

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: January 13, 2017
- II. Item Title: Vote on Charter School Amendment – Tierra Encantada Charter School change of facility location - 8.01(a)(x)
- III. Executive Summary and Proposed Motions:

Request and Rationale

Tierra Encantada Charter School is requesting to amend the Facility Material Terms of their Charter 8.01 1.a (x) its contract.

Tierra Encantada Charter School requests to amend Section 8.01(a) x. (p.36) of its contract which currently states:

The Charter School's primary location is: Alvord Elementary Building-SFPS-551 Alarid St., Santa Fe, NM 87510

The school seeks to change the current language to:

The Charter School's primary location is: Mission Viejo 4601 Mission Bend. Santa Fe, NM 87510

The school states the following rationale for its request:

The current facility (Alvord Elementary) does not meet our student needs based on adequacy standards, while the new facility (Mission Viejo) best suits our needs.

School History

Tierra Encantada Charter was originally chartered by the Santa Fe Public School District under the name of Charter 37.

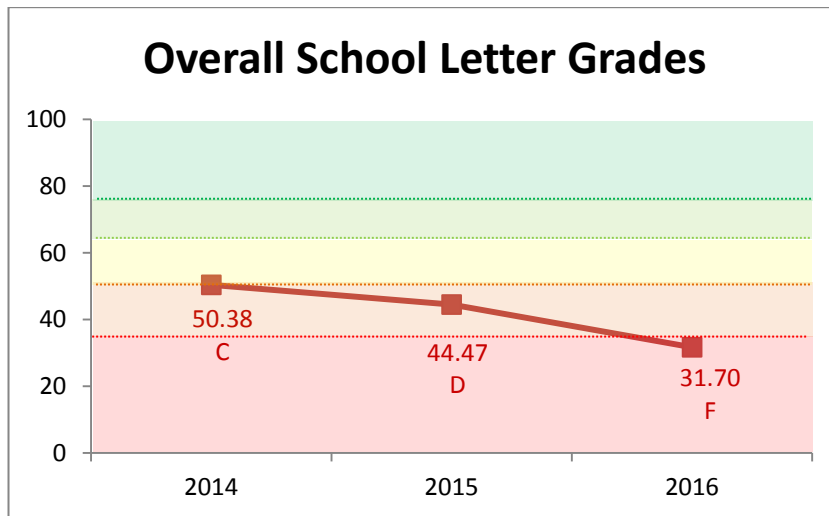
The Tierra Encantada Charter's Renewal Application was approved by the Public Education Commission in December of 2014 and began serving students in 2015 as a PEC authorized charter school for a 5 year term.

The school is authorized to serve grades 7-12 and its enrollment cap is 400. According to the 2016- 2017 80th Day STARS report, the school had 290 students enrolled in December 2016.

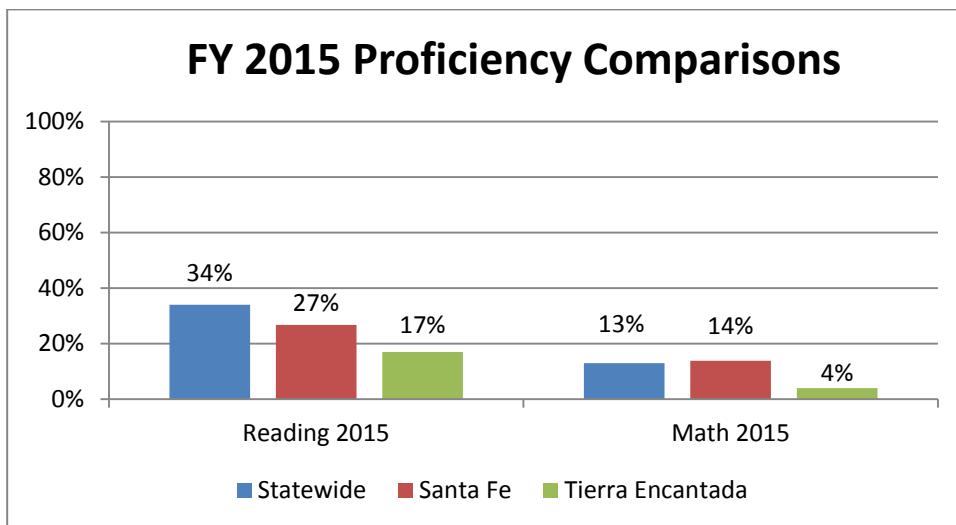
School Performance

Tiera Encantada has received the following school grades:

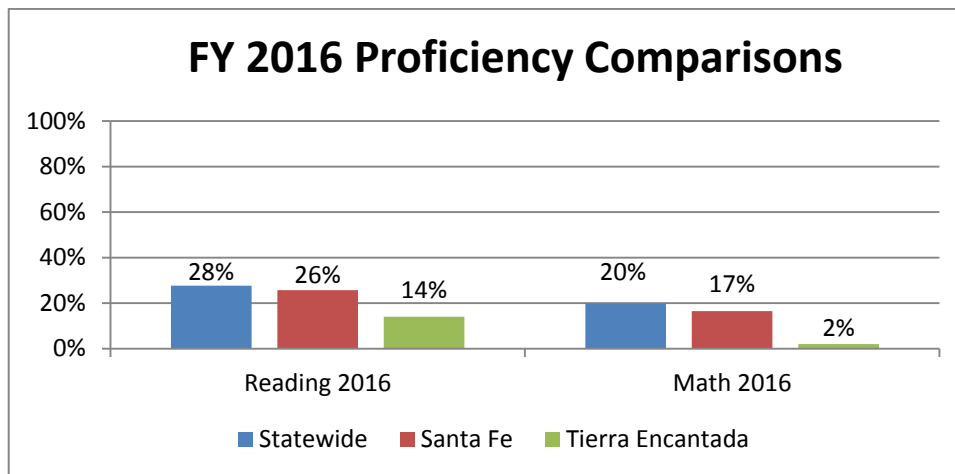
In 2013-14 the school grade was a C. In 2014-15 the school grade was a D. In 2015-2016 the school grade was a F.



The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Santa Fe Public Schools District data for the same grade levels. This comparison for 2015 indicates that the school scored a lower proficiency percent than the statewide and Santa Fe Public Schools' proficiency rates in reading. The school's math proficiency rate was significantly lower than the statewide and Santa Fe Schools' proficiency rates in math.



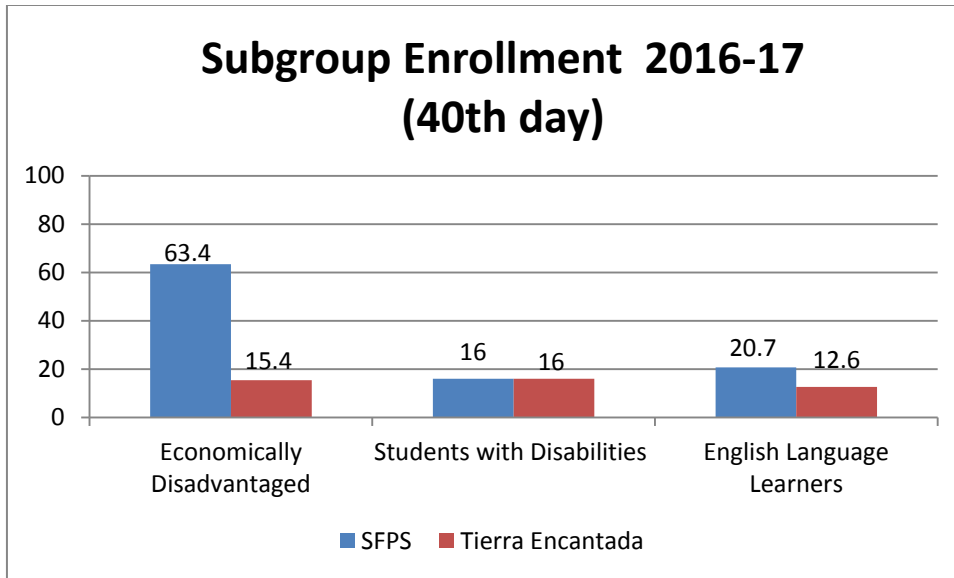
The 2016 data indicates the school's performance declined between 2015 and 2016. The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Santa Fe Public Schools District data for the same grade levels. This comparison for 2016 indicates that the school scored a lower proficiency percent than the statewide and Santa Fe Public Schools' proficiency rates in reading. The school's math proficiency rate was significantly lower than the statewide and Santa Fe Schools' proficiency rates in math.



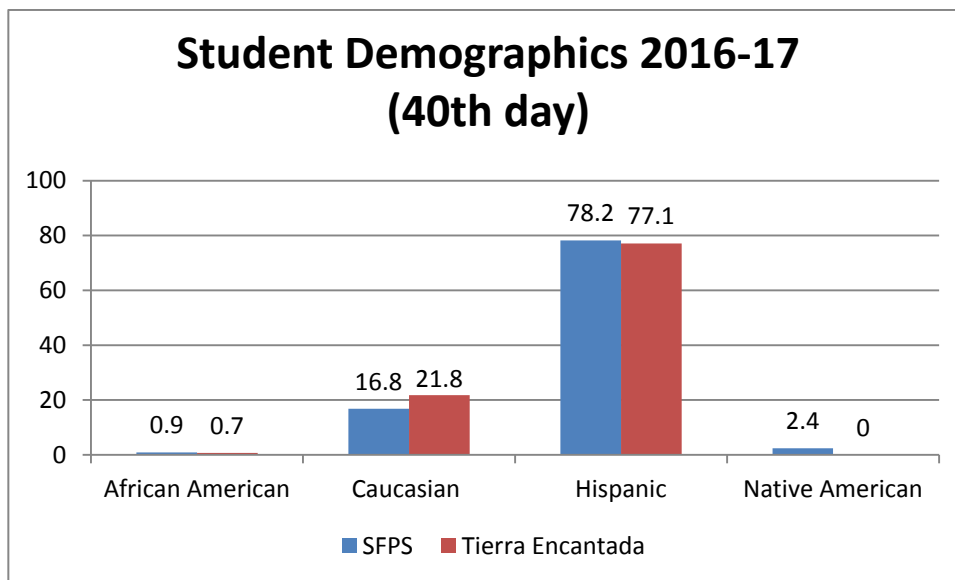
School Enrollment and Demographics Data

The 80th day enrollment count at Tierra Encantada was 290 students for the 2016-2017 school year and 297 students for the 2015-2016 school year. This demonstrates a decrease in total enrollment by 7 students.

