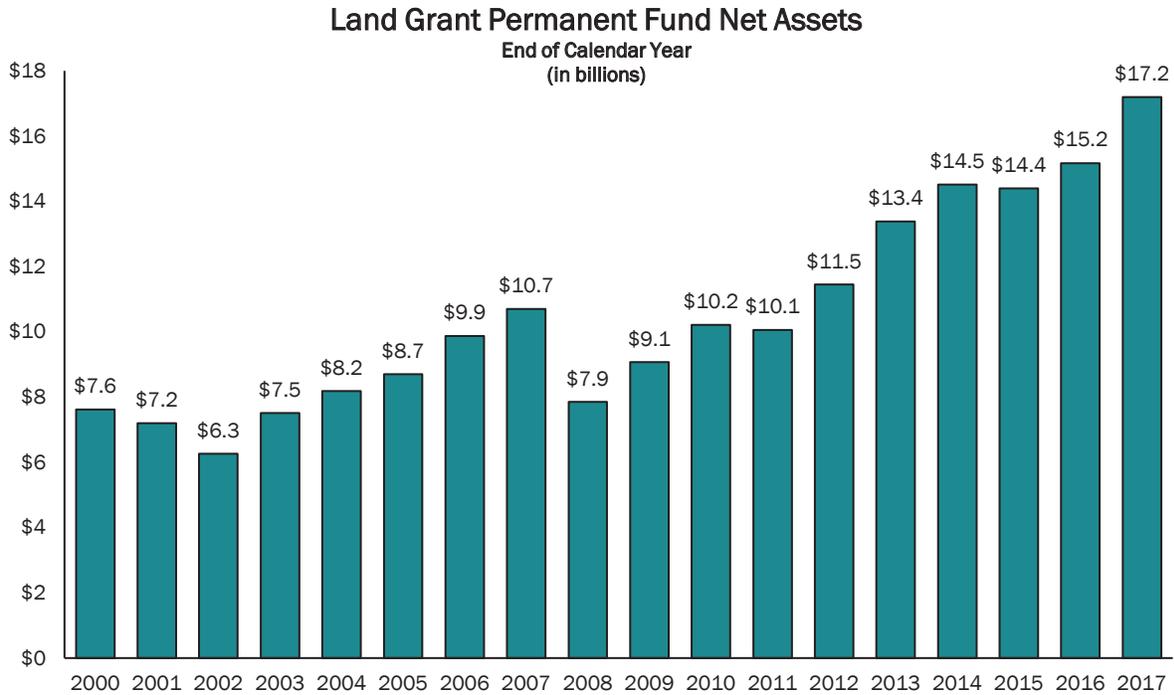
Land Grant Permanent Fund Income Distribution Summary

Land Grant Permanent Fund Balance and Income Distribution Summary FY17 (Unaudited)

Institution	July 1, 2016 Beginning Balance	Percent of Fund	Distribution	Land Transfer	Capital Gain or Loss	Unrealized Gain or Loss	Income Earnings	Ending Balance (Book Value)
Common Schools	\$12,365,060,718	84.8%	(\$541,553,064)	\$414,098,923	\$297,614,022	\$1,294,522,102	\$225,310	\$13,829,968,010
University of NM	\$196,217,049	1.3%	(\$8,514,456)	\$2,192,380	\$4,671,131	\$20,344,608	\$1,649	\$214,912,359
UNM Salline Lands	\$6,512,880	0.0%	(\$285,455)	\$225,937	\$156,842	\$682,298	\$121	\$7,292,624
NM State University	\$62,460,343	0.4%	(\$2,705,732)	\$399,532	\$1,483,546	\$6,464,051	\$393	\$68,102,133
Western NM University	\$3,650,091	0.0%	(\$158,441)	\$39,123	\$86,905	\$378,561	\$30	\$3,996,270
NM Highlands University	\$3,631,168	0.0%	(\$157,623)	\$39,123	\$86,457	\$376,608	\$30	\$3,975,763
Northern NM College	\$2,940,187	0.0%	(\$127,771)	\$39,242	\$70,099	\$305,301	\$28	\$3,227,086
Eastern NM University	\$11,367,016	0.1%	(\$493,586)	\$138,440	\$270,826	\$1,179,411	\$105	\$12,462,213
NM Inst. Mining & Tech	\$27,681,687	0.2%	(\$1,204,282)	\$445,728	\$660,879	\$2,878,454	\$324	\$30,462,790
NM Military Institute	\$451,237,113	3.1%	(\$19,588,299)	\$5,434,948	\$10,744,710	\$46,802,289	\$3,950	\$494,634,711
NM Boys School	\$808,112	0.0%	(\$34,947)	\$825	\$19,149	\$83,472	\$3	\$876,613
DHI Miners Hospital	\$130,068,668	0.9%	(\$5,645,610)	\$1,346,922	\$3,096,210	\$13,489,128	\$1,068	\$142,356,387
NM State Hospital	\$48,146,905	0.3%	(\$2,114,369)	\$1,953,548	\$1,161,926	\$5,054,226	\$1,005	\$54,203,241
NM State Penitentiary	\$277,361,167	1.9%	(\$12,069,513)	\$4,484,368	\$6,623,025	\$28,839,918	\$2,957	\$305,241,922
NM School for the Deaf	\$274,829,807	1.9%	(\$11,943,794)	\$3,952,612	\$6,553,230	\$28,540,055	\$2,738	\$301,934,648
School for Visually Impaired	\$274,243,368	1.9%	(\$11,918,496)	\$3,955,458	\$6,539,377	\$28,479,619	\$2,737	\$301,302,063
Charitable Penal & Reform	\$115,731,138	0.8%	(\$5,016,585)	\$872,242	\$2,750,812	\$11,985,296	\$797	\$126,323,699
Water Reservoir	\$145,905,868	1.0%	(\$6,320,881)	\$937,849	\$3,465,687	\$15,101,167	\$926	\$159,090,617
Improve Rio Grande	\$32,645,439	0.2%	(\$1,414,189)	\$207,610	\$775,348	\$3,378,595	\$206	\$35,593,009
Public Bldgs. Cap. Inc.	\$156,138,060	1.1%	(\$6,798,552)	\$3,212,079	\$3,730,914	\$16,246,483	\$1,799	\$172,530,783
Carrie Tingley Hospital	\$203,961	0.0%	(\$8,812)	\$0	\$4,829	\$21,050	\$1	\$221,028
Total	\$14,586,840,746		(\$638,074,458)	\$443,976,889	\$350,565,924	\$1,525,152,690	\$246,180	\$16,288,707,971

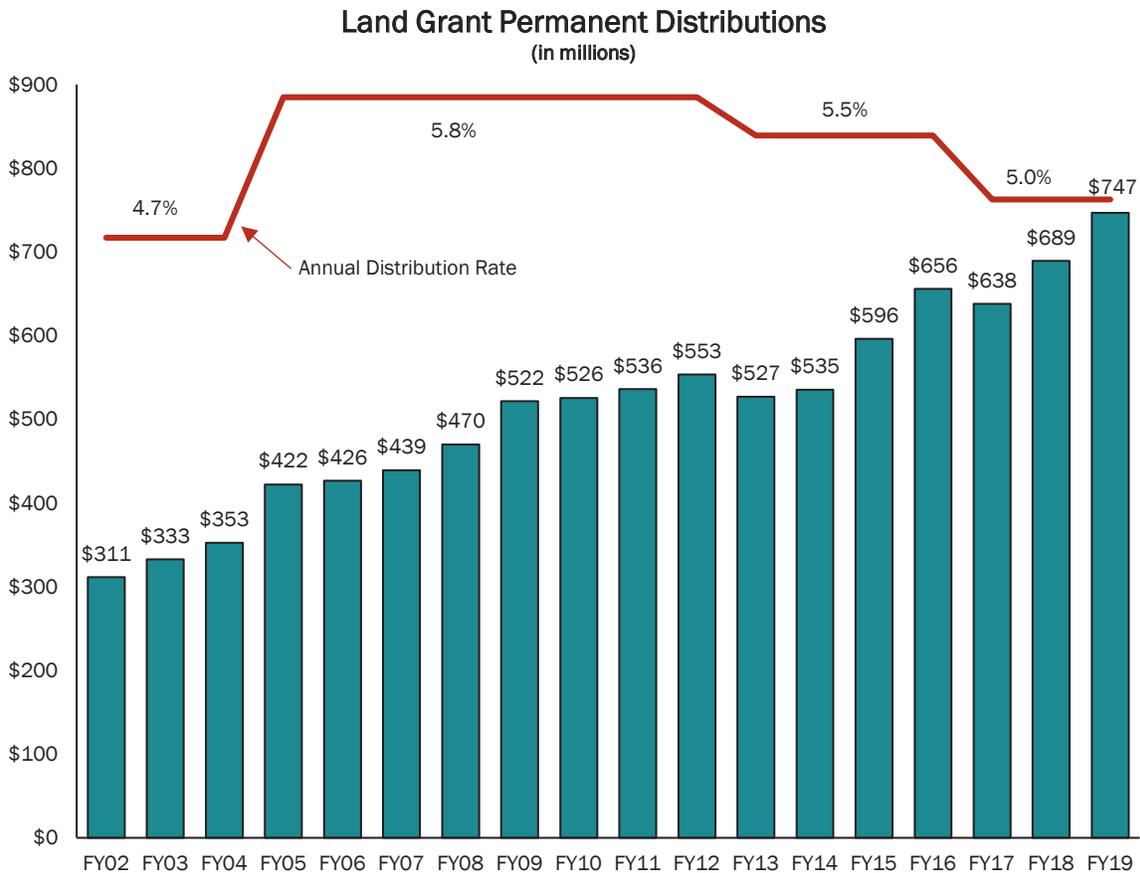
Source: State Investment Council and LFC

Land Grant Permanent Fund Net Assets



Source: State Investment Council

Land Grant Permanent Fund Distributions

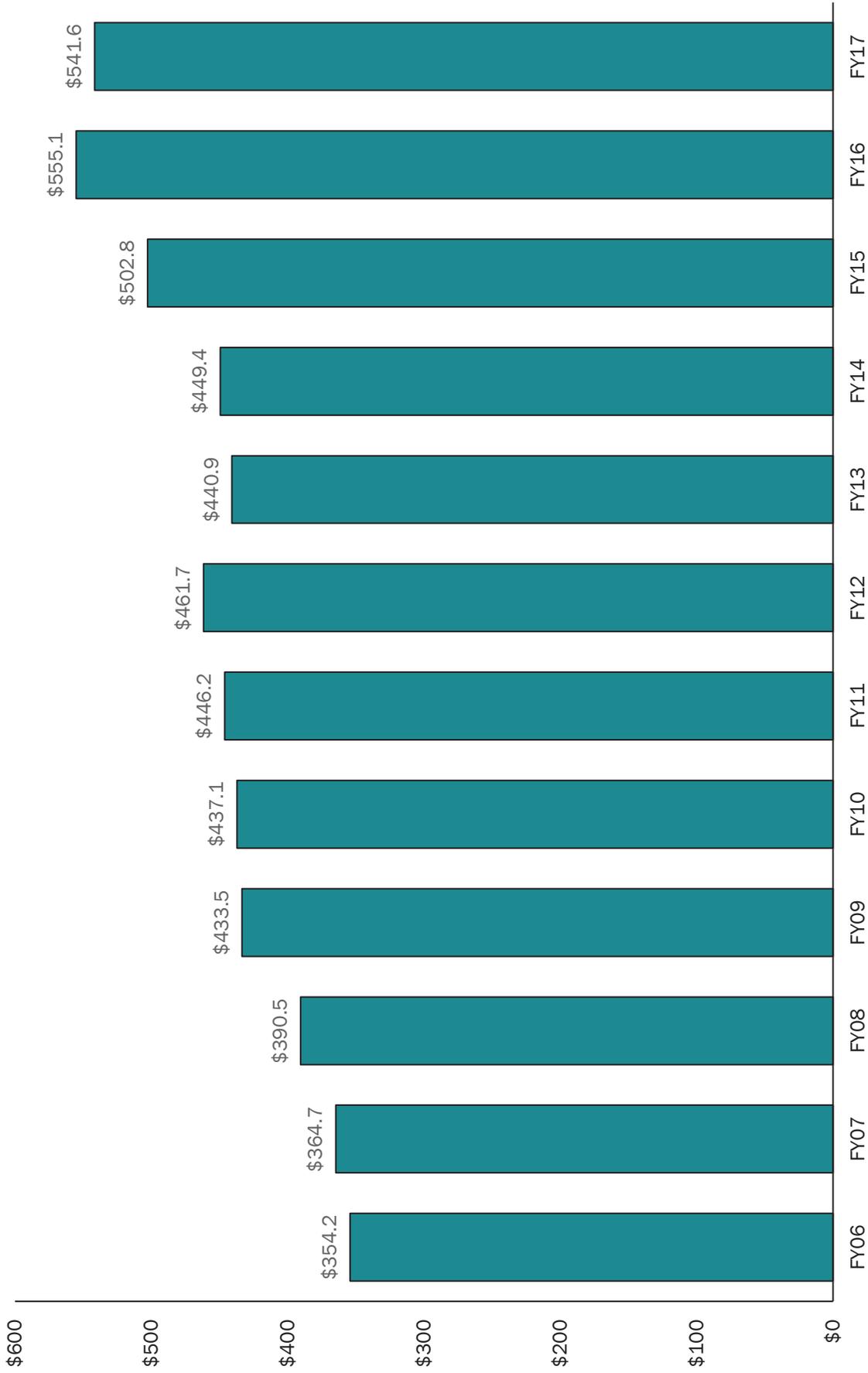


The annual distribution rate from the land grant permanent fund is based on a percentage of the average year end market value from the previous five years. This rate is set by the New Mexico Constitution.

Source: State Investment Council

Land Grant Permanent Fund Distributions for Public Schools

Land Grant Permanent Fund: Distributions for Public Schools
FY06 to FY17 (unaudited)
(in millions)



Source: LFC

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

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

FY09 through FY18 (Budgeted)

SCHOOL DISTRICT	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY08-FY17
1 Belen									\$169,803		\$169,803
2 Carrizozo				\$99,550	\$265,000	\$233,000			\$62,563		\$660,113
3 Chama Valley		\$580,000	\$475,000	\$372,420	\$507,122	\$426,000	\$589,000	\$330,850	\$641,079	\$585,827	\$4,507,298
4 Cimarron		\$220,000	\$295,000		\$157,702	\$210,000					\$842,702
5 Corona	\$575,000	\$610,000	\$670,000	\$518,060	\$513,500	\$698,700	\$156,800	\$228,750	\$281,008	\$325,307	\$4,577,125
6 Des Moines	\$371,000	\$400,000	\$467,839	\$575,000	\$600,000	\$362,000	\$203,000	\$64,550	\$61,882	\$103,003	\$3,208,274
7 Dexter		\$270,000									\$270,000
8 Elida	\$303,000	\$280,000	\$250,000	\$50,000	\$97,588	\$238,250					\$1,218,838
9 Ft. Sumner	\$215,000	\$320,000	\$231,106	\$265,000	\$123,000	\$208,000					\$1,362,106
10 Gadsden	\$485,916	\$3,000,000									\$3,485,916
11 Gallup-McKinley			\$350,000				\$171,000	\$193,930			\$350,000
12 Grady	\$275,000	\$285,000	\$373,085	\$495,000	\$559,688	\$444,000			\$98,991		\$2,895,694
13 Hatch Valley	\$50,000		\$150,000								\$200,000
14 Hondo Valley	\$200,000	\$270,000	\$184,581	\$237,100	\$203,284	\$273,744	\$99,920	\$99,920	\$166,734	\$133,841	\$1,769,204
15 House	\$284,000	\$250,000	\$280,000	\$175,000	\$259,945	\$518,000			\$230,321	\$221,682	\$2,218,948
16 Jemez Mountain	\$835,000	\$1,585,000									\$2,420,000
17 Lake Arthur	\$680,000	\$860,000	\$860,000	\$812,000	\$555,470	\$284,542	\$45,000	\$115,000	\$144,938	\$130,788	\$4,487,738
18 Las Vegas City		\$200,000			\$750,000	\$300,000	\$200,000				\$1,250,000
19 Logan	\$120,000										\$320,000
20 Lordsburg									\$234,750		\$234,750
21 Magdalena								\$22,120			\$22,120
22 Maxwell	\$525,000	\$530,000	\$464,668	\$500,000	\$461,000	\$450,000	\$178,000	\$176,550	\$420,779	\$358,221	\$4,064,218
23 Melrose				\$135,000	\$252,794	\$374,000	\$381,000	\$385,700	\$480,574	\$401,767	\$2,410,835
24 Mesa Vista				\$185,000	\$68,000	\$225,000	\$237,000	\$275,000			\$990,000
25 Moriarty										\$400,112	\$400,112
26 Mosquero	\$485,000	\$550,000	\$510,000	\$501,800	\$335,000	\$627,000	\$75,000	\$75,000			\$3,158,800
27 Quemado	\$100,000	\$100,000	\$176,048	\$140,000	\$170,473	\$268,951	\$625,000	\$363,820	\$328,872	\$454,793	\$2,627,957
28 Questa	\$115,000	\$100,000					\$150,000	\$567,720	\$77,512		\$860,232
29 Raton							\$481,000	\$113,550	\$352,126	\$157,874	\$810,000
30 Reserve		\$100,000	\$145,000	\$121,000	\$275,389	\$315,000	\$481,000	\$113,550	\$448,462	\$274,534	\$2,273,935
31 Rio Rancho		\$700,000									\$700,000
32 Roy	\$355,000	\$700,000	\$600,000	\$1,142,554		\$760,981				\$183,052	\$3,741,587
33 San Jon						\$200,000					\$200,000
34 Silver City			\$277,614								\$277,614
35 Socorro					\$300,000						\$300,000
36 Springer	\$221,000	\$370,000	\$125,000		\$146,000	\$153,016					\$1,015,016
37 Taos		\$900,000	\$350,000								\$1,250,000
38 Vaughn	\$436,000	\$585,000	\$340,000	\$516,600	\$327,000	\$415,421	\$176,500				\$2,796,521
39 Wagon Mound	\$560,000		\$480,000	\$525,000	\$748,000	\$830,000	\$348,000	\$366,900	\$442,925	\$474,033	\$4,774,858
40 West Las Vegas	\$250,000	\$445,000	\$116,704	\$395,040	\$609,000	\$200,000					\$2,015,744
41 STATEWIDE	\$7,340,916	\$14,210,000	\$8,131,645	\$7,761,124	\$8,284,955	\$9,015,605	\$4,016,300	\$3,529,360	\$4,643,320	\$4,204,834	\$71,138,059

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

Out of State Tuition

SCHOOL DISTRICT	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY08-FY17
42 Alamogordo	\$4,068	\$6,656	\$32,142	\$39,084	\$22,464	\$22,352	\$22,464	\$22,464	\$32,669	\$0	\$241,235
43 Lordsburg	\$310,716	\$339,294	\$300,758	\$263,347	\$240,580	\$247,091	\$245,464	\$303,954	\$267,331	\$0	\$3,408,133
44 TOTAL	\$314,784	\$345,950	\$332,900	\$302,431	\$263,044	\$269,443	\$267,928	\$326,418	\$300,000	\$0	\$3,649,368

Source: LESC and LFC Files

Instructional Staff Training and Experience Index, FY09 through FY18

Instructional Staff Training and Experience Index

FY09 through FY18

School District or Charter School	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
SCHOOL DISTRICTS										
Alamogordo Public Schools	1.098	1.094	1.091	1.091	1.095	1.090	1.079	1.070	1.059	1.050
Albuquerque Public Schools	1.088	1.087	1.088	1.092	1.092	1.088	1.081	1.069	1.067	1.066
Animas Public Schools	1.268	1.255	1.249	1.264	1.283	1.212	1.214	1.125	1.158	1.134
Artesia Public Schools	1.143	1.160	1.153	1.154	1.157	1.138	1.126	1.115	1.102	1.112
Aztec Municipal Schools	1.104	1.104	1.113	1.112	1.104	1.086	1.086	1.082	1.077	1.073
Belen Consolidated Schools	1.070	1.076	1.089	1.096	1.091	1.090	1.091	1.088	1.089	1.074
Bernalillo Public Schools	1.144	1.133	1.122	1.118	1.107	1.120	1.109	1.090	1.075	1.067
Bloomfield Schools	1.099	1.105	1.104	1.097	1.108	1.090	1.077	1.068	1.078	1.073
Capitan Municipal Schools	1.144	1.150	1.181	1.158	1.134	1.145	1.157	1.143	1.162	1.110
Carlsbad Municipal Schools	1.272	1.274	1.275	1.256	1.261	1.256	1.236	1.221	1.216	1.202
Carrizozo Municipal Schools	1.201	1.212	1.178	1.143	1.180	1.144	1.145	1.109	1.105	1.116
Central Consolidated Schools	1.134	1.121	1.125	1.144	1.134	1.130	1.127	1.113	1.088	1.091
Chama Valley Independent Schools	1.161	1.163	1.192	1.117	1.096	1.087	1.121	1.112	1.094	1.079
Cimarron Municipal Schools	1.177	1.117	1.102	1.167	1.158	1.110	1.097	1.127	1.080	1.107
Clayton Municipal Schools	1.107	1.129	1.132	1.175	1.115	1.100	1.100	1.094	1.074	1.098
Cloudcroft Municipal Schools	1.182	1.179	1.155	1.140	1.160	1.130	1.142	1.131	1.117	1.150
Clovis Municipal Schools	1.074	1.070	1.071	1.076	1.083	1.071	1.055	1.038	1.048	1.049
Cobre Consolidated Schools	1.193	1.169	1.164	1.169	1.159	1.164	1.157	1.153	1.133	1.119
Corona Municipal Schools	1.115	1.058	1.078	1.102	1.125	1.114	1.122	1.148	1.155	1.145
Cuba Independent Schools	1.122	1.138	1.145	1.134	1.112	1.159	1.131	1.110	1.098	1.080
Deming Public Schools	1.081	1.082	1.082	1.100	1.084	1.082	1.086	1.080	1.066	1.084
Des Moines Municipal Schools	1.080	1.064	1.038	1.084	1.046	1.050	1.000	1.053	1.036	1.057
Dexter Consolidated Schools	1.052	1.067	1.086	1.086	1.067	1.060	1.088	1.101	1.117	1.118
Dora Municipal Schools	1.255	1.178	1.159	1.147	1.152	1.156	1.176	1.112	1.133	1.111
Dulce Independent Schools	1.066	1.111	1.155	1.110	1.126	1.090	1.123	1.146	1.146	1.136
Elida Municipal Schools	1.079	1.062	1.092	1.122	1.136	1.095	1.067	1.078	1.054	1.070
Española Public Schools	1.091	1.100	1.103	1.122	1.105	1.114	1.108	1.096	1.101	1.104
Estancia Municipal Schools	1.107	1.104	1.095	1.084	1.107	1.110	1.102	1.107	1.089	1.062
Eunice Municipal Schools	1.084	1.073	1.067	1.078	1.084	1.091	1.090	1.085	1.054	1.068
Farmington Municipal Schools	1.096	1.090	1.096	1.098	1.090	1.085	1.083	1.069	1.069	1.076
Floyd Municipal Schools	1.111	1.092	1.117	1.150	1.150	1.160	1.181	1.171	1.130	1.120
Fort Sumner Municipal Schools	1.232	1.234	1.233	1.214	1.257	1.217	1.209	1.172	1.111	1.079
Gadsden Independent Schools	1.070	1.066	1.078	1.091	1.094	1.077	1.070	1.062	1.064	1.063
Gallup-McKinley County Schools	1.078	1.077	1.078	1.074	1.083	1.087	1.089	1.085	1.083	1.065
Grady Municipal Schools	1.137	1.144	1.212	1.156	1.151	1.114	1.011	1.033	1.068	1.090
Grants-Cibola County Schools	1.141	1.140	1.148	1.139	1.137	1.130	1.134	1.113	1.116	1.118
Hagerman Municipal Schools	1.031	1.041	1.063	1.073	1.038	1.016	1.091	1.085	1.101	1.113
Hatch Valley Public Schools	1.130	1.106	1.040	1.055	1.067	1.046	1.047	1.034	1.040	1.050
Hobbs Municipal Schools	1.095	1.090	1.099	1.106	1.108	1.095	1.079	1.080	1.083	1.078
Hondo Valley Public Schools	1.090	1.116	1.133	1.107	1.119	1.163	1.168	1.163	1.129	1.197
House Municipal Schools	1.068	1.125	1.130	1.090	1.147	1.142	1.165	1.160	1.170	1.127
Jal Public Schools	1.168	1.177	1.151	1.130	1.127	1.120	1.075	1.018	1.070	1.054
Jemez Mountain Public Schools	1.095	1.041	1.043	1.069	1.114	1.079	1.126	1.173	1.156	1.145
Jemez Valley Public Schools	1.084	1.071	1.119	1.149	1.101	1.101	1.025	1.089	1.089	1.107
Lake Arthur Municipal Schools	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.071	1.077	1.088
Las Cruces Public Schools	1.082	1.087	1.087	1.096	1.099	1.086	1.084	1.087	1.081	1.080
Las Vegas City Public Schools	1.116	1.145	1.176	1.157	1.130	1.118	1.122	1.137	1.132	1.121
Logan Municipal Schools	1.217	1.181	1.152	1.170	1.162	1.165	1.151	1.133	1.144	1.146
Lordsburg Municipal Schools	1.136	1.125	1.110	1.133	1.070	1.027	1.041	1.008	1.014	1.046
Los Alamos Public Schools	1.158	1.152	1.153	1.145	1.152	1.130	1.131	1.119	1.122	1.111
Los Lunas Public Schools	1.101	1.098	1.096	1.117	1.106	1.106	1.090	1.079	1.072	1.058
Loving Municipal Schools	1.161	1.149	1.127	1.149	1.152	1.090	1.071	1.087	1.124	1.158
Lovington Municipal Schools	1.093	1.088	1.094	1.112	1.119	1.124	1.115	1.112	1.101	1.077
Magdalena Municipal Schools	1.089	1.086	1.092	1.102	1.113	1.096	1.109	1.102	1.069	1.098
Maxwell Municipal Schools	1.163	1.094	1.095	1.137	1.136	1.104	1.128	1.172	1.105	1.098
Melrose Public Schools	1.178	1.163	1.154	1.121	1.105	1.074	1.024	1.033	1.041	1.047
Mesa Vista Consolidated Schools	1.082	1.101	1.095	1.083	1.118	1.101	1.132	1.123	1.109	1.071
Mora Independent Schools	1.120	1.163	1.147	1.146	1.125	1.124	1.117	1.104	1.095	1.114
Moriarty-Edgewood School District	1.102	1.110	1.102	1.098	1.095	1.094	1.098	1.070	1.072	1.071
Mosquero Municipal Schools	1.118	1.086	1.120	1.095	1.056	1.063	1.063	1.094	1.106	1.113
Mountainair Public Schools	1.104	1.139	1.148	1.157	1.133	1.133	1.111	1.121	1.074	1.039
Pecos Independent Schools	1.096	1.132	1.174	1.115	1.119	1.099	1.085	1.104	1.106	1.094
Peñasco Independent Schools	1.169	1.182	1.165	1.184	1.178	1.229	1.147	1.104	1.053	1.054
Pojoaque Valley Public Schools	1.119	1.098	1.097	1.127	1.124	1.113	1.102	1.093	1.072	1.077
Portales Municipal Schools	1.093	1.089	1.093	1.086	1.086	1.095	1.085	1.084	1.092	1.089

Instructional Staff Training and Experience Index, FY09 through FY18

Instructional Staff Training and Experience Index FY09 through FY18

School District or Charter School	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18	
67 Quemado Independent Schools	1.058	1.114	1.142	1.136	1.112	1.119	1.047	1.060	1.084	1.032	67
68 Questa Independent Schools	1.113	1.101	1.123	1.124	1.096	1.057	1.087	1.081	1.120	1.109	68
69 Raton Public Schools	1.141	1.125	1.098	1.091	1.108	1.108	1.112	1.112	1.112	1.096	69
70 Reserve Public Schools	1.168	1.173	1.170	1.171	1.183	1.137	1.079	1.123	1.098	1.116	70
71 Rio Rancho Public Schools	1.062	1.069	1.089	1.100	1.096	1.086	1.085	1.093	1.094	1.099	71
72 Roswell Independent Schools	1.089	1.085	1.081	1.077	1.069	1.062	1.049	1.045	1.032	1.020	72
73 Roy Municipal Schools	1.074	1.097	1.171	1.140	1.101	1.112	1.120	1.154	1.110	1.126	73
74 Ruidoso Municipal Schools	1.196	1.188	1.164	1.162	1.151	1.138	1.120	1.085	1.077	1.106	74
75 San Jon Municipal Schools	1.268	1.253	1.266	1.262	1.281	1.304	1.237	1.229	1.224	1.161	75
76 Santa Fe Public Schools	1.085	1.087	1.078	1.079	1.085	1.085	1.087	1.088	1.090	1.077	76
77 Santa Rosa Consolidated Schools	1.110	1.094	1.104	1.059	1.059	1.049	1.061	1.063	1.034	1.039	77
78 Silver Consolidated Schools	1.213	1.207	1.207	1.182	1.198	1.180	1.159	1.152	1.156	1.142	78
79 Socorro Consolidated Schools	1.054	1.050	1.081	1.085	1.086	1.063	1.090	1.080	1.088	1.070	79
80 Springer Municipal Schools	1.065	1.069	1.078	1.096	1.100	1.100	1.080	1.097	1.067	1.059	80
81 Taos Municipal Schools	1.096	1.085	1.087	1.087	1.098	1.090	1.084	1.072	1.085	1.084	81
82 Tatum Municipal Schools	1.265	1.247	1.292	1.307	1.281	1.255	1.273	1.251	1.261	1.246	82
83 Texico Municipal Schools	1.239	1.225	1.230	1.246	1.259	1.251	1.259	1.248	1.220	1.210	83
84 Truth or Consequences Municipal Schools	1.081	1.084	1.059	1.089	1.086	1.083	1.078	1.076	1.069	1.071	84
85 Tucumcari Public Schools	1.133	1.116	1.103	1.071	1.082	1.129	1.137	1.126	1.135	1.143	85
86 Tularosa Municipal Schools	1.160	1.147	1.160	1.184	1.165	1.145	1.138	1.143	1.105	1.129	86
87 Vaughn Municipal Schools	1.096	1.147	1.078	1.123	1.126	1.073	1.117	1.107	1.094	1.157	87
88 Wagon Mound Public Schools	1.149	1.166	1.201	1.221	1.224	1.201	1.199	1.215	1.169	1.206	88
89 West Las Vegas Public Schools	1.129	1.130	1.127	1.112	1.129	1.131	1.144	1.147	1.139	1.134	89
90 Zuni Public Schools	1.105	1.090	1.111	1.107	1.080	1.080	1.071	1.097	1.061	1.108	90
91 CHARTER SCHOOLS											91
92 Academy for Technology and the Classics	1.085	1.085	1.085	1.054	1.057	1.016	1.024	1.046	1.049	1.105	92
93 Academy of Trades and Tech	1.088	1.088	1.088	1.000	1.000	1.000	1.000	1.000	1.000	1.000	93
94 ACE Leadership High School			1.088	1.107	1.086	1.120	1.132	1.180	1.081	1.089	94
95 Albuquerque Charter Academy (Sia Tech)	1.088	1.088	1.088	1.084	1.134	1.126	1.125	1.148	1.120	1.127	95
96 Albuquerque Institute of Math & Science	1.088	1.170	1.122	1.133	1.087	1.108	1.104	1.126	1.154	1.218	96
97 Albuquerque School of Excellence			1.088	1.000	1.000	1.000	1.001	1.000	1.000	1.000	97
98 Albuquerque Sign Language Academy			1.088	1.108	1.038	1.033	1.013	1.073	1.034	1.086	98
99 Albuquerque Talent Development Charter	1.088	1.090	1.088	1.000	1.068	1.079	1.176	1.081	1.055	1.000	99
100 Aldo Leopold Charter	1.213	1.213	1.216	1.168	1.204	1.170	1.196	1.148	1.099	1.123	100
101 Alice King Community School	1.088	1.088	1.088	1.000	1.000	1.005	1.022	1.061	1.056	1.076	101
102 Alma D'Arte Charter	1.082	1.082	1.083	1.098	1.077	1.093	1.079	1.068	1.092	1.109	102
103 Amy Biehl Charter High School	1.088	1.088	1.088	1.025	1.065	1.076	1.082	1.074	1.089	1.052	103
104 Anansi Charter School	1.096	1.106	1.165	1.225	1.183	1.177	1.090	1.098	1.109	1.069	104
105 Anthony Charter School		1.066	1.000	1.000	1.000	1.008	1.000	1.000	1.021	1.142	105
106 ASK Academy			1.089	1.173	1.195	1.134	1.051	1.045	1.054	1.132	106
107 Cariños Charter School	1.091	1.100	1.156	1.039	1.147	1.112	1.114	1.105	1.101	1.205	107
108 Cesar Chavez Community School		1.139	1.130	1.042	1.058	1.095	1.111	1.094	1.079	1.047	108
109 Christine Duncan Heritage Academy	1.088	1.088	1.119	1.137	1.017	1.131	1.116	1.053	1.177	1.118	109
110 Cien Aguas International		1.087	1.124	1.156	1.180	1.182	1.111	1.096	1.104	1.066	110
111 Coral Community Charter					1.092	1.276	1.000	1.000	1.052	1.014	111
112 Corrales International	1.088	1.190	1.120	1.111	1.130	1.070	1.088	1.001	1.012	1.065	112
113 Cottonwood Classical Prep	1.088	1.088	1.088	1.024	1.022	1.046	1.053	1.048	1.071	1.088	113
114 Cottonwood Valley Charter	1.054	1.117	1.086	1.000	1.008	1.013	1.079	1.077	1.070	1.034	114
115 Dzit Dit Lool DEAP								1.085	1.000	1.000	115
116 Deming Cesar Chavez	1.081	1.081	1.081	1.195	1.000	1.119	1.061	1.014	1.092	1.075	116
117 Digital Arts And Technology	1.088	1.088	1.088	1.000	1.000	1.010	1.025	1.000	1.068	1.073	117
118 Dream Dine							1.037	1.500	1.000	1.332	118
119 East Mountain High School	1.088	1.088	1.088	1.050	1.067	1.060	1.104	1.065	1.112	1.131	119
120 El Camino Real Academy	1.088	1.088	1.088	1.000	1.000	1.000	1.000	1.000	1.000	1.018	120
121 Estancia Valley Classical Academy					1.095	1.000	1.000	1.000	1.002	1.000	121
122 Explore Academy							1.081	1.065	1.043	1.086	122
123 Gilbert L Sena Charter HS		1.185	1.244	1.228	1.215	1.133	1.122	1.085	1.101	1.112	123
124 Gordon Bernell Charter	1.088	1.135	1.168	1.198	1.113	1.092	1.111	1.122	1.178	1.186	124
125 GREAT Academy				1.092	1.000	1.000	1.000	1.000	1.000	1.000	125
126 Health Leadership High School						1.088	1.070	1.206	1.161	1.167	126
127 Horizon Academy West	1.088	1.088	1.088	1.090	1.091	1.113	1.142	1.116	1.106	1.111	127
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	128
129 J Paul Taylor Academy				1.096	1.053	1.004	1.060	1.000	1.000	1.037	129
130 Jefferson Montessori	1.272	1.272	1.272	1.000	1.000	1.067	1.069	1.072	1.055	1.016	130
131 La Academia De Esperanza	1.088	1.088	1.088	1.000	1.055	1.040	1.039	1.062	1.060	1.077	131
132 La Academia Dolores Huerta	1.082	1.107	1.132	1.082	1.127	1.148	1.018	1.040	1.000	1.059	132

Instructional Staff Training and Experience Index, FY09 through FY18

Instructional Staff Training and Experience Index FY09 through FY18

School District or Charter School	FY09	FY10	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY18
133 La Promesa Early Learning	1.088	1.088	1.088	1.000	1.003	1.034	1.041	1.015	1.008	1.097
134 La Resolana Leadership	1.088	1.088	1.088	1.000	1.000	1.000	1.000	1.005	1.081	1.066
135 La Tierra Montessori School					1.105	1.100	1.000	1.047	1.025	1.000
136 Las Montañas Charter	1.082	1.082	1.082	1.000	1.022	1.111	1.041	1.026	1.038	1.105
137 Lindrith Area Heritage	1.095	1.275	1.253	1.052	1.000	1.244	1.258	1.273	1.279	1.280
138 Los Puentes Charter	1.088	1.088	1.088	1.059	1.089	1.060	1.063	1.077	1.090	1.149
139 MASTERS Program			1.078	1.025	1.013	1.076	1.132	1.129	1.133	1.116
140 McCurdy Charter School					1.105	1.051	1.012	1.030	1.043	1.040
141 Media Arts Collaborative	1.088	1.088	1.088	1.006	1.000	1.018	1.022	1.031	1.007	1.000
142 Middle College High	1.078	1.078	1.099	1.093	1.119	1.160	1.152	1.286	1.270	1.277
143 Mission Achievement And Success					1.092	1.136	1.000	1.000	1.000	1.000
144 Monte Del Sol Charter	1.085	1.153	1.175	1.178	1.176	1.168	1.184	1.218	1.146	1.072
145 Montessori Elementary School	1.088	1.088	1.088	1.000	1.000	1.000	1.000	1.000	1.000	1.000
146 Montessori of the Rio Grande	1.088	1.088	1.088	1.056	1.068	1.079	1.078	1.073	1.071	1.092
147 Moreno Valley High	1.177	1.177	1.177	1.000	1.027	1.021	1.039	1.043	1.051	1.068
148 Mosaic Academy Charter	1.104	1.104	1.104	1.036	1.044	1.085	1.056	1.030	1.138	1.052
149 Mountain Mahogany Community School	1.088	1.088	1.088	1.000	1.000	1.000	1.032	1.024	1.000	1.000
150 Native American Community Academy	1.088	1.088	1.088	1.043	1.036	1.000	1.044	1.017	1.021	1.085
151 New America School - Albuquerque		1.087	1.047	1.025	1.042	1.000	1.000	1.030	1.012	1.000
152 New America School - Las Cruces					1.099	1.038	1.116	1.072	1.155	1.104
153 New Mexico Connections Academy						1.085	1.000	1.096	1.102	1.109
154 New Mexico International School				1.092	1.067	1.000	1.000	1.000	1.067	1.000
155 New Mexico School for the Arts			1.078	1.221	1.218	1.159	1.175	1.210	1.240	1.179
156 New Mexico Virtual Academy					1.090	1.014	1.020	1.041	1.011	1.080
157 North Valley Academy	1.088	1.088	1.088	1.027	1.025	1.062	1.000	1.000	1.007	1.089
158 Nuestros Valores Charter	1.088	1.088	1.088	1.009	1.055	1.000	1.027	1.025	1.042	1.015
159 Pecos Connections									1.216	1.106
160 Public Academy for Performing Arts	1.088	1.088	1.091	1.091	1.064	1.085	1.094	1.135	1.106	1.091
161 Red River Valley Charter School	1.113	1.113	1.113	1.023	1.013	1.023	1.004	1.010	1.014	1.098
162 Rio Gallinas School	1.129	1.129	1.129	1.082	1.087	1.000	1.000	1.069	1.058	1.000
163 Robert F. Kennedy Charter	1.088	1.088	1.088	1.078	1.047	1.096	1.174	1.105	1.057	1.038
164 Roots & Wings Community	1.113	1.113	1.136	1.000	1.101	1.119	1.108	1.126	1.120	1.000
165 Sage Montessori Charter School					1.092	1.000	1.000	1.020	1.071	
166 San Diego Riverside	1.084	1.115	1.162	1.165	1.000	1.077	1.173	1.158	1.059	1.104
167 Sandoval Academy of Bilingual Education								1.093	1.167	1.146
168 School of Dreams Academy		1.098	1.138	1.158	1.111	1.143	1.086	1.083	1.078	1.050
169 Sidney Gutierrez Middle	1.089	1.089	1.090	1.154	1.179	1.071	1.075	1.150	1.150	1.156
170 Siembra Leadership High School									1.067	1.248
171 Six Directions									1.083	1.050
172 South Valley Academy	1.088	1.126	1.088	1.047	1.071	1.127	1.083	1.055	1.056	1.070
173 South Valley Prep			1.088	1.181	1.095	1.041	1.026	1.070	1.023	1.000
174 Southwest Aeronautics, Math, and Science					1.092	1.000	1.000	1.017	1.000	1.000
175 Southwest Primary Learning Center	1.088	1.143	1.155	1.190	1.188	1.243	1.177	1.106	1.153	1.139
176 Southwest Secondary Learning Center	1.088	1.096	1.138	1.208	1.216	1.145	1.160	1.202	1.137	1.128
177 Student Athlete Headquarters										1.066
178 Taos Academy		1.085	1.278	1.193	1.090	1.083	1.158	1.215	1.199	1.169
179 Taos Integrated School of Arts			1.087	1.040	1.098	1.000	1.000	1.005	1.050	1.068
180 Taos International School							1.084	1.248	1.204	1.126
181 Taos Municipal Charter	1.096	1.143	1.162	1.164	1.057	1.120	1.108	1.089	1.081	1.084
182 Technology Leadership								1.069	1.000	1.069
183 Tierra Adentro			1.088	1.012	1.000	1.000	1.000	1.038	1.000	1.065
184 Tierra Encantada Charter School	1.085	1.113	1.085	1.032	1.129	1.000	1.000	1.000	1.000	1.000
185 Turquoise Trail Charter School	1.085	1.085	1.085	1.084	1.102	1.120	1.108	1.096	1.097	1.112
186 Twenty-First Century	1.088	1.088	1.146	1.102	1.061	1.000	1.000	1.044	1.061	1.114
187 Vista Grande High School	1.096	1.096	1.096	1.000	1.000	1.000	1.000	1.038	1.014	1.000
188 Walatowa Charter High	1.084	1.219	1.191	1.220	1.157	1.191	1.222	1.121	1.212	1.172
189 William W Josephine Dorn Charter					1.092	1.000	1.000	1.000	1.000	1.066
189 Statewide Average	1.099	1.098	1.100	1.102	1.101	1.095	1.089	1.083	1.080	1.078

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 Schools Budgeted Cash Balances (Unaudited)

School District and Charter School Budgeted Cash Balances (Unaudited)

FY16 through FY18

School District or Charter School	Budgeted Cash June 30, 2015	Percent of FY15 Program Cost	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Laws 2017, Ch. 3 (SB1114) Cash Balance Credit	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
SCHOOL DISTRICTS									
1 Alamogordo Public Schools	\$3,361,939	8.1%	\$3,463,495	8.7%	\$779,391	\$2,956,309	7.5%	(\$507,186)	-1.3%
2 Albuquerque Public Schools	\$40,567,220	6.4%	\$53,869,288	8.5%	\$12,482,791	\$45,303,413	7.3%	(\$8,565,875)	-1.2%
3 Animas Public Schools	\$512,427	22.3%	\$464,595	20.6%	\$44,145	\$191,120	8.3%	(\$273,475)	-12.3%
4 Artesia Public Schools	\$3,147,369	11.5%	\$3,047,902	10.9%	\$547,961	\$2,724,102	10.0%	(\$323,800)	-0.9%
5 Aztec Municipal Schools	\$3,481,256	16.0%	\$3,695,331	17.2%	\$420,929	\$1,966,076	9.4%	(\$1,729,255)	-7.8%
6 Belen Consolidated Schools	\$1,899,592	6.3%	\$942,973	3.1%	Emergency Supp.	\$250,000	0.9%	(\$692,973)	-2.3%
7 Bernalillo Public Schools	\$3,358,209	13.9%	\$2,023,888	8.5%	\$466,829	\$2,102,874	9.1%	\$78,986	0.6%
8 Bloomfield Schools	\$2,504,451	11.8%	\$2,576,071	11.8%	\$427,075	\$2,627,419	12.2%	\$51,348	0.4%
9 Capitan Municipal Schools	\$940,797	21.6%	\$1,107,466	25.1%	\$86,388	\$740,494	16.6%	(\$366,972)	-8.5%
10 Carlsbad Municipal Schools	\$5,999,778	11.9%	\$9,122,603	17.6%	\$1,016,610	\$2,221,136	4.3%	(\$6,901,467)	-13.2%
11 Carrizozo Municipal Schools	\$136,869	6.9%	\$121,749	6.4%	Emergency Supp.	\$83,596	4.5%	(\$38,153)	-1.9%
12 Central Consolidated Schools	\$9,966,659	21.5%	\$11,673,494	24.8%	\$921,177	\$8,984,728	20.0%	(\$2,688,766)	-4.9%
13 Chama Valley Independent Schools	\$93,503	2.1%	\$191,064	4.3%	Emergency Supp.	\$68,242	1.6%	(\$122,822)	-2.7%
14 Cimarron Municipal Schools	\$125,550	3.2%	\$315,168	7.5%	\$81,837	\$149,876	3.8%	(\$165,292)	-3.8%
15 Clayton Municipal Schools	\$892,706	18.5%	\$753,381	15.9%	\$92,725	\$386,731	8.6%	(\$366,650)	-7.4%
16 Cloudbrook Municipal Schools	\$894,315	24.5%	\$706,277	19.2%	\$72,179	\$441,595	12.6%	(\$264,682)	-6.5%
17 Clovis Municipal Schools	\$9,719,145	16.8%	\$10,571,214	18.0%	\$1,153,184	\$9,621,256	16.6%	(\$949,958)	-1.4%
18 Cobre Consolidated Schools	\$0	0.0%	\$434,791	3.5%	\$114,212	\$28,211	0.3%	(\$406,580)	-3.3%
19 Corona Municipal Schools	\$32,913	2.3%	\$73,540	4.9%	Emergency Supp.	\$67,056	4.6%	(\$6,484)	-0.4%
20 Cuba Independent Schools	\$433,987	7.5%	\$613,086	10.9%	\$110,686	\$186,241	3.3%	(\$426,845)	-7.6%
21 Deming Public Schools	\$2,163,596	5.8%	\$1,994,347	5.2%	\$0	\$1,341,115	3.6%	(\$653,232)	-1.6%
22 Des Moines Municipal Schools	\$81,203	5.7%	\$86,798	5.7%	Emergency Supp.	\$123,041	8.1%	\$36,243	2.4%
23 Dexter Consolidated Schools	\$1,464,268	18.0%	\$846,188	10.4%	\$62,451	\$271,825	3.4%	(\$574,363)	-7.0%
24 Dora Municipal Schools	\$420,837	15.6%	\$589,228	20.7%	\$55,673	\$387,727	14.4%	(\$201,501)	-6.3%
25 Dulce Independent Schools	\$1,190,621	19.6%	\$1,481,498	23.6%	\$123,240	\$1,095,654	17.4%	(\$385,844)	-6.2%
26 Elida Municipal Schools	\$79,632	4.8%	\$71,814	4.4%	\$0	\$60,000	3.7%	(\$11,814)	-0.7%
27 Espanola Public Schools	\$1,858,562	6.1%	\$1,686,880	5.6%	\$589,226	\$1,581,897	5.3%	(\$104,983)	-0.3%
28 Estancia Municipal Schools	\$1,133,532	15.7%	\$1,276,145	18.5%	\$134,941	\$818,967	12.9%	(\$457,178)	-5.7%
29 Eunice Municipal Schools	\$1,089,881	18.7%	\$1,491,080	24.2%	\$120,939	\$929,528	15.3%	(\$561,552)	-8.8%
30 Farmington Municipal Schools	\$7,301,692	9.7%	\$6,215,822	8.2%	\$1,312,564	\$4,456,659	6.0%	(\$1,759,163)	-2.1%
31 Floyd Municipal Schools	\$120,829	4.9%	\$211,392	8.3%	\$44,106	\$107,841	4.8%	(\$103,551)	-3.5%
32 Fort Sumner Municipal Schools	\$402,044	11.7%	\$662,954	19.1%	\$68,003	\$215,585	6.7%	(\$447,369)	-12.4%
33 Gadsden Independent Schools	\$14,761,654	14.8%	\$17,111,661	16.9%	\$1,982,205	\$13,968,365	14.0%	(\$3,143,296)	-2.9%
34 Gallup-McKinley County Schools	\$5,801,915	6.9%	\$16,867,235	19.7%	\$1,680,146	\$12,003,358	14.2%	(\$4,863,877)	-5.5%

