

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date:** July 20, 2016
- II. Item Title:** Vote on Charter School Amendment – Taos International Charter School to change the number of school days and, therefore, altering the length of their school year.
- III. Executive Summary and Proposed Motions:**

Request and Rationale

Taos International Charter School is requesting to amend its Charter to alter the length of its school year. The current Charter designates the school year at Taos International to be 180 days long. The School seeks to change their schedule so the regular school year will be 153 days.

The school indicates the rationale for its request is to allow the school to move forward with an improvement plan that will assist the school staff in exceeding students' needs and improving the letter grade the school currently holds. The school is planning on using their new calendar as an opportunity to provide for professional development for its teachers.

The PEC approved Taos International Charter School amendment request to extend their school day at the June, 2016 PEC Meeting. However, the school had combined both the length of the school day and a change to the number of instructional days into one amendment and the PEC informed the school should have separated these into two amendments.

School History

The school opened its doors for the 2014-2015 school year serving only the following grades: Kindergarten, 1, and 6. During the 2015-16 School, the school served students in grades Kindergarten, 1, 2, 6 and 7.

This Dual Language/International Baccalaureate K-8 free public state chartered school, came into existence after a group of founders expressed their shared concerns about students who did not excel in traditional educational settings. In addition, not all students who began a dual language program in the public school system were able to continue in upper elementary grades due to limited space, and no dual language program exists locally for sixth grade students at the middle school level. Students had to abandon their dual language studies in the middle school grades.

Taos International School will serve the diverse population of Taos and will be the first school in this area to offer the International

Baccalaureate's Primary and Middle Years Programmes. Taos International Charter School charter was approved by the Public Education Commission on June 6, 2013.

Analysis of Amendment Request

The school's contract indicates the following information in the Material Terms of its current (2014) Contract:

(i) Operational Structure

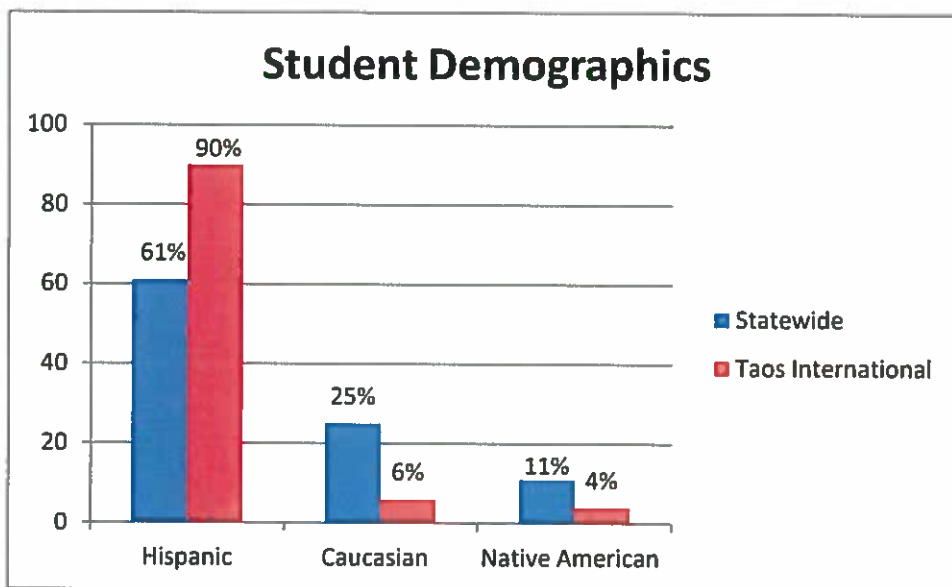
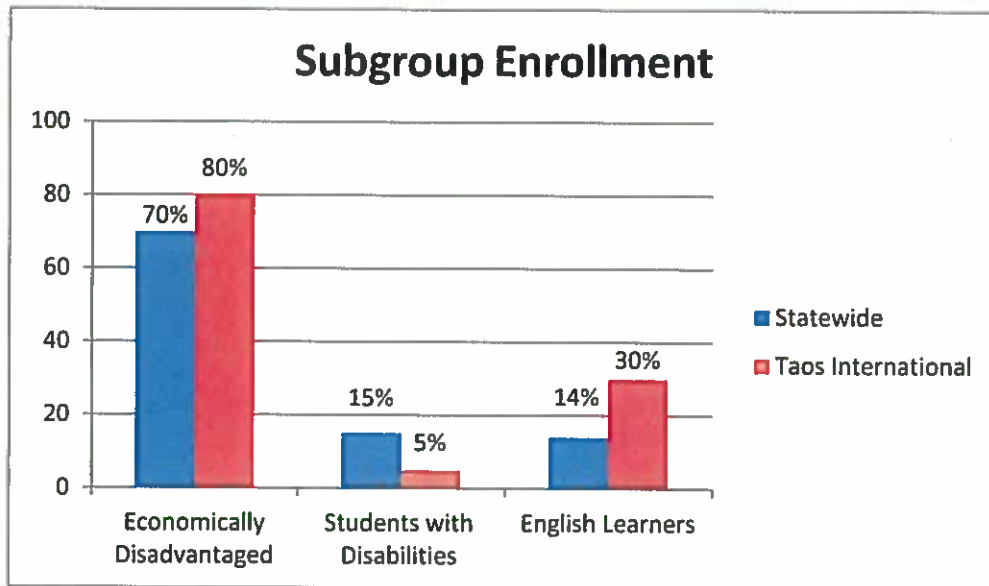
Length of school year	Taos International School will provide 180 days of instruction per school year.
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Under their current contract, the school's current number of instructional days is 180 days. The school is seeking to reduce their number of instructional days to 153 days. This change will reduce the number of instructional hours by 44 hours.

