

AGENDA ITEM EXECUTIVE SUMMARY

- I. **Public Education Commission Meeting Date:** June 17, 2016
- II. **Item Title:** Vote on Charter School Amendment – Las Montañas Charter High School to Change School Sites
- III. **Executive Summary and Proposed Motions:**

Request and Rationale

Las Montañas Charter High School is requesting to amend its Charter to reflect that the school has moved from 201 East Lohman Ave. to their current location at 1405 South Solano Dr. Las Cruces, New Mexico. The school indicates the rationale for its request is a result of “bond authorization privileges by Las Cruces Public School District that provided the purchase, and renovation for a new site.” The school further explains that “This agreement resulted in lower lease payments, and a facility that complies with PSFA.”

School History

Las Montañas Charter High School (LMCHS) opened its doors in the Fall of 2007 as a locally authorized charter high school under Las Cruces Public Schools. Its founders saw a group of students whose needs were not being met by the local comprehensive high schools, and responded by designing a program and hiring the professionals needed to address this deficiency. Las Montañas Charter High School Community reports that they have established themselves in the local community as an institution where students can come to fulfill their academic potential and personal character in a safe and nurturing environment that values diversity and individualism. In 2015, LMCHS became a state authorized charter school.

Compliance Concerns

At this time, CSD has identified two compliance concerns. First, the school changed locations without first seeking an Amendment approval from the PEC. Second, the school did not comply with student safety requirements during the fall semester of the 2015-2016 school year.

The school’s contract indicates the following information in the Material Terms of its current (2015-2019) Contract:

(x) Facility.

☒ *For Schools with a Set Location.* The Charter School's primary location is:

201 E. Lohman Ave. Las Cruces, NM 88001

The school's move to their to their current location at 1405 South Solano Dr., Las Cruces, should have been approved by the PEC through the amendment process before their move. The school indicated the move occurred at the beginning of the spring semester for the 2105-2016 school year. The School's contract requires:

Any modification of the contract requires an amendment that must be agreed to and executed by both parties. The Authorizer is required by law to vote on this amendment in an open public meeting. The party requesting the amendment will submit the requested amendment to all entitled to notice in section 2.02

Moving before an approved amendment is a violation of the material terms of the school's charter.

Additionally, on January 8, 2016, Mr. Richard Robinson provided CSD a letter in which he stated the school had failed to comply with student safety requirements including fire and shelter in place drills. Mr. Robinson stated:

The complaint filed in regards to the non-compliance of the emergency drills and evacuation plans are correct. As principal I take full responsibility for the alternative actions of non-compliance during the first semester of 2015. The rationale that lead to my decision in this matter is as follows:

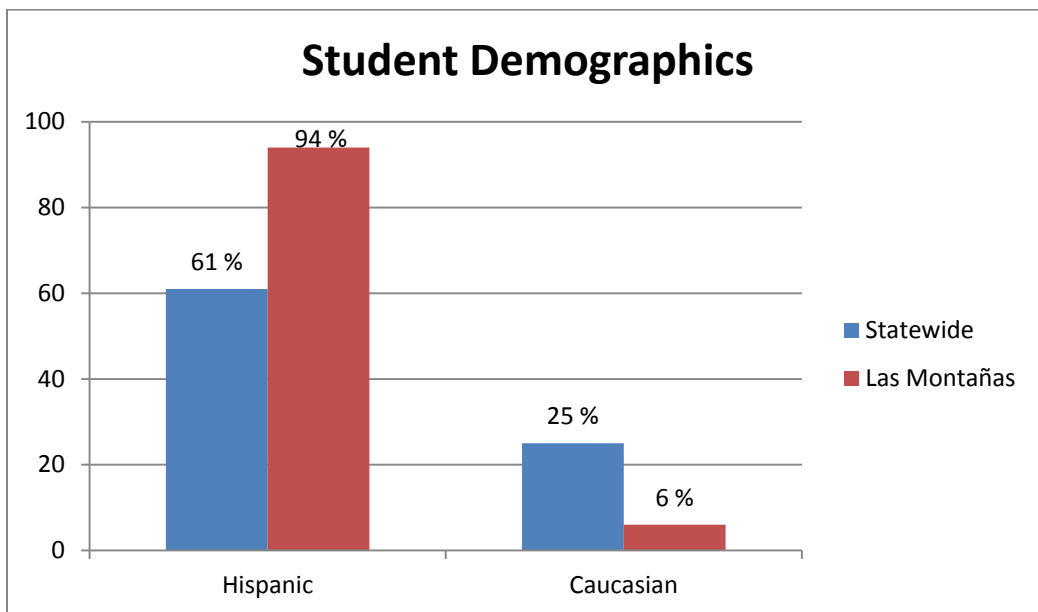
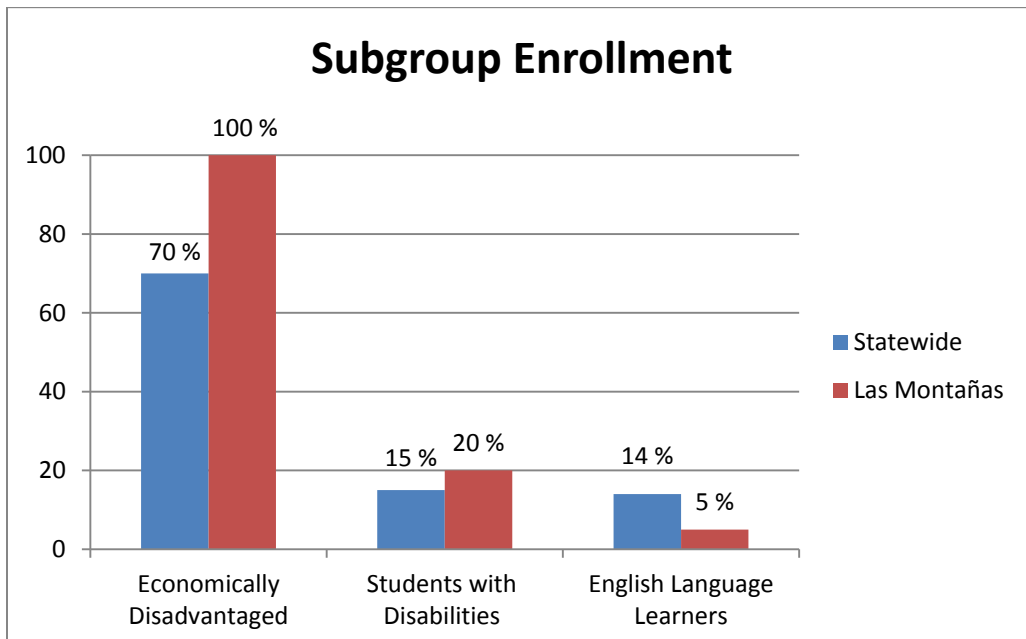
The school had set a schedule for relocating into a new facility I September. All focus was on re-establishing the school community which included a new evacuation procedure, and still does. One of the top priorities in our move was based on safety due to our location, and lack of adequate security safe guards.

Ms. Poulos, in order to fully understand the scope of my decision, totally based on student safety, I would recommend a site-visit to illustrate my concerns in this matter. The relocation project is in full swing. We will begin the Spring semester 2016 in the new facility as we continue to work diligently to implement and revise policies as needed.

School Enrollment and Demographics Data

Subgroup enrollment and Student demographics for Las Montañas Charter High School for the 120th day reporting, as compared to

statewide data is provided below. The STARS data indicates the school has a larger percentage of Economically Disadvantaged students and students with disabilities enrolled than the percentage of such students enrolled in schools across New Mexico. The percentage of Students who are English Language Learners is lower than the percentage across New Mexico.



School Performance

Las Montañas Charter High School has received the following school grades:

In 2011-12 the school grade was a D

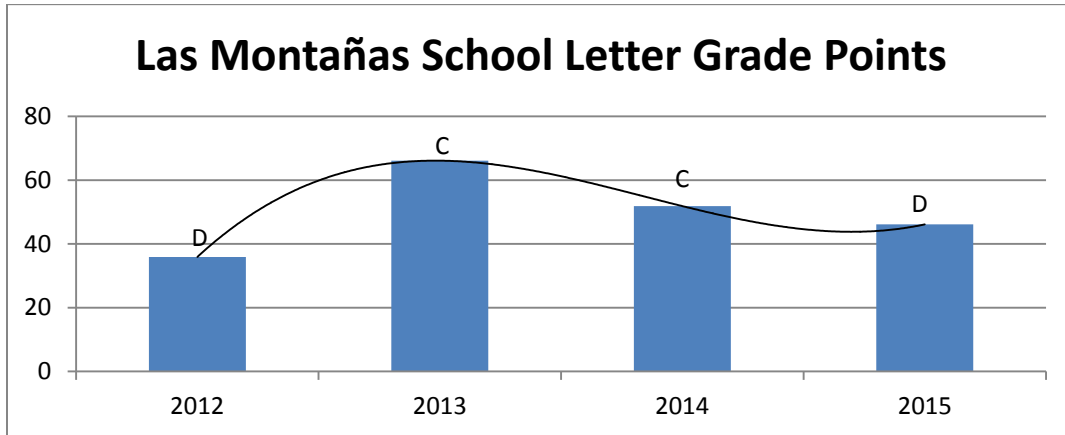
In 2012-13 the school grade was a C

In 2013-14 the school grade was a C

In 2014-15 the school grade was a D

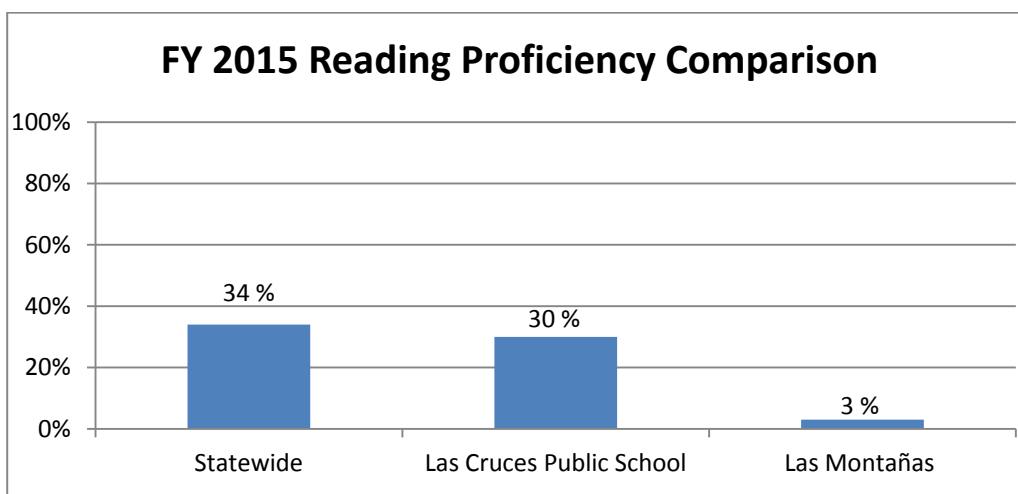
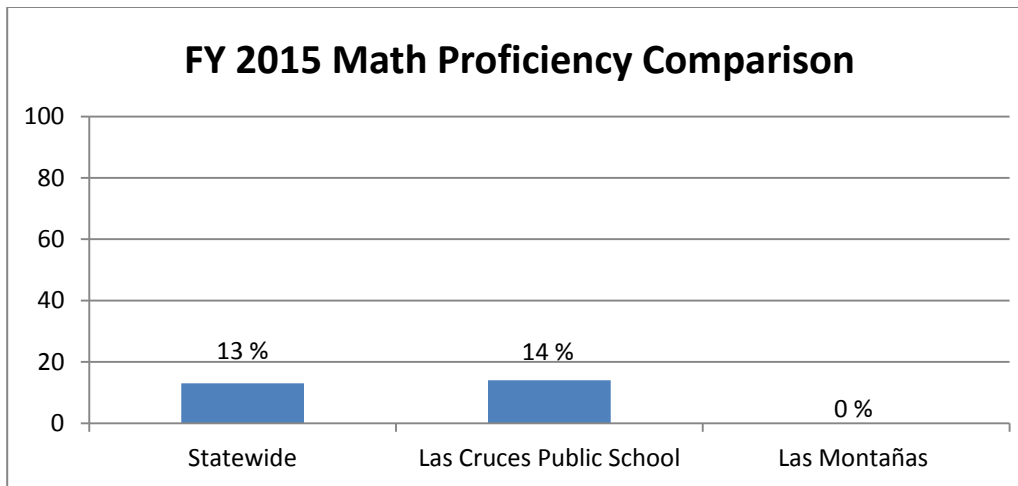
The school currently maintains a three year average of a C.

Las Montañas is unable to demonstrate improving performance on the state report card. As demonstrated in the graph below, the school demonstrated a negative two year trend in points.



The 2015 state assessment letter grade and performance data demonstrate a decline overall as well as a decline in student growth from an A to an F for the "lowest performing students" and from an A to a "C" for "highest performing students as compared to 2014 data. The school's graduation rate calculation remained at an "F" for both 2014 and 2015.