School District and Charter Schools Budgeted Cash Balances (Unaudited)

School District and Charter School Budgeted Cash Balances (Unaudited) FY16 through FY18

	Budgeted Cash June 30, 2015	Percent of FY15 Program Cost	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Laws 2017, Ch. 3 (SB114) Cash Balance Credit	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
School District or Charter School									
36 Grady Municipal Schools	\$149,111	8.7%	\$103,029	6.1%	Emergency Supp.	\$186,481	10.5%	\$83,452	4.4%
37 Grants-Cibola County Schools	\$2,915,732	10.2%	\$2,591,221	9.0%	\$566,299	\$3,776,360	13.2%	\$1,185,139	4.3%
38 Hagerman Municipal Schools	\$581,141	13.4%	\$817,579	19.0%	\$84,419	\$579,384	13.7%	(\$238,195)	-5.3%
39 Hatch Valley Public Schools	\$339,401	3.6%	\$211,261	2.2%	\$185,234	\$80,877	0.9%	(\$130,384)	-1.4%
40 Hobbs Municipal Schools	\$5,947,014	9.0%	\$5,945,938	8.9%	\$1,304,542	\$2,949,965	4.5%	(\$2,995,973)	-4.5%
41 Hondo Valley Public Schools	\$3,307	0.2%	\$58,662	3.1%	Emergency Supp.	\$78,781	4.2%	\$20,119	1.1%
42 House Municipal Schools	\$206,616	13.0%	\$129,995	8.7%	Emergency Supp.	\$43,541	3.2%	(\$86,454)	-5.5%
43 Jal Public Schools	\$400,484	10.4%	\$512,037	12.9%	\$77,729	\$469,392	11.6%	(\$42,645)	-1.3%
44 Jemez Mountain Public Schools	\$1,028,102	35.0%	\$1,000,965	34.6%	\$56,743	\$703,339	25.3%	(\$297,626)	-9.3%
45 Jemez Valley Public Schools	\$649,049	19.1%	\$384,859	11.4%	\$66,330	\$576,580	17.6%	\$191,721	6.3%
46 Lake Arthur Municipal Schools	\$106,512	6.2%	\$187,914	10.7%	Emergency Supp.	\$120,745	7.2%	(\$67,169)	-3.5%
47 Las Cruces Public Schools	\$3,089,166	1.7%	\$7,297,634	4.0%	\$0	\$9,749,515	5.6%	\$2,451,881	1.5%
48 Las Vegas City Public Schools	\$101,568	0.7%	\$171,593	1.2%	\$0	\$94,823	0.7%	(\$76,770)	-0.5%
49 Logan Municipal Schools	\$820,311	26.4%	\$667,064	21.8%	\$59,957	\$536,016	17.0%	(\$131,048)	-4.8%
50 Lordsburg Municipal Schools	\$354,654	7.0%	\$117,514	2.4%	Emergency Supp.	\$209,367	4.8%	\$91,853	2.4%
51 Los Alamos Public Schools	\$3,897,832	14.6%	\$1,748,725	6.5%	\$530,023	\$385,959	1.4%	(\$1,362,766)	-5.0%
52 Los Lunas Public Schools	\$1,920,552	3.2%	\$9,174,853	15.5%	\$1,162,539	\$5,584,715	10.0%	(\$3,590,138)	-5.4%
53 Loving Municipal Schools	\$859,221	16.7%	\$706,513	13.4%	\$103,587	\$128,798	2.5%	(\$577,715)	-10.9%
54 Lovington Municipal Schools	\$3,615,560	12.7%	\$3,301,015	11.1%	\$583,150	\$1,180,427	4.0%	(\$2,120,588)	-7.1%
55 Magdalena Municipal Schools	\$446,316	11.1%	\$420,866	10.1%	\$0	\$457,221	11.9%	\$36,355	1.7%
56 Maxwell Municipal Schools	\$125,091	7.5%	\$51,683	3.0%	Emergency Supp.	\$68,410	4.2%	\$16,727	1.2%
57 Melrose Public Schools	\$197,737	9.3%	\$125,012	5.8%	Emergency Supp.	\$163,285	7.9%	\$38,273	2.1%
58 Mesa Vista Consolidated Schools	\$520,196	13.2%	\$590,785	15.4%	\$75,087	\$476,005	13.5%	(\$114,780)	-1.9%
59 Mora Independent Schools	\$446,623	9.7%	\$1,048,791	23.8%	\$86,406	\$614,267	14.5%	(\$434,524)	-9.3%
60 Moriarty-Edgewood School District	\$1,081,512	5.5%	\$1,147,067	6.3%	\$300,798	\$143,262	0.8%	(\$1,003,805)	-5.5%
61 Mosquero Municipal Schools	\$99,348	8.0%	\$86,507	6.7%	\$0	\$81,759	6.6%	(\$4,748)	-0.1%
62 Mountainair Public Schools	\$352,313	11.0%	\$509,444	16.3%	\$6,450	\$407,595	14.3%	(\$101,849)	-2.0%
63 Pecos Independent Schools	\$260,953	4.5%	\$256,345	4.5%	\$0	\$191,155	3.6%	(\$65,190)	-1.0%
64 Peñasco Independent Schools	\$977,559	22.8%	\$884,900	21.4%	\$81,029	\$938,715	25.8%	\$53,815	4.3%
65 Pojoaque Valley Public Schools	\$274,996	2.0%	\$258,774	1.8%	\$0	\$293,325	2.2%	\$34,551	0.3%
66 Portales Municipal Schools	\$1,187,859	5.6%	\$247,059	1.2%	\$39,305	\$383,132	1.8%	\$136,073	0.7%
67 Quemado Independent Schools	\$359,726	19.3%	\$152,838	8.3%	Emergency Supp.	\$104,852	5.3%	(\$47,986)	-3.1%
68 Questa Independent Schools	\$136,564	3.4%	\$205,993	5.3%	Emergency Supp.	\$274,737	6.2%	\$68,744	0.9%
69 Raton Public Schools	\$154,138	1.7%	\$881,645	9.9%	Emergency Supp.	\$291,241	3.9%	(\$590,404)	-6.1%
70 Reserve Public Schools	\$179,835	8.8%	\$79,252	3.9%	Emergency Supp.	\$69,362	3.6%	(\$9,890)	-0.3%

School District and Charter Schools Budgeted Cash Balances (Unaudited)

School District and Charter School Budgeted Cash Balances (Unaudited)

FY16 through FY18

School District or Charter School	Budgeted Cash June 30, 2015	Percent of FY15 Program Cost	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Laws 2017, Ch. 3 (SB114) Cash Balance Credit	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
71 Rio Rancho Public Schools	\$5,421,425	4.7%	\$5,078,269	4.3%	\$2,336,771	\$872,528	0.7%	(\$4,205,741)	-3.5%
72 Roswell Independent Schools	\$3,637,115	5.1%	\$5,791,532	8.0%	\$1,415,678	\$5,322,501	7.7%	(\$469,031)	-0.3%
73 Roy Municipal Schools	\$152,403	11.6%	\$165,543	12.9%	\$25,100	\$39,845	3.3%	(\$125,698)	-9.6%
74 Ruidoso Municipal Schools	\$2,435,349	16.0%	\$3,312,485	22.5%	\$289,126	\$3,440,979	24.9%	\$128,494	2.4%
75 San Jon Municipal Schools	\$115,650	6.3%	\$152,031	8.2%	\$36,380	\$200,784	10.6%	\$48,753	2.4%
76 Santa Fe Public Schools	\$6,310,019	6.6%	\$5,492,633	5.6%	\$1,918,572	\$7,984,535	8.2%	\$2,491,902	2.6%
77 Santa Rosa Consolidated Schools	\$140,879	2.3%	\$462,995	7.6%	\$0	\$445,549	7.5%	(\$17,446)	-0.1%
78 Silver Consolidated Schools	\$0	0.0%	\$645,485	2.8%	\$0	\$756,628	3.3%	\$111,143	0.6%
79 Socorro Consolidated Schools	\$295,197	2.3%	\$566,812	4.5%	\$0	\$610,496	5.0%	\$43,684	0.5%
80 Springer Municipal Schools	\$87,644	3.7%	\$115,860	5.1%	\$0	\$237,783	11.6%	\$121,923	6.4%
81 Taos Municipal Schools	\$1,247,303	6.3%	\$720,858	3.9%	\$365,965	\$1,285,585	7.2%	\$564,727	3.3%
82 Tatum Municipal Schools	\$548,953	13.7%	\$640,808	16.7%	\$75,102	\$325,967	8.9%	(\$314,841)	-7.8%
83 Texico Municipal Schools	\$575,587	10.8%	\$393,484	7.6%	\$101,249	\$219,896	4.4%	(\$173,588)	-3.3%
84 Truth or Consequences Municipal Schools	\$1,917,393	17.7%	\$2,104,689	19.1%	\$216,323	\$1,467,557	13.7%	(\$637,132)	-5.4%
85 Tucumcari Public Schools	\$972,427	11.5%	\$890,446	10.7%	\$163,524	\$882,169	10.8%	(\$8,277)	0.1%
86 Tularosa Municipal Schools	\$1,878,525	23.9%	\$2,317,005	29.1%	\$155,935	\$1,313,640	17.2%	(\$1,003,365)	-11.9%
87 Vaughn Municipal Schools	\$329,889	18.6%	\$212,322	12.8%	\$32,567	\$76,414	4.8%	(\$135,908)	-8.0%
88 Wagon Mound Public Schools	\$87,743	6.2%	\$42,946	3.0%	Emergency Supp.	\$49,215	3.6%	\$6,269	0.6%
89 West Las Vegas Public Schools	\$1,024,768	7.7%	\$726,054	5.5%	\$131,644	\$761,794	6.1%	\$35,740	0.5%
90 Zuni Public Schools	\$149,879	1.4%	\$425,400	3.9%	\$0	\$644,340	6.1%	\$218,940	2.1%
CHARTER SCHOOLS									
92 Academy for Technology and the Classics	\$0	0.0%	\$55,270	2.1%	\$1,855	\$25,774	1.0%	(\$29,496)	-1.1%
93 Academy of Trades and Technology	\$127,075	8.7%	\$367,256	20.7%	\$34,850	\$244,334	16.5%	(\$122,922)	-4.1%
94 ACE Leadership High School	\$531,130	17.0%	\$603,700	17.7%	\$66,966	\$510,595	18.9%	(\$93,105)	1.2%
95 Albuquerque Charter Academy (Sia Tech)	\$669,913	22.2%	\$638,622	23.7%	\$52,843	\$483,965	17.4%	(\$154,657)	-6.3%
96 Albuquerque Institute of Math & Science	\$1,225,000	42.9%	\$1,230,060	43.4%	\$55,501	\$1,124,000	39.3%	(\$106,060)	-4.1%
97 Albuquerque School of Excellence	\$56,233	2.5%	\$0	0.0%	\$45,298	\$210,000	6.8%	\$210,000	6.8%
98 Albuquerque Sign Language Academy	\$227,815	12.9%	\$461,276	23.6%	\$38,275	\$301,717	15.1%	(\$159,559)	-8.5%
99 Albuquerque Talent Development Charter	\$187,970	9.9%	\$205,766	11.6%	\$34,702	\$235,781	13.6%	\$30,015	1.9%
100 Aldo Leopold Charter	\$381,548	23.6%	\$488,791	31.0%	\$30,912	\$360,810	20.2%	(\$127,981)	-10.8%
101 Alice King Community School	\$80,000	3.8%	\$214,000	9.7%	\$43,232	\$100,000	3.2%	(\$114,000)	-6.5%
102 Alma D'Arte Charter	\$50,739	2.6%	\$130,000	6.9%	\$0	\$80,000	4.3%	(\$50,000)	-2.6%
103 Amy Biehl Charter High School	\$598,939	21.0%	\$705,949	21.6%	\$64,163	\$495,215	14.9%	(\$210,734)	-6.7%
104 Anansi Charter School	\$129,143	9.8%	\$39,048	2.7%	\$0	\$56,143	3.5%	\$17,095	0.8%
105 Anthony Charter School	\$217,401	28.4%	\$139,929	16.5%	\$16,632	\$40,000	3.8%	(\$99,929)	-12.7%

School District and Charter Schools Budgeted Cash Balances (Unaudited)

School District and Charter School Budgeted Cash Balances (Unaudited) FY16 through FY18

School District or Charter School	Budgeted Cash June 30, 2015	Percent of FY15 Program Cost	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Laws 2017, Ch. 3 (SB114) Cash Balance Credit	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
106 ASK Academy	\$50,000	2.0%	\$74,000	2.4%	\$59,989	\$161,016	4.9%	\$87,016	2.4%
107 Cariños Charter School	\$33,908	1.6%	\$39,689	3.2%	\$24,175	\$6,509	0.6%	(\$33,180)	-2.6%
108 Cesar Chavez Community School	\$363,888	17.6%	\$500,000	24.1%	\$40,659	\$54,770	27.3%	\$54,770	3.2%
109 Christine Duncan Heritage Academy	\$290,150	13.9%	\$71,596	3.9%	\$0	\$369,948	15.9%	\$298,352	12.0%
110 Cien Aguas International	\$126,965	4.9%	\$157,720	5.7%	\$53,835	\$25,656	0.9%	(\$132,064)	-4.8%
111 Coral Community Charter	\$175,604	13.7%	\$129,321	9.5%	\$26,572	\$21,446	1.5%	(\$107,875)	-8.0%
112 Corrales International	\$60,000	2.3%	\$59,998	2.5%	\$47,093	\$76,110	3.3%	\$16,112	0.8%
113 Cottonwood Valley Charter	\$106,000	8.1%	\$93,633	7.2%	\$25,544	\$32,000	2.5%	(\$61,633)	-4.7%
114 Cottonwood Classical Prep	\$90,000	2.3%	\$18,693	0.4%	\$81,907	\$20,000	0.5%	\$1,307	0.0%
115 Deming Cesar Chavez	\$1,221,373	75.5%	\$1,063,093	76.8%	\$27,123	\$327,444	23.2%	(\$735,649)	-53.6%
116 Digital Arts And Technology	\$525,000	20.9%	\$380,981	15.6%	\$47,970	\$200,000	8.0%	(\$180,981)	-7.6%
117 Dream Dine	\$0	0.0%	\$84,314	17.5%	\$9,451	\$103,966	31.5%	\$19,652	14.1%
118 Dzit Dit Lool DEAP			\$0	0.0%	\$0	\$0	0.0%	\$0	0.0%
119 East Mountain High School	\$184,409	6.9%	\$311,437	11.7%	\$52,037	\$305,709	11.2%	(\$5,728)	-0.5%
120 El Camino Real Academy	\$0	0.0%	\$0	0.0%	\$56,540	\$12,247	0.5%	\$12,247	0.5%
121 Estancia Valley Classical Academy	\$47,239	1.8%	\$48,730	2.0%	\$28,030	\$17,819	0.7%	(\$30,911)	-1.3%
122 Explore Academy	\$0	0.0%	\$0	0.0%	\$46,986	\$3,000	0.1%	\$3,000	0.1%
123 Gilbert L Sena Charter HS	\$135,863	6.7%	\$120,000	6.4%	\$36,729	\$150,000	8.2%	\$30,000	1.8%
124 Gordon Bernel Charter	\$425,000	11.3%	\$533,000	19.5%	\$53,442	\$475,772	16.1%	(\$57,228)	-3.5%
125 GREAT Academy	\$300,000	16.1%	\$600,000	26.1%	\$45,139	\$300,000	15.7%	(\$300,000)	-10.4%
126 Health Leadership High School	\$472,361	24.7%	\$616,909	25.6%	\$47,213	\$201,332	8.9%	(\$415,577)	-16.8%
127 Horizon Academy West	\$347,681	11.6%	\$426,880	14.6%	\$57,396	\$96,513	3.4%	(\$330,367)	-11.2%
128 International School at Mesa Del Sol	\$179,493	9.9%	\$455,000	19.3%	\$46,291	\$360,000	15.8%	(\$95,000)	-3.5%
129 J Paul Taylor Academy	\$10,000	0.8%	\$34,616	2.5%	\$0	\$120,920	9.4%	\$86,304	6.9%
130 Jefferson Montessori	\$13,925	0.7%	\$57,771	3.1%	\$36,926	\$20,317	1.1%	(\$37,454)	-1.9%
131 La Academia De Esperanza	\$100,000	2.6%	\$208,575	5.0%	\$81,205	\$520,072	13.0%	\$311,497	7.9%
132 La Academia Dolores Huerta	\$222,809	16.7%	\$244,755	17.2%	\$0	\$90,000	6.5%	(\$154,755)	-10.7%
133 La Promesa Early Learning	\$30,000	1.1%	\$0	0.0%	\$0	\$0	0.0%	\$0	0.0%
134 La Resolana Leadership	\$94	0.0%	\$0	0.0%	\$0	\$5,000	0.7%	\$5,000	0.7%
135 La Tierra Montessori School	\$0	0.0%	\$0	0.0%	\$21,410	\$76,441	6.9%	\$76,441	6.9%
136 Las Montañas Charter	\$206,332	10.9%	\$120,021	6.9%	\$0	\$30,261	1.8%	(\$89,760)	-5.0%
137 Lindrith Area Heritage	\$81,850	28.7%	\$92,560	31.8%	\$5,705	\$56,274	21.9%	(\$36,306)	-9.9%
138 Los Puentes Charter	\$56,926	2.7%	\$349,251	15.8%	\$43,406	\$201,655	8.8%	(\$147,596)	-7.0%
139 MASTERS Program	\$490,707	25.4%	\$327,808	16.9%	\$38,040	\$494,267	25.6%	\$166,459	8.7%
140 McCurdy Charter School	\$0	0.0%	\$97,202	3.1%	\$0	\$35,868	1.1%	(\$61,334)	-2.0%

School District and Charter Schools Budgeted Cash Balances (Unaudited)

School District and Charter School Budgeted Cash Balances (Unaudited) FY16 through FY18

	Budgeted Cash June 30, 2015	Percent of FY15 Program Cost	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Laws 2017, Ch. 3 (SB114) Cash Balance Credit	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
141 School District or Charter School									
Media Arts Collaborative	\$304,639	13.4%	\$405,632	17.5%	\$45,412	\$209,984	9.6%	(\$195,648)	-7.9%
142 Middle College High	\$296,200	34.5%	\$226,454	23.9%	\$18,571	\$375,349	29.5%	\$148,895	5.6%
143 Mission Achievement And Success	\$200,000	5.7%	\$0	0.0%	\$100,173	\$300,000	4.9%	\$300,000	4.9%
144 Monte Del Sol Charter	\$108,420	3.4%	\$197,221	6.1%	\$62,867	\$170,720	6.0%	(\$26,501)	-0.2%
145 Montessori Elementary School	\$27,000	1.2%	\$27,000	1.1%	\$0	\$30,000	1.3%	\$3,000	0.2%
146 Montessori of the Rio Grande	\$150,000	11.0%	\$100,000	7.1%	\$27,554	\$34,750	2.5%	(\$65,250)	-4.6%
147 Moreno Valley High	\$10,387	1.2%	\$96,369	11.0%	\$17,140	\$40,005	5.1%	(\$56,364)	-5.9%
148 Mosaic Academy Charter	\$301,753	22.1%	\$247,619	18.4%	\$26,335	\$277,241	19.1%	\$29,622	0.7%
149 Mountain Mahogany Community School	\$43,682	3.0%	\$56,819	3.5%	\$31,442	\$56,690	3.8%	(\$129)	0.3%
150 Native American Community Academy	\$100,000	3.6%	\$100,000	3.5%	\$0	\$115,141	4.0%	\$15,141	0.5%
151 New America School - Albuquerque	\$385,124	16.0%	\$674,764	24.8%	\$53,258	\$393,042	17.1%	(\$281,722)	-7.7%
152 New America School - Las Cruces	\$627,688	26.4%	\$559,337	25.9%	\$42,342	\$390,060	16.6%	(\$169,277)	-9.3%
153 New Mexico Connections Academy	\$50,000	1.0%	\$410,000	5.4%	\$147,631	\$100,000	1.1%	(\$310,000)	-4.3%
154 New Mexico International School	\$44,889	2.7%	\$174,132	11.6%	\$29,370	\$337,633	21.6%	\$163,501	10.0%
155 New Mexico School for the Arts	\$180,608	9.3%	\$213,616	10.2%	\$40,944	\$216,542	10.6%	\$2,926	0.4%
156 New Mexico Virtual Academy	\$134,864	4.7%	\$47,950	1.6%	\$57,768	\$10,000	0.3%	(\$37,950)	-1.3%
157 North Valley Academy	\$514,991	18.1%	\$464,589	16.2%	\$56,187	\$106,448	3.7%	(\$358,141)	-12.5%
158 Nuestros Valores Charter	\$100,000	7.3%	\$250,000	16.3%	\$30,025	\$216,402	14.2%	(\$33,598)	-2.1%
159 Pecos Connections						\$50,000	2.5%		
160 Public Academy for Performing Arts	\$200,000	7.2%	\$200,000	6.8%	\$58,068	\$189,000	6.7%	(\$11,000)	-0.0%
161 Red River Valley Charter School	\$77,328	10.5%	\$37,391	5.1%	\$0	\$9,255	1.3%	(\$28,136)	-3.7%
162 Rio Gallinas School	\$46,000	4.9%	\$105,250	11.9%	\$17,291	\$106,000	13.9%	\$750	1.9%
163 Robert F. Kennedy Charter	\$320,445	8.9%	\$35,047	1.2%	\$20,464	\$87,665	2.7%	\$52,618	1.5%
164 Roots & Wings Community	\$26,812	6.3%	\$50,000	9.8%	\$0	\$500	0.1%	(\$49,500)	-9.7%
165 San Diego Riverside	\$201,082	22.6%	\$298,842	33.3%	\$17,577	\$150,561	18.2%	(\$148,281)	-15.1%
166 Sandoval Academy of Bilingual Education			\$0	0.0%	\$8,278	\$0	0.0%		
167 School of Dreams Academy	\$203,036	7.4%	\$262,732	9.0%	\$57,075	\$200,000	4.9%	(\$62,732)	-4.2%
168 Sidney Gutierrez Middle	\$203,043	31.7%	\$183,202	27.6%	\$13,003	\$157,734	24.8%	(\$25,468)	-2.8%
169 Siembra Leadership High School						\$18,122	4.9%		
170 Six Directions					\$0	\$24,000	5.3%		
171 South Valley Academy	\$439,408	11.1%	\$1,115,149	22.2%	\$98,468	\$882,759	18.5%	(\$232,390)	-3.7%
172 South Valley Prep	\$50,000	4.4%	\$64,453	5.3%	\$10,027	\$20,000	1.6%	(\$44,453)	-3.7%
173 Southwest Aeronautics, Math, and Science	\$613,522	27.5%	\$573,664	25.8%	\$43,581	\$466,677	21.4%	(\$106,987)	-4.4%
174 Southwest Primary Learning Center	\$149,639	16.8%	\$110,194	12.8%	\$16,923	\$112,016	13.5%	\$1,822	0.7%
175 Southwest Secondary Learning Center	\$338,631	13.9%	\$752,795	29.6%	\$49,926	\$1,286,964	54.2%	\$534,169	24.7%

School District and Charter Schools Budgeted Cash Balances (Unaudited)

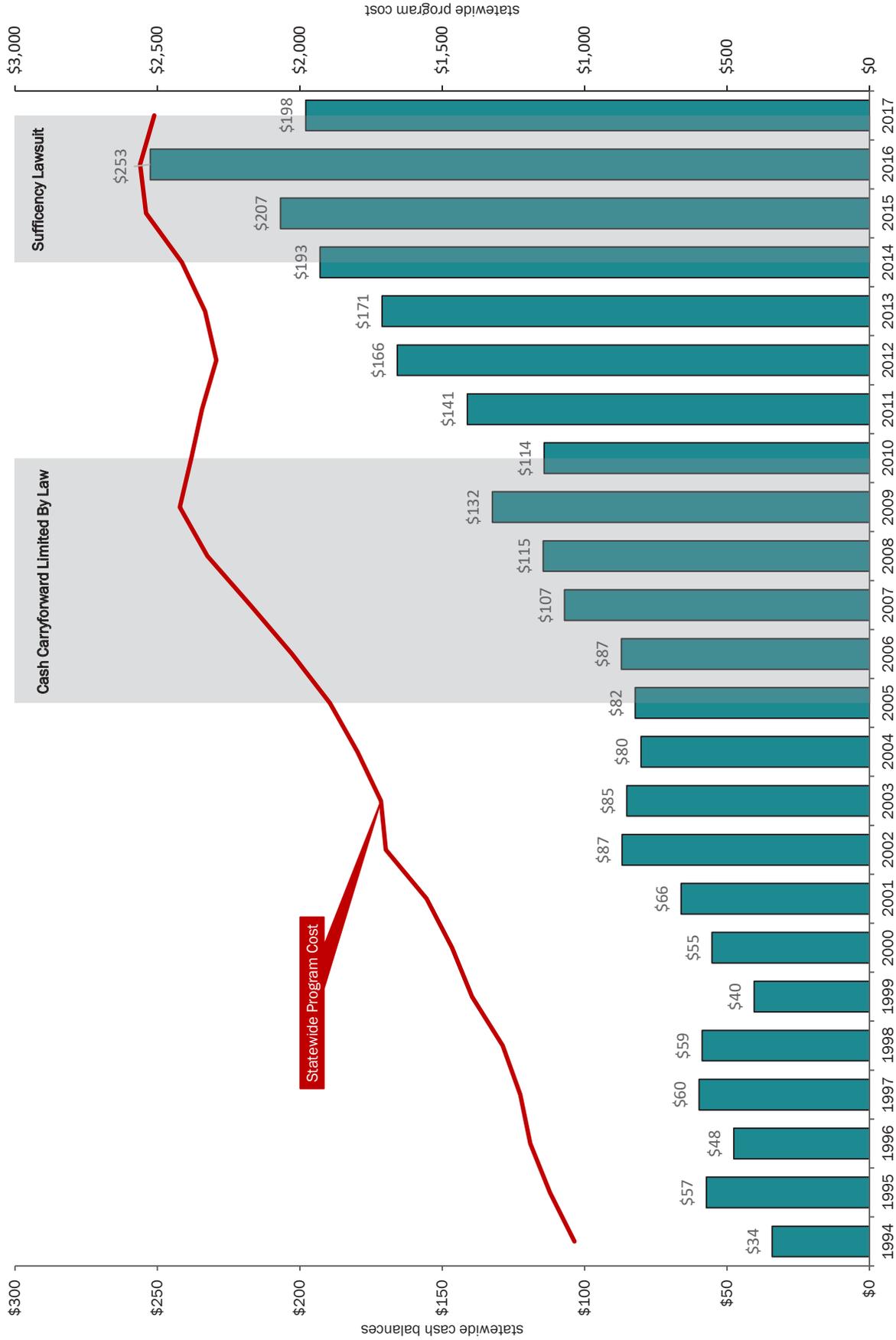
School District and Charter School Budgeted Cash Balances (Unaudited) FY16 through FY18

	Budgeted Cash June 30, 2015	Percent of FY15 Program Cost	Budgeted Cash June 30, 2016	Percent of FY16 Program Cost	Laws 2017, Ch. 3 (SB114) Cash Balance Credit	Budgeted Cash June 30, 2017	Percent of FY17 Program Cost	Change in Budgeted Cash FY17-FY18	Change in Percent Cash FY17-FY18
176 Taos Academy	\$48,439	2.4%	\$98,464	4.4%	\$44,188	\$228,201	10.5%	\$129,737	6.1%
177 Taos Integrated School of Arts	\$195,896	18.0%	\$152,539	13.4%	\$22,258	\$91,921	7.9%	(\$60,618)	-5.6%
178 Taos International School	\$0	0.0%	\$170,000	12.7%	\$26,156	\$150,000	8.9%	(\$20,000)	-3.8%
179 Taos Municipal Charter	\$222,138	14.8%	\$37,861	2.5%	\$29,702	\$5,388	0.4%	(\$32,473)	-2.1%
180 Technology Leadership	\$0	0.0%	\$200,000	20.6%	\$19,033	\$743,549	39.8%	\$543,549	19.2%
181 Tierra Adentro	\$0	0.0%	\$100,000	3.8%	\$51,785	\$80,000	3.0%	(\$20,000)	-0.7%
182 Tierra Encantada Charter School	\$232,809	9.4%	\$179,634	6.8%	\$0	\$130,000	5.1%	(\$49,634)	-1.7%
183 Turquoise Trail Charter School	\$383,658	11.5%	\$494,017	14.9%	\$64,792	\$217,330	6.9%	(\$276,687)	-8.1%
184 Twenty-First Century	\$63,823	3.9%	\$210,719	11.2%	\$37,034	\$35,613	2.1%	(\$175,106)	-9.1%
185 Vista Grande High School	\$159,832	16.5%	\$121,488	10.8%	\$0	\$91,713	8.5%	(\$29,775)	-2.3%
186 Wawatowa Charter High	\$564,568	64.1%	\$845,504	118.3%	\$14,003	\$1,433,767	197.7%	\$588,263	79.3%
187 William W Josephine Dorn Charter	\$45,000	8.9%	\$45,000	8.4%	\$10,438	\$10,000	2.2%	(\$35,000)	-6.3%
188 Bataan Military Academy [CLOSED]	\$97,964	8.2%				SCHOOL CLOSED IN FY16			
189 C.E.P.I. #1 [CLOSED]	\$55,847	3.0%				SCHOOL CLOSED IN FY16			
190 La Jicarita [CLOSED]	\$52,916	14.1%				SCHOOL CLOSED IN FY16			
191 Sage Montessori [CLOSED]	\$0	0.0%	\$40,000	2.8%	\$20,533		SCHOOL CLOSED IN FY17		
192 Southwest Intermediate [CLOSED]	\$335,909	35.1%	\$431,861	43.5%	\$19,467		SCHOOL CLOSED IN FY17		
193 Uplift Community School [CLOSED]	\$0	0.0%	\$75,000	5.9%	\$24,979		SCHOOL CLOSED IN FY17		
195 STATEWIDE TOTAL	\$206,788,671	8.1%	\$252,532,955	9.9%	\$40,833,291	\$197,893,038	7.9%	(\$54,185,178)	-2.0%

Source: LESC Files

Statewide Year-End Cash Balances and Program Costs

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



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

K-3 Plus Awards and All Schools Eligible for K-3 Plus, Summer 2017 (Preliminary)

K-3 Plus Awards and All Schools Eligible for K-3 Plus Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Days	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students
SCHOOL DISTRICTS										
1	Alamogordo Public Schools	North Elementary	B	99%	110	94	\$112,704	80	46%	\$95,511
2	Alamogordo Public Schools	Oregon Elementary	D	90%				143	100%	\$170,726
3	Albuquerque Public Schools	District Administration ²					\$100,565			
4	Albuquerque Public Schools	Adobe Acres Elementary	D	100%	158	134	\$160,354	227	63%	\$271,013
5	Albuquerque Public Schools	Alameda Elementary	C	100%	123	105	\$124,833	55	34%	\$65,664
6	Albuquerque Public Schools	Alamosa Elementary	D	100%	161	137	\$163,399	196	59%	\$234,002
7	Albuquerque Public Schools	Apache Elementary	D	100%				238	100%	\$284,146
8	Albuquerque Public Schools	Armijo Elementary	D	100%	25	21	\$25,373	224	91%	\$267,431
9	Albuquerque Public Schools	Atrisco Elementary	F	100%				211	100%	\$251,911
10	Albuquerque Public Schools	Bandelier Elementary	D	40%				360	100%	\$429,800
11	Albuquerque Public Schools	Barcelona Elementary	D	100%				257	100%	\$306,830
12	Albuquerque Public Schools	Bel-Air Elementary	C	100%	63	54	\$63,939	131	71%	\$156,400
13	Albuquerque Public Schools	Bellehaven Elementary	F	75%	100	85	\$101,490	145	63%	\$173,114
14	Albuquerque Public Schools	Carlos Rey Elementary	D	100%				432	100%	\$515,760
15	Albuquerque Public Schools	Chaparral Elementary	D	83%				550	100%	\$656,640
16	Albuquerque Public Schools	Chelwood Elementary	F	100%	115	98	\$116,714	278	74%	\$331,901
17	Albuquerque Public Schools	Cochiti Elementary	F	100%	116	99	\$117,728	94	49%	\$112,226
18	Albuquerque Public Schools	Collet Park Elementary	C	82%				233	100%	\$278,176
19	Albuquerque Public Schools	Comanche Elementary	D	51%				254	100%	\$303,248
20	Albuquerque Public Schools	Corrales Elementary	D	32%				250	100%	\$298,473
21	Albuquerque Public Schools	Dolores Gonzales Elementary	B	98%	77	65	\$78,147	188	74%	\$224,451
22	Albuquerque Public Schools	Douglas MacArthur Elementary	C	88%	88	75	\$89,311	90	55%	\$107,450
23	Albuquerque Public Schools	Duranes Elementary	C	100%				148	100%	\$176,696
24	Albuquerque Public Schools	East San Jose Elementary	F	100%	132	112	\$133,967	203	64%	\$242,360
25	Albuquerque Public Schools	Edmund G Ross Elementary	D	84%	91	77	\$92,356	238	76%	\$284,146
26	Albuquerque Public Schools	Edward Gonzales Elementary	F	91%	149	127	\$151,220	84	40%	\$100,287
27	Albuquerque Public Schools	Emerson Elementary	D	100%	181	154	\$183,697	184	54%	\$219,676
28	Albuquerque Public Schools	Janet Kahn (Eubank) Elementary	F	100%	121	103	\$122,803	188	65%	\$224,451
29	Albuquerque Public Schools	Eugene Field Elementary	F	100%	53	45	\$53,790	103	70%	\$122,971
30	Albuquerque Public Schools	Gov Bent Elementary	D	94%				302	100%	\$360,555

K-3 Plus Awards and All Schools Eligible for K-3 Plus, Summer 2017 (Preliminary)

K-3 Plus Awards and All Schools Eligible for K-3 Plus Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Days	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students	
31	Albuquerque Public Schools	Hawthorne Elementary	F	100%	130	111	25	\$131,937	208	65%	\$248,329
32	Albuquerque Public Schools	Helen Cordero Primary	D	98%					537	100%	\$641,119
33	Albuquerque Public Schools	Hodgin Elementary	D	100%	125	106	25	\$126,863	231	69%	\$275,789
34	Albuquerque Public Schools	Kirtland Elementary	D	100%	125	106	25	\$126,863	64	38%	\$76,409
35	Albuquerque Public Schools	Kit Carson Elementary	D	100%	76	65	25	\$77,132	214	77%	\$255,492
36	Albuquerque Public Schools	La Luz Elementary	F	100%					131	100%	\$156,400
37	Albuquerque Public Schools	La Mesa Elementary	D	100%					390	100%	\$465,617
38	Albuquerque Public Schools	Lavaland Elementary	F	100%	111	94	25	\$112,654	289	75%	\$345,034
39	Albuquerque Public Schools	Lew Wallace Elementary	F	75%	134	114	25	\$135,997	36	24%	\$42,980
40	Albuquerque Public Schools	Longfellow Elementary	D	100%					219	100%	\$261,462
41	Albuquerque Public Schools	Los Padillas Elementary	F	100%	109	93	25	\$110,624	28	23%	\$33,429
42	Albuquerque Public Schools	Los Ranchos Elementary	F	99%					189	100%	\$225,645
43	Albuquerque Public Schools	Lowell Elementary	D	100%					186	100%	\$222,064
44	Albuquerque Public Schools	Marie M Hughes Elementary	F	53%					341	100%	\$407,116
45	Albuquerque Public Schools	Mark Twain Elementary	C	94%	52	44	25	\$52,775	184	81%	\$219,676
46	Albuquerque Public Schools	Maryann Binford Elementary	F	100%	83	71	25	\$84,237	428	86%	\$510,985
47	Albuquerque Public Schools	Matheson Park Elementary	C	88%					183	100%	\$218,482
48	Albuquerque Public Schools	McCollum Elementary	D	98%	49	42	25	\$49,730	196	82%	\$234,002
49	Albuquerque Public Schools	Mission Avenue Elementary	D	94%					228	100%	\$272,207
50	Albuquerque Public Schools	Mitchell Elementary	C	69%	125	106	25	\$126,863	172	62%	\$205,349
51	Albuquerque Public Schools	Montezuma Elementary	F	91%					255	100%	\$304,442
52	Albuquerque Public Schools	Mountain View Elementary	D	100%					194	100%	\$231,615
53	Albuquerque Public Schools	Navajo Elementary	F	100%					353	100%	\$421,443
54	Albuquerque Public Schools	Painted Sky Elementary	D	86%	107	91	25	\$108,594	587	87%	\$700,813
55	Albuquerque Public Schools	Pajarito Elementary	D	100%					255	100%	\$304,442
56	Albuquerque Public Schools	Reginald Chavez Elementary	C	100%	108	92	25	\$109,609	103	53%	\$122,971
57	Albuquerque Public Schools	Rudolfo Anaya Elementary	F	87%	66	56	25	\$66,983	381	87%	\$454,872
58	Albuquerque Public Schools	Sombra Del Monte Elementary	D	70%					228	100%	\$272,207
59	Albuquerque Public Schools	Sunset View Elementary	D	41%					484	100%	\$577,843
60	Albuquerque Public Schools	Susie R. Marmon Elementary	D	98%	66	56	25	\$66,983	426	88%	\$508,597
61	Albuquerque Public Schools	Tomasita Elementary	D	100%					224	100%	\$267,431

School District and Charter Schools Budgeted Cash Balances (Unaudited)

K-3 Plus Awards and All Schools Eligible for K-3 Plus
Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Days	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students	
62	Albuquerque Public Schools	Valle Vista Elementary	D	100%	100	85	25	\$101,490	198	70%	\$236,390
63	Albuquerque Public Schools	Ventana Ranch Elementary	B	41%	114	97	25	\$115,699	403	81%	\$481,138
64	Albuquerque Public Schools	Wherry Elementary	F	100%					296	100%	\$353,391
65	Albuquerque Public Schools	Whittier Elementary	F	100%					217	100%	\$259,074
66	Albuquerque Public Schools	Zia Elementary	D	49%					226	100%	\$269,819
67	Albuquerque Public Schools	Zuni Elementary	D	67%					263	100%	\$313,993
68	Artesia Public Schools	Central Elementary	C	74%	40	34	25	\$41,361	78	70%	\$93,123
69	Artesia Public Schools	Grand Heights Early Childhood	A	59%	83	71	25	\$85,899	204	74%	\$243,554
70	Artesia Public Schools	Hermosa Elementary	B	61%	60	51	25	\$61,965	170	77%	\$202,961
71	Artesia Public Schools	Roselawn Elementary	B	86%	44	37	25	\$45,574	87	70%	\$103,868
72	Artesia Public Schools	Yeso Elementary	B	41%	85	72	25	\$87,799	230	76%	\$274,595
73	Artesia Public Schools	Yucca Elementary	C	58%	65	55	25	\$67,216	164	75%	\$195,798
74	Belen Consolidated Schools	Dennis Chavez Elementary	C	93%	47	40	25	\$48,730	150	79%	\$179,084
75	Belen Consolidated Schools	Gil Sanchez Elementary	C	94%					162	100%	\$193,410
76	Belen Consolidated Schools	Jaramillo Elementary	B	100%	77	65	25	\$79,356	284	81%	\$339,065
77	Belen Consolidated Schools	La Merced Elementary	C	87%					274	100%	\$327,126
78	Belen Consolidated Schools	La Promesa Elementary	F	100%	48	41	25	\$49,491	74	64%	\$88,348
79	Belen Consolidated Schools	Rio Grande Elementary	B	100%					149	100%	\$177,890
80	Bernalillo Public Schools	Algodones Elementary	F	100%					145	100%	\$173,114
81	Bernalillo Public Schools	Bernalillo Elementary	D	94%					139	100%	\$165,951
82	Bernalillo Public Schools	Cochiti Elementary	B	100%	110	94	25	\$113,623	41	30%	\$48,949
83	Bernalillo Public Schools	Santo Domingo Elementary	D	100%					161	100%	\$192,216
84	Bernalillo Public Schools	WD Carroll Elementary	D	96%	215	183	25	\$221,940	190	51%	\$226,839
85	Bloomfield Schools	Bloomfield Early Childhood Center	A	92%					176	100%	\$210,125
86	Bloomfield Schools	Central Primary	D	92%					631	100%	\$753,345
87	Carlsbad Municipal Schools	Craft Elementary	D	79%	49	42	25	\$50,537	80	66%	\$95,511
88	Carlsbad Municipal Schools	ECE Center	A	69%	46	39	25	\$48,923	521	93%	\$622,017
89	Carlsbad Municipal Schools	Joe Stanley Smith Elementary	B	82%	47	40	25	\$48,770	197	83%	\$235,196
90	Carlsbad Municipal Schools	Sunset Elementary	C	55%	48	41	25	\$49,793	194	83%	\$231,615
91	Carrizozo Municipal Schools	Carrizozo Elementary	B	97%	27	27	20	\$33,075	17	39%	\$20,296
92	Central Consolidated Schools	Eva B. Stokely Elementary	B	83%	96	82	25	\$99,781	153	65%	\$182,665

School District and Charter Schools Budgeted Cash Balances (Unaudited)

