Item No. 6.B

AGENDA ITEM EXECUTIVE SUMMARY

I. Public Education Commission Meeting Date: April 13, 2018
II. Item Title: Discussion and Possible Action on Charter School Amendment, South Valley Preparatory School
III. Executive Summary and Proposed Motions:

Request and Rationale

South Valley Preparatory School requests to amend *Section 8.01(a)(x)* of the school's contract: *Facility*.

The school's current contract states:

For the Schools with a set location. The Charter School's primary location is: 2813 Gun Club Rd SW Albuquerque, NM 87105.

The school would like to change the contract language to:

For the Schools with a set location. The Charter School's primary location is: 2551 Karsten Ct. SE Albuquerque, NM 87102.

The school states the following rationale for its request:

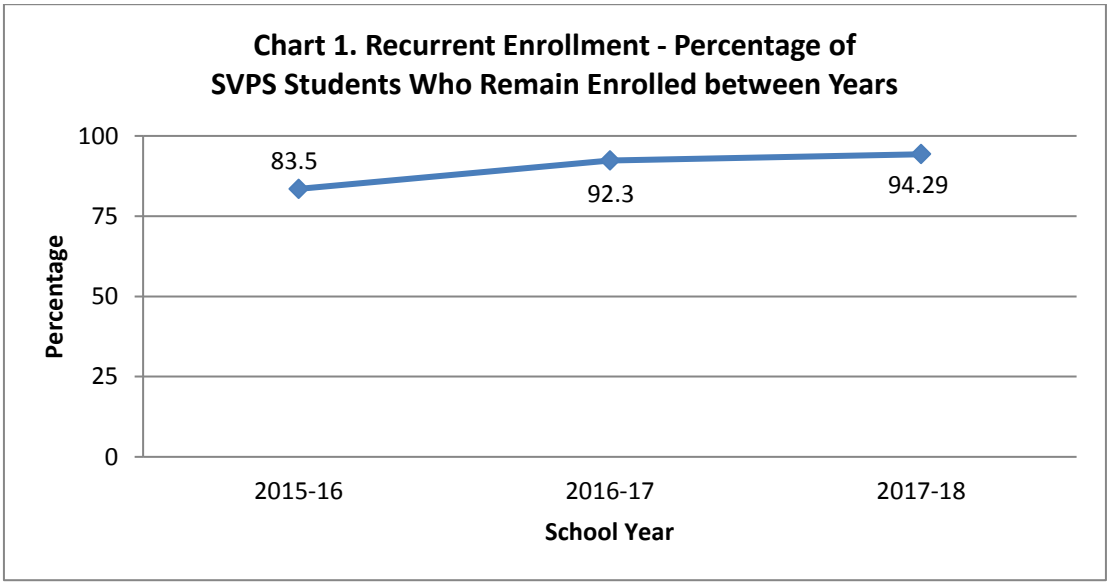
South Valley Preparatory School never intended for our current location to be our permanent location. The condition of our current facility has been a topic of conversation with the CSD regarding the need to find a facility that better meets the needs of students. The school has searched tirelessly to identify a permanent location since our initial approval. Due to the closing of ATTHS, their approximately 22,000 square-foot facility has become available and the Governing Council and School Administration has determined that the location, condition, size and cost of the ATT facility represents an improvement over the current facility, and is in the best interests of students, parents, staff, and the school overall. The ATTHS facility already meets the NM State Adequacy and E-Occupancy Standards and it has a capacity of 234 students, per the PSFA.

School History and Recurrent Enrollment

South Valley Preparatory School (SVPS) was approved to open its doors on August 19, 2010. South Valley Preparatory School serves 6th through 8th graders in the south valley of Albuquerque. According to the school's contract, "*South Valley Preparatory School is the only stand-alone middle school charter in the community. The school is unique in that it is the only school that provides a small school setting. Many of the families choose South Valley Prep because they are looking for a small, safe environment for the middle school years*". SVPS was granted a five year renewal contract, effective July 2015-2020 by the Public Education Commission (PEC).

The school is authorized to serve grades 6, 7, and 8, and has an enrollment capacity of 156. According to the 2016-17 End-of-Year STARS report, the school met its enrollment capacity with 156 students enrolled at the end of SY17. SVPS's student enrollment data demonstrates that 83.5% of the students

who completed the school year in 2014-15 returned to the school in the 2015-16 school year. SVPS's student recurrent enrollment demonstrated an increase of +8.81% to 92.31% during the 2016-17 school year. The school saw an additional slight increase in its recurrent enrollment once again during the 2017-2018 school year which increased to 94.29% of eligible students returning to the school. SVPS has met its Performance Framework recurrent enrollment target of 85% in 2 of the 3 the years (2016-2017 and 2017-2018 school years). See Chart 1, below.

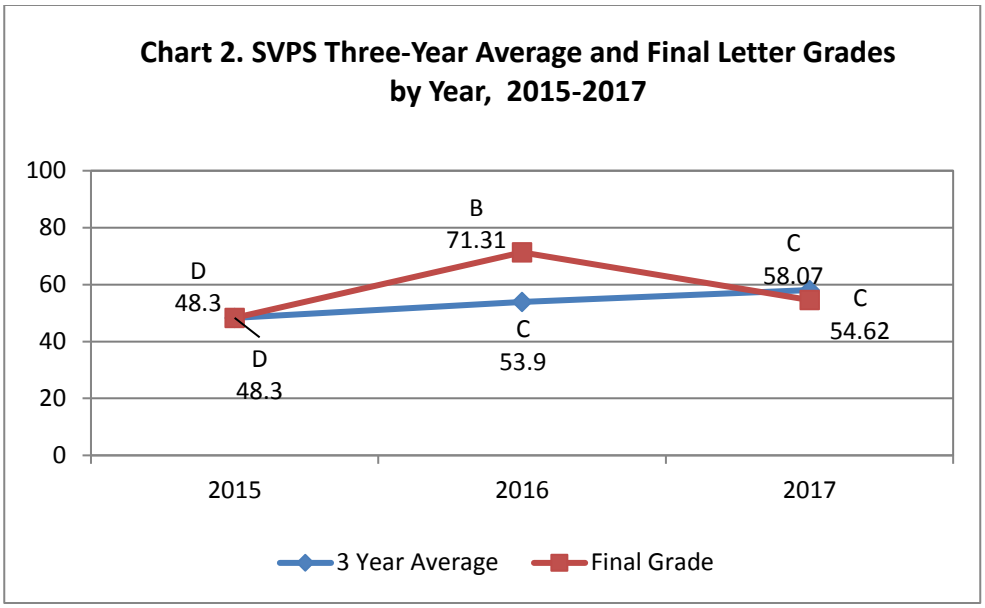


School Performance

The school earned an overall C grade in 2017 and a review of the school's academic performance demonstrates it had made growth from SY 15 to SY 16, increasing by just over 23 points overall. However, the school's data also demonstrates negative growth from SY 16 to SY 17, decreasing by 16 points overall. Given that the amendment request relates to relocating to a permanent facility, it is important to consider the school's current academic performance and its ability to review and address the decrease in student growth. This section provides an overview of school performance and provides analysis of various indicators from the school grade reporting. Chart 2, below, illustrates SVPS's three-year average grade and its overall school grade from 2015 through 2017. The school's final grade demonstrates inconsistent growth patterns over the last three years (red line) whereas the three-year average grade has increased slightly though remaining relatively flat over the same period, maintaining a C average (blue line).

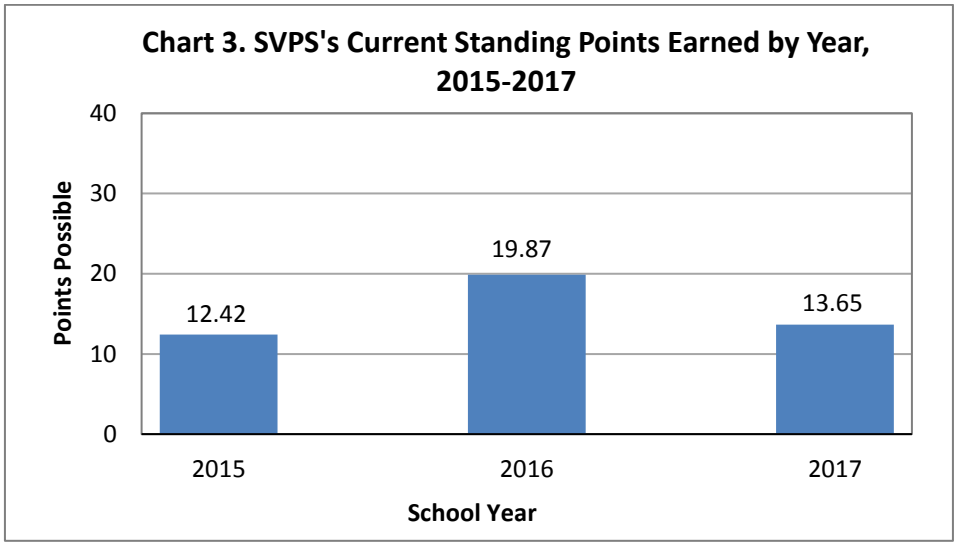
SVPS has earned the following school grades:

- In 2014-2015 the school grade was a D (48.3).
- In 2015-2016 the school grade was a B (71.31).
- In 2016-2017 the school grade was a C (54.62).



