

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: November 17, 2017
- II. Item Title: Discussion and Possible Action on Charter School Amendments, Health Leadership High School
- III. Executive Summary and Proposed Motions:

Request and Rationale

Amendment 1:

Health Leadership High School (HLHS) requests to amend Page 4 of the school's Performance Framework: Mission Specific Indicator 360 and Community Engagement Indicator.

The school's current contract states:

2a. 360 and Community Engagement Indicator. The school will improve students and community health and wellness awareness through student led events. Growth will be measured by participation by students and families.

Exceeds Standard: *The school documented evidence of at least 4 or more health, fitness or nutrition programs or events sponsored by the School and 90% or more of the students or families have attended one or more of these events.*

Meets Standard: *The school documented evidence of at least 4 or more health, fitness or nutrition programs or events sponsored by the School and 70-89% of the students or families have attended two or more of these events.*

Does Not Meet Standard: *The school did not document evidence of at least 4 or more health, fitness or nutrition programs or events sponsored by the School or 60-70% of the students or families have attended two or more of these events.*

Falls Far Below Standard: *The school did not document evidence of at least 4 or more health, fitness or nutrition programs or events sponsored by the School or less than 60% of the students or families have attended two or more of these events.*

The school would like to change the contract language to:

2a. 360 and Community Engagement Indicator. The school will contribute to student and community health awareness by student attendance in health and/or wellness certifications, programs and/or events aligned to the curricular focus of the School. Growth will be measured by student participation.

Health certifications examples include (but not limited to): CPR, blood pressure and blood glucose. Program examples include (but not limited to): youth conferences and leadership development shared with peers.

Events examples include (but not limited to): student community outreach at health fairs and community events on topics such as: shaken baby syndrome prevention, blood pressure screenings, healthy eating and fitness.

Exceeds Standard: *80% of students attended at least one or more health or wellness certifications,*

programs and/or events and the School documented evidence of at least 4 initiatives.

Meets Standard: *60-79% of students attended at least two or more health or wellness certifications, programs and/or events and the School documented evidence of at least 4 initiatives.*

Does Not Meet Standard: *The school met at least 50% of its target of its mission specific indicator. The school did not document evidence of at least 4 health, fitness or nutrition programs or events sponsored by the School or less than 60-70% of these students and families attended 2 or more of these events.*

The school states the following rationale for its request:

This supports improvement of student health/wellness as well as community health/wellness awareness through student demonstration of mastery of knowledge gained in certifications, programs and/or projects.

Amendment 2:

HLHS requests to amend Page 4 of its Performance Framework: Academically-Oriented Mission Specific Indicator Project Based Learning Indicator.

The school's current contract states:

2.b. PROJECT BASED LEARNING. Students who have attended the school for the full academic year will have completed three trimesters long, research based inquiry projects, culminating in a public exhibition of their work. The grading system will utilize project based rubrics developed by the School with the input by industry partners, and approved by the principal based on Common Core standards to determine student grades.

Exceeds Standard: *The school surpassed the targets of its mission specific goal if at least 90% of all students who attended Health Leadership High School for a full academic year will have participated in three exhibitions with performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.*

Meets Standard: *The school substantially met the targets of its mission specific goal if 75-89% of all students who have attended Health Leadership High School for a full academic year will have participated in three exhibitions with performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.*

Does Not Meet Standard: *The school did not meet the targets of its mission specific goal if 60-74% of all students who have attended Health Leadership High School for a full academic year will have participated in three exhibitions with performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.*

Falls Far Below Standard: *The school fell far below the targets of its mission specific goal if less than 60% of all students who have attended Health Leadership High School for a full academic year will have participated in three exhibitions with performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.*

The school would like to change the contract language to:

2.b. PROJECT BASED LEARNING. Students who have attended the school for the full academic year will have completed three trimesters long, research based inquiry projects, culminating in a public exhibition of their work. The grading system will utilize project based rubrics developed by the School with the input by industry partners, and approved by the principal based on Common Core standards to determine student grades.

Exceeds Standard: The school surpassed the targets of its mission specific goal if at least 85% of all students who attended Health Leadership High School for a full academic year will have participated in three exhibitions with performance assessments and demonstrate proficiency in the projects with a passing grade of B (80%) or better.

Meets Standard: The school substantially met the targets of its mission specific goal if 70-84% of all students who have attended Health Leadership High School for a full academic year will have participated in three exhibitions with performance assessments and demonstrate proficiency in the projects with a passing grade of B (80%) or better.

Does Not Meet Standard: The school did not meet the targets of its mission specific goal if less than 70% of all students who have attended Health Leadership High School for a full academic year will have participated in three exhibitions with performance assessments and demonstrate proficiency in the projects with a passing grade of B (80%) or better.

Falls Far Below Standard: The school fell far below the standard if it fails to meet any of the standards set forth above.

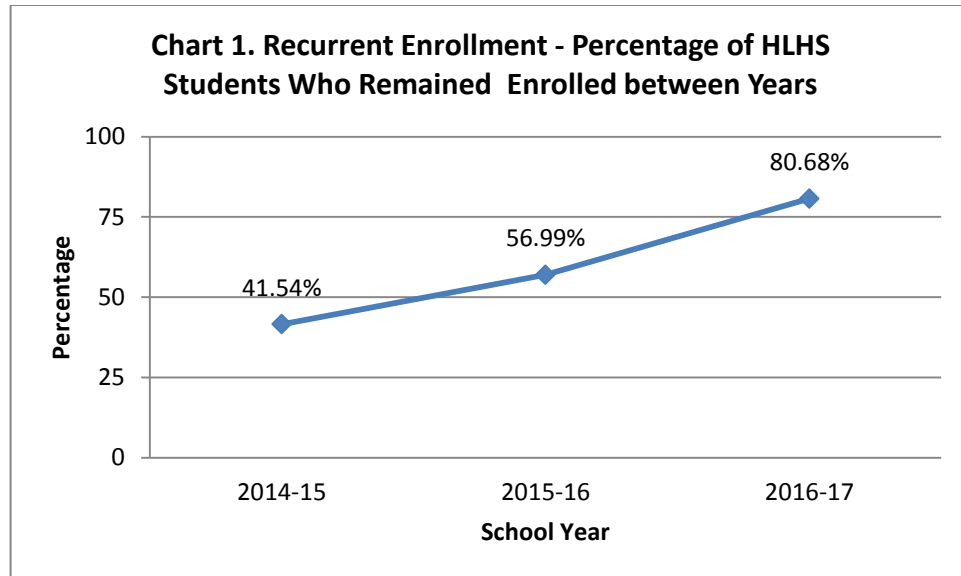
The school states the following rationale for its request:

The school's grading policy indicates that students must obtain a B or better in their projects in order to be awarded credit.

