

AGENDA ITEM EXECUTIVE SUMMARY

I. Public Education Commission Meeting Date: April 7, 2017

II. Item Title: Vote on Charter School Amendment

Estancia Valley Classical Academy

i. Enrollment Cap Increase

ii. Change in Facility

iii. Amendment to Material Terms – Instructional Hours

III. Executive Summary and Proposed Motions

Request and Rationale

Estancia Valley Classical Academy is requesting the approval of three amendments.

First, the school is asking to increase the enrollment cap to 780. The school notes the rationale for the amendment request is: *“EVCA has experienced growth each year of operation, beginning with 293 students in grades K-10 and current enrollment is 455 in grades K-12. Our current charter enrollment cap is 575. We are anticipating moving to a new facility as early as August 2017 depending on availability of funding and expect enrollment to surpass 575 before the next charter renewal.”*

Second, the school is asking for approval of a change in facility. The school notes the rationale for the amendment request is: *“To remain compliant with the provisions of Section 22-8B-4.2 NMSA 1978 of the Charter Schools Act. Current facilities are leased from the EVCA Foundation and the initial 5-year lease term ends in August 2017. These buildings are available on a month-to-month basis during the 2017-2018 school year. Current leased facilities will not support the anticipated increase in enrollment above our current enrollment. Our anticipated enrollment growth to 575 cannot be housed in our existing facilities. Additionally, the current leased facilities are very expensive per square foot. The lease purchase cost for the new facilities is anticipated to give us critically needed additional space at a similar total lease cost. While we cannot use future SB-9 funds to pay lease costs of our current leased facilities, they can be used to pay lease purchase costs in the new facility. This move will keep EVCA situated within the MESD School District, though it will mean a short move from northern Torrance County to southern Santa Fe*

County.”

Third, the school is asking for approval of a change in facility Amendment to Material Terms – Instructional Hours. The school seeks to incorporate language that clarifies the instructional hours provided, which will continue to exceed the minimum instructional hours. The school notes the rationale for the amendment request is: *“In the 2011 Charter Application there was a typographical error on the total instructional hours for grade 7-12. It should have read 1225. However, the Charter School Division in November 2016 noted that this calculation failed to account for passing periods. This amendment corrects both of these errors.”*

School History

Estancia Valley Classical Academy began operating under its current charter on July 1, 2012. The charter was granted for a period of 5 years with various standardized conditions relating to preparedness to commence operations and acknowledging the requirement that the charter school to demonstrate improved student academic achievement, and that the PEC use increases in student academic achievement for all groups of students as the most important factor when determining to renew or revoke the school's charter.

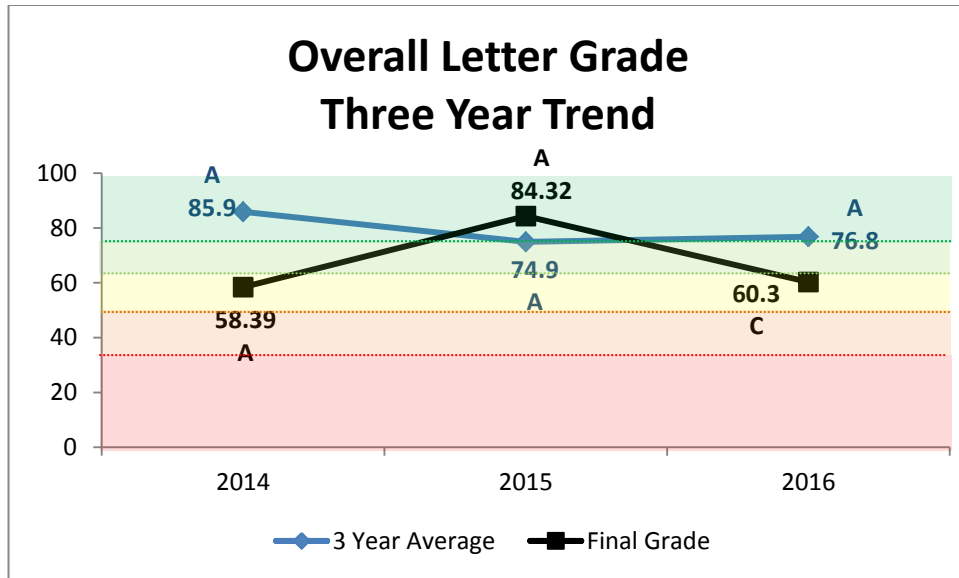
The Public Education Commission granted the school a three year conditional renewal in March 2017. The school is authorized to serve grades K-12 and its enrollment cap is 575.

According to the 2016-2017 120th Day STARS report, the school had 342 students enrolled in March 2017.

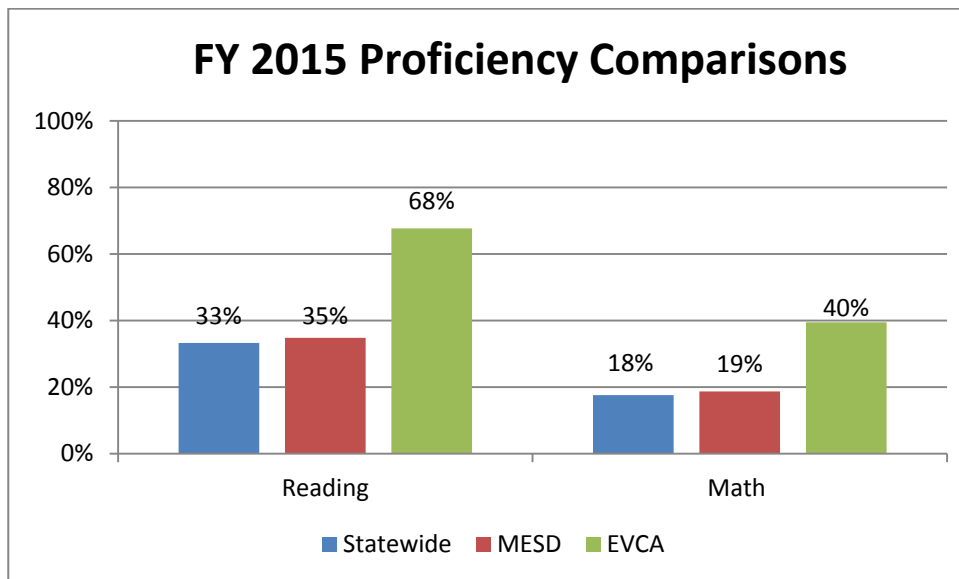
School Performance

Estancia Valley Classical Academy Charter School has received the following school grades:

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

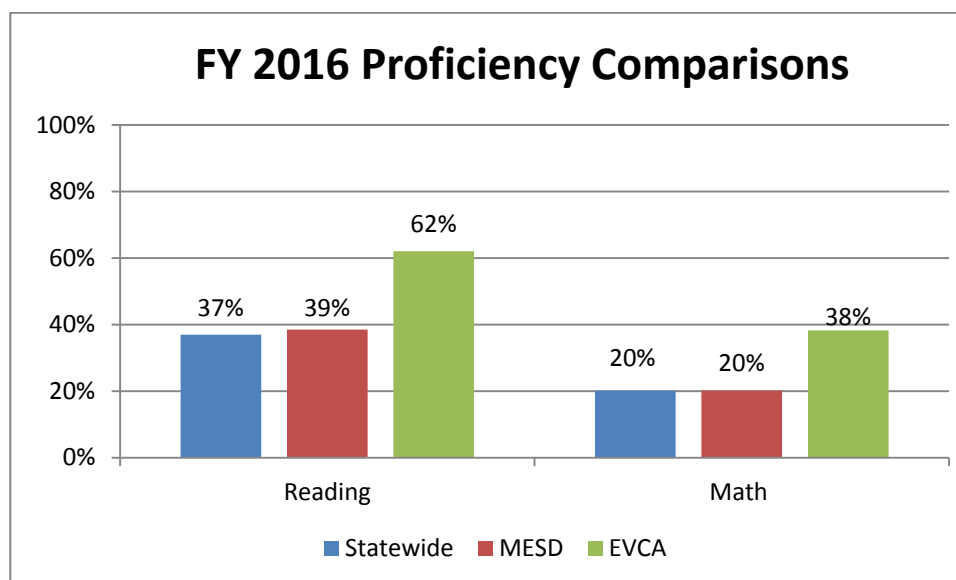


The tables below show a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Moriarity Edgewood School District data. This comparison for 2015 indicates that the school scored a higher proficiency in both math and reading than the statewide and Moriarity Edgewood School District's proficiency rates.