Current standing. Proficiency rates along with students' prior achievement and mobility in relation to similar student bodies in other schools comprises the current standing portion of the School Grading Report. This indicator accounts for the greatest portion of a school's overall grade, with up to 40 possible of the 100 points. This indicator is broken into four components: points for reading proficiency; points for VAM growth in proficiency; points for math proficiency; and points for VAM growth in math. In 2017, the points possible are as follows: 12.5 points for reading proficiency; 7.5 points for growth in reading; 12.5 points for math proficiency; and 7.5 points for growth in math.

Since 2015, SVPS has not maintained consistent growth in this indicator. The school's data demonstrates a decrease by 6.22 points that it had earned from SY 16 to SY 17. Chart 3, below, illustrates the total points SVPS earned in the current standing indicator for the last three years.



Reading and math proficiency. In 2017, the statewide average reading proficiency was 28.6% and math proficiency was 19.7%. Although, the school's proficiency in reading and math remains under the state average, the school's overall reading and math proficiency shows slight growth over the last three years. Chart 4, below, illustrates the students' academic proficiency rates in reading and math from SY 15 through SY 17.

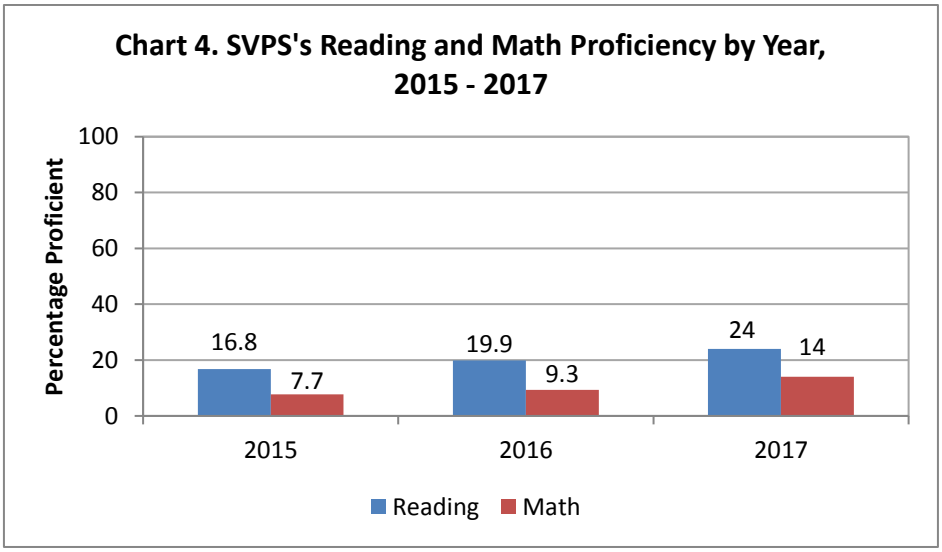
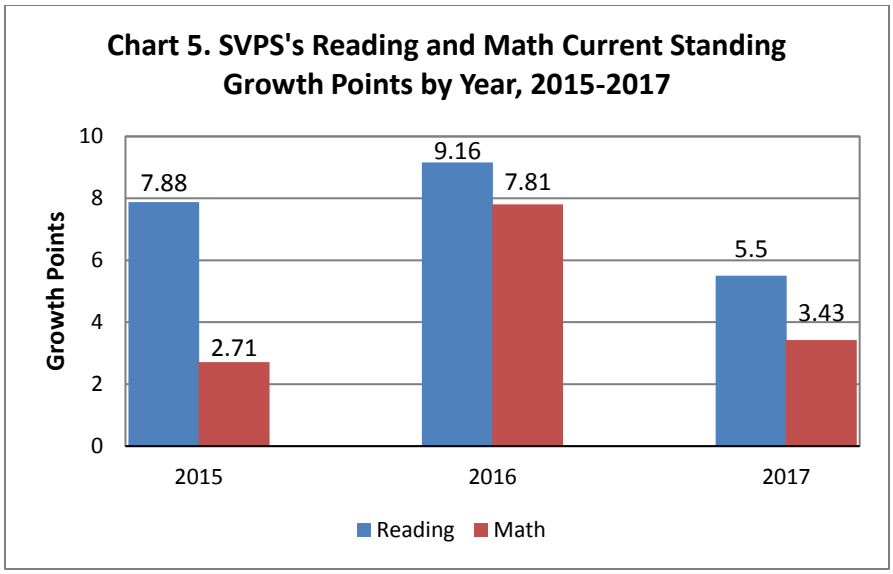
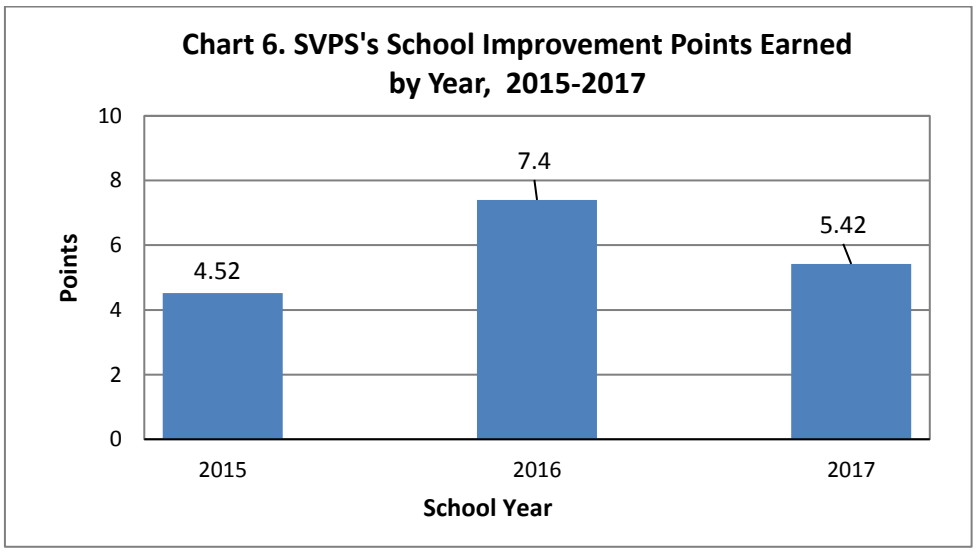


Chart 5, below, illustrates the reading and math growth points earned within the current standing indicator, (**In 2017, 7.5 possible points for reading growth and 7.5 possible points for math growth). In 2017, SVPS earned 5.5 growth points in reading and 3.43 math growth points, respectively, for a total of 8.93 points out of the 15 possible points in the current standing indicator, earning over half of the possible points. Nevertheless, SVPS's data demonstrates an overall decrease in both reading growth points and math growth points earned last year, SY 17. If the school does not increase both its growth and proficiency in reading and math, the school may not sustain current results or could possibly see declining overall school grades.[1]

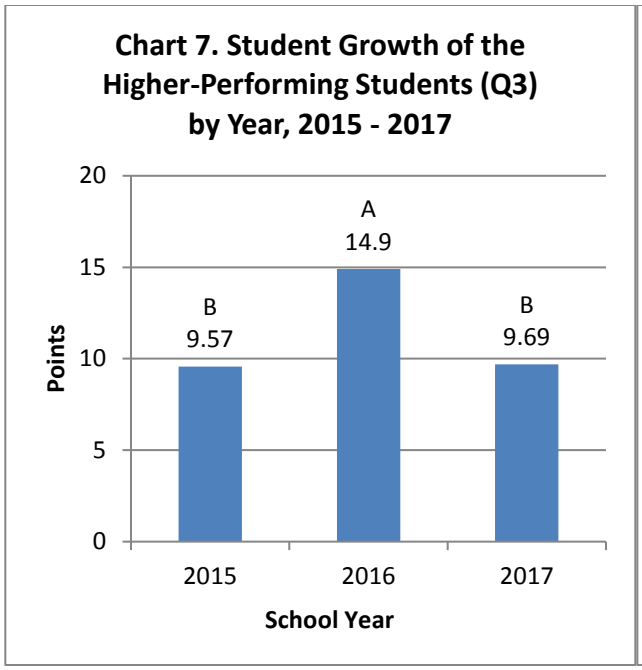
[1] Currently, schools can earn up to 5 points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. Per the state's approved plan under the federal education law, the Every Student Succeed Act (ESSA), bonus points will factor into school grades for the last time in 2018, after which they will no longer be a component of the school grade.