School History

HLHS was approved by the PEC in September 2012. The school began serving students during the 2013-14 school year. According to the school's contract, the mission of the school is to create a group of aspiring professionals who will become leaders in creating a healthier community. The ultimate goal is to create a school that serves as a platform that connects employers to disenfranchised communities. The school is authorized to serve grades 9-12 and its enrollment cap is 430. According to the SY2017 End of Year STARS report, the school had 180 students enrolled at the end of SY17.

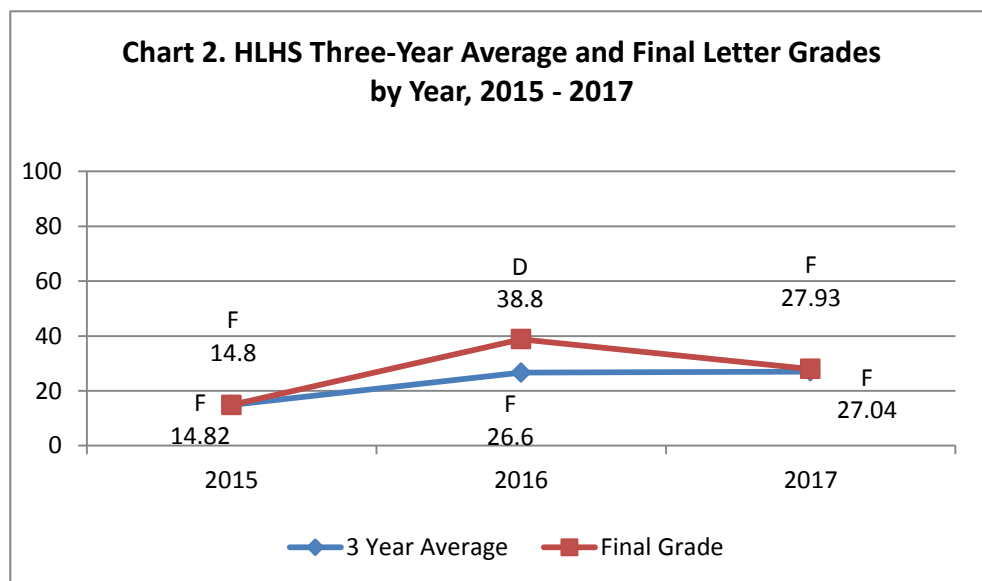
The school has opted not to apply to the PEC for renewal and did not submit a renewal application on October 3, 2017. Instead, the school has chosen to apply for renewal with Albuquerque Public Schools.



School Performance

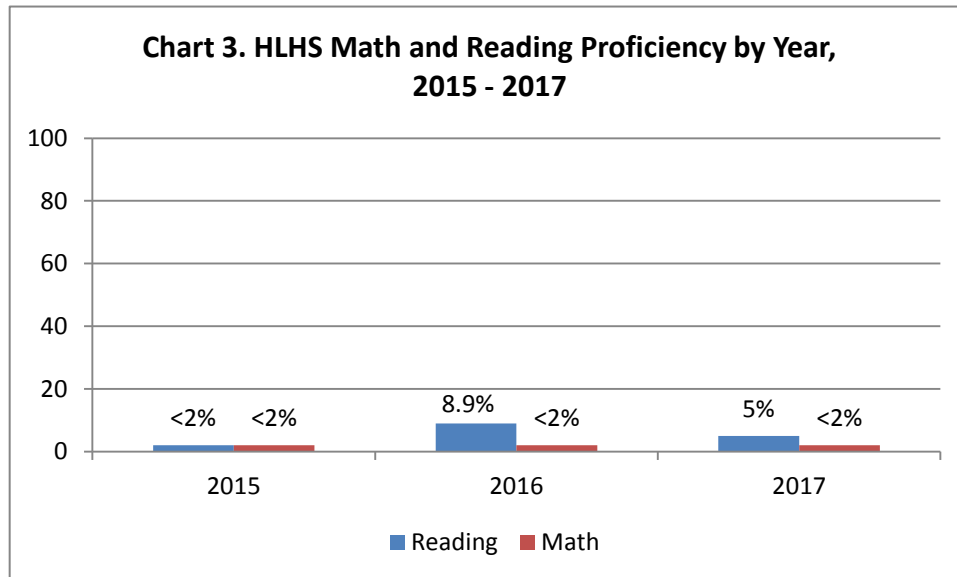
Chart 2, below, illustrates HLHS' three-year average grade and its overall school grade from 2015 through 2017. The school's final grade has remained below a C grade over the last three years (red line). Over the same time period, the school has maintained a three-year average grade of F (blue line). Over the last three school years, HLHS has received the following school grades:

- In 2014-2015, HLHS earned an F (only 14.8 of 100 points possible).
- In 2015-2016, HLHS earned a D.
- In 2016-2017, HLHS's grade dropped back to an F.



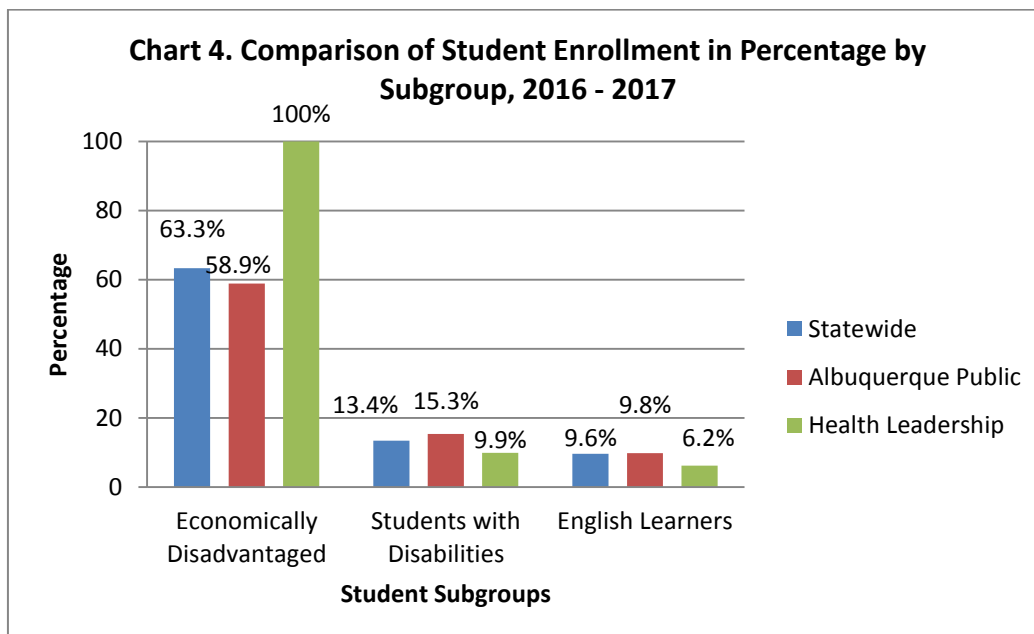
In 2017, the statewide results reported 28.6% of students were proficient in reading and 19.7% of students were proficient in math. However, the school's 2017 report card indicates that less than 2% of students were proficient in math and 5% of HLHS' students were proficient in reading. In 2016, less than

2% of HLHS' students were proficient in math and less than 9% were proficient in reading. Furthermore, in 2015, the school had less than 2% proficient in either math or reading. Chart 3, below, illustrates the low academic proficiency in these two areas.

