Legislative EDucation Study Committee

STATE OF NEW MEXICO

Legislative Education Study Committee

Annual Report to the Second Session of the
Fifty-Seventh Legislature and Data Reference Guide

JANUARY 2026

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January 2026
Fifty-Seventh Legislature, Second Session
State Capitol
Santa Fe, New Mexico

Dear Legislators:

The last year was filled with promise and potential pitfalls. As chair of the Legislative Education Study Committee and co-chair of the Federal Funding Stabilization Subcommittee, I was privileged to hear from stakeholders across the state about the ways educators and communities are improving education in New Mexico, while also working with fellow members to chart a path for navigating the uncertain impacts of federal changes and economic instability. We have made bold, positive investments in schools.

Whatever the future holds, it's clear we're seeing improvements now. During a hearing in Roswell, we heard about substantial increases in student reading scores. In Gallup, we saw firsthand the impact of career and technical education on students' futures. And in Las Cruces, we heard about exciting things happening in teacher preparation programs. Those initiatives, and the momentum they've built for education in general, were made possible by large investments by the Legislature and with partnership from school districts and charter schools.

So while it is critical we continue to manage our resources responsibly, it will be equally important to maintain our focus on ensuring schools and students have the fiscal and human resources they need to succeed. The work of our committee and its staff reflect that crucial balance. The following report demonstrates our commitment to learning from communities, educators, and national best practices. The recommendations it contains provide a path for continued improvement for all our educators and students. And the budget we propose will ensure school districts and charter schools have what they need to support students. They deserve nothing less.

Sincerely,

William P. Soules

Senator William P. Soules

Chairman

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Executive Summary

In the midst of a changing federal landscape with wide-ranging impacts on budget and policy, and while the state continued to grapple with the effects of the *Martinez-Yazzie* consolidated education sufficiency lawsuit, the Legislative Education Study Committee (LESC) spent the 2025 interim with its attention on fortifying recent efforts in literacy and educator preparation while examining ways to improve math outcomes and bilingual education.

The committee also heard from staff and stakeholders across the state about challenges in how the state builds schools, funds out-of-school-time activities, and provides enough staffing support for student behavioral and mental health. Despite recent changes to the state school funding formula and continued funding for programs managed by the Public Education Department (PED), members still heard the call for increased and ongoing financial support for schools.

Student achievement in New Mexico continued to show promising signs of improvement in 2025. Proficiency rates in literacy grew to 43 percent in school year 2024-2025 (SY25) from 39 percent in SY24. Those gains were particularly pronounced in early grades with 50 percent of kindergarten students scoring proficient in reading, an increase of 13 percentage points from the previous year and 19 percentage points from SY22. These changes signal large legislative investments in educator training in literacy and instructional materials are beginning to pay dividends. An LESC-endorsed proposal would further those efforts by requiring early reading screening, parent notification if a student is struggling, and the implementation of early interventions.

In math, however, student proficiency rates continue to stagnate. Only one in four students scored proficient in SY25, consistent with SY24. The state also saw the continuation of a troubling trend; math proficiency increasing throughout elementary school, only to drop precipitously in middle and high school. Low proficiency and declining performance call for both improvements to overall math instruction and for targeted focus on middle school math. The committee endorsed legislation that would increase requirements for future math teachers and require school districts and charter schools to ensure current teachers receive the professional development they need.

The past several years, which brought record-breaking state revenues, allowed significant investment in educator salaries, additional instructional time, and a revamp of the state's public school funding formula. Economic uncertainty driven by a recent federal shutdown and Congress's failure to pass a budget, however, prompted lawmakers' attention. Those concerns, combined with plateauing state revenue forecasts, caused legislators to tap the brakes on spending proposals. Rather than large-investments in new programs or policy, LESC focused its budget proposal on affordable healthcare for education employees and modest salary increases.

The past year also included more court action in the *Martinez-Yazzie* consolidated lawsuit. In May, 1st Judicial District Court Judge Matthew Wilson ordered PED to create a remedial action plan and submit it by November 3, 2025. After more than a dozen stakeholder engagement events across the state, PED submitted a draft plan in October 2025, which it then revised to meet the court's final deadline. LESC staff attended each of the events and provided technical assistance to PED in the creation of the plan. Attorneys for the plaintiffs, who were given until December 1, 2025 to file objections, argued the plan was insufficient, but also asked for an extension to provide an official reply to the court. Plaintiffs' attorneys have until February 19, 2026 to submit their response, meaning the Legislature may have to wait until the 2027 legislative session to address any of the plan's proposed actions.

The following Annual Report details the work of the LESC and staff during the past year, and includes recommendations for the upcoming legislative session as well as continued work in the coming interim.

Effective education governance should reflect the understanding that sustained improvement in New Mexico's education system depends on clear structures, aligned roles and responsibilities across all levels of the education system, and sustained capacity to carry agreed-upon strategies forward over time. As LESC staff has noted in recent years, including through the development of its LESC Roadmap, a coherent, system-level approach is necessary to ensure policy decisions, funding, and accountability mechanisms all work together to support a resilient and equitable education system capable of meeting the needs of all students while also adapting to changing economic, demographic, and social conditions.

Long-term educational planning plays a critical role in ensuring education investments—both by the Legislature and education partners statewide—result in durable and meaningful outcomes. Effective long-term planning, then, requires coordinated engagement among all parties and individuals who have a stake in the state's education system. This engagement inherently includes policymakers, state agencies, school districts and charter schools, tribal leadership, educators, families, students, and community partners. Beyond establishing a shared vision, strong governance structures clarify decision-making authority, support accountability, and help translate legislative intent into sustained practice.

In recent years, aligning systems has become a focal point of LESC staff's work. While the committee has introduced the LESC Roadmap to help organize its research agenda and legislative recommendations, more work remains. LESC staff continue to find there is a need for clarity of roles and responsibilities, mechanisms to routinely and clearly connect and predict policy and funding needs, and sufficient capacity at the state level to adequately support schools statewide.

This section of the LESC Annual Report summarizes LESC staff work during the 2025 interim related to statewide governance and long-term education planning, including an update on activities connected to the *Martinez-Yazzie* lawsuit. This section also includes a review of key governance principles, the LESC Roadmap that has guided LESC's work in recent years, and ongoing recommendations to support the governance and structure of New Mexico's education system.

Background: Education Governance and *Martinez-Yazzie*

This section provides context on the structures that shape New Mexico's education system and the ongoing implications of the *Martinez-Yazzie* education sufficiency lawsuit. It situates recent staff analysis and stakeholder engagement within the broader need for coherent statewide planning, clear accountability, and governance capable of sustaining improvement over time. Together, these background elements frame subsequent discussion of *Martinez-Yazzie,* long-term planning efforts, and related considerations.

Review of the *Martinez-Yazzie* Lawsuit

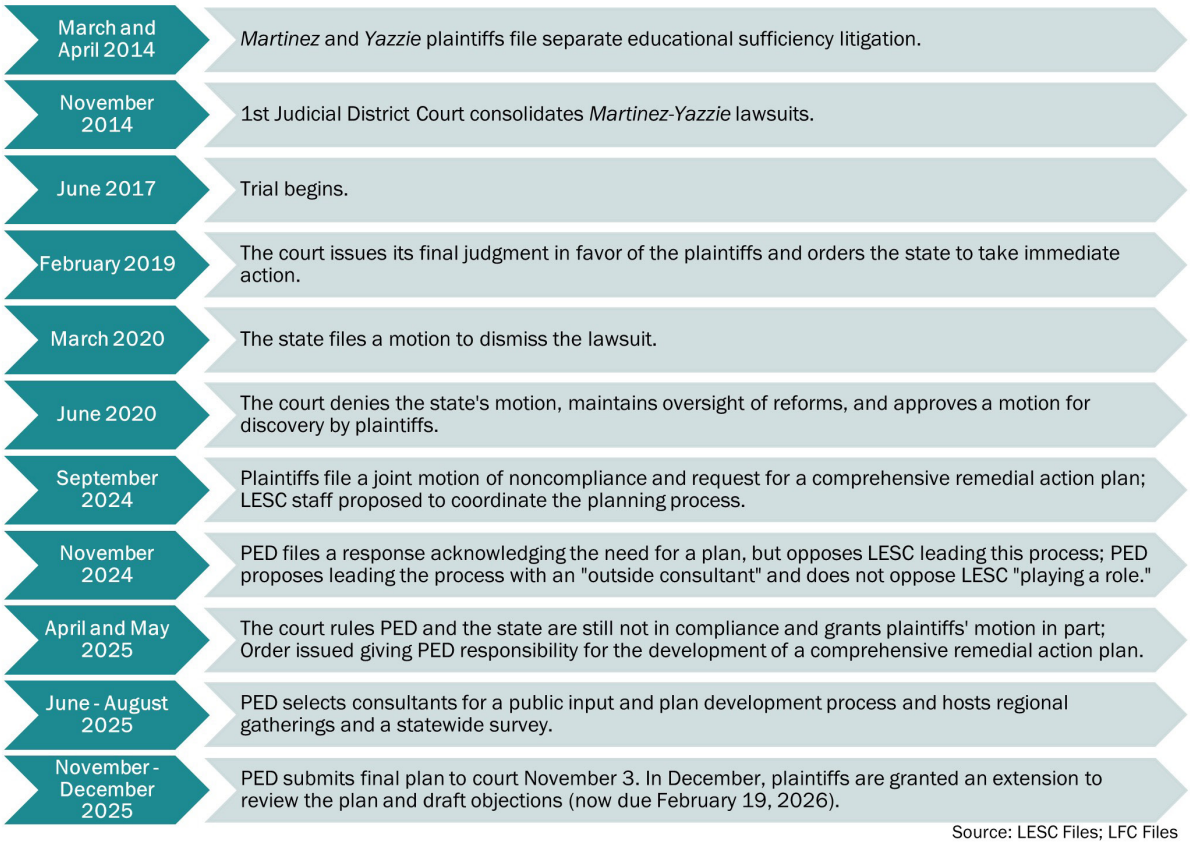
The *Martinez-Yazzie* consolidated education sufficiency lawsuit, first filed in 2014, remains a critical component of education policy, funding, and programming in New Mexico, underscoring the need for systemic changes to ensure all students have access to the resources and opportunities they need to succeed. Filed on behalf of at-risk students—which the court defined as economically disadvantaged students, English learners, Native American students, and students with disabilities—the case highlighted long-standing disparities in educational access and outcomes. As these groups collectively make up a majority (about 70 percent) of New Mexico's students, one could argue the court effectively ruled most of the state's learners are not being served by current structures.

Following years of hearings (see **Figure 1: Timeline of Key *Martinez-Yazzie* Lawsuit Events**), the court called for comprehensive reforms, including the creation of a remedial action plan, revised funding mechanisms, and accountability systems to ensure the needs of at-risk students are adequately addressed. Despite significant and meaningful subsequent investments and initiatives in education, the challenges identified in the lawsuit persist.

In 2025, New Mexico saw a major step in the lawsuit with the court ordering the formal development of a comprehensive remedial action plan. In May 2025, following a previous motion by plaintiffs for LESC staff to lead the development of a remedial action plan, the court ruled the Public Education Department (PED) was the

appropriate body to develop such a plan. This ruling catalyzed an intensive engagement process during the 2025 interim, which also became a notable component of LESC staff work. Incidentally, it also affirmed the importance of New Mexico engaging in sustained, long-term planning that serves both the expectations of the *Martinez-Yazzie* lawsuit as well as the state's broader education goals.

Figure 1: Timeline of Key *Martinez-Yazzie* Lawsuit Events



Source: LESC Files; LFC Files

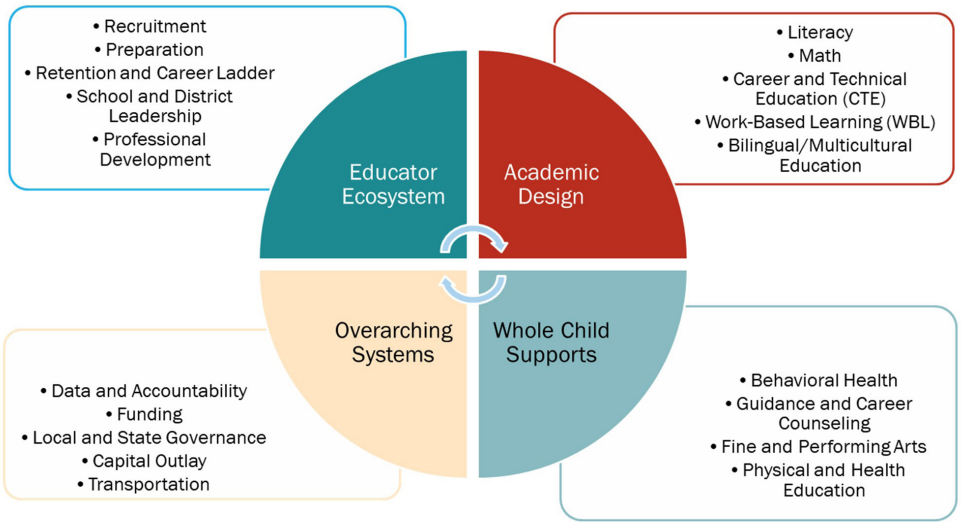
LESC Roadmap and Connection to Long-Term Planning

Since the *Martinez-Yazzie* ruling, many entities have released platforms, analyses, recommendations, and plans to address findings of the lawsuit. In 2022, following a review of these efforts and an ongoing assessment of persistent gaps in New Mexico's education system, the LESC introduced a plan, called the LESC Roadmap, to guide education planning and efforts. The LESC Roadmap was informed by New Mexico-specific research and engagement, research from leading experts, and national and international frameworks from organizations such as the Aspen Institute, the Learning Policy Institute, the National Conference of State Legislatures. The LESC Roadmap is organized around four primary pillars:

- Diverse, high-quality educators and a vibrant educator ecosystem;
- Academic design that is rigorous, culturally relevant, engaging, and meaningful;
- Whole child systems that provide interventions, extended time, enriching programming, tutoring, and wrap-around supports; and
- Overarching systems and foundational infrastructure that include:
  - o World-class data and accountability systems;

- o A responsive school funding formula that encourages outcomes-based budgeting;
- o A governance structure that provides a functional system of reciprocal accountability for excellence; and
- o Capital outlay, transportation, broadband, technology and school safety systems.

Figure 2: LESC Roadmap Focus Areas



Source: LESC Files

Since its introduction, the LESC Roadmap has served as a reference point for legislative action among the LESC, and as a guide to inform staff research design and analysis. Over the past several years, the Legislature has enacted and funded multiple reforms aligned to LESC Roadmap focus areas, including changes to instructional time requirements, updates to high school graduation requirements, revisions to the public school funding formula, improvements to educator and administrator preparation, increased educator compensation, and strengthened school board training. LESC staff have also continued to use this framework to organize interim research agendas, evaluate education-related proposals, and assess alignment across initiatives.

System Alignment

During the 2024 interim, LESC staff conducted a more formal review of major education plans developed statewide and compared these with the LESC Roadmap. This crosswalk analysis included previous PED plans, Transform Education New Mexico's platform, the Tribal Remedy Framework, and the work of additional legislative committees, such as the Legislative Finance Committee (LFC). Staff analysis found substantial overlap across these efforts, particularly in five recurring areas: academic design, educator ecosystem, correct funding, whole child supports, and systems and governance. While the plans varied in scope, sequencing, and implementation strategies, the degree of alignment suggested broad agreement on the core conditions necessary for improvement.

The 2024 analysis also highlighted areas where alignment was strong in principle but uneven in execution, reinforcing the importance of governance, accountability, and implementation capacity. Staff findings underscored many challenges identified in the *Martinez-Yazzie* lawsuit and subsequent ruling are not rooted in the absence of ideas or priorities, but in fragmentation across agencies, variability in local capacity, and limited mechanisms to sustain direction over time. These findings further affirmed the Roadmap's role as a stabilizing framework for long-term planning.

As the Legislature continues to engage in the state's response to *Martinez-Yazzie*, the LESC Roadmap remains a guidepost for assessing proposed reforms, monitoring implementation, and maintaining continuity across political and administrative transitions.

Proposed State School Board Reforms

Beginning in the 2023 legislative session, lawmakers began to introduce joint resolutions to reinstate a state school board and superintendent in New Mexico, largely in response to concerns about instability in the state's education leadership and efforts. While the proposals have varied in their exact designs and mechanisms, the general idea is to reinstitute a structure like the state school board that existed prior to a 2003 constitutional amendment that created the state's current governance structure, whereby PED is led by a cabinet-level secretary of public education, appointed by the governor. Since the transition to a secretary of education in 2003, New Mexico has had nine education secretaries, compared with three state superintendents between 1963 and 2002.

During the 2025 legislative session, lawmakers introduced the greatest number of proposals on this issue to date (three total). While none of these measures have passed, the idea of returning to a state school board has become an important part of the debate about what kind of structure could stabilize executive branch education leadership in New Mexico. Still, upon review of information from the National Association of State Boards of Education, a nonpartisan nonprofit that serves as a membership organization for state boards of education, LESC staff have pointed out there is no clear relationship between student outcomes and state governance structures.

Research Agenda: Designing for Effective Systems

As part of the 2025 LESC research agenda, LESC staff focused on work intended to support long-term, system-level planning in New Mexico's public education system, engaging in the *Martinez-Yazzie* engagement process as outlined and approved by committee leadership, and continuing to ensure sustainability of efforts across the committee's broader education work as outlined in the LESC Roadmap. This work built on prior interims and longstanding legislative concerns regarding governance stability, implementation capacity, and the alignment of policy, funding, and accountability across state and local entities.

2025 *Martinez-Yazzie* Process

In response to the district court's May 2025 order, PED developed its *Martinez-Yazzie* Action Plan (available online at www.martinezyazzieactionplan.org) to outline the state's next phase of work to address the outstanding constitutional deficiencies identified in the ruling. The plan is intended to guide statewide action over a three-year period and to organize both existing and new initiatives into a coherent framework.

During the 2025 interim, PED developed the action plan through a multi-phase engagement process. PED contracted with two organizations to support this work: 1) The Los Alamos National Laboratory (LANL) Foundation, a New Mexico-based foundation, which designed and coordinated statewide stakeholder engagement; and 2) WestEd, a national education research organization, which assisted in analyzing community input and drafting the action plan. Engagement activities included 13 in-person community events held in communities statewide, five virtual listening sessions, and a statewide public feedback survey. PED reported more than 1,400 individuals participated in the in-person and virtual events and 1,200 survey responses were submitted. PED also conducted targeted engagement with leadership from tribes, nations, and pueblos; education advocates; education advocates; educators and school leaders; higher education leaders; and community organizations.

Further, LESC staff attended all engagement events and engaged with PED as approved by the committee in an advisory and technical role, consistent with staff's statutory responsibility to provide nonpartisan research and fiscal analysis to the Legislature. These events and updates were discussed regularly in LESC hearings during the 2025 interim and included:

- **May 2025:** Policy brief, *Martinez-Yazzie* Motion Update, in which LESC staff discussed the court's ruling, anticipated next steps, and expected timelines.
- **June 2025:** LESC staff provided a memorandum to committee members detailing approved LESC staff participation in the process of developing the *Martinez-Yazzie* remedial action plan.

- **July, September, and October 2025:** Updates on the *Martinez-Yazzie* action plan process, any LESC staff engagement, and related updates were also discussed regularly in committee hearings during the "Director's Report," a standing agenda item at all LESC hearings.
- **November 2025:** LESC held a joint hearing with members of the Legislative Finance Committee (LFC), during which staff from LESC, LFC, and PED discussed the current state of the action plan in a slide deck titled Update on Martinez-Yazzie Lawsuit and Action Plan.

PED's *Martinez-Yazzie* Action Plan and Next Steps

PED's published *Martinez-Yazzie* Action Plan, which was submitted on-time to the court on November 3, 2025, is organized around four "critical needs," which the department identified in its legal analysis of the court's directives. These include: 1) Equitable access to high-quality instruction; 2) Equitable access to high-quality educators; 3) Equitable access to academic, social, behavioral, and well-being supports; and 4) Effective funding, support and accountability to drive systemic improvement.

Across all four focus areas, the plan emphasizes statewide coordination, clearer roles and responsibilities among state and local entities, and stronger alignment between funding, technical assistance, and accountability mechanisms. PED describes and identifies its *Martinez-Yazzie* Action Plan as a living document, with ongoing stakeholder engagement and public reporting intended to inform adjustments during implementation.

While the plan was submitted to the court on time, there is not yet approval or clear next steps on how the court will evaluate PED's remedial action plan. In December 2025, plaintiffs requested an extension to review the plan and provide objections. This request was approved by the court. While plaintiffs requested until the end of January 2025 for this work, PED suggested the extension be granted through the upcoming legislative session, which the court agreed to. This means plaintiff review of the plan will not be fully available until the end of the 2026 legislative session. It also means PED and plaintiffs will be in a response cycle—PED will receive 30 days to review and respond to plaintiffs' objections after February 19, 2026, then plaintiffs will receive the same amount of time to review and respond to PED's response. As a result, it will be difficult for the Legislature to act on any proposed legislative remedies during the 2026 legislative session. LESC staff will continue to monitor any action relating to the remedial action plan and update LESC members, as well as the broader Legislature, as necessary.

Policy Considerations

Future success in New Mexico's education system requires planning that serves two deeply connected timelines and needs: addressing urgent needs related to the *Martinez-Yazzie* ruling, while also charting a path for an education system that fosters long-term success of New Mexico's young people, healthy communities, and vibrant economic possibilities. To this end, LESC staff offer three considerations for the Legislature:

- Consider passing a memorial directing a more formal study of statewide education governance systems that includes representation across both the legislative and executive branches as well as New Mexico's communities, education-focused organizations, and many stakeholders.
- Consider evaluating policy and budget proposals consistently in alignment with the LESC Roadmap.
- Continue monitoring developments in the *Martinez-Yazzie* lawsuit and responding in ways that affirm system alignment, planning, and coherent governance.

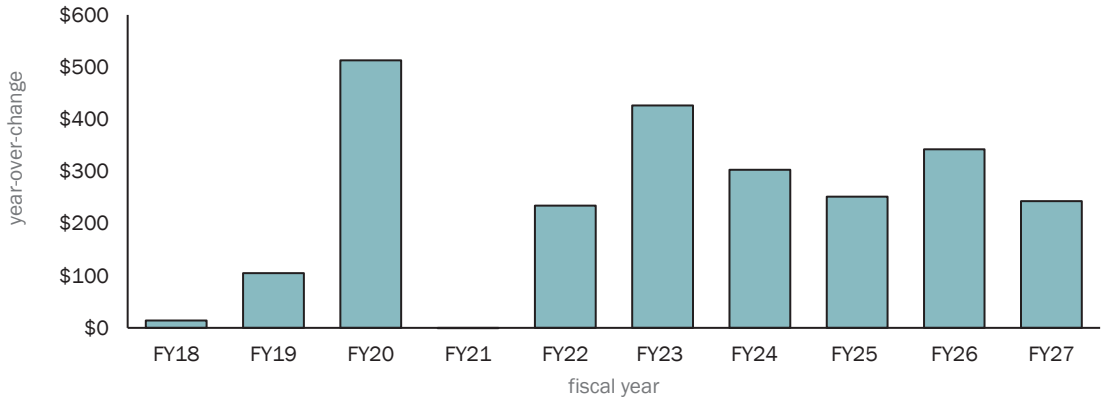
Continued increases in state general fund revenue enabled the Legislature to significantly increase its investment in public education during the 2025 legislative session, with much of that additional funding focused on supporting middle and high school students, low-income students, and English learners (ELs). However, as year-over-year growth in recurring general fund revenue collection continues to slow, the Legislature has increasingly focused on achieving more sustainable growth in recurring spending. For public education, this may mean a focus on targeted investments in legislative priorities, like literacy and math, an emphasis on multi-year appropriations for promising initiatives, and ensuring the Public Education Department (PED) can support school districts and charter schools in effectively using their funding to increase student outcomes.

This section of the LESC Annual Report includes background information on past legislative investments in public school support, a review of the 2025 LESC interim research agenda on public school finance, and policy and budget recommendations for the Legislature to consider during the 2026 legislative session.

Background: Public School Support

Recurring investments in public education continues to be a priority for policymakers. At $4.8 billion in FY26, public school support represents the largest portion of the state's general fund spending, with almost half of recurring general fund appropriations allocated to public schools. Forecasts from the Consensus Revenue Estimating Group, which includes staff economists from the Taxation and Revenue Department, the Department of Finance and Administration, the Department of Transportation, and the Legislative Finance Committee (LFC), estimate $13.9 billion in general fund revenue in FY27, up $530.2 million from FY26, and $3.1 billion more than recurring general fund appropriations in FY26.

Figure 1: Year-Over-Year Change in Public School Support
(in millions)



Source: LESC Files

For FY27, PED requested $4.9 billion for public school support, an increase of $81.1 million, or 1.7 percent from FY26. PED also requested $182.7 million in nonrecurring appropriations.

The FY27 LESC recommendation for public school support includes $5.0 billion, an increase of $257.8 million, or 5.4 percent, from FY26.

Research Agenda: Ensuring Sufficient and Intentional Investments in Public Education

During the 2025 interim, the LESC research agenda for public school finance focused on the fiscal mechanisms of public school educator health insurance programs, the implementation of revisions to the public school funding formula as a result of 2025 legislative changes, and long-term strategic resource management for school districts and charter schools.

Educator Health Insurance

Providing public school employees and their families with affordable health coverage is a critical component in recruiting and retaining high-quality staff. Public employees receive health benefits through three entities: Albuquerque Public Schools (APS) for APS employees, the New Mexico Public Schools Insurance Authority (NMPSIA) for non-APS public school employees, and the Health Care Authority (HCA) for state employees, each of which have distinct plans and premiums. While there are similarities between the programs, statutory constraints and agency policies have created disparities in insurance costs borne by public school employees. This disparity grew with the passage of Laws 2025, Chapter 80 (Senate Bill 376), which requires state agencies to pay 80 percent of premiums for state employees, a requirement that does not apply to public school employees.

As a result of their exclusion from Laws 2025, Chapter 80, public school employees continue to pay premium contributions based on their salary, which require public school employees earning under $50 thousand to contribute up to 20 percent of their premium, those earning between $50 thousand and $60 thousand to contribute no more than 30 percent, and those earning more than $60 thousand to contribute no more than 40 percent. It is important to note these maximum thresholds do not prevent a school district or charter school from choosing to use their operational resources to pay a greater share of their employee premiums.

In recent years, the Legislature has deliberated establishing an 80/20 premium cost-share model for public school employees, in which all public school employees would pay up to 20 percent of their health premiums. Most school districts and charter schools currently align their premium cost-share models with the minimums required in statute. However, 30 school districts and charter schools have adopted higher cost-share models, with two paying 100 percent of their employees' premiums and 14 already having an 80/20 cost-share model. To offer higher benefits for their employees, these school districts and charter schools have decided to prioritize their operational funding to employee benefits that exceed the minimums established in statute. LESC discussed the impact of an 80/20 premium cost-share model for public school employees in the following hearings during the 2025 interim:

- **June 2025:** Public School Insurance Report which discussed how the impact of an 80/20 cost-share model on public school employees would vary depending on their income, as employees earning below $50 thousand already pay up to 20 percent of their premium.

As a Level I licensed teacher will earn at least $55 thousand in FY27, an 80/20 cost-share model would affect licensed teachers but may not benefit some support staff, as shown in **Table 1: Impact of Premium Share Change on Public School Employees Covered through NMPSIA** and **Table 2: Impact of Premium Share Change on Public School Employees Covered through APS.**

Table 1: Impact of Premium Share Change on Public School Employees Covered through NMPSIA

(Annualized Employee-Share Premium)

Salary Range	Current Annual Premium	Annual Premium Under 80/20 Model	Annual Savings
Below $50,000	$4,717.20	$4,717.20	$0.00
Between $50,000 and $59,999	$7,075.68	$4,717.20	$2,358.48
$60,000 and Above	$9,434.16	$4,717.20	$4,716.96

Notes: Estimates are based on a NMPSIA family Blue Cross Blue Shield Low Option plan with premiums effective October 1, 2025.

Source: NMPSIA

Table 2: Impact of Premium Share Change on Public School Employees Covered through APS

(Annualized Employee-Share Premium)

Salary Range	Current Annual Premium	Annual Premium Under 80/20 Model	Annual Savings
Below $50,000	$4,648.80	$4,648.80	$0.00
Between $50,000 and $59,999	$6,973.20	$4,648.80	$2,324.40
$60,000 and Above	$9,297.60	$4,648.80	$4,648.80

Notes: Estimates are based on a APS family Blue Cross Blue Shield EPO plan with premiums effective January 1, 2025.

Source: APS

As shown in **Table 3: NMPSIA-Covered Licensed Teacher Annual Savings from 80/20 Cost-Share Model**, the estimated annual savings for teachers from premiums for a family plan would range between $2,358 for Level 1 teachers and $4,717 for Level 2 and 3 teachers.

Table 3: NMPSIA-Covered Licensed Teacher Annual Savings from 80/20 Cost-Share Model

Licensure Level	Annual Premium Savings	Premium Savings as a Percentage of Minimum Salary
Level I	$2,358.48	4.29%
Level II	$4,716.96	7.26%
Level III	$4,716.96	6.29%

Notes: Analysis uses FY26 NMPSIA premiums for a family Blue Cross Blue Shield Low Option plan and licensed teacher minimum salaries for FY26.

Source: LESC Files

Enactment of an 80/20 cost-share model could also lead to more public school employees electing to enroll in health coverage. After the enactment of a previous revision to premium contributions in Laws 2023, Chapter 83 (House Bill 533), 837 additional public school employees enrolled in an NMPSIA healthcare plan. Most of these employees were earning above $60 thousand, suggesting the revision to health premium contributions was a key incentive for administrators and level 3 teachers to enroll in health coverage. Public school employees in school districts and charter schools that already have an 80/20 cost-share model also have a higher proportion of employees who enroll in a high option health plan. In FY25, 79 percent of employees in a school district or charter school with an 80/20 cost-share model enrolled in a high option plan, compared to 71 percent of employees in school districts or charter schools following the statutory minimums. This suggests lower premium contributions could improve recruitment and retention of public school employees.

LESC staff recommends the Legislature adopt an 80/20 insurance cost-share model for public school employees as a tool in recruiting and retaining high-quality staff in public schools.

Implementation of School Funding Formula Changes

The Legislature has made significant strides in increasing its investment in public education in the last several years through targeted investments in instructional time, funding for low-income students, and regionally competitive educator compensation. Several indicators suggest these investments are yielding positive outcomes for students, including a decrease in chronic absenteeism, a decrease in teacher vacancies, an increase in literacy proficiency rates, and an increase in graduation rates. However, the state is still experiencing challenges in improving outcomes among low-income students, ELs, and middle and high school students.

Laws 2025, Chapter 89 (House Bill 63) addressed these challenges by revising the methodology of the at-risk index, creating a factor for ELs and reclassified fluent English proficient (RFEP) students, and increasing the

basic program factor for grades six through 12. These statutory changes were paired with a $132.9 million appropriation to the state equalization guarantee (SEG), the state's public school funding formula, resulting in the largest targeted investment intended for low-income students, ELs, and secondary students in the state's history.

In a brief presented to LESC at its November hearing in Santa Fe, LESC staff discussed an analysis of the scale of at-risk, EL, and secondary funding changes for school districts and charter schools because of these statutory changes, engaged with schools in how they're using their additional funding, and gathered information from communities on their remaining concerns around funding. The goal of these inquiries was to assess whether the changes to the SEG enhanced the capacity of school districts and charter schools to effectively and intentionally serve the comprehensive and long-term needs of low-income students, ELs, and middle and high school students. LESC discussed the implementation of the school funding formula changes in the following hearings during the 2025 interim:

- **November 2025:** Implementation of HB63 policy brief that summarizes the impacts of HB63, identifies the accountability frameworks that could ensure funding reaches the students that generated it, and discusses the metrics that could guide future assessment of the bill's impact on student outcomes.

LESC staff analysis found around 70 percent of school districts and charter schools gained program units because of Laws 2025, Chapter 89, with an average increase in program cost of 5.4 percent and an average decrease of 4.4 percent (see **Table 4: Impact of Laws 2025, Chapter 89**). Of the 57 school districts and charter schools that lost at-risk and secondary program units, 43 had enrollment declines that caused the decrease in units, and 13 were charter schools serving disproportionately low numbers of low-income students and ELs.

Table 4: Impact of Laws 2025, Chapter 89

Category	School Districts	Charter Schools	Total
Changes Among Those Gaining Program Units			
At-Risk Units	62	48	110
Secondary Units	75	68	143
Total Units	69	61	130
Average Program Cost Gain	2.7%	8.4%	5.4%
Changes Among Those Losing Program Units			
At-Risk Units	27	51	78
Secondary Units	14	25	39
Total Units	20	37	57
Average Program Cost Loss	-1.6%	-5.9%	-4.4%

Source: LESC analysis of PED data

As shown in **Table 4: Impact of Laws 2025, Chapter 89**, the average gain in program cost for charter schools was 8.4 percent, with an average loss of 5.9 percent. Of note, when isolating the effects of Laws 2025, Chapter 89, 24 charter schools saw year-over-year funding increases exceeding 10 percent, with three seeing increases exceeding 20 percent, and one seeing growth of 36 percent. Laws 2025, Chapter 89, had a more muted impact on school districts, with an average gain of 2.7 percent and an average loss of 1.6 percent. However, most school districts saw increases in funding because of Laws 2025, Chapter 89, with most program unit losses being attributable to enrollment losses.

During recent site visits, LESC staff found school districts and charter schools benefiting from the at-risk changes are investing additional funding on low-income students and ELs through investments such as dual-language programs, social workers, and community and parent liaisons. Loving Municipal Schools, for example, reported hiring an additional bilingual teacher, a bilingual education assistant for their middle school, and a part-time social worker using additional funding from Laws 2025, Chapter 89. In another example, Christine Duncan Heritage Academy, a charter school in Albuquerque, used their additional SEG funding for an attendance coordinator, a community liaison, an interventionist, two additional licensed teachers for middle school students, the expansion of secondary fine arts programs, and further compensation for teacher residents.

LESC staff also found the changes to the SEG may be supporting locally responsive programming that compliment statewide initiatives intended to reengage students at critical inflection points including career and technical education (CTE) and career pathways in middle schools, dual-language programs, and the elimination of school supply lists, where some school districts and charter schools are purchasing all school supplies for students. Budgeted FY26 expenditures from the Operating Budget Management System also indicate positive trends in expenditures, including a $8.3 million increase in bilingual programs, a $7.7 million increase in co-curricular and extracurricular activities, and a $7.1 million increase in vocational and technical education programs.

While it may take several years to identify and assess trends in how school districts and charter schools are using their additional secondary and at-risk funding, it will be important for policymakers to have a shared understanding of the accountability framework they will use in assessing the impact of Laws 2025, Chapter 89, such as the accreditation process, educational plans, and the online financial reporting system. Establishing a cohesive vision around the metrics that will be used in assessing the impact of Laws 2025, Chapter 89 will also be critical, with proficiency rates, graduation rates, school climate survey results, and the number of students exiting EL status each year being among the potential metrics that could be used for this purpose.

This shared understanding of the accountability frameworks and metrics that will be used in evaluating the programmatic impact of Laws 2025, Chapter 89 also requires a shared understanding of the current conditions of public education in New Mexico, such as declining cash balances, rising proficiency rates in literacy, and declining enrollment. These conditions will assist policymakers and legislative staff in assessing whether the additional secondary, at-risk, and EL funding had a measurable impact on student outcomes.

As Laws 2025, Chapter 89 continues to be implemented, LESC staff recommends the Legislature pause reductions to the SEG for FY27 and require LESC, LFC staff, and PED staff to collaborate on a shared approach to accounting for declines in enrollment. Staff also recommends the Legislature continue to monitor the programmatic and fiscal impact of Laws 2025, Chapter 89, and that PED review programs and services available to ELs and students who have exited EL status in the prior two school years.

Long-Term Strategic School Resource Management

New Mexico is unique in that most funding for public education flows from the state rather than local sources. Because of the state's historical reliance on volatile revenue from the oil and gas industry, this unique approach to funding public education exposed schools to large fluctuations in funding, which often prevented school districts and charter schools from making sustained investments in building local capacity. More recently, public schools have received large increases in state funding that balanced statewide and local priorities and elevated the importance of consistent and sustainable funding. Despite these revisions to the Legislature's approach to funding public education, however, local budgeting practices remain fragmented and disconnected from long-term and cohesive strategic objectives.

For several years, New Mexico's public schools have been experiencing several long-term challenges, including changes in enrollment and student needs that have had significant financial impacts on some school districts and charter schools. Local responses to these trends have been mixed, with some school districts and charter schools practicing long-term strategic resource management as a tool in proactively responding to those challenges, while others have focused on short-term and reactive approaches. Without a cohesive and strategic approach to these long-term challenges, school districts and charter schools may experience increasingly challenging financial conditions that have cascading effects throughout the state.

To address this lack of cohesion in long-term strategic planning, the Legislature and PED have created several strategic planning tools to assist school districts and charter schools in designing and implementing locally responsive programming that respond to the long-term trends impacting public schools. As the scale of these strategic planning requirements has grown, however, so has their disconnection, as the purpose and design of each tool has been largely developed in isolation from existing frameworks. This disconnection is a symptom of a public education system that lacks coordination of local, state, and federal resources, in ways that may prevent Legislative investments from improving student outcomes.

While New Mexico is experiencing many long-term challenges in public education at both the state and local levels, it is important to note these challenges are not unique in the national context of public education. Most states are grappling with how to address declining enrollment, changes in student needs, fluctuations in federal funding, and tightening financial constraints, and the ways they have chosen to approach these challenges are unique to their local conditions. But some common themes that have emerged around the nation have included an emphasis on encouraging the strategic use of different funding sources and the consolidation of existing strategic planning documents, both of which have been proposed by PED for implementation in FY27. These proposals were discussed by LESC staff at the following hearings in the 2025 interim:

- **December 2025:** Strategic Resource Management policy brief, which discussed how school districts and charter schools might improve their ability to engage in long-term planning that better predicts the financial needs and enables a continuous cycle of resource management.

LESC staff recommends the Legislature continue using multi-year appropriations to promote stability and continuity for programs and services, appropriate $2.5 million to PED for the inclusion of state grants in the statewide unified application and the consolidation of existing planning processes into a unified plan, and direct LESC staff to collaborate with LFC and PED staff in developing a proposal that would require long-term strategic resource management among school districts and charter schools.

LESC staff also recommends PED implement a comprehensive strategy for including state grants in the unified application and consolidating existing strategic planning tools in one centralized area, and that school districts and charter schools assess whether there are operational barriers in practicing long-term strategic resource management.

Policy and Budget Considerations

For FY27, LESC staff have prepared recommendations for the Legislature, which are consolidated below and categorized by their method of funding.

State Equalization Guarantee

To support ongoing investment in the operational needs of school districts and charter schools, the Legislature should consider appropriating:

- $4.7 billion to the SEG, an increase of $233.9 million, or 5.2 percent from FY26:
  - o $108.1 million for a 3 percent increase in public school personnel compensation;
  - o $73.2 million for increasing employer's share of insurance contributions; and
  - o $47.7 million for an increase in employer insurance contributions.

PED requested a $4.5 billion appropriation to the SEG, an increase of $24.9 million, or 0.6 percent from FY26. Much of the department's request is associated with increases in fixed costs, instructional materials and educational technology, and NUMeROS, a program designed to build mathematics content knowledge among elementary teachers.

Categorical Programs

To support the broader needs of public school students, the Legislature should consider appropriating:

- $153.7 million for transportation, an increase of $12.7 million, or 9.0 percent;
- $42.2 million for universal school meals, the same amount as FY26;
- $12.8 million for standards based assessments, the same amount as FY26; and
- $20 million for the Indian education fund, the same amount as FY26.

PED requested $37.7 million for categorical programs excluding those for transportation, an increase of $3.6 million, or 10.4 percent from FY26. Included in the department's request is $42.2 million for universal school meals, $16.3 million for standards-based assessments, and $20 million for the Indian education fund.

PED also requested $145.1 million for student transportation in FY27, an increase of $4.1 million, or 2.9 percent over FY26.

PED Operating Budget

To support PED in continuing to provide technical and programmatic support to school districts and charter schools, the Legislature should consider appropriating:

- $29.0 million for the department's operating budget, an increase of $2.7 million, or approximately 10.2 percent from FY26.

For FY27, PED requested $29.0 million in general fund revenue for department operations, an increase of $2.7 million, or 10.2 percent from the department's FY26 operating budget. According to the department, the increase in general fund support would assist in creating three new full-time equivalent (FTE) positions in the office of special education, school budget, and licensure.

Public Education Reform Fund

Beginning in FY26, the public education reform fund (PERF) was amended in state law to serve as a fund that offers multi-year appropriations for initiatives, contingent on program evaluation for the funded initiatives. Like the government results and opportunity expendable trust fund that was created by the Legislature in 2024, the PERF receives a nonrecurring appropriation from the general fund that is then used to support initiatives over three fiscal years. At the end of that funding period, LESC, in collaboration with LFC and PED, evaluates the programs based on performance measures collaboratively drafted by the agencies. If the initiative is found to be effective, it could then qualify for recurring funding.

For FY27, the Legislature should consider appropriating:

- $30.6 million for high-impact tutoring, or $10.2 million each fiscal year over three years; and
- $21.6 million for community schools, or $7.2 million each fiscal year over three years.

These recommendations represent the total funding each initiative would receive over three years from PERF.

The *Martinez-Yazzie* education sufficiency lawsuit ruled effective teachers are key to improving student outcomes and "the weight of the evidence leads to the conclusion that the quality of teaching for at-risk students is inadequate." This mirrors ongoing and compelling national research that continually finds high-quality teachers are the most important school-based factor in student success. While many factors influence a teacher's effectiveness, the quality of teacher preparation is a key component in ensuring future teachers are offered the learning, resources, and clinical experiences to begin their teaching careers as skilled as they can be. In acknowledgment of this research and the needs of New Mexico, LESC's Roadmap aims to ensure consistent educator preparation program (EPP) quality and robust clinical practice for all teacher candidates.

This section of the LESC Annual Report includes background information about New Mexico's teacher workforce and efforts to prepare and retain skilled educators, a review of LESC's 2025 interim work related to the educator workforce, and recommendations for the Legislature to consider during the 2026 legislative session.

Background: Preparing and Retaining Skilled Educators

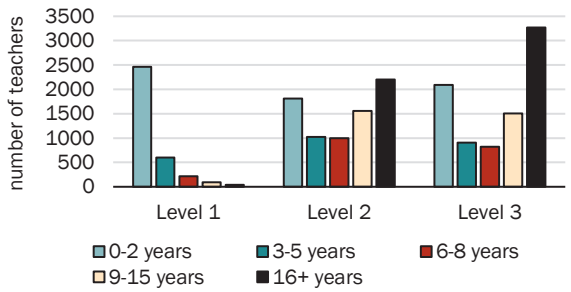
Ensuring every student in New Mexico is taught by a highly skilled teacher requires careful coordination between school districts, EPPs, and the state. School districts and charter schools are responsible for educating current kindergarten through twelfth-grade (K-12) students, so they are ready for postsecondary opportunities, including teacher preparation programs. School administrators also play an important role in the educator pipeline by recruiting promising students to the teaching profession. School districts and EPPs with strong partnerships can support future teachers in their transition from secondary to postsecondary study. Once teacher candidates enroll in EPPs, EPP faculty and staff are responsible for preparing highly effective teachers who are prepared to meet the needs of the state's diverse learners. The state plays a key role in recruiting promising students to the teaching profession and retaining skilled educators by setting competitive minimum teacher salaries and setting policy to create supportive work environments.

New Mexico's Educator Workforce

While the majority of teachers hold a level 2 or 3 license, teacher education and experience is not distributed equally across the state, with some students benefiting more than others.

Over 80 percent of teachers hold a level 2 or level 3 license and 36 percent hold master's degrees. However, teacher experience and education is not distributed equally across the state, with some students benefiting more than others.

Figure 1: Teacher Years of Experience by Licensure Level, SY24



Source: PED Data

Teacher vacancies continue to decrease. According to New Mexico State University's (NMSU) Southwest Outreach Academic Research Evaluation and Policy Center's (SOAR) Educator Vacancy Report, teacher vacancies declined from 751 vacancies in the 2024-2025 school year (SY25) to 737 vacancies in SY26. Among teachers, the greatest need continues to be for special education teachers (216) and elementary teachers (128). Among secondary teachers, the greatest need is for math and science teachers. After teachers, the greatest need is for educational assistants (289), 60 percent of which were for special educational assistants.

The Public Education Department (PED) is beginning to track teacher vacancy data. In recent years, SOAR's Educator Vacancy Report was the only source of critical educator vacancy data for policymakers. However, the report relies on estimates based on a snapshot of school district and charter school job postings. In SY26, PED began collecting vacancy data directly from school districts and charter schools.

LESC staff will continue to monitor both SOAR's Educator Vacancy Report and PED's vacancy data to better understand New Mexico's educator workforce trends. SOAR's report, while based on a single snapshot of

estimates, allows for longitudinal analysis. PED's vacancy data is based on actual vacancies reported at several points in time throughout the school year, but longitudinal analysis will not be possible with this data for several years.

Educator Preparation

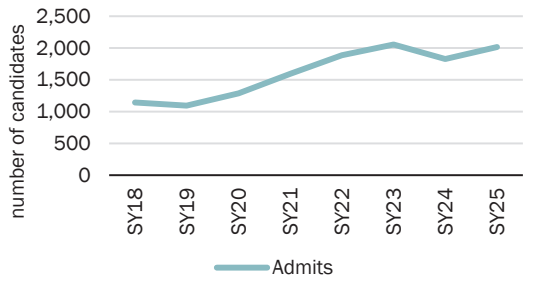
Recent legislative investments in teacher preparation have likely contributed to recent decreases in teacher vacancies. Teacher residency and educator fellow programs continue to grow.

In New Mexico, there are 13 higher education institutions that have EPPs. Among early childhood, elementary, secondary, and special education teacher preparation programs, EPPs offer substantially more alternative programs (39) than traditional programs (25). Six universities and the Cooperative Education Services (CES) offer educational leadership programs to prepare school administrators.

From SY24 to SY25, fewer candidates graduated from EPPs, but more candidates were admitted. NMSU's SOAR Educator Vacancy Report includes high-level information about educator candidates who were admitted to and graduated from EPPs. In SY24, the number of candidates admitted decreased for the first time in five years but rebounded in SY25. The number of completing candidates, however, remained stable from SY23 to SY24. The number of EPP completers continues to increase from a low in SY19, but numbers still haven't risen to a high last seen in SY10.

In SY25, 249 teacher residents gained classroom experience at 38 school districts and charter schools across the state. Widely recognized as the strongest method of teacher preparation, embracing residency programs represents a major shift in the state's approach to preparing teachers. Teacher residents gain hands-on classroom experience under the supervision of a master teacher. In FY25, the Legislature consolidated clinical practice funding into a $60 million appropriation to the government results and opportunity (GRO) expendable trust and program funds for expenditure from FY25 to FY27. According to PED, 249 teacher candidates enrolled in a residency in SY25 across 32 school districts and six charter schools. This represents a 24 percent increase from SY24 (197 residents). Albuquerque Public Schools (81), Las Cruces Public Schools (39), Rio Rancho Public Schools (28), and Gadsden Independent School District (10) hosted the most teacher residents in SY25. Most teacher residents completed their residency at a Title I school (80 percent).

Figure 2: EPP Admits
SY18 to SY25



Source: NMSU SOAR reports

Figure 3: EPP Completers
SY10 to SY25

Source: NMSU SOAR reports

Table 1: Teacher Residents
SY25

Institution	Residents
Central New Mexico University	30
Eastern New Mexico University	21
New Mexico Highlands University	27
New Mexico State University	46
Northern New Mexico College	16
San Juan College	7
University of New Mexico	67
Western New Mexico University	35
TOTAL	249

Source: PED

In SY25, 158 educator fellows graduated, moved into a teacher residency program, or became a

teacher of record. Educator Fellows is a two-year program managed by PED that provides school districts and charter schools funding to compensate individuals pursuing a bachelor's degree in education while they serve as teaching assistants in a school district or charter school. The program aims to increase adult-to-student ratios in the classroom while increasing the supply of qualified educators in New Mexico. The Legislature appropriated $20 million to PED for the Educator Fellows Program in 2026. LESC staff recommend $20 million in nonrecurring funding for the Educator Fellows program in FY27.

In November 2025, PED published the first Educator Accountability Reporting System (EARS) report since 2022. Statute requires EPPs to report programmatic information to PED annually for the EARS report. In November 2025, PED published the EARs report covering data from SY24. Prior to this report, the most recent EARs report was published with SY21 data. During this window of time, PED worked with EPPs to streamline data reporting, reduce duplication, and enhance data quality. With support from Prepared to Teach, a national nonprofit organization that has played a strong role in New Mexico's teacher residency program, and federal grant funding, PED worked with EPPs to create a cohesive reporting structure designed to reduce administrative burden, improve compliance, and produce consistent information for continuous program and policy improvement. To align state and federal reporting requirements, and allow for data validation, PED recommends moving the statutory annual EARS reporting deadline from November to June of the following year. However, the current reporting deadline is designed to provide policymakers important information prior to the legislative session.

In 2025, PED began its aspiring superintendent academy design, aligning with legislative changes passed during the 2025 legislative session. Laws 2025, Chapter 148 (House Bill 157) requires site administrator preparation programs to ensure their programs meet national best practices and apply for PED approval by January 15, 2027. PED must approve programs by July 1, 2027.

Chapter 148 also creates separate licenses for site administrators (principals, assistant principals, and charter school head administrators) and superintendents, allowing site administrator preparation programs to focus on the needs of site administrators, and ensure superintendents receive training targeted to their needs that is experienced closer to the time they become a superintendent.

The Legislature appropriated $2.3 million to PED for site administrator preparation, induction, and evaluation in FY26. The funds were intended to be used for: capacity building at PED and EPPs; establishing superintendent academies, including a task force to establish standards and common performance tasks, planning grants for academics, and technical assistance for programs; and site administrator and superintendent induction programs, including planning grants and technical assistance.

LESC staff found PED is using a portion of the FY26 appropriation to convene a task force to determine aspiring superintendent academy program design and approval and to provide institutions creating academies technical support. PED is using the remainder of FY26 appropriated funds to support principal residency programs with resident stipends, funding a principal residency coordinator position at PED, hosting a community of practice, and offering technical assistance. Five EPPs have a total of 24 principal residents in SY26: CES, Eastern New Mexico University (ENMU), New Mexico Highlands University (NMHU), the University of New Mexico (UNM), and Western New Mexico University (WNMU).

For FY27, PED requested $5.6 million in recurring funding to continue implementation of Chapter 148. LESC staff recommend $5.6 million in nonrecurring funding for these purposes in FY27.

Educator Retention

Efforts to build a high-quality educator workforce in New Mexico are hampered by attrition. In recent years, teacher turnover rates in the state were estimated at 23 percent—one of the highest rates in the country. Research finds many factors contribute to teacher turnover: insufficient preparation, heavy workloads with inadequate support, low compensation, and ineffective school leadership.

Although the Legislature's 2022 increase of teacher minimum salaries brought New Mexico's average teaching salary to the highest in the region, it remains below the national average. For FY26, the Legislature raised teacher minimum salaries by $5,000 at each level in New Mexico's tiered licensure system to $55

thousand for level 1, $65 thousand for level 2, and $75 thousand for level 3 with an appropriation of $4.4 million. The Legislature also appropriated $135 million from the general fund to the state equalization guarantee (SEG), the state's public school funding formula, for a 4 percent average salary increase to all public school personnel in SY26. For FY27, LESC recommends an average salary increase of 3 percent for all public school personnel with an appropriation of $108.1 million.

PED plans to announce school district innovative staffing awardees in December 2025. The Legislature appropriated $7.8 million in the General Appropriation Act of 2025 from the public education reform fund (PERF) to PED for FY26 though FY28, or approximately $2.6 million per year, to pilot innovative or strategic school staffing models. The funds are intended to test staffing models that better support teachers by expanding the influence of highly effective teachers. Laws 2025, Chapter 72 (Senate Bill 201) requires LESC, the Legislative Finance Committee, PED, and the Department of Finance and Administration to collaboratively evaluate PERF-funded initiatives, including the innovative staffing program. PED contracted with CES to review and select innovative staffing vendors and participating LEAs. PED plans to announce awardees in December 2025.

Research Agenda: Teacher Preparation

In response to the *Martinez-Yazzie* consolidated lawsuit, LESC studied how EPPs prepare teachers for several years. During the 2025 interim, LESC staff specifically reviewed traditional kindergarten through eighth grade (K-8) teacher preparation programs. LESC staff conducted site visits at EPPs, interviewed program staff and faculty, and reviewed program coursework and clinical experience requirements. In addition, LESC staff considered how to support the state's teacher residency programs, including reviewing work published by the New Mexico Alliance of Teacher Residencies (NMTR) that details lessons learned through residency implementation and recommendations to strengthen the program. Teacher residency programs are a promising practice that offers future teachers a full year of experience in classrooms alongside experienced teachers, as part of their teacher preparation experience.

Traditional Elementary Teacher Preparation

The New Mexico Legislature has passed important legislation to strengthen its educator workforce by raising teachers' salaries and investing in pathways to teacher licensure. EPPs have also increased their capacity to recruit and produce well-prepared teachers that effectively support students' learning and development. In the 2025 interim, LESC staff coordinated site visits at traditional undergraduate EPPs across the state to gather insights from program staff and faculty, review professional program curriculum content, and examined the organization and structure of clinical experiences. LESC discussed traditional elementary teacher preparation programs at the following hearings during the 2025 interim:

- **November 2025:** K-8 Educator Preparation Programs report informed the committee about professional coursework offered to traditional preservice teachers in the subjects of math, reading, bilingual education, and special education, including detailed review of clinical hours in student teaching and teacher residencies.

Upon review, LESC staff found all coursework offered to traditional pre-service teachers met minimum state statute and administrative code credit hour requirements for a bachelor's degree in elementary education. Conversely, the Higher Education Department (HED) requires all bachelor's degree programs and institutions receiving state funding to include 31 credit hours in general education, including 22 credit hours in the areas of communication, math laboratory science, social and behavioral science, and humanities and fines arts as shown in **Table 2: Minimum Course Credit Hours Required by the State and EPPs.** While HED reduced the number of general education requirements for EPPs in 2015, the 120-credit hour limit for a bachelor's degree in elementary education requires complex instructional planning and design to effectively promulgate state course requirements and teacher preparation.

Required reading coursework differed among EPPs in credit hours, course structure, and course content, while required coursework in math remained indistinguishable from one another. Administrative code requires a six-credit minimum for reading courses and math courses for subject knowledge and content pedagogy (see **Table**

2: Minimum Course Credit Hours Required by the State and EPPs). The premise for reading courses was established in Laws 2025, Chapter 149 (House Bill 156), requiring six credit hours in the teaching of reading using scientifically based reading instruction to support struggling readers, students with dyslexia, and English learners. All traditional undergraduate EPPs satisfied the state's minimum requirement in reading and math course credit hours, but teachers may require additional training for math pedagogy as LESC's review determined not all math courses were specific to teaching mathematics.

Coursework that prepares teacher candidates to teach students with disabilities varies, while one bilingual education course is a requirement in traditional EPPs. All undergraduate EPPs require an introductory course for special education, while the most robust offerings of special education courses are reserved for institutions that provide an undergraduate dual degree in elementary and special education. Some traditional EPPs offer concentrations in special education with up to 24 credit hours in special education courses, while EPPs offering dual degrees require preservice teachers a student teaching component dedicated to serving students with disabilities. On the other hand, bilingual courses are offered at all EPPs and these courses range in instructional and assessment strategies that prepare preservice teachers to work with bilingual learners. Credit requirements for bilingual education are determined by endorsement or minor criteria set by each institution and are eligible for TESOL endorsement.

Table 2: Minimum Course Credit Hours Required by the State and EPPs

		State Minimum Requirements	K-8 EPPs						
			ENMU	NMHU	NMSU	NNMC	UNM	USW	WNMU
General Education Requirements	Communication	9	9	12	10	9	9	9	9
	Math	6	6	6	6	6	6	6	6
	Laboratory Science	6	8	12	8	8	8	8	8
	Social and behavioral science	9	9	9	9	9	9	9	9
	Humanities and fine arts	9	9	9	9	12	9	9	9
Teacher Professional Education	Reading	6	18	9	15	9	12	6	9
	Professional Education	30 to 36	55	42	87	49	48	45	57
Endorsement Area	Coursework in endorsement area (such as math, science, language arts, and social studies)	24 to 36	24	24	24	24	24	24	24 to 31
Total Credit Hours Required for Graduation		120	129	121	126	120	120	120	125 to 131

Note: A program's required credit hours may not sum to the total credit hours required for graduation due to some courses counting toward both general education and degree program or endorsement area requirements. A program's general education coursework may not reflect all required courses in a particular subject, as some subject coursework is included in the teacher preparation program coursework. Detailed reviews of math, literacy, special education, bilingual, and TESOL endorsement areas are included in the following report sections.

Source: Section 22-10A-6, NMSA 1978, NMAC 6.61.2.8, and LESC Files

EPPs differ in their approach to preclinical experience and clinical experience. The state requires all traditional elementary teacher candidates to complete clinical experience of at least 16 weeks where candidates gain hands-on experience observing and practicing instructional approaches. Preclinical hours refers to time tied to professional coursework where teacher candidates are observing instructional strategies in actual classrooms, exposing teacher candidates to the reality of the classroom setting and allowing time to commit to the profession. Required pre-clinical hours differ in total hours and semester launch date, as shown in **Table 3: Required Pre-Clinical Practice Hours.**

Table 3: Required Pre-Clinical Practice Hours
(Prior to Student Teaching or Residency)

	Year 1	Year 2	Year 3	Year 4	TOTAL
ENMU	10	40	60	70	180
NMHU	45	0	42	0	87
NMSU	24	150	150	0	300
NNMC	0	0	70	0	70
UNM	0	30	420	0	450
USW	0	30	50	0	80
WNMU	0	24	120	0	144

Source: LESC Files

Teacher Residency Programs

New Mexico is a nationally recognized leader in teacher residency programs. While 22 states have created or support teacher residencies through state policy, only California's investment in residencies rivals that of New Mexico. Widely recognized as the strongest method of teacher preparation, embracing residency programs represents a major shift in the state's approach to preparing teachers. Strong support from a variety of stakeholders made this success possible. The Legislature provided funding, now sustained through school year 2027, and program requirements that meet many best practices. PED operated grant programs, built strong relationships with EPPs, and continues to improve evaluation and reporting practices. Partner organizations, such as Prepared to Teach, a national organization that supports teacher residencies, provided expertise in the form of financial need surveys and communities of practice. Finally, EPPs shifted administrative, clinical, and coursework practices to meet state requirements.

Teacher residencies were primarily discussed in one hearing during the 2025 interim:

- **October 2025:** The Time is Now: Strengthening New Mexico's Educator Preparation System, presented by EPP staff on behalf of NMATR, a group of stakeholders focused on teacher preparation and quality.

In 2025, NMATR produced recommendations to strengthen the state's teacher residency program. The associated report details lessons learned from the state's implementation of residencies and makes suggestions to strengthen the program. The presentation at the LESC October meeting focused on NMATR's highest priorities:

- Index residency stipends to the minimum level 1 teaching salary;
- Move residency funding to a reoccurring appropriation;
- Expand eligibility for residency funding to all state-approved EPPs;
- Ensure teacher residents receive health benefits;
- Fund faculty supervisors and co-teacher training;
- Establish a PED data system that supports EPP continuous improvement; and
- Ensure continuous funding for PED staff positions that oversee and support residency programs.

LESC staff are continuing to consider these recommendations and work with stakeholders to determine how the state can best continue to strengthen the teacher residency program. For the 2026 legislative session, LESC staff recommend the Legislature immediately address one of these high-priority recommendations and two additional recommendations:

- Indexing teacher resident stipends to the minimum level 1 teacher salary;
- Allowing teacher residents to teach in any public school in the state following completion of their residency; and
- Expecting the sponsoring school district to offer employment to residents when the resident meets staffing needs.

NMATR recommends indexing teacher residency stipends to the minimum level 1 teaching salary. Indexing stipends to teacher salaries would eliminate the need to continually amend the Teacher Residency Act to adjust for inflation. The NMATR report suggests paying post-baccalaureate residents more than undergraduate residents to acknowledge the former's additional education. Under this recommendation, undergraduate resident stipends would be indexed at 55 percent of the minimum level 1 teaching salary—or about $30 thousand, and post-baccalaureate teacher residents at 80 percent—or $44 thousand. Post-baccalaureates, in addition to already having a bachelor's degree, often bring professional experience. Alternatively licensed teachers, who already hold a degree, often forego a residency to become a teacher of record, which yields a higher salary and health insurance benefits. Increasing the stipend for post-baccalaureate residents would reduce this incentive and honor the additional education, and often professional experience, they bring to the classroom.

Indexing resident stipends at levels recommended by LESC staff would cost about $1.4 million more than current stipends. LESC staff recommend indexing stipends for undergraduate teacher residents to 65 percent of the minimum level 1 teacher salary, or just over $35 thousand in 2025—slightly above the current stipend amount. LESC staff recommend indexing stipends for post-baccalaureate residents to 80 percent of the minimum level 1 teacher salary, or $44 thousand. At the current number of residents, this would cost an estimated $1.4 million more than the current stipend amount. Should the residency program meet its target of 400 teacher residents in SY27, the cost difference would be about $2 million.

PED may be able to index stipends to recommended levels without reducing the number of currently funded residents, but student teaching stipends would likely decrease. In FY25, the Legislature consolidated clinical practice funding into a $60 million appropriation to the GRO expendable trust and program funds for expenditure from FY25 to FY27. PED will have $20 million to fund teacher and principal residencies and student teaching in FY27. At the current utilization of these programs, PED would likely either need to reduce the number of teacher residents funded by about 24 residents or reduce the stipend amount candidates get for student teaching. Presently, PED determines the student teaching stipend amount by funding teacher and principal residents and then dividing remaining funds among student teachers. In the spring 2025 semester, student teachers received $10.5 thousand. To pay for the estimated cost of the proposed indexing, PED would likely need to reduce student teaching stipends to about $6,000.

Table 4: Estimated Cost of Proposed Stipend Indexing
At Current Minimum Level 1 Teacher Salary

	Undergraduate Residents	Post-baccalaureate Residents	TOTAL
Number of Residents	226	136	
Current Stipend Amount	35 thousand	35 thousand	
Estimated Current Cost	**$7.9 million**	**$4.8 million**	**$12.7 million**
Proposed Stipend Ratio	0.65	0.8	
Proposed Stipend Amount (At Current Minimum Level 1 Teacher Salary)	$35.8 thousand	$44 thousand	
Estimated Cost with Proposed Changes	**$8.1 million**	**$6 million**	**$14.1 million**
		Estimated Cost Difference	**$1.4 million**

Note: Subtotals do not add to total due to rounding. Residents reflect total residency completers EPPs expect in SY26.

Source: LESC Files

NMATR recommends allowing teacher residents to complete their three-year teaching commitment at any public school in the state. The Teacher Residency Act requires teacher residents to commit to teaching for three years in their sponsoring school district or charter school following completion of their residency. Likewise, the sponsoring school district or charter schools is expected to make an offer of employment to their resident upon program completion. The NMATR report includes two observed trends that make these current requirements challenging and sometimes prohibit the most beneficial match between teacher and employer. First, undergraduate residents often want to return to their home communities following graduation. Second, school districts and charter schools do not always have a vacancy the following year that matches the licensure area of the resident. LESC staff recommend amending the Teacher Residency Act to allow residents to complete their post-completion commitment in any public school in New Mexico, and to expect sponsoring school districts and charter schools to offer residents employment only when the resident fulfills their staffing needs.

Policy Considerations

The *Martinez-Yazzie* consolidated lawsuit ruled effective teachers are key to improving proficiency and "the

weight of the evidence [in the lawsuit] leads to the conclusion that the quality of teaching for at-risk students is inadequate." The following policy considerations include recommendations for the Legislature to consider during the 2026 legislative session and additional areas for LESC staff to research to address these court findings.

Traditional Elementary Teacher Preparation

To ensure all teacher candidates are prepared to teach the state's diverse students, the Legislature should consider:

- Whether the number and specificity of the state's general education requirements for teacher candidates should be reduced or simplified.
- Providing PED funding for all EPPs to undergo coursework evaluation by national experts, such as Teacher Preparation Inspection.
- Requiring K-8 teacher preparation programs to address math-specific pedagogy.
- Setting more explicit requirements for how EPPs prepare general education teacher candidates to serve students with disabilities and ELs.

Teacher Residency Program

To ensure teachers are adequately supported and remain teaching in New Mexico public schools, the Legislature should consider:

- Indexing teacher resident stipends to the minimum level 1 teacher salary at 0.65 for undergraduate residents and 0.8 for post-baccalaureate residents.
- Allowing residents to complete their three years of teaching following completion of their residency at any public school in New Mexico.
- Require school districts and charter schools sponsoring teacher residents to offer employment to the residents so long as the resident meets the district's or charter school's staffing needs.
- Directing LESC staff to continue working with EPPs, PED, and other stakeholders to determine how best to strengthen teacher clinical practice.

Academic Design

Academic design refers to the systematic process of planning and developing learning experiences, from "big picture" design of learning environments and curriculum frameworks to details such as instructional strategies and materials. LESC has focused on academic design as a primary lever in the committee's roadmap to improving New Mexico's education system since 2022. Through this lens, academic design includes investing in early literacy and strong mathematics education; promoting and incentivizing secondary and middle school redesign; investing in career and technical education and work-based learning aligned to economic development; supporting culturally and linguistically responsive education and aligning investments to support New Mexico's education acts; investing in a world-class bilingual and multilingual education system; and requiring strong systems of interventions and support for struggling students and students with disabilities.

This section of the LESC Annual Report includes background information that defines academic design, a review of key topics and data points related to academic design (literacy policy and practices, math education and policy framework, and career-connected learning), a review of LESC's 2025 interim work related to academic design, and finally, recommendations for the Legislature to consider during the 2026 legislative session.

Background: Academic Design in New Mexico

Strong academic design considers holistic supports in pursuit of a vision for student success. Research shows viewing students' needs from both an academic and nonacademic lens and proactively addressing their academic, social, and basic needs is crucial for success. Strong academic design strategically integrates academic and nonacademic supports so institutions can create more comprehensive and effective learning environments that lead to greater student achievement and well-being.

Creating the Right Conditions for Learning through Academic Design

Research continues to show when schools are designed to foster both academic achievement and social emotional learning (SEL), student learning accelerates. However, research also shows educational systems across the world continue to prioritize academic outcomes in ways that can undermine student well-being. The gap between what research shows is possible and how the educational system in New Mexico is currently performing illustrates there is still work to do to ensure that all students feel safe and valued at school.

Student success today requires more than mastering academic content. Students must have strong SEL skills as well as an ability to apply academic content in a complex society. SEL is defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain a range of supportive relationships, and make responsible and caring decisions. The Collaborative for Academic, Social, and Emotional Learning (CASEL), a nonprofit focused on promoting SEL through research, further defines these skills. CASEL notes the five core SEL competencies are self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Educational environments that recognize students' cultural assets and foster social and emotional well-being by developing these core competencies lead not only to improved school culture, but also improved academic outcomes.

Measuring and Understanding Student Success

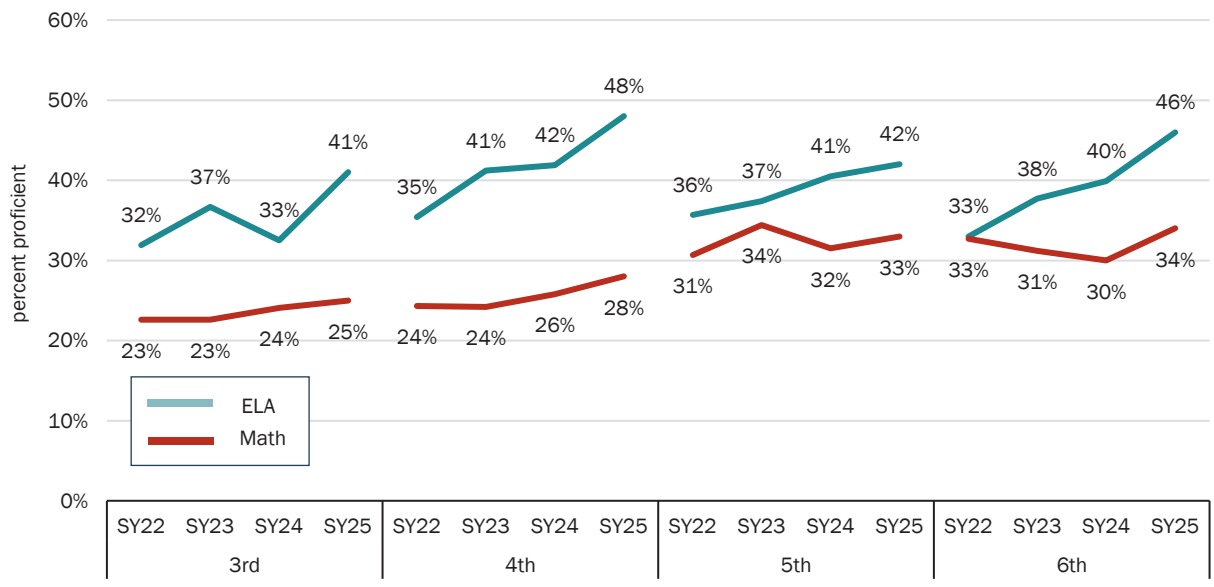
While only one measure of student learning, assessments enable stakeholders to hold schools accountable for student performance. This section will provide a brief overview of early literacy, math, and career-connected learning data and outcomes. For a more detailed discussion of statewide assessment results, see **Assessments, Accountability, and Data Systems** (page 32).

Early Literacy Research and Investments in Structured Literacy. New Mexico has made considerable progress in early literacy proficiency through its structured literacy initiative. Substantial investments for comprehensive literacy training, the use of high-quality instructional materials (HQIM), and targeted school support for students are building the foundation for early literacy achievement. Recent longitudinal data from PED captures the New Mexico Measures of Student Success and Achievement (NM-MSSA) assessment results from 2022 through

2025 and show strong and sustained growth in year-to-year proficiency rates for grades three through sixth; but more importantly, early literacy proficiency rates in New Mexico have also experienced the largest post-pandemic gains for grades three through eight. As shown in **Figure 1: Proficiency Rates in Early Grades.** Third-grade students saw a 9 percent increase in literacy proficiency since 2022, while fourth-grade students experienced a 12 percent increase, fifth-grade students experienced a 6 percent increase, and sixth-grade students saw a 13 percent increase in literacy proficiency. These results may indicate several components of the structured literacy initiative—including literacy training and instruction—is contributing to student growth, but ongoing evaluation is needed to ensure uniform implementation across the state.

The state's literacy reform efforts may be hampered by inconsistent statewide implementation. LESC staff recently examined how the state provides guidance and support for school districts and charter schools in adopting components of its literacy reform, with insights from national early literacy initiatives, to achieve sustained reading outcomes. In June 2025, LESC staff reported New Mexico's literacy policy components show strong alignment with other states' emphases on strategic literacy training and instruction, but differ in state guidance and monitoring, as well as instructional supports via coaches, to help uniform implementation.

Figure 1: Proficiency Rates in Early Grades
ELA and Math, Grades 3-6



Source: LESC Analysis of PED Data

Math Research and Investments. Mathematics is an important component of students' in-school and long-term success, but only one in four students is proficient in math in New Mexico. While only a quarter of New Mexico students demonstrate proficiency in math, there are still meaningful differences among students by grade level. Historically in New Mexico, math achievement rises throughout elementary school and then begins to decrease in middle school. According to the Public Education Department (PED), this aligns with national trends that show math achievement growth slows between elementary and middle school. The most recent New Mexico Measures of Student Success and Achievement (NM-MSSA) achievement data from the 2024-2025 school year (SY25) shows student proficiency in math rises to a high of 34 percent statewide in sixth grade, and then drops to a low of 12 percent in 11th grade.

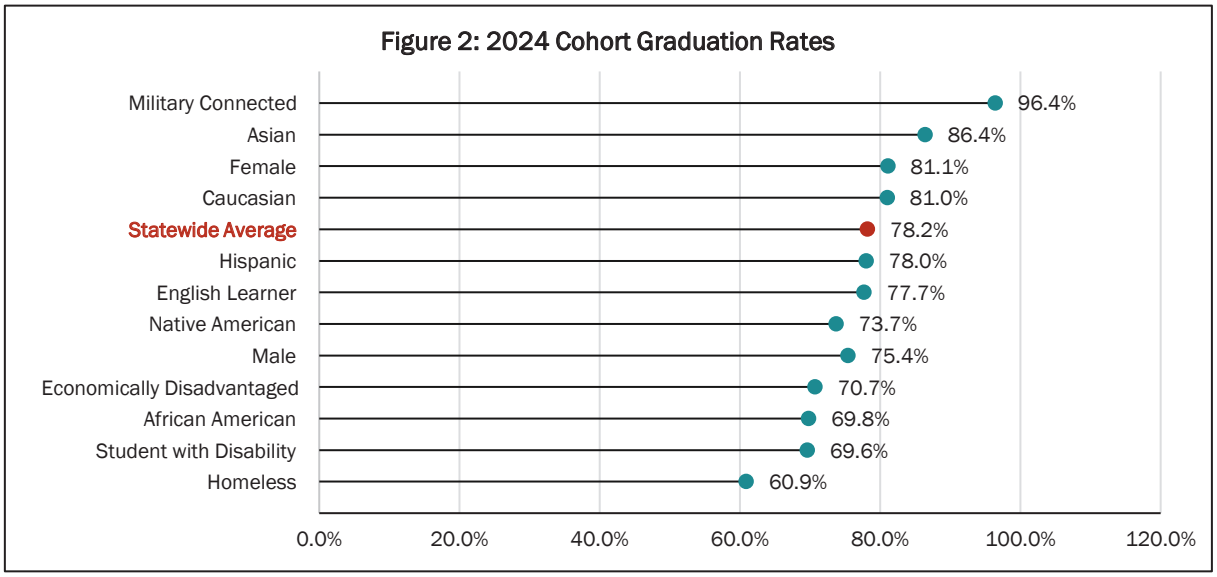
As illustrated by **Figure 1: Proficiency Rates in Early Grades**, while New Mexico is beginning to see growth in student proficiency in English language arts (ELA)—likely because of its recent investments in structured literacy—math achievement has remained relatively flat. New Mexico is not alone in its concern for how its students are

performing in math. There has been concern for many years about how students across the United States are performing in math both nationally and internationally.

Career-Connected Learning Data and Outcomes. Key college, career, and civic readiness metrics—such as dual credit participation and graduation, college remediation, and chronic absenteeism rates—illustrate that while signs of improvement are beginning to show, differences across student groups persist.

The dual credit program continues to be an important pathway to postsecondary education but has not yet fully recovered from the impact of the Covid-19 pandemic. PED and the Higher Education Department (HED) reported in their jointly published Dual Credit Annual Report for SY24 that 19.1 thousand unique students enrolled in a combined total of 50.7 thousand dual credit courses in SY24. The number of students taking dual credit courses increased by 3.2 percent, and the number of dual credit courses taken increased by 10.7 percent compared with SY23, during which 18.5 thousand students took a combined total of 45.8 thousand dual credit courses. While an increase, dual credit enrollment in SY20, prior to pandemic interruptions, was at 21.8 thousand students taking a total of 54.2 thousand dual credit courses. This indicates that while dual credit enrollment is growing, it has not reached pre-pandemic enrollment or course-taking numbers yet.

Graduation rates have held relatively steady for the last five years, with PED reporting a graduation rate of 78.2 percent for the four-year cohort of 2024 students, a modest increase from the cohort of 2023 graduation rate of 76.7 percent. Although graduation rates have held relatively steady, notable gaps remain based on several student characteristics, as shown by **Figure 2: 2024 Cohort Graduation Rates.** For the cohort of 2024, among racial and ethnic groups, the graduation rate was the highest among Asian students (86.4 percent), followed by Caucasian students (81 percent), Hispanic students (78 percent), Native American students (73.7 percent), and finally, African American students (69.8 percent). With regard to gender, female students graduated at a higher rate (81.1 percent) than male students (75.4 percent). Graduation rates were also reported by PED for English learners, students with disabilities, students experiencing homelessness, students in foster care, migrant students, economically disadvantaged students, military-connected students, and gifted students. Graduation rates are substantially lower among students experiencing homelessness (60.9 percent) and students with disabilities (69.6 percent), and highest among military-connected students (96.4 percent). Interestingly, there was a substantial jump in the graduation rate for military connected students from the cohort of 2023 graduation rate of 85 percent to the cohort of 2024 graduation of 96.4 percent.



While graduation rates measure how many students exit high school with a New Mexico Diploma of Excellence, college remediation rates point to how prepared New Mexico high school graduates are for entry-level coursework at a four-year postsecondary educational institution. The college remediation rate is reported by HED as the

percent of students requiring remedial coursework when they reach college. College remediation rates are rising after several years of decline. As shown in **Figure 3: College Remediation Rates**, the college remediation rate for SY24 was 41.4 percent. For SY24, this figure includes New Mexico high school graduates who graduated in SY24 and enrolled as first-time freshman in a New Mexico public higher education institution in either summer or fall 2024. The SY24 remediation rate is an increase from 38.4 percent of New Mexico high school graduation rates who graduated in SY23 and enrolled as a first-time freshman in either summer or fall 2023.

The statewide chronic absenteeism rate measures the percent of students in New Mexico who are missing at least 10 percent of a school year's days, for any reason, excused or unexcused. Research points to student disengagement, lack of student and family supports, and student and family health challenges as significant drivers of chronic absence. PED reported a chronic absenteeism rate of 33.1 percent for SY25.

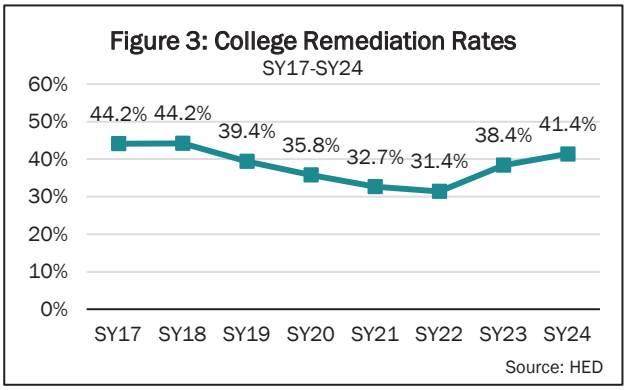
Research Agenda: Creating the Right Conditions for Learning

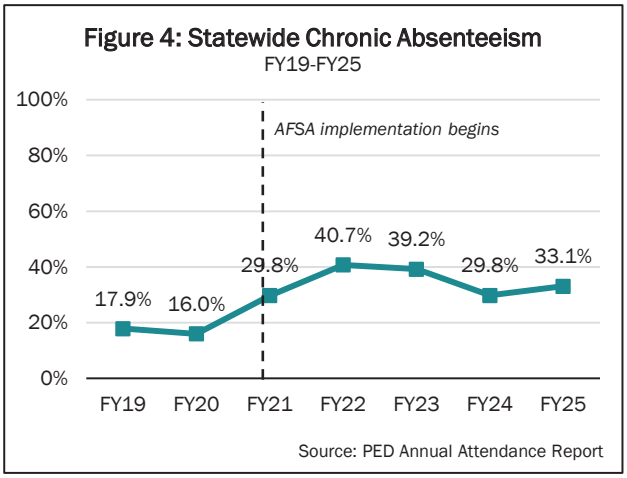
The academic design research area focuses on early, elementary, and secondary education; special education; school climate; SEL; fine and performing arts; attendance; career and technical education (CTE); and college, career, and civic readiness. During the 2025 interim LESC staff work in the academic design topic area focused on literacy policy and practices, a mathematics education and policy framework, and career-connected learning.

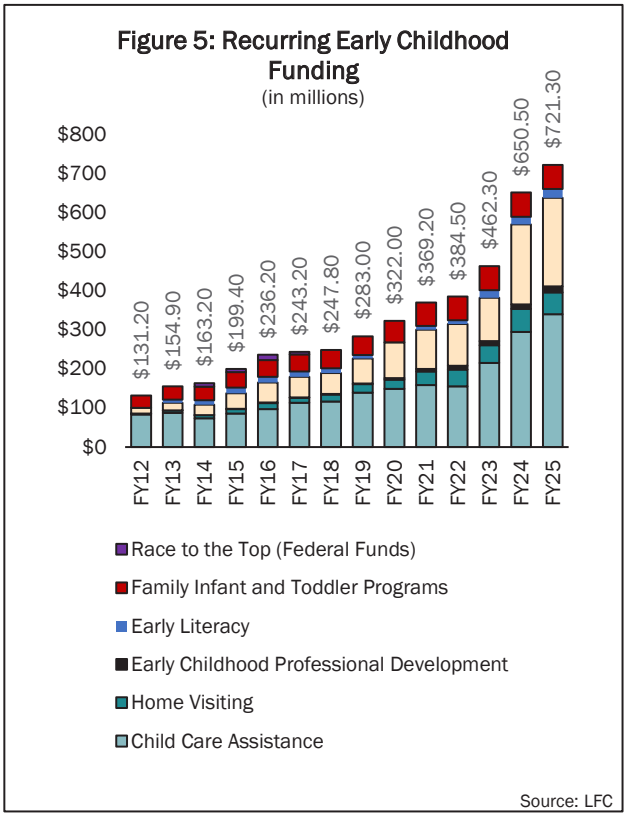
Literacy Policy and Practices

Early childhood, defined as birth through age eight, provides the foundation for literacy skills. These early years are critical as research has shown third grade is a "pivot point" when students shift from learning to read— decoding words using their knowledge of the alphabet—to reading to learn. Further, research has shown the consequences of students not developing fast, fluent reading skills by third grade are substantial. One study found third-grade students who lack proficiency in reading are four times more likely not to graduate from high school.

The Legislature has prioritized early childhood funding through two economic downturns because some early childhood interventions have proven successful at



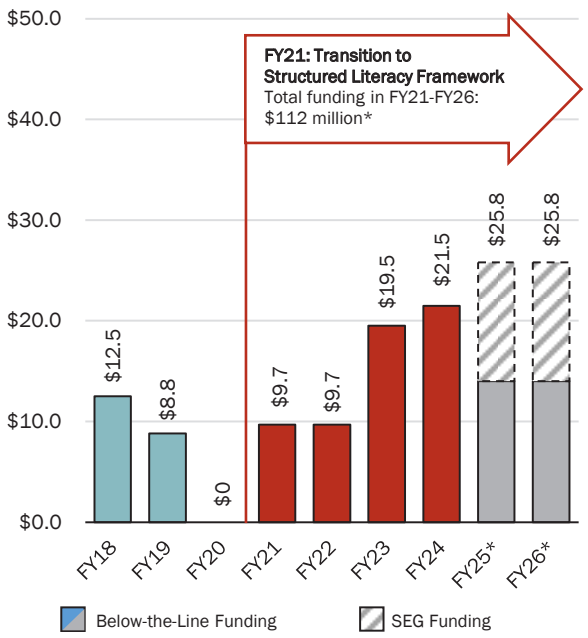




narrowing the achievement gap. As shown in **Figure 5: Recurring Early Childhood Funding**, New Mexico has significantly increased appropriations for early childhood programs since FY12, thus increasing access to services. In addition to federal funds, early childhood funds increased by 29 percent in FY25, representing similar trends in FY24 with a 29 percent increase.

Created by the Legislature in 2020, with a $300 million endowment, the early childhood education and trust fund is made up of excess federal oil, gas, and mineral leasing revenue. Average deposits to the fund have been larger than anticipated and it is projected the fund will have more than $445 million available for distribution to the early childhood education and program fund by FY28. In FY26, more than $430 million was distributed from the early childhood education and trust fund to support early childhood programs.

Figure 6: Appropriations for Early Literacy
(in millions)



*Note: FY25 and FY26 budget language included a single flexible line item for several innovative school programs, including structured literacy and five other initatives. If school districts equally split the available funding across those initatives, LESC staff estimate the total amount provided for structured literacy in FY25 and FY26 could be $25.8 million.

Source: LESC Files

Structured Literacy. New Mexico began transitioning to a structured literacy approach in 2019, beginning with legislation (Laws 2019, Chapter 256) that required interventions for students showing characteristics of dyslexia and a local literacy professional development plan for school districts and charter schools. PED launched Structured Literacy New Mexico in 2020 to support this legislation built around five components: science of reading training for teachers and administrators, assessment and monitoring of kindergarten through fifth grade (K-5) students, communication with communities and caregivers, HQIM, and leadership development for teachers and administrators to support structured literacy. As shown in **Figure 6: Appropriations for Early Literacy**, the Legislature invested a total of $112 million through the state equalization guarantee (SEG) and below-the-line allocations from FY21 to FY26 to support this transition.

LESC discussed literacy in the following hearings during the 2025 interim:

- **June 2025:** Comprehensive Approach to Literacy Policy and Practice policy brief that examines how literacy policies have been implemented across New Mexico.

Statewide literacy proficiency has increased by 10 percentage points since 2022, indicating this transition may be improving student reading outcomes. Considering this progress, LESC staff reported implementation gaps regarding access to literacy coaches, notification and communication with parents and family, and scientifically based instructional methods. According to a recent LESC national comparison, New Mexico's structured literacy initiative showed strong alignment with other states' emphasis on strategic literacy training and instruction. Furthermore, the Legislature required educator preparation programs to meet national best practices in structured literacy, including training teachers to support struggling readers, students with dyslexia, and English learners (see Laws 2025, Chapter 149). PED initiated a desk audit of reading courses offered across educator preparation programs and reviewed reading course descriptions, course syllabi, and faculty training records to ensure compliance with newly adopted science of reading requirements. PED reported all reading courses are aligned with the new state literacy requirements, and all faculty have been trained in Language Essentials for Teachers of Reading and Spelling (LETRS).

Math Education and Policy Framework

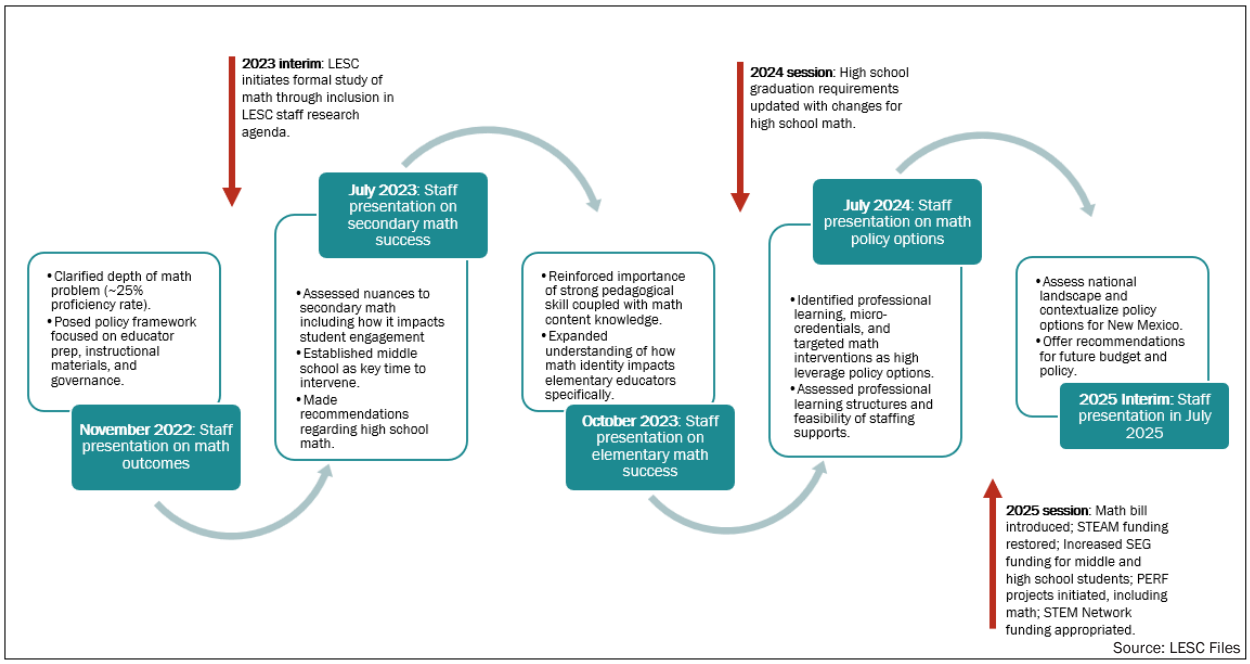
Nationally, the state policy conversation has largely centered around options to support math instruction that mirror state approaches in crafting policy towards a "science of reading." LESC staff have previously noted this is more complex because there is a lack of a universal consensus on a "science of math" that is analogous to the established science of reading. How math is learned and taught requires a complex interaction of core numeracy skills, mastery of concepts in a linear and sequential way, and interventions to address deficits that recognize the complexity in teaching math. At the same time, math is inherently inquiry-based, demanding approaches that blend procedural fluency with conceptual understanding and problem-solving skills. Given these complexities, a nationally unified framework that completely parallels the nation's literacy efforts remains elusive.