Student demographics and subgroup enrollment for Tierra Encantada for the 2016-17 40th day reporting, as compared to Santa Fe Public School District (SFPS) is provided below. The STARS data indicates the school has a significantly smaller percentage of Economically Disadvantaged students enrolled than the percentage of such students enrolled in schools across Santa Fe Public School District. Tierra Encantada has the same percent of students with disabilities as compared to the district percentage. The data also demonstrates that the school has a lower percentage of English Language Learners as the district percentage.



The data below compares Tierra Encantada’s students’ demographics to Santa Fe Public School District’s demographics. The data demonstrates that the school has about the same percentage of Hispanic Students as compared to the local district, a slightly higher percentage of Caucasian students and a slightly lower percentage of Native American students.



Additional Analysis

In order to meet the requirements of the charter schools facilities statutes, a school must demonstrate the following:

1. The facilities meet educational occupancy standards required by applicable New Mexico construction codes;

2. The facilities, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within eighteen months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.
3. The facilities meet one of the following ownership requirements:
 - a. The facility is a publicly owned building;
 - b. The facility is subject to a lease-purchase arrangement that has been entered into and approved pursuant to the Public School Lease Purchase Act;
 - c. There are no adequate public facilities available, the facility is owned by a private owner, and the owner of the facility is contractually obligated to maintain the building to statewide adequacy standards at no additional cost to the charter school or the state; or
 - d. The facility owned by a nonprofit entity specifically organized for the purpose of providing the facility for the charter school, and the owner of the facility is contractually obligated to maintain the building to statewide adequacy standards at no additional cost to the charter school or the state.

The school has demonstrated compliance with the NMCI and e-occupancy requirements of the statute. However, it is unclear if the lease meets the ownership requirements. CSD has requested information from the PSFA on whether the lease meets the requirements of NMSA 22-8B-4.2(D).

The governing minutes provided are from April 2017, but the amendment form was signed in December. The prior school leader has originally submitted and then withdrew the amendment request from the spring. It is unclear whether this is the same request, or whether the governing board needs to approve a new amendment request.

Recommendation

The PED recommends the request to amend the facility location be approved on the condition that the PSFA is able to certify that the facility meets all statutory requirements found in 22-8B-4.2 and the minutes are determined to be acceptable by the Commission.

Proposed Motions

- **Move** to deny the amendment request presented by presented by Tierra Encantada Charter School requesting to amend Section 8.01(a) x. (p.38), facility terms, of its contract because [PEC to provide rationale.]
- **Move** to approve the amendment request presented by Tierra Encantada Charter School requesting to amend Section 8.01(a) x. (p.38), facility terms, of its contract with the condition that the PSFA is able to certify that the facility meets all statutory requirements found in 22-8B-4.2.

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: Tierra Encantada Charter School

Date submitted: 12/16/2016 Contact Name: Mr. Manuel Lucero E-mail: mlucero@tecsalvord.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section 8.01 (a)(x), Page 19	Alvord Elementary Building-SFPS-551 Alarid Street, NM 87501. The administrative office is at 906 South St. Francis, Suite C, Santa Fe, NM 87505	Tierra Encantada has outgrown our current facility. Santa Fe Public School's Alvord has offered us the opportunity to terminate current lease.	<i>The current facility (Alvord Elementary) does not meet our students needs based on adequacy standards, while the new facility (Mission Viejo) best suites our needs.</i>	5/7/2016
	The Facility meets all applicable facility requirement of State and Federal Law.	The facility we have a tentative negotiated contract is at Mission Viejo located at 4601 Mission Bend, Santa Fe, New Mexico 87501.		
	We have five years left on a ten-year lease. However, we have been looking for additional space to accommodate our growth while keeping our current location as our main campus. Although this not public information yet, negotiations	The campus at Mission Viejo better serves the needs of our students because it meets adequacy standards set forth by the Public Schools Facilities Authority (PSFA). We have submitted the E-Occupancy Certificate for Mission Viejo and the NMCI letter from PSFA.		

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.

<p>between the Boys and Girls club and Tierra Encantada have been ongoing and are close to an agreement to use their facilities to house part of our school population to meet our growth projections. As a result, we have contacted the Public School Facilities Authority to create a master facilities plan. This was submitted October 1, 2014.</p>			
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Original Signature of Governing Council President or Designee:  Date: 16 December 2016

Printed Name of Governing Council President or Designee: Bernice E. Balderado

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

Daniel P. Benavidez, Director dbenavidez@lecsalworld.org
Casey J. Benavidez, Assistant Director cabenavidez@lecsalworld.org
Steve Alarid, Business Manager salarid@lecsalworld.org

GOVERNANCE BOARD REGULAR MEETING

Saturday, June 4, 2016
9:00am

MINUTES

1. CALL TO ORDER BY PRESIDENT
 - A. Don Francisco Trujillo called the meeting to order at 9:01 am.
2. ROLL CALL & VERIFICATION OF A QUORUM BY SECRETARY
 - A. Quorum verified – Secretary, Tanya Miller took roll call.
 - B. Members present: President Don Francisco Trujillo, Vice President Max Contreras, and Secretary Tanya Miller.
 - a. Excused absences: Treasurer James Torres and Member Tom Briggs
3. PLEDGE OF ALLEGEANCE
4. APPROVAL OF AGENDA
 - A. Don Francisco Trujillo entertained the motion to approve the agenda as presented; Max Contreras moved to approve the agenda as presented; Tanya Miller seconded it; motion passed.
5. APPROVAL OF MINUTES
 - A. Saturday, May 7, 2016 – Regular Meeting Minutes
 - B. Don Francisco Trujillo entertained the motion to approve the minutes as presented; Tanya Miller moved to approve the minutes as presented; Max Contreras seconded it; motion passed.
6. PUBLIC FORUM
 - A. None
7. TEPP Information/Update – Director Daniel Benavidez
 - A. The TEPP Group is currently using Face Time for meetings.



“Casa de Los Alacranes”

551 Alarid St., Santa Fe, NM 87501
(505) 983-3337 PH (505) 983-1118 FAX



We are a Dual Language/Project Based/College Preparatory School

Daniel P. Benavidez, Director dbenavidez@tecsalvord.org
 Casey J. Benavidez, Assistant Director cjbenavidez@tecsalvord.org
 Steve Alarid, Business Manager salarid@tecsalvord.org

GOVERNANCE COUNCIL REGULAR MEETING

SATURDAY, May 7, 2016, 9:00 AM

MEETING MINUTES

The minutes of the Governance Council's Meeting are set forth herein under the Agenda items noted:

1. CALL TO ORDER BY PRESIDENT
 - a. Don Francisco Trujillo called the meeting to order at 9:10AM
2. ROLL CALL & VERIFICATION OF QUORUM BY SECRETARY
 - a. Quorum verified - Tanya Miller took roll call.
 - b. Members present: Don Francisco Trujillo, Max Contreras, James Torres, Tom Briggs, and Tanya Miller. Members absent: None.

3. PLEDGE OF ALLEGIANCE

4. APPROVAL OF AGENDA
 - a. Tom Briggs moved to approve the agenda as presented; Max Contreras seconded it; motion passed unanimously.

5. APPROVAL OF MINUTES

- A. Thursday, March 31, 2016 – Regular Meeting Minutes
 - a. Tom Briggs moved to approve the minutes as presented; Max Contreras seconded it; motion passed unanimously.
- B. Thursday, April 21, 2016 – Special Meeting Minutes
 - a. Tanya Miller moved to approve the minutes as presented; James Torres seconded it; motion passed unanimously.
- C. Wednesday, April 27, 2016 – Special Meeting Minutes
 - a. Tanya Miller moved to approve the minutes as presented; Max Contreras seconded it; motion passed unanimously.

6. PUBLIC FORUM

- a. No members of the public signed up to present public comment and no comments were presented.

7. TEPP Information/Update – Anthony Sena
 - a. The TEPP Tierra Encantada Parent Partners sponsored dance that was originally scheduled was cancelled due to a shortage of volunteers.
 - b. Currently there are 13 active parents participating in the TEPP group.
 - c. The meetings scheduled in July & August will include officer elections.
 - d. Don Francisco suggested that instead of 2 Co-Presidents, that there be a President and a Vice President.
8. Governance Council Appointee Recommendations per TECS Policy 05.07.15.0015. Introduction of candidates by Board Member Tanya Miller. Candidates are: Ms. Melarie Gonzales; Mr. Joseph Salazar; Mr. Abenicio Baldonado; Mr. Nicholas Maestas.
 - a. A decision will be made during the June 2016 GC meeting on who will be appointed to fill the two vacant positions.
 - b. The two appointees chosen will begin on the Board effective with the July meeting. in conjunction with the new school year.
9. Update on Student Government – Carlos Martin. Student Government Sponsor and Government/History Teacher made the report.
 - a. A second meeting of the new Officers of the Student government Body was rescheduled for the end of May and a few more during the summer.
 - b. Student Government is working on fund raising for two Welcome Back Dances (one for upper classmen and one for lower classmen) at the beginning of the next school year, as well as a dance during the winter time period and one during the end of the year.
 - c. The GC discussed the potential of having a half credit elective for Student Government for next year; Daniel confirmed that this will be built into the curriculum.
 - d. There are currently 5 Officer Members of the Student Government.
 - e. Mr. Abenicio Baldonado recommended that the Student Government become engaged in the CloseUp Program, which is a National group that includes a trip to the White House in Washington, DC.
 - f. Don Francisco Trujillo recommended that the Student Government become engaged in the NALGO event, which includes Municipal, State, Federal, County and School Board Government events.
10. Update on Unbound Model (Project Based Curriculum) – Hana Patrick, Educational Assistant and Unbound Model Coordinator, made the report.
 - a. Hana has been working on a curriculum for the Unbound Model (Project Based).
 - b. Hana has been working on the first semester flow with Professional Development and how teacher assessment will be done.
11. FINANCIAL REPORTS
 - A. Financial Reports & Information – Steve Alarid, Business Manager, made the report.
 - B. Consideration, Discussion and Approval of:
 - a. BARS: External BAR# 565-000-1516-0026-I \$136.67
 - External BAR# 565-000-1516-0027-M \$ 0.00
 - Max Contreras moved to approve the BARS as presented; Tom Briggs seconded it; motion passed unanimously.

14. DIRECTORS REPORTS
 - A. School Reports & Information – Daniel Benavidez, Director made the report.
 - a. FY15/16 Enrollment (Current Enrollment)
 - a. There are 291 students who are currently enrolled in TECS.
 - b. FY16/17 Enrollment (Departing Students & New Enrollments)
 - a. There have been 8 students that left TECS and 1 student enrolled into TECS since last regular meeting.
 - b. There are 146 students who have registered for next year so far; 65 registered for 7th grade for next school year.

