

## AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: January 13, 2017
- II. Item Title: Vote on Charter School Amendment – Tiera Adentro of New Mexico (TANM) Education Program/Student Focus Terms
- III. Executive Summary and Proposed Motions

### Request and Rationale

Tiera Adentro of New Mexico is requesting to amend Section 8.01 Education Program 1.a (iv) Student Focused Terms of its contract. The school is asking to include the following additional information:

*An additional secondary program is also offered on site where students complete their credit recovery or advanced learning through online programming or through an accredited University. These students may or may not participate in TANM's full arts programming.*

At the time of the last conversation between PED and TANM, the school had approximately 12 students enrolled in this alternative program who were not participating in the school's arts programming and whose academic instruction was fully "online"/technology based instruction.

### School History

The TANM Charter Application was approved by the Public Education Commission in 2009 and began serving students in 2010.

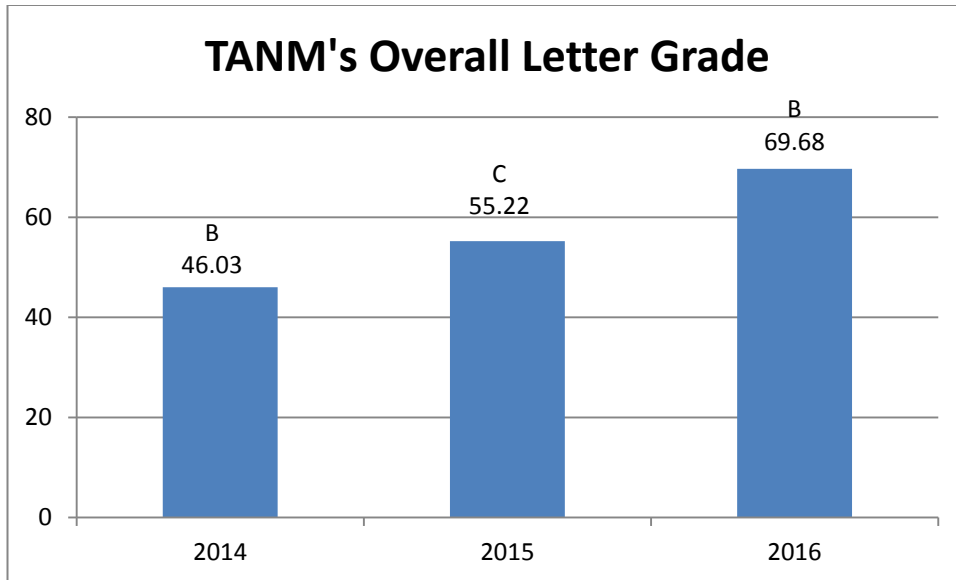
In 2009, the Public Education Commission approved the school's opening in 2010 as a state authorized charter school for a 5 year term. The school is authorized to serve grades 6-12 and its enrollment cap is 430.

According to the 2016-2017 80<sup>th</sup> Day STARS report, the school had 288 students enrolled in December 2016.

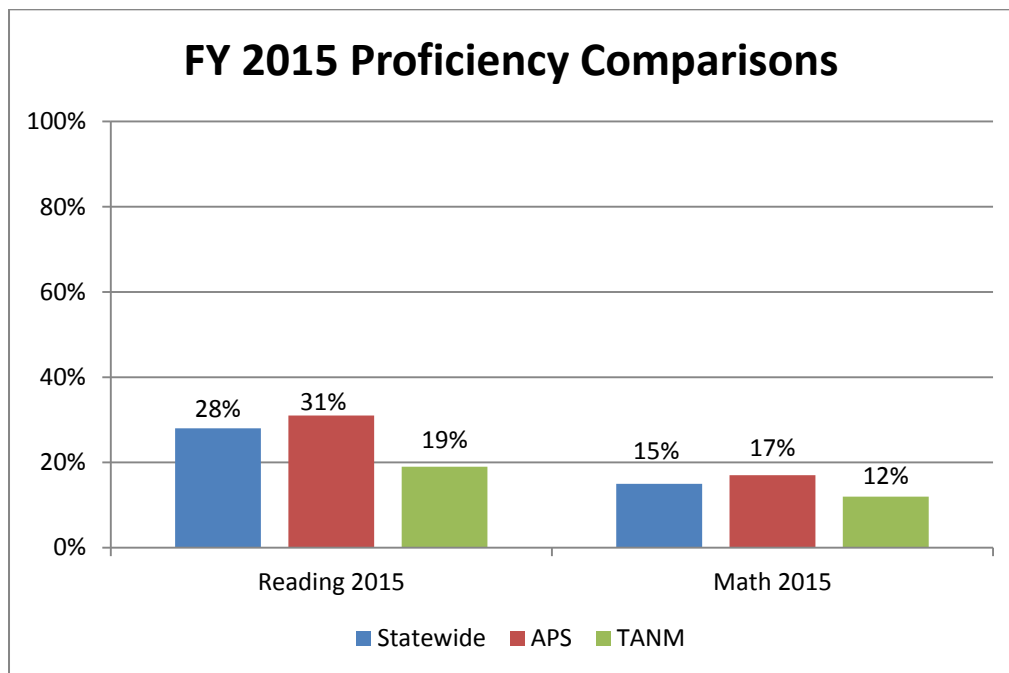
### School Performance

Tiera Adentro has received the following school grades:

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

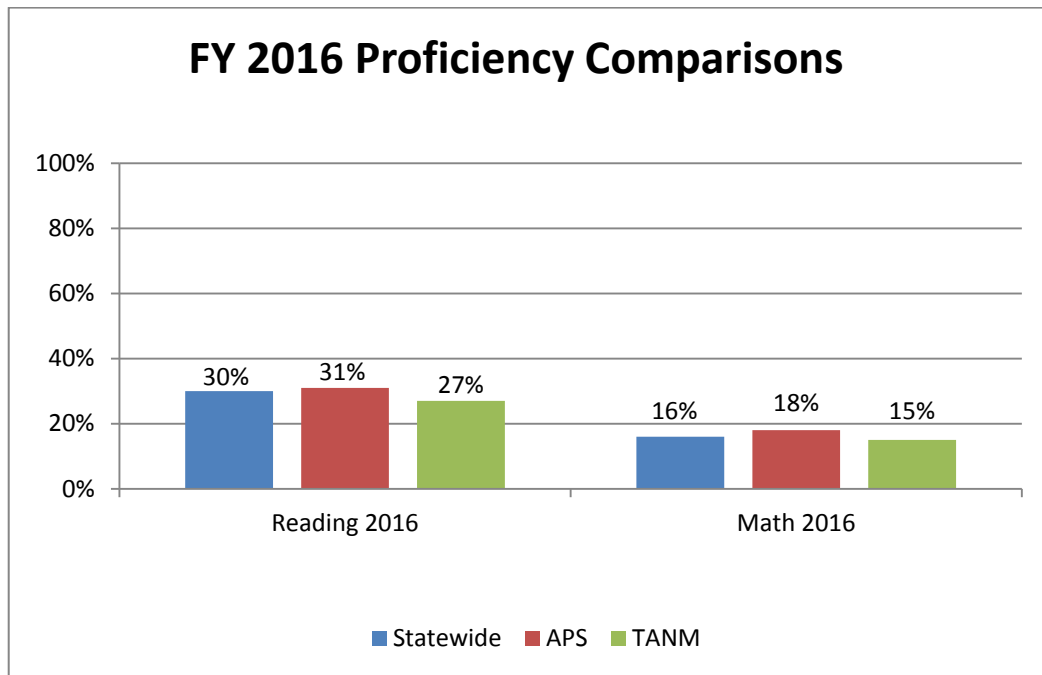


The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Albuquerque Public Schools District data for the same grade levels. This comparison for 2015 indicates that the school scored a lower proficiency percent than the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



The comparison for 2016 indicates that the school scored slightly lower than the statewide and Albuquerque Public Schools' proficiency rates in

reading. The school's math proficiency rate was about the same as the state and slightly lower than Albuquerque Public Schools' proficiency rates in math.

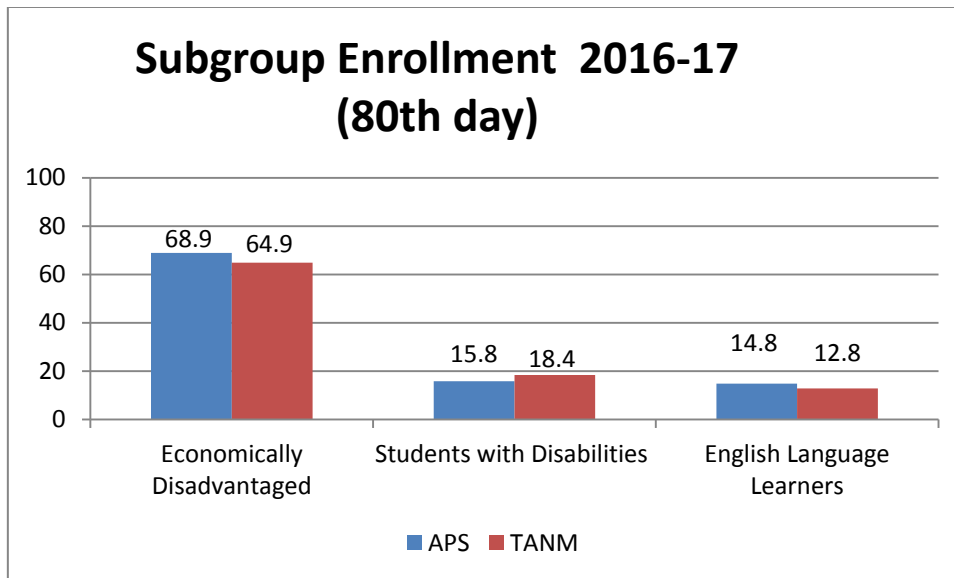


#### School Enrollment and Demographics Data

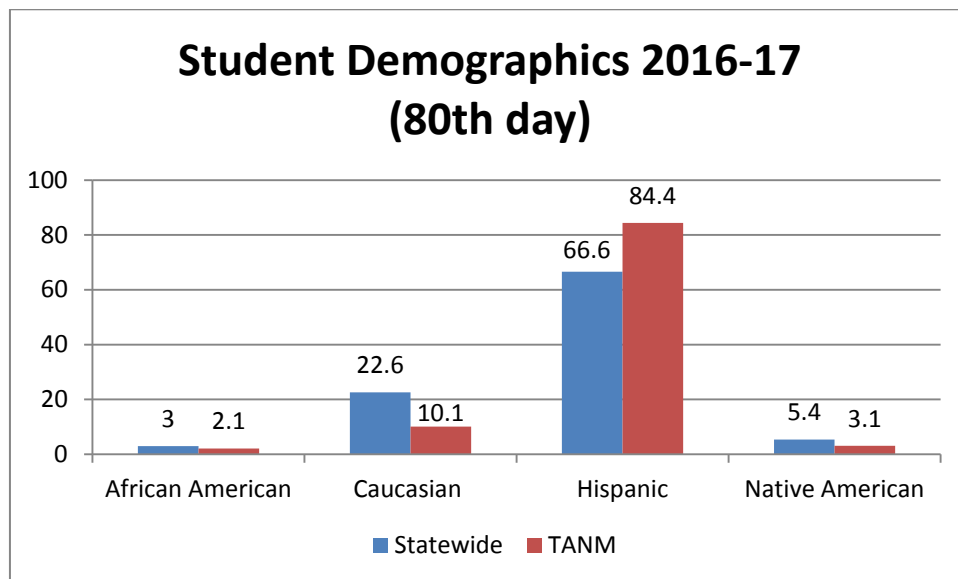
The 80<sup>th</sup> day enrollment count at TANM was 288 students for the 2016-2017 school year and 285 students for the 2015-2016 school year. This demonstrates an *increase* in total enrollment by 3 students.

An evaluation of the students enrolled at the end of FY 2015 as compared to enrollment count at the end of the first full week of the 2015- 2016 school year shows a re-enrollment rate of approximately 85%.

Student demographics and subgroup enrollment for TANM for the 2016-17 80<sup>th</sup> day reporting, as compared to APS is provided below. The STARS data indicates the school has a slightly smaller percentage of Economically Disadvantaged students enrolled than the percentage of such students enrolled in APS schools. Tierra Adentro has a slightly higher percentage of Students with disabilities as compared to APS. The data also demonstrates that the school has a slightly lower percentage of English Language Learners as compared to APS.



The data below compares TANM’s students’ demographics to APS. The data demonstrates that the school has a higher percentage of Hispanic students as compared to APS.