Despite this, there is a substantial body of research about effective math instruction that can inform policy and is already underway in many states' legislative efforts. The National Council of Teachers of Mathematics'—a nonprofit professional organization for math teachers—outlines eight essential teaching practices in Principles to Actions that emphasize reasoning, representation, and conceptual understanding alongside procedural fluency. Research from MDRC, a national nonprofit, nonpartisan organization that conducts rigorous studies of programs and policies, further highlights the importance of supporting instruction across distinct developmental domains—such as number sense, operations, spatial reasoning, and measurement—especially in early and elementary grades. LESC discussed math in the following hearings during the 2025 interim:

- **July 2025:** Math Policy and Practice brief that summarizes key findings to offer recommendations on high-impact policy levers that could result in a more cohesive mathematics system.

LESC's efforts to define and articulate a comprehensive math approach began in November 2022, when staff presented a review of math data, practices, and initial considerations to improve math following staggering drops in student performance following the Covid-19 pandemic. This triggered LESC's inclusion of math in its research agenda for the 2023 and 2024 interims, prompting three policy briefs during that time, each identifying discrete elements of the system that were impacted through corresponding policy changes such as updating high school graduation requirements during the 2024 session and reinstating funding for science, technology, engineering, arts and math during the 2025 legislative session. **Figure 7: LESC Review of Math**, shown below, summarizes these efforts and corresponding policy and budget decisions to date.

Figure 7: LESC Review of Math



Career-Connected Learning

Since the enactment of the Next Generation ("NextGen") CTE pilot program in 2019, New Mexico has placed a growing emphasis on career-connected learning as a critical strategy to engage students, strengthen the state's workforce pipeline, and expand college and career readiness for students. Career-connected learning encompasses a wide range of programs and initiatives that link classroom instruction with career exploration and workforce engagement. These programs include structured CTE pathways, standalone work-based learning opportunities such as internships and apprenticeships, dual credit coursework, and school innovation initiatives designed to foster students' readiness for both college and careers.

At their best, career-connected learning opportunities provide students with rigorous academic learning paired with applied technical skills, exposure to real workplace settings, and clear pathways into postsecondary education and employment. However, the scope, rigor, and outcomes of career-connected learning programs can vary widely across schools and districts. Ensuring consistency and quality across the state has become a central priority for policymakers. LESC discussed career-connected learning opportunities at the following hearings during the 2025 interim:

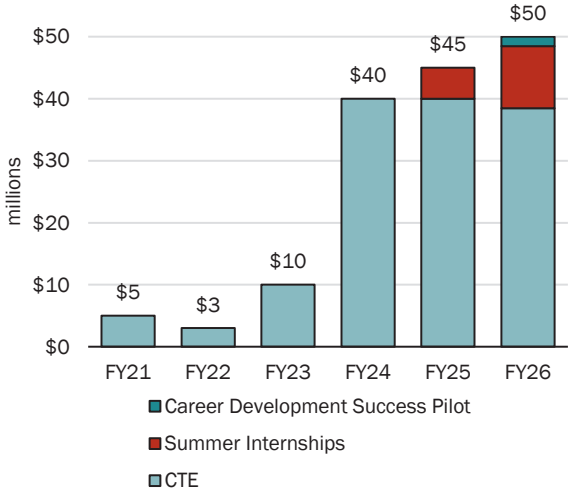
- **September 2025:** Career-Connected Learning: Costs and Framework brief which examines the current landscape of career-connected learning in New Mexico, analyzes the marginal per-student costs of CTE, and presents recommendations for designing a specific CTE funding mechanism that reflects the true costs of CTE programs.

Recognizing the impact of career-connected learning on student engagement and achievement, the Legislature began prioritizing funding for CTE programs with an appropriation of $40 million in FY24. The following year, the Legislature maintained this funding and added an additional $5 million for summer internship programming. PED has historically used the CTE appropriation to administer two major programs, the NextGen CTE Pilot Program and the Innovation Zones program, as well as a variety of other career-connected learning initiatives.

- **NextGen CTE Pilot.** In FY26, PED spent $13 million of available CTE funds on the Next Generation (NextGen) CTE Pilot Program, a seven-year initiative that began in 2019 designed to expand access to high-quality, industry-aligned CTE.
- **Innovation Zones.** PED allocated $11.2 million to school districts and charter schools for Innovation Zones in FY25.
- **Other Career-Connected Learning Programs.** The remainder of the CTE appropriation has supported programs such as the Summer Enrichment Internship Program, the Be Pro Be Proud mobile workshop in partnership with the Department of Workforce Solutions, Near Peer Tutoring for students interested in becoming teachers, career technical student organizations, and staff positions at PED.

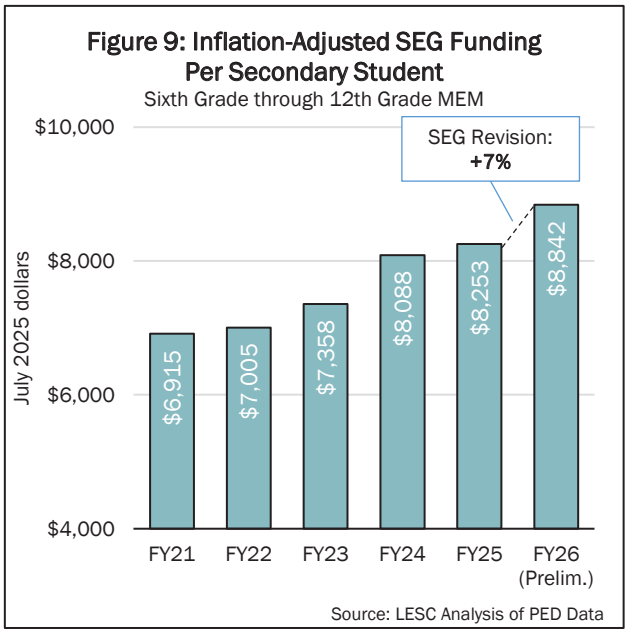
For the current fiscal year, the Legislature increased nonrecurring funding (also called "below-the-line" funding) for career-connected learning programs from $45 million to $50 million. Funding specifically designated for CTE programs was decreased slightly to $38.5 million in FY26, but additional funding for summer internships ($10 million) and a career development success pilot ($1.5 million) bring the state's total investment in career-connected learning programs to a record high; see **Figure 8: Nonrecurring**

Figure 8: Nonrecurring Appropriations for Career-Connected Learning Programs



Source: LESC Files

Appropriations for Career-Connected Learning Programs.



Schools will also see an influx of discretionary funding for secondary students after the enactment of Laws 2025, Chapter 89 (House Bill 63). Among its changes to the SEG, Chapter 89 increased the funding generated by sixth-grade through 12th-grade students from 1.25 for seventh to twelfth graders and 1.045 for sixth graders by establishing a basic program weight of 1.30. As shown in **Figure 9: Inflation-Adjusted SEG Funding Per Secondary Student,** LESC analysis suggests that the per-student funding generated by each sixth through 12th grade student will increase from approximately $8,253 to $8,842, an increase of just under $600 dollars (7 percent), adjusted for inflation to July 2025 dollars. The per-student funding represents the second largest increase in recent history, second to the increase to minimum instructional hours and the enactment of the K-12 Plus program in FY24.

The increased multiplier for secondary students was designed to support changes in how middle and high schools serve students. Rising levels of disengagement and declining proficiency rates, particularly in math, suggest many secondary students are struggling to find relevance in traditional academics. Career-connected learning is one strategy to reengage students by linking academic content with real-world applications and tangible career pathways. Previous analysis from LESC and PED has pointed out that CTE concentrators graduate at higher rates than students who do not participate in CTE programs, though there remains some question about selection bias in these results.

However, as with any funding appropriated to the SEG, school districts and charter schools have broad discretion to set their own operating budgets reflecting local priorities. In addition, a number of other formula changes contained in Chapter 89, such as changes to the at-risk index, may mean some schools will see less overall funding even with the increase to the secondary factor. Even though not all new dollars will be directed toward secondary programs, the increase provides schools with greater capacity to sustain the annual expenses that high-quality CTE requires, such as maintaining equipment, purchasing consumables, and retaining instructors.

Policy Considerations

Research shows implementation of evidence-based polices that consider holistic student supports raise student achievement. The following policy considerations focus on literacy, math, and career-connected learning.

Literacy Policy and Practices

The following policy considerations are based on LESC's analysis of current literacy efforts and the best national practices in early literacy. These recommendations can sustain the efforts and achievements of the structured literacy New Mexico initiative and increase the support for students in literacy achievement. To accomplish these goals, the Legislature should consider:

- Continuing funding $14 million for support for structured literacy so that all public and charter schools have access to research-based literacy instruction.
- Improving access to literacy instructional coaches that can provide appropriate services to teachers to maintain intensive and classroom-focused literacy approaches for students.

Math Education and Policy Framework

To improve student outcomes in math education, LESC staff focused on the best way for the Legislature to structure and fund teacher supports and student interventions, based on what the research says matters for learning. To best allocate resources and set a vision for math success, the Legislature should consider:

- Codifying expectations for math instruction, early identification, and intervention while also bolstering state efforts to create support and intervention systems in schools.
- Requiring math methods courses for all teacher licensure candidates, including those in alternative programs.
- Creating statutory authority for statewide math coaching or interventionist models.
- Requiring public reporting on district curriculum adoption and intervention delivery.
- Closely monitoring math initiatives funded for $13.5 million through the public education reform fund (PERF) through FY28.

Career-Connected Learning

To support ongoing investment in CTE programs statewide, the Legislature should consider:

- Reconvening a CTE working group of New Mexico CTE leaders to study program-level cost drivers across pathways.
- Working in partnership with PED and New Mexico school districts and charter schools to jointly develop a CTE funding formula that incorporates relevant funding metrics, including base funding, per-student multipliers, specialized costs, and incentives for credentialing and quality.
- Statutory amendments that will be necessary to conclude the NextGen CTE pilot and potentially repurposing the existing CTE fund to establish a categorical funding mechanism for career-connected learning.
- Continue analyzing available data on CTE program costs and effectiveness, particularly to drive annual appropriations toward high-quality, effective CTE programs.
- Continue broader efforts to redesign secondary school experiences for students, including a study of graduate profiles and local graduation requirements.

Assessments, Accountability, and Data Systems

Assessments, accountability mechanisms, and data systems are vital tools for understanding and addressing the needs of New Mexico students. In particular, assessment results are a central performance metric for the sufficiency of New Mexico's education system in understanding how New Mexico's students are faring in academic subjects, as well as making sure they are ready for life after the classroom. New Mexico's balanced system of assessments requires students to be tested at the end of each school year, allowing the state to monitor trends in students reaching proficiency in reading, math, and science each year. Assessment results from the 2024-2025 school year (SY25) indicate that while the state is making progress in reading, growth is not as substantial in math and science, and overall proficiency scores remain persistently low compared to national averages.

Beyond assessment scores, data systems like the Public Education Department's (PED's) Nova student data system, the Operating Budget Management System (OBMS), and New Mexico's longitudinal data system, RISE NM, are important sources of information on school finances and student outcomes throughout the state. However, LESC staff continue to find that many of these systems operate in isolation, complicating New Mexico's efforts to make meaning of data and provide a cohesive view of educational outcomes.

This section of the LESC Annual Report includes background information on New Mexico's assessments, accountability structures, and data systems, an overview of assessment results from SY25, a review of the 2025 interim working group report on the educational applications of artificial intelligence (AI), and policy recommendations for the Legislature to consider during the 2026 legislative session.

Background: Tracking Student Outcomes with High-Quality Assessments

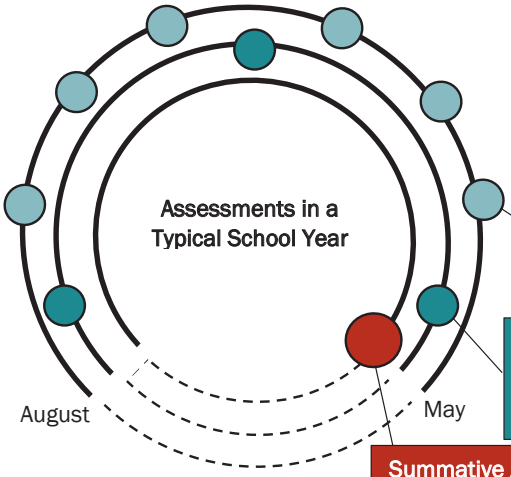
Monitoring New Mexico's progress toward meeting the directive of the *Martinez-Yazzie* consolidated lawsuit requires the state to both address student outcomes and monitor inputs from the educational system that produce those outcomes. New Mexico maintains a system of assessment designed to track whether students are meeting state academic content standards in reading, math, and science, as well as a set of accountability structures designed to track whether schools need support to improve student achievement. Each of these systems are reliant on data collected in several disparate data systems and siloed across various entities and state agencies, many of which have struggled to maintain high-quality data.

Assessments of Student Performance

PED maintains a balanced system of assessments in an effort to reduce testing time for students. This balanced system consists of three types of assessments: summative, formative, and interim. For the purposes of school accountability and policymaking, summative assessments are usually the focus. Under federal law, students must be assessed in English and math once a year in third grade through eighth grade, and once in high school. State law (see Section 22-2C-4 NMSA 1978) mirrors these federal requirements but specifies the high school assessment should occur in 11th grade. For reading and math, PED complies with state and federal laws by administering the New Mexico Measures of Student Success and Achievement (NM-MSSA) assessment in third through eighth grade. In science, students are tested in fifth and eighth grade with the New Mexico Assessment of Science Readiness (NM-ASR). Students in 11th grade are assessed in reading, math, and science using the College Board's Scholastic Aptitude Test (SAT). PED also requires some testing beyond what is mandated in statute, including the Preliminary Scholastic Aptitude Test (PSAT) in 10th grade and Istation assessments in kindergarten through second grade. Tests such as Istation are formative examinations used to help inform instruction, while the PSAT is administered at the beginning of the school year Looking forward in a period of transition for education policy at the federal level, lawmakers and educators in New Mexico will need to closely monitor any changes in federal requirements for assessments and determine how such shifts could impact the state's approach to student assessments. A full list of New Mexico's balanced system of assessments can be found in the **Data Reference Guide** (page 99).

Assessment Literacy: Understanding Different Types of Assessment

Assessments used for different purposes are referred to by different titles. For example, summative assessments, such as NM-MSSA, are offered once per year at the end of the year. By contrast, formative and interim assessments are more frequent, and often less formal. In recent years, PED has worked to ensure educators and stakeholders understand the different types of assessment and when they are administered.



Formative Assessments (Istation, classroom assessments)

Administered frequently and informally by teachers to track content acquisition in the classroom.

Interim Assessments (iMSSA, locally determined assessments)

Administered to track growth from the beginning to the middle and the end of the school year, also called BOY, MOY, and EOY.

Summative Assessments (NM-MSSA, NM-ASR, PSAT, SAT)

Required by state and federal law at the end of the school year; used to determine whether students have achieved subject-matter "proficiency." MOY, and EOY.

Source: LESC Adaptation of PED Graphic

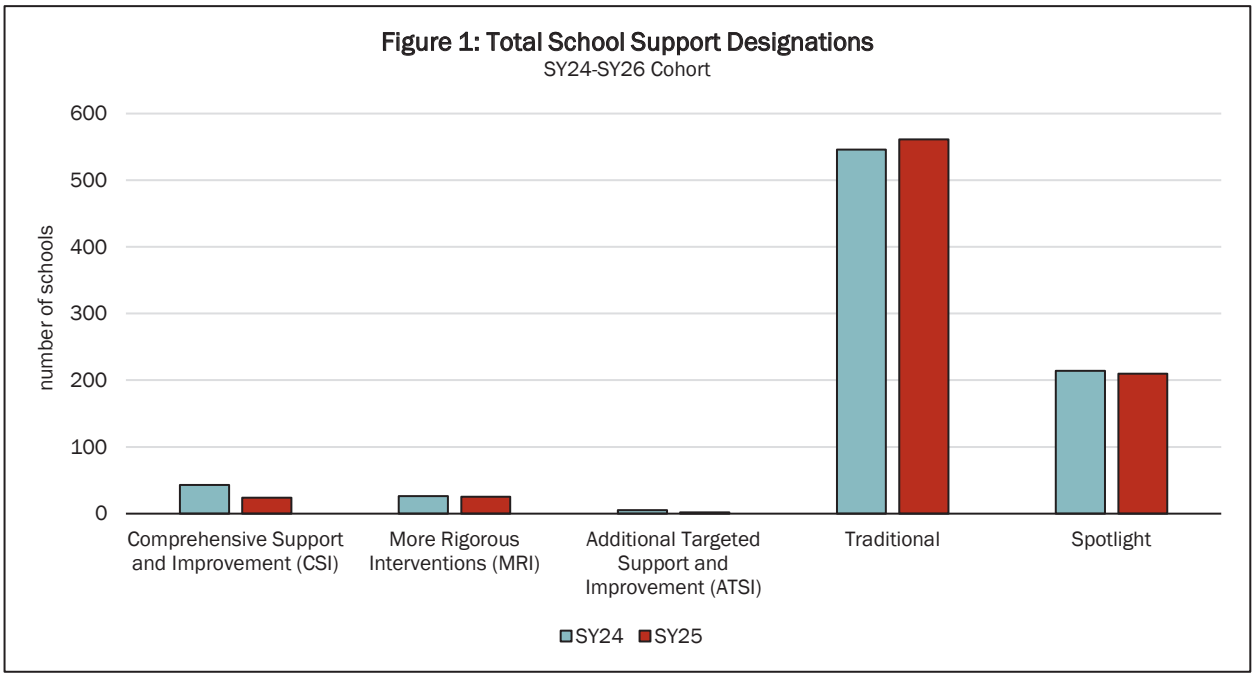
New Mexico's Educational Accountability System

New Mexico has several accountability systems, both formal and informal, designed to monitor educational inputs and educational outcomes. Many of the state's accountability systems are related but may lack being systematically linked together.

Under the federal Every Student Succeeds Act, PED is required to develop a system of annual school identification and generate report cards to monitor the performance of New Mexico schools. Until 2019, New Mexico tracked school performance using an A through F grading system, assigning each school a letter grade based on several school performance indicators. Stakeholder concerns about the fairness of school grades led to Laws 2019, Chapter 249 (Senate Bill 229), or the School Support and Accountability Act. To implement the law, PED created New Mexico Vistas, a dashboard designed to display academic performance metrics used to calculate schools' rating and identify schools in one of several categories:

- ***Targeted Support and Improvement (TSI):*** Schools in which one subgroup of students performs at or below a threshold set by PED to identify the lowest performing five percent of schools.
- ***Additional Targeted Support and Improvement (ATSI):*** Title I schools in which one or more student groups have an accountability score at or below the performance of all students at any of the lowest-performing 5 percent of Title I schools.
- ***Comprehensive Support and Improvement (CSI):*** Schools in which the entire school performs at or below a threshold set by PED to identify the lowest performing 5 percent of schools, or schools with a graduation rate below 66.6 percent.
- ***More Rigorous Interventions (MRI):*** Schools that fail to exit TSI or CSI status after a number of years determined by PED (currently, three years).

Schools that are not identified for interventions are categorized as "traditional support" schools, and schools that excel in academic performance are categorized as "spotlight" schools. In addition to academic achievement, PED also displays nonacademic performance metrics that attempt to quantify a school's opportunity to learn, such as attendance and student responses to a school climate survey.



As shown in **Figure 1: Total School Support Designations**, after initially identifying 43 schools in CSI and 8 schools in TSI/ATSI in SY24, the total number of schools in CSI decreased to 24 schools, while the number of TSI schools declined to zero. There were two ATSI schools in SY25, down from five in SY24. In SY25, 25 schools were designated as MRI, down from 26 in SY24. No schools in MRI exited to traditional or spotlight status in SY25.

New Mexico also has several other disparate structures to monitor school performance, track school expenditures, and develop goal-oriented strategic plans. OpenBooks is a financial transparency dashboard designed to comply with a law requiring PED to improve oversight of spending for at-risk students. Districts must also submit an annual Educational Plan to report on programs and services for various student populations. Finally, local school boards and superintendents—or for charter schools, governing bodies and head administrators—serve as essential elements of district-level accountability, with board members mandated to undergo PED training on relevant laws and policies. Ideally, school boards would monitor school performance using a set of goals, using quarterly data to track whether districts are on target to meet those goals.

New Mexico's accountability systems are not connected to each other, creating issues in consistency and transparency. While each of these elements could theoretically place academic performance alongside contextual information from the local school district, the systems are currently fragmented across multiple websites and across multiple bureaus at PED. The disconnected nature of data systems can make it difficult for stakeholders to build a holistic understanding of school performance.

Educational Data Systems and Dashboards

Statewide Student Information System. As part of a broader effort in New Mexico state government to improve data governance, PED is in the process of rolling out a unified statewide student information system (SIS) in partnership with Edupoint, an educational data management company responsible for managing the Synergy

SIS, an information system already used by just under half of public schools in New Mexico. Moving to a statewide SIS is intended to offer school districts and charter schools with consistent, unified technical support from PED staff and contractors, speed up the student transfer process, provide real time data, and reduce costs for schools and the state. In FY26, the Legislature appropriated $12 million to support development and implementation of a statewide SIS. For FY27, PED has requested an additional $8.5 million to continue work to stand up the statewide SIS.

In its first implementation cohort, PED signed up 70 schools districts and charter schools. SY26 will serve as a conversion year in which schools continue using their existing SIS while also adding relevant data to Synergy. In SY27, schools will begin using Synergy for their SIS and for special education purposes. The statewide SIS will also be integrated with a unified individualized education program template to better serve students with these plans. Finally, SY28 is the targeted year by which schools will be permitted to add additional elements to their SIS, including learning management tools, multi-layered systems of support, and assessments.

Nova. A majority of data is collected from school districts and charter schools in Nova, PED's real-time data system designed to replace the Student and Teacher Accountability Reporting System (STARS). Nova was first implemented in SY24. Previously, STARS required schools to manually export data from their student information systems (SIS) and manipulate the data to fit in PED-created templates, requiring a great deal of manual labor from both school reporting officials and PED staff. The process contributed to unreliable data, and sometimes, a complete absence of data necessary to take informed action on important legislation. The transition to Nova came with the adoption of the nationally recognized "Ed-Fi" data standard. Nova attempts to automate the previously manual reporting processes by linking every state's data system to a central repository, but the new data system has not resulted in improved data quality. Both LESC staff and PED staff have found data in Nova to be unreliable and incomplete, likely due to inconsistent reporting among New Mexico schools and school districts.

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

RISE NM: Statewide Longitudinal Data System. The New Mexico Higher Education Department (HED) is overseeing work on RISE NM, a statewide longitudinal data system designed to unify data from multiple state agencies to track student outcomes from early childhood through public education and into higher education and the workforce. Initially funded through a federal grant, the New Mexico Legislature appropriated $3.73 million in FY25 and $3 million in FY26 to support the initiative's continued operations. According to RISE NM's website, the initiative began phase II of their project plan. The stated goals of phase II include increasing access for internal and external researchers, launching a data request portal, incorporating new data from partner agencies, and integrating machine learning and artificial intelligence.

Attendance and Chronic Absenteeism Dashboard. Data on school attendance and chronic absenteeism is published on a public dashboard. The dashboard displays statewide data on chronic absenteeism from SY17 through SY24, but to date has not been updated with the most recent year of attendance data. The attendance dashboard is populated using data from the Nova system, but some school districts have noted their own data collection does not match the chronic absence rates displayed on the dashboard, leading to confusion about whether the attendance dashboard is a reliable source of information.

Artificial Intelligence in Education

AI is rapidly reshaping the technological landscape, including its growing influence within public education. AI-

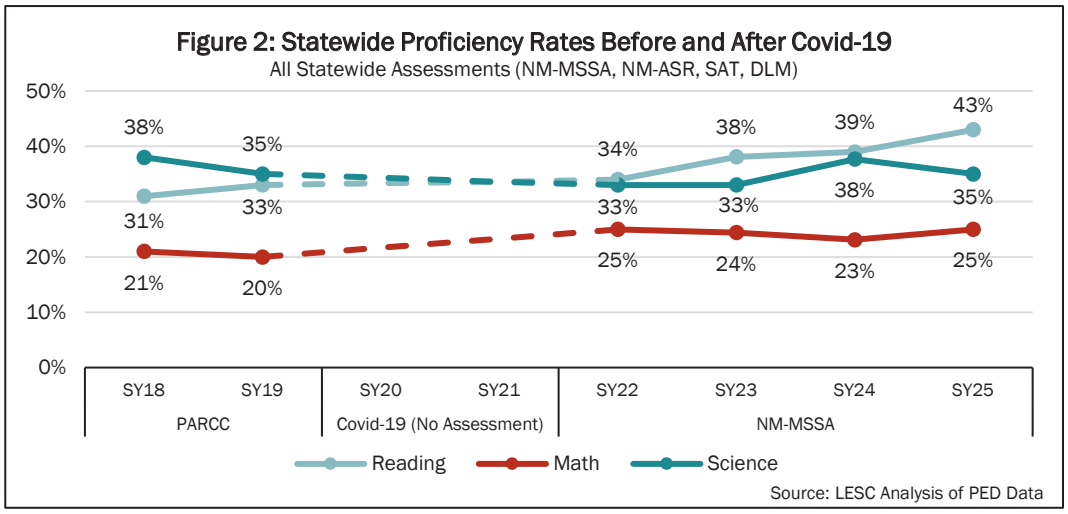
generated tasks have helped develop personalized tutoring platforms, lesson plans, and data dashboards which offer the potential to enhance teaching and learning. However, there are concerns regarding how AI-generated tasks impact data privacy, student safety, equity, and the future role of educators. Without clear and proactive policies, schools risk adopting AI in ways that are uncoordinated, inequitable, or outright dangerous to students and educators. To better support schools in navigating the emergence of AI in education, PED released AI guidance in May 2025.

Research Agenda: Assessing Student Proficiency and Preparing for Technological Change

During the 2025 legislative interim, LESC staff examined assessment results in terms of overall proficiency and the achievement gap between economically disadvantaged students and non-economically disadvantaged students, as well as English learners (ELs) and their non-EL peers. Should the court approve PED's action plan for addressing the *Martinez-Yazzie* lawsuit, policymakers will need to pay careful attention to assessments result trends in the coming years to understand how renewed efforts to support economically disadvantaged students, students with disabilities, Native American students, and Hispanic students are impacting these students' academic achievement.

Review of Spring 2025 Assessment Results

In the spring 2025 administration of the annual summative assessments, New Mexico's students showed encouraging signs of growth in reading as well as a slight increase in math, though overall proficiency remains low in all three core subjects. This year's results indicate positive trends in both reading and math, though the growth in reading is more pronounced. Assessment results indicate 43 percent of students are now proficient in reading (up from 39 percent in SY24) and just under 25 percent of students proficient in math (up from 23 percent). However, science proficiency declined from 38 percent in SY24 to 35 percent in SY25, partially erasing gains seen between SY23 and SY24. While the small growth in math achievement offers cause for optimism, the persistently low overall achievement in the subject continues to be an area of concern, highlighting the need for intensive math initiatives that produce growth comparable to the structured literacy initiative.



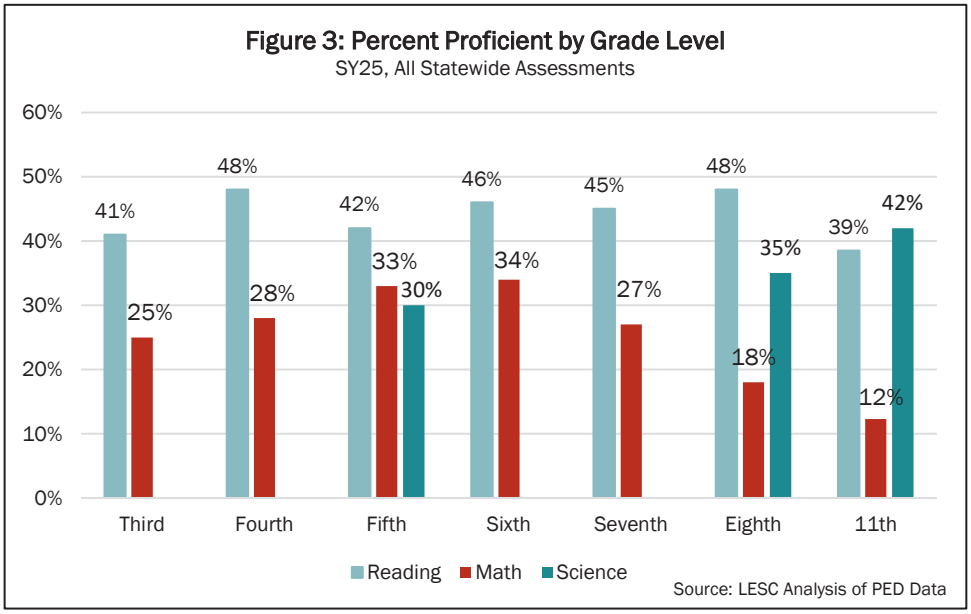
In the 2025 interim, these assessment results were discussed at the following hearing:

- **October 2025:** Statewide assessment results were discussed by PED staff during the LESC hearing in Las Cruces.

Statewide Assessment Results. In reading, the statewide proficiency rate increased from 39 percent to 43 percent in SY25. New Mexico is on a four-year upward trajectory in reading. Recent major investments by the Legislature in structured literacy may be partially responsible for increases in the statewide reading proficiency rate; these increases may continue over time as teachers become more confident with the new curriculum and methods required by the program.

In math, the statewide proficiency rate increased from 23 percent to 25 percent. These results reverse a three-year declining trend in math proficiency. Every grade level between third and seventh grade saw growth year-over-year, while eighth grade proficiency declined by 1 percentage point between SY24 and SY25. The largest growth was in seventh grade, with the proficiency rate increasing by 8 percentage points from 19 to 27 percent. However, the SY25 seventh grade cohort still showed a decrease in math proficiency from their sixth-grade year in SY24, when 30 percent were proficient.

In science, the statewide proficiency rate declined from 38 percent to 35 percent. Decreased statewide proficiency rates in science are the result of a significant drop in fifth grade proficiency, from 34 percent proficient in SY24 to 30 percent proficient in SY25. Proficiency for students in eighth and 11th grade grew slightly and remained steady, respectively.



A breakdown of proficiency rates by grade level, as shown in **Figure 3: Percent Proficient by Grade Level**, shows higher reading proficiency rates for students in grades four, six, seven, and eight, hovering between 45 percent and 48 percent proficient. In math, students increase in proficiency until about sixth grade, but in middle school and high school, fewer students reach proficiency. In 11th grade, just 12 percent of SY25 SAT completers were proficient in math. This trend mirrors similar findings from previous years, signaling the need for additional math supports in middle and high schools.

The Achievement Gap. To better understand how the state's investments have impacted students identified in the *Martinez-Yazzie* consolidated lawsuit, LESC has historically examined the achievement gap between economically disadvantaged students and noneconomically disadvantaged students, as well as the gap between native English speakers and English learners.

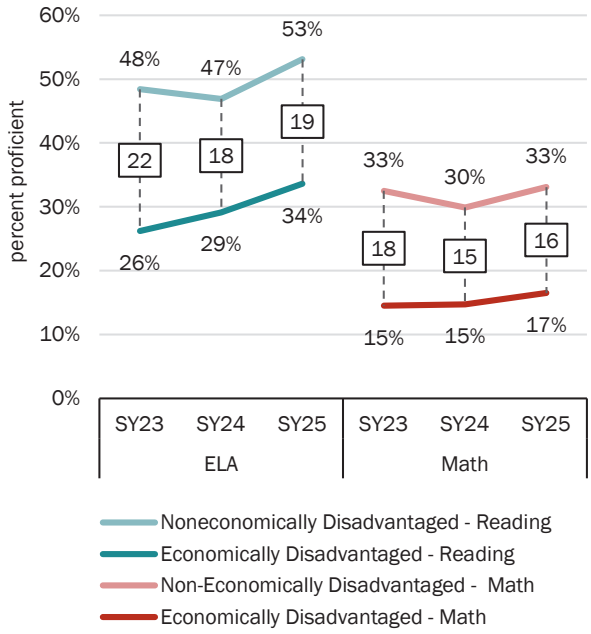
The achievement gap grew slightly in both reading and math, though both economically disadvantaged students and noneconomically disadvantaged students made gains in proficiency. In reading, noneconomically disadvantaged students saw an increase in proficiency from 47 percent to 53 percent, while economically disadvantaged students saw an increase from 29 percent to 34 percent. These changes contributed to a slightly

larger achievement gap of 19 percentage points, up from 18 percentage points in SY24.

In math, a similar trend occurred. Noneconomically disadvantaged students improved from 30 percent proficient to 33 percent proficient, while economically disadvantaged students saw an increase in proficiency from 15 percent proficient to 17 percent proficient. The gains made by both noneconomically disadvantaged students and economically disadvantaged students produced an achievement gap of 16 percentage points, up from 15 percentage points in SY24.

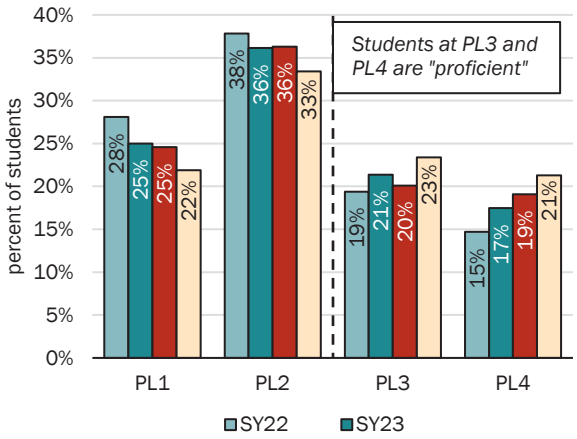
Performance Levels. One final method of analyzing statewide achievement is via student performance levels on the NM-MSSA assessment. This assessment is given annually to students in grades three through eight. Student performance levels (PLs) on the NM-MSSA range from one to four, with four being the highest. Students scoring at PL3 and PL4 are considered "proficient." Progress toward higher proficiency rates requires the state to improve performance for students in PL1 and PL2, a feat that may be possible with a greater focus on student-level assessment results. Figure 5 and Figure 6 above display the four-year trend in student performance levels between SY22 and SY25.

Figure 4: Achievement Gap - Economically Disadvantaged Students
All Statewide Assessments, Grades 3-8 and 11



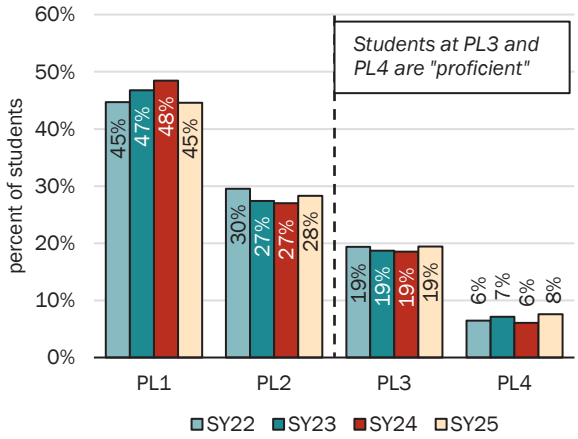
Source: LESC Analysis of PED Data

Figure 5: Students by Reading PL
NM-MSSA, Grades 3-8



Source: PED

Figure 6: Students by Math PL
NM-MSSA, Grades 3-8



Source: PED

In SY25, approximately 45 percent of students in grades three through eight were proficient (either PL3 or PL4) on the NM-MSSA reading assessment. For math, 27 percent of students in grades three through eight were proficient. Both numbers are the highest percentage of proficient students seen in the past four years.

Artificial Intelligence Working Group

During the 2025 legislative session, the Legislature passed House Memorial 2 (HM2), an LESC-endorsed

memorial, which requested LESC to convene a diverse, multidisciplinary AI working group to study the technology and recommend policies to expand equitable access while keeping New Mexico data safe and secure. As requested in HM2, LESC staff convened a working group representing perspectives across the state to discuss the implications of AI in education and to develop policy recommendations for consideration. LESC staff presented to the committee on this topic in one hearing during the 2025 interim:

- **July 2025:** LESC staff presented a policy report on the work and outcomes of the AI working group, as requested in HM2.

LESC staff held three virtual meetings and one in-person meeting at the New Mexico State Capitol, guiding the working group to evaluate, study, and draft policy recommendations tailored to the state's specific needs. To help the working group frame their conversations, participants heard presentations from local, state, and national experts, including researchers and representatives from the universities of New Mexico, Washington, and Maryland, Indigenous computer science organization Indigitize, the National Conference of State Legislatures, New Mexico State University, and Raton and Santa Fe school districts. The working group began with reviewing recent AI policy developments at PED and Future Focused Education, an Albuquerque-based nonprofit organization, which the working group used to collaboratively set goals during summer 2025. The working group also evaluated promising AI tools used for lesson planning, attendance, personalized teacher feedback, and tutoring and individualized instruction. Group members critically analyzed the tools, providing input on the strengths and weaknesses of the tool, and explaining the roles of actors in the education system in effectively using AI tools. Participants spent time identifying the roles of actors within New Mexico's education system in the successful implementation of AI tools. LESC staff combined the system map for each of the AI tools researched into a consolidated system map for the general success of all AI tools. **Table 1: Consolidated New Mexico AI System Map**, shown on the next page, outlines the roles of various actors within a system.

Group members also studied national trends related to AI in education. Findings indicate 13 states have enacted legislation and 18 states have introduced legislation related to AI in schools. State legislation regarding AI in education be sorted into three broad categories: research and practice, academic uses, and nonacademic uses. Overall, state legislatures are increasingly addressing academic uses of AI by creating working groups or task forces to study AI, setting policies for classroom use, creating grants and pilot programs tied to workforce and STEM pathways, and developing AI-related curriculum and standards. However, New Mexico has not formally integrated AI literacy or digital citizenship into its academic content standards. Additionally, states are regulating and studying nonacademic uses of AI, ranging from prohibiting AI from replacing school counselors to funding AI-assisted school safety and weapons-detection systems.

The working group also identified the CARE principals for Indigenous data governance to uphold tribal and Indigenous sovereignty by protecting safety, privacy, and local control over data, as well as by creating mechanisms for tribal consultation through the privacy development process. Group members emphasized the importance of policies that not only protect students and educators but also enable responsible innovation and ensure all students can benefit from the opportunities AI may offer.

Table 1: Consolidated New Mexico AI System Map

Roles and Responsibilities of Actors in New Mexico's Education System for Successful Deployment of AI Tools

Actor	Key Responsibilities	Needs
Legislature	Promote and evaluate access to AI tools. Create policies to drive effective implementation and deter ineffective implementation (over-reliance, misuse, environmental impact). Create and enforce laws to protect student safety, data privacy, security, and sovereignty. Consider system-wide changes that may be necessary in a world where AI is commonplace.	Accurate and timely data to evaluate effectiveness. Create a proactive, future-proof policy, rather than a reactive policy. Be patient with schools as they implement new learning tools and methods.
PED	Provide guidance on local AI policies, including model policies for districts to amend to fit their needs. Promulgate and enforce specific rules to monitor compliance with laws on data privacy and security. Identify and share resources about high-impact tools for schools to consider using. Procure statewide tools when appropriate and create statewide implementation plans for all users. Collect data on effectiveness of tools, evaluate the potential for tools to scale to additional schools and districts.	Stability in leadership to sustain AI initiatives. Strong communication with school and district leaders.
School and District Leaders	Author and implement district-level AI policies, such as codes of conduct, acceptable use policies, or responsible use policies. Procure districtwide tools when appropriate and create districtwide implementation plans for all users. Use implementation plans to set clear expectations with users about how a tool should be implemented. Create a system of support, designating time for teacher training on tools and collaboration among users. Communicate with families about AI tool use.	Guidance to create strong, responsive AI policies. Understanding of AI tools' purpose and intent. IT support. Adopt an "innovator mindset," identifying problems AI may be able to solve, connecting to innovative tools, and building a pathway to successful implementation.
Educators	Actively use AI tools, focusing on effective and responsible use. Facilitate learning, including lessons on AI literacy and modeling responsible, effective AI use. Maintain human connections with students and families.	Understanding of AI tools' purpose and intent. Time and training to learn new tools. Ability to collaborate with other educators to share best practices. Access to devices and software.
Students and Families	Actively use AI tools, focusing on responsible use. Advocate for personal needs. Provide feedback on the effectiveness of AI tools.	Awareness of and consent to use of AI tools. Consistency in tools and expectations over time. Access to devices and AI tools. Respect from other actors and opportunities to share their voices.

Source: LESC Files

Policy Considerations

As New Mexico works to address persistently low assessment results and grapples with an evolving technological landscape, it is vital the state has a coherent and effective accountability system to ensure adherence to best practices, assess student growth, and tailor supports to demonstrated student needs. Data systems should be leveraged to effectively detect and respond to both recurring and emerging challenges facing students. In the years to come, the New Mexico Legislature and state government more broadly can take steps to improve our current data and accountability systems to better serve students and inform policy decisions.

Assessments

New Mexico's balanced systems of assessment are a critical tool in understanding student performance and targeting educational interventions. Given this important role, officials must take extreme caution to guarantee our assessments are high-quality and accurate. The Legislature should consider:

- Continuing to study the effectiveness of New Mexico's assessment programs as a tool for policymaking, school accountability, and instructional design.

Artificial Intelligence

As AI's role in education continues to grow, New Mexico should be proactive in developing clear guardrails for its use and implementation. To this end, the Legislature should consider:

- Establishing policies and budget recommendations to determine when an AI tool should be used, how access should be promoted, and evaluate whether AI tools are improving outcomes.
- Creating policies to drive effective implementation and deter ineffective implementation of AI. Foundational AI literacy should be embedded across the education community, driving implementation and encouraging responsible, effective use of AI systems. This can be achieved through local AI implementation plans, PED guidance, and standards for AI literacy throughout New Mexico's curriculum standards.
- Creating and enforcing laws to protect student safety, data privacy, security, and sovereignty. The Legislature is the only actor in New Mexico's education system capable of creating binding legal safeguards for safety, data privacy, and security. Such laws should also strive to uphold Indigenous and tribal data sovereignty.
- Making system-wide changes that may be necessary in a world where AI is commonplace. The advent of AI holds implications for effective use of instructional time and educator work time, as well as for the assessment of vital student skills like critical thinking.

Data Governance

Given the siloed nature of New Mexico's data systems, lawmakers should consider additional steps to assist efforts to better connect systems and improve data sharing.

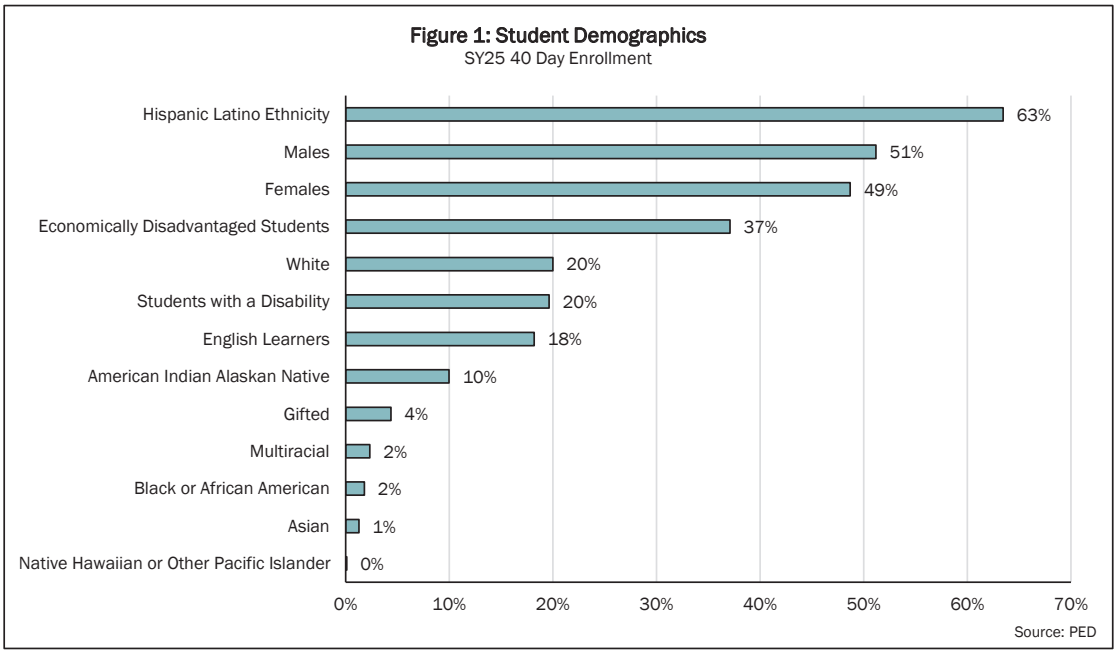
Equity

New Mexico strives to ensure every student can thrive by building on the cultural, linguistic, and community strengths they bring to school. Despite progress through increased funding, expanded professional development opportunities, and greater stakeholder engagement, significant challenges remain. Educational disparities persist within the state's equity landscape, reflected in the lack of culturally relevant curricula across all content areas, underrepresentation of teachers from local communities, low reclassification rates among English learners (ELs), stagnant graduation rates, and inequitable program funding. LESC defines equity as the fair and intentional allocation of resources so all students can access the support, learning environment, and opportunities they need to achieve college and career success. Achieving this vision requires culturally and linguistically responsive teaching, strong bilingual and multicultural programs, and equitable resource distribution.

This section of the LESC Annual Report provides background information on New Mexico's education acts, reviews the LESC's 2025 interim work evaluating variations in bilingual multicultural education program (BMEP) models statewide, analyzes the role of advisory councils established under the education acts, and presents policy recommendations for legislative consideration.

Background: Accessible Education for All Students in New Mexico

New Mexico's education landscape is shaped by a series of legislative acts and legal mandates aimed at addressing systemic disparities and promoting equity for its diverse student population. The Bilingual Multicultural Education Act (1973), Indian Education Act (2003), Hispanic Education Act (2010), and Black Education Act (2021) collectively emphasize culturally and linguistically responsive education, supporting multilingual, multicultural, Native American, Hispanic, and Black students through targeted initiatives. Research indicates integrating culturally responsive education across all content areas not only helps address systemic inequities but also improves students' academic outcomes. Studies show culturally responsive education fosters higher student engagement, deeper learning, and improved academic performance when instruction reflects students' cultural and linguistic backgrounds. This is particularly relevant in New Mexico, where the student population is remarkably diverse. With 306.7 thousand students enrolled in New Mexico public schools for the 2025 school year (SY25), **Figure 1: Student Demographics** shows the 40-day student enrollment percentages, with 63 percent of students identified as Hispanic, 37 percent as economically disadvantaged, 20 percent as students with disabilities, 18 percent as ELs, 10 percent as Native American, 2 percent as Black, and 1 percent as Asian.



In 2018, the 1st Judicial District Court, ruling in the *Martinez-Yazzie* consolidated education sufficiency lawsuit, determined the state failed to provide sufficient educational opportunities for at-risk students—defined by the court as those who are economically disadvantaged, ELs, Native American, and students with disabilities. This landmark ruling addressed significant inadequacies in the state's education system, mandating systemic reforms to meet the constitutional rights of at-risk students. To help meet these obligations, the Legislature appropriates below-the-line (BTL) funding to support programs tied to the state's education acts. BTL funds are intended to supplement, not replace, core program funding and have historically been used by the Public Education Department (PED) to implement programs, provide resources, and strengthen academic supports aligned with the acts. However, BTL funding for these acts has varied year to year. **Table 1: Legislative Appropriation for the Education Acts and Initiatives for FY20-FY26** provides an overview of appropriations made to each act, revealing notable fluctuations and inconsistencies across fiscal years.

Table 1: Legislative Appropriation for the Education Acts and Initiatives for FY20-FY26
(in thousands)

	FY20	FY21	FY22	FY23	FY24	FY25	FY26
The Bilingual Multicultural Education Act	[1]	[2]	[2]	[2]	$5,000	[2]	$500
The Hispanic Education Act	[2]	[2]	[2]	$500	$1,000	$500	$500

[1] In FY20, the Bilingual Multicultural Education Act did not receive a direct appropriation; however, the Legislature provided PED with a special appropriation that included $2.5 million designated for bilingual and multicultural education support.
[2] The General Appropriation Act (GAA) did not provide direct allocations to the specified education act or education initiative during the specified fiscal year.

Source: 2019-2025 GAA

Together, these laws and rulings underscore the state's commitment to fostering academic success, cultural preservation, and equitable opportunities for all students while addressing persistent gaps in achievement and resources.

Bilingual Multicultural Education Act

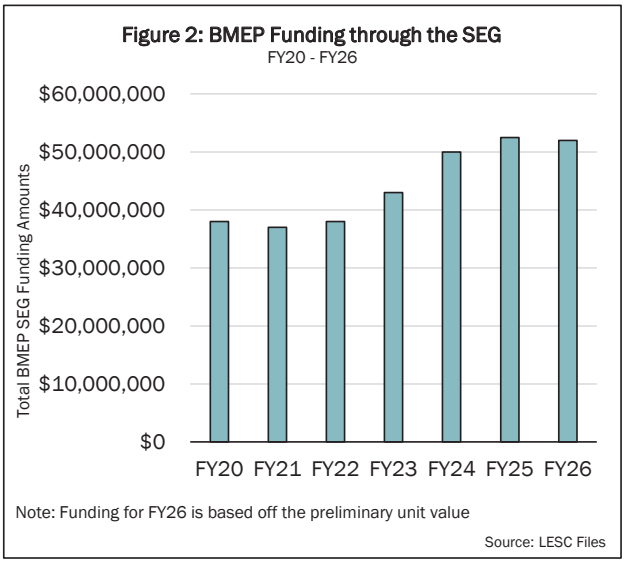
New Mexico embedded Spanish language instruction into its constitution when it became a state in 1912 to provide training for teachers to become proficient in both English and Spanish to ensure equitable educational access for students of Spanish descent. Over time, this commitment expanded through statutory action and advisory bodies, including the creation of the State Bilingual Advisory Committee in 1970 and passage of the Bilingual Multicultural Education Act in 1973. The act formalized the state's responsibility to provide culturally and linguistically responsive education to Spanish descended students as mentioned in the constitution to include Navajo (Diné), Keres, Tewa, Tiwa, Towa, Zuni, Jicarilla Apache, Mescalero Apache, Lakota, and American Sign Language (ASL).

The act establishes the state's goal in ensuring all students have equal educational opportunities by promoting bilingualism, biliteracy, and cultural identity. The act requires school districts and charter schools to provide culturally and linguistically responsive instruction, professional development, and accountability systems that support ELs, heritage language speakers, and all students in developing academic achievement through two languages. An added layer of support from the act is the creation of the Bilingual Multicultural Education Advisory Council, which focuses on bilingual program quality, biliteracy development, family and community partnerships, teacher supports, and support for English learners and heritage language speakers.

The Legislature has invested in bilingual multicultural education since 1973, beginning with an initial $700 thousand appropriation to support elementary bilingual programs for FY74. Today, federal funds also supplement New Mexico's BMEPs and help meet the achievement goals of EL students. According to PED's BMEP 2023-2024 Annual Report, districts and charter schools braid multiple funding sources to support their programs, pointing to underfunding of the primary levers used to fund BMEPs in New Mexico.

New Mexico primarily funds BMEPs through the state equalization guarantee (SEG), the state's public school funding formula, based on average prior-year membership in one-, two-, and three-hour programs. This means the average funding per student varies across programs based on program type and hours offered. Since FY20,

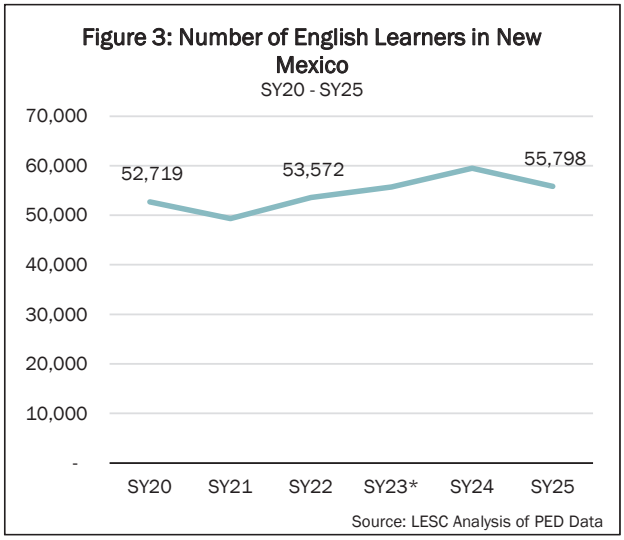
total funding for BMEPs through the SEG has gradually increased to about $52 million annually. See **Figure 2: BMEP Funding through the SEG FY20-FY26**.



The Legislature also appropriates BTL funding to support BMEPs as supplementary; this funding is not intended as a key component of BMEP funding. For example, in FY24, the Legislature funded $5 million to support teachers in BMEPs and implement provisions of the Bilingual Multicultural Education Act, but also to update the Prueba de Española para la Certificación Bilingüe Spanish language proficiency exam and other language proficiency exams. Historically, PED's Language and Culture Division has used this funding for "implementing bilingual and multicultural education programs and providing resources to support an academic environment where students can thrive by embracing their home and heritage language as they become fully proficient in two languages and meet academic standards and benchmarks." However, BTL funding for BMEPs has been inconsistent; see **Table 1: Legislative Appropriation for the Education Acts and Initiatives for FY20-FY26**. LESC's public school support budget recommendation for FY27 includes an appropriation of $500 thousand for bilingual multicultural education from the public education reform fund.

English Learners. New Mexico's EL population is significant with nearly 18 percent of students identified as ELs in SY25—a one-percentage-point decrease from SY24. As shown in **Figure 3: Number of English Learners in New Mexico**, the state has seen steady growth over time in the number of students identified as ELs.

The Legislature created a separate factor in the SEG in Laws 2025, Chapter 89 (House Bill 63) for ELs and students who have exited EL status in the prior two years, and created statutory language specifying where EL funding should be invested, including case management, tutoring, out-of-school time programs, family engagement and innovative staffing models. The EL factor and accompanying statutory language creates incentives for school districts and charter schools to be more intentional in serving EL students and ultimately exiting these students from EL status. In FY26, there were approximately 54.4 thousand ELs and 3,200 RFEP students, resulting in 18.4 thousand program units, or approximately $125.4 million at the FY26 preliminary unit value of $6,801.35.



Assessments and Instructional Materials. PED continues to expand its assessment and instructional materials initiatives to strengthen BMEPs and services for ELs. Through PED's Spanish Language Arts Instructional Scope, educators are provided a vertically aligned framework supporting Spanish language development and biliteracy across grade levels. Similarly, the Indigenous Language Instructional Scope 2.0 offers guidance and resources codeveloped with tribal education partners to sustain and revitalize Native languages through culturally grounded instruction and locally designed assessment tools.

State Seal of Bilingualism-Biliteracy. The State Seal of Bilingualism-Biliteracy (SSBB) was created in Laws 2014, Chapter 46 (House Bill 330) allowing students to earn a SSBB on a New Mexico Diploma of Excellence, certifying the recipient is proficient in a language other than English. Students are eligible to earn the SSBB as long as they meet graduation requirements and of one

of the four options:

1. Certification by an individual tribe;
2. Units of credit and an assessment;
3. Units of credit and an alternative process portfolio; or
4. An assessment and an alternative portfolio.

The number of New Mexico students receiving a SSBB has increased from 1,003 in SY21 to 1,654 in SY25. The number of students who earned an Indigenous language SSBB has increased from 37 students in SY21 to 52 in SY25.

The Difference Between EL and Bilingual Learners

Although ELs can be considered bilingual learners, not all bilingual learners are ELs. It is important to note ELs and bilingual learners need appropriate educational opportunities to develop language skills in English proficiency and their targeted home or heritage language.

New Mexico's bilingual programs include five models designed to develop bilingualism, biliteracy, and content mastery. Dual language immersion uses a 50/50 or 90/10 structure to build strong proficiency in both languages for ELs and non-ELs. Heritage language programs center on students' home or ancestral languages to strengthen cultural identity and literacy. Maintenance programs support ELs in continuing to grow their first language while gaining English proficiency. Transitional programs aim to shift students from their home language to English over time, offering initial support in the first language. Enrichment programs provide additional language learning opportunities for students already proficient in English to promote multilingualism.

BMEPs serve specific student groups, and not all models equally serve all students. For example, the maintenance model and the transitional models are specific to EL students and not designed to support native English speakers. ELs can also participate in dual-language immersion, heritage, and enrichment models within the set hours of English language development (ELD) or English as a second language (ESL). That said, EL students are not required to participate in BMEPs as other educational supports exist (such as ELD or ESL courses).

Hispanic Education Act

The Hispanic Education Act plays a central role in ensuring equitable educational outcomes for the state's largest student group. Specifically, the act establishes a framework to improve the academic and lifelong success of Hispanic students by developing educational systems that increase graduation rates, protect and preserve New Mexico's heritage Spanish language and culture, foster parental involvement, and create mechanisms for parents, schools, higher education institutions, community organizations, and policymakers to expand educational opportunities and postsecondary attainment. Laws 2025, Chapter 153 (House Bill 487) amended the act to sharpen its purpose, replacing "educational success" with "academic success," removing explicit references to the achievement gap, and emphasizing lifelong success and the protection of heritage Spanish language and culture. Additionally, the amendments authorized mileage, per diem, and stipends for Hispanic Education Advisory Council members, who are now also mandated to meet at the biannual Hispanic Education Summit to support equitable participation in statewide work.

These changes reinforce New Mexico's commitment to linguistic and cultural diversity and align with the goals of the Bilingual Multicultural Education Act. Research shows bilingual education improves cognitive development, academic performance, and students' cultural connection. The state has invested in below-the-line funding (BTL) in addition to SEG funding the Hispanic Education Act to advance implementation efforts; however, BTL support has been inconsistent. As shown in **Table 1: Legislative Appropriation for the Education Acts and Initiatives** for FY20-FY26, BTL funding for the Hispanic Education Act has fluctuated with $500 thousand in FY22, $1 million in FY23, and $500 thousand in FY24 and FY25.

The Hispanic Education Bureau. The Hispanic Education Bureau, established in 2022 within PED, was the result of the Hispanic Education Advisory Council's recommendation to operationalize the Hispanic Education

Act. The bureau supports implementation of the Hispanic Education Act and works to strengthen culturally and linguistically responsive education. The bureau also assists schools in addressing systemic challenges, advancing student success, and empowering families through education and cultural preservation.

Hispanic Education Bureau initiatives include Latinos in Action, arts and music mini-grants, college and career readiness scholarships, teacher stipends, and parent engagement programs such as the Semillas y Raíces Institute. The bureau's 2024 internal study found students participating in Hispanic Education Bureau programs demonstrated stronger ethnic identity, greater school belonging, and improved attendance compared to peers, reinforcing the link between cultural identity and academic engagement. Future initiatives will expand Spanish heritage language and culture programming and deepen partnerships that sustain community, family, and student empowerment.

Research Agenda: Creating an Inclusive Education System

In 2025, LESC developed a comprehensive research agenda regarding equity to continue the committee's work in ensuring that all New Mexico students—regardless of language, culture, or ability—have access to a high-quality, inclusive public education. This work spanned multiple education acts, including the Bilingual Multicultural Education Act, Hispanic Education Act, Indian Education Act, Black Education Act, and the Individuals with Disabilities Education Act, each representing a critical pillar in the state's effort to close opportunity gaps and strengthen culturally and linguistically responsive learning environments. During the 2025 interim, LESC approved a work plan directing staff to study three multi-year projects: 1) Understanding the role of advisory councils; 2) Evaluating the variation in BMEP design, intensity, and outcomes; and 3) Initiative a review of the 520 NALC certificate system. Together, these initiatives underscore the committee's multi-year commitment to building an education system rooted in access, representation, and sustained support for New Mexico's diverse student populations.

Education Act Advisory Councils

Despite the statutory establishment of advisory councils intended to inform and guide PED on critical education issues, such as bilingual education, Indian education, Hispanic education, Black education, and equity, there remains a lack of clarity and consistency regarding the role, function, and impact of these councils. LESC staff studied how advisory councils operate, processes for developing council recommendations, and how councils interact with PED to make recommendations over the past five years.

- **October 2024:** LESC staff presented a policy brief examining advisory council recommendations to PED over the past five years.

As an initial step in this broader review, LESC staff focused its analysis on the Bilingual Multicultural Education Advisory Council and the Hispanic Education Advisory Council for the 2025 interim. LESC staff synthesized the major themes raised by each council over the past five years, assessed PED's responses, and highlighted how these advisements contribute to ongoing equity efforts in New Mexico. The remaining advisory councils—the Indian Education Advisory Council, the Black Education Advisory Council, and the Individuals with Disabilities Education Advisory Panel—will be reviewed in subsequent LESC staff work.

Over the past five years, the Bilingual Multicultural Education Advisory Council and the Hispanic Education Advisory Council have consistently raised themes that directly address the state's statutory obligations and the *Martinez-Yazzie* lawsuit findings, including family engagement, culturally and linguistically responsive instruction, support for heritage language preservation, expanded professional development, and clear accountability for student outcomes.

At the same time, the councils' impact has been limited by uneven response. While Bilingual Multicultural Education Advisory Council advisements have sometimes resulted in professional learning modules, instructional materials, or dialogue around biliteracy, members emphasized that recommendations and responses often arrive inconsistently to influence key policy decisions during specific sessions. The Hispanic Education Advisory Council successfully advanced the creation of the Hispanic Education Bureau and helped shape the 2025 amendments to the Hispanic Education Act. However, members noted limited bureau staffing and changes in

staff and government administration have slowed progress on family engagement and student achievement goals. Members also noted the inequitable thresholds for Hispanic education are a major barrier to equitable program and academic success and opportunities. Both councils emphasized the importance of sustained capacity, transparent reporting, and timely feedback to ensure advisements translate into meaningful action.

These findings suggest opportunities to strengthen the role of advisory councils in state education policymaking. Ensuring advisements are systematically tracked, actively and consistently engaged with, and considered within legislative and budgetary cycles could enhance accountability, strengthen partnerships and influence, and improve student success.

Bilingual Multicultural Education Programs

LESC included BMEPs in its work plan to address longstanding concerns about the quality, consistency, and effectiveness of BMEPs across New Mexico. While New Mexico offers numerous bilingual and multicultural education programs, implementation varies widely due to educator shortages, disparate resources, program quality, and limited support for oral language preservation, especially in rural and tribal communities. In response to House Memorial 43 and Senate Memorial 9, LESC staff conducted site visits and interviews with bilingual educators from across the state to comprehensively review BMEPs, including what BMEP models exist, how these various programs impact student outcomes, and what options exist for the Legislature to consider in program access.

- **November 2025:** LESC staff presented a report on Strengthening Bilingual Education in New Mexico.

Today, BMEPs operate through five models—dual-language immersion, enrichment, heritage, maintenance, and transitional—with the statutory goal of ensuring students become bilingual and biliterate while meeting state academic standards. As articulated in administrative code (see NMAC 6.32.2.12), each model has a different instructional purpose, targeted student population, and intensity; however, districts noted they often mix or adapt models to meet local needs; see **Table 2: Five BMEP Model Types**. This flexibility has produced both innovation and inconsistency.

Research continues to show a correlation between students' future success and their participation in bilingual education programs. However, New Mexico has struggled to increase student participation in BMEPs; although most school districts operate BMEPs, the number of programs statewide is also decreasing. In SY26, there are BMEP programs in 19 state-chartered charter schools and 386 public schools, including 30 locally-chartered charter schools, in 46 school districts. PED presenters noted there are roughly 38 thousand students of all ethnic backgrounds enrolled in BMEPs, with approximately 67 percent students identified as Hispanic and 17 percent Native American. This shows a significant decrease in program participation in both student numbers and schools offering BMEPs from SY24.

State Funding. Under the Public School Finance Act, the number of BMEP units is determined by multiplying student membership in qualifying programs by a factor of 0.5. The bilingual multicultural education formula factor has remained consistent at 0.5 for 30 years (since FY95). As previously mentioned, students receive different levels of service—from one to three hours—and that level of service is used to determine the student membership full-time-equivalent. While

Table 2: Five BMEP Model Types

Model Type	Purpose
Dual-language immersion	"To develop proficiency in two languages."
Enrichment	"To further develop the home language of fully English proficient students."
Heritage language	"To support and revitalize a student's heritage language and culture through oral and written communication."
Maintenance	"To develop and maintain proficiency and literacy in the home language while developing a student's literacy and oral skills in English."
Transitional	"To develop skills in the home language and culture while developing continued skills and proficiency in English."

Source: NMAC 6.32.2.12

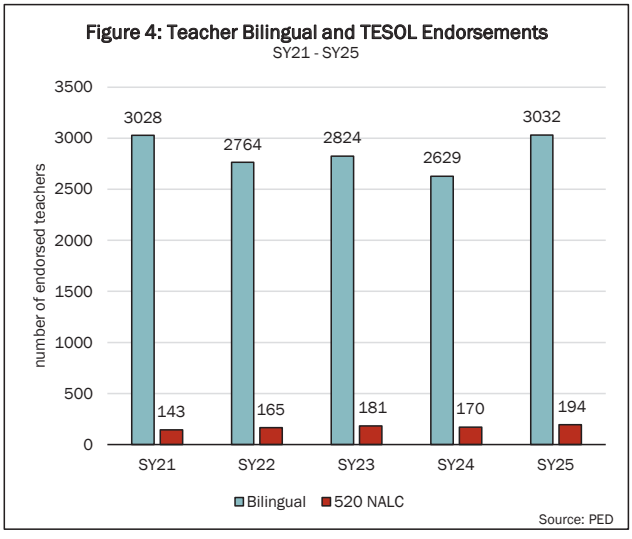
total funding for BMEPs has gradually risen—as seen in **Table 1: Legislative Appropriation for the Education Acts and Initiatives for FY20-FY26** and **Figure 2: BMEP Funding through the SEG FY20-FY26**—because of increases to the unit value, student participation in BMEPs has simultaneously declined, resulting in gradual increases in BMEP funding per student.

To be eligible for bilingual SEG funding, the Bilingual Multicultural Education Act (Section 22-23-6 NMSA 1978) requires programs to address students' cultural and linguistic needs, prioritize funding for students in kindergarten through third grade, use two languages of instruction, employ teachers who have an endorsement in bilingual education, emphasize the history and cultures associated with the students' home language, establish a bilingual multicultural parent advisory committee, and notify parents annually before students are placed in a program. PED's Language and Culture Division is responsible for evaluating programs for effectiveness and the appropriate use of funds, however, as the Legislative Finance Committee noted in their program evaluation of BMEPs in 2022, improvement is needed; PED needs to develop data analysis and reporting systems that can evaluate the effectiveness of different BMEP elements and types on student outcomes.

During LESC site visits, schools identified BTL funding instability as a structural barrier. District leaders described how BMEP BTL funding fluctuates from year to year, and how schools must use operational funding to sustain programs. District leaders and teachers reported inconsistency of BMEP BTL funding forces schools to rely on operational funds for BMEP instruction and materials, to seek external grants, and to fundraise projects to cover instructional materials, resources, or class projects.

Instructional Materials Process. Research shows high-quality instructional materials (HQIM) can help create equitable and inclusive learning environments and deepen student engagement. However, school districts currently use and create their own BMEP instructional materials because state-reviewed options do not fully meet program needs. Although districts receive SEG funding for instructional materials, these dollars must support all content areas and are not specific to bilingual programs. PED's Instructional Materials Bureau reviews HQIM for English, Spanish, and English language development, but stakeholders noted significant gaps: no reviewed materials exist for many Indigenous and heritage languages, and most HQIM options do not align with BMEP instructional models. As a result, teachers report they frequently self-translate or develop their own resources. Further, there is no organized mechanism for sharing bilingual materials and resources across the state. Stakeholders reported this is a critical gap impacting BMEP quality.

Becoming a Bilingual Teacher in New Mexico. Teachers in BMEPs must have a bilingual endorsement or a 520 Native American Language and Cultural Certification (520 NALC). 520 NALC licenses are provided based on unique tribal criteria for all 23 tribes, pueblos, and nations. School districts and charter schools with BMEP programs are responsible for providing highly-qualified, licensed bilingual teachers. In addition to these requirements, secondary BMEP teachers must hold a content area endorsement. As illustrated by **Figure 4: Teacher Bilingual and 520 NALC Endorsements**, the most popular pathway for becoming a bilingual educator in New Mexico has historically been through a bilingual endorsement.



LESC site visits highlighted significant challenges in recruiting and retaining qualified bilingual educators, with schools reporting intense competition from neighboring states and ongoing difficulties filling bilingual math and social studies positions, often resulting in reliance on substitutes or non-endorsed staff. The shortage has left existing bilingual teachers overextended, taking on translation duties, informal language support, data tracking, and large class sizes. Despite these challenges, site visits and interviews also revealed promising opportunities to strengthen the workforce. New Mexico's higher education institutions—University of New Mexico (UNM), New

Mexico State University (NMSU), New Mexico Highlands University (NMHU), Western New Mexico University (WNMU), and Eastern New Mexico University (ENMU)—are collaborating on the state's first undergraduate bilingual education degree, supported by Higher Education Department funding, to embed bilingual pedagogy into teacher preparation and address longstanding pipeline gaps. District–university partnerships, such as Gadsden Independent School District's work with NMHU and NMSU, further support certification pathways, while school-level bilingual coordinator roles, mentoring systems, and "grow-your-own" high school programs demonstrate effective strategies for improving instructional quality, program coordination, and long-term workforce development.

Overall, current data limitations prevent a comprehensive analysis of BMEPs. New Mexico needs to have a better understanding of how BMEPs are impacting student outcomes, if student outcomes differ between BMEPs, and then fully fund and support programs that work.

LESC staff research this interim on bilingual multicultural education, as well as BMEP site visits, revealed the need for a multiyear study of BMEPs. This report serves only as LESC's first step to examine how to strengthen bilingual education in New Mexico. Due to issues with data preventing comprehensive analysis, as well the need for decision-making on accountability and outcome metrics, LESC staff propose the establishment of a bilingual education working group to address structural challenges with BMEPs.

Policy Considerations

The following policy recommendations build on this year's findings across bilingual education and broader equity initiatives. Together, they reflect ongoing gaps in data systems, program quality, and resource alignment that continue to limit New Mexico's ability to meet its educational obligations.

Education Act Advisory Councils

LESC staff's review of the BMEAC and the HEAC highlights both the promise and the challenges of New Mexico's education advisory structures. Over the past five years, both councils have consistently raised themes that directly address the state's statutory obligations, including family engagement, culturally and linguistically responsive instruction, support for heritage language preservation, expanded professional development, and clear accountability for student outcomes. At the same time, the councils' impact has been limited by uneven response, staffing shortages within the department, and accountability concerns. To address these challenges, the Legislature should consider:

- Ensuring sustained funding and staffing for PED to ensure the department can respond to advisements from HEAC and BMEAC appropriately.
- Providing equitable statutory support across education acts, such as bureau capacity, to reduce disparities in how councils function.
- Requiring clear accountability mechanisms, such as written responses to advisements and reporting timelines, to make sure council recommendations are considered in policymaking and budget cycles.

Bilingual Multicultural Education Programs

New Mexico's BMEPs provide meaningful academic and cultural benefits for students when supported by skilled educators and culturally relevant instruction. However, persistent structural challenges, such as teacher shortages, unclear funding alignment, limited access to HQIM, and inconsistent measures of student success, highlight the need for coordinated, statewide action. The following recommendations outline key steps to strengthen program quality, sustainability, and accountability. The Legislature should consider:

- Establishing a statewide bilingual education working group, including teachers, bilingual coordinators, district leaders, higher education representatives, tribal language and cultural education experts, and community stakeholders, to guide the ongoing development of bilingual and multicultural education in New Mexico. The statewide bilingual education working group could focus specifically on identifying cost structures for BMEP models and developing a framework for bilingual education implementation.

Education Support Services

Student success in the classroom is shaped not only by the lessons students learn within it, but also by the broader school experience. If a child feels unsafe or excluded, or lacks confidence in their abilities, they are less likely to attend school. If their stomach is empty, their academic performance will likely suffer. To help students reach their full potential, research shows schools must offer a wide variety of supports and programs to meet students most basic needs, expose them to diverse career paths and hobbies, and safeguard their well-being. From out-of-school time learning and high-impact tutoring to behavioral health supports and school climate initiatives, these education support services and the intentional strategies undergirding them are key to developing welcoming and effective schools for students across New Mexico.

In recent years, the New Mexico Legislature has made significant investments in a number of wraparound supports and initiatives to ensure schools serve the diverse needs of students beyond academics. Increased funding for out-of-school time programs and high-impact tutoring initiatives, as well as sustained investments in school safety, behavioral health, science, technology, engineering, and mathematics (STEM) education, and student nutrition have contributed to a robust system of supports for students. However, gaps in access to many of these services persist, offering legislators an opportunity to build on prior investments to ensure students in all communities can benefit from these educational experiences.

This section of the LESC Annual Report offers a discussion of the trends in New Mexico on various education support services, a review of LESC staff's 2025 interim research and stakeholder engagement, and policy and budget recommendations for the 2026 legislative session.

Background: Supporting Well-Rounded Students

Education support services refers to the systemic components of schools that allow students to receive support beyond core academic topics, ensure students feel cared for and included in the school community, and promote a safe school environment. In New Mexico, schools provide at least two free meals a day after the enactment of Laws 2023, Chapter 30 (Senate Bill 4), which created a universal school meals program. Schools also offer students a controlled environment in which to develop social emotional skills and receive academic help outside the school day. In doing so, schools have become an anchor point in the broader community. As changes in federal funding and policies are considered at the national level, it will be crucial for lawmakers in New Mexico to consider ways in which the state can invest in programs to prepare well-rounded students for the world.

School Climate, Culture, and Safety

For students to thrive academically and socially, research demonstrates it is vital their learning environment is safe, inclusive, and supportive. Ensuring the safety of a school community through a holistic approach necessitates a focus not only on protection, mitigation, and response to threats, but also on longer-term prevention strategies. Effective school safety strategies balance preventative efforts focused on student well-being, school climate, and relationship-building with physical security measures and technological tools.

To measure perceptions of school climate, safety, and student well-being, the Public Education Department (PED) has contracted with Panorama, a national kindergarten through 12th grade (K-12) education software and research company, since 2023 to administer surveys for students, teachers, and families. These surveys ask respondents to assess a number of factors related to their role in a school community, including:

- School climate and safety;
- The amount and quality of professional learning;
- Barriers to family engagement;
- The readiness of staff to support all students;
- Students' sense of belonging;
- Teacher well-being; and

- Students' perceptions of their self-efficacy and self-management skills.

PED and Panorama administer the survey twice each school year, though participation is not mandatory. As a result, while Panorama results do offer valuable insight into the school climate perceptions of students, teachers, and families, the survey results to date have not fully captured all of New Mexico's public schools. At the local level, the responses to the Panorama survey can help schools address gaps in services, more robustly involve parents in school-related decisions, and better support teachers' training needs and overall well-being. However, efforts to use the Panorama survey to shape state policy will likely require a higher level of participation by schools across the state.

Out-of-School Time

Out-of-school (OST) programs like sports, clubs, summer camps, and more are a core part of children's educational journey. These programs allow students apply the lessons they learn during the school day. They offer opportunities to engage in new activities, develop skills for the future, and socialize with peers in a more relaxed environment than the structured school day.

In New Mexico, OST programs are primarily provided by a combination of school districts, charter schools, and community-based organizations (CBOs). In many cases, these entities collaborate in offering programs, whether before or after the regular school day, or during the summer.

OST programs are heavily concentrated in major urban areas like Albuquerque, Las Cruces, and Santa Fe. Based on LESC analysis of a map produced by the New Mexico Out-of-School Time Network, approximately 75 percent of programs funded through the General Appropriation Act (GAA) in recent years, including school districts, charter schools, and CBOs, are located along the Rio Grande Corridor.

Many of New Mexico's rural and tribal communities do not have access to robust OST programs. While funding can be a contributor to this lack of access, additional barriers prevent students in these communities from participating in programming. Rural school districts, charter schools, and OST stakeholders cited transportation challenges, the significant time required to fill out grant applications in schools with limited staff, and the lack of resources in these communities to support sustained programming as reasons for not offering OST programs.

In FY26, the New Mexico Legislature appropriated $14 million for out-of-school time programs. This funding was awarded to 71 school districts and charter schools, while seven CBOs entered the third and final year of their contracts with PED. Looking ahead to FY27, LESC staff recommend the Legislature appropriate $20 million to better account for demonstrated demand discussed later in this section of the annual report.

Many New Mexico out-of-school time programs are funded using federal dollars from the Nita M. Lowey 21st Century Community Learning Center (21st CCLC) grant program. In FY26, New Mexico received $10.3 million in 21st CCLC funding.

School Nutrition

In the 2023 legislative session, the Legislature unanimously passed Laws 2023, Chapter 30 (Senate Bill 4), establishing the Healthy Universal School Meals program and directing PED to oversee implementation and statewide operations. After federal reimbursement is determined for each school site, the state covers the remaining cost to provide free meals to all students. At the same time, the law directed PED to promulgate a rule outlining specific meal quality improvement standards schools must meet to receive the full amount of state funding. PED finalized this rule following public comment in September 2024.

In FY26, the New Mexico Legislature appropriated $42.2 million in funding for Healthy Universal School Meals, while also providing an additional $5 million for potential cost overruns. In FY27, LESC staff recommend lawmakers again appropriate $42.2 million in recurring funding for Healthy Universal School Meals, as well as $5.2 million for potential cost overruns.

STEM Education

New Mexico's STEM Ready! Math and Science standards place a strong emphasis on preparing students for a 21st century economy and society increasingly driven by the impacts of STEM. As the home of national laboratories, research institutions, a spaceport, and many other STEM-centered employers, STEM is likely to play an even larger role in New Mexico's economic landscape in the years to come. However, science and math proficiency data shows students in the state are struggling to meet academic benchmarks. According to PED data from the 2024-2025 school year (SY25), just 25 and 35 percent of New Mexico students are proficient in math and science, respectively. Between SY24 and SY25, statewide math proficiency increased by nearly 2 percentage points, while science proficiency declined by 3 percentage points.

To further support STEM education in New Mexico, the Legislature appropriated $3 million in FY26 to create a STEM Innovation Network. This network, overseen by PED and managed day-to-day by the STEM Outreach Center at New Mexico State University (NMSU), was launched in the summer of 2025. The network's principal hub at NMSU will be responsible for organizing and supporting the Governor's STEM Challenge and the Supercomputing Challenge, as well as designating and overseeing regional hubs to provide local footprints for STEM education coordination across New Mexico. In FY27, LESC staff recommend lawmakers again appropriate $3 million to support the STEM Innovation Network, as well as $3 million to support science, technology, engineering, arts, and mathematics initiatives.

Research Agenda: Creating Safe, Enriching Learning Environments

In the 2025 interim, LESC staff's education support services workplan focused on three areas: high-impact tutoring; out-of-school time; and school climate and culture. In doing so, LESC staff sought to examine the ways in which factors beyond the classroom influence students' achievement and overall school experience.

High-Impact Tutoring

HIT is broadly defined as a learning model consisting of multiple sessions per week where a trained instructor offers academic instruction in either a one-on-one format, or to a group of no more than four students. While HIT can in some instances take place after the school day, this academic intervention is distinct from OST programs.

- **July 2024:** LESC staff presented a policy brief to committee members discussing New Mexico's recent HIT history, funding levels, and evidence for the effectiveness of HIT as an academic intervention.

State Funding for HIT. In FY25, the New Mexico Legislature adopted a state budget including $15 million for out-of-school time programs and high-impact tutoring. Of this total appropriation, $8.5 million was specifically earmarked for HIT. PED disbursed approximately $6.82 million of the $8.5 million to 23 awardees. PED sent $1 million to NMSU through an intergovernmental agreement. The remainder was used for PED administrative functions.

The budgetary language for FY26 in the 2025 General Appropriation Act did not mention high-impact tutoring. Instead, $1 million was designated for tutoring in science, technology, mathematics, and engineering and literacy for at-risk students.

In addition to funding provided by the Legislature, PED has used federal elementary and secondary school emergency relief funding to support tutoring initiatives.

Evidence for HIT. A strong body of evidence supports HIT as an effective instructional intervention, though most research has focused on elementary school. A 2020 review and meta-analysis of 96 randomized evaluations found tutoring led to substantial growth, quantified as an overall effect size of 0.37 standard deviations for students receiving the intervention. The vast majority of included studies focused on elementary school, with only 7 percent including tutoring for middle and high school students.

An evidence review from the Abdul Latif Jameel Poverty Action Lab research center, a global research organization focused on reducing poverty through policies rooted in scientific evidence, expressed these findings as rough percentile changes. The overall observed effect size of 0.37 standard deviations translates to growth from the

50th percentile to nearly the 66th percentile.

History of High-Impact Tutoring in New Mexico. The FY25 PED grant program created to distribute the $8.5 million legislative appropriation represents a fourth attempt in recent years to launch a state-supported high-impact tutoring effort in New Mexico. This effort diverges from previous attempts by providing funding directly to LEAs to develop tutoring programs.

Implementation challenges ranging from rollout timing and contracting to tutoring scheduling have been recurring barriers to HIT in New Mexico.

In 2022, the state contracted with Paper, a virtual tutoring company, to provide online instruction to elementary and middle school students. The program's format scheduled tutoring sessions for nights and weekends. Citing failure to produce results on engagement, support, or delivery of service, PED terminated this contract in February 2023.

The same year, PED also partnered with the University of Chicago's Personalized Learning Initiative, an effort to address pandemic learning loss in K-12 students, and Saga Education, a nonprofit HIT organization, to offer virtual tutoring with an in-person proctor to students during the school day. According to the initiative's preliminary findings from June 2025, 1,462 students across grades six through eight participated in tutoring integrated into the school day.

A request for proposals was issued by PED in 2023 to identify vendors to provide in-person or virtual tutoring. Three providers were selected, but the program was canceled prior to launch due to a protest filed by another prospective vendor.

In April 2024, PED rolled out a new high-impact tutoring initiative. According to reporting, five school districts enrolled. The department had a goal of 8,000 participating students but estimated only 2,000 to 3,000 students participated.

Out-of-School Time

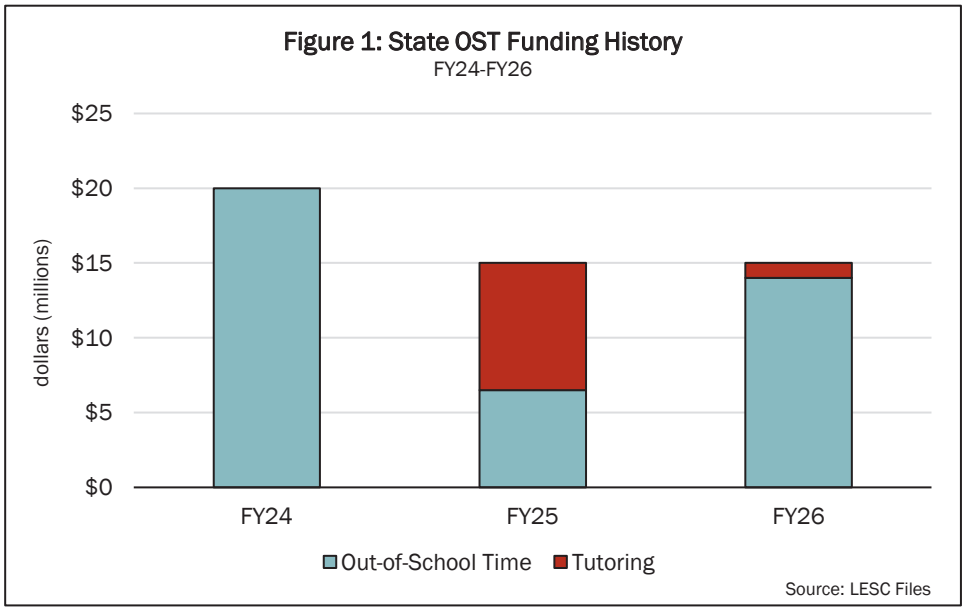
During the 2025 interim, LESC staff conducted a review of New Mexico's OST landscape, with a focus on how legislative funding has been used in FY25. This review involved discussions with PED staff and program operators in school districts and charter schools, as well as site visits and virtual interviews to learn about the programming being offered in the state. These conversations helped respond to research questions surrounding OST access, quality, and benefits.

- **October 2025:** LESC staff presented a policy brief covering out-of-school time programs offered in New Mexico, state and federal funding used to support these efforts, and the barriers to program access for many families.

State Funding for OST. In recent years, the New Mexico Legislature has taken significant steps to better support OST. **Figure 1: State OST Funding History** recaps recent funding appropriated by the Legislature. In FY24, the Legislature appropriated $20 million for OST programs. This funding supported 78 sites throughout the state, with 40 being operated by school districts and charter schools, and the other 38 operated by CBOs.

In FY25, the GAA included $15 million for OST programs, of which $8.5 million had to be specifically used for HIT. This change left $6.5 million for non-tutoring OST programs. A PED-commissioned evaluation by the Southwest Outreach Academic Research (SOAR) Evaluation and Policy Center at New Mexico State University (NMSU), an evaluation team that assesses the impact of grants, research, and organizations in education, healthcare, and social sciences, reported just under 7,000 students participated in state-funded OST programs in FY25. Using grant funding, OST providers have implemented a broad range of activities meant to support student learning, provide safe spaces for kids to socialize and play, and expose students to life skills and career paths.

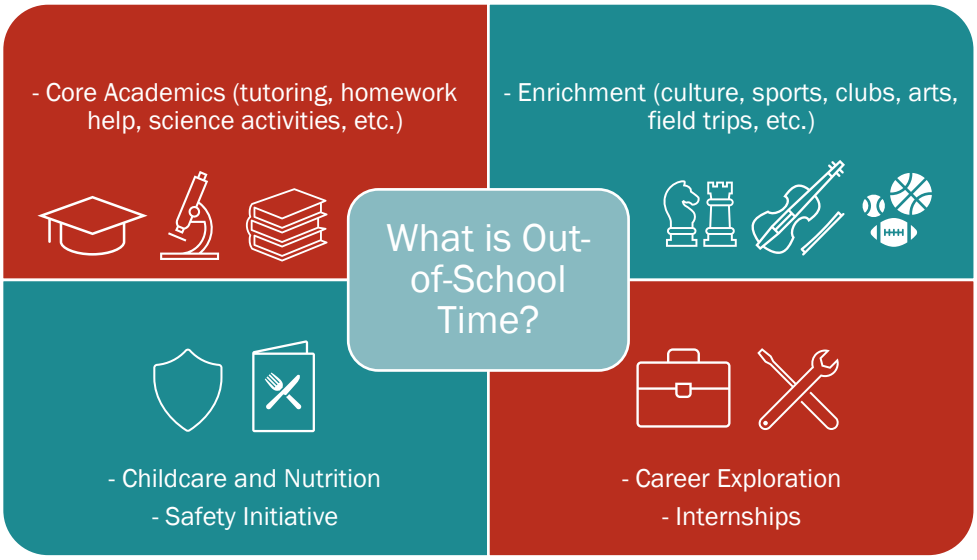
In FY26, $15 million was appropriated for OST programs. Of this total, $14 million was earmarked for OST, while $1 million was allocated for tutoring initiatives for at-risk students, marking a large shift in favor of OST at the expense of HIT.



Federal Funding for OST. The U.S. Department of Education (ED) provides funding for OST programs nationwide through the Nita M. Lowey 21st Century Community Learning Centers grant (21st CCLC) under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA). Between fiscal year 2022 (FY22) and FY25, the total federal appropriation for 21st CCLC has been approximately $1.3 billion. New Mexico has received between $9.8 million and $10.4 million each year from this total amount. According to PED, 9,549 students at 117 schools participated in 21st CCLC-funded programs in the 2024-2025 school year.

Demand for OST. Available state funding for OST programs in New Mexico in FY26 falls short of demonstrated demand from school districts, charter schools, and CBOs. According to data from PED, the department's FY26 OST "Intent to Apply" generated a total request of $30.2 million in funding ($26.4 million from school districts and charter schools and $3.8 million from CBOs). This level of interest indicates demand is at least two times larger than the state's $14 million OST appropriation for FY26.

Figure 2: Purposes of Out-of-School Time



Source: LESC Files

OST Site Visits. To better understand the OST programming being offered throughout New Mexico, LESC staff conducted site visits with five school districts and charter schools and six interviews with CBOs and school districts:

Site Visits:

- Española Public Schools;
- Albuquerque Public Schools;
- Central Consolidated School District;
- Mosaic Academy (Aztec, NM); and
- Taos Municipal Charter School.

Interviews:

- Clovis Municipal Schools;
- Borderland Family Ties;
- Film Prize Junior NM;
- NMSU STEM Outreach Center;
- Lovington Youth Center; and
- Boys and Girls Club of Santa Fe.

