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**LEGISLATIVE EDUCATION STUDY COMMITTEE**  
**BILL ANALYSIS**  
**55th Legislature, 1st Session, 2021**

<b>Bill Number</b>	<u>HB175/aHEC</u>	<b>Sponsor</b>	<u>Romero, GA/Stewart</u>
<b>Tracking Number</b>	<u>.218636.3</u>	<b>Committee Referrals</b>	<u>HEC/HAFC</u>
<b>Short Title</b>	<u>School Funding &amp; Losses From Pandemic</u>		
<b>Analyst</b>	<u>Simon, Bedeaux</u>	<b>Original Date</b>	<u>2/2/21</u>
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**FOR THE LEGISLATIVE EDUCATION STUDY COMMITTEE**

**BILL SUMMARY**

Synopsis of HEC Amendment

The House Education Committee Amendment to House Bill 175 (HB175/aHEC) clarifies that a supplemental distribution should only be calculated for a school district or charter school with a FY22 state equalization guarantee distribution that is less than that school district's or charter schools state equalization guarantee distribution as of January 1, 2021. This avoids calculations where the supplemental distribution would be a negative number.

Synopsis of Original Bill

House Bill 175 (HB175) would adjust school district and charter school allocations in the state equalization guarantee distribution (SEG) to provide that no school district or charter school would get less in SEG funding in FY22 than the school district or charter school had budgeted in SEG revenue for FY21 as of January 1, 2021. To do this, HB175 would create a supplemental distribution using funds appropriated to the SEG and require the secretary of public education to set the program unit value so that sufficient funds remain from the SEG appropriation to make the supplemental distributions.

HB175 would also base FY22 transportation allocations on school transportation data collected on the second and third reporting dates in FY20 and actual expenditures in FY19, avoiding issues created by a lack of student riders and anomalous transportation expenditures during the Covid-19 pandemic. HB175 also makes minor technical changes to the transportation distribution statute.

HB175 would only be effective in FY22 to address sudden and dramatic enrollment declines that have occurred at many school districts and charter schools in FY21.

## FISCAL IMPACT

HB175/aHEC does not contain an appropriation but would alter how the funding from the appropriations to the SEG and the transportation distribution would be allocated to school districts and charter schools in FY22. The Public Education Department (PED) notes the impact HB175/aHEC would have on the unit value is unknown and cannot be calculated until data becomes available. Most funding allocated through the state's public school funding formula is based on data collected on the second and third reporting date of the prior fiscal year. For FY22, those dates were December 1, 2020 and February 10, 2021. However, PED notes this data is not known with 100 percent accuracy when the program unit value is set in late March and PED would need to use estimates. PED states the department would likely use conservative estimates, placing downward pressure on the program unit value. PED notes HB175/aHEC would be difficult to administer because PED is relying on forecasts when setting the program unit value.

The changes included in HB175/aHEC could lead some school districts and charter schools to receive more funding per student than the school district or charter school would otherwise receive. A school district or charter school with a large enrollment decline in FY21 that receives a supplemental distribution authorized by HB175/aHEC could see a spike in its per student funding, even though its total budget would remain flat. Analysis from the PED notes school districts and charter schools routinely see annual changes to their SEG based on changes in student membership, demographics, workforce makeup, or property valuations. PED states the department does not have data to support an assumption that school district and charter school enrollment will return to pre-pandemic levels.

There are important equity concerns with differences in per student funding among school districts statewide. New Mexico's public school funding formula is designed to equitably distribute school funding based on student enrollment, with similar students treated similarly no matter their location. HB175/aHEC could have a disequalizing effect on school district and charter school operating revenue for a single fiscal year. While each year the Legislature makes an appropriation for supplemental distributions outside of the public school funding formula for emergencies and to assist school districts unable to maintain services with their funding formula distributions, these appropriations are on a smaller scale. For FY21, the Legislature appropriated \$1 million for emergency supplemental distributions.

In addition, enactment of HB175/aHEC could prevent the state from meeting the requirements of the federal Impact Aid law for certification of the state's system of state aid as equalized by the U.S. Department of Education. Since the 1970s, New Mexico had been certified as an equalized state, which has allowed the state to take credit for federal Impact Aid payments when allocating SEG. Following an April 2020 determination that New Mexico did not meet the requirements to be considered an equalized state in FY20, the Legislature has moved to eliminate the credit for Impact Aid, although a bill to end the credit has not yet been enacted. Passage of HB175/aHEC could effectively preclude the state from applying for certification as an equalized state by altering per-student funding in a manner that is inconsistent from school district to school district.

***FY23 Funding Cliff.*** Some school districts and charter schools could face a similar budget shortfall in FY23 if school enrollment does not recover next school year. This decline could be particularly sharp for a school district with a long-term decline in student enrollment, caused by reductions to the birth rate, low population growth, and movement of students from school districts to other schools. While HB175/aHEC provides some short-term relief for school districts and charter schools with significant enrollment declines, school districts and charter schools will need

to monitor their fall 2021 enrollment and their reliance on supplemental distributions to prepare for FY23 funding levels. School districts and charter schools may need to make adjustments to their FY23 budgets if enrollment levels do not recover once in-person instruction has resumed.

PED notes many school districts have “avoided or delayed systemic downsizing decisions for many years” and the enactment of HB175 would allow districts to similar delay right-sizing school districts operations.