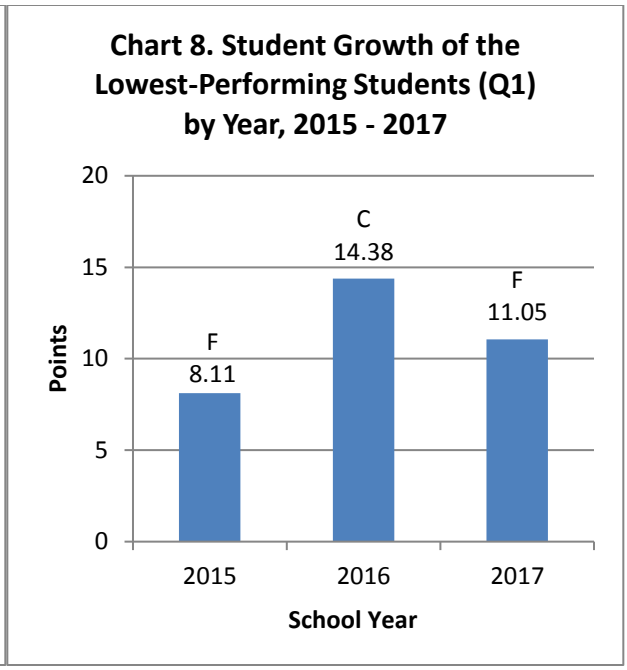


School Improvement. This indicator accounts for a smaller portion of a school's overall grade, with up to 10 possible of the 100 points. This indicator measures the school-wide increase in academic performance. Chart 6 below, illustrates SVPS has improved from SY 15 to SY 17 however, has not maintained consistent school-wide improvement across the three years.



Higher-performing and lowest-performing students. In the state's school grade reporting, growth is also reported among the school's higher-performing and its lowest-performing students. This indicator accounts for 20 possible points in growth of higher-performing students and 20 points possible for growth of lowest-performing students. Over the last three years, the school's higher-performing students have outperformed the state average of 7.2 out of the possible 20 points (on this indicator). See Chart 7, below. SVPS's has not demonstrated consistent growth in its lowest-performing students, fluctuating over the last three years. Nevertheless, the school continues to trail the state average of 15.3 points by 4.25 points (on this indicator). See Chart 8, below.



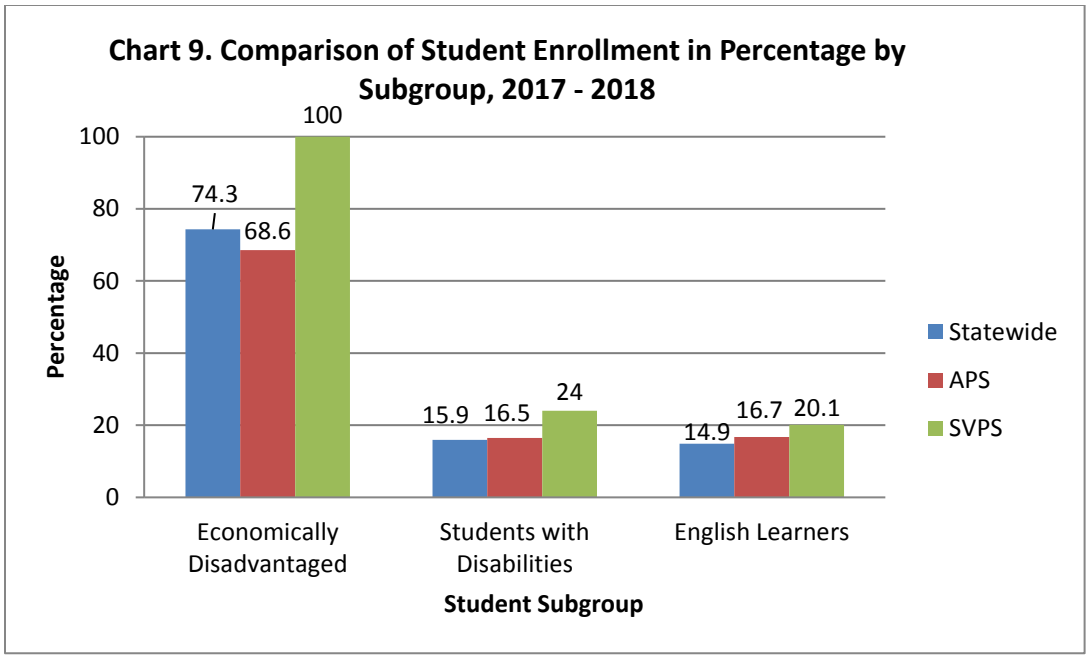


While the school has shown improved growth for both its higher-performing and lowest-performing students between SY 15 and SY 17, it is important the school addresses the inconsistent growth patterns across the last three years. There is always room for student growth, especially in the school's lower-performing students since that indicator grade is an F and the subgroup data demonstrates that this group of students is achieving lower growth than anticipated in comparison to their performance peers. While the school earned an overall C grade, it is clear that the school can and must do more to support its lowest-performing students.

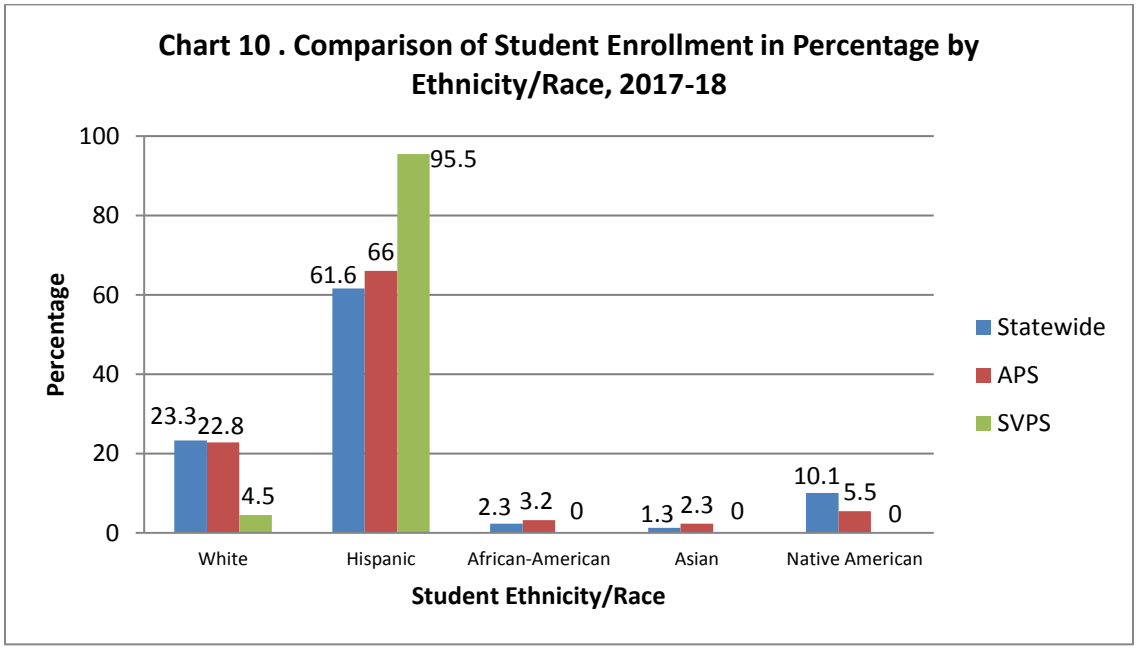
Student Enrollment and Academic Performance by Subgroup

Enrollment. While the previous section examined overall school performance, the following section notes differences in the school's student subgroup demographics and academic performance. Student demographic data is compared to the state and local school district, Albuquerque Public Schools (APS). The school does not serve a similar student demographic makeup when compared to the local district schools. The school serves a higher percentage of economically disadvantaged student population (100%) when compared to the local district APS (68.6%), by more than 30%. Comparably, the school serves a higher percentage of students with disabilities and English Language Learners (ELs) than the local district schools.