The 2016 state assessment performance data demonstrate a slight decline in both math and reading from the prior year. 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 Moriarity Edgewood

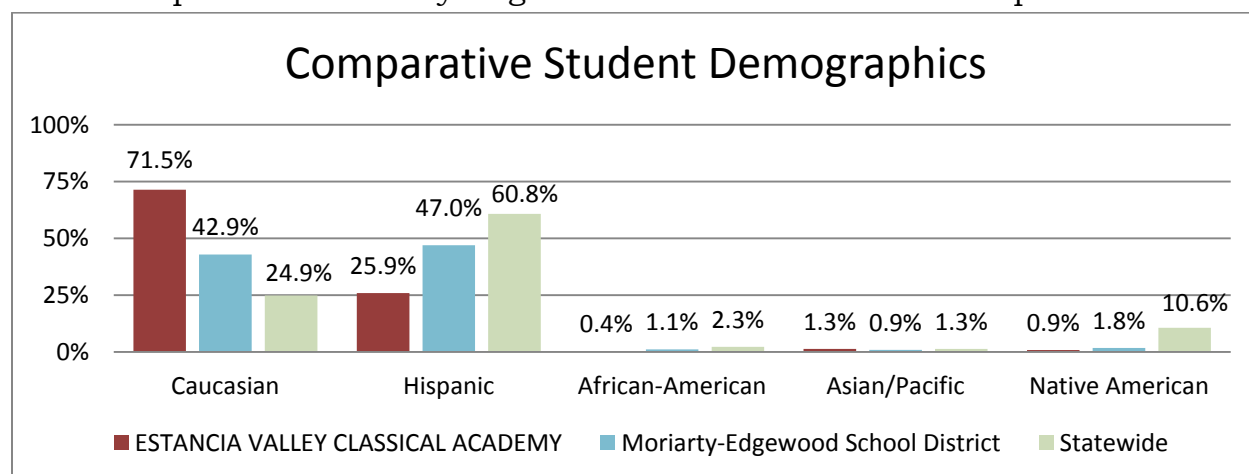
School District data. This comparison for 2016 indicates that the school scored a higher proficiency in both math and reading than the statewide and Moriarity Edgewood School District's proficiency rates.

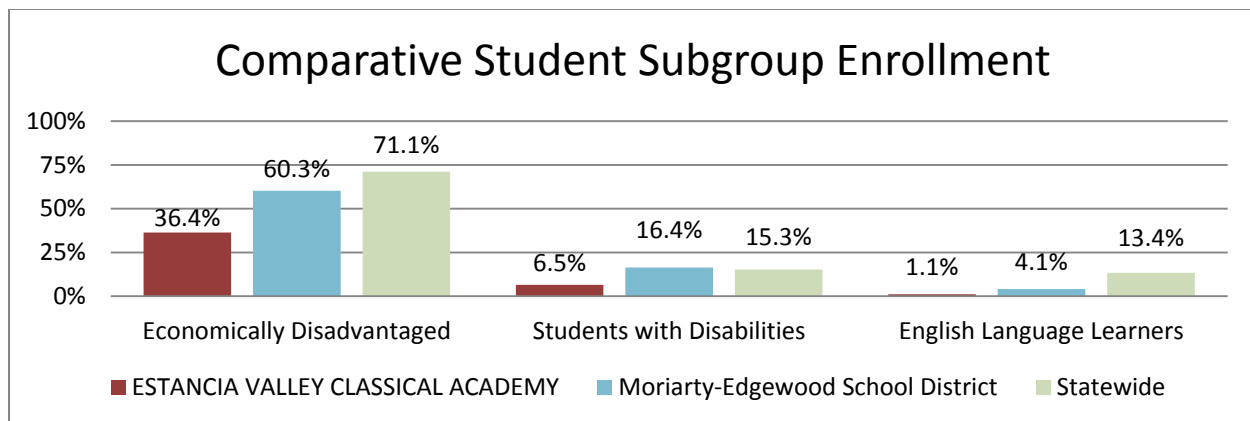


School Enrollment and Demographics Data

The 120 day enrollment count at Estancia Valley Classical Academy Charter School was 449 students for the 2016-2017 school year and 404 students for the 2015-2016 school year. This demonstrates an increase in total enrollment by 45 students.

Student demographics and subgroup enrollment for Estancia Valley Classical Academy Charter School for the 2016-17 school year as compared to Moriarity Edgewood School District's data is provided below.





Recommendation

Because the school has demonstrated an acceptable level of academic performance through letter grade performance, PED recommends the approval of the amendment request to increase the school's enrollment cap from 575 to 780. Because the request appears to be necessary for the school to obtain the approval of financing for a new facility, the Commission may consider granting a conditional approval as it did in other recent amendment requests. This approval could be conditioned on maintaining academic performance, correcting organizational performance concerns, and obtaining a compliant facility that can accommodate 780 students.

In alignment with other recent amendment requests and decisions, PED recommends the approval of the facility location change request. This request appears to be tailored to obtain financial in development and building a new facility. An approval could be conditional based on the development of a compliant facility and lease agreement.

Because the amendment request to correct instructional hours identified in the current charter is a housekeeping matter that will not affect the instructional time that is provided to students, PED recommends the approval of this amendment request.

Proposed Motions – Enrollment Cap

- Move to approve the amendment request presented by Estancia Valley Classical Academy to increase its enrollment to 780 with the following conditions [PEC to identify conditions] 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 Estancia Valley Classical Academy to increase its enrollment cap to 780, because [PEC to provide reasons that the request should be approved]

Proposed Motions – Facility Location Change

- Move to approve the amendment request presented by Estancia Valley Classical Academy to change the language in the charter that currently states “Estancia! Valley Classical Academy will reside in the Moriarty/Edgewood area within the Moriarty Edgewood School District.” to “EVCA Foundation will build a new K- 12 school facility located at 110 NM Hwy 344 in Edgewood, NM and, upon completion, EVCA will occupy the new facility. EVCA will be subject to a PED-approved lease- purchase agreement upon occupation of the new facility. The school will remain within the MESD boundaries and will be located within the southern edge of Santa Fe County instead of the northern edge of Torrance County.” This approval is conditioned upon [PEC to identify conditions]. This approval is granted to support the school in seeking financing for the development of a new facility and will not result in the school moving out of the community within which it located [PEC to provide additional reasons that the request should be approved].
- Move to deny the amendment requests presented by Estancia Valley Classical Academy to change the language in the charter that currently states “Estancia! Valley Classical Academy will reside in the Moriarty/Edgewood area within the Moriarty Edgewood School District.” to “EVCA Foundation will build a new K- 12 school facility located at 110 NM Hwy 344 in Edgewood, NM and, upon completion, EVCA will occupy the new facility. EVCA will be subject to a PED-approved lease- purchase agreement upon occupation of the new facility. The school will remain within the MESD boundaries and will be located within the southern edge of Santa Fe County instead of the northern edge of Torrance County.”, because [PEC to provide reasons that the request should be approved]

Proposed Motions – Instructional Hours

- Move to approve the amendment request presented by Estancia Valley Classical Academy to change the language in the charter that currently

states “For grades K-6, the school day will begin at 8: 15 and end at 3:15, which includes the required 30 minutes for lunch. The number of instructional hours will be 6.5 hours per day. The number of school days will be five per week. For grades 7-12, the school day will begin at 8:00 and end at 3:30. A 30 minute lunch break is included in this schedule. The number of instructional hours will be 7 hours per day. The number of school days will be five per week. The length of the school year will be 175 days with a total number of 1137.5 instructional hours for grades K-6, and 1226 instructional hours for grades 7-12.” to “For grades K-6, the school day will begin at 8: 15 and end at 3:15, which includes the required 30 minutes for lunch. The number of instructional hours will be 6.5 hours per day. The number of school days will be five per week. For grades 7-12, the school day will begin at 8:00 and end at 3:30. A 30 minute lunch break is included in this schedule. The number of instructional hours will be 7 hours per day. The number of school days will be five per week. The length of the school year will be 175 days with a total number of 1137.5 instructional hours for grades K-6, and 1172.5 instructional hours for grades 7-12.” This amendment is approved because it will not impact the amount of instructional time students receive and it necessary to correct a misstatement in the charter.

- Move to deny the amendment request presented by Estancia Valley Classical Academy to change the language in the charter that currently states “For grades K-6, the school day will begin at 8: 15 and end at 3:15, which includes the required 30 minutes for lunch. The number of instructional hours will be 6.5 hours per day. The number of school days will be five per week. For grades 7-12, the school day will begin at 8:00 and end at 3:30. A 30 minute lunch break is included in this schedule. The number of instructional hours will be 7 hours per day. The number of school days will be five per week. The length of the school year will be 175 days with a total number of 1137.5 instructional hours for grades K-6, and 1226 instructional hours for grades 7-12.” to “For grades K-6, the school day will begin at 8: 15 and end at 3:15, which includes the required 30 minutes for lunch. The number of instructional hours will be 6.5 hours per day. The number of school days will be five per week. For grades 7-12, the school day will begin at 8:00 and end at 3:30. A 30 minute lunch break is included in this schedule. The number of instructional hours will be 7 hours per day. The number of school days will be five per week. The length of the school year will be 175 days with a total number of 1137.5

instructional hours for grades K-6, and 1172.5 instructional hours for grades 7-12.”, because [PEC to provide reasons that the request should be approved]

C. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

**An approved charter application is a contract between the charter school and the chartering authority.* (22-8B-9 [A] NMSA 1978)

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.* (22-8B-9 [E] NMSA 1978)

Name of State-Chartered School: Estancia Valley Classical Academy (EVCA)

Date submitted: 10/01/2016 Contact Name: Roger X. Lenard E-mail: rxl@theevca.com Phone #: 505-832-2223

| Current Charter Application Section and Page | Current Charter Statement(s) | Proposed Revision/Amendment Statement(s) | Rationale for Revision/Amendment | Date of Governing Body Approval |
|--|--|--|---|---------------------------------|
| Section II, page 4 Section V.B.2.Educational Program, page 55 | Total number of students at full enrollment: 575 | Total number of students at full enrollment: 780 | <i>EVCA has experienced growth each year of operation, beginning with 293 students in grades K-10 and current enrollment is 455 in grades K-12. Our current charter enrollment cap is 575. We are anticipating moving to a new facility as early as August 2017 depending on availability of funding and expect enrollment to surpass 575 before the next charter</i> | 10/01/2016 |

| | | | | |
|--|--|--|----------|--|
| | | | renewal. | |
|--|--|--|----------|--|

Original Signature of Governing Council President or Designee:



Date: 10/01/2016

Printed Name of Governing Council President or Designee: Roger X. Lenard, President, EVCA Governing Council

Public Education Department use only

Director/General Manager approves change: _____

Date: _____

(No further action taken.)

