

## AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: January 13, 2017
- II. Item Title: Vote on Charter School Amendment – Gilbert L. Sena Charter High School is requesting to amend the school’s mission.
- III. Executive Summary and Proposed Motions:

### Request and Rationale

Gilbert L. Sena Charter High School requests to amend its current mission. The school’s current mission is:

*Gilbert L. Sena Charter High School’s mission is to engage students and their families in an innovative and supportive environment directed at gaining academic skills necessary for personal, social, and career success. Gilbert L Sena promotes, honors and celebrates student success.*

The school is requesting to change the school mission to:

*Gilbert L. Sena Charter High School’s mission is to engage students and their families in an innovative and supportive environment directed at gaining academic and social skills necessary for personal and career success. Gilbert L Sena promotes, honors and celebrates student success.*

The school states the following rationale for its request: The rationale is to change the wording/semantics of “to focus on social skills.” The school states this was discussed with students, parents, and staff. The school reports that all of these stakeholders agreed to the change in the mission statement.

### School History

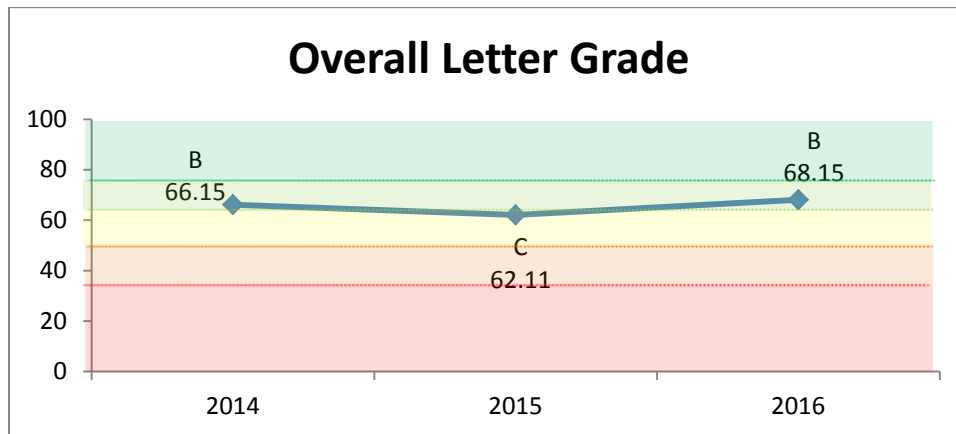
Gilbert L. Sena High School, formerly known as Creative Education Preparatory Institute 2, was originally authorized by Albuquerque Public Schools. As the initial charter term came to an end, the Governance Council opted to apply for its first renewal with the Public Education Commission, along with seeking a name change to honor one of its initial founders, Dr. Gilbert L. Sena. The mission of the school continues to focus on student and parent engagement in education.

The Public Education Commission renewed the school as a state authorized charter school for a 5 year term in 2013. The school is authorized to serve grades 9-12 and its enrollment cap is 300.

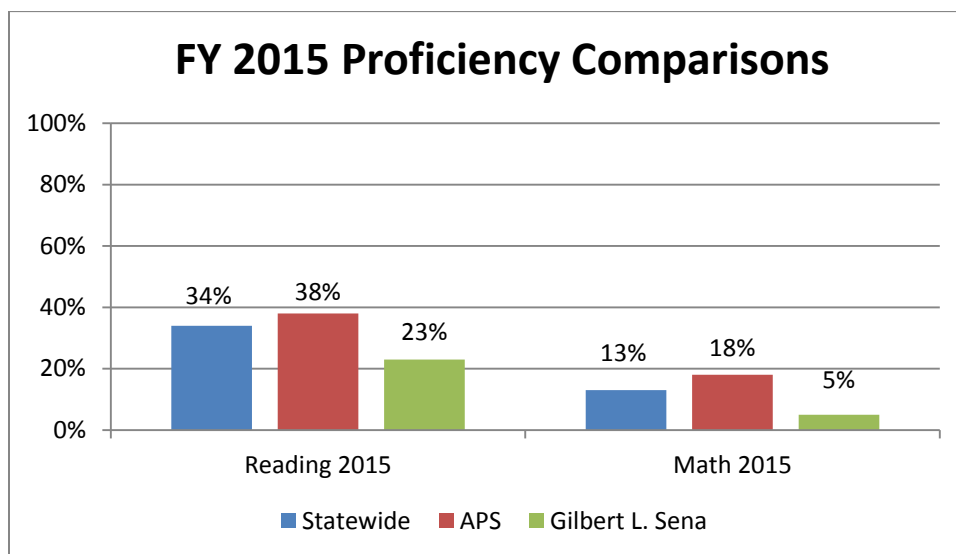
According to the 2017 40 Day STARS report, the school had 173 students enrolled in October 2016.

### School Performance

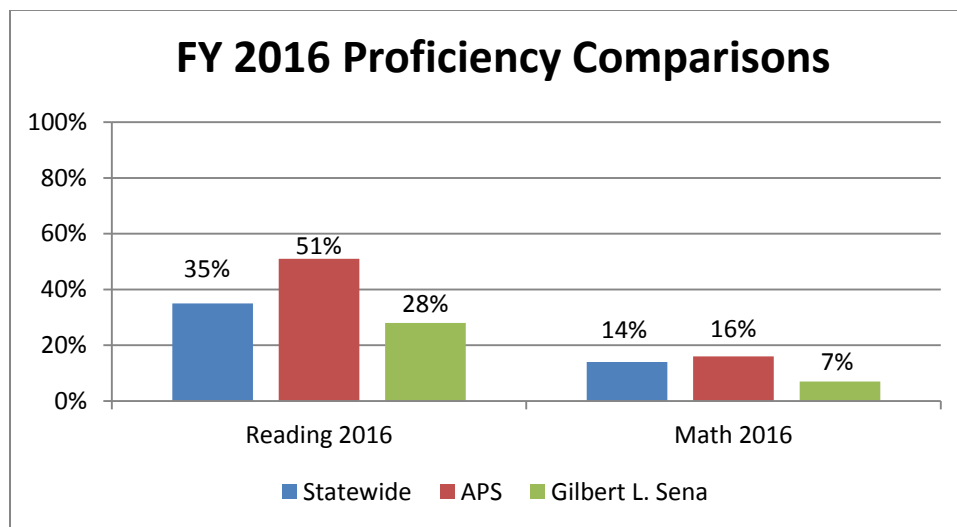
Gilbert L. Sena High School has received the following school grades: In 2013-14 the school grade was a B. In 2014-2015 the school grade was a C. In 2015-16 the school grade was a B.