Following these conversations, LESC staff conducted a thematic analysis to identify common needs and challenges discussed by OST providers in our state. Ultimately, these visits revealed four predominant themes:

- **Staffing was the most common use of OST grant funds.** According to OST grant recipients throughout the state, the largest expense for OST programs is often staffing. As a result, the $6.5 million appropriated by the Legislature in FY25, as well as the $14 million in FY26, was largely dedicated toward compensation for program staff. These staff include licensed teachers, school aides, community partners, and older students.
- **Funding should be consistent and sustained to ensure high-quality programming.** OST providers who spoke with LESC staff pointed to recent fluctuations in OST funding as a barrier to program effectiveness. School districts and charter schools noted the challenges in providing consistent programs when they are unable to pay for proper staffing and materials, leading to waitlists, scaled-back programming, and reduced access. CBOs urged continued consideration of specific state funding to support non-school-operated OST programs, given the significant role CBOs play in providing OST options for communities throughout New Mexico.
- **Pairing academics with enrichment is essential for student buy-in.** In most site visits and interviews, program staff emphasized the importance of providing students with a well-balanced OST experience. OST programs should ideally include a combination of academics and enrichment to ensure students can build upon the skills they develop during the regular day, as well as engage in hobbies like chess, arts and crafts, sewing, athletics, or coding, among others. In doing so, programs can generate greater student buy-in with academic activities by also guaranteeing time for socializing and play.
- **Individual sites should be given flexibility to determine the programming best suited to their needs.** OST providers repeatedly stressed the need to tailor programming to meet community needs. Programming decisions should ideally consider the interests of students, their academic needs, and the overall academic expectations of the broader community. In service of this goal, state funding for OST programs should allow for a reasonable degree of flexibility in implementation.

School Climate and Culture

To better understand how the state measures student perceptions of their school environment, LESC staff collaborated with PED and Panorama to gain access to New Mexico's school climate survey results during the 2025 interim. Additionally, LESC staff examined existing data on behavioral health professionals, including counselors, social workers, and psychologists, in schools in the state and began studying options to recruit and retain more of these professionals.

- **December 2025:** LESC staff presented a policy brief discussing fall 2024 school climate survey results, their implications for policymaking, and New Mexico's school-based behavioral health workforce.

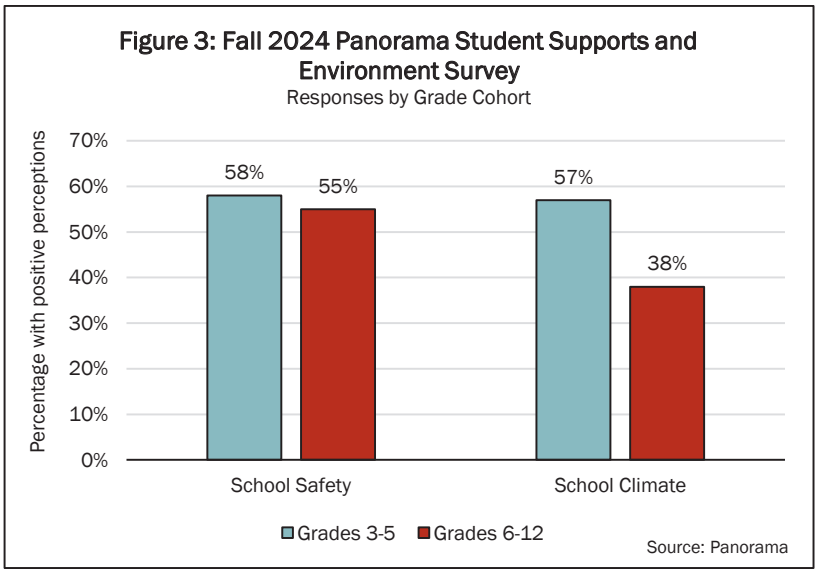
Students at participating schools are asked to complete two sets of survey questions covering various aspects of their educational experience. The results of the two surveys are then broken down to measure students' perceptions of their school environment as well as their views on their own abilities. The surveys and their subcategories are designated as follows:

- Student Supports and Environment
  - o School safety: A student's perception of their physical and psychological safety.
  - o School climate: A student's perception of the overall social and learning environment.
- Student Well-Being and Competency
  - o Self-management: How well students believe they manage their emotions, thoughts, and behaviors.
  - o Sense of belonging: The degree to which students feel valued as part of the school community.
  - o Self-efficacy: How much students believe they can succeed in their academic endeavors.

Fall 2024 Panorama Survey Results. The fall 2024 administration of the Panorama survey offers the most complete recent measurement of students' school climate perceptions, as participation among schools tends to decline between the fall and spring survey windows. During fall 2024, PED and Panorama received just under 115.5 thousand and 119.6 thousand student responses for the Student Supports and Environment and the Student Well-Being and Competency surveys, respectively.

Student Supports and Environment. This portion of the Panorama survey asks students to reflect on their perception of the school they attend. In particular, students are directed to consider the way people within the building interact with one another, the cleanliness of facilities, the effectiveness of support systems to address behavior issues, and the treatment of students by teachers.

Figure 3: Fall 2024 Panorama Student Supports and Environment Survey shows how participating New Mexico students rated their schools' school safety and school climate. Statewide, a majority of third, fourth, and fifth graders had positive perceptions of both the safety and climate of their school. Looking at older students in grades six through 12, a majority of respondents viewed their schools as safe. However, sixth through 12th graders had much more negative views of their school climate, with just 38 percent of students having a positive perception.

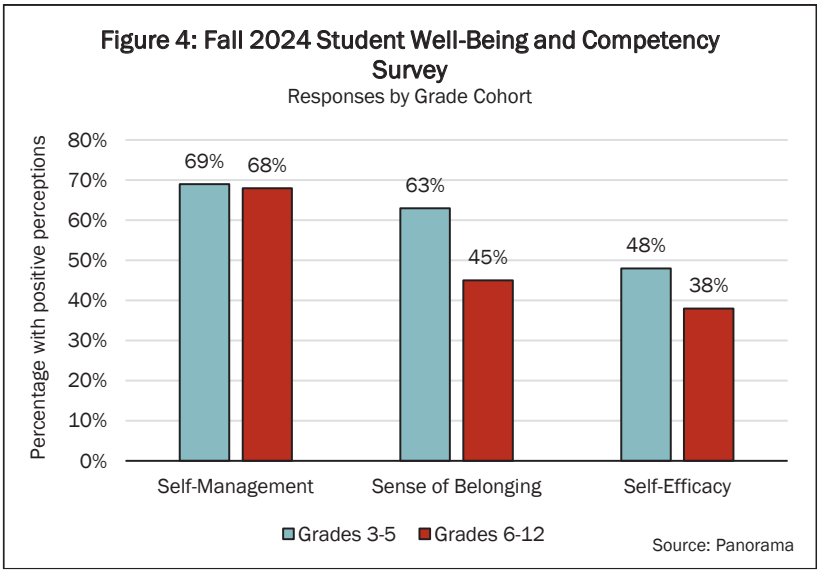


Student Well-Being and Competency. The second part of the student-focused Panorama survey asks students to consider their own social-emotional skills and confidence in their abilities. These questions ask students to reflect on their perceptions of their classroom behavior, academic success, and their sense of inclusion in the school community. Survey results are divided into three categories: self-management, sense of belonging, and self-efficacy.

Figure 4: Fall 2024 Student Well-Being and Competency Survey offers a breakdown of student perceptions in all three categories. Strong majorities of students in both grade cohorts reported positive perceptions of their self-management skills, referencing their regulation of emotions, thoughts, and behaviors.

Students' perceptions of their sense of belonging, meaning how valued they feel as part of a school community, were considerably higher for grades three through five than their peers in grades six through 12. In the lower grade cohort, 63 percent of students had a positive perception of their sense of belonging, while just 45 percent of students in grades six through 12 reported a positive perception of their place in the school community.

Turning to the final category for this portion of the survey, student perceptions of their self-efficacy were low across the board, though once again with a higher perception for students in the lower grade cohort. In fall 2024, 48 percent of students in grades three through five reported feeling confident in their ability to succeed academically, while just 38 percent of students in grades six through 12 expressed the same sentiment.



Building a Robust School-Based Behavioral Health Workforce. A common theme in discussions of school climate and student well-being is the need for increased behavioral health supports. These supports often rely upon dedicated professionals on school campuses, such as counselors, social workers, and psychologists. These professionals play an essential role in supporting student well-being, but the individual responsibilities of the three roles vary.

Role of a School Counselor. The role of a school counselor involves numerous responsibilities intended to support a student's academic achievement, career readiness, and general well-being. Counselors typically serve a broad swath of the student body and perform tasks including academic and career planning, short-term counseling, advocacy related to individualized education plans, and referrals to specialized long-term support services. While students' mental health needs are certainly part of a counselor's purview, their role encompasses a broader and more generalized set of responsibilities compared to social workers and psychologists. New Mexico Administrative Code (NMAC) 6.63.6 outlines an extensive list of competencies for school counselors.

Role of a School Social Worker. Individuals operating within schools as social workers are trained mental health professionals charged with providing direct services to students in the form of crisis intervention, participation in individualized education program meetings, and service as a liaison between the school, families, and the community. School social workers are equipped to help students manage both school- and home-based challenges in their lives. Social workers may be responsible for connecting students with community resources to address specific needs, assisting districts in providing case management for students and families in need of multiple resources, and more. While social workers are trained to assess and support students dealing with mental health concerns, their purview extends beyond these issues to help address social and familial challenges as well. A full list of competencies for licensed school social workers is included in NMAC 6.63.7.

Role of a School Psychologist. Within a school setting, a psychologist typically works with students who have more intensive mental health needs. This work frequently involves psychological assessments to devise intervention approaches to help a student's emotional, social, academic, and behavioral well-being. Psychologists may diagnose students and develop responsive processes and plans, provide support for crisis response, and monitor student well-being. Additionally, school psychologists work to support school staff and families, rather than only serving students directly. Ultimately, school psychologists typically serve a smaller subset of a student population and are trained to provide targeted mental and behavioral health services. In New Mexico, the required competencies for school psychologists are outlined in NMAC 6.63.5.

Recommended Staffing Ratios

- **Counselors**: the American School Counselor Association (ASCA) recommends a counselor-to-student ratio of one counselor for every 250 students. According to an ASCA report from SY24, nationwide, the ratio of counselors to students was one counselor per 376 students. In New Mexico, the ratio was notably higher at 1:440.
- **Social Workers**: the School Social Work Association of America (SSWAA) notes the ideal social worker-to-student ratio is one social worker for every 250 students. According to SSWAA's National Census Report from 2022, the most recent data LESC staff could locate, New Mexico's ratio is 1 social worker for every 945 students, far exceeding the recommended ratio.
- **Psychologists**: the National Association of School Psychologists (NASP), in its 2020 Professional Standards, recommends a ratio of one school psychologist for every 500 students. In SY24, the NASP reported the national average ratio was one school psychologist for every 1,065 students. In New Mexico, the ratio is even more imbalanced, with just one school psychologist for every 8,863 students.

Strategies to Grow the Behavioral Health Workforce. In 2022, the National Conference of State Legislatures (NCSL) published a report outlining state strategies to recruit and retain behavioral health workers. While not specifically focused on the school-based behavioral health workforce, the report offers insight into strategies New Mexico could potentially leverage to improve access to behavioral health workers in the state's public education system. These strategies focus on increasing the supply of behavioral health workers, expanding the reach of these professionals, promoting more even distribution of these professionals in urban and rural areas, and retaining trained behavioral health specialists. A brief roundup of some of the approaches taken across the country to address this workforce need can be found below:

- **Increasing Supply**
  - ***Career pathways*** to help young people develop needed skills and receive required training for behavioral healthcare positions.
  - ***Residencies***, particularly in rural and tribal communities, to expose young professionals to valuable clinical training.
- **Expanding Reach of Current Professionals**
  - ***Telehealth services*** to connect professionals with communities beyond their immediate vicinity. While limitations of care exist due to the virtual format, this approach can help address some gaps in service.

- ***Licensure for out-of-state providers***, often through an interstate licensure compact. These compacts allow individuals licensed in one compact state to apply to practice in other compact states through a streamlined licensing process. This helps reduce barriers to entry for qualified individuals seeking to practice in multiple states.

- **Distributing Professionals More Evenly**
  - ***Scholarships, loan repayment, and loan forgiveness*** tied to practice in a specific geographic area or facility type.
  - ***Tax credits*** for professionals practicing in rural or underserved communities.
- Retaining Workers
  - ***Provider resiliency networks*** to ensure behavioral health workers have access to services for their own behavioral healthcare needs. This can help providers manage burnout and other challenges related to their work.
  - ***Mentorship programs*** to provide new professionals in the behavioral health workforce with a support system to navigate challenges and share best practices.
  - ***Support for continuing education, including release time for professional development, educational leave, and tuition reimbursement***, can help professionals maintain their content expertise and provide meaningful opportunities to grow in their careers without disrupting their normal workflow.

Recent Efforts in New Mexico. Over the past few legislative sessions, lawmakers have attempted to enact some of these strategies to recruit more behavioral health workers. In 2025, several bills proposed to add New Mexico to licensure compacts for social work, counseling, and psychology, though none were ultimately adopted. During that same session, however, lawmakers did pass Laws 2025, Chapter 75 (Senate Bill 252), to allow social workers to provide telehealth services.

In 2023, Senate Bill 325 would have added school counselors and social workers in public schools to the Teacher Loan Repayment Act, allowing these professionals to receive eligibility for loan repayment awards. This bill was not adopted.

New Mexico also operates the New Mexico Health Professional Wellness Program that serves those licensed by the New Mexico Medical Board, the New Mexico Board of Pharmacy, and the New Mexico State Board of Dentistry, but it is unclear if these services also extend to behavioral health professionals.

Finally, a federally-funded effort through PED's Safe and Healthy Schools Bureau in partnership with the Central Region Educational Cooperative, the Expanding Opportunities Project, sought to recruit and retain school-based mental health providers to serve rural and frontier communities. New Mexico graduate students enrolled in regionally accredited behavioral health programs who agreed to work in a rural, high-need school for at least 24 months, as well as licensed providers already employed for at least a year in an eligible school, were eligible to receive financial support in the form of academic costs, licensure reimbursements, internship stipends, and salary enhancement stipends. According to a report from CREC, a total of $4.3 million was spent over the course of five years to support this project. 540 unique recipients were given awards as part of the program.

Policy Considerations

High-Impact Tutoring

As the Legislature considers whether to continue investing in HIT, particular attention should be paid to the mechanisms used to ensure HIT programs supported by state funds are adhering to nationally recognized best practices. As mentioned above, HIT should not be pitted against OST in a competition for funds. To allow students to access these two evidence-based practices across New Mexico, the Legislature should consider allocating funding for these priorities separately. The Legislature should consider:

- Appropriating $30.6 million ($10.2 million per year) from the public education reform fund over three years with program components and metrics established prior to implementation.

Out-of-School Time

In the 2026 legislative session, lawmakers will have the opportunity to build on prior investments in OST programs in New Mexico. In doing so, the New Mexico Legislature can ensure students in communities of all sizes and characteristics in our state have access to high-quality, engaging programs both in and beyond the classroom. The Legislature should consider:

- Appropriating $20 million in funding for OST initiatives in FY27 to better account for unmet demand demonstrated by previous interest in PED grant funding; and
- Funding OST and HIT as separate budget line items to prevent artificial competition for funds between two evidence-based practices to support student learning.

School Climate and Culture

School climate is a challenging policy problem, particularly at the state level, because so many of the most impactful interventions must be undertaken at the local or school level. Though the Legislature may not be able to directly influence every classroom environment in New Mexico, there are steps lawmakers and state government more broadly can take to provide school leaders with the tools they need to promote positive school environments and, ultimately, improved academic outcomes and student well-being. The Legislature should consider:

- Requiring all school districts and charter schools in New Mexico to complete a PED-approved school climate survey (Panorama or otherwise) to provide a fuller picture of school climate perceptions throughout the state.
- Studying other states' approaches to recruiting and retaining school-based behavioral health professionals during the 2026 interim, including loan repayment expansion, compensation, residency programs, and other strategies.

Local Public School Governance and School Choice

Local school boards and charter school governing councils serve as cornerstone institutions in New Mexico's public education governance structure, shaping policy and oversight at multiple levels. Local school boards are charged with setting district policy, approving budgets, hiring and evaluating superintendents, and adapting curriculum to meet community needs. As elected representatives, board members are accountable to their constituents and play a vital role in ensuring transparency and responsiveness in district decision-making. Charter school governing councils operate with similar responsibilities but within the framework of their school's charter, focusing on advancing the unique mission and educational model approved by their authorizer. In New Mexico, charter schools function as part of the state's broader public education system, providing families with alternative educational options while remaining subject to state and federal regulations. Governing councils oversee school leadership, adopt budgets, and ensure compliance with their charter's performance and accountability requirements. Both school boards and governing councils share the goal of serving students and families, balancing community priorities with the obligation to deliver high-quality, equitable educational opportunities.

This section of the LESC Annual Report provides an overview of recent legislation affecting local school boards and charter school governing councils, summarizes interim research and analysis on local governance, and highlights the implementation of related laws. It also includes an overview of charter schools, including their governance and support structures. LESC staff have also included recommendations for legislative consideration during the upcoming session.

Background: Local Public School Governance

Fulfilling the duties of educational governing bodies requires strong leadership, sound judgment, and a clear understanding of defined roles and responsibilities. Members of local school boards and charter school governing councils play a critical role in shaping educational outcomes by setting policy, overseeing budgets, hiring and evaluating leadership, and ensuring compliance with state and federal requirements. Effective governance depends on members possessing key competencies—such as strategic decision-making, financial oversight, and ethical stewardship—that enable them to serve their communities effectively.

Access to high-quality, state-supported training and resources further strengthens these boards and councils, equipping members to navigate the complexities of public education governance and to make informed, student-centered decisions. Given the significant authority entrusted to these bodies, maintaining transparency and accountability is essential. Open and inclusive decision-making fosters public trust and ensures the actions of school boards and governing councils reflect the best interests of students, families, and communities while advancing the broader goals of educational excellence and equity.

Governance Structure

New Mexico's public education governance structure is rooted in the New Mexico Constitution (Article XII) and the Public School Code (Chapter 22 NMSA 1978), which together establish the framework for how authority, accountability, and oversight are exercised across the system. At the state level, the Public Education Department (PED) is responsible for enforcing education laws, setting standards, and providing oversight to ensure compliance and equitable educational opportunities statewide.

Role of Local School Boards. At the local level, governance is carried out by local school boards composed of publicly elected officials. These boards are responsible for adopting district policies, approving budgets, hiring, and evaluating superintendents, and aligning district goals with state requirements and community priorities. See the list below for the statutory roles and responsibilities of local school board members, as outlined in Section 22-5-4 NMSA 1978:

1. Create and implement district policies, consistent with PED rules;
2. Hire a superintendent and set their salary;
3. Review and adopt the district's annual operating budget;
4. Acquire, lease, and dispose of district property,
5. Act as a legal entity with authority to sue and be sued,
6. Acquire property through eminent domain following state procedures,
7. Authorize and issue general obligation bonds for district projects;
8. Oversee repair and maintenance of all district property;
9. Subpoena witnesses and documents, with court approval, for hearings;
10. Contract for expenditures (excluding salaries) in accordance with the Procurement Code;
11. Establish rules to administer board powers and duties;
12. Accept or reject charitable gifts, grants, or bequests as district assets;
13. Authorize rewards for information leading to prosecution or discipline for vandalism or theft of school property; and
14. Give prior approval for any educational programs conducted or sponsored by private organizations within district schools.

Charter School Governance. In parallel, charter schools are governed by independent governing councils, which operate as the school's primary decision-making body. These councils adopt budgets, oversee school leadership, and ensure compliance with state and federal laws, as well as with the terms of their charter contract with their authorizer, which can be either the Public Education Commission (PEC) or a local school district. The charter school and authorizer relation in New Mexico is covered in greater detail in the **School Choice** section of the LESC Annual Report (pages 63–65).

Recent Legislation

Recent legislation has focused on strengthening accountability, transparency, and training for local school boards and charter school governing councils. Efforts are underway to support effective governance, improve decision-making, and enhance outcomes for students across the state.

Laws 2024, Chapter 43. Laws 2024, Chapter 43 (Senate Bill 137) was enacted to strengthen accountability and transparency within local school boards and charter school governing councils. The legislation addresses three key areas: campaign finance, decision-making transparency, and member training. It expands campaign finance reporting requirements by mandating that any candidate or committee receiving or spending $1,000 or more must file detailed electronic reports with the Secretary of State before and after elections, ensuring compliance with the Campaign Reporting Act. To improve transparency in governance, the law requires all meetings of school boards and charter governing councils to be webcast, publicly accessible, and archived for at least three years, with opportunities for public comment through official websites. Additionally, the law establishes new training requirements for board and council members, 10 hours in the first year and five hours annually thereafter. Training areas cover topics such as relevant laws, finance, governance, and student achievement. PED is responsible for overseeing compliance and maintaining a public platform to track member training progress.

Accountability

During the 2025 interim, LESC members discussed the need to further analyze the extent to which individual board members may be held accountable for fulfilling their official responsibilities. The discussion focused on determining appropriate accountability measures and the scope of the PED secretary's authority in enforcing the

Public School Code, as well as other applicable laws and administrative rules within the Secretary's oversight.

Public Education Department Statutory Authority. Currently, the secretary of PED may suspend local school boards, superintendents, or principals when a district or school fails to comply with state laws, educational standards, or department rules (Section 22-2-14 NMSA 1978). Statute requires PED to provide the applicable party with written notice of deficiencies and an opportunity to correct them or submit a remedial plan. If compliance is not achieved, the secretary may issue a suspension, assume the legal authority of the board, superintendent, or principal, and fulfill all associated responsibilities until compliance is restored. The secretary must issue an alternative suspension order specifying the cause and effective date and provide notice of a public hearing, at which the affected parties may appear to contest the suspension. Within five days after the hearing, the secretary must finalize, modify, or withdraw the order. In suspensions involving local school boards, the secretary is also required to consult with the PEC, which may recommend alternative actions for consideration. Statute also specifies a local school board, superintendent, or principal who disagrees with the decision of the secretary may appeal to the district court in accordance with Section 39-3-1.1 NMSA 1978.

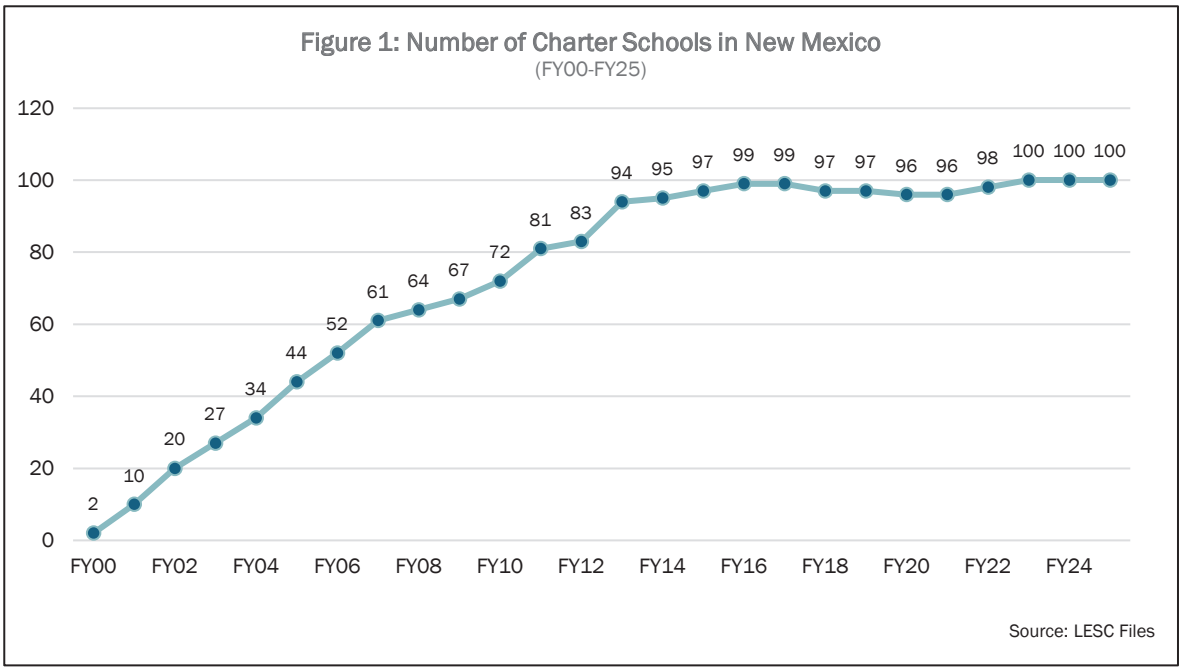
School Board Suspensions. PED's use of its authority to suspend school boards is relatively rare. Over the past 10 years, the department has exercised this authority four times. Notable examples include the full suspension of a school board in 2021 for persistent violations of procurement laws, the Open Meetings Act, and the Public School Code, as well as conduct that impaired the educational process; a full board suspension in 2019 due to governance failures, including denial of special education services and other compliance issues; and the suspension of a school board's financial authority in 2016 for repeated budget deficiencies, improper expenditure records, delayed budgets, and recurring audit findings. These actions illustrate PED's statutory authority to intervene in school governance when serious legal, financial, or operational deficiencies threaten the district's ability to provide education.

Additional Statutory Accountability Mechanisms. In addition to the statutory authority of PED to hold school boards accountable, other statutory mechanisms exist. For example, Section 10-4 NMSA 1978 outlines the removal process for public officials for causes such as conviction of a felony or misdemeanor involving moral turpitude, gross incompetence, or gross negligence. The State Ethics Commission also has enforcement authority under the Governmental Conduct Act (Sections 10-16-1 through 10-16-18 NMSA 1978), which establishes standards of ethical behavior for public officials and employees in New Mexico. It prohibits conflicts of interest, misuse of public office for personal gain, and other forms of official misconduct. The State Ethics Commission enforces the Act and can investigate, issue findings, and impose penalties for violations.

Background: School Choice

Charter schools in New Mexico serve a critical role within the public education system by providing families with alternative educational options and fostering innovation in teaching and learning. They operate under a charter contract that defines their mission, educational approach, and accountability measures, allowing them flexibility in curriculum, staffing, and school operations while remaining accountable for student outcomes. Effective charter schools balance this operational autonomy with compliance with state and federal requirements, ensuring that all students receive a quality education. By offering specialized programs, innovative instructional models, and responsive learning environments, charter schools contribute to broader educational goals, including equity, student achievement, and community engagement.

Brief History of Charter Schools in New Mexico. The number of charter schools in New Mexico has grown significantly since they were first authorized by the state with the enactment of Laws 1993, Chapter 227 (House Bill 888). Initially limited to conversions of existing public schools, the 1999 Charter Schools Act (Section 22-8B NMSA 1978) allowed for new "start-up" schools, bringing the total to 10 by the 2000-2001 school year (SY01). As of 2025, 100 charter schools were operating in the state, serving roughly 30 thousand students, about 10 percent of the state's total kindergarten through 12th grade (K-12) enrollment of 305.5 thousand students. See **Figure 1: Number of Charter Schools in New Mexico** for an illustration of the growth in charter schools between FY00 and FY25.

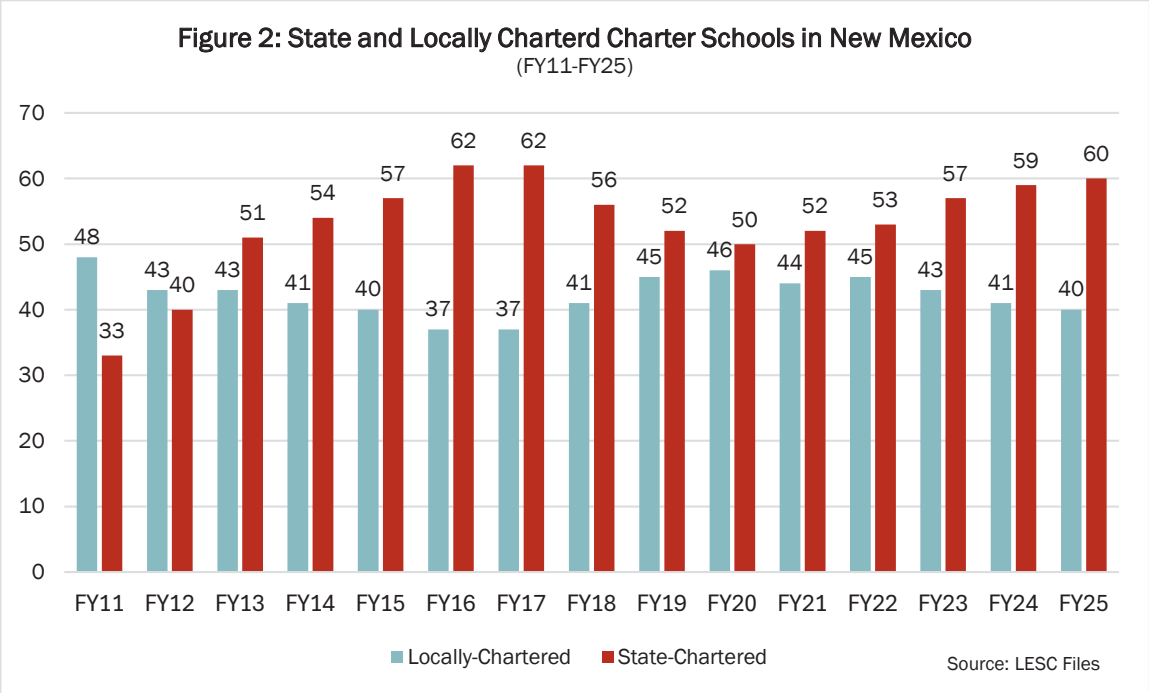


Governance Structure

Charter schools in New Mexico operate under a defined governance structure that balances operational autonomy with accountability. Each school is overseen by a governing council responsible for setting policy, managing budgets, hiring leadership, and ensuring compliance with state and federal requirements as well as the terms of its charter contract. The state, through the PEC, or local authorizers, holds charter schools accountable for student outcomes, financial management, and adherence to their charter agreements. This structure allows charter schools flexibility to innovate while maintaining oversight to support student achievement and public accountability.

Charter School Authorizers. A charter school authorizer is an entity legally responsible for approving, overseeing, and holding charter schools accountable. Authorizers evaluate new charter school applications, establish performance contracts, monitor academic and operational outcomes, and make decisions regarding the approval, renewal, or cancellation of a school's charter. Their role is critical in ensuring charter schools deliver quality education, operate responsibly, and meet the terms of their charter agreements. The effectiveness of charter schools can depend on the strength and capacity of their authorizers.

In New Mexico, charter schools may be authorized by one of two chartering entities: a local school board or the state's PEC. The Charter Schools Act (Section 22-8B-2 NMSA 1978) defines these two entities as "chartering authorities," responsible for approving and overseeing charter schools. State law specifies charter schools are accountable to the chartering authority for purposes of ensuring compliance with applicable laws, rules, and charter provisions. See **Figure 2: State- and Locally-Chartered Charter Schools in New Mexico (FY11-FY25)** to see the number of state- and locally-chartered charter schools since FY11. Regardless of authorizer, however, all charter schools are required to be accredited by PED. The authorizing entity and PED are responsible for providing oversight and accountability for both the charter school and the charter school governing board.



State-Chartered Charter Schools. The term "state-chartered charter school" refers to any charter school authorized by the PEC. Currently, 60 state-chartered charter schools are in operation, with three more expected to open in SY26. When a charter school applies to and is approved by the PEC, it becomes a state-chartered charter school. State-chartered charter schools are recognized as local education agencies (LEAs), act as their own fiscal agent and are required to be qualified as boards of finance in order to be approved for operation (Section 22-8B-6 NMSA 1978). This means all state equalization guarantee (SEG), public school funding formula funds, and federal funds flow directly to state-chartered charter schools.

Locally-Chartered Charter Schools. If a charter school applies to and is approved by a local school board, the board of the school district in which a charter school is located becomes the chartering authority of that charter school (22-8B-6 NMSA 1978). There are currently 39 locally-chartered charter schools, and a total of 10 local school boards currently serving as charter school authorizers throughout the state. Unlike state-chartered charter schools, locally-chartered charter schools are not considered LEAs. They submit their budgets through their local authorizers, and both their SEG and federal funds flow through the local school district, who serves as the fiscal agent. See **Figure 3: Authorizer Responsibilities** for a representation of who authorizes charter schools in New Mexico and what their responsibilities are.

Figure 3: Authorizer Responsibilities

Type of Charter School	Authorizing Entity	Number of Schools (2024-2025)	Responsibilities of Authorizer
State-Chartered School	Public Education Commission	60	Approve and renew charters, monitor compliance with state law and charter contract, oversee performance, and enforce accountability measures.
Locally-Chartered School	Local school district	40	Approve and renew charters within the district, monitor compliance, oversee performance, ensure alignment with district policies and regulations, and acts as fiscal agent.

Source: LESC Files

Research Agenda: Public School Governance and School Choice

In the LESC research agenda, charter schools, school boards, and the Educational Retirement Board fall within the local school governance topic area. During the 2025 interim, LESC staff focused on school board governance, charter school governing councils, the ongoing implementation of Laws 2024, Chapter 43 (SB137), and charter school governance and support. The topic of school board training and transparency was primarily discussed in one hearing during the 2024 interim, and the topic of charter schools was primarily discussed in one hearing during the 2025 interim.

School Board Training and Transparency

During the 2024 interim, LESC staff provided an update at the June LESC meeting on the progress of SB137 implementation at that point. During the 2025 interim, this work continued as PED staff provided an update on school board training, outlining the mandates established by SB137 and presenting the implementation timeline.

Legislative Education Study Committee Staff Update. At the July 2024 LESC meeting, LESC staff presented new legislative requirements and provided an update on implementation, outlining the roles of involved agencies. Committee members raised concerns about PED's limited authority to discipline individual school board or governing council members and clarified expectations regarding PED's role in school board training. They also inquired about the New Mexico School Board Association's (NMSBA) ability to offer virtual training. LESC staff will continue monitoring and reporting on the implementation and related developments.

- **July 2024:** Senate Bill 137: Review and Implementation Update presentation, which presentation reviewed SB137's goals to improve campaign finance transparency, strengthen decision-making transparency, and enhance training and core competencies for school board and governing council members. It also provided an update on each agency's implementation responsibilities, and progress made to date.

Public Education Department Update. The presentation from PED communicated the PED vision for school board training, "when school board members have access to clear, meaningful training, we help create schools where students are better supported, policies make more sense, and everyone has a stronger chance to succeed." PED outlined the distinct governance roles of school boards, while clarifying that day-to-day operations remain the responsibility of school administrators. The update also presented a two-year implementation timeline, with the first year focused on developing course approval processes, aligning requirements with accreditation rules, and building online training modules through the Canvas platform. The second year centers on monitoring course quality, expanding approved training options, and supporting district leadership development. PED highlighted its partnerships with organizations such as the NMSBA, quality-assurance standards for approved trainers, and next steps—including launching a public guidance website, piloting attendance tracking, expanding access for rural districts, and submitting a funding request to support statewide implementation.

Charter Schools

At the July LESC meeting, staff presented an overview of charter school authorization, governance, and funding in New Mexico, as well as the history, support structures, and accountability systems for charter schools both nationally and within the state. The presentation highlighted the statutory two-percent administrative withholding from charter school operating budgets, related reporting and transparency requirements, and the differences in oversight between state- and locally-authorized charter schools. Committee member questions and comments centered on the transparency of how the withheld funds are used, the adequacy of the 2-percent amount, previous proposals to separate the PEC and Charter School Division from PED, and broader charter school governance issues.

- **July 2025:** Charter School Governance and Support presentation, which reviewed the history, funding, and accountability of charter schools in New Mexico, with a focus on the two percent administrative withholding and differences between state- and locally-chartered schools. It also outlined authorizer roles, oversight practices, and PED's response to LESC findings and related policy recommendations.

Feedback from Charter Schools and Authorizers. LESC staff met with leadership from eight charter schools, four state-chartered and four locally-chartered, as well as representatives from the PEC, Albuquerque Public Schools, the Charter Schools Division of PED, and other key stakeholders. The meetings provided feedback on governance, oversight, communication, and financial arrangements, including the two percent administrative withholding. School leaders emphasized the importance of clear, consistent communication and transparent governance from their authorizers.

Administrative Withholding and Support from Authorizers. LESC Staff reported on the statutory 2-percent withholding state and local authorizers may retain form a charter school's operating budget to carry out statutory oversight responsibilities. This withholding is intended to fund monitoring, compliance reviews, and other authorizer duties. In FY25 this totaled nearly $9 million withheld from charter school budgets statewide. Some local charter school leaders reported the support they received did not consistently match what they expected at the time of charter approval, including services they believed would be covered by the 2 percent administrative withholding. Additionally, local charter schools do not receive their operating funds directly, they flow through their authorizing entity.

Transparency and Amount of Withheld Funds. Staff found the use of the 2-percent administrative withholding lacked transparency. Detailed accounting for the portion retained by PED highlighted areas where reporting could be improved, and practices for locally-chartered schools varied across authorizers. Additionally, unused funds may revert to the state's general fund rather than being reinvested in the charter schools, raising questions about both transparency and whether the full 2-percent withholding is appropriate.

Support from Authorizers. Charter school leaders reported varying levels of support from their authorizers. Locally-chartered schools often received more operational assistance than state-chartered schools, but access to services such as special education, mental health, transportation, food services, and capital outlay differed widely. These inconsistencies affect school operations and costs, highlighting structural differences in how authorizers provide guidance and resources across the state.

Policy Considerations

The Legislature has made it a priority to strengthen the training required of local school boards and charter school governing councils. It has also emphasized the need for greater transparency and accountability for these bodies, given the critical decisions they make, the roles they play, and their direct impact on public education.

Local School Governance

LESC policy recommendations for the upcoming session are focused on continued monitoring of school boards and charter school governing councils. This includes studying governance practices and tracking the implementation of Laws 2024, Chapter 43, further researching effective oversight and accountability structures, and considering legislation to ensure school board members meet appropriate standards of accountability. The Legislature should consider:

- Continuing to study local school boards and charter school governance councils, and monitoring the implementation of Laws 2024, Chapter 43 (SB137);
- Continuing research on the key elements of effective oversight, accountability, and support provided to local school boards and charter school governing councils; and
- Legislation to allow the PED secretary to suspend individual school members for violations of the Public School Code or any other law or rule that the secretary is charged with administering or enforcing.

School Choice

LESC policy recommendations for the upcoming session are focused on continued monitoring of charter schools, with particular attention to how they operate, are governed and funded, how they fit within the broader school choice landscape, and the role they play in New Mexico's public education system. The Legislature should

consider:

- Establishing transparency requirements for how authorizing entities use the 2 percent administrative support fee withheld from charter schools.
- Reevaluating whether the 2 percent withholding from charter schools is the appropriate amount to adequately fund oversight activities.
- Exploring additional training and support mechanisms to assist local authorizers in effectively overseeing and supporting the charter schools under their jurisdiction.

Public School Infrastructure

New Mexico's system for funding public school facilities is unique in its design and intent. The system is a based on a deep history, a shared commitment, and constitutional promise to provide "a uniform system of free public schools sufficient for the education of, and open to, all the children of school age in the state" (Article XII, Section 1 of the New Mexico Constitution). Recognizing school districts have varying resources and challenges, the Legislature is committed to providing sufficient support for the maintenance and construction of school facilities across the state. This work is carried out collaboratively by the Public School Capital Outlay Council (PSCOC), the Public School Capital Outlay Oversight Task Force (PSCOOTF), and the Public School Facilities Authority (PSFA). New Mexico has successfully built schools across both urban and rural communities, navigated complex combinations of local and state funding, and worked to provide students with safe and effective learning environments. Despite significant progress in meeting the needs of communities across the state, pressures such as increased inflation and lingering high construction costs continue to strain local resources, prompting ongoing efforts to analyze available state funding, local capacity, and other external factors to strengthen the state's approach to equitable school facility investment. The ongoing analysis of the public school capital outlay system is a key component of LESC staff's broader research agenda and falls within the "overarching systems" category of the LESC research roadmap. This focus reflects the LESC's priority of examining the statewide structures, financing mechanisms, and governance frameworks that shape how New Mexico funds, maintains, and modernizes its public school facilities.

This section of the LESC Annual Report provides an overview of the public school capital outlay system in New Mexico (including an outline of the litigation that continues to influence the state's system for funding the construction and maintenance of public school facilities), an explanation of the current methodology used to determine the state's financial contribution to projects, and key challenges associated with this approach. This section also includes recommendations for the Legislature to consider in the upcoming legislative session.

Background: Public School Capital Outlay

The state of New Mexico has remained constant in its work to ensure its public school capital outlay system aligns with two core goals: 1) providing adequate school facilities for New Mexico's students; and 2) ensuring the equitable distribution of state resources. These guiding principles are the result of multiple influences, including key litigation which continues to shape New Mexico's educational landscape. Below is a brief overview of key litigation and explanation of the current public school funding formula (commonly referred to as the "state and local match" or the "phase two formula"), used to determine the allocation of state funds toward public school facilities and infrastructure.

Public School Facilities Authority

PSFA serves as staff to the PSCOC and is responsible for administering the Public School Capital Outlay Fund. In this role, PSFA oversees statewide programs that support the planning, funding, construction, and maintenance of school facilities. This includes managing the standards-based and systems-based capital outlay programs, administering systems such as the Facility Information Management System (FIMS), supporting preventive maintenance initiatives, coordinating the statewide facility assessment process, and providing technical guidance to districts on project management, procurement, and cost controls. Together, PSFA and PSCOC help ensure that school districts can provide facilities that meet state-established adequacy standards while also addressing local needs, unique challenges, and long-term facility stewardship.

The *Zuni* Lawsuit

The *Zuni* lawsuit, filed in 1998, was brought by Zuni Public Schools. Gallup-McKinley County Schools and Grants-Cibola County Schools later joined as plaintiffs. Collectively, the plaintiffs' claim challenged New Mexico's system for funding school projects, focusing on the unequal distribution of state funds to districts with large areas of federal reservation land, which limited their ability to generate local tax revenue for school construction. The state's methodology for calculating the resources available to local school projects was central to the case,

underscoring the disproportionate challenges faced by rural and low-income districts when trying to generate revenue for their infrastructure needs.

In 1999, the 11th Judicial District Court ruled New Mexico's funding system violated constitutional requirements (Article XII, Section I of the New Mexico Constitution). This ruling prompted reforms under the Public School Capital Outlay Act, including the creation of the PSCOC, and the adoption of a standards-based funding system emphasizing equity and adequacy. Legislative reforms, such as eliminating the Impact Aid credit and directing more funding to affected districts, were implemented to address disparities.

Despite these changes, the *Zuni* lawsuit continued. In 2020, a court dismissed the state's efforts to fully resolve funding inequities, leading to an appeal to the New Mexico Supreme Court in 2021. On December 2, 2024, the Supreme Court remanded the case to the 6th Judicial District Court, finding the lawsuit "moot," noting the statutory scheme previously declared unconstitutional no longer exists. The implications of the 2024 ruling are still uncertain. Because the *Zuni* lawsuit remains active and currently resides with the 6th Judicial District Court, policymakers should continue to examine the Public School Capital Outlay Act and corresponding funding formula, and how any proposed revisions may affect the state's ability to provide an equitable funding system.

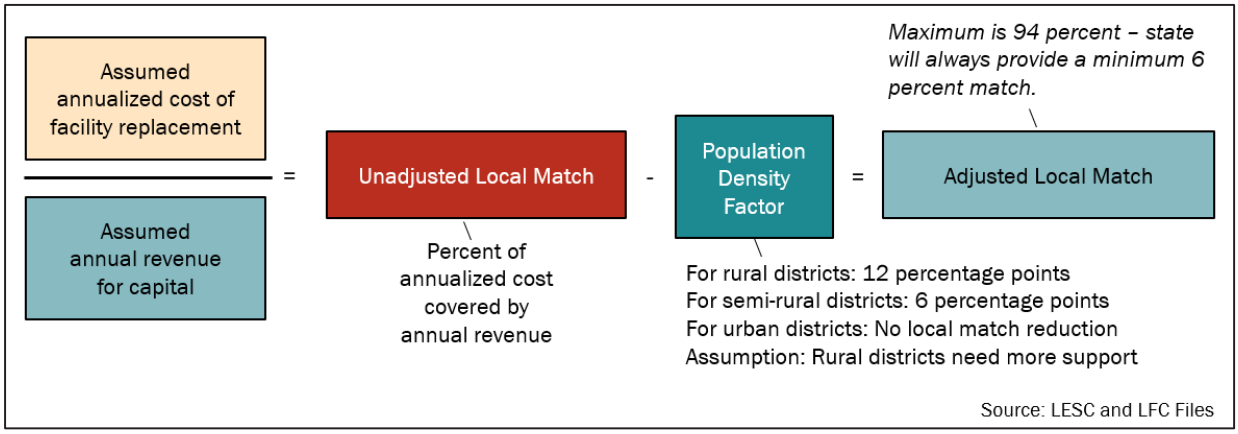
State and Local Match

In 2003, following the *Zuni* lawsuit court decision, the state enacted the "state and local match" funding formula, which established a system for sharing the cost of school construction projects between the state and local districts. The original calculation, known as the "phase one" formula, determined each party's share of projects costs based on available local revenue and a per-student methodology. This approach remained largely unchanged until 2018. When the *Zuni* lawsuit was reopened in 2016, *Zuni* Public Schools and Gallup-McKinley County Schools presented evidence that the formula was inequitable. A 2018 study by the University of New Mexico's Bureau of Business and Economic Research (BBER) found property tax valuations are susceptible to large fluctuations and may not accurately reflect a school district's available revenue for construction projects and recommended revising the methodology to promote greater equity among districts. These findings led to the adoption of the "phase two" formula, established by Laws 2018, Chapter 66 (Senate Bill 30).

The Phase Two Formula. The phase two formula is currently used to determine the state and local share of school project costs. It was implemented during a period of limited state revenue. In an effort to extend state resources across a greater number of projects, the phase two formula increased the local funding contribution required from all school districts. This change was designed to make the most of available state funds while also addressing equity considerations among districts.

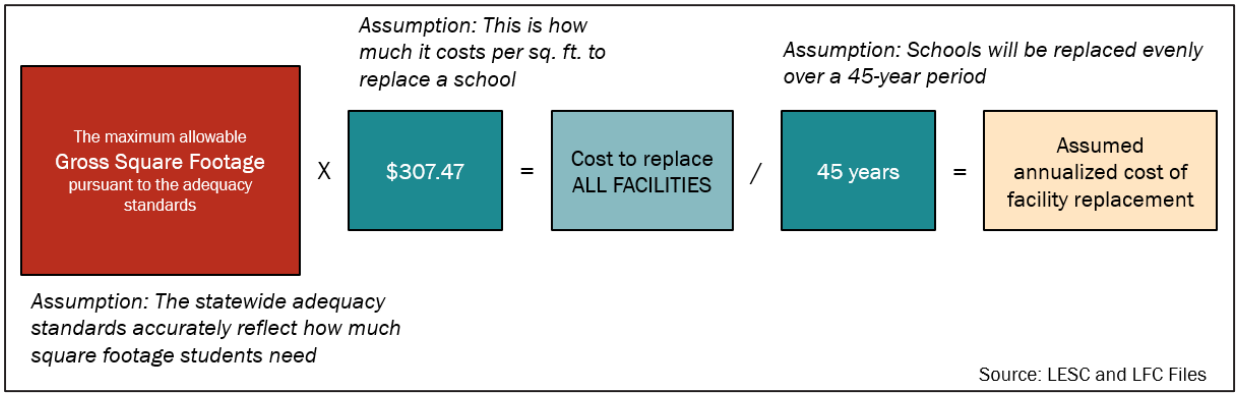
The phase two formula attempts to not only establish a school district's ability to generate local revenue for projects (assumed annualized revenue for capital), but to also account for the cost of maintaining and constructing school facilities within the district (assumed annualized cost of facility replacement). Please see **Figure 1: Current Phase Two State and Local Match Formula** for reference. The assumed annualized cost of facility replacement is divided by the assumed annualized revenue for capital. This provides the unadjusted local match, also referred to as the "unweighted match." There are two modifiers applied to the formula to yield the adjusted or "weighted match." One factor is intended to account for the population of a school district (population density factor) and the other sets a maximum percentage a local school district is expected to contribute toward facility maintenance and repair. This maximum is 94 percent, meaning the state's match will be a minimum of 6 percent. It is important to clarify this calculated match is for all PSCOC projects within the district and is calculated by PSFA staff on a yearly basis.

Figure 1: Current Phase Two State and Local Match Formula



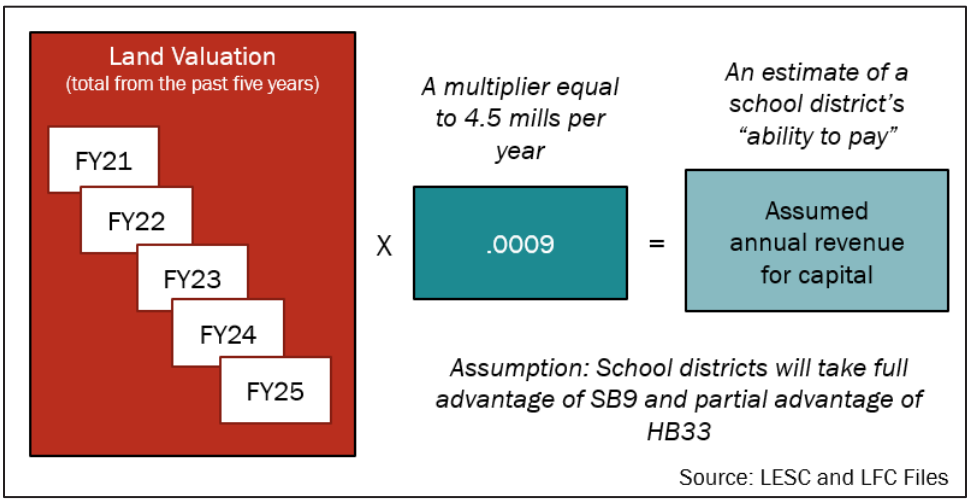
Assumed Annualized Cost of Facility Replacement. The assumed annualized cost of facility replacement and the assumed annualized revenue for capital are determined through two separate calculations. The annualized cost of facility replacement is calculated by multiplying the maximum allowable gross square footage, established by the statewide adequacy standards, which will be discussed in detail later in this section, by the assumed replacement cost of a school facility, currently $307.47 per square foot. The resulting figure is then annualized over a 45-year period. Please see **Figure 2: Assumed Annualized Cost of Facility Replacement** for a visual depiction of this calculation.

Figure 2: Assumed Annualized Cost of Facility Replacement



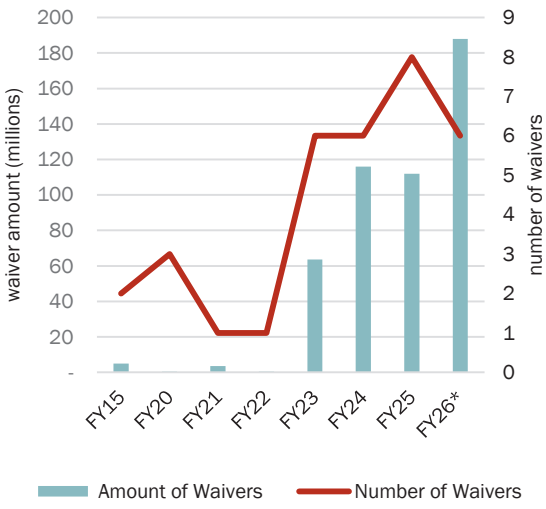
Assumed Annualized Revenue for Capital. The assumed annualized revenue for capital is calculated by multiplying the average land valuation over the previous five years by nine ten-thousandths, which is equivalent to a 4.5-mill tax levy per year. A mill represents $1 of tax for every $1,000 of assessed land value; therefore, 4.5 mills is equal to $4.50 for every $1,000 of assessed value. This 4.5-mill assumption reflects the expectation that school districts will fully levy the 2 mills authorized under the Public School Capital Improvements Act, also known as "SB9" (Section 22-25-1 NMSA 1978), and partially utilize the property tax authority under the Public School Buildings Act, also known as "HB33" (Section 22-26-1 NMSA 1978). Please see **Figure 3: Assumed Annualized Revenue for Capital** for a visual depiction of this calculation.

Figure 3: Assumed Annualized Revenue for Capital



Increase in Local Match Waiver Requests. Between FY19 and FY22, the number of standards-based (construction) and systems-based (maintenance and building systems) projects submitted to the PSCOC declined. This decline coincided with an increase in school districts' share of project costs. Conversations between LESC staff and school leaders indicated higher local match requirements made PSCOC funding increasingly out of reach for many districts. During the same period, requests for local match waivers rose. The increased level of waiver requests has continued into FY26; see **Figure 4: PSCOC Granted Waiver Requests**. Please note the six waivers in FY26 are based on a year-to-date (YTD) number, with more requests anticipated. PSCOC has statutory authority to grant such waivers to districts that cannot afford their local match, with eligibility criteria established in Section 22-24-5.9 NMSA 1978.

Figure 4: PSCOC Granted Waiver Requests



Source: LESC and LFC Analysis of PSFA Data

Temporary Local Match Reductions and Elimination of Offsets. With the purpose of providing temporary relief to school districts who were unable to afford their local match requirements, the Legislature enacted Laws 2023, Chapter 98 (Senate Bill 131). Laws 2023, Chapter 98 reduced the local match by 33 percent for most districts and 50 percent for micro-districts over a three-year period (FY23-FY26). It also included several policy changes to increase participation in PSCOC projects, such as forgiving outstanding "offsets" that required school districts to repay the state for direct capital outlay appropriations. Additionally, the bill eliminated an upcoming credit against operational revenue used for capital expenses, benefiting Impact Aid school districts, including the plaintiffs in the *Zuni* lawsuit, Gallup-McKinley County Schools, and Zuni Public Schools, which had planned to use new operational funds for facility construction following the removal of the Impact Aid credit in 2021.

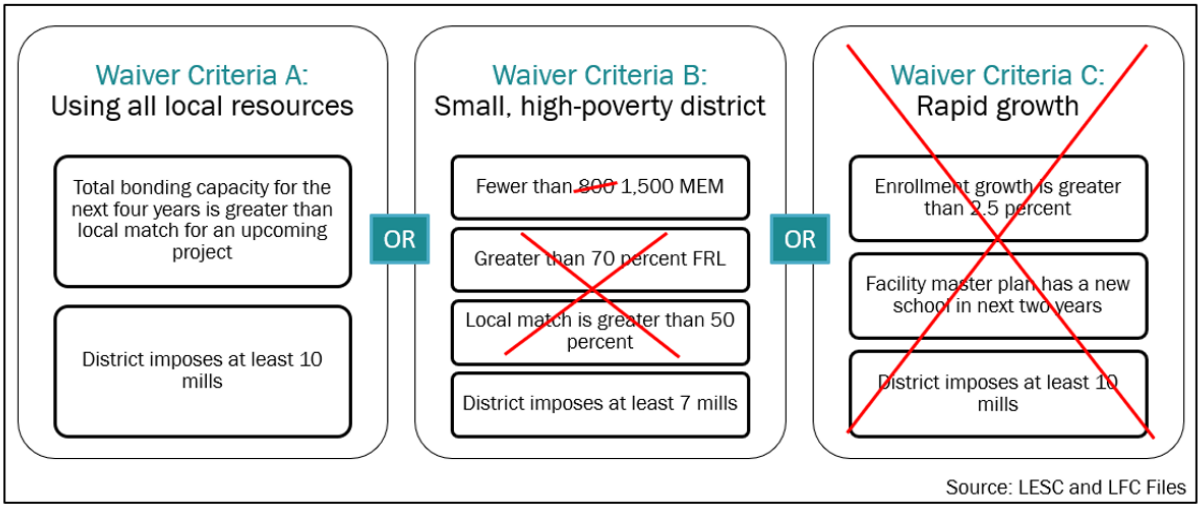
2025 Legislative Session

Laws 2025, Chapter 16. During the 2025 legislative session, the Legislature enacted Laws 2025, Chapter 16 (Senate Bill 82), which extends the temporary local match reductions originally established by SB131 through FY26. After that point, the calculation will revert to the base "Phase 2" formula. While this extension provides

short-term relief, it does not address the underlying issues within the formula, and without further legislative action, local match requirements are expected to rise again in FY27, potentially worsening affordability challenges. Extending the provisions of Laws 2023, Chapter 98 through FY27 allows qualifying districts to continue advancing school facility projects and provides staff additional time to conduct a comprehensive review of the state and local match formula and identify potential long-term solutions.

Amended Local Match Waiver Criteria. SB82 amended the statutory local match waiver criteria, expanding eligibility and allowing more school districts to qualify for local match waivers. Specifically, SB82 increased the enrollment threshold in criteria B, which applies to small, high-poverty districts, from 800 to 1,500 students. It also removed two additional requirements: districts must have at least 70 percent of students eligible for free or reduced-price lunch (FRL), and their local share exceed 50 percent of total project costs. Finally, the bill eliminated the third eligibility scenario related to districts experiencing rapid growth. These changes were intended to simplify the waiver process, ensure districts facing the greatest fiscal constraints can access needed relief, and allow PSCOC to exercise its delegated authority more effectively within existing award procedures. **Figure 5: Waiver Criteria Changes** illustrates these revisions.

Figure 5: Waiver Criteria Changes



Research Agenda: Continued Work on the State and Local Match

LESC staff have continued to work in collaboration with LFC and PSFA staff to address the state and local match formula and provide potential solutions at the end of the 2026 interim. This topic was discussed primarily in one hearing:

- **November 2025**: Public School Capital Outlay: State and Local Match Formula Study presentation, which reexamined the current phase-two formula, provided a deeper analysis of its key factors, and identified the formula's shortcomings in measuring district capacity to contribute to school projects, accounting for construction costs, and assessing the state's current and projected ability to fund projects. The presentation also reviewed trends in local match waivers and outlined considerations for refining the public school capital outlay process and corresponding formula.

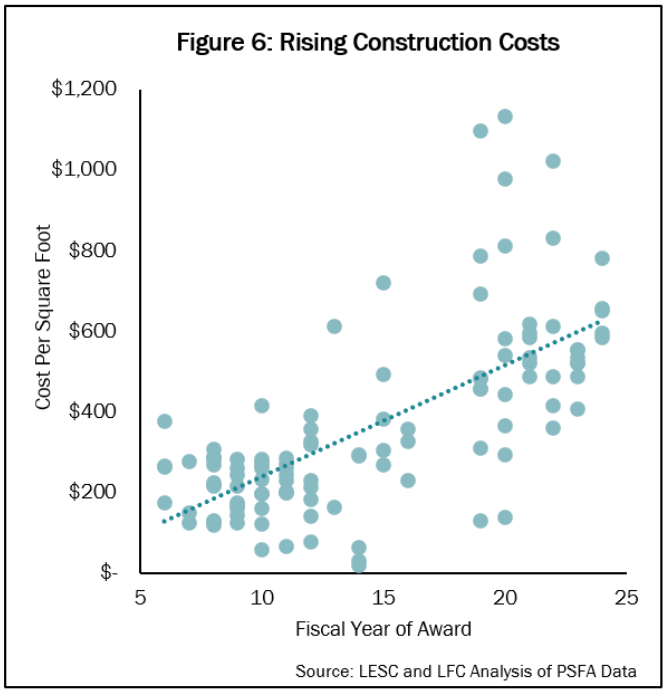
At the November LESC hearing, LESC and LFC staff presented jointly to LESC and LFC members. This collaborative work was the result of a directive from PSCOOTF during the 2024 interim instructing LESC and LFC staff to continue analyzing the state and local match formula and identify potential solutions. The presentation included a comprehensive overview of the state and local match, a focused analysis of the current phase two formula, including the effects of post-calculation adjustments, an examination of current waiver trends, and an analysis of rising construction costs and their driving factors. It also addressed the impacts of Laws 2023, Chapter

98 (SB131) and Laws 2025, Chapter 16 (SB82) local match reductions, the interplay between construction costs and local waivers, the state's capacity to fund projects, and how districts generate and use local revenue. Additionally, the brief discussed the statewide adequacy standards and their effect on construction costs, as well as the state's funding source for its share of construction expenses. This funding is derived from oil and gas revenues, which are used to issue supplemental severance tax bonds (SSTBs) to cover the state's portion of construction costs. The joint report also concluded with possible paths forward for legislators to consider and provided and a starting point for continued LESC and LFC work during the 2026 interim.

The report reviewed New Mexico's shift from the phase one to phase two school capital outlay formula, designed to better address disparities in district resources and facility adequacy. Phase two incorporates adequacy-based square footage and construction costs alongside property value, while gradually shifting more costs to districts. Despite these changes, concerns remain about fully funding the actual cost of safe schools. The current formula calculates each district's local share using assumed revenue, with adjustments and caps to limit the maximum contribution and provide additional relief for low-density districts.

Challenges. The report discussed challenges arising from the phase two school capital outlay formula, particularly its impact on local match requirements and the growing use of waivers. Between FY20 and FY24, the formula shifted more costs onto districts, and nearly a third of districts were assigned the maximum local match of 94 percent, often straining small or low-wealth districts. Escalating construction costs, exacerbated by pandemic-era disruptions, further increased district burdens. To address these challenges, districts have increasingly requested full or partial waivers of their local match, with PSCOC approving more waivers since FY23 than in the previous 15 years combined. The report notes that rising construction costs, updated adequacy standards, and potential reductions in federal funding could continue to drive higher state fiscal commitments. PSFA has begun tracking out-year waiver costs, projecting up to $172 million in FY26 and $87 million in FY27, highlighting the ongoing fiscal pressures created by the combination of the phase two formula and escalating project costs.

State Funding Capacity. The report highlights the state's mechanism for covering its portion of school construction costs, primarily through SSTBs funded by oil and gas revenues. Adjusted for construction inflation, projected severance tax revenues, and the funding available to PSCOC, are expected to remain relatively flat in real terms, ranging from $1.3 billion to $1.4 billion over several decades. This would provide roughly $500 million to $600 million in current dollars for PSCOC, sustaining the current level of school construction projects. Understanding the state's capacity in the context of future facility replacement needs will be essential to maintaining a sustainable pace of construction, while also promoting efficiency and encouraging local participation.

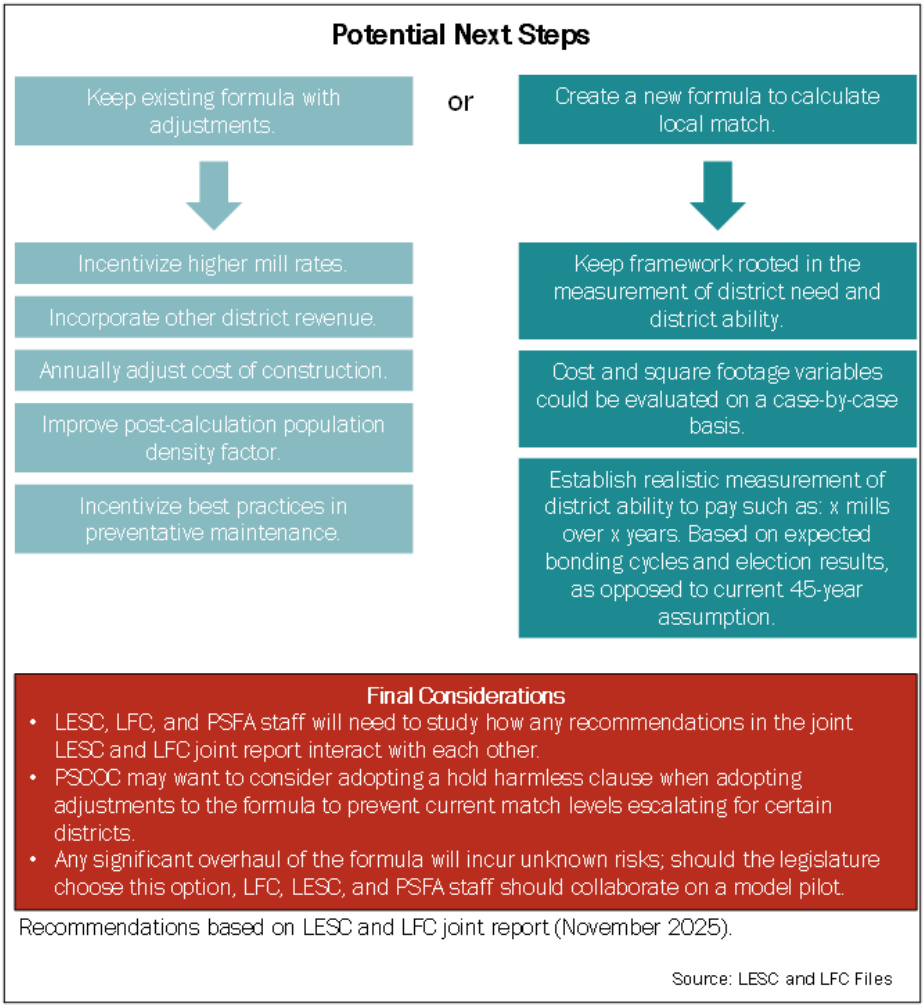


Analysis of Construction Costs. School construction costs in New Mexico have significantly exceeded original estimates, averaging $832 per square foot in FY24, nearly three times the rate assumed in the funding formula. These increases are driven by inflation, supply chain and labor challenges, oversight and procurement practices, and project delays, with some awarded funds remaining unspent for over a decade. Strategies to better manage costs include providing technical assistance earlier in project planning, completing detailed specifications before applying for funding, using prototype or reused designs, and enhancing project tracking. Strengthening these practices

could improve efficiency, ensure funds are spent effectively, and help control future cost growth. See **Figure 6: Rising Construction Costs** for an illustration of the construction costs per square foot from 2005 to 2025.

Possible Paths Forward. The joint report also concluded with possible paths forward for legislators to consider and provided a starting point for continued LESC and LFC work during the 2026 interim. Which included the incentivization of local revenue generation, alternative ways to measure district revenue, measures to address the fluctuating cost of construction, and alternative methods to account for population density. It also explores ways to incentivize best practices and maintenance and presents considerations for a new framework should the Legislature choose to pursue that approach. See **Figure 7: Potential Next Steps and Strategies** for a depiction of potential actions the legislator could consider.

Figure 7: Potential Next Steps and Strategies



Continued Analysis of the State and Local Match. The state and local match formula, statutory waiver criteria, Statewide Adequacy Standards, and construction costs are all closely interconnected. Addressing issues in the formula could help the state better account for rising construction costs and reduce the need for local match waivers. However, changing any component could produce unintended effects, and creating an entirely new formula could carry unforeseen consequences. As mentioned, the temporary local match reductions offered

by Laws 2023, Chapter 98 (SB131) and Laws 2025, Chapter 16 (SB82) will sunset at the end of FY26. These reductions are significant, and their absence will greatly affect many districts ability to afford projects. This is a realization that will need to be considered when moving forward. Adjustments must therefore be approached carefully and methodically. LESC, LFC, and PSFA staff will continue studying the formula and developing recommendations for legislative changes by the end of the 2026 interim. The policy considerations outlined below require further analysis to fully understand their implications. While the collaborative work provides a solid foundation, key analytical and philosophical decisions, along with the formula goals established by LESC and LFC staff at the end of the 2025 interim, remain for legislators and staff to address:

1. Equitably determine shared local and state responsibility;
2. Accurately reflect districts' ability to pay;
3. Accurately reflect educational programming needs;
4. Accurately reflect the cost of construction; and
5. Minimize the need for waivers.

Underlying Issues with the Formula.

Previous analysis by LESC, LFC, and PSFA staff have identified several issues with assumptions underlying the state and local match formula and warrant additional examination. These assumptions may be affecting the accuracy of calculations and do not fully capture school districts' actual capacity to fund their share of project costs. The assumptions in question are detailed below and represented in **Table 1: Formula Assumptions.**

Table 1: Formula Assumptions

Assumption:	But...
School districts will take full advantage of SB9 and partial advantage of HB33.	Many school districts don't take advantage of HB33, and sometimes not even SB9.
The statewide adequacy standards accurately reflect how much square footage a student needs.	The adequacy standards may not reflect the educational needs of all students and have not been studied by any agency besides PSFA.
It costs $307.47 per square foot to replace a school.	Recent construction costs are far above $307.47 per square foot.
Schools will be replaced evenly over a 45-year period.	Many school districts built their schools all at once, meaning many require replacement at the same time
It costs more to build schools in rural areas of New Mexico.	Construction Cost are high throughout the state.

Source: LESC and LFC Files

High Construction Costs. As noted above, rising construction costs have made it increasingly difficult for districts to cover their local share of capital projects, even with additional state support. The "phase two" formula assumes a school replacement cost of $307.47 per square foot; however, recent projects submitted to the PSCOC have shown actual costs closer to $600–$700 per square foot, with some rural projects reaching as high as $1,000 per square foot.

Utilization of SB9 and HB33. The Public School Capital Improvements Act (Section 22-25-1 NMSA 1978), also known as "SB9" or the "two-mill levy," allows school districts to levy up to two mills in property taxes for school projects. These funds can be used for erecting, remodeling, making additions to, providing equipment for, or furnishing public school buildings. SB9 funds are also commonly utilized for technology equipment and training. The Public School Buildings Act (Section 22-26-1 NMSA 1978), also known as "HB33," authorizes school districts to levy up to 10 mills in property taxes for school projects, including but not limited to facility construction, remodeling, and furnishing public school buildings. Both SB9 and HB33 require voter approval. The

formula assumes school districts fully utilize SB9 and partially utilize HB33. However, many districts do not take advantage of HB33, and sometimes not even SB9.

Statewide Adequacy Standards. The statewide adequacy standards provide guidelines for public school facilities to support educational programs and curricula while ensuring sustainability within operational budgets. These standards set baseline requirements for evaluating existing facilities and allow flexibility for new construction and renovation projects. They are periodically reviewed and updated by the PSCOC, with the New Mexico Public School Adequacy Planning Guide serving as a companion document to aid in school project planning and design. The formula assumes that statewide adequacy standards accurately reflect the square footage required per student for school facility replacement. However, this assumption may no longer align with current needs and warrants further analysis. Feedback from school districts and PSFA staff indicate the adequacy standards are insufficient for constructing a fully functional facility. While the statewide adequacy standards are designed to establish a baseline for functionality, this baseline represents a minimum level of adequacy. As a result, school districts often bear additional costs to incorporate design elements considered to exceed these minimum standards, such as technology integration, flexible learning spaces, performing arts spaces, and career and technical education (CTE) facilities. Despite these limitations, the adequacy standards continue to serve as the basis for determining a school district's capacity to fund a project.

Facility Replacement Timeframe. The formula assumes school replacements will be spread evenly over a 45-year period. However, many districts constructed their school facilities all at once, resulting in the need to replace these facilities at the same time. This assumption also does not align with financing practices many districts utilize to meet their local match. School districts typically issue general obligation bonds (GO bonds) to finance school projects, which are usually amortized over a 20-year period.

Policy Considerations

The Legislature has underscored its commitment to strengthening the public school capital outlay system, particularly the state and local match formula, to ensure adequate and equitable funding for school infrastructure. The following considerations focus on sustaining and monitoring these efforts.

State and Local Match

For the 2026 and 2027 legislative sessions, the Legislature should consider:

- Determining if the statewide adequacy standards, and the space they provide reflect modern educational needs during the 2026 interim.
- Establishing project guardrails to maximize the state's ability to assist in the construction of school facilities, control project costs, and foster the timely completion of school facilities during the 2026 interim.
- Supporting the continued analysis of the state and local match formula to identify challenges and develop solutions that enhance its accuracy and effectiveness during the 2026 interim and thereafter.
- Providing input on what the overall goals of the formula should be and to what level the state should participate in school projects during the 2026 interim.
- Adjusting factors within the current state and local match formula to more accurately reflect school districts' ability to pay for projects during the 2027 legislative session.

Suspension of Individual School Board Members (.232641.1). The bill would add a new section to state law (Section 22-2-14.1 NMSA 1978) authorizing the Public Education Department (PED) secretary to suspend individual local school board members. The change would provide a more targeted and proportional tool for addressing misconduct, legal violations, or disruptive behavior without destabilizing an entire school board. The bill would aim to support effective governance, maintain stability and public trust, and reduce disruptions to students, staff, and school operations. It would also mirror the existing statutory framework for suspending entire boards, superintendents, and principals (Section 22-2-2 NMSA 1978 and Section 22-2-14 NMSA 1978), clearly establish the grounds under which the secretary may take this action, and ensure school boards can continue functioning and performing their duties.

- The bill would require written notice when there are reasonable grounds to believe a board member is willfully failing to perform required duties, with described failures, proposed remedial actions, and a corrective deadline.
- The bill would require suspension only if the member does not complete required remedial actions within the specified timeframe.
- The bill would maintain due process, including written notice of suspension, grounds for action, the right to a transparent hearing process under existing law in the Administrative Procedures Act (Sections 12-8-1 through 12-8-25 NMSA 1978), reinstatement processes, and further appeal under existing law in Section 39-3-1.1 NMSA 1978.
- The bill would limit the PED secretary's role during suspension, permitting the secretary or a designee to act in the member's place only for the purpose of voting on the school district's annual budget in the event of a deadlock.

Increasing the Employer Share of Health Insurance Premiums (.232894.1). This bill would amend Section 12-7-4 NMSA 1978 to require all school districts and charter schools to pay at least 80 percent of group insurance premiums for all public school employees, beginning in FY27. School districts and charter schools would have the option to pay more than this minimum contribution if they chose to do so.

- Higher education institutions would not be required to raise their employer contributions to at least 80 percent.
- The bill would require an appropriation of approximately $73.2 million to the state equalization guarantee in FY27.
- LESC staff would also be required to collaboratively study the sustainability of insurance programs for public school employees during the 2026 interim, including planning for consolidation of group insurance providers.

Attendance Provisions for Students with Severe Medical Conditions (.232639.1). The bill would amend the state's Attendance for Success Act (Section 22, Article 12A NMSA 1978) to allow for greater consideration in excusing absences and directing attendance interventions by school districts and charter schools for students with disabilities or severe medical conditions who are absent from school as provided in students' individualized education program (IEP) or Section 504 plan.

- The bill would also ensure students with disabilities or severe medical conditions who are absent to receive services as specified in their IEP or Section 504 plan would not be considered excessively absent for the purpose of enforcement.
- The bill would also direct PED to develop and publish written guidance for school districts on how to implement the Attendance for Success Act, including guidance on allowable absences, such as for students with disabilities or severe medical conditions receiving care as outlined in their IEP or Section 504 plan.

Strengthening Teacher Preparation and Residencies (.232670.1). The bill would amend the Teacher Residency Act to adjust residency program components and update stipend structures. It would tie teaching resident stipends to a percentage of the statutory minimum salary for Level 1 teachers, with undergraduate residents receiving at least 65 percent of the minimum and residents with a bachelor's degree receiving at least 80 percent.

- The bill would remove the requirement that residents work in the sponsoring district after completing the residency and instead, would allow them to serve in any public school in New Mexico while still maintaining a three-year service commitment.
- It also would clarify that partner school districts and charter schools are expected, but not required, to offer employment to teaching residents based on staffing needs and resident performance.
- Additional technical changes would include updating references from "area school district" to "partner school district."

Comprehensive Approach to Math Instruction (.232678.1). This bill would amend existing law (Section 22-10A-6 NMSA 1978) to require individuals seeking a standard or alternative elementary license, or a standard or alternative secondary license with an endorsement in mathematics, to take six hours of mathematics methods courses. The bill would also amend the Math and Science Education Act (Chapter 22, Article 15E NMSA 1978) to establish statewide structures for improving mathematics instruction. It would direct PED to develop a mathematics instructional leadership framework, require school districts and charter schools to adopt aligned mathematics professional learning plans, and create new statewide processes for early math screening, individual student support plans (including family engagement), and evidence-based interventions. The bill is intended to strengthen instructional quality and ensure earlier identification and support for students with mathematics difficulty.

- PED would be required to define roles, competencies, and standards for high-quality mathematics instruction, coaching, and continuous improvement.
- Beginning in the 2027-2028 school year, each district and charter school would be required to implement mathematics professional learning plans aligned to the state framework.
- Schools would be required to administer kindergarten through third grade mathematics screening assessments within the first 30 days of school and issue individualized support plans for identified students.
- PED would be required to adopt rules by December 31, 2026, and submit annual reports beginning July 1, 2028, on implementation, student identification rates, interventions used, and recommendations for improvement.

Allowable Responses to Student Behavior (.232587.1). This bill would amend existing law to clearly define restraint and seclusion practices in public schools, specifying which actions are permitted and which are prohibited. It would introduce and define terms such as elopement and physical escort, and prohibit chemical restraint, mechanical restraint, prone restraint, and seclusion without continuous line-of-sight supervision. The bill would also clarify the use of timeouts and add specificity to training and reporting requirements within school safety plans.

- The bill would only allow physical restraint or seclusion with continuous line-of-sight supervision if a student's behavior presents an imminent danger of serious physical harm and less restrictive interventions are not sufficient to mitigate the imminent danger of serious physical harm.
- The bill would clarify existing training requirements on the use of physical restraint, including specific training requirements for administrators and at least one designated school employee.

Literacy Instruction and Supports (.232640.3). This bill would create the High-Quality Literacy Instruction Act to expand evidence-based reading supports to build upon New Mexico's structured literacy framework. It would also introduce additional support for students and schools struggling with reading proficiency.

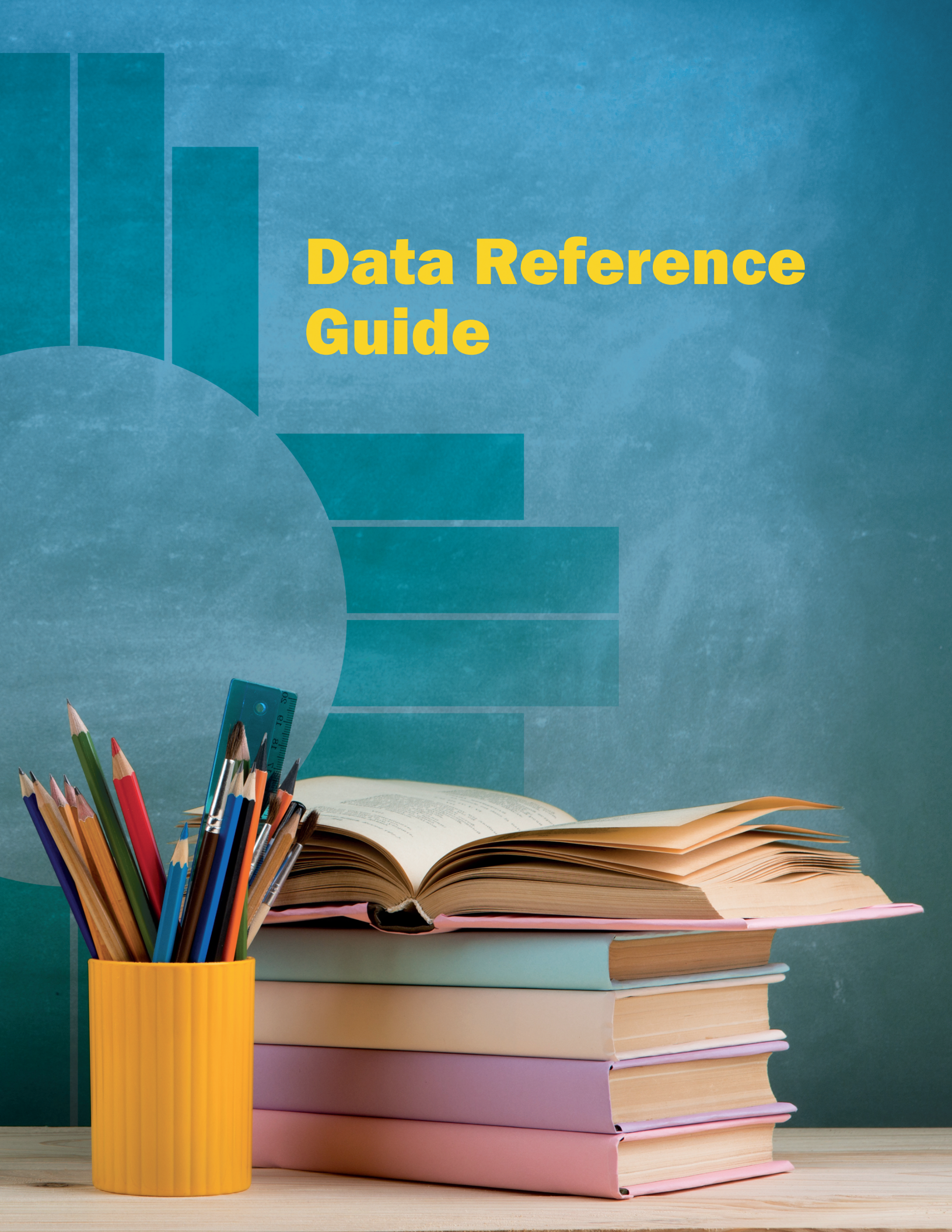
- The bill would require all literacy instruction for kindergarten through third-grade students and all literacy interventions for kindergarten through 12th-grade students to use high-quality instructional materials grounded in the science of reading.
- The bill would establish a reading assessment system to measure student progress and identify supports for students identified as having a reading difficulty, including parent notification and a "read-at-home" plan.
- The bill would also establish a system for PED to provide instructional coaches to certain elementary schools identified for support through the reading assessment system.

Office of Special Education (.232661.2). This bill would codify the Office of Special Education within PED in state law and create a Special Education Act. The proposed act would assign the office responsibilities such as enforcing state and federal law regarding the education of students with disabilities; ensuring stability and consistency of service for students with disabilities from birth through transition to college and career; and providing for the study, development, and implementation of systems and policies that positively affect the educational success of students with disabilities.

- The bill would create the position of the deputy secretary of special education in law and require the deputy secretary to report directly to the secretary of education.
- The bill would also remove gifted education and Section 504 from the Office of Special Education to align law with practice.

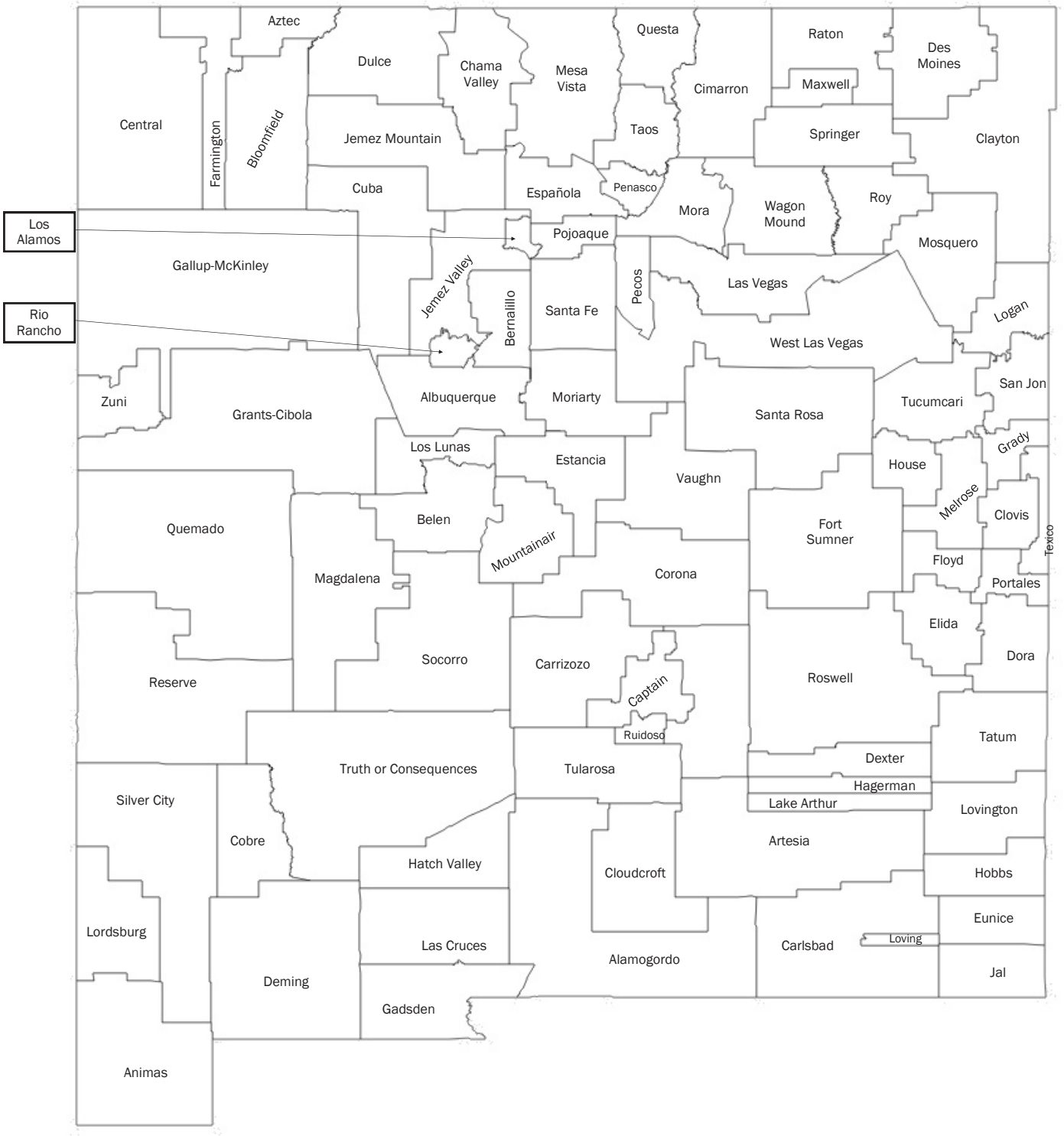
Universal Income Pilot Program (.232805.2). This bill would create a two-year pilot program to evaluate the financial impact on a low-income pregnant person of providing a universal basic income of $1,500 per month from pregnancy through the first year of life of an infant, and would appropriate $80 million from the general fund for this purpose. This pilot program would be administered by the Department of Health (DOH) and would consist of a control group and a test group of participants who must comply with the provisions of the program to maintain eligibility, such as attending prenatal appointments and receiving home visitation services from the Early Childhood Education and Care Department. DOH would report the findings of the program to LESC by December 1, 2028.

