

STATE OF NEW MEXICO

# Legislative Education Study Committee

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

JANUARY 2025



State of New Mexico  
Legislative Education Study Committee

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January 2025  
Fifty-Seventh Legislature, First Session  
State Capitol  
Santa Fe, New Mexico

Dear Fellow Legislators:

To serve as chair of the Legislative Education Study Committee (LESC) over past two interims has been the highlight of my career as a legislator. New Mexico is very fortunate to have a devoted full-time staff solely focused on educational policy and working with legislators on research driven solutions across our districts. Our LESC staff has years of experience and expertise on educational issues that has, with the help of legislators, manifested into policy solutions for our students. This report is a reflection of that work, as well as a roadmap for future policy considerations.

This work could not be possible without the school districts and charter schools who also work collaboratively with us year-round to ensure we are aware of the issues facing their community, but also to problem solve with us as we determine the balance between state initiatives and local control.

As we reflect on the various sections of this report, we must continue to contextualize the policy decisions made and weigh them with the outcomes they reap. We must remain attuned to our students' needs and balance them with the necessary school resources. We must carefully consider the human implications our decisions have, and will have, for the future of our state. Finally, we must remain committed to solutions that work and have the courage to be flexible in our approach in the future. Too much is at stake for us not to continue striving for a better public education system. Our students and our future as a state are counting on us.

Sincerely,

A handwritten signature in cursive script, appearing to read "G. Andrés Romero".

Representative G. Andrés Romero  
Chairman



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## Executive Summary

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New Mexico's education system continued to show signs of rebounding from the Covid-19 pandemic in 2024, with significant drops in chronic absenteeism, small improvements in reading and science proficiency, and flat performance in mathematics. Academic achievement among underserved student groups notably outpaced that of their peers. Proficiency rates for economically disadvantaged students, for example, rose from 26 percent during the 2022-2023 school year (SY23) to 29 percent during SY24. Hispanic, Black, and Native American students all saw increases to their proficiency rates during the same period. These outcomes indicate targeted investments in education funding and sustained programmatic initiatives such as structured literacy, along with pandemic relief funds, may have provided a buffer from the full effects of the pandemic while also providing needed support for traditionally underserved students.

Those promising results occurred during continued transition in New Mexico's educational leadership. Governor Michelle Lujan Grisham named yet another new Public Education Department (PED) secretary in September, her fifth designee since taking office in 2019. Superintendent turnover continues to plague school districts, with the majority of district leaders having served in their current position for five years or less. And while there is little data about principal churn, it is likely leadership change at the state and school district level has led to turnover of principals, teachers, and other education personnel.

These seemingly contradictory signs—improving achievement and attendance with inconsistent leadership—point to the need for New Mexico and the Legislature to stay the course on funding and programs that continue to stabilize the education system during turbulent times, while also looking for innovative ways to improve that system.

During the 2024 interim, the Legislative Education Study Committee (LESC) continued to follow its roadmap for improving education and its four major areas of focus: the educator ecosystem, academic design, whole child education, and overarching systems. The committee took a deliberate approach to examining whether recent investments in educator preparation, early literacy, and career and technical education, among other initiatives, are paying off the way lawmakers intended. While a lack of sufficient data made it difficult to make definitive judgements about program efficacy, staff identified positive indicators and areas for further study.

Simultaneously, the committee continued to explore ways to improve the middle and high school experience for New Mexico's students, improve services for students with disabilities and those experiencing homelessness, and ensure tribal communities have the resources they need to authentically practice tribal education sovereignty. That work led to the development of several policy and funding recommendations that are laid out in this report. The 2024 interim also marked the completion of the committee's two-year-long review of the state public school funding formula, the first to be done in more than a decade. Culminating in a final meeting of a funding formula work group, the process led to recommendations to increase funding factors for secondary students, create a factor for English learners, and revamp the way the state identifies and provides funding for economically disadvantaged students. These recommendations are a critical component of strengthening the foundation for education funding and programs, ensuring resources get to students who need them most.

LESC and its staff take seriously its statutorily defined duty to study education and make recommendations to the Legislature. During the 2024 interim, however, LESL was singled out for another important potential role. After six years of waiting for the PED and executive to develop a plan to remedy the court's findings in the *Martinez-Yazzie* consolidated lawsuit, attorneys for the plaintiffs in the case asked the court to assign coordination and development of a plan to LESL and its staff. A motion filed on behalf of the plaintiffs called out LESL's expertise in education, along with its development of a long-term strategy for improving the system, as reasons for staff to lead development of a statewide plan. While it is still unclear whether the court will grant the motion—a judge in the case had not scheduled a hearing upon publication of this report—LESL's roadmap points out the need for long-term, strategic planning to ensure continuity and stability that will weather political winds and withstand ideological shifts. The committee also heard from national experts about other states' similar efforts, signaling the time may be right for such a move in New Mexico.

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During the 2025 legislative session, the Legislature will once again be faced with the difficult decision of determining how to best use continued growth in state funding. With increased state revenues, lawmakers will also hear requests for larger agency budgets, increased funding for program growth, and money to spur innovation. LESC’s budget recommendation for public schools attempts to strike the balance between fiscally responsible spending and the need for continued support for education. Increased recurring spending in the proposal represents approximately 43 percent of the \$892.3 million in “new money” identified by the Consensus Revenue Estimating Group, a proportion in keeping with education’s share of the state budget. The recommendation also includes nearly \$150 million in nonrecurring funding for various three-year education pilots as a recognition that successful innovation requires time, consistency, and predictability in funding.

Grounded in research, informed by local perspectives gathered throughout the state during the interim, and focused on long-term improvement, the following report details the work of the LESC and its staff. It is intended as a foundational starting point from which the Legislature can make deliberate and meaningful decisions that will benefit New Mexico’s students today and in the future.



New Mexico continues to face challenges in recruiting and retaining highly-effective teachers for every student. The *Martinez-Yazzie* education sufficiency lawsuit emphasized the necessity of high-quality instruction to improve proficiency amongst the state’s most at-risk students. With this in mind, the Legislature continues to make strong investments in teacher and school leader pipelines. Over the 2024 interim, LESC staff studied ways to improve school leadership preparation and licensure, how to better support teachers, and performed an initial review of the state’s teacher residency program.

This section of the LESC Annual Report includes background information about preparing and retaining skilled educators, a review of LESC’s 2024 interim work related to the educator workforce, and finally, recommendations for the Legislature to consider.

## Background: Preparing and Retaining Skilled Educators

New Mexico faces challenges in staffing all schools with diverse, well-prepared educators who remain in the profession. Addressing the findings of the *Martinez-Yazzie* education sufficiency lawsuit will require policymakers, state agencies, school districts, and charter schools to use timely, accurate educator preparation and workforce data to strengthen educator recruitment, preparation, and retention.

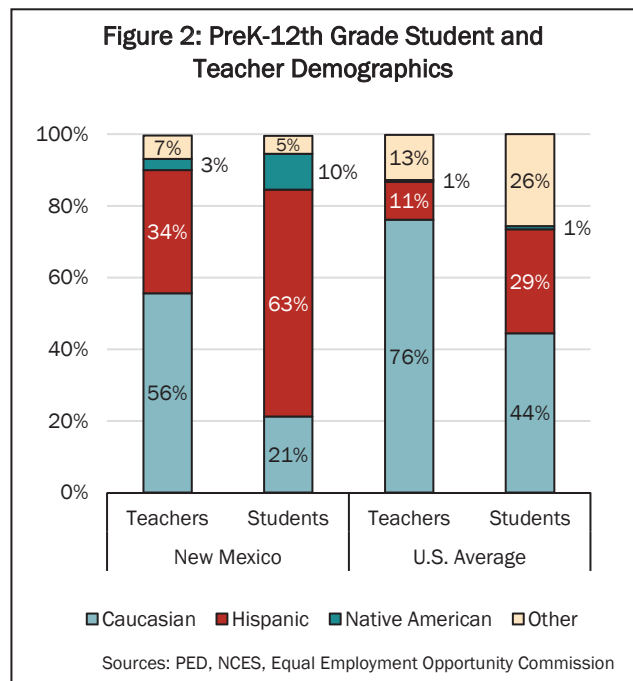
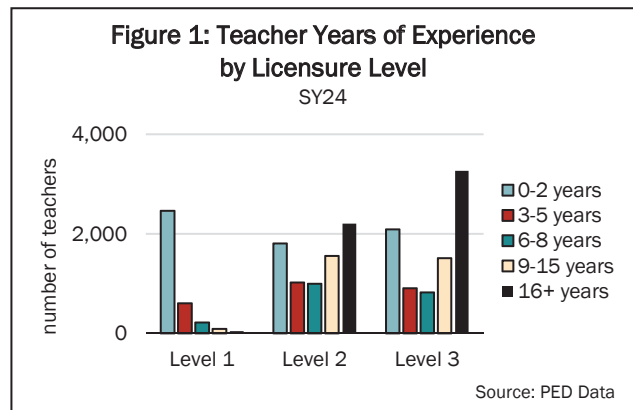
### New Mexico’s Educator Workforce

Most of the state’s teachers hold a level 2 or 3 license, but the educator workforce is less diverse than the students it serves.

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

**New Mexico’s teachers are not as diverse as the students they serve.** More than half of students in the U.S. are racially or ethnically diverse, compared with 44 percent of the teacher workforce who identify as white. New Mexico’s teacher workforce has similar gaps in representation. Statewide, 63 percent of students are Hispanic or Latino, while only 34 percent of the teacher workforce identifies the same. Similarly, only 3 percent of the teacher workforce is Native American, while 10 percent of New Mexico students are Native American.

**No state agency reports the data necessary to 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 educator vacancy is currently the New Mexico Educator Vacancy Report produced by the Southwest Outreach Academic

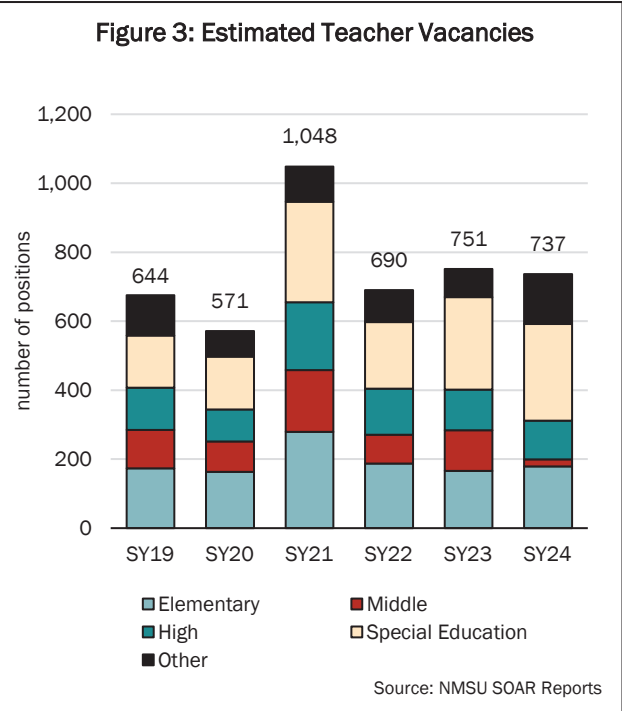


Research Evaluation and Policy Center (SOAR) at New Mexico State University (NMSU). Findings from this report estimate New Mexico had 737 teacher vacancies at the beginning of the 2024-2025 school year (SY25), a 2 percent decrease from the prior year. The teaching areas with the highest need were special education (280 vacancies) and elementary teachers (179). Educational assistants accounted for nearly 30 percent (356) of all educator vacancies reported. Stakeholders should note that although these data represent the best information currently available, estimations are imprecise, based on a single snapshot of public job postings.

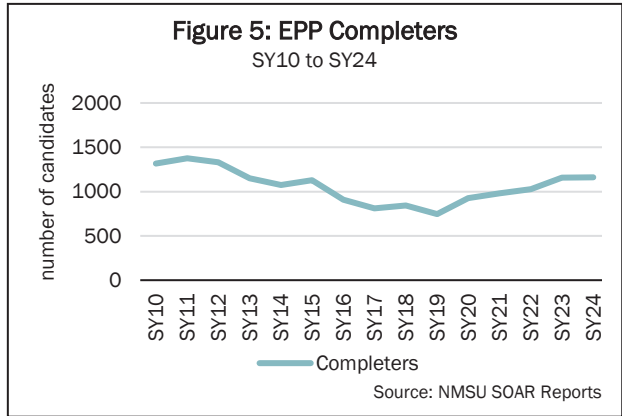
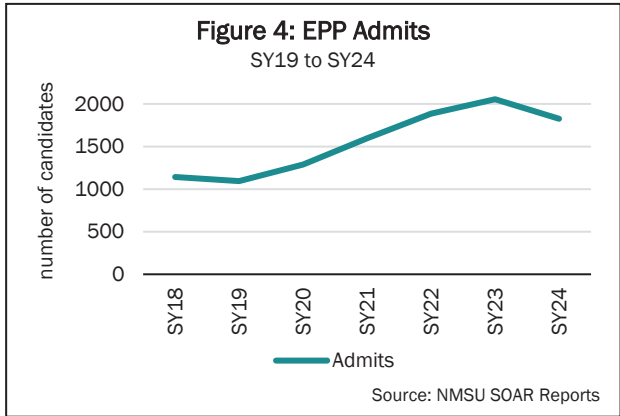
**Educator Preparation**

Currently, the demand for teachers exceeds the supply graduating from teacher preparation programs.

**13 institutions in New Mexico offer educator preparation programs.** In New Mexico, all educator preparation programs (EPPs) are authorized by PED. Among core licensure areas, EPPs offer substantially more alternative programs than traditional programs. Six universities and the Cooperative Education Services offer educational leadership programs to prepare school administrators.



**EPP completers continue to increase modestly year over year.** EPPs must report data to the [Education and Administrative Reporting Systems](#) (EARS) through PED. The most recent EARS report was published in 2022 with 2020-2021 school year (SY21) data. Due to concerns about data validity, and limited staff capacity, PED does not plan to retroactively publish a 2023 EARS report. However, PED plans to publish the 2024 EARS report in January 2025 with validated data. NMSU’s SOAR Educator Vacancy Report includes high-level information about educator candidates admitted to and graduated from EPPs. SY24 saw a drop in the number of EPP candidates admitted for the first time in five years. The number of completing EPP candidates, however, remained stable from SY23 to SY24. The number of EPP completers continues to increase from a low in SY19, but numbers still haven’t risen to a high last seen in SY10.





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## Educator Retention

Efforts to build a high-quality educator workforce in New Mexico are hampered by attrition. Research finds many factors contribute to teacher turnover, including insufficient preparation, heavy workloads with inadequate support, compensation, and ineffective school leadership.

**Although the Legislature's 2022 increase of teacher minimum salaries brought New Mexico's average teaching salary to the highest in the region, it remains below the national average.** In addition, a 2023 Legislative Finance Committee (LFC) analysis found average teacher salaries in some of the state's highest living wage counties were well below the living wage for one adult and one child. For FY26, LESC recommends increasing teacher minimum salaries by \$5,000 to \$55 thousand for tier 1, \$65 thousand for tier 2, and \$75 thousand for tier 3, with an appropriation of \$7.4 million. The Legislature appropriated \$94 million from the general fund to the state equalization guarantee, the state's public school funding formula, for a 3 percent average salary increase to all public school personnel in FY25. For FY26, LESC recommends an average salary increase of 3 percent for all public school personnel with an appropriation of \$101.4 million.

**Professional development.** School districts and charter schools are funded for professional development through the SEG. While districts submit a professional development plan to PED, funding is discretionary and how districts spend funds is unclear. For FY26, LESC recommends increasing the recurring appropriation for teacher professional development to \$5 million.

In 2023, PED introduced the [Advancement Program Level Microcredentials](#) which replaced the professional development dossier as a pathway for teacher licensure advancement. The microcredentials are competency-based online courses that align with the four domains of PED's educator evaluation system. At a June [presentation](#) to LESC, PED reported over 2,000 educators have completed over 4,000 courses. Quarterly completion rates ranged from 75 percent to 97 percent. For FY25, the Legislature appropriated \$3.4 million for microcredentials and a learning management system, which LESC recommends maintaining for FY26.

## Research Agenda: Teacher and School Leader Recruitment, Preparation, and Retention

Building on work that culminated in [House Bill 22](#) (HB22), introduced in the 2024 legislative session, LESC staff worked with partners to refine school administrator preparation and licensure, including separate requirements for principals and superintendents. In fulfillment of House Memorial 20 (HM20), passed in 2024, staff studied class sizes in New Mexico and additional ways to support teachers. Finally, staff performed an initial review of the state's teacher residency programs, including an analysis of how preparation pathways impact student growth.

### School Leadership

The effect of school leaders on student outcomes are second only to teachers among in-school factors. Effective school leadership also improves teacher retention, is necessary to turn around failing schools, and is cost effective. Despite its demonstrated potential, improving the quality of school leadership in New Mexico is constrained by limited workforce data, clinical preparation experiences that vary in length and rigor, and generic preparation pathways that do not specialize by administrator type.

School leadership was primarily discussed in one hearing during the 2024 interim:

- **June 2024:** [Principal Preparation Best Practices: The University of Illinois & Chicago Public Schools](#), presented alongside PED and the Thornburg Foundation, on coordinated efforts by the state and partners over the past few years to strengthen school leader preparation and licensure.

**Stakeholders support establishing statutory requirements for site administrator preparation programs based on best practices.** In 2023, a [school leadership working group](#) of deans and directors, PED, LESC, and LFC, which was facilitated by consultants from the national consulting company, [Education Research & Development](#), produced recommendations to strengthen school leader preparation in New Mexico. These recommendations

include establishing rigorous program approval standards in statute, requiring school administrators to complete a year-long residency, and bolstering support and oversight capacity at PED.

A school leadership task force in 2024—expanded to include representation from school districts and charter schools—again recommended the same changes. Building on the work of the prior year, the task force also recommended differentiated preparation and licensure requirements for different types of school administrators.

**Table 1: Recommended Requirements for Site Administrator Preparation Programs** shows changes recommended for programs preparing assistant principals and principals.

**Table 1: Recommended Requirements for Site Administrator Preparation Programs**

Recommended by the 2024 School Leadership Task Force

1. Curriculum aligned to national and state standards;
2. Deliberate candidate recruitment and selection;
3. Robust clinical experience through a full-academic-year, paid residency;
4. Cohort structure with trained coaches; and
5. Formal partnerships with school districts and charter schools.

Source: LESC Files

Note: HB22 would have required PED to establish criteria for program approval through rule that met the above statutory requirements.

**Stakeholders recommend strengthening licensure requirements for principals and assistant principals.** The recommendations would create a three-year initial site administrator license; a one-year, renewable provisional site administrator license; and a five-year, renewable professional site administrator license. Other changes would include requiring submission of common performance tasks for each license and requiring professional development for renewal. Existing level 3B license holders would be granted a professional site administrator license.

**The task force recommended creating separate licensure requirements for superintendents.** A superintendent's responsibilities differ substantially from those of a principal. Separate licensure requirements would ensure superintendents receive relevant and adequate training and allow principal preparation programs to focus narrowly on the role of a principal. A five-year, renewable superintendent license would require at least one year of experience as a site administrator or central office leader, completion of a PED-approved aspiring superintendent academy, and submission of a common performance task. A one-year, renewable provisional superintendent license could be granted to individuals enrolled in a PED-approved superintendent induction program and who have at least one year of experience as a principal or central office leader. Current superintendents would be granted a superintendent license.

**The task force recommended changes to school leader professional development.** The proposed licensure changes would require school leaders to complete department-required professional development prior to advancing in licensure levels and prior to licensure renewal. During the 2024 session, lawmakers included a \$5 million appropriation to PED to fund school leader professional development, which LESC recommends maintaining for FY26. Additional school leader supports recommended by the school leader task force include the establishment of principal and superintendent induction programs. Emerging research suggests school leader induction programs can have positive impacts on student achievement, as well as principal and teacher retention. The LESC public school support recommendation for FY26 includes \$2.3 million to support capacity building at PED and EPPs, which would be necessary to implement the task force's recommendations.

## Teacher Supports

While the Legislature has made substantial investments in teacher pipeline initiatives in recent years, less focus has been given to retaining teachers already in the classroom. The ruling in the *Martinez-Yazzie* consolidated lawsuit found the state did not provide at-risk students with programs proven to provide the supports they need

to succeed, including reducing class sizes. Class size reductions are frequently proposed by both legislators and educators themselves as a mechanism to improve student outcomes and reduce teacher attrition. HM20, passed in 2024, tasked LESC with studying class sizes.

Teacher supports were primarily discussed in one hearing during the 2024 interim:

- **June 2024:** [Supporting Teachers to Improve Student Outcomes](#) policy brief.

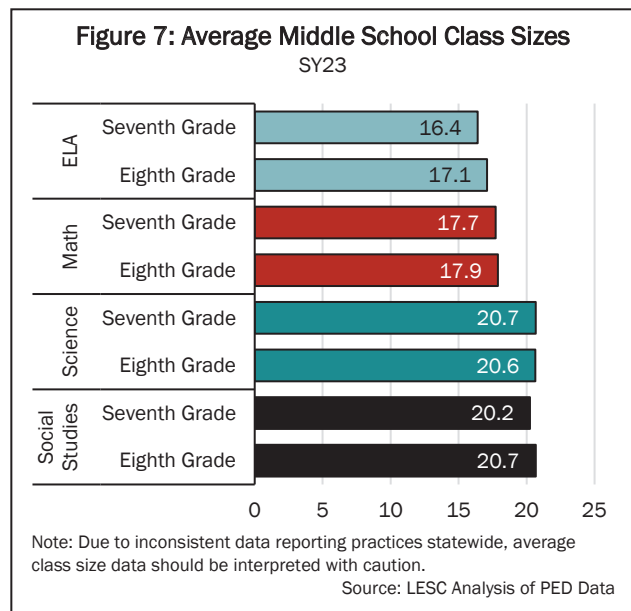
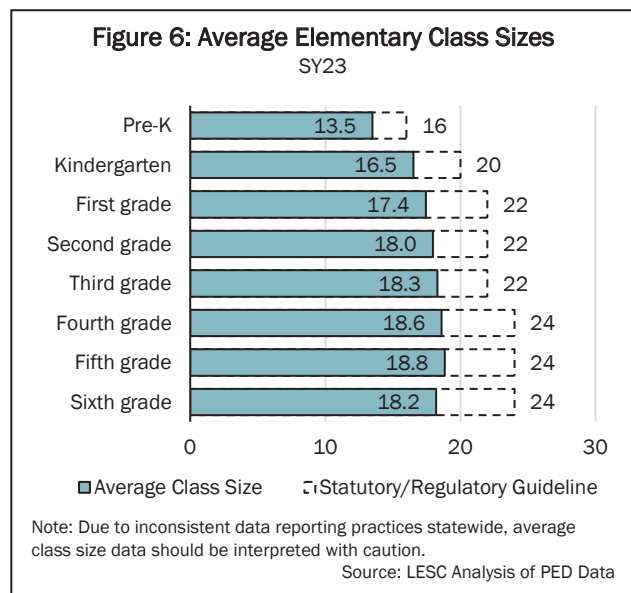
Upon finding statewide class size averages are below both statutory maximums and national averages, staff explored additional supports to help teachers effectively and sustainably deliver differentiated instruction to students with diverse learning needs.

**Limited research suggests class size reductions may improve student behavior and teacher retention.** A few small [studies](#) suggest a correlation between class sizes and teacher retention. Some [research](#) suggests smaller class sizes may improve student engagement and behavior, allowing teachers to focus on instruction.

**Class size reductions are expected to be most beneficial for at-risk students in early childhood with less effective teachers.** The most influential and credible study of class sizes is the [1989 Tennessee Student Teacher Achievement Ratio \(STAR\) project](#), which studied over 7,000 kindergarten through third grade students. The project found, on average, students assigned to smaller classes grew by an additional three months of schooling compared to peers in larger classes. The effect was driven by growth among kindergarteners, and effects were largest for Black, economically disadvantaged, and male students. [Meta-analyses](#) of class size reduction [studies](#) report mixed findings. Overall, literature suggests class size reductions have the strongest impact on student academic growth in early childhood, with effect size decreasing each subsequent year.

**New Mexico set class size requirements in the early 1990s and few changes have been made since.** While kindergarten classes have an absolute maximum number of students (14 students, or 20 students with an educational assistant), class size requirements for subsequent grades are primarily based on the average size of all classes within a particular range of grades. For example, the average class load for fourth through sixth grade teachers may not exceed 24 students when averaged among grades four, five, and six. Under this requirement, the size of classes within any single school could vary substantially.

**Class size data is reported in an inconsistent manner, making analysis of class sizes challenging.** Staff analyzed statewide PED course roster data for prekindergarten through 12th grade during SY23. School districts and charter schools are required to report the size and composition of classes to PED



by the 40th day of the school year (Section 22-10A-20 NMSA 1978). The class size data reported in this analysis should be interpreted with caution, due to highly variable data quality. Staff made certain assumptions to omit classes assumed to be data entry errors.

**Based on available data, statewide class size averages appear well below statutory maximums.**

In prekindergarten, the average class size is 13.5 students, below the 16-student maximum for three-year-old students. In kindergarten, the average class size is 16.5 students, below the statutory maximum of 20 students. It is likely many prekindergarten and kindergarten classrooms also have educational assistants, further reducing the student-to-adult ratio in early grades.

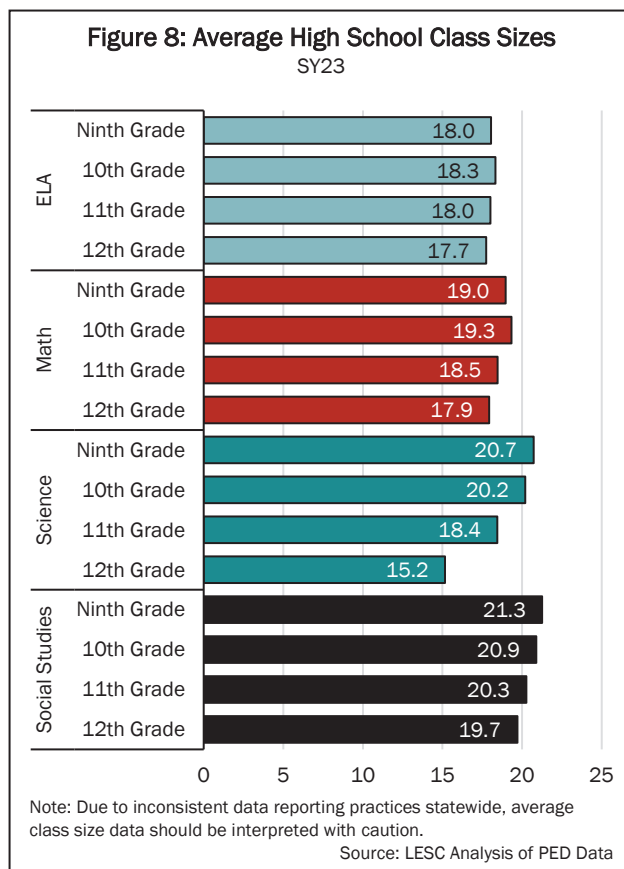
In first through sixth grades, statewide class averages are near the “small” class sizes found to produce student learning effects by the STAR study (13 to 17 students). However, as statute allows schools to remain below class size maximums by averaging class sizes among several grades, some classes may still be notably above the average. Legislators could consider removing the averaging allowance. However, this could prevent strategic local decisions, such as providing a more experienced teacher a stipend for teaching a larger class, while giving a new teacher a smaller class load.

Statewide averages for middle and high school classes in core subjects also provide little concern that classes are too large statewide. In fact, in secondary grades, average class sizes range from 15 to 21 students—well below the most stringent state maximums for these grades (27 to 30 students per English language arts class).

**Class size reductions would require additional teachers and classrooms.** A statewide reduction of class size maximums by five students would require an additional 513 teachers, costing approximately \$39.4 million, assuming an average level 2 salary of \$60 thousand with a 28 percent benefits ratio. Based on available school classroom data, the state would need 288 additional classrooms due to insufficient space in schools. At an estimated \$250 thousand per classroom, the cost of infrastructure would be over \$72 million. The actual figure is likely substantially higher as some of the state’s largest school districts, Albuquerque and Gallup-McKinley, were excluded from the estimate due to missing data.

**Alternative ways to support teachers and improve student outcomes may be more effective.** Given New Mexico’s persistent teacher shortages, class size reductions could result in many more students being taught by long-term substitutes or teachers on emergency waivers. Additionally, in early grades where class size reductions have the greatest impact, average class sizes are already in line with sizes research suggests could improve outcomes. LESC staff researched additional ways to support teachers in the classroom, including:

- Strengthening clinical practice prior to teaching through residency programs;
- Improving mentorship for new teachers;
- Employing additional educational assistants;
- Piloting innovative staffing models; and





- Increasing time for teacher collaboration and professional development.

**Early research of one such innovative staffing model, Opportunity Culture, shows promising impacts on student achievement.** In Opportunity Culture, high-performing teachers lead a team of teachers in their school. These lead teachers co-plan, model instruction, coach, and provide small-group instruction. They are accountable for the results of all students on the team and earn a sizable stipend for this work on top of their regular salary. This position provides teachers an opportunity for professional advancement and compensates them accordingly, without requiring they enter administration. Opportunity Culture’s own research touts students in such schools average an extra half-year of learning annually; educators surveyed indicate high levels of satisfaction with the program; and program investments can be offset by reducing the costs of teacher turnover. Studies in [North Carolina](#), [New York](#), [Texas](#), and [Tennessee](#) support these findings.

Carlsbad Municipal Schools piloted Opportunity Culture in P.R. Leyva Middle School in SY24. LESC staff [compared](#) student growth at this school to students at Alta Vista Middle School, which did not participate in Opportunity Culture. On average, students who attended P.R. Leyva had statistically significantly higher growth in reading and math, as measured by the NWEA Measures of Academic Progress assessment, from fall 2023 to spring 2024, than their peers at Alta Vista Middle School. At-risk students demonstrated statistically significantly greater growth in some areas. These initial results should be interpreted with caution because the analysis included small subgroup sample sizes and cannot control for classroom level differences.

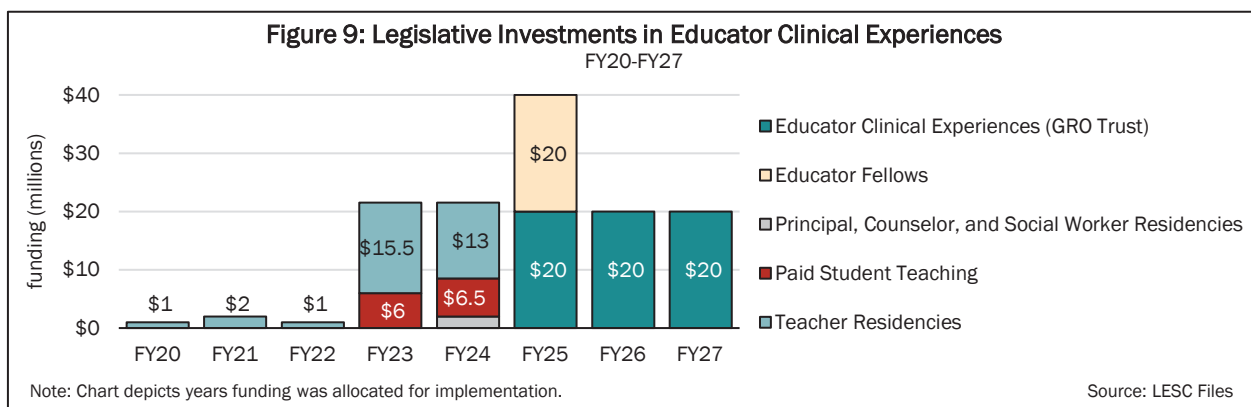
### Teacher Residency Program

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

Teacher residency programs were primarily discussed in one hearing during the 2024 interim:

- **November 2024:** [Teacher Clinical Practice](#) update report.

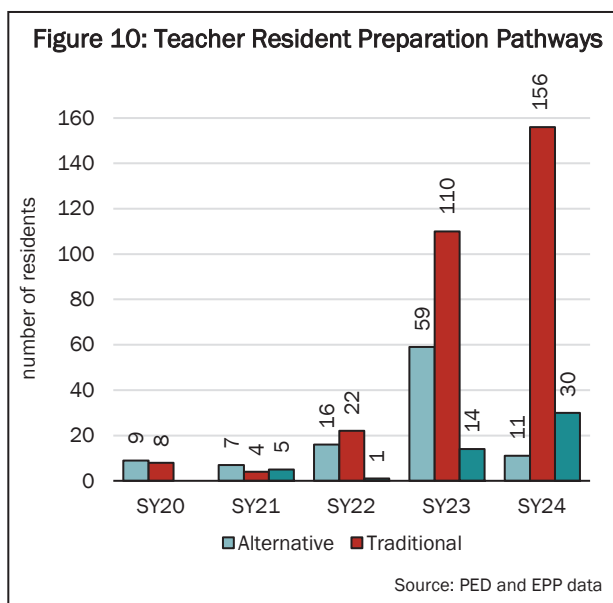
**The Legislature has appropriated \$147 million for educator clinical practice since FY19.** In the face of growing educator vacancies, the Legislature made several small appropriations to pilot teacher residency programs from FY20 to FY22. In FY23, the Legislature expanded teacher residency funding to \$15.5 million. In FY25, the



Legislature consolidated clinical practice funding into a \$60 million appropriation to the government results and opportunity (GRO) expendable trust and program funds for expenditure from FY25 to FY27. If the programs are found to be effective, the Legislature may consider appropriating recurring funding to those programs.

**A majority of teacher residents in New Mexico are pursuing licensure through traditional pathways.**

Although traditional candidates benefit from residencies, alternative licensure teachers who receive far less preparation may benefit even more. Because alternatively licensed teachers in New Mexico can become teachers of record immediately upon passing required exams, they are faced with the choice of completing a year-long residency with a \$35 thousand stipend or beginning their teaching career with a starting salary of at least \$50 thousand plus benefits. For many of these teachers, who are often mid-career professionals, the increased pay and benefits deter them from completing a residency.



**New Mexico's teacher residents are more diverse than the state's current teacher workforce.** Well-designed, paid teacher residencies typically attract a more diverse pool of candidates than the broader pool of teachers. According to PED, 66 percent of New Mexico's teacher residents through SY23 identified as Black, Indigenous, and people of color, compared to 60 percent of all teacher preparation program enrollees in SY22. These numbers suggest the teacher workforce—46 percent identify as Black, Indigenous, and people of color—will likely better reflect the diversity of the students they serve (over 75 percent identify as Black, Indigenous, and people of color) in the future.

**New Mexico residencies have high completion rates, but demand has not kept pace with funding.** While PED-awarded residency funding has steadily increased to fund 332 potential residents, demand for residencies amounted to 76 percent of funded slots in SY23 and 71 percent in SY24. Since FY23, \$5.1 million went unspent on teacher residency programs and reverted to the public education reform fund. However, residency program completion rates have reached at least 92 percent each year.

**Analyses of student growth were constrained by data fidelity issues.** LESC staff performed a preliminary analysis of how teacher preparation pathway and clinical experience impact student achievement growth. However, analysis was limited by incomplete data, inconsistent reporting practices, and difficulties in matching teachers to students. Without a unique ID with which to match teacher candidates to classrooms, LESC staff relied on name matching to connect individuals between databases. As a result, staff were unable to analyze outcomes for 90 percent of recent EPP completers.

**On average, recent EPP completers displayed slightly lower growth than other teachers with additional years of experience, but the differences are not significant.** This finding makes intuitive sense, given that teachers generally struggle in their first few years in the classroom. However, this finding should be interpreted with caution as differences in teachers' contributions to student growth were not statistically significant.

**On average, alternatively licensed teachers who completed a residency program demonstrated a greater impact on student growth than alternatively licensed teachers who did not, but the difference is not significant.** With a low sample size, making an argument that the results are meaningful is difficult, but the

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finding suggests future research should study whether alternative teachers experience stronger gains from residency programs.

PED and EPPs are working to improve the accuracy, consistency, and timeliness of reported educator preparation data. PED, Prepared to Teach, and EPPs have collaborated to identify data indicators required for state and federal reporting, and to establish definitions for these indicators. PED expects this work to result in complete and consistent data reporting amongst EPPs. In addition, a new data collection interface to connect program data to institution data free of charge will be piloted by EPPs in January 2025.

## Policy Considerations

The *Martinez-Yazzie* consolidated lawsuit ruled effective teachers are key to improving proficiency and “the weight of the evidence [in the lawsuit] leads to the conclusion that the quality of teaching for at-risk students is inadequate.” The following policy considerations include recommendations for the Legislature to consider and areas for LESC staff to research to address these court findings.

### School Leadership

To strengthen school leader preparation, licensure, and support, the Legislature should consider:

- Establishing program approval requirements for principal preparation programs aligned with research-based practices;
- Establishing separate licenses for different types of school administrators, particularly principals and superintendents; and
- Expanding capacity at PED to support and oversee expanded supports for school leaders, including approval of superintendent academies and the creation of principal and superintendent induction programs.

### Teacher Supports

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

- Funding innovative staffing pilots through the GRO fund program; and
- Amending the School Personnel Act to develop pathways or roles for the best teachers to stay within the classroom rather than moving into administration or leaving the profession.

### Teacher Residency Program

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

- Strengthening alternative licensure program requirements, including requiring candidates to complete clinical practice prior to serving as a teacher of record;
- Requiring more nuanced data collection and reporting in the EAR and teacher residency report to ensure data necessary for program evaluation is collected; and
- Bolstering data tracking and reporting capacity at small EPPs that lack the support of institutional data specialists.



With a focus on middle and high school students, LES C defines student success as academic knowledge alongside a comprehensive set of broader skills and mindsets necessary to thrive well into the future, often described broadly as college, career, and civic readiness. In today’s dynamic education and workforce landscape, student success requires more than mastering academic content. Students must also know how to apply that knowledge adaptably in a complex society that requires problem-solving, analytical, and creative skills. In other words, to attain success, students must become lifelong learners not just in name, but in true practice.

This modern vision of student success reflects the growing recognition that education plays a vital role in readying students for an uncertain future that is shifting continually with technological advancements. It calls for designing educational experiences that foster curiosity, civic engagement, and a sense of purpose, while preparing students to navigate the demands of a global economy and a rapidly evolving workforce. By embracing a holistic and student-centered approach, education systems can create equitable opportunities that prepare all students to succeed in life, work, and community. This reimagined vision of student success places students directly at the center, empowering them to become adaptable and capable individuals ready for any path they may choose after high school. For New Mexico’s students to be successful through their middle and high school years—and long after high school graduation—current learning structures and systems should evolve to reflect the changing landscape and interconnected relationships of schools with community and economic development.

This section of the LES C Annual Report includes background information and data on student success initiatives, a review of the 2024 LES C interim research agenda on student success, and finally, policy, budget, and research recommendations for the Legislature to consider.

### Background: Understanding Student Success

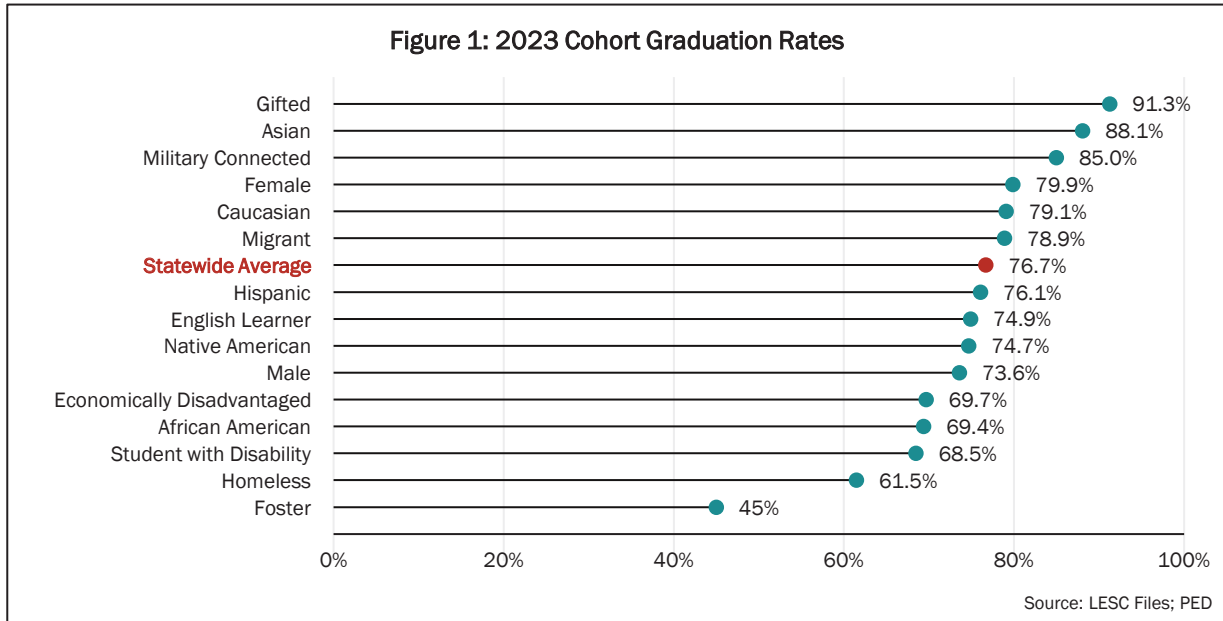
This section focuses on a current understanding of how New Mexico’s students are faring in several key dimensions related to college, career, and civic readiness metrics, as well as broader indicators of student well-being. Data systems are currently designed to capture outcomes such as graduation rates, college enrollment, course-taking patterns, remediation rates, achievement results, and attendance rates, among other well-known metrics. These outcomes are important to monitor and yet, in isolation, may not completely capture the outcomes important in achieving a current understanding of student success. Therefore, this section discusses outcomes for known data points and includes a discussion of future metrics and research that may be important to consider to fully understand student success.

#### Current College, Career, and Civic Readiness Data Points

**Graduation rates are steady, but signs of improvement are slowing, and differences across student groups persist.** High school graduation rates have largely remained stagnant for the last five years, with the Public Education Department (PED) reporting a graduation rate of 76.7 percent for the four-year cohort of 2023 students. This is a very modest increase from the cohort of 2022 graduation rate of 76.2 percent. After high school graduation rates reached a low of 63 percent in FY10, the state saw a slow increase in graduation rates, though it has been stagnant in recent years, and has never been higher than 77 percent, well below the national average of about 87 percent.

Although graduation rates are generally steady, this metric of student success is not experienced evenly across demographics, and notable gaps remain based on several student characteristics, as shown in **Figure 1: 2023 Cohort Graduation Rates**. For the cohort of 2023, among racial and ethnic groups, the graduation rate was highest among Asian students (88.1 percent), followed by non-Hispanic white students (79.1 percent), then Hispanic students (76.1 percent), then Native American students (74.7 percent), and finally, Black and African American students (69.4 percent). With regard to gender, female students graduated at a higher rate (79.9 percent) than male students (73.6 percent). Graduation rates are also reported by PED for English learners, students who qualify for free and reduced lunch, students with disabilities, students experiencing homelessness, students in foster care, migrant students, economically disadvantaged students, military affiliated students, and





gifted students. Graduation rates are substantially lower among students in foster care (45.2 percent) and those experiencing homelessness (61.5 percent), and highest among students identified as gifted (91.3 percent).

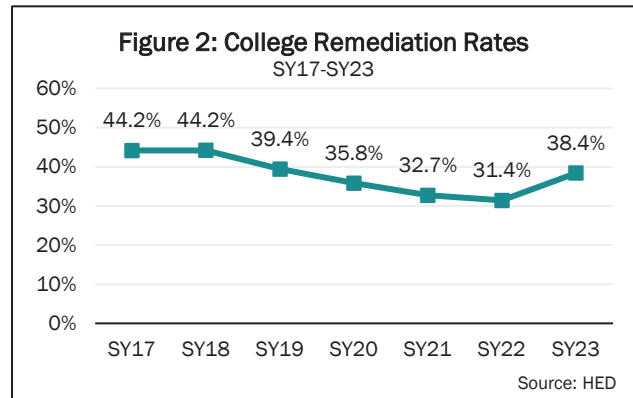
**Undergraduate college enrollment has increased slightly in the last two years, but remains well below statewide totals from several years ago.** Consistent with national trends, college enrollment—particularly for undergraduate students—has been declining in New Mexico over the last few years, although it has shown a slight rebound beginning in fall 2022. [Data](#) from the Higher Education Department (HED) shows as of fall 2023, nearly 71.6 thousand students enrolled as full-time equivalent students across all New Mexico higher education institutions (with 63.5 thousand of these enrolling as undergraduate students and 8,101 enrolling as graduate students). Undergraduate full-time equivalent enrollment increased by 4.6 percent between fall 2022 (60.7 thousand students) and fall 2023 (63.5 thousand students), while full-time equivalent graduate student enrollment decreased by 1.1 percent between fall 2022 (8,195 students) and fall 2023 (8,101 students). While there is slight growth in undergraduate full-time enrollment, this remains well below enrollment numbers for undergraduate students in fall 2015, for example, which was substantially higher at 80.1 thousand students.

**Dual credit participation is increasing, but has not yet returned to pre-pandemic numbers.** PED and HED reported in their jointly published [2023 Dual Credit Annual Report](#) that 18.5 thousand unique students enrolled in dual credit courses, taking a combined total of 45.8 thousand dual credit courses. The number of students taking dual credit courses increased by 12.3 percent, and the number of dual credit courses taken increased by 8.4 percent compared with the 2021-2022 school year (SY22) during which 16.5 thousand students took a combined total of 42.3 thousand dual credit courses. While an increase, dual credit enrollment in the 2019-2020 school year, prior to pandemic interruptions, was at 21.8 thousand students taking a total of 54.2 thousand dual credit courses. This indicates that while dual credit enrollment is growing, it has not reached pre-pandemic enrollment or course-taking numbers yet.

Twenty-seven higher education institutions in New Mexico report offering dual-credit programs, but five institutions serve the most dual-credit students: Central New Mexico Community College (CNM), San Juan College (SJC), Southeast New Mexico College (SENMC), Eastern New Mexico University (ENMU), and ENMU-Roswell (ENMU-RO). Of these, CNM serves the largest share, with 4,235 dual credit students in SY23. Dual credit students graduate from high school at higher rates, on average, than students who do not take dual credit courses. PED and HED report for the 2021 cohort of students (most recent data cited in their annual report), the graduation rate among students taking dual credit courses was 88.9 percent, compared with 76.3 percent among students who do not take dual credit courses in the same graduating cohort.

**Advanced Placement participation increased, as did passing scores.** The College Board, a nonprofit organization that creates and offers Advanced Placement (AP) exams nationally, reported 10.9 thousand students in New Mexico participated in AP exams in SY23, an increase of 6.5 percent from SY22. Those students took 17.7 thousand AP exams, garnering a score of three or higher (up to a score of five) on 7,651 exams—or 43.3 percent. Both the number of exams taken and the number of passing scores increased in SY24 (up by 9.1 percent and 18.6 percent, respectively). In New Mexico, postsecondary institutions award college credit for AP exams with scores only above three, making it a crucial score cutoff for AP exams to translate to college credit.

**College remediation rates are rising after several years of decline.** As shown in **Figure 2: College Remediation Rates**, HED [reported](#) the statewide college remediation rate—the percent of students requiring remedial coursework when they reach college—was 38.4 percent. This figure includes New Mexico high school graduates who graduated in SY23 and enrolled as first-time freshman in a New Mexico public higher education institution in either summer or fall 2023. The SY23 remediation rate is an increase from a low of 31.4 percent among New Mexico high school graduates who graduated in SY22 and enrolled as a first-time freshman in either summer or fall 2022.

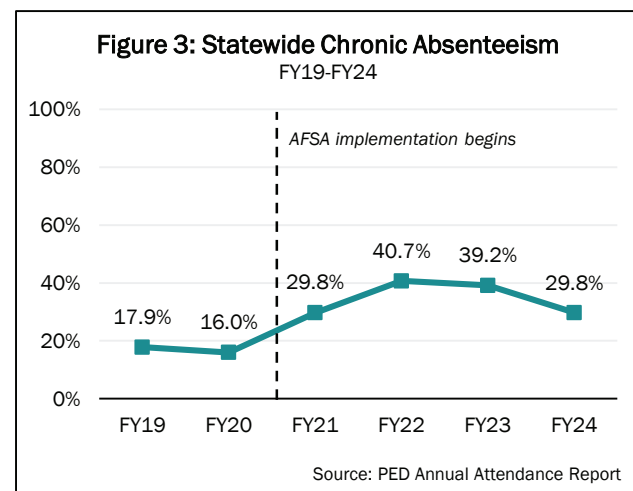


**Youth disengagement remains high in New Mexico, but is showing notable signs of improvement.** In 2022, New Mexico led the nation in its rate of youth disconnection—meaning youth between the ages of 16 and 24 who are neither in school nor working—with 19.6 percent of youth (47.9 thousand young adults) reported as entirely disconnected. Newly released [data](#) from Measure of America, a nonpartisan nonprofit initiative of the Social Science Research Council, shows this has improved to a disconnection rate of 15.3 percent (39.3 thousand young adults) between 2022 and 2024.

While this is still above the national average of 10.9 percent, it is a notable improvement. In New Mexico, Measure of America reports youth disconnection is highest among Native American youth (24.7 percent), followed by Latino youth (15.6 percent) and non-Hispanic white youth (11 percent). Measure of America notes estimates for Asian and Black and African American youth are not reliable given small population sizes.

**Student achievement generally declines across a student's academic career, with the lowest proficiency rates found in high school.** Achievement among New Mexico's middle and high school students generally shows a downward trend. Assessment results among secondary students, defined as students in grades six through 12, highlight mixed indicators on progress. In English language arts (ELA), proficiency rates improved across grades six through eight, with seventh grade proficiency increasing from 36 percent in SY23 to 41 percent in SY24, and eighth grade proficiency rising from 31 percent to 34 percent. However, in math, proficiency rates declined, with sixth grade proficiency decreasing from 24 percent to 19 percent, seventh grade from 20 percent to 19 percent, and eighth grade from 19 percent to 16 percent.

For 11th grade students, ELA proficiency fell slightly from 36 percent to 34 percent, while math proficiency dropped from 12 percent to 9 percent. Generally, secondary students may be seeing some upward progress in ELA, especially in middle school, but that



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trend does not hold true for math. And, in either subject area, proficiency declines in high school. A look at assessment results underscores the need for targeted interventions in middle and high school years, particularly in mathematics. As discussed in the **Whole Child** section of the 2025 LESC Annual Report, staff have researched and proposed a framework to support math education across all grade levels as part of the committee’s 2024 research agenda (see page 31).

**Chronic absenteeism is decreasing statewide, but remains high across New Mexico.** PED reports chronic absenteeism dropped statewide to 29.8 percent in SY24, a 9.4 percentage point decline from a statewide rate of 39.2 percent in SY23. As shown in **Figure 3: Statewide Chronic Absenteeism**, this is a notable decline after chronic absenteeism soared to about 40 percent in SY22 at the tail-end of the Covid 19 pandemic. With a chronic absenteeism rate of 32.8 percent, New Mexico has the highest rate of chronic absence nationally.

## Potential for Future Understanding of Student Success

Each of the data points noted above help to illustrate how New Mexico’s students are progressing throughout the later years of their public education. Yet, as noted in the introduction to this section, students also need skills and mindsets such as problem-solving, analytical skills, communication skills, and the ability to navigate relationships to fully experience comprehensive college, career, and civic readiness. As these skills and mindsets become increasingly important, so too might data to understand progress toward these.

During the 2024 legislative session, the Legislature passed, and the governor signed House Bill 171 (Laws 2024, Chapter 2), which modernized New Mexico’s high school graduation requirements. As part of these changes, school districts and charter schools must create graduate profiles by the start of SY26 to identify the skills and characteristics expected of each of their graduates. Through the development of these graduate profiles, coupled with LESC staff analysis, the state will soon have a better understanding of expected outcomes for its graduates that value both “traditional” measures of success alongside a more nuanced view of the attributes many employers, families, communities, and students themselves also report as valuable in feeling ready for life after high school. Long-term, this may also enable greater development of systems and measures to understand statewide progression toward skills, characteristics, mindsets, and attributes indicative of genuine career and civic readiness.

## Research Agenda: Student Success

The student success research area focuses on secondary education, career and technical education (CTE), secondary redesign, attendance, post-secondary connections, and college, career, and civic readiness. During the 2024 interim, the LESC research agenda related to student success included ongoing monitoring of each of these topics, as well as specific research in evaluating CTE programming and funding, an ongoing review of school attendance and chronic absenteeism, and a task force established through a legislative memorial to study middle school. The following section includes an overview of committee hearings and actions on each of these research agenda items.

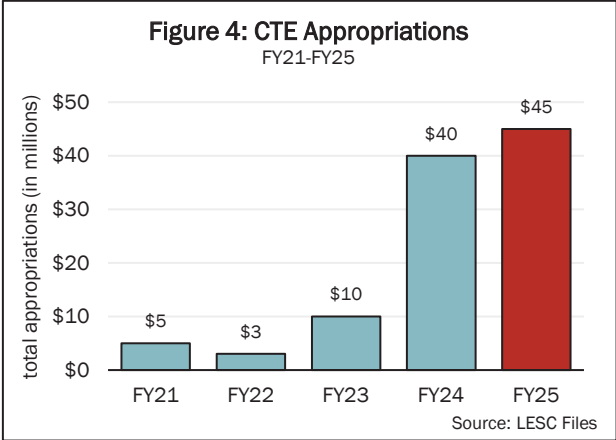
### Career and Technical Education

Modern CTE is an educational pathway designed to equip students with practical skills, technical knowledge, and applied learning experiences. While encompassing traditional academic subjects, CTE contextualizes academic content by employing hands-on learning, enabling students to gain both foundational knowledge and specialized skills. While sometimes still referred to as “vocational” education, modern CTE is substantially different. CTE now spans a wide range of industries including healthcare, technology, engineering, education, and business, alongside more traditionally thought of industries such as construction or auto mechanics. Modern CTE is a critical evolution in education, potentially bridging the gap between classroom learning and future career success to prepare students for lifelong achievement.

CTE was primarily discussed in one hearing during the 2024 interim:

- **July 2024:** [A Review of CTE Programs, Pathways, and Funding](#) policy brief.

Recognizing the importance of CTE in a modern framework for secondary education, New Mexico has invested steadily in CTE efforts in recent years with the Legislature appropriating \$45 million in funding for CTE programs for FY25 and \$40 million for FY24, as shown in **Figure 4: CTE Appropriations**. This state funding complements federally distributed funding (known commonly as Perkins funding), of \$10.5 million for FY24. LESC staff reviewed CTE funding during the 2024 interim to understand what the state funding is supporting and how it may be impacting students. Current CTE appropriations primarily support three initiatives: a CTE pilot project created by the Legislature in 2019 (about \$13 million for FY25), an Innovation Zones initiative created by PED to redesign the high school experience (about \$11.2 million for FY25), and work-based learning primarily offered through the state’s Summer Enrichment Internship Program (\$10 million for FY25). Additional uses of the funding include supporting PED staff, career technical student organizations, and various college and career readiness initiatives.



LESC staff found that funding, particularly for the CTE pilot project and Innovation Zones, is increasing statewide, both in amounts of funding and in geographic locations with access to this funding. As shown in **Table 1: State Funding for CTE: Next Gen and Innovation Zone Grants**, for FY25, PED plans to award CTE pilot project funding to 135 local education agencies (LEAs), including 75 school districts and 59 charter schools, as well as Innovation Zone funding to 39 LEAs, including 21 school districts and 18 charter schools.

**Table 1: State Funding for CTE: Next Gen and Innovation Zone Grants**  
FY23-FY25, dollars in thousands

	Next Gen CTE Pilot			Innovation Zones		
	FY23 Final	FY24 Final	FY25 Planning	FY23 Final	FY24 Final	FY25 Planning
Total Number of Awardees	62	106	135	10	44	39
<i>School Districts</i>	40	68	75	8	22	21
<i>Charter Schools</i>	17	30	59	2	19	18
<i>Other (RECs or BIE Schools)</i>	5	5	1*	0	3	0*
Average Amount per Awardee	\$61.5	\$136.6	\$96.0	\$466.0	\$259.1	\$287.5
Highest Award	\$1,039.2	1043.3	\$757.0	\$750.0	\$1,200.0	\$1,922.0
Lowest Award	\$2.9	\$2.5	\$1.7	\$150.2	\$200.0	\$100.0
<b>TOTAL AWARDS</b>	<b>\$4,000.0</b>	<b>\$14,474.7</b>	<b>\$12,965.3</b>	<b>\$4,660.4</b>	<b>\$11,400.0</b>	<b>\$11,212.0</b>

\*Note: Awards for FY25 do not yet include BIE schools.

Source: LESC Analysis of PED Data

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Additionally, LESC staff found there are CTE concentrators in nearly every school district in New Mexico, as well as many charter schools, with PED reporting 22.4 thousand concentrators statewide. CTE concentrators are students who take at least two connected courses in a single career cluster. Of note, CTE concentrators graduate from high school at much higher rates than non-CTE concentrators (95.8 percent, compared with 76.7 percent, respectively).

## School Attendance and Chronic Absenteeism

Numerous legislative reports and research produced both in New Mexico and nationally have established the imperative of increasing school attendance to curb New Mexico's soaring chronic absenteeism rates. Longstanding research shows regular attendance benefits students' academic, social, and emotional well-being. Being in school also allows students the opportunity to engage meaningfully with courses and curriculum, interact with educators and peers, and actively participate in classroom environments, all of which helps students grasp and retain essential knowledge and skills. Missing school, particularly when it occurs often and regularly, disrupts this process, contributing to gaps in learning and hindering the development of academic, social, and emotional skills.

Despite the importance of school attendance being well documented and increased efforts to address this, including legislative efforts via the state's Attendance for Success Act, which the Legislature passed in 2019, and earmarked funding for in both FY24 and FY25, New Mexico has struggled to adequately address its high chronic absenteeism rate, which reached a nationwide high of 40 percent in SY22. Recent data shows the state's chronic absence rate may be showing signs of improvement, but remains stubbornly high, with PED reporting a statewide chronic absence rate of 32 percent in the SY24. While an improvement, this means one in three students across New Mexico is still missing at least 10 percent of time in the classroom.

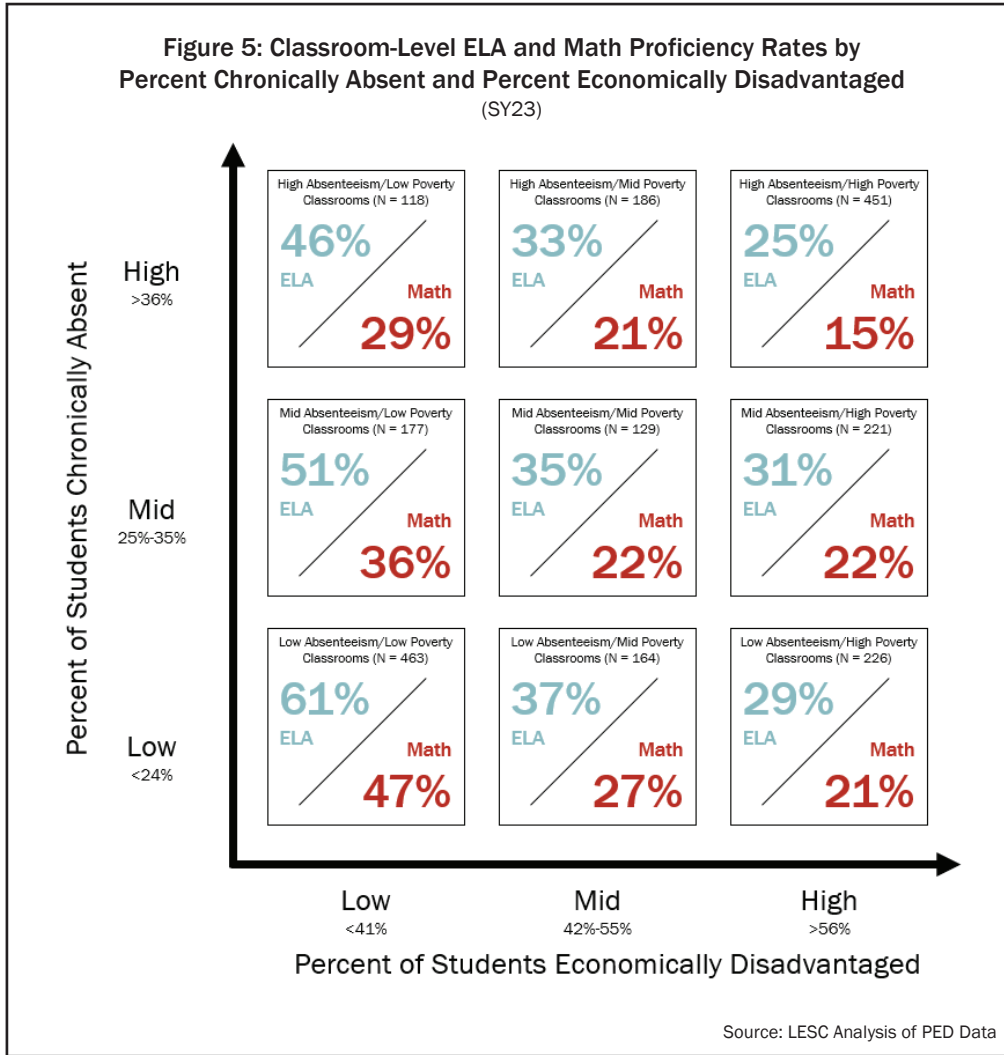
The LESC discussed attendance at three hearings during the 2024 interim:

- **June 2024:** [Chronic Absenteeism Analysis](#) slide deck and [Student Attendance and Performance Program Evaluation](#) report (joint presentation by LESC and Legislative Finance Committee staff).
- **September 2024:** [Engaging Schools. Higher Attendance: A Systemic Approach](#) policy brief.
- **November 2024:** [School Attendance: Children, Youth and Families Department Update](#) hearing handout.

In these hearings, LESC staff explored the need for greater systemic alignment and health to improve the state's chronic absenteeism rates. In June, LESC staff presented findings showing chronic absence is correlated with schools' levels of poverty, creating a compounding effect on student achievement. As shown in **Figure 5: Classroom-Level ELA and Math Proficiency Rates by Percent Chronically Absent and Percent Economically Disadvantaged**, as chronic absenteeism increases in high-income schools, the percentage of students who are proficient falls from 61 percent to 46 percent in ELA and from 47 percent to 29 percent in math. Achievement also tends to be lower as poverty increases; low-income students with high rates of chronic absenteeism see the lowest levels of proficiency in the state, with only 25 percent proficient in ELA and 15 percent in math. While chronic absence clearly contributes to declines in student achievement, it may also be a broader symptom of the health of schools and the communities in which those schools operate.

In September, LESC staff built on June findings, as well as previous research from the 2023 interim, to assess the strength of the state's Attendance for Success Act and explore systemic conditions for improving school attendance. To holistically improve attendance and lower chronic absence rates, LESC staff found New Mexico would benefit from adopting a comprehensive "treatment plan" that addresses the root causes of why students miss school, which are complex and myriad, and better aligns efforts from the Legislature, PED, and school districts and charter schools. This means not only providing immediate interventions, but also making schools more engaging and supportive, reckoning with the broader social inequalities that create barriers to regular attendance, and adapting school environments to better serve the interests and learning needs of students.





## Middle School Redesign

In recent years, LESC has prioritized the issue of secondary school redesign with a focus on middle and high school students. This work has been spurred by data that shows several concerning outcomes begin to emerge in middle school years and continue to worsen through high school: declining student engagement and academic performance (particularly in math and reading), a rise in chronic absenteeism rates, and reduced engagement in the school environment. Despite these challenges, middle school also presents opportunities for significant growth, with the potential to foster lasting academic, social, and personal development through targeted strategies.

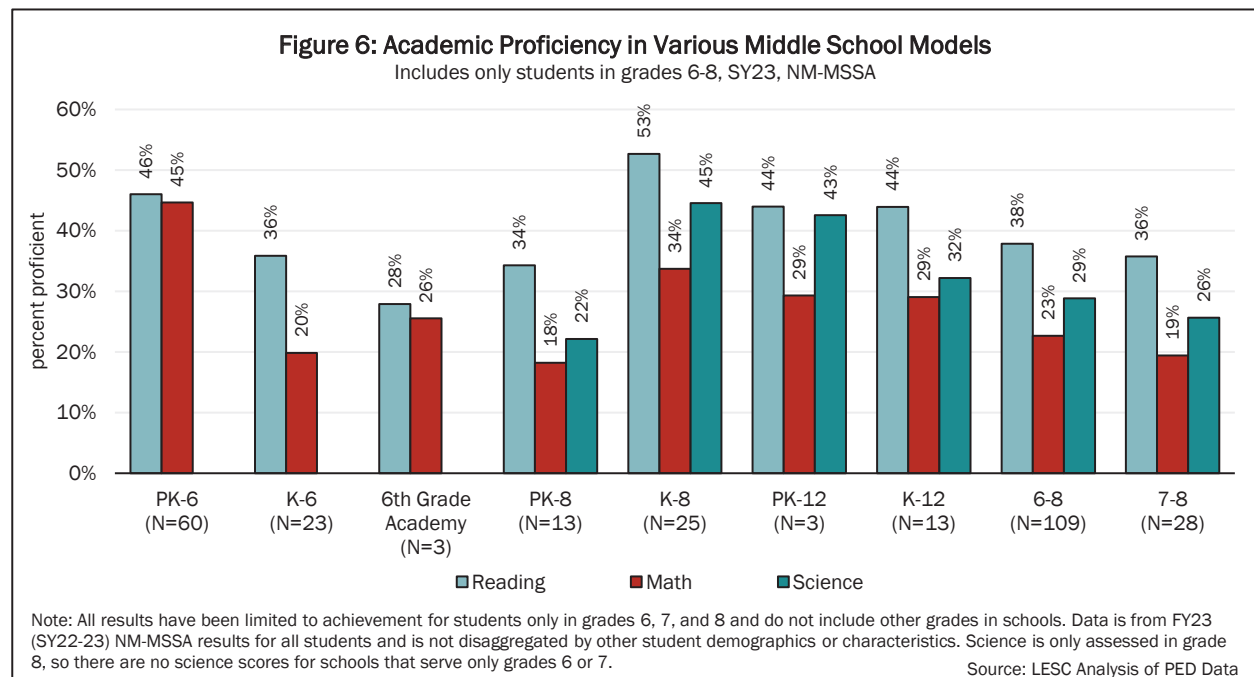
Middle school education and redesign was discussed primarily in two LESC hearings and studied thoroughly as part of a task force established by a legislative memorial:

- **May 2024:** [Landscape Review of Middle School Education](#) policy brief.
- **October 2024:** [The Middle Matters: HM4 Middle School Study](#) report.

To formalize this work, lawmakers passed [House Memorial 4](#) (HM4) during the 2024 legislative session, requesting LESC study the structure, curriculum, funding, and design of middle schools and make recommendations on

methods and means of enhancing the quality of middle school education in New Mexico. The memorial also requested LESC staff work with a representative group of youth, including youth that reflect New Mexico’s student demographics and student groups named in the *Martinez-Yazzie* consolidated lawsuit, teacher preparation program leaders, middle school teachers and educational leaders, school counselors and other instructional support providers, school safety and school resource officers, higher education institutions, health professionals, community members, and PED.

To complete this work, LESC staff organized a task force, including student members, in consult with LESC members (a full list of task force members can be found [here](#)), held two virtual task force meetings, and also held a full-day “Middle School Summit.” A full [report and findings](#) from the task force can be found on the LESC website. The task force found middle school students overwhelmingly report school safety as their top concern and also expressed a need for more connection with their educators and supportive school environments. Students also expressed interest in access to more elective courses, exploratory and hands-on learning, and environments that foster both independence and continued support from teachers.



The task force found many ideas about middle school reform are well acknowledged in both research and practical understanding of what should be happening in classrooms (for example, advisory periods, longer class periods with fewer teachers, and increased hands-on and elective learning options). Despite knowing what transformation could and should look like, task force members noted a disconnect between the ideal middle school and the reality of what these schools look like. Many middle schools today still do not reflect the environments that educators and students desire. Rather, many students report feeling overwhelmed by academic and social pressures, rushing in the school day to complete their work, and not having sufficient access to learning opportunities outside of core academic subjects. Educators expressed a strong desire to collaborate and offer more interdisciplinary learning, but said systemic barriers—such as rigid instructional time requirements, overwhelming administrative duties, and insufficient planning time—make it nearly impossible to implement these practices.

Ultimately, the task force concluded that while change may be technically feasible under current structures, it remains burdensome and poorly aligned with other demands. Without more intentional efforts, greater alignment of state law, administrative rule, and corresponding sustained funding mechanisms—as well as school leadership fully understanding how to braid and leverage these factors—reform efforts risk being fragmented and difficult to sustain.

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## Policy Considerations

Across the three primary student success topics studied during the 2024 interim, LESC staff prepared recommendations for the Legislature, as well as considerations for the PED and for school districts and charter schools. Considerations identified for the Legislature are consolidated below, organized by each primary topic.

### Career and Technical Education

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

- **Continuing funding for CTE programs both in below-the-line initiatives, and through increased secondary student funding in the state equalization guarantee (SEG).** CTE programs show substantial promise for students participating in these programs (increased graduation rates and increased engagement). Current funding mechanisms are working for most school districts and charter schools, but funding through the SEG could improve statewide access to effect CTE programs, while maintaining below-the-line funding is also important to better study and understand newer initiatives, such as the Innovation Zone awards. As noted in the **Public School Finance** section of the LESC Annual Report, LESC staff include a recommendation to increase the secondary student factor from 1.25 to 1.3 (see page 45); and
- **Continuing study of CTE programs to better understand student level outcomes that can inform legislative and programmatic investments.** Currently, CTE funding is supporting numerous initiatives in New Mexico, with some of these better understood than others. For the Legislature to understand the correct level of investment needed in discrete parts of CTE programs, greater detail is needed in understanding the students who take CTE courses, how much funding is being used at the school level to support robust outcomes, and what specific relationships exist between legislative investments and student outcomes. This level of detail was not available for evaluation by LESC staff during the 2024 interim but remains a priority in future interim research agendas.

### School Attendance and Chronic Absenteeism

To support continued improvement in school attendance and a reduction in chronic absenteeism, the Legislature should consider:

- **Continuing funding specifically for attendance** as has been included for FY24 and FY25. The LESC budget recommendation for FY26 includes \$30.9 million (over three years) to support attendance initiatives; and
- **Continuing support for student well-being by continuing funding for social and emotional supports, behavioral health, transportation, and supports for students who may be more likely to experience challenges with attendance.** The LESC budget recommendation for FY26 includes \$143.3 million for transportation, \$3 million for behavioral health supports, and \$30 million (over three years) for supports for students who are unhoused.

### Middle School Education

To support middle school education, the Legislature should consider:

- **Adding sixth grade to the secondary basic program unit factor in the SEG, the state's public school funding formula.** This could drive additional resources to middle school education environments to address concerns about sufficient staffing and supports needed in middle school years. Currently, students in grades four through six have a cost differential factor of 1.045 in the SEG and students in grades seven through 12 have a cost differential factor of 1.25. The specific grades that fall into each factor were last adjusted in 1974, at a time when junior high schools for grades seven and eight were more common and sixth graders were typically educated in the same environments, and with the same practices (such as a single educator in a room of students) as elementary students. Since 1974, the national understanding of middle school educational needs has shifted substantially. The most common model of middle school education in New Mexico places sixth graders in buildings alongside seventh and eighth grade students, yet they generate less funding;

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- **Expanding career and technical education (CTE) funding to middle school environments** to allow for more hands-on, practical learning that is age-appropriate, but begins to build career exploration activities into the state’s CTE continuum that accelerates in high school; and
  - **Continuing funding for attendance, social and emotional learning, math, and mental and behavioral health supports** given the academic and social outcomes seen among middle school students. The LESC budget recommendation for FY26 includes \$30.9 million (over three years) for attendance supports, \$6 million for science, technology, engineering, arts, and mathematics (STEAM) initiatives, and \$3 million for behavioral health supports
  - **Requiring a middle school specific educator and leadership preparation pathway or license**, as well as supporting ongoing professional learning that trains these educators in competencies specific to middle school students.
  - **Defining middle school in state law.** As a definition for “middle school” does not currently exist, although it does in administrative rule and “junior high” is defined, this might be considered technical clean up since the term is used throughout the Public School Code. However, it might also allow for clear and uniform guidelines on middle school structures and the purpose of middle schools. This clarity might also allow policymakers to tailor funding, staffing, and programmatic support specific to middle school needs and a legal definition might also empower school districts and charter schools to adopt best practices.



## Long-Term Educational Planning

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Long-term educational planning embodies the idea that progress in our education system will require a comprehensive structure to attain a resilient, equitable, and effective education system capable of meeting the needs of all students while also adapting to future challenges. By establishing a clear vision and aligning strategies with societal and economic priorities, such long-term educational planning can ensure education investments—both on the part of the Legislature, as well as by all education stakeholders and partners—have a lasting and meaningful impact. A focus on long-term goals provides the foundation for addressing persistent inequities and creating opportunities for every student to thrive.

At its core, long-term educational planning involves inclusive, collaborative efforts among all who have a stake in our education system: policymakers, state agencies, school districts and charter schools, tribal entities, educators, community members, students, families, businesses, higher education institutions, and more. Effective long-term plans and structures allow for visioning, but also clear mapping of how all partners play a role in creating the education system New Mexico both to serve its young people and to ensure a vibrant future.

Beyond identifying shared goals, an effective long-term plan also needs to be supported by clear accountability systems, data-driven evaluation, and mechanisms that enable adaptability to changing circumstances. These elements ensure strategies remain relevant and responsive, fostering continuity and progress even as challenges and changes arise. For New Mexico, the importance of long-term educational planning cannot be overstated. Addressing the needs of a diverse student population requires a commitment to equity, innovation, and sustainability. By prioritizing comprehensive, inclusive, and forward-thinking strategies, New Mexico can not only close current gaps but also lay the groundwork for a transformative education system that prepares all students for a dynamic and uncertain future.

This section of the LESC Annual Report provides an overview of how the LESC assessed and discussed long-term educational planning strategies and structures during the 2024 interim, a review of interim committee action on the topic, and recommendations for the Legislature to consider in the 2025 legislative session.

### Background: Long-Term Educational Planning

Long-term educational planning might take a particular form in New Mexico, even as it is occurring in states across the country. This is, in part, because of the current environment and educational conditions in our state where we have seen many attempts to reform and address educational stability.

#### ***Martinez-Yazzie as a Catalyst***

The call for systemic reforms in New Mexico's education system are not new. As studied by the LESC, there have been concerns, arguably for decades, about how New Mexico's students are faring. In 2018, when Judge Sarah Singleton ruled in the *Martinez-Yazzie* consolidated education lawsuit that the state had failed its duty to provide an education for all students—emphasizing that many students were being underserved in ways that violated their constitutional rights—this brought to light deeply rooted systemic inadequacies in providing a sufficient and equitable education for all students.

**Review of Lawsuit.** A landmark case, the *Martinez-Yazzie* lawsuit has underscored the urgent need for systemic reforms to meet the needs of New Mexico's students. Filed on behalf of at-risk students—which the court defined as economically disadvantaged students, English learners, Native American students, and students with disabilities—the case highlighted long-standing disparities in educational access and outcomes. As these groups collectively make up about 70 percent of New Mexico's students, one could argue the court effectively ruled that most of the state's learners are not being served by current structures.

The ruling called for comprehensive reforms, including the creation of a statewide education plan, revised funding mechanisms, and accountability systems to ensure that the needs of at-risk students were adequately addressed. Despite significant and meaningful subsequent investments and initiatives in education, the challenges identified in the lawsuit persist. The *Martinez-Yazzie* case remains a critical driver of education policy, funding, and programming in New Mexico, underscoring the need for systemic changes and long-term planning to ensure all students have access to the resources and opportunities they need to succeed.



## Martinez-Yazzie Motion

The plaintiffs in the *Martinez-Yazzie* consolidated education sufficiency lawsuit filed a motion of noncompliance and request for remedial action plan on September 4, 2024, in the 1st Judicial District Court, arguing the state still has not addressed educational deficiencies for at-risk students.

The motion asks the court to order the creation of a comprehensive remedial action plan outlining the actions needed to address the court's orders, the parties responsible for implementing those actions, and objective measures by which to evaluate success. The motion calls for LESC staff to coordinate the planning process. Neither LESC nor its staff would be responsible for unilaterally developing a remediation plan; plaintiffs in the motion do, however, "propose to have the staff of the [LESC] lead the process of creating a comprehensive remedial plan."

On November 21, attorneys for PED issued a filing agreeing that the state needs a remedial action plan, but opposed the proposed processes to craft a plan. PED's filing stated the department should craft the plan with help from external consultants and experts, along with LESC input. Plaintiffs' attorneys noted they will oppose this filing and request a hearing in the First Judicial Court.

As of the date of this publication (January 20, 2025), it is unclear whether the court will grant the plaintiffs' motion or, if it is granted, what the final version might ask of LESC and staff. Long-term educational planning, if thoughtfully crafted to serve both immediate and long-term goals, could support the recent motion, if granted, as well as visioning for the state's education system.

**State Response to Date.** Since the *Martinez-Yazzie* ruling, the Legislature has taken significant steps to address the deficiencies highlighted in the lawsuit, though progress has been uneven. The state has made unprecedented investments in education, focusing on key areas such as early childhood programs, literacy training, extended learning time, and educator salary increases. It has also invested in high school reforms including dual credit opportunities, career and technical education (CTE) pathways, and work-based learning initiatives to better prepare students for the future. Additionally, wraparound services, including social-emotional learning and community school models, support the holistic needs of students. However, persistent barriers—such as resource limitations, leadership turnover, decades of underfunding, and a lack of cohesive goals and metrics—continue to hinder the full realization of these efforts. These challenges underscore the critical need for comprehensive, long-term planning to ensure that investments translate into sustained improvements for New Mexico's students.

## LESC Roadmap

Since the *Martinez-Yazzie* ruling, many entities (LESC, the Legislative Finance Committee, PED, authors of the Tribal Remedy Framework, and Transform Education New Mexico, among others) have released platforms, analyses, recommendations, roadmaps, and plans to address findings of the lawsuit. In 2022, informed by analysis of these plans, as well as numerous international and national frameworks from organizations such as the Aspen Institute, the National Conference of State Legislatures, Learning Policy Institute, and education experts including John Hattie, the LESC introduced a roadmap to guide education planning and efforts. The LESC roadmap is organized around four primary pillars:

1. Diverse, high-quality educators and a **vibrant educator ecosystem**;
2. **Academic design** that is rigorous, culturally relevant, engaging, and meaningful;
3. **Whole child systems** that provide interventions, extended time, enriching programming, tutoring, and wrap-around supports; and
4. **Overarching systems and foundational infrastructure** that includes:
  - a. World-class data and accountability systems;
  - b. A responsive school funding formula that encourages outcomes-based budgeting;
  - c. A governance structure that provides a functional system of reciprocal accountability for excellence; and
  - d. Capital outlay, transportation, broadband, technology, and school safety systems.

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## Research Agenda: Long-Term Educational Planning

As part of the 2024 LESC research agenda, LESC staff studied potential governance structures, state models for long-term educational planning, and completed analysis of New Mexico’s strategic planning efforts to understand what progress has been made and what additional efforts might be needed to realize the promise of the many ideas that have been laid out to serve all New Mexico’s students. Components of the LESC roadmap and long-term educational planning were discussed in a progressive series of three hearings across the 2024 interim:

- **May 2024:** [Presentation of Interim Calendar and Interim Workplan](#) and discussion of LESC roadmap, framework, and logic model.
- **July 2024:** [LESC Roadmap](#) presentation by LESC staff and [Update on the Martinez-Yazzie Lawsuit and Outcomes](#) joint presentation with LFC staff.
- **November 2024:** [Long-Term and Strategic Educational Planning](#) LESC staff presentation and [State Trends in Long-Term Strategic Planning](#) presentation from the National Center on Education and the Economy.

### Review of State Efforts to Date

As part of LESC’s review of long-term planning options during the 2024 interim, LESC staff reviewed four significant plans, roadmaps, frameworks, and recommendations mentioned above: the LESC roadmap, the PED Draft Action Plan and Comprehensive Strategic Plan, Transform Education New Mexico’s platform, and the Tribal Remedy Framework, assessing these for common themes alongside strategies and mechanisms in which these plans might differ.

LESC staff found these plans are significant in their overlap particularly in five themes: academic design, correct funding, educator ecosystem, whole child responsiveness, and systems and governance.

- **Academic Design.** Academic design focuses on creating a rigorous, adaptable curriculum that equips students with the skills to succeed in a changing world. All roadmaps, plans, and frameworks analyzed emphasize the importance of responsive learning environments that respect and incorporate New Mexico’s cultural heritage while also readying students for true success both while in school and well into their adult lives. Key commonalities also include the integration of culturally and linguistically relevant curriculum and competency-based learning. There is also an emphasis on applied learning, such as CTE, work-based learning, and dual credit programs, each of which can help students succeed in their future goals.
- **Correct Funding.** Correct funding highlights the need for strategic allocation of resources to meet the unique needs of students, schools, and districts. Roadmaps, plans, and frameworks reviewed all note sufficient and equitable funding is critical, with specific references to ensuring that resources address gaps for student groups defined in the *Martinez-Yazzie* ruling. Additionally, there is a shared emphasis on the need for funding systems that allow for sustainability and predictability rather than reactionary or short-term financial solutions.
- **Educator Ecosystem.** The educator ecosystem theme emphasizes building and retaining a highly qualified teaching workforce. Across all analyzed roadmaps, plans, and frameworks, there is consensus on the importance of increasing teacher pay, improving working conditions, and offering robust professional development. The plans also align on creating pipelines for educators in hard-to-staff schools and subjects, with some focusing specifically on recruiting Native American educators. Further, there is a call for investment in a diverse teaching workforce that is culturally and linguistically responsive.
- **Whole Child Responsiveness.** Whole child responsiveness emphasizes the importance of addressing not just academic needs but also the social, emotional, and physical well-being of students. All analyzed roadmaps, plans, and frameworks stress the potential of wraparound services, such as mental health support, family engagement programs, and community schools. There is also agreement on the need for culturally and linguistically responsive education that honors the diversity of New Mexico’s student population.

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- **Systems and Governance.** The systems and governance theme addresses the structural and leadership frameworks required for sustained progress. Roadmaps, plans, and frameworks universally highlight the need for systemic reforms that result in cohesive governance structures to foster collaboration across agencies and stakeholders. Common elements include accountability systems and shared metrics to ensure continuity amidst leadership changes.

## State Models in Long-Term Educational Planning

Additionally, LESC staff studied other state models to provide insights into long-term educational planning, showcasing approaches that emphasize systemic reform, collaboration, and future readiness. Common elements among these models include the establishment of statewide work groups, commissions, or councils to develop cohesive visions and align education systems with economic and workforce goals.

LESC staff also heard testimony from the National Center on Education and the Economy (NCEE), a nonprofit education research and educator professional learning organization, to learn about how states such as Nevada, Pennsylvania, Michigan, and Maryland have focused on inclusive planning processes, engaging educators, business leaders, and community members to ensure diverse perspectives inform policy decisions.

Centralized governance structures, often independent of political shifts, enable consistent oversight and accountability while fostering adaptability to emerging challenges. These models also highlight the importance of piloting innovative policies at the district level to refine approaches before scaling. By learning from these examples, states can design education systems that address immediate needs while anticipating and preparing for future societal and economic shifts.

**Maryland Model.** In hearings, LESC also discussed how Maryland’s work in long-term educational planning serves as a model nationally of comprehensive, structured reform. Through its “Blueprint for Maryland’s Future,” the state established a long-term vision and framework for transforming its education system. This initiative, supported by legislative action and funding, alongside robust and aligned stakeholder engagement across all state entities, is built around five key pillars: early childhood education, high quality and diverse teachers and leaders, college and career readiness, more resources for students to be successful, and governance and accountability.

Maryland’s approach includes detailed outcome and output measures for each pillar, allowing for clear benchmarks and accountability. Maryland also created an independent Accountability and Implementation Board to oversee progress, supported by expert review teams that include educators, school leaders, and community members. Implementation is phased in over several years with goals through 2032, ensuring sustainability and adaptability. This strategic, future-focused framework offers valuable insights into how comprehensive planning, aligned funding, and continuous oversight can drive systemic educational improvements.

## Policy and Research Considerations

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

Sustaining a long-term vision for New Mexico’s education system would also require proactive systems of evaluation and dynamic governance structures to ensure any plans created remain relevant. To this end, LESC staff offer two considerations for the Legislature:

- Consider introducing legislation creating and authorizing a structure to develop and oversee a long-term plan; and
- Support the development of a 2025 LESC work plan aimed at long-term planning.