Length of school year	Taos International School will provide 153 days of instruction per school year.
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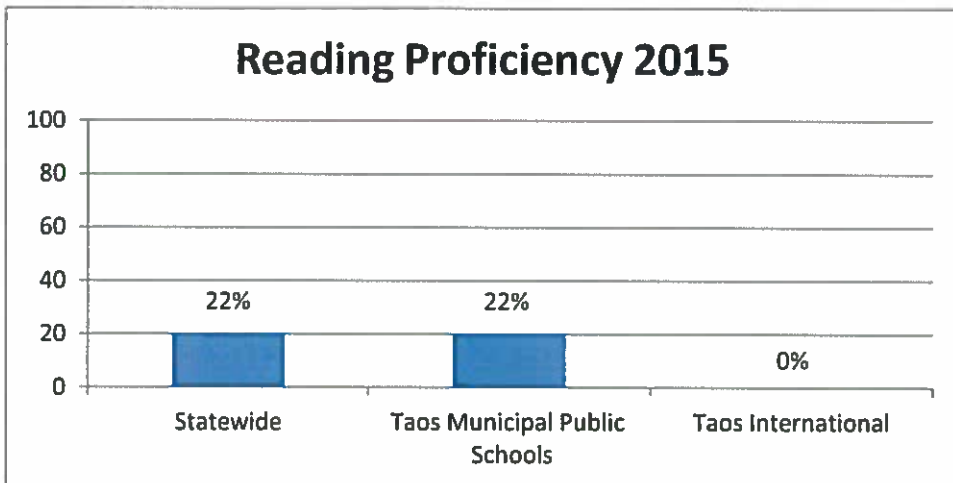
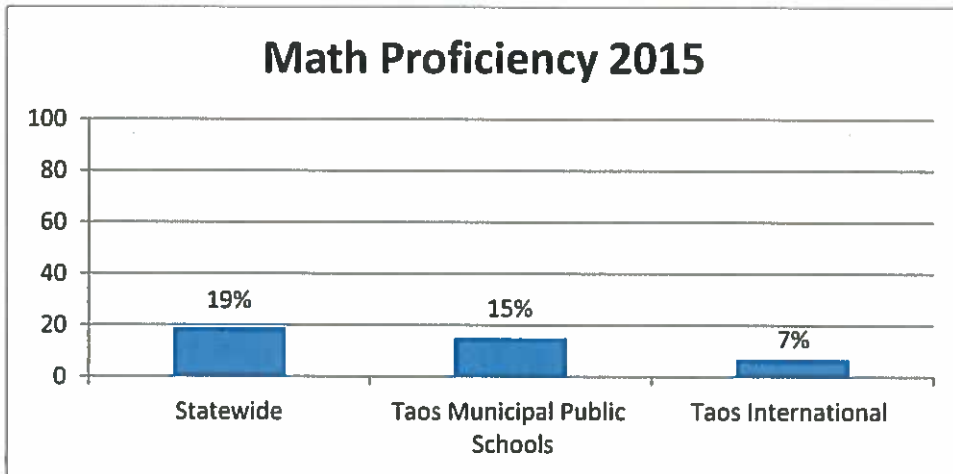
School Enrollment and Demographics Data