K-3 Plus Awards and All Schools Eligible for K-3 Plus Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Days	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students
93	Central Consolidated Schools	Kirtland Elementary	B	74%	112	95	\$116,449	245	72%	\$292,503
94	Central Consolidated Schools	Mesa Elementary	D	100%	115	98	\$118,550	65	40%	\$77,603
95	Central Consolidated Schools	Naschitti Elementary	C	98%	40	34	\$41,328	30	47%	\$35,817
96	Central Consolidated Schools	Newcomb Elementary	B	100%	94	80	\$97,097	95	54%	\$113,420
97	Central Consolidated Schools	Nizhoni Elementary	F	100%	116	99	\$120,531	157	61%	\$187,441
98	Central Consolidated Schools	Ojo Amarillo Elementary	D	100%	140	119	\$145,452	121	50%	\$144,461
99	Chama Valley Independent Schools	Chama Elementary	D	91%	9	9	\$11,083	50	85%	\$59,695
100	Chama Valley Independent Schools	Tierra Amarilla Elementary	B	77%	20	20	\$24,252	44	69%	\$52,531
101	Cimarron Municipal Schools	Eagle Nest Elementary	D	55%				71	100%	\$84,766
102	Clovis Municipal Schools	Arts Academy At Bella Vista	B	100%				241	100%	\$287,727
103	Clovis Municipal Schools	Barry Elementary	C	93%				269	100%	\$321,156
104	Clovis Municipal Schools	Cameo Elementary	D	100%				212	100%	\$253,105
105	Clovis Municipal Schools	Highland Elementary	D	90%				207	100%	\$247,135
106	Clovis Municipal Schools	James Bickley Elementary	B	100%				223	100%	\$266,237
107	Clovis Municipal Schools	La Casita Elementary	D	98%	120	93.3	\$111,102	78.7	46%	\$93,959
108	Clovis Municipal Schools	Lockwood Elementary	C	100%				210	100%	\$250,717
109	Clovis Municipal Schools	Parkview Elementary	D	100%	120	93.3	\$111,437	213.7	70%	\$255,134
110	Clovis Municipal Schools	Sandia Elementary	D	65%	120	93.3	\$111,420	154.7	62%	\$184,695
111	Cobre Consolidated Schools	Bayard Elementary	D	92%	64	64	\$66,829	60	48%	\$71,633
112	Cobre Consolidated Schools	Central Elementary	F	100%	66	66	\$68,579	77	54%	\$91,930
113	Cobre Consolidated Schools	Hurley Elementary	D	82%	46	46	\$48,762	44	49%	\$52,531
114	Cobre Consolidated Schools	San Lorenzo Elementary	A	99%	17	14	\$18,227	24	63%	\$28,653
115	Cuba Independent Schools	Cuba Elementary	C	100%				128	100%	\$152,818
116	Deming Public Schools	Bataan Elementary	C	100%	97	82	\$98,445	221	73%	\$263,850
117	Deming Public Schools	Bell Elementary	D	100%	41	35	\$44,790	117	77%	\$139,685
118	Deming Public Schools	Chaparral Elementary	C	95%	110	94	\$115,226	176	65%	\$210,125
119	Deming Public Schools	Memorial Elementary	F	94%	160	136	\$167,767	184	58%	\$219,676
120	Deming Public Schools	Ruben S. Torres Elementary	C	100%	97	82	\$102,441	154	65%	\$183,859
121	Dexter Consolidated Schools	Dexter Elementary	D	83%	95	81	\$98,414	213	72%	\$254,299
122	Dulce Independent Schools	Dulce Elementary	F	90%	79	67	\$81,401	150	69%	\$179,084
123	Española Public Schools	Abiquiu Elementary	A	73%	27	23	\$28,128	49	68%	\$58,501

School District and Charter Schools Budgeted Cash Balances (Unaudited)

K-3 Plus Awards and All Schools Eligible for K-3 Plus
Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Days	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students
124	Española Public Schools	C	100%	47	40	20	\$48,830	90	69%	\$107,450 ¹²⁴
125	Española Public Schools	D	97%	24	20	20	\$24,956	58	74%	\$69,246 ¹²⁵
126	Española Public Schools	B	79%	12	10	20	\$12,387	23	70%	\$27,459 ¹²⁶
127	Española Public Schools	B	99%	47	40	20	\$49,094	172	81%	\$205,349 ¹²⁷
128	Española Public Schools	F	100%	14	12	20	\$14,871	67	85%	\$79,991 ¹²⁸
129	Española Public Schools	B	84%	83	71	20	\$86,305	139	66%	\$165,951 ¹²⁹
130	Española Public Schools	A	100%	23	20	20	\$24,013	49	71%	\$58,501 ¹³⁰
131	Española Public Schools	B	86%	49	42	20	\$50,961	132	76%	\$157,593 ¹³¹
132	Española Public Schools	F	100%	39	33	20	\$40,687	98	75%	\$117,001 ¹³²
133	Española Public Schools	D	100%	19	16	20	\$19,846	27	63%	\$32,235 ¹³³
134	Estancia Municipal Schools	A	98%					46	100%	\$54,919 ¹³⁴
135	Estancia Municipal Schools	D	90%					92	100%	\$109,838 ¹³⁵
136	Estancia Municipal Schools	B	86%					47	100%	\$56,113 ¹³⁶
137	Eunice Municipal Schools	C	72%	94	80	25	\$97,087	161	67%	\$192,216 ¹³⁷
138	Farmington Municipal Schools	D	82%					323	100%	\$385,626 ¹³⁸
139	Farmington Municipal Schools	B	87%					298	100%	\$355,779 ¹³⁹
140	Floyd Municipal Schools	A	83%					58	100%	\$69,246 ¹⁴⁰
141	Gadsden Independent Schools	A	100%	96	82	25	\$99,128	133	62%	\$158,787 ¹⁴¹
142	Gadsden Independent Schools	B	100%	77	65	25	\$79,633	207	76%	\$247,135 ¹⁴²
143	Gadsden Independent Schools	C	100%	90	77	25	\$93,401	215	74%	\$256,686 ¹⁴³
144	Gadsden Independent Schools	B	100%	100	85	25	\$102,691	217	72%	\$259,074 ¹⁴⁴
145	Gadsden Independent Schools	A	100%	72	61	25	\$74,469	224	79%	\$267,431 ¹⁴⁵
146	Gadsden Independent Schools	A	100%	88	75	25	\$91,218	221	75%	\$263,850 ¹⁴⁶
147	Gadsden Independent Schools	B	76%	67	57	25	\$69,204	116	67%	\$138,491 ¹⁴⁷
148	Gadsden Independent Schools	B	100%	66	56	25	\$68,011	155	73%	\$185,053 ¹⁴⁸
149	Gadsden Independent Schools	B	100%	80	68	25	\$82,725	112	62%	\$133,716 ¹⁴⁹
150	Gadsden Independent Schools	C	95%	85	72	25	\$88,261	124	63%	\$148,042 ¹⁵⁰
151	Gadsden Independent Schools	D	100%	140	119	25	\$145,046	205	63%	\$244,747 ¹⁵¹
152	Gadsden Independent Schools	A	70%	73	62	25	\$75,531	258	81%	\$308,024 ¹⁵²
153	Gadsden Independent Schools	B	100%	47	40	25	\$48,636	128	76%	\$152,818 ¹⁵³
154	Gadsden Independent Schools	C	100%	83	71	25	\$85,725	187	72%	\$223,257 ¹⁵⁴

School District and Charter Schools Budgeted Cash Balances (Unaudited)

K-3 Plus Awards and All Schools Eligible for K-3 Plus
Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Days	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students
155	Gadsden Independent Schools	Vado Elementary	B	99	84	25	\$102,243	166	66%	\$198,186 ¹⁵⁵
156	Gallup-McKinley County Schools	Chee Dodge Elementary	C	61	52	25	\$63,352	134	72%	\$159,981 ¹⁵⁶
157	Gallup-McKinley County Schools	Church Rock Elementary	D	45	38	25	\$46,525	203	84%	\$242,360 ¹⁵⁷
158	Gallup-McKinley County Schools	Crownpoint Elementary	C	77	65	25	\$79,276	159	71%	\$189,829 ¹⁵⁸
159	Gallup-McKinley County Schools	David Skeet Elementary	B	29	25	25	\$30,734	79	76%	\$94,317 ¹⁵⁹
160	Gallup-McKinley County Schools	Indian Hills Elementary	A	35	30	25	\$36,107	141	82%	\$168,338 ¹⁶⁰
161	Gallup-McKinley County Schools	Jefferson Elementary	C					207	100%	\$247,135 ¹⁶¹
162	Gallup-McKinley County Schools	Juan De Onate Elementary	C					162	100%	\$193,410 ¹⁶²
163	Gallup-McKinley County Schools	Lincoln Elementary	B	52	44	25	\$53,606	100	69%	\$119,389 ¹⁶³
164	Gallup-McKinley County Schools	Navajo Elementary	D	49	42	25	\$51,040	117	74%	\$139,685 ¹⁶⁴
165	Gallup-McKinley County Schools	Ramah Elementary	D					113	100%	\$134,910 ¹⁶⁵
166	Gallup-McKinley County Schools	Rocky View Elementary	C	70	60	25	\$72,635	138	70%	\$164,757 ¹⁶⁶
167	Gallup-McKinley County Schools	Roosevelt Elementary	D	32	27	25	\$33,248	99	79%	\$118,195 ¹⁶⁷
168	Gallup-McKinley County Schools	Stagecoach Elementary	D	65	55	25	\$67,799	133	71%	\$158,787 ¹⁶⁸
169	Gallup-McKinley County Schools	Thoreau Elementary	B	42	36	25	\$43,509	146	80%	\$174,308 ¹⁶⁹
170	Gallup-McKinley County Schools	Tobe Turpen Elementary	C	70	60	25	\$72,779	205	77%	\$244,747 ¹⁷⁰
171	Gallup-McKinley County Schools	Tohatchi Elementary	C	45	38	25	\$46,488	87	70%	\$103,868 ¹⁷¹
172	Gallup-McKinley County Schools	Twin Lakes Elementary	C	56	48	25	\$57,719	76	61%	\$90,736 ¹⁷²
173	Gallup-McKinley County Schools	Washington Elementary	C	93	79	25	\$96,132	56	41%	\$66,858 ¹⁷³
174	Grants-Cibola County Schools	Bluewater Elementary	A	12	10	25	\$14,212	58	85%	\$69,246 ¹⁷⁴
175	Grants-Cibola County Schools	Cubero Elementary	D	70	60	25	\$72,421	156	72%	\$186,247 ¹⁷⁵
176	Grants-Cibola County Schools	Mesa View Elementary	C	70	60	25	\$72,728	221	79%	\$263,850 ¹⁷⁶
177	Grants-Cibola County Schools	Milan Elementary	C	60	51	25	\$62,245	206	80%	\$245,941 ¹⁷⁷
178	Grants-Cibola County Schools	Mount Taylor Elementary	C	70	60	25	\$72,706	252	81%	\$300,860 ¹⁷⁸
179	Grants-Cibola County Schools	San Rafael Elementary	C					34	100%	\$40,592 ¹⁷⁹
180	Grants-Cibola County Schools	Seboyeta Elementary	D					36	100%	\$42,980 ¹⁸⁰
181	Hagerman Municipal Schools	Hagerman Elementary	B	73	62	25	\$75,743	44	42%	\$52,531 ¹⁸¹
182	Hatch Valley Public Schools	Garfield Elementary	D	46	39	25	\$47,654	58	60%	\$69,246 ¹⁸²
183	Hatch Valley Public Schools	Hatch Valley Elementary	B	86	73	25	\$89,740	141	66%	\$168,338 ¹⁸³
184	Hatch Valley Public Schools	Rio Grande Elementary	D	30	26	25	\$30,932	46	64%	\$54,919 ¹⁸⁴
185	Hobbs Municipal Schools	B. T. Washington Elementary	A					110	100%	\$131,328 ¹⁸⁵

School District and Charter Schools Budgeted Cash Balances (Unaudited)

K-3 Plus Awards and All Schools Eligible for K-3 Plus
Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Days	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students	
186	Hobbs Municipal Schools	College Lane Elementary	B	56%	45	38	20	\$46,120	303	89%	\$361,749
187	Hobbs Municipal Schools	Edison Elementary	B	91%	31	26	20	\$31,914	185	88%	\$220,870
188	Hobbs Municipal Schools	Jefferson Elementary	C	85%	48	41	20	\$49,159	204	83%	\$243,554
189	Hobbs Municipal Schools	Mills Elementary	B	60%	36	31	20	\$36,995	193	86%	\$230,421
190	Hobbs Municipal Schools	Southern Heights Elementary	D	85%	38	32	20	\$39,025	252	89%	\$300,860
191	Hobbs Municipal Schools	Taylor Elementary	B	75%	70	60	20	\$71,510	199	77%	\$237,584
192	Hobbs Municipal Schools	Will Rogers Elementary	B	85%	30	26	20	\$30,918	160	86%	\$191,022
193	Hondo Valley Public Schools	Hondo Elementary	B	90%					32	100%	\$38,204
194	Jemez Mountain Public Schools	Gallina Elementary	D	82%	25	21	25	\$25,974	18	46%	\$21,490
195	Jemez Mountain Public Schools	Lybrook Elementary	C	100%	25	21	25	\$26,014	17	45%	\$20,296
196	Jemez Valley Public Schools	Jemez Valley Elementary	D	86%	34	29	25	\$35,600	43	60%	\$51,337
197	Lake Arthur Municipal Schools	Lake Arthur Elementary	C	90%					22	100%	\$26,266
198	Las Cruces Public Schools	Alameda Elementary	C	100%	101	86	20	\$104,186	212	71%	\$253,105
199	Las Cruces Public Schools	Booker T. Washington	C	100%	88	75	20	\$91,088	90	55%	\$107,450
200	Las Cruces Public Schools	Central Elementary	C	100%	86	73	20	\$88,857	88	55%	\$105,062
201	Las Cruces Public Schools	Cesar Chavez Elementary	B	100%	181	154	20	\$186,533	340	69%	\$405,923
202	Las Cruces Public Schools	Columbia Elementary	B	100%	89	76	20	\$91,965	180	70%	\$214,900
203	Las Cruces Public Schools	Conlee Elementary	D	100%	132	112	20	\$136,418	186	62%	\$222,064
204	Las Cruces Public Schools	Doña Ana Elementary	A	95%	108	92	20	\$111,163	109	54%	\$130,134
205	Las Cruces Public Schools	East Picacho Elementary	C	75%	145	123	20	\$149,368	212	63%	\$253,105
206	Las Cruces Public Schools	Fairacres Elementary	D	60%					346	100%	\$413,086
207	Las Cruces Public Schools	Hermosa Hgts Elementary	D	100%	81	69	20	\$83,413	229	77%	\$273,401
208	Las Cruces Public Schools	Jornada Elementary	A	80%	103	88	20	\$106,151	237	73%	\$282,952
209	Las Cruces Public Schools	Loma Heights Elementary	B	100%	124	105	20	\$127,822	181	63%	\$216,094
210	Las Cruces Public Schools	MacArthur Elementary	D	100%	129	110	20	\$133,209	167	60%	\$199,380
211	Las Cruces Public Schools	Mesilla Elementary	D	80%	59	50	20	\$61,122	128	72%	\$152,818
212	Las Cruces Public Schools	Mesilla Park Elementary	B	100%	162	138	20	\$166,896	153	53%	\$182,665
213	Las Cruces Public Schools	Monte Vista Elementary	A	82%					344	100%	\$410,698
214	Las Cruces Public Schools	Sonoma Elementary	B	41%	210	179	20	\$215,927	301	63%	\$359,361
215	Las Cruces Public Schools	Sunrise Elementary	D	100%	44	37	20	\$45,248	129	78%	\$154,012
216	Las Cruces Public Schools	Tombaugh Elementary	C	89%	117	99	20	\$120,642	308	76%	\$367,718

School District and Charter Schools Budgeted Cash Balances (Unaudited)

K-3 Plus Awards and All Schools Eligible for K-3 Plus
Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students
217	Las Cruces Public Schools	University Hills Elementary	B	100%			253	100%	\$302,054
218	Las Cruces Public Schools	Valley View Elementary	C	100%	120	\$123,793	151	60%	\$180,277
219	Las Vegas City Public Schools	Legion Park Elementary	F	90%			106	100%	\$126,552
220	Las Vegas City Public Schools	Los Ninos Elementary	F	90%	24	\$151,612	36	35%	\$42,980
221	Las Vegas City Public Schools	LVCS Early Childhood	B	100%	34	\$46,294	-9	-11%	-\$10,745
222	Las Vegas City Public Schools	Sierra Vista Elementary	D	100%			94	100%	\$112,226
223	Lordsburg Municipal Schools	R.V. Traylor Elementary	B	100%	85	\$87,718	98	58%	\$117,001
224	Los Lunas Public Schools	Ann Parish Elementary	C	100%	92	\$94,056	160	67%	\$191,022
225	Los Lunas Public Schools	Desert View Elementary	C	100%	110	\$112,765	148	61%	\$176,696
226	Los Lunas Public Schools	Los Lunas Elementary	D	98%	75	\$76,568	226	78%	\$269,819
227	Los Lunas Public Schools	Peralta Elementary	D	77%	73	\$74,538	137	69%	\$163,563
228	Los Lunas Public Schools	Raymond Gabaldon Elementary	A	100%	72	\$73,521	181	75%	\$216,094
229	Los Lunas Public Schools	Tome Elementary	A	100%			254	100%	\$303,248
230	Los Lunas Public Schools	Valencia Elementary	A	85%			203	100%	\$242,360
231	Loving Municipal Schools	Loving Elementary	B	79%	52	\$53,688	113	72%	\$134,910
232	Lovington Municipal Schools	Ben Alexander Elementary	F	68%	32	\$33,809	223	89%	\$266,237
233	Lovington Municipal Schools	Jefferson Elementary	F	68%	39	\$40,927	287	90%	\$342,646
234	Lovington Municipal Schools	Lea Elementary	D	65%	39	\$40,204	284	90%	\$339,065
235	Magdalena Municipal Schools	Magdalena Elementary	D	100%			89	100%	\$106,256
236	Maxwell Municipal Schools	Maxwell Elementary	B	72%	12	\$15,637	17	57%	\$20,296
237	Mesa Vista Consolidated Schools	El Rito Elementary	F	78%	50	\$51,342	3	7%	\$3,582
238	Mora Independent Schools	Holman Elementary	B	99%	12	\$12,609	25	71%	\$29,847
239	Mora Independent Schools	Mora Elementary	D	100%	35	\$36,453	57	66%	\$68,052
240	Moriarty-Edgewood School District	Moriarty Elementary	D	100%			271	100%	\$323,544
241	Moriarty-Edgewood School District	Route 66 Elementary	D	74%			248	100%	\$296,085
242	Mountainair Public Schools	Mountainair Elementary	B	100%			62	100%	\$74,021
243	Pecos Independent Schools	Pecos Elementary	C	86%	65	\$67,377	117	68%	\$139,685
244	Peñasco Independent Schools	Peñasco Elementary	F	86%			96	100%	\$114,613
245	Quemado Independent Schools	Quemado Elementary	D	85%			35	100%	\$41,786
246	Questa Independent Schools	Alta Vista Elementary	D	71%	47	\$48,811	52	57%	\$62,082
247	Questa Independent Schools	Rio Costilla SW Learning Academy	B	100%			20	100%	\$23,878

School District and Charter Schools Budgeted Cash Balances (Unaudited)

K-3 Plus Awards and All Schools Eligible for K-3 Plus
Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Days	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students
248 Raton Public Schools	Longfellow Elementary	B	100%					228	100%	\$272,207 ²⁴⁸
249 Rio Rancho Public Schools	Colinas Del Norte Elementary	D	68%	149	127	25	\$158,714	317	71%	\$378,463 ²⁴⁹
250 Rio Rancho Public Schools	Maggie Cordova Elementary School	C	42%	154	131	25	\$164,139	418	76%	\$499,046 ²⁵⁰
251 Rio Rancho Public Schools	Sandia Vista Elementary	D	31%					382	100%	\$456,066 ²⁵¹
252 Roswell Independent Schools	Berrendo Elementary	B	58%	127	108	25	\$105,358	153	59%	\$182,665 ²⁵²
253 Roswell Independent Schools	Del Norte Elementary	B	77%	161	137	25	\$133,543	225	62%	\$268,625 ²⁵³
254 Roswell Independent Schools	East Grand Plains Elementary	C	71%	80	68	25	\$67,402	144	68%	\$171,920 ²⁵⁴
255 Roswell Independent Schools	El Capitan Elementary	C	89%	105	89	25	\$86,918	201	69%	\$239,972 ²⁵⁵
256 Roswell Independent Schools	Military Hgts Elementary	B	65%	114	97	25	\$94,602	226	70%	\$269,819 ²⁵⁶
257 Roswell Independent Schools	Missouri Ave Elementary	C	100%	114	97	25	\$94,639	161	62%	\$192,216 ²⁵⁷
258 Roswell Independent Schools	Monterrey Elementary	C	95%	160	136	25	\$132,248	230	63%	\$274,595 ²⁵⁸
259 Roswell Independent Schools	Nancy Lopez Elementary	D	100%	86	73	25	\$71,538	116	61%	\$138,491 ²⁵⁹
260 Roswell Independent Schools	Pecos Elementary	C	100%	155	132	25	\$128,475	123	48%	\$146,848 ²⁶⁰
261 Roswell Independent Schools	Sunset Elementary	F	100%	125	106	25	\$103,711	123	54%	\$146,848 ²⁶¹
262 Roswell Independent Schools	Valley View Elementary	B	84%	186	158	25	\$154,643	229	59%	\$273,401 ²⁶²
263 Roswell Independent Schools	Washington Ave Elementary	C	96%	120	102	25	\$99,697	186	65%	\$222,064 ²⁶³
264 Ruidoso Municipal Schools	Nob Hill Early Childhood Center	A	91%					147	100%	\$175,502 ²⁶⁴
265 Ruidoso Municipal Schools	Sierra Vista Primary	A	95%	92	78	25	\$95,018	230	75%	\$274,595 ²⁶⁵
266 Ruidoso Municipal Schools	White Mountain Elementary	B	87%					175	100%	\$208,931 ²⁶⁶
267 Santa Fe Public Schools	Amy Biehl Community School	D	35%					298	100%	\$355,779 ²⁶⁷
268 Santa Fe Public Schools	Aspen Community Magnet School	D	90%	48	41	25	\$50,048	156	79%	\$186,247 ²⁶⁸
269 Santa Fe Public Schools	Cesar Chavez Elementary	F	96%	82	70	25	\$84,778	214	75%	\$255,492 ²⁶⁹
270 Santa Fe Public Schools	Chaparral Elementary	D	43%	104	88	25	\$107,570	99	53%	\$118,195 ²⁷⁰
271 Santa Fe Public Schools	E.J. Martinez Elementary	C	35%	63	54	25	\$65,353	113	68%	\$134,910 ²⁷¹
272 Santa Fe Public Schools	El Camino Real Academy	D	88%	113	96	25	\$117,000	271	74%	\$323,544 ²⁷²
273 Santa Fe Public Schools	Francis X. Nava Elementary	D	94%	45	38	25	\$47,013	74	66%	\$88,348 ²⁷³
274 Santa Fe Public Schools	Gonzales Elementary	B	39%	74	63	25	\$76,404	135	68%	\$161,175 ²⁷⁴
275 Santa Fe Public Schools	Kearny Elementary	D	50%	97	82	25	\$100,015	174	68%	\$207,737 ²⁷⁵
276 Santa Fe Public Schools	Nina Otero Community School	D	51%	115	98	25	\$118,735	204	68%	\$243,554 ²⁷⁶
277 Santa Fe Public Schools	R.M. Sweeney Elementary	C	100%	139	118	25	\$143,949	176	60%	\$210,125 ²⁷⁷
278 Santa Fe Public Schools	Ramirez Thomas Elementary	C	90%	104	88	25	\$107,764	205	70%	\$244,747 ²⁷⁸

School District and Charter Schools Budgeted Cash Balances (Unaudited)

K-3 Plus Awards and All Schools Eligible for K-3 Plus
Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Days	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students
279	Santa Fe Public Schools	C	100%	61	52	25	\$63,986	91	64%	\$108,644
280	Santa Fe Public Schools	D	91%	32	27	25	\$32,992	40	60%	\$47,756
281	Santa Rosa Consolidated Schools	C	96%					48	100%	\$57,307
282	Santa Rosa Consolidated Schools	D	81%					158	100%	\$188,635
283	Silver Consolidated Schools	C	88%					267	100%	\$318,769
284	Silver Consolidated Schools	B	100%					81	100%	\$96,705
285	Socorro Consolidated Schools	B	88%					68	100%	\$81,185
286	Socorro Consolidated Schools	F	100%	95	81	25	\$97,791	258	76%	\$308,024
287	Springer Municipal Schools	C	94%					28	100%	\$33,429
288	Springer Municipal Schools	D	77%					12	100%	\$14,327
289	Taos Municipal Schools	C	83%					92	100%	\$109,838
290	Taos Municipal Schools	F	100%	115	98	25	\$119,104	214	69%	\$255,492
291	Taos Municipal Schools	D	97%	90	77	25	\$93,520	143	65%	\$170,726
292	Truth or Conseq. Municipal Schools	C	100%					57	100%	\$68,052
293	Truth or Conseq. Municipal Schools	F	100%	121	103	25	\$125,601	236	70%	\$281,758
294	Tucumcari Public Schools	B	100%					307	100%	\$366,524
295	Tularosa Municipal Schools	C	100%					169	100%	\$201,767
296	Vaughn Municipal Schools	C	88%	10	15	25	\$18,782	0	0%	\$0
297	Wagon Mound Public Schools	C	100%	17	20	25	\$24,621	8	29%	\$9,551
298	West Las Vegas Public Schools	D	92%	38	32	25	\$40,500	57	64%	\$68,052
299	West Las Vegas Public Schools	D	91%	75	64	25	\$76,642	108	63%	\$128,940
300	West Las Vegas Public Schools	B	100%					62	100%	\$74,021
301	West Las Vegas Public Schools	A	100%					46	100%	\$54,919
302	West Las Vegas Public Schools	D	100%	19	16	25	\$19,613	31	66%	\$37,011
303	Zuni Public Schools			464	230	20	\$274,620	234	50%	\$279,370
CHARTER SCHOOLS										
304	State Chartered Charter School	D	65%					39	100%	\$46,566
305	Albuquerque Public Schools	D	32%					228	100%	\$272,232
306	State Chartered Charter School	F	100%	22	25	25	\$30,585	47	100%	\$56,118
307	Albuquerque Public Schools	C	100%	32	27	25	\$32,477	86	76%	\$102,684
308	State Chartered Charter School	D	39%	57	48	20	\$58,988	87	64%	\$103,878

School District and Charter Schools Budgeted Cash Balances (Unaudited)

K-3 Plus Awards and All Schools Eligible for K-3 Plus
Summer 2017 (Preliminary)

School District	School Name	FY16 School Grade ¹	FY17 Percent FRL ¹	Number of Students Requested	Number of Students PED Funded	Days	Summer 17 Total Initial Award	Eligible Students Not Served	Percent Eligible Not Served	Estimated Additional Cost to Serve All Eligible Students
309	State Chartered Charter School	Dream Dine	F	73%				26	100%	\$31,044
310	Albuquerque Public Schools	El Camino Real Academy	C	97%	52	25	\$52,775	74	63%	\$88,356
311	State Chartered Charter School	Estancia Valley Classical Academy	C					164	100%	\$195,816
312	State Chartered Charter School	La Promesa Early Learning	F	100%	200	20	\$257,088	73	30%	\$87,162
313	State Chartered Charter School	Mission Achievement And Success	A	94%				207	100%	\$247,158
314	Albuquerque Public Schools	Montessori of the Rio Grande	D					144	100%	\$171,936
315	Albuquerque Public Schools	Mountain Mahogany Community School	F	48%				86	100%	\$102,684
316	Albuquerque Public Schools	Native American Community Academy	C	86%				33	100%	\$39,402
317	State Chartered Charter School	North Valley Academy	C	50%	79	25	\$81,424	148	69%	\$176,712
318	State Chartered Charter School	Red River Valley Charter School	F	78%				36	100%	\$42,984
319	West Las Vegas Public Schools	Rio Gallinas School	D	100%				41	100%	\$48,954
320	Jemez Valley Public Schools	San Diego Riverside	C	99%				33	100%	\$39,402
321	State Chartered Charter School	Sandoval Academy of Bilingual Education	D					72	100%	\$85,968
322	State Chartered Charter School	Taos Integrated School of Arts	D					67	100%	\$79,998
323	State Chartered Charter School	Taos International School	D	97%	43	20	\$52,402	66	61%	\$78,804
324	State Chartered Charter School	Turquoise Trail Charter School	B	66%	96	25	\$99,347	168	67%	\$200,592
325	State Chartered Charter School	William W Josephine Dorn Charter	D	97%	27	25	\$33,151	7	21%	\$8,357
			STATEWIDE	17,726	15,084		\$18,093,487	53,338	78%	\$63,671,679

Source: PED

¹ Schools are eligible for a K-3 Plus program if they receive a school grade of D or F or have more than 80 percent of students eligible for free and reduced-fee lunch at the time of initial application. Schools highlighted in blue are eligible to participate but currently do not receive funding either because they did not apply for funding or because funding is limited.

² Albuquerque Public Schools' district administration award is the district's prep and planning day award. In all other school districts, each individual school received a prep and planning day award, included with the district's total.

PED Prekindergarten Funding, FY18

PED Prekindergarten Funding

FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding
SCHOOL DISTRICTS								
1 Albuquerque Public Schools	District Total	25	29	717	\$2,298,845	200	\$1,282,480	\$3,581,325
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							
8 Albuquerque Public Schools	Armijo Elementary		1	33	\$105,805			\$105,805
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	Bel-Air Elementary		1	40	\$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		1			20	\$128,248	\$128,248
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	40	\$128,248			\$128,248
29 Albuquerque Public Schools	Eubank Elementary							
30 Albuquerque Public Schools	Eugene Field Elementary		1	34	\$109,011			\$109,011
31 Albuquerque Public Schools	Gov Bent Elementary							
32 Albuquerque Public Schools	Griegos Elementary							

PED Prekindergarten Funding
FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding
33 Albuquerque Public Schools	Hawthorne Elementary		1	40	\$128,248			\$128,248
34 Albuquerque Public Schools	Helen Cordero Primary		3	100	\$320,620			\$320,620
35 Albuquerque Public Schools	Hodgin Elementary							
36 Albuquerque Public Schools	Inez Elementary							
37 Albuquerque Public Schools	Janet Kahn (Eubank) Elementary		1	40	\$128,248			\$128,248
38 Albuquerque Public Schools	Kirtland Elementary							
39 Albuquerque Public Schools	Kit Carson Elementary		1			20	\$128,248	\$128,248
40 Albuquerque Public Schools	La Luz Elementary							
41 Albuquerque Public Schools	La Mesa Elementary							
42 Albuquerque Public Schools	Lavaland Elementary		1	40	\$128,248			\$128,248
43 Albuquerque Public Schools	Lew Wallace Elementary							
44 Albuquerque Public Schools	Longfellow Elementary							
45 Albuquerque Public Schools	Los Padillas Elementary		1			20	\$128,248	\$128,248
46 Albuquerque Public Schools	Los Ranchos Elementary		1	40	\$128,248			\$128,248
47 Albuquerque Public Schools	Lowell Elementary							
48 Albuquerque Public Schools	Manzano Mesa Elementary							
49 Albuquerque Public Schools	Marie M Hughes Elementary							
50 Albuquerque Public Schools	Mark Twain Elementary							
51 Albuquerque Public Schools	Maryann Binford Elementary							
52 Albuquerque Public Schools	Matheson Park Elementary							
53 Albuquerque Public Schools	Mc Collum Elementary							
54 Albuquerque Public Schools	Mission Elementary		1	40	\$128,248			\$128,248
55 Albuquerque Public Schools	Mitchell Elementary							
56 Albuquerque Public Schools	Montezuma Elementary							
57 Albuquerque Public Schools	Mountain View Elementary							
58 Albuquerque Public Schools	Navajo Elementary		1	40	\$128,248			\$128,248
59 Albuquerque Public Schools	Onate Elementary							
60 Albuquerque Public Schools	Painted Sky Elementary							
61 Albuquerque Public Schools	Pajarito Elementary		2			40	\$256,496	\$256,496
62 Albuquerque Public Schools	Reginald Chavez Elementary							
63 Albuquerque Public Schools	Rudolfo Anaya Elementary							
64 Albuquerque Public Schools	George J Sanchez Community School		1	40	\$128,248			\$128,248
65 Albuquerque Public Schools	Sierra Vista Elementary		1	40	\$128,248			\$128,248

PED Prekindergarten Funding, FY18

PED Prekindergarten Funding

FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding
66	Albuquerque Public Schools	Sombra Del Monte Elementary						
67	Albuquerque Public Schools	Susie R. Marmon Elementary						
68	Albuquerque Public Schools	Tomasita Elementary						
69	Albuquerque Public Schools	Valle Vista Elementary	1	34	\$109,011			\$109,011
70	Albuquerque Public Schools	Ventana Ranch Elementary	1	40	\$128,248			\$128,248
71	Albuquerque Public Schools	Wherry Elementary						
72	Albuquerque Public Schools	Whittier Elementary						
73	Albuquerque Public Schools	Zia Elementary						
74	Albuquerque Public Schools	Zuni Elementary						
75	Animas Public Schools	District Total			\$0		\$0	\$0
76	Animas Public Schools	Animas Elementary						
77	Artesia Public Schools	District Total			\$0		\$0	\$0
78	Artesia Public Schools	Central Elementary						
79	Artesia Public Schools	Grand Hts.Early Child						
80	Artesia Public Schools	Roselawn Elementary						
81	Aztec Municipal Schools	District Total			\$0		\$0	\$0
82	Aztec Municipal Schools	Lydia Rippey Elementary						
83	Aztec Municipal Schools	Mccoy Avenue Elementary						
84	Belen Consolidated Schools	District Total	1	30	\$96,186		\$0	\$96,186
85	Belen Consolidated Schools	Dennis Chavez Elementary						
86	Belen Consolidated Schools	Gil Sanchez Elementary						
87	Belen Consolidated Schools	Jaramillo Elementary						
88	Belen Consolidated Schools	La Merced Elementary						
89	Belen Consolidated Schools	La Promesa Elementary						
90	Belen Consolidated Schools	Rio Grande Elementary	1	30	\$96,186			\$96,186
91	Bernalillo Public Schools	District Total	3	120	\$384,744	35	\$224,434	\$609,178
92	Bernalillo Public Schools	Algodones Elementary	1					\$96,186
93	Bernalillo Public Schools	Cochiti Elementary	1					\$128,248
94	Bernalillo Public Schools	La Escuelita ECC at Carroll Elementary	5	120	\$384,744			\$384,744
95	Bernalillo Public Schools	Santo Domingo Elementary						
96	Bloomfield Schools	District Total	1	53	\$169,929	34	\$218,022	\$387,950
97	Bloomfield Schools	Blanco Elementary						
98	Bloomfield Schools	Bloomfield Early Childhood Center	4	53	\$169,929	34	\$218,022	\$387,950

PED Prekindergarten Funding

FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding
99	Capitan Municipal Schools	District Total			\$0		\$0	\$0
100	Capitan Municipal Schools							
101	Carlsbad Municipal Schools	District Total			\$0		\$0	\$0
102	Carlsbad Municipal Schools							
103	Central Consolidated Schools	District Total	6	214	\$686,127	65	\$416,806	\$1,102,933
104	Central Consolidated Schools							
105	Central Consolidated Schools							
106	Central Consolidated Schools		5	69	\$221,228	30	\$192,372	\$413,600
107	Central Consolidated Schools		2	43	\$137,867			\$137,867
108	Central Consolidated Schools		1			15	\$96,186	\$96,186
109	Central Consolidated Schools		2			20	\$128,248	\$128,248
110	Central Consolidated Schools		3	58	\$185,960			\$185,960
111	Central Consolidated Schools		2	44	\$141,073			\$141,073
112	Chama Valley Independent Schools	District Total	2	20	\$64,124		\$0	\$64,124
113	Chama Valley Independent Schools			10	\$32,062			\$32,062
114	Chama Valley Independent Schools			10	\$32,062			\$32,062
115	Cimarron Municipal Schools	District Total	1	14	\$44,887		\$0	\$44,887
116	Cimarron Municipal Schools							
117	Cimarron Municipal Schools		1	14	\$44,887			\$44,887
118	Clayton Municipal Schools	District Total			\$0		\$0	\$0
119	Clayton Municipal Schools							
120	Clovis Municipal Schools	District Total			\$0		\$0	\$0
121	Clovis Municipal Schools							
122	Clovis Municipal Schools							
123	Clovis Municipal Schools							
124	Clovis Municipal Schools							
125	Clovis Municipal Schools							
126	Clovis Municipal Schools							
127	Clovis Municipal Schools							
128	Clovis Municipal Schools							
129	Clovis Municipal Schools							
130	Cobre Consolidated Schools	District Total	4	6	\$0	74	\$474,518	\$474,518
131	Cobre Consolidated Schools		3			30	\$192,372	\$192,372

PED Prekindergarten Funding

FY18

	School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding	
132	Cobre Consolidated Schools	San Lorenzo Elementary		1			10	\$64,124	\$64,124	132
133	Cobre Consolidated Schools	Bayard Elementary		1			20	\$128,248	\$128,248	133
134	Cobre Consolidated Schools	Hurley Elementary		1			14	\$89,774	\$89,774	134
135	Corona Municipal Schools	District Total				\$0		\$0	\$0	135
136	Corona Municipal Schools	Corona Elementary								136
137	Cuba Independent Schools	District Total	1	1		\$0	15	\$96,186	\$96,186	137
138	Cuba Independent Schools	Cuba Elementary		1			15	\$96,186	\$96,186	138
139	Deming Public Schools	District Total	5	10		\$0	148	\$949,035	\$949,035	139
140	Deming Public Schools	Bataan Elementary		2			32	\$205,197	\$205,197	140
141	Deming Public Schools	Bell Elementary		2			32	\$205,197	\$205,197	141
142	Deming Public Schools	Chaparral Elementary								142
143	Deming Public Schools	Columbus Elementary		2			32	\$205,197	\$205,197	143
144	Deming Public Schools	Memorial Elementary								144
145	Deming Public Schools	My Little School		3			36	\$230,846	\$230,846	145
146	Deming Public Schools	Ruben S. Torres Elementary		1			16	\$102,598	\$102,598	146
147	Des Moines Municipal Schools	District Total				\$0		\$0	\$0	147
148	Des Moines Municipal Schools	Des Moines Elementary								148
149	Dexter Consolidated Schools	District Total	1	1		\$0	16	\$102,598	\$102,598	149
150	Dexter Consolidated Schools	Dexter Elementary		1			16	\$102,598	\$102,598	150
151	Dulce Independent Schools	District Total				\$0		\$0	\$0	151
152	Dulce Independent Schools	Dulce Elementary								152
153	Espanola Public School District	District Total	3	3		\$0	60	\$384,744	\$384,744	153
154	Espanola Public School District	Alcalde Elementary		1			20	\$128,248	\$128,248	154
155	Espanola Public School District	Chimayo Elementary								155
156	Espanola Public School District	Dixon Elementary								156
157	Espanola Public School District	Eutimio Salazar Elementary								157
158	Espanola Public School District	Hernandez Elementary								158
159	Espanola Public School District	ETS-Fairview Elementary		1			20	\$128,248	\$128,248	159
160	Espanola Public School District	Los Ninos Kindergarten Center		1			20	\$128,248	\$128,248	160
161	Estancia Valley Municipal Schools	District Total				\$0		\$0	\$0	161
162	Estancia Valley Municipal Schools	Vanstone Elementary								162
163	Farmington Municipal Schools	District Total	2	7	210	\$673,302		\$0	\$673,302	163
164	Farmington Municipal Schools	Animas Elementary								164

PED Prekindergarten Funding
FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding
165	Farmington Municipal Schools							165
166	Farmington Municipal Schools							166
167	Farmington Municipal Schools		4	136	\$436,043			167
168	Farmington Municipal Schools		3	74	\$237,259			168
169	Farmington Municipal Schools							169
170	Farmington Municipal Schools							170
171	Farmington Municipal Schools							171
172	Farmington Municipal Schools							172
173	Gadsden Independent Schools	4	18	545	\$1,747,379		\$0	\$1,747,379
174	Gadsden Independent Schools							174
175	Gadsden Independent Schools							175
176	Gadsden Independent Schools							176
177	Gadsden Independent Schools							177
178	Gadsden Independent Schools							178
179	Gadsden Independent Schools							179
180	Gadsden Independent Schools							180
181	Gadsden Independent Schools							181
182	Gadsden Independent Schools		4	150	\$480,930			182
183	Gadsden Independent Schools		4	130	\$416,806			183
184	Gadsden Independent Schools		4	90	\$288,558			184
185	Gadsden Independent Schools		6	175	\$561,085			185
186	Gadsden Independent Schools							186
187	Gadsden Independent Schools							187
188	Gadsden Independent Schools							188
189	Gadsden Independent Schools							189
190	Gadsden Independent Schools							190
191	Gallup-McKinley County Schools	10	10		\$0	173	\$1,109,345	\$1,109,345
192	Gallup-McKinley County Schools		1			18	\$115,423	\$115,423
193	Gallup-McKinley County Schools		1			18	\$115,423	\$115,423
194	Gallup-McKinley County Schools							194
195	Gallup-McKinley County Schools							195
196	Gallup-McKinley County Schools		1			17	\$109,011	\$109,011
197	Gallup-McKinley County Schools		1			18	\$115,423	\$115,423

PED Prekindergarten Funding, FY18

PED Prekindergarten Funding

FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$64,12.40	Total Funding
198	Gallup-McKinley County Schools	Juan De Onate Elementary						198
199	Gallup-McKinley County Schools	Lincoln Elementary						199
200	Gallup-McKinley County Schools	Navajo Elementary						200
201	Gallup-McKinley County Schools	Del Norte (Juan De Onate) Elementary	1			17	\$109,011	\$109,011
202	Gallup-McKinley County Schools	Ramah Elementary						202
203	Gallup-McKinley County Schools	Red Rock Elementary	1			19	\$121,836	\$121,836
204	Gallup-McKinley County Schools	Rocky View Elementary	1			18	\$115,423	\$115,423
205	Gallup-McKinley County Schools	Roosevelt Elementary						205
206	Gallup-McKinley County Schools	Stagecoach Elementary	1			17	\$109,011	\$109,011
207	Gallup-McKinley County Schools	Thoreau Elementary	1			15	\$96,186	\$96,186
208	Gallup-McKinley County Schools	Tohatchi Elementary						208
209	Gallup-McKinley County Schools	Twin Lakes Elementary						209
210	Gallup-McKinley County Schools	Washington Elementary						210
211	Gallup-McKinley County Schools	Tobe Turpen Elementary	1			16	\$102,598	\$102,598
212	Grants-Cibola County Schools	District Total	3	7	\$128,248	40	\$384,744	\$512,992
213	Grants-Cibola County Schools	Bluewater Elementary						213
214	Grants-Cibola County Schools	Cubero Elementary						214
215	Grants-Cibola County Schools	Mesa View Elementary	2	10	\$32,062	20	\$128,248	\$160,310
216	Grants-Cibola County Schools	Milian Elementary	3			40	\$256,496	\$256,496
217	Grants-Cibola County Schools	Mt. Taylor Elementary	2	30	\$96,186	0		\$96,186
218	Grants-Cibola County Schools	San Rafael Elementary						218
219	Grants-Cibola County Schools	Seboyeta Elementary						219
220	Hagerman Municipal Schools	District Total			\$0		\$0	\$0
221	Hagerman Municipal Schools	Hagerman Elementary						221
222	Hatch Valley Public Schools	District Total	2	3	\$185,960	58	\$115,423	\$301,383
223	Hatch Valley Public Schools	Garfield Elementary	1			18	\$115,423	\$115,423
224	Hatch Valley Public Schools	Hatch Elementary	2		\$185,960	58		\$185,960
225	Hobbs Municipal Schools	District Total			\$0		\$0	\$0
226	Hobbs Municipal Schools	Edison Elementary						226
227	Hobbs Municipal Schools	Jefferson Elementary						227
228	Hobbs Municipal Schools	Murray Elementary						228
229	Hondo Valley Public Schools	District Total			\$0		\$0	\$0
230	Hondo Valley Public Schools	Hondo Elementary						230

PED Prekindergarten Funding
FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding
231	House Municipal Schools	District Total			\$0		\$0	\$0
232	House Municipal Schools	House Elementary						
233	Jemez Mountain Public Schools	District Total			\$0		\$0	\$0
234	Jemez Mountain Public Schools	Gallina Elementary						
235	Jemez Mountain Public Schools	Lybrook Elementary						
236	Jemez Valley Public Schools	District Total	1	1	\$0	15	\$96,186	\$96,186
237	Jemez Valley Public Schools	Jemez Valley Elementary		1		15	\$96,186	\$96,186
238	Jemez Valley Public Schools	San Diego Riverside						
239	Lake Arthur Municipal Schools	District Total			\$0		\$0	\$0
240	Lake Arthur Municipal Schools	Lake Arthur Elementary						
241	Las Cruces Public Schools	District Total			\$0		\$0	\$0
242	Las Cruces Public Schools	Alameda Elementary						
243	Las Cruces Public Schools	Booker T. Washington						
244	Las Cruces Public Schools	Central Elementary						
245	Las Cruces Public Schools	Cesar Chavez Elementary						
246	Las Cruces Public Schools	Columbia Elementary						
247	Las Cruces Public Schools	Conlee Elementary						
248	Las Cruces Public Schools	Dona Ana Elementary						
249	Las Cruces Public Schools	East Picocho Elementary						
250	Las Cruces Public Schools	Fairacres Elementary						
251	Las Cruces Public Schools	Hermosa Hgts Elementary						
252	Las Cruces Public Schools	Hillrise Elementary						
253	Las Cruces Public Schools	Jornada Elementary						
254	Las Cruces Public Schools	Loma Heights Elementary						
255	Las Cruces Public Schools	Mac Arthur Elementary						
256	Las Cruces Public Schools	Mesilla Elementary						
257	Las Cruces Public Schools	Mesilla Park Elementary						
258	Las Cruces Public Schools	Monte Vista Elementary						
259	Las Cruces Public Schools	Tombaugh Elementary						
260	Las Cruces Public Schools	University Hills Elementary						
261	Las Cruces Public Schools	Valley View Elementary						
262	Lordsburg Municipal Schools	District Total	1	1	\$64,124	20	\$64,124	\$64,124
263	Lordsburg Municipal Schools	Rv Traylor Elementary		1	\$64,124	20	\$64,124	\$64,124