**State Equalization Guarantee Distribution.** The Public School Finance Act governs the allocation of state funding through the public school funding formula, which funds school operations. To determine an individual school district or charter school’s share of the SEG appropriation, the funding formula assigns program units, based primarily on student enrollment from the prior fiscal year, but with consideration for other factors that increase school costs, such as the number of students with special needs or enrollment in small, isolated schools and school districts. Language included in each year’s General Appropriation Act (GAA) specifies the secretary of public education determines the value of each program unit, which is then multiplied by the number of program units allocated to the school district. When the number of program units’ declines, the program unit value increases, unless the Legislature adjusts the SEG appropriation to account for fewer program units. HB175/aHEC would direct the secretary of public education to withhold an amount to make supplemental distribution to determine that school district’s program cost, effectively limiting a likely increase to the program unit value due to fewer program units in FY22.

Although school districts and charter schools are primarily funded based on prior-year enrollment, a small amount of funding is distributed based on current year enrollment. If a school district or charter school grows by at least 1 percent from the first reporting date of the prior school year to the first reporting date of the current school year, that school district or charter school is eligible for additional funding. State law sets the first reporting date as the second Wednesday in October. Large enrollment declines in FY21 due to the Covid-19 pandemic depressed this student count in many school districts and charter schools, making it likely there will be larger than typical enrollment growth in FY22 if school districts and charter schools are allowed to return to in-person instruction. However, the number of students that will return to the classroom in each individual school district and charter school is an unknown variable, complicating estimates of fiscal impact.

Table 1, below, shows a hypothetical breakdown of the amount that could be distributed to school districts and charter schools. These scenarios assume a percentage of the lost enrollment will return to the classroom before October 2021 and assumes continued growth at school districts and charter schools that saw growth between FY20 and FY21, with one exception. Gallup-McKinley County Schools reported significant growth in FY21, which local budget officials do not expect to continue in FY22.

**Table 1: Distribution of State Equalization Guarantee Distribution Under Different Enrollment Growth Scenarios**

Scenario	Estimated Program Units	Unit Value	Unit Value Increase	SEG	Supplemental Distribution Amount	Total Funding
No Returning Students	624,774	\$4,878.84	7.7%	\$3,044,668,900	\$9,136,714	\$3,053,805,614
10 percent return	624,892	\$4,878.78	7.7%	\$3,045,204,406	\$8,604,011	\$3,053,808,417
30 percent return	627,165	\$4,865.37	7.4%	\$3,047,873,794	\$5,932,728	\$3,053,806,522
50 percent return	633,136	\$4,821.32	6.4%	\$3,049,051,007	\$4,759,526	\$3,053,810,533
70 percent return	639,856	\$4,771.30	5.3%	\$3,049,464,859	\$4,344,100	\$3,053,808,959
90 percent return	646,606	\$4,721.85	4.2%	\$3,049,711,391	\$4,099,273	\$3,053,810,664

Note: This analysis assumes an SEG appropriation of \$3.053 billion, consistent with the LESC recommendation.

Source: LESC Analysis

House Appropriations and Finance Committee substitute for House Bills 2 and 3 (HB2/HAFCS) includes language that is similar in some ways to HB175/aHEC, but includes some differences. See **Alternatives** section below.

**Transportation Distribution.** Each year, the PED allocates transportation funding to school districts and state-chartered charter schools based on funding appropriated to the public school transportation distribution, found within the public school support appropriation. HB175/aHEC alone does not have a fiscal impact to the general fund, though it changes the variables PED will use to allocate funds for school transportation. If enacted, FY21 transportation allocations will be very similar to those made in FY20. The executive and Legislative Finance Committee (LFC) recommendations for the transportation distribution include notwithstanding language to adopt this policy. Language in the GAA would be subject to line-item veto by the governor.

## SUBSTANTIVE ISSUES

PED reports initial student enrollment data for the 2020-2021 school year shows relatively large reductions in the number of students enrolled in many school districts and charter schools. Data from PED shows a majority of school districts saw year-over-year enrollment declines of more than 5 percent. Statewide, annual year-over-year enrollment declines have averaged less than 1 percent per year over the past five years. School districts have average annual year-over-year enrollment declines of 1.1 percent, while charter schools have seen average year-over-year growth of 3.3 percent. For additional enrollment information, see **Attachment A: Student Enrollment: Five Year History**.

Although the governor recently announced schools statewide would begin to reopen for limited in-person instruction beginning February 8, student enrollment is unlikely to fully recover before the final enrollment count date used for FY22 budgets on February 10. Stakeholders have pointed to the return of school sports as a motivator to increase enrollment, which the New Mexico Athletics Association says will not start until February 22.

**SEG for K-5 Plus and Extended Learning Time Programs.** HB175/aHEC does not include that portion of the SEG related to K-5 Plus programs or Extended Learning Time Programs in calculations of the supplemental distributions. This would prevent a school district or charter school from being penalized if they began a new K-5 Plus or Extended Learning Time Program in FY22. Similarly, a school district or charter school that discontinues a K-5 Plus or Extended Learning Time Program would not be held harmless for the lost revenue related to the discontinued program.

**Interaction with Other Recent Funding Formula Amendments.** Because HB175/aHEC looks at year-over-year changes in a school's SEG, some school districts and charter schools that might otherwise see a reduction to their SEG from phased-in changes to funding formula components may be held harmless from those changes in FY22. Currently, the public school funding formula is phasing out the instructional staff training and experience index (T&E Index) and replacing that factor with the teacher cost index (TCI). In addition, the public school funding formula is phasing out small-school size adjustment program units for schools within school districts that have more than 2,000 students. While this bill does not alter the number of program units generated by the public school funding formula, if the loss of those program units would have otherwise led to a decrease in SEG, HB175/aHEC may allocate additional funding to the school district or charter school.