Public Education Commission Chair: _____

Date: _____

☐ APPROVED

☐ 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: Estancia Valley Classical Academy

Date submitted: 2/20/2017 Contact Name: Roger Lenard E-mail rxl@theevca.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 II, Abstract, Page 4 of 2011 Charter Application | Estancia Valley Classical Academy will reside in the Moriarty/Edgewood area within the Moriarty Edgewood School District. | EVCA Foundation will build a new K-12 school facility located at 110 NM Hwy 344 in Edgewood, NM and, upon completion, EVCA will occupy the new facility. EVCA will be subject to a PED-approved lease-purchase agreement upon occupation of the new facility. The school will remain within the MESD boundaries and will be located within the southern edge of Santa Fe County instead of the northern edge of Torrance County. | To remain compliant with the provisions of Section 22-8B-4.2 NMSA 1978 of the Charter Schools Act. Current facilities are leased from the EVCA Foundation and the initial 5-year lease term ends in August 2017. These buildings are available on a month-to-month basis during the 2017-2018 school year. Current leased facilities will not support the anticipated increase in enrollment above our current enrollment. Our anticipated enrollment growth to 575 cannot be housed in our existing facilities. Additionally, the current leased facilities are very expensive per square foot. The lease purchase cost for the new facilities is anticipated to | 2/16/2017 |

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| | | |
|--|--|--|
| | | <p>give us critically needed additional space at a similar total lease cost. While we cannot use future SB-9 funds to pay lease costs of our current leased facilities, they can be used to pay lease purchase costs in the new facility. This move will keep EVCA situated within the MESD School District, though it will mean a short move from northern Torrance County to southern Santa Fe County.</p> |
|--|--|--|

Original Signature of Governing Council President or Designee:  Date: 2/16/17

Printed Name of Governing Council President or Designee: Roger X. Lenard

| | |
|--|-------------|
| Public Education Commission use only | |
| Public Education Commission Chair: <input type="checkbox"/> APPROVED <input type="checkbox"/> DENIED | Date: _____ |

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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: Estancia Valley Classical Academy

Date submitted: 2/20/2017 Contact Name: Roger X. Lenard E-mail rxl@theevca.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 V, Education Plan, page 54-55 of 2011 Charter Application | <p>For grades K-6, the school day will begin at 8:15 and end at 3:15, which includes the required 30 minutes for lunch. The number of instructional hours will be 6.5 hours per day. The number of school days will be five per week.</p> <p>For grades 7-12, the school day will begin at 8:00 and end at 3:30. A 30 minute lunch break is included in this schedule. The number of instructional hours will be 7 hours per day. The number of school days will be five per week.</p> <p>The length of the school year will be 175 days with a total number of 1137.5 instructional hours for grades K-6, and 1226 instructional</p> | <p>For grades K-6, the school day will begin at 8:15 and end at 3:15, which includes the required 30 minutes for lunch. The number of instructional hours will be 6.5 hours per day. The number of school days will be five per week.</p> <p>For grades 7-12, the school day will begin at 8:00 and end at 3:30. A 30 minute lunch break is included in this schedule. The number of instructional hours will be 7 hours per day. The number of school days will be five per week.</p> <p>The length of the school year will be 175 days with a total number of 1137.5 instructional hours for grades K-6, and 1172.5 instructional hours for grades 7-12.</p> | <p>In the 2011 Charter Application there was a typographical error on the total instructional hours for grades 7-12. It should have read 1225. However, the Charter School Division in November 2016 noted that this calculation failed to account for passing periods. This amendment corrects both of these errors.</p> | 2/16/2017 |

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.

| | | | | |
|--|------------------------|--|--|--|
| | hours for grades 7-12. | | | |
|--|------------------------|--|--|--|

Original Signature of Governing Council President or Designee:  Date: 2/16/17

Printed Name of Governing Council President or Designee: Roger X. Lenard

| | |
|---|---------------------------------|
| Public Education Commission use only | |
| Public Education Commission Chair: _____ | Date: _____ |
| <input type="checkbox"/> APPROVED | <input type="checkbox"/> DENIED |



SPECIAL MEETING MINUTES

1 Oct 2016 at 6:00 PM

132 Impala Ct., Moriarty, NM 87035

- I. Call to order @ 6:08pm
- II. Pledge of Allegiance & Invocation
After a call for volunteers, the invocation was delivered by Gov Ghormley
- III. EVCA Mission Statement by Gov Lenard
- IV. Ascertain quorum
 - A. ☒ Kim Adams, ☒ Doug Ghormley, ☒ Harlan Lawson, ☒ Roger Lenard,
☒ Theresa Nunneley
- V. * Review and Approval of Agenda
Gov Ghormley made a motion to approve the agenda. Gov Lawson seconded the agenda, which passed unanimously.
- VI. * EVCA Recharter application and amendments
The charter renewal document was discussed and revised at length. Gov Adams made a motion to approve the charter renewal application, including the amendment to increase student cap from 575 to 780. Gov Ghormley seconded the motion, which passed unanimously.
- VII. * Adjournment
Gov Ghormley made a motion to adjourn. Gov Adams seconded the motion, which passed unanimously. Adjourned at 10:02pm.

Draft sent to Governing Council on: 1 Oct 2016

Approved by Governing Council on: _____

Signed by: _____
Douglas P. Ghormley
EVCA GC Secretary

Date: _____



Estancia Valley Classical Academy

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TRUTH AND VIRTUE UPHOLD THE REPUBLIC

REGULAR MEETING MINUTES

16 Feb 2017 at 6:00 PM

132 Impala Ct., Moriarty, NM 87035

- I. Call to order @ 6:07pm
- II. Pledge of Allegiance & Invocation
A call for volunteers was made. There being none, Gov. Lenard offered an invocation.
- III. EVCA Mission Statement by Gov. Adams.
- IV. Ascertain quorum
 - A. ☒ Kim Adams, ☒ Doug Ghormley, ☒ Harlan Lawson, ☒ Roger Lenard,
☒ Theresa Nunneley
- V. * Review and Approval of Agenda
Gov. Ghormley made a motion to change item XIV.D.1 to read “*Charter amendments”.
Gov. Adams seconded the motion, which passed unanimously.
- VI. Public Comment (time limitations may apply)
None.
- VII. * Consent Agenda Items
 - A. Approve Jan 24, 2017 GC Regular Meeting Minutes
Approved by unanimous consent.
- VIII. Correspondence and Announcements, if any
We now have approximately 46 letters of support.
- IX. EVCA Foundation Report
The Foundation is working a formal document for the school on construction costs and financing options. Interest rates have gone up due to the recharter denial, which has negatively affected the construction budget – they will be about a million dollars short of our desires. The bonding agent is willing to provide documentation on the cost impact to the construction project from the delay due to the recharter denial.

The Foundation paid for a membership to the Center for Education Reform – Gov. Lawson will be the representative.

* Indicates possible action on this item or sub-items.



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- X. Executive Director's Report
 - A. Regular Items
 - Distributed to the GC in advance.
 - B. Discipline Report
 - Distributed to the GC in advance.
 - C. Advisory School Council Report
 - 1. * Advisory School Council Charter
 - No action taken.
- XI. * Update and possible action on Student Files Internal Audit

Additional work was done on the Senior NSPs. Due to changes in the office staff, Gov. Nunneley and Gov. Adams will train the new office staff on the NSP requirements.
- XII. * Update and possible action on motion to direct the administration to audit the teacher retention STARS data.