PED Prekindergarten Funding, FY18

PED Prekindergarten Funding

FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding
264	Los Alamos Public Schools	District Total			\$0		\$0	\$0
265	Los Alamos Public Schools	Aspen Elementary						
266	Los Lunas Public Schools	District Total	7	120	\$384,744	80	\$512,992	\$897,736
267	Los Lunas Public Schools	Ann Parish Elementary						
268	Los Lunas Public Schools	Bosque Farms Elementary	1	40	\$128,248			\$128,248
269	Los Lunas Public Schools	Desert View Elementary						
270	Los Lunas Public Schools	Katherine Gallegos Elementary	1	40	\$128,248			\$128,248
271	Los Lunas Public Schools	Los Lunas Elementary						
272	Los Lunas Public Schools	Peralta Elementary	1	0		20	\$128,248	\$128,248
273	Los Lunas Public Schools	Raymond Gabaldon	1			20	\$128,248	\$128,248
274	Los Lunas Public Schools	Sundance Elementary	1	40	\$128,248			\$128,248
275	Los Lunas Public Schools	Tome' Elementary	1			20	\$128,248	\$128,248
276	Los Lunas Public Schools	Valencia Elementary	1			20	\$128,248	\$128,248
277	Loving Municipal Schools	District Total			\$0		\$0	\$0
278	Loving Municipal Schools	Loving Elementary						
279	Magdalena Municipal Schools	District Total	1	13	\$41,681		\$0	\$41,681
280	Magdalena Municipal Schools	Magdalena Elementary	1	13	\$41,681			\$41,681
281	Maxwell Municipal Schools	District Total			\$0		\$0	\$0
282	Maxwell Municipal Schools	Maxwell Elementary						
283	Mesa Vista Consolidated Schools	District Total	1	1	\$0	15	\$96,186	\$96,186
284	Mesa Vista Consolidated Schools	El Rito Elementary	1			15	\$96,186	\$96,186
285	Mesa Vista Consolidated Schools	Ojo Caliente Elementary						
286	Mountainair School District	District Total	1	15	\$48,093		\$0	\$48,093
287	Mountainair School District	Mountainair Elementary	1	15	\$48,093			\$48,093
288	Mora Independent Schools	District Total			\$0		\$0	\$0
289	Mora Independent Schools	Holman Elementary						
290	Moriarty-Edgewood School District	District Total			\$0		\$0	\$0
291	Moriarty-Edgewood School District	Moriarty Elementary						
292	Moriarty-Edgewood School District	Route 66 Elementary						
293	Mosquero Municipal Schools	District Total			\$0		\$0	\$0
294	Mosquero Municipal Schools	Mosquero Elementary						
295	Mountainair Public Schools	District Total			\$0		\$0	\$0
296	Mountainair Public Schools	Mountainair Elementary						

PED Prekindergarten Funding
FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding
297 Pecos Independent Schools	District Total	1	2		\$0	40	\$256,496	\$256,496
298 Pecos Independent Schools	Pecos Elementary						\$256,496	\$256,496
299 Peñasco Independent Schools	District Total	1	1		\$0	15	\$96,186	\$96,186
300 Peñasco Independent Schools	Peñasco Elementary						\$96,186	\$96,186
301 Pojoaque Valley Schools	District Total	1	3	20	\$64,124	35	\$224,434	\$288,558
302 Pojoaque Valley Schools	Pablo Roybal Elementary		3	20	\$64,124	35	\$224,434	\$288,558
303 Portales Municipal Schools	District Total	1	3	87	\$278,939		\$0	\$278,939
304 Portales Municipal Schools	Brown Early Childhood Center		3	87	\$278,939			\$278,939
305 Quemado Independent Schools	District Total				\$0		\$0	\$0
306 Quemado Independent Schools	Datil Elementary							
307 Quemado Independent Schools	Quemado Elementary							
308 Questa Independent Schools	District Total	1	1		\$0	14	\$89,774	\$89,774
309 Questa Independent Schools	Alta Vista Elementary		1			14	\$89,774	\$89,774
310 Questa Independent Schools	Rio Costilla SW Learning Academy							
311 Raton Public Schools	District Total				\$0		\$0	\$0
312 Raton Public Schools	Longfellow Elementary							
313 Reserve Public Schools	District Total				\$0		\$0	\$0
314 Reserve Public Schools	Glenwood Elementary							
315 Reserve Public Schools	Reserve Elementary							
316 Regional Education Cooperative #6	District Total	10	10	130	\$416,806	10	\$64,124	\$480,930
317 Dora	Dora Elementary		1	13	\$41,681			\$41,681
318 Elida	Elida Elementary		1	10	\$32,062			\$32,062
319 Floyd	Floyd Elementary		1	15	\$48,093			\$48,093
320 Fort Sumner	Fort Sumner Elementary		1	15	\$48,093			\$48,093
321 Grady	Grady Elementary		1			10	\$64,124	\$64,124
322 Logan	Logan Elementary		1	15	\$48,093			\$48,093
323 Melrose	Melrose Elementary		1	12	\$38,474			\$38,474
324 San Jon	San Jon Elementary		1	10	\$32,062			\$32,062
325 Texico	Texico Elementary		1	20	\$64,124			\$64,124
326 Tucumcari	Tucumcari Elementary		1	20	\$64,124			\$64,124
327 Regional Education Cooperative #7	District Total	6	9	226	\$724,601		\$0	\$724,601
328 Eunice	Mettie Jordan Elementary		1	40	\$128,248			\$128,248
329 Hobbs	Booker T. Washington Elementary		3	77	\$246,877			\$246,877

PED Prekindergarten Funding, FY18

PED Prekindergarten Funding

FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding
330	Hobbs	Southern Heights Elementary	1	20	\$64,124			\$64,124
331	Hobbs	Will Rogers Elementary	1	40	\$128,248			\$128,248
332	Jal	Jal Elementary	2	39	\$125,042			\$125,042
333	Tatum	Tatum Elementary	1	10	\$32,062			\$32,062
334	Rio Rancho Public Schools	District Total	15	410	\$1,314,542		\$0	\$1,314,542
335	Rio Rancho Public Schools	Cielo Azul Elementary						
336	Rio Rancho Public Schools	Colinas Del Norte Elementary						
337	Rio Rancho Public Schools	Ernest Stapleton Elementary						
338	Rio Rancho Public Schools	Maggie Cordova Elementary School						
339	Rio Rancho Public Schools	Martin King Jr Elementary						
340	Rio Rancho Public Schools	Puesta Del Sol Elementary						
341	Rio Rancho Public Schools	Rio Rancho Elementary						
342	Rio Rancho Public Schools	Shining Stars Preschool	15	410	\$1,314,542			\$1,314,542
343	Roswell Independent School District	District Total	8	70	\$224,434	120	\$769,488	\$993,922
344	Roswell Independent School District	Berendo Elementary	2			40	\$256,496	\$256,496
345	Roswell Independent School District	East Grand Plains Elementary	1			20	\$128,248	\$128,248
346	Roswell Independent School District	Ei Capitan Elementary	1			20	\$128,248	\$128,248
347	Roswell Independent School District	Military Hgts Elementary						
348	Roswell Independent School District	Missouri Ave Elementary						
349	Roswell Independent School District	Monterrey Elementary						
350	Roswell Independent School District	Nancy Lopez Elementary	1			20	\$128,248	\$128,248
351	Roswell Independent School District	Parkview Early Literacy	4	70	\$224,434			\$224,434
352	Roswell Independent School District	Pecos Elementary	1			20	\$128,248	\$128,248
353	Roswell Independent School District	Valley View Elementary						
354	Roswell Independent School District	Washington Ave Elementary						
355	Roy Municipal Schools	District Total			\$0		\$0	\$0
356	Roy Municipal Schools	Roy Elementary						
357	Ruidoso Municipal School District	District Total	1	30	\$96,186		\$0	\$96,186
358	Ruidoso Municipal School District	Nob Hill Early Childhood Center	1	30	\$96,186			\$96,186
359	Santa Fe Public Schools	District Total	16	192	\$615,590	150	\$961,860	\$1,577,450
360	Santa Fe Public Schools	Amy Biehl Community School						
361	Santa Fe Public Schools	Aspen Community Magnet School						
362	Santa Fe Public Schools	Atalaya Elementary	1			20	\$128,248	\$128,248

PED Prekindergarten Funding
FY18

School District	Elementary School or Prekindergarten Program	FY18 School Sites	Classrooms	Half Day Students	Half-Day Funding at \$3,206.20	Full-Day Students	Full-Day Funding at \$6412.40	Total Funding
363	Santa Fe Public Schools	Carlos Gilbert Elementary						363
364	Santa Fe Public Schools	Cesar Chavez Elementary	1			18	\$115,423	364
365	Santa Fe Public Schools	Chaparral Elementary						365
366	Santa Fe Public Schools	EJ Martinez Elementary	1	24	\$76,949		\$76,949	366
367	Santa Fe Public Schools	El Camino Real Elementary	2	17	\$54,505	19	\$121,836	367
368	Santa Fe Public Schools	Francis X Nava Elementary	1			20	\$128,248	368
369	Santa Fe Public Schools	Kearney Elementary	1	26	\$83,361		\$83,361	369
370	Santa Fe Public Schools	Nina Ortero Community School	2			38	\$243,671	370
371	Santa Fe Public Schools	Nye Early Childhood Center	2	40	\$128,248		\$128,248	371
372	Santa Fe Public Schools	Pinon Elementary	1	40	\$128,248		\$128,248	372
373	Santa Fe Public Schools	Salazar Elementary						373
374	Santa Fe Public Schools	Ramirez Thomas Elementary	2	20	\$64,124	18	\$115,423	374
375	Santa Fe Public Schools	Sweeney Elementary	1	25	\$80,155		\$80,155	375
376	Santa Fe Public Schools	Tesuque Elementary	1			17	\$109,011	376
377	Santa Rosa Consolidated Schools	District Total	1	1	\$0	18	\$115,423	377
378	Santa Rosa Consolidated Schools	Rita A. Marquez Elementary						378
379	Santa Rosa Consolidated Schools	Santa Rosa Elementary	1			18	\$115,423	379
380	Silver Consolidated Schools	District Total	1	2	\$0	34	\$218,022	380
381	Silver Consolidated Schools	Cliff Elementary						381
382	Silver Consolidated Schools	G.W.Stout Elementary						382
383	Silver Consolidated Schools	Harrison Schmitt Elementary						383
384	Silver Consolidated Schools	Jose Barrios Elementary						384
385	Silver Consolidated Schools	Sixth Street Elementary						385
386	Silver Consolidated Schools	Socorro Consolidated Schools						386
387	Silver Consolidated Schools	Cottonwood Valley Charter						387
388	Silver Consolidated Schools	Midway Elementary						388
389	Silver Consolidated Schools	Parkview Elementary	2			34	\$218,022	389
390	Silver Consolidated Schools	San Antonio Elementary						390
391	Taos Municipal Schools	District Total	2	3	\$0	45	\$288,558	391
392	Taos Municipal Schools	Arroyo Del Norte Elementary						392
393	Taos Municipal Schools	Enos Garcia Elementary		2		28	\$179,547	393
394	Taos Municipal Schools	Rancho De Taos Elementary		1		17	\$109,011	394
395	Taos Municipal Schools	Taos Municipal Charter						395

PED Prekindergarten Funding
FY18

School District	Elementary School or Prekindergarten Program	FY18 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
396	Taos Municipal Schools	Taos International School						396
397	Truth Or Conseq. Municipal Schools	District Total	2	4	\$0	52	\$333,445	\$333,445
398	Truth Or Consequences Municipal Schools	Arrey Elementary		1		10	\$64,124	398
399	Truth Or Consequences Municipal Schools	T or C Elementary		3		42	\$269,321	399
400	Tularosa Municipal Schools	District Total			\$0		\$0	400
401	Tularosa Municipal Schools	Tularosa Elementary						401
402	Vaughn Municipal Schools	District Total	1	1	\$32,062		\$0	\$32,062
403	Vaughn Municipal Schools	Vaughn Elementary		1	\$32,062	10	\$32,062	403
404	Wagon Mound Municipal Schools	District Total	1	1	\$32,062	0	\$0	\$32,062
405	Wagon Mound Municipal Schools	Wagon Mound Elementary		1	\$32,062	0	\$32,062	405
406	West Las Vegas Schools	District Total	2	3	\$0	50	\$320,620	\$320,620
407	West Las Vegas Schools	Don Cecilio Mtz Elementary						407
408	West Las Vegas Schools	Luis E. Armijo Elementary		2		40	\$256,496	408
409	West Las Vegas Schools	Rio Gallinas School						409
410	West Las Vegas Schools	Valley Elementary		1		10	\$64,124	410
411	Zuni Public Schools	District Total	1	2	\$0	40	\$256,496	\$256,496
412	Zuni Public Schools	Shiwí T'Sana Elementary		2		40	\$256,496	412
STATE-CHARTERED CHARTER SCHOOLS								
413	Christine Duncan Heritage Academy Charter	State Chartered Charter School		1		20	\$128,248	413
414	Coral Community Charter School	State Chartered Charter School		2		38	\$243,671	414
415	Dream Dine	State Chartered Charter School						415
416	Estancia Valley Classical Academy	State Chartered Charter School						416
417	Horizon Academy West Charter	State Chartered Charter School		1	\$128,248	40	\$128,248	417
418	La Promesa Early Learning Center	State Chartered Charter School		3	\$44,887	14	\$230,846	418
419	North Valley Academy Charter	State Chartered Charter School		1		20	\$128,248	419
420	Red River Valley Charter School	State Chartered Charter School		1		10	\$64,124	420
421	Turquoise Trail Charter School	State Chartered Charter School		2		26	\$166,722	421
STATEWIDE:			144	234	\$10,990,854	1,781	\$11,420,484	\$22,411,338

Source: PED

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

Reads to Lead Awards, FY6 through FY18 (Initial)

Reads to Lead Awards

FY16 through FY18 (Initial)

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

Reads to Lead Awards, FY16 through FY18 (Initial)

Reads to Lead Awards

FY16 through FY18 (Initial)

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

Reads to Lead Awards, FY16 through FY18 (Initial)

Reads to Lead Awards

FY16 through FY18 (Initial)

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

* PED did not indicate a pathway for award.

Source: PED

Pay for Performance Pilot Awards, FY17 and FY18

Pay for Performance Pilot Awards FY17 and FY18

SCHOOL DISTRICT OR CHARTER SCHOOL	FY17		FY18	
	Award	Percent of Total	Award	Percent of Total
SCHOOL DISTRICTS				
1 Carrizozo Municipal Schools			\$25,816	0.6%
2 Clovis Municipal Schools			\$219,913	4.9%
3 Farmington Municipal Schools			\$1,727,730	38.8%
4 Gallup-Mckinley County School District	\$797,687	12.6%	\$1,537,826	34.5%
5 Lake Arthur Municipal Schools	\$26,067	0.4%		
6 Las Vegas City Schools			\$155,459	3.5%
7 Lordsburg Municipal Schools	\$27,989	0.4%	\$208,099	4.7%
8 Pecos Independent Schools	\$24,181	0.4%	\$169,493	3.8%
9 Penasco Independent School District	\$132,395	2.1%		
10 Pojoaque Valley Schools	\$317,083	5.0%		
11 Raton Public Schools	\$222,404	3.5%		
12 Roswell Independent School District	\$549,514	8.7%		
13 Santa Fe Public Schools	\$2,927,496	46.1%		
14 Vaughn Municipal Schools	\$14,500	0.2%	\$24,908	0.6%
CHARTER SCHOOLS				
16 Academy for Technology and the Classics	\$131,655	2.1%		
17 Christine Duncan Heritage Academy	\$49,831	0.8%		
18 Digital Arts and Technology	\$115,500	1.8%		
19 El Camino Real Academy	\$54,000	0.9%	\$148,415	3.3%
20 La Promesa Early Learning	\$52,297	0.8%		
21 La Tierra Montessori School	\$32,295	0.5%		
22 Native American Community Academy	\$26,789	0.4%		
23 New Mexico School for the Arts	\$95,274	1.5%		
24 North Valley Academy	\$325,674	5.1%		
25 Nuestros Valores Charter School	\$37,927	0.6%		
26 Public Academy for Performing Arts	\$46,331	0.7%		
27 South Valley Preporatory School	\$24,190	0.4%		
28 Taos Academy	\$29,066	0.5%	\$240,150	5.4%
29 Turquoise Trail Charter School	\$263,813	4.2%		
30 Twenty-First Century	\$20,000	0.3%		
31 STATEWIDE TOTAL ALLOCATIONS	\$6,343,956		\$4,457,809	

Source: SHARE

Direct Grants to Public Schools from "Below-the-Line" Appropriations, FY17

Direct Grants to Public Schools From "Below-the-Line" Appropriations, FY17

	Prek ¹	K-3 Plus ²	Early Reading	Merit Pay ^{3,4}	Interventions and Supports ^{2,3,5}	Elementary Breakfast	Hard-to-Staff Stipends ⁶	Other Initiatives ⁷	Total	Share of Initiatives / Share of Program Cost
1 SCHOOL DISTRICTS										
2 ALAMOGORDO		\$125,499	\$300,920			\$34,555			\$460,974	0.45
3 ALBUQUERQUE	\$3,224,279	\$4,407,699	\$1,214,513		\$489,350			\$220,520	\$9,556,361	0.59
4 ANIMAS			\$109,264			\$2,825			\$112,089	1.87
5 ARTESIA		\$386,625						\$773	\$407,120	0.57
6 AZTEC			\$3,240			\$19,722	\$24,300	\$33,500	\$71,150	0.13
7 BELEN	\$98,313	\$215,763			\$177,168	\$82,243		\$48,053	\$621,540	0.82
8 BERNALILLO	\$629,060	\$346,368			\$62,815	\$19,972		\$26,460	\$1,084,675	1.81
9 BLOOMFIELD	\$405,437				\$64,998		\$111,081	\$490,899	\$1,072,415	1.92
10 CAPITAN			\$58,808			\$14,035			\$72,843	0.63
11 CARLSBAD		\$232,534	\$185,978			\$142,388	\$37,016	\$40,317	\$636,233	0.48
12 CARRIZO		\$34,437	\$67,394				\$6,075		\$107,905	2.22
13 CENTRAL CONS.	\$1,224,717	\$469,841				\$67,029		\$5,000	\$1,766,587	1.51
14 CHAMA VALLEY	\$64,124	\$36,072			\$50,000	\$6,377			\$156,573	1.41
15 CIMARRON	\$44,672								\$44,672	0.43
16 CLAYTON									\$0	0.00
17 CLOUDCROFT			\$61,244						\$61,244	0.67
18 CLOVIS		\$53,436			\$157,052	\$115,588			\$326,076	0.22
19 COBRE CONS.	\$559,518	\$293,246	\$458,247		\$41,481	\$23,123			\$1,375,615	4.70
20 CORONA			\$50,000					\$990	\$50,990	1.33
21 CUBA	\$94,335				\$106,914				\$201,249	1.36
22 DEMING	\$820,935	\$796,614	\$160,100		\$99,905	\$2,402	\$142,763	\$50,987	\$2,073,705	2.13
23 DES MOINES			\$44,516						\$44,516	1.13
24 DEXTER	\$126,439	\$90,695	\$236,718			\$25,041		\$2,000	\$480,893	2.29
25 DORA			\$49,931					\$493	\$50,424	0.72
26 DULCE		\$110,122				\$16,341			\$126,463	0.77
27 ELIDA			\$27,059				\$12,150		\$39,209	0.93
28 ESPAÑOLA	\$437,821	\$455,722			\$290,000	\$31,324	\$24,300	\$5,995	\$1,245,162	1.61
29 ESTANCIA			\$171,419						\$171,419	1.03
30 EUNICE		\$94,618	\$102,469						\$197,086	1.25
31 FARMINGTON	\$661,872		\$352,782			\$36,539		\$112,006	\$1,163,199	0.60
32 FLOYD			\$93,799			\$3,566		\$769	\$98,134	1.67
33 FT. SUMNER			\$49,595			\$1,495			\$51,090	0.61
34 GADSDEN	\$1,754,988	\$1,251,359	\$153,591			\$79,451			\$3,239,388	1.25
35 GALLUP	\$1,008,309	\$1,233,259		\$797,687		\$35,998	\$115,376		\$3,190,628	1.45
36 GRADY			\$50,000					\$500	\$50,500	1.10
37 GRANTS	\$495,961	\$253,996				\$55,646			\$805,603	1.08
38 HAGERMAN		\$71,687			\$65,000	\$13,962	\$21,494		\$172,143	1.56
39 HATCH	\$380,141	\$152,939			\$69,174		\$12,355		\$614,608	2.56
40 HOBBS		\$256,724	\$245,551			\$46,010			\$548,285	0.32
41 HONDO			\$46,197						\$46,197	0.94
42 HOUSE			\$37,500						\$37,500	1.06
43 JAL						\$18,992			\$18,992	0.18
44 JEMEZ MOUNTAIN		\$34,891				\$1,244		\$587	\$36,722	0.51

Direct Grants to Public Schools from "Below-the-Line" Appropriations, FY17

Direct Grants to Public Schools From "Below-the-Line" Appropriations, FY17

	Prek ¹	K-3 Plus ²	Early Reading	Merit Pay ^{3,4}	Interventions and Supports ^{2,3,5}	Elementary Breakfast	Hard-to-Staff Stipends ⁶	Other Initiatives ⁷	Total	Share of Initiatives / Share of Program Cost
45	JEMEZ VALLEY	\$100,640	\$34,686	\$71,976					\$207,302	2.43
46	LAKE ARTHUR			\$26,067		\$1,211			\$27,279	0.62
47	LAS CRUCES	\$3,156,709			\$426,000	\$74,069	\$34,879	\$19,734	\$3,711,390	0.81
48	LAS VEGAS CITY	\$210,240			\$49,951	\$16,990	\$89,574	\$3,000	\$389,755	1.03
49	LOGAN			\$52,016		\$7,971			\$59,987	0.73
50	LORDSBURG	\$58,629	\$126,407			\$3,269		\$1,000	\$217,294	1.91
51	LOS ALAMOS			\$200,458					\$200,458	0.28
52	LOS LUNAS	\$1,047,976	\$514,498					\$55,800	\$1,618,275	1.12
53	LOWING		\$43,976		\$17,062	\$16,238		\$32,500	\$109,776	0.81
54	LOWINGTON		\$172,620	\$231,124				\$44,569	\$448,313	0.58
55	MAGDALENA	\$52,555			\$55,000	\$564	\$12,150	\$57,291	\$177,560	1.77
56	MAXWELL		\$15,782	\$80,203				\$532	\$96,517	2.28
57	MELROSE							\$513	\$513	0.01
58	MESA VISTA	\$101,239		\$77,616		\$3,563	\$18,225		\$200,643	2.18
59	MORA		\$68,196			\$4,384		\$993	\$73,574	0.67
60	MORIARTY		\$69,126	\$231,713				\$3,982	\$304,820	0.65
61	MOSQUERO			\$82,825					\$82,825	2.57
62	MOUNTAINAIR	\$48,093	\$8,404	\$40,022		\$573		\$500	\$97,592	1.31
63	PECOS	\$182,305	\$36,212	\$99,434	\$24,181	\$21,981		\$131,700	\$551,833	3.94
64	PENASCO	\$105,859		\$132,395		\$6,564		\$31,339	\$276,156	2.91
65	POLOAQUE	\$288,558			\$317,083	\$49,690	\$6,075		\$661,406	1.88
66	PORTALES	\$274,933		\$245,901		\$112,202			\$633,035	1.17
67	QUEMADO			\$98,226		\$3,527			\$101,752	1.96
68	QUESTA	\$83,927	\$41,469	\$47,208	\$50,000	\$6,845	\$6,075	\$23,938	\$259,461	2.24
69	RATON			\$260,136	\$222,404	\$3,805			\$486,344	2.49
70	RESERVE			\$50,000		\$3,085			\$53,085	1.05
71	RIO RANCHO	\$1,446,665	\$290,412	\$149,599				\$6,908	\$1,893,583	0.61
72	ROSWELL	\$1,003,911	\$1,763,375		\$549,514	\$128,819	\$15,444	\$15,000	\$3,476,063	1.93
73	ROY			\$58,645				\$60,152	\$58,645	1.86
74	RUIDOSO		\$138,705			\$7,646			\$323,744	0.90
75	SAN JON								\$0	0.00
76	SANTA FE	\$1,795,467	\$1,177,663		\$2,934,907	\$33,116		\$14,310	\$6,211,671	2.46
77	SANTA ROSA	\$115,315				\$13,863	\$9,113	\$0	\$138,291	0.89
78	SILVER CITY CONS.					\$45,688		\$2,749	\$89,633	0.15
79	SOCORRO	\$204,978	\$104,599			\$21,580	\$61,856	\$0	\$393,012	1.24
80	SPRINGER			\$49,865		\$3,911		\$0	\$53,776	1.00
81	TAOS	\$261,775	\$204,034		\$202,891	\$1,646		\$143,598	\$813,943	1.75
82	TATUM								\$0	0.00
83	TEXICO			\$36,835					\$36,835	0.28
84	TRUTH OR CONSEQ.	\$308,536	\$158,655		\$47,800			\$32,385	\$547,376	1.96
85	TUCUMCARI							\$1,000	\$1,000	0.00
86	TULAROSA		\$15,465			\$29,187			\$44,652	0.22
87	VAUGHN	\$28,738		\$14,500					\$43,238	1.04
88	WAGON MOUND	\$14,183	\$23,342	\$31,382					\$68,907	1.93

Direct Grants to Public Schools from "Below-the-Line" Appropriations, FY17

Direct Grants to Public Schools From "Below-the-Line" Appropriations, FY17

	Prek ¹	K-3 Plus ²	Early Reading	Merit Pay ^{3,4}	Interventions and Supports ^{2,3,5}	Elementary Breakfast	Hard-to-Staff Stipends ⁶	Other Initiatives ⁷	Total	Share of Initiatives / Share of Program Cost
88 WEST LAS VEGAS	\$285,643	\$147,509				\$11,643			\$444,796	1.36
90 ZUNI	\$253,636				\$167,844		\$27,799		\$449,278	1.63
91 CHARTER SCHOOLS										
92 ACAD FOR TECH & CLASSICS				\$131,655					\$131,655	1.92
93 ACADEMY OF TRADES & TECH					\$50,000				\$50,000	1.30
94 ACE LEADERSHIP									\$0	0.00
95 ALB TALENT DEV SECONDARY									\$0	0.00
96 ALBUQUERQUE CHARTER ACADEMY									\$0	0.00
97 ALBUQUERQUE INSTI. MATH & SCI.									\$0	0.00
98 ALBUQUERQUE SCHOOL OF EXCELLENCE			\$73,322			2,117.00		\$4,593	\$75,439	0.06
99 ALBUQUERQUE SIGN LANGUAGE									\$0	0.00
100 ALDO LEOPOLD ST. CHARTER									\$0	0.00
101 ALICE KING COMMUNITY SCHOOL			\$265,000						\$265,000	3.23
102 ALMA D ARTE STATE CHARTER									\$0	0.00
103 AMY BIEHL ST. CHARTER							\$20,250		\$20,250	0.23
104 ANANSI CHARTER			\$81,781						\$81,781	1.96
105 ANTHONY CHARTER									\$0	0.00
106 ASK ACADEMY							\$15,188		\$15,188	0.18
107 CARINOS DE LOS NINOS		\$27,443	\$49,992						\$77,435	2.65
108 CESAR CHAVEZ COMM.									\$0	0.00
109 CHRISTINE DUNCAN COMMUNITY				\$49,831			\$5,383	\$1,000	\$56,213	0.93
110 CIEN AGUAS INTERNATIONAL			\$50,000				\$21,263		\$71,263	0.96
111 CORAL COMMUNITY (APS)	\$216,253	\$71,461	\$174,576						\$462,289	12.40
112 CORRALES INTERNATIONAL			\$50,010						\$50,010	0.82
113 COTTONWOOD CHARTER									\$0	0.00
114 COTTONWOOD CLASSICAL									\$0	0.00
115 DEMING CESAR CHAVEZ									\$0	0.00
116 DIGITAL ARTS & TECH ACADEMY				\$115,500					\$115,500	1.77
117 DREAM DINE' (CENTRAL)			\$10,479						\$10,479	1.22
118 DZIT DIT LOOL DEAP									\$0	0.00
119 EAST MOUNTAIN									\$0	0.00
120 EL CAMINO REAL				\$54,000					\$54,000	0.82
121 ESTANCIA VALLEY			\$88,999						\$88,999	1.35
122 EXPLORE ACADEMY									\$0	0.00
123 GILBERT L. SENA STATE CHARTER									\$0	0.00
124 GORDON BERNELL									\$0	0.00
125 HEALTH LEADERSHIP CHARTER									\$0	0.00
126 HORIZON ACADEMY WEST	\$124,209								\$124,209	1.68
127 INT'L SCHOOL MESA DEL SOL			\$88,407						\$88,407	1.49
128 J. PAUL TAYLOR ACADEMY								\$1,000	\$1,000	0.03
129 JEFFERSON MONT. ACAD.			\$72,834						\$72,834	1.58
130 LA ACADEMIA DE ESPERANZA								\$1,000	\$1,000	0.01
131 LA ACADEMIA DOLORES HUERTA									\$0	0.00
132 LA PROMESA ST. CHARTER (APS)	\$262,277	\$254,896		\$52,297					\$570,460	7.84

Direct Grants to Public Schools from "Below-the-Line" Appropriations, FY17

Direct Grants to Public Schools From "Below-the-Line" Appropriations, FY17

	Prek ¹	K-3 Plus ²	Early Reading	Merit Pay ^{3,4}	Interventions and Supports ^{2,3,5}	Elementary Breakfast	Hard-to-Staff Stipends ⁶	Other Initiatives ⁷	Total	Share of Initiatives / Share of Program Cost
133	LA RESOLANA LEADERSHIP (APS)							\$960	\$960	0.05
134	LA TIERRA MONTESSORI (ESPANOLA)		\$51,726	\$32,295					\$84,021	2.93
135	LAS MONTANAS (LAS CRUCES)								\$0	0.00
136	LINDRITH AREA HERITAGE		\$27,800			\$1,314			\$29,114	4.35
137	LOS PUENTES								\$0	0.00
138	MASTERS PROGRAM								\$0	0.00
139	MCCURDY CHARTER SCHOOL				\$67,629		\$36,450		\$104,079	1.23
140	MEDIA ARTS COLLAB. ST. CHARTER				\$31,230		\$12,150		\$43,380	0.76
141	MIDDLE COLLEGE HIGH								\$0	0.00
142	MISSION ACHIEVEMENT & SUCCESS		\$175,000		\$96,137		\$52,174	\$66,958	\$390,270	2.46
143	MONTE DEL SOL (SANTA FE)							\$500	\$500	0.01
144	MONTESSORI ELEMENTARY								\$0	0.00
145	MONTESSORI OF THE RIO GRANDE								\$0	0.00
146	MORENO VALLEY HIGH								\$0	0.00
147	MOSAIC ACADEMY CHARTER								\$0	0.00
148	MOUNTAIN MAHOGANY								\$0	0.00
149	NATIVE AMERICAN COMM ACAD.		\$71,188	\$26,789	\$50,000		\$5,383	\$45,773	\$199,133	2.66
150	NEW AMERICA CHARTER SCHOOL- ABQ							\$36,334	\$36,334	0.61
151	NEW AMERICA SCHOOL - LAS CRUCES				\$50,000			\$19,474	\$69,474	1.14
152	NEW MEXICO CONNECTIONS VIRTUAL								\$0	0.00
153	NEW MEXICO INTERNATIONAL						\$53,984		\$53,984	1.32
154	NEW MEXICO SCHOOL FOR THE ARTS			\$95,274					\$95,274	1.79
155	NEW MEXICO VIRTUAL ACADEMY								\$0	0.00
156	NORTH VALLEY ACADEMY	\$128,248		\$325,674					\$543,860	7.27
157	NUESTROS VALORES			\$37,927	\$70,000				\$107,927	2.71
158	PAPA			\$46,331			\$6,075		\$52,406	0.71
159	PECOS CONNECTIONS								\$0	0.00
160	RED RIVER VALLEY (QUESTA)	\$64,199	\$22,000						\$86,199	4.76
161	RIO GALLINAS CHARTER SCHOOL								\$0	0.00
162	ROBERT F. KENNEDY				\$53,478		\$11,964		\$65,442	0.78
163	ROOTS & WINGS (QUESTA)		\$35,710						\$35,710	2.80
164	SAGE MONTESSORI CHARTER (APS)								\$0	0.00
165	SAN DIEGO RIVERSIDE CHARTER								\$0	0.00
166	SANDOVAL ACADEMY OF BIL ED								\$0	0.00
167	SCHOOL OF DREAMS ST. CHARTER								\$0	0.00
168	SIDNEY GUTIERREZ								\$0	0.00
169	SIEMBRA LEADERSHIP HIGH SCHOOL								\$0	0.00
170	SIX DIRECTIONS								\$0	0.00
171	SOUTH VALLEY				\$52,682				\$52,682	0.42
172	SOUTH VALLEY PREP			\$24,190				\$1,000	\$25,190	0.77
173	SOUTHWEST AER. MATH & SCIENCE								\$0	0.00
174	SOUTHWEST INTERMEDIATE								\$0	0.00
175	SOUTHWEST PRIMARY								\$0	0.00
176	SOUTHWEST SECONDARY								\$0	0.00

Direct Grants to Public Schools from “Below-the-Line” Appropriations, FY17

Direct Grants to Public Schools From “Below-the-Line” Appropriations, FY17

	Prek ¹	K-3 Plus ²	Early Reading	Merit Pay ^{3,4}	Interventions and Supports ^{2,3,5}	Elementary Breakfast	Hard-to-Staff Stipends ⁶	Other Initiatives ⁷	Total	Share of Initiatives / Share of Program Cost
177 TAOS ACADEMY				\$29,066			\$12,525		\$41,591	0.73
178 TAOS CHARTER			\$89,455						\$89,455	2.35
179 TAOS INTEGRATED SCHOOL OF ARTS									\$0	0.00
180 TAOS INTERNATIONAL									\$0	0.00
181 TECHNOLOGY LEADERSHIP									\$0	0.00
182 THE GREAT ACADEMY									\$0	0.00
183 TIERRA ADENTRO ST. CHARTER							\$18,523		\$18,523	0.27
184 TIERRA ENCANTADA CHARTER									\$0	0.00
185 TURQUOISE TRAIL	\$168,738	\$120,838		\$263,813					\$553,388	6.72
186 TWENTY FIRST CENT.				\$20,000					\$20,000	0.45
187 UPLIFT COMMUNITY SCHOOL									\$0	0.00
188 VISTA GRANDE							\$6,075		\$6,075	0.21
189 WALATOWA CHARTER HIGH									\$0	0.00
190 WILLIAM & JOSEPHINE DORN		\$33,831							\$33,831	2.80
191 RECs/OTHER SCHOOLS						\$1,540		\$70,162	\$71,703	
192 UNIDENTIFIED	\$670,202	\$365,025			\$203,523				\$1,238,750	
193 STATEWIDE	\$21,845,846	\$20,889,660	\$8,004,295	\$6,351,368	\$3,772,998	\$1,540,087	\$1,045,232	\$1,993,336	\$65,442,823	

Source: SHARE

¹REC #6 received \$475,206.54 to provide prekindergarten in several school districts. REC #7 received \$696,868.19 for prekindergarten in several school districts

²Albuquerque Public Schools received \$300 thousand in interventions and support money for their K-3 Plus program.

³In June and July 2017, PED reclassified \$463 thousand in expenses from the pay-for-performance pilot appropriation, which the Legislature reauthorized for FY18, to the interventions and supports appropriation, which was not reauthorized for FY18.

⁴In July 2017, PED reclassified \$43 thousand in expenses from the merit pay appropriation, which the Legislature reauthorized for FY18, to the standards based assessments appropriation.

⁵Taos Municipal Schools received \$16 thousand in interventions and support money for stipends for STEM teachers.

⁶In July 2017, PED reclassified \$119 thousand in expenses from the hard-to-staff appropriation, which the Legislature reauthorized for FY18, to the college preparation and dropout prevention and STEM initiative

⁷Other initiatives include college preparation and dropout prevention(\$838 thousand); the science, technology, engineering, and math (STEM) initiative (\$527 thousand); after school and summer enrichment (\$408 thousand); and New Mexico-grown fresh fruits and vegetables (\$221 thousand).

Superintendent and Charter School Head Administrator Salaries, FY18 Operating Budgets

Superintendent and Charter School Head Administrator Salaries

FY18 Operating Budgets

	School District or Charter School	Budgeted Salary	FTE Status	FY18 Enrollment	
1	Alamogordo Public Schools	\$124,800	1	5,957	1
2	Albuquerque Public Schools	\$236,308	1	82,159	2
3	Animas Public Schools	\$96,125	1	164	3
4	Artesia Public Schools	\$145,289	1	3,817	4
5	Aztec Municipal Schools	\$116,868	1	2,903	5
6	Belen Consolidated Schools	\$120,000	1	3,863	6
7	Bernalillo Public Schools	\$122,500	1	2,917	7
8	Bloomfield Schools	\$110,000	0.95	2,876	8
9	Capitan Municipal Schools	\$105,000	1	501	9
10	Carlsbad Municipal Schools	\$154,215	1	6,524	10
11	Carrizozo Municipal Schools	\$50,000	0.5	147	11
12	Central Consolidated Schools	\$125,000	1	5,735	12
13	Chama Valley Ind. Schools	\$104,499	1	369	13
14	Cimarron Municipal Schools	\$78,795	0.85	383	14
15	Clayton Municipal Schools	\$102,300	0.93	474	15
16	Cloudcroft Municipal Schools	\$100,618	1	368	16
17	Clovis Municipal Schools	\$151,000	1	8,062	17
18	Cobre Consolidated Schools	\$113,000	1	1,186	18
19	Corona Municipal Schools	\$93,629	1	67	19
20	Cuba Independent Schools	\$109,000	1	541	20
21	Deming Public Schools	\$131,280	1	5,147	21
22	Des Moines Municipal Schools	\$81,900	0.9	91	22
23	Dexter Consolidated Schools	\$106,372	1	949	23
24	Dora Consolidated Schools	\$114,565	1	238	24
25	Dulce Independent Schools	\$95,000	1	687	25
26	Elida Municipal Schools	\$87,192	0.9	134	26
27	Española Public Schools	\$128,231	1	3,555	27
28	Estancia Municipal Schools	\$111,100	1	609	28
29	Eunice Municipal Schools	\$100,776	1	781	29
30	Farmington Municipal Schools	\$150,000	1	10,971	30
31	Floyd Municipal Schools	\$78,200	0.85	213	31
32	Fort Sumner Municipal Schools	\$75,200	0.8	281	32
33	Gadsden Independent Schools	\$170,000	1	13,133	33
34	Gallup-McKinley County Schools	\$150,000	1	11,023	34
35	Grady Municipal Schools	\$93,634	1	132	35
36	Grants-Cibola County Schools	\$126,000	1	3,490	36
37	Hagerman Municipal Schools	\$110,272	1	426	37
38	Hatch Valley Public Schools	\$101,593	1	1,237	38
39	Hobbs Municipal Schools	\$162,000	1	9,826	39
40	Hondo Valley Public Schools	\$95,601	1	130	40
41	House Municipal Schools	\$92,957	1	75	41
42	Jal Public Schools	\$84,480	0.8	476	42
43	Jemez Mountain Public Schools	\$86,355	0.9	195	43

Superintendent and Charter School Head Administrators Salaries, FY18 Operating Budgets

Superintendent and Charter School Head Administrator Salaries

FY18 Operating Budgets

	School District or Charter School	Budgeted Salary	FTE Status	FY18 Enrollment	
44	Jemez Valley Public Schools	\$115,000	1	284	44
45	Lake Arthur Municipal Schools	Not Reported		93	45
46	Las Cruces Public Schools	\$167,072	1	24,106	46
47	Las Vegas City Public Schools	\$110,003	1	1,542	47
48	Logan Municipal Schools	\$92,844	1	303	48
49	Lordsburg Municipal Schools	\$108,150	1	482	49
50	Los Alamos Public Schools	\$160,000	1	3,663	50
51	Los Lunas Public Schools	\$150,000	1	8,368	51
52	Loving Municipal Schools	\$115,000	1	533	52
53	Lovington Municipal Schools	\$129,000	1	3,533	53
54	Magdalena Municipal Schools	\$86,897	0.8	318	54
55	Maxwell Municipal Schools	\$88,000	1	113	55
56	Melrose Public Schools	\$91,551	1	227	56
57	Mesa Vista Consolidated	\$103,000	1	243	57
58	Mora Independent Schools	\$80,000	0.8	422	58
59	Moriarty-Edgewood	\$125,000	1	2,408	59
60	Mosquero Municipal Schools	\$97,621	1	38	60
61	Mountainair Public Schools	\$87,338	0.1	227	61
62	Pecos Independent Schools	\$110,561	1	602	62
63	Peñasco Independent Schools	\$100,000	1	339	63
64	Pojoaque Valley Public Schools	\$113,720	1	1,979	64
65	Portales Municipal Schools	\$111,524	1	2,669	65
66	Quemado Independent Schools	\$97,020	0.87	147	66
67	Questa Independent Schools	\$93,002	1	359	67
68	Raton Public Schools	\$87,707	0.9	904	68
69	Reserve Public Schools	Not Reported		128	69
70	Rio Rancho Public Schools	\$180,000	1	17,177	70
71	Roswell Independent Schools	\$206,739	2	10,056	71
72	Roy Municipal Schools	\$85,305	1	51	72
73	Ruidoso Municipal Schools	\$122,565	1	1,987	73
74	San Jon Municipal Schools	\$100,591	0.95	145	74
75	Santa Fe Public Schools	\$197,308	1	12,592	75
76	Santa Rosa Consolidated	\$102,720	1	649	76
77	Silver Consolidated Schools	\$136,001	1	2,571	77
78	Socorro Consolidated Schools	\$115,566	1	1,493	78
79	Springer Municipal Schools	\$92,250	1	136	79
80	Taos Municipal Schools	\$138,470	1	2,244	80
81	Tatum Municipal Schools	\$120,000	1	315	81
82	Texico Municipal Schools	\$118,293	1	555	82
83	Truth or Conseq. Schools	\$122,636	1	1,258	83
84	Tucumcari Public Schools	\$109,200	1	948	84
85	Tularosa Municipal Schools	\$132,879	1	843	85
86	Vaughn Municipal Schools	\$93,001	1	64	86

Superintendent and Charter School Head Administrators Salaries, FY18 Operating Budgets

Superintendent and Charter School Head Administrator Salaries

FY18 Operating Budgets

	School District or Charter School	Budgeted Salary	FTE Status	FY18 Enrollment	
87	Wagon Mound Public Schools	\$64,302	0.75	68	87
88	West Las Vegas Public Schools	\$110,000	1	1,415	88
89	Zuni Public Schools	\$115,000	1	1,268	89
90	Academy for Tech. and Classics	\$100,000	1	392	90
91	Acad. of Trades and Technology	Not Reported		84	91
92	ACE Leadership High School	\$93,100	1	362	92
93	Albuquerque Talent Dev.	\$95,000	1	164	93
94	Albuquerque Charter Academy	\$107,516	1	286	94
95	ABQ Inst. of Math & Science	\$140,750	1	367	95
96	ABQ School of Excellence	\$101,764	1	558	96
97	ABQ Sign Language Academy	\$94,228	1	97	97
98	Aldo Leopold Charter	\$85,000	1	166	98
99	Alice King Community School	\$80,800	1	449	99
100	Alma D'Arte Charter	\$97,000	1	187	100
101	Amy Biehl Charter High School	Not Reported		289	101
102	Anansi Charter School	\$70,001	1	194	102
103	Anthony Charter School	\$100,000	1	95	103
104	ASK Academy	\$90,000	1	513	104
105	Cariños Charter School	\$37,041	0.4	106	105
106	Cesar Chavez Community School	\$80,159	0.86	204	106
107	Christine Duncan Heritage	\$84,048	1	331	107
108	Cien Aguas International	\$90,000	1	420	108
109	Coral Community Charter	\$95,000	1	207	109
110	Corrales International School	\$95,000	1	250	110
111	Cottonwood Valley Charter	\$72,000	1	170	111
112	Cottonwood Classical Prep	\$99,565	1	735	112
113	Deming Cesar Chavez	\$105,000	1	76	113
114	Digital Arts and Tech Acad.	\$76,737	0.8	298	114
115	Dream Dine	\$69,919	0.99	27	115
116	Dzit Dit'ooif (DEAP)	\$17,500	0.25	28	116
117	East Mountain High School	\$96,961	1	375	117
118	El Camino Real Academy	\$113,206	1.02	294	118
119	Estancia Valley Classical Academy	\$80,002	1	486	119
120	Explore Academy	\$80,000	1	258	120
121	Gilbert L Sena Charter HS	\$94,000	1	170	121
122	Gordon Bernell Charter	\$108,452	1	428	122
123	Health Leadership High School	\$91,809	1	180	123
124	Horizon Academy West	\$91,800	1	466	124
125	Int'l School at Mesa Del Sol	\$83,000	1	319	125
126	J Paul Taylor Academy	\$95,000	1	200	126
127	Jefferson Montessori Academy	\$90,000	1	201	127
128	La Academia De Esperanza	\$104,109	1	314	128
129	La Academia Dolores Huerta	\$85,000	1	171	129

Superintendent and Charter School Head Administrators Salaries, FY18 Operating Budgets

Superintendent and Charter School Head Administrator Salaries

FY18 Operating Budgets

	School District or Charter School	Budgeted Salary	FTE Status	FY18 Enrollment	
130	La Promesa Early Learning	\$100,320	1	350	130
131	La Resolana Leadership	\$78,322	1	82	131
132	La Tierra Montessori School	\$78,000	1	101	132
133	Las Montañas Charter	85000	1	157	133
134	Lindrith Area Heritage	Not Reported		24	134
135	Los Puentes Charter	\$93,428	1	172	135
136	MASTERS Program	\$105,964	1	205	136
137	McCurdy Charter School	\$93,000	1	544	137
138	Media Arts Collaborative	\$85,000	1	247	138
139	Middle College High School	\$66,839	0.65	100	139
140	Mission Achievement & Success	\$137,327	1	876	140
141	Monte Del Sol Charter	\$91,104	1	319	141
142	Montessori Elementary School	\$80,958	0.8	422	142
143	Montessori of the Rio Grande	\$87,000	1	217	143
144	Moreno Valley High School	\$80,000	1	54	144
145	Mosaic Academy Charter	\$55,912	0.67	180	145
146	Mountain Mahogany Community	Not Reported		188	146
147	Native American Community	\$84,049	1	432	147
148	New America - Albuquerque	\$113,465	1	351	148
149	New America - Las Cruces	\$111,364	1	299	149
150	New Mexico Connections Academy	\$107,671	1	1,717	150
151	New Mexico International	\$91,000	1	228	151
152	New Mexico School for the Arts	\$96,000	1	222	152
153	New Mexico Virtual Academy	\$85,000	1	496	153
154	North Valley Academy	\$98,140	1	475	154
155	Nuestros Valores Charter	\$100,527	1	160	155
156	Public Acad. Performing Arts	\$102,233	1	381	156
157	Pecos Connections Academy	\$98,000	1	527	157
158	Red River Valley Charter	\$70,440	0.9	81	158
159	Rio Gallinas School	\$72,000	1	95	159
160	Robert F. Kennedy	Not Reported		314	160
161	Roots & Wings Community School	\$68,000	1	50	161
162	San Diego Riverside	\$72,100	1	91	162
163	Sandoval Acad. Bilingual Ed.	\$60,000	1	94	163
164	School of Dreams Academy	\$92,058	1	471	164
165	Sidney Gutierrez Middle	\$78,198	1	66	165
166	Siembra Leadership High School	\$80,000	1	83	166
167	Six Directions Indigenous	\$75,000	1	73	167
168	South Valley Academy	\$56,401	0.6	622	168
169	South Valley Prep	\$88,376	1	154	169
170	Southwest Aeronautics, Mathematics, and Science	\$60,000	0.5	263	170
171	Southwest Primary Learning Center	\$50,000	0.5	193	171
172	Southwest Secondary Learning Center	\$60,000	0.5	260	172

Superintendent and Charter School Head Administrators Salaries, FY18 Operating Budgets

Superintendent and Charter School Head Administrator Salaries

FY18 Operating Budgets

	School District or Charter School	Budgeted Salary	FTE Status	FY18 Enrollment	
173	Student Athlete Headquarters	\$80,000	1	81	173
174	Taos Academy	\$91,850	0.75	213	174
175	Taos Municipal Charter	\$74,900	1	212	175
176	Taos Integrated School of Arts	\$75,000	1	157	176
177	Taos International School	\$80,000	1	207	177
178	Technology Leadership	\$87,550	1	167	178
179	GREAT Academy	\$142,660	1	178	179
180	Tierra Adentro	\$95,500	1	279	180
181	Tierra Encantada Charter School	\$98,000	1	309	181
182	Turquoise Trail Charter School	\$86,635	1	457	182
183	Twenty-First Century Acad.	\$63,000	0.7	240	183
184	Vista Grande High School	\$90,515	1	90	184
185	Walatowa Charter High School	\$80,002	1	46	185
186	William & Josephine Dorn	\$70,152	1	55	186

Source: OBMS

Health Insurance Premiums

Public Schools Insurance Authority

Health Insurance Premiums

Monthly Premiums, Plan Year Beginning October 2017

		Single	Two Party	Family
Blue Cross High Option	Employee	\$262.36	\$498.96	\$666.44
	Employer	\$393.56	\$748.48	\$999.66
	Total	\$655.92	\$1,247.44	\$1,666.10
Blue Cross Low Option	Employee	\$213.50	\$406.06	\$542.38
	Employer	\$320.28	\$609.12	\$813.58
	Total	\$533.78	\$1,015.18	\$1,355.96
Presbyterian High Option	Employee	\$212.18	\$445.52	\$594.08
	Employer	\$318.26	\$668.28	\$891.14
	Total	\$530.44	\$1,113.80	\$1,485.22
Presbyterian Low Option	Employee	\$172.68	\$362.58	\$483.46
	Employer	\$259.04	\$543.88	\$725.20
	Total	\$431.72	\$906.46	\$1,208.66
Health Connections HMO	Employee	\$236.12	\$449.06	\$599.78
	Employer	\$354.20	\$673.62	\$899.70
	Total	\$590.32	\$1,122.68	\$1,499.48

Source: NMPSIA

Reported premiums are for employees earning more than \$25 thousand, for whom the employer pays 60 percent of the total premium. For employees earning less than \$25 thousand but at least \$20 thousand, the employer pays 65 percent of the total premium; for employees earning less than \$20 thousand but at least \$15 thousand the employer pays 70 percent; and for employees earning less than \$15 thousand, the employer pays 75 percent.

