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

Annual Report to the  
First Session of the Fifty-Sixth Legislature  
and Data Reference Guide  
January 2023

State of New Mexico  
Legislative Education Study Committee

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January 2023

Fifty-Sixth Legislature, First Session  
State Capitol  
Santa Fe, New Mexico

Dear Fellow Legislators:

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

New Mexico faces a remarkable opportunity. Our state budget is historic, with projected revenue at nearly \$12 billion and over \$3.5 billion in “new money.” However, so too is the need for concerted effort, alignment, and systems-based approaches to address the education issues facing the state.

After four years, we continue to await a final plan from the Public Education Department to address the Martinez and Yazzie consolidated lawsuit. Further, the declines observed in our newest statewide assessment scores sharply point to the “Covid-slide” our students have suffered.

Our commitment to the Legislature is to continue to recommend policy and budget that: 1) demonstrates research-based approaches, 2) is aligned to a framework for transformation that demonstrates systems thinking, 3) reflects input from our most impacted stakeholders: students, educators, and families, and 4) acknowledges funding must be sustainable, targeted, and strategic.

The opportunities before us include strengthening the quality of instruction in our schools by extending calendars to ensure students have robust and rich learning time to address unfinished learning lingering after the Covid-19 pandemic, supporting educators’ professional work time, and prioritizing educator salaries. Further, the committee acknowledges the impact of federal relief dollars on schools and the need to continue to address and build equitable funding for students and schools most at risk. The LESC strongly recommends increasing the at-risk factor in the funding formula, supporting our Bilingual Multicultural Education Act, and Hispanic Education Act. In addition, our committee is proud to continue to recommend investments in structured literacy, mathematics, residencies for educators, principals, social workers and counselors, and investments in Indian education. Throughout the interim, three items were noted resoundingly by stakeholders and are reflected in our recommendations: re-envisioning the high school experience including career technical education, support for school safety, and educator recruitment.

The following report should provide an overview of the research the committee reviewed, the work across the interim session to gather stakeholder voice and fully explore issues, and the refined policy and budget recommendation for each topic.

I would like to thank the committee members for their engagement and collaboration. Through this work, we have produced a report that supports a transformative approach to building a world-class education system for New Mexico.

Sincerely,

A handwritten signature in black ink, appearing to read "William Soules".

Senator William Soules  
Chairman

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to the  
56th New Mexico  
Legislature  
First Session**

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New Mexico’s public education system stands at a precipice, as stakeholders across the state broadly call for an education system that serves all children. It has been four years since the 1st Judicial District Court issued a Decision and Order, finding the state of New Mexico had violated the Education Clause, the Equal Protection Clause, and the Due Process Clause of the New Mexico Constitution, failing to provide a uniform, free public education system that adequately prepares students for success in college, career, and life. The Public Education Department (PED) released a draft action plan to address the lawsuit on May 9, 2022. While the draft was distributed for feedback throughout the summer, the state continues to await a final plan, intended to have been released September 30, 2022. Similarly, it has been nearly three years since the start of the Covid-19 pandemic which continues to impact student academics and well-being, with unfinished learning and student mental health still a reality teachers contend with in most classrooms.

Finally, after two years of minimal assessment data, both the National Assessment Education Progress (NAEP) data and the New Mexico Measures of Student Success and Achievement (NMMSSA) clearly show New Mexico continues to lag in all content areas of reading, mathematics, and science. Further, the gap between student groups continues to grow, and the decline observed across most of the nation is steepest in New Mexico. The preexisting conditions identified by the *Martinez and Yazzie* sufficiency court findings have been exacerbated by the pandemic. A foundation of inequity and insufficiency burgeoned into the current status of education in New Mexico.

Despite this, positive momentum exists, with strong focus and commitment from the Legislature that aims to transform and support a world-class public education system. The Legislature demonstrated commitment last year by investing in strong salary raises and minimum salaries for educators, instructional materials, extending learning time for students, structured literacy initiatives, career technical education, teacher residencies, community schools, and technology, as well as in Indian education. Over the past four years, the Legislature has committed more than an additional \$1 billion to the education budget.

For several years, the Legislative Education Study Committee (LESC) has produced research and indicated the need for policy, program, and budget to be in alignment and developed with intentionality. Building off this, the LESC issued a brief on October 13 that described clear symptoms of an uncoordinated and unhealthy education system that must be addressed cohesively.

1. An unacceptably low number of students are proficient in mathematics and reading, both fundamental for academic and lifelong success. Further, persistent achievement gaps for those subgroups named in the court findings remain (English learners, economically disadvantaged students, Native American students, and students with disabilities). These achievement gaps were explicitly described in the findings of fact and conclusions of law by the court.
2. Educator quality is difficult to ascertain, despite efforts to create and rebuild an educator evaluation system that is grounded in educator reflection and improvement. Likewise, educator preparation programs do not have consistent metrics for maintaining quality systems across the state.

3. Student well-being is a significant concern in New Mexico. The Annie E. Casey Foundation ranked New Mexico last for student well-being in its 2022 report and the Child and Adolescent Health Measurement Initiative finds at least one in six children in New Mexico have experienced more than three adverse childhood experiences (ACEs). In addition, according to PED, statewide data points to a current 40 percent chronic absenteeism rate overall.
4. Cohesive statewide data systems do not exist that support all levels of stakeholders to understand where issues might be located and addressed—from legislators to classroom teachers, students, and parents. Data should help track spending, allow policymakers and education leaders to make system-level decisions, and most importantly, allow educators to design and reflect on instruction with students, all in a way that is connected and points to system organization and healthy accountability. In addition, a lack of cohesion and agreement upon performance metrics could divide focus and confuse prioritization in improvement. The PED Open Books portal is a promising avenue for public information that could be expanded, but clarity of use and audience is critical in designing data structures that lead to valuable insights.
5. Turnover in leadership remains a burden to the state, individual school districts, and schools across the state. The executive director of the New Mexico Coalition of Education Leaders (NMCEL) has cited 52 new superintendents among 89 total superintendents statewide in the last 18 months. Further, only five superintendents across the state have been in place for 10 years or more. Additionally, four PED secretaries have led the agency across the past four years with even greater turnover at the senior leadership level. Similarly there has been turnover of leadership for LESC. This type of volatility disrupts system focus, creates further issues with principal and educator retention, and does not provide for the stability needed for local and statewide strategic improvement.

In order to address these symptoms myriad resources and research are available to draw from. Multiple education stakeholder and advocacy groups from across New Mexico have policy platforms and formidable national research exists which provides New Mexico lawmakers a solid framework to move forward with sure and agile steps. Consequently, the budget and policy recommendations that emerged from the Committee are aligned with the following:

***Culturally Relevant Instruction and Rigorous Curriculum.*** Varied stakeholders advocate for relevant curriculum that ensures students are both globally prepared and ready to be local leaders in their communities. The critical nature of this theme is the amalgamation of cultural relevance and rigor that ensures students have opportunity for success upon graduation from high school. High quality instructional materials and strong educator expectations are foundational for student success. Importantly, the LESC budget recommendation for FY24 includes \$15 million directed to the Instructional materials fund which requires schools and districts to select materials from a vetted list of high quality resources.

***Career Technical Education and High School Revision.*** Career Technical Education (CTE) is a broad term for education that combines academic and technical skills with knowledge and training needed to succeed in the present-day labor market. High quality career technical education is further characterized as:

- Having rigorous academic curriculum incorporated, where applied, hands-on learning is co-equal with traditional academic instruction;
- Linking education systems to larger economic goals;

- Including explicit pathways to postsecondary training;
- Offering a clear connection to the job market; and
- Spanning across a wide range of career sectors, not just traditionally vocational occupations.

Industry, community, parents, and educators are resoundingly concerned with how high schools tie to economic and community health, provide platforms for students to envision next steps, and enrich students' social and emotional well-being foundational for healthy adulthood. Common ideas include innovation zones, work-based learning, competency-based learning, establishing profiles of a New Mexico graduate, capstone projects for seniors, and updating current graduation requirements.

***Investing in the Educator Workforce.*** A high quality educator is the most important in-school factor contributing to student success. Advocacy for investing in the educator workforce includes: continuing to fund improved salaries that support a robust career ladder, ensuring strong benefits for educators, improving recruitment efforts that focus on diversity, and bridging pathways from high school through early career educators. Frequent ideas that emerge from stakeholders and align with building a high quality workforce include teacher residency programs, supporting mentorship of new educators, providing stipends for hard-to-staff positions, building “grow your own” scholarship programs, and the need to fund classified and support staff.

***Behavioral Health and Community Schools.*** Nearly all stakeholder groups recognize the toll the Covid-19 pandemic had on the social and emotional well-being of students and educators. In addition, prior to the pandemic, community schools were intended to establish wraparound services for students and families as well as serve as transformational models whereby schools aim to serve the whole child. Stakeholder voice reflects a need for state investments in behavioral health and professional development for educators in social-emotional practices that create a positive and productive classroom environment. Advocates also point to the need to expand access to school-based health clinics, access to mental health services, increase funding for physical education, sports, and out-of-school time services that support overall student health.

***Prioritizing Languages.*** Several stakeholder groups acknowledge the profundity of heritage languages that maintain identity and culture in New Mexico. Culturally responsive education includes linguistic responsiveness, not just in assisting English learners (EL) in their mastery of English literacy skills, but in valuing literacy development among multiple languages, and significantly, home languages other than English. Studies that compare English-only instruction to bilingual instruction demonstrate that students instructed in their native language, as well as English, perform better, on average, on measures of English reading proficiency than students instructed only in English. In addition, a National Literacy Panel meta-analysis reached the same conclusion: learning to read in the home language promotes reading achievement in the second language. Further, stakeholders point to the responsibility of the state to ensure compliance with the Indian Education Act, the Bilingual Multicultural Act, and the Hispanic Education Act.

***Leadership.*** Resoundingly, stakeholders agree the state needs to invest in educational leadership. Community voice across New Mexico includes the need to invest in principal professional development, superintendent specialization, and training for school boards and charter school governing bodies. Further advocacy includes increased pay for education leaders, ensuring high quality principal preparation programs, and investing in grow your own leadership pipeline programs that reflect the diversity of New Mexico students and communities. Research confirms principal residency programs and leadership investments contribute to positive school culture and improved school environments; a June 9, 2022

LESC policy brief identified the positive relationship between principal effectiveness with educator retention and strong, effective school climates.

**International and national research** also supports the state to realize a multicultural education system that moves the state and families towards collective advancement. Learning Policy Institute. In support of state policymakers, the Learning Policy Institute developed a toolkit that outlines components of a whole child education system. A whole child education is described as prioritizing the full scope of a child’s developmental needs—social, emotional, cognitive, physical, and psychological, as well as academic—to ensure all children are able to reach their full potential. Echoing themes from local stakeholders across New Mexico, five key elements frame actions states can take as: 1) Setting a whole child vision including convening stakeholders to set and sustain the vision over time; 2) Transforming learning environments including extending learning time and ensuring culturally responsive instruction; 3) Redesigning curriculum, assessment and accountability to ensure rich learning experiences and continuous improvement; 4) Building adult expertise including investing in educator preparation and ensuring proactive recruitment, retention, and evaluation systems; and 5) investing resources equitably and efficiently.

The final revenue estimate prepared by legislative and executive economists in December of 2022 projected another year of unprecedented growth, with \$12 billion expected in revenue, over \$3.5 billion more from the current budget year.

National Conference of State Legislatures’ *No Time to Lose* Report. Under strong legislative leadership, New Mexico has begun to address three of four large elements named in the *Time to Lose* report. Investments in early childhood, educator salaries, and

funding of CTE programs help support key ideas of the report including: 1) children coming to school ready to learn, 2) building a world class teaching profession, and 3) providing a highly effective, intellectually rigorous system of career and technical education. Still, work remains to ensure the state, including all stakeholders, understand and work to ensure individual reforms are connected, aligned, and clearly planned as part of a comprehensive system. States like Delaware, Maryland, Tennessee, and Washington have benefited from a group of individuals that set a long-term vision for public education in an effort to sustain across political or leadership changes.

Throughout the interim, the LESG meetings took a targeted approach to begin to address education as a holistic system given the themes above and research in the following pages. This approach set up the committee for strong policy recommendations that are largely bipartisan and bicameral in nature. Each segment of the following annual report will provide a summary of the topic, an explanation of the work done by the LESG over the interim, and policy and budget recommendations that resulted through the work.

The final revenue estimate prepared by legislative and executive economists in December of 2022 project another year of unprecedented growth, with \$11.995 billion expected in revenue, over \$3.5 billion more from the current budget year. This amount of projected funding provides both an opportunity and a challenge for the Legislature: use dollars wisely and in alignment with a framework and long-term vision for transformation. Critically, the LESG points to the compounding impact of years of an education budget deficit and the need to better align the education budget with strategic, research-based and context-driven policy. Given this, the 2022 year provided a launching point for improved action, policy, and research on behalf of the committee. With renewed hope, focus, and deep partnerships, the LESG and the entire New Mexico Legislature are in a strong position to move forward as the leader in education research and knowledge in the State.

# Educator Workforce

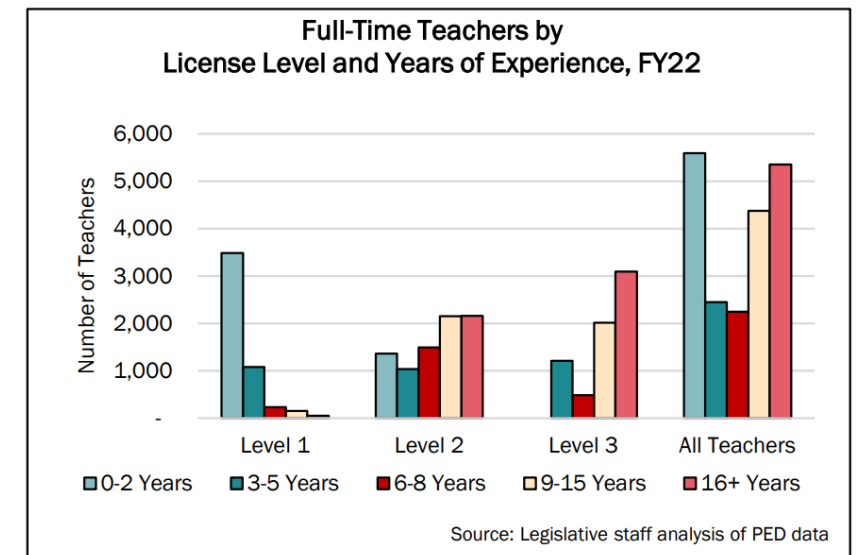
New Mexico continues to face challenges in recruiting high-quality teachers for every student. Quality of teaching was a focus of the rulings from the *Martinez-Yazzie* education sufficiency lawsuit. Among several findings, the court ruled “highly effective teachers are key to improving proficiency and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

## New Mexico’s Educator Workforce

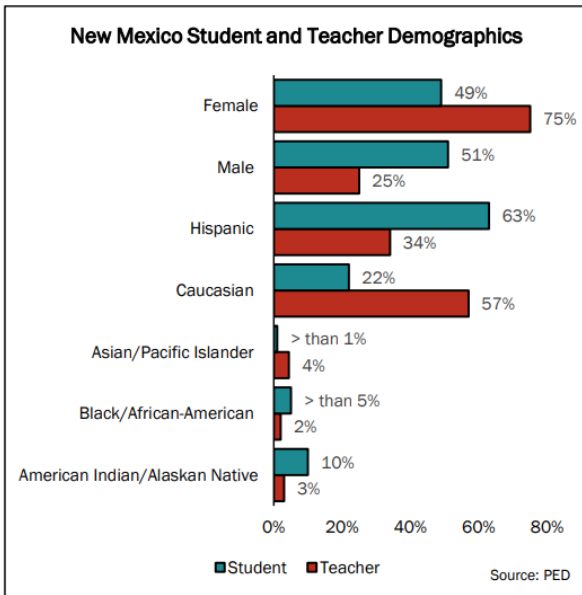
A strong educator workforce is foundational to public education systems, yet reports indicated New Mexico faces challenges in staffing all schools with diverse, well-prepared educators who stay in the profession. Skillful educators with robust knowledge are the most important in-school influence on student learning, with the largest positive impact on the academic achievement of students of color and those from low-income families. This research is especially important to consider in New Mexico, where census data shows 77 percent of students are students of color and 24.7 percent of children live below the poverty line.

### Current Reality

**Educator Experience.** New Mexico’s workforce largely consists of “veteran” teachers-defined as teachers holding either a level 2 or level 3 license. These level 2 and level 3 teachers comprise over 75 percent of the total workforce in New Mexico. However, this distribution of teacher experience is not distributed equally across the state. In some school districts, level 1 teachers, or teachers with the least amount of experience, make up a larger portion of the school district workforce than the state average.



**Educator Diversity.** Nationally, more than half of the students in the U.S. are racially or ethnically diverse, compared with 80 percent of the teacher workforce identifying as white. New Mexico’s teacher workforce also has gaps in representation. Statewide, 63 percent of students are Hispanic or Latino while only 34 percent of the teacher workforce identifies as the same. Similarly, only 3 percent of the teacher workforce is Native American while 10 percent of New Mexico students are Native American.



**Workforce Reporting.** Currently, there is no consistent report produced by a state agency that provides the data necessary to fully understand the complexity of New Mexico’s teacher workforce. While policymakers could consider the requirement of an in-depth educator workforce report, the most cited report tracking teacher vacancy is the “New Mexico Educator Vacancy Report” commonly known as the SOAR: Southwest Outreach Academic Research Evaluation and Policy Center report. Findings from this report note New Mexico had 690 teacher vacancies at the beginning of the 2022-2023 school year. This indicates teacher vacancies decreased by 34 percent in FY23, down from 1,048 the previous year. Although this data source is cited as a metric to measure the teaching shortage, the report represents only publicly posted job postings. For example, many districts may not post teacher vacancies because they cannot fill them.

**Committee Hearings**

**Educator Supply and Demand.** The first component of the teacher labor market is teacher demand. Knowing how many teachers are needed is crucial to understanding labor market needs and thus ensuring every school community has access to a sufficient supply of well-qualified teachers. During the 2022 interim, committee members heard one of the biggest challenges in estimating demand is navigating the difference between [ideal demand and actual demand](#).

Ideal demand requires defining the desired student-teacher ratio, geographic teacher distribution, course requirements, and program electives to determine the ideal number of teachers necessary. The second way to consider teacher demand is to look solely at the annual need for teachers to fill vacant positions at a school, otherwise known as actual demand. Policymakers should be aware of this distinction as the teacher supply and demand conversation often considers only open vacancies and student enrollment.

The second component of the teacher labor market is teacher supply. Knowing how many teachers are in the teacher pipeline is crucial to ensuring every school community has access to a sufficient supply of well-qualified teachers. During the 2022 interim, LESC heard academic research often examines two primary indicators to evaluate the current condition of teacher supply: 1) The number of enrollees in teacher preparation programs; and 2) The number of completers. Similar to demand, there are several ways to go beyond this initial indicator of supply and it is essential to consider teacher quality and policies ensuring a quality supply of teachers to meet demand. For example, instead of only defining supply as the number of teacher preparation program completers, policymakers should consider:

- Former teachers reentering the system;
- Current teachers continuing from the last year to the current year;
- The immigration of teachers from outside the system; and
- Teachers who can be recruited into the system from outside of the state.

**National Research**

Many factors contribute to a student’s academic performance. The RAND Corporation, a nonprofit global policy think tank, notes teachers matter more to student advisement



than any other in-school factor. When it comes to student performance on reading and math tests, teachers are estimated to have two to three times the effect of any other in-school factor.

**Educator Experience.** The Learning Policy Institute (LPI), an education research and policy nonprofit, conducted a [review](#) of 30 studies seeking to understand how teaching experience impacts teacher effectiveness. The review found that experienced teachers increase learning for students in their classrooms and support the learning for their colleagues and the school as a whole. While the research does not indicate that the passage of time alone will make teachers more effective, it does indicate that effectiveness increases with experience.

Teacher induction programs play a key role in the educator experience. The purpose of a teacher induction program is to provide new teachers in their first and second years of teaching with mentorship so that they are more effective in their classroom and are supported in shaping their first two years as teachers. According to research from the University of Massachusetts, teacher induction programs include skilled mentors, district guidance, and meet the learning needs of new teachers. Researchers recommend individualized learning plans that allow each candidate to choose their area of focus.

**Educator Diversity.** Research from the U.S. Department of Education indicates students from diverse backgrounds perform better on standardized tests, have improved attendance, and are suspended less frequently when they have at least one teacher that identifies as the same race or ethnic identity as the student. Although the research shows the benefits of demographic matching in the classroom, these outcomes do not imply that mismatches between students’ and teachers’ races hinder success for students of color. Rather, the results from the research presented serve as a rationale for boosting efforts to increase the racial/ethnic diversity of teachers, particularly given the current gap between the diversity of student populations and the teacher workforce.

The Institute for American Indian Education at the University of New Mexico houses a Native American Teacher Preparation pathway which provides support for Native American teachers pursuing a teaching degree. This program provides mentorship, supports teaching candidates to prepare for the Praxis examination, provides professional development in alignment with culturally responsive pedagogy, advocates for indigenous teacher candidates, and provides tuition assistance. During the 2022-2023 school year, six students were enrolled in the Native American Teacher Preparation program.

**Workforce Reporting.** The *Martinez and Yazzie* consolidated lawsuit identified well-trained staff as essential to ensuring all students have access to a high-quality education, and the Legislature has focused on supporting an improved workforce. Educator workforce data is necessary to track progress on the quality, supply, and demand of the teaching workforce. For example, interconnected data from educator preparation programs, PED, and school districts can measure the impact of legislative initiatives such as following cohorts of students prepared through teacher residencies and teacher candidates supported through specific scholarships. Aligning effective

**Highest Percentage of Level 1 Teachers (by School District)**

School District	Percentage of Teachers
ALAMOGORDO PUBLIC SCHOOLS	31%
CLAYTON MUNICIPAL SCHOOLS	40%
DEMING PUBLIC SCHOOLS	31%
FORT SUMNER MUNICIPAL SCHOOLS	32%
HOUSE MUNICIPAL SCHOOLS	31%
LORDBURG MUNICIPAL SCHOOLS	31%
SANTA ROSA CONSOLIDATED SCHOOLS	35%
T OR C MUNICIPAL SCHOOLS	30%
WAGON MOUND PUBLIC SCHOOLS	31%
WEST LAS VEGAS PUBLIC SCHOOLS	32%

Source: LESC analysis of PED data

data exchange systems will allow for continuous improvement on all levels and more-targeted legislative investments.

**Policy, Budget and Research Recommendations**

**Research Workforce Data System Best Practices.** Currently, there is no consistent report produced by a state agency on teacher supply and demand. Section 22-10A-19.2 NMSA 1978 requires PED to design a uniform educator accountability reporting system to measure and track teacher and administrator education candidates from pre-entry to post-graduation in order to provide teacher workforce supply and teacher preparation quality data. The department is currently working on providing this data to the Legislature. While the NMSU SOAR report provides important context to understand teacher vacancies at the time of the report’s publishing, it does not provide the complete picture of New Mexico’s educator workforce. The generation of timely data on the educator workforce could provide valuable information for targeted policy decisions. LESC should consider directing and funding a study to provide timely data on the educator workforce in New Mexico. A timely educator workforce data system would provide information: on teacher turnover by subgroup, including demographic data; teacher turnover by region; teacher recruitment by subgroup, including demographic data; teacher recruitment by region; teacher regional placement of graduates of in-state teacher preparation programs; teacher demand related to student enrollment; and number of applicants per open teaching position.

**Teacher Recruitment**

Staffing classrooms with a stable and well-prepared teaching workforce responsive to student needs is a top priority of policymakers in New Mexico and across the country. Historically, New Mexico has struggled to recruit classroom teachers, leaving many students without full-time teachers. Currently, the demand for teachers is higher than the supply of teachers graduating from teacher preparation programs or relocating to New Mexico to teach. In recent years, the Legislature has implemented multiple strategies to improve the recruitment of high-quality teachers, including “grow-your-own” programs—programs designed to recruit and retain teachers from the community and other financial assistance to college students pursuing a degree in education.

**Current Reality**

To address persistent teacher shortages, the Legislature has invested in programs to make teacher preparation programs more affordable and accessible, including programs offering scholarships or student loan forgiveness to teachers, teacher residency programs, and “grow-your-own” programs that focus on recruiting existing educators or high school students into the teaching profession. These programs serve as a high-retention pathway into the teaching profession, addressing not only the lack of qualified educators but also reducing the costs associated with high teacher turnover. Additionally, the programs improve the diversity of the teaching workforce, which research has shown improves student experiences and educational outcomes.

**Local Recruitment.** Grow-your-own programs nationally provide students with access to teachers who share their demographics and backgrounds by focusing recruitment efforts on local community members. Educators Rising, based at New Mexico State University, offers a teacher recruitment strategy at the high school level. Currently, 554 students enrolled in an Educators Rising chapter in 35 high schools and colleges participate in teaching internships and competitions while learning education

history, development, organization, and practices. During the 2021 interim, Educators Rising program staff presented to LESC noting the program has faced challenges with recruiting teachers to sponsor new Educators Rising chapters, noting the additional work required of sponsoring an Educators Rising program. Policymakers could consider funding stipends to Educator Rising program sponsors.

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

Since the Grow Your Own Teachers Act was created in 2019, the Legislature has appropriated \$1.5 million to support this scholarship program, including \$500 thousand appropriated to HED to be awarded in FY23. In FY22, 49 students received Grow Your Own Teachers Act scholarships and expended \$155.5 thousand of the \$500 thousand appropriation. HED notes all applicants who met program eligibility were awarded Grow Your Own Teachers Act scholarships.

**Financial Incentives.** To address the shortage of teachers in New Mexico, financial incentives can help off-set the cost of teacher preparation to increase the number of candidates in the teacher pipeline.

The Teacher Preparation Affordability Act provides need-based scholarships of up to \$6,000 per year for up to five years to pay for educational expenses in pursuit of a teaching license. In FY22, HED awarded 1,080 and expended \$3.7 million of the \$20 million appropriation. LESC recommends \$10 million from the public education reform fund to fund scholarships in FY24, enough money to fund 1600 scholarship recipients.

The Loan Repayment Program supports licensed teachers who have already completed their degree and are currently teaching. The program provides up to \$6,000 per year toward outstanding student loan debt for licensed teachers. As of November 2022, HED made 1,312 loan repayment awards out of the 1634 total applicants and expended \$2.1 million in FY22 of the \$5 million appropriation. LESC recommends \$2.5 million from the public education reform fund to fund future loan repayment awards.

**National Research**

A large body of national education research illuminates both the underlying challenges and potential policy solutions to recruit a high-quality teaching workforce. The challenges to teacher recruitment exist in teacher retention and include compensation, working conditions, and school leadership. The Learning Policy Institute notes teachers enter the profession for a variety of reasons, with economic considerations significantly contributing to their decision. Consequently, higher salaries can expand the number of people seeking to enter teaching.

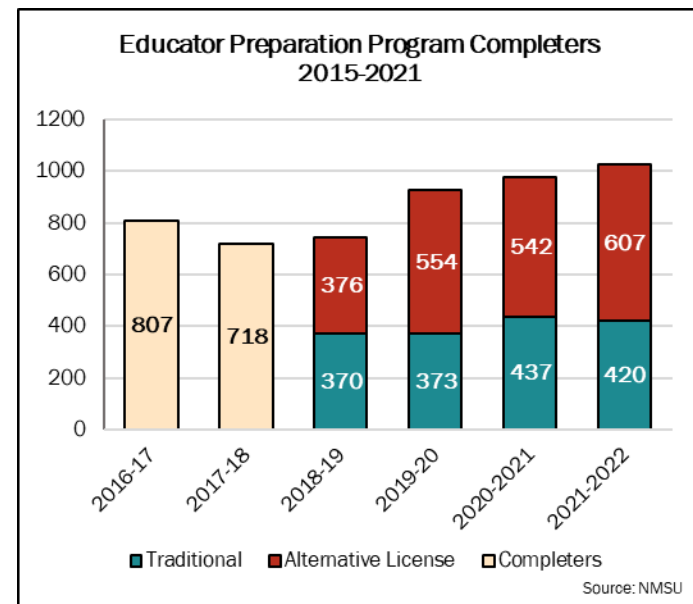
**Average Teacher Salary**

State	Average Starting Salary (FY20)	Average Overall Salary (FY21)
U.S. Average	\$41,163	\$65,090
Colorado	\$35,292	\$60,611
Texas	\$44,582	\$57,641
Utah	\$43,026	\$56,198
New Mexico	\$41,214	\$54,923
Oklahoma	\$37,992	\$54,256
Arizona	\$39,057	\$52,157

Source: National Education Association







**Policy, Budget, and Research Recommendations**

Educator Fellows. The FY24 LESC staff budget recommendation includes a \$20 million appropriation from the public education reform fund to the program and continue to support education assistants to pursue licensure.

**Teacher Preparation**

Research shows improving teacher retention begins with high-quality teacher preparation. Successful school systems in top performing countries prepare teachers at prestigious research universities that are more selective, rigorous, and typically have longer student teaching experiences than those in the United States. In New Mexico, all programs preparing teacher candidates for licensure are authorized by the PED.

**Current Reality**

In New Mexico, all programs preparing teacher candidates for licensure are authorized by the PED. To be authorized, programs must report data to Education and Administrative

Teaching Area	Program Admits		Program Completers	
	Alternative	Traditional	Alternative	Traditional
Elementary Education	321	241	183	163
Special Education	233	147	224	38
Early Childhood Education	39	311	16	113
Secondary: English Language Arts	64	41	53	24
Secondary: Science	82	17	52	5
Secondary: History	81	47	43	24
Secondary: Math	54	30	35	18
Music Education	3	32	1	20
Physical Education	20	32	25	3

Source: NMSU

**Teacher Residencies.** Teacher residency programs are teacher preparation programs that bridge in-classroom coursework with meaningful supervised on-the-job training and applied learning in the classroom. Teacher residency programs aim to address recruitment and retention challenges for teachers across the nation. These programs focus on training teachers to fill specific needs of school districts and provide professional development and mentorship in the classroom before candidates become the teacher of record. The National Center for Teacher Residencies notes multiple studies of the teacher residency program model have shown teacher residencies are successful in reducing turnover, diversifying recruitment, and improving student outcomes.

During the 2022 legislative session, the Legislature expanded the residencies programs

in New Mexico through both significantly increased funding and statutory changes. For FY23, the Legislature appropriated \$15.5 million for the teacher residency fund, which funded 359 residents at eight educator preparation programs statewide. This is an increase in over 300 residents and six institutions from previously funded residency programs. For FY24, PED requested \$15.6 in recurring funding to support the program.

**Policy, Budget, and Research Recommendations**

**Educator Preparation Programs.** The effectiveness of educator preparation programs to produce high-quality educators is a focus of policymakers in New Mexico. The LESC should consider studying educator preparation programs in New Mexico to ensure programmatic components are aligned with research-based best practices and the needs of New Mexico’s students. For FY24, LESC recommends \$15.6 million in recurring funding to the teacher residency fund to expand programs for teachers and principals.

**Teacher Retention**

**Current Reality**

Efforts to build a high-quality New Mexico educator workforce are hampered by difficulties in teacher retention. While compensation commensurate with the professionalism and skills required of teachers is critical for retention, many factors contribute to teacher turnover, including a lack of proper preparation and supports, the emphasis placed on high-stakes testing, and workload. Teacher retention and quality can be improved by offering financial incentives and professional development structured to ensure teachers stay in the profession longer.

**Educator Pay.** Compensation influences teacher recruitment and retention throughout the teacher pipeline, including cultivating a well-prepared, stable, and diverse educator workforce. The Legislature has made significant investments to address teacher compensation. During the 2022 legislative session, the Legislature increased minimum teacher salaries to \$50 thousand for level 1 teachers, \$60 thousand for level 2 teachers, and \$70 thousand for level 3 teachers. Additionally, the Legislature appropriated \$19.2 million for a 3 percent increase for public school employees and \$101 million for an average 4 percent increase for all school personnel. For school year 2022-2023, the average teacher salary in New Mexico was \$64 thousand. This represents a 14 percent increase over the average teacher salary during the previous school year.

**Health Insurance Benefits.** In New Mexico, the Public School Insurance Authority (NMPSIA) provides health insurance benefits to all public school employees except those in the Albuquerque Public School District (APS). Currently, public school employees covered by NMSPIA pay a larger share of total health insurance premiums than many other public employees, with employees earning more than \$25 thousand per year covering 40 percent of their health insurance. For comparison, a state employee earning less than \$50 thousand pays only 20 percent.

**Retirement Benefits.** While strong investment returns helped the funding status of the state’s educational retirement plan, the plan continues to hold less in assets than is needed to pay all of the promised benefits. According to actuaries hired by the Educational Retirement Board (ERB), the pension fund holds \$15.5 billion, as of June 2022, enough to fund all promised benefits through 2051.

In 2021, the Legislature passed a bill to address the long-term funding challenges of the pension system, increasing employer contributions by 1 percentage point per year in



FY22 and FY23, from 14.15 percent of salary in FY21 to 16.15 percent of salary in FY23. For FY23, the Legislature appropriated \$20 million to the Department of Finance and Administration to cover increased employer contributions to ERB for public schools, higher education, and other ERB-covered employers.

**Professional Learning.** In New Mexico, professional learning is funded through state and federal funds. PED does not have a single office that organizes professional development opportunities, at least 14 bureaus at PED are currently involved in this work. PED notes that in FY22, over 300 teachers received professional development opportunities through the department. In addition to statewide professional learning initiatives, teachers participate in professional learning opportunities provided by their school and district. School districts and charter schools receive funding for teacher professional development through the state equalization guarantee (SEG). While school districts and charter schools are required to submit a professional development plan to the department, the funding for professional development is discretionary and it is unclear how districts utilize SEG appropriations intended for professional development. On average, teachers participated in nine professional development days during the 2022-2023 school year.



### National Research

**Professional Development and Collaboration Time.** The LPI notes professional development is most effective when it is content focused, incorporates active learning—rather than lecture-based learning—and supports collaboration and coaching. To be effective, professional development must be sustained over time, providing repeat opportunities for feedback and reflection. For ongoing professional development to produce high-quality teachers who stay in the classroom, the state, along with school districts and charter schools, must commit to strategically implementing a professional development system that fills in gaps in knowledge and sustains educator growth.

**Principal Impact on Working Conditions.** Researchers at the Wallace Foundation, a national philanthropic research organization, drew on over 200 studies of K-12 school leaders and concluded that principals are second only to classroom instruction among in-school factors affecting student achievement. In addition to student achievement, research from the U.S. Department of Education finds principals are a primary stakeholder in shaping a teacher's professional experience and can establish collaborative environments, leading to higher teacher retention. During the 2022 interim, LESC members and staff heard testimony in alignment with this research.

### Policy, Budget, and Research Recommendations

**Health Insurance Benefits.** The LESC recommendation includes a total of \$31.98 million to the SEG distribution to achieve health insurance premium parity with state employees.

**Increasing Salaries for Principals.** The LESC staff budget includes \$7.96 million for increasing principal responsibility factors, effectively raising principal salaries in FY24.

**Educational Retirement.** To continue the state's commitment to adequately fund retirement benefits, the LESC staff budget recommendation includes \$23 million for a 1 percent employer retirement contribution increase.

**Principal Professional Development.** To build on research noting the importance of school leadership on student and teacher success, the LESC staff budget recommendation includes \$5 million for principal professional development provided through the public education department. This represents an increase over FY23 funding of \$2.5 million dollars.

**Evaluating Professional Development.** To ensure teachers are provided with high-quality professional learning opportunities it is important to study the use of professional development funds across New Mexico. This includes the number of professional development offerings provided to teachers, the participation rates of educators, and the quality of teacher learning opportunities. Policymakers should consider directing legislative staff to conduct such a study.

# Student Success

## Social and Emotional Learning

Social and emotional learning (SEL) is an integral part of education systems that fosters student growth in social and emotional capacities, in addition to core academics. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”

Social emotional learning (SEL) is an integral part of education systems and describes a process in which students acquire knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish supportive relationships, and make responsible decisions.

As learning in schools happens, there are social and emotional components to attend to that support and help foster academic success. Student learning often happens in the context of relationships as children form connections with peers, educators, and school leaders. As the New Mexico PED describes, “systematically implementing SEL in districts and schools promotes self-awareness, self-management, social awareness, responsible decision making, and relationship skills for all students, staff, family, and community.” When SEL

is provided in school environments, there are benefits for students, demonstrated in better attendance, improved graduation rates, a decrease in behavioral issues, improved attitudes towards school, and improved academic outcomes.

Among educators, families, policymakers, and the public, there is generally consensus that students should be proficient in core academic subjects and have “soft skills” at the end of their public education. Such soft skills include working well with others, clearly communicating, thinking critically, managing time, having self-awareness, and problem solving, among other related skills. SEL helps to promote such skill development.

As impacts of the Covid-19 pandemic continue to manifest in school communities, attending to the social, emotional, and mental wellbeing of students is paramount. A [nationally representative survey](#) of high school students released in April 2022 by the Centers for Disease Control and Prevention (CDC) reported more than a third of high school students reported experiencing poor mental health during the pandemic (37.1 percent). The same survey also reported 44 percent of surveyed high school students experiencing persistent feelings of sadness or hopelessness, 19.9 percent seriously considering attempting suicide, and 9 percent attempting suicide. More than half of these students also reported emotional abuse at home (55 percent) and 66 percent reported difficulty with schoolwork. Economic hardship also affected students with

More than a third of high school students reported experiencing poor mental health during the Covid-19 pandemic.

29 percent of these students reporting parental job loss, 22 percent reporting personal job loss, and 24 percent reporting experiencing hunger during the pandemic.

While this survey found a number of troubling data points for high school students nationally, it also found “comprehensive strategies that improve connections with others at home, in the community, and at school might foster improved mental health among youths” because the survey found those who

feel connected to school reported more positive outcomes. The study also noted SEL programs are effective to foster school connectedness and promote positive school climates.

In New Mexico, SEL is supported by PED through its Safe and Healthy Schools Bureau. The department has published a SEL framework focused on six objectives:

1. Positive developmental relationships;
2. Intentional development of skills, mindsets, and habits;
3. Rich instructional experiences;
4. Environments filled with safety and belonging;
5. Integrated systems and supports; and
6. Use of data to assess need and impact.

### Committee Hearings and Actions

During the 2022 interim, the LESC prioritized hearing from educators and students directly at every committee hearing. This often included panels during which students, educators, and school leaders were asked directly about the impact of the pandemic on their learning and the status of school engagement and student wellbeing.

- **April 2022** – High school experience student panel
- **April 2022** – Impacts of Covid-19 in early childhood classrooms educator panel
- **June 2022** – Impacts of Covid-19 in elementary classrooms educator panel
- **June 2022** – Student panel focused on what students want from the New Mexico public education system
- **July 2022** – College students who had attended New Mexico schools panel
- **September 2022** – Student and teacher panel
- **October 2022** – Supporting the whole child panel
- **November 2022** – Presentation from task force studying “mental wellness spaces” in schools
- **November 2022** – Presentation about attendance and community schools
- **November 2022** – Presentation about dropout recovery and prevention

### National and State Research

Social and emotional learning has been well researched and is shown to benefit students academically, behaviorally, and as students transition to adulthood. An often cited [2011 meta-analysis](#) that summarized findings from 213 school-based SEL programs found such interventions have the potential to improve academic performance by 11 percentile points, improve classroom behavior, help students to manage depression and stress, and improve student attitudes about themselves, their peers, and school. For these benefits to be realized, however, SEL programs must be implemented with fidelity.

### Policy, Budget, and Research Recommendations

Many existing structures help the Legislature to support the wellbeing of New Mexico’s students, especially those who have been deemed “at-risk” and who may live in environments most likely to negatively affect student engagement and wellbeing,

such as low-income levels and student mobility. The Legislature could use additional evaluation of SEL programs in New Mexico to understand what exists, what is working to support students, and how financial investments can be tracked to student success.

The LESC budget recommendation invests in supports for students across academic, emotional, and social domains by recommending an increase in the at-risk multiplier to 0.35, \$11.5 million to support community schools and family engagement initiatives, \$25 million to support out-of-school learning, summer enrichment, and quality tutoring camps, \$15 million to support the Family Income Index, and \$13.5 million to support early literacy and reading support. Supporting the behavioral health and wellbeing of students is also central to the LESC recommendation, with \$4 million for the establishment of a principal, counselor, and social worker residency program, \$8 million to support elementary physical education and student wellness programs, and \$4.1 million for an increase to the fine arts factor in the state equalization guarantee.

### College, Career, and Civic Readiness

The importance of success in high school for today’s students cannot be overstated. No matter what path students choose after high school—whether it be entering the workforce directly, immediately pursuing postsecondary education, or a combination of entering the workforce and later gaining additional education—it is increasingly important that students have a high school diploma both for its inherent value and for its role in enabling success in adult life. In the face of a rapidly changing workforce, globalized environment, and extensive technological advancement, students today need both academic competency and the ability to be lifelong learners, an aim bolstered by having critical thinking and persistence skills and a strong foundation in core academics.

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

During the 2022 interim, the LESC studied ways to best support students in becoming college, career, and civic ready, including looking at high school graduation requirements, CTE options, student engagement in middle and high school grades, work-based learning experiences, and other related items. The following overview includes key data and information about factors that influence students’ college, career, and civic readiness.

**Student Engagement.** National research shows 19.6 percent of youth—or 47,900 young adults—in New Mexico are [disconnected](#). Disconnected youth are defined as young people between the ages of 16 and 24 who are not in school and not working. The national average is 12.6 percent, meaning a greater share of New Mexico’s youth are disconnected compared with peers nationally. Youth disconnection is harmful both to youth themselves and to society. At an individual level, youth disconnection affects a student’s academic options as well as many indicators of mental wellbeing such as stress levels, emotional regulation, and general healthy human development. At a societal level, youth disconnection has been shown to negatively impact economic competitiveness and tax revenues while also increasing costs related in the domains of health, social services, and criminal justice.

**Graduation Rates.** New Mexico’s graduation rate for the four-year cohort of 2021 students—or those students who have graduated in four years by the end of the 2021 school year—is 76.8 percent, slightly decreasing from the 2020 four-year cohort graduation rate of 76.9 percent.

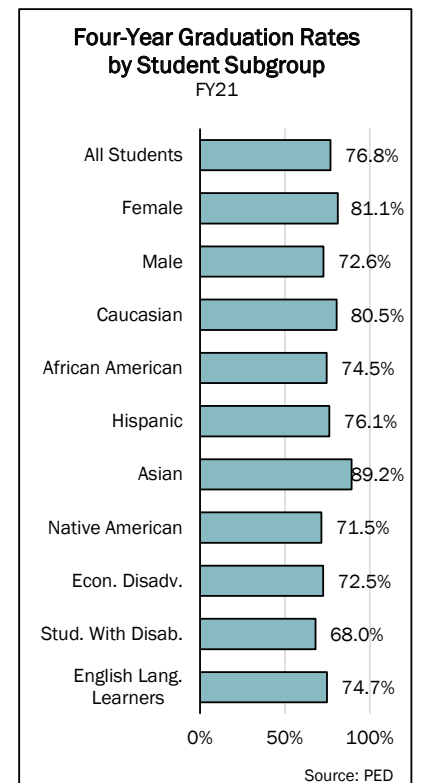
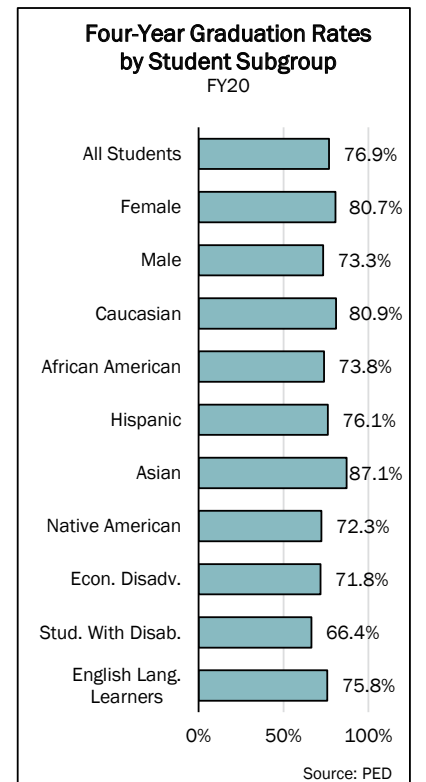
While New Mexico has steadily improved its graduation rate for students over the past decade after reaching a low of 63 percent in FY10, meaningful differences across student subgroups continue to persist. For example, the 2021 four-year cohort graduation rate for female students is 81.1 percent compared with 72.6 percent for male students in the same cohort. Some of the lowest graduation rates also continue to persist for students named in the *Martinez-Yazzie* consolidated lawsuit, with graduation rates for the 2021 four-year cohort being at 68 percent for students with disabilities, 71.5 percent for Native American students, 72.5 percent for economically disadvantaged students, and 74.7 percent for EL. Improvements have not resulted in similar outcomes among all students.

**Outcomes of Non-Graduates.** Since the high school graduation rate is at 76.8 percent, this creates a need to account for a number of students who are not graduating from high school. While a portion of New Mexico’s students do drop out from high school and never complete, non-graduates also follow other paths.

Most commonly, these options include truly dropping out, exiting with the intent to get a GED or other equivalent credential, or enrolling past a fourth year of high school. For the cohort of 2019 (the most recent data available), approximately 25 percent of students were considered non-graduates, with 11.47 percent truly dropping out, 3.09 percent exiting with the intent to get a GED, and 9.87 percent enrolling past a fourth year of high school.

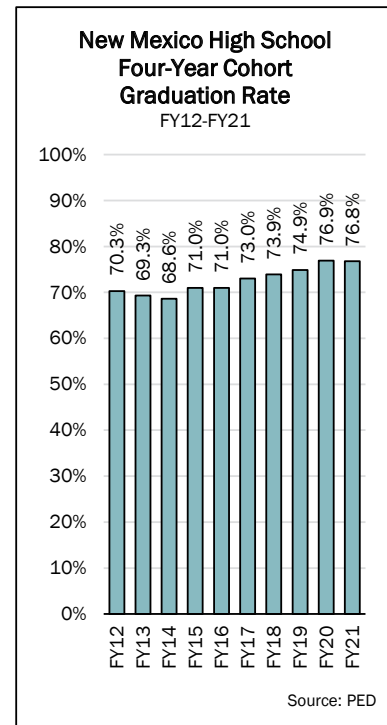
The five-year cohort graduation rate for FY20 was 81.7 percent, higher than the four-year cohort graduation rate of 76.9 percent for FY20. A higher graduation rate among students who take five years, rather than four, to complete high school is not surprising—however, this is still important to note as these students do receive high school diplomas and benefit from achieving this credential.

**Higher Education Enrollment.** In a September 2022 hearing, the Legislative Finance Committee (LFC) reported as of fall 2021, just over 67 thousand students enrolled as full-time equivalent students. This is a decrease from fall 2020 enrollments of nearly 71 thousand students and marks a 10-year streak of declining higher education enrollment statewide, although specific percentage changes vary across the different higher education institutions in New Mexico. The 10-year percentage change in higher education enrollment in New Mexico is down by 29.2 percent, the five-year percentage change is down by 18 percent, and the year-over-year change between fall of 2020 and 2021 is down by 4.9 percent. The LFC also reports New Mexico college students are retained and graduate at lower levels than their peers nationally.





**Work-Based Learning.** Work-based learning is related to CTE, but is a distinct concept. It is often understood as an umbrella term for a variety of activities that represent the integration of workplace experiences with either traditional academic or CTE learning curriculums. Work-based learning is an educational approach in which students complete meaningful tasks either connected to, or in, workplace settings. Such learning happens when students participate in real-life work environments, gaining career experience and applying classroom knowledge and skills in an environment with actual employers as part of the learning experience.



While many definitions of work-based learning exist, federal law defines it as “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”

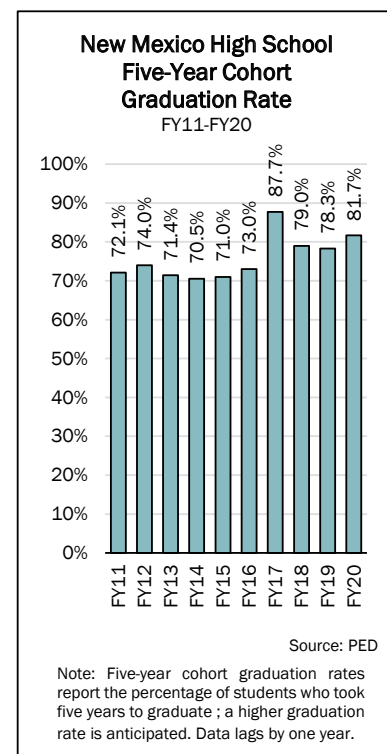
Work-based learning is an evidence-based strategy that helps young people gain occupational and career skills, apply classroom learning in a practical, on-the-job context, and better prepare for today’s labor market demands. When implemented in a high-quality manner, work-based learning has the potential to ready students for career experiences, help students earn industry credentials while in high school, build interpersonal and technical skills, and engage students in their learning environment.

**Dual Credit and Dual Enrollment.** PED and the HED reported in the [Dual Credit Annual Report](#) for 2020-2021 school year, 16,587 unique students enrolled in dual credit courses, taking a total of 44,402 dual credit courses. This is a decrease from the 2019–2020 school year, during which 21,757 unique students took 54,265 dual credit courses.

There are 27 higher education institutions that offer dual credit programs, but four institutions serve the majority of students: Central New Mexico Community College (CNM), San Juan College, Santa Fe Community College, and New Mexico State University–Doña Ana. Of these, CNM serves the largest share, with 4,479 dual credit students in the 2020–2021 school year. The five higher education institutions serving the fewest students in the 2020–2021 school year include Diné College (nine students), New Mexico Tech (13 students), New Mexico Highlands University (39 students), New Mexico Military Institute (139 students), and New Mexico State University–Alamogordo (191 students).

Dual credit students graduate from high school at higher rates, on average, than students who do not take dual credit courses. The statewide four-year cohort of 2020 graduation rate for dual credit students was 89.3 percent compared with 76.9 percent across the entire four-year cohort of the same year.

The five most common subject areas students take dual credit courses in are English language and literature/letters (5,012 course enrollments), mathematics and statistics (4,744 course enrollments), visual and performing arts (2,980 course enrollments), biological and biomedical sciences (2,921 course enrollments), and foreign languages, literatures, and linguistics (2,674 course enrollments).

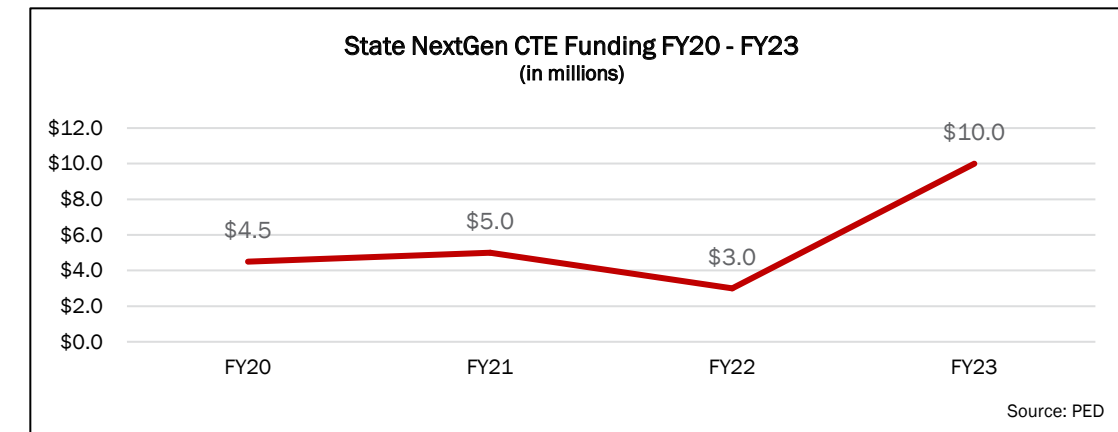


**Advanced Placement Exams.** The College Board, a nonprofit organization that creates and offers Advanced Placement (AP) exams nationally, reported 9,174 students in New Mexico participated in AP exams in the 2021–2022 school year. Among those students, 14,328 AP exams were taken, with 5,806 exams—or 41 percent—of these exams garnering a score of three or higher (up to a score of five). In New Mexico, postsecondary institutions only award college credit for AP exams with scores of three or higher, making it a crucial score cutoff for AP exams to translate to college credit for students.

**Investments in College and Career Readiness**

**State Funding for CTE.** A key focus of the LESC’s work during the 2022 interim was continuing a study of New Mexico’s high school graduation requirements and current investments in college, career, and civic readiness initiatives. Research reviewed by the LESC determined that rigorous curriculum, combined with high-quality CTE courses, is important to give all students options after high school.

In recent years, the Legislature has invested in several college, career, and civic readiness options, particularly robust support of CTE for students. During the 2022 legislative session, the Legislature appropriated \$10 million to the Public Education Department (PED) to support career technical education.



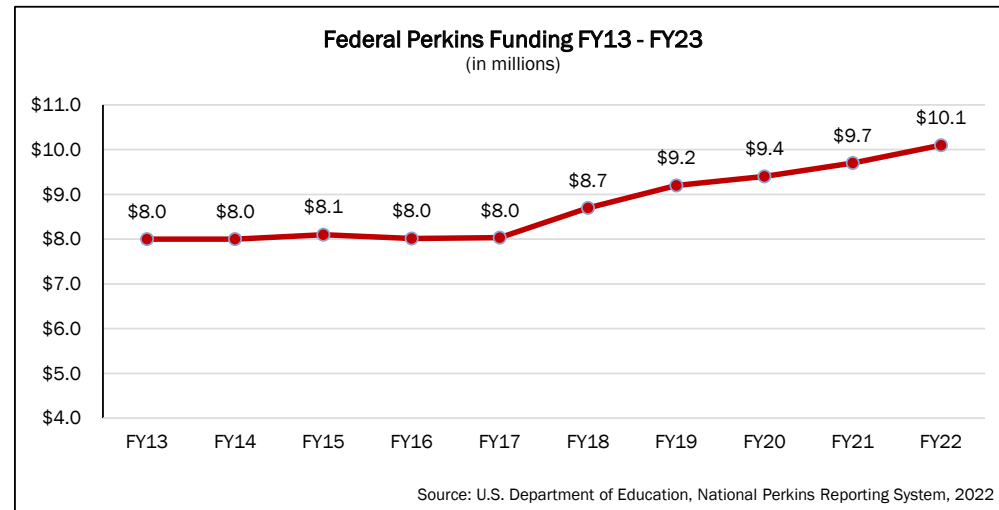
About half of the allocation was used to support the NextGen CTE pilot project, a seven-year pilot project created by the Legislature in 2019 and designed to support CTE programming at the state level. Prior to the creation of the NextGen CTE pilot project, there was no dedicated funding stream for CTE initiatives in New Mexico.

The department also used \$4.6 million of this to fund “Innovation Zone” awards, designed to provide professional development, technical assistance, and programming to transform and improve the high school experience. Among 17 total applicants for these awards, 10 school districts and charter schools were selected with awards ranging from \$150,152 to \$750,000.

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



New Mexico received \$10.1 million in Perkins funding for FY23. The total funding is split between both secondary and postsecondary institutions. Federal law directs 85 percent of funding to be distributed via local formula funds directly to secondary (high school) and postsecondary (college) institutions, 10 percent may be spent on state leadership, and 5 percent may be spent on state administration.



Data reported by the U.S. Department of Education’s [Perkins Collaborative Resource Network](#) shows \$10.06 million has been allocated to date, with \$8.6 million being distributed to secondary and postsecondary institutions, \$1 million spent on state leadership, and \$500 thousand spent on state administration.

### Committee Hearings and Actions

During the 2022 interim, the LESC heard from several education partners, high school and college students, as well as LESC staff, about research and best practices to support college, career, and civic readiness. Hearings during the 2022 interim built on presentations made to the LESC during the 2021 interim that also focused heavily on the high school experience.

- **April 2022** – New Mexico High School Graduation Requirements presentation; High school student panel
- **June 2022** – Local Career Technical Education Initiatives panel; High School Graduation Requirements: Graduate Profiles and Capstone Projects panel; Graduation Requirements: Options to Demonstrate Competency panel; High school student panel
- **July 2022** – Career Technical Education: Capital and Programming Needs panel; College student panel of students from New Mexico’s public schools
- **September 2022** – Work-based Learning and Student Internships panel

### National and State Research

**What is College and Career Readiness?** College and career readiness are often thought of hand in hand, but one question explored by LESC during the 2021 and 2022 interims was whether these concepts are distinct. A 2018 report from Jobs for the Future, a national nonprofit that studies education and economic opportunity, noted, “College and career readiness require many, but not all, of the same skills [and] both are essential for equity.”

College readiness is often thought of as the ability for students to succeed in entry-level postsecondary coursework and move into an academic major or program of study. Career readiness is the ability for students to enter directly into the workforce, not just for entry-level work, but for career success in the long-term. It includes the ability to find, maintain, and advance in an occupation, which is possible by developing communication, critical thinking, and time management skills, emotional intelligence, and other related skills. While distinct, college and career readiness are deeply intertwined and both are necessary for student success.

**The Role of High School Graduation Requirements.** High school graduation requirements help set expectations for students and establish norms across states for academic rigor. Graduation requirements can also set standardize expectations of what students should know and be able to do upon graduation so students can pursue a range of employment and postsecondary options.

High school graduation requirements influence student experiences in high school, but are not the only factors that do so. As previous LESC research has noted, statutory requirements undoubtedly shape the courses offered to—and taken by—students, but these are not the only mechanisms that influence a student’s high school experience. For example, content standards used by a state education department can influence specific course information students learn, even if state statute requires a particular class to be offered. Similarly, administrative rule can impact how state law is interpreted. Further, in states where all education curriculum decisions are decided by local education authorities, state statute may not influence course content offerings in many, or any, meaningful ways.

**How New Mexico Compares.** In two separate policy briefs, LESC staff compared graduation requirements in New Mexico with those in the most highly ranked (top 15) education systems, as well as states most demographically similar and/or located geographically closest to New Mexico. In these analyses, LESC staff found New Mexico does have a greater number of units (24 units) expected for graduation than many states ranked highest in education performance, but that it is more similar to states located nearby. Among the top 15 state education systems, only two other states required 24 units as New Mexico does (New Jersey and Delaware), with an average of 20.5 units to graduate.

### Policy, Budget, and Research Recommendations

As research continues to show the importance of integrating core academic, CTE curriculums, and hands-on work experiences, the Legislature and education stakeholders should target efforts and investments to ensure CTE is supported.

The LESC budget recommendation invests in supports for college, career, and civic readiness by recommending \$40 million in funding for CTE, \$6 million to support the Science, Technology, Engineering, Arts, and Math (STEAM) initiative, \$1.25 million to support Advanced Placement test fee waivers and training, and \$650 thousand to support the GRADS program, which provides teen parent interventions.



**Consider Amending Statutory High School Graduation Requirements.** While there have been several changes to the state statute that outlines requirements for high school graduation (see Section 22-13-1.1 NMSA 1978), it has been over a decade since the Legislature has comprehensively revised high school graduation requirements. Students today must be prepared for a variety of postsecondary options—sometimes including four-year college pathways, but other times including direct entry into the workforce, postsecondary options beyond four-year programs, the military, and an increasing number of occupations that require some form of credential or certificate. A set of high school graduation requirements that allow for flexibility, increased student choice, and earned credit where learning is happening (such as in internships or work-based learning), all while maintaining a rigorous set of academic expectations, could allow for increased student engagement in the high school years.

Relevant Budget Line Items:	Relevant Policy Considerations:
<ul style="list-style-type: none"> <li>• Career-technical education.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise high school graduation statute to update graduation requirements and ensure options such as work-based learning are clearly defined and able to be counted as part of credits earned towards high school graduation.</li> </ul>

**Reengage Students.** A significant percentage of young adults in New Mexico—19.6 percent—are considered disconnected. Further, a LESC staff brief presented to the LESC in July 2022 found the percentage of students “chronically absent,” defined as missing 10 percent of the school year or more for any reason, grew to 30 percent during the pandemic. Students must be engaged for learning to be effective. Reengaging students and making sure education is culturally and linguistically relevant, as well as aligned to each student’s individual goals after high school, is imperative to connect students with learning. A LESC staff brief presented to the LESC in November 2022 also noted research shows community schools are a strategy that could be used to address not only chronic absenteeism, but a range of student needs that impact school engagement. The Legislature should consider studying the specific, targeted strategies employed by both community schools and other schools that most positively affect student outcomes.

Relevant Budget Line Items:	Relevant Policy Considerations:
<ul style="list-style-type: none"> <li>• Career-technical education.</li> <li>• Extended learning time programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise New Mexico’s graduation requirements to reflect the skills students want from education and the pathways students choose after graduation.</li> </ul>
<ul style="list-style-type: none"> <li>• Increasing the at-risk factor in the state equalization guarantee.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a broader definition of “school directed program” that incentivizes schools to pursue innovative and engaging teaching styles like project-based learning, inquiry-based learning, and career technical education.</li> <li>• Increase the at-risk factor as a way to ensure adequate resources for services needed to engage and serve students in school settings that are preparing them for a job market that is rapidly shifting.</li> </ul>

**Support High-Quality CTE and Ensure Adequate Resources.** As interest in offering CTE increases, ensuring adequate resources for the programmatic, staffing, and development of such learning is necessary to ensure students can access these offerings. The Legislature should consider evaluation of the state’s investments in CTE, particularly the seven-year pilot program that provides state funding for CTE programs. The Legislature may also want to consider the distinct needs of CTE capital outlay costs that support effective CTE programming.

Relevant Budget Line Items	Relevant Policy Considerations
<ul style="list-style-type: none"> <li>• Career technical education programs.</li> <li>• Career technical education facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise New Mexico’s graduation requirements to ensure students can participate in CTE programs, gain the skills they want from their education, and pursue a variety of pathways after high school graduation</li> <li>• School districts and charter schools have noted a need for increased funding for CTE-related capital outlay needs, particularly program start-up, facility, and equipment costs. Consider appropriating funds to the Public School Facilities Authority (PSFA) to distribute funds or establish an annual facility initiative with a set amount of funding for CTE projects.</li> </ul>
<ul style="list-style-type: none"> <li>• Increasing funding for programs supporting science, technology, engineering, arts, and math (STEAM).</li> </ul>	<ul style="list-style-type: none"> <li>• Revise New Mexico’s graduation requirements to afford students relevant and engaging pathways into STEAM fields, like statistics, computer science, financial literacy, career-related mathematics, and other relevant courses.</li> </ul>

## Programs and Services for Students with Disabilities

Approximately 17 percent—or just under 54 thousand—students in New Mexico require special education services as of the 2020–2021 school year. Nationally, 14.5 percent of all public school students received special education services in the 2020–2021 school year, meaning New Mexico has a greater share of students receiving special education services than the national average. Special education qualifying disability categories are outlined in both federal law and state administrative rule. Students who qualify are legally entitled to special education services. Federally defined categories include:

- Autism
- Deaf Blindness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment/Deafness
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impaired
- Specific Learning Disability
- Speech-Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Among students with disabilities, many have been disproportionately impacted by the effects of the Covid-19 pandemic over the past two years as access to programs and services required by Individualized Education Plans (IEPs) were affected during the transition to virtual learning. As the disruptions of the pandemic recede, addressing learning loss and behavioral health challenges among students with disabilities may require additional investments in expanded programs, services, and personnel. These may especially be a consideration as the state continues to grapple with the legal ramifications of upholding the constitutional rights of students with disabilities, as cited in the *Martinez-Yazzie* education sufficiency lawsuit.

**FY23 State and Federal Appropriations for Special Education.** In FY23, the Legislature appropriated \$604 million for special education programs and services. Those funds are based on the need a student has been identified as requiring in their IEP along with the number of full-time-equivalent certified or licensed staff providing diagnostic services or speech therapy and other ancillary services.

Additionally, the federal Individuals with Disabilities Education Act (IDEA) distributes grant funding for states to provide special education and related services for students between the ages of 3 and 21 who have been identified as having a disability. In FY23, those grant programs will distribute \$103 million to public schools in New Mexico.

### **Special Education: Federal and State Law**

There are two federal laws that ensure a right to an education for children with disabilities—Section 504 of the Rehabilitation Act of 1973 (commonly known as Section 504) and IDEA. Section 504, a civil rights law, protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance. It also requires schools to provide a “free appropriate public education” (FAPE) to each qualified student, regardless of the nature or severity of the disabilities.

IDEA also covers every student in the United States who receives special education services. This federal law spells out what states must do to meet the specific needs of each student with a disability by requiring schools to develop an IEP for each student. In essence, IDEA is a law that ensures a FAPE for all children with disabilities by requiring individualized services, which may also include specialized instruction, therapies, and services. IDEA also governs how states and public agencies must provide special education, intervention services, and any other related services to all students.

***Maintenance of Effort Requirements.*** IDEA-Part B (IDEA-B) mandates states maintain levels of financial support for special education and related services from year to year. School districts and charter school must also maintain funding for students with disabilities that does not decline from year to year. These targets are known as “maintenance of effort” (MOE).”

***State-Level MOE.*** New Mexico’s state-level MOE target is based on funding for students with disabilities provided through the public school funding formula and appropriations to the Children, Youth and Families Department, the Corrections Department, the Vocational Rehabilitation Department, the New Mexico School for the Deaf, and the New Mexico School for the Blind and Visually Impaired. If the state fails to meet its MOE requirement, its IDEA-B allocation could be reduced by the shortfall amount for one fiscal year. While IDEA allows reduced state support for an unforeseen, precipitous decline in state revenues, the U.S. Department of Education determined a state with year-end reserves or year-over-year revenue growth cannot qualify for a waiver. This determination makes it unlikely that New Mexico would qualify for a waiver in FY24 if the state is determined to have a shortfall in funding.

***Local-Level MOE.*** Section 22-8-6 NMSA 1978 requires school districts and charter schools report to PED annually on the program costs and planned expenditures for services for students with disabilities and for personnel providing ancillary and related services. Federal statute provides some exceptions for school districts and charter schools that do not meet their MOE requirement, including the voluntary departure of special education or related services personnel, a decrease in enrollment of identified students with disabilities, termination of services for a student in a costly program, termination of costly expenditures for long-term purchases, and the assumption of cost by the high cost fund operated by the PED.

***Office of the Special Education Ombud.*** The Special Education Ombud Act of 2021 created a special education ombudsman office and tasked it with protecting the educational rights of students with disabilities through individual and systemic

advocacy. As a resource for parents with special needs students, the ombudsman trains and certifies staff, contractors, and volunteers to provide advocacy, advising, and mediation services in schools. Statute requires that the Office submit an annual report providing an overview of relevant trends around the state, as well as policy, regulatory, and legislative recommendations for improving the provision of services for students with disabilities.