Subgroup enrollment and Student demographics for Taos International Charter School the 2016, as compared to statewide data is provided below. The STARS data indicates the school has a larger percentage of Economically Disadvantaged students and students who are English language learners enrolled than the percentage of such students enrolled in schools across New Mexico. The percentage of students with disabilities is lower than the percentage across New Mexico.



School Performance

In 2014-15 Taos International Charter School's school grade was a D. The table below shows a comparison of the school's state assessment proficiency data to the statewide data and the Taos Municipal School District data. This comparison for 2015 indicates that the school is substantially lower in both reading proficiency and math proficiency in 2015 as compared to statewide and local district data.



Proposed Motions

- Move to **approve** the amendment request presented by Taos International to amend its Charter to change their schedule so the regular school year will be comprised of 153 days instructional days. **PEC to provide reasons that the request should be approved.**
- Move to **deny** the amendment requests presented by Taos International to amend its Charter to change their schedule so the regular school year will be comprised of 153 days instructional days. **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

Name of State-Chartered School: Taos International School

Date submitted: 6/20/2016 Contact Name: Nadine M. Vigil E-mail director@taosinternational.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
Length of School Year	<p>Taos International School will provide 180 days of instruction per school year.</p> <p>6.5 hours X 4 days = 26 hours 5.5 hours x 1 day = 5.5 hours Hours/week 31.5</p> <p>36 weeks (180 days) x 31.5 Hours/week = 1,134 Instructional hours per school year.</p>	<p>Taos International School will provide 153 days of instruction per school year.</p> <p>Instructional Hours Per Year Calculation: Hours/week 26 weeks (130 days) x 7.5 hours per day = 975 hours 4.2 weeks (23 days) x 5 hours per day = 115 hours Total days -153 Total hours = 1,090 Instructional hours per school year.</p>	<p><i>Taos International School's 2014-2015 SY grade was the letter "D". Therefore, the rationale for amendment to the school's current length of school year is crucial in making changes that will assist the school in moving forward in implementing an improvement plan that will assist the school/staff in exceeding students needs and improving the letter grade that the school currently holds.</i></p>	5/9/2016

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.

Original Signature of Governing Council President or Designee: *Greg Alderson* Date: 5-9-16

Printed Name of Governing Council President or Designee: Gary A. Aries

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



TAOS INTERNATIONAL SCHOOL

DUAL LANGUAGE/SEEKING INTERNATIONAL BACCALAUREATE CERTIFICATION K-8 STATE CHARTERED SCHOOL GOVERNING COUNCIL (GC) MEETING

