

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: May 12, 2017
- II. Item Title: Vote on Charter School Amendment – Mission Achievement Success Charter School to increase the school’s proposed enrollment number
- III. Executive Summary and Proposed Motions:

Request and Rationale

Mission Achievement Success Charter School is requesting to amend the school’s Charter Contract-Section 2, page 71 (Grade Levels, Class size, and Projected Enrollment to 1140).

The school indicates the rationale for its request is:

MAS originally requested an enrollment cap increase in 2015 from 672 to 912 students to accommodate adding elementary grades K-5 which were not an original part of our charter. We have historically had turnover from Grade 8 to 9, but this trend has discontinued and if all students stay from Grades K-12, at full capacity, accommodating attrition from year to year, we will be at 1140 students at full capacity and therefore we are requesting an increase in enrollment to accommodate high school students that are now choosing to stay at MAS Charter School.

School History

Mission Achievement Success began operating under its current charter on July 1, 2012. The school’s charter was granted for a period of 5 years.

Mission Achievement Success was created to intentionally prepare middle and high school students to be successful in college and the competitive world by providing a rigorous college preparatory program in a safe and effective learning environment. The school’s primary objective is to instill in our students a commitment to high academic achievement, continual goal setting, and principles of personal success.

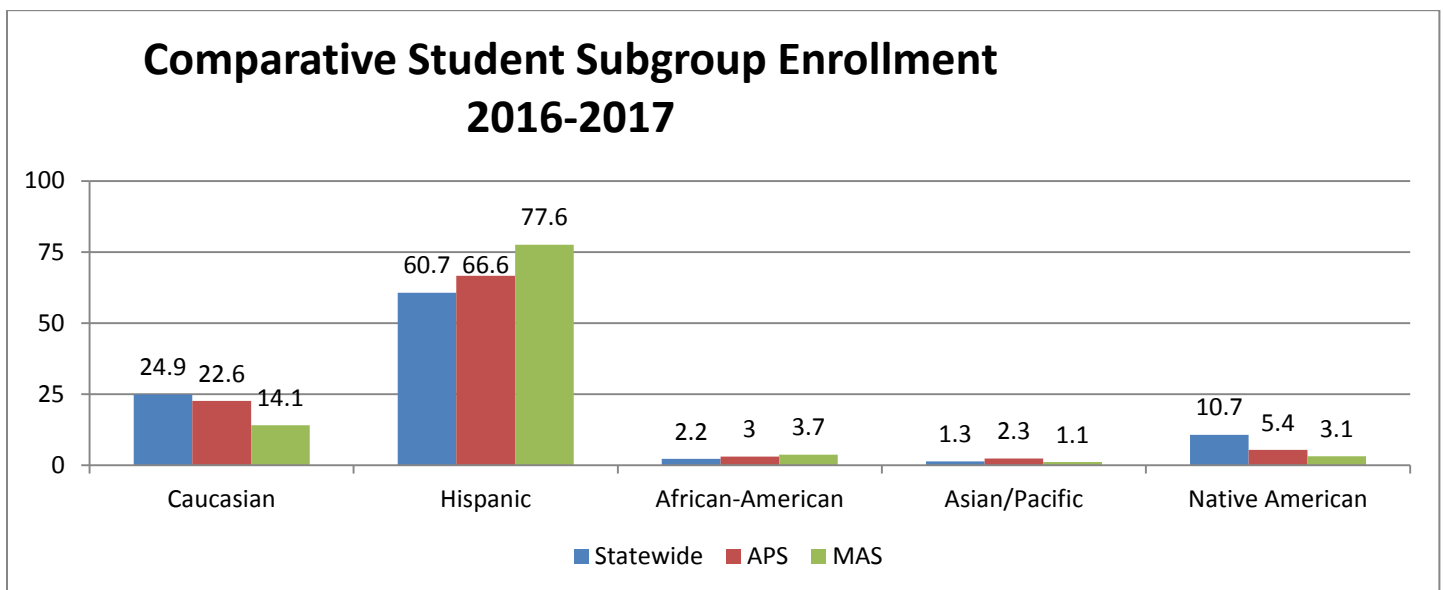
In 2016 the New Mexico Public Education Commission (PEC) approved Mission Achievement Success renewal as a state authorized charter school for 5 years. The school serves grades K-12. According to the 2017

120th Day STARS report, the school had 747 students enrolled in March, 2017.

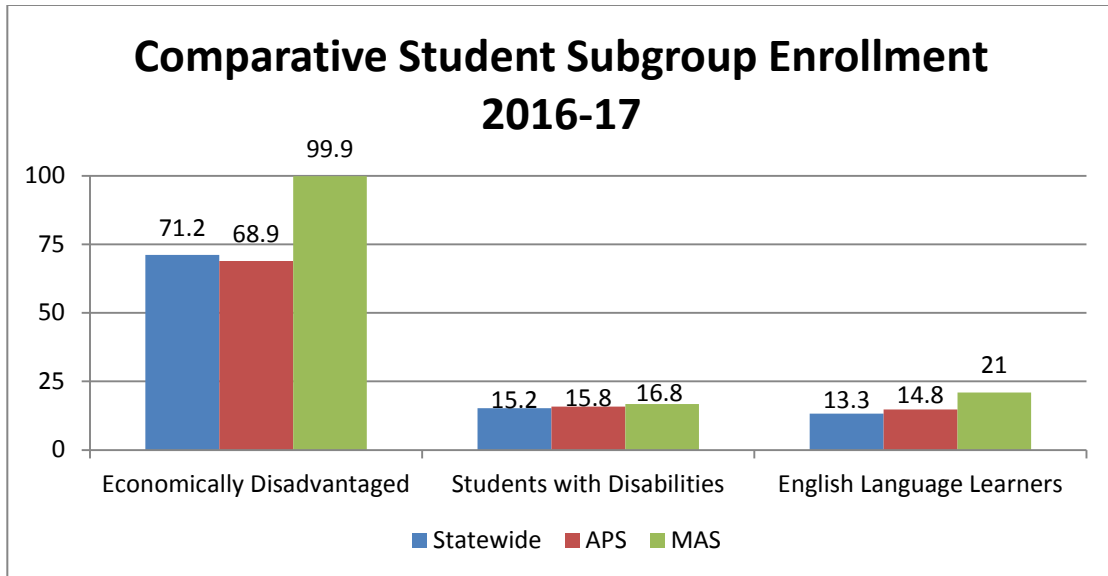
School Enrollment and Demographics Data

The 120th day enrollment count at Mission Achievement Success was 747 students for the 2016-2017 school year and 618 students for the 2015-2016 school year. This demonstrates an *increase* in total enrollment by 128 students.