Albuquerque Public Schools

Health Insurance Premiums

Monthly Premiums, Plan Year Beginning January 2018

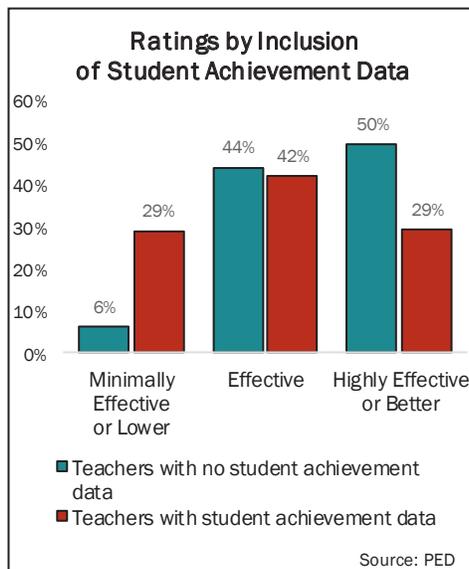
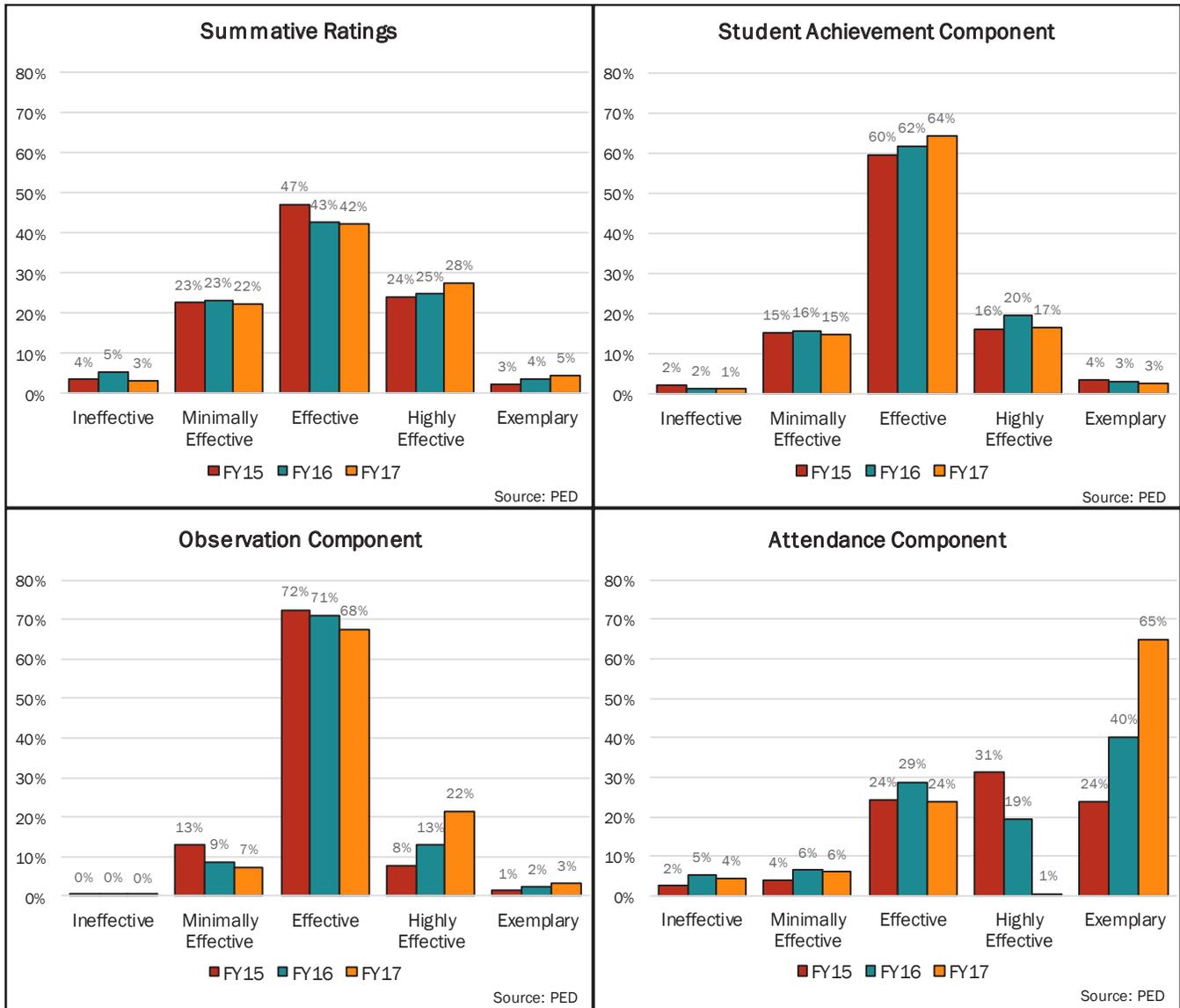
		Single	Two Party	Family
\$40,000 or More	Employee	\$179.50	\$359.00	\$484.72
	Employer	\$269.25	\$538.50	\$727.08
	Total	\$448.75	\$897.50	\$1,211.80
\$34,500 to \$39,999	Employee	\$134.62	\$269.26	\$363.52
	Employer	\$314.13	\$628.24	\$848.28
	Total	\$448.75	\$897.50	\$1,211.80
Less than \$34,500	Employee	\$89.76	\$179.50	\$242.36
	Employer	\$358.99	\$718.00	\$969.44
	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 New Mexico Health Connections. Premiums for each plan are the same.

Statewide Teacher Evaluation Results, FY5 through FY17

STATEWIDE TEACHER EVALUATION RESULTS FY15 THROUGH FY17



Component Weighting by Availability of Student Achievement Data

	Student Achievement	Observation	Planning, Preparation, and Professionalism	Attendance/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%

School District Proficiency Rates

School District Proficiency Rates

All Assessments, FY15 to FY17

School District	READING PROFICIENCY				MATH PROFICIENCY			
	Percent Proficient or Above			Change in Proficiency FY16 to FY17†	Percent Proficient or Above			Change in Proficiency FY16 to FY17†
	FY15	FY16	FY17		FY15	FY16	FY17	
1 Alamogordo	39.6%	45.6%	46%	0.4%	23.3%	26.3%	27%	0.7%
2 Albuquerque	35.4%	36.6%	34%	-2.6%	19.3%	20.7%	20%	-0.7%
3 Animas	44.6%	51.8%	67%	15.2%	18.3%	31.8%	20%	-11.8%
4 Artesia	36.6%	45.9%	47%	1.1%	23.8%	26.9%	26%	-0.9%
5 Aztec	32.3%	36.7%	34%	-2.7%	16.0%	21.4%	17%	-4.4%
6 Belen	28.0%	32.3%	34%	1.7%	13.4%	15.7%	16%	0.3%
7 Bernalillo	26.7%	31.4%	31%	-0.4%	9.5%	11.4%	13%	1.6%
8 Bloomfield	24.0%	28.4%	27%	-1.4%	9.7%	11.2%	9%	-2.2%
9 Capitan	40.4%	50.9%	51%	0.1%	14.2%	20.3%	22%	1.7%
10 Carlsbad	34.1%	37.8%	40%	2.2%	14.8%	16.7%	15%	-1.7%
11 Carrizozo	22.2%	33.8%	35%	1.2%	9.3%	9.7%	9%	-0.7%
12 Central Cons	25.0%	30.2%	29%	-1.2%	12.3%	13.4%	12%	-1.4%
13 Chama	30.7%	36.6%	36%	-0.6%	10.5%	12.4%	11%	-1.4%
14 Cimarron	35.7%	44.1%	47%	2.9%	21.9%	20.8%	20%	-0.8%
15 Clayton	40.2%	42.0%	46%	4.0%	26.6%	30.2%	34%	3.8%
16 Cloudcroft	50.5%	59.8%	63%	3.2%	17.1%	31.5%	32%	0.5%
17 Clovis	27.5%	36.5%	41%	4.5%	23.6%	25.8%	26%	0.2%
18 Cobre Cons	27.6%	31.0%	37%	6.0%	10.5%	12.7%	11%	-1.7%
19 Corona	46.6%	61.6%	68%	6.4%	38.0%	41.8%	40%	-1.8%
20 Cuba	18.9%	28.6%	28%	-0.6%	5.0%	9.3%	7%	-2.3%
21 Deming	24.2%	25.6%	30%	4.4%	10.4%	11.9%	13%	1.1%
22 Des Moines	62.5%	61.6%	64%	2.4%	32.2%	48.5%	50%	1.5%
23 Dexter	31.0%	30.5%	38%	7.5%	16.4%	18.0%	18%	0.0%
24 Dora	57.1%	57.7%	56%	-1.7%	36.2%	40.0%	39%	-1.0%
25 Dulce	8.8%	13.5%	14%	0.5%	2.0%	3.4%	3%	-0.4%
26 Elida	45.0%	44.4%	48%	3.6%	28.4%	26.5%	29%	2.5%
27 Espanola	25.3%	29.3%	27%	-2.3%	8.4%	11.0%	10%	-1.0%
28 Estancia	29.3%	35.1%	35%	-0.1%	15.5%	16.8%	17%	0.2%
29 Eunice	22.0%	28.3%	34%	5.7%	6.6%	10.3%	11%	0.7%
30 Farmington	36.5%	43.5%	46%	2.5%	19.9%	24.5%	25%	0.5%
31 Floyd	23.7%	39.7%	40%	0.3%	9.7%	18.5%	16%	-2.5%
32 Ft Sumner	51.2%	47.9%	48%	0.1%	25.1%	29.5%	23%	-6.5%
33 Gadsden	28.6%	37.5%	40%	2.5%	17.6%	24.1%	24%	-0.1%
34 Gallup	24.0%	28.9%	29%	0.1%	9.5%	12.7%	14%	1.3%
35 Grady	54.7%	63.6%	60%	-3.6%	41.3%	26.9%	37%	10.1%
36 Grants-Cibola	29.9%	35.0%	33%	-2.0%	11.9%	14.0%	14%	0.0%
37 Hagerman	32.1%	34.3%	34%	-0.3%	9.9%	19.5%	17%	-2.5%
38 Hatch	24.5%	39.4%	43%	3.6%	16.6%	17.3%	18%	0.7%
39 Hobbs	26.9%	35.9%	35%	-0.9%	10.8%	14.7%	16%	1.3%
40 Hondo	16.7%	28.7%	22%	-6.7%	7.8%	15.6%	12%	-3.6%
41 House	25.0%	35.9%	23%	-12.9%	18.8%	31.4%	22%	-9.4%
42 Jal	56.7%	22.5%	23%	0.5%		6.6%	12%	5.4%
43 Jemez Mountain	20.3%	33.6%	30%	-3.6%	7.4%	12.6%	8%	-4.6%
44 Jemez Valley	17.5%	19.5%	20%	0.5%	4.6%	5.4%	5%	-0.4%
45 Lake Arthur	26.4%	22.8%	20%	-2.8%	8.6%	13.3%	9%	-4.3%
46 Las Cruces	33.7%	38.8%	38%	-0.8%	17.1%	20.0%	20%	0.0%
47 Las Vegas City	26.1%	31.8%	33%	1.2%	9.3%	15.0%	15%	0.0%
48 Logan	48.0%	54.0%	57%	3.0%	20.9%	33.1%	29%	-4.1%
49 Lordsburg	37.7%	44.5%	45%	0.5%	15.3%	21.7%	19%	-2.7%
50 Los Alamos	61.8%	61.2%	63%	1.8%	48.8%	52.7%	49%	-3.7%
51 Los Lunas	25.7%	32.6%	38%	5.4%	17.5%	20.9%	20%	-0.9%

School District Proficiency Rates

School District Proficiency Rates

All Assessments, FY15 to FY17

School District	READING PROFICIENCY				MATH PROFICIENCY			
	Percent Proficient or Above			Change in Proficiency FY16 to FY17†	Percent Proficient or Above			Change in Proficiency FY16 to FY17†
	FY15	FY16	FY17		FY15	FY16	FY17	
52 Loving	24.0%	25.5%	34%	8.5%	9.5%	16.0%	15%	-1.0%
53 Lovington	29.2%	38.0%	38%	0.0%	15.1%	22.0%	22%	0.0%
54 Magdalena	23.0%	23.0%	21%	-2.0%	8.1%	12.3%	7%	-5.3%
55 Maxwell	23.0%	31.3%	46%	14.7%	8.1%	13.3%	14%	0.7%
56 Melrose	38.9%	58.6%	58%	-0.6%	23.4%	29.0%	26%	-3.0%
57 Mesa Vista	26.0%	22.7%	31%	8.3%	7.9%	6.5%	7%	0.5%
58 Mora	24.4%	26.2%	34%	7.8%	10.9%	14.1%	13%	-1.1%
59 Moriarty	34.8%	38.5%	42%	3.5%	18.7%	20.2%	20%	-0.2%
60 Mosquero	29.4%	29.7%	39%	9.3%	17.2%	11.5%	22%	10.5%
61 Mountainair	19.5%	36.0%	42%	6.0%	8.2%	10.3%	18%	7.7%
62 Pecos	32.4%	33.8%	30%	-3.8%	8.4%	17.2%	11%	-6.2%
63 Penasco	29.9%	34.8%	30%	-4.8%	12.4%	8.8%	10%	1.2%
64 Pojoaque	32.0%	34.6%	33%	-1.6%	11.2%	13.7%	13%	-0.7%
65 Portales	33.9%	40.6%	41%	0.4%	16.3%	22.4%	21%	-1.4%
66 Quemado	30.3%	42.2%	39%	-3.2%	22.1%	20.7%	25%	4.3%
67 Questa	27.0%	35.3%	35%	-0.3%	13.1%	11.3%	9%	-2.3%
68 Raton	33.4%	36.4%	36%	-0.4%	18.2%	18.2%	17%	-1.2%
69 Reserve	43.5%	40.0%	52%	12.0%	21.3%	34.1%	34%	-0.1%
70 Rio Rancho	46.0%	45.0%	47%	2.0%	27.6%	29.4%	29%	-0.4%
71 Roswell	34.9%	37.7%	36%	-1.7%	18.0%	21.4%	23%	1.6%
72 Roy	23.1%	60.0%	66%	6.0%	46.2%	43.5%	42%	-1.5%
73 Ruidoso	28.8%	36.4%	36%	-0.4%	15.0%	19.8%	16%	-3.8%
74 San Jon	36.0%	53.4%	50%	-3.4%	11.6%	16.3%	26%	9.7%
75 Santa Fe	33.3%	34.4%	36%	1.6%	14.3%	16.8%	17%	0.2%
76 Santa Rosa	28.8%	41.5%	43%	1.5%	15.0%	18.1%	13%	-5.1%
77 Silver	24.4%	37.1%	39%	1.9%	16.2%	18.6%	20%	1.4%
78 Socorro	20.0%	27.5%	29%	1.5%	12.1%	13.7%	14%	0.3%
79 Springer	31.5%	42.5%	43%	0.5%	12.0%	5.9%	9%	3.1%
80 Taos	35.6%	34.6%	38%	3.4%	14.1%	15.5%	16%	0.5%
81 Tatum	36.4%	42.1%	45%	2.9%	17.4%	23.9%	27%	3.1%
82 Texico	47.1%	58.9%	59%	0.1%	29.0%	31.5%	33%	1.5%
83 Truth or Consequences	31.4%	33.4%	38%	4.6%	15.3%	20.6%	22%	1.4%
84 Tucumcari	26.2%	34.2%	38%	3.8%	15.9%	17.9%	14%	-3.9%
85 Tularosa	26.0%	31.9%	36%	4.1%	12.7%	15.9%	20%	4.1%
86 Vaughn	13.4%	25.4%	22%	-3.4%	2.0%	1.9%	5%	3.1%
87 Wagon Mound	29.2%	28.3%	38%	9.7%	20.0%	11.8%	19%	7.2%
88 West Las Vegas	21.4%	29.1%	30%	0.9%	9.0%	12.5%	12%	-0.5%
89 Zuni	26.5%	30.5%	28%	-2.5%	4.7%	6.8%	3%	-3.8%
STATEWIDE	33.3%	37.0%	37%	0.0%	17.6%	20.2%	20%	-0.2%

Note: School district proficiency rates include locally-chartered charter schools' student proficiency rates.

Source: PED

State-Chartered Charter School Proficiency Rates

State-Chartered Charter School Proficiency Rates

All Assessments, FY15 to FY17

Charter School	READING PROFICIENCY				MATH PROFICIENCY			
	Percent Proficient or Above			Change in Proficiency FY16 to FY17 [†]	Percent Proficient or Above			Change in Proficiency FY16 to FY17 [†]
	FY15	FY16	FY17		FY15	FY16	FY17	
1 Academy of Trades and Technology	3.5%	1.7%	≤ 5%	**	< 2%	1.7%	≤ 5%	**
2 Albuquerque Inst. of Math and Science	82.5%	83.4%	86%	2.6%	76.6%	76.7%	84%	7.3%
3 Albuquerque School of Excellence	31.3%	31.8%	43%	11.2%	27.1%	35.1%	33%	-2.1%
4 Albuquerque Sign Language Academy	19.6%	16.9%	20%	3.1%	10.7%	9.5%	17%	7.5%
5 Aldo Leopold Charter	55.5%	41.5%	46%	4.5%	21.8%	22.1%	31%	8.9%
6 Alma D Arte Charter	43.1%	38.2%	41%	2.8%	12.5%	8.4%	6%	-2.4%
7 Amy Biehl High Charter	50.6%	55.6%	52%	-3.6%	13.7%	16.7%	14%	-2.7%
8 Anthony Charter School	15.1%	32.4%	13%	-19.4%	6.1%	7.2%	7%	-0.2%
9 ACE Leadership	2.9%	1.3%	2%	0.7%	< 2%	1.4%	≤ 5%	**
10 ASK Academy Charter	42.2%	55.3%	51%	-4.3%	36.3%	38.2%	38%	-0.2%
11 Carinos de los Ninos	19.0%	14.0%	20%	6.0%	7.0%	4.0%	≤ 5%	**
12 Cesar Chavez Community Charter	< 2%	6.3%	≤ 2%	**	< 2%	4.2%	≤ 2%	**
13 Cien Aguas International Charter	45.5%	42.7%	42%	-0.7%	26.7%	28.9%	38%	9.1%
14 Coral Community Charter	57.6%	59.4%	61%	1.6%	31.0%	28.0%	31%	3.0%
15 Cottonwood Classical Preparatory	64.8%	62.1%	65%	2.9%	27.8%	27.1%	36%	8.9%
17 Dream Dine	‡	‡	25%		‡	‡	‡	
18 Dzit Dit Lool DEAP		5.3%	≤ 10%	**		10.5%	≤ 10%	**
20 Estancia Valley Classical Academy	67.7%	62.1%	65%	2.9%	39.5%	38.8%	38%	-0.8%
21 Explore Academy	38.4%	60.6%	62%	1.4%	13.6%	34.3%	37%	2.7%
22 Gilbert L Sena High Charter	23.3%	28.3%	31%	2.7%	5.3%	6.5%	6%	-0.5%
23 The Great Academy	22.0%	26.4%	27%	0.6%	19.3%	18.3%	13%	-5.3%
24 Health Leadership High School	< 2%	8.9%	5%	-3.9%	< 2%	1.6%	≤ 2%	**
26 Horizon Academy West Charter	39.0%	48.7%	44%	-4.7%	22.5%	27.2%	25%	-2.2%
27 International School at Mesa Del Sol	25.6%	41.2%	43%	1.8%	22.2%	22.5%	15%	-7.5%
28 J Paul Taylor Academy Charter	45.5%	53.7%	58%	4.3%	31.5%	31.2%	31%	-0.2%
29 La Academia Dolores Huerta	22.4%	17.8%	8%	-9.8%	9.6%	7.4%	3%	-4.4%
31 La Promesa Early Learning Center	32.4%	32.5%	35%	2.5%	7.8%	10.2%	9%	-1.2%
32 La Resolana Leadership Academy	6.7%	33.3%	18%	-15.3%	2.7%	6.1%	≤ 5%	**
33 La Tierra Montessori School	32.1%	49.1%	52%	2.9%	11.9%	29.2%	22%	-7.2%
34 Las Montanas Charter High School	2.7%	2.2%	3%	0.8%	< 2%	2.1%	≤ 2%	**
35 MASTERS Program	69.4%	61.5%	58%	-3.5%	26.2%	15.2%	16%	0.8%
36 McCurdy Charter School	19.3%	29.7%	27%	-2.7%	5.2%	8.8%	5%	-3.8%
37 Media Arts Collaborative Charter	30.1%	53.2%	48%	-5.2%	11.3%	17.4%	20%	2.6%
38 Mission Achievement and Success	28.5%	32.3%	40%	7.7%	25.4%	18.7%	29%	10.3%
39 Monte Del Sol Charter School	27.1%	22.8%	29%	6.2%	6.8%	8.7%	5%	-3.7%
40 Montessori Elementary Charter	43.6%	33.8%	56%	22.2%	23.2%	32.8%	31%	-1.8%
41 New America School Charter	< 2%	4.0%	4%	0.0%	< 2%	0.7%	≤ 2%	**
42 New America School Las Cruces	4.6%	9.5%	11%	1.5%	4.8%	2.9%	≤ 2%	**
43 New Mexico Connections Academy	39.2%	22.7%	18%	-4.7%	15.3%	13.1%	11%	-2.1%
45 New Mexico School for the Arts	80.3%	87.5%	79%	-8.5%	28.6%	40.3%	41%	0.7%
46 North Valley Academy Charter	31.3%	36.6%	38%	1.4%	9.6%	14.9%	22%	7.1%
47 Red River Valley Charter	50.7%	39.5%	35%	-4.5%	21.3%	20.0%	16%	-4.0%
48 Roots and Wings Community	42.9%	24.1%	62%	37.9%	28.6%	17.9%	38%	20.1%
49 Sage Montessori Charter School	36.1%	40.2%	39%	-1.2%	3.3%	9.5%	9%	-0.5%
50 Sandoval Academy of Bilingual Ed.		36.4%	67%	30.6%		27.3%	36%	8.7%
51 School of Dreams Academy Charter	25.5%	27.6%	42%	14.4%	8.6%	12.6%	15%	2.4%
52 Six Directions Indigenous School			21%				17%	
53 South Valley Preparatory Charter	16.8%	19.9%	24%	4.1%	7.7%	9.3%	14%	4.7%

State-Chartered Charter School Proficiency Rates

State-Chartered Charter School Proficiency Rates

All Assessments, FY15 to FY17

Charter School	READING PROFICIENCY				MATH PROFICIENCY			
	Percent Proficient or Above			Change in Proficiency FY16 to FY17 [†]	Percent Proficient or Above			Change in Proficiency FY16 to FY17 [†]
	FY15	FY16	FY17		FY15	FY16	FY17	
54 Southwest Intermediate Learning Center	61.3%	41.7%	27%	-14.7%	40.5%	29.6%	32%	2.4%
55 Southwest Primary Learning Center	43.3%	39.2%	39%	-0.2%	48.1%	45.1%	42%	-3.1%
56 Southwest Secondary Learning Center	69.5%	54.6%	52%	-2.6%	40.4%	25.4%	27%	1.6%
57 SW Aeronautics Math and Science Acad.	44.4%	36.4%	39%	2.6%	22.9%	20.6%	25%	4.4%
58 Taos Academy Charter	45.5%	47.2%	57%	9.8%	33.9%	40.3%	36%	-4.3%
59 Taos Integrated School for the Arts	34.6%	36.5%	35%	-1.5%	19.0%	16.8%	20%	3.2%
60 Taos International School	< 2%	11.4%	10%	-1.4%	7.1%	5.7%	≤ 5%	**
61 Technology Leadership		4.8%	≤ 5%	**		3.2%	≤ 5%	**
62 Tierra Adentro Charter	19.4%	26.6%	27%	0.4%	11.9%	14.5%	9%	-5.5%
63 Tierra Encantada Charter School	17.4%	14.1%	9%	-5.1%	4.0%	1.9%	3%	1.1%
64 Turquoise Trail Charter School	46.9%	48.3%	53%	4.7%	26.4%	29.4%	32%	2.6%
65 Uplift Community School	51.9%	32.7%	23%	-9.7%	‡	15.8%	11%	-4.8%
66 Walatowa High Charter	19.5%	12.2%	17%	4.8%	4.9%	5.9%	15%	9.1%
67 William W and Josephine Dorn Charter	32.4%	20.0%	36%	16.0%	< 2%	9.5%	≤ 20%	**
68 STATEWIDE	33.3%	37.0%	37%	0.0%	17.6%	20.2%	20%	-0.2%

Source: PED

[†] PED reported FY17 data to the ones place without a decimal point, introducing a margin of error of (+/-) 0.5 percent into calculations of change over time.

‡ Too few students were tested to report proficiency rate.

** PED reported FY17 proficiency rates at schools with small sample sizes as less than or equal to a certain percent proficient. The margin of the percentage grows larger with smaller sample sizes. This makes it impossible to calculate the change in proficiency from FY16.

Proficiency Rates

School District and Charter School Proficiency Rates

FY17

HIGHEST PROFICIENCY RATES

School districts and charter schools highlighted in blue rank high in both reading and math proficiency.

Reading		
Rank	School Name	Percent Proficient
1	Albuquerque Inst. of Math and Science	86%
2	New Mexico School for the Arts Charter	79%
3	Corona	68%
4	Animas	67%
5	Sandoval Academy of Bilingual Education	67%
6	Roy	66%
7	Cottonwood Classical Preparatory Charter	65%
8	Estancia Valley Classical Academy	65%
9	Des Moines	64%
10	Cloudcroft	63%

Math		
Rank	School Name	Percent Proficient
1	Albuquerque Inst. of Math and Science	84%
2	Des Moines	50%
3	Los Alamos	49%
4	Southwest Primary Learning Center Charter	42%
5	Roy	42%
6	New Mexico School for the Arts Charter	41%
7	Corona	40%
8	Dora	39%
9	Cien Aguas International Charter	38%
10	ASK Academy Charter	38%

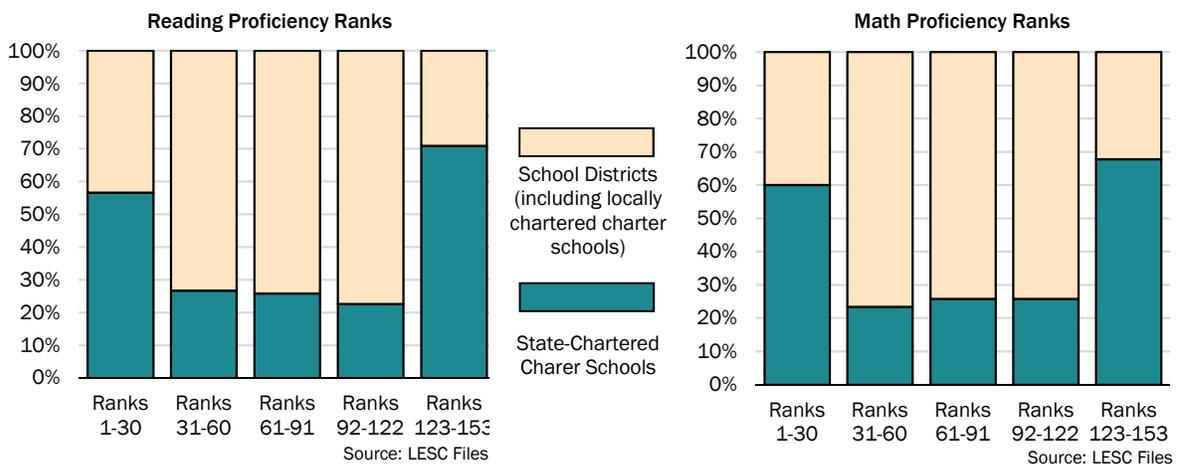
LOWEST PROFICIENCY RATES

School districts and charter schools highlighted in pink rank low in both reading and math proficiency.

Reading		
Rank	School Name	Percent Proficient
1	Cesar Chavez Community Charter	2%
2	ACE Leadership Charter	2%
3	Las Montanas Charter High School	3%
4	New America Charter School	4%
5	Academy of Trades and Tech Charter	5%
6	Health Leadership High School	5%
7	Technology Leadership	5%
8	La Academia Dolores Huerta*	8%
9	Tierra Encantada Charter School	9%
10	Taos International School	10%

Math		
Rank	School Name	Percent Proficient
1	Cesar Chavez Community Charter	2%
2	Las Montanas Charter High School	2%
3	New America Charter School	2%
4	Health Leadership High School	2%
5	New America School Las Cruces	2%
6	La Academia Dolores Huerta*	3%
7	Tierra Encantada Charter School	3%
8	Dulce	3%
9	Zuni	3%
10	ACE Leadership Charter	5%

Rankings of School Districts and State-Chartered Charter Schools



State-chartered charter schools are more likely to be ranked at the top or bottom of student proficiency rankings of all school districts and charter schools.

School Grades History

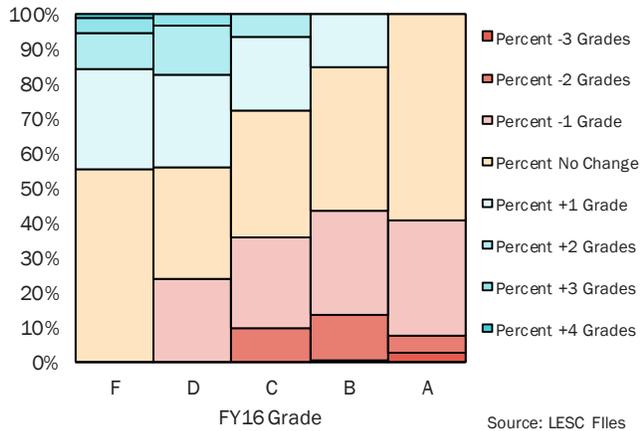
School Grades History
Number of Schools by School Grade

	FY11	FY12	FY13	FY14	FY15	FY16	FY17	FY16-FY17 Change
A	73	40	83	88	134	120	123	3
B	191	203	226	245	170	208	201	-7
C	267	275	227	189	221	207	207	0
D	207	249	219	227	192	204	183	-21
F	88	64	82	93	131	110	133	23
Total	826	831	837	842	848	849	847	-2

Source: PED

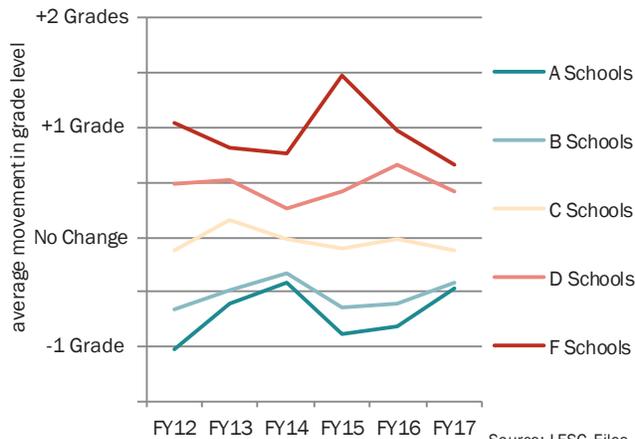
Percent of Schools Increasing and Decreasing School Grades from FY16 to FY17

Change from FY16 to FY17	F	D	C	B	A
Percent +4 Grades	1%				
Percent +3 Grades	5%	4%			
Percent +2 Grades	10%	14%	6%		
Percent +1 Grade	29%	27%	21%	16%	
Percent No Change	56%	32%	37%	41%	59%
Percent -1 Grade		24%	26%	30%	33%
Percent -2 Grades			10%	13%	5%
Percent -3 Grades					3%



Source: LESC Files

Average Annual Movement in School Grade by Grade Level



When the Partnership for the Assessment of Readiness for College and Careers (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 on average, and schools with an "A" grade were more likely to decrease.

Since 2015, school grades have become more stable, with schools displaying less grade mobility. Between FY16 and FY17, "F" schools were less likely to increase in grade level compared with previous years.

Between FY16 and FY17, "A" schools were less likely to see a decrease in their letter grade than in previous years.

Schools Grades History

School Grades FY13 through FY17

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

School Grades History

School Grades FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
51	Albuquerque Public Schools	East San Jose Elementary	C	D	C	F	D			51
52	Albuquerque Public Schools	Ecademy Virtual High School		C	D	F	F			52
53	Albuquerque Public Schools	Edmund G Ross Elementary	C	F	C	D	B			53
54	Albuquerque Public Schools	Edward Gonzales Elementary	D	D	D	F	F			54
55	Albuquerque Public Schools	Eisenhower Middle	B	B	B	B	B			55
56	Albuquerque Public Schools	Eldorado High	A	A	A	C	B			56
57	Albuquerque Public Schools	Emerson Elementary	C	C	D	D	F	TSI		57
58	Albuquerque Public Schools	Ernie Pyle Middle	D	D	F	D	F	TSI		58
59	Albuquerque Public Schools	Eubank Elementary	F	D	F	F	F	CSI	Bottom 5 percent	59
60	Albuquerque Public Schools	Eugene Field Elementary	D	D	F	F	F	TSI		60
61	Albuquerque Public Schools	Family School	B	A	A	A	A			61
62	Albuquerque Public Schools	Freedom High	B	B	C	C	B	CSI	Graduation Rate	62
63	Albuquerque Public Schools	Garfield Middle	C	D	F	D	D			63
64	Albuquerque Public Schools	George I Sanchez				C	F			64
65	Albuquerque Public Schools	Georgia O'Keeffe Elementary	B	B	A	A	A			65
66	Albuquerque Public Schools	Gov Bent Elementary	D	F	D	D	F	TSI		66
67	Albuquerque Public Schools	Grant Middle	C	D	F	F	C			67
68	Albuquerque Public Schools	Griegos Elementary	B	B	B	B	B			68
69	Albuquerque Public Schools	Harrison Middle	F	D	F	D	F	TSI		69
70	Albuquerque Public Schools	Hawthorne Elementary	F	F	F	F	F	MRI		70
71	Albuquerque Public Schools	Hayes Middle	D	D	F	F	F	CSI	Bottom 5 percent	71
72	Albuquerque Public Schools	Helen Cordero Primary	D	D	B	D	A			72
73	Albuquerque Public Schools	Highland High	B	C	D	D	F	CSI	Graduation Rate	73
74	Albuquerque Public Schools	Hodgin Elementary	D	D	C	D	F	TSI		74
75	Albuquerque Public Schools	Hoover Middle	C	C	C	F	C			75
76	Albuquerque Public Schools	Hubert H Humphrey Elementary	B	B	A	A	A			76
77	Albuquerque Public Schools	Inez Elementary	C	B	C	B	C			77
78	Albuquerque Public Schools	Jackson Middle	B	C	A	A	C			78
79	Albuquerque Public Schools	James Monroe Middle	B	B	C	B	C			79
80	Albuquerque Public Schools	Jefferson Middle	C	B	F	F	F	TSI		80
81	Albuquerque Public Schools	Jimmy Carter Middle	D	D	D	F	F	TSI		81
82	Albuquerque Public Schools	John Adams Middle	C	C	B	D	F	TSI		82
83	Albuquerque Public Schools	John Baker Elementary	B	B	B	B	B			83
84	Albuquerque Public Schools	Kennedy Middle	D	D	D	F	F	TSI		84
85	Albuquerque Public Schools	Kirtland Elementary	C	D	D	D	F			85
86	Albuquerque Public Schools	Kit Carson Elementary	D	D	C	D	C			86
87	Albuquerque Public Schools	L.B. Johnson Middle	B	C	B	D	C			87
88	Albuquerque Public Schools	La Cueva High	A	A	A	A	A			88
89	Albuquerque Public Schools	La Luz Elementary	F	D	D	F	F	CSI	Bottom 5 percent	89
90	Albuquerque Public Schools	La Mesa Elementary	F	D	D	D	F	TSI		90
91	Albuquerque Public Schools	Lavaland Elementary	D	D	F	F	F	TSI		91
92	Albuquerque Public Schools	Lew Wallace Elementary	D	D	D	F	F			92
93	Albuquerque Public Schools	Longfellow Elementary	D	C	D	D	C			93
94	Albuquerque Public Schools	Los Padillas Elementary	F	F	F	F	F	MRI		94
95	Albuquerque Public Schools	Los Ranchos Elementary	D	D	D	F	F	TSI		95
96	Albuquerque Public Schools	Lowell Elementary	F	F	D	D	C			96
97	Albuquerque Public Schools	Madison Middle	C	B	C	C	F			97
98	Albuquerque Public Schools	Manzano High	A	B	C	D	C	CSI	Graduation Rate	98
99	Albuquerque Public Schools	Manzano Mesa Elementary	C	B	B	B	B			99
100	Albuquerque Public Schools	Marie M Hughes Elementary	C	B	D	F	F			100
101	Albuquerque Public Schools	Mark Twain Elementary	C	D	D	C	D			101

School Grades
FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
102	Albuquerque Public Schools	Maryann Binford Elementary	D	D	F	F	F	CSI	Bottom 5 percent	102
103	Albuquerque Public Schools	Matheson Park Elementary	C	C	C	C	D	TSI		103
104	Albuquerque Public Schools	McColum Elementary	C	B	B	D	D			104
105	Albuquerque Public Schools	McKinley Middle	D	F	F	F	F	CSI	Bottom 5 percent	105
106	Albuquerque Public Schools	Mission Avenue Elementary	D	C	B	D	F	TSI		106
107	Albuquerque Public Schools	Mitchell Elementary	D	C	D	C	D			107
108	Albuquerque Public Schools	Monte Vista Elementary	C	B	C	C	D			108
109	Albuquerque Public Schools	Montezuma Elementary	F	D	F	F	F	TSI		109
110	Albuquerque Public Schools	Mountain View Elementary	F	D	F	D	D			110
111	Albuquerque Public Schools	Navajo Elementary	D	D	F	F	F	CSI	Bottom 5 percent	111
112	Albuquerque Public Schools	New Futures School	B	B	C	D	D	CSI	Graduation Rate	112
113	Albuquerque Public Schools	Nex Gen Academy	A	A	A	B	B			113
114	Albuquerque Public Schools	North Star Elementary	C	B	A	A	A			114
115	Albuquerque Public Schools	Onate Elementary	C	A	A	B	A			115
116	Albuquerque Public Schools	Osuna Elementary	C	B	C	C	B			116
117	Albuquerque Public Schools	Painted Sky Elementary	C	C	C	D	D	TSI		117
118	Albuquerque Public Schools	Pajarito Elementary	D	D	D	D	F	TSI		118
119	Albuquerque Public Schools	Petroglyph Elementary	B	B	B	B	B			119
120	Albuquerque Public Schools	Polk Middle	C	D	D	C	F	TSI		120
121	Albuquerque Public Schools	Reginald Chavez Elementary	D	D	C	C	F			121
122	Albuquerque Public Schools	Rio Grande High	B	C	D	C	C	CSI	Graduation Rate	122
123	Albuquerque Public Schools	Roosevelt Middle	B	B	A	A	A			123
124	Albuquerque Public Schools	Rudolfo Anaya Elementary	D	D	F	F	D			124
125	Albuquerque Public Schools	S. Y. Jackson Elementary	C	B	A	A	A			125
126	Albuquerque Public Schools	San Antonito Elementary	B	B	B	C	B			126
127	Albuquerque Public Schools	Sandia Base Elementary	C	B	A	B	B			127
128	Albuquerque Public Schools	Sandia High	A	A	B	B	A			128
129	Albuquerque Public Schools	School on Wheels	C	C	D	F	D	CSI	Graduation Rate	129
130	Albuquerque Public Schools	Seven-Bar Elementary	B	B	B	C	D			130
131	Albuquerque Public Schools	Sierra Vista Elementary	C	C	B	C	C			131
132	Albuquerque Public Schools	Sombra Del Monte Elementary	C	D	C	D	C	TSI		132
133	Albuquerque Public Schools	Sunset View Elementary	C	B	B	D	B			133
134	Albuquerque Public Schools	Susie R. Marmon Elementary	F	D	F	D	F	TSI		134
135	Albuquerque Public Schools	Taft Middle	D	D	C	F	F	TSI		135
136	Albuquerque Public Schools	Taylor Middle	D	C	D	F	D			136
137	Albuquerque Public Schools	Tierra Antigua Elementary	B	C	B	C	B			137
138	Albuquerque Public Schools	Tomasita Elementary	F	F	B	D	B			138
139	Albuquerque Public Schools	Tony Hillerman Middle	B	B	B	C	C			139
140	Albuquerque Public Schools	Truman Middle	D	D	B	B	D			140
141	Albuquerque Public Schools	Valle Vista Elementary	C	D	A	D	F	TSI		141
142	Albuquerque Public Schools	Valley High	B	C	D	D	D	TSI		142
143	Albuquerque Public Schools	Van Buren Middle	C	D	D	F	F	CSI	Bottom 5 percent	143
144	Albuquerque Public Schools	Ventana Ranch Elementary	D	B	C	B	B			144
145	Albuquerque Public Schools	Volcano Vista High	A	A	B	B	B			145
146	Albuquerque Public Schools	Washington Middle	D	D	F	F	F	CSI	Bottom 5 percent	146
147	Albuquerque Public Schools	West Mesa High	B	C	C	D	C	CSI	Graduation Rate	147
148	Albuquerque Public Schools	Wherry Elementary	F	F	D	F	D			148
149	Albuquerque Public Schools	Whittier Elementary	F	F	F	F	F	MRI		149
150	Albuquerque Public Schools	Wilson Middle	C	D	D	F	F	CSI	Bottom 5 percent	150
151	Albuquerque Public Schools	Zia Elementary	B	B	C	D	F	TSI		151
152	Albuquerque Public Schools	Zuni Elementary	B	A	B	D	C			152