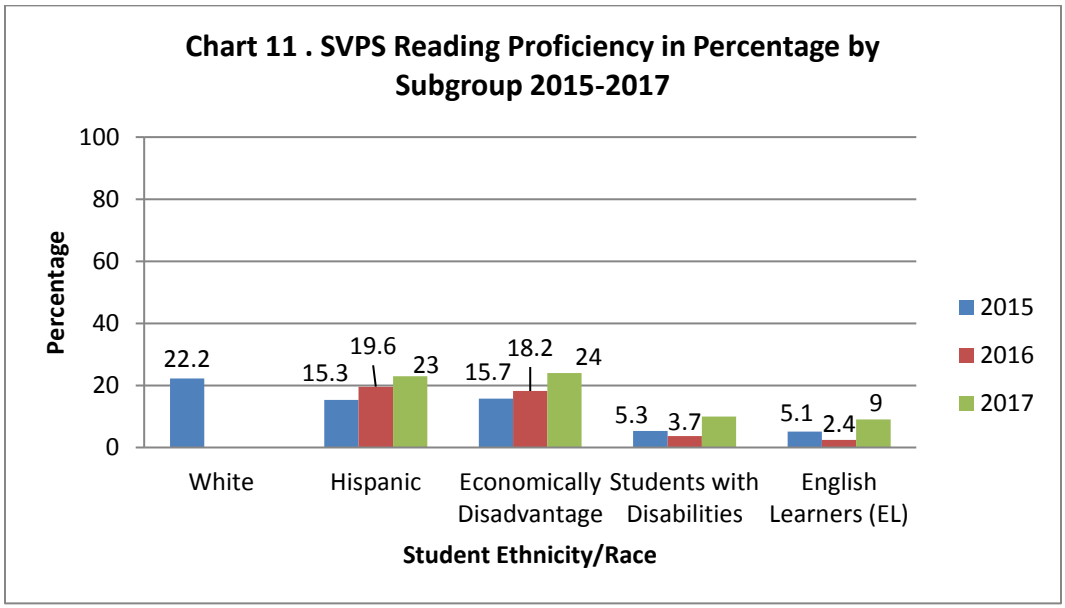
Chart 9 below, illustrates the student subgroup enrollment between the State, APS, and SVPS.



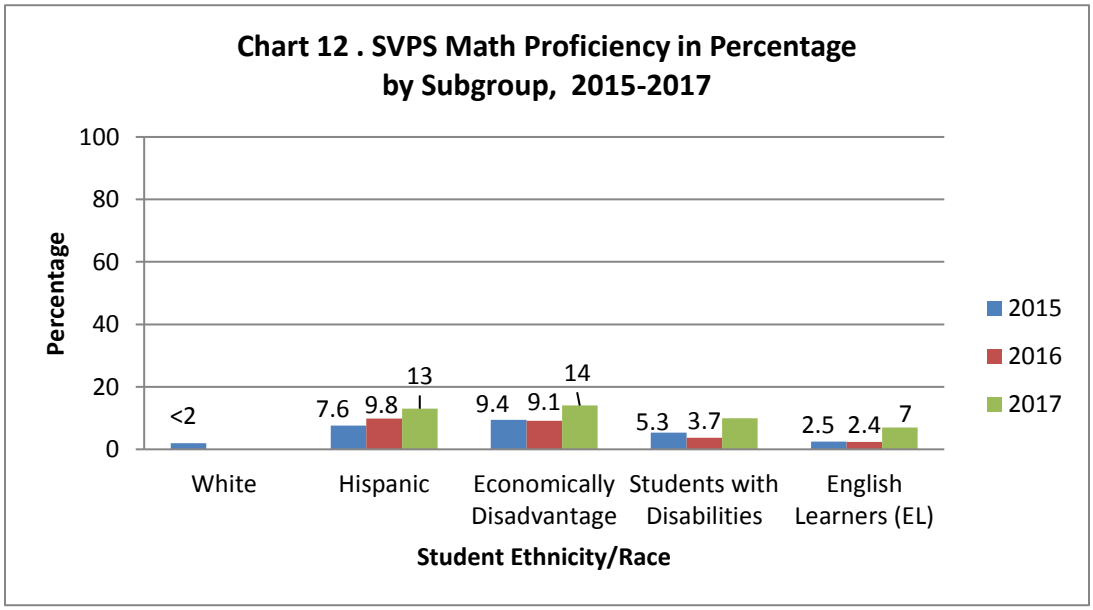
SVPS does not serve a similar student population when compared to the local school district. SVPS serves a lower percentage of White students (4.5%) while the district serves 22.8% White students, a difference of over 18%. Additionally, SVPS serves 29.5% higher Hispanic student population (95.5%) than APS Hispanic student population (66%). SVPS's data demonstrates the school does not serve African-American, Asian, or Native American students. See Chart 10, below.



Academic performance. SVPS's data demonstrates upward growth for all subgroups across the three year comparison. While the school's data indicates positive strides with its students with disabilities, ELs, and economically disadvantaged students, the school should review and address reading proficiency for all of its student subgroups as they trail below the state's average. Chart 11, below.



While the school's data indicates positive growth for its students with disabilities, ELs, and economically disadvantaged students, the school should examine achievement gaps in reading and math proficiencies between all subgroups. See Chart 12, below.



Organizational Performance Evaluation

2016-2017 Performance Framework – Summary of Final Evaluation. To be rated as meeting the standard on its performance framework, a school must be found in compliance with all applicable statutes, regulations, Authorizer and PED policy related to the indicator and demonstrated 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 visit during exit meeting and then in Web-EPSS). 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 SVPS's 2016-2017 performance framework demonstrates the following final ratings: 21 indicators rates as *Meets Standard; 3* indicators rated as *Working to Meet Standard; 2* indicators rated as *Falls Far Below Standard;* and 2 indicators rated as *Not Applicable.*

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

- **Not meeting academic performance goals:** The school did not provide evidence to support meeting or sufficient progress towards all of its 'mission specific indicators'.

- **Not protecting the rights of eligible English Language Learner students:** The school did not provide evidence or implement a program to ensure compliance with ESSA's Federal regulations in properly identifying and serving eligible ELL students.

Additional Analysis on the Amendment Requests:

The school's rationale for requesting to amend its material terms to relocate to a permanent locations is, "*South Valley Preparatory School never intended for our current location to be our permanent location. The condition of our current facility has been a topic of conversation with the CSD regarding the need to find a facility that better meets the needs of students. The school has searched tirelessly to identify a permanent location since our initial approval. Due to the closing of ATTHS, their approximately 22,000 square-foot facility has become available and the Governing Council and School Administration has determined that the location, condition, size and cost of the ATT facility represents an improvement over the current facility, and is in the best interests of students, parents, staff, and the school overall. The ATTHS facility already meets the NM State Adequacy and E-Occupancy Standards and it has a capacity of 234 students, per the PSFA.*"

While the school has demonstrated the capability for *schoolwide* growth when comparing academic data from SY 15 to SY 17 and has made important strides with its economically disadvantaged, English Learners and students with disabilities, the school's data did reveal achievement gaps between racial/ethnic subgroups. Further, the growth for its lowest-performing students lag behind state averages. Therefore, if the school endeavors to continue to improve outcomes for all of its students and provide a high-quality middle school option for students and families within the community, it should continue to drill-down into its student achievement data, examine, and reflect on its current pedagogical practices to address persistent achievement gaps among all student subgroups.

Recommendations:

The PED recommends the approval of the amendment request to:

1) Relocate to a permanent school facility.

Proposed Motion on the Amendment Request

- Move to approve the amendment request presented by South Valley Preparatory School to change its contract's material terms with respect to the facility by relocating to the Charter School's primary location: 2551 Karsten Ct. SE Albuquerque, NM 87102.

- Move to deny the amendment request presented by South Valley Preparatory School to change its contract's material terms with respect to the facility by relocating the school's primary location. [PEC to provide reason(s) that the request should be denied].