Student demographics and subgroup enrollment for Mission Achievement Success for the 2016-17 40th day reporting, as compared to the Albuquerque Public Schools data is provided below. The STARS data indicates the school has a slightly higher percentage of Hispanic students and African American students enrolled than the percentage of such students enrolled in schools in Albuquerque Public Schools.



The 2016-17 40th day STARS data indicates the school has a higher percentage of Economically Disadvantaged students, Students with Disabilities, and English Language Learners enrolled than the percentage of such students enrolled in schools in the Albuquerque School District.



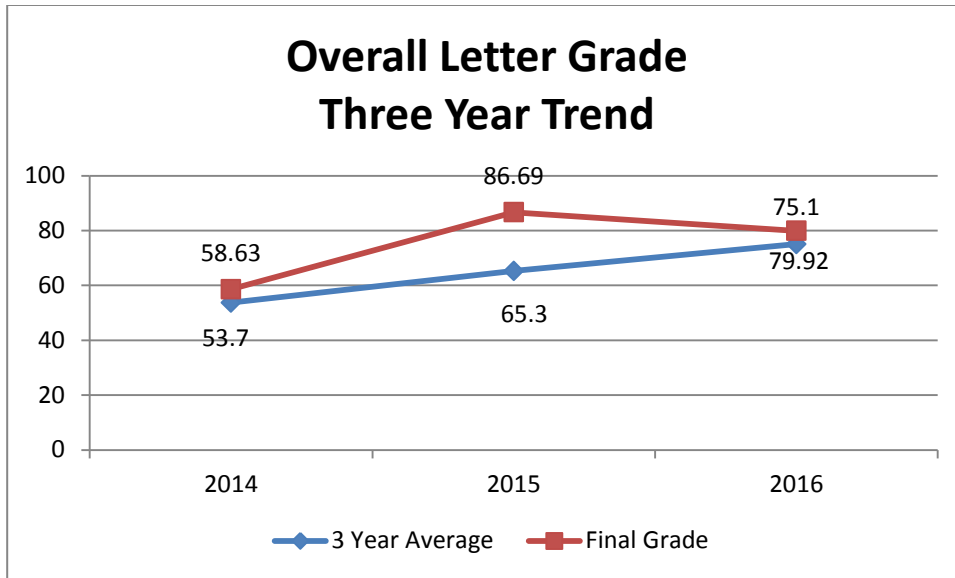
School Performance

Mission Achievement Success Charter School has received the following school grades:

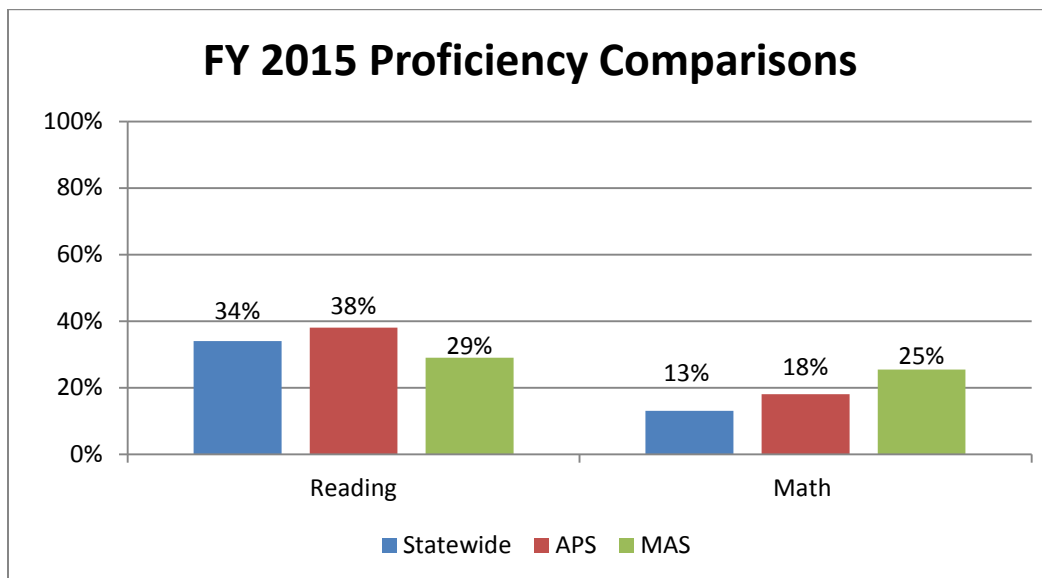
- In 2013-14 the school grade was a C
- In 2014-15 the school grade was an A
- In 2015-16 the school grade was an A

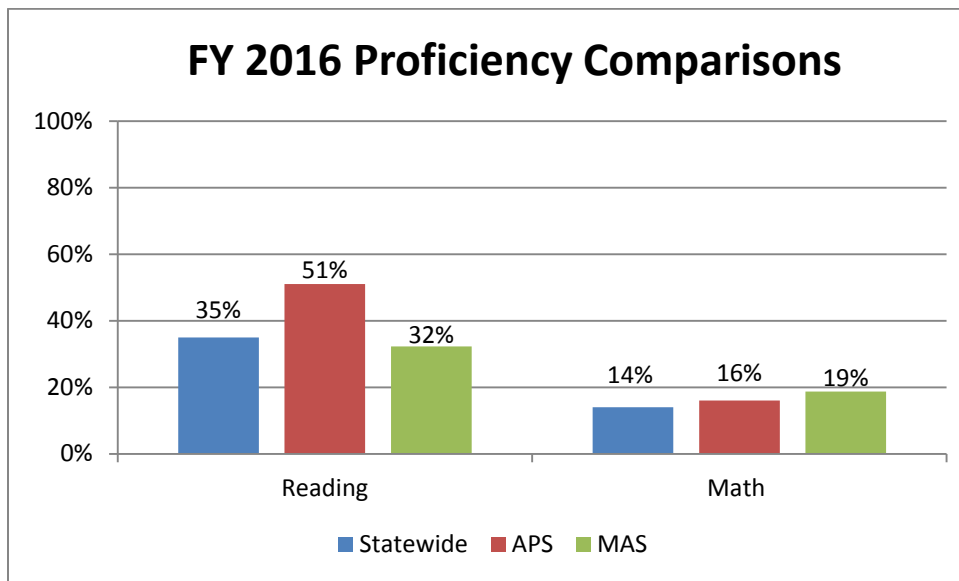
The school currently maintains a three year average of a B.