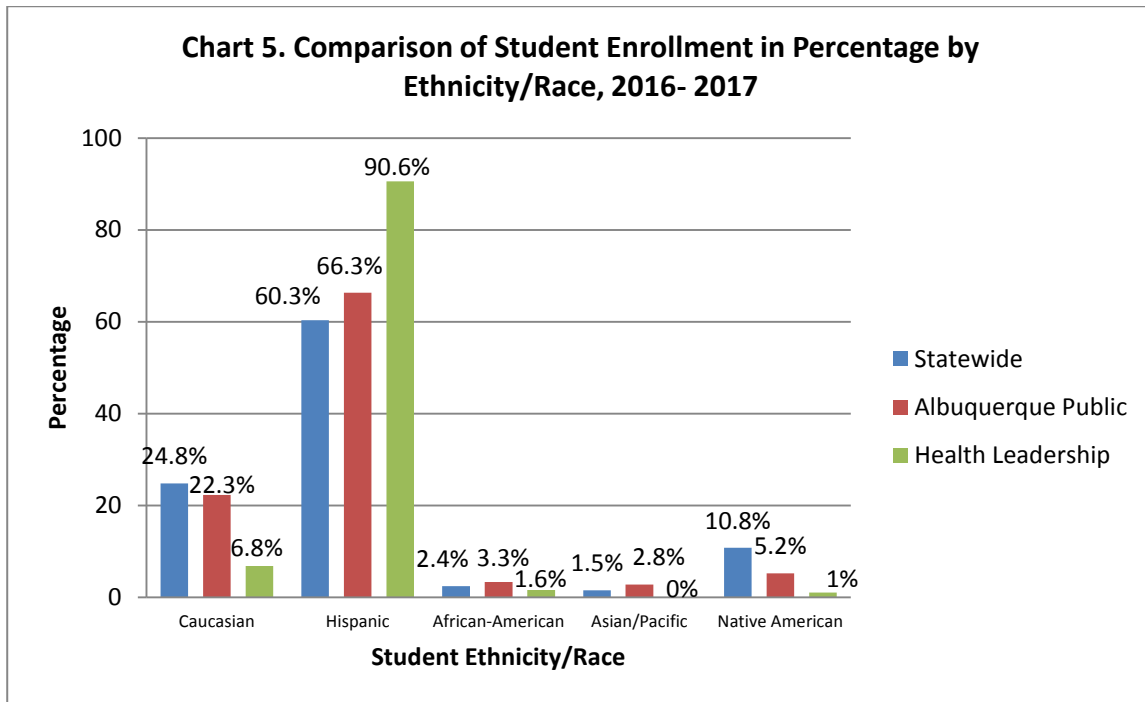


Student Demographics

Student demographics and subgroup enrollment for HLHS for the 2016-17 40th day reporting, as compared to Albuquerque Public Schools (APS) data is provided below. HLHS has a much higher population of economically disadvantaged students compared to the local district and statewide figures. HLHS also serves a lower percentage of students with disabilities as compared to the local district and statewide percentages of these subgroups. See Chart 4, below.



HLHS student demographic data also illustrates that it serves a high Hispanic population when compared to the surrounding district. The discrepancies in the subgroup enrollment at this school are significant as the school has a greater than 10% difference in the school's Caucasian and Hispanic populations as compared to the local district and statewide percentages.



Additional Academic Analysis

Department's Standards of Excellence. The state's letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. According 6.8.10 NMCA, pursuant to 22-2E-4 NMSA, governing bodies of charter school are required to "prioritize resources of a public school rated D or F toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years." Since the school earned a D in SY16 and an F in SY17, it does not appear that the school's governing body has met its statutory obligations to prioritize its resources to improve its student achievement.

Additional Performance Evaluation

2016-2017 Performance Framework – Summary of Final Evaluation. To be rated as meets standard on the its performance framework, a school must be found in compliance with all applicable statues, regulation, and agency policy related to the indicator and demonstrate such compliance during its annual site visit(s). Schools that are found non-compliant have those indicators flagged as concerns and notified of non-compliance (on site during the exit meeting and then in WebEPSS). In response, schools must provide the

requested follow-up evidence and documentation demonstrating actions taken that result in compliance. If the conditions are met, the school's rating on the indicator is updated to *Working to Meet Standard*. Schools that do not institute remedies that result in compliance or prompt and sufficient movement toward compliance are rated as *Falls Far Below Standard*.

The final evaluation of HLHS's 2016-2017 performance framework demonstrates the following final ratings: 9 indicators rated as *Meets Standard*; 6 indicators rated as *Working to Meet Standard*; 11 indicators rated as *Falls Far Below Standard*; and 2 indicators were rated as *Not Applicable*.

Indicators rated as ***Falls Far Below Standard*** on the 2016-2017 Performance Framework:

- **Low academic performance:** The school earned a final letter grade of F.
- **Mission-specific indicators not met:** The school did not submit adequate evidence and supporting documentation to verify that its mission-specific indicators for community engagement or project-based learning were met as claimed.
- **Not reporting on annual financial performance:** The school did not submit a completed and signed copy of the financial questionnaire as required by the school's performance framework.
- **Not meeting financial reporting requirements:** The school did not provide evidence that it instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to address two repeat findings FY15.
- **No head administrator evaluation:** The school did not provide evidence that it holds the school's leader accountable (remained unresolved from previous year).

The school's performance has been chronically low over the last three school years, with little progress made. Based on academic outcomes, the school has not demonstrated that it has effectively prioritized its resources to address the lack of student achievement. Not only did the school not meet reporting requirements to address compliance issues raised during on-site monitoring in the previous school year, the school did not submit evidence confirming that it meets its mission-specific indicators for community engagement or project-based learning. The school does not provide research- or evidence-based rationale for proposing its changes. The school does not demonstrate that making such changes would significantly improve the quality of its programming or increase student achievement.