ED Thiery reported that the office staff looked into the STARS data regarding teacher retention. All they can get are numbers in the STARS system (not names). The numbers in the system today look right, but they cannot decipher what the historical discrepancy may have been. The office staff will contact the STARS consultants to see if they can get to the bottom of this.
- XIII. PEC Meeting Updates
 - A. Gov. Adams attended the most recent PEC meeting and reported that they are discussing a number of items that are of importance to us. Gov. Adams is considering attending the meeting each month and reporting back.
 - B. They will be making changes to the Performance Framework – those will be changed in the March work session. They will then do a “listening tour” with charter school leadership – the Albuquerque area meeting will be Apr 26th at 3:30 (location TBD). They are considering requiring school performance goal data to be entered into WebEPSS twice a year.
 - C. They discussed an increase in the number of training hours for Governing Council members, with a focus on finance training.
 - D. They may start requiring governing bodies, in their first meeting of the fiscal year, to select a fixed number of Governing Council members that must be adhered to for the year.
 - E. Gov. Adams suggested that we make a change to the bylaws to limit the number of parents on the GC to be 50% or less.
- XIV. * Committee Updates
 - A. * Finance



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1. Bank statement report

Gov. Adams noted that the Finance Committee reviewed the school's bank statement and discovered no anomalies.

2. The finance committee presented two updated budgets for this SY – one if we are rechartered, and another if we are not.

3. * BAR, if any

BAR 550-000-1617-0025-D is a correction of 0022-D, which was denied by the state because of the incorrect revenue code.

BAR 550-000-1617-0026-M is a maintenance BAR to move funds from the board training line to the legal line.

Gov. Adams made a motion to approve both BARs. Gov. Lawson seconded the motion, which passed unanimously.

4. Finance Policy

The Finance Committee is still working on the Finance Policy, but a draft was distributed.

B. Student Services

A report was distributed in advance.

C. Audit

The audit was finally released from the state auditor. We had a repeat finding on the ERB – staff haven't been giving us the proper information we need to enter it correctly. There was a second repeat finding regarding pre-tax deductions that resulted in Medicare deductions being off by a few dollars. We had a third finding regarding ACH batches. The audit committee is correcting these and preparing the response to the PED.

D. Recharter

1. *Charter amendments

Two charter amendment requests were presented for discussion.

First, an amendment request to move to a new location. There was some discussion and minor modifications to the wording, which now reads "EVCA Foundation will build a new K-12 school facility located at 110 NM Hwy 344 in Edgewood, NM and upon completion, EVCA will occupy the new facility. EVCA will be subject to a PED-approved lease-purchase agreement upon occupation of the new facility. The school will remain within the MESD boundaries and will be located within the southern edge of Santa Fe County instead of the northern edge of Torrance County." Gov. Lawson made a motion to approve the charter amendment as modified. Gov. Adams seconded the motion, which passed unanimously.

The second charter amendment request is to align our calculations of our instructional hours with those of the CSD. There was some discussion and minor modifications to the wording, which now reads "For grades K-6, the school day will begin at 8:15 and end at

* Indicates possible action on this item or sub-items.



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3:15, which includes the required 30 minutes for lunch. The number of instructional hours will be 6.5 hours per day. The number of school days will be five per week. For grades 7-12, the school day will begin at 8:00 and end at 3:30. A 30 minute lunch break is included in this schedule. The number of instructional hours will be 7 hours per day. The number of school days will be five per week. The length of the school year will be 175 days with a total number of 1137.5 instructional hours for grades K-6, and 1172.5 instructional hours for grades 7-12.” Gov. Adams made a motion to approve the charter amendment as modified. Gov. Nunneley seconded the motion, which passed unanimously.

2. * Next steps in re-charter process

There was some discussion about amending the contract with the Foundation regarding the original plans for the new building.

E. * Policy

1. * Civil Rights Policy

The 5 Feb 2017 revision of the Civil Rights Policy was presented for discussion. Gov. Ghormley made a motion to adopt the 2017-02-05 revision of the Civil Rights Policy. Gov. Adams seconded the motion, which passed unanimously.

2. * Staff Policy

The 8 Feb 2017 revision of the Staff Policy was presented for discussion. Gov. Ghormley to adopt the 2017-02-08 revision of the policy. Gov. Lawson seconded the motion, which passed unanimously.

3. * Enrollment Policy

The 8 Feb 2017 revision of the Enrollment Policy. Gov. Adams made a motion to accept the 2017-02-8 revision of the Enrollment Policy. Gov. Ghormley seconded the motion, which passed unanimously.

F. * Curriculum

1. * Report and possible action on the math plan

Gov. Lenard met with the administration to look into this matter. Some teachers are not using the Singapore manipulatives because they don't completely understand how to incorporate them into the lesson. A Singapore alignment document was distributed, showing what topics are taught in what grade for different editions of the text. Gov. Lenard shared an idea that was discussed to block group the students: literacy and math would be the first two subjects of the day, but one teacher would teach both blocks of math, one after the other, while the other teacher would teach both blocks of literacy. Gov. Adams noted a few challenges – the literature block is currently longer than the math block and the teacher who would then not be teaching literature can't intertwine the literature lessons into later discussions on history, science, art, the Pillars of Character, etc., an aspect of our education that we are proud of. Some teachers report that they are uncomfortable with aspects of the Singapore curriculum as it has been quite some time since the Singapore training. There is some more investigation to be done on these questions, and the options. There was then discussion about different standardized tests assessing things at different points in the student's progression, and

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in different ways (one early literacy test being picture-based, which we don't teach – we just teach them how to read).

G. Enrollment & Outreach

We are in a Sibling Enrollment period. We have 14 LOIs for Kindergarten and 6 in other grades. The lottery closes on Wednesday. We will need the numbers for possible retentions prior to the lottery.

XV. Executive Session

A. Limited Personnel Matters

B. Legal Issues

Gov. Adams made a motion to go into Executive Session for the purposes of discussing limited legal and personnel matters (as permitted under 10-15-1 NMSA, Open Meetings Act, paragraphs H(2) and H(7)). Gov. Lawson seconded the motion. Roll call vote: Kim Adams: AYE, Doug Ghormley: AYE, Harlan Lawson: AYE, Roger Lenard: AYE, Terry Nunneley: AYE.

Motion passed unanimously. Executive Session was entered at 10:46pm.

Executive session was exited at 11:27pm – Gov. Ghormley made a motion to exit executive session, which was seconded by Gov. Nunneley and passed unanimously. Nothing was discussed during the Executive Session apart from matters permitted under paragraphs H(2) and H(7) of 10-15-1 NMSA.

XVI. * Adjournment

There being no further business, meeting adjourned at 11:28pm.

Draft sent to Governing Council on: 18 Feb 2017

Approved by Governing Council on: _____

Signed by: _____
Douglas P. Ghormley
EVCA GC Secretary

Date: _____

* Indicates possible action on this item or sub-items.



School Grade Report Card 2016

Certified

Final Grade

C

Estancia Valley Classical Academy

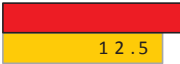
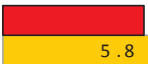
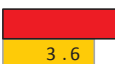





District: State Charters

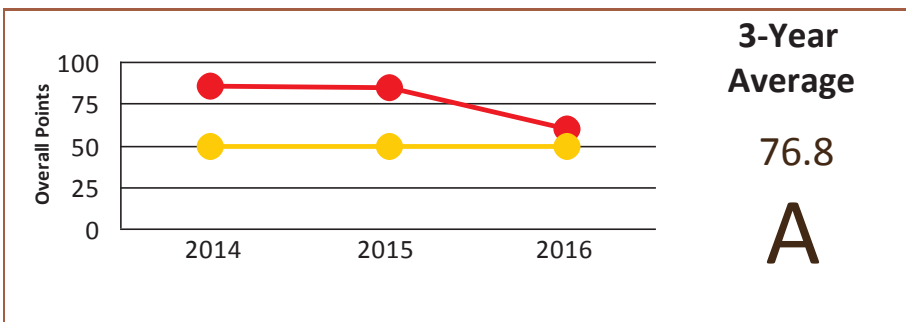
Grade Range: KN - 12

Code: 550001

This School

Statewide C Benchmark

| Current Standing | | Grade | School Points | Possible Points |
|--|--|-------|---------------|-----------------|
| How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected? |  | C | 14.10 | 30 |
| School Growth | | | | |
| Did the school as a whole improve student performance more or less than expected? |  | C | 5.53 | 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. |  | B | 4.53 | 10 |
| Student Growth of Lowest Performing Students | | | | |
| Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school. |  | F | 4.86 | 10 |
| Opportunity to Learn | | | | |
| Do parents and students believe their school is a good place to learn? Is student attendance high? |  | A | 7.23 | 8 |
| Graduation | | | | |
| Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time? |  | F | 8.59 | 17 |
| College and Career Readiness | | | | |
| What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities? |  | A | 11.72 | 15 |
| Bonus Points | | | | |
| Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students? |  | | 3.74 | 5 |



Final School Grade

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

Total Points

60.30

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.

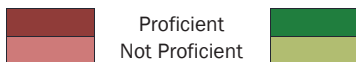
Current Standing

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>.