LESC defines whole child education as a holistic approach to education based on [research](#) that says student outcomes depend on safe and welcoming learning environments and experiences in and out of school. As articulated by the Learning Policy Institute, a nonprofit independent education research organization, evidence-based whole child strategies include: designing relationship-centered learning environments; developing curriculum, instruction, and assessments for deeper learning; providing integrated student supports; preparing educators for whole child practice; and shifting to a systemic approach to policymaking to support every child. As the whole child approach is centered on prioritizing students' academic, social, and emotional needs, which intersects with many education policy areas, LESL focuses on early childhood and elementary programming under the whole child umbrella.

This section of the LESL Annual Report includes background information that defines whole child education, a review of key topics related to whole child education (early literacy, special education, and math education), a review of LESL's 2024 interim work related to whole child education, and finally, recommendations for the Legislature to consider.

## Background: Educating the Whole Child in New Mexico

Ensuring all students feel safe and valued at school is an essential component of whole child education. The most recent [Youth Risk Behavior Survey Data Summary & Trends Report](#) from the Centers for Disease Control in 2023 shows nearly all indicators of poor mental health and suicidal behaviors increased from 2011 to 2021. In addition, the Public Education Department (PED) [reports](#) the state leads the nation in suicide rates among youth between ages 10-17 years, with suicide being the second leading cause of death in New Mexico among that age group. However, schools can play a key role in building resilience in students and reducing suicide and suicidal behavior, in addition to other adolescent health risks. Safe and supportive environments, social connectedness, and developing coping and problem-solving skills through social emotional learning (SEL) are protective factors against adolescent health risks, including suicide.

### A Holistic Approach to Education

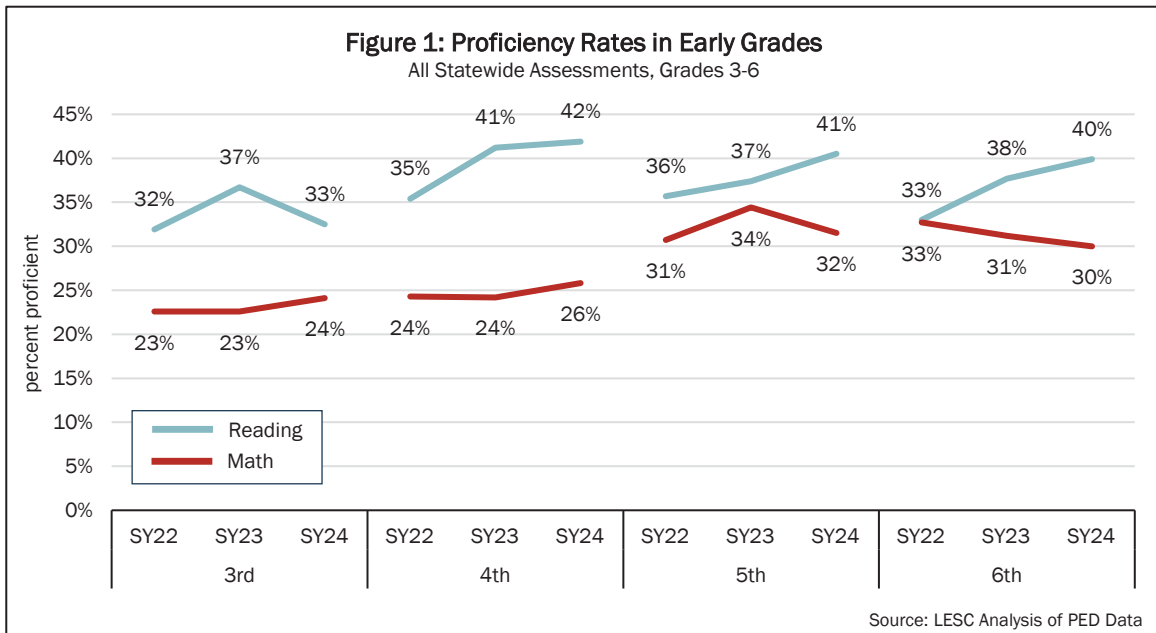
The whole child approach to education uplifts policies that create safe, healthy learning environments where all students can thrive. [Research](#) suggests schools should create positive school climates that center strong relationships and integrate SEL. The Social Emotional Learning Alliance for the United States, a nonprofit coalition to advocate for and support high-quality implementation of SEL, defines SEL as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain a range of supportive relationships, and make responsible and caring decisions.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), a nonprofit focused on promoting SEL through research, further defines these skills. CASEL notes the five core SEL competencies are self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. Educational environments that recognize students' cultural assets and foster social and emotional well-being by developing these core competencies lead not only to improved school culture, but also improved academics.

### Measuring Whole Child Learning

Assessments, while only one measure of student learning, enable stakeholders to hold schools accountable for student performance. In addition, timely results can yield useful data to guide academic instruction in the classroom and enable parents and families to be involved in their child's growth and learning. It's also important to monitor assessment results to ensure the educational system addresses the persistent achievement gaps between students from economically disadvantaged families, English learners, Native American students, and students with disabilities, students identified as "at-risk" in the consolidated *Martinez-Yazzie* lawsuit. This section will provide a brief overview of early literacy, special education, and mathematics data. For more detailed discussion of statewide assessment results, see **Assessments, Accountability, and Data Systems** (page 33).

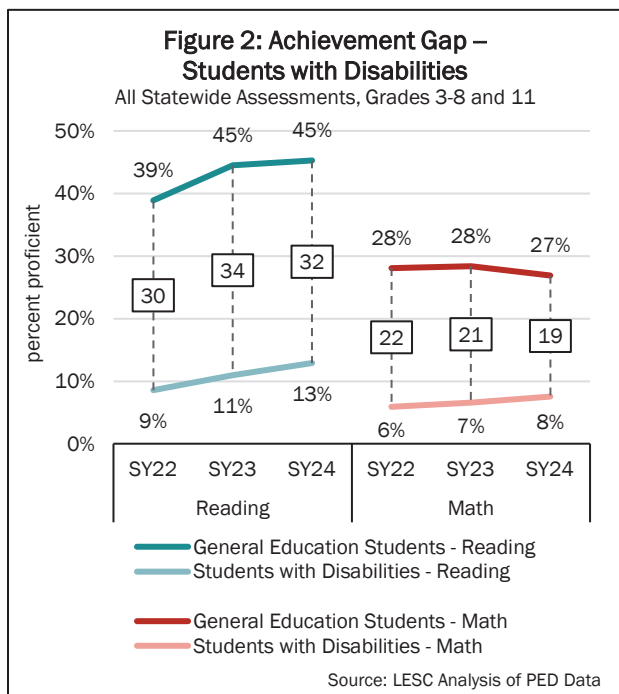
**Early Literacy.** Literacy is a foundational skill, but most students in New Mexico cannot read or write proficiently. New Mexico embarked on a strategic path to ensure all literacy instruction is evidence-based with the passage of [Laws 2019, Chapter 256 \(Senate Bill 398\)](#), investing in structured literacy as mechanism to improve student proficiency in reading. Recent LESC staff evaluation found legislative investments may have contributed to student growth in English language arts (ELA). On average, reading achievement in third, fourth, and fifth grade has increased over the past three years statewide. However, this trend varies by grade level. As shown in **Figure 1: Proficiency Rates in Early Grades**, while fourth, fifth, and sixth grade proficiency rates have increased



from about 35 percent to 40 percent proficient, the proficiency rate of third grade students increased from the 2021-2022 school year (SY22) to SY23, then fell in SY24. One possible explanation for this decline is that the SY24 cohort of third grade students were kindergartners during the Covid-19 pandemic. It is possible these third graders are significantly behind the previous cohort of third graders due to the challenges associated with virtual learning for very young students.

Regardless of the cause of decline in proficiency in third grade, additional years of data will be necessary to evaluate the impact of structured literacy on a statewide level. LESC staff will continue to study this cohort of students to better understand whether the state can provide additional support to help them catch up with previous cohorts.

**Math Education.** One in four students are proficient in math in New Mexico, with even lower proficiency rates for students with disabilities, as well as students from





economically disadvantaged backgrounds and English learners. In the consolidated *Martinez-Yazzie* lawsuit, the court pointed to low proficiency rates in math overall as well as the persistent achievement gaps between student subgroups, as part of evidence the state violated students’ fundamental rights.

While only a quarter of students demonstrate proficiency in mathematics, there are still meaningful differences among students by grade level. As shown in **Figure 1**, math achievement actually rises through fifth grade in New Mexico then begins to decrease starting in sixth grade until it reaches a low of 15 percent in grade 11. Please see the **Student Success** section of the Annual Report for a discussion of student outcomes in secondary mathematics (page 28).

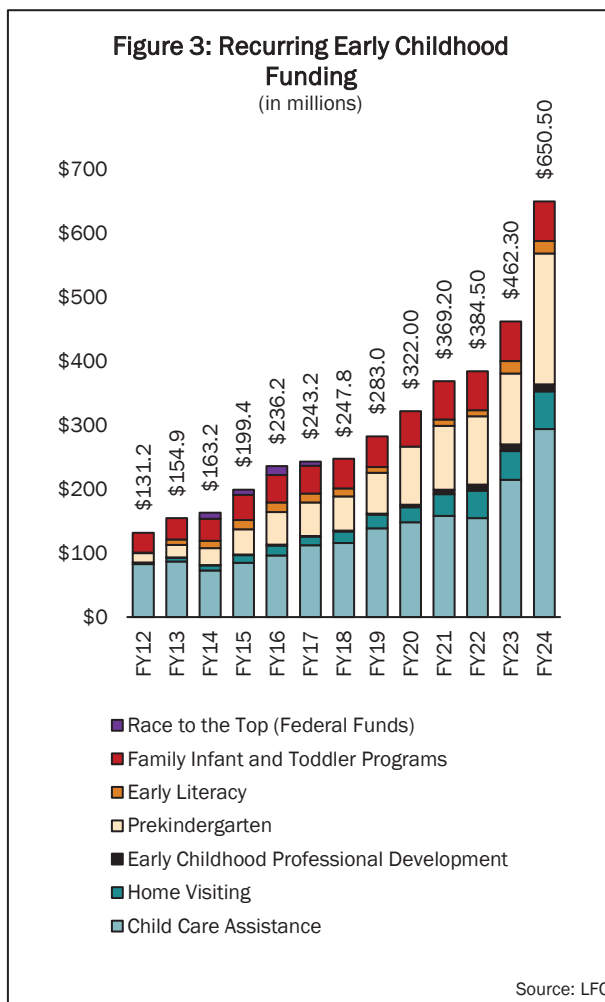
**Special Education.** Since 1973, federal law has required states provide students with disabilities the same opportunity for education as students without disabilities. However, a wide achievement gap between students with disabilities and general education students illustrates special education students are not being adequately served. As illustrated by **Figure 2: Achievement Gap—Students with Disabilities**, for the past three years there has been a wide, persistent gap in performance on all statewide assessments between students receiving special education services and their general education peers. In SY24, 13 percent of special education students were proficient in ELA, compared with 45 percent of general education students and 8 percent of special education students were proficient in math compared with 27 percent of general education students.

## Research Agenda: Whole Child Policy Levers to Improve Student Outcomes

In the LESC research agenda, early and elementary education, special education, school climate, social emotional learning, fine and performing arts, physical education, and health fall within the whole child topic area. During the 2024 interim LESC staff work in the whole child topic area focused on early literacy, special education, math, suicide prevention, and arts education.

The Legislature has prioritized early childhood funding through two economic downturns because some early childhood interventions have proven successful at narrowing the achievement gap between students from low-income families and their more affluent peers. As shown in **Figure 4: Recurring Early Childhood Funding**, New Mexico has significantly increased appropriations for early childhood programs since FY12, increasing access to services. Including federal funds, early childhood funds increased by 29 percent in FY24, compared with a 17 percent increase in FY23.

Created by the Legislature in 2020 with a \$300 million endowment, the early childhood education and trust fund is made up of excess federal oil, gas, and mineral leasing revenue. Average deposits to the fund have been larger than anticipated and it is projected the fund will have more than \$445 million available for



distribution to the early childhood education and program fund by FY28. As shown in **Table 1: Early Childhood Program Appropriations from the Early Childhood Education Trust Fund**, in FY25, more than \$211 million was distributed from the early childhood education and trust fund to support early childhood programs.

**Table 1: Early Childhood Program Appropriations From the Early Childhood Education Trust Fund**  
(in millions)

Program/Allocation	FY24 OpBud	Laws 2024, Chapter 69
Childcare Assistance Direct Payments	\$103.6	\$183.3
Home Visiting	\$6.0	\$7.5
Early Childhood Professional Development	\$4.0	\$4.0
Community Provider Prekindergarten: Four-Year-Old Services	\$6.3	\$6.3
Community Provider Prekindergarten: Three-Year-Old Services	\$4.6	\$4.6
Public School Based Prekindergarten: Four-Year-Old Services	\$4.8	\$4.8
Family, Infant, and Toddlers Program (Birth to Age Three)	\$0.8	\$0.8
<b>TOTAL</b>	<b>\$130.1</b>	<b>\$211.3</b>

Note: The Early Childhood Education Trust Fund is not the sole source of funding for the listed programs.  
Source: LESC Analysis of LFC 2024 Post-Session Report

### Early Literacy

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

**Structured Literacy.** New Mexico has invested in structured literacy, an evidence-based approach to reading and writing instruction, to increase student proficiency in early literacy. In addition to general structured literacy supports received by all elementary schools in the state, such as providing Language Essentials for Teachers of Reading and Spelling (LETRS) training for all kindergarten through fifth grade (K-5) educators and administrators, PED also facilitates an application process to select model and support schools. These schools receive additional structured literacy supports—such as literacy coaches—and funding. LESC discussed literacy in the following hearings during the 2024 interim:

- **October 2024:** [Review of Structured Literacy](#) policy brief that assessed average school-level proficiency and student growth trajectories.

In this hearing, LESC staff analysis indicated New Mexico is beginning to see the impact of structured literacy. However, wide variation in outcomes, especially among model schools receiving intensive structured literacy supports, underscores the need for qualitative analysis to determine implementation components that contribute to differences in outcomes. It is also important to note that it often takes between five to seven years to see the impact of program implementation in education.

Since the transition to a structured literacy framework, the New Mexico Legislature has invested about \$86.2 million in the implementation of structured literacy through the state equalization guarantee (SEG) and below-the-line allocations. It’s important to note a few caveats to this amount. First, allocations through the SEG are discretionary, and as such school districts and charter schools do not necessarily have to spend funding in alignment with enabling legislation that establishes criteria for structured literacy initiatives in the state. Second,

enabling legislation for funding through the SEG in FY25 was different than previous years—from FY21 to FY24, there was an annual SEG distribution for \$8 million for structured literacy. In FY25, the Legislature included one flexible line item for \$59 million for several innovative school programs, including structured literacy and five other initiatives. This means in FY25, school districts and charter schools could spend between \$0 and \$59 million of their SEG allocation to support structured literacy. See **Figure 4: Appropriations for Early Literacy** for a breakdown of total structured literacy funding from FY18 to FY25.

### Special Education

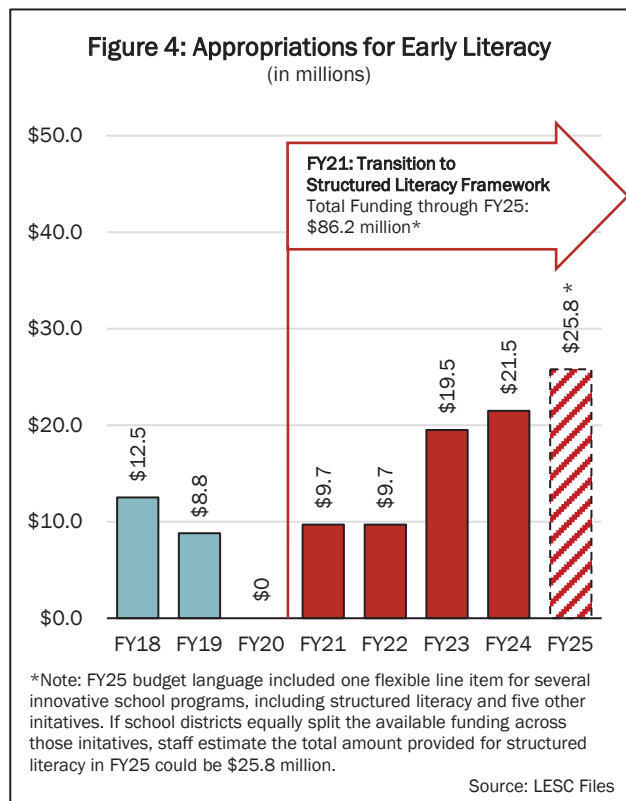
Students with disabilities were one of the student groups identified in the consolidated *Martinez-Yazzie* lawsuit that found the state failed to provide an adequate, sufficient education to these students, in addition to Native American students, English learners, and economically disadvantaged students. LESC began a study into issues impacting students receiving special education services last interim with the understanding that while the Legislature had made significant investments to address the

court’s findings, prior to 2023, few of those initiatives had specifically addressed special education. In summer 2023, LESC staff facilitated nine listening sessions statewide to provide an opportunity for stakeholders to share feedback and suggestions about special education services in New Mexico. This feedback was used as a starting place for a special education stakeholder working group that met last fall and developed [policy proposals](#) that reflected both research and community voices.

During the 2024 interim, LESC staff focused on supporting policy proposals that arose from LESC’s special education stakeholder engagement process: the development and standardization of a universal individualized education program (IEP), salary differentials for special education teachers, and drafting legislation to clearly define restraint and seclusion.

**Restraint and Seclusion.** While state law governing restraint and seclusion applies to all students, not just those with disabilities, data shows students with disabilities experience restraint and seclusion at a higher rate than their general education peers. The federal Office of Civil Rights [reports](#) while students with disabilities only comprised 17 percent of students in SY21, they comprised 58 percent of restraint and seclusion incidents. Restraint, defined as the physical or mechanical restriction of all or a portion of a student’s body, and seclusion, defined as the involuntary confinement of a student alone in a room they cannot leave, are usually implemented in an attempt to keep students safe from themselves or others. However, the U.S. Department of Education (ED) reports there continues to be no evidence that using restraint or seclusion is effective in reducing the occurrence of problem behaviors that frequently precipitate the use of such techniques, and less restrictive techniques and de-escalation practices should always be prioritized. Furthermore, [evidence](#) shows students can experience physical injuries and long-lasting trauma, and in severe cases, students have died as a result of these measures.

During the 2024 interim, LESC staff participated in the Restraint and Seclusion Working Group that was formed as a result of Senate Memorial 68 (SM68), School Restraint and Seclusion Techniques, which was introduced in the 2023 legislative session. SM68 created a working group to review the use of restraint and seclusion in public schools and issue a report with findings and recommendations to LESC and other legislative committees. These items were presented in the following hearings:



- **July 2024:** SM68 Restraint and Seclusion [Working Group Report](#) and accompanying LESC staff hearing brief, [Building Safer Schools: Policy Measures on Restraint and Seclusion](#).

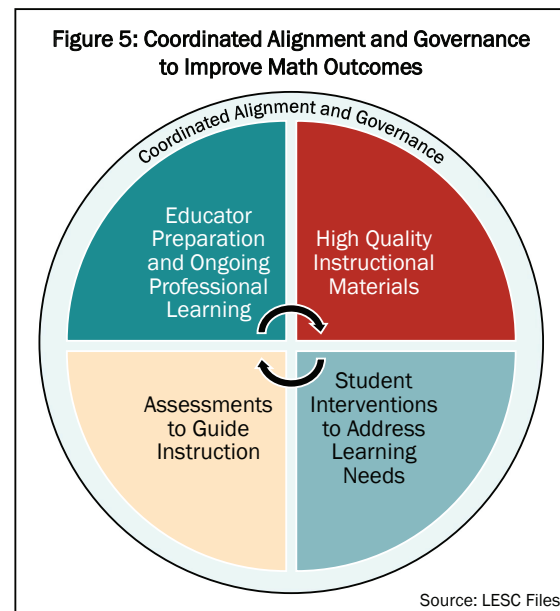
In response to the working group report, as well as feedback from LESC members based on the July 2024 hearing, LESC staff drafted a bill in collaboration with select working group members to clearly define restraint and seclusion. Defining what is restraint or seclusion, what is not, and what actions are allowed will provide the necessary guidance schools need to take decisive action in dangerous situations and avoid the harmful effects of improper uses of restraints and seclusion. There was consensus among members of the working group established by SM68 that clearer definitions were needed to keep all students and staff safe.

## Status of Math Education

There has been concern for many years about how student performance in math, both in New Mexico and nationally. As students in the United States have consistently fallen behind on international assessments, there has been deliberate conversation about what can be done at all levels of policy to improve math outcomes. The state policy conversation has been largely centered around options to support math instruction that mirror the type of approaches New Mexico has implemented regarding literacy. However, what complicates this is a lack of universal consensus on a “science of math” that is analogous to the established science of reading (structured literacy). That said, there is a considerable body of research supporting effective mathematics teaching and learning, such as the [National Council of Teachers of Mathematics’ Principles to Actions](#). LESC staff work focused on math was discussed in the following hearings:

- **July 2024:** Hearing brief, [Solving the Math Puzzle: State Policy for Student Success](#).

In this hearing, LESC staff described options for state policy levers to improve math education based on work throughout the interim with stakeholder partners to identify effective structures for teacher training and student interventions to increase student proficiency in mathematics. As illustrated by **Figure 5: Coordinated Alignment and Governance to Improve Math Outcomes**, the proposed areas of focus are educator preparation and ongoing professional learning, highquality instructional materials, assessments to guide instruction, and student interventions to address learning needs.



## Policy Considerations

Research shows implementation of evidence-based whole child policies lift student achievement. The following policy considerations focus on early literacy, special education, and math education.

### Early Literacy

To fulfill the goal of the Structured Literacy New Mexico initiative to increase the number of students achieving reading proficiency and reduce the number of students requiring special education services, the Legislature may consider continued annual funding, as well as evaluation of programmatic supports. To accomplish these goals, the Legislature should consider:

- Continuing to allocate funding through the SEG for structured literacy to sustain LETRS supports for new teachers;
- Continuing to allocate below-the-line funding for early literacy and reading supports for structured literacy model and support schools as well as the implementation of structured literacy coaches; and

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- Evaluating the impact of model and support schools on student achievement in reading.

## Special Education

In the past 30-day legislative session, legislators bolstered funding for PED's Office of Special Education, established a pilot program for special education salary differentials, and funded the development and implementation of a standardized IEP template. The Legislature may consider continued funding for the implementation of these initiatives, as well as adding additional full-time employees to the Office of Special Education and codifying improved definitions of restraint and seclusion to improve school safety for all. To accomplish this, the Legislature should consider:

- Fulfilling PED's Office of Special Education public school support request and agency budget inclusive of \$2 million in recurring funding to add 15 employees to the Office, \$12 million for the special education universal statewide information system, and \$4 million to fully fund requests for special education salary differentials as well as additional special education initiatives; and
- Codifying LESC-endorsed legislation to clearly define restraint and seclusion.

## Math Education

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

- Requiring professional learning for teachers, addressing both content and pedagogical skills given not all pre-service teachers in New Mexico have access to the math content or method courses they need;
- Providing corresponding funding for math professional learning. One initiative that could immediately benefit from funding are the micro-credential courses developed and implemented by PED to foster continuous improvement among math educators in New Mexico;
- Reinstating funding specifically for science, technology, engineering, arts, and math (STEAM) initiatives, which the LESC FY26 budget recommendation includes \$6 million for; and
- Funding targeted math interventions for students, both over the summer and during the school year, in an effort to increase student achievement and address learning gaps.





## Assessments, Accountability, and Data Systems

Educators, state leaders, and members of the educational community across New Mexico rely on assessments, accountability systems, and data infrastructure to monitor the state’s progress toward improving student outcomes. New Mexico’s efforts to improve education—beginning in early childhood, continuing through public education, and ultimately into higher education and the state’s workforce—are primarily measured using student performance on standardized tests. New Mexico’s “balanced system of assessments” requires students to be tested at the end of each school year, allowing the state to monitor whether more students reach “proficiency” each year. Assessment results from the 2023-2024 school year (SY24) offer contrasting findings; while the state is making progress in reading and science, math continues to be an area of grave concern.

Data systems like the Public Education Department’s (PED’s) Nova real-time student data system, the Operating Budget Management System (OBMS), and New Mexico’s longitudinal data system, RISE NM, contain important information on school finances and student outcomes. However, many of these systems operate in isolation, complicating New Mexico’s efforts to make meaning of data and provide a cohesive view of educational outcomes. The Legislature is positioned to continue studying a strong framework for data governance during the 2025 legislative session, improving the state’s ability to make informed decisions and track student progress toward consolidated long-term goals.

This section of the LESC Annual Report includes background information on New Mexico’s assessments, accountability structures, and data systems, an overview of assessment data from SY24, a review of the 2024 interim research on data governance, and policy recommendations for the Legislature to consider during the 2025 legislative session.

### Background: How Student Achievement is Tracked in New Mexico

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

#### New Mexico’s Balanced System of Assessments

In an attempt to reduce the amount of time students spend testing, PED maintains what it 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. For reading and math, PED complies with state and federal laws by administering the New Mexico Measures of Student Success and Achievement (NM-MSSA) assessment in third through eighth grade. In science, students are tested in fifth and eighth grade with the New Mexico Assessment of Science Readiness (NM-ASR). Students in 11th grade are assessed in reading, math, and science using College Board’s Scholastic Aptitude Test (SAT). PED also requires some testing beyond what is mandated in statute, including the Preliminary Scholastic Aptitude Test (PSAT) in 10th grade and Istation assessments in kindergarten through second grade. A full list of assessments contributing to New Mexico’s balanced system of assessments can be found in the **Data Reference Guide** (page 76).

#### Structures to Hold New Mexico’s Education System Accountable

As their name suggests, “accountability systems” are systems established to hold schools and the state accountable for effectively educating students. The Learning Policy Institute, a national nonprofit research organization focused on research- and evidence-based policies to improve student outcomes nationwide, published a report emphasizing the need for New Mexico to construct strong, supportive accountability systems

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that build state and local capacity to enact education reforms. New Mexico has several accountability systems, both formal and informal, designed to monitor educational inputs and educational outcomes. Many of the state's accountability systems are related, but they are not systemically tied together in any formal manner.

Until 2019, New Mexico tracked school performance using an A through F grading system, assigning each school a letter grade based on a number of school performance indicators. Stakeholder concerns about the fairness of school grades led to the School Support and Accountability Act. To implement the law, PED created [New Mexico Vistas](#), a dashboard designed to display academic performance metrics used to calculate schools' rating and identify schools in one of several categories:

- **Targeted Support and Improvement (TSI):** Schools in which one subgroup of students performs at or below a threshold set by PED to identify the lowest performing 5 percent of schools.
- **Comprehensive Support and Improvement (CSI):** Schools in which the entire school performs at or below a threshold set by PED to identify the lowest performing 5 percent of schools, or schools with a graduation rate below 66.6 percent.
- **More Rigorous Interventions (MRI):** Schools that fail to exit TSI or CSI status after a number of years determined by PED (currently, three years).

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

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

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

## Educational Data Systems and Dashboards

**Nova.** A majority of data is collected from school districts and charter schools in Nova, PED's real-time data system designed to replace the Student and Teacher Accountability Reporting System (STARS). Nova was first implemented in SY24. Previously, STARS required schools to manually export data from their student information systems (SIS) and manipulate the data to fit in PED-created templates, requiring a great deal of manual labor from both school reporting officials and PED staff. The process contributed to unreliable data, and sometimes, a complete absence of data necessary to take informed action on important legislation. The transition to Nova came with the adoption of the nationally recognized “Ed-Fi” data standard. Nova attempts to automate the previously manual reporting processes by linking every district's data system to a central repository, but the new data system has not resulted in improved data quality. Both LESC staff and PED staff have found data in Nova to be unreliable and incomplete, likely due to inconsistent reporting among New Mexico schools and school districts. For instance, during the transition to project Nova in SY24, PED was unable to collect data on the first reporting date (also called the 40-day snapshot), complicating efforts to understand trends in school enrollment.

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## LESC School District Dashboard

In an attempt to make school data more accessible and user friendly to policymakers and New Mexico's education leaders, LESC staff published a public-facing dashboard of school district data. The [LESC District Dashboard](#) contains information on school district enrollment, demographics, academic performance, budgets and expenditures, teacher qualifications, and facility conditions in one place. The dashboard is based on the most recent information available to LESC staff, and primarily serves as a tool to monitor trends in district-level performance over time.

In the future, LESC staff hope to improve the dashboard to include school-level information, as well as information related to the LESC research agenda, including analyses of how participation in programs like structured literacy, career and technical education, and other legislative initiatives, contribute to students' academic performance, social and emotional well being, and holistic outcomes related to students' preparedness for life beyond school.

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

**RISE NM: Statewide Longitudinal Data System.** The New Mexico Higher Education Department (HED) is overseeing work on [RISE NM](#), a statewide longitudinal data system designed to unify data from multiple state agencies to track student outcomes from early childhood through public education and into higher education and the workforce. RISE NM has been in development for several years now; despite promising indications of what the system can do, it has not yet been deployed. This topic was discussed primarily in one hearing:

- **July 2024:** In a [presentation to LESC](#), the team developing RISE NM described how the data system is being built, incorporating data from the Early Childhood Education and Care Department (ECECD), PED, HED, the Department of Workforce Solutions (DWS), and the Division of Vocational Rehabilitation (DVR).

**Attendance and Chronic Absenteeism Dashboard.** Data on school attendance and chronic absenteeism is published on a [public dashboard](#). The dashboard displays statewide data on chronic absenteeism from SY17 through SY24. The attendance dashboard is populated using data from the Nova system, but some school districts have noted their own data collection does not match the chronic absence rates displayed on the dashboard, leading to confusion about whether the attendance dashboard is a reliable source of information.

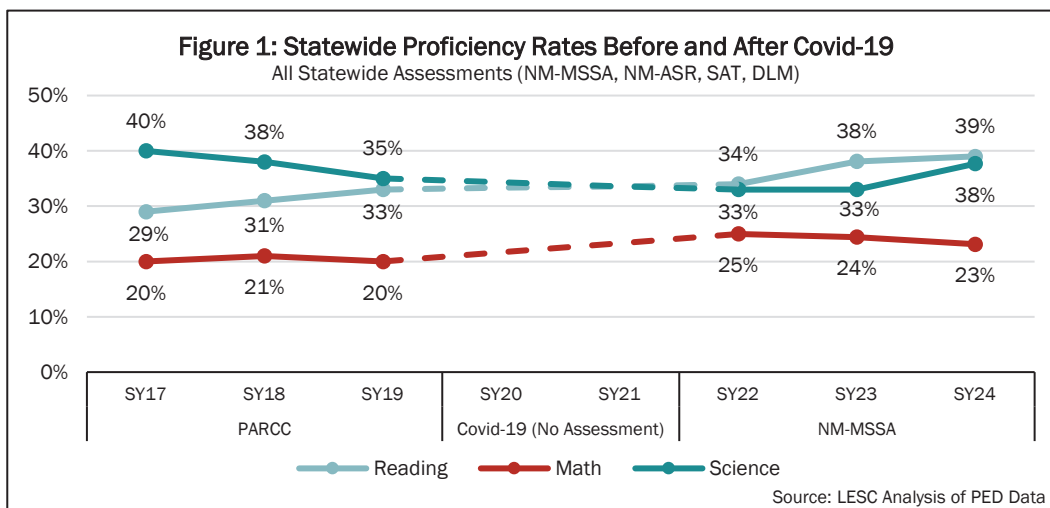
## Research Agenda: Monitoring Trends and Improving Data Quality

During the 2024 legislative interim, LESC staff examined assessment results in terms of overall proficiency and the achievement gap between economically disadvantaged students and noneconomically disadvantaged students. A closer inspection of students' performance levels suggests New Mexico could improve statewide proficiency rates by focusing on individual students, a process that requires analysis of student data to find individual state standards where students may need support. As LESC begins to consider its role in crafting a long-term vision for public education in New Mexico, LESC staff has identified several issues related to data quality that may be solved by a more unified approach to data governance to ensure data is more accurate, timely, and usable.

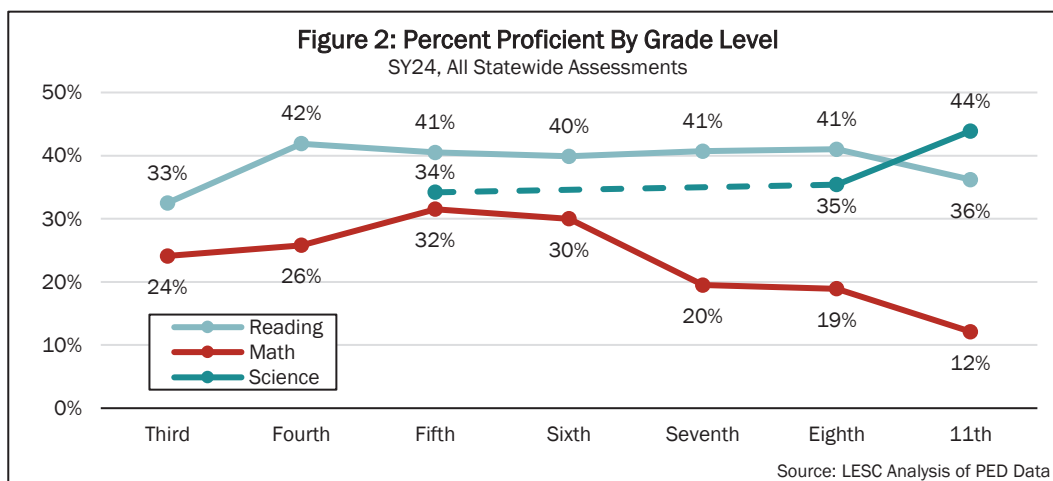
## Review of Spring 2024 Assessment Results

Spring 2024 marks the third year since the end of the Covid-19 pandemic, creating an opportunity to examine a three-year trendline of student achievement for the first time since before the pandemic. This year, assessment results revealed conflicting trends, with upward momentum in reading and science and among the states' neediest students. However, math achievement continues to be an area of concern, highlighting the need for intensive math initiatives that produce growth comparable to the structured literacy initiative. Statewide assessment results were discussed in the following LESC hearing during the 2024 interim:

- **September 2024:** [LESC staff slide](#) deck that reviewed data and trends in student achievement based on preliminary spring 2024 assessment results.



**Statewide Assessment Results.** In reading, including both English language arts (ELA) and Spanish language arts, the statewide proficiency rate increased modestly from 38 percent to 39 percent. New Mexico is on a three-year upward trajectory in reading, with significant growth from SY22 to SY23 which later flattened in SY24. An October 2024 LESC analysis of the structured literacy initiative suggested the adoption of structured literacy may be partially responsible for increases in the statewide reading proficiency rate; these increases may continue over time as teachers become more confident with the new curriculum and methods required by the program.



In math, the statewide proficiency rate decreased from 24 percent to 23 percent. These results contribute to a steady three-year decline in math scores. New Mexico’s math proficiency rates are of particular concern beginning in middle school and continuing through high school; while increasing numbers of students reach proficiency through elementary grades, the percent of students proficient in math begins to decline in sixth grade. By 11th grade, only 12 percent of students are proficient in math.

In science, the statewide proficiency rate increased significantly from 33 percent to 38 percent. The sharp increase is relatively unexpected; New Mexico has seen a decreasing science proficiency rate since SY17. Increased statewide proficiency rates in science are the result of large increases in eighth grade, from 30 percent proficient to 35 percent proficient, and in 11th grade, from 39 percent proficient to 44 percent proficient.

A breakdown of proficiency rates by grade level shows higher reading proficiency rates for students in grades four through eight, hovering between 40 percent and 42 percent proficient. In math, students increase in proficiency until about fifth grade, but in middle school and high school, fewer students reach proficiency. This trend mirrors similar findings from previous years, signaling the need for additional math supports in middle and high schools. A full breakdown of three-year trends by grade level, as well as three-year trends by student race and ethnicity, can be found in the **Data Reference Guide** (page 93).

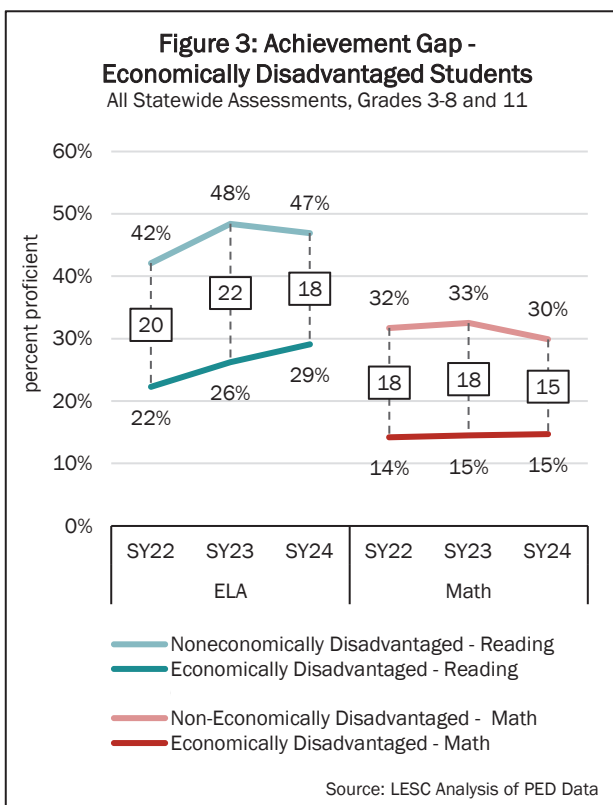
**The Achievement Gap.** To better understand how the state’s investments have impacted students identified in the *Martinez-Yazzie* consolidated lawsuit, LESC has historically examined the achievement gap between economically disadvantaged students and noneconomically disadvantaged students, as well as other gaps mentioned throughout this report.

The achievement gap closed slightly in SY24, driven both by growth for economically disadvantaged students and by decreases in proficiency for noneconomically disadvantaged students. The closing gap is more evident in ELA, where noneconomically disadvantaged students saw a decrease in proficiency from 48 percent to 47 percent, while economically disadvantaged students saw an increase from 26 percent to 29 percent. These changes contributed to a narrowing achievement gap from 22 percentage points to 18 percentage points.

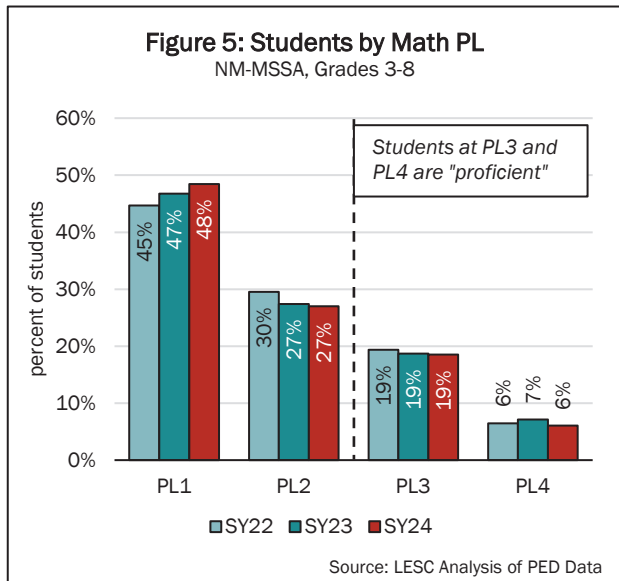
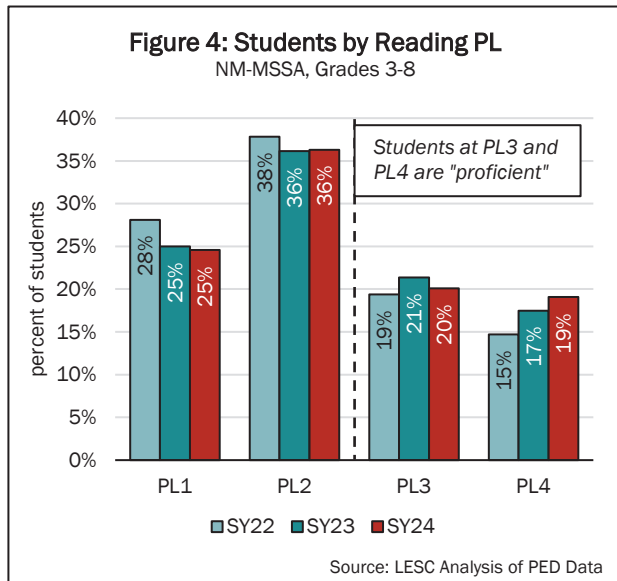
In math, a similar trend occurred. While economically disadvantaged students held steady at 15 percent proficient, noneconomically disadvantaged students fell from 33 percent proficient to 30 percent proficient. It is encouraging to see the achievement gap narrowing, though ideally, New Mexico should strive to help all students reach proficiency.

**Performance Levels.** One final method of analyzing statewide achievement is via student performance levels on the NM-MSSA assessment. Student performance levels (PLs) on the NM-MSSA range from one to four, with four being the highest. Students scoring at PL3 and PL4 are considered “proficient.” Progress toward higher proficiency rates requires the state to improve performance for students in PL1 and PL2, a feat that may be possible with a greater focus on student-level assessment results.

In reading, there is a strong three-year trend in the highest performing group of students at PL4. The overall percent of students scoring in PL3 has hovered near 20 percent for three years, the number of students in PL4 has steadily increased since SY24. Strikingly, the same trend is occurring for students in the lowest performance level for math, with additional students scoring in PL1 each year.



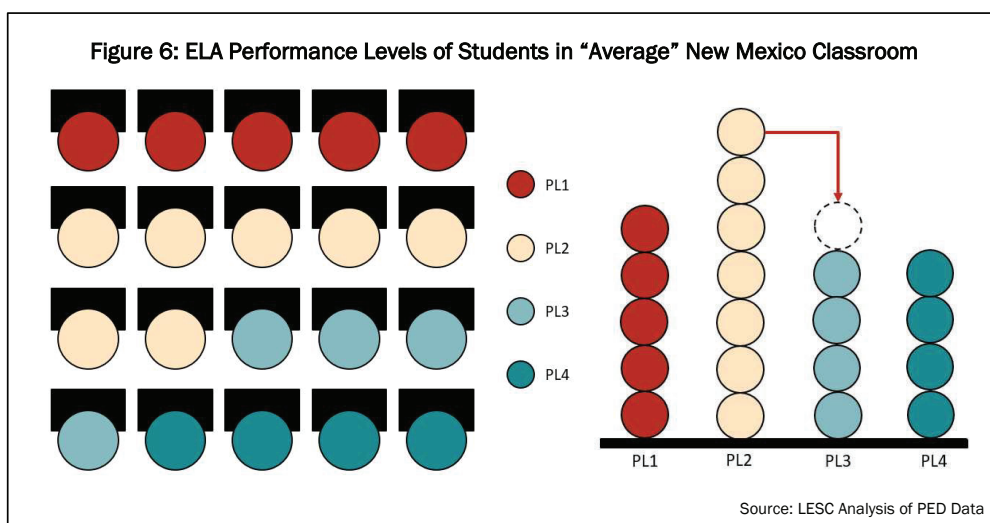




LESC staff used the overall performance levels to help visualize how the “average” New Mexico classroom with 20 students could look. Given the overall performance levels described above, the average classroom with 20 students would have the following student counts:

- Five students are at Performance Level 1,
- Seven students are at Performance Level 2,
- Four students are at Performance Level 3, and
- Four students are at Performance Level 4.

Improving statewide proficiency rates requires the state to move students from PLs 1 and 2 to PLs 3 and 4. If every classroom in New Mexico were able to move one student from PL2 to PL3, as indicated by the red arrow on **Figure 6** below, the statewide ELA proficiency rate would increase to approximately 45 percent.



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Every actor in the education system has a role to play in moving students from one performance level to the next. For example, educators can rely on individual student data from interim assessments can provide a roadmap of interventions to help students reach proficiency. For educators to have this opportunity, the state must ensure the foundational data systems are present in every school, and that school calendars afford time for teachers to engage in data analysis. To move students from “nearing proficiency” to “proficiency,” the education system must protect four key pillars of data driven instruction:

- **Data literacy**, or educators’ ability to understand their student data, should be a key component of educator preparation and ongoing professional development. New Mexico should recruit strong educators and allow those educators to work in teacher teams or using multi-classroom leaders and instructional coaches to help build data literacy.
- **Understanding of individual students’ gaps** is possible when assessment data systems allow educators to “drill down” to the individual standards where students might be struggling. These systems are typically available to school districts who use interim assessments, though schools are not required to track interim assessment data in this manner.
- **Ample time to review student data** should be afforded to all educators. In 2022, the Legislature made significant efforts to prioritize professional work time alongside instructional time. School districts should use the flexibility the Legislature provided in its recent calendar reforms to build strong, innovative calendars that embed and protect professional work time.
- **Academic acceleration** refers to techniques educators can use to stay “on-grade-level” while still providing remedial foundations for students who are struggling with particular concepts or standards. PED developed the New Mexico Instructional Scope for this exact purpose, including specific ideas to help kids catch up to their grade-level content.

## Review of New Mexico Vistas and School Designations

A key system for monitoring school performance is New Mexico Vistas, the school accountability dashboard constructed to monitor school performance in accordance with the School Support and Accountability Act. LESC staff presented to the committee on this topic in one hearing during the 2024 interim:

- **December 2024:** [LESC policy brief](#) on recent changes to New Mexico Vistas and schools designated for support.

In March 2024, the U.S. Department of Education (ED) published a 122-page report detailing how New Mexico had failed to effectively implement several federal programs, including many specific findings about the state’s assessment and accountability system. The findings prompted PED to undertake an in-depth review of the New Mexico ESSA State Plan. In the revised state plan, PED made substantial adjustments to how schools were identified for TSI, CSI, and MRI.

Beginning in 2024, Vistas designations will no longer consider school proficiency rates. Instead, PED used student assessment results to calculate a “proficiency level index,” assigning weighted points to students at higher levels of proficiency. Under the index, students scoring at each performance level on statewide standardized assessments earn a corresponding number of points:

- PL1: 0 points
- PL2: 0.5 points
- PL3: 1 point
- PL4: 1.25 points

Also beginning in 2024, Vistas designations were calculated using a valid measurement of student growth known as “[student growth percentiles](#)” (SGP). SGP measures how much each student grew relative to that students’

## LESC Framework for Student Growth

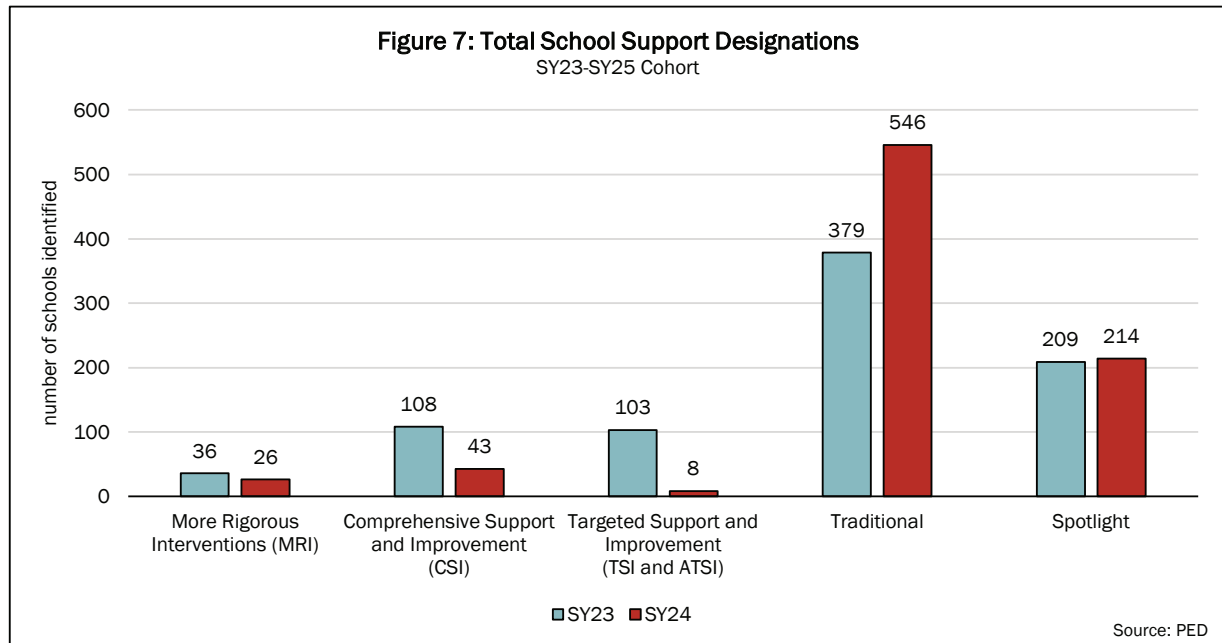
Measuring student growth provides a more nuanced understanding of how a school's participation in a particular program, like structured literacy, career and technical education, or the family income index, may have helped students grow faster than their peers. Over time, sustaining a high rate of student growth could help close the achievement gap and bring students closer to proficiency.

LESC staff recognize the inherent biases present in studying student proficiency rates. For example, students who face greater challenges have a harder time reaching proficiency than their peers, and schools with high rates of poverty tend to show low rates of proficiency. During the 2024 interim, LESC staff worked to build a measure of student growth for use across multiple analyses and evaluations. Student growth differs from academic proficiency and helps the Legislature meet three goals:

- **Measure Academic Progress.** A student growth metric provides a clear and quantifiable measure of individual student progress over time, helping staff assess how students are learning regardless of each student's respective starting point.
- **Evaluate Educational Programs.** By tracking student growth, LESC staff can evaluate the effectiveness of educational programs and initiatives over time, identifying which strategies are most successful in accelerating student growth.
- **Highlight Equity Issues.** Understanding student growth by demographic subgroup is an important element of addressing the *Martinez-Yazzie* consolidated lawsuit. For the students identified in the lawsuit to "catch up" to their peers, they need to experience higher-than-average rates of growth.

To measure student growth, LESC staff are pursuing a "growth-to-standard" model based on each student's individual starting point and an expectation that all students should reach proficiency in three years.. At the end of the school year, students' actual growth is compared with their growth target; students can either "meet" or "not meet" their growth target each year. When the measure is aggregated to the school level, schools can be described based on the percentage of students who reached their growth target each year.

peers with similar demographic characteristics and prior year performance. The measurement is widely accepted as a strong measure of student growth that accounts for students' demographic characteristics. However, rather than considering each student's SGP, growth points are allocated based on the median SGP, both at the overall school level, as well as in each student subgroup. The SGP methodology differs from the LESC framework for student growth, which establishes growth targets for every student then calculates the percentage of students who met those growth targets.



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Following changes to the methodologies used to identify schools for support and improvement, a significant number of schools identified in the SY23-SY25 cohort exited support status in SY24. As shown in **Figure 6: Total School Support Designations**, after initially identifying 108 schools in CSI and 103 schools in TSI in SY23, the total number of schools in each of these categories decreased to 43 and eight, respectively. In MRI, 10 schools exited their support status. These schools exited to traditional and spotlight statuses and will remain there until the next cohort of support schools is identified in SY26.

While overall statewide proficiency rates in SY24 showed some evidence that achievement gaps are beginning to close, it seems unlikely that almost every school identified for support was able to improve the performance of its lowest performing students in one year. Indeed, LESC staff analysis of proficiency rates in exited schools suggests that, on average, schools that exited support status this year may not have improved overall proficiency rates.

The more likely explanation for the exodus of CSI and TSI schools in SY24 is the inclusion of new and different factors in the calculation of school support ratings, including the new proficiency rate index, student growth, and attendance rates. The recent changes to the methodology used to calculate school support ratings give schools additional points for students nearing proficiency, as well as points for improved attendance rates of individual student subgroups.

## Education Data Governance

The Legislature relies on data collected from New Mexico schools, often to make high stakes decisions about whether programs are serving their intended purpose. Throughout the 2024 legislative interim, issues in data quality presented significant challenges for LESC staff to evaluate education initiatives. LESC staff presented to the committee on this topic in one hearing during the 2024 interim:

- **November 2024:** [LESC policy brief](#) on statewide education data governance.

LESC staff highlighted several examples of how recent data provided for LESC analysis violated at least one of five hallmarks of high-quality data:

- **Accuracy.** Data collected should accurately reflect their true nature in the real world. A student listed in a dataset should be as accurate a reflection of that student as possible, including the correct demographic characteristics, grade level, and outcomes.
- **Completeness.** Data should contain all necessary records without missing values or gaps. This can be challenging when privacy laws like the federal Family Educational Rights and Privacy Act prevent the disclosure of data that could lead to individual students being identified.
- **Consistency.** Data should be coherent and compatible across different datasets or systems. This can be as fundamental as ensuring that a dataset used for analysis includes the correct “ID” for the school participating in a particular program.
- **Granularity.** The level of data collected for analysis should align with the intent of a program. For example, if a program is intended to operate at the school level, data should be collected and reported at the school level, rather than at the district level.
- **Timeliness.** Data should be up-to-date and relevant for decision-making purposes. For example, the Legislature relies on up-to-date enrollment information to project funding needs for the upcoming school year.

The root cause of data issues at PED and among other state agencies is the lack of “data governance,” defined as a set of rules, policies, and oversight designed to make data more secure, private, accurate, available, and usable. The National Center for Education Statistics (NCES) suggests education data governance initiatives education can help improve data quality by focusing on three domains: greater organizational collaboration, higher quality data, and improved usability of data. The benefits of each area of focus are listed in **Table 1: Key Benefits of Data Governance Initiatives**.

**Table 1: Key Benefits of Data Governance Initiatives**

Greater Organizational Coordination	Higher Quality Data	Improved Usability of Data
<ul style="list-style-type: none"> <li>• Establish clear ownership and responsibilities</li> <li>• Reduce and eliminates redundant efforts</li> <li>• Facilitate more frequent, better quality communication</li> <li>• Standardize business practices over time</li> </ul>	<ul style="list-style-type: none"> <li>• Bring errors and inconsistencies to light</li> <li>• Improve accuracy and reliability of data</li> </ul>	<ul style="list-style-type: none"> <li>• Provide timelier access to data</li> <li>• Increase data security</li> <li>• Improve how data is used to inform practice</li> </ul>

Source: NCES

The November LESC report, accompanied by testimony from the [Data Quality Campaign](#) and the New Mexico Institute for Mining and Technology (NM Tech) [Institute for Complex Additive Systems Analysis \(ICASA\)](#), pointed to several data quality improvements that may be made possible by a statewide data governance initiative. For instance, data governance can ensure that data are available by setting a statewide research agenda, ensure data are clean by focusing on completeness and accuracy of data, and ensure that data are more available by requiring certain reports be made publicly available and requests by answered a timely fashion.

Other states typically establish data governance boards to streamline collaboration between the many state agencies that contribute to their statewide longitudinal data systems. States like California, Colorado, Kentucky, and Virginia created statutory longitudinal data systems accompanied by a “data governance board,” including broad representation from public education, higher education, workforce and labor agencies, and members of the public. In addition, these boards are subdivided into advisory committees responsible for prioritizing specific functions of data systems, monitoring everything from the minute technical details of individual systems to overarching tools to ensure data is accessible to the public and to researchers.

## Policy Considerations

New Mexico’s framework for a balanced system of assessments and supportive accountability represent a positive step toward effective use of student achievement data. Current methodologies to evaluate schools represent a detailed, nuanced understanding of school performance and student growth. However, given changes to the new system and widespread challenges with data quality, it remains difficult to understand whether the Legislature’s investments and PED’s implementation supports have been effective. If the goal of the School Support and Accountability Act is to consistently provide resources to the schools in greatest need of support, the state should take extreme caution that the data and metrics used to evaluate schools are reliable, accurate, complete, and available in a timely fashion. To ensure New Mexico continues to serve its schools effectively, LESC staff recommend the following policy considerations:

### Improving Statewide Assessment Results

- School districts and charter schools should make effective use of flexibility in calendars and staffing models to protect teachers’ professional work time, including the use of data-driven professional learning communities, multi-classroom leaders, and instructional coaches.
- School districts and charter schools should adhere to goal-oriented planning via the NM School DASH planning process, authentically engaging with the process rather than viewing it as a compliance exercise.
- PED and the Legislature should continue support and funding for data literacy and interim assessments



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aligned to state standards, allowing educators to track students acquisition of individual content standards and intervene to improve proficiency rates.

- The Legislature should consider mechanisms to incentivize innovative school calendars that allow teachers more time to work with student data.
- The Legislature should revise the state equalization guarantee (SEG) to better target general operational funding for students in the greatest need of support, including more targeted funding for economically disadvantaged students and ELs.

### **Monitoring Performance and Holding Schools Accountable**

- PED should fully meet the requirements of the School Support and Accountability Act, including requirements to report on chronic absenteeism, college and career readiness, school climate, per-pupil expenditures, and the local mission, vision, and goals of every school;
- PED should maintain continuity by using consistent measures of school performance over time;
- PED should carefully study why schools are exiting support status, including...
  - Determining whether changes in methodology are prematurely exiting schools that still need support;
  - Tying School DASH plan goals to Vistas ratings to understand if the DASH plan was effectively implemented and responsible for school improvement; and
  - Build a community of practice around strong interventions that helped schools exit their support status.
- The Legislature should consider whether the statutory framework in the School Support and Accountability Act needs adjustment to better reflect the state's long term vision for education.

### **Data Governance**

- School districts and PED should Internally audit data collection and reporting practices to improve data integrity.
- The Legislature should consider creating a formal framework to improve data governance, both within and among state agencies, ensuring new and upcoming data systems are aligned to long-term goals, facilitating data sharing between agencies, and improving the quality of data made available for analysis of initiatives.

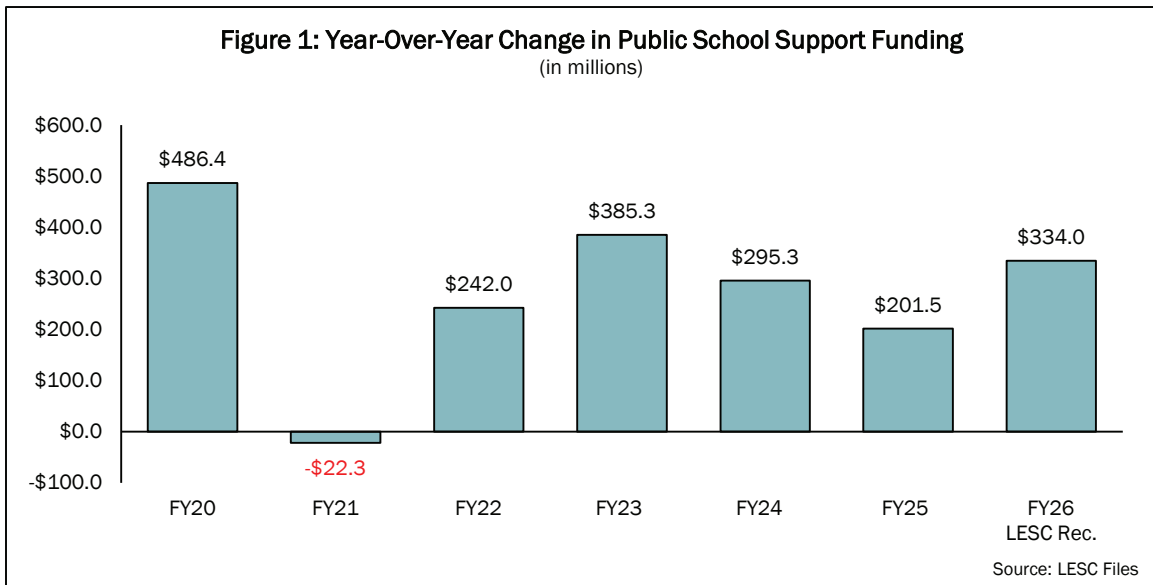


In recent years, the Legislature has made significant and targeted investments in programs, services, and public school personnel compensation. However, school districts and charter schools have continued to report insufficiencies in funding, staffing shortages, and high turnover for some job classifications. These chronic challenges have been exacerbated by significant increases in insurance premiums and the compounding costs of adequately serving students who are identified as at-risk. Throughout the 2024 interim, the Legislature signaled its intention to continue supporting communities in establishing a strong foundation for continued growth in student achievement and educator well-being.

This section of the LESAC Annual Report includes background information on past legislative investments in public school support, a review of the 2024 LESAC interim research agenda on public school finance, and budget recommendations for the Legislature to consider.

## Background: Public School Support

While revenue growth has slowed in recent years, the Legislature continues to have the capacity to consider investing in public education through recurring and nonrecurring appropriations. At \$4.3 billion in fiscal year 2025 (FY25), public school support represents the largest portion of the state’s general fund spending, with almost half of recurring general fund appropriations allocated to public schools. Forecasts from the Consensus Revenue Estimating Group, which includes staff economists with the Taxation and Revenue Department, Department of Finance and Administration, Department of Transportation, and the Legislative Finance Committee (LFC), estimate \$13.6 billion in general fund revenue in FY26, up \$350.5 million from FY25, and \$3.4 billion more than recurring general fund appropriations in FY25.



For FY26, the Public Education Department (PED) requested \$4.5 billion for public school support, an increase of \$196 million, or 4.5 percent, from FY25. PED also requested \$199.5 million in nonrecurring appropriations. The FY26 LESAC recommendation for public school support includes \$4.7 billion, an increase of \$402 million, or 9.3 percent, from FY25.

## Research Agenda: Funding Formula Review

The public school finance research area focuses on the fiscal mechanisms of public school insurance programs, cash balances, and the broader programmatic components that encapsulate public education in New Mexico. During the 2024 interim, the LESAC research agenda related to public school finance included the working group

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established through legislative memorial to revise the state equalization guarantee (SEG), the family income index (FII), and cash balances.

## State Equalization Guarantee

The SEG has been in place since 1974 and is student-based, meaning its components are responsive to the unique characteristics of students, such as English proficiency or grade level. Originally, the SEG had components for basic program, special education, variances in school and district size, rurality, staffing costs, and student enrollment in bilingual and multicultural education programs. This initial approach to public school funding was innovative in its equalization of educational opportunity throughout the state and has been a model for other states that have adopted similar student-based funding formulas. However, while there have been approximately 92 statutory revisions to the SEG, there are several formula components the Legislature has not modified in several decades, including the basic program components that were last modified in 1993. This lack of revision to several components of the SEG suggested a comprehensive review was needed to ensure the formula's components remain adequately responsive to the costs of serving the evolving needs of students. The SEG revision proposal was discussed in one LESC hearing:

- **October 2024:** [Revision of the State Equalization Guarantee \(SEG\)](#) report.

This work was formalized during the 2023 legislative session, when the Legislature adopted House Memorial 51 (HM51), which requested LESC staff complete a review of the SEG during the 2023 interim. The memorial cited the extended period since the prior reviews of the SEG, the lack of modifications to several components in the formula, and the continuous modification of other components as rationale for requesting a comprehensive review of the SEG. To complete this work, LESC staff assembled a working group consisting of LFC staff, PED, the New Mexico Association of School Business Officials, the New Mexico Coalition of Educational Leaders, and other relevant stakeholders. The working group identified a need to increase the SEG's responsiveness in several areas, including the basic program components and the at-risk index.

During the 2024 interim, LESC staff drafted a proposal for revising the SEG that was responsive to the working group's recommendations for revising the basic program components and the at-risk index and presented it to the LESC at its October interim meeting in Silver City. The staff recommendation would increase the secondary factor, which applies to students in grades seven through 12, with grade six also being recommended for inclusion in the revised secondary factor of 1.30. This additional funding could be flexibly used at the local level, but the intent is for the funding to be primarily used for the recurring costs associated with career and technical education programs. Other areas the additional funding could support include secondary fine arts programs and broader academic and behavioral health support for secondary students.

LESC staff have recommended a revision of the at-risk index, beginning with the replacement of the component's Title I poverty indicator with the methodology of the FII. Revising the methodology of the poverty indicator will provide greater clarity for school districts and charter schools in the amount of funding that is designated for low-income students, expand the formula's poverty threshold to 130 percent of the federal poverty line, and ensure each charter school is assigned a unique poverty indicator. Adopting the methodology of the FII will also allow for executive and legislative audits of the poverty data to ensure accuracy and transparency.

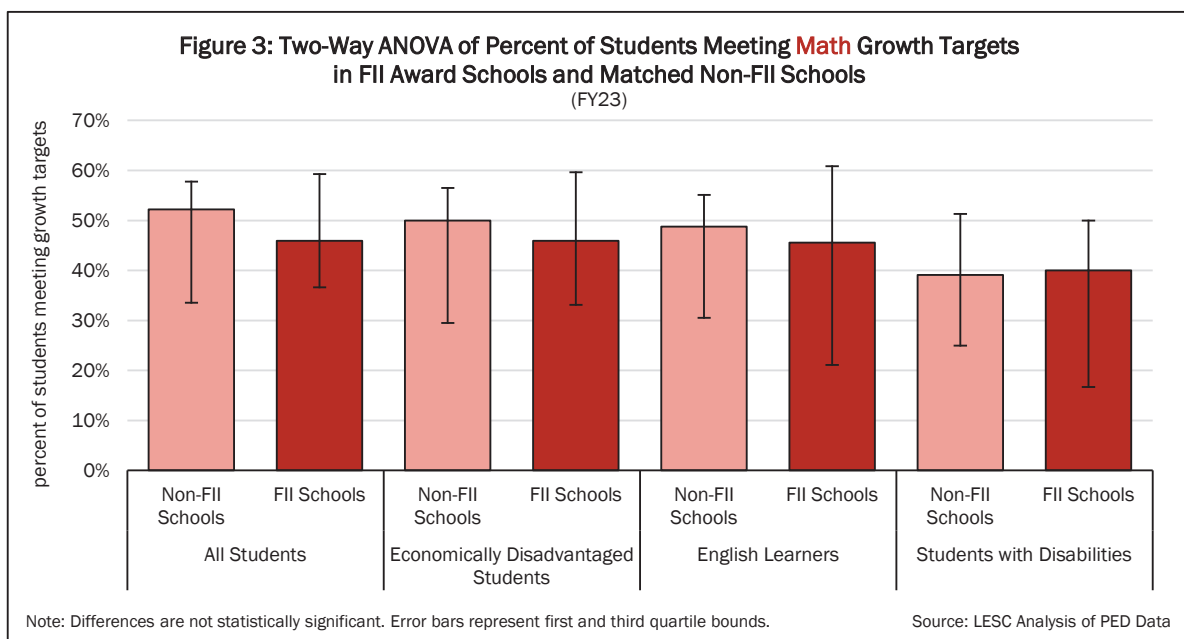
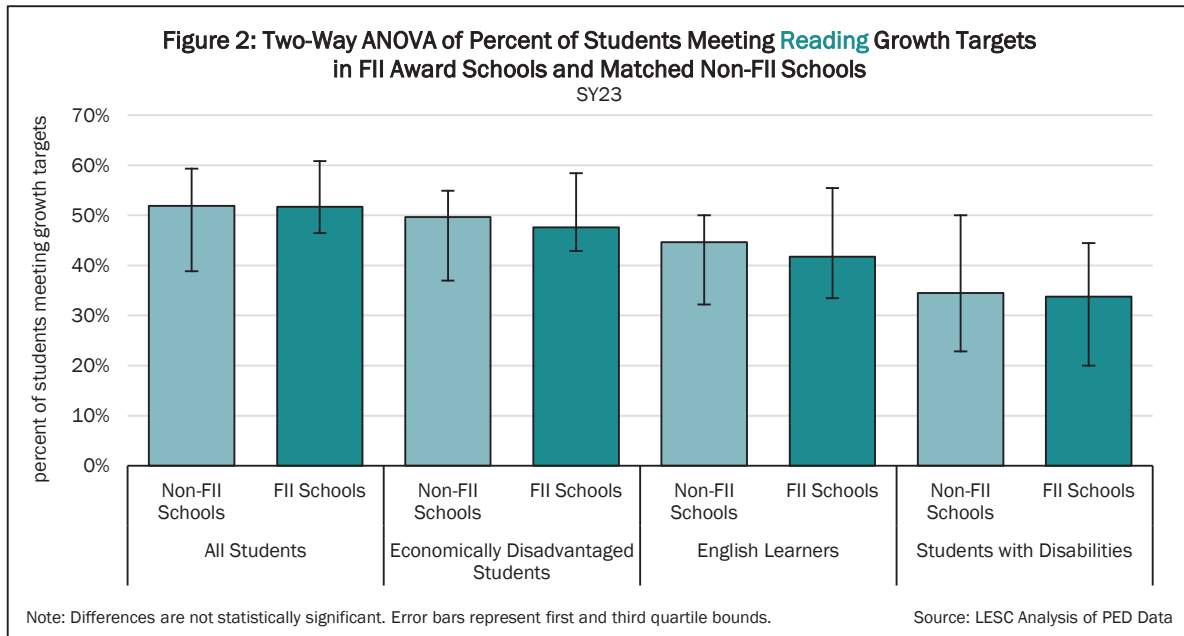
Staff have also recommended the creation of a standalone component for English learners and recently reclassified students. Like the proposal for the poverty indicator, the adoption of a standalone component for English learners will clarify the amount of funding available to serve English learners, incentivize the use of that funding on the unique needs of English learners, and create a unique indicator for charter schools. Including recently reclassified students in the standalone component would align with federal and state requirements that reclassified students be monitored for academic progress for two years.

Finally, staff have recommended the elimination of the mobility component and a redistribution of its proportional funding to the poverty indicator.

## Family Income Index

Currently, the at-risk index is the state’s primary tool to identify student poverty, but its underlying methodology relies on district-level data that is inadequately responsive to the differences in poverty between schools in the same community. The creation of the FII in 2021 refined the Legislature’s approach to identify poverty considering research indicating high concentrations of poverty in individual schools are a key factor in sustaining disruptions in student learning. By assessing the concentration of poverty in individual schools, the FII is now a key tool in targeting funding to low-income students. The FII brief was discussed in one LESC hearing:

- **July 2024:** [Review of the Family Income Index](#) report.

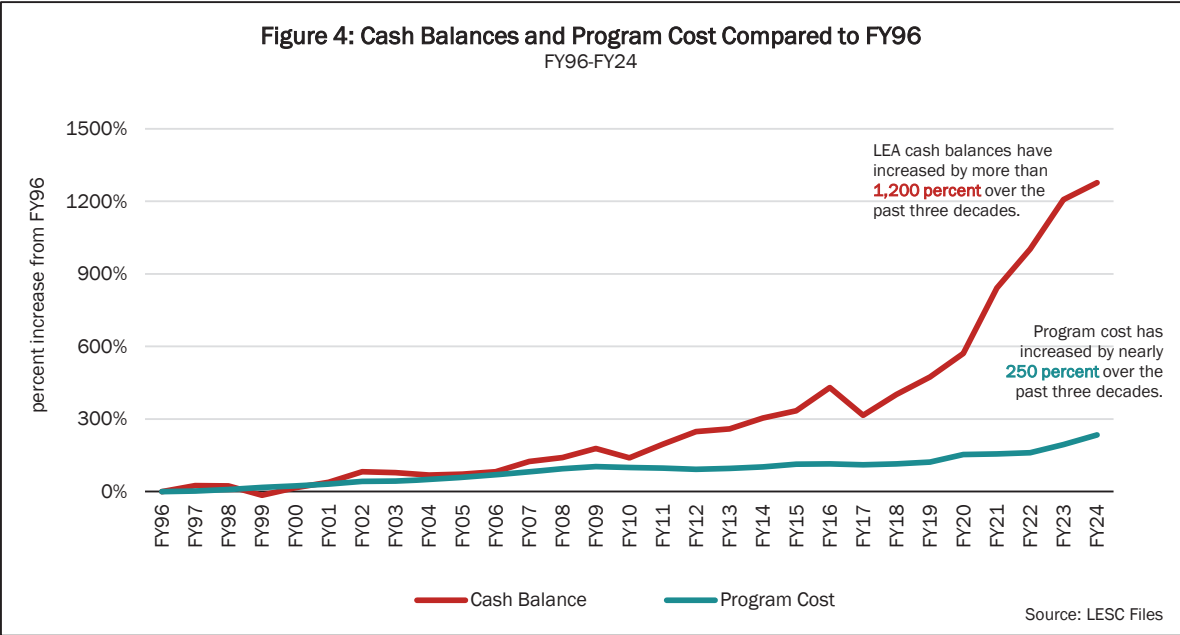


While the Legislature originally appropriated \$30 million for a two-year FII pilot program, beginning in FY22, it later appropriated \$15 million in FY24 for a one-year extension of the program, and an additional \$10 million in FY25, so as to allow for a greater range and depth of data for a more thorough analysis of its methodology and impact on student achievement by legislative staff. In 2023, the Legislature also amended statute by removing the program’s spending requirements, which provided each school with considerable flexibility in determining the programs and services their FII allocations could be used to support.

In a [brief](#) presented to the LESC at its July interim meeting in Los Alamos, LESC staff found an FII award in FY23 did not significantly improve student growth in FII schools. As shown in **Figures 2 and 3**, schools that received an FII award, shown in darker colors on the figures, did not have a significantly larger proportion of students meet their growth targets in reading when compared with schools in the matched peer group, shown in the lighter colors. In other words, students were equally likely to meet their growth target in an FII school or in a similar non-FII school; the FII itself did not appear to improve student growth.

These results appear to indicate the FII program, while well intentioned, may have suffered from several challenges in implementation. The initial level of funding allocated to FII schools, as well as the accompanying statutory spending requirements, may have resulted in ineffective program implementation. Moreover, the capacity of schools to effectively utilize new funds varies across New Mexico, where the highest poverty schools in the state may lack the administrative or instructional capacity to effectively implement new programs or interventions. As a result, schools may not have effectively allocated FII funds to areas that directly impact student growth. While additional funding is usually needed in high-poverty schools, one year of additional funding may do little to alleviate the long-standing, systemic barriers high-poverty schools face.

Based on these findings, LESC staff recommended the Legislature assess whether the at-risk index is an adequate measure of poverty, evaluate whether the appropriation to the SEG is adequate in meeting the comprehensive needs of low-income students, continue to leverage multi-year budgeting in supporting local capacity, and consider how below-the-line (BTL) initiatives place an administrative burden on PED and school districts and charter schools.





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## Cash Balances

Cash balances held by school districts and charter schools have increasingly become a topic of considerable debate among policymakers. Of particular interest to the Legislature is the persistent growth in cash balances and the resulting, compounding opportunity costs incurred by students and educators. While it is critical to recognize that each public school continuously strives to meet the diverse and evolving needs of their students in an environment of finite resources, the significant growth in cash balances has raised questions as to whether the current size of cash balances is having a detrimental impact on students and educators. If that is the case, the Legislature may choose to play a role in creating the conditions needed for LEAs to adequately serve their students with more reasonable levels of cash balances.

The cash balances brief was discussed in one LESC hearing:

- **September 2024:** [Review of Cash Balances](#) policy brief.

Since FY96, cash balances have fluctuated significantly on a year-over-year basis, ranging from an increase of almost 40 percent in some years to a decrease of almost 30 percent in others. The steepest declines often coincided with declines in state revenues, particularly those that occurred in FY99, the aftermath of the 2008 financial crisis, the revenue constraints in FY17, and the revenue constraints during the Covid-19 pandemic.

However, even with these significant fluctuations, the growth of cash balances has considerably outpaced the growth in program cost, the total amount assumed to be the cost of operating public schools. Relative to an FY96 baseline, the growth of cash balances historically kept relative pace with growth in program cost, as shown in **Figure 4: Cash Balances and Program Cost Compared to FY96**. This trend ended in FY11 when statutory restrictions on cash balances were removed. Since then, relative to an FY96 baseline, program cost has increased by nearly 250 percent since FY96, while cash balances have increased by more than 1200 percent.

In a [brief](#) presented to the LESC at its September interim meeting in Albuquerque, LESC staff found there are several unique and localized reasons for the growth of cash balances, including the persistent shortage of licensed teachers in New Mexico, the large influxes of federal relief funding during the pandemic, and persistent delays in the grant reimbursement process. To alleviate these challenges, LESC staff recommended the Legislature continue to practice multi-year budgeting, require the completion of local long-term financial forecasts, assess whether some BTL programs should be moved to the SEG, and practicing restraint with the creation of new BTL programs.

## Policy Considerations

For FY26, LESC staff have prepared recommendations for the Legislature, which are consolidated below and categorized by the method of funding.

### State Equalization Guarantee

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

- \$4.5 billion to the SEG, an increase of \$334 million, or 8 percent, from FY25;
- \$41.3 million for a revision of the at-risk index;
- \$91.3 million for an increase to the secondary factor and the incorporation of grade 6 students in the component;
- \$101.4 million for a 3 percent increase in public school personnel compensation; and
- \$37.9 million for an increase in employer insurance contributions.

PED requested a \$4.28 billion appropriation to the SEG, an increase of \$108 million, or 2.6 percent from FY25. Much of the department's request is associated with increases in insurance premiums and a backfilling of the K-12 plus program. Other recommendations from the department include appropriations for instructional materials and fixed costs.

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## Categorical Programs

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

- \$143.3 million for transportation;
- \$55.7 million for universal school meals;
- \$12.8 million for standards based assessments; and
- \$20 million for the Indian education fund.

PED requested \$117.6 million for categorical programs excluding those for transportation, an increase of \$86.2 million from FY25. Included in the department's request is \$50.7 million for universal school meals, \$14.8 million for standards-based assessments, and \$50 million for the Indian education fund.

PED also requested \$135.7 million for student transportation in FY26, an increase of \$1.9 million, or 1.4 percent over FY25. In its request, the department included \$116.6 million for maintenance and operations, \$13.2 million for fuel, and \$5.9 million for rental fees.

## PED Operating Budget

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

- \$27.5 million for the department's operating budget, an increase of \$3 million, or 12.2 percent from FY25.

For FY26, PED requested \$27.5 million in general fund revenue for department operations, an increase of \$3 million, or approximately 12.2 percent from the department's FY25 operating budget.

According to the department, the increase in general fund support would assist in creating 15 new full-time equivalent (FTE) positions to expand the office of special education, including one policy analyst, five fiscal support and accountability monitors, one data analyst, two early access and state personnel development grant coordinators and evaluators, three early access program support monitors, and three early access program and support specialists.

## Public Education Reform Fund

Staff estimates as much as \$14.2 million may be available in the public education reform fund (PERF) for appropriation in FY26. 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. Beginning in FY26, the LESC will propose a revised framework for the PERF, where the fund supports multi-year investments that place initiatives on the path to evaluation. Like the government results and opportunity (GRO) expendable trust that was created by the Legislature in 2024, the PERF could receive a non-recurring appropriation that could be first used to support initiatives for FY26, FY27, and FY28. At the end of that multi-year funding period, LESC, in collaboration with LFC and PED, would evaluate the programs, based on performance measures collaboratively drafted by those agencies. If the initiative is found to be effective, it could qualify for recurring funding beginning in FY29.

Along with the proposed revision to the framework of PERF, the Legislature should appropriate:

- \$45 million for innovation zones;
- \$30.9 million for attendance initiatives;
- \$30 million for students who are unhoused;
- \$15.6 million for elementary math achievement;
- \$15 million for secondary educator literacy;
- \$7.8 million for innovative staffing models; and
- \$6 million for the science, technology, engineering, and mathematics (STEM) network.

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



New Mexico’s system of funding for public school facilities and infrastructure has a deep history rooted in the core value of maintaining equity among all school districts. The system is designed to provide a greater amount of state funding to school districts that cannot afford to build a school on their own. Through the collaborative efforts of the Public School Capital Outlay Council (PSCOC), the Public School Capital Outlay Oversight Task Force (PSCOOTF), and the Public School Facilities Authority (PSFA)—staff to PSCOC—New Mexico has managed to construct schools in both urban and rural areas of the state, balance complicated streams of local and state revenue, and help ensure adequate school buildings to educate students. However, recent challenges in the construction industry have contributed to unprecedented construction costs, and while New Mexico works to incentivize participation in its capital outlay funding processes, the reality of construction costs may stretch the state’s capital resources thin. The state will need to continue its ongoing efforts to address issues related to the state and local match formula as it considers additional ways to improve adequacy and maintain equity in funding public school infrastructure.

This section of the LESAC Annual Report provides an overview of public school capital outlay. This overview includes a background of the litigation that has shaped the state’s approach to providing funding for the construction and maintenance of public school facilities, a detailed explanation of the current methodology for determining the state’s financial contribution to projects, and an analysis of challenges identified with this approach. LESAC staff has also provided recommendations the Legislature may consider during the legislative session.

### Background: Public School Infrastructure

The state of New Mexico continues to refine its public school capital outlay system, guided by two primary goals: ensuring adequate school facilities for New Mexico’s students and distributing funding equitably. This approach has been shaped by various factors, including significant litigation. Below is a brief overview of the legal cases that have influenced the state’s strategy, along with an explanation of the current funding formula (commonly referred to as the “state and local match”) used to allocate funding for public school facilities and infrastructure.

#### The *Zuni* Lawsuit

Much like the *Martinez-Yazzie* lawsuit’s implications for the equity of schools’ general operational funding, the ongoing *Zuni* lawsuit specifically relates to equity of public school buildings and infrastructure in New Mexico’s least wealthy school districts. The *Zuni* lawsuit was filed in 1998 by Zuni Public Schools, Gallup-McKinley County Schools, and Grants-Cibola County Schools, who argued that the state’s system of funding for public school buildings violated Article XII, Section I of the New Mexico Constitution, which requires the state to provide “a uniform system of free public schools sufficient for the education of, and open to, all the children of school age.”

The litigation focused on the state’s methodology for providing capital outlay funding for school facilities, with plaintiffs demonstrating that some school districts were disproportionately burdened due to an inability to rely on substantial local property taxes. At the time of the lawsuit, the primary method of raising funds for school facilities was through local property taxes. However, the plaintiffs noted that school districts with large proportions of federal Indian reservation land were unable to levy property taxes on those lands, resulting in large wealth disparities, and as a result, significantly lower quality schools than other school districts.

In 1999, the 11th Judicial District Court ruled in favor of the plaintiffs, declaring the funding system unconstitutional and prompting reforms under the Public School Capital Outlay Act to equalize funding for school construction and repair, leading to the creation of the PSCOC and a standards-based funding system. Despite significant legislative reforms over the span of two decades, including elimination of the Impact Aid credit and directing more funding to plaintiff school districts, the lawsuit remains open. The 11th Judicial District Court ruling in 2020 rejected state efforts to address funding inequities, a ruling that the state appealed to the New Mexico Supreme Court in 2021.

On December 2, 2024, the New Mexico Supreme Court remanded the lawsuit to the 6th Judicial District Court for further review. The Supreme Court found the lawsuit to be “moot” given that the “statutory scheme declared to be unconstitutional no longer exists.” The ramifications of this most recent ruling remain unclear, but with the

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lawsuit still open in the 6th Judicial District Court, policymakers should continue to study the equity implications of any proposed changes to the Public School Capital Outlay Act.

## The State and Local Match Formula

The *Zuni* Lawsuit resulted in legislation creating a formula designed to provide state funding for school construction in districts that receive lower amounts of local property tax revenue. Between 2004 and 2018, the method for calculating each school district’s contribution toward capital outlay projects, known as “the state and local match formula,” remained largely consistent. However, ongoing concerns related to the equitability of the formula continue to warrant study. A 2018 study by the University of New Mexico Bureau for Business and Economic Research (UNM BBER) recommended revising the formula to promote greater equity among districts. These recommendations led to the adoption of the “Phase 2” formula in [Laws 2018, Chapter 66 \(Senate Bill 30\)](#).

**The “Phase 2” Formula.** The “Phase 2” formula is currently used to determine the state and local share of school project costs. The updated formula was introduced during a period of reduced public school capital outlay fund (PSCOF) revenues. To address funding limitations and distribute state resources across more projects, the revised formula increased the local funding share required from all school districts. This change aimed to maximize the use of limited state funds while attempting to address concerns about equity. While the Phase 2 formula generally succeeded at creating a more equitable formula, it also increased the local match required for school districts to participate in PSCOC-funded projects.

**Issues with Formula.** As the new formula was phased in from FY19 through FY22, PSCOC saw the demand for standards- and systems-based capital outlay projects gradually decreasing as districts’ local match percentages increased. In discussions with school administrators statewide, LESC staff found many districts reported their local match amount was too high and acted as a barrier to participation in PSCOC programs. The high local match amounts have also resulted in an uptick in applications for local match waivers, as PSCOC has the authority to waive the requirement for districts to share in project costs.

## Broadband and Technology

While the *Martinez-Yazzie* lawsuit largely relates to equitable operational funds for school districts, the lawsuit expanded during the Covid-19 pandemic to include educational technology infrastructure. During the pandemic, access to the internet became synonymous with access to education, but the lack of high-speed internet connectivity in rural and low-income areas of the state presented significant challenges to virtual education.

In 2020, plaintiffs in the *Martinez-Yazzie* lawsuit sought further relief from the state, arguing the state had failed to provide essential technology to at-risk students necessary for virtual education. The plaintiffs claimed that the state’s attempt to provide internet access and educational devices during the global pandemic was “woefully insufficient.” In 2021, 1st Judicial District Court Judge Matthew Wilson approved an expedited motion for further relief. Judge Wilson stated, “students who are lacking access to high-speed internet and technology for remote learning are not getting much of an education, if at all, let alone one that is sufficient to make them college and career ready.”