The table below shows a comparison of the school's state assessment proficiency data to the statewide data and the Las Cruces 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 Las Montañas to amend its Charter to reflect that the school has moved from 201 East Lohman Ave. to their current location at 1405 South Solano Dr. Las Cruces, New Mexico. **[PEC to provide reasons that the request should be approved].**
- Move to **deny** the amendment requests presented by Las Montañas to amend its Charter to reflect that the school has moved from 201 East Lohman Ave. to their current location at 1405 South Solano Dr. Las Cruces, New Mexico. **[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: Las Montañas Charter High School

Date submitted: 5/12/2016 Contact Name: Richard Robinson E-mail: richard.robinson@lasmontanashigh.com

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Click here to enter text.	Click here to enter text.	Relocation to a new site. Old site – 201 East Lohman Ave. New site – 1405 South Solano Dr. Las Cruces, NM 88001	<i>The charter was granted bond authorization privileges by Las Cruces Public School District that provided the purchase, and renovation for a new site. This agreement resulted in lower lease payments, and a facility that complies with PSFA.</i>	5/10/2016

Original Signature of Governing Council President or Designee:  Date: 5-11-16

Printed Name of Governing Council President or Designee: Nicole Fuchs

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

☐ APPROVED

☐ DENIED

Las Montañas Charter High School

Governance Council Minutes

Meeting Date:	Tuesday, May 10, 2016
Meeting Location:	Las Montañas Charter High School 201 East Lohman, Las Cruces, New Mexico 88001

Board Members Present	Board Members Absent	Staff Present	Staff Absent	Guests Present
Nicole Fuchs (Phone)	Kevin Freitas	Richard Robinson		Geri Bennett
Laura Carrion	Mike Davis	Caz Martinez		
Blanca E. Martinez-Rolle		Clara Chaires		

I. Introduction

A. Call to Order

Governance Council President, Nicole Fuchs called the meeting to order at 6:02 PM via phone.

B. Roll Call:

Roll was called by Governance Council President, Nicole Fuchs. A quorum was met.

C. Pledge of Allegiance

The Pledge of Allegiance was recited by all.

D. Approval of Board Agenda: May 10, 2016

Governance Council President, Nicole Fuchs asked the members of the governance council to review the May 10, 2016 agenda. Laura Carrion moved to approve the May 10, 2016 agenda as written. Dr. Blanca Martinez-Rolle seconded the motion. Motion passed.

E. Approval of Board Minutes: April 19, 2016

Governance Council President, Nicole Fuchs asked the governance council members to review the April 19, 2016 minutes. Laura Carrion moved to approve the April 19, 2016 minutes as written. Dr. Blanca Martinez-Rolle seconded the motion. Motion passed.

II. Public Input

None

III. Action Items

A. Approval of April, 2016 Fiscal– Ms. Bennett

Ms. Bennett presented the April, 2016 fiscal to the members of the Governance Council. After a small discussion, Laura Carrion moved to approve the April, 2016 fiscal as presented. Dr. Blanca Martinez-Rolle seconded the motion. Motion passed. (SEE EXHIBIT “A”)

B. Approval of 2016-2017 Budget – Ms. Bennett

Geri Bennett presented the 2016-2017 budget to the members of the Governance Council. The budget had been discussed at the budget meeting earlier this day. The 2016-2017 school calendar was also included in this packet. Mr. Robinson stated that LMCHS calendar was aligned with the LCPS calendar to prevent student absences. There are 155 instructional days and 159 contract days on this calendar. A discussion was held. Laura Carrion moved to approve the 2016-2017 budget as presented. Dr. Blanca Martinez-Rolle seconded the motion. Motion passed. (SEE EXHIBITS “B”, “C”, “D”)

C. Approval of Relocation Amendment – Mr. Robinson

Mr. Robinson presented the State Charter School Change/Amendment form to the members of the Governance Council. The revision is the relocation of the school from 201 E. Lohman to 1405 S. Solano Dr, Las Cruces, NM 88001. The charter was granted bond authorization privileges by the Las Cruces Public School District that provided the purchase and renovation for a new site. This agreement resulted in lower lease payments, and a facility that complies with PSFA. Laura Carrion moved to approve the Relocation Amendment. Dr. Blanca Martinez-Rolle seconded the motion. Motion passed. (SEE EXHIBIT “E”)

V. Academic Dean Report – Mr. Robinson

A. School Update

1. Student Count – 140

Student count is fluctuating between 130 and 140 students. By the 40th day which will be October 20th, student enrollment should be at 151 students or more.

2. Update Student Progress – Mr. Martinez

Mr. Martinez provided an update on the progress on the students effected by the reduction in force. He provided a breakdown and how the students were doing with their assigned teacher and how they are doing on their online transition. Questions were asked by governance council members, Ms. Carrion and Dr. Martinez-Rolle pertaining to student progress. (SEE EXHIBIT “F”)

3. Senior Update

Mr. Robinson stated that seniors have six days remaining. May 19, 2016 will be their last day. The senior are being encouraged to finish their on-line classes.