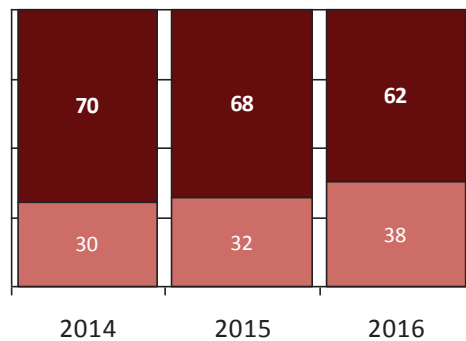
| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|-------------------------------|--------------|--------|------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Reading | | | | | | | | | | | |
| Proficient and Advanced (%) | 62.1 | 73.3 | 52.2 | 65.9 | - | 53.5 | - | - | 55.4 | 26.1 | - |
| Proficient and Advanced (Pts) | 4.66 | | | | | | | | | | |
| Value-Added Model (Pts) | 3.28 | | | | | | | | | | |
| Math | | | | | | | | | | | |
| Proficient and Advanced (%) | 38.8 | 41.1 | 36.9 | 43.5 | - | 23.2 | - | - | 31.7 | 15.8 | - |
| Proficient and Advanced (Pts) | 2.91 | | | | | | | | | | |
| Value-Added Model (Pts) | 3.26 | | | | | | | | | | |

3-Year Summary

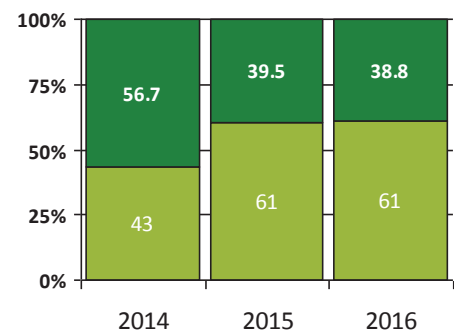
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



School Growth

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

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

| | | |
|-------------------|----------------|-------------|
| | <i>Reading</i> | <i>Math</i> |
| Value-Added Score | 0.590 | -0.300 |
| Points Earned | 3.62 | 1.91 |

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) | -0.22 | 0.03 | -0.01 | 0.01 | -0.72 | 0.05 | 0.05 | - | -0.02 | -0.65 | - |
| Highest 75% (Pts) | 2.07 | | | | | | | | | | |
| Lowest 25% (VAS) | 0.22 | 0.15 | -0.04 | 0.01 | - | 0.07 | 0.77 | -0.10 | -0.03 | -0.10 | 0.35 |
| Lowest 25% (Pts) | 2.94 | | | | | | | | | | |
| Math Growth | | | | | | | | | | | |
| Highest 75% (VAS) | -0.02 | -0.10 | -0.20 | -0.22 | -0.25 | 0.03 | 0.85 | -0.50 | -0.13 | -0.54 | - |
| Highest 75% (Pts) | 2.47 | | | | | | | | | | |
| Lowest 25% (VAS) | -0.30 | 0.22 | -0.15 | 0.09 | - | -0.19 | 1.33 | -0.52 | -0.05 | 0.21 | -1.36 |
| Lowest 25% (Pts) | 1.92 | | | | | | | | | | |

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 | 96 | 96 | 95 | 98 | 96 | 95 | 96 | 98 |
| Attendance (Points) | 3.02 | | | | | | | | | | |

| | | |
|----------------------|------|---|
| Survey (Average) | 37.9 | Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices. |
| Survey (Points) | 4.21 | |
| Count of Surveys (N) | 427 | |

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: <http://ped.state.nm.us/Graduation/index.html>.

| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|--|--------------|--------------------|---|---|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Cohort of 2015 - 4-Year Rate | | | | | | | | | | | |
| Cohort Graduation (%) | 50.54 | 48.0 | - | 57.8 | - | - | - | - | - | - | - |
| Non-Cohort Graduation (%) | - | | | | | | | | | | |
| SAM Adjustment (Weighted %) | | | | This school did not qualify to be a SAM school. | | | | | | | |
| Points Earned | 8.59 | | | | | | | | | | |
| Cohort of 2014 - 5-Year Rate | | | | | | | | | | | |
| Graduation (%) | - | - | - | - | - | - | - | - | - | - | - |
| Points Earned | - | | | | | | | | | | |
| Cohort of 2013 - 6-Year Rate | | | | | | | | | | | |
| Graduation (%) | - | - | - | - | - | - | - | - | - | - | - |
| Points Earned | - | | | | | | | | | | |
| Growth in 4-Year Rates | | | | | | | | | | | |
| Growth takes into account three years of graduation rates. | | Growth Index | | | | | | | | | |
| | | Points Earned 0.00 | | | | | | | | | |

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

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

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|---|--------------|--------|-------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Participation (% of Cohort) | 52.1 | 49.3 | 56.5 | 50.8 | - | 48.9 | >98.0 | - | 45.8 | - | 60.0 |
| Participation (Pts) | 2.61 | | | | | | | | | | |
| Success (% of Participants) | 91.1 | 84.4 | >98.0 | >98.0 | - | 76.8 | >98.0 | - | >98.0 | - | >98.0 |
| Success (Pts) | 9.11 | | | | | | | | | | |
| Percent of School's Cohort of 2015 Participating in Each CCR Opportunity | | | | | | | | | | | |
| ACT | 26.3 | 34.2 | 14.5 | 31.6 | - | 11.4 | >98.0 | - | 15.3 | - | <2.0 |
| PLAN | <2.0 | <2.0 | <2.0 | <2.0 | - | <2.0 | <2.0 | - | <2.0 | - | <2.0 |
| ASPIRE | <2.0 | <2.0 | <2.0 | <2.0 | - | <2.0 | <2.0 | - | <2.0 | - | <2.0 |
| SAT | <2.0 | <2.0 | <2.0 | <2.0 | - | <2.0 | <2.0 | - | <2.0 | - | <2.0 |
| PSAT | <2.0 | <2.0 | <2.0 | <2.0 | - | <2.0 | <2.0 | - | <2.0 | - | <2.0 |
| AccuPlacer | 3.7 | 4.8 | 2.1 | 5.3 | - | 2.0 | <2.0 | - | <2.0 | - | <2.0 |
| Advanced Placement | <2.0 | <2.0 | <2.0 | <2.0 | - | <2.0 | <2.0 | - | <2.0 | - | <2.0 |
| Dual Credit | 47.5 | 41.5 | 56.5 | 50.8 | - | 37.5 | >98.0 | - | 45.8 | - | 60.0 |
| International Baccalaureate | <2.0 | <2.0 | <2.0 | <2.0 | - | <2.0 | <2.0 | - | <2.0 | - | <2.0 |
| Career Technical Education | <2.0 | <2.0 | <2.0 | <2.0 | - | <2.0 | <2.0 | - | <2.0 | - | <2.0 |
| Compass | <2.0 | <2.0 | <2.0 | <2.0 | - | <2.0 | <2.0 | - | <2.0 | - | <2.0 |
| SAT Subject Test | 8.7 | 14.5 | <2.0 | 7.9 | - | <2.0 | >98.0 | - | 15.3 | - | <2.0 |
| SAM School Supplemental | <2.0 | <2.0 | <2.0 | <2.0 | - | <2.0 | <2.0 | - | <2.0 | - | <2.0 |

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

☐ 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 (%) 99

Math (%) 99

Supplemental Information

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

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

| | | School Rank | | | | | | | | | | | |
|------------------------------|--|-------------|--------|------|--------|-----------|--------|------|--------|----------|--------|-----------|--------|
| | | ELL | | SWD | | Ethnicity | | ED | | Mobility | | Composite | |
| Students (% Tested) | | 0.2 | | 5.8 | | 29.1 | | 43.5 | | 28.3 | | | |
| | | Rank | Total | Rank | Total | Rank | Total | Rank | Total | Rank | Total | Rank | Total |
| Current Standing | | 20 | (36) | 14 | (36) | 28 | (36) | 21 | (37) | 14 | (37) | 27 | (36) |
| School Growth | | 23 | (36) | 14 | (36) | 27 | (36) | 20 | (37) | 18 | (37) | 27 | (36) |
| Student Growth, Highest 75% | | 28 | (36) | 21 | (36) | 31 | (36) | 30 | (37) | 28 | (37) | 31 | (36) |
| Student Growth, Lowest 25% | | 28 | (36) | 25 | (36) | 30 | (36) | 22 | (37) | 25 | (37) | 30 | (36) |
| Opportunity to Learn | | 21 | (34) | 21 | (33) | 23 | (36) | 24 | (36) | 21 | (31) | 22 | (36) |
| Graduation | | 28 | (34) | 25 | (33) | 32 | (36) | 31 | (36) | 19 | (31) | 33 | (36) |
| College and Career Readiness | | 26 | (34) | 21 | (33) | 29 | (36) | 22 | (36) | 16 | (31) | 28 | (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>.