### Recommendation

The PED has recommended to the school, and recommends to the PEC that this requested change be approved **with a limitation** on the size of this “additional” program. The PED recommends that the program be limited to no more than 5% of the school’s overall enrollment.

The PED’s recommendation is based on a concern that the students served in this additional program do not, based on the information provided by the school, appear to participate in the programs aligned with the school’s primary

mission:

*The mission of Tierra Adentro of New Mexico: The School of Academics, Arts, and Artesania is to create an inclusive and thriving learning environment comprised of a demographically and culturally diverse student population with a focus on academics, art, artesanía (artisanship), and the study of the cultures that comprise our rich New Mexican heritage to ensure awareness, preservation, and progression of our cultural legacy.*

Further, the school indicated the genesis of this program was a concern that the school was not going to meet current year enrollment goals, which led to aggressive recruitment efforts that brought students who were not currently interested in or prepared for the school's primary program/mission.

#### Proposed Motions

- **Move** to approve the amendment request presented by TANM Charter School to amend its Charter to amend the Student Focused Terms of its contract to include the following additional information:

*An additional secondary program is also offered on site where students complete their credit recovery or advanced learning through online programming or through an accredited University. These students may or may not participate in TANM's full arts programming.*

However, to ensure the school continues to meet its primary mission, this approval is conditioned on the requirement that the program be limited to no more than 5% of the school's overall enrollment.

- **Move** to approve the amendment request presented by TANM Charter School to amend its Charter to amend the Student Focused Terms of its contract to include the following additional information:

*An additional secondary program is also offered on site where students complete their credit recovery or advanced learning through online programming or through an accredited University. These students may or may not participate in TANM's full arts programming.*

- **Move** to deny the amendment requests presented by TANM Charter School to amend its Charter to amend the Student Focused Terms of its contract because [PEC to provide reasons that the request should be denied]

# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM


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

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504  
 And  
 Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)

Name of State-Chartered School: Tierra Adentro of New Mexico Charter School

Date submitted: 12/12/2016 Contact Name: Veronica Torres E-mail vtorres@tierraadentronm.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Page 34, Section 8.01 Education Program 1.a (iv) Student Focused Terms	In addition to the Core subjects established by the Common Core State Standards and the State of New Mexico, TANM requires that all students participate in Spanish Language, Arts, Music, and Dance. All seniors will take a financial literacy class, a dual credit math class, a dual credit math class or as identified by their IEP.	In addition to the Core subjects established by the Common Core State Standards and the State of New Mexico, TANM requires that all students participate in Spanish Language, Arts, Music, and Dance. All seniors will take a financial literacy class, a dual credit math class or as identified by their IEP. An additional secondary program is also offered on site where students complete their credit recovery or advanced learning through online programming or through an accredited University. These students may or may not participate in TANM's full arts programming.	TANM is currently seeing a rise in students who need alternative programming. These students are either excelling at the dual credit level or need online alternative programming for either credit recovery or acceleration.	12/8/2016

Original Signature of Governing Council President or Designee:  Date: 12-12-16

Printed Name of Governing Council President or Designee: Sandy Martinez

# 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.

## Public Education Commission use only

Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED

**Tierra Adentro: The New Mexico School of Academics, Arts & Artesanía (TANM)**  
**1511 Central NE**  
**Albuquerque NM 87106**  
**December 8, 2016**  
**Amended Agenda**

Notice is hereby given that the Governing Council of TANM's Regular Meeting will begin at 5:00pm.  
The meeting will take place at Tierra Adentro of New Mexico Charter School 1511 Central Ave. NE 87106  
505-967-4720

**AMENDED AGENDA**

- I. Call to Order for Regular Meeting**
- II. Roll Call for Quorum**
- III. Approval of Agenda (Action)**
- IV. Approval of the November 3, 2016 Meeting minutes (Action)**
- V. Public Comment**
- VI. National Institute of Flamenco Report (NIF Admin)** This report will consist of deliverables corresponding to the NIF/TANM Agreement.
- VII. Finance Report (Vigil Group)** The finance report will consist of an overview of the school's revenue, expenditures, overdue invoices, and the overall financial health of the school.
- III. BARS (Action) (Vigil Group)** The Budget Adjustment Requests will consist of requested adjustments to the budget.
- IX. Approval of Amending TANM's Internal Controls (Action)** (TANM Administration is proposing the TANM adopt the Vigil Group's Internal Controls)
- X. Approval of Change to Enrollment Cap (Action)** (TANM Administration) TANM Administration is requesting GC approval to amend the school's Enrollment Cap from 500 to 550.
- XI. Approval of TANM GC Bylaws (Action)** (TANM President/Vice President) The Governing Council is looking for approval of their revised and updated Governing Council Bylaws.
- XII. Approval of TANM Amending the Instructional Plan in the Performance Contract (Action)** TANM Administration is requesting an amendment to the Instructional Plan that will allow for TANM to host credit recovery students.
- III. TANM Administrative Report (TANM Administration/Foundation)** The Administrative Report will consist of the following areas:
  - a. 2016-17 Lottery/Enrollment
  - b. Student Achievement/Announcements
  - c. Student Attendance
  - d. Student Enrollment
  - e. Facilities Update
  - f. Miscellaneous
- IV. Next Proposed Regular Meeting, January 12, 2016, 5pm.**

**Adjournment**

**Approved:**

**Date:**



**Tierra Adentro: The New Mexico School of Academics, Arts & Artesanía (TANM)**  
**1511 Central NE**  
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**505-967-4720**