Mission Achievement Success Charter School is able to demonstrate a strong academic performance on the state report card over the last 3 years. As demonstrated in the graph below, the school has demonstrated a consistent high average number in points over the last three years.



The tables below show a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Albuquerque Public Schools District data for the same grade levels. This comparison for 2015 and for 2016 indicates that the school continued to score below the Albuquerque Public Schools' proficiency rates in reading. For both years, Mission Achievement Charter School has had a higher math proficiency rate than the state and Albuquerque Public Schools' rate.





Recommendation

Because the school has demonstrated an acceptable level of academic performance through letter grade performance, PED recommends the approval of the amendment request by Mission Achievement Success Charter School to amend the school's Charter Contract-Section 2, page 71 (Grade Levels, Class size, and Projected Enrollment to 1140). The request appears to be necessary for the school to sustain their current student cohorts.

Proposed Motions

- Move to **approve** the amendment request presented by Mission Achievement Success Charter School to amend the school's Charter Contract-Section 2, page 71 (Grade Levels, Class size, and Projected Enrollment to 1140) because the school has demonstrated an acceptable level of academic performance through letter grade performance, with no grade lower than a C in the last 3 years.

- Move to **deny** the amendment request presented by Mission Achievement Success Charter School to amend the school's Charter Contract-Section 2, page 71 (Grade Levels, Class size, and Projected Enrollment to 1140) because [PEC to provide reason as to why they deny]

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: Mission Achievement and Success Charter School

Date submitted: 4/21/2017 Contact Name: JoAnn Myers E-mail joann.myers@mascharterschool.com

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
Section Two (Grade levels, Class Size, and Projected Enrollment Page 71)	<p>The total projected enrollment for MAS will be 672 students at maximum capacity once the school provides a 6-12 program. (Original charter language).</p> <p>Amended on February 14, 2015 to stated: MAS is proposing an enrollment cap increase from 672 students to 912 students. (This increase was intended to accommodate our addition of an elementary program).</p>	<p>The total projected enrollment for MAS will be 1140 students.</p>	<p>MAS originally requested an enrollment cap increase in 2015 from 672 students to 912 students to accommodate adding elementary grades K-5 which were not an original part of our charter. We have historically had turnover from Grade 8 to Grade 9, but this trend has discontinued and if all students stay from Grades K-12, at full capacity, accommodating attrition from year to year, we will be at 1140 students at full capacity and therefore we are requesting an increase in enrollment to accommodate high school students that are now choosing to stay at MAS Charter School.</p>	4/20/2017

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: _____

Public Education Commission use only

Public Education Commission Chair: _____

Date: _____

☐ APPROVED

☐ DENIED

**State of New Mexico
Public School Facilities Authority**



Rocky Kearney, Deputy Director

Santa Fe Office
410 Don Gaspar Ave.
Santa Fe, NM 87501
(505) 988-5989
(505) 988-5933 (Fax)

Albuquerque Field Office
1312 Basehart Drive, SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

May 5, 2017

JoAnne Meyers, Founder/Principal
Mission Achievement and Success Charter School
1718 Yale Boulevard
Albuquerque, New Mexico

RE: Mission Achievement and Success Charter School increase in enrollment cap and wNMCI

Greetings School JoAnne Meyers,

Public School Facilities Authority (PSFA) has assessed the proposed facilities for the Mission Achievement and Success Charter School to ascertain if the current facilities could support an increased enrollment cap from 900 students to 1,140 students. A wNMCI score was generated using the proposed amount of 1,140 students. This assessment was conducted pursuant to NMAC 22-8B-4.2 (C) and (D).

PSFA performed this exercise on May 4, 2017 using the current location for Mission Achievement and Success Charter School at 1718 Yale Boulevard, Albuquerque, NM.

PSFA is pleased to advise you that this assessment has resulted in a weighted New Mexico Condition Index (wNMCI) score of 7.79 % which is better (lower is better) than the current wNMCI statewide average of 16.79% as required by this statute. Meaning the current facility provides sufficient space to house the proposed increase to 1,140 students.

Please feel free to contact me if you have any questions or concerns regarding this correspondence. I can be reached at (505) 468-0274.

Respectfully,

Martica Casias, Planning & Design Manager
Public School Facilities Authority



Mission Achievement and Success Charter School
1718 Yale Blvd. SE
Albuquerque New Mexico 87106

April 20, 2017 Governance Council Meeting

AGENDA ITEMS	MARGIN NOTES
Call to order, Greetings and Roll-Call	
Approval of the Agenda (ACTION ITEM)	
Approval of the Previous Meeting Minutes (ACTION ITEM)	
President Comments and Call for Committee Reports	
Committee Reports/Principal's Report <ul style="list-style-type: none"> • Principal's Report • Finance • Audit • Buildings and structures • Personnel Committee 	
Review and Vote on BARS (ACTION ITEM)	
Review and Vote on 2017-2018 School Calendar (ACTION ITEM)	
Review and Vote on Charter Amendment to Increase Enrollment Cap (ACTION ITEM)	
Public Input for 2017-2018 School Budget	
Call for Old or Unresolved Business	
Requests for New Agenda Items (ACTION ITEM)	
Calls for Adjournment (ACTION ITEM)	

MEETING: April 20, 2017
 TIME: 7:00pm
 LOCATION: 1718 Yale Boulevard SE, Albuquerque, New Mexico 87106 – Conference Room
 CALL DETAILS: 712-432-0375 CODE: 151548

Regular Meeting Minutes

Date: April 20, 2017
Time: 7:00PM MST
Location: 1718 Yale Blvd. NE
Albuquerque, New Mexico 87106

Regular Meeting	X	Special Meeting	
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I. Call To Order

The meeting was called to order at **7:00PM MST**

II. Roll Call

Board Member in Attendance

BOARD MEMBERS	Present	Absent
Bruce Langston, President	X	
Rosa, Hernandez, Vice-President		X
Larry Sanderson, Secretary	X	
Liza Knight, Treasurer	X	
William O'Neil, Member		X

Others in Attendance

JoAnn Myers, Principal	X	
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III. APPROVAL OF AGENDA

Member Knight motioned for approval of the agenda as presented. Member Sanderson seconded.