13. EXECUTIVE SESSION – in accordance with NMSA 1978, Section 10-15-1 (H) (2).
 - A. Limited Personnel Matters: Director's Evaluation.
 - a. Executive Session Began by Member Roll call vote to move into Executive Session taken at 10:35am; President Trujillo [yes], Vice President Contreras [yes], Treasurer Torres [yes], Secretary Miller [yes], and Member Briggs [yes].
 - i. Treasurer Torres left the meeting at 10:45am.
 - b. Executive Session ended by Member Roll call taken at 11:07am: President Trujillo [yes], Vice President Contreras [yes], Secretary Miller [yes], and Member Briggs [yes].
 - i. Treasurer Torres was absent; excused absence.
 - c. Limited Personnel Matters involving the Director's Evaluation were discussed: no action was taken in Executive Session. It was announced that the GC intended to return into Executive Session for purposes of completing discussion of this item after completion of agenda item 15.D.

12. AMENDMENT TO THE AGENDA ITEM ORDER
 - a. Due to GC member Torres needing to leave the meeting early, James Torres moved to amend the agenda to approve beginning the Executive Session after Item 11. Tanya Miller seconded it; motion passed unanimously.
 - Tanya Miller moved to approve the Vouchers as presented; Max Contreras seconded it; motion passed unanimously.

b. Vouchers: Apr072016	-	\$20,991.34
Apr212016	-	\$48,522.77
May052016	-	\$17,464.37
 - Max Contreras moved to approve the Final Operational Budget as presented with the condition that stipends be discussed and approved between administration and President Trujillo prior to finalization of that item; Tom Briggs seconded the motion; motion passed unanimously.
 - c. Final Operational Budget for FY2016/17. Steve Alarid Steve made a detailed presentation of the FY2016-17 budget. Discussion was had by the GC, with questions presented by members of the public attending.

- c. Director's Report
 - a. The incentive trip was on May 2nd which included a visit to the Hinkle Family Fun Center and attending an Isotopes Game.
 - b. Student started Intensives this week.
 - c. Graduation will be held on Friday, May 13th at 9am: at the Santa Fe Convention Center;
 - The Honorable Darren Cordova will be the Keynote Speaker; former Taos Mayor and Renowned Musician and Recording Artist.
 - d. The Class that TECS athletics teams will compete in next year will be moved from Class AA to Class AAA.
 - e. There are two weeks of school left for this school year: the last day of school is May 19th.
15. GOVERNANCE COUNCIL RESOLUTIONS AND POLICIES
 - A. Consideration and Discussion regarding Policies pertaining to:
 - a. 05.07.16.0022.
 - Suggested updates to the Conflict of Interest Policy:
 - Article II, #6 – addition of item, to include a definition of Employees
 - Article VI, Third Bullet – add signed copy of Policy
 - Article III, #4 – add notation about the Gifts Policy
 - Max Contreras moved to approve the TECS Conflict of Interest Policy with changes discussed; Tom Briggs seconded it; motion passed unanimously.
 - Consideration, Discussion and Approval of revised Tierra Encantada Charter School Governance Council By-Laws.
 - Suggested updates to the Conflict of Interest of Tierra Encantada Charter School Governance Council By-Laws:
 - Entire Document – Bylaws shall use term 'Governance Board' throughout
 - Article I – Mission statement added
 - Article II – change handicap to handicap/disability
 - Article III, I – at least 5 members, no more than 7, and a maximum of 2 whom are parents
 - Article III, 3.6 – Reference to the New Appointee Policy will be added
 - Article III, 3.6.a – Add "or excused absence"
 - Article III, 3.7 – remove second sentence and add "If a member needs to miss a meeting, he/she shall consult with the Board President prior to the meeting"
 - Article IV, section 1 – New Appointee Policy process will be followed
 - Article V, section 5.3 – "For voting purposes, a quorum shall consist of 3 members of a Board of 5, and 4 members of a Board of 6 or 7"
 - Article V, section 5.6 – "agenda submitted in writing...48 hours"
 - Article V, section 5.8 – "The Board may..."
 - Article VI, section 6.2 – eliminate the last sentence
 - Article VIII, section 1 – eliminate this section mentioning a Building Accountability Advisory Committee.

- Article VIII, section 1(new) – Finance & Audit committee sections will be elaborated upon into two sections
 - Tom Briggs moved to approve the revised Tierra Encantada Charter School Governance Board Bylaws with changes discussed; Max Contreras seconded it; motion passed unanimously.
 - c. Consideration, Discussion and Approval of Amendment Request Form PEC – Location Facility Change: Mission Viejo Site – Daniel Benavidez discussed the proposed amendment to the School's charter contract and the reasons therefore with the GB.
 - Max Contreras moved that the GB adopt a Resolution approving the Amendment Request – PED Location Facility Change. as follows: "The TECS Governance Board hereby approves the Amendment Request Form– PED Location Facility Change. as presented to the GB by Mr. Benavidez and as attached and approves the submittal of the Amendment to the PEC for its consideration and approval"; Tanya Miller seconded it; the Resolution passed unanimously.
 - d. Consideration, Discussion and Approval of Amendment Request Form PEC – Official School Name Change: drop @Alvord - Daniel Benavidez discussed the proposed amendment to the School's name with the GC and the reasons therefore.
 - Tom Briggs moved that the GB adopt a Resolution approving the Amendment Request – Official School Name Change, as follows: "The TECS Governance Board hereby approves the Amendment Request Form– PEC Official School Name Change, as presented to the GB by Mr. Benavidez and as attached, and approves the submittal of the Amendment to the PEC for its consideration and approval"; Max Contreras seconded it; motion passed unanimously.
16. OTHER MATTERS
- A. Status Update and Discussion regarding a permanent Music Program for TECS (Teacher Position/Budget/Etc.). Mr. Benavidez gave the update.
 - a. The permanent Music Program for TECS has been completed.
 - B. Status Update and Discussion regarding Student Government Program (Student Class/Elective). Mr. Benavidez gave the update.
 - a. This has been completed and is being worked into next year's school schedule.
 - NALEO – National Association of Latino Elected and Appointed Officials Conference. Washington, DC. June 23-25, 2016. Don Francisco Trujillo made the report.
 - a. Don Francisco Trujillo and James Torres wish to attend.
 - b. Don Francisco Trujillo will work with staff to determine if there are funds available for this conference.
 - c. Max Contreras made moved to approve the attendance of NALEO by Don Francisco Trujillo and James Torres this year; Tanya Miller seconded it; motion passed unanimously.

- D. Scheduling of next meeting: Annual Board Retreat: Tamaya, Bernalillo – Saturday, June 4, 2016, 9:00 AM Regular Meeting, 1:00 PM Retreat.
- a. Potential Governance Board members were invited to attend.
 - b. Tom Briggs will not be able to attend this meeting.

17. REGULAR SESSION (RECESS TAKEN)

- a. Tanya Miller made a motion to approve a brief recess of the Regular Governance Board Session to have lunch; Max Contreras seconded the motion; motion passed unanimously.
- b. Recess began at 2:30pm.

18. REGULAR SESSION (RECONVENED) - ROLL CALL & VERIFICATION OF A QUORUM BY SECRETARY

- a. Don Francisco Trujillo resumed the meeting by calling it to order at 3:30pm.
- b. Quorum verified - Tanya Miller took roll call.
- c. Members present: Don Francisco Trujillo, Max Contreras, Tom Briggs, and Tanya Miller. Tom Briggs made the motion to reconvene Regular Governance Board Session; Max Contreras seconded the motion; motion passed unanimously.
- i. James Torres was absent; excused absence.

19. EXECUTIVE SESSION (RECONVENED) - ROLL CALL & VERIFICATION OF A QUORUM BY SECRETARY

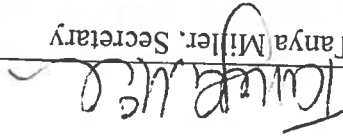
- a. Max Contreras moved that the GB move into Executive Session for purposes of continuing discussion of Limited Personnel Matters – Director's Evaluation; seconded by Tom Briggs. Member Roll call taken at 3:31 pm; President Trujillo [yes], Vice President Contreras [yes], Secretary Miller [yes], and Member Briggs [yes].
- b. Executive Session Ended: Roll call was taken at 7:14 pm; President Trujillo [yes], Vice President Contreras [yes], Secretary Miller [yes], and Member Briggs [yes].
- President Trujillo stated that no action was taken in Executive Session and nothing was discussed in Executive Session other than Limited Personnel Matters – Director's Evaluation.

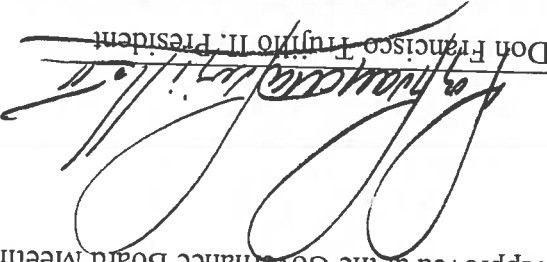
20. ADJOURNMENT

- a. Tom Briggs moved to adjourn the Governance Board meeting; Tanya Miller seconded it; motion passed and meeting ended at 7:15 pm.

Approved at the Governance Board Meeting of June 4, 2016

Attest:


Tanya Miller, Secretary


Don Francisco Trujillo II, President

STATE OF NEW MEXICO
REGULATION AND LICENSING DEPARTMENT
CONSTRUCTION INDUSTRIES DIVISION
GENERAL CONSTRUCTION BUREAU

No 12653

THIS BUILDING HAS BEEN OCCUPIED BEFORE A FINAL INSPECTION HAS BEEN CONDUCTED.

X TEMPORARY, _____ EXPIRATION DATE _____
PERMANENT

CERTIFICATE OF OCCUPANCY

THE FOLLOWING BUILDING OR PORTION THEREOF HAS BEEN INSPECTED FOR COMPLIANCE WITH THE REQUIREMENTS OF
AS SPECIFIED BY THE NEW MEXICO BUILDING CODE.