School Grades History

School Grades FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
153	Animas Public Schools	Animas 7-12 School	A	A	A	A	A			153
154	Animas Public Schools	Animas Elementary	C	D	A	B	B			154
155	Animas Public Schools	Animas Middle	C	D	B	A	B			155
156	Artesia Public Schools	Artesia High	B	B	C	B	C			156
157	Artesia Public Schools	Artesia Park Junior High	C	D	B	C	C			157
158	Artesia Public Schools	Artesia Zia Intermediate	B	B	B	B	C	TSI		158
159	Artesia Public Schools	Central Elementary	D	C	C	C	A			159
160	Artesia Public Schools	Grand Heights Early Childhood	D	B	C	A	A			160
161	Artesia Public Schools	Hermosa Elementary	D	B	B	B	B			161
162	Artesia Public Schools	Peñasco Elementary	B	A	A	B	A			162
163	Artesia Public Schools	Roselawn Elementary	C	B	C	B	C			163
164	Artesia Public Schools	Yeso Elementary	D	B	B	B	A			164
165	Artesia Public Schools	Yucca Elementary	D	B	C	C	B			165
166	Aztec Municipal Schools	Aztec High	B	B	B	B	D			166
167	Aztec Municipal Schools	C.V. Koogler Middle	D	D	A	F	F	TSI		167
168	Aztec Municipal Schools	Lydia Rippey Elementary	C	B	D	B	B			168
169	Aztec Municipal Schools	McCoy Avenue Elementary	C	B	B	B	B			169
170	Aztec Municipal Schools	Park Avenue Elementary	D	D	C	B	C			170
171	Aztec Municipal Schools	Vista Nueva High	B	B	B	C	C	CSI	Graduation Rate	171
172	Belen Consolidated Schools	Belen High	B	C	D	D	C	CSI	Graduation Rate	172
173	Belen Consolidated Schools	Belen Infinity High	C	C	D	D	C	CSI	Graduation Rate	173
174	Belen Consolidated Schools	Belen Middle	C	D	F	F	D			174
175	Belen Consolidated Schools	Central Elementary	F	D	B	B	C			175
176	Belen Consolidated Schools	Dennis Chavez Elementary	C	D	C	C	C			176
177	Belen Consolidated Schools	Family School	B	B	B	B	B			177
178	Belen Consolidated Schools	Gil Sanchez Elementary	C	D	B	C	A			178
179	Belen Consolidated Schools	Jaramillo Elementary	D	D	B	B	D			179
180	Belen Consolidated Schools	La Merced Elementary	C	D	B	C	C			180
181	Belen Consolidated Schools	La Promesa Elementary	D	F	C	F	C			181
182	Belen Consolidated Schools	Rio Grande Elementary	D	F	B	B	C			182
183	Bernalillo Public Schools	Algodones Elementary	D	D	D	F	D			183
184	Bernalillo Public Schools	Bernalillo Elementary	D	C	D	D	C			184
185	Bernalillo Public Schools	Bernalillo High	B	C	C	D	C	CSI	Graduation Rate	185
186	Bernalillo Public Schools	Bernalillo Middle	F	D	D	D	F	TSI		186
187	Bernalillo Public Schools	Cochiti Elementary	F	C	B	B	B			187
188	Bernalillo Public Schools	Cochiti Middle	D	C	B	C	B			188
189	Bernalillo Public Schools	Placitas Elementary	B	B	A	A	A			189
190	Bernalillo Public Schools	Santo Domingo Elementary	F	D	F	D	F			190
191	Bernalillo Public Schools	Santo Domingo Middle	F	D	F	C	F			191
192	Bernalillo Public Schools	WD Carroll Elementary	D	C	C	D	B			192
193	Bloomfield Schools	Blanco Elementary	D	D	C	B	D			193
194	Bloomfield Schools	Bloomfield Early Childhood Center	D	D	C	A	B			194
195	Bloomfield Schools	Bloomfield High	B	B	D	C	C			195
196	Bloomfield Schools	Central Primary	D	D	F	D	F			196
197	Bloomfield Schools	Charlie Y. Brown Alt	C	C	D	F	F	CSI	Graduation Rate	197
198	Bloomfield Schools	Mesa Alta Jr High	D	D	F	F	D	CSI	Bottom 5 percent	198
199	Bloomfield Schools	Naaba Ani Elementary	C	D	C	D	D			199
200	Capitan Municipal Schools	Capitan Elementary	B	B	D	B	B			200
201	Capitan Municipal Schools	Capitan High	A	A	B	A	B			201
202	Capitan Municipal Schools	Capitan Middle	B	C	F	D	D	TSI		202
203	Carlsbad Municipal Schools	Carlsbad Early College High			C	B	A			203

School Grades
FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
204	Carlsbad Municipal Schools	Carlsbad High	A	C	C	D	C	TSI		204
205	Carlsbad Municipal Schools	Carlsbad Intermediate School	C	F	F	F	F	TSI		205
206	Carlsbad Municipal Schools	Carlsbad Sixth Grade Academy	F	F	F	D	C			206
207	Carlsbad Municipal Schools	Craft Elementary	C	D	C	D	B			207
208	Carlsbad Municipal Schools	Desert Willow Elementary					D			208
209	Carlsbad Municipal Schools	Ece Center	C	C	A	A	A			209
210	Carlsbad Municipal Schools	Joe Stanley Smith Elementary	C	B	C	B	B			210
211	Carlsbad Municipal Schools	Monterrey Elementary	B	C	B	B	B			211
212	Carlsbad Municipal Schools	Ocotillo Elementary					C			212
213	Carlsbad Municipal Schools	Sunset Elementary	D	C	C	C	C			213
214	Carrizozo Municipal Schools	Carrizozo Elementary	D	F	A	B	B			214
215	Carrizozo Municipal Schools	Carrizozo High	A	C	C	B	A			215
216	Carrizozo Municipal Schools	Carrizozo Middle	D	D	D	F	F			216
217	Central Consolidated Schools	Career Prep Alternative	C	D	D	D	D	CSI	Graduation Rate	217
218	Central Consolidated Schools	Central High	A	B	C	B	C			218
219	Central Consolidated Schools	Eva B. Stokely Elementary	C	C	D	B	B			219
220	Central Consolidated Schools	Judy Nelson Elementary				A	A			220
221	Central Consolidated Schools	Kirtland Elementary	B	D	C	B	B			221
222	Central Consolidated Schools	Kirtland Middle	C	B	D	C	D	TSI		222
223	Central Consolidated Schools	Mesa Elementary	F	F	D	D	D			223
224	Central Consolidated Schools	Naschitti Elementary	D	D	B	C	F			224
225	Central Consolidated Schools	Newcomb Elementary	C	A	C	B	C			225
226	Central Consolidated Schools	Newcomb High	B	C	D	D	D	TSI		226
227	Central Consolidated Schools	Newcomb Middle	F	D	F	F	F	CSI	Bottom 5 percent	227
228	Central Consolidated Schools	Nizhoni Elementary	B	D	D	F	F			228
229	Central Consolidated Schools	Ojo Amarillo Elementary	B	B	F	D	D			229
230	Central Consolidated Schools	Shiprock High	B	C	C	C	D			230
231	Central Consolidated Schools	Tse'Bit'Ai Middle	D	D	F	F	F	TSI		231
232	Chama Valley Independent Schools	Chama Elementary	D	D	F	D	C			232
233	Chama Valley Independent Schools	Chama Middle	C	B	C	B	C			233
234	Chama Valley Independent Schools	Escalante Middle/High School	B	B	C	C	D	TSI		234
235	Chama Valley Independent Schools	Tierra Amarilla Elementary	D	B	C	B	D			235
236	Cimarron Municipal Schools	Cimarron Elementary	B	C	A	A	A			236
237	Cimarron Municipal Schools	Cimarron High	A	A	C	C	C			237
238	Cimarron Municipal Schools	Cimarron Middle	B	B	F	F	C			238
239	Cimarron Municipal Schools	Eagle Nest Elementary	B	B	F	D	B			239
240	Cimarron Municipal Schools	Eagle Nest Middle	A	A	B	D	B			240
241	Clayton Municipal Schools	Alvis Elementary	B	B	B	B	B			241
242	Clayton Municipal Schools	Clayton High	B	B	C	B	B			242
243	Clayton Municipal Schools	Clayton Junior High	C	D	B	D	D			243
244	Clayton Municipal Schools	Kiser Elementary	C	C	F	C	A			244
245	Cloudcroft Municipal Schools	Cloudcroft Elementary	C	B	D	A	A			245
246	Cloudcroft Municipal Schools	Cloudcroft High	A	A	A	A	A			246
247	Cloudcroft Municipal Schools	Cloudcroft Middle	B	C	A	A	A			247
248	Clovis Municipal Schools	Arts Academy At Bella Vista	D	D	C	B	A			248
249	Clovis Municipal Schools	Barry Elementary	C	B	A	C	A			249
250	Clovis Municipal Schools	Cameo Elementary	C	D	F	D	D			250
251	Clovis Municipal Schools	Clovis High	B	B	D	C	B			251
252	Clovis Municipal Schools	Clovis HS Freshman Academy	B	C	B	C	B	CSI	Graduation Rate	252
253	Clovis Municipal Schools	Highland Elementary	C	D	B	D	F			253
254	Clovis Municipal Schools	James Bickley Elementary	D	D	C	B	C			254

School Grades History

School Grades FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
255	Clovis Municipal Schools	La Casita Elementary	D	D	B	D	D			255
256	Clovis Municipal Schools	Lockwood Elementary	D	F	C	C	D			256
257	Clovis Municipal Schools	Marshall Middle	B	B	C	B	D			257
258	Clovis Municipal Schools	Mesa Elementary	B	B	A	A	A			258
259	Clovis Municipal Schools	Parkview Elementary	D	C	F	D	D			259
260	Clovis Municipal Schools	Sandia Elementary	B	B	A	D	A			260
261	Clovis Municipal Schools	W D Gattis Middle School		B	A	B	F	TSI		261
262	Clovis Municipal Schools	Yucca Middle	C	D	B	D	D			262
263	Clovis Municipal Schools	Zia Elementary	B	B	A	B	A			263
264	Cobre Consolidated Schools	Bayard Elementary	D	F	C	D	D			264
265	Cobre Consolidated Schools	Central Elementary	D	D	C	F	B			265
266	Cobre Consolidated Schools	Cobre High	A	A	D	C	C	TSI		266
267	Cobre Consolidated Schools	Hurley Elementary	D	D	D	D	C			267
268	Cobre Consolidated Schools	San Lorenzo Elementary	C	B	A	A	A			268
269	Cobre Consolidated Schools	Snell Middle	C	F	C	D	C			269
270	Corona Municipal Schools	Corona Elementary	D	B	A	A	B			270
271	Corona Municipal Schools	Corona High	A	A	B	A	A			271
272	Cuba Independent Schools	Cuba Elementary	D	D	F	C	D			272
273	Cuba Independent Schools	Cuba High	B	D	C	B	D	CSI	Graduation Rate	273
274	Cuba Independent Schools	Cuba Middle	D	D	F	C	D			274
275	Deming Public Schools	Bataan Elementary	F	D	F	C	B			275
276	Deming Public Schools	Bell Elementary	F	F	F	D	F	TSI		276
277	Deming Public Schools	Chaparral Elementary	D	C	B	C	D			277
278	Deming Public Schools	Columbus Elementary	F	B	B	C	B			278
279	Deming Public Schools	Deming High	B	B	D	D	D			279
280	Deming Public Schools	Deming Intermediate	C	F	D	F	D			280
281	Deming Public Schools	Memorial Elementary	D	D	D	F	D			281
282	Deming Public Schools	Red Mountain Middle	C	B	D	D	D			282
283	Deming Public Schools	Ruben S. Torres Elementary	F	D	B	C	C			283
284	Des Moines Municipal Schools	Des Moines Elementary	B	A	B	B	A			284
285	Des Moines Municipal Schools	Des Moines High	A	A	A	B	B			285
286	Dexter Consolidated Schools	Dexter Elementary	C	B	B	D	B			286
287	Dexter Consolidated Schools	Dexter High	A	B	C	D	D	TSI		287
288	Dexter Consolidated Schools	Dexter Middle	C	C	F	F	D	TSI		288
289	Dora Consolidated Schools	Dora Elementary	A	B	A	A	A			289
290	Dora Consolidated Schools	Dora High	A	A	A	A	A			290
291	Dulce Independent Schools	Dulce Elementary	F	F	F	F	F	MRI		291
292	Dulce Independent Schools	Dulce Junior/Senior High School	B	C	B	D	D	TSI		292
293	Elida Municipal Schools	Elida Elementary	C	A	C	B	B			293
294	Elida Municipal Schools	Elida High	A	A	B	C	A			294
295	Española Public Schools	Abiquiu Elementary	D	B	A	A	C			295
296	Española Public Schools	Alcalde Elementary	D	A	F	C	F	TSI		296
297	Española Public Schools	Carlos F. Vigil Middle	D	D	F	F	F	CSI	Bottom 5 percent	297
298	Española Public Schools	Chimayo Elementary	C	D	C	D	B			298
299	Española Public Schools	Dixon Elementary	B	B	C	B	C			299
300	Española Public Schools	Española Valley High	C	C	D	D	C	CSI	Graduation Rate	300
301	Española Public Schools	Eutimio Salazar Elementary	D	B	F	B	D			301
302	Española Public Schools	Hernandez Elementary	F	B	C	F	F			302
303	Española Public Schools	James Rodriguez Elementary	B	B	D	B	C			303
304	Española Public Schools	Los Ninos Elementary	C	C	C	A	A			304
305	Española Public Schools	San Juan Elementary	B	B	F	B	B			305

School Grades
FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
306	Española Public Schools	Tony Quintana Elementary	D	D	F	F	D	CSI	Bottom 5 percent	306
307	Española Public Schools	Velarde Elementary	C	D	D	D	F			307
308	Estancia Municipal Schools	Estancia High	A	A	B	C	C	TSI		308
309	Estancia Municipal Schools	Estancia Middle	C	D	B	A	A			309
310	Estancia Municipal Schools	Lower Elementary	C	D	C	A	B			310
311	Estancia Municipal Schools	Upper Elementary	D	F	C	D	C	TSI		311
312	Estancia Municipal Schools	Vanstone Elementary	D	F	A	B	B			312
313	Eunice Municipal Schools	Caton Middle	D	D	D	B	C			313
314	Eunice Municipal Schools	Eunice High	A	B	D	C	C			314
315	Eunice Municipal Schools	Mettie Jordan Elementary	D	F	D	C	D			315
316	Farmington Municipal Schools	Animas Elementary	D	D	A	B	A			316
317	Farmington Municipal Schools	Apache Elementary	D	F	A	D	C			317
318	Farmington Municipal Schools	Bluffview Elementary	C	F	B	C	B			318
319	Farmington Municipal Schools	Country Club Elementary	C	C	A	A	A			319
320	Farmington Municipal Schools	Esperanza Elementary	C	F	A	B	B			320
321	Farmington Municipal Schools	Farmington High	B	B	C	B	B			321
322	Farmington Municipal Schools	Heights Middle School	D	D	C	A	B			322
323	Farmington Municipal Schools	Hermosa Middle School	D	C	B	B	C			323
324	Farmington Municipal Schools	Ladera Del Norte Elementary	C	B	A	B	A			324
325	Farmington Municipal Schools	McCormick Elementary	C	F	A	B	B			325
326	Farmington Municipal Schools	McKinley Elementary	D	C	A	B	B			326
327	Farmington Municipal Schools	Mesa Verde Elementary	C	D	A	A	A			327
328	Farmington Municipal Schools	Mesa View Middle School	D	F	D	B	B			328
329	Farmington Municipal Schools	Northeast Elementary	C	B	A	A	A			329
330	Farmington Municipal Schools	Piedra Vista High	A	A	A	A	A			330
331	Farmington Municipal Schools	Rocinante High	B	B	B	C	C	CSI	Graduation Rate	331
332	Farmington Municipal Schools	San Juan College High School					A			332
333	Farmington Municipal Schools	Tibbetts Middle School	D	D	A	A	B			333
334	Floyd Municipal Schools	Floyd Elementary	B	C	B	A	C			334
335	Floyd Municipal Schools	Floyd High	A	B	C	C	B			335
336	Floyd Municipal Schools	Floyd Middle	D	D	D	B	D			336
337	Fort Sumner Municipal Schools	Fort Sumner Elementary	B	B	B	C	D			337
338	Fort Sumner Municipal Schools	Fort Sumner High	A	A	A	A	B			338
339	Fort Sumner Municipal Schools	Fort Sumner Middle	B	B	B	B	C			339
340	Gadsden Independent Schools	Alta Vista Early College High School			F	B	B			340
341	Gadsden Independent Schools	Anthony Elementary	B	A	C	A	B			341
342	Gadsden Independent Schools	Berino Elementary	C	B	D	B	B			342
343	Gadsden Independent Schools	Chaparral Elementary	B	A	C	C	C			343
344	Gadsden Independent Schools	Chaparral High	B	C	D	C	C			344
345	Gadsden Independent Schools	Chaparral Middle	C	B	F	C	C			345
346	Gadsden Independent Schools	Desert Trail Elementary	B	B	D	B	B			346
347	Gadsden Independent Schools	Desert View Elementary	B	A	F	A	A			347
348	Gadsden Independent Schools	Gadsden Elementary	B	B	B	A	B			348
349	Gadsden Independent Schools	Gadsden High	B	C	D	D	C			349
350	Gadsden Independent Schools	Gadsden Middle	C	B	D	B	B			350
351	Gadsden Independent Schools	La Union Elementary	C	C	B	B	D			351
352	Gadsden Independent Schools	Loma Linda Elementary	C	B	D	B	C			352
353	Gadsden Independent Schools	Mesquite Elementary	D	C	B	B	A			353
354	Gadsden Independent Schools	North Valley Elementary	C	C	A	C	B			354
355	Gadsden Independent Schools	Riverside Elementary	D	B	F	D	B			355
356	Gadsden Independent Schools	Santa Teresa Elementary	D	B	C	A	B			356

School Grades History

School Grades FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
357	Gadsden Independent Schools	Santa Teresa High	A	B	C	C	C			357
358	Gadsden Independent Schools	Santa Teresa Middle	B	A	A	A	B			358
359	Gadsden Independent Schools	Sunland Park Elementary	D	A	B	B	D			359
360	Gadsden Independent Schools	Sunrise Elementary	D	B	D	C	D			360
361	Gadsden Independent Schools	Vado Elementary	D	C	D	B	C			361
362	Gadsden Independent Schools	Yucca Heights Elementary					B			362
363	Gallup-McKinley County Schools	Catherine A. Miller Elementary						CSI		363
364	Gallup-McKinley County Schools	Chee Dodge Elementary	F	F	C	C	C			364
365	Gallup-McKinley County Schools	Chief Manuelito Middle	D	D	B	B	C			365
366	Gallup-McKinley County Schools	Church Rock Elementary	D	F	F	D	F			366
367	Gallup-McKinley County Schools	Crownpoint Elementary	F	F	D	C	F	TSI		367
368	Gallup-McKinley County Schools	Crownpoint High	B	B	C	C	C	TSI		368
369	Gallup-McKinley County Schools	Crownpoint Middle	D	D	D	A	B			369
370	Gallup-McKinley County Schools	David Skeet Elementary	F	D	B	B	D			370
371	Gallup-McKinley County Schools	Gallup Central Alternative	C	C	C	C	C	CSI	Graduation Rate	371
372	Gallup-McKinley County Schools	Gallup High	B	C	C	C	C			372
373	Gallup-McKinley County Schools	Gallup Middle	C	D	C	B	B			373
374	Gallup-McKinley County Schools	Indian Hills Elementary	D	F	A	A	C			374
375	Gallup-McKinley County Schools	Jefferson Elementary	C	C	D	C	B			375
376	Gallup-McKinley County Schools	John F. Kennedy Middle	C	D	C	B	C			376
377	Gallup-McKinley County Schools	Juan De Onate Elementary	F	D	D	C	A			377
378	Gallup-McKinley County Schools	Lincoln Elementary	D	D	C	B	A			378
379	Gallup-McKinley County Schools	Miyamura High School	B	C	B	C	C	CSI	Graduation Rate	379
380	Gallup-McKinley County Schools	Navajo Elementary	F	D	D	D	D			380
381	Gallup-McKinley County Schools	Navajo Middle School	F	D	C	D	D			381
382	Gallup-McKinley County Schools	Navajo Pine High	B	C	C	C	C			382
383	Gallup-McKinley County Schools	Ramah Elementary	D	D	C	D	B			383
384	Gallup-McKinley County Schools	Ramah High	B	C	B	C	B			384
385	Gallup-McKinley County Schools	Red Rock Elementary	C	B	C	B	B			385
386	Gallup-McKinley County Schools	Rocky View Elementary	D	F	F	C	D			386
387	Gallup-McKinley County Schools	Roosevelt Elementary	D	F	D	D	D	TSI		387
388	Gallup-McKinley County Schools	Stagecoach Elementary	F	F	D	D	D	TSI		388
389	Gallup-McKinley County Schools	Thoreau Elementary	D	F	D	B	D			389
390	Gallup-McKinley County Schools	Thoreau High	B	C	D	C	D	TSI		390
391	Gallup-McKinley County Schools	Thoreau Middle	C	C	F	D	D	TSI		391
392	Gallup-McKinley County Schools	Tobe Turpen Elementary	C	D	C	C	C			392
393	Gallup-McKinley County Schools	Tohatchi Elementary	F	D	C	C	C			393
394	Gallup-McKinley County Schools	Tohatchi High	B	C	C	B	C			394
395	Gallup-McKinley County Schools	Tohatchi Middle	F	F	D	C	F	TSI		395
396	Gallup-McKinley County Schools	Tse'Yi'Gai High	C	C	C	B	A			396
397	Gallup-McKinley County Schools	Twin Lakes Elementary	F	F	C	C	F	TSI		397
398	Gallup-McKinley County Schools	Washington Elementary	C	F	C	C	B			398
399	Grady Municipal Schools	Grady Elementary	B	A	A	A	B			399
400	Grady Municipal Schools	Grady High	A	A	A	A	A			400
401	Grady Municipal Schools	Grady Middle School	B	B	B	B	C			401
402	Grants-Cibola County Schools	Bluewater Elementary	B	A	B	A	B			402
403	Grants-Cibola County Schools	Cubero Elementary	C	D	C	D	C			403
404	Grants-Cibola County Schools	Grants High	B	C	C	C	C	CSI	Graduation Rate	404
405	Grants-Cibola County Schools	Laguna-Acoma High	B	C	C	D	C	TSI		405
406	Grants-Cibola County Schools	Laguna-Acoma Middle	D	D	F	F	F	CSI	Bottom 5 percent	406
407	Grants-Cibola County Schools	Los Alamos Middle	C	C	F	D	F			407

School Grades
FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
408	Grants-Cibola County Schools	Mesa View Elementary	B	B	B	C	D			408
409	Grants-Cibola County Schools	Milan Elementary	D	F	C	C	C			409
410	Grants-Cibola County Schools	Mount Taylor Elementary	C	D	D	C	C			410
411	Grants-Cibola County Schools	San Rafael Elementary	F	F	D	C	C			411
412	Grants-Cibola County Schools	Seboyeta Elementary	B	B	C	D	C			412
413	Hagerman Municipal Schools	Hagerman Elementary	F	D	C	B	B			413
414	Hagerman Municipal Schools	Hagerman High	A	A	A	C	C			414
415	Hagerman Municipal Schools	Hagerman Middle	F	D	C	D	D	TSI		415
416	Hatch Valley Public Schools	Garfield Elementary	D	D	C	D	D			416
417	Hatch Valley Public Schools	Hatch Valley Elementary	F	D	C	B	A			417
418	Hatch Valley Public Schools	Hatch Valley High	B	C	D	D	D	TSI		418
419	Hatch Valley Public Schools	Hatch Valley Middle	B	D	A	A	B			419
420	Hatch Valley Public Schools	Rio Grande Elementary	F	D	B	D	D	TSI		420
421	Hobbs Municipal Schools	B.T. Washington Elementary	C	B	A	A	B			421
422	Hobbs Municipal Schools	Broadmoor Elementary	C	B	B	A	A			422
423	Hobbs Municipal Schools	College Lane Elementary	D	D	D	B	B			423
424	Hobbs Municipal Schools	Coronado Elementary	B	B	D	A	B			424
425	Hobbs Municipal Schools	Edison Elementary	C	B	C	B	B			425
426	Hobbs Municipal Schools	Heizer Middle School	D	D	F	F	D			426
427	Hobbs Municipal Schools	Highland Middle School	C	C	F	B	B			427
428	Hobbs Municipal Schools	Hobbs Freshman High	B	B	D	D	D	TSI		428
429	Hobbs Municipal Schools	Hobbs High	B	B	C	C	B			429
430	Hobbs Municipal Schools	Houston Middle School	C	B	C	B	B			430
431	Hobbs Municipal Schools	Jefferson Elementary	D	B	F	C	D			431
432	Hobbs Municipal Schools	Mills Elementary	D	F	F	B	B			432
433	Hobbs Municipal Schools	Murray Elementary				B	C			433
434	Hobbs Municipal Schools	Sanger Elementary	C	B	D	B	B			434
435	Hobbs Municipal Schools	Southern Heights Elementary	D	C	D	D	D	TSI		435
436	Hobbs Municipal Schools	Stone Elementary	C	B	D	B	B			436
437	Hobbs Municipal Schools	Taylor Elementary	D	B	C	B	D			437
438	Hobbs Municipal Schools	Will Rogers Elementary	C	C	F	B	C			438
439	Hondo Valley Public Schools	Hondo Elementary	F	C	D	B	C			439
440	Hondo Valley Public Schools	Hondo High	A	B	C	C	D			440
441	House Municipal Schools	House Elementary	C	B	C	B	D			441
442	House Municipal Schools	House High	B	B	C	C	B	CSI	Graduation Rate	442
443	House Municipal Schools	House Junior High	B	D	D	B	C			443
444	Jal Public Schools	Jal Elementary	F	F	A	C	B			444
445	Jal Public Schools	Jal High	B	C	A	D	C			445
446	Jal Public Schools	Jal Jr High	D	F	C	F	F			446
447	Jemez Mountain Public Schools	Coronado High	B	C	D	B	C			447
448	Jemez Mountain Public Schools	Coronado Middle	B	B	F	D	F	CSI	Bottom 5 percent	448
449	Jemez Mountain Public Schools	Gallina Elementary	D	F	A	D	B			449
450	Jemez Mountain Public Schools	Lybrook Elementary	F	F	D	C	F			450
451	Jemez Valley Public Schools	Jemez Valley Elementary	F	F	F	D	F			451
452	Jemez Valley Public Schools	Jemez Valley High	B	C	C	C	C			452
453	Jemez Valley Public Schools	Jemez Valley Middle	D	D	B	D	D			453
454	Lake Arthur Municipal Schools	Lake Arthur Elementary	D	D	D	C	D			454
455	Lake Arthur Municipal Schools	Lake Arthur High	B	C	C	C	D			455
456	Lake Arthur Municipal Schools	Lake Arthur Middle	D	D	D	D	F			456
457	Las Cruces Public Schools	Alameda Elementary	C	C	D	C	B			457
458	Las Cruces Public Schools	Arrowhead Park Early College High	A	A	B	A	A			458

School Grades History

School Grades FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
459	Las Cruces Public Schools	Arrowhead Park Medical Academy			B	A	A			459
460	Las Cruces Public Schools	Booker T. Washington	D	F	C	C	D			460
461	Las Cruces Public Schools	Camino Real Middle	C	B	B	C	B			461
462	Las Cruces Public Schools	Centennial High School	B	A	C	A	A			462
463	Las Cruces Public Schools	Central Elementary	C	D	D	C	C			463
464	Las Cruces Public Schools	Cesar Chavez Elementary	C	D	A	B	C			464
465	Las Cruces Public Schools	Columbia Elementary	D	D	B	B	B			465
466	Las Cruces Public Schools	Conlee Elementary	C	C	B	D	D			466
467	Las Cruces Public Schools	Desert Hills Elementary	B	B	B	A	A			467
468	Las Cruces Public Schools	Doña Ana Elementary	B	B	C	A	C			468
469	Las Cruces Public Schools	East Picacho Elementary	D	C	C	C	C			469
470	Las Cruces Public Schools	Fairacres Elementary	C	C	F	D	B			470
471	Las Cruces Public Schools	Hermosa Hgts Elementary	C	D	A	D	D			471
472	Las Cruces Public Schools	Highland Elementary	B	B	C	A	B			472
473	Las Cruces Public Schools	Hillrise Elementary	C	A	D	B	C			473
474	Las Cruces Public Schools	Jornada Elementary	F	B	B	A	B			474
475	Las Cruces Public Schools	Las Cruces High	B	B	A	B	C			475
476	Las Cruces Public Schools	Loma Heights Elementary	D	B	C	B	C			476
477	Las Cruces Public Schools	Lynn Middle	B	D	F	F	F			477
478	Las Cruces Public Schools	MacArthur Elementary	D	C	F	D	F	TSI		478
479	Las Cruces Public Schools	Mayfield High	B	B	C	C	C			479
480	Las Cruces Public Schools	Mesa Middle	C	D	F	F	D			480
481	Las Cruces Public Schools	Mesilla Elementary	C	D	B	D	C			481
482	Las Cruces Public Schools	Mesilla Park Elementary	C	C	B	B	B			482
483	Las Cruces Public Schools	Mesilla Valley Alternative			B	F	F	TSI		483
484	Las Cruces Public Schools	Monte Vista Elementary	C	C	A	A	B			484
485	Las Cruces Public Schools	Ocate High	B	B	C	C	B			485
486	Las Cruces Public Schools	Picacho Middle	C	D	F	C	C			486
487	Las Cruces Public Schools	Rio Grande Preparatory Institute	C	C	D	D	D	CSI	Graduation Rate	487
488	Las Cruces Public Schools	Sierra Middle	B	C	D	F	D			488
489	Las Cruces Public Schools	Sonoma Elementary	D	B	D	B	C			489
490	Las Cruces Public Schools	Sunrise Elementary	B	D	C	D	F	TSI		490
491	Las Cruces Public Schools	Tombaugh Elementary	C	B	F	C	D			491
492	Las Cruces Public Schools	University Hills Elementary	C	B	C	B	B			492
493	Las Cruces Public Schools	Valley View Elementary	C	C	F	C	F	TSI		493
494	Las Cruces Public Schools	Vista Middle	C	D	C	B	C			494
495	Las Cruces Public Schools	White Sands School	B	B	A	A	A			495
496	Las Cruces Public Schools	Zia Middle	C	C	D	C	D			496
497	Las Vegas City Public Schools	Legion Park Elementary	C	C	F	F	B			497
498	Las Vegas City Public Schools	Los Ninos Elementary	D	D	F	F	D			498
499	Las Vegas City Public Schools	LVCS Early Childhood	C	D	F	B	A			499
500	Las Vegas City Public Schools	Memorial Middle	D	D	D	B	D			500
501	Las Vegas City Public Schools	Mike Sena Elementary	C	C	B	C	A			501
502	Las Vegas City Public Schools	Paul D. Henry Elementary	B	D	D	B	B			502
503	Las Vegas City Public Schools	Robertson High	B	B	B	B	C			503
504	Las Vegas City Public Schools	Sierra Vista Elementary	F	C	F	D	D			504
505	Logan Municipal Schools	Logan Elementary	B	C	A	A	A			505
506	Logan Municipal Schools	Logan High	A	A	B	B	C	CSI	Graduation Rate	506
507	Logan Municipal Schools	Logan Middle	B	B	D	D	B			507
508	Lordsburg Municipal Schools	Central Elementary	C	B	A	D	B			508
509	Lordsburg Municipal Schools	Dugan-Tarango Middle	D	D	F	F	D			509

School Grades
FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
510	Lordsburg Municipal Schools	Lordsburg High	B	C	C	C	C			510
511	Lordsburg Municipal Schools	R.V. Traylor Elementary	D	D	D	B	B			511
512	Los Alamos Public Schools	Aspen Elementary	A	B	B	A	A			512
513	Los Alamos Public Schools	Barranca Mesa Elementary	B	A	A	B	A			513
514	Los Alamos Public Schools	Chamisa Elementary	C	B	A	B	A			514
515	Los Alamos Public Schools	Los Alamos High	A	A	A	A	A			515
516	Los Alamos Public Schools	Los Alamos Middle	B	B	A	C	D			516
517	Los Alamos Public Schools	Mountain Elementary	C	A	A	B	A			517
518	Los Alamos Public Schools	Pinon Elementary	B	B	A	B	A			518
519	Los Alamos Public Schools	Topper Freshman Academy					B			519
520	Los Lunas Public Schools	Ann Parish Elementary	D	D	D	C	C			520
521	Los Lunas Public Schools	Bosque Farms Elementary	C	B	A	A	B			521
522	Los Lunas Public Schools	Century Alt High	C	C	D	D	C	CSI	Graduation Rate	522
523	Los Lunas Public Schools	Desert View Elementary	D	D	F	C	C			523
524	Los Lunas Public Schools	Katherine Gallegos Elementary	B	A	A	B	A			524
525	Los Lunas Public Schools	Los Lunas Elementary	D	C	D	D	F	TSI		525
526	Los Lunas Public Schools	Los Lunas Family School	C	C	B	A	A			526
527	Los Lunas Public Schools	Los Lunas High	B	C	D	C	C			527
528	Los Lunas Public Schools	Los Lunas Middle	D	D	F	B	C			528
529	Los Lunas Public Schools	Peralta Elementary	C	B	B	D	C	TSI		529
530	Los Lunas Public Schools	Raymond Gabaldon Elementary	D	C	D	A	D			530
531	Los Lunas Public Schools	Sundance Elementary	C	B	C	A	A			531
532	Los Lunas Public Schools	Tome Elementary	B	B	C	A	B			532
533	Los Lunas Public Schools	Valencia Elementary	D	B	D	A	B			533
534	Los Lunas Public Schools	Valencia High	B	B	C	C	C			534
535	Los Lunas Public Schools	Valencia Middle School	D	D	F	D	F	TSI		535
536	Loving Municipal Schools	Loving Elementary	F	F	B	B	B			536
537	Loving Municipal Schools	Loving High	A	B	C	C	B			537
538	Loving Municipal Schools	Loving Middle	D	D	F	D	B			538
539	Lovington Municipal Schools	Ben Alexander Elementary	F	D	B	F	B			539
540	Lovington Municipal Schools	Jefferson Elementary	F	F	F	F	C			540
541	Lovington Municipal Schools	Lea Elementary	D	C	F	D	A			541
542	Lovington Municipal Schools	Llano Elementary	C	C	A	A	A			542
543	Lovington Municipal Schools	Lovington 6Th Grade Academy	B	B	B	A	B			543
544	Lovington Municipal Schools	Lovington Freshman Academy	A	B	D	C	C			544
545	Lovington Municipal Schools	Lovington High	A	B	C	C	C			545
546	Lovington Municipal Schools	New Hope Alt High	B	D	F	D	F	CSI	Graduation Rate	546
547	Lovington Municipal Schools	Taylor Middle	D	D	F	B	D			547
548	Lovington Municipal Schools	Yarbro Elementary	D	D	C	A	B			548
549	Magdalena Municipal Schools	Magdalena Elementary	F	F	C	D	F	TSI		549
550	Magdalena Municipal Schools	Magdalena High	B	C	C	C	C	TSI		550
551	Magdalena Municipal Schools	Magdalena Middle	F	D	F	F	D			551
552	Maxwell Municipal Schools	Maxwell Elementary	C	F	D	B	B			552
553	Maxwell Municipal Schools	Maxwell High	A	B	C	C	A			553
554	Maxwell Municipal Schools	Maxwell Middle	D	F	D	F	C			554
555	Melrose Public Schools	Melrose Elementary	B	A	D	C	B			555
556	Melrose Public Schools	Melrose High	A	A	B	A	B			556
557	Melrose Public Schools	Melrose Junior	B	B	D	A	A			557
558	Mesa Vista Consolidated Schools	El Rito Elementary	D	F	B	F	F			558
559	Mesa Vista Consolidated Schools	Mesa Vista High	C	C	C	B	B			559
560	Mesa Vista Consolidated Schools	Mesa Vista Middle	D	D	F	F	F	CSI	Bottom 5 percent	560

School Grades History

School Grades FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
561	Mesa Vista Consolidated Schools	Ojo Caliente Elementary	D	C	D	D	C			561
562	Mora Independent Schools	Holman Elementary	D	D	D	B	B			562
563	Mora Independent Schools	Lazaro Larry Garcia	D	D	F	F	F	CSI	Bottom 5 percent	563
564	Mora Independent Schools	Mora Elementary	D	D	C	D	B			564
565	Mora Independent Schools	Mora High	A	A	B	C	C			565
566	Moriarty-Edgewood School District	Edgewood Middle	B	B	B	B	B			566
567	Moriarty-Edgewood School District	Moriarty Elementary	C	D	B	D	C			567
568	Moriarty-Edgewood School District	Moriarty High	A	A	C	D	C			568
569	Moriarty-Edgewood School District	Moriarty Middle	C	D	D	D	D			569
570	Moriarty-Edgewood School District	Route 66 Elementary	B	C	C	D	C			570
571	Moriarty-Edgewood School District	South Mountain Elementary	B	B	B	A	A			571
572	Mosquero Municipal Schools	Mosquero Elementary	C	D	C	C	C			572
573	Mosquero Municipal Schools	Mosquero High	B	B	A	C	A			573
574	Mountainair Public Schools	Mountainair Elementary	D	F	B	B	B			574
575	Mountainair Public Schools	Mountainair High	B	B	C	C	C			575
576	Mountainair Public Schools	Mountainair Jr High	D	D	D	D	C			576
577	Pecos Independent Schools	Pecos Elementary	C	C	F	C	D			577
578	Pecos Independent Schools	Pecos High	B	C	C	C	D	CSI	Graduation Rate	578
579	Pecos Independent Schools	Pecos Middle	C	C	D	C	D	TSI		579
580	Peñasco Independent Schools	Peñasco Elementary	D	C	C	F	D			580
581	Peñasco Independent Schools	Peñasco High	B	C	C	C	D			581
582	Peñasco Independent Schools	Peñasco Middle	D	F	D	B	B			582
583	Pojoaque Valley Public Schools	Pablo Roybal Elementary	B	B	D	B	D			583
584	Pojoaque Valley Public Schools	Pojoaque High	B	B	C	D	C			584
585	Pojoaque Valley Public Schools	Pojoaque Intermediate	F	C	D	C	F	TSI		585
586	Pojoaque Valley Public Schools	Pojoaque Middle	D	D	D	D	F	TSI		586
587	Pojoaque Valley Public Schools	Sixth Grade Academy	C	F	F	F	D	CSI	Bottom 5 percent	587
588	Portales Municipal Schools	Brown Early Childhood Center	C	C	A	A	B			588
589	Portales Municipal Schools	James Elementary	C	B	A	B	A			589
590	Portales Municipal Schools	Lindsey-Steiner Elementary	D	D	D	B	C			590
591	Portales Municipal Schools	Portales High	B	B	D	C	C	TSI		591
592	Portales Municipal Schools	Portales Jr High	D	D	D	D	B			592
593	Portales Municipal Schools	Valencia Elementary	C	B	B	B	B			593
594	Quemado Independent Schools	Datil Elementary	D	C	C	B	B			594
595	Quemado Independent Schools	Quemado Elementary	D	C	D	D	D			595
596	Quemado Independent Schools	Quemado High	B	B	B	A	A			596
597	Questa Independent Schools	Alta Vista Elementary	D	F	C	D	F			597
598	Questa Independent Schools	Alta Vista Intermediate	D	C	D	C	F	TSI		598
599	Questa Independent Schools	Questa High	B	B	C	C	B			599
600	Questa Independent Schools	Questa Jr High	C	F	F	F	F			600
601	Questa Independent Schools	Rio Costilla SW Learning Academy	F	D	A	B	B			601
602	Raton Public Schools	Longfellow Elementary	B	C	B	B	A			602
603	Raton Public Schools	Raton High	B	B	C	C	C	TSI		603
604	Raton Public Schools	Raton Intermediate	B	D	D	F	D			604
605	Reserve Independent Schools	Glenwood Elementary		B	B	B	C			605
606	Reserve Independent Schools	Reserve Elementary	D	F	A	B	C			606
607	Reserve Independent Schools	Reserve High	A	A	B	B	A			607
608	Rio Rancho Public Schools	Cielo Azul Elementary	C	C	A	C	B			608
609	Rio Rancho Public Schools	Colinas Del Norte Elementary	C	D	C	D	C			609
610	Rio Rancho Public Schools	Eagle Ridge Middle	C	D	C	C	B			610
611	Rio Rancho Public Schools	Enchanted Hills Elementary	C	B	A	B	B			611

School Grades
FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
612	Rio Rancho Public Schools	Ernest Stapleton Elementary	C	B	A	B	B			612
613	Rio Rancho Public Schools	Independence High School	B	B	C	C	C	CSI	Graduation Rate	613
614	Rio Rancho Public Schools	Lincoln Middle	B	B	B	C	B			614
615	Rio Rancho Public Schools	Maggie Cordova Elementary School	D	C	B	C	C			615
616	Rio Rancho Public Schools	Martin King Jr Elementary	C	C	A	A	A			616
617	Rio Rancho Public Schools	Mountain View Middle	B	B	A	B	A			617
618	Rio Rancho Public Schools	Puesta Del Sol Elementary	B	B	B	B	C			618
619	Rio Rancho Public Schools	Rio Rancho Cyber Academy	A	A	A	A	A			619
620	Rio Rancho Public Schools	Rio Rancho Elementary	C	B	A	C	D			620
621	Rio Rancho Public Schools	Rio Rancho High	A	A	A	A	B			621
622	Rio Rancho Public Schools	Rio Rancho Middle School	B	B	B	A	A			622
623	Rio Rancho Public Schools	Sandia Vista Elementary	C	C	B	D	B			623
624	Rio Rancho Public Schools	V.Sue Cleveland High	A	A	A	A	A			624
625	Rio Rancho Public Schools	Vista Grande Elementary	B	B	B	B	B			625
626	Roswell Independent Schools	Berrendo Elementary	D	C	C	B	C			626
627	Roswell Independent Schools	Berrendo Middle	A	B	B	B	B			627
628	Roswell Independent Schools	Del Norte Elementary	B	B	D	B	A			628
629	Roswell Independent Schools	Early College High				C	C			629
630	Roswell Independent Schools	East Grand Plains Elementary	B	B	A	C	D			630
631	Roswell Independent Schools	El Capitan Elementary	D	C	C	C	B			631
632	Roswell Independent Schools	Goddard High	B	A	D	D	C			632
633	Roswell Independent Schools	Mesa Middle	C	D	D	F	C			633
634	Roswell Independent Schools	Military Hgts Elementary	D	B	C	B	B			634
635	Roswell Independent Schools	Missouri Ave Elementary	D	C	D	C	D			635
636	Roswell Independent Schools	Monterrey Elementary	F	D	D	C	B			636
637	Roswell Independent Schools	Mountain View Middle	C	D	C	C	D			637
638	Roswell Independent Schools	Nancy Lopez Elementary	D	D	C	D	F	TSI		638
639	Roswell Independent Schools	Pecos Elementary	C	C	D	C	D			639
640	Roswell Independent Schools	Roswell High	B	B	D	D	D			640
641	Roswell Independent Schools	Sierra Middle	C	C	D	F	D	TSI		641
642	Roswell Independent Schools	Sunset Elementary	D	C	F	F	B			642
643	Roswell Independent Schools	University High	C	D	F	F	D	CSI	Graduation Rate	643
644	Roswell Independent Schools	Valley View Elementary	B	A	B	B	B			644
645	Roswell Independent Schools	Washington Ave Elementary	D	D	D	C	B			645
646	Roy Municipal Schools	Roy Elementary	C	B	B	B	B			646
647	Roy Municipal Schools	Roy High	A	A	C	A	A			647
648	Ruidoso Municipal Schools	Nob Hill Early Childhood Center	B	C	B	A	A			648
649	Ruidoso Municipal Schools	Ruidoso High	A	B	C	B	C			649
650	Ruidoso Municipal Schools	Ruidoso Middle	D	D	C	C	D			650
651	Ruidoso Municipal Schools	Sierra Vista Primary	F	C	B	A	D			651
652	Ruidoso Municipal Schools	White Mountain Elementary	F	C	D	B	D			652
653	San Jon Municipal Schools	San Jon Elementary	C	F	B	A	A			653
654	San Jon Municipal Schools	San Jon High	B	C	C	B	C			654
655	San Jon Municipal Schools	San Jon Middle School	C	D	B	B	C			655
656	Santa Fe Public Schools	Academy At Larragoite	C	C	D	F	D	CSI	Graduation Rate	656
657	Santa Fe Public Schools	Acequia Madre Elementary	B	B	B	A	A			657
658	Santa Fe Public Schools	Amy Biehl Community School	C	B	C	D	B			658
659	Santa Fe Public Schools	Aspen Community Magnet School	F	D	D	D	D			659
660	Santa Fe Public Schools	Atalaya Elementary	B	B	A	B	B			660
661	Santa Fe Public Schools	Calvin Capshaw Middle	D	C	C	D	F			661
662	Santa Fe Public Schools	Capital High	B	D	C	D	C			662