### **Committee Hearings and Actions**

During the 2022 interim, LESC staff provided several updates to the committee about students with disabilities, including assessment data and outcomes, the status of funding to support programs and services for students with disabilities, and disaggregated data that includes data specific to students with disabilities.

### **Policy, Budget, and Research Recommendations**

The LESC budget invests in supports for students with disabilities by recommending \$202 million for new instructional hour requirements that would increase instructional hours statewide, an increase in the at-risk multiplier to 0.35, and \$5.1 for *Martinez-Yazzie* education sufficiency lawsuit student and program supports. Supporting the behavioral health and wellbeing of students with disabilities is also central to the LESC recommendation, with \$4 million for the establishment of a principal, counselor, and social worker residency program.



# Community Schools

As educators and policymakers better understand the complex circumstances that contribute to a student's success beyond their time in the classroom, they have begun to consider policies that reflect a holistic approach to support student and family needs, and ultimately, student achievement.

Meeting the unique needs of students becomes even more crucial for economically

In New Mexico, students from low-income families are heavily concentrated in about 46% of public schools. These high-poverty schools are those in which 80% or more of students qualify for federally subsidized meals. These schools, on average, struggle to provide students a high-quality education.  
--The Learning Policy Institute

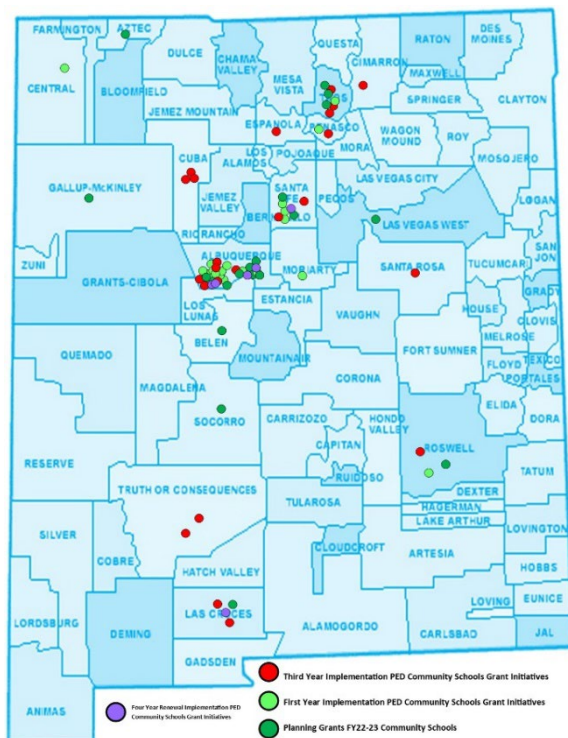
disadvantaged students as studies continue to show that these students demonstrate a disparity in achievement compared with their peers. The LPI report, *Community Schools the New Mexico Way*, emphasizes schools often lack the resources to effectively address needs on a child-by-child basis. The authors also argue, "The need for schoolwide approaches and coordination with other child- and family-serving agencies could not be clearer." While it is critical to emphasize community schools are not the solution to addressing all needs of low-income and at-risk students, understanding the culture of these schools and the tools they utilize can help identify the environments that most successfully support students and close achievement gaps.

## Community School Concept

As defined by the Coalition for Community Schools, an alliance of local, state, and national partners that advocate for community schools, a community school is "a public school—the hub of its neighborhood, uniting families, educators and community partners as an evidence-based strategy to promote equity and educational excellence for each and every child, and an approach that strengthens families and community."

## Community Schools in New Mexico

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



## Committee Hearings and Actions

During the 2022 interim, the LESC heard from PED and the New Mexico Coalition for Community Schools about research and best practices to support community schools, current strengths and deficiencies in New Mexico's policies and funding for community schools, and the potential to expand community schools in the future.

## Best Practices and Research Findings

In order for a school to utilize an evidence-based strategy to create transformational change, a community school must conduct regular needs assessments to identify and reduce the barriers to learning experienced by students. This data can be used to provide targeted support to students, develop whole-school engagement strategies, and advocate for resources and policies to remove those barriers. One of the most important components of an effective community school is a local engagement strategy that strengthens families and the community by serving as a vehicle for hyper-local decision making, responding to the unique needs of each community. Through this engagement, community schools utilize their data effectively and leverage community assets to create responsive mechanisms that address student needs.

## Current Status of Community Schools

Schools are invited to apply for either a planning or implementation grant through the PED, most commonly at \$50,000 and \$150,000, respectively, and have various reporting methods to track their progress and assess the current effectiveness of the community school in relation to national standards. Ideally, schools that have been awarded a planning grant will continue to apply for and receive implementation grant funding for three years, with an optional fourth year of funding which is determined by PED. For school year 2022-2023, 69 schools received a planning or implementation community school grant award. Importantly, there are additional schools across New Mexico that self-report as a community school but that are not receiving community school funding. As of December 2022, there were 39 self-reported community schools.

## The Path Forward for Community Schools in New Mexico

Both the PED and the New Mexico Coalition for Community Schools emphasized the need to scale community schools, support new and existing community schools, and sustain community schools so that their ability to truly transform schools, communities, and student outcomes can continue beyond the current three- or four-year grant cycle. Presenters discussed the potential to create a certification process as a means to sustain schools beyond the grant program, which would require additional funding. Presenters encouraged legislators to increase funding for the community schools grant program to attract new schools, continued funding for current community schools, and additional funding for capacity building and technical assistance for community schools to fully implement the model and deepen their impact.

## Policy Recommendation

The FY24 LESC staff budget recommendation includes a \$11.5 million appropriation for the continued support of the community schools planning and implementation grant program and to provide more robust technical support to new and existing community schools.

# Assessments and Accountability

The 2021–2022 school year marked the first year of statewide participation in standardized assessments since the beginning of the Covid-19 pandemic. Throughout the pandemic, disengagement, low attendance, and virtual learning settings imposed hurdles to assessing whether students were learning as much as they would during a typical school year. Moreover, the severity of the challenges students faced—particularly students from low-income families—left many educators and stakeholders wondering to what depth the Covid-19 has made a lasting impact on student learning.

After two years with sparse participation, students across New Mexico took part in new summative assessments in Spring 2022. This resumed assessments and allowed the state, education leaders, and families to get a glimpse into the impact of the Covid-19 pandemic on children’s academic outcomes.

## New Mexico’s Balanced System of Assessments

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

- **New Mexico Measures of Student Success and Achievement (NM-MSSA).** In third through eighth grades, students are required to take the NM-MSSA, a summative assessment aligned to common core state standards. NM-MSSA is designed to test student proficiency in mathematics and English language arts.
- **New Mexico Assessment of Science Readiness (NM-ASR).** The NM-ASR is an assessment aligned to New Mexico STEM Ready! Science Standards and is required in fifth, eighth, and 11th grades.
- **College Board’s PSAT and SAT.** In 10th grade, PED requires New Mexico students to take the PSAT, and in 11th grade, the SAT, a college-readiness assessment commonly accepted by colleges nationally. The federal Every Student Succeeds Act (ESSA) allows states to use college-readiness assessments as summative assessments in high school for federal accountability purposes. The College Board has aligned the assessments with the Common Core content standards. Determination makes it unlikely that New Mexico would qualify for a waiver in FY24 if the state is determined to have a shortfall in funding.

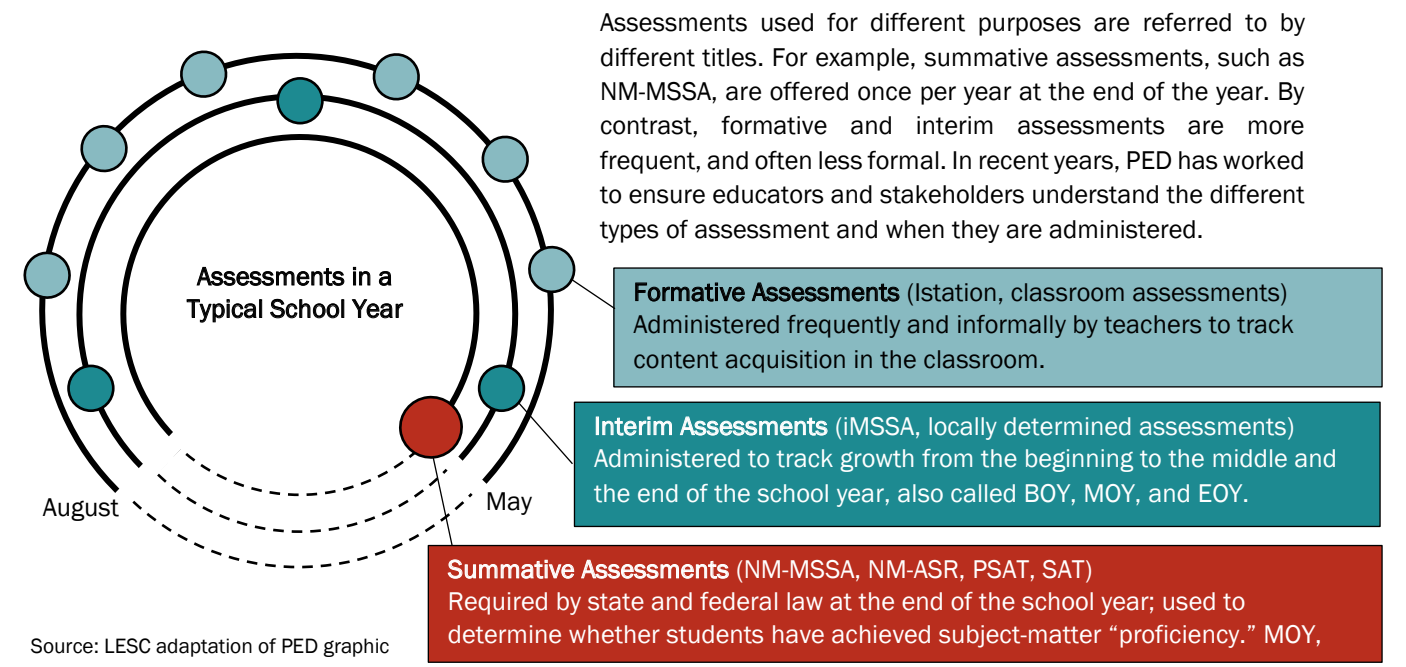
In addition to a slate of required summative assessments, schools track students’ acquisition of content over time using formative and interim assessments. Even though statute does not require these assessments, PED requires schools to track literacy and reading skills in kindergarten through second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

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

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

- **ACCESS for English Learners 2.0.** The ACCESS for ELs 2.0 assessment is designed to identify students’ progress toward English language proficiency in listening, reading, speaking, and writing. Each year in the early spring, students that identify as ELs in kindergarten through grade 12 take the ACCESS assessment and receive a score of one through six based on their level of English proficiency.
- **Alternate ACCESS Assessment.** The Alternate ACCESS Assessment is a form of ACCESS for ELs 2.0 offered to students with cognitive disabilities that prevent them from meaningfully participating in the ACCESS for ELs 2.0 assessment.

## Assessment Literacy: Understanding Different Types of Assessment



- **Dynamic Learning Maps.** Dynamic Learning Maps, or DLM, is an assessment administered to students with cognitive disabilities in place of NM-MSSA, the statewide standards-based assessment. The modified test measures proficiency in meeting common core content standards for English language arts, mathematics, and science skills.
- **Early Childhood Observation Tool and Kindergarten Observation Tool.** These tools are used to assess prekindergarten and kindergarten students' readiness for a general education classroom. The tools are a series of rubrics designed to track students' physical development, literacy, mathematics, scientific reasoning, sense of self, family, and community, and approaches to learning. The two tools are meant to act as a bridge between prekindergarten programs and school entry in kindergarten.

## Assessment Results from the 2021-2022 School Year

### “A New Baseline”

In April 2020, the Covid-19 pandemic put a halt to New Mexico’s system of assessments. The United States Department of Education (USDE) waived federal testing requirements in every state during Spring 2020; school closures presented challenges to the normal administration of standardized tests, most of which have strict rules to keep test results valid, reliable, and comparable year over year. In the spring of 2021, USDE issued a separate waiver, this time waiving the 95 percent participation requirement for states but still requiring states to test. As a result, spring 2021 testing occurred only in a limited number of New Mexico schools that elected to participate.

In addition to the lapse in assessments, the PED has overhauled New Mexico’s system of assessments in an attempt to reduce the amount of time students spend testing. Over the past few years, PED has adopted new statewide assessments, the NM-MSSA in third grade through eighth grade, and the SAT in 11th grade, to test whether students are proficient in grade-level content.

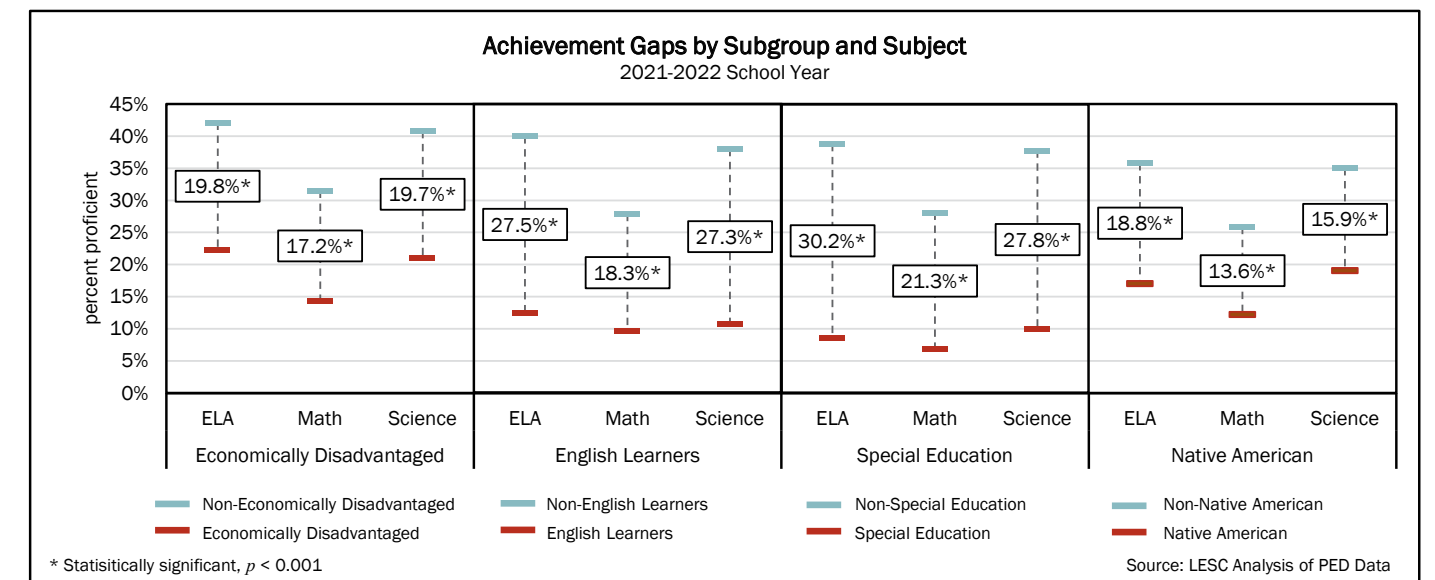
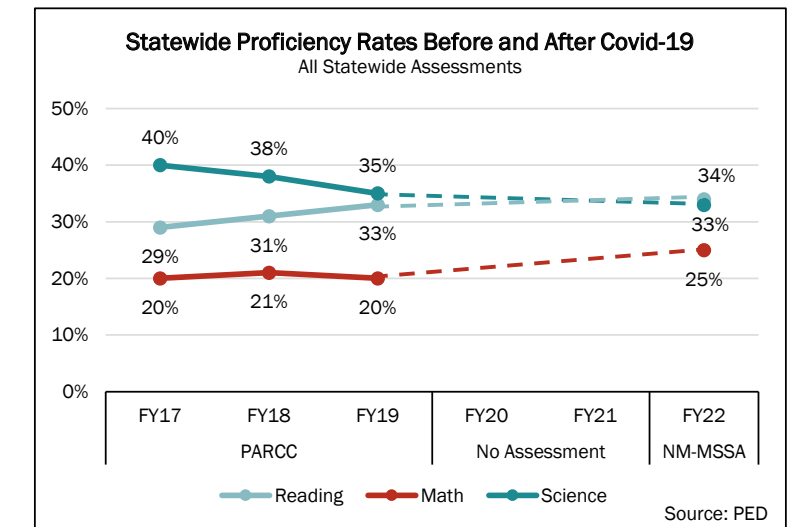
Given the difficulties posed by the two-year gap in assessments and the adoption of new assessments, PED is characterizing spring 2022 summative assessment results as “a new baseline,” explaining that the comparability of new assessments to historic data is nearly impossible, but their data can be used to begin tracking future trends.

**Summative Assessment Results.** The results of the new summative assessments—the NM-MSSA, the NM-ASR and the SAT—suggest about one in three students is proficient in reading (34 percent), about one in three students is proficient in science (33 percent), and about one in four students is proficient in math (25 percent).

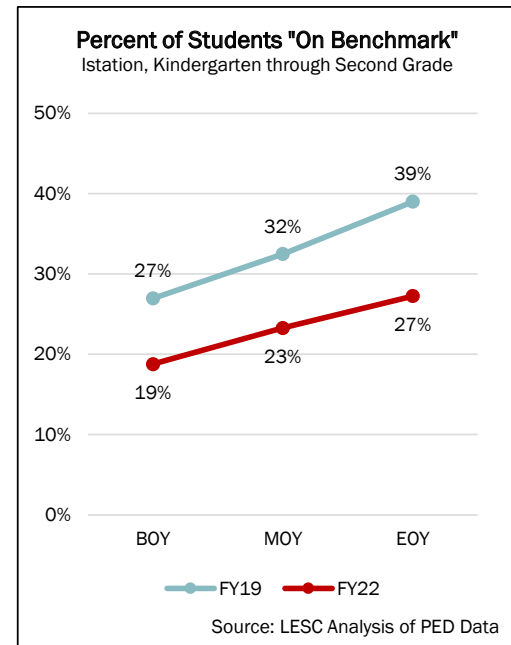
The new summative assessment results also confirm the continued presence of a long-standing achievement gap in New Mexico, which has not closed in the wake of the pandemic. The achievement gap between economically disadvantaged students, ELs, special education students, and Native American students is a main finding in the *Martinez-Yazzie* lawsuit. These factors are not independent of one another; a student who falls in all four of these demographic categories is far less likely to reach proficiency than that student’s non-disadvantaged peers. “A New Baseline”

## Student Achievement Before and After the Pandemic

Because these assessments are new to the state, the results are not perfectly comparable to results from the PARCC assessment, which was the statewide assessment administered before the pandemic. While these changes make time-series comparisons difficult, New Mexico can rely on the Istation and NAEP assessments to gauge student performance before and after the Covid-19 pandemic. Istation is the only assessment that was administered statewide both before and after the pandemic. Students take Istation frequently throughout the school year in kindergarten, first grade, and second grade, creating scores that can be averaged into beginning-, middle-, and end-of-year performance. In FY19, before the pandemic, 27 percent of students scored “on benchmark” on the Istation assessment at the beginning of the year, growing to 39 percent by the end of the school year. In FY22, the first full year of in-person instruction after the pandemic, students began the year significantly behind, with only 19 percent of students on benchmark in reading. While the slope of student growth through the pandemic mirrored the pre-pandemic trend, one year of growth for these students is not enough—students need more than a year’s worth of growth to match baseline performance in previous years.



The NAEP assessment offers additional context and a means to compare New Mexico’s performance to the rest of the U.S. NAEP is an assessment offered to a sample of New Mexico schools; the demographics of the sample are designed to match the demographics of the entire state, allowing estimates of statewide performance without testing the entire state. New Mexico tends to lag behind the nationwide average, with lower-than-average scale scores in fourth grade and eighth grade reading and math assessments. The trend continued in 2022, with a sharp decline in average scale scores in New Mexico and nationwide. According to NAEP data from the National Center for Education Statistics (NCES), New Mexico’s neighbors, Colorado, Arizona, and Texas,



experienced fewer significant decreases in NAEP scores from 2019 to 2022. Compared to all other states, the Department of Defense Education Agency, and the District of Columbia, New Mexico was ranked 52 of 52 in fourth and eighth grade reading scores. In fourth and eighth grade math, New Mexico once again ranks at 52, with Puerto Rico ranked 53rd.

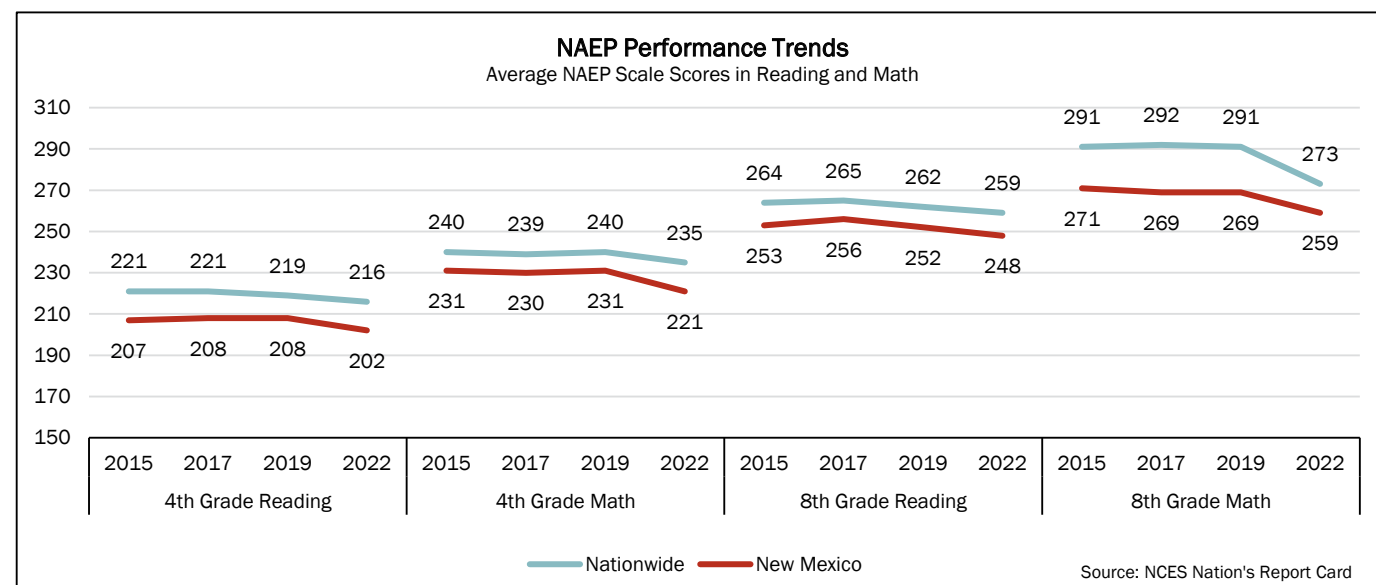
**A Focus on Mathematics.** In November, LESC staff presented a status update on New Mexico's math performance, offering insights on data, current initiatives, and future priorities to improve student achievement in math. Staff pointed out data indicating student achievement in math begins strong and grows from third grade through fifth grade, but begins to decline in middle school. Staff recommendations included a focus on high-quality instructional materials, educator preparation and professional learning, and a systemic approach to math that includes a coordinated statewide vision shared between students, teachers, administrators, PED, and the Legislature. The presentation pointed out that the LESC budget recommendation for FY23 is aligned with many of these policies, but future study of math performance was necessary, and better use of statewide assessments and accountability systems could help the state support schools in need of immediate tutoring and professional development.

**New Mexico Rankings on 2022 NAEP**

NAEP Subject	NM Rank*	Distance from U.S. Average*
4 <sup>th</sup> Grade Reading	52/52	-14
4 <sup>th</sup> Grade Math	52/53	-14
8 <sup>th</sup> Grade Reading	52/52	-11
8 <sup>th</sup> Grade Math	52/53	-14

Source: NCES

\*Note: Reading rankings include all 50 states, the District of Columbia, and the Department of Defense Education Agency. Math rankings also include Puerto Rico.



**LESC Actions: 2022 Legislative Interim**

During the 2022 interim, LESC reviewed the status of state assessment results. Hearings revealed critical lessons about the state's assessment and accountability systems that may inform policy decisions during the 2023 legislative session.

At a July 28 hearing in Alamogordo, LESC reviewed assessment results from the iMSSA interim assessment. The iMSSA assessment poses issues with comparability to assessments from before the pandemic. However, analysis of the iMSSA results suggest the achievement gap remained wide, and showed fewer students proficient in math than in reading. PED presented its "standards setting" process, which is a teacher-led process that helps determine assessments are aligned with grade-level content standards and helps set the bar for "proficiency."

At an October 13 hearing in Hatch, LESC analyzed the statewide summative assessments results (NM-MSSA) in detail. The analysis included basic visualizations of the results and analytical visualizations resulting in the following takeaways:

- Classroom-level visualizations of proficiency rates help contextualize achievement gaps in each classroom, underscoring the magnitude of the challenge teachers may face in economically disadvantaged areas of the state.
- There is a statistically significant relationship between instructional hours and students' assessment scores, but the impact of each additional hour is modest, and the quality of instructional hours matters.

PED analysis of the summative assessment results highlighted practical considerations for improving student proficiency. PED's analysis included the following key highlights:

- It is possible to identify the number of students in each subgroup that would need to become proficient to increase the statewide proficiency rate, a finding that could help teachers target tutoring and interventions.
- Some schools, such as the Gadsden Independent School District, are "beating the odds" in terms of their disadvantaged populations and promise powerful case studies in improving student achievement.
- PED staff conversations with successful districts revealed "what's working" to improve achievement, summarized in the table below.

**What's Working to Improve Student Achievement**

PED Findings from Spring 2022 Summative Assessments

Educators and Families	In The Classroom	Instructional Systems
<ul style="list-style-type: none"> <li>• Coaching for teachers</li> <li>• Coaching for school leaders</li> <li>• Observation and feedback</li> <li>• Collaboration time for teachers</li> <li>• Positive relationships</li> <li>• Family engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Using data to drive instruction</li> <li>• Targeted interventions and tutoring</li> <li>• Student engagement strategies (such as cultural responsiveness)</li> <li>• Using grade-level standards</li> <li>• Embedding the science of reading (structured literacy)</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing professional development</li> <li>• Multi-layered system of supports</li> <li>• 90-day plans and goal setting</li> <li>• High quality instructional materials</li> <li>• Professional learning communities</li> </ul>

## Statewide Accountability Systems

LPI, a national nonprofit research organization focused on research- and evidence-based policies to improve student outcomes nationwide, published a report in September 2020 about New Mexico's response to the *Martinez-Yazzie* consolidated lawsuit. The report emphasized the need for New Mexico to construct strong, supportive accountability systems that build state and local capacity to enact education reforms. As the name suggests, "accountability systems" are systems established to hold schools and the state accountable for effectively educating students. While New Mexico has the foundations of a supportive accountability system, years of neglect during the Covid-19 pandemic have left the systems unable to affect actual change. In New Mexico, public school districts have a significant amount of local control to choose how funding is distributed and how education is administered. If the state intends to make progress toward closing the gaps identified in the *Martinez-Yazzie* lawsuit and exacerbated during the Covid-19 pandemic, New Mexico has a need to understand how local decisions can contribute to the success and failure of students statewide.

### A History of Accountability in New Mexico

**School Grading System.** Until 2019, New Mexico tracked school performance using an A through F grading system, assigning each school a letter grade based on student achievement, student growth, attendance, opportunity to learn, and for high schools, graduation rates and college and career readiness metrics. Opponents of the school grading system noted the school grades placed too high an emphasis on student performance on reading and math exams. As a result, schools with a large proportion of economically disadvantaged students, ELs, or special education students were disproportionately likely to receive an "F" grade, regardless of the hard work of educators in some of the state's most challenging schools. In 2018, a diverse task force of New Mexico education stakeholders recommended the state abandon the school grading system to focus more broadly on holistic student outcomes. The resulting bill, the School Support and Accountability Act, earned an LESC endorsement and was signed into law in 2019.

**New Mexico Vistas.** The School Support and Accountability Act ([Section 22-2F-1 NMSA 1978](#)) requires PED to hold schools accountable for both student academic achievement and indicators of school quality and student success. The School Support and Accountability Act resulted in the creation of a new public-facing dashboard called New Mexico Vistas, located at [newmexicoschools.com](http://newmexicoschools.com). New Mexico Vistas allows users to browse New Mexico schools and school districts to view data on academic achievement, including student proficiency rates, student academic growth, progress of ELs toward English language proficiency, and, for high schools, the four-, five- and six-year adjusted cohort graduation rates. The dashboard also includes measurements of school quality and student success, measured by chronic absenteeism, college, career, and civic readiness, and the educational climate of the school.

To satisfy the federal ESSA, PED uses school performance and New Mexico Vistas to identify the lowest-performing 5 percent of Title I schools for "comprehensive support and improvement" (CSI). Schools with a subgroup of students that score below a threshold are identified for "targeted support and improvement" (TSI). Schools designated for support that continue to underperform after three years of support are identified for "more rigorous interventions" (MRI). Schools can exit their support status by improving the metric that identified them for support in the first place.

Opponents of the School Support and Accountability Act noted during the 2019 session that designations like "targeted support" and "comprehensive support" are more difficult for the public to understand than an A through F school grade. However, research conducted in 2013 by Jacobsen, Saultz, and Snyder on Florida's A through F school grading system found the simplicity of summative school grades prompted the public to perceive greater differences between schools, such that "respondents saw a good school as really good and a bad school as really bad."

The transition from school grades to a holistic school accountability system represented a shift in philosophy from simply deciding whether a school is good or bad to examining the nuance in educational data, celebrating the successes of strong schools, and providing support to schools in need. However, data on the New Mexico Vistas dashboard has not been updated since 2019, leaving the public without up-to-date information on schools' performance. Moreover, the data currently available on the Vistas dashboard is not organized in a user-friendly manner, making it difficult to contextualize student achievement and understand how the Legislature's investments are making an impact.

**Financial Transparency and Accountability.** In response to a *Martinez-Yazzie* lawsuit finding that PED had failed to adequately supervise school district and charter school spending on services for at-risk students, the Legislature passed, and the governor signed, Laws 2020, Chapter 71, more commonly referred to as Senate Bill 96 (SB96). SB96 sought to improve oversight of school district and charter school uses of funding directly intended for at-risk students, ELs, and bilingual and multicultural education programs. The law included several provisions to improve the accuracy, comparability, transparency, and timeliness of school finance data, and requires the data system to "drill-down" to the school site level, displaying administrative costs and actual expenditures by major budget categories, including expenditures for salaries and benefits. The Legislature appropriated \$3 million to PED from the public education reform fund to use between FY21 and FY23 to construct the new data system. During the 2022 legislative interim, PED unveiled a prototype of the financial transparency dashboard to comport with SB96 called "OpenBooks." In October 2022, PED added school-level financial data to the dashboard, allowing comparisons in per-student expenditures among schools.

However, as with its counterpart for academic data, New Mexico Vistas, the OpenBooks dashboard is not particularly user-friendly or intuitive. While there is plenty of data available on district and school level revenues and expenditures, the dashboard loads slowly and complicates comparisons among schools and school districts. PED has begun experimenting with intuitive ideas to visualize "the flow of funding" from the state to the school to the classroom, but these ideas will take additional time to manifest on the OpenBooks dashboard. Moreover, the mere presence of a dashboard does not guarantee school districts and schools are making responsible spending decisions; financial transparency is not the same as financial accountability. The dashboard places data in the hands of the public, but does not guarantee the public has the knowledge or power to guide schools' financial decisions.

## Policy, Budget, and Research Recommendations

### Improving Accountability through Systemic Alignment

Among the findings in the *Martinez-Yazzie* consolidated lawsuit was a primary contention that PED had failed to effectively oversee and audit school district spending, especially as that spending pertains to students' academic success. The court found PED does not have strong systems to ensure money is spent effectively and to support schools where students are falling behind. The following policy recommendations are designed to improve the state's accountability system that will help New Mexico make measurable progress toward its educational goals.

- **Establish Collaboratively Owned Performance Metrics.** New Mexico uses a performance-based budgeting system that requires state agencies to report on educational goals annually for inclusion in their budget. These performance metrics are included in the annual General Appropriation Act, but arguably carry little actual meaning. The Legislature has not set standardized educational goals in response to the *Martinez-Yazzie* lawsuit, and while PED's strategic plan includes a set of goals in each of its' four pillars, they represent a significant amount of data collection. The Legislature should work with PED to build shared ownership of a concise set of performance metrics, ensure those metrics are aligned with federal requirements, and include educator and community input during the process.
- **Tie Student-Centered Accountability to Direct Student Supports.** At the heart of all accountability systems is a goal shared by every education stakeholder in New Mexico: all students deserve the opportunity to succeed. If the promise of public education is to ensure students are ready for college or their career at the end of high school, an accountability system should identify and remediate threats to this promise. Modern statistical models have the ability to identify early warning signs of student disengagement and low performance. Moreover, these models can begin to estimate the root cause of students' problems, whether they come from poverty, food insecurity, tumultuous home lives, or other adverse childhood experiences. Aggregating the root cause of student underachievement to the school level would give schools strategic data that can support every single student, and may be exactly the type of data communities need to justify implementing extended learning time programs, the community schools model, or other evidence-based interventions designed to improve achievement.
- **Improve Data Collection and Eliminate Silos.** PED oversees a significant number of data systems, each of which is disconnected from the others. Schools report their student-level data in the Student Teacher Accountability Reporting System (STARS), their financial data in the Operating Budget Management System (OBMS), and submit educational plans using a Microsoft SharePoint form. Further complicating data integration, some data is still required to be reported on individual Excel spreadsheets, and data on these spreadsheets rarely matches data reported in OBMS and STARS. Years of piecemealing systems together has created a significant amount of duplication and unreliable data systems, creating more work for administrators at PED and in schools statewide. PED should carefully design a consolidated longitudinal data system that merges all data sources into a single, readily accessible database. Furthermore, this system should allow the public to generate reports on common topics, automating processes and saving PED and school districts valuable time.

- **Stay the Course with Aligned Assessments.** During the 2022 school year, the department began offering the iMSSA assessment, an interim assessment built with items aligned with the third through eighth grade NM-MSSA summative assessment. The iMSSA is offered at the beginning, middle, and end of each school year, and offers schools a powerful tool to understand whether students are on-track toward proficiency. However, the iMSSA is currently optional and offered in only about one third of New Mexico school districts. The Legislature should consider how it might incentivize schools to use the iMSSA assessment, and should continue funding educator professional development that focuses on the use of student data to improve achievement. Moreover, the state should stay the course with assessments, allowing year-over-year tracking of progress toward educational goals.
- **Improve Public Transparency.** While the state has moved away from stigmatizing schools with summative ratings, the pendulum may have swung too far in the opposite direction, making it difficult for public stakeholders to understand school performance compared with all New Mexico schools. PED should refine New Mexico Vistas to focus on clarity and accessibility of information, presenting data in summative tables and graphs that paint a clear snapshot of academic performance and opportunity to learn at each school.
- **Future-Proof Systems and Recruit and Retain High-Quality Administrators at PED.** Problems in the implementation of New Mexico Vistas, OpenBooks, and other aspects of school data and accountability, are the proximal result of a department plagued by significant employee turnover. New Mexico Vistas and OpenBooks are both developed by private contractors, which may explain why these systems are not user-friendly and difficult to update. To ensure PED sets up systems that endure, the department needs high-quality education administrators with backgrounds in educational data and research. However, the PED Secretary commented at an LESC hearing in October 2022 that the salary restrictions and bureaucratic slog of the State Personnel Office creates a significant barrier to recruiting and retaining these professionals. The Legislature should consider exempting PED from the SPO hiring process, as is the case for Legislative staff and many other state agencies, allowing the department the salary flexibility to recruit and retain strong education administrators.

# Early Childhood

## Overview of Early Childhood

### New Mexico's Early Childhood Programs

The Early Childhood Education and Care Department (ECECD) oversees six programs to serve children from birth to 5-years-old.

**Child Care Services:** A child care assistance program that helps parents and guardians who are in school, working, or in a job training program with child care expenses.

**Families FIRST:** A case management program to assist families in accessing medical, social, and educational services; Designed to foster positive pregnancy outcomes and promote healthy infants and children.

**Family Infant Toddler (FIT):** FIT provides early intervention services to children from birth to age three who are either at-risk, or have, developmental delay.

**New Mexico PreK:** A program that prepares 3- and 4-year-old children for school readiness through prekindergarten programs.

**Home Visiting:** A home-based program designed for families who are pregnant or with children under age five to promote child wellbeing and prevent traumatic childhood experiences.

**Family Nutrition:** ECECD administers two nutrition programs, which provide federal funds to create and maintain non-profit food programs for eligible children and adults.

Source: ECECD

Early childhood—generally defined as the period from birth to age eight—is a profound life stage for physical, cognitive, and social-emotional development. Decades of neuroscience, behavioral research, and evaluative studies of early childhood education and care programs have established that early childhood represents a crucial window of opportunity. Across health, education, and social science disciplines alike, the research consensus is clear—when young children are healthy and learning in their earliest years, they experience long-term benefits well into adulthood.

The experiences young children have play a crucial role in the development of the brain. Research shows that in the first few years of life, the brain undergoes rapid development, forming more than [1 million new neural connections](#) every second. This initial brain development has the potential to set the stage for later learning—providing either a strong or a fragile foundation that can influence learning for the rest of a child's life.

A growing body of national and international evidence also shows children who participate in high-quality early learning programs have better health, social-emotional, and cognitive outcomes than children who do not. Evaluations of early childhood programs in New Mexico confirm this finding among the state's own programs.

### Structure of Early Childhood Education and Care in New Mexico

Prior to FY21, responsibility for New Mexico's early childhood programs was spread across three state departments. However, with the creation of New Mexico's Early Childhood Education and Care Department (ECECD) in 2019—and the beginning of funding for programs in FY21—the administration of all early childhood programs and services is now overseen by a single state agency with a cabinet-level secretary. The intent of ECECD is to allow for better coordination and alignment in early childhood programming. The department provides a continuum of programs that serve the age range of prenatal to age five including child care services, case management services, family infant toddler (FIT) programs, pre-kindergarten programs, home visiting, and family nutrition.

## Prekindergarten in New Mexico

In New Mexico, children can receive publicly funded prekindergarten services through state-funded programs or the federal Head Start program.

**New Mexico PreK.** New Mexico's prekindergarten program (known as New Mexico PreK), is a voluntary program overseen by ECECD and funded by the state. The program, which began in 2005, provides state-funded prekindergarten for children in both community-based and school-based settings. ECECD jointly administers prekindergarten offered in public schools (school-based settings), with the PED. PED plays a role in the day-to-day operations and oversight of prekindergarten programs in public schools. [Data](#) from the National Institute for Early Education Research (NIEER) indicates 88 percent of school districts statewide offered New Mexico PreK in the 2020–2021 school year.

New Mexico PreK is available to all families for half-day or extended-day services for 3- and 4-year-olds. At a LESC hearing in December 2022, ECECD reported 14,175 children participated in New Mexico PreK in FY22. This number includes 11,203 children in a 4-year-old program, 1,924 children in a 3-year-old program, and 1,048 children in a mixed age (both 3- and 4-year-old) program.

Additional [research](#) from NIEER notes New Mexico PreK meets nine out of 10 of the institute's quality standards benchmarks. NIEER also ranks New Mexico 10th in terms of state spending on prekindergarten, 13th in access to prekindergarten for 4-year-olds, and 11th in access to prekindergarten for 3-year-olds.

**Evaluations of New Mexico PreK.** In a 2020 evaluation, [Prekindergarten Quality and Educational Outcomes](#), the LFC reported high-quality prekindergarten programs are a successful education reform to improve student outcomes. In this evaluation, LFC reported through data tracking of the state's inaugural 2006 cohort of prekindergarten students that the cohort had a four-year high school graduation rate of 80.2 percent, 6.5 percentage points higher than students in the same graduating year who did not attend prekindergarten. The same evaluation also found prekindergarten reduces chronic absenteeism, reduces the need for special education services, and reduces the likelihood a child will be held back grades. Further, prekindergarten provides a positive return on investment, with LFC reporting the state earns \$6 for every \$1 spent through tax revenue, largely due to higher earning potential and reduced long-term social costs. Research, both from in state and national organizations, however, has found these positive outcomes are only possible when prekindergarten programs are high quality.

A 2021 [accountability report](#) from the LFC reported New Mexico is close to providing sufficient funding to ensure all low-income 4-year-olds receive at least some form of early education through childcare assistance programs, New Mexico PreK, or Head Start programs. ECECD reports 80 percent of 4-year-olds in New Mexico now have access to prekindergarten through New Mexico PreK, Head Start, Bureau of Indian Education (BIE), and Title I programs combined.

Prekindergarten in New Mexico is offered in both community-based and public school settings. In addition to 14,175 children participating in state-funded prekindergarten programs, an additional 6,300 children also participate in federal Head Start programs.

Prekindergarten has positive effects on children well into adulthood. It also provides a positive return on investment with New Mexico earning \$6 for every \$1 spent through tax revenue.

## Head Start

Head Start programs are generally limited to families living below the federal poverty level—currently \$27,750 for a family of four. Head Start promotes school readiness for children under age 5. National data shows approximately 6,300 children in New Mexico were enrolled in Head Start programs in the 2020–2021 school year. Although the state holds no role in funding or administering Head Start programs—funding for Head Start programs is provided from the federal government directly to childcare centers, schools, or other providers—the program is still an important part of the early childhood education system. ECECD is responsible for coordinating collaboration among Head Start programs and state programs, as well as overseeing efforts to “braid” funding sources to provide services to children.

**FY22 and FY23 Early Childhood Program Funding**  
(in millions)

	FY22	FY23	Funding Increase	Percent Change
<b>Early Childhood Education and Care Department</b>				
Child Care Assistance	\$155.1	\$214.8	\$59.7	38.5%
Home Visiting	\$42.9	\$43.3 <sup>2</sup>	\$0.4	0.9%
Early Childhood Professional Development & Pay Parity	\$9.5	\$10.5	\$1.0	10.5%
Family, Infant and Toddlers Program (FIT)	\$60.8	\$60.8	\$0.0	0.0%
Prekindergarten	\$106.3 <sup>1</sup>	\$110.2	\$3.9	3.7%
<b>Total</b>	<b>\$374.6</b>	<b>\$439.6</b>	<b>\$65.0</b>	<b>17.4%</b>

Source: LFC

## Legislative Investments in Early Childhood

New Mexico has steadily prioritized investments in early childhood education and care over the past several years, increasing both funding and capacity to serve New Mexico’s youngest citizens. For FY23, the Legislature appropriated a total of \$439.5 million to ECECD. The department also received \$22.4 million from the early childhood trust fund to increase services for home visiting, prekindergarten, tribal early childhood, and workforce supports—an increase of \$10 million from the FY22 allocation of \$14.2 million from the early childhood trust fund to ECECD.

**Tapping the Land Grant Permanent Fund.** A November 2022 ballot measure asked voters if the land grant permanent fund should be tapped for an additional 1.25 percent annual distribution to support education—at a 60 percent and 40 percent split for public education and early childhood, respectively. Now that voters have approved the constitutional amendment, it is projected an estimated \$132 million will be available to fund education programs.

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

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

Program/Allocation	FY22 OpBud	Law 2022, Chapter 54
Home Visiting	\$3.0	\$5.0
Early Childhood Professional Development	\$3.0	\$4.0
Community Provider Prekindergarten: Four Year Old Services	\$3.0	\$6.6
Community Provider Prekindergarten: Three Year Old Services	\$4.6	\$4.6
Family, Infant, and Toddlers Program (Birth to Age Three)	\$0.6	\$0.6
Tribal early childhood grants	\$ –	\$1.6
<b>Total</b>	<b>\$14.2</b>	<b>\$22.4</b>

Source: LESC Analysis of LFC Post-Session Report (April 2022)

**Early Literacy Legislative Investments.** Historically, literacy has been defined as the ability to read and write. Today, more expanded definitions are used with literacy conceptualized as not only reading and writing, but also listening, speaking, and the ability to both evaluate and communicate through a wide range of sources. These more comprehensive definitions of literacy, however, are not possible without an early foundation in reading and comprehension skills at the start of a child’s academic education. Without a strong foundation in literacy skills, children often fall behind. [Research](#) shows more than 85 percent of school curriculums are delivered by reading, making it a crucial skill in furthering a child’s learning. Low literacy rates also have long-term consequences. Longstanding research has found children who are not proficient in reading are four times more likely to drop out of high school.

In 2019, New Mexico passed a state law requiring several changes in how the state provides literacy instruction including expansion of professional development, student screening, and development of literacy plans at the school district and charter school level. Prior to 2019, PED used a reading program called Reads to Lead. In 2019, the then secretary-designate of the department indicated the state had not seen results from this initiative and did not request funding to continue the program. Subsequently, there was no funding for early literacy initiatives at PED for FY20.

**State Funding for Literacy.** At the beginning of the 2020–2021 school year, the PED launched a statewide literacy initiative: Structured Literacy New Mexico. Since the transition to this initiative for literacy instruction, the Legislature has allocated \$38.9 million in funding to support structured literacy in FY21 to FY23. During the 2022 legislative session, the Legislature allocated \$19.5 million for school districts and charter schools to provide structured literacy interventions and develop literacy collaborative models to support students in kindergarten through fifth grade. PED also identified the 2021–2022 school year as the “Year of Literacy” and requested the entirety of the FY23 appropriation of \$19.5 million be allocated to provide educators in grades kindergarten through grade five with LETRS professional development, which focuses on the science of reading.

**FY18–FY23 Early Literacy Funding to Public Education Department**  
(in millions)

	FY18	FY19	FY20	FY21	FY22	FY23	Total Funds FY21–FY23 (Transition to structured literacy framework)
<b>Early Literacy Initiative</b>	\$12.5	\$8.8	\$ –	\$9.7	\$9.7	\$19.5	<b>\$38.9</b>

Source: LESC Files; LFC Files

The 2022 GAA allocated \$8 million from the general fund and \$3.5 million from the public education reform fund to PED. The remaining \$8 million for FY23 was allocated from the general fund directly to districts and charter schools through the state equalization guarantee SEG funding formula. Because these allocations are through the SEG, the funds directly to school districts and charter schools do not necessarily have to be spent in alignment with enabling legislation that established criteria for structured literacy initiatives in the state.



**Family Income Index.** In 2021, the Legislature passed, and the governor signed, legislation that created the Family Income Index, an initiative designed to direct additional funding to schools with measurable concentrated poverty. The Family Income Index, which received an appropriation during the 2021 legislative session of \$30 million for expenditure in FY22 and FY23, must be used for structured literacy and reading interventions, math interventions, and other student supports such as counselors, social workers, or wraparound services. The LESC budget recommendation includes an additional \$15 million for the Family Income Index, to be allocated from the public education reform fund and expended in FY24.

## Committee Hearings and Actions

During the 2022 interim, the LESC held hearings focused on both early literacy and updates from the state's ECECD.

- October 2022: Structured literacy tour at Tombaugh Elementary School
- October 2022: Presentation on structured literacy implementation
- December 2022: Presentation from the Early Childhood Education and Care Department

## National and State Research

### Barriers to Early Childhood Services in New Mexico

**Early Childhood Workforce.** An insufficient and undertrained workforce is a major barrier in delivering high quality early childhood services across New Mexico. Low wages and lack of parity between wages paid by public school programs and those paid by private providers has hindered workforce recruitment. The Center for the Study of Child Care Employment (CSCCE), a research organization housed at UC Berkeley, [reported](#) in 2020, New Mexico's early educators with a bachelor's degree are paid 50.6 percent less than educators teaching in the kindergarten to 8th grade education system. CSCCE also reported the poverty rate for early educators in New Mexico is 27.4 percent, higher than that of general New Mexico workers (12.7 percent) and 6.8 times higher than kindergarten through 8th grade educators (4.1 percent). Research shows low pay for early childhood educators leads to high turnover and poorer outcomes for students. Meanwhile, higher pay improves educator retention and creates more stable relationships between educators and young children.

**Funding and Capacity for Early Childhood Education Programs and Services.** The [four-year finance plan](#) developed by ECECD shows a gap between anticipated expenses and revenues, reaching a projected shortfall of \$504.9 million by FY26. While a 2021 [accountability report](#) published by the LFC included a fiscal framework with both low and high program uptake scenarios, it was also noted "given the high level of complexity within the early childhood system and increasing funding amounts, regularly projecting program enrollments and expenditures [would] assist in more efficiently and effectively delivering early childhood services throughout the state." As ECECD continues to align programs and services, expand its service capacity, and scale provider capacity, it will be important to concretely understand how various funding sources will be used to efficiently serve New Mexico's early childhood population while maintaining a high level of program quality. In addition to cost, clear measures of what constitutes a high quality program in the early childhood space are also needed.

## Policy, Budget, and Research Recommendations

**Continue Funding to Support Screening for Characteristics of Dyslexia, Development of Literacy Plans, and Professional Development in Structured Literacy.** The Legislature allocated \$19.5 million to support the implementation of structured literacy across New Mexico schools for FY23, aligned with provisions of Section 22-13-32 NMSA 1978. As the state continues to phase in LETRS professional development—aligned with its structured literacy strategy—the Legislature should continue support of these initiatives to ensure statewide professional development and implementation of a structured literacy approach at a high level of fidelity.

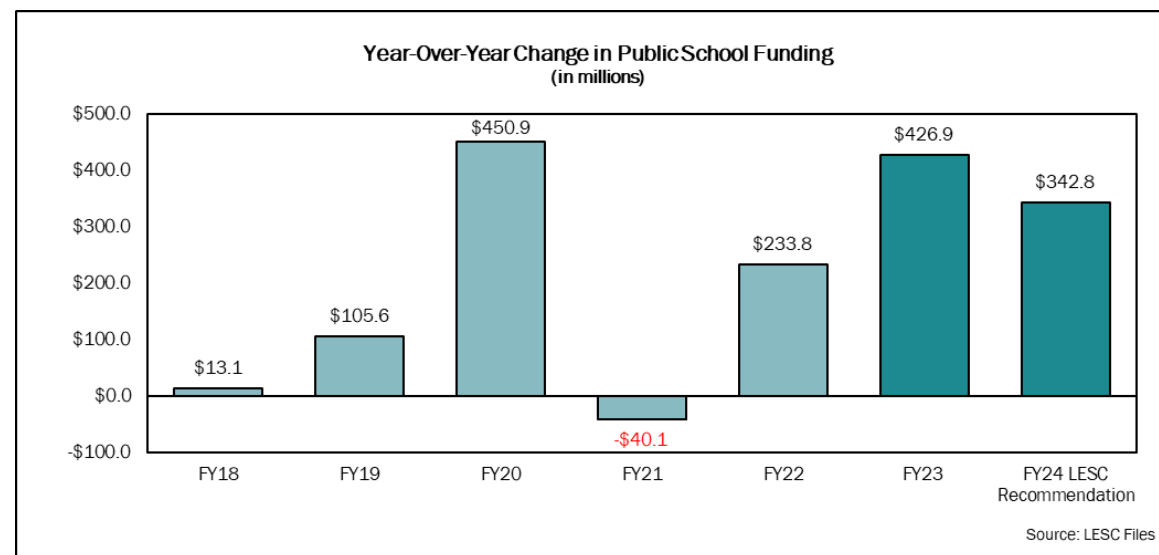
**Invest in Research to Support Early Numeracy and Mathematics Skills.** Many children enter kindergarten already behind in math and given New Mexico's low math proficiency scores across all grade levels, the development of early math skills is crucial for New Mexico's students. Research shows when children understand early math concepts before they enter kindergarten, they perform better on math and reading tests in later years. Because of the sequential nature of math instruction—where concepts often build upon one another—it is important to address math instruction early. The Legislature should consider study of effective math instruction strategies for the state's youngest learners, similar to its efforts to support early literacy development.

**Evaluation of the Effects of Early Childhood Programming.** Given the significant legislative investments in early childhood and the increased funding from state allocations and expected increases from tapping the land grant permanent fund, additional evaluation of early childhood services in New Mexico is imperative to understand what is best working to serve New Mexico's youngest citizens. For evaluation to be possible, it will be important for ECECD to develop a robust set of program inputs and expected outcomes so program effectiveness can be studied and so the Legislature can ensure adequate oversight. The Legislature should consider supporting the department in defining which metrics to collect and ensuring a data system that allows for clear tracking. The Legislature should also consider studying the varying funding sources available to fund early childhood education and care services so a clear sense of both the goals and the cost of scaling programs is established.



# Public School Finance

In recent years, the Legislature has made significant and targeted investments in programs, services, and school personnel compensation. However, many school district and charter school stakeholders have continued to report insufficiencies in funding, staffing shortages, and high turnover for some job classifications. These chronic challenges have been further exacerbated by the ongoing impacts of the Covid-19 pandemic on student, educator, and familial well-being. Large infusions of federal relief funds have been critical in addressing these challenges, including pandemic-related behavioral health issues and unfinished learning, but the depletion of one-time federal relief funds may ultimately require school districts and charter schools to either absorb new expenses or reevaluate the programs and services they provide. Additionally, the state's continued reliance on volatile revenues from oil and gas increases the importance of continued investments in public education that are both comprehensive and sustainable.



Despite economic uncertainty due to persistent inflationary pressures, supply-chain disruptions, and constrictions in monetary policy, state revenue collections have remained strong, providing the Legislature the opportunity to continue increasing both recurring and nonrecurring investments in public education. At \$3.9 billion in FY23, public schools represent the largest portion of the state's general fund spending, with almost half of recurring general fund appropriations allocated to public education. Updated revenue forecasts from the Consensus Revenue Estimating Group – staff economists with the Taxation and Revenue Department, Department of Finance and Administration, Department of Transportation, and the Legislative Finance Committee – show general fund revenue collections higher than previously forecast. For FY24, the group estimates \$11.995 billion in general fund revenue collections, up \$1.22 billion from FY23, and \$3.591 billion more than recurring general fund appropriations in FY23. Additionally, voter approval of a constitutional amendment to increase distributions from the permanent school fund may generate approximately \$230 million in new funds for early and K-12 education, enabling the Legislature to fund increases in teacher compensation, programs, and services for students with at-risk factors, and an increase in instructional time.

For FY24, the Public Education Department (PED) requested \$4.116 billion for public school support, an increase of \$243.3 million, or 6.3 percent from FY23. In addition, the department requested \$270.1 million in nonrecurring appropriations, most of which they requested be sourced from the general fund.

## FY24 Budget Request and Framework

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

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

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

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

**State Equalization Guarantee.** PED requested \$3.834 billion for the state equalization guarantee, an increase of \$160.6 million, or 4.4 percent from FY23. Much of the department's request is associated with average increases in compensation for all school personnel, increasing the minimum number of instructional hours for both primary and secondary students, and increasing supports for instructional materials.

The LESC recommendation for the SEG includes \$3.97 billion, an increase of \$296.1 million, or 8.1 percent from FY23. Similar to PED's request, the LESC recommendation includes average increases in school personnel compensation, an extension of the academic calendar, and increases in employer contributions to the educational retirement board.

Additionally, the LESC recommendation for the SEG includes an increase in the at-risk multiplier, increases in supports for flexible compensation adjustments, increases in administrator responsibility factors, and an increase in the minimum salary for instructional assistants to \$25 thousand.

**Elementary Physical Education and Fine Arts.** Neither the elementary physical education factor nor the fine arts factor have ever been fully funded by the Legislature. As a result, not all school districts or charter schools are funded for elementary physical education and fine arts programs, leading to an uneven distribution of SEG dollars. Those that do receive fine arts funding do so through an application process.

To remedy the disparities in student access to fine arts and physical education programs, the committee recommends increasing the SEG by \$12.1 million to sufficiently fund both programs for K-6 students in FY24. An accompanying bill to increase the fine arts factor to 0.055 would also require PED to maintain its application process to ensure funds and relevant programs sustained by the factor are adequately tracked.

**Transportation.** PED requested \$130.5 million for student transportation in FY24, an increase of \$15.8 million, or 13.8 percent over FY23. In its request, the department included \$98.1 million for maintenance and operations, \$13.2 million for fuel, \$8.8 million for rental fees, \$8.7 million for high-quality instruction, and \$1.7 million for a 4 percent average increase in transportation personnel compensation.

The LESC recommendation includes \$131.2 million for transportation, including \$99.7 million for maintenance and operations, \$20.6 million for fuel, \$8.8 million for rental fees, and \$2.2 million for a 5 percent average increase in transportation personnel compensation.

**Categorical Programs.** PED requested \$88 million for categorical programs excluding those for transportation, an increase of \$63.5 million, or 258.6 percent from FY23. Included in the department’s request is \$42.1 million for student technology, \$15.3 million for standards-based assessments, and \$27.5 million for the Indian education fund.

The LESC recommendation includes \$45.3 million for categorical programs excluding those for transportation, with increases for standards-based assessments and the Indian education fund. In the committee’s recommendation, those categorical programs would receive \$8 million and \$20 million, respectively. Additionally, the LESC recommendation includes a \$15 million categorical appropriation to the instructional materials fund, which will ensure school districts and charter schools invest at least 50 percent of their disbursement from the instructional materials fund on high-quality resources.

**PED Operating Budget.** For FY24, PED requested \$24.344 million in general fund revenue for department operations, an increase of \$3.475 million, or approximately 17 percent from FY23. According to the department, the increase in general fund support would help in creating 22 new FTE, including five in licensure, five in budget and capital outlay, two in assessment, six in information technology, two in general counsel, and two in community schools. The Secretary also requested moving 15 FTE from nonrecurring funds to recurring funding, including two in educator quality, four in curriculum and instruction, and nine in identity, equity, and transformation.

The LESC recommendation includes \$24.344 million for the department’s operating budget, an increase of \$3.475 million, or approximately 17 percent from FY23. Much of the increase recommended by the committee would fund increases in capacity at the department, with additional funds intended to maintain competitive compensation for department staff.

**Public Education Reform Fund.** Staff estimates as much as \$281 million will be available in the public education reform fund (PERF) for appropriation in FY24. Statute requires those funds be expended on improving teacher quality, extended learning time, improving the efficiency of school administration, improving accountability systems, and providing services for students with at-risk factors.

Additionally, voter approval of the constitutional amendment to increase disbursements from the permanent school fund may generate \$94 million for K-12 education for use in FY24. In the LESC recommendation, the increased disbursements from the permanent school fund would be transferred to PERF for subsequent appropriation by the Legislature. Doing so would allow the Legislature to track the uses of those funds on non-recurring

appropriations, which the constitutional amendment indicated could include educator compensation, programs and services for students with at-risk factors, and extensions of the academic year.

While the constitutional amendment received voter approval, the disbursements of additional funds from the permanent school fund were dependent on congressional approval. Congressional assent was included in the Consolidated Appropriations Act of 2023 that was signed into law by President Joseph R. Biden on December 29, 2022. Those additional funds, estimated at \$94 million for K-12 education, will be available for distribution in FY24.

PED requested \$67 million from the public education reform fund, including \$50 million for K-12 plus programs and \$17 million for attendance initiatives.

LESC’s recommendation includes \$260 million in requests from the public education reform fund, including \$50 million for the establishment of an Indian education endowment fund that would support capacity building initiatives in tribes, pueblos, and nations. The committee’s recommendation also includes \$15 million for a one-year extension of the Family Income Index, \$4 million for the creation of a principal, counselor, and social worker residency program, \$10 million for the Teacher preparation affordability scholarship fund, and \$2.5 million for the Teacher loan repayment fund. Additionally, the LESC recommendation includes \$40 million for career technical education, \$3 million for the Hispanic education act, \$5 million for the bilingual multicultural education act, \$6.5 million for paid student teaching and licensure support, \$2 million for early literacy, \$25 million for summer enrichment and quality tutoring camps, and \$50 million for K-12 Plus programs.

**Federal Relief Funds.** Since the beginning of the Covid-19 pandemic, three rounds of federal relief programs have disbursed approximately \$189.6 billion to school districts and charter schools throughout the United States. The initial intention of those funds was to assist communities in responding to the public health emergency, primarily by upgrading heating, ventilation, and air conditioning (HVAC) systems, purchasing sanitation supplies, and expanding student access to electronic devices. As the disruptions of the pandemic have receded, many school districts and charter schools are now leveraging their remaining federal relief funds in alleviating the impact of unfinished learning that many students experienced during the transition to virtual learning.

Approximately \$1.6 billion was disbursed to New Mexico in three rounds of federal funds, of which 90 percent was allocated to school districts and charter schools.

**Federal Relief Funds Disbursed for K-12 Institutions in New Mexico**

(as of November 21, 2022 in thousands)

ARPA	\$1,018,675	September 30, 2022
CARES Act	\$130,837	September 30, 2023
CRSSA	\$463,069	September 30, 2024

Source: LESC Files

Throughout the interim, superintendents and other school leaders reported to the committee on the various programs and services for which they are leveraging those one-time funds, including tutoring programs, stipends for educators, behavioral health supports, technological devices and internet connectivity, and capital projects. Although, as school districts and charter schools continue to expend their federal relief funds, more clarity is needed on the extent to which they have been used to support recurring expenses, such as staff compensation. If personnel compensation and other recurring expenses are being

supported by federal relief funds, it is critical that school districts and charter schools develop plans for either absorbing those additional costs or sunsetting programs and services as well as for the Legislature to determine which costs might warrant continued investment.

A combination of factors have created the “perfect storm” for the public school capital outlay Fund (PSCOF), resulting in a balance that is larger in FY23 than in recent history. The PSCOF is benefiting from the strong performance of supplemental severance tax bonds, but simultaneously, a recent change to the state and local match formula created a climate where school districts cannot afford their local share of school projects. The PSFA has been working to verify the fund balance is actually growing; PSFA staff have identified several accounting errors that may have a negative effect on the funds balance. However, if the balance remains high and growing, the Public School Capital Outlay Council (PSCOC) has expressed a desire to create a system that allows school districts to more easily apply for PSCOC funding.

During the 2022 legislative interim, LESC staff worked closely with staff from the LFC and PSFA to study outstanding capital outlay issues and make recommendations for adoption during the 2023 legislative session. The resulting omnibus bill contains recommendations to address many high-priority capital outlay issues, including temporarily altering the state and local match formula, eliminating legislative offsets, rescinding the implementation of future Impact Aid credit, and addressing district needs in prekindergarten, career-technical education, and school security.

### Public School Capital Outlay in New Mexico

As a result of the *Zuni* lawsuit, New Mexico’s system of funding school facilities splits the responsibility to pay between the state and local school districts. School districts are allowed and encouraged to levy local taxes to pay for school facilities. The state supplements local funds through school capital outlay programs administered by PSCOC and PSFA, especially for school districts that are unable to generate sufficient revenues from their local tax base.

#### Local Revenue Sources

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

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

can exceed the minimum depending on the school district’s total program units, the tax rate imposed by the school district, and the school district’s estimated tax revenue.

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

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

### The Zuni Lawsuit

In 1999, the 11th Judicial District Court issued its initial ruling in the *Zuni* lawsuit, finding New Mexico did not have an equalized system of public school capital outlay funding, especially for school districts with large tracts of federal Indian reservation land such as the plaintiffs, *Zuni Public Schools* and *Gallup McKinley County Schools*. The court found the lack of equity in capital revenues violated the New Mexico Constitution, which requires a “uniform system of public schools sufficient for the education of all school age.”

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

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

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

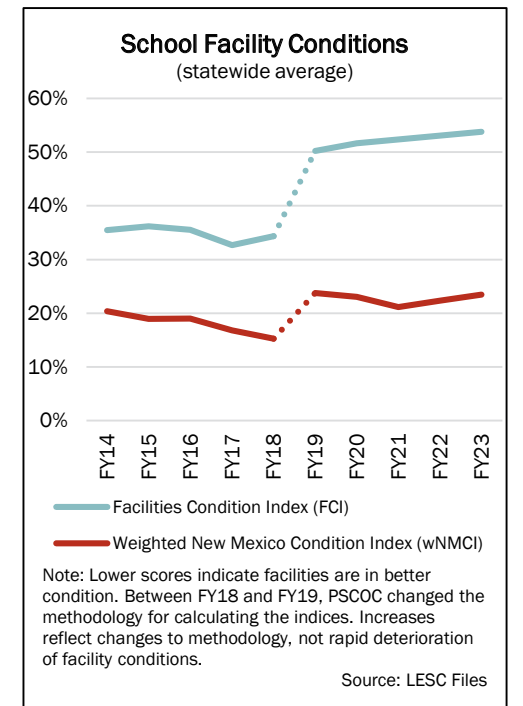
The state filed a motion for the 11th Judicial District Court to reconsider its ruling given the new evidence in the case. The Court denied this motion. In July 2021, the state appealed the district court’s ruling to the New Mexico Supreme Court. The opening brief for the appeal was filed in August 2022.

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

### State-Funded Capital Outlay Programs

**Standards-Based Awards.** Standards-based awards are large-scale awards made by PSCOC to help cover the construction of a new school or the replacement of an entire school site. During the 2022 award cycle, schools were eligible for standards-based awards if the school’s weighted New Mexico Condition Index (wNMCI) ranked among the top 150 schools in the worst condition in the state. Each award is subject to the public school capital outlay state and local match formula, which is designed to distribute state funding to match districts’ investments, allocating greater state funding to districts with lower levels of local revenues. However, after changes to the state and local match formula in 2018, the local share of projects has grown statewide, presenting a significant barrier to districts that wish to participate in PSCOC awards.

**Systems-Based Awards.** Systems awards are designed to fund relatively small projects to replace failing facility systems, such as electrical or HVAC systems. For the 2022-2023 awards cycle, schools must be in the top 350 worst condition schools according to the wNMCI rankings. Eligible systems for replacement included roof, HVAC, fire alarms and sprinklers, site drainage, and demolition. While systems-based awards are helpful to replace failing building systems that have reached their useful lifespan, each school that receives a systems-based award will see an improved wNMCI, which may



### FY23 Standards-Based Awards, YTD in December

(in thousands)

School District	School	wNMCI	Average FCI	Total State Cost	Total Local Cost	Total Project Cost
Farmington	Heights Middle School	39.9%	67.1%	\$17,123.8	\$29,156.7	\$46,280.5
Farmington	Mesa Verde Elementary	41.0%	74.5%	\$10,490.4	\$17,862.1	\$28,352.5
Gallup	David Skeet Elementary	37.2%	72.2%	\$17,714.7	\$3,888.5	\$21,603.2
Gallup	Gallup Central High School	122.4%	77.4%	\$9,004.8	\$1,976.7	\$10,981.5
Gallup	Thoreau High School	45.6%	77.4%	\$38,214.8	\$8,388.6	\$46,603.4
Charter	ABQ Sign Language Acad.	64.8%	46.6%	\$21,289.3	\$3,000.0	\$24,289.3
<b>STATEWIDE TOTAL</b>				<b>\$113,837.7</b>	<b>\$64,272.6</b>	<b>\$178,110.4</b>

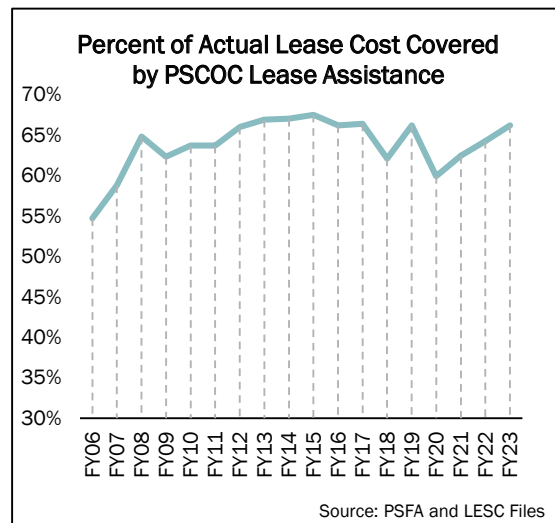
Source: PSFA

impact that building’s eligibility for future awards. For many buildings with multiple failing systems, total school replacement through the standards-based program may be a better option.