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**AMENDED AGENDA**

- I. Call to Order for Regular Meeting: 5:16 pm**
- II. Roll Call for Quorum: Sandy Martinez, Donna Jewell, Ted Baca, Carol Crawford-present; Dan Silva and Elizabeth Marshall-absent**
- III. Approval of Agenda (Action): Approved**
- IV. Approval of the November 3, 2016 Meeting minutes (Action): Approved**
- V. Public Comment**
- VI. National Institute of Flamenco Report (NIF Admin)** This report will consist of deliverables corresponding to the NIF/TANM Agreement. See attached.
- VII. Finance Report (Vigil Group)** The finance report will consist of an overview of the school's revenue, expenditures, overdue invoices, and the overall financial health of the school. See attached.
- III. BARS (Action) (Vigil Group)** The Budget Adjustment Requests will consist of requested adjustments to the budget. The following BARS approved.
  - 518-000-1617-0010-D**
  - 518-000-1617-0011-I**
  - 518-000-1617-0012-I**
  - 518-000-1617-0013-I**
  - 518-000-1617-0014-IB**
- IX. Approval of Amending TANM's Internal Controls (Action)** (TANM Administration is proposing the TANM adopt the Vigil Group's Internal Controls) Approved.
- X. Approval of Change to Enrollment Cap (Action)** (TANM Administration) TANM Administration is requesting GC approval to amend the school's Enrollment Cap from 500 to 550. Approved.
- XI. Approval of TANM GC Bylaws (Action)** (TANM President/Vice President) The Governing Council is looking for approval of their revised and updated Governing Council Bylaws. See attached. Approved
- XII. Approval of TANM Amending the Instructional Plan in the Performance Contract (Action)** TANM Administration is requesting an amendment to the Instructional Plan that will allow for TANM to host credit recovery students. The proposed amendment to the instructional plan will be approved excluding any provisions that limit the enrollment of students. Approved.
- III. TANM Administrative Report** (TANM Administration/Foundation) The Administrative Report will consist of the following areas: See attached.
  - a. 2016-17 Lottery/Enrollment
  - b. Student Achievement/Announcements
  - c. Student Attendance
  - d. Student Enrollment
  - e. Facilities Update

f. Miscellaneous

IV. Next Proposed Regular Meeting, January 12, 2016, 5pm.

XV. Adjournment

Approved:  Date: 08 Dec 16

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# Tierra Adentro Charter

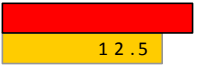
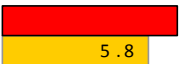
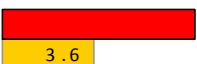




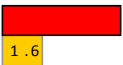
District: State Charters

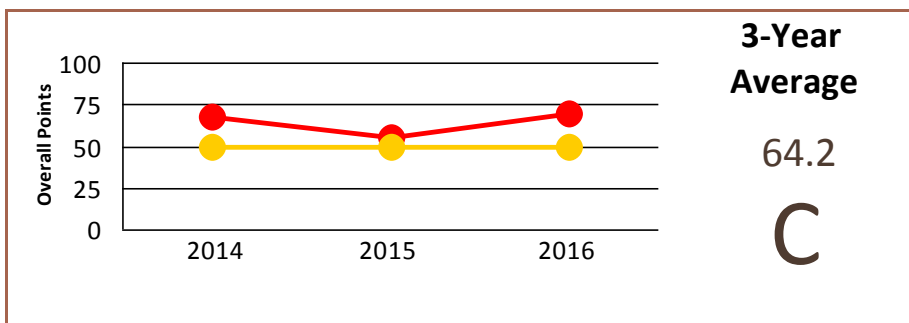
Grade Range: 6 - 12

Code: 518001

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?		<b>B</b>	<b>14.88</b>	<b>30</b>
<b>School Growth</b>				
Did the school as a whole improve student performance more or less than expected?		<b>B</b>	<b>6.85</b>	<b>10</b>
<b>Student Growth of Highest Performing Students</b>				
Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.		<b>A</b>	<b>7.57</b>	<b>10</b>
<b>Student Growth of Lowest Performing Students</b>				
Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		<b>D</b>	<b>5.98</b>	<b>10</b>
<b>Opportunity to Learn</b>				
Do parents and students believe their school is a good place to learn? Is student attendance high?		<b>A</b>	<b>7.60</b>	<b>8</b>
<b>Graduation</b>				
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?		<b>D</b>	<b>10.66</b>	<b>17</b>
<b>College and Career Readiness</b>				
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?		<b>A</b>	<b>11.47</b>	<b>15</b>
<b>Bonus Points</b>				
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			<b>4.67</b>	<b>5</b>



Final School Grade	Total Points
75.0 to < 100.0 <b>A</b>	<b>69.68</b>
65.0 to < 75.0 <b>B</b>	
50.0 to < 65.0 <b>C</b>	
35.0 to < 50.0 <b>D</b>	
0.0 to < 35.0 <b>F</b>	

## 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.

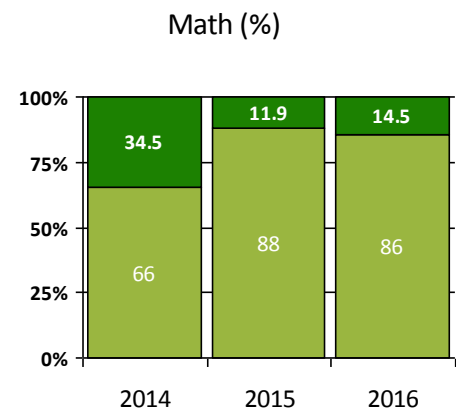
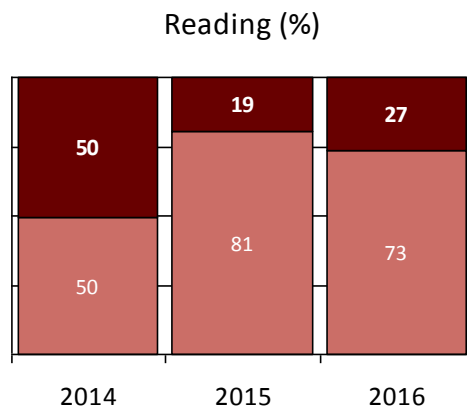
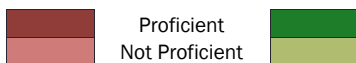
### Current Standing

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			
<b>Reading</b>											
Proficient and Advanced (%)	26.6	32.4	17.4	38.9	-	25.9	-	-	20.8	8.9	18.9
Proficient and Advanced (Pts)	1.99										
Value-Added Model (Pts)	5.91										
<b>Math</b>											
Proficient and Advanced (%)	14.5	14.8	14.0	20.0	-	12.8	-	-	10.5	9.3	5.6
Proficient and Advanced (Pts)	1.09										
Value-Added Model (Pts)	5.89										