OCCUPANCY GROUP

F SANTA FE NM

4601 MISSION BEND SANTA FE
MISSION VIEJO CHRISTIAN ACADEMY 4601 MISSION BEND SANTA FE

BUILDING ADDRESS

NAME AND ADDRESS OF OWNER

CEPESTA, RON CONSTRUCTION #146002

NAME(S) OF LICENSED NEW MEXICO CONTRACTOR(S)

2007047932

BUILDING PERMIT NUMBER

INSPECTOR'S NAME

03-27-09

DATE

PORTION OF BUILDING

TOTAL

IF NO LICENSED CONTRACTOR, NAME(S) OF OWNER-BUILDER(S)

COMMENTS

State of New Mexico
Public School Facilities Authority



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

Robert A. Gorrell, Director
Tim Berry, Deputy Director
Santa Fe Office
420 Don Gaspar
Santa Fe, NM 87501
(505) 988-5989
(505) 988-5933 (Fax)
April 26, 2016

Mr. Benavidez, Director
Tierra Encantada Charter School
551 Alarid Street
Santa Fe, New Mexico 87501
RE: Proposed Facility at 601 Mission Bend, Santa Fe New Mexico

Greetings Director Benavidez:

Public School Facilities Authority (PSFA) has assessed the proposed facilities for Tierra Encantada Charter School. This assessment was performed to see if this facility meets statewide adequacy standards for charter schools pursuant to 22-20-1 NMSA 1978. In accordance with this statute, PSFA shall grant approval if (1) the facility meets applicable provisions of the Statewide Adequacy Standards pursuant to the Public School Capital Outlay Act, or if the building can be brought into compliance with those standards within a reasonable time and at a reasonable cost and that the money and resources to do so are available to the requestor; and (2) the subject facility garners a weighted New Mexico Condition Index (WNMCI) score that is at least equal to the average score for all New Mexico public school facilities for the year in which the request is made.

PSFA understands that Tierra Encantada Charter School serves grades 6-12. With a current enrollment of 297 and a charter cap of 400, it is a dual language school that utilizes project based learning designed to prepare students for college.

PSFA is pleased to advise you that this assessment has resulted in a weighted New Mexico Condition Index score of 2.98% which is better (lower is better) than the current statewide average of 18.98% as required by this statute. Prior to locating students in this facility you need to acquire an "E" (educational) occupancy by working through PSFA and the Construction Industries Division (CID).

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

Respectfully,

Martica Casias, Planning & Design Manager
Public School Facilities Authority

Cc: Steve Alarid, Business Manager Tierra Encantada Charter School
Norma Ahlskog, Financial Specialist PSFA

LEASE AGREEMENT

This Lease Agreement ("Lease") is entered into this date of _____ (the "Effective Date") by and between RON SEBESTA REALTY RETIREMENT PLAN, owner of MISSION VIEJO PROPERTY ("Lessor"), and TIERRA ENCANTADA CHARTER SCHOOL ("Lessee" or "School")

The parties agree as follows:

In consideration of the covenants, agreements and stipulations herein contained on the part of the Lessee to be paid, kept and faithfully performed, the Lessor does hereby lease, demise and let unto the said Lessee land and improvements located at 4601 Mission Bend 87507 in Santa Fe, New Mexico those certain premises as described in Exhibit A attached hereto (the "Leased Premises").

In consideration of the leasing of the Leased Premises and of the mutual agreements herein contained, each party hereto does hereby expressly covenant and agree to and with the other, as follows:

Section 1. Leased Premises Description. The property referred to in the lease is a portion of the Mission Viejo property located at 4601 Mission Bend, 87507, City of Santa Fe, Santa Fe County, New Mexico, consisting of approximately 9.605 acres and the portion of a building totaling approximately 28,441 square feet of space, and more particularly described as Lot 21A, Mission Viejo Subdivision, Santa Fe County New Mexico on the preliminary plat prepared by Rick Chatroop, Sheet 5, dated _____ ("School Property" or "Facility"). The Facility was formally a school operated by the adjacent Church of The Light at Mission Viejo. Lot 21B and the portion of the building occupied by the Church (together, the "Church Property") are not part of the lease, but the Lessor shall assist the School in pursuing an option to purchase the Church Property, or right of first refusal. Further, Lessor shall assist Lessee in negotiating with the Church reciprocal rights to use certain parts of each other parties' facilities.

Section 2. Acceptance of Lease. The Lessee accepts said letting and agrees to pay to the order of the Lessor the rentals stated below for the full term of this lease.

Section 3. Lease Term. The term of this lease shall commence on _____ and shall end at midnight on _____.

Section 4. Base Rent and Security Deposit.

The Base Rent will be \$270,000 per annum. Base Rent may increase if additional square footage is made available to the School, but the lease will be amended accordingly. Quarterly lease payments of Base Rent shall be made beginning August 1, 2016 (for the months of July, August and September), October 1st, January 1st, and April 1st. Thereafter quarterly Base Rent shall be made July 1st, October 1st, January 1st, and April 1st, and April 1st of each Lease year.

Security Deposit. Lessee shall make security deposit equal to three (3) month's rent; two (2) months payable upon lease execution, and one (1) month payable on July 1, 2016. Any unused security deposit shall be refunded to the School within 30 days of termination of Lease, or applied to the last month's rent.

Section 5. Additional Rent and Property Taxes

A. The Lessee shall also pay for all heat, light, water, power, and other services or utilities used in the Leased Premises during the term of this Lease. School Property and Church Property are separately metered for gas and water, and the School shall pay utilities for School Property. Electric utilities are metered on School Property, but with a sub-meter on Church Property and the Church's portion of the electric bill is to be paid monthly by the Church on a pro-rata basis based on use. Lessor shall pursue and obtain separate electric metering for School Property in conjunction with the lot split Lessor is seeking, at Lessor's cost.

C. The School is responsible for payment of all property taxes assessed during School's occupancy, if any; the School shall not be responsible for property and other taxes accrued prior to the School's occupancy. If desired by School, Lessor shall cooperate with the School in seeking a property tax exemption from relevant authorities..

D. As set out in Section 7 of this Lease, Lessor shall be making leasehold improvements ("Improvements") as described and defined in Section 7(A) and (B). The cost of these "Tenant Improvements" which the Lessor makes shall be amortized over the term of the Lease as Additional Rent. The amortization shall include interest at 3% per annum.

Section 6. Use of Leased Premises.

B. Lessor shall select, coordinate, pay and oversee any/all consultants to the project (construction manager, architect, governmental contractor, subcontractors, etc.) involved in the construction of the Improvements; manage the entitlements and construction process; and deliver a turn-key facility

A. The following is Lessee's list of Tenant improvements ("Improvements" or "Tenant Improvements") to be made by Lessor at Lessor's initial cost, but which cost is to be reimbursed by Lessee in accordance with Section 5: desks/chairs existing on School Property to be removed; toilets in kindergarten/primary classroom area to be exchanged for regular-size; existing kitchen equipment removed, except for stove hood; existing bell/intercom/fire systems to remain; double doors and wall to be constructed on first floor hall to separate kitchen/cafe/terrace/7th/8th grade classrooms from rest of school building; removal of scripture tiles on School Property and replacement of plain tiles or equivalent; if necessary, additional parking spaces to be constructed to meet planning/zoning requirements on School Property; electrical line(s)/hookup(s) for School signage.

Section 7. Repairs and Improvements.

D. Lessee shall comply at Lessee's own expense with all laws and regulations of any municipal, county, state, federal or other public authority respecting the use of the Leased Premises.

C. The Lessee will not allow the Leased Premises at any time to fall into such a state of repair or disorder as to increase the fire hazard thereon; it will not use the Leased Premises in such a way or for such a purpose that the fire insurance rate on the building in which the Leased Premises are located is thereby increased or that would prevent the Lessor from taking advantage of any rulings of any agency of the state in which the Leased Premises are situated or its successors, which would allow the Lessor to obtain reduced premium rates for long term fire insurance policies.

B. The Lessee will not make any unlawful, improper or offensive use of the Leased Premises; it will not suffer any strip or waste thereof; it will not permit any objectionable noise or odor to be emitted from the Leased Premises or do anything or permit anything to be done upon or about the Leased Premises in any way tending to create a nuisance.

A. The Lessee shall use the Leased Premises during the term of this lease for conducting a public education program as a New Mexico state chartered charter school and may also conduct related activities, but for no other purpose whatsoever without Lessor's written consent.

E. The Lessor represents that the property has been used as a school for at least ten (10) years. As a condition of this lease, Lessee shall to its satisfaction ensure itself that the subject School Property shall have appropriate zoning to accommodate a New Mexico public school as determined by the

D. Lessee represents that it shall work with Lessor to ensure that the improvements are designed and planned to comply with all governing laws and applicable building codes and requirements for public charter schools in New Mexico. Lessor represents that upon completion of the improvements or that portion of them within the budget, the Facility will comply with all governing laws and applicable building codes and requirements for public charter schools in New Mexico. This includes meeting all occupancy and related requirements (state adequacy, weighted New Mexico Condition Index, ADA) as set forth by the New Mexico Public Schools Authority ("PSFA") for a New Mexico public charter school as well as requirements of such other entities with jurisdiction over the construction and occupancy of this public school. Lessor is not required to make any improvements in addition to the Improvements except as set forth in Section 7 (C) and except for Lessor's obligation to maintain the Facilities to state adequacy standards pursuant to NMSA 1978 Section 22-8B-4.2(D)(2) and Subsection F herein.

C. During the Lease Term, Lessor shall be responsible for structural and non-structural maintenance/repairs/replacements of the roof, building foundation repairs/replacements, HVAC repair/replacement, repair and replacement of electrical and plumbing components and systems, structural wall repairs/replacement, and any other portion of the Leased Premises not designated herein that the Public School Facilities Authority ("PSFA") may require the Lessor to maintain, at no additional cost to the School or the State of New Mexico. To the extent required by law, Lessor shall also be required to make renovations or improvements to the roof, foundations or structural walls of the Facility and shall bear the cost of making the renovations and improvements without reimbursement from School or the State.

Improvements are to be completed by _____.

will also be amortized over the term of the Lease as Additional Rents. The Project Budget, then if Landlord agrees to the changes, any additional costs Improvements. If the School requests change orders to the Plans that will increase all Improvements, the parties shall meet and Lessee will order the priorities of the unless otherwise agreed by the Parties. If the \$20,000 is insufficient to complete permitting, and construction (all hard and soft costs) shall not exceed \$20,000 the described Improvements, which shall include the costs of designing, except as otherwise provided herein. The total Project Budget for completion of ready for occupancy based on the Plans approved by the School and Lessor,

relevant jurisdiction(s), and that Lessee's intended uses of the School Property are in compliance with all covenants and restrictions governing the Property.

F. After construction of the Improvements, Lessor shall be responsible for maintaining the Leased Premises to the statewide adequacy standards applicable to charter schools, at no additional cost to Lessee or to the state, as set forth in NMSA 1978 Section 22-8B-4.2(D)(2)(a), or a successor statute.