**Prekindergarten Classroom Initiative.** Section 22-24-12 NMSA 1978 allows districts to apply for awards to add prekindergarten classrooms or renovate existing space to house a prekindergarten class. PSFA has budgeted to fund the prekindergarten initiative at a level of \$5 million per year through FY24, though statute grants the council flexibility to decide whether there are sufficient funds available for this program. For FY23, PSCOC made two prekindergarten classroom awards: Farmington received an award for a preschool academy totaling nearly \$10 million, matching \$17 million in local funds, and the New Mexico School for the Blind and Visually Impaired received \$150 thousand, matching \$150 thousand in local funds.

**School Security Awards.** Following a fatal 2017 shooting at Aztec High School in northwestern New Mexico, the state made a commitment to fund up to \$10 million per year from FY19 to FY22 to improve security infrastructure at public schools. The school security program ended in June 2022, and requests for school security projects fell short of the \$10 million threshold each year. However, some districts have continued to request funding for security projects, despite low demand for the school security program.

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



**Broadband and the State Education Network.** PSCOC is authorized to spend up to \$10 million per year on educational technology infrastructure for school buildings. The modest state investment in network equipment is used to match federal E-Rate funding at a rate of about nine federal dollars for every state dollar invested. The initiative has been widely regarded as successful, with almost every school in New Mexico now connected to high-speed internet. As of the 2022 legislative session, the \$10 million in education technology infrastructure funds can also be spent on network infrastructure to construct a statewide education network. PSFA is working with the Department of Information Technology’s Office of Broadband to design the statewide education network, which will connect all schools to a consolidated education network via regional network hubs.

## Public School Transportation

School transportation programs are funded through an annual categorical appropriation which is distributed to school districts and some charter schools that have a transportation program via a formula separate from the SEG. The public school transportation formula considers a number of variables which theoretically determine the cost of transportation in each district:

- Students eligible for transportation
- Number of buses in operation
- Total miles traveled
- Students transported
- Gross area of the school district
- Number of days in the school year
- Special education students
- Population density (students transported divided by school district area)

Typically, these factors are adjusted annually to provide up-to-date funding for each variable. However, during the Covid-19 pandemic, the Legislature froze the variables used to calculate school transportation funding at FY20 levels. Because students were not riding buses during distance learning, transportation funding would have been impacted by low levels of bus ridership.

### Issues in Public School Transportation Funding

**The Transportation Formula Treats Large Districts and Small Districts Inequitably.** PED uses separate formulas for large school districts, small school districts, and state-chartered charter schools, a funding scheme that contributes to inequity on a per-student basis and large year-over-year swings at individual school districts and charter schools. As a result, some school districts, particularly large, rural school districts, report supplementing their transportation distribution with operational funding.

Per-Student Daily Funded Rate in PED's Transportation Funding Formula

	FY16	FY17	FY18	FY19	FY20	FY21-FY23*
Large School Districts (1,000 students or more)	\$1.25	\$1.39	\$1.05	\$1.54	\$1.37	\$1.50
Small School Districts (fewer than 1,000 students) and State-Chartered Charter Schools	\$1.38	\$0.48	\$1.69	\$0.38	\$1.23	\$0.67

\* Note: The Legislature froze transportation funding at FY21 levels throughout the Covid-19 pandemic. Transportation allocations were not recalculated during this time

Source: PED

**The transportation formula was not designed with charter schools in Mind.** The transportation formula treats state-chartered charter schools the same as small, rural school districts, but many charter schools may be in urban settings with very different transportation needs.

**Modernizing Bus Fleets with Air Conditioning, Seatbelts, and Electric Vehicles.** School buses are becoming safer for student travel and more fuel efficient; they are also becoming more expensive. The legislature has made funds available to ensure new buses are purchased with air conditioning, but seatbelts remain a matter left to local decisions. Both air conditioning and seat belts come with significant retrofitting costs. In addition, the federal government has begun subsidizing electric school buses, but it is unclear whether New Mexico school districts are applying for the school bus modernization grants. A fleet of electric school buses is accompanied by a host of other technical challenges, particularly, a need for charging infrastructure.

### Policy Recommendation

Study the actual costs of school transportation. Issues in transportation funding repeatedly identified by school district stakeholders and LESC staff have not been addressed; transportation is often left by the wayside as the Legislature focuses on academic school reforms. The Legislature should dedicate time to a study of transportation costs and expenditures and design a formula that works for all school districts and charter schools.

## Current Issues in Public School Infrastructure

### The State and Local Match Formula is Cost Prohibitive

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

As the new formula was phased in from FY19 through FY22, the demand for standards- and systems-based capital outlay projects steadily declined as districts’ local match percentages increased. In conversations with school administrators statewide, many agree their local match amount is too large and has become a barrier to participation in PSCOC programs.

The phase 2 formula contains a number of assumptions that warrant further study. The formula assumes districts are leveraging about 4.5 mills in local property taxes, but many districts take advantage of only the SB9 two-mill levy and do not take advantage of HB33. The formula assumes the cost of replacing facilities is about \$307 per square foot, but an LESC analysis of construction costs over time shows modern schools may cost \$425 or more per square foot. Finally, the formula assumes districts will replace their facilities on a 45 year basis, but districts with long-standing deficiencies may need to replace their current facilities sooner, rather than spread over a 45-year period.

### Offsets for Direct Legislative Appropriations Are Growing

[Section 22-24-5 B. \(9\) NMSA 1978](#) requires PSCOC to reduce funds awarded to districts for standards- and systems-based projects by the amount of direct capital funding those districts receive from the Legislature. These reductions have become colloquially known as “offsets” or “direct legislative offsets.” Any school district that receives direct appropriation for a capital purpose will have an offset created, which is later applied against a PSCOC award when that district applies for a PSCOC project. Districts have the option to refuse direct legislative appropriations, but doing so is akin to turning down free money. Offsets are cumulative over time and can only be forgiven when a project is awarded by PSCOC. As a result, offsets in districts that do not participate in PSCOC projects have grown substantially, and now act as a barrier to participation in the PSCOC award process.

Legislative offsets represent a lose-lose situation for many, acting as a disincentive for Legislators to make capital appropriations to school districts, and a disincentive for districts to apply for funding. These offsets were originally created to account for inequities in districts’ abilities to raise local revenues. However, after the return of Impact Aid to districts, offsets may no longer be required to maintain equity.

### School Districts are Requesting Capital Funding for Local Priorities

In addition to the typical need for standards- and systems-based projects, school districts have asked for funding for local needs. One of the largest needs identified has been school security funding; despite low demand for the now defunct PSCOC

security program, school districts are still requesting funds for cameras, fencing, metal detectors, electronic entry systems, and secure school vestibules. Requests for school security funding come on the heels of a fatal 2022 shooting at an elementary school in Uvalde, Texas that left 19 elementary school students and two teachers dead.

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

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

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

## Policy Recommendations: 2023 Capital Outlay Omnibus Bill

LESC and the Public School Capital Outlay Oversight Task Force endorsed a bill for the 2023 legislative session that addresses a number of outstanding issues identified during the 2022 interim. Among its provisions, the public school capital outlay omnibus bill contains the following recommended policy provisions:

### ***Decrease Local Match Requirements and Study the State and Local Match Formula.***

The public school capital outlay omnibus bill for the 2023 session includes a flat one-third reduction to each school district’s local match for a three-year period, and a one-half reduction for school districts classified as “microdistricts” with fewer than 200 students. This temporary provision is intended to reengage districts that are currently unable to participate due to a large local match, and buys time for the state to continue studying the complicated state and local match formula to find a better balance between state and local participation.

***Eliminate Current and Future Legislative Offsets.*** The omnibus bill eliminates language that creates offsets for direct legislative appropriations, and adds a temporary provision forgiving all current outstanding offsets. The changes remove barriers to PSCOC funding for districts with current offsets, and don’t require school districts to “pay the state back” when a capital outlay appropriation is made.

**Do Not Take Credit for Impact Aid in the State and Local Match Formula.** Along with the removal of offsets, the omnibus bill removes a provision that currently requires school districts’ “operational revenue used on capital expenses” to be included in the calculation of school districts ability to pay for new facilities. Impact Aid school districts that use their operational funding to build new facilities will not have those investments count against them in the calculation of their local match for future PSCOC projects.

**Provide Funding for Security and Local Priorities.** The omnibus bill makes two appropriations: one for school security, and another for prekindergarten and CTE based on school districts’ priorities. The appropriations are designed to be flexible with one string attached; districts would be required to notify PSEA and PSCOC in writing how the funds were used.

# Learning Time

Academic learning time is quality, engaged time that results in learning—it is more than just allotted time that is available in a school day. Comprehensive, quality learning time necessitates honoring the various needs and learning styles of students through initiatives like CTE, enrichment programs, fine arts, physical education, afterschool programs, culturally responsive instruction, extended learning time, and targeted interventions. Quality learning time also requires recognizing the need to support principals and teachers as continuous learners and professionals through professional development, residencies, coaching, mentorship, and protected time for planning and collaboration. By acknowledging and sufficiently funding these essential components of learning time, the Legislature can create an environment in which high quality academic learning is most likely to occur.

Features	Features of Extended Learning Programs Effectiveness		
	Most Effective		Less Effective
Curriculum	Aligned, individualized & high-quality curriculum	Clear program goals not aligned to curriculum	No clear program goals
Training and Coaching	Pre-service & ongoing training, & coaching	Pre-service training only	No training
When and Where	During the regular school year	Mandatory summer programs	Optional participation
Attendance	Mandatory during the school day	Mandatory other times	Voluntary with incentives
Total Annual Hours	Significant time (45 - 100 hours)	Too little time (less than 44 hours)	Too much time (diminishing return)
Class Sizes	10 - 15 students	15 - 20 students	20+ students
Teachers	Certified teachers	Non-certified instructors	

Source: The Education Trust

Learning time has become a primary focus in education policy both in New Mexico and across the country largely due to the growing evidence that by extending learning time, students experience an increase in academic and social benefits. It is critical to understand that positive student outcomes seen with extended learning time is tied to specific and intentional methods, including quality instruction and targeted interventions. According to a 2016 LFC report, *Time-on-Task*,

Time for learning is important, but more time alone will not increase academic achievement. Additional time must be used efficiently and effectively. Schedules should optimize to allow for the maximum amount of academic learning time. In schools where allocated time is not used properly, adding time to the day is ineffective, costly, and a poor use of scarce resources. Without efficient planning, the addition of an additional hour of instruction will not increase student achievement.

The need to provide high quality extended learning time to New Mexico students is at an all-time high as achievement gaps continue to grow, particularly for low-income, Native American, EL, and students with disabilities. This achievement gap and the



need to provide additional learning time was one of the major findings of the *Martinez-Yazzie* lawsuit in 2018, and data about student achievement after the Covid-19 pandemic reveals learning loss is significant and declining rates of academic success for students.

### K-5 Plus and Extended Learning Time Programs

In 2019, in response to the *Martinez-Yazzie* lawsuit and utilizing research demonstrating the positive outcomes of extended learning time, the New Mexico legislature funded and established the K-5 Plus and Extended Learning Time Programs (ELTP). The K-5 Plus program allows schools to add 25 days of instruction while the ELTP allows schools to add 10 days, afterschool programming, and 80 hours of professional development.

#### Martinez-Yazzie Lawsuit

The 1st Judicial District court found K-3 Plus, the predecessor of the K-5 Plus program, had positive effects on student outcomes, particularly for low-income students. In its

The court’s findings in the *Martinez-Yazzie* lawsuit cited an adequate education as one that prepares schoolchildren to be functioning members of the civic, cultural and economic aspects of our society, and determined education inputs to be a primary measure of adequacy.

findings, the court noted, “it would be beneficial for all students enrolled in high poverty schools to be enrolled in the K-3 Plus program.”

In response, the Legislature expanded the K-3 Plus program to K-5 Plus and provided funding for all high-poverty elementary schools to participate in the program. Additionally, the Extended Learning Time program added instructional time for students in all grade levels. To provide year-to-year funding stability, these programs were added to the public school funding formula.

#### Legislative Changes to K-5 Plus and Extended Learning Time Programs

After the implementation of the new programs, legislators heard feedback about some of the challenges to rolling out the programs and seeing them fulfill their intended purpose. School districts cited the requirement that students stay with their K-5 Plus cohort during the regular school year, short implementation periods, challenges with adjusting the school calendar, and lack of interest in extending the school year from parents and teachers as factors leading to the low uptake of K-5 Plus programs in FY20.

During the 2021 regular session, the Legislature sought to address these concerns by providing greater flexibility. These amendments to the K-5 Plus Act were developed with input from school district and charter schools:

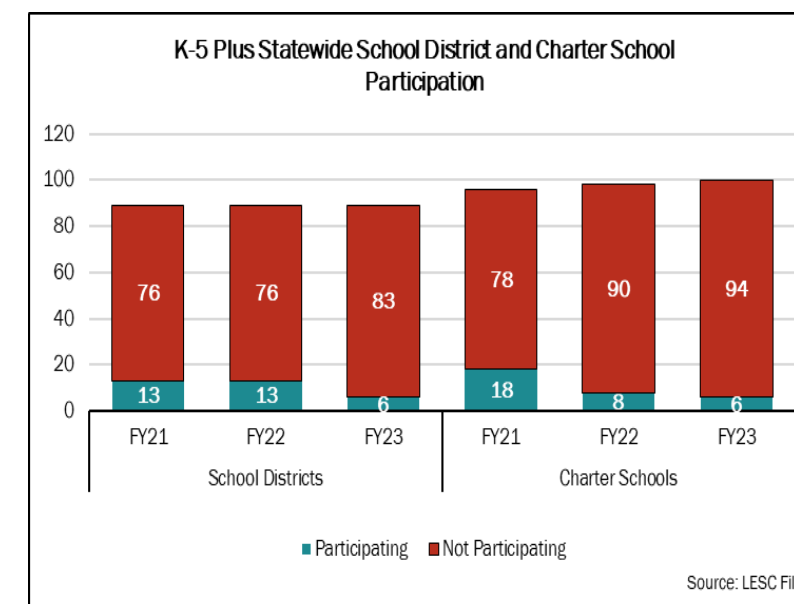
- Allowing school districts and charter schools to add additional days at any time during their school year, rather than prior to the start of the school year;
- Requiring all K-5 Plus programs to be implemented school-wide for all students attending a school;
- Allowing four-day school districts to add 20 days or reach a minimum of 175 calendar days; and
- Softening a strict interpretation of the K-5 Plus cohorting requirement.

Some school districts noted the requirement to add 25 instructional days was burdensome and instead advocated for instructional hours to be allowed in lieu of days. The Legislature addressed this concern by allowing school districts and charter

schools to generate K-5 Plus program funding by adding equivalent hours once a minimum number of total instructional days was met. This program provides grants to elementary schools for an additional 140 hours of instructional time.

The Legislature also addressed implementation concerns for the ELTP by allowing schools to either add instructional days or instructional hours to qualify for the program. In addition, the changes provided accommodation for four-day school weeks by lowering the number of days required for these school districts.

Based on LFC analysis of FY22 interim Istation data, K-5 Plus, when administered to fidelity, has shown some success in improving student academic outcomes, with a growth rate of approximately .01 to .04 above students not participating. The state continues to provide funding for every low-income, low-performing school to provide K-5 Plus to all elementary students. However, several of the statutory requirements of the original K-5 Plus program proved challenging for schools to implement and participation in the program has been decreasing. In FY23, the PED confirmed that 4,436 students are participating in the K-5 Plus program, and 128,067 students are participating in the Extended Learning Time program. Despite these legislative changes, for FY23, K-5 Plus programs are expected to use \$7.2 million of the \$119.9 million appropriation and ELTP are expected to use \$75.4 million of the \$95 million appropriation.



### Policy and Budget Considerations: How to Make Best Use of Funding

The New Mexico Legislature should continue to invest in learning time. Quality learning time is the foundational input needed for students’ improvement. By embedding additional time into the minimum instructional hours required within the school year and funding components crucial to high-quality instruction, the legislature can ensure funding for quality learning time does not continue to go unused by districts and charter schools. To provide local flexibility for program designs and ensure quality instructional time is added throughout the school year, the Legislature could consider:

- Providing flexibility through instructional hours to districts and charter schools to meet local needs for students and educators throughout the school year;
- Expanding learning opportunities for students by embedding enriched instruction in school-directed programs; and
- Embedding and funding comprehensive professional work time for New Mexico’s educator workforce.

### Increasing Instructional Hours and Local Flexibility

On average, the statewide cost for one instructional hour at every school is approximately \$3.3 million.

Current school-directed program hourly minimum requirements for elementary are 990 hours and 1080 hours for secondary schools. By increasing the minimum number of school-directed program hours, the legislature can ensure every elementary student has a greater opportunity to avoid summer learning loss and support students with recovering from the academic and socioemotional consequences of the Covid-19 pandemic. Many schools are already offering hours beyond the current minimums, and by increasing these required minimums to 1,140 hours coupled with necessary funding, all schools can implement or continue to support effective extended learning time opportunities for students.

### Defining Instructional Hours

An instructional hour is a period at school or other location during which students receive direct instruction directly aligned with academic content and performance standards from a teacher or other qualified instructor and includes:

- A school program set forth in Sections 22-13-1 and 22-13-1.1 NMSA 1978;
- Enrichment programs that focus on problem solving and cognitive skills development;
- Content that provides technical knowledge, skills and competency-based applied learning;
- Research- or evidence-based social, emotional or academic interventions; and
- Instruction that occurs at the same time breakfast is served or consumed in accordance with the breakfast after the bell program or federal requirements.

### Expanding Learning Opportunities for Students through School-Directed Programs

To support the authentic engagement necessary for academic learning, which comes when students are immersed in work with clear meaning and immediate value, school-directed programs should include:

Instructional time means time during which a school is responsible for a student and they are expected to be actively engaged in a learning activity. In addition to providing more instructional time, policies and rulemaking should emphasize engagement and considers students' needs, interests, and skills.

- Teaching and learning aligned with content and performance standards;
- Enrichment programs that focus on problem solving and cognitive skills development directly aligned to academic content and performance standards;
- Research-based or evidence-based social, emotional, or academic interventions;
- Content that provides technical knowledge, skills, and competency-based applied learning.

### Professionalizing the New Mexico Educator Workforce

Of the [over 250 distinct factors](#) or activities that influence student achievement identified in a 2019 report by Hanover Research and the Utah State Board of Education, educators were identified as the most impactful school-based factor. This indicates that educator quality should be a primary focus for stakeholders working to improve student outcomes. [National research](#) also indicates effective professional work to improve educator quality incorporates: specific content supports, hands-on experience, collaboration, modeling of instruction, coaching support, built-in time for reflection, and providing teachers adequate time to implement a new skill. Although national data consistently emphasizes a need for quality professional learning supports over quantity, [research](#) is mixed on the number of hours required to provide supports within components of high-quality professional work, especially since many components commonly overlap.

Depending on the needs of the school, professional work time should include a combination of time for licensed school employees to participate in educator professional development, mentorship, coaching, collaboration, planning, home visiting, parent teacher conferences and consulting with parents to develop next step plans for students. By incorporating time provided by public schools for professional work, the Legislature can support the continuous improvement of New Mexico educators while leading the nation in building the most professionalized educator workforce in the country.

In order to support educators, it is recommended to allow for up to 60 instructional hours per school to be used for professional work hours, which can be embedded during the course of a normal school day. A professional hour is time during which a teacher participates in professional work aligned with challenging academic content and performance standards, and by allowing flexibility in the use of that time, schools can provide the specific support needed for their teachers. Professional work hours should include home visiting or parent-teacher conferences, educator training or professional development, and mentorship, coaching, and collaboration between school employees.

# Student Supports

## **Martinez and Yazzie Consolidated Lawsuit and the Education Acts**

In July 2018, Judge Sarah Singleton found the state had failed to meet its constitutional obligation to provide an adequate, sufficient education to at-risk students – the court defined at-risk as economically disadvantaged students, EL students, Native American students, and students with disabilities.

Further, in the court’s Findings of Fact and Conclusion of Law issued in December 2018, Judge Singleton stated that educational inputs were inadequate and led to dismal educational outputs for at-risk students.

Since the court’s findings, the Legislature has made myriad investments totaling nearly \$1 billion in both discretionary funding to school districts and charter schools and to Public Education Department initiatives meant to increase access to programming and teacher preparation and training.

Despite these large investments, though, and in part because of the effects of the Covid-19 pandemic, it is unclear whether New Mexico’s students, and particularly those named in the lawsuit, are any better off.

### **Committee Hearings**

At LESC’s September hearing, PED Secretary Kurt Steinhaus and Deputy Secretary Vickie Bannerman described the department’s efforts to finalize a plan to address the lawsuit. At that time, PED staff was reviewing public feedback it had solicited about its draft plan, and Bannerman said the department intended to publish a final plan between October and November 2022. PED has yet to publish a final plan.

LESC also heard from various stakeholders throughout the interim who acknowledged the state’s continued challenge of addressing the lawsuit. LESC staff presented analysis describing how further investments and policy changes have the potential to continue the Legislature’s efforts to improve New Mexico’s educational system, but acknowledged systemic issues will need to be addressed in order to fully transform education for students.

### **Recommendations**

While staff recommends specific investments to address each of the student groups identified in the lawsuit, it also recommends broad proposals that will benefit students in a collective manner. The Legislature should consider increasing the number of instructional hours to ensure all students have sufficient time in school and to counteract the impact of the Covid-19 pandemic.

Members should also consider increasing the at-risk factor in the school funding formula so school districts and charter schools have increased resources to provide social workers, nurses, attendance coaches and other student supports. School officials can use these discretionary funds to address specific local needs.

## **Education Acts**

### **Indian Education Act**

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

Despite the provisions of the act and the intent behind its creation, outcomes for Native American students have consistently lagged behind those of their peers. The court’s ruling in the *Martinez and Yazzie* consolidated lawsuit highlighted those disparities as rationale for improving educational opportunities for Native American students and clearly stated the state has not met the provisions of the act. Recent assessment data shows results have not improved. Only one in five Native American students scored proficient in reading on the 2022 New Mexico Measures of Student Success and Achievement, and only 14 percent scored proficient in math. Additionally, only 71 percent of the 2021 cohort of Native American students graduated in four years, more than five percentage points less than those of all students in New Mexico.

Since the court’s findings, the Legislature has significantly increased funding for implementation of the IEA, primarily in the form of the IEF, which rose from \$2.5 million in FY19 to nearly \$15 million in FY23. Those funds have been administered by the PED and distributed as grants to pay for a variety of initiatives in school districts and tribal communities.

### **Committee Hearings**

At its September meeting, the LESC heard an update from PED staff about the uses of FY23 funding. The department distributed just over \$2 million directly to tribes and pueblos through a formula distribution that awarded a base amount of \$100 thousand to every tribe and pueblo and an additional \$15 per Native American student. School districts and charter schools serving Native American students also received \$2.8 million through a formula that awarded a base amount of \$85 thousand and an additional \$5 per Native American student.

In addition to those allocations, the department awarded the balance of the \$15 million in the IEF through various initiatives, including language revitalization grants, community-based immersion schools, and indigenous language fellowships. Funding for those initiatives went to school districts, charter schools, and tribes and pueblos. It is too early to determine whether that funding will be fully spent or whether department-initiated programming will prove effective.

While appropriations to serve Native American students have increased, it’s still unclear whether school districts, charter schools, and tribes and pueblos are able to spend funding well. PED estimates approximately \$1 million in FY22 went unspent, or 25 percent of the FY22 appropriation. The reasons for that vary, from the timing of funding to schools’ and tribes’ capacity to administer increasing amounts of funding and implement new programming.

The committee also heard from Representative Derrick Lente and former Cochiti

governor Regis Pecos who said the state is still not fully implementing the provisions of the IEA and described issues with Indian education funding, particularly in the way tribal education departments need more support and training. They were also critical of a distribution method that resulted in all tribes, regardless of size or number of students, receiving similarly small allocations.

Among their recommendations were shifting Indian education funding from the grant process currently used by PED to one that flows funds more directly to tribal communities and investing in support infrastructure in the form of technical assistance centers for Indian education. They also advocated for the creation of a tribal education trust fund directly benefitting tribal education efforts.

### Recommendations

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

The Legislature should consider ways to provide more consistent funding, potentially through the creation of an tribal education trust fund that could feed the IEF.

Additionally, members should consider legislation that adopts a more defined method of distributing Indian education funds that provides a stable base of funding school districts and tribal communities could use to build local capacity, while also accounting for the number of students served in order to provide sufficient funding for programming.

### Bilingual Multicultural Education Act

Bilingual education benefits all students, and [research shows](#) English learners (ELs) receiving bilingual instruction perform better on measures of English reading proficiency than ELs receiving English-only instruction at both the elementary and secondary levels. In the consolidated *Martinez* and *Yazzie* education sufficiency lawsuit, the 1st Judicial District Court found New Mexico is not meeting its state and federal requirements to assist students who are not proficient in English. While the Legislature increased bilingual multicultural education program funding through the SEG in FY20 and has provided consistent funding since then, student participation in bilingual multicultural education programs has decreased. In FY21, the most recent data available, 306,504 students participated in bilingual and multicultural education programs, compared with 337,056 students in FY17, a nine percent decrease.

The Bilingual Multicultural Education Act recognizes both the value of and the barriers to bilingual multicultural education programs. The Act establishes the goal for all students to become bilingual and biliterate in English and a second language. The Act also recognizes the funding and administrative barriers to bilingual and multicultural education, stating that school districts do not fully understand how to properly assess, place, and monitor students in bilingual multicultural education programs so that students may become academically successful. While there are measures in place to oversee bilingual multicultural education programs, for example PED review

of program applications by the Language and Culture Division, school districts and charter schools may benefit from additional oversight and technical assistance. Bilingual multicultural education program funding flows through the SEG, and school districts and charter schools can budget funding formula dollars as they see fit, as long as statutory requirements are met. While the *Martinez* and *Yazzie* decision noted the PED read its statutory authority to oversee school districts and charter schools too narrowly, PED has argued that funding bilingual and multicultural education programs through the SEG prohibits the department from ensuring bilingual education program dollars truly benefit bilingual education program students. The Legislature may want to consider strengthening statute to improve oversight of bilingual multicultural education program funds as well as funding additional PED capacity to do this work. School districts and charter schools could benefit from increased oversight and technical assistance, for example, PED could develop a cycle to ensure every bilingual multicultural education program receives a site visit every three to five years.

A shortage of certified teachers has been a primary barrier in sustaining bilingual and multicultural education programs, particularly Native American language programs. The court found in the *Martinez* and *Yazzie* decision that effective programs for ELs must have qualified teachers – meaning bilingual-certified or TESOL-endorsed teachers. While the Legislature prioritized ELs and minorities in the awarding of the teacher preparation affordability scholarship in FY20 and addressed inequities in compensation for educators with a 520 Native American language and culture certificate in FY23, more work remains to be done. Appropriating \$5 million to the Bilingual Multicultural Education Act would provide stipends for TESOL endorsees and fully fund the compensation increases for those with a 520 certificate.

### Hispanic Education Act

While New Mexico law includes provisions to meet the needs of historically underserved Hispanic students, it appears not all aspects are fully implemented and monitored. The Hispanic Education Act provides for the study, development, and implementation of education systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates. In FY23, the Legislature provided \$500 thousand in a nonrecurring appropriation to PED from the general fund for the Hispanic Education Act, which PED used to conduct statewide community listening sessions, provide grants to districts, and establish a Hispanic Education Act team. Prior to FY23, PED attempted to address the goals of the Hispanic Education Act through existing initiatives, arguing that existing programs meet the needs of Hispanic students because they address the needs of all students.

However, the persistence of the achievement gap—a focus of the *Martinez* and *Yazzie* ruling—illustrates that New Mexico must do more to improve educational opportunities for Hispanic students. The Legislature should consider funding efforts to improve instruction for Hispanic students, including training for bilingual and TESOL certification, as well as stipends for bilingual and TESOL teachers. An appropriation of \$3 million to the Hispanic Education Act would support language acquisition and culturally responsive instruction by paying for TESOL and bilingual endorsements.

### Black Education Act

African American students in New Mexico have historically lagged behind students from other racial and ethnic groups in high school graduation rates, postsecondary enrollment, and degree-attainment rates and continue to do so. In the consolidated *Martinez* and *Yazzie* education sufficiency lawsuit the court ruled the state failed to


provide quality programs to meet the needs of at-risk students, including minority students (Hispanic, Native American, African American, and Asian American). The Legislature created the Black Education Act, a new section of the Public School Code, through Laws 2021, Chapter 51 (HB43) to help focus on issues related to Black education, strengthen educational outcomes for Black students, and address the Black student achievement gap in a holistic and systemic manner.

The Black Education Act created a Black Education Advisory Council and a Black education liaison position within PED to advise the Secretary on policy and programs related to the education of African American students and serve as a resource for schools to improve the educational outcomes and experiences of African American students. The Council and the liaison also work together on anti-racism and culturally sensitivity training and professional development programs for all school personnel, work with the HED and postsecondary institutions to improve Black education and recruit and retain African American candidates in teacher preparation programs. The Act requires PED and HED to submit an annual report on Black education statewide. As the 2021-2022 school year was the first year of implementation, the Legislature should review the 2022 annual report closely.

## Committee Endorsed Legislation

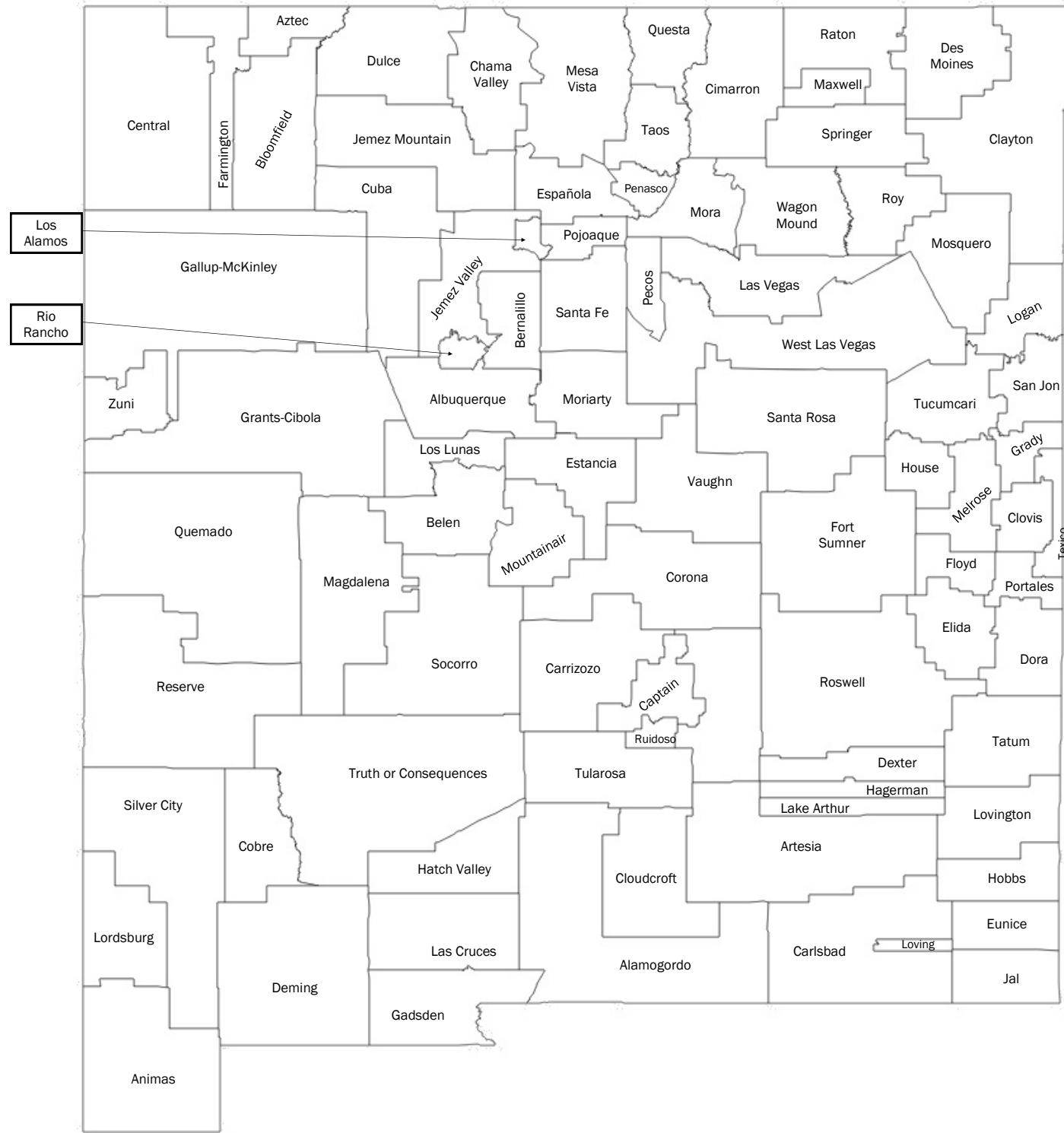
- **Change Graduation Requirements. (Rep. Romero and Rep. Lane)** The bill would amend Section 22-13-1.1 NMSA 1978, Graduation Requirements to decrease the number of total units required to graduate from 24 to 22. New requirements would include four units in English, four units in mathematics, four units of social science, and three units of science, along with one unit of physical education/health, four elective units, and two local discretionary units. More specifically, the bill would eliminate a requirement that all students take Algebra 2 and a dual credit, Advanced Placement, honors, or distance education course. The bill would also require each local education agency to develop a graduate profile to guide and support local decision making.
- **Capital Outlay Omnibus Bill. (Sen. Stewart)** The bill addresses a number of public school capital outlay issues identified during the 2022 legislative interim to improve access to capital funding for all school districts. The bill temporarily reduces the local match for public school capital outlay projects by one third for districts with more than 200 MEM, and by one half for school districts with 200 MEM or less. These local match reductions will end in FY27. The bill eliminates current and future offsets for direct legislative appropriations, as well as an upcoming credit for Impact Aid revenues. The bill appropriates \$100 million for local priorities including school security projects, career technical education, prekindergarten, or local maintenance and construction needs. Finally, the bill makes technical changes to eliminate unused language throughout the public school capital outlay act.
- **Learning Time. (Rep. Garratt and Rep. Romero)** The bill would increase instructional hours for all schools to 1,140 from the current 990 hours for elementary schools and 1,080 hours for high schools, and it would sunset the K-5 Plus Act and the extended learning time program. Additionally, the bill would define instructional hours to include enrichment programs, technical skill training, evidence-based interventions, and up to 60 hours of professional work time. The LESC budget proposal includes \$202 million to fund the base changes. The bill would also establish a daily factor for districts and schools that go beyond a 180 day calendar. These schools would be called K-12 Plus schools and receive a daily rate of .012 x MEM x additional days.
- **Educational assistant salaries. (Rep. Herrera)** The bill would amend Section 22-10A-17.1 NMSA 1978 to increase the minimum annual salary for licensed educational assistants (EAs) from \$12 thousand to \$25 thousand. The LESC budget proposal includes \$14.5 million to raise EA salaries.
- **Funding Formula Changes. (Rep. Baca and Rep. Romero)** The bill includes the following two changes to the funding formula and one change to the compensation mechanisms of school administrators.
  - **Principal Responsibility Factor.** *The bill would increase principal responsibility factors by 0.05. Principal salary minimums are determined by multiplying Level 3 teacher salaries by statutorily defined responsibility factors. Elementary principal salary minimums, for example, are a Level 3 teacher minimum multiplied by 1.20. Staff estimates the cost of increasing each of the administrative responsibility factors would be \$8 million.*

- **At-Risk Factor.** The bill would increase the at-risk factor in the funding formula from 0.30 to 0.35. Staff estimates the cost to do so is \$53.2 million.
- **Fine Arts Factor.** The bill would increase the fine arts factor from .05 to .055. Staff estimates the cost at \$4.1 million.
- **Tribal Education Trust Fund. (Rep. Lente)** The bill would create a tribal education trust fund and would include an initial investment of \$50 million with provisions detailing how investment returns on the fund would provide consistent and stable revenue for tribal education departments.
- **Distribution of Indian Education Fund. (Rep. Lente)** The bill would amend Section 22-23A-8 NMSA 1978 and direct how the Public Education Department distributes money from the Indian education fund. The changes would address concerns that school districts' and tribes' distributions from the funds are often uniform and do not account for the number of Native American students being served. The bill would specify a formula for base funding and a per-pupil amount for each tribe or pueblo.

A decorative graphic on the right side of the page. It features a large, solid red circle in the center. Surrounding the circle are several light green rectangular bars of varying lengths and orientations. Some bars are vertical, some are horizontal, and some are diagonal. The background of the entire page is a solid dark red color. In the top right corner, there is a white rectangular box with a thin green border containing the text 'DATA REFERENCE GUIDE' in a dark green, serif font.

DATA REFERENCE GUIDE

SCHOOL DISTRICTS IN NEW MEXICO



New Mexico Public Schools at a Glance

Enrollment in New Mexico Public Schools, October 2023: 327,562  
 Enrollment Change from October 2022: +11,098 (+3.5%)  
 Enrollment Change in: School Districts, +10,348; Charter Schools, +750  
 School District with Largest Enrollment, October 2023: Albuquerque Public Schools: 80,364  
 School District with Smallest Enrollment, October 2023: Vaughn Municipal Schools: 46  
 Charter School with Largest Enrollment, October 2023: Mission Achievement & Success: 2,103  
 Charter School with Smallest Enrollment, October 2023: Walatowa High: 38  
 Number of Charter Schools in FY23: Locally Chartered, 45; State-Chartered, 55  
 Percent of Students in: School Districts, 90.6%; Public Charter Schools, 9.4%  
 FY22 Final Unit Value (Adjusted in January 2021): \$4863.00  
 FY23 Preliminary Unit Value: \$5450.92  
 Change in Unit Value, FY22 Final to FY23 Preliminary: \$587.92 (+12.1%)  
 Total Recurring Appropriations for Public Education in FY23 (in thousands): \$3,872,601.2  
 Total Percentage of State Appropriations for Public Education in FY22: 46.7%  
 Statewide Four-Year Graduation Rate, 2020: 76.8%  
 Students Proficient in Reading: 33%  
 Students Proficient in Math: 25%  
 Students Proficient in Science: 34%  
 Number of Advanced Placement Exams Taken, 2022: 14,328  
 Percent of Advanced Placement Exams Passed with a Score of 3 or Better: 40.5%  
 Average ACT Composite Score, 2022 - New Mexico: 19.8 United States: 19.8  
 Average SAT Reading and Writing Score, 2022 - New Mexico: 490 United States: 529  
 Average SAT Mathematics Score, 2022 - New Mexico: 473 United States: 538  
 College Remediation Rate, 2020 (most recent): 25.3%  
 Average Weighted New Mexico Condition Index (wNMCI), FY23: 23.49%  
 Average Facility Condition Index, FY23: 53.77%

Source: LESC Files



### Student Enrollment: Five-Year Trends

### Student Enrollment: Five-Year Trends

#### Student Enrollment Five-Year History

School District or Charter School	Change in Enrollment						
	FY19	FY20	FY21	FY22	FY23	FY22 to FY23	Percent
1 Alamogordo Public Schools	6,386	5,901.0	5,572	5,571	5,589	18	0.3%
2 Albuquerque Public Schools	80,960	79,554	73,965	72,774	80,364	7,590	10.4%
3 Animas Public Schools	177	157	152	165	146	-19	-11.5%
4 Artesia Public Schools	3,857	3,835	3,741	3,701	3,729	28	0.8%
5 Aztec Municipal Schools	2,822	2,693	2,332	2,383	2,563	180	7.6%
6 Belen Consolidated Schools	3,916	3,865	3,667	3,581	3,602	21	0.6%
7 Bernalillo Public Schools	2,982	2,838	2,719	2,852	2,803	-49	-1.7%
8 Bloomfield Schools	2,762	2,748	2,544	2,568	2,584	16	0.6%
9 Capitán Municipal Schools	500	486	422	469	473	4	0.9%
10 Carlsbad Municipal Schools	6,888	7,157	6,641	6,714	7,130	416	6.2%
11 Carrizo Municipal Schools	142	133	136	146	163	17	11.6%
12 Central Consolidated Schools	5,893	5,635	5,145	4,952	5,041	89	1.8%
13 Chama Valley Independent Schools	404	425	380	375	363	-12	-3.2%
14 Cimarron Municipal Schools	368	366	338	340	401	61	17.9%
15 Clayton Municipal Schools	475	439	407	385	395	10	2.6%
16 Cloudcroft Municipal Schools	381	419	366	384	383	-1	-0.3%
17 Clovis Municipal Schools	8,201	8,115	7,765	7,849	7,664	-185	-2.4%
18 Cobre Consolidated Schools	1,255	1,226	1,074	1,079	1,023	-56	-5.2%
19 Corona Municipal Schools	63	60	63	73	70	-3	-4.1%
20 Cuba Independent Schools	546	563	603	667	746	79	11.8%
21 Deming Public Schools	5,274	5,307	4,986	5,211	5,399	188	3.6%
22 Des Moines Municipal Schools	89	95	92	97	120	23	23.7%
23 Dexter Consolidated Schools	930	887	822	794	812	18	2.3%
24 Dora Municipal Schools	258	243	218	219	219	0	0.0%
25 Dulce Independent Schools	587	584	592	544	532	-12	-2.2%
26 Eilda Municipal Schools	160	163	166	170	178	8	4.7%
27 Española Public Schools	3,479	3,315	3,070	2,988	3,062	74	2.5%
28 Estancia Municipal Schools	581	596	730	547	539	-8	-1.5%
29 Eunice Municipal Schools	901	863	588	744	726	-18	-2.4%
30 Farmington Municipal Schools	11,262	11,381	10,768	11,126	11,228	102	0.9%
31 Floyd Municipal Schools	233	220	212	224	228	4	1.8%
32 Fort Sumner Municipal Schools	320	279	259	260	273	13	5.0%
33 Gadsden Independent Schools	13,576	13,142	12,844	12,620	12,566	-54	-0.4%
34 Gallup-McKinley County Schools	11,188	11,129	12,281	12,043	12,347	304	2.5%
35 Grady Municipal Schools	165	182	174	176	174	-2	-1.1%
36 Grants-Cibola County Schools	3,486	3,408	3,206	3,178	3,314	136	4.3%

#### Student Enrollment Five-Year History

School District or Charter School	Change in Enrollment						
	FY19	FY20	FY21	FY22	FY23	FY22 to FY23	Percent
37 Hagerman Municipal Schools	458	425	397	374	368	-6	-1.6%
38 Hatch Valley Public Schools	1,291	1,254	1,222	1,212	1,167	-45	-3.7%
39 Hobbs Municipal Schools	10,275	10,613	9,776	9,772	10,038	266	2.7%
40 Hondo Valley Public Schools	141	147	133	135	127	-8	-5.9%
41 House Municipal Schools	63	61	58	75	53	-22	-29.3%
42 Jal Public Schools	540	547	472	508	527	19	3.7%
43 Jemez Mountain Public Schools	179	203	194	181	171	-10	-5.5%
44 Jemez Valley Public Schools	267	269	290	308	359	51	16.6%
45 Lake Arthur Municipal Schools	93	103	117	125	136	11	8.8%
46 Las Cruces Public Schools	24,703	24,517	23,711	23,771	23,759	-12	-0.1%
47 Las Vegas City Public Schools	1,512	1,462	1,289	1,209	1,202	-7	-0.6%
48 Logan Municipal Schools	363	343	304	284	317	33	11.6%
49 Lordsburg Municipal Schools	509	487	444	453	429	-24	-5.3%
50 Los Alamos Public Schools	3,749	3,752	3,539	3,709	3,727	18	0.5%
51 Los Lunas Public Schools	8,615	8,540	8,050	8,203	8,239	36	0.4%
52 Loving Municipal Schools	607	638	616	623	647	24	3.9%
53 Lovington Municipal Schools	3,743	3,810	3,502	3,460	3,400	-60	-1.7%
54 Magdalena Municipal Schools	350	329	281	280	285	5	1.8%
55 Maxwell Municipal Schools	130	138	121	119	106	-13	-10.9%
56 Meirose Public Schools	279	292	292	267	295	28	10.5%
57 Mesa Vista Consolidated Schools	243	253	247	243	246	3	1.2%
58 Mora Independent Schools	399	410	409	410	433	23	5.6%
59 Moriarty-Edgewood School District	2,417	2,345	2,170	2,287	2,331	44	1.9%
60 Mosquero Municipal Schools	36	82	108	95	88	-7	-7.4%
61 Mountainair Public Schools	220	224	221	222	210	-12	-5.4%
62 Pecos Independent Schools	612	583	507	505	511	6	1.2%
63 Peñasco Independent Schools	368	353	322	330	284	-46	-13.9%
64 Pojoaque Valley Public Schools	1,955	1,897	1,792	1,749	1,630	-119	-6.8%
65 Portales Municipal Schools	2,746	2,750	2,617	2,659	2,610	-49	-1.8%
66 Quemado Independent Schools	157	157	165	162	171	9	5.6%
67 Questa Independent Schools	343	276	282	297	326	29	9.8%
68 Raton Public Schools	933	938	852	843	844	1	0.1%
69 Reserve Public Schools	147	122	100	109	105	-4	-3.7%
70 Rio Rancho Public Schools	17,535	17,524	16,807	17,292	17,329	37	0.2%
71 Roswell Independent Schools	10,444	10,626	9,605	9,658	9,745	87	0.9%
72 Roy Municipal Schools	46	60	52	71	77	6	8.5%
73 Ruidoso Municipal Schools	2,066	2,051	1,804	1,830	1,820	-10	-0.5%

Student Enrollment  
Five-Year History

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

Student Enrollment  
Five-Year History

	School District or Charter School						Change in Enrollment			
	FY19	FY20	FY21	FY22	FY23	FY23 MEM	FY22 to FY23	FY19 to FY23	Percent	FY23 MEM
111	Digital Arts & Technology Academy (9-12)	265	280	312	321	348	27	83	31.3%	327.0
112	East Mountain High School (9-12)	364	358	372	363	376	13	12	3.3%	363.5
113	El Camino Real Academy (K-12)	316	353	280	297	335	38	19	6.0%	307.5
114	Explore Academy—Albuquerque (6-12) <sup>3</sup>	441	498	646	1,026	1,204	178	763	173.0%	997.5
115	Gilbert L. Sena Charter High School (9-12)	177	178	149	108	141	33	-36	-20.3%	125.0
116	Gordon Bernal Charter School (9-12)	426	442	479	464	440	-24	-286	-67.1%	170.0
117	GREAT Academy (6-12) <sup>3</sup>	168	168	115	86	127	41	-41	-24.4%	86.5
118	Health Leadership High School (9-12)	229	240	181	232	216	-16	-13	-5.7%	242.0
119	Horizon Academy West (PreK-5) <sup>3</sup>	497	494	433	409	481	72	-16	-3.2%	371.0
120	International School at Mesa Del Sol (PreK-12)	340	342	317	317	334	17	-6	-1.8%	301.5
121	La Academia De Esperanza (6-12)	306	205	242	230	233	3	-73	-23.9%	229.0
122	Los Puentes Charter School (7-12)	146	178	133	114	101	-13	-45	-30.8%	137.0
123	Mark Armijo Academy (9-12)	174	183	179	199	200	1	26	14.9%	200.0
124	Mission Achievement And Success (PreK-12) <sup>3</sup>	1,167	1,339	1,755	2,055	2,105	50	938	80.4%	1,933.3
125	Montessori Elementary School (K-8) <sup>3</sup>	432	426	433	441	439	-2	7	1.6%	439.5
126	Montessori of the Rio Grande (PreK-5)	216	217	216	216	215	-1	-1	-0.5%	214.0
127	Mountain Mahogany Community School (K-8)	191	197	197	201	224	23	33	17.3%	198.5
128	Native American Community Academy (K-12)	462	475	499	479	455	-24	-7	-1.5%	476.5
129	New America School - Albuquerque (9-12)	281	258	213	210	208	-2	-73	-26.0%	190.0
130	New Mexico Academy for the Media Arts (6-12) <sup>3</sup>	254	224	189	183	179	-4	-75	-29.5%	184.5
131	New Mexico International School (K-7)	272	336	389	402	395	-7	123	45.2%	391.5
132	North Valley Academy Charter School (PreK-8) <sup>3</sup>	517	497	471	439	380	-59	-137	-26.5%	395.0
133	Public Academy for Performing Arts (6-12)	424	452	449	434	434	0	10	2.4%	434.5
134	Rio Grande Academy of Fine Arts (K, 1, 6) <sup>3</sup>					80	80	80		176.0
135	Robert F. Kennedy Charter School (6-12)	349	349	322	355	370	15	21	6.0%	344.5
136	Siembra Leadership High School (9-12)	123	137	177	236	283	47	160	130.1%	232.5
137	Solare Collegiate Charter School (5-8) <sup>3</sup>		137	193	297	259	-38	259		293.5
138	South Valley Academy (6-12)	623	622	622	612	606	-6	-17	-2.7%	604.5
139	South Valley Preparatory School (6-8) <sup>3</sup>	152	168	180	174	188	14	36	23.7%	177.0
140	Southwest Aeronautics, Math, and Science (6-12) <sup>3</sup>	275	267	231	259	278	19	3	1.1%	256.0
141	Southwest Preparatory Learning Center (4-6) <sup>3</sup>	175	195	173	160	149	-11	-26	-14.9%	156.5
142	Southwest Secondary Learning Center (7-12) <sup>3</sup>	246	190	159	145	147	2	-99	-40.2%	147.0
143	Technology Leadership High School (9-12)	221	221	274	302	310	8	89	40.3%	295.5
144	Tierra Adentro of New Mexico (6-12) <sup>3</sup>	283	273	246	221	243	22	-40	-14.1%	232.0
145	Twenty-First Century Public Academy (1-8) <sup>3</sup>	294	331	351	364	393	29	99	33.7%	361.0
146	Voz Collegiate Preparatory Charter School (6-7)				40	64	24	64	60.0%	40.0
147	William W. Josephine Dorn Charter School (K-5)	57	56	36	61	49	-12	-8	-14.0%	58.0

Student Enrollment  
Five-Year History

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

Student Enrollment  
Five-Year History

School District or Charter School	Change in Enrollment								
	FY19	FY20	FY21	FY22	FY23	FY22 to FY23	FY19 to FY23	Percent	FY23 MEM
<b>Rio Rancho</b>									
185 ASK Academy (6-12) <sup>3</sup>	529	554	567	564	625	61	10.8%	96	561.5
186 Sandoval Academy of Bilingual Education (K-5) <sup>3</sup>	144	178	207	221	228	7	3.2%	84	215.5
<b>Roswell</b>									
187 Sidney Gutierrez Middle School (K-8)	66	67	196	196	196	0	0.0%	130	195.5
<b>Santa Fe</b>									
188 Academy for Technology and Classics (7-12)	390	380	379	397	329	-68	-17.1%	-61	392.5
189 MASTERS Program (9-12) <sup>3</sup>	214	263	270	257	242	-15	-5.8%	28	250.5
190 Monte Del Sol Charter (7-12) <sup>3</sup>	349	364	360	358	369	11	3.1%	20	359.0
191 New Mexico Connections Academy (4-12) <sup>3</sup>	1,033	1,127	1,289	1,302	1,401	99	7.6%	368	1,295.5
192 New Mexico School for the Arts (9-12) <sup>3</sup>	213	246	292	314	329	15	4.8%	116	309.0
193 Thrive Community School (K-3, 6) <sup>3</sup>	281	311	319	294	289	-5	-1.7%	8	120.0
194 Tierra Encantada Charter School (7-12) <sup>3</sup>	559	638	695	725	677	-48	-6.6%	118	282.5
<b>Silver City</b>									
195 Aldo Leopold Charter School (6-12) <sup>3</sup>	177	172	167	169	182	13	7.7%	5	679.0
<b>Socorro</b>									
196 Cottonwood Valley Charter School (K-8)	170	170	170	170	170	0	0.0%	0	162.5
<b>Taos</b>									
197 Anansi Charter School (K-8)	194	196	190	195	195	0	0.0%	1	170.0
198 Taos Academy (5-12) <sup>3</sup>	215	241	218	267	274	7	2.6%	59	195.0
199 Taos Integrated School of Arts (K-8) <sup>3</sup>	170	173	177	193	206	13	6.7%	36	262.0
200 Taos International School (K-8) <sup>3</sup>	134	158	190	186	177	-9	-4.8%	43	199.0
201 Taos Municipal Charter School (K-8)	213	212	216	218	218	0	0.0%	5	177.0
202 Vista Grande High School (9-12)	97	90	76	82	77	-5	-6.1%	-20	212.0
<b>West Las Vegas</b>									
203 Rio Gallinas School of Ecology and the Arts (K-8)	67	73	68	81	80	-1	-1.2%	13	84.0
204 Closed Charter Schools Prior to FY21	588	9							80.0
<b>Subtotal Charter Schools</b>	<b>26,640</b>	<b>27,437</b>	<b>29,364</b>	<b>30,160</b>	<b>30,910</b>	<b>750</b>	<b>2.5%</b>	<b>4,270</b>	<b>29,979.8</b>
<b>Statewide Total Enrollment</b>	<b>333,215</b>	<b>330,852</b>	<b>316,494</b>	<b>316,464</b>	<b>327,562</b>	<b>11,098</b>	<b>3.5%</b>	<b>-5,653</b>	<b>308,265.0</b>

<sup>1</sup>This table includes enrollment counts in kindergarten through 12th grade on the first reporting date, which is the second Wednesday in October. Private schools, home schools, off-site locations and constitutional special schools are excluded. Student membership (MEM) includes FTE enrollment in kindergarten through 12th grade and of developmentally disabled 3- and 4-year-old students. Student membership is the basis for funding allocated through the public school funding formula.

<sup>2</sup>Charter schools with no reported enrollment were not in operation that fiscal year.

<sup>3</sup>This school is a state-chartered charter school.

Source: PED and LESC Files

# Student Enrollment: Demographics

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

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

# List of New Mexico Assessments

## List of New Mexico Assessments

Summative Assessments					
Assessment Name	Subject(s)	Grades Tested	Students Tested	Administration Window	General Purpose
<b>NM-MSSA</b> 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 <b>SAT</b>	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.
<b>NM-ASR</b> 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.
<b>DLM</b> 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
<b>Istation</b> 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.
<b>iMSSA</b> 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
<b>ACCESS</b> ACCESS 2.0 for ELs and Alternate ACCESS	English language	Kindergarten through 12th	English learners (Alternate ACCESS is for English learners with disabilities)	January through March	WIDA's ACCESS assessment is administered to English learners to gauge their acquisition of the English language. Students who score at level 5 or 6 are no longer considered ELs.
<b>Dyslexia Screener</b>	Reading	1st	All students	Before the 40 <sup>th</sup> Day of school or within 2 weeks of initial enrollment	Upon entering first grade, all students are screened for dyslexia.

# Proficiency by School District

# Proficiency by School District

School District and Charter School Proficiency Rates

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

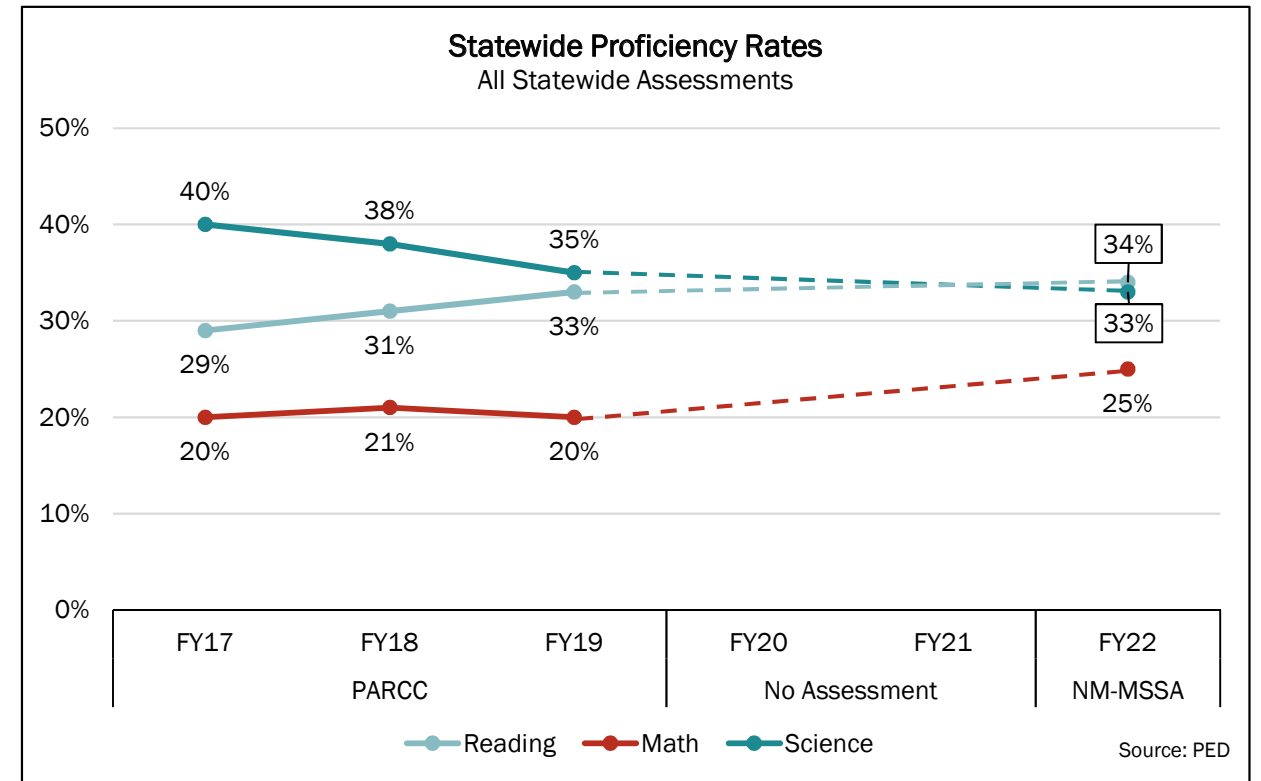
School District and Charter School Proficiency Rates

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

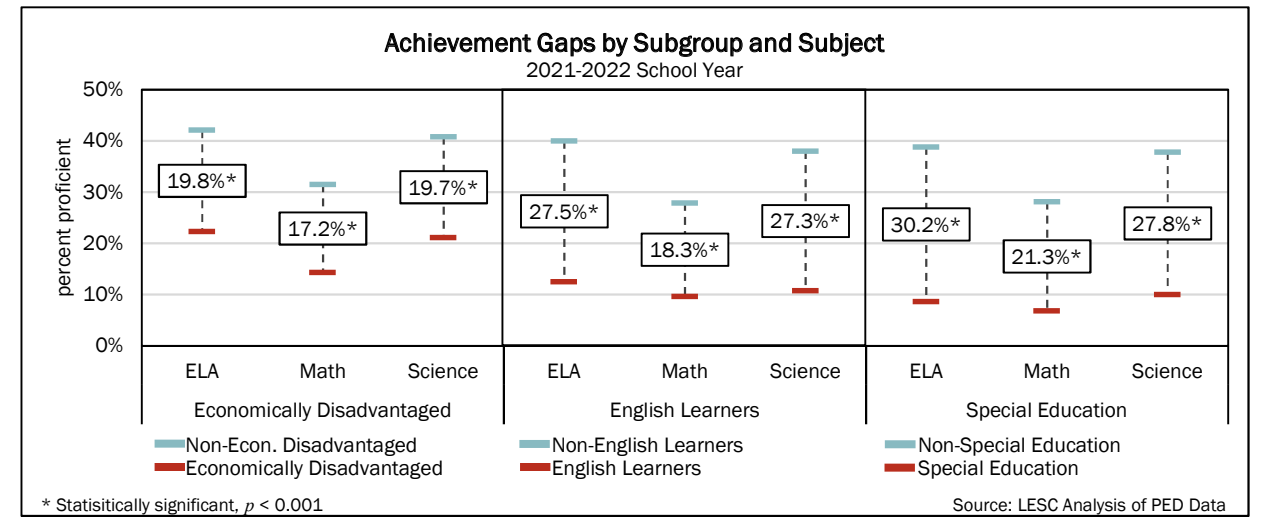
School District and Charter School Proficiency Rates

School District/ Charter School	Reading				Math				Science			
	FY17	FY18	FY19	FY22	FY17	FY18	FY19	FY22	FY17	FY18	FY19	FY22
95 Albuquerque Sign Language Acad.	20%	27%	19%	26%	17%	20%	14%	6%	<10%	44%	31%	11%
96 ACES Technical Charter				52%				55%				
97 Aldo Leopold Charter	46%	40%	50%	61%	31%	26%	22%	26%	67%	58%	76%	72%
98 Alma D'Arte Charter	41%	27%	37%	43%	6%	6%	8%	4%	42%	49%	27%	59%
99 Altura Preparatory School			25%	78%				73%				86%
100 Amy Biehl Charter High School	52%	51%	53%	68%	14%	15%	15%	27%	66%	51%	35%	69%
101 ASK Academy	51%	55%	53%	74%	38%	39%	30%	63%	82%	82%	77%	74%
102 Cesar Chavez Community School	<2%	5%	9%	11%	<2%	<2%	<2%	<2%	13%	8%	5%	24%
103 DEAP	<10%	18%	11%	14%	<10%	14%	10%			45%		27%
104 Estancia Valley Classical Academy	65%	69%	52%	56%	38%	41%	39%	48%	75%	70%	68%	55%
105 Explore Academy	62%	63%	62%	56%	37%	47%	47%	47%	69%	73%	59%	54%
106 Explore Academy - Las Cruces				43%				40%				55%
107 Horizon Academy West	44%	56%	47%	47%	25%	28%	42%	44%	33%	39%	52%	41%
108 Hozho Academy			24%	24%			21%	19%			45%	27%
109 J Paul Taylor Academy	58%	56%	44%	55%	31%	28%	32%	43%	85%	78%	72%	56%
110 La Academia Dolores Huerta	8%	8%	17%	26%	3%	2%	3%	17%	28%	27%	33%	18%
111 La Tierra Montessori School	52%	55%	43%	39%	22%	20%	23%	11%	53%	26%	46%	27%
112 Las Montañas Charter	3%	14%	26%	38%	2%	<2%	3%	<2%	<10%	8%	5%	56%
113 McCurdy Charter School	27%	29%	21%	23%	5%	8%	6%	10%	22%	23%	25%	21%
114 Media Arts Collaborative	48%	48%	45%	58%	20%	20%	11%	23%	67%	68%	44%	47%
115 Middle College High School				45%				7%				52%
116 Mission Achievement And Success	40%	42%	42%	41%	29%	33%	31%	32%	35%	30%	22%	37%
117 Monte Del Sol Charter	29%	23%	27%	31%	5%	12%	16%	19%	40%	35%	31%	25%
118 Montessori Elementary School	56%	53%	39%	62%	31%	33%	27%	31%	70%	77%	64%	61%
119 New America School - Las Cruces	11%	15%	25%	5%	<2%	<2%	4%	<2%	5%	10%	13%	20%
120 New Mexico Connections Academy	18%	20%	19%	38%	11%	10%	6%	23%	48%	37%	30%	42%
121 New Mexico School for the Arts	79%	76%	78%	73%	41%	35%	25%	24%	75%	76%	77%	78%
122 North Valley Academy	38%	35%	30%	30%	22%	24%	25%	22%	50%	50%	55%	26%
123 Raices Del Saber Xinachtli				35%				18%				
124 Red River Valley Charter School	35%	27%	38%	51%	16%	15%	12%	34%	67%	24%	22%	67%
125 Roots & Wings Community School	62%	48%	64%	57%	38%	24%	12%	38%	60%	42%		77%
126 Sandoval Academy of Bilingual Ed.	67%	54%	21%	32%	36%	30%	27%	16%	40%	43%	20%	22%
127 School of Dreams Academy	42%	42%	40%	28%	15%	15%	16%	18%	41%	41%	30%	23%
128 Six Directions Indigenous School	21%	15%	25%	22%	17%	9%	11%	4%	42%	33%	18%	28%
129 Solare Collegiate Charter				25%				22%				20%
130 South Valley Prep	24%	34%	41%	24%	14%	16%	22%	13%	14%	38%	37%	26%
131 Southwest Aero., Math. and Sci.	39%	32%	51%	51%	25%	23%	25%	28%	71%	68%	58%	69%
132 Southwest Prim. Learning Center	39%	30%	27%	46%	42%	36%	27%	33%	52%	57%	44%	48%
133 Southwest Second. Learning Center	52%	45%	57%	39%	27%	25%	18%	25%	71%	47%	53%	46%
134 Taos Academy	57%	59%	54%	50%	36%	36%	39%	27%	63%	78%	69%	51%
135 Taos Integrated School of Arts	35%	49%	38%	44%	20%	23%	31%	33%	53%	55%	67%	59%
136 Taos International School	10%	21%	13%	16%	<5%	6%	6%	6%	<20%	<10%	13%	11%
137 Walatowa Charter High	17%	13%	10%	7%	15%	10%	10%	<5%	<20%	20%	20%	<5%
138 STATEWIDE	37%	39%	34%	34%	20%	21%	20%	25%	40%	42%	35%	33%