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



The 2016 state assessment performance data demonstrate an improvement from the prior year. 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 2016 indicates that the school scored a lower proficiency rate as compared to the statewide and Albuquerque Public Schools' proficiency rates in reading. This comparison for 2016 indicates that the school scored a lower proficiency rate as compared to the statewide and Albuquerque Public Schools' proficiency rates in math.



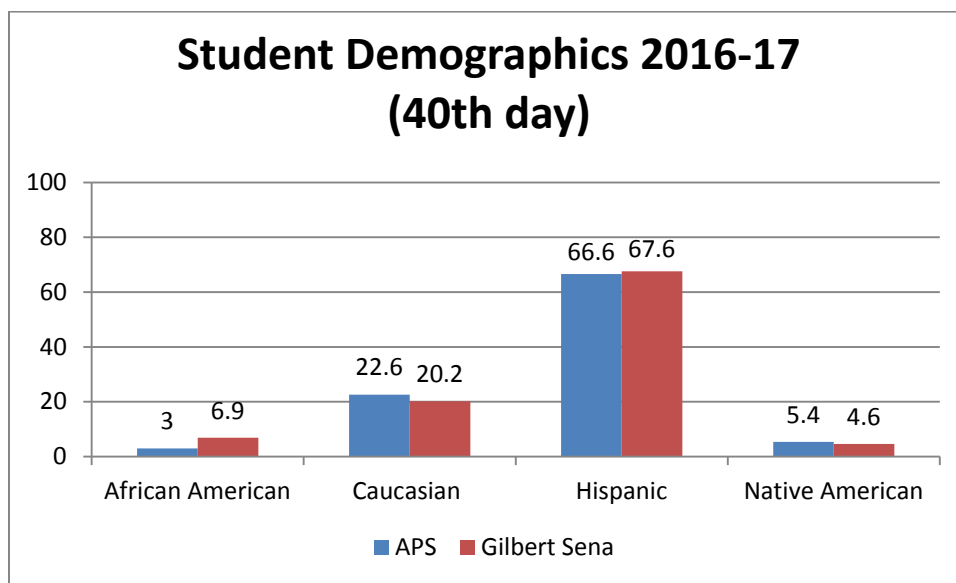
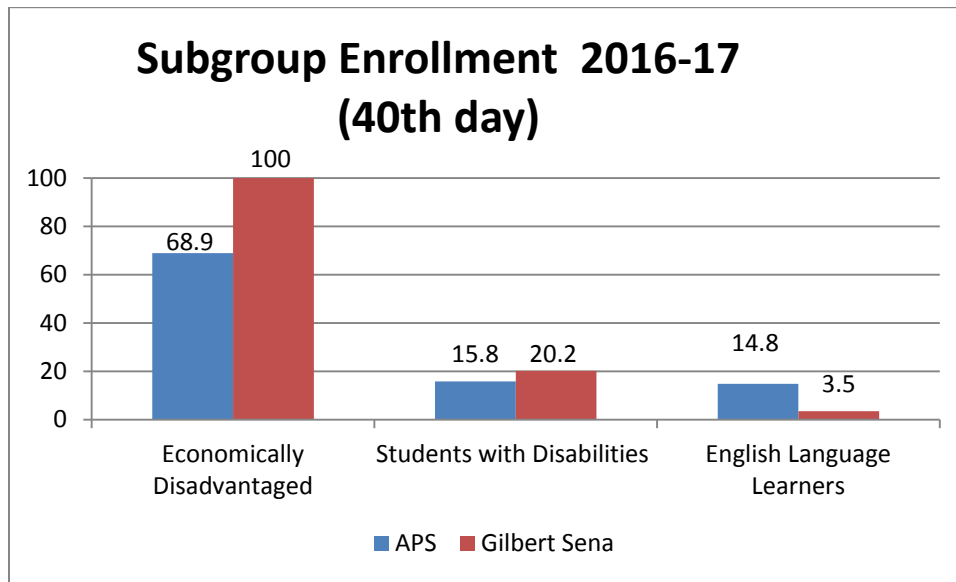
#### School Enrollment and Demographics Data

The 40 day enrollment count at Gilbert L. Sena was 173 students for the 2016-2017 school year and 179 students for the 2015-2016 school year. This demonstrates a decrease in total enrollment by 6 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 90%.

Student demographics and subgroup enrollment for Gilbert L. Sena for the 2016-17 40 day reporting, as compared to Albuquerque Public Schools' (APS) data is provided below. The STARS data indicates the school has a significantly higher percentage of Economically Disadvantaged students and a lower percentage of English Language Learners enrolled than the percentage of such students enrolled in schools across the APS District. Gilbert L. Sena has a slightly higher percent of students with disabilities as compared to the APS District's percentage. The data also demonstrates similar Hispanic and Native

American populations as compared to the APS District.



#### Proposed Motions

- **Move** to deny the amendment request presented by presented by Gilbert L. Sena requesting to amend its current mission statement because [PED TO PROVIDE RATIONALE].
- **Move** to approve the amendment request presented by Gilbert L. Sena requesting to amend its current mission statement.