The agenda for the meeting was read and approved as presented.					
YEA	3	NAY	0	ABSTAIN	0

IV. PREVIOUS MINUTES - March 16, 2017

Member Sanderson motioned for approval of the March 16, 2017 meeting minutes as presented.
Member Knight seconded.

The minutes for previous meeting in February were accepted and approved as presented.					
YEA	3	NAY	0	ABSTAIN	0

V. PREVIOUS PENDING MATTERS

None reported.

VI. PRESIDENT'S COMMENTS AND CALL FOR REPORTS

Langston: Called for Committee Reports:

Principal's Report: See attached Principal's Report.

Finance Committee: Budgetary Reports were received by all the members. No comments or actions were required and the budgetary documents submitted were accepted as written for the record.

BARS were introduced and approved in form and content.

Audit Committee: No updates to provide.

Buildings and Structures: While the gym floor was repaired, the landlord has informed us that it will be 100% replaced with a brand new wood floor in the early part of June.

Additionally, the landlord is working to repair/replace air conditioner units that are not functioning properly and were recently identified as the units were turned on due to the warmer temperatures.

Personnel Committee: No additional updates at this time.

VII. ACTION ITEMS

a. Approval of BARS: The following BARS were reviewed.

BAR #1: 542-000-1617-00036-D

BAR #2: 542-000-1617-00037-I

BAR #3: 542-000-1617-00038-I

Member Knight motioned for approval of the BAR as presented. Member Sanderson seconded.

Approval of the BARS as presented.					
YEA	3	NAY	0	ABSTAIN	0

b. Review and Vote on School Calendar.

The 2017-2018 school calendar was presented to the board. Member Sanderson motioned for approval of the 2017-2018 school calendar as presented. Member Knight seconded.

Approval of the 2017-2018 calendar as presented.					
YEA	3	NAY	0	ABSTAIN	0

c. Vote on Charter Amendment to Increase Charter School Enrollment Cap

Ms. Myers presented to the board the need to increase the charter school enrollment cap due to an increase of the number of high school students remaining at MAS Charter School. Traditionally, the attrition rate of high school students has been lower than all other grades because many students leave MAS at the conclusion of 8th grade. However, the trend has turned and over the last two years (including this year) we are not losing high school students. As a result, we are requesting to increase enrollment to accommodate the potential that all 8th grade students will return and continue to return year to year as well as higher attrition for the other high school grades. We are specifically requesting to increase our enrollment from 912 students to 1140 students. This 1140 would allow us to continue to enroll elementary classes grades K-5 up to 60 students per grade level and middle school students in grades 6-12 up to 120 students per grade level. Member Sanderson motioned for approval of the charter school amendment to increase the charter school enrollment cap increase from 912 students to 1140 students. Member Knight seconded.

Approval of the Charter Amendment to Increase the Charter School Enrollment Cap					
YEA	3	NAY	0	ABSTAIN	0

VIII. PUBLIC COMMENT ON 2017-2018 BUDGET

- a. Mr. Langston requested public comment on the 2017-2018 school budget. There was one member of the public present at the board meeting, Mr. John Dalton. Mr. Dalton was directly asked for public comment and indicated he had no comment.

IX. CALL for OLD or UNRESOLVED BUSINESS

None reported.

X. REQUEST FOR NEW AGENDA ITEMS OR NEW BUSINESS

- a. **Langston:** Mr. Langston called for the next scheduled meeting on Thursday, May 18th 2017. The motion was seconded by Member Knight.

Approval of the next scheduled meeting for Thursday, May 18, 2017					
YEA	3	NAY	0	ABSTAIN	0

XI. ADJOURNMENT



- b. Member Sanderson called for adjournment of the meeting at 7:30pm and it was seconded by Member Knight.

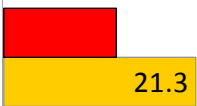

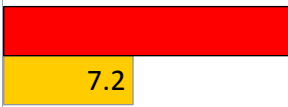


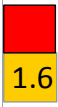
Approval for the adjournment of the meeting.					
YEA	3	NAY	0	ABSTAIN	0

Mission Achievement and Success

District: State Charter

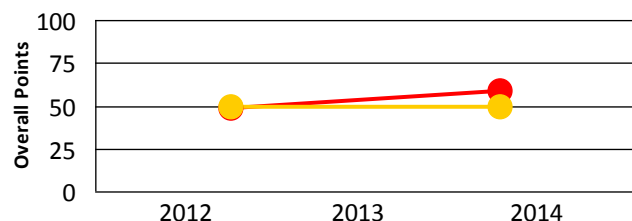
Grade Range: 06 - 08 Code: 542001

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	12.49	40
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?		C	6.12	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.		A	15.96	20
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.		D	13.19	20
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?		A	9.29	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			1.58	5