The court ruled that it is the state’s responsibility to ensure students in the 23 court-identified *Martinez-Yazzie* “focus districts” have access to three critical components of effective educational technology:

1. A high speed internet connection;
2. An internet capable device; and
3. Sufficient IT staffing.

Since the ruling, PED used federal Covid-19 relief funds to procure 202 thousand devices for students. The Legislature also authorized the creation of a statewide education network housed at the Office of Broadband and Expansion. However, many of the devices initially purchased are nearing the end of their useful lives; PED is working on cost considerations for an annual replacement cycle for digital devices, but the annual cost of replacing devices remains unclear.

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**Temporary Local Match Reductions.** During the 2023 legislative session [Laws 2023, Chapter 98](#) (Senate Bill 131) was enacted to provide temporary relief for school districts with large local match requirements and allowing needed projects to move forward. Laws 2023, Chapter 98 reduced the local match by 33 percent for most districts and 50 percent for micro-districts over a three-year period (FY23-FY26). It also included several policy changes to increase participation in PSCOC projects, such as eliminating legislative “offsets” that required school districts to “pay back” any direct capital outlay appropriations by reducing their award on a future public school capital outlay project. Additionally, the bill eliminated a planned credit against operational revenue used for capital expenses, benefiting Impact Aid school districts, including the plaintiffs in the *Zuni* lawsuit, Gallup-McKinley County Schools, Grants-Cibola County Schools, and Zuni Public Schools, which had planned to use new operational funds for facility construction following the removal of the Impact Aid credit in 2021.

## Research Agenda: Revisiting the State and Local Match Formula

During the 2024 interim LESC staff largely focused on the equitability of the state and local match formula, as the state continues to address rising construction costs and structural issues with the formula.

### Study of the State and Local Match Formula

LESC staff have worked in collaboration with Legislative Finance Committee (LFC) and PSFA staff to address the state and local match formula during the 2024 interim. This topic was discussed primarily in one hearing:

- **November 2024:** [Foundations for Learning: Public School Facilities Authority Update](#) presentation, which offered background information on public school capital outlay in New Mexico and an update on the collaborative findings and recommendations on the state and local match formula as researched by LESC, LFC, and PSFA staff.

These collaborative efforts focused on addressing challenges identified with the “Phase 2” formula and its ability to determine the appropriate funding needed by school districts for their projects through the PSCOC process. Staff identified formula factors and persistent issues that may be preventing the formula from providing an adequate level of state funding for school projects. LESC, LFC, and PSFA staff also made separate presentations to PSCOOTF during the 2024 interim. The presentations included a review of issues staff identified with the state and local match, as well as policy recommendations for moving forward.

Analysis completed by LESC, LFC, and PSFA staff indicates certain assumptions underlying the state and local match formula require reassessment. The following factors may be impacting the accuracy of calculations and failing to adequately reflect school districts’ actual capacity to cover their share of project costs:

- **Rising Construction Costs.** Rising construction costs have made it harder for districts to cover their local share of capital projects, even with increased state support. The “Phase 2” formula assumes a cost of \$307.47 per square foot to replace a school. However, recent projects have had costs closer to \$600 to \$700 a square foot.
- **Utilization of SB9 and HB33.** The Public School Capital Improvements Act, also known as “SB9” or the “two-mill levy,” allows school districts to levy up to two mills in property taxes for school projects. These funds can be used for erecting, remodeling, making additions to, providing equipment for, or furnishing public school buildings. SB9 funds are also commonly used for technology equipment and training. The Public School Buildings Act, also known as “HB33,” authorizes school districts to levy up to 10 mills in property taxes for school projects, including but not limited to facility construction, remodeling, and furnishing public school buildings. Both SB9 and HB33 require voter approval. The formula assumes school districts fully utilize SB9 and partially utilize HB33. However, many districts do not take advantage of HB33 or SB9.
- **Statewide Adequacy Standards.** The [statewide adequacy standards](#) provide guidelines for public school facilities to support educational programs and curricula while ensuring sustainability within operational budgets. These standards set baseline requirements for evaluating existing facilities and allow flexibility



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

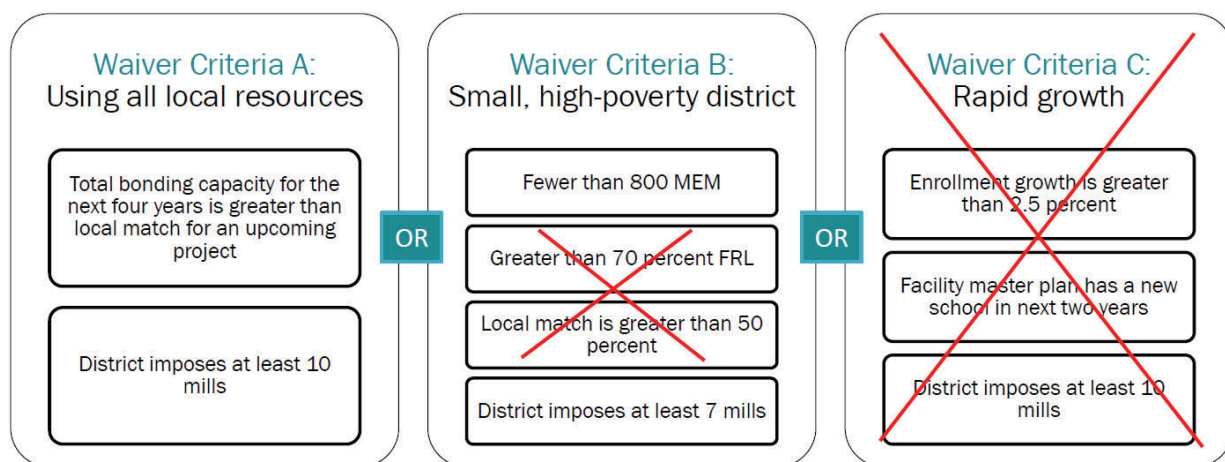
- **Facility Replacement Timeframe.** The formula assumes school replacements will be spread evenly over a 45-year period. However, many districts constructed their school facilities all at once, resulting in the need to replace these facilities at the same time and placing significant financial burdens on districts.

### The Future of the State and Local Match Formula

**Extension of Laws 2023, Chapter 98.** Laws 2023, Chapter 98 was introduced to address the challenges school districts face in meeting local match requirements for PSCOC projects. The bill temporarily reduced the local match required for PSCOC projects, with some districts seeing a reduction of 33 percent up to 50 percent. Laws 2023, Chapter 98, however, along with local match reductions, will expire at the end of FY26, at which point the calculation will revert to the base “Phase 2” formula. While the temporary reduction provides some relief, it does not resolve the underlying issues of the formula, and without further legislative action, local match requirements are expected to rise again in FY26, potentially exacerbating affordability challenges. The extension of this Laws 2023, Chapter 98 would allow for qualifying districts to move forward with their school projects, as well as provide staff with the necessary time to study the state and local match formula and identify possible solutions. Staff recommend that Laws 2023, Chapter 98 be extended through the end of FY27.

**Redefining Waiver Eligibility Criteria.** The current local match waiver criteria outlined in Section 22-4-5 NMSA 1978 accounts for three different scenarios: A school district using all locally available revenue, small districts with a high level of poverty, and districts with rapid growth. However, PSCOC and PSFA staff have found the criteria to be overly prohibitive, resulting in districts that need local match waivers not qualifying. The proposed legislation would eliminate the requirement for small districts with a high poverty level to have at least 70 percent

Figure 1: Proposed Waiver Criteria Changes



Source: LESC and LFC Files

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of their students receiving free and reduced lunch (FRL) or requiring that those districts' local share is greater than 50 percent of the proposed project costs. The proposed legislation would also eliminate the criteria for the third scenario: districts with rapid growth. Proposed criteria A and criteria B would account for and capture the intended recipients of potential local match waivers making criteria C unnecessary. **Figure 1: Proposed Waiver Criteria Changes** helps to illustrate the proposed legislation described in this section.

**Continued Analysis of the State and Local Match.** The state and local match formula, statutory waiver criteria, and discussions on construction costs are all interconnected, and addressing the state and local match formula could improve the state's ability to manage escalating construction costs and reduce the need for local match waivers. However, adjusting any of the factors of the formula could have unintended results and instituting a brand new formula could also have unforeseen consequences. It is important to be methodical and prudent in any adjustment to the state and local match formula. LESC, LFC, and PSFA staff will continue to study the formula and develop recommendations for legislative changes at the end of the 2025 interim. The two policy considerations outlined above will provide both temporary and ongoing relief for school districts, allowing sufficient time for the working group to further analyze the formula and identify potential solutions. Extending Laws 2023, Chapter 98 will help also avoid introducing complex legislation during a 30-day session, positioning the state to implement the solutions identified by the working group's focused efforts, ultimately improving the success of the proposed reforms. Staff plans to present further analysis and proposed changes to PSCOOTF during the 2025 interim.

## Policy Considerations

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

### State and Local Match

LESC policy recommendations for the upcoming session promote accuracy, adequacy, and equity. The Legislature should consider:

- Introducing legislation to extend Laws 2023, Chapter 98 (Senate Bill 131) to continue the temporary reduction of the local match for qualifying school districts;
- Introducing legislation to revise the local match waiver criteria outlined in Section 22-4-5 NMSA 1978 to allow qualifying school districts to access the local match reduction process; and
- Supporting the continued analysis of the state and local match formula to identify challenges and develop solutions that enhance its accuracy and effectiveness.



Local school boards and charter school governing councils serve as pivotal pillars in education governance and affect schools at various levels. Local school boards are responsible for creating policies for their school districts, approving budgets, hiring and evaluating superintendents, and adapting curriculum to meet local needs. As elected public servants, school board members are accountable to their communities, tasked with addressing district priorities and ensuring transparency in their decision-making processes. Similarly, charter school governing councils focus on fulfilling their schools' missions and adhering to state and federal regulations. They are responsible for adopting budgets and overseeing school leadership. These councils are also dedicated to serving students and their families, balancing community priorities while upholding the terms of the school's charter.

This section of the LESL Annual Report provides an overview of recent legislation regarding local school boards and charter school governing councils, a review of analysis on governance completed during the interim, and a focus on the implementation of legislation enacted on this topic. LESL staff has also provided recommendations the Legislature may consider during the legislative session.

### Background: Local Public School Governance

Achieving the goals and responsibilities of educational governing bodies requires specific core competencies. A clear understanding of roles and duties is essential for effective leadership and for ensuring the success of the educational institutions under their purview. These boards and councils also benefit from access to state-supported training and resources that enhance their knowledge and effectiveness, helping them navigate the complexities of their responsibilities.

Given the significant decision-making power held by these school boards and governing councils, and the far-reaching effects of their decisions on students, families, and communities, maintaining a high level of transparency is paramount. Transparent processes foster trust and accountability, ensuring governance decisions reflect the best interests of those they serve and contribute positively to the educational and social well-being of their communities.

### Recent Legislation

[Laws 2024, Chapter 43](#) (Senate Bill 137) was enacted during the 2024 legislative session. The legislation was drafted to address several issues that pertain to local school boards and charter school governing councils. The legislation aims to strengthen accountability and transparency within local school boards and charter school governing councils. Laws 2024, Chapter 43 focuses on key areas including campaign finances, the decision-making processes of these governing bodies, and training for local school board and charter school governing council members.

Laws 2024, Chapter 43 enhances campaign finance transparency by expanding reporting requirements for candidates and campaign committees, including school board members. Any candidate or committee receiving contributions or making expenditures of \$1,000 or more must file detailed reports with the New Mexico Secretary of State (SOS). These reports are due on the 21st day before an election and on the 30th day after. They must be submitted using the state's electronic campaign finance system, ensuring compliance with the Campaign Reporting Act.

Statute also includes strict decision-making transparency for local school boards and charter school governing councils. It mandates all meetings be webcast and accessible through official websites, with an interface for public comments. These webcasts must be archived for at least three years. Additionally, Laws 2024, Chapter 43 sets new training requirements for board members, including 10 hours of training in the first year and five hours annually thereafter. Training covers areas such as related laws, finance, governance, and student achievement. The Public Education Department (PED) oversees the training and ensures compliance. PED also provides a publicly accessible platform to track training progress for all members.

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## Research Agenda: Public School Governance

In the LESC research agenda, regulations, charter schools, school boards, and the Educational Retirement Board fall within the governance topic area. During the 2024 interim LESC staff focused within the governance topic area on local school boards, charter school governing councils and the implementation of related legislation, Laws 2024, Chapter 43. Public School Governance was primarily discussed in one hearing during the 2024 interim:

- **June 2024:** [Senate Bill 137: Review and Implementation Update](#) presentation.

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

**The Campaign Finance Transparency Implementation.** LESC staff reported the New Mexico Campaign Finance Reporting System will be used to comply with the requirements of Laws 2024, Chapter 43, according to SOS staff. SOS staff also stated that their office is considering new methods to inform school board members of Laws 2024, Chapter 43's campaign finance requirements. The NMSBA stated they will include the requirements in orientation materials for NMSBA members.

**Implementation of Decision-Making Process Transparency Requirements.** LESC staff reached out to 27 school districts and charter schools across the state and reported on the implementation of this element of Laws 2024, Chapter 43. According to responses received from these school district and charter school representatives, LESC staff found the majority of schools were utilizing webcasting services in their current process and were in compliance with Laws 2024, Chapter 43's public accessibility and comment making requirements. Some schools were in the process of upgrading audio and visual equipment to enhance the effectiveness of their meeting webcasts and found the enactment of Laws 2024, Chapter 43 as an "opportunity to optimize meetings and participation of the public."

**Implementation of Training and Disclosure Requirements.** LESC staff found the NMSBA is currently providing most of the required training outlined in Laws 2024, Chapter 43 for local school board members, and PED is providing most of the required training for charter school governing council members. According to comments from PED, the New Mexico Vistas platform will be used to provide access to member training records. In November of 2024, PED proposed amending rules contained with PED's General Provisions (Section 6.2.9.1 NMAC) to reflect the requirements of Laws 2024, Chapter 43.

**Next Steps.** PED is in the process of finalizing the posting of school board training records to their electronic platform, NM Vistas. PED is defining which bureau within their department will oversee the training and training transparency requirements. PED may take a larger role in providing training and shaping the curriculum. SOS will develop necessary communication methods to inform school board officials of campaign finance transparency requirements including collaboration with local voting officials such as county clerks.

## Policy Considerations

The Legislature has demonstrated the importance of local school boards and charter school governing councils receiving training and adhering to principles of transparency. The following considerations focus on maintaining and monitoring these efforts.

### Governance

LESC policy recommendations for the upcoming session are focused on training, transparency, and accountability.

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The Legislature should consider:

- LESC staff continuing study of local school boards and charter school governance councils, and monitoring the implementation of Laws 2024, Chapter 43; and
- LESC staff continuing research of the key elements of effective oversight and support provided to local school boards and charter school governing councils.



The classroom is only one element of a student’s educational journey. To thrive academically, students need holistic supports that expose them to career opportunities, ensure basic needs are met, and leverage the resources of the broader community. Safe schools; student nutrition; out-of-school time learning and career opportunities; science, technology, engineering, and math (STEM) education; and school models rooted in community and family engagement all play a role in creating an inclusive, impactful education system for New Mexico students.

In recent years, the New Mexico Legislature has made significant investments in a number of wraparound supports and initiatives to ensure schools serve the diverse needs of students beyond academics. Increased funding for school security measures through the public school capital outlay fund (PSCOF), passage and implementation of the Healthy Universal School Meals program, and other actions by the Legislature have contributed to a more robust system of supports for students in the state.

This section of the LESC Annual Report offers a discussion of the trends in New Mexico on various education support services, a review of LESC staff’s 2024 interim research and stakeholder engagement, and policy and budget recommendations for the 2025 legislative session.

### Background: Education Support Services

Providing education support services is rooted in the belief that children cannot learn effectively without having their basic needs met, nor in many cases can a typical school day adequately allow students to explore interests beyond standard academic topics. In short, it is difficult for a student to perform well on a test when their stomach is empty or they feel unsafe. A child aspiring to a career in engineering or fine arts may need additional opportunities outside the traditional school day to explore their passion. By ensuring students have access to enriching activities and essential resources outside the classroom, they can be better prepared to engage with their learning environment. To educate the whole child, it is vital schools, in partnership with the broader community, care for the whole child.

#### Out-of-School Time

With only so many hours in the school day, providing a wealth of educational opportunities outside of school hours is essential to students’ development, particularly as they explore interests that may not fit into the standard curriculum of a kindergarten through 12th grade (K-12) classroom. Out-of-school time (OST) includes any type of supervised program for youth to attend when school is not in session. This includes summer programs, teen centers, internships, and before-and-afterschool programs. In New Mexico, students involved in OST programs receive tutoring, develop social emotional skills, participate in physical activities, and explore STEM disciplines, among other enrichment activities. In addition to the learning opportunities directly afforded by OST programs, student participation in these activities has been [linked](#) to higher in-school attendance, reduced rates of juvenile crime, and improved academic performance.

Access to OST remains a challenge for much of the state. The vast majority of OST providers and programs are concentrated along the Rio Grande corridor, leaving regions of New Mexico with some of the highest rates of poverty and juvenile justice referrals without local OST availability. Funding has also been an area of concern for OST providers. Many OST programs operating in New Mexico relied on federal Elementary and Secondary School Emergency Relief (ESSER) III grant funding to offer services to local communities. With the phasing-out of this funding, numerous OST programs will require new funding sources to continue their work. At the state level, the Legislature appropriated \$20 million for OST programs in FY24 to finance programming at 78 school sites (40 operated directly by school districts and charter schools and 38 provided by community-based organizations). However, funding for OST was significantly reduced in FY25. A total of \$15 million was earmarked for OST and high-dosage tutoring, with \$8.5 million specifically designated for the latter. As a result, only \$6.5 million was made available for non-tutoring OST programs.

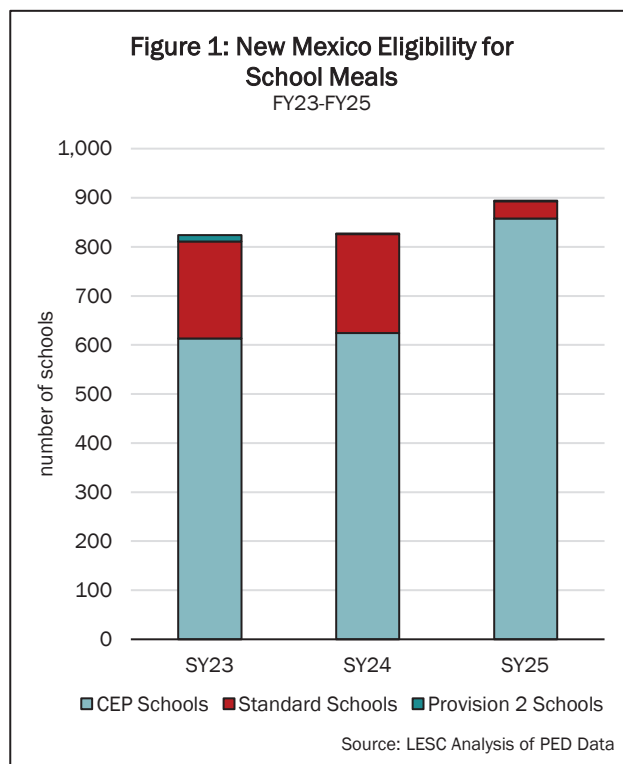


## Universal Meals

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

Under the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP), the United States Department of Agriculture (USDA) sets reimbursement rates for schools on a per-meal basis. Students are classified as eligible for either free, reduced price, or paid meal rates. Schools then submit the number of meals served to the federal government to receive reimbursement for the cost of operating the two federal meal programs.

For the 2024-2025 school year (SY25), 902 schools applied to participate in the Healthy Universal School Meals program. Only one school system, Pine Hill Schools, a tribally-controlled school system on the Ramah Navajo Reservation, opted out. Ninety-five percent of all New Mexico schools participating in the Healthy Universal School Meals program in the SY25 are designated as Community Eligibility Provision (CEP) schools. Under this federal program, all students in a school receive free meals regardless of family income, provided at least 25 percent of the student population is directly certified as eligible for free meals. In SY24, approximately 76 percent of schools were CEP-designated. The remaining schools in New Mexico are either standard schools that collect meal applications annually or “Provision 2” schools that collect applications once every four years. Additionally, there are eight Residential Child Care Institutions (RCCIs) participating in the Healthy Universal School Meals program. All these RCCIs have 100 percent of their meals reimbursed by the federal government at the free meal rate and therefore do not impact budget considerations for the state.



Laws 2023, Chapter 30 also encourages schools to incorporate New Mexico-grown ingredients in school lunches. The New Mexico Grown [grant program](#), administered by PED, was created to support the purchasing of these local ingredients. Participation in the program is voluntary, with 57 awardees receiving funding in SY23.

## School Safety

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

Conversations about school safety tend to focus primarily on physical security measures and related technologies. But school safety encompasses a much broader range of topics, including school discipline, security personnel and equipment, mental wellness and behavioral health, culturally and linguistically responsive education, and

more. Relationships are a central element of school climate and culture. A 2017 [review](#) published in the American Educational Research Association’s Review of Educational Research found positive relationships with teachers led to greater student engagement with school, fewer disruptive behaviors, improved academic performance and attendance, and reduced suspension and dropout rates, among other benefits. Whether a student feels they can express their identity without fear of discrimination, or whether they are given space to process their emotional responses, are just as critical to the overall safety of a school building as any physical barrier or uniformed law enforcement presence.

The state has made significant investments in school safety through several sources. The New Mexico Public Schools Insurance Authority (NMPSIA) contracts with Poms & Associates Insurance Brokers to provide schools with on-the-ground technical assistance and training for active shooter situations and restorative practices. Additionally, NMPSIA covers the cost for schools to use the [STOPit](#) anonymous reporting software. The state also provided \$5.6 million in funding between FY21 and FY25 for schools to implement the RAVE panic button system. In FY25, the Legislature appropriated \$35 million from the public school capital outlay fund to help schools purchase physical security measures and technology.

**Table 1: Capital Outlay Appropriations for School Safety Improvements**  
(in thousands)

Appropriation	FY21	FY22	FY23	FY24	FY25	TOTAL
School Panic Buttons	\$1,595.0	\$1,000.0	\$1,000.0	\$1,000.0	\$1,000.0	\$5,595.0
School Bus Cameras	\$252.4	\$180.0	\$132.5	\$315.0	\$547.5	\$1,427.4
School Safety Summit				\$200.0	\$200.0	\$400.0
Security SB9 Distribution (HB505)					\$35,000.0	\$35,000.0

Source: LESC Files

### STEM Education

New Mexico’s STEM Ready! [Math](#) and [Science](#) standards place a strong emphasis on preparing students for a 21st century economy and society increasingly driven by the impacts of STEM. According to [employment projections](#) from the U.S. Bureau of Labor Statistics, employment in STEM occupations is projected to increase by 10.8 percent between 2022 and 2032, compared with 2.3 percent for non-STEM occupations. STEM will play a significant role in New Mexico’s economic landscape, but science and math proficiency data shows students in the state are struggling to meet academic benchmarks. According to PED [data](#) from SY24, just 23 and 38 percent of New Mexico students are proficient in math and science, respectively. Between SY23 and SY24, statewide math proficiency declined by 1 percentage point, while science proficiency rose by 4 percentage points.

New Mexico is home to a wealth of STEM employers and education resources, but they are often operating in silos. Rather than pursuing a comprehensive statewide approach that leverages the capacities of K-12 education, OST providers, higher education, tribal communities, and industry, New Mexico to date has relied upon a fragmented landscape of STEM resources to prepare residents for a STEM-driven world. To address this fragmentation, STEM professionals and advocates have called for the creation of a “STEM Innovation Network” to systematically connect the various educational and economic resources across the state. This network, modeled off those [found](#) across the nation, is envisioned as the “connective tissue” supporting a robust STEM pathway spanning K-12 to career. In doing so, this network could help expose students to STEM careers, connect them with work- and inquiry-based learning opportunities, and ultimately keep New Mexico STEM graduates in the state.

### Community Schools

The [community school strategy](#) is based on a whole community involvement in the educational process. The school is understood as a central hub of a community and a place to leverage the various resources of the

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broader community to provide a wide range of supports to students and families. A school building is not only a place for learning, but also a place to access healthcare, meal options, clothing, laundry, and other resources to meet people’s needs. [Research](#) has shown the community school strategy, when implemented effectively, can improve attendance, student behavior, engagement, and academic achievement.

As required by statute, PED’s Community Schools and Extended Learning Bureau oversees a competitive grant program to support schools in New Mexico wishing to adopt the community school framework. Grant awards are divided into three categories: planning (up to \$50 thousand), implementation (\$150 thousand per year for three years), and renewal (up to \$75 thousand). Following this period of grant funding, the expectation would be for schools to establish long-term funding for community school operations within their own budget.

State funding for community schools began in FY20, with a \$2 million appropriation. In FY21, the Legislature appropriated \$4 million for community schools and in FY22, \$5 million. This amount was increased to \$8 million in FY23. Funding was again increased to \$10 million in FY24. In FY25, the Legislature appropriated \$8 million in funding, entirely sourced from the PERF and the community schools fund. Due to changes in the funding source and amount, PED adopted a different approach to award-making for the community schools grant program in FY25. Rather than providing awards to specific schools in the designated amounts above, the department issued block grants to school districts with multiple applicants. Distribution to specific school sites was left to the discretion of the district. For solo applicants, award amounts varied depending on funding availability. In the 2023 legislative session, the Legislature passed [House Memorial 44](#), directing PED to establish a task force to study sustainable funding for community schools, develop criteria for community school certification and make associated funding recommendations, and develop a community schools strategic plan. The final report to the Legislature will be released in early 2025.

PED, in partnership with [Southwest Institute for Transformational \(SWIFT\) Community Schools](#), an organization focused on advocating for and supporting community schools in New Mexico, is developing an accreditation plan to ensure schools receiving grant funding in New Mexico are faithfully implementing the community school strategy. To continuously assess the effectiveness of community school implementation in the state, PED has also partnered with Apex Evaluation, an Albuquerque-based consulting firm, to create an evaluation plan for the years ahead.

## Research Agenda: Education Support Services

The LESC research agenda defines the education support services policy block as school safety, school meals, family and community engagement, community schools, out-of-school time, and STEM education. During the 2024 interim, LESC members approved a work plan directing staff to study three major topics: additional policy levers to support school safety, implementation progress and impact of universal school meals, and the feasibility of a STEM innovation network for New Mexico.

### Fostering Comprehensive School Safety

The central aim of the LESC’s 2024 school safety work plan was to frame school safety as a multifaceted topic requiring a balance between preventative strategies to care for students’ emotional and mental wellbeing, and physical security measures designed to detect and mitigate potential threats. This was discussed primarily in two hearings:

- **June 2024:** LESC staff presented to committee members a [landscape analysis](#) of safety trends in New Mexico and across the United States.
- **November 2024:** LESC staff presented a [policy brief](#) highlighting existing safety efforts in New Mexico schools and a consolidation of policy and budget recommendations for the upcoming 2025 legislative session.

Between the June 2024 and November 2024 presentations, LESC staff also visited Los Lunas Schools, Raton Schools, and School of Dreams Academy to see firsthand the various school safety approaches being implemented in New Mexico. The safety approaches LESC staff observed during these visits focused on relationship-building, targeted use of security technology, and fostering safe and welcoming school environments.

**Role of the Legislature in School Safety.** An inherent challenge of setting statewide education policies is successful outcomes’ reliance on faithful implementation by local school leaders. Without buy-in from local education officials, a piece of legislation cannot guarantee every school in New Mexico will have a safe, welcoming climate. This makes strong partnerships between local school districts and charter schools and the state critical to the successful development of school safety initiatives. The Legislature’s role in school safety is best understood as one of financial support and expectation-setting. Faithful adoption of a school safety approach fitting the unique context of a community requires significant financial investments, particularly in the early stages. At the same time, the Legislature has a vital role in safeguarding the rights of students in educational settings to promote an inclusive educational environment. Previously, the Legislature has appropriated funding—including \$35 million for school security infrastructure statewide in FY24—which was distributed to school districts in an amount proportional to what they receive from their Public School Capital Improvements Act (SB9) state match. The Legislature has also appropriated \$200 thousand for a school safety summit in both FY24 and FY25.

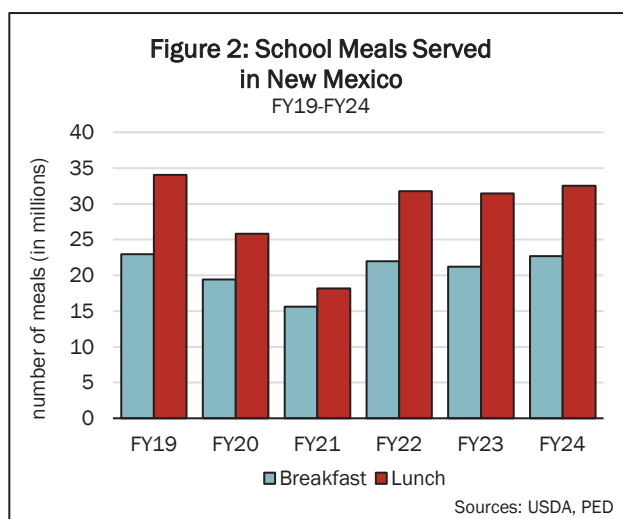
**Restorative Practices.** Restorative practices in schools are innovative approaches that focus on repairing harm, fostering a sense of community, and promoting accountability rather than relying solely on punitive measures. These practices involve open dialogue and collaborative problem-solving among students, teachers, and other educational staff to address conflicts and misconduct. [Research](#) shows restorative and non-exclusionary discipline programs reduce violence at school. Restorative practices are prevention strategies meant to identify students in need of support early on, meet those needs, and avoid behavioral escalation. By centering relationship-building with students, restorative practices can help create a school environment where students feel comfortable sharing information with the adults in their school, potentially helping to identify threats at an early stage.

### Healthy Universal School Meals: Taking Stock

Over the course of the 2024 interim, LESC staff sought to gauge the implementation success and general impact of the Healthy Universal School Meals program. This work was presented to the LESC in one hearing during the 2024 interim:

- **September 2024:** LESC staff presented a [policy brief](#) that reviewed participation in the Healthy Universal School Meals program and a review of financial information to inform a cost recommendation for the program.

**Status of the Healthy Universal School Meals Program.** FY24 was the first year of the universal meals program in New Mexico, making it difficult to fully assess the impact of the program at this stage. However, when comparing meals served in FY24 compared to prior years, early indications of a positive trend emerge. In FY19, nearly 23 million breakfasts were served in New Mexico schools, while just over 34 million lunches were served. In FY20 and FY21, Covid-19 related school closures resulted in a sharp and dramatic decline in both served breakfast and lunch counts. Following the return of students to school buildings in FY22, New Mexico data shows a gradual increase in meals served. While total breakfasts (22.7 million) and lunches (32.5 million) served in FY24 remain below pre-pandemic levels, meal counts are slowly rising despite declining enrollment in schools.



**Stakeholder Engagement.** To understand how implementation of the Healthy Universal School Meals program has impacted communities in New Mexico, LESC staff conducted eight interviews with school nutrition officials representing school districts and charter schools across the state. The response to the Healthy Universal

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School Meals program has been largely positive. School officials reported broad satisfaction from nutrition staff, students, and families. Students in particular, officials said, had noticed an improvement in meal quality since the program’s launch. While hailing the overall program as a success, school officials noted continued challenges surrounding sourcing local ingredients, maintaining adequate staffing, and reducing food waste.

**Funding Challenges.** Correct funding for the Healthy Universal School Meals program has been a consistent issue since the program’s inception. In the 2023 legislative session, the Legislature appropriated \$22.5 million to PED for the Healthy Universal Schools Meal program for use in FY24. However, cost projections from PED following implementation indicated this funding amount was approximately \$15 million below what was needed. During the 2024 legislative session, lawmakers appropriated an additional \$19.9 million to address the program’s FY24 shortfall. At the same time, the Legislature appropriated \$41 million to PED for the Healthy Universal Schools Meal program for use in FY25. In January 2024, PED projections for the annual program cost amounted to \$42.16 million for FY25. Through May 2024, actual reimbursement claims submitted by schools to PED reached about \$43.5 million. Despite efforts by the Legislature to backfill program funding in FY24 and adequately fund the program in FY25, PED reports a funding deficiency for FY24 (\$3.05 million) and the need for a supplemental appropriation (\$7.85 million) for FY25.

**Looking Ahead.** In their FY26 funding request to the Legislature, PED anticipates participation rates to once again increase, resulting in a larger program cost overall. To account for this expected participation jump, along with other factors such as federal reimbursement rate changes, the department is requesting \$50.7 million in categorical funding, along with \$5 million for potential cost overruns, and \$2.3 million to continue funding the NM Grown grant program. During the 2024 interim, LESC staff spoke with PED officials who expect participation in the program to plateau in the next few years, potentially allowing for greater confidence in budget forecasts. In addition, with nearly all participating schools in New Mexico now operating as CEP schools (with reimbursement determined formulaically), cost projections will likely become more stable.

## STEM Innovation Network

To design a STEM network proposal, LESC staff conducted interviews with STEM network officials in Ohio and Nevada, as well as a representative from STEMx, a national coalition dedicated to advancing STEM education. These conversations yielded valuable insights about potential challenges a newly-formed network might face. Following an extended period of stakeholder engagement and research, LESC staff presented on a proposed STEM network in one hearing during the 2024 interim:

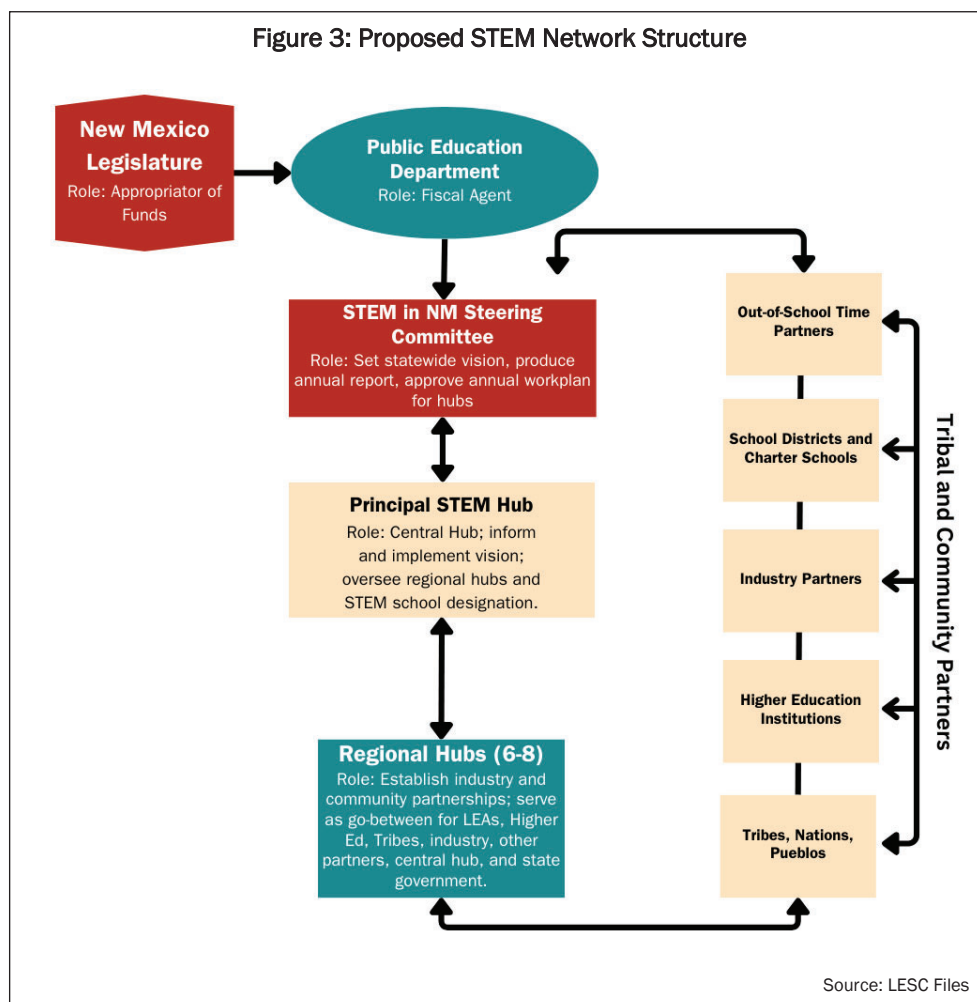
- **July 2024:** LESC staff shared a [policy brief](#) alongside a panel presentation from STEM professionals representing government, industry, K-12 education, and higher education to discuss the wide reach of STEM and the role the network could play in connecting resources in a meaningful way.

**Network Structure.** LESC staff, incorporating feedback from STEM stakeholders, developed a proposed structure for a STEM network, as shown in **Figure 3: Proposed STEM Network Structure**. This structure emphasizes leveraging existing entities and resources and a regionalized approach to implementation. The network would be overseen by a steering committee made up of representatives from state government, industry, K-12 education, higher education, and tribes, nations, and pueblos.

The day-to-day operations of the network would be overseen by a principal hub. This hub would be created by designating a center of excellence for STEM education at a higher education institution. Using the center of excellence model allows the principal hub to seek out other funding sources beyond the state’s appropriation. The principal hub would be responsible for overseeing a request for proposals (RFP) to identify possible regional hubs. Following the completion of the RFP, the principal hub would present its list of recommended regional hubs to the steering committee for final approval.

It is also critical the education sovereignty of New Mexico’s tribes, nations, and pueblos is respected. To that end, this proposal would give interested tribal governments the option to either participate in their regional hub’s activities or establish a tribe-specific hub to meet the needs of their students.





**Funding Proposal.** The proposal for a STEM Innovation Network presented by LESC staff in July 2024 recommends the Legislature appropriate \$6 million in funding over three years. Staff have proposed a multi-year budget framework to ensure the network has stable operational funding as the steering committee and principal hub establish indicators of progress for the network, identify regional and tribal hubs, and perform asset mapping of STEM resources in New Mexico. The use of multi-year budgeting for the STEM Innovation Network is also meant to place the initiative on the path to evaluation in the coming years. Setting up clear measures of progress from the outset will allow for evidence-based assessment of program effectiveness following the three years of initial funding.

## Policy Considerations

### School Safety

Students cannot succeed academically if they do not feel safe and welcome in their school. To further invest in safety and security measures to protect and support the physical and behavioral wellbeing of New Mexico students, the Legislature should consider:

- Appropriating \$3 million in behavioral health funding in FY26;
- Amending statute to clarify definitions for restraint and seclusion, and require specific training for designated individuals to keep all students and staff safe;



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- Appropriating \$50 million for safety and security funding in FY26, sourced from the PSCOF;
  - Allowing capital outlay dollars to be used for the purchasing of furniture and other infrastructure needs to support the operation of student wellness and behavioral health support spaces in school buildings;
  - Amending the Public School Code to include language protecting tribally-enrolled students' right to wear traditional tribal regalia and culturally significant items at school ceremonies; and
  - Appropriating \$1.2 million for school safety initiatives such as the annual school safety summit and school panic buttons.

### **Healthy Universal School Meals**

To build on the success of the Healthy Universal School Meals program, the New Mexico Legislature should consider:

- Appropriating \$56 million in categorical funding for FY26 for the Healthy Universal School Meals program;
- To support the purchasing and incorporation of local ingredients in school meals, an additional \$2.3 million appropriation should be considered for the New Mexico Grown initiative; and
- Appropriating \$4 million in deficiency funding for FY24 and \$8 million in supplemental funding for FY25 to account for budget shortfalls.

### **STEM Education**

To support the development of a robust STEM education and career pathway in New Mexico, the Legislature should consider creating and funding a STEM innovation network by taking the following steps:

- Enabling legislation to create a STEM Innovation Network;
- Appropriating \$6 million in funding over the next three fiscal years (FY26, FY27, FY28) to support the development of the STEM Innovation Network and its components; and
- Appropriating \$6 million in FY26 for STEAM initiatives.

### **Out-of-School Time**

OST providers need stable funding to continue offering robust learning opportunities for students in the state. To support this goal, while also setting OST on the path for further evaluation, the Legislature should consider:

- Appropriating \$20 million in FY26 to support the operation of OST programs.

### **Community Schools**

Following state funding challenges for community schools in FY25, LESC staff recommend restoring state support for community schools in FY26 to FY24 levels. During the 2025 legislative session, the Legislature should consider:

- Appropriating \$8 million for community schools.



Achieving equity in education requires a holistic approach that addresses the diverse needs of students, including their cultural backgrounds, languages, ethnicities, socioeconomic conditions, abilities, and family circumstances. This means ensuring all learners have fair access to opportunities, empowering them to fulfill their potential and equipping them with the skills needed to contribute meaningfully to society. Despite these goals, [research](#) highlights persistent disparities in educational access, resources, and outcomes continue to limit opportunities for marginalized groups, underscoring the urgent need for targeted and inclusive strategies.

The *Martinez-Yazzie* consolidated education sufficiency lawsuit, in which the court determined that New Mexico failed to provide adequate educational opportunities for at-risk students—defining at-risk as economically disadvantaged students, English learner (EL) students, Native American students, and students with disabilities—remains a pivotal influence on the state’s educational policies. Addressing these disparities starts with building a strong foundation by implementing culturally responsive teaching practices, supporting bilingual education, and ensuring equitable resource distribution. These measures not only promote student success but also honor the cultural and linguistic heritage that defines New Mexico’s unique identity. By building on this foundation, the state can develop further solutions to uphold its constitutional obligations and better serve its diverse student population.

This section of the LESC Annual Report reviews LESC’s 2024 interim work on critical topics related to the state’s efforts to support at-risk students, specifically Indigenous education, ELs, and students experiencing homelessness or foster care. It also presents policy recommendations for the Legislature to consider.

## Background: Equity in New Mexico

New Mexico’s education landscape is shaped by a series of legislative acts and legal mandates aimed at addressing systemic disparities and promoting equity for its diverse student population. The Black Education Act (2021), Indian Education Act (2003), the Hispanic Education Act (2010), and the Bilingual Multicultural Education Act (1973) collectively emphasize culturally and linguistically responsive education, supporting Black, Native American, Hispanic, and multilingual students through targeted initiatives. Complementing these legislative efforts, the *Martinez-Yazzie* consolidated education sufficiency lawsuit (2018) exposed significant inadequacies in the state’s education system, mandating systemic reforms to meet the constitutional rights of at-risk students. Together, these laws and rulings underscore the state’s commitment to fostering academic success, cultural preservation, and equitable opportunities for all students while addressing persistent gaps in achievement and resources. This section provides a brief overview of each legislative act and legal mandate as it relates to LESC’s 2024 interim work.

### Indian Education

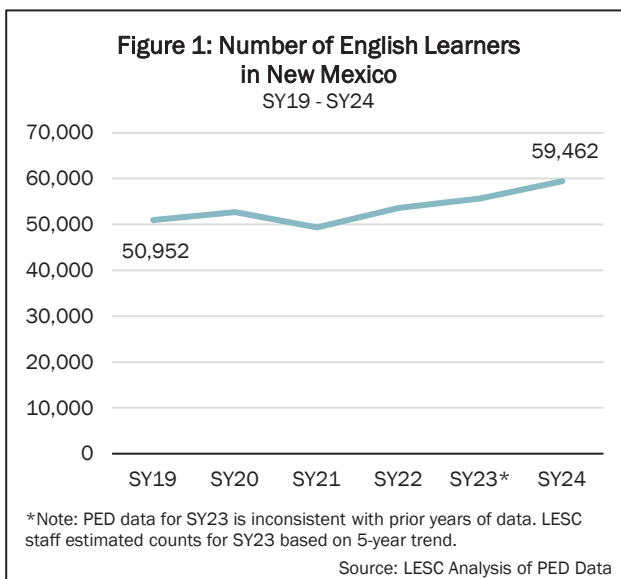
New Mexico’s efforts to address educational inequities for Native American students include a combination of legislative action, cultural preservation initiatives, and collaborations with tribal communities. The Indian Education Act (IEA) is a cornerstone of these efforts, establishing the Indian Education Division within the Public Education Department (PED) to oversee programs promoting equity and cultural responsiveness. The IEA mandates tribal consultation, annual progress reporting, and funding for initiatives such as bilingual education, dropout prevention, and college readiness. Earlier legislative efforts, such as the Bilingual Multicultural Education Act of 1973, laid the groundwork for integrating Native languages and cultural knowledge into public education. This framework has supported bilingual and multicultural education programs that incorporate Indigenous languages, ensuring that cultural preservation remains central to education policy.

In recent years, funding for Indian education has steadily increased, reflecting New Mexico’s commitment to advancing equity and inclusion. In FY22, the state allocated \$5.25 million to the IEA, which was distributed to Tribal Education Departments (TEDs), local education agencies (LEAs), and charter schools for initiatives aligned with IEA priorities. By FY23, funding increased to \$15 million, supporting programs intended to improve academic outcomes, preserving cultural heritage, and fostering tribal collaboration. This upward trend continued in FY24, with the IEA budget reaching \$20 million. These funds were allocated based on student enrollment and operational needs, emphasizing systemic alignment with the IEA’s goals and outcomes.

## English Learners

New Mexico's EL population has grown significantly in recent years, with nearly 19 percent of students identified as ELs during the 2023–2024 school year (SY24). As shown in **Figure 1: Number of English Learners in New Mexico**, a growing number of New Mexico students have been identified as ELs each year, both in terms of the number of students identified as ELs and as a percentage of the total student population. New Mexico's EL student identification rate is notably higher than the national average of 10.6 percent, reflecting the state's rich cultural and linguistic diversity.

The Bilingual Multicultural Education Act plays a pivotal role in addressing the needs of ELs in New Mexico by promoting bilingualism, biliteracy, and multicultural understanding. This act mandates culturally and linguistically responsive instruction to preserve students' home languages while fostering English proficiency. Schools offering bilingual programs must ensure accountability through program assessments and professional development for educators. In addition, the Hispanic Education Act supports efforts to close achievement gaps for Hispanic students, a demographic that includes many ELs. This act further emphasizes parental involvement and collaboration among schools, families, and community organizations to enhance educational opportunities and improve outcomes such as enrollment, retention, and graduation rates.



## Students Experiencing Homelessness and Foster Care Placement

Concentrated poverty in kindergarten through 12th grade education refers to the clustering of students with low-income backgrounds in specific schools or districts, often in underserved communities. This phenomenon exacerbates educational disparities and creates significant challenges for both students and educators. Schools in areas of concentrated poverty often face limited resources, inadequate funding, and higher teacher turnover rates, which can undermine the quality of education provided. Students in these schools frequently encounter barriers such as overcrowded classrooms, outdated materials, and a lack of access to advanced coursework or extracurricular opportunities. Further, it significantly impacts students experiencing homelessness and foster care placement, who often experience heightened financial instability and lack access to consistent resources. These students are more likely to attend schools in high-poverty areas, where limited funding and resources deepen their already precarious circumstances.

Students experiencing homelessness and foster care placement face additional challenges, such as frequent school mobility, lack of access to stable housing, and the effects of trauma, which further hinder their ability to succeed in these under-resourced environments. For a discussion of student outcomes related to students' economically disadvantaged status, see LESC annual report section on **Achievement, Accountability, and Data Systems** (see page 37).

**Students Experiencing Homelessness.** Every year, over 10 thousand students are identified as homeless across New Mexico, often living in unstable conditions such as shelters, motels, or doubled-up housing due to economic hardship. In rural areas, where resources are scarcer, these challenges are even more pronounced. Homeless students frequently experience school mobility, chronic absenteeism, and limited access to transportation, which disrupt their learning and emotional stability. Despite protections under the federal McKinney-Vento Homeless Assistance Act—which provides grants to ensure schools provide stability and equal access to education for students experiencing homelessness—many students encounter gaps in support due to resource constraints and staff shortages.

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**Students in Foster Care.** Approximately 2,000 children are in foster care at any given time in New Mexico, experiencing frequent placement changes and school transitions, leading to disruptions in their academic progress and social connections. Students in foster care often perform below their peers and face higher dropout rates.

These challenges are compounded by limited access to mental health resources and academic supports, especially in rural areas. While the state's Children, Youth and Families Department (CYFD) collaborates with schools to address the needs of students in foster care, high staff turnover and funding limitations create inconsistencies in the support provided.

Students experiencing homelessness or in foster care share heightened exposure to trauma and instability, which contribute to behavioral and mental health challenges. Rural areas face additional difficulties due to a lack of shelters, mental health providers, and foster placement options. Efforts to support these students, such as federal Title I funding and interagency collaborations between CYFD and schools, aim to mitigate these challenges, but systemic underfunding and staffing shortages hinder their effectiveness.

## Research Agenda: Equity

In the LESC research agenda, the *Martinez-Yazzie* lawsuit, language and culture, the education acts, and ELs fall within the equity topic area. During the 2024 interim, LESC staff focused on three key areas: understanding tribal education sovereignty, programming needs for English learners, and the status of students experiencing homelessness or foster care placement.

New Mexico's education system serves one of the most diverse student populations in the nation, including Indigenous students, ELs, and those facing homelessness or foster care placement. These students face unique challenges that stem from cultural, linguistic, and socioeconomic disparities, compounded by systemic barriers such as limited resources, teacher shortages, and fragmented support systems. The *Martinez-Yazzie* education sufficiency lawsuit highlighted the state's failure to adequately support these vulnerable populations, mandating improvements to meet their cultural and academic needs.

### Indian Education

Indian education in New Mexico operates under the jurisdiction of both state and tribal entities, often creating a complex landscape of funding and governance. The Bureau of Indian Education (BIE) plays a vital role in providing education to Indigenous students, with funding that varies based on each entity's structure. Indian Education was primarily discussed in one hearing during the 2024 interim:

- **June 2024:** [Understanding Tribal Education Sovereignty](#) policy brief, which highlighted how the state's Indigenous communities face distinct educational challenges that require culturally responsive approaches.

LESC staff analyzed how New Mexico could better support Indian education through partnerships, financial resources, and a more profound commitment to respecting tribal sovereignty in educational decisions.

**What is Tribal Education Sovereignty?** Tribal education sovereignty refers to the inherent right of tribal nations to self-govern and control the education of their citizens, encompassing decision-making power over educational policies, programs, and curricula that align with cultural values. This enables Indigenous communities to exercise their rights to self-determination and contrasts with broader tribal sovereignty by specifically focusing on educational governance. By empowering tribes to shape educational experiences, tribal education sovereignty emphasizes community engagement, cultural relevance, and Indigenous languages, values, and practices. Key areas that contribute to strengthening tribal education sovereignty include language preservation, culturally responsive teaching, community-driven initiatives, and fostering relationships between stakeholders.

**Language Preservation and Culturally Responsive Teaching in Tribal Education Sovereignty.** Language preservation is a critical element of tribal education sovereignty, essential for maintaining cultural identity and continuity. Initiatives such as immersion programs and culturally tailored language instruction are designed to support cognitive development while embedding language learning within the community context. These efforts

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## Create a Respectful and Open World for Natural Hair (CROWN) Act

Integrating cultural and racial responsiveness into school safety protocols is crucial for reducing discrimination and fostering an inclusive educational environment. Such policies ensure that students feel safe expressing their identities, supporting their psychological well-being and sense of belonging. Federal and state legislation, including the [2019 CROWN Act](#) and New Mexico's 2021 amendment to the Public School statute ([Section 22-5-4.3, NMSA 1978](#), and [Section 22-8B-4, NMSA 1978](#)), has been instrumental in protecting cultural and racial expressions.

The CROWN Act, passed in 2019 and adopted by 27 states, prohibits discrimination based on hairstyles associated with racial identity, such as natural textures and protective styles. In 2021, New Mexico's amendment to the Public School Code further codified protections by amending school and human rights statutes to prevent discrimination against students for cultural expressions, including hairstyles, cultural headdresses, and attire. However, recent incidents in New Mexico, such as the mishandling of Native American regalia and a teacher cutting a student's hair, highlight the ongoing need for safeguards.

Arizona's House Bill 2705 (HB2705), which explicitly protects students' rights to wear traditional tribal regalia at graduations, offers a model for enhancing New Mexico's policies. By amending its Public School Code to include similar protections, New Mexico could strengthen its commitment to culturally responsive education and better support the diverse identities of its students.

emphasize teaching languages as living aspects of daily life rather than purely academic subjects. However, challenges such as a shortage of fluent speakers—often limited to elders—and a lack of trained language educators hinder consistent language education. Despite these barriers, tribal communities continue to advocate for immersion programs to preserve their cultural heritage and knowledge for future generations.

Culturally responsive teaching complements language preservation as another component of tribal education sovereignty. This approach integrates students' cultural backgrounds into the learning process, fostering a sense of belonging and enhancing engagement. By recognizing cultural identity as an asset, culturally responsive teaching supports positive identity development and prepares students to navigate diverse environments. It also enables tribes to embed Indigenous languages, histories, and values within curricula, which has demonstrated improved academic outcomes for Native students. However, implementation faces obstacles, including a lack of focus on Indigenous education in teacher preparation programs, a shortage of Indigenous educators, and non-Indigenous teachers' challenges in fully understanding and validating Native students' experiences. Additionally, state-mandated curricula and high-stakes testing often limit the flexibility needed to incorporate culturally relevant content.

**Community-Driven Educational Initiatives.** Community-driven educational initiatives are also vital to supporting tribal education sovereignty. Community involvement allows tribal leaders, elders, and members to contribute to the educational experience of Native students by incorporating traditional knowledge, practices, and values into the curriculum. Additionally, tribal libraries serve as hubs for cultural preservation, offering access to resources, language and cultural classes, and intergenerational learning opportunities. These libraries support the cultural and educational sovereignty of tribes, ensuring that Native students are provided with opportunities to learn and grow in environments that respect their heritage. However, barriers such as historical trauma, distrust of Western education systems, and limited community resources make it challenging for tribal families to participate fully in educational initiatives. Tribal education leaders emphasize the importance of involving elders in educational processes, as they provide valuable cultural context and historical perspectives that guide the development of culturally relevant curricula.

**Trusting Relationships.** LESC staff worked to build trusting and transparent relationships with tribal education leaders. Through fostering reciprocal communication and collaboration, LESC staff have gained a deeper understanding of the importance of reliable partnerships in achieving shared goals. Tribal education leaders have shared that fostering positive and trusting relationships between tribal communities and educational stakeholders is an essential component to achieving tribal education sovereignty. Strong relationships between

TEDs, schools, universities, state agencies, and other tribes support the exchange of knowledge and best practices, ultimately enhancing educational experiences for Native students. Partnerships with schools enable collaborative initiatives such as after-school programs, while relationships with universities support the development of teacher certification programs and specialized areas of instruction. However, challenges remain, as tribal leaders often feel excluded from decision-making processes within schools and state education systems. Meaningful collaboration requires a commitment from schools and state agencies to engage with tribal communities genuinely and consistently, respecting their autonomy and incorporating their perspectives into educational policies and curricula.

## English Learners

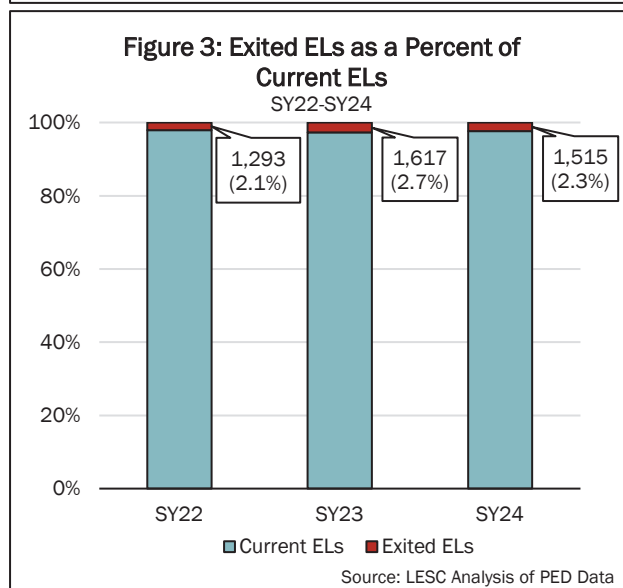
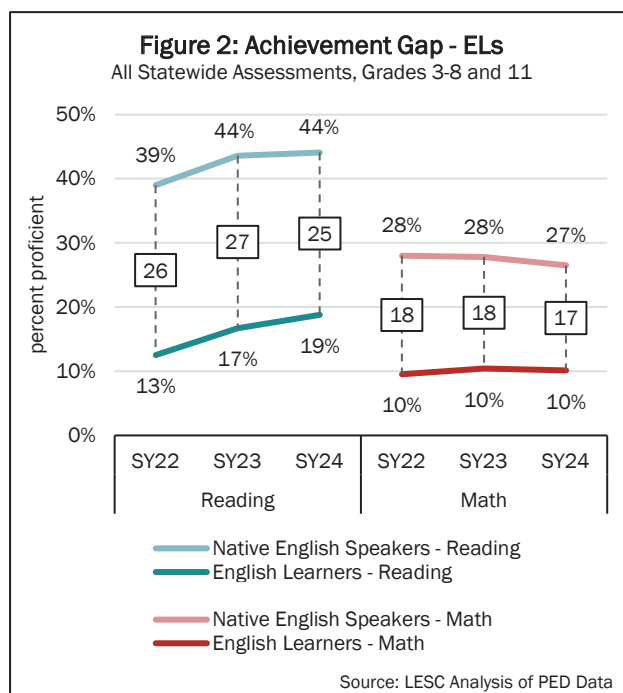
ELs in New Mexico represent a significant portion of the state’s student population, comprising nearly 19 percent of public school students as of fall 2024, one of the highest percentages in the nation. These students, whose primary language is not English, require specialized support to achieve proficiency while maintaining their cultural identities. The *Martinez-Yazzie* education sufficiency lawsuit underscored the state’s failure to meet the needs of ELs, mandating efforts to provide culturally and linguistically responsive education. However, significant challenges remain, including limited resources and teacher shortages, which impede progress in supporting ELs effectively.

ELs were primarily discussed in one hearing during the 2024 interim:

- **October 2024:** [English learner \(EL\) Programming Needs](#) policy brief.

**The English Learner Achievement Gap.** ELs increased in reading proficiency from 17 percent to 19 percent, and held flat in math proficiency at 10 percent. Conversely, native English speakers held flat in reading at 44 percent proficient, and experienced a modest decrease in math, from 28 percent proficient to 27 percent proficient, as shown in **Figure 2: Achievement Gap - ELs**. The achievement gap narrowed in both subjects, but remains wide, corroborating LESC analysis for the state equalization guarantee (SEG) public school funding formula recommending additional targeted funds for ELs through a formula factor independent of the at-risk index (see page 48).

**Identifying and Monitoring ELs are Essential Steps in Providing Instructional Support.** Students are initially screened through the New Mexico Language Usage Survey and assessed using the World-Class Instructional Design and Assessment (WIDA) screener to determine their English proficiency. Once





identified, their progress is monitored annually through the Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment, which evaluates their listening, speaking, reading, and writing abilities to determine when they are ready to exit EL programs.

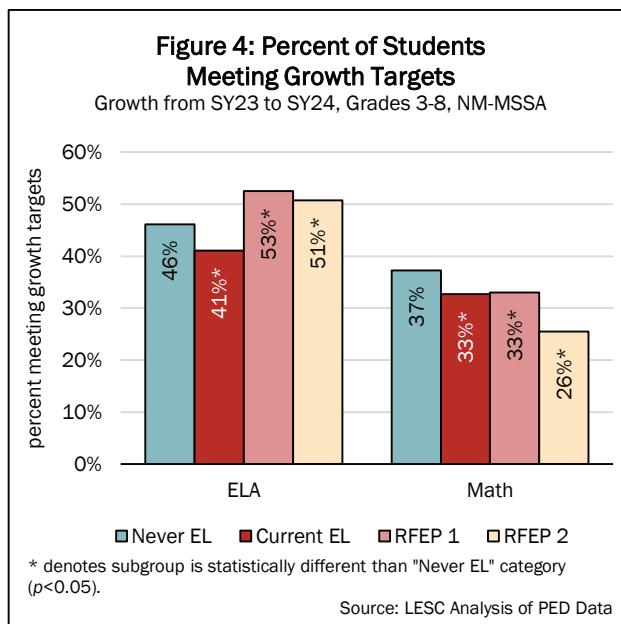
It is important to note that only 2 to 3 percent of ELs exit these programs annually, partly due to difficulties in meeting reclassification criteria. As shown in **Figure 3: Exited ELs as a Percent of Current ELs**, approximately 60 thousand students are identified as ELs each year; however, only 1,200 to 1,500 of these students achieve scores on the ACCESS assessment sufficient to exit EL status. Schools are also required to track the progress of reclassified students for two years to ensure continued academic success, although resource constraints often hinder effective monitoring.

**Reclassified Fluent English Proficient Students Meet Growth Targets.** LESC analysis indicates that students who exit EL status, often referred to as reclassified fluent English proficient (RFEP), demonstrate significant academic growth. **Figure 4: Percent of Students Meeting Growth Targets** shows RFEP students meet English language arts (ELA) growth targets at rates similar to non-ELs. Two years after exiting EL status, they often outperform non-EL peers in meeting growth targets, particularly in math. These findings suggest the importance of supporting students through the reclassification process and further investigating the factors driving improved outcomes for reclassified students.

The academic growth observed among reclassified EL students underscores the need for targeted interventions and skilled educators who can effectively support ELs through reclassification, highlighting the critical role of addressing teacher shortages and improving educator preparation. Many school districts lack educators certified in Teaching English to Speakers of Other Languages (TESOL). Existing TESOL training programs are often limited in scope, leading to inconsistent support across schools. Educational leaders suggest embedding TESOL certification into educator preparation programs to ensure that all new educators are equipped to meet the unique needs of ELs.

**The Benefits of Dual Language Programs for English Learners.** Dual language programs offer a promising strategy for supporting ELs by promoting bilingualism and cultural preservation. These programs provide instruction in English and a second language, helping students develop biliteracy while maintaining their home language. Despite evidence suggesting that such programs improve literacy outcomes, staffing and funding challenges limit their implementation in New Mexico. Moreover, many ELs are excluded from bilingual education due to insufficient resources, leaving them in stand-alone English language development programs that often lack the necessary support for comprehensive language acquisition.

Funding challenges compound the difficulties faced by schools in serving ELs. While federal Title III funds and the state's at-risk index in the SEG provide some financial resources, they are not explicitly dedicated to ELs, leading to inefficiencies in addressing their specific needs. Schools often struggle to allocate sufficient resources for direct student support, teacher professional development, and program implementation. This lack of targeted funding prevents schools from offering the robust and individualized interventions required to help ELs achieve English proficiency and academic success.



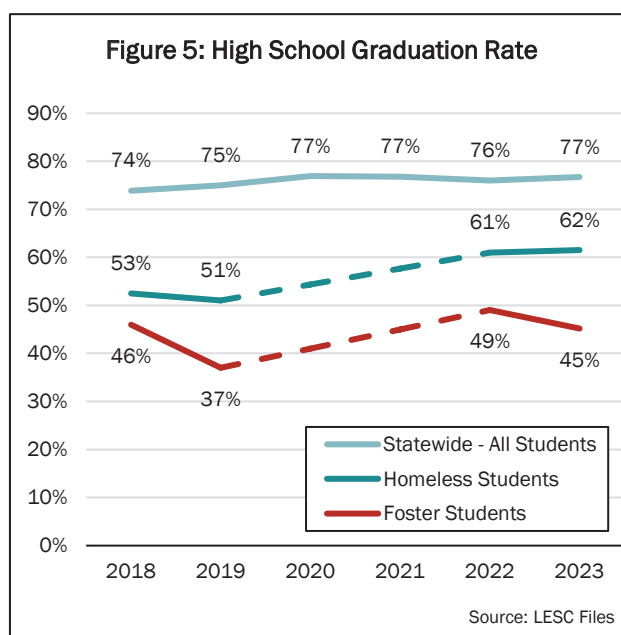
## Students Experiencing Homelessness and Foster Care Placement

Students experiencing homelessness and foster care placement face frequent moves, emotional instability, and educational disruptions, leading to high absenteeism, low graduation rates, and learning gaps. Inconsistent statutory definitions of foster care and inadequate cross-agency collaboration hinder effective support. Students experiencing homelessness and foster care placement were primarily discussed in one hearing during the 2024 interim:

- **October 2024:** [Students in Foster Care or Experiencing Homelessness: An Update](#) policy brief on the educational challenges faced by students in foster care or experiencing homelessness in New Mexico and identified systemic barriers and opportunities for improvement.

Students in foster care experience high mobility, leading to significant educational disruptions. CYFD and PED have made efforts to improve coordination through an Every Student Succeeds Act (ESSA) team, but the absence of dedicated state funding exacerbates these challenges. Similarly, students experiencing homelessness face considerable barriers, including high rates of absenteeism and poor academic outcomes.

Students in foster care and those experiencing homelessness face significant educational challenges that adversely impact their success. In FY23, **Figure 5: New Mexico High School Graduation Rate**, shows only 45 percent of students in foster care and 62 percent experiencing homelessness graduated, compared to the statewide rate of 77 percent, making them the lowest-performing groups. This gap is largely due to frequent school relocations, which disrupt learning and create significant educational gaps, making it difficult for these students to reach academic milestones. Attendance is also a major concern, as students in foster care and experiencing homelessness often face higher absenteeism rates. While PED does not provide specific absenteeism data for these students, [national research](#) shows children in foster care are twice as likely to be absent. Moreover, mental health challenges—often resulting from trauma—further exacerbate issues with attendance and academic performance.



Similarly, [research](#) shows students experiencing homelessness encounter high absenteeism, poor academic performance, and lower graduation rates. Prolonged periods of homelessness amplify these challenges, often leading to social isolation, rejection, and disengagement from school. The instability of their living conditions makes it difficult for these students to maintain consistent attendance and fully engage in their education, ultimately hindering their academic achievement and future prospects.

While McKinney-Vento liaisons help identify and support these students, there are significant disparities between urban and rural districts in terms of available resources. Urban districts often have more extensive support systems than rural districts, which face limitations due to budget constraints and geographic barriers.

The funding mechanisms for both student groups largely depend on federal sources such as McKinney-Vento grants and Title I funds. However, these funds are limited, competitive, and insufficient to meet the needs of all students. The lack of dedicated funding forces many districts to rely on their general budgets, particularly affecting rural areas. Liaisons identified critical needs for students experiencing foster care placement or homelessness, including improved transportation, mental health support, better cross-agency communication, and access to basic necessities like clothing and school supplies. Both foster care and homeless liaisons stressed the need for enhanced funding and collaboration to ensure students receive comprehensive support.

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## Policy Considerations

The following policy recommendations are aimed at improving educational opportunities and support systems for historically underserved populations, including EL students, Indigenous students, and students in foster care or experiencing homelessness. By addressing funding structures, cross-agency collaboration, community engagement, and teacher development, these recommendations seek to create a more equitable and culturally responsive education system that meets the diverse needs of all students. Below, the recommendations are organized by focus area to ensure targeted solutions and clarity in implementation.

### Indian Education

To address the unique educational needs of Native American students and foster equitable outcomes, these policy recommendations focus on enhancing tribal consultation, supporting culturally responsive education, and empowering tribal communities. The Legislature should consider:

- Strengthening or clarifying requirements for tribal consultation and collaboration to foster more inclusive and effective educational management. Including investing in mediation supports for tribal consultation to enhance communication, resolve conflicts, and ensure cultural awareness.
- Continue investing in the development of Native teachers and school leaders.
- Providing greater flexibility in funding and technical assistance to meet the unique needs of tribal educational programs.
- Funding tribes directly to support culturally responsive after-school programs and other community-based educational initiatives.

### English Learners

The following recommendations focus on refining the SEG public school funding formula to improve resource allocation, extending support for reclassified EL students, and enhancing teacher certification and development. For detailed information on establishing a standalone component for ELs and recently reclassified students, please refer to the **Public School Finance** section, located on page 48. The Legislature should consider:

- Creating a separate EL factor in the school funding formula to better track EL-specific resources for critical interventions like bilingual education, individualized support, and teacher development.
- Extending the EL funding factor to include reclassified EL students during the federally mandated two-year monitoring period to ensure sustained academic support.
- In regard to teacher certification and development:
  - Increasing below-the-line appropriations to support educators obtaining TESOL or bilingual certifications, addressing the shortage of qualified teachers for EL programs.
  - Studying the feasibility of embedding TESOL certification or EL-specific strategies in all educator preparation programs to ensure new teachers are well-prepared to support ELs.

### Students Experiencing Homelessness and Foster Care Placement

To address the unique challenges faced by foster care and homeless students in accessing and succeeding in education, the following policy recommendations focus on enhancing resources, improving coordination among key stakeholders, and leveraging funding to create equitable opportunities. The Legislature should consider:

- Increasing funding for transportation to provide equitable access to educational opportunities for all students, including those in foster care or experiencing homelessness.
- Implementing the Guaranteed Payment for Attendance (GPA) Program to incentivize academic engagement among McKinney-Vento students through regular financial support.



## Committee-Endorsed Legislation

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**Revision of the State Equalization Guarantee (SEG).** The bill would amend the existing public school funding formula by modifying the at-risk index, creating a standalone factor for English learners, and amending basic program units for students in grades six through 12. The bill would amend Section 22-8-23.3 NMSA 1978 by removing the three existing indicators of the at-risk index and replacing these with the methodology of the family income index as the sole component of the at-risk index, as well as creating a standalone factor of 0.33 for English learners and students who have been reclassified as fluent English proficient in the prior two academic years. Finally, the bill would amend Section 22-8-20 NMSA 1978 by increasing the basic program weight for grades six through 12 to 1.30 (an increase from 1.045 for students in grade six and 1.25 for students in grades seven through 12).

**Capital Outlay Waiver Criteria Refinement and Extension of Temporary Local Match Reduction.** This bill simplifies local match waiver criteria in Section 22-24-5 NMSA 1978 by removing the 70 percent free and reduced lunch threshold and the 50 percent local share requirements for small, high-poverty districts (waiver criteria B), and eliminating criteria for rapid growth districts (waiver criteria C). These changes would allow school districts unable to meet local share requirements to access necessary waivers and allow the Public School Capital Outlay Council (PSCOC) to operate within its delegated authority using existing tools within its award process. The bill also extends the provisions of Laws 2023, Chapter 98 (SB131) through FY27, maintaining temporary local match reductions of 33 percent and 50 percent for qualifying districts. This extension would enable school districts to proceed with essential school facility projects while providing LESC, Legislative Finance Committee (LFC), and Public School Facilities Authority (PSFA) staff sufficient time to analyze and address state and local match formula challenges.

**Changes to Administrator Preparation Programs and Establishing Separate Licenses for Principals and Superintendents.** The bill would require the Public Education Department (PED) to establish, by rule, criteria for administrator preparation programs that include specific evidence-based standards and robust clinical experience. All administrator preparation programs would be required to apply for approval by January 15, 2026. The department would be required to approve programs by July 1, 2026. The bill would also establish provisional, initial, and professional principal licenses, as well as provisional and professional superintendent licenses. Three-B administrator license holders would be granted a professional principal license on July 1, 2028. Superintendents hired before July 1, 2028, would be granted a professional superintendent license. Principal and superintendent licenses would be renewable upon meeting certain requirements, including department-determined professional development. The bill would go into effect on July 1, 2025. The three-B administrator license would be repealed on July 1, 2028.

**Restraint and Seclusion.** This bill proposes amendments to Section 22-5-4.12 NMSA 1978, which addresses the use of restraint and seclusion in schools statewide. The bill focuses on clearly defining restraint and seclusion and adds additional definitions—such as time out and physical escort—so practices are clarified, and school staff know clearly what actions are and are not allowed. The bill also adds specificity to training and reporting requirements within existing school safety plans.

**Raising Minimum Teacher Salaries at Each Tier Level.** The bill would amend existing law to increase minimum annual salaries for teachers statewide. Section 22-10A-7 NMSA 1978 would be amended to require a minimum annual salary of \$55 thousand for level 1 teachers, Section 22-10A-10 NMSA 1978 would be amended to require a minimum annual salary of \$65 thousand for level 2 teachers, and Section 22-10A-11 NMSA 1978 would be amended to require a minimum annual salary of \$75 thousand for level 3 teachers. The bill would go into effect in the 2025-2026 school year.



## Committee-Endorsed Legislation

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**Establishing a STEM Innovation Network.** This bill would establish an innovation network for science, technology, mathematics, and engineering (STEM) and provide a corresponding appropriation. This network would connect existing STEM education, workforce, and community resources statewide to improve access to STEM resources, ensure a cohesive state approach to STEM, and create workforce pathways for New Mexico students. The bill would create the following constituent entities of the STEM network: 1) A steering committee comprising government agencies, kindergarten through grade 12 (K-12) educators, industry leadership, tribal education officials, and community partners; and 2) A center of excellence for STEM education and workforce development housed at New Mexico State University's STEM Outreach Center. To support a regional and community-based approach, the bill would also allow for the selection of regional and tribal hubs. Finally, this bill would appropriate \$6 million over three fiscal years (FY26-FY28) to support the operations of the network.

**Universal Basic Income Pilot Program.** This bill would create a two-year pilot program to evaluate the financial impact on a low-income pregnant person of providing a universal basic income of \$1,500 per month from pregnancy through the first year of life of an infant, and would appropriate \$80 million from the general fund for this purpose. This pilot program would be administered by the Department of Health (DOH) and would consist of a control group and a test group of participants who must comply with the provisions of the program to maintain eligibility, such as attending prenatal appointments and receiving home visitation services. DOH would report the findings of the program to LESC by December 1, 2027.

**Establishing a Minimum Annual Salary of \$30 Thousand for Public School Personnel.** The bill would amend Section 22-10A-39 NMSA 1978 to expand applicability of minimum salaries from noncertified school personnel to all public school personnel. The bill would establish a minimum hourly rate of \$15, or a minimum annual salary of \$30 thousand for full-time public school employees effective in the 2025-2026 school year.

**Career Development Success Pilot Program.** This bill would create a Career Development Success pilot program and a corresponding fund for appropriations for the proposed pilot program. This program would be a three-year pilot administered by the Public Education Department (PED) to provide financial incentives to school districts whose students earn industry-recognized credentials by completing qualified industry credential programs or qualified workplace training programs. This would allow for additional career and technical education funding for school districts by providing retroactive funds after a student earns a credential.

**Memorial to Study Data Governance and Artificial Intelligence.** The memorial requests LESC to convene a working group to study and make recommendations regarding education data governance and the use of artificial intelligence in educational settings. The memorial requests LESC to work in partnership with the Legislative Finance Committee and numerous state agencies including PED, the Higher Education Department, the Early Childhood Education and Care Department, the Department of Workforce Solutions, the Division of Vocational Rehabilitation, the Department of Information Technology, and experts in data governance and artificial intelligence. The working group would be requested to report its findings and recommendations to LESC by October 31, 2025.

**Expand LESC to Study All Public Education.** This bill would expand the scope of the LESC to study all public education, including early childhood and higher education. Current law restricts LESC study to kindergarten through 12th grade (K-12) issues, with the exception of teacher preparation programs.