In its first request, the school proposes to lower the percentage of students that must meet the requirements of the community engagement indicator at each level and removes the lowest level, *Falls Far Below Standard*, altogether. In that indicator, the school proposes to remove responsibility for *providing the opportunities* to a lower level of standard of *documentation of student participation* in community engagement. In its second request, the school proposes to lower the percentage of students that must meet the requirements of the project-based learning indicator at each level.

The PED does not advocate that schools change their mission-specific indicators or measures for performance on its selected indicators during its contract and finds the school's request to lower its responsibility and the rigor of its expectations in its renewal year very concerning—especially since the school has elected *not* to pursue renewal of its charter contract with its current authorizer.

Recommendation

Based on the timing of the request, in the middle of the school's contract, and immediately prior to transferring to a different authorizer, the PED cannot recommend approval of the school's proposed amendments.

Proposed Motions – Amendment 1

Amendment Request 1 – Change Mission-Specific Indicator (Community Engagement)

- Move to deny the amendment the first request presented by Health Leadership High School to lower its expectations and rigor on the criteria for meeting its mission-specific indicator on community engagement because the school is in the middle of its contract term and seeking renewal with a different authorizer, who should make the decision about the expectations of the goals as the school moves forward.
- Move to approve the amendment presented by Health Leadership High School to change its lower the criteria for meeting its mission-specific indicator on community engagement because [PEC to provide reasons that the request should be approved]

Proposed Motions – Amendment 2

Amendment Request 2 – Change Mission-Specific Indicator (Project-based Learning)

- Move to deny the amendment the second request presented by Health Leadership High School to lower its expectations and rigor on the criteria for meeting its mission-specific indicator on project-based learning because the school is in the middle of its contract term and seeking renewal with a different authorizer, who should make the decision about the expectations of the goals as the school moves forward .
- Move to approve the amendment presented by Health Leadership High School to change its lower the criteria for meeting its mission-specific indicator on project-based learning because [PEC to provide reasons that the request should be approved]

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Health Leadership High School

Date submitted: 9/27/2017 Contact Name: Blanca A. López E-mail : blanca@healthleadershiphighschool.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Page 4, Performance Framework, Mission Specific Indicator 360 and Community Engagement Indicator	2a. 360 and Community Engagement Indicator. The School will improve students and community health and wellness awareness through student led events. Growth will be measured by participation by students and families. Growth will be measured by student participation.	2a. 360 and Community Engagement Indicator. The School will contribute to student and community health awareness by student attendance in health and/or wellness certifications, programs and/or events aligned to the curricular focus of the School. Growth will be measured by student participation.	This supports improvement of student health/wellness as well as community health/wellness awareness through student demonstration of mastery of knowledge gained in certifications, programs and/or projects.	9/29/2017
	Exceeds Standard: The School documented evidence of at least 4 or more health, fitness or nutrition programs or events sponsored by the School and 90% or more of the students have attended one or more of these events.	Health certifications examples include (but not limited to): CPR, blood pressure and blood glucose. Program examples include (but not limited to): youth conferences and leadership development shared with peers.		
	Meets Standard: The School documented evidence of at least 4 or more health, fitness	Events examples included (but not limited to): student community outreach at health fairs and community events on topics such as: shaken baby syndrome prevention, blood pressure screenings,		

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<p>or nutrition programs or events sponsored by the School and 70-89% of the students or families have attended two or more of these events.</p> <p>Does Not Meet Standard:</p> <p>The School did not document evidence of at least 4 health, fitness or nutrition programs or events sponsored by the School or less than 60-70% of the students or families attended two or more of these events.</p> <p>Falls Far Below Standard:</p> <p>The School did not document evidence of at least 4 health, fitness or nutrition programs or events sponsored by the School or less than 60% of the students or families attended two or more of these events.</p>	<p>healthy eating and fitness.</p> <p>Exceeds Standard:</p> <p>80% of students attended at least one or more health or wellness certifications, programs and/or events and the School documented evidence of at least 4 of initiatives.</p> <p>Meets Standard:</p> <p>60-79% of students attended at least two or more health or wellness certifications, programs and/or events and the School documented evidence of at least 4 initiatives.</p> <p>Does Not Meet Standard:</p> <p>The School met at least 50% of its target of its mission specific indicator. The School did not document evidence of at least 4 health, fitness or nutrition programs or events sponsored by the School or less than 60-70% of these students or families attended two or more of these events.</p>		
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STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

Original Signature of Governing Council President or Designee: _____

Date: _____

Printed Name of Governing Council President or Designee: _____

Christopher Pinta *9/29/17*

Public Education Commission use only

Public Education Commission Chair: _____

Date: _____

☐ APPROVED

☐ DENIED

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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<p>At Least 90% of all students who attended the Health Leadership High School for a full academic year will have participated in three exhibitions with performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.</p>	<p>attended the Health Leadership High School for a full academic year will have participated in three exhibitions with performance assessments and demonstrate proficiency in the projects with a passing grade of B (80%) or better.</p>		
<p><i>Meets Standard:</i> The school substantially met the targets of its mission-specific goal. 75-89% of all students who have attended the Health Leadership High School for the full academic year will have participated in three health exhibitions performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.</p>	<p><i>Meets Standard:</i> The school substantially met the targets of its mission-specific goal. 70-84% of all students who have attended the Health Leadership High School for the full academic year will have participated in three exhibitions performance assessments and demonstrate proficiency in the projects with a passing grade of B (80%) or better.</p>		
<p><i>Does not meet standard:</i> The School did not meet the targets of its mission-specific goal. Less than 75% of all students who have attended the Health Leadership High School for the full academic year will</p>	<p><i>Does not meet standard:</i> The School did not meet the targets of its mission-specific goal. Less than 70% of all students who have attended the Health Leadership High School for the full academic year will have participated in exhibitions and demonstrate proficiency in the projects with a passing grade of B (80%) or better.</p>		

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<p><i>have participated in exhibitions health performance assessments and demonstrate proficiency in the projects with a passing grade of C (70%) or better.</i></p>	<p><i>Fall Far Below Standard: The school fails far below the standard if it fails to meet any of the standards set forth above.</i></p>			
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Original Signature of Governing Council President or Designee: _____

Printed Name of Governing Council President or Designee: _____

Christopher Rivera Date: 9/23/17

Public Education Commission use only

Public Education Commission Chair: _____

Date: _____

☐ APPROVED ☐ DENIED

**AGENDA OF BUDGET MEETING OF
THE GOVERNING COUNCIL OF
HEALTH LEADERSHIP HIGH SCHOOL**

September 29, 2017

7:30 am

1900 Randolph Road SE

A. Opening Business – Adriann Barboa

1. Call to Order – Abuko Estrada
2. Roll Call
 1. Adriann Barboa - ✓ Telephone
 2. Javier Aceves – Not present
 3. Abuko Estrada - ✓
 4. Chris Brenan - ✓ 7:55am
 5. Teri Hogan - ✓ Telephone
 6. Art Kaufman - ✓
 7. Chris Rivera - ✓
 8. Melissa Stefen – Not present, Sick

School:

9. Blanca Lopez - ✓
10. David Vigil - ✓
11. Abby Lewis - ✓
12. Gilbert Ramirez - ✓ 7:55am
13. Moneka Stevens - ✓ 8am
14. Amber Reno - ✓

4. Vote to approve of the Agenda

Motion Terry H.