Data Reference Guide



Map of New Mexico School Districts

SCHOOL DISTRICTS IN NEW MEXICO



New Mexico Public Schools At-A-Glance

New Mexico Public Schools at a Glance

Funded Membership (MEM) in Public Schools, FY25 Preliminary: 295,522

MEM Change from FY25: -4,919 (-1.6%)

Enrollment Change in: School Districts, -6,001 (-2%); Charter Schools, +1,083 (+3%)

School District with Largest MEM, FY26: Albuquerque Public Schools; 63,883

School District with Smallest Enrollment, FY26: Wagon Mound; 61

Charter School with Largest Enrollment, FY26: Mission Achievement & Success; 2,042

Charter School with Smallest Enrollment, FY26: Dream Diné; 17

Number of Charter Schools in FY26: Locally Chartered, 39; State-Chartered, 61

Percent of Students in: School Districts, 89.9%; Public Charter Schools, 11.1%

FY25 Final Unit Value (Adjusted in January 2025): $6,553.75

FY26 Preliminary Unit Value: $6,801.35

Change in Unit Value, FY25 Final to FY26 Preliminary: $247.60 (+3.8%)

Total Recurring Appropriations for Public Education in FY26 (in millions): $4,769.4 (+7.8%)

Total Percentage of State Appropriations for Public Education in FY26: 44.0%

Statewide Four-Year Graduation Rate, 2024: 78.2% (+1.5 points)

Students Proficient in Reading, Spring 2025: 43% (+4 points)

Students Proficient in Math, Spring 2025: 25% (+2 points)

Students Proficient in Science, Spring 2025: 35% (-3 points)

Number of Advanced Placement Exams Taken, 2025: 18,209

Percent of Advanced Placement Exams Passed with a Score of 3 or Better: 46.7%

Average ACT Composite Score, 2025 - New Mexico: 20.6; United States: 19.4

Average SAT Composite Score, 2025 - New Mexico: 875; United States: 1,027

Average SAT Reading and Writing Score, 2025 - New Mexico: 451; United States: 521

Average SAT Mathematics Score, 2025 - New Mexico: 424; United States: 508

College Remediation Rate, 2023 (most recent available): 41.1%

Average Weighted New Mexico Condition Index (wNMCI), FY26: 26.94%

Average Facility Condition Index, FY26: 57.44%

Source: LESC Files

Student Membership (MEM) Five-Year Trends

FY22 - FY26

	School District/ Charter School (FY26 Authorizer)	FY22 MEM	FY23 MEM	FY24 MEM	FY25 MEM	FY26 Preliminary MEM	Membership Trends				
							One-Year Change	One-Year Percent Change	Five-Year Change	Five-Year Percent Change	
	School Districts (Excludes Local Charter Schools)										
1	Alamogordo	5,429	5,391	5,397	5,197	5,005	-192	-4%	-424	-8%	1
2	Albuquerque	72,523	71,461	68,902	66,225	63,883	-2,342	-4%	-8,640	-12%	2
3	Animas	144	156	146	153	156	3	2%	12	8%	3
4	Artesia	3,655	3,628	3,656	3,674	3,676	2	0%	21	1%	4
5	Aztec	2,197	2,293	2,293	2,253	2,124	-129	-6%	-73	-3%	5
6	Belen	3,550	3,522	3,519	3,506	3,409	-98	-3%	-141	-4%	6
7	Bernalillo	2,655	2,687	2,633	2,691	2,602	-89	-3%	-53	-2%	7
8	Bloomfield	2,450	2,468	2,461	2,393	2,265	-128	-5%	-185	-8%	8
9	Capitan	404	456	459	435	408	-27	-6%	4	1%	9
10	Carlsbad	6,439	6,520	6,672	6,892	6,981	90	1%	543	8%	10
11	Carrizozo	138	144	161	170	148	-23	-13%	10	7%	11
12	Central Cons.	4,943	4,860	4,804	4,520	4,317	-203	-4%	-625	-13%	12
13	Chama	358	365	339	310	268	-43	-14%	-91	-25%	13
14	Cimarron	321	314	331	308	268	-40	-13%	-54	-17%	14
15	Clayton	375	369	366	368	368	1	0%	-6	-2%	15
16	Cloudcroft	370	378	382	412	415	2	1%	45	12%	16
17	Clovis	7,449	7,509	7,343	7,216	6,986	-230	-3%	-463	-6%	17
18	Cobre Cons.	1,009	998	951	920	876	-44	-5%	-133	-13%	18
19	Corona	60	70	70	83	104	21	25%	44	73%	19
20	Cuba	587	650	706	693	675	-18	-3%	88	15%	20
21	Deming	4,822	4,980	4,943	4,789	4,639	-150	-3%	-183	-4%	21
22	Des Moines	86	87	113	128	124	-4	-3%	38	45%	22
23	Dexter	812	770	786	787	745	-43	-5%	-67	-8%	23
24	Dora	208	204	205	201	206	5	3%	-2	-1%	24
25	Dulce	604	544	516	538	551	13	2%	-53	-9%	25
26	Elida	158	158	167	143	143	1	0%	-15	-10%	26
27	Espanola	3,039	2,906	2,886	2,735	2,557	-178	-6%	-482	-16%	27
28	Estancia	540	521	532	551	551	0	0%	12	2%	28
29	Eunice	726	702	680	680	715	34	5%	-12	-2%	29
30	Farmington	10,500	10,936	10,969	10,806	10,440	-366	-3%	-61	-1%	30

Student Membership (MEM) Five-Year Trends

FY22 - FY26

	School District/ Charter School (FY26 Authorizer)	FY22 MEM	FY23 MEM	FY24 MEM	FY25 MEM	FY26 Preliminary MEM	Membership Trends				
							One-Year Change	One-Year Percent Change	Five-Year Change	Five-Year Percent Change	
31	Floyd	202	213	218	204	207	4	2%	6	3%	31
32	Ft Sumner	251	252	260	243	259	16	7%	8	3%	32
33	Gadsden	12,409	12,193	12,023	11,619	11,251	-369	-3%	-1,158	-9%	33
34	Gallup-Mckinley	11,792	11,750	11,867	11,964	12,557	594	5%	766	6%	34
35	Grady	166	163	163	165	164	-1	0%	-2	-1%	35
36	Grants	3,089	3,082	3,126	3,022	2,957	-65	-2%	-132	-4%	36
37	Hagerman	372	353	351	371	373	3	1%	1	0%	37
38	Hatch	1,174	1,160	1,138	1,120	1,088	-33	-3%	-86	-7%	38
39	Hobbs	9,499	9,581	9,698	9,881	9,821	-59	-1%	322	3%	39
40	Hondo	131	139	122	117	108	-9	-7%	-23	-18%	40
41	House	58	63	48	59	61	2	4%	4	7%	41
42	Jal	456	488	502	523	544	22	4%	88	19%	42
43	Jemez Mountain	197	178	175	181	155	-26	-14%	-42	-21%	43
44	Jemez Valley	267	295	284	296	277	-20	-7%	10	4%	44
45	Lake Arthur	104	119	129	133	169	37	28%	65	63%	45
46	Las Cruces	22,936	23,111	22,889	22,354	21,889	-466	-2%	-1,048	-5%	46
47	Las Vegas City	1,285	1,221	1,171	1,113	1,096	-16	-1%	-189	-15%	47
48	Logan	296	267	311	306	301	-5	-2%	6	2%	48
49	Lordsburg	434	433	413	398	382	-17	-4%	-52	-12%	49
50	Los Alamos	3,449	3,571	3,587	3,558	3,480	-78	-2%	31	1%	50
51	Los Lunas	7,848	7,953	7,969	7,922	7,921	-1	0%	73	1%	51
52	Loving	585	583	618	666	692	26	4%	107	18%	52
53	Lovington	3,466	3,399	3,378	3,336	3,289	-48	-1%	-178	-5%	53
54	Magdalena	268	266	269	278	275	-3	-1%	7	3%	54
55	Maxwell	115	116	106	99	86	-13	-13%	-29	-25%	55
56	Melrose	268	250	276	277	257	-20	-7%	-11	-4%	56
57	Mesa Vista	235	237	236	251	250	0	0%	16	7%	57
58	Mora	398	402	409	387	319	-68	-18%	-79	-20%	58
59	Moriarty-Edgewood	2,122	2,216	2,276	2,235	2,233	-3	0%	111	5%	59
60	Mosquero	103	96	90	93	86	-7	-7%	-17	-17%	60
61	Mountainair	215	212	200	182	176	-6	-3%	-39	-18%	61

Student Membership (MEM) Five-Year Trends

FY22 - FY26

	School District/ Charter School (FY26 Authorizer)	FY22 MEM	FY23 MEM	FY24 MEM	FY25 MEM	FY26 Preliminary MEM	Membership Trends				
							One-Year Change	One-Year Percent Change	Five-Year Change	Five-Year Percent Change	
62	Pecos	482	480	480	439	403	-35	-8%	-79	-16%	62
63	Penasco	319	313	270	257	258	1	0%	-61	-19%	63
64	Pojoaque	1,739	1,674	1,564	1,510	1,457	-53	-3%	-282	-16%	64
65	Portales	2,476	2,561	2,504	2,441	2,381	-61	-2%	-95	-4%	65
66	Quemado	154	146	159	169	167	-2	-1%	13	9%	66
67	Questa	274	284	308	318	302	-16	-5%	29	10%	67
68	Raton	814	802	786	772	755	-18	-2%	-59	-7%	68
69	Reserve	101	104	89	81	88	7	8%	-13	-13%	69
70	Rio Rancho	16,216	16,779	16,733	16,160	15,919	-240	-1%	-297	-2%	70
71	Roswell	9,311	9,236	9,082	8,813	8,557	-256	-3%	-754	-8%	71
72	Roy	53	66	71	70	68	-2	-3%	15	29%	72
73	Ruidoso	1,729	1,756	1,714	1,639	1,650	11	1%	-79	-5%	73
74	San Jon	107	106	117	113	109	-3	-3%	2	2%	74
75	Santa Fe	11,591	11,191	10,947	10,709	10,299	-410	-4%	-1,292	-11%	75
76	Santa Rosa	584	587	585	569	546	-23	-4%	-38	-7%	76
77	Silver City	2,240	2,254	2,209	2,107	2,068	-39	-2%	-172	-8%	77
78	Socorro	1,341	1,264	1,194	1,135	1,109	-25	-2%	-232	-17%	78
79	Springer	132	119	109	115	121	6	5%	-12	-9%	79
80	Taos	1,971	1,860	1,801	1,766	1,718	-48	-3%	-253	-13%	80
81	Tatum	324	303	296	295	289	-6	-2%	-35	-11%	81
82	Texico	516	529	518	531	523	-8	-2%	7	1%	82
83	Truth Or Consequences	1,141	1,173	1,200	1,186	1,173	-12	-1%	33	3%	83
84	Tucumcari	848	860	859	844	863	19	2%	14	2%	84
85	Tularosa	788	824	885	929	938	9	1%	150	19%	85
86	Vaughn	49	54	46	43	64	21	48%	15	31%	86
87	Wagon Mound	75	74	78	68	61	-7	-10%	-14	-19%	87
88	West Las Vegas	1,413	1,370	1,422	1,445	1,470	25	2%	57	4%	88
89	Zuni	1,220	1,123	1,076	1,065	1,029	-36	-3%	-191	-16%	89
90		**278,735**	**278,285**	**274,779**	**268,704**	**262,703**	**-6,001**	**-2%**	**-16,032**	**-6%**	90
91	***Charter Schools***										91

Student Membership (MEM) Five-Year Trends

FY22 - FY26

	School District/ Charter School (FY26 Authorizer)	FY22 MEM	FY23 MEM	FY24 MEM	FY25 MEM	FY26 Preliminary MEM	Membership Trends				
							One-Year Change	One-Year Percent Change	Five-Year Change	Five-Year Percent Change	
92	21St Century Public Acad. (State Charter)	351	361	388	377	362	-15	-4%	12	3%	92
93	Abq Acad. (Albuquerque)	369	364	379	384	374	-11	-3%	5	1%	93
94	Abq Bilingual Acad. (State Charter)	375	354	369	373	311	-62	-17%	-64	-17%	94
95	Abq Collegiate School (State Charter)	130	148	174	186	220	34	18%	90	69%	95
96	Abq Institute Of Math & Science (State Charter)	379	347	341	307	304	-3	-1%	-75	-20%	96
97	Abq School Of Excellence (State Charter)	856	840	871	921	978	57	6%	122	14%	97
98	Abq Sign Language Acad. (State Charter)	111	118	125	148	164	16	11%	53	47%	98
99	Abq Talent Development (Albuquerque)	111	111	145	130	124	-6	-5%	13	12%	99
100	Acad. For Technology & Classics (Santa Fe)	378	393	391	392	396	4	1%	18	5%	100
101	Ace Leadership High School (Albuquerque)	210	203	237	268	296	28	10%	86	41%	101
102	Aces Technical School (State Charter)	45	64	160	152	164	12	8%	119	263%	102
103	Aldo Leopold (State Charter)	166	163	177	193	195	3	1%	30	18%	103
104	Alice King Community School (Albuquerque)	463	427	449	408	377	-32	-8%	-86	-19%	104
105	Alma D'Arte (State Charter)	133	118	126	131	65	-66	-50%	-68	-51%	105
106	Altura Prep. School (State Charter)	179	197	219	257	262	5	2%	83	46%	106
107	Amy Biehl High School (State Charter)	273	232	217	206	192	-14	-7%	-81	-30%	107
108	Anansi School (Taos)	190	195	197	198	197	-1	-1%	7	4%	108
109	Ask Acad. (State Charter)	559	562	610	575	551	-25	-4%	-8	-1%	109
110	Cesar Chavez Community School (State Charter)	205	193	162	185	194	9	5%	-11	-5%	110
111	Christine Duncan Heritage Acad. (Albuquerque)	392	370	374	410	487	78	19%	96	24%	111
112	Cien Aguas International (Albuquerque)	424	415	420	420	418	-3	-1%	-7	-2%	112
113	Coral Community (Albuquerque)	209	197	205	211	209	-2	-1%	1	0%	113
114	Corrales International (Albuquerque)	248	230	246	250	235	-16	-6%	-14	-5%	114
115	Cottonwood Classical Prep (State Charter)	772	761	751	795	851	56	7%	79	10%	115
116	Cottonwood Valley (Socorro)	170	170	170	170	170	0	0%	0	0%	116
117	Deap (State Charter)	45	49	47	55	58	4	6%	13	29%	117
118	Deming Cesar Chavez (Deming)	131	151	150	161	178	18	11%	47	36%	118
119	Digital Arts And Tech. Acad. (Albuquerque)	311	327	351	335	321	-15	-4%	10	3%	119
120	Dream Dine (State Charter)	29	48	39	25	17	-9	-34%	-12	-42%	120
121	East Mountain High School (Albuquerque)	376	364	372	401	416	16	4%	41	11%	121
122	El Camino Real Acad. (Albuquerque)	279	308	342	323	340	17	5%	61	22%	122

Student Membership (MEM) Five-Year Trends

FY22 - FY26

	School District/ Charter School (FY26 Authorizer)	FY22 MEM	FY23 MEM	FY24 MEM	FY25 MEM	FY26 Preliminary MEM	Membership Trends				
							One-Year Change	One-Year Percent Change	Five-Year Change	Five-Year Percent Change	
123	Equip Academy (State Charter)	-	-	-	-	75	-	-	-	-	123
124	Estancia Valley Classical Acad. (State Charter)	590	600	621	589	558	-31	-5%	-32	-5%	124
125	Explore Acad. - Las Cruces (State Charter)	94	88	181	318	551	233	73%	457	486%	125
126	Explore Acad. - Rio Rancho (State Charter)			275	270	406	136	50%	406	-	126
127	Explore Acad. (State Charter)	611	998	1,163	1,303	1,363	61	5%	752	123%	127
128	Gilbert L Sena Hs (Albuquerque)	130	125	141	148	175	27	18%	46	35%	128
129	Gordon Bernell (Albuquerque)	192	170	159	190	188	-2	-1%	-4	-2%	129
130	Great Acad. (State Charter)	122	87	125	100	67	-34	-34%	-55	-45%	130
131	Health Leadership High School (Albuquerque)	186	242	211	226	230	4	2%	44	23%	131
132	Horizon Acad. West (State Charter)	399	371	428	460	493	34	7%	94	23%	132
133	Hozho Acad. (State Charter)	405	493	602	677	746	69	10%	341	84%	133
134	Int. School At Mesa Del Sol (Albuquerque)	303	302	314	326	258	-68	-21%	-45	-15%	134
135	J Paul Taylor Acad. (State Charter)	200	200	200	200	200	0	0%	0	0%	135
136	Jefferson Montessori Acad. (Carlsbad)	246	234	247	257	232	-25	-10%	-14	-5%	136
137	La Academia De Esperanza (Albuquerque)	247	229	249	251	253	2	1%	6	2%	137
138	La Academia Dolores Huerta (State Charter)	72	68	68	81	94	13	15%	22	30%	138
139	Las Montanas (State Charter)	154	173	169	186	213	28	15%	59	38%	139
140	Los Puentes (Albuquerque)	131	137	117	115	160	45	39%	29	22%	140
141	Mark Armijo Acad. (Albuquerque)	186	200	200	220	236	16	7%	51	27%	141
142	Masters Program (State Charter)	266	251	240	248	258	10	4%	-8	-3%	142
143	Mccurdy School (State Charter)	527	525	541	548	553	6	1%	26	5%	143
144	Middle College High School (State Charter)	140	137	140	150	153	3	2%	13	9%	144
145	Mission Ach. And Success (State Charter)	1,712	1,933	1,920	2,040	2,042	2	0%	331	19%	145
146	Monte Del Sol (State Charter)	360	359	367	346	356	10	3%	-4	-1%	146
147	Montessori Elementary School (State Charter)	431	440	441	442	445	4	1%	14	3%	147
148	Montessori Of Rio Grande (Albuquerque)	218	214	216	219	216	-3	-1%	-2	-1%	148
149	Moreno Valley High (Cimarron)	63	61	52	50	45	-5	-10%	-18	-29%	149
150	Mosaic Acad. (Aztec)	180	179	180	180	179	-2	-1%	-2	-1%	150
151	Mountain Mahogany Comm. School (Albuquerque)	194	199	224	227	227	0	0%	34	17%	151
152	Native American Community Acad. (Albuquerque)	498	477	446	430	422	-8	-2%	-76	-15%	152
153	New America School - Las Cruces (State Charter)	183	159	147	182	212	30	16%	30	16%	153

Student Membership (MEM) Five-Year Trends

FY22 - FY26

	School District/ Charter School (FY26 Authorizer)	FY22 MEM	FY23 MEM	FY24 MEM	FY25 MEM	FY26 Preliminary MEM	Membership Trends				
							One-Year Change	One-Year Percent Change	Five-Year Change	Five-Year Percent Change	
154	New America School (Albuquerque)	218	190	208	174	130	-44	-25%	-88	-40%	154
155	New Mexico Acad. For Media Arts (State Charter)	192	185	182	144	118	-26	-18%	-74	-38%	155
156	New Mexico Connections Acad. (State Charter)	1,279	1,296	1,409	1,397	1,495	98	7%	216	17%	156
157	New Mexico International School (Albuquerque)	382	392	390	399	430	31	8%	48	13%	157
158	New Mexico School For The Arts (State Charter)	281	309	325	340	332	-9	-3%	51	18%	158
159	North Valley Acad. (State Charter)	438	395	342	235	254	19	8%	-183	-42%	159
160	Pecos Cyber Acad. (State Charter)	1,977	1,900	1,314	1,662	1,726	64	4%	-251	-13%	160
161	Public Acad. For Performing Arts (Albuquerque)	446	435	432	444	442	-2	0%	-4	-1%	161
162	Raices Del Saber Xinachtli Comm. (State Charter)	63	87	116	125	120	-6	-4%	57	90%	162
163	Red River Valley School (State Charter)	73	64	70	79	78	-1	-1%	5	7%	163
164	Rio Gallinas School (West Las Vegas)	67	80	79	82	79	-3	-3%	12	18%	164
165	Rio Grande Acad. Of Fine Arts (State Charter)		80	78	137	200	64	47%	200	-	165
166	Robert F. Kennedy (Albuquerque)	327	345	375	343	311	-32	-9%	-17	-5%	166
167	Roots & Wings Community (State Charter)	50	51	54	53	52	-2	-3%	2	3%	167
168	Sacramento School Of Engineering And Science (State Cha	-	-	-	-	65	-	-	-	-	168
169	San Diego Riverside (State Charter)	82	55	63	58	53	-5	-8%	-29	-35%	169
170	Sandoval Acad. Of Bilingual Ed. (State Charter)	208	216	225	230	218	-13	-5%	10	5%	170
171	School Of Dreams Acad. (State Charter)	469	499	555	504	429	-75	-15%	-39	-8%	171
172	Sidney Gutierrez Middle (Roswell)	196	196	196	196	196	0	0%	0	0%	172
173	Siembra Leadership High (Albuquerque)	177	233	284	384	481	97	25%	304	172%	173
174	Six Directions Indigenous (State Charter)	76	68	71	64	65	1	2%	-11	-14%	174
175	Solare Collegiate School (State Charter)	188	294	275	304	302	-2	-1%	115	61%	175
176	South Valley Acad. (Albuquerque)	622	605	602	604	601	-4	-1%	-21	-3%	176
177	South Valley Prep (State Charter)	179	177	186	143	143	-1	0%	-37	-20%	177
178	Sun Mountain Community School (State Charter)	-	-	-	-	117	-	-	-	-	178
179	Sw Aero. Math. And Science (State Charter)	228	256	281	305	308	4	1%	81	35%	179
180	Sw Prep. Learning Center (State Charter)	175	157	151	157	128	-29	-18%	-47	-27%	180
181	Sw Second. Learning Center (State Charter)	158	147	147	144	144	1	0%	-14	-9%	181
182	Taos Acad. (State Charter)	226	262	268	245	242	-3	-1%	16	7%	182
183	Taos Integrated School Of Arts (State Charter)	178	199	204	204	215	11	5%	38	21%	183
184	Taos International School (State Charter)	189	177	166	177	170	-8	-4%	-20	-10%	184

Student Membership (MEM) Five-Year Trends

FY22 - FY26

	School District/ Charter School (FY26 Authorizer)	FY22 MEM	FY23 MEM	FY24 MEM	FY25 MEM	FY26 Preliminary MEM	Membership Trends				
							One-Year Change	One-Year Percent Change	Five-Year Change	Five-Year Percent Change	
185	Taos Municipal (Taos)	216	212	219	212	216	4	2%	-1	0%	185
186	Technology Leadership High (Albuquerque)	297	296	312	316	338	22	7%	41	14%	186
187	Thrive Community School (State Charter)		111	115	242	299	58	24%	299	-	187
188	Tierra Adentro (State Charter)	248	232	241	247	243	-4	-1%	-5	-2%	188
189	Tierra Encantada (State Charter)	315	283	284	269	257	-12	-4%	-58	-18%	189
190	Turquoise Trail (State Charter)	645	679	641	618	585	-33	-5%	-60	-9%	190
191	Vista Grande High (State Charter)	77	84	72	69	68	-1	-1%	-10	-12%	191
192	Voz Collegiate Prep. (Albuquerque)	40	40	64	89	123	34	38%	83	206%	192
193	Walatowa High (State Charter)	53	40	40	33	36	3	8%	-17	-32%	193
194	***SUBTOTAL: Charter Schools***	**29,015**	**29,875**	**30,741**	**31,737**	**32,819**	**1,083**	**3%**	**3,804**	**13%**	194
195	**TOTAL STATEWIDE**	**307,749**	**308,160**	**305,520**	**300,441**	**295,522**	**-4,919**	**-1.6%**	**-12,228**	**-4%**	195

Source: LESC Analysis of PED Data

School District and Charter School Demographics

	School District/ Charter School (FY25 Authorizer)	FY24 MEM	Race/Ethnicity							Other Demographics			
			Hispanic	White (Non-Hisp.)	Native American	Asian	Black	Multirace	Pacific Island	Economically Disadvantaged (Direct Cert.)	English Learners	Stud. with Disab.	
	School Districts (Excludes Local Charter Schools)												
1	ALAMOGORDO	5,397	45%	39%	1%	2%	5%	7%	<1%	42%	4%	19%	1
2	ALBUQUERQUE	68,902	66%	20%	5%	2%	3%	4%	<1%	44%	20%	25%	2
3	ANIMAS	146	38%	58%	2%	<1%	2%			39%	10%	15%	3
4	ARTESIA	3,656	61%	36%	1%	<1%	<1%	<1%	<1%	33%	9%	17%	4
5	AZTEC	2,293	38%	42%	15%	<1%	<1%	4%	<1%	42%	6%	21%	5
6	BELEN	3,519	77%	19%	2%	<1%	1%	<1%	<1%	45%	14%	22%	6
7	BERNALILLO	2,633	45%	4%	48%	<1%	<1%	2%		58%	34%	18%	7
8	BLOOMFIELD	2,461	28%	29%	40%	<1%	1%	2%	<1%	64%	11%	22%	8
9	CAPITAN	459	34%	62%	<1%	<1%	<1%	2%	<1%	37%	1%	18%	9
10	CARLSBAD	6,672	64%	32%	<1%	1%	1%	<1%	<1%	34%	13%	19%	10
11	CARRIZOZO	161	57%	40%			3%			52%	4%	16%	11
12	CENTRAL CONS.	4,804	6%	4%	87%	<1%	<1%	3%		64%	35%	17%	12
13	CHAMA	339	80%	8%	9%	<1%	<1%	1%		28%	15%	14%	13
14	CIMARRON	331	54%	41%	<1%		1%	2%		34%	2%	20%	14
15	CLAYTON	366	58%	38%	1%	<1%	2%	<1%		45%	4%	19%	15
16	CLOUDCROFT	382	23%	72%	<1%	<1%	<1%	3%		25%	<1%	17%	16
17	CLOVIS	7,343	63%	25%	<1%	<1%	6%	4%	<1%	46%	14%	19%	17
18	COBRE CONS.	951	88%	11%	<1%	<1%	<1%	<1%		54%	7%	23%	18
19	CORONA	70	31%	69%						22%	1%	22%	19
20	CUBA	706	21%	2%	72%	2%		3%		76%	44%	19%	20
21	DEMING	4,943	86%	11%	<1%	<1%	<1%	1%	<1%	60%	45%	17%	21
22	DES MOINES	113	31%	66%			3%			21%	2%	20%	22
23	DEXTER	786	83%	17%		<1%			<1%	45%	24%	18%	23
24	DORA	205	30%	66%	1%			3%		27%	10%	18%	24
25	DULCE	516	9%	<1%	88%	1%		2%		62%	22%	18%	25
26	ELIDA	167	19%	77%			<1%	3%	<1%	32%	2%	17%	26
27	ESPANOLA	2,886	88%	3%	7%	<1%	<1%	<1%	<1%	62%	23%	18%	27
28	ESTANCIA	532	71%	26%	2%	<1%	1%	<1%		51%	3%	26%	28
29	EUNICE	680	67%	31%	<1%		1%	<1%		37%	9%	16%	29

	School District/ Charter School (FY25 Authorizer)	FY24 MEM	Race/Ethnicity							Other Demographics			
			Hispanic	White (Non-Hisp.)	Native American	Asian	Black	Multirace	Pacific Island	Economically Disadvantaged (Direct Cert.)	English Learners	Stud. with Disab.	
30	FARMINGTON	10,969	30%	27%	36%	<1%	<1%	7%	<1%	51%	13%	16%	30
31	FLOYD	218	65%	33%		<1%	1%			61%	21%	16%	31
32	FT SUMNER	260	60%	36%	1%	1%	2%	<1%		47%	4%	25%	32
33	GADSDEN	12,023	97%	3%	<1%	<1%	<1%			64%	46%	18%	33
34	GALLUP-MCKINLEY	11,867	21%	8%	67%	1%	1%	2%	<1%	59%	31%	14%	34
35	GRADY	163	28%	68%			4%	<1%		27%	2%	22%	35
36	GRANTS	3,126	38%	11%	48%	1%	1%	<1%	<1%	54%	13%	18%	36
37	HAGERMAN	351	77%	22%				<1%		36%	25%	19%	37
38	HATCH	1,138	97%	3%			<1%			60%	53%	11%	38
39	HOBBS	9,698	75%	20%	<1%	<1%	3%	<1%	<1%	49%	22%	18%	39
40	HONDO	122	80%	18%	<1%			<1%		58%	14%	23%	40
41	HOUSE	48	25%	65%	1%		7%	1%		36%		24%	41
42	JAL	502	82%	17%	<1%			<1%		30%	12%	17%	42
43	JEMEZ MOUNTAIN	175	50%	8%	40%	1%				54%	20%	15%	43
44	JEMEZ VALLEY	284	24%	5%	69%	1%		2%		59%	27%	17%	44
45	LAKE ARTHUR	129	76%	21%	<1%		1%	<1%		44%	24%	26%	45
46	LAS CRUCES	22,889	79%	16%	<1%	<1%	2%	1%	<1%	49%	17%	18%	46
47	LAS VEGAS CITY	1,171	92%	6%	<1%	<1%	<1%	<1%		48%	10%	18%	47
48	LOGAN	311	32%	64%	<1%		1%	3%		38%	<1%	11%	48
49	LORDSBURG	413	83%	15%			1%	<1%		59%	1%	15%	49
50	LOS ALAMOS	3,587	34%	54%	2%	4%	1%	4%	<1%	8%	4%	20%	50
51	LOS LUNAS	7,969	73%	19%	5%	<1%	<1%	2%	<1%	45%	13%	16%	51
52	LOVING	618	70%	28%	<1%		<1%	<1%		39%	15%	16%	52
53	LOVINGTON	3,378	82%	16%	<1%	<1%	1%	<1%	<1%	33%	30%	21%	53
54	MAGDALENA	269	51%	20%	29%		<1%			48%	11%	21%	54
55	MAXWELL	106	52%	48%						43%		19%	55
56	MELROSE	276	18%	79%			2%	1%		28%	<1%	24%	56
57	MESA VISTA	236	89%	8%	2%		<1%	<1%		45%	9%	15%	57
58	MORA	409	96%	3%		<1%			<1%	55%	8%	18%	58
59	MORIARTY-EDGEWOOD	2,276	54%	42%	<1%	<1%	<1%	3%		44%	8%	20%	59
60	MOSQUERO	90	35%	59%			<1%	5%		34%		17%	60
61	MOUNTAINAIR	200	58%	33%	4%		5%			57%		21%	61

	School District/ Charter School (FY25 Authorizer)	FY24 MEM	Race/Ethnicity							Other Demographics			
			Hispanic	White (Non-Hisp.)	Native American	Asian	Black	Multirace	Pacific Island	Economically Disadvantaged (Direct Cert.)	English Learners	Stud. with Disab.	
62	PECOS	480	94%	5%	<1%			<1%		44%	11%	20%	62
63	PENASCO	270	85%	6%	8%					55%	6%	18%	63
64	POJOAQUE	1,564	81%	5%	13%	<1%	<1%	<1%		40%	13%	16%	64
65	PORTALES	2,504	67%	27%	<1%	<1%	2%	3%	<1%	85%	13%	23%	65
66	QUEMADO	159	24%	67%	4%			5%		44%		23%	66
67	QUESTA	308	87%	12%	<1%		<1%			51%	3%	21%	67
68	RATON	786	73%	26%	<1%	<1%	<1%	<1%		48%	3%	20%	68
69	RESERVE	89	42%	52%	3%		2%	<1%		17%	<1%	22%	69
70	RIO RANCHO	16,733	59%	28%	4%	1%	2%	6%	<1%	21%	6%	21%	70
71	ROSWELL	9,082	74%	22%	<1%	<1%	2%	<1%	<1%	49%	14%	20%	71
72	ROY	71	70%	24%	1%			5%		33%		11%	72
73	RUIDOSO	1,714	54%	29%	13%	1%	<1%	2%	<1%	47%	12%	15%	73
74	SAN JON	117	58%	40%	<1%			1%		43%	1%	21%	74
75	SANTA FE	10,947	80%	15%	2%	2%	1%	<1%	<1%	41%	31%	17%	75
76	SANTA ROSA	585	95%	3%	<1%	<1%		<1%		54%	6%	18%	76
77	SILVER CITY	2,209	65%	30%	<1%	<1%	<1%	3%	<1%	53%	4%	18%	77
78	SOCORRO	1,194	75%	18%	4%	1%	1%	<1%		58%	9%	16%	78
79	SPRINGER	109	90%	9%				<1%		47%	4%	21%	79
80	TAOS	1,801	77%	14%	6%	<1%	<1%	2%	<1%	52%	11%	23%	80
81	TATUM	296	47%	52%	<1%		<1%	<1%		24%	11%	17%	81
82	TEXICO	518	41%	55%	<1%	<1%	2%	<1%	<1%	27%	10%	14%	82
83	TRUTH OR CONSEQUENCES	1,200	52%	44%	<1%	<1%	1%	1%	<1%	3%	9%	19%	83
84	TUCUMCARI	859	68%	28%	<1%	<1%	2%	<1%	<1%	63%	6%	20%	84
85	TULAROSA	885	45%	25%	27%	<1%	1%	2%	<1%	57%	2%	22%	85
86	VAUGHN	46	94%	6%						56%	17%	29%	86
87	WAGON MOUND	78	78%	21%			1%			51%	8%	13%	87
88	WEST LAS VEGAS	1,422	89%	9%	<1%	<1%	<1%	<1%		57%	5%	15%	88
89	ZUNI	1,076	2%	<1%	96%	2%		<1%		82%	42%	13%	89
	Charter Schools												
90	21st CENTURY PUBLIC ACAD. (STATE CHARTER)	388	49%	41%	3%	<1%	4%	2%		34%	11%	20%	90
91	ABQ ACAD. (ALBUQUERQUE)	379	74%	11%	7%	<1%	5%	3%		49%	19%	24%	91
92	ABQ BILINGUAL ACAD. (STATE CHARTER)	369	98%	2%			<1%			45%	56%	17%	92

	School District/ Charter School (FY25 Authorizer)	FY24 MEM	Race/Ethnicity							Other Demographics			
			Hispanic	White (Non-Hisp.)	Native American	Asian	Black	Multirace	Pacific Island	Economically Disadvantaged (Direct Cert.)	English Learners	Stud. with Disab.	
93	ABQ COLLEGIATE SCHOOL (STATE CHARTER)	174	83%	10%	2%	<1%	4%	<1%		46%	25%	14%	93
94	ABQ INSTITUTE OF MATH & SCIENCE (STATE CHARTER)	341	48%	26%	3%	19%	1%	2%		8%	4%	2%	94
95	ABQ SCHOOL OF EXCELLENCE (STATE CHARTER)	871	42%	41%	2%	5%	5%	4%	<1%	35%	19%	18%	95
96	ABQ SIGN LANGUAGE ACAD. (STATE CHARTER)	125	59%	25%	6%	3%	4%	4%		50%	12%	60%	96
97	ABQ TALENT DEVELOPMENT (ALBUQUERQUE)	145	88%	2%	4%		2%	4%		65%	27%	16%	97
98	ACAD. FOR TECHNOLOGY & CLASSICS (SANTA FE)	391	67%	26%	2%	5%	<1%	<1%	<1%	17%	9%	7%	98
99	ACE LEADERSHIP HIGH SCHOOL (ALBUQUERQUE)	237	90%	7%	1%		2%	<1%		55%	27%	28%	99
100	ACES TECHNICAL SCHOOL (STATE CHARTER)	160	52%	22%	6%		10%	10%		45%	9%	18%	100
101	ALDO LEOPOLD (STATE CHARTER)	177	40%	55%		2%		3%		35%		21%	101
102	ALICE KING COMMUNITY SCHOOL (ALBUQUERQUE)	449	54%	36%	3%		2%	4%	<1%	30%	4%	27%	102
103	ALMA D'ARTE (STATE CHARTER)	126	70%	24%	1%		4%	<1%		52%	9%	21%	103
104	ALTURA PREP. SCHOOL (STATE CHARTER)	219	33%	39%	3%	21%	4%	<1%		11%	3%	7%	104
105	AMY BIEHL HIGH SCHOOL (STATE CHARTER)	217	69%	22%	3%	<1%	4%	<1%		30%	12%	33%	105
106	ANANSI SCHOOL (TAOS)	197	37%	54%	3%	4%		3%		27%	2%	26%	106
107	ASK ACAD. (STATE CHARTER)	610	44%	46%	2%	2%	3%	3%		15%	2%	14%	107
108	CESAR CHAVEZ COMMUNITY SCHOOL (STATE CHARTER)	162	73%	7%	15%		4%	<1%	<1%	65%	35%	21%	108
109	CHRISTINE DUNCAN HERITAGE ACAD. (ALBUQUERQUE)	374	96%	3%	<1%			<1%		62%	62%	14%	109
110	CIEN AGUAS INTERNATIONAL (ALBUQUERQUE)	420	84%	14%	<1%	1%	<1%			30%	39%	16%	110
111	CORAL COMMUNITY (ALBUQUERQUE)	205	48%	28%	5%	2%	7%	9%		38%	9%	17%	111
112	CORRALES INTERNATIONAL (ALBUQUERQUE)	246	64%	27%	2%	2%	1%	4%		23%	17%	13%	112
113	COTTONWOOD CLASSICAL PREP (STATE CHARTER)	751	52%	38%	1%	4%	2%	4%		7%	1%	5%	113
114	COTTONWOOD VALLEY (SOCORRO)	170	62%	32%	2%	2%	1%	1%		37%	6%	18%	114
115	DEAP (STATE CHARTER)	47			96%	2%		2%		47%	21%	8%	115
116	DEMING CESAR CHAVEZ (DEMING)	150	87%	10%	2%		1%			77%	33%	15%	116
117	DIGITAL ARTS AND TECH. ACAD. (ALBUQUERQUE)	351	68%	26%	2%	<1%	<1%	2%		29%	8%	23%	117
118	DREAM DINE (STATE CHARTER)	39		2%	96%			2%		59%	26%	15%	118
119	EAST MOUNTAIN HIGH SCHOOL (ALBUQUERQUE)	372	27%	65%	3%	3%	2%	<1%		15%	<1%	10%	119
120	EL CAMINO REAL ACAD. (ALBUQUERQUE)	342	93%	4%	<1%	<1%	2%	<1%		53%	46%	16%	120
121	ESTANCIA VALLEY CLASSICAL ACAD. (STATE CHARTER)	621	34%	63%	2%	1%	<1%		<1%	18%	2%	11%	121
122	EXPLORE ACAD. - LAS CRUCES (STATE CHARTER)	181	61%	33%	1%	2%	3%	<1%		47%	11%	17%	122
124	EXPLORE ACAD. (STATE CHARTER)	1,163	44%	46%	2%	3%	4%	<1%	<1%	13%	4%	17%	124
125	GILBERT L SENA HS (ALBUQUERQUE)	141	68%	17%	6%	<1%	4%	4%	<1%	56%	25%	36%	125

	School District/ Charter School (FY25 Authorizer)	FY24 MEM	Race/Ethnicity							Other Demographics			
			Hispanic	White (Non-Hisp.)	Native American	Asian	Black	Multirace	Pacific Island	Economically Disadvantaged (Direct Cert.)	English Learners	Stud. with Disab.	
126	GORDON BERNELL (ALBUQUERQUE)	159	61%	12%	19%		5%	3%		46%	20%	29%	126
127	GREAT ACAD. (STATE CHARTER)	125	72%	12%	5%		8%	4%		72%	33%	28%	127
128	HEALTH LEADERSHIP HIGH SCHOOL (ALBUQUERQUE)	211	85%	9%	3%		4%			53%	44%	22%	128
129	HORIZON ACAD. WEST (STATE CHARTER)	428	81%	13%	2%	1%	3%			27%	2%	13%	129
130	HOZHO ACAD. (STATE CHARTER)	602	37%	18%	39%	<1%	<1%	5%		42%	14%	19%	130
131	INT. SCHOOL AT MESA DEL SOL (ALBUQUERQUE)	314	71%	23%	3%	<1%	<1%	3%		34%	11%	25%	131
132	J PAUL TAYLOR ACAD. (STATE CHARTER)	200	68%	26%		2%	<1%	3%		28%	5%	9%	132
133	JEFFERSON MONTESSORI ACAD. (CARLSBAD)	247	48%	49%			<1%	1%	<1%	26%	10%	24%	133
134	LA ACADEMIA DE ESPERANZA (ALBUQUERQUE)	249	99%	1%						71%	53%	30%	134
135	LA ACADEMIA DOLORES HUERTA (STATE CHARTER)	68	98%	2%						55%	44%	17%	135
136	LAS MONTANAS (STATE CHARTER)	169	89%	7%	2%		3%	<1%		76%	16%	24%	136
137	LOS PUENTES (ALBUQUERQUE)	117	82%	7%	4%		4%	2%		96%	15%	32%	137
138	MARK ARMIJO ACAD. (ALBUQUERQUE)	200	95%	3%			1%	<1%		59%	44%	28%	138
139	MASTERS PROGRAM (STATE CHARTER)	240	59%	33%	2%	3%	1%	<1%	1%	21%	10%	16%	139
140	MCCURDY SCHOOL (STATE CHARTER)	541	92%	2%	4%	<1%		<1%		37%	14%	20%	140
141	MIDDLE COLLEGE HIGH SCHOOL (STATE CHARTER)	140	14%	12%	66%	3%		3%		43%	24%	4%	141
142	MISSION ACH. AND SUCCESS (STATE CHARTER)	1,920	82%	6%	2%	3%	5%	<1%	<1%	55%	38%	17%	142
143	MONTE DEL SOL (STATE CHARTER)	367	81%	15%		2%	<1%	1%		40%	26%	15%	143
144	MONTESSORI ELEMENTARY SCHOOL (STATE CHARTER)	441	51%	38%	2%	2%	<1%	6%		16%	5%	15%	144
145	MONTESSORI OF RIO GRANDE (ALBUQUERQUE)	216	41%	47%	2%	5%	2%	3%		12%	5%	18%	145
146	MORENO VALLEY HIGH (CIMARRON)	52	32%	64%				3%		31%	14%	20%	146
147	MOSAIC ACAD. (AZTEC)	180	25%	70%	3%			2%		42%	2%	27%	147
148	MOUNTAIN MAHOGANY COMM. SCHOOL (ALBUQUERQUE)	224	58%	30%	1%	<1%	2%	9%		41%	3%	31%	148
149	NATIVE AMERICAN COMMUNITY ACAD. (ALBUQUERQUE)	446	13%	<1%	79%		<1%	7%		46%	22%	26%	149
150	NEW AMERICA SCHOOL - LAS CRUCES (STATE CHARTER)	147	91%	5%		<1%	1%		1%	64%	26%	18%	150
151	NEW AMERICA SCHOOL (ALBUQUERQUE)	208	97%	<1%	2%			<1%	<1%	68%	55%	24%	151
152	NEW MEXICO ACAD. FOR MEDIA ARTS (STATE CHARTER)	182	45%	39%	6%	<1%	6%	2%		37%	3%	29%	152
153	NEW MEXICO CONNECTIONS ACAD. (STATE CHARTER)	1,409	56%	31%	6%	<1%	3%	4%	<1%	38%	7%	19%	153
154	NEW MEXICO INTERNATIONAL SCHOOL (ALBUQUERQUE)	390	53%	40%	<1%	1%	1%	4%		14%	7%	10%	154
155	NEW MEXICO SCHOOL FOR THE ARTS (STATE CHARTER)	325	43%	44%	4%		2%	6%	<1%	13%	4%	9%	155
156	NORTH VALLEY ACAD. (STATE CHARTER)	342	79%	16%	2%	<1%	<1%	2%		46%	7%	18%	156
157	PECOS CYBER ACAD. (STATE CHARTER)	1,314	59%	30%	5%	<1%	2%	4%	<1%	47%	6%	20%	157

	School District/ Charter School (FY25 Authorizer)	FY24 MEM	Race/Ethnicity							Other Demographics			
			Hispanic	White (Non-Hisp.)	Native American	Asian	Black	Multirace	Pacific Island	Economically Disadvantaged (Direct Cert.)	English Learners	Stud. with Disab.	
158	PUBLIC ACAD. FOR PERFORMING ARTS (ALBUQUERQUE)	432	55%	39%	1%	2%	3%	<1%		26%	5%	16%	158
159	RAICES DEL SABER XINACHTLI COMM. (STATE CHARTER)	116	92%	5%	2%		<1%			61%	18%	9%	159
160	RED RIVER VALLEY SCHOOL (STATE CHARTER)	70	35%	56%		1%	5%	4%		48%		38%	160
161	RIO GALLINAS SCHOOL (WEST LAS VEGAS)	79	76%	16%	4%			5%		64%	2%	24%	161
162	RIO GRANDE ACAD. OF FINE ARTS (STATE CHARTER)	78	72%	16%	6%		2%	4%		56%	17%	26%	162
163	ROBERT F. KENNEDY (ALBUQUERQUE)	375	91%	5%	<1%		<1%	1%	2%	64%	34%	29%	163
164	ROOTS & WINGS COMMUNITY (STATE CHARTER)	54	18%	66%	5%		3%	8%		54%		25%	164
166	SANDOVAL ACAD. OF BILINGUAL ED. (STATE CHARTER)	225	84%	10%	<1%		2%	2%	<1%	79%	25%	14%	166
167	SCHOOL OF DREAMS ACAD. (STATE CHARTER)	555	66%	28%	3%		<1%	2%		48%	11%	33%	167
168	SIDNEY GUTIERREZ MIDDLE (ROSWELL)	196	43%	52%		<1%	3%	<1%		8%	3%	12%	168
169	SIEMBRA LEADERSHIP HIGH (ALBUQUERQUE)	284	78%	11%	4%	<1%	4%	1%		60%	22%	30%	169
170	SIX DIRECTIONS INDIGENOUS (STATE CHARTER)	71	1%	1%	97%					63%	37%	8%	170
171	SOLARE COLLEGIATE SCHOOL (STATE CHARTER)	275	92%	3%	2%		3%	<1%		48%	36%	23%	171
172	SOUTH VALLEY ACAD. (ALBUQUERQUE)	602	98%	1%	<1%					40%	50%	16%	172
173	SOUTH VALLEY PREP (STATE CHARTER)	186	91%	6%	1%	<1%		<1%		55%	29%	26%	173
174	SW AERO. MATH. AND SCIENCE (STATE CHARTER)	281	48%	46%	2%	<1%	<1%	4%		23%	8%	19%	174
175	SW PREP. LEARNING CENTER (STATE CHARTER)	151	4%	78%	6%	2%	4%	7%		36%	7%	23%	175
176	SW SECOND. LEARNING CENTER (STATE CHARTER)	147	37%	48%	9%		4%	2%		26%	7%	23%	176
177	TAOS ACAD. (STATE CHARTER)	268	63%	31%	3%	1%	1%		<1%	<1%	5%	16%	177
178	TAOS INTEGRATED SCHOOL OF ARTS (STATE CHARTER)	204	49%	41%	10%			<1%		55%	3%	25%	178
179	TAOS INTERNATIONAL SCHOOL (STATE CHARTER)	166	90%	6%	1%		1%		2%	56%	13%	10%	179
180	TAOS MUNICIPAL (TAOS)	219	59%	37%	<1%	<1%	1%	<1%		24%	5%	27%	180
181	TECHNOLOGY LEADERSHIP HIGH (ALBUQUERQUE)	312	82%	11%	5%	<1%	1%	1%		77%	34%	19%	181
182	THRIVE COMMUNITY SCHOOL (STATE CHARTER)	115	70%	23%			<1%	6%		27%	18%	20%	182
183	TIERRA ADENTRO (STATE CHARTER)	241	85%	7%	2%	<1%	4%	2%	<1%	38%	25%	27%	183
184	TIERRA ENCANTADA (STATE CHARTER)	284	90%	7%	2%		2%			37%	33%	11%	184
185	TURQUOISE TRAIL (STATE CHARTER)	641	76%	18%	2%	1%	<1%	1%	<1%	35%	23%	16%	185
186	VISTA GRANDE HIGH (STATE CHARTER)	72	53%	20%	27%					58%	12%	28%	186
187	VOZ COLLEGIATE PREP. (ALBUQUERQUE)	64	74%	10%	10%		3%	4%		73%	29%	44%	187
188	WALATOWA HIGH (STATE CHARTER)	40	7%		90%			2%		71%	74%	21%	188
	TOTAL STATEWIDE	**305,520**	**63%**	**21%**	**10%**	**1%**	**2%**	**2%**	**0.1%**	**46%**	**19%**	**20%**	

Source: LESC Analysis of PED Data

List of New Mexico Assessments

List of New Mexico Assessments

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

Proficiency by School District and Charter School

School District and Charter School Proficiency Rates

All Assessments, SY23 - SY25

	School District/Charter School	Reading			Math			Science			
		SY23	SY24	SY25	SY23	SY24	SY25	SY23	SY24	SY25	
	School Districts										
1	Alamogordo	43%	44%	47%	25%	26%	31%	45%	50%	45%	1
2	Albuquerque	41%	39%	43%	25%	23%	25%	36%	38%	35%	2
3	Animas	31%	33%	40%	23%	14%	7%	39%	41%	38%	3
4	Artesia	46%	46%	51%	33%	35%	33%	40%	38%	40%	4
5	Aztec	38%	38%	39%	19%	19%	19%	28%	29%	23%	5
6	Belen	36%	37%	42%	27%	23%	25%	27%	32%	21%	6
7	Bernalillo	25%	28%	33%	9%	11%	14%	13%	24%	19%	7
8	Bloomfield	30%	33%	41%	20%	20%	20%	28%	32%	32%	8
9	Capitan	50%	55%	51%	23%	32%	29%	41%	57%	47%	9
10	Carlsbad	37%	37%	43%	25%	23%	26%	29%	35%	34%	10
11	Carrizozo	36%	43%	41%	24%	17%	23%	32%	30%	25%	11
12	Central Consolidated	23%	25%	29%	13%	13%	15%	17%	24%	19%	12
13	Chama	19%	17%	20%	9%	3%	6%	14%	19%	20%	13
14	Cimarron	42%	41%	50%	20%	18%	28%	55%	45%	64%	14
15	Clayton	48%	43%	49%	35%	29%	27%	41%	43%	34%	15
16	Cloudcroft	54%	62%	67%	36%	37%	42%	59%	65%	56%	16
17	Clovis	34%	37%	42%	25%	25%	27%	31%	36%	34%	17
18	Cobre Consolidated	31%	39%	44%	15%	17%	20%	25%	37%	35%	18
19	Corona	63%	59%	56%	53%	46%	47%	64%	> 80%	70%	19
20	Cuba	13%	17%	19%	3%	3%	6%	11%	16%	15%	20
21	Deming	26%	26%	33%	18%	18%	19%	23%	26%	27%	21
22	Des Moines	77%	82%	76%	56%	66%	74%	75%	71%	80%	22
23	Dexter	35%	34%	35%	20%	21%	16%	28%	35%	26%	23
24	Dora	51%	53%	67%	44%	33%	50%	62%	47%	59%	24
25	Dulce	12%	13%	18%	4%	3%	4%	18%	21%	16%	25
26	Elida	39%	51%	57%	32%	41%	38%	35%	65%	47%	26
27	Espanola	24%	25%	29%	11%	11%	11%	16%	27%	19%	27
28	Estancia	34%	25%	40%	27%	22%	29%	35%	46%	35%	28
29	Eunice	26%	24%	36%	16%	12%	14%	32%	28%	25%	29
30	Farmington	36%	35%	40%	23%	23%	23%	35%	37%	36%	30
31	Floyd	41%	42%	53%	24%	18%	30%	21%	55%	29%	31
32	Ft Sumner	44%	52%	57%	31%	27%	30%	37%	51%	47%	32
33	Gadsden	33%	35%	39%	25%	24%	25%	26%	31%	28%	33
34	Gallup-McKinley	28%	28%	31%	18%	16%	18%	24%	26%	27%	34
35	Grady	58%	62%	62%	47%	46%	44%	41%	57%	57%	35
36	Grants	30%	36%	38%	17%	18%	17%	27%	29%	30%	36
37	Hagerman	37%	41%	39%	25%	23%	22%	26%	32%	21%	37
38	Hatch	22%	32%	43%	9%	7%	15%	13%	18%	27%	38
39	Hobbs	33%	34%	40%	22%	22%	23%	28%	32%	26%	39
40	Hondo	30%	35%	33%	14%	14%	21%	14%	44%	50%	40
41	House	43%	38%	42%	24%	10%	19%	36%	*	33%	41
42	Jal	26%	29%	41%	11%	12%	19%	20%	23%	33%	42
43	Jemez Mountain	18%	24%	20%	7%	5%	6%	26%	24%	11%	43
44	Jemez Valley	19%	20%	27%	6%	< 5%	6%	14%	20%	19%	44
45	Lake Arthur	33%	19%	37%	6%	7%	16%	19%	< 10%	22%	45
46	Las Cruces	39%	39%	44%	23%	22%	23%	35%	40%	39%	46
47	Las Vegas City	30%	35%	39%	17%	15%	16%	30%	30%	24%	47
48	Logan	50%	50%	62%	35%	27%	31%	40%	55%	38%	48

Proficiency by School District and Charter School

School District and Charter School Proficiency Rates

All Assessments, SY23 - SY25

	School District/Charter School	Reading			Math			Science			
		SY23	SY24	SY25	SY23	SY24	SY25	SY23	SY24	SY25	
49	Lordsburg	27%	38%	40%	9%	10%	8%	24%	36%	24%	49
50	Los Alamos	72%	69%	73%	61%	58%	59%	67%	65%	64%	50
51	Los Lunas	37%	38%	42%	26%	23%	25%	29%	30%	29%	51
52	Loving	46%	45%	44%	25%	28%	23%	36%	34%	29%	52
53	Lovington	32%	30%	37%	21%	16%	18%	25%	31%	29%	53
54	Magdalena	31%	30%	36%	17%	11%	17%	29%	38%	32%	54
55	Maxwell	65%	73%	59%	38%	35%	25%	52%	74%	58%	55
56	Melrose	58%	57%	69%	35%	34%	32%	40%	56%	61%	56
57	Mesa Vista	36%	43%	36%	12%	16%	17%	20%	19%	16%	57
58	Mora	28%	36%	32%	13%	10%	8%	19%	28%	24%	58
59	Moriarty-Edgewood	44%	44%	45%	27%	23%	27%	46%	45%	36%	59
60	Mosquero	29%	54%	56%	24%	24%	28%	31%	42%	43%	60
61	Mountainair	29%	36%	34%	16%	24%	20%	25%	36%	24%	61
62	Pecos	29%	33%	31%	11%	12%	11%	22%	33%	20%	62
63	Penasco	36%	44%	41%	12%	13%	13%	46%	40%	43%	63
64	Pojoaque	33%	37%	36%	12%	12%	13%	25%	30%	16%	64
65	Portales	37%	40%	45%	27%	24%	26%	35%	41%	34%	65
66	Quemado	50%	56%	59%	33%	29%	31%	59%	66%	55%	66
67	Questa	28%	30%	28%	6%	8%	5%	6%	24%	17%	67
68	Raton	40%	39%	36%	23%	20%	25%	43%	43%	29%	68
69	Reserve	60%	44%	48%	38%	28%	32%	59%	29%	36%	69
70	Rio Rancho	50%	50%	54%	35%	34%	34%	47%	55%	53%	70
71	Roswell	36%	36%	41%	22%	20%	22%	31%	36%	32%	71
72	Roy	79%	78%	75%	55%	53%	63%	75%	56%	44%	72
73	Ruidoso	38%	38%	43%	24%	25%	29%	28%	35%	38%	73
74	San Jon	40%	52%	66%	19%	26%	42%	38%	38%	46%	74
75	Santa Fe	38%	40%	42%	23%	22%	22%	30%	31%	33%	75
76	Santa Rosa	42%	41%	49%	21%	16%	24%	30%	39%	29%	76
77	Silver City	41%	44%	49%	28%	26%	28%	35%	47%	41%	77
78	Socorro	33%	36%	43%	19%	18%	22%	28%	32%	37%	78
79	Springer	26%	38%	54%	11%	15%	13%	14%	32%	26%	79
80	Taos	43%	44%	45%	26%	21%	22%	42%	41%	40%	80
81	Tatum	43%	51%	50%	31%	28%	37%	41%	63%	49%	81
82	Texico	63%	69%	74%	57%	62%	67%	54%	56%	54%	82
83	Truth or Consequences	34%	31%	35%	17%	18%	19%	26%	32%	33%	83
84	Tucumcari	37%	38%	46%	21%	18%	14%	31%	41%	43%	84
85	Tularosa	27%	44%	46%	16%	24%	16%	23%	36%	27%	85
86	Vaughn	30%	24%	41%	37%	31%	25%	36%	*	24%	86
87	Wagon Mound	27%	31%	21%	19%	14%	6%	55%	50%	14%	87
88	West Las Vegas	29%	30%	33%	10%	11%	10%	25%	30%	24%	88
89	Zuni	25%	20%	33%	11%	11%	13%	17%	19%	15%	89
90	***Charter Schools***										90
91	21St Century Public Academy	49%	57%	39%	35%	34%	14%	45%	55%	23%	91
92	Abq Charter Academy	27%	8%	48%	< 5%	< 5%	9%	25%	8%	59%	92
93	Abq School Of Excellence	57%	63%	68%	50%	51%	54%	53%	58%	57%	93
94	Abq Sign Language Academy	19%	27%	31%	< 5%	11%	7%	17%	15%	17%	94
95	Academy For Technology & Classics	62%	71%	38%	40%	29%	29%	52%	60%	20%	95
96	Ace Leadership High School	11%	7%	33%	6%	< 5%	*	11%	< 5%	< 5%	96
97	ACES Technical Charter School	36%	40%	51%	19%	24%	16%	33%	54%	70%	97

Proficiency by School District and Charter School

School District and Charter School Proficiency Rates

All Assessments, SY23 - SY25

	School District/Charter School	Reading			Math			Science			
		SY23	SY24	SY25	SY23	SY24	SY25	SY23	SY24	SY25	
98	Albuquerque Bilingual Academy	34%	38%	29%	25%	17%	6%	25%	35%	17%	98
99	Albuquerque Collegiate Charter	68%	66%	42%	31%	29%	26%	38%	69%	38%	99
100	Albuquerque Inst. Of Math & Science	94%	97%	94%	90%	87%	86%	93%	> 95%	89%	100
101	Aldo Leopold Charter	63%	65%	57%	25%	25%	20%	60%	66%	80%	101
102	Alice King Community School	49%	51%	80%	30%	29%	39%	52%	41%	46%	102
103	Alma D'Arte Charter	36%	20%	14%	6%	<10%	*	16%	36%	8%	103
104	Altura Preparatory School	80%	93%	63%	73%	83%	35%	82%	88%	25%	104
105	Amy Biehl Charter High School	44%	71%	74%	17%	17%	30%	75%	71%	80%	105
106	Anansi Charter School	80%	75%	48%	60%	61%	52%	68%	86%	19%	106
107	Cesar Chavez Community School	5%	<10%	7%	< 5%	<10%	7%	23%	22%	13%	107
108	Christine Duncan Heritage Academy	21%	27%	46%	12%	13%	36%	14%	32%	44%	108
109	Cien Aguas International	43%	48%	81%	28%	24%	26%	45%	33%	30%	109
110	Coral Community Charter	57%	52%	14%	48%	40%	50%	68%	58%	48%	110
111	Corrales International	48%	41%	83%	31%	27%	41%	30%	37%	75%	111
112	Cottonwood Classical Prep	76%	75%	83%	56%	53%	56%	67%	75%	69%	112
113	Cottonwood Valley Charter	59%	65%	39%	41%	36%	48%	58%	61%	24%	113
114	Deap	12%	19%	42%	< 10%	< 10%	9%	17%	< 20%	22%	114
115	Deming Cesar Chavez	<10%	<10%	34%	< 10%	< 10%	14%	7%	19%	19%	115
116	Digital Arts And Technology Academy	39%	41%	20%	20%	11%	3%	46%	47%	26%	116
117	Dream Dine	12%	<20%	32%	18%	<20%	22%	33%	*	17%	117
118	East Mountain High School	62%	68%	17%	38%	23%	4%	64%	74%	17%	118
119	El Camino Real Academy	21%	13%	8%	5%	3%	2%	7%	15%	15%	119
120	Estancia Valley Classical Academy	52%	51%	58%	36%	35%	46%	53%	61%	57%	120
121	Explore Academy	61%	57%	60%	45%	40%	44%	53%	63%	61%	121
122	Explore Academy - Las Cruces	44%	40%	63%	23%	17%	31%	35%	42%	47%	122
123	Explore Academy - Rio Rancho		47%	39%		28%	11%		50%	22%	123
124	Gilbert L Sena Charter Hs	<20%	<20%	66%	<20%	<20%	3%	< 5%	< 20%	*	124
125	Gordon Bernell Charter	<20%	<20%	36%	<20%	<20%	15%	14%	< 20%	32%	125
126	Health Leadership High School	7%	<10%	12%	< 10%	< 10%	*	< 10%	< 10%	14%	126
127	Horizon Academy West	54%	52%	59%	55%	49%	43%	55%	44%	35%	127
128	Hozho Academy	30%	33%	55%	14%	18%	7%	22%	26%	29%	128
129	International School At Mesa Del Sol	38%	35%	56%	18%	10%	9%	40%	31%	24%	129
130	J Paul Taylor Academy	61%	61%	58%	39%	38%	43%	66%	50%	60%	130
131	Jefferson Montessori Academy	39%	31%	23%	14%	13%	6%	33%	41%	30%	131
132	La Academia De Esperanza	5%	6%	59%	< 5%	< 5%	32%	7%	15%	52%	132
133	La Academia Dolores Huerta	37%	31%	45%	16%	13%	9%	30%	26%	*	133
134	Las Montanas Charter	31%	<20%	37%	<20%	<20%	12%	24%	< 20%	20%	134
135	Los Puentes Charter	11%	<20%	34%	<20%	<20%	10%	14%	25%	36%	135
136	Mark Armijo Academy	8%	9%	46%	< 5%	< 5%	23%	8%	15%	23%	136
137	Mccurdy Charter School	30%	34%	45%	7%	15%	17%	28%	32%	27%	137
138	Middle College High School	55%	38%	42%	25%	17%	8%	58%	57%	7%	138
139	Mission Achievement And Success	49%	49%	53%	41%	28%	34%	53%	42%	45%	139
140	Monte Del Sol Charter	42%	36%	48%	15%	10%	18%	26%	37%	29%	140
141	Montessori Elementary School	70%	67%	72%	33%	37%	35%	63%	59%	68%	141
142	Montessori Of The Rio Grande	75%	80%	21%	35%	36%	< 5%	66%	59%	27%	142
143	Moreno Valley High	50%	*	89%	36%	*	12%	50%	*	75%	143
144	Mosaic Academy Charter	42%	48%	19%	25%	18%	6%	41%	42%	31%	144
145	Mountain Mahogany Comm. School	46%	48%	8%	30%	28%	*	56%	42%	20%	145
146	Native American Community Academy	25%	31%	59%	7%	8%	30%	26%	36%	41%	146

Proficiency by School District and Charter School

School District and Charter School Proficiency Rates

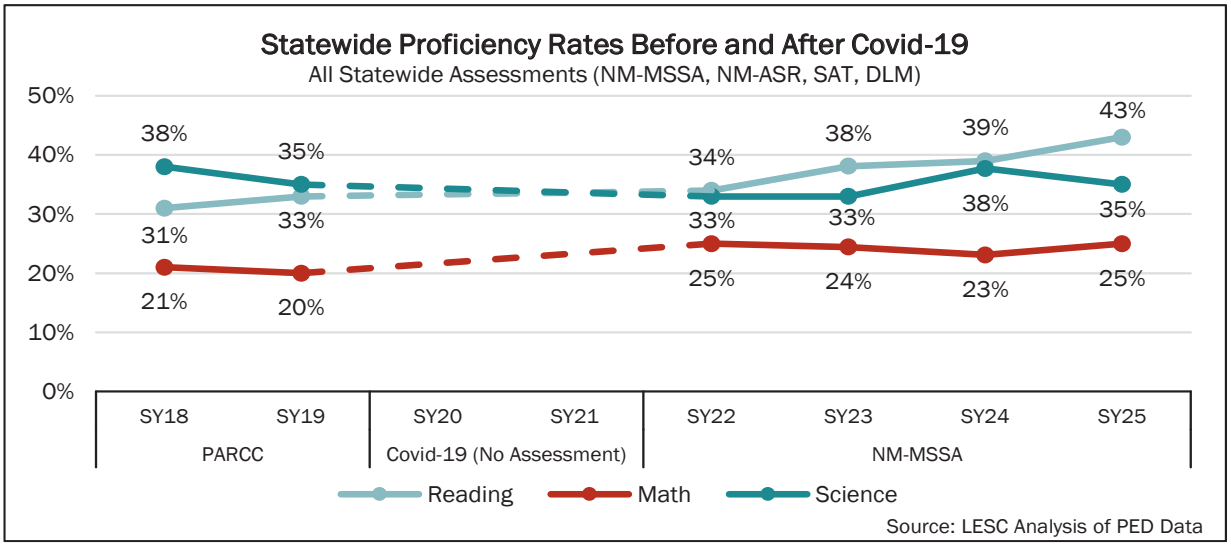
All Assessments, SY23 - SY25

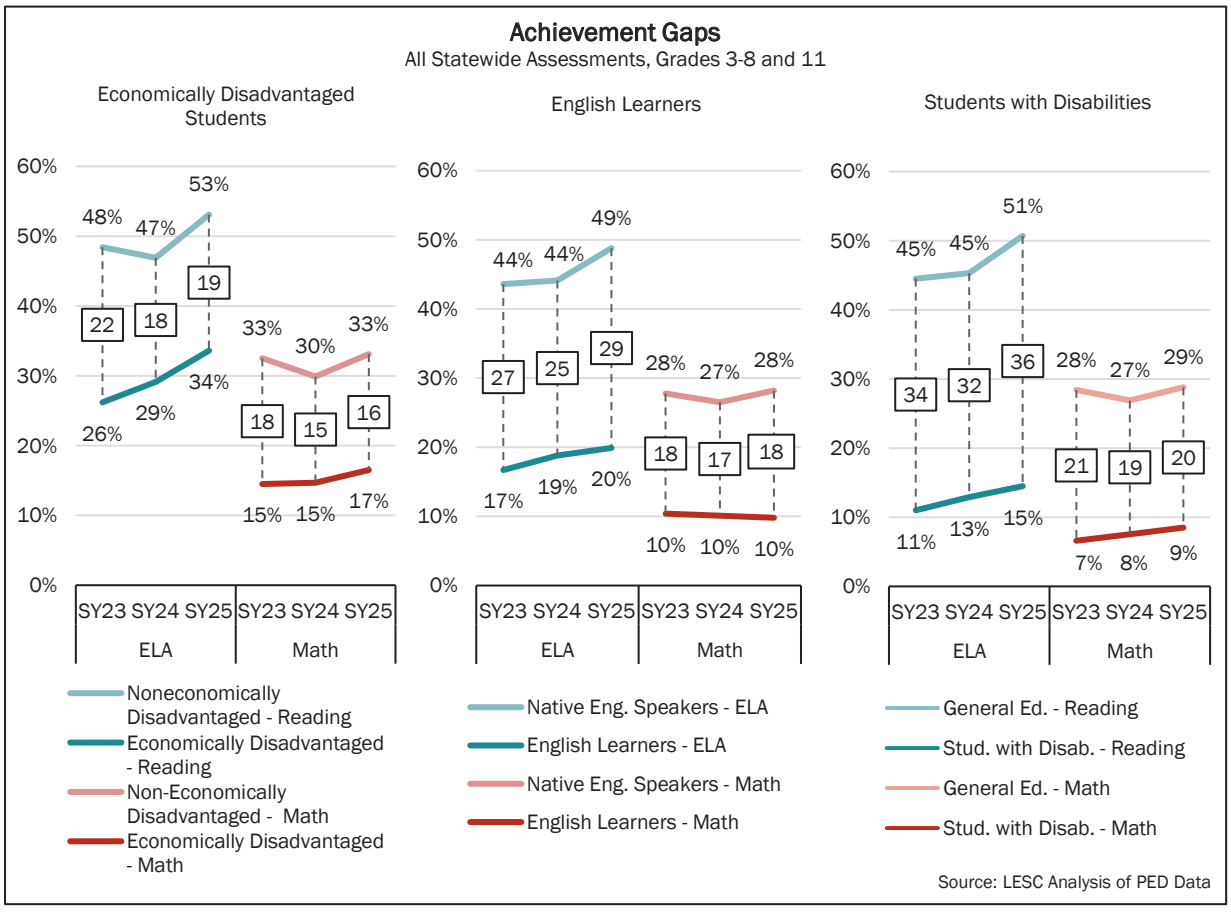
	School District/Charter School	Reading			Math			Science			
		SY23	SY24	SY25	SY23	SY24	SY25	SY23	SY24	SY25	
147	New America School	9%	< 10%	*	< 10%	< 10%	*	14%	< 10%	7%	147
148	New America School - Las Cruces	25%	15%	22%	5%	< 10%	*	20%	22%	19%	148
149	New Mexico Acad. For The Media Arts	45%	54%	47%	10%	15%	11%	46%	55%	42%	149
150	New Mexico Connections Academy	35%	38%	43%	17%	14%	12%	32%	34%	38%	150
151	New Mexico International School	62%	69%	< 5%	52%	62%	65%	71%	76%	79%	151
152	Nm School For The Arts	88%	82%	78%	37%	36%	38%	78%	82%	82%	152
153	North Valley Academy	32%	43%	42%	11%	22%	24%	22%	34%	20%	153
154	Pecos Cyber Academy	33%	31%	37%	18%	10%	13%	34%	27%	26%	154
155	Public Academy For Performing Arts	63%	62%	10%	32%	27%	*	62%	74%	16%	155
156	Raices Del Saber Xinachtli Community	40%	29%	41%	11%	11%	31%		< 20%	39%	156
157	Red River Valley Charter School	34%	50%	49%	18%	10%	30%	30%	23%	40%	157
158	Rio Gallinas School	16%	27%	< 5%	5%	10%	6%	< 5%	25%	53%	158
159	Rio Grande Academy Of Fine Arts	32%	29%	55%	40%	16%	29%			43%	159
160	Robert F. Kennedy Charter	18%	15%	< 5%	< 5%	< 5%	*	15%	18%	9%	160
161	Roots & Wings Community	55%	36%	19%	14%	< 10%	< 5%	40%	40%	20%	161
162	San Diego Riverside Charter	19%	16%	63%	6%	< 10%	9%	15%	13%	40%	162
163	Sandoval Acad. Of Bilingual Education	45%	46%	18%	19%	20%	< 5%	24%	37%	25%	163
164	School Of Dreams Academy	27%	32%	38%	12%	15%	19%	23%	36%	35%	164
165	Sidney Gutierrez Middle	77%	69%	80%	73%	71%	33%	82%	80%	34%	165
166	Siembra Leadership High School	19%	18%	7%	< 5%	< 5%	*	8%	33%	23%	166
167	Six Directions Indigenous School	15%	< 10%	24%	6%	< 10%	*	16%	19%	41%	167
168	Solare Collegiate Charter School	33%	34%	94%	22%	22%	87%	22%	34%	91%	168
169	South Valley Academy	24%	28%	16%	7%	11%	*	21%	37%	19%	169
170	South Valley Prep	26%	42%	39%	14%	11%	10%	15%	29%	21%	170
171	Southwest Prep. Learning Center	44%	50%	47%	33%	30%	26%	48%	33%	36%	171
172	Southwest Sec. Learning Center	32%	41%	57%	11%	11%	23%	55%	49%	66%	172
173	SW Aero., Math. And Science	54%	59%	63%	35%	27%	41%	64%	61%	63%	173
174	Taos Academy	54%	51%	57%	27%	25%	33%	51%	52%	59%	174
175	Taos Integrated School Of Arts	51%	46%	53%	27%	33%	40%	56%	49%	48%	175
176	Taos International School	23%	25%	40%	17%	11%	11%	23%	26%	23%	176
177	Taos Municipal Charter	63%	65%	40%	44%	44%	32%	52%	49%	46%	177
178	Technology Leadership High School	< 10%	< 10%	< 5%	< 10%	< 10%	*	7%	12%	6%	178
179	The ALB Talent Development Charter	14%	< 20%	9%	< 20%	< 20%	*	23%	13%	*	179
180	The Ask Academy	68%	68%	69%	53%	43%	46%	70%	75%	65%	180
181	The Great Academy	17%	20%	33%	6%	< 10%	14%	30%	24%	42%	181
182	The Masters Program	68%	56%	57%	31%	17%	21%	64%	50%	59%	182
183	Thrive Community School	42%	39%	42%	28%	19%	18%		43%	49%	183
184	Tierra Adentro	41%	39%	43%	15%	15%	14%	43%	46%	28%	184
185	Tierra Encantada Charter School	33%	29%	41%	9%	5%	10%	15%	32%	42%	185
186	Turquoise Trail Charter School	31%	35%	30%	17%	13%	6%	26%	16%	15%	186
187	Vista Grande High School	< 20%	33%	31%	< 20%	< 20%	12%	25%	53%	21%	187
188	Voz Collegiate Prep. Charter School	32%	37%	16%	32%	18%	13%	42%	37%	33%	188
189	Walatowa Charter High	11%	*	*	< 5%	*	*	56%	< 5%	30%	189
190	William W & Josephine Dorn Charter	19%	32%	36%	< 5%	24%	74%	25%	20%	71%	190
191	**STATEWIDE**	**38%**	**39%**	**43%**	**24%**	**23%**	**25%**	**33%**	**38%**	**35%**	191

*Note: To protect student privacy, PED masks proficiency rates for schools and school districts with small sample sizes.

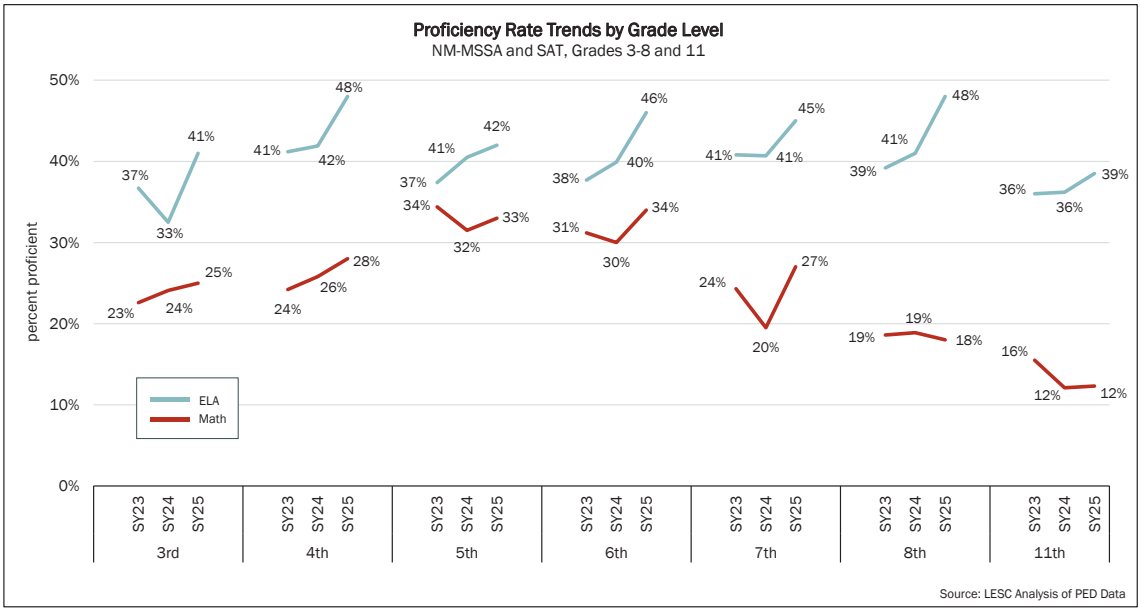
Source: PED

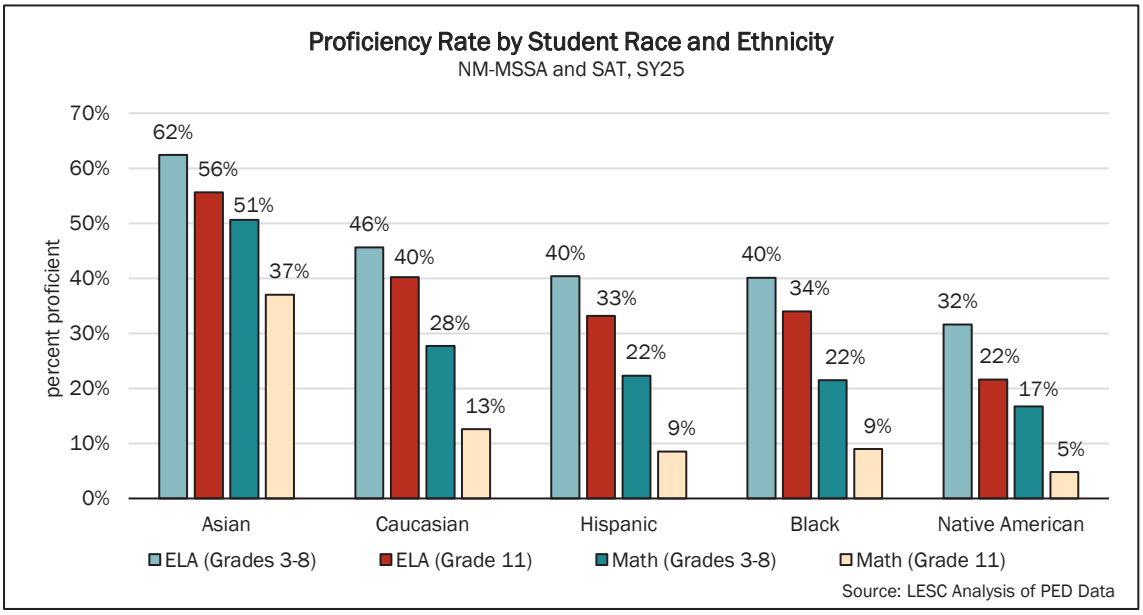
Proficiency Graphs



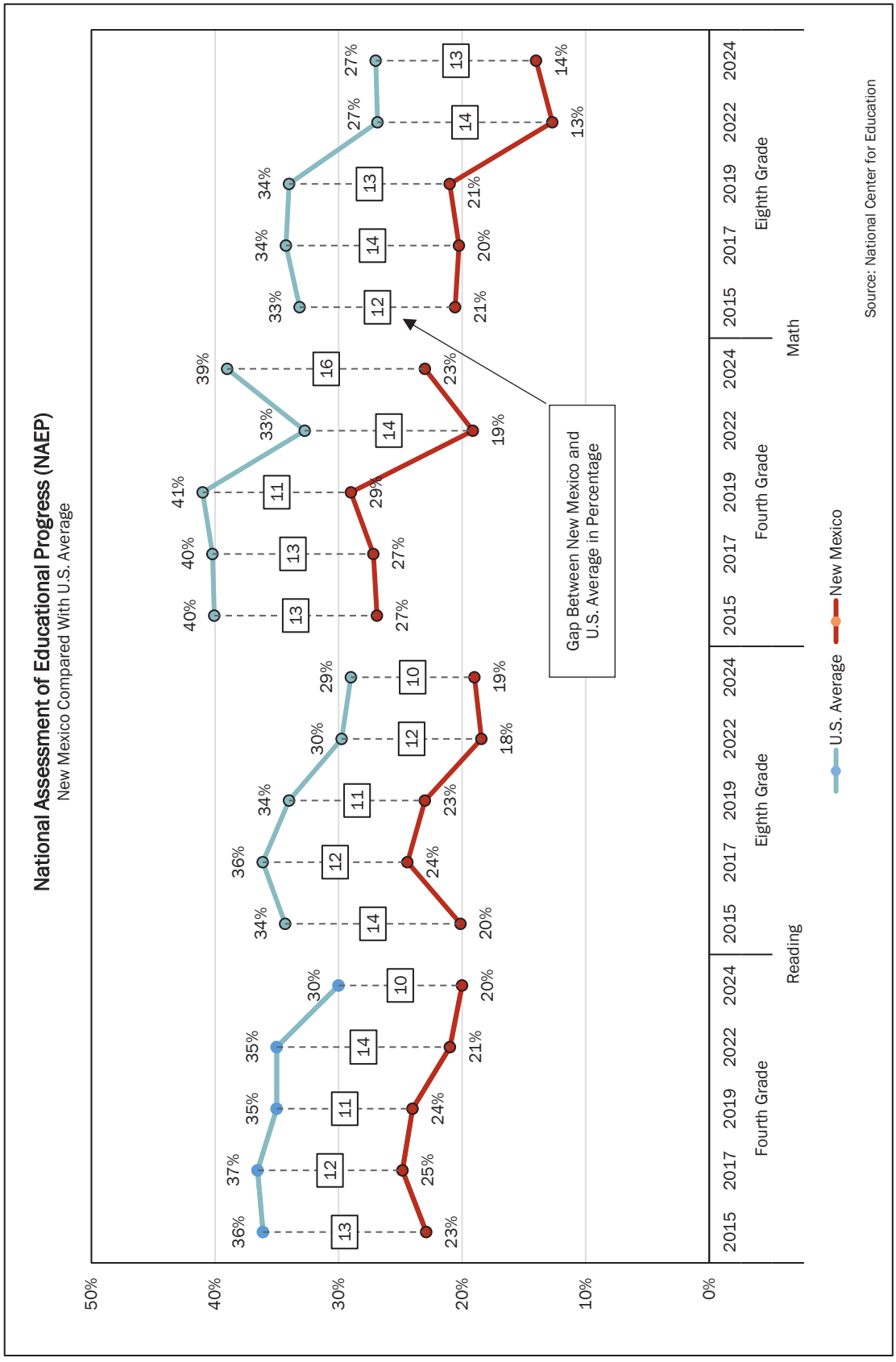


Proficiency Graphs





National Assessment of Educational Progress (NAEP)



School Improvement Status

School Support and Improvement Designations

SY24-SY26 Cohort, Excludes Schools Rated "Traditional" and "Spotlight" in 2024

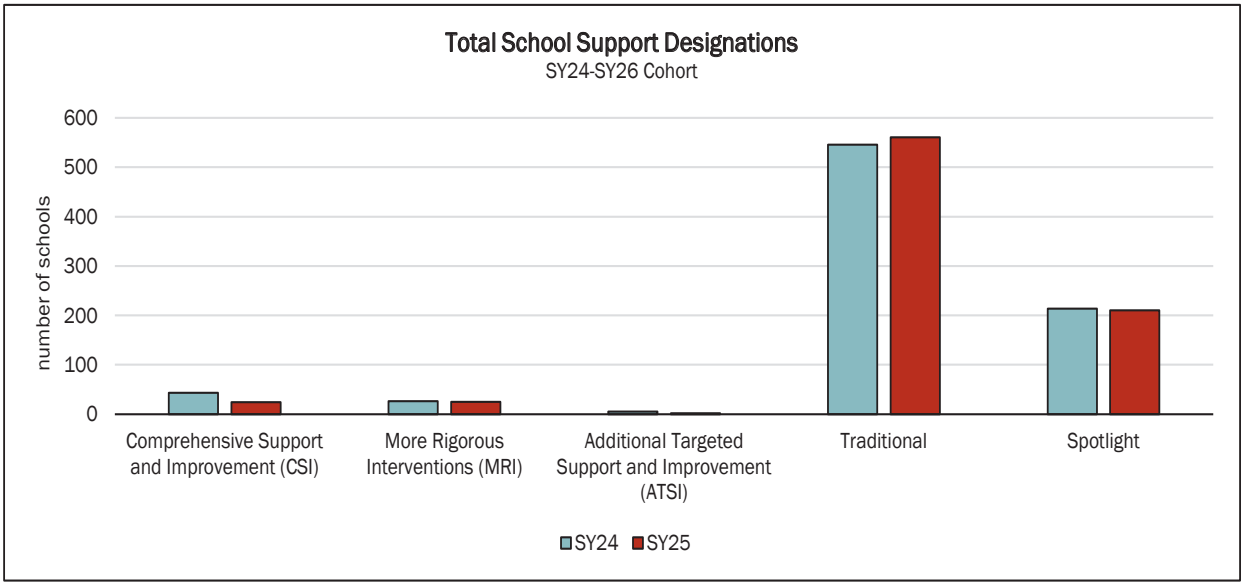
	District	School	SY24 Designation	SY25 Designation	
	School Districts				
1	ALBUQUERQUE	ABQ CHARTER ACADEMY	MRI - Graduation Rate	MRI - Graduation Rate	1
2	ALBUQUERQUE	ACE LEADERSHIP HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate	2
3	ALBUQUERQUE	ABQ TALENT DEVELOPMENT CHARTER	MRI - Graduation Rate	MRI - Graduation Rate	3
4	ALBUQUERQUE	APACHE ELEMENTARY	CSI - Hispanic, ED	CSI - Hispanic	4
5	ALBUQUERQUE	ARMIJO ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional	5
6	ALBUQUERQUE	BARCELONA ELEMENTARY	CSI - ELs	CSI - SWD	6
7	ALBUQUERQUE	ECADEMY	Traditional	TSI - Direct Certification, Hispanic, White	7
8	ALBUQUERQUE	EMERSON ELEMENTARY	CSI - Low Overall Performance	TSI - Hispanic	8
9	ALBUQUERQUE	ERNIE PYLE MIDDLE	CSI - SwD	Exited - Traditional	9
10	ALBUQUERQUE	EUGENE FIELD ELEMENTARY	Traditional	TSI - Hispanic	10
11	ALBUQUERQUE	FREEDOM HIGH	MRI - Graduation Rate	MRI - Graduation Rate	11
12	ALBUQUERQUE	GILBERT L SENA CHARTER HS	MRI - Graduation Rate	MRI - Graduation Rate	12
13	ALBUQUERQUE	GORDON BERNELL CHARTER	MRI - Graduation Rate	CSI - Graduation Rate	13
14	ALBUQUERQUE	HEALTH LEADERSHIP HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate	14
15	ALBUQUERQUE	HIGHLAND HIGH	MRI - Graduation Rate	MRI - Graduation Rate	15
16	ALBUQUERQUE	JEFFERSON MIDDLE	CSI - Native American	Exited - Traditional	16
17	ALBUQUERQUE	JIMMY CARTER MIDDLE	CSI - White	Exited - Traditional	17
18	ALBUQUERQUE	JOHN ADAMS MIDDLE	CSI - Low Overall Performance	Exited - Traditional	18
19	ALBUQUERQUE	KIT CARSON ELEMENTARY	ATSI - White	Exited - Traditional	19
20	ALBUQUERQUE	LA ACADEMIA DE ESPERANZA	MRI - Graduation Rate	MRI - Graduation Rate	20
21	ALBUQUERQUE	LA MESA ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	21
22	ALBUQUERQUE	LAVALAND ELEMENTARY	CSI - Hispanic	Exited - Traditional	22
23	ALBUQUERQUE	LOS PUENTES CHARTER	CSI - Graduation Rate	CSI - Graduation Rate	23
24	ALBUQUERQUE	LOWELL ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	24
25	ALBUQUERQUE	MARK ARMIJO ACADEMY	MRI - Graduation Rate	MRI - Graduation Rate	25
26	ALBUQUERQUE	MONTEZUMA ELEMENTARY	CSI - ELs	CSI - ELs	26
27	ALBUQUERQUE	MOUNTAIN VIEW ELEMENTARY	ATSI - SwD	ATSI - SwD	27
28	ALBUQUERQUE	NEW AMERICA SCHOOL	MRI - Graduation Rate	MRI - Graduation Rate	28
29	ALBUQUERQUE	NEW FUTURES HIGH SCHOOL	MRI - Graduation Rate	MRI - Graduation Rate	29
30	ALBUQUERQUE	PAJARITO ELEMENTARY	CSI - Hispanic	Exited - Traditional	30
31	ALBUQUERQUE	RIO GRANDE HIGH	MRI - Graduation Rate	MRI - Graduation Rate	31
32	ALBUQUERQUE	ROBERT F. KENNEDY CHARTER	MRI - Graduation Rate	MRI - Graduation Rate	32
33	ALBUQUERQUE	SCHOOL ON WHEELS HIGH SCHOOL	MRI - Graduation Rate	MRI - Graduation Rate	33
34	ALBUQUERQUE	SIEMBRA LEADERSHIP HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate	34
35	ALBUQUERQUE	SOMBRA DEL MONTE ELEMENTARY	CSI - SwD	Exited - Traditional	35
36	ALBUQUERQUE	TECHNOLOGY LEADERSHIP HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate	36
37	ALBUQUERQUE	VAN BUREN MIDDLE	MRI - Low Overall Performance	MRI - Low Overall Performance	37
38	BELEN	BELEN INFINITY HIGH	MRI - Graduation Rate	MRI - Graduation Rate	38
39	BERNALILLO	ALGODONES ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	39
40	BERNALILLO	COCHITI ELEMENTARY	TSI - ED	Exited - Traditional	40
41	BERNALILLO	SANTO DOMINGO ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	41
42	CENTRAL CONS.	CAREER PREP ALTERNATIVE	MRI - Graduation Rate	MRI - Graduation Rate	42
43	CENTRAL CONS.	DREAM DINE CHARTER SCHOOL	CSI - Low Overall Performance	CSI - Low Overall Performance	43
44	CENTRAL CONS.	MESA ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional	44
45	CUBA	CUBA ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	45
46	DEMING	DEMING CESAR CHAVEZ	MRI - Graduation Rate	MRI - Graduation Rate	46
47	DEMING	MIMBRES VALLEY HIGH SCHOOL	CSI - Graduation Rate	Exited - Traditional	47
48	DULCE	DULCE HIGH	CSI - Graduation Rate	Exited - Traditional	48
49	ESPANOLA	TONY QUINTANA ELEMENTARY	MRI - Low Overall Performance	TSI - White	49
50	FARMINGTON	ROCINANTE HIGH	MRI - Graduation Rate	MRI - Graduation Rate	50
51	GALLUP	GALLUP CENTRAL ALTERNATIVE	MRI - Graduation Rate	MRI - Graduation Rate	51
52	GALLUP	NAVAJO MIDDLE SCHOOL	TSI - Hispanic	TSI - Hispanic, White	52
53	GALLUP	NAVAJO PINE HIGH	CSI - Graduation Rate	CSI - Graduation Rate	53
54	GALLUP	TOHATCHI MIDDLE	TSI - White	TSI - White	54
55	GALLUP	TWIN LAKES ELEMENTARY	CSI - ELs	CSI - ELs	55
56	HOUSE	HOUSE HIGH	CSI - Graduation Rate	Exited - Spotlight	56
57	JEMEZ MOUNTAIN	GALLINA ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	57