| | | Gender | | Race / Ethnicity | | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|---------------------|----------|--------------|------|------------------|-------|----------|----------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | All Students | F | M | White | Afr Amer | Hispanic | Asian | Am Indian | | | |
| Reading Proficiency | 2016 (%) | 62.1 | 73.3 | 52.2 | 65.9 | - | 53.5 | - | - | 55.4 | 26.1 | - |
| | 2015 (%) | 67.7 | 72.6 | 62.8 | 71.8 | >98.0 | 55.8 | 83.3 | <2.0 | 57.6 | 21.4 | 57.1 |
| | 2014 (%) | 69.6 | 73.0 | 66.4 | 76.5 | - | 46.4 | 90.9 | - | 57.8 | 50.0 | 50.0 |
| Math Proficiency | 2016 (%) | 38.8 | 41.1 | 36.9 | 43.5 | - | 23.2 | - | - | 31.7 | 15.8 | - |
| | 2015 (%) | 39.5 | 40.0 | 39.1 | 44.0 | >98.0 | 24.3 | 66.7 | 50.0 | 28.0 | 9.1 | 12.5 |
| | 2014 (%) | 56.7 | 59.5 | 54.0 | 59.5 | - | 44.6 | 81.8 | - | 50.0 | 40.0 | 50.0 |

End Notes

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

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



School Grade Report Card 2015

Certified

Final Grade

A

Estancia Valley Classical Academy

District: State Charters

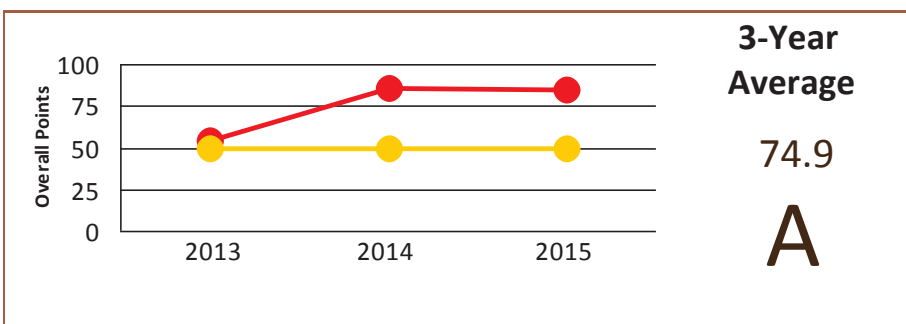
Grade Range: KN - 12

Code: 550001

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. | 12.5 | A | 23.99 | 30 |
| School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years? | 5.8 | A | 8.92 | 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. | 3.6 | A | 9.10 | 10 |
| Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark. | 7.7 | D | 6.78 | 10 |
| Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school? | 6.0 | B | 6.52 | 8 |
| Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer. | 12.8 | | | 17 |
| College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. | 9.0 | | | 15 |
| Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities? | 1.6 | | 2.98 | 5 |



| Final School Grade | | Total Points |
|--------------------|---|--------------|
| 75.0 to < 100.0 | A | 84.32 |
| 65.0 to < 75.0 | B | |
| 50.0 to < 65.0 | C | |
| 35.0 to < 50.0 | D | |
| 0.0 to < 35.0 | F | |

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

Details of Each Grade Indicator

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

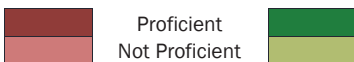
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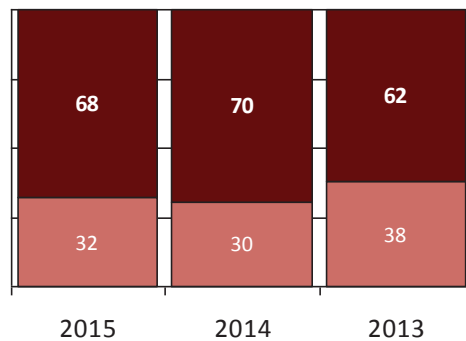
| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|-------------------------------|--------------|--------|------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Reading | | | | | | | | | | | |
| Proficient and Advanced (%) | 67.7 | 72.6 | 62.8 | 71.8 | >98.0 | 55.8 | 83.3 | <2.0 | 57.6 | 21.4 | 57.1 |
| Proficient and Advanced (Pts) | 3.38 | | | | | | | | | | |
| Value Added Model (Pts) | 9.88 | | | | | | | | | | |
| Math | | | | | | | | | | | |
| Proficient and Advanced (%) | 39.5 | 40.0 | 39.1 | 44.0 | >98.0 | 24.3 | 66.7 | 50.0 | 28.0 | 9.1 | 12.5 |
| Proficient and Advanced (Pts) | 1.98 | | | | | | | | | | |
| Value Added Model (Pts) | 8.74 | | | | | | | | | | |

3-Year Summary

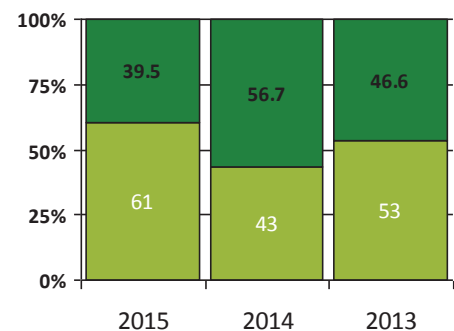
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Reading (%)



Math (%)



School Growth

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

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

| | <i>Reading</i> | <i>Math</i> |
|-------------------|----------------|-------------|
| Value Added Score | 2.166 | 0.838 |
| Points Earned | 4.92 | 3.99 |

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

Student Growth

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

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

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

| | School Overall | Subgroup Analysis | | | | | | | | | |
|-------------------|-------------------|-------------------|-------|-------|---------------------|----------|-------|--------------|----------------|----------------------------------|---------------------------------|
| | | Female | Male | White | African American | Hispanic | Asian | Am Indian | Econ Disadv | Students with Disabilities | English Language Learners |
| Reading Growth | | | | | | | | | | | |
| Highest 75% (VAS) | 1.92 | 0.51 | 0.51 | 0.53 | 1.10 | 0.45 | 0.52 | 0.81 | 0.45 | 1.00 | -0.33 |
| Highest 75% (Pts) | 4.86 | | | | | | | | | | |
| Lowest 25% (VAS) | 1.53 | 0.35 | 0.45 | 0.40 | - | 0.43 | - | - | 0.43 | 0.65 | 0.75 |
| Lowest 25% (Pts) | 4.69 | | | | | | | | | | |
| Math Growth | | | | | | | | | | | |
| Highest 75% (VAS) | 1.03 | -0.01 | 0.08 | 0.08 | 0.46 | -0.09 | -0.44 | 1.44 | 0.25 | -1.29 | 0.02 |
| Highest 75% (Pts) | 4.24 | | | | | | | | | | |
| Lowest 25% (VAS) | -0.20 | 0.19 | -0.42 | -0.07 | - | -0.30 | 1.45 | - | -0.22 | -0.39 | -0.36 |
| Lowest 25% (Pts) | 2.10 | | | | | | | | | | |

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) | 94.7 | 94.1 | 95.2 | 94.9 | - | 94.2 | - | - | 94.3 | 95.4 | - |
| Attendance (Points) | 2.99 | | | | | | | | | | |
| Survey (Average) | 31.8 | 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> 33.1 |
| Survey (Points) | 3.5 | | | | | | | | | | <i>Math</i> 28.9 |
| Count of Surveys (N) | 283 | | | | | | | | | | <i>General</i> 33.0 |

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 (%) 99
Math (%) 100

Supplemental Information

Similar Schools

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

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

| | | School Rank | | | | | | | | | | | |
|------------------------------|--|-------------|--------|------|--------|-----------|--------|------|--------|----------|--------|-----------|--------|
| | | ELL | | SWD | | Ethnicity | | ED | | Mobility | | Composite | |
| Students (% Tested) | | 2.8 | | 4.2 | | 26.6 | | 37.1 | | 3.6 | | | |
| | | Rank | Total | Rank | Total | Rank | Total | Rank | Total | Rank | Total | Rank | Total |
| Current Standing | | 5 | (34) | 4 | (34) | 3 | (35) | 3 | (35) | 3 | (35) | 3 | (35) |
| School Growth | | 4 | (34) | 3 | (34) | 5 | (35) | 5 | (35) | 3 | (35) | 5 | (35) |
| Student Growth, Highest 75% | | 4 | (34) | 3 | (34) | 1 | (35) | 1 | (35) | 1 | (35) | 2 | (35) |
| Student Growth, Lowest 25% | | 18 | (34) | 15 | (34) | 15 | (35) | 11 | (35) | 14 | (35) | 20 | (35) |
| Opportunity to Learn | | 31 | (34) | 30 | (35) | 31 | (35) | 30 | (36) | 28 | (35) | 32 | (35) |
| Graduation | | - | (34) | - | (35) | - | (35) | - | (36) | - | (35) | - | (35) |
| College and Career Readiness | | - | (34) | - | (35) | - | (35) | - | (36) | - | (35) | - | (35) |