Total Points

58.63



3 Year
Average

53.7

C

Final School Grade

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

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

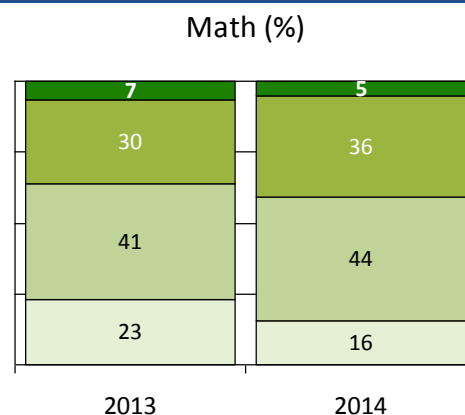
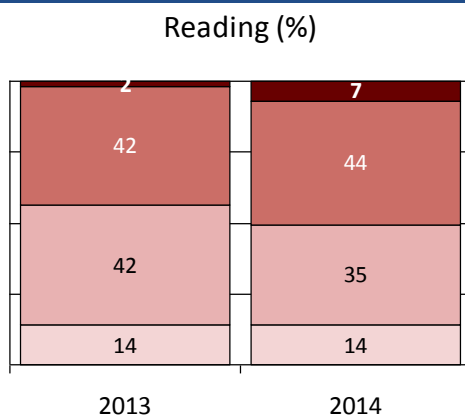
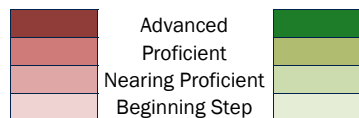
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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 Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	50.8	54.3	47.9	72.0	52.6	45.1	-	-	47.9	18.0	14.6	71.9
Proficient and Advanced (Pts)	6.35											
Value Added Model (Pts)	0.37											
Math												
Proficient and Advanced (%)	40.8	38.8	42.5	60.0	31.6	36.4	-	-	37.0	14.0	17.1	65.6
Proficient and Advanced (Pts)	5.10											
Value Added Model (Pts)	0.67											

3 Year Summary

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



School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented 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 Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	<i>Reading</i>	<i>Math</i>
Difference from Expected Growth (SS Points)	0.003	-0.345
Points Earned	2.54	3.58

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

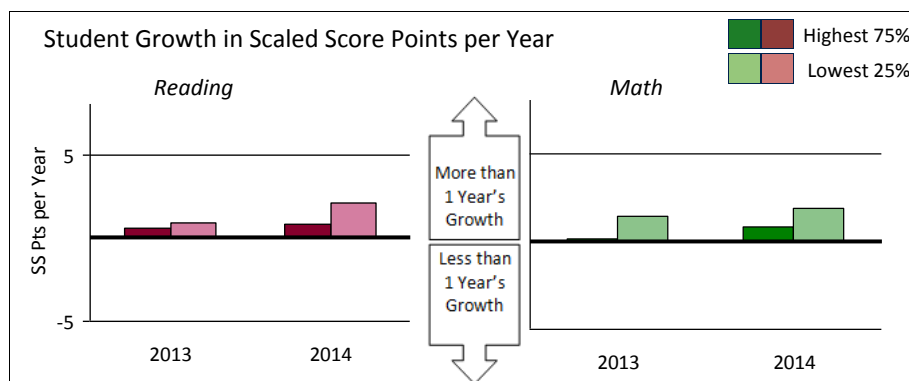
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially 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. 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 scaled scores are explained in the Technical Guide on the PED website: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

		Gender				Race / Ethnicity										Econ Disadv		Students with Disabilities		English Language Learners		Redesignated English Proficient	
		All Students	Female	Male	White	African American	Hispanic	Asian	Am Indian	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range		
Reading Growth		Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range	Range			
Highest 75% (SS/Yr)	0.9	-1.3	3.0	-1.4	2.9	-1.1	3.1	-1.2	3.1	-1.4	2.9	-	-	-	-	-1.4	2.9	-1.9	2.3	-2.0	2.3	-1.1	3.2
Highest 75% (Pts)	8.08																						
Lowest 25% (SS/Yr)	2.1	1.0	5.3	.9	5.2	1.2	5.5	-	-	.9	5.2	-	-	-	-	.9	5.2	.7	4.9	.6	4.9	-	-
Lowest 25% (Pts)	6.19																						
Math Growth																							
Highest 75% (SS/Yr)	.8	-1.3	2.8	-1.3	2.8	-1.0	3.1	-1.5	2.6	-1.3	2.8	-	-	-	-	-1.3	2.8	-1.8	2.4	-1.8	2.3	-1.0	3.1
Highest 75% (Pts)	7.88																						
Lowest 25% (SS/Yr)	1.9	.9	5.0	.7	4.8	.7	4.8	-	-	.8	4.9	-	-	-	-	.8	4.9	.6	4.7	1.0	5.1	-	-
Lowest 25% (Pts)	7.01																						



Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading 11.0

Math 12.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year

Reading +1.7 per year

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 (OTL Survey) and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	92.0	91.7	92.2	92.8	92.2	91.8	-	90.9	91.3	89.8	92.8	95.3
OTL Attendance (Points Earned)	4.84											
OTL Survey (Average Total Score)	39.8	39.4	40.1	40.4	36.2	40.0	-	-	39.5	39.7	37.5	42.7
OTL Survey (Points Earned)	4.45											

OTL Survey Questions Reading

The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.

1. My teacher introduces a new topic by connecting to things I already know.	4.0	4.0	3.9	3.9	3.9	4.0	-	-	4.0	3.8	3.8	4.3
2. My teacher explains why what we are learning is important.	4.1	4.1	4.1	4.2	3.6	4.1	-	-	4.1	4.1	3.7	4.4
3. My teacher explains how learning a new topic is a foundation for other topics.	3.8	3.8	3.8	3.7	3.4	3.9	-	-	3.8	3.8	3.7	4.2
4. Every student gets a chance to answer questions.	4.1	4.0	4.3	4.3	4.1	4.1	-	-	4.1	4.0	4.0	4.4
5. My teacher wants me to explain my answers.	4.7	4.7	4.7	4.7	4.5	4.7	-	-	4.7	4.5	4.5	4.8
6. My teacher knows when I understand, and when I do not.	3.9	3.9	3.8	4.0	3.7	3.9	-	-	3.8	4.0	3.4	4.1
7. My teacher explains things in different ways so everyone can understand.	3.9	3.9	4.0	4.0	3.3	3.9	-	-	3.9	4.0	3.9	4.2
8. My teacher gives me helpful feedback on work I turn in.	4.2	4.2	4.1	4.3	4.1	4.2	-	-	4.2	4.1	3.8	4.6
9. My teacher checks our understanding.	4.0	4.1	4.0	4.2	3.4	4.1	-	-	4.0	4.0	3.7	4.3
10. My teacher takes the time to summarize what we learn each day.	4.0	4.0	3.9	3.9	3.9	4.0	-	-	4.0	3.6	3.1	3.3