### 3-Year Summary

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



## School Growth

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

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

	<i>Reading</i>	<i>Math</i>
Value-Added Score	0.610	0.360
Points Earned	3.65	3.20

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

## Student Growth

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

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

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

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	0.61	0.11	0.14	-0.15	0.26	0.14	-	0.62	0.04	0.21	0.18
Highest 75% (Pts)	3.64										
Lowest 25% (VAS)	0.46	0.15	0.04	0.06	-0.19	0.12	-	-0.24	0.08	0.07	0.20
Lowest 25% (Pts)	3.39										
Math Growth											
Highest 75% (VAS)	0.79	0.01	-0.03	0.33	-0.10	-0.06	-	0.86	-0.07	-0.57	-0.20
Highest 75% (Pts)	3.92										
Lowest 25% (VAS)	0.04	-0.02	-0.14	-1.22	-1.32	0.12	-	-1.21	0.01	-0.41	0.09
Lowest 25% (Pts)	2.58										

## Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	96.0	96	95	95	100	96		93	95	95	96
Attendance (Points)	3.02										

Survey (Average)	41.2	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	4.58	
Count of Surveys (N)	569	

## 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			
<b>Cohort of 2015 - 4-Year Rate</b>											
Cohort Graduation (%)	59.66	74.3	40.6	-	-	61.3	-	-	56.3	-	52.6
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	4.77										
<b>Cohort of 2014 - 5-Year Rate</b>											
Graduation (%)	75.24	83.5	-	-	-	75.1	-	-	78.3	-	-
Points Earned	2.26										
<b>Cohort of 2013 - 6-Year Rate</b>											
Graduation (%)	66.58	-	-	-	-	-	-	-	-	-	-
Points Earned	1.33										
<b>Growth in 4-Year Rates</b>											
Growth takes into account three years of graduation rates.		Growth Index		.19							
		Points Earned		2.30							

**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)	91.1	>98.0	79.4	<2.0	-	91.8	-	>98.0	88.1	>98.0	83.1
Participation (Pts)	4.55										
Success (% of Participants)	69.2	65.4	75.3	-	-	70.5	-	14.7	62.5	27.3	63.4
Success (Pts)	6.92										
<b>Percent of School's Cohort of 2015 Participating in Each CCR Opportunity</b>											
ACT	41.7	52.2	28.0	<2.0	-	43.1	-	<2.0	45.9	<2.0	37.6
PLAN	3.8	4.5	3.0	<2.0	-	4.0	-	<2.0	4.0	<2.0	11.3
ASPIRE	<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	78.2	84.7	69.8	<2.0	-	78.9	-	85.3	75.6	72.7	71.8
AccuPlacer	39.1	57.5	15.1	<2.0	-	40.4	-	<2.0	35.9	<2.0	26.3
Advanced Placement	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Dual Credit	51.6	61.3	39.1	<2.0	-	53.0	-	14.7	46.4	72.7	56.4
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Career Technical Education	2.6	<2.0	3.7	<2.0	-	2.3	-	14.7	<2.0	27.3	3.8
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

**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.

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Student and Parent Engagement | <input checked="" type="checkbox"/> Truancy Improvement |
| <input type="checkbox"/> Extracurricular Activities               | <input checked="" type="checkbox"/> 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 (%)	97
Math (%)	95

# 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)		16.2		19.4		91.5		67.7		17.5			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		2	( 37 )	7	( 37 )	4	( 37 )	7	( 37 )	14	( 37 )	4	( 37 )
School Growth		6	( 37 )	8	( 37 )	5	( 37 )	9	( 37 )	16	( 37 )	9	( 37 )
Student Growth, Highest 75%		4	( 37 )	4	( 37 )	3	( 37 )	3	( 37 )	8	( 37 )	6	( 37 )
Student Growth, Lowest 25%		6	( 37 )	9	( 37 )	9	( 37 )	11	( 37 )	17	( 37 )	8	( 37 )
Opportunity to Learn		6	( 36 )	5	( 36 )	4	( 37 )	6	( 37 )	6	( 36 )	7	( 36 )
Graduation		25	( 36 )	17	( 36 )	20	( 37 )	24	( 37 )	26	( 36 )	21	( 36 )
College and Career Readiness		13	( 36 )	15	( 36 )	17	( 37 )	22	( 37 )	24	( 36 )	16	( 36 )

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

		Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
All Students		F	M	White	Afr Amer	Hispanic	Asian	Am Indian			
<i>Reading Proficiency</i>	2016 (%)	26.6	32.4	17.4	38.9	-	25.9	-	20.8	8.9	18.9
	2015 (%)	19.4	22.7	13.7	29.2	16.7	18.6	<2.0	19.0	2.8	5.3
	2014 (%)	50.3	53.3	45.7	66.7	-	48.7	-	46.0	14.8	37.2
<i>Math Proficiency</i>	2016 (%)	14.5	14.8	14.0	20.0	-	12.8	-	10.5	9.3	5.6
	2015 (%)	11.9	12.5	11.0	16.7	<2.0	12.0	<2.0	11.7	2.8	2.6
	2014 (%)	34.5	38.3	28.6	44.4	-	33.6	-	31.0	7.4	20.9

## 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 Adentro Charter

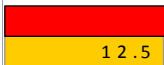
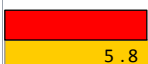






District: State Charter

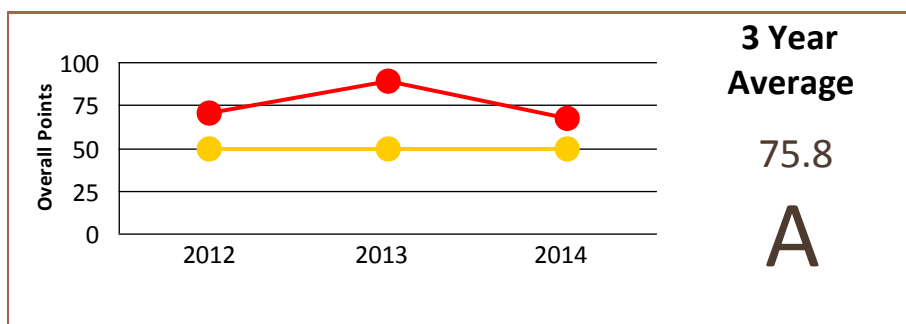
Grade Range: 06 - 12

Code: 518001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		C	13.49	30
<b>School Growth</b> 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	5.60	10
<b>Student Growth of Highest Performing Students</b> 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	9.15	10
<b>Student Growth of Lowest Performing Students</b> 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.		B	8.57	10
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	6.97	8
<b>Graduation</b> How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.				17
<b>College and Career Readiness</b> Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.				15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			2.25	5