School Growth Targets

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

| | | | | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|--------------------------------|---------------|--------|--------------|--------|---|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
| | | Target | All Students | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | |
| Growth Lowest 25% (Q1) | Reading | .0038 | Y | Y | Y | Y | . | Y | . | . | Y | Y | Y |
| | Math | -.0334 | N | Y | N | N | . | N | Y | . | N | N | N |
| Growth Highest 75% (Q3) | Reading | -.0481 | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | N |
| | Math | -.0613 | Y | Y | Y | Y | Y | N | N | Y | Y | Y | N |
| Proficiency | Reading | 33.3% | Y | Y | Y | Y | Y | Y | Y | N | Y | N | Y |
| | Math | 17.6% | Y | Y | Y | Y | Y | Y | Y | Y | 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 | Hisp | Asian | Am Indian | | | |
| <i>Reading Proficiency</i> | 2015 (%) | 67.7 | 72.6 | 62.8 | 71.8 | >98.0 | 55.8 | 83.3 | <2.0 | 57.6 | 21.4 | 57.1 |
| | 2014 (%) | 69.6 | 73.0 | 66.4 | 76.5 | | 46.4 | 90.9 | | 57.8 | 50.0 | 50.0 |
| | 2013 (%) | 62.1 | 63.3 | 60.7 | 64.8 | | 50.0 | | | | | |
| <i>Math Proficiency</i> | 2015 (%) | 39.5 | 40.0 | 39.1 | 44.0 | 98.0 | 24.3 | 66.7 | 50.0 | 28.0 | 9.1 | 12.5 |
| | 2014 (%) | 56.7 | 59.5 | 54.0 | 59.5 | | 44.6 | 81.8 | | 50.0 | 40.0 | 50.0 |
| | 2013 (%) | 46.6 | 42.2 | 51.2 | 48.4 | | 36.8 | | | | | |

Student Promotion

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

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

End Notes

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



School Grade Report Card 2014

Certified

Final Grade

A

Estancia Valley Classical Academy

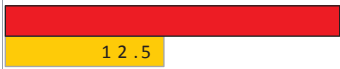







District: State Charter

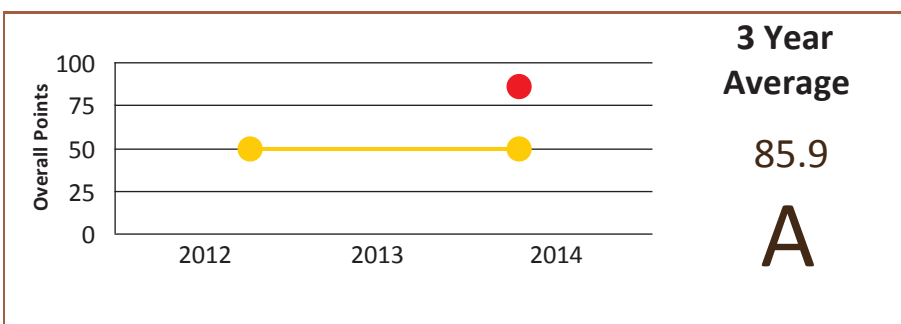
Grade Range: KN - 11

Code: 550001

This School

Statewide C Benchmark

| Current Standing | | Grade | School Points | Possible Points |
|---|--|-------|---------------|-----------------|
| How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level. |  | A | 26.34 | 30 |
| School Growth In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders? |  | B | 6.94 | 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 |  | A | 9.40 | 10 |
| Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark. |  | F | 5.69 | 10 |
| Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school? |  | B | 6.72 | 8 |
| Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer. |  | | | 17 |
| College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. |  | | | 15 |
| Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities? |  | | 3.30 | 5 |



Final School Grade

| | |
|----------------|---|
| 51.0 to < 68.0 | A |
| 44.0 to < 51.0 | B |
| 34.0 to < 44.0 | C |
| 24.0 to < 34.0 | D |
| 0.0 to < 24.0 | F |

Total Points
58.39

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

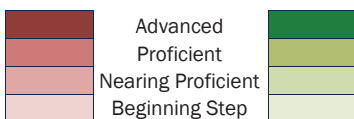
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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>.

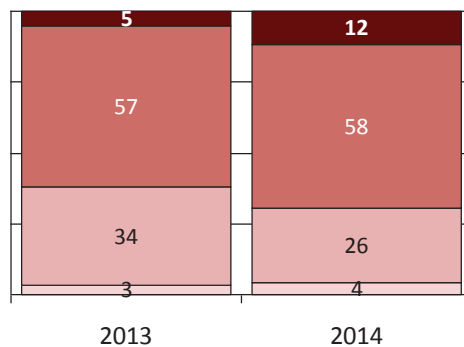
| | All Students | Gender | | Race / Ethnicity | | | | | Economically Disadvantaged | Students with Disabilities | English Language Learners | Redesignated English Proficient |
|-------------------------------|-----------------|--------|------|------------------|-------------|------|-------|--------------|-------------------------------|----------------------------------|---------------------------------|---------------------------------------|
| | | F | M | White | Afr Amer | Hisp | Asian | Am Indian | | | | |
| <i>Reading</i> | | | | | | | | | | | | |
| Proficient and Advanced (%) | 69.6 | 73.0 | 66.4 | 76.5 | - | 46.4 | 90.9 | - | 57.8 | 50.0 | 50.0 | - |
| Proficient and Advanced (Pts) | 8.79 | | | | | | | | | | | |
| Value Added Model (Pts) | 4.98 | | | | | | | | | | | |
| | | | | | | | | | | | | |
| <i>Math</i> | | | | | | | | | | | | |
| Proficient and Advanced (%) | 56.7 | 59.5 | 54.0 | 59.5 | - | 44.6 | 81.8 | - | 50.0 | 40.0 | 50.0 | - |
| Proficient and Advanced (Pts) | 7.59 | | | | | | | | | | | |
| Value Added Model (Pts) | 4.98 | | | | | | | | | | | |

3 Year Summary

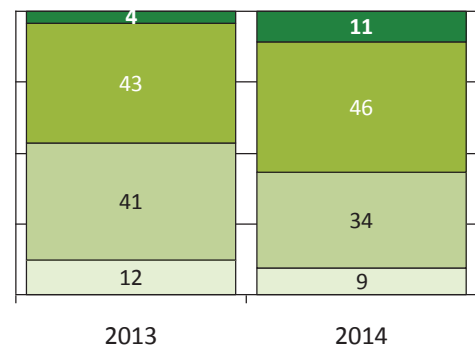
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



School Growth

School growth compares the students enrolled in the current year to 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>

Difference from
Expected Growth (SS Points)

Points Earned

Reading

0.524

3.11

Math

0.718

3.82

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.

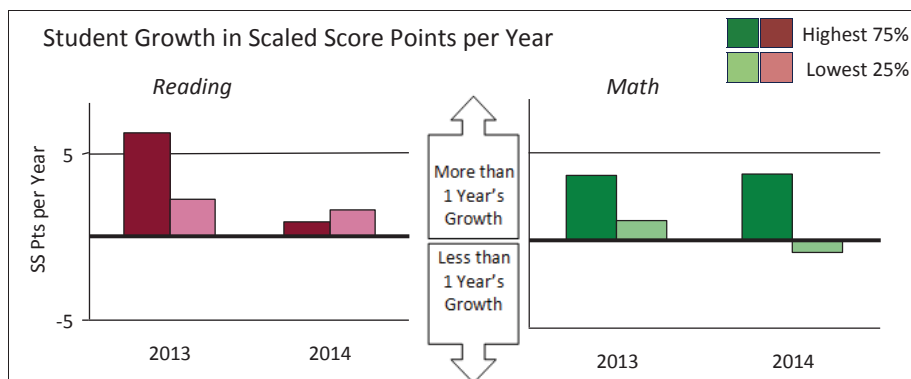
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- 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 | | | |
| Highest 75% (SS/Yr) | 0.9 | -2.8 | 1.5 | -2.9 | 1.4 | -2.8 | 1.5 | - | - | -3.0 | 1.3 | - | - | - | - | -2.9 | 1.4 | - | - | - | - | | |
| Highest 75% (Pts) | 4.40 | | | | | | | | | | | | | | | | | | | | | | |
| Lowest 25% (SS/Yr) | 1.6 | -.8 | 3.5 | -1.1 | 3.2 | -.8 | 3.5 | - | - | -1.3 | 3.0 | - | - | - | - | -1.2 | 3.1 | - | - | - | - | | |
| Lowest 25% (Pts) | 4.41 | | | | | | | | | | | | | | | | | | | | | | |
| Math Growth | | | | | | | | | | | | | | | | | | | | | | | |
| Highest 75% (SS/Yr) | 3.7 | -3.8 | .3 | -3.6 | .5 | -3.7 | .4 | - | - | -3.8 | .3 | - | - | - | - | -3.8 | .3 | - | - | - | - | | |
| Highest 75% (Pts) | 5.00 | | | | | | | | | | | | | | | | | | | | | | |
| Lowest 25% (SS/Yr) | -.7 | -1.9 | 2.3 | -2.0 | 2.2 | -1.8 | 2.4 | - | - | -2.2 | 2.0 | - | - | - | - | -2.1 | 2.0 | - | - | - | - | | |
| Lowest 25% (Pts) | 1.27 | | | | | | | | | | | | | | | | | | | | | | |



Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading 12.0

Math 15.0

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) | 96.0 | 96.3 | 95.7 | 96.0 | - | 95.9 | 96.4 | - | 94.9 | 96.4 | - | - |
| OTL Attendance (Points Earned) | 3.03 | | | | | | | | | | | |
| OTL Survey (Average Total Score) | 34.1 | 33.8 | 34.4 | 33.4 | - | 35.3 | 36.1 | - | 35.0 | 38.1 | 29.0 | - |
| OTL Survey (Points Earned) | 3.69 | | | | | | | | | | | |

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. | 3.2 | 3.2 | 3.2 | 3.1 | - | 3.3 | 3.8 | - | 3.3 | 3.8 | 2.6 | - |
| 2. My teacher explains why what we are learning is important. | 3.5 | 3.4 | 3.5 | 3.4 | - | 3.6 | 4.2 | - | 3.6 | 4.3 | 2.8 | - |
| 3. My teacher explains how learning a new topic is a foundation for other topics. | 2.9 | 2.9 | 3.0 | 2.8 | - | 3.2 | 3.6 | - | 3.3 | 4.1 | 2.0 | - |
| 4. Every student gets a chance to answer questions. | 3.8 | 3.7 | 3.8 | 3.8 | - | 3.8 | 3.8 | - | 3.6 | 3.1 | 3.4 | - |
| 5. My teacher wants me to explain my answers. | 3.8 | 3.8 | 3.7 | 3.7 | - | 3.9 | 3.4 | - | 4.0 | 3.4 | 4.3 | - |
| 6. My teacher knows when I understand, and when I do not. | 3.5 | 3.5 | 3.6 | 3.4 | - | 3.9 | 3.4 | - | 3.7 | 3.8 | 3.6 | - |
| 7. My teacher explains things in different ways so everyone can understand. | 3.8 | 3.8 | 3.8 | 3.8 | - | 3.8 | 3.8 | - | 3.8 | 4.2 | 3.3 | - |
| 8. My teacher gives me helpful feedback on work I turn in. | 3.3 | 3.2 | 3.3 | 3.3 | - | 3.1 | 3.5 | - | 3.3 | 3.7 | 2.6 | - |
| 9. My teacher checks our understanding. | 3.8 | 3.8 | 3.8 | 3.8 | - | 4.1 | 3.8 | - | 3.9 | 3.9 | 2.7 | - |
| 10. My teacher takes the time to summarize what we learn each day. | 3.2 | 3.2 | 3.2 | 3.1 | - | 3.3 | 3.8 | - | 3.3 | 3.8 | 1.9 | - |

OTL Survey Questions Math

| | | | | | | | | | | | | |
|---|-----|-----|-----|-----|---|-----|-----|---|-----|-----|-----|---|
| 1. My teacher introduces a new topic by connecting to things I already know. | 3.1 | 2.9 | 3.3 | 2.9 | - | 3.6 | 3.4 | - | 3.1 | 2.8 | 3.9 | - |
| 2. My teacher explains why what we are learning is important. | 3.1 | 2.9 | 3.2 | 3.0 | - | 3.2 | 3.2 | - | 3.5 | 3.5 | 3.5 | - |
| 3. My teacher explains how learning a new topic is a foundation for other topics. | 2.9 | 3.0 | 2.9 | 2.9 | - | 2.9 | 3.2 | - | 3.1 | 3.8 | 2.6 | - |
| 4. Every student gets a chance to answer questions. | 3.8 | 3.8 | 3.9 | 3.9 | - | 3.9 | 4.0 | - | 4.2 | 3.5 | 3.9 | - |
| 5. My teacher wants me to explain my answers. | 4.5 | 4.4 | 4.6 | 4.4 | - | 4.7 | 4.2 | - | 4.7 | 5.0 | 4.9 | - |
| 6. My teacher knows when I understand, and when I do not. | 3.1 | 3.0 | 3.2 | 3.1 | - | 3.0 | 2.8 | - | 3.5 | 4.5 | 3.0 | - |
| 7. My teacher explains things in different ways so everyone can understand. | 3.3 | 3.4 | 3.2 | 3.4 | - | 3.3 | 2.6 | - | 3.4 | 3.7 | 4.0 | - |
| 8. My teacher gives me helpful feedback on work I turn in. | 2.8 | 2.7 | 2.9 | 2.9 | - | 2.8 | 2.6 | - | 3.2 | 3.5 | 2.5 | - |
| 9. My teacher checks our understanding. | 3.2 | 3.2 | 3.2 | 3.2 | - | 3.4 | 3.2 | - | 3.5 | 4.3 | 3.4 | - |
| 10. My teacher takes the time to summarize what we learn each day. | 3.1 | 2.9 | 3.3 | 2.9 | - | 3.6 | 3.4 | - | 3.1 | 3.7 | 1.9 | - |

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

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) | | 5.0 | | 4.2 | | 26.7 | | 29.1 | | 3.5 | | | |
| | | Rank | Total | Rank | Total | Rank | Total | Rank | Total | Rank | Total | Rank | Total |
| Current Standing | | 1 | (35) | 6 | (34) | 9 | (34) | 7 | (34) | 8 | (34) | 8 | (34) |
| School Growth | | 10 | (35) | 12 | (33) | 15 | (34) | 14 | (34) | 7 | (34) | 14 | (34) |
| Student Growth, Highest 75% | | 26 | (35) | 16 | (34) | 10 | (34) | 17 | (34) | 11 | (34) | 13 | (34) |
| Student Growth, Lowest 25% | | 34 | (35) | 32 | (34) | 31 | (34) | 32 | (34) | 31 | (34) | 32 | (34) |
| Opportunity to Learn | | 8 | (35) | 13 | (34) | 20 | (34) | 10 | (34) | 11 | (34) | 14 | (34) |

School Growth Targets

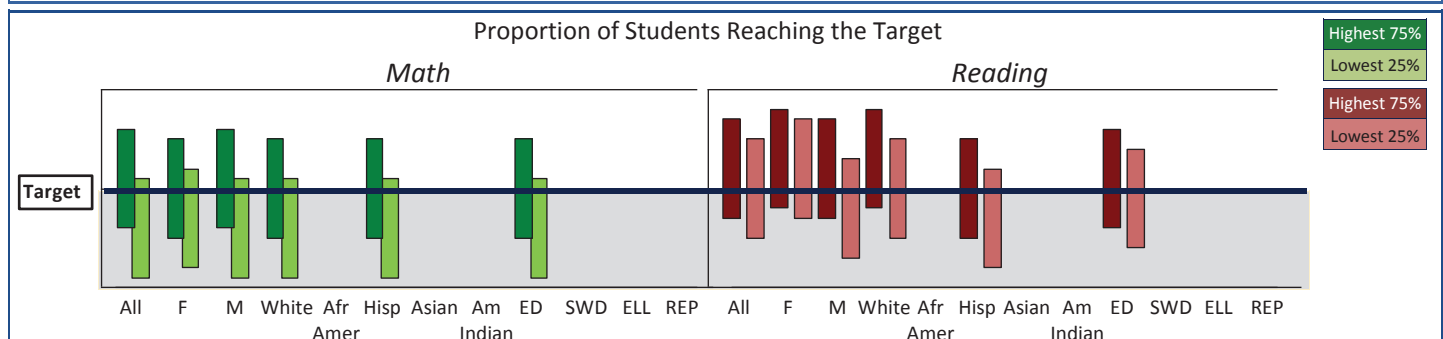
Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to 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% (%) | 71.6 | 75.3 | 67.9 | 76.2 | - | 54.3 | - | - | 61.9 | - | - | - |
| | Lowest 25% (%) | 45.5 | 65.4 | 27.6 | 54.8 | - | 23.8 | - | - | 36.4 | - | - | - |
| Math | Highest 75% (%) | 55.0 | 49.4 | 60.7 | 54.4 | - | 45.5 | - | - | 48.8 | - | - | - |
| | Lowest 25% (%) | 12.7 | 15.4 | 10.3 | 14.3 | - | 8.7 | - | - | 9.5 | - | - | - |

Graduation

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

Target 73.7%



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 | - |
| Math (%) | >98.0 | >98.0 | >98.0 | >98.0 | - | >98.0 | >98.0 | - | >98.0 | - | >98.0 | - |

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 | | | | |
| <i>Reading</i> | 2014 (Avg SS) | 43.6 | 44.8 | 42.3 | 45.0 | - | 39.1 | 47.5 | - | 41.0 | 37.8 | 38.3 | - |
| | 2013 (Avg SS) | 42.4 | 43.0 | 41.7 | 42.9 | - | 40.2 | - | - | - | - | - | - |
| | 2012 (Avg SS) | - | - | - | - | - | - | - | - | - | - | - | - |
| <i>Math</i> | 2014 (Avg SS) | 41.0 | 40.5 | 41.5 | 42.4 | - | 36.4 | 44.6 | - | 38.0 | 36.1 | 35.6 | - |
| | 2013 (Avg SS) | 39.4 | 38.6 | 40.2 | 39.8 | - | 37.8 | - | - | - | - | - | - |
| | 2012 (Avg SS) | - | - | - | - | - | - | - | - | - | - | - | - |

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

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

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. However high schools that were graded on this restricted scale have their points adjusted upward to the 100 point scale in order to report 3-year averages.
- 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.