***Transportation Distribution.*** The public school transportation distribution, established in Section 22-8-29 NMSA 1978 is based on data collected annually on the second and third reporting dates, December 1 and the second Wednesday of February. Statute requires school districts and charter schools to report to PED on the number of school buses in operation, miles traveled by each school bus on separate road surface types, the mileage of each school bus, total number of miles traveled by all school buses, the number of students actually transported and a projected number of students to be transported next year. Transportation funding is limited for expenses related to the transportation of students to and from school. Under normal circumstances, PED performs a regression analysis against actual expenditures from the school year two years prior. For example, FY20 transportation allocations were based on ridership data from FY19 and actual expenditures from FY18.

## **ADMINISTRATIVE IMPLICATIONS**

***State Equalization Guarantee Distribution.*** PED notes the provisions of HB175/aHEC would require the department to rework the process of setting the initial program unit value and final program unit value, adding significant complexity to the process. PED has limited staff and is required to set the preliminary program unit value in a limited time frame.

Pandemic-related enrollment declines will complicate the administration of the public school funding formula for FY22, primarily because of the funding formula's enrollment growth factor. Because it is unknown if a large number of students will return to the classroom at the beginning of the 2021-2022 school year, it will be difficult for PED, school districts, and charter schools to project an accurate number of enrollment growth program units. PED has said the department lacks the capacity to effectively estimate enrollment growth and would rely heavily on school district and charter school estimates. However, school districts have also noted their likely inability to accurately project enrollment in FY22. PED may need to account for this by withholding a portion of the SEG appropriation from school districts and charter schools at the beginning of the school year to ensure the department does not need to reduce the program unit value mid-year. In addition, local budget officials may be reluctant to budget a large number of uncertain enrollment growth units without a guarantee their final budget will include those funds. While HB175/aHEC would not directly impact this difficulty, it would prevent a school district or charter school that over-projected enrollment growth to maintain a flat budget from losing funds mid-year.

## **CONSEQUENCE OF NOT ENACTING THE BILL**

***State Equalization Guarantee Distribution.*** Some school districts and charter schools have projected they will see large shortfalls in their FY22 budget if the Legislature does not enact legislation to hold schools harmless from enrollment declines. However, these calculations often consider the impact of enrollment declines on one school district or charter school in isolation, not factoring in enrollment changes elsewhere or considering an increase to the appropriation to the state equalization guarantee distribution. Further, these projections do not consider additional revenue from the federal government to assist school districts and charter schools with Covid-19-related expenses and for expenses necessary to “maintain the operation of and continuity of services in the [school district or charter schools] and continuing to employ existing staff.” School districts and charter schools will receive about \$392 million, distributed through the federal Title I formula, from the most recent stimulus package enacted by the federal government in late December 2020. This is equivalent to about 13 percent of statewide program cost, but school districts with fewer low-income students will receive less.

**Transportation Distribution.** Without a change in the transportation data used for FY22 funding, the allocation will be based on ridership from FY21, a school year where students were not attending physical school sites, and actual expenditures from FY20, a year where schools were closed in mid-March and expenditures will be lower than normal. If enacted, HB175/aHEC would avoid anomalies in school transportation data by relying on valid data collected on the second and third reporting dates in FY20 and actual expenditures from FY19. However, both LFC and the executive have recommended language in the GAA to also address this issue.

## **ALTERNATIVES**

**General Appropriation Act Language.** HB2/HAFCS includes language that is similar to HB175/aHEC, but does not rely on the use of the state equalization guarantee distribution appropriation. The language in HB2/HAFCS would require PED to allow school district and charter schools to budget enrollment growth program units based on estimates of returning students and, if a school district's or charter school's FY22 state equalization guarantee distribution remains below the budgeted FY21 state equalization guarantee distribution, would direct PED to provide the school district or charter school an allocation from the federal elementary and secondary school emergency relief fund (ESSERF), federal funding provided to school districts, state-chartered charter schools, and state education agencies in response to the Covid-19 pandemic. Federal law directs each state education agency to send no less than 90 percent of federal ESSERF revenue to school districts and state-chartered charter schools through the federal Title I formula. A state may withhold up to 10 percent for administration of the ESSERF and "emergency needs as determined by the state educational agency."

Utilizing federal funds to address school district and charter school budget shortfalls could minimize the administrative burdens placed on the department with regard to setting the program unit value. However, on a recent conference call with school superintendents, PED staff indicated the department supported a hold harmless provision but were concerned about the language in HB2/HAFCS on the use of federal funds, noting PED would otherwise use those funds for other educational programming addressing the Covid-19 pandemic, such as addressing indoor air quality and other projects.

## **OTHER SIGNIFICANT ISSUES**

During the Covid-19 pandemic, school districts and state-chartered charter schools are spending transportation funding on meal distribution and occasional transportation for special education students and small-group learning. However, it is likely these expenditures will be a fraction of those seen during a normal school year, which could result in large amounts of unspent funding and consequently large reversions to the transportation emergency fund. Section 22-8-26 NMSA 1978 requires 50 percent of unspent transportation allocations to revert to the transportation emergency fund, while school districts and charter schools can retain the other 50 percent to spend on transportation services in future years. Money in the transportation emergency fund can only be allocated to fund "transportation emergencies, including fuel price increases."