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: _____South Valley Preparatory School_____

Date submitted: 3/1/2018 Contact Name: _Charlotte Alderete-Trujillo_ E-mail charlotte.trujillo@southvalleyprep.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
Section 8.01 a (x) - Facility Page 37	"For Schools with a set location. The Charter School's primary location is: 2813 Gun Club Rd SW Albuquerque, NM 87105 "	For Schools with a set location. The Charter School's primary location is: 2551 Karsten Ct. SE Albuquerque, NM 87102 "	*South Valley Preparatory School never intended for our current location to be our permanent location. The condition of ur current facility has been a topic of conversation with the CSD regarding the need to find a facility that better meets the needs of our students. The school has searched tirelessly to identify a permanent location since our initial approval. Due to the closing of ATTHS, their approximately 22,000 square-foot facility has become available and the Governing Council and School Administration has determined that the location, condition, size and cost of the ATT facility*	2/22/2018

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.

			represents an improvement over the current facility, and is in the best interests of students, parents, staff and the school overall. The ATTHS facility already meets the NM State Adequacy and E-Occupancy Standards and it has a capacilty of 234 students, per the PSFA.	

Original Signature of Governing Council President or Designee: _____ Date: 2/22/18

Printed Name of Governing Council President or Designee: Bernadette Frietze

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED

South Valley Preparatory School

"Home of the Aztecs"

2813 Gun Club Rd SW Albuquerque, NM 87105
Phone: (505) 222-5642 Fax (505) 222-5647 • www.southvalleyprep.org

March 1, 2018

Katie Poulos
Director of Options for Parents and Families
NM Public Education Department
300 Don Gaspar Santa Fe, NM 87501

Dear Director Poulos,

South Valley Preparatory School is formally requesting two (2) amendments to our charter as follows:

1. Amendment Request to change the primary location of South Valley Preparatory School
2. Amendment Request to increase South Valley Preparatory School's enrollment cap from 156 to 200.

Included in this request are the following documents:

1. Amendment request for a location change
2. Amendment request for enrollment cap increase
3. Signed Governing Council Minutes from the 2.22.18 Meeting approving both amendment requests

South Valley Preparatory School has been working closely with legal counsel, the PSFA, San Jose Community Members and the Academy of Trades and Technology Administration to ensure that the available facility meets the needs of South Valley Preparatory School. The proximity of the available facility to our current location will allow us to continue to serve our current students, families and community. The ATTHS facility meets the NM State Adequacy and E-Occupancy Standards and has a capacity of 234 students, per the PSFA staff. As even the CSD has noted, South Valley Preparatory School is in need of a better facility.

The increase in the enrollment cap will accomplish several goals. The first will be to

decrease the number of students served in each current homeroom class in each current strand to an average of 22. Second, South Valley Preparatory School would be able to over the next 5 years, phase in a third "C" strand giving us the ability to address the community need as evidenced by the current 6th grade waitlist as well as increase our opportunity to provide services to the students and families of the San Jose community.

South Valley Preparatory School has showed significant progress and success in meeting and exceeding their performance framework negotiated goals and has carried an "C" average over the last 8 years. We serve a vital role in our community and the surrounding communities by providing a smaller, structured, family style learning environment for middle school.

Thank you for your consideration of these amendment requests. Let me know if you need any additional information.

Sincerely,

Charlotte Alderete-Trujillo
Executive Director

South Valley Preparatory School
Governing Council Meeting Agenda

February 22, 2018 ~ 4:30 pm

South Valley Preparatory School Campus

2813 Gun Club Rd SW, Albuquerque, NM 87105 Room to be determined

Type of meeting: Monthly **Chair:** Bernadette Frietze

Invited to Attend:

1. Bernadette Frietze Present
2. Monica Aguilar - Absent
3. Jess Wiltamuth - Present
4. Michaela Trujillo - Present
5. Bill Reed – Present
6. Charlotte Trujillo - Present
7. Rhonda Cordova - Present

Scheduled Guest(s): Various Staff, Etta Cavalier
Scheduled Absence:: Monica Aguilar

----- Agenda -----

1. Call to Order, Roll Call (Quorum?/? voting members).. Chair. All members Present w/ the exception of MAguilar. Scheduled Absence
2. Welcome and Introductions..... Chair – Reminder that ECavalier is present as a guest, non-voting potential GC member
3. Approval of Agenda **ACTION ITEM***..... All – BFrietze presents the agenda and asks for questions, concerns, corrections? Hearing none, BFrietze requests a motion to approve the agenda. BReed Motions to approve the Agenda for2.22.18 GC meeting. MTrujillo 2nds. Motion carries 4-0
4. Approval of Previous Meeting Minutes **ACTION ITEM*** All – BFrietze presents the minutes from the 1.25.18 meeting and asks for questions, concerns, corrections? Hearing none, BFrietze requests a motion to approve the Minutes from the 1.25.18 Governing Council Meeting. JWiltamuth Motions to approve the Minutes from the 1.25.18 meeting. BReed 2nds the motion. Motion carries 4-0
5. Action Items.....
   a. Financial Reports*.....Rhonda – Rcordova presents the budget report as of 2.21.18. Cash carry over has a significant increase, which will help with the potential upcoming move. This cash carry over balance will increase with the addition of the SSAE grant that will cover part of the salary for Joaquin Arguello as the Health and wellness coach. Other notes – Lunch account will balance as the USDA reimbursments come in. Title 2 may increase with Sandy Beery – surgery – not in as much. CTrujillo would like any extra, left-over Title 2 money to go to GLAD Training and looking for Wilson Reading Training for Sped Teachers. RCordova reviews all Capitol Appropriations as they relate to the potential move to the 2551 Karsten RD SE. New appropriation from this year's legislative session will be used for any construction that needs to be done. – BFrietze asks for questions, concerns,? Hearing none, BFrietze requests a motion to approve the Finance report as of February 21, 2018. BReed Motions to approve the Financial report as of February 21, 2018. JWiltamuth 2nds the motion. Motion carries 4-0
   b. BARs* .....Rhonda –

      BAR DOC ID# 515-000-1718-0018-I Bar to increase the operational budget in the amount of $26,613.00 from the final SEG allocation for 2017-2018 school year. BFrietze asks for questions, concerns. Hearing none, BFrietze asks for a motion to approve the BAR ending in 0018-I. MTrujillo motions to approve the BAR ending in 0018-I that will increase the operational budget by $26,613. JWiltamuth 2nds.

Motion carries 4-0.

BAR DOC ID# 515-000-1718-0019-I Bar to increase the Activities Account budget by $5,685 from receipts received. BFrietze asks for questions, concerns. Hearing none, BFrietze asks for a motion to approve the BAR ending in 0019-I. MTrujillo motions to approve the BAR ending in 0019-I that will increase the activities account budget by $5,685. BReed 2nds the motion. Motion carries 4-0

BAR DOC ID# 515-000-1718-0020-I Bar to increase the Instructional Materials account by $434 from the final allocation. BFrietze asks for questions, concerns. Hearing none, BFrietze asks for a motion to approve the BAR ending in 0020-I. BReed motions to approve the BAR ending in 0020-I that will increase the Instructional Materials account by $434. BReed 2nds the motion. MTrujillo 2nds. Motion carries 4-0

c. Charter Amendment Request to move - change locations* ……Bernadette – BFrietze states as where SVP has been seeking a new facility officially since 2015 and unofficially since the school was initially approved. CTrujillo adds that the current location was never intended to be the permanent facility for SVP. Restricted by land size and limited number of classrooms. SVP has maxed out the capacity of the site and still lacks parking and a safe drop-off and pick-up area. With the closing of Academy of Trades and Technology, the proximity of the area SVP serves and the opportunity to continue and expand the service of the San Jose neighborhood presents a win-win situation for SVP. The ATTHS Facility represents an huge improvement over he current facility and is in the bset interests of the students, parents, staff and the school overall. The ATTHS facility already meets the NM State Adequacy and E-Occupancy Standards and has, per the PSFA, the capacity to hold 234 students. BFrietze asks for questions, concerns, clarifications regarding the State Charter School / Change Amendment Request to be submitted to the PEC for a request to change the primary location of SVP from 2813 Gun Club Rd SW Albuquerque, NM TO 2551 Karsten Ct. SE, Albuquerque, NM 87102. Hearing none, BFrietze requests a motion to approve the Charter School / Change Amendment Request to be submitted to the PEC for a request to change the primary location of SVP from 2813 Gun Club Rd SW Albuquerque, NM TO 2551 Karsten Ct. SE, Albuquerque, NM 87102. MTrujillo Motions to approve the Charter School / Change Amendment Request to be submitted to the PEC for a request to change the primary location of SVP from 2813 Gun Club Rd SW Albuquerque, NM TO 2551 Karsten Ct. SE, Albuquerque, NM 87102. JWiltamuth 2nds the motion. Motion carries 4-0

d. Charter Amendment Request to increase the enrollment cap from 156 to 200*…Bernadette – In anticipation of the opportunity to re-locate into a larger new facility, SVP would be provided with the ability to comfortably accommodate more students. There is a community demand for more openings as evidenced by the current 6th grade waiting list, now at 53 students. By increasing the enrollment cap from 156 to 200, SVP can address the current demand and have the ability to serve students from the community we currently serve as well as the community where the new facility exists. In addition, this increase will allow SVP phase in a C strand starting with 6th grade for the 2018-2019 school year as well as lower the number of students in the current homerooms from around 26 to 22. Adding students will benefit the community and will enhance the delivery of SVP's program by allowing for additional staff and particular knowledge and programming. Out of the