# 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.

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

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

Please complete and submit this form to: **Kelly Callahan, General Manager – Options for Parents/Charter School Division** (kelly.callahan2@state.nm.us)

Or, mail to:

Public Education Department  
Charter Schools Division, Room 301  
300 Don Gaspar  
Santa Fe, NM 87501-2786

Name of State-Chartered School: Gilbert L. Sena Charter HS

Date submitted: 11/3/16 Contact Name: Nadine Torres E-mail: ntorres@senahigh.com

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
<i>Renewal Application 2014</i> <i>In the page 13</i> <i>The Replicated Data</i>	Gilbert L. Sena Charter High School's mission is to engage students and their families in an innovative and supportive environment directed at gaining academic skills necessary for personal, social and career success. Gilbert L. Sena promotes, honors and celebrates student success.	Gilbert L. Sena Charter High School's mission is to engage students and their families in an innovative and supportive environment directed at gaining academic and social skills necessary for personal and career success. Gilbert L. Sena promotes, honors and celebrates student achievement.	Wording/Semantics Focus on Social skills  Discussed with Students, Parents, Staff All agree	9/29/16  

Original Signature of Governing Council President or Designee: Mary Louise Sena Date: 9-29-16

Printed Name of Governing Council President or Designee: Mary Louise Sena

## Public Education Department use only

Director/General Manager approves change: \_\_\_\_\_ Date: \_\_\_\_\_  
*(No further action taken.)*

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

☐ APPROVED ☐ DENIED

Gilbert L. Sena Charter High School

Governance Council Meeting

Sena High School, Albuquerque, NM

Governance Council Meeting

Tuesday, September 29, 2016

Present:

Governance Council members: Mary Louise Sena, Linda Bradley, and Tanya Otero-Villalobos

Staff members: Nadine Torres, Michelle Tudor

Business office: Ashley Rodriguez

Absent:

Governance Council members: George Lucero and David Sena

Mary Louise Sena called the regular meeting of the governance council to order at 5:14 p.m.

The first order of business was to establish a quorum. Ms. Bradley called roll and established that a quorum was present.

The next item of business was approval of the agenda. Ms. Otero-Villalobos moved to approve the agenda. Ms. Bradley seconded the motion, and it passed unanimously.

The next item of business was approval of the minutes from August 30, 2016. Ms. Bradley moved to approve the minutes. Ms. Otero-Villalobos seconded the motion, and it passed unanimously.

**PUBLIC FORUM:**

None

**BUSINESS MANAGER REPORT:**

The Finance Committee reviewed the finance report in their meeting.

Ms. Bradley moved to approve the processing of the permanent cash transfer from fund 31700 to 31701. Ms. Otero-Villalobos seconded the motion, and it passed unanimously.

Ms. Otero-Villalobos moved to approve the Accounts Payable and Payroll Liability Listing ending August 31, 2016. Ms. Bradley seconded the motion, and it passed unanimously.

The auditing company is supposed to have the audit reports to the New Mexico Public Education Department by December 1, 2016.

**NEW BUSINESS:**

The New Mexico Coalition for Charter Schools Annual Conference is October 26<sup>th</sup> through the 28<sup>th</sup>.

The process and internal controls for Human Resources were reviewed.

**DIRECTOR'S REPORT:**

There are currently 176 students enrolled.

The Leadership Team will be presenting data at the <sup>Next</sup> ~~October 25<sup>th</sup>~~ Governance Council Meeting.

There will be a schoolwide "B" Celebration on October 6<sup>th</sup> at 1215pm.

There were 27 people in attendance at the PAC meeting on September 14<sup>th</sup>.

**DISCUSSION/ACTION:**

Ms. Otero-Villalobos moved to approve the changes to the Sena High Mission Statement (addition of "social skills" and changing "student success" to "student achievement"). Ms. Bradley seconded the motion, and it passed unanimously.

Ms. Bradley moved to approve the State Charter School Change/Amendment Request for the revision of the mission statement. Ms. Otero-Villalobos seconded the motion, and it passed unanimously.

Ms. Bradley moved to approve the Process and Internal Controls for Human Resources. Ms. Otero-Villalobos seconded the motion, and it passed unanimously.

The Strategic Plan for the Governance Council was reviewed. It was determined that a series of three questions needed to be sent out to parents/guardians of Sena High students. This will be done in a Survey Monkey format.

Ms. Bradley moved to enter into Executive Session at 6:10pm. Ms. Otero-Villalobos seconded the motion, and it passed unanimously.

Dr. Sena invited Ms. Torres and Ms. Tudor to the Executive Session.

Open session was reconvened at 6:33pm.

Dr. Sena requested a statement of consensus that only the items listed on the agenda were discussed in Executive Session. ~~Roll~~ was called.

Roll

Ms. Otero-Villalobos moved to approve the Director's Goals and Professional Development Plan for the 2016-2017 school year. Ms. Bradley seconded the motion, and it passed unanimously.

Ms. Otero-Villalobos moved to adjourn the meeting at 6:37p.m., Ms. Bradley seconded the motion, and it passed unanimously.

Mary Louie Sene

Linda Bradley





# Gilbert L Sena High Charter

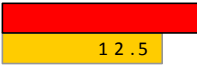
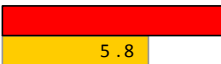
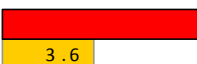





District: State Charters

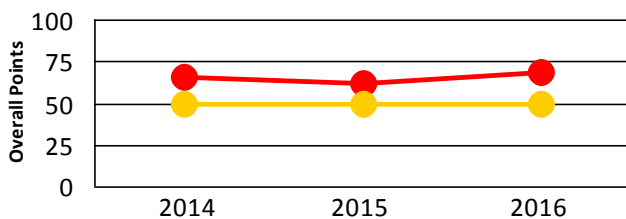
Grade Range: 9 - 12

Code: 514001

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>15.57</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>8.80</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>7.90</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>C</b>	<b>8.01</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>7.29</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>F</b>	<b>5.54</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>B</b>	<b>11.04</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>4.00</b>	<b>5</b>



**3-Year Average**

65.5

**B**

Final School Grade

75.0 to < 100.0	<b>A</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>

Total Points

**68.15**

## 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.

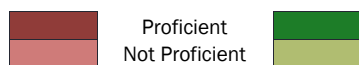
### Current Standing

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>.