Source: PED

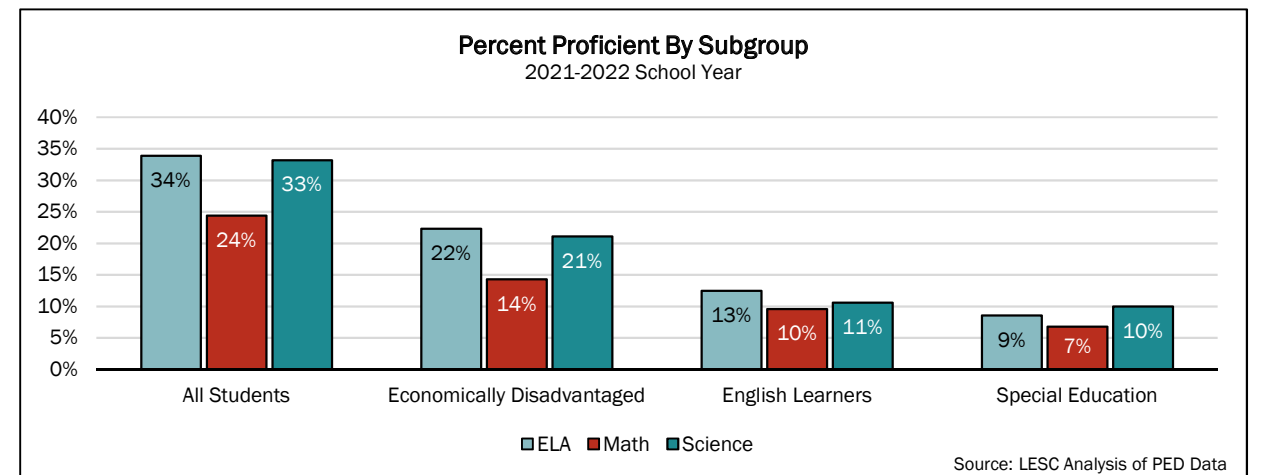


Source: PED

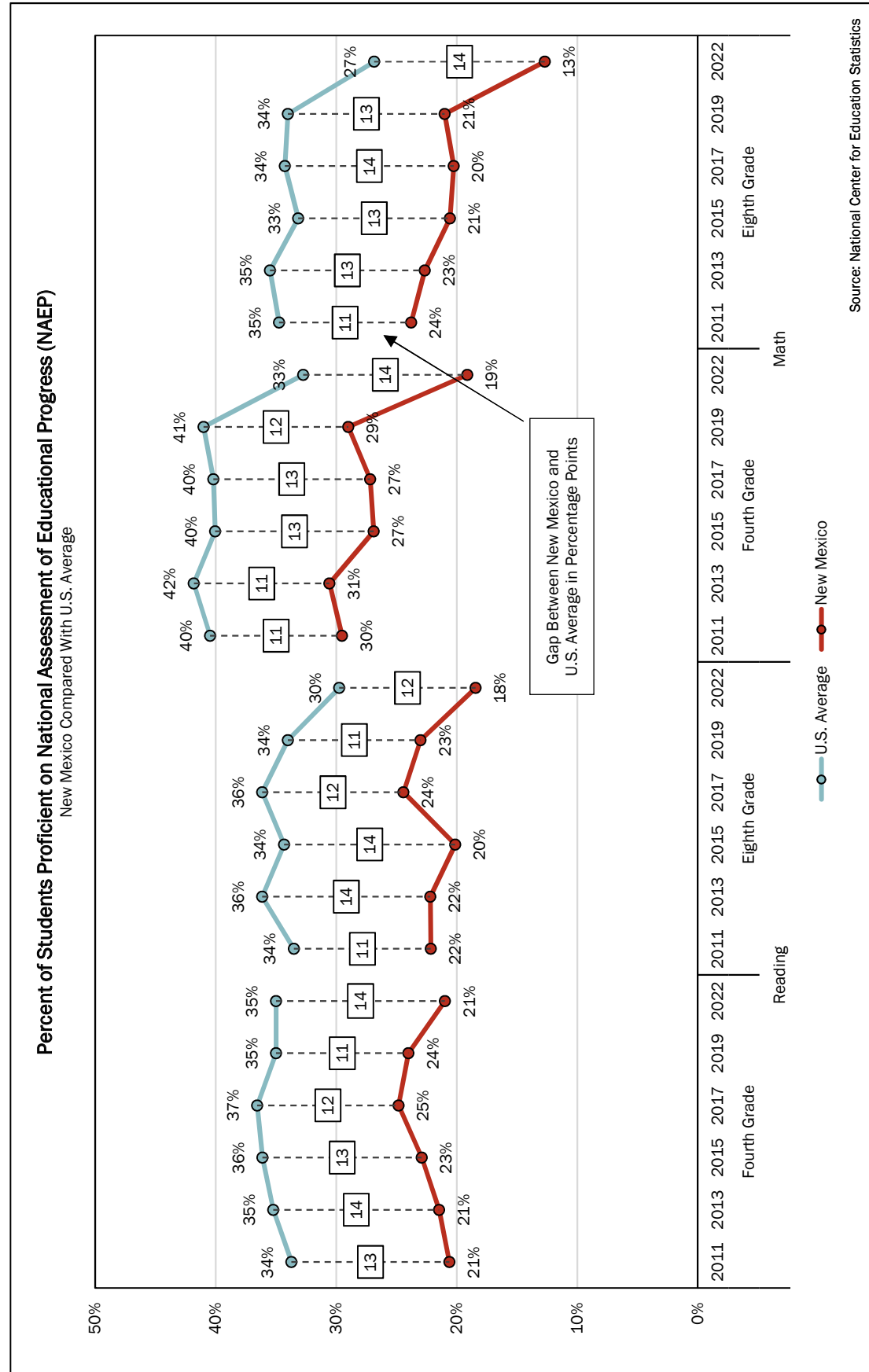


\* Statistically significant,  $p < 0.001$

Source: LESC Analysis of PED Data



Source: LESC Analysis of PED Data



**School Improvement Status Summary**  
FY19-FY21 Cohort (most recent; no new identification until FY24)

School District	Total Number of Schools	Schools in Targeted Support <sup>1</sup>		Schools in Comprehensive Support <sup>2</sup>		Total Schools in Support Status	
		Number	Percent	Number	Percent	Number	Percent
1 Alamogordo Public Schools	17			1	5.9%	1	5.9%
2 Albuquerque Public Schools	179	40	22.3%	36	20.1%	76	42.5%
3 Animas Public Schools	3						
4 Artesia Public Schools	11	1	9.1%			1	9.1%
5 Aztec Municipal Schools	9	1	11.1%	1	11.1%	2	22.2%
6 Belen Consolidated Schools	11			2	18.2%	2	18.2%
7 Bernalillo Public Schools	12	1	8.3%	1	8.3%	2	16.7%
8 Bloomfield Schools	7			2	28.6%	2	28.6%
9 Capitan Municipal Schools	5	1	20.0%			1	20.0%
10 Carlsbad Municipal Schools	17	3	17.6%			3	17.6%
11 Carrizozo Municipal Schools	4						
12 Central Consolidated Schools	18	3	16.7%	2	11.1%	5	27.8%
13 Chama Valley Independent Schools	4	1	25.0%			1	25.0%
14 Cimarron Municipal Schools	6						
15 Clayton Municipal Schools	4						
16 Cloudcroft Municipal Schools	5						
17 Clovis Municipal Schools	19	1	5.3%	1	5.3%	2	10.5%
18 Cobre Consolidated Schools	6	1	16.7%			1	16.7%
19 Corona Municipal Schools	2						
20 Cuba Independent Schools	4			1	25.0%	1	25.0%
21 Deming Public Schools	14	1	7.1%	1	7.1%	2	14.3%
22 Des Moines Municipal Schools	3						
23 Dexter Consolidated Schools	3	2	66.7%			2	66.7%
24 Dora Consolidated Schools	2						
25 Dulce Independent Schools	5	1	20.0%	2	40.0%	3	60.0%
26 Elida Municipal Schools	2						
27 Española Public Schools	24	1	4.2%	3	12.5%	4	16.7%
28 Estancia Municipal Schools	6	2	33.3%			2	33.3%
29 Eunice Municipal Schools	3						
30 Farmington Municipal Schools	25			1	4.0%	1	4.0%
31 Floyd Municipal Schools	3						
32 Fort Sumner Municipal Schools	3						
33 Gadsden Independent Schools	29						
34 Gallup-McKinley County Schools	39	8	20.5%	3	7.7%	11	28.2%
35 Grady Municipal Schools	3						
36 Grants-Cibola County Schools	15	1	6.7%	3	20.0%	4	26.7%
37 Hagerman Municipal Schools	3	1	33.3%			1	33.3%
38 Hatch Valley Public Schools	6	2	33.3%			2	33.3%
39 Hobbs Municipal Schools	21	2	9.5%			2	9.5%
40 Hondo Valley Public Schools	3						
41 House Municipal Schools	3			1	33.3%	1	33.3%
42 Jai Public Schools	3			1	33.3%	1	33.3%
43 Jemez Mountain Public Schools	5			2	40.0%	2	40.0%
44 Jemez Valley Public Schools	5			1	20.0%	1	20.0%
45 Lake Arthur Municipal Schools	3	1	33.3%			1	33.3%
46 Las Cruces Public Schools	46	4	8.7%	1	2.2%	5	10.9%
47 Las Vegas City Public Schools	7						
48 Logan Municipal Schools	4						
49 Lordsburg Municipal Schools	5						
50 Los Alamos Public Schools	10						
51 Los Lunas Public Schools	18	3	16.7%	1	5.6%	4	22.2%
52 Loving Municipal Schools	3						
53 Lovington Municipal Schools	12			1	8.3%	1	8.3%
54 Magdalena Municipal Schools	3	2	66.7%			2	66.7%
55 Maxwell Municipal Schools	3						

**School Improvement Status Summary**  
FY19-FY21 Cohort (most recent; no new identification until FY24)

School District	Total Number of Schools	Schools in Targeted Support <sup>1</sup>		Schools in Comprehensive Support <sup>2</sup>		Total Schools in Support Status	
		Number	Percent	Number	Percent	Number	Percent
Melrose Public Schools	3						
Mesa Vista Consolidated Schools	5			1	20.0%	1	20.0%
Mora Independent Schools	6			1	16.7%	1	16.7%
Moriarty-Edgewood Schools	8						
Mosquero Municipal Schools	2						
Mountainair Public Schools	4						
Pecos Independent Schools	3	1	33.3%	1	33.3%	2	66.7%
Peñasco Independent Schools	4						
Pojoaque Valley Public Schools	7	2	28.6%	1	14.3%	3	42.9%
Portales Municipal Schools	6	1	16.7%			1	16.7%
Quemado Independent Schools	3						
Questa Independent Schools	6	1	16.7%	1	16.7%	2	33.3%
Raton Public Schools	4	1	25.0%			1	25.0%
Reserve Independent Schools	2						
Rio Rancho Public Schools	21			1	4.8%	1	4.8%
Roswell Independent Schools	25	2	8.0%	1	4.0%	3	12.0%
Roy Municipal Schools	3						
Ruidoso Municipal Schools	4						
San Jon Municipal Schools	3						
Santa Fe Public Schools	37	4	10.8%	3	8.1%	7	18.9%
Santa Rosa Consolidated Schools	6	1	16.7%			1	16.7%
Silver Consolidated Schools	11	2	18.2%	1	9.1%	3	27.3%
Socorro Consolidated Schools	8			3	37.5%	3	37.5%
Springer Municipal Schools	4						
Taos Municipal Schools	12	1	8.3%	1	8.3%	2	16.7%
Tatum Municipal Schools	3						
Texico Municipal Schools	3						
Truth or Cons. Municipal Schools	8	2	25.0%			2	25.0%
Tucumcari Public Schools	4						
Tularosa Municipal Schools	5						
Vaughn Municipal Schools	3						
Wagon Mound Public Schools	2						
West Las Vegas Public Schools	12	2	16.7%			2	16.7%
Zuni Public Schools	7			3	42.9%	3	42.9%
<b>School District Totals</b>	<b>929</b>	<b>103</b>	<b>11.1%</b>	<b>87</b>	<b>9.4%</b>	<b>190</b>	<b>20.5%</b>
State-Chartered Charter Schools	51	8	15.7%	8	15.7%	16	31.4%
<b>STATEWIDE TOTAL</b>	<b>980</b>	<b>111</b>	<b>11.3%</b>	<b>95</b>	<b>9.7%</b>	<b>206</b>	<b>21.0%</b>

Source: LESC Analysis of PED Data

<sup>1</sup> Schools identified for targeted support and improvement (TSI) have one or more subgroups of students scoring below the bottom 5 percent of all Title I schools in the state. The proficiency benchmark for the FY19-FY21 cohort of schools was 26.6 percent proficient.

<sup>2</sup> Schools identified for comprehensive support and improvement (CSI) are either in the lowest performing 5 percent of Title I schools based on overall points in FY18 school grades or had a four-year graduation rate of less than 67 percent for two of the previous three years.

**Awards to Comprehensive Support and Improvement (CSI) Schools**  
FY19-FY21 Cohort (most recent; no new identification until FY24)

School District	School Name	CSI Metric <sup>1</sup>	FY19 CSI/MRI <sup>2</sup> Awards Award Amount	Per Student	FY20 CSI Awards Award Amount	Per Student	FY21 CSI Awards Award Amount	Per Student
Alamogordo Public Schools	Academy Del Sol Alt.	Graduation	\$127,456	\$838.53	\$30,772	\$202.45	\$26,157	\$172.08
Albuquerque Public Schools	A. Montoya Elementary	5 percent			\$105,199	\$227.70	Exited CSI Status	
Albuquerque Public Schools	Del Norte High	Graduation	\$174,378	\$160.13	\$234,402	\$215.25	\$199,242	\$182.96
Albuquerque Public Schools	Freedom High	Graduation	\$125,727	\$855.29	\$38,902	\$264.64	\$33,066	\$224.94
Albuquerque Public Schools	Hawthorne Elementary	5 percent			\$148,267	\$407.33	\$126,027	\$346.23
Albuquerque Public Schools	Hayes Middle	5 percent	\$164,734	\$453.81	\$122,776	\$338.23	\$104,360	\$287.49
Albuquerque Public Schools	Highland High	Graduation	\$199,972	\$177.28	\$323,845	\$287.10	\$275,268	\$244.03
Albuquerque Public Schools	Janet Kahn School of Integrated Arts	5 percent	\$179,366	\$378.41	\$146,600	\$309.28	\$124,610	\$262.89
Albuquerque Public Schools	Jimmy Carter Middle	Mid School					\$50,000	\$49.31
Albuquerque Public Schools	John Adams Middle	Mid School					\$50,000	\$99.01
Albuquerque Public Schools	La Luz Elementary	5 percent	\$138,547	\$765.45	\$63,263	\$349.52	\$53,773	\$297.09
Albuquerque Public Schools	Los Padillas Elementary	5 percent	\$760,115	\$3,654.40	\$58,822	\$282.80	\$49,999	\$240.38
Albuquerque Public Schools	Manzano High	5 percent	\$199,679	\$131.89	\$314,037	\$207.42	\$266,932	\$176.31
Albuquerque Public Schools	Manzanos Binford Elementary	5 percent	\$199,516	\$293.84	\$222,869	\$328.23	\$189,439	\$279.00
Albuquerque Public Schools	McKinley Middle	5 percent	\$138,547	\$317.77	\$134,519	\$308.53	\$114,341	\$262.25
Albuquerque Public Schools	Navajo Elementary	Graduation	\$189,538	\$389.20	\$155,173	\$318.63	\$131,897	\$270.84
Albuquerque Public Schools	New Futures	Graduation	\$154,594	\$1,544.99	\$29,366	\$322.70	\$24,961	\$274.30
Albuquerque Public Schools	Rio Grande High	Graduation	\$199,972	\$128.02	\$381,938	\$244.52	\$324,647	\$270.84
Albuquerque Public Schools	School on Wheels	Graduation	\$72,378	\$851.51	\$29,254	\$344.17	\$24,866	\$292.54
Albuquerque Public Schools	Van Buren Middle	5 percent	\$199,996	\$385.35	\$161,922	\$311.99	\$137,634	\$265.19
Albuquerque Public Schools	Washington Middle	5 percent	\$151,096	\$311.54	\$141,236	\$291.21	\$120,051	\$247.53
Albuquerque Public Schools	West Mesa High	Graduation	\$199,740	\$117.63	\$345,663	\$203.57	\$293,814	\$173.04
Albuquerque Public Schools	Whittier Elementary	5 percent	\$760,114	\$2,667.07			\$89,419	\$313.75
Albuquerque Public Schools	Wilson Middle	Graduation	\$199,679	\$444.72	\$135,176	\$301.06	\$114,900	\$255.90
Aztec Municipal Schools	Vista Nueva High	Graduation	\$69,773	\$1,202.98	\$25,000	\$431.03	\$21,250	\$366.38
Belen Consolidated Schools	Belen High	Graduation	\$100,000	\$97.94	\$191,549	\$187.61	\$162,816	\$159.47
Belen Consolidated Schools	Belen Infinity High	Graduation			\$27,180	\$305.39	\$23,103	\$259.58
Bernalillo Public Schools	Bernalillo High	Graduation	\$300,000	\$184.50	\$201,074	\$247.32	\$170,913	\$105.11
Bloomfield Schools	Charlie Y. Brown Alt	Graduation	\$26,212	\$284.91	\$26,212	\$284.91	\$22,280	\$242.18
Bloomfield Schools	Mesa Alta Jr High	5 percent	\$121,000	\$292.98	\$88,023	\$213.13	\$74,819	\$181.16
Central Consolidated Schools	Career Prep Alternative	Graduation	\$140,000	\$897.44	\$25,000	\$160.26	\$21,250	\$136.22
Central Consolidated Schools	Newcomb Middle	5 percent	\$120,000	\$594.06	\$25,000	\$123.76	\$21,250	\$105.20
Clovis Municipal Schools	Clovis HS Freshman Academy	Graduation			\$97,391	\$170.26	\$82,782	\$144.72
Cuba Independent Schools	Cuba High	Graduation	\$500,000	\$619.83	\$63,651	\$263.02	\$54,103	\$111.78
Dulce Independent Schools	Dulce Elementary	5 percent	\$775,000	\$2,700.35	\$63,369	\$220.80	\$53,864	\$187.68
Dulce Independent Schools	Dulce Middle School	Mid School					\$50,000	\$373.13
Española Public Schools	Carlos F. Vigil Middle	Graduation	\$247,000	\$466.92	\$25,000	\$47.26	\$21,250	\$40.17
Española Public Schools	Española Valley High	5 percent	\$100,000	\$116.01	\$40,912	\$47.46	\$34,775	\$40.34
Española Public Schools	Tony Quintana Elementary	5 percent			\$25,000	\$105.49	\$21,250	\$89.66
Farmington Municipal Schools	Rochante High	Graduation	\$291,000	\$606.25	\$48,961	\$204.01	\$41,617	\$86.70



Awards to Comprehensive Support and Improvement (CSI) Schools

FY19-FY21 Cohort (most recent; no new identification until FY24)

School District	School Name	CSI Metric <sup>1</sup>	FY19 CSI/MRI <sup>2</sup> Awards		FY20 CSI Awards		FY21 CSI Awards	
			Award Amount	Per Student	Award Amount	Per Student	Award Amount	Per Student
41	Gallup-McKinley County Schools	Graduation			\$117,210	\$346.78	\$99,629	\$294.76
42	Gallup-McKinley County Schools	Graduation			\$120,548	\$555.52	\$305.45	\$259.64
43	Gallup-McKinley County Schools	Graduation			\$240,000	\$101.69	\$189,200	\$80.41
44	Grants-Cibola County Schools	5 percent					\$164,075	\$190.34
45	Grants-Cibola County Schools	Graduation			\$25,000	\$490.20	\$21,250	\$416.67
46	Grants-Cibola County Schools	Mid School					\$50,000	\$118.20
47	House Municipal Schools	5 percent			\$202,200	\$1,041.67	\$21,250	\$885.42
48	Jal Public Schools	Mid School					\$50,000	\$373.13
49	Jemez Mountain Public Schools	Graduation			\$25,000	\$806.45	\$21,250	\$685.48
50	Jemez Mountain Public Schools	Mid School					\$50,000	\$847.46
51	Jemez Valley Public Schools	Mid School					\$50,000	\$588.24
52	Las Cruces Public Schools	Graduation			\$97,144	\$313.37	\$82,572	\$266.36
53	Logan Municipal Schools	5 percent			\$25,000	\$271.74	Exited CSI Status	
54	Los Lunas Public Schools	5 percent			\$15,612	\$94.62	\$13,270	\$80.43
55	Lovington Municipal Schools	5 percent			\$25,000	\$297.62	\$21,250	\$252.98
56	Mesa Vista Consolidated Schools	Graduation			\$25,000	\$568.18	\$21,250	\$482.95
57	Mora Independent Schools	Graduation			\$25,000	\$357.14	\$21,250	\$303.57
58	Pecos Independent Schools	Graduation			\$158,445	\$960.27	\$151,520	\$128.79
59	Pojoaque Valley Public Schools	Graduation			\$84,775	\$54.08	\$24,127	\$157.69
60	Questa Independent Schools	Graduation			\$33,445	\$334.45	\$28,428	\$284.28
61	Rio Rancho Public Schools	Graduation			\$137,945	\$711.06	\$31,577	\$162.77
62	Roswell Independent Schools	Graduation			\$33,293	\$231.20	\$28,299	\$196.52
63	Santa Fe Public Schools	Graduation			\$125,652	\$3,306.63	\$657.89	\$559.21
64	Santa Fe Public Schools	5 percent			\$140,000	\$1,196.58	\$23,587	\$201.59
65	Santa Fe Public Schools	5 percent					\$119,969	\$191.64
66	Silver Consolidated Schools	5 percent			\$19,473	\$226.44	\$16,552	\$192.47
67	Socorro Consolidated Schools	Graduation			\$200,000	\$554.02	\$84,869	\$235.09
68	Socorro Consolidated Schools	Graduation			\$96,428	\$212.40	\$81,964	\$180.54
69	Socorro Consolidated Schools	Graduation			\$55,575	\$310.47	\$47,239	\$263.90
70	Zuni Public Schools	Graduation			\$199,640	\$311.45	\$172,563	\$269.21
71	Zuni Public Schools	5 percent			\$199,241	\$664.14	\$58,665	\$195.55
72	Zuni Public Schools	5 percent			\$73,586	\$271.53	\$62,548	\$230.80
<b>Charter Schools</b>								
73	Albuquerque Public Schools	Graduation			\$177,500	\$718.62	\$66,158	\$267.84
74	Albuquerque Public Schools	Graduation					\$45,876	\$153.43
75	Albuquerque Public Schools	Graduation			\$140,000	\$897.44	\$31,882	\$204.37
76	Albuquerque Public Schools	Graduation					\$38,159	\$144.00
77	Albuquerque Public Schools	Graduation			\$100,239	\$317.21	\$85,203	\$269.63
78	Albuquerque Public Schools	Graduation			\$100,000	\$564.97	\$38,986	\$220.26
79	Albuquerque Public Schools	5 percent			\$140,000	\$328.64	Exited CSI Status	
80	Albuquerque Public Schools	5 percent			\$300,000	\$655.02	\$30,121	\$65.77

Awards to Comprehensive Support and Improvement (CSI) Schools

FY19-FY21 Cohort (most recent; no new identification until FY24)

School District	School Name	CSI Metric <sup>1</sup>	FY19 CSI/MRI <sup>2</sup> Awards		FY20 CSI Awards		FY21 CSI Awards	
			Award Amount	Per Student	Award Amount	Per Student	Award Amount	Per Student
81	Albuquerque Public Schools	5 percent			\$73,370	\$239.77	\$62,365	\$203.81
82	Albuquerque Public Schools	5 percent			\$160,236	\$1,097.51	\$21,250	\$145.55
83	Albuquerque Public Schools	Graduation					\$37,797	\$217.23
84	Albuquerque Public Schools	5 percent			\$67,286	\$239.45	\$57,193	\$203.53
85	Albuquerque Public Schools	Graduation			\$147,125	\$421.56	\$117,985	\$338.07
86	Albuquerque Public Schools	Graduation			\$25,000	\$203.25	\$21,250	\$172.76
87	Albuquerque Public Schools	Graduation			\$40,641	\$183.89	\$34,545	\$156.31
88	Deming Public Schools	Graduation			\$42,867	\$271.31	\$36,437	\$230.61
89	State-Chartered Charter School	Graduation			\$25,000	\$47.26	\$21,250	\$40.17
90	State-Chartered Charter School	Graduation			\$63,396	\$312.29	\$53,886	\$265.45
91	State-Chartered Charter School	5 percent			\$278,020	\$837.41	\$21,250	\$64.01
92	State-Chartered Charter School	5 percent			\$166,035	\$653.68	\$33,136	\$130.46
93	State-Chartered Charter School	Graduation			\$199,919	\$2,939.99	\$93,668	\$204.96
94	State-Chartered Charter School	Graduation					\$21,250	\$312.50
95	State-Chartered Charter School	Graduation					\$30,401	\$110.55
96	State-Chartered Charter School	Graduation					\$45,109	\$160.53
97	Taos Municipal Schools	Graduation			\$25,000	\$257.73	\$21,250	\$219.07
<b>Statewide Totals / Per Student Averages</b>					<b>\$10,702,198</b>	<b>\$422.46</b>	<b>\$6,625,178</b>	<b>\$177.17</b>

Source LESC Analysis of PED Data

1. Schools identified for comprehensive support and improvement (CSI) were either in the lowest performing 5 percent of Title I schools based on overall points in FY18 school grades or had a four-year graduation rate of less than 67 percent for two of the previous three years. In FY21, PED identified seven new middle schools for a middle school redesign pilot.  
 2. In FY19, Los Padillas and Whittier elementary schools in Albuquerque Public Schools and Dulce Elementary School in Dulce Independent Schools received substantial awards as "more rigorous interventions" (MRI) schools. In FY20, these schools were instead placed in the comprehensive support and improvement (CSI) status.  
 Note: The New Mexico Public Education Department (PED) submitted revisions to the New Mexico Every Student Succeeds Act state plan to the U.S. Department of Education which delayed the identification of new CSI schools until FY24. Federal law requires PED to set aside 7 percent of federal funds awarded to school districts and state-chartered charter school under Part A of Title I of the Elementary and Secondary Education Act. These funds are used to provide school improvement grants for schools identified for comprehensive support and improvement or for targeted support and improvement.

Most Popular Advanced Placement Exams in New Mexico

Subject	FY21		FY22	
	Tests	Pass Rate	Tests	Pass Rate
English Language and Composition	2,361	33%	2,518	31%
English Literature and Composition	1,417	20%	1,619	55%
United States History	1,536	24%	1,572	25%
World History	1,050	28%	1,261	39%
United States Government and Politics	964	26%	1,054	24%
Spanish Language and Culture	787	75%	944	80%
Calculus AB	674	37%	760	45%
Biology	389	48%	519	49%
Statistics	400	30%	517	25%
Physics 1	477	21%	501	25%
Psychology	447	40%	488	39%
Spanish Literature and Culture	157	53%	328	46%
Human Geography	260	48%	262	40%
Computer Science Principles	168	64%	264	59%
Environmental Science	171	35%	257	29%
Macroeconomics	189	32%	240	27%
Chemistry	278	26%	197	33%
Calculus BC	238	72%	184	73%
European History	111	33%	143	36%

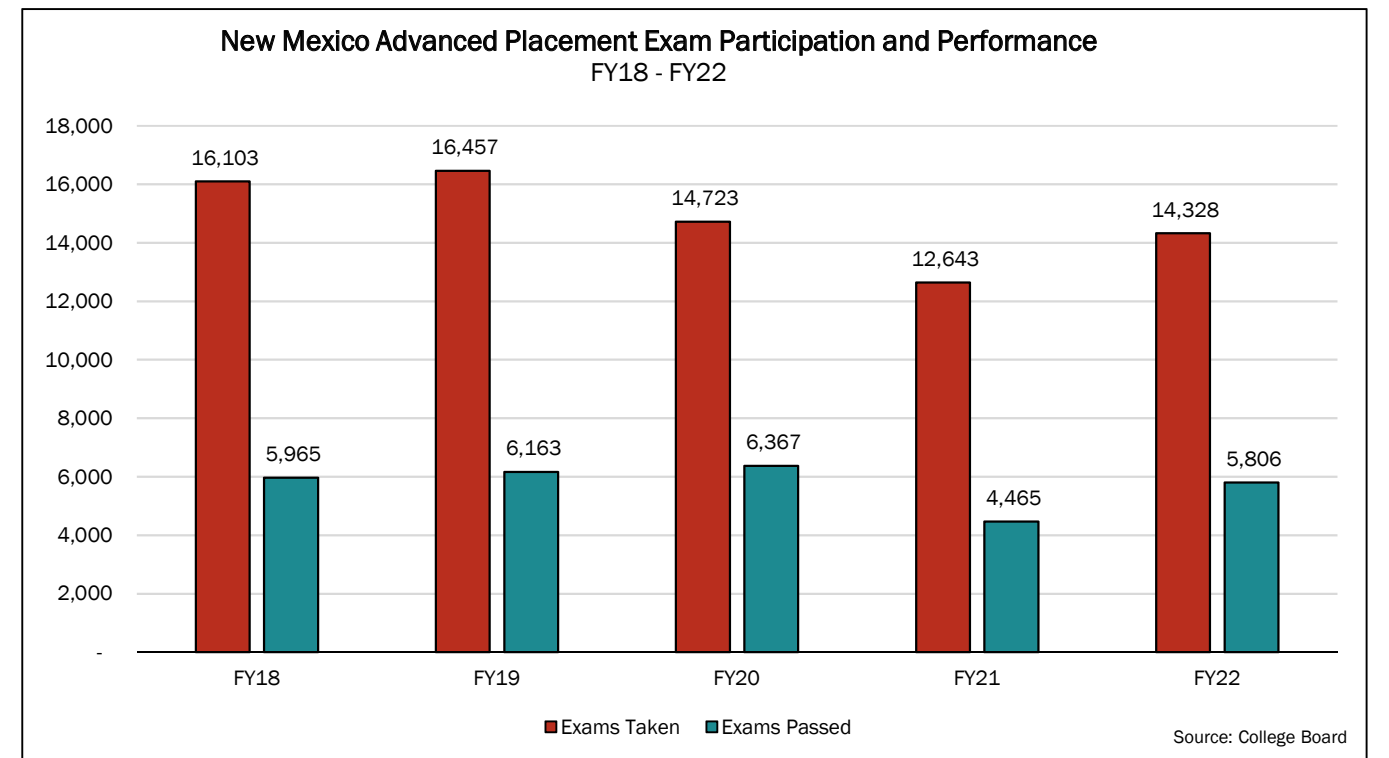
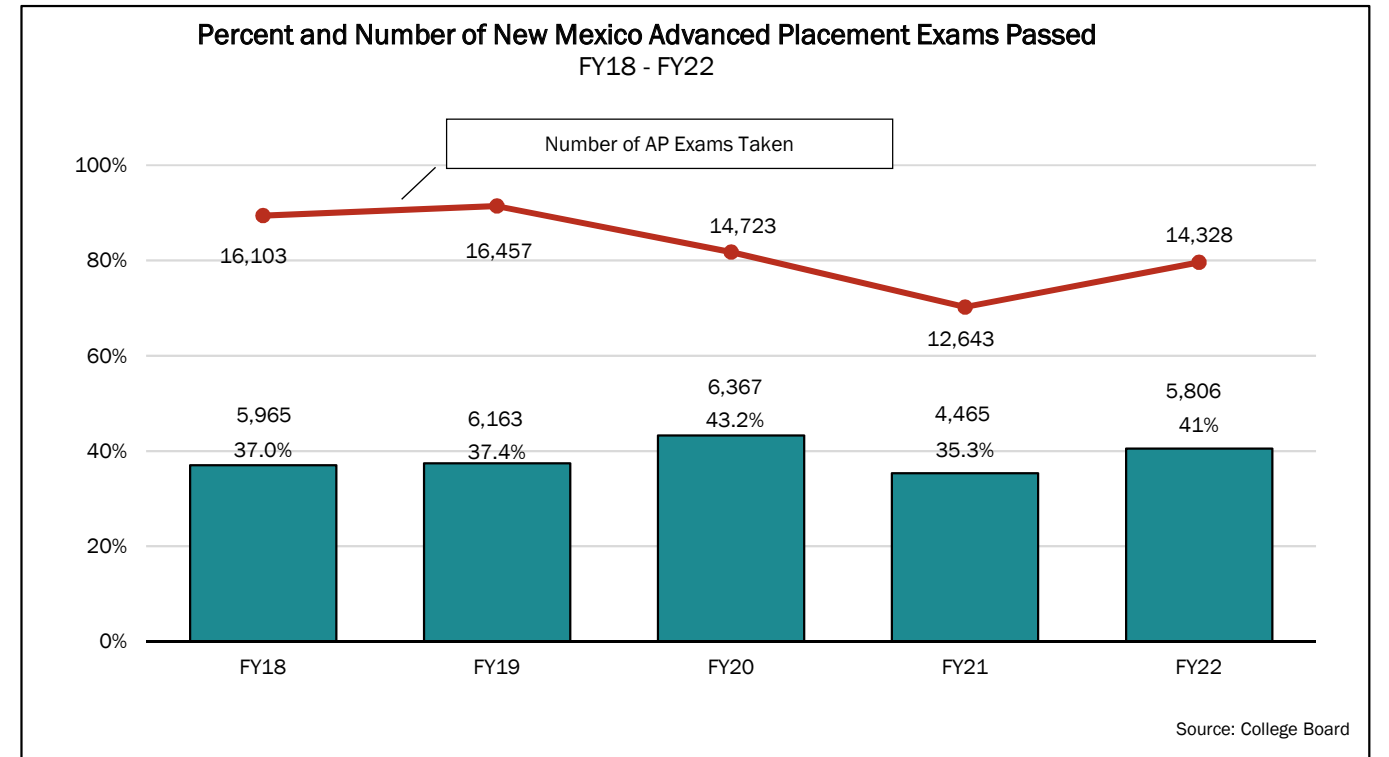
Source: College Board

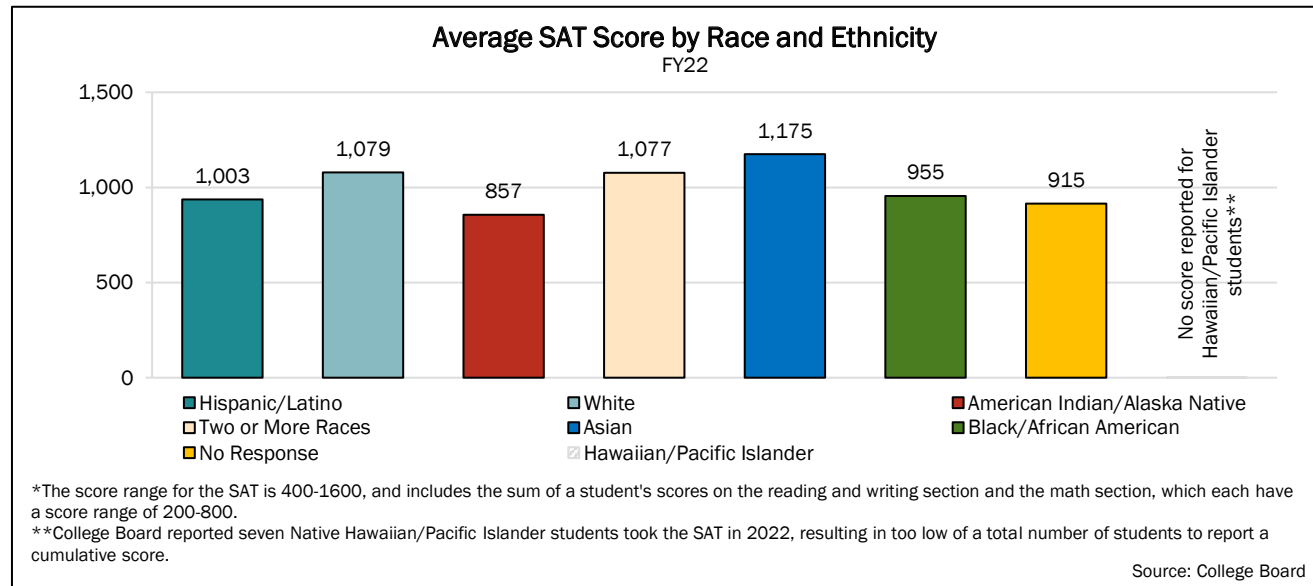
New Mexico Advanced Placement Scores  
by Race and Ethnicity

Race or Ethnicity	FY21			FY22		
	Number of Tests	Tests Passed	Percent Passed	Number of Tests	Tests Passed	Percent Passed
American Indian/Alaska Native	411	32	7.8%	549	73	13.3%
Asian	579	339	58.5%	763	498	65.3%
Black	121	29	24.0%	181	51	28.2%
Hispanic/Latino	4,601	1,355	29.5%	7,721	2,540	32.9%
White	3,439	1,601	46.6%	4,192	2,201	52.5%
Native Hawaiian/Pacific Islander	5	*	*	16	7	43.8%
Two or More Races	290	133	45.9%	431	231	53.6%
No Response	3,197	976	30.5%	475	205	43.2%
<b>Total</b>	<b>12,643</b>	<b>4,465</b>	<b>35.3%</b>	<b>14,328</b>	<b>5,806</b>	<b>40.5%</b>

Source: College Board

\* Note: Results masked to protect student privacy





### New Mexico Average ACT Score by Race and Ethnicity FY18 - FY22

	FY18	FY19	FY20	FY21	FY22	Percent of Tests
Hispanic/Latino	18.6	18.5	18.4	19.3	18.7	50
White	22.4	22.1	22.5	23.2	22.4	29
American Indian/Alaska Native	16.3	16.2	15.8	16.7	16	10
Two or More Races	21.5	21.4	21.4	22.4	21.8	3
Asian	22.7	22.2	22.8	24	24.9	3
Black/African American	18.4	19.1	17.6	19.1	18.8	1
Prefer Not to Respond	20	19.7	20.1	22.4	22.1	3
No Response	16.5	16.7	16.2	23.1	n/a	0
Hawaiian/Pacific Islander	19.7	16.1	16.1	n/a	n/a	0

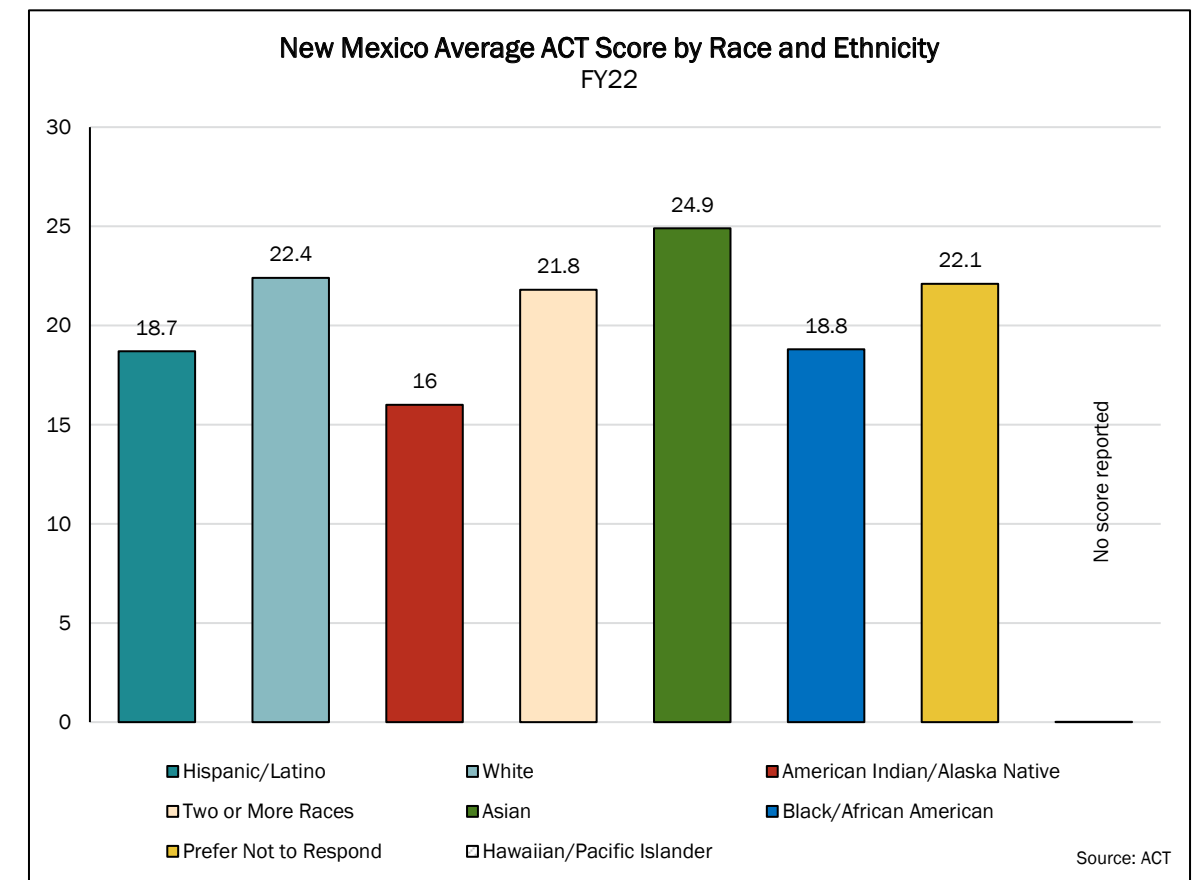
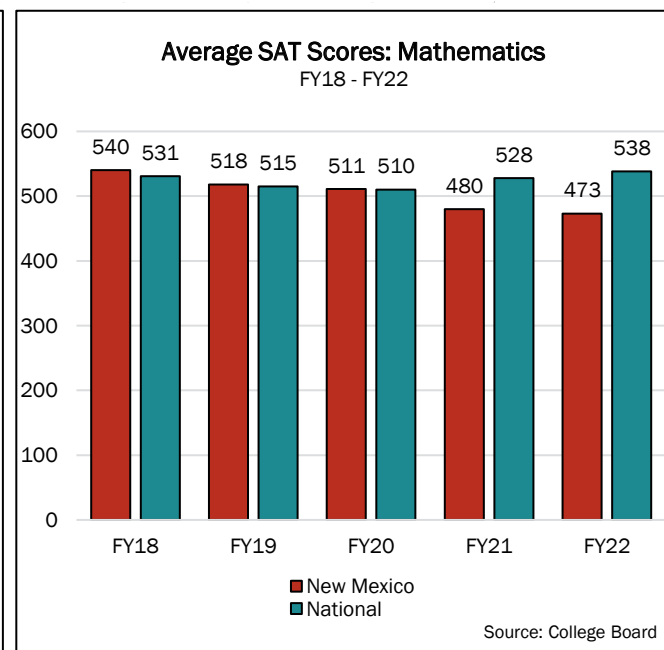
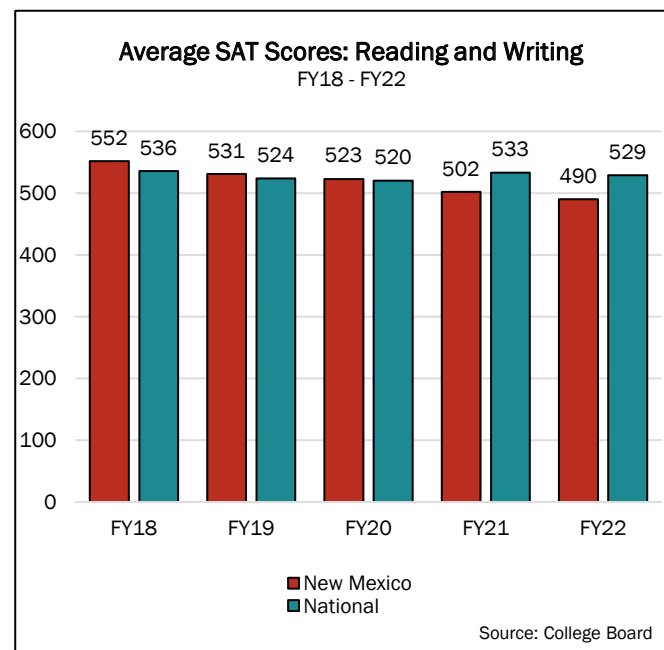
Source: ACT

### New Mexico Average SAT Score by Race and Ethnicity FY18 - FY22

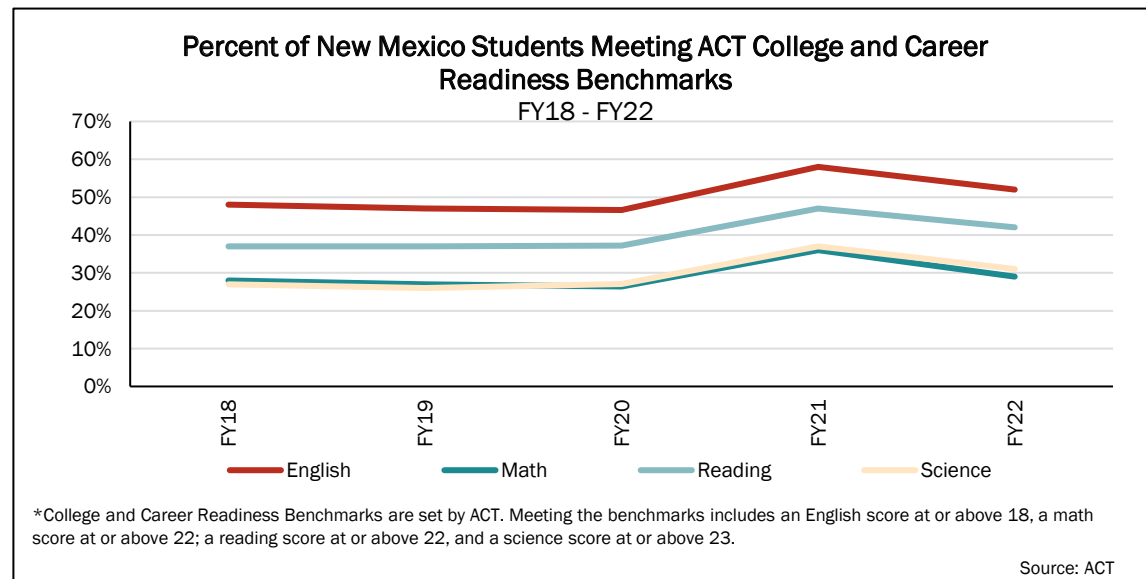
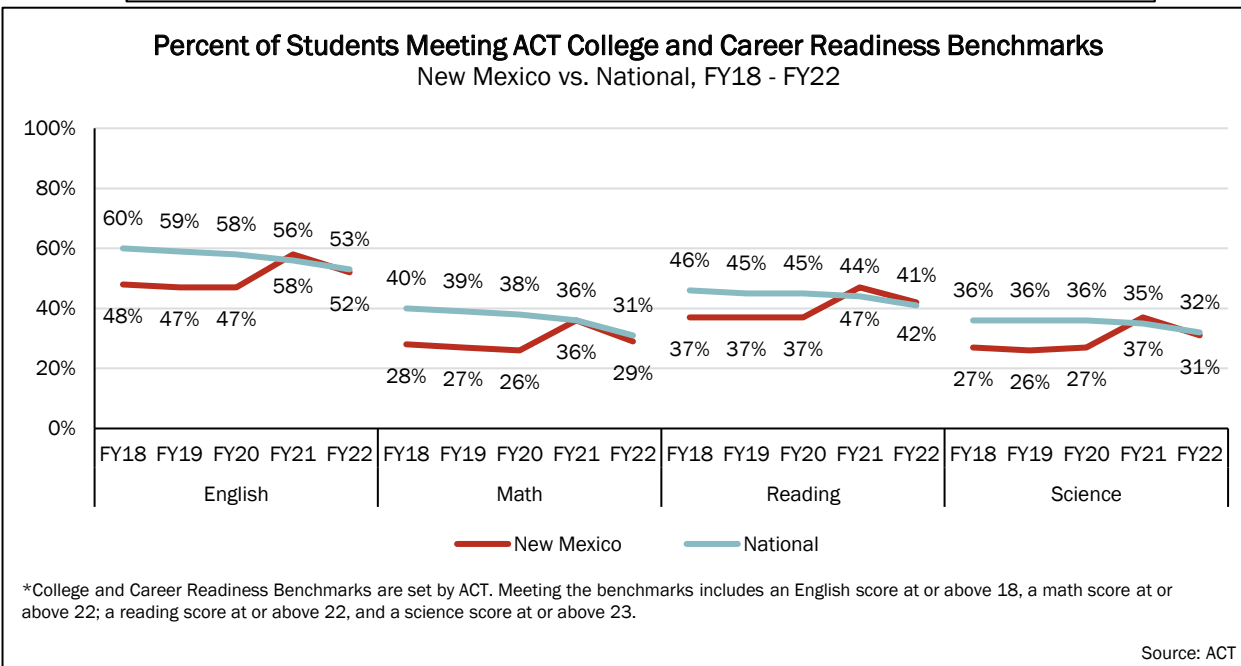
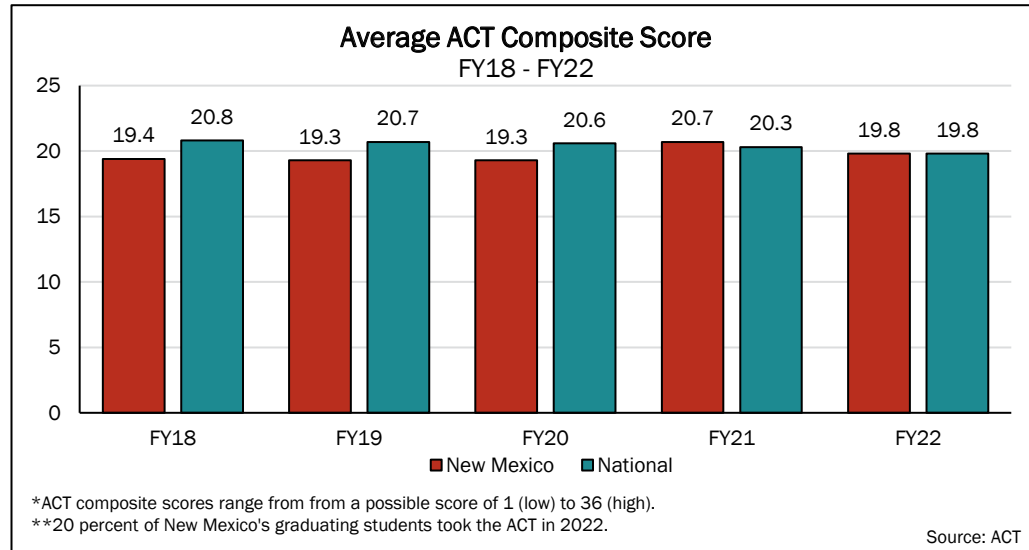
	FY18	FY19	FY20	FY21	FY22
Hispanic/Latino	1,029	996	974	1,003	937
White	1,163	1,127	1,134	1,063	1,079
American Indian/Alaska Native	986	950	946	884	857
Two or More Races	1,173	1,119	1,122	1,135	1,077
Asian	1,219	1,184	1,176	1,126	1,175
Black/African American	1,019	985	985	928	955
Native Hawaiian or Pacific Islander	-	-	-	-	- *
No Response	-	-	-	891	915
<b>Total Average</b>					<b>963</b>

Source: College Board

\*College Board reported seven Native Hawaiian/Pacific Islander students took the SAT in 2022, resulting in too low of a total number of students to report a cumulative score.



FY23 Career Technical Education Awards



Local Education Agency	Institution Type	Federal Perkins Funding	State NextGen CTE Funding <sup>1</sup>	State Innovation Zone Funding <sup>2</sup>
<b>Postsecondary Institutions</b>				
Eastern New Mexico University	Postsecondary	\$0	-	-
New Mexico Highlands University	Postsecondary	\$0	-	-
Northern New Mexico College	Postsecondary	\$160,426	-	-
Western New Mexico University	Postsecondary	\$0	-	-
Eastern New Mexico University Roswell	Postsecondary	\$169,439	-	-
Eastern New Mexico University Ruidoso	Postsecondary	\$0	-	-
NMSU Alamogordo Community College	Postsecondary	\$0	-	-
NMSU Carlsbad Community College	Postsecondary	\$0	-	-
NMSU Dona Ana Community College	Postsecondary	\$611,362	-	-
NMSU Grants Community College	Postsecondary	\$101,844	-	-
UNM Gallup	Postsecondary	\$124,075	-	-
UNM Los Alamos	Postsecondary	\$0	-	-
UNM Taos	Postsecondary	\$48,369	-	-
UNM Valencia	Postsecondary	\$93,732	-	-
Central New Mexico Community College	Postsecondary	\$1,750,566	-	-
Clovis Community College	Postsecondary	\$0	-	-
Luna Community College	Postsecondary	\$92,831	-	-
Mesalands Community College	Postsecondary	\$27,638	-	-
New Mexico Junior College	Postsecondary	\$0	-	-
New Mexico Military Institute	Postsecondary	\$0	-	-
San Juan College	Postsecondary	\$513,123	-	-
Santa Fe Community College	Postsecondary	\$162,830	-	-
<b>School Districts</b>				
Alamogordo Public Schools	School district	\$91,071	\$85,210	\$750,000
Albuquerque Public Schools	School district	\$1,102,482	\$1,039,218	\$0
Animas Public Schools	School district	\$0	\$0	\$0
Artesia Public Schools	School district	\$40,375	\$37,776	\$0
Aztec Municipal Schools	School district	\$48,633	\$45,503	\$715,800
Belen Consolidated Schools	School district	\$62,596	\$58,568	\$0
Bernalillo Public Schools	School district	\$50,058	\$46,836	\$0
Bloomfield Schools	School district	\$0	\$0	\$0
Capitan Municipal Schools	School district	\$0	\$6,763	\$0
Carlsbad Municipal Schools	School district	\$0	\$14,674	\$0
Carrizozo Municipal Schools	School district	\$0	\$0	\$0
Central Consolidated Schools	School district	\$115,261	\$107,844	\$0
Chama Valley Independent Schools	School district	\$0	\$0	\$0
Cimarron Municipal Schools	School district	\$0	\$0	\$0
Clayton Municipal Schools	School district	\$0	\$0	\$0
Cloudcroft Municipal Schools	School district	\$0	\$0	\$0
Clovis Municipal Schools	School district	\$0	\$0	\$0
Cobre Consolidated Schools	School district	\$0	\$0	\$0
Corona Public Schools	School district	\$863	\$0	\$0
Cuba Independent Schools	School district	\$19,538	\$18,281	\$0
Deming Public Schools	School district	\$87,494	\$81,864	\$0
Des Moines Municipal Schools	School district	\$0	\$0	\$0
Dexter Consolidated Schools	School district	\$11,820	\$11,060	\$0
Dora Consolidated Schools	School district	\$0	\$0	\$0

FY23 Career Technical Education Awards

FY23 Career Technical Education Awards

Local Education Agency	Institution Type	Federal Perkins Funding	State NextGen CTE Funding <sup>1</sup>	State Innovation Zone Funding <sup>2</sup>
49 Dulce Independent Schools	School district	\$0	\$0	\$0
50 Elida Municipal Schools	School district	\$0	\$0	\$0
51 Española Public Schools	School district	\$88,640	\$82,936	\$0
52 Estancia Municipal Schools	School district	\$0	\$0	\$0
53 Eunice Public Schools	School district	\$0	\$0	\$0
54 Farmington Municipal Schools	School district	\$152,478	\$142,665	\$0
55 Floyd Municipal Schools	School district	\$0	\$0	\$0
56 Fort Sumner Municipal Schools	School district	\$4,421	\$4,137	\$0
57 Gadsden Independent Schools	School district	\$258,241	\$241,622	\$0
58 Gallup-Mckinley County Schools	School district	\$272,613	\$255,069	\$0
59 Grady Municipal Schools	School district	\$0	\$0	\$0
60 Grants/Cibola County Schools	School district	\$78,610	\$73,551	\$0
61 Hagerman Municipal Schools	School district	\$0	\$0	\$0
62 Hatch Valley Public Schools	School district	\$21,192	\$19,829	\$239,300
63 Hobbs Municipal Schools	School district	\$104,797	\$98,053	\$150,152
64 Hondo Valley Public Schools	School district	\$1,801	\$0	\$0
65 House Municipal Schools	School district	\$0	\$0	\$0
66 Jal Public Schools	School district	\$0	\$0	\$0
67 Jemez Mountain Public Schools	School district	\$0	\$0	\$0
68 Jemez Valley Public Schools	School district	\$9,663	\$9,041	\$0
69 Lake Arthur Municipal Schools	School district	\$0	\$0	\$0
70 Las Cruces Public Schools	School district	\$319,904	\$299,322	\$750,000
71 Las Vegas City Public Schools	School district	\$0	\$0	\$0
72 Logan Municipal Schools	School district	\$0	\$0	\$0
73 Lordsburg Municipal Schools	School district	\$8,448	\$7,903	\$0
74 Los Alamos Public Schools	School district	\$0	\$0	\$0
75 Los Lunas Public Schools	School district	\$102,194	\$95,620	\$0
76 Loving Municipal Schools	School district	\$0	\$0	\$0
77 Lovington Municipal Schools	School district	\$34,926	\$32,679	\$0
78 Magdalena Municipal Schools	School district	\$13,664	\$12,785	\$0
79 Maxwell Municipal Schools	School district	\$0	\$0	\$0
80 Melrose Municipal Schools	School district	\$0	\$0	\$0
81 Mesa Vista Consolidated Schools	School district	\$0	\$0	\$0
82 Mora Independent Schools	School district	\$6,432	\$6,018	\$0
83 Moriarty-Edgewood School District	School district	\$0	\$0	\$0
84 Mosquero Municipal Schools	School district	\$0	\$0	\$0
85 Mountainair Public Schools	School district	\$0	\$0	\$0
86 Pecos Independent School District	School district	\$0	\$0	\$0
87 Peñasco Independent Schools	School district	\$0	\$0	\$0
88 Pojoaque Valley Public Schools	School district	\$0	\$0	\$0
89 Portales Municipal Schools	School district	\$0	\$0	\$0
90 Quemado Independent Schools	School district	\$3,151	\$2,948	\$0
91 Questa Independent Schools	School district	\$0	\$0	\$0
92 Raton Public Schools	School district	\$0	\$0	\$0
93 Reserve Independent Schools	School district	\$0	\$0	\$0
94 Rio Rancho Public Schools	School district	\$145,686	\$136,311	\$749,989
95 Roswell Independent Schools	School district	\$159,739	\$149,459	\$0
96 Roy Municipal Schools	School district	\$0	\$0	\$0

Local Education Agency	Institution Type	Federal Perkins Funding	State NextGen CTE Funding <sup>1</sup>	State Innovation Zone Funding <sup>2</sup>
97 Ruidoso Municipal Schools	School district	\$29,616	\$0	\$0
98 San Jon Municipal Schools	School district	\$0	\$0	\$0
99 Santa Fe Public Schools	School district	\$143,838	\$134,588	\$0
100 Santa Rosa Consolidated Schools	School district	\$10,081	\$9,432	\$0
101 Silver Consolidated School District	School district	\$35,755	\$33,456	\$510,214
102 Socorro Consolidated Schools	School district	\$32,356	\$30,273	\$0
103 Springer Municipal Schools	School district	\$0	\$0	\$0
104 Taos Municipal Schools	School district	\$39,450	\$36,914	\$0
105 Tatum Municipal Schools	School district	\$0	\$0	\$0
106 Texico Municipal Schools	School district	\$0	\$0	\$0
107 Truth Or Consequences Municipal Schools	School district	\$22,807	\$21,339	\$0
108 Tucumcari Public Schools	School district	\$20,107	\$18,813	\$0
109 Tularosa Municipal Schools	School district	\$24,397	\$22,826	\$0
110 Vaughn Municipal Schools	School district	\$0	\$0	\$0
111 Wagon Mound Public Schools	School district	\$0	\$0	\$0
112 West Las Vegas Public Schools	School district	\$22,818	\$21,350	\$0
113 Zuni Public School District	School district	\$31,782	\$29,737	\$225,337
114 <b>Charter Schools</b>				
115 Albuquerque Charter Academy	Locally-chartered charter school	\$0	\$0	\$0
116 Albuquerque School Of Excellence	State-chartered charter school	\$5,932	\$5,549	\$0
117 Albuquerque Sign Language Academy	State-chartered charter school	\$0	\$0	\$0
118 Ace Leadership High School	State-chartered charter school	\$8,192	\$0	\$269,040
119 AIMS at UNM	State-chartered charter school	\$6,658	\$6,228	\$0
120 Amy Biehl Charter High School	State-chartered charter school	\$9,362	\$8,757	\$0
121 Cesar Chavez Community School	State-chartered charter school	\$7,788	\$7,285	\$0
122 Corrales International School	Locally-chartered charter school	\$0	\$0	\$0
123 Cottonwood Classical Preparatory School	Locally-chartered charter school	\$0	\$0	\$0
124 Digital Arts And Technology Academy	Locally-chartered charter school	\$0	\$0	\$0
125 East Mountain High School	Locally-chartered charter school	\$0	\$0	\$0
126 El Camino Real Academy	Locally-chartered charter school	\$0	\$0	\$0
127 Explore Academy	State-chartered charter school	\$9,725	\$9,097	\$0
128 Gilbert L. Sena Charter High School	Locally-chartered charter school	\$0	\$0	\$0
129 Gordon Bernell Charter School	Locally-chartered charter school	\$0	\$0	\$0
130 Health Leadership High School	Locally-chartered charter school	\$0	\$0	\$300,550
131 International School At Mesa Del Sol	Locally-chartered charter school	\$0	\$0	\$0
132 La Academia De Esperanza Charter School	Locally-chartered charter school	\$0	\$0	\$0
133 Los Puentes Charter School	Locally-chartered charter school	\$0	\$0	\$0
134 Mark Armijo Academy	Locally-chartered charter school	\$0	\$0	\$0
135 Media Arts Collaborative Charter School	State-chartered charter school	\$4,398	\$4,114	\$0
136 Mission Achievement And Success Charter School	State-chartered charter school	\$12,711	\$11,890	\$0
137 Native American Community Academy	Locally-chartered charter school	\$0	\$0	\$0
138 New America School	Locally-chartered charter school	\$0	\$0	\$0
139 Public Academy For Performing Arts	Locally-chartered charter school	\$0	\$0	\$0
140 Robert F. Kennedy Charter School	Locally-chartered charter school	\$0	\$0	\$0
141 Siembra Leadership High School	Locally-chartered charter school	\$0	\$0	\$0
142 South Valley Academy	Locally-chartered charter school	\$0	\$0	\$0
143 Southwest Secondary Learning Center	State-chartered charter school	\$5,932	\$5,549	\$0
144 Southwest Aeronautics, Mathematics, And Science	State-chartered charter school	\$7,304	\$6,832	\$0

FY23 Career Technical Education Awards

Local Education Agency	Institution Type	Federal Perkins Funding	State NextGen CTE Funding <sup>1</sup>	State Innovation Zone Funding <sup>2</sup>
145 Technology Leadership High School	Locally-chartered charter school	\$0	\$0	\$0
146 Abq Talent Development Academy	Locally-chartered charter school	\$0	\$0	\$0
147 Great Academy	State-chartered charter school	\$0	\$0	\$0
148 Tierra Adentro	State-chartered charter school	\$4,600	\$4,303	\$0
149 Jefferson Montessori Academy	Locally-chartered charter school	\$0	\$0	\$0
150 Pecos Connections Academy	State-chartered charter school	\$14,411	\$0	\$0
151 Moreno Valley High School	Locally-chartered charter school	\$0	\$0	\$0
152 Deming Cesar Chavez Charter High School	Locally-chartered charter school	\$0	\$0	\$0
153 Mccurdy Charter School	State-chartered charter school	\$0	\$0	\$0
154 Dzit Dit Lool School Of Empowerment, Action	State-chartered charter school	\$0	\$0	\$0
155 Middle College High School	State-chartered charter school	\$0	\$0	\$0
156 Six Directions Indigenous Charter School	State-chartered charter school	\$0	\$0	\$0
157 Walatowa High Charter School	State-chartered charter school	\$0	\$0	\$0
158 Alma D' Arte Charter High School	State-chartered charter school	\$5,103	\$4,774	\$0
159 Las Montañas Charter School	State-chartered charter school	\$7,482	\$6,999	\$0
160 New America School Of Las Cruces	State-chartered charter school	\$6,877	\$6,432	\$0
161 School Of Dreams Academy	State-chartered charter school	\$7,407	\$6,928	\$0
162 Estancia Valley Classical Academy	State-chartered charter school	\$0	\$0	\$0
163 Ask Academy	State-chartered charter school	\$0	\$0	\$0
164 Mescalero Apache	State-chartered charter school	\$0	\$0	\$0
165 Academy For Technology And The Classics	Locally-chartered charter school	\$0	\$0	\$0
166 Monte Del Sol Charter School	State-chartered charter school	\$9,155	\$8,564	\$0
167 New Mexico Connections Academy	State-chartered charter school	\$0	\$0	\$0
168 New Mexico School For The Arts	State-chartered charter school	\$13,158	\$12,308	\$0
169 Masters Program	State-chartered charter school	\$0	\$0	\$0
170 Tierra Encantada Charter School	State-chartered charter school	\$0	\$0	\$0
171 Aldo Leopold High School	State-chartered charter school	\$0	\$0	\$0
172 Taos Academy	State-chartered charter school	\$9,051	\$8,466	\$0
173 Vista Grande High School	State-chartered charter school	\$0	\$0	\$0
174 <b>REC or Coordinating Agency</b>				
175 REC 2	REC or Coordinating Agency	\$59,099	\$55,295	\$0
176 REC 3	REC or Coordinating Agency	\$36,303	\$33,964	\$0
177 REC 9	REC or Coordinating Agency	\$0	\$38,851	\$0
178 REC 10	REC or Coordinating Agency	\$131,293	\$23,619	\$0
179 Eastern New Mexico University - Ruidoso	REC or Coordinating Agency	\$54,925	\$0	\$0
180 Clovis Community College	REC or Coordinating Agency	\$429,556	\$141,923	\$0
181 <b>STATEWIDE TOTAL</b>		<b>\$8,552,455</b>	<b>\$4,000,000</b>	<b>\$4,660,382</b>

Source: PED

<sup>1</sup> NextGen CTE funding is only available to secondary schools and cannot be awarded to postsecondary institutions.

<sup>2</sup> Innovation Zone funding is part of an initiative by PED to reimagine the high school experience. Awards are only available to secondary schools and cannot be awarded to postsecondary institutions.