Second Art Kaufman

Unanimously Passed

5. Vote to approve Minutes

Motion Chris Rivera

Second Terry

Unanimously Passed

B. Public Comment – please sign in at meeting (comments are limited to three minutes, extra time may be granted at the discretion of the President) – No Public Comment

C. Action Items

15. Renewal Application – Blanca reviewed the plan for re-chartering to APS – Reviewed/Overview of the Charter Renewal Application 7:35am to 8:30am

16. Charter Amendment 360⁰ Support and Community Engagement Pillar. Moneka and Gilbert. Academic Performance framework. 8:30am to 8:45am

“Motion to approve renewal application for APS including the two amendments”

6

Second Adriann via telephone
Motion carries - Unanimously Passed

17. Facilities Committee Update - David Vigil
Feasibility Study was completed, David Reviewed everything with the Board.

18. Policies for Board Approval – Abby Lewis and Abuko

Abby reviewed with the committee. Directors will review on a regular basis.
Motion to approve: Abuko said he'd like to motion to approve the Admissions Policy, Compulsory Attendance Policy, Background Check Policy, Bullying Policy, Conflict of Interest and Nepotism Policy, Distance Learning Policy, Dual Credit Policy, Employee Complaint and Grievance Policy, FERPA Policy, Grade Change Policy, Internal Control Procedures, Medication in School Policy, Competitive Nutrition Sales Policy, Pest Control Policy, Tobacco, Drug, and Alcohol Free Campus Policy, Transportation Policy, Volunteer Policy and Volunteer Pledge.

Second Chris Rivera
Unanimously Passed

Wellness Policy vote to approve the wellness policy, granted
Motion: Chris Brennan
Second: Chris Rivera
Unanimously Passed

19. Finance Report, Action on BARS and Vouchers – David Vigil 8:45am
Motion to approve the BARS. Terry
Second Dr. Kaufman
Unanimously Passed


D. Discussion Items

1. Performance Framework – Blanca, Amy, Gilbert, Moneka, Gilbert.
 - a. Renewal visit
 - i. Board member availability – Blanca will send us the time and date of the renewal visit from APS. 9:10am
 - b. Governing Council Policy on Executive Director's Evaluation. – Adriann Update. There is a timeline to set some dates for the EDs evaluation. She will share with the team before the next meeting.
2. Performance Framework Report backs
 - a. 1. Community Engagement - Moneka Stevens Cordova – 9:15am
 - b. 2. 360 degrees of Student support - Gilbert Ramirez – 9:19am Added a social worker, Sean and Anna.
 - c. 3. Curriculum and Assessment – Amber Reno 9:24am – Reviewed the school Grade and improvement plan. APS uses the 90-day plan.
 - d. 4. Administrative and Finance - David Vigil – 9:34am – Reviewed document for the Related Party disclosure
 - e. 5. Executive and Organizational - Blanca Lopez – 9:30am – Overview on how the leadership team is going to continue to work together and grow as a team.

E. Closing Business

CR

1. Announcements
2. Date of next board meeting: October 26, 2017 7:30 A.M. - Confirmed
3. Adjourn
 - Motion to Adjourn: Abuko
 - Second. Chris
 - All in Favor


Christopher Rivera, Secretary

Health Leadership High School

District: State Charter

Grade Range: 9 -12 Code: 553001

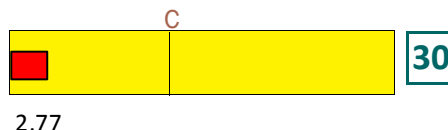
C - State benchmark established in 2012

Possible Points

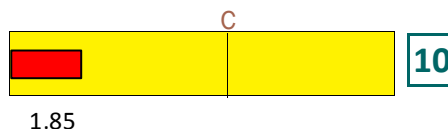
This School Earned

Current Standing

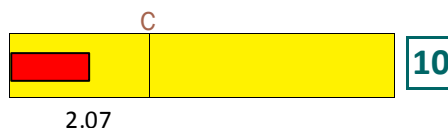
Are students performing on grade level? Did they improve more or less than expected?


30
F
School Improvement

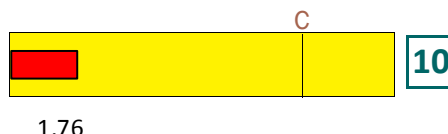
Is the school as a whole making academic progress?


10
F
Improvement of Higher-Performing Students

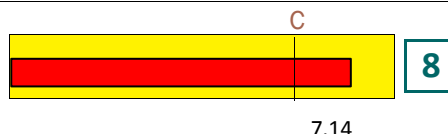
Are higher-performing students improving more or less than expected?


10
D
Improvement of Lowest-Performing Students

Are the lowest-performing students improving more or less than expected?


10
F
Opportunity to Learn

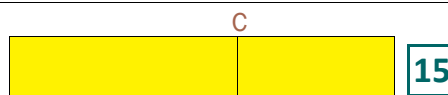
Do students and families believe their school is a good place to attend and learn?


8
B
Graduation

Are students graduating high school, and is the graduation rate improving?

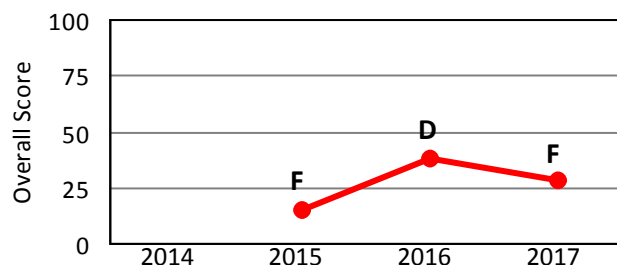

17
NA
College and Career Readiness

Are students participating in college and career readiness opportunities? Are they demonstrating success?