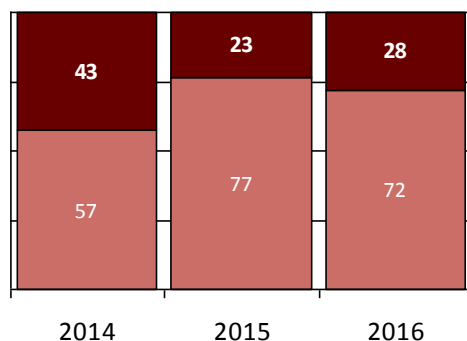
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	28.3	28.3	28.3	36.4	-	24.7	-	-	26.4	6.3	9.1
Proficient and Advanced (Pts)	2.12										
Value-Added Model (Pts)	7.09										
<b>Math</b>											
Proficient and Advanced (%)	6.5	7.5	5.6	19.0	-	3.8	-	-	5.6	<2.0	<2.0
Proficient and Advanced (Pts)	0.49										
Value-Added Model (Pts)	5.87										

### 3-Year Summary

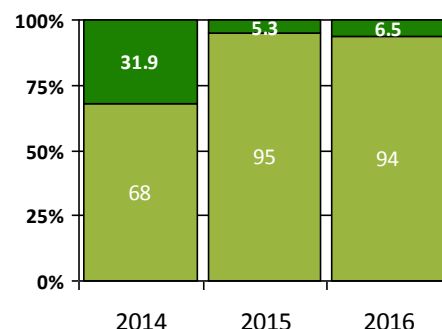
Performance is considered on grade level when students score either Proficient or Advanced.



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	1.290	1.070
Points Earned	4.51	4.29

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

## Student Growth

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

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were 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)	0.86	0.39	0.53	0.60	0.84	0.44	-	-0.95	0.44	0.23	0.08
Highest 75% (Pts)	4.03										
Lowest 25% (VAS)	1.76	0.21	0.64	-0.01	0.55	0.56	-	-	0.49	0.54	0.34
Lowest 25% (Pts)	4.80										
Math Growth											
Highest 75% (VAS)	0.75	0.16	-0.21	-0.10	0.11	-0.08	-	2.01	-0.05	0.10	-0.13
Highest 75% (Pts)	3.87										
Lowest 25% (VAS)	0.36	-0.11	-0.12	0.73	0.22	-0.29	-	-	-0.12	-0.39	-0.11
Lowest 25% (Pts)	3.21										

## 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)	86.0	85	87	86	84	86	86	94	86	85	92
Attendance (Points)	2.71										

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)	211	

## 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 (%)	26.93	30.3	23.7	48.5	-	18.8	-	-	22.4	26.5	25.7
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	2.15										
<b>Cohort of 2014 - 5-Year Rate</b>											
Graduation (%)	24.29	30.2	18.8	25.1	-	25.2	-	-	19.6	14.6	-
Points Earned	0.73										
<b>Cohort of 2013 - 6-Year Rate</b>											
Graduation (%)	25.31	26.7	24.3	46.0	-	14.9	-	23.3	26.2	34.9	39.1
Points Earned	0.51										
<b>Growth in 4-Year Rates</b>											
Growth takes into account three years of graduation rates.		Growth Index		.09							
		Points Earned		2.15							

**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)	74.1	76.3	72.0	73.3	>98.0	72.7	>98.0	>98.0	71.2	71.6	87.8
Participation (Pts)	3.71										
Success (% of Participants)	73.3	71.8	74.9	82.1	>98.0	73.9	<2.0	<2.0	72.5	78.4	81.0
Success (Pts)	7.33										
<b>Percent of School's Cohort of 2015 Participating in Each CCR Opportunity</b>											
ACT	4.5	5.4	3.6	3.7	<2.0	4.3	<2.0	26.2	3.7	<2.0	<2.0
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	2.0	7.3	3.9
ASPIRE	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
PSAT	20.5	16.0	25.0	31.3	21.1	17.0	<2.0	<2.0	18.8	28.8	3.9
AccuPlacer	56.5	69.0	44.4	53.9	78.9	55.9	>98.0	73.8	53.2	28.5	66.0
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	45.3	50.6	40.1	52.9	<2.0	42.9	<2.0	73.8	43.8	42.2	66.0
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	7.1	9.6	4.7	15.7	<2.0	3.9	<2.0	<2.0	7.8	6.0	3.9
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	25.7	18.3	32.9	29.3	78.9	24.5	<2.0	<2.0	20.7	52.8	38.4

**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 (%) 94

Math (%) 100

School exempted from penalty because of size.

# 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)		10.8		14.8		79.6		82.0		38.0			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		1	( 37 )	7	( 37 )	3	( 37 )	3	( 32 )	12	( 37 )	3	( 37 )
School Growth		1	( 37 )	4	( 37 )	1	( 37 )	1	( 32 )	5	( 37 )	1	( 37 )
Student Growth, Highest 75%		1	( 37 )	3	( 37 )	2	( 37 )	2	( 32 )	8	( 37 )	3	( 37 )
Student Growth, Lowest 25%		1	( 37 )	4	( 37 )	2	( 37 )	2	( 32 )	8	( 37 )	2	( 37 )
Opportunity to Learn		14	( 36 )	18	( 37 )	16	( 37 )	14	( 31 )	18	( 31 )	16	( 36 )
Graduation		35	( 36 )	37	( 37 )	36	( 37 )	30	( 31 )	26	( 31 )	33	( 36 )
College and Career Readiness		21	( 36 )	26	( 37 )	21	( 37 )	15	( 31 )	18	( 31 )	18	( 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			
Reading Proficiency	2016 (%)	28.3	28.3	28.3	36.4	-	24.7	-	26.4	6.3	9.1
	2015 (%)	23.3	22.2	24.2	37.9	20.0	18.5	<2.0	21.3	11.8	9.1
	2014 (%)	42.6	39.6	45.7	64.0	-	37.7	-	40.7	<2.0	36.4
Math Proficiency	2016 (%)	6.5	7.5	5.6	19.0	-	3.8	-	5.6	<2.0	<2.0
	2015 (%)	5.3	3.8	6.6	11.5	<2.0	2.5	<2.0	4.8	<2.0	<2.0
	2014 (%)	31.9	29.2	34.8	48.0	-	27.9	-	31.5	14.3	18.2