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	4.1	4.2	4.0	4.1	3.7	4.1	-	-	4.1	3.9	4.0	4.5
2. My teacher explains why what we are learning is important.	4.1	4.1	4.2	4.1	3.8	4.1	-	-	4.1	3.9	4.0	4.3
3. My teacher explains how learning a new topic is a foundation for other topics.	3.9	3.9	3.9	3.8	3.5	4.0	-	-	3.9	3.7	3.8	4.3
4. Every student gets a chance to answer questions.	4.0	4.0	4.0	4.1	3.8	4.0	-	-	3.9	3.7	3.9	4.3
5. My teacher wants me to explain my answers.	4.5	4.6	4.5	4.5	4.4	4.6	-	-	4.6	4.5	4.4	4.7
6. My teacher knows when I understand, and when I do not.	3.9	3.9	3.8	4.0	3.3	3.9	-	-	3.8	3.9	4.0	4.2
7. My teacher explains things in different ways so everyone can understand.	4.0	3.9	4.0	4.0	3.7	4.0	-	-	4.0	3.8	4.2	4.3
8. My teacher gives me helpful feedback on work I turn in.	4.2	4.2	4.2	4.0	3.8	4.3	-	-	4.2	4.0	4.2	4.6
9. My teacher checks our understanding.	4.2	4.2	4.2	4.1	3.8	4.2	-	-	4.2	3.9	4.1	4.3
10. My teacher takes the time to summarize what we learn each day.	4.1	4.2	4.0	4.1	3.7	4.1	-	-	4.1	3.4	3.6	3.6

Color Key:

4 or 5, Rated High
2 or 3, Rated Mid
0 or 1, Rated Low

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

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	>98.0	>98.0	>98.0	>98.0	>98.0	>98.0	-	-	>98.0	>98.0	>98.0	-
Math (%)	>98.0	>98.0	>98.0	>98.0	>98.0	>98.0	-	-	>98.0	>98.0	>98.0	-

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. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	15.5		19.7		80.5		73.2		8.4			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	5	(30)	9	(29)	15	(29)	15	(29)	17	(29)	16	(29)
School Growth	15	(30)	7	(29)	14	(29)	12	(29)	14	(29)	15	(29)
Student Growth, Highest 75%	2	(30)	2	(29)	2	(29)	1	(29)	5	(29)	2	(29)
Student Growth, Lowest 25%	6	(30)	7	(29)	6	(29)	2	(29)	4	(29)	3	(29)
Opportunity to Learn	4	(30)	2	(28)	3	(29)	4	(29)	5	(29)	3	(29)

School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on 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	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	2014 (Avg SS)	39.8	41.4	38.5	43.3	39.5	39.0	-	-	39.0	29.9	30.5	44.5
	2013 (Avg SS)	38.4	41.0	35.8	43.8	-	36.5	-	-	38.3	29.3	34.9	42.1
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-
Math	2014 (Avg SS)	37.9	38.0	37.8	41.0	36.2	37.3	-	-	37.2	30.3	33.7	44.1
	2013 (Avg SS)	36.2	37.8	34.5	42.6	-	33.9	-	-	35.8	26.9	31.8	41.0
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-

School Growth Targets

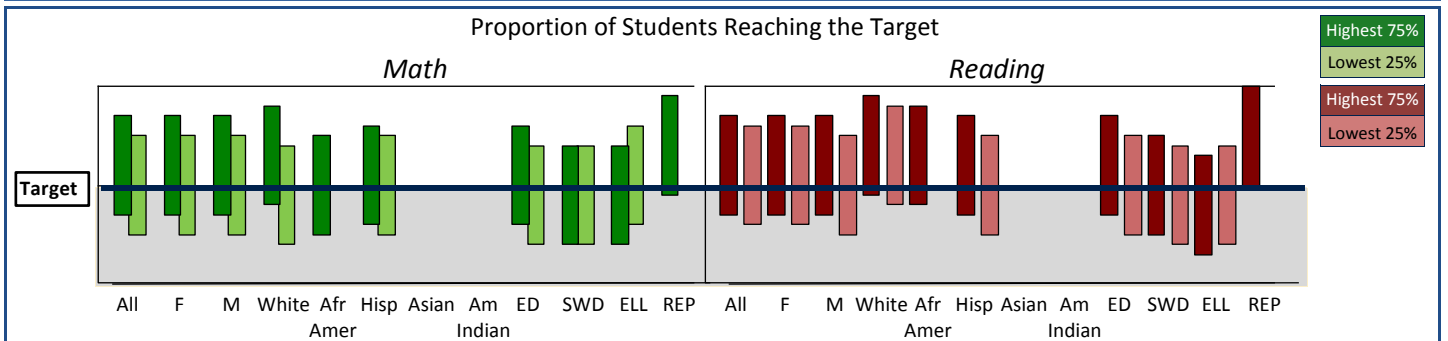
Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	Highest 75% (%)	72.8	71.4	74.0	87.5	76.9	69.2	-	-	70.5	45.0	32.0	100.0
Target 61.0%	Lowest 25% (%)	55.2	56.0	54.8	80.0	-	54.9	-	-	49.1	40.0	37.5	-
Math	Highest 75% (%)	65.1	65.3	65.0	80.6	53.8	63.2	-	-	63.2	37.5	36.8	85.7
Target 55.0%	Lowest 25% (%)	48.3	51.2	45.7	35.7	-	50.7	-	-	44.8	38.2	59.1	-

Graduation

For high schools graduation rates for the Cohort of 2013 are available on page 5.

Target 73.7%



Student Promotion

Students that 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 that moved to a higher grade.		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 3 to Grade 4 (%)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)	>98.0	>98.0	-	-	-	-	>98.0	-	-	>98.0	-	-	-
Grade 8 to Grade 9 (%)	-	-	-	-	-	-	-	-	-	-	-	-	-



End Notes

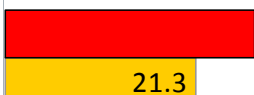
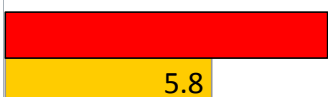
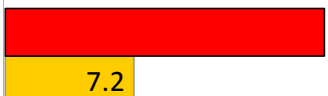


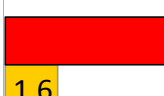
- 1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. 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 3-8, 10, or 11. These school are rated using the performance of their alumni.
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).
- 6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