An October 2019 LESC analysis of the transportation funding formula highlighted ongoing issues with the formula, including inequity in per-student transportation funding among school districts statewide and consistent underfunding of a few school districts which are forced to rely on operational funding for transportation expenditures. PED uses three separate funding schema for large school districts, small school districts, and state-chartered charter schools when calculating transportation funding, contributing to inequity on a per-student basis and large year-over-year

swings at individual school districts and charter schools. During its October 2019 hearing on the transportation funding formula and other issues, LESC members showed interest in conducting another systematic review of public school transportation issues, including topics like funding equity and emerging safety and environmental technologies.

**SOURCES OF INFORMATION**

- LESC Files

**JWS/TB/mb**

Student Enrollment  
Five-Year History

School District or Charter School	FY16	FY17	FY18	FY19	FY20	FY21	Change in Enrollment			
							FY20 to FY21	Percent	FY16 to FY21	Percent
<i>School Districts</i>										
1 Alamogordo Public Schools	5,805	5,946	5,957	6,318	5,771	5,445	-326	-5.6%	-360	-6.2%
2 Albuquerque Public Schools	84,784	83,633	82,159	79,859	78,423	73,060	-5,363	-6.8%	-11,724	-13.8%
3 Animas Public Schools	159	171	164	163	150	147	-4	-2.3%	-13	-7.9%
4 Artesia Public Schools	3,924	3,900	3,817	3,823	3,787	3,714	-74	-1.9%	-211	-5.4%
5 Aztec Municipal Schools	3,048	3,010	2,903	2,742	2,611	2,279	-332	-12.7%	-769	-25.2%
6 Belen Consolidated Schools	4,031	3,899	3,863	3,858	3,809	3,631	-179	-4.7%	-400	-9.9%
7 Bernalillo Public Schools	2,968	3,009	2,917	2,818	2,831	2,702	-130	-4.6%	-267	-9.0%
8 Bloomfield Schools	3,020	2,940	2,876	2,657	2,647	2,478	-170	-6.4%	-542	-17.9%
9 Capitan Municipal Schools	492	485	501	502	488	425	-63	-12.9%	-68	-13.7%
10 Carlsbad Municipal Schools	6,443	6,321	6,524	6,648	6,905	6,485	-420	-6.1%	43	0.7%
11 Carrizozo Municipal Schools	144	143	147	143	135	139	4	3.0%	-6	-3.8%
12 Central Consolidated Schools	6,046	5,924	5,735	5,659	5,426	5,038	-388	-7.2%	-1,008	-16.7%
13 Chama Valley Independent Schools	379	376	369	382	408	363	-45	-11.0%	-16	-4.2%
14 Cimarron Municipal Schools	377	373	383	357	355	320	-35	-9.9%	-57	-15.1%
15 Clayton Municipal Schools	493	467	474	453	419	386	-34	-8.0%	-107	-21.7%
16 Cloudcroft Municipal Schools	335	313	368	385	422	368	-54	-12.8%	33	9.9%
17 Clovis Municipal Schools	8,294	8,263	8,062	7,871	7,775	7,558	-217	-2.8%	-736	-8.9%
18 Cobre Consolidated Schools	1,206	1,207	1,186	1,144	1,135	1,028	-107	-9.4%	-178	-14.7%
19 Corona Municipal Schools	78	78	67	63	60	63	3	5.0%	-15	-19.2%
20 Cuba Independent Schools	532	527	541	530	539	585	47	8.6%	53	10.0%
21 Deming Public Schools	5,284	5,211	5,147	5,087	5,113	4,851	-262	-5.1%	-433	-8.2%
22 Des Moines Municipal Schools	94	97	91	90	88	85	-3	-2.9%	-9	-9.1%
23 Dexter Consolidated Schools	960	988	949	897	867	804	-63	-7.3%	-156	-16.3%
24 Dora Municipal Schools	261	243	238	238	230	206	-24	-10.2%	-55	-21.1%
25 Dulce Independent Schools	687	685	687	585	580	585	5	0.9%	-103	-14.9%
26 Elida Municipal Schools	116	114	134	151	154	159	6	3.6%	44	37.7%
27 Española Public Schools	3,777	3,687	3,555	3,418	3,262	3,045	-217	-6.7%	-732	-19.4%
28 Estancia Municipal Schools	658	630	609	578	584	551	-34	-5.7%	-108	-16.3%
29 Eunice Municipal Schools	779	760	781	857	812	736	-76	-9.4%	-43	-5.5%
30 Farmington Municipal Schools	10,950	10,922	10,971	11,036	11,150	10,628	-522	-4.7%	-322	-2.9%
31 Floyd Municipal Schools	210	204	213	222	207	200	-8	-3.6%	-10	-4.8%
32 Fort Sumner Municipal Schools	300	299	281	300	264	253	-11	-4.0%	-47	-15.7%
33 Gadsden Independent Schools	13,506	13,365	13,133	13,079	12,738	12,414	-324	-2.5%	-1,092	-8.1%
34 Gallup-McKinley County Schools	11,173	11,047	11,023	10,837	10,724	11,884	1,160	10.8%	711	6.4%
35 Grady Municipal Schools	117	128	132	152	168	169	1	0.3%	52	44.0%
36 Grants-Cibola County Schools	3,672	3,682	3,490	3,409	3,354	3,154	-200	-5.9%	-518	-14.1%