G. Prior to School's occupation of the School Property/Leased Premises, as part of the Improvements, any religious symbols on the leased School Property/Premises shall be removed by Lessor at Lessor's expense. Any physical separation of the Church property from the School Premises required by state or local authorities shall be made by Lessor at Lessor's expense. However, this must be included in the list of Improvements approved by Lessor. It is anticipated that the Church and the School (Lessee) will evenly divide the cost of installing a removable screen across the stage and a remote controlled screen across the cross and murals in the back of the gymnasium which is on the Church Property.

H. Subject to Subsection C above, the School will pay for and maintain the School Property in good condition and repair, and in compliance with all requirements of law, including routine maintenance of the interior of the facility(ies), walls, ceiling, flooring, windows and other glass, doors, , electrical fixtures, plumbing fixtures, life safety components (e.g. fire extinguishers, alarms, fire sprinklers, etc.) and non-structural elements of the buildings and exterior lighting, all signs, landscaping, including lawns, plants and irrigation systems, playgrounds and playground equipment, at all times during the term of the Lease, all at its sole cost and expense, it being the intention of the parties that the Lessor will have only those maintenance, repair, or replacement obligations as stated in Section 7.C above.

Section 8. Lessor's Right of Entry. It shall be lawful for the Lessor, his agents and representatives, at any reasonable time, upon at least 24 hours advance notice to Lessee, to enter into or upon the Leased Premises during working hours.

Section 9. Right of Assignment. The Lessee will not assign, transfer, pledge, hypothecate, surrender or dispose of this lease, or any interest herein, sublet, or permit any other person or persons whomsoever to occupy the Leased Premises without the written consent of the Lessor being first obtained in writing, which consent shall not be unreasonably withheld; this lease is personal to said Lessee; Lessee's interests, in whole or in part, cannot be sold, assigned, transferred, seized

or taken by operation at law, or under or by virtue of any execution or legal process, attachment or proceedings instituted against the Lessee, or under or by virtue of any bankruptcy or insolvency proceedings had in regard to the Lessee, or in any other manner, except as above mentioned. Lessor may assign this lease to its successor or successors in interest.

Section 10. Liens. The Lessee will not permit any lien of any kind, type or description to be placed or imposed upon the building in which the Leased Premises are situated, or any part thereof, or the real estate on which it stands. Lessee may mortgage its leasehold interest and/or encumber its personal property with a security interest without the necessity of Lessor's consent or approval.

Section 11. Ice, Snow, Debris. Lessee shall keep the sidewalks in the Leased Premises free and clear of the snow, rubbish, debris and obstruction and will not permit rubbish, debris, ice or snow to accumulate on the roof of said building so as to stop up or obstruct gutters or downspouts or cause damage to said roof, and will save harmless and protect the Lessor against any injury whether to Lessor or to Lessor's property or to any other person or property caused by its failure in that regard.

Section 12. Signs. The School may place on School Property one electrified marquee sign in size and style similar to Church sign, and two building-mounted signs. Signage shall be removed by the School upon termination/expiration of Lease. Lessee is responsible for obtaining any required governmental approvals.

Section 13. Insurance. The School will provide at its expense, fire, casualty, liability, and such other insurance with reasonable coverage for the Property, in such amounts as is required/permitted by the New Mexico Public School Insurance Authority (NMPSIA), with Lessor named as additional insured. Lessor will be responsible for premiums for any liability policies it maintains to insure the Facility on its behalf and shall not charge such to the School as an Operating Expense. The School will not insure storage building and contents on School Property. Instead the Church shall be responsible for any/all insurance on the storage building and contents.

Section 14. Fixtures. All partitions, plumbing, hoods and fans, electrical wiring, additions to or improvements upon the Leased Premises installed by the Lessor or Lessee shall be and become a part of the building as soon as installed and the property of the Lessor unless otherwise herein provided. Lessee may remove any improvements it has made to the Premises provided the improvements received prior approval from Lessor and upon removal of the improvements the Premises are restored to original condition.

Section 17. Late Payment. If rent payment is not made after five (5) days of due date (15th of month), there will be a \$20 per day penalty.

Section 16. Eminent Domain. In case of the condemnation or appropriation of all or any substantial part of the Leased Premises by any public or private corporation under the laws of eminent domain, this lease may be terminated at the option of either party hereto on twenty (20) days' written notice to the other and in that case the Lessee shall not be liable for any rent after the date of Lessee's removal from the Leased Premises. Each of Lessor and Lessee shall have the right to independently seek damages and compensation from the condemning governmental authority for each's respective loss or damage to their interest in the Leased Premises, with Lessee having the right to recover for loss to its leasehold interest and the business venture conducted therein.

Section 15. Casualty & Fire Damage; Duty to Repair. In the event of the destruction of the building in which the Leased Premises are located by fire or other casualty, either party hereto may terminate this lease as of the date of said fire or casualty; provided, however, that in the event of damage to said building by fire or other casualty to the extent of twenty-five per cent (25%) or more of the sound value of said building, the Lessee may or may not elect to require the Lessor to repair said building; written notice of Lessee's said election shall be given Lessor within fifteen (15) days after the occurrence of said damage; if said notice is not so given, Lessee conclusively shall be deemed to have elected not to require Lessor repair; then and in that event this Lease shall terminate with the date of said damage; but if the building in which the Leased Premises are located be but partially destroyed and the damage so occasioned shall not amount to the extent indicated above, or if greater than said extent and Lessee elects to require Lessor to repair, as aforesaid, then the Lessor shall repair said building with all convenient speed and shall have the right to take possession of and occupy, to the exclusion of the Lessee, all or any part of said building in order to make the necessary repairs, and the Lessee hereby agrees to vacate upon request, all or any part of said building which the Lessor may require for the purpose of making necessary repairs, and for the period of time between the day of such damage and until such repairs have been substantially completed there shall be such an abatement of rent as the nature of the injury or damage and its interference with the occupancy of the Leased Premises by said Lessee shall warrant; however, if the Leased Premises be but slightly injured and the damage so occasioned shall not cause any material interference with the occupation of the Leased Premises by said Lessee, then there shall be no abatement of rent and the Lessor shall repair said damage with all convenient speed.

b. "Hazardous Materials Contamination" means the contamination (whether presently existing or occurring after the date hereof) of the improvements, facilities, soil, ground water, surface water, air or other elements on or under the property by hazardous materials, or the contamination (whether presently existing or occurring after the date hereof) of the buildings, facilities,

a. "Hazardous Materials" means (a) any "hazardous waste" as defined by the Resource Conservation and Recovery Act of 1976 (42 U.S.C. ' 6901, et seq.), as amended from time to time, and regulations promulgated thereunder; (b) any "hazardous substance" as defined by the Comprehensive Environmental Response, Compensation and Liability Act of 1980 (42 U.S.C. ' 9601, et seq.), as amended from time to time, and regulations promulgated thereunder; (c) radon; (d) any substance the presence of which on the property is regulated by any federal, state or local law relating to the protection of the environment or public health; and (e) any other substance which by law requires special handling in its collection, storage, treatment or disposal.

A. Lessee shall conduct no activity or allow to be conducted any activity or use of the property which would result in the presence of any "Hazardous Materials" or any "Hazardous Materials Contamination" on the property;

as follows:

Section 20. Environmental Warranties. Notwithstanding any other provision of this lease, Lessee's use of the subject real property is expressly subject to the condition precedent that Lessee shall comply with the warranties, representations and covenants set forth in this Section. Lessee warrants, represents and covenants

Section 19. Premises on Termination. At the expiration of said term or upon any sooner termination thereof, the Lessee will quit and deliver up the Leased Premises and all future erections or additions to in a good, broom-clean order and condition, reasonable use and wear thereof, damage by fire, unavoidable casualty and the elements alone excepted to the Lessor or those having Lessor's estate in the Leased Premises, peaceably and quietly.

Section 18. Default. Lessee shall not be in default of the Lease, and there can be no termination of the Lease, unless and until Lessee is given at least fifteen (15) days advance written notice to cure any claimed default or breach of the Lease. If there is any default other than a default in paying rent or other payment obligation, if the default cannot be reasonably cured within fifteen (15) days, then Lessee shall not be in default if Lessee is diligently attempting to cure the default and continues diligently to cure the default.

Section 22. Quiet Enjoyment. Lessor warrants and represents that Lessor is the owner of the Leased Premises, has full authority and right to lease the Leased Premises and enter into this Lease. Lessor will defend Lessee's right to quiet

F. Any contingencies shall not affect the obligation of Lessee to make the deposits required by Section 4 of this lease. It is understood that Lessor will be using part of the deposit to make the Improvements and that the Improvements only benefit the Lessee. If the contingencies are not met when required, then Lessee shall decide whether to waive the contingency or terminate the Lease. In the event of termination the balance of the deposit shall be returned to Lessee less the costs of the Improvements as of the date of the termination.

E. This Lease is contingent upon the School receiving an acceptable agreement on shared use of portions of Church/School property between School and Church. This contingency must be met within Sixty (60) days from the date of this Lease.

D. This Lease is contingent upon the School receiving written approval from current landlord (Santa Fe Public Schools) to terminate the School's existing lease for current property, and effectuation of such termination by approximately _____.

C. Lessor acknowledges that as Lessee is a public entity, there are statutory public liability limits.

B. If there is a termination or revocation or nonrenewal of the Lessee's charter, then upon the happening of that event, this Lease shall terminate.

A. This Lease may be terminated if for a school year Lessee does not receive adequate appropriations and/or other funds which would reasonably allow Lessee to meet the financial burdens of this Lease.

Section 21. Public Entity Contingencies.

B. Lessee will obtain all necessary federal, state and local environmental permits necessary for its operations and use of the property.

soil, ground water, surface water, air or other elements on or under any other property as a result of hazardous materials emanating from the property.

enjoyment of the Leased Premises from the claims of all persons during the lease term.

Section 23. Good Faith. The parties hereto covenant, warrant and represent to each other good faith, complete cooperation, due diligence and honesty in fact in the performance of all obligations of the parties pursuant to this Lease. All promises and covenants are mutual and dependent.

Section 24. Default.

A. Subject to the notice and cure periods set forth in Section 18 or elsewhere in this Lease, Lessor may terminate Lessee's rights under this lease if (a) the Lessee shall be in arrears in the payment of said rent, (b) the Lessee shall fail or neglect to do, keep, perform or observe any of the covenants and agreements contained herein on Lessee's part to be done, kept, performed and observed, (c) the Lessee shall be declared bankrupt or insolvent according to law, (d) any assignment of Lessee's property shall be made for the benefit of creditors, or (e) on the expiration of this lease Lessee fails to surrender possession of the Leased Premises.