52 current 6th grade 2018-2019 lottery recipients, only 2 have declined the spot because of the potential location change. SVP will be sending out a second intent to re-enroll based upon the fact that SVP may be in a new facility to get an accurate number of currently enrolled students that will be returning for the 18-19 school year. That information will be presented to the GC as soon as it is available. BFrietze asks for questions, concerns, clarifications regarding the State Charter School / Change Amendment Request to be submitted to the PEC for a request to increase the enrollment cap from 156 to 200. Hearing none, BFrietze requests a motion to approve the Charter School / Change Amendment Request to be submitted to the PEC for a request to increase the enrollment cap from 156 students to 200 students. BReed Motions to approve the Charter School / Change Amendment Request to be submitted to the PEC for a request to increase the enrollment cap from 156 students to 200 students. JWiltamuth 2nds the motion. Motion carries 4-0

6. Discussion Items.....Charlotte
   a. Annual GC Report Amendment – GC Member # increase response from CSD – CTrujillo requested legal counsel to review the Annual GC report policy / procedures to ensure that SVP could vote to increase the number of Governing Council members to serve on the council for the 2017-2018 School year from 5 to 7. This would be in accordance with the SVP Governing Council Bylaws. Legal Counsel saw no obstacles and recommended that SVP add it as an action item on a future agenda. CSD was then contacted and SVP was told that schools could vote to change their membership only once per school year. CTrujillo approached the 7th potential member about serving on the Council. This member will be present at the next GC meeting where a vote to increase SVP's GC membership from 5 to 7. CSD also noted that all GC trainings are open to the public and that any potential members are welcome to attend training prior to being voted onto the board and that the training will count.

   a. Facility Update – SVP continues to work with the ATTHS administration and legal counsel to facilitate the move. SVP will submit amendment requests per the vote today, to the CSD who will then put SVP on the PEC Hearing agenda. Will update accordingly
   b. Parent input and data – SVP will continue to gather input and data from parents and studnents regarding the potential move. SVP sent home a second intent to re-enroll with specific information and details regarding the new facility. This was sent today (2.22.18), via the students' Thursday Folders. This data will be presented to the GC as soon as it is available and then submitted to the PEC with the amendment request if available or soon afterwards.
   c. Update on Letter of Concern to PEC – Still have not heard anything on SVP's request. SVP will continue to work with Legal Counsel on this issue.
7. Executive Director Report.....Charlotte
   b. CSD Site Visit Report & Scheduled 2nd visit - Scheduled for 4.23.18

8. Open Public Comment.....Open - None
9. Announcements/Set Next Meeting..... Chair – Regular meeting for March to be scheduled on the 4th Thursday of the month, 3.22.18 @ 4:30 with a Finance meeting to be held at 4:00.
10. Adjourn..... Chair – Meeting Adjourned at 6:05 p.m.

----- Statement on Open Forum for Public Comment ----

The Governing Council welcomes public comments during the "Public Comment" portion of the governing council meeting agenda. Individuals wishing to make public comments shall complete a Public Comment form and submit it to the Council President prior to the "Public Comment" section of the meeting. Individual oral presentations will be limited to 5 minutes, unless extended by the Council President.

----- Statement of Non Discrimination ----

South Valley Preparatory School does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. Persons requiring special accommodations should contact the administrative office at 222-5642 at least 24 hours prior to the meeting.

---- Additional Information ----

Regular monthly meetings 4:30p.m., Third Thursday of every month on the SVP Campus (unless indicated otherwise).

Finance Committee – Bernadette Frietze, Monica Aguilar, Charlotte Trujillo, Rhonda Cordova, Andrew Cavalier,
Facilities Committee – Bill Reed
Policy Committee – Jess Wiltamuth, Michaela Trujillo
Audit Committee – Bernadette Frietze, Monica Aguilar, Andrew Cavalier, Charlotte Trujillo, Rhonda Cordova

South Valley Preparatory School

"Home of the Aztecs"

2813 Gun Club Rd SW Albuquerque, NM 87105

Phone: (505) 222-5642 Fax (505) 222-5647 • www.southvalleyprep.org

SVP has carried a "C" average over the last 8 years

Current facility

- Does not meet State Adequacy Standards
- Actual building primarily made up of a 1940's military barrack with add-ons
- 3 double portables
- 7.5 classroom space
- Occupy less than 1 acre of land
- Unpaved, minimal parking

New Facility

- E occupancy
- Does meet State Adequacy Standards
- Totals just over 22,000 square feet
- 12 classrooms
- Fully equipped

SVP Current Charter Contract Term 2015 thru 2020

South Valley Preparatory School is in our 3rd year of our current 5-year contract term

- 2015-2016 school grade = B
- 2016-2017 school grade = C
- 2017-2018 - TBD

Expected Student Retention for 2018-2019

- 102 out of 107 students eligible indicated they will return in the new facility
- 52 out of 52 new incoming 6th graders indicated they will attend in new facility

2018-2019 Waitlist

- 56 students on 6th grade waiting list
- 13+ students to carry over for 7th & 8th

The mission of South Valley Preparatory School is to provide a small, safe and unique family learning community

Great things happening at South Valley Preparatory School

Health and Wellness

- Providing Fresh, Local, Organic and healthy meals
- Social Emotional Program
- Cultural Identity Curriculum Development
- SSAE grant for a part-time Health and Wellness Coordinator

Sports championship dynasty that supports

- Academic accountability 2.5 or higher (NMAA requirement is 2.0)
- Accountability in behavior and conduct
- Socio-emotional and Leadership development

Cottonwood Gulch National Wilderness Foundation Grant

- 5 year nationally funded grant
- SVP outdoor experiential program
- SVP students to facilitate community engagement in the use of land that has designated by the Federal government as Wilderness land

Southwest Creations Collaborative MOU for Hacia La Universidad (HU) program

- Formal collaboration and site programming for College and Career readiness
- HU workshops at SVP site
- SVP students/families to HU Resource Fair
- HU collaboration with SVP staff for PD support

Participants in NMSU/NMHU Social Work intern placement program

- 9 applicants requesting placement at SVP for 2018-2019

Centro Savila Counseling Center MOU

- Trauma Informed Training for Staff

La Plazita Inc., MOU

- Weekly Service Learning at Sanchez Farm
- Cultural Learning through Food and Agriculture
- Social – Emotional learning

The mission of South Valley Preparatory School is to provide a small, safe and unique family learning community

School Grade Report Card
2015

Certified

Final Grade

D

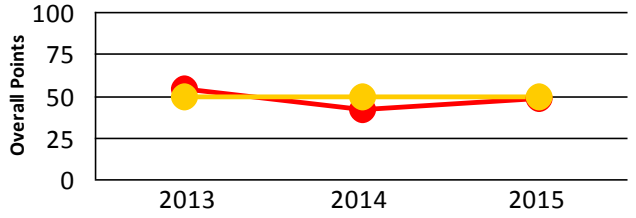
South Valley Preparatory Charter

District: State Charters

Grade Range: 06 - 08 Code: 515001

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	F	12.42	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	D	4.52	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	B	9.57	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	F	8.11	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	9.23	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		4.98	5



3-Year Average

48.3

D

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

48.83

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

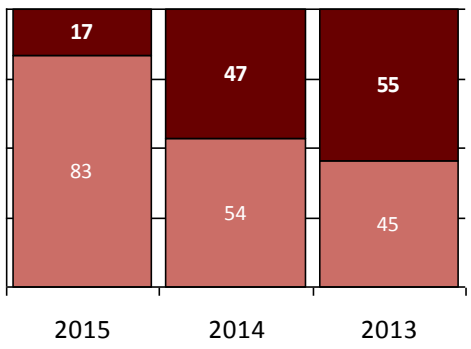
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing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