**Student Enrollment**  
Five-Year History

	School District or Charter School	FY16	FY17	FY18	FY19	FY20	FY21	Change in Enrollment				
								FY20 to FY21	Percent	FY16 to FY21	Percent	
37	Hagerman Municipal Schools	456	426	426	425	400	382	-18	-4.5%	-74	-16.1%	37
38	Hatch Valley Public Schools	1,276	1,274	1,237	1,243	1,210	1,189	-21	-1.7%	-87	-6.8%	38
39	Hobbs Municipal Schools	9,792	9,654	9,826	10,037	10,400	9,660	-740	-7.1%	-132	-1.3%	39
40	Hondo Valley Public Schools	136	137	130	142	147	133	-14	-9.5%	-3	-2.2%	40
41	House Municipal Schools	61	59	75	57	58	58	0	0.0%	-3	-4.9%	41
42	Jal Public Schools	474	441	476	512	511	444	-67	-13.0%	-30	-6.3%	42
43	Jemez Mountain Public Schools	245	230	195	179	203	194	-9	-4.4%	-51	-20.7%	43
44	Jemez Valley Public Schools	317	291	284	258	256	275	20	7.6%	-42	-13.2%	44
45	Lake Arthur Municipal Schools	104	92	93	87	93	108	16	16.8%	5	4.3%	45
46	Las Cruces Public Schools	24,121	24,326	24,106	24,078	23,845	23,114	-731	-3.1%	-1,007	-4.2%	46
47	Las Vegas City Public Schools	1,634	1,579	1,542	1,511	1,459	1,287	-172	-11.8%	-347	-21.2%	47
48	Logan Municipal Schools	301	314	303	341	327	300	-27	-8.3%	-1	-0.3%	48
49	Lordsburg Municipal Schools	493	474	482	485	468	433	-36	-7.6%	-60	-12.2%	49
50	Los Alamos Public Schools	3,563	3,635	3,663	3,689	3,684	3,472	-212	-5.8%	-91	-2.5%	50
51	Los Lunas Public Schools	8,351	8,314	8,368	8,362	8,283	7,863	-421	-5.1%	-489	-5.8%	51
52	Loving Municipal Schools	577	555	533	579	611	595	-16	-2.5%	19	3.2%	52
53	Lovington Municipal Schools	3,745	3,612	3,533	3,641	3,714	3,455	-259	-7.0%	-290	-7.7%	53
54	Magdalena Municipal Schools	356	342	318	320	303	268	-35	-11.6%	-88	-24.7%	54
55	Maxwell Municipal Schools	109	114	113	130	138	121	-17	-12.3%	12	11.0%	55
56	Melrose Public Schools	210	206	227	260	275	277	2	0.7%	67	32.0%	56
57	Mesa Vista Consolidated Schools	317	249	243	236	240	241	1	0.4%	-76	-24.0%	57
58	Mora Independent Schools	431	412	422	404	414	403	-11	-2.5%	-28	-6.4%	58
59	Moriarty-Edgewood School District	2,524	2,477	2,408	2,374	2,286	2,135	-151	-6.6%	-389	-15.4%	59
60	Mosquero Municipal Schools	44	41	38	29	74	102	28	37.8%	59	134.5%	60
61	Mountainair Public Schools	237	219	227	210	213	214	1	0.5%	-23	-9.7%	61
62	Pecos Independent Schools	588	589	602	575	553	489	-64	-11.5%	-99	-16.8%	62
63	Peñasco Independent Schools	338	339	339	352	345	316	-29	-8.4%	-23	-6.7%	63
64	Pojoaque Valley Public Schools	1,895	1,926	1,979	1,911	1,848	1,752	-96	-5.2%	-143	-7.5%	64
65	Portales Municipal Schools	2,778	2,720	2,669	2,637	2,637	2,524	-113	-4.3%	-254	-9.1%	65
66	Quemado Independent Schools	123	134	147	158	157	157	1	0.3%	34	27.6%	66
67	Questa Independent Schools	354	368	359	332	265	268	4	1.3%	-86	-24.2%	67
68	Raton Public Schools	949	947	904	898	897	827	-71	-7.9%	-122	-12.9%	68
69	Reserve Public Schools	129	130	128	138	111	97	-14	-12.2%	-32	-24.5%	69
70	Rio Rancho Public Schools	16,776	16,945	17,177	17,072	17,043	16,354	-690	-4.0%	-422	-2.5%	70
71	Roswell Independent Schools	10,207	10,243	10,056	10,065	10,231	9,379	-852	-8.3%	-828	-8.1%	71
72	Roy Municipal Schools	45	48	51	47	62	52	-10	-15.4%	8	16.9%	72
73	Ruidoso Municipal Schools	1,962	1,985	1,987	2,021	1,987	1,761	-227	-11.4%	-202	-10.3%	73