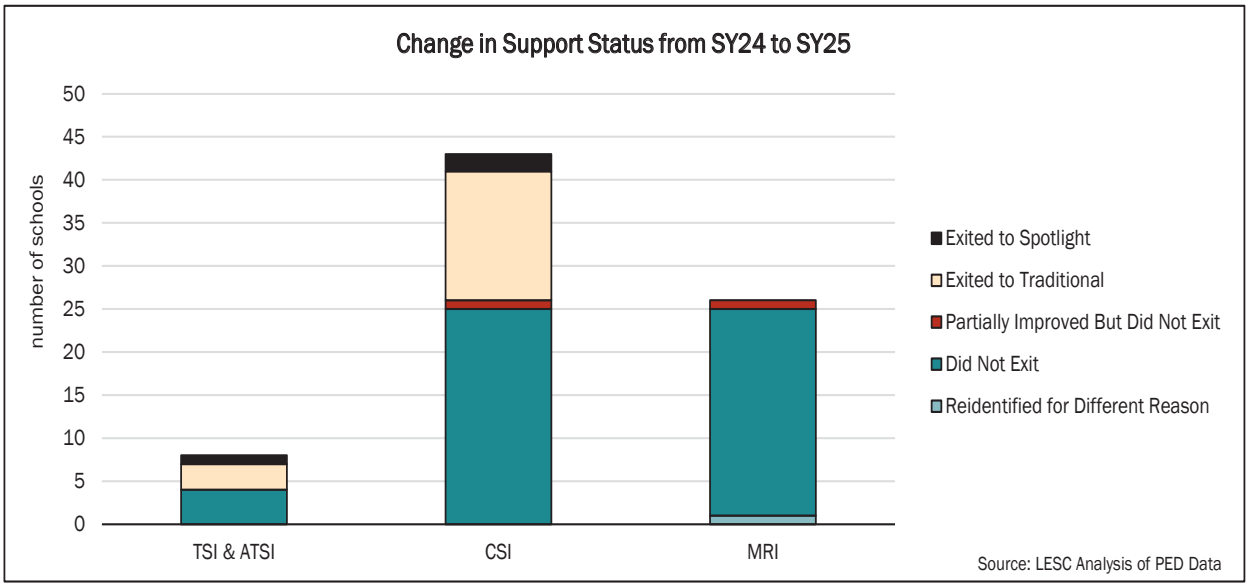
School Improvement Status

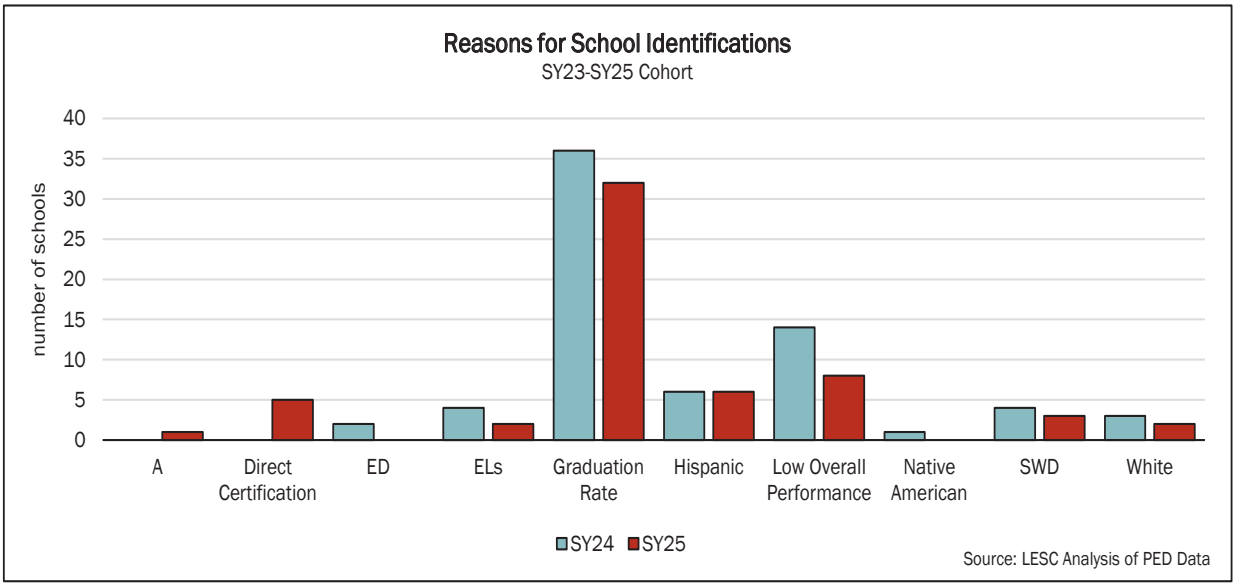
	District	School	SY24 Designation	SY25 Designation	
58	JEMEZ VALLEY	JEMEZ VALLEY ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional	58
59	LAS CRUCES	RIO GRANDE PREPARATORY INSTITUTE	MRI - Graduation Rate	MRI - Graduation Rate	59
60	LAS CRUCES	ZIA MIDDLE	ATSI - ELs	Exited - Traditional	60
61	LOGAN	UTE LAKE ONLINE LEARNING CENTER	CSI - Graduation Rate	CSI - Graduation Rate	61
62	LOS LUNAS	CENTURY ALT HIGH	MRI - Graduation Rate	MRI - Graduation Rate	62
63	LOVINGTON	NEW HOPE ALTERNATIVE HIGH	MRI - Graduation Rate	MRI - Graduation Rate	63
64	MAGDALENA	MAGDALENA ELEMENTARY	CSI - Hispanic, ED	CSI - Direct Certification	64
65	MESA VISTA	OJO CALIENTE ELEMENTARY	ATSI - ED	Exited - Spotlight	65
66	QUESTA	ALTA VISTA INTERMEDIATE	CSI - Hispanic	CSI - Hispanic	66
67	RIO RANCHO	INDEPENDENCE HIGH SCHOOL	MRI - Graduation Rate	MRI - Graduation Rate	67
68	ROSWELL	UNIVERSITY HIGH	MRI - Graduation Rate	MRI - Graduation Rate	68
69	SANTA FE	EL CAMINO REAL ACADEMY COMMUNITY	Traditional	TSI - A	69
70	TAOS	TAOS CYBER MAGNET	CSI - Graduation Rate	Exited - Traditional	70
71	WEST LAS VEGAS	RIO GALLINAS SCHOOL	Traditional	TSI - Direct Certification	71
72	WEST LAS VEGAS	WLV FAMILY PARTNERSHIP	CSI - Graduation Rate	CSI - Graduation Rate	72
73	ZUNI	SHIWI TS'ANA ELEMENTARY	ATSI - SwD	ATSI - SwD	73
74	ZUNI	TWIN BUTTES CYBER ACADEMY	CSI - Graduation Rate	CSI - Graduation Rate	74
75	*State Chartered Charter Schools*				75
76	STATE CHARTER	CESAR CHAVEZ COMMUNITY SCHOOL	MRI - Graduation Rate	MRI - Graduation Rate	76
77	STATE CHARTER	LAS MONTANAS CHARTER	CSI - Graduation Rate	CSI - Graduation Rate	77
78	STATE CHARTER	NEW AMERICA SCHOOL - LAS CRUCES	CSI - Graduation Rate	CSI - Graduation Rate	78
79	STATE CHARTER	NEW MEXICO CONNECTIONS ACADEMY	CSI - Graduation Rate	Exited - Traditional	79
80	STATE CHARTER	SOUTHWEST SECOND. LEARNING CENTER	CSI - Graduation Rate	Exited - Spotlight	80
81	STATE CHARTER	THE GREAT ACADEMY	CSI - Graduation Rate	Exited - Traditional	81
82	STATE CHARTER	VISTA GRANDE HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate	82

Source: PED

School Improvement Summary







Advanced Placement (AP)

Most Popular Advanced Placement Exams in New Mexico

Subject	SY24		SY25	
	Tests	Pass Rate	Tests	Pass Rate
Biology	474	53%	479	53%
Calculus AB	773	42%	856	46%
Calculus BC	246	67%	253	74%
Chemistry	285	46%	347	48%
Computer Science Principles	315	48%	283	43%
English Language and Composition	2,869	26%	2,604	50%
English Literature and Composition	1,939	50%	1,875	50%
Environmental Science	265	41%	291	54%
European History	114	54%	85	51%
Human Geography	272	49%	311	49%
Macroeconomics	349	30%	375	26%
Physics 1	494	18%	621	31%
Precalculus	791	54%	874	59%
Psychology	718	42%	681	55%
Spanish Language and Culture	1,155	78%	1,073	80%
Spanish Literature and Culture	321	48%	359	56%
Statistics	500	33%	386	30%
United States Government and Politics	1,348	39%	1,388	36%
United State History	1,890	41%	2,043	43%
World History: Modern	1,469	39%	1,645	35%

Source: College Board

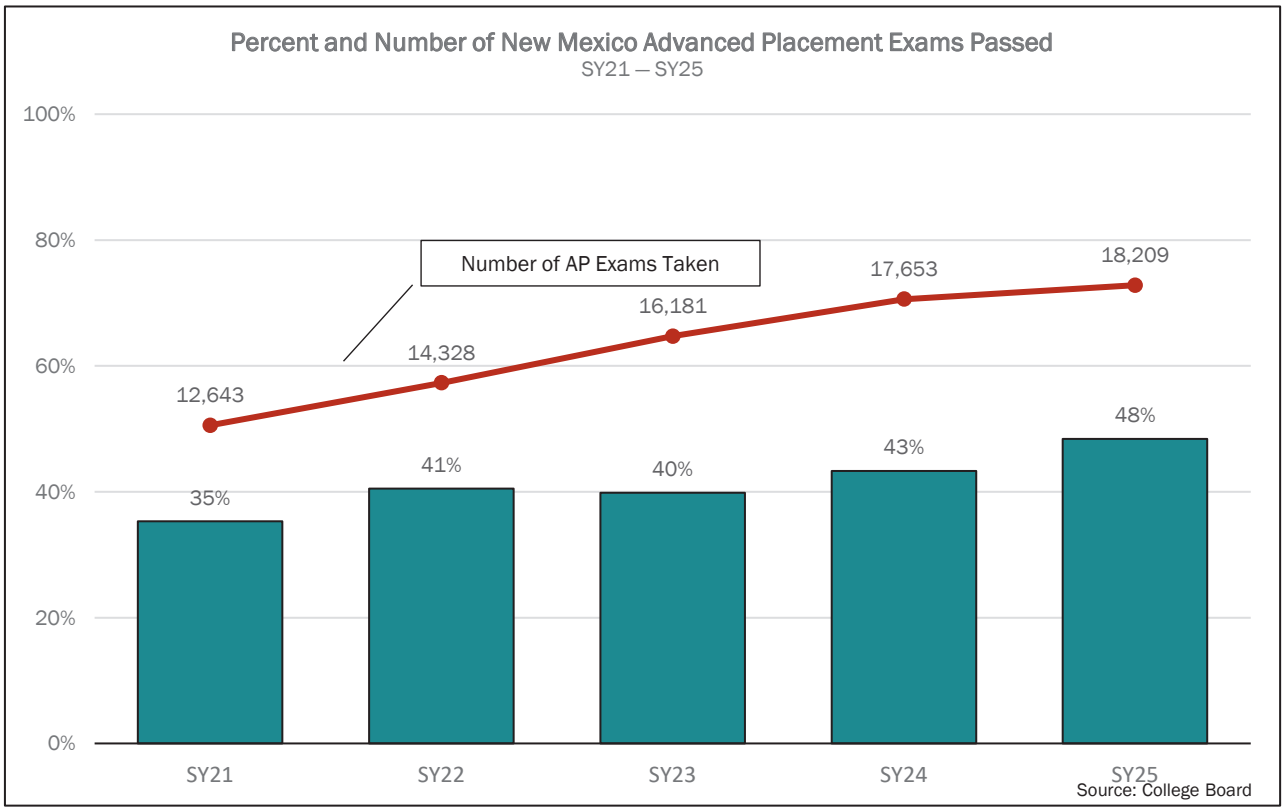
New Mexico Advanced Placement Scores

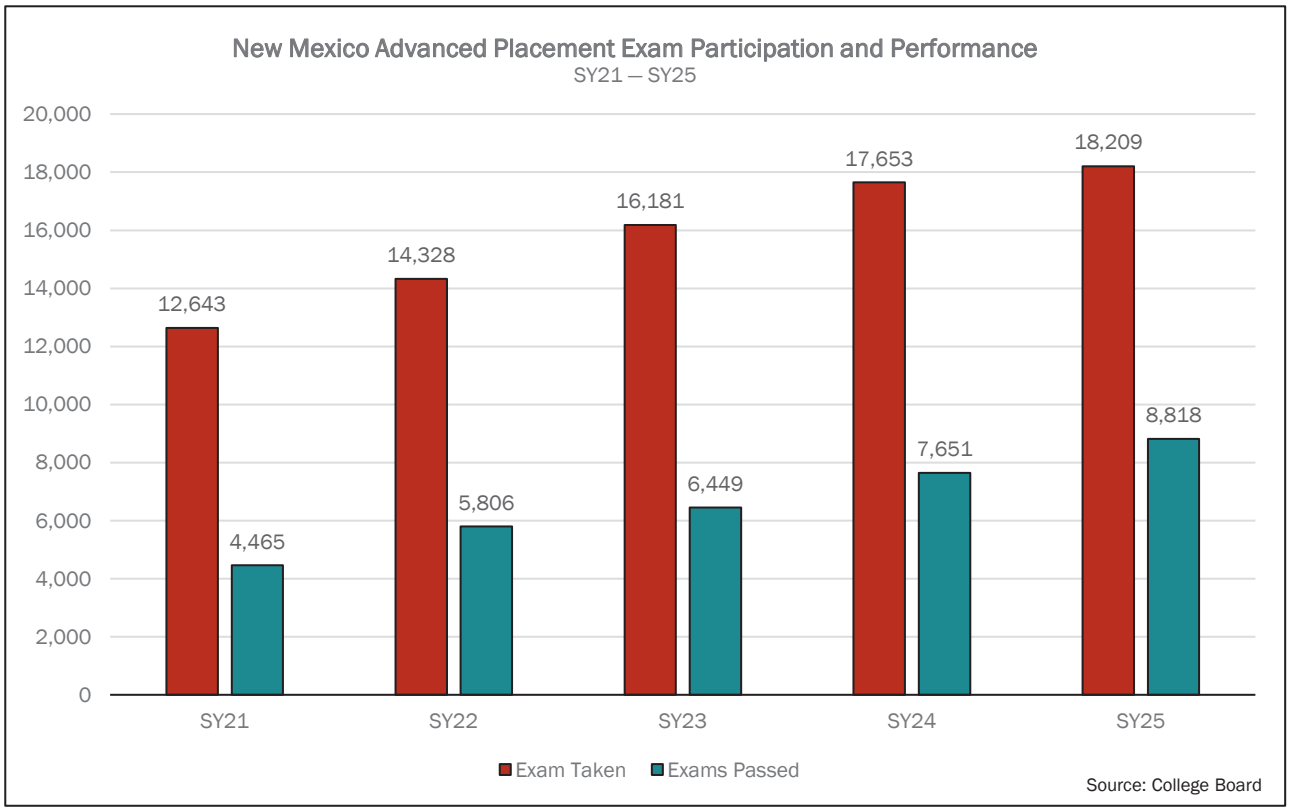
by Race and Ethnicity

Race or Ethnicity	SY24			SY25		
	Number of Tests	Tests Passed	Percent Passed	Number of Tests	Tests Passed	Percent Passed
American Indian/Alaska Native	669	108	16.1%	707	159	22.5%
Asian	826	526	63.7%	847	585	69.1%
Black	189	63	33.3%	244	113	46.3%
Hispanic/Latino	10,324	3,598	34.9%	10,320	4,204	40.7%
White	4,799	2,902	60.5%	5,030	3,160	62.8%
Native Hawaiian/Pacific Islander	13	2	15.4%	26	5	19.2%
Two or More Races	585	322	55.0%	617	373	60.5%
No Response	248	130	52.4%	418	218	52.2%
TOTAL	**17,653**	**7,651**	**41.4%**	**18,209**	**8,817**	**46.7%**

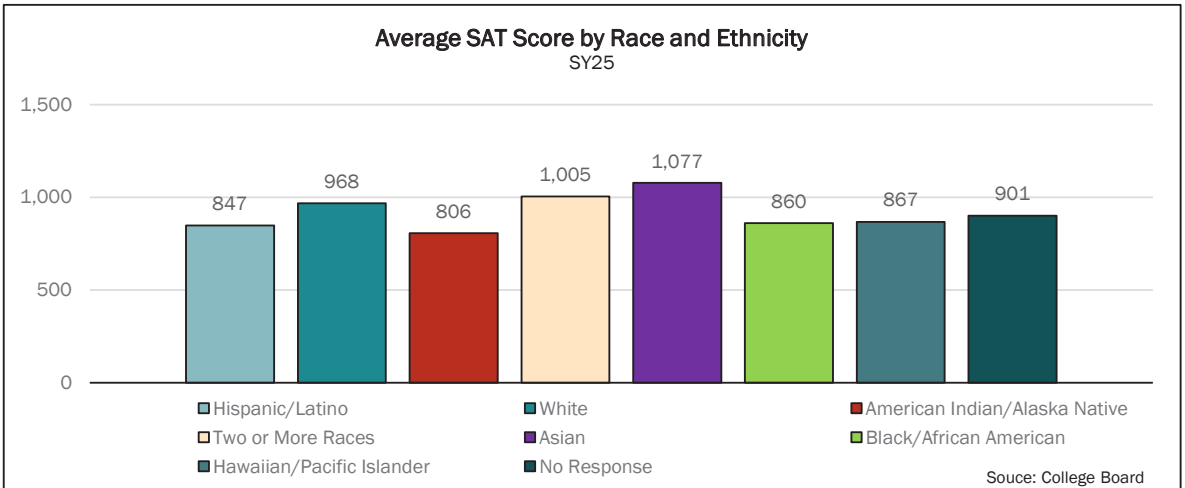
Source: College Board

Advanced Placement (AP)





SAT



*The score range for the SAT is 400-1600, and includes the sum of student's scores on the reading and writing section and the math section, which each have a score range of 200-800.

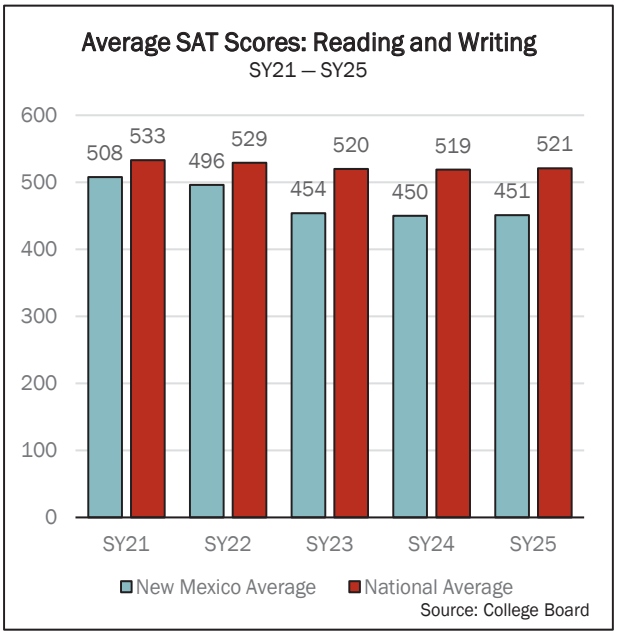
New Mexico Average SAT Score by Race and Ethnicity

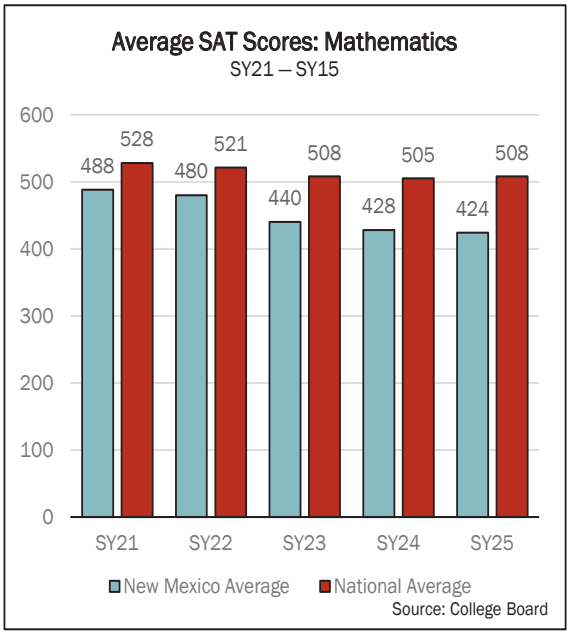
SY21 – SY25

	SY21	SY22	SY23	SY24	SY25
Hispanic/Latino	1,013	947	869	855	847
White	1,080	1,094	985	974	968
American Indian/Alaska Native	887	866	813	813	806
Two or More Races	1,156	1,102	985	972	1,005
Asian	1,167	1,193	1,053	1,028	1,077
Black/African American	951	976	867	854	860
Hawaiian/Pacific Islander	*	*	790	817	867
No Response	895	920	851	815	901
STATEWIDE AVERAGE	**996**	**976**	**894**	**878**	**875**

*Data masked for student privacy due to small population size

Source: College Board





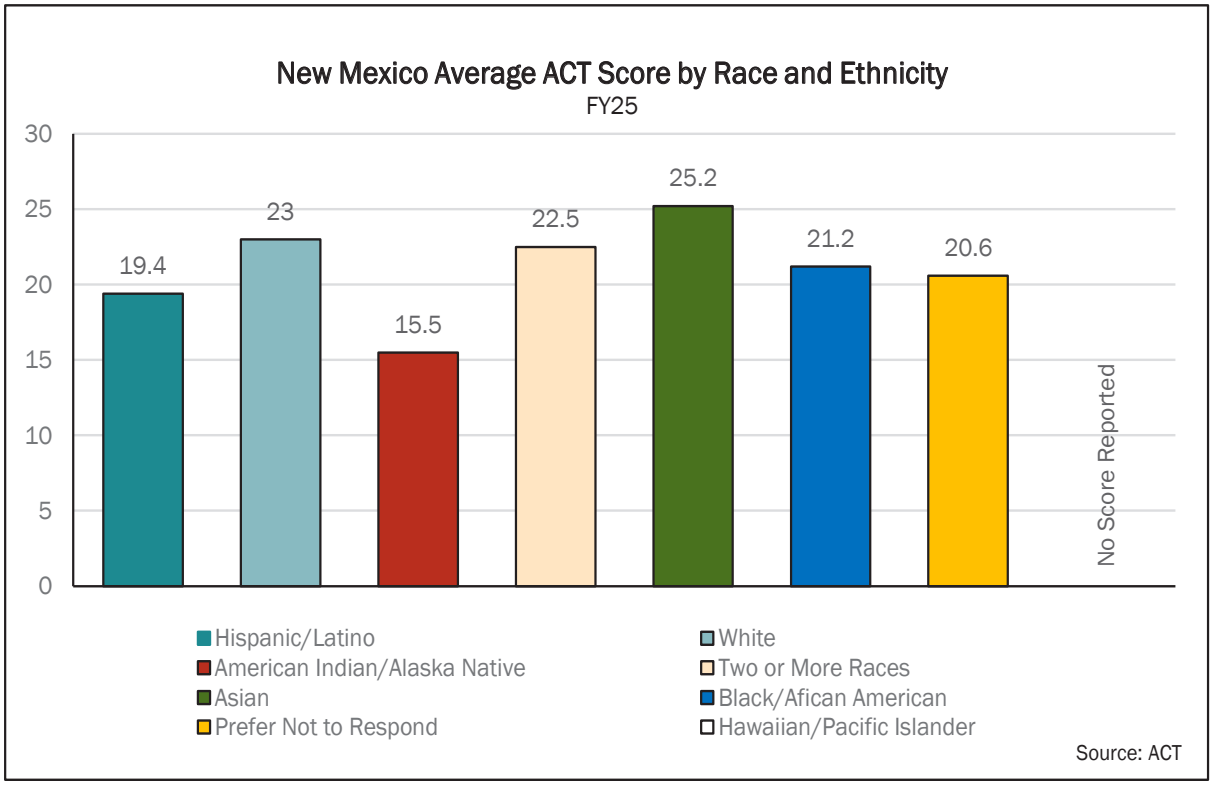
ACT

New Mexico Average ACT Score by Race and Ethnicity

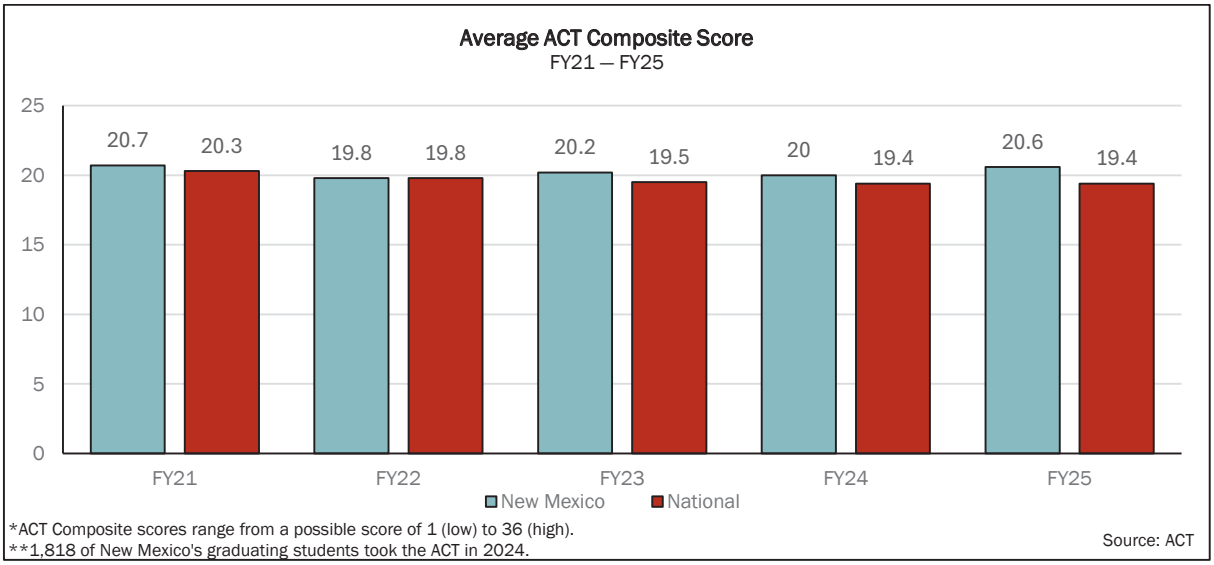
FY21 — FY25

	FY21	FY22	FY23	FY24	FY25	Percent of Tests
Hispanic/Latino	19.3	18.7	19.1	18.9	19.4	44.0%
White	23.2	22.4	22.5	22.2	23	34.0%
American Indian/Alaska Native	16.7	16	15.6	15.4	15.5	9.0%
Two or More Races	22.4	21.8	21.7	23.4	22.5	4.0%
Asian	24	24.9	23.5	23.3	25.2	3.0%
Black/African American	19.1	18.8	20	19.2	21.2	1.0%
Prefer Not to Respond	22.4	22.1	22	21.6	20.6	5.0%
Hawaiian/Pacific Islander	*	*	*	*	*	

Source: ACT

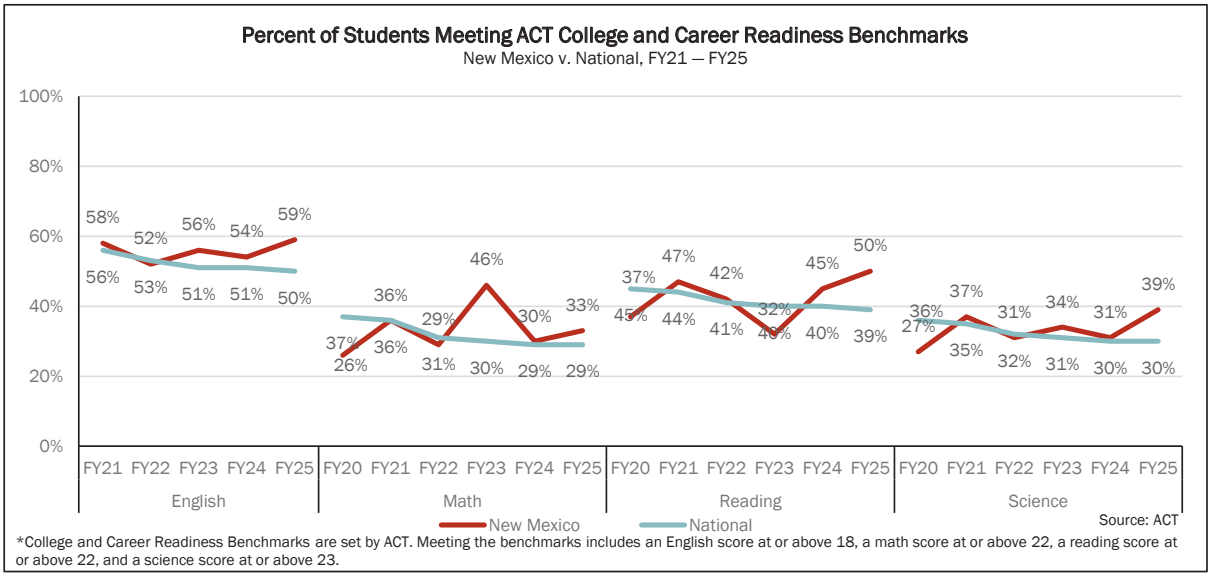


ACT



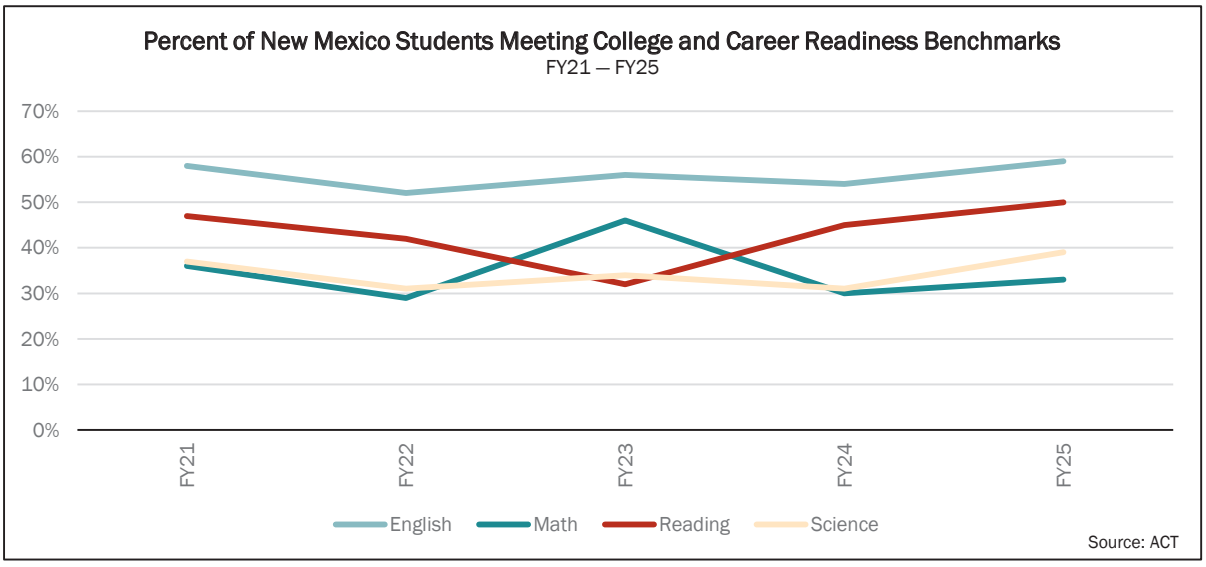
*ACT Composite scores range from a possible score of 1 (low) to 36 (high).
**1,818 of New Mexico's graduating students took the ACT in 2024.

Source: ACT



Source: ACT

*College and Career Readiness Benchmarks are set by ACT. Meeting the benchmarks includes an English score at or above 18, a math score at or above 22, a reading score at or above 22, and a science score at or above 23.



Source: ACT

Career Technical Education (CTE) Awards

FY25 Career Technical Education (CTE) Awards

	Local Education Agency	Institution Type	Federal Perkins Funding[1]	State NextGen CTE Funding[2]	State Innovation Zone Funding[3]	
	Postsecondary Institutions					
1	Central New Mexico Community College	Postsecondary	$1,369,584			1
2	Clovis Community College	Postsecondary	$429,735			2
3	Eastern New Mexico University	Postsecondary				3
4	Eastern New Mexico University Roswell	Postsecondary	$131,810			4
5	Eastern New Mexico University Ruidoso	Postsecondary				5
6	Luna Community College	Postsecondary				6
7	Mesalands Technical College	Postsecondary				7
8	New Mexico Highlands University	Postsecondary				8
9	New Mexico Junior College	Postsecondary				9
10	New Mexico Military Institute	Postsecondary				10
11	NMSU Alamogordo Community College	Postsecondary				11
12	NMSU Carlsbad Community College	Postsecondary				12
13	NMSU Dona Ana Community College	Postsecondary	$617,270			13
14	NMSU Grants Community College	Postsecondary				14
15	Northern New Mexico College	Postsecondary	$110,516			15
16	San Juan College	Postsecondary	$594,358			16
17	Santa Fe Community College	Postsecondary	$132,349			17
18	UNM Gallup	Postsecondary	$158,765			18
19	UNM Los Alamos	Postsecondary				19
20	UNM Taos	Postsecondary	$64,692			20
21	UNM Valencia	Postsecondary	$91,917			21
22	Western New Mexico University	Postsecondary	$187,742			22
23	***School Districts***					23
24	Alamogordo Public Schools	School District	$92,782	$168,787		24
25	Albuquerque Public Schools	School district	$1,013,055	$868,344	$600,000	25
26	Animas Public Schools	School district	$2,100	$85,184		26
27	Artesia Public Schools	School district	$43,124	$121,340		27
28	Aztec Municipal Schools	School district	$36,459	$115,465	$200,000	28
29	Belen Consolidated Schools	School district	$70,236	$145,234		29
30	Bernalillo Public Schools	School district	$47,620	$125,301		30
31	Bloomfield Schools	School district	$50,495	$127,836		31
32	Capitan Municipal Schools	School district	$6,932	$89,442		32
33	Carlsbad Municipal Schools	School district	$89,319	$162,052	$200,000	33
34	Carrizozo Municipal Schools	School district	$3,759	$86,646		34
35	Central Consolidated Schools	School district	$102,680	$173,827	$200,000	35
36	Chama Valley Independent Schools	School district				36
37	Cimarron Municipal Schools	School district	$4,562	$86,114		37
38	Clayton Municipal Schools	School district	$7,149	$89,633		38
39	Cloudcroft Municipal Schools	School district	$5,800	$88,445	$199,066	39
40	Clovis Municipal Schools	School district		$182,327		40
41	Cobre Consolidated Schools	School district	$17,181	$98,475	$200,000	41
42	Corona Public Schools	School district				42
43	Cuba Independent Schools	School district	$15,019	$96,565	$200,000	43
44	Deming Public Schools	School district	$94,030	$157,775		44
45	Des Moines Municipal Schools	School district	$1,634	$84,773		45
46	Dexter Consolidated Schools	School district	$7,644	$90,070		46
47	Dora Consolidated Schools	School district	$2,513	$85,548		47
48	Dulce Independent Schools	School district	$16,943	$98,266		48
49	Elida Municipal Schools	School district		$84,707		49
50	Española Public Schools	School district	$66,189	$141,667		50
51	Estancia Municipal Schools	School district				51
52	Eunice Municipal Schools	School district	$7,019	$89,519		52
53	Farmington Municipal Schools	School district	$139,212	$218,955		53

Career Technical Education (CTE) Awards

FY25 Career Technical Education (CTE) Awards

	Local Education Agency	Institution Type	Federal Perkins Funding[1]	State NextGen CTE Funding[2]	State Innovation Zone Funding[3]	
54	Floyd Municipal Schools	School district		$85,480		54
55	Fort Sumner Municipal Schools	School district		$87,350		55
56	Gadsden Independent Schools	School district	$220,873	$277,994		56
57	Gallup-Mckinley County Schools	School district	$261,336	$329,484	$121,933	57
58	Grady Municipal Schools	School district		$83,744		58
59	Grants/Cibola County Schools	School district	$82,486	$163,402		59
60	Hagerman Municipal Schools	School district	$4,208	$87,042		60
61	Hatch Valley Public Schools	School district	$15,078	$96,621	$200,000	61
62	Hobbs Municipal Schools	School district	$131,859	$199,543		62
63	Hondo Valley Public Schools	School district	$2,017	$85,110		63
64	House Municipal Schools	School district		$83,863		64
65	Jal Public Schools	School district				65
66	Jemez Mountain Public Schools	School district			$135,400	66
67	Jemez Valley Public Schools	School district	$10,301	$92,411		67
68	Lake Arthur Municipal Schools	School district	$1,135	$84,334		68
69	Las Cruces Public Schools	School district	$327,190	$371,694	$800,000	69
70	Las Vegas City Public Schools	School district	$21,942	$102,671		70
71	Logan Municipal Schools	School district	$2,195	$85,268		71
72	Lordsburg Municipal Schools	School district	$9,165	$91,411		72
73	Los Alamos Public Schools	School district	$16,441	$97,823		73
74	Los Lunas Public Schools	School district	$107,561	$178,129		74
75	Loving Municipal Schools	School district			$200,000	75
76	Lovington Municipal Schools	School district	$38,047	$116,864		76
77	Magdalena Municipal Schools	School district	$11,498	$93,467		77
78	Maxwell Municipal Schools	School district	$924	$84,147		78
79	Melrose Municipal Schools	School district		$85,031		79
80	Mesa Vista Consolidated Schools	School district				80
81	Mora Independent Schools	School district	$6,594	$89,144		81
82	Moriarty-Edgewood School District	School district	$39,765	$118,379		82
83	Mosquero Municipal Schools	School district	$192	$83,502		83
84	Mountainair Public Schools	School district	$4,350	$87,166		84
85	Pecos Independent School District	School district	$10,455	$92,548		85
86	Peñasco Independent Schools	School district			$200,000	86
87	Pojoaque Valley Public Schools	School district				87
88	Portales Municipal Schools	School district		$118,572		88
89	Quemado Independent Schools	School district	$3,608	$86,513		89
90	Questa Independent Schools	School district				90
91	Raton Public Schools	School district	$14,342	$95,973		91
92	Reserve Independent Schools	School district	$2,780	$85,784		92
93	Rio Rancho Public Schools	School district	$176,014	$238,458	$200,000	93
94	Roswell Independent Schools	School district	$151,612	$216,952	$161,000	94
95	Roy Municipal Schools	School district	$557	$83,824		95
96	Ruidoso Municipal Schools	School district	$32,598	$132,340		96
97	San Jon Municipal Schools	School district	$886	$84,114		97
98	Santa Fe Public Schools	School district	$144,612	$210,336		98
99	Santa Rosa Consolidated Schools	School district		$91,031	$200,000	99
100	Silver Consolidated School District	School district	$31,191	$110,822	$200,000	100
101	Socorro Consolidated Schools	School district	$29,890	$117,275	$200,000	101
102	Springer Municipal Schools	School district	$2,477	$85,516		102
103	Taos Municipal Schools	School district	$31,117	$110,757		103
104	Tatum Municipal Schools	School district				104
105	Texico Municipal Schools	School district				105
106	Truth or Consequences Municipal Schools	School district	$25,569	$105,867		106
107	Tucumcari Public Schools	School district	$19,212	$100,265		107

Career Technical Education (CTE) Awards

FY25 Career Technical Education (CTE) Awards

	Local Education Agency	Institution Type	Federal Perkins Funding[1]	State NextGen CTE Funding[2]	State Innovation Zone Funding[3]	
108	Tularosa Municipal Schools	School district	$27,049	$107,172		108
109	Vaughn Municipal Schools	School district		$85,738		109
110	Wagon Mound Public Schools	School district	$1,089	$84,293		110
111	West Las Vegas Public Schools	School district	$18,690	$99,833		111
112	Zuni Public School District	School district	$29,723	$109,528		112
113	***Charter Schools***					113
114	21st Century Public Academy	State-chartered charter school				114
115	Academy For Technology and The Classics	Locally-chartered charter school		$14,664	$200,000	115
116	Ace Leadership High School	State-chartered charter school		$9,065		116
117	ACES Technical Charter School	State-chartered charter school	$871	$84,099		117
118	AIMS at UNM	State-chartered charter school				118
119	Albuquerque Aviation Academy	State-chartered charter school	$5,542	$88,202		119
120	Albuquerque Charter Academy	Locally-chartered charter school		$11,453	$200,000	120
121	Albuquerque School Of Excellence	State-chartered charter school				121
122	Albuquerque Sign Language Academy	State-chartered charter school	$1,429	$84,589	$200,000	122
123	Albuquerque Talent Development Academy	Locally-chartered charter school				123
124	Aldo Leopold High School	State-chartered charter school	$5,368	$88,064		124
125	Alma D' Arte Charter High School	State-chartered charter school	$2,872	$85,864		125
126	Amy Biehl Charter High School	State-chartered charter school	$6,692	$89,213	$199,847	126
127	ASK Academy (The)	State-chartered charter school	$11,607	$93,562		127
128	Cesar Chavez Community School	State-chartered charter school	$6,762	$89,274		128
129	Corrales International School	Locally-chartered charter school		$1,439		129
130	Cottonwood Classical Preparatory School	Locally-chartered charter school	$13,803	$95,460		130
131	DEAP	State-chartered charter school	$3,297	$86,238		131
132	Deming Cesar Chavez Charter High School	Locally-chartered charter school		$8,429		132
133	Digital Arts and Technology Academy	Locally-chartered charter school				133
134	East Mountain High School	Locally-chartered charter school		$12,740		134
135	El Camino Real Academy	Locally-chartered charter school		$3,032		135
136	Estancia Valley Classical Academy	State-chartered charter school				136
137	Explore Academy	State-chartered charter school	$13,524	$95,215		137
138	Explore Academy - Las Cruces	State-chartered charter school	$6,892	$89,407		138
139	Gilbert L. Sena Charter High School	Locally-chartered charter school		$5,359		139
140	Gordon Bernell Charter School	Locally-chartered charter school		$5,757	$198,060	140
141	GREAT Academy (The)	State-chartered charter school				141
142	Health Leadership High School	Locally-chartered charter school		$7,043	$200,000	142
143	International School At Mesa Del Sol (The)	Locally-chartered charter school				143
144	J. Paul Taylor Academy	State-chartered charter school				144
145	Jefferson Montessori Academy	Locally-chartered charter school				145
146	La Academia De Esperanza Charter School	Locally-chartered charter school				146
147	Las Montañas Charter School	State-chartered charter school	$9,410	$91,626	$200,000	147
148	Los Puentes Charter School	Locally-chartered charter school				148
149	Mark Armijo Academy	Locally-chartered charter school		$7,227	$200,000	149
150	MASTERS Program (The)	State-chartered charter school	$9,631	$92,768		150
151	Mccurdy Charter School	State-chartered charter school	$18,999	$100,078		151
152	Media Arts Collaborative Charter School	State-chartered charter school				152
153	Middle College High School	State-chartered charter school				153
154	Mission Ach. And Success Charter School	State-chartered charter school				154
155	Monte Del Sol Charter School	State-chartered charter school	$13,289	$96,351		155
156	Moreno Valley High School	Locally-chartered charter school		$1,239		156
157	Native American Community Academy	Locally-chartered charter school				157
158	New America School	Locally-chartered charter school		$91,587		158
159	New America School of Las Cruces	State-chartered charter school	$9,366			159
160	New Mexico Connections Academy	State-chartered charter school				160
161	New Mexico School for the Arts	State-chartered charter school	$12,393	$95,474		161

Career Technical Education (CTE) Awards

FY25 Career Technical Education (CTE) Awards

	Local Education Agency	Institution Type	Federal Perkins Funding[1]	State NextGen CTE Funding[2]	State Innovation Zone Funding[3]	
162	Pecos Connections Academy	Locally-chartered charter school				162
163	Pecos Cyber Academy	State-chartered charter school	$30,081	$109,761		163
164	Public Academy For Performing Arts	Locally-chartered charter school				164
165	Robert F. Kennedy Charter School	Locally-chartered charter school		$7,350	$200,000	165
166	Sacramento School of Engineering and Science	State-chartered charter school	$4,179	$83,333		166
167	School of Dreams Academy	State-chartered charter school	$8,980	$91,247		167
168	Siembra Leadership High School	Locally-chartered charter school		$14,730	$200,000	168
169	Six Directions Indigenous Charter School	State-chartered charter school	$3,183	$86,138		169
170	South Valley Academy	Locally-chartered charter school		$12,525		170
171	Southwest Aero. Math. And Science Academy	State-chartered charter school				171
172	Southwest Secondary Learning Center	State-chartered charter school	$5,124	$87,835		172
173	Taos Academy	State-chartered charter school	$6,457	$89,023		173
174	Technology Leadership High School	Locally-chartered charter school		$10,351		174
175	Tierra Adentro	State-chartered charter school	$8,470	$90,775		175
176	Tierra Encantada Charter School	State-chartered charter school				176
177	Vista Grande High School	State-chartered charter school	$2,833	$85,829	$200,000	177
178	Walatowa High Charter School	State-chartered charter school				178
179	***Bureau of Indian Education (BIE) Controlled Schools***					179
180	Alamo Navajo Community Schools	BIE School		$200,000		180
181	Mescalero Apache	BIE School		$200,000		181
182	Mescalero Apache School	BIE School				182
183	Navajo Preparatory School	BIE School		$200,000		183
184	Pine Hill Schools	BIE School				184
185	Ramah Navajo Board	BIE School		$200,000		185
186	Santa Fe Indian School	BIE School				186
187	Shiprock Northwest High School	BIE School		$200,000		187
188	To'Hajiilee Community Day School	BIE School		$200,000		188
189	***REC or Coordinating Agency***					189
190	REC 2	REC or Coordinating Agency	$37,474			190
191	REC 3	REC or Coordinating Agency				191
192	REC 9	REC or Coordinating Agency				192
193	REC 10	REC or Coordinating Agency				193
194	Eastern New Mexico University - Ruidoso	REC or Coordinating Agency				194
195	Clovis Community College	REC or Coordinating Agency				195
196	**STATEWIDE TOTAL**		**$8,159,350**	**$13,750,297**	**$6,615,306**	196

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

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

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

Source: PED

Graduation Rates

Graduation Rates

	School District	School	SY20	SY21	SY22	SY23	SY24	
	School Districts							
1	Alamogordo Public Schools	Academy Del Sol Alternative	52.8%	38.2%	71.1%	*		1
2	Alamogordo Public Schools	Alamogordo High School	83.9%	82.7%	85.6%	79.8%	79.5%	2
3	**Alamogordo Public Schools**	**Districtwide: Alamogordo Public Schools**	**80.5%**	**78.8%**	**84.4%**	**79.5%**	**79.5%**	3
4	Albuquerque Public Schools	Albuquerque High School	74.3%	82.2%	73.5%	70.1%	75.2%	4
5	Albuquerque Public Schools	Atrisco Heritage Academy High School	78.6%	81.8%	73.4%	77.7%	79.7%	5
6	Albuquerque Public Schools	Cibola High School	82.3%	86.0%	76.1%	76.3%	76.7%	6
7	Albuquerque Public Schools	College and Career High School	93.1%	≥ 95%	80.9%	87%	96.3%	7
8	Albuquerque Public Schools	Del Norte High School	56.7%	68.7%	55.3%	65.8%	65.6%	8
9	Albuquerque Public Schools	Early College Academy	98.3%	91.3%	88.1%	92.6%	99.8%	9
10	Albuquerque Public Schools	Ecademy Virtual High School	53.4%	70.0%	59.8%	63.8%	58.3%	10
11	Albuquerque Public Schools	Eldorado High School	84.6%	87.1%	74.0%	74.4%	81.1%	11
12	Albuquerque Public Schools	Freedom High School	30.9%	31.4%	*	≤ 20%	21.5%	12
13	Albuquerque Public Schools	Highland High	62.5%	66.4%	58.9%	55.3%	66.1%	13
14	Albuquerque Public Schools	La Cueva High School	91.3%	93.8%	82.9%	79.8%	91.2%	14
15	Albuquerque Public Schools	Manzano High School	76.1%	79.4%	62.2%	63.7%	64.1%	15
16	Albuquerque Public Schools	New Futures High School	37.0%	35.1%	*	54.6%	*	16
17	Albuquerque Public Schools	Nex Gen Academy	92.4%	≥ 95%	81.0%	81.9%	87.0%	17
18	Albuquerque Public Schools	Rio Grande High School	70.0%	63.2%	62.0%	63%	68.6%	18
19	Albuquerque Public Schools	Sandia High School	83.9%	85.5%	78.0%	75.6%	82.3%	19
20	Albuquerque Public Schools	School on Wheels High School	57.8%	65.2%	*	55.3%	*	20
21	Albuquerque Public Schools	Valley High School	72.9%	80.7%	69.3%	66.4%	74.4%	21
22	Albuquerque Public Schools	Volcano Vista High School	84.5%	84.5%	82.1%	82.3%	89.2%	22
23	Albuquerque Public Schools	West Mesa High School	71.6%	69.7%	66.3%	69.8%	65.9%	23
24	**Albuquerque Public Schools**	**Districtwide: Albuquerque Public Schools**	**74.6%**	**75.7%**	**69.5%**	**69.9%**	**73.5%**	24
25	Animas Public Schools	Animas High School	*	82.2%	≥ 80%	≥ 80%	*	25
26	**Animas Public Schools**	**Districtwide: Animas Public Schools**	*****	**82.2%**	**≥ 80%**	**≥ 80%**	*****	26
27	Artesia Public Schools	Artesia High School	84.3%	85.5%	84.8%	85.3%	82.5%	27
28	**Artesia Public Schools**	**Districtwide: Artesia Public Schools**	**76.8%**	**78.8%**	**79.2%**	**79.9%**	**82.5%**	28
29	Aztec Municipal Schools	Aztec High School	77.4%	73.7%	68.6%	70%	71.8%	29
30	Aztec Municipal Schools	Vista Nueva High School	55.8%	67.3%	*	37.6%	58.4%	30
31	**Aztec Municipal Schools**	**Districtwide: Aztec Municipal Schools**	**75.7%**	**72.8%**	**66.5%**	**66.8%**	**70.3%**	31
32	Belen Consolidated Schools	Belen High School	79.4%	77.5%	66.2%	72.2%	66.5%	32
33	Belen Consolidated Schools	Belen Infinity High School	41.2%	48.3%	*	60.6%	57.1%	33
34	**Belen Consolidated Schools**	**Districtwide: Belen Consolidated Schools**	**76.3%**	**74.7%**	**62.4%**	**71.1%**	**65.7%**	34
35	Bernalillo Public Schools	Bernalillo High School	67.0%	71.6%	80.6%	80%	77.8%	35
36	**Bernalillo Public Schools**	**Districtwide: Bernalillo Public Schools**	**66.7%**	**71.6%**	**80.6%**	**80%**	**77.8%**	36
37	Bloomfield Schools	Bloomfield High School	85.6%	86.2%	81.7%	85.5%	83.3%	37
38	Bloomfield Schools	Charlie Y. Brown Alternative	44.4%	71.3%	75.2%	76.5%	85.6%	38
39	**Bloomfield Schools**	**Districtwide: Bloomfield Schools**	**80.6%**	**84.2%**	**80.9%**	**84.4%**	**83.6%**	39
40	Capitan Municipal Schools	Capitan High School	82.4%	74.6%	*	82.2%	88.2%	40
41	**Capitan Municipal Schools**	**Districtwide: Capitan Municipal Schools**	**82.4%**	**74.6%**	*****	**82.2%**	**88.2%**	41
42	Carlsbad Municipal Schools	Carlsbad Early College High School	95.4%	88.7%	94.3%	90.1%	89.6%	42
43	Carlsbad Municipal Schools	Carlsbad High School	67.6%	62.6%	79.8%	73.6%	76.4%	43
44	**Carlsbad Municipal Schools**	**Districtwide: Carlsbad Municipal Schools**	**71.0%**	**67.0%**	**78.3%**	**73.7%**	**74.5%**	44
45	Carrizozo Municipal Schools	Carrizozo High School	92.1%	91.6%	79.2%	72.5%	*	45
46	**Carrizozo Municipal Schools**	**Districtwide: Carrizozo Municipal Schools**	**92.1%**	**91.6%**	**79.2%**	**72.5%**	*****	46
47	Central Consolidated Schools	Career Prep Alternative	30.0%	21.7%	*	34.4%	47.8%	47
48	Central Consolidated Schools	Kirtland Central High School	71.4%	78.1%	83.4%	83.5%	84.8%	48
49	Central Consolidated Schools	Newcomb High School	86.3%	72.0%	80.3%	85.7%	81.2%	49
50	Central Consolidated Schools	Shiprock High School	63.8%	68.6%	61.4%	71.7%	74.0%	50
51	**Central Consolidated Schools**	**Districtwide: Central Consolidated Schools**	**67.9%**	**70.1%**	**72.1%**	**76.8%**	**77.6%**	51
52	Chama Valley Independent Schools	Escalante Middle School/High School	95.3%	83.3%	*	≥ 80%	89.7%	52
53	**Chama Valley Independent Schools**	**Districtwide: Chama Valley Independent Schools**	**95.3%**	**83.3%**	*****	**≥ 80%**	**89.7%**	53
54	Cimarron Municipal Schools	Cimarron High School	63.7%	93.7%	66.3%	≥ 80%	*	54

Graduation Rates

Graduation Rates

	School District	School	SY20	SY21	SY22	SY23	SY24	
55	**Cimarron Municipal Schools**	**Districtwide: Cimarron Municipal Schools**	**70.8%**	**91.4%**	**68.9%**	**83.1%**	**86.6%**	55
56	Clayton Municipal Schools	Clayton High School	87.2%	75.0%	86.6%	≥ 90%	90.4%	56
57	**Clayton Municipal Schools**	**Districtwide: Clayton Municipal Schools**	**87.2%**	**75.0%**	**86.6%**	**≥ 90%**	**90.4%**	57
58	Cloudcroft Municipal Schools	Cloudcroft High School	89.8%	≥ 95%	≥ 90%	83.2%	97.2%	58
59	**Cloudcroft Municipal Schools**	**Districtwide: Cloudcroft Municipal Schools**	**90.1%**	**≥ 95%**	**≥ 90%**	**83.2%**	**97.2%**	59
60	Clovis Municipal Schools	Clovis High School	74.9%	81.5%	85.9%	81.5%	76.5%	60
61	Clovis Municipal Schools	CMS iAcademy at Lincoln Jackson School				≥ 80%	*	61
62	**Clovis Municipal Schools**	**Districtwide: Clovis Municipal Schools**	**70.4%**	**77.9%**	**83.5%**	**77.2%**	**76.4%**	62
63	Cobre Consolidated Schools	Cobre High School	87.7%	87.3%	91.8%	91.4%	83.9%	63
64	**Cobre Consolidated Schools**	**Districtwide: Cobre Consolidated Schools**	**87.7%**	**87.3%**	**91.8%**	**91.4%**	**83.9%**	64
65	Cuba Independent Schools	Cuba High School	88.8%	≥ 95%	91.2%	84.8%	86.2%	65
66	**Cuba Independent Schools**	**Districtwide: Cuba Independent Schools**	**88.8%**	**≥ 95%**	**91.2%**	**84.8%**	**86.2%**	66
67	Corona Public Schools	Corona High School	*	*	*	*	*	67
68	**Corona Public Schools**	**Districtwide: Corona Public Schools**	*****	*****	*****	*****	*****	68
69	Deming Public Schools	Early College High School	*	*	≥ 95%	≥ 90%	90.7%	69
70	Deming Public Schools	Mimbres Valley High School	*	*	76.4%	62.8%	46.1%	70
71	Deming Public Schools	Deming High School	78.4%	76.2%	81.4%	79.7%	78.7%	71
72	**Deming Public Schools**	**Districtwide: Deming Public Schools**	**75.0%**	**72.2%**	**81.2%**	**77.4%**	**76.6%**	72
73	Des Moines Municipal Schools	Des Moines High School	*	*	*	*	*	73
74	**Des Moines Municipal Schools**	**Districtwide: Des Moines Municipal Schools**	*****	*****	*****	*****	*****	74
75	Dexter Consolidated Schools	Dexter High School	87.5%	83.1%	85.9%	84.8%	90.6%	75
76	**Dexter Consolidated Schools**	**Districtwide: Dexter Consolidated Schools**	**87.5%**	**83.1%**	**85.9%**	**84.8%**	**90.6%**	76
77	Dora Municipal Schools	Dora High School	99.4%	91.9%	≥ 80%	≥ 80%	*	77
78	**Dora Municipal Schools**	**Districtwide: Dora Municipal Schools**	**99.4%**	**91.9%**	**≥ 80%**	**≥ 80%**	*****	78
79	Dulce Independent Schools	Dulce High School	65.7%	27.9%	51.0%	72.7%	93.3%	79
80	**Dulce Independent Schools**	**Districtwide: Dulce Independent Schools**	**65.7%**	**27.9%**	**50.8%**	**72.7%**	**93.3%**	80
81	Elida Municipal Schools	Elida High School	100.0%	88.6%	*	≥ 80%	*	81
82	**Elida Municipal Schools**	**Districtwide: Elida Municipal Schools**	**100.0%**	**88.6%**	*****	**≥ 80%**	*****	82
83	Española Public Schools	Española Valley High School	63.3%	76.2%	76.1%	72.4%	70.4%	83
84	**Española Public Schools**	**Districtwide: Española Public Schools**	**63.3%**	**75.9%**	**75.8%**	**72.4%**	**70.4%**	84
85	Estancia Municipal Schools	Estancia High School	84.1%	85.8%	94.3%	82.6%	78.6%	85
86	**Estancia Municipal Schools**	**Districtwide: Estancia Municipal Schools**	**84.1%**	**85.8%**	**94.3%**	**82.6%**	**78.6%**	86
87	Eunice Municipal Schools	Eunice High School	88.3%	68.3%	82.8%	84%	74.0%	87
88	**Eunice Municipal Schools**	**Districtwide: Eunice Municipal Schools**	**88.3%**	**68.3%**	**82.8%**	**84%**	**74.0%**	88
89	Farmington Municipal Schools	Farmington High School	83.6%	81.5%	86.6%	86.2%	86.2%	89
90	Farmington Municipal Schools	Piedra Vista High School	87.1%	86.2%	84.1%	87.3%	85.6%	90
91	Farmington Municipal Schools	Rocinante High School	41.4%	40.6%	53.6%	54.2%	63.1%	91
92	Farmington Municipal Schools	San Juan College High School	*	*	≥ 95%	≥ 95%	99.6%	92
93	**Farmington Municipal Schools**	**Districtwide: Farmington Municipal Schools**	**77.4%**	**78.7%**	**82.5%**	**85.7%**	**85.6%**	93
94	Floyd Municipal Schools	Floyd High School	88.7%	92.7%	≥ 80%	74%	*	94
95	**Floyd Municipal Schools**	**Districtwide: Floyd Municipal Schools**	**88.7%**	**92.7%**	**≥ 80%**	**74%**	*****	95
96	Fort Sumner Municipal Schools	Fort Sumner High School	86.6%	90.9%	78.3%	≥ 80%	92.2%	96
97	**Fort Sumner Municipal Schools**	**Districtwide: Fort Sumner Municipal Schools**	**86.6%**	**90.9%**	**78.3%**	**≥ 80%**	**92.2%**	97
98	Gadsden Independent Schools	Alta Vista Early College High School	100.0%	≥ 95%	≥ 95%	≥ 95%	100.0%	98
99	Gadsden Independent Schools	Chaparral High School	71.6%	80.8%	83.8%	87%	87.3%	99
100	Gadsden Independent Schools	Desert Pride Academy	*	*	65.8%	75.7%	64.4%	100
101	Gadsden Independent Schools	Gadsden High School	86.4%	84.5%	89.6%	89.2%	89.0%	101
102	Gadsden Independent Schools	Santa Teresa High School	86.1%	84.5%	88.5%	87.6%	89.0%	102
103	**Gadsden Independent Schools**	**Districtwide: Gadsden Independent Schools**	**82.2%**	**83.3%**	**86.8%**	**87.8%**	**87.5%**	103
104	Gallup-McKinley County Schools	Crownpoint High School	85.4%	93.6%	78.0%	81.6%	71.2%	104
105	Gallup-McKinley County Schools	Gallup Central Alternative School	32.4%	24.8%	22.7%	35.8%	52.4%	105
106	Gallup-McKinley County Schools	Gallup High School	85.0%	80.9%	76.3%	79.3%	79.5%	106
107	Gallup-McKinley County Schools	Miyamura High School	79.1%	82.8%	82.2%	78.9%	79.4%	107
108	Gallup-McKinley County Schools	Navajo Pine High School	63.4%	56.7%	64.1%	62.2%	57.6%	108
109	Gallup-McKinley County Schools	Ramah High School	78.0%	71.8%	78.3%	73.9%	70.0%	109

Graduation Rates

Graduation Rates

	School District	School	SY20	SY21	SY22	SY23	SY24	
110	Gallup-McKinley County Schools	Thoreau High School	84.7%	83.9%	81.5%	84.2%	75.8%	110
111	Gallup-McKinley County Schools	Tohatchi High School	77.5%	79.9%	72.6%	78.5%	74.8%	111
112	Gallup-McKinley County Schools	Tse'Yi'Gai High School	71.9%	66.5%	56.1%	70.3%	76.2%	112
113	**Gallup-McKinley County Schools**	**Districtwide: Gallup-McKinley County Schools**	**78.4%**	**77.2%**	**74.8%**	**76.7%**	**74.0%**	113
114	Grady Municipal Schools	Grady High School	100.0%	≥ 95%	≥ 80%	≥ 80%	*	114
115	**Grady Municipal Schools**	**Districtwide: Grady Municipal Schools**	**100.0%**	**≥ 95%**	**≥ 80%**	**≥ 80%**	*****	115
116	Grants-Cibola County Schools	Grants High School	71.4%	70.8%	73.9%	65.9%	68.2%	116
117	Grants-Cibola County Schools	Laguna-Acoma High School	66.9%	78.6%	73.0%	84%	82.3%	117
118	**Grants-Cibola County Schools**	**Districtwide: Grants-Cibola County Schools**	**70.4%**	**72.4%**	**73.8%**	**70.5%**	**70.6%**	118
119	Hagerman Municipal Schools	Hagerman High School	80.6%	63.7%	89.0%	≥ 90%	79.4%	119
120	**Hagerman Municipal Schools**	**Districtwide: Hagerman Municipal Schools**	**80.6%**	**63.7%**	**89.0%**	**≥ 90%**	**79.4%**	120
121	Hatch Valley Public Schools	Hatch Valley High School	80.4%	84.4%	85.5%	91.8%	90.1%	121
122	**Hatch Valley Public Schools**	**Districtwide: Hatch Valley Public Schools**	**80.4%**	**84.4%**	**85.5%**	**91.8%**	**90.1%**	122
123	Hobbs Municipal Schools	Hobbs High School	87.7%	87.0%	90.1%	86.9%	85.9%	123
124	**Hobbs Municipal Schools**	**Districtwide: Hobbs Municipal Schools**	**85.4%**	**84.1%**	**88.2%**	**83.9%**	**85.9%**	124
125	Hondo Valley Public Schools	Hondo High School	98.6%	59.5%	*	*	*	125
126	**Hondo Valley Public Schools**	**Districtwide: Hondo Valley Public Schools**	**98.6%**	**59.5%**	*****	*****	*****	126
127	House Municipal Schools	House High School	24.8%	60.8%	*	45.6%	*	127
128	**House Municipal Schools**	**Districtwide: House Municipal Schools**	**20.7%**	**40.4%**	*****	**45.6%**	*****	128
129	Jal Public Schools	Jal High School	93.1%	72.7%	80.1%	86%	86.9%	129
130	**Jal Public Schools**	**Districtwide: Jal Public Schools**	**93.1%**	**72.7%**	**80.1%**	**86%**	**86.9%**	130
131	Jemez Mountain Public Schools	Coronado High School	79.6%	79.1%	≥ 80%	≥ 80%	*	131
132	**Jemez Mountain Public Schools**	**Districtwide: Jemez Mountain Public Schools**	**79.6%**	**79.1%**	**≥ 80%**	**≥ 80%**	*****	132
133	Jemez Valley Public Schools	Jemez Valley High School	90.5%	86.3%	68.8%	71.5%	85.1%	133
134	**Jemez Valley Public Schools**	**Districtwide: Jemez Valley Public Schools**	**90.5%**	**86.3%**	**68.8%**	**71.5%**	**85.1%**	134
135	Lake Arthur Municipal Schools	Lake Arthur High School	*	*	*	≥ 80%	*	135
136	**Lake Arthur Municipal Schools**	**Districtwide: Lake Arthur Municipal Schools**	*****	*****	*****	*****	*****	136
137	Las Cruces Public Schools	Arrowhead Park Medical Academy	96.8%	93.7%	≥ 95%	*	**	137
138	Las Cruces Public Schools	Centennial High School	86.1%	83.0%	82.1%	85.1%	80.2%	138
139	Las Cruces Public Schools	Las Cruces Early College High School	*	*	≥ 95%	≥ 95%	96.6%	139
140	Las Cruces Public Schools	Las Cruces High School	87.3%	81.8%	82.3%	82.6%	79.0%	140
141	Las Cruces Public Schools	Mayfield High School	85.6%	78.2%	77.1%	79.5%	78.8%	141
142	Las Cruces Public Schools	Organ Mountain High School	88.4%	82.9%	83.2%	79.6%	85.4%	142
143	Las Cruces Public Schools	Rio Grande Preparatory Institute	65.3%	46.8%	45.9%	48.8%	69.5%	143
144	**Las Cruces Public Schools**	**Districtwide: Las Cruces Public Schools**	**86.2%**	**81.0%**	**81.5%**	**82.1%**	**81.9%**	144
145	Las Vegas City Public Schools	Robertson High School	83.7%	82.8%	77.5%	70.1%	69.0%	145
146	**Las Vegas City Public Schools**	**Districtwide: Las Vegas City Public Schools**	**83.7%**	**82.7%**	**77.5%**	**70.1%**	**69.0%**	146
147	Logan Municipal Schools	Logan High School	85.7%	91.4%	≥ 80%	≥ 80%	90.6%	147
148	**Logan Municipal Schools**	**Districtwide: Logan Municipal Schools**	**70.2%**	**68.4%**	**73.3%**	**69.6%**	**73.3%**	148
149	Lordsburg Municipal Schools	Lordsburg High School	81.4%	76.9%	83.6%	75.4%	82.8%	149
150	**Lordsburg Municipal Schools**	**Districtwide: Lordsburg Municipal Schools**	**81.4%**	**76.9%**	**83.6%**	**75.4%**	**82.8%**	150
151	Los Alamos Public Schools	Los Alamos High School	93.9%	93.5%	96.5%	96.9%	94.4%	151
152	**Los Alamos Public Schools**	**Districtwide: Los Alamos Public Schools**	**93.3%**	**91.8%**	**95.7%**	**96.5%**	**94.4%**	152
153	Los Lunas Public Schools	Century Alternative High School	36.7%	42.0%	*	22.4%	33.0%	153
154	Los Lunas Public Schools	Los Lunas High School	82.5%	82.3%	74.5%	74.4%	73.2%	154
155	Los Lunas Public Schools	Valencia High School	81.7%	81.5%	75.0%	70%	72.8%	155
156	**Los Lunas Public Schools**	**Districtwide: Los Lunas Public Schools**	**79.3%**	**79.2%**	**71.5%**	**69.7%**	**68.8%**	156
157	Loving Municipal Schools	Loving High School	77.9%	62.1%	84.4%	≥ 90%	85.8%	157
158	**Loving Municipal Schools**	**Districtwide: Loving Municipal Schools**	**77.9%**	**62.1%**	**84.4%**	**≥ 90%**	**85.8%**	158
159	Lovington Municipal Schools	Lovington High School	92.4%	92.7%	95.7%	91.9%	92.7%	159
160	Lovington Municipal Schools	New Hope Alternative High School	49.2%	27.4%	41.4%	41.8%	56.5%	160
161	**Lovington Municipal Schools**	**Districtwide: Lovington Municipal Schools**	**82.8%**	**79.1%**	**85.8%**	**79.1%**	**87.8%**	161
162	Magdalena Municipal Schools	Magdalena High School	83.6%	78.8%	89.6%	≥ 90%	85.5%	162
163	**Magdalena Municipal Schools**	**Districtwide: Magdalena Municipal Schools**	**83.6%**	**79.0%**	**89.6%**	**≥ 90%**	**85.5%**	163
164	Melrose Public Schools	Melrose High School	92.0%	≥ 95%	≥ 80%	≥ 80%	91.9%	164

Graduation Rates

Graduation Rates

	School District	School	SY20	SY21	SY22	SY23	SY24	
165	**Melrose Public Schools**	**Districtwide: Melrose Public Schools**	**92.0%**	**≥ 95%**	**≥ 80%**	**≥ 80%**	**91.9%**	165
166	Mesa Vista Consolidated Schools	Mesa Vista High School	84.4%	75.9%	73.1%	≥ 80%	84.4%	166
167	**Mesa Vista Consolidated Schools**	**Districtwide: Mesa Vista Consolidated Schools**	**84.4%**	**75.9%**	**73.1%**	**≥ 80%**	**84.4%**	167
168	Mora Independent Schools	Mora High School	87.0%	86.4%	58.4%	86.5%	87.3%	168
169	**Mora Independent Schools**	**Districtwide: Mora Independent Schools**	**87.0%**	**86.4%**	**57.4%**	**86.5%**	**87.3%**	169
170	Moriarty-Edgewood School District	Moriarty High School	77.8%	82.1%	79.2%	76.2%	76.5%	170
171	**Moriarty-Edgewood School District**	**Districtwide: Moriarty-Edgewood School District**	**77.8%**	**82.1%**	**78.7%**	**76.2%**	**76.5%**	171
172	Mosquero Municipal Schools	Mosquero High School	*	*	*	≥ 80%	*	172
173	**Mosquero Municipal Schools**	**Districtwide: Mosquero Municipal Schools**	*****	*****	*****	**≥ 80%**	*****	173
174	Mountainair Public Schools	Mountainair High School	90.5%	92.1%	78.8%	≥ 80%	*	174
175	**Mountainair Public Schools**	**Districtwide: Mountainair Public Schools**	**90.5%**	**92.1%**	*****	**≥ 80%**	*****	175
176	Pecos Independent Schools	Pecos High School	95.0%	66.7%	79.6%	88.2%	88.5%	176
177	**Pecos Independent Schools**	**Districtwide: Pecos Independent Schools**	**95.0%**	**66.7%**	**79.6%**	**88.2%**	**88.5%**	177
178	Peñasco Independent Schools	Peñasco High School	82.2%	76.6%	≥ 90%	74.8%	84.1%	178
179	**Peñasco Independent Schools**	**Districtwide: Peñasco Independent Schools**	**82.2%**	**76.6%**	**≥ 90%**	**74.8%**	**84.1%**	179
180	Pojoaque Valley Public Schools	Pojoaque High School	70.9%	77.9%	84.4%	88.7%	84.4%	180
181	**Pojoaque Valley Public Schools**	**Districtwide: Pojoaque Valley Public Schools**	**71.0%**	**77.9%**	**84.2%**	**88.7%**	**84.4%**	181
182	Portales Municipal Schools	Portales High School	78.3%	82.1%	81.6%	75.4%	72.4%	182
183	**Portales Municipal Schools**	**Districtwide: Portales Municipal Schools**	**78.3%**	**82.1%**	**81.6%**	**75.4%**	**72.4%**	183
184	Quemado Independent Schools	Quemado High School	83.6%	80.3%	*	≥ 80%	*	184
185	**Quemado Independent Schools**	**Districtwide: Quemado Independent Schools**	**83.1%**	**80.3%**	*****	**≥ 80%**	*****	185
186	Questa Independent Schools	Questa High School	98.0%	73.8%	78.9%	77.4%	70.4%	186
187	**Questa Independent Schools**	**Districtwide: Questa Independent Schools**	**98.0%**	**73.8%**	**78.9%**	**77.4%**	**70.4%**	187
188	Raton Public Schools	Raton High School	84.5%	74.8%	77.0%	82.3%	87.7%	188
189	**Raton Public Schools**	**Districtwide: Raton Public Schools**	**84.5%**	**74.8%**	**77.0%**	**82.3%**	**87.7%**	189
190	Reserve Independent Schools	Reserve High School	67.9%	24.5%	*	53.5%	*	190
191	**Reserve Public Schools**	**Districtwide: Reserve Public Schools**	**67.4%**	**88.9%**	*****	**53.5%**	*****	191
192	Rio Rancho Public Schools	Independence High School	57.0%	35.8%	56.2%	50.2%	58.5%	192
193	Rio Rancho Public Schools	Rio Rancho Cyber Academy	88.4%	≥ 95%	89.6%	≥ 90%	86.6%	193
194	Rio Rancho Public Schools	Rio Rancho High School	88.8%	87.7%	86.9%	88.3%	86.1%	194
195	Rio Rancho Public Schools	V Sue Cleveland High School	89.9%	89.9%	88.7%	87.9%	87.2%	195
196	**Rio Rancho Public Schools**	**Districtwide: Rio Rancho Public Schools**	**88.3%**	**87.1%**	**86.7%**	**86.8%**	**85.7%**	196
197	Roswell Independent Schools	Goddard High School	75.2%	67.5%	70.7%	71.9%	76.1%	197
198	Roswell Independent Schools	Roswell Early College High School	*	*	89.2%	89.1%	96.5%	198
199	Roswell Independent Schools	Roswell High School	71.1%	68.2%	66.5%	68.8%	71.5%	199
200	Roswell Independent Schools	University High School	35.6%	28.1%	54.7%	62.1%	64.4%	200
201	**Roswell Independent Schools**	**Districtwide: Roswell Independent Schools**	**71.8%**	**66.8%**	**68.7%**	**70.7%**	**74.6%**	201
202	Roy Municipal Schools	Roy High School		73.3%	*	*	*	202
203	**Roy Municipal Schools**	**Districtwide: Roy Municipal Schools**		**73.3%**	*****	*****	*****	203
204	Ruidoso Municipal Schools	Ruidoso High School	84.8%	90.4%	84.1%	87.9%	88.6%	204
205	**Ruidoso Municipal Schools**	**Districtwide: Ruidoso Municipal Schools**	**84.8%**	**90.4%**	**84.1%**	**87.9%**	**88.6%**	205
206	San Jon Municipal Schools	San Jon High School	*	91.0%	*	*	*	206
207	**San Jon Municipal Schools**	**Districtwide: San Jon Municipal Schools**	*****	**91.0%**	*****	*****	*****	207
208	Santa Fe Public Schools	Capital High School	82.7%	82.6%	83.5%	82%	85.2%	208
209	Santa Fe Public Schools	Desert Sage Academy	90.8%	54.2%	*	50%	45.0%	209
210	Santa Fe Public Schools	Early College Opportunities	83.8%	66.6%	75.0%	88.9%	86.7%	210
211	Santa Fe Public Schools	Mandela International Magnet	98.6%	≥ 95%	84.3%	≥ 90%	97.2%	211
212	Santa Fe Public Schools	Santa Fe High School	87.5%	84.4%	80.0%	82.2%	81.5%	212
213	**Santa Fe Public Schools**	**Districtwide: Santa Fe Public Schools**	**86.3%**	**83.8%**	**81.7%**	**83.1%**	**83.1%**	213
214	Santa Rosa Consolidated Schools	Santa Rosa High School	87.3%	79.0%	≥ 95%	92%	94.2%	214
215	**Santa Rosa Consolidated Schools**	**Districtwide: Santa Rosa Consolidated Schools**	**87.3%**	**79.0%**	**≥ 95%**	**92%**	**94.2%**	215
216	Silver Consolidated Schools	Cliff High School	86.6%	90.5%	≥ 80%	≥ 80%	*	216
217	Silver Consolidated Schools	Silver High School	83.4%	81.2%	83.8%	77.5%	75.4%	217
218	**Silver Consolidated Schools**	**Districtwide: Silver Consolidated Schools**	**80.6%**	**81.5%**	**84.3%**	**78.7%**	**76.8%**	218
219	Socorro Consolidated Schools	Socorro High School	66.3%	78.5%	82.1%	74.2%	70.8%	219

Graduation Rates

Graduation Rates

	School District	School	SY20	SY21	SY22	SY23	SY24	
220	**Socorro Consolidated Schools**	**Districtwide: Socorro Consolidated Schools**	**65.9%**	**78.4%**	**81.7%**	**74.2%**	**70.8%**	220
221	Springer Municipal Schools	Springer High School	92.6%	≥ 95%	79.2%	*	*	221
222	**Springer Municipal Schools**	**Districtwide: Springer Municipal Schools**	**92.6%**	**≥ 95%**	**78.9%**	*	*	222
223	Taos Municipal Schools	Chrysalis Alternative	*	*	*	*	*	223
224	Taos Municipal Schools	Taos Cyber Magnet	*	*	*	*	*	224
225	Taos Municipal Schools	Taos High School	70.9%	71.7%	68.5%	70.4%	71.8%	225
226	**Taos Municipal Schools**	**Districtwide: Taos Municipal Schools**	**69.3%**	**68.9%**	**66.8%**	**69.2%**	**71.1%**	226
227	Tatum Municipal Schools	Tatum High School	99.0%	≥ 95%	≥ 90%	≥ 90%	85.8%	227
228	**Tatum Municipal Schools**	**Districtwide: Tatum Municipal Schools**	**99.0%**	**≥ 95%**	**≥ 90%**	**≥ 90%**	**85.8%**	228
229	Texico Municipal Schools	Texico High School	89.4%	93.6%	≥ 90%	85.5%	91.9%	229
230	**Texico Municipal Schools**	**Districtwide: Texico Municipal Schools**	**89.4%**	**93.6%**	**≥ 90%**	**85.5%**	**91.9%**	230
231	Truth or Conseq. Municipal Schools	Hot Springs High School	85.6%	81.0%	79.8%	80.1%	88.0%	231
232	**Truth or Conseq. Municipal Schools**	**Districtwide: Truth or Conseq. Municipal Schools**	**85.6%**	**81.0%**	**79.8%**	**80.1%**	**88.0%**	232
233	Tucumcari Public Schools	Tucumcari High School	82.3%	81.0%	79.8%	80.1%	65.1%	233
234	**Tucumcari Public Schools**	**Districtwide: Tucumcari Public Schools**	**82.3%**	**71.8%**	**71.2%**	**77.5%**	**65.1%**	234
235	Vaughn Municipal Schools	Vaughn High School	*	*	*	*	*	235
236	**Vaughn Municipal Schools**	**Districtwide: Vaughn Municipal Schools**	*	*	*	*	*	236
237	Wagon Mound Municipal Schools	Wagon Mound High School	*	*	*	*	*	237
238	**Wagon Mound Municipal Schools**	**Districtwide: Wagon Mound Municipal Schools**	*	*	*	*	*	238
239	Tularosa Municipal Schools	Tularosa High School	76.3%	69.6%	66.9%	71.8%	91.8%	239
240	**Tularosa Municipal Schools**	**Districtwide: Tularosa Municipal Schools**	**76.3%**	**69.6%**	**66.9%**	**71.8%**	**91.8%**	240
241	West Las Vegas Public Schools	West Las Vegas High School	73.8%	75.7%	73.1%	64.7%	67.8%	241
242	**West Las Vegas Public Schools**	**Districtwide: West Las Vegas Public Schools**	**71.5%**	**71.9%**	**66.5%**	**64.7%**	**61.9%**	242
243	Zuni Public Schools	Twin Buttes Cyber Academy	30.2%	65.0%	*	35.9%	*	243
244	Zuni Public Schools	Zuni High School	75.5%	81.9%	84.2%	83.6%	82.9%	244
245	**Zuni Public Schools**	**Districtwide: Zuni Public Schools**	**71.0%**	**79.1%**	**83.0%**	**72.7%**	**75.2%**	245
	Charter Schools							
246	***Albuquerque***							246
247	Albuquerque Public Schools	ACE Leadership High School	25.3%	42.4%	40.5%	43.6%	47.0%	247
248	Albuquerque Public Schools	Albuquerque Charter Academy	70.5%	39.8%	38.6%	25.7%	44.0%	248
249	State-Chartered Charter School	Albuquerque Institute for Math & Science	99.4%	≥ 95%	≥ 90%	≥ 90%	90.6%	249
250	State-Chartered Charter School	Albuquerque School of Excellence	88.9%	72.9%	73.3%	80.6%	84.8%	250
251	State-Chartered Charter School	Albuquerque Sign Language Academy	*	*	*	*	*	251
252	Albuquerque Public Schools	Albuquerque Talent Development Charter School	61.7%	62.4%	38.5%	60%	67.4%	252
253	State-Chartered Charter School	Amy Biehl Charter High School	67.9%	70.1%	68.1%	66.4%	69.9%	253
254	State-Chartered Charter School	Cesar Chavez Community School	26.3%	10.4%	34.4%	29.5%	27.5%	254
255	Albuquerque Public Schools	Corrales International School	88.7%	78.4%	*	≥ 80%	*	255
256	Albuquerque Public Schools	Cottonwood Classical Preparatory School	93.5%	87.9%	82.7%	93.5%	95.7%	256
257	Albuquerque Public Schools	Digital Arts And Technology Academy	83.6%	84.9%	87.9%	76.8%	85.2%	257
258	Albuquerque Public Schools	East Mountain High School	89.6%	89.5%	90.4%	91.9%	87.6%	258
259	Albuquerque Public Schools	El Camino Real Academy	86.4%	92.1%	67.4%	68.7%	61.4%	259
260	State-Chartered Charter School	Explore Academy	69.8%	74.1%	68.4%	83.5%	75.1%	260
261	Albuquerque Public Schools	Gilbert L. Sena Charter High School	55.2%	38.0%	38.5%	28.9%	38.4%	261
262	Albuquerque Public Schools	Gordon Bernell Charter School	50.2%	≤ 5%	*	22.4%	24.5%	262
263	State-Chartered Charter School	The Great Academy	27.9%	25.2%	*	68.4%	69.1%	263
264	Albuquerque Public Schools	Health Leadership High School	54.0%	54.3%	37.7%	36.2%	46.0%	264
265	Albuquerque Public Schools	The International School at Mesa del Sol	*	53.6%	*	25.3%	*	265
266	Albuquerque Public Schools	La Academia De Esperanza	18.1%	28.4%	38.8%	56.2%	45.8%	266
267	Albuquerque Public Schools	Los Puentes Charter School	29.9%	43.8%	*	21.4%	51.0%	267
268	Albuquerque Public Schools	Mark Armijo Academy	58.1%	33.6%	52.8%	51.8%	71.0%	268
269	State-Chartered Charter School	New Mexico Academy for the Media Arts	68.8%	79.2%	71.6%	76.5%	68.9%	269
270	State-Chartered Charter School	Mission Achievement and Success 1.0	90.5%	95.0%	92.7%	79.7%	91.9%	270
271	Albuquerque Public Schools	Native American Community Academy	79.1%	77.2%	67.4%	61.1%	70.7%	271
272	Albuquerque Public Schools	New America School	33.1%	24.3%	*	31.7%	52.3%	272
273	Albuquerque Public Schools	Public Academy for Performing Arts	94.4%	≥ 95%	87.8%	79.6%	84.4%	273

Graduation Rates

Graduation Rates

School District	School	SY20	SY21	SY22	SY23	SY24
Albuquerque Public Schools	Robert F. Kennedy Charter	36.8%	16.9%	23.2%	35.5%	50.9%
Albuquerque Public Schools	Siembra Leadership High School					52.7%
Albuquerque Public Schools	South Valley Academy	85.1%	86.0%	88.6%	87.3%	86.5%
State-Chartered Charter School	SW Aeronautics Mathematics and Science Acad.	85.0%	78.5%	≥ 90%	86.4%	84.3%
State-Chartered Charter School	Southwest Secondary Learning Center	62.8%	55.8%	*	71.9%	62.2%
Albuquerque Public Schools	Technology Leadership High School	23.8%	54.7%	62.1%	58%	45.0%
State-Chartered Charter School	Tierra Adentro	78.8%	91.9%	≥ 90%	71.6%	71.2%
Carlsbad						
Carlsbad Municipal Schools	Jefferson Montessori	82.1%	57.3%	*	79%	*
Cimarron						
Cimarron Municipal Schools	Moreno Valley High School	84.4%	88.4%	72.0%	78.8%	*
Deming						
Deming Public Schools	Deming Cesar Chavez Charter	39.4%	52.8%	51.8%	38.1%	55.5%
Española						
State-Chartered Charter School	McCurdy Charter School	82.2%	74.3%	76.3%	84.4%	83.6%
Gallup-McKinley						
State-Chartered Charter School	Middle College High School Charter - Gallup	94.7%	93.3%	≥ 90%	≥ 90%	91.4%
State-Chartered Charter School	Six Directions Indigenous School					*
State-Chartered Charter School	DZIŁ DItŁ'OOÍ School (DEAP)	**	≤ 5%	*	58.8%	*
Jemez Valley						
State-Chartered Charter School	Walatowa Charter High School	87.6%	74.9%	*	79.3%	*
Las Cruces						
State-Chartered Charter School	Alma D'Arte Charter	67.3%	57.2%	71.6%	67.5%	77.4%
State-Chartered Charter School	Las Montañas Charter	38.5%	35.6%	27.8%	20.3%	34.9%
State-Chartered Charter School	New America School - Las Cruces	28.9%	22.6%	45.0%	25.1%	41.2%
Los Lunas						
State-Chartered Charter School	School of Dreams Academy	71.9%	66.4%	82.6%	67.8%	78.6%
Moriarty						
State-Chartered Charter School	Estancia Valley Classical Academy	88.5%	77.5%	65.3%	89.6%	74.2%
Rio Rancho						
State-Chartered Charter School	ASK Academy	81.1%	84.3%	79.1%	85.2%	87.2%
State-Chartered Charter School	Pecos Cyber Academy					64.8%
Santa Fe						
Santa Fe Public Schools	Academy for Technology and the Classics	98.7%	92.1%	94.6%	≥ 95%	97.4%
State-Chartered Charter School	New Mexico Connections Academy	41.3%	42.6%	57.1%	63.2%	72.3%
State-Chartered Charter School	MASTERS Program	87.2%	83.0%	82.4%	84.5%	87.0%
State-Chartered Charter School	Monte Del Sol Charter	75.9%	57.6%	82.0%	87.5%	76.6%
State-Chartered Charter School	New Mexico School for the Arts	88.1%	≥ 95%	≥ 95%	94.4%	96.6%
State-Chartered Charter School	Tierra Encantada Charter School	78.8%	73.2%	73.0%	71.7%	73.9%
Silver City						
State-Chartered Charter School	Aldo Leopold Charter	86.5%	83.3%	≥ 80%	≥ 80%	*
Taos						
State-Chartered Charter School	Taos Academy	89.9%	93.4%	≥ 90%	≥ 90%	92.8%
State-Chartered Charter School	Vista Grande High School					55.6%
STATEWIDE		**76.9%**	**76.8%**	**76.2%**	**76.7%**	**78.2%**

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

**No data reported from PED.

Source: PED

General Fund Appropriations

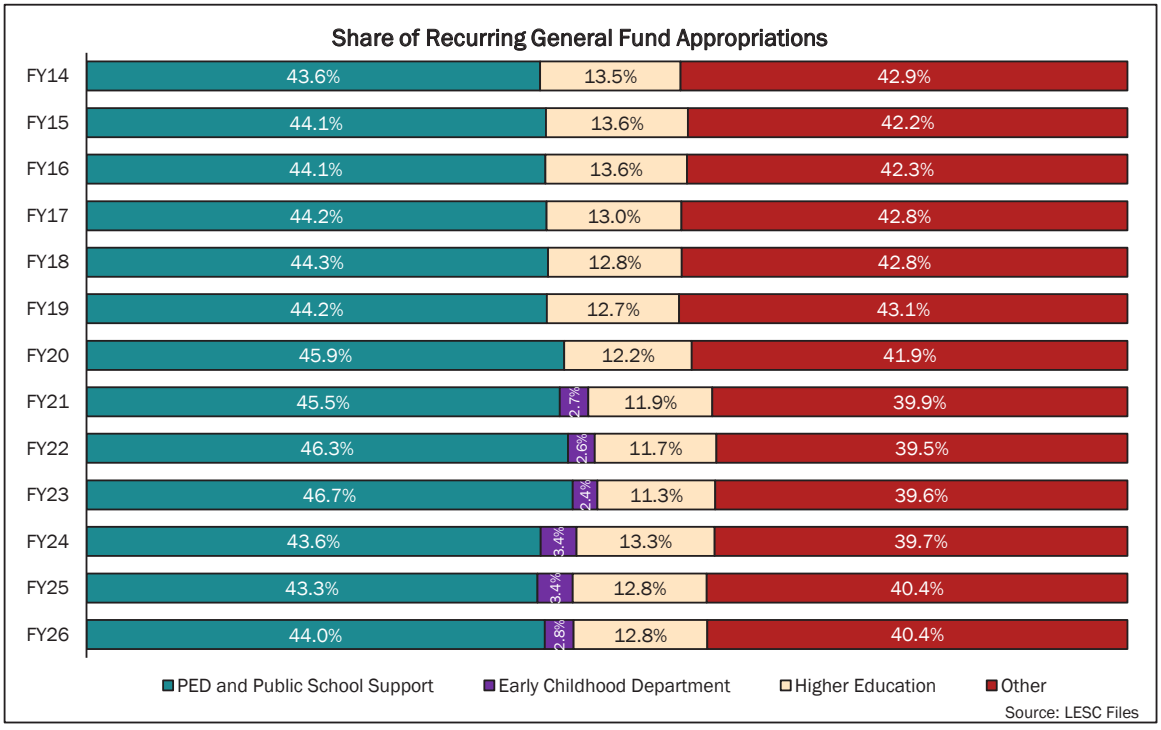
Recurring General Fund Appropriations[1]
(in thousands)

Year	PED and Public School Support	Early Childhood Department	Higher Education	Total General Fund
FY14	$2,567,549.5		$796,028.3	$5,893,578.1
FY15	$2,715,469.6		$838,606.8	$6,151,134.6
FY16	$2,735,613.3		$843,428.2	$6,204,334.3
FY17	$2,682,429.5		$786,866.8	$6,070,229.1
FY18	$2,695,524.5		$779,345.1	$6,077,955.6
FY19	$2,801,153.0		$803,478.4	$6,332,267.1
FY20	$3,252,017.6		$867,043.6	$7,085,292.5
FY21[2]	$3,211,908.3	$193,588.2	$840,676.4	$7,062,924.8
FY22	$3,446,000.0	$191,588.2	$870,309.6	$7,449,592.8
FY23	$3,872,601.2	$195,612.4	$939,050.4	$8,289,636.7
FY24	$4,175,721.6	$328,079.7	$1,269,456.4	$9,568,661.0
FY25	$4,427,529.1	$347,719.7	$1,313,297.2	$10,221,254.5
FY26	$4,769,371.9	$301,034.2	$1,390,568.5	$10,835,446.8