DATE: May 9, 2016

TIME: 5:00 pm

LOCATION: Diamond Plaza 118 Este Es Rd Taos, NM 87571

AGENDA

- A. Call Meeting to Order**
- B. Roll Call**
- C. Action Proposed- Adoption of Agenda for May 9, 2016**
- D. Action Proposed- Approval of April 11, 2016 minutes**
- E. Public Comment:** This is an opportunity for members of the public to address the Governing Council (GC) for up to five minutes with comments or issues, whether or not they are posted on the agenda. The Chair may reduce the time for each participant to speak to ensure adequate time to conduct GC business. The GC, by law, cannot take action nor have any discussion or deliberation on any presentation made to it concerning an item not listed on the agenda. Any item presented may be noticed on a future agenda for deliberation or action.
- F. GC Member Comment:** This is an opportunity for any GC member to make a comment.
- G. Discussion and Action Proposed: *Removal of Jacob Archuleta as GC Member***
- H. Discussion and Action Proposed: *Approval of Mr. Cliff Johnson as GC Member***
- I. Discussion and Action Proposed: *Approval of Ms. Anna Romero as GC Member***
- J. Business Manager(s) Report: *Justine Roybal (Vigil Group)***
- K. Public Input/Comment on FY2016-2017 Budget**
- L. Discussion and Action Proposed: *Approval of FY 2016-2017 Budget***
- M. Discussion and Action Proposed: *Approval of 2016-17 Amendment to SY Calendar***
 - 1. *Length of school day***
 - 2. *Length of school year***
- N. Discussion and Action Proposed: *Approval of 2016-17 SY Calendar***
 - 1. *Length of school day***
 - 2. *Length of school year***
- O. Discussion and Action Proposed: *Approval of 2016-2017 IB Applications***
- P. Discussion and Action Proposed: *Approval of 2016-17 Read To Lead Application***
- Q. Discussion and Action Proposed: *Approval of 2016-2017 FAEA Elementary Arts Application***
- R. Discussion and Action Proposed: *Approval of 2016-17 Title I Application***
- S. Discussion and Action Proposed: *Approval of 2016-17 Title II Application***
- T. Discussion and Action Proposed: *Approval of 2016-2017 Title III Application***

- U. Discussion and Action Proposed: *Approval of 2016-17 IDEA-B Application***
- V. Discussion and Action Proposed: *Approval of 2016-2017 Bilingual Multicultural Education Application (BME)***
- W. Discussion and Action Proposed: *Approval of 2016-17 Lease Application***
- X. Discussion and Action Proposed: *Approval of 2016-17 National School Lunch Application (NSLP)***
- Y. Discussion and Action Proposed: *Approval of 2016-17 NSLP Contract-Farm House Café/Micah Roseberry***
- Z. Head Administrator/Director's Report**
 - 1. Report on Enrollment**
 - 2. Staff Professional Development**
 - 3. Facilities**
 - 4. 1st Annual Book Fair**
- AA. May Events-see attached**

AA. Executive Session-Head Administrator/Director's Evaluation
Discussion and Action Proposed: 2016-2017 Administrator/Director's Contract

BB. Next GC meeting scheduled for June 13, at 5:00 pm.

Adjournment



g/g M. Atias
6-13-16

TAOS INTERNATIONAL SCHOOL

DUAL LANGUAGE/SEEKING INTERNATIONAL BACCALAUREATE CERTIFICATION K-8 STATE CHARTERED SCHOOL GOVERNING COUNCIL (GC) MEETING

DATE: May 9, 2016

TIME: 5:00 pm

LOCATION: Diamond Plaza 118 Este Es Rd Taos, NM 87571

Official Minutes

- A. Call Meeting to Order:** 5:08 p.m. *Dr. Gary Atias called meeting to order.*
- B. Roll Call:**
 - Nadine Vigil, Head Administrator/Director-present*
 - Dr. Gary Atias, President-present*
 - Marilyn Montoya, Vice President-Via phone*
 - Carla Romero-Secretary-present*
 - Florina Cordova-Member-present*
 - Anna Parraz-Romero-Member-present*
 - Cliff Johnson-Member-present*
- C. Action Proposed-** Adoption of Agenda for May 9, 2016: *(Dr. Gary Atias entertained the motion for the adoption of the May 9, 2016 agenda. Carla Romero made a motion for the adoption of the May 9, 2016 agenda. Marilyn Montoya second motion, all in favor. Motion passed unanimously)*
- D. Action Proposed-** Approval of April 11, 2016 minutes: *(Dr. Gary Atias made a motion for the approval of the April 11, 2016 minutes. Carla Romero second motion, all in favor. Motion passed unanimously)*
- E. Public Comment:** This is an opportunity for members of the public to address the Governing Council (GC) for up to five minutes with comments or issues, whether or not they are posted on the agenda. The Chair may reduce the time for each participant to speak to ensure adequate time to conduct GC business. The GC, by law, cannot take action nor have any discussion or deliberation on any presentation made to it concerning an item not listed on the agenda. Any item presented may be noticed on a future agenda for deliberation or action. *None*
- F. GC Member Comment:** This is an opportunity for any GC member to make a comment. *None*
- G. Discussion and Action Proposed:** *Approval for the Removal of Jacob Archuleta as GC Member: (Carla Romero made a motion for the discussion and action proposed, Removal of Jacob Archuleta as GC Member. Marilyn Montoya second motion, all in favor. Motion passed unanimously)*
- H. Discussion and Action Proposed:** *Approval of Mr. Cliff Johnson as GC Member: (Carla Romero made a motion for the discussion and action proposed, Approval of Mr.*