School Grades History

School Grades FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
663	Santa Fe Public Schools	Carlos Gilbert Elementary	B	A	A	A	A			663
664	Santa Fe Public Schools	Cesar Chavez Elementary	F	D	B	F	D			664
665	Santa Fe Public Schools	Chaparral Elementary	D	D	F	D	B			665
666	Santa Fe Public Schools	De Vargas Middle	D	D	F	F	F			666
667	Santa Fe Public Schools	E.J. Martinez Elementary	D	D	D	C	D			667
668	Santa Fe Public Schools	Early College Opportunities School					F	CSI	Bottom 5 percent	668
669	Santa Fe Public Schools	Edward Ortiz Middle	D	D	F	F	F	CSI	Bottom 5 percent	669
670	Santa Fe Public Schools	El Camino Real Academy	D	D	D	D	F	TSI		670
671	Santa Fe Public Schools	El Dorado Community School	B	B	B	C	B			671
672	Santa Fe Public Schools	Francis X. Nava Elementary	D	D	B	D	C			672
673	Santa Fe Public Schools	Gonzales Elementary	D	D	C	B	C			673
674	Santa Fe Public Schools	Kearny Elementary	F	F	F	D	C			674
675	Santa Fe Public Schools	Mandela International Magnet			F	D	B			675
676	Santa Fe Public Schools	Nina Otero Community School			C	D	F	TSI		676
677	Santa Fe Public Schools	Pinon Elementary	B	B	B	A	A			677
678	Santa Fe Public Schools	R.M. Sweeney Elementary	F	D	B	C	B			678
679	Santa Fe Public Schools	Ramirez Thomas Elementary	C	D	D	C	D			679
680	Santa Fe Public Schools	Salazar Elementary	D	F	F	C	D	TSI		680
681	Santa Fe Public Schools	Santa Fe Engage			F	D	F			681
682	Santa Fe Public Schools	Santa Fe High	B	D	F	F	C	TSI		682
683	Santa Fe Public Schools	Tesuque Elementary	C	B	C	D	D			683
684	Santa Fe Public Schools	Wood-Gormley Elementary	A	A	A	A	A			684
685	Santa Rosa Consolidated Schools	Anton Chico Middle	C	C	F	D	B			685
686	Santa Rosa Consolidated Schools	Rita A. Marquez Elementary	D	B	C	C	C			686
687	Santa Rosa Consolidated Schools	Santa Rosa Elementary	D	D	F	D	D			687
688	Santa Rosa Consolidated Schools	Santa Rosa High	A	B	B	B	C	TSI		688
689	Santa Rosa Consolidated Schools	Santa Rosa Middle	C	C	D	B	C			689
690	Silver Consolidated Schools	Cliff Elementary	B	B	A	A	B			690
691	Silver Consolidated Schools	Cliff High	B	A	C	C	C			691
692	Silver Consolidated Schools	G.W. Stout Elementary	C	B	F	C	C			692
693	Silver Consolidated Schools	Harrison Schmitt Elementary	D	C	D	B	D			693
694	Silver Consolidated Schools	Jose Barrios Elementary	C	B	B	A	A			694
695	Silver Consolidated Schools	La Plata Middle	D	C	F	F	F	TSI		695
696	Silver Consolidated Schools	Opportunity High School	C	C	C	C	D	CSI	Graduation Rate	696
697	Silver Consolidated Schools	Silver High	A	A	D	D	C	TSI		697
698	Silver Consolidated Schools	Sixth Street Elementary	C	D	F	B	C			698
699	Socorro Consolidated Schools	Midway Elementary	D	F	D	B	C			699
700	Socorro Consolidated Schools	Parkview Elementary	D	F	D	F	C			700
701	Socorro Consolidated Schools	R. Sarracino Middle	D	F	F	F	F	CSI	Bottom 5 percent	701
702	Socorro Consolidated Schools	San Antonio Elementary	B	C	F	B	D			702
703	Socorro Consolidated Schools	Socorro High	B	C	D	D	D	CSI	Graduation Rate	703
704	Socorro Consolidated Schools	Zimmerly Elementary	F	D	F	F	F	CSI	Bottom 5 percent	704
705	Springer Municipal Schools	Forrester Elementary	C	D	B	C	B			705
706	Springer Municipal Schools	Springer High	A	B	C	B	B			706
707	Springer Municipal Schools	Wilferth Elementary	C	D	F	D	C			707
708	Taos Municipal Schools	Arroyo Del Norte Elementary	D	D	A	C	D			708
709	Taos Municipal Schools	Chrysalis Alternative	C	C	D	D	D			709
710	Taos Municipal Schools	Enos Garcia Elementary	F	D	C	F	D			710
711	Taos Municipal Schools	Ranchos De Taos Elementary	F	D	C	D	D			711
712	Taos Municipal Schools	Taos Cyber Magnet	C	A	A	C	C			712
713	Taos Municipal Schools	Taos High	B	B	A	C	C	TSI		713

School Grades
FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
714	Taos Municipal Schools	Taos Middle	D	D	F	C	D			714
715	Tatum Municipal Schools	Tatum Elementary	D	C	D	C	A			715
716	Tatum Municipal Schools	Tatum High	A	A	A	B	A			716
717	Tatum Municipal Schools	Tatum Jr High	B	B	B	B	B			717
718	Texico Municipal Schools	Texico Elementary	D	C	A	A	B			718
719	Texico Municipal Schools	Texico High	A	A	A	A	A			719
720	Texico Municipal Schools	Texico Middle	B	B	A	B	A			720
721	Truth or Conseq. Municipal Schools	Arrey Elementary	D	D	B	C	F	TSI		721
722	Truth or Conseq. Municipal Schools	Hot Springs High	A	C	D	D	D	TSI		722
723	Truth or Conseq. Municipal Schools	Sierra Elementary	D	C	C	D	C			723
724	Truth or Conseq. Municipal Schools	Truth or Consequences Elementary	D	C	C	F	A			724
725	Truth or Conseq. Municipal Schools	Truth or Consequences Middle	D	C	A	A	A			725
726	Tucumcari Public Schools	Tucumcari Elementary	C	C	D	B	B			726
727	Tucumcari Public Schools	Tucumcari High	A	B	D	C	C			727
728	Tucumcari Public Schools	Tucumcari Middle	B	B	D	B	C			728
729	Tularosa Municipal Schools	Tularosa Elementary	D	F	B	C	D			729
730	Tularosa Municipal Schools	Tularosa High	A	B	C	C	C			730
731	Tularosa Municipal Schools	Tularosa Inter	D	F	B	D	C			731
732	Tularosa Municipal Schools	Tularosa Middle	D	C	F	D	D			732
733	Vaughn Municipal Schools	Vaughn Elementary	D	F	F	C	F			733
734	Vaughn Municipal Schools	Vaughn High	B	C	D	B	C			734
735	Wagon Mound Public Schools	Wagon Mound Elementary	F	C	B	C	C			735
736	Wagon Mound Public Schools	Wagon Mound High	B	B	C	D	C			736
737	West Las Vegas Public Schools	Don Cecilio Mtz Elementary	C	B	D	D	C			737
738	West Las Vegas Public Schools	Luis E. Armijo Elementary	C	B	D	D	D			738
739	West Las Vegas Public Schools	Tony Serna Jr. Elementary	C	B	D	B	D			739
740	West Las Vegas Public Schools	Union Elementary	B	A	B	A	A			740
741	West Las Vegas Public Schools	Valley Elementary	D	F	F	D	C			741
742	West Las Vegas Public Schools	Valley Middle	D	F	B	F	D			742
743	West Las Vegas Public Schools	West Las Vegas Family Partnership	C	D	C	F	F			743
744	West Las Vegas Public Schools	West Las Vegas High	B	C	D	F	D	TSI		744
745	West Las Vegas Public Schools	West Las Vegas Middle	D	F	F	D	D	TSI		745
746	Zuni Public Schools	Shiwi Ts'ana Elementary					F	CSI	Bottom 5 percent	746
747	Zuni Public Schools	Twin Buttes High	B	C	C	C	F			747
748	Zuni Public Schools	Zuni High	B	C	B	C	C	CSI	Graduation Rate	748
749	Zuni Public Schools	Zuni Middle	F	F	D	F	F	CSI	Bottom 5 percent	749
CHARTER SCHOOLS										
750	Santa Fe Public Schools Charter	Academy for Tech. and the Classics	A	A	A	A	B			750
751	State Chartered Charter School	Academy of Trades and Tech.	C	D	F	F	F	CSI	Bottom 5 percent	751
752	State Chartered Charter School	ACE Leadership High School	B	D	F	F	F	CSI	Bottom 5 percent	752
753	Albuquerque Public Schools Charter	Albuquerque Charter Academy	B	C	B	B	D	CSI	Graduation Rate	753
754	State Chartered Charter School	Albuquerque Inst. of Math & Science	A	A	A	A	A			754
755	State Chartered Charter School	Albuquerque School of Excellence	C	A	C	A	B			755
756	State Chartered Charter School	Albuquerque Sign Language Academy			B	D	D			756
757	Albuquerque Public Schools Charter	Albuquerque Talent Development	C	C	D	D	D	CSI	Graduation Rate	757
758	State Chartered Charter School	Aldo Leopold Charter	A	B	B	C	B			758
759	Albuquerque Public Schools Charter	Alice King Community School	C	A	B	D	B			759
760	State Chartered Charter School	Alma D'Arte Charter	B	B	C	D	C			760
761	State Chartered Charter School	Amy Biehl Charter High School	A	A	B	B	B	TSI		761
762	Taos Municipal Schools Charter	Anansi Charter School	B	B	A	B	A			762
763	State Chartered Charter School	Anthony Charter School		D	D	C	D			763

School Grades History

School Grades FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
764	State Chartered Charter School	ASK Academy	A	A	C	A	A	CSI	Graduation Rate	764
765	State Chartered Charter School	Cariños Charter School					F	CSI	Bottom 5 percent	765
766	State Chartered Charter School	Cesar Chavez Community School	B	C	C	C	D	CSI	Graduation Rate	766
767	Albuquerque Public Schools Charter	Christine Duncan Heritage Academy	D	F	D	C	D			767
768	State Chartered Charter School	Cien Aguas International	C	B	A	C	B			768
769	State Chartered Charter School	Coral Community Charter	C	D	B	D	B			769
770	Albuquerque Public Schools Charter	Corrales International	A	B	A	C	B			770
771	State Chartered Charter School	Cottonwood Classical Prep	A	A	A	B	A			771
772	Socorro Consolidated Schools Charter	Cottonwood Valley Charter	C	B	B	A	B			772
773	State Chartered Charter School	DEAP				C	B			773
774	Deming Public Schools Charter	Deming Cesar Chavez	C	D	C	D	F	CSI	Graduation Rate	774
775	Albuquerque Public Schools Charter	Digital Arts And Technology	B	B	A	C	A	CSI	Graduation Rate	775
776	State Chartered Charter School	Dream Dine			B	F	F			776
777	Albuquerque Public Schools Charter	East Mountain High School				A	A			777
778	Albuquerque Public Schools Charter	El Camino Real Academy	C	D	C	C	C	CSI	Graduation Rate	778
779	State Chartered Charter School	Estancia Valley Classical Academy	A	A	A	C	A			779
780	State Chartered Charter School	Explore Academy			D	A	A			780
781	State Chartered Charter School	Gilbert L Sena Charter HS	B	B	C	B	B	CSI	Graduation Rate	781
782	Albuquerque Public Schools Charter	Gordon Bernell Charter	C	D	D	C	C	CSI	Graduation Rate	782
783	State Chartered Charter School	GREAT Academy	B	C	B	B	C			783
784	State Chartered Charter School	Health Leadership High School			F	D	F	CSI	Bottom 5 percent	784
785	State Chartered Charter School	Horizon Academy West	D	B	D	C	D			785
786	State Chartered Charter School	International School at Mesa Del Sol	D	D	C	C	C			786
787	State Chartered Charter School	J Paul Taylor Academy	C	B	C	C	C			787
788	Carlsbad Municipal Schools Charter	Jefferson Montessori	B	A	C	B	C			788
789	Albuquerque Public Schools Charter	La Academia De Esperanza	C	D	D	F	F	CSI	Graduation Rate	789
790	State Chartered Charter School	La Academia Dolores Huerta			C	F	F	TSI		790
791	State Chartered Charter School	La Promesa Early Learning	D	D	C	F	D	TSI		791
792	State Chartered Charter School	La Resolana Leadership	F	F	C	B	D			792
793	State Chartered Charter School	La Tierra Montessori School	F	D	B	B	D			793
794	State Chartered Charter School	Las Montañas Charter				F	F	CSI	Bottom 5 percent	794
795	Jemez Mtn. Public Schools Charter	Lindrith Area Heritage	C	B	B	B	C			795
796	Albuquerque Public Schools Charter	Los Puentes Charter	C	D	F	F	D	CSI	Bottom 5 percent	796
797	State Chartered Charter School	MASTERS Program	A	A	A	A	A			797
798	State Chartered Charter School	McCurdy Charter School	B	C	C	C	D	TSI		798
799	State Chartered Charter School	Media Arts Collaborative	B	C	D	B	C	CSI	Graduation Rate	799
800	Gallup-McKinley Charter	Middle College High	A	A	A	B	C			800
801	State Chartered Charter School	Mission Achievement And Success	C	C	A	A	A			801
802	State Chartered Charter School	Monte Del Sol Charter				D	C			802
803	State Chartered Charter School	Montessori Elementary School	D	B	B	B	B			803
804	Albuquerque Public Schools Charter	Montessori of the Rio Grande	B	C	D	D	C			804
805	Cimarron Municipal Schools Charter	Moreno Valley High	A	A	C	A	D			805
806	Aztec Municipal Schools Charter	Mosaic Academy Charter	D	D	F	C	D			806
807	Albuquerque Public Schools Charter	Mountain Mahogany Community School	B	B	F	F	F	TSI		807
808	Albuquerque Public Schools Charter	Native American Community Academy	C	B	B	C	C			808
809	State Chartered Charter School	New America School - Albuquerque	C	D	F	D	D	CSI	Graduation Rate	809
810	State Chartered Charter School	New America School - Las Cruces	C	C	C	C	D			810
811	State Chartered Charter School	New Mexico Connections Academy		D	C	F	F	TSI		811
812	Albuquerque Public Schools Charter	New Mexico International School					C			812
813	State Chartered Charter School	New Mexico School for the Arts	A	A	A	A	A			813
814	Farmington Municipal Schools Charter	New Mexico Virtual Academy	C	B	C	D	D			814

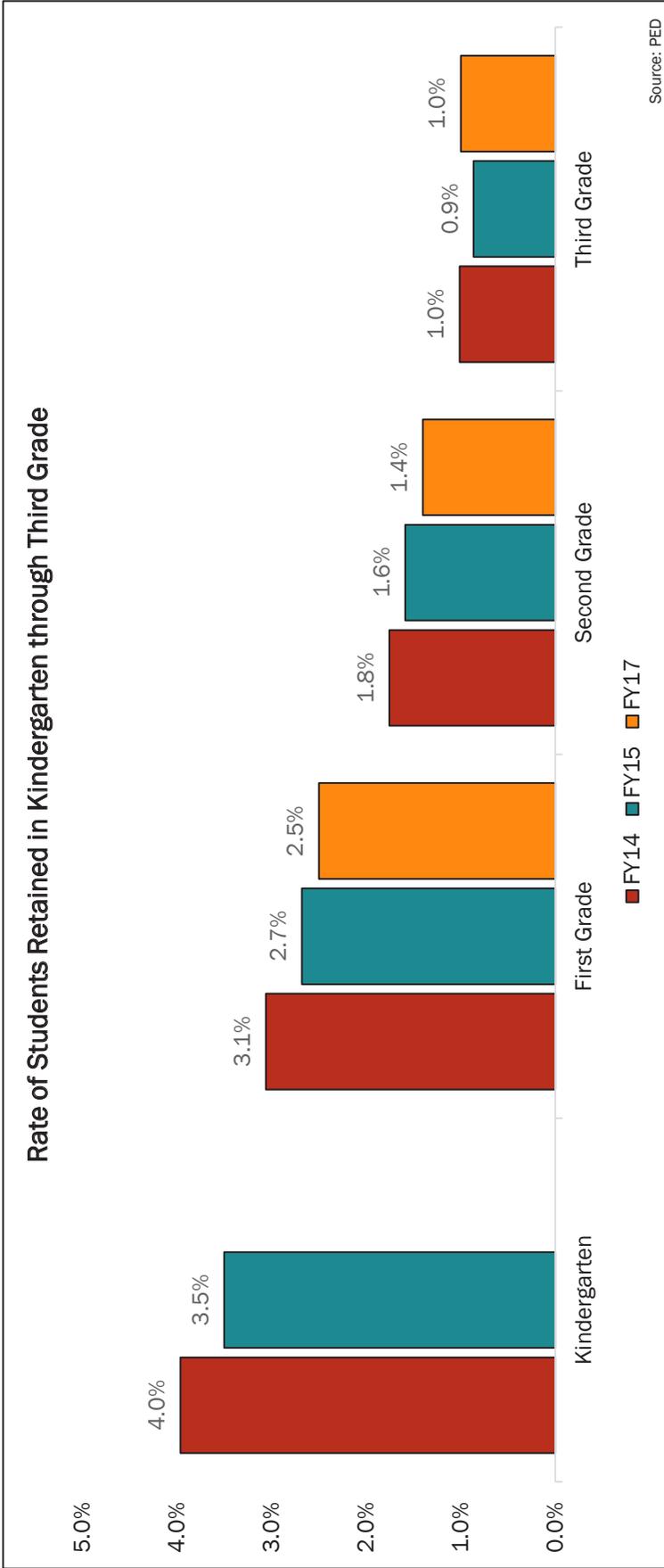
School Grades
FY13 through FY17

	School District	School	FY13	FY14	FY15	FY16	FY17	ESSA Intervention ¹	CSI Metric	
815	State Chartered Charter School	North Valley Academy	B	D	D	C	C			815
816	Albuquerque Public Schools Charter	Nuestros Valores Charter	C	D	C	D	D	CSI	Graduation Rate	816
817	Carlsbad Municipal Schools Charter	Pecos Connections Academy					F	TSI		817
818	Albuquerque Public Schools Charter	Public Academy for Performing Arts	A	A	B	B	B			818
819	State Chartered Charter School	Red River Valley Charter School	C	C	B	F	B			819
820	West Las Vegas Public Schools Charter	Rio Gallinas School	F	F	D	D	C			820
821	Albuquerque Public Schools Charter	Robert F. Kennedy Charter	C	D	D	D	D	CSI	Graduation Rate	821
822	State Chartered Charter School	Roots & Wings Community School					A			822
823	State Chartered Charter School	Sage Montessori Charter School	F	D	F	D	D	TSI		823
824	Jemez Valley Public Schools Charter	San Diego Riverside	F	F	D	C	D			824
825	State Chartered Charter School	Sandoval Academy of Bilingual Ed.				D	B			825
826	State Chartered Charter School	School of Dreams Academy	A	C	D	C	B	CSI	Graduation Rate	826
827	Roswell Independent Schools Charter	Sidney Gutierrez Middle	A	A	A	A	A			827
828	Albuquerque Public Schools Charter	Siembra Leadership High School					F	CSI	Bottom 5 percent	828
829	State Chartered Charter School	Six Directions Indigenous School					F	CSI	Bottom 5 percent	829
830	Albuquerque Public Schools Charter	South Valley Academy	B	B	C	D	D	TSI		830
831	State Chartered Charter School	South Valley Prep	C	D	D	B	C			831
832	State Chartered Charter School	SW Intermediate Learning Center	A	C	A	D	D			832
833	State Chartered Charter School	SW Primary Learning Center	B	C	B	C	B			833
834	State Chartered Charter School	SW Secondary Learning Center	A	A	A	A	C			834
835	State Chartered Charter School	SW Aeronautics, Math, and Science	A	A	B	C	B	CSI	Graduation Rate	835
836	State Chartered Charter School	Taos Academy	A	A	A	A	A			836
837	State Chartered Charter School	Taos Integrated School of Arts	C	C	C	D	B			837
838	State Chartered Charter School	Taos International School			D	D	F	TSI		838
839	Taos Municipal Schools Charter	Taos Municipal Charter	B	B	A	A	A			839
840	State Chartered Charter School	Technology Leadership				D	F	CSI	Bottom 5 percent	840
841	State Chartered Charter School	Tierra Adentro	A	B	C	B	C			841
842	State Chartered Charter School	Tierra Encantada Charter School				F	F	CSI	Graduation Rate	842
843	State Chartered Charter School	Turquoise Trail Charter School				B	B			843
844	Albuquerque Public Schools Charter	Twenty-First Century	B	C	A	B	B			844
845	State Chartered Charter School	Uplift Community School	F	F	F	D	F	TSI		845
846	Taos Municipal Schools Charter	Vista Grande High School	B	B	C	D	C	CSI	Graduation Rate	846
847	State Chartered Charter School	Walatowa Charter High	C	C	A	A	B			847
848	State Chartered Charter School	William W Josephine Dorn Charter		F	F	D	C			848

Source: PED

¹ In accordance with the New Mexico Every Student Succeeds Act (ESSA) state plan, PED identified several schools in December 2018 as schools in need of improvement. Eighty-six schools were classified as Comprehensive Support and Intervention (CSI) schools, which are in the lowest performing 5 percent of Title I schools based on overall points in school grades or had a four-year graduation rate of less than 67 percent for two of the last three years. One hundred eleven schools were classified as Targeted Support and Intervention (TSI) schools with at least one subgroup of students meeting the criteria for CSI schools. Four schools were identified as being in need of More Rigorous Interventions (MRI) which include drastic measures to address school performance, including significant restructuring or closure.

Rates of Students Retained in Kindergarten through Third Grade



Retained Students in Kindergarten Through Third Grade

Grades	School Year 2013-2014			School Year 2014-2015			School Year 2016-2017					
	Kind.	Grade 1	Grade 2	Grade 3	Kind.	Grade 1	Grade 2	Grade 3	Kind.	Grade 1	Grade 2	Grade 3
Number of Students Retained	1,079	843	461	262	933	725	425	223	Not Reported	623	362	230
Number of Students Enrolled	27,220	27,533	26,270	25,888	26,648	27,043	26,787	25,815	Not Reported	24,688	26,092	26,689
Rates	4.0%	3.1%	1.8%	1.0%	3.5%	2.7%	1.6%	0.9%		2.5%	1.4%	1.0%

FY16 data is not available. Kindergarten retention rates for FY17 were not reported.

Source: PED

Ten Most Popular Advanced Placement Exams in New Mexico

Subject	FY16		FY17		Change	
	Tests	Pass Rate	Tests	Pass Rate	Tests	Pass Rate
English Lang. & Composition	3,004	33.2%	3,171	33.9%	167	0.7%
English Lit. & Composition	2,224	32.5%	2,220	31.1%	-4	-1.3%
U.S. History	2,046	27.5%	2,205	27.6%	159	0.0%
World History	1,481	25.3%	1,567	29.4%	86	4.2%
U.S. Government & Politics	1,006	29.1%	1,230	24.2%	224	-4.9%
Calculus A/B	994	38.1%	1,073	34.1%	79	-4.0%
Spanish Lang. & Culture	1,045	83.0%	1,021	86.3%	-24	3.3%
Biology	752	44.8%	853	48.4%	101	3.6%
Psychology	558	43.5%	664	48.9%	106	5.4%
Statistics	500	29.2%	524	27.9%	24	-1.3%
Chemistry	468	26.9%	588	25.9%	120	-1.1%

Source: College Board

Number of New Mexico Students Taking AP Exams

	FY16	FY17
Earlier than Ninth Grade	3	17
Ninth and 10th Grade	2,548	2,636
11th Grade	4,592	4,802
12th Grade	3,477	3,598
Not Enrolled in Public School	136	187
All Students	10,756	11,240

Source: College Board

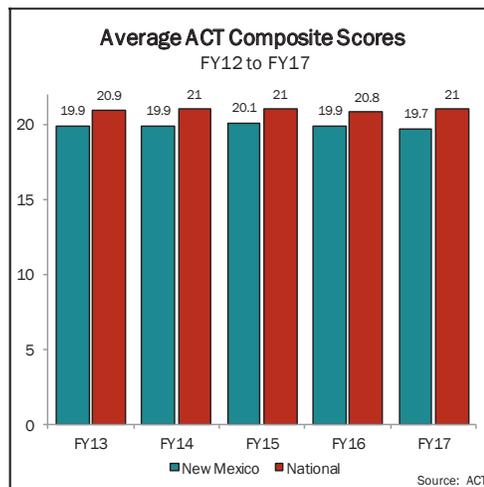
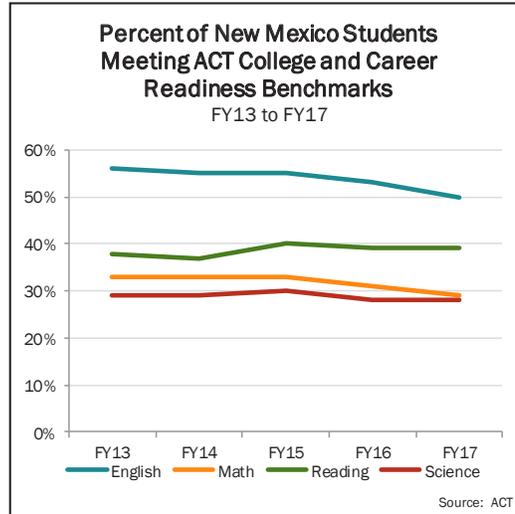
New Mexico Advanced Placement Scores

By Race/Ethnicity

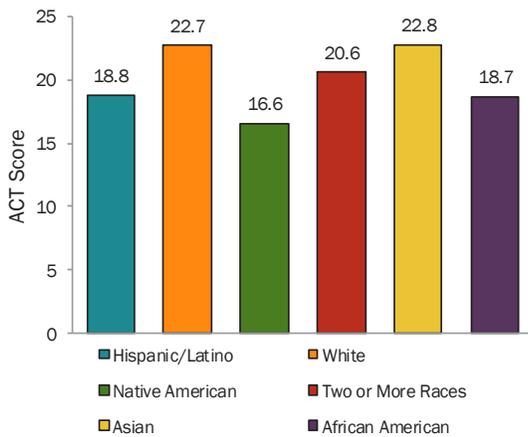
Race/Ethnicity	FY16		FY17		Change	
	Tests	Pass Rate	Tests	Pass Rate	Tests	Pass Rate
American Indian/Alaska Native	840	7.9%	967	7.5%	127	-0.3%
Asian	842	61.5%	880	53.0%	38	-8.6%
Black	192	20.8%	190	21.6%	-2	0.7%
Hispanic/Latino	8,935	30.0%	9,901	30.2%	966	-0.3%
Other/No Response	209	45.5%	236	42.4%	27	-3.1%
Two+ Races	511	44.0%	554	50.4%	43	6.3%
White	5,386	52.0%	5,543	53.1%	157	1.1%
Total	16,915	38.0%	18,271	37.7%	43	-0.3%

Source: College Board

ACT Exams



New Mexico Average ACT Score by Race/Ethnicity



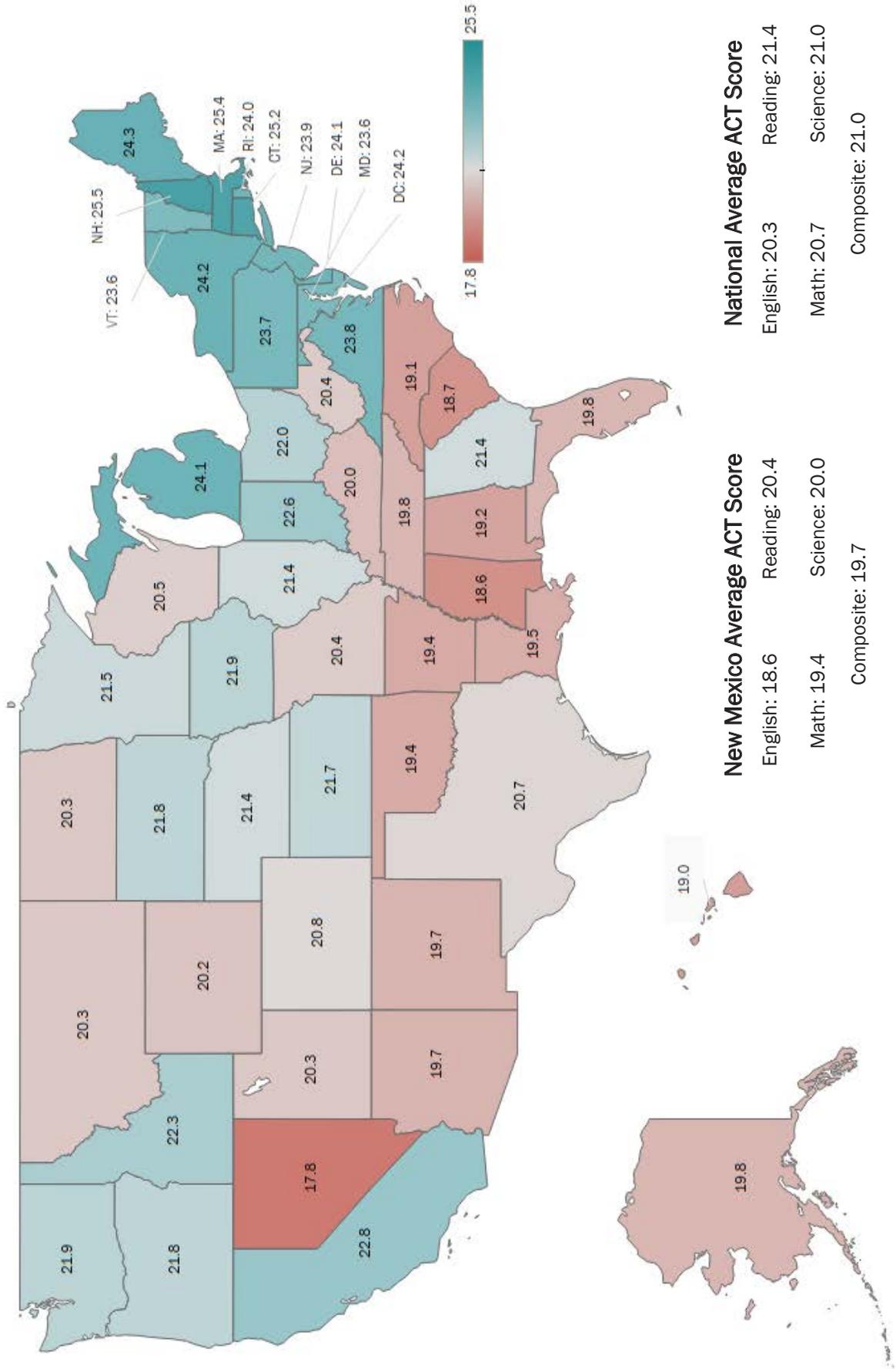
	2013	2014	2015	2016	2017	Percent of Test
Hispanic/Latino	18.9	19.1	19.1	18.8	18.8	54%
White	22.5	22.6	22.6	22.6	22.7	25%
Native American	16.7	16.8	16.8	16.8	16.6	9%
Two or More Races	21.5	21.5	21.5	21.4	20.6	3%
Asian	22.4	23.0	23.0	23.4	22.8	2%
African American	18.7	19.2	19.2	18.8	18.7	1%
All Students	19.9	20.1	20.1	19.9	19.7	

Source: ACT

Source: ACT

Average Composite ACT Score by State

Average Composite ACT Score By State FY17



Explanation of Capital Outlay Funding

EXCERPT FROM PED'S "HOW NEW MEXICO PUBLIC SCHOOLS ARE FUNDED"

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;

Explanation of Capital Outlay Funding

- 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 Funding

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 Funding

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 Offsets

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.

Public School Bonding Indebtedness as of December 31, 2016

Public School Bonding Indebtedness as of December 31, 2016

School District	2016 Initial Valuations	Bonding Capacity	Bonds Outstanding 12/31/2016	Available Capacity	Percent of Capacity Bonded	FY17 MEM	Assessed Value Per MEM	Date of SB9 Mill Levy Election
1 ALAMOGORDO	\$793,957,650	\$47,637,459	\$32,575,000	\$15,062,459	68.4%	5,946	\$133,528	2/5/2013
2 ALBUQUERQUE	\$15,664,252,905	\$939,855,174	\$509,330,000	\$430,525,174	54.2%	98,545	\$158,955	2/5/2013
3 ANIMAS	\$38,375,033	\$2,302,502		\$2,302,502	0.0%	171	\$224,415	2/7/2017
4 ARTESIA	\$1,614,419,402	\$96,865,164		\$96,865,164	0.0%	3,900	\$414,007	2/7/2012
5 AZTEC	\$605,048,174	\$36,302,890	\$36,700,000	-\$397,110	101.1%	3,190	\$189,700	5/7/2013
6 BELEN	\$608,651,478	\$36,519,089	\$33,040,000	\$3,479,089	90.5%	3,899	\$156,105	2/7/2017
7 BERNALILLO	\$626,019,653	\$37,561,179	\$35,925,000	\$1,636,179	95.6%	3,009	\$208,084	2/5/2013
8 BLOOMFIELD	\$723,634,004	\$43,418,040	\$44,315,000	-\$896,960	102.1%	2,940	\$246,176	2/5/2013
9 CAPITAN	\$407,936,506	\$24,476,190	\$4,965,000	\$19,511,190	20.3%	485	\$841,106	2/3/2015
10 CARLSBAD	\$2,317,030,116	\$139,021,807	\$57,445,000	\$81,576,807	41.3%	6,787	\$341,392	2/5/2013
11 CARRIZOZO	\$64,762,324	\$3,885,739	\$3,430,000	\$455,739	88.3%	143	\$452,883	2/5/2013
12 CENTRAL	\$820,637,054	\$49,238,223	\$41,880,000	\$7,358,223	85.1%	5,950	\$137,922	2/5/2013
13 CHAMA	\$142,951,250	\$8,577,075	\$8,205,000	\$372,075	95.7%	376	\$380,189	2/7/2017
14 CIMARRON	\$430,998,886	\$25,859,933	\$4,535,000	\$21,324,933	17.5%	428	\$1,008,185	2/3/2015
15 CLAYTON	\$150,888,661	\$9,053,320		\$9,053,320	0.0%	467	\$323,102	2/7/2017
16 CLOUDCROFT	\$192,725,910	\$11,563,555	\$5,795,000	\$5,768,555	50.1%	313	\$615,738	2/5/2013
17 CLOVIS	\$797,161,540	\$47,829,692	\$44,645,000	\$3,184,692	93.3%	8,263	\$96,474	2/7/2017
18 COBRE	\$262,195,360	\$15,731,722	\$6,200,000	\$9,531,722	39.4%	1,207	\$217,229	2/5/2013
19 CORONA	\$61,898,623	\$3,713,917	\$650,000	\$3,063,917	17.5%	78	\$793,572	2/3/2015
20 CUBA	\$129,423,790	\$7,765,427	\$4,135,000	\$3,630,427	53.2%	527	\$245,586	2/5/2013
21 DEMING	\$573,585,059	\$34,415,104	\$28,885,000	\$5,530,104	83.9%	5,344	\$107,333	2/5/2013
22 DES MOINES	\$36,592,734	\$2,195,564	\$80,000	\$2,115,564	3.6%	97	\$377,245	2/7/2017
23 DEXTER	\$88,563,464	\$5,313,808	\$2,885,000	\$2,428,808	54.3%	988	\$89,685	2/2/2016
24 DORA	\$25,438,282	\$1,526,297	\$1,565,000	-\$38,703	102.5%	243	\$104,684	2/7/2017
25 DULCE	\$293,318,295	\$17,599,098	\$23,140,000	-\$5,540,902	131.5%	685	\$428,515	2/5/2013
26 ELIDA	\$26,605,806	\$1,596,348		\$1,596,348	0.0%	114	\$233,384	2/3/2015
27 ESPANOLA	\$585,456,865	\$35,127,412	\$27,415,000	\$7,712,412	78.0%	4,442	\$131,800	2/5/2013
28 ESTANCIA	\$112,184,700	\$6,731,082	\$5,080,000	\$1,651,082	75.5%	630	\$178,212	4/12/2016
29 EUNICE	\$616,295,154	\$36,977,709	\$27,370,000	\$9,607,709	74.0%	760	\$811,449	2/2/2016
30 FARMINGTON	\$1,484,664,843	\$89,079,891	\$79,700,000	\$9,379,891	89.5%	11,416	\$130,057	2/7/2012
31 FLOYD	\$18,688,655	\$1,121,319		\$1,121,319	0.0%	204	\$91,611	2/3/2015
32 FT. SUMNER	\$82,919,133	\$4,975,148	\$2,090,000	\$2,885,148	42.0%	299	\$277,786	2/5/2013
33 GADSDEN	\$920,477,417	\$55,228,645	\$45,750,000	\$9,478,645	82.8%	13,464	\$68,368	2/7/2012
34 GALLUP-MCKINLEY	\$856,039,193	\$51,362,352	\$44,410,000	\$6,952,352	86.5%	11,404	\$75,068	2/2/2016
35 GRADY	\$9,332,022	\$559,921	\$265,000	\$294,921	47.3%	128	\$72,906	2/7/2017
36 GRANTS-CIBOLA	\$316,556,331	\$18,993,380	\$16,255,000	\$2,738,380	85.6%	3,682	\$85,974	2/2/2016
37 HAGERMAN	\$39,317,168	\$2,359,030	\$735,000	\$1,624,030	31.2%	426	\$92,294	2/5/2013

Public School Bonding Indebtedness as of December 31, 2016

Public School Bonding Indebtedness as of December 31, 2016

School District	2016 Initial Valuations	Bonding Capacity	Bonds Outstanding 12/31/2016	Available Capacity	Percent of Capacity Bonded	FY17 MEM	Assessed Value Per MEM	Date of SB9 Mill Levy Election
38 HATCH	\$82,767,468	\$4,966,048	\$4,635,000	\$331,048	93.3%	1,274	\$64,967	2/5/2013 ³⁸
39 HOBBS	\$1,392,781,224	\$83,566,873	\$61,115,000	\$22,451,873	73.1%	9,654	\$144,277	2/3/2015 ³⁹
40 HONDO	\$38,054,048	\$2,283,243	\$1,830,000	\$453,243	80.1%	137	\$277,767	2/7/2017 ⁴⁰
41 HOUSE	\$14,307,831	\$858,470	\$335,000	\$523,470	39.0%	59	\$242,506	2/7/2017 ⁴¹
42 JAL	\$963,418,417	\$57,805,105	\$18,000,000	\$39,805,105	31.1%	441	\$2,187,102	2/7/2017 ⁴²
43 JEMEZ MOUNTAIN	\$229,567,830	\$13,774,070		\$13,774,070	0.0%	251	\$914,613	2/3/2015 ⁴³
44 JEMEZ VALLEY	\$90,160,059	\$5,409,604	\$3,875,000	\$1,534,604	71.6%	441	\$204,445	2/5/2013 ⁴⁴
45 LAKE ARTHUR	\$48,298,680	\$2,897,921	\$4,405,000	-\$1,507,079	152.0%	92	\$524,986	2/7/2017 ⁴⁵
46 LAS CRUCES	\$3,220,511,662	\$193,230,700	\$117,840,000	\$75,390,700	61.0%	25,365	\$126,969	2/2/2016 ⁴⁶
47 LAS VEGAS CITY	\$270,525,660	\$16,231,540	\$13,140,000	\$3,091,540	81.0%	1,579	\$171,381	2/7/2017 ⁴⁷
48 LAS VEGAS WEST	\$187,089,024	\$11,225,341	\$7,910,000	\$3,315,341	70.5%	1,517	\$123,369	2/5/2013 ⁴⁸
49 LOGAN	\$64,058,602	\$3,843,516	\$1,800,000	\$2,043,516	46.8%	314	\$204,008	5/16/2017 ⁴⁹
50 LORDSBURG	\$131,069,530	\$7,864,172	\$6,120,000	\$1,744,172	77.8%	474	\$276,518	2/5/2013 ⁵⁰
51 LOS ALAMOS	\$687,392,479	\$41,243,549	\$34,740,000	\$6,503,549	84.2%	3,635	\$189,130	No Election ⁵¹
52 LOS LUNAS	\$827,696,531	\$49,661,792	\$44,475,000	\$5,186,792	89.6%	8,832	\$93,716	2/5/2013 ⁵²
53 LOVING	\$170,123,725	\$10,207,424	\$5,900,000	\$4,307,424	57.8%	555	\$306,529	2/5/2013 ⁵³
54 LOVINGTON	\$640,472,583	\$38,428,355	\$45,435,000	-\$7,006,645	118.2%	3,612	\$177,343	2/3/2015 ⁵⁴
55 MAGDALENA	\$30,785,131	\$1,847,108	\$1,710,000	\$137,108	92.6%	342	\$90,147	2/7/2017 ⁵⁵
56 MAXWELL	\$19,893,836	\$1,193,630	\$225,000	\$968,630	18.9%	114	\$174,507	2/5/2013 ⁵⁶
57 MELROSE	\$31,544,415	\$1,892,665	\$735,000	\$1,157,665	38.8%	206	\$153,501	2/7/2017 ⁵⁷
58 MESA VISTA	\$78,798,725	\$4,727,924	\$3,760,000	\$967,924	79.5%	249	\$317,097	2/5/2013 ⁵⁸
59 MORA	\$101,114,589	\$6,066,875	\$475,000	\$5,591,875	7.8%	412	\$245,424	2/5/2013 ⁵⁹
60 MORIARTY	\$542,738,697	\$32,564,322	\$20,650,000	\$11,914,322	63.4%	2,937	\$184,825	2/3/2015 ⁶⁰
61 MOSQUERO	\$97,110,674	\$5,826,640	\$6,090,000	-\$263,360	104.5%	41	\$2,368,553	2/2/2016 ⁶¹
62 MOUNTAINAIR	\$68,165,093	\$4,089,906	\$1,635,000	\$2,454,906	40.0%	219	\$311,968	2/2/2016 ⁶²
63 PECOS	\$130,822,013	\$7,849,321	\$4,810,000	\$3,039,321	61.3%	589	\$222,109	2/7/2017 ⁶³
64 PEÑASCO	\$53,534,283	\$3,212,057	\$1,685,000	\$1,527,057	52.5%	339	\$157,918	6/18/2013 ⁶⁴
65 POJOAQUE	\$173,395,564	\$10,403,734	\$5,945,000	\$4,458,734	57.1%	1,926	\$90,052	2/5/2013 ⁶⁵
66 PORTALES	\$281,407,676	\$16,884,461	\$10,330,000	\$6,554,461	61.2%	2,720	\$103,478	2/7/2017 ⁶⁶
67 QUEMADO	\$91,151,321	\$5,469,079	\$800,000	\$4,669,079	14.6%	134	\$680,234	2/7/2017 ⁶⁷
68 QUESTA	\$188,858,375	\$11,331,503	\$5,005,000	\$6,326,503	44.2%	495	\$381,918	2/5/2013 ⁶⁸
69 RATON	\$154,320,295	\$9,259,218	\$1,914,000	\$7,345,218	20.7%	947	\$163,043	2/7/2017 ⁶⁹
70 RESERVE	\$46,500,689	\$2,790,041	\$2,065,000	\$725,041	74.0%	130	\$357,698	2/5/2013 ⁷⁰
71 RIO RANCHO	\$2,141,555,022	\$128,493,301	\$121,100,000	\$7,393,301	94.2%	17,496	\$122,406	2/7/2012 ⁷¹
72 ROSWELL	\$1,039,488,023	\$62,369,281	\$40,950,000	\$21,419,281	65.7%	10,309	\$100,833	2/5/2013 ⁷²
73 ROY	\$8,267,394	\$496,044	\$60,000	\$436,044	12.1%	48	\$174,050	2/2/2016 ⁷³
74 RUIDOSO	\$675,783,723	\$40,547,023	\$34,600,000	\$5,947,023	85.3%	1,985	\$340,531	2/5/2013 ⁷⁴

Public School Bonding Indebtedness as of December 31, 2016

Public School Bonding Indebtedness as of December 31, 2016

School District	2016 Initial Valuations	Bonding Capacity	Bonds Outstanding 12/31/2016	Available Capacity	Percent of Capacity Bonded	FY17 MEM	Assessed Value Per MEM	Date of SB9 Mill Levy Election
SAN JON ⁷⁵	\$15,344,755	\$920,685	\$210,000	\$710,685	22.8%	150	\$102,298	2/7/2017
SANTA FE ⁷⁶	\$6,212,845,732	\$372,770,744	\$176,375,000	\$196,395,744	47.3%	16,068	\$386,660	2/7/2012
SANTA ROSA ⁷⁷	\$102,958,832	\$6,177,530	\$4,100,000	\$2,077,530	66.4%	635	\$162,140	2/5/2013
SILVER CITY ⁷⁸	\$578,866,140	\$34,731,968	\$1,420,000	\$33,311,968	4.1%	2,892	\$200,196	2/5/2013
SOCORRO ⁷⁹	\$173,786,200	\$10,427,172	\$10,425,000	\$2,172	100.0%	1,723	\$100,892	2/5/2013
SPRINGER ⁸⁰	\$39,877,678	\$2,392,661	\$745,000	\$1,647,661	31.1%	141	\$283,827	2/2/2016
TAOS ⁸¹	\$1,136,948,379	\$68,216,903	\$25,840,000	\$42,376,903	37.9%	3,345	\$339,895	2/5/2013
TATUM ⁸²	\$95,723,254	\$5,743,395	\$3,335,000	\$2,408,395	58.1%	334	\$286,597	2/5/2013
TEXICO ⁸³	\$86,994,747	\$5,219,685	\$3,645,000	\$1,574,685	69.8%	558	\$155,905	2/5/2013
TORC ⁸⁴	\$312,394,055	\$18,743,643	\$10,940,000	\$7,803,643	58.4%	1,270	\$245,980	2/7/2017
TUCUMCARI ⁸⁵	\$112,020,951	\$6,721,257	\$5,965,000	\$756,257	88.7%	956	\$117,238	2/5/2013
TULAROSA ⁸⁶	\$95,677,206	\$5,740,632	\$4,635,000	\$1,105,632	80.7%	863	\$110,866	2/3/2015
VAUGHN ⁸⁷	\$73,538,006	\$4,412,280	\$1,755,000	\$2,657,280	39.8%	70	\$1,058,101	2/3/2015
WAGON MOUND ⁸⁸	\$33,253,771	\$1,995,226	\$1,020,000	\$975,226	51.1%	60	\$554,230	2/4/2014
ZUNI ⁸⁹	\$2,407,306	\$144,438		\$144,438	0.0%	1,331	\$1,809	4/10/2012
STATEWIDE ⁹⁰	\$56,625,171,343	\$3,397,510,280	\$2,065,904,000	\$1,331,606,280	60.8%	331,197	\$170,971	

Source: PED

Public School Capital Improvement Act (SB9) and Public School Buildings Act (HB33) Status after 2017 Elections

Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33) Status After 2017 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							
2 ALAMOGORDO ²	2/5/2013	2019	2.000		2/2/2016	2022 ⁴	3.838		YES	YES
3 ALBUQUERQUE	2/5/2013	2019	2.000		2/2/2016	2022 ⁴	4.344		YES	YES
4										
5 ANIMAS	2/7/2017	2023	2.000	YES						
6 ARTESIA	2/7/2012	2018	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					2/2/2016	2022 ⁵	1.987		YES	YES
15 CARRIZOZO	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	2/5/2013	2019	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 ESPANOLA	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					2/2/2016	2020 ⁶	4.000			
35 FARMINGTON	2/7/2012	2018	2.000							
36 FLOYD	2/3/2015	2021	2.000	YES						
37 FT. SUMNER	2/5/2013	2019	2.000							
38 GADSDEN	2/7/2012	2018	2.000							
39 GALLUP	2/2/2016	2022	2.000	YES						
40 GRADY	2/7/2017	2023	2.000	YES						

Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33) Status After 2017 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
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	YES						
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	2018			1/26/2016	2022	3.246	YES	YES	YES
57 LOS LUNAS	2/5/2013	2019	2.000		2/7/2012	2018	3.000			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	2/7/2012	2018	2.000	YES						
77 ROSWELL	2/5/2013	2019	2.000							
78 ROY	2/2/2016	2023	2.000	YES						
79 RUIDOSO	2/5/2013	2019	2.000							
80 SAN JON	2/7/2017	2023	2.000	YES						

Public School Capital Improvements Act (SB9) and Public School Buildings Act (HB33) Status After 2017 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
81 SANTA FE	2/7/2012	2018	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	2/5/2013	2019	2.000							
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	4/10/2012	2018	2.000							

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 or improving public school grounds; maintenance of public school buildings or public school grounds; 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 not including tools used in the educational process that constitute learning and 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.