B. Neither the termination of Lessee's rights under this lease nor the taking or recovery of possession of the Leased Premises shall deprive Lessor of any other action, right or remedy against Lessee for possession, rent or damages, nor shall any omission by Lessor to enforce any right or remedy to which Lessor may be entitled be deemed a waiver by Lessor of the right to enforce the performance of all terms and conditions of this lease by Lessee.

C. In the event of any re-entry by Lessor, Lessor may lease or relet the Leased Premises in whole or in part to any lessee or lessees who may be satisfactory to Lessor, for any duration, and for the best rent, terms and conditions as Lessor may reasonably obtain. Lessor shall apply the rent received from any new lessee first to the cost of retaking and reletting the Leased Premises, including remodeling required to obtain any new Lessee, and then to any arrears of rent and future rent payable under this lease and any other damages to which Lessor may be entitled hereunder.

D. Any property which Lessee leaves on the Leased Premises after abandonment or expiration of the lease, or for more than thirty (30) days after any termination of the lease by Lessor, shall be deemed to have been abandoned, and Lessor may remove and sell said property at public or private sale as Lessor sees fit, without being liable for any prosecution therefor or for damages by reason thereof, and the net proceeds of said sale shall be applied toward the expenses of

Lessor and rent as aforesaid, and the balance of such amounts, if any, shall be held for and paid to the Lessee.

Section 25. Holding Over. In the event the Lessee for any reason shall hold over after the expiration of this lease, such holding over shall not be deemed to operate as a renewal or extension of this lease, but shall only create a tenancy from month to month which may be terminated at will at any time by the Lessor.

Section 26. Waiver. Any waiver by the Lessor of any breach of any covenant herein contained to be kept and performed by the Lessee shall not be deemed or considered as a continuing waiver, and shall not operate to bar or prevent the Lessor from declaring a forfeiture for any subsequent breach, either of the same condition or covenant or otherwise.

[SIGNATURES APPEAR ON FOLLOWING PAGE]

LESSOR: RON SEBESTA REALTY RETIREMENT PLAN

By RONALD E. SEBESTA, Administrator

LESSEE: TIERRA ENCANTADA CHARTER SCHOOL

By Governing Council President

By (Attest) Governing Council Secretary

Tierra Encantada Charter School

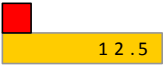







District: State Charters

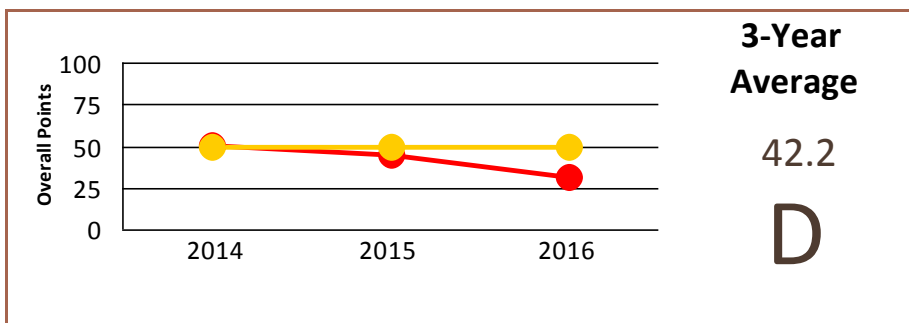
Grade Range: 7 - 12

Code: 565001

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?		F	2.20	30
School Growth				
Did the school as a whole improve student performance more or less than expected?		F	1.16	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.		F	0.98	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	1.45	10
Opportunity to Learn				
Do parents and students believe their school is a good place to learn? Is student attendance high?		B	6.59	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	9.53	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?		F	6.29	15
Bonus Points				
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			3.50	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

31.70

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.

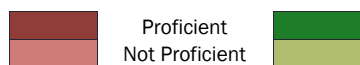
Current Standing

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>.

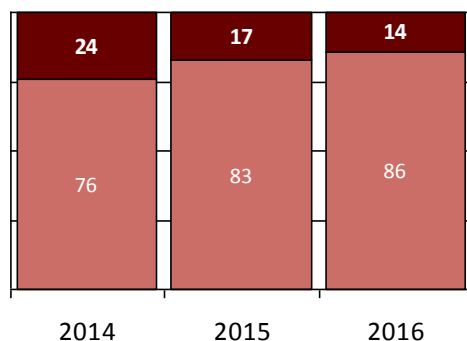
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	14.1	16.4	12.2	21.7	-	12.0	-	-	10.7	<2.0	<2.0
Proficient and Advanced (Pts)	1.06										
Value-Added Model (Pts)	0.81										
Math											
Proficient and Advanced (%)	<2.0	<2.0	2.1	4.3	-	<2.0	-	-	<2.0	<2.0	<2.0
Proficient and Advanced (Pts)	0.14										
Value-Added Model (Pts)	0.19										

3-Year Summary

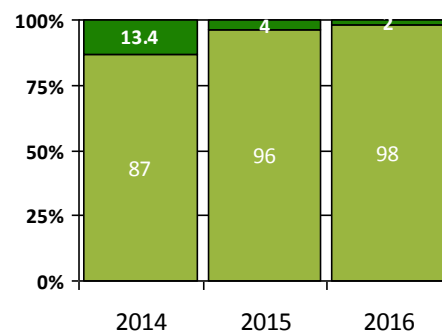
Performance is considered on grade level when students score either Proficient or Advanced.



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	-0.910	-1.640
Points Earned	0.91	0.25

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)	-1.11	-0.14	-0.25	-0.46	-0.68	-0.13	0.52	0.59	0.00	-0.08	-0.02
Highest 75% (Pts)	0.67										
Lowest 25% (VAS)	-0.87	-0.25	-0.19	-0.37	0.34	-0.17	-1.11	-1.98	-0.39	-0.01	0.05
Lowest 25% (Pts)	0.96										
Math Growth											
Highest 75% (VAS)	-1.54	-0.33	-0.27	-0.19	0.50	-0.31	-2.35	0.12	-0.12	-0.33	-0.12
Highest 75% (Pts)	0.31										
Lowest 25% (VAS)	-1.29	-0.27	-0.11	-0.66	-0.61	-0.02	-1.43	-2.06	-0.20	-0.14	0.03
Lowest 25% (Pts)	0.49										

Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	95.0	96	94	95		95	91	100	95	89	97
Attendance (Points)	2.99										

Survey (Average)	32.4	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	3.60	
Count of Surveys (N)	245	

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 (%)	51.85	49.8	55.1	-	-	57.8	-	-	67.9	-	33.2
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	4.15										
Cohort of 2014 - 5-Year Rate											
Graduation (%)	37.11	49.0	25.4	-	-	37.9	-	-	42.3	67.2	38.7
Points Earned	1.11										
Cohort of 2013 - 6-Year Rate											
Graduation (%)	33.45	35.3	31.8	32.9	-	33.7	-	-	49.8	11.0	42.5
Points Earned	0.67										
Growth in 4-Year Rates											
Growth takes into account three years of graduation rates.		Growth Index		1.28							
		Points Earned		3.60							

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)	58.7	67.4	44.9	39.4	80.0	69.1	<2.0	<2.0	54.3	72.5	27.8
Participation (Pts)	2.94										
Success (% of Participants)	33.5	30.2	41.3	>98.0	>98.0	22.4	-	-	38.7	<2.0	20.4
Success (Pts)	3.35										
Percent of School's Cohort of 2015 Participating in Each CCR Opportunity											
ACT	14.3	19.7	5.7	39.4	<2.0	15.8	<2.0	<2.0	<2.0	<2.0	11.3
PLAN	<2.0	<2.0	<2.0	<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	<2.0	<2.0	<2.0
SAT	2.4	<2.0	6.2	<2.0	<2.0	3.3	<2.0	<2.0	<2.0	<2.0	<2.0
PSAT	49.9	58.5	36.1	19.7	80.0	58.9	<2.0	<2.0	46.1	72.5	22.1
AccuPlacer	17.0	16.3	18.0	19.7	<2.0	21.4	<2.0	<2.0	11.2	36.3	7.6
Advanced Placement	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Dual Credit	6.2	<2.0	16.1	19.7	<2.0	6.6	<2.0	<2.0	6.5	<2.0	<2.0
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Career Technical Education	10.0	12.4	6.2	19.7	80.0	4.2	<2.0	<2.0	14.2	<2.0	5.7
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	31.8	41.2	16.8	<2.0	80.0	36.0	<2.0	<2.0	24.3	36.3	7.6

Bonus Points

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

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

Participation

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

Reading (%) 100
Math (%) 100

Supplemental Information

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

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

		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)		18.7		16.2		81.9		20.3		11.3			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		37	(37)	36	(37)	36	(37)	35	(36)	37	(37)	37	(37)
School Growth		37	(37)	36	(37)	35	(37)	35	(36)	37	(37)	36	(37)
Student Growth, Highest 75%		36	(37)	36	(37)	34	(37)	35	(36)	37	(37)	36	(37)
Student Growth, Lowest 25%		34	(37)	35	(37)	32	(37)	35	(36)	35	(37)	34	(37)
Opportunity to Learn		35	(36)	34	(36)	37	(37)	28	(31)	36	(37)	32	(35)
Graduation		30	(36)	24	(36)	27	(37)	26	(31)	32	(37)	28	(35)
College and Career Readiness		34	(36)	33	(36)	36	(37)	29	(31)	36	(37)	32	(35)

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/>.