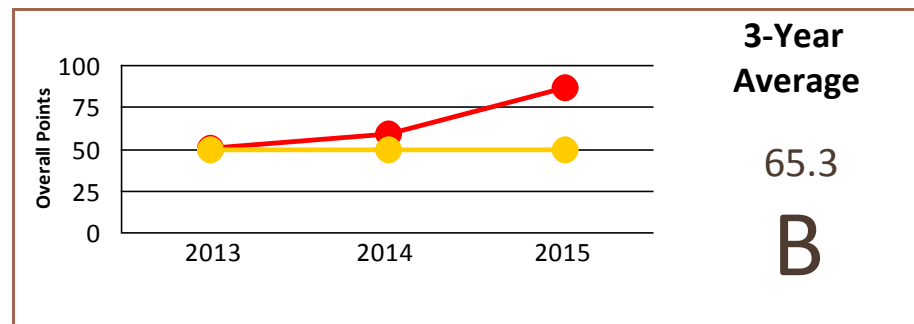
Mission Achievement and Success

District: State Charters

Grade Range: 06 - 08 Code: 542001

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.	 21.3	B	27.76	40
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?	 5.8	A	8.99	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.	 7.2	A	17.81	20
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.	 15.3	B	16.84	20
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?	 7.5	A	10.29	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	 1.6		5.00	5



Final School Grade

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

Total Points

86.69

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.

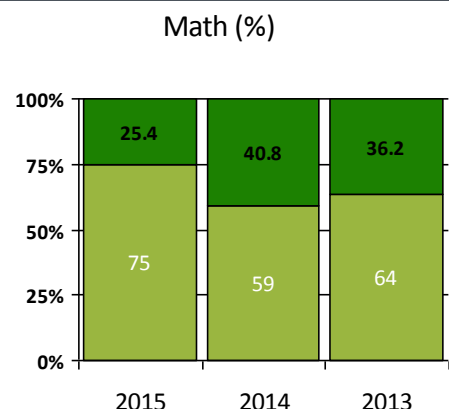
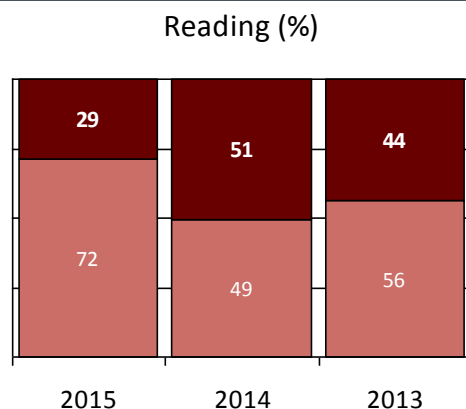
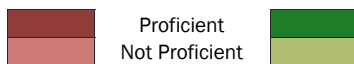
Current Standing

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 (%)	28.5	34.0	24.4	47.4	45.0	24.1	<2.0	10.0	28.0	4.5	<2.0
Proficient and Advanced (Pts)	2.14										
Value Added Model (Pts)	11.42										
Math											
Proficient and Advanced (%)	25.4	27.3	23.9	35.7	20.0	24.0	33.3	10.0	25.1	4.5	<2.0
Proficient and Advanced (Pts)	1.90										
Value Added Model (Pts)	12.31										

3-Year Summary

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



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	1.103	1.497
Points Earned	4.32	4.66

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								Students with Disabilities	English Language Learners
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv		
Reading Growth											
Highest 75% (VAS)	0.96	0.35	0.44	0.44	0.44	0.35	1.45	1.10	0.40	0.30	0.69
Highest 75% (Pts)	8.31										
Lowest 25% (VAS)	0.63	0.29	0.07	0.57	0.06	0.05	0.62	0.77	0.14	0.28	0.00
Lowest 25% (Pts)	7.35										
Math Growth											
Highest 75% (VAS)	1.64	0.46	0.41	0.51	0.97	0.41	0.45	-0.45	0.42	0.61	0.62
Highest 75% (Pts)	9.50										
Lowest 25% (VAS)	1.64	0.37	0.22	0.15	0.86	0.22	-	0.94	0.31	0.30	0.16
Lowest 25% (Pts)	9.49										

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)	94.1	93.9	94.2	92.9	94.3	94.3	-	-	94.1	92.6	95.7
Attendance (Points)	4.95										
Survey (Average)	48.1	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> 48.4
Survey (Points)	5.3										<i>Math</i> 47.7
Count of Surveys (N)	656										<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. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Students (% Tested)	14.9		18.0		82.1		98.6		3.6			
Current Standing	1 (30)		1 (29)		1 (30)		1 (30)		3 (29)		1 (30)	
School Growth	1 (30)		1 (29)		1 (30)		1 (30)		1 (29)		1 (30)	
Student Growth, Highest 75%	1 (30)		1 (29)		1 (30)		1 (30)		1 (29)		1 (30)	
Student Growth, Lowest 25%	1 (30)		1 (29)		1 (30)		1 (30)		3 (29)		2 (30)	
Opportunity to Learn	1 (30)		1 (29)		1 (30)		1 (30)		1 (29)		1 (30)	

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.

		Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
				F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Growth Lowest 25% (Q1)	Reading	.0038	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	Math	-.0334	Y	Y	Y	Y	Y	Y	.	Y	Y	Y	Y
Growth Highest 75% (Q3)	Reading	-.0481	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
	Math	-.0613	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
Proficiency	Reading	33.3%	N	Y	N	Y	Y	N	N	N	N	N	N
	Math	17.6%	Y	Y	Y	Y	Y	Y	Y	N	Y	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	Hispanic	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	28.5	34.0	24.4	47.4	45.0	24.1	<2.0	10.0	28.0	4.5	<2.0
	2014 (%)	50.8	54.3	47.9	72.0	52.6	45.1			47.9	18.0	14.6
	2013 (%)	43.8	49.1	38.5	65.2		33.3			44.2	17.4	28.6
<i>Math Proficiency</i>	2015 (%)	25.4	27.3	23.9	35.7	20.0	24.0	33.3	10.0	25.1	4.5	<2.0
	2014 (%)	40.8	38.8	42.5	60.0	31.6	36.4			37.0	14.0	17.1
	2013 (%)	36.2	39.6	32.7	56.5		29.2			32.5	8.7	28.6

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 that moved to a higher grade		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hispanic	Asian	Am Indian			
Grade 3 to Grade 4 (%)												
Grade 5 to Grade 6 (%)		>98.0	-	>98.0	-	-	>98.0	-	-	>98.0	>98.0	-
Grade 8 to Grade 9 (%)		>98.0	-	>98.0	-	-	>98.0	-	-	>98.0	>98.0	-

End Notes

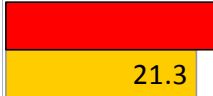
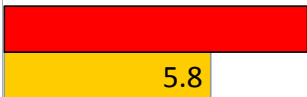
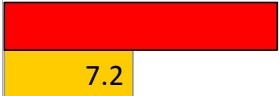

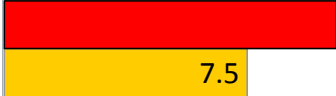
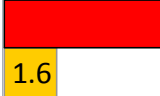
- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation 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 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.