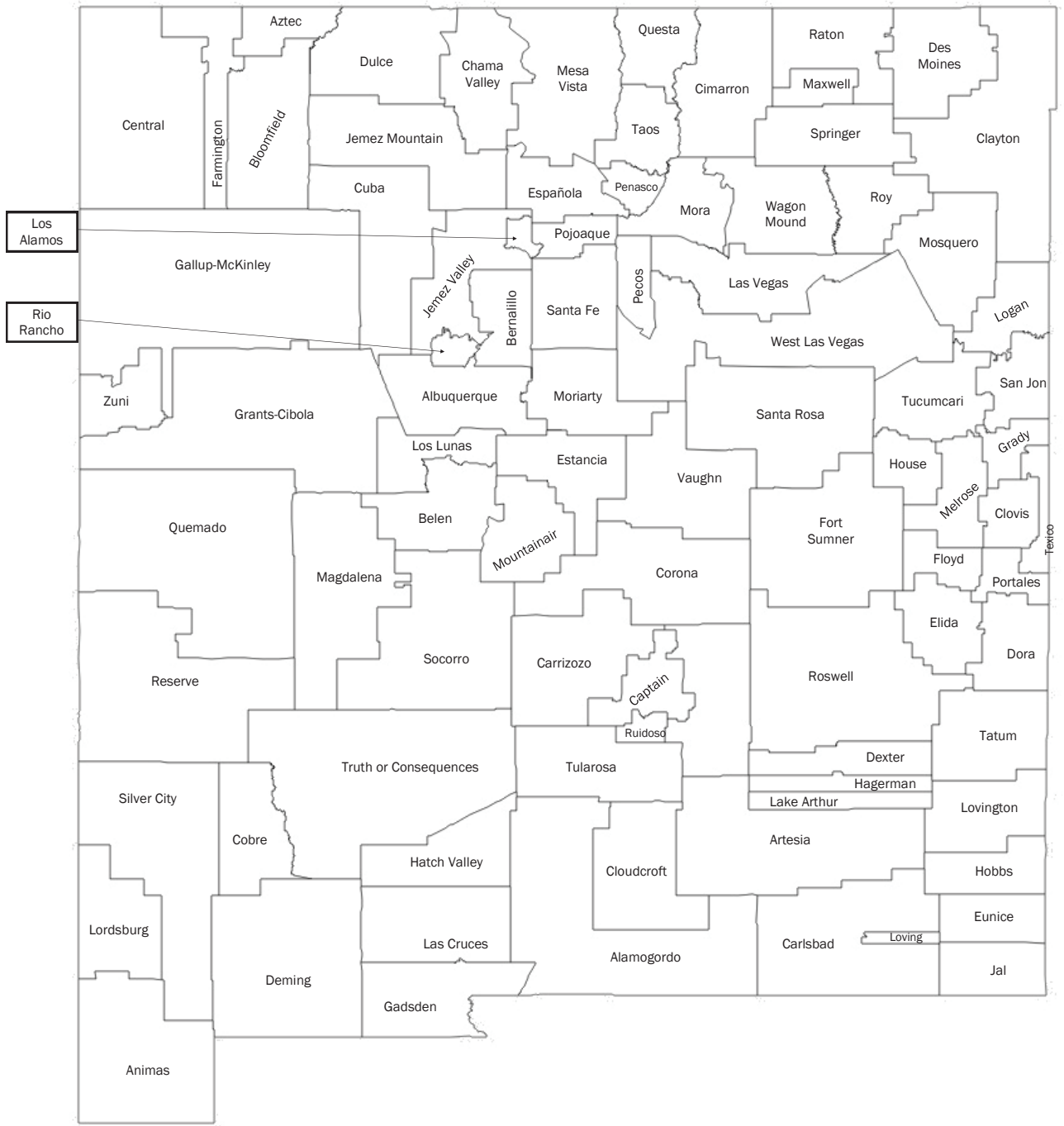


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# **Data Reference Guide**



# Map of New Mexico School Districts



# New Mexico Public Schools At-A-Glance

Funded Membership (MEM) in Public Schools, FY25 Preliminary: 300,441

MEM Change from FY24: -5,079 (-1.7%)

Enrollment Change in: School Districts, -6,075 (-2%); Charter Schools, +996 (+3%)

School District with Largest MEM, FY25: Albuquerque Public Schools; 66,225

School District with Smallest Enrollment, FY25: Vaughn Municipal Schools; 43

Charter School with Largest Enrollment, FY25: Mission Achievement & Success; 2,040

Charter School with Smallest Enrollment, October 2023: Dream Dine; 25

Number of Charter Schools in FY25: Locally Chartered, 39; State-Chartered, 60

Percent of Students in: School Districts, 89.4%; Public Charter Schools, 10.6%

FY24 Final Unit Value (Adjusted in January 2024): \$6,241.67

FY24 Preliminary Unit Value: \$6,553.75

Change in Unit Value, FY24 Final to FY25 Preliminary: \$312.08 (+5.0%)

Total Recurring Appropriations for Public Education in FY25 (in millions): \$4,426.9 (+6.0%)

Total Percentage of State Appropriations for Public Education in FY22: 43.3%

Statewide Four-Year Graduation Rate, 2023: 76.7% (+0.5 points)

Students Proficient in Reading, Spring 2024: 39% (+1 point)

Students Proficient in Math, Spring 2024: 23% (-1 point)

Students Proficient in Science, Spring 2024: 38% (+5 points)

Number of Advanced Placement Exams Taken, 2024: 17,653

Percent of Advanced Placement Exams Passed with a Score of 3 or Better: 43.3%

Average ACT Composite Score, 2024 - New Mexico: 20; United States: 19.4

Average SAT Composite Score, 2024 - New Mexico: 878; United States: 1,024

Average SAT Reading and Writing Score, 2024 - New Mexico: 450; United States: 519

Average SAT Mathematics Score, 2023 - New Mexico: 428; United States: 505

College Remediation Rate, 2023 (most recent available): 38.4%

Average Weighted New Mexico Condition Index (wNMCI), FY25: 24.54%

Average Facility Condition Index, FY25: 55.6%

Source: LESC Files

# Student Enrollment: Five-Year Trends

## School District and Charter School Membership (MEM)

School District/ Charter School (FY25 Authorizer)	FY21 MEM	FY22 MEM	FY23 MEM	FY24 MEM	FY25 Preliminary MEM	Membership Trends			Five-Year Percent Change
						One-Year Change	One-Year Percent Change	Five-Year Change	
<b>School Districts (Excludes Local Charter Schools)</b>									
1 ALAMOGORDO	5,731	5,429	5,391	5,397	5,197	-201	-4%	-534	-9%
2 ALBUQUERQUE	77,714	72,523	71,461	68,902	66,225	-2,678	-4%	-11,490	-15%
3 ANIMAS	153	144	156	146	153	7	5%	1	0%
4 ARTESIA	3,796	3,655	3,628	3,656	3,674	19	1%	-122	-3%
5 AZTEC	2,608	2,197	2,293	2,293	2,253	-40	-2%	-355	-14%
6 BELEN	3,784	3,550	3,522	3,519	3,506	-13	0%	-278	-7%
7 BERNALILLO	2,826	2,655	2,687	2,633	2,691	58	2%	-135	-5%
8 BLOOMFIELD	2,645	2,450	2,468	2,461	2,393	-68	-3%	-252	-10%
9 CAPITAN	495	404	456	459	435	-24	-5%	-60	-12%
10 CARLSBAD	6,931	6,439	6,520	6,672	6,892	219	3%	-40	-1%
11 CARRIZO	138	138	144	161	170	9	6%	33	24%
12 CENTRAL CONS.	5,393	4,943	4,860	4,804	4,520	-284	-6%	-873	-16%
13 CHAMA	399	358	365	339	310	-29	-8%	-89	-22%
14 CIMARRON	352	321	314	331	308	-24	-7%	-44	-13%
15 CLAYTON	424	375	369	366	368	1	0%	-56	-13%
16 CLOUDCROFT	419	370	378	382	412	30	8%	-7	-2%
17 CLOVIS	7,779	7,449	7,509	7,343	7,216	-127	-2%	-563	-7%
18 COBRE CONS.	1,118	1,009	998	951	920	-32	-3%	-198	-18%
19 CORONA	62	60	70	70	83	13	19%	21	33%
20 CUBA	549	587	650	706	693	-13	-2%	144	26%
21 DEMING	5,090	4,822	4,980	4,943	4,789	-154	-3%	-301	-6%
22 DES MOINES	86	86	87	113	128	15	14%	42	49%
23 DEXTER	856	812	770	786	787	1	0%	-69	-8%
24 DORA	227	208	204	205	201	-4	-2%	-27	-12%
25 DULCE	578	604	544	516	538	22	4%	-40	-7%
26 ELIDA	155	158	158	167	143	-24	-14%	-13	-8%
27 ESPANOLA	3,222	3,039	2,906	2,886	2,735	-151	-5%	-487	-15%
28 ESTANCIA	595	540	521	532	551	19	4%	-44	-7%
29 EUNICE	810	726	702	680	680	1	0%	-130	-16%
30 FARMINGTON	11,051	10,500	10,936	10,969	10,806	-164	-1%	-246	-2%
31 FLOYD	203	202	213	218	204	-15	-7%	0	0%

## Student Enrollment: Five-Year Trends

School District/ Charter School (FY25 Authorizer)	FY21 MEM	FY22 MEM	FY23 MEM	FY24 MEM	FY25 Preliminary MEM	Membership Trends			Five-Year Percent Change	
						One-Year Change	One-Year Percent Change	Five-Year Change		
32 FT SUMNER	262	251	252	260	243	-17	-7%	-19	-7%	32
33 GADSDEN	12,679	12,409	12,193	12,023	11,619	-404	-3%	-1,060	-8%	33
34 GALLUP-MCKINLEY	10,720	11,792	11,750	11,867	11,964	97	1%	1,244	12%	34
35 GRADY	171	166	163	163	165	2	1%	-7	-4%	35
36 GRANTS	3,349	3,089	3,082	3,126	3,022	-104	-3%	-327	-10%	36
37 HAGERMAN	391	372	353	351	371	20	6%	-20	-5%	37
38 HATCH	1,195	1,174	1,160	1,138	1,120	-17	-2%	-75	-6%	38
39 HOBBS	10,304	9,499	9,581	9,698	9,881	183	2%	-423	-4%	39
40 HONDO	147	131	139	122	117	-5	-4%	-30	-20%	40
41 HOUSE	57	58	63	48	59	11	23%	2	4%	41
42 JAL	514	456	488	502	523	21	4%	9	2%	42
43 JEMEZ MOUNTAIN	208	197	178	175	181	7	4%	-27	-13%	43
44 JEMEZ VALLEY	262	267	295	284	296	13	4%	35	13%	44
45 LAKE ARTHUR	94	104	119	129	133	3	3%	39	42%	45
46 LAS CRUCES	23,829	22,936	23,111	22,889	22,354	-535	-2%	-1,475	-6%	46
47 LAS VEGAS CITY	1,441	1,285	1,221	1,171	1,113	-58	-5%	-328	-23%	47
48 LOGAN	337	296	267	311	306	-5	-2%	-31	-9%	48
49 LORDSBURG	466	434	433	413	398	-15	-4%	-68	-15%	49
50 LOS ALAMOS	3,670	3,449	3,571	3,587	3,558	-29	-1%	-112	-3%	50
51 LOS LUNAS	8,245	7,848	7,953	7,969	7,922	-47	-1%	-323	-4%	51
52 LOVING	622	585	583	618	666	49	8%	44	7%	52
53 LOVINGTON	3,713	3,466	3,399	3,378	3,336	-42	-1%	-376	-10%	53
54 MAGDALENA	300	268	266	269	278	9	3%	-22	-7%	54
55 MAXWELL	140	115	116	106	99	-7	-6%	-40	-29%	55
56 MELROSE	277	268	250	276	277	1	0%	0	0%	56
57 MESA VISTA	245	235	237	236	251	15	6%	5	2%	57
58 MORA	413	398	402	409	387	-23	-6%	-27	-6%	58
59 MORIARTY-EDGEWOOD	2,290	2,122	2,216	2,276	2,235	-40	-2%	-55	-2%	59
60 MOSQUERO	81	103	96	90	93	3	3%	12	15%	60
61 MOUNTAINAIR	212	215	212	200	182	-19	-9%	-30	-14%	61
62 PECOS	542	482	480	480	439	-42	-9%	-103	-19%	62
63 PENASCO	345	319	313	270	257	-13	-5%	-88	-26%	63
64 POJOAQUE	1,829	1,739	1,674	1,564	1,510	-54	-3%	-319	-17%	64
65 PORTALES	2,628	2,476	2,561	2,504	2,441	-63	-2%	-187	-7%	65

## Student Enrollment: Five-Year Trends

	School District/ Charter School (FY25 Authorizer)	FY21 MEM	FY22 MEM	FY23 MEM	FY24 MEM	FY25 Preliminary MEM	Membership Trends			Five-Year Percent Change	
							One-Year Change	One-Year Percent Change	Five-Year Change		
66	QUEMADO	163	154	146	159	169	10	6%	6	4%	
67	QUESTA	269	274	284	308	318	10	3%	49	18%	
68	RATON	881	814	802	786	772	-14	-2%	-108	-12%	
69	RESERVE	113	101	104	89	81	-8	-9%	-32	-28%	
70	RIO RANCHO	17,020	16,216	16,779	16,733	16,160	-573	-3%	-861	-5%	
71	ROSWELL	10,119	9,311	9,236	9,082	8,813	-269	-3%	-1,306	-13%	
72	ROY	58	53	66	71	70	-1	-1%	12	20%	
73	RUIDOSO	1,962	1,729	1,756	1,714	1,639	-75	-4%	-322	-16%	
74	SAN JON	116	107	106	117	113	-4	-4%	-4	-3%	
75	SANTA FE	12,206	11,591	11,191	10,947	10,709	-238	-2%	-1,497	-12%	
76	SANTA ROSA	613	584	587	585	569	-16	-3%	-45	-7%	
77	SILVER CITY	2,468	2,240	2,254	2,209	2,107	-102	-5%	-361	-15%	
78	SOCORRO	1,405	1,341	1,264	1,194	1,135	-59	-5%	-271	-19%	
79	SPRINGER	137	132	119	109	115	6	5%	-22	-16%	
80	TAOS	2,072	1,971	1,860	1,801	1,766	-34	-2%	-306	-15%	
81	TATUM	359	324	303	296	295	-1	0%	-64	-18%	
82	TEXICO	549	516	529	518	531	13	3%	-18	-3%	
83	TRUTH OR CONSEQUENCES	1,197	1,141	1,173	1,200	1,186	-15	-1%	-12	-1%	
84	TUCUMCARI	920	848	860	859	844	-16	-2%	-76	-8%	
85	TULAROSA	857	788	824	885	929	45	5%	72	8%	
86	VAUGHN	54	49	54	46	43	-3	-7%	-11	-20%	
87	WAGON MOUND	67	75	74	78	68	-11	-13%	1	2%	
88	WEST LAS VEGAS	1,388	1,413	1,370	1,422	1,445	24	2%	57	4%	
89	ZUNI	1,233	1,220	1,123	1,076	1,065	-12	-1%	-168	-14%	
	<b>SUBTOTAL: School Districts</b>	<b>294,382</b>	<b>278,735</b>	<b>278,285</b>	<b>274,779</b>	<b>268,704</b>	<b>-6,075</b>	<b>-2%</b>	<b>-25,678</b>	<b>-9%</b>	
	<b>Charter Schools</b>										
90	21st CENTURY PUBLIC ACAD. (STATE CHARTER)	329	351	361	388	377	-11	-3%	48	14%	
91	ABQ ACAD. (ALBUQUERQUE)	328	369	364	379	384	6	1%	56	17%	
92	ABQ BILINGUAL ACAD. (STATE CHARTER)	384	375	354	369	373	4	1%	-11	-3%	
93	ABQ COLLEGIATE SCHOOL (STATE CHARTER)	74	130	148	174	186	13	7%	112	151%	
94	ABQ INSTITUTE OF MATH & SCIENCE (STATE CHARTER)	378	379	347	341	307	-34	-10%	-71	-19%	
95	ABQ SCHOOL OF EXCELLENCE (STATE CHARTER)	663	856	840	871	921	50	6%	258	39%	
96	ABQ SIGN LANGUAGE ACAD. (STATE CHARTER)	103	111	118	125	148	23	18%	45	43%	
97	ABQ TALENT DEVELOPMENT (ALBUQUERQUE)	152	111	111	145	130	-15	-10%	-22	-14%	



## Student Enrollment: Five-Year Trends

	School District/ Charter School (FY25 Authorizer)	FY21 MEM	FY22 MEM	FY23 MEM	FY24 MEM	FY25 Preliminary MEM	Membership Trends				
							One-Year Change	One-Year Percent Change	Five-Year Change		Five-Year Percent Change
98	ACAD. FOR TECHNOLOGY & CLASSICS (SANTA FE)	375	378	393	391	392	1	0%	18	5%	98
99	ACE LEADERSHIP HIGH SCHOOL (ALBUQUERQUE)	257	210	203	237	268	31	13%	11	4%	99
100	ACES TECHNICAL SCHOOL (STATE CHARTER)	45	45	64	160	152	-8	-5%	107	238%	100
101	ALDO LEOPOLD (STATE CHARTER)	171	166	163	177	193	16	9%	22	13%	101
102	ALICE KING COMMUNITY SCHOOL (ALBUQUERQUE)	474	463	427	449	408	-41	-9%	-66	-14%	102
103	ALMA D'ARTE (STATE CHARTER)	128	133	118	126	131	6	4%	4	3%	103
104	ALTURA PREP. SCHOOL (STATE CHARTER)	89	179	197	219	257	38	17%	168	189%	104
105	AMY BIEHL HIGH SCHOOL (STATE CHARTER)	298	273	232	217	206	-11	-5%	-92	-31%	105
106	ANANSI SCHOOL (TAOS)	196	190	195	197	198	1	1%	2	1%	106
107	ASK ACAD. (STATE CHARTER)	538	559	562	610	575	-35	-6%	37	7%	107
108	CESAR CHAVEZ COMMUNITY SCHOOL (STATE CHARTER)	199	205	193	162	185	24	15%	-14	-7%	108
109	CHRISTINE DUNCAN HERITAGE ACAD. (ALBUQUERQUE)	406	392	370	374	410	36	9%	3	1%	109
110	CIEN AGUAS INTERNATIONAL (ALBUQUERQUE)	425	424	415	420	420	0	0%	-5	-1%	110
111	CORAL COMMUNITY (ALBUQUERQUE)	217	209	197	205	211	6	3%	-5	-2%	111
112	CORRALES INTERNATIONAL (ALBUQUERQUE)	261	248	230	246	250	5	2%	-11	-4%	112
113	COTTONWOOD CLASSICAL PREP (STATE CHARTER)	725	772	761	751	795	45	6%	70	10%	113
114	COTTONWOOD VALLEY (SOCORRO)	170	170	170	170	170	0	0%	0	0%	114
115	DEAP (STATE CHARTER)	40	45	49	47	55	8	17%	15	38%	115
116	DEMING CESAR CHAVEZ (DEMING)	158	131	151	150	161	11	7%	3	2%	116
117	DIGITAL ARTS AND TECH. ACAD. (ALBUQUERQUE)	283	311	327	351	335	-16	-5%	53	19%	117
118	DREAM DINE (STATE CHARTER)	19	29	48	39	25	-14	-35%	6	32%	118
119	EAST MOUNTAIN HIGH SCHOOL (ALBUQUERQUE)	358	376	364	372	401	29	8%	43	12%	119
120	EL CAMINO REAL ACAD. (ALBUQUERQUE)	334	279	308	342	323	-19	-5%	-11	-3%	120
121	ESTANCIA VALLEY CLASSICAL ACAD. (STATE CHARTER)	590	590	600	621	589	-32	-5%	-1	0%	121
122	EXPLORE ACAD. - LAS CRUCES (STATE CHARTER)		94	88	181	318	137	76%			122
123	EXPLORE ACAD. - RIO RANCHO (STATE CHARTER)				275	270	-5	-2%			123
124	EXPLORE ACAD. (STATE CHARTER)	465	611	998	1,163	1,303	140	12%	838	180%	124
125	GILBERT L SENA HS (ALBUQUERQUE)	170	130	125	141	148	7	5%	-22	-13%	125
126	GORDON BERNELL (ALBUQUERQUE)	188	192	170	159	190	31	20%	2	1%	126
127	GREAT ACAD. (STATE CHARTER)	158	122	87	125	100	-25	-20%	-58	-37%	127
128	HEALTH LEADERSHIP HIGH SCHOOL (ALBUQUERQUE)	220	186	242	211	226	15	7%	6	3%	128
129	HORIZON ACAD. WEST (STATE CHARTER)	454	399	371	428	460	32	7%	5	1%	129
130	HOZHO ACAD. (STATE CHARTER)	295	405	493	602	677	75	12%	383	130%	130
131	INT. SCHOOL AT MESA DEL SOL (ALBUQUERQUE)	323	303	302	314	326	12	4%	3	1%	131

## Student Enrollment: Five-Year Trends

	School District/ Charter School (FY25 Authorizer)	FY21 MEM	FY22 MEM	FY23 MEM	FY24 MEM	FY25 Preliminary MEM	Membership Trends			Five-Year Percent Change	
							One-Year Change	One-Year Percent Change	Five-Year Change		
132	J PAUL TAYLOR ACAD. (STATE CHARTER)	200	200	200	200	200	0	0%	0	0%	132
133	JEFFERSON MONTESSORI ACAD. (CARLSBAD)	245	246	234	247	257	10	4%	13	5%	133
134	LA ACADEMIA DE ESPERANZA (ALBUQUERQUE)	224	247	229	249	251	2	1%	27	12%	134
135	LA ACADEMIA DOLORES HUERTA (STATE CHARTER)	81	72	68	68	81	14	20%	0	0%	135
136	LAS MONTANAS (STATE CHARTER)	175	154	173	169	186	17	10%	11	6%	136
137	LOS PUENTES (ALBUQUERQUE)	177	131	137	117	115	-2	-2%	-62	-35%	137
138	MARK ARMIJO ACAD. (ALBUQUERQUE)	192	186	200	200	220	21	10%	28	15%	138
139	MASTERS PROGRAM (STATE CHARTER)	261	266	251	240	248	8	3%	-14	-5%	139
140	MCCURDY SCHOOL (STATE CHARTER)	548	527	525	541	548	7	1%	0	0%	140
141	MIDDLE COLLEGE HIGH SCHOOL (STATE CHARTER)	120	140	137	140	150	10	7%	30	25%	141
142	MISSION ACH. AND SUCCESS (STATE CHARTER)	1,299	1,712	1,933	1,920	2,040	120	6%	741	57%	142
143	MONTE DEL SOL (STATE CHARTER)	359	360	359	367	346	-21	-6%	-13	-4%	143
144	MONTESSORI ELEMENTARY SCHOOL (STATE CHARTER)	429	431	440	441	442	1	0%	13	3%	144
145	MONTESSORI OF RIO GRANDE (ALBUQUERQUE)	217	218	214	216	219	4	2%	2	1%	145
146	MORENO VALLEY HIGH (CIMARRON)	61	63	61	52	50	-2	-4%	-11	-18%	146
147	MOSAIC ACAD. (AZTEC)	180	180	179	180	180	0	0%	0	0%	147
148	MOUNTAIN MAHOGANY COMM. SCHOOL (ALBUQUERQUE)	195	194	199	224	227	3	1%	33	17%	148
149	NATIVE AMERICAN COMMUNITY ACAD. (ALBUQUERQUE)	471	498	477	446	430	-16	-3%	-41	-9%	149
150	NEW AMERICA SCHOOL - LAS CRUCES (STATE CHARTER)	199	183	159	147	182	35	24%	-17	-8%	150
151	NEW AMERICA SCHOOL (ALBUQUERQUE)	239	218	190	208	174	-35	-17%	-65	-27%	151
152	NEW MEXICO ACAD. FOR MEDIA ARTS (STATE CHARTER)	217	192	185	182	144	-39	-21%	-73	-34%	152
153	NEW MEXICO CONNECTIONS ACAD. (STATE CHARTER)	1,083	1,279	1,296	1,409	1,397	-12	-1%	314	29%	153
154	NEW MEXICO INTERNATIONAL SCHOOL (ALBUQUERQUE)	334	382	392	390	399	9	2%	65	19%	154
155	NEW MEXICO SCHOOL FOR THE ARTS (STATE CHARTER)	240	281	309	325	340	16	5%	100	42%	155
156	NORTH VALLEY ACAD. (STATE CHARTER)	458	438	395	342	235	-107	-31%	-223	-49%	156
157	PECOS CYBER ACAD. (STATE CHARTER)	1,255	1,977	1,900	1,314	1,662	349	27%	407	32%	157
158	PUBLIC ACAD. FOR PERFORMING ARTS (ALBUQUERQUE)	447	446	435	432	444	12	3%	-3	-1%	158
159	RAICES DEL SABER XINACHTLI COMM. (STATE CHARTER)	31	63	87	116	125	9	8%	95	310%	159
160	RED RIVER VALLEY SCHOOL (STATE CHARTER)	84	73	64	70	79	9	13%	-5	-5%	160
161	RIO GALLINAS SCHOOL (WEST LAS VEGAS)	72	67	80	79	82	3	3%	10	13%	161
162	RIO GRANDE ACAD. OF FINE ARTS (STATE CHARTER)			80	78	137	59	75%			162
163	ROBERT F. KENNEDY (ALBUQUERQUE)	348	327	345	375	343	-32	-9%	-6	-2%	163
164	ROOTS & WINGS COMMUNITY (STATE CHARTER)	50	50	51	54	53	-1	-1%	3	6%	164
165	SAN DIEGO RIVERSIDE (STATE CHARTER)	88	82	55	63	58	-5	-8%	-31	-35%	165

## Student Enrollment: Five-Year Trends

	School District/ Charter School (FY25 Authorizer)	FY21 MEM	FY22 MEM	FY23 MEM	FY24 MEM	FY25 Preliminary MEM	Membership Trends			Five-Year Percent Change	
							One-Year Change	One-Year Percent Change	Five-Year Change		
166	SANDOVAL ACAD. OF BILINGUAL ED. (STATE CHARTER)	183	208	216	225	230	5	2%	48	26%	166
167	SCHOOL OF DREAMS ACAD. (STATE CHARTER)	452	469	499	555	504	-51	-9%	53	12%	167
168	SIDNEY GUTIERREZ MIDDLE (ROSWELL)	67	196	196	196	196	0	0%	129	193%	168
169	SIEMBRA LEADERSHIP HIGH (ALBUQUERQUE)	150	177	233	284	384	100	35%	234	157%	169
170	SIX DIRECTIONS INDIGENOUS (STATE CHARTER)	73	76	68	71	64	-7	-10%	-9	-12%	170
171	SOLARE COLLEGIATE SCHOOL (STATE CHARTER)	135	188	294	275	304	29	11%	169	125%	171
172	SOUTH VALLEY ACAD. (ALBUQUERQUE)	615	622	605	602	604	3	0%	-11	-2%	172
173	SOUTH VALLEY PREP (STATE CHARTER)	171	179	177	186	143	-43	-23%	-28	-16%	173
174	SW AERO. MATH. AND SCIENCE (STATE CHARTER)	269	228	256	281	305	24	9%	36	13%	174
175	SW PREP. LEARNING CENTER (STATE CHARTER)	193	175	157	151	157	6	4%	-36	-18%	175
176	SW SECOND. LEARNING CENTER (STATE CHARTER)	186	158	147	147	144	-4	-2%	-43	-23%	176
177	TAOS ACAD. (STATE CHARTER)	235	226	262	268	245	-23	-8%	10	4%	177
178	TAOS INTEGRATED SCHOOL OF ARTS (STATE CHARTER)	173	178	199	204	204	1	0%	32	18%	178
179	TAOS INTERNATIONAL SCHOOL (STATE CHARTER)	159	189	177	166	177	11	7%	19	12%	179
180	TAOS MUNICIPAL (TAOS)	212	216	212	219	212	-7	-3%	0	0%	180
181	TECHNOLOGY LEADERSHIP HIGH (ALBUQUERQUE)	249	297	296	312	316	4	1%	67	27%	181
182	THRIVE COMMUNITY SCHOOL (STATE CHARTER)			111	115	242	127	111%			182
183	TIERRA ADENTRO (STATE CHARTER)	278	248	232	241	247	6	2%	-32	-11%	183
184	TIERRA ENCANTADA (STATE CHARTER)	305	315	283	284	269	-15	-5%	-36	-12%	184
185	TURQUOISE TRAIL (STATE CHARTER)	585	645	679	641	618	-23	-4%	33	6%	185
186	VISTA GRANDE HIGH (STATE CHARTER)	87	77	84	72	69	-4	-5%	-19	-21%	186
187	VOZ COLLEGIATE PREP. (ALBUQUERQUE)		40	40	64	89	25	39%			187
188	WALATOWA HIGH (STATE CHARTER)	56	53	40	40	33	-7	-18%	-23	-41%	188
	<b>Charter Schools Closed Before FY25</b>	<b>116</b>	<b>93</b>	<b>140</b>	<b>139</b>						
	<b>SUBTOTAL: Charter Schools</b>	<b>26,949</b>	<b>29,015</b>	<b>29,875</b>	<b>30,741</b>	<b>31,737</b>	<b>996</b>	<b>3%</b>	<b>4,788</b>	<b>18%</b>	
	<b>TOTAL STATEWIDE</b>	<b>321,331</b>	<b>307,749</b>	<b>308,160</b>	<b>305,520</b>	<b>300,441</b>	<b>-5,079</b>	<b>-1.7%</b>	<b>-20,890</b>	<b>-7%</b>	

Source: LESC Analysis of PED Data

# Student Enrollment: Demographics

## School District and Charter School Demographics

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

## Student Enrollment: Demographics

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



## Student Enrollment: Demographics

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

## Student Enrollment: Demographics

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

# Student Enrollment: Demographics

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

# Student Enrollment: Demographics

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

Source: LESC Analysis of PED Data

# List of New Mexico Assessments

## List of New Mexico Assessments

Summative Assessments					
Assessment Name	Subject(s)	Grades Tested	Students Tested	Administration Window	General Purpose
<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 ELs with disabilities)	January through March	WIDA's ACCESS assessment is administered to English learners to gauge their acquisition of the English language. Students who score at level 5 or 6 are no longer considered ELs.
<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.
<b>Gifted Screener</b>	General intellect, creativity, problem solving, artistic ability, leadership ability	Kindergarten through 12th	All students screened before the end of third grade	Varies by district	Each school district and charter school must establish a procedure to ensure every student's potential to qualify for gifted education is assessed.  LEAs have the option to choose from a variety of screeners listed in <a href="#">PED guidance documents</a> .



# Proficiency by School District and Charter School

## School District and Charter School Proficiency Rates

All Assessments, SY22 - SY24

School District/Charter School	Reading			Math			Science		
	FY22	FY23	FY24	FY22	FY23	FY24	FY22	FY23	FY24
<b>School Districts</b>									
ALAMOGORDO	36%	43%	44%	27%	25%	26%	41%	45%	50%
ALBUQUERQUE	36%	41%	39%	25%	25%	23%	34%	36%	38%
ANIMAS	43%	31%	33%	21%	23%	14%	59%	39%	41%
ARTESIA	37%	46%	46%	31%	33%	35%	33%	40%	38%
AZTEC	38%	38%	38%	22%	19%	19%	30%	28%	29%
BELEN	29%	36%	37%	26%	27%	23%	25%	27%	32%
BERNALILLO	19%	25%	28%	8%	9%	11%	16%	13%	24%
BLOOMFIELD	22%	30%	33%	18%	20%	20%	27%	28%	32%
CAPITAN	42%	50%	55%	27%	23%	32%	38%	41%	57%
CARLSBAD	32%	37%	37%	23%	25%	23%	28%	29%	35%
CARRIZOZO	26%	36%	43%	20%	24%	17%	19%	32%	30%
CENTRAL CONSOLIDATED	19%	23%	25%	13%	13%	13%	17%	17%	24%
CHAMA	16%	19%	17%	8%	9%	3%	16%	14%	19%
CIMARRON	42%	42%	41%	28%	20%	18%	41%	55%	45%
CLAYTON	45%	48%	43%	32%	35%	29%	36%	41%	43%
CLOUDCROFT	58%	54%	62%	43%	36%	37%	64%	59%	65%
CLOVIS	32%	34%	37%	23%	25%	25%	29%	31%	36%
COBRE CONSOLIDATED	27%	31%	39%	15%	15%	17%	27%	25%	37%
CORONA	72%	63%	59%	63%	53%	46%	75%	64%	> 80%
CUBA	8%	13%	17%	5%	3%	3%	10%	11%	16%
DEMING	23%	26%	26%	17%	18%	18%	21%	23%	26%
DES MOINES	67%	77%	82%	67%	56%	66%	64%	75%	71%
DEXTER	35%	35%	34%	19%	20%	21%	31%	28%	35%
DORA	48%	51%	53%	49%	44%	33%	45%	62%	47%
DULCE	9%	12%	13%	4%	4%	3%	10%	18%	21%
ELIDA	32%	39%	51%	23%	32%	41%	33%	35%	65%
ESPANOLA	19%	24%	25%	11%	11%	11%	20%	16%	27%
ESTANCIA	35%	34%	25%	33%	27%	22%	36%	35%	46%
EUNICE	21%	26%	24%	9%	16%	12%	22%	32%	28%
FARMINGTON	31%	36%	35%	25%	23%	23%	37%	35%	37%
FLOYD	31%	41%	42%	14%	24%	18%	25%	21%	55%
FT SUMNER	40%	44%	52%	34%	31%	27%	40%	37%	51%
GADSDEN	29%	33%	35%	24%	25%	24%	27%	26%	31%
GALLUP-MCKINLEY	22%	28%	28%	18%	18%	16%	27%	24%	26%
GRADY	53%	58%	62%	49%	47%	46%	47%	41%	57%
GRANTS	25%	30%	36%	17%	17%	18%	25%	27%	29%
HAGERMAN	27%	37%	41%	23%	25%	23%	17%	26%	32%
HATCH	26%	22%	32%	15%	9%	7%	24%	13%	18%
HOBBS	30%	33%	34%	23%	22%	22%	26%	28%	32%
HONDO	25%	30%	35%	12%	14%	14%	6%	14%	44%
HOUSE	42%	43%	38%	33%	24%	10%	57%	36%	*
JAL	27%	26%	29%	17%	11%	12%	26%	20%	23%
JEMEZ MOUNTAIN	17%	18%	24%	5%	7%	5%	20%	26%	24%
JEMEZ VALLEY	15%	19%	20%	4%	6%	< 5%	10%	14%	20%
LAKE ARTHUR	46%	33%	19%	10%	6%	7%	30%	19%	< 10%

## Proficiency by School District and Charter School

School District/Charter School	Reading			Math			Science		
	FY22	FY23	FY24	FY22	FY23	FY24	FY22	FY23	FY24
LAS CRUCES	33%	39%	39%	22%	23%	22%	35%	35%	40%
LAS VEGAS CITY	30%	30%	35%	20%	17%	15%	30%	30%	30%
LOGAN	52%	50%	50%	37%	35%	27%	56%	40%	55%
LORDSBURG	27%	27%	38%	10%	9%	10%	27%	24%	36%
LOS ALAMOS	68%	72%	69%	60%	61%	58%	65%	67%	65%
LOS LUNAS	34%	37%	38%	28%	26%	23%	29%	29%	30%
LOVING	33%	46%	45%	25%	25%	28%	39%	36%	34%
LOVINGTON	28%	32%	30%	22%	21%	16%	27%	25%	31%
MAGDALENA	34%	31%	30%	26%	17%	11%	32%	29%	38%
MAXWELL	48%	65%	73%	39%	38%	35%	40%	52%	74%
MELROSE	41%	58%	57%	33%	35%	34%	45%	40%	56%
MESA VISTA	24%	36%	43%	12%	12%	16%	15%	20%	19%
MORA	16%	28%	36%	7%	13%	10%	8%	19%	28%
MORIARTY-EDGEWOOD	42%	44%	44%	25%	27%	23%	39%	46%	45%
MOSQUERO	43%	29%	54%	30%	24%	24%	65%	31%	42%
MOUNTAINAIR	26%	29%	36%	13%	16%	24%	35%	25%	36%
PECOS	23%	29%	33%	8%	11%	12%	25%	22%	33%
PENASCO	29%	36%	44%	12%	12%	13%	27%	46%	40%
POJOAQUE	31%	33%	37%	16%	12%	12%	22%	25%	30%
PORTALES	35%	37%	40%	29%	27%	24%	37%	35%	41%
QUEMADO	56%	50%	56%	29%	33%	29%	65%	59%	66%
QUESTA	30%	28%	30%	4%	6%	8%	20%	6%	24%
RATON	32%	40%	39%	19%	23%	20%	33%	43%	43%
RESERVE	40%	60%	44%	29%	38%	28%	55%	59%	29%
RIO RANCHO	45%	50%	50%	37%	35%	34%	51%	47%	55%
ROSWELL	32%	36%	36%	22%	22%	20%	30%	31%	36%
ROY	61%	79%	78%	69%	55%	53%	38%	75%	56%
RUIDOSO	35%	38%	38%	22%	24%	25%	37%	28%	35%
SAN JON	33%	40%	52%	27%	19%	26%	31%	38%	38%
SANTA FE	33%	38%	40%	23%	23%	22%	30%	30%	31%
SANTA ROSA	43%	42%	41%	23%	21%	16%	26%	30%	39%
SILVER CITY	37%	41%	44%	30%	28%	26%	38%	35%	47%
SOCORRO	29%	33%	36%	21%	19%	18%	24%	28%	32%
SPRINGER	38%	26%	38%	17%	11%	15%	37%	14%	32%
TAOS	38%	43%	44%	22%	26%	21%	35%	42%	41%
TATUM	43%	43%	51%	30%	31%	28%	36%	41%	63%
TEXICO	54%	63%	69%	46%	57%	62%	44%	54%	56%
TRUTH OR CONSEQUENCES	29%	34%	31%	20%	17%	18%	34%	26%	32%
TUCUMCARI	30%	37%	38%	20%	21%	18%	31%	31%	41%
TULAROSA	27%	27%	44%	16%	16%	24%	24%	23%	36%
VAUGHN	22%	30%	24%	22%	37%	31%	27%	36%	*
WAGON MOUND	28%	27%	31%	23%	19%	14%	25%	55%	50%
WEST LAS VEGAS	28%	29%	30%	11%	10%	11%	23%	25%	30%
ZUNI	14%	25%	20%	7%	11%	11%	14%	17%	19%
<b>Charter Schools</b>									
21st CENTURY PUBLIC ACADEMY	49%	49%	57%	35%	35%	34%	45%	45%	55%
ABQ CHARTER ACADEMY	16%	27%	8%	< 5%	< 5%	< 5%	7%	25%	8%
ABQ SCHOOL OF EXCELLENCE	49%	57%	63%	45%	50%	51%	42%	53%	58%
ABQ SIGN LANGUAGE ACADEMY	26%	19%	27%	6%	< 5%	11%	11%	17%	15%

## Proficiency by School District and Charter School

School District/Charter School	Reading			Math			Science		
	FY22	FY23	FY24	FY22	FY23	FY24	FY22	FY23	FY24
ACADEMY FOR TECHNOLOGY & CLASSICS	57%	62%	71%	36%	40%	29%	54%	52%	60%
ACE LEADERSHIP HIGH SCHOOL	9%	11%	7%	< 5%	6%	< 5%	17%	11%	< 5%
ACES TECHNICAL CHARTER SCHOOL	52%	36%	40%	55%	19%	24%		33%	54%
ALBUQUERQUE BILINGUAL ACADEMY	29%	34%	38%	22%	25%	17%	45%	25%	35%
ALBUQUERQUE COLLEGIATE CHARTER	33%	68%	66%	17%	31%	29%		38%	69%
ALBUQUERQUE INST. OF MATH & SCIENCE	90%	94%	97%	89%	90%	87%	98%	93%	> 95%
ALDO LEOPOLD CHARTER	61%	63%	65%	26%	25%	25%	72%	60%	66%
ALICE KING COMMUNITY SCHOOL	51%	49%	51%	30%	30%	29%	41%	52%	41%
ALMA D'ARTE CHARTER	43%	36%	20%	< 5%	6%	<10%	59%	16%	36%
ALTURA PREPARATORY SCHOOL	78%	80%	93%	73%	73%	83%	86%	82%	88%
AMY BIEHL CHARTER HIGH SCHOOL	68%	44%	71%	27%	17%	17%	69%	75%	71%
ANANSI CHARTER SCHOOL	75%	80%	75%	56%	60%	61%	83%	68%	86%
CESAR CHAVEZ COMMUNITY SCHOOL	11%	5%	<10%	< 5%	< 5%	<10%	24%	23%	22%
CHRISTINE DUNCAN HERITAGE ACADEMY	13%	21%	27%	7%	12%	13%	12%	14%	32%
CIEN AGUAS INTERNATIONAL	44%	43%	48%	30%	28%	24%	63%	45%	33%
CORAL COMMUNITY CHARTER	50%	57%	52%	39%	48%	40%	58%	68%	58%
CORRALES INTERNATIONAL	38%	48%	41%	29%	31%	27%	33%	30%	37%
COTTONWOOD CLASSICAL PREP	66%	76%	75%	58%	56%	53%	60%	67%	75%
COTTONWOOD VALLEY CHARTER	59%	59%	65%	47%	41%	36%	68%	58%	61%
DEAP	14%	12%	19%	< 10%	< 10%	< 10%	27%	17%	< 20%
DEMING CESAR CHAVEZ	8%	<10%	<10%	< 10%	< 10%	< 10%	< 5%	7%	19%
DIGITAL ARTS AND TECHNOLOGY ACADEMY	45%	39%	41%	16%	20%	11%	49%	46%	47%
DREAM DINE	13%	12%	<20%	6%	18%	<20%	< 5%	33%	*
EAST MOUNTAIN HIGH SCHOOL	72%	62%	68%	55%	38%	23%	67%	64%	74%
EL CAMINO REAL ACADEMY	17%	21%	13%	5%	5%	3%	17%	7%	15%
ESTANCIA VALLEY CLASSICAL ACADEMY	56%	52%	51%	48%	36%	35%	55%	53%	61%
EXPLORE ACADEMY	56%	61%	57%	47%	45%	40%	54%	53%	63%
EXPLORE ACADEMY - LAS CRUCES	43%	44%	40%	40%	23%	17%	55%	35%	42%
EXPLORE ACADEMY - RIO RANCHO			47%			28%			50%
GILBERT L SENA CHARTER HS	18%	<20%	<20%	<20%	<20%	<20%	13%	< 5%	< 20%
GORDON BERNELL CHARTER	25%	<20%	<20%	25%	<20%	<20%	< 5%	14%	< 20%
HEALTH LEADERSHIP HIGH SCHOOL	3%	7%	<10%	< 10%	< 10%	< 10%	15%	< 10%	< 10%
HORIZON ACADEMY WEST	47%	54%	52%	44%	55%	49%	41%	55%	44%
HOZHO ACADEMY	24%	30%	33%	19%	14%	18%	28%	22%	26%
INTERNATIONAL SCHOOL AT MESA DEL SOL	31%	38%	35%	22%	18%	10%	21%	40%	31%
J PAUL TAYLOR ACADEMY	55%	61%	61%	43%	39%	38%	56%	66%	50%
JEFFERSON MONTESSORI ACADEMY	37%	39%	31%	18%	14%	13%	26%	33%	41%
LA ACADEMIA DE ESPERANZA	5%	5%	6%	< 5%	< 5%	< 5%	7%	7%	15%
LA ACADEMIA DOLORES HUERTA	26%	37%	31%	17%	16%	13%	18%	30%	26%
LAS MONTANAS CHARTER	38%	31%	<20%	<20%	<20%	<20%	56%	24%	< 20%
LOS PUENTES CHARTER	12%	11%	<20%	9%	<20%	<20%	5%	14%	25%
MARK ARMIJO ACADEMY	10%	8%	9%	< 5%	< 5%	< 5%	12%	8%	15%
MCCURDY CHARTER SCHOOL	23%	30%	34%	10%	7%	15%	21%	28%	32%
MIDDLE COLLEGE HIGH SCHOOL	45%	55%	38%	7%	25%	17%	52%	58%	57%
MISSION ACHIEVEMENT AND SUCCESS	41%	49%	49%	31%	41%	28%	42%	53%	42%
MONTE DEL SOL CHARTER	31%	42%	36%	19%	15%	10%	25%	26%	37%
MONTESSORI ELEMENTARY SCHOOL	62%	70%	67%	31%	33%	37%	61%	63%	59%
MONTESSORI OF THE RIO GRANDE	76%	75%	80%	44%	35%	36%	71%	66%	59%
MORENO VALLEY HIGH	42%	50%	*	42%	36%	*	33%	50%	*

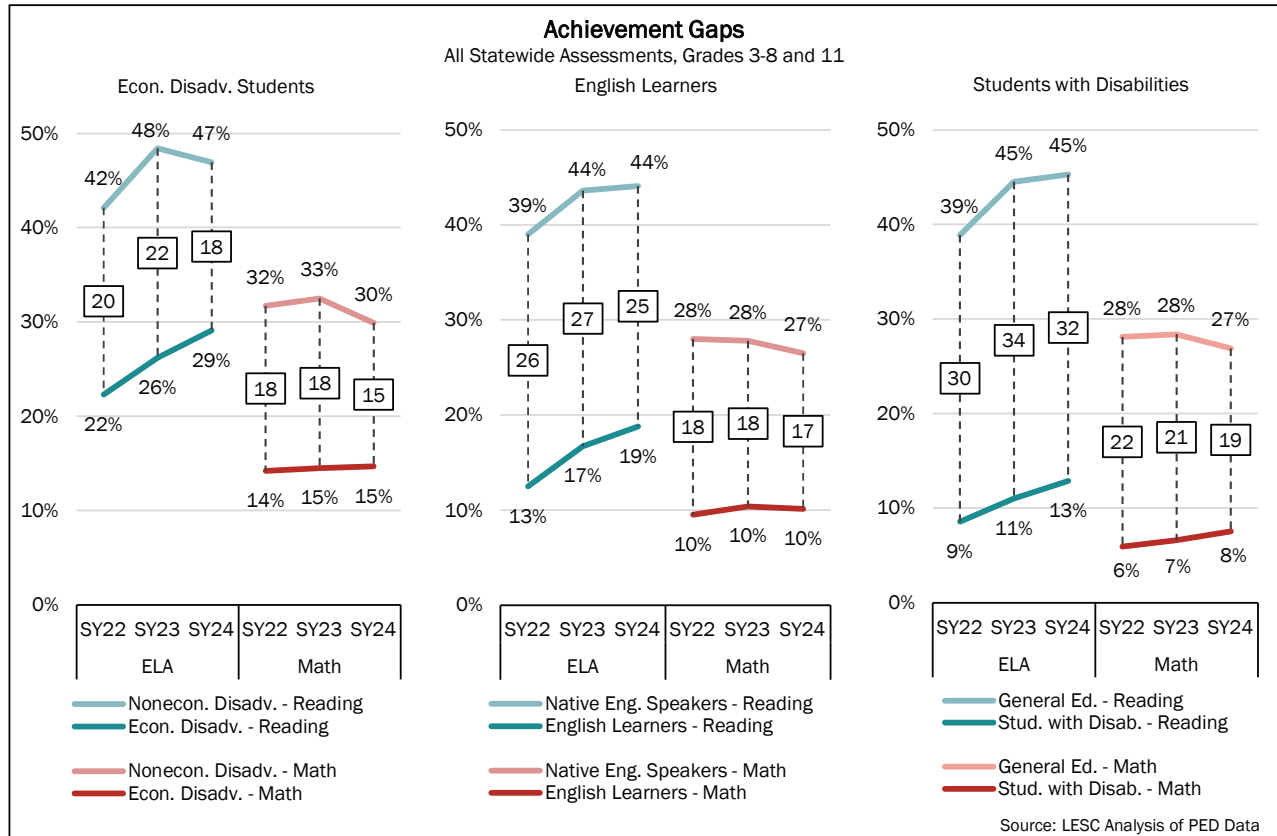
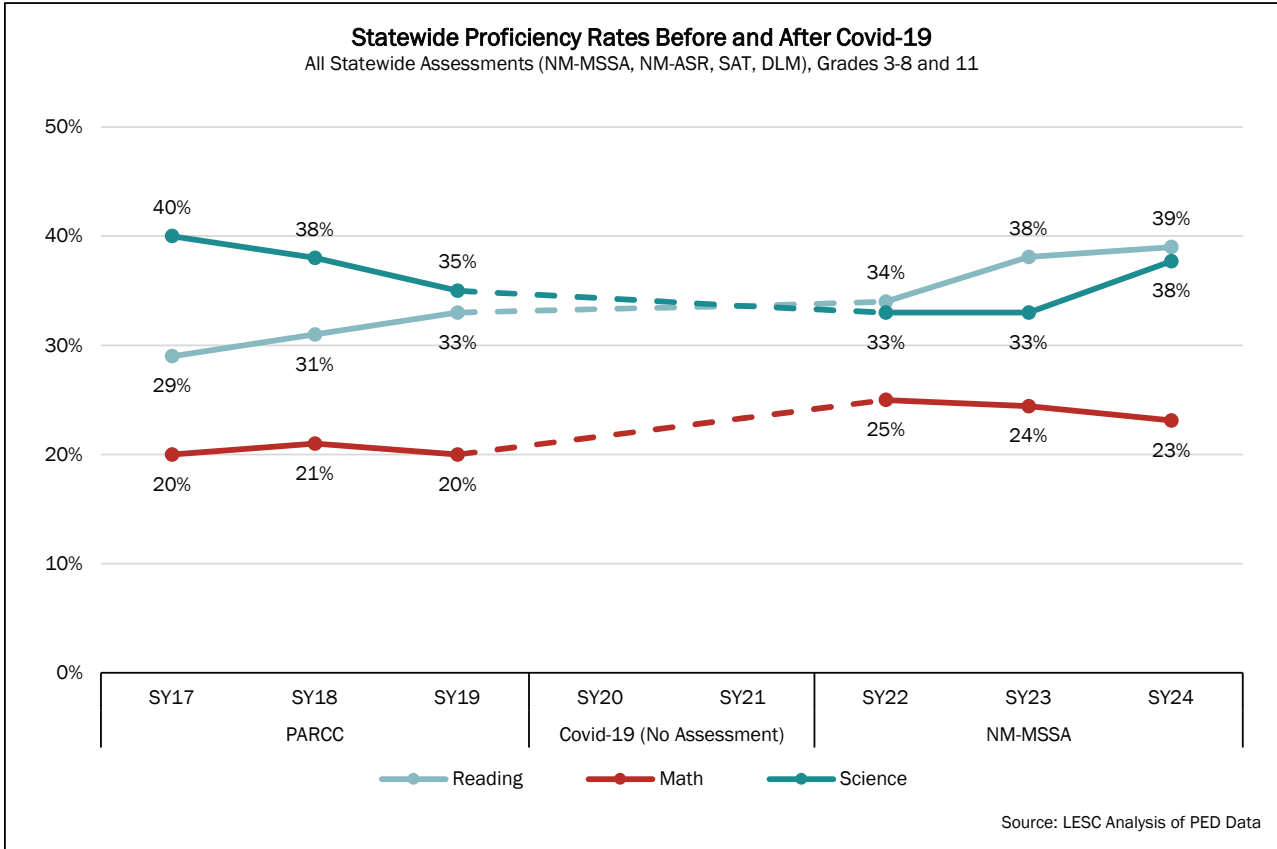
# Proficiency by School District and Charter School

School District/Charter School	Reading			Math			Science		
	FY22	FY23	FY24	FY22	FY23	FY24	FY22	FY23	FY24
MOSAIC ACADEMY CHARTER	50%	42%	48%	33%	25%	18%	35%	41%	42%
MOUNTAIN MAHOGANY COMM. SCHOOL	50%	46%	48%	26%	30%	28%	27%	56%	42%
NATIVE AMERICAN COMMUNITY ACADEMY	18%	25%	31%	9%	7%	8%	18%	26%	36%
NEW AMERICA SCHOOL	12%	9%	< 10%	6%	< 10%	< 10%	20%	14%	< 10%
NEW AMERICA SCHOOL - LAS CRUCES	5%	25%	15%	< 5%	5%	< 10%	20%	20%	22%
NEW MEXICO ACAD. FOR THE MEDIA ARTS	58%	45%	54%	23%	10%	15%	47%	46%	55%
NEW MEXICO CONNECTIONS ACADEMY	38%	35%	38%	23%	17%	14%	42%	32%	34%
NEW MEXICO INTERNATIONAL SCHOOL	59%	62%	69%	60%	52%	62%	64%	71%	76%
NM SCHOOL FOR THE ARTS	73%	88%	82%	24%	37%	36%	78%	78%	82%
NORTH VALLEY ACADEMY	30%	32%	43%	22%	11%	22%	26%	22%	34%
PECOS CYBER ACADEMY	37%	33%	31%	24%	18%	10%	37%	34%	27%
PUBLIC ACADEMY FOR PERFORMING ARTS	52%	63%	62%	37%	32%	27%	53%	62%	74%
RAICES DEL SABER XINACHTLI COMMUNITY	35%	40%	29%	18%	11%	11%			< 20%
RED RIVER VALLEY CHARTER SCHOOL	51%	34%	50%	34%	18%	10%	67%	30%	23%
RIO GALLINAS SCHOOL	20%	16%	27%	8%	5%	10%		< 5%	25%
RIO GRANDE ACADEMY OF FINE ARTS		32%	29%		40%	16%			
ROBERT F. KENNEDY CHARTER	8%	18%	15%	< 5%	< 5%	3%	5%	15%	18%
ROOTS & WINGS COMMUNITY	57%	55%	36%	38%	14%	< 10%	77%	40%	40%
SAN DIEGO RIVERSIDE CHARTER	11%	19%	16%	< 5%	6%	< 10%	8%	15%	13%
SANDOVAL ACAD. OF BILINGUAL EDUCATION	32%	45%	46%	16%	19%	20%	22%	24%	37%
SCHOOL OF DREAMS ACADEMY	28%	27%	32%	18%	12%	15%	24%	23%	36%
SIDNEY GUTIERREZ MIDDLE	76%	77%	69%	72%	73%	71%	70%	82%	80%
SIEMBRA LEADERSHIP HIGH SCHOOL	7%	19%	18%	< 5%	< 5%	< 5%	20%	8%	33%
SIX DIRECTIONS INDIGENOUS SCHOOL	22%	15%	< 10%	< 5%	6%	< 10%	28%	16%	19%
SOLARE COLLEGIATE CHARTER SCHOOL	25%	33%	34%	22%	22%	22%	20%	22%	34%
SOUTH VALLEY ACADEMY	24%	24%	28%	13%	7%	11%	32%	21%	37%
SOUTH VALLEY PREP	24%	26%	42%	13%	14%	11%	26%	15%	29%
SOUTHWEST PREP. LEARNING CENTER	46%	44%	50%	33%	33%	30%	48%	48%	33%
SOUTHWEST SEC. LEARNING CENTER	39%	32%	41%	25%	11%	11%	46%	55%	49%
SW AERO., MATH. AND SCIENCE	51%	54%	59%	28%	35%	27%	69%	64%	61%
TAOS ACADEMY	50%	54%	51%	27%	27%	25%	51%	51%	52%
TAOS INTEGRATED SCHOOL OF ARTS	44%	51%	46%	33%	27%	33%	59%	56%	49%
TAOS INTERNATIONAL SCHOOL	16%	23%	25%	6%	17%	11%	11%	23%	26%
TAOS MUNICIPAL CHARTER	53%	63%	65%	47%	44%	44%	63%	52%	49%
TECHNOLOGY LEADERSHIP HIGH SCHOOL	7%	< 10%	< 10%	< 10%	< 10%	< 10%	25%	7%	12%
THE ALB TALENT DEVELOPMENT CHARTER	9%	14%	< 20%	< 20%	< 20%	< 20%	< 20%	23%	13%
THE ASK ACADEMY	74%	68%	68%	63%	53%	43%	74%	70%	75%
THE GREAT ACADEMY	30%	17%	20%	10%	6%	< 10%	31%	30%	24%
THE MASTERS PROGRAM	55%	68%	56%	22%	31%	17%	64%	64%	50%
THRIVE COMMUNITY SCHOOL		42%	39%		28%	19%			43%
TIERRA ADENTRO	32%	41%	39%	14%	15%	15%	29%	43%	46%
TIERRA ENCANTADA CHARTER SCHOOL	23%	33%	29%	4%	9%	5%	26%	15%	32%
TURQUOISE TRAIL CHARTER SCHOOL	32%	31%	35%	22%	17%	13%	40%	26%	16%
VISTA GRANDE HIGH SCHOOL	< 20%	< 20%	33%	< 20%	< 20%	< 20%	< 20%	25%	53%
VOZ COLLEGIATE PREP. CHARTER SCHOOL	23%	32%	37%	51%	32%	18%	< 5%	42%	37%
WALATOWA CHARTER HIGH	7%	11%	*	< 5%	< 5%	*	< 5%	56%	< 5%
WILLIAM W & JOSEPHINE DORN CHARTER	9%	19%	32%	13%	< 5%	24%	14%	25%	20%
<b>STATEWIDE</b>	<b>34%</b>	<b>38%</b>	<b>39%</b>	<b>25%</b>	<b>24%</b>	<b>23%</b>	<b>33%</b>	<b>33%</b>	<b>38%</b>

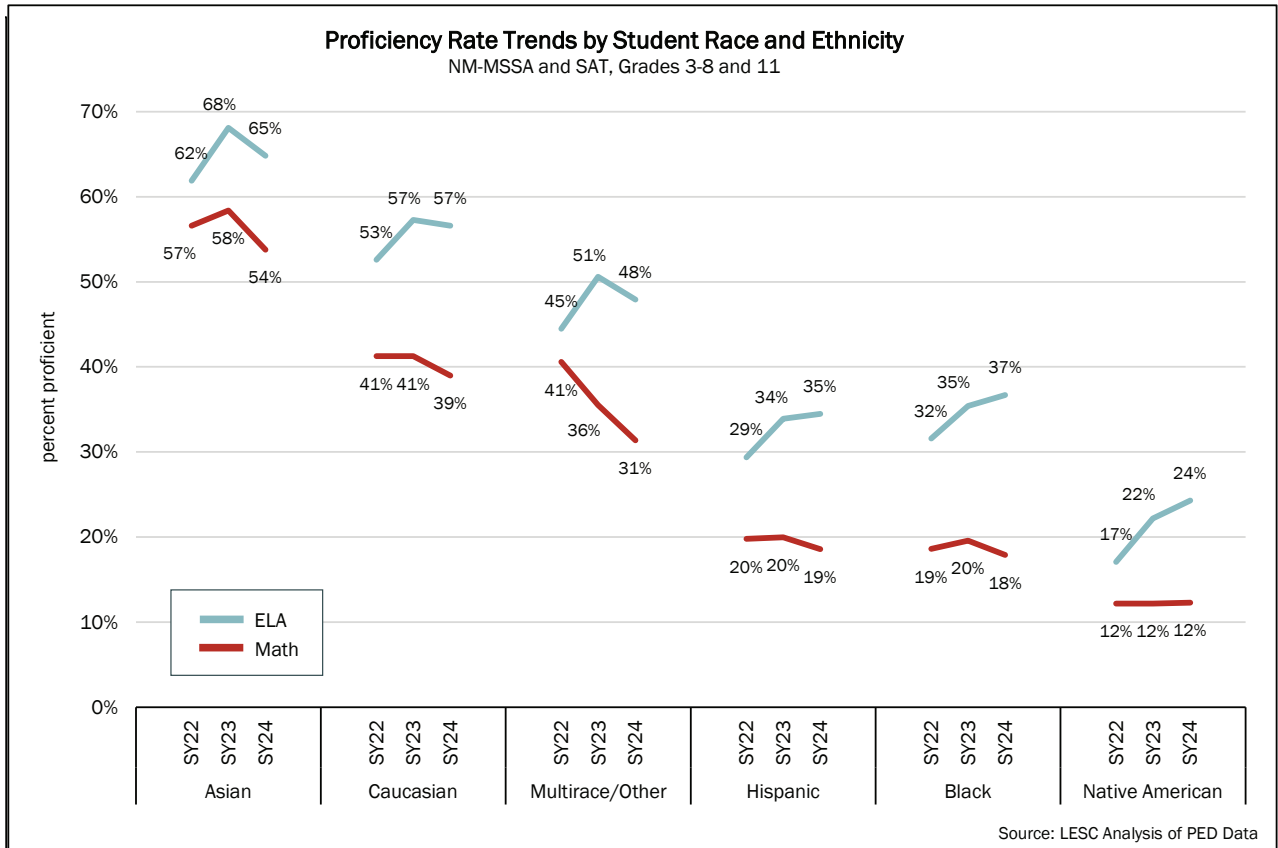
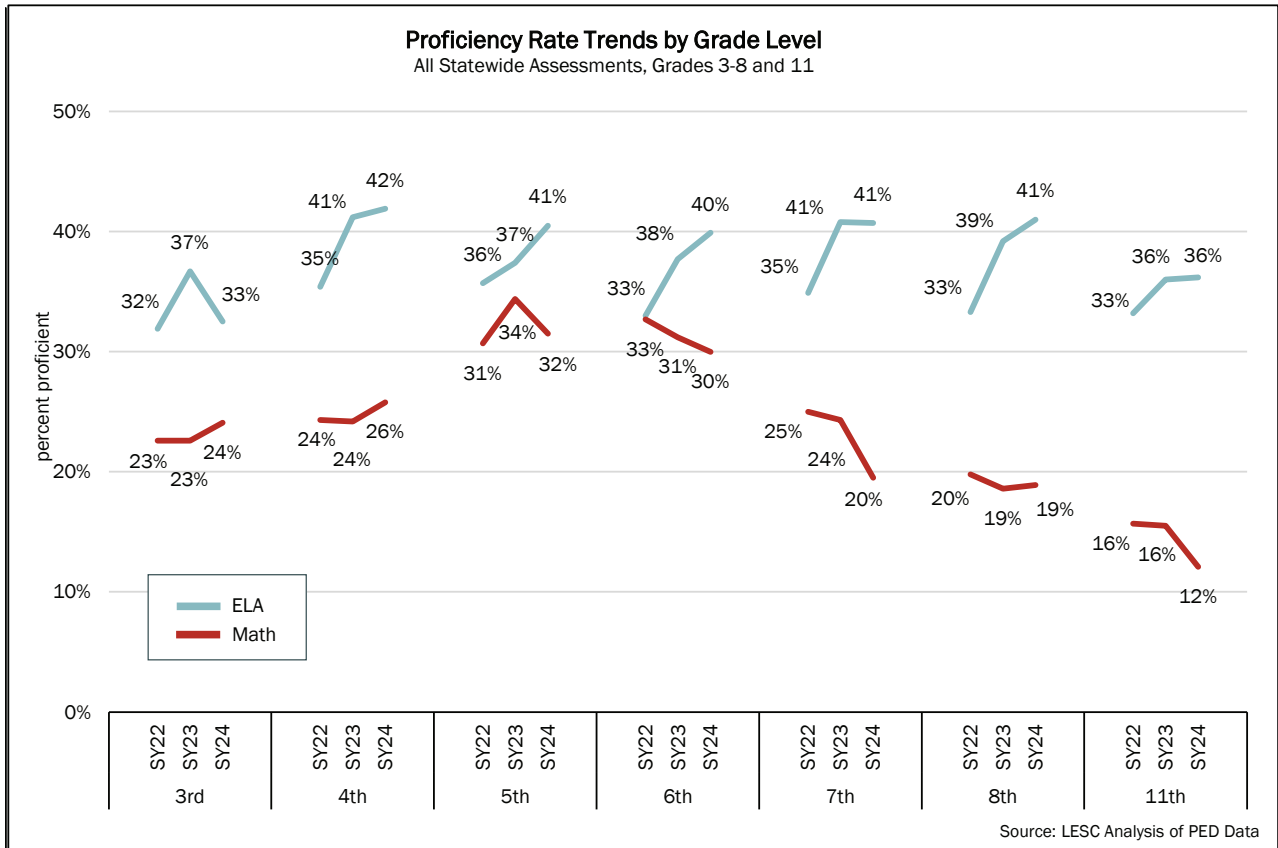
\*Note: To protect student privacy, PED masks proficiency rates for schools and school districts with small sample sizes.

Source: PED

# Proficiency Graphs

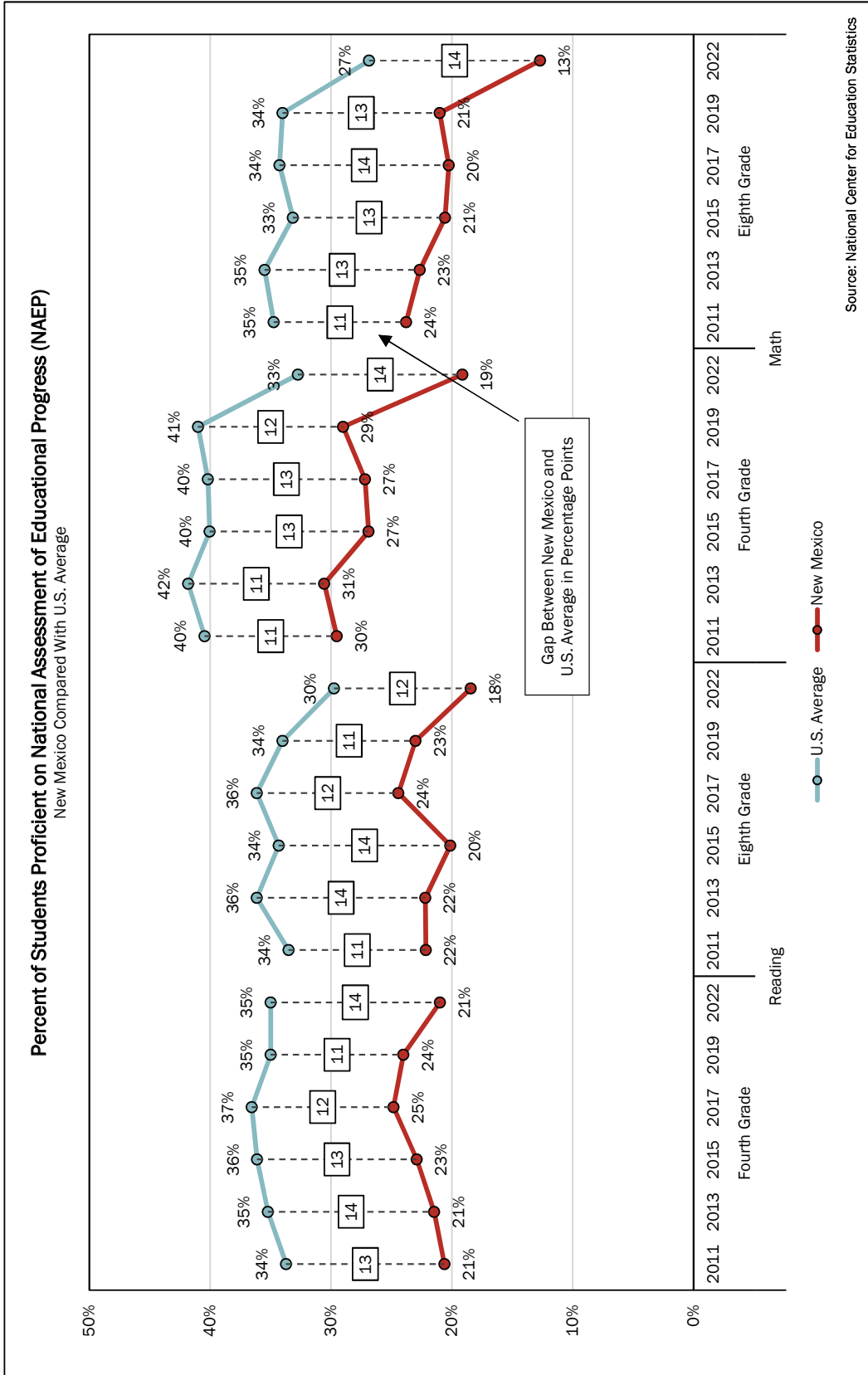


# Proficiency Graphs





# National Assessment of Educational Progress (NAEP)



Source: National Center for Education Statistics

# School Improvement Status

## School Support and Improvement Designations

SY23-SY25 Cohort, Excludes Schools Rated in "Traditional" and "Spotlight" in 2023

District	School	SY23 Designation	SY24 Designation	
<b>School Districts</b>				
1	ALAMOGORDO	CHAPARRAL MIDDLE	ATSI - SwD	Exited - Traditional
2	ALAMOGORDO	DESERT STAR ELEMENTARY	ATSI - SwD, ELS	Exited - Traditional
3	ALAMOGORDO	MOUNTAIN VIEW MIDDLE	CSI - ELS	Exited - Traditional
4	ALAMOGORDO	NORTH ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional
5	ALBUQUERQUE	ABQ CHARTER ACADEMY	MRI - Graduation Rate	MRI - Graduation Rate
6	ALBUQUERQUE	ACE LEADERSHIP HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate
7	ALBUQUERQUE	ADOBE ACRES ELEMENTARY	CSI - SwD	Exited - Traditional
8	ALBUQUERQUE	ALAMOSA ELEMENTARY	CSI - SwD	Exited - Traditional
9	ALBUQUERQUE	ABQ TALENT DEVELOPMENT CHARTER	MRI - Graduation Rate	MRI - Graduation Rate
10	ALBUQUERQUE	APACHE ELEMENTARY	CSI - Hispanic, ED	CSI - Hispanic, ED
11	ALBUQUERQUE	ARMIJO ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance
12	ALBUQUERQUE	ARROYO DEL OSO ELEMENTARY	ATSI - SwD	Exited - Traditional
13	ALBUQUERQUE	ATRISCO ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional
14	ALBUQUERQUE	BARCELONA ELEMENTARY	CSI - Hispanic, ED, ELS	CSI - ELS
15	ALBUQUERQUE	BEL-AIR ELEMENTARY	CSI - Hispanic - ED	Exited - Traditional
16	ALBUQUERQUE	BELLEHAVEN ELEMENTARY	ATSI - SwD	Exited - Traditional
17	ALBUQUERQUE	CARLOS REY ELEMENTARY	ATSI - SwD	Exited - Traditional
18	ALBUQUERQUE	CHAMIZA ELEMENTARY	ATSI - SwD	Exited - Spotlight
19	ALBUQUERQUE	CHELWOOD ELEMENTARY	CSI - SwD	Exited - Traditional
20	ALBUQUERQUE	DEL NORTE HIGH	MRI - Graduation Rate	Exited - Traditional
21	ALBUQUERQUE	ECADEMY	CSI - Graduation Rate	Exited - Traditional
22	ALBUQUERQUE	EMERSON ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance
23	ALBUQUERQUE	ERNIE PYLE MIDDLE	CSI - SwD	CSI - SwD
24	ALBUQUERQUE	EUGENE FIELD ELEMENTARY	CSI - ELS	Exited - Traditional
25	ALBUQUERQUE	FREEDOM HIGH	MRI - Graduation Rate	MRI - Graduation Rate
26	ALBUQUERQUE	GILBERT L SENA CHARTER HS	MRI - Graduation Rate	MRI - Graduation Rate
27	ALBUQUERQUE	GORDON BERNELL CHARTER	MRI - Graduation Rate	MRI - Graduation Rate
28	ALBUQUERQUE	GOV BENT ELEMENTARY	CSI - SwD	Exited - Traditional
29	ALBUQUERQUE	HAWTHORNE ELEMENTARY	ATSI - SwD	Exited - Traditional
30	ALBUQUERQUE	HAYES MIDDLE	ATSI - SwD	Exited - Traditional
31	ALBUQUERQUE	HEALTH LEADERSHIP HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate
32	ALBUQUERQUE	HIGHLAND HIGH	MRI - Graduation Rate	MRI - Graduation Rate
33	ALBUQUERQUE	HODGIN ELEMENTARY	CSI - SwD	Exited - Traditional
34	ALBUQUERQUE	JACKSON MIDDLE	ATSI - SwD	Exited - Traditional
35	ALBUQUERQUE	JAMES MONROE MIDDLE	ATSI - SwD	Exited - Traditional
36	ALBUQUERQUE	JANET KAHN FINE ARTS ACADEMY	ATSI - SwD	Exited - Traditional
37	ALBUQUERQUE	JEFFERSON MIDDLE	CSI - Native American	CSI - Native American
38	ALBUQUERQUE	JIMMY CARTER MIDDLE	CSI - White	CSI - White
39	ALBUQUERQUE	JOHN ADAMS MIDDLE	CSI - Low Overall Performance	CSI - Low Overall Performance

# School Improvement Status

District	School	SY23 Designation	SY24 Designation
40	ALBUQUERQUE KENNEDY MIDDLE	CSI - SwD	Exited - Traditional
41	ALBUQUERQUE KIT CARSON ELEMENTARY	ATSI - White	ATSI - White
42	ALBUQUERQUE L.B. JOHNSON MIDDLE	ATSI - SwD	Exited - Traditional
43	ALBUQUERQUE LA ACADEMIA DE ESPERANZA	MRI - Graduation Rate	MRI - Graduation Rate
44	ALBUQUERQUE LA MESA ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance
45	ALBUQUERQUE LAVALAND ELEMENTARY	CSI - Hispanic, ELS	CSI - Hispanic
46	ALBUQUERQUE LOS PADILLAS ELEMENTARY	ATSI - SwD	Exited - Traditional
47	ALBUQUERQUE LOS PUENTES CHARTER	CSI - Graduation Rate	CSI - Graduation Rate
48	ALBUQUERQUE LOS RANCHOS ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional
49	ALBUQUERQUE LOWELL ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance
50	ALBUQUERQUE MANZANO MESA ELEMENTARY	ATSI - SwD	Exited - Traditional
51	ALBUQUERQUE MARK ARMIJO ACADEMY	MRI - Graduation Rate	MRI - Graduation Rate
52	ALBUQUERQUE MARK TWAIN ELEMENTARY	ATSI - SwD	Exited - Traditional
53	ALBUQUERQUE MARYANN BINFORD ELEMENTARY	MRI - Low Overall Performance	Exited - Traditional
54	ALBUQUERQUE MATHESON PARK ELEMENTARY	ATSI - SwD	Exited - Traditional
55	ALBUQUERQUE MCKINLEY MIDDLE	ATSI - SwD	Exited - Traditional
56	ALBUQUERQUE MISSION AVENUE ELEMENTARY	CSI - Native American, SwD	Exited - Traditional
57	ALBUQUERQUE MONTEZUMA ELEMENTARY	CSI - Native American, ELS	CSI - ELS
58	ALBUQUERQUE MOUNTAIN MAHOGANY COMM. SCHOOL	CSI - Hispanic, White, ED	Exited - Traditional
59	ALBUQUERQUE MOUNTAIN VIEW ELEMENTARY	ATSI - SwD	ATSI - SwD
60	ALBUQUERQUE NEW AMERICA SCHOOL	MRI - Graduation Rate	MRI - Graduation Rate
61	ALBUQUERQUE NEW FUTURES HIGH SCHOOL	MRI - Graduation Rate	MRI - Graduation Rate
62	ALBUQUERQUE PAJARITO ELEMENTARY	CSI - Hispanic, ED, SwD	CSI - Hispanic
63	ALBUQUERQUE POLK MIDDLE	CSI - SwD, ELS	Exited - Traditional
64	ALBUQUERQUE RIO GRANDE HIGH	MRI - Graduation Rate	MRI - Graduation Rate
65	ALBUQUERQUE ROBERT F. KENNEDY CHARTER	MRI - Graduation Rate	MRI - Graduation Rate
66	ALBUQUERQUE RUDOLFO ANAYA ELEMENTARY	ATSI - SwD	Exited - Traditional
67	ALBUQUERQUE SCHOOL ON WHEELS HIGH SCHOOL	MRI - Graduation Rate	MRI - Graduation Rate
68	ALBUQUERQUE SIEMBRA LEADERSHIP HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate
69	ALBUQUERQUE SOMBRA DEL MONTE ELEMENTARY	CSI - SwD	CSI - SwD
70	ALBUQUERQUE SOUTH VALLEY ACADEMY	CSI - SwD	Exited - Traditional
71	ALBUQUERQUE SUSIE RAYOS MARMON ELEMENTARY	CSI - SwD	Exited - Traditional
72	ALBUQUERQUE TAYLOR MIDDLE	ATSI - ELS	Exited - Traditional
73	ALBUQUERQUE TECHNOLOGY LEADERSHIP HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate
74	ALBUQUERQUE THE INT. SCHOOL AT MESA DEL SOL	CSI - Graduation Rate	Exited - Traditional
75	ALBUQUERQUE TOMASITA ELEMENTARY	ATSI - Native American	Exited - Traditional
76	ALBUQUERQUE TRES VOLCANES COMM. COLL. SCHOOL	ATSI - Native American, ED, SwD, ELS	Exited - Traditional
77	ALBUQUERQUE TRUMAN MIDDLE	ATSI - SwD	Exited - Traditional
78	ALBUQUERQUE VALLE VISTA ELEMENTARY	CSI - SwD	Exited - Traditional
79	ALBUQUERQUE VAN BUREN MIDDLE	MRI - Low Overall Performance	MRI - Low Overall Performance
80	ALBUQUERQUE WHERRY ELEMENTARY	ATSI - SwD	Exited - Traditional
81	ALBUQUERQUE WILSON MIDDLE	ATSI - Native American, SwD, ELS	Exited - Traditional

# School Improvement Status

District	School	SY23 Designation	SY24 Designation		
82	ALBUQUERQUE	ZIA ELEMENTARY	CSI - SwD	Exited - Traditional	82
83	ANIMAS	ANIMAS ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional	83
84	AZTEC	PARK AVENUE ELEMENTARY	ATSI - ELS	Exited - Traditional	84
85	BELÉN	BELÉN INFINITY HIGH	MRI - Graduation Rate	MRI - Graduation Rate	85
86	BELÉN	BELÉN MIDDLE	ATSI - SwD	Exited - Traditional	86
87	BELÉN	GIL SANCHEZ ELEMENTARY	ATSI - SwD	Exited - Spotlight	87
88	BERNALILLO	ALGODONES ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	88
89	BERNALILLO	COCHITI ELEMENTARY	CSI - Low Overall Performance	TSI - ED	89
90	BERNALILLO	COCHITI MIDDLE	ATSI - ELS	Exited - Traditional	90
91	BERNALILLO	SANTO DOMINGO ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	91
92	BERNALILLO	SANTO DOMINGO MIDDLE	CSI - Low Overall Performance	Exited - Traditional	92
93	BLOOMFIELD	CENTRAL PRIMARY	ATSI - ELS	Exited - Traditional	93
94	BLOOMFIELD	CHARLIE Y. BROWN ALT	MRI - Graduation Rate	Exited - Traditional	94
95	BLOOMFIELD	NAABA ANI ELEMENTARY	ATSI - SwD	Exited - Traditional	95
96	CARLSBAD	CARLSBAD ENRICHMENT CENTER	CSI - Low Overall Performance	Exited - Traditional	96
97	CENTRAL CONS.	CAREER PREP ALTERNATIVE	MRI - Graduation Rate	MRI - Graduation Rate	97
98	CENTRAL CONS.	DREAM DINE CHARTER SCHOOL	CSI - Low Overall Performance	CSI - Low Overall Performance	98
99	CENTRAL CONS.	KIRTLAND MIDDLE	CSI - SwD, ELS	Exited - Traditional	99
100	CENTRAL CONS.	MESA ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	100
101	CENTRAL CONS.	NEWCOMB MIDDLE	ATSI - SwD, ELS	Exited - Traditional	101
102	CENTRAL CONS.	NIZHONI ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional	102
103	CENTRAL CONS.	SHIPROCK HIGH	CSI - Graduation Rate	Exited - Traditional	103
104	CENTRAL CONS.	TSE BIT AI MIDDLE	CSI - Low Overall Performance	Exited - Traditional	104
105	CHAMA	ESCALANTE MIDDLE/HIGH SCHOOL	CSI - Graduation Rate	Exited - Traditional	105
106	CLOVIS	CMS IACADEMY AT LINCOLN JACKSON	ATSI - ELS	Exited - Traditional	106
107	CLOVIS	MARSHALL MIDDLE	ATSI - SwD	Exited - Traditional	107
108	CLOVIS	PARKVIEW ELEMENTARY	ATSI - SwD, ELS	Exited - Traditional	108
109	CLOVIS	W D GATTIS MIDDLE SCHOOL	CSI - SwD, ELS	Exited - Traditional	109
110	CLOVIS	YUCCA MIDDLE	ATSI - SwD	Exited - Traditional	110
111	CUBA	CUBA ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	111
112	CUBA	CUBA MIDDLE	CSI - Low Overall Performance	Exited - Traditional	112
113	DEMING	BATAAN ELEMENTARY	ATSI - SwD	Exited - Traditional	113
114	DEMING	CHAPARRAL ELEMENTARY	ATSI - ELS	Exited - Traditional	114
115	DEMING	COLUMBUS ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional	115
116	DEMING	DEMING CESAR CHAVEZ	MRI - Graduation Rate	MRI - Graduation Rate	116
117	DEMING	MEMORIAL ELEMENTARY	ATSI - ELS	Exited - Traditional	117
118	DEMING	MIMBRES VALLEY HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate	118
119	DEMING	RED MOUNTAIN MIDDLE	CSI - Low Overall Performance	Exited - Traditional	119
120	DEMING	RUBEN S. TORRES ELEMENTARY	ATSI - ELS	Exited - Traditional	120
121	DEXTER	DEXTER MIDDLE	CSI - ELS	Exited - Traditional	121
122	DULCE	DULCE ELEMENTARY	MRI - Low Overall Performance	Exited - Traditional	122
123	DULCE	DULCE HIGH	CSI - Graduation Rate	CSI - Graduation Rate	123

# School Improvement Status

District	School	SY23 Designation	SY24 Designation
124	DULCE MIDDLE	CSI - Low Overall Performance	Exited - Traditional
125	ABIQUIU ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional
126	ALCALDE ELEMENTARY	CSI - SwD	Exited - Traditional
127	CARLOS F. VIGIL MIDDLE	MRI - Low Overall Performance	Exited - Traditional
128	ESPAÑOLA VALLEY HIGH	MRI - Graduation Rate	Exited - Traditional
129	EUTIMIO SALAZAR ELEMENTARY	ATSI - SwD	Exited - Traditional
130	SAN JUAN ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional
131	TONY QUINTANA ELEMENTARY	MRI - Low Overall Performance	MRI - Low Overall Performance
132	CATON MIDDLE	ATSI - SwD	Exited - Traditional
133	BLUFFVIEW ELEMENTARY	ATSI - Native American	Exited - Traditional
134	HEIGHTS MIDDLE SCHOOL	ATSI - SwD, ELs	Exited - Traditional
135	MCKINLEY ELEMENTARY	ATSI - SwD	Exited - Traditional
136	MESA VIEW MIDDLE SCHOOL	ATSI - SwD	Exited - Traditional
137	ROCINANTE HIGH	MRI - Graduation Rate	MRI - Graduation Rate
138	CHAPARRAL MIDDLE	ATSI - SwD	Exited - Traditional
139	DESERT PRIDE ACADEMY	CSI - Low Overall Performance	Exited - Traditional
140	GADSDEN MIDDLE	ATSI - SwD, ELs	Exited - Traditional
141	SANTA TERESA MIDDLE	ATSI - SwD	Exited - Traditional
142	VADO ELEMENTARY	ATSI - ELs	Exited - Traditional
143	CATHERINE A. MILLER ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional
144	CHIEF MANUELITO MIDDLE	ATSI - SwD	Exited - Traditional
145	CROWNPOINT ELEMENTARY	CSI - ELs	Exited - Traditional
146	CROWNPOINT MIDDLE	ATSI - SwD	Exited - Traditional
147	DAVID SKEET ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional
148	DEL NORTE ELEMENTARY	ATSI - SwD	Exited - Traditional
149	GALLUP CENTRAL ALTERNATIVE	MRI - Graduation Rate	MRI - Graduation Rate
150	GALLUP MIDDLE	ATSI - SwD	Exited - Traditional
151	INDIAN HILLS ELEMENTARY	ATSI - SwD	Exited - Spotlight
152	JEFFERSON ELEMENTARY	ATSI - SwD	Exited - Traditional
153	JOHN F. KENNEDY MIDDLE	ATSI - SwD	Exited - Traditional
154	NAVAJO ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional
155	NAVAJO MIDDLE SCHOOL	TSI - Hispanic	TSI - Hispanic
156	NAVAJO PINE HIGH	CSI - Graduation Rate	CSI - Graduation Rate
157	RAMAH ELEMENTARY	ATSI - Hispanic, Native American	Exited - Traditional
158	THOREAU ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional
159	THOREAU MIDDLE	CSI - Low Overall Performance	Exited - Traditional
160	TOBE TURPEN ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional
161	TOHATCHI MIDDLE	CSI - Low Overall Performance	TSI - White
162	TSE YI GAI HIGH	CSI - Graduation Rate	Exited - Traditional
163	TWIN LAKES ELEMENTARY	CSI - ED, ELs	CSI - ELs
164	LAGUNA-ACOMA MIDDLE	ATSI - Native American	Exited - Traditional
165	LOS ALAMITOS MIDDLE	ATSI - SwD, ELs	Exited - Traditional

# School Improvement Status

District	School	SY23 Designation	SY24 Designation		
166	GRANTS	MESA VIEW ELEMENTARY	ATSI - Native American	Exited - Traditional	166
167	HAGERMAN	HAGERMAN HIGH	CSI - Graduation Rate	Exited - Traditional	167
168	HATCH	RIO GRANDE ELEMENTARY	ATSI - ELS	Exited - Traditional	168
169	HOBBS	HEIZER MIDDLE SCHOOL	ATSI - SwD	Exited - Traditional	169
170	HOBBS	HIGHLAND MIDDLE SCHOOL	ATSI - ELS	Exited - Traditional	170
171	HOBBS	HOUSTON MIDDLE SCHOOL	ATSI - SwD, ELS	Exited - Traditional	171
172	HOBBS	STONE ELEMENTARY	ATSI - ELS	Exited - Traditional	172
173	HOBBS	WILL ROGERS ELEMENTARY	ATSI - ELS	Exited - Traditional	173
174	HOUSE	HOUSE HIGH	CSI - Graduation Rate	CSI - Graduation Rate	174
175	JEMEZ MOUNTAIN	GALLINA ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	175
176	JEMEZ MOUNTAIN	LYBROOK ELEMENTARY	MRI - Low Overall Performance	Exited - Traditional	176
177	JEMEZ VALLEY	JEMEZ VALLEY ELEMENTARY	CSI - Low Overall Performance	CSI - Low Overall Performance	177
178	JEMEZ VALLEY	SAN DIEGO RIVERSIDE	ATSI - Native American, ED	Exited - Traditional	178
179	LAS CRUCES	EAST PICACHO ELEMENTARY	ATSI - SwD	Exited - Traditional	179
180	LAS CRUCES	LYNN MIDDLE	ATSI - SwD, ELS	Exited - Traditional	180
181	LAS CRUCES	MESA MIDDLE	ATSI - SwD	Exited - Traditional	181
182	LAS CRUCES	PICACHO MIDDLE	ATSI - SwD, ELS	Exited - Traditional	182
183	LAS CRUCES	RIO GRANDE PREPARATORY INSTITUTE	MRI - Graduation Rate	MRI - Graduation Rate	183
184	LAS CRUCES	SIERRA MIDDLE	ATSI - SwD	Exited - Traditional	184
185	LAS CRUCES	SUNRISE ELEMENTARY	CSI - ELS	Exited - Traditional	185
186	LAS CRUCES	VISTA MIDDLE	ATSI - SwD, ELS	Exited - Traditional	186
187	LAS CRUCES	ZIA MIDDLE	ATSI - ELS	ATSI - ELS	187
188	LOGAN	UTE LAKE ONLINE LEARNING CENTER	CSI - Graduation Rate	CSI - Graduation Rate	188
189	LORDSBURG	R.V. TRAYLOR ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional	189
190	LOS LUNAS	ANN PARISH ELEMENTARY	ATSI - SwD	Exited - Traditional	190
191	LOS LUNAS	CENTURY ALT HIGH	MRI - Graduation Rate	MRI - Graduation Rate	191
192	LOS LUNAS	LOS LUNAS ELEMENTARY	CSI - SwD	Exited - Traditional	192
193	LOS LUNAS	LOS LUNAS FAMILY SCHOOL	CSI - Low Overall Performance	Exited - Traditional	193
194	LOS LUNAS	TOME ELEMENTARY	ATSI - SwD, ELS	Exited - Traditional	194
195	LOS LUNAS	VALENCIA ELEMENTARY	ATSI - SwD	Exited - Traditional	195
196	LOVINGTON	NEW HOPE ALTERNATIVE HIGH	MRI - Graduation Rate	MRI - Graduation Rate	196
197	LOVINGTON	TAYLOR MIDDLE	ATSI - SwD	Exited - Traditional	197
198	MAGDALENA	MAGDALENA ELEMENTARY	CSI - Hispanic, ED	CSI - Hispanic, ED	198
199	MAGDALENA	MAGDALENA MIDDLE	ATSI - Native American	Exited - Traditional	199
200	MESA VISTA	OJO CALIENTE ELEMENTARY	ATSI - Hispanic, ED	ATSI - ED	200
201	MORA	LAZARO LARRY GARCIA MIDDLE	MRI - Low Overall Performance	Exited - Traditional	201
202	POJUAQUE	PABLO ROYBAL ELEMENTARY	ATSI - Native American	Exited - Traditional	202
203	POJUAQUE	POJUAQUE INTERMEDIATE	CSI - Low Overall Performance	Exited - Traditional	203
204	POJUAQUE	POJUAQUE MIDDLE	CSI - Low Overall Performance	Exited - Traditional	204
205	POJUAQUE	SIXTH GRADE ACADEMY	ATSI - Hispanic, Native American, ED, ELS	Exited - Traditional	205
206	QUESTA	ALTA VISTA INTERMEDIATE	CSI - Hispanic	CSI - Hispanic	206
207	RIO RANCHO	INDEPENDENCE HIGH SCHOOL	MRI - Graduation Rate	MRI - Graduation Rate	207

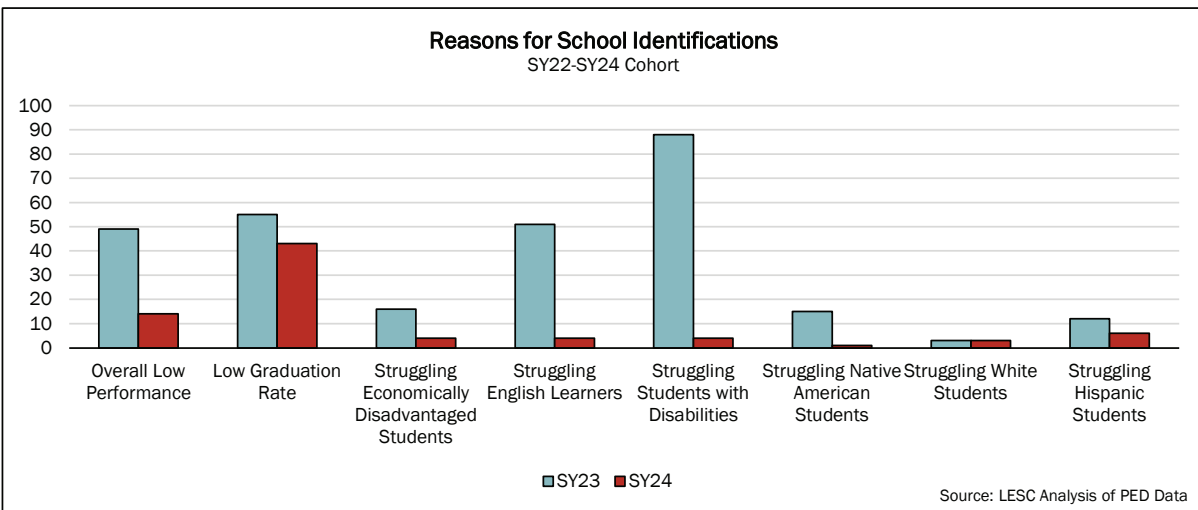
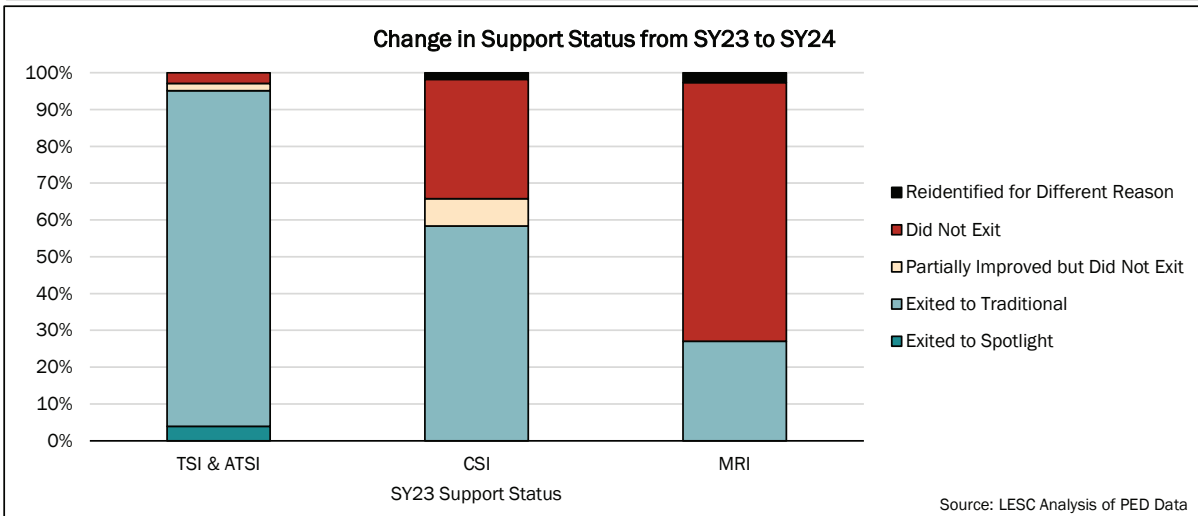
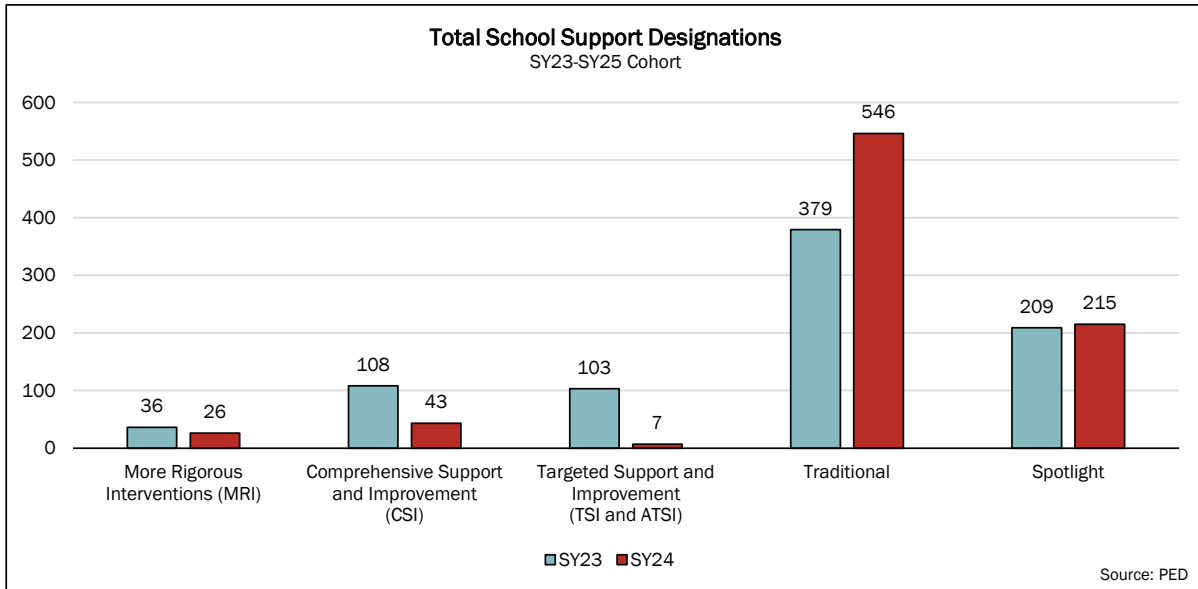