Cliff Johnson as a GC Member. Florina Cordova second motion, all in favor. Motion passed unanimously)

- I. Discussion and Action Proposed: Approval of Ms. Anna Romero as GC Member:** *(Dr. Gary Atias made a motion for the discussion and the action proposed, approval of Ms. Anna Romero as GC Member. Carla Romero second motion, all in favor. Motion passed unanimously)*
- J. Business Manager(s) Report: Justine Roybal (Vigil Group) was present to present the Revenue Report, Expenditure Report, Check Register, Outstanding Purchase Orders, Bank Reconciliation and Outstanding Checks. Also presented for Approval were three Budget Adjustment Requests; Doc. ID 555-000-1516-0023-I (Increase) Doc. ID 555-000-1516-0024-I (Increase) Doc. ID 555-000-1516-0025-T (Transfer). (Florina Cordova made a motion for the discussion and action on the three BAR's presented and any other BAR's that may need to be created in July to balance out a line item. Carla Romero second motion, all in favor. Motion passed unanimously)**
- K. Public Input/Comment on FY2016-2017 Budget**
- L. Discussion and Action Proposed: Approval of FY 2016-2017 Budget:** *(Carla Romero made a motion for the discussion and action proposed, approval of FY 2016-2017 Budget. Dr. Gary Atias second motion, all in favor. Motion passed unanimously)*
- M. Discussion and Action Proposed: Approval of 2016-17 Amendment to SY Calendar:**
 - 1. Length of school day**
(Carla Romero made a motion for the discussion and action proposed, approval of 2016-2017 length of school day amendment to SY calendar. Florina Cordova second motion, all in favor. Motion passed unanimously)
 - 2. Length of school year**
(Anna Parraz Romero made a motion for the discussion and action proposed, approval of 2016-2017 length of school year amendment to SY calendar. Florina Cordova second motion, all in favor. Motion passed unanimously)
- N. Discussion and Action Proposed: Approval of 2016-17 SY Calendar:**
 - 1. Length of school day**
(Florina Cordova made a motion for the discussion and action proposed, approval of the 2016-2017 SY calendar with length of school day changes. Marilyn Montoya second motion, all in favor. Motion passed unanimously)
 - 2. Length of school year**
(Anna Parraz Romero made a motion for the discussion and action proposed, approval of the 2016-2017 SY calendar with school year changes. Carla Romero second motion, all in favor. Motion passed unanimously)
- O. Discussion and Action Proposed: 2016-2017 IB Application:** *(Marilyn Montoya made a motion for the discussion and action proposed, 2016-2017 IB application. Florina Cordova second motion, all in favor. Motion passed unanimously)*
- P. Discussion and Action Proposed: 2016-17 Read To Lead Application:** *(Carla Romero made a motion for the discussion and action proposed, 2016-2017 read to lead application. Florina Cordova second motion, all in favor. Motion passed unanimously)*
- Q. Discussion and Action Proposed: 2016-2017 FAEA Elementary Arts Application:** *(Florina Cordova made a motion for the discussion and action proposed, 2016-2017 FAEA Elementary Arts-Application. Carla Romero second motion, all in favor. Motion passed unanimously)*