## 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/>.

# Gilbert L Sena High Charter

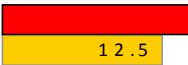
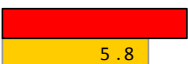
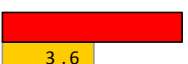




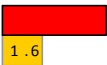
District: State Charters

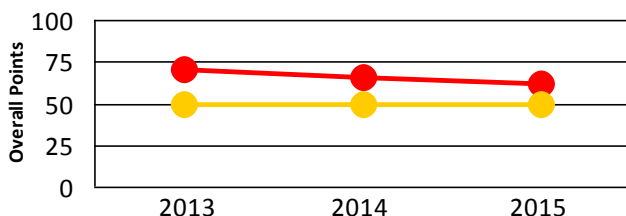
Grade Range: 09 - 12

Code: 514001

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.		B	14.86	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?		B	7.25	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.		A	7.04	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.		D	5.86	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	7.15	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.		F	3.96	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.		A	11.91	15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			4.08	5



3-Year  
Average  
66.3  
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  
62.11



## 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.

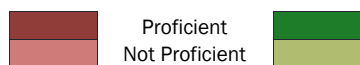
### Current Standing

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>.

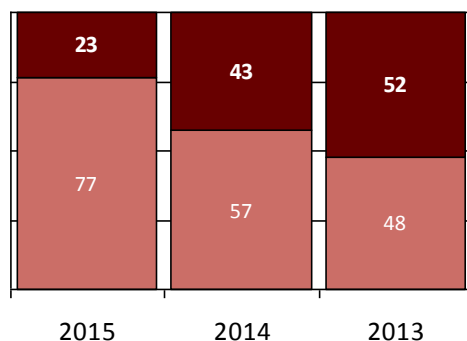
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	23.3	22.2	24.2	37.9	20.0	18.5	<2.0	33.3	21.3	11.8	9.1
Proficient and Advanced (Pts)	1.17										
Value Added Model (Pts)	6.35										
<b>Math</b>											
Proficient and Advanced (%)	5.3	3.8	6.6	11.5	<2.0	2.5	<2.0	33.3	4.8	<2.0	<2.0
Proficient and Advanced (Pts)	0.26										
Value Added Model (Pts)	7.08										

### 3-Year Summary

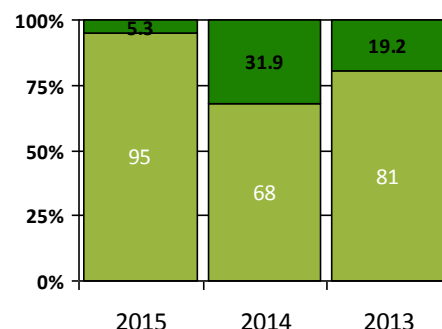
Performance is considered on grade level when students score either Proficient or Advanced.



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	0.575	0.619
Points Earned	3.59	3.66

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

## Student Growth

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

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

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

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	0.32	0.49	0.04	0.59	-0.70	0.12	0.76	1.10	0.21	1.27	0.65
Highest 75% (Pts)	3.13										
Lowest 25% (VAS)	0.17	-0.31	0.30	-0.33	0.27	0.18	0.18	-	-0.18	-0.28	-0.32
Lowest 25% (Pts)	2.84										
Math Growth											
Highest 75% (VAS)	0.78	0.18	0.26	-0.13	0.19	0.36	-	0.24	0.10	-0.13	0.55
Highest 75% (Pts)	3.91										
Lowest 25% (VAS)	0.26	-0.07	0.07	0.20	0.40	-0.05	-0.13	-0.06	-0.11	0.15	-0.05
Lowest 25% (Pts)	3.02										

## 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)	86.6	83.5	89.3	84.8	84.7	87.5	-	-	86.1	85.2	93.3
Attendance (Points)	2.73										
Survey (Average)	39.8	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.									<i>Reading</i> NA
Survey (Points)	4.4										<i>Math</i> NA
Count of Surveys (N)	1,148										<i>General</i> 39.8

## 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 (%)	24.3	30.2	18.8	25.0	-	25.3	-	-	19.7	14.6	-
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	1.95										
Cohort of 2013 - 5-Year Rate											
Graduation (%)	25.3	26.7	24.3	46.0	-	14.9	-	23.3	26.2	34.9	39.1
Points Earned	0.8										
Cohort of 2012 - 6-Year Rate											
Graduation (%)	53.7	54.9	52.7	58.1	-	49.0	-	-	54.2	25.7	55.3
Points Earned	1.1										

### Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	-2.92
Points Earned	0.18

## 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)	70	73	68	72	100	67	100	100	68	66	56
Participation (Pts)	3.52										
Success (% of Participants)	84	97	71	95	36	79	0	0	87	70	83
Success (Pts)	8.39										
<b>Percent of School's Cohort of 2014 Participating in Each CCR Opportunity</b>											
ACT	5.0	8.8	<2.0	<2.0	<2.0	8.1	<2.0	<2.0	7.4	<2.0	28.6
PLAN	<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	5.0	<2.0	5.4	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
PSAT	6.6	9.6	3.9	11.8	<2.0	2.7	<2.0	<2.0	5.2	<2.0	<2.0
AccuPlacer	63.3	68.0	58.8	58.5	>98.0	65.4	>98.0	<2.0	62.0	60.9	47.7
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	46.7	49.8	43.7	53.0	<2.0	44.4	<2.0	<2.0	41.9	38.8	46.6
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	11.4	17.5	5.8	7.7	<2.0	15.3	<2.0	<2.0	13.6	14.6	<2.0
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	48.7	57.3	40.8	50.6	>98.0	45.2	<2.0	>98.0	46.5	24.3	46.6