# School Improvement Status

District	School	SY23 Designation	SY24 Designation		
208	ROSWELL	BERRENDO ELEMENTARY	ATSI - SwD	Exited - Traditional	208
209	ROSWELL	BERRENDO MIDDLE	ATSI - ELs	Exited - Traditional	209
210	ROSWELL	MESA MIDDLE	ATSI - SwD	Exited - Traditional	210
211	ROSWELL	MOUNTAIN VIEW MIDDLE	ATSI - ELs	Exited - Traditional	211
212	ROSWELL	SIERRA MIDDLE	CSI - ELs	Exited - Traditional	212
213	ROSWELL	UNIVERSITY HIGH	MRI - Graduation Rate	MRI - Graduation Rate	213
214	RUIDOSO	RUIDOSO MIDDLE	CSI - ELs	Exited - Traditional	214
215	SANTA FE	AMY BIEHL COMM. SCHOOL - RANCHO VIEJO	ATSI - ED	Exited - Traditional	215
216	SANTA FE	ASPEN COMMUNITY SCHOOL	ATSI - ELs	Exited - Traditional	216
217	SANTA FE	DESERT SAGE ACADEMY	ATSI - ED	Exited - Traditional	217
218	SANTA FE	EDWARD ORTIZ MIDDLE	ATSI - ED, SwD	Exited - Traditional	218
219	SANTA FE	EL CAMINO REAL ACADEMY COMMUNITY	CSI - ELs	Exited - Traditional	219
220	SANTA FE	GONZALES ELEMENTARY	ATSI - ED	Exited - Traditional	220
221	SANTA FE	R.M. SWEENEY ELEMENTARY	CSI - Low Overall Performance	Exited - Traditional	221
222	SANTA FE	RAMIREZ THOMAS ELEMENTARY	ATSI - ELs	Exited - Traditional	222
223	SANTA FE	SALAZAR ELEMENTARY	CSI - ELs	Exited - Traditional	223
224	SILVER CITY	LA PLATA MIDDLE	CSI - SwD	Exited - Traditional	224
225	SOCORRO	R. SARRACINO MIDDLE	ATSI - SwD	Exited - Traditional	225
226	SOCORRO	SOCORRO HIGH	MRI - Graduation Rate	Exited - Traditional	226
227	TAOS	ENOS GARCIA ELEMENTARY	ATSI - SwD	Exited - Traditional	227
228	TAOS	TAOS CYBER MAGNET	CSI - Graduation Rate	CSI - Graduation Rate	228
229	TRUTH OR CONS.	SIERRA ELEMENTARY	ATSI - SwD	Exited - Traditional	229
230	TRUTH OR CONS.	T OR C MIDDLE	CSI - Low Overall Performance	Exited - Traditional	230
231	WEST LAS VEGAS	RIO GALLINAS SCHOOL	CSI - Low Overall Performance	Exited - Traditional	231
232	WEST LAS VEGAS	WLV FAMILY PARTNERSHIP	CSI - Graduation Rate	CSI - Graduation Rate	232
233	ZUNI	SHIWI TS'ANA ELEMENTARY	ATSI - SwD, ELs	ATSI - SwD	233
234	ZUNI	TWIN BUTTES CYBER ACADEMY	CSI - Graduation Rate	CSI - Graduation Rate	234
235	ZUNI	ZUNI MIDDLE	ATSI - SwD, ELs	Exited - Traditional	235
<b>State Chartered Charter Schools</b>					
236	STATE CHARTER	21ST CENTURY PUBLIC ACADEMY	ATSI - SwD	Exited - Spotlight	236
237	STATE CHARTER	ALMA D'ARTE CHARTER	CSI - Graduation Rate	Exited - Traditional	237
238	STATE CHARTER	CESAR CHAVEZ COMMUNITY SCHOOL	MRI - Graduation Rate	MRI - Graduation Rate	238
239	STATE CHARTER	EXPLORE ACADEMY LAS CRUCES	ATSI - ED	Exited - Traditional	239
240	STATE CHARTER	LAS MONTANAS CHARTER	CSI - Graduation Rate	CSI - Graduation Rate	240
241	STATE CHARTER	NEW AMERICA SCHOOL - LAS CRUCES	CSI - Graduation Rate	CSI - Graduation Rate	241
242	STATE CHARTER	NEW MEXICO CONNECTIONS ACADEMY	CSI - Graduation Rate	CSI - Graduation Rate	242
243	STATE CHARTER	SCHOOL OF DREAMS ACADEMY	MRI - Graduation Rate	Exited - Traditional	243
244	STATE CHARTER	SIX DIRECTIONS INDIGENOUS SCHOOL	ATSI - Native American, ELs	Exited - Traditional	244
245	STATE CHARTER	SOUTHWEST SECOND. LEARNING CENTER	CSI - Graduation Rate	CSI - Graduation Rate	245
246	STATE CHARTER	THE GREAT ACADEMY	CSI - Graduation Rate	CSI - Graduation Rate	246
247	STATE CHARTER	VISTA GRANDE HIGH SCHOOL	CSI - Graduation Rate	CSI - Graduation Rate	247

Source: PED

# School Improvement Summary



# Advanced Placement (AP)

## Most Popular Advanced Placement Exams in New Mexico

Subject	SY23		SY24	
	Tests	Pass Rate	Tests	Pass Rate
Biology	432	36%	474	53%
Calculus AB	828	41%	773	42%
Calculus BC	263	72%	246	67%
Chemistry	288	52%	285	46%
Computer Science Principles	350	49%	315	48%
English Language and Composition	2,602	33%	2,869	26%
English Literature and Composition	1,944	53%	1,939	50%
Environmental Science	172	41%	265	41%
European History	139	41%	114	54%
Human Geography	265	38%	272	49%
Macroeconomics	311	40%	349	30%
Physics 1	630	18%	494	18%
Precalculus	*	*	791	54%
Psychology	622	43%	718	42%
Spanish Language and Culture	1,063	76%	1,155	78%
Spanish Literature and Culture	390	47%	321	48%
Statistics	406	25%	500	33%
United States Government and Politics	1,300	25%	1,348	39%
United States History	1,859	20%	1,890	41%
World History: Modern	1,403	38%	1,469	39%

Source: College Board

\* Exam not reported for SY23

## New Mexico Advanced Placement Scores

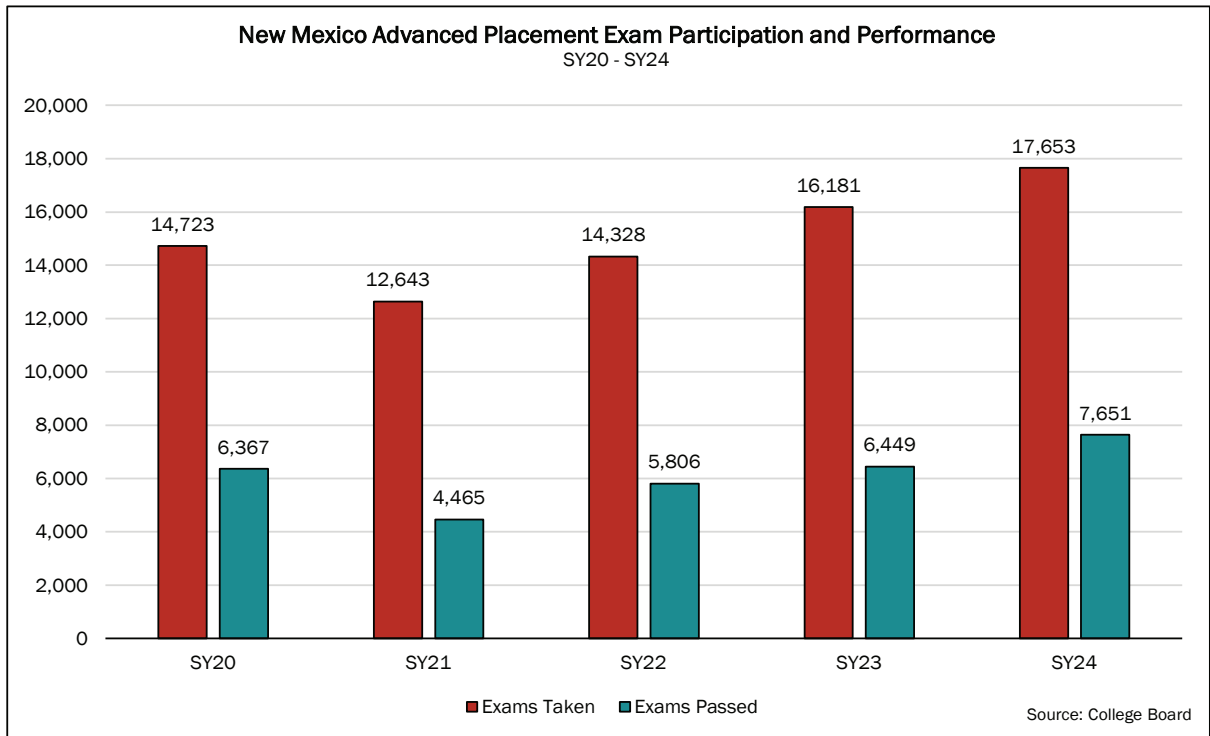
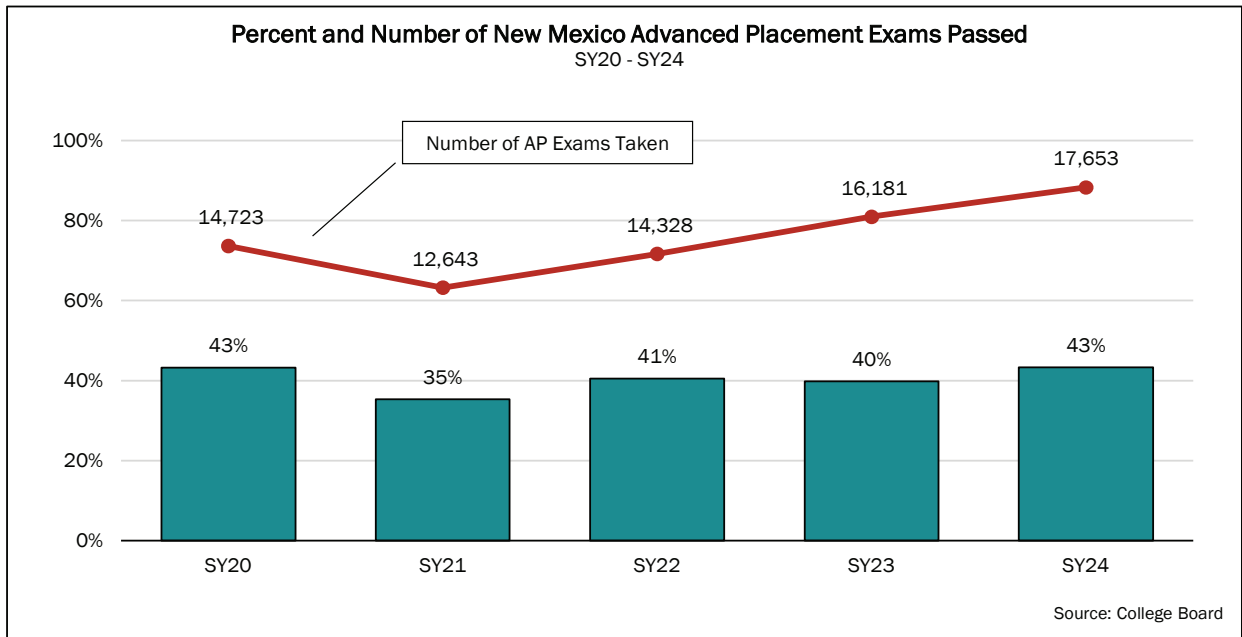
by Race and Ethnicity

Race or Ethnicity	SY23			SY24		
	Number of Tests	Tests Passed	Percent Passed	Number of Tests	Tests Passed	Percent Passed
American Indian/Alaska Native	439	66	15.0%	669	108	16.1%
Asian	369	241	65.3%	826	526	63.7%
Black	112	41	36.6%	189	63	33.3%
Hispanic/Latino	6,259	2,392	38.2%	10,324	3,598	34.9%
White	2,620	1,456	55.6%	4,799	2,902	60.5%
Native Hawaiian/Pacific Islander	11	3	27.3%	13	2	15.4%
Two or More Races	321	168	52.3%	585	322	55.0%
No Response	112	62	55.4%	248	130	52.4%
<b>TOTAL</b>	<b>10,243</b>	<b>4,429</b>	<b>43.2%</b>	<b>17,653</b>	<b>7,651</b>	<b>43.3%</b>

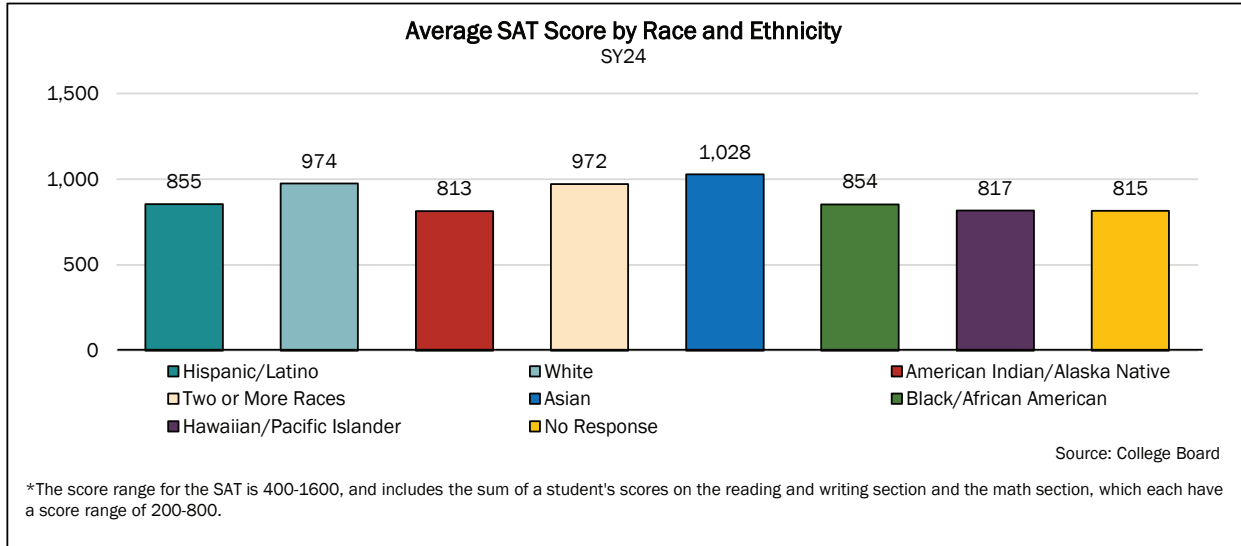
Source: College Board

\* Note: Results masked to protect student privacy

## Advanced Placement (AP)



# SAT



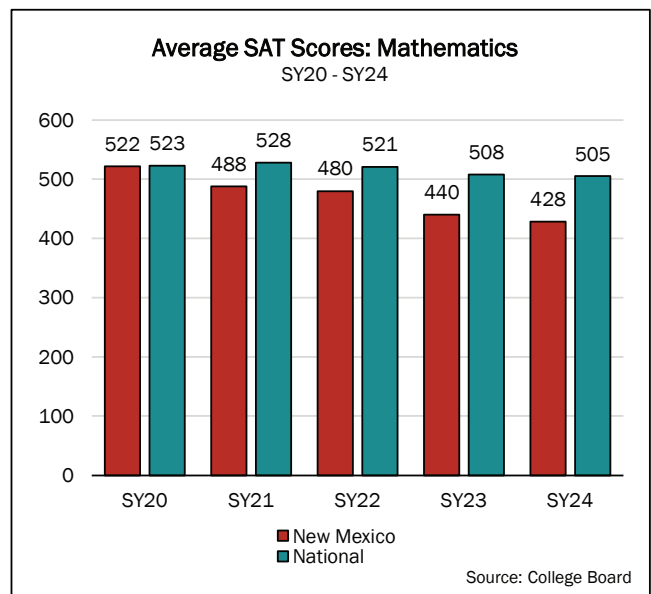
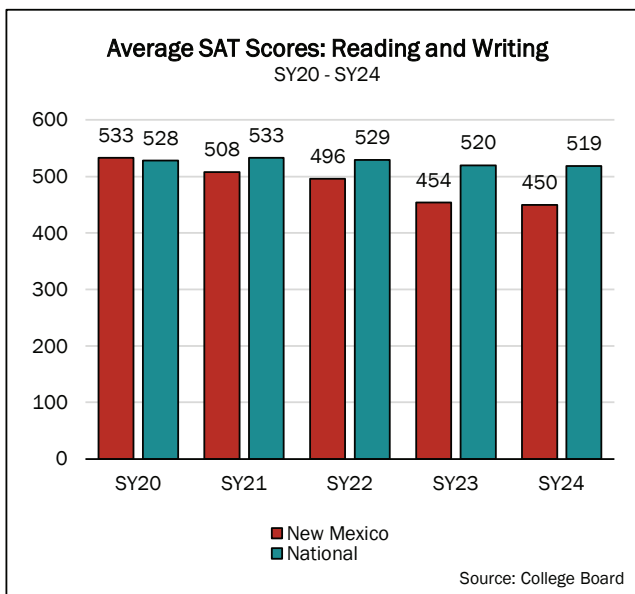
### New Mexico Average SAT Score by Race and Ethnicity

SY20 - SY24

	SY20	SY21	SY22	SY23	SY24
Hispanic/Latino	987	1,013	947	869	855
White	1,151	1,080	1,094	985	974
American Indian/Alaska Native	966	887	866	813	813
Two or More Races	1,136	1,156	1,102	985	972
Asian	1,192	1,167	1,193	1,053	1,028
Black/African American	1,025	951	976	867	854
Native Hawaiian or Pacific Islander	*	*	*	790	817
No Response	991	895	920	851	815
<b>STATEWIDE AVERAGE</b>	<b>1,055</b>	<b>996</b>	<b>976</b>	<b>894</b>	<b>878</b>

\*Data masked for student privacy due to small population size.

Source: College Board

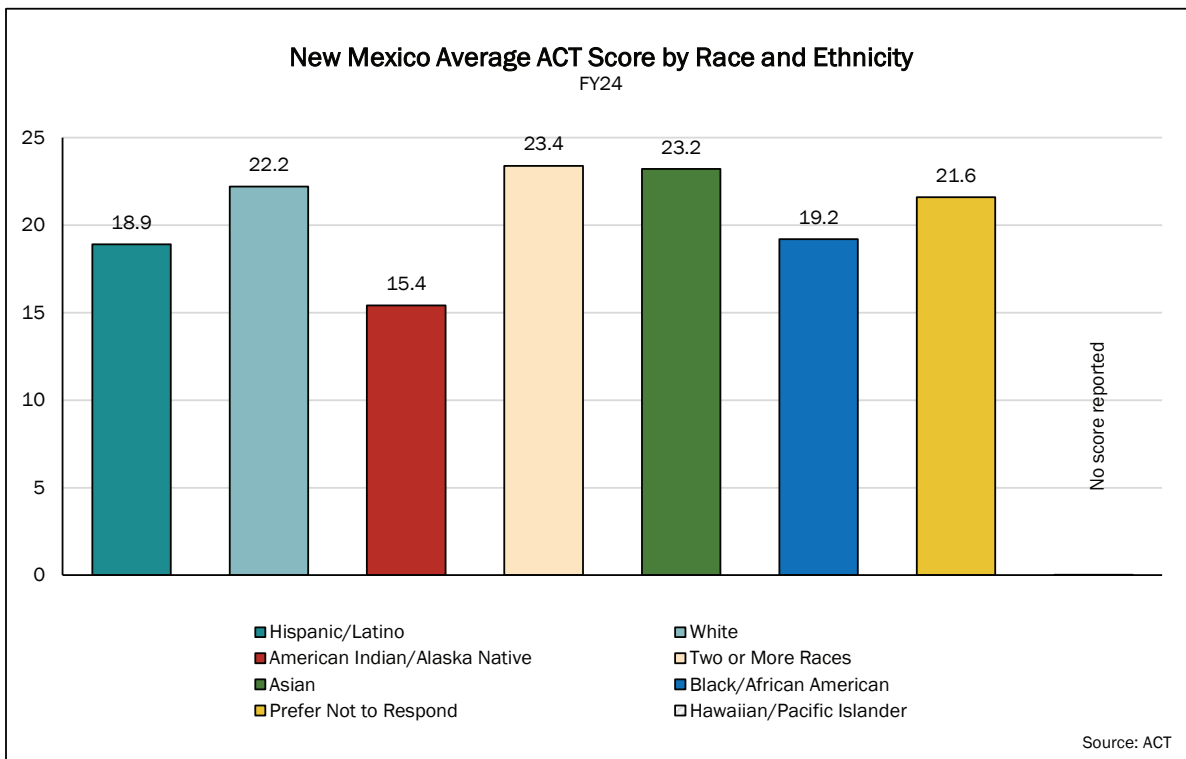


**New Mexico Average ACT Score by Race and Ethnicity**

FY20 - FY24

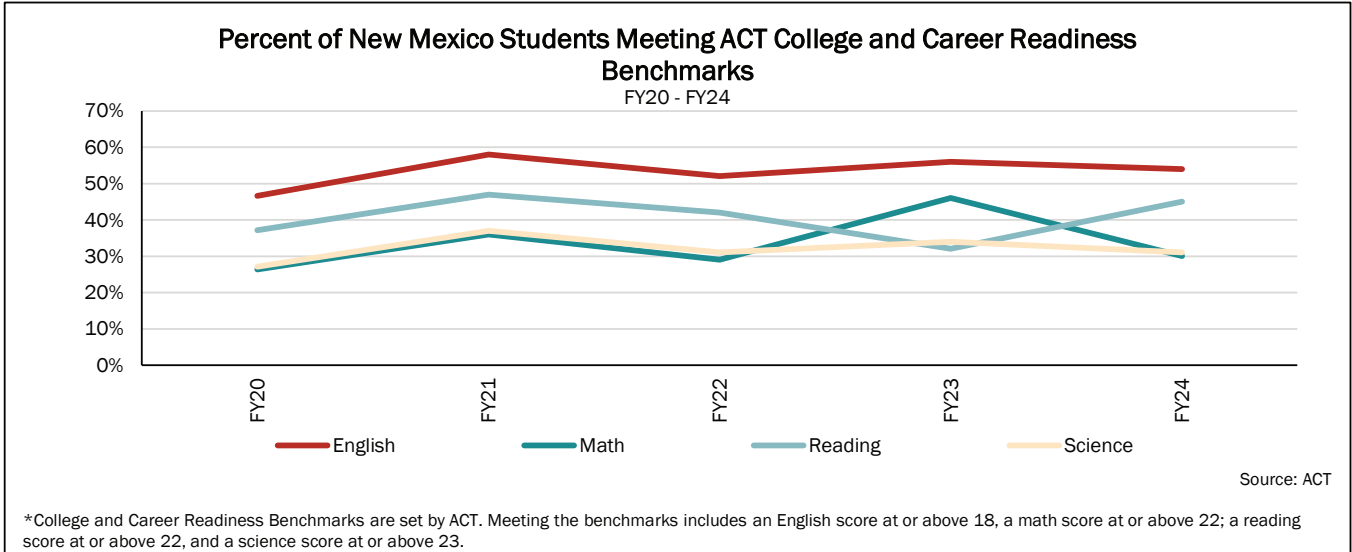
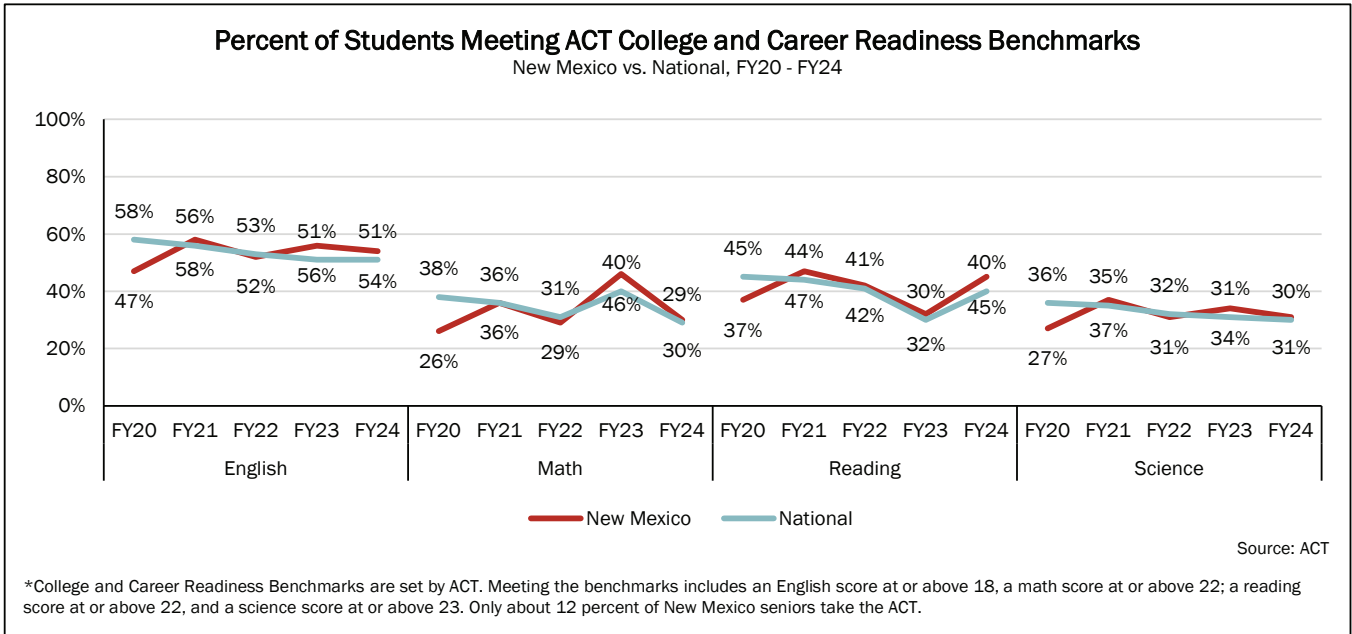
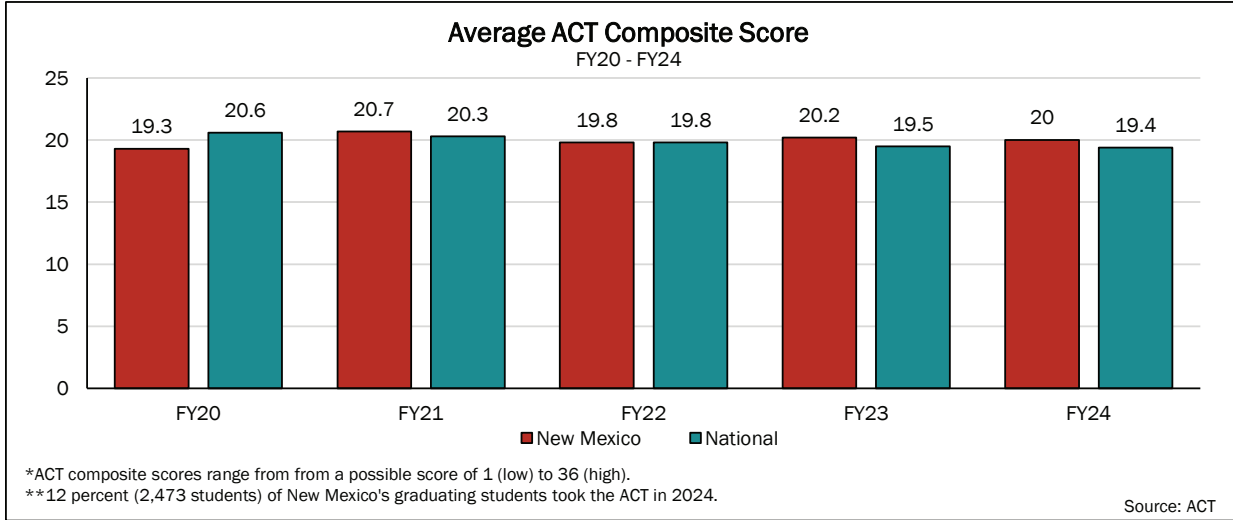
	FY20	FY21	FY22	FY23	FY24	Percent of Tests
Hispanic/Latino	18.4	19.3	18.7	19.1	18.9	46.6%
White	22.5	23.2	22.4	22.5	22.2	32.0%
American Indian/Alaska Native	15.8	16.7	16	15.6	15.4	9.6%
Two or More Races	21.4	22.4	21.8	21.7	23.4	3.0%
Asian	22.8	24	24.9	23.5	23.2	3.0%
Black/African American	17.6	19.1	18.8	20	19.2	1.6%
Prefer Not to Respond	20.1	22.4	22.1	22	21.6	4.0%
Hawaiian/Pacific Islander	16.1	*	*	*	*	0.1%

Source: ACT





# ACT



# Career Technical Education (CTE) Awards

## FY24 Career Technical Education Awards

	Local Education Agency	Institution Type	Federal Perkins Funding <sup>1</sup>	State NextGen CTE Funding <sup>2</sup>	State Innovation Zone Funding <sup>3</sup>	
1	<b>Postsecondary Institutions</b>					1
2	Eastern New Mexico University	Postsecondary				2
3	New Mexico Highlands University	Postsecondary				3
4	Northern New Mexico College	Postsecondary	\$255,974			4
5	Western New Mexico University	Postsecondary	\$220,180			5
6	Eastern New Mexico University Roswell	Postsecondary	\$147,119			6
7	Eastern New Mexico University Ruidoso	Postsecondary	\$151,729			7
8	NMSU Alamogordo Community College	Postsecondary				8
9	NMSU Carlsbad Community College	Postsecondary				9
10	NMSU Dona Ana Community College	Postsecondary	\$622,390			10
11	NMSU Grants Community College	Postsecondary				11
12	UNM Gallup	Postsecondary	\$114,421			12
13	UNM Los Alamos	Postsecondary				13
14	UNM Taos	Postsecondary	\$44,761			14
15	UNM Valencia	Postsecondary	\$86,725			15
16	Central New Mexico Community College	Postsecondary	\$1,642,159			16
17	Clovis Community College	Postsecondary	\$457,355			17
18	Luna Community College	Postsecondary				18
19	Mesalands Technical College	Postsecondary	\$25,738			19
20	New Mexico Junior College	Postsecondary				20
21	New Mexico Military Institute	Postsecondary				21
22	San Juan College	Postsecondary	\$514,403			22
23	Santa Fe Community College	Postsecondary	\$151,070			23
24	<b>School Districts</b>					24
25	Alamogordo Public Schools	School District	\$93,634	\$172,472	\$200,000	25
26	Albuquerque Public Schools	School district	\$782,155	\$1,043,270	\$400,000	26
27	Animas Public Schools	School district	\$11,978	\$93,763		27
28	Artesia Public Schools	School district	\$74,333	\$129,176		28
29	Aztec Municipal Schools	School district	\$66,801	\$134,896	\$400,000	29
30	Belen Consolidated Schools	School district	\$67,575	\$153,827		30
31	Bernalillo Public Schools	School district	\$56,102	\$136,155		31
32	Bloomfield Schools	School district	\$52,028	\$142,180		32
33	Capitan Municipal Schools	School district	\$10,300	\$45,918		33
34	Carlsbad Municipal Schools	School district	\$61,014	\$160,965	\$200,000	34
35	Carrizozo Municipal Schools	School district		\$45,918		35
36	Central Consolidated Schools	School district	\$121,200	\$193,891		36
37	Chama Valley Independent Schools	School district				37
38	Cimarron Municipal Schools	School district	\$3,954			38
39	Clayton Municipal Schools	School district	\$17,809	\$98,851		39
40	Cloudcroft Municipal Schools	School district	\$10,300	\$45,918	\$200,000	40
41	Clovis Municipal Schools	School district		\$188,171		41
42	Cobre Consolidated Schools	School district	\$13,828	\$105,707	\$200,000	42
43	Corona Public Schools	School district	\$790			43
44	Cuba Independent Schools	School district	\$28,179	\$109,137	\$200,000	44
45	Deming Public Schools	School district	\$80,064	\$171,239		45
46	Des Moines Municipal Schools	School district	\$701	\$92,811	\$200,000	46
47	Dexter Consolidated Schools	School district	\$10,816	\$103,025		47
48	Dora Consolidated Schools	School district				48
49	Dulce Independent Schools	School district				49
50	Elida Municipal Schools	School district		\$92,927		50
51	Española Public Schools	School district	\$66,057	\$155,753		51
52	Estancia Municipal Schools	School district	\$9,224			52
53	Eunice Municipal Schools	School district	\$6,716	\$98,532		53
54	Farmington Municipal Schools	School district	\$161,171	\$239,826		54

# Career Technical Education (CTE) Awards

## FY24 Career Technical Education Awards

	Local Education Agency	Institution Type	Federal Perkins Funding <sup>1</sup>	State NextGen CTE Funding <sup>2</sup>	State Innovation Zone Funding <sup>3</sup>	
55	Floyd Municipal Schools	School district		\$92,928		55
56	Fort Sumner Municipal Schools	School district	\$25,212	\$53,915		56
57	Gadsden Independent Schools	School district	\$218,669	\$320,488		57
58	Gallup-Mckinley County Schools	School district	\$246,897	\$320,770	\$400,000	58
59	Grady Municipal Schools	School district				59
60	Grants/Cibola County Schools	School district	\$82,232	\$161,439	\$200,000	60
61	Hagerman Municipal Schools	School district	\$5,664	\$99,605		61
62	Hatch Valley Public Schools	School district	\$69,406	\$110,601	\$200,000	62
63	Hobbs Municipal Schools	School district	\$106,184	\$215,631	\$200,000	63
64	Hondo Valley Public Schools	School district		\$45,918		64
65	House Municipal Schools	School district	\$10,694	\$92,320		65
66	Jal Public Schools	School district	\$4,894			66
67	Jemez Mountain Public Schools	School district	\$15,382			67
68	Jemez Valley Public Schools	School district	\$5,039	\$5,572		68
69	Lake Arthur Municipal Schools	School district	\$12,107	\$93,585		69
70	Las Cruces Public Schools	School district	\$298,095	\$374,098	\$1,200,000	70
71	Las Vegas City Public Schools	School district	\$22,525	\$113,974		71
72	Logan Municipal Schools	School district	\$12,660	\$94,121		72
73	Lordsburg Municipal Schools	School district	\$7,730	\$99,490		73
74	Los Alamos Public Schools	School district	\$25,080	\$106,138		74
75	Los Lunas Public Schools	School district	\$93,125	\$188,071	\$200,000	75
76	Loving Municipal Schools	School district	\$3,207	\$94,940		76
77	Lovington Municipal Schools	School district	\$31,955	\$132,890	\$200,000	77
78	Magdalena Municipal Schools	School district	\$22,804	\$103,936	\$0	78
79	Maxwell Municipal Schools	School district	\$577			79
80	Melrose Municipal Schools	School district	\$10,300	\$94,102		80
81	Mesa Vista Consolidated Schools	School district	\$14,612			81
82	Mora Independent Schools	School district	\$5,885	\$98,568		82
83	Moriarty-Edgewood School District	School district	\$29,735			83
84	Mosquero Municipal Schools	School district	\$18,092	\$91,998		84
85	Mountainair Public Schools	School district	\$3,264	\$95,437		85
86	Pecos Independent School District	School district	\$5,925			86
87	Peñasco Independent Schools	School district				87
88	Pojoaque Valley Public Schools	School district				88
89	Portales Municipal Schools	School district	\$17,632	\$132,249		89
90	Quemado Independent Schools	School district	\$14,558	\$94,915		90
91	Questa Independent Schools	School district	\$10,300			91
92	Raton Public Schools	School district	\$23,964	\$105,578		92
93	Reserve Independent Schools	School district	\$13,438	\$94,705		93
94	Rio Rancho Public Schools	School district	\$137,669	\$215,081	\$800,000	94
95	Roswell Independent Schools	School district	\$206,431	\$267,340	\$400,000	95
96	Roy Municipal Schools	School district	\$438			96
97	Ruidoso Municipal Schools	School district	\$19,971			97
98	San Jon Municipal Schools	School district	\$11,266	\$92,460		98
99	Santa Fe Public Schools	School district	\$110,575	\$203,558		99
100	Santa Rosa Consolidated Schools	School district	\$37,025	\$100,319	\$200,000	100
101	Silver Consolidated School District	School district	\$32,465	\$123,251	\$400,000	101
102	Socorro Consolidated Schools	School district	\$39,908	\$120,485	\$200,000	102
103	Springer Municipal Schools	School district	\$2,375	\$2,472		103
104	Taos Municipal Schools	School district	\$41,503	\$126,714		104
105	Tatum Municipal Schools	School district	\$2,657			105
106	Texico Municipal Schools	School district	\$10,440	\$96,866		106
107	Truth or Consequences Municipal Schools	School district	\$20,870	\$116,289		107
108	Tucumcari Public Schools	School district	\$29,451	\$109,640		108

# Career Technical Education (CTE) Awards

## FY24 Career Technical Education Awards

	Local Education Agency	Institution Type	Federal Perkins Funding <sup>1</sup>	State NextGen CTE Funding <sup>2</sup>	State Innovation Zone Funding <sup>3</sup>	
109	Tularosa Municipal Schools	School district	\$32,623	\$119,432	\$200,000	109
110	Vaughn Municipal Schools	School district	\$1,428	\$93,215		110
111	Wagon Mound Public Schools	School district	\$1,290			111
112	West Las Vegas Public Schools	School district	\$20,880			112
113	Zuni Public School District	School district	\$29,083	\$119,978	\$200,000	113
114	<b>Charter Schools</b>					114
115	21st Century Public Academy	State-chartered charter school		\$94,690		115
116	Academy For Technology and The Classics	Locally-chartered charter school	\$6,521		\$200,000	116
117	Ace Leadership High School	State-chartered charter school	\$8,493		\$200,000	117
118	ACES Technical Charter School	State-chartered charter school		\$92,301		118
119	AIMS at UNM	State-chartered charter school	\$6,437			119
120	Albuquerque Charter Academy	Locally-chartered charter school	\$15,233			120
121	Albuquerque School Of Excellence	State-chartered charter school	\$16,034	\$5,741		121
122	Albuquerque Sign Language Academy	State-chartered charter school	\$780	\$92,408	\$200,000	122
123	Albuquerque Talent Development Academy	Locally-chartered charter school	\$4,644			123
124	Aldo Leopold High School	State-chartered charter school	\$15,007	\$96,391		124
125	Alma D' Arte Charter High School	State-chartered charter school	\$14,997	\$4,774	\$200,000	125
126	Amy Biehl Charter High School	State-chartered charter school	\$9,050	\$100,621		126
127	ASK Academy (The)	State-chartered charter school	\$5,916	\$97,561		127
128	Cesar Chavez Community School	State-chartered charter school	\$7,529	\$57,285		128
129	Corrales International School	Locally-chartered charter school	\$2,008			129
130	Cottonwood Classical Preparatory School	Locally-chartered charter school	\$15,136	\$106,482	\$200,000	130
131	DEAP	State-chartered charter school	\$1,212	\$92,931	\$200,000	131
132	Deming Cesar Chavez Charter High School	Locally-chartered charter school	\$7,882			132
133	Digital Arts and Technology Academy	Locally-chartered charter school	\$11,171			133
134	East Mountain High School	Locally-chartered charter school	\$15,229			134
135	El Camino Real Academy	Locally-chartered charter school	\$3,305			135
136	Estancia Valley Classical Academy	State-chartered charter school	\$8,166			136
137	Explore Academy	State-chartered charter school	\$19,712	\$102,286		137
138	Explore Academy - Las Cruces	State-chartered charter school	\$634	\$92,409	\$200,000	138
139	Gilbert L. Sena Charter High School	Locally-chartered charter school	\$5,230			139
140	Gordon Bernell Charter School	Locally-chartered charter school	\$7,112			140
141	GREAT Academy (The)	State-chartered charter school	\$2,497			141
142	Health Leadership High School	Locally-chartered charter school	\$10,125		\$200,000	142
143	International School At Mesa Del Sol (The)	Locally-chartered charter school	\$1,632			143
144	J. Paul Taylor Academy	State-chartered charter school	\$783	\$92,543		144
145	Jefferson Montessori Academy	Locally-chartered charter school				145
146	La Academia De Esperanza Charter School	Locally-chartered charter school	\$9,539			146
147	Las Montañas Charter School	State-chartered charter school	\$17,533	\$98,836	\$200,000	147
148	Los Puentes Charter School	Locally-chartered charter school	\$4,728			148
149	Mark Armijo Academy	Locally-chartered charter school	\$8,368		\$200,000	149
150	MASTERS Program (The)	State-chartered charter school	\$6,439			150
151	Mccurdy Charter School	State-chartered charter school	\$15,052	\$106,402		151
152	Media Arts Collaborative Charter School	State-chartered charter school	\$4,252	\$95,978		152
153	Middle College High School	State-chartered charter school	\$8,725			153
154	Mission Ach. And Success Charter School	State-chartered charter school	\$28,288	\$103,754		154
155	Monte Del Sol Charter School	State-chartered charter school	\$15,816	\$100,401	\$200,000	155
156	Moreno Valley High School	Locally-chartered charter school	\$2,156			156
157	Native American Community Academy	Locally-chartered charter school	\$8,284		\$200,000	157
158	New America School	Locally-chartered charter school	\$7,949			158
159	New America School of Las Cruces	State-chartered charter school	\$15,780	\$98,269	\$200,000	159
160	New Mexico Connections Academy	State-chartered charter school	\$20,497			160
161	New Mexico School for the Arts	State-chartered charter school	\$7,927	\$104,145		161
162	Pecos Connections Academy	Locally-chartered charter school	\$21,572			162

# Career Technical Education (CTE) Awards

## FY24 Career Technical Education Awards

	Local Education Agency	Institution Type	Federal Perkins Funding <sup>1</sup>	State NextGen CTE Funding <sup>2</sup>	State Innovation Zone Funding <sup>3</sup>	
163	Pecos Cyber Academy	State-chartered charter school		\$112,738		163
164	Public Academy For Performing Arts	Locally-chartered charter school	\$9,623			164
165	Robert F. Kennedy Charter School	Locally-chartered charter school	\$10,627		\$200,000	165
166	School of Dreams Academy	State-chartered charter school	\$19,204	\$98,765	\$200,000	166
167	Siembra Leadership High School	Locally-chartered charter school	\$9,748		\$200,000	167
168	Six Directions Indigenous Charter School	State-chartered charter school	\$2,675			168
169	South Valley Academy	Locally-chartered charter school	\$13,765		\$200,000	169
170	Southwest Aero. Math. And Science Academy	State-chartered charter school	\$17,361	\$98,696		170
171	Southwest Secondary Learning Center	State-chartered charter school	\$40,654	\$97,413		171
172	Taos Academy	State-chartered charter school	\$26,550	\$100,303		172
173	Technology Leadership High School	Locally-chartered charter school	\$12,384		\$200,000	173
174	Tierra Adentro	State-chartered charter school	\$14,747	\$96,167		174
175	Tierra Encantada Charter School	State-chartered charter school	\$4,849			175
176	Vista Grande High School	State-chartered charter school	\$4,427	\$96,121	\$200,000	176
177	Walatowa High Charter School	State-chartered charter school	\$3,803			177
178	<b>Bureau of Indian Education (BIE) Controlled Schools</b>					178
179	Alamo Navajo Community Schools	BIE School		\$207,142		179
180	Navajo Preparatory School	BIE School		\$207,142	\$200,000	180
181	Pine Hill Schools	BIE School		\$207,142		181
182	Shiprock Northwest High School	BIE School		\$207,142		182
183	To'Hajiilee Community Day School	BIE School		\$207,142		183
184	Santa Fe Indian School	BIE School		\$207,142	\$200,000	184
185	Mescalero Apache School	BIE School		\$98,735		185
186	Mescalero Apache	BIE School	\$7,129	\$207,142	\$200,000	186
187	<b>REC or Coordinating Agency</b>					187
188	REC 2	REC or Coordinating Agency	\$49,765	\$600,338		188
189	REC 3	REC or Coordinating Agency				189
190	REC 9	REC or Coordinating Agency		\$199,850		190
191	REC 10	REC or Coordinating Agency				191
192	Eastern New Mexico University - Ruidoso	REC or Coordinating Agency				192
193	Clovis Community College	REC or Coordinating Agency	\$59,869			193
194	<b>STATEWIDE TOTAL</b>		<b>\$9,249,504</b>	<b>\$14,474,737</b>	<b>\$11,400,000</b>	194

Source: PED

<sup>1</sup> Perkins is a federal funding stream for CTE programs. Totals come from PED preliminary awards for postsecondary, secondary, and additional allocation awards.

<sup>2</sup> NextGen CTE funding is only available to secondary schools and cannot be awarded to postsecondary institutions.

<sup>3</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

## Graduation Rates, SY18-SY23

School District	School	SY19	SY20	SY21	SY22	SY23
<b>School Districts</b>						
Alamogordo Public Schools	Academy Del Sol Alternative	46.8%	52.8%	38.2%	71.1%	*
Alamogordo Public Schools	Alamogordo High School	82.2%	83.9%	82.7%	85.6%	79.8%
<b>Alamogordo Public Schools</b>	<b>Districtwide: Alamogordo Public Schools</b>	<b>79.2%</b>	<b>80.5%</b>	<b>78.8%</b>	<b>84.4%</b>	<b>79.5%</b>
Albuquerque Public Schools	Albuquerque High School	76.6%	74.3%	82.2%	73.5%	70.1%
Albuquerque Public Schools	Atrisco Heritage Academy High School	71.3%	78.6%	81.8%	73.4%	77.7%
Albuquerque Public Schools	Cibola High School	79.4%	82.3%	86.0%	76.1%	76.3%
Albuquerque Public Schools	College and Career High School	98.5%	93.1%	≥ 95%	80.9%	87%
Albuquerque Public Schools	Del Norte High School	56.9%	56.7%	68.7%	55.3%	65.8%
Albuquerque Public Schools	Early College Academy	93.0%	98.3%	91.3%	88.1%	92.6%
Albuquerque Public Schools	Ecademy Virtual High School	36.9%	53.4%	70.0%	59.8%	63.8%
Albuquerque Public Schools	Eldorado High School	82.8%	84.6%	87.1%	74.0%	74.4%
Albuquerque Public Schools	Freedom High School	*	30.9%	31.4%	*	≤ 20%
Albuquerque Public Schools	Highland High	55.0%	62.5%	66.4%	58.9%	55.3%
Albuquerque Public Schools	La Cueva High School	84.9%	91.3%	93.8%	82.9%	79.8%
Albuquerque Public Schools	Manzano High School	72.2%	76.1%	79.4%	62.2%	63.7%
Albuquerque Public Schools	New Futures High School	*	37.0%	35.1%	*	54.6%
Albuquerque Public Schools	Nex Gen Academy	88.0%	92.4%	≥ 95%	81.0%	81.9%
Albuquerque Public Schools	Rio Grande High School	63.1%	70.0%	63.2%	62.0%	63%
Albuquerque Public Schools	Sandia High School	79.6%	83.9%	85.5%	78.0%	75.6%
Albuquerque Public Schools	School on Wheels High School	*	57.8%	65.2%	*	55.3%
Albuquerque Public Schools	Valley High School	72.8%	72.9%	80.7%	69.3%	66.4%
Albuquerque Public Schools	Volcano Vista High School	84.1%	84.5%	84.5%	82.1%	82.3%
Albuquerque Public Schools	West Mesa High School	69.1%	71.6%	69.7%	66.3%	69.8%
<b>Albuquerque Public Schools</b>	<b>Districtwide: Albuquerque Public Schools</b>	<b>70.1%</b>	<b>74.6%</b>	<b>75.7%</b>	<b>69.5%</b>	<b>69.9%</b>
Animas Public Schools	Animas High School	95.9%	*	82.2%	≥ 80%	≥ 80%
<b>Animas Public Schools</b>	<b>Districtwide: Animas Public Schools</b>	<b>95.9%</b>	<b>*</b>	<b>82.2%</b>	<b>≥ 80%</b>	<b>≥ 80%</b>
Artesia Public Schools	Artesia High School	89.1%	84.3%	85.5%	84.8%	85.3%
<b>Artesia Public Schools</b>	<b>Districtwide: Artesia Public Schools</b>	<b>89.1%</b>	<b>76.8%</b>	<b>78.8%</b>	<b>79.2%</b>	<b>79.9%</b>
Aztec Municipal Schools	Aztec High School	76.0%	77.4%	73.7%	68.6%	70%
Aztec Municipal Schools	Vista Nueva High School	70.9%	55.8%	67.3%	*	37.6%
<b>Aztec Municipal Schools</b>	<b>Districtwide: Aztec Municipal Schools</b>	<b>75.6%</b>	<b>75.7%</b>	<b>72.8%</b>	<b>66.5%</b>	<b>66.8%</b>
Belen Consolidated Schools	Belen High School	79.2%	79.4%	77.5%	66.2%	72.2%
Belen Consolidated Schools	Belen Infinity High School	41.4%	41.2%	48.3%	*	60.6%
<b>Belen Consolidated Schools</b>	<b>Districtwide: Belen Consolidated Schools</b>	<b>75.5%</b>	<b>76.3%</b>	<b>74.7%</b>	<b>62.4%</b>	<b>71.1%</b>
Bernalillo Public Schools	Bernalillo High School	59.8%	67.0%	71.6%	80.6%	80%
<b>Bernalillo Public Schools</b>	<b>Districtwide: Bernalillo Public Schools</b>	<b>59.8%</b>	<b>66.7%</b>	<b>71.6%</b>	<b>80.6%</b>	<b>80%</b>
Bloomfield Schools	Bloomfield High School	81.6%	85.6%	86.2%	81.7%	85.5%
Bloomfield Schools	Charlie Y. Brown Alternative	44.7%	44.4%	71.3%	75.2%	76.5%
<b>Bloomfield Schools</b>	<b>Districtwide: Bloomfield Schools</b>	<b>76.6%</b>	<b>80.6%</b>	<b>84.2%</b>	<b>80.9%</b>	<b>84.4%</b>
Capitan Municipal Schools	Capitan High School	75.9%	82.4%	74.6%	*	82.2%
<b>Capitan Municipal Schools</b>	<b>Districtwide: Capitan Municipal Schools</b>	<b>75.9%</b>	<b>82.4%</b>	<b>74.6%</b>	<b>*</b>	<b>82.2%</b>
Carlsbad Municipal Schools	Carlsbad Early College High School	85.9%	95.4%	88.7%	94.3%	90.1%
Carlsbad Municipal Schools	Carlsbad High School	74.9%	67.6%	62.6%	79.8%	73.6%
<b>Carlsbad Municipal Schools</b>	<b>Districtwide: Carlsbad Municipal Schools</b>	<b>76.7%</b>	<b>71.0%</b>	<b>67.0%</b>	<b>78.3%</b>	<b>73.7%</b>
Carrizozo Municipal Schools	Carrizozo High School	87.6%	92.1%	91.6%	79.2%	72.5%
<b>Carrizozo Municipal Schools</b>	<b>Districtwide: Carrizozo Municipal Schools</b>	<b>87.6%</b>	<b>92.1%</b>	<b>91.6%</b>	<b>79.2%</b>	<b>72.5%</b>
Central Consolidated Schools	Career Prep Alternative	*	30.0%	21.7%	*	34.4%
Central Consolidated Schools	Kirtland Central High School	78.4%	71.4%	78.1%	83.4%	83.5%
Central Consolidated Schools	Newcomb High School	80.8%	86.3%	72.0%	80.3%	85.7%
Central Consolidated Schools	Shiprock High School	76.1%	63.8%	68.6%	61.4%	71.7%
<b>Central Consolidated Schools</b>	<b>Districtwide: Central Consolidated Schools</b>	<b>72.2%</b>	<b>67.9%</b>	<b>70.1%</b>	<b>72.1%</b>	<b>76.8%</b>
Chama Valley Independent Schools	Escalante Middle School/High School	94.3%	95.3%	83.3%	*	≥ 80%
<b>Chama Valley Independent Schools</b>	<b>Districtwide: Chama Valley Independent Schools</b>	<b>94.3%</b>	<b>95.3%</b>	<b>83.3%</b>	<b>*</b>	<b>≥ 80%</b>
Cimarron Municipal Schools	Cimarron High School	84.4%	63.7%	93.7%	66.3%	≥ 80%



# Graduation Rates

## Graduation Rates, SY18-SY23

	School District	School	SY19	SY20	SY21	SY22	SY23	
56	<b>Cimarron Municipal Schools</b>	<b>Districtwide: Cimarron Municipal Schools</b>	<b>81.5%</b>	<b>70.8%</b>	<b>91.4%</b>	<b>68.9%</b>	<b>83.1%</b>	56
57	Clayton Municipal Schools	Clayton High School	*	87.2%	75.0%	86.6%	≥ 90%	57
58	<b>Clayton Municipal Schools</b>	<b>Districtwide: Clayton Municipal Schools</b>	<b>*</b>	<b>87.2%</b>	<b>75.0%</b>	<b>86.6%</b>	<b>≥ 90%</b>	58
59	Cloudcroft Municipal Schools	Cloudcroft High School	97.1%	89.8%	≥ 95%	≥ 90%	83.2%	59
60	<b>Cloudcroft Municipal Schools</b>	<b>Districtwide: Cloudcroft Municipal Schools</b>	<b>97.1%</b>	<b>90.1%</b>	<b>≥ 95%</b>	<b>≥ 90%</b>	<b>83.2%</b>	60
61	Clovis Municipal Schools	Clovis High School	83.0%	74.9%	81.5%	85.9%	81.5%	61
62	Clovis Municipal Schools	CMS iAcademy at Lincoln Jackson School					≥ 80%	62
63	<b>Clovis Municipal Schools</b>	<b>Districtwide: Clovis Municipal Schools</b>	<b>79.6%</b>	<b>70.4%</b>	<b>77.9%</b>	<b>83.5%</b>	<b>77.2%</b>	63
64	Cobre Consolidated Schools	Cobre High School	87.1%	87.7%	87.3%	91.8%	91.4%	64
65	<b>Cobre Consolidated Schools</b>	<b>Districtwide: Cobre Consolidated Schools</b>	<b>87.1%</b>	<b>87.7%</b>	<b>87.3%</b>	<b>91.8%</b>	<b>91.4%</b>	65
66	Cuba Independent Schools	Cuba High School	83.8%	88.8%	≥ 95%	91.2%	84.8%	66
67	<b>Cuba Independent Schools</b>	<b>Districtwide: Cuba Independent Schools</b>	<b>83.8%</b>	<b>88.8%</b>	<b>≥ 95%</b>	<b>91.2%</b>	<b>84.8%</b>	67
68	Corona Public Schools	Corona High School	*	*	*	*	*	68
69	<b>Corona Public Schools</b>	<b>Districtwide: Corona Public Schools</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	69
70	Deming Public Schools	Early College High School	*	*	*	≥ 95%	≥ 90%	70
71	Deming Public Schools	Mimbres Valley High School	*	*	*	76.4%	62.8%	71
72	Deming Public Schools	Deming High School	72.1%	78.4%	76.2%	81.4%	79.7%	72
73	<b>Deming Public Schools</b>	<b>Districtwide: Deming Public Schools</b>	<b>70.4%</b>	<b>75.0%</b>	<b>72.2%</b>	<b>81.2%</b>	<b>77.4%</b>	73
74	Des Moines Municipal Schools	Des Moines High School	*	*	*	*	*	74
75	<b>Des Moines Municipal Schools</b>	<b>Districtwide: Des Moines Municipal Schools</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	75
76	Dexter Consolidated Schools	Dexter High School	82.4%	87.5%	83.1%	85.9%	84.8%	76
77	<b>Dexter Consolidated Schools</b>	<b>Districtwide: Dexter Consolidated Schools</b>	<b>82.4%</b>	<b>87.5%</b>	<b>83.1%</b>	<b>85.9%</b>	<b>84.8%</b>	77
78	Dora Municipal Schools	Dora High School	100.0%	99.4%	91.9%	≥ 80%	≥ 80%	78
79	<b>Dora Municipal Schools</b>	<b>Districtwide: Dora Municipal Schools</b>	<b>100.0%</b>	<b>99.4%</b>	<b>91.9%</b>	<b>≥ 80%</b>	<b>≥ 80%</b>	79
80	Dulce Independent Schools	Dulce High School	70.3%	65.7%	27.9%	51.0%	72.7%	80
81	<b>Dulce Independent Schools</b>	<b>Districtwide: Dulce Independent Schools</b>	<b>70.3%</b>	<b>65.7%</b>	<b>27.9%</b>	<b>50.8%</b>	<b>72.7%</b>	81
82	Elida Municipal Schools	Elida High School	100.0%	100.0%	88.6%	*	≥ 80%	82
83	<b>Elida Municipal Schools</b>	<b>Districtwide: Elida Municipal Schools</b>	<b>100.0%</b>	<b>100.0%</b>	<b>88.6%</b>	<b>*</b>	<b>≥ 80%</b>	83
84	Española Public Schools	Española Valley High School	63.0%	63.3%	76.2%	76.1%	72.4%	84
85	<b>Española Public Schools</b>	<b>Districtwide: Española Public Schools</b>	<b>63.0%</b>	<b>63.3%</b>	<b>75.9%</b>	<b>75.8%</b>	<b>72.4%</b>	85
86	Estancia Municipal Schools	Estancia High School	87.4%	84.1%	85.8%	94.3%	82.6%	86
87	<b>Estancia Municipal Schools</b>	<b>Districtwide: Estancia Municipal Schools</b>	<b>86.8%</b>	<b>84.1%</b>	<b>85.8%</b>	<b>94.3%</b>	<b>82.6%</b>	87
88	Eunice Municipal Schools	Eunice High School	85.6%	88.3%	68.3%	82.8%	84%	88
89	<b>Eunice Municipal Schools</b>	<b>Districtwide: Eunice Municipal Schools</b>	<b>85.6%</b>	<b>88.3%</b>	<b>68.3%</b>	<b>82.8%</b>	<b>84%</b>	89
90	Farmington Municipal Schools	Farmington High School	87.6%	83.6%	81.5%	86.6%	86.2%	90
91	Farmington Municipal Schools	Piedra Vista High School	85.3%	87.1%	86.2%	84.1%	87.3%	91
92	Farmington Municipal Schools	Rocinante High School	45.6%	41.4%	40.6%	53.6%	54.2%	92
93	Farmington Municipal Schools	San Juan College High School	*	*	*	≥ 95%	≥ 95%	93
94	<b>Farmington Municipal Schools</b>	<b>Districtwide: Farmington Municipal Schools</b>	<b>79.8%</b>	<b>77.4%</b>	<b>78.7%</b>	<b>82.5%</b>	<b>85.7%</b>	94
95	Floyd Municipal Schools	Floyd High School	96.4%	88.7%	92.7%	≥ 80%	74%	95
96	<b>Floyd Municipal Schools</b>	<b>Districtwide: Floyd Municipal Schools</b>	<b>96.4%</b>	<b>88.7%</b>	<b>92.7%</b>	<b>≥ 80%</b>	<b>74%</b>	96
97	Fort Sumner Municipal Schools	Fort Sumner High School	93.7%	86.6%	90.9%	78.3%	≥ 80%	97
98	<b>Fort Sumner Municipal Schools</b>	<b>Districtwide: Fort Sumner Municipal Schools</b>	<b>93.7%</b>	<b>86.6%</b>	<b>90.9%</b>	<b>78.3%</b>	<b>≥ 80%</b>	98
99	Gadsden Independent Schools	Alta Vista Early College High School	100.0%	100.0%	≥ 95%	≥ 95%	≥ 95%	99
100	Gadsden Independent Schools	Chaparral High School	78.9%	71.6%	80.8%	83.8%	87%	100
101	Gadsden Independent Schools	Desert Pride Academy	*	*	*	65.8%	75.7%	101
102	Gadsden Independent Schools	Gadsden High School	85.3%	86.4%	84.5%	89.6%	89.2%	102
103	Gadsden Independent Schools	Santa Teresa High School	87.9%	86.1%	84.5%	88.5%	87.6%	103
104	<b>Gadsden Independent Schools</b>	<b>Districtwide: Gadsden Independent Schools</b>	<b>84.0%</b>	<b>82.2%</b>	<b>83.3%</b>	<b>86.8%</b>	<b>87.8%</b>	104
105	Gallup-McKinley County Schools	Crownpoint High School	76.2%	85.4%	93.6%	78.0%	81.6%	105
106	Gallup-McKinley County Schools	Gallup Central Alternative School	32.6%	32.4%	24.8%	22.7%	35.8%	106
107	Gallup-McKinley County Schools	Gallup High School	86.2%	85.0%	80.9%	76.3%	79.3%	107
108	Gallup-McKinley County Schools	Miyamura High School	82.3%	79.1%	82.8%	82.2%	78.9%	108
109	Gallup-McKinley County Schools	Navajo Pine High School	65.2%	63.4%	56.7%	64.1%	62.2%	109
110	Gallup-McKinley County Schools	Ramah High School	77.4%	78.0%	71.8%	78.3%	73.9%	110

# Graduation Rates

## Graduation Rates, SY18-SY23

	School District	School	SY19	SY20	SY21	SY22	SY23	
111	Gallup-McKinley County Schools	Thoreau High School	73.6%	84.7%	83.9%	81.5%	84.2%	111
112	Gallup-McKinley County Schools	Tohatchi High School	71.4%	77.5%	79.9%	72.6%	78.5%	112
113	Gallup-McKinley County Schools	Tse'Yi'Gai High School	73.4%	71.9%	66.5%	56.1%	70.3%	113
114	<b>Gallup-McKinley County Schools</b>	<b>Districtwide: Gallup-McKinley County Schools</b>	<b>76.5%</b>	<b>78.4%</b>	<b>77.2%</b>	<b>74.8%</b>	<b>76.7%</b>	114
115	Grady Municipal Schools	Grady High School	*	100.0%	≥ 95%	≥ 80%	≥ 80%	115
116	<b>Grady Municipal Schools</b>	<b>Districtwide: Grady Municipal Schools</b>	<b>*</b>	<b>100.0%</b>	<b>≥ 95%</b>	<b>≥ 80%</b>	<b>≥ 80%</b>	116
117	Grants-Cibola County Schools	Grants High School	70.5%	71.4%	70.8%	73.9%	65.9%	117
118	Grants-Cibola County Schools	Laguna-Acoma High School	56.6%	66.9%	78.6%	73.0%	84%	118
119	<b>Grants-Cibola County Schools</b>	<b>Districtwide: Grants-Cibola County Schools</b>	<b>67.4%</b>	<b>70.4%</b>	<b>72.4%</b>	<b>73.8%</b>	<b>70.5%</b>	119
120	Hagerman Municipal Schools	Hagerman High School	66.1%	80.6%	63.7%	89.0%	≥ 90%	120
121	<b>Hagerman Municipal Schools</b>	<b>Districtwide: Hagerman Municipal Schools</b>	<b>66.1%</b>	<b>80.6%</b>	<b>63.7%</b>	<b>89.0%</b>	<b>≥ 90%</b>	121
122	Hatch Valley Public Schools	Hatch Valley High School	75.0%	80.4%	84.4%	85.5%	91.8%	122
123	<b>Hatch Valley Public Schools</b>	<b>Districtwide: Hatch Valley Public Schools</b>	<b>75.0%</b>	<b>80.4%</b>	<b>84.4%</b>	<b>85.5%</b>	<b>91.8%</b>	123
124	Hobbs Municipal Schools	Hobbs High School	87.0%	87.7%	87.0%	90.1%	86.9%	124
125	<b>Hobbs Municipal Schools</b>	<b>Districtwide: Hobbs Municipal Schools</b>	<b>84.9%</b>	<b>85.4%</b>	<b>84.1%</b>	<b>88.2%</b>	<b>83.9%</b>	125
126	Hondo Valley Public Schools	Hondo High School	*	98.6%	59.5%	*	*	126
127	<b>Hondo Valley Public Schools</b>	<b>Districtwide: Hondo Valley Public Schools</b>	<b>*</b>	<b>98.6%</b>	<b>59.5%</b>	<b>*</b>	<b>*</b>	127
128	House Municipal Schools	House High School	*	24.8%	60.8%	*	45.6%	128
129	<b>House Municipal Schools</b>	<b>Districtwide: House Municipal Schools</b>	<b>*</b>	<b>20.7%</b>	<b>40.4%</b>	<b>*</b>	<b>45.6%</b>	129
130	Jal Public Schools	Jal High School	76.8%	93.1%	72.7%	80.1%	86%	130
131	<b>Jal Public Schools</b>	<b>Districtwide: Jal Public Schools</b>	<b>76.8%</b>	<b>93.1%</b>	<b>72.7%</b>	<b>80.1%</b>	<b>86%</b>	131
132	Jemez Mountain Public Schools	Coronado High School	*	79.6%	79.1%	≥ 80%	≥ 80%	132
133	<b>Jemez Mountain Public Schools</b>	<b>Districtwide: Jemez Mountain Public Schools</b>	<b>*</b>	<b>79.6%</b>	<b>79.1%</b>	<b>≥ 80%</b>	<b>≥ 80%</b>	133
134	Jemez Valley Public Schools	Jemez Valley High School	77.6%	90.5%	86.3%	68.8%	71.5%	134
135	<b>Jemez Valley Public Schools</b>	<b>Districtwide: Jemez Valley Public Schools</b>	<b>77.6%</b>	<b>90.5%</b>	<b>86.3%</b>	<b>68.8%</b>	<b>71.5%</b>	135
136	Lake Arthur Municipal Schools	Lake Arthur High School	*	*	*	*	≥ 80%	136
137	<b>Lake Arthur Municipal Schools</b>	<b>Districtwide: Lake Arthur Municipal Schools</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	137
138	Las Cruces Public Schools	Arrowhead Park Medical Academy	97.4%	96.8%	93.7%	≥ 95%	96.8%	138
139	Las Cruces Public Schools	Centennial High School	89.1%	86.1%	83.0%	82.1%	85.1%	139
140	Las Cruces Public Schools	Las Cruces Early College High School	*	*	*	≥ 95%	≥ 95%	140
141	Las Cruces Public Schools	Las Cruces High School	84.6%	87.3%	81.8%	82.3%	82.6%	141
142	Las Cruces Public Schools	Mayfield High School	82.8%	85.6%	78.2%	77.1%	79.5%	142
143	Las Cruces Public Schools	Organ Mountain High School	85.1%	88.4%	82.9%	83.2%	79.6%	143
144	Las Cruces Public Schools	Rio Grande Preparatory Institute	63.6%	65.3%	46.8%	45.9%	48.8%	144
145	<b>Las Cruces Public Schools</b>	<b>Districtwide: Las Cruces Public Schools</b>	<b>84.5%</b>	<b>86.2%</b>	<b>81.0%</b>	<b>81.5%</b>	<b>82.1%</b>	145
146	Las Vegas City Public Schools	Robertson High School	82.0%	83.7%	82.8%	77.5%	70.1%	146
147	<b>Las Vegas City Public Schools</b>	<b>Districtwide: Las Vegas City Public Schools</b>	<b>82.0%</b>	<b>83.7%</b>	<b>82.7%</b>	<b>77.5%</b>	<b>70.1%</b>	147
148	Logan Municipal Schools	Logan High School	77.1%	85.7%	91.4%	≥ 80%	≥ 80%	148
149	<b>Logan Municipal Schools</b>	<b>Districtwide: Logan Municipal Schools</b>	<b>70.5%</b>	<b>70.2%</b>	<b>68.4%</b>	<b>73.3%</b>	<b>69.6%</b>	149
150	Lordsburg Municipal Schools	Lordsburg High School	81.4%	81.4%	76.9%	83.6%	75.4%	150
151	<b>Lordsburg Municipal Schools</b>	<b>Districtwide: Lordsburg Municipal Schools</b>	<b>81.4%</b>	<b>81.4%</b>	<b>76.9%</b>	<b>83.6%</b>	<b>75.4%</b>	151
152	Los Alamos Public Schools	Los Alamos High School	91.4%	93.9%	93.5%	96.5%	96.9%	152
153	<b>Los Alamos Public Schools</b>	<b>Districtwide: Los Alamos Public Schools</b>	<b>91.4%</b>	<b>93.3%</b>	<b>91.8%</b>	<b>95.7%</b>	<b>96.5%</b>	153
154	Los Lunas Public Schools	Century Alternative High School	37.3%	36.7%	42.0%	*	22.4%	154
155	Los Lunas Public Schools	Los Lunas High School	78.2%	82.5%	82.3%	74.5%	74.4%	155
156	Los Lunas Public Schools	Valencia High School	84.0%	81.7%	81.5%	75.0%	70%	156
157	<b>Los Lunas Public Schools</b>	<b>Districtwide: Los Lunas Public Schools</b>	<b>78.1%</b>	<b>79.3%</b>	<b>79.2%</b>	<b>71.5%</b>	<b>69.7%</b>	157
158	Loving Municipal Schools	Loving High School	85.0%	77.9%	62.1%	84.4%	≥ 90%	158
159	<b>Loving Municipal Schools</b>	<b>Districtwide: Loving Municipal Schools</b>	<b>85.0%</b>	<b>77.9%</b>	<b>62.1%</b>	<b>84.4%</b>	<b>≥ 90%</b>	159
160	Lovington Municipal Schools	Lovington High School	86.3%	92.4%	92.7%	95.7%	91.9%	160
161	Lovington Municipal Schools	New Hope Alternative High School	*	49.2%	27.4%	41.4%	41.8%	161
162	<b>Lovington Municipal Schools</b>	<b>Districtwide: Lovington Municipal Schools</b>	<b>74.5%</b>	<b>82.8%</b>	<b>79.1%</b>	<b>85.8%</b>	<b>79.1%</b>	162
163	Magdalena Municipal Schools	Magdalena High School	76.4%	83.6%	78.8%	89.6%	≥ 90%	163
164	<b>Magdalena Municipal Schools</b>	<b>Districtwide: Magdalena Municipal Schools</b>	<b>76.4%</b>	<b>83.6%</b>	<b>79.0%</b>	<b>89.6%</b>	<b>≥ 90%</b>	164
165	Melrose Public Schools	Melrose High School	*	92.0%	≥ 95%	≥ 80%	≥ 80%	165

# Graduation Rates

## Graduation Rates, SY18-SY23

	School District	School	SY19	SY20	SY21	SY22	SY23	
166	<b>Melrose Public Schools</b>	<b>Districtwide: Melrose Public Schools</b>	*	<b>92.0%</b>	<b>≥ 95%</b>	<b>≥ 80%</b>	<b>≥ 80%</b>	166
167	Mesa Vista Consolidated Schools	Mesa Vista High School	90.6%	84.4%	75.9%	73.1%	≥ 80%	167
168	<b>Mesa Vista Consolidated Schools</b>	<b>Districtwide: Mesa Vista Consolidated Schools</b>	<b>90.6%</b>	<b>84.4%</b>	<b>75.9%</b>	<b>73.1%</b>	<b>≥ 80%</b>	168
169	Mora Independent Schools	Mora High School	87.1%	87.0%	86.4%	58.4%	86.5%	169
170	<b>Mora Independent Schools</b>	<b>Districtwide: Mora Independent Schools</b>	<b>87.1%</b>	<b>87.0%</b>	<b>86.4%</b>	<b>57.4%</b>	<b>86.5%</b>	170
171	Moriarty-Edgewood School District	Moriarty High School	76.6%	77.8%	82.1%	79.2%	76.2%	171
172	<b>Moriarty-Edgewood School District</b>	<b>Districtwide: Moriarty-Edgewood School District</b>	<b>76.6%</b>	<b>77.8%</b>	<b>82.1%</b>	<b>78.7%</b>	<b>76.2%</b>	172
173	Mosquero Municipal Schools	Mosquero High School	*	*	*	*	≥ 80%	173
174	<b>Mosquero Municipal Schools</b>	<b>Districtwide: Mosquero Municipal Schools</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>≥ 80%</b>	174
175	Mountainair Public Schools	Mountainair High School	85.6%	90.5%	92.1%	78.8%	≥ 80%	175
176	<b>Mountainair Public Schools</b>	<b>Districtwide: Mountainair Public Schools</b>	<b>85.6%</b>	<b>90.5%</b>	<b>92.1%</b>	<b>*</b>	<b>≥ 80%</b>	176
177	Pecos Independent Schools	Pecos High School	89.9%	95.0%	66.7%	79.6%	88.2%	177
178	<b>Pecos Independent Schools</b>	<b>Districtwide: Pecos Independent Schools</b>	<b>89.9%</b>	<b>95.0%</b>	<b>66.7%</b>	<b>79.6%</b>	<b>88.2%</b>	178
179	Peñasco Independent Schools	Peñasco High School	75.7%	82.2%	76.6%	≥ 90%	74.8%	179
180	<b>Peñasco Independent Schools</b>	<b>Districtwide: Peñasco Independent Schools</b>	<b>75.7%</b>	<b>82.2%</b>	<b>76.6%</b>	<b>≥ 90%</b>	<b>74.8%</b>	180
181	Pojoaque Valley Public Schools	Pojoaque High School	76.6%	70.9%	77.9%	84.4%	88.7%	181
182	<b>Pojoaque Valley Public Schools</b>	<b>Districtwide: Pojoaque Valley Public Schools</b>	<b>76.6%</b>	<b>71.0%</b>	<b>77.9%</b>	<b>84.2%</b>	<b>88.7%</b>	182
183	Portales Municipal Schools	Portales High School	75.9%	78.3%	82.1%	81.6%	75.4%	183
184	<b>Portales Municipal Schools</b>	<b>Districtwide: Portales Municipal Schools</b>	<b>75.9%</b>	<b>78.3%</b>	<b>82.1%</b>	<b>81.6%</b>	<b>75.4%</b>	184
185	Quemado Independent Schools	Quemado High School	64.0%	83.6%	80.3%	*	≥ 80%	185
186	<b>Quemado Independent Schools</b>	<b>Districtwide: Quemado Independent Schools</b>	<b>64.0%</b>	<b>83.1%</b>	<b>80.3%</b>	<b>*</b>	<b>≥ 80%</b>	186
187	Questa Independent Schools	Questa High School	71.5%	98.0%	73.8%	78.9%	77.4%	187
188	<b>Questa Independent Schools</b>	<b>Districtwide: Questa Independent Schools</b>	<b>71.5%</b>	<b>98.0%</b>	<b>73.8%</b>	<b>78.9%</b>	<b>77.4%</b>	188
189	Raton Public Schools	Raton High School	79.4%	84.5%	74.8%	77.0%	82.3%	189
190	<b>Raton Public Schools</b>	<b>Districtwide: Raton Public Schools</b>	<b>79.4%</b>	<b>84.5%</b>	<b>74.8%</b>	<b>77.0%</b>	<b>82.3%</b>	190
191	Reserve Independent Schools	Reserve High School	*	67.9%	24.5%	*	53.5%	191
192	<b>Reserve Public Schools</b>	<b>Districtwide: Reserve Public Schools</b>	<b>*</b>	<b>67.4%</b>	<b>88.9%</b>	<b>*</b>	<b>53.5%</b>	192
193	Rio Rancho Public Schools	Independence High School	55.6%	57.0%	35.8%	56.2%	50.2%	193
194	Rio Rancho Public Schools	Rio Rancho Cyber Academy	91.0%	88.4%	≥ 95%	89.6%	≥ 90%	194
195	Rio Rancho Public Schools	Rio Rancho High School	89.8%	88.8%	87.7%	86.9%	88.3%	195
196	Rio Rancho Public Schools	V Sue Cleveland High School	89.9%	89.9%	89.9%	88.7%	87.9%	196
197	<b>Rio Rancho Public Schools</b>	<b>Districtwide: Rio Rancho Public Schools</b>	<b>88.9%</b>	<b>88.3%</b>	<b>87.1%</b>	<b>86.7%</b>	<b>86.8%</b>	197
198	Roswell Independent Schools	Goddard High School	81.0%	75.2%	67.5%	70.7%	71.9%	198
199	Roswell Independent Schools	Roswell Early College High School	*	*	*	89.2%	89.1%	199
200	Roswell Independent Schools	Roswell High School	69.8%	71.1%	68.2%	66.5%	68.8%	200
201	Roswell Independent Schools	University High School	30.2%	35.6%	28.1%	54.7%	62.1%	201
202	<b>Roswell Independent Schools</b>	<b>Districtwide: Roswell Independent Schools</b>	<b>73.1%</b>	<b>71.8%</b>	<b>66.8%</b>	<b>68.7%</b>	<b>70.7%</b>	202
203	Roy Municipal Schools	Roy High School			73.3%	*	*	203
204	<b>Roy Municipal Schools</b>	<b>Districtwide: Roy Municipal Schools</b>			<b>73.3%</b>	<b>*</b>	<b>*</b>	204
205	Ruidoso Municipal Schools	Ruidoso High School	84.7%	84.8%	90.4%	84.1%	87.9%	205
206	<b>Ruidoso Municipal Schools</b>	<b>Districtwide: Ruidoso Municipal Schools</b>	<b>84.7%</b>	<b>84.8%</b>	<b>90.4%</b>	<b>84.1%</b>	<b>87.9%</b>	206
207	San Jon Municipal Schools	San Jon High School	*	*	91.0%	*	*	207
208	<b>San Jon Municipal Schools</b>	<b>Districtwide: San Jon Municipal Schools</b>	<b>*</b>	<b>*</b>	<b>91.0%</b>	<b>*</b>	<b>*</b>	208
209	Santa Fe Public Schools	Capital High School	78.1%	82.7%	82.6%	83.5%	82%	209
210	Santa Fe Public Schools	Desert Sage Academy		90.8%	54.2%	*	50%	210
211	Santa Fe Public Schools	Early College Opportunities		83.8%	66.6%	75.0%	88.9%	211
212	Santa Fe Public Schools	Mandela International Magnet	88.1%	98.6%	≥ 95%	84.3%	≥ 90%	212
213	Santa Fe Public Schools	Santa Fe High School	76.7%	87.5%	84.4%	80.0%	82.2%	213
214	<b>Santa Fe Public Schools</b>	<b>Districtwide: Santa Fe Public Schools</b>	<b>78.1%</b>	<b>86.3%</b>	<b>83.8%</b>	<b>81.7%</b>	<b>83.1%</b>	214
215	Santa Rosa Consolidated Schools	Santa Rosa High School	94.1%	87.3%	79.0%	≥ 95%	92%	215
216	<b>Santa Rosa Consolidated Schools</b>	<b>Districtwide: Santa Rosa Consolidated Schools</b>	<b>94.1%</b>	<b>87.3%</b>	<b>79.0%</b>	<b>≥ 95%</b>	<b>92%</b>	216
217	Silver Consolidated Schools	Cliff High School	92.9%	86.6%	90.5%	≥ 80%	≥ 80%	217
218	Silver Consolidated Schools	Silver High School	82.6%	83.4%	81.2%	83.8%	77.5%	218
219	<b>Silver Consolidated Schools</b>	<b>Districtwide: Silver Consolidated Schools</b>	<b>83.0%</b>	<b>80.6%</b>	<b>81.5%</b>	<b>84.3%</b>	<b>78.7%</b>	219
220	Socorro Consolidated Schools	Socorro High School	65.2%	66.3%	78.5%	82.1%	74.2%	220

# Graduation Rates

## Graduation Rates, SY18-SY23

School District	School	SY19	SY20	SY21	SY22	SY23
221 Socorro Consolidated Schools	Districtwide: Socorro Consolidated Schools	65.2%	65.9%	78.4%	81.7%	74.2%
222 Springer Municipal Schools	Springer High School	*	92.6%	≥ 95%	79.2%	*
223 Springer Municipal Schools	Districtwide: Springer Municipal Schools	*	92.6%	≥ 95%	78.9%	*
224 Taos Municipal Schools	Chrysalis Alternative	*	*	*	*	*
225 Taos Municipal Schools	Taos Cyber Magnet	*	*	*	*	*
226 Taos Municipal Schools	Taos High School	75.0%	70.9%	71.7%	68.5%	70.4%
227 Taos Municipal Schools	Districtwide: Taos Municipal Schools	71.7%	69.3%	68.9%	66.8%	69.2%
228 Tatum Municipal Schools	Tatum High School	100.0%	99.0%	≥ 95%	≥ 90%	≥ 90%
229 Tatum Municipal Schools	Districtwide: Tatum Municipal Schools	100.0%	99.0%	≥ 95%	≥ 90%	≥ 90%
230 Texico Municipal Schools	Texico High School	94.9%	89.4%	93.6%	≥ 90%	85.5%
231 Texico Municipal Schools	Districtwide: Texico Municipal Schools	94.9%	89.4%	93.6%	≥ 90%	85.5%
232 Truth or Conseq. Municipal Schools	Hot Springs High School	74.7%	85.6%	81.0%	79.8%	80.1%
233 Truth or Conseq. Municipal Schools	Districtwide: Truth or Conseq. Municipal Schools	74.7%	85.6%	81.0%	79.8%	80.1%
234 Tucumcari Public Schools	Hot Springs High School	74.7%	82.3%	81.0%	79.8%	80.1%
235 Tucumcari Public Schools	Districtwide: Tucumcari Public Schools	79.0%	82.3%	71.8%	71.2%	77.5%
236 Vaughn Municipal Schools	Vaughn High School	*	*	*	*	*
237 Vaughn Municipal Schools	Districtwide: Vaughn Municipal Schools	*	*	*	*	*
238 Wagon Mound Municipal Schools	Wagon Mound High School	*	*	*	*	*
239 Wagon Mound Municipal Schools	Districtwide: Wagon Mound Municipal Schools	*	*	*	*	*
240 Tularosa Municipal Schools	Tularosa High School	74.6%	76.3%	69.6%	66.9%	71.8%
241 Tularosa Municipal Schools	Districtwide: Tularosa Municipal Schools	74.6%	76.3%	69.6%	66.9%	71.8%
242 West Las Vegas Public Schools	West Las Vegas High School	78.9%	73.8%	75.7%	73.1%	64.7%
243 West Las Vegas Public Schools	Districtwide: West Las Vegas Public Schools	69.4%	71.5%	71.9%	66.5%	64.7%
244 Zuni Public Schools	Twin Buttes Cyber Academy	*	30.2%	65.0%	*	35.9%
245 Zuni Public Schools	Zuni High School	79.3%	75.5%	81.9%	84.2%	83.6%
246 Zuni Public Schools	Districtwide: Zuni Public Schools	71.7%	71.0%	79.1%	83.0%	72.7%
247	<b>Charter Schools</b>					
248	<b>Albuquerque</b>					
249 Albuquerque Public Schools	ACE Leadership High School	*	25.3%	42.4%	40.5%	43.6%
250 Albuquerque Public Schools	Albuquerque Charter Academy	34.3%	70.5%	39.8%	38.6%	25.7%
251 State-Chartered Charter School	Albuquerque Institute for Math & Science	97.0%	99.4%	≥ 95%	≥ 90%	≥ 90%
252 State-Chartered Charter School	Albuquerque School of Excellence	71.0%	88.9%	72.9%	73.3%	80.6%
253 State-Chartered Charter School	Albuquerque Sign Language Academy	*	*	*	*	*
254 Albuquerque Public Schools	Albuquerque Talent Development Charter School	65.1%	61.7%	62.4%	38.5%	60%
255 State-Chartered Charter School	Amy Biehl Charter High School	78.2%	67.9%	70.1%	68.1%	66.4%
256 State-Chartered Charter School	Cesar Chavez Community School	25.4%	26.3%	10.4%	34.4%	29.5%
257 Albuquerque Public Schools	Corrales International School	94.1%	88.7%	78.4%	*	≥ 80%
258 Albuquerque Public Schools	Cottonwood Classical Preparatory School	100.0%	93.5%	87.9%	82.7%	93.5%
259 Albuquerque Public Schools	Digital Arts And Technology Academy	73.9%	83.6%	84.9%	87.9%	76.8%
260 Albuquerque Public Schools	East Mountain High School	88.7%	89.6%	89.5%	90.4%	91.9%
261 Albuquerque Public Schools	El Camino Real Academy	85.3%	86.4%	92.1%	67.4%	68.7%
262 State-Chartered Charter School	Explore Academy	64.2%	69.8%	74.1%	68.4%	83.5%
263 Albuquerque Public Schools	Gilbert L. Sena Charter High School	28.9%	55.2%	38.0%	38.5%	28.9%
264 Albuquerque Public Schools	Gordon Bernell Charter School	12.1%	50.2%	≤ 5%	*	22.4%
265 State-Chartered Charter School	The Great Academy	*	27.9%	25.2%	*	68.4%
266 Albuquerque Public Schools	Health Leadership High School	60.5%	54.0%	54.3%	37.7%	36.2%
267 Albuquerque Public Schools	The International School at Mesa del Sol	*	*	53.6%	*	25.3%
268 Albuquerque Public Schools	La Academia De Esperanza	28.4%	18.1%	28.4%	38.8%	56.2%
269 Albuquerque Public Schools	Los Puentes Charter School	31.5%	29.9%	43.8%	*	21.4%
270 Albuquerque Public Schools	Mark Armijo Academy	47.9%	58.1%	33.6%	52.8%	51.8%
271 State-Chartered Charter School	New Mexico Academy for the Media Arts	70.9%	68.8%	79.2%	71.6%	76.5%
272 State-Chartered Charter School	Mission Achievement and Success 1.0	83.6%	90.5%	95.0%	92.7%	79.7%
273 Albuquerque Public Schools	Native American Community Academy	68.9%	79.1%	77.2%	67.4%	61.1%
274 Albuquerque Public Schools	New America School	*	33.1%	24.3%	*	31.7%
275 Albuquerque Public Schools	Public Academy for Performing Arts	92.5%	94.4%	≥ 95%	87.8%	79.6%



# Graduation Rates

## Graduation Rates, SY18-SY23

	School District	School	SY19	SY20	SY21	SY22	SY23	
276	Albuquerque Public Schools	Robert F. Kennedy Charter	24.1%	36.8%	16.9%	23.2%	35.5%	276
277	Albuquerque Public Schools	South Valley Academy	81.7%	85.1%	86.0%	88.6%	87.3%	277
278	State-Chartered Charter School	SW Aeronautics Mathematics and Science Acad.	78.3%	85.0%	78.5%	≥ 90%	86.4%	278
279	State-Chartered Charter School	Southwest Secondary Learning Center	58.3%	62.8%	55.8%	*	71.9%	279
280	Albuquerque Public Schools	Technology Leadership High School	*	23.8%	54.7%	62.1%	58%	280
281	State-Chartered Charter School	Tierra Adentro	76.4%	78.8%	91.9%	≥ 90%	71.6%	281
282	<b>Carlsbad</b>							282
283	Carlsbad Municipal Schools	Jefferson Montessori	*	82.1%	57.3%	*	79%	283
284	<b>Cimarron</b>							284
285	Cimarron Municipal Schools	Moreno Valley High School	76.5%	84.4%	88.4%	72.0%	78.8%	285
286	<b>Deming</b>							286
287	Deming Public Schools	Deming Cesar Chavez Charter	49.4%	39.4%	52.8%	51.8%	38.1%	287
288	<b>Española</b>							288
289	State-Chartered Charter School	McCurdy Charter School	81.4%	82.2%	74.3%	76.3%	84.4%	289
290	<b>Gallup-McKinley</b>							290
291	State-Chartered Charter School	Middle College High School Charter - Gallup	*	94.7%	93.3%	≥ 90%	≥ 90%	291
292	State-Chartered Charter School	DZİŁ DİtŁ'OOÍ School (DEAP)		**	≤ 5%	*	58.8%	292
293	<b>Jemez Valley</b>							293
294	State-Chartered Charter School	Walatowa Charter High School	*	87.6%	74.9%	*	79.3%	294
295	<b>Las Cruces</b>							295
296	State-Chartered Charter School	Alma D'Arte Charter	67.1%	67.3%	57.2%	71.6%	67.5%	296
297	State-Chartered Charter School	Las Montañas Charter	48.5%	38.5%	35.6%	27.8%	20.3%	297
298	State-Chartered Charter School	New America School - Las Cruces	36.5%	28.9%	22.6%	45.0%	25.1%	298
299	<b>Los Lunas</b>							299
300	State-Chartered Charter School	School of Dreams Academy	59.0%	71.9%	66.4%	82.6%	67.8%	300
301	<b>Moriarty</b>							301
302	State-Chartered Charter School	Estancia Valley Classical Academy	80.3%	88.5%	77.5%	65.3%	89.6%	302
303	<b>Rio Rancho</b>							303
304	State-Chartered Charter School	ASK Academy	77.6%	81.1%	84.3%	79.1%	85.2%	304
305	<b>Santa Fe</b>							305
306	Santa Fe Public Schools	Academy for Technology and the Classics	94.6%	98.7%	92.1%	94.6%	≥ 95%	306
307	State-Chartered Charter School	New Mexico Connections Academy	39.9%	41.3%	42.6%	57.1%	63.2%	307
308	State-Chartered Charter School	MASTERS Program	84.2%	87.2%	83.0%	82.4%	84.5%	308
309	State-Chartered Charter School	Monte Del Sol Charter	78.9%	75.9%	57.6%	82.0%	87.5%	309
310	State-Chartered Charter School	New Mexico School for the Arts	94.3%	88.1%	≥ 95%	≥ 95%	94.4%	310
311	State-Chartered Charter School	Tierra Encantada Charter School	77.8%	78.8%	73.2%	73.0%	71.7%	311
312	<b>Silver City</b>							312
313	State-Chartered Charter School	Aldo Leopold Charter	94.2%	86.5%	83.3%	≥ 80%	≥ 80%	313
314	<b>Taos</b>							314
315	State-Chartered Charter School	Taos Academy	99.6%	89.9%	93.4%	≥ 90%	≥ 90%	315
316	<b>STATEWIDE</b>		<b>74.9%</b>	<b>76.9%</b>	<b>76.8%</b>	<b>76.2%</b>	<b>76.7%</b>	316

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

Source: PED

\*\*No data reported from PED.