### Final School Grade

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

**Total Points**

**46.03**

## 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

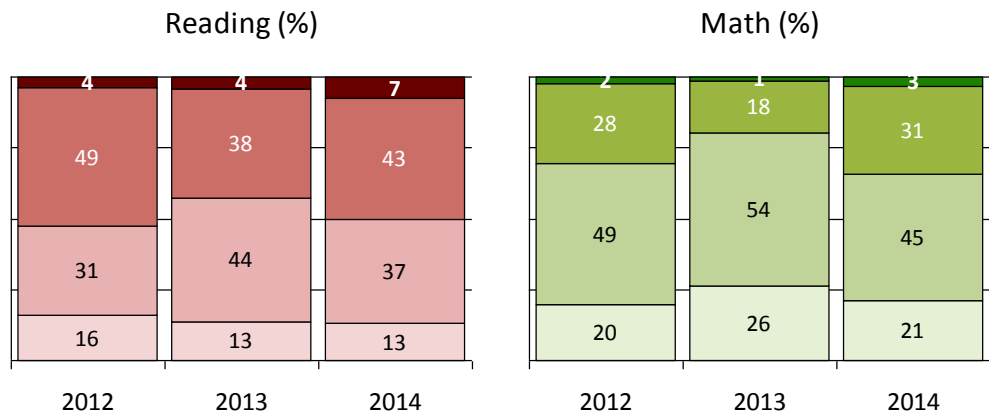
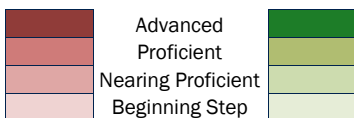
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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				
<b>Reading</b>												
Proficient and Advanced (%)	50.3	53.3	45.7	66.7	-	48.7	-	-	46.0	14.8	37.2	-
Proficient and Advanced (Pts)	7.12											
Value Added Model (Pts)	1.07											
<b>Math</b>												
Proficient and Advanced (%)	34.5	38.3	28.6	44.4	-	33.6	-	-	31.0	7.4	20.9	-
Proficient and Advanced (Pts)	5.30											
Value Added Model (Pts)	0.00											

### 3 Year Summary

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



## School Growth

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

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

Difference from  
Expected Growth (SS Points)

**Reading**

0.496

**Math**

0.604

Points Earned

2.26

3.34

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.

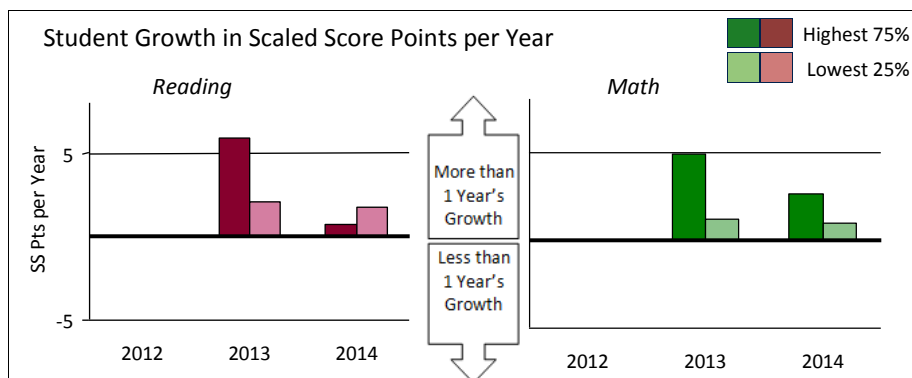
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- 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																	
All Students		Female		Male		White		African American		Hispanic		Asian		Am Indian		Econ Disadv		Students with Disabilities		English Language Learners		Redesignated English Proficient	
		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range	
<i>Reading Growth</i>																							
Highest 75% (SS/Yr)	0.7	-1.9	2.4	-1.9	2.3	-1.6	2.6	-	-	-1.9	2.3	-	-	-	-	-2.0	2.2	-2.3	2.0	-2.2	2.1	-	-
Highest 75% (Pts)	4.15																						
Lowest 25% (SS/Yr)	1.8	-.6	3.7	-.5	3.8	-	-	-	-	-.5	3.7	-	-	-	-	-.6	3.7	-.7	3.5	-.5	3.8	-	-
Lowest 25% (Pts)	4.52																						
<i>Math Growth</i>																							
Highest 75% (SS/Yr)	2.6	-2.6	1.5	-2.7	1.4	-2.3	1.8	-	-	-2.7	1.4	-	-	-	-	-2.7	1.4	-3.3	.8	-2.9	1.2	-	-
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	1.0	-1.9	2.2	-1.8	2.3	-	-	-	-	-1.9	2.2	-	-	-	-	-1.9	2.2	-2.3	1.8	-1.9	2.2	-	-
Lowest 25% (Pts)	4.05																						



**Remaining Gap Between Highest and Lowest Performing Students in 2014**

**Scaled Score Differences**

Reading 12.0

Math 11.0

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)	94.8	95.0	94.7	95.0	-	94.8	-	-	94.5	93.4	96.0	-
OTL Attendance (Points Earned)	3.00											
OTL Survey (Average Total Score)	33.6	33.6	33.6	35.5	-	33.6	-	-	33.5	32.2	33.2	-
OTL Survey (Points Earned)	3.97											

### OTL Survey Questions Reading

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

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

### OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	3.8	3.9	3.7	3.4	-	3.9	-	-	3.8	3.5	3.7	-
2. My teacher explains why what we are learning is important.	3.9	4.0	3.8	3.4	-	4.0	-	-	3.9	3.6	3.8	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.4	3.5	3.2	3.2	-	3.4	-	-	3.3	2.8	3.3	-
4. Every student gets a chance to answer questions.	4.0	4.1	3.8	3.9	-	4.0	-	-	3.9	3.4	3.9	-
5. My teacher wants me to explain my answers.	4.4	4.4	4.3	4.5	-	4.4	-	-	4.3	4.0	4.3	-
6. My teacher knows when I understand, and when I do not.	3.7	3.9	3.4	3.4	-	3.7	-	-	3.7	3.5	3.8	-
7. My teacher explains things in different ways so everyone can understand.	4.1	4.3	3.8	3.7	-	4.2	-	-	4.1	3.5	4.2	-
8. My teacher gives me helpful feedback on work I turn in.	3.6	3.7	3.4	3.4	-	3.7	-	-	3.6	2.8	3.7	-
9. My teacher checks our understanding.	3.8	3.9	3.7	3.4	-	3.9	-	-	3.8	3.0	3.9	-
10. My teacher takes the time to summarize what we learn each day.	3.8	3.9	3.7	3.4	-	3.9	-	-	3.8	2.8	3.1	-