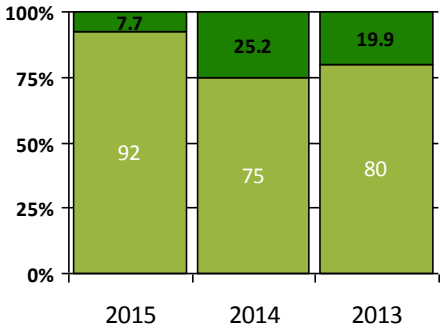
		Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading											
Proficient and Advanced (%)	16.8	20.2	12.1	22.2		15.3		>98.0	15.7	5.3	5.1
Proficient and Advanced (Pts)	1.26										
Value Added Model (Pts)	7.88										
Math											
Proficient and Advanced (%)	7.7	8.9	6.1	<2.0		7.6		50.0	9.4	5.3	2.5
Proficient and Advanced (Pts)	0.58										
Value Added Model (Pts)	2.71										

3-Year Summary

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

Proficient
Not Proficient





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

	Reading	*Math*
Value Added Score	0.375	-0.651
Points Earned	3.23	1.29

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)	0.39	0.05	0.14	-0.10	-	0.11	-	-0.97	0.08	0.00	-0.01
Highest 75% (Pts)	6.51										
Lowest 25% (VAS)	0.00	-0.09	0.00	0.08	-	-0.05	-	-	-0.01	-0.55	-0.01
Lowest 25% (Pts)	4.97										
Math Growth											
Highest 75% (VAS)	-0.50	-0.10	-0.12	-1.02	-	-0.05	-	-1.17	-0.12	-0.59	-0.21
Highest 75% (Pts)	3.06										
Lowest 25% (VAS)	-0.48	-0.17	-0.11	-0.22	-	-0.14	-	-	-0.09	-0.04	-0.22
Lowest 25% (Pts)	3.14										

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.

		Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Attendance (Average)	95.1	95.0	95.2	94.0	-	95.2	-	-	95.1	92.0	95.3
Attendance (Points)	5.01										

Survey (Average)	38.1	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.	*Reading*	NA
Survey (Points)	4.2		*Math*	NA
Count of Surveys (N)	1,497		*General*	38.1

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.

- [x] Student Engagement
- [x] Parental Engagement
- [ ] Extracurricular Activities
- [x] Truancy Improvement
- [x] 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)	24.5		12.1		95.0		82.4		4.7			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	8	(30)	19	(30)	10	(29)	12	(30)	11	(29)	11	(30)
School Growth	7	(30)	18	(30)	9	(29)	12	(30)	12	(29)	12	(30)
Student Growth, Highest 75%	8	(30)	18	(30)	10	(29)	9	(30)	9	(29)	11	(30)
Student Growth, Lowest 25%	10	(30)	17	(30)	8	(29)	12	(30)	15	(29)	12	(30)
Opportunity to Learn	11	(30)	11	(30)	7	(29)	8	(30)	15	(29)	14	(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.

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

			Gender		Race / Ethnicity							
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading Proficiency	2015 (%)	16.8	20.2	12.1	22.2		15.3		>98.0	15.7	5.3	5.1
	2014 (%)	46.5	48.1	44.6	42.9		47.1			42.6	17.6	38.5
	2013 (%)	54.8	55.1	54.5	58.8		53.9			53.5	11.8	31.7
Math Proficiency	2015 (%)	7.7	8.9	6.1	<2.0		7.6		50.0	9.4	5.3	2.5
	2014 (%)	25.2	24.7	25.7	35.7		23.6			20.9	5.9	12.8
	2013 (%)	19.9	26.1	14.3	23.5		19.5			16.5		7.3

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 F	Gender M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Grade 3 to Grade 4 (%) Grade 5 to Grade 6 (%) 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.

School Grade Report Card
2016 Certified

Final Grade

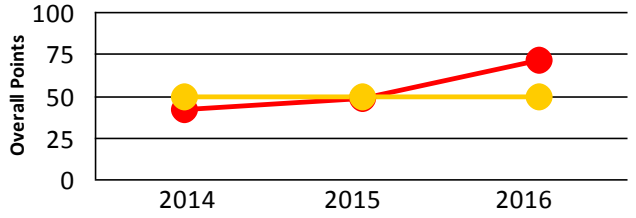
B

South Valley Preparatory Charter

District: State Charters
Grade Range: 6 - 8 Code: 515001

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?	21.3	C	19.87	40
School Growth Did the school as a whole improve student performance more or less than expected?	5.8	B	7.40	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.	7.2	A	14.90	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.	15.3	C	14.38	20
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?	7.5	A	9.76	10
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?	1.6		5.00	5



3-Year Average

53.9

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

Total Points

71.31

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

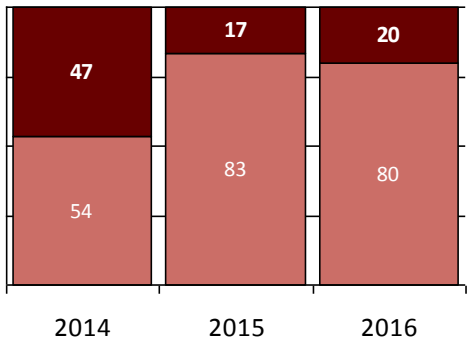
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing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

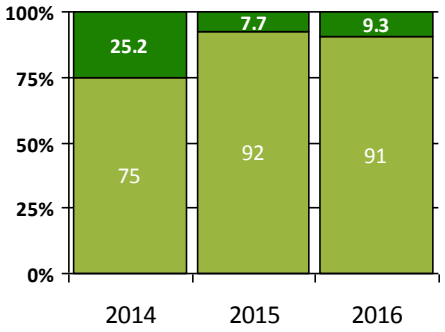
		Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading											
Proficient and Advanced (%)	19.9	29.3	8.7	-	-	19.6	-	-	18.2	3.7	2.4
Proficient and Advanced (Pts)	1.99										
Value-Added Model (Pts)	9.16										
Math											
Proficient and Advanced (%)	9.3	9.8	8.7	-	-	9.8	-	-	9.1	3.7	2.4
Proficient and Advanced (Pts)	0.93										
Value-Added Model (Pts)	7.81										

3-Year Summary

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

Proficient
Not Proficient





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.

	Reading	*Math*
Value-Added Score	1.400	0.150
Points Earned	4.59	2.81

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)	0.92	0.11	0.25	-0.31	0.77	0.17	-	0.65	0.17	0.27	0.12
Highest 75% (Pts)	8.22										
Lowest 25% (VAS)	0.72	0.09	-0.13	-0.01	-	-0.04	-	-	-0.03	-0.03	0.02
Lowest 25% (Pts)	7.63										
Math Growth											
Highest 75% (VAS)	0.43	0.11	0.09	-0.23	-	0.13	-	-1.01	0.17	0.38	0.56
Highest 75% (Pts)	6.68										
Lowest 25% (VAS)	0.45	-0.08	0.04	0.65	0.14	-0.07	-	-	-0.12	0.43	-0.07
Lowest 25% (Pts)	6.75										

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)	96.0	95	96	95	90	96		91	96	94	95
Attendance (Points)	5.04										

Survey (Average)	42.5
Survey (Points)	4.72
Count of Surveys (N)	1,128

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.

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.

- [x] Student and Parent Engagement
- [x] Truancy Improvement
- [ ] Extracurricular Activities
- [x] 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)	28.8		17.8		95.8		86.2		19.5			
	Rank	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**	**Rank**	**Total**
Current Standing	3	(29)	4	(30)	5	(29)	5	(29)	4	(29)	1	(29)
School Growth	4	(29)	5	(30)	6	(29)	5	(29)	4	(29)	2	(29)
Student Growth, Highest 75%	3	(29)	4	(30)	5	(29)	5	(29)	3	(29)	1	(29)
Student Growth, Lowest 25%	4	(29)	4	(30)	5	(29)	4	(29)	3	(29)	2	(29)
Opportunity to Learn	3	(29)	5	(30)	2	(29)	6	(29)	3	(29)	2	(29)

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							
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading Proficiency	2016 (%)	19.9	29.3	8.7	-	-	19.6	-	-	18.2	3.7	2.4
	2015 (%)	16.8	20.2	12.1	22.2		15.3		>98.0	15.7	5.3	5.1
	2014 (%)	46.5	48.1	44.6	42.9	-	47.1	-	-	42.6	17.6	38.5
Math Proficiency	2016 (%)	9.3	9.8	8.7	-	-	9.8	-	-	9.1	3.7	2.4
	2015 (%)	7.7	8.9	6.1	<2.0		7.6		50.0	9.4	5.3	2.5
	2014 (%)	25.2	24.7	25.7	35.7	-	23.6	-	-	20.9	5.9	12.8

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/.