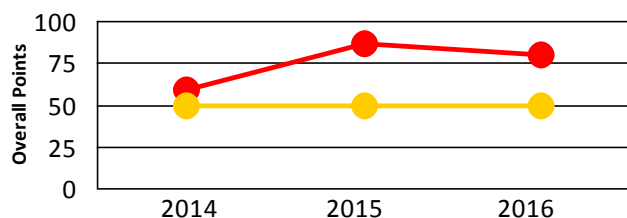
Mission Achievement and Success

District: State Charters

Grade Range: KN - 10 Code: 542001

This School ■
Statewide C Benchmark ■

		Grade	School Points	Possible Points
Current Standing 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?		C	23.18	40
School Growth Did the school as a whole improve student performance more or less than expected?		B	8.43	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.		A	15.26	20
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.		B	18.09	20
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?		A	10.16	10
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			4.80	5



3-Year
Average

75.1

A

Final School Grade

75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F

Total
Points

79.92

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.

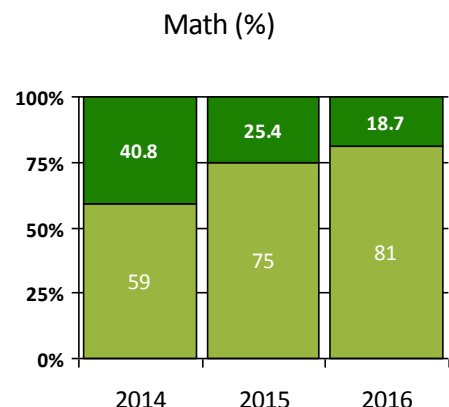
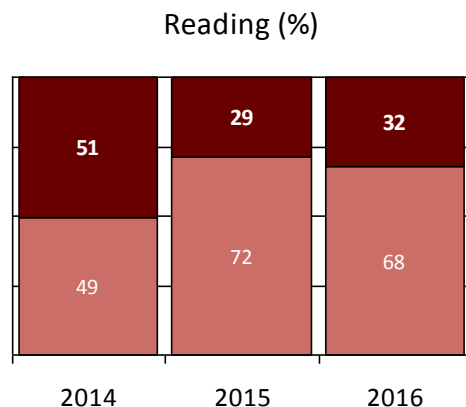
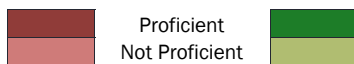
Current Standing

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 (%)	32.3	39.9	25.9	48.5	40.9	27.9	-	43.8	32.4	8.1	9.7
Proficient and Advanced (Pts)	3.23										
Value-Added Model (Pts)	8.39										
Math											
Proficient and Advanced (%)	18.7	17.6	19.6	27.2	20.0	17.4	-	<2.0	18.5	7.8	7.6
Proficient and Advanced (Pts)	1.87										
Value-Added Model (Pts)	9.69										

3-Year Summary

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



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	0.780	1.300
Points Earned	3.91	4.52

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
<i>Reading Growth</i>											
Highest 75% (VAS)	0.39	0.22	0.16	0.08	0.00	0.24	-1.08	0.20	0.19	0.16	0.08
Highest 75% (Pts)	6.51										
Lowest 25% (VAS)	1.07	0.07	0.14	-0.21	-0.09	0.17	-0.55	0.18	0.11	0.03	0.19
Lowest 25% (Pts)	8.57										
<i>Math Growth</i>											
Highest 75% (VAS)	1.15	0.27	0.21	0.25	0.44	0.21	0.79	0.59	0.24	0.37	0.43
Highest 75% (Pts)	8.75										
Lowest 25% (VAS)	1.66	0.07	0.47	0.59	-0.15	0.30	0.51	-0.94	0.30	0.04	0.41
Lowest 25% (Pts)	9.52										

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)	95.0	95	95	95	96	95	94	95	95	95	96
Attendance (Points)	5.00										

Survey (Average)	46.5	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)	5.16	
Count of Surveys (N)	729	

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

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. Higher ranking schools had more points in that indicator.

Ranks High
 Ranks Mid
 Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	17.4		18.9		81.9		99.9		40.9			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	1	(37)	1	(37)	1	(37)	1	(32)	2	(37)	1	(37)
School Growth	2	(37)	1	(37)	3	(37)	4	(32)	8	(37)	3	(37)
Student Growth, Highest 75%	1	(37)	2	(37)	1	(37)	1	(32)	2	(37)	2	(37)
Student Growth, Lowest 25%	1	(37)	1	(37)	1	(37)	1	(32)	1	(37)	1	(37)
Opportunity to Learn	1	(36)	1	(36)	1	(37)	1	(31)	1	(31)	1	(36)

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>.

		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>	2016 (%)	32.3	39.9	25.9	48.5	40.9	27.9	-	43.8	32.4	8.1	9.7
	2015 (%)	28.5	34.0	24.4	47.4	45.0	24.1	<2.0	10.0	28.0	4.5	<2.0
	2014 (%)	50.8	54.3	47.9	72.0	52.6	45.1	-	-	47.9	18.0	14.6
<i>Math Proficiency</i>	2016 (%)	18.7	17.6	19.6	27.2	20.0	17.4	-	<2.0	18.5	7.8	7.6
	2015 (%)	25.4	27.3	23.9	35.7	20.0	24.0	33.3	10.0	25.1	4.5	<2.0
	2014 (%)	40.8	38.8	42.5	60.0	31.6	36.4	-	-	37.0	14.0	17.1

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/>.