## 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. 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)		8.6		13.3		74.1		73.0		15.5			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		7	( 35 )	12	( 36 )	11	( 35 )	11	( 36 )	11	( 36 )	4	( 36 )
School Growth		6	( 35 )	7	( 36 )	6	( 35 )	6	( 36 )	7	( 36 )	3	( 36 )
Student Growth, Highest 75%		5	( 35 )	6	( 36 )	3	( 35 )	4	( 36 )	4	( 36 )	2	( 36 )
Student Growth, Lowest 25%		5	( 35 )	12	( 36 )	13	( 35 )	10	( 36 )	10	( 36 )	6	( 36 )
Opportunity to Learn		14	( 36 )	15	( 36 )	12	( 36 )	11	( 36 )	11	( 36 )	15	( 36 )
Graduation		35	( 36 )	34	( 36 )	35	( 36 )	36	( 36 )	33	( 36 )	34	( 36 )
College and Career Readiness		13	( 36 )	16	( 36 )	16	( 36 )	16	( 36 )	14	( 36 )	12	( 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	Y	N	Y	N	Y	Y	Y	.	N	N	N
	Math	-.0334	Y	N	Y	Y	Y	N	N	N	N	Y	N
<b>Growth</b> <b>Highest 75% (Q3)</b>	Reading	-.0481	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
	Math	-.0613	Y	Y	Y	N	Y	Y	.	Y	Y	Y	Y
<b>Proficiency</b>	Reading	33.3%	N	N	N	Y	N	N	N	Y	N	N	N
	Math	17.6%	N	N	N	N	N	N	N	Y	N	N	N
<b>Graduation</b>	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			
<i>Reading Proficiency</i>	2015 (%)	23.3	22.2	24.2	37.9	20.0	18.5	<2.0	33.3	21.3	11.8	9.1
	2014 (%)	42.6	39.6	45.7	64.0		37.7			40.7		36.4
	2013 (%)	52.1	61.5	41.2	68.0		45.7			47.6		
<i>Math Proficiency</i>	2015 (%)	5.3	3.8	6.6	11.5	<2.0	2.5	<2.0	33.3	4.8	<2.0	<2.0
	2014 (%)	31.9	29.2	34.8	48.0		27.9			31.5	14.3	18.2
	2013 (%)	19.2	20.5	17.6	16.0		21.7			19.0		

## 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 (%)	-	-	-	-	-	-	-	-	-	-	-
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.

## Gilbert L Sena High Charter

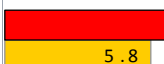

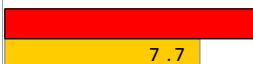



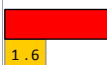
District: State Charter

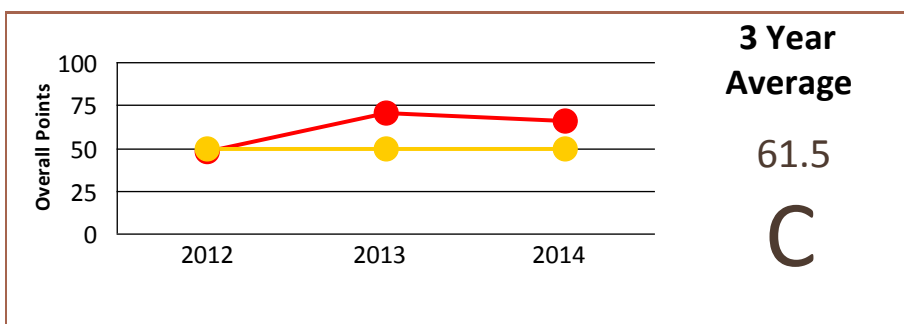
Grade Range: 09 - 12

Code: 514001

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	12.83	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	6.49	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	10.00	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.		A	9.86	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?		C	6.38	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.		F	5.29	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	11.09	15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			4.21	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**  
66.15

## 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

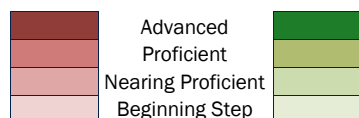
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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>.

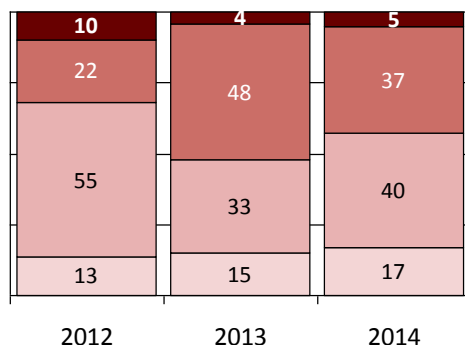
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<b>Reading</b>												
Proficient and Advanced (%)	42.6	39.6	45.7	64.0	-	37.7	-	-	40.7	<2.0	36.4	-
Proficient and Advanced (Pts)	4.46											
Value Added Model (Pts)	3.88											
<b>Math</b>												
Proficient and Advanced (%)	31.9	29.2	34.8	48.0	-	27.9	-	-	31.5	14.3	18.2	-
Proficient and Advanced (Pts)	3.36											
Value Added Model (Pts)	1.12											

### 3 Year Summary

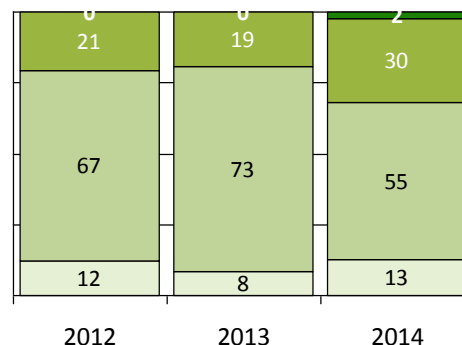
Performance is considered on grade level when students score either Proficient or Advanced.