- R. **Discussion and Action Proposed: 2016-17 Title I Application:** *(Carla Romero made a motion for the discussion and action proposed, 2016-2017 Title I Application. Marilyn Montoya second motion, all in favor. Motion passed unanimously)*
- S. **Discussion and Action Proposed: 2016-17 Title II Application:** *(Marilyn Montoya made a motion for the discussion and action proposed, 2016-2017 Title II Application. Dr. Gary Atias second motion, all in favor. Motion passed unanimously)*
- T. **Discussion and Action Proposed: 2016-2017 Title III Application:** *(Carla Romero made a motion for the discussion and action proposed, 2016-2017 Title III Application. Florina Cordova second motion, all in favor. Motion passed unanimously)*
- U. **Discussion and Action Proposed: 2016-17 IDEA-B Application:** *(Florina Cordova made a motion for the discussion and action proposed, 2016-2017 IDEA-B Application. Carla Romero second motion, all in favor. Motion passed unanimously)*
- V. **Discussion and Action Proposed: 2016-2017 Bilingual Application:** *(Marilyn Montoya made a motion for the discussion and action proposed, 2016-2017 Bilingual Application. Carla Romero second motion, all in favor. Motion passed unanimously)*
- W. **Discussion and Action Proposed: 2016-17 Lease Application:** *(Carla Romero made a motion for the discussion and action proposed, 2016-2017 Lease Application. Dr. Gary Atias second motion, all in favor. Motion passed unanimously)*
- X. **Discussion and Action Proposed: 2016-17 National School Lunch Application:(NSLP):** *(Florina Cordova made a motion for the discussion and action proposed, 2016-2017 National School Lunch Application (NSLP). Carla Romero second motion, all in favor. Motion passed unanimously)*
- Y. **Discussion and Action Proposed: 2016-17 NSLP Contract-Farm House Café/Micah Roseberry:** *(An emergency meeting will take place on May 17, 2016 to present contract)*
- Z. **Head Administrator/Director's Report:**

Report on Enrollment

Kindergarten-30

1st - 36

2nd -14

6th -20

7th - 16

Total Enrollment: 116

1. Staff Professional Development

April 20- Nadine M. Vigil, Head Administrator/Director attended a National School Lunch Program (NSLP) training in Albuquerque.

April 28- Nadine M. Vigil, Head Administrator/Director attended a Bilingual Multicultural Education (BME) training in Albuquerque.

May 2- Nadine M. Vigil, Head Administrator/Director attended a Title I training in Albuquerque

2. Facilities

Construction will start now in May.

3. 1st Annual Book Fair

TIS is promoting Summer Reading. Students will be allowed to purchase books during the day. Parent nights have also been scheduled: Kindergarten-

Monday, May 9, 2nd, 6th, & 7th, Tuesday – May 10, 1st grade, Wednesday, May 11. 5:30- 6:30 pm.

AA. May Events-see attached

AA. Executive Session-Head Administrator/Director's Evaluation: *(Dr. Gary Atias, GC president, made motion to table Head Administrator/Director's Evaluation until emergency meeting that will take place on May 17, 2016. Dr. Atias had another engagement. Carla Romero second motion, all in favor. Motion passed unanimously).*

BB. Next GC meeting scheduled for June 13, at 5:00 pm.

Adjournment: *(Dr. Gary Atias made a motion for the adjournment. Carla Romero second motion, all in favor. Motion passed unanimously) Adjourned at 6:25 p.m.*

K-8 Dual Language/International Baccalaureate**Free Public State Charter**

118 Este Es Rd
Taos, NM 87571
575.751.7115

**Taos International School Request for Calendar Change**

The rationale for Taos International School requesting to change the 2016-2017 school year calendar are as follows:

The Safety and Stability of our Students

According to federal data, violent juvenile crimes occur most frequently in the hours immediately following the end of a school day. Statistics show that between 3:00 and 5:00 PM can be risky for many students as they are often alone and unsupervised. In our community of Taos, a majority of our families work from 8:00-5:00. Parents/Guardians have expressed there is difficulty with our current schedule. Our schedule consists of an 8:30 to 3:30 school day followed by a 3:30 to 4:30 after school program. In many instances children will be dropped off early in the office or staff waits till five or later for students to be picked up. As a famous quote states "it takes a community to raise a child," we at Taos International School think highly of the concerns and safety of our families and students. Therefore, our proposed calendar change, with school hours from 8:00 to 4:00, with early drop off at 7:45 and after school program from 4:00 to 5:00 will accommodate our families and most importantly, our students, with a safe learning and caring environment. These hours will also meet our instructional hours with a 7.5 hour day, four days a week.