Source: LESC Files

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

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



Recurring General Fund Appropriations for Public Education

(in thousands)

Year	PED Operating Budget	State Equalization Guarantee Distribution[2]	Categorical Appropriations	Special or "Below-the-Line" Programs[2]
FY14	$11,786.1	$2,361,895.8	$136,845.9	$57,022.3
FY15	$11,969.2	$2,481,311.0	$127,066.6	$95,122.8
FY16	$11,879.7	$2,492,525.8	$130,790.1	$100,417.7
FY17[1]	$11,065.3	$2,481,192.4	$99,040.1	$91,131.7
FY18[1]	$11,065.3	$2,501,808.7	$94,465.5	$88,185.0
FY19[1]	$11,246.6	$2,582,377.6	$116,628.9	$90,900.0
FY20[1]	$13,246.6	$3,068,803.4	$102,928.5	$64,389.0
FY21[3]	$14,322.2	$3,046,463.4	$124,176.7	$26,946.1
FY22	$14,364.5	$3,288,305.7	$122,857.2	$20,472.6
FY23	$19,463.4	$3,673,711.4	$139,210.8	$26,160.0
FY24	$23,589.1	$3,969,002.1	$157,183.8	$25,946.6
FY25	$23,940.6	$4,170,471.2	$165,186.3	$67,350.0
FY26	$25,323.6	$4,497,735.5	$175,171.7	$70,201.0

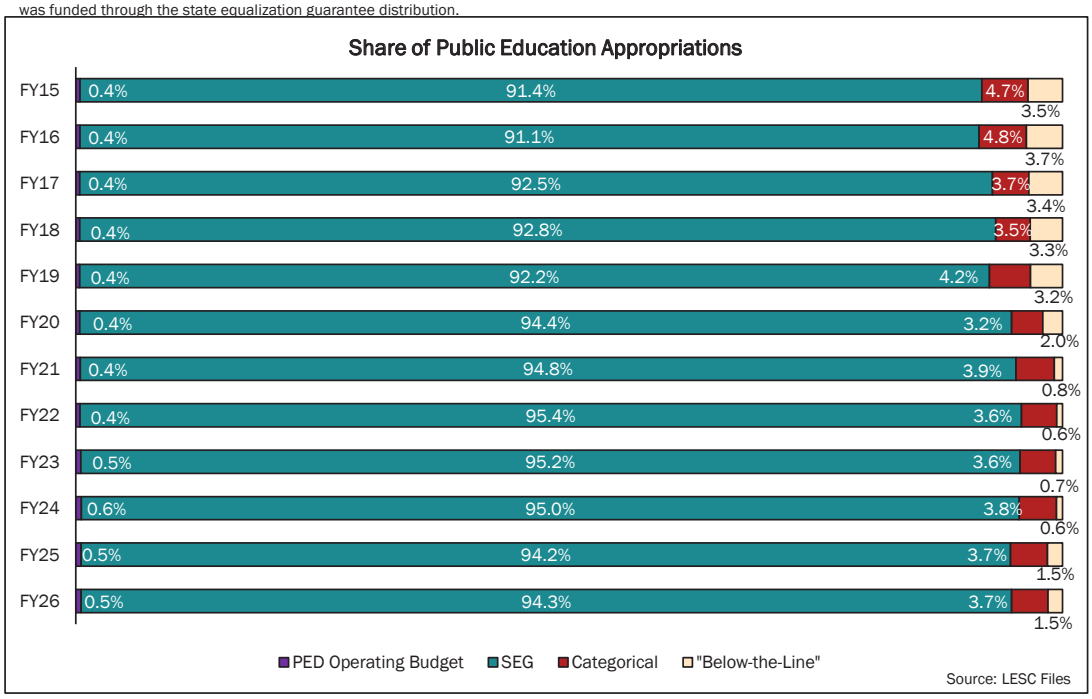
Source: LESC Files

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

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

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

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



FY27 Public School Support High-Level Summary

Legislative Education Study Committee

PUBLIC SCHOOL SUPPORT

General Fund High-Level

(dollars in thousands)

1/5/2026

	FY26 OpBud	FY27 PED Recommend.	FY27 EXEC Recommend.	FY27 LFC Recommend.	FY27 LESC Recommend.
PROGRAM COST					
Prior Year Program Cost OpBud	**4,171,971.2**	**4,499,235.5**	**4,499,235.5**	**4,499,235.5**	**4,499,235.5**
UNIT CHANGES					
Removing Title I Units from ARI	(163,229.9)	-	-	-	-
Removing Mobility Units from ARI	(99,298.0)	-	-	-	-
Adding FII Units to ARI	300,740.7	-	-	-	-
Adding EL Units	3,458.0	-	-	-	-
Adding Grades 7 - 12 Units	51,148.3	-	-	-	-
Adding Grade 6 Units	40,115.8	-	-	-	-
Subtotal: Proposed Formula Changes	**132,935.0**	**-**	**-**	**-**	**-**
Increased K-12 Plus Units[1]	49,731.7	-	14,000.0	-	-
Other FY25 Net Unit Changes	(12,996.5)	-	-	-	-
Subtotal: Net Base Unit Adjustments	**36,735.2**	**-**	**14,000.0**	**-**	**-**
Other Projected Net Unit Changes	(22,215.1)	-	-	(44,952.7)	-
UNIT VALUE CHANGES					
~~Average~~ Salary Increase (EXEC: 1%, LFC: 1%, LESC: 3%)	135,129.6	-	36,043.7	36,043.7	108,131.1
Increase Minimum Salaries for Teachers ($55K, $65K, $75K)	4,380.5	-	-	-	-
Instructional Materials and Educational Technology	-	10,050.0	10,050.0	-	-
Insurance Parity (80/20)[2]	-	-	-	73,153.9	73,153.9
Insurance Premium Increases	38,364.4	-	-	45,396.5	47,724.7
Fixed Costs	1,934.7	5,050.0	5,050.0	3,032.3	4,863.1
NUMeROS	-	9,800.0	-	-	-
Subtotal Current Year Program Cost Base	**4,499,235.5**	**4,524,135.5**	**4,564,379.2**	**4,611,909.2**	**4,733,108.3**
$ Change from OpBud	**327,264.3**	**24,900.0**	**65,143.7**	**112,673.7**	**233,872.7**
% Change from OpBud	**7.8%**	**0.6%**	**1.4%**	**2.5%**	**5.2%**
STATE EQUALIZATION GUARANTEE (SEG)					
Less: Other State Funds	(1,500.0)	(1,500.0)	(1,500.0)	(1,500.0)	(1,500.0)
Subtotal Current Year SEG Base	**4,497,735.5**	**4,522,635.5**	**4,562,879.2**	**4,610,409.2**	**4,731,608.3**
$ Change from OpBud	**327,264.3**	**24,900.0**	**65,143.7**	**112,673.7**	**233,872.7**
% Change from OpBud	**7.8%**	**0.6%**	**1.4%**	**2.5%**	**5.2%**
CATEGORICAL APPROPRIATIONS					
TRANSPORTATION DISTRIBUTION					
Maintenance and Operations	118,683.7	145,098.0	145,098.0	121,913.4	126,998.0
Fuel	13,201.2	-	-	13,201.2	11,600.0
Rental Fees	5,894.1	-	-	5,894.1	6,500.0
Insurance	888.9	-	-	966.6	-
Insurance Parity (80/20)	-	-	-	1,343.6	1,343.6
Average Compensation Increase (EXEC: 1%, LFC: 1%, LESC: 3%)	2,340.8	-	662.0	662.0	1,986.0
Adequacy Funding	-	-	-	-	5,283.7
Subtotal Current Year Transportation Base	**141,008.7**	**145,098.0**	**145,760.0**	**143,980.9**	**153,711.3**
$ Change from OpBud	**7,215.4**	**4,089.3**	**4,751.3**	**2,972.2**	**12,702.6**
% Change from OpBud	**5.4%**	**2.9%**	**3.4%**	**2.1%**	**9.0%**
OTHER CATEGORICAL APPROPRIATIONS					
Indian Education Fund	20,000.0	20,000.0	20,000.0	20,000.0	20,000.0
Standards-Based Assessments	12,770.0	16,320.8	13,000.0	12,770.0	12,770.0
Emergency Supplemental	1,000.0	1,000.0	1,000.0	1,000.0	1,000.0
Out-of-State Tuition	393.0	393.0	393.0	393.0	393.0
Subtotal Current Year Categorical Appropriations	**175,171.7**	**182,811.8**	**180,153.0**	**178,143.9**	**187,874.3**
$ Change from OpBud	**9,985.4**	**7,640.1**	**4,981.3**	**2,972.2**	**12,702.6**
% Change from OpBud	**6.0%**	**4.4%**	**2.8%**	**1.7%**	**7.3%**
SUBTOTAL PUBLIC SCHOOL SUPPORT	**4,672,907.2**	**4,705,447.3**	**4,743,032.2**	**4,788,553.1**	**4,919,482.6**
$ Change from OpBud	**337,249.7**	**32,540.1**	**70,125.0**	**115,645.9**	**246,575.3**
% Change from OpBud	**7.8%**	**0.7%**	**1.5%**	**2.5%**	**5.3%**
RELATED REQUESTS: RECURRING					
Universal School Meals	42,201.0	42,201.0	42,201.0	42,201.0	42,201.0

FY27 Public School Support High-Level Summary

Legislative EDucation Study Committee

PUBLIC SCHOOL SUPPORT

General Fund High-Level

(dollars in thousands)

1/5/2026

		FY26 OpBud	FY27 PED Recommend.	FY27 EXEC Recommend.	FY27 LFC Recommend.	FY27 LESC Recommend.	
56	Early Literacy and Reading Support	14,000.0	14,000.0	14,000.0	14,000.0	14,000.0	56
57	Statewide Information System and Other Systems (IEP)	-	8,500.0	-	8,500.0	8,500.0	57
58	School Leader Professional Development	5,000.0	-	4,600.0	5,000.0	5,000.0	58
59	Teacher Professional Development	4,000.0	-	5,600.0	-	4,000.0	59
60	Regional Education Cooperatives	1,500.0	1,500.0	1,500.0	1,500.0	1,500.0	60
61	School Safety (Panic Buttons)	1,500.0	3,200.5	1,500.0	1,500.0	1,500.0	61
62	Test Fee Waivers and Training	1,250.0	-	1,250.0	1,250.0	1,250.0	62
63	GRADS – Teen Parent Interventions	750.0	750.0	750.0	750.0	750.0	63
64	Professional Development (teachers, administrators, school boards)	-	16,500.0	-	-	-	64
65	STEAM Initiatives, Artificial Intelligence, and Outdoor Classrooms	-	7,700.0	-	-	-	65
66	District and School Leaders Program (HB157)	-	5,600.0	-	-	-	66
67	*Martinez-Yazzie* Action Plan Implementation	-	-	1,420.0			67
68	Operations (Literacy Institute)	-	5,000.0	2,000.0	-	-	68
69	Learning Management System and Microcredentials	-	4,000.0	-	-	-	69
70	Special Education Initiatives	-	4,000.0	-	-	-	70
71	Hispanic Education Act	-	1,500.0	-	-	-	71
72	Bilingual Multicultural Education Act	-	1,100.0	-	-	-	72
73	Black Education Act	-	500.0	-	-	-	73
74	**Subtotal Current Year Base**	**70,201.0**	**116,051.5**	**74,821.0**	**74,701.0**	**78,701.0**	74
75	**$ Change from OpBud**	**2,851.0**	**45,850.5**	**4,620.0**	**4,500.0**	**8,500.0**	75
76	**% Change from OpBud**	**4.2%**	**65.3%**	**6.6%**	**6.4%**	**12.1%**	76
77	**PUBLIC EDUCATION DEPARTMENT**						77
78	**Prior Year OpBud**	**24,521.6**	**26,263.7**	**26,263.7**	**26,263.7**	**26,263.7**	78
79	Base Changes	1,742.1	2,688.7	3,003.5	928.7	2,688.7	79
80	**Subtotal Current Year Base**	**26,263.7**	**28,952.4**	**29,267.2**	**27,192.4**	**28,952.4**	80
81	**% Change from OpBud**	**7.1%**	**10.2%**	**11.4%**	**3.5%**	**10.2%**	81
82	**TOTAL PUBLIC SCHOOL SUPPORT**						82
83	**Prior Year OpBud**	**4,427,529.1**	**4,769,371.9**	**4,769,371.9**	**4,769,371.9**	**4,769,371.9**	83
84	Base Changes	341,842.8	81,079.3	77,748.5	121,074.6	257,764.0	84
85	**Total**	**4,769,371.9**	**4,850,451.2**	**4,847,120.4**	**4,890,446.5**	**5,027,136.0**	85
86	**% Change from OpBud**	**7.7%**	**1.7%**	**1.6%**	**2.6%**	**5.4%**	86

SECTIONS 5, 6, 7, AND OTHER NONRECURRING APPROPRIATIONS

87	**General Fund**						87
88	Public Education Reform Fund	63,800.0	57,000.0	5,000.0	-	52,200.0	88
89	Career Technical Education (Pilot, CTOs, Innov. Zones, & WBL)	28,500.0	45,000.0	38,500.0	-	40,000.0	89
90	Structured Literacy Implementation (Summer Literacy Institute)	29,000.0	35,000.0	30,000.0	29,000.0	30,000.0	90
91	Educator Fellows	20,000.0	20,507.0	20,300.0	20,000.0	20,000.0	91
92	Out-of-School Learning and Summer Enrichment	15,000.0	-	14,000.0	-	20,000.0	92
93	Summer Internships	10,000.0	10,000.0	10,000.0	10,000.0	10,000.0	93
94	School Improvement	6,000.0	-	6,300.0	-	6,000.0	94
95	Administrator Preparation, Induction and Evaluation	2,280.0	-	5,600.0	5,600.0	5,600.0	95
96	Potential Cost Overruns for School Meals	5,000.0	5,179.3	5,000.0	5,179.3	5,179.3	96
97	Literacy Center Operations	-	-	3,000.0	-	5,000.0	97
98	Special Education Initiatives	4,000.0	-	4,000.0	4,000.0	4,000.0	98
99	STEM Network	3,000.0	-	3,000.0	-	3,000.0	99
100	STEAM Initiatives (High-Quality Instructional Materials)	3,000.0	-	3,000.0	3,000.0	3,000.0	100
101	LEA Adminstrative Burden Reduction (LEA Applications and Plans)	-	2,500.0	2,500.0	-	2,500.0	101
102	School Board Training	-	-	-	-	1,500.0	102
103	Outdoor Classroom Initiatives	500.0	-	500.0	500.0	700.0	103
104	Safety Summit	200.5	-	200.5	200.5	200.5	104
105	Literacy Coaches	-	-	14,560.0	-	-	105
106	Statewide Student Information System	12,000.0	-	8,500.0	-	-	106
107	HB63 Charter School Hold Harmless Supplemental	-	-	-	6,000.0	-	107
108	Community School and Family Engagement Initiatives	6,000.0	7,000.0	6,000.0	-	-	108
109	Learning Management System (Microcredentials)	-	-	3,700.0	4,000.0	-	109

FY27 Public School Support High-Level Summary

Legislative Education Study Committee

PUBLIC SCHOOL SUPPORT

General Fund High-Level

(dollars in thousands)

1/5/2026

		FY26 OpBud	FY27 PED Recommend.	FY27 EXEC Recommend.	FY27 LFC Recommend.	FY27 LESC Recommend.	
110	Martinez-Yazzie Action Plan Implementation (Year Two)	-	-	2,030.0	-	-	110
111	Hispanic Education Act	-	-	1,500.0	-	-	111
112	NM School for the Arts Dorm Operations	-	-	1,150.0	-	-	112
113	Bilingual Multicultural Education Act	-	-	1,100.0	-	-	113
114	Culturally Relevant Assessment Items	-	-	500.0	-	-	114
115	Black Education Act	-	-	500.0	-	-	115
116	Rent Shortfall	230.3	-	395.9	-	-	116
117	Sufficiency Lawsuit Fees	-	500.0	-	-	-	117
118	State Support Reserve Fund	40,000.0	35,000.0	-	-	-	118
119	Indian Education Initiatives[3]	30,000.0	-	-	-	-	119
120	Universal School Meals Supplemental (FY25)	7,848.0	-	-	-	-	120
121	Math Lab Pilots[3]	6,000.0	-	-	-	-	121
122	Youth Behavioral Health Supports[3]	5,000.0	-	-	-	-	122
123	Universal School Meals FY24 Deficiency	3,054.0	-	-	-	-	123
124	Class Size Reductions & CTE Startup Costs (Rio Rancho)	3,000.0	-	-	-	-	124
125	Career Development Success Pilot[3]	1,500.0	-	-	-	-	125
126	**Subtotal Current Year Base**	**304,912.8**	**217,686.3**	**190,836.4**	**87,479.8**	**208,879.8**	126
	OTHER STATE AND FEDERAL FUNDS						
127	**Public Education Reform Fund**						127
128	High-Impact Tutoring[3]	-	15,000.0	15,000.0	15,300.0	30,600.0	128
129	Community Schools[3]	-	-	-	18,300.0	21,600.0	129
130	Innovation Zones[3]	-	-	-	34,500.0	-	130
131	Out-of-School Learning[3]	-	42,000.0	-	21,600.0	-	131
132	Attendance Initiatives	18,600.0	-	-	-	-	132
133	Secondary Educator Literacy[3]	15,600.0	-	-	-	-	133
134	Math Achievement[3]	13,500.0	-	-	-	-	134
135	Innovative Staffing Strategies[3]	7,800.0	-	-	-	-	135
136	Supports for Students who are Unhoused[3]	6,300.0	-	-	-	-	136
137	Learning Management System (Microcredentials)	3,700.0	-	-	-	4,000.0	137
138	Wellness Rooms Pilot	1,000.0	-	-	-	-	138
139	Hispanic Education Act	500.0	-	-	-	500.0	139
140	Black Education Act	500.0	-	-	-	500.0	140
141	Bilingual Multicultural Education Act	500.0	-	-	-	500.0	141
142	Fund Clean-Up (K3PF, RMF, SLAF)	15.5	-	-	-	-	142
143	**Subtotal Current Year Base**	**68,015.5**	**57,000.0**	**15,000.0**	**89,700.0**	**57,700.0**	143
144	**Other State Funds and Inter-Agency Transfers**						144
145	Security, CTE, Maintenance, and Repair SB9 Distribution (PSCOF)	50,000.0	-	-	-	-	145
146	Electric Vehicle Infastructure and Bus Conversion (FY26-FY28)	60,000.0	-	-	-	-	146
147	School Bus Replacement (PSCOF)	-	18,880.0	18,880.0	18,880.0	18,880.0	147
148	Alternative School Bus Fueling or Charging Infrast. (PSCOF)	1,500.0	-	-	-	-	148
149	Navajo Prep Infastructure and Drainage Improvement (PSCOF)	3,000.0	-	-	-	-	149
150	Paolo Soleri Amphitheater (PSCOF)	3,000.0	-	-	-	-	150
151	Outdoor Classrooms (PSCOF)	-	3,000.0	-	-	-	151
152	HED STEM Institute Construction (PSCOF)	20,000.0	-	-	-	-	152
153	National Board Certification Scholarship Fund	500.0	500.0	500.0	500.0	500.0	153
154	GRADS – Teen Parent Interventions (TANF)	500.0	500.0	500.0	500.0	500.0	154
155	Grow Your Own Teachers Fund (FY26: EdFellows)	300.0	300.0	-	-	-	155
156	Sufficiency Lawsuit Fees (Consumer Settlement Fund)	500.0	-	500.0	500.0	500.0	156
157	Public Education Reform Fund (GROF)	-	-	-	89,700.0	-	157
158	Transfers to PERF (FYRF, TPF, ISIF, SNIF, ETDCF, CSSF, KPF)	258.7	-	-	-	-	158
159	Online Licensure Portal (ELF)	4,000.0	-	-	-	-	159
160	Career Technical Education (CTEF)	10,000.0	-	-	-	-	160
161	**Subtotal Current Year Base**	**153,558.7**	**23,180.0**	**20,380.0**	**110,080.0**	**20,380.0**	161

Footnotes

1. Includes funds from the Public Pre-K Fund
2. Contingent on enactment of legislation
3. Appropriation authorized for three fiscal years

Funding Formula Explainer

State Equalization Guarantee Computation, FY26

	Grade Level/Program Membership		Times	Cost Differential = Units	
Basic Program Units	Kindergarten & Three- and Four-Year-Old DD	FTE MEM	×	1.44	SUM OF UNITS
	Grade 1	MEM	×	1.20	
	Grades 2-3	MEM	×	1.18	
	Grades 4-5	MEM	×	1.045	
	Grades 6-12	MEM	×	1.30	
Staffing Cost Multiplier	Staffing Cost Multiplier: Teacher Cost Index (years of experience and licensure level) → Times Value from 1.000 to 1.277				= TOTAL PROGRAM UNITS = ADJUSTED PROGRAM UNITS
	PLUS				
	Special Education				
Special Education Units	Related Services (Ancillary)	FTE STAFF	×	25.00	
	A/B Level Service Add-on	MEM	×	0.70	
	C Level Service Add-on	MEM	×	1.00	
	D Level Service Add-on	MEM	×	2.00	
	3- and 4-Year-Old DD Program Add-on	MEM	×	2.00	
Special Program Units	**Bilingual Education**	FTE MEM	×	0.50	
	Fine Arts Education	FTE MEM	×	0.055	
	Elementary Physical Education	MEM	×	0.06	
	K-12 Plus (Days between 181-190 OR 156-165)	MEM	×	0.012	
	K-12 Plus (Days between 191-205 OR 166-175)	MEM	×	0.016	
Size Units					Elementary/Jr. High Size Units Senior High Size Units District Size Units Micro District Size Units Rural Population Units
	Percentage of Students below 130 percent of the federal poverty line * 0.40 * Total MEM				At-Risk Units
	Percentage of English Learners and Reclassified Fluent English Proficient Students * 0.33 * Total MEM				English Learner Units
					Enrollment Growth Units
Add-on Units					National Board for Professional Teaching Standards Units National Board for Certification of School Nurses Certification Units Charter School Activites Units Home School Activities and Program Units
					= TOTAL UNITS + Save Harmless Units = GRAND TOTAL PROGRAM UNITS **Grand Total × Unit Value = Program Cost** – Utility Conservation Program Contract Payments – 90% of the Certified Amount (*Energy Efficiency and Renewable Energy Bonding Act*) = STATE EQUALIZATION GUARANTEE

Source: LESC Files

Unit Value History

Unit Value History

	Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Prior Year Final Unit Value		Change From Initial to Final Unit Value		
				Dollars	Percent	Dollars	Percent	
1	1975		$616.50					1
2	1976		$703.00	$86.50	14.0%			2
3	1977		$800.00	$97.00	13.8%			3
4	1978		$905.00	$105.00	13.1%			4
5	1979		$1,020.00	$115.00	12.7%			5
6	1980		$1,145.00	$125.00	12.3%			6
7	1981		$1,250.00	$105.00	9.2%			7
8	1982		$1,405.00	$155.00	12.4%			8
9	1983 [1]	$1,540.00	$1,511.33	$106.33	7.6%	($28.67)	-1.9%	9
10	1984		$1,486.00	($25.33)	-1.7%			10
11	1985		$1,583.50	$97.50	6.6%			11
12	1986 [2]	$1,608.00	$1,618.87	$35.37	2.2%	$10.87	0.7%	12
13	1987		$1,612.51	($6.36)	-0.4%			13
14	1988		$1,689.00	$76.49	4.7%			14
15	1989		$1,737.78	$48.78	2.9%			15
16	1990		$1,811.51	$73.73	4.2%			16
17	1991		$1,883.74	$72.23	4.0%			17
18	1992		$1,866.00	($17.74)	-0.9%			18
19	1993 [3]	$1,851.73	$1,867.96	$1.96	0.1%	$16.23	0.9%	19
20	1994	$1,927.27	$1,935.99	$68.03	3.6%	$8.72	0.5%	20
21	1995	$2,015.70	$2,029.00	$93.01	4.8%	$13.30	0.7%	21
22	1996	$2,113.00	$2,113.00	$84.00	4.1%	$0.00	0.0%	22
23	1997	$2,125.83	$2,149.11	$36.11	1.7%	$23.28	1.1%	23
24	1998	$2,175.00	$2,175.00	$25.89	1.2%	$0.00	0.0%	24
25	1999	$2,322.00	$2,344.09	$169.09	7.8%	$22.09	1.0%	25
26	2000 [4]	$2,460.00	$2,460.00	$115.91	4.9%	$0.00	0.0%	26
27	2001	$2,632.32	$2,647.56	$187.56	7.6%	$15.24	0.6%	27
28	2002	$2,868.72	$2,871.01	$223.45	8.4%	$2.29	0.1%	28
29	2003	$2,896.01	$2,889.89	$18.88	0.7%	($6.12)	-0.2%	29
30	2004	$2,977.23	$2,976.20	$86.31	3.0%	($1.03)	-0.0%	30
31	2005	$3,035.15	$3,068.70	$92.50	3.1%	$33.55	1.1%	31
32	2006	$3,165.02	$3,198.01	$129.31	4.2%	$32.99	1.0%	32
33	2007 [5]	$3,444.35	$3,446.44	$248.43	7.8%	$2.09	0.1%	33
34	2008	$3,645.77	$3,674.26	$227.82	6.6%	$28.49	0.8%	34
35	2009 [6]	$3,892.47	$3,871.79	$197.53	5.4%	($20.68)	-0.5%	35
36	2010	$3,862.79 [7]	$3,792.65 [8]	($79.14)	-2.0%	($70.14)	-1.8%	36
37	2011	$3,712.45 [9]	$3,712.17 [10]	($80.48)	-2.1%	($0.28)	-0.0%	37
38	2012	$3,585.97	$3,598.87	($113.30)	-3.1%	$12.90	0.4%	38

Unit Value History

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Prior Year Final Unit Value Dollars	Change From Prior Year Final Unit Value Percent	Change From Initial to Final Unit Value Dollars	Change From Initial to Final Unit Value Percent
2013	$3,668.18	$3,673.54	$74.67	2.1%	$5.36	0.1%
2014	$3,817.55	$3,817.55	$144.01	3.9%	$0.00	0.0%
2015	$4,005.75	$4,007.75	$190.20	5.0%	$2.00	0.0%
2016	$4,027.75	$4,037.75	$30.00	0.7%	$10.00	0.2%
2017	$4,040.24	$3,979.63 [11]	($58.12)	-1.4%	($60.61)	-1.5%
2018	$4,053.55	$4,115.60 [12]	$135.97	3.4%	$62.05	1.5%
2019	$4,159.23	$4,190.85	$75.25	1.8%	$31.62	0.8%
2020	$4,565.41	$4,602.27	$411.42	9.8%	$36.86	0.8%
2021	$4,531.74	$4,536.75	($65.52)	-1.4%	$5.01	0.1%
2022	$4,770.70	$4,863.00	$233.95	5.2%	$92.30	1.9%
2023	$5,450.92	$5,522.50	$659.50	13.6%	$71.58	1.3%
2024	$6,241.67	$6,241.67	$719.17	13.0%	$0.00	0.0%
2025	$6,553.75	$6,553.75	$312.08	5.0%	$0.00	0.0%
2026	$6,801.35					

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 levyredistribution (Laws 1985, Chapter 15).

[3]The "floating" unit value went into effect.

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

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

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

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

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

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

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

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

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

Emergency Supplemental (Operational) Distributions

	SCHOOL DISTRICT	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25*	FY15 to FY25	
1	Alamogordo											$750,000	$750,000	1
2	Aztec				$120,000								$120,000	2
3	Belen			$169,803									$169,803	3
4	Bloomfield					$75,000							$75,000	4
5	Carrizozo			$62,563									$62,563	5
6	Chama Valley	$589,000	$330,850	$641,079	$605,000	$500,000						$250,000	$2,915,929	6
8	Cobre							$230,000					$230,000	8
9	Corona	$156,800	$228,750	$281,008	$205,000	$385,000	$385,000	$250,000	$262,000	$68,000			$2,221,558	9
10	Des Moines	$203,000	$64,550	$61,882	$156,000	$58,000	$120,000	$115,000					$778,432	10
11	Grady	$171,000	$193,930	$98,991	$50,000	$30,000							$543,921	11
12	Hondo Valley		$99,920	$166,734	$130,000	$80,000							$476,654	12
13	House			$230,321	$83,000		$223,007	$200,000	$399,000				$1,135,328	13
14	Lake Arthur	$45,000	$115,000	$144,938									$304,938	14
15	Las Vegas City	$200,000									$429,000		$629,000	15
16	Lordsburg			$234,750									$234,750	16
17	Magdalena		$22,120										$22,120	17
18	Maxwell	$178,000	$176,550	$420,779	$343,000	$165,700	$130,000	$115,000					$1,529,029	18
19	Melrose	$381,000	$385,700	$480,574	$304,000	$310,500							$1,861,774	19
20	Mesa Vista	$237,000	$275,000		$215,822	$142,500							$870,322	20
21	Moriarty				$293,000								$293,000	21
22	Mosquero	$75,000	$75,000			$204,600	$155,000						$509,600	22
23	Mountainair					$147,560							$147,560	23
24	Quemado	$625,000	$363,820	$328,872	$329,000	$250,000	$169,217						$2,065,909	24
25	Questa		$567,720	$77,512	$51,000								$696,232	25
26	Raton	$150,000	$150,000	$352,126									$652,126	26
27	Reserve	$481,000	$113,550	$448,462	$250,000	$71,700							$1,364,712	27
28	Rio Rancho				$188,400								$188,400	28
29	Roy					$162,700	$188,447	$90,000	$82,400	$112,500	$73,400		$709,447	29
30	Vaughn	$176,500											$176,500	30
31	Wagon Mound	$348,000	$366,900	$442,925	$550,000	$285,000	$484,625			$190,600			$2,668,050	31
32	**STATEWIDE TOTAL**	**$4,016,300**	**$3,529,360**	**$4,643,320**	**$3,873,222**	**$2,868,260**	**$1,855,296**	**$1,000,000**	**$743,400**	**$371,100**	**$502,400**	**$1,000,000**	**$24,402,658**	32

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 Distributions

	SCHOOL DISTRICT	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25*	FY15 to FY25	
33	Alamogordo	$22,464	$22,464	$32,669	$34,064	$34,914			$40,193				$186,768	33
34	Lordsburg	$245,464	$303,954	$267,331	$265,936	$250,089	$261,462	$285,000	$285,000	$315,000	$362,000	$393,000	$3,234,236	34
35	**STATEWIDE TOTAL**	**$267,928**	**$326,418**	**$300,000**	**$300,000**	**$285,003**	**$261,462**	**$285,000**	**$325,193**	**$315,000**	**$315,000**	**$393,000**	**$3,374,004**	35

*FY25 data is budgeted.

Source: PED and LESC Files

Land Grant Permanent Fund

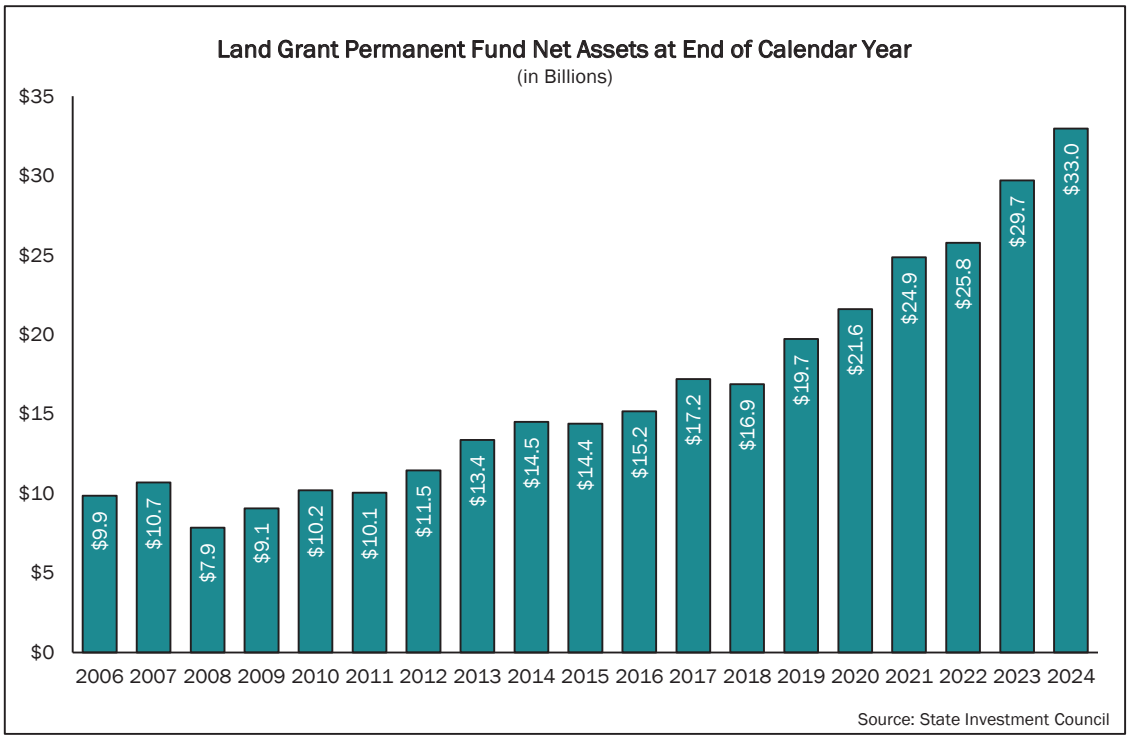
Land Grant Permanent Fund Balance and Distributions

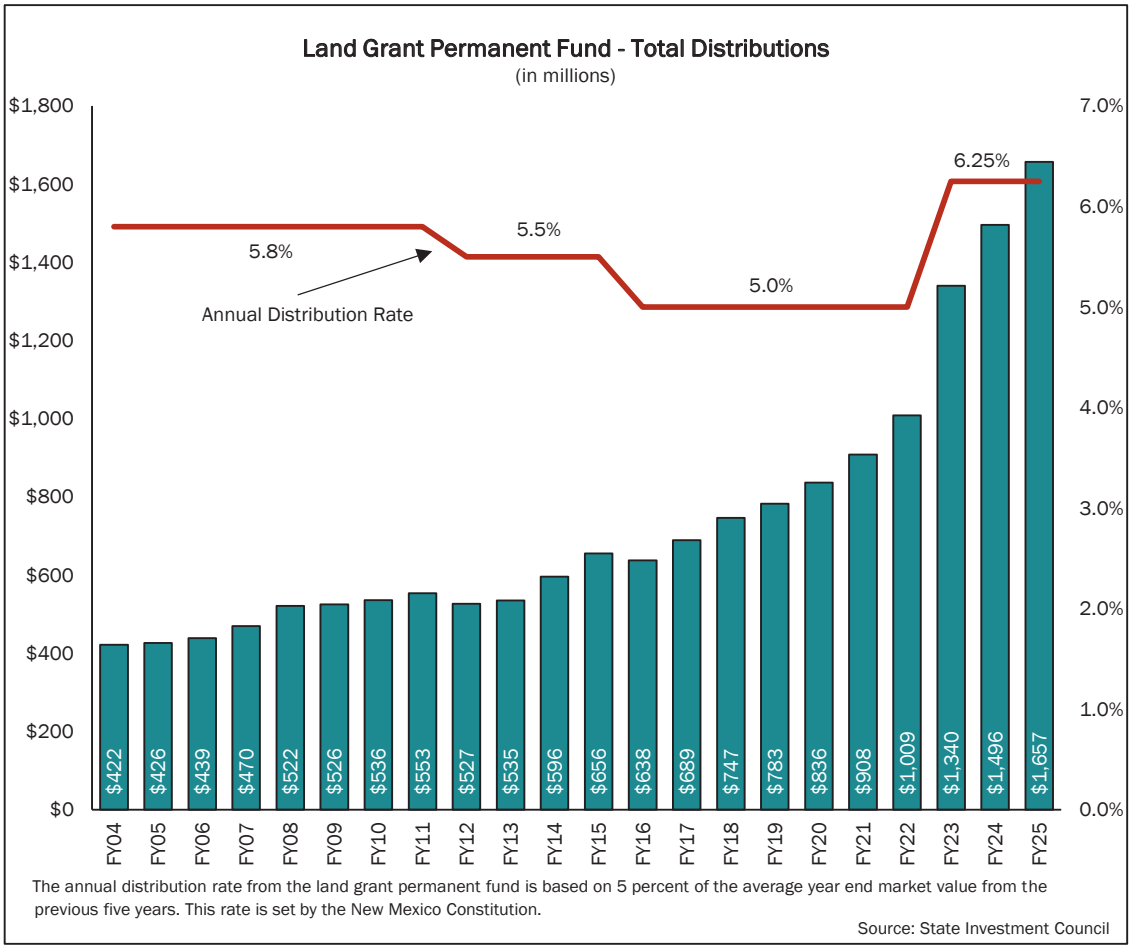
Unaudited Fund Balance and Income Distribution Summary for the Fiscal Year Ended June 30, 2025

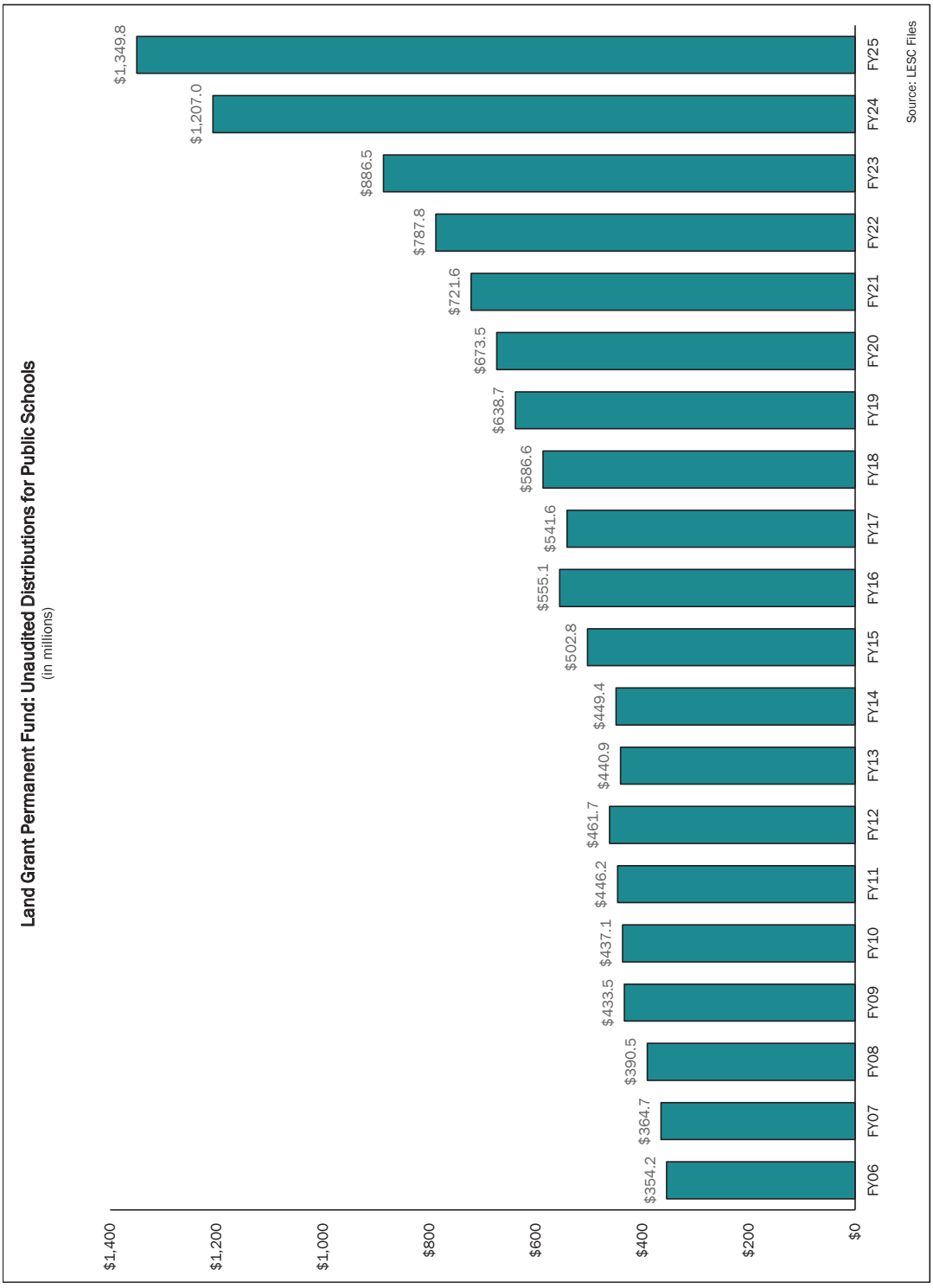
Institutions	7/1/2024 Beginning Balance	Percentage of Fund	Income Distribution	Additional 1.25% distribution per CA1	Land Transfer	Capital Gain/Loss	Unrealized Gain/Loss	Income Earnings	Book Value Ending Balance June 30, 2025
Common Schools	$27,656,686,008	88.089%	($1,080,375,706)	($269,444,640)	$2,165,931,050	$572,798,210	$1,463,137,496	$882,343,608	$31,391,076,026
University of New Mexico	$313,640,410	0.999%	($12,210,955)	$0	$18,738,506	$6,473,757	$16,562,057	$9,972,312	$353,176,087
UNM Saline Lands	$10,261,502	0.033%	($400,294)	$0	$580,495	$212,279	$539,981	$326,833	$11,520,796
New Mexico State University	$101,066,821	0.322%	($4,028,190)	$0	$10,894,044	$2,135,050	$5,459,689	$3,292,880	$118,820,294
Western New Mexico University	$5,189,049	0.017%	($197,164)	$0	$24,520	$104,599	$264,880	$160,735	$5,546,620
New Mexico Highlands Unversity	$5,163,602	0.016%	($196,199)	$0	$24,520	$104,087	$263,585	$159,949	$5,519,543
Northern New Mexico College	$4,235,150	0.013%	($160,998)	$0	$24,581	$85,411	$216,325	$131,255	$4,531,724
Eastern New Mexico University	$15,935,289	0.051%	($604,499)	$0	$25,489	$320,706	$811,896	$492,762	$16,981,644
New Mexico Institute of Mining and Technology	$40,078,357	0.128%	($1,526,822)	$0	$586,880	$809,871	$2,056,962	$1,245,077	$43,250,325
New Mexico Military Institute	$745,850,305	2.376%	($28,628,188)	$0	$20,789,650	$15,184,580	$38,553,930	$23,352,814	$815,103,091
New Mexico Boys School	$1,087,849	0.003%	($41,246)	$0	$0	$21,883	$55,376	$33,621	$1,157,483
DHI Miners Hospital	$185,180,735	0.590%	($7,051,830)	$0	$1,860,095	$3,740,834	$9,481,074	$5,749,786	$198,960,694
New Mexco State Hospital	$91,507,175	0.291%	($3,621,916)	$0	$10,044,595	$1,919,256	$4,934,934	$2,960,239	$107,744,283
New Mexico State Penitentiary	$474,874,175	1.513%	($18,727,416)	$0	$45,198,334	$9,926,944	$25,473,961	$15,307,705	$552,053,703
New Mexico School for the Deaf	$428,640,967	1.365%	($16,390,201)	$0	$7,963,242	$8,694,310	$22,051,326	$13,367,125	$464,326,770
School for the Visually Impaired	$427,927,105	1.363%	($16,363,565)	$0	$7,984,274	$8,680,180	$22,015,574	$13,345,432	$463,589,000
Charitable, Penal, and Reform	$164,647,363	0.524%	($6,262,219)	$0	$1,142,162	$3,322,139	$8,415,023	$5,105,475	$176,369,943
Water Reservoir	$204,866,339	0.653%	($7,781,493)	$0	$797,111	$4,128,272	$10,452,464	$6,343,601	$218,806,294
Improve Rio Grande	$45,376,348	0.145%	($1,722,454)	$0	$115,751	$913,812	$2,313,501	$1,404,123	$48,401,081
Public Buildings Capital Inc.	$473,639,996	1.509%	($19,201,981)	$0	$73,387,075	$10,170,575	$26,300,716	$15,720,884	$580,017,266
Carrie Tingley Hospital	$276,407	0.001%	($10,480)	$0	$0	$5,560	$14,070	$8,543	$294,100
STATEWIDE	**$31,396,130,953**	**100%**	**($1,225,503,816)**	**($269,444,640)**	**$2,366,112,375**	**$649,752,315**	**$1,659,374,820**	**$1,000,824,759**	**$35,577,246,765**

Source: State Investment Council

Land Grant Permanent Fund






Land Grant Permanent Fund: Unaudited Distributions for Public Schools
(in millions)
$1,400
$1,200
$1,000
$800
$600
$400
$200
$0
$354.2
$364.7
$390.5
$433.5
$437.1
$446.2
$461.7
$440.9
$449.4
$502.8
$555.1
$541.6
$586.6
$638.7
$673.5
$721.6
$787.8
$886.5
$1,207.0
$1,349.8
FY06
FY07
FY08
FY09
FY10
FY11
FY12
FY13
FY14
FY15
FY16
FY17
FY18
FY19
FY20
FY21
FY22
FY23
FY24
FY25
Source: LESC Files

School District and Charter School Budgeted Cash Balances (Unaudited)

	School District or Charter School	FY24 Budgeted Cash June 30, 2024	FY24 Program Cost	FY24 Percent Cash	FY25 Budgeted Cash June 30, 2025	FY25 Program Cost	FY25 Percent Cash	Change FY24 to FY25 Change in Cash Balance	Change FY24 to FY25 Change in Percent	
1	***School Districts***									1
2	Alamogordo Public Schools	$2,313,309	$62,116,238	3.7%	$2,564,567	$62,282,246	4.1%	$251,258	0.4%	2
3	Albuquerque Public Schools	$79,500,000	$902,132,589	8.8%	$79,617,080	$946,788,398	8.4%	$117,080	-0.4%	3
4	Animas Public Schools	$758,890	$3,220,402	23.6%	$852,326	$3,302,572	25.8%	$93,436	2.2%	4
5	Artesia Public Schools	$5,661,132	$42,444,891	13.3%	$6,094,342	$45,512,333	13.4%	$433,210	0.1%	5
6	Aztec Municipal Schools	$2,442,412	$28,762,508	8.5%	$4,153,766	$30,780,211	13.5%	$1,711,354	5.0%	6
7	Belen Consolidated Schools	$14,662,794	$44,957,513	32.6%	$14,663,278	$49,285,419	29.8%	$484	-2.9%	7
8	Bernalillo Public Schools	$11,985,232	$38,440,167	31.2%	$11,985,232	$41,356,948	29.0%	$0	-2.2%	8
9	Bloomfield Schools	$10,972,984	$32,033,224	34.3%	$12,685,124	$34,249,393	37.0%	$1,712,140	2.8%	9
10	Capitan Municipal Schools	$1,585,484	$7,541,242	21.0%	$1,585,484	$7,984,814	19.9%	$0	-1.2%	10
11	Carlsbad Municipal Schools	$7,806,845	$78,144,235	10.0%	$6,673,228	$88,478,836	7.5%	($1,133,617)	-2.4%	11
12	Carrizozo Municipal Schools	$1,242,863	$3,657,325	34.0%	$1,454,989	$3,981,436	36.5%	$212,126	2.6%	12
13	Central Consolidated Schools	$1,800,000	$61,341,735	2.9%	$7,506,965	$62,764,936	12.0%	$5,706,965	9.0%	13
14	Chama Valley Independent Schools	$1,815,800	$6,806,629	26.7%	$1,815,800	$6,220,243	29.2%	$0	2.5%	14
15	Cimarron Municipal Schools	$693,135	$5,991,367	11.6%	$693,135	$6,071,977	11.4%	$0	-0.2%	15
16	Clayton Municipal Schools	$1,896,046	$6,585,105	28.8%	$1,896,046	$6,895,508	27.5%	$0	-1.3%	16
17	Cloudcroft Municipal Schools	$1,378,922	$7,303,803	18.9%	$1,378,922	$7,636,069	18.1%	$0	-0.8%	17
18	Clovis Municipal Schools	$16,944,168	$84,552,396	20.0%	$18,097,776	$89,741,895	20.2%	$1,153,608	0.1%	18
19	Cobre Consolidated Schools	$1,974,661	$16,386,356	12.1%	$1,974,661	$16,615,224	11.9%	$0	-0.2%	19
20	Corona Public Schools	$226,514	$2,530,542	9.0%	$305,029	$2,901,096	10.5%	$78,515	1.6%	20
21	Cuba Independent Schools	$3,203,907	$13,123,604	24.4%	$3,650,922	$12,326,273	29.6%	$447,015	5.2%	21
22	Deming Public Schools	$10,866,355	$63,502,832	17.1%	$10,866,355	$65,921,058	16.5%	$0	-0.6%	22
23	Des Moines Municipal Schools	$964,548	$2,952,460	32.7%	$997,997	$3,029,491	32.9%	$33,449	0.3%	23
24	Dexter Consolidated Schools	$935,012	$11,634,117	8.0%	$1,530,441	$12,699,772	12.1%	$595,429	4.0%	24
25	Dora Consolidated Schools	$1,090,399	$3,781,584	28.8%	$1,090,399	$3,983,887	27.4%	$0	-1.5%	25
26	Dulce Independent Schools	$5,550,567	$9,105,629	61.0%	$5,974,377	$9,416,952	63.4%	$423,810	2.5%	26
27	Elida Municipal Schools	$733,833	$3,419,074	21.5%	$793,096	$3,263,499	24.3%	$59,263	2.8%	27
28	Española Public Schools	$4,166,473	$38,450,135	10.8%	$7,954,085	$39,117,866	20.3%	$3,787,612	9.5%	28
29	Estancia Municipal Schools	$1,760,230	$10,002,101	17.6%	$1,885,270	$10,809,670	17.4%	$125,040	-0.2%	29
30	Eunice Public Schools	$1,670,688	$8,894,654	18.8%	$1,913,188	$10,174,861	18.8%	$242,500	0.0%	30
31	Farmington Municipal Schools	$11,030,951	$123,175,007	9.0%	$16,005,470	$131,763,832	12.1%	$4,974,520	3.2%	31
32	Floyd Municipal School District	$1,218,882	$3,966,288	30.7%	$1,472,648	$4,024,907	36.6%	$253,766	5.9%	32
33	Fort Sumner Municipal Schools	$600,000	$4,688,187	12.8%	$518,714	$4,913,399	10.6%	($81,286)	-2.2%	33

	School District or Charter School	FY24 Budgeted Cash June 30, 2024	FY24 Program Cost	FY24 Percent Cash	FY25 Budgeted Cash June 30, 2025	FY25 Program Cost	FY25 Percent Cash	Change FY24 to FY25 Change in Cash Balance	Change FY24 to FY25 Change in Percent	
34	Gadsden Independent Schools	$53,676,435	$154,310,766	34.8%	$66,251,111	$166,209,103	39.9%	$12,574,677	5.1%	34
35	Gallup-McKinley County Schools	$33,107,623	$163,330,835	20.3%	$46,880,964	$174,242,782	26.9%	$13,773,341	6.6%	35
36	Grady Municipal Schools	$1,307,171	$3,231,082	40.5%	$1,611,553	$3,514,186	45.9%	$304,382	5.4%	36
37	Grants-Cibola County Schools	$9,321,507	$39,586,369	23.5%	$9,321,507	$43,962,050	21.2%	$0	-2.3%	37
38	Hagerman Municipal Schools	$2,121,197	$6,541,333	32.4%	$2,115,842	$6,962,586	30.4%	($5,355)	-2.0%	38
39	Hatch Valley Municipal Schools	$7,211,664	$16,874,193	42.7%	$8,021,816	$18,096,280	44.3%	$810,152	1.6%	39
40	Hobbs Municipal Schools	$29,468,875	$114,077,904	25.8%	$29,468,875	$128,816,132	22.9%	$0	-3.0%	40
41	Hondo Valley Public Schools	$84,588	$3,284,710	2.6%	$134,918	$3,321,827	4.1%	$50,330	1.5%	41
42	House Municipal Schools	$214,541	$2,038,898	10.5%	$214,541	$2,542,193	8.4%	$0	-2.1%	42
43	Jal Public Schools	$6,033,581	$8,248,392	73.1%	$5,891,756	$8,710,412	67.6%	($141,825)	-5.5%	43
44	Jemez Mountain Public Schools	$628,222	$3,932,527	16.0%	$765,528	$4,025,117	19.0%	$137,306	3.0%	44
45	Jemez Valley Public Schools	$5,065,885	$5,707,477	88.8%	$5,392,676	$6,100,637	88.4%	$326,791	-0.4%	45
46	Lake Arthur Municipal Schools	$1,195,999	$3,246,392	36.8%	$1,264,770	$3,869,701	32.7%	$68,771	-4.2%	46
47	Las Cruces Public Schools	$39,781,232	$285,920,616	13.9%	$39,773,618	$292,929,385	13.6%	($7,614)	-0.3%	47
48	Las Vegas City Public Schools	$429,000	$15,858,479	2.7%	$1,334,018	$16,371,084	8.1%	$905,018	5.4%	48
49	Logan Municipal Schools	$1,261,859	$5,030,486	25.1%	$1,635,878	$5,307,495	30.8%	$374,019	5.7%	49
50	Lordsburg Municipal Schools	$2,957,840	$7,257,046	40.8%	$2,933,473	$7,559,633	38.8%	($24,367)	-2.0%	50
51	Los Alamos Public Schools	$1,794,950	$44,011,632	4.1%	$1,566,424	$47,067,827	3.3%	($228,526)	-0.8%	51
52	Los Lunas Consolidated Schools	$25,255,228	$99,973,833	25.3%	$31,219,462	$102,053,075	30.6%	$5,964,234	5.3%	52
53	Loving Municipal Schools	$3,412,134	$10,349,688	33.0%	$4,228,522	$11,514,028	36.7%	$816,388	3.8%	53
54	Lovington Municipal Schools	$6,292,616	$46,427,526	13.6%	$6,292,616	$51,527,555	12.2%	$0	-1.3%	54
55	Magdalena Municipal Schools	$1,000,000	$5,806,307	17.2%	$1,427,449	$6,034,981	23.7%	$427,449	6.4%	55
56	Maxwell Municipal Schools	$378,993	$2,685,310	14.1%	$405,993	$2,783,174	14.6%	$27,000	0.5%	56
57	Melrose Municipal Schools	$701,580	$4,641,580	15.1%	$770,596	$5,112,895	15.1%	$69,016	-0.0%	57
58	Mesa Vista Consolidated Schools	$432,549	$4,702,555	9.2%	$778,476	$4,956,798	15.7%	$345,927	6.5%	58
59	Mora Independent Schools	$1,584,177	$7,153,079	22.1%	$1,705,497	$7,230,366	23.6%	$121,320	1.4%	59
60	Moriarty-Edgewood School District	$4,516,337	$28,318,494	15.9%	$4,352,819	$31,287,412	13.9%	($163,518)	-2.0%	60
61	Mosquero Municipal Schools	$620,532	$2,571,730	24.1%	$715,621	$2,742,037	26.1%	$95,089	2.0%	61
62	Mountainair Public Schools	$153,118	$3,928,276	3.9%	$20,250	$3,925,801	0.5%	($132,868)	-3.4%	62
63	Pecos Independent Schools	$1,363,842	$7,879,971	17.3%	$1,571,684	$7,850,364	20.0%	$207,842	2.7%	63
64	Peñasco Independent Schools	$1,046,525	$4,925,601	21.2%	$734,167	$5,580,387	13.2%	($312,358)	-8.1%	64
65	Pojoaque Valley Schools	$4,683,922	$18,814,572	24.9%	$4,797,131	$21,266,978	22.6%	$113,209	-2.3%	65
66	Portales Municipal Schools	$4,359,225	$33,242,186	13.1%	$4,359,225	$33,444,579	13.0%	$0	-0.1%	66
67	Quemado Independent School District	$1,303,385	$3,487,702	37.4%	$1,184,608	$3,781,337	31.3%	($118,777)	-6.0%	67
68	Questa Independent Schools	$875,000	$5,709,936	15.3%	$1,039,309	$5,926,917	17.5%	$164,309	2.2%	68

	School District or Charter School	FY24 Budgeted Cash June 30, 2024	FY24 Program Cost	FY24 Percent Cash	FY25 Budgeted Cash June 30, 2025	FY25 Program Cost	FY25 Percent Cash	Change FY24 to FY25 Change in Cash Balance	Change FY24 to FY25 Change in Percent	
69	Raton Public Schools	$2,715,204	$10,694,921	25.4%	$3,014,771	$11,077,758	27.2%	$299,567	1.8%	69
70	Reserve School District	$149,299	$2,640,563	5.7%	$317,622	$2,717,814	11.7%	$168,323	6.0%	70
71	Rio Rancho Public Schools	$28,387,875	$214,602,284	13.2%	$27,376,879	$218,571,639	12.5%	($1,010,996)	-0.7%	71
72	Roswell Independent School District	$20,088,116	$114,424,017	17.6%	$20,088,116	$118,903,113	16.9%	$0	-0.7%	72
73	Roy Municipal Schools	$21,968	$2,169,748	1.0%	$330,801	$2,234,907	14.8%	$308,833	13.8%	73
74	Ruidoso Municipal Schools	$6,000,629	$20,631,678	29.1%	$9,376,370	$21,069,710	44.5%	$3,375,741	15.4%	74
75	San Jon Municipal Schools	$226,788	$2,648,790	8.6%	$232,667	$2,847,513	8.2%	$5,879	-0.4%	75
76	Santa Fe Public Schools	$16,006,358	$134,994,558	11.9%	$13,809,451	$140,166,578	9.9%	($2,196,907)	-2.0%	76
77	Santa Rosa Consolidated Schools	$1,187,398	$9,625,766	12.3%	$1,187,398	$10,498,256	11.3%	$0	-1.0%	77
78	Silver City Consolidated Schools	$3,506,221	$28,996,446	12.1%	$4,637,567	$28,653,074	16.2%	$1,131,346	4.1%	78
79	Socorro Consolidated Schools	$2,439,896	$17,616,102	13.9%	$4,174,895	$17,823,755	23.4%	$1,734,999	9.6%	79
80	Springer Municipal Schools	$457,585	$2,913,443	15.7%	$596,975	$3,170,062	18.8%	$139,390	3.1%	80
81	Taos Municipal Schools	$3,946,906	$25,201,947	15.7%	$7,937,222	$25,664,387	30.9%	$3,990,316	15.3%	81
82	Tatum Municipal Schools	$1,607,376	$5,476,728	29.3%	$1,806,838	$5,796,078	31.2%	$199,462	1.8%	82
83	Texico Municipal Schools	$2,358,350	$8,045,531	29.3%	$2,433,973	$8,250,667	29.5%	$75,623	0.2%	83
84	Truth or Consequences Municipal Schools	$1,172,475	$16,781,622	7.0%	$719,674	$16,935,729	4.2%	($452,801)	-2.7%	84
85	Tucumcari Public Schools	$3,345,687	$11,981,010	27.9%	$4,198,948	$12,147,782	34.6%	$853,261	6.6%	85
86	Tularosa Municipal Schools	$1,800,000	$14,378,330	12.5%	$1,800,000	$16,039,327	11.2%	$0	-1.3%	86
87	Vaughn Municipal Schools	$486,835	$2,128,372	22.9%	$486,835	$2,489,809	19.6%	$0	-3.3%	87
88	Wagon Mound Public Schools	$260,775	$2,384,892	10.9%	$225,940	$2,309,863	9.8%	($34,835)	-1.2%	88
89	West Las Vegas School District	$1,778,481	$19,132,716	9.3%	$1,624,350	$20,734,079	7.8%	($154,131)	-1.5%	89
90	Zuni Public School District	$3,692,249	$16,237,998	22.7%	$3,660,356	$18,052,134	20.3%	($31,893)	-2.5%	90
91	***Charter Schools***									91
92	***Albuquerque***									92
93	Aces Technical Charter School	$407,790	$2,452,621	16.6%	$490,089	$2,237,411	21.9%	$82,299	5.3%	93
94	ACE Leadership High School	$849,581	$3,207,064	26.5%	$1,244,241	$4,147,823	30.0%	$394,660	3.5%	94
95	Albuquerque Bilingual Academy	$2,341,724	$5,351,914	43.8%	$1,952,277	$5,326,233	36.7%	($389,447)	-7.1%	95
96	Albuquerque Charter Academy	$441,591	$5,189,574	8.5%	$1,283,810	$5,359,067	24.0%	$842,219	15.4%	96
97	Albuquerque Collegiate Charter School	$426,476	$2,372,996	18.0%	$626,642	$2,730,043	23.0%	$200,166	5.0%	97
98	Albuquerque Institute for Math and Science	$2,981,719	$3,962,699	75.2%	$2,981,719	$3,902,398	76.4%	$0	1.2%	98
99	Albuquerque School of Excellence	$1,732,419	$9,846,571	17.6%	$2,068,536	$11,891,747	17.4%	$336,117	-0.2%	99
100	Albuquerque Sign Language Academy	$2,153,258	$4,686,177	45.9%	$3,021,475	$5,659,183	53.4%	$868,217	7.4%	100
101	Albuquerque Talent Development Secondary	$322,445	$1,683,160	19.2%	$424,758	$1,696,766	25.0%	$102,314	5.9%	101
102	Alice King Community School	$2,319,958	$5,725,184	40.5%	$2,319,958	$6,116,431	37.9%	$0	-2.6%	102
103	Altura Preparatory School	$231,393	$2,765,684	8.4%	$528,756	$2,889,077	18.3%	$297,363	9.9%	103

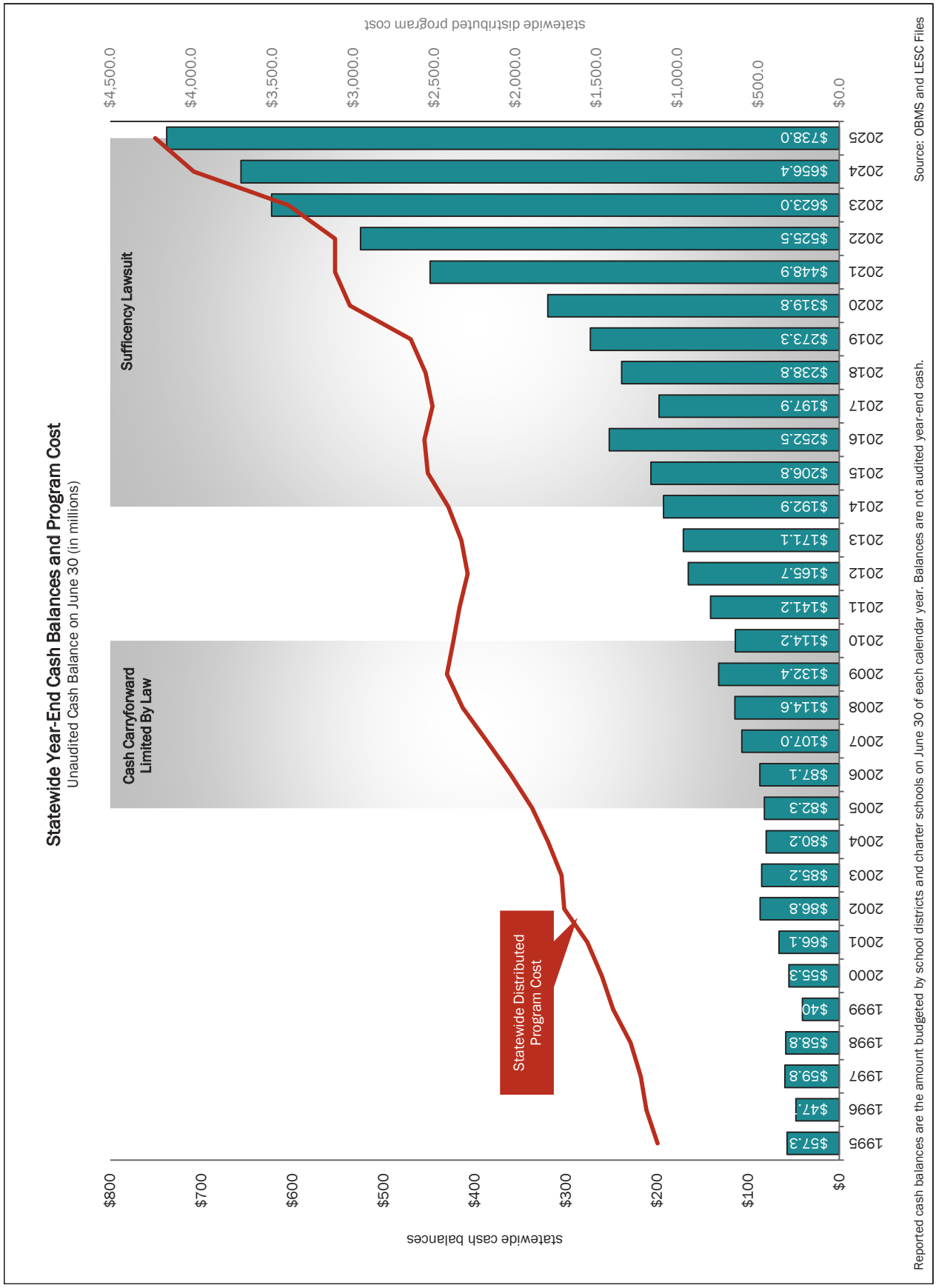
	School District or Charter School	FY24 Budgeted Cash June 30, 2024	FY24 Program Cost	FY24 Percent Cash	FY25 Budgeted Cash June 30, 2025	FY25 Program Cost	FY25 Percent Cash	Change FY24 to FY25 Change in Cash Balance	Change FY24 to FY25 Change in Percent	
104	Amy Biehl Charter School	$723,585	$3,226,825	22.4%	$874,368	$3,379,461	25.9%	$150,783	3.4%	104
105	Cesar Chavez Community School	$1,246,912	$2,805,668	44.4%	$1,588,262	$2,542,599	62.5%	$341,350	18.0%	105
106	Christine Duncan Heritage Academy	$839,163	$5,792,494	14.5%	$954,312	$7,285,633	13.1%	$115,149	-1.4%	106
107	Cien Aguas International School	$286,933	$5,457,766	5.3%	$355,570	$5,705,918	6.2%	$68,637	1.0%	107
108	Coral Community Charter	$587,314	$2,609,929	22.5%	$773,413	$2,961,640	26.1%	$186,099	3.6%	108
109	Corrales International School	$1,466,252	$3,441,201	42.6%	$1,591,222	$3,567,816	44.6%	$124,970	2.0%	109
110	Cottonwood Classical Prep	$414,885	$8,643,608	4.8%	$418,074	$10,286,078	4.1%	$3,189	-0.7%	110
111	Digital Arts And Technology	$158,374	$3,879,160	4.1%	$206,603	$4,030,622	5.1%	$48,229	1.0%	111
112	East Mountain High School	$576,623	$4,862,692	11.9%	$636,422	$5,835,701	10.9%	$59,799	-1.0%	112
113	El Camino Real Academy	$75,000	$4,012,164	1.9%	$75,000	$4,530,620	1.7%	$0	-0.2%	113
114	Explore Academy	$414,017	$15,786,120	2.6%	($257,322)	$17,921,983	-1.4%	($671,339)	-4.1%	114
115	Gilbert L. Sena Charter High School	$344,624	$2,303,576	15.0%	$443,775	$2,603,844	17.0%	$99,151	2.1%	115
116	Gordon Bernell Charter School	$1,391,655	$2,954,401	47.1%	$1,711,145	$2,917,972	58.6%	$319,490	11.5%	116
117	GREAT Academy	$27,104	$1,396,106	1.9%	$300,996	$1,326,440	22.7%	$273,892	20.8%	117
118	Health Leadership High School	$1,952,958	$2,682,501	72.8%	$2,482,029	$2,839,976	87.4%	$529,071	14.6%	118
119	Horizon Academy West	$2,269,522	$5,379,165	42.2%	$2,262,394	$5,974,372	37.9%	($7,128)	-4.3%	119
120	International School at Mesa Del Sol	$523,049	$4,037,343	13.0%	$633,169	$4,769,000	13.3%	$110,120	0.3%	120
121	La Academia De Esperanza	$919,045	$3,166,112	29.0%	$894,779	$3,324,737	26.9%	($24,266)	-2.1%	121
122	Los Puentes Charter School	$333,504	$1,495,111	22.3%	$403,307	$2,008,154	20.1%	$69,803	-2.2%	122
123	Mark Armijo Academy	$706,718	$2,845,827	24.8%	$705,654	$3,084,555	22.9%	($1,064)	-2.0%	123
124	Media Arts Collaborative Charter	$0	$2,272,792	0.0%	$794,475	$1,803,907	44.0%	$794,475	44.0%	124
125	Mission Achievement And Success	$1,226,550	$23,091,895	5.3%	$2,440,928	$23,770,989	10.3%	$1,214,378	5.0%	125
126	Montessori Elementary School	$50,000	$4,798,889	1.0%	$293,964	$5,290,816	5.6%	$243,964	4.5%	126
127	Montessori of the Rio Grande Charter	$656,939	$2,889,550	22.7%	$656,939	$3,019,916	21.8%	$0	-1.0%	127
128	Mountain Mahogany Community School	$150,000	$3,077,986	4.9%	$150,000	$3,234,538	4.6%	$0	-0.2%	128
129	Native American Community Academy	$1,416,860	$5,905,781	24.0%	$1,800,209	$6,261,446	28.8%	$383,349	4.8%	129
130	New America School - Albuquerque	$550,000	$2,565,638	21.4%	$880,392	$2,238,564	39.3%	$330,392	17.9%	130
131	New Mexico International School	$2,165,555	$5,111,378	42.4%	$2,299,502	$5,494,277	41.9%	$133,946	-0.5%	131
132	North Valley Academy	$1,883,530	$3,905,294	48.2%	$1,997,414	$3,113,261	64.2%	$113,884	15.9%	132
133	Public Academy for Performing Arts	$1,426,113	$4,677,951	30.5%	$1,415,107	$5,060,806	28.0%	($11,006)	-2.5%	133
134	Rio Grande Academy of Fine Arts	$586,527	$1,876,439	31.3%	$624,840	$2,493,682	25.1%	$38,313	-6.2%	134
135	Robert F. Kennedy Charter	$1,695,744	$5,167,541	32.8%	$1,559,164	$4,600,307	33.9%	($136,580)	1.1%	135
136	Siembra Leadership High School	$839,116	$4,607,420	18.2%	$571,296	$6,273,079	9.1%	($267,820)	-9.1%	136
137	Solare Collegiate Charter School	$883,321	$3,600,420	24.5%	$473,810	$4,245,853	11.2%	($409,511)	-13.4%	137
138	South Valley Academy	$1,663,562	$8,107,761	20.5%	$1,821,646	$8,424,099	21.6%	$158,084	1.1%	138

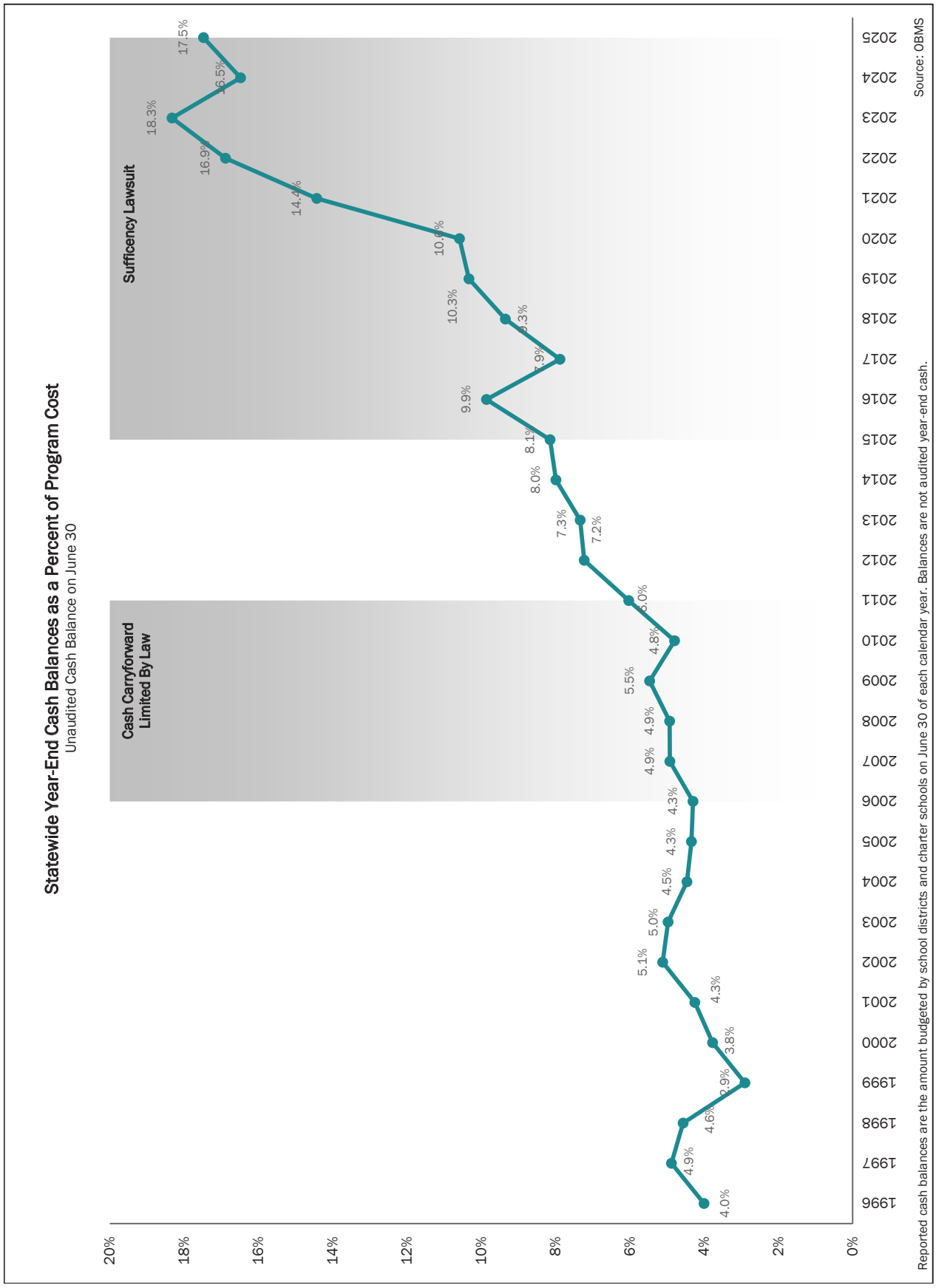
	School District or Charter School	FY24 Budgeted Cash June 30, 2024	FY24 Program Cost	FY24 Percent Cash	FY25 Budgeted Cash June 30, 2025	FY25 Program Cost	FY25 Percent Cash	Change FY24 to FY25 Change in Cash Balance	Change FY24 to FY25 Change in Percent	
139	South Valley Preparatory School	$192,142	$2,152,715	8.9%	$398,845	$1,893,562	21.1%	$206,703	12.1%	139
140	Southwest Aeronautics, Math, and Science	$739,000	$3,557,059	20.8%	$1,193,649	$3,817,205	31.3%	$454,649	10.5%	140
141	Southwest Preparatory Learning	$250,000	$1,935,055	12.9%	$395,008	$2,032,691	19.4%	$145,008	6.5%	141
142	Southwest Secondary Learning	$1,095,000	$1,761,955	62.1%	$1,568,588	$1,855,150	84.6%	$473,588	22.4%	142
143	Technology Leadership High School	$5,769,000	$3,505,103	164.6%	$5,951,264	$4,174,680	142.6%	$182,264	-22.0%	143
144	Tierra Adentro of New Mexico	$1,150,000	$3,445,333	33.4%	$1,263,410	$3,337,877	37.9%	$113,410	4.5%	144
145	Twenty-First Century	$110,667	$4,286,579	2.6%	$263,153	$4,384,891	6.0%	$152,486	3.4%	145
146	Voz Collegiate Preparatory Charter	$79,488	$1,323,602	6.0%	$79,488	$1,991,973	4.0%	$0	-2.0%	146
147	William W Josephine Dorn Charter	$0	$629,884	0.0%	-	$0	-	-	-	147
148	***Aztec***									148
149	Mosaic Academy	$557,207	$2,390,441	23.3%	$664,331	$2,547,587	26.1%	$107,124	2.8%	149
150	***Carlsbad***									150
151	Jefferson Montessori Academy	$14,397	$2,790,307	0.5%	$14,397	$2,616,775	0.6%	$0	0.0%	151
152	Pecos Cyber Academy	$11,045,537	$18,264,306	60.5%	$13,589,541	$24,815,237	54.8%	$2,544,004	-5.7%	152
153	***Central***									153
154	Dream Dine	$338,565	$483,093	70.1%	$338,565	$348,070	97.3%	$0	27.2%	154
155	***Cimarron***									155
156	Moreno Valley High School	$45,000	$1,072,519	4.2%	$78,493	$1,041,981	7.5%	$33,493	3.3%	156
157	***Deming***									157
158	Deming Cesar Chavez	$78,466	$1,901,281	4.1%	$78,466	$2,206,936	3.6%	$0	-0.6%	158
159	***Española***									159
160	La Tierra Montessori School	$0	$1,011,787	0.0%	-	$0	-	-	-	160
161	McCurdy Charter School	$665,549	$6,117,093	10.9%	$978,829	$6,518,353	15.0%	$313,280	4.1%	161
162	***Gallup-McKinley***									162
163	Dzil Ditl'ooi School (DEAP)	$243,508	$573,104	42.5%	$291,344	$744,486	39.1%	$47,836	-3.4%	163
164	Hozho Academy	$114,728	$8,709,807	1.3%	$60,655	$10,933,175	0.6%	($54,073)	-0.8%	164
165	Middle College High School	$1,737,738	$1,824,203	95.3%	$1,687,336	$2,146,963	78.6%	($50,402)	-16.7%	165
166	Six Directions Indigenous School	$340,000	$806,904	42.1%	$394,871	$819,107	48.2%	$54,871	6.1%	166
167	***Jemez Valley***									167
168	San Diego Riverside School	$131,889	$1,070,777	12.3%	$148,150	$1,116,923	13.3%	$16,261	0.9%	168
169	Walatowa Charter High School	$2,228,687	$971,017	229.5%	$2,228,687	$927,388	240.3%	$0	10.8%	169
170	***Las Cruces***									170
171	Alma D'Arte Charter	($18,814)	$1,570,286	-1.2%	-$18,814	$1,481,220	-1.3%	$0	-0.1%	171
172	Explore Academy	$282,862	$4,023,899	7.0%	($129,561)	$7,708,855	-1.7%	($412,423)	-8.7%	172
173	J Paul Taylor Academy	$134,049	$2,393,150	5.6%	$137,911	$2,811,467	4.9%	$3,862	-0.7%	173

	School District or Charter School	FY24 Budgeted Cash June 30, 2024	FY24 Program Cost	FY24 Percent Cash	FY25 Budgeted Cash June 30, 2025	FY25 Program Cost	FY25 Percent Cash	Change FY24 to FY25 Change in Cash Balance	Change FY24 to FY25 Change in Percent	
174	La Academia Dolores Huerta	$17,400	$804,489	2.2%	$10,954	$1,314,368	0.8%	($6,446)	-1.3%	174
175	Las Montañas Charter	$405,694	$2,190,614	18.5%	$349,167	$2,805,982	12.4%	($56,527)	-6.1%	175
176	New America School - Las Cruces	$675,000	$1,894,197	35.6%	$1,251,154	$2,723,155	45.9%	$576,154	10.3%	176
177	Raices del Saber Xinachtli	$100,038	$1,614,508	6.2%	$197,013	$1,686,267	11.7%	$96,975	5.5%	177
178	***Los Lunas***									178
179	School of Dreams Academy	$200,000	$7,993,588	2.5%	$699,407	$8,230,671	8.5%	$499,407	6.0%	179
180	***Moriarty***									180
181	Estancia Valley Classical Academy	$824,574	$6,772,043	12.2%	$824,574	$7,190,440	11.5%	$0	-0.7%	181
182	***Roswell***									182
183	Sidney Gutierrez Middle School	$322,514	$2,294,700	14.1%	$340,908	$2,379,234	14.3%	$18,394	0.3%	183
184	***Questa***									184
185	Red River Valley Charter School	$196,864	$1,432,332	13.7%	$1,001,873	$1,535,419	65.3%	$805,009	51.5%	185
186	Roots and Wings Community	$240,450	$1,052,402	22.8%	$283,195	$1,123,483	25.2%	$42,745	2.4%	186
187	***Rio Rancho***									187
188	ASK Academy	$1,765,170	$6,368,070	27.7%	$1,765,170	$6,487,131	27.2%	$0	-0.5%	188
189	Explore Academy	$51,081	$3,166,043	1.6%	($233,064)	$5,329,162	-4.4%	($284,145)	-6.0%	189
190	Sandoval Academy of Bilingual Education	$100,000	$2,865,701	3.5%	$205,112	$2,874,435	7.1%	$105,112	3.6%	190
191	***Santa Fe***									191
192	Academy for Technology and the Classics	$220,107	$4,253,405	5.2%	$220,107	$4,450,114	4.9%	$0	-0.2%	192
193	New Mexico Connections Academy	$3,322,070	$16,433,780	20.2%	$6,602,388	$18,569,697	35.6%	$3,280,318	15.3%	193
194	MASTERS Program	$1,828,286	$2,816,429	64.9%	$1,310,721	$3,475,572	37.7%	($517,565)	-27.2%	194
195	Monte Del Sol Charter	$643,896	$4,269,352	15.1%	$195,485	$5,030,318	3.9%	($448,411)	-11.2%	195
196	New Mexico School for the Arts	$371,956	$3,518,916	10.6%	$413,885	$3,882,507	10.7%	$41,929	0.1%	196
197	Thrive Community School	$61,086	$3,274,436	1.9%	$161,482	$4,373,881	3.7%	$100,396	1.8%	197
198	Tierra Encantada Charter School	$737,850	$3,698,258	20.0%	$737,850	$3,786,036	19.5%	$0	-0.5%	198
199	Turquoise Trail Charter School	$1,115,217	$7,019,719	15.9%	$1,692,222	$7,812,575	21.7%	$577,005	5.8%	199
200	***Silver City***									200
201	Aldo Leopold Charter	$1,000,000	$2,519,818	39.7%	$629,839	$2,682,660	23.5%	($370,161)	-16.2%	201
202	***Socorro***									202
203	Cottonwood Valley Charter	$886,651	$2,504,639	35.4%	$1,011,965	$2,487,312	40.7%	$125,314	5.3%	203
204	***Taos***									204
205	Anansi Charter School	$352,583	$2,566,893	13.7%	$436,210	$2,888,716	15.1%	$83,627	1.4%	205
206	Taos Academy	$1,360,830	$4,351,343	31.3%	$1,616,314	$4,418,853	36.6%	$255,484	5.3%	206
207	Taos Integrated School of Arts	$817,836	$2,404,029	34.0%	$817,836	$2,776,968	29.5%	$0	-4.6%	207
208	Taos International School	$337,201	$2,371,797	14.2%	$380,515	$2,561,749	14.9%	$43,314	0.6%	208

	School District or Charter School	FY24 Budgeted Cash June 30, 2024	FY24 Program Cost	FY24 Percent Cash	FY25 Budgeted Cash June 30, 2025	FY25 Program Cost	FY25 Percent Cash	Change FY24 to FY25 Change in Cash Balance	Change FY24 to FY25 Change in Percent	
209	Taos Municipal Charter	$119,964	$2,990,927	4.0%	$150,192	$3,423,797	4.4%	$30,228	0.4%	209
210	Vista Grande High School	$212,430	$1,382,299	15.4%	$256,863	$1,414,751	18.2%	$44,433	2.8%	210
211	***West Las Vegas***									211
212	Rio Gallinas School	$283,062	$1,394,264	20.3%	$394,580	$1,381,465	28.6%	$111,518	8.3%	212
213	**STATEWIDE TOTAL**	**$655,284,723**	**$3,988,927,287**	**16.4%**	**$738,026,697**	**$4,222,624,275**	**17.5%**	**$82,741,974**	**1.1%**	213

Source: LESC Files


Statewide Year-End Cash Balances and Program Cost
Unaudited Cash Balance on June 30 (in millions)
statewide cash balances
statewide distributed program cost
$0
$100
$200
$300
$400
$500
$600
$700
$800
$0.0
$500.0
$1,000.0
$1,500.0
$2,000.0
$2,500.0
$3,000.0
$3,500.0
$4,000.0
$4,500.0
Cash Carryforward Limited By Law
Sufficency Lawsuit
Statewide Distributed Program Cost
1995 $57.3
1996 $47.
1997 $59.8
1998 $58.8
1999 $40
2000 $55.3
2001 $66.1
2002 $86.8
2003 $85.2
2004 $80.2
2005 $82.3
2006 $87.1
2007 $107.0
2008 $114.6
2009 $132.4
2010 $114.2
2011 $141.2
2012 $165.7
2013 $171.1
2014 $192.9
2015 $206.8
2016 $252.5
2017 $197.9
2018 $238.8
2019 $273.3
2020 $319.8
2021 $448.9
2022 $525.5
2023 $623.0
2024 $656.4
2025 $738.0
Source: OBMS and LESC Files
Reported cash balances are the amount budgeted by school districts and charter schools on June 30 of each calendar year. Balances are not audited year-end cash.