Mr. Robinson informed the members of the governance council that the prom was a successful event.

Senior Awards night was held on May 4th. This is the event where students are rewarded for their achievements.

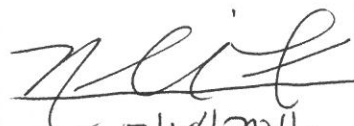
Graduation will be held on May 26, 2016 at 6:30 PM at the Las Cruces Convention Center.

VI. Adjournment

The meeting was adjourned at 6:24 PM.

_____ Nicole Fuchs Governance Council President	/	_____ Date Approved
_____ Laura Carrion Governance Council Secretary	/	_____ Date Approved
_____ Board Minutes Prepared By: Clara Chaires	/	_____ Date Prepared

read and received by nicole fuchs


5/18/2016.
date.

Las Montanas Charter

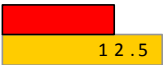
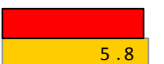






District: Las Cruces Public Schools

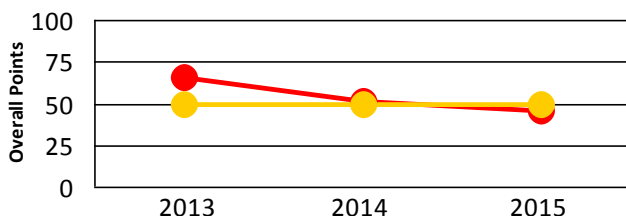
Grade Range: 09 - 12

Code: 17013

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		F	8.78	30
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		C	5.52	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.		C	3.54	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		F	4.94	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		B	7.15	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.		F	6.79	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.		F	4.73	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			4.67	5



3-Year
Average

54.7

C

Final School Grade

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

Total
Points

46.12

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.

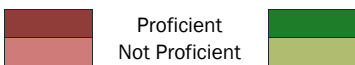
Current Standing

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>.

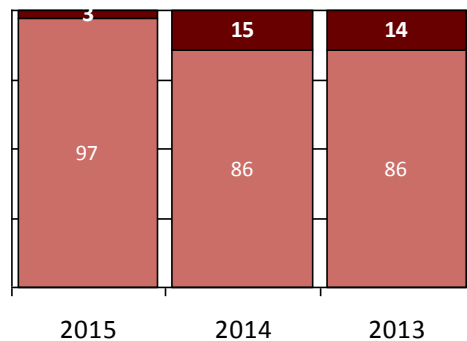
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	2.7	2.6	2.8	<2.0	<2.0	2.9	<2.0	<2.0	2.7	<2.0	<2.0
Proficient and Advanced (Pts)	0.13										
Value Added Model (Pts)	5.04										
Math											
Proficient and Advanced (%)	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Proficient and Advanced (Pts)	0.00										
Value Added Model (Pts)	3.61										

3-Year Summary

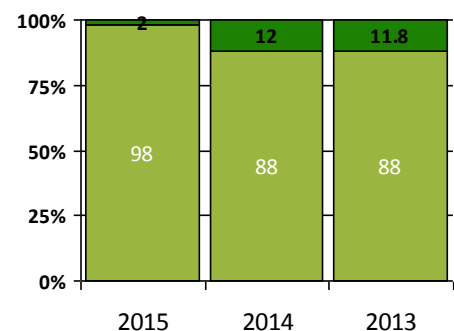
Performance is considered on grade level when students score either Proficient or Advanced.



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	0.183	0.077
Points Earned	2.86	2.65

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

Student Growth

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

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

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

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	-0.10	-0.29	0.02	-0.33	-	-0.11	-0.74	-	-0.14	-0.05	-0.30
Highest 75% (Pts)	2.30										
Lowest 25% (VAS)	-0.11	-0.04	0.12	0.37	0.43	-0.01	-	0.71	0.04	0.32	-0.53
Lowest 25% (Pts)	2.28										
Math Growth											
Highest 75% (VAS)	-0.68	-0.07	-0.63	-1.78	-	-0.30	0.09	-	-0.33	-1.78	-0.30
Highest 75% (Pts)	1.24										
Lowest 25% (VAS)	0.08	-0.11	0.51	-1.30	0.46	0.29	-	0.10	0.20	0.09	0.52
Lowest 25% (Pts)	2.66										

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)	92.3	93.4	91.0	91.9	-	92.1	-	-	92.3	91.4	93.9
Attendance (Points)	2.92										
Survey (Average)	38.1	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> 39.2
Survey (Points)	4.2										<i>Math</i> 37.1
Count of Surveys (N)	120										<i>General</i> NA