⁴Albuquerque 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.

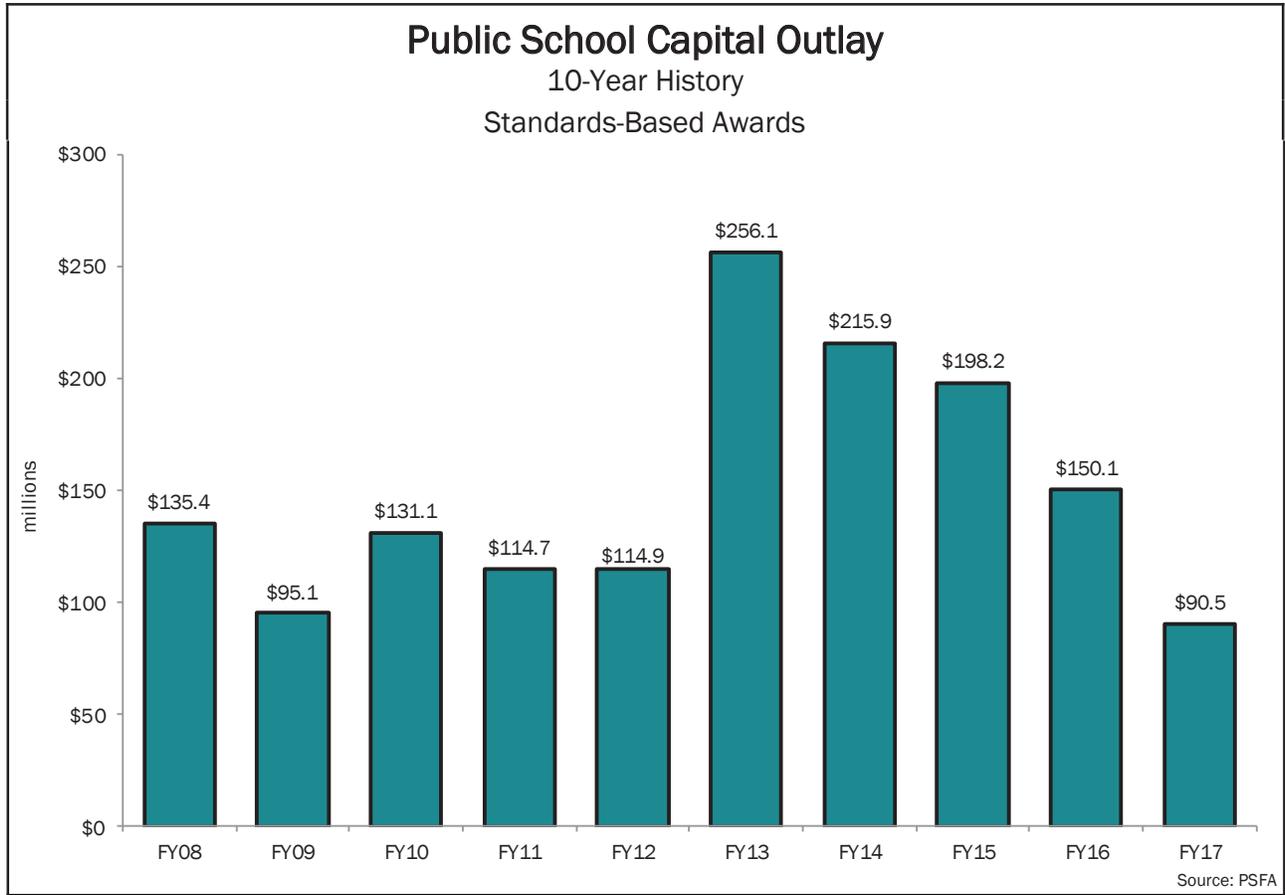
⁵Carlsbad Municipal Schools has a tax rate of \$1,796 per each \$1,000 for residential property value and a tax rate of \$1,987 per each \$1,000 for non-residential property value.

⁶Unice 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.

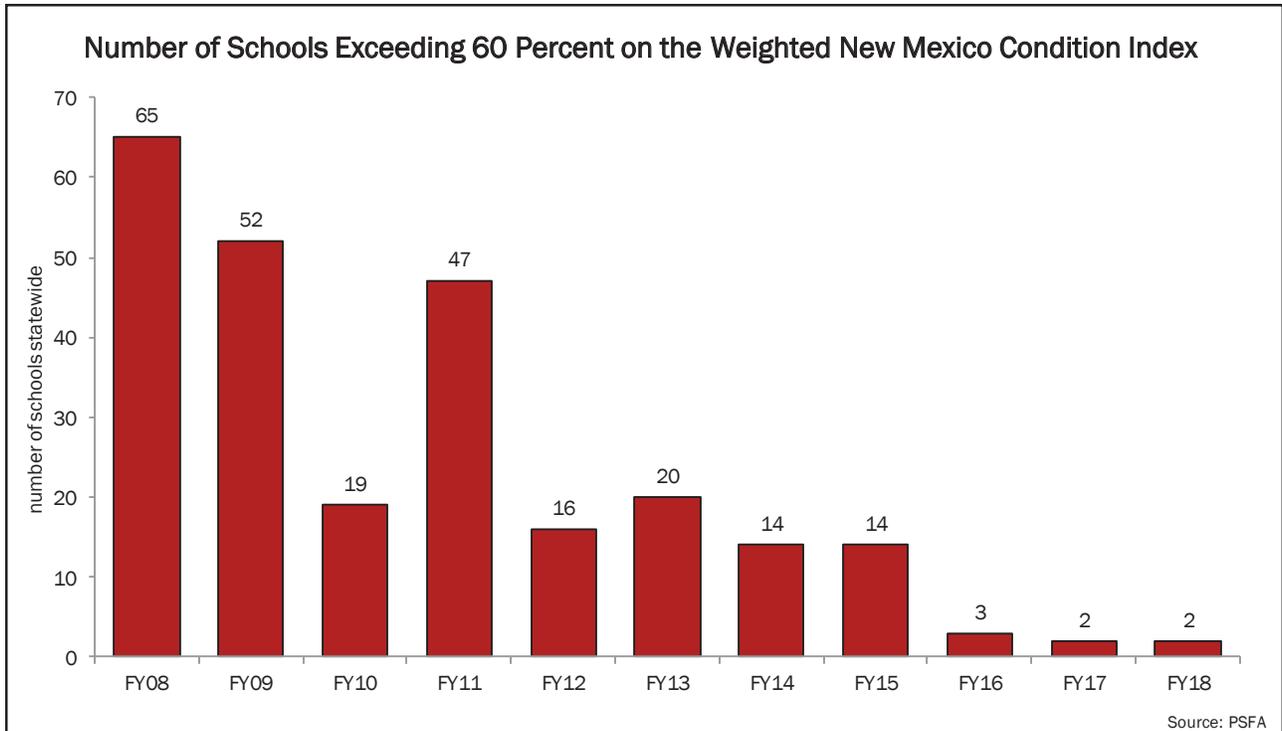
⁷All school districts with an HB33 mill levy are authorized to use funds for erecting, remodeling, making additions to, providing equipment for or furnishing public buildings; payments made pursuant to a financing agreement entered into by a school district or charter school for the leasing of a building 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 sixty thousand; project administration; purchasing and installing education technology improvements, excluding salary expenses of school district employees, but not including tools used in the educational process that constitute learning and administrative resources.

Source: PED

Public School Capital Outlay 10-Year History



Number of Schools Exceeding 60 Percent on the Weighted Condition Index



PSCOC Systems-Based Capital Outlay Awards FY18

PSCOC Systems-Based Capital Outlay Awards FY18

District	School	2017-2018 w/NMCI	2017-2018 FCI	FMAR	Award Language	Total Estimated Project Cost	Local Match %	State Match %	Local Match \$	State Match \$	Offset	Net Local Match	Net State Match
Central	Kirtland ES	34.46%	59.73%	84.18	Planning, design and construction funding to complete system upgrades at the existing facilities to adequacy for 664 students, grades kindergarten through six.	\$3,453,673	36%	64%	\$1,243,322	\$2,210,351	\$ 9,000	\$1,252,322	\$2,201,351
Clovis	Mesa ES	28.17%	55.56%	85.69	Planning, design and construction funding to complete system upgrades at the existing facilities to adequacy.	\$2,173,500	26%	74%	\$565,110	\$1,608,390	\$ -	\$565,110	\$1,608,390
Clovis	Cameo ES	27.06%	46.12%	79.10	Planning, design and construction funding to complete system upgrades at the existing facilities to adequacy.	\$1,670,375	26%	74%	\$562,404	\$1,107,971	\$ -	\$562,404	\$1,107,971
Dexter	Dexter ES	29.63%	43.72%	64.60	Planning, design and construction funding to complete system upgrades at the existing facilities to adequacy.	\$977,421	22%	78%	\$476,513	\$500,907	\$ 89,132	\$565,645	\$411,775
Farmington	Country Club ES	24.95%	50.09%	77.69	Planning, design and construction funding to complete system upgrades at the existing facilities to adequacy.	\$4,890,521	36%	64%	\$1,760,587	\$3,129,933	\$ -	\$1,760,587	\$3,129,933
Floyd	Combined School	25.42%	38.51%	74.15	Planning, design and construction funding to complete system upgrades at the existing facilities to adequacy.	\$153,635	24%	76%	\$36,872	\$116,762	\$ 37,125	\$73,997	\$79,637
Gadsden	Desert Trail ES	28.75%	40.39%	75.47	Planning, design and construction funding to complete system upgrades at the existing facilities to adequacy for 548 students, grades Prekindergarten through six.	\$5,860,057	15%	85%	\$879,009	\$4,981,048	\$ -	\$879,009	\$4,981,048
Gadsden	Loma Linda ES	23.53%	30.48%	82.16	Planning, design and construction funding to complete system upgrades at the existing facilities to adequacy.	\$7,567,000	15%	85%	\$1,767,257	\$5,799,743	\$ -	\$1,767,257	\$5,799,743
Las Vegas City	Los Ninos ES	35.04%	39.10%	67.02	Planning, design and construction funding to complete system upgrades at the existing facilities to adequacy for 392 students, grades kindergarten through three.	\$5,051,855	45%	55%	\$2,273,335	\$2,778,520	\$ 692,499	\$2,965,834	\$2,086,021
Los Alamos	Mountain ES	27.51%	49.30%	77.86	Planning, design and construction funding to complete system upgrades at the existing facilities to adequacy.	\$3,919,065	52%	48%	\$2,383,664	\$1,535,401	\$345,750	\$2,729,414	\$1,189,651
SUBTOTAL						\$35,717,102						\$13,121,578	\$22,595,520

Source: PSFA

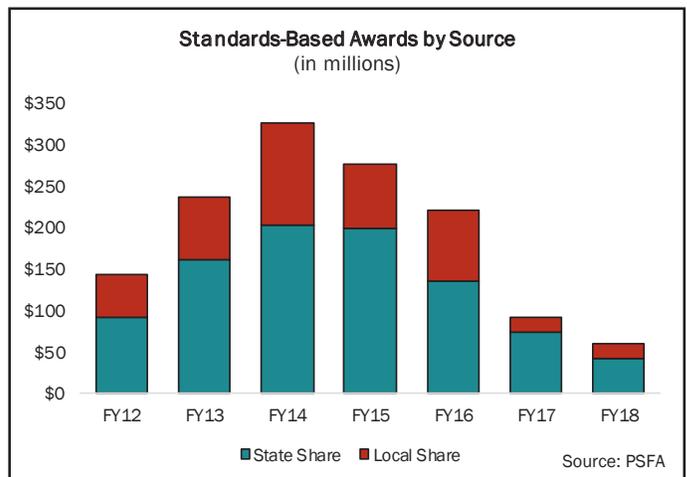
State/School District Share of Public School Capital Outlay Projects, 2017-2018

State/School District Share of Public School Capital Outlay Awards School Year 2017-2018

DISTRICT	STATE SHARE	DISTRICT SHARE ¹
Alamogordo	63%	37%
Albuquerque	57%	43%
Animas	35%	65%
Artesia	10%	90%
Aztec	36%	64%
Belen	60%	40%
Bernalillo	42%	58%
Bloomfield	25%	75%
Capitan	10%	90%
Carlsbad	10%	90%
Carrizozo	10%	90%
Central	64%	36%
Chama	10%	90%
Cimarron	10%	90%
Clayton	10%	90%
Cloudcroft	10%	90%
Clovis	74%	26%
Cobre	44%	56%
Corona	10%	90%
Cuba	36%	64%
Deming	70%	30%
Des Moines	10%	90%
Dexter	78%	22%
Dora	66%	34%
Dulce	10%	90%
Elida	40%	60%
Espanola	63%	37%
Estancia	53%	47%
Eunice	10%	90%
Farmington	64%	36%
Floyd	76%	24%
Fort Sumner	26%	74%
Gadsden	85%	15%
Gallup	81%	19%
Grady	80%	20%
Grants	78%	22%
Hagerman	77%	23%
Hatch	85%	15%
Hobbs	53%	47%
Hondo	23%	77%
House	42%	58%
Jal	10%	90%
Jemez Mountain	10%	90%
Jemez Valley	47%	53%
Lake Arthur	10%	90%
Las Cruces	66%	34%
Las Vegas City	55%	45%
Las Vegas West	68%	32%
Logan	41%	59%
Lordsburg	24%	76%
Los Alamos	48%	52%
Los Lunas	76%	24%
Loving	10%	90%
Lovington	38%	62%
Magdalena	74%	26%
Maxwell	53%	47%

DISTRICT	STATE SHARE	DISTRICT SHARE ¹
Melrose	59%	41%
Mesa Vista	27%	73%
Mora	35%	65%
Moriarty	51%	49%
Mosquero	10%	90%
Mountainair	24%	76%
Pecos	38%	62%
Penasco	58%	42%
Pojoaque	75%	25%
Portales	74%	26%
Quemado	10%	90%
Questa	10%	90%
Raton	53%	47%
Reserve	10%	90%
Rio Rancho	67%	33%
Roswell	72%	28%
Roy	47%	53%
Ruidoso	10%	90%
San Jon	70%	30%
Santa Fe	10%	90%
Santa Rosa	55%	45%
Silver	43%	57%
Socorro	74%	26%
Springer	34%	66%
Taos	10%	90%
Tatum	12%	88%
Texico	59%	41%
Truth or Consequences	32%	68%
Tucumcari	69%	31%
Tularosa	73%	27%
Vaughn	10%	90%
Wagon Mound	10%	90%
Zuni	100%	0%

Standards-Based Awards by Source



Facilities Maintenance Assessment Report, FY16 with Five-Year Average

Facilities Maintenance Assessment Report FY16 with Five-Year Average

	School District	FY16 Average	5 Year Average	
1	Alamogordo	66.5%	63.6%	1
2	Albuquerque	64.0%	62.5%	2
3	Animas	66.6%	63.2%	3
4	Artesia	62.8%	67.8%	4
5	Aztec	78.5%	80.0%	5
6	Belen	55.8%	71.5%	6
7	Bernalillo	74.4%	61.6%	7
8	Bloomfield	69.0%	63.2%	8
9	Capitan		16.0%	9
10	Carlsbad	62.1%	59.8%	10
11	Carrizozo	61.8%	-20.4%	11
12	Central	78.6%	58.2%	12
13	Chama	63.3%	52.4%	13
14	Cimarron	65.1%	64.6%	14
15	Clayton	69.1%	69.6%	15
16	Cloudcroft		53.7%	16
17	Clovis	79.3%	76.1%	17
18	Cobre	63.2%	60.5%	18
19	Corona	56.5%	26.9%	19
20	Cuba	79.5%	67.0%	20
21	Deming	70.5%	71.1%	21
22	Des Moines	65.5%	47.6%	22
23	Dexter	65.1%	48.3%	23
24	Dora	68.7%	51.4%	24
25	Dulce		72.0%	25
26	Elida	80.7%	70.1%	26
27	Espanola	54.4%	62.1%	27
28	Estancia	68.3%	53.8%	28
29	Eunice	66.5%		29
30	Farmington	79.6%	76.8%	30
31	Floyd	78.5%	17.5%	31
32	Fort Sumner	70.9%	80.0%	32
33	Gadsden	68.0%	68.3%	33
34	Gallup	57.3%	50.8%	34
35	Grady	62.0%	54.1%	35
36	Grants	62.4%	56.4%	36
37	Hagerman		69.6%	37
38	Hatch		72.2%	38
39	Hobbs	76.0%	60.7%	39
40	Hondo	63.4%	53.7%	40
41	House	75.6%	39.8%	41
42	Jal	41.5%	57.3%	42
43	Jemez Mountain	63.8%	47.6%	43
44	Jemez Valley	53.2%	60.6%	44
45	Lake Arthur		50.3%	45
46	Las Cruces	68.9%	71.9%	46
47	Las Vegas City	57.3%	47.4%	47
48	Logan		53.9%	48
49	Lordsburg		69.7%	49
50	Los Alamos	76.2%	72.1%	50
51	Los Lunas	74.0%	68.3%	51
52	Loving		68.9%	52
53	Lovington	83.9%	59.7%	53
54	Magdalena	77.9%	39.6%	54
55	Maxwell		47.8%	55

	School District	FY16 Average	5 Year Average	
56	Melrose	81.8%	41.3%	56
57	Mesa Vista	72.5%	18.9%	57
58	Mora	44.0%	49.8%	58
59	Moriarty	59.5%	59.1%	59
60	Mosquero	60.1%	60.8%	60
61	Mountainair	68.2%	34.3%	61
62	Pecos	60.1%	62.4%	62
63	Penasco	64.2%	69.8%	63
64	Pojoaque	70.5%	70.2%	64
65	Portales	67.9%	67.5%	65
66	Quemado	62.7%	57.7%	66
67	Questa	68.0%	25.2%	67
68	Raton	66.1%	65.6%	68
69	Reserve	66.1%	21.9%	69
70	Rio Rancho	72.6%	74.3%	70
71	Roswell	69.2%	75.2%	71
72	Roy		52.6%	72
73	Ruidoso	74.1%	58.5%	73
74	San Jon	68.1%	56.0%	74
75	Santa Fe	67.1%	56.3%	75
76	Santa Rosa	56.7%	75.6%	76
77	Silver	62.0%	59.4%	77
78	Socorro	56.6%	44.7%	78
79	Springer	55.9%	40.2%	79
80	Taos	61.3%	50.8%	80
81	Tatum	58.4%		81
82	Texico	73.4%	87.3%	82
83	Truth or Conseq.	78.8%	65.6%	83
84	Tucumcari	82.2%	76.6%	84
85	Tularosa	56.2%	65.2%	85
86	Vaughn	60.2%	36.9%	86
87	Wagon Mound	70.6%	79.6%	87
88	West Las Vegas	69.8%	60.6%	88
89	Zuni	59.4%	51.0%	89
90	STATEWIDE	66.8%	57.2%	90

Source: PSFA

The facilities maintenance assessment report (FMAR) is a determination of how well public school facilities have been maintained. According to the Public Schools Facilities Authority, 70 percent is a satisfactory rating.

Public School Capital Outlay Council Lease Assistance Awards, 2017-2018

Public School Capital Outlay Council Lease Assistance Awards

2017-2018 School Year

School Facility	Public Building Status	Total Sq. Ft. of Leased Space	Cost/Sq Ft	Lease Payment for Classroom and Direct Admin Space	Maximum Allowable Lease Assistance @ \$736.25/MEM	Actual Lease Assistance Award
1 Academy of Trade and Technology	Lease Purchase - Nonprofit	25,362.0	7.10	\$144,600	\$87,246	\$87,246
2 ACE Leadership High School	Lease Purchase - Nonprofit	27,062.0	16.66	\$428,724	\$284,193	\$284,193
3 ABQ Charter Academy	Lease Purchase	16,656.0	9.98	\$157,468	\$157,468	\$157,468
4 Albuquerque Institute for Math & Science (800 Bradbury)	Lease from Nonprofit	3,828.0	5.01	\$19,187	\$19,187	\$19,187
5 Albuquerque Institute for Math & Science (933 Bradbury)	Lease from Nonprofit	17,847.0	13.91	\$201,483	\$201,483	\$201,483
6 Albuquerque School of Excellence		42,351.0	18.32	\$707,546	\$295,604	\$295,604
7 Albuquerque Talent Development Secondary Charter		16,986.0	15.54	\$213,799	\$126,635	\$126,635
8 Alice King Community School	Lease from Nonprofit	42,942.0	11.87	\$380,997	\$296,341	\$296,341
9 Amy Biehl High School	Lease from Nonprofit	41,900.0	5.46	\$220,136	\$220,136	\$220,136
10 Cesar Chavez Community School	Lease from Nonprofit	19,568.0	22.43	\$257,301	\$149,091	\$149,091
11 Christine Duncan's Heritage Academy		30,051.0	11.18	\$229,713	\$199,892	\$199,892
12 Cien Aguas International School		28,366.0	14.57	\$321,796	\$290,451	\$290,451
13 Coral Community Charter School	Lease from Nonprofit	18,728.0	9.61	\$177,751	\$147,802	\$147,802
14 Corrales International School		23,418.0	16.38	\$275,051	\$191,425	\$191,425
15 Cottonwood Classical Preparatory School	Lease from Nonprofit	48,359.0	18.24	\$834,645	\$514,271	\$514,271
16 Digital Arts and Technology Academy HS	In Public Building	47,600.0	5.15	\$245,295	\$228,238	\$228,238
17 East Mountain High School	Lease from Nonprofit	40,015.0	9.80	\$352,446	\$266,523	\$266,523
18 El Camino Real Academy	Lease Purchase	61,380.0	11.45	\$515,173	\$217,562	\$217,562
19 Explore Academy		22,264.0	16.37	\$331,214	\$133,998	\$133,998
20 Gilbert L. Sena Charter HS		15,570.0	13.60	\$211,679	\$122,954	\$122,954
21 Gordon Bernel Charter School 401 Roma NW	In Public Building	13,910.0	9.57	\$133,099	\$133,099	\$133,099
22 Gordon Bernel Charter School 100 Deputy Dean Miera	In Public Building	7,025.0	6.71	\$47,164	\$47,164	\$47,164
23 Health Leadership High School		15,800.0	13.06	\$147,524	\$143,937	\$143,937
24 Horizon Academy West	Lease Purchase - Nonprofit	30,148.0	18.15	\$442,116	\$330,944	\$330,944
25 La Academia de Esperanza		20,875.0	19.74	\$388,316	\$265,786	\$265,786
26 La Promesa Early Learning Center Charter School	Lease from Nonprofit	34,000.0	17.65	\$508,994	\$277,566	\$277,566
27 La Resolana Leadership Academy	In Public Building	11,000.0	6.36	\$69,815	\$45,648	\$45,648
28 Los Puentes Charter School	Lease Purchase - Nonprofit	20,029.0	11.01	\$126,264	\$126,264	\$126,264
29 Media Arts Collaborative Charter #1 Nob Hill Studios		6,000.0	13.32	\$79,896	\$79,896	\$79,896
30 Media Arts Collaborative Charter School #2	Lease Purchase	16,192.0	6.44	\$101,821	\$101,821	\$101,821
31 Mission Achievement and Success		72,290.0	9.93	\$713,838	\$558,814	\$558,814
32 Montessori of the Rio Grande	In Public Building	20,262.0	7.83	\$155,921	\$155,921	\$155,921
33 Mountain Mahogany Community School	Lease Purchase	14,578.0	10.70	\$138,404	\$138,404	\$138,404
34 Native American Community Academy	Lease from Nonprofit	42,711.0	12.49	\$460,712	\$293,396	\$293,396
35 New Mexico International School		21,551.0	12.50	\$263,575	\$162,343	\$162,343
36 North Valley Academy		43,000.0	11.36	\$361,999	\$336,098	\$336,098

Public School Capital Outlay Council Lease Assistance Awards, 2017-2018

Public School Capital Outlay Council Lease Assistance Awards 2017-2018 School Year

School Facility	Public Building Status	Total Sq. Ft. of Leased Space	Cost/Sq Ft	Lease Payment for Classroom and Direct Admin Space	Maximum Allowable Lease Assistance @ \$736.25/MEM	Actual Lease Assistance Award
Nuestros Valores Charter School		9,507.0	10.58	\$84,269	\$84,269	\$84,269
Public Academy for Performing Arts	In Public Building	44,949.0	11.38	\$402,583	\$280,143	\$280,143
Robert F. Kennedy Charter MS 1021 Isleta Rd. SW	In Public Building	5,279.0	7.33	\$38,445	\$38,445	\$38,445
Robert F. Kennedy Charter HS 4300 Blake Rd. SW	In Public Building	20,937.0	7.84	\$154,721	\$154,721	\$154,721
SAHQ Academy (Student Athlete Headquarters)	Lease from Nonprofit	27,270.0	8.64	\$235,506	\$73,625	\$73,625
Siembra Leadership HS		7,571.0	9.58	\$63,259	\$32,027	\$32,027
South Valley Academy	In Public Building	43,913.0	9.84	\$327,827	\$327,827	\$327,827
South Valley Preparatory School		10,482.0	9.92	\$101,041	\$101,041	\$101,041
Southwest Aeronautics, Mathematics & Science Academy	In Public Building	36,626.0	9.80	\$308,061	\$195,106	\$195,106
Southwest Preparatory Learning Center		17,503.0	12.54	\$191,208	\$148,723	\$148,723
Southwest Secondary Learning Center		24,660.0	10.97	\$245,911	\$203,205	\$203,205
Technology Leadership High School		11,587.0	11.94	\$90,730	\$84,301	\$84,301
The Albuquerque Sign Language Academy	In Public Building	9,282.0	12.01	\$73,748	\$70,680	\$70,680
The GREAT Academy	Lease from Nonprofit	15,097.0	14.34	\$148,117	\$120,377	\$120,377
The International School at Mesa del Sol		21,693.0	9.91	\$215,000	\$215,000	\$215,000
The Montessori Elementary School		34,704.0	17.98	\$544,454	\$314,379	\$314,379
The New America School		22,739.0	26.19	\$538,061	\$217,930	\$217,930
Tierra Adentro		20,251.0	9.60	\$194,360	\$194,360	\$194,360
Twenty 21 st Century Public Academy	Lease Purchase	17,354.0	25.30	\$439,100	\$182,958	\$182,958
William W. & Josephine Dorn Charter Community	Lease from Nonprofit	9,715.0	4.08	\$38,707	\$33,499	\$33,499
Mosaic Academy (Gym) Aztec Boys & Girls Club,	Lease from Nonprofit	10,420.0	0.72	\$7,500	\$7,500	\$7,500
Mosaic Academy (Land,) Aztec Boys & Girls Club	Lease from Nonprofit	419.0	121.72	\$51,000	\$51,000	\$51,000
Mosaic Academy (Portables), Aztec Boys & Girls Club		9,023.0	6.62	\$59,760	\$59,760	\$59,760
Jefferson Montessori Academy	In Public Building	37,272.0	3.36	\$122,647	\$122,647	\$122,647
Dream Dine' Charter School	Lease from Nonprofit	185.0	259.46	\$48,000	\$17,302	\$17,302
Moreno Valley High School Temporary	In Public Building	19,002.0	3.00	\$57,000	\$39,389	\$39,389
Deming Cesar Chavez Charter High School	In Public Building	15,487.0	6.13	\$90,301	\$90,301	\$90,301
La Tierra Montessori School of the Arts and Sciences	In Public Building	10,069.0	8.52	\$85,776	\$85,776	\$85,776
McCurdy Charter School		32,942.0	14.96	\$492,660	\$388,372	\$388,372
Anthony Charter School (Land)	In Public Building	7,766.0	6.57	\$49,345	\$49,345	\$49,345
Dzil Diti'ooi (DEAP)		1,706.0	22.33	\$34,168	\$16,934	\$16,934
Middle College High School	In Public Building	89,455.0	0.30	\$20,459	\$20,459	\$20,459
Six Directions Indigenous School		6,000.0	12.43	\$52,503	\$36,813	\$36,813
San Diego Riverside Charter School	In Public Building	13,629.0	5.08	\$54,675	\$54,675	\$54,675
Wawatowa High Charter School	In Public Building	7,434.0	5.15	\$19,143	\$19,143	\$19,143

Public School Capital Outlay Council Lease Assistance Awards, 2017-2018

Public School Capital Outlay Council Lease Assistance Awards

2017-2018 School Year

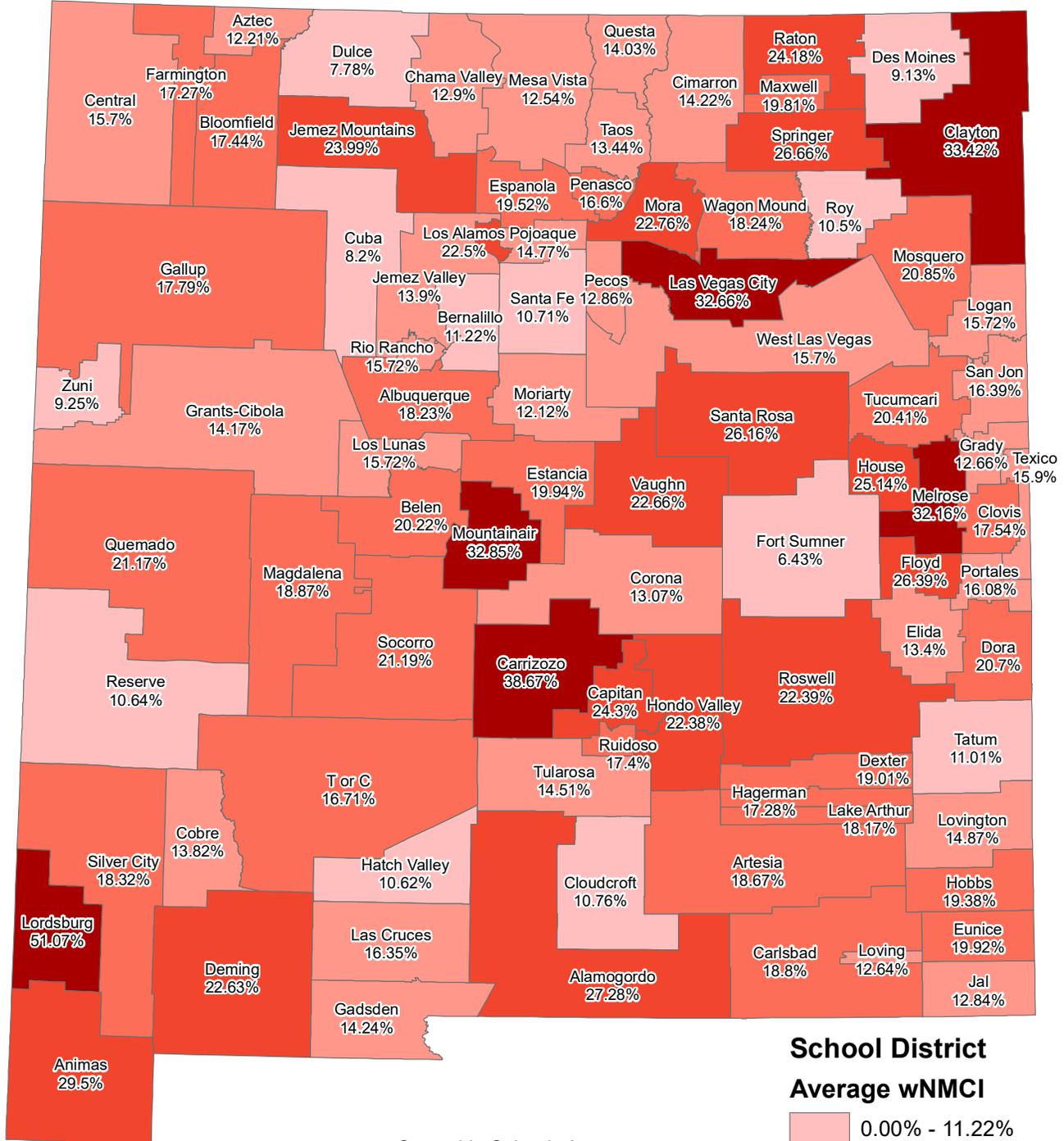
School Facility	Public Building Status	Total Sq. Ft. of Leased Space	Cost/Sq Ft	Lease Payment for Classroom and Direct Admin Space	Maximum Allowable Lease Assistance @ \$736.25/MEM	Actual Lease Assistance Award
Alma d'arte Charter HS	In Public Building	77,754.0	4.37	\$134,642	\$133,261	\$133,261 ⁷²
J. Paul Taylor Academy	In Public Building	11,929.0	12.57	\$150,000	\$147,250	\$147,250 ⁷³
La Academia Dolores Huerta	In Public Building	10,864.0	10.55	\$114,661	\$114,661	\$114,661 ⁷⁴
Las Montanas Charter High School	In Public Building	25,446.0	12.10	\$307,836	\$116,328	\$116,328 ⁷⁵
The New America School - Las Cruces	Lease from Nonprofit	24,864.0	14.93	\$349,226	\$185,167	\$185,167 ⁷⁶
School of Dreams Academy	In Public Building	53,092.0	5.00	\$199,229	\$199,229	\$199,229 ⁷⁷
Estancia Valley Classical Academy	Lease from Nonprofit	49,928.0	11.91	\$594,500	\$331,681	\$331,681 ⁷⁸
Red River Valley Charter	In Public Building	10,118.0	5.71	\$57,796	\$56,323	\$56,323 ⁷⁹
Roots & Wings Community School		4,468.0	10.58	\$19,791	\$19,791	\$19,791 ⁸⁰
Sandoval Academy of Bilingual Education		23,964.0	7.51	\$180,000	\$58,900	\$58,900 ⁸¹
The ASK Academy	Lease from Nonprofit	39,096.0	13.68	\$494,514	\$337,571	\$337,571 ⁸²
Sidney Gutierrez Middle School	In Public Building	10,110.0	3.45	\$32,983	\$32,983	\$32,983 ⁸³
Monte de Sol Charter School	Lease Purchase - Nonprofit	27,900.0	9.10	\$250,696	\$250,696	\$250,696 ⁸⁴
New Mexico School for the Arts	Lease from Nonprofit	38,029.0	4.86	\$117,400	\$117,400	\$117,400 ⁸⁵
The Academy for Technology & the Classics	Lease Purchase - Nonprofit	37,099.0	13.47	\$490,536	\$275,726	\$275,726 ⁸⁶
The MASTERS Program	In Public Building	6,798.0	18.01	\$108,961	\$108,961	\$108,961 ⁸⁷
Tierra Encantada Charter High School		35,920.0	7.52	\$156,453	\$156,453	\$156,453 ⁸⁸
Turquoise Trail Charter School	In Public Building	69,101.0	4.68	\$307,570	\$307,570	\$307,570 ⁸⁹
Aldo Leopold Charter School		8,582.0	8.46	\$65,464	\$65,464	\$65,464 ⁹⁰
Aldo Leopold High School	Lease from Nonprofit	6,766.0	10.35	\$67,786	\$34,898	\$34,898 ⁹¹
Cottonwood Valley Charter School	Lease Purchase	11,760.0	10.31	\$118,305	\$118,305	\$118,305 ⁹²
Anansi Charter School	Lease Purchase - Nonprofit	18,789.0	10.23	\$158,487	\$134,734	\$134,734 ⁹³
Taos Academy Charter School	Lease Purchase	12,955.0	13.94	\$180,536	\$149,459	\$149,459 ⁹⁴
Taos Integrated School of the Arts		12,865.0	15.49	\$199,320	\$106,020	\$106,020 ⁹⁵
Taos International School		24,010.0	14.64	\$139,747	\$119,641	\$119,641 ⁹⁶
Taos Municipal Charter School	Lease from Nonprofit	20,201.0	7.03	\$71,054	\$71,054	\$71,054 ⁹⁷
Vista Grande High School	In Public Building	12,912.0	10.17	\$93,546	\$68,839	\$68,839 ⁹⁸
Rio Gallinas School - Luna Community College	In Public Building	3,950.0	4.39	\$17,350	\$12,443	\$12,443 ⁹⁹
Rio Gallinas School - Montezuma Street Facility	In Public Building	5,250.0	7.60	\$39,862	\$39,862	\$39,862 ¹⁰⁰
TOTAL		2,346,072.0	10.53			\$15,350,300 ¹⁰¹

Shaded box indicates award was based on this amount. Forty-one awards were based on the total lease for classroom and administrative space and 59 awards were based on the maximum allowable assistance per MEM. Source: PSFA

Weighted New Mexico Condition Index by School District



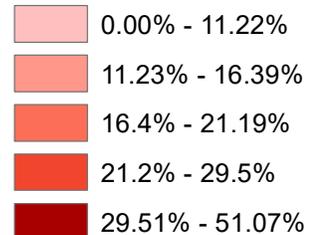
District wNMCI



Statewide Schools Average
17.69

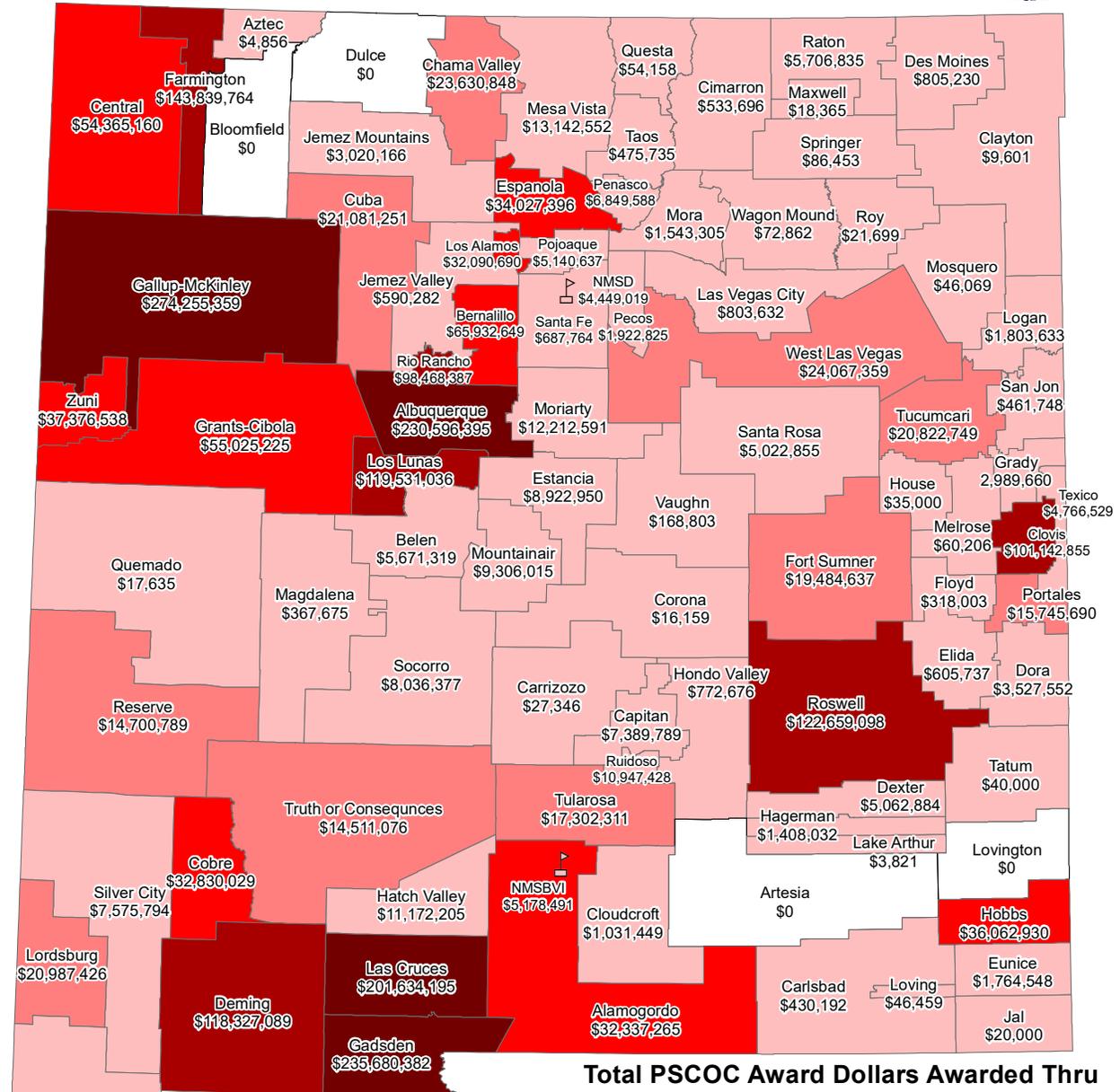
State Chartered Schools Average
17.17%

School District Average wNMCI



Created 12/11/17
By AM PSFA
Sources: PSFA

Total PSCOC Dollars Awarded



State Total PSCOC Dollars Awarded
\$2,382,801,774

Total PSCOC Award Dollars Awarded Thru 6/13/2017 or Q2 2018 on Financial Plan



Created 1/8/2018
By AM PSFA
Sources: PSFA