Statewide Year-End Cash Balances as a Percent of Program Cost
Unaudited Cash Balance on June 30
Sufficency Lawsuit
Cash Carryforward Limited By Law
20%
18%
16%
14%
12%
10%
8%
6%
4%
2%
0%
1996
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1998
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2017
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2020
2021
2022
2023
2024
2025
4.0%
4.9%
4.6%
4.9%
3.8%
4.3%
5.1%
5.0%
4.5%
4.3%
4.3%
4.9%
4.9%
5.5%
4.8%
6.0%
7.2%
7.3%
8.0%
8.1%
9.9%
7.9%
8.3%
10.3%
10.6%
14.4%
16.9%
18.3%
16.5%
17.5%
Reported cash balances are the amount budgeted by school districts and charter schools on June 30 of each calendar year. Balances are not audited year-end cash.
Source: OBMS

FY25 School Calendars

	School District or Charter School	Grades (Elementary or Secondary)[1]	Four-Day or Five-Day Week[2]	Calendar Hours			Calendar Days		
				Average Instructional Hours	Average Professional Work Hours	Average Instructional Days	Average Professional Work Days	Average K-12 Plus Total Days	
	School Districts								
1	ALAMOGORDO PUBLIC SCHOOLS	Elementary	Five-Day	1,109.50	145.00	175.00	9.00	184.00	1
2	ALAMOGORDO PUBLIC SCHOOLS	Secondary	Five-Day	1,132.25	145.00	175.00	5.00	180.00	2
3	ALBUQUERQUE PUBLIC SCHOOLS	Elementary	Five-Day	1,145.11	73.11	183.10	6.90	190.00	3
4	ALBUQUERQUE PUBLIC SCHOOLS	Secondary	Five-Day	1,151.29	67.49	183.59	5.00	188.59	4
5	ANIMAS PUBLIC SCHOOLS	Elementary	Four-Day	1,132.50	30.00	151.00	4.00	155.00	5
6	ANIMAS PUBLIC SCHOOLS	Secondary	Four-Day	1,132.50	30.00	151.00	4.00	155.00	6
7	ARTESIA PUBLIC SCHOOLS	Elementary	Five-Day	1,177.82	48.41	172.06	6.88	178.94	7
8	ARTESIA PUBLIC SCHOOLS	Elementary	Four-Day	1,177.82	48.41	172.06	6.88	178.94	8
9	ARTESIA PUBLIC SCHOOLS	Secondary	Five-Day	1,136.26	48.00	168.63	5.00	173.63	9
10	ARTESIA PUBLIC SCHOOLS	Secondary	Four-Day	1,136.26	48.00	168.63	5.00	173.63	10
11	AZTEC MUNICIPAL SCHOOL DISTRICT	Elementary	Five-Day	1,126.38	104.83	170.06	11.22	181.28	11
12	AZTEC MUNICIPAL SCHOOL DISTRICT	Secondary	Five-Day	1,140.29	100.38	169.75	5.30	175.05	12
13	BELEN CONSOLIDATED SCHOOLS	Elementary	Five-Day	1,103.24	68.01	173.50	11.50	185.00	13
14	BELEN CONSOLIDATED SCHOOLS	Secondary	Five-Day	1,139.75	68.25	173.50	6.63	180.13	14
15	BERNALILLO PUBLIC SCHOOL	Elementary	Five-Day	1,189.25	53.63	183.00	8.00	191.00	15
16	BERNALILLO PUBLIC SCHOOL	Secondary	Five-Day	1,208.00	39.00	186.00	5.00	191.00	16
17	BLOOMFIELD SCHOOLS	Elementary	Five-Day	1,167.75	78.05	177.25	10.13	187.38	17
18	BLOOMFIELD SCHOOLS	Secondary	Five-Day	1,164.25	76.21	177.00	5.00	182.00	18
19	CAPITAN MUNICIPAL SCHOOLS	Elementary	Four-Day	1,124.75	62.43	150.50	8.50	159.00	19
20	CAPITAN MUNICIPAL SCHOOLS	Secondary	Four-Day	1,128.50	57.36	151.00	5.00	156.00	20
21	CARLSBAD MUNICIPAL SCHOOLS	Elementary	Five-Day	1,160.97	65.00	179.40	8.60	188.00	21
22	CARLSBAD MUNICIPAL SCHOOLS	Secondary	Five-Day	1,213.28	65.00	181.00	5.00	186.00	22
23	CARRIZOZO MUNICIPAL SCHOOLS	Elementary	Four-Day	1,124.58	59.42	151.00	7.00	158.00	23
24	CARRIZOZO MUNICIPAL SCHOOLS	Secondary	Four-Day	1,124.58	59.42	151.00	5.00	156.00	24
25	CENTRAL CONSOLIDATED SCHOOLS	Elementary	Five-Day	1,133.42	63.42	176.50	8.50	185.00	25
26	CENTRAL CONSOLIDATED SCHOOLS	Secondary	Five-Day	1,131.66	63.50	176.50	5.00	181.50	26
27	CHAMA VALLEY INDEPENDENT SCHOOL	Elementary	Four-Day	1,146.50	67.00	164.00	10.50	174.50	27
28	CHAMA VALLEY INDEPENDENT SCHOOL	Secondary	Four-Day	1,161.17	66.67	158.67	5.00	163.67	28
29	CIMARRON MUNICIPAL SCHOOLS	Elementary	Four-Day	1,110.00	90.00	148.00	10.50	158.50	29
30	CIMARRON MUNICIPAL SCHOOLS	Secondary	Four-Day	1,110.00	90.00	148.00	5.00	153.00	30
31	CLAYTON MUNICIPAL SCHOOLS	Elementary	Four-Day	1,113.50	63.00	149.00	7.50	156.50	31
32	CLAYTON MUNICIPAL SCHOOLS	Secondary	Four-Day	1,113.50	63.00	149.00	5.00	154.00	32
33	CLOUDCROFT MUNICIPAL SCHOOLS	Elementary	Four-Day	1,113.08	30.00	150.00	4.00	154.00	33
34	CLOUDCROFT MUNICIPAL SCHOOLS	Secondary	Four-Day	1,113.08	30.00	150.00	4.00	154.00	34
35	CLOVIS MUNICIPAL SCHOOLS	Elementary	Five-Day	1,116.60	88.15	171.13	10.50	181.63	35
36	CLOVIS MUNICIPAL SCHOOLS	Secondary	Five-Day	1,147.24	82.50	172.00	5.00	177.00	36
37	COBRE CONSOLIDATE SCHOOLS	Elementary	Four-Day	1,124.20	67.50	154.00	9.00	163.00	37
38	COBRE CONSOLIDATE SCHOOLS	Secondary	Four-Day	1,155.00	67.50	154.00	5.00	159.00	38
39	CORONA PUBLIC SCHOOLS	Elementary	Four-Day	1,140.00	37.50	152.00	5.00	157.00	39
40	CORONA PUBLIC SCHOOLS	Secondary	Four-Day	1,140.00	37.50	152.00	5.00	157.00	40
41	CUBA INDEPENDENT SCHOOLS	Elementary	Four-Day	1,100.50	40.00	155.00	5.00	160.00	41

	School District or Charter School	Grades (Elementary or Secondary)[1]	Four-Day or Five-Day Week[2]	Calendar Hours			Calendar Days		
				Average Instructional Hours	Average Professional Work Hours	Average Instructional Days	Average Professional Work Days	Average K-12 Plus Total Days	
42	CUBA INDEPENDENT SCHOOLS	Secondary	Four-Day	1,111.35	40.00	155.00	5.00	160.00	42
43	DEMING PUBLIC SCHOOLS	Elementary	Five-Day	1,120.89	69.48	178.00	10.00	188.00	43
44	DEMING PUBLIC SCHOOLS	Secondary	Five-Day	1,200.65	70.13	174.75	5.00	179.75	44
45	DES MOINES MUNICIPAL SCHOOLS	Elementary	Five-Day	1,108.31	91.43	170.00	10.00	180.00	45
46	DES MOINES MUNICIPAL SCHOOLS	Secondary	Five-Day	1,136.38	99.75	170.00	5.50	175.50	46
47	DEXTER CONSOLIDATED SCHOOL DISTRICT	Elementary	Four-Day	1,128.99	69.65	154.00	7.00	161.00	47
48	DEXTER CONSOLIDATED SCHOOL DISTRICT	Secondary	Four-Day	1,136.32	62.32	155.00	5.50	160.50	48
49	DORA CONSOLIDATED SCHOOL	Elementary	Four-Day	1,110.00	82.50	148.00	10.50	158.50	49
50	DORA CONSOLIDATED SCHOOL	Secondary	Four-Day	1,110.00	82.50	148.00	5.00	153.00	50
51	DULCE INDEPENDENT SCHOOLS	Elementary	Five-Day	1,208.80	119.53	178.00	7.00	185.00	51
52	DULCE INDEPENDENT SCHOOLS	Secondary	Five-Day	1,180.06	118.44	176.00	5.00	181.00	52
53	ELIDA MUNICIPAL SCHOOLS	Elementary	Four-Day	1,129.25	65.75	150.50	5.50	156.00	53
54	ELIDA MUNICIPAL SCHOOLS	Secondary	Four-Day	1,129.25	65.75	150.50	5.50	156.00	54
55	ESPANOLA PUBLIC SCHOOL DISTRICT	Elementary	Five-Day	1,083.58	83.00	175.50	9.00	184.50	55
56	ESPANOLA PUBLIC SCHOOL DISTRICT	Secondary	Five-Day	1,185.00	83.25	175.50	5.00	180.50	56
57	ESTANCIA MUNICIPAL SCHOOLS	Elementary	Four-Day	1,147.50	72.00	153.00	8.83	161.83	57
58	ESTANCIA MUNICIPAL SCHOOLS	Secondary	Four-Day	1,152.50	56.00	153.67	5.00	158.67	58
59	EUNICE PUBLIC SCHOOLS	Elementary	Five-Day	1,124.00	30.00	179.00	-	179.00	59
60	EUNICE PUBLIC SCHOOLS	Secondary	Five-Day	1,124.00	30.00	179.00	-	179.00	60
61	FARMINGTON MUNICIPAL SCHOOLS	Elementary	Five-Day	1,092.33	72.00	178.00	9.00	187.00	61
62	FARMINGTON MUNICIPAL SCHOOLS	Secondary	Five-Day	1,119.62	72.00	178.00	5.00	183.00	62
63	FLOYD MUNICIPAL SCHOOL DISTRICT	Elementary	Four-Day	1,117.50	75.00	149.00	10.00	159.00	63
64	FLOYD MUNICIPAL SCHOOL DISTRICT	Secondary	Four-Day	1,117.50	75.00	149.00	5.00	154.00	64
65	FORT SUMNER MUNICIPAL SCHOOLS	Elementary	Four-Day	1,125.00	120.00	150.00	10.50	160.50	65
66	FORT SUMNER MUNICIPAL SCHOOLS	Secondary	Four-Day	1,125.00	120.00	150.00	5.00	155.00	66
67	GADSDEN INDEPENDENT SCHOOLS	Elementary	Five-Day	1,097.59	151.72	161.00	15.50	176.50	67
68	GADSDEN INDEPENDENT SCHOOLS	Secondary	Five-Day	1,119.89	153.12	159.38	5.00	164.38	68
69	GALLUP-MCKINLEY COUNTY SCHOOLS	Elementary	Five-Day	1,172.20	117.00	190.00	-	190.00	69
70	GALLUP-MCKINLEY COUNTY SCHOOLS	Secondary	Five-Day	1,176.18	117.00	190.60	-	190.60	70
71	GRADY MUNICIPAL SCHOOLS	Elementary	Four-Day	1,117.50	55.00	149.00	7.00	156.00	71
72	GRADY MUNICIPAL SCHOOLS	Secondary	Four-Day	1,117.50	55.00	149.00	5.00	154.00	72
73	GRANTS CIBOLA COUNTY SCHOOL DISTRICT	Elementary	Five-Day	1,144.04	58.50	173.00	8.00	181.00	73
74	GRANTS CIBOLA COUNTY SCHOOL DISTRICT	Secondary	Five-Day	1,165.03	55.73	172.20	5.00	177.20	74
75	HAGERMAN MUNICIPAL SCHOOLS	Elementary	Four-Day	1,154.76	68.00	154.00	8.00	162.00	75
76	HAGERMAN MUNICIPAL SCHOOLS	Secondary	Four-Day	1,154.76	68.00	154.00	5.00	159.00	76
77	HATCH VALLEY PUBLIC SCHOOL DISTRICT	Elementary	Five-Day	1,110.45	75.00	173.00	10.00	183.00	77
78	HATCH VALLEY PUBLIC SCHOOL DISTRICT	Secondary	Five-Day	1,171.94	75.00	173.00	5.00	178.00	78
79	HOBBS MUNICIPAL SCHOOLS	Elementary	Five-Day	1,132.15	64.00	183.00	8.00	191.00	79
80	HOBBS MUNICIPAL SCHOOLS	Secondary	Five-Day	1,151.50	64.00	183.00	5.00	188.00	80
81	HONDO VALLEY SCHOOLS	Elementary	Four-Day	1,111.50	54.00	148.00	6.50	154.50	81
82	HONDO VALLEY SCHOOLS	Secondary	Four-Day	1,111.50	54.00	148.00	5.00	153.00	82

	School District or Charter School	Grades (Elementary or Secondary)[1]	Four-Day or Five-Day Week[2]	Calendar Hours: Average Instructional Hours	Calendar Hours: Average Professional Work Hours	Calendar Hours: Average Instructional Days	Calendar Days: Average Professional Work Days	Calendar Days: Average K-12 Plus Total Days	
83	HOUSE MUNICIPAL SCHOOLS	Elementary	Four-Day	1,116.82	57.75	145.50	7.50	153.00	83
84	HOUSE MUNICIPAL SCHOOLS	Secondary	Four-Day	1,116.82	57.75	145.50	5.50	151.00	84
85	HOZHO ACADEMY	Elementary	Five-Day	1,262.73	54.50	192.50	9.50	202.00	85
86	HOZHO ACADEMY	Secondary	Five-Day	1,275.87	55.00	194.50	5.00	199.50	86
87	JAL PUBLIC SCHOOLS	Elementary	Four-Day	1,102.09	53.50	150.83	7.17	158.00	87
88	JAL PUBLIC SCHOOLS	Secondary	Four-Day	1,121.78	48.50	151.17	5.50	156.67	88
89	JEMEZ MOUNTAIN SCHOOL DISTRICT	Elementary	Four-Day	1,134.31	69.39	151.17	8.67	159.83	89
90	JEMEZ MOUNTAIN SCHOOL DISTRICT	Secondary	Four-Day	1,139.29	66.94	151.83	5.00	156.83	90
91	JEMEZ VALLEY PUBLIC SCHOOLS	Elementary	Four-Day	1,162.50	58.50	155.00	7.00	162.00	91
92	JEMEZ VALLEY PUBLIC SCHOOLS	Secondary	Four-Day	1,162.50	58.50	155.00	5.00	160.00	92
93	LAKE ARTHUR MUNICIPAL SCHOOLS	Elementary	Five-Day	1,140.34	76.50	166.50	10.00	176.50	93
94	LAKE ARTHUR MUNICIPAL SCHOOLS	Secondary	Five-Day	1,140.34	76.50	166.50	5.50	172.00	94
95	LAS CRUCES SCHOOL DISTRICT	Elementary	Five-Day	1,121.68	62.77	181.00	9.00	190.00	95
96	LAS CRUCES SCHOOL DISTRICT	Secondary	Five-Day	1,145.60	60.82	181.33	5.00	186.33	96
97	LAS VEGAS CITY SCHOOLS	Elementary	Five-Day	1,142.76	68.84	178.00	10.00	188.00	97
98	LAS VEGAS CITY SCHOOLS	Secondary	Five-Day	1,187.25	70.00	178.00	5.00	183.00	98
99	LOGAN MUNICIPAL SCHOOLS	Elementary	Four-Day	1,135.18	73.00	145.00	7.00	152.00	99
100	LOGAN MUNICIPAL SCHOOLS	Secondary	Four-Day	1,135.18	73.00	145.00	5.00	150.00	100
101	LORDSBURG MUNICIPAL SCHOOLS	Elementary	Four-Day	1,117.50	99.00	150.00	10.50	160.50	101
102	LORDSBURG MUNICIPAL SCHOOLS	Secondary	Four-Day	1,117.50	99.00	150.00	5.00	155.00	102
103	LOS ALAMOS PUBLIC SCHOOLS	Elementary	Five-Day	1,189.50	45.02	183.00	6.00	189.00	103
104	LOS ALAMOS PUBLIC SCHOOLS	Secondary	Five-Day	1,220.61	44.17	183.00	5.00	188.00	104
105	LOS LUNAS SCHOOLS	Elementary	Five-Day	1,145.73	70.00	181.00	10.00	191.00	105
106	LOS LUNAS SCHOOLS	Secondary	Five-Day	1,162.02	70.00	181.00	5.00	186.00	106
107	LOVING MUNICIPAL SCHOOLS	Elementary	Four-Day	1,147.50	80.00	153.00	9.00	162.00	107
108	LOVING MUNICIPAL SCHOOLS	Secondary	Four-Day	1,147.50	80.00	153.00	5.50	158.50	108
109	LOVINGTON MUNICIPAL SCHOOLS	Elementary	Five-Day	1,239.00	30.00	189.00	4.00	193.00	109
110	LOVINGTON MUNICIPAL SCHOOLS	Secondary	Five-Day	1,239.00	30.00	189.00	4.00	193.00	110
111	MAGDALENA MUNICIPAL SCHOOLS	Elementary	Four-Day	1,110.00	45.00	148.00	6.00	154.00	111
112	MAGDALENA MUNICIPAL SCHOOLS	Secondary	Four-Day	1,110.00	45.00	148.00	5.00	153.00	112
113	MAXWELL MUNICIPAL SCHOOL	Elementary	Four-Day	1,110.00	30.00	148.00	4.00	152.00	113
114	MAXWELL MUNICIPAL SCHOOL	Secondary	Four-Day	1,110.00	30.00	148.00	4.00	152.00	114
115	MELROSE MUNICIPAL SCHOOLS	Elementary	Four-Day	1,104.85	56.30	151.50	7.00	158.50	115
116	MELROSE MUNICIPAL SCHOOLS	Secondary	Four-Day	1,111.19	56.10	151.50	5.00	156.50	116
117	MESA VISTA CONSOLIDATED SCHOOLS	Elementary	Four-Day	1,120.50	78.41	150.00	10.00	160.00	117
118	MESA VISTA CONSOLIDATED SCHOOLS	Secondary	Four-Day	1,120.50	78.41	150.00	5.00	155.00	118
119	MORA INDEPENDENT SCHOOLS	Elementary	Four-Day	1,162.36	64.00	159.00	8.00	167.00	119
120	MORA INDEPENDENT SCHOOLS	Secondary	Four-Day	1,151.75	64.00	159.00	5.50	164.50	120
121	MORIARTY EDGEWOOD SCHOOL DISTRICT	Elementary	Five-Day	1,163.11	78.61	182.00	8.00	190.00	121
122	MORIARTY EDGEWOOD SCHOOL DISTRICT	Secondary	Five-Day	1,187.65	73.16	182.00	5.00	187.00	122
123	MOSQUERO MUNICIPAL SCHOOLS	Elementary	Four-Day	1,131.50	86.50	146.00	9.00	155.00	123

	School District or Charter School	Grades (Elementary or Secondary)[1]	Four-Day or Five-Day Week[2]	Calendar Hours			Calendar Days		
				Average Instructional Hours	Average Professional Work Hours	Average Instructional Days	Average Professional Work Days	Average K-12 Plus Total Days	
124	MOSQUERO MUNICIPAL SCHOOLS	Secondary	Four-Day	1,147.00	86.50	148.00	5.00	153.00	124
125	MOUNTAINAIR PUBLIC SCHOOLS	Elementary	Four-Day	1,155.00	60.00	154.00	6.00	160.00	125
126	MOUNTAINAIR PUBLIC SCHOOLS	Secondary	Four-Day	1,155.00	60.00	154.00	5.00	159.00	126
127	PECOS INDEPENDENT SCHOOLS	Elementary	Five-Day	1,151.00	61.72	177.00	9.00	186.00	127
128	PECOS INDEPENDENT SCHOOLS	Secondary	Five-Day	1,151.00	61.72	177.00	5.00	182.00	128
129	PENASCO INDEPENDENT SCHOOL	Elementary	Four-Day	1,155.50	88.50	159.00	11.00	170.00	129
130	PENASCO INDEPENDENT SCHOOL	Secondary	Four-Day	1,155.50	88.50	159.00	5.50	164.50	130
131	POJOAQUE VALLEY SCHOOLS	Elementary	Five-Day	1,110.90	140.40	162.40	13.00	175.40	131
132	POJOAQUE VALLEY SCHOOLS	Secondary	Five-Day	1,180.93	57.63	173.88	6.00	179.88	132
133	PORTALES MUNICIPAL SCHOOLS	Elementary	Four-Day	1,106.83	105.00	151.00	10.50	161.50	133
134	PORTALES MUNICIPAL SCHOOLS	Secondary	Four-Day	1,132.50	105.00	151.00	5.00	156.00	134
135	QUEMADO INDEPENDENT SCHOOL DISTRICT	Elementary	Four-Day	1,125.00	90.00	150.00	10.50	160.50	135
136	QUEMADO INDEPENDENT SCHOOL DISTRICT	Secondary	Four-Day	1,125.00	90.00	150.00	5.00	155.00	136
137	QUESTA INDEPENDENT SCHOOLS	Elementary	Four-Day	1,165.16	57.69	155.00	8.00	163.00	137
138	QUESTA INDEPENDENT SCHOOLS	Secondary	Four-Day	1,165.16	57.69	155.00	6.00	161.00	138
139	RATON PUBLIC SCHOOLS	Elementary	Five-Day	1,141.00	36.25	178.00	5.00	183.00	139
140	RATON PUBLIC SCHOOLS	Secondary	Five-Day	1,192.08	36.25	179.00	5.00	184.00	140
141	RESERVE INDEPENDENT SCHOOL DISTRICT NO 1	Elementary	Four-Day	1,136.62	30.00	154.00	4.00	158.00	141
142	RESERVE INDEPENDENT SCHOOL DISTRICT NO 2	Secondary	Four-Day	1,136.62	30.00	154.00	4.00	158.00	142
143	RIO RANCHO PUBLIC SCHOOLS	Elementary	Five-Day	1,088.82	51.18	181.47	8.53	190.00	143
144	RIO RANCHO PUBLIC SCHOOLS	Secondary	Five-Day	1,110.00	30.00	185.00	5.00	190.00	144
145	ROSWELL INDEPENDENT SCHOOL DISTRICT	Elementary	Five-Day	1,180.88	68.50	186.00	7.00	193.00	145
146	ROSWELL INDEPENDENT SCHOOL DISTRICT	Secondary	Five-Day	1,207.50	42.25	186.00	5.00	191.00	146
147	ROY MUNICIPAL SCHOOLS	Elementary	Four-Day	1,110.00	67.50	148.00	9.00	157.00	147
148	ROY MUNICIPAL SCHOOLS	Secondary	Four-Day	1,110.00	67.50	148.00	5.00	153.00	148
149	RUIDOSO MUNICIPAL SCHOOLS	Elementary	Five-Day	1,111.43	101.51	157.00	25.00	182.00	149
150	RUIDOSO MUNICIPAL SCHOOLS	Secondary	Five-Day	1,132.14	88.00	157.00	14.00	171.00	150
151	SAN JON MUNICIPAL SCHOOLS	Elementary	Four-Day	1,110.00	49.50	149.00	5.50	154.50	151
152	SAN JON MUNICIPAL SCHOOLS	Secondary	Four-Day	1,110.00	49.50	149.00	5.00	154.00	152
153	SANTA FE PUBLIC SCHOOLS	Elementary	Five-Day	1,091.61	133.57	155.73	16.70	172.43	153
154	SANTA FE PUBLIC SCHOOLS	Secondary	Five-Day	1,136.42	128.22	155.92	9.29	165.21	154
155	SANTA ROSA CONSOLIDATED SCHOOLS	Elementary	Four-Day	1,156.50	88.50	155.00	10.50	165.50	155
156	SANTA ROSA CONSOLIDATED SCHOOLS	Secondary	Four-Day	1,149.00	88.50	154.00	5.00	159.00	156
157	SILVER CITY CONSOLIDATED SCHOOLS	Elementary	Five-Day	1,110.48	45.66	172.20	5.80	178.00	157
158	SILVER CITY CONSOLIDATED SCHOOLS	Elementary	Four-Day	1,110.48	45.66	172.20	5.80	178.00	158
159	SILVER CITY CONSOLIDATED SCHOOLS	Secondary	Five-Day	1,119.17	51.10	168.33	5.00	173.33	159
160	SILVER CITY CONSOLIDATED SCHOOLS	Secondary	Four-Day	1,119.17	51.10	168.33	5.00	173.33	160
161	SOCORRO CONSOLIDATED SCHOOLS	Elementary	Four-Day	1,095.71	52.50	154.00	7.00	161.00	161
162	SOCORRO CONSOLIDATED SCHOOLS	Secondary	Four-Day	1,111.88	52.50	154.00	5.00	159.00	162
163	SPRINGER MUNICIPAL SCHOOLS	Elementary	Four-Day	1,110.00	75.00	148.00	10.00	158.00	163
164	SPRINGER MUNICIPAL SCHOOLS	Secondary	Four-Day	1,110.00	75.00	148.00	5.00	153.00	164

FY25 School Calendars

	School District or Charter School	Grades (Elementary or Secondary)[1]	Four-Day or Five-Day Week[2]	Calendar Hours: Average Instructional Hours	Calendar Hours: Average Professional Work Hours	Calendar Hours: Average Instructional Days	Calendar Days: Average Professional Work Days	Calendar Days: Average K-12 Plus Total Days	
165	T OR C MUNICIPAL SCHOOLS	Elementary	Four-Day	1,080.39	59.92	162.00	8.00	170.00	165
166	T OR C MUNICIPAL SCHOOLS	Secondary	Four-Day	1,133.85	60.50	162.00	5.00	167.00	166
167	TAOS MUNICIPAL SCHOOLS	Elementary	Five-Day	1,122.00	33.00	178.00	2.00	180.00	167
168	TAOS MUNICIPAL SCHOOLS	Secondary	Five-Day	1,122.00	31.08	178.00	2.00	180.00	168
169	TATUM MUNICIPAL SCHOOLS	Elementary	Four-Day	1,147.50	15.00	153.00	2.00	155.00	169
170	TATUM MUNICIPAL SCHOOLS	Secondary	Four-Day	1,147.50	15.00	153.00	2.00	155.00	170
171	TEXICO MUNICIPAL SCHOOLS	Elementary	Four-Day	1,149.00	36.50	154.00	4.00	158.00	171
172	TEXICO MUNICIPAL SCHOOLS	Secondary	Four-Day	1,149.00	36.50	154.00	4.00	158.00	172
173	TUCUMCARI PUBLIC SCHOOLS	Elementary	Four-Day	1,125.00	52.88	150.00	7.00	157.00	173
174	TUCUMCARI PUBLIC SCHOOLS	Secondary	Four-Day	1,125.00	52.50	150.00	-	150.00	174
175	TULAROSA MUNICIPAL SCHOOLS	Elementary	Four-Day	1,092.21	78.79	146.67	9.33	156.00	175
176	TULAROSA MUNICIPAL SCHOOLS	Secondary	Four-Day	1,110.00	69.00	148.00	-	148.00	176
177	VAUGHN MUNICIPAL SCHOOLS	Elementary	Four-Day	1,132.50	52.50	151.00	7.00	158.00	177
178	VAUGHN MUNICIPAL SCHOOLS	Secondary	Four-Day	1,121.50	56.25	149.50	-	149.50	178
179	WAGON MOUND PUBLIC SCHOOLS	Elementary	Four-Day	1,117.50	52.50	149.00	7.00	156.00	179
180	WAGON MOUND PUBLIC SCHOOLS	Secondary	Four-Day	1,117.50	52.50	149.00	-	149.00	180
181	WEST LAS VEGAS SCHOOL DISTRICT	Elementary	Five-Day	1,125.00	67.00	180.00	10.00	190.00	181
182	WEST LAS VEGAS SCHOOL DISTRICT	Secondary	Five-Day	1,125.00	67.00	180.00	-	180.00	182
183	ZUNI PUBLIC SCHOOL DISTRICT	Elementary	Five-Day	1,118.75	70.00	178.50	8.50	187.00	183
184	ZUNI PUBLIC SCHOOL DISTRICT	Secondary	Five-Day	1,202.10	67.85	179.50	-	179.50	184
185	***Charter Schools***								185
186	21ST CENTURY PUBLIC ACADEMY	Elementary	Five-Day	1,148.88	76.75	170.00	10.50	180.50	186
187	21ST CENTURY PUBLIC ACADEMY	Secondary	Five-Day	1,146.75	72.88	169.75	5.00	174.75	187
188	ABQ CHARTER ACADEMY	Secondary	Four-Day	1,111.50	32.00	171.00	5.00	176.00	188
189	ACADEMY FOR TECHNOLOGY & CLASSICS	Secondary	Five-Day	1,111.28	89.18	159.50	12.00	171.50	189
190	ACE LEADERSHIP HIGH SCHOOL	Secondary	Five-Day	1,357.50	148.50	181.00	5.00	186.00	190
191	ACES TECHNICAL CHARTER SCHOOL	Elementary	Five-Day	1,254.29	107.97	188.00	10.50	198.50	191
192	ACES TECHNICAL CHARTER SCHOOL	Secondary	Five-Day	1,254.29	107.97	188.00	5.00	193.00	192
193	ALBUQUERQUE AVIATION ACADEMY	Elementary	Five-Day	1,330.00	24.00	190.00	4.00	194.00	193
194	ALBUQUERQUE AVIATION ACADEMY	Secondary	Five-Day	1,316.00	24.00	188.00	4.00	192.00	194
195	ALBUQUERQUE BILINGUAL ACADEMY	Elementary	Five-Day	1,170.00	90.00	180.00	10.50	190.50	195
196	ALBUQUERQUE BILINGUAL ACADEMY	Secondary	Five-Day	1,170.00	90.00	180.00	5.00	185.00	196
197	ALBUQUERQUE COLLEGIATE CHARTER SCHOOL	Elementary	Five-Day	1,244.54	96.00	180.00	10.50	190.50	197
198	ALBUQUERQUE COLLEGIATE CHARTER SCHOOL	Secondary	Five-Day	1,244.54	96.00	180.00	5.00	185.00	198
199	ALBUQUERQUE INSTITUTE FOR MATH AND SCIENCE	Elementary	Five-Day	1,271.06	49.50	182.00	9.00	191.00	199
200	ALBUQUERQUE INSTITUTE FOR MATH AND SCIENCE	Secondary	Five-Day	1,256.40	55.00	180.00	5.00	185.00	200
201	ALBUQUERQUE SCHOOL OF EXCELLENCE	Elementary	Five-Day	1,154.05	58.10	183.75	8.00	191.75	201
202	ALBUQUERQUE SCHOOL OF EXCELLENCE	Secondary	Five-Day	1,198.28	54.20	183.50	4.50	188.00	202
203	ALBUQUERQUE SIGN LANGUAGE ACADEMY	Elementary	Five-Day	1,177.00	100.00	182.00	10.50	192.50	203
204	ALBUQUERQUE SIGN LANGUAGE ACADEMY	Secondary	Five-Day	1,177.00	100.00	182.00	5.00	187.00	204
205	ALBUQUERQUE TALENT DEVELOPMENT CHARTER	Secondary	Four-Day	1,136.10	206.00	163.00	5.50	168.50	205

	School District or Charter School	Grades (Elementary or Secondary)[1]	Four-Day or Five-Day Week[2]	Calendar Hours			Calendar Days		
				Average Instructional Hours	Average Professional Work Hours	Average Instructional Days	Average Professional Work Days	Average K-12 Plus Total Days	
206	ALDO LEOPOLD CHARTER SCHOOL	Elementary	Five-Day	1,230.38	26.24	187.00	4.00	191.00	206
207	ALDO LEOPOLD CHARTER SCHOOL	Secondary	Five-Day	1,230.38	26.24	187.00	4.00	191.00	207
208	ALICE KING COMMUNITY SCHOOL	Elementary	Four-Day	1,096.49	159.14	159.50	11.00	170.50	208
209	ALICE KING COMMUNITY SCHOOL	Secondary	Four-Day	1,110.23	159.14	161.50	5.00	166.50	209
210	ALMA D'ARTE CHARTER HIGH SCHOOL	Secondary	Five-Day	1,110.75	45.50	162.50	5.00	167.50	210
211	ALTURA PREPARATORY SCHOOL	Elementary	Five-Day	1,092.86	60.25	162.00	7.50	169.50	211
212	AMY BIEHL CHARTER HIGH SCHOOL	Secondary	Five-Day	1,116.03	159.07	166.00	5.00	171.00	212
213	ANANSI CHARTER SCHOOL	Elementary	Five-Day	1,140.76	60.02	181.00	10.00	191.00	213
214	ANANSI CHARTER SCHOOL	Secondary	Five-Day	1,176.05	60.02	181.00	5.00	186.00	214
215	CESAR CHAVEZ COMMUNITY SCHOOL	Secondary	Four-Day	1,111.35	301.00	155.00	5.00	160.00	215
216	CHRISTINE DUNCAN HERITAGE ACADEMY	Elementary	Four-Day	1,283.66	104.52	173.00	10.50	183.50	216
217	CHRISTINE DUNCAN HERITAGE ACADEMY	Secondary	Four-Day	1,283.66	104.52	173.00	5.00	178.00	217
218	CIEN AGUAS INTERNATIONAL	Elementary	Five-Day	1,145.84	102.16	159.00	11.50	170.50	218
219	CIEN AGUAS INTERNATIONAL	Secondary	Five-Day	1,145.84	102.16	159.00	6.00	165.00	219
220	CORAL COMMUNITY CHARTER	Elementary	Four-Day	1,080.00	60.00	170.00	5.00	175.00	220
221	CORRALES INTERNATIONAL	Elementary	Five-Day	1,131.35	49.50	187.00	9.00	196.00	221
222	CORRALES INTERNATIONAL	Secondary	Five-Day	1,131.35	49.50	187.00	5.00	192.00	222
223	COTTONWOOD CLASSICAL PREPARATORY SCHOOL	Elementary	Five-Day	1,182.50	67.88	186.50	10.50	197.00	223
224	COTTONWOOD CLASSICAL PREPARATORY SCHOOL	Secondary	Five-Day	1,148.31	59.44	180.50	5.50	186.00	224
225	COTTONWOOD VALLEY CHARTER	Elementary	Four-Day	1,113.00	108.00	159.00	10.50	169.50	225
226	COTTONWOOD VALLEY CHARTER	Secondary	Four-Day	1,113.00	108.00	159.00	5.00	164.00	226
227	DEMING CESAR CHAVEZ	Secondary	Four-Day	1,110.00	51.83	148.00	5.00	153.00	227
228	DIGITAL ARTS AND TECHNOLOGY ACADEMY	Secondary	Four-Day	1,194.62	183.68	161.00	4.50	165.50	228
229	DREAM DINE' CHARTER SCHOOL	Elementary	Four-Day	1,080.00	120.00	144.00	10.50	154.50	229
230	DZIL DITL'OOI SCHOOL OF EMPOWERMENT & PERSEVERANCE	Elementary	Five-Day	1,162.84	112.50	154.00	10.50	164.50	230
231	DZIL DITL'OOI SCHOOL OF EMPOWERMENT & PERSEVERANCE	Secondary	Five-Day	1,162.84	112.50	154.00	5.00	159.00	231
232	EAST MOUNTAIN HIGH SCHOOL	Secondary	Five-Day	1,217.78	37.50	193.00	5.00	198.00	232
233	EL CAMINO REAL ACADEMY	Elementary	Five-Day	1,224.50	73.75	195.00	10.00	205.00	233
234	EL CAMINO REAL ACADEMY	Secondary	Five-Day	1,335.50	36.50	200.00	5.00	205.00	234
235	EQUIP ACADEMY OF NEW MEXICO	Elementary	Five-Day	1,229.50	92.50	184.00	10.50	194.50	235
236	ESTANCIA VALLEY CLASSICAL ACADEMY	Elementary	Five-Day	1,181.25	52.25	175.00	8.00	183.00	236
237	ESTANCIA VALLEY CLASSICAL ACADEMY	Secondary	Five-Day	1,181.25	52.25	175.00	5.00	180.00	237
238	EXPLORE ACADEMY	Elementary	Four-Day	1,113.02	63.00	167.50	9.25	176.75	238
239	EXPLORE ACADEMY	Secondary	Four-Day	1,128.94	48.00	170.00	5.00	175.00	239
240	EXPLORE ACADEMY - LAS CRUCES	Elementary	Five-Day	1,129.70	45.00	200.50	5.00	205.50	240
241	EXPLORE ACADEMY - LAS CRUCES	Secondary	Five-Day	1,132.53	30.00	201.00	4.00	205.00	241
242	EXPLORE ACADEMY - RIO RANCHO	Elementary	Four-Day	1,111.43	68.75	165.00	10.50	175.50	242
243	EXPLORE ACADEMY - RIO RANCHO	Secondary	Four-Day	1,129.30	66.00	166.00	5.00	171.00	243
244	GILBERT L SENA CHARTER HS	Secondary	Five-Day	1,400.32	123.84	190.00	5.00	195.00	244
245	GORDON BERNELL CHARTER	Secondary	Five-Day	1,274.00	49.00	196.00	5.00	201.00	245
246	HEALTH LEADERSHIP HIGH SCHOOL	Secondary	Five-Day	1,150.02	31.25	184.00	5.00	189.00	246

FY25 School Calendars

	School District or Charter School	Grades (Elementary or Secondary)[1]	Four-Day or Five-Day Week[2]	Calendar Hours			Calendar Days		
				Average Instructional Hours	Average Professional Work Hours	Average Instructional Days	Average Professional Work Days	Average K-12 Plus Total Days	
247	HORIZON ACADEMY WEST	Elementary	Four-Day	1,102.00	64.00	152.00	8.00	160.00	247
248	J PAUL TAYLOR ACADEMY	Elementary	Five-Day	1,248.58	93.00	185.00	7.00	192.00	248
249	J PAUL TAYLOR ACADEMY	Secondary	Five-Day	1,248.75	93.00	185.00	5.00	190.00	249
250	JEFFERSON MONTESSORI	Elementary	Five-Day	1,110.50	90.80	164.50	19.50	184.00	250
251	JEFFERSON MONTESSORI	Secondary	Five-Day	1,110.50	90.80	164.50	8.00	172.50	251
252	LA ACADEMIA DE ESPERANZA	Secondary	Five-Day	1,227.51	67.50	178.00	5.00	183.00	252
253	LA ACADEMIA DOLORES HUERTA	Elementary	Five-Day	1,141.50	33.75	175.50	4.50	180.00	253
254	LA ACADEMIA DOLORES HUERTA	Secondary	Five-Day	1,141.50	33.75	175.50	4.50	180.00	254
255	LOS PUENTES CHARTER	Secondary	Five-Day	1,215.00	30.00	180.00	5.00	185.00	255
256	MARK ARMIJO ACADEMY	Secondary	Five-Day	1,144.00	69.00	176.00	5.00	181.00	256
257	MASTERS PROGRAM	Secondary	Five-Day	1,213.51	112.00	191.00	4.00	195.00	257
258	MCCURDY CHARTER SCHOOL	Elementary	Five-Day	1,107.00	146.00	164.00	10.50	174.50	258
259	MCCURDY CHARTER SCHOOL	Secondary	Five-Day	1,139.80	141.65	164.00	5.00	169.00	259
260	MIDDLE COLLEGE HIGH SCHOOL	Secondary	Five-Day	1,175.30	247.75	161.00	5.00	166.00	260
261	MISSION ACHIEVEMENT & SUCCESS CHARTER	Elementary	Five-Day	1,112.39	167.75	173.00	10.50	183.50	261
262	MISSION ACHIEVEMENT & SUCCESS CHARTER	Secondary	Five-Day	1,112.39	167.75	173.00	5.00	178.00	262
263	MONTE DEL SOL CHARTER SCHOOL	Secondary	Five-Day	1,130.58	38.50	179.00	5.00	184.00	263
264	MONTESSORI OF THE RIO GRANDE	Elementary	Five-Day	1,087.50	52.50	174.00	7.00	181.00	264
265	MORENO VALLEY HIGH	Secondary	Four-Day	1,110.00	133.50	148.00	5.50	153.50	265
266	MOSAIC ACADEMY CHARTER	Elementary	Five-Day	1,105.90	93.50	169.50	11.50	181.00	266
267	MOSAIC ACADEMY CHARTER	Secondary	Five-Day	1,110.40	87.00	170.00	5.00	175.00	267
268	MOUNTAIN MAHOGANY COMMUNITY SCHOOL	Elementary	Five-Day	1,105.00	55.00	184.00	9.25	193.25	268
269	MOUNTAIN MAHOGANY COMMUNITY SCHOOL	Secondary	Five-Day	1,135.00	44.00	189.00	5.00	194.00	269
270	NATIVE AMERICAN COMMUNITY ACADEMY	Elementary	Five-Day	1,353.50	75.00	180.50	10.00	190.50	270
271	NATIVE AMERICAN COMMUNITY ACADEMY	Secondary	Five-Day	1,353.50	75.00	180.50	5.00	185.50	271
272	NEW AMERICA SCHOOL	Secondary	Four-Day	1,126.33	119.16	163.00	5.00	168.00	272
273	NEW AMERICA SCHOOL LAS CRUCES	Secondary	Four-Day	1,149.72	64.85	156.00	4.50	160.50	273
274	NEW MEXICO ACADEMY FOR THE MEDIA ARTS	Elementary	Five-Day	1,132.00	45.00	181.00	6.00	187.00	274
275	NEW MEXICO ACADEMY FOR THE MEDIA ARTS	Secondary	Five-Day	1,132.00	45.00	181.00	5.00	186.00	275
276	NEW MEXICO CONNECTIONS ACADEMY	Elementary	Five-Day	1,125.00	112.50	180.00	10.50	190.50	276
277	NEW MEXICO CONNECTIONS ACADEMY	Secondary	Five-Day	1,125.00	112.50	180.00	5.00	185.00	277
278	NEW MEXICO INTERNATIONAL SCHOOL	Elementary	Five-Day	1,102.04	101.50	157.50	10.50	168.00	278
279	NEW MEXICO INTERNATIONAL SCHOOL	Secondary	Five-Day	1,117.00	101.50	157.50	5.00	162.50	279
280	NEW MEXICO SCHOOL FOR THE ARTS	Secondary	Five-Day	1,376.00	49.84	184.00	5.00	189.00	280
281	NORTH VALLEY ACADEMY	Elementary	Five-Day	1,081.71	74.50	175.00	10.50	185.50	281
282	NORTH VALLEY ACADEMY	Secondary	Five-Day	1,110.46	74.50	175.00	5.00	180.00	282
283	PECOS CYBER ACADEMY	Elementary	Five-Day	1,298.00	45.50	184.50	8.50	193.00	283
284	PECOS CYBER ACADEMY	Secondary	Five-Day	1,298.00	45.50	184.50	8.50	193.00	284
285	PUBLIC ACADEMY FOR PERFORMING ARTS	Elementary	Five-Day	1,230.00	74.25	168.00	10.50	178.50	285
286	PUBLIC ACADEMY FOR PERFORMING ARTS	Secondary	Five-Day	1,230.00	74.25	168.00	5.00	173.00	286
287	RAICES DEL SABER XINACHTLI COMM SCHOOL	Elementary	Five-Day	1,144.46	65.50	180.00	9.00	189.00	287

FY25 School Calendars

	School District or Charter School	Grades (Elementary or Secondary)[1]	Four-Day or Five-Day Week[2]	Calendar Hours			Calendar Days		
				Average Instructional Hours	Average Professional Work Hours	Average Instructional Days	Average Professional Work Days	Average K-12 Plus Total Days	
288	RED RIVER VALLEY CHARTER SCHOOL	Elementary	Four-Day	1,082.15	93.00	153.00	9.00	162.00	288
289	RED RIVER VALLEY CHARTER SCHOOL	Secondary	Four-Day	1,114.55	93.00	153.00	5.00	158.00	289
290	RIO GALLINAS SCHOOL	Elementary	Five-Day	1,125.00	67.00	180.00	10.00	190.00	290
291	RIO GALLINAS SCHOOL	Secondary	Five-Day	1,125.00	67.00	180.00	5.00	185.00	291
292	RIO GRANDE ACADEMY OF FINE ARTS	Elementary	Five-Day	1,198.75	59.00	185.00	10.00	195.00	292
293	RIO GRANDE ACADEMY OF FINE ARTS	Secondary	Five-Day	1,198.75	59.00	185.00	5.00	190.00	293
294	ROBERT F. KENNEDY CHARTER	Elementary	Five-Day	1,202.50	32.50	185.00	5.00	190.00	294
295	ROBERT F. KENNEDY CHARTER	Secondary	Five-Day	1,202.50	32.50	185.00	5.00	190.00	295
296	ROOTS AND WINGS COMMUNITY CHARTER	Elementary	Five-Day	1,182.77	62.50	193.00	7.00	200.00	296
297	ROOTS AND WINGS COMMUNITY CHARTER	Secondary	Five-Day	1,206.28	63.50	196.50	5.00	201.50	297
298	SACRAMENTO SCHOOL OF ENGINEERING AND SCIENCE	Secondary	Five-Day	1,284.00	28.00	192.00	4.00	196.00	298
299	SAN DIEGO RIVERSIDE SCHOOL	Elementary	Five-Day	1,278.50	81.00	191.00	5.00	196.00	299
300	SAN DIEGO RIVERSIDE SCHOOL	Secondary	Five-Day	1,278.50	81.00	191.00	5.00	196.00	300
301	SANDOVAL ACADEMY OF BILINGUAL EDUCATION	Elementary	Five-Day	1,149.50	139.26	183.00	10.50	193.50	301
302	SANDOVAL ACADEMY OF BILINGUAL EDUCATION	Secondary	Five-Day	1,149.50	139.26	183.00	5.00	188.00	302
303	SCHOOL OF DREAMS ACADEMY	Elementary	Five-Day	1,154.50	51.00	178.00	9.00	187.00	303
304	SCHOOL OF DREAMS ACADEMY	Secondary	Five-Day	1,154.50	51.00	178.00	5.50	183.50	304
305	SENDERO SCHL OF ACADEM & CAREER PREP	Secondary	Four-Day	1,111.03	30.00	163.00	4.00	167.00	305
306	SIDNEY GUTIERREZ MIDDLE	Elementary	Five-Day	1,209.00	25.50	186.00	4.00	190.00	306
307	SIDNEY GUTIERREZ MIDDLE	Secondary	Five-Day	1,209.00	25.50	186.00	4.00	190.00	307
308	SIEMBRA LEADERSHIP HIGH SCHOOL	Secondary	Five-Day	1,146.50	60.00	191.00	5.00	196.00	308
309	SIX DIRECTIONS INDIGENOUS SCHOOL	Elementary	Five-Day	1,171.00	142.50	164.50	15.00	179.50	309
310	SIX DIRECTIONS INDIGENOUS SCHOOL	Secondary	Five-Day	1,171.00	142.50	164.50	6.00	170.50	310
311	SOLARE COLLEGIATE CHARTER SCHOOL	Elementary	Five-Day	1,353.63	128.00	189.00	10.50	199.50	311
312	SOUTH VALLEY ACADEMY	Elementary	Five-Day	1,201.50	51.50	185.00	9.00	194.00	312
313	SOUTH VALLEY ACADEMY	Secondary	Five-Day	1,201.50	51.50	185.00	5.00	190.00	313
314	SOUTH VALLEY PREPARATORY SCHOOL	Elementary	Five-Day	1,204.82	45.66	183.00	6.00	189.00	314
315	SOUTH VALLEY PREPARATORY SCHOOL	Secondary	Five-Day	1,204.82	45.66	183.00	5.00	188.00	315
316	SOUTHWEST PREPARATORY LEARNING CENTER	Elementary	Five-Day	1,224.00	62.00	188.00	8.00	196.00	316
317	SOUTHWEST PREPARATORY LEARNING CENTER	Secondary	Five-Day	1,224.00	62.00	188.00	5.00	193.00	317
318	SOUTHWEST SECONDARY LEARNING	Secondary	Five-Day	1,246.00	56.00	178.00	5.00	183.00	318
319	SUN MOUNTAIN COMMUNITY SCHOOL (SANTA FE)	Elementary	Five-Day	1,080.00	60.00	180.00	10.00	190.00	319
320	TAOS ACADEMY	Elementary	Four-Day	1,210.00	120.00	158.00	10.50	168.50	320
321	TAOS ACADEMY	Secondary	Four-Day	1,210.00	120.00	158.00	5.00	163.00	321
322	TAOS INTEGRATED SCHOOL OF THE ARTS	Elementary	Four-Day	1,080.40	75.75	148.00	9.50	157.50	322
323	TAOS INTEGRATED SCHOOL OF THE ARTS	Secondary	Four-Day	1,110.00	63.00	148.00	5.00	153.00	323
324	TAOS INTERNATIONAL SCHOOL	Elementary	Five-Day	1,123.50	113.50	157.00	10.00	167.00	324
325	TAOS INTERNATIONAL SCHOOL	Secondary	Five-Day	1,123.50	113.50	157.00	5.00	162.00	325
326	TAOS MUNICIPAL CHARTER	Elementary	Five-Day	1,192.25	148.00	182.00	10.00	192.00	326
327	TAOS MUNICIPAL CHARTER	Secondary	Five-Day	1,192.25	148.00	182.00	5.00	187.00	327
328	TECHNOLOGY LEADERSHIP HIGH SCHOOL	Secondary	Five-Day	1,110.50	135.50	165.50	5.00	170.50	328

FY25 School Calendars

	School District or Charter School	Grades (Elementary or Secondary)[1]	Four-Day or Five-Day Week[2]	Calendar Hours: Average Instructional Hours	Calendar Hours: Average Professional Work Hours	Calendar Hours: Average Instructional Days	Calendar Days: Average Professional Work Days	Calendar Days: Average K-12 Plus Total Days	
329	THE ASK ACADEMY	Elementary	Four-Day	1,126.00	188.00	152.00	10.50	162.50	329
330	THE ASK ACADEMY	Secondary	Four-Day	1,126.00	188.00	152.00	5.50	157.50	330
331	THE GREAT ACADEMY	Elementary	Four-Day	1,133.78	150.26	166.00	10.50	176.50	331
332	THE GREAT ACADEMY	Secondary	Four-Day	1,133.78	150.26	166.00	5.00	171.00	332
333	THE INTERNATIONAL SCHOOL AT MESA DEL SOL	Elementary	Five-Day	1,125.00	62.50	180.00	10.00	190.00	333
334	THE INTERNATIONAL SCHOOL AT MESA DEL SOL	Secondary	Five-Day	1,118.25	63.75	175.50	5.00	180.50	334
335	THE MONTESSORI ACADEMY	Elementary	Five-Day	1,131.88	83.40	186.00	7.50	193.50	335
336	THE MONTESSORI ACADEMY	Secondary	Five-Day	1,131.96	82.90	186.00	5.00	191.00	336
337	THRIVE COMMUNITY SCHOOL	Elementary	Five-Day	1,201.25	60.50	185.00	10.50	195.50	337
338	THRIVE COMMUNITY SCHOOL	Secondary	Five-Day	1,201.25	60.50	185.00	-	185.00	338
339	TIERRA ADENTRO OF NEW MEXICO	Elementary	Five-Day	1,183.76	36.00	180.00	6.00	186.00	339
340	TIERRA ADENTRO OF NEW MEXICO	Secondary	Five-Day	1,183.76	36.00	180.00	-	180.00	340
341	TIERRA ENCANTADA CHARTER SCHOOL	Secondary	Four-Day	1,189.00	63.00	164.00	-	164.00	341
342	TURQUOISE TRAIL CHARTER SCHOOL	Elementary	Five-Day	1,136.00	52.00	180.00	8.00	188.00	342
343	TURQUOISE TRAIL CHARTER SCHOOL	Secondary	Five-Day	1,136.00	52.00	180.00	-	180.00	343
344	VISTA GRANDE HIGH SCHOOL	Secondary	Five-Day	1,108.86	49.66	168.00	-	168.00	344
345	VOZ COLLEGIATE PREPARATORY CHARTER SCHOOL	Elementary	Five-Day	1,401.50	60.00	200.00	10.00	210.00	345
346	VOZ COLLEGIATE PREPARATORY CHARTER SCHOOL	Secondary	Five-Day	1,417.00	52.00	200.00	-	200.00	346
347	WALATOWA CHARTER HIGH SCHOOL	Secondary	Five-Day	1,173.00	84.00	167.50	-	167.50	347

Source: PED

[1] Elementary calculations include grades kindergarten through six. Secondary calculations include grades six through 12.

[2] Some school districts offer both four- and five-day calendars. As a result, some school districts may be listed more often than once for elementary and secondary.

Bilingual Multicultural Education Programs

Bilingual Multicultural Education Program Enrollment (FY22 - FY25)

(80D)

School District or Charter School	FY22	FY23	FY24	FY25
School Districts				
Albuquerque Public Schools	11,205	11,251	10,289	11,671
Artesia Public Schools	344	333	271	332
Belen Consolidated Schools	180	175	184	251
Bernalillo Public Schools	1,021	950	1,163	99
Bloomfield Schools	153	181	398	383
Carlsbad Municipal Schools	390	472	638	1,101
Central Consolidated Schools	1,417	1,633	1,453	1,594
Chama Valley Independent Schools	239	222	220	163
Clovis Municipal Schools	410	447	485	525
Cobre Consolidated Schools	757	767	701	639
Cuba Independent Schools	481	477	464	591
Deming Public Schools	1,573	1,626	1,320	1,397
Dexter Consolidated Schools	164	113	76	
Dulce Independent Schools	248	195	238	288
Española Public Schools	1,669	1,861	1,915	1,719
Eunice Municipal Schools	57	54	61	82
Farmington Municipal Schools	1,228	1,384	1,339	1,393
Floyd Municipal Schools	44	23	20	42
Gadsden Independent Schools	2,662	2,900	2,845	3,486
Gallup-McKinley County Schools	2,236	1,991	3,241	3,850
Hagerman Municipal Schools	89	83	75	81
Hatch Valley Public Schools	453	483	306	577
Hobbs Municipal Schools	517	610	535	1,023
Jemez Mountain Public Schools	68	67	69	50
Lake Arthur Municipal Schools		21	21	27
Las Cruces Public Schools	3,352	3,196	2,860	3,750
Las Vegas City Public Schools	855	817	684	759
Los Lunas Public Schools		44	32	78
Loving Municipal Schools	143	131	135	159
Lovington Municipal Schools	404	412	339	385
Mesa Vista Consolidated Schools	161	137	145	149
Mora Independent Schools	266	281	265	183
Moriarty-Edgewood Schools	49	66	56	62
Pecos Independent Schools	404	367	369	331
Peñasco Independent Schools	143	190	181	198
Pojoaque Valley Public Schools	584	928	1,073	819
Portales Municipal Schools	340	342	348	353
Questa Independent Schools	236	254	240	273
Rio Rancho Public Schools	1,063	1,075	1,594	2,880

Bilingual Multicultural Education Program Enrollment (FY22 - FY25)

(80D)

School District or Charter School	FY22	FY23	FY24	FY25
Roswell Independent Schools	307	382	384	432
Ruidoso Municipal Schools	217	209	212	208
Santa Fe Public Schools	2,446	2,336	2,158	2,285
Santa Rosa Consolidated Schools	362	420	445	453
Silver City Consolidated Schools				32
Socorro Consolidated Schools				121
Taos Municipal Schools	1,072	1,325	1,108	1,151
Truth or Cons. Municipal Schools	101	106	103	47
Wagon Mound Public Schools	37	38	34	32
West Las Vegas Public Schools	1,125	1,152	1,024	116
Zuni Public Schools	840	796	780	804
SUBTOTAL: School Districts	**42,112**	**43,323**	**42,896**	**47,424**
Charter Schools				
Albuquerque				
Albuquerque Bilingual Academy	349	364	367	342
Albuquerque Sign Language Academy	117	125	147	166
South Valley Prepratory School	18	28	30	27
Tierra Adentro	154	175	197	189
Farmington				
Dream Dine Charter School				27
Gallup-McKinley				
Six Directions Indigenous School	61	68	61	70
Jemez Valley				
San Diego Riverside Charter School	54	62	43	56
Walatowa Charter High School				36
Las Cruces				
La Academia Dolores Huerta	67	65	85	106
Raices del Saber Xinachtli Community School	87	118	118	129
Los Lunas				
School of Dreams Academy	292	346	305	298
Rio Rancho				
Pecos Cyber Academy		34	36	141
Sandoval Academy of Bilingual Education	185	227	227	248
Santa Fe				
Monte del Sol Charter	177	157	133	163
Tierra Encantada Charter School	275	244	260	247
Turquoise Trail Charter School	146			592
Socorro				
Cottonwood Valley Charter School	103	103	89	103
Taos				

Bilingual Multicultural Education Program Enrollment (FY22 - FY25)

(80D)

	School District or Charter School	FY22	FY23	FY24	FY25	
80	Taos Integrated School of the Arts	199	204	205	220	80
81	Taos International School	179	168	175	177	81
82	**SUBTOTAL: Charter Schools**	**2,463**	**2,488**	**2,478**	**3,337**	82
84	**STATEWIDE TOTAL**	**44,575**	**45,811**	**45,374**	**50,772**	84

Source: PED

Community Schools

Community Schools

	School Name	FY22	FY23	FY24	FY25	FY26	
	School Districts						
1	**Albuquerque Public Schools**				**$1,902,000**	**$1,200,000**	1
2	Alameda Elementary School			$50,000	*Applied		2
3	Alamosa Elementary School			$50,000	*Applied		3
4	Apache Elementary School		$50,000	$77,003	*Applied		4
5	Atrisco Elementary School			$150,000	*Applied		5
6	Bel-Air Elementary School		$50,000	$150,000	*Applied		6
7	Bellehaven Elementary School		$50,000	$150,000	*Applied		7
8	Carlos Rey Elementary Schools			$50,000	*Applied		8
9	Del Norte High School	$50,000	$150,000	$150,000	*Applied		9
10	Duranes Elementary School	$150,000	$150,000	$75,000			10
11	East San Jose Elementary School	$50,000	$150,000	$150,000	*Applied		11
12	Edward Gonzales Elementary	$50,000	$150,000	$150,000	*Applied		12
13	Eugene Field Elementary School	$150,000	$150,000	$58,000	*Applied		13
14	Garfield STEM Magnet Mid. School			$150,000	*Applied		14
15	Governor Bent Elementary School	$150,000	$150,000	$75,000			15
16	Hawthorne Elementary School	$150,000	$75,000		*Applied		16
17	Helen Cordero Primary School	$50,000	$150,000	$150,000	*Applied		17
18	Inez Elementary School			$150,000	*Applied		18
19	Kirtland Elementary School		$50,000	$150,000	*Applied		19
20	Lavaland Elementary School		$50,000	$150,000	*Applied		20
21	Longfellow Elementary School				*Applied		21
22	Lew Wallace Elementary School			$150,000	*Applied		22
23	Los Padillas Elementary School	$150,000	$75,000		*Applied		23
24	Los Ranchos Elementary School			$50,000	*Applied		24
25	Lowell Elementary School		$50,000				25
26	Manzano Mesa Elementary School	$150,000	$48,806				26
27	Mary Ann Binford Elementary School			$50,000			27
28	Matheson Park Elementary School			$50,000	*Applied		28
29	McKinley Middle School		$50,000	$150,000	*Applied		29
30	Pajarito Elementary School			$116,750	*Applied		30
31	Reginald Chavez Elementary School	$48,937	$150,000	$150,000	*Applied		31
32	Rudolfo Anaya Elementary School	$150,000	$150,000	$75,000			32
33	Truman Middle School	$50,000		$150,000	*Applied		33
34	Van Buren Middle School		$150,000	$150,000	*Applied		34
35	Whittier Elementary School			$150,000	*Applied		35
36	**Belen Consolidated Schools**				**$36,348**	**$40,000**	36
37	La Promesa Elementary		$44,440	$150,000	*Applied		37
38	**Bernalillo Public Schools**						38
39	Cochiti Elementary & Middle School			$50,000			39
40	**Central Consol. School Dist.**				**$100,800**	**$200,000**	40
41	Kirtland Middle School	$32,623		$50,000	*Applied		41
42	Newcomb High School			$50,000			42
43	Ojo Amarillo Elementary School			$50,000			43

Community Schools

	School Name	FY22	FY23	FY24	FY25	FY26	
44	**Cimarron Municipal Schools**				**$35,000**	**$40,000**	44
45	Eagle Nest School	$150,000	$150,000		*Applied		45
46	**Cuba Independent Schools**			**$83,600**	**$216,783**	**$120,000**	46
47	Cuba Elementary School	$50,000	$50,000		*Applied		47
48	Cuba Middle School	$50,000	$50,000		*Applied		48
49	Cuba High School	$50,000	$50,000		*Applied		49
50	**Deming Public Schools**				**$94,470**	**$40,000**	50
51	Red Mountatin Middle School			$50,000	*Applied		51
52	**Española Public Schools**				**$97,188**	**$40,000**	52
53	Carlos Vigil Middle School	$150,000	$150,000	$83,600	*Applied		53
54	**Farmington Municipal Schools**				**$151,536**	**$160,000**	54
55	Animas Elementary School			$50,000	*Applied		55
56	Apache Elementary School			$50,000	*Applied		56
57	**Gallup-McKinley Schools**				**$104,760**	**$40,000**	57
58	Gallup Central High/Alternative		$50,000	$150,000	*Applied		58
59	**Hagerman Municipal Schools**			**$50,000**	**$195,924**	**$120,000**	59
60	Hagerman Elementary School				*Applied		60
61	Hagerman Middle School				*Applied		61
62	Hagerman High School				*Applied		62
63	**Hatch Valley Public Schools**						63
64	Garfield Elementary School			$50,000			64
65	Hatch Valley Elementary School			$50,000			65
66	Hatch Valley Middle School			$50,000			66
67	Hatch Valley High School			$50,000			67
68	**Hobbs Municipal Schools**						68
69	Southern Hghts Elementary School	$704,000					69
70	**Lake Arthur Muni. Schools**						70
71	Lake Arthur Elementary School	$50,000					71
72	Lake Arthur Middle School	$50,000					72
73	Lake Arthur High School	$50,000					73
74	**Las Cruces Public Schools**				**$278,292**	**$240,000**	74
75	Alameda Elementary School	$50,000		$150,000	*Applied		75
76	Dona Ana Elementary		$50,000	$150,000	*Applied		76
77	Lynn Community Middle School	$150,000	$50,000		*Applied		77
78	MacArthur Elementary School	$150,000	$150,000	$75,000	*Applied		78
79	Mesilla Park Elementary School			$50,000	*Applied		79
80	**Moriarty-Edgewood SD**				**$49,000**	**$40,000**	80
81	Moriarty Elementary School	$50,000	$150,000	$150,000	*Applied		81
82	**Peñasco ISD**				**$75,966**	**$80,000**	82
83	Peñasco Elementary School	$150,000	$150,000	$75,000	*Applied		83
84	Peñasco High School	$50,000	$150,000	$150,000	*Applied		84
85	**Pojoaque Valley Schools**					**$40,000**	85
86	**Roswell ISD**				**$310,500**	**$160,000**	86
87	El Capitan Elementary School			$50,000	*Applied		87

Community Schools

	School Name	FY22	FY23	FY24	FY25	FY26	
88	Mesa Middle School		$50,000	$150,000	*Applied		88
89	Sierra Middle School	$500,000	$150,000	$75,000	*Applied		89
90	University High School		$150,000	$150,000	*Applied		90
91	**Santa Fe Public Schools**				**$375,972**	**$280,000**	91
92	Amy Biehl Community School		$50,000	$150,000	*Applied		92
93	Cesar Chavez Elementary School	$150,000	$75,000		*Applied		93
94	Chaparral Elementary School		$50,000	$150,000	*Applied		94
95	Kearny Elementary School	$50,000	$150,000	$150,000	*Applied		95
96	Milagro Middle School	$50,000	$150,000	$150,000	*Applied		96
97	Nina Otero Community School	$50,000	$150,000	$150,000	*Applied		97
98	Santa Fe High School	$150,000	$150,000	$75,000	*Applied		98
99	**Santa Rosa Consol. Schools**				**$41,976**	**$160,000**	99
100	Santa Rosa High School	$150,000	$150,000	$71,702	*Applied		100
101	**Socorro Consol. Schools**				**$96,404**	**$40,000**	101
102	Socorro High School		$50,000	$150,000	*Applied		102
103	**Taos Municipal Schools**				**$69,360**	**$80,000**	103
104	Arroyo Del Norte Elementary		$50,000	$150,000	*Applied		104
105	Ranchos De Taos Elem.School		$50,000	$150,000	*Applied		105
106	Enos Garcia Elementary School	$150,000	$150,000				106
107	**T or C Municipal Schools**				**$67,540**	**$80,000**	107
108	Arrey Elementary School	$150,000	$150,000	$75,000	*Applied		108
109	Hot Springs High School	$500,000	$150,000	$75,000	*Applied		109
110	T or C Middle School	$50,000					110
111	**West Las Vegas**					**$40,000**	111
112	***Charter Schools***						112
113	***Albuquerque Public Schools***						113
114	ACE Leadership High School	$50,000	$150,000	$150,000	$98,000	$40,000	114
115	Albuquerque Bilingual Academy	$50,000	$150,000	$150,000			115
116	ABQ Collegiate Charter School			$50,000	$35,000	$40,000	116
117	ABQ Sign Language Academy		$150,000	$150,000	$48,902	$40,000	117
118	ABQ Talent Development Academy					$40,000	118
119	Amy Biehl Charter High School			$50,000	$33,930	$40,000	119
120	Gordon Bernell Charter School	$49,508	$150,000	$150,000	$105,000	$40,000	120
121	Health Leadership High School			$50,000	$105,000	$40,000	121
122	Mark Armijo Academy	$50,000	$150,000	$150,000	$105,000	$40,000	122
123	Mountain Mahogany Comm. School		$150,000	$75,000	$91,000	$40,000	123
124	Native American Comm. Academy		$150,000	$75,000			124
125	North Valley Academy					$40,000	125
126	Rio Grande Academy of Fine Arts		$50,000	$150,000	$37,680		126
127	Robert F. Kennedy Charter School		$75,000				127
128	Siembra Leadership High School		$50,000	$150,000	$105,000	$40,000	128
129	Solare Collegiate Charter School			$50,000	$42,000	$40,000	129
130	South Valley Preparatory School	$150,000	$150,000				130
131	Technology Leadership High School			$50,000	$98,000	$40,000	131

Community Schools

	School Name	FY22	FY23	FY24	FY25	FY26	
132	Voz Collegiate Preparatory School					$40,000	132
133	William W. & Josephine Dorn Charter			$50,000			133
134	***Aztec Public Schools***						134
135	Mosaic Academy		$50,000	$150,000	$42,224	$40,000	135
136	***Central Consol. School Dist.***						136
137	Dream Diné Charter School		$150,000		$94,080	$40,000	137
138	***Española Public Schools***						138
139	***McCurdy Charter School***					$40,000	139
140	***Gallup-McKinley Schools***						140
141	Dził Ditł'ooí School (DEAP)				$98,000	$40,000	141
142	***Las Cruces Public Schools***						142
143	La Academia Dolores Huerta			$50,000	$49,000	$40,000	143
144	Raices Del Saber Xinachtli School		$150,000	$75,000	$35,000	$40,000	144
145	***Los Lunas Public Schools***						145
146	School of Dreams Academy	$50,000				$40,000	146
147	***Rio Rancho Public Schools***						147
148	Sandoval Acad.of Bilingual Ed.				$35,000	$40,000	148
149	***Santa Fe Public Schools***						149
150	THRIVE Community School					$40,000	150
151	Turquoise Trail Charter School					$40,000	151
152	***Taos Municipal Schools***						152
153	Anansi Charter School		$50,000	$150,000	$35,000	$40,000	153
154	Taos Academy Charter	$50,000	$150,000	$150,000			154
155	Taos Integrated School of the Arts			$50,000	$34,970	$40,000	155
156	Taos International School	$150,000	$150,000	$68,670			156
157	Vista Grande High School	$150,000	$150,000	$83,600			157
158	***West Las Vegas Schools***						158
159	Rio Gallinas Charter School		$50,000	$150,000	$75,000	$40,000	159
160	**STATEWIDE TOTAL**	**$4,198,445**	**$7,443,246**	**$9,542,925**	**$5,702,605**	**$4,320,000**	160

Source: LESC Files

Note: Starting in FY25, PED changed its distribution methodology for community schools. Districts with multiple applicants received block grants and were given discretion to allocate funding to specific school sites. Schools within awardee districts who requested community school funding in FY25 are denoted with "*Applied."

FY26 Prekindergarten Funded Slots and Funding

	School District or Community Provider	School-Based		Community-Based		Total Funded Slots	School-Based Funding (with supplemental)[1]	Community-Based Funding (with supplemental)[1]	Head Start Funding	Tribal Funding	Total Funding[2]	
		Funded 3Y Slots	Funded 4Y Slots	Funded 3Y Slots	Funded 4Y Slots							
1	Alamogordo Public Schools		131	110	157	398	$1,447,910	$3,949,090	$236,600		$5,633,600	1
2	Albuquerque Public Schools	538	1,298	1,945	2,528	6,309	$21,958,520	$65,689,682	$285,362	$257,434	$88,190,998	2
3	Animas Public Schools		10			10	$106,100				$106,100	3
4	Atresia Public Schools			16	16	32		$405,440			$405,440	4
5	Aztec Public Schools		80	82	76	238	$903,800	$2,320,300			$3,224,100	5
6	Belen Consolidated Schools	8	38	40	44	130	$361,870	$1,193,720			$1,555,590	6
7	Bernalillo Public Schools	48	125	48	59	280	$1,999,410	$627,161	$47,641	$174,341	$2,848,553	7
8	Bloomfield Public Schools	16	81	36	21	154	$1,155,090	$612,980	$45,500	$45,500	$1,859,070	8
9	Capitan Municipal Schools	16	17			33	$400,090				$400,090	9
10	Carlsbad Municipal Schools		260	28	14	302	$2,959,600	$622,140			$3,581,740	10
11	Carrizozo Municipal Schools			8	8	16		$275,600			$275,600	11
12	Central Consolidated Schools	32	112	25	25	194	$1,766,680	$184,000	$175,000	$175,000	$2,300,680	12
13	Chama Valley Independent Schools		12	8		20	$139,320	$129,800			$269,120	13
14	Cloudcroft Municipal Schools				20	20		$294,600			$294,600	14
15	Cimarron Municipal Schools	16	16			32	$405,440				$405,440	15
16	Clayton Municipal Schools		26			26	$290,860				$290,860	16
17	Clovis Municipal Schools		280	43	48	371	$2,970,800	$1,110,690			$4,081,490	17
18	Cobre Consolidated Schools	23	44	9	9	85	$824,730	$228,060	$228,060		$1,280,850	18
19	Cuba Independent Schools	8	28	10	10		$507,800	$70,000	$70,000	$70,000	$717,800	19
20	Deming Public Schools	96	205	38	39	378	$3,433,370	$1,198,445	$649,000		$5,280,815	20
21	Des Moines Municipal Schools		10			10	$116,100				$116,100	21
22	Dexter Consolidated Schools		20	8	8	36	$232,200	$214,720			$446,920	22
23	Dora Consolidated Schools	8	8			16	$208,720				$208,720	23
24	Dulce Independent Schools		14			14	$148,540				$148,540	24
25	Elida Municipal Schools	8	8			16	$212,720				$212,720	25
26	Espanola Public Schools		52	74	107	233	$561,720	$2,468,030			$3,029,750	26
27	Estancia Municipal Schools	20	20	8	8	56	$561,800	$90,800	$90,800		$743,400	27
28	Eunice Public Schools		40			40	$424,400				$424,400	28
29	Farmington Municipal Schools		216	298	254	768	$2,399,760	$8,371,840	$181,600		$10,953,200	29
30	Floyd Municipal Schools		15			15	$174,150				$174,150	30
31	Fort Sumner Municipal Schools	8	15			23	$260,510				$260,510	31
32	Gadsden Independent Schools	184	416	324	234	1,158	$6,239,400	$8,041,775	$106,800		$14,387,975	32
33	Gallup-McKinley	64	309	138	162	673	$4,336,210	$1,942,110	$689,500	$879,550	$7,847,370	33
34	Grady Municipal Schools	8	8			16	$202,720				$202,720	34
35	Grants-Cibola County Schools	16	85	37	5	143	$1,164,570	$619,020		$202,720	$1,986,310	35
36	Hagerman Municipal Schools	8	28			36	$414,920				$414,920	36
37	Hatch Valley Public Schools	12	40	28	43	123	$641,440	$1,158,620			$1,800,060	37
38	Hobbs Municipal Schools		300	110	126	536	$3,358,000	$3,395,860			$6,753,860	38
39	Hondo Valley Public Schools	5	5			10	$126,700				$126,700	39
40	House Municipal Schools	5	5			10	$163,700				$163,700	40
41	Jal Public Schools		35				$371,350				$371,350	41

	School District or Community Provider	School-Based		Community-Based		Total Funded Slots	School-Based Funding (with supplemental)[1]	Community-Based Funding (with supplemental)[1]	Head Start Funding	Tribal Funding	Total Funding[2]	
		Funded 3Y Slots	Funded 4Y Slots	Funded 3Y Slots	Funded 4Y Slots							
42	Jemez Mountain Public Schools	10	10			20	$263,400				$263,400	42
43	Jemez Valley Public Schools		15			15	$168,150				$168,150	43
44	Lake Arthur Municipal Schools	6	6			12	$152,040				$152,040	44
45	Las Cruces Public Schools	48	285	704	634	1,671	$3,815,890	$20,036,690			$23,852,580	45
46	Las Vegas City Public Schools			26	26	52		$794,940			$794,940	46
47	Lordsburg Municipal Schools	10	12			22	$276,020				$276,020	47
48	Los Alamos Public Schools		155	24	8		$1,689,550	$465,440			$2,154,990	48
49	Los Lunas Public Schools	24	256	233	195	708	$3,199,680	$6,561,660			$9,761,340	49
50	Loving Municipal Schools		34			34	$360,740				$360,740	50
51	Magdalena Municipal Schools	8	8			16	$207,720				$207,720	51
52	Melrose Municipal Schools	5	17			22	$132,010				$132,010	52
53	Mesa Vista Consolidated Schools		11				$116,710				$116,710	53
54	Mescalero Apache School			4	4	8		$101,360		$101,360	$202,720	54
55	Mora Independent Schools		20				$232,200				$232,200	55
56	Moriarity-Edgewood School District	40	85	40	80	245	$1,441,650	$1,707,520	$90,800		$3,239,970	56
57	Mosquero Municipal Schools	5	5			10	$67,350				$67,350	57
58	Mountainair Public Schools	5	5			10	$136,700				$136,700	58
59	Pecos Independent Schools	15	15			30	$398,100				$398,100	59
60	Penasco Independent Schools	7	8	8	8	31	$200,050	$60,032	$60,032		$320,114	60
61	Pojoaque Valley Schools	24	24	8	8	64	$628,160	$269,600		$259,600	$1,157,360	61
62	Portales Municipal Schools		112			112	$1,188,320				$1,188,320	62
63	Quemado Schools	4	4			8	$109,360				$109,360	63
64	Questa Independent Schools		14	8	8	30	$148,540	$60,032	$60,032		$268,604	64
65	Raton Municipal Schools		20	2	3	25	$226,200	$63,350			$289,550	65
66	Red River Valley Charter Schools		10			10	$112,100				$112,100	66
67	Reserve Independent Schools	5	5			10	$126,700				$126,700	67
68	Rio Rancho Public Schools		455	198	261	914	$2,804,875	$6,368,775	$181,600		$9,355,250	68
69	Roswell Independent Schools		360	276	104	740	$4,009,600	$4,117,500			$8,127,100	69
70	Roy Municipal Schools	5	5			10	$129,700				$129,700	70
71	Ruidoso Municipal Schools	48	75	26	27	176	$1,933,550	$262,750	$227,750		$2,424,050	71
72	Santa Fe Public Schools	48	408	282	275	1,013	$5,055,000	$7,154,010	$726,400	$126,700	$13,062,110	72
73	Santa Rosa Consolidated Schools		18	8	8	34	$190,980	$202,720			$393,700	73
74	San Jon Municipal Schools	5	5			10	$126,700				$126,700	74
75	Silver Consolidated Schools	8	48	85	76	217	$639,120	$1,916,270			$2,555,390	75
76	Socorro Consolidated Schools	11	20	40	26	97	$361,570	$1,032,060			$1,393,630	76
77	Springer Municipal Schools					0						77
78	Taos Municipal Schools	16	36	61	57	170	$617,640	$1,818,070			$2,435,710	78
79	Tatum Municipal Schools		20			20	$212,200				$212,200	79
80	Texico Municipal Schools	10	32			42	$417,662				$417,662	80
81	Truth or Consequences Municipal Schools	30	32	24	28		$779,620	$833,800			$1,613,420	81
82	Tucumcari Public Schools		20			20	$126,100				$126,100	82
83	Tularosa Municipal Schools	24	28	8	8	68	$721,640	$259,600			$981,240	83
84	Vaughn Municipal Schools		10			10	$53,050				$53,050	84

	School District or Community Provider	School-Based		Community-Based		Total Funded Slots	School-Based Funding (with supplemental)[1]	Community-Based Funding (with supplemental)[1]	Head Start Funding	Tribal Funding	Total Funding[2]	
		Funded 3Y Slots	Funded 4Y Slots	Funded 3Y Slots	Funded 4Y Slots							
85	Wagon Mound Public Schools	5	5			10	$126,700				$126,700	85
86	West Las Vegas Schools		50			50	$547,500				$547,500	86
87	Zuni Public Schools		14			14	$162,540				$162,540	87
88	**STATEWIDE**	**1,573**	**7,189**	**5,536**	**5,865**	**20,163**	**$98,364,107**	**$159,300,662**	**$4,152,477**	**$2,292,205**	**$264,109,451**	88

[1]Supplemental funding supports start-up costs, as well as safety and curriculum. For all new classrooms, programs can request $5,000 for curriculum and $25 thousand for startup/safety. Both are one time funds that only apply to the first grant year.

[2]Total funding includes federal Head Start and Tribal funds.

Source: ECECD

Healthy Universal School Meals Reimbursements

Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	FY25 Final Allocation	FY26 Projected Allocation	
1	21st Century Public Academy	21st Century Public Academy	CEP	$60,973	$54,124	1
2	Ace Leadership High School	Ace Leadership High School (Local)	CEP	$25,110	$22,290	2
3	ACES Technical Charter School	ACES Technical High School	CEP	$26,797	$23,787	3
4	**Alamogordo Public Schools**		**All CEP**	**$1,417,017**	**$1,257,847**	4
5	Albuquerque Bilingual Academy	Albuquerque Bilingual Academy	CEP	$96,203	$85,397	5
6	ABQ Collegiate Charter School	ABQ Collegiate Charter School	CEP	$69,034	$61,280	6
7	**Albuquerque Public Schools**		**All CEP**	**$9,628,733**	**$8,537,155**	7
8	ABQ School Of Excellence	ABQ School Of Excellence	CEP	$291,860	$259,076	8
9	ABQ Sign Language Academy	ABQ Sign Language Academy	CEP	$36,131	$32,072	9
10	Aldo Leopold Charter	Aldo Leopold Charter	CEP	$23,992	$21,297	10
11	Alice King Comm. School	Alice King Community School (Local)	CEP	$117,624	$104,411	11
12	Alma D'Arte Charter School	Alma D'Arte Charter	CEP	$4,528	$4,020	12
13	Amy Biehl Charter HS	Amy Biehl Charter High School	CEP	$36,816	$32,680	13
14	Anansi Charter School	Anansi Charter School (Local)	CEP	$87,342	$77,531	14
15	**Animas Public Schools**		**All CEP**	**$46,143**	**$40,960**	15
16	**Artesia Public Schools**		**All CEP**	**$856,223**	**$760,046**	16
17	**Aztec Municipal Schools**		**All CEP**	**$391,933**	**$347,908**	17
18	Beclabito Day School	Beclabito Day School	CEP	$3,175	$2,819	18
19	**Belen Consolidated Schools**		**All CEP**	**$393,970**	**$349,716**	19
20	**Bernalillo Public Schools**		**All CEP**	**$74,670**	**$66,283**	20
21	**Bloomfield Schools**		**All CEP**	**$137,990**	**$122,490**	21
22	Borrego Pass School	Borrego Pass School	CEP	100% Federal	100% Federal	22
23	Bread Springs Day School	Bread Springs Day School	CEP	100% Federal	100% Federal	23
24	**Capitan Municipal Schools**		**All CEP**	**$116,716**	**$103,605**	24
25	**Carlsbad Municipal Schools**		**All CEP**	**$128,620**	**$114,172**	25
26	**Carrizozo Municipal Schools**		**All CEP**	**$16,293**	**$14,462**	26
27	**Central Consolidated Schools**		**All CEP**	**$174,712**	**$155,087**	27
28	Cesar Chavez Comm. School	Cesar Chavez Community School	CEP	$196	$174	28
29	**Chama Valley Independent Schools**		**All CEP**	**$99,931**	**$88,706**	29
30	Chichiltah Jones Ranch School	Chi Chil'Tah	CEP	100% Federal	100% Federal	30
31	Chooshgai Community School	Ch'Ooshgai	CEP	100% Federal	100% Federal	31
32	Christine Duncan Heritage Acad.	Christine Duncan Heritage Academy	CEP	$82,958	$73,639	32
33	Cien Aguas International	Cien Aguas International	CEP	$117,854	$104,616	33
34	**Cimarron Municipal Schools**		**All CEP**	**$124,393**	**$110,420**	34
35	**Clayton Municipal Schools**		**All CEP**	**$28,203**	**$25,035**	35
36	**Cloudcroft Municipal Schools**		**All CEP**	**$127,426**	**$113,112**	36
37	**Clovis Municipal Schools**		**All CEP**	**$1,361,549**	**$1,208,609**	37
38	**Cobre Consolidated School District**		**All CEP**	**$23,672**	**$21,013**	38
39	Coral Community Charter	Coral Community Charter (Local)	CEP	$59,825	$53,105	39
40	**Corona Municipal Schools**		**All CEP**	**$37,040**	**$32,880**	40
41	Corrales International	Corrales International School	CEP	$77,069	$68,412	41
42	Crownpoint Community School	T'lis Ts'Ozi Bi'Olta'	CEP	$477	$423	42

Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	FY25 Final Allocation	FY26 Projected Allocation	
43	**Cuba Independent Schools**		**All CEP**	**100% Federal**	**100% Fed.**	43
44	DEAP	DEAP	CEP	$104	$93	44
45	**Deming Public Schools**		**All CEP**	**$137,743**	**$122,271**	45
46	**Des Moines Municipal Schools**		**All CEP**	**$49,884**	**$44,281**	46
47	**Dexter Consolidated Schools**		**All CEP**	**$103,738**	**$92,086**	47
48	**Dora Consolidated Schools**		**All CEP**	**$42,664**	**$37,872**	48
49	Dream Dine	Dream Dine	CEP	$1,820	$1,616	49
50	**Dulce Independent Schools**		**All CEP**	**$58,903**	**100% Fed.**	50
51	Dzilth Na O Dith Hle School	Dzilth Na O Dith Hle Comm School	CEP	100% Federal	100% Federal	51
52	El Camino Real Academy	El Camino Real Academy (Local)	CEP	$37,458	$33,250	52
53	**Elida Municipal Schools**		**All CEP**	**$46,651**	**$41,331**	53
54	**Espanola Public Schools**		**All CEP**	**$258,096**	**$229,105**	54
55	**Estancia Municipal Schools**		**All CEP**	**$57,406**	**$50,958**	55
56	Explore Academy - Rio Rancho	Explore Academy - Rio Rancho	CEP	$139,872	$124,161	56
57	**Eunice Municipal Schools**		**All CEP**	**$153,228**	**$136,016**	57
58	Explore Academy Las Cruces	Explore Academy (Las Cruces)	CEP	$107,001	$94,982	58
59	Farmington Municipal Schools	Word of Life Christian Academy	Standard	**$1,409,588**	**$1,251,253**	59
60	**Farmington Municipal Schools**		**All CEP**			60
61	**Floyd Municipal Schools**		**All CEP**	**$18,057**	**$16,029**	61
62	**Fort Sumner Municipal Schools**		**All CEP**	**$45,062**	**$40,000**	62
63	**Gadsden Independent Schools**		**All CEP**	**$266,094**	**$236,204**	63
64	Gallup Catholic School	Sacred Heart Catholic School	CEP	$28,838	$25,599	64
65	**Gallup McKinley County Schools**		**All CEP**	**100% Federal**	**100% Fed.**	65
66	Gilbert L Sena Charter HS	Gilbert L Sena Charter HS (Local)	CEP	$4,816	$4,275	66
67	Gordon Bernell Charter	Gordon Bernell Charter (Local)	CEP	$5,420	$4,811	67
68	**Grady Municipal Schools**		**All CEP**	**$62,809**	**$55,753**	68
69	**Grants Cibola County Schools**		**All CEP**	**$234,202**	**$207,894**	69
70	Haak'U Community Academy	Haak'u Community Academy	CEP	$136,809	$11,277	70
71	**Hagerman Municipal Schools**		**All CEP**	**$136,809**	**$121,442**	71
72	**Hatch Valley Public Schools**		**All CEP**	**$61,357**	**$54,465**	72
73	Health Leadership HS	Health Leadership HS (Local)	CEP	$7,514	$6,670	73
74	**Hobbs Municipal Schools**		**All CEP**	**$2,260,986**	**$2,007,015**	74
75	**Hondo Valley Public Schools**		**All CEP**	**$1,979**	**$1,756**	75
76	Horizon Academy West	Horizon Academy West	CEP	$212,948	$189,028	76
77	**House Municipal Schools**		**All CEP**	**$20,573**	**$18,262**	77
78	Hozho Academy	Hozho Academy	CEP	$181,943	$161,506	78
79	Intl School At Mesa Del Sol	Intl School At Mesa Del Sol (Local)	CEP	$106,238	$94,305	79
80	Isleta Elementary School	Isleta Elementary	CEP	$10,122	$8,985	80
81	J Paul Taylor Academy	J Paul Taylor Academy	CEP	$89,202	$79,182	81
82	**Jal Public Schools**		**All CEP**	**$100,995**	**$89,651**	82
83	Jefferson Montessori	Jefferson Montessori (Local)	CEP	$92,689	$82,278	83
84	Jemez Day School	Jemez Day School	CEP	$24,704	$21,929	84

Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	FY25 Final Allocation	FY26 Projected Allocation	
85	**Jemez Mountain Public Schools**		**All CEP**	**$3,524**	**$3,128**	85
86	**Jemez Valley Public Schools**		**All CEP**	**$24,384**	**$21,645**	86
87	**Kawaika Laguna Schools**		**All CEP**	**$5,615**	**$4,985**	87
88	Khapo Community School	Kha'P'O Community School	CEP	$21,899	$19,439	88
89	La Academia De Esperanza	La Academia De Esperanza (Local)	CEP	$22,823	$20,259	89
90	La Academia Dolores Huerta	La Academia Dolores Huerta	CEP	$5,720	$5,078	90
91	**Lake Arthur Municipal Schools**		**All CEP**	**$22,582**	**$20,046**	91
92	Lake Valley Navajo School	Lake Valley Navajo	CEP	100% Federal	100% Federal	92
93	**Las Cruces Public Schools**		**All CEP**	**$2,191,995**	**$1,945,773**	93
94	Las Montanas Charter	Las Montanas Charter	CEP	100% Federal	100% Federal	94
95	**Las Vegas City Public Schools**		**All CEP**	**$137,302**	**$121,879**	95
96	**Logan Municipal Schools**		**All CEP**	**$58,580**	**$52,000**	96
97	**Lordsburg Municipal Schools**		**All CEP**	**$25,407**	**$22,553**	97
98	**Los Lunas Public Schools**		**All CEP**	**$1,567,361**	**$1,391,303**	98
99	Los Puentes Charter	Los Puentes Charter School (Local)	CEP	100% Federal	100% Federal	99
100	**Loving Municipal Schools**		**All CEP**	**$200,395**	**$177,885**	100
101	**Lovington Municipal Schools**		**All CEP**	**$1,058,872**	**$939,931**	101
102	**Magdalena Municipal Schools**		**All CEP**	**$9,512**	**$8,444**	102
103	Mariano Lake Comm. School	Mariano Lake Community School	CEP	100% Federal	100% Federal	103
104	Mark Armijo Academy Charter School	Mark Armijo Academy (Local)	CEP	100% Federal	100% Federal	104
105	**Maxwell Municipal Schools**		**All CEP**	**$15,693**	**$13,930**	105
106	McCurdy Charter School	McCurdy Charter School	CEP	$196,829	$174,720	106
107	Media Arts Collab. School	New Mexico Acad. For Media Arts	CEP	$13,690	$12,153	107
108	**Melrose Public Schools**		**All CEP**	**$84,162**	**$74,709**	108
109	**Mesa Vista Consolidated Schools**		**All CEP**	**$45,824**	**$40,676**	109
110	Mescalero Apache School	Mescalero Apache School	CEP	100% Federal	100% Federal	110
111	Middle College HS Charter	Middle College HS Charter Gallup	CEP	$11,284	$10,016	111
112	**Mission Achievement and Success Charter**		**All CEP**	**$528,370**	**$469,020**	112
113	Monte Del Sol Charter School	Monte Del Sol Charter	CEP	$50,873	$45,158	113
114	**Mora Independent Schools**		**All CEP**	**$10,035**	**$8,908**	114
115	**Moriarty-Edgewood School District**		**All CEP**	**$445,550**	**$395,503**	115
116	**Mosquero Municipal Schools**		**All CEP**	**$10,975**	**$9,742**	116
117	Mountain Mahogany School	Mountain Mahogany Comm. School	CEP	$49,761	$44,172	117
118	**Mountainair Public Schools**		**All CEP**	**$5,196**	**$4,887**	118
119	Na'Neelzhiin Ji Olta	Na'Neelzhiin Ji'Olta	CEP	100% Federal	100% Federal	119
120	Native American Comm. Academy	Native American Comm. Academy	CEP	$58,830	$52,222	120
121	Navajo Preparatory School Inc	Navajo Preparatory	CEP	$116,102	$103,061	121
122	Nenahnezad Community School	Nenahnezad Community School	CEP	100% Federal	100% Federal	122
123	New America School	New America School - Las Cruces	CEP	100% Federal	100% Federal	123
124	Nm School For The Deaf	Nm School For The Deaf	CEP	$29,613	$26,287	124
125	North Valley Academy	North Valley Academy	CEP	$97,112	$86,203	125
126	Ohkay Owingeh Comm. School	Ohkay Owingeh	CEP	$14,468	$12,843	126

Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	FY25 Final Allocation	FY26 Projected Allocation	
127	Ojo Encino Day School	Ojo Encino Day School	CEP	100% Federal	100% Federal	127
128	**Pecos Independent Schools**		**All CEP**	**$80,777**	**$71,703**	128
129	**Penasco Independent Schools**		**All CEP**	**$39,298**	**$34,883**	129
130	Pine Hills Ramah Navajo Sb	Pine Hill School	CEP	Opted Out	Opted Out	130
131	**Pojoaque Valley Public Schools**		**All CEP**	**$387,601**	**$344,063**	131
132	**Portales Municipal Schools**		**All CEP**	**$412,553**	**$366,211**	132
133	Public Academy For Perf. Arts	Public Academy For Perf. Arts	CEP	$90,135	$80,011	133
134	Pueblo Pintado School	Pueblo Pintado Community School	CEP	100% Federal	100% Federal	134
135	**Quemado Independent Schools**		**All CEP**	**$30,816**	**$27,355**	135
136	**Questa Independent Schools**		**All CEP**	**$62,282**	**$55,286**	136
137	Raices Del Saber Xinachtli	Raices Del Saber Xinachtli School	CEP	$2,359	$2,094	137
138	**Raton Public Schools**		**All CEP**	**$86,896**	**$77,135**	138
139	Red River Valley Charter	Red River Valley Charter School	CEP	$15,332	$13,610	139
140	**Reserve Public Schools**		**All CEP**	**$30,848**	**$27,383**	140
141	Rio Grande Academy Of Fine Arts	Rio Grande Academy Of Fine Arts	CEP	$24,106	$21,398	141
142	**Rio Rancho Public Schools**		**All CEP**	**$4,398,122**	**$3,904,091**	142
143	Robert F. Kennedy Charter	Robert F. Kennedy Charter	CEP	$8,055	$7,150	143
144	**Roswell Independent Schools**		**All CEP**	**$1,114,918**	**$989,682**	144
145	**Roy Municipal Schools**		**All CEP**	**$19,996**	**$17,749**	145
146	**Ruidoso Municipal Schools**		**All CEP**	**$235,258**	**$208,832**	146
147	St. Anthony Zuni Indian School	Saint Anthony Zuni Indian School	CEP	$18,864	$16,745	147
148	Saint Bonaventure School	Saint Bonaventure School (Local)	CEP	$20,241	$17,968	148
149	St. Francis Of Assisi-Lumberton	Saint Francis School (Local)	CEP	$8,305	$7,372	149
150	Saint Joseph Mission School	St Joseph Mission School (Local)	CEP	$10,651	$9,454	150
151	Saint Teresa Avila School	St Teresa Of Avila	CEP	$11,855	$10,523	151
152	San Diego Riverside School	San Diego Riverside (Local)	CEP	100% Federal	100% Federal	152
153	San Felipe De Neri	San Felipe De Neri (Local)	CEP	$23,624	$20,970	153
154	San Felipe Pueblo Elem. School	San Felipe Elementary School	CEP	100% Federal	100% Federal	154
155	San Ildefonso Day School	San Ildefonso Day School	CEP	$4,350	$3,861	155
156	**San Jon Municipal Schools**		**All CEP**	**$23,472**	**$20,835**	156
157	Sandoval Acad. Of Bilingual Ed	Sandoval Academy Of Bilingual Ed	CEP	$89,341	$79,305	157
158	Sanostee Day School	Sanostee Day School	CEP	$200	$178	158
159	**Santa Fe Public Schools**		**All CEP**	**$1,617,658**	**$1,435,950**	159
160	Santa Fe Indian School	Santa Fe Indian School	CEP	$110,003	$97,647	160
161	**Santa Rosa Consolidated Schools**		**All CEP**	**$83,790**	**$74,378**	161
162	School Of Dreams	School Of Dreams Academy	CEP	$79,059	$70,179	162
163	**Shiprock Associated Schools Inc.**		**All CEP**	**$28,106**	**$24,949**	163
164	Siembra Leadership High School	Siembra Leadership High School	CEP	$10,551	$8,365	164
165	**Silver Consolidated Schools**		**All CEP**	**$244,781**	**$217,286**	165
166	Six Directions School	Six Directions Indigenous School	CEP	$799	$709	166
167	**Socorro Consolidated Schools**		**All CEP**	**$148,274**	**$131,619**	167

Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	FY25 Final Allocation	FY26 Projected Allocation	
168	Solare Collegiate Charter	Solare Collegiate Charter School	CEP	$57,702	$51,221	168
169	South Valley Academy Charter	South Valley Academy (Local)	CEP	$96,560	$85,714	169
170	South Valley Prep. School	South Valley Prep	CEP	$16,380	$14,540	170
171	**Springer Municipal Schools**		**All CEP**	**$32,584**	**$28,924**	171
172	Taos Day School	Taos Day School	CEP	$2,667	$2,367	172
173	Taos Integrated School For The Arts	Taos Integrated School Of Arts	CEP	$33,659	$29,878	173
174	Taos International Charter School	Taos International School	CEP	$3,948	$3,504	174
175	Taos Municipal Charter	Taos Municipal Charter (Local)	CEP	$66,961	$59,439	175
176	**Taos Municipal Schools**		**All CEP**	**$235,369**	**$208,931**	176
177	**Tatum Municipal Schools**		**All CEP**	**$56,377**	**$50,045**	177
178	Te Tsu Geh Oweenge Day School	Te Se Geh Oweenge	CEP	$5,037	$4,471	178
179	Technology Leadership HS	Technology Leadership High School (Local)	CEP	$8,947	$7,942	179
180	**Texico Municipal Schools**		**All CEP**	**$139,243**	**$123,603**	180
181	ABQ Talent Develop. Charter	ABQ Talent Development Charter	CEP	$1,148	$1,019	181
182	ABQ Talent Develop. Charter	Talent Development Secondary	CEP	$82	$72	182
183	The New America School	New America School (Local) (ABQ)	CEP	$9,674	$8,588	183
184	THRIVE Community School	THRIVE Community School	CEP	$85,742	$76,111	184
185	Tierra Adentro	Tierra Adentro	CEP	$33,294	$29,554	185
186	To Hajiilee Community School	To'Hajiilee'He Community School	CEP	100% Federal	100% Federal	186
187	Tohaali Community School	Tohaali Community School	CEP	100% Federal	100% Federal	187
188	**Truth or Consequences Municipal Schools**		**All CEP**	**$122,523**	**$108,760**	188
189	Tse Ii Ahi Community School	Tse'Ii'Ahi' Community School	CEP	$6,915	$5,212	189
190	Tsiya Day School	T'Siya Day School	CEP	100% Federal	100% Federal	190
191	**Tucumcari Public Schools**		**All CEP**	**$8,057**	**$7,152**	191
192	**Tularosa Municipal Schools**		**All CEP**	**$80,926**	**$71,835**	192
193	Turquoise Trail Charter School	Turquoise Trail Charter School	CEP	$144,056	$127,875	193
194	**Vaughn Municipal Schools**		**All CEP**	**$992**	**$881**	194
195	Vista Grande High School	Vista Grande High School (Local)	CEP	$3,539	$3,141	195
196	Voz Collegiate Preparatory	Voz Collegiate Prep. Charter	CEP	100% Federal	100% Federal	196
197	**Wagon Mound Public Schools**		**All CEP**	**$1,633**	**$1,450**	197
198	Walatowa Charter High	Walatowa Charter High	CEP	100% Federal	100% Federal	198
199	**West Las Vegas Public Schools**		**All CEP**	**$38,164**	**$33,877**	199
200	Wingate Elementary School	Wingate Elementary	CEP	100% Federal	100% Federal	200
201	Wingate High School	Wingate High School	CEP	$12,970	$11,513	201
202	**Zuni Public Schools**		**All CEP**	**100% Federal**	**100% Fed.**	202
203	Bernalillo Juv. Detention Ctr	Bernalillo Juv. Detention Ctr	RCCI Standard	*$0	*$0	203
204	Childhaven Inc	Childhaven Inc	RCCI Standard	*$0	*$0	204
205	CYFD - Juvenile Justice	Foothill High School	RCCI Standard	*$0	*$0	205
206	CYFD - Juvenile Justice	Aztec Youth Academy	RCCI Standard	*$0	*$0	206
207	Sequoyah Treatment Center	Sequoyah Treatment Center	RCCI Standard	*$0	*$0	207
208	Dona Ana County Juv. Deten. Ctr	Dona Ana County Juvenile Detention Ctr	RCCI Standard	*$0	*$0	208
209	NM Youth Challenge Academy	Nm Youth Challenge Academy	RCCI Standard	*$0	*$0	209

Healthy Universal School Meals Reimbursements

Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	FY25 Final Allocation	FY26 Projected Allocation	
210	San Juan County Juv. Svcs	San Juan Juv. Svc. Center (Local)	RCCI Standard	*$0	*$0	210
211	Altura Prepatory School	Altura Preparatory School	Standard	$30,840	Opted Out	211
212	Calvary Christian Academy	Calvary Christian Academy (Local)	Standard	$29,906	$26,547	212
213	Cottonwood Classical Prep	Cottonwood Classical Prep (Local)	Standard	$267,117	$237,113	213
214	East Mountain High School	East Mountain High School	Standard	$109,891	$97,547	214
215	Explore Academy Charter	Explore Academy (ABQ)	Standard	$523,172	$464,405	215
216	Farmington Municipal Schools	Sacred Heart Catholic School	Standard	$28,838	$25,599	216
217	Guadalupe Montessori School	Guadalupe Montessori (Local)	Standard	$22,098	$19,616	217
218	Holy Ghost Catholic School	Holy Ghost School (Local)	Standard	$42,609	$37,823	218
219	Immanuel Lutheran School	Immanuel Lutheran (Local)	Standard	$28,658	$25,439	219
220	Las Cruces Catholic School	Las Cruces Catholic (Local)	Standard	$97,187	$86,270	220
221	Los Alamos Public Schools	Aspen Elementary	Standard			221
222	Los Alamos Public Schools	Barranca Mesa Elementary	Standard			222
223	Los Alamos Public Schools	Chamisa Elementary	Standard			223
224	Los Alamos Public Schools	Los Alamos High	Standard			224
225	Los Alamos Public Schools	Mountain Elementary	Standard			225
226	Los Alamos Public Schools	Los Alamos Middle	Standard			226
227	Los Alamos Public Schools	Pinon Elementary	Standard			227
228	**Los Alamos Public Schools**		**Standard**	**$1,768,598**	**$1,569,936**	228
229	Menaul School	Menaul School (Local)	Standard	$115,421	$102,456	229
230	Montessori Of The Rio Grande	Montessori Of The Rio Grande	Standard	$116,804	$103,684	230
231	New Mexico Intl School	New Mexico Intl School (Local)	Standard	$137,872	$122,386	231
232	New Mexico School For The Arts	Nm School For The Arts	Standard	$97,941	$86,940	232
233	Our Lady Of The Assumption	Our Lady Of The Assumption (Local)	Standard	$60,695	$53,878	233
234	Rehoboth Christian School	Rehoboth Christian (Local)	Standard	$150,281	$133,400	234
235	Saint Charles Borromeo School	St. Charles Borromeo School	Standard	$31,480	$27,944	235
236	Saint Mary's Catholic School	Saint Mary's Catholic School (ABQ)	Standard	$84,349	$74,875	236
237	Saint Mary's School	Saint Mary's Catholic School (Belen)	Standard	$76,945	$68,302	237
238	Saint Therese Catholic School	St. Therese Catholic (Local)	Standard	$43,778	$38,860	238
239	The Montessori Academy	The Montessori Academy	Standard	Pre-Existence	$5,000	239
240	Saint Thomas Aquinas	St. Thomas Aquinas (Local)	Standard	$159,957	$141,989	240
241	Sun Mountain Comm. School	Sun Mountain Comm. School	Standard	Pre-Existence	$5,000	241
242	Tierra Encantada School	Tierra Encantada Charter School	Standard	$18,818	$16,704	242
243	**STATEWIDE TOTAL**			**$41,054,165**	**$39,901,000**	243

Source: PED

Note: All FY26 allocations are projected reimbursements at the end of FY26 as determined by PED or calculated by LESC staff based on FY26 reimbursements to date. FY25 allocations indicate the actual finalized reimbursement amount for that fiscal year.