Graduation Rates, FY17-FY21

School District	School	FY17	FY18	FY19	FY20	FY21
1 <b>School Districts</b>						
2 Alamogordo Public Schools	Academy Del Sol Alternative	49.9%	74.5%	46.8%	52.8%	38.2%
3 Alamogordo Public Schools	Alamogordo High School	78.8%	81.1%	82.2%	83.9%	82.7%
4 <b>Alamogordo Public Schools</b>	<b>Districtwide: Alamogordo Public Schools</b>	<b>76.1%</b>	<b>80.5%</b>	<b>79.2%</b>	<b>80.5%</b>	<b>78.8%</b>
5 Albuquerque Public Schools	Albuquerque High School	70.1%	72.8%	76.6%	74.3%	82.2%
6 Albuquerque Public Schools	Atrisco Heritage Academy High School	70.8%	70.8%	71.3%	78.6%	81.8%
7 Albuquerque Public Schools	Cibola High School	78.1%	82.4%	79.4%	82.3%	86.0%
8 Albuquerque Public Schools	College And Career High School	97.4%	97.1%	98.5%	93.1%	≥ 95%
9 Albuquerque Public Schools	Continuation School	19.4%	13.5%	*	19.8%	30.5%
10 Albuquerque Public Schools	Del Norte High School	58.6%	57.9%	56.9%	56.7%	68.7%
11 Albuquerque Public Schools	Early College Academy	90.6%	89.9%	93.0%	98.3%	91.3%
12 Albuquerque Public Schools	Ecademy Virtual High School	25.0%	22.1%	36.9%	53.4%	70.0%
13 Albuquerque Public Schools	Eldorado High School	78.8%	79.7%	82.8%	84.6%	87.1%
14 Albuquerque Public Schools	Freedom High School	47.0%	37.8%	*	30.9%	31.4%
15 Albuquerque Public Schools	Highland High	54.1%	59.4%	55.0%	62.5%	66.4%
16 Albuquerque Public Schools	La Cueva High School	87.4%	88.5%	84.9%	91.3%	93.8%
17 Albuquerque Public Schools	Manzano High School	75.8%	72.0%	72.2%	76.1%	79.4%
18 Albuquerque Public Schools	New Futures School	32.2%	30.0%	*	37.0%	35.1%
19 Albuquerque Public Schools	Nex Gen Academy	83.9%	95.5%	88.0%	92.4%	≥ 95%
20 Albuquerque Public Schools	Rio Grande High School	61.0%	61.0%	63.1%	70.0%	63.2%
21 Albuquerque Public Schools	Sandia High School	79.1%	77.3%	79.6%	83.9%	85.5%
22 Albuquerque Public Schools	School on Wheels	20.8%	50.3%	*	57.8%	65.2%
23 Albuquerque Public Schools	Valley High School	75.2%	67.6%	72.8%	72.9%	80.7%
24 Albuquerque Public Schools	Volcano Vista High School	84.7%	82.3%	84.1%	84.5%	84.5%
25 Albuquerque Public Schools	West Mesa High School	63.8%	67.9%	69.1%	71.6%	69.7%
26 <b>Albuquerque Public Schools</b>	<b>Districtwide: Albuquerque Public Schools</b>	<b>67.9%</b>	<b>69.6%</b>	<b>70.1%</b>	<b>74.6%</b>	<b>75.7%</b>
27 Animas Public Schools	Animas High School	94.4%	98.5%	95.9%	*	82.2%
28 <b>Animas Public Schools</b>	<b>Districtwide: Animas Public Schools</b>	<b>94.4%</b>	<b>98.5%</b>	<b>95.9%</b>	<b>*</b>	<b>82.2%</b>
29 Artesia Public Schools	Artesia High School	86.5%	83.7%	89.1%	84.3%	85.5%
30 <b>Artesia Public Schools</b>	<b>Districtwide: Artesia Public Schools</b>	<b>82.9%</b>	<b>75.7%</b>	<b>89.1%</b>	<b>76.8%</b>	<b>78.8%</b>
31 Aztec Municipal Schools	Aztec High School	69.5%	77.8%	76.0%	77.4%	73.7%
32 Aztec Municipal Schools	Vista Nueva High School	37.7%	59.8%	70.9%	55.8%	67.3%
33 <b>Aztec Municipal Schools</b>	<b>Districtwide: Aztec Municipal Schools</b>	<b>68.0%</b>	<b>76.9%</b>	<b>75.6%</b>	<b>75.7%</b>	<b>72.8%</b>
34 Belen Consolidated Schools	Belen High School	71.4%	72.0%	79.2%	79.4%	77.5%
35 Belen Consolidated Schools	Belen Infinity High School	43.1%	57.1%	41.4%	41.2%	48.3%
36 <b>Belen Consolidated Schools</b>	<b>Districtwide: Belen Consolidated Schools</b>	<b>68.9%</b>	<b>71.1%</b>	<b>75.5%</b>	<b>76.3%</b>	<b>74.7%</b>
37 Bernalillo Public Schools	Bernalillo High School	56.9%	63.2%	59.8%	67.0%	71.6%
38 <b>Bernalillo Public Schools</b>	<b>Districtwide: Bernalillo Public Schools</b>	<b>56.8%</b>	<b>63.2%</b>	<b>59.8%</b>	<b>66.7%</b>	<b>71.6%</b>
39 Bloomfield Schools	Bloomfield High School	71.1%	80.3%	81.6%	85.6%	86.2%
40 Bloomfield Schools	Charlie Y. Brown Alternative	28.6%	37.8%	44.7%	44.4%	71.3%
41 <b>Bloomfield Schools</b>	<b>Districtwide: Bloomfield Schools</b>	<b>65.6%</b>	<b>75.2%</b>	<b>76.6%</b>	<b>80.6%</b>	<b>84.2%</b>
42 Capitan Municipal Schools	Capitan High School	87.5%	84.6%	75.9%	82.4%	74.6%
43 <b>Capitan Municipal Schools</b>	<b>Districtwide: Capitan Municipal Schools</b>	<b>87.5%</b>	<b>84.6%</b>	<b>75.9%</b>	<b>82.4%</b>	<b>74.6%</b>
44 Carlsbad Municipal Schools	Carlsbad Early College High School		95.3%	85.9%	95.4%	88.7%
45 Carlsbad Municipal Schools	Carlsbad High School	69.7%	66.1%	74.9%	67.6%	62.6%
46 <b>Carlsbad Municipal Schools</b>	<b>Districtwide: Carlsbad Municipal Schools</b>	<b>69.0%</b>	<b>69.5%</b>	<b>76.7%</b>	<b>71.0%</b>	<b>67.0%</b>
47 Carrizozo Municipal Schools	Carrizozo High School	77.2%	84.0%	87.6%	92.1%	91.6%
48 <b>Carrizozo Municipal Schools</b>	<b>Districtwide: Carrizozo Municipal Schools</b>	<b>77.2%</b>	<b>83.1%</b>	<b>87.6%</b>	<b>92.1%</b>	<b>91.6%</b>
49 Central Consolidated Schools	Career Prep Alternative	22.1%	13.7%	*	30.0%	21.7%
50 Central Consolidated Schools	Central High School	73.0%	74.5%	78.4%	71.4%	78.1%
51 Central Consolidated Schools	Newcomb High School	65.9%	70.1%	80.8%	86.3%	72.0%
52 Central Consolidated Schools	Shiprock High School	71.3%	68.2%	76.1%	63.8%	68.6%

Graduation Rates

Graduation Rates

Graduation Rates, FY17-FY21

Graduation Rates, FY17-FY21

School District	School	FY17	FY18	FY19	FY20	FY21
53 <b>Central Consolidated Schools</b>	<b>Districtwide: Central Consolidated Schools</b>	<b>67.5%</b>	<b>63.6%</b>	<b>72.2%</b>	<b>67.9%</b>	<b>70.1%</b>
54 Chama Valley Independent Schools	Escalante Middle School/High School	88.3%	93.1%	94.3%	95.3%	83.3%
55 <b>Chama Valley Independent Schools</b>	<b>Districtwide: Chama Valley Independent Schools</b>	<b>88.3%</b>	<b>93.1%</b>	<b>94.3%</b>	<b>95.3%</b>	<b>83.3%</b>
56 Cimarron Municipal Schools	Cimarron High School	76.5%	84.6%	84.4%	63.7%	93.7%
57 <b>Cimarron Municipal Schools</b>	<b>Districtwide: Cimarron Municipal Schools</b>	<b>79.2%</b>	<b>81.2%</b>	<b>81.5%</b>	<b>70.8%</b>	<b>91.4%</b>
58 Clayton Municipal Schools	Clayton High School	79.2%	74.1%	*	87.2%	75.0%
59 <b>Clayton Municipal Schools</b>	<b>Districtwide: Clayton Municipal Schools</b>	<b>79.2%</b>	<b>74.1%</b>	<b>*</b>	<b>87.2%</b>	<b>75.0%</b>
60 Cloudcroft Municipal Schools	Cloudcroft High School	90.7%	91.6%	97.1%	89.8%	≥ 95%
61 <b>Cloudcroft Municipal Schools</b>	<b>Districtwide: Cloudcroft Municipal Schools</b>	<b>90.7%</b>	<b>91.6%</b>	<b>97.1%</b>	<b>90.1%</b>	<b>≥ 95%</b>
62 Clovis Municipal Schools	Clovis High School	81.2%	85.6%	83.0%	74.9%	81.5%
63 Clovis Municipal Schools	Clovis High Freshman Academy	68.4%	76.1%	70.3%	60.2%	68.6%
64 <b>Clovis Municipal Schools</b>	<b>Districtwide: Clovis Municipal Schools</b>	<b>77.9%</b>	<b>83.0%</b>	<b>79.6%</b>	<b>70.4%</b>	<b>77.9%</b>
65 Cobre Consolidated Schools	Cobre High School	94.1%	87.7%	87.1%	87.7%	87.3%
66 <b>Cobre Consolidated Schools</b>	<b>Districtwide: Cobre Consolidated Schools</b>	<b>94.1%</b>	<b>87.7%</b>	<b>87.1%</b>	<b>87.7%</b>	<b>87.3%</b>
67 Cuba Independent Schools	Cuba High School	61.6%	78.8%	83.8%	88.8%	≥ 95%
68 <b>Cuba Independent Schools</b>	<b>Districtwide: Cuba Independent Schools</b>	<b>62.3%</b>	<b>70.4%</b>	<b>83.8%</b>	<b>88.8%</b>	<b>≥ 95%</b>
69 Deming Public Schools	Deming High School	71.4%	75.3%	72.1%	78.4%	76.2%
70 <b>Deming Public Schools</b>	<b>Districtwide: Deming Public Schools</b>	<b>67.0%</b>	<b>71.2%</b>	<b>70.4%</b>	<b>75.0%</b>	<b>72.2%</b>
71 Dexter Consolidated Schools	Dexter High School	76.2%	83.2%	82.4%	87.5%	83.1%
72 <b>Dexter Consolidated Schools</b>	<b>Districtwide: Dexter Consolidated Schools</b>	<b>76.2%</b>	<b>83.2%</b>	<b>82.4%</b>	<b>87.5%</b>	<b>83.1%</b>
73 Dora Municipal Schools	Dora High School	100.0%	90.1%	100.0%	99.4%	91.9%
74 <b>Dora Municipal Schools</b>	<b>Districtwide: Dora Municipal Schools</b>	<b>100.0%</b>	<b>90.1%</b>	<b>100.0%</b>	<b>99.4%</b>	<b>91.9%</b>
75 Dulce Independent Schools	Dulce High School	83.7%	77.5%	70.3%	65.7%	27.9%
76 <b>Dulce Independent Schools</b>	<b>Districtwide: Dulce Independent Schools</b>	<b>83.7%</b>	<b>77.5%</b>	<b>70.3%</b>	<b>65.7%</b>	<b>27.9%</b>
77 Elida Municipal Schools	Elida High School	100.0%	92.6%	100.0%	100.0%	88.6%
78 <b>Elida Municipal Schools</b>	<b>Districtwide: Elida Municipal Schools</b>	<b>100.0%</b>	<b>92.6%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>88.6%</b>
79 Española Public Schools	Española Valley High School	66.5%	71.0%	63.0%	63.3%	76.2%
80 <b>Española Public Schools</b>	<b>Districtwide: Española Public Schools</b>	<b>65.5%</b>	<b>71.0%</b>	<b>63.0%</b>	<b>63.3%</b>	<b>75.9%</b>
81 Estancia Municipal Schools	Estancia High School	86.0%	83.5%	87.4%	84.1%	85.8%
82 <b>Estancia Municipal Schools</b>	<b>Districtwide: Estancia Municipal Schools</b>	<b>80.1%</b>	<b>83.4%</b>	<b>86.8%</b>	<b>84.1%</b>	<b>85.8%</b>
83 Eunice Municipal Schools	Eunice High School	84.0%	81.5%	85.6%	88.3%	68.3%
84 <b>Eunice Municipal Schools</b>	<b>Districtwide: Eunice Municipal Schools</b>	<b>84.0%</b>	<b>81.5%</b>	<b>85.6%</b>	<b>88.3%</b>	<b>68.3%</b>
85 Farmington Municipal Schools	Farmington High School	67.9%	83.6%	87.6%	83.6%	81.5%
86 Farmington Municipal Schools	Piedra Vista High School	75.1%	79.8%	85.3%	87.1%	86.2%
87 Farmington Municipal Schools	Rocinante High School	38.5%	48.1%	45.6%	41.4%	40.6%
88 <b>Farmington Municipal Schools</b>	<b>Districtwide: Farmington Municipal Schools</b>	<b>66.2%</b>	<b>74.7%</b>	<b>79.8%</b>	<b>77.4%</b>	<b>78.7%</b>
89 Floyd Municipal Schools	Floyd High School	87.8%	87.7%	96.4%	88.7%	92.7%
90 <b>Floyd Municipal Schools</b>	<b>Districtwide: Floyd Municipal Schools</b>	<b>87.8%</b>	<b>87.7%</b>	<b>96.4%</b>	<b>88.7%</b>	<b>92.7%</b>
91 Fort Sumner Municipal Schools	Fort Sumner High School	88.1%	97.0%	93.7%	86.6%	90.9%
92 <b>Fort Sumner Municipal Schools</b>	<b>Districtwide: Fort Sumner Municipal Schools</b>	<b>88.1%</b>	<b>97.0%</b>	<b>93.7%</b>	<b>86.6%</b>	<b>90.9%</b>
93 Gadsden Independent Schools	Alta Vista Early College High School		92.8%	100.0%	100.0%	≥ 95%
94 Gadsden Independent Schools	Chaparral High School	76.7%	80.3%	78.9%	71.6%	80.8%
95 Gadsden Independent Schools	Gadsden High School	88.3%	81.3%	85.3%	86.4%	84.5%
96 Gadsden Independent Schools	Santa Teresa High School	81.1%	85.6%	87.9%	86.1%	84.5%
97 <b>Gadsden Independent Schools</b>	<b>Districtwide: Gadsden Independent Schools</b>	<b>81.7%</b>	<b>81.8%</b>	<b>84.0%</b>	<b>82.2%</b>	<b>83.3%</b>
98 Gallup-McKinley County Schools	Crownpoint High School	68.3%	77.8%	76.2%	85.4%	93.6%
99 Gallup-McKinley County Schools	Gallup Central Alternative	26.4%	45.9%	32.6%	32.4%	24.8%
100 Gallup-McKinley County Schools	Gallup High School	65.7%	73.9%	86.2%	85.0%	80.9%
101 Gallup-McKinley County Schools	Miyamura High School	69.1%	80.9%	82.3%	79.1%	82.8%
102 Gallup-McKinley County Schools	Navajo Pine High School	57.1%	55.0%	65.2%	63.4%	56.7%
103 Gallup-McKinley County Schools	Ramah High School	76.0%	66.9%	77.4%	78.0%	71.8%
104 Gallup-McKinley County Schools	Thoreau High School	71.4%	66.3%	73.6%	84.7%	83.9%

School District	School	FY17	FY18	FY19	FY20	FY21
105 Gallup-McKinley County Schools	Tohatchi High School	85.7%	78.7%	71.4%	77.5%	79.9%
106 Gallup-McKinley County Schools	Tse'Yi'Gai High School	69.7%	67.2%	73.4%	71.9%	66.5%
107 <b>Gallup-McKinley County Schools</b>	<b>Districtwide: Gallup-McKinley County Schools</b>	<b>67.2%</b>	<b>73.1%</b>	<b>76.5%</b>	<b>78.4%</b>	<b>77.2%</b>
108 Grady Municipal Schools	Grady High School	98.4%	99.3%	*	100.0%	≥ 95%
109 <b>Grady Municipal Schools</b>	<b>Districtwide: Grady Municipal Schools</b>	<b>98.4%</b>	<b>99.3%</b>	<b>*</b>	<b>100.0%</b>	<b>≥ 95%</b>
110 Grants-Cibola County Schools	Grants High School	65.8%	59.3%	70.5%	71.4%	70.8%
111 Grants-Cibola County Schools	Laguna-Acoma High School	75.3%	73.7%	56.6%	66.9%	78.6%
112 <b>Grants-Cibola County Schools</b>	<b>Districtwide: Grants-Cibola County Schools</b>	<b>68.6%</b>	<b>62.4%</b>	<b>67.4%</b>	<b>70.4%</b>	<b>72.4%</b>
113 Hagerman Municipal Schools	Hagerman High School	82.9%	82.4%	66.1%	80.6%	63.7%
114 <b>Hagerman Municipal Schools</b>	<b>Districtwide: Hagerman Municipal Schools</b>	<b>82.9%</b>	<b>82.4%</b>	<b>66.1%</b>	<b>80.6%</b>	<b>63.7%</b>
115 Hatch Valley Public Schools	Hatch Valley High School	67.6%	76.5%	75.0%	80.4%	84.4%
116 <b>Hatch Valley Public Schools</b>	<b>Districtwide: Hatch Valley Public Schools</b>	<b>67.6%</b>	<b>76.5%</b>	<b>75.0%</b>	<b>80.4%</b>	<b>84.4%</b>
117 Hobbs Municipal Schools	Hobbs Freshman High School	80.9%	85.3%	78.7%	78.3%	76.0%
118 Hobbs Municipal Schools	Hobbs High School	88.1%	90.3%	87.0%	87.7%	87.0%
119 <b>Hobbs Municipal Schools</b>	<b>Districtwide: Hobbs Municipal Schools</b>	<b>86.1%</b>	<b>88.9%</b>	<b>84.9%</b>	<b>85.4%</b>	<b>84.1%</b>
120 Hondo Valley Public Schools	Hondo High School	81.0%	96.3%	*	98.6%	59.5%
121 <b>Hondo Valley Public Schools</b>	<b>Districtwide: Hondo Valley Public Schools</b>	<b>81.0%</b>	<b>96.3%</b>	<b>*</b>	<b>98.6%</b>	<b>59.5%</b>
122 House Municipal Schools	House High School	50.8%	82.9%	*	24.8%	60.8%
123 <b>House Municipal Schools</b>	<b>Districtwide: House Municipal Schools</b>	<b>41.3%</b>	<b>73.9%</b>	<b>*</b>	<b>20.7%</b>	<b>40.4%</b>
124 Jal Public Schools	Jal High School	91.3%	96.5%	76.8%	93.1%	72.7%
125 <b>Jal Public Schools</b>	<b>Districtwide: Jal Public Schools</b>	<b>91.3%</b>	<b>96.5%</b>	<b>76.8%</b>	<b>93.1%</b>	<b>72.7%</b>
126 Jemez Mountain Public Schools	Coronado High School	95.0%	96.6%	*	79.6%	79.1%
127 <b>Jemez Mountain Public Schools</b>	<b>Districtwide: Jemez Mountain Public Schools</b>	<b>95.0%</b>	<b>96.6%</b>	<b>*</b>	<b>79.6%</b>	<b>79.1%</b>
128 Jemez Valley Public Schools	Jemez Valley High School	59.5%	74.7%	77.6%	90.5%	86.3%
129 <b>Jemez Valley Public Schools</b>	<b>Districtwide: Jemez Valley Public Schools</b>	<b>59.5%</b>	<b>74.7%</b>	<b>77.6%</b>	<b>90.5%</b>	<b>86.3%</b>
130 Las Cruces Public Schools	Arrowhead Park Medical Academy		97.7%	97.4%	96.8%	93.7%
131 Las Cruces Public Schools	Centennial High School	86.9%	88.2%	89.1%	86.1%	83.0%
132 Las Cruces Public Schools	Las Cruces High School	87.6%	85.5%	84.6%	87.3%	81.8%
133 Las Cruces Public Schools	Mayfield High School	86.8%	88.8%	82.8%	85.6%	78.2%
134 Las Cruces Public Schools	Onate High School	85.6%	87.5%	85.1%	88.4%	82.9%
135 Las Cruces Public Schools	Rio Grande Preparatory Institute	69.5%	67.5%	63.6%	65.3%	46.8%
136 <b>Las Cruces Public Schools</b>	<b>Districtwide: Las Cruces Public Schools</b>	<b>85.5%</b>	<b>86.2%</b>	<b>84.5%</b>	<b>86.2%</b>	<b>81.0%</b>
137 Las Vegas City Public Schools	Robertson High School	72.9%	74.5%	82.0%	83.7%	82.8%
138 <b>Las Vegas City Public Schools</b>	<b>Districtwide: Las Vegas City Public Schools</b>	<b>72.6%</b>	<b>74.5%</b>	<b>82.0%</b>	<b>83.7%</b>	<b>82.7%</b>
139 Logan Municipal Schools	Logan High School	62.1%	68.5%	77.1%	85.7%	91.4%
140 <b>Logan Municipal Schools</b>	<b>Districtwide: Logan Municipal Schools</b>	<b>62.1%</b>	<b>68.5%</b>	<b>70.5%</b>	<b>70.2%</b>	<b>68.4%</b>
141 Lordsburg Municipal Schools	Lordsburg High School	82.2%	56.8%	81.4%	81.4%	76.9%
142 <b>Lordsburg Municipal Schools</b>	<b>Districtwide: Lordsburg Municipal Schools</b>	<b>82.2%</b>	<b>56.8%</b>	<b>81.4%</b>	<b>81.4%</b>	<b>76.9%</b>
143 Los Alamos Public Schools	Los Alamos High School	86.6%	89.5%	91.4%	93.9%	93.5%
144 <b>Los Alamos Public Schools</b>	<b>Districtwide: Los Alamos Public Schools</b>	<b>86.6%</b>	<b>89.4%</b>	<b>91.4%</b>	<b>93.3%</b>	<b>91.8%</b>
145 Los Lunas Public Schools	Century Alternative High School	34.8%	35.9%	37.3%	36.7%	42.0%
146 Los Lunas Public Schools	Los Lunas High School	80.1%	73.5%	78.2%	82.5%	82.3%
147 Los Lunas Public Schools	Valencia High School	78.1%	79.4%	84.0%	81.7%	81.5%
148 <b>Los Lunas Public Schools</b>	<b>Districtwide: Los Lunas Public Schools</b>	<b>76.3%</b>	<b>73.9%</b>	<b>78.1%</b>	<b>79.3%</b>	<b>79.2%</b>
149 Loving Municipal Schools	Loving High School	84.9%	86.9%	85.0%	77.9%	62.1%
150 <b>Loving Municipal Schools</b>	<b>Districtwide: Loving Municipal Schools</b>	<b>84.9%</b>	<b>86.9%</b>	<b>85.0%</b>	<b>77.9%</b>	<b>62.1%</b>
151 Lovington Municipal Schools	Lovington Freshman Academy	73.8%	77.0%	72.4%	78.8%	74.4%
152 Lovington Municipal Schools	Lovington High School	93.5%	90.9%	86.3%	92.4%	92.7%
153 Lovington Municipal Schools	New Hope Alternative High School	40.8%	51.1%	*	49.2%	27.4%
154 <b>Lovington Municipal Schools</b>	<b>Districtwide: Lovington Municipal Schools</b>	<b>81.0%</b>	<b>82.8%</b>	<b>74.5%</b>	<b>82.8%</b>	<b>79.1%</b>
155 Magdalena Municipal Schools	Magdalena High School	89.3%	79.9%	76.4%	83.6%	78.8%
156 <b>Magdalena Municipal Schools</b>	<b>Districtwide: Magdalena Municipal Schools</b>	<b>89.3%</b>	<b>79.9%</b>	<b>76.4%</b>	<b>83.6%</b>	<b>79.0%</b>

Graduation Rates

Graduation Rates

Graduation Rates, FY17-FY21

Graduation Rates, FY17-FY21

School District	School	FY17	FY18	FY19	FY20	FY21
Melrose Public Schools	Melrose High School	79.7%	100.0%	*	92.0%	≥ 95%
<b>Melrose Public Schools</b>	<b>Districtwide: Melrose Public Schools</b>	<b>79.7%</b>	<b>100.0%</b>	<b>*</b>	<b>92.0%</b>	<b>≥ 95%</b>
Mesa Vista Consolidated Schools	Mesa Vista High School	80.8%	67.1%	90.6%	84.4%	75.9%
<b>Mesa Vista Consolidated Schools</b>	<b>Districtwide: Mesa Vista Consolidated Schools</b>	<b>81.0%</b>	<b>67.1%</b>	<b>90.6%</b>	<b>84.4%</b>	<b>75.9%</b>
Mora Independent Schools	Mora High School	73.1%	90.3%	87.1%	87.0%	86.4%
<b>Mora Independent Schools</b>	<b>Districtwide: Mora Independent Schools</b>	<b>73.1%</b>	<b>90.4%</b>	<b>87.1%</b>	<b>87.0%</b>	<b>86.4%</b>
Moriarty-Edgewood School District	Moriarty High School	77.6%	73.6%	76.6%	77.8%	82.1%
<b>Moriarty-Edgewood School District</b>	<b>Districtwide: Moriarty-Edgewood School District</b>	<b>77.6%</b>	<b>73.6%</b>	<b>76.6%</b>	<b>77.8%</b>	<b>82.1%</b>
Mountainair Public Schools	Mountainair High School	60.7%	81.2%	85.6%	90.5%	92.1%
<b>Mountainair Public Schools</b>	<b>Districtwide: Mountainair Public Schools</b>	<b>60.7%</b>	<b>81.2%</b>	<b>85.6%</b>	<b>90.5%</b>	<b>92.1%</b>
Pecos Independent Schools	Pecos High School	79.5%	86.0%	89.9%	95.0%	66.7%
<b>Pecos Independent Schools</b>	<b>Districtwide: Pecos Independent Schools</b>	<b>79.3%</b>	<b>86.0%</b>	<b>89.9%</b>	<b>95.0%</b>	<b>66.7%</b>
Peñasco Independent Schools	Peñasco High School	79.1%	70.2%	75.7%	82.2%	76.6%
<b>Peñasco Independent Schools</b>	<b>Districtwide: Peñasco Independent Schools</b>	<b>79.1%</b>	<b>70.2%</b>	<b>75.7%</b>	<b>82.2%</b>	<b>76.6%</b>
Pojoaque Valley Public Schools	Pojoaque High School	77.8%	83.5%	76.6%	70.9%	77.9%
<b>Pojoaque Valley Public Schools</b>	<b>Districtwide: Pojoaque Valley Public Schools</b>	<b>77.8%</b>	<b>83.4%</b>	<b>76.6%</b>	<b>71.0%</b>	<b>77.9%</b>
Portales Municipal Schools	Portales High School	77.2%	65.2%	75.9%	78.3%	82.1%
<b>Portales Municipal Schools</b>	<b>Districtwide: Portales Municipal Schools</b>	<b>77.2%</b>	<b>65.2%</b>	<b>75.9%</b>	<b>78.3%</b>	<b>82.1%</b>
Quemado Independent Schools	Quemado High School	89.7%	79.2%	64.0%	83.6%	80.3%
<b>Quemado Independent Schools</b>	<b>Districtwide: Quemado Independent Schools</b>	<b>89.7%</b>	<b>79.2%</b>	<b>64.0%</b>	<b>83.1%</b>	<b>80.3%</b>
Questa Independent Schools	Questa High School	76.2%	77.4%	71.5%	98.0%	73.8%
<b>Questa Independent Schools</b>	<b>Districtwide: Questa Independent Schools</b>	<b>76.2%</b>	<b>77.4%</b>	<b>71.5%</b>	<b>98.0%</b>	<b>73.8%</b>
Raton Public Schools	Raton High School	77.9%	67.0%	79.4%	84.5%	74.8%
<b>Raton Public Schools</b>	<b>Districtwide: Raton Public Schools</b>	<b>77.9%</b>	<b>67.5%</b>	<b>79.4%</b>	<b>84.5%</b>	<b>74.8%</b>
Reserve Independent Schools	Reserve High School	80.5%	93.9%	*	67.9%	24.5%
<b>Reserve Public Schools</b>	<b>Districtwide: Reserve Public Schools</b>	<b>80.5%</b>	<b>93.9%</b>	<b>*</b>	<b>67.4%</b>	<b>88.9%</b>
Rio Rancho Public Schools	Independence High School	27.4%	36.4%	55.6%	57.0%	35.8%
Rio Rancho Public Schools	Rio Rancho Cyber Academy	72.2%	80.9%	91.0%	88.4%	≥ 95%
Rio Rancho Public Schools	Rio Rancho High School	81.9%	85.9%	89.8%	88.8%	87.7%
Rio Rancho Public Schools	V Sue Cleveland High School	86.5%	88.6%	89.9%	89.9%	89.9%
<b>Rio Rancho Public Schools</b>	<b>Districtwide: Rio Rancho Public Schools</b>	<b>82.0%</b>	<b>85.4%</b>	<b>88.9%</b>	<b>88.3%</b>	<b>87.1%</b>
Roswell Independent Schools	Goddard High School	65.2%	74.4%	81.0%	75.2%	67.5%
Roswell Independent Schools	Roswell High School	68.6%	67.2%	69.8%	71.1%	68.2%
Roswell Independent Schools	University High School	32.6%	37.2%	30.2%	35.6%	28.1%
<b>Roswell Independent Schools</b>	<b>Districtwide: Roswell Independent Schools</b>	<b>65.8%</b>	<b>68.5%</b>	<b>73.1%</b>	<b>71.8%</b>	<b>66.8%</b>
Roy Municipal Schools	Roy High School					73.3%
<b>Roy Municipal Schools</b>	<b>Districtwide: Roy Municipal Schools</b>					<b>73.3%</b>
Ruidoso Municipal Schools	Ruidoso High School	81.6%	83.5%	84.7%	84.8%	90.4%
<b>Ruidoso Municipal Schools</b>	<b>Districtwide: Ruidoso Municipal Schools</b>	<b>81.2%</b>	<b>83.4%</b>	<b>84.7%</b>	<b>84.8%</b>	<b>90.4%</b>
San Jon Municipal Schools	San Jon High School	*	89.7%	*	*	91.0%
<b>San Jon Municipal Schools</b>	<b>Districtwide: San Jon Municipal Schools</b>	<b>*</b>	<b>89.7%</b>	<b>*</b>	<b>*</b>	<b>91.0%</b>
Santa Fe Public Schools	Capital High School	70.4%	72.6%	78.1%	82.7%	82.6%
Santa Fe Public Schools	Desert Sage Academy				90.8%	54.2%
Santa Fe Public Schools	Early College Opportunities				83.8%	66.6%
Santa Fe Public Schools	Mandela International Magnet			88.1%	98.6%	≥ 95%
Santa Fe Public Schools	Santa Fe High School	67.7%	75.3%	76.7%	87.5%	84.4%
<b>Santa Fe Public Schools</b>	<b>Districtwide: Santa Fe Public Schools</b>	<b>68.9%</b>	<b>73.0%</b>	<b>78.1%</b>	<b>86.3%</b>	<b>83.8%</b>
Santa Rosa Consolidated Schools	Santa Rosa High School	88.4%	89.0%	94.1%	87.3%	79.0%
<b>Santa Rosa Consolidated Schools</b>	<b>Districtwide: Santa Rosa Consolidated Schools</b>	<b>88.4%</b>	<b>89.0%</b>	<b>94.1%</b>	<b>87.3%</b>	<b>79.0%</b>
Silver Consolidated Schools	Cliff High School	89.2%	92.1%	92.9%	86.6%	90.5%
Silver Consolidated Schools	Opportunity High School	77.6%	59.8%	*	0.0%	10.7%
Silver Consolidated Schools	Silver High School	84.1%	80.2%	82.6%	83.4%	81.2%

School District	School	FY17	FY18	FY19	FY20	FY21
<b>Silver Consolidated Schools</b>	<b>Districtwide: Silver Consolidated Schools</b>	<b>83.8%</b>	<b>78.8%</b>	<b>83.0%</b>	<b>80.6%</b>	<b>81.5%</b>
Socorro Consolidated Schools	Socorro High School	63.8%	72.9%	65.2%	66.3%	78.5%
<b>Socorro Consolidated Schools</b>	<b>Districtwide: Socorro Consolidated Schools</b>	<b>63.7%</b>	<b>71.6%</b>	<b>65.2%</b>	<b>65.9%</b>	<b>78.4%</b>
Springer Municipal Schools	Springer High School	100.0%	100.0%	*	92.6%	≥ 95%
<b>Springer Municipal Schools</b>	<b>Districtwide: Springer Municipal Schools</b>	<b>100.0%</b>	<b>100.0%</b>	<b>*</b>	<b>92.6%</b>	<b>≥ 95%</b>
Taos Municipal Schools	Taos High School	68.7%	75.4%	75.0%	70.9%	71.7%
<b>Taos Municipal Schools</b>	<b>Districtwide: Taos Municipal Schools</b>	<b>68.3%</b>	<b>72.3%</b>	<b>71.7%</b>	<b>69.3%</b>	<b>68.9%</b>
Tatum Municipal Schools	Tatum High School	96.0%	81.4%	100.0%	99.0%	≥ 95%
<b>Tatum Municipal Schools</b>	<b>Districtwide: Tatum Municipal Schools</b>	<b>96.0%</b>	<b>81.4%</b>	<b>100.0%</b>	<b>99.0%</b>	<b>≥ 95%</b>
Texico Municipal Schools	Texico High School	73.1%	93.0%	94.9%	89.4%	93.6%
<b>Texico Municipal Schools</b>	<b>Districtwide: Texico Municipal Schools</b>	<b>73.1%</b>	<b>93.0%</b>	<b>94.9%</b>	<b>89.4%</b>	<b>93.6%</b>
Truth or Conseq. Municipal Schools	Hot Springs High School	85.3%	81.8%	74.7%	85.6%	81.0%
<b>Truth or Conseq. Municipal Schools</b>	<b>Districtwide: Truth or Conseq. Municipal Schools</b>	<b>85.3%</b>	<b>82.0%</b>	<b>74.7%</b>	<b>85.6%</b>	<b>81.0%</b>
Tucumcari Public Schools	Hot Springs High School	78.2%	84.1%	74.7%	82.3%	81.0%
<b>Tucumcari Public Schools</b>	<b>Districtwide: Tucumcari Public Schools</b>	<b>77.8%</b>	<b>84.1%</b>	<b>79.0%</b>	<b>82.3%</b>	<b>71.8%</b>
Tularosa Municipal Schools	Tularosa High School	64.1%	69.1%	74.6%	76.3%	69.6%
<b>Tularosa Municipal Schools</b>	<b>Districtwide: Tularosa Municipal Schools</b>	<b>64.1%</b>	<b>69.1%</b>	<b>74.6%</b>	<b>76.3%</b>	<b>69.6%</b>
West Las Vegas Public Schools	West Las Vegas Family Partnership	7.0%	31.4%	*	41.0%	28.3%
West Las Vegas Public Schools	West Las Vegas High School	78.6%	76.5%	78.9%	73.8%	75.7%
<b>West Las Vegas Public Schools</b>	<b>Districtwide: West Las Vegas Public Schools</b>	<b>72.4%</b>	<b>73.1%</b>	<b>69.4%</b>	<b>71.5%</b>	<b>71.9%</b>
Zuni Public Schools	Twin Buttes Cyber Academy	22.6%	68.3%	*	30.2%	65.0%
Zuni Public Schools	Zuni High School	61.4%	74.6%	79.3%	75.5%	81.9%
<b>Zuni Public Schools</b>	<b>Districtwide: Zuni Public Schools</b>	<b>55.0%</b>	<b>73.2%</b>	<b>71.7%</b>	<b>71.0%</b>	<b>79.1%</b>
<b>Charter Schools</b>						
<b>Albuquerque</b>						
Albuquerque Public Schools	ACE Leadership High School	20.5%	23.1%	*	25.3%	42.4%
Albuquerque Public Schools	Albuquerque Charter Academy	27.9%	32.9%	34.3%	70.5%	39.8%
State-Chartered Charter School	Albuquerque Institute for Math & Science	94.4%	93.6%	97.0%	99.4%	≥ 95%
State-Chartered Charter School	Albuquerque School of Excellence	91.8%	87.1%	71.0%	88.9%	72.9%
State-Chartered Charter School	(The) Albuquerque Sign Language Academy			*	*	**
Albuquerque Public Schools	Albuquerque Talent Development Charter School	61.1%	55.2%	65.1%	61.7%	62.4%
State-Chartered Charter School	Amy Biehl Charter High School	81.4%	73.8%	78.2%	67.9%	70.1%
State-Chartered Charter School	Cesar Chavez Community School	38.5%	38.0%	25.4%	26.3%	10.4%
Albuquerque Public Schools	Corrales International School	90.6%	92.7%	94.1%	88.7%	78.4%
Albuquerque Public Schools	Cottonwood Classical Preparatory School	93.2%	96.2%	100.0%	93.5%	87.9%
Albuquerque Public Schools	Digital Arts And Technology Academy	66.3%	65.9%	73.9%	83.6%	84.9%
Albuquerque Public Schools	East Mountain High School	93.4%	91.4%	88.7%	89.6%	89.5%
Albuquerque Public Schools	El Camino Real Academy	76.4%	81.9%	85.3%	86.4%	92.1%
State-Chartered Charter School	Explore Academy		64.0%	64.2%	69.8%	74.1%
Albuquerque Public Schools	Gilbert L. Sena Charter High School	36.4%	46.5%	28.9%	55.2%	38.0%
Albuquerque Public Schools	Gordon Bernel Charter School	8.7%	14.9%	12.1%	50.2%	≤ 5%
State-Chartered Charter School	(The) GREAT Academy	30.8%	32.6%	*	27.9%	25.2%
Albuquerque Public Schools	Health Leadership High School	31.2%	42.8%	60.5%	54.0%	54.3%
Albuquerque Public Schools	(The) International School at Mesa del Sol			*	*	53.6%
Albuquerque Public Schools	La Academia De Esperanza	18.7%	22.4%	28.4%	18.1%	28.4%
Albuquerque Public Schools	Los Puentes Charter School	23.3%	25.6%	31.5%	29.9%	43.8%
Albuquerque Public Schools	Mark Armijo Academy	44.9%	43.1%	47.9%	58.1%	33.6%
State-Chartered Charter School	Media Arts Collaborative Charter School	56.4%	62.2%	70.9%	68.8%	79.2%
State-Chartered Charter School	Mission Achievement and Success Charter School		86.4%	83.6%	90.5%	95.0%
Albuquerque Public Schools	Native American Community Academy	72.4%	73.7%	68.9%	79.1%	77.2%
Albuquerque Public Schools	New America School New Mexico	18.4%	20.2%	*	33.1%	24.3%
Albuquerque Public Schools	Public Academy for Performing Arts	92.3%	96.8%	92.5%	94.4%	≥ 95%



Graduation Rates, FY17-FY21

School District	School	FY17	FY18	FY19	FY20	FY21		
261	Albuquerque Public Schools	Robert F. Kennedy Charter	7.6%	15.9%	24.1%	36.8%	16.9%	261
262	Albuquerque Public Schools	South Valley Academy	86.6%	82.3%	81.7%	85.1%	86.0%	262
263	State-Chartered Charter School	SW Aeronautics Mathematics and Science Academy	80.9%	82.8%	78.3%	85.0%	78.5%	263
264	State-Chartered Charter School	Southwest Secondary Learning Center	72.0%	67.9%	58.3%	62.8%	55.8%	264
265	Albuquerque Public Schools	Technology Leadership High School			*	23.8%	54.7%	265
266	State-Chartered Charter School	Tierra Adentro	84.4%	71.2%	76.4%	78.8%	91.9%	266
267	<b>Carlsbad</b>							267
268	Carlsbad Municipal Schools	Jefferson Montessori	56.8%	86.9%	*	82.1%	57.3%	268
269	Carlsbad Municipal Schools	Pecos Cyber Academy (formerly Pecos Connections)				**	75.8%	269
270	<b>Cimarron</b>							270
271	Cimarron Municipal Schools	Moreno Valley High School	83.1%	77.8%	76.5%	84.4%	88.4%	271
272	<b>Deming</b>							272
273	Deming Public Schools	Deming Cesar Chavez Charter	24.2%	33.8%	49.4%	39.4%	52.8%	273
274	<b>Española</b>							274
275	State-Chartered Charter School	McCurdy Charter School	63.0%	71.2%	81.4%	82.2%	74.3%	275
276	<b>Farmington</b>							276
277	Farmington Municipal Schools	New Mexico Virtual Academy	39.6%	38.9%	48.8%	32.6%	30.6%	277
278	<b>Gallup-McKinley</b>							278
279	State-Chartered Charter School	Middle College High School	92.1%	98.9%	*	94.7%	93.3%	279
280	State-Chartered Charter School	DZIL DIT'OOI School of Empowerment, Action and Perseverance				**	≤ 5%	280
281	<b>Jemez Valley</b>							281
282	State-Chartered Charter School	Walatowa Charter High School	80.5%	84.2%	*	87.6%	74.9%	282
283	<b>Las Cruces</b>							283
284	State-Chartered Charter School	Alma D'Arte Charter	60.0%	68.9%	67.1%	67.3%	57.2%	284
285	State-Chartered Charter School	Las Montañas Charter	31.8%	32.4%	48.5%	38.5%	35.6%	285
286	State-Chartered Charter School	New America School - Las Cruces	28.3%	43.4%	36.5%	28.9%	22.6%	286
287	<b>Los Lunas</b>							287
288	State-Chartered Charter School	School of Dreams Academy	66.6%	74.7%	59.0%	71.9%	66.4%	288
289	<b>Moriarty</b>							289
290	State-Chartered Charter School	Estancia Valley Classical Academy	95.7%	90.0%	80.3%	88.5%	77.5%	290
291	<b>Rio Rancho</b>							291
292	State-Chartered Charter School	ASK Academy	71.2%	83.0%	77.6%	81.1%	84.3%	292
293	<b>Santa Fe</b>							293
294	Santa Fe Public Schools	Academy for Technology and the Classics	96.4%	87.6%	94.6%	98.7%	92.1%	294
295	State-Chartered Charter School	New Mexico Connections Academy	40.5%	41.4%	39.9%	41.3%	42.6%	295
296	State-Chartered Charter School	MASTERS Program	76.9%	81.8%	84.2%	87.2%	83.0%	296
297	State-Chartered Charter School	Monte Del Sol Charter	71.9%	74.5%	78.9%	75.9%	57.6%	297
298	State-Chartered Charter School	New Mexico School for the Arts	96.2%	98.1%	94.3%	88.1%	≥ 95%	298
299	State-Chartered Charter School	Tierra Encantada Charter School	70.0%	86.2%	77.8%	78.8%	73.2%	299
300	<b>Silver City</b>							300
301	State-Chartered Charter School	Aldo Leopold Charter	67.4%	78.6%	94.2%	86.5%	83.3%	301
302	<b>Taos</b>							302
303	State-Chartered Charter School	Taos Academy	94.3%	92.3%	99.6%	89.9%	93.4%	303
304	Taos Municipal Schools	Vista Grande High School	78.4%	67.7%	53.0%	65.8%	55.3%	304
305	<b>Statewide</b>							305
			<b>71.1%</b>	<b>73.9%</b>	<b>74.9%</b>	<b>76.9%</b>	<b>76.8%</b>	

\*Rates are masked (left blank) for groups with fewer than 10 student records.  
 \*\*No data reported from PED.

Source: PED

Recurring General Fund Appropriations<sup>1</sup>  
 (in thousands)

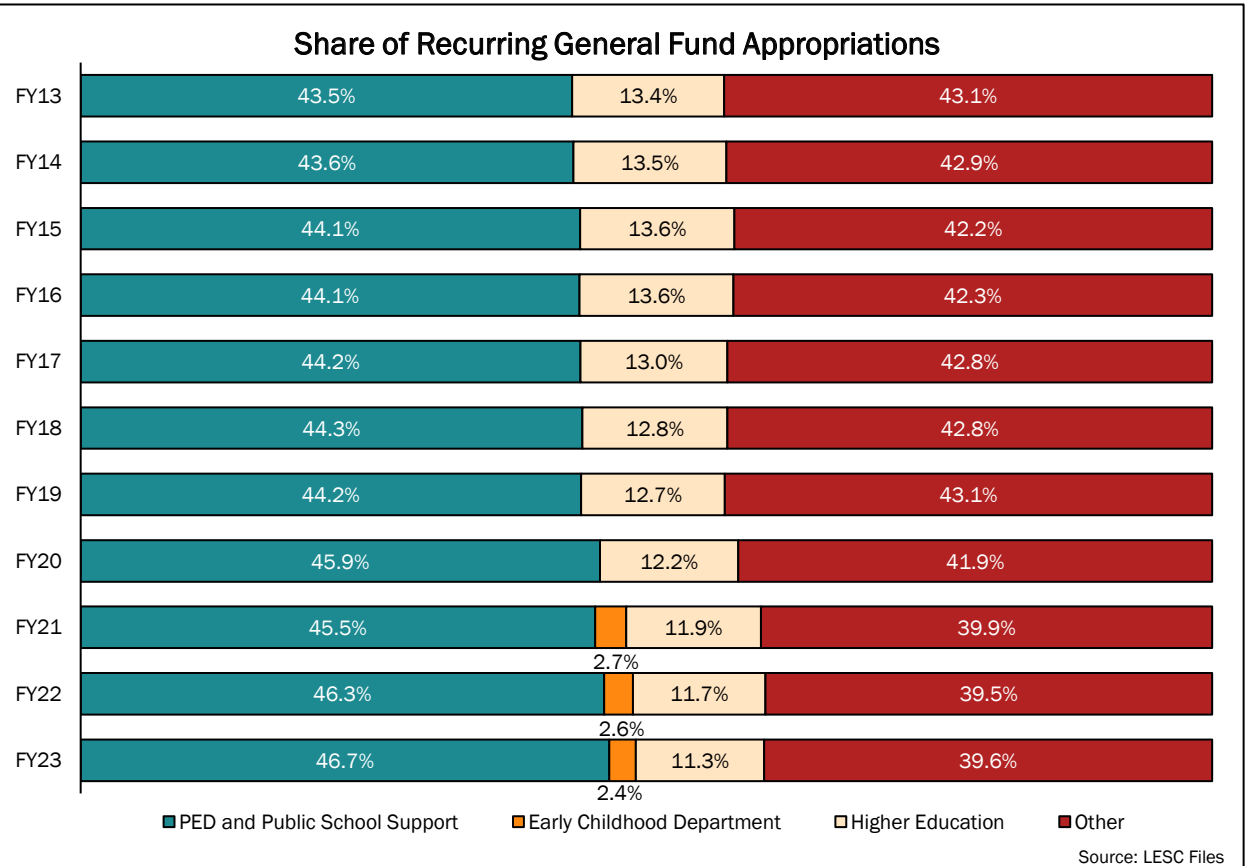
Year	PED and Public School Support	Early Childhood Department	Higher Education	Total General Fund
FY13	\$2,455,341.4		\$757,716.6	\$5,650,139.2
FY14	\$2,567,549.5		\$796,028.3	\$5,893,578.1
FY15	\$2,715,469.6		\$838,606.8	\$6,151,134.6
FY16	\$2,735,613.3		\$843,428.2	\$6,204,334.3
FY17	\$2,682,429.5		\$786,866.8	\$6,070,229.1
FY18	\$2,695,524.5		\$779,345.1	\$6,077,955.6
FY19	\$2,801,153.0		\$803,478.4	\$6,332,267.1
FY20	\$3,252,017.6		\$867,043.6	\$7,085,292.5
FY21 <sup>2</sup>	\$3,211,908.3	\$193,588.2	\$840,676.4	\$7,062,924.8
FY22 <sup>3</sup>	\$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

Source: LESC Files

<sup>1</sup>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.

<sup>2</sup>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.

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



Recurring General Fund Appropriations for Public Education  
(in thousands)

Year	PED Operating Budget	State Equalization Guarantee Distribution <sup>2</sup>	Categorical Appropriations	Special or "Below-the-Line" Programs <sup>2</sup>
FY13	\$11,711.9	\$2,273,588.9	\$129,179.4	\$41,833.5
FY14	\$11,786.1	\$2,361,895.8	\$136,845.9	\$57,022.3
FY15	\$11,969.2	\$2,481,311.0	\$127,066.6	\$95,122.8
FY16	\$11,879.7	\$2,492,525.8	\$130,790.1	\$100,417.7
FY17 <sup>1</sup>	\$11,065.3	\$2,481,192.4	\$99,040.1	\$91,131.7
FY18 <sup>1</sup>	\$11,065.3	\$2,501,808.7	\$94,465.5	\$88,185.0
FY19 <sup>1</sup>	\$11,246.6	\$2,582,377.6	\$116,628.9	\$90,900.0
FY20 <sup>1</sup>	\$13,246.6	\$3,068,803.4	\$102,928.5	\$64,389.0
FY21 <sup>3</sup>	\$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

Source: LESC Files

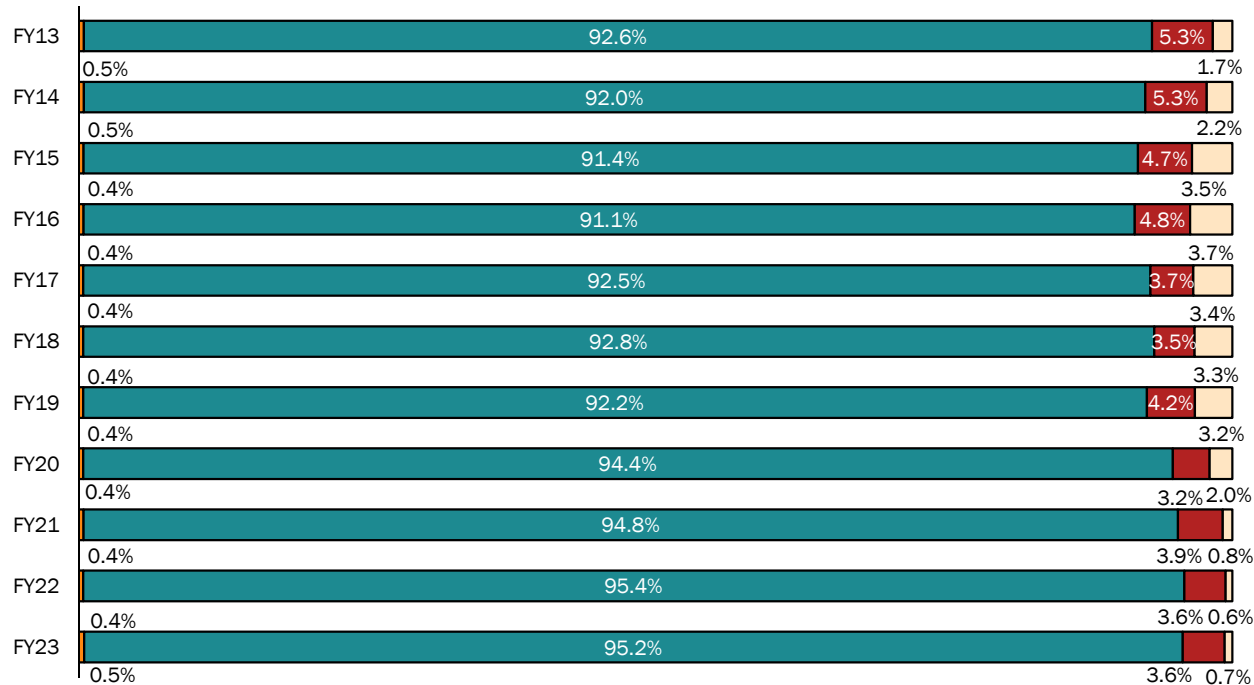
<sup>1</sup>The FY10 state equalization guarantee distribution column does not include \$210 million in federal *American Recovery and Reinvestment Act of 2009* (ARRA) funds. The FY10 PED special or "below-the-line" programs column includes \$1.2 million appropriated directly to RECs.

<sup>2</sup>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.

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

<sup>4</sup>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.

Share of Public Education Appropriations



Legend: ■ PED Operating Budget ■ SEG ■ Categorical ■ Below-the-Line

Source: LESC Files



PUBLIC SCHOOL SUPPORT  
General Fund High-Level  
(thousands)

1/13/2023

	FY23 Opbud	FY24 PED Recommendation	FY24 LESC Recommendation	FY24 LFC Recommendation
<b>PROGRAM COST</b>				
Prior Year Program Cost OpBud	3,295,448.6	3,684,078.0	3,684,078.0	3,684,078.0
<b>UNIT CHANGES</b>				
At-Risk Index Factor Increase (LESC: 0.35, LFC: 0.33)			53,235.1	31,926.2
Fine Arts Programs (FY24: 0.055)			4,128.1	
Extended Learning Time (ELT) Programs	(15,168.0)	(95,000.0)	(95,000.0)	(95,000.0)
Targeted Compensation for K-5 Plus and ELT School Personnel (FY23: 3%)	64,027.5	(64,027.5)	(64,027.5)	(64,027.5)
K-5 Plus Schools		(119,895.9)	(119,895.9)	(119,895.9)
K-12 Plus (LESC: 0.012 per day, LFC: 0.016/0.024 per day)			50,333.5	79,591.4
<b>UNIT VALUE CHANGES</b>				
New Instructional Hour Requirements (K-12: 1,140 hours)		211,134.1	202,000.0	161,255.6
Compensation Increase for School Personnel (FY23: 7%, PED: 4%, LESC/LFC: 5%)	176,813.0	109,332.0	139,157.5	139,157.5
Targeted Compensation for Instructional Personnel	10,092.3			
Minimum Wage Increase (FY22: \$11.50, FY23: \$15.00)	10,164.3			
Three-Tier Minimum Salary Increase (FY23: \$50k, \$60k, \$70k)	76,768.2			
Flexible Payroll Increases		56,404.0	11,500.0	
Increase Minimum Salary for Instructional Assistants (\$25k)			14,500.0	
Increase Principal Responsibility Factor		3,285.0	7,962.4	7,962.4
Employer Retirement Contribution Increase (FY22: 1%, FY23: 2%, FY24: 1%)	40,157.0		23,000.0	22,123.5
Instructional Materials and Educational Technology	8,000.0	20,000.0		12,000.0
Elementary P.E. and Student Wellness Programs	8,000.0		8,000.0	4,000.0
Insurance	18,000.0	19,459.7	15,200.0	15,742.0
Employer Health Insurance Contribution Increase (Parity with State Employees)			31,979.5	31,979.5
Fixed Costs	5,638.7	13,047.1	5,191.4	5,191.4
Fine Arts Programs				4,100.0
Cyber Programming for Local Education Agencies		1,500.0		
Structured Literacy Interventions and Literacy Collaborative Models		2,000.0		2,000.0
Mentorship and Professional Development	10,000.0	-	-	-
<b>Subtotal Current Year Program Cost Base</b>	<b>3,684,078.0</b>	<b>3,841,316.5</b>	<b>3,971,342.1</b>	<b>3,922,184.1</b>
<b>\$ Change from OpBud</b>	<b>388,629.4</b>	<b>157,238.5</b>	<b>287,264.1</b>	<b>238,106.1</b>
<b>% Change from OpBud</b>	<b>11.8%</b>	<b>4.3%</b>	<b>7.8%</b>	<b>6.5%</b>
<b>STATE EQUALIZATION GUARANTEE (SEG)</b>				
Less: Other State Funds	(10,366.6)	(7,000.0)	(1,500.0)	(1,500.0)
<b>Subtotal Current Year SEG Base</b>	<b>3,673,711.4</b>	<b>3,834,316.5</b>	<b>3,969,842.1</b>	<b>3,920,684.1</b>
<b>\$ Change from OpBud</b>	<b>385,262.8</b>	<b>160,605.1</b>	<b>296,130.7</b>	<b>246,972.7</b>
<b>% Change from OpBud</b>	<b>11.7%</b>	<b>4.4%</b>	<b>8.1%</b>	<b>6.7%</b>
<b>CATEGORICAL APPROPRIATIONS</b>				
<b>TRANSPORTATION DISTRIBUTION</b>				
Maintenance and Operations	87,455.9	98,124.7	99,664.7	98,124.7
Fuel	11,750.6	13,184.1	20,563.6	13,184.1
Rental Fees	7,841.6		8,798.2	8,798.2
Transportation for Extended Learning Time	3,175.6	8,661.0		4,061.0
Transportation for K-5 Plus	899.2			
Compensation Increase for Transportation Personnel (FY22: 1.5%, FY23: 7%, FY24: 5%)	3,548.3	1,747.3	2,211.5	2,211.5
<b>Subtotal Current Year Transportation Base</b>	<b>114,671.2</b>	<b>121,717.1</b>	<b>131,238.0</b>	<b>126,379.5</b>
<b>\$ Change from OpBud</b>	<b>7,615.0</b>	<b>7,045.9</b>	<b>16,566.8</b>	<b>11,708.3</b>
<b>% Change from OpBud</b>	<b>7.1%</b>	<b>6.1%</b>	<b>14.4%</b>	<b>10.2%</b>
<b>OTHER CATEGORICAL APPROPRIATIONS</b>				
Out-of-State Tuition	315.0	362.0	315.0	362.0
Emergency Supplemental	2,000.0	2,000.0	2,000.0	2,000.0
Instructional Materials Fund			15,000.0	
Technology for Education		42,108.0		
Standards-Based Assessments	7,236.0	15,296.9	8,000.0	8,000.0
Hispanic Education Act		741.4		
Indian Education Act	14,988.6	27,488.6	20,000.0	20,000.0
<b>Subtotal Current Year Categorical Appropriations</b>	<b>139,210.8</b>	<b>209,714.0</b>	<b>176,553.0</b>	<b>156,741.5</b>
<b>\$ Change from OpBud</b>	<b>16,353.6</b>	<b>70,503.2</b>	<b>37,342.2</b>	<b>17,530.7</b>
<b>% Change from OpBud</b>	<b>13.3%</b>	<b>50.6%</b>	<b>26.8%</b>	<b>12.6%</b>
<b>SUBTOTAL PUBLIC SCHOOL SUPPORT</b>	<b>3,812,922.2</b>	<b>4,044,030.5</b>	<b>4,146,395.1</b>	<b>4,077,425.6</b>
<b>\$ Change from OpBud</b>	<b>401,616.4</b>	<b>231,108.3</b>	<b>333,472.9</b>	<b>264,503.4</b>
<b>% Change from OpBud</b>	<b>11.8%</b>	<b>6.1%</b>	<b>8.7%</b>	<b>6.9%</b>
<b>RELATED REQUESTS: RECURRING</b>				
Regional Education Cooperatives	1,100.0	1,100.0	3,500.0	1,350.0
Martinez-Yazzie Student and Program Supports	5,100.0			
Early Literacy and Reading Support	8,000.0	14,500.0	11,500.0	11,500.0
School Leader Professional Development	2,500.0	5,000.0	5,000.0	5,000.0
Teacher Professional Development	3,000.0	3,000.0	3,000.0	3,000.0

Public School Support High-Level Summary

Public School Support High-Level Summary



**PUBLIC SCHOOL SUPPORT**  
General Fund High-Level  
(thousands)

1/13/2023

	FY23 Opbud	FY24 PED Recommendation	FY24 LESC Recommendation	FY24 LFC Recommendation	
68	Student Nutrition and Wellness	2,400.0			68
69	GRADS – Teen Parent Interventions	650.0	750.0	650.0	69
70	STEAM (Science, Technology, Engineering, Arts, and Math) Initiatives	3,000.0	3,096.6	6,000.0	70
71	Advanced Placement Test Fee Waivers and Training	1,000.0	1,250.0	1,250.0	71
72	Outdoor Classroom Initiatives	500.0			72
73	Career Technical Education	250.0			73
74	Parity for 520 Certificate Holders		3,250.0		74
75	At-Risk Interventions for Students	10,000.0			75
76	Health and Behavioral Health Curriculum	460.0			76
77	Youth in Film Initiatives	210.0			77
78	Post-Graduation Pathway Initiatives	440.0			78
79	Media Literacy Programs	200.0			79
80	Teacher Residencies	-	15,600.0	15,000.0	80
81	<b>Subtotal Current Year Base</b>	<b>38,810.0</b>	<b>47,546.6</b>	<b>45,900.0</b>	<b>81</b>
82	<b>\$ Change from OpBud</b>	<b>18,903.0</b>	<b>8,736.6</b>	<b>7,090.0</b>	<b>82</b>
83	<b>% Change from OpBud</b>	<b>95.0%</b>	<b>22.5%</b>	<b>18.3%</b>	<b>83</b>
84	<b>PUBLIC EDUCATION DEPARTMENT</b>				
85	<b>Prior Year OpBud</b>	<b>15,097.5</b>	<b>20,869.0</b>	<b>20,869.0</b>	<b>85</b>
86	Base Changes	5,771.5	3,475.0	3,475.0	86
87	<b>Subtotal Current Year Base</b>	<b>20,869.0</b>	<b>24,344.0</b>	<b>24,344.0</b>	<b>87</b>
88	<b>% Change from OpBud</b>	<b>38.2%</b>	<b>16.7%</b>	<b>16.7%</b>	<b>88</b>
89	<b>Total</b>				<b>89</b>
90	<b>Prior Year OpBud</b>	<b>3,446,310.3</b>	<b>3,872,601.2</b>	<b>3,872,601.2</b>	<b>90</b>
91	Base Changes	426,290.9	243,319.9	344,037.9	91
92	<b>Total</b>	<b>3,872,601.2</b>	<b>4,115,921.1</b>	<b>4,216,639.1</b>	<b>92</b>
93	<b>% Change from OpBud</b>	<b>12.4%</b>	<b>6.3%</b>	<b>8.9%</b>	<b>93</b>

**SECTIONS 5, 6, 7, AND OTHER NONRECURRING APPROPRIATIONS**

	FY23 Opbud	FY24 PED Recommendation	FY24 LESC Recommendation	FY24 LFC Recommendation	
94	<b>General Fund</b>				94
95	Educator Evaluation System		1,500.0		95
96	Educator Recruitment		16,850.0		96
97	Excellence for Coaching in Intensive Supports for Special Education (ECLIPSE)		1,118.0		97
98	Learning Management System (LMS)		3,000.0		98
99	Principal Residency Programs		2,000.0		99
100	Universal Design for Learning (UDL) for Special Education and Parent Support		1,500.0		100
101	Micro-credentials		1,100.0		101
102	Behavioral Health Supports		6,517.3		102
103	Community Schools Initiatives		11,500.0		103
104	Feminine Hygiene Products		3,000.0		104
105	Career Technical Education (Next Gen) & Innovation Zones		15,000.0		105
106	Stay in School for Students with Disabilities		4,000.0		106
107	Work Based Learning		5,100.0		107
108	Building the Bridge between General and Special Education (OUR)		2,000.0		108
109	Family Income Index and At-Risk Interventions Response (AIR)		15,000.0		109
110	High-Dosage and Near Peer Tutoring		10,000.0		110
111	Educational Plan & School Strategic Planning Software		250.0		111
112	High Quality Learning (Elective Enhancements)		50,000.0		112
113	Instructional Materials Supplement		12,929.4		113
114	Math Achievement		6,500.0		114
115	Outdoor Classroom Initiatives		1,201.9		115
116	Enhanced Learning for Students with IEPs		33,065.0		116
117	Potential FY20 Impact Aid Liability	30,000.0			117
118	Tribal Libraries	2,000.0			118
119	Sufficiency Lawsuit Fees	500.0	500.0	500.0	119
120	<b>Subtotal Current Year Base</b>	<b>32,500.0</b>	<b>203,631.6</b>	<b>500.0</b>	<b>120</b>

**OTHER STATE AND FEDERAL FUNDS**

	FY23 Opbud	FY24 PED Recommendation	FY24 LESC Recommendation	FY24 LFC Recommendation	
121	<b>Public Education Reform Fund</b>				121
122	Family Income Index Support		15,000.0	15,000.0	122
123	Tribal Education Trust Fund		50,000.0		123
124	Transportation for K-5 Plus Programs	3,034.7			124
125	Community School and Family Engagement Initiatives	8,000.0		11,500.0	125
126	K-12 Plus Programs	22,183.8	50,000.0	50,000.0	126
127	Attendance for Success		17,000.0		127
128	Out-of-School Learning, Summer Enrichment, and Quality Tutoring Camps			25,000.0	128
129	Tribal and Rural Community-Based Extended Learning	13,310.3			129
130	K-12 Plus Planning Grants and Incentives	21,000.0			130
131	Transportation for K-12 Plus Schools	1,551.0			131



**PUBLIC SCHOOL SUPPORT**  
General Fund High-Level  
(thousands)

1/13/2023

	FY23 Opbud	FY24 PED Recommendation	FY24 LESC Recommendation	FY24 LFC Recommendation	
132	Career Technical Education	10,000.0		40,000.0	132
133	Teacher and Administrator Evaluation System	2,000.0	2,000.0	2,000.0	133
134	Teacher Residency Pilots	15,500.0		5,000.0	134
135	Principal, Counselor, and Social Worker Residency Pilots		4,000.0	2,000.0	135
136	Paid Student Teaching and Licensure Support	6,000.0	6,500.0	6,500.0	136
137	Teach Up (ENMU, NMHU, SJCC, WNMU)	4,000.0	3,000.0	3,000.0	137
138	Teacher Preparation Affordability Scholarship Fund	20,000.0	10,000.0	10,000.0	138
139	Teacher Loan Repayment Fund	5,000.0	2,500.0	2,500.0	139
140	Endowed Faculty Teaching Positions	50,000.0			140
141	Martinez-Yazzie Educational Technology and IT Staffing	10,000.0			141
142	Targeted Dual Credit Programs	4,000.0	5,000.0		142
143	Early Literacy and Reading Support	3,500.0	2,000.0	2,000.0	143
144	At-Risk Interventions for Students	5,000.0			144
145	School Budget Transparency	1,000.0			145
146	Cyber Security and Data Systems	1,500.0			146
147	Parity for 520 Certificate Holders	1,250.0			147
148	Hispanic Education Act	500.0	3,000.0	1,000.0	148
149	Bilingual Multicultural Education Act		5,000.0	5,000.0	149
150	Educator Recruitment (Ed Fellows)		20,000.0		150
151	Instructional Materials Supplement			5,000.0	151
152	Math Achievement			5,000.0	152
153	Outdoor Classroom Initiatives		500.0	250.0	153
154	Feminine Hygiene Products		1,000.0		154
155	Adobe Licenses		1,000.0		155
156	Special Education Training and Credentials		3,000.0	2,000.0	156
157	<b>Subtotal Current Year Base</b>	<b>208,329.8</b>	<b>67,000.0</b>	<b>260,000.0</b>	<b>157</b>
158	<b>Other State Funds and Inter-Agency Transfers</b>				
159	Public Education Reform Fund (LGPF)		94,000.0		159
160	National Board Certification Scholarship Fund	500.0	500.0	500.0	160
161	School Panic Buttons (PSCOF)	1,000.0	1,000.0		161
162	Charter School Revolving Loan Fund (PSCOF)	10,000.0			162
163	Tribal and Rural Community-Based Extended Learning (PSCOF)		13,310.0		163
164	Transportation Rental Fees		8,798.2		164
165	Tribal Library Capital Outlay		20,000.0		165
166	Pre-Kindergarten Classrooms (PSCOF)	5,000.0		5,000.0	166
167	School Bus Replacement (PSCOF, EMTF)	5,194.0	15,687.0	15,687.0	167
168	School Bus Cameras (STB)	132.5			168
169	Alternative School Bus Fueling or Charging Infrastructure (EMTF, PSCOF)	200.0			169
170	Supplemental Security, Prekindergarten, Maintenance SB-9 Distribution (PSCOF)	75,000.0	70,365.0	100,000.0	170
171	GRADS – Teen Parent Interventions			500.0	171
172	<b>Subtotal Current Year Base</b>	<b>97,026.5</b>	<b>129,660.2</b>	<b>215,187.0</b>	<b>172</b>
173	<b>Total</b>	<b>337,856.3</b>	<b>196,660.2</b>	<b>475,187.0</b>	<b>173</b>

# Funding Formula Explainer

# Unit Value History

State Equalization Guarantee Computation, FY23				
	Grade Level/Program Membership	Times	Cost Differential = Units	
Basic Program Units	Kindergarten & Three- and Four-Year-Old DD	FTE MEM	×	1.44
	Grade 1	MEM	×	1.20
	Grades 2-3	MEM	×	1.18
	Grades 4-6	MEM	×	1.045
	Grades 7-12	MEM	×	1.25
				<b>SUM OF UNITS</b>
Staffing Cost Multiplier	Staffing Cost Multiplier: Teacher Cost Index (years of experience and licensure level) → Times Value from 1.000 to 1.277			<b>= TOTAL PROGRAM UNITS</b>
				<b>= ADJUSTED PROGRAM UNITS</b>
	<b>PLUS</b>			
Special Education Units	Special Education			
	Related Services (Ancillary)	FTE STAFF	×	25.00
	A/B Level Service Add-on	MEM	×	0.70
	C Level Service Add-on	MEM	×	1.00
	D Level Service Add-on	MEM	×	2.00
	3- and 4-Year-Old DD Program Add-on	MEM	×	2.00
Special Program Units	Bilingual Education	FTE MEM	×	0.50
	Fine Arts Education	FTE MEM	×	0.05
	Elementary Physical Education	MEM	×	0.06
	K-5 Plus Programs	MEM	×	0.30
	Extended Learning Time Programs	MEM	×	0.11
Size Units	Elementary/Jr. High Size Units			
	Senior High Size Units			
	District Size Units			
	Micro District Size Units			
	Rural Population Units			
	Percentage of ((Title I + English Learners + Student Mobility) * 0.3) * Total MEM			At-Risk Units
	Enrollment Growth Units			
Add-on Units	National Board for Professional Teaching Standards Units			
	Charter School Activities Units			
	Home School Activities and Program Units			
	<b>= TOTAL UNITS</b>			
	+ Save Harmless Units			
	<b>= GRAND TOTAL PROGRAM UNITS</b>			
	Grand Total × Unit Value = Program Cost			
	- Utility Conservation Program Contract Payments			
	- 90% of the Certified Amount (Energy Efficiency and Renewable Energy Bonding Act)			
	<b>= STATE EQUALIZATION GUARANTEE</b>			

Source: LESC

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Prior Year		Change From Initial to Final Unit Value	
			Final Unit Value Dollars	Final Unit Value Percent	Dollars	Percent
1975		\$616.50				
1976		\$703.00	\$86.50	14.0%		
1977		\$800.00	\$97.00	13.8%		
1978		\$905.00	\$105.00	13.1%		
1979		\$1,020.00	\$115.00	12.7%		
1980		\$1,145.00	\$125.00	12.3%		
1981		\$1,250.00	\$105.00	9.2%		
1982		\$1,405.00	\$155.00	12.4%		
1983 <sup>1</sup>	\$1,540.00	\$1,511.33	\$106.33	7.6%	(\$28.67)	-1.9%
1984		\$1,486.00	(\$25.33)	-1.7%		
1985		\$1,583.50	\$97.50	6.6%		
1986 <sup>2</sup>	\$1,608.00	\$1,618.87	\$35.37	2.2%	\$10.87	0.7%
1987		\$1,612.51	(\$6.36)	-0.4%		
1988		\$1,689.00	\$76.49	4.7%		
1989		\$1,737.78	\$48.78	2.9%		
1990		\$1,811.51	\$73.73	4.2%		
1991		\$1,883.74	\$72.23	4.0%		
1992		\$1,866.00	(\$17.74)	-0.9%		
1993 <sup>3</sup>	\$1,851.73	\$1,867.96	\$19.96	0.1%	\$16.23	0.9%
1994	\$1,927.27	\$1,935.99	\$68.03	3.6%	\$8.72	0.5%
1995	\$2,015.70	\$2,029.00	\$93.01	4.8%	\$13.30	0.7%
1996	\$2,113.00	\$2,113.00	\$84.00	4.1%	\$0.00	0.0%
1997	\$2,125.83	\$2,149.11	\$36.11	1.7%	\$23.28	1.1%
1998	\$2,175.00	\$2,175.00	\$25.89	1.2%	\$0.00	0.0%
1999	\$2,322.00	\$2,344.09	\$169.09	7.8%	\$22.09	1.0%
2000 <sup>4</sup>	\$2,460.00	\$2,460.00	\$115.91	4.9%	\$0.00	0.0%
2001	\$2,632.32	\$2,647.56	\$187.56	7.6%	\$15.24	0.6%
2002	\$2,868.72	\$2,871.01	\$223.45	8.4%	\$2.29	0.1%
2003	\$2,896.01	\$2,889.89	\$18.88	0.7%	(\$6.12)	-0.2%
2004	\$2,977.23	\$2,976.20	\$86.31	3.0%	(\$1.03)	-0.0%
2005	\$3,035.15	\$3,068.70	\$92.50	3.1%	\$33.55	1.1%
2006	\$3,165.02	\$3,198.01	\$129.31	4.2%	\$32.99	1.0%
2007 <sup>5</sup>	\$3,444.35	\$3,446.44	\$248.43	7.8%	\$2.09	0.1%
2008	\$3,645.77	\$3,674.26	\$227.82	6.6%	\$28.49	0.8%
2009 <sup>6</sup>	\$3,892.47	\$3,871.79	\$197.53	5.4%	(\$20.68)	-0.5%
2010	\$3,862.79 <sup>7</sup>	\$3,792.65 <sup>8</sup>	(\$79.14)	-2.0%	(\$70.14)	-1.8%
2011	\$3,712.45 <sup>9</sup>	\$3,712.17 <sup>10</sup>	(\$80.48)	-2.1%	(\$0.28)	-0.0%
2012	\$3,585.97	\$3,598.87	(\$113.30)	-3.1%	\$12.90	0.4%
2013	\$3,668.18	\$3,673.54	\$74.67	2.1%	\$5.36	0.1%
2014	\$3,817.55	\$3,817.55	\$144.01	3.9%	\$0.00	0.0%

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
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 <sup>11</sup>	(\$58.12)	-1.4%	(\$60.61)	-1.5%
2018	\$4,053.55	\$4,115.60 <sup>12</sup>	\$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					

Source: LESC Files

<sup>1</sup>The 1982-1983 general fund appropriation was reduced by 2 percent.