Color Key:


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

## Bonus Points

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

☒ Student Engagement

☒ Parental Engagement

☐ Extracurricular Activities

☐ Truancy Improvement

## Supplemental Information

### Similar Schools

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

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

		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)		25.0		15.7		90.7		63.1		0.6			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		7	( 35 )	15	( 35 )	11	( 35 )	21	( 35 )	25	( 34 )	13	( 35 )
School Growth		10	( 35 )	9	( 35 )	8	( 35 )	15	( 35 )	19	( 34 )	9	( 34 )
Student Growth, Highest 75%		27	( 35 )	23	( 35 )	29	( 35 )	24	( 35 )	15	( 34 )	28	( 35 )
Student Growth, Lowest 25%		16	( 35 )	15	( 35 )	26	( 35 )	20	( 35 )	19	( 34 )	23	( 35 )
Opportunity to Learn		3	( 35 )	10	( 35 )	5	( 35 )	7	( 35 )	6	( 34 )	3	( 35 )

### School Growth Targets

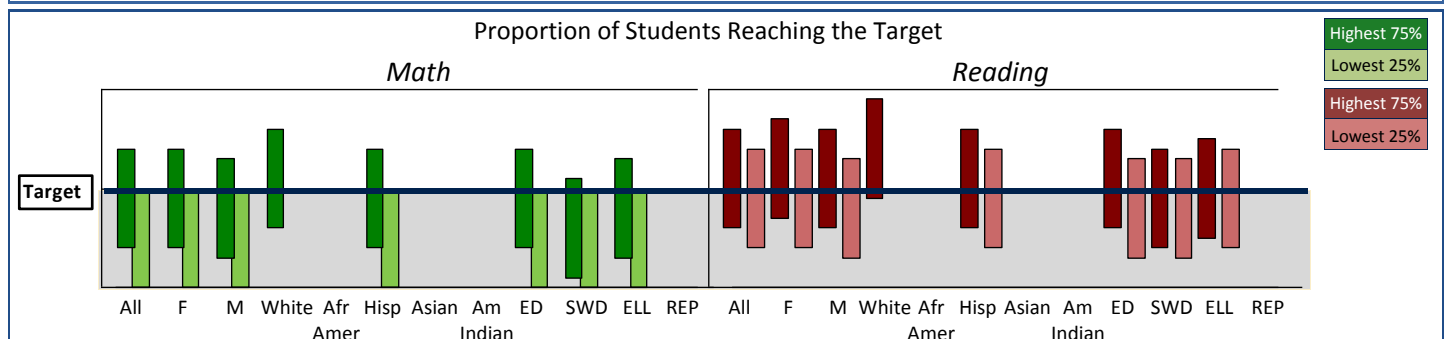
Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to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

		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				
<b>Reading</b>	Highest 75% (%)	62.7	65.5	58.0	85.7	-	59.5	-	-	56.6	36.4	48.3	-
	Lowest 25% (%)	37.2	43.5	30.0	-	-	38.9	-	-	33.3	25.0	42.9	-
<b>Math</b>	Highest 75% (%)	40.0	43.2	34.7	63.6	-	39.1	-	-	38.8	8.3	27.6	-
	Lowest 25% (%)	4.3	3.8	4.8	-	-	.0	-	-	3.0	.0	.0	-

### Graduation

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

Target 73.7%



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

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

**School History** Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<i>Reading</i>	2014 (Avg SS)	40.6	41.2	39.6	44.4	-	40.4	-	-	38.9	32.0	37.9	-
	2013 (Avg SS)	38.6	39.9	36.9	40.1	-	38.5	-	-	37.6	31.2	33.9	-
	2012 (Avg SS)	39.0	38.8	39.2	40.6	-	38.7	-	-	37.9	31.8	33.2	-
<i>Math</i>	2014 (Avg SS)	36.0	36.5	35.1	39.7	-	35.8	-	-	34.8	26.1	33.6	-
	2013 (Avg SS)	33.3	34.0	32.4	33.9	-	33.3	-	-	32.4	25.0	30.1	-
	2012 (Avg SS)	35.2	35.6	34.6	34.2	-	35.5	-	-	34.9	27.2	32.4	-

**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.

# Tierra Adentro Charter

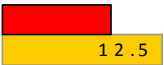
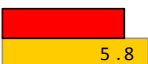





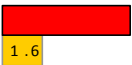
District: State Charters

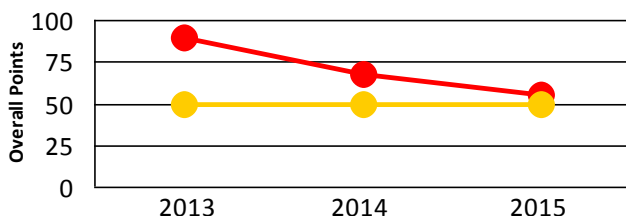
Grade Range: 06 - 12

Code: 518001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
<b>Current Standing</b> How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		F	8.51	30
<b>School Growth</b> 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	4.77	10
<b>Student Growth of Highest Performing Students</b> 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.		C	3.42	10
<b>Student Growth of Lowest Performing Students</b> 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	3.30	10
<b>Opportunity to Learn</b> Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		A	7.44	8
<b>Graduation</b> 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.		C	12.20	17
<b>College and Career Readiness</b> 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.		B	10.58	15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			5.00	5



3-Year  
Average

70.8

B

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

55.22

## 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.

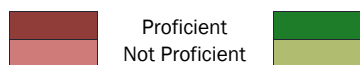
### Current Standing

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>.