Change of Calendar

Taos international Schools, is proposing going from 8:00 AM to 4:00 PM four days a week and 8:00 AM to 1:30 PM on Fridays. One Friday a month is put aside for professional development and staff collaboration. We are hoping this calendar change will reduce student absences. Because Taos is a rural community, students often have to travel to Santa Fe or Albuquerque for Dr. and dental appointments. Friday's 1:30 dismissal and one Friday a month with no school, for students, will allow them to travel out of town for appointments without affecting school attendance. We have also observed in the past years that we have had a significant amount of students absent once the other schools have let out for summer vacation and we are still in session. It has been brought to our attention that summer sports and camps start up as soon as the other schools let out for summer vacation. Because Taos International School is still in session, this results in student absence to attend these sports and camps. With our 153 day calendar, Taos International School will be more uniform with the other schools in our community. This will cut down on students being absent at the end of the year.

K-8 Dual Language/International Baccalaureate**Free Public State Charter**

**118 Este Es Rd
Taos, NM 87571
575.751.7115**

**RTI and Study Hall**

With our current calendar change we will provide differentiated instruction for one hour four days a week. Two days we will be working on math and two days we will be working on reading. All Kindergarten through Third grade will be grouped in small groups according to their IDEL scores. Six through eighth grade will be grouped according to their MAP scores for reading. All students Kindergarten through eighth grade will be grouped for math according to their MAP scores. Our goal as a school with the RTI program is to push all students to move up levels, prepare students for PARCC, improve our school grade and ultimately prepare our students to be successful in a global society.

Also, in our proposed calendar we have built in a study hall period for all students to work on homework and get caught up on projects and work on the computer. Our implementation of study hall will allow students to go home stress free with out homework, allowing parents and children to spend quality time together.

Staff Collaboration and Professional Development

Our current calendar change will allow for collaboration and professional development during our Friday afternoons. and Full Day Fridays once a month. During this time we will reflect on the mission, goals and objectives of Taos International School which include International Baccalaureate requirements, one-way language immersion education, and core content standards training. The school will actively seek resources for improvement of professional development opportunities for all staff members through all means available. The school will actively seek funds for improvement of teaching and learning through high quality professional development activities in core academic subjects through all means available, including but not limited to grants, operational funds, and professional development provided free of charge. At Taos International School, weekly group planning time will give teachers formal and informal opportunities to review, revise, propose curriculum activities and develop the teamwork critical to the success of all the educational program and ultimately improve our school grade at Taos International School.



Final Grade
D

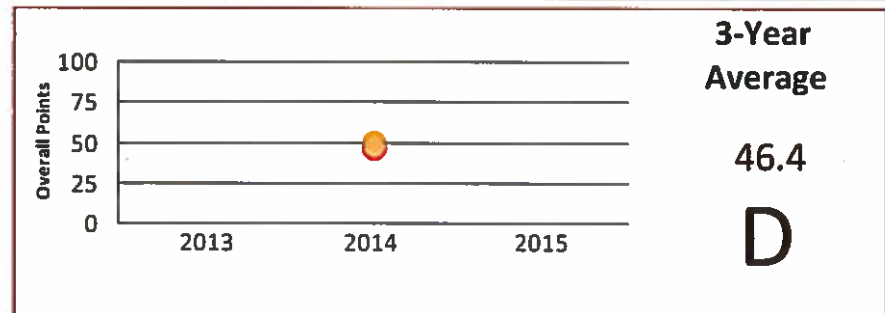
Taos International School

District: State Charters

Grade Range: KN - 08 Code: 555001

This School
Statewide C Benchmark

			Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		21.3	F	11.53	40
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		5.8	C	6.08	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		7.2	B	8.68	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		15.3	F	7.17	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		7.5	A	9.10	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?		1.6		3.83	5



Final School Grade	Total Points
75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F
46.39	