**Student Enrollment**  
Five-Year History

	School District or Charter School	FY16	FY17	FY18	FY19	FY20	FY21	Change in Enrollment				
								FY20 to FY21	Percent	FY16 to FY21	Percent	
74	San Jon Municipal Schools	137	150	145	133	120	106	-15	-12.1%	-31	-22.7%	74
75	Santa Fe Public Schools	13,018	12,795	12,592	12,363	12,270	11,698	-572	-4.7%	-1,320	-10.1%	75
76	Santa Rosa Consolidated Schools	628	635	649	635	618	587	-31	-5.0%	-41	-6.5%	76
77	Silver Consolidated Schools	2,864	2,730	2,571	2,435	2,467	2,279	-189	-7.6%	-585	-20.4%	77
78	Socorro Consolidated Schools	1,573	1,553	1,493	1,446	1,411	1,342	-70	-4.9%	-232	-14.7%	78
79	Springer Municipal Schools	152	141	136	128	136	136	-1	-0.4%	-17	-10.9%	79
80	Taos Municipal Schools	2,393	2,340	2,244	2,200	2,090	2,028	-62	-2.9%	-365	-15.2%	80
81	Tatum Municipal Schools	362	334	315	330	348	326	-22	-6.3%	-37	-10.1%	81
82	Texico Municipal Schools	534	558	555	554	560	526	-34	-6.1%	-8	-1.4%	82
83	Truth or Consequences Municipal Schools	1,286	1,270	1,258	1,250	1,217	1,151	-66	-5.4%	-135	-10.5%	83
84	Tucumcari Public Schools	951	956	948	934	925	857	-68	-7.4%	-94	-9.9%	84
85	Tularosa Municipal Schools	920	863	843	829	858	806	-52	-6.1%	-114	-12.3%	85
86	Vaughn Municipal Schools	75	70	64	69	55	50	-5	-9.2%	-25	-33.6%	86
87	Wagon Mound Public Schools	56	60	68	60	63	75	12	19.0%	20	35.1%	87
88	West Las Vegas Public Schools	1,473	1,440	1,415	1,432	1,401	1,428	28	2.0%	-45	-3.0%	88
89	Zuni Public Schools	1,262	1,331	1,268	1,248	1,225	1,222	-4	-0.3%	-41	-3.2%	89
90	<b>Subtotal School Districts</b>	<b>308,781</b>	<b>306,101</b>	<b>302,656</b>	<b>299,130</b>	<b>295,882</b>	<b>281,237</b>	<b>-14,645</b>	<b>-4.9%</b>	<b>-27,544</b>	<b>-8.9%</b>	90
91	<b>Charter Schools<sup>2</sup></b>											91
92	<b>Albuquerque</b>											92
93	Aces Technical Charter School <sup>3</sup>						45					
94	Albuquerque Collegiate (K-2) <sup>3</sup>				38	74	131	57	77.0%			
95	Albuquerque Institute of Math & Science (6-12) <sup>3</sup>	359	357	367	355	383	382	-1	-0.3%	23	6.4%	
96	Albuquerque School of Excellence (1-12) <sup>3</sup>	313	427	558	658	689	905	216	31.3%	592	189.1%	
97	Albuquerque Sign Language Academy (K-12) <sup>3</sup>	97	97	97	95	103	111	8	7.8%	14	14.4%	
98	Altura Preparatory (K-3) <sup>3</sup>				61	90	184	94	104.4%			
99	ACE Leadership High School (9-12)	376	347	362	247	256	249	-7	-2.7%	-127	-33.8%	
100	Albuquerque Charter Academy (9-12)	261	288	286	299	350	327	-23	-6.6%	66	25.3%	
101	Albuquerque Talent Development Charter (9-12)	180	177	164	156	146	118	-28	-19.2%	-62	-34.4%	
102	Alice King Community School (K-8)	333	410	449	477	480	472	-8	-1.7%	139	41.7%	
103	Amy Biehl Charter High School (9-12) <sup>3</sup>	317	301	289	303	305	277	-28	-9.2%	-40	-12.6%	
104	ASK Academy (6-12) <sup>3</sup>	366	467	513	529	554	567	13	2.3%	201	54.9%	
105	Cesar Chavez Community School (9-12) <sup>3</sup>	204	204	204	203	204	203	-1	-0.5%	-1	-0.5%	
106	Christine Duncan Heritage Academy (PreK-8)	232	274	331	393	395	399	4	1.0%	167	71.8%	
107	Cien Aguas International (K-8)	372	391	420	426	426	424	-2	-0.5%	52	14.0%	
108	Coral Community Charter (PreK-K) <sup>3</sup>	179	204	207	214	213	210	-4	-1.6%	31	17.0%	
109	Corrales International (K-12)	261	260	250	239	260	252	-8	-3.1%	-9	-3.4%	