Graduation

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2014 - 4-Year Rate											
Cohort Graduation (%)	43.2	41.8	45.3	-	-	41.8	-	-	44.1	40.2	34.4
Non-Cohort Graduation (%)	61.1										
SAM Adjustment (Weighted %)	54.9								This school qualified to be a SAM school.		
Points Earned	4.39										
Cohort of 2013 - 5-Year Rate											
Graduation (%)	30.0	25.0	39.0	72.3	-	25.8	-	-	25.3	22.0	26.7
Points Earned	0.9										
Cohort of 2012 - 6-Year Rate											
Graduation (%)	55.6	59.0	50.6	88.5	-	52.3	-	-	35.4	54.5	56.4
Points Earned	1.1										

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index	-2.32
Points Earned	0.39

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)	27	25	31	60	11	25	-	62	27	10	23
Participation (Pts)	1.37										
Success (% of Participants)	34	34	33	59	100	31	-	0	31	91	20
Success (Pts)	3.36										
Percent of School's Cohort of 2014 Participating in Each CCR Opportunity											
ACT	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT	<2.0	<2.0	<2.0	10.7	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
PSAT	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
AccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
Advanced Placement	<2.0	<2.0	<2.0	10.7	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
Dual Credit	5.6	6.3	4.5	<2.0	<2.0	6.2	-	<2.0	6.1	<2.0	7.9
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
Career Technical Education	5.7	3.4	9.0	24.4	10.9	4.6	-	<2.0	5.3	9.2	4.5
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	2.3	<2.0	3.1	<2.0	<2.0	2.5	-	<2.0	<2.0	<2.0	4.0

Bonus Points

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

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

Participation

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

Reading (%) 92
Math (%) 100

School exempted because of SAM status.

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)		10.9		21.2		94.0		100.0		52.7			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		21	(37)	21	(37)	21	(37)	21	(37)	21	(37)	21	(37)
School Growth		16	(37)	16	(37)	16	(37)	16	(37)	16	(37)	16	(37)
Student Growth, Highest 75%		25	(37)	25	(37)	25	(37)	25	(37)	25	(37)	25	(37)
Student Growth, Lowest 25%		15	(37)	15	(37)	15	(37)	15	(37)	15	(37)	15	(37)
Opportunity to Learn		19	(37)	19	(37)	19	(37)	19	(37)	19	(37)	19	(37)
Graduation		13	(37)	13	(37)	13	(37)	13	(37)	13	(37)	13	(37)
College and Career Readiness		28	(37)	28	(37)	28	(37)	28	(37)	28	(37)	28	(37)

School Growth Targets

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

				Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		Target	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Growth Lowest 25% (Q1)	Reading	.0038	N	N	Y	Y	Y	N	.	Y	Y	Y	N
	Math	-.0334	Y	N	Y	N	Y	Y	.	Y	Y	Y	Y
Growth Highest 75% (Q3)	Reading	-.0481	N	N	Y	N	.	N	N	.	N	N	N
	Math	-.0613	N	N	N	N	.	N	Y	.	N	N	N
Proficiency	Reading	33.3%	N	N	N	N	N	N	N	N	N	N	N
	Math	17.6%	N	N	N	N	N	N	N	N	N	N	N
Graduation	4-Year Cohort	75.6%	N	N	N			N			N	N	N

School History

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	2.7	2.6	2.8	<2.0	<2.0	2.9	<2.0	<2.0	2.7	<2.0	<2.0
	2014 (%)	14.5	22.0	7.1			14.9			14.5		
	2013 (%)	14.4	14.9	13.6	18.2		13.7			14.4	7.7	
<i>Math Proficiency</i>	2015 (%)	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
	2014 (%)	12.0	9.8	14.3			10.8			12.0		
	2013 (%)	11.8	10.4	14.0	9.1		12.8			11.8	8.3	

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 (%)	36.4	-	-	-	-	>98.0	-	-	36.4	-	-
Grade 10 to Grade 11 (%)	94.1	-	-	-	-	>98.0	-	-	94.1	-	-
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.