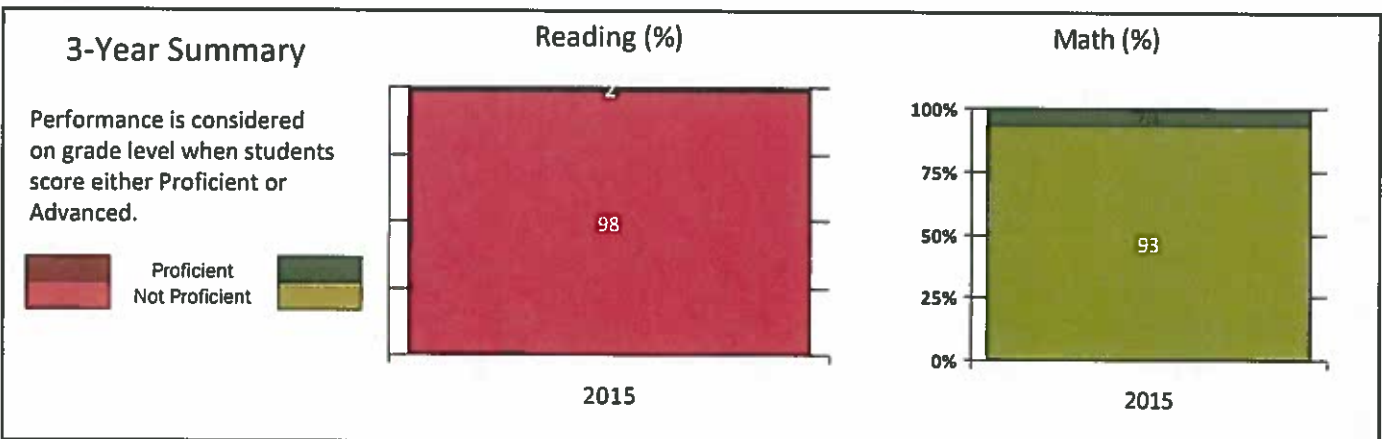
Details of Each Grade Indicator

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

Current Standing

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	<2.0	<2.0	<2.0						<2.0	<2.0	<2.0
Proficient and Advanced (Pts)	0.00										
Value Added Model (Pts)	3.79										
Math											
Proficient and Advanced (%)	7.1	<2.0	10.0						<2.0	25.0	<2.0
Proficient and Advanced (Pts)	0.54										
Value Added Model (Pts)	7.20										



School Growth

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

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

	Reading	Math
Value Added Score	0.304	0.243
Points Earned	3.10	2.98

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)	-0.40	0.33	0.09	-	-	0.18	-	-	0.14	-0.77	0.59
Highest 75% (Pts)	3.44										
Lowest 25% (VAS)	-1.12	-	-0.80	-	-	-0.80	-	-	-0.74	-1.03	-0.08
Lowest 25% (Pts)	1.30										
Math Growth											
Highest 75% (VAS)	0.06	0.58	-0.41	-	-	-0.03	-	-	-0.12	-0.89	0.35
Highest 75% (Pts)	5.25										
Lowest 25% (VAS)	0.22	1.59	0.60	-	-	0.76	-	-	0.81	0.14	-0.21
Lowest 25% (Pts)	5.87										

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)	92.8	92.6	93.0	-	-	93.1	-	-	92.1	-	93.4
Attendance (Points)	4.89										
Survey (Average)	37.9	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.								Reading	37.7
Survey (Points)	4.2									Math	38.1
Count of Surveys (N)	25									General	NA

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
School exempted 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. Higher ranking schools had more points in that indicator.

 Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Students (% Tested)	21.4		28.6		100.0		57.1		21.4			
Current Standing	30	(45)	36	(44)	30	(45)	35	(44)	32	(46)	31	(45)
School Growth	10	(45)	15	(44)	8	(45)	20	(44)	14	(46)	12	(45)
Student Growth, Highest 75%	24	(45)	32	(44)	23	(45)	28	(44)	28	(46)	25	(45)
Student Growth, Lowest 25%	33	(45)	36	(44)	35	(45)	39	(44)	35	(46)	27	(45)
Opportunity to Learn	36	(46)	29	(45)	33	(45)	31	(45)	33	(46)	33	(45)

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.

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

School History

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	<2.0	<2.0	<2.0			<2.0			<2.0	<2.0	<2.0
	2014 (%)											
	2013 (%)											
<i>Math Proficiency</i>	2015 (%)	7.1	<2.0	10.0			7.1			<2.0	25.0	<2.0
	2014 (%)											
	2013 (%)											

Student Promotion

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

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 3 to Grade 4 (%)											
Grade 5 to Grade 6 (%)	-	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 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 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.