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

<sup>3</sup>The "floating" unit value went into effect.

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

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

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

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

<sup>8</sup>The FY10 final unit value included \$334.59 in ARRA funding.

<sup>9</sup>The FY11 preliminary unit value included \$37.70 in ARRA funding.

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

<sup>11</sup>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.

<sup>12</sup>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) and Out-of-State Tuition Distributions

FY13 through FY23<sup>1</sup>

School District	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23*	FY13 to FY23
Aztec						\$120,000						\$120,000
Belen					\$169,803							\$169,803
Bloomfield							\$75,000					\$75,000
Carrizozo	\$265,000	\$233,000			\$62,563							\$560,563
Chama Valley	\$607,122	\$426,000	\$589,000	\$330,850	\$641,079	\$605,000	\$500,000					\$3,599,051
Cimarron	\$157,702	\$210,000										\$367,702
Cobre									\$230,000			\$230,000
Corona	\$513,500	\$698,700	\$156,800	\$228,750	\$281,008	\$205,000	\$385,000	\$385,000	\$250,000	\$262,000	\$152,519	\$3,365,758
Des Moines	\$600,000	\$362,000	\$203,000	\$64,550	\$61,882	\$156,000	\$58,000	\$120,000	\$115,000			\$1,740,432
Eilda	\$97,588	\$238,250										\$335,838
Ft. Sumner	\$123,000	\$208,000										\$331,000
Grady	\$559,688	\$444,000	\$171,000	\$193,930	\$98,991	\$50,000	\$30,000					\$1,547,609
Hondo Valley	\$203,284	\$273,744		\$99,920	\$166,734	\$130,000	\$80,000					\$953,682
House	\$259,945	\$518,000							\$200,000	\$399,000		\$1,913,273
Lake Arthur	\$555,470	\$284,542	\$45,000		\$230,321	\$83,000						\$1,144,950
Las Vegas City	\$750,000	\$300,000	\$200,000	\$115,000	\$144,938							\$1,250,000
Lordsburg												\$234,750
Magdalena				\$22,120								\$22,120
Maxwell	\$461,000	\$450,000	\$178,000	\$176,550	\$420,779	\$343,000	\$165,700	\$130,000	\$115,000			\$2,440,029
Melrose	\$252,794	\$374,000	\$381,000	\$385,700	\$480,574	\$304,000	\$310,500					\$2,488,568
Mesa Vista	\$68,000	\$225,000	\$237,000	\$275,000		\$215,822	\$142,500					\$1,163,322
Moriarty						\$293,000						\$293,000
Mosquero	\$335,000	\$627,000	\$75,000	\$75,000			\$204,600	\$155,000				\$1,471,600
Mountair							\$147,560					\$147,560
Mountair				\$363,820	\$328,872	\$329,000	\$250,000	\$169,217				\$2,505,333
Quemado	\$170,473	\$268,951	\$625,000	\$567,720	\$77,512	\$51,000						\$696,232
Questa				\$150,000	\$352,126							\$652,126
Raton				\$481,000	\$448,462	\$250,000	\$71,700					\$1,955,101
Reserve	\$275,389	\$315,000				\$188,400						\$188,400
Rio Rancho							\$162,700	\$188,447	\$90,000	\$82,400	\$127,000	\$1,284,528
Roy		\$760,981										\$760,981
San Jon		\$200,000										\$200,000
Socorro	\$300,000											\$300,000
Springer	\$146,000	\$153,016										\$299,016
Vaughn	\$327,000	\$415,421	\$176,500									\$918,921
Wagon Mound	\$748,000	\$830,000	\$348,000	\$366,900	\$442,925	\$550,000	\$285,000	\$484,625				\$4,055,450
West Las Vegas	\$609,000	\$200,000										\$809,000
<b>Statewide Total</b>	<b>\$6,284,955</b>	<b>\$9,015,605</b>	<b>\$4,016,300</b>	<b>\$3,529,360</b>	<b>\$4,643,320</b>	<b>\$3,873,222</b>	<b>\$2,868,260</b>	<b>\$1,855,296</b>	<b>\$1,000,000</b>	<b>\$743,400</b>	<b>\$740,948</b>	<b>\$39,829,718</b>

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

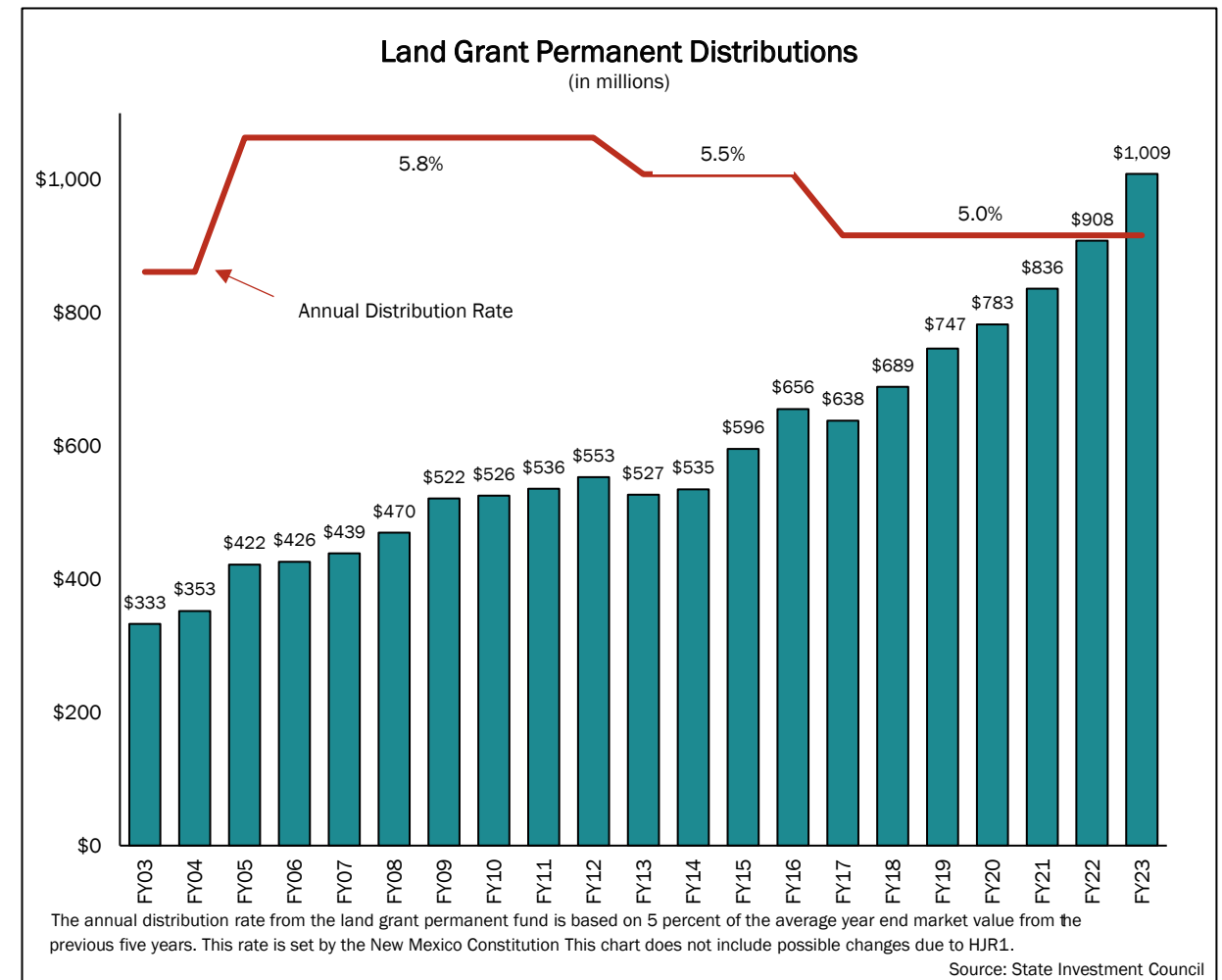
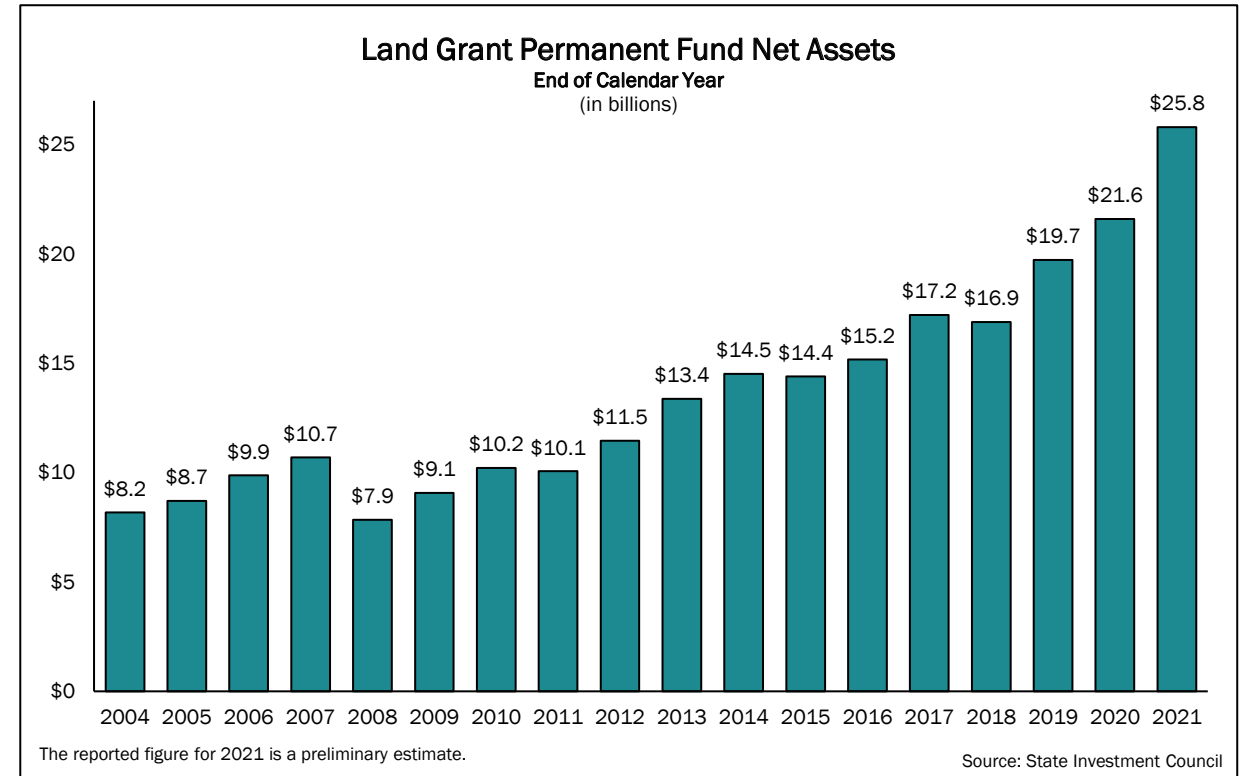
Beginning in FY15, school districts with fewer than 200 students were eligible to generate additional program units, reducing some need for emergency supplemental funding.

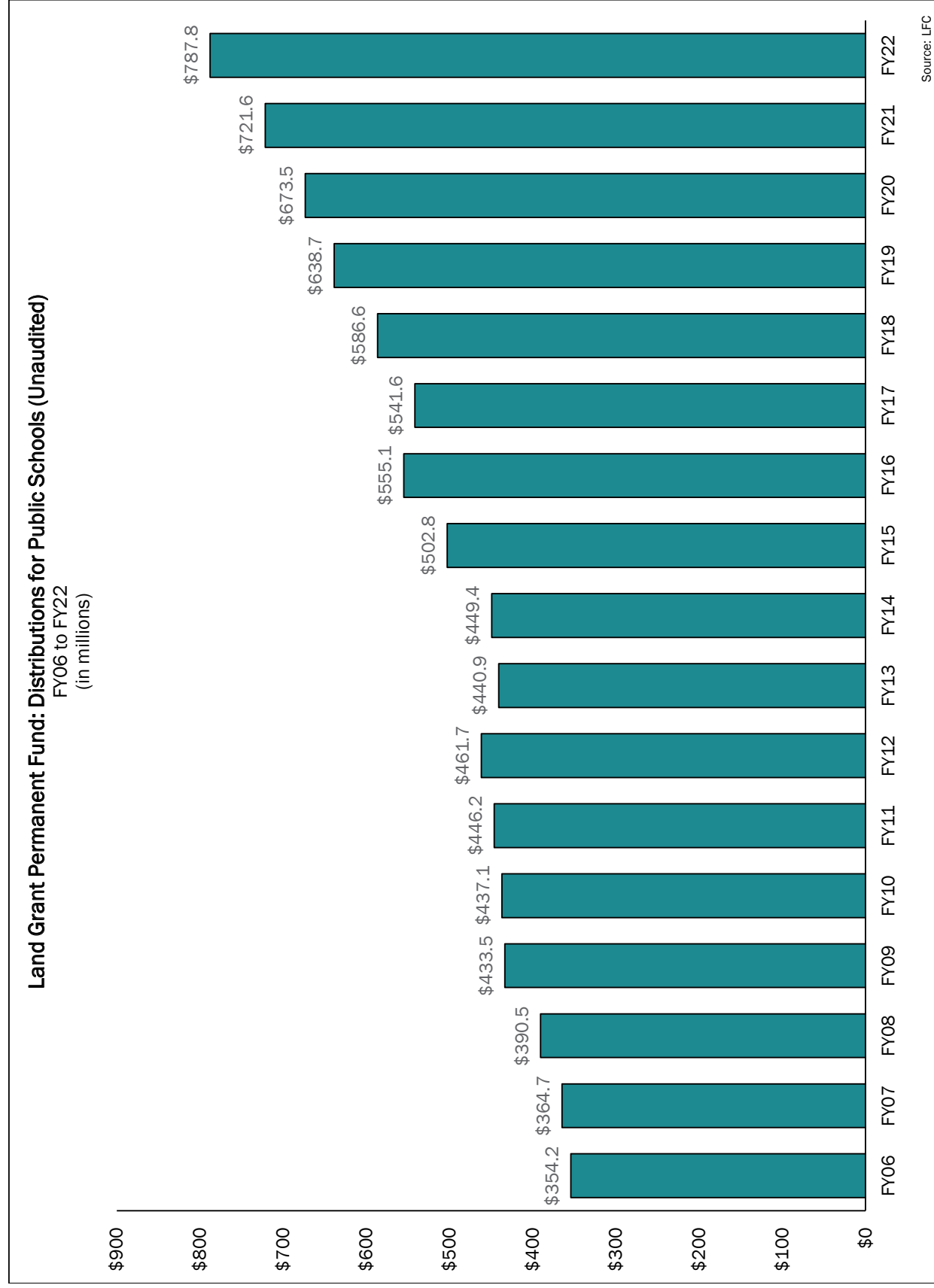
SCHOOL DISTRICT	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY13 to FY23
Alamogordo	\$22,464	\$22,352	\$22,464	\$22,464	\$32,669	\$34,064	\$34,914	\$40,193				\$231,584
Lordsburg	\$240,580	\$247,091	\$245,464	\$303,954	\$267,331	\$265,936	\$250,089	\$261,462	\$285,000	\$325,193	\$315,000	\$2,651,907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

Land Grant Permanent Fund  
Fund Balance and Income Distribution Summary for the Fiscal Year Ended June 30, 2022  
(Unaudited)

Institution	July 1, 2021 Beginning Balance	Percent of Fund	Income Distribution	Land Transfer	Book Value Ending Balance June 30, 2022
Common Schools	\$20,729,506,469	86.5%	(\$787,846,682)	\$2,170,072,075	\$21,536,728,343
University of New Mexico	\$278,619,314	1.2%	(\$10,330,774)	\$5,691,017	\$287,061,659
UNM Saline Lands	\$9,572,763	0.0%	(\$353,777)	\$78,000	\$9,804,224
New Mexico State University	\$85,049,056	0.4%	(\$3,202,253)	\$8,144,223	\$87,391,629
Western New Mexico University	\$5,050,262	0.0%	(\$186,189)	\$20,994	\$5,184,023
New Mexico Highland University	\$5,025,149	0.0%	(\$185,264)	\$20,994	\$5,158,210
Northern New Mexico College	\$4,108,733	0.0%	(\$151,529)	\$21,046	\$4,216,340
Eastern New Mexico University	\$15,525,367	0.1%	(\$572,574)	\$112,592	\$15,940,995
New Mexico Inst. of Mining and Tech.	\$38,741,575	0.2%	(\$1,429,848)	\$234,177	\$39,785,648
New Mexico Military Institute	\$664,600,298	2.8%	(\$24,813,259)	\$24,756,308	\$687,810,133
New Mexico Boys School	\$1,073,524	0.0%	(\$39,519)	\$0	\$1,103,322
DHI Miners Hospital	\$178,923,289	0.7%	(\$6,602,178)	\$1,484,948	\$183,718,270
New Mexico State Hospital	\$78,198,031	0.3%	(\$2,933,735)	\$3,507,350	\$80,831,287
New Mexico State Penitentiary	\$401,234,409	1.7%	(\$14,935,637)	\$20,923,830	\$413,185,472
New Mexico School for the Deaf	\$395,233,459	1.6%	(\$14,675,343)	\$9,629,221	\$407,083,147
School for the Visually Handicapped	\$394,464,527	1.6%	(\$14,647,076)	\$9,634,312	\$406,292,827
Charitable, Penal, and Reform	\$158,588,172	0.7%	(\$5,853,903)	\$1,371,678	\$162,982,980
Water Reservoir	\$198,374,560	0.8%	(\$7,314,283)	\$1,170,694	\$203,817,128
Improve Rio Grande	\$44,303,784	0.2%	(\$1,632,786)	\$160,166	\$45,517,809
Public Buildings Capital Inc.	\$273,997,231	1.1%	(\$10,658,563)	\$63,053,950	\$286,328,797
Carrie Tingley Hospital	\$270,677	0.0%	(\$9,964)	\$0	\$278,193
	<b>\$23,960,460,647</b>	<b>100.0%</b>	<b>(\$908,375,136)</b>	<b>\$2,320,087,575</b>	<b>\$24,870,220,436</b>

Source: State Investment Council





School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2021	FY21 Program Cost	Percent of FY20 Program Cost	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost
<b>School Districts</b>						
1 Alamogordo Public Schools	\$2,067,657	\$45,273,989	4.6%	\$5,401,146	\$48,821,748	11.1%
2 Albuquerque Public Schools	\$51,998,969	\$711,457,731	7.3%	\$52,724,040	\$719,238,575	7.3%
3 Animas Public Schools	\$552,347	\$2,213,199	25.0%	\$602,906	\$2,392,450	25.2%
4 Artesia Public Schools	\$3,124,751	\$31,466,531	9.9%	\$4,702,209	\$32,104,057	14.6%
5 Aztec Municipal Schools	\$3,225,158	\$23,280,814	13.9%	\$3,120,275	\$22,872,299	13.6%
6 Belen Consolidated Schools	\$2,274,763	\$34,356,613	6.6%	\$5,143,066	\$36,162,265	14.2%
7 Bernalillo Public Schools	\$8,392,070	\$29,503,697	28.4%	\$12,088,292	\$28,935,662	41.8%
8 Bloomfield Schools	\$6,496,987	\$24,695,091	26.3%	\$9,103,039	\$23,517,249	38.7%
9 Capitan Municipal Schools	\$929,443	\$5,796,125	16.0%	\$1,565,588	\$5,526,697	28.3%
10 Carlsbad Municipal Schools	\$11,873,651	\$59,574,242	19.9%	\$16,976,178	\$58,199,066	29.2%
11 Carrizozo Municipal Schools	\$149,243	\$2,310,658	6.5%	\$176,960	\$2,597,946	6.8%
12 Central Consolidated Schools	\$26,240,260	\$55,036,898	47.7%	\$41,093,374	\$54,843,635	74.9%
13 Chama Valley Independent Schools	\$384,062	\$5,275,846	7.3%	\$919,672	\$5,457,614	16.9%
14 Cimarron Municipal Schools	\$373,750	\$4,595,605	8.1%	\$322,986	\$4,372,352	7.4%
15 Clayton Municipal Schools	\$1,100,804	\$5,334,696	20.6%	\$1,427,986	\$5,263,356	27.1%
16 Cloudcroft Municipal Schools	\$764,235	\$4,886,611	15.6%	\$928,084	\$5,208,920	17.8%
17 Clovis Municipal Schools	\$15,207,349	\$66,334,530	22.9%	\$12,133,583	\$68,050,566	17.8%
18 Cobre Consolidated Schools	\$212,643	\$13,765,602	1.5%	\$913,837	\$13,080,065	7.0%
19 Corona Municipal Schools	\$194,992	\$1,638,520	11.9%	\$275,902	\$1,840,363	15.0%
20 Cuba Independent Schools	\$570,756	\$8,552,382	6.7%	\$2,447,450	\$9,883,697	24.8%
21 Deming Public Schools	\$4,622,640	\$8,454,346	9.5%	\$5,461,869	\$53,953,910	10.1%
22 Des Moines Municipal Schools	\$160,956	\$1,703,786	9.4%	\$363,990	\$1,865,860	19.5%
23 Dexter Consolidated Schools	\$2,180,011	\$8,780,104	24.8%	\$1,922,503	\$8,864,344	21.7%
24 Dora Municipal Schools	\$586,293	\$2,918,909	20.1%	\$866,961	\$2,941,045	29.5%
25 Dulce Independent Schools	\$1,936,940	\$7,121,781	27.2%	\$4,981,068	\$7,680,053	64.9%
26 Elida Municipal Schools	\$218,730	\$2,413,610	9.1%	\$305,713	\$2,548,937	12.0%
27 Española Public Schools	\$1,692,063	\$31,232,026	5.4%	\$3,114,659	\$33,033,493	9.4%
28 Estancia Municipal Schools	\$1,651,657	\$7,712,747	21.4%	\$1,530,536	\$7,655,417	20.0%
29 Eunice Municipal Schools	\$2,327,522	\$7,788,892	29.9%	\$2,418,319	\$7,689,735	31.4%
30 Farmington Municipal Schools	\$7,579,238	\$89,930,026	8.4%	\$5,635,964	\$93,515,835	6.0%
31 Floyd Municipal Schools	\$369,776	\$2,645,197	14.0%	\$446,526	\$2,974,741	15.0%
32 Fort Sumner Municipal Schools	\$178,321	\$3,398,743	5.2%	\$207,571	\$3,479,904	6.0%
33 Gadsden Independent Schools	\$47,740,887	\$126,668,864	37.7%	\$48,217,532	\$129,369,864	37.3%
34 Gallup-McKinley County Schools	\$31,157,879	\$117,203,878	26.6%	\$27,167,105	\$118,738,689	22.9%
35 Grady Municipal Schools	\$128,614	\$2,350,209	5.5%	\$361,316	\$2,512,060	14.4%
36						

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2021	FY21 Program Cost	Percent of FY20 Program Cost	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost
37 Grants-Cibola County Schools	\$1,242,848	\$3,164,790	12.8%	\$1,096,582	\$34,866,976	31.8%
38 Hagerman Municipal Schools	\$1,084,217	\$4,840,349	22.4%	\$1,456,354	\$5,249,001	27.7%
39 Hatch Valley Public Schools	\$3,050,629	\$11,877,393	25.7%	\$3,719,871	\$13,539,837	27.5%
40 Hobbs Municipal Schools	\$18,741,311	\$92,311,162	20.3%	\$11,290,823	\$92,008,344	12.3%
41 Hondo Valley Public Schools	\$17,896	\$2,370,842	0.8%	\$122,376	\$2,609,933	4.7%
42 House Municipal Schools	\$155,711	\$1,532,886	10.2%	\$261,237	\$1,747,417	14.9%
43 Jal Public Schools	\$1,712,018	\$5,452,706	31.4%	\$5,534,975	\$5,905,953	93.7%
44 Jemez Mountain Public Schools	\$869,189	\$3,301,720	26.3%	\$997,443	\$3,379,070	29.5%
45 Jemez Valley Public Schools	\$1,412,722	\$3,743,953	37.7%	\$2,578,318	\$4,304,553	59.9%
46 Lake Arthur Municipal Schools	\$408,334	\$2,277,675	17.9%	\$589,955	\$2,398,451	24.6%
47 Las Cruces Public Schools	\$32,404,252	\$210,646,983	15.4%	\$29,932,205	\$213,161,591	14.0%
48 Las Vegas City Public Schools	\$1,409,558	\$14,995,256	9.4%	\$1,850,027	\$14,113,549	13.1%
49 Logan Municipal Schools	\$872,525	\$3,833,164	22.8%	\$1,063,889	\$3,703,714	28.7%
50 Lordsburg Municipal Schools	\$898	\$5,418,644	0.0%	\$60,467	\$5,447,153	1.1%
51 Los Alamos Public Schools	\$2,540,915	\$33,775,029	7.5%	\$3,396,545	\$32,098,679	10.6%
52 Los Lunas Public Schools	\$11,678,209	\$71,502,864	16.3%	\$14,000,000	\$73,761,503	19.0%
53 Loving Municipal Schools	\$1,324,819	\$6,741,860	19.7%	\$2,809,501	\$6,720,292	41.8%
54 Lovington Municipal Schools	\$9,908,643	\$36,636,729	27.0%	\$6,870,824	\$36,064,451	19.1%
55 Magdalena Municipal Schools	\$715,565	\$4,107,569	17.4%	\$919,835	\$4,167,810	22.1%
56 Maxwell Municipal Schools	\$247,015	\$2,107,207	11.7%	\$267,597	\$2,204,374	12.1%
57 Melrose Public Schools	\$369,520	\$3,077,994	12.0%	\$396,480	\$3,249,646	12.2%
58 Mesa Vista Consolidated Schools	\$167,395	\$3,350,735	5.0%	\$318,690	\$3,568,601	8.9%
59 Mora Independent Schools	\$745,504	\$4,750,104	15.7%	\$263,949	\$5,648,365	4.7%
60 Moriarty-Egewood School District	\$2,485,077	\$20,981,983	11.8%	\$2,785,222	\$21,707,518	12.8%
61 Mosquero Municipal Schools	\$249,876	\$2,044,477	12.2%	\$493,922	\$1,952,091	25.3%
62 Mountainair Public Schools	\$71,239	\$3,085,684	2.3%	\$454,701	\$3,410,582	13.3%
63 Pecos Independent Schools	\$1,165,819	\$5,806,713	20.1%	\$1,053,543	\$5,923,581	17.8%
64 Peñasco Independent Schools	\$478,718	\$4,291,879	11.2%	\$1,880,521	\$4,361,921	43.1%
65 Pojoaque Valley Public Schools	\$3,455,948	\$16,610,475	20.8%	\$6,231,926	\$16,090,680	38.7%
66 Portales Municipal Schools	\$2,283,531	\$24,336,016	9.4%	\$2,882,096	\$24,818,233	11.6%
67 Quemado Independent Schools	\$386,052	\$2,466,935	15.6%	\$1,080,104	\$2,636,903	41.0%
68 Questa Independent Schools	\$434,843	\$3,768,792	11.5%	\$1,043,334	\$4,078,744	25.6%
69 Raton Public Schools	\$1,998,002	\$8,625,115	23.2%	\$2,168,859	\$8,646,078	25.1%
70 Reserve Public Schools	\$266,452	\$2,091,891	12.7%	\$703,915	\$2,212,451	31.8%
71 Rio Rancho Public Schools	\$14,835,587	\$154,361,612	9.6%	\$16,177,422	\$161,269,058	10.0%
72 Roswell Independent Schools	\$2,731,106	\$95,554,081	2.9%	\$12,374,333	\$86,390,675	14.3%

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2021	FY21 Program Cost	Percent of FY20 Program Cost	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost
73 Roy Municipal Schools	\$59,660	\$1,443,349	4.1%	\$87,133	\$1,595,526	5.5%
74 Ruidoso Municipal Schools	\$6,255,637	\$16,992,433	36.8%	\$7,506,376	\$16,669,498	45.0%
75 San Jon Municipal Schools	\$308,102	\$1,998,470	15.4%	\$586,102	\$2,004,699	29.2%
76 Santa Fe Public Schools	\$6,075,413	\$107,593,096	5.6%	\$3,755,307	\$115,826,978	3.2%
77 Santa Rosa Consolidated Schools	\$742,100	\$7,051,511	10.5%	\$662,518	\$7,476,926	8.9%
78 Silver Consolidated Schools	\$359,906	\$2,346,574	1.6%	\$3,163,317	\$22,439,681	14.1%
79 Socorro Consolidated Schools	\$726,629	\$4,076,297	5.2%	\$1,721,321	\$14,993,966	11.5%
80 Springer Municipal Schools	\$338,648	\$2,321,514	14.6%	\$400,000	\$2,440,054	16.4%
81 Taos Municipal Schools	\$3,834,135	\$20,150,451	19.0%	\$4,872,823	\$20,133,010	24.2%
82 Tatum Municipal Schools	\$592,656	\$4,421,394	13.4%	\$1,122,846	\$4,350,313	25.8%
83 Texico Municipal Schools	\$667,599	\$5,674,472	11.8%	\$852,597	\$5,842,914	14.6%
84 Truth or Consequences Municipal Schools	\$2,367,317	\$12,319,399	19.2%	\$3,003,785	\$12,293,134	24.4%
85 Tucumcari Public Schools	\$3,249,108	\$9,499,896	34.2%	\$3,145,719	\$9,151,864	34.4%
86 Tularosa Municipal Schools	\$1,168,107	\$9,355,400	12.5%	\$1,096,445	\$9,585,129	11.4%
87 Vaughn Municipal Schools	\$54,771	\$1,607,439	3.4%	\$128,001	\$1,691,021	7.6%
88 Wagon Mound Public Schools	\$109,588	\$1,904,192	5.8%	\$104,601	\$1,953,715	5.4%
89 West Las Vegas Public Schools	\$1,760,465	\$13,751,905	12.8%	\$2,607,085	\$14,736,539	17.7%
90 Zuni Public Schools	\$1,896,480	\$13,301,415	14.3%	\$6,620,529	\$13,767,250	48.1%
<b>Charter Schools</b>						
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School District and Charter School Budgeted Cash Balances (Unaudited)

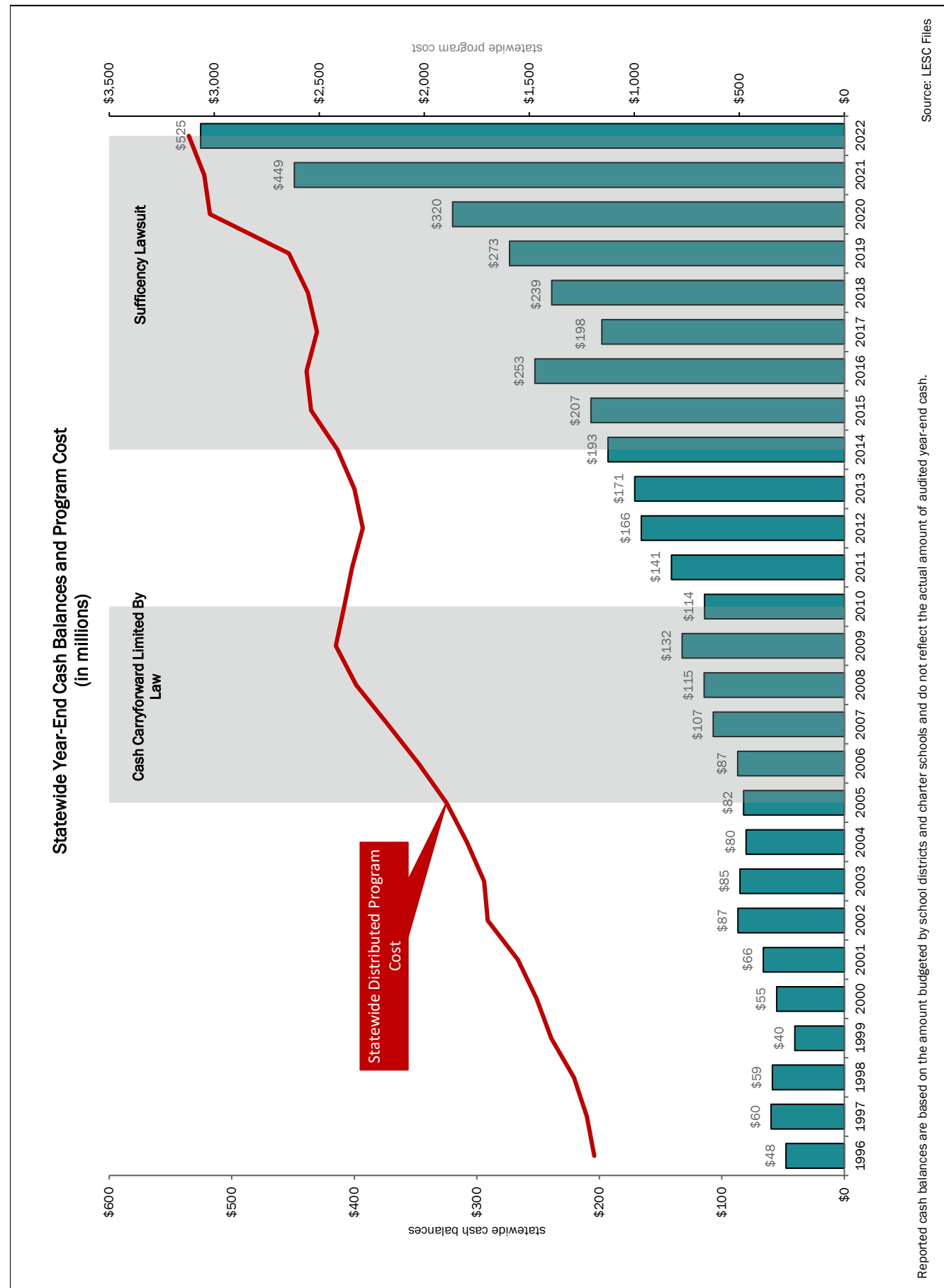
School District or Charter School	Budgeted Cash June 30, 2021	FY21 Program Cost	Percent of FY20 Program Cost	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost
109 Corrales International	\$653,436	\$2,744,716	23.8%	\$893,074	\$2,690,192	33.2%
110 Cottonwood Classical Prep	\$750,000	\$6,465,826	11.6%	\$726,210	\$6,735,824	10.8%
111 Digital Arts And Technology	\$430,790	\$3,041,292	14.2%	\$250,954	\$3,279,354	7.7%
112 East Mountain High School	\$426,073	\$3,587,707	11.9%	\$641,222	\$3,715,974	17.3%
113 El Camino Real Academy	\$75,000	\$2,949,736	2.5%	\$75,000	\$2,790,098	2.7%
114 Explore Academy	\$278,778	\$5,315,052	5.2%	\$457,660	\$9,342,494	4.9%
115 Gilbert L Sena Charter HS	\$150,000	\$1,971,812	7.6%	\$100,000	\$1,434,945	7.0%
116 Gordon Bernell Charter	\$1,115,000	\$2,130,158	52.3%	\$797,366	\$2,249,313	35.4%
117 GREAT Academy	\$288,983	\$1,572,955	18.4%	\$376,416	\$1,244,544	30.2%
118 Health Leadership High School	\$2,100,000	\$2,287,193	91.8%	\$2,505,000	\$2,406,071	104.1%
119 Horizon Academy West	\$800,000	\$3,574,732	22.4%	\$991,726	\$3,339,539	29.7%
120 International School at Mesa Del Sol	\$222,091	\$3,201,752	6.9%	\$376,818	\$3,028,983	12.4%
121 La Academia De Esperanza	\$1,669,069	\$3,009,031	55.5%	\$1,559,626	\$3,256,435	47.9%
122 Los Puentes Charter	\$410,288	\$1,926,191	21.3%	\$466,749	\$1,531,057	30.5%
123 Mark Armijo Academy	\$200,000	\$2,187,467	9.1%	\$575,000	\$2,496,246	23.0%
124 Media Arts Collaborative	\$373,640	\$2,418,991	15.4%	\$457,269	\$2,231,602	20.5%
125 Mission Achievement And Success	\$1,900,000	\$15,059,905	12.6%	\$170,656	\$16,289,878	1.0%
126 Montessori Elementary School	\$53,309	\$3,224,926	1.7%	\$50,000	\$3,421,699	1.5%
127 Montessori of the Rio Grande	\$141,000	\$2,032,369	6.9%	\$376,640	\$2,144,515	17.6%
128 Mountain Mahogany Community School	\$75,000	\$1,936,367	3.9%	\$95,000	\$2,098,783	4.5%
129 Native American Community Academy	\$501,132	\$4,420,813	11.3%	\$886,218	\$4,880,653	18.2%
130 New America Community Academy	\$300,000	\$2,338,536	12.8%	\$300,000	\$2,241,196	13.4%
131 New Mexico International School	\$979,129	\$3,571,121	27.4%	\$1,256,746	\$3,589,677	35.0%
132 North Valley Academy	\$1,706,898	\$4,027,187	42.4%	\$1,659,670	\$4,071,206	40.8%
133 Public Academy for Performing Arts	\$345,000	\$3,486,837	9.9%	\$600,000	\$3,698,603	16.2%
134 Robert F. Kennedy Charter	\$216,095	\$3,574,945	6.0%	\$559,900	\$4,124,043	13.6%
135 Sembra Leadership High School	\$883,024	\$2,373,691	37.2%	\$866,800	\$2,708,166	32.0%
136 Solare Collegiate	\$218,196	\$2,100,933	10.4%	\$143,417	\$2,713,160	5.3%
137 South Valley Academy	\$1,206,173	\$5,588,400	21.6%	\$1,455,022	\$5,999,123	24.3%
138 South Valley Prep	\$65,254	\$1,645,860	4.0%	\$145,776	\$1,728,855	8.4%
139 Southwest Aeronautics, Math, and Science	\$418,228	\$2,490,617	16.8%	\$300,000	\$2,456,287	12.2%
140 Southwest Preparatory Learning Center	\$300,000	\$1,514,399	19.8%	\$230,031	\$1,658,103	13.9%
141 Southwest Secondary Learning Center	\$2,055,611	\$2,060,066	99.8%	\$2,134,949	\$1,700,766	125.5%
142 Technology Leadership	\$2,435,281	\$3,222,385	75.6%	\$3,460,718	\$3,552,694	97.4%
143 Tierra Adentro	\$380,000	\$2,980,159	12.8%	\$500,000	\$2,770,782	18.0%

School District and Charter School Budgeted Cash Balances (Unaudited)

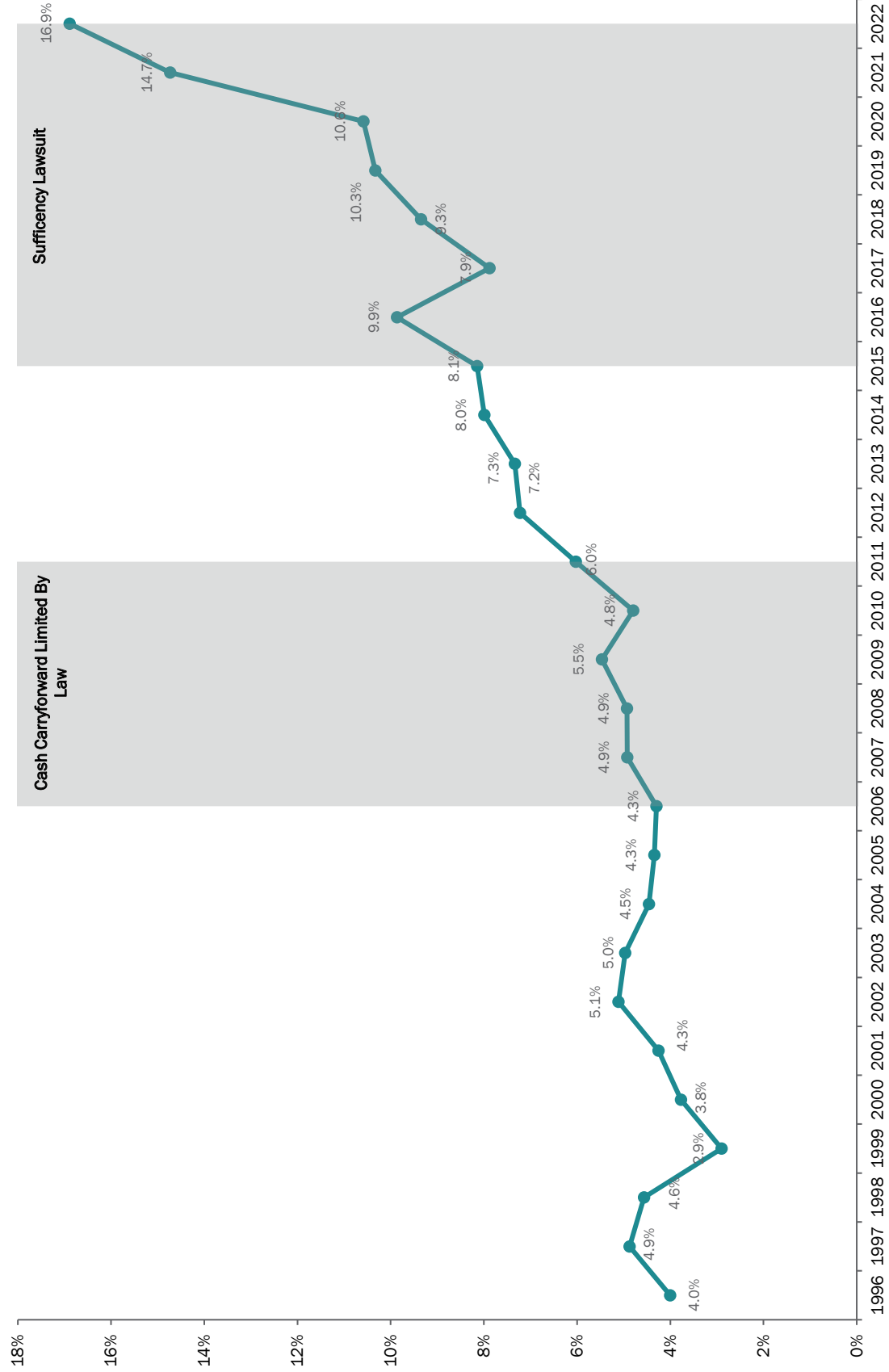
School District or Charter School	Budgeted Cash June 30, 2021	FY21 Program Cost	Percent of FY20 Program Cost	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost
144 Twenty-First Century	\$70,809	\$2,985,023	2.4%	\$60,000	\$3,326,535	1.8%
145 Voz Collegiate Preparatory Charter				\$51,285	\$470,797	10.9%
146 William W Josephine Dorn Charter	\$34,573	\$608,959	5.7%	\$58,919	\$656,427	9.0%
147 <b>Aztec</b>						
148 Mosaic Academy Charter	\$181,271	\$1,627,614	11.1%	\$289,830	\$1,659,844	17.5%
149 <b>Carlsbad</b>						
150 Jefferson Montessori	\$401,663	\$2,399,056	16.7%	\$215,876	\$2,357,602	9.2%
151 Pecos Connections	\$900,000	\$15,796,923	5.7%	\$3,000,000	\$16,023,040	18.7%
152 <b>Central</b>						
153 Dream Dine	\$215,797	\$404,075	53.4%	\$214,514	\$578,434	37.1%
154 <b>Cimarron</b>						
155 Moreno Valley High	\$54,370	\$905,077	6.0%	\$95,499	\$979,705	9.7%
156 <b>Deming</b>						
157 Deming Cesar Chavez	\$700,385	\$1,682,563	41.6%	\$500,224	\$1,530,133	32.7%
158 <b>Espanola</b>						
159 La Tierra Montessori School	\$183,290	\$677,173	27.1%	\$73,914	\$840,715	8.8%
160 McCurdy Charter School	\$568,720	\$4,530,462	12.6%	\$438,039	\$4,331,858	10.1%
161 <b>Gallup-Mckinley</b>						
Dzil Diti'ool School of Empowerment, Action and						
162 Perseverance (DEAP)	\$128,070	\$607,807	21.1%	\$164,891	\$537,537	30.7%
163 Hozho Academy	\$75,146	\$3,516,394	2.1%	\$474,335	\$5,116,902	9.3%
164 Middle College High	\$1,204,000	\$1,872,938	64.3%	\$635,930	\$1,684,981	37.7%
165 Six Directions	\$260,000	\$1,101,627	23.6%	\$189,000	\$868,381	21.8%
166 <b>Jemez Valley</b>						
167 San Diego Riverside	\$40,000	\$1,007,571	4.0%	\$56,000	\$1,113,000	5.0%
168 Walatowa Charter High	\$1,845,108	\$791,835	233.0%	\$2,156,581	\$835,780	258.0%
169 <b>Las Cruces</b>						
170 Alma D'Arte Charter	\$210,558	\$1,702,964	12.4%	\$34,576	\$1,589,778	2.2%
171 Explore Academy	\$246,501	\$1,671,194	14.7%	\$12,564	\$886,170	1.4%
172 J Paul Taylor Academy	\$214,633	\$928,033	23.1%	\$436,679	\$806,319	54.2%
173 La Academia Dolores Huerta	\$62,887	\$1,979,956	3.2%	\$207,915	\$1,885,176	11.0%
174 Las Montañas Charter	\$672,801	\$2,017,996	33.3%	\$300,000	\$1,795,955	16.7%
175 New America School - Las Cruces	\$255,390	\$932,475	27.4%	\$308,178	\$1,090,392	28.3%
176 Raices del Saber Xinachtli						
177 <b>Los Lunas</b>						

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	Budgeted Cash June 30, 2021	FY21 Program Cost	Percent of FY20 Program Cost	Budgeted Cash June 30, 2022	FY22 Program Cost	Percent of FY22 Program Cost
178 School of Dreams Academy		\$4,680,960	0.0%	\$76,909	\$5,462,545	1.4%
179 <b>Moriarty</b>						
180 Estancia Valley Classical Academy	\$54,117	\$4,417,688	1.2%	\$423,289	\$4,749,605	8.9%
181 <b>Roswell</b>						
182 Sidney Gutierrez Middle	\$790,066	\$2,767,200	28.6%	\$580,948	\$1,807,830	32.1%
183 <b>Questa</b>						
184 Red River Valley Charter School	\$246,485	\$983,572	25.1%	\$220,000	\$978,723	22.5%
185 Roots & Wings Community	\$109,072	\$621,480	17.6%	\$101,110	\$697,811	14.5%
186 <b>Rio Rancho</b>						
187 ASK Academy	\$300,000	\$4,212,109	7.1%	\$250,000	\$4,555,833	5.5%
188 Sandoval Academy of Bilingual Education	\$300,000	\$2,029,397	14.8%	\$300,000	\$2,113,149	14.2%
189 <b>Santa Fe</b>						
190 Academy for Technology and the Classics	\$577,873	\$3,178,170	18.2%	\$346,364	\$3,656,441	9.5%
191 New Mexico Connections Academy	\$2,751,184	\$9,827,027	28.0%	\$650,000	\$10,820,914	6.0%
192 MASTERS Program	\$1,928,750	\$2,532,654	76.2%	\$2,359,796	\$2,576,631	91.6%
193 Monte Del Sol Charter	\$118,824	\$3,288,032	3.6%	\$113,324	\$3,481,504	3.3%
194 New Mexico School for the Arts	\$345,870	\$2,728,991	12.7%	\$488,117	\$2,753,251	17.7%
195 Tierra Encantada Charter School	\$654,963	\$3,172,468	20.6%	\$1,352,306	\$3,180,397	42.5%
196 Turquoise Trail Charter School	\$999,388	\$5,582,571	17.9%	\$1,193,937	\$6,043,255	19.8%
197 <b>Silver City</b>						
198 Aldo Leopold Charter	\$429,435	\$2,023,867	21.2%	\$198,705	\$2,037,767	9.8%
199 <b>Socorro</b>						
200 Cottonwood Valley Charter	\$250,000	\$1,615,931	15.5%	\$340,000	\$1,774,548	19.2%
201 <b>Taos</b>						
202 Anansi Charter School	\$125,133	\$1,861,596	6.7%	\$100,000	\$1,984,843	5.0%
203 Taos Academy	\$19,182	\$2,382,102	0.8%	\$881,275	\$3,324,167	26.5%
204 Taos Integrated School of Arts	\$136,525	\$1,555,606	8.8%	\$546,243	\$2,216,677	24.6%
205 Taos International School	\$169,629	\$2,045,875	8.3%	\$239,597	\$2,177,248	11.0%
206 Taos Municipal Charter	\$55,000	\$2,030,073	2.7%	\$36,369	\$2,274,887	1.6%
207 Vista Grande High School	\$287,462	\$994,968	28.9%	\$307,493	\$1,232,625	24.9%
208 <b>West Las Vegas</b>						
209 Rio Gallinas School	\$244,008	\$952,073	25.6%	\$385,629	\$1,080,505	35.7%
<b>STATEWIDE TOTAL</b>	<b>\$448,940,851</b>	<b>\$3,047,926,068</b>	<b>14.7%</b>	<b>\$525,483,355</b>	<b>\$3,111,812,789</b>	<b>16.9%</b>



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



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

Source: LESC Files

School Calendars, Extended Learning Time Programs, and K-5 Plus

FY23

School District or Charter School	Base Calendar				Extended Learning Time Programs								K-5 Plus						
	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	Second. Hours	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	Second. Hours	ELTP MEM	ELTP Funding	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	K-5 Plus MEM	K-5 Plus Funding	
<b>School Districts</b>																			
1 ALAMOGORDO	5-Day	179	5	1,164	1,217														
2 ALBUQUERQUE	5-Day	178	6	1,006	1,132		188	6	1,241		5,753	\$3,449,206							
3 ANIMAS	4-Day	150	5	1,038	1,123														
4 ARTESIA	5-Day	178	4	1,157	1,157														
5 AZTEC	5-Day	180	5	1,230	1,188														
6 BELEN	Districtwide ELTP																		
7 BERNALILLO	5-Day	177	5	1,121		5-Day	171	21	1,066	1,151	3,504	\$2,101,003							
8 BLOOMFIELD	5-Day	176	9	1,076	1,135	5-Day	187	5	1,184	1,194	2,669	\$1,600,036							
9 CAPITAN	4-Day	145	9	1,088	1,124														
10 CARLSBAD	5-Day	178	8	1,139	1,156														
11 CARRIZO	4-Day	144	8	1,056	1,155														
12 CENTRAL CONS.	Districtwide ELTP																		
13 CHAMA	Districtwide ELTP/K-5 Plus												5-Day	190	5	1,140	1,235	4,838	\$2,900,871
14 CIMARRON	4-Day	150	10	1,125	1,125	4-Day	160	10	1,187	1,187	364	\$218,255	4-Day	170	10	1,148	183	\$298,438	
15 CLAYTON	5-Day	170	10	1,169	1,207														
16 CLOUDCROFT	4-Day	149	5	1,105	1,105														
17 CLOVIS	5-Day	170	13	992	1,086														
18 COBRE CONS.						4-Day	164	11	1,066	1,189	985	\$590,607							
19 CORONA	4-Day	150	6		1,088														
20 CUBA	Districtwide ELTP/K-5 Plus												5-Day	183	10	1,235	1,259	647	\$387,642
21 DEMING	Districtwide ELTP												5-Day	185	7	1,079	1,233	4,954	\$2,970,125
22 DES MOINES	5-Day	175	6	1,181	1,181														
23 DEXTER	5-Day	177	5	1,151	1,151														
24 DORA	4-Day	150	8	1,125	1,125														
25 DULCE	Districtwide ELTP												5-Day	183	10	1,327	1,327	544	\$325,883
26 ELIDA	4-Day	151	6	1,017	1,084														
27 ESPANOLA	5-Day	179	5	1,002	1,123														
28 ESTANCIA	5-Day	178	5	1,142	1,142														
29 EUNICE	5-Day	176	8	1,144	1,144														
30 FARMINGTON	5-Day	175	10	1,094	1,167														
31 FLOYD	4-Day	150	8	1,100	1,111														
32 FT. SUMNER	4-Day	150	14	1,013	1,125								5-Day	180	10	1,110	1,187	12,092	\$7,250,078
33 GADSDEN	Districtwide ELTP																		
34 GALLUP	5-Day	181	2	1,225	1,336														
35 GRADY	4-Day	146	8	1,095	1,095														
36 GRANTS	Districtwide ELTP/K-5 Plus												5-Day	185	9	1,110	1,189	3,063	\$1,836,578
37 HAGERMAN	5-Day	180	4	1,206	1,206														
38 HATCH	Districtwide ELTP												5-Day	186	7	1,131	1,205	1,155	\$692,539

School District or Charter School	Base Calendar					Extended Learning Time Programs					K-5 Plus							
	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	Second. Hours	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	Second. Hours	ELTP MEM	ELTP Funding	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	K-5 Plus MEM	K-5 Plus Funding
39 Hobbs	5-Day	177	14	1,020	1,213													
40 HONDO	4-Day	145	4	1,088	1,088													
41 HOUSE	4-Day	146	4	1,146	1,146													
42 JAL	4-Day	150	10	1,133	1,133													
43 JEMEZ MOUNTAIN	Districtwide ELTP/K-5 Plus					4-Day	161	12	1,240	1,240	68	\$40,773	4-Day	170	19	1,190	110	\$179,063
44 JEMEZ VALLEY	Districtwide ELTP					4-Day	160	10	1,227	1,227	291	\$174,484						
45 LAKE ARTHUR	Districtwide ELTP					5-Day	190	2	1,188	1,283	117	\$70,153						
46 LAS CRUCES	5-Day	191	9	1,242			184	6	1,073	1,196	23,111	\$13,857,383						
47 LAS VEGAS CITY	5-Day	180	3	1,155	1,168													
48 LOGAN	4-Day	146	5	1,095	1,095													
49 LORDSBURG	4-Day	150	12	1,125	1,125													
50 LOS ALAMOS	5-Day	180	8	1,170	1,185													
51 LOS LUNAS	Districtwide ELTP					5-Day	190	4	1,140	1,298	7,922	\$4,749,741						
52 LOVING	4-Day	150	11	1,088	1,110													
53 LOVINGTON	Districtwide ELTP					5-Day	189	4	1,203	1,181	3,330	\$1,996,372						
54 MAGDALENA	4-Day	146	4	1,095	1,095													
55 MAXWELL	4-Day	143	7	1,084	1,084													
56 MELROSE	4-Day	151	9	1,095	1,095													
57 MESA VISTA	4-Day	150	10	1,125	1,125													
58 MORA	Districtwide ELTP/K-5 Plus					4-Day	168	10	1,218	1,218	400	\$239,541	4-Day	170	10	1,233	184	\$300,891
59 MORIARTY-EDGEWOOD	Districtwide ELTP					5-Day	184	6	1,119	1,245	2,199	\$1,318,223						
60 MOSQUERO	4-Day	144	6	1,080	1,080													
61 MOUNTAINAIR	4-Day	152	6	1,127	1,140													
62 PENASCO	Districtwide ELTP					4-Day	160	9	1,080	1,200	312	\$187,076						
63 PECOS	Districtwide ELTP					5-Day	180	11	1,152	1,167	476	\$285,110						
64 POJUAQUE	5-Day	175	8	1,079	1,155													
65 PORTALES	5-Day	178	5	1,118	1,118													
66 QUEMADO	4-Day	150	12	1,122	1,122													
67 QUESTA	4-Day	150	8	990	1,138													
68 RATON	5-Day	181	7	996	1,086													
69 RESERVE	4-Day	151	3	1,138	1,138													
70 RIO RANCHO	Districtwide ELTP					5-Day	186	4	1,209	1,209	16,639	\$9,976,764						
71 ROSWELL	Districtwide ELTP					5-Day	189	6	1,229	1,229	9,136	\$5,477,657						
72 ROY	4-Day	145	4	1,088	1,088													
73 RUIDOSO	Districtwide ELTP					5-Day	188	4	1,206	1,206	1,744	\$1,045,704						
74 SAN JON	4-Day	147	4	1,103	1,103													
75 SANTA FE	5-Day	174	6	1,088	1,166													
76 SANTA ROSA	Districtwide ELTP					4-Day	158	10	1,132	1,159	583	\$349,568						
77 SILVER CITY	5-Day	177	6	1,072	1,163													
78 SOCORRO	Districtwide ELTP/K-5 Plus					4-Day	165	4	1,174	1,174	763	\$457,196	4-Day	175	4	1,140	496	\$810,279
79 SPRINGER	4-Day	145	10	1,063	1,090													
80 TAOS	5-Day	176	6	1,139	1,144													

School District or Charter School	Base Calendar					Extended Learning Time Programs					K-5 Plus								
	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	Second. Hours	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	Second. Hours	ELTP MEM	ELTP Funding	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	K-5 Plus MEM	K-5 Plus Funding	
81 TATUM	Districtwide ELTP					4-Day	160	5	1,160	1,160	298	\$178,681							
82 TEXICO	4-Day	152	4	1,105	1,168														
83 TRUTH OR CONS.	5-Day	172	6	1,015	1,152														
84 TUCUMCARI	4-Day	150	5	1,088	1,105														
85 TULAROSA	5-Day	175	8	1,050	1,113														
86 VAUGHN	Districtwide ELTP					4-Day	160	10	1,120	1,160	53	\$31,779							
87 WAGON MOUND	4-Day	150	6	1,125	1,110														
88 WEST LAS VEGAS	5-Day	180	5	1,110	1,149														
89 ZUNI	Districtwide ELTP					5-Day	190	5	1,093	1,188	1,118	\$670,354							
<b>Charter Schools</b>																			
90 21ST CENTURY	5-Day	167	9	1,119	1,119														
91 ACAD. FOR TECH. & CLASSICS	Schoolwide ELTP					5-Day	180	10	1,170	1,170	393	\$235,343							
92 ACE LEADERSHIP	Schoolwide ELTP					5-Day	190	25	1,188	1,207	203	\$121,419							
93 ACES TECHNICAL CHARTER	Schoolwide ELTP					5-Day	190	12	1,188	1,207	228	\$136,709							
94 AIMS	5-Day	182	9	1,365															
95 ABQ BILINGUAL ACAD.	Schoolwide ELTP					5-Day	190	8	1,283	1,283	354	\$211,959							
96 ABQ CHARTER ACAD.	4-Day	150	20																
97 ABQ COLLEGIATE ACAD.	Schoolwide ELTP					5-Day	180	17	1,254	1,254	168	\$100,733							
98 ABQ SCHOOL OF EXCELLENCE	Schoolwide ELTP					5-Day	182	5	1,144	1,259	840	\$503,665							
99 ABQ SIGN LANGUAGE ACAD.	Schoolwide ELTP					5-Day	201	11	1,256	1,256	118	\$70,453							
100 ALDO LEOPOLD	Schoolwide ELTP					5-Day	182	10	1,196	1,196	163	\$97,435							
101 ALICE KING COMM. SCHOOL	4-Day	166	20	1,107		4-Day	160	21	1,040	1,232	427	\$256,030							
102 ALMA D'ARTE	Schoolwide ELTP					5-Day	194	2	1,183	1,232	118	\$70,753							
103 ALTURA PREPARATORY	Schoolwide ELTP					5-Day	183	20	1,159	1,159	232	\$138,808							
104 AMY BIEHL	Schoolwide ELTP					5-Day	182	13	1,183	1,213	195	\$119,922							
105 ANANSI	Schoolwide ELTP					5-Day	190	11	1,298	1,298	193	\$115,423							
106 ASK ACADEMY	4-Day	153	24	1,122		4-Day	175	10	1,298	1,298	369	\$220,953	4-Day	175	10	1,298	369	\$602,599	
107 DESAR CHAVEZ COMM.	Schoolwide ELTP					5-Day	190	11	1,298	1,298	193	\$115,423							
108 CHRISTINE DUNCAN COMM.	Schoolwide ELTP/K-5 Plus					4-Day	175	10	1,298	1,298	369	\$220,953	4-Day	175	10	1,298	369	\$602,599	
109 CIEN AGUAS INTERNATIONAL	5-Day	180	15	1,098	1,098								5-Day	192	7	1,248	196	\$319,696	
110 CORAL COMMUNITY	Schoolwide K-5 Plus																		
111 CORRALES INTERNATIONAL	Schoolwide ELTP					5-Day	187	15	1,184	1,184	230	\$137,908							
112 COTTONWOOD CLASSICAL	Schoolwide ELTP					5-Day	191	9	1,238	1,238	761	\$456,297							
113 COTTONWOOD VALLEY	Schoolwide ELTP					5-Day	181	8	1,177	1,177	170	\$101,932							
114 DEAP	Schoolwide ELTP					5-Day	170	36	1,275	1,275	49	\$29,081							
115 DEMING CESAR CHAVEZ	Schoolwide ELTP					4-Day	154	8	1,155	1,155	151	\$90,540							
116 DIGITAL ARTS & TECH. ACAD.	5-Day	176	11	1,115															
117 DREAM DINE	Schoolwide ELTP/K-5 Plus					5-Day	204	9	1,325	1,325	48	\$28,481	5-Day	204	9	1,325	48	\$77,676	
118 EAST MOUNTAIN	Schoolwide ELTP					5-Day	190	3	1,283	1,283	364	\$217,955							
119 EL CAMINO REAL	Schoolwide ELTP					5-Day	191	3	1,261	1,261	308	\$184,377							
120 ESTANCIA VALLEY	5-Day	175	8	1,138	1,175														