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**

0.508

**Math**

0.732

Points Earned

2.62

3.88

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.

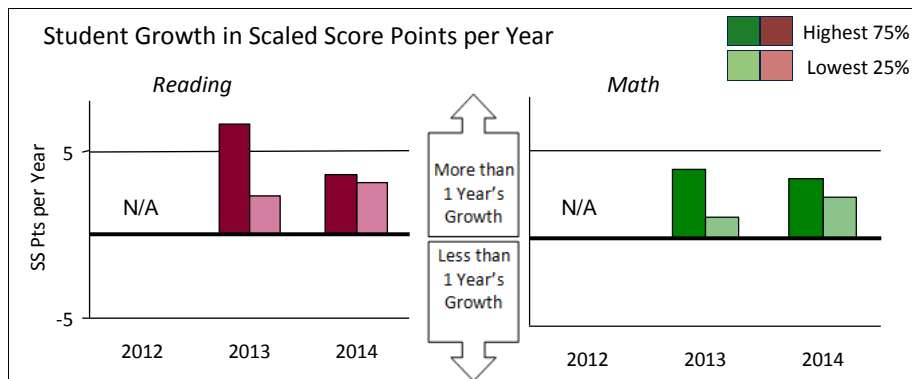
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- 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	
		Female		Male		White		African American		Hispanic		Asian		Am Indian									
All Students		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range			
Reading Growth																							
Highest 75% (SS/Yr)	3.6	-4.3	-.1	-4.5	-.2	-4.4	-.2	-	-	-4.4	-.1	-	-	-	-	-4.4	-.1	-	-	-	-	-	
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	3.1	-5.4	-1.2	-5.2	-.9	-	-	-	-	-5.3	-1.1	-	-	-	-	-5.4	-1.2	-	-	-	-	-	
Lowest 25% (Pts)	4.95																						
Math Growth																							
Highest 75% (SS/Yr)	3.4	-3.1	1.0	-3.1	1.1	-3.0	1.1	-	-	-3.1	1.0	-	-	-	-	-3.0	1.1	-	-	-	-	-	
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	2.3	-3.6	.5	-3.5	.7	-	-	-	-	-3.5	.6	-	-	-	-	-3.5	.6	-3.7	.5	-	-	-	
Lowest 25% (Pts)	4.91																						



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

#### Scaled Score Differences

Reading 10.0

Math 10.0

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)	84.3	83.1	85.4	83.7	82.1	84.9	-	-	83.3	86.0	87.1	-
OTL Attendance (Points Earned)	2.66											
OTL Survey (Average Total Score)	32.4	32.8	32.0	30.6	-	33.0	-	-	32.5	30.9	29.4	-
OTL Survey (Points Earned)	3.72											

### 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	3.0	3.1	3.0	-	3.1	-	-	3.0	3.1	2.5	-
2. My teacher explains why what we are learning is important.	2.9	3.0	2.7	2.5	-	3.0	-	-	3.1	2.7	2.5	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.6	2.5	2.8	2.5	-	2.7	-	-	2.8	2.2	2.0	-
4. Every student gets a chance to answer questions.	3.8	3.8	3.8	3.8	-	3.8	-	-	3.8	3.6	3.5	-
5. My teacher wants me to explain my answers.	4.3	4.4	4.2	4.2	-	4.3	-	-	4.4	4.5	4.4	-
6. My teacher knows when I understand, and when I do not.	3.3	3.3	3.3	3.2	-	3.4	-	-	3.2	3.1	3.0	-
7. My teacher explains things in different ways so everyone can understand.	3.3	3.5	3.1	3.2	-	3.4	-	-	3.3	2.8	3.0	-
8. My teacher gives me helpful feedback on work I turn in.	3.6	3.8	3.3	3.4	-	3.5	-	-	3.5	3.6	3.3	-
9. My teacher checks our understanding.	3.3	3.3	3.2	2.9	-	3.4	-	-	3.2	3.1	3.3	-
10. My teacher takes the time to summarize what we learn each day.	3.1	3.0	3.1	3.0	-	3.1	-	-	3.0	1.9	2.1	-

### OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	3.2	3.1	3.4	3.1	-	3.4	-	-	3.2	2.3	3.6	-
2. My teacher explains why what we are learning is important.	3.3	3.3	3.3	2.6	-	3.7	-	-	3.4	3.0	3.5	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.2	3.0	3.4	3.0	-	3.4	-	-	3.2	2.4	3.5	-
4. Every student gets a chance to answer questions.	4.1	4.1	4.1	4.0	-	4.2	-	-	4.2	3.4	4.3	-
5. My teacher wants me to explain my answers.	4.3	4.3	4.2	3.9	-	4.5	-	-	4.3	3.5	4.2	-
6. My teacher knows when I understand, and when I do not.	3.5	3.4	3.6	3.6	-	3.5	-	-	3.5	3.1	3.7	-
7. My teacher explains things in different ways so everyone can understand.	3.6	3.6	3.6	3.5	-	3.7	-	-	3.5	2.7	3.8	-
8. My teacher gives me helpful feedback on work I turn in.	3.3	3.3	3.3	2.8	-	3.5	-	-	3.4	3.2	3.5	-
9. My teacher checks our understanding.	3.3	3.2	3.5	3.3	-	3.4	-	-	3.4	2.4	3.7	-
10. My teacher takes the time to summarize what we learn each day.	3.2	3.1	3.4	3.1	-	3.4	-	-	3.2	2.1	3.5	-