# General Fund Appropriations

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

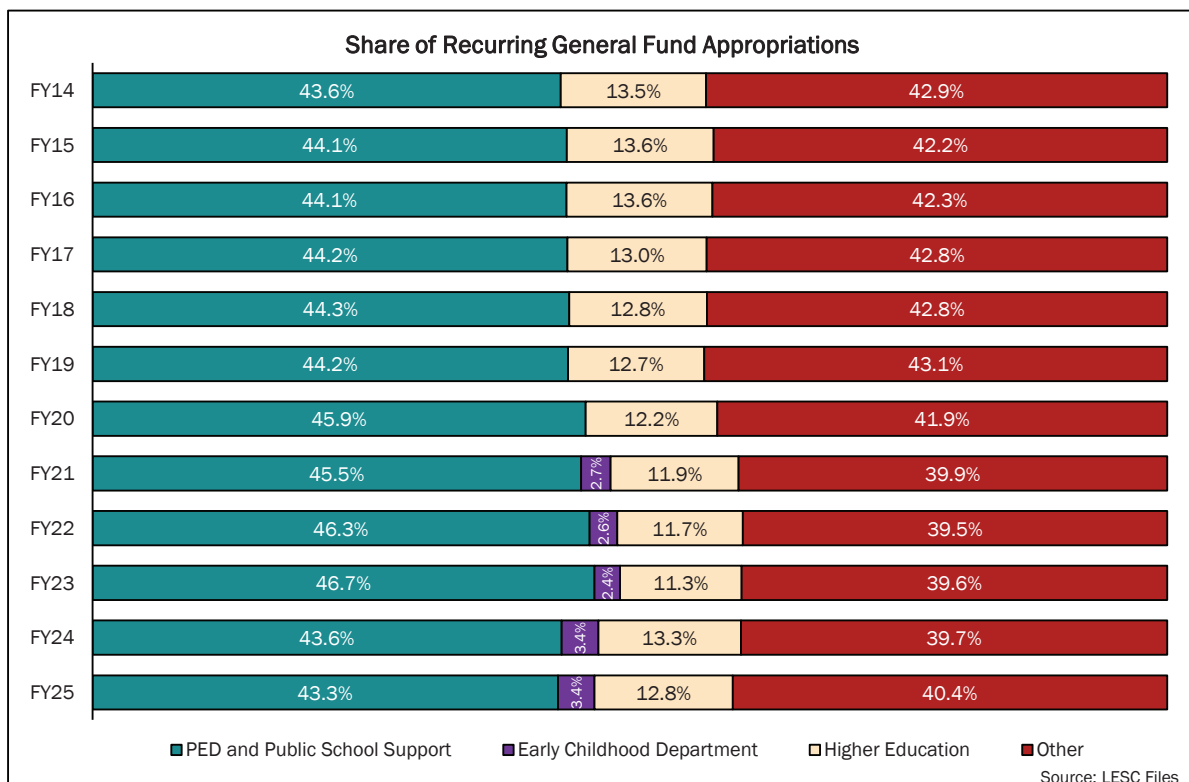
Year	PED and Public School Support	Early Childhood Department	Higher Education	Total General Fund
FY14	\$2,567,549.5		\$796,028.3	\$5,893,578.1
FY15	\$2,715,469.6		\$838,606.8	\$6,151,134.6
FY16	\$2,735,613.3		\$843,428.2	\$6,204,334.3
FY17	\$2,682,429.5		\$786,866.8	\$6,070,229.1
FY18	\$2,695,524.5		\$779,345.1	\$6,077,955.6
FY19	\$2,801,153.0		\$803,478.4	\$6,332,267.1
FY20	\$3,252,017.6		\$867,043.6	\$7,085,292.5
FY21 <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
FY24	\$4,175,721.6	\$328,079.7	\$1,269,456.4	\$9,568,661.0
FY25	\$4,426,948.1	\$347,719.7	\$1,313,297.2	\$10,221,254.5

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.





# General Fund Appropriations

## 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>
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
FY24	\$23,589.1	\$3,969,002.1	\$157,183.8	\$25,946.6
FY25	\$23,940.6	\$4,170,471.2	\$165,186.3	\$67,350.0

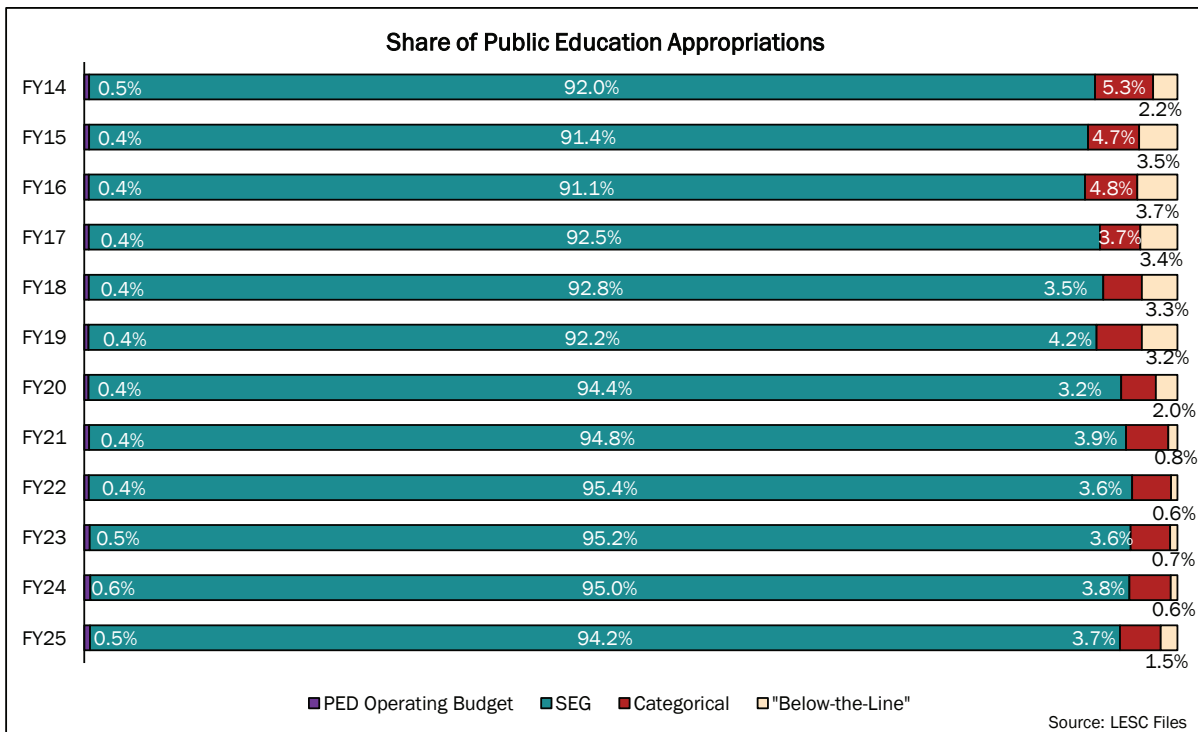
Source: LESC Files

<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>1</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>1</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>2</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.



# Public School Support High-Level Summary

## PUBLIC SCHOOL SUPPORT General Fund High-Level (dollars in thousands)



	FY25 OpBud	FY26 Executive Recommendation	FY26 LFC Recommendation	FY26 LESC Recommendation
<b>PROGRAM COST</b>				
Prior Year Program Cost OpBud	3,976,002.1	4,171,971.2	4,171,971.2	4,171,971.2
<b>UNIT CHANGES</b>				
Removing Title I Units from ARI <sup>1</sup>	-	-	(163,229.9)	(163,229.9)
Removing Mobility Units from ARI <sup>1</sup>	-	-	(99,298.0)	(99,298.0)
Adding FII Units to ARI <sup>1</sup>	-	-	300,522.5	300,522.5
Adding EL Units <sup>1</sup>	-	-	3,317.2	3,317.2
Adding Grades 7 - 12 Units <sup>1</sup>	-	-	-	51,148.3
Adding Grade 6 Units <sup>1</sup>	-	-	15,190.5	40,115.8
<b>Subtotal: Proposed Formula Changes</b>	-	-	<b>56,502.3</b>	<b>132,576.0</b>
Increased K-12 Plus Units	-	57,707.5	49,731.7	49,731.7
Other FY25 Net Unit Changes	-	-	(12,996.5)	-
<b>Subtotal: Net Base Unit Adjustments</b>	-	<b>57,707.5</b>	<b>36,735.2</b>	<b>49,731.7</b>
Other Projected Net Unit Changes	(19,915.3)	-	(22,215.1)	-
<b>UNIT VALUE CHANGES</b>				
K-12 Plus Units	60,000.0	-	-	-
Average Salary Increase (FY23: 7%, FY24: 6%, FY25: 3%, FY26: 3%, LFC: 4%)	94,154.4	101,377.2	135,129.6	101,377.2
Increase Minimum Salaries for Teachers (\$55, \$65, \$75) <sup>1</sup>	-	-	4,380.5	7,432.1
Insurance	25,666.7	38,462.7	38,364.4	37,884.5
Fixed Costs	6,063.3	4,997.8	1,934.7	4,997.8
Education Innovations (CTE, Literacy, Community Schools)	30,000.0	-	-	-
<b>Subtotal Current Year Program Cost Base</b>	<b>4,171,971.2</b>	<b>4,374,516.4</b>	<b>4,422,802.8</b>	<b>4,505,970.5</b>
<b>\$ Change from OpBud</b>	<b>195,969.1</b>	<b>202,545.2</b>	<b>250,831.6</b>	<b>333,999.3</b>
<b>% Change from OpBud</b>	<b>4.9%</b>	<b>4.9%</b>	<b>6.0%</b>	<b>8.0%</b>
<b>STATE EQUALIZATION GUARANTEE (SEG)</b>				
Less: Other State Funds	(1,500.0)	(2,000.0)	(1,500.0)	(1,500.0)
<b>Subtotal Current Year SEG Base</b>	<b>4,170,471.2</b>	<b>4,372,516.4</b>	<b>4,421,302.8</b>	<b>4,504,470.5</b>
<b>\$ Change from OpBud</b>	<b>201,469.1</b>	<b>202,045.2</b>	<b>250,831.6</b>	<b>333,999.3</b>
<b>% Change from OpBud</b>	<b>5.1%</b>	<b>4.8%</b>	<b>6.0%</b>	<b>8.0%</b>
<b>CATEGORICAL APPROPRIATIONS</b>				
<b>TRANSPORTATION DISTRIBUTION</b>				
Maintenance and Operations	104,839.5	116,554.8	118,683.7	116,554.8
Fuel	13,843.3	13,201.2	13,201.2	13,201.2
Rental Fees	9,097.7	5,894.1	5,894.1	5,894.1
Insurance	594.7	-	888.9	594.7
Average Compensation Increase (FY24: 6%, FY25: 3%, FY26: 3%, LFC: 4%)	1,488.6	1,755.6	2,340.8	1,755.6
Density Factor Removal	3,929.5	-	-	-
Adequacy Funding	-	-	-	5,283.7
<b>Subtotal Current Year Transportation Base</b>	<b>133,793.3</b>	<b>137,405.7</b>	<b>141,008.7</b>	<b>143,284.1</b>
<b>\$ Change from OpBud</b>	<b>6,971.5</b>	<b>3,612.4</b>	<b>7,215.4</b>	<b>9,490.8</b>
<b>% Change from OpBud</b>	<b>5.5%</b>	<b>2.7%</b>	<b>5.4%</b>	<b>7.1%</b>
<b>OTHER CATEGORICAL APPROPRIATIONS</b>				
Universal School Meals	-	50,700.0	-	55,700.0
Indian Education Fund	20,000.0	20,000.0	20,000.0	20,000.0
Standards-Based Assessments	10,000.0	13,000.0	12,770.0	12,770.0
Emergency Supplemental	1,000.0	1,000.0	1,000.0	1,000.0
Out-of-State Tuition	393.0	600.0	393.0	393.0
<b>Subtotal Current Year Categorical Appropriations</b>	<b>165,186.3</b>	<b>222,705.7</b>	<b>175,171.7</b>	<b>233,147.1</b>
<b>\$ Change from OpBud</b>	<b>8,002.5</b>	<b>57,519.4</b>	<b>9,985.4</b>	<b>67,960.8</b>
<b>% Change from OpBud</b>	<b>5.1%</b>	<b>34.8%</b>	<b>6.0%</b>	<b>41.1%</b>
<b>SUBTOTAL PUBLIC SCHOOL SUPPORT</b>	<b>4,335,657.5</b>	<b>4,595,222.1</b>	<b>4,596,474.5</b>	<b>4,737,617.6</b>
<b>\$ Change from OpBud</b>	<b>209,471.6</b>	<b>259,564.6</b>	<b>260,817.0</b>	<b>401,960.1</b>
<b>% Change from OpBud</b>	<b>5.1%</b>	<b>6.0%</b>	<b>6.0%</b>	<b>9.3%</b>
<b>RELATED REQUESTS: RECURRING</b>				
Early Literacy and Reading Support	14,000.0	14,000.0	14,000.0	14,000.0
STEAM (Science, Technology, Engineering, Arts, and Math) Initiatives	-	-	-	6,000.0
School Leader Professional Development	5,000.0	5,000.0	5,000.0	5,000.0
Teacher Professional Development	4,000.0	4,500.0	4,000.0	5,000.0
New Mexico Grown	-	2,300.0	-	2,300.0
Regional Education Cooperatives	1,350.0	1,350.0	1,500.0	1,500.0
Test Fee Waivers and Training	1,250.0	1,250.0	1,250.0	1,250.0

# Public School Support High-Level Summary



## PUBLIC SCHOOL SUPPORT General Fund High-Level (dollars in thousands)

	FY25 OpBud	FY26 Executive Recommendation	FY26 LFC Recommendation	FY26 LESC Recommendation	
62 GRADS – Teen Parent Interventions	750.0	750.0	750.0	750.0	62
63 Bilingual Multicultural, Hispanic Education, and Black Education Acts	-	1,500.0	-	-	63
64 School Safety	-	5,000.0	-	-	64
65 Learning Management System and Microcredentials	-	3,700.0	-	-	65
66 Community School Initiatives	-	-	-	-	66
67 Out-of-School Learning and High-Dosage Tutoring	-	-	-	-	67
68 Universal School Meals	41,000.0	-	42,201.0	-	68
69 <b>Subtotal Current Year Base</b>	<b>67,350.0</b>	<b>39,350.0</b>	<b>68,701.0</b>	<b>35,800.0</b>	69
70 <b>\$ Change from OpBud</b>	<b>41,403.4</b>	<b>(28,000.0)</b>	<b>1,351.0</b>	<b>(31,550.0)</b>	70
71 <b>% Change from OpBud</b>	<b>159.6%</b>	<b>-41.6%</b>	<b>2.0%</b>	<b>-46.8%</b>	71
<b>PUBLIC EDUCATION DEPARTMENT</b>					
72 <b>Prior Year OpBud</b>	<b>23,589.1</b>	<b>24,521.6</b>	<b>24,521.6</b>	<b>24,521.6</b>	72
74 Base Changes	932.5	3,000.0	802.0	3,000.0	74
75 <b>Subtotal Current Year Base</b>	<b>24,521.6</b>	<b>27,521.6</b>	<b>25,323.6</b>	<b>27,521.6</b>	75
76 <b>% Change from OpBud</b>	<b>4.0%</b>	<b>12.2%</b>	<b>3.3%</b>	<b>12.2%</b>	76
<b>TOTAL PUBLIC SCHOOL SUPPORT</b>					
78 <b>Prior Year OpBud</b>	<b>4,175,721.6</b>	<b>4,427,529.1</b>	<b>4,427,529.1</b>	<b>4,427,529.1</b>	78
79 Base Changes	251,807.5	234,564.6	262,970.0	373,410.1	79
80 <b>Total</b>	<b>4,427,529.1</b>	<b>4,662,093.7</b>	<b>4,690,499.1</b>	<b>4,800,939.2</b>	80
81 <b>% Change from OpBud</b>	<b>6.0%</b>	<b>5.3%</b>	<b>5.9%</b>	<b>8.4%</b>	81

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

	FY25 OpBud	FY26 Executive Recommendation	FY26 LFC Recommendation	FY26 LESC Recommendation	
82 <b>General Fund</b>					82
83 Public Education Reform Fund <sup>1</sup>	-	-	150,000.0	150,000.0	83
84 FY25 Unit Value Supplemental (State Support Reserve Fund)	-	40,000.0	40,000.0	40,000.0	84
85 Structured Literacy Implementation (Summer Literacy Institute)	30,000.0	30,000.0	30,000.0	30,000.0	85
86 Career Technical Education (Pilot Project, Work-Based Learning, & Internships)	-	15,762.4	40,000.0	30,000.0	86
87 Educator Fellows	20,000.0	20,000.0	15,000.0	20,000.0	87
88 Out-of-School Learning, Summer Enrichment, and High-Dosage Tutors	15,000.0	15,000.0	15,000.0	20,000.0	88
89 K-12 Plus Program	20,000.0	-	15,000.0	15,000.0	89
90 Statewide Student Information System (Exec: Statewide IEP)	-	4,000.0	12,000.0	12,000.0	90
91 School Improvement and Transformation	-	-	-	10,000.0	91
92 Community School and Family Engagement Initiatives	-	8,000.0	6,000.0	8,000.0	92
93 Universal School Meals Supplemental (FY25)	-	7,848.0	7,848.0	7,848.0	93
94 Indian Education Initiatives	-	-	-	5,000.0	94
95 Special Education Initiatives	6,000.0	4,000.0	-	4,000.0	95
96 Universal School Meals FY24 Deficiency	-	3,054.0	3,054.0	3,054.0	96
97 Behavioral Health Supports	-	-	-	3,000.0	97
98 Educator and Administrator Preparation, Induction and Evaluation	-	-	2,280.0	2,280.0	98
99 Career Development Success Pilot	-	-	-	1,500.0	99
100 Bilingual Multicultural Education, Hispanic Education, and Black Education Acts	-	-	-	1,500.0	100
101 School Panic Buttons	1,000.0	-	1,000.0	1,000.0	101
102 Outdoor Classroom Initiatives	500.0	-	500.0	500.0	102
103 Sufficiency Lawsuit Fees	-	500.0	-	500.0	103
104 Legal Expenses	-	-	-	500.0	104
105 Rent and ESSER Shortfall	-	-	230.3	230.3	105
106 Safety Summit	-	200.0	200.5	200.5	106
107 Micro-credentials	1,100.0	-	-	-	107
108 Learning Management System (LMS)	2,305.0	-	-	-	108
109 Legal Settlements	250.0	-	-	-	109
110 Black Education Act	500.0	-	-	-	110
111 Hispanic Education Act	500.0	-	-	-	111
112 Attendance Success Initiatives	5,000.0	-	-	-	112
113 Indian Education Fund (FY26-FY28)	-	90,000.0	-	-	113
114 Potential Cost Overruns for School Meals	-	5,000.0	-	-	114
115 Universal School Meals Supplemental (FY24)	19,904.8	-	-	-	115
116 Summer Internships	5,000.0	-	5,000.0	-	116
117 Indian Education Initiatives (Navajo Nation and Zuni)	5,000.0	-	-	-	117
118 Nova Space Telescope (Data System)	3,171.2	-	-	-	118
119 Secondary Educator Literacy	2,500.0	5,000.0	-	-	119
120 School for the Arts Dormitory Operational Funding (FY25 & FY26)	2,300.0	-	-	-	120

# Public School Support High-Level Summary



## PUBLIC SCHOOL SUPPORT General Fund High-Level (dollars in thousands)

	FY25 OpBud	FY26 Executive Recommendation	FY26 LFC Recommendation	FY26 LESC Recommendation		
121	Implementing Indian Education Act	500.0	-	-	-	121
122	HB2 Jr. School of Dreams Academy Security	200.0	-	-	-	122
123	Family Income Index	-	9,000.0	-	-	123
124	Data Quality Supports	-	1,500.0	-	-	124
125	Transforming Instructional Systems through MLSS	-	-	-	-	125
126	School Dashboards and Reporting Portal	-	1,125.0	-	-	126
127	Student Assessment Data Collection	-	500.0	-	-	127
128	Family Engagement and Supports for Unhoused Students	-	1,000.0	-	-	128
129	Rent Shortfall, ESSER Positions, and Legal Expenses	-	800.0	-	-	129
130	Negative Fund Balances	-	15.5	-	-	130
131	Fund Cleanup	-	-	-	-	131
132	<b>Subtotal Current Year Base</b>	<b>140,731.0</b>	<b>262,304.9</b>	<b>343,112.8</b>	<b>366,112.8</b>	132

### OTHER STATE AND FEDERAL FUNDS

133	<b>Public Education Reform Fund</b>					133
134	Secondary Educator Literacy	2,500.0	-	-	-	134
135	Career Technical Education	40,000.0	14,237.6	-	-	135
136	Teacher Professional Development	-	500.0	-	-	136
137	Family Income Index	10,000.0	-	-	-	137
138	Community School and Family Engagement Initiatives	2,000.0	-	-	-	138
139	Learning Management System	-	-	3,700.0	3,700.0	139
140	Fund Clean-Up (K3PF, RMF, SLAF)	-	-	15.5	15.5	140
141	<b>Subtotal Current Year Base</b>	<b>54,500.0</b>	<b>14,737.6</b>	<b>3,715.5</b>	<b>3,715.5</b>	141
142	<b>Other State Funds and Inter-Agency Transfers</b>					142
143	Security SB9 Distribution (PSCOF)	-	-	50,000.0	50,000.0	143
144	Literacy Building (PSCOC)	30,000.0	-	-	-	144
145	School Bus Replacement (PSCOF)	29,166.6	-	-	-	145
146	Community Schools (CSF)	6,000.0	-	-	-	146
147	Prekindergarten Classrooms (PSCOF)	5,000.0	-	-	-	147
148	Renovations at Memorial Middle School in Las Vegas (PSCOF)	1,500.0	-	-	-	148
149	Alternative School Bus Fueling or Charging Infrastructure (PSCOF)	1,500.0	-	1,500.0	1,500.0	149
150	Learning Management System (ELF)	1,000.0	-	-	-	150
151	Broadband Access and Expansion at DoIT (PSCOF)	650.0	-	-	-	151
152	School Bus Cameras (PSCOF)	547.5	-	-	-	152
153	National Board Certification Scholarship Fund	500.0	500.0	500.0	500.0	153
154	GRADS – Teen Parent Interventions (TANF)	500.0	500.0	500.0	500.0	154
155	Grow Your Own Teachers Fund	-	-	300.0	-	155
156	Sufficiency Lawsuit Fees (Consumer Settlement Fund)	-	-	500.0	-	156
157	Fund Clean-Up (FYRF, TPF, ISIF, SNIF, ETDCF, CSSF, KPF) to PERF	-	258.7	258.7	258.7	157
158	School Safety Summits (PSCOF)	200.0	-	-	-	158
159	School Wellness Rooms (CSF)	200.0	-	-	-	159
160	Online Licensure Portal (ELF)	-	4,000.0	4,000.0	4,000.0	160
161	State Support Reserve Fund (FY24 unit value)	-	-	-	-	161
162	Career Technical Education (CTEF)	-	10,000.0	-	-	162
163	CTE, Prekindergarten, Maintenance SB9 Distribution (PSCOF)	-	-	-	-	163
164	<b>Subtotal Current Year Base</b>	<b>76,764.1</b>	<b>15,258.7</b>	<b>57,558.7</b>	<b>56,758.7</b>	164

### SECTION 9 APPROPRIATIONS

165	<b>Government Results and Opportunity Expendable Trust Fund</b>					165
166	Innovation Zones <sup>1,2,3</sup>	-	-	-	45,000.0	166
167	Support for Attendance for Success <sup>1,2,3</sup>	-	18,000.0	30,900.0	30,900.0	167
168	Supports for Students who are Unhoused <sup>1,2,3</sup>	-	-	-	30,000.0	168
169	Math Achievement <sup>1,2,3</sup>	-	15,000.0	38,440.0	15,600.0	169
170	Secondary Educator Literacy <sup>1,2,3</sup>	-	-	15,500.0	15,000.0	170
171	Innovative Staffing Strategies <sup>1,2,3</sup>	-	-	19,840.0	7,500.0	171
172	STEM Network <sup>1,2,3</sup>	-	-	-	6,000.0	172
173	School Improvement and Transformation <sup>1,2,3</sup>	-	18,000.0	29,450.0	-	173
174	Indigenous Education Initiatives <sup>1,2,3</sup>	-	-	15,500.0	-	174
175	Educator Clinical Practice	60,000.0	-	-	-	175
176	Special Education Differentials	15,000.0	-	-	-	176
177	Albuquerque Turnaround Projects	4,000.0	-	-	-	177

# Public School Support High-Level Summary



## PUBLIC SCHOOL SUPPORT General Fund High-Level (dollars in thousands)

		FY25 OpBud	FY26 Executive Recommendation	FY26 LFC Recommendation	FY26 LESC Recommendation	
178	Las Cruces, Family Support Center	400.0	-	-	-	178
179	Rio Rancho Math Labs	400.0	-	-	-	179
180	Las Cruces, Anna, Age 8, Initiative	320.0	-	-	-	180
181	Las Cruces Aviation Career Technical Education	200.0	-	-	-	181
182	Hobbs, Lovington, and Carlsbad High School Career Technical Education	200.0	-	-	-	182
183	Structured Literacy Tutoring	200.0	-	-	-	183
184	Albuquerque Middle Schools Before and After School Programs	160.0	-	-	-	184
185	Cobre and Silver City District Operational Costs	160.0	-	-	-	185
186	Hobbs Operational Costs	160.0	-	-	-	186
187	Hobbs and Lovington Career Technical Education	160.0	-	-	-	187
188	Gallup-McKinley STEM	160.0	-	-	-	188
189	Aztec Work-Based Learning	160.0	-	-	-	189
190	ASK Academy Student Support Programs and Activities	160.0	-	-	-	190
191	School-Based Inclusion Programs	160.0	-	-	-	191
192	<b>Subtotal Current Year Base</b>	<b>82,000.0</b>	<b>51,000.0</b>	<b>149,630.0</b>	<b>150,000.0</b>	192

**Footnotes**

1. Contingent on enactment of legislation
2. Appropriation authorized for three fiscal years (FY26, FY27, FY28)
3. Includes appropriation from the public education reform fund



# Funding Formula Explainer

State Equalization Guarantee Computation, FY25				
	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:		<b>= TOTAL PROGRAM UNITS</b>	
	Teacher Cost Index (years of experience and licensure level)		→ Times Value from 1.000 to 1.277	<b>= ADJUSTED PROGRAM UNITS</b>
<b>PLUS</b>				
<b>Special Education</b>				
Special Education Units	Related Services (Ancillary)	FTE STAFF	×	25.00
	A/B Level Service Add-on	MEM	×	0.70
	C Level Service Add-on	MEM	×	1.00
	D Level Service Add-on	MEM	×	2.00
	3- and 4-Year-Old DD Program Add-on	MEM	×	2.00
Special Program Units	Bilingual Education	FTE MEM	×	0.50
	Fine Arts Education	FTE MEM	×	0.055
	Elementary Physical Education	MEM	×	0.06
	K-12 Plus (Days between 181-190 OR 156-165)	MEM	×	0.012
	K-12 Plus (Days between 191-205 OR 166-175)	MEM	×	0.016
Size Units	Elementary/Jr. High Size Units			
	Senior High Size Units			
	District Size Units			
	Micro District Size Units			
	Rural Population Units			
	Percentage of ((Title I + English Learners + Student Mobility) * 0.33) * Total MEM			At-Risk Units
<b>Enrollment Growth Units</b>				
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>			
	<b>Grand Total × Unit Value = Program Cost</b>			
	- Utility Conservation Program Contract Payments			
	- 90% of the Certified Amount ( <i>Energy Efficiency and Renewable Energy Bonding Act</i> )			
	<b>= STATE EQUALIZATION GUARANTEE</b>			

Source: LESC Files



# Unit Value History

## Unit Value History

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Prior Year Final Unit Value		Change From Initial to Final Unit Value	
			Dollars	Percent	Dollars	Percent
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	\$1.96	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%

## Unit Value History

### Unit Value History

Fiscal Year	Preliminary Unit Value	Final Unit Value	Change From Prior Year Final Unit Value		Change From Initial to Final Unit Value	
			Dollars	Percent	Dollars	Percent
40 2014	\$3,817.55	\$3,817.55	\$144.01	3.9%	\$0.00	0.0%
41 2015	\$4,005.75	\$4,007.75	\$190.20	5.0%	\$2.00	0.0%
42 2016	\$4,027.75	\$4,037.75	\$30.00	0.7%	\$10.00	0.2%
43 2017	\$4,040.24	\$3,979.63 <sup>11</sup>	(\$58.12)	-1.4%	(\$60.61)	-1.5%
44 2018	\$4,053.55	\$4,115.60 <sup>12</sup>	\$135.97	3.4%	\$62.05	1.5%
45 2019	\$4,159.23	\$4,190.85	\$75.25	1.8%	\$31.62	0.8%
46 2020	\$4,565.41	\$4,602.27	\$411.42	9.8%	\$36.86	0.8%
47 2021	\$4,531.74	\$4,536.75	(\$65.52)	-1.4%	\$5.01	0.1%
48 2022	\$4,770.70	\$4,863.00	\$233.95	5.2%	\$92.30	1.9%
49 2023	\$5,450.92	\$5,522.50	\$659.50	13.6%	\$71.58	1.3%
50 2024	\$6,241.67	\$6,241.67	\$719.17	13%	\$0.00	0.0%
51 2025	\$6,553.75					

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 and Out-of-State Tuition

## Emergency Supplemental (Operational) Distributions

SCHOOL DISTRICT	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24*	FY15 to FY24
1 Aztec				\$120,000							\$120,000 1
2 Belen			\$169,803								\$169,803 2
3 Bloomfield					\$75,000						\$75,000 3
4 Carrizozo			\$62,563								\$62,563 4
5 Chama Valley	\$589,000	\$330,850	\$641,079	\$605,000	\$500,000		\$230,000				\$2,665,929 5
6 Cobre											\$230,000 6
7 Corona	\$156,800	\$228,750	\$281,008	\$205,000	\$385,000	\$385,000	\$250,000	\$262,000	\$68,000		\$2,221,558 7
8 Des Moines	\$203,000	\$64,550	\$61,882	\$156,000	\$58,000	\$120,000	\$115,000				\$778,432 8
9 Grady	\$171,000	\$193,930	\$98,991	\$50,000	\$30,000						\$543,921 9
10 Hondo Valley		\$99,920	\$166,734	\$130,000	\$80,000						\$476,654 10
11 House			\$230,321	\$83,000		\$223,007	\$200,000	\$399,000			\$1,135,328 11
12 Lake Arthur	\$45,000	\$115,000	\$144,938								\$304,938 12
13 Las Vegas City	\$200,000									\$429,000	\$629,000 13
14 Lordsburg			\$234,750								\$234,750 14
15 Magdalena		\$22,120									\$22,120 15
16 Maxwell	\$178,000	\$176,550	\$420,779	\$343,000	\$165,700	\$130,000	\$115,000				\$1,529,029 16
17 Melrose	\$381,000	\$385,700	\$480,574	\$304,000	\$310,500						\$1,861,774 17
18 Mesa Vista	\$237,000	\$275,000		\$215,822	\$142,500						\$870,322 18
19 Moriarty				\$293,000							\$293,000 19
20 Mosquero	\$75,000	\$75,000			\$204,600	\$155,000					\$509,600 20
25 Mountainair					\$147,560						\$147,560 25
26 Quemado	\$625,000	\$363,820	\$328,872	\$329,000	\$250,000	\$169,217					\$2,065,909 26
27 Questa		\$567,720	\$77,512	\$51,000							\$696,232 27
28 Raton	\$150,000	\$150,000	\$352,126								\$652,126 28
29 Reserve	\$481,000	\$113,550	\$448,462	\$250,000	\$71,700						\$1,364,712 29
30 Rio Rancho				\$188,400							\$188,400 30
31 Roy					\$162,700	\$188,447	\$90,000	\$82,400	\$112,500	\$73,400	\$709,447 31
37 Vaughn	\$176,500										\$176,500 37
38 Wagon Mound	\$348,000	\$366,900	\$442,925	\$550,000	\$285,000	\$484,625			\$190,600		\$2,668,050 38
40 STATEWIDE TOTAL	\$4,016,300	\$3,529,360	\$4,643,320	\$3,873,222	\$2,868,260	\$1,855,296	\$1,000,000	\$743,400	\$371,100	\$502,400	\$23,402,658

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

## Out-of-State Tuition Distributions

SCHOOL DISTRICT	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24*	FY15 to FY24
41 Alamogordo	\$22,464	\$22,464	\$32,669	\$34,064	\$34,914			\$40,193			\$186,768 41
42 Lordsburg	\$245,464	\$303,954	\$267,331	\$265,936	\$250,089	\$261,462	\$285,000	\$285,000	\$315,000	\$362,000	\$2,841,236 42
43 STATEWIDE TOTAL	\$267,928	\$326,418	\$300,000	\$300,000	\$285,003	\$261,462	\$285,000	\$325,193	\$315,000	\$315,000	\$2,981,004

\*FY24 data is budgeted

Source: PED and LESC Files

# Land Grant Permanent Fund

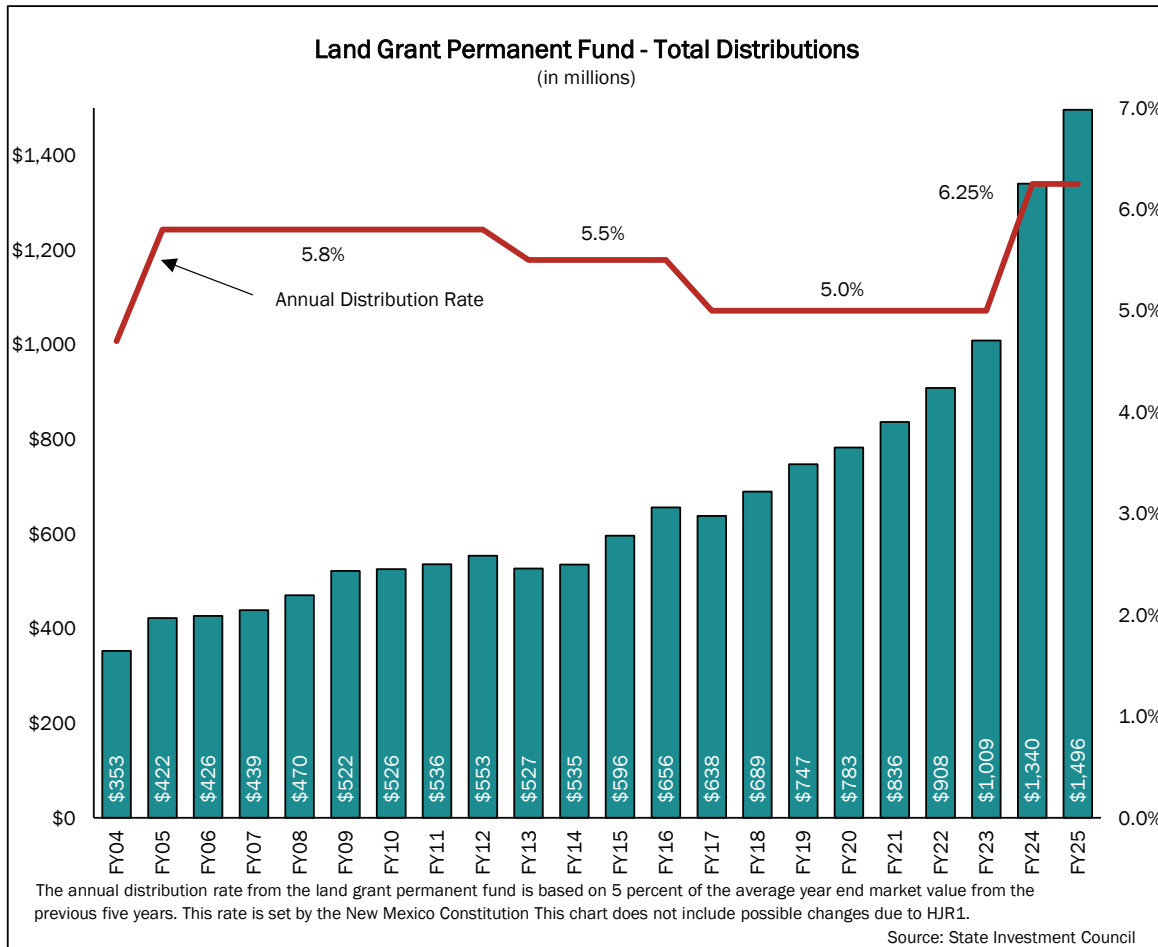
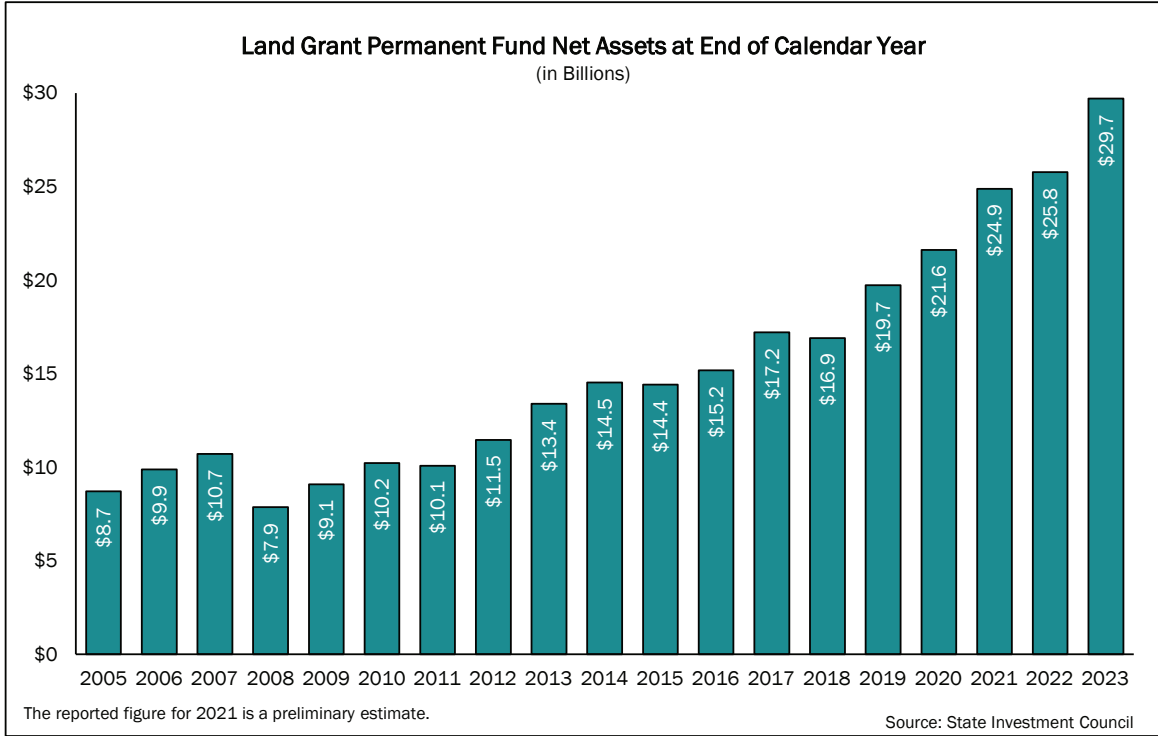
## Land Grant Permanent Fund Balance and Distributions

Unaudited Fund Balance and Income Distribution Summary for the Fiscal Year Ended June 30, 2024

Institutions	7/1/2023 Beginning Balance	Percentage of Fund	Income Distribution	Additional 1.25% distribution per CA1	Land Transfer	Capital Gain/Loss	Unrealized Gain/Loss	Income Earnings	Book Value Ending Balance June 30, 2024
Common Schools	\$24,583,559,931	87.760%	(\$966,632,280)	(\$240,320,964)	\$2,164,927,686	\$81,048,158	\$776,526,932	\$521,576,544	\$27,656,686,008
University of New Mexico	\$285,177,164	1.018%	(\$11,037,572)	\$0	\$5,476,410	\$9,362,100	\$8,735,273	\$5,927,034	\$313,640,410
UNM Saline Lands	\$9,415,897	0.034%	(\$360,520)	\$0	\$423,605	\$306,721	\$282,863	\$192,936	\$10,261,502
New Mexico State University	\$93,251,257	0.333%	(\$3,580,167)	\$0	\$3,611,727	\$3,042,215	\$2,826,926	\$1,914,862	\$101,066,821
Western New Mexico University	\$4,943,411	0.018%	(\$188,173)	\$0	\$26,027	\$160,093	\$147,382	\$100,308	\$5,189,049
New Mexico Highlands University	\$4,919,043	0.018%	(\$187,247)	\$0	\$26,027	\$159,305	\$146,659	\$99,815	\$5,163,602
Northern New Mexico College	\$4,029,880	0.014%	(\$153,481)	\$0	\$26,099	\$130,565	\$120,255	\$81,832	\$4,235,150
Eastern New Mexico University	\$15,242,745	0.054%	(\$579,046)	\$0	\$17,350	\$492,833	\$452,956	\$308,450	\$15,935,289
New Mexico Institute of Mining and Technology	\$38,092,328	0.136%	(\$1,451,376)	\$0	\$291,135	\$1,234,547	\$1,137,773	\$773,950	\$40,078,357
New Mexico Military Institute	\$689,949,485	2.463%	(\$26,654,642)	\$0	\$24,551,968	\$22,610,994	\$21,115,411	\$14,277,091	\$745,850,305
New Mexico Boys School	\$1,041,732	0.004%	(\$39,561)	\$0	\$0	\$33,673	\$30,936	\$21,070	\$1,087,849
DHI Miners Hospital	\$176,456,234	0.630%	(\$6,717,062)	\$0	\$884,051	\$5,715,038	\$5,261,956	\$3,580,538	\$185,180,735
New Mexico State Hospital	\$82,817,353	0.296%	(\$3,214,456)	\$0	\$4,903,231	\$2,725,342	\$2,549,465	\$1,726,240	\$91,507,175
New Mexico State Penitentiary	\$428,757,215	1.531%	(\$16,638,551)	\$0	\$26,526,596	\$14,113,248	\$13,179,247	\$8,936,421	\$474,874,175
New Mexico School for the Deaf	\$402,097,615	1.435%	(\$15,414,846)	\$0	\$8,489,842	\$13,096,777	\$12,132,419	\$8,239,160	\$428,640,967
School for the Visually Impaired	\$401,373,349	1.433%	(\$15,388,133)	\$0	\$8,531,072	\$13,073,945	\$12,111,812	\$8,225,060	\$427,927,105
Charitable, Penal, and Reform	\$156,549,721	0.559%	(\$5,963,952)	\$0	\$1,134,894	\$5,073,622	\$4,672,831	\$3,180,247	\$164,647,363
Water Reservoir	\$194,647,732	0.695%	(\$7,426,252)	\$0	\$1,546,118	\$6,320,142	\$5,818,313	\$3,960,286	\$204,866,339
Improve Rio Grande	\$43,317,120	0.155%	(\$1,647,748)	\$0	\$136,886	\$1,402,270	\$1,289,804	\$878,017	\$45,376,348
Public Buildings Capital Inc.	\$396,232,834	1.415%	(\$15,859,182)	\$0	\$58,422,192	\$13,385,233	\$12,841,294	\$8,617,626	\$473,639,996
Carrie Tingley Hospital	\$264,689	0.001%	(\$10,052)	\$0	\$0	\$8,556	\$7,860	\$5,354	\$276,407
<b>STATEWIDE</b>	<b>\$28,012,136,733</b>	<b>100%</b>	<b>(\$1,099,144,320)</b>	<b>(\$240,320,964)</b>	<b>\$2,319,952,915</b>	<b>\$929,495,379</b>	<b>\$881,388,367</b>	<b>\$592,622,843</b>	<b>\$31,396,130,953</b>

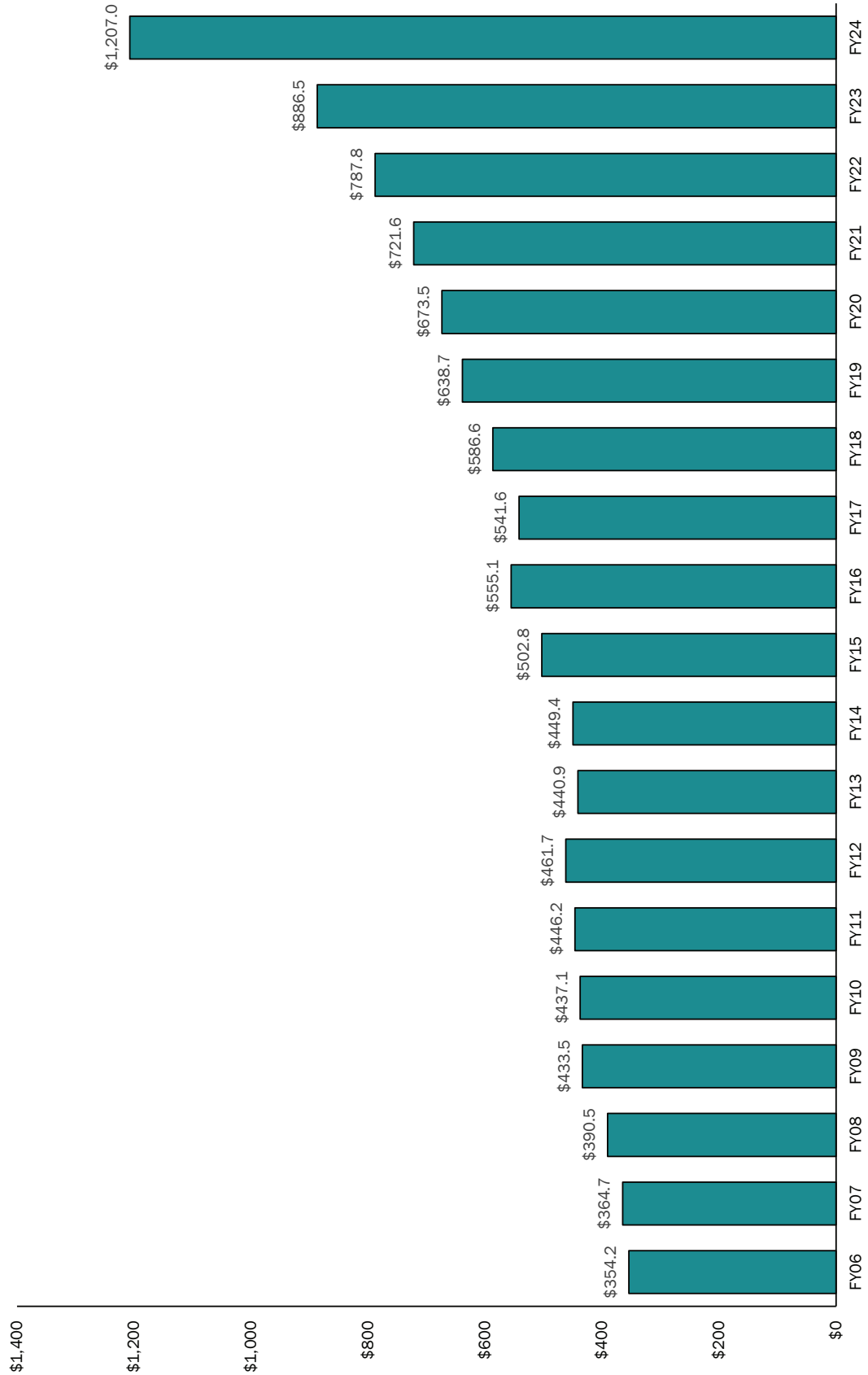
Source: State Investment Council

# Land Grant Permanent Fund



# Land Grant Permanent Fund

Land Grant Permanent Fund: Unaudited Distributions for Public Schools  
(in millions)



Source: LESC Files



# Cash Balances

## School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	FY23			FY24			Change FY23 to FY24	
	Budgeted Cash June 30, 2023	Program Cost	Percent Cash	Budgeted Cash June 30, 2024	Program Cost	Percent Cash	Change in Cash Balance	Change in Percent
<b>School Districts</b>								
1 Alamogordo Public Schools	\$6,447,717	\$51,052,829	12.6%	\$2,313,309	\$62,116,238	3.7%	(\$4,134,408)	-8.9%
2 Albuquerque Public Schools	\$65,900,000	\$798,868,675	8.2%	\$79,500,000	\$902,132,589	8.8%	\$13,600,000	0.6%
3 Animas Public Schools	\$435,046	\$2,729,722	15.9%	\$758,890	\$3,220,402	23.6%	\$323,844	7.6%
4 Artesia Public Schools	\$3,945,070	\$36,669,290	10.8%	\$5,661,132	\$42,444,891	13.3%	\$1,716,062	2.6%
5 Aztec Municipal Schools	\$2,273,350	\$25,170,108	9.0%	\$2,442,412	\$28,762,508	8.5%	\$169,062	-0.5%
6 Belen Consolidated Schools	\$10,511,804	\$37,793,505	27.8%	\$14,662,794	\$44,957,513	32.6%	\$4,150,990	4.8%
7 Bernalillo Public Schools	\$11,951,365	\$32,407,598	36.9%	\$11,985,232	\$38,440,167	31.2%	\$33,866	-5.7%
8 Bloomfield Schools	\$7,784,868	\$27,524,847	28.3%	\$10,972,984	\$32,033,224	34.3%	\$3,188,116	6.0%
9 Capitan Municipal Schools	\$1,840,087	\$6,275,659	29.3%	\$1,585,484	\$7,541,242	21.0%	(\$254,603)	-8.3%
10 Carlsbad Municipal Schools	\$14,059,557	\$65,579,588	21.4%	\$7,806,845	\$78,144,235	10.0%	(\$6,252,712)	-11.4%
11 Carrizozo Municipal Schools	\$744,610	\$3,081,577	24.2%	\$1,242,863	\$3,657,325	34.0%	\$498,253	9.8%
12 Central Consolidated Schools	\$47,460,219	\$54,794,991	86.6%	\$1,800,000	\$61,341,735	2.9%	(\$45,660,219)	-83.7%
13 Chama Valley Independent Schools	\$1,004,652	\$5,887,095	17.1%	\$1,815,800	\$6,806,629	26.7%	\$811,148	9.6%
14 Cimarron Municipal Schools	\$303,603	\$4,997,067	6.1%	\$693,135	\$5,991,367	11.6%	\$389,532	5.5%
15 Clayton Municipal Schools	\$1,237,619	\$5,650,456	21.9%	\$1,896,046	\$6,585,105	28.8%	\$658,427	6.9%
16 Cloudfroft Municipal Schools	\$1,003,441	\$5,833,588	17.2%	\$1,378,922	\$7,303,803	18.9%	\$375,481	1.7%
17 Clovis Municipal Schools	\$18,012,828	\$75,816,652	23.8%	\$16,944,168	\$84,552,396	20.0%	(\$1,068,660)	-3.7%
18 Cobre Consolidated Schools	\$1,253,433	\$13,778,880	9.1%	\$1,974,661	\$16,386,356	12.1%	\$721,228	3.0%
19 Corona Public Schools	\$223,318	\$2,123,572	10.5%	\$226,514	\$2,530,542	9.0%	\$3,196	-1.6%
20 Cuba Independent Schools	\$4,737,104	\$10,901,984	43.5%	\$3,203,907	\$13,123,604	24.4%	(\$1,533,197)	-19.0%
21 Deming Public Schools	\$13,576,517	\$54,258,204	25.0%	\$10,866,355	\$63,502,832	17.1%	(\$2,710,162)	-7.9%
22 Des Moines Municipal Schools	\$565,154	\$2,358,709	24.0%	\$964,548	\$2,952,460	32.7%	\$399,394	8.7%
23 Dexter Consolidated Schools	\$1,001,437	\$9,953,881	10.1%	\$935,012	\$11,634,117	8.0%	(\$66,425)	-2.0%
24 Dora Consolidated Schools	\$1,093,433	\$3,257,745	33.6%	\$1,090,399	\$3,781,584	28.8%	(\$3,034)	-4.7%
25 Dulce Independent Schools	\$7,084,197	\$7,824,256	90.5%	\$5,550,567	\$9,105,629	61.0%	(\$1,533,630)	-29.6%
26 Elida Municipal Schools	\$465,067	\$3,001,904	15.5%	\$733,833	\$3,419,074	21.5%	\$268,766	6.0%
27 Española Public Schools	\$2,436,639	\$33,731,154	7.2%	\$4,166,473	\$38,450,135	10.8%	\$1,729,834	3.6%
28 Estancia Municipal Schools	\$1,724,813	\$8,396,812	20.5%	\$1,760,230	\$10,002,101	17.6%	\$35,417	-2.9%
29 Eunice Public Schools	\$2,097,498	\$7,841,486	26.7%	\$1,670,688	\$8,894,654	18.8%	(\$426,810)	-8.0%
30 Farmington Municipal Schools	\$3,700,000	\$106,887,419	3.5%	\$11,030,951	\$123,175,007	9.0%	\$7,330,951	5.5%
31 Floyd Municipal School District	\$621,701	\$3,311,147	18.8%	\$1,218,882	\$3,966,288	30.7%	\$597,181	12.0%
32 Fort Sumner Municipal Schools	\$157,103	\$4,020,490	3.9%	\$600,000	\$4,688,187	12.8%	\$442,897	8.9%
33 Gadsden Independent Schools	\$56,150,587	\$134,766,048	41.7%	\$53,676,435	\$154,310,766	34.8%	(\$2,474,153)	-6.9%
34 Gallup-McKinley County Schools	\$50,394,156	\$130,868,974	38.5%	\$33,107,623	\$163,330,835	20.3%	(\$17,286,533)	-18.2%
35 Grady Municipal Schools	\$271,983	\$2,720,875	10.0%	\$1,307,171	\$3,231,082	40.5%	\$1,035,188	30.5%

# Cash Balances

## School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	FY23			FY24			Change FY23 to FY24	
	Budgeted Cash June 30, 2023	Program Cost	Percent Cash	Budgeted Cash June 30, 2024	Program Cost	Percent Cash	Change in Cash Balance	Change in Percent
37 Grants-Cibola County Schools	\$12,117,829	\$34,162,804	35.5%	\$9,321,507	\$39,586,369	23.5%	(\$2,796,321)	-11.9%
38 Hagerman Municipal Schools	\$1,355,416	\$5,452,519	24.9%	\$2,121,197	\$6,541,333	32.4%	\$765,781	7.6%
39 Hatch Valley Municipal Schools	\$5,434,596	\$14,540,709	37.4%	\$7,211,664	\$16,874,193	42.7%	\$1,777,068	5.4%
40 Hobbs Municipal Schools	\$24,876,252	\$98,933,848	25.1%	\$29,468,875	\$114,077,904	25.8%	\$4,592,623	0.7%
41 Hondo Valley Public Schools	\$236,918	\$3,005,670	7.9%	\$84,588	\$3,284,710	2.6%	(\$152,330)	-5.3%
42 House Municipal Schools	\$319,061	\$1,900,193	16.8%	\$214,541	\$2,038,898	10.5%	(\$104,519)	-6.3%
43 Jal Public Schools	\$5,743,103	\$6,491,655	88.5%	\$6,033,581	\$8,248,392	73.1%	\$290,478	-15.3%
44 Jemez Mountain Public Schools	\$847,831	\$3,300,693	25.7%	\$628,222	\$3,932,527	16.0%	(\$219,609)	-9.7%
45 Jemez Valley Public Schools	\$3,179,995	\$4,790,736	66.4%	\$5,065,885	\$5,707,477	88.8%	\$1,885,890	22.4%
46 Lake Arthur Municipal Schools	\$997,636	\$2,787,841	35.8%	\$1,195,999	\$3,246,392	36.8%	\$198,363	1.1%
47 Las Cruces Public Schools	\$25,175,434	\$238,816,012	10.5%	\$39,781,232	\$285,920,616	13.9%	\$14,605,798	3.4%
48 Las Vegas City Public Schools	\$1,395,434	\$13,728,747	10.2%	\$429,000	\$15,858,479	2.7%	(\$966,434)	-7.5%
49 Logan Municipal Schools	\$1,000,000	\$4,308,842	23.2%	\$1,261,859	\$5,030,486	25.1%	\$261,859	1.9%
50 Lordsburg Municipal Schools	\$296,815	\$6,106,052	4.9%	\$2,957,840	\$7,257,046	40.8%	\$2,661,025	35.9%
51 Los Alamos Public Schools	\$2,677,944	\$36,870,905	7.3%	\$1,794,950	\$44,011,632	4.1%	(\$882,994)	-3.2%
52 Los Lunas Consolidated Schools	\$21,703,500	\$80,050,327	27.1%	\$25,255,228	\$99,973,833	25.3%	\$3,551,728	-1.9%
53 Loving Municipal Schools	\$2,131,519	\$7,851,471	27.1%	\$3,412,134	\$10,349,688	33.0%	\$1,280,615	5.8%
54 Lovington Municipal Schools	\$4,570,777	\$37,842,992	12.1%	\$6,292,616	\$46,427,526	13.6%	\$1,721,839	1.5%
55 Magdalena Municipal Schools	\$970,004	\$4,757,153	20.4%	\$1,000,000	\$5,806,307	17.2%	\$29,996	-3.2%
56 Maxwell Municipal Schools	\$288,552	\$2,526,328	11.4%	\$378,993	\$2,685,310	14.1%	\$90,441	2.7%
57 Melrose Municipal Schools	\$402,863	\$3,908,571	10.3%	\$701,580	\$4,641,580	15.1%	\$298,717	4.8%
58 Mesa Vista Consolidated Schools	\$274,487	\$3,975,731	6.9%	\$432,549	\$4,702,555	9.2%	\$158,062	2.3%
59 Mora Independent Schools	\$990,031	\$5,987,003	16.5%	\$1,584,177	\$7,153,079	22.1%	\$594,146	5.6%
60 Moriarty-Edgewood School District	\$3,088,307	\$23,374,865	13.2%	\$4,516,337	\$28,318,494	15.9%	\$1,428,031	2.7%
61 Mosquero Municipal Schools	\$551,351	\$2,166,123	25.5%	\$620,532	\$2,571,730	24.1%	\$69,181	-1.3%
62 Mountainair Public Schools	\$184,645	\$3,773,878	4.9%	\$153,118	\$3,928,276	3.9%	(\$31,527)	-1.0%
63 Pecos Independent Schools	\$995,000	\$6,751,748	14.7%	\$1,363,842	\$7,879,971	17.3%	\$368,842	2.6%
64 Peñasco Independent Schools	\$517,733	\$4,643,578	11.1%	\$1,046,525	\$4,925,601	21.2%	\$528,792	10.1%
65 Pojoaque Valley Schools	\$6,665,505	\$17,004,854	39.2%	\$4,683,922	\$18,814,572	24.9%	(\$1,981,583)	-14.3%
66 Portales Municipal Schools	\$1,928,266	\$28,302,420	6.8%	\$4,359,225	\$33,242,186	13.1%	\$2,430,959	6.3%
67 Quemado Independent School District	\$805,223	\$3,060,426	26.3%	\$1,303,385	\$3,487,702	37.4%	\$498,162	11.1%
68 Questa Independent Schools	\$625,200	\$4,835,794	12.9%	\$875,000	\$5,709,936	15.3%	\$249,800	2.4%
69 Raton Public Schools	\$2,004,875	\$9,267,335	21.6%	\$2,715,204	\$10,694,921	25.4%	\$710,329	3.8%
70 Reserve School District	\$305,274	\$2,478,940	12.3%	\$149,299	\$2,640,563	5.7%	(\$155,975)	-6.7%
71 Rio Rancho Public Schools	\$17,004,368	\$176,955,259	9.6%	\$28,387,875	\$214,602,284	13.2%	\$11,383,507	3.6%

# Cash Balances

## School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	FY23			FY24			Change FY23 to FY24	
	Budgeted Cash June 30, 2023	Program Cost	Percent Cash	Budgeted Cash June 30, 2024	Program Cost	Percent Cash	Change in Cash Balance	Change in Percent
72 Roswell Independent School District	\$21,595,000	\$92,664,800	23.3%	\$20,088,116	\$114,424,017	17.6%	(\$1,506,884)	-5.7%
73 Roy Municipal Schools	\$147,361	\$1,957,411	7.5%	\$21,968	\$2,169,748	1.0%	(\$125,393)	-6.5%
74 Ruidoso Municipal Schools	\$8,157,392	\$18,348,142	44.5%	\$6,000,629	\$20,631,678	29.1%	(\$2,156,763)	-15.4%
75 San Jon Municipal Schools	\$170,976	\$2,314,413	7.4%	\$226,788	\$2,648,790	8.6%	\$55,812	1.2%
76 Santa Fe Public Schools	\$5,077,151	\$118,378,084	4.3%	\$16,006,358	\$134,994,558	11.9%	\$10,929,206	7.6%
77 Santa Rosa Consolidated Schools	\$532,644	\$8,061,110	6.6%	\$1,187,398	\$9,625,766	12.3%	\$654,753	5.7%
78 Silver City Consolidated Schools	\$2,389,806	\$5,820,438	9.3%	\$3,506,221	\$28,996,446	12.1%	\$1,116,415	2.8%
79 Socorro Consolidated Schools	\$2,207,903	\$15,034,587	14.7%	\$2,439,896	\$17,616,102	13.9%	\$231,993	-0.8%
80 Springer Municipal Schools	\$394,578	\$2,500,052	15.8%	\$457,585	\$2,913,443	15.7%	\$63,007	-0.1%
81 Taos Municipal Schools	\$4,377,300	\$21,750,217	20.1%	\$3,946,906	\$25,201,947	15.7%	(\$430,394)	-4.5%
82 Tatum Municipal Schools	\$810,260	\$4,648,432	17.4%	\$1,607,376	\$5,476,728	29.3%	\$797,116	11.9%
83 Texico Municipal Schools	\$1,415,058	\$6,854,549	20.6%	\$2,358,350	\$8,045,531	29.3%	\$943,292	8.7%
84 Truth or Consequences Municipal Schools	\$2,258,768	\$14,126,671	16.0%	\$1,172,475	\$16,781,622	7.0%	(\$1,086,293)	-9.0%
85 Tucumcari Public Schools	\$2,393,076	\$10,167,055	23.5%	\$3,345,687	\$11,981,010	27.9%	\$952,611	4.4%
86 Tularosa Municipal Schools	\$1,405,000	\$12,041,889	11.7%	\$1,800,000	\$14,378,330	12.5%	\$395,000	0.9%
87 Vaughn Municipal Schools	\$215,834	\$1,948,741	11.1%	\$486,835	\$2,128,372	22.9%	\$271,001	11.8%
88 Wañon Mound Public Schools	\$131,289	\$2,114,112	6.2%	\$260,775	\$2,384,892	10.9%	\$129,486	4.7%
89 West Las Vegas School District	\$1,209,740	\$15,867,440	7.6%	\$1,778,481	\$19,132,716	9.3%	\$568,741	1.7%
90 Zuni Public School District	\$3,347,832	\$13,649,162	24.5%	\$3,692,249	\$16,237,998	22.7%	\$344,417	-1.8%
91 <b>Charter Schools</b>								
92 <b>Albuquerque</b>								
93 Aces Technical Charter School	\$8,513	\$2,080,199	0.4%	\$407,790	\$2,452,621	16.6%	\$399,277	16.2%
94 ACE Leadership High School	\$1,400,393	\$2,869,325	48.8%	\$849,581	\$3,207,064	26.5%	(\$550,812)	-22.3%
95 Albuquerque Bilingual Academy	\$2,642,080	\$4,099,700	64.4%	\$2,341,724	\$5,351,914	43.8%	(\$300,356)	-20.7%
96 Albuquerque Charter Academy	\$499,999	\$3,827,142	13.1%	\$441,591	\$5,189,574	8.5%	(\$58,408)	-4.6%
97 Albuquerque Collegiate Charter School	\$508,861	\$1,676,233	30.4%	\$426,476	\$2,372,996	18.0%	(\$82,385)	-12.4%
98 Albuquerque Institute for Math and Science	\$2,626,000	\$3,816,622	68.8%	\$2,981,719	\$3,962,699	75.2%	\$355,719	6.4%
99 Albuquerque School of Excellence	\$869,792	\$8,005,433	10.9%	\$1,732,419	\$9,846,571	17.6%	\$862,627	6.7%
100 Albuquerque Sign Language Academy	\$1,574,056	\$3,538,332	44.5%	\$2,153,258	\$4,686,177	45.9%	\$579,202	1.5%
101 Albuquerque Talent Development Secondary	\$384,855	\$1,397,413	27.5%	\$322,445	\$1,683,160	19.2%	(\$62,410)	-8.4%
102 Alice King Community School	\$783,380	\$4,789,813	16.4%	\$2,319,958	\$5,725,184	40.5%	\$1,536,578	24.2%
103 Altura Preparatory School	\$50,000	\$2,099,732	2.4%	\$231,393	\$2,765,684	8.4%	\$181,393	6.0%
104 Amy Biehl Charter School	\$424,862	\$2,852,802	14.9%	\$723,585	\$3,226,825	22.4%	\$298,723	7.5%
105 Cesar Chavez Community School	\$1,203,328	\$2,407,031	50.0%	\$1,246,912	\$2,805,668	44.4%	\$43,584	-5.5%
106 Christine Duncan Heritage Academy	\$569,738	\$3,917,153	14.5%	\$839,163	\$5,792,494	14.5%	\$269,425	-0.1%
107 Cien Aguas International School	\$508,622	\$4,701,387	10.8%	\$286,933	\$5,457,766	5.3%	(\$221,689)	-5.6%

# Cash Balances

## School District and Charter School Budgeted Cash Balances (Unaudited)

	FY23				FY24				Change FY23 to FY24	
	Budgeted Cash June 30, 2023	Program Cost	Percent Cash	Budgeted Cash June 30, 2024	Program Cost	Percent Cash	Change in Cash Balance	Change in Percent		
108 Coral Community Charter	\$271,861	\$1,979,303	13.7%	\$587,314	\$2,609,929	22.5%	\$315,453	8.8%	108	
109 Corrales International School	\$1,000,000	\$2,673,586	37.4%	\$1,466,252	\$3,441,201	42.6%	\$466,252	5.2%	109	
110 Cottonwood Classical Prep	\$949,716	\$6,928,346	13.7%	\$414,885	\$8,643,608	4.8%	(\$534,831)	-8.9%	110	
111 Digital Arts And Technology	\$362,018	\$3,504,236	10.3%	\$158,374	\$3,879,160	4.1%	(\$203,644)	-6.2%	111	
112 East Mountain High School	\$300,000	\$3,854,517	7.8%	\$576,623	\$4,862,692	11.9%	\$276,623	4.1%	112	
113 El Camino Real Academy	\$75,000	\$3,349,794	2.2%	\$75,000	\$4,012,164	1.9%	\$0	-0.4%	113	
114 Explore Academy	\$400,000	\$11,546,570	3.5%	\$414,017	\$15,786,120	2.6%	\$14,017	-0.8%	114	
115 Gilbert L. Sena Charter High School	\$270,000	\$1,864,308	14.5%	\$344,624	\$2,303,576	15.0%	\$74,624	0.5%	115	
116 Gordon Bernell Charter School	\$1,552,999	\$2,212,026	70.2%	\$1,391,655	\$2,954,401	47.1%	(\$161,344)	-23.1%	116	
117 GREAT Academy	\$214,433	\$1,407,509	15.2%	\$27,104	\$1,396,106	1.9%	(\$187,329)	-13.3%	117	
118 Health Leadership High School	\$1,672,000	\$2,494,778	67.0%	\$1,952,958	\$2,682,501	72.8%	\$280,958	5.8%	118	
119 Horizon Academy West	\$1,316,219	\$4,105,377	32.1%	\$2,269,522	\$5,379,165	42.2%	\$953,303	10.1%	119	
120 International School at Mesa Del Sol	\$584,361	\$3,208,053	18.2%	\$523,049	\$4,037,343	13.0%	(\$61,312)	-5.3%	120	
121 La Academia De Esperanza	\$534,507	\$2,601,826	20.5%	\$919,045	\$3,166,112	29.0%	\$384,538	8.5%	121	
122 Los Puentes Charter School	\$461,729	\$1,785,336	25.9%	\$333,504	\$1,495,111	22.3%	(\$128,225)	-3.6%	122	
123 Mark Armijo Academy	\$627,711	\$2,524,964	24.9%	\$706,718	\$2,845,827	24.8%	\$79,007	-0.0%	123	
124 Media Arts Collaborative Charter	\$484,878	\$2,244,040	21.6%	\$0	\$2,272,792	0.0%	(\$484,878)	-21.6%	124	
125 Mission Achievement And Success	\$565,000	\$18,221,538	3.1%	\$1,226,550	\$23,091,895	5.3%	\$661,550	2.2%	125	
126 Montessori Elementary School	\$50,000	\$3,803,114	1.3%	\$50,000	\$4,798,889	1.0%	\$0	-0.3%	126	
127 Montessori of the Rio Grande Charter	\$449,801	\$2,438,073	18.4%	\$656,939	\$2,889,550	22.7%	\$207,138	4.3%	127	
128 Mountain Mahogany Community School	\$48,297	\$2,577,544	1.9%	\$150,000	\$3,077,986	4.9%	\$101,703	3.0%	128	
129 Native American Community Academy	\$934,950	\$5,128,398	18.2%	\$1,416,860	\$5,905,781	24.0%	\$481,910	5.8%	129	
130 New America School - Albuquerque	\$400,000	\$2,229,196	17.9%	\$550,000	\$2,565,638	21.4%	\$150,000	3.5%	130	
131 New Mexico International School	\$1,546,033	\$3,956,059	39.1%	\$2,165,555	\$5,111,378	42.4%	\$619,522	3.3%	131	
132 North Valley Academy	\$1,881,480	\$3,910,261	48.1%	\$1,883,530	\$3,905,294	48.2%	\$2,050	0.1%	132	
133 Public Academy for Performing Arts	\$574,080	\$3,950,581	14.5%	\$1,426,113	\$4,677,951	30.5%	\$852,034	16.0%	133	
134 Rio Grande Academy of Fine Arts	\$196,899	\$817,032	24.1%	\$586,527	\$1,876,439	31.3%	\$389,628	7.2%	134	
135 Robert F. Kennedy Charter	\$552,377	\$4,254,921	13.0%	\$1,695,744	\$5,167,541	32.8%	\$1,143,367	19.8%	135	
136 Siembra Leadership High School	\$403,001	\$3,162,752	12.7%	\$839,116	\$4,607,420	18.2%	\$436,115	5.5%	136	
137 Solare Collegiate Charter School	\$649,081	\$2,637,143	24.6%	\$883,321	\$3,600,420	24.5%	\$234,240	-0.1%	137	
138 South Valley Academy	\$1,269,402	\$6,350,312	20.0%	\$1,663,562	\$8,107,761	20.5%	\$394,160	0.5%	138	
139 South Valley Preparatory School	\$288,040	\$1,905,782	15.1%	\$192,142	\$2,152,715	8.9%	(\$95,898)	-6.2%	139	
140 Southwest Aeronautics, Math, and Science	\$186,425	\$2,676,916	7.0%	\$739,000	\$3,557,059	20.8%	\$552,575	13.8%	140	
141 Southwest Preparatory Learning	\$62,783	\$1,602,469	3.9%	\$250,000	\$1,935,055	12.9%	\$187,217	9.0%	141	
142 Southwest Secondary Learning	\$1,345,127	\$1,624,592	82.8%	\$1,095,000	\$1,761,955	62.1%	(\$250,127)	-20.7%	142	

Cash Balances

School District and Charter School Budgeted Cash Balances (Unaudited)

School District or Charter School	FY23			FY24			Change FY23 to FY24	
	Budgeted Cash June 30, 2023	Program Cost	Percent Cash	Budgeted Cash June 30, 2024	Program Cost	Percent Cash	Change in Cash Balance	Change in Percent
143 Technology Leadership High School	\$4,897,718	\$3,212,632	152.5%	\$5,769,000	\$3,505,103	164.6%	\$871,282	12.1%
144 Tierra Adentro of New Mexico	\$850,000	\$2,867,332	29.6%	\$1,150,000	\$3,445,333	33.4%	\$300,000	3.7%
145 Twenty-First Century	\$306,102	\$3,748,507	8.2%	\$110,667	\$4,286,579	2.6%	(\$195,435)	-5.6%
146 Voz Collegiate Preparatory Charter	\$45,801	\$785,139	5.8%	\$79,488	\$1,323,602	6.0%	\$33,687	0.2%
147 William W Josephine Dorn Charter	\$0	\$631,238	0.0%	\$0	\$629,884	0.0%	\$0	0.0%
148 <b>Aztec</b>								
149 Mosaic Academy	\$277,819	\$1,893,417	14.7%	\$557,207	\$2,390,441	23.3%	\$279,388	8.6%
150 <b>Carlsbad</b>								
151 Jefferson Montessori Academy	\$16,873	\$2,429,674	0.7%	\$14,397	\$2,790,307	0.5%	(\$2,476)	-0.2%
152 Pecos Cyber Academy	\$6,500,000	\$18,456,062	35.2%	\$11,045,537	\$18,264,306	60.5%	\$4,545,537	25.3%
153 <b>Central</b>								
154 Dream Dine	\$357,853	\$561,688	63.7%	\$338,565	\$483,093	70.1%	(\$19,288)	6.4%
155 <b>Cimarron</b>								
156 Moreno Valley High School	\$54,932	\$1,104,009	5.0%	\$45,000	\$1,072,519	4.2%	(\$9,932)	-0.8%
157 <b>Deming</b>								
158 Deming Cesar Chavez	\$563,411	\$1,761,694	32.0%	\$78,466	\$1,901,281	4.1%	(\$484,945)	-27.9%
159 <b>Espanola</b>								
160 La Tierra Montessori School	\$0	\$917,326	0.0%	\$0	\$1,011,787	0.0%	\$0	0.0%
161 McCurdy Charter School	\$293,994	\$5,013,066	5.9%	\$665,549	\$6,117,093	10.9%	\$371,555	5.0%
162 <b>Gallup-Mckinley</b>								
163 Dzil Ditt'ool School (DEAP)	\$244,079	\$556,988	43.8%	\$243,508	\$573,104	42.5%	(\$571)	-1.3%
164 Hozho Academy	\$706,036	\$5,861,940	12.0%	\$114,728	\$8,709,807	1.3%	(\$591,308)	-10.7%
165 Middle College High School	\$718,679	\$1,592,330	45.1%	\$1,737,738	\$1,824,203	95.3%	\$1,019,059	50.1%
166 Six Directions Indigenous School	\$250,000	\$885,737	28.2%	\$340,000	\$806,904	42.1%	\$90,000	13.9%
167 <b>Jemez Valley</b>								
168 San Diego Riverside School	\$174,765	\$951,643	18.4%	\$131,889	\$1,070,777	12.3%	(\$42,876)	-6.0%
169 Walatowa Charter High School	\$1,779,335	\$741,374	240.0%	\$2,228,687	\$971,017	229.5%	\$449,352	-10.5%
170 <b>Las Cruces</b>								
171 Alma D'Arte Charter	\$106,969	\$1,446,381	7.4%	(\$18,814)	\$1,570,286	-1.2%	(\$125,783)	-8.6%
172 Explore Academy	\$447,555	\$1,856,560	24.1%	\$282,862	\$4,023,899	7.0%	(\$164,693)	-17.1%
173 J Paul Taylor Academy	\$293,209	\$1,874,579	15.6%	\$134,049	\$2,393,150	5.6%	(\$159,160)	-10.0%
174 La Academia Dolores Huerta	\$106,633	\$742,020	14.4%	\$17,400	\$804,489	2.2%	(\$89,233)	-12.2%
175 Las Montañas Charter	\$427,252	\$1,943,749	22.0%	\$405,694	\$2,190,614	18.5%	(\$21,558)	-3.5%
176 New America School - Las Cruces	\$425,000	\$1,710,500	24.8%	\$675,000	\$1,894,197	35.6%	\$250,000	10.8%
177 Raices del Saber Xinachtli	\$483,416	\$1,214,459	39.8%	\$100,038	\$1,614,508	6.2%	(\$383,377)	-33.6%
178 <b>Los Lunas</b>								



# Cash Balances

## School District and Charter School Budgeted Cash Balances (Unaudited)

	FY23			FY24			Change FY23 to FY24	
	Budgeted Cash June 30, 2023	Program Cost	Percent Cash	Budgeted Cash June 30, 2024	Program Cost	Percent Cash	Change in Cash Balance	Change in Percent
179 School of Dreams Academy	\$0	\$6,340,305	0.0%	\$200,000	\$7,993,588	2.5%	\$200,000	2.5%
180 <b>Moriarty</b>								
181 Estancia Valley Classical Academy	\$506,947	\$5,895,904	8.6%	\$824,574	\$6,772,043	12.2%	\$317,628	3.6%
182 <b>Roswell</b>								
183 Sidney Gutierrez Middle School	\$604,000	\$1,921,355	31.4%	\$322,514	\$2,294,700	14.1%	(\$281,486)	-17.4%
184 <b>Questa</b>								
185 Red River Valley Charter School	\$399,070	\$1,121,736	35.6%	\$196,864	\$1,432,332	13.7%	(\$202,206)	-21.8%
186 Roots and Wings Community	\$194,683	\$910,704	21.4%	\$240,450	\$1,052,402	22.8%	\$45,767	1.5%
187 <b>Rio Rancho</b>								
188 ASK Academy	\$1,088,010	\$5,713,302	19.0%	\$1,765,170	\$6,368,070	27.7%	\$677,160	8.7%
189 Explore Academy				\$51,081	\$3,166,043	1.6%	\$51,081	1.6%
190 Sandoval Academy of Bilingual Education	\$255,911	\$2,199,689	11.6%	\$100,000	\$2,865,701	3.5%	(\$155,911)	-8.1%
191 <b>Santa Fe</b>								
192 Academy for Technology and the Classics	\$193,273	\$3,822,917	5.1%	\$220,107	\$4,253,405	5.2%	\$26,834	0.1%
193 New Mexico Connections Academy	\$2,300,000	\$13,598,416	16.9%	\$3,322,070	\$16,433,780	20.2%	\$1,022,070	3.3%
194 MASTERS Program	\$2,238,472	\$2,619,587	85.5%	\$1,828,286	\$2,816,429	64.9%	(\$410,186)	-20.5%
195 Monte Del Sol Charter	\$118,010	\$3,738,362	3.2%	\$643,896	\$4,269,352	15.1%	\$525,886	11.9%
196 New Mexico School for the Arts	\$429,018	\$3,015,986	14.2%	\$371,956	\$3,518,916	10.6%	(\$57,062)	-3.7%
197 Thrive Community School	\$150,821	\$1,204,623	12.5%	\$61,086	\$3,274,436	1.9%	(\$89,735)	-10.7%
198 Tierra Encantada Charter School	\$1,020,586	\$3,004,599	34.0%	\$737,850	\$3,698,258	20.0%	(\$282,736)	-14.0%
199 Turquoise Trail Charter School	\$957,715	\$6,109,343	15.7%	\$1,115,217	\$7,019,719	15.9%	\$157,502	0.2%
200 <b>Silver City</b>								
201 Aldo Leopold Charter	(\$83,889)	\$2,141,730	-3.9%	\$1,000,000	\$2,519,818	39.7%	\$1,083,889	43.6%
202 <b>Socorro</b>								
203 Cottonwood Valley Charter	\$540,149	\$2,216,660	24.4%	\$886,651	\$2,504,639	35.4%	\$346,502	11.0%
204 <b>Taos</b>								
205 Anansi Charter School	\$280,000	\$2,176,125	12.9%	\$352,583	\$2,566,893	13.7%	\$72,583	0.9%
206 Taos Academy	\$960,450	\$3,382,559	28.4%	\$1,360,830	\$4,351,343	31.3%	\$400,380	2.9%
207 Taos Integrated School of Arts	\$911,994	\$2,169,906	42.0%	\$817,836	\$2,404,029	34.0%	(\$94,157)	-8.0%
208 Taos International School	\$206,999	\$1,985,206	10.4%	\$337,201	\$2,371,797	14.2%	\$130,202	3.8%
209 Taos Municipal Charter	\$30,000	\$2,329,722	1.3%	\$119,964	\$2,990,927	4.0%	\$89,964	2.7%
210 Vista Grande High School	\$138,328	\$1,366,797	10.1%	\$212,430	\$1,382,299	15.4%	\$74,102	5.2%
211 <b>West Las Vegas</b>								
212 Rio Gallinas School	\$337,129	\$1,176,276	28.7%	\$283,062	\$1,394,264	20.3%	(\$54,067)	-8.4%
<b>STATEWIDE TOTAL</b>	<b>\$623,008,484</b>	<b>\$3,399,627,541</b>	<b>18.3%</b>	<b>\$655,284,723</b>	<b>\$3,988,927,287</b>	<b>16.4%</b>	<b>\$32,276,240</b>	<b>-1.9%</b>