**Student Enrollment**  
Five-Year History

	School District or Charter School	FY16	FY17	FY18	FY19	FY20	FY21	Change in Enrollment				
								FY20 to FY21	Percent	FY16 to FY21	Percent	
110	Cottonwood Classical Prep (6-12)	710	706	735	727	733	782	49	6.7%	72	10.1%	110
111	Digital Arts And Technology (9-12)	302	307	298	265	280	312	32	11.4%	10	3.3%	111
112	East Mountain High School (9-12)	360	362	375	364	358	372	14	3.9%	12	3.3%	112
113	El Camino Real Academy (K-12)	313	295	294	316	353	280	-73	-20.7%	-33	-10.5%	113
114	Explore Academy (6-12) <sup>3</sup>	199	212	258	441	498	646	148	29.7%	447	224.6%	114
115	Gilbert L Sena Charter HS (9-12) <sup>3</sup>	179	173	170	178	178	149	-29	-16.3%	-30	-16.8%	115
116	Gordon Bernell Charter (9-12)	367	395	428	426	142	158	16	11.3%	-209	-56.9%	116
117	GREAT Academy (6-12) <sup>3</sup>	236	172	178	170	168	116	-52	-31.0%	-120	-50.8%	117
118	Health Leadership High School (9-12)	144	192	180	229	240	181	-59	-24.6%	37	25.7%	118
119	Horizon Academy West (PreK-5) <sup>3</sup>	435	451	466	460	458	402	-56	-12.2%	-33	-7.6%	119
120	International School at Mesa Del Sol (PreK-12)	275	295	319	325	326	302	-24	-7.4%	27	9.8%	120
121	La Academia De Esperanza (6-12)	383	328	314	306	205	242	37	18.0%	-141	-36.8%	121
122	Albuquerque Bilingual Academy (PreK-8) <sup>3</sup>	370	394	350	340	388	379	-9	-2.3%	9	2.3%	122
123	Los Puentes Charter (7-12)	188	189	172	146	178	133	-45	-25.3%	-55	-29.3%	123
124	Mark Armijo Academy (9-12)	129	138	160	174	183	179	-4	-2.2%	50	38.8%	124
125	Media Arts Collaborative (6-12) <sup>3</sup>	259	259	247	254	224	189	-35	-15.6%	-70	-27.0%	125
126	Mission Achievement And Success (K-3, 6-12) <sup>3</sup>	615	785	876	1,167	1,320	1,717	397	30.1%	1,102	179.2%	126
127	Montessori Elementary School (K-8) <sup>3</sup>	409	420	422	432	426	433	7	1.6%	24	5.9%	127
128	Montessori of the Rio Grande (PreK-5)	217	216	217	216	217	216	-1	-0.5%	-1	-0.5%	128
129	Mountain Mahogany Community School (K-8)	203	203	188	191	197	197	0	0.0%	-6	-3.0%	129
130	Native American Community Academy (K-12)	394	400	432	462	475	499	24	5.1%	105	26.6%	130
131	New America School - Albuquerque (9-12) <sup>3</sup>	436	328	351	281	258	213	-45	-17.4%	-223	-51.1%	131
132	New Mexico International School (K-4)	219	224	228	272	336	389	53	15.8%	170	77.6%	132
133	North Valley Academy (PreK-8) <sup>3</sup>	461	463	475	477	458	437	-21	-4.6%	-24	-5.2%	133
134	Public Academy for Performing Arts (6-12)	380	380	381	424	452	449	-3	-0.7%	69	18.2%	134
135	Robert F. Kennedy Charter (6-12)	283	312	314	349	349	321	-28	-8.0%	38	13.4%	135
136	Siembra Leadership High School (9-12)		29	83	123	137	177	40	29.2%			136
137	Solare Collegiate (5-6) <sup>3</sup>					137	193	56	40.9%			137
138	South Valley Academy (6-12)	592	612	622	623	622	622	0	0.0%	30	5.1%	138
139	South Valley Prep (6-8) <sup>3</sup>	143	156	154	152	168	180	12	7.1%	37	25.9%	139
140	Southwest Aeronautics, Math, and Science (7-12) <sup>3</sup>	273	259	263	275	267	231	-36	-13.5%	-42	-15.4%	140
141	Southwest Primary Learning Center (4-6) <sup>3</sup>	102	102	193	175	195	173	-22	-11.3%	71	69.6%	141
142	Southwest Secondary Learning Center (7-12) <sup>3</sup>	272	281	260	246	190	159	-31	-16.3%	-113	-41.5%	142
143	Technology Leadership (9-12)	79	110	167	221	221	274	53	24.0%	195	246.8%	143
144	Tierra Adentro (6-12) <sup>3</sup>	270	288	279	283	273	246	-27	-9.9%	-24	-8.9%	144

**Student Enrollment**  
Five-Year History

	School District or Charter School	FY16	FY17	FY18	FY19	FY20	FY21	Change in Enrollment				
								FY20 to FY21	Percent	FY16 to FY21	Percent	
145	Twenty-First Century (5-8)	260	253	240	294	331	351	20	6.0%	91	35.0%	145
146	William W Josephine Dorn Charter (K-5)	45	47	55	57	56	36	-20	-35.7%	-9	-20.0%	146
147	<b>Aztec</b>											147
148	Mosaic Academy Charter (K-8)	180	180	180	180	180	179	-1	-0.6%	-1	-0.6%	148
149	<b>Carlsbad</b>											149
150	Jefferson Montessori (K-12)	177	170	201	234	238	250	12	5.0%	73	41.2%	150
151	Pecos Connections (K-9)		296	527	893	1,265	1,956	691	54.6%			151
152	<b>Central</b>											152
153	Dream Dine (K-5)	32	26	27	18	18	28	10	55.6%	-4	-12.5%	153
154	<b>Cimarron</b>											154
155	Moreno Valley High (9-12)	70	55	54	61	65	62	-3	-4.6%	-8	-11.4%	155
156	<b>Deming</b>											156
157	Deming Cesar Chavez (9-12)	116	133	76	158	161	129	-32	-19.9%	13	11.2%	157
158	<b>Espanola</b>											158
159	La Tierra Montessori School (K-7) <sup>3</sup>	119	121	101	79	65	61	-4	-6.2%	-58	-48.7%	159
160	McCurdy Charter School (K-12) <sup>3</sup>	521	531	544	528	543	531	-12	-2.2%	10	1.9%	160
161	<b>Gallup-Mckinley County</b>											161
162	Dzit Dit Lool DEAP (6-9) <sup>3</sup>	23	21	28	40	40	46	6	15.0%	23	100.0%	162
163	Hozho Academy				123	292	409	117	40.1%			163
164	Middle College High (10-12)	71	98	100	91	120	140	20	16.7%	69	97.2%	164
165	Six Directions (6-8) <sup>3</sup>		49	73	68	66	78	12	18.2%			165
166	<b>Jemez Valley</b>											166
167	San Diego Riverside (K-8)	93	93	91	96	93	80	-13	-14.0%	-13	-14.0%	167
168	Walatowa Charter High (9-12)	51	57	46	43	55	54	-1	-1.8%	3	5.9%	168
169	<b>Las Cruces</b>											169
170	Alma D'Arte Charter (6-12) <sup>3</sup>	193	189	187	162	132	135	3	2.3%	-58	-30.1%	170
171	J Paul Taylor Academy (K-8)	199	200	200	200	200	200	0	0.0%	1	0.5%	171
172	La Academia Dolores Huerta (6-8) <sup>3</sup>	164	174	171	127	76	71	-5	-6.6%	-93	-56.7%	172
173	Las Montañas Charter (9-12) <sup>3</sup>	159	162	157	166	183	158	-25	-13.7%	-1	-0.6%	173
174	New America School - Las Cruces (9-12) <sup>3</sup>	332	314	299	208	197	163	-34	-17.3%	-169	-50.9%	174
175	Raices Del Saber Xinachtli (K-1) <sup>3</sup>					28	61	33	117.9%			175
176	<b>Los Lunas</b>											176
177	School of Dreams Academy (K-3, 7-12) <sup>3</sup>	377	518	471	445	456	475	19	4.2%	98	25.9%	177
178	<b>Moriarty</b>											178
179	Estancia Valley Classical Academy (K-12) <sup>3</sup>	423	460	486	562	588	597	9	1.5%	174	41.1%	179