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					
<b>Cohort of 2013 - 4-Year Rate</b>													
Percent Graduating	25.1	26.5	24.1	45.1	-	14.9	-	23.1	26.0	34.6	38.9	N/A	
Points Earned	2.01												
<b>Cohort of 2012 - 5-Year Rate</b>													
Percent Graduating	52.8	53.0	52.7	56.2	-	49.0	-	-	52.6	25.7	55.3	N/A	
Points Earned	1.58												
<b>Cohort of 2011 - 6-Year Rate</b>													
Percent Graduating	41.9	45.0	38.5	49.0	-	38.0	-	-	54.5	48.5	-	N/A	
Points Earned	.84												
<b>Growth in 4-Year Rates</b>		Growth Index (Increase)			-2.1			<b>SAM Rates</b>  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			.86								

## 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)	71.6	76.1	68.3	79.1	-	67.1	-	75.2	68.4	44.9	78.3	N/A
Participation (Pts)	3.6											
Success (% of Participants)	75.1	75.4	74.9	73.0	-	72.3	-	>98.0	74.1	83.7	87.5	N/A
Success (Pts)	7.5											
<b>Percent of School's Cohort of 2013 Participating in Each CCR Opportunity</b>												
ACT	13.7	20.1	9.1	17.8	-	10.2	-	23.1	18.0	6.9	6.7	-
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	19.2	24.3	15.4	25.6	-	13.7	-	33.4	16.0	19.1	19.8	-
AccuPlacer	60.9	60.9	61.0	68.8	-	54.7	-	75.2	60.4	43.2	66.0	-
Advanced Placement	<2.0	<2.0	<2.0	2.9	-	<2.0	-	<2.0	<2.0	6.9	<2.0	-
Dual Credit	28.5	28.9	28.2	37.7	-	25.6	-	15.4	26.2	25.5	43.2	-
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
Career Technical Education	11.6	8.5	13.9	20.9	-	8.4	-	<2.0	12.5	20.9	32.2	-
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	42.5	37.1	46.5	49.9	-	36.9	-	54.6	38.7	35.9	66.2	<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)	11.7		14.6		70.8		57.1		15.0			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	7	( 35 )	23	( 35 )	19	( 35 )	19	( 35 )	14	( 35 )	10	( 35 )
School Growth	2	( 35 )	7	( 35 )	11	( 35 )	6	( 35 )	8	( 35 )	3	( 34 )
Student Growth, Highest 75%	1	( 35 )	1	( 35 )	1	( 35 )	1	( 35 )	1	( 35 )	1	( 35 )
Student Growth, Lowest 25%	1	( 35 )	1	( 35 )	2	( 35 )	4	( 35 )	1	( 35 )	1	( 35 )
Opportunity to Learn	16	( 35 )	22	( 34 )	20	( 35 )	24	( 35 )	19	( 35 )	17	( 35 )
Graduation	34	( 35 )	33	( 34 )	31	( 35 )	33	( 35 )	33	( 35 )	34	( 35 )
College and Career Readiness	16	( 35 )	22	( 34 )	23	( 35 )	23	( 35 )	21	( 35 )	17	( 35 )

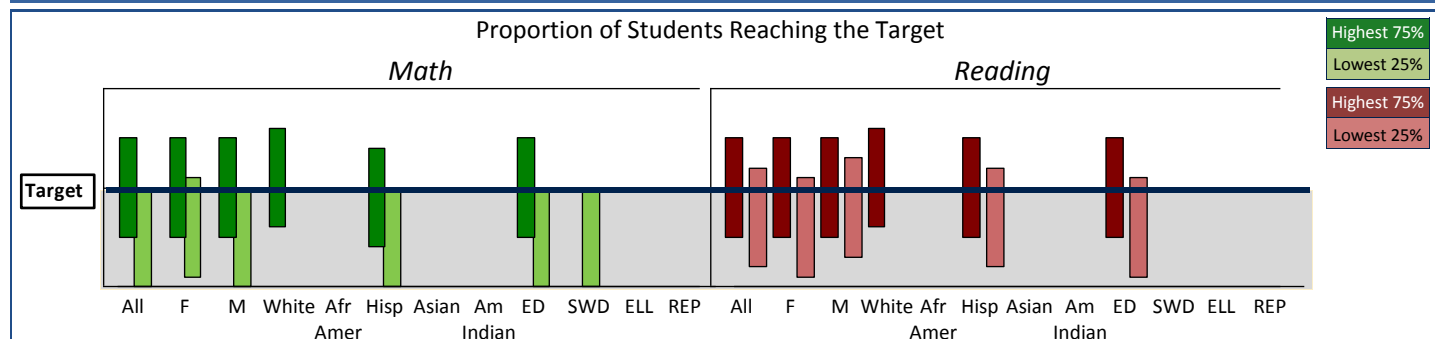
### School Growth Targets

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				
<b>Reading</b>	Highest 75% (%)	50.0	52.9	47.1	63.6	-	46.3	-	-	50.0	-	-
	Target 61.0%	15.4	7.1	25.0	-	-	15.0	-	-	12.5	-	-
<b>Math</b>	Highest 75% (%)	49.2	46.4	51.6	57.9	-	44.7	-	-	53.3	-	-
	Target 55.0%	2.9	5.0	.0	-	-	.0	-	-	4.2	.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	88.5	89.3	-	>98.0	-	-	94.7	87.5	91.7	-
Math (%)	>98.0	>98.0	88.5	89.3	-	>98.0	-	-	94.7	87.5	91.7	-

**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)	37.4	37.1	37.7	40.0	-	36.9	-	-	36.8	28.9	35.2	-
	2013 (Avg SS)	39.3	40.6	37.8	41.3	-	38.2	-	-	38.0	-	-	-
	2012 (Avg SS)	37.3	39.5	35.5	39.2	-	36.0	-	-	36.2	-	-	-
Math	2014 (Avg SS)	35.1	34.2	36.1	38.4	-	34.6	-	-	34.7	29.4	31.0	-
	2013 (Avg SS)	34.1	34.1	34.1	34.0	-	34.3	-	-	33.4	-	-	-
	2012 (Avg SS)	34.1	33.8	34.3	36.8	-	32.8	-	-	33.9	-	-	-

**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 (%)	75.0	-	-	-	-	-	-	-	-	-	-	-
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.