Tierra Encantada Charter

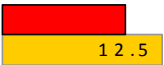







District: Santa Fe Public Schools

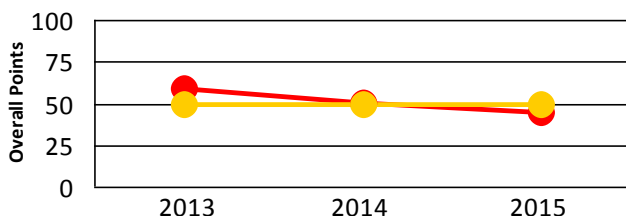
Grade Range: 07 - 12

Code: 71036

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.		D	9.72	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?		D	4.34	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.		B	4.38	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	3.27	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	6.80	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.		F	5.12	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.		F	6.59	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			4.25	5



3-Year
Average

51.3

C

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

44.47

Details of Each Grade Indicator

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

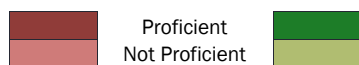
Current Standing

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

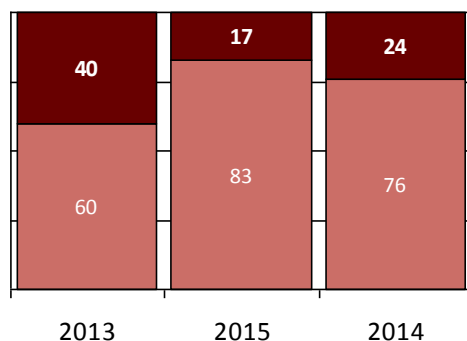
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	17.4	17.8	16.9	35.0	25.0	13.5	50.0		17.1	8.1	3.6
Proficient and Advanced (Pts)	0.87										
Value Added Model (Pts)	3.73										
Math											
Proficient and Advanced (%)	4.0	2.3	5.6	2.6	25.0	3.9	<2.0		4.3	2.7	<2.0
Proficient and Advanced (Pts)	0.20										
Value Added Model (Pts)	4.92										

3-Year Summary

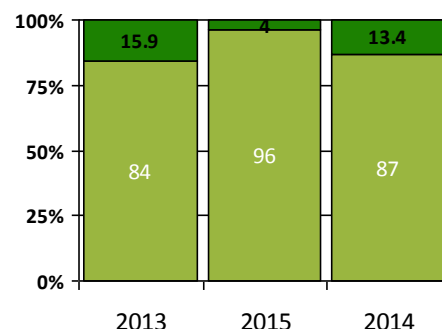
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



School Growth

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

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

	<i>Reading</i>	<i>Math</i>
Value Added Score	-0.353	0.015
Points Earned	1.81	2.53

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

Student Growth

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

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

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

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	-0.24	-0.11	-0.05	-0.23	0.52	-0.05	-2.15	-	0.02	0.20	-0.07
Highest 75% (Pts)	2.02										
Lowest 25% (VAS)	-0.59	0.10	-0.08	-0.26	0.28	0.00	1.46	-	0.00	0.09	-0.09
Lowest 25% (Pts)	1.39										
Math Growth											
Highest 75% (VAS)	-0.06	-0.06	0.01	-0.12	0.45	-0.01	-0.61	-	0.00	-0.13	-0.04
Highest 75% (Pts)	2.37										
Lowest 25% (VAS)	-0.31	0.27	0.00	0.36	-1.22	0.14	0.68	-	-0.03	0.28	0.19
Lowest 25% (Pts)	1.88										

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)	91.2	90.7	91.5	91.0	-	91.3	-	-	92.0	91.0	91.5
Attendance (Points)	2.88										
Survey (Average)	35.3	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> 35.8
Survey (Points)	3.9										<i>Math</i> 34.8
Count of Surveys (N)	454										<i>General</i> NA

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 2014 - 4-Year Rate												
Cohort Graduation (%)	37.1	49.0	25.4	-	-	37.9	-	-	42.3	67.2	38.7	
Non-Cohort Graduation (%)	-											
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.								
Points Earned	2.97											
Cohort of 2013 - 5-Year Rate												
Graduation (%)	33.4	35.3	31.8	32.9	-	33.7	-	-	49.8	11.0	42.5	
Points Earned	1.0											
Cohort of 2012 - 6-Year Rate												
Graduation (%)	40.7	55.1	24.2	-	-	41.1	-	-	56.4	46.9	37.8	
Points Earned	0.8											

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	-2.44
Points Earned	0.34

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, 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)	54	67	40	50	89	52	-	33	65	57	60
Participation (Pts)	2.68										
Success (% of Participants)	39	43	32	15	85	35	-	100	33	22	24
Success (Pts)	3.91										
Percent of School's Cohort of 2014 Participating in Each CCR Opportunity											
ACT	5.0	10.1	<2.0	<2.0	33.5	3.6	-	<2.0	6.9	<2.0	<2.0
PLAN	<2.0	<2.0	<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	<2.0	<2.0
PSAT	47.0	62.5	31.7	49.7	72.1	45.7	-	<2.0	57.2	47.1	50.8
AccuPlacer	17.3	28.0	6.6	18.2	33.5	16.2	-	<2.0	23.2	19.8	17.9
Advanced Placement	<2.0	3.2	<2.0	<2.0	<2.0	2.0	-	<2.0	2.6	<2.0	3.0
Dual Credit	13.2	21.7	4.8	<2.0	33.5	13.0	-	33.3	18.7	9.9	15.7
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
Career Technical Education	2.7	5.4	<2.0	<2.0	<2.0	3.4	-	<2.0	4.4	<2.0	5.1
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	9.5	6.0	13.0	<2.0	50.3	6.9	-	33.3	8.5	9.9	4.2

Bonus Points

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

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

Participation

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

Reading (%) 100

Math (%) 100

Supplemental Information

Similar Schools

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

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

		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)		21.8		14.1		83.9		29.6		15.8			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		14	(36)	20	(36)	18	(36)	31	(35)	21	(36)	17	(36)
School Growth		18	(36)	24	(36)	16	(36)	29	(35)	20	(36)	16	(36)
Student Growth, Highest 75%		15	(36)	21	(36)	14	(36)	21	(35)	21	(36)	14	(36)
Student Growth, Lowest 25%		17	(36)	25	(36)	21	(36)	33	(35)	23	(36)	22	(36)
Opportunity to Learn		23	(36)	24	(36)	22	(36)	26	(35)	23	(36)	23	(36)
Graduation		35	(36)	34	(36)	36	(36)	30	(35)	32	(36)	33	(36)
College and Career Readiness		34	(36)	31	(36)	35	(36)	32	(35)	33	(36)	33	(36)

School Growth Targets

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

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

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			
Reading Proficiency	2015 (%)	17.4	17.8	16.9	35.0	25.0	13.5	50.0		17.1	8.1	3.6
	2014 (%)	24.2	20.3	28.2	31.6		20.8				5.3	8.5
	2013 (%)	40.1	42.7	37.3	55.2		36.4			32.0	12.5	28.0
Math Proficiency	2015 (%)	4.0	2.3	5.6	2.6	25.0	3.9	<2.0		4.3	2.7	<2.0
	2014 (%)	13.4	7.5	19.5	21.4		9.3					2.1
	2013 (%)	15.9	13.4	18.7	17.2		16.5			16.0	4.3	12.0

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 (%)	>98.0	-	-	-	-	-	-	-	-	-	-
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.

Tierra Encantada Charter

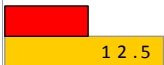
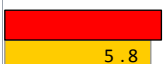






District: Santa Fe Public Schools

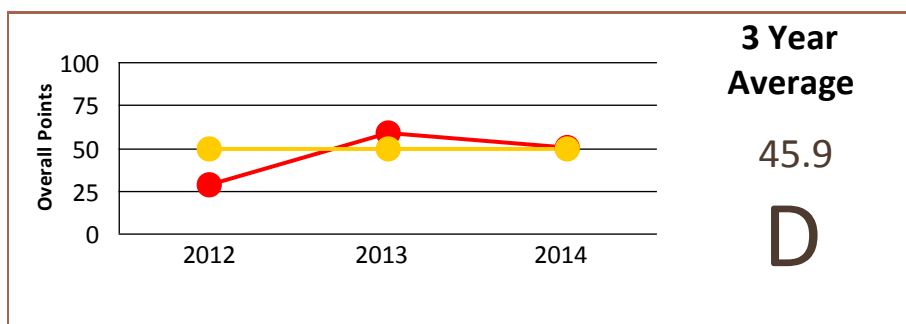
Grade Range: 07 - 12

Code: 71036

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		F	6.56	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?		C	6.19	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	9.66	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.		D	6.10	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	6.48	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.		F	7.69	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.		F	4.45	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			3.25	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
50.38

Details of Each Grade Indicator

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

Current Standing

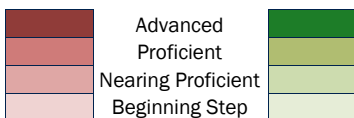
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

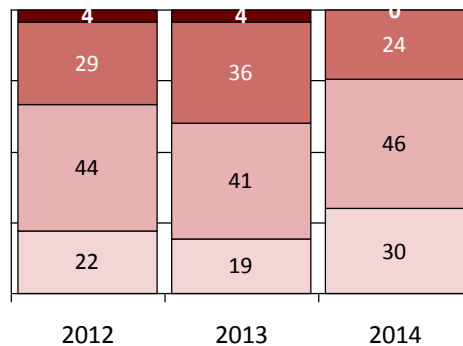
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	24.2	20.3	28.2	31.6	-	20.8	-	-	-	5.3	8.5	25.7
Proficient and Advanced (Pts)	1.32											
Value Added Model (Pts)	2.68											
Math												
Proficient and Advanced (%)	13.4	7.5	19.5	21.4	-	9.3	-	-	-	<2.0	2.1	14.3
Proficient and Advanced (Pts)	0.99											
Value Added Model (Pts)	1.57											

3 Year Summary

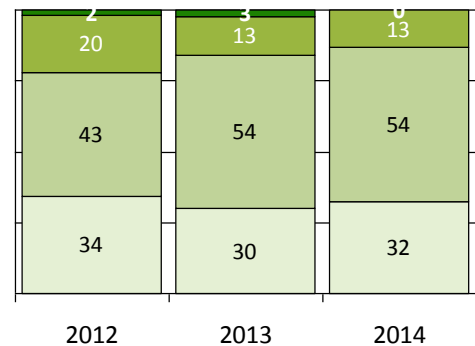
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



School Growth

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

Reading

0.498

Math

0.735

Points Earned

2.30

3.89

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.