15
NA
Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 5.00

This School's History

Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

This school did not have a complete high school cohort. Overall points were adjusted accordingly.

Final Points

High Schools

75.0 to 100.0	A
65.0 to 74.9	B
50.0 to 64.9	C
35.0 to 49.9	D
0.0 to 34.9	F

High schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

Grades

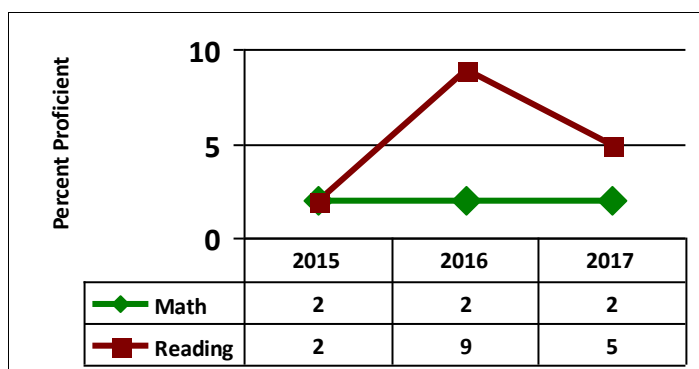
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
IStation	IStation (beginning 2017)	Early Literacy	KN-2

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading</i>	Proficient (%)	5	≤ 5	5	-	-	3	-	-	4	≤ 20	≤ 5
	Points Proficiency	0.48										
	Points Student Growth	0.42										
<i>Math</i>	Proficient (%)	≤ 2	≤ 2	≤ 5	-	-	≤ 2	-	-	≤ 2	≤ 10	≤ 5
	Points Proficiency	0.05										
	Points Student Growth	1.83										



Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

School Improvement

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	Reading	Math
Growth Index	-1.34	-0.58
Points	0.45	1.40

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

Student Growth

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero

This group performed higher than expected.

Near Zero

This group performed as expected based on their academic history.

Below Zero

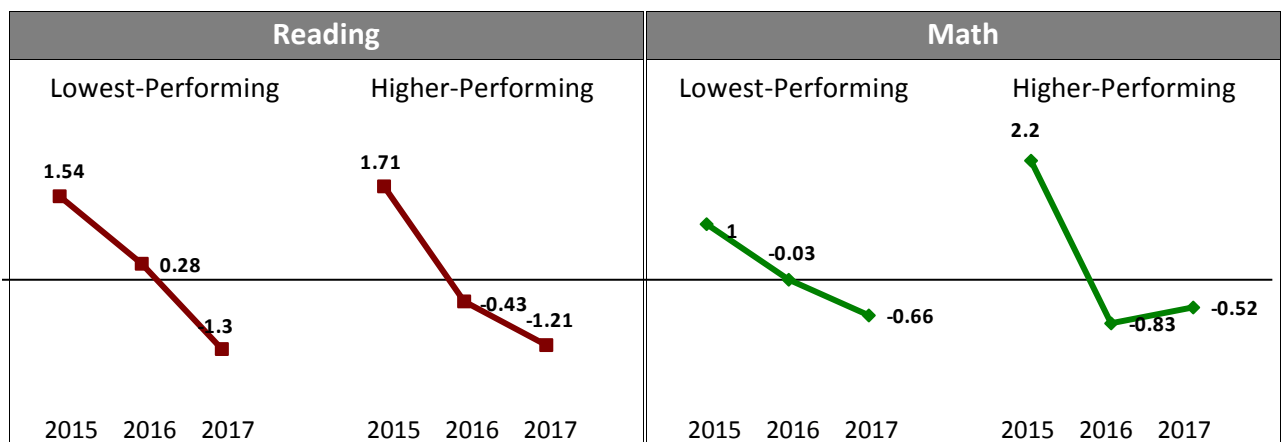
This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing Points	-1.21 0.57	-0.38	-0.59	-	-	-0.47	-	-	-0.52	-	-0.56
Lowest-Performing Points	-1.30 0.48	-0.44	-0.05	-	-	-0.26	-	-	-0.25	-0.60	0.05
Math Growth											
Higher-Performing Points	-0.52 1.51	-0.28	-0.02	-	-	-0.22	-	-	-0.17	-0.36	-0.33
Lowest-Performing Points	-0.66 1.27	-0.59	-0.27	-	-	-0.43	-	-	-0.46	-0.92	-0.42

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected



Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance		Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	84	83	86	80	72	85	-	91	84	85	85
Points	2.66										

Surveys

Score (Average) 40.29
Points 4.48
Number of Surveys 227

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Graduation

Students are expected to graduate in four years. Each year the school is expected to increase the number of on-time graduates.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2016 - 4-Year Rates											
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-
Points											
Cohort of 2015 - 5-Year Rates											
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-
Points											
Cohort of 2014 - 6-Year Rates											
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-
Points											

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index 1.11
Points

* This school did not have members of this cohort.

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program:

- 1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test)
- 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry-recognized certification (Career Technical Education)

Points are given separately for students' participation and for their success in achieving targets.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	-	-	-	-	-	-	-	-	-	-	-
Participation Points	-										
Success (% of Participants)	-	-	-	-	-	-	-	-	-	-	-
Success Points	-										
Percentage of School's Cohort of 2016 Participating in Each CCR Opportunity											
AccuPlacer	-	-	-	-	-	-	-	-	-	-	-
ACT	-	-	-	-	-	-	-	-	-	-	-
ACT ASPIRE	-	-	-	-	-	-	-	-	-	-	-
Advanced Placement	-	-	-	-	-	-	-	-	-	-	-
Career Technical Education	-	-	-	-	-	-	-	-	-	-	-
Compass	-	-	-	-	-	-	-	-	-	-	-
Dual Credit	-	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	-	-	-	-	-	-	-	-	-	-	-
PLAN	-	-	-	-	-	-	-	-	-	-	-
PSAT	-	-	-	-	-	-	-	-	-	-	-
SAM School Supplemental	-	-	-	-	-	-	-	-	-	-	-
SAT	-	-	-	-	-	-	-	-	-	-	-
SAT Subject Test	-	-	-	-	-	-	-	-	-	-	-

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student and Parent Engagement | <input type="checkbox"/> Truancy Improvement |
| <input type="checkbox"/> Extracurricular Activities | <input checked="" type="checkbox"/> Using Technology |

Participation

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%)	100
Math (%)	100

Additional Information

Similar Schools This shows how this school compares with other high schools in the state that have similar student demographic characteristics.

Rank Among Similar Schools



This school was compared to 32 similar schools.