School Calendars, Extended Learning Time, and K-5 Plus

School District or Charter School	Base Calendar				Extended Learning Time Programs						K-5 Plus						
	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Second. Hours	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	Second. Hours	ELTP MEM	ELTP Funding	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	K-5 Plus MEM	K-5 Plus Funding
121 EXPLORE ACADEMY	Schoolwide	182	6	1,092	5-Day	182	6	1,092		998	\$598,102						121
122 EXPLORE ACAD. - LAS CRUCES	Schoolwide	181	9	1,177	5-Day	181	9	1,177		148	\$88,441						122
123 GILBERT L. SENA	Schoolwide	190	6	1,140	5-Day	190	6	1,140		125	\$74,950						123
124 GORDON BERNELL	Schoolwide	170	12	1,190	4-Day	170	12	1,190		170	\$101,932						124
125 HEALTH LEADERSHIP	Schoolwide	177	24	1,151	5-Day	177	24	1,151		242	\$145,103						125
126 HORIZON ACADEMY WEST	4-Day	150	5	1,000	5-Day	190	10	1,330		538	\$322,585	5-Day	190	10	1,330	538	\$879,778
127 HOZHO ACADEMY	Schoolwide	183	10	1,190	5-Day	183	10	1,190		300	\$179,880						127
128 INTL SCHOOL MESA DEL SOL	Schoolwide	190	6	1,283	5-Day	190	6	1,283		200	\$119,620						128
129 J. PAUL TAYLOR ACADEMY	Schoolwide	189	5	1,323	5-Day	189	5	1,323		234	\$140,007						129
130 JEFFERSON MONT. ACAD.	Schoolwide	182	13	1,180	5-Day	182	13	1,180		68	\$40,773						130
131 LA ACAD. DE ESPERANZA	5-Day	180	6	1,125	5-Day	180	6	1,125									131
132 LA ACAD. DOLORES HUERTA	Schoolwide	185	10	1,295	5-Day	185	10	1,295		82	\$49,167						132
133 LA TIERRA MONTESSORI	Schoolwide	158	13	1,225	4-Day	158	13	1,225		173	\$103,431						133
134 LAS MONTANAS	Schoolwide	180	4	1,080	5-Day	180	4	1,080									134
135 LOS PUENTES	5-Day	178	7	1,157	5-Day	178	7	1,157									135
136 MARK ARMUIO	5-Day	171	7	1,081	5-Day	171	7	1,081									136
137 MASTERS PROGRAM	5-Day	173	10	1,081	5-Day	173	10	1,081									137
138 MCCURDY	5-Day	173	12	1,081	5-Day	173	12	1,081									138
139 MEDIA ARTS COLLAB.	Schoolwide	171	22	1,265	5-Day	171	22	1,265		137	\$82,145						139
140 MIDDLE COLLEGE HIGH	Schoolwide	182	15	1,365	5-Day	182	15	1,365									140
141 MISSION ACH. SUCCESS	5-Day	173	9	1,099	5-Day	173	9	1,099									141
142 MONTE DEL SOL	Schoolwide	190	4	1,045	5-Day	190	4	1,045		440	\$263,525						142
143 MONTESSORI ELEMMENTARY	Schoolwide	182	5	1,092	5-Day	182	5	1,092		214	\$128,315						143
144 MONTESS. OF THE RIO GRANDE	Schoolwide	187	10	1,075	5-Day	187	10	1,075		199	\$119,021						144
145 MORENO VALLEY HIGH	4-Day	150	16	1,125	5-Day	190	5	1,262		477	\$285,710						145
146 MOSAIC ACADEMY CHARTER	5-Day	180	5	1,170	5-Day	180	5	1,170									146
147 MOUNTAIN MAHOGANY	Schoolwide	158	10	1,185	4-Day	158	10	1,185		190	\$113,924						147
148 NATIVE AMERICAN COMM. ACAD.	Schoolwide	158	15	1,185	4-Day	158	15	1,185		159	\$95,037						148
149 NEW AMERICA - ABQ	Schoolwide	180	15	1,080	5-Day	180	15	1,080									149
150 NEW AMERICA - LAS CRUCES	Schoolwide	166	17	1,034	5-Day	166	17	1,034									150
151 NEW MEXICO CONNECTIONS ACAD.	5-Day	183	7	1,238	5-Day	183	7	1,238									151
152 NEW MEXICO INTERNATIONAL	5-Day	168	11	1,232	5-Day	168	11	1,232									152
153 NEW MEXICO SCH. FOR THE ARTS	5-Day	180	15	1,173	5-Day	180	15	1,173									153
154 NORTH VALLEY ACADEMY	Schoolwide	188	18	1,426	5-Day	188	18	1,426		294	\$175,983						154
155 PAPA	5-Day	174	12	1,102	5-Day	174	12	1,102									155
156 PECOS CONNECTIONS	5-Day	185	8	1,203	5-Day	185	8	1,203		87	\$51,866						156
157 RAICES DEL SABER XINACHTLI	5-Day	160	8	1,101	4-Day	160	8	1,101		63	\$37,475						157
158 RED RIVER VALLEY	Schoolwide	205	12	1,196	5-Day	205	12	1,196		176	\$105,530	5-Day	205	12	1,196	176	\$287,809
159 RIO GALLINAS CHARTER SCHOOL	Schoolwide	190	10	1,235	5-Day	190	10	1,235		345	\$206,563						159
160 RIO GRANDE ACAD. OF FINE ARTS	Schoolwide	167	20	1,141	4-Day	167	20	1,141		51	\$30,280						160
161 ROBERT F. KENNEDY	Schoolwide	184	12	1,245	5-Day	184	12	1,245									161
162 ROOTS & WINGS	Schoolwide	184	10	1,186	4-Day	184	10	1,186		125,870	\$75,471,503						162

School Calendars, Extended Learning Time, and K-5 Plus

School District or Charter School	Base Calendar				Extended Learning Time Programs						K-5 Plus						
	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Second. Hours	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	Second. Hours	ELTP MEM	ELTP Funding	4-Day or 5-Day	Inst. Days	Non-Inst. Days	Elem. Hours	K-5 Plus MEM	K-5 Plus Funding
163 SAN DIEGO RIVERSIDE CHARTER	Schoolwide	181	19	1,267	5-Day	181	19	1,267		55	\$32,678	5-Day	181	19	1,267	55	\$89,123
164 SANDOVAL ACADEMY OF BIL. ED.	Schoolwide	188	9	1,269	5-Day	188	9	1,269		216	\$129,214						164
165 SCHOOL OF DREAMS	Schoolwide	186	6	1,209	5-Day	186	6	1,209		482	\$288,708						165
166 SIDNEY GUTIERREZ	Schoolwide	188	2	1,238	5-Day	188	2	1,238		196	\$117,222						166
167 SIEMBRA LEADERSHIP	Schoolwide	179	12	1,164	5-Day	179	12	1,164		233	\$139,407						167
168 SIX DIRECTIONS	4-Day	155	35	1,085	5-Day	188	18	1,426		294	\$175,983						168
169 SOLARE COLLEGIATE	Schoolwide	174	12	1,102	5-Day	174	12	1,102									169
170 SOUTH VALLEY ACADEMY	Schoolwide	185	1	1,236	5-Day	185	1	1,236		177	\$106,129						170
171 SOUTH VALLEY PREPARATORY	Schoolwide	174	11	1,147	5-Day	174	11	1,147									171
172 SOUTHWEST PRIM. LEARNING	5-Day	170	14	1,020	5-Day	170	14	1,020									172
173 SOUTHWEST SECOND. LEARNING	Schoolwide	156	29	1,092	5-Day	156	29	1,092		147	\$88,141						173
174 SW AERO., MATH. AND SCIENCE	Schoolwide	161	15	1,181	4-Day	161	15	1,181		262	\$157,096						174
175 TAOS ACADEMY	Schoolwide	160	13	1,267	4-Day	160	13	1,267		199	\$119,321	4-Day	166	38	1,162	199	\$325,420
176 TAOS INTEG. SCHOOL FOR ARTS	Schoolwide	181	8	1,358	5-Day	181	8	1,358		177	\$106,129	5-Day	181	8	1,358	177	\$289,444
177 TAOS INTERNATIONAL	Schoolwide	182	9	1,116	5-Day	182	9	1,116		212	\$127,115	5-Day	181	8	1,358	177	\$289,444
178 TAOS MUNICIPAL CHARTER	Schoolwide	177	25	1,151	5-Day	177	25	1,151		296	\$177,182						178
179 TECHNOLOGY LEADERSHIP	Schoolwide	164	16	1,162	4-Day	164	16	1,162		111	\$66,556						179
180 THE ABQ TALENT AND DEV. ACAD.	Schoolwide	180	10	1,138	5-Day	180	10	1,138									180
181 THE GREAT ACADEMY	5-Day	175	10	1,138	5-Day	175	10	1,138									181
182 THRIVE COMMUNITY SCHOOL	Schoolwide	190	2	1,264	5-Day	190	2	1,264		232	\$139,107						182
183 TIERRA ADENTRO	Schoolwide	160	13	1,251	4-Day	160	13	1,251		283	\$169,387						183
184 TIERRA ENCANTADA	Schoolwide	190	10	1,172	5-Day	190	10	1,172		678	\$406,530						184
185 TURQUOISE TRAIL ELEMENTARY	Schoolwide	185	12	1,181	5-Day	185	12	1,181		84	\$50,367						185
186 VISTA GRANDE	Schoolwide	189	15	1,421	5-Day	189	15	1,421		100	\$59,960						186
187 VOZ COLLEGIATE	Schoolwide	192	3	1,488	5-Day	192	3	1,488		40	\$23,984						187
188 WALATOWA	Schoolwide	169	15	1,098	5-Day	169	15	1,098									188
189 WILLIAM W. & JOSEPHINE DORN	Schoolwide	166	9	1,109	5-Day	166	9	1,109		1,141							189
<b>STATEWIDE TOTALS / AVERAGES</b>		<b>180</b>	<b>10</b>	<b>1,186</b>		<b>180</b>	<b>10</b>	<b>1,186</b>		<b>1,224</b>	<b>\$75,471,503</b>		<b>184</b>	<b>12</b>	<b>1,245</b>	<b>4,394</b>	<b>\$7,185,403</b>

## Bilingual Multicultural Education Programs

School District or Charter School	Total Number of Students <sup>1</sup>
<b>School Districts</b>	
Albuquerque Public Schools	11,205
Artesia Public Schools	344
Belen Consolidated Schools	180
Bernalillo Public Schools	1,021
Bloomfield Schools	153
Carlsbad Municipal Schools	390
Central Consolidated Schools	1,417
Chama Valley Independent Schools	239
Clovis Municipal Schools	410
Cobre Consolidated Schools	757
Cuba Independent Schools	481
Deming Public Schools	1,573
Dexter Consolidated Schools	164
Dulce Independent Schools	248
Española Public Schools	1,669
Eunice Municipal Schools	57
Farmington Municipal Schools	1,228
Floyd Municipal Schools	44
Gadsden Independent Schools	2,662
Gallup-McKinley County Schools	2,236
Hagerman Municipal Schools	89
Hatch Valley Public Schools	453
Hobbs Municipal Schools	517
Jemez Mountain Public Schools	68
Las Cruces Public Schools	3,352
Las Vegas City Public Schools	855
Loving Municipal Schools	143
Lovington Municipal Schools	404
Mesa Vista Consolidated Schools	161
Mora Independent Schools	266
Moriarty-Edgewood Schools	49
Pecos Independent Schools	404
Peñasco Independent Schools	143
Pojoaque Valley Public Schools	584
Portales Municipal Schools	340
Questa Independent Schools	236
Rio Rancho Public Schools	1,063
Roswell Independent Schools	307
Ruidoso Municipal Schools	217
Santa Fe Public Schools	2,446
Santa Rosa Consolidated Schools	362
Taos Municipal Schools	1,072
Truth or Cons. Municipal Schools	101
Wagon Mound Public Schools	37
West Las Vegas Public Schools	1,125
Zuni Public Schools	840
<b>School District Totals</b>	<b>42,112</b>
<b>Charter Schools</b>	
<b>Albuquerque</b>	
Albuquerque Bilingual Academy	349
Albuquerque Sign Language Academy	117
South Valley Preparatory School	18
Tierra Adentro	154
<b>Gallup-McKinley</b>	

## Bilingual Multicultural Education Programs

Six Directions Indigenous School	61
<b>Jemez Valley</b>	
San Diego Riverside Charter School	54
<b>Las Cruces</b>	
La Academia Dolores Huerta	67
Raices del Saber Xinachtli Community School	87
<b>Los Lunas</b>	
School of Dreams Academy	292
<b>Rio Rancho</b>	
Sandoval Academy of Bilingual Education	185
<b>Santa Fe</b>	
Monte del Sol Charter	177
Tierra Encantada Charter School	275
Turquoise Trail Charter School	146
<b>Socorro</b>	
Cottonwood Valley Charter School	103
<b>Taos</b>	
Taos Integrated School of the Arts	199
Taos International School	179
<b>Charter School Totals</b>	<b>2,463</b>
<b>STATEWIDE TOTAL</b>	<b>44,575</b>

<sup>1</sup>This table reflects the number of students reported in state-funded Bilingual Multicultural Education Programs (BMEPs) by school districts and state-chartered charter schools in FY22 at the second reporting period. According to PED, the department will implement a system to track different BMEP models by school districts and charter schools more accurately; this system was not in place in FY22. Please note, PED has also not yet transitioned to a full implementation of the new NOVA system from the current Students Teacher Accountability Reporting System which will facilitate data collection.

Community Schools Act Grant Recipients: State Funded

School Name	FY20	FY21	FY22	FY23
<b>School Districts</b>				
<b>Albuquerque Public Schools</b>				
Apache Elementary School				\$50,000
Bel-Air Elementary School				\$50,000
Bellehaven Elementary School				\$50,000
Del Norte High School			\$50,000	\$150,000
Duranos Elementary School	\$50,000	\$150,000	\$150,000	\$150,000
East San Jose Elementary School			\$50,000	\$150,000
Edward Gonzales Elementary			\$50,000	\$150,000
Eugene Field Elementary School		\$150,000	\$150,000	\$150,000
Governor Bent Elementary School	\$50,000	\$150,000	\$150,000	\$150,000
Hawthorne Elementary School	\$150,000	\$150,000	\$150,000	\$75,000
Helen Cordero Primary School			\$50,000	\$150,000
Kirtland Elementary School				\$50,000
Lavaland Elementary School				\$50,000
Los Padillas Elementary School	\$150,000	\$150,000	\$150,000	\$75,000
Lowell Elementary School				\$50,000
Manzano Mesa Elementary School	\$139,200	\$150,000	\$150,000	\$48,806
McKinley Middle School				\$50,000
Reginald Chavez Elementary School			\$48,937	\$150,000
Rudolfo Anaya Elementary School		\$150,000	\$150,000	\$150,000
Truman Middle School			\$50,000	
Van Buren Middle School				\$150,000
<b>Belen Public Schools</b>				
La Promesa Elementary				\$44,440
<b>Cimarron Municipal Schools</b>				
Eagle Nest School	\$49,500	\$150,000	\$150,000	\$150,000
<b>Cuba Independent Schools</b>				
Cuba Elementary School	\$50,000	\$50,000	\$50,000	\$50,000
Cuba Middle School		\$50,000	\$50,000	\$50,000
Cuba High School		\$50,000	\$50,000	\$50,000
<b>Española Public Schools</b>				
Carlos Vigil Middle School	\$50,000	\$150,000	\$150,000	\$150,000
<b>Gallup-McKinley County Schools</b>				
Gallup Central High/Alternative				\$50,000
<b>Hobbs Municipal Schools</b>				
Southern Heights Elementary School	\$50,000		\$1	
<b>Lake Arthur Municipal Schools</b>				
Lake Arthur Elementary School	\$15,000	\$50,000	\$50,000	
Lake Arthur Middle School	\$15,000	\$50,000	\$50,000	
Lake Arthur High School	\$15,000	\$50,000	\$50,000	
<b>Las Cruces Public Schools</b>				
Alameda Elementary School			\$50,000	
Dona Ana Elementary				\$50,000
Lynn Community Middle School	\$150,000	\$150,000	\$150,000	\$50,000
MacArthur Elementary School	\$50,000	\$150,000	\$150,000	\$150,000

School Name	FY20	FY21	FY22	FY23
<b>Moriarty-Edgewood School District</b>				
Moriarty Elementary School			\$50,000	\$150,000
<b>Peñasco Independent School District</b>				
Peñasco Elementary School	\$50,000	\$150,000	\$150,000	\$150,000
Peñasco High School			\$50,000	\$150,000
<b>Roswell Independent School District</b>				
Mesa Middle School				\$50,000
Sierra Middle School	\$50,000		\$1	\$150,000
University High School	\$50,000			\$150,000
<b>Santa Fe Public Schools</b>				
Amy Biehl Community School				\$50,000
Cesar Chavez Elementary School	\$150,000	\$150,000	\$150,000	\$75,000
Chaparral Elementary School				\$50,000
Kearny Elementary School			\$50,000	\$150,000
Milagro Middle School			\$50,000	\$150,000
Nina Otero Community School				\$150,000
Santa Fe High School	\$50,000	\$150,000	\$150,000	\$150,000
<b>Santa Rosa Consolidated Schools</b>				
Santa Rosa High School	\$50,000	\$150,000	\$150,000	\$150,000
<b>Socorro</b>				
Socorro High School				\$50,000
<b>Taos Municipal Schools</b>				
Arroyo Del Norte Elementary				\$50,000
Ranchos De Taos Elementary School				\$50,000
Enos Garcia Elementary School	\$50,000	\$150,000	\$150,000	\$150,000
Vista Grande High School	\$50,000	\$150,000	\$150,000	\$150,000
<b>Truth or Consequences Municipal Schools</b>				
Arrey Elementary School	\$50,000	\$150,000	\$150,000	\$150,000
Hot Springs High School	\$50,000		\$1	\$150,000
Truth or Consequences Middle School			\$50,000	
<b>Charter Schools</b>				
<b>Albuquerque Public Schools</b>				
Albuquerque Bilingual Academy			\$50,000	\$150,000
Albuquerque Sign Language Academy				\$150,000
ACE Leadership High School			\$50,000	\$150,000
Gordon Bernell Charter School			\$49,508	\$150,000
Mark Armijo Academy			\$50,000	\$150,000
Mountain Mahogany Community School	\$30,000	\$150,000		\$150,000
Native American Community Academy	\$50,000	\$150,000		\$150,000
Rio Grande Academy of Fine Arts				\$50,000
Robert F. Kennedy Charter School	\$150,000	\$150,000		\$75,000
Siembra Leadership High School				\$50,000
South Valley Preparatory School		\$150,000	\$150,000	\$150,000
<b>Aztec Public Schools</b>				
Mosaic Academy				\$50,000
<b>Central Consolidated School District</b>				
Dream Diné Charter School	\$50,000			\$150,000
<b>Gallup-McKinley County Schools</b>				
Dził Dít'ooì School (DEAP)	\$50,000			

School Name	FY20	FY21	FY22	FY23
<b>Las Cruces Public Schools</b>				
Raices Del Saber Xinachtli Community School	\$50,000	\$150,000		\$150,000
<b>Los Lunas Public Schools</b>				
School of Dreams Academy			\$50,000	
<b>Silver City Consolidated Schools</b>				
Aldo Leopold Charter School	\$22,000			
<b>Taos Municipal Schools</b>				
Anansi Charter School				\$50,000
Taos Academy Charter			\$50,000	\$150,000
Taos International School	\$13,900	\$150,000	\$150,000	\$150,000
<b>West Las Vegas</b>				
Rio Gallinas Charter School				\$50,000
<b>STATEWIDE TOTAL</b>	<b>\$2,000,000</b>	<b>\$3,900,000</b>	<b>\$4,198,445</b>	<b>\$7,443,246</b>

<sup>1</sup> Federally funded in FY22

Source: LESC Files

Community Schools Act Grant Recipients: Federally Funded

School Name	FY20	FY21	FY22	FY23
<b>School Districts</b>				
Central Consolidated Schools				
Newcomb High School			\$32,623	
Hobbs Municipal Schools				
Southern Heights Elementary School			\$704,000	
Roswell Independent School District				
Sierra Middle School			\$500,000	
Santa Fe Public Schools				
Nina Otero Community School			\$50,000	
Truth or Consequences Municipal Schools				
Hot Springs High School			\$500,000	
<b>Charter Schools</b>				
Albuquerque Public Schools				
Albuquerque Bilingual School			\$50,000	
<b>STATEWIDE TOTAL</b>			<b>\$1,836,623</b>	

Source: LESC Files

Awards unavailable at time of publication.

Public Prekindergarten Awards by School District  
FY23

District/Charter School	FY23 Basic Slots	FY23 Basic Funding	FY23 Extended Slots	FY23 Extended Funding	Total Funded Slots	Basic and Extended Funding	Start Up and Safety FY23 Award	FY23 District-Based PreK Coaches	FY23 Salary Increases	Total FY23 Funding	Total FY23 without Salary Increase
1 Alamogordo Public Schools	0	\$0	131	\$917,000	131	\$917,000			\$76,204	\$1,063,204	\$987,000
2 Albuquerque Bilingual Academy	0	\$0	34	\$238,000	34	\$238,000			\$7,361	\$245,361	\$238,000
3 Albuquerque Public Schools	0	\$0	1362	\$9,534,000	1362	\$9,534,000		\$170,000	\$683,730	\$10,387,730	\$9,704,000
4 Animas Public Schools	0	\$0	10	\$70,000	10	\$70,000			\$6,569	\$76,569	\$70,000
5 Aztec Public Schools	80	\$280,000	0	\$0	80	\$280,000			\$17,351	\$316,351	\$299,000
6 Belen Consolidated Schools	30	\$105,000	15	\$105,000	45	\$210,000			\$19,582	\$229,582	\$210,000
7 Bernalillo Public Schools	0	\$0	125	\$875,000	125	\$875,000			\$49,281	\$964,281	\$915,000
8 Bloomfield Public Schools	0	\$0	118	\$826,000	118	\$826,000			\$109,097	\$940,097	\$831,000
9 Capitan Municipal Schools	0	\$0	17	\$119,000	17	\$119,000			\$1,187	\$120,187	\$119,000
10 Carlsbad Municipal Schools	0	\$0	220	\$1,540,000	220	\$1,540,000	\$52,500		\$22,982	\$1,724,482	\$1,701,500
11 Central Consolidated Schools	0	\$0	231	\$1,617,000	231	\$1,617,000			\$47,651	\$1,734,651	\$1,687,000
12 Chama Valley Independent Schools	20	\$70,000	0	\$0	20	\$70,000			\$14,365	\$84,365	\$70,000
13 Cimarron Municipal Schools	0	\$0	20	\$140,000	20	\$140,000			\$19,775	\$159,775	\$140,000
14 Clayton Municipal Schools	0	\$0	26	\$182,000	26	\$182,000			\$2,944	\$191,944	\$189,000
15 Clovis Municipal Schools	0	\$0	240	\$1,680,000	240	\$1,680,000			\$147,053	\$1,827,053	\$1,680,000
16 Cobre Consolidated Schools	0	\$0	72	\$504,000	72	\$504,000			\$49,350	\$623,350	\$574,000
17 Cuba Independent Schools	0	\$0	36	\$252,000	36	\$252,000			\$19,601	\$293,781	\$274,180
18 Deming Public Schools	0	\$0	205	\$1,435,000	205	\$1,435,000			\$110,775	\$1,549,775	\$1,439,000
19 Des Moines Municipal Schools	0	\$0	10	\$70,000	10	\$70,000			\$15,729	\$90,229	\$74,500
20 Dexter Consolidated Schools	0	\$0	20	\$140,000	20	\$140,000			\$5,843	\$151,843	\$146,000
21 Dulce Independent School District	0	\$0	10	\$70,000	10	\$70,000			\$9,300	\$79,300	\$70,000
22 Espanola Public School District	0	\$0	52	\$364,000	52	\$364,000			\$28,287	\$442,287	\$414,000
23 Estancia Municipal Schools	0	\$0	29	\$203,000	29	\$203,000	\$15,000		\$9,080	\$227,080	\$218,000
24 Farmington Municipal Schools	224	\$784,000	0	\$0	224	\$784,000			\$41,423	\$875,423	\$834,000
25 Gadsden Independent School District	0	\$0	460	\$3,220,000	460	\$3,220,000		\$85,000	\$210,369	\$3,610,369	\$3,400,000
26 Gallup-McKinley County Schools	0	\$0	269	\$1,883,000	269	\$1,883,000			\$157,801	\$2,040,801	\$1,883,000
27 Grants-Cibola County Schools	0	\$0	85	\$595,000	85	\$595,000			\$54,760	\$649,760	\$595,000
28 Hagerman Municipal Schools	0	\$0	20	\$140,000	20	\$140,000			\$10,871	\$150,871	\$140,000
29 Hatch Valley Public Schools	0	\$0	45	\$315,000	45	\$315,000			\$24,638	\$365,638	\$341,000



Public Prekindergarten Awards by School District  
FY23

District/Charter School	FY23 Basic Slots	FY23 Basic Funding	FY23 Extended Slots	FY23 Extended Funding	Total Funded Slots	Basic and Extended Funding	Start Up and Safety FY23 Award	FY23 District-Based PreK Coaches	FY23 Salary Increases	Total FY23 Funding	Total FY23 without Salary Increase
Horizon Academy West Charter	40	\$140,000	0	\$0	40	\$140,000			\$10,070	\$150,070	\$140,000
Jemez Valley Public Schools	0	\$0	15	\$105,000	15	\$105,000			\$6,479	\$115,479	\$109,000
Lake Arthur Municipal Schools	0	\$0	10	\$70,000	10	\$70,000			\$1,538	\$71,538	\$70,000
Las Cruces Public Schools	0	\$0	257	\$1,799,000	257	\$1,799,000		\$85,000	\$386,736	\$2,270,736	\$1,884,000
Lordsburg Municipal Schools	0	\$0	30	\$210,000	30	\$210,000			\$18,890	\$237,890	\$219,000
Los Alamos Public Schools	0	\$0	155	\$1,085,000	155	\$1,085,000			\$82,466	\$1,182,466	\$1,100,000
Los Lunas Public Schools	0	\$0	212	\$1,484,000	212	\$1,484,000	\$15,000		\$97,623	\$1,696,623	\$1,599,000
Loving Municipal Schools	0	\$0	30	\$210,000	30	\$210,000			\$11,446	\$221,446	\$210,000
Magdalena Municipal Schools	13	\$45,500	0	\$0	13	\$45,500			\$13,510	\$69,010	\$55,500
Mesa Vista Consolidated Schools	0	\$0	15	\$105,000	15	\$105,000			\$0	\$105,000	\$105,000
Mission Achievement and Success	0	\$0	75	\$525,000	75	\$525,000			\$35,005	\$560,005	\$525,000
Mora Independent Schools	0	\$0	20	\$140,000	20	\$140,000			\$4,366	\$158,366	\$154,000
Moriarty-Edgewood School District	0	\$0	55	\$385,000	55	\$385,000			\$44,280	\$460,280	\$416,000
Mosquero Municipal Schools	12	\$42,000	0	\$0	12	\$42,000			\$12,561	\$54,561	\$42,000
Mountainair School District	10	\$35,000	0	\$0	10	\$35,000			\$5,569	\$40,569	\$35,000
North Valley Academy Charter	0	\$0	40	\$280,000	40	\$280,000			\$14,204	\$294,204	\$280,000
Pecos Independent Schools	0	\$0	30	\$210,000	30	\$210,000			\$15,328	\$231,328	\$216,000
Peñasco Independent School District	0	\$0	15	\$105,000	15	\$105,000			\$9,717	\$114,717	\$105,000
Pojoaque Valley Schools	0	\$0	50	\$350,000	50	\$350,000			\$44,328	\$394,328	\$350,000
Portales Municipal Schools	101	\$353,500	0	\$0	101	\$353,500			\$45,064	\$414,564	\$369,500
Quemado School District	0	\$0	10	\$70,000	10	\$70,000			\$9,998	\$79,998	\$70,000
Questa Independent School District	0	\$0	14	\$98,000	14	\$98,000			\$11,315	\$109,315	\$98,000
Raton Public School	0	\$0	20	\$140,000	20	\$140,000	\$15,000		\$25,843	\$191,743	\$165,900
Red River Valley Charter School	0	\$0	10	\$70,000	10	\$70,000			\$9,124	\$79,124	\$70,000
Region 6 Educational Cooperative	57	\$199,500	82	\$574,000	139	\$773,500	\$0			\$858,454	\$858,454
Dora Consolidated Schools	0	\$0	13	\$91,000	13	\$91,000			\$1,341	\$98,841	\$97,500
Elda Municipal Schools	10	\$35,000	0	\$0	10	\$35,000			\$4,595	\$39,595	\$35,000
Floyd Municipal Schools	0	\$0	14	\$98,000	14	\$98,000			\$9,962	\$107,962	\$98,000
Fort Sumner Municipal Schools	15	\$52,500	0	\$0	15	\$52,500			\$7,812	\$60,312	\$52,500

Public Prekindergarten Awards by School District  
FY23

District/Charter School	FY23 Basic Slots	FY23 Basic Funding	FY23 Extended Slots	FY23 Extended Funding	Total Funded Slots	Basic and Extended Funding	Start Up and Safety FY23 Award	FY23 District-Based PreK Coaches	FY23 Salary Increases	Total FY23 Funding	Total FY23 without Salary Increase
Grady Municipal Schools	0	\$0	10	\$70,000	10	\$70,000			\$11,200	\$81,200	\$70,000
Meirose Public Schools	12	\$42,000	0	\$0	12	\$42,000			\$2,994	\$44,994	\$42,000
San Jon Municipal Schools	0	\$0	10	\$70,000	10	\$70,000			\$7,952	\$77,952	\$70,000
Texico Municipal Schools	0	\$0	35	\$245,000	35	\$245,000			\$14,408	\$259,408	\$245,000
Tucumcari Public Schools	20	\$70,000	0	\$0	20	\$70,000			\$4,192	\$88,192	\$84,000
Region 7 Educational Cooperative	137	\$479,500	109	\$763,000	246	\$1,242,500	\$85,000			\$1,407,146	\$1,407,146
Unice Public Schools	40	\$140,000	0	\$0	40	\$140,000			\$5,351	\$145,351	\$140,000
Hobbs Municipal Schools*	77	\$269,500	89	\$623,000	166	\$892,500			\$51,640	\$1,029,140	\$977,500
Jal Public Schools	10	\$35,000	20	\$140,000	30	\$175,000			\$12,655	\$187,655	\$175,000
Tatum Municipal Schools	10	\$35,000	0	\$0	10	\$35,000			\$10,000	\$45,000	\$35,000
Reserve Independent Schools	0	\$0	10	\$70,000	10	\$70,000			\$3,757	\$73,757	\$70,000
Rio Rancho Public Schools	410	\$1,435,000	0	\$0	410	\$1,435,000		\$85,000	\$265,674	\$1,865,674	\$1,600,000
Roswell Independent School District	0	\$0	400	\$2,800,000	400	\$2,800,000		\$125,000	\$116,298	\$3,070,798	\$2,954,500
Roy Municipal Schools	0	\$0	10	\$70,000	10	\$70,000			\$6,409	\$76,409	\$70,000
Ruidoso Municipal School District	0	\$0	75	\$525,000	75	\$525,000			\$39,494	\$588,494	\$549,000
Santa Fe Public Schools	0	\$0	378	\$2,646,000	378	\$2,646,000		\$85,000	\$172,553	\$2,903,553	\$2,731,000
Santa Rosa Consolidated Schools	0	\$0	18	\$126,000	18	\$126,000			\$16,933	\$142,933	\$126,000
School Of Dreams Academy	0	\$0	20	\$140,000	20	\$140,000			\$11,799	\$151,799	\$140,000
Silver Consolidated Schools	0	\$0	70	\$490,000	70	\$490,000			\$48,410	\$598,410	\$550,000
Socorro Consolidated Schools	0	\$0	40	\$280,000	40	\$280,000			\$22,513	\$309,513	\$287,000
Taos Municipal Schools	0	\$0	70	\$490,000	70	\$490,000			\$32,348	\$522,348	\$490,000
Truth or Consequences Municipal School	0	\$0	52	\$364,000	52	\$364,000			\$26,170	\$390,170	\$364,000
Turquoise Trail Charter School	0	\$0	40	\$280,000	40	\$280,000			\$8,250	\$288,250	\$280,000
Vaughn Municipal Schools	10	\$35,000	0	\$0	10	\$35,000			\$0	\$35,000	\$35,000
Wagon Mound Public Schools	0	\$0	10	\$70,000	10	\$70,000			\$1,210	\$71,210	\$70,000
West Las Vegas Schools	0	\$0	50	\$350,000	50	\$350,000			\$31,848	\$381,848	\$350,000
Zuni Public Schools	0	\$0	14	\$98,000	14	\$98,000			\$5,924	\$103,924	\$98,000
<b>Totals</b>	<b>1,144</b>	<b>\$4,004,000</b>	<b>6,373</b>	<b>\$44,611,000</b>	<b>7,517</b>	<b>\$48,615,000</b>	<b>\$97,500</b>	<b>\$720,000</b>	<b>\$3,842,105</b>	<b>\$54,359,185</b>	<b>\$50,517,080</b>

Source: ECEOD

NM PreK Funding: Basic & Extended (4-Year-Old) Awards  
FY23

County	Program Name	Program Type	Basic Funded Slots	Extended Funded Slots	Basic Funding	Extended Funding	Transportation FY23	Start-Up Single Year Awarded FY23	FY23 Total Funding
<b>Bernalillo County Totals</b>			<b>0</b>	<b>1595</b>	<b>\$0</b>	<b>\$11,165,000</b>	<b>\$83,315</b>	<b>\$45,000</b>	<b>\$11,293,315</b>
Bernalillo	ABC Care	Extended		4		\$28,000			\$28,000
Bernalillo	ABC Preschool - Sage	Extended		16		\$112,000			\$112,000
Bernalillo	All Angels Episcopal Day School	Extended		16		\$112,000			\$112,000
Bernalillo	All Seasons	Extended		20		\$140,000			\$140,000
Bernalillo	Alvarado Day School	Extended		20		\$140,000			\$140,000
Bernalillo	Beginning Steps	Extended		20		\$140,000			\$140,000
Bernalillo	Caja de Jugetes	Extended		16		\$112,000			\$112,000
Bernalillo	Catapillar Clubhouse	Extended		10		\$70,000			\$70,000
Bernalillo	Catholic Charities	Extended		20		\$140,000			\$140,000
Bernalillo	Child Co Day School Inc.	Extended		20		\$140,000			\$140,000
Bernalillo	Children's Promise Center	Extended		20		\$140,000			\$140,000
Bernalillo	Christina Kent ECC	Extended		20		\$140,000			\$140,000
Bernalillo	City of Albuquerque	Extended		287		\$2,009,000			\$2,009,000
Bernalillo	CLN Kids, Inc.	Extended		20		\$140,000	\$10,000		\$150,000
Bernalillo	Coronado Children's Center	Extended		40		\$280,000			\$280,000
Bernalillo	East Gate Kids	Extended		20		\$140,000			\$140,000
Bernalillo	Joyas de Futuro	Extended		40		\$280,000			\$280,000
Bernalillo	Kid's Planet	Extended		20		\$140,000	\$5,000		\$145,000
Bernalillo	Kidz Academy	Extended		20		\$140,000			\$140,000
Bernalillo	Learning Tree Academy	Extended		20		\$140,000			\$140,000
Bernalillo	Little Bigfoot Day School	Extended		19		\$133,000			\$133,000
Bernalillo	Little Corral	Extended		20		\$140,000			\$140,000
Bernalillo	Little Flower	Extended		20		\$140,000			\$140,000
Bernalillo	My Little Sunshine Academy	Extended		20		\$140,000	\$10,900		\$150,900
Bernalillo	My Little World	Extended		20		\$140,000	\$10,000		\$150,000
Bernalillo	Noah's Ark	Extended		164		\$1,148,000			\$1,148,000
Bernalillo	Parkside/TLC	Extended		100		\$700,000			\$700,000
Bernalillo	Peppermint Stick Preschool	Extended		20		\$140,000			\$140,000
Bernalillo	Play to Learn	Extended		31		\$217,000			\$217,000
Bernalillo	Precious Moments	Extended		76		\$532,000			\$532,000
Bernalillo	Salam Academy	Extended		14		\$98,000			\$98,000
Bernalillo	Southwest CC	Extended		90		\$630,000			\$630,000
Bernalillo	To'Hajiilee Community School	Extended		20		\$140,000			\$140,000

NM PreK Funding: Basic & Extended (4-Year-Old) Awards  
FY23

County	Program Name	Program Type	Basic Funded Slots	Extended Funded Slots	Basic Funding	Extended Funding	Transportation FY23	Start-Up Single Year Awarded FY23	FY23 Total Funding
Bernalillo	UNM Children's Campus	Extended		60		\$420,000			\$420,000
Bernalillo	Western Heights	Extended		30		\$210,000			\$210,000
Bernalillo	Wyoming Day School	Extended		20		\$140,000			\$140,000
Bernalillo	Kids World Coors LLC.	Extended		20		\$140,000	\$8,175	\$15,000	\$163,175
Bernalillo	New Mexico Early Learning Academy	Extended		20		\$140,000		\$15,000	\$155,000
Bernalillo	Rainbow Childcare	Extended		12		\$84,000	\$6,540	\$15,000	\$105,540
Bernalillo	La Esperanza	Extended		30		\$210,000			\$210,000
Bernalillo	La Petite	Extended		80		\$560,000			\$560,000
Bernalillo	PB & J	Extended		40		\$280,000	\$32,700		\$312,700
<b>Chavez County Totals</b>			<b>0</b>	<b>50</b>	<b>\$0</b>	<b>\$350,000</b>	<b>\$10,000</b>	<b>\$0</b>	<b>\$360,000</b>
Chavez	My Kiddos	Extended		10		\$70,000	\$5,000		\$75,000
Chavez	My Kiddos Too	Extended		20		\$140,000	\$5,000		\$145,000
Chavez	Tadpoles	Extended		20		\$140,000			\$140,000
<b>Curry County Totals</b>			<b>34</b>	<b>0</b>	<b>\$119,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
Curry	Future Generations	Basic	34		\$119,000			\$0	\$0
<b>Doña Ana County</b>			<b>44</b>	<b>765</b>	<b>\$154,000</b>	<b>\$5,355,000</b>	<b>\$34,640</b>	<b>\$30,000</b>	<b>\$5,419,640</b>
Doña Ana	Alpha School for Young Children	Basic	20		\$70,000				\$0
Doña Ana	Alpha School for Young Children	Extended		40		\$280,000			\$280,000
Doña Ana	Angel Home Child Care (Home Provider)	Basic	12		\$42,000		\$4,500		\$4,500
Doña Ana	Arcoiris	Extended		20		\$140,000			\$140,000
Doña Ana	Brilliant Bees	Extended		10		\$70,000	\$5,450		\$75,450
Doña Ana	Bumble Bee	Extended		20		\$140,000	\$5,450		\$145,450
Doña Ana	Chaparral Family Development Center	Extended		16		\$112,000			\$112,000
Doña Ana	Colonias Development Council	Extended		180		\$1,260,000			\$1,260,000
Doña Ana	The Children's Garden	Extended		20		\$140,000	\$4,200		\$144,200
Doña Ana	Cradles and Crayons	Extended		110		\$770,000			\$770,000
Doña Ana	Discovery PreK	Extended		20		\$140,000			\$140,000
Doña Ana	Gym Magic	Extended		16		\$112,000	\$3,500		\$115,500
Doña Ana	Jardin de los Niños	Extended		80		\$560,000			\$560,000
Doña Ana	Kids Kountry	Extended		20		\$140,000			\$140,000
Doña Ana	Little Amigos	Extended		27		\$189,000	\$5,000		\$194,000
Doña Ana	Little Footprints	Extended							

NM PreK Funding: Basic & Extended (4-Year-Old) Awards  
FY23

County	Program Name	Program Type	Basic Funded Slots	Extended Funded Slots	Basic Funding	Extended Funding	Transportation FY23	Start-Up Single Year Awarded FY23	FY23 Total Funding
66	Doña Ana	Little Playmates		60		\$420,000			\$420,000
67	Doña Ana	Little Tumbleweeds		20		\$140,000			\$140,000
68	Doña Ana	Mi Casita Feliz (Home Provider)	12		\$42,000		\$6,540		\$6,540
69	Doña Ana	NMSU		40		\$280,000			\$280,000
70	Doña Ana	St. Paul's CDC		20		\$140,000		\$15,000	\$155,000
71	Doña Ana	The Toy Box Preschool		36		\$252,000			\$252,000
72	Doña Ana	Charlotte's Place		10		\$70,000		\$15,000	\$85,000
73	<b>Grant County Totals</b>		<b>0</b>	<b>60</b>	<b>\$0</b>	<b>\$420,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$420,000</b>
74	Grant	WNMU Child Development Programs		60		\$420,000			\$420,000
75	<b>Lea County Totals</b>		<b>0</b>	<b>60</b>	<b>\$0</b>	<b>\$420,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$420,000</b>
76	Lea	Jungle Book		20		\$140,000			\$140,000
77	Lea	Wee Kids Kountry Klub		40		\$280,000			\$280,000
78	<b>Lincoln County Totals</b>		<b>0</b>	<b>20</b>	<b>\$0</b>	<b>\$140,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$140,000</b>
79	Lincoln	Little Paws		20		\$140,000			\$140,000
80	<b>Luna County Totals</b>		<b>0</b>	<b>65</b>	<b>\$0</b>	<b>\$455,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$455,000</b>
81	Luna	HELP NM		65		\$455,000			\$455,000
82	<b>McKinley County Totals</b>		<b>0</b>	<b>40</b>	<b>\$0</b>	<b>\$280,000</b>	<b>\$10,900</b>	<b>\$0</b>	<b>\$290,900</b>
83	McKinley	Little Folks Day Care Center, Inc.		20		\$140,000	\$10,900		\$150,900
84	McKinley	Rehoboth		20		\$140,000			\$140,000
85	<b>Otero County Totals</b>		<b>40</b>	<b>172</b>	<b>\$140,000</b>	<b>\$1,204,000</b>	<b>\$41,720</b>	<b>\$15,000</b>	<b>\$1,260,720</b>
86	Otero	Children in Need of Services Inc Big Brothers Big Sisters of Otero County		40		\$280,000			\$280,000
87	Otero	Children in Need of Services (CHINS)		40		\$280,000	\$30,520	\$15,000	\$325,520
88	Otero	Children's World		30		\$210,000	\$5,600		\$215,600
89	Otero	HELP NM	40		\$140,000				\$0
90	Otero	Kids Planet II		20		\$140,000	\$5,600		\$145,600
91	Otero	HELP NM		42		\$294,000			\$294,000
92	<b>Rio Arriba County Totals</b>		<b>0</b>	<b>91</b>	<b>\$0</b>	<b>\$637,000</b>	<b>\$3,815</b>	<b>\$0</b>	<b>\$640,815</b>
93	Rio Arriba	Creative Kids Childcare		20		\$140,000			\$140,000
94	Rio Arriba	Family Learning Center		20		\$140,000			\$140,000
95	Rio Arriba	Las Cumbres		31		\$217,000	\$3,815		\$220,815

NM PreK Funding: Basic & Extended (4-Year-Old) Awards  
FY23

County	Program Name	Program Type	Basic Funded Slots	Extended Funded Slots	Basic Funding	Extended Funding	Transportation FY23	Start-Up Single Year Awarded FY23	FY23 Total Funding
96	Rio Arriba	McCurdy Schools		20		\$140,000			\$140,000
97	<b>San Juan County Totals</b>		<b>0</b>	<b>216</b>	<b>\$0</b>	<b>\$1,512,000</b>	<b>\$24,525</b>	<b>\$0</b>	<b>\$1,536,525</b>
98	San Juan	3-D Enterprises		100		\$700,000	\$13,625		\$713,625
99	San Juan	Just Us Kids Preschool		80		\$560,000			\$560,000
100	San Juan	Kiddie Kamp		20		\$140,000	\$10,900		\$150,900
101	San Juan	PMS Farmington		16		\$112,000			\$112,000
102	<b>Sandoval County Totals</b>		<b>0</b>	<b>100</b>	<b>\$0</b>	<b>\$700,000</b>	<b>\$9,810</b>	<b>\$0</b>	<b>\$709,810</b>
103	Sandoval	La Esperanza		30		\$210,000			\$210,000
104	Sandoval	La Petite		40		\$280,000			\$280,000
105	Sandoval	Little Explorers		10		\$70,000	\$9,810		\$79,810
106	Sandoval	PB & J		20		\$140,000			\$140,000
107	<b>Santa Fe County Totals</b>		<b>0</b>	<b>66</b>	<b>\$0</b>	<b>\$462,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$462,000</b>
108	Santa Fe	Growing Up New Mexico		48		\$336,000			\$336,000
109	Santa Fe	Santa Fe CC Kids Campus		18		\$126,000			\$126,000
110	<b>Sierra County Totals</b>		<b>0</b>	<b>20</b>	<b>\$0</b>	<b>\$140,000</b>	<b>\$10,900</b>	<b>\$0</b>	<b>\$150,900</b>
111	Sierra	Apple Tree Education Center		20		\$140,000	\$10,900		\$150,900
112	<b>Socorro County Totals</b>		<b>0</b>	<b>18</b>	<b>\$0</b>	<b>\$126,000</b>	<b>\$2,550</b>	<b>\$0</b>	<b>\$128,550</b>
113	Socorro	Positive Outcomes		18		\$126,000	\$2,550		\$128,550
114	<b>Taos County Totals</b>		<b>0</b>	<b>49</b>	<b>\$0</b>	<b>\$343,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$343,000</b>
115	Taos	Anansi Day School		14		\$98,000			\$98,000
116	Taos	Inspire! Bilingual Early Learning Center		15		\$105,000			\$105,000
117	Taos	UNM Taos		20		\$140,000			\$140,000
118	<b>Valencia County Totals</b>		<b>0</b>	<b>126</b>	<b>\$0</b>	<b>\$882,000</b>	<b>\$22,885</b>	<b>\$0</b>	<b>\$904,885</b>
119	Valencia	Auntie Nikki's		20		\$140,000			\$140,000
120	Valencia	Little Angels		16		\$112,000	\$7,085		\$119,085
121	Valencia	Little Learners PLAY School		20		\$140,000	\$10,900		\$150,900
122	Valencia	Safe Site		40		\$280,000			\$280,000
123	Valencia	Sow N' Seed		10		\$70,000			\$70,000
124	Valencia	Watch Me Grow		20		\$140,000			\$140,000
125	<b>Statewide Totals</b>		<b>236</b>	<b>5431</b>	<b>\$826,000</b>	<b>\$38,017,000</b>	<b>\$426,805</b>	<b>\$135,000</b>	<b>\$38,578,805</b>

Source: ECECD

NM PreK Funding: Early Basic & Early Extended (3-Year-Old) Awards  
FY23

County	Program Name	Program Type	Sites	Early Basic Funded Slots	Early Extended Funded Slots	Early Basic Funding	Early Extended Funding	Transportation	Class-rooms for Start Up	Start-Up Single Year Awards	FY23 Total Funding
<b>Bernalillo County Totals</b>					<b>604</b>	<b>\$0</b>	<b>\$5,285,000</b>	<b>\$19,620</b>		<b>\$0</b>	<b>\$5,304,620</b>
Bernalillo	ABC Preschool - Sage	Early Extended			16		\$140,000				\$140,000
Bernalillo	ABC Preschool - Rio Rancho	Early Extended	1		16		\$140,000				\$140,000
Bernalillo	All Angels Episcopal Day School	Early Extended			16		\$140,000				\$140,000
Bernalillo	All Seasons Day School Inc.	Early Extended			16		\$140,000				\$140,000
Bernalillo	Alvarado Day School	Early Extended			16		\$140,000				\$140,000
Bernalillo	Child Co Day School Inc.	Early Extended	1		16		\$140,000				\$140,000
Bernalillo	Children's Promise Center	Early Extended			16		\$140,000				\$140,000
Bernalillo	City of Albuquerque	Early Extended	2		44		\$385,000				\$385,000
Bernalillo	Coronado Children's Center	Early Extended			32		\$280,000				\$280,000
Bernalillo	Kid's Planet	Early Extended			16		\$140,000	\$8,720			\$148,720
Bernalillo	Kidz Academy	Early Extended			16		\$140,000				\$140,000
Bernalillo	Learning Tree Academy	Early Extended	1		16		\$140,000				\$140,000
Bernalillo	Little Bigfoot Day School	Early Extended			16		\$140,000				\$140,000
Bernalillo	Little Corral	Early Extended			16		\$140,000				\$140,000
Bernalillo	Ms. Kelli's House	Early Extended			16		\$140,000				\$140,000
Bernalillo	My Little Sunshine Academy	Early Extended	1		16		\$140,000	\$10,900			\$150,900
Bernalillo	Noah's Ark	Early Extended			41		\$358,750				\$358,750
Bernalillo	Our Playce For Learning	Early Extended	1		16		\$140,000				\$140,000
Bernalillo	Parkside/TLC	Early Extended	5		32		\$280,000				\$280,000
Bernalillo	Play to Learn	Early Extended			13		\$113,750				\$113,750
Bernalillo	Precious Moments	Early Extended			26		\$227,500				\$227,500
Bernalillo	Salam Academy	Early Extended			13		\$113,750				\$113,750
Bernalillo	Southwest CC	Early Extended			32		\$280,000				\$280,000
Bernalillo	Southwest Child Care (FY23)	Early Extended			16		\$140,000				\$140,000
Bernalillo	Twins Learning Center	Early Extended	1		7		\$61,250				\$61,250
Bernalillo	UNM Children's Campus	Early Extended	1		48		\$420,000				\$420,000
Bernalillo	Western Heights	Early Extended			16		\$140,000				\$140,000
Bernalillo	YMCA of Central NM	Early Extended	2		12		\$105,000				\$105,000
Bernalillo	La Petite	Early Extended			32		\$280,000				\$280,000
<b>Chavez County Totals</b>					<b>40</b>	<b>\$0</b>	<b>\$350,000</b>	<b>\$9,360</b>		<b>\$0</b>	<b>\$359,360</b>
Chavez	My Kiddos	Early Extended			8		\$70,000	\$4,360			\$74,360
Chavez	My Kiddos Too	Early Extended			16		\$140,000	\$5,000			\$145,000
Chavez	Tadpoles	Early Extended			16		\$140,000				\$140,000

NM PreK Funding: Early Basic & Early Extended (3-Year-Old) Awards  
FY23

County	Program Name	Program Type	Sites	Early Basic Funded Slots	Early Extended Funded Slots	Early Basic Funding	Early Extended Funding	Transportation	Class-rooms for Start Up	Start-Up Single Year Awards	FY23 Total Funding
<b>Curry County Totals</b>				<b>30</b>		<b>\$131,250</b>	<b>\$0</b>	<b>\$0</b>		<b>\$0</b>	<b>\$0</b>
Curry	Future Generations	Early Basic		30		\$131,250					\$0
<b>Doña Ana County Totals</b>				<b>8</b>	<b>560</b>	<b>\$35,000</b>	<b>\$4,900,000</b>	<b>\$73,600</b>	<b>1</b>	<b>\$15,000</b>	<b>\$4,988,600</b>
Doña Ana	Alpha School (FY20)	Early Extended			32		\$280,000				\$280,000
Doña Ana	Alpha School (FY21)	Early Extended			16		\$140,000				\$140,000
Doña Ana	Angel Home Child Care (home)	Early Extended			12		\$105,000	\$6,540			\$111,540
Doña Ana	Brilliant Bees	Early Extended			16		\$140,000	\$4,360			\$144,360
Doña Ana	Bumble Bee - Early (FY20)	Early Extended			16		\$140,000	\$4,340			\$144,340
Doña Ana	Bumble Bee	Early Extended			16		\$140,000	\$8,720			\$148,720
Doña Ana	Chaparral Family Development Center Colonias Development Council	Early Extended			16		\$140,000				\$140,000
Doña Ana	The Children's Garden	Early Extended	6		96		\$840,000				\$840,000
Doña Ana	Cradles and Crayons	Early Extended	4		80		\$700,000	\$21,130			\$721,130
Doña Ana	Cri Cri	Early Basic	2	8		\$35,000		\$4,360			\$4,360
Doña Ana	Cri Cri (FY20)	Early Extended			8		\$70,000	\$4,300			\$74,300
Doña Ana	Discovery PreK	Early Extended			64		\$560,000				\$560,000
Doña Ana	Gym Magic	Early Extended			16		\$140,000				\$140,000
Doña Ana	Jardin de los Ninos	Early Extended			8		\$70,000	\$3,500			\$73,500
Doña Ana	Little Footprints	Early Extended			14		\$122,500	\$7,630			\$130,130
Doña Ana	Little Playmates (FY20)	Early Extended			24		\$210,000				\$210,000
Doña Ana	Little Playmates (FY21)	Early Extended			24		\$210,000				\$210,000
Doña Ana	Little Tumbleweeds	Early Extended			16		\$140,000				\$140,000
Doña Ana	New Mexico Children's First	Early Extended	1		16		\$140,000	\$8,720			\$148,720
Doña Ana	NMSU	Early Extended			14		\$122,500				\$122,500
Doña Ana	St. Paul's CDC	Early Extended			16		\$140,000				\$140,000
Doña Ana	The Toy Box Preschool	Early Extended			16		\$140,000				\$140,000
Doña Ana	The Toy Box 2	Early Extended	1		16		\$140,000				\$140,000
Doña Ana	Charlotte's Place	Early Extended	1		8		\$70,000		1	\$15,000	\$85,000
<b>Grant County Totals</b>					<b>69</b>	<b>\$0</b>	<b>\$603,750</b>	<b>\$0</b>		<b>\$0</b>	<b>\$603,750</b>
Grant	El Grito HS	Early Extended	2		21		\$183,750				\$183,750
Grant	WNMU Child Dev Programs (FY20)	Early Extended			32		\$280,000				\$280,000
Grant	WNMU Child Dev Programs (FY21)	Early Extended			16		\$140,000				\$140,000
<b>Lea County Totals</b>					<b>32</b>	<b>\$0</b>	<b>\$280,000</b>	<b>\$0</b>		<b>\$0</b>	<b>\$280,000</b>

NM PreK Funding: Early Basic & Early Extended (3-Year-Old) Awards  
FY23

County	Program Name	Program Type	Sites	Early Basic Funded Slots	Early Extended Funded Slots	Early Basic Funding	Early Extended Funding	Transportation	Class-rooms for Start Up	Start-Up Single Year Awards	FY23 Total Funding
67	Lea	Wee Kids Kountry Klub	Early Extended		32		\$280,000				\$280,000
68	<b>Luna County Totals</b>				47	\$0	\$411,250	\$0		\$0	\$411,250
69	Luna	HELP NM	Early Extended	2	31		\$271,250				\$271,250
70	Luna	His Kidz Learning Center	Early Extended	1	16		\$140,000				\$140,000
71	<b>McKinley County Totals</b>				32	\$0	\$280,000	\$8,720		\$0	\$288,720
72	McKinley	Little Folks Day Care Center, Inc.	Early Extended		16		\$140,000	\$8,720			\$148,720
73	McKinley	Rehoboth	Early Extended	1	16		\$140,000				\$140,000
74	<b>Otero County Totals</b>				44	\$0	\$385,000	\$11,200		\$0	\$396,200
75	Otero	Children's World	Early Extended		16		\$140,000	\$5,600			\$145,600
76	Otero	Kids Planet II	Early Extended		16		\$140,000	\$5,600			\$145,600
77	Otero	HELP NM	Early Extended		12		\$105,000				\$105,000
78	<b>Rio Arriba County Totals</b>				45	\$0	\$393,750	\$8,720		\$0	\$402,470
79	Rio Arriba	Creative Kids Childcare	Early Extended		16		\$140,000				\$140,000
80	Rio Arriba	Family Learning Center	Early Extended		16		\$140,000				\$140,000
81	Rio Arriba	Las Cumbres	Early Extended		13		\$113,750	\$8,720			\$122,470
82	<b>San Juan County Totals</b>				78	\$0	\$682,500	\$4,993		\$0	\$687,493
83	San Juan	3-D Enterprises	Early Extended	1	56		\$490,000	\$4,993			\$494,993
84	San Juan	3-D Enterprises (FY22)	Early Extended		22		\$192,500				\$192,500
85	<b>Sandoval County Totals</b>				32	\$0	\$280,000	\$0		\$0	\$280,000
86	Sandoval	La Esperanza	Early Extended		32		\$280,000				\$280,000
87	<b>Santa Fe County Totals</b>				76	\$0	\$665,000	\$0		\$0	\$665,000
88	Santa Fe	Growing Up New Mexico (FY21)	Early Extended		28		\$245,000				\$245,000
89	Santa Fe	Growing Up New Mexico (FY22)	Early Extended		16		\$140,000				\$140,000
90	Santa Fe	Santa Fe CC Kids Campus	Early Extended		32		\$280,000				\$280,000
91	<b>Sierra County Totals</b>				16	\$0	\$140,000	\$8,720		\$0	\$148,720
92	Sierra	Apple Tree Education Center	Early Extended		16		\$140,000	\$8,720			\$148,720
93	<b>Socorro County Totals</b>				16	\$0	\$140,000	\$5,450		\$0	\$145,450
94	Socorro	Positive Outcomes	Early Extended		16		\$140,000	\$5,450			\$145,450
95	<b>Taos County Totals</b>				38	\$0	\$332,500	\$0		\$0	\$332,500
96	Taos	Anansi Day School	Early Extended		14		\$122,500				\$122,500
97	Taos	Inspire! Bilingual Early Learning	Early Extended		8		\$70,000				\$70,000
98	Taos	UNM Taos	Early Extended		16		\$140,000				\$140,000
99	<b>Valencia County Totals</b>				152	\$0	\$1,330,000	\$30,520		\$0	\$1,360,520

NM PreK Funding: Early Basic & Early Extended (3-Year-Old) Awards  
FY23

County	Program Name	Program Type	Sites	Early Basic Funded Slots	Early Extended Funded Slots	Early Basic Funding	Early Extended Funding	Transportation	Class-rooms for Start Up	Start-Up Single Year Awards	FY23 Total Funding
100	Valencia	Auntie Nikki's	Early Extended		16		\$140,000				\$140,000
101	Valencia	La Vida Felicidad	Early Extended	1	16		\$140,000				\$140,000
102	Valencia	Little Angels	Early Extended		16		\$140,000	\$8,720			\$148,720
103	Valencia	Little Learners PLAY School	Early Extended		24		\$210,000	\$13,080			\$223,080
104	Valencia	Pearita's Playhouse	Early Extended	1	16		\$140,000	\$8,720			\$148,720
105	Valencia	Safe Site Youth Development Inc.	Early Extended		32		\$280,000				\$280,000
106	Valencia	Sow N' Seed	Early Extended		16		\$140,000				\$140,000
107	Valencia	The Wright Choice	Early Extended	1	16		\$140,000				\$140,000
108	<b>Statewide Totals</b>			76	3,158	\$332,500	\$27,632,500	\$342,186	2	\$30,000	\$28,004,686

Source: ECECD

NM PREK Funding: Mixed Age (3- and 4-Year-Old) Awards  
FY23

County	Program Name	Program Type	Mixed Basic Funded Slots	Mixed Extended Funded Slots	Mixed Basic Funding	Mixed Extended Funding	Transportation	Start-Up Single Year FY23 Awards	FY23 Total Funding
<b>Bernalillo County Totals</b>			<b>12</b>	<b>366</b>	<b>\$52,500</b>	<b>\$3,202,500</b>	<b>\$69,585</b>	<b>\$30,000</b>	<b>\$3,354,585</b>
Bernalillo	Caritas Felices	Mixed Extended		29		\$253,750	\$15,805		\$269,555
Bernalillo	Catapillar Clubhouse	Mixed Extended		16		\$140,000			\$140,000
Bernalillo	Catholic Charities	Mixed Extended		16		\$140,000			\$140,000
Bernalillo	Choices for Children	Mixed Extended		24		\$210,000			\$210,000
Bernalillo	CLN Kids, Inc.	Mixed Extended		16		\$140,000	\$8,720		\$148,720
Bernalillo	Downtown Child Care Center	Mixed Extended		8		\$70,000			\$70,000
Bernalillo	Egllys Rivero Medina (Home Provider)	Mixed Extended		8		\$70,000	\$4,000		\$74,000
Bernalillo	Kidz Academy	Mixed Extended		16		\$140,000			\$140,000
Bernalillo	KinderCare Learning Center #1493	Mixed Extended		16		\$140,000			\$140,000
Bernalillo	Little Flower	Mixed Extended		15		\$131,250			\$131,250
Bernalillo	Mis Conjuntos (Home Provider)	Mixed Basic	12		\$52,500				\$52,500
Bernalillo	Mother's Day Out	Mixed Extended		16		\$140,000			\$140,000
Bernalillo	Ms. Kelli's House	Mixed Extended		16		\$140,000			\$140,000
Bernalillo	Ms. Kelli's House	Mixed Extended		16		\$140,000			\$140,000
Bernalillo	Presbyterian Ear Institute	Mixed Extended		18		\$157,500			\$157,500
Bernalillo	Rios Family Child Care (Home Provider)	Mixed Extended		8		\$70,000	\$4,000		\$74,000
Bernalillo	Sunflower Learning Center	Mixed Extended		12		\$105,000			\$105,000
Bernalillo	Wyoming Day School (Albuquerque Nursery School)	Mixed Extended		16		\$140,000			\$140,000
Bernalillo	YDI - Centro de Amor	Mixed Extended		48		\$420,000	\$26,160		\$446,160
Bernalillo	YMCA of Central NM	Mixed Extended		16		\$140,000			\$140,000
Bernalillo	Yoli's Childcare (Home Provider)	Mixed Extended		8		\$70,000	\$4,360		\$74,360
Bernalillo	Happy Face Academy	Mixed Extended		12		\$105,000	\$6,540	\$15,000	\$126,540
Bernalillo	Little Butterflies	Mixed Extended		16		\$140,000		\$15,000	\$155,000
<b>Chavez County Totals</b>			<b>0</b>	<b>32</b>	<b>\$0</b>	<b>\$280,000</b>	<b>\$10,000</b>	<b>\$0</b>	<b>\$290,000</b>
Chavez	My Kiddos Too/My Kiddos	Mixed Extended		32		\$280,000	\$10,000		\$290,000
<b>Cibola County Totals</b>			<b>0</b>	<b>10</b>	<b>\$0</b>	<b>\$87,500</b>	<b>\$0</b>	<b>\$0</b>	<b>\$87,500</b>
Cibola	St. Joseph's Mission	Mixed Extended		10		\$87,500			\$87,500
<b>Curry County Totals</b>			<b>0</b>	<b>6</b>	<b>\$0</b>	<b>\$52,500</b>	<b>\$3,270</b>	<b>\$0</b>	<b>\$55,770</b>

NM PREK Funding: Mixed Age (3- and 4-Year-Old) Awards  
FY23

County	Program Name	Program Type	Mixed Basic Funded Slots	Mixed Extended Funded Slots	Mixed Basic Funding	Mixed Extended Funding	Transportation	Start-Up Single Year FY23 Awards	FY23 Total Funding
Curry	Charles N Brown dba Nathan Home Child Care	Mixed Extended		6		\$52,500	\$3,270		\$55,770
<b>Doña Ana County Totals</b>			<b>0</b>	<b>277</b>	<b>\$0</b>	<b>\$2,423,750</b>	<b>\$28,435</b>	<b>\$7,500</b>	<b>\$2,459,685</b>
Doña Ana	Alpha School for Young Children	Mixed Extended		8		\$70,000			\$70,000
Doña Ana	Athena Olivia Nevarez dba Playtime Day Care (Home Provider)	Mixed Extended		6		\$52,500			\$52,500
Doña Ana	Best of the Southwest Daycare (Home)	Mixed Extended		4		\$35,000			\$35,000
Doña Ana	Bumble Bee	Mixed Extended		16		\$140,000	\$8,720		\$148,720
Doña Ana	Chaparal Family Development Center Colonias Development Council	Mixed Extended		16		\$140,000			\$140,000
Doña Ana	The Children's Garden	Mixed Extended		64		\$560,000			\$560,000
Doña Ana	Children's Playhouse	Mixed Extended		16		\$140,000			\$140,000
Doña Ana	Discovery Prek	Mixed Extended		8		\$70,000			\$70,000
Doña Ana	Gym Magic	Mixed Extended		16		\$140,000			\$140,000
Doña Ana	Gym Magic	Mixed Extended		16		\$140,000			\$140,000
Doña Ana	Kids Quest Academy	Mixed Extended		16		\$140,000			\$140,000
Doña Ana	Little Footprints	Mixed Extended		16		\$140,000	\$5,000		\$145,000
Doña Ana	Little Playmates	Mixed Extended		32		\$280,000			\$280,000
Doña Ana	Mi Casita Feliz (Home Provider)	Mixed Extended		12		\$105,000	\$6,540		\$111,540
Doña Ana	Pequenuelos Learning Academy (Home Provider)	Mixed Extended		8		\$70,000	\$4,360		\$74,360
Doña Ana	The Tiny Station	Mixed Extended		16		\$140,000			\$140,000
Doña Ana	Anita Coles (Home Provider)	Mixed Extended		7		\$61,250	\$3,815	\$7,500	\$72,565
<b>Eddy County Totals</b>			<b>0</b>	<b>48</b>	<b>\$0</b>	<b>\$420,000</b>	<b>\$6,540</b>	<b>\$0</b>	<b>\$426,540</b>
Eddy	Carousel Learning Center	Mixed Extended		16		\$140,000	\$6,540		\$146,540
Eddy	Little Castle Learning	Mixed Extended		32		\$280,000			\$280,000
<b>Grant County Totals</b>			<b>0</b>	<b>32</b>	<b>\$0</b>	<b>\$280,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$280,000</b>
Grant	Guadalupe Montessori (FY21)	Mixed Extended		16		\$140,000			\$140,000
Grant	Guadalupe Montessori (FY23)	Mixed Extended		16		\$140,000			\$140,000
<b>Lincoln County Totals</b>			<b>0</b>	<b>16</b>	<b>\$0</b>	<b>\$140,000</b>	<b>\$8,720</b>	<b>\$0</b>	<b>\$148,720</b>
Lincoln	Rocking Horse	Mixed Extended		16		\$140,000	\$8,720		\$148,720
<b>McKinley County Totals</b>			<b>0</b>	<b>16</b>	<b>\$0</b>	<b>\$140,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$140,000</b>
McKinley	Rehoboth	Mixed Extended		16		\$140,000			\$140,000