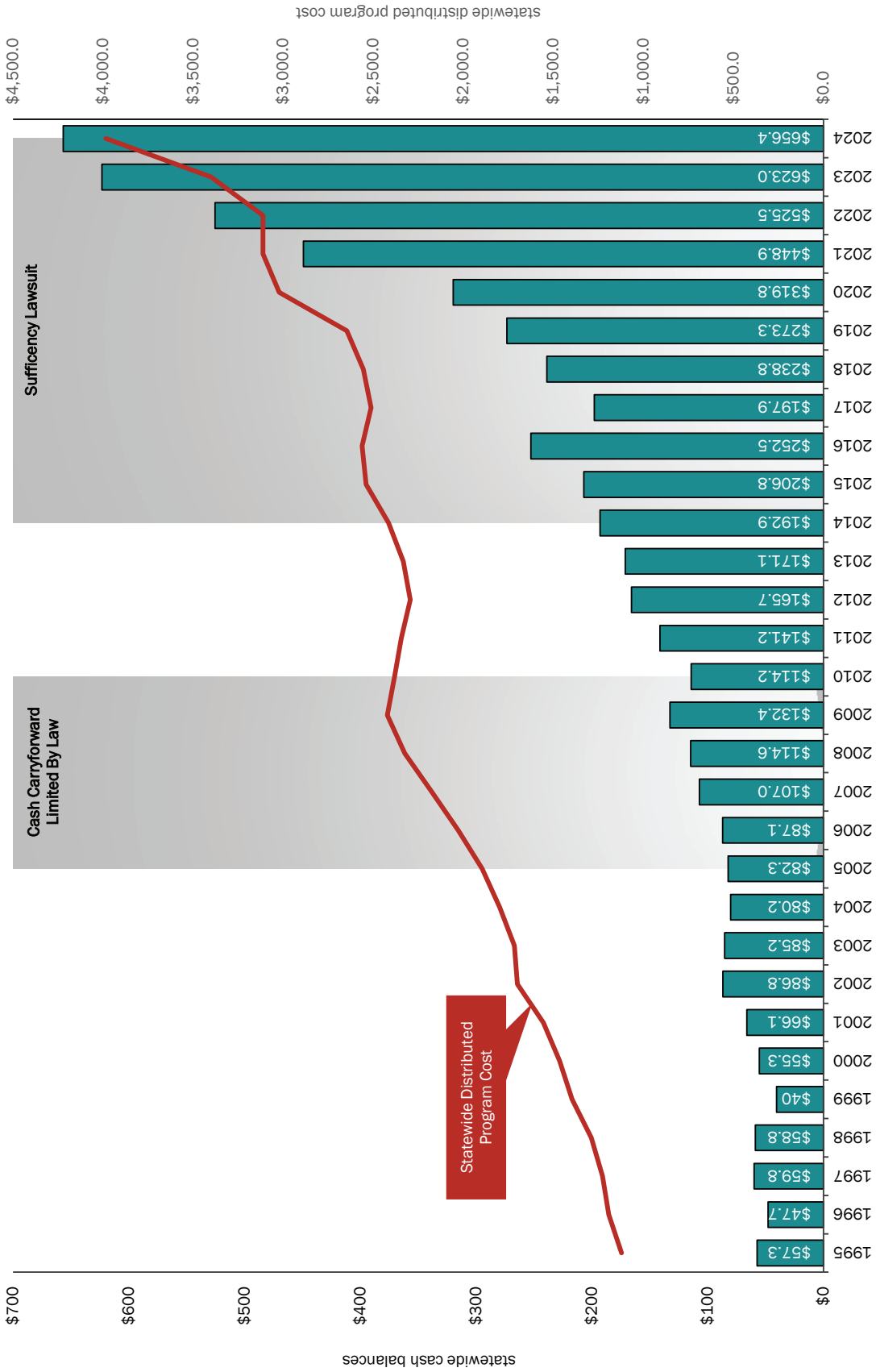
Source: LESC Files



# Cash Balances

## Statewide Year-End Cash Balances and Program Cost

Unaudited Cash Balance on June 30 (in millions)

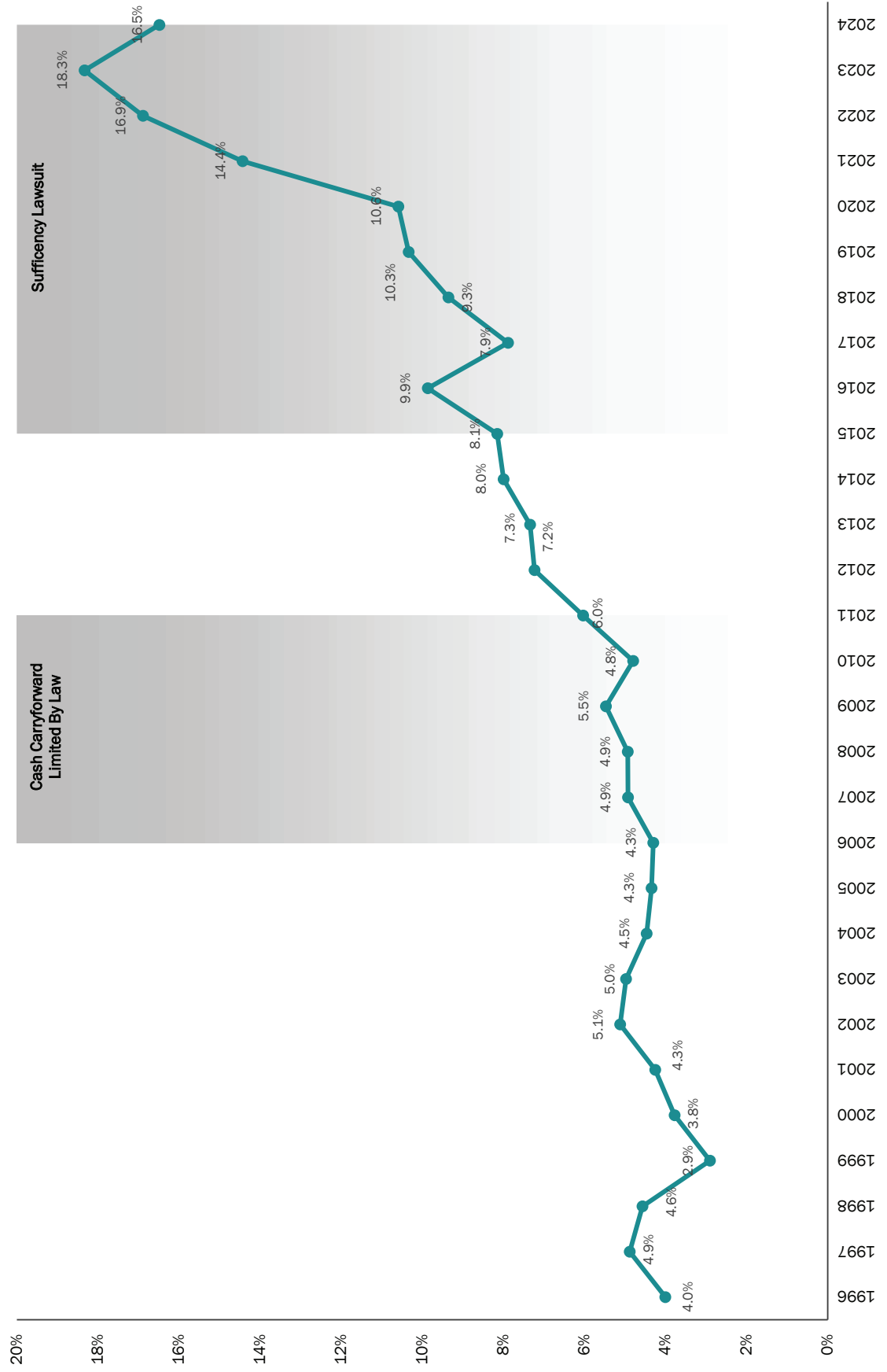


Reported cash balances are the amount budgeted by school districts and charter schools on June 30 of each calendar year. Balances are not audited year-end cash. Source: OBMS and LESC Files

# Cash Balances

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

Unaudited Cash Balance on June 30



Reported cash balances are the amount budgeted by school districts and charter schools on June 30 of each calendar year. Balances are not audited year-end cash. Source: OBWS

# School Calendars/K-12 Plus

## FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days				Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours
1 ALAMOGORDO PUBLIC SCHOOLS	Five-Day	9	141	36	8	185	5		1,114.5		60
2 ALAMOGORDO PUBLIC SCHOOLS	Five-Day	4	141	36	4	181	1			1,166.3	30
3 ALBUQUERQUE PUBLIC SCHOOLS	Five-Day	1	171	2	8	181	1		1,117.5		60
4 ALBUQUERQUE PUBLIC SCHOOLS	Five-Day	66	171	-	9	180			1,111.5		60
5 ALBUQUERQUE PUBLIC SCHOOLS	Five-Day	21	184	-	9	193	10	3	1,288.0		60
6 ALBUQUERQUE PUBLIC SCHOOLS	Four-Day	1	159	-	5	164				1,205.2	30
7 ALBUQUERQUE PUBLIC SCHOOLS	Five-Day	25	180	-	4	184	4		1,170.0	1,170.0	26
8 ALBUQUERQUE PUBLIC SCHOOLS	Five-Day	31	173	-	4	177			1,124.5	1,124.5	26
9 ANIMAS PUBLIC SCHOOLS	Four-Day	2	151	-	4	155			1,132.5		28
10 ANIMAS PUBLIC SCHOOLS	Four-Day	1	151	-	4	155				1,132.5	28
11 ARTESIA PUBLIC SCHOOLS	Five-Day	6	165	11	7	183	3		989.7		60
12 ARTESIA PUBLIC SCHOOLS	Five-Day	1	175	1	7	183	3		1,171.3		52
13 ARTESIA PUBLIC SCHOOLS	Five-Day	3	176	-	4	180				1,152.8	30
14 ARTESIA PUBLIC SCHOOLS	Four-Day	1	145	4	5	154			1,117.5	1,117.5	30
15 AZTEC	Four-Day	3	141	23	5	169			1,124.1		60
16 AZTEC	Four-Day	3	141	19	4	164			1,124.1	1,112.8	30
17 BELEN CONSOLIDATED SCHOOLS	Five-Day	6	180	3	8	191	10	1	1,080.0		60
18 BELEN CONSOLIDATED SCHOOLS	Five-Day	4	180	3	4	187	7			1,152.0	30
19 BERNALILLO PUBLIC SCHOOL	Five-Day	6	175	8	6	189	9		1,116.0		60
20 BERNALILLO PUBLIC SCHOOL	Five-Day	4	184	-	5	189	9			1,164.7	30
21 BLOOMFIELD SCHOOLS	Five-Day	4	149	28	-	177			1,159.8		35
22 BLOOMFIELD SCHOOLS	Five-Day	3	149	28	-	177				1,159.8	30
23 CAPITAN MUNICIPAL SCHOOLS	Four-Day	1	152	-	7	159	4		1,102.0		60
24 CAPITAN MUNICIPAL SCHOOLS	Four-Day	2	155	-	4	159	4			1,136.2	30
25 CARLSBAD MUNICIPAL SCHOOLS	Five-Day	6	147	31	3	181	1		1,126.0		53
26 CARLSBAD MUNICIPAL SCHOOLS	Five-Day	5	147	31	3	181	1			1,184.1	30
27 CARRIZO MUNICIPAL SCHOOLS	Four-Day	1	147	-	8	155			1,114.3		60
28 CARRIZO MUNICIPAL SCHOOLS	Four-Day	2	150	-	4	154				1,137.0	30
29 CENTRAL CONSOLIDATED SCHOOLS	Five-Day	8	161	17	4	182	2		1,123.0		60
30 CENTRAL CONSOLIDATED SCHOOLS	Five-Day	7	163	17	2	182	2			1,136.0	30
31 CHAMA VALLEY INDEPENDENT SCHOOL	Five-Day	2	165	-	8	173	10	8	1,113.8		59
32 CHAMA VALLEY INDEPENDENT SCHOOL	Four-Day	2	165	-	4	169	10	4		1,196.3	27
33 CIMARRON MUNICIPAL SCHOOLS	Four-Day	2	148	-	7	155			1,139.6		56
34 CIMARRON MUNICIPAL SCHOOLS	Four-Day	3	149	-	4	153			1,147.3	1,147.3	30
35 CLAYTON MUNICIPAL SCHOOLS	Five-Day	1	141	31	8	180			1,133.5		60
36 CLAYTON MUNICIPAL SCHOOLS	Five-Day	1	141	31	8	180			1,168.8		60
37 CLAYTON MUNICIPAL SCHOOLS	Five-Day	2	141	31	4	176				1,172.5	30

# School Calendars/K-12 Plus

## FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
38 CLOUDCROFT MUNICIPAL SCHOOLS	Four-Day	1	150	-	4	154			1,113.0		30	38
39 CLOUDCROFT MUNICIPAL SCHOOLS	Four-Day	2	150	-	4	154			1,113.0		30	39
40 CLOVIS MUNICIPAL SCHOOLS	Five-Day	11	170	-	8	178			1,105.0		60	40
41 CLOVIS MUNICIPAL SCHOOLS	Five-Day	6	170	-	4	174			1,139.0		30	41
42 COBRE CONSOLIDATE SCHOOLS	Four-Day	4	162	-	6	168	10	3	1,174.5		45	42
43 COBRE CONSOLIDATE SCHOOLS	Four-Day	2	162	-	4	166	10	1	1,174.5		30	43
44 CORONA PUBLIC SCHOOLS	Four-Day	2	152	-	4	156	1		1,124.8		32	44
45 CORONA PUBLIC SCHOOLS	Four-Day	2	152	-	4	156			1,124.8		32	45
46 CUBA INDEPENDENT SCHOOLS	Five-Day	1	161	32	3	196	10	6	1,219.6		59	46
47 CUBA INDEPENDENT SCHOOLS	Five-Day	2	161	32	2	195	10	5	1,211.9		30	47
48 DEMING PUBLIC SCHOOLS	Five-Day	7	180	-	8	188	8		1,094.4		56	48
49 DEMING PUBLIC SCHOOLS	Five-Day	4	180	-	4	184	4		1,204.8		29	49
50 DES MOINES SCHOOLS	Five-Day	1	140	35	6	181	1		1,137.5		45	50
51 DES MOINES SCHOOLS	Five-Day	1	140	35	4	179			1,146.3		30	51
52 DEXTER CONSOLIDATED SCHOOL DISTRICT	Five-Day	1	174	4	9	186	6		1,166.0		60	52
53 DEXTER CONSOLIDATED SCHOOL DISTRICT	Five-Day	2	174	4	4	182	2		1,166.0		30	53
54 DORA CONSOLIDATED SCHOOL	Four-Day	1	147	-	4	151			1,114.3		30	54
55 DORA CONSOLIDATED SCHOOL	Four-Day	1	147	-	4	151			1,114.3		30	55
56 DULCE	Five-Day	1	146	33	6	185	5		1,224.7		45	56
57 DULCE	Five-Day	2	146	33	4	183	3		1,193.6		30	57
58 ELIDA MUNICIPAL SCHOOLS	Four-Day	1	138	10	4	152			1,117.0		61	58
59 ELIDA MUNICIPAL SCHOOLS	Four-Day	1	138	10	4	152			1,117.0		61	59
60 ESPANOLA PUBLIC SCHOOL DISTRICT	Five-Day	11	175	-	9	184	4		1,137.5		60	60
61 ESPANOLA PUBLIC SCHOOL DISTRICT	Five-Day	2	175	-	4	179			1,181.3		30	61
62 ESTANCIA MUNICIPAL SCHOOLS	Five-Day	2	176	-	4	180			1,129.9		28	62
63 ESTANCIA MUNICIPAL SCHOOLS	Five-Day	2	176	-	4	180			1,129.9		28	63
64 EUNICE PUBLIC SCHOOLS	Five-Day	1	144	34	6	184	4		1,123.0		60	64
65 EUNICE PUBLIC SCHOOLS	Five-Day	2	142	35	4	181	1		1,118.0		26	65
66 FARMINGTON MUNICIPAL SCHOOLS	Five-Day	10	148	24	4	176			1,089.3		60	66
67 FARMINGTON MUNICIPAL SCHOOLS	Four-Day	9	148	17	4	169			1,131.0		30	67
68 FLOYD MUNICIPAL SCHOOL DISTRICT	Four-Day	1	148	2	10	160			1,119.0		81	68
69 FLOYD MUNICIPAL SCHOOL DISTRICT	Four-Day	2	148	2	9	159			1,130.8		74	69
70 FORT SUMNER MUNICIPAL SCHOOLS	Four-Day	1	148	-	8	156	1		1,110.0		60	70
71 FORT SUMNER MUNICIPAL SCHOOLS	Four-Day	2	148	-	4	152			1,110.0		30	71
72 GADSDEN INDEPENDENT SCHOOLS	Five-Day	16	146	32	6	184	4		1,098.4		60	72
73 GADSDEN INDEPENDENT SCHOOLS	Five-Day	9	146	34	-	180			1,132.8		27	73
74 GALLUP-MCKINLEY COUNTY SCHOOLS	Five-Day	16	151	38	2	191	10	1	1,171.5		59	74
75 GALLUP-MCKINLEY COUNTY SCHOOLS	Five-Day	17	151	38	2	191	10	1	1,175.8		30	75

# School Calendars/K-12 Plus

## FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days						Calendar Hours			
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
			Days	Days	Days	Days	Days	Days	Hours	Hours	Hours	
76 GRADY MUNICIPAL SCHOOLS	Four-Day	1	144	4	5	153			1,090.6		56	76
77 GRADY MUNICIPAL SCHOOLS	Four-Day	1	146	2	3	151				1,118.5	24	77
78 GRADY MUNICIPAL SCHOOLS	Four-Day	1	146	2	3	151				1,118.5	24	78
79 GRANTS CIBOLA COUNTY SCHOOL DISTRICT	Five-Day	8	173	-	10	183	3		1,141.8		60	79
80 GRANTS CIBOLA COUNTY SCHOOL DISTRICT	Five-Day	5	173	-	5	178				1,172.9	30	80
81 HAGERMAN MUNICIPAL SCHOOLS	Five-Day	1	166	15	4	185	5		1,191.5		58	81
82 HAGERMAN MUNICIPAL SCHOOLS	Five-Day	2	166	15	-	181	1			1,191.5	30	82
83 HATCH VALLEY MUNICIPAL SCHOOLS	Five-Day	3	177	-	11	188	8		1,150.5		60	83
84 HATCH VALLEY MUNICIPAL SCHOOLS	Five-Day	2	177	-	5	182	2		1,127.8		30	84
85 HOBBS MUNICIPAL SCHOOLS	Five-Day	13	145	38	-	183	3			1,205.4	60	85
86 HOBBS MUNICIPAL SCHOOLS	Five-Day	5	145	38	-	183	3			1,110.0	30	86
87 HONDO VALLEY SCHOOLS	Four-Day	1	148	-	4	152			1,110.0		30	87
88 HONDO VALLEY SCHOOLS	Four-Day	1	148	-	4	152				1,110.0	30	88
89 HOUSE MUNICIPAL SCHOOLS	Four-Day	1	140	3	5	148			1,126.5		47	89
90 HOUSE MUNICIPAL SCHOOLS	Four-Day	2	140	3	3	146				1,126.5	30	90
91 JAL PUBLIC SCHOOLS	Four-Day	1	151	2	5	158	3		1,121.5		54	91
92 JAL PUBLIC SCHOOLS	Four-Day	2	152	1	3	156	1			1,147.5	30	92
93 JEMEZ MOUNTAIN SCHOOL DISTRICT	Four-Day	1	155	-	8	163	8		1,131.5		60	93
94 JEMEZ MOUNTAIN SCHOOL DISTRICT	Four-Day	3	159	-	4	163	8			1,224.3	30	94
95 JEMEZ VALLEY PUBLIC SCHOOLS	Four-Day	1	155	-	5	160	5		1,185.8		43	95
96 JEMEZ VALLEY PUBLIC SCHOOLS	Four-Day	2	155	-	4	159	4			1,198.2	30	96
97 LAKE ARTHUR MUNICIPAL SCHOOLS	Five-Day	1	145	43	4	192	10	2	1,204.0		60	97
98 LAKE ARTHUR MUNICIPAL SCHOOLS	Five-Day	2	168	18	4	190	10			1,204.0	30	98
99 LAS CRUCES SCHOOL DISTRICT	Five-Day	26	180	2	8	190	10		1,087.0		60	99
100 LAS CRUCES SCHOOL DISTRICT	Five-Day	1	187	-	4	191	10	1		1,215.5	30	100
101 LAS CRUCES SCHOOL DISTRICT	Five-Day	16	180	2	4	186	6			1,177.0	30	101
102 LAS VEGAS CITY SCHOOLS	Five-Day	3	173	10	5	188	8		1,143.9		60	102
103 LAS VEGAS CITY SCHOOLS	Five-Day	2	173	6	5	184	4			1,159.5	30	103
104 LOGAN MUNICIPAL SCHOOLS	Four-Day	1	145	2	6	153			1,168.0		56	104
105 LOGAN MUNICIPAL SCHOOLS	Four-Day	3	145	2	3	150				1,131.8	28	105
106 LORDSBURG MUNICIPAL SCHOOLS	Four-Day	2	143	7	8	158	3		1,111.0		60	106
107 LORDSBURG MUNICIPAL SCHOOLS	Four-Day	2	143	7	4	154				1,111.0	30	107
108 LOS ALAMOS PUBLIC SCHOOLS	Five-Day	5	153	37	1	191	10	1	1,142.5		60	108
109 LOS ALAMOS PUBLIC SCHOOLS	Five-Day	3	187	-	5	192	10	2		1,168.8	30	109
110 LOS LUNAS CONSOLIDATED SCHOOLS	Five-Day	10	185	2	4	191	10	1	1,117.0		31	110
111 LOS LUNAS CONSOLIDATED SCHOOLS	Five-Day	6	185	2	4	191	10	1		1,191.0	29	111
112 LOVING MUNICIPAL SCHOOLS	Four-Day	2	151	2	9	162	7		1,146.5		51	112
113 LOVING MUNICIPAL SCHOOLS	Four-Day	2	151	2	5	158	3			1,146.5	28	113

# School Calendars/K-12 Plus

## FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
114 LOVINGTON MUNICIPAL SCHOOLS	Five-Day	6	154	35	2	191	10	1	1,192.3		60	114
115 LOVINGTON MUNICIPAL SCHOOLS	Five-Day	5	154	35	2	191	10	1		1,196.6	30	115
116 MAGDALENA MUNICIPAL SCHOOLS	Four-Day	1	147	-	5	152			1,102.5		38	116
117 MAGDALENA MUNICIPAL SCHOOLS	Four-Day	2	147	-	4	151				1,127.5	30	117
118 MAXWELL MUNICIPAL SCHOOL	Four-Day	1	147	-	4	151			1,114.3		32	118
119 MAXWELL MUNICIPAL SCHOOL	Four-Day	2	147	-	4	151				1,114.3	30	119
120 MELROSE MUNICIPAL SCHOOLS	Four-Day	1	149	4	7	160	5		1,105.7		51	120
121 MELROSE MUNICIPAL SCHOOLS	Four-Day	2	149	4	-	153				1,110.2	30	121
122 MESA VISTA CONSOLIDATED SCHOOLS	Four-Day	2	152	-	8	160	5		1,132.4		60	122
123 MESA VISTA CONSOLIDATED SCHOOLS	Four-Day	2	152	-	4	156	1			1,216.0	30	123
124 MORA INDEPENDENT SCHOOLS	Four-Day	2	159	2	7	168	10	3	1,167.4		60	124
125 MORA INDEPENDENT SCHOOLS	Four-Day	2	159	2	7	168	10	3		1,161.8	60	125
126 MORIARTY PUBLIC SCHOOLS	Five-Day	3	147	37	-	184	4		1,094.5		56	126
127 MORIARTY PUBLIC SCHOOLS	Five-Day	2	147	37	-	184	4			1,191.3	30	127
128 MOSQUERO MUNICIPAL SCHOOLS	Four-Day	1	130	17	2	149			1,135.3		51	128
129 MOSQUERO MUNICIPAL SCHOOLS	Four-Day	1	130	17	-	147				1,135.3	30	129
130 MOUNTAINAIR	Four-Day	2	144	5	4	153				1,116.0	30	130
131 MOUNTAINAIR PUBLIC SCHOOLS	Four-Day	1	144	9	5	158	3				51	131
132 PECOS INDEPENDENT SCHOOLS	Five-Day	1	179	-	10	189	9		1,149.2		60	132
133 PECOS INDEPENDENT SCHOOLS	Five-Day	2	179	3	5	187	7			1,187.5	30	133
134 PENASCO INDEPENDENT SCHOOL	Four-Day	1	156	2	7	165	10		1,139.0		60	134
135 PENASCO INDEPENDENT SCHOOL	Four-Day	2	158	2	3	163	8			1,193.0	30	135
136 POJOAQUE VALLEY SCHOOLS	Five-Day	2	142	35	6	183			1,115.8		162	136
137 POJOAQUE VALLEY SCHOOLS	Five-Day	2	169	4	10	183				1,161.3	89	137
138 PORTALES MUNICIPAL SCHOOLS	Five-Day	3	152	19	4	175			1,159.7		60	138
139 PORTALES MUNICIPAL SCHOOLS	Four-Day	2	152	14	4	170				1,159.7	30	139
140 QUEMADO INDEPENDENT SCHOOL DISTRICT	Four-Day	2	150	-	8	158	3		1,125.0		60	140
141 QUEMADO INDEPENDENT SCHOOL DISTRICT	Four-Day	1	150	-	4	154				1,125.0	30	141
142 QUESTA INDEPENDENT SCHOOLS	Four-Day	2	148	2	7	157	2		1,154.5		60	142
143 QUESTA INDEPENDENT SCHOOLS	Four-Day	2	148	1	4	153				1,166.5	30	143
144 RATON PUBLIC SCHOOLS	Five-Day	2	175	-	8	183	3		1,093.8		58	144
145 RATON PUBLIC SCHOOLS	Five-Day	1	175	-	5	180				1,137.5	30	145
146 RESERVE SCHOOL DISTRICT	Four-Day	1	152	-	8	160	5		1,112.6		52	146
147 RESERVE SCHOOL DISTRICT	Four-Day	1	152	-	5	157	2			1,112.6	30	147
148 RIO RANCHO PUBLIC SCHOOLS	Five-Day	11	180	-	10	190	10		1,170.0		60	148
149 RIO RANCHO PUBLIC SCHOOLS	Five-Day	8	185	-	5	190	10			1,202.5	30	149
150 ROSWELL INDEPENDENT SCHOOL DISTRICT	Five-Day	12	152	36	6	194	10	4	1,186.0		60	150
151 ROSWELL INDEPENDENT SCHOOL DISTRICT	Five-Day	8	188	-	5	193	10	3		1,222.0	30	151



# School Calendars/K-12 Plus

## FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
152 ROY	Four-Day	1	143	-	4	147			1,108.3		32	152
153 ROY	Four-Day	1	143	1	4	148			1,116.3		30	153
154 RUIDOSO MUNICIPAL SCHOOLS	Four-Day	2	141	24	4	169			1,096.5		50	154
155 RUIDOSO MUNICIPAL SCHOOLS	Four-Day	2	141	26	1	168			1,117.8		29	155
156 SAN JON MUNICIPAL SCHOOLS	Four-Day	1	145	1	5	151			1,126.7		47	156
157 SAN JON MUNICIPAL SCHOOLS	Four-Day	2	145	1	3	149			1,126.7		30	157
158 SANTA FE PUBLIC SCHOOLS	Five-Day	2	139	34	4	177			1,094.0		60	158
159 SANTA FE PUBLIC SCHOOLS	Five-Day	2	137	34	-	171			1,126.8		30	159
160 SANTA ROSA CONSOLIDATED SCHOOLS	Four-Day	2	141	9	8	158	3		1,107.0		60	160
161 SANTA ROSA CONSOLIDATED SCHOOLS	Four-Day	3	145	9	4	158	3		1,137.0		30	161
162 SILVER CITY CONS.	Five-Day	4	137	36	3	176			1,091.7		60	162
163 SILVER CITY CONSOLIDATED SCHOOLS	Four-Day	1	152	-	8	160	5		1,127.8		59	163
164 SILVER CITY CONSOLIDATED SCHOOLS	Five-Day	2	138	33	-	171			1,120.5		30	164
165 SILVER CITY CONSOLIDATED SCHOOLS	Four-Day	1	152	-	4	156	1		1,127.8		30	165
166 SOCORRO CONSOLIDATED SCHOOLS	Four-Day	2	152	10	7	169	10	4	1,080.5		60	166
167 SOCORRO CONSOLIDATED SCHOOLS	Four-Day	2	162	-	5	167	10	2	1,145.3		30	167
168 SPRINGER MUNICIPAL SCHOOLS	Four-Day	2	149	2	8	159	4		1,111.2		60	168
169 SPRINGER MUNICIPAL SCHOOLS	Four-Day	1	149	2	4	155			1,118.6		30	169
170 T OR C MUNICIPAL SCHOOLS	Five-Day	3	156	28	5	189	9		1,168.0		60	170
171 T OR C MUNICIPAL SCHOOLS	Five-Day	2	156	28	5	189	9		1,168.0		30	171
172 TAOS MUNICIPAL SCHOOLS	Five-Day	3	163	13	6	182	2		1,118.0		60	172
173 TAOS MUNICIPAL SCHOOLS	Five-Day	3	177	-	5	182	2		1,136.3		30	173
174 TAOS MUNICIPAL SCHOOLS	Five-Day	3	177	-	5	182	2		1,136.3		30	174
175 TATUM MUNICIPAL SCHOOLS	Four-Day	1	156	-	7	163	8		1,131.0		39	175
176 TATUM MUNICIPAL SCHOOLS	Four-Day	2	156	-	5	161	6		1,131.0		30	176
177 TEXICO MUNICIPAL SCHOOLS	Four-Day	1	158	1	4	163	8		1,264.8		30	177
178 TEXICO MUNICIPAL SCHOOLS	Four-Day	2	158	1	4	163	8		1,264.8		30	178
179 Tucumcari Public Schools	Four-Day	1	152	-	5	157	2		1,114.2		35	179
180 Tucumcari Public Schools	Four-Day	2	152	-	5	157	2		1,118.7		28	180
181 TULAROSA MUNICIPAL SCHOOLS	Five-Day	2	139	38	6	183	3		1,176.5		60	181
182 TULAROSA MUNICIPAL SCHOOLS	Five-Day	2	139	39	2	180			1,176.5		30	182
183 VAUGHN MUNICIPAL SCHOOLS	Four-Day	1	152	-	8	160	5		1,102.0		60	183
184 VAUGHN MUNICIPAL SCHOOLS	Four-Day	1	152	-	4	156	1		1,140.0		30	184
185 WAGON MOUND PUBLIC SCHOOLS	Four-Day	1	147	3	6	156	1		1,188.0		60	185
186 WAGON MOUND PUBLIC SCHOOLS	Four-Day	1	147	3	6	156			1,192.5		41	186
187 WEST LAS VEGAS SCHOOL DISTRICT	Five-Day	5	180	-	10	190	10		1,140.6		60	187
188 WEST LAS VEGAS SCHOOL DISTRICT	Five-Day	5	180	-	5	185	5		1,184.4		30	188
189 ZUNI PUBLIC SCHOOL DISTRICT	Five-Day	1	178	5	6	189	9		1,140.5		50	189

# School Calendars/K-12 Plus

## FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days				Calendar Hours					
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
190 ZUNI PUBLIC SCHOOL DISTRICT	Five-Day	3	178	4	4	186	6		1,158.3		30	190
<b>Charter Schools</b>												
191 21ST CENTURY PUBLIC ACADEMY	Five-Day	1	132	34	4	170			1,125.9		30	191
192 21ST CENTURY PUBLIC ACADEMY	Five-Day	1	132	34	4	170			1,125.9		30	192
193 ABQ CHARTER ACADEMY	Five-Day	1	162	7	5	174	10	9	1,225.3		30	193
194 ACADEMY FOR TECH & CLASSICS	Five-Day	1	164	7	9	180			1,139.9		97	194
195 ACE LEADERSHIP HIGH SCHOOL	Five-Day	1	185	-	5	190	10	8	1,110.0		30	195
196 ACES TECHNICAL CHARTER SCHOOL	Five-Day	2	190	-	8	198	10	4	1,187.5		60	196
197 ACES TECHNICAL CHARTER SCHOOL	Five-Day	2	190	-	4	194	10	4	1,206.5		30	197
198 ALBUQUERQUE BILINGUAL ACADEMY	Five-Day	1	168	19	6	193	10	3	1,267.1		36	198
199 ALBUQUERQUE BILINGUAL ACADEMY	Five-Day	1	168	19	5	192	10	2	1,267.1		30	199
200 ABQ COLLEGIATE CHARTER	Five-Day	1	142	37	10	189	9		1,247.3		60	200
201 ABQ INST FOR MATH AND SCI	Four-Day	1	146	23	-	169			1,239.0		30	201
202 ABQ SCHOOL OF EXCELLENCE	Five-Day	1	146	37	4	187	7		1,090.7		60	202
203 ABQ SCHOOL OF EXCELLENCE	Five-Day	1	146	37	2	185	5		1,193.9		30	203
204 ABQ SIGN LANGUAGE ACADEMY	Five-Day	1	148	34	-	182	2		1,183.0		60	204
205 ABQ SIGN LANGUAGE ACADEMY	Five-Day	1	148	34	-	182	2		1,183.0		30	205
206 ABQ TALENT DEV. SECONDARY	Four-Day	1	163	-	4	167	10	2	1,181.8		30	206
207 ALDO LEOPOLD CHARTER SCHOOL	Five-Day	1	170	10	8	188	8				60	207
208 ALDO LEOPOLD CHARTER SCHOOL	Five-Day	1	170	10	4	184	4		1,195.1		30	208
209 ALICE KING COMMUNITY SCHOOL	Four-Day	1	155	5	9	169	10	4	1,083.0		60	209
210 ALICE KING COMMUNITY SCHOOL	Four-Day	2	159	5	3	167	10	2	1,110.4		30	210
211 ALMA D' ARTE CHARTER HS	Five-Day	1	174	1	4	179			1,202.1		30	211
212 ALURA PREPARATORY SCHOOL	Five-Day	1	143	19	9	171			1,121.3		59	212
213 AMY BIEHL CHARTER SCHOOL	Five-Day	1	178	1	4	183	3		1,130.2		29	213
214 ANANSI CHARTER SCHOOL	Five-Day	2	145	31	10	186	6		1,113.0		60	214
215 ANANSI CHARTER SCHOOL	Five-Day	1	145	31	5	181	1		1,149.3		30	215
216 CESAR CHAVEZ COMMUNITY SCHOOL	Five-Day	1	154	32	5	191	10	1	1,112.3		30	216
217 CHRISTINE DUNCAN HERITAGE ACADEMY	Five-Day	1	174	1	7	182	10	10	1,267.0		60	217
218 CHRISTINE DUNCAN HERITAGE ACADEMY	Five-Day	1	174	1	4	179	10	10	1,296.6		30	218
219 CIEN AGUAS INTERNATIONAL SCHOOL	Five-Day	1	136	33	9	178			1,116.4		59	219
220 CIEN AGUAS INTERNATIONAL SCHOOL	Four-Day	1	136	25	4	165			1,138.1		30	220
221 CORAL COMMUNITY	Five-Day	2	153	40	2	195	10	5	1,206.3		42	221
222 CORRALES INTERNATIONAL SCHOOL	Five-Day	2	185	-	11	196	10	6	1,110.0		60	222
223 CORRALES INTERNATIONAL SCHOOL	Five-Day	2	185	-	5	190	10		1,115.6		30	223
224 COTTONWOOD CLASSICAL PREP.	Five-Day	1	137	44	3	184	4		1,211.3		30	224
225 COTTONWOOD VALLEY CHARTER	Five-Day	2	165	1	9	175			1,121.3		59	225
226 COTTONWOOD VALLEY CHARTER	Five-Day	1	165	1	5	171			1,162.5		30	226

# School Calendars/K-12 Plus

## FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
227 DEMING CESAR CHAVEZ CHARTER	Four-Day	1	151	-	5	156	1			1,132.5	30	227
228 DIGITAL ARTS & TECHNOLOGY ACADEMY	Five-Day	1	147	32	4	183	3			1,131.5	30	228
229 DREAM DINE' CHARTER SCHOOL	Five-Day	1	181	-	8	189	9			1,267.0	58	229
230 DZIL DIT L'OOI (DEAP)	Five-Day	1	172	-	4	176				1,290.0	30	230
231 EAST MOUNTAIN HIGH SCHOOL	Five-Day	1	175	12	-	187	7			1,154.8	30	231
232 EL CAMINO REAL ACADEMY	Five-Day	1	149	41	10	200	10	10	1,293.8	60	232	
233 EL CAMINO REAL ACADEMY	Five-Day	1	151	39	5	195	10	5	1,334.9	30	233	
234 ESTANCIA VALLEY CLASSICAL ACADEMY	Five-Day	1	177	-	5	182	2			1,141.7	40	234
235 ESTANCIA VALLEY CLASSICAL ACADEMY	Five-Day	1	177	-	4	181	1			1,194.8	30	235
236 EXPLORE ACADEMY	Five-Day	1	147	34	10	191	10	1	1,148.4	55	236	
237 EXPLORE ACADEMY	Five-Day	2	146	40	5	191	10	1	1,177.8	30	237	
238 EXPLORE ACADEMY - RIO RANCHO	Five-Day	1	147	34	10	191	10	1	1,145.4	55	238	
239 EXPLORE ACADEMY - LAS CRUCES	Five-Day	2	141	37	10	188	8			1,141.2	60	239
240 EXPLORE ACADEMY - LAS CRUCES	Five-Day	1	142	41	5	188	8			1,176.9	30	240
241 GILBERT L SENA HIGH SCHOOL	Five-Day	1	190	-	5	195	10	5	1,235.0	30	241	
242 GORDON BERNELL CHARTER SCHOOL	Five-Day	1	170	-	4	174	10	9	1,190.0	28	242	
243 HEALTH LEADERSHIP HIGH SCHOOL	Five-Day	1	181	-	4	185	5			1,131.3	30	243
244 HORIZON ACADEMY WEST	Four-Day	1	148	7	2	157	2			1,147.0	18	244
245 HOZHO ACADEMY	Five-Day	1	174	20	5	199	10	9	1,300.2	1,300.2	30	245
246 J PAUL TAYLOR ACADEMY	Five-Day	1	177	11	5	193	10	3	1,238.8	60	246	
247 J PAUL TAYLOR ACADEMY	Five-Day	1	182	3	5	190	10			1,253.0	30	247
248 JEFFERSON MONTESSORI ACADEMY	Five-Day	1	177	6	6	189	9			1,363.5	57	248
249 JEFFERSON MONTESSORI ACADEMY	Five-Day	1	179	4	3	186	6			1,420.2	29	249
250 LA ACADEMIA DE ESPERANZA	Five-Day	1	182	-	4	186	6			1,243.1	30	250
251 LA ACADEMIA DOLORES HUERTA	Five-Day	2	181	-	4	185	5			1,179.8	30	251
252 LA TIERRA MONTESSORI SCHOOL	Five-Day	1	172	-	9	181	1			1,204.0	60	252
253 LA TIERRA MONTESSORI SCHOOL	Five-Day	1	172	-	4	176				1,204.0	30	253
254 LAS MONTANAS CHARTER HS	Four-Day	1	158	-	4	162	7			1,197.6	30	254
255 LOS PUENTES CHARTER SCHOOL	Five-Day	1	180	-	4	184	4			1,350.0	30	255
256 MARK ARMILLO ACADEMY	Five-Day	2	178	-	4	182	2			1,157.0	28	256
257 MASTERS PROGRAM	Five-Day	1	171	-	8	179				1,179.9	64	257
258 MCCURDY CHARTER SCHOOL	Five-Day	1	171	-	4	175				1,145.7	27	258
259 MCCURDY CHARTER SCHOOL	Five-Day	1	171	-	4	175				1,198.7	27	259
260 MEDIA ARTS COLLABORATIVE	Five-Day	1	180	-	4	184	4			1,125.0	30	260
261 MIDDLE COLLEGE HIGH SCHOOL	Four-Day	2	161	-	5	166				1,240.1	30	261
262 MISSION ACH. & SUCCESS CHARTER	Five-Day	2	178	-	11	189	9			1,335.0	60	262
263 MISSION ACH. & SUCCESS CHARTER	Five-Day	2	178	-	5	183	3			1,335.0	30	263
264 MONTE DEL SOL CHARTER SCHOOL	Five-Day	2	161	15	-	176				1,114.0	30	264

# School Calendars/K-12 Plus

## FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours				
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours	
265 MONTESSORI ELEMENTARY SCHOOL	Five-Day	2	186	3	3	192	10	2	1,126.5	1,154.4	30	265
266 MONTESSORI OF THE RIO GRANDE	Five-Day	1	178	-	7	185	5		1,096.5		53	266
267 MORENO VALLEY HIGH SCHOOL	Four-Day	1	148	1	4	153				1,115.0	30	267
268 MOSAIC ACADEMY	Five-Day	1	145	35	5	185	5		1,135.0		59	268
269 MOSAIC ACADEMY	Five-Day	1	145	35	4	184	4		1,207.5		30	269
270 MOUNTAIN MAHOGANY COMMUNITY	Five-Day	1	180	1	10	191	10	1	1,083.5		60	270
271 MOUNTAIN MAHOGANY COMMUNITY	Five-Day	1	186	1	5	192	10	2	1,166.0		30	271
272 NATIVE AMERICAN COMMUNITY ACADEMY	Five-Day	1	150	19	7	176			1,179.5		56	272
273 NATIVE AMERICAN COMMUNITY ACADEMY	Five-Day	1	150	19	4	173			1,179.5		30	273
274 NEW AMERICA SCHOOL LAS CRUCES	Four-Day	1	150	9	5	164	9		1,162.5		30	274
275 NEW MEXICO CONNECTIONS ACADEMY	Five-Day	1	180	-	10	190	10		1,125.0		60	275
276 NEW MEXICO CONNECTIONS ACADEMY	Five-Day	1	180	-	5	185	5		1,125.0		30	276
277 NEW MEXICO SCHOOL FOR THE ARTS	Five-Day	2	181	2	4	187	7		1,229.6		30	277
278 NM INTERNATIONAL SCHOOL	Five-Day	1	139	39	3	181	1		1,086.1		60	278
279 NM INTERNATIONAL SCHOOL	Five-Day	2	143	33	-	176			1,112.4		30	279
280 NORTH VALLEY ACADEMY	Four-Day	1	141	19	6	166			1,146.7		60	280
281 NORTH VALLEY ACADEMY	Four-Day	1	141	19	4	164			1,146.7		30	281
282 PECOS CYBER ACADEMY	Five-Day	2	173	18	2	193	10	3	1,204.5		60	282
283 PECOS CYBER ACADEMY	Five-Day	2	185	6	2	193	10	3	1,274.8		30	283
284 PUBLIC ACADEMY FOR PERF. ARTS	Five-Day	1	168	-	4	172			1,223.0		27	284
285 RAICES DEL SABER XINACHTLI	Five-Day	1	147	35	6	188	8		1,130.5		60	285
286 RED RIVER VALLEY CHARTER SCHOOL	Four-Day	1	116	40	7	163	8		1,098.7		60	286
287 RED RIVER VALLEY CHARTER SCHOOL	Four-Day	1	120	37	5	162	7		1,146.0		30	287
288 RIO GALLINAS SCH FOR ECO & ARTS	Five-Day	2	180	-	10	190	10		1,184.4		60	288
289 RIO GALLINAS SCH FOR ECO & ARTS	Five-Day	2	185	-	5	190	10		1,217.3		30	289
290 RIO GRANDE ACADEMY OF FINE ARTS	Five-Day	1	198	-	7	205	10	15	1,237.5		42	290
291 RIO GRANDE ACADEMY OF FINE ARTS	Five-Day	2	198	-	5	203	10	13	1,188.0		30	291
292 ROBERT F KENNEDY CHARTER	Five-Day	1	188	-	5	193	10	3	1,222.0		30	292
293 ROOTS AND WINGS COMMUNITY	Five-Day	1	165	8	4	177	10	10	1,124.5		30	293
294 SAN DIEGO RIVERSIDE SCHOOL	Five-Day	2	157	23	4	184	4		1,243.0		60	294
295 SAN DIEGO RIVERSIDE SCHOOL	Five-Day	1	157	18	4	179			1,243.0		30	295
296 SANDOVAL ACADEMY OF BILINGUAL ED.	Five-Day	2	147	37	7	191	10	1	1,210.5		60	296
297 SANDOVAL ACADEMY OF BILINGUAL ED.	Five-Day	1	151	38	4	193	10	3	1,243.3		30	297
298 SCHOOL OF DREAMS ACADEMY	Five-Day	1	178	1	8	187	7		1,160.5		60	298
299 SCHOOL OF DREAMS ACADEMY	Five-Day	1	181	1	4	186	6		1,272.0		30	299
300 SIDNEY GUTIERREZ MIDDLE SCHOOL	Five-Day	1	147	41	2	190	10		1,189.8		60	300
301 SIDNEY GUTIERREZ MIDDLE SCHOOL	Five-Day	1	147	41	-	188	8		1,189.8		30	301
302 SIEMBRA LEADERSHIP HIGH SCHOOL	Five-Day	1	180	10	4	194	10	4	1,140.0		30	302

School Calendars/K-12 Plus

FY24 School Calendars

School District or Charter School	Four-Day or Five-Day Week	Schools on Calendar	Calendar Days					Calendar Hours			
			Full Instructional Days	Partial Instructional Days	Professional Development Days	Total Calendar Days	K-12 Plus Tier 1 Days	K-12 Plus Tier 2 Days	Average Elementary Hours	Average Secondary Hours	Professional Work Hours
303 SIX DIRECTIONS INDIG. SCHOOL	Five-Day	1	177	-	5	182	2		1,150.5	28	303
304 SOLARE COLLEGIATE CHARTER	Five-Day	1	153	35	5	193	10	3	1,427.7	30	304
305 SOUTH VALLEY ACADEMY	Five-Day	1	185	-	9	194	10	4		59	305
306 SOUTH VALLEY ACADEMY	Five-Day	1	185	-	5	190	10		1,156.3	30	306
307 SOUTH VALLEY PREPARATORY	Five-Day	1	177	4	4	185	5		1,206.4	30	307
308 SOUTHWEST PREPARATORY	Five-Day	1	185	-	5	190	10		1,239.5	30	308
309 SOUTHWEST SECONDARY	Five-Day	1	170	-	5	175			1,190.0	30	309
310 SW AERONAUTICS MATH & SCIENCE	Five-Day	1	187	-	5	192	10	2	1,290.3	30	310
311 TAOS ACADEMY	Five-Day	1	151	20	5	176	10	10	1,268.2	30	311
312 TAOS INT. SCHOOL OF THE ARTS	Four-Day	2	152	-	3	155			1,140.0	30	312
313 TAOS INT. SCHOOL OF THE ARTS	Four-Day	2	152	-	3	155			1,216.0	30	313
314 TAOS INTERNATIONAL SCHOOL	Five-Day	1	154	27	4	185	5		1,276.5	60	314
315 TAOS INTERNATIONAL SCHOOL	Five-Day	2	154	27	-	181	1		1,276.5	30	315
316 TAOS MUNICIPAL CHARTER	Five-Day	1	181	-	8	189	9		1,176.5	56	316
317 TAOS MUNICIPAL CHARTER	Five-Day	1	181	-	4	185	5		1,267.0	30	317
318 TECHNOLOGY LEADERSHIP HIGH	Five-Day	1	181	-	4	185	5		1,131.3	30	318
319 THE ASK ACADEMY	Four-Day	1	150	2	4	156	1		1,126.0	30	319
320 THE GREAT ACADEMY	Five-Day	1	153	15	5	172			1,111.0	30	320
321 THE INT. SCHOOL AT MESA DEL SOL	Four-Day	1	145			145			1,157.0	-	321
322 THE INT. SCHOOL AT MESA DEL SOL	Four-Day	1	148	5		153		10	1,223.3	-	322
323 THE NEW AMERICA SCHOOL NEW MEXICO	Five-Day	1	165	-	5	170	10	5	1,237.5	30	323
324 THRIVE COMMUNITY SCHOOL	Four-Day	1	136	17	5	158			1,118.0	30	324
325 THRIVE COMMUNITY SCHOOL	Five-Day	1	136	33	17	186			1,118.0	223	325
326 TIERRA ADETRO OF NEW MEXICO	Five-Day	1	182	4	4	190	10		1,209.0	26	326
327 TIERRA ENCANTADA CHARTER SCHOOL	Five-Day	1	163	8	5	176	10	10	1,286.2	28	327
328 TURQUOISE TRAIL CHARTER SCHOOL	Five-Day	1	145	34	5	184	4		1,215.8	60	328
329 TURQUOISE TRAIL CHARTER SCHOOL	Five-Day	1	145	32	-	177			1,215.8	30	329
330 VISTA GRANDE HIGH SCHOOL	Five-Day	1	168	16	-	184	4		1,230.4	28	330
331 VOZ COLLEGIATE PREPARATORY CHARTER	Five-Day	1	154	40	5	199	10	9	1,390.4	30	331
332 WALATOWA CHARTER HIGH SCHOOL	Five-Day	2	194	-	5	199	10	9	1,455.0	30	332
333 WILLIAM W & JOSEPH CHARTER COMM.	Five-Day	1	173	-	8	181	1		1,081.3	60	333
<b>STATEWIDE SUMS/AVERAGES</b>	<b>Five-Day</b>	<b>725</b>	<b>165</b>	<b>14.8</b>	<b>5.0</b>	<b>184.7</b>	<b>6.8</b>	<b>4.5</b>	<b>1,162</b>	<b>1,197</b>	<b>43.3</b>
	<b>Four-Day</b>	<b>183</b>	<b>149</b>	<b>4.5</b>	<b>4.8</b>	<b>157.8</b>	<b>5.2</b>	<b>3.4</b>	<b>1,130</b>	<b>1,148</b>	<b>38.8</b>

# Bilingual Multicultural Education Programs

## Bilingual Multicultural Education Program Enrollment

(80D)

	School District or Charter School	FY22	FY23	FY24
1	<b>School Districts</b>			
2	Albuquerque Public Schools	11,205	11,251	10,289
3	Artesia Public Schools	344	333	271
4	Belen Consolidated Schools	180	175	184
5	Bernalillo Public Schools	1,021	950	1,163
6	Bloomfield Schools	153	181	398
7	Carlsbad Municipal Schools	390	472	638
8	Central Consolidated Schools	1,417	1,633	1,453
9	Chama Valley Independent Schools	239	222	220
10	Clovis Municipal Schools	410	447	485
11	Cobre Consolidated Schools	757	767	701
12	Cuba Independent Schools	481	477	464
13	Deming Public Schools	1,573	1,626	1,320
14	Dexter Consolidated Schools	164	113	76
15	Dulce Independent Schools	248	195	238
16	Española Public Schools	1,669	1,861	1,915
17	Eunice Municipal Schools	57	54	61
18	Farmington Municipal Schools	1,228	1,384	1,339
19	Floyd Municipal Schools	44	23	20
20	Gadsden Independent Schools	2,662	2,900	2,845
21	Gallup-McKinley County Schools	2,236	1,991	3,241
22	Hagerman Municipal Schools	89	83	75
23	Hatch Valley Public Schools	453	483	306
24	Hobbs Municipal Schools	517	610	535
25	Jemez Mountain Public Schools	68	67	69
26	Lake Arthur Municipal Schools		21	21
27	Las Cruces Public Schools	3,352	3,196	2,860
28	Las Vegas City Public Schools	855	817	684
29	Los Lunas Public Schools		44	32
30	Loving Municipal Schools	143	131	135
31	Lovington Municipal Schools	404	412	339
32	Mesa Vista Consolidated Schools	161	137	145
33	Mora Independent Schools	266	281	265
34	Moriarty-Edgewood Schools	49	66	56
35	Pecos Independent Schools	404	367	369
36	Peñasco Independent Schools	143	190	181
37	Pojoaque Valley Public Schools	584	928	1,073
38	Portales Municipal Schools	340	342	348
39	Questa Independent Schools	236	254	240
40	Rio Rancho Public Schools	1,063	1,075	1,594
41	Roswell Independent Schools	307	382	384



# Bilingual Multicultural Education Programs

## Bilingual Multicultural Education Program Enrollment

(80D)

	School District or Charter School	FY22	FY23	FY24	
42	Ruidoso Municipal Schools	217	209	212	42
43	Santa Fe Public Schools	2,446	2,336	2,158	43
44	Santa Rosa Consolidated Schools	362	420	445	44
45	Taos Municipal Schools	1,072	1,325	1,108	45
46	Truth or Cons. Municipal Schools	101	106	103	46
47	Wagon Mound Public Schools	37	38	34	47
48	West Las Vegas Public Schools	1,125	1,152	1,024	48
49	Zuni Public Schools	840	796	780	49
50	<b>SUBTOTAL: School Districts</b>	<b>42,112</b>	<b>43,323</b>	<b>42,896</b>	50
51	<b>Charter Schools</b>				51
52	<b>Albuquerque</b>				52
53	Albuquerque Bilingual Academy	349	364	367	53
54	Albuquerque Sign Language Academy	117	125	147	54
55	South Valley Preparatory School	18	28	30	55
56	Tierra Adentro	154	175	197	56
57	<b>Carlsbad</b>				57
58	Pecos Cyber Academy		34	36	58
59	<b>Gallup-McKinley</b>				59
60	Six Directions Indigenous School	61	68	61	60
61	<b>Jemez Valley</b>				61
62	San Diego Riverside Charter School	54	62	43	62
63	<b>Las Cruces</b>				63
64	La Academia Dolores Huerta	67	65	85	64
65	Raices del Saber Xinchtl Community School	87	118	118	65
66	<b>Los Lunas</b>				66
67	School of Dreams Academy	292	346	305	67
68	<b>Rio Rancho</b>				68
69	Sandoval Academy of Bilingual Education	185	227	227	69
70	<b>Santa Fe</b>				70
71	Monte del Sol Charter	177	157	133	71
72	Tierra Encantada Charter School	275	244	260	72
73	Turquoise Trail Charter School	146			73
74	<b>Socorro</b>				74
75	Cottonwood Valley Charter School	103	103	89	75
76	<b>Taos</b>				76
77	Taos Integrated School of the Arts	199	204	205	77
78	Taos International School	179	168	175	78
79	<b>SUBTOTAL: Charter Schools</b>	<b>2,463</b>	<b>2,488</b>	<b>2,478</b>	79
80	<b>STATEWIDE TOTAL</b>	<b>44,575</b>	<b>45,811</b>	<b>45,374</b>	80

Source: PED

# Community Schools

## Community Schools Act Grant Recipients

	School Name	FY21	FY22	FY23	FY24	FY25
1	<b>School Districts</b>					
2	<b>Albuquerque Public Schools</b>					<b>\$1,902,000</b>
3	Alameda Elementary School				\$50,000	*Applied
4	Alamosa Elementary School				\$50,000	*Applied
5	Apache Elementary School			\$50,000	\$77,003	*Applied
6	Atrisco Elementary School				\$150,000	*Applied
7	Bel-Air Elementary School			\$50,000	\$150,000	*Applied
8	Bellehaven Elementary School			\$50,000	\$150,000	*Applied
9	Carlos Rey Elementary Schools				\$50,000	*Applied
10	Del Norte High School		\$50,000	\$150,000	\$150,000	*Applied
11	Duranos Elementary School	\$150,000	\$150,000	\$150,000	\$75,000	
12	East San Jose Elementary School		\$50,000	\$150,000	\$150,000	*Applied
13	Edward Gonzales Elementary		\$50,000	\$150,000	\$150,000	*Applied
14	Eugene Field Elementary School	\$150,000	\$150,000	\$150,000	\$58,000	*Applied
15	Garfield STEM Magnet Mid. School				\$150,000	*Applied
16	Governor Bent Elementary School	\$150,000	\$150,000	\$150,000	\$75,000	
17	Hawthorne Elementary School	\$150,000	\$150,000	\$75,000		*Applied
18	Helen Cordero Primary School		\$50,000	\$150,000	\$150,000	*Applied
19	Inez Elementary School				\$150,000	*Applied
20	Kirtland Elementary School			\$50,000	\$150,000	*Applied
21	Laland Elementary School			\$50,000	\$150,000	*Applied
22	Longfellow Elementary School					*Applied
23	Lew Wallace Elementary School				\$150,000	*Applied
24	Los Padillas Elementary School	\$150,000	\$150,000	\$75,000		*Applied
25	Los Ranchos Elementary School				\$50,000	*Applied
26	Lowell Elementary School			\$50,000		
27	Manzano Mesa Elementary School	\$150,000	\$150,000	\$48,806		
28	Mary Ann Binford Elementary School				\$50,000	
29	Matheson Park Elementary School				\$50,000	*Applied
30	McKinley Middle School			\$50,000	\$150,000	*Applied
31	Pajarito Elementary School				\$116,750	*Applied
32	Reginald Chavez Elementary School		\$48,937	\$150,000	\$150,000	*Applied
33	Rudolfo Anaya Elementary School	\$150,000	\$150,000	\$150,000	\$75,000	
34	Truman Middle School		\$50,000		\$150,000	*Applied
35	Van Buren Middle School			\$150,000	\$150,000	*Applied
36	Whittier Elementary School				\$150,000	*Applied
37	<b>Belen Consolidated Schools</b>					<b>\$36,348</b>
38	La Promesa Elementary			\$44,440	\$150,000	*Applied
39	<b>Bernalillo Public Schools</b>					
40	Cochiti Elementary & Middle School				\$50,000	
41	<b>Central Consol. School Dist.</b>					<b>\$100,800</b>
42	Kirtland Middle School		\$32,623		\$50,000	*Applied
43	Newcomb High School				\$50,000	
44	Ojo Amarillo Elementary School				\$50,000	
45	<b>Cimarron Municipal Schools</b>					<b>\$35,000</b>
46	Eagle Nest School	\$150,000	\$150,000	\$150,000		*Applied
47	<b>Cuba Independent Schools</b>				<b>\$83,600</b>	<b>\$216,783</b>
48	Cuba Elementary School	\$50,000	\$50,000	\$50,000		*Applied
49	Cuba Middle School	\$50,000	\$50,000	\$50,000		*Applied
50	Cuba High School	\$50,000	\$50,000	\$50,000		*Applied
51	<b>Deming Public Schools</b>					<b>\$94,470</b>
52	Red Mountain Middle School				\$50,000	*Applied

## Community Schools

	School Name	FY21	FY22	FY23	FY24	FY25	
53	<b>Española Public Schools</b>					<b>\$97,188</b>	53
54	Carlos Vigil Middle School	\$150,000	\$150,000	\$150,000	\$83,600	*Applied	54
55	<b>Farmington Municipal Schools</b>					<b>\$151,536</b>	55
56	Animas Elementary School				\$50,000	*Applied	56
57	Apache Elementary School				\$50,000	*Applied	57
58	<b>Gallup-McKinley Schools</b>					<b>\$104,760</b>	58
59	Gallup Central High/Alternative			\$50,000	\$150,000	*Applied	59
60	<b>Hagerman Municipal Schools</b>				<b>\$50,000</b>	<b>\$195,924</b>	60
	Hagerman Elementary School					*Applied	
	Hagerman Middle School					*Applied	
	Hagerman High School					*Applied	
61	<b>Hatch Valley Public Schools</b>						61
62	Garfield Elementary School				\$50,000		62
63	Hatch Valley Elementary School				\$50,000		63
64	Hatch Valley Middle School				\$50,000		64
65	Hatch Valley High School				\$50,000		65
66	<b>Hobbs Municipal Schools</b>						66
67	Southern Hghts Elementary School		\$704,000				67
68	<b>Lake Arthur Muni. Schools</b>						68
69	Lake Arthur Elementary School	\$50,000	\$50,000				69
70	Lake Arthur Middle School	\$50,000	\$50,000				70
71	Lake Arthur High School	\$50,000	\$50,000				71
72	<b>Las Cruces Public Schools</b>					<b>\$278,292</b>	72
73	Alameda Elementary School		\$50,000		\$150,000	*Applied	73
74	Dona Ana Elementary			\$50,000	\$150,000	*Applied	74
75	Lynn Community Middle School	\$150,000	\$150,000	\$50,000		*Applied	75
76	MacArthur Elementary School	\$150,000	\$150,000	\$150,000	\$75,000	*Applied	76
77	Mesilla Park Elementary School				\$50,000	*Applied	77
78	<b>Moriarty-Edgewood SD</b>					<b>\$49,000</b>	78
79	Moriarty Elementary School		\$50,000	\$150,000	\$150,000	*Applied	79
80	<b>Peñasco ISD</b>					<b>\$75,966</b>	80
81	Peñasco Elementary School	\$150,000	\$150,000	\$150,000	\$75,000	*Applied	81
82	Peñasco High School		\$50,000	\$150,000	\$150,000	*Applied	82
83	<b>Roswell ISD</b>					<b>\$310,500</b>	83
84	El Capitan Elementary School				\$50,000	*Applied	84
85	Mesa Middle School			\$50,000	\$150,000	*Applied	85
86	Sierra Middle School		\$500,000	\$150,000	\$75,000	*Applied	86
87	University High School			\$150,000	\$150,000	*Applied	87
88	<b>Santa Fe Public Schools</b>					<b>\$375,972</b>	88
89	Amy Biehl Community School			\$50,000	\$150,000	*Applied	89
90	Cesar Chavez Elementary School	\$150,000	\$150,000	\$75,000		*Applied	90
91	Chaparral Elementary School			\$50,000	\$150,000	*Applied	91
92	Kearny Elementary School		\$50,000	\$150,000	\$150,000	*Applied	92
93	Milagro Middle School		\$50,000	\$150,000	\$150,000	*Applied	93
94	Nina Otero Community School		\$50,000	\$150,000	\$150,000	*Applied	94
95	Santa Fe High School	\$150,000	\$150,000	\$150,000	\$75,000	*Applied	95
96	<b>Santa Rosa Consol. Schools</b>					<b>\$41,976</b>	96
97	Santa Rosa High School	\$150,000	\$150,000	\$150,000	\$71,702	*Applied	97
98	<b>Socorro Consol. Schools</b>					<b>\$96,404</b>	98
99	Socorro High School			\$50,000	\$150,000	*Applied	99
100	<b>Taos Municipal Schools</b>					<b>\$69,360</b>	100
101	Arroyo Del Norte Elementary			\$50,000	\$150,000	*Applied	101
102	Ranchos De Taos Elem.School			\$50,000	\$150,000	*Applied	102
103	Enos Garcia Elementary School	\$150,000	\$150,000	\$150,000			103

## Community Schools

	School Name	FY21	FY22	FY23	FY24	FY25	
104	<b>T or C Municipal Schools</b>					<b>\$67,540</b>	104
105	Arrey Elementary School	\$150,000	\$150,000	\$150,000	\$75,000	*Applied	105
106	Hot Springs High School		\$500,000	\$150,000	\$75,000	*Applied	106
107	T or C Middle School		\$50,000				107
108	<b>Charter Schools</b>						108
109	<b>Albuquerque Public Schools</b>						109
110	ACE Leadership High School		\$50,000	\$150,000	\$150,000	\$98,000	110
111	Albuquerque Bilingual Academy		\$50,000	\$150,000	\$150,000		111
112	ABQ Collegiate Charter School				\$50,000	\$35,000	112
113	ABQ Sign Language Academy			\$150,000	\$150,000	\$48,902	113
114	Amy Biehl Charter High School				\$50,000	\$33,930	114
115	Gordon Bernell Charter School		\$49,508	\$150,000	\$150,000	\$105,000	115
116	Health Leadership High School				\$50,000	\$105,000	116
117	Mark Armijo Academy		\$50,000	\$150,000	\$150,000	\$105,000	117
118	Mountain Mahogany Comm. School	\$150,000		\$150,000	\$75,000	\$91,000	118
119	Native American Comm. Academy	\$150,000		\$150,000	\$75,000		119
120	Rio Grande Academy of Fine Arts			\$50,000	\$150,000	\$37,680	120
121	Robert F. Kennedy Charter School	\$150,000		\$75,000			121
122	Siembra Leadership High School			\$50,000	\$150,000	\$105,000	122
123	Solare Collegiate Charter School				\$50,000	\$42,000	123
124	South Valley Preparatory School	\$150,000	\$150,000	\$150,000			124
125	Technology Leadership High School				\$50,000	\$98,000	125
126	William W. & Josephine Dorn Charter				\$50,000		126
127	<b>Aztec Public Schools</b>						127
128	Mosaic Academy			\$50,000	\$150,000	\$42,224	128
129	<b>Central Consol. School Dist.</b>						129
130	Dream Diné Charter School			\$150,000		\$94,080	130
131	<b>Gallup-McKinley Schools</b>						131
132	Dził Dít'ooì School (DEAP)					\$98,000	132
133	<b>Las Cruces Public Schools</b>						133
134	La Academia Dolores Huerta				\$50,000	\$49,000	134
135	Raices Del Saber Xinachtli School	\$150,000		\$150,000	\$75,000	\$35,000	135
136	<b>Los Lunas Public Schools</b>						136
137	School of Dreams Academy		\$50,000				137
138	<b>Río Rancho Public Schools</b>						138
139	Sandoval Acad.of Bilingual Ed.					\$35,000	139
140	<b>Taos Municipal Schools</b>						140
141	Anansi Charter School			\$50,000	\$150,000	\$35,000	141
142	Taos Academy Charter		\$50,000	\$150,000	\$150,000		142
143	Taos Integrated School of the Arts				\$50,000	\$34,970	143
144	Taos International School	\$150,000	\$150,000	\$150,000	\$68,670		144
145	Vista Grande High School	\$150,000	\$150,000	\$150,000	\$83,600		145
146	<b>West Las Vegas</b>						146
147	Rio Gallinas Charter School			\$50,000	\$150,000	\$75,000	147
148	<b>STATEWIDE TOTAL</b>	<b>\$3,900,000</b>	<b>\$4,198,445</b>	<b>\$7,443,246</b>	<b>\$9,542,925</b>	<b>\$5,702,605</b>	148

Source: LESC Files

Note: In FY25, PED changed its distribution methodology for community schools. Districts with multiple applicants received block grants and were given discretion to allocate funding to specific school sites.

\*Applied denotes school is listed as an applicant for funding in a district; awards are made at districts' discretion.

# Prekindergarten

FY25 Prekindergarten Funded Slots and Funding

	School District or Community Provider	School-Based			Community-Based		Total Funded Slots	School-Based Funding	Community-Based Funding	Head Start Funding	Tribal Funding	Total Funding
		Funded 3Y Slots	Funded 4Y Slots	Funded 3Y Slots	Funded 4Y Slots							
1	Alamogordo Public Schools	131	56	179	366	\$1,407,300	\$3,233,500	\$225,200	\$4,866,000			
2	Albuquerque Public Schools (including charter schools)	410	1,463	1,385	2,348	\$22,081,900	\$54,595,600	\$209,728	\$77,222,628			
3	Animas Public Schools	10			10	\$103,000			\$103,000			
4	Atresia Public Schools		13	19	32		\$393,600		\$393,600			
5	Aztec Public Schools	80	77	81	238	\$939,000	\$2,252,000		\$3,191,000			
6	Belen Consolidated Schools	45	49	19	113	\$309,000	\$962,000		\$1,271,000			
7	Bernalillo Public Schools (including tribal schools)	48	125	17	35	\$1,942,900	\$315,800	\$83,200	\$2,494,900			
8	Bloomfield Public Schools	16	17	5	8	\$388,900	\$492,000	\$63,700	\$1,886,400			
9	Capitan Municipal Schools	240			240	\$2,662,000			\$2,662,000			
10	Carlsbad Municipal Schools		6	10	16		\$268,000		\$268,000			
11	Carrizo Municipal Schools	180	38	57	275	\$1,929,000		\$385,500	\$2,314,500			
12	Central Consolidated Schools	16	8		24	\$180,800	\$156,000		\$336,800			
13	Chama Valley Independent Schools	13	19		32	\$427,600			\$427,600			
14	Cimarron Municipal Schools	26			26	\$282,800			\$282,800			
15	Clayton Municipal Schools			20	20		\$286,000		\$286,000			
16	Cloudcroft Municipal Schools	320	38	50	408	\$3,496,000	\$1,042,400		\$4,538,400			
17	Clovis Municipal Schools	6	62	18	86	\$752,400		\$221,400	\$973,800			
18	Cobre Consolidated Schools											
19	Corona Public Schools											
20	Cuba Independent Schools	13	39	8	72	\$494,000		\$70,000	\$564,000			
21	Deming Public Schools	96	205	31	46	\$3,334,300	\$533,550	\$630,000	\$4,497,850			
22	Des Moines Municipal Schools	10			10	\$108,000			\$108,000			
23	Dexter Consolidated Schools	20	6	10	36	\$226,000	\$208,800		\$434,800			
24	Dora Consolidated Schools	13			13	\$139,900			\$139,900			
25	Duice Independent Schools	10			10	\$103,000			\$103,000			
26	Eilda Municipal Schools	10			10	\$51,500			\$51,500			
27	Espanola Public Schools	52	69	128	249	\$545,600	\$2,369,900	\$83,200	\$2,998,700			
28	Estancia Municipal Schools	12	18	6	46	\$384,000		\$83,200	\$467,200			
29	Eunice Public Schools	40			40	\$442,000			\$442,000			
30	Farmington Municipal Schools	216	213	247	676	\$2,332,800	\$6,791,800	\$166,400	\$9,291,000			
31	Floyd Municipal Schools	14			14	\$144,200			\$144,200			
32	Fort Sumner Municipal Schools	8	15		23	\$252,900			\$252,900			
33	Gadsden Independent Schools	460	274	228	962	\$5,038,000	\$6,969,650	\$99,200	\$12,106,850			
34	Gallup-McKinley (including charter and tribal schools)	289	106	176	571	\$3,016,700	\$1,002,400		\$4,768,500			
35	Grady Municipal Schools	6	10		16	\$196,800			\$196,800			
36	Grants-Cibola County Schools	85	28	18	131	\$875,500	\$412,000		\$1,357,500			

# Prekindergarten

School District or Community Provider	School-Based		Community-Based		Total Funded Slots	School-Based Funding	Community-Based Funding	Head Start Funding	Tribal Funding	Total Funding
	Funded 3Y Slots	Funded 4Y Slots	Funded 3Y Slots	Funded 4Y Slots						
37 Hagerman Municipal Schools	6	30			36	\$402,800				\$402,800
38 Hatch Valley Public Schools		45	25	46	116	\$498,500	\$1,126,200			\$1,624,700
39 Hobbs Municipal Schools		230	66	76	372	\$2,454,000	\$2,028,900			\$4,482,900
40 Hondo Valley Public Schools	4	6			10	\$123,000				\$123,000
41 House Municipal Schools										
42 Jal Public Schools		35			35	\$360,500				\$360,500
43 Jemez Mountain Public Schools	8	12			20	\$385,000				\$385,000
44 Jemez Valley Public Schools		15			15	\$163,500				\$163,500
45 Lake Arthur Municipal Schools	5	7			12	\$147,600				\$147,600
46 Las Cruces Public Schools	26	307	589	684	1,606	\$3,642,900	\$18,479,000			\$22,121,900
47 Las Vegas City Schools			6	10	16		\$252,000			\$252,000
48 Logan Municipal Schools										
49 Lordsburg Municipal Schools	10	15			25	\$300,500				\$300,500
50 Los Alamos Public Schools		155			155	\$1,641,500				\$1,641,500
51 Los Lunas Public Schools (Including charter schools)	6	262	186	238	692	\$2,892,400	\$6,231,200			\$9,123,600
52 Loving Municipal Schools		34			34	\$350,200				\$350,200
53 Lovington Municipal Schools										
54 Magdalena Municipal Schools	6	10			16	\$201,800				\$201,800
55 Maxwell Municipal Schools										
56 Melrose Municipal Schools		12			12	\$61,800				\$61,800
57 Mesa Vista Consolidated Schools		15			15	\$154,500				\$154,500
58 Mescalero-Apache			3	5	8				\$106,400	\$106,400
59 Mora Independent Schools	40	31			71	\$869,300				\$869,300
60 Moriarty-Edgewood Schools	40	85	26	78	229	\$1,400,500	\$1,344,000	\$83,200		\$2,827,700
61 Mosquero Municipal Schools		12			12	\$61,800				\$61,800
62 Mountainair School District		10			10	\$51,500				\$51,500
63 Pecos Independent Schools	12	18			30	\$387,000				\$387,000
64 Penasco Independent Schools	6	9			15	\$194,500				\$194,500
65 Pojoaque Valley Schools		50	13	19	82	\$515,000		\$83,200	\$252,000	\$850,200
66 Portales Municipal Schools		112			112	\$1,153,600				\$1,153,600
67 Quemado Schools	3	5			8	\$106,400				\$106,400
68 Questa Independent Schools		14			14	\$144,200				\$144,200
69 Raton Public Schools		20			20	\$220,000				\$220,000
70 Red River Valley Charter Schools		10			10	\$111,000				\$111,000
71 Reserve Independent Schools	4	6			10	\$123,000				\$123,000
72 Rio Rancho Public Schools		410	130	242	782	\$2,376,500	\$4,902,150	\$166,400		\$7,445,050
73 Roswell Independent Schools		360	35	69	464	\$3,898,000	\$1,497,600			\$5,395,600
74 Roy Municipal Schools		10			10	\$103,000				\$103,000



# Prekindergarten

	School District or Community Provider	School-Based		Community-Based		Total Funded Slots	School-Based Funding	Community-Based Funding	Head Start Funding	Tribal Funding	Total Funding
		Funded 3Y Slots	Funded 4Y Slots	Funded 3Y Slots	Funded 4Y Slots						
75	Ruidoso Municipal Schools	48	75	22	33	178	\$1,878,500		\$260,740		\$2,139,240
76	San Jon Municipal Schools		10			10	\$103,000				\$103,000
77	Santa Fe Public Schools (including charter schools)	32	452	233	289	1,006	\$5,494,200	\$5,819,800	\$582,400	\$133,000	\$11,729,400
78	Santa Rosa Consolidated Schools	16	54	82	79	231	\$185,400	\$196,800			\$382,200
79	Silver Consolidated Schools		40	22	28	90	\$765,000	\$1,860,300			\$2,625,300
80	Socorro Consolidated Schools						\$439,000	\$781,400			\$1,220,400
81	Springer Municipal Schools										
82	Texico Municipal Schools		35			35	\$375,292				\$375,292
83	Tatum Municipal Schools		20			20	\$206,000				\$206,000
84	Taos Municipal Schools	13	59	52	54	178	\$805,600	\$1,617,300			\$2,422,900
85	T or C Municipal Schools		52	22	30	104	\$535,600	\$810,000			\$1,345,600
86	Tucumcari Public Schools		20	31	47	98	\$123,000	\$1,378,500			\$1,501,500
87	Tularosa Municipal Schools	6	10	6	10	32	\$234,800	\$196,800			\$431,600
88	Vaughn Municipal Schools		10			10	\$51,500				\$51,500
89	Wagon Mound Public Schools		10			10	\$103,000				\$103,000
90	West Las Vegas Schools		50			50	\$515,000				\$515,000
91	Zuni Public Schools		14			14	\$144,200				\$144,200
92	<b>STATEWIDE</b>	<b>899</b>	<b>7,659</b>	<b>4,041</b>	<b>5,777</b>	<b>18,376</b>	<b>\$93,023,092</b>	<b>\$130,806,950</b>	<b>\$3,041,168</b>	<b>\$2,368,700</b>	<b>\$229,239,910</b>

Source: ECECD

# Healthy Universal School Meals Reimbursements

## Healthy Universal School Meals Allocation and School Program Option, FY25

	School Food Authority	School Site	Program Option	Enrollment	FY25 Allocation	
1	21ST CENTURY PUBLIC ACADEMY	21ST CENTURY PUBLIC ACADEMY	CEP	372	\$46,888	1
2	ACE LEADERSHIP HIGH SCHOOL	ACE LEADERSHIP HIGH SCHOOL (LOCAL)	CEP	262	\$16,672	2
3	ACES TECHNICAL CHARTER SCHOOL	ACES TECHNICAL HIGH SCHOOL	CEP	146	\$23,267	3
4	ALAMO NAVAJO SCHOOL	ALAMO NAVAJO COMMUNITY SCHOOL	CEP	323	\$5,000	4
5	<b>ALAMOGORDO PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>5,313</b>	<b>\$966,706</b>	5
6	ALBUQUERQUE BILINGUAL ACADEMY	ALBUQUERQUE BILINGUAL ACADEMY	CEP	403	\$61,498	6
7	ABQ COLLEGIATE CHARTER SCHOOL	ABQ COLLEGIATE CHARTER SCHOOL	CEP	188	\$84,336	7
8	<b>ALBUQUERQUE PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>64,405</b>	<b>\$7,357,389</b>	8
9	ABQ SCHOOL OF EXCELLENCE	ABQ SCHOOL OF EXCELLENCE	CEP	894	\$250,785	9
10	ABQ SIGN LANGUAGE ACADEMY	ABQ SIGN LANGUAGE ACADEMY	CEP	146	\$35,008	10
11	ALDO LEOPOLD CHARTER	ALDO LEOPOLD CHARTER	CEP	191	\$21,043	11
12	ALICE KING COMM. SCHOOL	ALICE KING COMMUNITY SCHOOL (LOCAL)	CEP	408	\$106,340	12
13	ALMA D'ARTE CHARTER SCHOOL	ALMA D'ARTE CHARTER	CEP	127	\$8,379	13
14	AMY BIEHL CHARTER HS	AMY BIEHL CHARTER HIGH SCHOOL	CEP	202	\$19,710	14
15	ANANSI CHARTER SCHOOL	ANANSI CHARTER SCHOOL (LOCAL)	CEP	197	\$67,868	15
16	<b>ANIMAS PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>160</b>	<b>\$40,094</b>	16
17	<b>ARTESIA PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>3,703</b>	<b>\$925,677</b>	17
18	<b>AZTEC MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>2,480</b>	<b>\$496,878</b>	18
19	BECLABITO DAY SCHOOL	BECLABITO DAY SCHOOL	CEP	48	\$3,544	19
20	<b>BELEN CONSOLIDATED SCHOOLS</b>		<b>ALL CEP</b>	<b>3,524</b>	<b>\$353,802</b>	20
21	<b>BERNALILLO PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>2,707</b>	<b>\$170,084</b>	21
22	<b>BLOOMFIELD SCHOOLS</b>		<b>ALL CEP</b>	<b>2,483</b>	<b>\$128,817</b>	22
23	BORREGO PASS SCHOOL	BORREGO PASS SCHOOL	CEP	71	100% FEDERAL	23
24	BREAD SPRINGS DAY SCHOOL	BREAD SPRINGS DAY SCHOOL	CEP	65	100% FEDERAL	24
25	<b>CAPITAN MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>455</b>	<b>\$148,374</b>	25
26	<b>CARLSBAD MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>3,376</b>	<b>\$2,202,197</b>	26
27	<b>CARRIZO MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>170</b>	<b>\$16,536</b>	27
28	<b>CENTRAL CONSOLIDATED SCHOOLS</b>		<b>ALL CEP</b>	<b>4,678</b>	<b>\$169,532</b>	28
29	CESAR CHAVEZ COMM. SCHOOL	CESAR CHAVEZ COMMUNITY SCHOOL	CEP	175	\$199	29
30	<b>CHAMA VALLEY INDEPENDENT SCHOOLS</b>		<b>ALL CEP</b>	<b>320</b>	<b>\$84,819</b>	30
31	CHICHILTAH JONES RANCH SCHOOL	CHI CHIL'TAH	CEP	69	100% FEDERAL	31
32	CHOOSHGAI COMMUNITY SCHOOL	CH'OOSHGAI	CEP	110	100% FEDERAL	32
33	CHRISTINE DUNCAN HERITAGE ACAD.	CHRISTINE DUNCAN HERITAGE ACADEMY (I	CEP	448	\$57,734	33
34	CIEN AGUAS INTERNATIONAL	CIEN AGUAS INTERNATIONAL	CEP	417	\$60,926	34
35	<b>CIMARRON MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>372</b>	<b>\$116,155</b>	35
36	<b>CLAYTON MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>408</b>	<b>\$64,318</b>	36
37	CLOUDCROFT MUNICIPAL SCHOOLS	CEP SCHOOLS (2)	CEP	298		37
38	CLOUDCROFT MUNICIPAL SCHOOLS	CLOUDCROFT MIDDLE	STANDARD	118		38
39	<b>CLOUDCROFT MUNICIPAL SCHOOLS</b>		<b>MIXED</b>	<b>416</b>	<b>\$105,457</b>	39
40	<b>CLOVIS MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>7,052</b>	<b>\$1,155,684</b>	40
41	<b>COBRE CONSOLIDATED SCHOOLS DISTRICT</b>		<b>ALL CEP</b>	<b>979</b>	<b>\$108,970</b>	41
42	CORAL COMMUNITY CHARTER	CORAL COMMUNITY CHARTER (LOCAL)	CEP	242	\$65,754	42

## Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	Enrollment	FY25 Allocation	
43	<b>CORONA MUNICIPAL SCHOOLS</b>	<b>CORONA ELEMENTARY</b>	<b>ALL CEP</b>	<b>47</b>	<b>\$25,488</b>	43
44	CORRALES INTERNATIONAL	CORRALES INTERNATIONAL SCHOOL	CEP	247	\$62,858	44
45	CROWNPOINT COMMUNITY SCHOOL	T'IIS TS'OZI BI'OLTA'	CEP	197	\$62,858	45
46	<b>CUBA INDEPENDENT SCHOOLS</b>		<b>ALL CEP</b>	<b>726</b>	<b>100% FEDERAL</b>	46
47	DEAP	DEAP	CEP	34	\$972	47
48	<b>DEMING PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>5,138</b>	<b>\$187,968</b>	48
49	<b>DEXTER CONSOLIDATED SCHOOLS</b>		<b>ALL CEP</b>	<b>798</b>	<b>\$145,771</b>	49
50	<b>DORA CONSOLIDATED SCHOOLS</b>		<b>ALL CEP</b>	<b>221</b>	<b>\$42,677</b>	50
51	DREAM DINE	DREAM DINE	CEP	46	\$6,174	51
52	<b>DULCE INDEPENDENT SCHOOLS</b>		<b>ALL CEP</b>	<b>545</b>	<b>\$58,903</b>	52
53	DZILTH NA O DITH HLE SCHOOL	DZILTH NA O DITH HLE COMM SCHOOL	CEP	137	100% FEDERAL	53
54	EL CAMINO REAL ACADEMY	EL CAMINO REAL ACADEMY (LOCAL)	CEP	121	\$33,985	54
55	<b>ELIDA MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>169</b>	<b>\$34,988</b>	55
56	<b>ESPANOLA PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>2,080</b>	<b>\$189,939</b>	56
57	<b>ESTANCIA MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>564</b>	<b>\$51,599</b>	57
58	<b>EUNICE MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>927</b>	<b>\$105,696</b>	58
59	EXPLORE ACADEMY LAS CRUCES	EXPLORE ACADEMY (LAS CRUCES)	CEP	305	\$46,405	59
60	FARMINGTON MUNICIPAL SCHOOLS	WORD OF LIFE CHRISTIAN ACADEMY	STANDARD	82		
61	<b>FARMINGTON MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>10,963</b>	<b>\$1,020,999</b>	60
62	<b>FLOYD MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>274</b>	<b>\$19,985</b>	61
63	<b>FORT SUMNER MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>293</b>	<b>\$40,974</b>	62
64	<b>GADSDEN INDEPENDENT SCHOOLS</b>		<b>ALL CEP</b>	<b>12,037</b>	<b>\$241,831</b>	63
65	GALLUP CATHOLIC SCHOOL	SACRED HEART CATHOLIC SCHOOL	CEP	117	\$16,320	64
66	<b>GALLUP MCKINLEY COUNTY SCHOOLS</b>		<b>ALL CEP</b>	<b>10,786</b>	<b>\$374,589</b>	65
67	GILBERT L SENA CHARTER HS	GILBERT L SENA CHARTER HS (LOCAL)	CEP	218	\$2,911	66
68	GORDON BERNELL CHARTER	GORDON BERNELL CHARTER (LOCAL)	CEP	185	\$4,682	67
69	<b>GRADY MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>182</b>	<b>\$54,052</b>	68
70	<b>GRANTS CIBOLA COUNTY SCHOOLS</b>		<b>ALL CEP</b>	<b>2,705</b>	<b>\$227,977</b>	69
71	HAAK'U COMMUNITY ACADEMY	HAAK'U COMMUNITY ACADEMY	CEP	278	\$10,949	70
72	<b>HAGERMAN MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>368</b>	<b>\$120,395</b>	71
73	<b>HATCH VALLEY PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>1,146</b>	<b>\$54,805</b>	72
74	HEALTH LEADERSHIP HS	HEALTH LEADERSHIP HS (LOCAL)	CEP	206	\$6,901	73
75	<b>HONDO VALLEY PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>129</b>	<b>\$1,606</b>	74
76	HORIZON ACADEMY WEST	HORIZON ACADEMY WEST	CEP	491	\$180,285	75
77	<b>HOUSE MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>73</b>	<b>\$14,207</b>	76
78	HOZHO ACADEMY	HOZHO ACADEMY	CEP	670	\$158,791	77
79	INTL SCHOOL AT MESA DEL SOL	INTL SCHOOL AT MESA DEL SOL (LOCAL)	CEP	339	\$69,832	78
80	ISLETA ELEMENTARY SCHOOL	ISLETA ELEMENTARY	CEP	104	\$10,054	79
81	J PAUL TAYLOR ACADEMY	J PAUL TAYLOR ACADEMY	CEP	200	\$90,231	80
82	<b>JAL PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>706</b>	<b>\$74,163</b>	81
83	JEFFERSON MONTESSORI	JEFFERSON MONTESSORI (LOCAL)	CEP	258	\$44,897	82
84	JEMEZ DAY SCHOOL	JEMEZ DAY SCHOOL	CEP	131	\$29,148	83
85	<b>JEMEZ MOUNTAIN PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>174</b>	<b>\$3,994</b>	84
86	<b>JEMEZ VALLEY PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>317</b>	<b>\$24,534</b>	85

## Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	Enrollment	FY25 Allocation	
87	<b>KAWAIKA LAGUNA SCHOOLS</b>		<b>ALL CEP</b>	<b>234</b>	<b>\$5,726</b>	86
88	KHAPO COMMUNITY SCHOOL	KHA'P'O COMMUNITY SCHOOL	CEP	92	\$15,307	87
89	LA ACADEMIA DE ESPERANZA	LA ACADEMIA DE ESPERANZA (LOCAL)	CEP	248	\$20,087	88
90	LA ACADEMIA DOLORES HUERTA	LA ACADEMIA DOLORES HUERTA	CEP	81	\$4,300	89
91	<b>LAKE ARTHUR MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>124</b>	<b>\$21,263</b>	90
92	LAKE VALLEY NAVAJO SCHOOL	LAKE VALLEY NAVAJO	CEP	21	100% FEDERAL	91
93	<b>LAS CRUCES PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>21,937</b>	<b>\$1,993,933</b>	92
94	LAS MONTANAS CHARTER	LAS MONTANAS CHARTER	CEP	195	100% FEDERAL	93
95	<b>LAS VEGAS CITY PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>1,112</b>	<b>\$118,800</b>	94
96	<b>LOGAN MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>239</b>	<b>\$45,000</b>	95
97	<b>LORDSBURG MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>416</b>	<b>\$24,755</b>	96
98	<b>LOS LUNAS PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>8,050</b>	<b>\$1,423,499</b>	97
99	LOS PUENTES CHARTER	LOS PUENTES CHARTER SCHOOL (LOCAL)	CEP	88	100% FEDERAL	98
100	<b>LOVING MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>664</b>	<b>\$172,932</b>	99
101	<b>LOVINGTON MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>3,116</b>	<b>\$843,885</b>	100
102	<b>MAGDALENA MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>294</b>	<b>\$17,159</b>	101
103	MARIANO LAKE COMM. SCHOOL	MARIANO LAKE COMMUNITY SCHOOL	CEP	83	100% FEDERAL	102
104	MARK ARMIJO ACADEMY CHARTER SC	MARK ARMIJO ACADEMY (LOCAL)	CEP	222	\$5,309	103
105	<b>MAXWELL MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>97</b>	<b>\$17,084</b>	104
106	MCCURDY CHARTER SCHOOL	MCCURDY CHARTER SCHOOL	CEP	545	\$186,264	105
107	MEDIA ARTS COLLAB. SCHOOL	NEW MEXICO ACAD. FOR MEDIA ARTS	CEP	395	\$5,000	106
108	<b>MELROSE PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>294</b>	<b>\$82,383</b>	107
109	<b>MESA VISTA CONSOLIDATED SCHOOLS</b>		<b>ALL CEP</b>	<b>259</b>	<b>\$63,677</b>	108
110	MESCALERO APACHE SCHOOL	MESCALERO APACHE SCHOOL	CEP	257	100% FEDERAL	109
111	MIDDLE COLLEGE HS CHARTER	MIDDLE COLLEGE HS CHARTER GALLUP	CEP	150	\$8,255	110
112	<b>MISSION ACHIEVEMENT AND SUCCESS</b>		<b>All CEP</b>	<b>2,215</b>	<b>\$866,642</b>	111
113	MONTE DEL SOL CHARTER SCHOOL	MONTE DEL SOL CHARTER	CEP	341	\$37,812	112
114	<b>MORA INDEPENDENT SCHOOLS</b>		<b>ALL CEP</b>	<b>534</b>	<b>\$9,532</b>	113
115	<b>MORIARTY-EDGEWOOD SCHOOL DISTRICT</b>		<b>ALL CEP</b>	<b>2,339</b>	<b>\$403,690</b>	114
116	<b>MOSQUERO MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>89</b>	<b>\$7,359</b>	115
117	MOUNTAIN MAHOGANY SCHOOL	MOUNTAIN MAHOGANY COMM. SCHOOL	CEP	225	\$43,216	116
118	<b>MOUNTAINAIR PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>191</b>	<b>\$5,196</b>	117
119	NA'NEELZHIIN JI OLTA	NA'NEELZHIIN JI'OLTA	CEP	137	100% FEDERAL	118
120	NATIVE AMERICAN COMM. ACADEMY	NATIVE AMERICAN COMM. ACADEMY	CEP	427	\$46,176	119
121	NAVAJO PREPARATORY SCHOOL INC	NAVAJO PREPARATORY	CEP	303	\$88,952	120
122	NENAHNEZAD COMMUNITY SCHOOL	NENAHNEZAD COMMUNITY SCHOOL	CEP	120	100% FEDERAL	121
123	NEW AMERICA SCHOOL	NEW AMERICA SCHOOL - LAS CRUCES	CEP	193	100% FEDERAL	122
124	NM SCHOOL FOR THE DEAF	NM SCHOOL FOR THE DEAF	CEP	147	\$27,213	123
125	NORTH VALLEY ACADEMY	NORTH VALLEY ACADEMY	CEP	273	\$90,777	124
126	OHKAY OWINGEH COMM. SCHOOL	OHKAY OWINGEH	CEP	102	\$16,184	125
127	OJO ENCINO DAY SCHOOL	OJO ENCINO DAY SCHOOL	CEP	152	100% FEDERAL	126
128	<b>PECOS INDEPENDENT SCHOOLS</b>		<b>ALL CEP</b>	<b>454</b>	<b>\$77,216</b>	127
129	<b>PENASCO INDEPENDENT SCHOOLS</b>		<b>ALL CEP</b>	<b>270</b>	<b>\$34,928</b>	128
130	PINE HILLS RAMAH NAVAJO SB	PINE HILL SCHOOL	CEP	305	OPTED OUT	129

## Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	Enrollment	FY25 Allocation	
131	<b>POJOAQUE VALLEY PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>1,554</b>	<b>\$394,074</b>	130
132	<b>PORTALES MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>2,559</b>	<b>\$402,912</b>	131
133	PUBLIC ACADEMY FOR PERF. ARTS	PUBLIC ACADEMY FOR PERF. ARTS	CEP	437	\$85,270	132
134	PUEBLO PINTADO SCHOOL	PUEBLO PINTADO COMMUNITY SCHOOL	CEP	115	100% FEDERAL	133
135	<b>QUEMADO INDEPENDENT SCHOOLS</b>		<b>ALL CEP</b>	<b>175</b>	<b>\$29,641</b>	134
136	<b>QUESTA INDEPENDENT SCHOOLS</b>		<b>ALL CEP</b>	<b>329</b>	<b>\$4,151</b>	135
137	RAICES DEL SABER XINACHTLI	RAICES DEL SABER XINACHTLI SCHOOL	CEP	114	\$2,443	136
138	<b>RATON PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>818</b>	<b>\$80,461</b>	137
139	RED RIVER VALLEY CHARTER	RED RIVER VALLEY CHARTER SCHOOL	CEP	86	\$10,427	138
140	<b>RESERVE PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>89</b>	<b>\$21,015</b>	139
141	RIO GRANDE ACADEMY OF FINE ARTS	RIO GRANDE ACADEMY OF FINE ARTS	CEP	134	\$13,061	140
142	<b>RIO RANCHO PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>15,968</b>	<b>\$3,951,665</b>	141
143	ROBERT F. KENNEDY CHARTER	ROBERT F. KENNEDY CHARTER	CEP	333	\$8,756	142
144	<b>ROSWELL INDEPENDENT SCHOOLS</b>		<b>ALL CEP</b>	<b>9,396</b>	<b>\$1,305,697</b>	143
145	<b>ROY MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>75</b>	<b>\$24,094</b>	144
146	<b>RUIDOSO MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>1,722</b>	<b>\$202,969</b>	145
147	ST. ANTHONY ZUNI INDIAN SCHOOL	SAINT ANTHONY ZUNI INDIAN SCHOOL	CEP	131	\$19,328	146
148	SAINT BONAVENTURE SCHOOL	SAINT BONAVENTURE SCHOOL (LOCAL)	CEP	113	\$4,521	147
149	ST. FRANCIS OF ASSISI-LUMBERTON	SAINT FRANCIS SCHOOL (LOCAL)	CEP	65	\$5,581	148
150	SAINT JOSEPH MISSION SCHOOL	ST JOSEPH MISSION SCHOOL (LOCAL)	CEP	39	\$8,876	149
151	SAINT TERESA AVILA SCHOOL	ST TERESA OF AVILA	CEP	88	\$20,098	150
152	SAN DIEGO RIVERSIDE SCHOOL	SAN DIEGO RIVERSIDE (LOCAL)	CEP	55	100% FEDERAL	151
153	SAN FELIPE DE NERI	SAN FELIPE DE NERI (LOCAL)	CEP	152	\$36,437	152
154	SAN FELIPE PUEBLO ELEM. SCHOOL	SAN FELIPE ELEMENTARY SCHOOL	CEP	215	100% FEDERAL	153
155	SAN ILDEFONSO DAY SCHOOL	SAN ILDEFONSO DAY SCHOOL	CEP	31	\$4,239	154
156	<b>SAN JON MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>120</b>	<b>\$21,254</b>	155
157	SANDOVAL ACAD. OF BILINGUAL ED	SANDOVAL ACADEMY OF BILINGUAL ED	CEP	227	\$125,878	156
158	SANOSTEE DAY SCHOOL	SANOSTEE DAY SCHOOL	CEP	34	\$166	157
159	<b>SANTA FE PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>11,624</b>	<b>\$1,492,540</b>	158
160	SANTA FE INDIAN SCHOOL	SANTA FE INDIAN SCHOOL	CEP	664	\$97,910	159
161	<b>SANTA ROSA CONSOLIDATED SCHOOLS</b>		<b>ALL CEP</b>	<b>582</b>	<b>\$80,423</b>	160
162	SCHOOL OF DREAMS	SCHOOL OF DREAMS ACADEMY	CEP	544	\$47,698	161
163	<b>SHIPROCK ASSOCIATED SCHOOLS INC</b>		<b>ALL CEP</b>	<b>476</b>	<b>\$41,089</b>	162
164	SIEMBRA LEADERSHIP HIGH SCHOOL	SIEMBRA LEADERSHIP HIGH SCHOOL	CEP	403	\$6,950	163
165	<b>SILVER CONSOLIDATED SCHOOLS</b>		<b>ALL CEP</b>	<b>2,119</b>	<b>\$224,720</b>	164
166	SIX DIRECTIONS SCHOOL	SIX DIRECTIONS INDIGENOUS SCHOOL	CEP	76	\$773	165
167	<b>SOCORRO CONSOLIDATED SCHOOLS</b>		<b>ALL CEP</b>	<b>1,319</b>	<b>\$180,031</b>	166
168	SOLARE COLLEGIATE CHARTER	SOLARE COLLEGIATE CHARTER SCHOOL	CEP	306	\$39,013	167
169	SOUTH VALLEY PREP. SCHOOL	SOUTH VALLEY PREP	CEP	145	\$16,713	168
170	<b>SPRINGER MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>118</b>	<b>\$36,206</b>	169
171	TAOS DAY SCHOOL	TAOS DAY SCHOOL	CEP	85	\$2,169	170
172	TAOS INTEGRATED SCHOOL FOR THE A	TAOS INTEGRATED SCHOOL OF ARTS	CEP	205	\$37,380	171
173	TAOS INTERNATIONAL CHARTER SCHO	TAOS INTERNATIONAL SCHOOL	CEP	176	\$2,343	172
174	TAOS MUNICIPAL CHARTER	TAOS MUNICIPAL CHARTER (LOCAL)	CEP	211	\$46,918	173

## Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	Enrollment	FY25 Allocation	
175	<b>TAOS MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>1,800</b>	<b>\$217,222</b>	174
176	<b>TATUM MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>321</b>	<b>\$41,712</b>	175
177	TE TSU GEH OWEENGE DAY SCHOOL	TE SE GEH OWEENGE	CEP	35	\$273	176
178	TECHNOLOGY LEADERSHIP HS	TECHNOLOGY LEADERSHIP HIGH SCHOOL (	CEP	316	\$11,494	177
179	<b>TEXICO MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>600</b>	<b>\$143,978</b>	178
180	ABQ TALENT DEVELOP. CHARTER	ABQ TALENT DEVELOPMENT CHARTER	CEP	132	\$844	179
181	THE NEW AMERICA SCHOOL	NEW AMERICA SCHOOL (LOCAL) (ABQ)	CEP	166	\$12,087	180
182	THRIVE COMMUNITY SCHOOL	THRIVE COMMUNITY SCHOOL	CEP	243	\$44,321	181
183	TIERRA ADENTRO	TIERRA ADENTRO	CEP	249	\$37,608	182
184	TO HAJIILEE COMMUNITY SCHOOL	TO'HAJIILEE'HE COMMUNITY SCHOOL	CEP	255	100% FEDERAL	183
185	TOHAALI COMMUNITY SCHOOL	TOHAALI COMMUNITY SCHOOL	CEP	81	100% FEDERAL	184
186	<b>TRUTH OR CONSEQUENCES MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>1,103</b>	<b>\$103,564</b>	185
187	TSE II AHI COMMUNITY SCHOOL	TSE'II'AH!' COMMUNITY SCHOOL	CEP	83	\$6,915	186
188	TSIYA DAY SCHOOL	T'SIYA DAY SCHOOL	CEP	44	100% FEDERAL	187
189	<b>TUCUMCARI PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>882</b>	<b>\$7,420</b>	188
190	<b>TULAROSA MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>936</b>	<b>\$93,773</b>	189
191	TURQUOISE TRAIL CHARTER SCHOOL	TURQUOISE TRAIL CHARTER SCHOOL	CEP	649	\$141,844	190
192	<b>VAUGHN MUNICIPAL SCHOOLS</b>		<b>ALL CEP</b>	<b>48</b>	<b>\$1,147</b>	191
193	VISTA GRANDE HIGH SCHOOL	VISTA GRANDE HIGH SCHOOL (LOCAL)	CEP	66	\$4,531	192
194	VOZ COLLEGIATE PREPARATORY	VOZ COLLEGIATE PREP. CHARTER	CEP	86	\$12,112	193
195	<b>WAGON MOUND PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>72</b>	<b>\$1,818</b>	194
196	WALATOWA CHARTER HIGH	WALATOWA CHARTER HIGH	CEP	38	100% FEDERAL	195
197	<b>WEST LAS VEGAS PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>1,591</b>	<b>\$34,254</b>	196
198	WILLIAM JOSEPHINE DORN SCHOOL	WILLIAM JOSEPHINE DORN CHARTER	CEP	46	CLOSED	197
199	WINGATE ELEMENTARY SCHOOL	WINGATE ELEMENTARY	CEP	343	100% FEDERAL	198
200	WINGATE HIGH SCHOOL	WINGATE HIGH SCHOOL	CEP	328	\$11,928	199
201	<b>ZUNI PUBLIC SCHOOLS</b>		<b>ALL CEP</b>	<b>1,057</b>	<b>100% FEDERAL</b>	200
202	SOUTH VALLEY ACADEMY CHARTER	SOUTH VALLEY ACADEMY (LOCAL)	PROVISION 2	598	\$74,152	201
203	BERNALILLO JUV. DETENTION CTR	BERNALILLO JUV. DETENTION CTR	RCCI STANDARD	42	*\$0	202
204	CHILDHAVEN INC	CHILDHAVEN INC	RCCI STANDARD	20	*\$0	203
205	CYFD - JUVENILE JUSTICE	FOOTHILL HIGH SCHOOL	RCCI STANDARD	52	*\$0	204
206	CYFD - JUVENILE JUSTICE	AZTEC YOUTH ACADEMY	RCCI STANDARD	27	*\$0	205
207	SEQUOYAH TREATMENT CENTER	SEQUOYAH TREATMENT CENTER	RCCI STANDARD	15	*\$0	206
208	DONA ANA COUNTY JUV. DETEN. CTR	DONA ANA COUNTY JUVENILE DETENTION	RCCI STANDARD	9	*\$0	207
209	NM YOUTH CHALLENGE ACADEMY	NM YOUTH CHALLENGE ACADEMY	RCCI STANDARD	66	*\$0	208
210	SAN JUAN COUNTY JUV. SVCS	SAN JUAN JUV. SVC. CENTER (LOCAL)	RCCI STANDARD	27	*\$0	209
211	ALTURA PREPARATORY SCHOOL	ALTURA PREPARATORY SCHOOL	STANDARD	255	\$10,457	210
212	CALVARY CHRISTIAN ACADEMY	CALVARY CHRISTIAN ACADEMY (LOCAL)	STANDARD	82	\$19,974	211
213	<b>CORONA MUNI. SCHOOLS</b>	<b>CORONA HIGH</b>	<b>STANDARD</b>	<b>39</b>	<b>\$25,488</b>	212
214	COTTONWOOD CLASSICAL PREP	COTTONWOOD CLASSICAL PREP (LOCAL)	STANDARD	787	\$227,715	213
215	DES MOINES MUNICIPAL SCHOOLS	DES MOINES HIGH	STANDARD	55		214
216	DES MOINES MUNICIPAL SCHOOLS	DES MOINES ELEMENTARY	STANDARD	78		215
217	<b>DES MOINES MUNICIPAL SCHOOLS</b>		<b>STANDARD</b>	<b>133</b>	<b>\$40,828</b>	216
218	EAST MOUNTAIN HIGH SCHOOL	EAST MOUNTAIN HIGH SCHOOL	STANDARD	376	\$5,000	217

## Healthy Universal School Meals Reimbursements

	School Food Authority	School Site	Program Option	Enrollment	FY25 Allocation	
219	Explore Academy - Rio Rancho	EXPLORE ACADEMY - RIO RANCHO	STANDARD	266	\$46,405	218
220	EXPLORE ACADEMY CHARTER SCHOOL	EXPLORE ACADEMY (ABQ)	STANDARD	1,285	\$384,997	219
221	FARMINGTON MUNICIPAL SCHOOLS	SACRED HEART CATHOLIC SCHOOL	STANDARD	285	\$16,230	220
222	GUADALUPE MONTESSORI SCHOOL	GUADALUPE MONTESSORI (LOCAL)	STANDARD	31	\$18,086	221
223	HOLY GHOST CATHOLIC SCHOOL	HOLY GHOST SCHOOL (LOCAL)	STANDARD	130	\$48,504	223
224	IMMANUEL LUTHERAN SCHOOL	IMMANUEL LUTHERAN (LOCAL)	STANDARD	86	\$31,299	224
225	LAS CRUCES CATHOLIC SCHOOL	LAS CRUCES CATHOLIC (LOCAL)	STANDARD	303	\$57,398	225
226	LOS ALAMOS PUBLIC SCHOOLS	ASPEN ELEMENTARY	STANDARD	472		226
227	LOS ALAMOS PUBLIC SCHOOLS	BARRANCA MESA ELEMENTARY	STANDARD	453		227
228	LOS ALAMOS PUBLIC SCHOOLS	CHAMISA ELEMENTARY	STANDARD	325		228
229	LOS ALAMOS PUBLIC SCHOOLS	LOS ALAMOS HIGH	STANDARD	885		229
230	LOS ALAMOS PUBLIC SCHOOLS	MOUNTAIN ELEMENTARY	STANDARD	459		230
231	LOS ALAMOS PUBLIC SCHOOLS	LOS ALAMOS MIDDLE	STANDARD	617		231
232	LOS ALAMOS PUBLIC SCHOOLS	PINON ELEMENTARY	STANDARD	374		232
233	<b>LOS ALAMOS PUBLIC SCHOOLS</b>		<b>STANDARD</b>	<b>3,585</b>	<b>\$1,215,347</b>	233
234	MENAU SCHOOL	MENAU SCHOOL (LOCAL)	STANDARD	220	\$5,000	234
235	MONTESSORI OF THE RIO GRANDE	MONTESSORI OF THE RIO GRANDE	STANDARD	219	\$114,222	235
236	NEW MEXICO INTL SCHOOL	NEW MEXICO INTL SCHOOL (LOCAL)	STANDARD	395	\$5,000	236
237	NEW MEXICO SCHOOL FOR THE ARTS	NM SCHOOL FOR THE ARTS	STANDARD	340	\$74,461	237
238	OUR LADY OF THE ASSUMPTION	OUR LADY OF THE ASSUMPTION (LOCAL)	STANDARD	127	\$48,345	238
239	REHOBOTH CHRISTIAN SCHOOL	REHOBOTH CHRISTIAN (LOCAL)	STANDARD	621	\$117,570	239
240	SAINT CHARLES BORROMEIO SCHOOL	ST. CHARLES BORROMEIO SCHOOL	STANDARD	97	\$36,666	240
241	SAINT MARY'S CATHOLIC SCHOOL	SAINT MARY'S CATHOLIC SCHOOL (ABQ)	STANDARD	249	\$69,661	241
242	SAINT MARY'S SCHOOL	SAINT MARY'S CATHOLIC SCHOOL (BELEN)	STANDARD	171	\$48,100	242
243	SAINT THERESE CATHOLIC SCHOOL	ST. THERESE CATHOLIC (LOCAL)	STANDARD	165	\$53,935	243
244	SAINT THOMAS AQUINAS	ST. THOMAS AQUINAS (LOCAL)	STANDARD	309	\$100,496	244
245	TIERRA ENCANTADA SCHOOL	TIERRA ENCANTADA CHARTER SCHOOL	STANDARD	289	\$5,000	245
246	<b>STATEWIDE</b>			<b>299,965</b>	<b>\$41,054,165</b>	246

Source: PED

Note: All allocations are projected reimbursements at the end of FY25 as determined by PED or calculated by LESC staff based on FY25 reimbursements to date.

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



# Indian Education Department Grants LEAs and Tribes

## Indian Education Department Grants to LEAs and Tribes

1 Local Education Agency (LEA)	2 Improving Educational & Cultural Outcomes for Native American Students	3 Indigenous Language Fellows	4 Native American Community Based Immersion Schools PreK-12	5 Increased Access to High Quality Curriculum, Instruction, & Assessment	6 Native American Language Immersion Programs	7 Indigenous Education Initiative Grant	8 520 NALC Supplemental
1 <b>School Districts</b>							
2 Albuquerque Public Schools	\$ 503,233	\$ 500,000	\$ 200,000		\$ 50,000	\$ 200,000	\$ 100,000
3 Aztec Municipal Schools	\$ 104,941						\$ 50,000
4 Bernalillo Public Schools	\$ 174,338						\$ 100,000
5 Central Consolidated Schools	\$ 374,120						
6 Cuba Independent Schools	\$ 110,170	\$ 500,000					\$ 75,000
7 Dulce Independent Schools	\$ 105,365						
8 Española Public Schools	\$ 84,376						
9 Farmington Municipal Schools	\$ 356,665						\$ 100,000
10 Gallup-McKinley County Schools	\$ 741,566					\$ 200,000	\$ 250,000
11 Grants-Cibola County Schools	\$ 179,638						
12 Jemez Mountain Public Schools	\$ 76,390						
13 Jemez Valley Public Schools	\$ 88,969						
14 Las Cruces Public Schools	\$ 86,990						
15 Los Lunas Schools	\$ 117,590						
16 Magdalena Municipal Schools	\$ 77,309						\$ 25,000
17 Penasco Independent Schools	\$ 21,767						
18 Pojoaque Valley Public Schools	\$ 92,149						
19 Rio Rancho Public Schools	\$ 153,208					\$ 200,000	
20 Ruidoso Municipal Schools	\$ 91,584						
21 Santa Fe Public Schools	\$ 87,839						
22 Taos Municipal Schools	\$ 82,750						
23 Tularosa Municipal Schools	\$ 91,160					\$ 200,000	
24 Zuni Public Schools	\$ 153,066						\$ 150,000
25 <b>SUBTOTAL: School Districts</b>	<b>\$ 3,925,183</b>	<b>\$ 1,000,000</b>	<b>\$ 200,000</b>		<b>\$ 50,000</b>	<b>\$ 800,000</b>	<b>\$ 850,000</b>

Indian Education Department Grants LEAs and Tribes

26	Local Education Agency (LEA)	Improving Educational & Cultural Outcomes for Native American Students	Indigenous Language Fellows	Native American Community Based Immersion Schools PreK-12	Increased Access to High Quality Curriculum, Instruction, & Assessment	Native American Language Immersion Programs	Indigenous Education Initiative Grant	520 NALC Supplemental
26	<b>Charter Schools</b>							
27	<b>Albuquerque</b>							
28	ABQ Sign Language Academy	\$ 71,759						
29	ACES Technical Charter School	\$ 71,938						
30	Gilbert L. Sena Charter High School	\$ 71,097						
31	Gordon Bernel Charter School	\$ 73,210						
32	Native American Community Academy (NACA)	\$ 96,036					\$ 200,000	\$ 50,000
33	Voz Collegiate Preparatory Charter School	\$ 71,161						
34	Cesar Chavez Community School	\$ 21,201						
35	<b>Gallup-McKinley</b>							
36	Hozho Academy	\$ 88,200				\$ 50,000	\$ 200,000	\$ 50,000
37	Middle College High School Charter	\$ 77,874						
38	Six Directions Indigenous School	\$ 74,694						
39	<b>Jemez Valley</b>							
40	Jemez Valley Public Schools: San Diego Riverside	\$ 72,786						
41	Walatowa Charter High School	\$ 72,503						\$ 25,000
42	<b>Navajo</b>							
43	Dzit Dit Lool School of Empowerment Action and Perseverance (DEAP)	\$ 74,058					\$ 200,000	
44	<b>Santa Fe</b>							
45	NIM School for Arts	\$ 20,919						
46	<b>Shiprock</b>							
47	Dream Dine Charter School	\$ 71,867					\$ 200,000	
48	<b>Taos</b>							
49	Taos Integrated School of the Arts	\$ 72,000						
50	Vista Grande High School	\$ 71,443						
51	<b>SUBTOTAL: Charter Schools</b>	<b>\$ 1,172,746</b>				<b>\$ 50,000</b>	<b>\$ 800,000</b>	<b>\$ 125,000</b>
52	<b>SUBTOTAL: Public Schools</b>	<b>\$ 5,097,929</b>	<b>\$ 1,000,000</b>	<b>\$ 200,000</b>		<b>\$ 100,000</b>	<b>\$ 1,600,000</b>	<b>\$ 975,000</b>

# Indian Education Department Grants LEAs and Tribes

53	Local Education Agency (LEA)	Improving Educational & Cultural Outcomes for Native American Students	Indigenous Language Fellows	Native American Community Based Immersion Schools PreK-12	Increased Access to High Quality Curriculum, Instruction, & Assessment	Native American Language Immersion Programs	Indigenous Education Initiative Grant	520 NALC Supplemental
53	<b>Tribes, Nations, and Pueblos</b>							
54	Acoma	\$ 151,817						
55	Cochiti	\$ 131,696			\$ 50,000			\$ 50,000
56	Isleta	\$ 150,654	\$ 401,965			\$ 50,000		\$ 50,000
57	Jemez	\$ 143,572	\$ 500,000	\$ 200,000				\$ 75,000
58	Jicarilla Apache	\$ 150,753			\$ 50,000	\$ 50,000		
59	Laguna	\$ 159,986						
60	Mescalero Apache	\$ 150,853	\$ 500,000					
61	Nambe	\$ 132,560						
62	Ohkay Owingeh	\$ 136,353						
63	Picuris	\$ 127,491						
64	Pojoaque	\$ 129,964						
65	San Felipe	\$ 150,242			\$ 50,000			
66	San Ildefonso	\$ 130,765						
67	Sandia	\$ 129,078	\$ 500,000					
68	Santa Ana	\$ 133,019						
69	Santa Clara	\$ 131,630						
70	Santo Domingo	\$ 157,045			\$ 50,000	\$ 50,000		
71	Taos	\$ 136,319				\$ 50,000		\$ 50,000
72	Tesuque	\$ 129,052						\$ 75,000
73	Zia	\$ 132,560						\$ 50,000
74	Zuni	\$ 195,000						
75	<b>SUBTOTAL: Tribes, Nations, and Pueblos</b>	<b>\$ 2,990,410</b>	<b>\$ 1,901,965</b>	<b>\$ 200,000</b>	<b>\$ 200,000</b>	<b>\$ 200,000</b>		<b>\$ 350,000</b>
76	<b>STATEWIDE TOTAL</b>	<b>\$ 8,088,339</b>	<b>\$ 2,901,965</b>	<b>\$ 400,000</b>	<b>\$ 200,000</b>	<b>\$ 300,000</b>	<b>\$ 1,600,000</b>	<b>\$ 1,325,000</b>

Source: PED

# Average Returning Teacher Salaries

Average Returning Teachers' Salaries, FY24

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

## Average Returning Teacher Salaries

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

## Average Returning Teacher Salaries

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



## Average Returning Teacher Salaries

	School District or Charter School	Level 1	Level 2	Level 3	FY23 All Teachers	FY24 All Teachers	Percent Increase	Average Years of Experience		
159	<b>Gallup-McKinley County</b>									159
160	Dzit Dit Lool DEAP	\$50,000	\$60,000	\$70,000	\$52,782	\$55,000	4%	2	160	
161	Hozho Academy	\$56,082	\$63,924	\$78,341	\$62,616	\$65,583	5%	2	161	
162	Middle College High School	\$57,746	\$81,158	\$103,633	\$68,880	\$92,239	34%	4	162	
163	Six Directions Indigenous School			\$72,745	\$60,867	\$72,745	20%		163	
164	<b>Jemez Valley</b>									164
165	San Diego Riverside	\$55,254	\$66,733	\$101,500	\$73,383	\$69,644	-5%	15	165	
166	Walatowa Charter High School		\$64,077	\$82,717	\$71,579	\$78,057	9%	14	166	
167	<b>Las Cruces</b>									167
168	Alma D'Arte Charter	\$54,192	\$61,221	\$78,386	\$66,796	\$65,859	-1%	4	168	
169	Raices Del Saber Xinachtli Community							1	169	
170	Explore Academy - Las Cruces	\$51,031	\$65,718	\$73,748		\$61,049		1	170	
171	J Paul Taylor Academy	\$56,111	\$68,104	\$77,441	\$64,292	\$69,832	9%	5	171	
172	La Academia Dolores Huerta	\$53,215	\$64,084	\$78,232	\$62,173	\$59,196	-5%	4	172	
173	Las Montañas Charter		\$65,885	\$79,853	\$69,725	\$74,266	7%	7	173	
174	New America School - Las Cruces	\$54,011	\$64,000	\$71,725	\$55,416	\$62,135	12%	3	174	
175	<b>Los Lunas</b>									175
176	School of Dreams Academy	\$55,625	\$72,472	\$76,983	\$69,782	\$72,981	5%	4	176	
177	<b>Moriarty</b>									177
178	Estancia Valley Classical Academy	\$51,545	\$60,794	\$70,479	\$61,593	\$62,271	1%	3	178	
179	<b>Roswell</b>									179
180	Sidney Gutierrez Middle School	\$64,918	\$74,098	\$88,344	\$76,861	\$81,063	5%	2	180	
181	<b>Questa</b>									181
182	Red River Valley Charter School		\$63,677	\$72,895	\$71,820	\$67,774	-6%	10	182	
183	Roots And Wings Community School		\$63,710	\$72,839	\$65,005	\$68,274	5%	7	183	
184	<b>Rio Rancho</b>									184
185	ASK Academy	\$53,753	\$66,178	\$79,897	\$61,953	\$68,873	11%	4	185	
186	Sandoval Academy Of Bilingual Education	\$51,486	\$61,603	\$73,959		\$63,904		3	186	
187	Explore Academy - Rio Rancho	\$52,188	\$64,829	\$77,751		\$68,463			187	
188	<b>Santa Fe</b>									188
189	Academy for Technology and the Classics	\$54,109	\$71,124	\$86,462	\$71,481	\$76,980	8%	1	189	
190	MASTERS Program	\$50,000	\$66,207	\$83,312		\$78,611		2	190	
191	Monte Del Sol Charter	\$51,000	\$60,687	\$71,806	\$67,172	\$66,641	-1%	4	191	
192	New Mexico Connections Academy	\$53,795	\$65,856	\$76,887	\$67,544	\$71,932	6%	4	192	
193	New Mexico School For The Arts	\$51,560	\$67,245	\$82,494	\$62,780	\$72,066	15%	3	193	
194	Thrive Community School	\$53,188	\$66,579	\$76,190		\$69,386			194	
195	Tierra Encantada Charter School	\$50,000	\$63,401	\$73,201	\$73,104	\$66,648	-9%	6	195	
196	Turquoise Trail Charter School	\$52,779	\$64,117	\$71,948	\$61,475	\$62,019	1%	2	196	
197	<b>Silver City</b>									197
198	Aldo Leopold Charter	\$55,785	\$64,507	\$76,771	\$64,249	\$68,667	7%	4	198	
199	<b>Socorro</b>									199
200	Cottonwood Valley Charter School	\$52,600	\$62,314	\$81,163	\$62,496	\$69,004	10%	2	200	
201	<b>Taos</b>									201
202	Anansi Charter School	\$53,093	\$63,759	\$75,365	\$67,829	\$71,799	6%	5	202	
203	Taos Academy	\$52,205	\$65,833	\$77,447	\$65,177	\$70,177	8%	5	203	
204	Taos Integrated School of the Arts	\$51,444	\$62,174	\$77,871	\$71,043	\$64,702	-9%	3	204	
205	Taos International School	\$53,011	\$63,430	\$78,971	\$69,291	\$67,737	-2%	5	205	
206	Taos Municipal Charter School	\$51,501	\$63,450	\$77,709		\$72,497		11	206	
207	Vista Grande High School	\$54,071		\$71,736	\$61,060	\$64,670	6%	3	207	
208	<b>West Las Vegas</b>									208
209	Rio Gallinas School	\$50,100	\$62,000	\$88,115	\$60,980	\$64,755	6%	1	209	
210	<b>STATEWIDE</b>	<b>\$55,843</b>	<b>\$67,152</b>	<b>\$81,141</b>	<b>\$65,522</b>	<b>\$71,905</b>	<b>10%</b>	<b>11</b>	210	

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



# Insurance Programs and Rates

## Public Schools Insurance Authority Health Insurance Premiums

Monthly Premiums, Plan Year Beginning October 2024

		Single	Two Party	Family
BlueCross BlueShield High Option	Employee	\$304.48	\$579.08	\$773.42
	Employer	\$710.50	\$1,351.18	\$1,804.68
	Total	\$1,014.98	\$1,930.26	\$2,578.10

BlueCross BlueShield Low Option	Employee	\$211.10	\$401.50	\$536.28
	Employer	\$492.60	\$936.84	\$1,251.32
	Total	\$703.70	\$1,338.34	\$1,787.60

Blue Cross EPO Option	Employee	\$249.12	\$473.78	\$632.78
	Employer	\$581.28	\$1,105.48	\$1,476.52
	Total	\$830.40	\$1,579.26	\$2,109.30

Presbyterian High Option	Employee	\$246.22	\$517.04	\$689.44
	Employer	\$574.54	\$1,206.44	\$1,608.72
	Total	\$820.76	\$1,723.48	\$2,298.16

Presbyterian Low Option	Employee	\$170.74	\$358.50	\$478.02
	Employer	\$398.40	\$836.50	\$1,115.40
	Total	\$569.14	\$1,195.00	\$1,593.42

Source: NMPSIA

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

## Insurance Programs and Rates

### Albuquerque Public Schools Health Insurance Premiums

Monthly Premiums, Plan Year Beginning January 2024

		Single	Two Party	Family
BlueCross BlueShield	Employee	\$94.81	\$189.62	\$255.99
	Employer	\$221.22	\$442.45	\$597.31
	Total	\$316.03	\$632.07	\$853.30

Presbyterian	Employee	\$99.55	\$199.10	\$268.79
	Employer	\$232.28	\$464.57	\$627.18
	Total	\$331.83	\$663.67	\$895.97

Cigna	Employee	\$97.65	\$195.30	\$263.66
	Employer	\$227.85	\$455.70	\$615.21
	Total	\$325.50	\$651.00	\$878.87

Source: APS

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

# Historical Explainer of Capital Outlay Funding

## HISTORICAL EXPLAINER OF PUBLIC SCHOOL CAPITAL OUTLAY FUNDING

(Updated FY25, new material underlined)

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

State Funds	Local Funds
<ul style="list-style-type: none"> <li>Standards-based awards</li> <li>Systems-based awards</li> <li>Lease assistance awards</li> <li>Other PSCOC award programs</li> <li>Direct legislative appropriations</li> </ul>	<ul style="list-style-type: none"> <li>The Public School Capital Improvements Act (also called SB9 or the two-mill levy)</li> <li>The Public School Buildings Act (also called HB33 or the ten-mill levy)</li> <li>General obligation bonds</li> <li>Educational technology equipment bonds</li> <li>Payments In Lieu of Taxes (PILTs)</li> <li>Other miscellaneous sources, like investments, rents, or the sale of real property.</li> </ul>

### State Funds

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

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

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

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

- School districts’ “ability to pay” is assumed to be the sum of the final prior five years net taxable value for a school district multiplied by nine ten-thousandths. This is equivalent to a district imposing 4.5 mills over a five-year period.
- School districts’ “need” is assumed to be the “maximum allowable gross square footage,” pursuant to the statewide adequacy standards, times an average replacement cost per square foot, divided by 45. The calculation attempts to estimate the annualized cost of replacing ALL facilities within a school district on a 45-year basis. In FY25, the average replacement cost is assumed to be \$307.47 per sq. ft.
- School districts’ “ability to pay” is divided by their “need.” This amount is the local match. School districts with a lower ability to pay than their need pay a lower percentage in project costs.
- School districts’ local matches are reduced (and state matches are increased) by a population density factor, such that districts with lower density have lower local shares of project costs.
  - For districts with density greater than 50 people per square mile, there is no density reduction.
  - For districts with density greater than 15 but less than 50 people per square mile, the local match is reduced by 6 percentage points.

## Historical Explainer of Capital Outlay Funding

- c. For districts with density of 15 people per square mile or fewer, the local match is reduced by 12 percentage points.
5. The “phase two formula value,” or the state match, is calculated as one minus the local match. The state share cannot be less than 6 percent.

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

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

**Statutory Waiver Criteria.** In those instances in which PSCOC has determined a school district has made a “good faith effort” to use all of its local resources, the PSCOC may waive – partially or completely – the local match. By statute, school districts are eligible for (but not guaranteed) a local match waiver under the following circumstances:

1. The school district has insufficient bonding capacity over the next four years to fund the local match of a project and has a mill levy rate of at least 10 mills;
2. The school district has fewer than 800 MEM, a free and reduced-fee lunch (FRL) population of 70 percent, a local match greater than 50 percent, and a mill levy rate of at least 7 mills; or
3. The school district has enrollment growth of at least 2.5 percent greater than the previous year, has identified that it will need a new facility within its five-year facility master plan (FMP), and has a mill rate of at least 10 mills.

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

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

The schools with the greatest “need” according to the wNMCI are given greater priority for standards-based awards. PSCOC establishes an eligibility threshold for standards-based awards annually; for FY25, schools ranked in the top 100 schools in the worst condition in the state were eligible to apply for standards-based awards. Standards-based awards are subject to a local match as calculated by the state and local match calculation.

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

1. All districts are eligible to apply regardless of percentage of indebtedness.
2. Funding must be determined by using the statewide adequacy standards and the PSCOC must apply the standards to charter schools to the same extent.
3. The PSCOC must establish criteria to be used in public school capital outlay projects that receive grant assistance from Public School Capital Outlay Act.
4. No more than 10% of the combined total grants in a funding cycle shall be used for retrofitting existing facilities for technology infrastructure.
5. Until FY24, awards made by the PSCOC were reduced by a percentage of direct appropriations for capital outlay projects received by a school district. In 2022, LESC and LFC staff analysis found these “direct legislative offsets”

## Historical Explainer of Capital Outlay Funding

were overly complicated and created a disincentive for school districts and charter schools to participate in PSCOC award programs. Senate Bill 131 (SB131) from the 2023 legislative session forgave outstanding direct legislative offsets and provided that offsets would no longer count against district awards.

6. No application for grant assistance from the fund will be approved unless 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 Section 22-24-5.1 NMSA 1978.

**Systems-Based Awards.** In addition to large scale school replacement projects funded via the standards-based awards program, PSCOC provides funding for specific building system deficiencies via the systems-based awards program. Systems-based awards are similar to standards-based awards, but the award amounts are generally smaller and limited to specific building systems identified as deficiencies by PSFA staff during their assessment process. Building systems could include heating, ventilation, and air conditioning (HVAC) systems, roofing, or building technologies. PSCOC annually sets eligibility requirements for systems-based awards. For FY25, the top 300 schools in the worst condition in the state according to the wNMCI were eligible to apply for systems-based awards. Systems-based awards are subject to a local match pursuant to the state and local match calculation.

**Lease Assistance Awards.** PSCOC may make awards from the Public School Capital Outlay Fund to school districts and charter schools for the purpose of making lease payments for school buildings. Subsection I of Section 22-24-4 NMSA 1978 creates the lease assistance program. The amount of lease assistance a school district or charter school shall not exceed the actual annual lease of school buildings or a per-MEM amount times the MEM using the leased facilities. The per-MEM amount was established as \$700 in FY09, but the amount is periodically adjusted at PSCOC's discretion. In FY25, the per-MEM amount for lease assistance awards is \$815.60.

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

1. Since 2014, up to \$10 million per year may be spent on broadband and educational technology infrastructure. Senate Bill 144 from the 2021 legislative session expanded the use of this \$10 million from only broadband infrastructure to include *any* educational technology infrastructure project that the council determines is necessary to education for students, school buses, internet connectivity within a school district, a multi-district regional education network, and a statewide education network.
2. Since 2019, the council may make awards for a prekindergarten classroom facility initiative. The program is intended to build prekindergarten classrooms in existing public schools, expanding districts' capacity to provide prekindergarten services. Prekindergarten awards function similar to standards- and systems-based awards and are subject to the state and local match calculation.
3. Between 2019 and 2022, up to \$10 million per year was earmarked for school security system projects. The program was discontinued in 2023 due to low demand, which LESC and LFC analysis attributed to the cumbersome application process and the local match required by the program.
4. Since 2021, the council may fully fund the amount of demolition projects. Senate Bill 43 from the 2021 legislative session authorized the council to fully fund demolition projects if the costs of continuing to insure an abandoned

## Historical Explainer of Capital Outlay Funding

facility outweigh any potential benefit when and if a new facility is needed by the school district and there is no practical use for the abandoned facility without the expenditure of substantial renovation costs.

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

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

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

### Local Funds

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

1. Erecting, remodeling, making additions to, providing equipment for, or furnishing public school buildings;
2. Purchasing or improving public school grounds;
3. Maintenance of public school buildings or public school grounds, including the purchasing or repairing of maintenance equipment, participating in the facility information management system as required by the Public School Capital Outlay Act [22-24-1 NMSA 1978] and including payments under contract with regional education cooperatives for maintenance support services and expenditures for technical training and certification for maintenance and facilities management personnel, but excluding salary expenses of school district employees;
4. Purchasing activity vehicles for transporting students to extracurricular activities;
5. Purchasing computer software and hardware for student use in public school classrooms; and
6. Purchasing and installing education technology improvements, excluding salary expenses of school district employees, but including tools used in the educational process that constitute learning and administrative resources and which may also include:
  - a. Satellite, copper and fiber-optic transmission; computer and network connections devices; digital communication equipment, including voice, video and data equipment; servers; switches; portable media devices, such as discs and drives to contain data for electronic storage and playback; and the purchase or lease of software licenses or other technologies and services, maintenance, equipment and computer infrastructure information, techniques and tools used to implement technology in schools and related facilities;
  - b. Improvements, alterations and modifications to, or expansions of, existing buildings or tangible personal property necessary or advisable to house or otherwise accommodate any of the tools listed in this paragraph.

## Historical Explainer of Capital Outlay Funding

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

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

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

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

1. Erecting, remodeling, making additions to, providing equipment for or furnishing public school buildings;
2. Payments made pursuant to a financing agreement entered into by a school district or a charter school for the leasing of a building or other real property with an option to purchase for a price that is reduced according to payments made;
3. Purchasing or improving public school grounds;
4. Purchasing activity vehicles for transporting students to and from extracurricular activities, provided that this authorization for expenditure does not apply to school districts with a student MEM greater than sixty thousand; or
5. Administering the projects undertaken pursuant to items 1 and 3 of this section, including expenditures for facility maintenance software, project management software, project oversight and district personnel specifically related to administration of projects funded by the Public School Buildings Act; provided that expenditures pursuant to this subsection shall not exceed five percent of the total project costs.

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

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

Since FY21, school districts are required to engage with state and locally chartered charter schools within their boundaries to develop their HB33 resolution. A resolution submitted to the qualifying electors pursuant to the Public School Buildings Act shall include capital improvements funding for a locally chartered and state-chartered charter school located within the school district.

**Local General Obligation Bonds.** Local school districts may issue general obligation bonds for the purpose of erecting, remodeling, making additions to and furnishing school buildings, or purchasing or improving school grounds, providing matching funds for capital outlay projects funded pursuant to the Public School Capital Outlay Act, or any combination of these purposes. In addition, a school district may also use bond proceeds to purchase computer equipment and software for student use in public school classrooms. The issuance of these bonds is subject to the provisions of Article 9, Section 11 of the Constitution of New Mexico. Prior to the issuance of bonds, several steps must be taken. One of these is the submission of PED form 995-10/89 to the School Budget Planning Unit at the Public Education Department to determine exactly how



## Historical Explainer of Capital Outlay Funding

much bonding capacity remains. This must be accomplished prior to the election. Another step is the actual submission of the question to the voters by the local school board. Upon successful election results, the local school board may, subject to the approval of the Attorney General, proceed to issue the bonds. There are restrictions: (1) the district's ability to sell bonds is limited to 6% of its assessed valuation; (2) there is a four year period in which the bonds may be sold from a particular approved resolution (6-15-9 NMSA 1978).

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

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

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

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

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

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

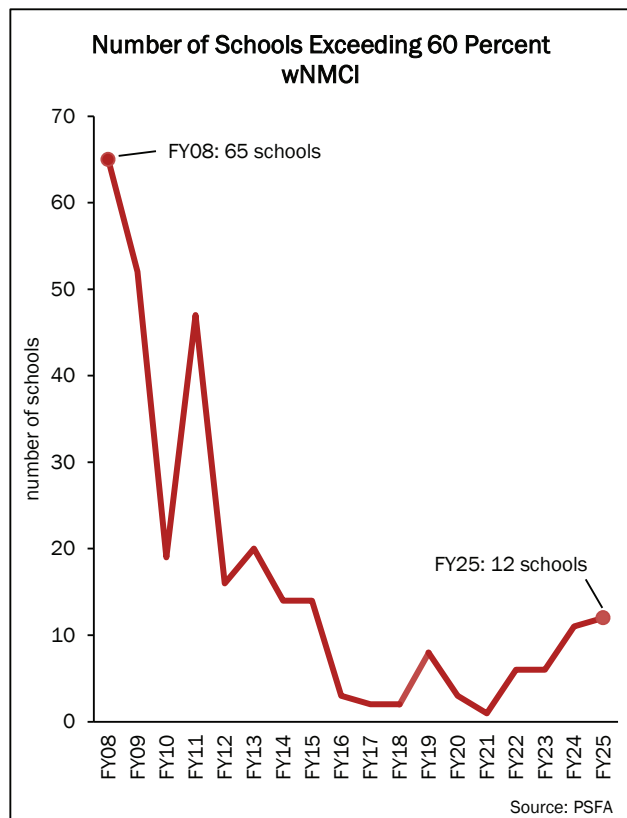
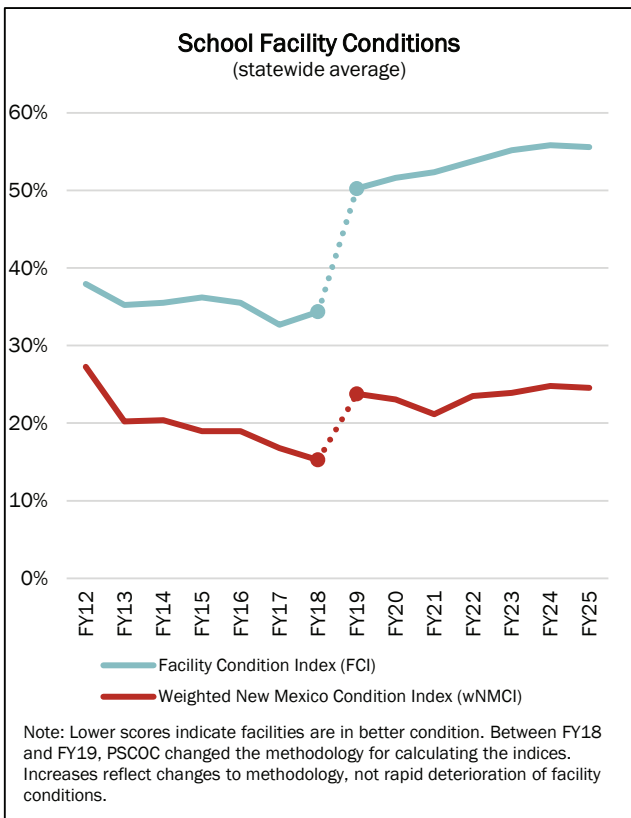
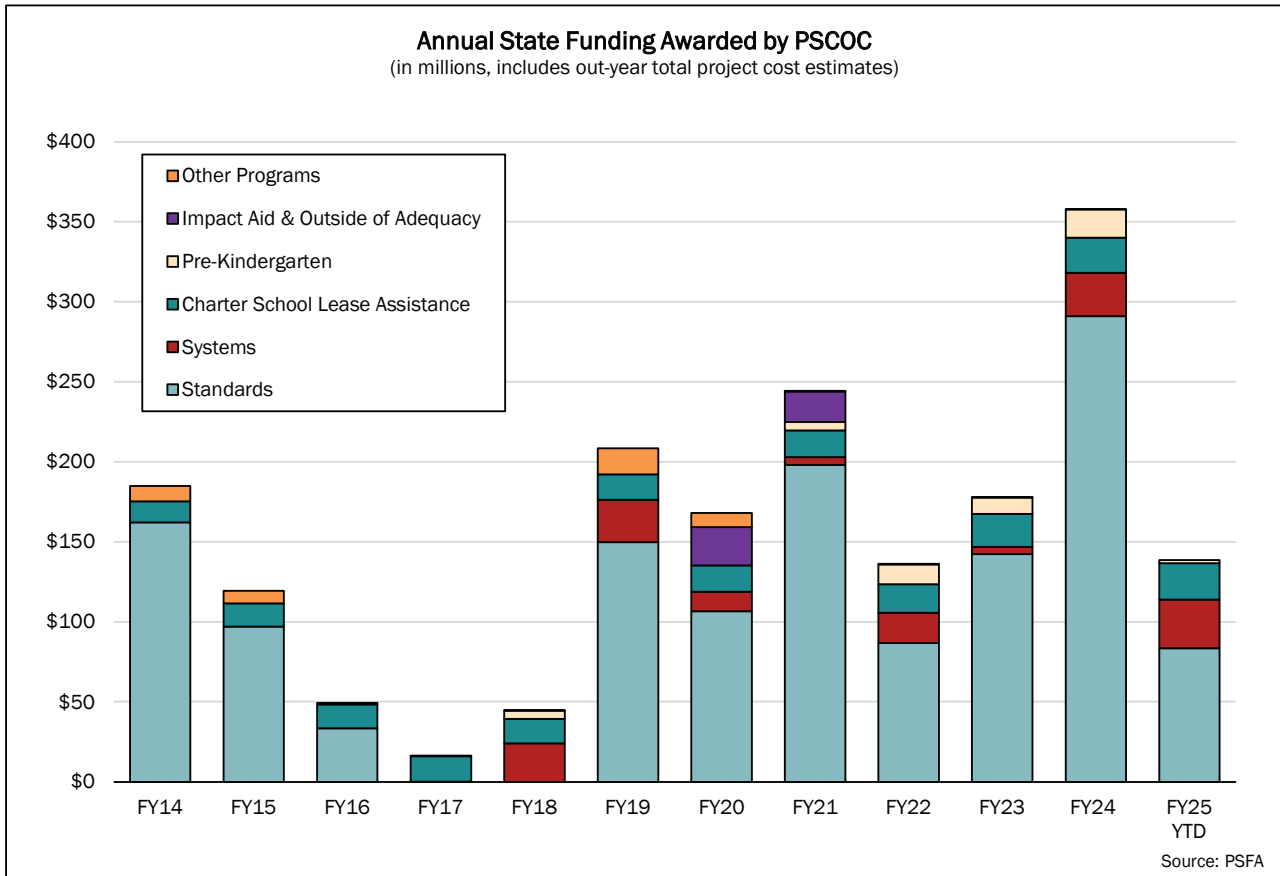
**Forest Reserve Funds.** Twenty-two New Mexico counties receive Forest Reserve funds. These counties receive 25% of the net receipts from operations (primarily timber sales) within their respective reserve areas. Distributions are divided equally between the County Road Fund and the school district.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

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

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

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

# PSCOC Awards and Facility Conditions



PSCOC Awards and Facility Conditions

FY25 PSCOC Awards Cycle  
YTD through December 2024

School District	School	Total Estimated Project Cost				FY25 - Phase 1		Out-Years - FY26 and Future		
		Combined	State Match (%)	Local Match (%)	Local Match (\$)	State Match	Local Match	State Match	Local Match	
<b>FY25 Standards-Based Awards</b>										
1	Silver	\$54,108,200	\$20,020,034	37%	\$34,088,166	63%	\$2,002,003	\$3,408,817	\$18,018,031	\$30,679,349
2	Bloomfield	\$119,525,800	\$44,224,546	37%	\$75,301,254	63%	\$4,422,455	\$7,530,125	\$39,802,091	\$67,771,129
3	Rio Rancho	\$7,012,116	\$2,594,483	37%	\$4,417,633	63%	\$1,151,483	\$1,960,633	\$1,443,000	\$2,457,000
4	Rio Rancho	\$44,721,382	\$16,546,911	37%	\$28,174,471	63%	\$1,121,891	\$1,910,247	\$15,425,020	\$26,264,224
	<b>SUBTOTAL - FY25 Standards-Based Awards</b>	<b>\$225,367,498</b>	<b>\$83,385,974</b>	<b>37%</b>	<b>\$141,981,524</b>	<b>63%</b>	<b>\$8,697,832</b>	<b>\$14,809,822</b>	<b>\$74,688,142</b>	<b>\$127,171,702</b>
<b>FY25 Systems-Based Awards</b>										
1	Grants	\$15,166,400	\$11,526,464	76%	\$3,639,936	24%	\$1,152,646	\$363,994	\$10,373,818	\$3,275,942
2	Alamogordo	\$14,313,200	\$7,299,732	51%	\$7,013,468	49%	\$729,973	\$701,347	\$6,569,759	\$6,312,121
3	Hatch	\$585,000	\$514,800	88%	\$70,200	12%	\$514,800	\$70,200	\$0	\$0
4	Eunice	\$2,080,000	\$769,600	37%	\$1,310,400	63%	\$769,600	\$1,310,400	\$0	\$0
5	Logan	\$344,300	\$127,391	37%	\$216,909	63%	\$127,391	\$216,909	\$0	\$0
6	Silver	\$3,048,300	\$1,127,871	37%	\$1,920,429	63%	\$1,127,871	\$1,920,429	\$0	\$0
7	Silver	\$1,121,570	\$414,981	37%	\$706,589	63%	\$414,981	\$706,589	\$0	\$0
8	Clayton	\$432,400	\$159,988	37%	\$272,412	63%	\$159,988	\$272,412	\$0	\$0
9	Ruidoso	\$16,679,200	\$6,171,304	37%	\$10,507,896	63%	\$617,130	\$1,050,790	\$5,554,174	\$9,457,106
10	Cimarron	\$150,000	\$150,000	100%	\$0	0%	\$150,000	\$0	\$0	\$0
11	Corona	\$104,000	\$104,000	100%	\$0	0%	\$104,000	\$0	\$0	\$0
12	Grants	\$826,140	\$826,140	100%	\$0	0%	\$826,140	\$0	\$0	\$0
13	Lovington	\$192,240	\$192,240	100%	\$0	0%	\$192,240	\$0	\$0	\$0
14	Tucumcari	\$1,043,950	\$1,043,950	100%	\$0	0%	\$1,043,950	\$0	\$0	\$0
	<b>SUBTOTAL - FY25 Systems-Based Awards</b>	<b>\$56,086,700</b>	<b>\$30,428,461</b>	<b>54%</b>	<b>\$25,658,239</b>	<b>46%</b>	<b>\$7,930,711</b>	<b>\$6,613,069</b>	<b>\$22,497,750</b>	<b>\$19,045,170</b>
<b>FY25 Prekindergarten</b>										
1	Rio Rancho	\$3,909,000	\$2,071,770	53%	\$1,837,230	47%	\$254,877	\$226,023	\$1,816,893	\$1,611,207
	<b>SUBTOTAL - FY25 Prekindergarten Awards</b>	<b>\$3,909,000</b>	<b>\$2,071,770</b>	<b>53%</b>	<b>\$1,837,230</b>	<b>47%</b>	<b>\$254,877</b>	<b>\$226,023</b>	<b>\$1,816,893</b>	<b>\$1,611,207</b>
<b>FY25 Teacher Housing</b>										
1	Corona	\$744,000	\$394,320	53%	\$349,680	47%	\$394,320	\$349,680	\$0	\$0
2	Hatch	\$715,000	\$629,200	88%	\$85,800	12%	\$629,200	\$85,800	\$0	\$0
	<b>SUBTOTAL - FY25 Teacher Housing</b>	<b>\$1,459,000</b>	<b>\$1,023,520</b>	<b>70%</b>	<b>\$435,480</b>	<b>30%</b>	<b>\$1,023,520</b>	<b>\$435,480</b>	<b>\$0</b>	<b>\$0</b>
	<b>TOTAL FY25 AWARDS CYCLE (YTD December 2024)</b>	<b>\$286,822,199</b>	<b>\$116,909,726</b>	<b>41%</b>	<b>\$169,912,473</b>	<b>59%</b>	<b>\$17,906,940</b>	<b>\$22,084,394</b>	<b>\$99,002,785</b>	<b>\$147,828,079</b>

# State/Local Match Calculation

## FY25 State and Local Match Calculation

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

	School District	FY25 MEM*	FY25 Phase Two Calculation		FY25 SB131 Reduction		
			Local Match	State Match	Local Match	State Match	
1	ALAMOGORDO	5,210	73%	27%	49%	51%	1
2	ALBUQUERQUE	73,591	94%	6%	63%	37%	2
3	ANIMAS	158	45%	55%	22%	78%	3
4	ARTESIA	3,728	94%	6%	63%	37%	4
5	AZTEC	2,495	94%	6%	63%	37%	5
6	BELEN	3,566	84%	16%	56%	44%	6
7	BERNALILLO	2,442	94%	6%	63%	37%	7
8	BLOOMFIELD	2,495	94%	6%	63%	37%	8
9	CAPITAN	460	94%	6%	63%	37%	9
10	CARLSBAD	7,039	94%	6%	63%	37%	10
11	CARRIZOZO	175	94%	6%	47%	53%	11
12	CENTRAL	4,693	60%	40%	40%	60%	12
13	CHAMA	322	94%	6%	63%	37%	13
14	CIMARRON	373	94%	6%	63%	37%	14
15	CLAYTON	401	94%	6%	63%	37%	15
16	CLOUDCROFT	419	94%	6%	63%	37%	16
17	CLOVIS	7,420	58%	42%	39%	61%	17
18	COBRE	987	73%	27%	48%	52%	18
19	CORONA	85	94%	6%	47%	53%	19
20	CUBA	734	94%	6%	63%	37%	20
21	DEMING	5,141	48%	52%	32%	68%	21
22	DES MOINES	136	66%	34%	33%	67%	22
23	DEXTER	808	27%	73%	18%	82%	23
24	DORA	212	94%	6%	63%	37%	24
25	DULCE	544	94%	6%	63%	37%	25
26	ELIDA	151	36%	64%	18%	82%	26
27	ESPANOLA	2,790	94%	6%	63%	37%	27
28	ESTANCIA	575	76%	24%	51%	49%	28
29	EUNICE	724	94%	6%	63%	37%	29
30	FARMINGTON	10,717	75%	25%	50%	50%	30
31	FLOYD	217	20%	80%	13%	87%	31
32	FORT SUMNER	264	94%	6%	63%	37%	32
33	GADSDEN	11,530	47%	53%	32%	68%	33
34	GALLUP	12,409	16%	84%	11%	89%	34
35	GRADY	177	4%	96%	2%	98%	35
36	GRANTS	3,121	37%	63%	24%	76%	36
37	HAGERMAN	409	40%	60%	26%	74%	37
38	HATCH	1,153	17%	83%	12%	88%	38
39	HOBBS	10,161	94%	6%	63%	37%	39
40	HONDO	126	69%	31%	34%	66%	40
41	HOUSE	63	36%	64%	18%	82%	41
42	JAL	551	94%	6%	63%	37%	42
43	JEMEZ MOUNTAIN	184	94%	6%	47%	53%	43
44	JEMEZ VALLEY	316	94%	6%	63%	37%	44
45	LAKE ARTHUR	126	94%	6%	47%	53%	45
46	LAS CRUCES	23,206	87%	13%	58%	42%	46
47	LAS VEGAS CITY	1,117	94%	6%	63%	37%	47
48	LAS VEGAS WEST	1,566	37%	63%	25%	75%	48
49	LOGAN	231	94%	6%	63%	37%	49
50	LORDSBURG	419	94%	6%	63%	37%	50
51	LOS ALAMOS	3,736	94%	6%	63%	37%	51

# State/Local Match Calculation

	School District	FY25 MEM*	FY25 Phase Two Calculation		FY25 SB131 Reduction		
			Local Match	State Match	Local Match	State Match	
52	LOS LUNAS	8,165	63%	37%	42%	58%	52
53	LOVING	703	94%	6%	63%	37%	53
54	LOVINGTON	3,410	90%	10%	60%	40%	54
55	MAGDALENA	296	26%	74%	18%	82%	55
56	MAXWELL	102	40%	60%	20%	80%	56
57	MELROSE	289	32%	68%	21%	79%	57
58	MESA VISTA	259	94%	6%	63%	37%	58
59	MORA	443	76%	24%	51%	49%	59
60	MORIARTY	2,219	94%	6%	63%	37%	60
61	MOSQUERO	97	94%	6%	47%	53%	61
62	MOUNTAINAIR	191	94%	6%	47%	53%	62
63	PECOS	456	94%	6%	63%	37%	63
64	PENASCO	269	47%	53%	31%	69%	64
65	POJOAQUE	1,556	47%	53%	32%	68%	65
66	PORTALES	2,565	49%	51%	33%	67%	66
67	QUEMADO	178	94%	6%	47%	53%	67
68	QUESTA	333	94%	6%	63%	37%	68
69	RATON	831	66%	34%	44%	56%	69
70	RESERVE	89	94%	6%	47%	53%	70
71	RIO RANCHO	16,004	94%	6%	63%	37%	71
72	ROSWELL	9,068	55%	45%	36%	64%	72
73	ROY	75	14%	86%	7%	93%	73
74	RUIDOSO	1,757	94%	6%	63%	37%	74
75	SAN JON	118	22%	78%	11%	89%	75
76	SANTA FE	11,352	94%	6%	63%	37%	76
77	SANTA ROSA	590	61%	39%	41%	59%	77
78	SILVER	2,111	94%	6%	63%	37%	78
79	SOCORRO	1,340	47%	53%	31%	69%	79
80	SPRINGER	117	64%	36%	32%	68%	80
81	TAOS	2,005	94%	6%	63%	37%	81
82	TATUM	308	94%	6%	63%	37%	82
83	TEXICO	567	46%	54%	31%	69%	83
84	TRUTH OR CONSEQUENCES	1,262	94%	6%	63%	37%	84
85	TUCUMCARI	883	52%	48%	34%	66%	85
86	TULAROSA	946	34%	66%	22%	78%	86
87	VAUGHN	46	94%	6%	47%	53%	87
88	WAGON MOUND	72	94%	6%	47%	53%	88
89	ZUNI	1,079	0%	100%	0%	100%	89

Districts highlighted in blue are "microdistricts" with less than 200 MEM.

Source: PSFA

\*Due to issues with data quality in NOVA, PSFA estimated FY25 MEM using average pf MEM from FY23 and FY24.

# Lease Assistance Awards

## FY25 Lease Assistance Awards

A	B	C	D	E	F	G	H		
District	Authorizer	School	Actual Cost of Lease (Annual)	FY24 MEM	Per-MEM Distribution (E*\$815.60)	FY25 Lease Assistance (Lesser of D or F)	Basis of Award		
1	Albuquerque	District	ABQ Charter Academy	\$212,727	384.0	\$313,190	\$212,727	LEASE	1
2	Albuquerque	District	ACE Leadership High School	\$404,034	268.0	\$218,581	\$218,581	MEM	2
3	Albuquerque	State	ACES Technical Charter School	\$211,250	152.0	\$123,971	\$123,971	MEM	3
4	Albuquerque	State	Albuquerque Aviation Academy	\$739,271	304.5	\$248,350	\$248,350	MEM	4
5	Albuquerque	State	Albuquerque Bilingual Academy	\$585,929	372.5	\$303,811	\$303,811	MEM	5
6	Albuquerque	State	Albuquerque Collegiate Charter School	\$397,000	186.0	\$151,702	\$151,702	MEM	6
7	Albuquerque	State	Albuquerque Institute for Math & Science	\$523,031	306.5	\$249,981	\$249,981	MEM	7
8	Albuquerque	State	Albuquerque School of Excellence - Main	\$683,970	488.0	\$398,013	\$398,013	MEM	8
9	Albuquerque	State	Albuquerque School of Excellence - ES	\$1,030,767	433.0	\$353,155	\$353,155	MEM	9
10	Albuquerque	District	Albuquerque Talent Development Academy	\$192,000	130.0	\$106,028	\$106,028	MEM	10
11	Albuquerque	District	Alice King Community School	\$507,979	408.0	\$332,765	\$332,765	MEM	11
12	Albuquerque	State	Altura Preparatory School	\$349,769	257.0	\$209,609	\$209,609	MEM	12
13	Albuquerque	State	Amy Biehl High School	\$220,841	206.0	\$168,014	\$168,014	MEM	13
14	Albuquerque	State	Cesar Chavez Community School	\$228,928	185.0	\$150,886	\$150,886	MEM	14
15	Albuquerque	District	Christine Duncan's Heritage Academy	\$575,568	409.5	\$333,988	\$333,988	MEM	15
16	Albuquerque	District	Cien Aguas International School	\$468,374	420.0	\$342,552	\$342,552	MEM	16
17	Albuquerque	District	Coral Community Charter School	\$137,387	211.3	\$172,296	\$137,387	LEASE	17
18	Albuquerque	District	Corrales International School	\$336,000	250.0	\$203,900	\$203,900	MEM	18
19	Albuquerque	State	Cottonwood Classical Preparatory School	\$1,550,000	795.0	\$648,402	\$648,402	MEM	19
20	Albuquerque	District	Digital Arts and Technology Academy	\$206,893	335.0	\$273,226	\$206,893	LEASE	20
21	Albuquerque	District	East Mountain High School	\$392,200	400.5	\$326,648	\$326,648	MEM	21
22	Albuquerque	District	El Camino Real Academy	\$702,649	323.0	\$263,439	\$263,439	MEM	22
23	Albuquerque	State	Explore Academy - Gulton	\$2,177,108	895.0	\$729,962	\$729,962	MEM	23
24	Albuquerque	State	Explore Academy - Masthead	\$1,021,540	407.5	\$332,357	\$332,357	MEM	24
25	Albuquerque	District	Gilbert L. Sena Charter HS	\$178,500	148.0	\$120,709	\$120,709	MEM	25
26	Albuquerque	District	Gordon Bernell Charter School	\$201,064	189.5	\$154,556	\$154,556	MEM	26
27	Albuquerque	District	Health Leadership High School	\$458,660	225.5	\$183,918	\$183,918	MEM	27
28	Albuquerque	State	Horizon Academy West	\$524,517	459.5	\$374,768	\$374,768	MEM	28
29	Albuquerque	District	La Academia de Esperanza		251.0	\$204,716			29
30	Albuquerque	District	Los Puentes Charter School	\$156,388	115.0	\$93,794	\$93,794	MEM	30
31	Albuquerque	District	Mark Armijo Academy	\$114,143	220.0	\$179,432	\$114,143	LEASE	31
32	Albuquerque	State	Mission Achievement and Success 1.0 - Yale	\$1,526,830	1,046.5	\$853,525	\$853,525	MEM	32
33	Albuquerque	State	Mission Achievement and Success 2.0 - Old Coors	\$1,793,070	993.5	\$810,299	\$810,299	MEM	33
34	Albuquerque	District	Montessori of the Rio Grande	*	219.0	\$178,616	\$178,616	MEM	34
35	Albuquerque	District	Mountain Mahogany Community School	\$105,996	227.0	\$185,141	\$105,996	LEASE	35
36	Albuquerque	District	Native American Community Academy	\$419,193					36
37	Albuquerque	District	Native American Community Academy	\$69,788	268.0	\$218,581	\$218,581	MEM	37
38	Albuquerque	District	Native American Community Academy CNM	\$171,561	162.0	\$132,127	\$132,127	MEM	38
39	Albuquerque	State	New Mexico Academy for the Media Arts - CTE	\$101,233	143.5	\$117,039	\$101,233	LEASE	39
40	Albuquerque	District	New Mexico International School	\$494,059	399.0	\$325,424	\$325,424	MEM	40
41	Albuquerque	State	Northpoint Charter School	\$431,676	143.5	\$117,039	\$117,039	MEM	41
42	Albuquerque	State	North Valley Academy - Main Campus	\$413,690	235.3	\$191,870	\$191,870	MEM	42
43	Albuquerque	District	Public Academy for Performing Arts	*	443.5	\$361,719	\$361,719	MEM	43
44	Albuquerque	State	Renaissance Academy Charter School	\$138,000	157.0	\$128,049	\$128,049	MEM	44
45	Albuquerque	State	Rio Grande Academy of Fine Arts	\$255,510	136.5	\$111,329	\$111,329	MEM	45
46	Albuquerque	District	Robert F. Kennedy Charter HS	*	269.0	\$219,396	\$219,396	MEM	46
47	Albuquerque	District	Robert F. Kennedy Charter MS	*	73.5	\$59,947	\$59,947	MEM	47
48	Albuquerque	District	Siembra Leadership HS - 524 Central	\$147,633					48
49	Albuquerque	District	Siembra Leadership HS - 606 and 610 Central	\$353,919	383.5	\$312,783	\$312,783	MEM	49
50	Albuquerque	State	Solare Collegiate Charter School	\$540,000	304.0	\$247,942	\$247,942	MEM	50
51	Albuquerque	District	South Valley Academy	*	604.0	\$492,622	\$492,622	MEM	51
52	Albuquerque	District	Technology Leadership High School	\$846,600	315.5	\$257,322	\$257,322	MEM	52
53	Albuquerque	State	The Albuquerque Sign Language Academy	*	147.5	\$120,301	\$120,301	MEM	53



## Lease Assistance Awards

A	B	C	D	E	F	G	H		
District	Authorizer	School	Actual Cost of Lease (Annual)	FY24 MEM	Per-MEM Distribution (E*\$815.60)	FY25 Lease Assistance (Lesser of D or F)	Basis of Award		
54	Albuquerque	State	The GREAT Academy	\$239,969	100.0	\$81,560	\$81,560	MEM	54
55	Albuquerque	District	The International School at Mesa del Sol	\$583,379	326.0	\$265,886	\$265,886	MEM	55
56	Albuquerque	State	The Montessori Elementary & Middle School	\$741,036	441.5	\$360,087	\$360,087	MEM	56
57	Albuquerque	District	The New America School - NM	\$365,378	173.5	\$141,507	\$141,507	MEM	57
58	Albuquerque	State	Tierra Adentro of New Mexico	\$593,591	246.5	\$201,045	\$201,045	MEM	58
59	Albuquerque	State	21st Century Public Academy	\$798,098	376.5	\$307,073	\$307,073	MEM	59
60	Albuquerque	District	Voz Collegiate Preparatory Charter School	\$264,000	89.0	\$72,588	\$72,588	MEM	60
61	Aztec	District	Mosaic Academy Charter School	\$247,224	180.0	\$146,808	\$146,808	MEM	61
62	Carlsbad	District	Jefferson Montessori Academy	*	257.0	\$209,609	\$209,609	MEM	62
63	Central	State	Dream Dine Charter School	\$21,263	25.0	\$20,390	\$20,390	MEM	63
64	Cimarron	District	Moreno Valley High School	\$57,000	50.0	\$40,780	\$40,780	MEM	64
65	Deming	District	Deming Cesar Chavez Charter High School	*	160.5	\$130,904	\$130,904	MEM	65
66	Espanola	State	McCurdy Charter School	\$699,600	547.5	\$446,541	\$446,541	MEM	66
67	Gallup	State	Dził Dít'ooí School (DEAP)	\$56,244	54.5	\$44,450	\$44,450	MEM	67
68	Gallup	State	Hozho Academy	\$1,260,000	677.0	\$552,161	\$552,161	MEM	68
69	Gallup	State	Middle College High School	\$26,969	150.0	\$122,340	\$26,969	LEASE	69
70	Gallup	State	Six Directions Indigenous School	\$120,000	64.0	\$52,198	\$52,198	MEM	70
71	Jemez V.	State	Walatowa High Charter School	*	33.0	\$26,915	\$26,915	MEM	71
72	Las Cruces	State	Alma d'arte Charter HS	*	131.0	\$106,844	\$106,844	MEM	72
73	Las Cruces	State	Explore Academy - Las Cruces - Telshor	\$1,077,167	317.5	\$258,953	\$258,953	MEM	73
74	Las Cruces	State	Explore Academy - Las Cruces	\$565,608	368.0	\$300,141	\$300,141	MEM	74
75	Las Cruces	State	J. Paul Taylor Academy	*	200.0	\$163,120	\$163,120	MEM	75
76	Las Cruces	State	La Academia Dolores Huerta	*	81.0	\$66,064	\$66,064	MEM	76
77	Las Cruces	State	Las Montanas Charter High School	\$307,836	185.5	\$151,294	\$151,294	MEM	77
78	Las Cruces	State	Raices del Saber Xinachtli Community School	\$143,227	125.0	\$101,950	\$101,950	MEM	78
79	Las Cruces	State	The New America School - Las Cruces	\$297,075	182.0	\$148,439	\$148,439	MEM	79
80	Los Lunas	State	School of Dreams Academy	\$687,774	504.0	\$411,062	\$411,062	MEM	80
81	Moriarty	State	Estancia Valley Classical Academy	\$917,803	589.0	\$480,388	\$480,388	MEM	81
82	Questa	State	Red River Valley Charter School	*	79.0	\$64,432	\$64,432	MEM	82
83	Questa	State	Roots & Wings Community School	\$33,222	53.0	\$43,227	\$33,222	LEASE	83
84	Rio Rancho	State	Explore Academy - Rio Rancho	\$976,355	270.0	\$220,212	\$220,212	MEM	84
85	Rio Rancho	State	Sandoval Academy of Bilingual Education	\$276,886	230.0	\$187,588	\$187,588	MEM	85
86	Rio Rancho	State	The ASK Academy - Main	\$551,352	472.5	\$385,371	\$385,371	MEM	86
87	Rio Rancho	State	The ASK Academy - 6th Grade Academy	\$109,959	102.5	\$83,599	\$83,599	MEM	87
88	Roswell		Early College High School	*	166.5	\$135,797	\$135,797	MEM	88
89	Roswell	District	Sidney Gutierrez Middle School	\$41,820	66.0	\$53,830	\$41,820	LEASE	89
90	Roswell	District	Sidney Gutierrez - Elementary Component	\$123,000	130.0	\$106,028	\$106,028	MEM	90
91	Santa Fe	State	Monte del Sol Charter School	\$253,752	346.0	\$282,198	\$253,752	LEASE	91
92	Santa Fe	State	New Mexico School for the Arts	\$415,246	340.0	\$277,304	\$277,304	MEM	92
93	Santa Fe	District	The Academy for Technology & the Classics	\$253,841	392.0	\$319,715	\$253,841	LEASE	93
94	Santa Fe	State	The MASTERS Program	\$164,423	247.5	\$201,861	\$164,423	LEASE	94
95	Santa Fe	State	THRIVE Community School	\$490,000	241.5	\$196,967	\$196,967	MEM	95
96	Santa Fe	State	Tierra Encantada Charter School	\$357,998	268.5	\$218,989	\$218,989	MEM	96
97	Santa Fe	State	Turquoise Trail Charter School	*	617.5	\$503,633	\$503,633	MEM	97
98	Silver	State	Aldo Leopold Charter School	\$150,000	192.5	\$157,003	\$150,000	LEASE	98
99	Socorro	District	Cottonwood Valley Charter School	\$121,275	170.0	\$138,652	\$121,275	LEASE	99
100	Taos	District	Anansi Charter School	\$192,291	197.5	\$161,081	\$161,081	MEM	100
101	Taos	State	Taos Academy Charter School	\$180,536	245.0	\$199,822	\$180,536	LEASE	101
102	Taos	State	Taos Integrated School of the Arts	\$199,320	204.0	\$166,382	\$166,382	MEM	102
103	Taos	State	Taos International School	\$363,564	177.0	\$144,361	\$144,361	MEM	103
104	Taos	District	Taos Municipal Charter School	\$160,000	211.5	\$172,499	\$160,000	LEASE	104
105	Taos	State	Vista Grande High School	*	68.5	\$55,869	\$55,869	MEM	105
106	W. Las Vegas	District	Rio Gallinas School of Ecology and the Arts	\$48,000	81.5	\$66,471	\$48,000	LEASE	106
<b>STATEWIDE</b>			<b>\$38,830,320</b>	<b>29012</b>	<b>\$23,661,779</b>	<b>\$22,771,338</b>			

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



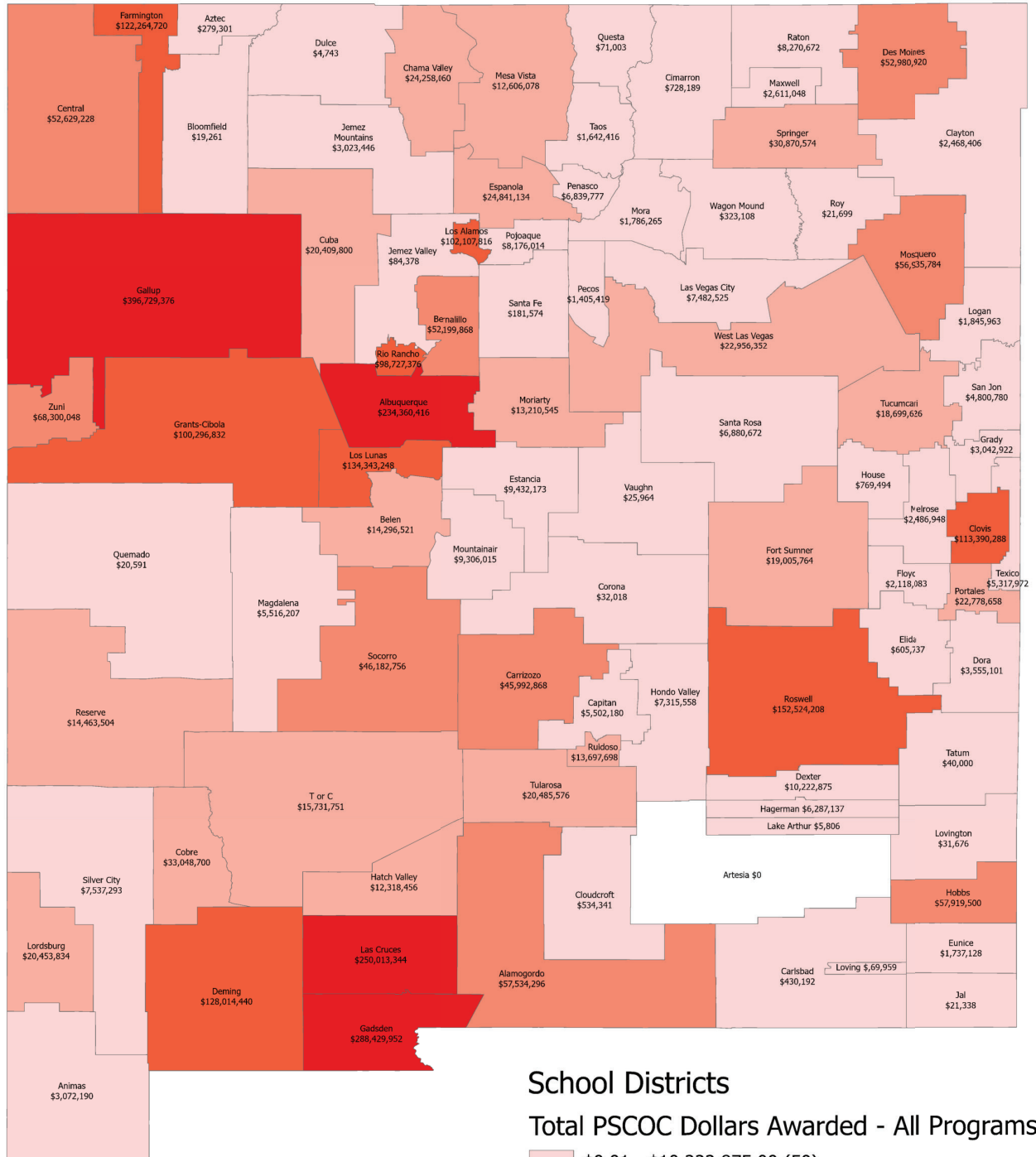


# Map—Total PSCOC Dollars Awarded by School District

## PSCOC Dollars Awarded Per District



Standards - Systems - PreK - FMP - Emergency - Security - Teacher Housing



**State Total**  
**\$3,148,450,446**

### School Districts

Total PSCOC Dollars Awarded - All Programs

- \$0.01 - \$10,222,875.00 (50)
- \$10,222,875.01 - \$33,048,700.00 (18)
- \$33,048,700.01 - \$68,300,051.00 (9)
- \$68,300,051.01 - \$152,524,205.00 (8)
- \$152,524,205.01 - \$396,729,373.00 (4)

State Chartered Schools - \$652,359.00  
Constitutional Schools - \$37,804,611.00



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