A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

School History Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2017 (%)	5	≤5	5	-	-	3	-	-	4	≤20	≤5
	2016 (%)	9	8	13	-	-	10	-	-	9	-	-
	2015 (%)	<2	<2	4	-	-	<2	-	-	<2	<2	<2
<i>Math Proficiency</i>	2017 (%)	≤2	≤2	≤5	-	-	≤2	-	-	≤2	≤10	≤5
	2016 (%)	2	2	3	-	-	2	-	-	2	-	-
	2015 (%)	<2	<2	<2	-	-	<2	-	-	<2	-	<2

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.



School Grade Report Card 2016

Certified

Final Grade

D

Health Leadership High School















District: State Charters

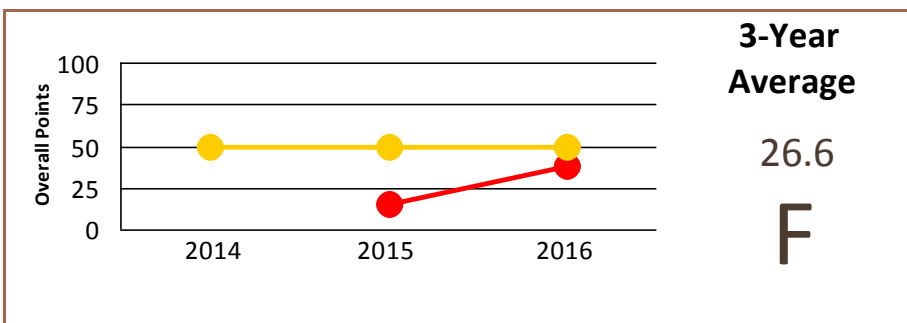
Grade Range: 9 - 11

Code: 553001

This School 

Statewide C Benchmark 

Current Standing		Grade	School Points	Possible Points
How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?	  12.5	F	5.87	30
School Growth				
Did the school as a whole improve student performance more or less than expected?	  5.8	F	2.31	10
Student Growth of Highest Performing Students				
Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.	  3.6	D	2.68	10
Student Growth of Lowest Performing Students				
Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.	  7.7	F	5.50	10
Opportunity to Learn				
Do parents and students believe their school is a good place to learn? Is student attendance high?	  6.0	B	7.02	8
Graduation				
Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?	 12.8	NA		17
College and Career Readiness				
What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?	 9.0	NA		15
Bonus Points				
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?	  1.6		4.00	5



Final School Grade

75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

Total Points

38.38

This school did not have a complete high school cohort. Overall points were adjusted accordingly.

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

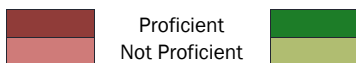
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

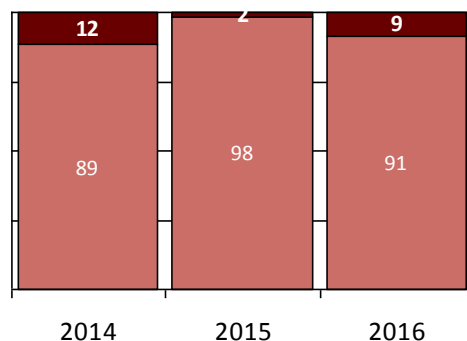
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	8.9	7.6	12.5	-	-	9.6	-	-	8.9	-	-
Proficient and Advanced (Pts)	0.67										
Value-Added Model (Pts)	3.52										
Math											
Proficient and Advanced (%)	<2.0	2.2	<2.0	-	-	<2.0	-	-	<2.0	-	-
Proficient and Advanced (Pts)	0.12										
Value-Added Model (Pts)	1.57										

3-Year Summary

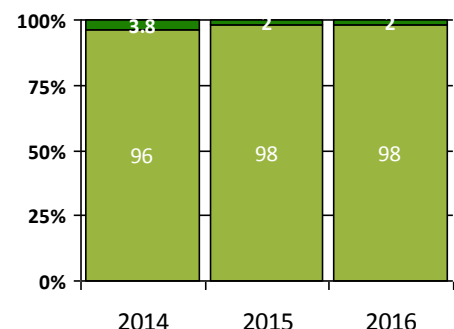
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	<i>Reading</i>	<i>Math</i>
Value-Added Score	-0.350	-1.290
Points Earned	1.82	0.49

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall		Subgroup Analysis									
			Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth												
Highest 75% (VAS)	-0.43		-0.01	0.27	-0.04	-0.01	0.08	-	-	0.07	0.64	-0.13
Highest 75% (Pts)	1.66											
Lowest 25% (VAS)	0.28		0.25	0.19	-0.41	-0.31	0.25	0.87	-	0.23	0.17	-
Lowest 25% (Pts)	3.06											
Math Growth												
Highest 75% (VAS)	-0.83		0.06	-0.05	0.21	0.23	0.01	0.24	-	0.03	-0.04	0.05
Highest 75% (Pts)	1.02											
Lowest 25% (VAS)	-0.03		-0.10	-0.09	-1.26	1.32	-0.10	-	-	-0.10	-0.02	0.56
Lowest 25% (Pts)	2.44											

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	80.0	80	81	76	86	80	97		80	77	75
Attendance (Points)	2.53										

Survey (Average)	40.4	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	4.49	
Count of Surveys (N)	220	

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

- ☒ Student and Parent Engagement
 ☐ Truancy Improvement
- ☐ Extracurricular Activities
 ☒ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100

Math (%) 100

School exempted from penalty because of size.

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	1.7		7.2		93.9		100.0		41.6			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	35	(37)	33	(36)	29	(37)	35	(42)	33	(37)	30	(37)
School Growth	35	(37)	33	(36)	35	(37)	36	(42)	34	(37)	31	(37)
Student Growth, Highest 75%	32	(37)	34	(36)	30	(37)	36	(42)	34	(37)	28	(37)
Student Growth, Lowest 25%	24	(37)	21	(36)	10	(37)	17	(42)	21	(37)	10	(37)
Opportunity to Learn	27	(35)	24	(33)	26	(35)	29	(42)	26	(31)	24	(36)
Graduation	-	(35)	-	(33)	-	(35)	-	(42)	-	(31)	-	(36)
College and Career Readiness	-	(35)	-	(33)	-	(35)	-	(42)	-	(31)	-	(36)

Ranks High
 Ranks Mid
 Ranks Low

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:

<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

			Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	
			F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Reading Proficiency	2016 (%)	8.9	7.6	12.5	-	-	9.6	-	-	8.9	-	-	
	2015 (%)	<2.0	<2.0	4.0	25.0		<2.0		<2.0	<2.0	<2.0	<2.0	
	2014 (%)	12.0	14.3	10.0	-	-	10.0	-	-	10.0	-	15.0	
Math Proficiency	2016 (%)	<2.0	2.2	<2.0	-	-	<2.0	-	-	<2.0	-	-	
	2015 (%)	<2.0	<2.0	<2.0	<2.0		<2.0		<2.0	<2.0	<2.0	<2.0	
	2014 (%)	4.0	7.1	<2.0	-	-	<2.0	-	-	<2.0	-	5.0	

End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.