NM PreK Funding: Mixed Age (3- and 4-Year-Old) Awards  
FY23

County	Program Name	Program Type	Mixed Basic Funded Slots	Mixed Extended Funded Slots	Mixed Basic Funding	Mixed Extended Funding	Transportation	Start-Up Single Year FY23 Awards	FY23 Total Funding
59	<b>Otero County Totals</b>		0	28	\$0	\$245,000	\$30,520	\$15,000	\$290,520
60	Otero	Mixed Extended		28		\$245,000	\$30,520	\$15,000	\$290,520
61	<b>San Juan County Totals</b>		0	92	\$0	\$805,000	\$10,900	\$7,500	\$823,400
62	San Juan	Mixed Extended		16		\$140,000	\$10,900		\$150,900
63	San Juan	Mixed Extended		36		\$315,000			\$315,000
64	San Juan	Mixed Extended		40		\$350,000		\$7,500	\$357,500
65	<b>San Miguel County Totals</b>		0	16	\$0	\$140,000	\$0	\$0	\$140,000
66	San Miguel	Mixed Extended		16		\$140,000			\$140,000
67	<b>Sandoval County Totals</b>		0	67	\$0	\$586,250	\$22,890	\$15,000	\$624,140
68	Sandoval	Mixed Extended		12		\$105,000		\$15,000	\$120,000
69	Sandoval	Mixed Extended		15		\$131,250			\$131,250
70	Sandoval	Mixed Extended		16		\$140,000	\$9,810		\$149,810
71	Sandoval	Mixed Extended		24		\$210,000	\$13,080		\$223,080
72	<b>Santa Fe County Totals</b>		0	110	\$0	\$962,500	\$5,450	\$22,500	\$990,450
73	Santa Fe	Mixed Extended		16		\$140,000			\$140,000
74	Santa Fe	Mixed Extended		12		\$105,000			\$105,000
75	Santa Fe	Mixed Extended		16		\$140,000			\$140,000
76	Santa Fe	Mixed Extended		24		\$210,000		\$7,500	\$217,500
77	Santa Fe	Mixed Extended		16		\$140,000			\$140,000
78	Santa Fe	Mixed Extended		10		\$87,500	\$5,450		\$92,950
79	Santa Fe	Mixed Extended		16		\$140,000		\$15,000	\$155,000
80	<b>Torrance County Totals</b>		0	48	\$0	\$420,000	\$8,720	\$0	\$428,720
81	Santa Fe/Tor	Mixed Extended		48		\$420,000	\$8,720		\$428,720
82	<b>Sierra County Totals</b>		0	16	\$0	\$140,000	\$8,720	\$0	\$148,720
83	Sierra	Mixed Extended		16		\$140,000	\$8,720		\$148,720
84	<b>Valencia County Totals</b>		0	141	\$0	\$1,233,750	\$13,620	\$0	\$1,247,370
85	Valencia	Mixed Extended		48		\$420,000			\$420,000
86	Valencia	Mixed Extended		16		\$140,000			\$140,000
87	Valencia	Mixed Extended		16		\$140,000			\$140,000
88	Valencia	Mixed Extended		16		\$140,000			\$140,000
89	Valencia	Mixed Extended		13		\$113,750	\$4,900		\$118,650

NM PreK Funding: Mixed Age (3- and 4-Year-Old) Awards  
FY23

County	Program Name	Program Type	Mixed Basic Funded Slots	Mixed Extended Funded Slots	Mixed Basic Funding	Mixed Extended Funding	Transportation	Start-Up Single Year FY23 Awards	FY23 Total Funding
90	Valencia	Mixed Extended		16		\$140,000			\$140,000
91	Valencia	Mixed Extended		16		\$140,000	\$8,720		\$148,720
92	<b>STATEWIDE TOTALS</b>		12	2276	\$52,500	\$19,915,000	\$385,155	\$165,000	\$20,517,655

Source: ECECD

# Average Returning Teacher Salaries

# Average Returning Teacher Salaries

Average Returning Teachers' Salaries, FY23

School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY22 All Teachers	Percentage Increase	Average Years of Experience of All Teachers
<b>SCHOOL DISTRICTS</b>							
1 Alamogordo Public Schools	\$50,069	\$60,028	\$70,034	\$60,390	\$52,401	15%	12.0
2 Albuquerque Public Schools	\$50,636	\$60,788	\$70,793	\$62,970	\$61,000	3%	12.0
3 Animas Public Schools	\$50,031	\$60,210	\$70,625	\$62,492	\$57,558	9%	13.0
4 Artesia Public Schools	\$50,200	\$61,806	\$75,200	\$63,324	\$54,127	17%	15.0
5 Aztec Municipal Schools	\$51,353	\$64,335	\$73,975	\$64,211	\$52,691	22%	14.0
6 Belen Consolidated Schools	\$52,191	\$63,033	\$75,407	\$65,427	\$61,761	6%	14.0
7 Bernalillo Public Schools	\$53,486	\$66,789	\$77,525	\$69,813	\$64,488	8%	18.7
8 Bloomfield Schools	\$50,501	\$61,232	\$71,258	\$62,306	\$51,803	20%	13.5
9 Capitán Municipal Schools	\$50,001	\$60,047	\$70,024	\$61,753	\$53,499	15%	16.9
10 Carlsbad Municipal Schools	\$55,154	\$71,031	\$84,953	\$73,235	\$62,974	16%	12.7
11 Carrizozo Municipal Schools	\$50,200	\$62,300	\$75,175	\$64,569	\$58,973	9%	3.1
12 Central Consolidated Schools	\$56,346	\$69,075	\$83,085	\$69,655	\$56,480	23%	2.3
13 Chama Valley Independent Schools	\$50,140	\$60,063	\$70,037	\$60,078	\$57,800	4%	13.2
14 Cimarron Municipal Schools	\$50,002	\$60,009	\$70,007	\$62,597	\$53,718	17%	18.5
15 Clayton Municipal Schools	\$50,505	\$63,219	\$73,078	\$61,191	\$52,129	17%	14.0
16 Cloudcroft Municipal Schools	\$50,003	\$61,057	\$71,590	\$64,927	\$54,936	18%	14.2
17 Clovis Municipal Schools	\$50,347	\$61,803	\$72,373	\$62,202	\$55,514	12%	17.4
18 Cobre Consolidated Schools	\$50,000	\$63,334	\$73,888	\$64,885	\$60,000	8%	31.0
19 Corona Municipal Schools		\$60,021	\$70,132	\$65,398	\$61,521	6%	22.1
20 Cuba Independent Schools	\$55,261	\$67,694	\$74,612	\$66,808	\$61,277	9%	3.3
21 Deming Public Schools	\$52,005	\$66,970	\$75,645	\$65,879	\$53,560	23%	11.2
22 Des Moines Municipal Schools	\$50,005	\$60,427	\$70,345	\$64,247	\$52,603	22%	1.8
23 Dexter Consolidated Schools	\$50,704	\$63,564	\$75,234	\$64,507	\$52,751	22%	2.3
24 Dora Municipal Schools	\$50,500	\$61,350	\$71,485	\$65,172	\$60,036	9%	20.4
25 Dulce Independent Schools	\$56,105	\$67,427	\$69,156	\$70,771	\$61,120	16%	17.2
26 Elida Municipal Schools	\$50,096	\$62,456	\$78,278	\$66,681	\$57,101	17%	13.7
27 Española Public Schools	\$51,951	\$62,127	\$72,389	\$63,833	\$55,019	16%	14.7
28 Estancia Municipal Schools	\$50,367	\$64,670	\$74,901	\$66,597	\$54,520	22%	1.6
29 Eunice Municipal Schools		\$62,974	\$72,000	\$63,843	\$59,450	7%	14.9
30 Farmington Municipal Schools	\$50,329	\$63,544	\$75,649	\$64,792	\$57,414	13%	14.0
31 Floyd Municipal Schools	\$53,216	\$62,715	\$71,505	\$63,548	\$56,657	12%	18.4
32 Fort Sumner Municipal Schools	\$51,383	\$62,846	\$74,244	\$62,424	\$52,775	18%	2.7
33 Gadsden Independent Schools	\$52,816	\$63,380	\$73,966	\$64,154	\$55,418	16%	2.8
34 Gallup McKinley County Schools	\$50,005	\$60,681	\$70,046	\$61,849	\$57,217	8%	14.5
35 Grady Municipal Schools	\$50,097	\$60,275	\$70,198	\$60,831	\$54,028	13%	15.4
36							

Average Returning Teachers' Salaries, FY23

School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY22 All Teachers	Percentage Increase	Average Years of Experience of All Teachers
37 Grants Cibola County Schools	\$51,688	\$63,031	\$74,177	\$63,548	\$53,870	18%	13.8
38 Hagerman Municipal Schools	\$50,625	\$62,520	\$74,850	\$65,289	\$53,811	21%	23.8
39 Hatch Valley Public Schools	\$51,782	\$66,521	\$77,386	\$67,100	\$54,493	23%	2.6
40 Hobbs Municipal Schools	\$56,288	\$69,139	\$80,870	\$70,476	\$63,181	12%	12.2
41 Hondo Valley Public Schools	\$55,261	\$67,694	\$74,612	\$66,808	\$55,714	20%	18.3
42 House Municipal Schools	\$52,005	\$66,970	\$75,645	\$65,879	\$57,720	14%	19.3
43 Jai Public Schools	\$50,005	\$60,427	\$70,345	\$64,247	\$61,820	4%	12.0
44 Jemez Mountain Public Schools	\$53,216	\$62,715	\$71,505	\$63,548	\$57,165	11%	7.3
45 Jemez Valley Public Schools	\$51,383	\$62,846	\$74,244	\$62,424	\$53,898	16%	13.1
46 Lake Arthur Municipal Schools	\$50,031	\$60,210	\$70,625	\$62,492	\$49,818	25%	16.5
47 Las Cruces Public Schools	\$53,519	\$65,191	\$75,359	\$65,838	\$54,066	22%	12.3
48 Las Vegas City Public Schools	\$52,790	\$63,401	\$73,976	\$65,647	\$54,319	21%	3.7
49 Logan Municipal Schools	\$50,026	\$63,400	\$72,912	\$68,273	\$58,533	17%	2.0
50 Lordsburg Municipal Schools	\$50,306	\$60,993	\$70,612	\$64,292	\$52,617	22%	3.3
51 Los Alamos Public Schools	\$50,955	\$61,413	\$71,503	\$63,733	\$57,957	10%	5.0
52 Los Lunas Public Schools	\$53,944	\$64,027	\$74,692	\$65,961	\$56,639	16%	11.9
53 Loving Municipal Schools	\$51,254	\$65,946	\$77,729	\$66,914	\$58,689	14%	13.9
54 Lovington Municipal Schools	\$56,042	\$72,742	\$85,365	\$75,639	\$68,569	10%	3.5
55 Magdalena Municipal Schools	\$50,016	\$60,398	\$70,088	\$62,352	\$52,179	19%	5.5
56 Maxwell Municipal Schools		\$62,508	\$73,628	\$68,068	\$60,053	13%	18.2
57 Melrose Public Schools		\$61,054	\$71,266	\$64,276	\$56,992	13%	5.0
58 Mesa Vista Consolidated Schools	\$50,700	\$63,284	\$72,450	\$62,307	\$56,066	11%	20.6
59 Mora Independent Schools	\$50,811	\$70,164	\$81,546	\$67,830	\$51,916	31%	3.4
60 Moriarty Municipal Schools	\$53,821	\$64,395	\$74,729	\$65,395	\$56,010	17%	2.1
61 Mosquero Municipal Schools	\$51,000	\$69,250	\$72,500	\$64,500	\$51,178	26%	2.5
62 Mountainair Public Schools	\$50,935	\$63,479	\$72,000	\$63,049	\$54,094	17%	11.9
63 Pecos Independent Schools	\$55,375	\$67,170	\$77,348	\$67,024	\$57,178	17%	6.3
64 Penasco Independent Schools	\$53,155	\$64,254	\$75,873	\$66,761	\$56,129	19%	6.4
65 Pojoaque Valley Public Schools	\$50,078	\$60,820	\$70,363	\$61,237	\$53,397	15%	2.8
66 Portales Municipal Schools	\$50,266	\$62,725	\$72,303	\$63,484	\$56,399	13%	13.4
67 Quemado Independent Schools	\$50,375	\$61,520	\$73,621	\$64,092	\$55,357	16%	16.4
68 Questa Independent Schools	\$50,237	\$63,458	\$71,598	\$63,117	\$51,562	22%	1.5
69 Raton Public Schools	\$50,745	\$63,221	\$72,000	\$63,178	\$56,965	11%	13.6
70 Reserve Public Schools	\$50,150	\$60,216	\$70,550	\$65,410	\$55,758	17%	3.7
71 Rio Rancho Public Schools	\$52,795	\$63,389	\$73,923	\$66,423	\$54,503	22%	2.6
72 Roswell Independent Schools	\$56,242	\$68,065	\$81,400	\$67,689	\$55,904	21%	12.1



Average Returning Teachers' Salaries, FY23

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

Average Returning Teachers' Salaries, FY23

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

Average Returning Teachers' Salaries, FY23

School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY22 All Teachers	Percentage Increase	Average Years of Experience of All Teachers
<b>Aztec</b>							
Mosaic Academy Charter		\$60,293	\$70,132	\$65,915	\$53,853,77	22%	7.6
<b>Carlsbad</b>							
Jefferson Montessori Academy	\$53,018	\$65,933	\$80,316	\$61,192	\$53,092,93	15%	11.5
Pecos Connections Academy	\$54,201	\$65,200	\$77,308	\$66,183	\$57,222	16%	4.0
<b>Central</b>							
Dream Dine Charter School		\$63,750		\$63,750	\$56,108	14%	12.0
<b>Cimarron</b>							
Moreno Valley High School	\$31,214		\$60,200	\$48,631			14.6
<b>Deming</b>							
Deming Cesar Chavez Charter High	\$50,400	\$64,600	\$71,200	\$65,533	\$57,535	14%	15.0
<b>Espanola</b>							
La Tierra Montessori School							
McCurdy Charter School							
<b>Gallup-Mckinley County</b>							
Dzit Dit Lool DEAP	\$52,782			\$52,782	\$63,102	-16%	5.0
Hozho Academy	\$57,086	\$69,119	\$80,513	\$62,616	\$48,922	28%	7.9
Middle College High School	\$54,477	\$74,102	\$78,063	\$68,880	\$65,125	6%	9.0
Six Directions Indigenous School	\$50,100	\$61,500	\$71,000	\$60,867	\$49,015	24%	17.2
<b>Jemez Valley</b>							
San Diego Riverside		\$68,333	\$78,433	\$73,383	\$50,737	45%	8.5
Walatowa Charter High School		\$65,008	\$78,149	\$71,579	\$53,922	33%	10.2
<b>Las Cruces</b>							
Alma D'Arte Charter	\$55,807	\$63,800	\$73,898	\$66,796	\$60,912	10%	22.6
J Paul Taylor Academy	\$52,777	\$63,333	\$73,888	\$64,292	\$53,096	21%	12.3
La Academia Dolores Huerta	\$52,777	\$64,209	\$74,885	\$62,173	\$58,529	6%	21.4
Las Montañas Charter		\$61,699	\$73,901	\$69,725	\$57,000	22%	15.2
New America School - Las Cruces	\$52,777		\$63,333	\$55,416	\$53,618	3%	6.4
<b>Los Lunas</b>							
School of Dreams Academy	\$54,514	\$68,124	\$78,618	\$69,782	\$55,157	27%	14.2
<b>Moriarty</b>							
Estancia Valley Classical Academy	\$50,499	\$62,161	\$72,973	\$61,593	\$52,583	17%	11.1
<b>Roswell</b>							
Sidney Gutierrez Middle School	\$56,440	\$78,601	\$87,017	\$76,861	\$64,246	20%	16.3
<b>Questa</b>							
Red River Valley Charter School		\$65,730	\$74,215	\$71,820	\$57,273	25%	12.5

Average Returning Teachers' Salaries, FY23

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

\*Blank spaces data not provided by PED

Source: PED

**Public Schools Insurance Authority  
Health Insurance Premiums**

Monthly Premiums, Plan Year Beginning October 2022

		Single	Two Party	Family
BlueCross BlueShield High Option	Employee	\$344.16	\$654.52	\$874.18
	Employer	\$516.24	\$981.78	\$1,311.30
	Total	\$860.40	\$1,636.30	\$2,185.48

BlueCross BlueShield Low Option	Employee	\$238.60	\$453.80	\$606.14
	Employer	\$357.92	\$680.72	\$909.22
	Total	\$596.52	\$1,134.52	\$1,515.36

Blue Cross EPO Option	Employee	\$309.74	\$589.06	\$786.76
	Employer	\$464.60	\$883.58	\$1,180.14
	Total	\$774.34	\$1,472.64	\$1,966.90

Presbyterian High Option	Employee	\$278.30	\$584.40	\$779.26
	Employer	\$417.46	\$876.62	\$1,168.92
	Total	\$695.76	\$1,461.02	\$1,948.18

Presbyterian Low Option	Employee	\$192.98	\$405.20	\$540.30
	Employer	\$289.48	\$607.82	\$810.46
	Total	\$482.46	\$1,013.02	\$1,350.76

Cigna High Option	Employee	\$328.62	\$634.36	\$850.26
	Employer	\$492.92	\$951.56	\$1,275.40
	Total	\$821.54	\$1,585.92	\$2,125.66

Cigna Low Option	Employee	\$228.90	\$441.88	\$592.26
	Employer	\$343.36	\$662.82	\$888.42
	Total	\$572.26	\$1,104.70	\$1,480.68

Source: NMPSIA

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

**Albuquerque Public Schools  
Health Insurance Premiums**

Monthly Premiums, Plan Year Beginning January 2023

		Single	Two Party	Family
BlueCross BlueShield	Employee	\$230.26	\$460.52	\$621.70
	Employer	\$345.39	\$690.78	\$932.55
	Total	\$575.65	\$1,151.30	\$1,554.25

Presbyterian	Employee	\$241.76	\$483.56	\$652.80
	Employer	\$362.64	\$725.34	\$979.20
	Total	\$604.40	\$1,208.90	\$1,632.00

Cigna	Employee	\$237.16	\$474.32	\$640.36
	Employer	\$355.74	\$711.48	\$960.54
	Total	\$592.90	\$1,185.80	\$1,600.90

Source: APS

Reported premiums are for employees earning more than \$55 thousand annually. For employees earning less than \$55 thousand, the employer pays a larger share of the premium.

CAPITAL OUTLAY FUNDING

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

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

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

1. All districts are eligible to apply regardless of percentage of indebtedness;
2. Funding must be determined by using the statewide adequacy standards and the PSCOC must apply the standards to charter schools to the same extent;
3. The PSCOC must establish criteria to be used in public school capital outlay projects that receive grant assistance from Public School Capital Outlay Act;
4. No more than 10% of the combined total grants in a funding cycle shall be used for retrofitting existing facilities for technology infrastructure;
5. A formula will be used to determine the percentage participation of the state and the districts in the standards-based capital outlay process for projects approved by the council and must be funded within available resources in accordance with the funding formula;
6. Capital outlay grant awards made by the PSCOC will be reduced by a percentage of direct appropriations for capital outlay projects received by a school district. The amount of the reduction will be determined by the state-local match formula, and will equal the direct legislative appropriation percentage amount for the school district multiplied by the amount of the direct appropriations for individual school projects;
  - A) An appropriation is deemed to be accepted, for projects appropriated prior to 2010, unless written notification to reject the appropriation is received by DFA & PED;
  - B) The total offset should exclude any appropriation previously made to the subject school district that is reauthorized for expenditure by another recipient;
  - C) The total shall exclude one-half of the amount of any appropriation made or reauthorized after January 1, 2007 if the purpose of the appropriation or reauthorization is to fund, in whole or in part, a capital outlay project that, when prioritized by the council pursuant to this section either in the immediately preceding funding cycle or in the current funding cycle, ranked in the top 150 projects statewide;
  - D) The total shall exclude the proportionate share of any appropriation made or reauthorized after January 1, 2008 for a capital project that will be jointly used by a governmental entity other than the subject school district. Pursuant to criteria adopted by rule of the council and based upon the proposed use of the capital project, the council shall determine the proportionate share to be used by the governmental entity and excluded from the total;

- E) Unless the grant award is made to the state-chartered charter school or unless the appropriation was previously used to calculate a reduction pursuant to this paragraph, the total shall exclude appropriations made after January 1, 2007 for non-operating purposes of a specific state-chartered charter school, regardless of whether the charter school is a state-chartered charter school at the time of the appropriation or later opts to become a state-chartered charter school;
7. "Subject school district," means the school district that has submitted the application for funding in which the approved PSCOC project will be located;
8. In those instances in which a school district has used all of its local resources, the PSCOC may fund up to the total amount of the project;
9. No application for grant assistance from the fund will be approved unless the PSCOC determines that:
  - A) The capital outlay project is needed and is included in the school districts five-year facilities plan among 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 sections 22-24-5.1 NMSA 1978.

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

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

1. The portion of the cost of the project to be paid from the fund shall be calculated pursuant to Paragraph (5) of Subsection B of Section 22-24-5 NMSA 1978 using data from the school district in which the state-chartered charter school is located;
2. In calculating a reduction pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978, the amount to be used in Subparagraph (a) of that paragraph shall equal the total of all legislative appropriations made after January 1, 2007 for non-operating expenses either directly to the charter school or to another governmental entity for the purpose of passing the money through directly to the charter school, regardless of whether the charter school was a state-chartered charter school at the time of the appropriation or later opted to become a state-chartered charter school, except that the total shall not include any such appropriation if, before the charter school became a state-chartered charter school, the

appropriation was previously used to calculate a reduction pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978; and

3. The amount to be used in Subsection B of that paragraph shall equal the total of all federal money received by the charter school for non-operating purposes pursuant to Title XIV of the American Recovery and Reinvestment Act of 2009, regardless of whether the charter school was a state-chartered charter school at the time of receiving the federal money or later opted to become a state-chartered charter school, except that the total shall not include any such federal money if, before the charter school became a state-chartered charter school, the money was previously used to calculate a reduction pursuant to Paragraph (6) of Subsection B of Section 22-24-5 NMSA 1978; and
4. If the council determines that the state-chartered charter school does not have the resources to pay all or a portion of the total cost of the capital outlay project that is not funded with grant assistance from the fund, to the extent that money is available in the charter school capital outlay fund, the council shall make an award from that fund for the remaining amount necessary to pay for the project. The council may establish, by rule, a procedure for determining the amount of resources available to the charter school and the amount needed from the charter school capital outlay fund.

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

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

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

An individual school district may only use SB-9 funds for any or all of these purposes as stated in the school district’s individual resolution. The Public School Capital Improvements Act contains provisions that provide a school district with a minimum level of funding. This minimum level of funding or “program guarantee” is calculated by multiplying a school district’s 40<sup>th</sup> 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.

On or after July 1, 2009, a resolution submitted to the qualified electors pursuant to Subsection A of 22-25-3 NMSA 1978 shall include capital improvements funding for a locally chartered or state-chartered charter school located within the school district if;

1. The charter school timely provides the necessary information to the school district for inclusion in the resolution that identifies the capital improvements of the charter school for which the revenue proposed to be produced will be used.

**Direct Legislative Appropriations:** Direct Legislative Appropriations for capital outlay project funding are targeted for specific projects within the school district. Specific legislators sponsor these projects. Projects funded from these specific appropriations have become more sparsely used in recent years due to the shortfall. These allocations are funded by the general fund or from the proceeds of the sale of severance tax bonds.

**Local General Obligation Bonds:** Local school districts may issue general obligation bonds for the purpose of erecting, remodeling, making additions to and furnishing school buildings, or purchasing or improving school grounds, 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.

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

**The Public School Buildings Act:** This Act, commonly referred to as HB-33, allows districts to impose a tax not to exceed 10-mills for a maximum of six years on the net taxable value of property upon approval of qualified voters. "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 limitations and restrictions associated with this act: (1) the authorized tax rate made under the Public Buildings Act, when added to the tax rates for servicing the debt of the school district and the rate authorized under the Public School Capital Improvements Act, cannot exceed 15-mills. If it does exceed 15-mills, the rate authorized under the Public School Buildings Act will be adjusted downward to compensate; and (2) the revenues generated from the Public School Buildings Act are only to be used for specific capital improvements (as defined above). This funding mechanism is most useful for districts with high-assessed valuation and low bonded indebtedness.

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

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

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

1. There is no legal obligation for the school district or charter school to continue the lease from year to year or to purchase the real property;

2. The agreement provides that the lease shall be terminated if sufficient money is not available to meet the current lease payments.

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

1. money from the school district's general fund;
2. investment income actually received from investments;
3. proceeds from taxes imposed to pay school district general obligation bonds or taxes imposed pursuant to the Public School Capital Improvements Act [22-25-1 NMSA 1978], the Public School Buildings Act [22-26-1 NMSA 1978] or the Educational Technology Equipment Act [6-15A-1 NMSA 1978];
4. loans, grants or lease payments received from the public school capital outlay council pursuant to the Public School Capital Outlay Act [22-24-1 NMSA 1978];
5. state distributions to the school district pursuant to the Public School Improvements Act;
6. fees or assessments received by the school district;
7. proceeds from the sale of real property and rental income received from the rental or leasing of school district property;
8. grants from the federal government as assistance to those areas affected by federal activity authorized in accordance with Title 20 of the United States Code, commonly known as "PL 874 funds" or "impact aid";
9. revenues from the tax authorized pursuant to Sections 8 through 12 [22-26A-8 through 22-26A-12 NMSA 1978] of the Public School Lease Purchase Act, if proposed by the local school board and approved by the voters; and
10. legislative appropriations.

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.

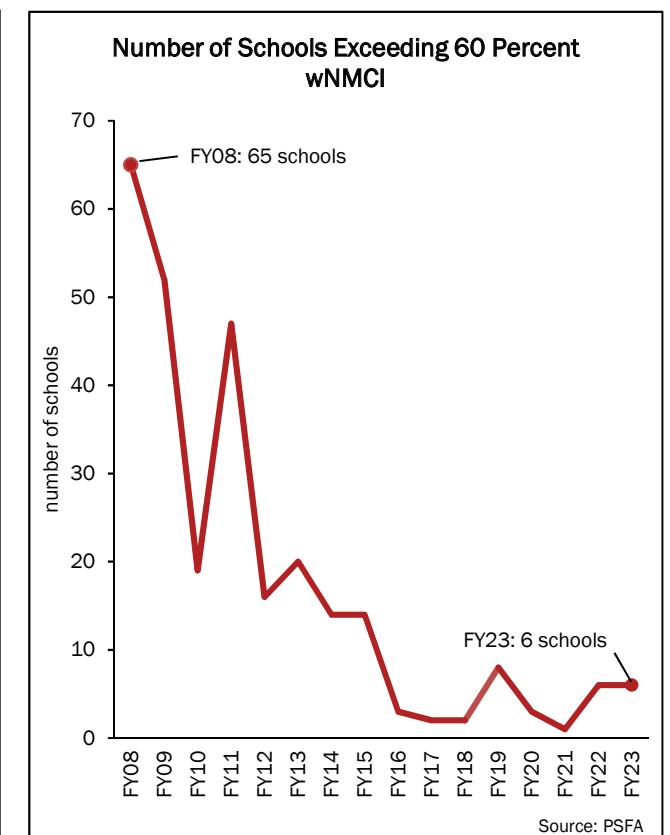
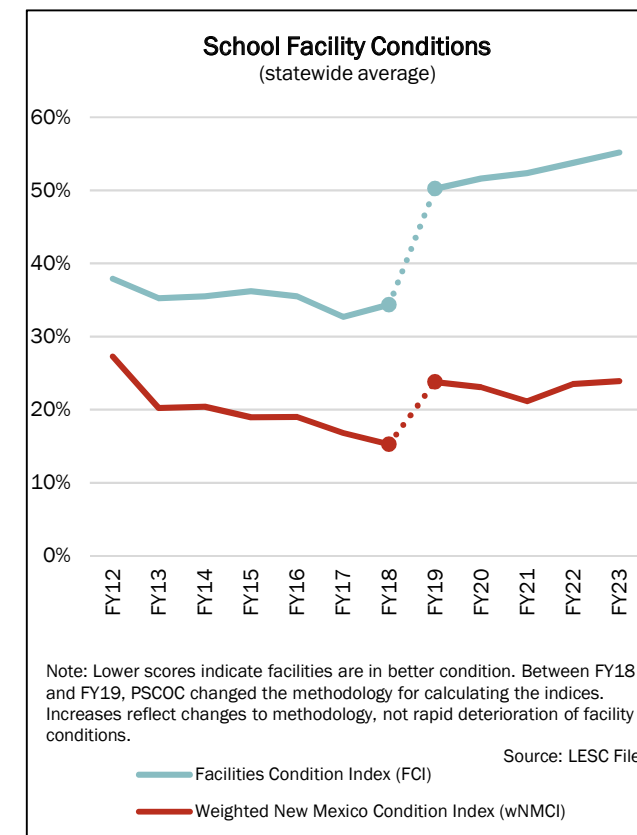
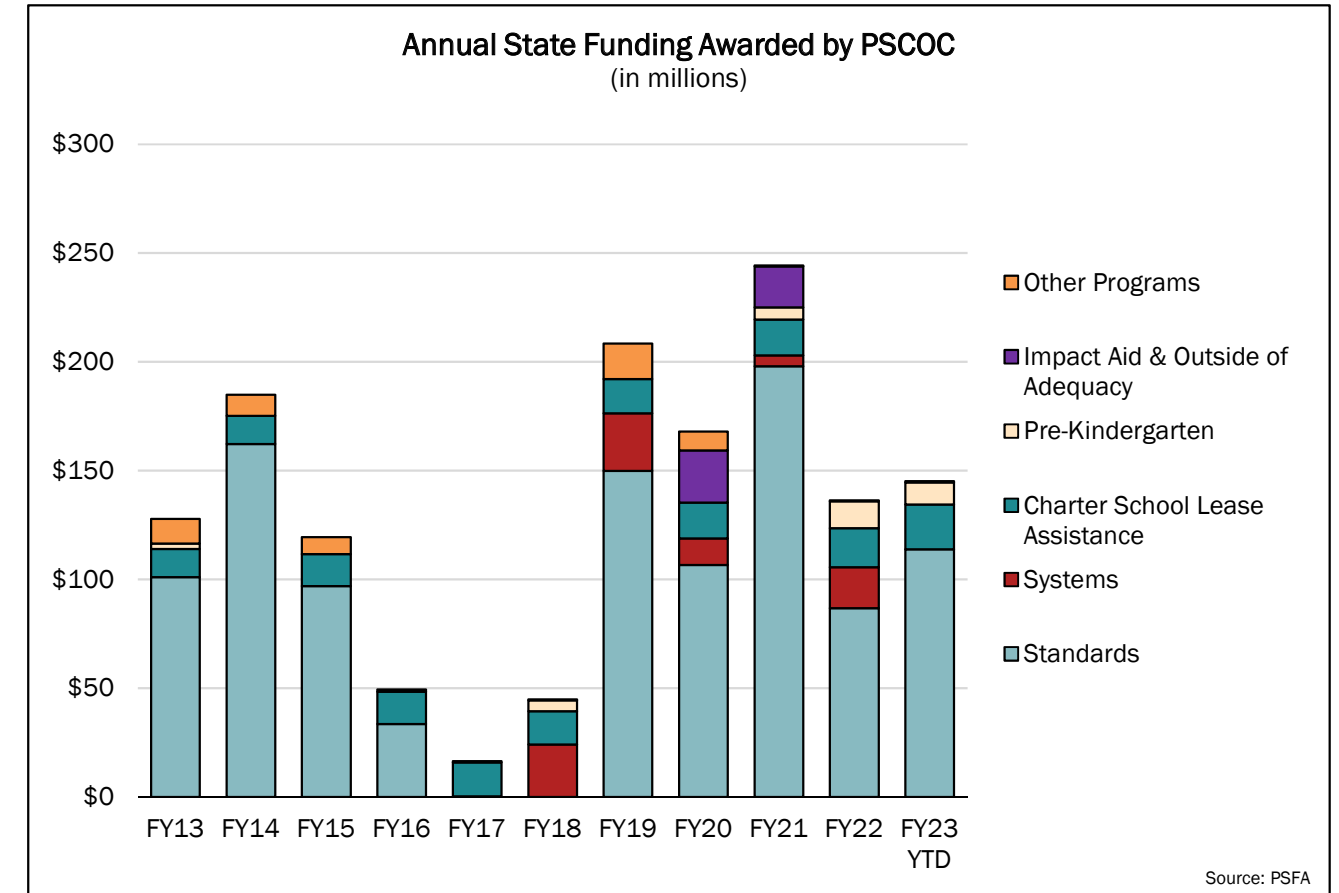
The federal government allocates these Impact Aid funds directly to school districts on the basis of an average per capita cost of education, calculated on either a state or national basis, whichever is larger. The state takes credit for 75% of all Impact Aid revenues flowing to local districts (except 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:** Los Alamos Public Schools receives funds from the Department of Energy in lieu of property taxes on federal property located within the district.

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

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



PSCOC Standards-Based Awards

FY23 YTD

District	School	wNMC I Rank	wNMC I Score	FCI	Project Description	Total Estimated Project Cost	Local Match	State Match	Offset	Phase 1 (FY23) Net Local Match	Phase 1 (FY23) Net State Match	Out-Year Local Match	Out-Year State Match
1 Gallup	Gallup Central High School	1	122%	77%	Planning and design phase funding for the replacement of the existing facility, for 204 students, grades 6-12, and 20,553 gross square feet. Enrollment projections, programming for the specialized alternative educational program, and gross square footage (pursuant to the Adequacy Planning Guide) must be updated in the planning phase and approved by the PSCOC, prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.	\$10,981,468	18%	82%	\$0	\$197,666	\$900,480	\$1,778,998	\$8,104,323
2 State Charter	Albuquerque Sign Language Academy	5	65%	47%	Planning and design phase funding for the replacement of the existing facility, for 477 students, grades 9-12, and 84,350 gross square feet. Enrollment projections and gross square footage (not to exceed the maximum gross square footage pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.	\$24,289,264	89%	11%	\$234,000	\$3,000,000	\$21,289,264	\$0	\$0
3 Gallup	Thoreau High School	27	46%	77%	Planning and design phase funding for the replacement of the existing facility, for 680 students, grades 6-8, and 89,001 gross square feet. Enrollment projections and gross square footage (not to exceed the maximum gross square footage pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.	\$46,603,375	18%	82%	\$0	\$838,861	\$3,821,477	\$7,549,747	\$34,393,291
4 Farmington	Heights Middle School	65	40%	67%	Planning and design phase funding for the replacement of the existing facility, for 447 students, grades K-5, and 58,159 gross square feet. Enrollment projections and gross square footage (not to exceed the maximum gross square footage pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.	\$46,280,520	63%	37%	\$0	\$2,915,673	\$1,712,379	\$26,241,055	\$15,411,413
5 Farmington	Mesa Verde Elementary School	59	41%	74%	Planning and design phase funding for the replacement of the existing facility, for 224 students, grades K-5, and 31,499 gross square feet. Enrollment projections and gross square footage (not to exceed the maximum gross square footage pursuant to the Adequacy Planning Guide) must be updated and approved by the PSCOC prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.	\$28,352,513	63%	37%	\$0	\$1,786,208	\$1,049,043	\$16,075,875	\$9,441,387
6 Gallup	David Skeet Elementary School	93	37%	72%	Planning and design phase funding for the replacement of the existing facility, for 204 students, grades 6-12, and 20,553 gross square feet. Enrollment projections, programming for the specialized alternative educational program, and gross square footage (pursuant to the Adequacy Planning Guide) must be updated in the planning phase and approved by the PSCOC, prior to the completion of the planning and design phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.	\$21,603,198	18%	82%	\$0	\$388,858	\$1,771,462	\$3,499,718	\$15,943,160

PSCOC Systems-Based Awards

FY23 YTD

District	School / Facility	wNMC I Rank	wNMC I Score	FCI	Project Description	Total Estimated Project Cost	Local Match	State Match	Offset	Phase 1 (FY23) Net Local Match	Phase 1 (FY23) Net State Match	Out-Year Local Match	Out-Year State Match
7 Estancia	Estancia Elementary School	63	37%	69%	Planning and design phase funding for consolidation of the facility, for 301 students, grades Pre-K-6. Project to include the renovation of the existing facility and a gymnasium addition with additional classrooms and spaces as required. Enrollment projections and gross square footage must be updated and approved by the PSCOC prior to the construction phase. Each allocation is intended to fully complete the project, phase or specified purpose. Upon completion of this awarded phase of work, including conformance with all contingencies, out-of-cycle funding for future phases of work may be considered at any upcoming regularly scheduled PSCOC meeting.	\$14,812,486	51%	49%	\$63,556	\$818,993	\$662,256	\$6,798,931	\$6,532,306
8 Pojoaque	Pojoaque Middle School	6	61%	71%	Design/construction funding to complete replacement / upgrade of the Roof, Exterior Walls, Fire Alarm and Site Drainage systems, including incidental systems directly related to the work in this award, to the total GSF of the school facility.	\$32,943,671	35%	65%	\$50,400	\$1,203,428	\$2,090,939	\$10,377,256	\$19,272,048
<b>STATEWIDE TOTALS:</b>						<b>\$225,868,494</b>				<b>\$11,149,687</b>	<b>\$33,297,300</b>	<b>\$72,321,580</b>	<b>\$109,097,928</b>

Source: PSFA

District	School / Facility	wNMC I Rank	wNMC I Score	FCI	Project Description	Total Estimated Project Cost (PSFA Scenario)	Local Match %	State Match	Offset	Local Share	State Share
1 Gallup McKinley	Indian Hills Elementary School	336	0.23	0.48	Design/construction funding to complete replacement / upgrade of the Roof, Exterior Walls, Fire Alarm and Site Drainage systems, including incidental systems directly related to the work in this award, to the total GSF of the school facility.	\$4,238,824	18%	82%	\$0	\$762,988	\$3,475,836
2 Moriarty	Moriarty HS East Complex Bldg.	-	-	-	Construction funding to complete site survey, abatement of hazardous materials (if needed), utility disconnection (if needed), demolition of facilities, and final grading/drainage modifications at the abandoned Moriarty HS East Complex Building.	\$642,857	40%	60%	\$88,970	\$346,113	\$296,744
3 Gadsden	Santa Teresa Middle School	18	0.48	0.63	Design/construction funding to complete replacement of the Fire Alarm system, including incidental systems directly related to the work in this award, to the total GSF of the school facility. The allocation is intended to fully complete the projects, phase or specified purposes.	\$563,523	36%	64%	\$0	\$199,268	\$354,255
4 Gadsden	Loma Linda Elementary School	61	40.5	59.9	Design/construction funding to complete replacement of the Fire Alarm system, including incidental systems directly related to the work in this award, to the total GSF of the school facility. The allocation is intended to fully complete the projects, phase or specified purposes.	\$202,616	36%	64%	\$0	\$72,942	\$129,674
5 Gadsden	Sunland Park Elementary School	295	0.25	0.52	Design/construction funding to complete replacement of the Fire Alarm system, including incidental systems directly related to the work in this award, to the total GSF of the school facility. The allocation is intended to fully complete the projects, phase or specified purposes.	\$303,891	36%	64%	\$0	\$109,401	\$194,490
<b>STATEWIDE TOTALS:</b>						<b>\$5,941,711</b>				<b>\$1,490,712</b>	<b>\$4,450,999</b>

Source: PSFA



State/Local Match Calculation

School District State and Local Match Calculation

District	FY23 MEM	Current Law		33/50 Percent Adjustment*	
		Phase 2 State Match	Phase 2 Local Match	Adjusted State Match	Adjusted Local Match
1 Alamogordo	5,391	36%	64%	57%	43%
2 Albuquerque	89,117	6%	94%	37%	63%
3 Animas	156	51%	49%	75%	25%
4 Artesia	3,628	6%	94%	37%	63%
5 Aztec	2,471	6%	94%	37%	63%
6 Belen	3,522	22%	78%	47%	53%
7 Bernalillo	2,687	6%	94%	37%	63%
8 Bloomfield	2,468	6%	94%	37%	63%
9 Capitan	456	6%	94%	37%	63%
10 Carlsbad	8,653	6%	94%	37%	63%
11 Carrizozo	144	6%	94%	53%	47%
12 Central	4,907	43%	57%	62%	38%
13 Chama	365	6%	94%	37%	63%
14 Cimarron	375	6%	94%	37%	63%
15 Clayton	369	6%	94%	37%	63%
16 Cloudcroft	378	6%	94%	37%	63%
17 Clovis	7,509	46%	54%	64%	36%
18 Cobre	998	7%	93%	38%	62%
19 Corona	70	6%	94%	53%	47%
20 Cuba	650	31%	69%	54%	46%
21 Deming	5,131	51%	49%	67%	33%
22 Des Moines	87	6%	94%	53%	47%
23 Dexter	770	71%	29%	80%	20%
24 Dora	204	6%	94%	37%	63%
25 Dulce	544	6%	94%	37%	63%
26 Elida	158	68%	32%	84%	16%
27 Espanola	3,513	10%	90%	40%	60%
28 Estancia	521	49%	51%	66%	34%
29 Eunice	702	6%	94%	37%	63%
30 Farmington	10,936	29%	71%	52%	48%
31 Floyd	213	89%	11%	93%	7%
32 Fort Sumner	252	6%	94%	37%	63%
33 Gadsden	12,193	58%	42%	72%	28%
34 Gallup	12,496	80%	20%	87%	13%
35 Grady	163	94%	6%	97%	3%
36 Grants	3,082	61%	39%	74%	26%
37 Hagerman	353	69%	31%	79%	21%
38 Hatch	1,160	83%	17%	89%	11%
39 Hobbs	9,581	10%	90%	40%	60%
40 Hondo	139	38%	62%	69%	31%
41 House	63	66%	34%	83%	17%
42 Jal	488	6%	94%	37%	63%
43 Jemez Mountain	178	6%	94%	53%	47%
44 Jemez Valley	389	34%	66%	56%	44%
45 Lake Arthur	119	6%	94%	53%	47%
46 Las Cruces	24,001	19%	81%	46%	54%
47 Las Vegas City	1,221	6%	94%	37%	63%

State/Local Match Calculation

District	FY23 MEM	Current Law		33/50 Percent Adjustment*	
		Phase 2 State Match	Phase 2 Local Match	Adjusted State Match	Adjusted Local Match
48 Las Vegas West	1,450	65%	35%	76%	24%
49 Logan	267	8%	92%	39%	61%
50 Lordsburg	433	6%	94%	37%	63%
51 Los Alamos	3,571	6%	94%	37%	63%
52 Los Lunas	8,452	41%	59%	60%	40%
53 Loving	583	6%	94%	37%	63%
54 Lovington	3,399	23%	77%	49%	51%
55 Magdalena	266	72%	28%	81%	19%
56 Maxwell	116	66%	34%	83%	17%
57 Melrose	250	63%	37%	75%	25%
58 Mesa Vista	237	6%	94%	37%	63%
59 Mora	402	25%	75%	50%	50%
60 Moriarty	2,815	6%	94%	37%	63%
61 Mosquero	96	6%	94%	53%	47%
62 Mountainair	212	6%	94%	37%	63%
63 Pecos	480	6%	94%	37%	63%
64 Penasco	313	60%	40%	73%	27%
65 Pojoaque	1,674	61%	39%	74%	26%
66 Portales	2,561	50%	50%	67%	33%
67 Quemado	146	6%	94%	53%	47%
68 Questa	398	6%	94%	37%	63%
69 Raton	802	35%	65%	56%	44%
70 Reserve	104	6%	94%	53%	47%
71 Rio Rancho	17,556	10%	90%	40%	60%
72 Roswell	9,431	50%	50%	66%	34%
73 Roy	66	86%	14%	93%	7%
74 Ruidoso	1,756	6%	94%	37%	63%
75 San Jon	106	73%	27%	87%	13%
76 Santa Fe	14,879	6%	94%	37%	63%
77 Santa Rosa	587	45%	55%	63%	37%
78 Silver	2,416	6%	94%	37%	63%
79 Socorro	1,434	60%	40%	73%	27%
80 Springer	119	32%	68%	66%	34%
81 Taos	2,989	6%	94%	37%	63%
82 Tatum	303	6%	94%	37%	63%
83 Texico	529	51%	49%	67%	33%
84 Truth Or Consequences	1,173	6%	94%	37%	63%
85 Tucumcari	860	51%	49%	67%	33%
86 Tularosa	824	64%	36%	76%	24%
87 Vaughn	54	6%	94%	53%	47%
88 Wagon Mound	74	23%	77%	62%	38%
89 Zuni	1,123	100%	0%	100%	0%
90 TOTAL/AVERAGE	304,157	30%	70%	56%	44%

Source: LESC Files

\*Note: A capital outlay omnibus bill endorsed by LESC and the Public School Capital Outlay Oversight Task Force for the 2023 legislative session would reduce school district local matches by one third, and one half for school districts with fewer than 200 MEM. School districts highlighted in blue have fewer than 200 MEM in FY23.

Lease Assistance

Lease Assistance

FY23 Lease Assistance

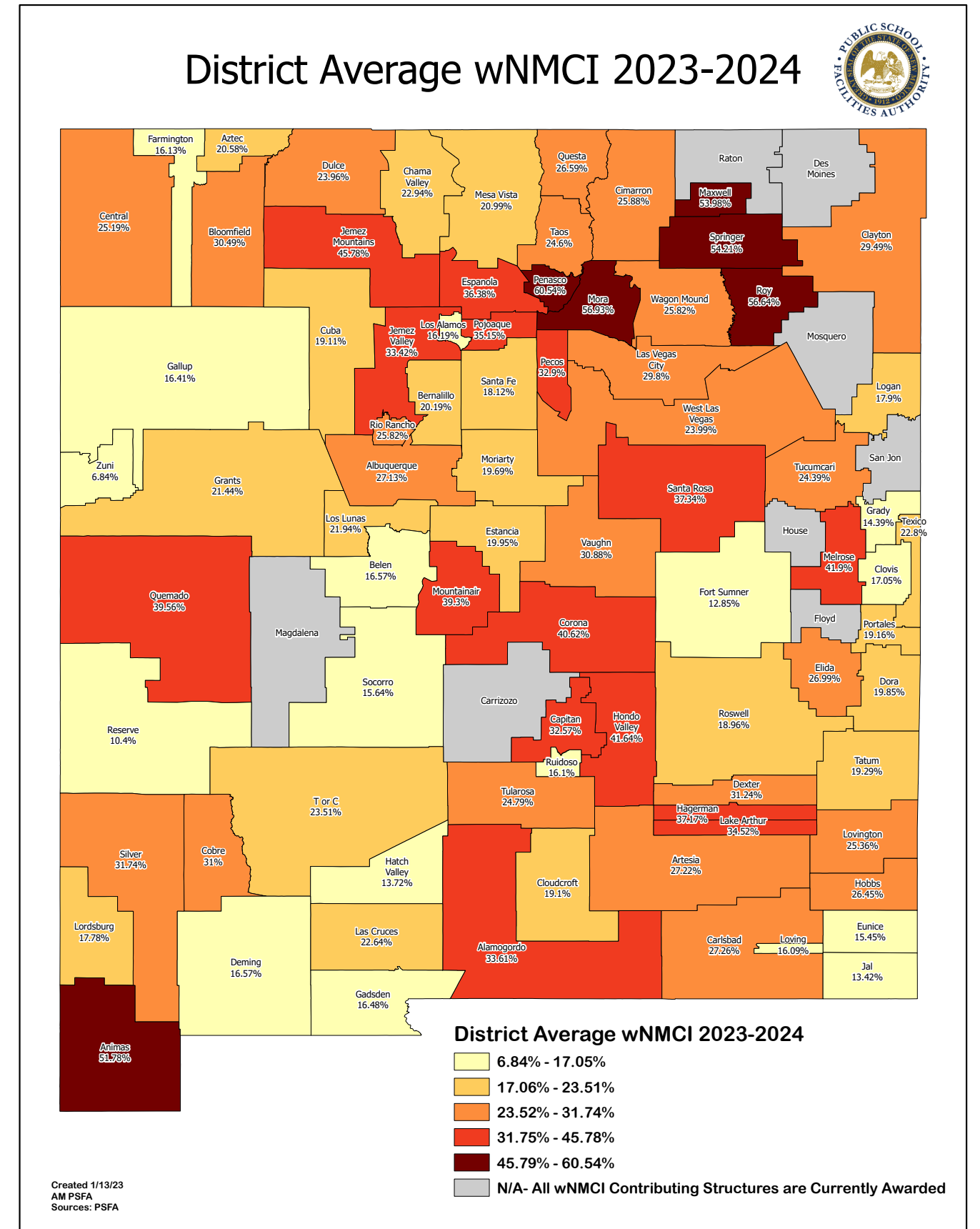
A	B	C	D	E	F	G	H		
District	Authorizer	School Name	Actual Cost of Lease (Annual)	FY23 MEM	Per-MEM Distribution (E*\$815.60)	FY23 Lease Assistance (Lesser of D or F)	Basis of Award		
1	Albuquerque	District	ABQ Charter Academy	\$212,727	364	\$296,878	\$212,727	Actual Lease	1
2	Albuquerque	District	ACE Leadership High School	\$438,894	202.5	\$165,159	\$165,159	MEM	2
3	Albuquerque	State	ACES Technical Charter School	\$177,450	64	\$52,198	\$52,198	MEM	3
4	Albuquerque	State	Albuquerque Bilingual Academy	\$585,929	353.5	\$288,315	\$288,315	MEM	4
5	Albuquerque	State	Albuquerque Collegiate Charter School	\$355,333	148	\$120,709	\$120,709	MEM	5
6	Albuquerque	State	Albuquerque Institute for Math & Science	\$492,876	347	\$283,013	\$283,013	MEM	6
7	Albuquerque	State	Albuquerque School of Excellence - Main	\$684,799	438	\$357,233	\$357,233	MEM	7
8	Albuquerque	State	Albuquerque School of Excellence - ES	\$1,031,752	402	\$327,871	\$327,871	MEM	8
9	Albuquerque	District	Albuquerque Talent Development Academy	\$264,000	111	\$90,532	\$90,532	MEM	9
10	Albuquerque	District	Alice King Community School	\$509,428	427	\$348,261	\$348,261	MEM	10
11	Albuquerque	State	Altura Preparatory School	\$329,691	196.5	\$160,265	\$160,265	MEM	11
12	Albuquerque	State	Amy Biehl High School - Main Building	\$220,841	231.5	\$188,811	\$188,811	MEM	12
13	Albuquerque	State	Amy Biehl High School - Simms Building	\$26,277					
14	Albuquerque	State	Cesar Chavez Community School	\$444,837	192.5	\$157,003	\$157,003	MEM	14
15	Albuquerque	District	Christine Duncan's Heritage Academy	\$450,000	370	\$301,772	\$301,772	MEM	15
16	Albuquerque	District	Cien Aguas International School	\$490,280	415	\$338,474	\$338,474	MEM	16
17	Albuquerque	District	Coral Community Charter School	\$137,387	196.5	\$160,265	\$137,387	Actual Lease	17
18	Albuquerque	District	Corrales International School	\$300,324	230	\$187,588	\$187,588	MEM	18
19	Albuquerque	District	Cottonwood Classical Preparatory School	\$1,550,000	761	\$620,672	\$620,672	MEM	19
20	Albuquerque	District	Digital Arts and Technology Academy	\$206,894	327	\$266,701	\$206,894	Actual Lease	20
21	Albuquerque	District	East Mountain High School	\$392,200	363.5	\$296,471	\$296,471	MEM	21
22	Albuquerque	District	El Camino Real Academy	\$702,649	307.5	\$250,797	\$250,797	MEM	22
23	Albuquerque	State	Explore Academy - Gulton	\$1,284,462	674.5	\$550,122	\$550,122	MEM	23
24	Albuquerque	State	Explore Academy - Masthead	\$824,861	323	\$263,439	\$263,439	MEM	24
25	Albuquerque	District	Gilbert L. Sena Charter High School	\$178,500	125	\$101,950	\$101,950	MEM	25
26	Albuquerque	District	Gordon Bernell Charter School	\$168,319	170	\$138,652	\$138,652	MEM	26
27	Albuquerque	District	Health Leadership High School	\$239,280	242	\$197,375	\$197,375	MEM	27
28	Albuquerque	State	Horizon Academy West	\$477,717	371	\$302,588	\$302,588	MEM	28
29	Albuquerque	District	La Academia de Esperanza	\$212,224	229	\$186,772	\$186,772	MEM	29
30	Albuquerque	District	Los Puentes Charter School	\$156,388	137	\$111,737	\$111,737	MEM	30
31	Albuquerque	District	Mark Armijo Academy	\$114,132	200	\$163,120	\$114,132	Actual Lease	31
33	Albuquerque	State	Mission Achievement and Success 1.0	\$1,007,759	1110	\$905,316	\$905,316	MEM	33
32	Albuquerque	State	Mission Achievement and Success 2.0	\$448,268	823.25	\$671,443	\$448,268	Actual Lease	32
34	Albuquerque	District	Montessori of the Rio Grande		214	\$174,538	\$174,538	MEM	34
35	Albuquerque	District	Mountain Mahogany Community School	\$105,996	198.5	\$161,897	\$105,996	Actual Lease	35
36	Albuquerque	District	Native American Community Academy (Main)	\$390,810	290	\$236,524	\$236,524	MEM	36
37	Albuquerque	District	Native American Community Academy (Aux)	\$68,958					
38	Albuquerque	District	Native American Community Academy (CNM)	\$171,561	186.5	\$152,109	\$152,109	MEM	38
39	Albuquerque	State	New Mexico Acad. for Media Arts (Main)	\$104,314	184.5	\$150,478	\$150,478	MEM	39
40	Albuquerque	State	New Mexico Acad. for Media Arts (CTE)	\$101,233					
41	Albuquerque	District	New Mexico International School	\$494,059	391.5	\$319,307	\$319,307	MEM	41

A	B	C	D	E	F	G	H		
District	Authorizer	School Name	Actual Cost of Lease (Annual)	FY23 MEM	Per-MEM Distribution (E*\$815.60)	FY23 Lease Assistance (Lesser of D or F)	Basis of Award		
42	Albuquerque	State	North Valley Academy (Art Space)	\$45,315	395	\$322,162	\$322,162	MEM	42
43	Albuquerque	State	North Valley Academy (Main Campus)	\$413,690					
44	Albuquerque	District	Public Academy for Performing Arts		434.5	\$354,378	\$354,378	MEM	44
45	Albuquerque	State	Rio Grande Academy of Fine Arts	\$250,000	83	\$67,695	\$67,695	MEM	45
46	Albuquerque	District	Robert F. Kennedy Charter High School		250	\$203,900	\$203,900	MEM	46
47	Albuquerque	District	Robert F. Kennedy Charter Middle School		94.5	\$77,074	\$77,074	MEM	47
48	Albuquerque	District	Siembra Leadership High School	\$147,633	232.5	\$189,627	\$147,633	Actual Lease	48
50	Albuquerque	State	Solare Collegiate Charter School	\$540,000	293.5	\$239,379	\$239,379	MEM	50
51	Albuquerque	District	South Valley Academy		604.5	\$493,030	\$493,030	MEM	51
52	Albuquerque	State	SW Aero., Math & Science Acad.	School did not complete application requirements.					52
53	Albuquerque	State	Southwest Preparatory Learning Center	\$138,000	156.5	\$127,641	\$127,641	MEM	53
54	Albuquerque	State	Southwest Secondary Learning Center	\$431,676	147	\$119,893	\$119,893	MEM	54
55	Albuquerque	District	Technology Leadership High School	\$206,004	295.5	\$241,010	\$206,004	Actual Lease	55
56	Albuquerque	State	The Albuquerque Sign Language Academy		117.5	\$95,833	\$95,833	MEM	56
57	Albuquerque	State	The GREAT Academy	\$226,188	86.5	\$70,549	\$70,549	MEM	57
58	Albuquerque	District	The International School at Mesa del Sol	\$583,379	301.5	\$245,903	\$245,903	MEM	58
59	Albuquerque	State	The Montessori Elementary School	\$714,408	439.5	\$358,456	\$358,456	MEM	59
60	Albuquerque	District	The New America School - Albuquerque	\$365,378	190	\$154,964	\$154,964	MEM	60
61	Albuquerque	State	Tierra Adentro of New Mexico	\$507,041	232	\$189,219	\$189,219	MEM	61
62	Albuquerque	State	21 <sup>st</sup> Century Public Academy	\$795,213	361	\$294,432	\$294,432	MEM	62
63	Albuquerque	District	Voz Collegiate Preparatory Charter School	\$152,064	40	\$32,624	\$32,624	MEM	63
64	Albuquerque	District	William W. & Josephine Dorn	\$39,600	58	\$47,305	\$39,600	Actual Lease	64
65	Aztec	District	Mosaic Academy Charter School	\$212,400	178.5	\$145,585	\$145,585	MEM	65
66	Carlsbad	District	Jefferson Montessori Academy		233.5	\$190,443	\$190,443	MEM	66
67	Central	District	Dream Dine Charter School	\$18,708	47.5	\$38,741	\$18,708	Actual Lease	67
68	Cimarron	District	Moreno Valley High School	\$57,000	61	\$49,752	\$49,752	MEM	68
69	Deming	District	Deming Cesar Chavez Charter High School		151	\$123,156	\$123,156	MEM	69
70	Espanola	State	La Tierra Montessori	\$72,000	82	\$66,879	\$66,879	MEM	70
71	Espanola	State	McCurdy Charter School	\$512,664	524.5	\$427,782	\$427,782	MEM	71
72	GMCS	State	Dzil Dit'ooi School (DEAP)	\$46,216	48.5	\$39,557	\$39,557	MEM	72
73	GMCS	State	Hozho Academy	\$1,260,000	493	\$402,091	\$402,091	MEM	73
74	GMCS	State	Middle College High School	\$26,969	137	\$111,737	\$26,969	Actual Lease	74
75	GMCS	State	Six Directions Indigenous School	\$120,000	67.5	\$55,053	\$55,053	MEM	75
76	Jemez V.	District	San Diego Riverside Charter School	\$45,482	54.5	\$44,450	\$44,450	MEM	76
77	Jemez V.	State	Walatowa High Charter School		40	\$32,624	\$32,624	MEM	77
78	Las Cruces	State	Alma d'arte Charter High School		118	\$96,241	\$96,241	MEM	78
79	Las Cruces	State	Explore Academy - Las Cruces	\$199,806	87.5	\$71,365	\$71,365	MEM	79
80	Las Cruces	State	J. Paul Taylor Academy		199.5	\$162,712	\$162,712	MEM	80
81	Las Cruces	State	La Academia Dolores Huerta		68	\$55,461	\$55,461	MEM	81
82	Las Cruces	State	Las Montanas Charter High School	\$307,836	172.5	\$140,691	\$140,691	MEM	82
83	Las Cruces	State	Raices del Saber Xinachtli Com. School	\$79,694	86.5	\$70,549	\$70,549	MEM	83
84	Las Cruces	State	The New America School - Las Cruces	\$297,075	158.5	\$129,273	\$129,273	MEM	84

A	B	C	D	E	F	G	H		
District	Authorizer	School Name	Actual Cost of Lease (Annual)	FY23 MEM	Per-MEM Distribution (E*\$815.60)	FY23 Lease Assistance (Lesser of D or F)	Basis of Award		
85	Los Lunas	State	School of Dreams Academy	\$687,774	499	\$406,984	\$406,984	MEM	85
86	Moriarty	State	Estancia Valley Classical Academy	\$915,403	599.5	\$488,952	\$488,952	MEM	86
87	Questa	State	Red River Valley Charter		64	\$52,198	\$52,198	MEM	87
88	Questa	State	Roots & Wings Community School	\$42,739	50.5	\$41,188	\$41,188	MEM	88
89	Rio Rancho	State	Sandoval Academy of Bilingual Education	\$247,482	215.5	\$175,762	\$175,762	MEM	89
90	Rio Rancho	State	The ASK Academy - Main	\$551,352	464.5	\$378,846	\$378,846	MEM	90
91	Rio Rancho	State	The ASK Academy - 6th Grade Academy	\$101,846	97	\$79,113	\$79,113	MEM	91
92	Roswell	State	Early College High School	\$136,788	158	\$128,865	\$128,865	MEM	92
93	Roswell	District	Sidney Gutierrez Middle School	\$41,820	66	\$53,830	\$41,820	Actual Lease	93
94	Roswell	District	Sidney Gutierrez - Elementary	\$123,000	129.5	\$105,620	\$105,620	MEM	94
95	Santa Fe	State	Monte de Sol Charter School	\$253,752	359	\$292,800	\$253,752	Actual Lease	95
96	Santa Fe	State	New Mexico School for the Arts	\$359,757	309	\$252,020	\$252,020	MEM	96
97	Santa Fe	District	The Acad. for Technology & the Classics	\$253,841	392.5	\$320,123	\$253,841	Actual Lease	97
98	Santa Fe	State	The MASTERS Program	\$122,433	250.5	\$204,308	\$122,433	Actual Lease	98
99	Santa Fe	State	Thrive Community School	\$192,321	111	\$90,532	\$90,532	MEM	99
100	Santa Fe	State	Tierra Encantada Charter High School	\$270,000	282.5	\$230,407	\$230,407	MEM	100
101	Santa Fe	State	Turquoise Trail Charter School		679	\$553,792	\$553,792	MEM	101
102	Silver	State	Aldo Leopold Charter High School	\$147,600	162.5	\$132,535	\$132,535	MEM	102
103	Socorro	District	Cottonwood Valley Charter School	\$121,275	170	\$138,652	\$121,275	Actual Lease	103
104	Taos	District	Anansi Charter School	\$192,291	195	\$159,042	\$159,042	MEM	104
105	Taos	State	Taos Academy Charter School	\$180,536	262	\$213,687	\$180,536	Actual Lease	105
106	Taos	State	Taos Integrated School of the Arts	\$199,320	199	\$162,304	\$162,304	MEM	106
107	Taos	State	Taos International Charter School	\$363,564	177	\$144,361	\$144,361	MEM	107
108	Taos	District	Taos Municipal Charter School	\$159,996	212	\$172,907	\$159,996	Actual Lease	108
109	Taos	State	Vista Grande High School		84	\$68,510	\$68,510	MEM	109
110	West Las Vegas	District	Rio Gallinas School	\$48,000	80	\$65,248	\$48,000	Actual Lease	110
<b>Total FY23 Lease Assistance Awards:</b>						<b>\$20,573,852</b>			

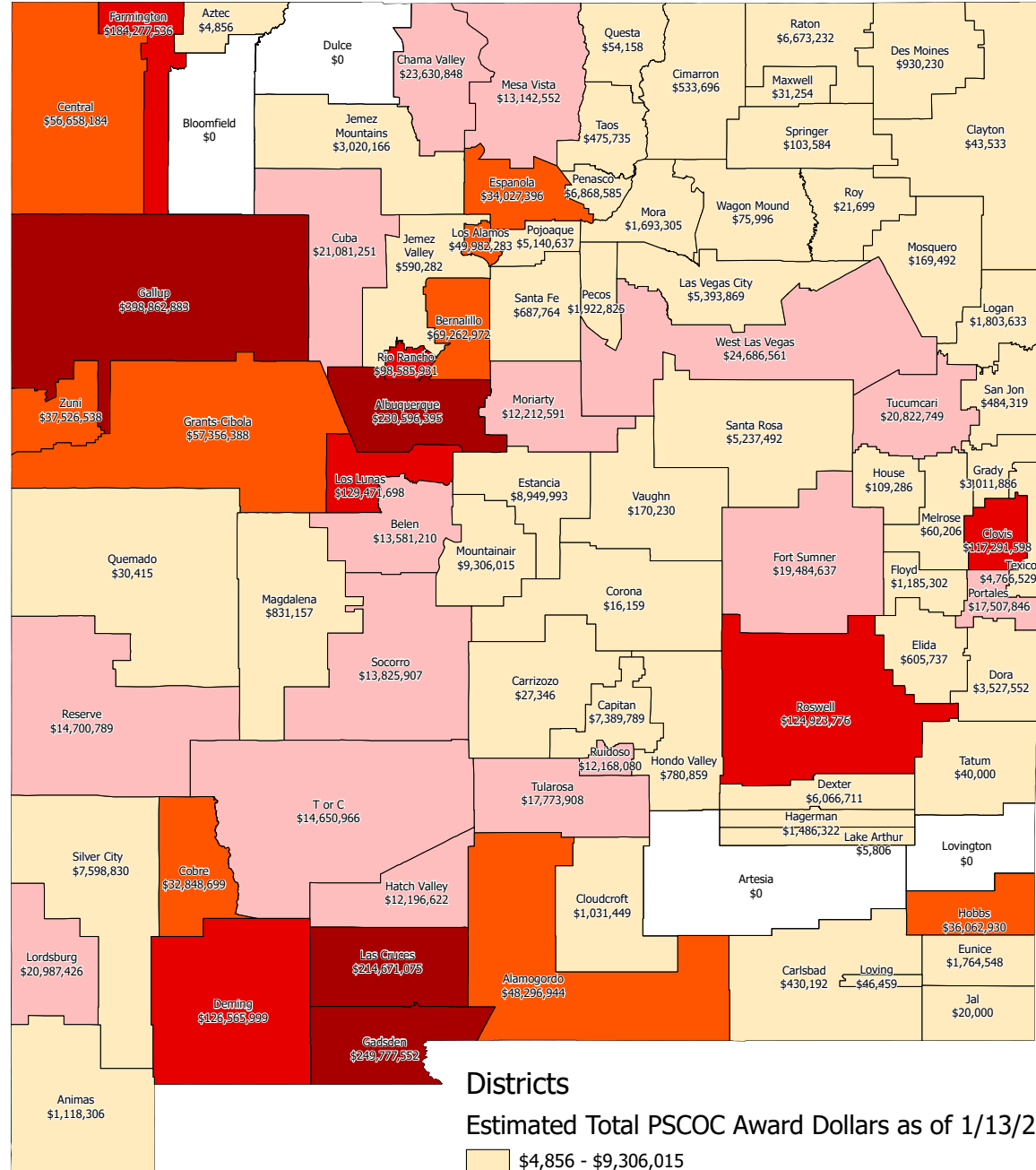
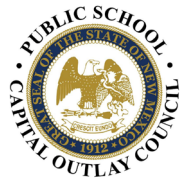
N. State Charters: 47  
N. Dist. Charters: 62

N. Awards based on MEM: 85  
N. Awards based on Actual Lease: 19



Total PSCOC Dollars Awarded by School District

# Total PSCOC Dollars Estimated to be Awarded



Estimated State Total PSCOC Dollars Awarded \$2,671,838,146

### Districts

Estimated Total PSCOC Award Dollars as of 1/13/2023

- \$4,856 - \$9,306,015
- \$9,306,016 - \$24,686,561
- \$24,686,562 - \$69,262,972
- \$69,262,973 - \$184,277,536
- \$184,277,537 - \$398,862,883
- \$0

Created 1/13/23  
AM PSFA  
Sources: PSFA