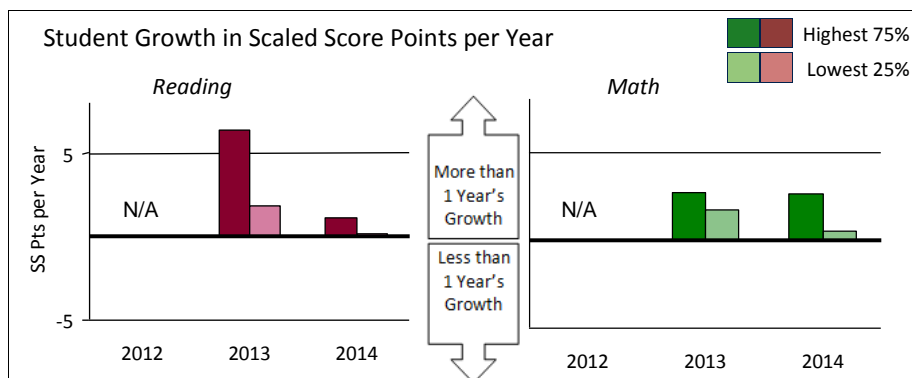
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- 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			
Reading Growth																							
Highest 75% (SS/Yr)	1.2	-4.0	.3	-3.9	.3	-3.8	.4	-	-	-4.0	.2	-	-	-	-	-	-	-4.2	.0	-3.9	.4		
Highest 75% (Pts)	4.66																						
Lowest 25% (SS/Yr)	0.1	-2.4	1.9	-2.5	1.8	-2.3	2.0	-	-	-2.6	1.7	-	-	-	-	-	-	-2.7	1.6	-2.6	1.7		
Lowest 25% (Pts)	2.72																						
Math Growth																							
Highest 75% (SS/Yr)	2.7	-4.2	-.1	-4.0	.1	-3.9	.2	-	-	-4.2	-.1	-	-	-	-	-	-	-4.3	-.2	-3.9	.2		
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	.5	-2.5	1.6	-2.4	1.7	-	-	-	-	-2.3	1.8	-	-	-	-	-	-	-2.8	1.3	-2.5	1.6		
Lowest 25% (Pts)	3.38																						



Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading 11.0

Math 8.0

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)	94.5	95.5	93.8	94.4	-	94.5	-	-	-	95.3	94.8	96.9
OTL Attendance (Points Earned)	2.99											
OTL Survey (Average Total Score)	32.7	31.2	34.1	33.9	-	32.0	-	-	-	35.2	32.9	32.6
OTL Survey (Points Earned)	3.49											

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.	3.1	2.8	3.3	3.1	-	3.1	-	-	-	3.1	3.2	2.9
2. My teacher explains why what we are learning is important.	3.3	3.2	3.4	3.3	-	3.3	-	-	-	3.7	3.4	3.2
3. My teacher explains how learning a new topic is a foundation for other topics.	3.0	3.0	3.1	3.1	-	2.9	-	-	-	3.6	3.0	2.6
4. Every student gets a chance to answer questions.	3.5	3.4	3.6	3.6	-	3.5	-	-	-	3.3	3.5	3.7
5. My teacher wants me to explain my answers.	4.3	4.2	4.3	4.4	-	4.1	-	-	-	4.0	4.1	4.3
6. My teacher knows when I understand, and when I do not.	3.1	3.0	3.2	3.3	-	3.0	-	-	-	3.5	3.1	3.4
7. My teacher explains things in different ways so everyone can understand.	3.3	3.2	3.4	3.4	-	3.3	-	-	-	3.7	3.5	3.3
8. My teacher gives me helpful feedback on work I turn in.	3.4	3.2	3.7	3.7	-	3.3	-	-	-	4.1	3.3	3.5
9. My teacher checks our understanding.	3.2	3.0	3.4	3.3	-	3.2	-	-	-	3.3	3.2	3.4
10. My teacher takes the time to summarize what we learn each day.	3.1	2.8	3.3	3.1	-	3.1	-	-	-	3.0	2.5	2.3

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	3.0	3.0	3.0	3.3	-	2.8	-	-	-	3.2	3.0	2.9
2. My teacher explains why what we are learning is important.	2.7	2.6	2.7	2.9	-	2.5	-	-	-	3.7	2.8	2.4
3. My teacher explains how learning a new topic is a foundation for other topics.	2.8	2.7	2.9	3.1	-	2.6	-	-	-	3.3	2.9	2.5
4. Every student gets a chance to answer questions.	3.5	3.5	3.6	3.7	-	3.4	-	-	-	3.7	3.3	3.8
5. My teacher wants me to explain my answers.	4.1	4.1	4.1	4.3	-	3.9	-	-	-	4.4	4.1	4.2
6. My teacher knows when I understand, and when I do not.	2.8	2.7	3.0	3.1	-	2.6	-	-	-	3.3	2.9	3.0
7. My teacher explains things in different ways so everyone can understand.	3.1	2.9	3.3	3.5	-	2.9	-	-	-	3.8	3.2	3.2
8. My teacher gives me helpful feedback on work I turn in.	2.7	2.6	2.9	3.0	-	2.5	-	-	-	3.2	2.8	2.5
9. My teacher checks our understanding.	3.1	2.9	3.3	3.4	-	2.9	-	-	-	3.5	3.1	3.1
10. My teacher takes the time to summarize what we learn each day.	3.0	3.0	3.0	3.3	-	2.8	-	-	-	2.9	2.8	2.4

Color Key:

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

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 Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) 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

	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					
Cohort of 2013 - 4-Year Rate													
Percent Graduating	27.5	35.3	20.4	32.9	-	26.9	-	-	38.6	11.0	33.3	N/A	
Points Earned	2.20												
Cohort of 2012 - 5-Year Rate													
Percent Graduating	39.5	55.1	21.7	-	-	41.1	-	-	56.4	38.2	36.3	N/A	
Points Earned	1.18												
Cohort of 2011 - 6-Year Rate													
Percent Graduating	25.0	34.4	11.7	-	-	25.9	-	-	23.7	42.3	25.1	N/A	
Points Earned	.50												
Growth in 4-Year Rates		Growth Index (Increase)			1.2		SAM Rates SAM Graduation (%) This school did not qualify to be a SAM school.						
Value Added Modeling takes into account the school's prior 3 years.		Points Earned			3.81								

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, 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	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Participation (% of Cohort)	48.6	50.9	46.4	39.7	-	50.1	-	<2.0	61.5	34.1	52.0	N/A
Participation (Pts)	2.4											
Success (% of Participants)	20.2	23.9	16.6	27.8	-	19.4	-	-	13.4	9.2	10.4	N/A
Success (Pts)	2.0											
Percent of School's Cohort of 2013 Participating in Each CCR Opportunity												
ACT	16.1	25.2	7.9	<2.0	-	18.5	-	<2.0	21.3	<2.0	22.8	-
PLAN	<2.0	<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	<2.0	-
PSAT	42.7	41.9	43.4	27.0	-	45.2	-	<2.0	58.9	26.9	49.5	-
AccuPlacer	17.9	18.7	17.1	21.9	-	17.4	-	<2.0	25.8	8.2	24.4	-
Advanced Placement	<2.0	3.8	<2.0	<2.0	-	2.0	-	<2.0	3.4	<2.0	<2.0	-
Dual Credit	<2.0	<2.0	<2.0	3.6	-	<2.0	-	<2.0	<2.0	2.0	<2.0	-
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
Career Technical Education	5.1	7.8	2.6	11.0	-	4.2	-	<2.0	6.0	<2.0	4.8	-
Compass	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
SAM School Supplemental	<2.0	<2.0	<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. 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)	30.2		12.5		62.5		3.6		58.6			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	16	(35)	29	(35)	32	(35)	32	(34)	31	(35)	17	(35)
School Growth	2	(35)	8	(35)	14	(35)	18	(34)	12	(35)	1	(35)
Student Growth, Highest 75%	26	(35)	21	(35)	26	(35)	20	(34)	20	(35)	23	(35)
Student Growth, Lowest 25%	32	(35)	32	(35)	33	(35)	29	(34)	30	(35)	30	(35)
Opportunity to Learn	16	(35)	17	(34)	14	(35)	21	(34)	25	(35)	18	(35)
Graduation	35	(35)	31	(34)	29	(35)	28	(34)	25	(35)	34	(35)
College and Career Readiness	35	(35)	33	(34)	32	(35)	29	(34)	28	(35)	34	(35)

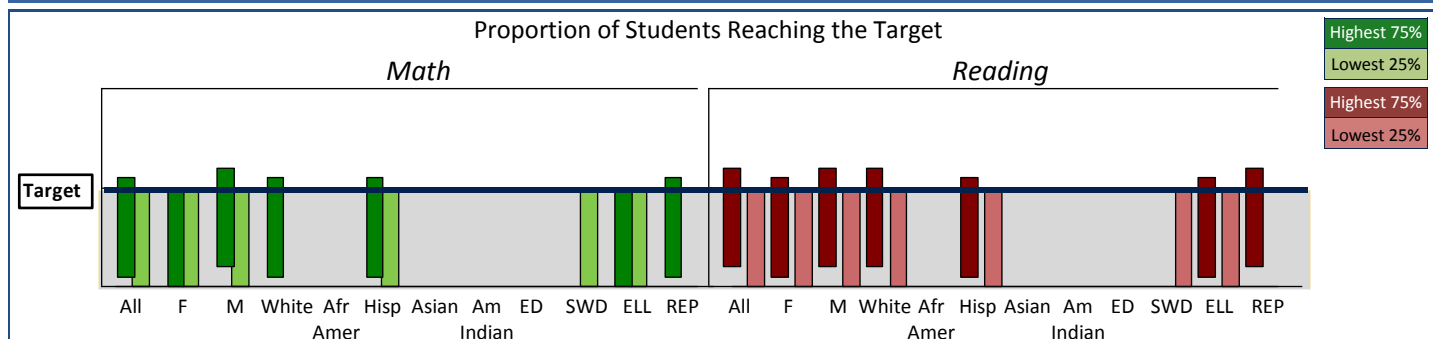
School Growth Targets

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. 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.

		Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		All Students	F	M	White	Afr Amer	Hisp	Asian				
Reading	Highest 75% (%)	15.8	12.3	20.0	24.4	-	10.8	-	-	-	12.5	15.6
	Target 61.0%	Lowest 25% (%)	.0	.0	.0	-	.0	-	-	.0	.0	-
Math	Highest 75% (%)	9.7	3.5	16.1	12.8	-	7.8	-	-	-	3.3	10.7
	Target 55.0%	Lowest 25% (%)	.0	.0	-	-	.0	-	-	.0	.0	-

Graduation Target 73.7%

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



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	-	-	-	95.0	>98.0	-
Math (%)	>98.0	>98.0	97.5	>98.0	-	>98.0	-	-	-	95.0	>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				
Reading	2014 (Avg SS)	33.5	34.0	32.9	35.8	-	32.2	-	-	-	25.5	28.7	36.3
	2013 (Avg SS)	37.6	38.3	36.7	40.7	-	36.9	-	-	35.2	28.0	34.8	42.6
	2012 (Avg SS)	36.3	38.1	34.4	44.2	-	35.0	-	-	35.6	-	33.6	-
Math	2014 (Avg SS)	31.3	30.2	32.4	33.2	-	30.5	-	-	-	24.0	28.8	33.3
	2013 (Avg SS)	32.0	30.9	33.1	34.4	-	31.5	-	-	30.1	24.0	30.0	34.9
	2012 (Avg SS)	31.5	31.9	31.2	39.1	-	30.3	-	-	30.4	-	29.8	-

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.