Health Leadership High School









District: State Charters

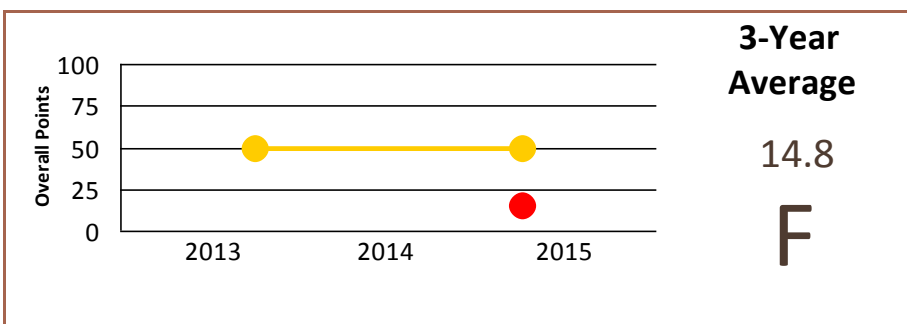
Grade Range: 09 - 10

Code: 553001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		F	1.29	30
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		F	0.68	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		F	1.02	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		F	1.18	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		C	5.91	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.				17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.				15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			0.00	5



Final School Grade		Total Points
75.0 to < 100.0	A	14.82
65.0 to < 75.0	B	
50.0 to < 65.0	C	
35.0 to < 50.0	D	
0.0 to < 35.0	F	

* This school did not have a complete high school cohort. Overall points were adjusted accordingly.

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

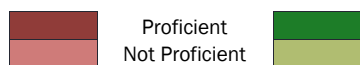
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

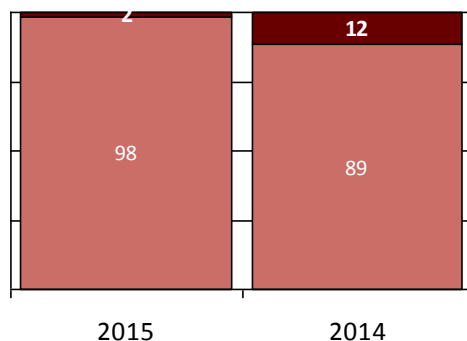
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	<2.0	<2.0	4.0	25.0		<2.0		<2.0	<2.0	<2.0	<2.0
Proficient and Advanced (Pts)	0.06										
Value Added Model (Pts)	0.39										
Math											
Proficient and Advanced (%)	<2.0	<2.0	<2.0	<2.0		<2.0		<2.0	<2.0	<2.0	<2.0
Proficient and Advanced (Pts)	0.00										
Value Added Model (Pts)	0.84										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	<i>Reading</i>	<i>Math</i>
Value Added Score	-1.594	-1.402
Points Earned	0.28	0.40

School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	-1.65	-0.32	-0.23	-0.32	-	-0.30	-	-0.05	-0.29	-0.70	0.05
Highest 75% (Pts)	0.24										
Lowest 25% (VAS)	-1.29	-0.39	-0.91	-	-	-0.59	-	-	-0.67	-0.10	-0.77
Lowest 25% (Pts)	0.49										
Math Growth											
Highest 75% (VAS)	-1.01	-0.02	0.44	-0.29	-	0.19	-	-0.04	0.22	-1.64	0.71
Highest 75% (Pts)	0.77										
Lowest 25% (VAS)	-1.08	-0.43	0.10	-	-	-0.29	-	-	-0.34	-0.44	-0.37
Lowest 25% (Pts)	0.70										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	78.3	78.7	77.5	81.5	-	78.1	-	-	78.3	72.1	81.7
Attendance (Points)	2.47										
Survey (Average)	30.9	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.									<i>Reading</i> 30.7
Survey (Points)	3.4										<i>Math</i> 31.1
Count of Surveys (N)	105										<i>General</i> NA

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- ☐ Student Engagement
- ☐ Parental Engagement
- ☐ Extracurricular Activities
- ☐ Truancy Improvement
- ☒ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100

Math (%) 100

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)		17.8		12.1		95.5		94.3		43.3			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		35	(35)	36	(36)	34	(36)	36	(36)	36	(36)	34	(36)
School Growth		33	(35)	36	(36)	35	(36)	35	(36)	36	(36)	35	(36)
Student Growth, Highest 75%		34	(35)	35	(36)	32	(36)	36	(36)	36	(36)	32	(36)
Student Growth, Lowest 25%		35	(35)	36	(36)	35	(36)	36	(36)	36	(36)	35	(36)
Opportunity to Learn		36	(36)	36	(36)	36	(36)	35	(36)	35	(36)	36	(36)
Graduation		-	(36)	-	(36)	-	(36)	-	(36)	-	(36)	-	(36)
College and Career Readiness		-	(36)	-	(36)	-	(36)	-	(36)	-	(36)	-	(36)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

				Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		Target	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Growth Lowest 25% (Q1)	Reading	.0038	N	N	N	.	.	N	.	.	N	N	N
	Math	-.0334	N	N	Y	.	.	N	.	.	N	N	N
Growth Highest 75% (Q3)	Reading	-.0481	N	N	N	N	.	N	.	N	N	Y	N
	Math	-.0613	N	Y	Y	N	.	Y	.	Y	Y	Y	Y
Proficiency	Reading	33.3%	N	N	N	N		N		N	N	N	N
	Math	17.6%	N	N	N	N		N		N	N	N	N
Graduation	4-Year Cohort	75.6%											

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	<2.0	<2.0	4.0	25.0		<2.0		<2.0	<2.0	<2.0	<2.0
	2014 (%)	11.5	13.3	10.0			10.0			10.0		15.0
	2013 (%)											
<i>Math Proficiency</i>	2015 (%)	<2.0	<2.0	<2.0	<2.0		<2.0		<2.0	<2.0	<2.0	<2.0
	2014 (%)	3.8	6.7									5.0
	2013 (%)											

Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in reading and math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 9 to Grade 10 (%)	66.7	-	-	-	-	-	-	-	66.7	-	-
Grade 10 to Grade 11 (%)											
Grade 11 to Grade 12 (%)											

End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.