**Student Enrollment**  
Five-Year History

School District or Charter School	FY16	FY17	FY18	FY19	FY20	FY21	Change in Enrollment			
							FY20 to FY21	Percent	FY16 to FY21	Percent
<b>Roswell</b>										
Sidney Gutierrez Middle (6-8)	65	66	66	66	67	196	129	192.5%	131	201.5%
<b>Questa</b>										
Red River Valley Charter School (K-8) <sup>3</sup>	77	77	81	79	85	74	-11	-13.0%	-4	-4.5%
Roots & Wings Community (K-8) <sup>3</sup>	52	50	50	50	50	50	0	0.0%	-2	-3.8%
<b>Rio Rancho</b>										
Sandoval Academy of Bilingual Education (K-5) <sup>3</sup>	42	84	94	144	178	207	29	16.3%	165	392.9%
<b>Santa Fe</b>										
Academy for Technology and the Classics (7-12)	364	378	392	390	380	379	-1	-0.3%	15	4.1%
New Mexico Connections Academy (4-12) <sup>3</sup>	1,104	1,359	1,717	1,033	1,127	1,286	159	14.1%	182	16.5%
MASTERS Program (10-12) <sup>3</sup>	200	204	205	214	263	270	7	2.7%	70	35.0%
Monte Del Sol Charter (7-12) <sup>3</sup>	359	353	319	349	364	360	-4	-1.1%	1	0.3%
New Mexico School for the Arts (9-12) <sup>3</sup>	210	221	222	213	246	292	46	18.7%	82	39.0%
Tierra Encantada Charter School (7-12) <sup>3</sup>	291	293	309	281	311	319	8	2.6%	28	9.6%
Turquoise Trail Charter School (K-6) <sup>3</sup>	460	466	457	519	598	657	59	9.8%	197	42.7%
<b>Silver City</b>										
Aldo Leopold Charter (6-12) <sup>3</sup>	135	162	166	177	172	167	-5	-2.9%	32	23.7%
<b>Socorro</b>										
Cottonwood Valley Charter (K-8)	170	170	170	170	170	170	0	0.0%	0	0.0%
<b>Taos</b>										
Anansi Charter School (K-8)	159	186	194	194	196	190	-6	-3.1%	31	19.5%
Taos Academy (5-12) <sup>3</sup>	226	208	213	215	241	218	-23	-9.5%	-8	-3.5%
Taos Integrated School of Arts (K-8) <sup>3</sup>	151	147	157	170	173	177	4	2.3%	26	17.2%
Taos International School (K-8) <sup>3</sup>	111	164	207	134	158	190	32	20.3%	79	71.2%
Taos Municipal Charter (K-8)	213	212	212	213	212	216	4	1.9%	3	1.4%
Vista Grande High School (9-12)	95	88	90	97	90	76	-14	-15.6%	-19	-20.0%
<b>West Las Vegas</b>										
Rio Gallinas School (1-8)	83	77	95	67	73	68	-5	-6.8%	-15	-18.1%
Closed Charter Schools Prior to FY21	1,666	1,345	968	588	9					
<b>Subtotal Charter Schools</b>	<b>23,885</b>	<b>25,097</b>	<b>26,043</b>	<b>26,378</b>	<b>27,147</b>	<b>28,968</b>	<b>1,821</b>	<b>6.7%</b>	<b>5,083</b>	<b>21.3%</b>
<b>Statewide Total Enrollment</b>	<b>332,666</b>	<b>331,197</b>	<b>328,699</b>	<b>325,508</b>	<b>323,029</b>	<b>310,205</b>	<b>-12,824</b>	<b>-4.0%</b>	<b>-22,461</b>	<b>-6.8%</b>

<sup>1</sup>This table includes FTE enrollment in kindergarten through 12th grade on the first reporting date, which is the second Wednesday in October.

Source: PED and LESC Files

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

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