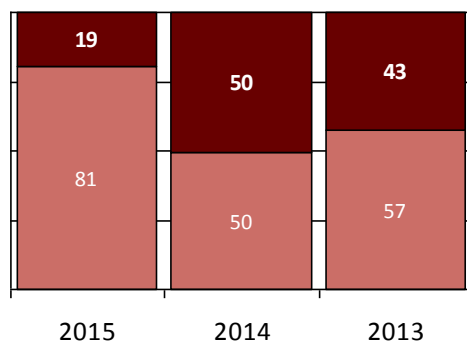
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	19.4	22.7	13.7	29.2	16.7	18.6		<2.0	19.0	2.8	5.3
Proficient and Advanced (Pts)	0.97										
Value Added Model (Pts)	2.32										
<b>Math</b>											
Proficient and Advanced (%)	11.9	12.5	11.0	16.7	<2.0	12.0		<2.0	11.7	2.8	2.6
Proficient and Advanced (Pts)	0.60										
Value Added Model (Pts)	4.62										

### 3-Year Summary

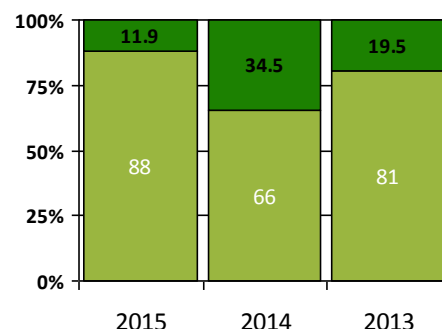
Performance is considered on grade level when students score either Proficient or Advanced.



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	-0.193	0.077
Points Earned	2.12	2.65

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

## Student Growth

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

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

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis								Students with Disabilities	English Language Learners
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv		
Reading Growth											
Highest 75% (VAS)	-0.62	-2.02	-0.19	-0.11	-0.78	-0.03	-	0.44	0.00	0.21	-0.29
Highest 75% (Pts)	1.34										
Lowest 25% (VAS)	-0.52	-0.30	-0.40	-0.61	-	-0.29	-	-0.43	-0.38	-0.30	-0.56
Lowest 25% (Pts)	1.50										
Math Growth											
Highest 75% (VAS)	-0.21	0.08	0.05	0.02	0.23	0.05	-	0.61	0.02	-0.16	0.25
Highest 75% (Pts)	2.08										
Lowest 25% (VAS)	-0.35	-0.30	-0.32	-0.20	-	-0.29	-	-2.23	-0.27	-0.12	-0.28
Lowest 25% (Pts)	1.80										

## 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)	95.4	95.0	95.9	94.5	-	95.4	-	-	95.2	95.9	96.0
Attendance (Points)	3.01										
Survey (Average)	39.9	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.									<i>Reading</i> NA
Survey (Points)	4.4										<i>Math</i> NA
Count of Surveys (N)	1,778										<i>General</i> 39.9

## 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 (%)	75.2	83.5	-	-	-	75.1	-	-	78.3	-	-	
Non-Cohort Graduation (%)	-											
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.								
Points Earned	6.02											
Cohort of 2013 - 5-Year Rate												
Graduation (%)	66.6	-	-	-	-	-	-	-	-	-	-	
Points Earned	2.0											
Cohort of 2012 - 6-Year Rate												
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-	
Points Earned	2.0											

### Growth in 4-Year Rates

Growth takes into account three years of graduation rates.	Growth Index	- .20
	Points Earned	2.18

## 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)	75	81	52	7	-	83	-	0	77	73	66
Participation (Pts)	3.73										
Success (% of Participants)	69	77	18	0	-	69	-	-	69	11	36
Success (Pts)	6.85										
<b>Percent of School's Cohort of 2014 Participating in Each CCR Opportunity</b>											
ACT	9.8	12.5	<2.0	<2.0	-	11.0	-	<2.0	3.0	<2.0	6.0
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	39.2	48.4	6.1	6.7	-	43.4	-	<2.0	44.6	<2.0	36.1
AccuPlacer	50.4	50.1	51.5	<2.0	-	56.7	-	<2.0	49.7	73.0	36.1
Advanced Placement	5.9	7.5	<2.0	<2.0	-	6.6	-	<2.0	6.0	<2.0	12.0
Dual Credit	34.0	43.3	<2.0	6.7	-	37.6	-	<2.0	42.6	32.4	30.1
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Career Technical Education	3.9	2.5	9.1	<2.0	-	4.4	-	<2.0	3.0	8.1	<2.0
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

## 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 (%) 97  
Math (%) 97

# 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)		18.0		18.0		87.9		68.0		2.6			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		20	( 35 )	26	( 36 )	21	( 36 )	22	( 36 )	27	( 35 )	22	( 36 )
School Growth		12	( 35 )	21	( 36 )	14	( 36 )	14	( 36 )	20	( 35 )	11	( 36 )
Student Growth, Highest 75%		21	( 35 )	26	( 36 )	22	( 36 )	27	( 36 )	27	( 35 )	23	( 36 )
Student Growth, Lowest 25%		20	( 35 )	24	( 36 )	20	( 36 )	20	( 36 )	28	( 35 )	21	( 36 )
Opportunity to Learn		6	( 36 )	6	( 36 )	5	( 36 )	3	( 36 )	7	( 35 )	7	( 36 )
Graduation		18	( 36 )	19	( 36 )	14	( 36 )	18	( 36 )	23	( 35 )	16	( 36 )
College and Career Readiness		28	( 36 )	21	( 36 )	24	( 36 )	27	( 36 )	26	( 35 )	22	( 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			
<b>Growth</b> <b>Lowest 25% (Q1)</b>	Reading	.0038	N	N	N	N	.	N	.	N	N	N	N
	Math	-.0334	N	N	N	N	.	N	.	N	N	N	N
<b>Growth</b> <b>Highest 75% (Q3)</b>	Reading	-.0481	N	Y	N	N	N	Y	.	Y	Y	Y	N
	Math	-.0613	N	Y	Y	Y	Y	Y	.	Y	Y	Y	N
<b>Proficiency</b>	Reading	33.3%	N	N	N	N	N	N		N	N	N	N
	Math	17.6%	N	N	N	N	N	N		N	N	N	N
<b>Graduation</b>	4-Year Cohort	75.6%	N	Y				N			Y		

## School History

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	19.4	22.7	13.7	29.2	16.7	18.6		<2.0	19.0	2.8	5.3
	2014 (%)	50.3	53.3	45.7	66.7		48.7			46.0	14.8	37.2
	2013 (%)	42.7	47.9	35.7	42.9		42.0			38.4	10.0	17.0
<i>Math Proficiency</i>	2015 (%)	11.9	12.5	11.0	16.7	<2.0	12.0		<2.0	11.7	2.8	2.6
	2014 (%)	34.5	38.3	28.6	44.4		33.6			31.0	7.4	20.9
	2013 (%)	19.5	20.2	18.6	42.9		17.4			16.1	6.7	8.5

## Student Promotion

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

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

## End Notes

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