Note: All residential child care institutions (RCCIs) participating in the Universal Meals program are reimbursed for all meals at the federal free rate. No state reimbursement is needed.

Indian Education Department Grants LEAs and Tribes

FY26 Indian Education Department Grants to LEAs and Tribes

	School District, Charter School, Tribe, Pueblo, or Nation	Improving Educational & Cultural Outcomes for Native American Students	
	School Districts		
1	Albuquerque Public Schools	$727,898	1
2	Bernalillo Public Schools	$219,212	2
3	Bloomfield Schools	$176,600	3
4	Central Consolidated Schools	$481,298	4
5	Cuba Independent Schools	$127,772	5
6	Dulce Independent Schools	$122,643	6
7	Espanola Public Schools	$94,235	7
8	Farmington Municipal Schools	$574,809	8
9	Gallup-McKinley County Schools	$926,559	9
10	Grants-Cibola County Schools	$223,848	10
11	Jemez Mountain Public Schools	$82,497	11
12	Jemez Valley Public Schools	$95,616	12
13	Los Lunas Schools	$148,980	13
14	Magdalena Municipal Schools	$85,850	14
15	Penasco Independent Schools	$78,354	15
16	Pojoaque Valley Public Schools	$107,058	16
17	Rio Rancho Public Schools	$255,807	17
18	Ruidoso Municipal Schools	$108,143	18
19	Santa Fe Public Schools	$106,565	19
20	Taos Municipal Schools	$94,728	20
21	Tularosa Municipal Schools	$104,296	21
22	Zuni Public Schools	$191,198	22
23	**SUBTOTAL: SCHOOL DISTRICTS**	**$5,133,966**	23
24	***Charter Schools***		24
25	***Albuquerque***		25
26	Native American Community Academy (NACA)	$115,738	26
27	***Gallup-McKinley***		27
28	Hozho Academy	$117,711	28
29	Middle College High School Charter	$86,935	29
30	Six Directions Indigenous School	$80,820	30
31	***Jemez Valley***		31
32	Jemez Valley Public Schools: San Diego Riverside	$79,636	32
33	Walatowa Charter High School	$78,354	33
34	***Navajo***		34
35	Dzit Dit Lool School of Empowerment Action and Perseverance (DEAP)	$80,524	35
36	***Shiprock***		36
37	Dream Dine Charter School	$76,480	37
38	**SUBTOTAL: CHARTER SCHOOLS**	**$716,198**	38
39	**SUBTOTAL: PUBLIC SCHOOLS**	**$5,850,164**	39
40	***Pueblos, Tribes, and Nations***		40

FY26 Indian Education Department Grants to LEAs and Tribes

	School District, Charter School, Tribe, Pueblo, or Nation	Improving Educational & Cultural Outcomes for Native American Students	
41	Acoma	$941,221	41
42	Cochiti	$869,865	42
43	Isleta	$945,688	43
44	Jemez	$916,601	44
45	Jicarilla Apache	$941,221	45
46	Laguna	$982,946	46
47	Mescalero Apache	$952,442	47
48	Nambe	$876,510	48
49	Navajo Nation	$4,256,407	49
50	Ohkay Owingeh	$890,346	50
51	Picuris	$856,356	51
52	Pojoaque	$865,834	52
53	San Felipe	$941,657	53
54	San Ildefonso	$864,745	54
55	Sandia	$859,951	55
56	Santa Ana	$874,876	56
57	Santa Clara	$869,102	57
58	Santo Domingo	$969,437	58
59	Taos	$888,603	59
60	Tesuque	$859,298	60
61	Zia	$869,756	61
62	Zuni	$1,105,940	62
63	**SUBTOTAL: TRIBES, PUEBLOS, AND NATIONS**	**$23,398,802**	63
64	**STATEWIDE TOTAL**	**$29,248,966**	64

Average Returning Teacher Salaries

Average Returning Teachers' Salaries, FY24

	School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY24 All Teachers	Percent Increase	Average Years of Experience	
1	*School Districts*								1
2	Alamogordo Public Schools	$54,297	$69,169	$79,544	$60,390	$67,986	13%	8	2
3	Albuquerque Public Schools	$56,424	$67,831	$78,561	$62,970	$71,353	13%	17	3
4	Animas Public Schools	$53,010	$63,753	$72,967	$62,492	$66,108	6%	7	4
5	Artesia Public Schools	$53,338	$66,566	$77,359	$63,324	$68,855	9%	10	5
6	Aztec Municipal Schools	$54,180	$67,305	$76,543	$64,211	$67,705	5%	9	6
7	Belen Consolidated Schools	$54,966	$66,308	$76,605	$65,427	$69,128	6%	3	7
8	Bernalillo Public Schools	$56,091	$69,303	$82,664	$69,813	$73,726	6%	6	8
9	Bloomfield Schools	$53,208	$64,049	$75,184	$62,306	$66,851	7%	6	9
10	Capitan Municipal Schools	$53,520	$63,642	$73,297	$61,753	$66,250	7%	3	10
11	Carlsbad Municipal Schools	$50,036	$60,112	$70,298	$73,235	$64,084	-12%	14	11
12	Carrizozo Municipal Schools	$53,350	$64,938	$78,540	$64,569	$67,812	5%	6	12
13	Central Consolidated Schools	$55,508	$70,949	$79,361	$69,655	$71,996	3%	4	13
14	Chama Valley Independent Schools	$50,000	$61,500	$72,111	$60,078	$62,481	4%	1	14
15	Cimarron Municipal Schools	$50,752	$60,742	$73,590	$62,597	$64,966	4%	6	15
16	Clayton Municipal Schools	$53,009	$63,896	$71,785	$61,191	$62,934	3%	7	16
17	Cloudcroft Municipal Schools	$50,050	$60,831	$72,378	$64,927	$66,095	2%	4	17
18	Clovis Municipal Schools	$55,299	$68,310	$79,915	$62,202	$69,613	12%	14	18
19	Cobre Consolidated Schools	$50,077	$61,184	$71,232	$64,885	$64,792	0%	10	19
20	Corona Municipal Schools	$53,002	$62,169	$74,219	$65,398	$66,884	2%	12	20
21	Cuba Independent Schools	$57,660	$72,942	$80,612	$66,808	$70,729	6%	5	21
22	Deming Public Schools	$55,634	$67,173	$78,070	$65,879	$69,159	5%	8	22
23	Des Moines Municipal Schools	$54,151	$61,604	$73,169	$64,247	$67,530	5%	4	23
24	Dexter Consolidated Schools	$55,556	$69,079	$80,844	$64,507	$71,341	11%	9	24
25	Dora Municipal Schools	$53,033	$64,333	$82,989	$65,172	$71,778	10%	24	25
26	Dulce Independent Schools	$62,290	$73,957	$83,303	$70,771	$77,588	10%	7	26
27	Elida Municipal Schools	$53,103	$66,388	$78,199	$66,681	$72,996	9%	18	27
28	Española Public Schools	$50,000	$60,000	$70,000	$63,833	$63,610	0%	17	28
29	Estancia Municipal Schools	$59,598	$69,058	$81,141	$66,597	$72,190	8%	0	29
30	Eunice Municipal Schools	$52,570	$67,271	$75,796	$63,843	$67,112	5%	20	30
31	Farmington Municipal Schools	$53,149	$66,747	$78,185	$64,792	$68,356	6%	9	31
32	Floyd Municipal Schools	$55,500	$62,652	$73,554	$63,548	$69,168	9%	27	32
33	Fort Sumner Municipal Schools	$53,193	$64,891	$75,506	$62,424	$66,587	7%	15	33
34	Gadsden Independent Schools	$57,036	$69,935	$80,771	$64,154	$72,161	12%	9	34
35	Gallup McKinley County Schools	$62,314	$62,032	$70,630	$61,849	$65,286	6%	20	35
36	Grady Municipal Schools		$62,588	$79,537	$60,831	$70,003	15%	24	36
37	Grants Cibola County Schools	$52,438	$63,015	$72,809	$63,548	$64,252	1%	8	37
38	Hagerman Municipal Schools	$51,857	$60,853	$72,442	$65,289	$62,186	-5%	6	38
39	Hatch Valley Public Schools	$53,314	$63,989	$72,667	$67,100	$65,970	-2%	4	39
40	Hobbs Municipal Schools	$58,771	$71,632	$82,430	$70,476	$73,786	5%	21	40
41	Hondo Valley Public Schools	$50,200	$62,080	$71,222	$66,808	$64,011	-4%	4	41
42	House Municipal Schools	$54,802	$66,987	$75,741	$65,879	$70,249	7%	21	42
43	Jal Public Schools	$61,710	$76,001	$84,545	$64,247	$79,335	23%	25	43
44	Jemez Mountain Public Schools	$54,060	$65,730	$71,931	$63,548	$67,400	6%	6	44
45	Jemez Valley Public Schools	$52,063	$66,821	$79,111	$62,424	$69,102	11%	16	45
46	Lake Arthur Municipal Schools	$57,590	$66,499	$81,082	$62,492	$76,599	23%	4	46
47	Las Cruces Public Schools	$54,947	$67,424	$78,112	$65,838	$69,836	6%	8	47
48	Las Vegas City Public Schools	$55,953	$66,342	$79,373	$65,647	$70,109	7%	8	48
49	Logan Municipal Schools	$53,022	$63,496	$79,264	$68,273	$73,592	8%	24	49
50	Lordsburg Municipal Schools	$52,793	$64,153	$74,463	$64,292	$64,147	0%	10	50
51	Los Alamos Public Schools	$52,378	$62,254	$71,929	$63,733	$65,541	3%	5	51
52	Los Lunas Public Schools	$57,812	$69,006	$79,451	$65,961	$71,623	9%	5	52

Average Returning Teacher Salaries

	School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY24 All Teachers	Percent Increase	Average Years of Experience	
53	Loving Municipal Schools	$54,294	$64,010	$81,179	$66,914	$70,382	5%	11	53
54	Lovington Municipal Schools	$61,160	$74,363	$88,353	$75,639	$79,165	5%	8	54
55	Magdalena Municipal Schools	$54,117	$60,325	$73,193	$62,352	$64,272	3%	8	55
56	Maxwell Municipal Schools	$51,046	$66,104	$76,873	$68,068	$67,030	-2%	6	56
57	Melrose Public Schools	$50,000	$64,822	$73,666	$64,276	$68,532	7%	21	57
58	Mesa Vista Consolidated Schools	$50,600	$63,579	$74,927	$62,307	$67,878	9%	6	58
59	Mora Independent Schools	$55,891	$66,896	$79,804	$67,830	$68,703	1%	10	59
60	Moriarty Municipal Schools	$54,693	$66,770	$76,914	$65,395	$69,021	6%	7	60
61	Mosquero Municipal Schools		$71,230	$81,620	$64,500	$73,828	14%	32	61
62	Mountainair Public Schools	$53,373	$65,990	$74,134	$63,049	$68,638	9%	8	62
63	Pecos Independent Schools	$50,000	$60,000	$70,000	$67,024	$61,765	-8%	1	63
64	Penasco Independent Schools	$58,134	$66,365	$78,226	$66,761	$68,468	3%	8	64
65	Pojoaque Valley Public Schools	$50,859	$61,436	$71,698	$61,237	$64,402	5%	5	65
66	Portales Municipal Schools	$52,950	$65,900	$72,986	$63,484	$67,480	6%	7	66
67	Quemado Independent Schools	$51,500	$68,691	$87,524	$64,092	$74,832	17%	3	67
68	Questa Independent Schools	$50,694	$60,714	$71,377	$63,117	$64,166	2%	9	68
69	Raton Public Schools	$51,950	$64,638	$73,498	$63,178	$66,472	5%	5	69
70	Reserve Public Schools	$53,083	$63,190	$73,258	$65,410	$65,339	0%	1	70
71	Rio Rancho Public Schools	$57,091	$67,971	$82,729	$66,423	$73,641	11%	8	71
72	Roswell Independent Schools	$63,952	$75,412	$85,537	$67,689	$75,599	12%	9	72
73	Roy Municipal Schools	$51,501	$62,409	$81,226	$65,395	$67,738	4%	6	73
74	Ruidoso Municipal Schools	$50,574	$62,801	$72,748	$64,576	$65,967	2%	7	74
75	San Jon Municipal Schools		$63,349	$73,626	$61,921	$69,515	12%	22	75
76	Santa Fe Public Schools	$52,216	$64,459	$75,363	$63,587	$68,227	7%	6	76
77	Santa Rosa Consolidated Schools	$53,645	$63,641	$77,043	$61,128	$68,026	11%	8	77
78	Silver Consolidated Schools	$51,548	$61,777	$73,132	$63,178	$63,853	1%	9	78
79	Socorro Consolidated Schools	$52,614	$63,031	$73,126	$61,422	$65,668	7%	8	79
80	Springer Municipal Schools	$53,075	$64,223	$87,990	$60,021	$69,818	16%	8	80
81	Taos Municipal Schools	$57,925	$71,165	$82,787	$64,859	$72,206	11%	5	81
82	Tatum Municipal Schools	$52,593	$64,012	$74,775	$62,327	$68,193	9%	8	82
83	Texico Municipal Schools	$52,851	$75,370	$92,928	$76,382	$81,809	7%	24	83
84	Truth or Consequences Municipal Schools	$55,229	$69,835	$79,939	$69,433	$75,713	9%		84
85	Tucumcari Public Schools	$52,313	$64,634	$76,044	$63,716	$67,426	6%	12	85
86	Tularosa Municipal Schools	$51,443	$67,798	$76,722	$70,099	$72,057	3%	6	86
87	Vaughn Municipal Schools	$55,944	$67,222	$87,950	$60,021	$76,646	28%	6	87
88	Wagon Mound Public Schools	$52,227	$63,624	$71,402	$58,581	$59,861	2%	6	88
89	West Las Vegas Public Schools	$50,191	$60,231	$70,661	$60,684	$60,162	-1%		89
90	Zuni Public Schools	$54,722	$73,072	$85,751	$67,529	$74,811	11%	1	90
91	***Charter Schools***								91
92	***Albuquerque***								92
93	ACE Leadership High School	$56,230	$69,288	$80,187	$64,137	$62,451	-3%	1	93
94	Albuquerque Bilingual Academy	$52,500	$65,080	$77,154	$69,127	$70,839	2%	10	94
95	Albuquerque Charter Academy		$80,593	$102,914	$83,866	$92,994	11%	8	95
96	Albuquerque Collegiate	$52,753	$63,641	$70,704	$62,192	$59,586	-4%	1	96
97	ABQ Inst. for Math and Science (AIMS)	$55,188	$75,029	$82,866	$67,811	$77,697	15%	25	97
98	Albuquerque School of Excellence	$58,522	$71,000	$79,243	$65,233	$73,775	13%	3	98
99	Albuquerque Sign Language Academy	$57,225	$64,467	$75,743	$63,187	$66,334	5%	3	99
100	Albuquerque Talent Development Secondary Cha	$54,186	$62,672	$99,770	$62,986	$72,059	14%	17	100
101	Alice King Community School	$53,394	$62,962	$75,992	$64,495	$69,805	8%	15	101
102	Altura Preparatory	$55,034	$71,810	$82,666	$65,430	$77,591	19%	3	102
103	Amy Biehl Charter High School	$53,000	$65,003	$83,399	$67,572	$73,534	9%	7	103
104	Cesar Chavez Community School		$71,840	$100,100	$73,821	$90,007	22%	5	104
105	Christine Duncan's Heritage Academy	$63,648	$77,576	$86,743	$69,854	$81,197	16%	12	105

Average Returning Teacher Salaries

	School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY24 All Teachers	Percent Increase	Average Years of Experience	
106	Cien Aguas International	$54,453	$64,309	$77,042	$67,148	$69,941	4%	15	106
107	Coral Community Charter	$53,270	$63,187	$77,787		$68,920		19	107
108	Corrales International School		$64,532	$84,820	$67,425	$74,676	11%	8	108
109	Cottonwood Classical Prep	$51,718	$61,433	$71,350	$71,617	$65,836	-8%	5	109
110	Digital Arts & Technology Academy	$54,160	$63,611	$76,127	$58,560	$64,396	10%	2	110
111	East Mountain High School	$61,043	$70,367	$84,488	$69,364	$78,177	13%	8	111
112	El Camino Real Academy	$53,844	$71,324	$84,137	$62,984	$68,797	9%	4	112
113	Explore Academy	$52,188	$64,829	$74,651	$65,411	$66,684	2%	2	113
114	Gilbert L Sena Charter High School	$56,201	$69,664	$84,353	$72,139	$71,949	0%	2	114
115	Gordon Bernell Charter School	$52,450	$62,600	$89,283	$68,617	$76,129	11%	22	115
116	GREAT Academy	$55,109	$66,375	$106,877	$56,789	$88,423	56%	4	116
117	Health Leadership High School	$58,300		$76,159	$69,083	$73,183	6%	1	117
118	Horizon Academy West	$54,487	$67,167	$78,705	$68,030	$69,625	2%	4	118
119	International School at Mesa del Dol	$52,945	$62,317	$79,071	$63,503	$67,596	6%	9	119
120	La Academia de Esperanza	$52,567	$66,991	$85,605		$72,357		7	120
121	Los Puentes Charter School	$65,000		$92,650	$71,670	$87,120	22%	12	121
122	Media Arts Collaborative Charter	$53,092	$64,156	$77,489	$71,322	$72,847	2%	6	122
123	Mission Achievement And Success	$64,851	$72,097	$79,277	$65,972	$70,971	8%	2	123
124	Montessori Elementary School	$54,962	$63,321	$74,073	$66,048	$65,755	0%	4	124
125	Montessori of the Rio Grande	$62,318	$77,268	$85,018	$69,062	$79,156	15%	28	125
126	Mountain Mahogany Community School	$53,706	$65,059	$88,911	$63,635	$71,152	12%	10	126
127	Native American Community Academy	$90,692	$61,104	$103,876	$64,423	$85,699	33%	13	127
128	New America School - Albuquerque	$53,975	$63,984	$93,250	$57,895	$67,835	17%	0	128
129	New Mexico International School	$53,099	$66,817	$82,783	$66,384	$73,734	11%	10	129
130	North Valley Academy	$50,021	$62,049	$75,784	$64,005	$65,659	3%	5	130
131	Nuestros Valores Charter School (Mark Armijo)	$51,599	$63,569	$89,331		$66,419		14	131
132	Public Academy for Performing Arts (PAPA)	$54,560	$67,950	$82,239	$66,728	$73,865	11%	5	132
133	Robert F. Kennedy Charter School	$53,011	$69,709	$87,158	$68,979	$74,392	8%	13	133
134	Siembra Leadership High School	$55,653	$67,044	$107,927	$79,362	$87,859	11%	5	134
135	Solare Collegiate Charter School	$63,607	$79,929	$103,439		$75,168		1	135
136	South Valley Academy	$55,276	$67,881	$81,344	$61,943	$70,357	14%	6	136
137	South Valley Prep	$56,223	$67,400	$77,074	$67,071	$70,781	6%	4	137
138	Southwest Aeronautics, Mathematics, and Scien	$67,320	$70,214	$79,274	$63,435	$72,269	14%	3	138
139	Southwest Preparatory Learning Center	$55,550		$79,100	$69,091	$74,390	8%	2	139
140	Southwest Secondary Learning Center	$52,400	$69,353	$77,518	$64,409	$72,557	13%	5	140
141	Technology Leadership	$56,100	$67,350	$95,369	$65,766	$77,807	18%	7	141
142	Tierra Adentro	$0	$66,586	$74,163	$84,181	$71,091	-16%	8	142
143	Twenty-First Century Public Academy	$50,000	$60,000	$70,000	$61,401	$61,143	0%	6	143
144	Voz Collegiate Preparatory Charter School	$57,954		$84,587		$69,791		6	144
145	William W. & Josephine Dorn		$61,931	$74,375	$50,072	$70,227	40%	11	145
146	***Aztec***								146
147	Mosaic Academy Charter	$52,030	$62,625	$78,971	$65,915	$71,020	8%	10	147
148	***Carlsbad***								148
149	Jefferson Montessori Academy	$51,606	$65,131	$81,061	$61,192	$72,809	19%	10	149
150	Pecos Connections Academy	$53,170	$64,163	$77,306	$66,183	$71,461	8%		150
151	***Central***								151
152	Dream Dine' Charter School		$70,431	$89,040	$63,750	$74,152	16%	2	152
153	***Cimarron***								153
154	Moreno Valley High School	$53,001	$63,602	$89,237		$81,503		7	154
155	***Deming***								155
156	Deming Cesar Chavez Charter High		$60,002	$82,083	$65,533	$74,723	14%	11	156
157	***Española***								157
158	McCurdy Charter School	$53,622	$65,075	$73,576		$65,131		6	158

Average Returning Teacher Salaries

School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY24 All Teachers	Percent Increase	Average Years of Experience
Gallup-McKinley County							
Dzit Dit Lool DEAP	$50,000	$60,000	$70,000	$52,782	$55,000	4%	2
Hozho Academy	$56,082	$63,924	$78,341	$62,616	$65,583	5%	2
Middle College High School	$57,746	$81,158	$103,633	$68,880	$92,239	34%	4
Six Directions Indigenous School			$72,745	$60,867	$72,745	20%	
Jemez Valley							
San Diego Riverside	$55,254	$66,733	$101,500	$73,383	$69,644	-5%	15
Walatowa Charter High School		$64,077	$82,717	$71,579	$78,057	9%	14
Las Cruces							
Alma D'Arte Charter	$54,192	$61,221	$78,386	$66,796	$65,859	-1%	4
Raices Del Saber Xinachtli Community							1
Explore Academy - Las Cruces	$51,031	$65,718	$73,748		$61,049		1
J Paul Taylor Academy	$56,111	$68,104	$77,441	$64,292	$69,832	9%	5
La Academia Dolores Huerta	$53,215	$64,084	$78,232	$62,173	$59,196	-5%	4
Las Montañas Charter		$65,885	$79,853	$69,725	$74,266	7%	7
New America School - Las Cruces	$54,011	$64,000	$71,725	$55,416	$62,135	12%	3
Los Lunas							
School of Dreams Academy	$55,625	$72,472	$76,983	$69,782	$72,981	5%	4
Moriarty							
Estancia Valley Classical Academy	$51,545	$60,794	$70,479	$61,593	$62,271	1%	3
Roswell							
Sidney Gutierrez Middle School	$64,918	$74,098	$88,344	$76,861	$81,063	5%	2
Questa							
Red River Valley Charter School		$63,677	$72,895	$71,820	$67,774	-6%	10
Roots And Wings Community School		$63,710	$72,839	$65,005	$68,274	5%	7
Rio Rancho							
ASK Academy	$53,753	$66,178	$79,897	$61,953	$68,873	11%	4
Sandoval Academy Of Bilingual Education	$51,486	$61,603	$73,959		$63,904		3
Explore Academy - Rio Rancho	$52,188	$64,829	$77,751		$68,463		
Santa Fe							
Academy for Technology and the Classics	$54,109	$71,124	$86,462	$71,481	$76,980	8%	1
MASTERS Program	$50,000	$66,207	$83,312		$78,611		2
Monte Del Sol Charter	$51,000	$60,687	$71,806	$67,172	$66,641	-1%	4
New Mexico Connections Academy	$53,795	$65,856	$76,887	$67,544	$71,932	6%	4
New Mexico School For The Arts	$51,560	$67,245	$82,494	$62,780	$72,066	15%	3
Thrive Community School	$53,188	$66,579	$76,190		$69,386		
Tierra Encantada Charter School	$50,000	$63,401	$73,201	$73,104	$66,648	-9%	6
Turquoise Trail Charter School	$52,779	$64,117	$71,948	$61,475	$62,019	1%	2
Silver City							
Aldo Leopold Charter	$55,785	$64,507	$76,771	$64,249	$68,667	7%	4
Socorro							
Cottonwood Valley Charter School	$52,600	$62,314	$81,163	$62,496	$69,004	10%	2
Taos							
Anansi Charter School	$53,093	$63,759	$75,365	$67,829	$71,799	6%	5
Taos Academy	$52,205	$65,833	$77,447	$65,177	$70,177	8%	5
Taos Integrated School of the Arts	$51,444	$62,174	$77,871	$71,043	$64,702	-9%	3
Taos International School	$53,011	$63,430	$78,971	$69,291	$67,737	-2%	5
Taos Municipal Charter School	$51,501	$63,450	$77,709		$72,497		11
Vista Grande High School	$54,071		$71,736	$61,060	$64,670	6%	3
West Las Vegas							
Rio Gallinas School	$50,100	$62,000	$88,115	$60,980	$64,755	6%	1
STATEWIDE	**$55,843**	**$67,152**	**$81,141**	**$65,522**	**$71,905**	**10%**	**11**

Note: Blank spaces indicate data provided by PED was missing or could not be analyzed due to poor data quality.

Insurance Programs and Rates

Public Schools Insurance Authority
Health Insurance Premiums

Monthly Premiums, Plan Year Beginning October 2025

		Single	Two Party	Family
BlueCross BlueShield High Option	Employee	$334.78	$636.70	$850.00
	Employer	$781.20	$1,485.62	$1,984.24
	TOTAL	**$1,115.98**	**$2,122.32**	**$2,834.24**
BlueCross BlueShield Low Option	Employee	$232.12	$441.44	$589.64
	Employer	$541.60	$1,030.06	$1,375.84
	TOTAL	**$773.72**	**$1,471.50**	**$1,965.48**
BlueCross BlueShield EPO Option	Employee	$301.30	$573.02	$765.32
	Employer	$703.04	$1,337.04	$1,785.78
	TOTAL	**$1,004.34**	**$1,910.06**	**$2,551.10**
Presbyterian High Option	Employee	$270.72	$568.48	$758.04
	Employer	$631.72	$1,326.50	$1,768.80
	TOTAL	**$902.44**	**$1,894.98**	**$2,526.84**
Presbyterian Low Option	Employee	$187.72	$394.16	$525.58
	Employer	$438.06	$919.74	$1,226.40
	TOTAL	**$625.78**	**$1,313.90**	**$1,751.98**

Source: NMPSIA

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

Albuquerque Public Schools
Health Insurance Premiums

Monthly Premiums, Plan Year Beginning January 2025

		Single	Two Party	Family
BlueCross BlueShield	Employee	$215.22	$430.44	$581.10
	Employer	$502.18	$1,004.36	$1,355.90
	TOTAL	**$717.40**	**$1,434.80**	**$1,937.00**

Presbyterian	Employee	$143.48	$284.96	$387.40
	Employer	$334.79	$664.91	$903.93
	TOTAL	**$478.27**	**$949.87**	**$1,291.33**

Source: NMPSIA

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

HISTORICAL EXPLAINER OF PUBLIC SCHOOL CAPITAL OUTLAY FUNDING

(Updated FY26, new material underlined)

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

State Funds	Local Funds
• Standards-based awards • Systems-based awards • Lease assistance awards • Other PSCOC award programs • Direct legislative appropriations	• The Public School Capital Improvements Act (also called SB9 or the two-mill levy) • The Public School Buildings Act (also called HB33 or the ten-mill levy) • General obligation bonds • Educational technology equipment bonds • Payments In Lieu of Taxes (PILTs) • Other miscellaneous sources, like investments, rents, or the sale of real property.

State Funds

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

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

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

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

1. School districts' "ability to pay" is assumed to be the sum of the final prior five years net taxable value for a school district multiplied by nine ten-thousandths. This is equivalent to a district imposing 4.5 mills over a five-year period.

2. School districts' "need" is assumed to be the "maximum allowable gross square footage," pursuant to the statewide adequacy standards, times an average replacement cost per square foot, divided by 45. The calculation attempts to estimate the annualized cost of replacing ALL facilities within a school district on a 45-year basis. In FY26, the average replacement cost is assumed to be $307.47 per square foot.

3. School districts' "ability to pay" is divided by their "need." This amount is the local match. School districts with a lower ability to pay than their need pay a lower percentage of project costs.

4. School districts' local matches are reduced (and state matches are increased) by a population density factor, such that districts with lower density have lower local shares of project costs.

    a. For districts with density greater than 50 people per square mile, there is no density reduction.

    b. For districts with density greater than 15 but less than 50 people per square mile, the local match is reduced by 6 percentage points.

c. For districts with density of 15 people per square mile or fewer, the local match is reduced by 12 percentage points.

5. The "phase two formula value," or the state match, is calculated as one minus the local match. The state share cannot be less than 6 percent.

For FY24 through FY26, Senate Bill 131 (SB131) from the 2023 legislative session temporarily reduced the local match of projects by 33 percent, and by 50 percent for school districts with fewer than 200 MEM. LESC and LFC analysis of SB131 noted that the transition from the phase one to the phase two formula caused the local match for most school districts to increase, resulting in decreased demand for PSCOC projects. SB131 established a temporary local match reduction to incentivize schools to participate in the PSCOC process and to allow staff time to study the phase two formula and recommend changes that may be necessary to reduce local matches while maintaining equity among school districts. During the 2025 legislative session, the Legislature passed Laws 2025, Laws XX (Senate Bill 82) extending the SB131 local match reductions through FY27.

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

Statutory Waiver Criteria. In those instances, in which PSCOC has determined a school district has made a "good faith effort" to use all of its local resources, the PSCOC may waive – partially or completely – the local match. By statute, school districts are eligible for (but not guaranteed) a local match waiver under statutory criteria. Senate Bill 82 (SB82) SB82 amended the eligibility criteria to include the following conditions:

1. The school district has insufficient bonding capacity over the next four years to fund the local match of a project and has a mill levy rate of at least 10 mills;

2. The school district has fewer than 1,500 MEM and a local match greater than 50 percent, and a mill levy rate of at least 7 mills; or

3. This third condition was eliminated by SB82.

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

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

The schools with the greatest "need" according to the wNMCI are given greater priority for standards-based awards. PSCOC establishes an eligibility threshold for standards-based awards annually; for FY26, schools ranked in the top 100 schools in the worst condition in the state were eligible to apply for standards-based awards. Standards-based awards are subject to a local match as calculated by the state and local match calculation.

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

1. All districts are eligible to apply regardless of percentage of indebtedness.

2. Funding must be determined by using the statewide adequacy standards and the PSCOC must apply the standards to charter schools to the same extent.

3. The PSCOC must establish criteria to be used in public school capital outlay projects that receive grant assistance from Public School Capital Outlay Act.

4. No more than 10% of the combined total grants in a funding cycle shall be used for retrofitting existing facilities for technology infrastructure.

5. Until FY24, awards made by the PSCOC were reduced by a percentage of direct appropriations for capital outlay projects received by a school district. In 2022, LESC and LFC staff analysis found these "direct legislative offsets" were overly complicated and created a disincentive for school districts and charter schools to participate in PSCOC award programs. Senate Bill 131 (SB131) from the 2023 legislative session forgave outstanding direct legislative offsets and provided that offsets would no longer count against district awards.

6. No application for grant assistance from the fund will be approved unless PSCOC determines that:

    a. The capital outlay project is necessary and is included in the school district's five-year facilities plan among its top priorities;

    b. The school district has used its resources in a prudent manner;

    c. The school district has provided insurance for building of the district according to provisions of section 13-5-3 NMSA 1978;

    d. The district has submitted a five-year facilities plan that has been approved by the PSCOC pursuant to section 22-24-5.3 NMSA 1978 and the capital needs of charter schools located in the district as well as projections for enrollment and facilities needed in order to maintain a full-day kindergarten are included;

    e. The district is willing and able to pay any portion of the project that is not funded with grant assistance from the fund;

    f. The application includes charter schools or the district has shown that charter schools meet the statewide adequacy standards; and

    g. The district has agreed, in writing, any reporting requirements imposed by the PSCOC pursuant to Section 22-24-5.1 NMSA 1978.

Systems-Based Awards. In addition to large scale school replacement projects funded via the standards-based awards program, PSCOC provides funding for specific building system deficiencies via the systems-based awards program. Systems-based awards are similar to standards-based awards, but the award amounts are generally smaller and limited to specific building systems identified as deficiencies by PSFA staff during their assessment process. Building systems could include heating, ventilation, and air conditioning (HVAC) systems, roofing, or building technologies. PSCOC annually sets eligibility requirements for systems-based awards. For FY26, the top 300 schools in the worst condition in the state according to the wNMCI were eligible to apply for systems-based awards. Systems-based awards are subject to a local match pursuant to the state and local match calculation.

Lease Assistance Awards. PSCOC may make awards from the Public School Capital Outlay Fund to school districts and charter schools for the purpose of making lease payments for school buildings. Subsection I of Section 22-24-4 NMSA 1978 creates the lease assistance program. The amount of lease assistance a school district or charter school shall not exceed the actual annual lease of school buildings or a per-MEM amount times the MEM using the leased facilities. The per-MEM amount was established as $700 in FY09, but the amount is periodically adjusted at PSCOC's discretion. In FY26, the per-MEM amount for lease assistance awards is $839.25.

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

1. Since 2014, up to $10 million per year may be spent on broadband and educational technology infrastructure. Senate Bill 144 from the 2021 legislative session expanded the use of this $10 million from only broadband infrastructure to include any educational technology infrastructure project that the council determines is necessary to education for students, school buses, internet connectivity within a school district, a multi-district regional education network, and a statewide education network.

2. Since 2019, the council may make awards for a prekindergarten classroom facility initiative. The program is intended to build prekindergarten classrooms in existing public schools, expanding districts' capacity to provide prekindergarten services. Prekindergarten awards function similar to standards- and systems-based awards and are subject to the state and local match calculation.

3. Between 2019 and 2022, up to $10 million per year was earmarked for school security system projects. The program was discontinued in 2023 due to low demand, which LESC and LFC analysis attributed to the cumbersome application process and the local match required by the program.

4. Since 2021, the council may fully fund the amount of demolition projects. Senate Bill 43 from the 2021 legislative session authorized the council to fully fund demolition projects if the costs of continuing to insure an abandoned facility outweigh any potential benefit when and if a new facility is needed by the school district and there is no practical use for the abandoned facility without the expenditure of substantial renovation costs.

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

6. During the 2025 legislative session, the Legislature passed Laws 2025, Chapter 159 (House Bill 450), which allocated $50 million from the public school capital outlay fund to PSFA for distribution to school districts. These funds are to be used for security improvements, career technical education facilities, or the maintenance and repair of public school buildings, and are available for expenditure in FY26 and subsequent fiscal years, until they are fully utilized. House Bill 450 (HB450) requires each school district receive $100 thousand or a share of the total appropriation proportionate to its FY26 distribution under the Public School Capital Improvements Act ("SB9"), whichever amount is greater.

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

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

Local Funds

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

1. Erecting, remodeling, making additions to, providing equipment for, or furnishing public school buildings;

2. Purchasing or improving public school grounds;

3. Maintenance of public school buildings or public school grounds, including the purchasing or repairing of maintenance equipment, participating in the facility information management system as required by the Public School Capital Outlay Act [22-24-1 NMSA 1978] and including payments under contract with regional education cooperatives for maintenance support services and expenditures for technical training and certification for maintenance and facilities management personnel, but excluding salary expenses of school district employees;

4. Purchasing activity vehicles for transporting students to extracurricular activities;

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

6. Purchasing and installing education technology improvements, excluding salary expenses of school district employees, but including tools used in the educational process that constitute learning and administrative resources and which may also include:

    a. Satellite, copper and fiber-optic transmission; computer and network connections devices; digital communication equipment, including voice, video and data equipment; servers; switches; portable media

devices, such as discs and drives to contain data for electronic storage and playback; and the purchase or lease of software licenses or other technologies and services, maintenance, equipment and computer infrastructure information, techniques and tools used to implement technology in schools and related facilities;

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

The Public School Capital Improvements Act contains provisions that provide a school district with a minimum level of funding. This minimum level of funding or "program guarantee" is calculated by multiplying a school district's 40th day total program units by the matching dollar amount (currently $82.94 through fiscal year 2017) and in each subsequent fiscal year equal the amount for the previous year adjusted by the percentage increase between the next preceding year and the preceding calendar year of the consumer price index for the United States, all items, as published by the US Department of Labor.

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

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

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

1. Erecting, remodeling, making additions to, providing equipment for or furnishing public school buildings;

2. Payments made pursuant to a financing agreement entered into by a school district or a charter school for the leasing of a building or other real property with an option to purchase for a price that is reduced according to payments made;

3. Purchasing or improving public school grounds;

4. Purchasing activity vehicles for transporting students to and from extracurricular activities, provided that this authorization for expenditure does not apply to school districts with a student MEM greater than sixty thousand; or

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

There are two major restrictions associated with the Public School Buildings Act:

1. The authorized tax rate made under the Public Buildings Act, when added to the tax rates for servicing the debt of the school district and the rate authorized under the Public School Capital Improvements Act, cannot exceed 15-mills. If it does exceed 15-mills, the rate authorized under the Public School Buildings Act will be adjusted downward to compensate; and

2. The revenues generated from the Public School Buildings Act are only to be used for specific capital improvements (as defined above). This funding mechanism is most useful for districts with high-assessed valuation and low bonded indebtedness.

Since FY21, school districts are required to engage with state and locally chartered charter schools within their boundaries to develop their HB33 resolution. A resolution submitted to the qualifying electors pursuant to the Public School Buildings

Act shall include capital improvements funding for a locally chartered and state-chartered charter school located within the school district.

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

This is only a summary of information associated with the issuance of school district general obligation bonds. Each school district should consult with their financial advisor for more specific information regarding elections and the issuance of local general obligation bonds. The tax rate associated with this type of funding is likely to fluctuate every year due to the timing of principal and interest payments as well as changes in assessed valuations.

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

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

Public Building Energy Efficiency and Water Conservation Act. This act is a self-funded program that allows a school district to perform energy efficiency capital improvements. Through these improvements, energy and operational costs are reduced. The district pays for the program with these savings. The amount of money required to pay the provider is taken from a school district's state equalization guarantee and transferred to the public school utility conservation fund, which the school district uses to make these payments. These contracts may not exceed 10 years.

Impact Aid Funds. The federal government provides certain funds to school districts in lieu of local property taxes for children residing on federal lands or children having parents working on federal property. A school district is eligible to receive these funds if at least three percent of its average daily attendance (ADA), with a minimum of 400 ADA, are federally connected. Formerly called P.L. 874 funds, these Impact Aid funds are now produced through provisions of Title 20, Section 7703 (b), USC. School districts in New Mexico receive substantial Impact Aid payments because of the large numbers of federal military installations, Indian lands, federal public domain, and national forest lands within their boundaries.

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

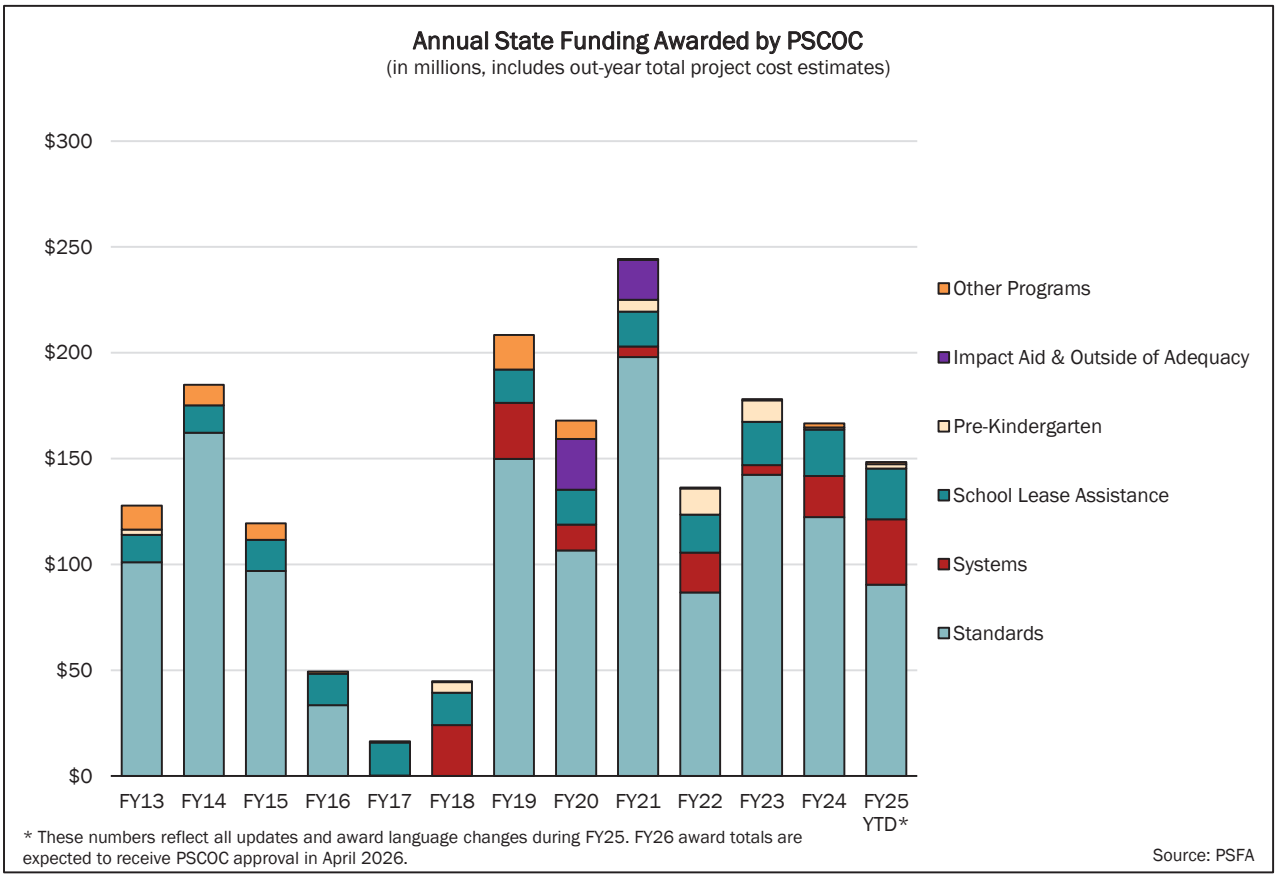
Forest Reserve Funds. Twenty-two New Mexico counties receive Forest Reserve funds. These counties receive 25% of the net receipts from operations (primarily timber sales) within their respective reserve areas. Distributions are divided equally between the County Road Fund and the school district. The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

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

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

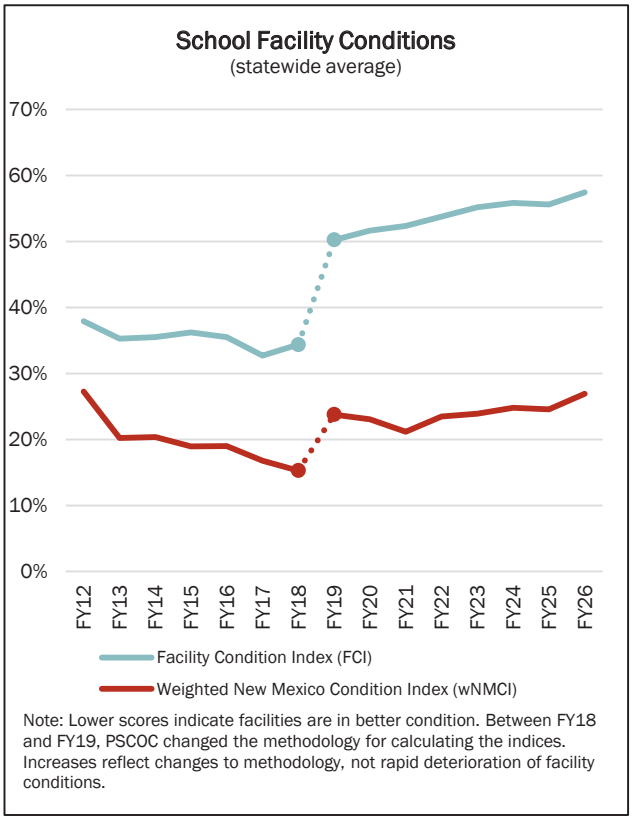
Other Miscellaneous Sources. Funds for capital outlay needs also come from other sources such as donations, earnings from investments, rents, sales of real property and equipment. The Legislature also appropriates limited funds for capital outlay emergencies to the Public Education Department for distribution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

PSCOC Awards and Facility Conditions

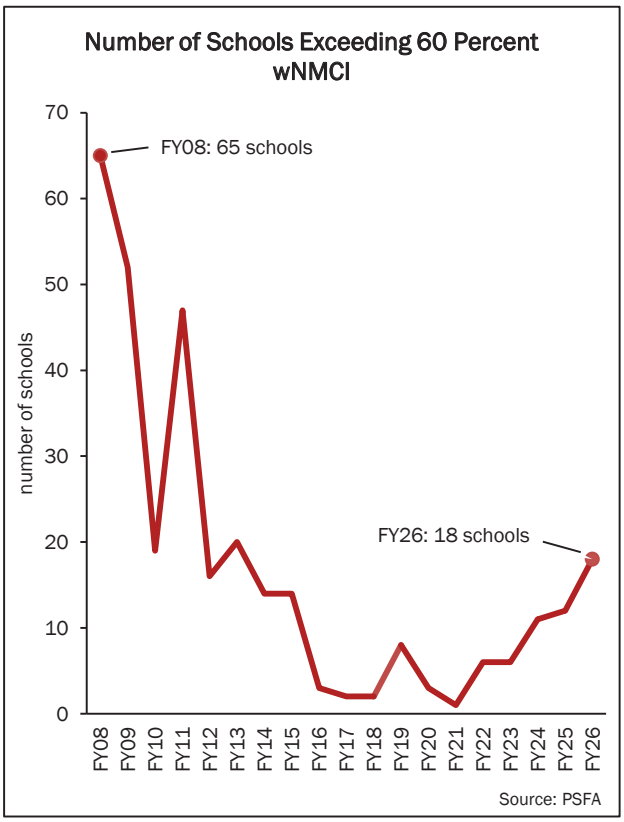


* These numbers reflect all updates and award language changes during FY25. FY26 award totals are expected to receive PSCOC approval in April 2026.

Source: PSFA



Note: Lower scores indicate facilities are in better condition. Between FY18 and FY19, PSCOC changed the methodology for calculating the indices. Increases reflect changes to methodology, not rapid deterioration of facility conditions.



Source: PSFA

FY25 PSCOC Awards Cycle

YTD through December 2025

	School District	School	Total Estimated Project Cost					FY25 - Phase 1		Out-Years - FY26 and Future		
			Combined	State Match (%)		Local Match (%)		State Match	Local Match	State Match	Local Match	
	FY25 Standards-Based Awards											
1	Silver	Cliff Combined School	$60,530,600	$22,396,322	37%	$38,134,278	63%	$2,002,003	$3,408,817	$20,394,319	$34,725,461	1
2	Bloomfield	Central Primary School Naaba Ani Elementary School Mesa Alta Junior High School	$131,955,280	$48,823,453	37%	$83,131,827	63%	$4,422,455	$7,530,125	$44,400,998	$75,601,702	2
3	Rio Rancho	Lincoln Middle School	$7,012,116	$2,594,483	37%	$4,417,633	63%	$1,151,483	$1,960,633	$1,443,000	$2,457,000	3
4	Rio Rancho	Rio Rancho High School	$44,721,382	$16,546,911	37%	$28,174,471	63%	$1,121,891	$1,910,247	$15,425,020	$26,264,224	4
	SUBTOTAL - FY25 Standards-Based Awards		**$244,219,378**	**$90,361,169**	**37%**	**$153,858,209**	**63%**	**$8,697,832**	**$14,809,822**	**$81,663,337**	**$139,048,387**	
	FY25 Systems-Based Awards											
1	Grants	Grants High School	$15,166,400	$11,526,464	76%	$3,639,936	24%	$1,152,646	$363,994	$10,373,818	$3,275,942	1
2	Alamogordo	Alamogordo High School	$14,313,200	$7,299,732	51%	$7,013,468	49%	$729,973	$701,347	$6,569,759	$6,312,121	2
3	Hatch	Hatch Valley Middle School	$585,000	$514,800	88%	$70,200	12%	$514,800	$70,200	$0	$0	3
4	Eunice	Eunice High School	$2,080,000	$769,600	37%	$1,310,400	63%	$769,600	$1,310,400	$0	$0	4
5	Logan	Logan Combo	$344,300	$127,391	37%	$216,909	63%	$127,391	$216,909	$0	$0	5
6	Silver	Harrison H. Schmitt Elementary School	$4,544,898	$1,681,612	37%	$2,863,286	63%	$1,127,871	$1,920,429	$553,741	$942,857	6
7	Silver	La Plata Middle School	$1,121,570	$414,981	37%	$706,589	63%	$414,981	$706,589	$0	$0	7
8	Clayton	Clayton Jr High School /Kiser Elementary Sc	$432,400	$159,988	37%	$272,412	63%	$159,988	$272,412	$0	$0	8
9	Ruidoso	Ruidoso High School	$16,679,200	$6,171,304	37%	$10,507,896	63%	$617,130	$1,050,790	$5,554,174	$9,457,106	9
10	Cimarron	Demolition of District Facilities	$150,000	$150,000	100%	$0	0%	$150,000	$0	$0	$0	10
11	Corona	Demolition of District Facilities	$104,000	$104,000	100%	$0	0%	$104,000	$0	$0	$0	11
12	Grants	Demolition of District Facilities	$826,140	$826,140	100%	$0	0%	$826,140	$0	$0	$0	12
13	Lovington	Demolition of District Facilities	$192,240	$192,240	100%	$0	0%	$192,240	$0	$0	$0	13
14	Tucumcari	Demolition of District Facilities	$1,043,950	$1,043,950	100%	$0	0%	$1,043,950	$0	$0	$0	14
	SUBTOTAL - FY25 Systems-Based Awards		**$57,583,298**	**$30,982,202**	**54%**	**$26,601,096**	**46%**	**$7,930,711**	**$6,613,069**	**$23,051,491**	**$19,988,027**	
	FY25 Prekindergarten											
1	Rio Rancho	Shining Stars Preschool	$3,909,000	$2,071,770	53%	$1,837,230	47%	$254,877	$226,023	$1,816,893	$1,611,207	1
	SUBTOTAL - FY25 Prekindergarten Awards		**$3,909,000**	**$2,071,770**	**53%**	**$1,837,230**	**47%**	**$254,877**	**$226,023**	**$1,816,893**	**$1,611,207**	
	FY25 Teacher Housing											
1	Corona	District wide	$744,000	$394,320	53%	$349,680	47%	$394,320	$349,680	$0	$0	1
2	Hatch	District wide	$715,000	$629,200	88%	$85,800	12%	$629,200	$85,800	$0	$0	2
	SUBTOTAL - FY25 Teacher Housing		**$1,459,000**	**$1,023,520**	**70%**	**$435,480**	**30%**	**$1,023,520**	**$435,480**	**$0**	**$0**	
	TOTAL FY25 AWARDS CYCLE (YTD December 2025)*		**$307,170,677**	**$124,438,662**	**41%**	**$182,732,015**	**59%**	**$17,906,940**	**$22,084,394**	**$106,531,721**	**$160,647,621**	

*These numbers reflect all updates and award language changes during FY25. FY26 award totals are expected to receive PSCOC approval in April 2026.

State/Local Match Calculation

FY26 State and Local Match Calculation

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

	School District	FY26 MEM*	FY26 Phase Two Calculation		FY26 SB131 Reduction		
			Local Match	State Match	Local Match	State Match	
1	Alamogordo	5,113	65%	35%	43%	57%	1
2	Albuquerque	74,008	94%	6%	63%	37%	2
3	Animas	165	22%	78%	11%	89%	3
4	Artesia	3,729	94%	6%	63%	37%	4
5	Aztec	2,449	94%	6%	63%	37%	5
6	Belen	3,500	73%	27%	49%	51%	6
7	Bernalillo	2,644	94%	6%	63%	37%	7
8	Bloomfield	2,387	94%	6%	63%	37%	8
9	Capitan	443	94%	6%	63%	37%	9
10	Carlsbad	7,135	94%	6%	63%	37%	10
11	Carrizozo	144	94%	6%	47%	53%	11
12	Central	4,516	48%	52%	32%	68%	12
13	Chama	280	92%	8%	61%	39%	13
14	Cimarron	339	94%	6%	63%	37%	14
15	Clayton	407	60%	40%	40%	60%	15
16	Cloudcroft	429	94%	6%	63%	37%	16
17	Clovis	7,387	54%	46%	36%	64%	17
18	Cobre	939	51%	49%	34%	66%	18
19	Corona	102	63%	37%	32%	68%	19
20	Cuba	721	75%	25%	50%	50%	20
21	Deming	5,059	40%	60%	27%	73%	21
22	Des Moines	132	36%	64%	18%	82%	22
23	Dexter	772	20%	80%	14%	86%	23
24	Dora	220	94%	6%	63%	37%	24
25	Dulce	554	94%	6%	63%	37%	25
26	Elida	146	24%	76%	12%	88%	26
27	Espanola	2,650	83%	17%	55%	45%	27
28	Estancia	575	62%	38%	41%	59%	28
29	Eunice	748	94%	6%	63%	37%	29
30	Farmington	10,475	71%	29%	48%	52%	30
31	Floyd	224	5%	95%	3%	97%	31
32	Fort Sumner	283	92%	8%	61%	39%	32
33	Gadsden	11,217	45%	55%	30%	70%	33
34	Gallup	12,697	11%	89%	7%	93%	34
35	Grady	175	0%	100%	0%	100%	35
36	Grants	3,056	31%	69%	21%	79%	36
37	Hagerman	408	37%	63%	25%	75%	37
38	Hatch	1,146	11%	89%	7%	93%	38
39	Hobbs	10,097	94%	6%	63%	37%	39
40	Hondo	124	37%	63%	18%	82%	40
41	House	61	9%	91%	5%	95%	41
42	Jal	567	94%	6%	63%	37%	42
43	Jemez Mountain	178	94%	6%	47%	53%	43
44	Jemez Valley	292	75%	25%	50%	50%	44
45	Lake Arthur	157	94%	6%	47%	53%	45
46	Las Cruces	22,674	85%	15%	57%	43%	46
47	Las Vegas City	1,121	77%	23%	51%	49%	47
48	Las Vegas West	1,601	25%	75%	17%	83%	48
49	Logan	238	71%	29%	47%	53%	49
50	Lordsburg	403	77%	23%	51%	49%	50

State/Local Match Calculation

FY26 State and Local Match Calculation

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

	School District	FY26 MEM*	FY26 Phase Two Calculation		FY26 SB131 Reduction		
			Local Match	State Match	Local Match	State Match	
51	Los Alamos	3,667	94%	6%	63%	37%	51
52	Los Lunas	8,208	61%	39%	41%	59%	52
53	Loving	734	94%	6%	63%	37%	53
54	Lovington	3,397	73%	27%	49%	51%	54
55	Magdalena	297	19%	81%	13%	87%	55
56	Maxwell	87	15%	85%	8%	92%	56
57	Melrose	271	24%	76%	16%	84%	57
58	Mesa Vista	262	55%	45%	36%	64%	58
59	Mora	399	64%	36%	43%	57%	59
60	Moriarty	2,245	94%	6%	63%	37%	60
61	Mosquero	86	64%	36%	32%	68%	61
62	Mountainair	184	58%	42%	29%	71%	62
63	Pecos	434	90%	10%	60%	40%	63
64	Penasco	276	35%	65%	23%	77%	64
65	Pojoaque	1,500	41%	59%	27%	73%	65
66	Portales	2,518	45%	55%	30%	70%	66
67	Quemado	170	94%	6%	47%	53%	67
68	Questa	315	94%	6%	63%	37%	68
69	Raton	831	49%	51%	33%	67%	69
70	Reserve	97	51%	49%	26%	74%	70
71	Rio Rancho	15,873	94%	6%	63%	37%	71
72	Roswell	8,902	48%	52%	32%	68%	72
73	Roy	72	1%	99%	0%	100%	73
74	Ruidoso	1,788	94%	6%	63%	37%	74
75	San Jon	195	7%	93%	4%	96%	75
76	Santa Fe	10,971	94%	6%	63%	37%	76
77	Santa Rosa	572	38%	62%	26%	74%	77
78	Silver	2,057	94%	6%	63%	37%	78
79	Socorro	1,318	39%	61%	26%	74%	79
80	Springer	144	44%	56%	22%	78%	80
81	Taos	2,184	94%	6%	63%	37%	81
82	Tatum	310	94%	6%	63%	37%	82
83	Texico	551	44%	56%	29%	71%	83
84	Truth Or Consequences	1,246	92%	8%	61%	39%	84
85	Tucumcari	911	39%	61%	26%	74%	85
86	Tularosa	953	25%	75%	17%	83%	86
87	Vaughn	70	94%	6%	47%	53%	87
88	Wagon Mound	30	31%	69%	16%	84%	88
89	Zuni	1,052	0%	100%	0%	100%	89

Lease Assistance Awards

FY26 Lease Asistance Awards

	A	B	C	D	E	F	G	H	
	District	Authorizer	School	Actual Cost of Lease (Annual)	FY25 MEM	Per-MEM Distribution (E*$839.25)	FY26 Lease Assistance (Lesser of D or F)	Basis of Award	
1	Alamogordo	State	Sacramento School of Engineering and Science	$180,000	65.0	$54,551.25	$54,551.25	MEM	1
2	Albuquerque	District	ABQ Charter Academy	$387,060	373.5	$313,459.88	$313,459.88	MEM	2
3	Albuquerque	District	ACE Leadership High School	$404,034	295.5	$247,998.38	$247,998.38	MEM	3
4	Albuquerque	State	ACES Technical Charter School - Montgomery	$217,165	163.5	$137,217.38	$137,217.38	MEM	4
5	Albuquerque	State	ACES Technical Charter School - Lomas	$163,080	90.0	$75,532.50	$75,532.50	MEM	5
6	Albuquerque	State	Albuquerque Aviation Academy	$739,271	308.0	$258,489.00	$258,489.00	MEM	6
7	Albuquerque	State	Albuquerque Bilingual Academy	$585,929	310.5	$260,587.13	$260,587.13	MEM	7
8	Albuquerque	State	Albuquerque Collegiate Charter School	$363,913	219.5	$184,215.38	$184,215.38	MEM	8
9	Albuquerque	District	Albuquerque Institute for Math & Science	$538,585	303.5	$254,712.38	$254,712.38	MEM	9
10	Albuquerque	State	Albuquerque School of Excellence - Main	$686,121	524.5	$440,186.63	$440,186.63	MEM	10
11	Albuquerque	State	Albuquerque School of Excellence - ES	$1,029,516	453.0	$380,180.25	$380,180.25	MEM	11
12	Albuquerque	District	Albuquerque Talent Development Academy	$152,094	124.0	$104,067.00	$104,067.00	MEM	12
13	Albuquerque	District	Alice King Community School	$506,677	376.5	$315,977.63	$315,977.63	MEM	13
14	Albuquerque	State	Altura Preparatory School	$428,907	261.5	$219,463.88	$219,463.88	MEM	14
15	Albuquerque	State	Amy Biehl High School	$220,841	192.0	$161,136.00	$161,136.00	MEM	15
16	Albuquerque	State	Cesar Chavez Community School	$228,928	193.5	$162,394.88	$162,394.88	MEM	16
17	Albuquerque	District	Christine Duncan's Heritage Academy	$575,568	487.0	$408,714.75	$408,714.75	MEM	17
18	Albuquerque	District	Cien Aguas International School	$490,280	417.5	$350,386.88	$350,386.88	MEM	18
19	Albuquerque	District	Coral Community Charter School	$137,387	209.3	$175,613.06	$137,386.80	LEASE	19
20	Albuquerque	District	Corrales International School	$408,000	234.5	$196,804.13	$196,804.13	MEM	20
21	Albuquerque	State	Cottonwood Classical Preparatory School	$1,550,000	850.5	$713,782.13	$713,782.13	MEM	21
22	Albuquerque	District	Digital Arts and Technology Academy	*	320.5	$268,979.63	$268,979.63	MEM	22
23	Albuquerque	District	East Mountain High School	$392,200	416.0	$349,128.00	$349,128.00	MEM	23
24	Albuquerque	District	El Camino Real Academy	$702,649	340.0	$285,345.00	$285,345.00	MEM	24
25	Albuquerque	State	Explore Academy - Gulton	$2,275,043	959.0	$804,840.75	$804,840.75	MEM	25
26	Albuquerque	State	Explore Academy - Masthead	$1,038,725	404.0	$339,057.00	$339,057.00	MEM	26
27	Albuquerque	District	Gilbert L. Sena Charter HS	$178,500	175.0	$146,868.75	$146,868.75	MEM	27
28	Albuquerque	District	Gordon Bernell Charter School	$201,064	188.0	$157,779.00	$157,779.00	MEM	28
29	Albuquerque	District	Health Leadership High School	$458,660	229.5	$192,607.88	$192,607.88	MEM	29
30	Albuquerque	State	Horizon Academy West	$478,533	493.0	$413,750.25	$413,750.25	MEM	30
31	Albuquerque	District	Los Puentes Charter School	$156,388	159.5	$133,860.38	$133,860.38	MEM	31
32	Albuquerque	District	Mark Armijo Academy	$114,143	236.0	$198,063.00	$114,142.81	LEASE	32
33	Albuquerque	State	Mission Achievement and Success 1.0 - Yale	$1,109,244	1085.0	$910,586.25	$910,586.25	MEM	33
34	Albuquerque	State	Mission Achievement and Success 2.0 - Old Coors R	$1,793,070	957.0	$803,162.25	$803,162.25	MEM	34
35	Albuquerque	District	Montessori of the Rio Grande	*	216.0	$181,278.00	$181,278.00	MEM	35
36	Albuquerque	District	Mountain Mahogany Community School	$105,996	227.0	$190,509.75	$105,996.00	LEASE	36
37	Albuquerque	District	Native American Community Academy	$419,193	258.5	$216,946.13	$216,946.13	MEM	37
38	Albuquerque	District	Native American Community Academy	$69,788					38
39	Albuquerque	District	Native American Community Academy CNM	$171,561	163.5	$137,217.38	$137,217.38	MEM	39
40	Albuquerque	State	New Mexico Academy for the Media Arts - CTE	$101,233	118.0	$99,031.50	$99,031.50	MEM	40
41	Albuquerque	District	New Mexico International School	$494,059	429.5	$360,457.88	$360,457.88	MEM	41
42	Albuquerque	State	Northpoint Charter School	$431,676	144.0	$120,852.00	$120,852.00	MEM	42
43	Albuquerque	State	North Valley Academy	$413,690	254.3	$213,379.31	$213,379.31	MEM	43
44	Albuquerque	District	Public Academy for Performing Arts	*	442.0	$370,948.50	$370,948.50	MEM	44
45	Albuquerque	State	Renaissance Academy Charter School	$138,000	128.0	$107,424.00	$107,424.00	MEM	45
46	Albuquerque	State	Rio Grande Academy of Fine Arts	$260,620	200.0	$167,850.00	$167,850.00	MEM	46
47	Albuquerque	District	Robert F. Kennedy Charter HS	*	239.5	$201,000.38	$201,000.38	MEM	47
48	Albuquerque	District	Robert F. Kennedy Charter MS	*	71.0	$59,586.75	$59,586.75	MEM	48
49	Albuquerque	District	Siembra Leadership HS - 524 Central	$147,633	480.5	$403,259.63	$403,259.63	MEM	49
50	Albuquerque	District	Siembra Leadership HS - 606 and 610 Central	$353,919					50
51	Albuquerque	State	Solare Collegiate Charter School	$1,020,000	302.0	$253,453.50	$253,453.50	MEM	51
52	Albuquerque	District	South Valley Academy	*	600.5	$503,969.63	$503,969.63	MEM	52
53	Albuquerque	District	Technology Leadership High School	$846,600	337.5	$283,246.88	$283,246.88	MEM	53
54	Albuquerque	State	The Albuquerque Sign Language Academy	*	163.5	$137,217.38	$137,217.38	MEM	54
55	Albuquerque	State	The GREAT Academy	$138,310	66.5	$55,810.13	$55,810.13	MEM	55
56	Albuquerque	District	The International School at Mesa del Sol	$583,379	257.8	$216,316.69	$216,316.69	MEM	56
57	Albuquerque	State	The Montessori Academy - Montano	$741,036	445.0	$373,466.25	$373,466.25	MEM	57
58	Albuquerque	State	The Montessori Academy - El Pueblo	$477,031					58
59	Albuquerque	District	The New America School - NM	$107,999	129.5	$108,682.88	$107,999.04	LEASE	59
60	Albuquerque	State	Tierra Adentro of New Mexico	$593,591	243.0	$203,937.75	$203,937.75	MEM	60
61	Albuquerque	State	21st Century Public Academy	$776,490	362.0	$303,808.50	$303,808.50	MEM	61
62	Albuquerque	District	Voz Collegiate Preparatory Charter School	$374,004	122.5	$102,808.13	$102,808.13	MEM	62
63	Aztec	District	Mosaic Academy Charter School	$212,400	178.5	$149,806.13	$149,806.13	MEM	63
64	Carlsbad	District	Jefferson Montessori Academy	*	232.0	$194,706.00	$194,706.00	MEM	64
65	Central	State	Dream Dine Charter School	$25,024	16.5	$13,847.63	$13,847.63	MEM	65

Lease Assistance Awards

	A	B	C	D	E	F	G	H	
	District	Authorizer	School	Actual Cost of Lease (Annual)	FY25 MEM	Per-MEM Distribution (E*$839.25)	FY26 Lease Assistance (Lesser of D or F)	Basis of Award	
66	Cimarron	District	Moreno Valley Preparatory	$57,000	45.0	$37,766.25	$37,766.25	MEM	66
67	Deming	District	Deming Cesar Chavez Charter High School	*	178.0	$149,386.50	$149,386.50	MEM	67
68	Espanola	State	McCurdy Charter School	$699,600	553.0	$464,105.25	$464,105.25	MEM	68
69	Gallup	State	Dził Ditł'ooí School (Deap)	$56,244	58.0	$48,676.50	$48,676.50	MEM	69
70	Gallup	State	Hozho Academy - NM 564	$168,000	206.0	$172,885.50	$168,000.00	LEASE	70
71	Gallup	State	Hozho Academy - Park	$300,000	539.5	$452,775.38	$300,000.00	LEASE	71
72	Gallup	State	Middle College High School	$396,298	153.0	$128,405.25	$128,405.25	MEM	72
73	Gallup	State	Six Directions Indigenous School	$120,000	65.0	$54,551.25	$54,551.25	MEM	73
74	Jemez V.	State	San Diego Riverside Charter School	$45,482	53.0	$44,480.25	$44,480.25	MEM	74
75	Jemez V.	State	Walatowa High Charter School	*	35.5	$29,793.38	$29,793.38	MEM	75
76	Las Cruces	State	Alma d'arte Charter HS	*	65.0	$54,551.25	$54,551.25	MEM	76
77	Las Cruces	State	Explore Academy - Las Cruces	$1,140,100	550.5	$462,007.13	$462,007.13	MEM	77
78	Las Cruces	State	J. Paul Taylor Academy	*	200.0	$167,850.00	$167,850.00	MEM	78
79	Las Cruces	State	La Academia Dolores Huerta	*	93.5	$78,469.88	$78,469.88	MEM	79
80	Las Cruces	State	Raices del Saber Xinachtli Community School	$145,373	119.5	$100,290.38	$100,290.38	MEM	80
81	Las Cruces	State	Sendero School of Academics and Career Prep.	$307,836	213.0	$178,760.25	$178,760.25	MEM	81
82	Las Cruces	State	The New America School - Las Cruces	$297,075	212.0	$177,921.00	$177,921.00	MEM	82
83	Los Lunas	State	School of Dreams Academy	$687,774	429.3	$360,248.06	$360,248.06	MEM	83
84	Moriarty	State	Estancia Valley Classical Academy	$918,763	558.0	$468,301.50	$468,301.50	MEM	84
85	Questa	State	Red River Valley Charter School	PSCOC	78.0	$65,461.50	$65,461.50	MEM	85
86	Rio Rancho	State	Explore Academy - Rio Rancho	$1,171,379	405.5	$340,315.88	$340,315.88	MEM	86
87	Rio Rancho	State	Sandoval Academy of Bilingual Education	$668,631	217.5	$182,536.88	$182,536.88	MEM	87
88	Rio Rancho	State	The ASK Academy - Main	$551,352	450.0	$377,662.50	$377,662.50	MEM	88
89	Rio Rancho	State	The ASK Academy - 6th Grade Academy	$109,959	100.5	$84,344.63	$84,344.63	MEM	89
90	Roswell	N/A***	Early College High School	PSCOC	151.0	$126,726.75	$126,726.75	MEM	90
91	Roswell	N/A***	New Mexico Military Institute**	$464,400	110.0	$92,317.50			91
92	Roswell	District	Sidney Gutierrez Middle School	$46,206	65.0	$54,551.25	$46,206.48	LEASE	92
93	Roswell	District	Sidney Gutierrez - Elementary Component	$123,000	131.0	$109,941.75	$109,941.75	MEM	93
94	Santa Fe	State	Monte del Sol Charter School	$253,752	356.0	$298,773.00	$253,752.00	LEASE	94
95	Santa Fe	State	New Mexico School for the Arts	$554,905	331.5	$278,211.38	$278,211.38	MEM	95
96	Santa Fe	State	Sun Mountain Community School	$192,000	117.0	$98,192.25	$98,192.25	MEM	96
97	Santa Fe	District	The Academy for Technology & the Classics	$253,841	396.0	$332,343.00	$253,841.04	LEASE	97
98	Santa Fe	State	The MASTERS Program	$164,423	257.5	$216,106.88	$164,423.00	LEASE	98
99	Santa Fe	State	THRIVE Community School	$490,000	299.0	$250,935.75	$250,935.75	MEM	99
100	Santa Fe	State	Tierra Encantada Charter School	$357,998	256.5	$215,267.63	$215,267.63	MEM	100
101	Santa Fe	State	Turquoise Trail Charter School	PSCOC	585.0	$490,961.25	$490,961.25	MEM	101
102	Silver	State	Aldo Leopold Charter School	$150,000	195.0	$163,653.75	$150,000.00	LEASE	102
103	Socorro	District	Cottonwood Valley Charter School	$121,275	170.0	$142,672.50	$121,275.12	LEASE	103
104	Taos	District	Anansi Charter School	$192,291	196.5	$164,912.63	$164,912.63	MEM	104
105	Taos	State	Taos Academy Charter School	$180,536	242.0	$203,098.50	$180,535.92	LEASE	105
106	Taos	State	Taos Integrated School of the Arts	$16,610	215.0	$180,438.75	$180,438.75	MEM	106
107	Taos	State	Taos Integrated School of the Arts	$203,540					107
108	Taos	State	Taos International School	$363,564	169.5	$142,252.88	$142,252.88	MEM	108
109	Taos	District	Taos Municipal Charter School	$160,000	215.5	$180,858.38	$160,000.00	LEASE	109
110	Taos	State	Vista Grande High School	PSCOC	67.5	$56,649.38	$56,649.38	MEM	110
111	W. Las Vegas	District	Rio Gallinas School of Ecology and the Arts	$56,000	79.0	$66,300.75	$56,000.00	LEASE	111
	STATEWIDE			**$40,080,009**	**$29,428**	**$24,697,029**	**$23,967,383**		

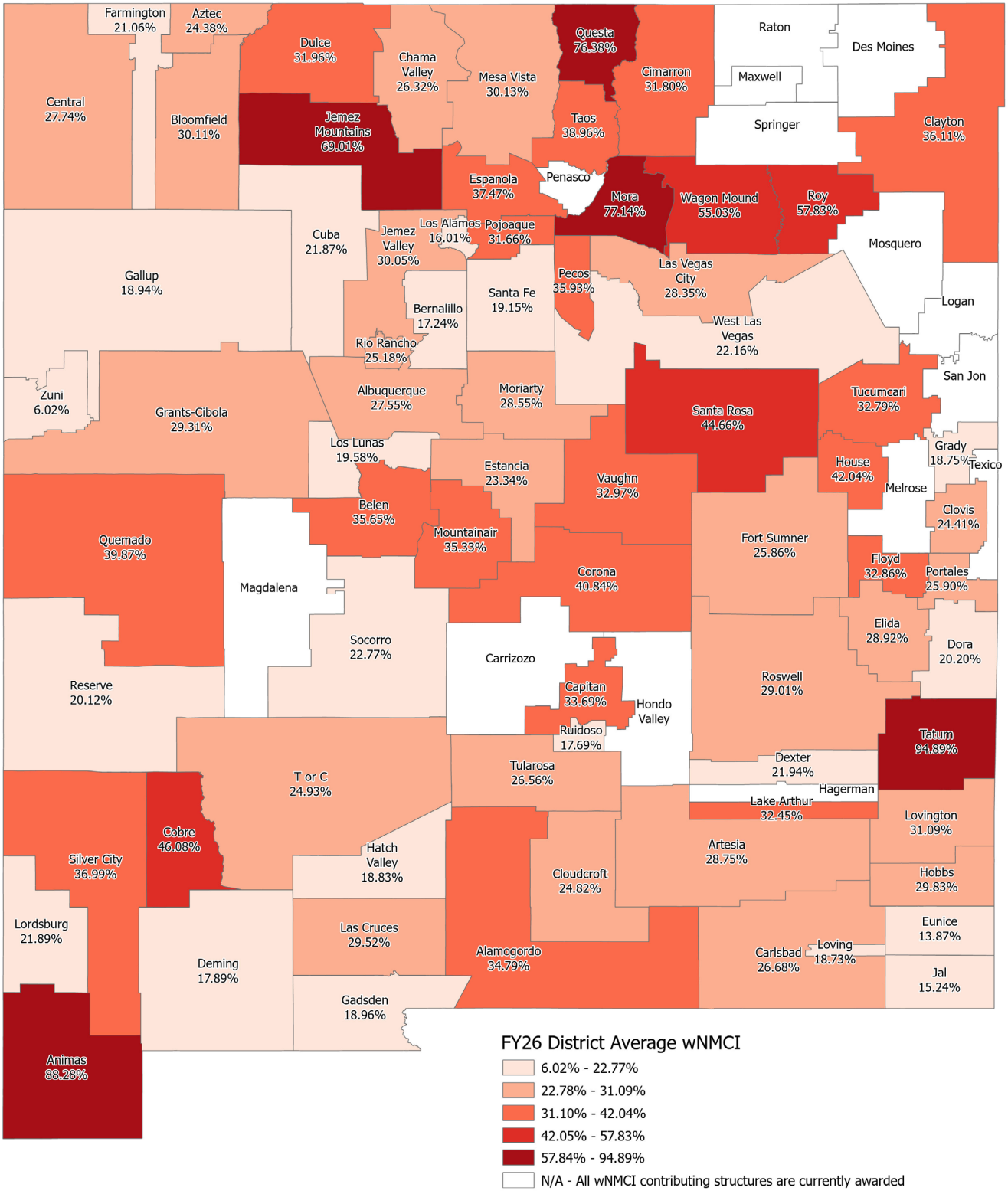
* Annual lease amount is based on PSCOC award amount. These charter schools are primarily leasing from school districts or public entities.

** School has completed application to allow for calculated lease assistance for award, but additional information is needed before an award can be made.

*** These schools are not charter schools. Under Section 24-4-4 NMSA 1978, both school districts and charter schools are eligible for lease assistance.

Map—Average wNMCI by School District

FY26 District Average wNMCI

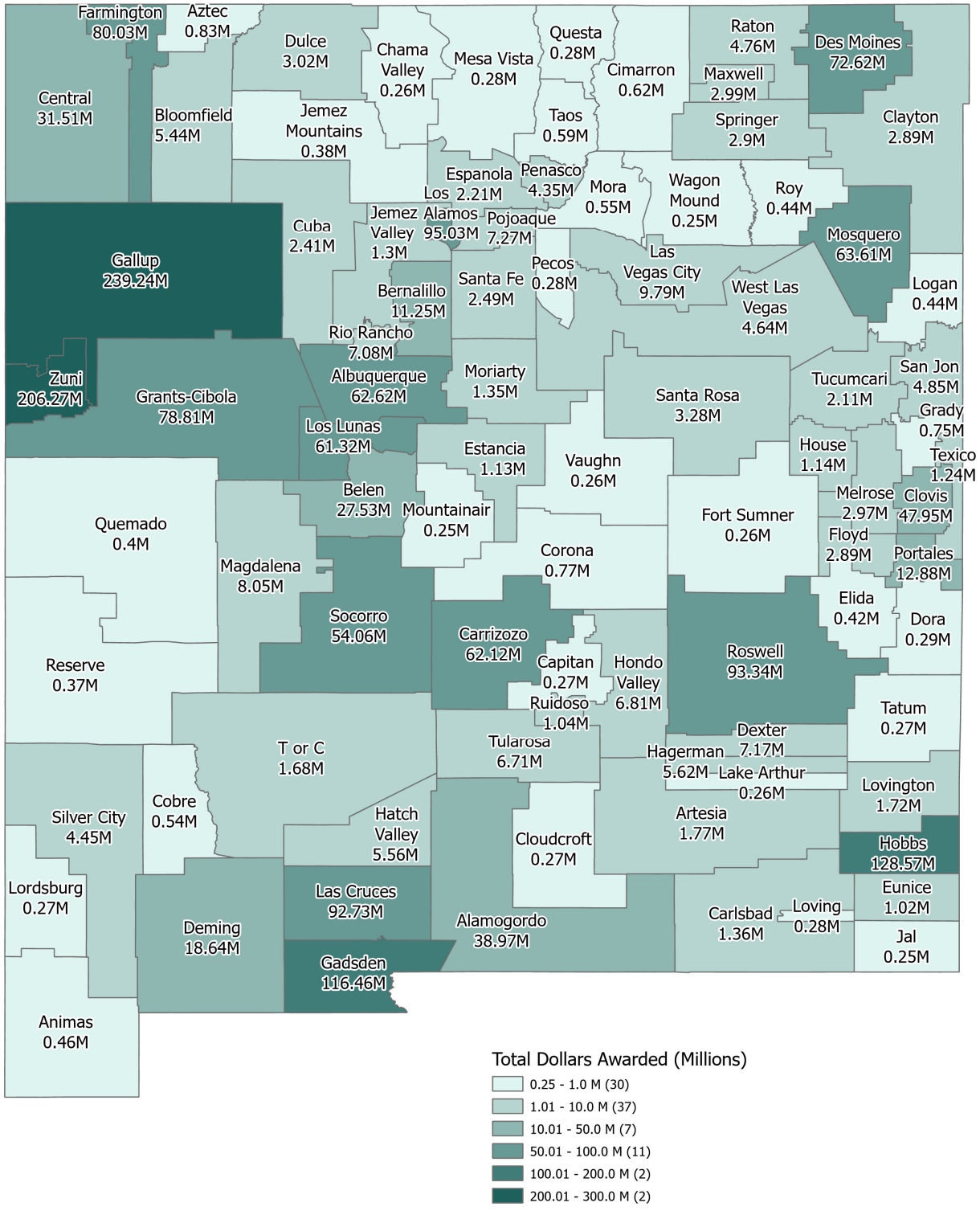


Map—Total PSCOC Dollars Awarded by School District

Dollars Awarded per School District FY16-FY25

(Inflation Adjusted to FY25 Dollars)

Standards - Systems - Demo - PreK - Teacher Housing - FMP
Security - Emergency - HB505 - SB212 -Impact Aid - M&V - Outside of Adequacy



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