NMPED Public Education Department

School Grading Report Card 2017 Certified

South Valley Preparatory Charter

District: State Charter

Grade Range: 6 - 8 Code: 515001

Final Grade 2017

C

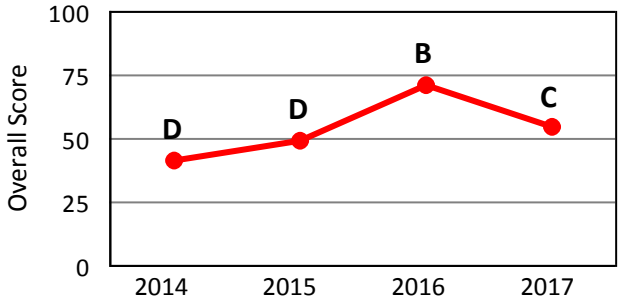
Overall Score 54.62

	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?	C 13.65	40	F
School Improvement Is the school as a whole making academic progress?	C 5.42	10	C
Improvement of Higher-Performing Students Are higher-performing students improving more or less than expected?	C 9.69	20	B
Improvement of Lowest-Performing Students Are the lowest-performing students improving more or less than expected?	C 11.05	20	F
Opportunity to Learn Do students and families believe their school is a good place to attend and learn?	C 9.81	10	A

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 school 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.

Final Points

Elementary and Middle Schools	
75.0 to 100.0	A
60.0 to 74.9	B
50.0 to 59.9	C
37.5 to 49.9	D
0.0 to 37.4	F

Elementary and middle 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:

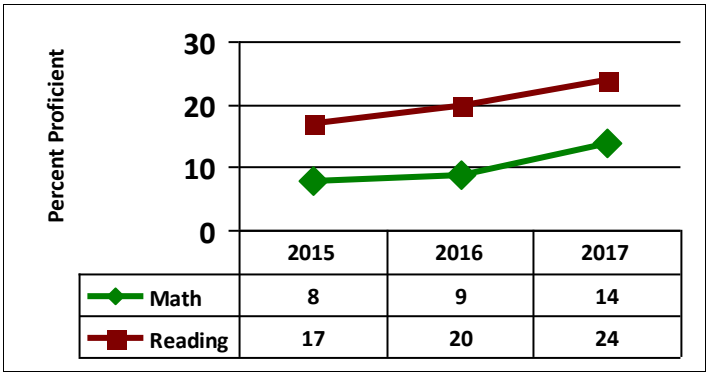
			Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	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			
Reading	Proficient (%)	24	29	19	-	-	23	-	-	24	≤ 10	9
	Points Proficiency	3.00										
	Points Student Growth	5.50										
Math	Proficient (%)	14	16	12	-	-	13	-	-	14	≤ 10	7
	Points Proficiency	1.70										
	Points Student Growth	3.43										



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	0.47	-0.24
Points	3.40	2.02

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%).

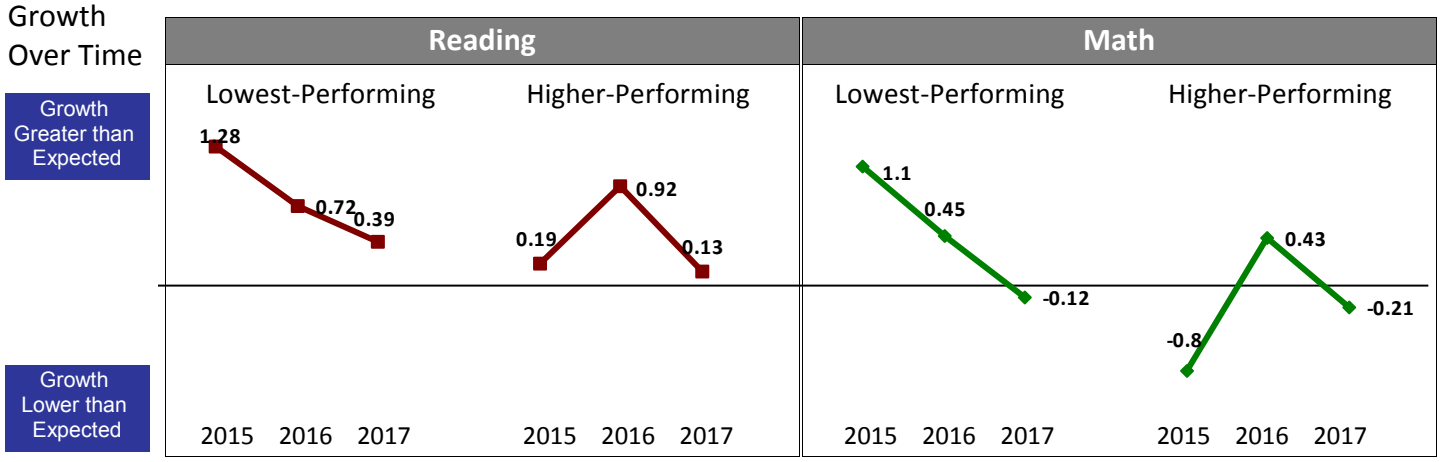
Above Zero This group performed higher than expected.

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	0.13	0.08	0.12	-	-	0.10	-	-	0.11	0.06	0.06
Points	5.53										
Lowest-Performing	0.39	0.17	-0.16	-	-	0.01	-	-	-0.04	-0.02	-0.03
Points	6.51										
Math Growth											
Higher-Performing	-0.21	-0.09	-0.18	-	-	-0.15	-	-	-0.13	0.16	-0.17
Points	4.16										
Lowest-Performing	-0.12	-0.05	-0.49	-	-	-0.25	-	-	-0.29	-0.34	-0.08
Points	4.54										

Growth Over Time



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

Student Attendance

	All Students	Gender F	Gender M	Race / Ethnicity White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Average (%)	95	95	95	94	-	95	-	-	95	94	94
Points	5.01										

Surveys

Score (Average)	43.24
Points	4.80
Number of Surveys	1770

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.

Bonus Points

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

- [x] Student and Parent Engagement
- [x] Truancy Improvement
- [ ] Extracurricular Activities
- [x] Using Technology

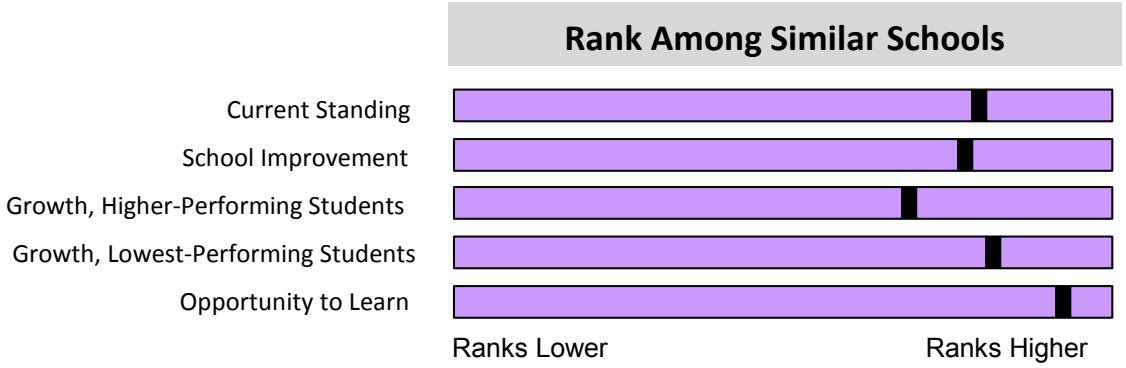
Participation

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 an elementary school compares with other elementary schools, or how a middle school compares with other middle schools that have similar student demographics.



This school was compared to 47 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			
Reading Proficiency	2017 (%)	24	29	19	-	-	23	-	-	24	≤10	9
	2016 (%)	20	29	9	-	-	20	-	-	18	4	2
	2015 (%)	17	20	12	-	-	15	-	-	16	5	5
Math Proficiency	2017 (%)	14	16	12	-	-	13	-	-	14	≤10	7
	2016 (%)	9	10	9	-	-	10	-	-	9	4	2
	2015 (%)	8	9	6	-	-	8	-	-	9	5	3

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.

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.