Las Montanas Charter

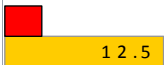






District: Las Cruces Public Schools

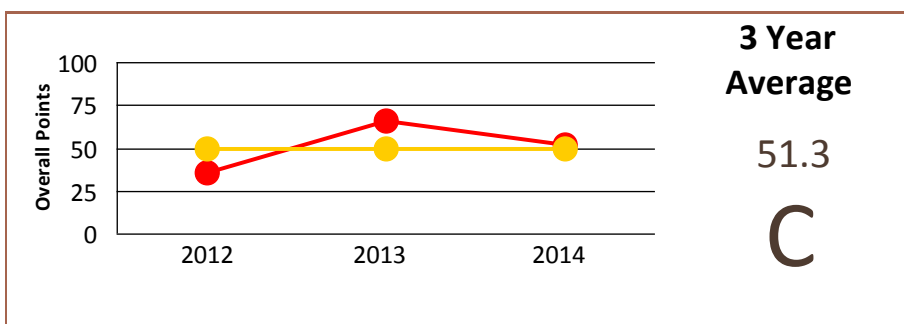
Grade Range: 09 - 12

Code: 17013

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		F	2.95	30
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?		D	3.99	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state		A	9.97	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		A	9.53	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		A	7.23	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.		F	7.48	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.		D	7.70	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			3.01	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
51.86

Details of Each Grade Indicator

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

Current Standing

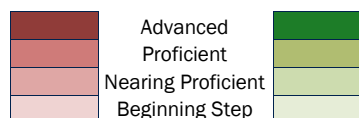
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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

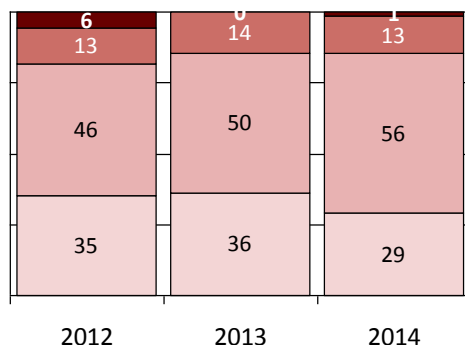
	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian					
Reading													
Proficient and Advanced (%)	14.6	22.0	7.3	-	-	15.1	-	-		14.6	-	-	14.8
Proficient and Advanced (Pts)	1.44												
Value Added Model (Pts)	0.07												
Math													
Proficient and Advanced (%)	12.2	9.8	14.6	-	-	11.0	-	-		12.2	-	-	22.2
Proficient and Advanced (Pts)	1.34												
Value Added Model (Pts)	0.09												

3 Year Summary

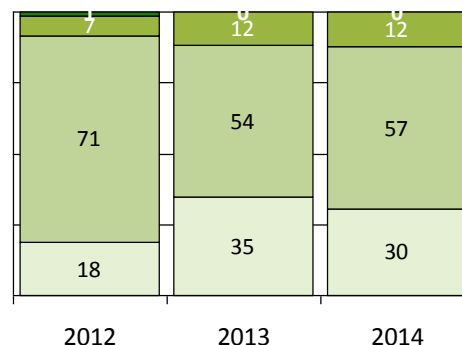
Performance is considered on grade level when students score either Proficient or Advanced.



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

0.484

Math

0.358

Points Earned

1.87

2.12

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

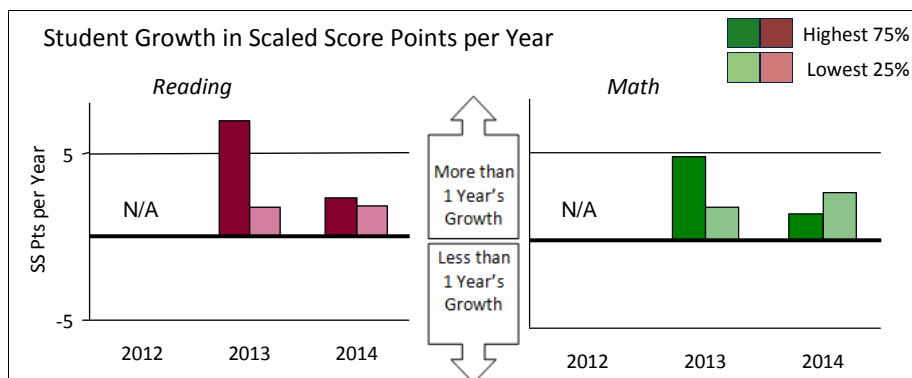
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

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

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website:

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

		Gender				Race / Ethnicity																	
All Students		Female		Male		White		African American		Hispanic		Asian		Am Indian		Econ Disadv		Students with Disabilities		English Language Learners		Redesignated English Proficient	
		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range		Range	
<i>Reading Growth</i>																							
Highest 75% (SS/Yr)	2.4	-4.2	.0	-4.2	.1	-	-	-	-	-4.2	.1	-	-	-	-	-4.2	.0	-	-	-	-	-4.3	.0
Highest 75% (Pts)	4.99																						
Lowest 25% (SS/Yr)	1.8	-4.0	.2	-4.4	-.1	-	-	-	-	-4.3	.0	-	-	-	-	-4.3	.0	-	-	-	-	-	-
Lowest 25% (Pts)	4.56																						
<i>Math Growth</i>																							
Highest 75% (SS/Yr)	1.5	-3.2	.9	-3.1	1.1	-	-	-	-	-3.1	1.0	-	-	-	-	-3.1	1.0	-	-	-	-	-2.9	1.2
Highest 75% (Pts)	4.98																						
Lowest 25% (SS/Yr)	2.7	-4.1	.0	-4.3	-.2	-	-	-	-	-4.2	-.1	-	-	-	-	-4.2	-.1	-	-	-	-	-4.0	.1
Lowest 25% (Pts)	4.97																						



Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading 11.0

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)	93.4	92.9	93.9	96.7	-	93.2	-	-	93.2	94.7	93.1	95.5
OTL Attendance (Points Earned)	2.95											
OTL Survey (Average Total Score)	39.5	42.3	36.7	-	-	39.1	-	-	39.5	-	-	40.2
OTL Survey (Points Earned)	4.28											

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

OTL Survey Questions Math

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

Color Key:

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

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian					
Cohort of 2013 - 4-Year Rate													
Percent Graduating	30.1	25.2	39.0	72.3	-	25.8	-	-	25.4	22.0	26.6	N/A	
Points Earned	4.21												
Cohort of 2012 - 5-Year Rate													
Percent Graduating	55.6	59.0	50.6	88.5	-	52.3	-	-	35.4	54.5	56.4	N/A	
Points Earned	1.67												
Cohort of 2011 - 6-Year Rate													
Percent Graduating	50.7	45.4	56.4	57.1	-	48.0	-	-	53.1	72.9	31.1	N/A	
Points Earned	1.01												
Growth in 4-Year Rates		Growth Index (Increase)			-2.5		SAM Rates						
Value Added Modeling takes into account the school's prior 3 years.		Points Earned			.59		SAM Graduation (%)						
							This school qualified to be a SAM school.						

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)	35.2	33.0	39.4	80.4	>98.0	29.3	-	<2.0	30.9	12.0	28.8	N/A	
Participation (Pts)	1.8												
Success (% of Participants)	59.4	54.3	67.2	>98.0	>98.0	43.9	-	-	61.0	71.4	43.9	N/A	
Success (Pts)	5.9												
Percent of School's Cohort of 2013													
Participating													
in Each CCR Opportunity	ACT	18.0	15.6	22.3	70.6	<2.0	12.1	-	<2.0	14.9	<2.0	8.6	-
	PLAN	<2.0	<2.0	3.4	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
	SAT	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
	PSAT	12.3	14.9	7.6	29.5	<2.0	10.6	-	<2.0	9.1	3.4	12.7	-
	AccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
	Advanced Placement	8.6	10.0	6.0	40.9	<2.0	4.9	-	<2.0	7.4	<2.0	3.8	-
	Dual Credit	<2.0	<2.0	<2.0	7.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
	International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
	Career Technical Education	4.2	<2.0	8.2	7.2	<2.0	3.9	-	<2.0	3.4	8.5	2.5	-
	Compass	26.5	24.3	30.4	65.4	>98.0	21.1	-	<2.0	22.3	8.5	18.9	-
	SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
	SAM School Supplemental	<2.0	<2.0	2.2	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0	<2.0

Bonus Points

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

☐ Student Engagement

☒ Parental Engagement

☐ Extracurricular Activities

☐ Truancy Improvement

Supplemental Information

Similar Schools

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

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

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	9.3		11.1		91.7		100.0		49.1			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	18	(33)	18	(33)	18	(33)	18	(33)	18	(33)	18	(33)
School Growth	20	(33)	20	(33)	20	(33)	20	(33)	20	(33)	20	(33)
Student Growth, Highest 75%	9	(33)	9	(33)	9	(33)	9	(33)	9	(33)	9	(33)
Student Growth, Lowest 25%	11	(33)	11	(33)	11	(33)	11	(33)	11	(33)	11	(33)
Opportunity to Learn	2	(33)	2	(33)	2	(33)	2	(33)	2	(33)	2	(33)
Graduation	26	(33)	26	(33)	26	(33)	26	(33)	26	(33)	26	(33)
College and Career Readiness	13	(33)	13	(33)	13	(33)	13	(33)	13	(33)	13	(33)

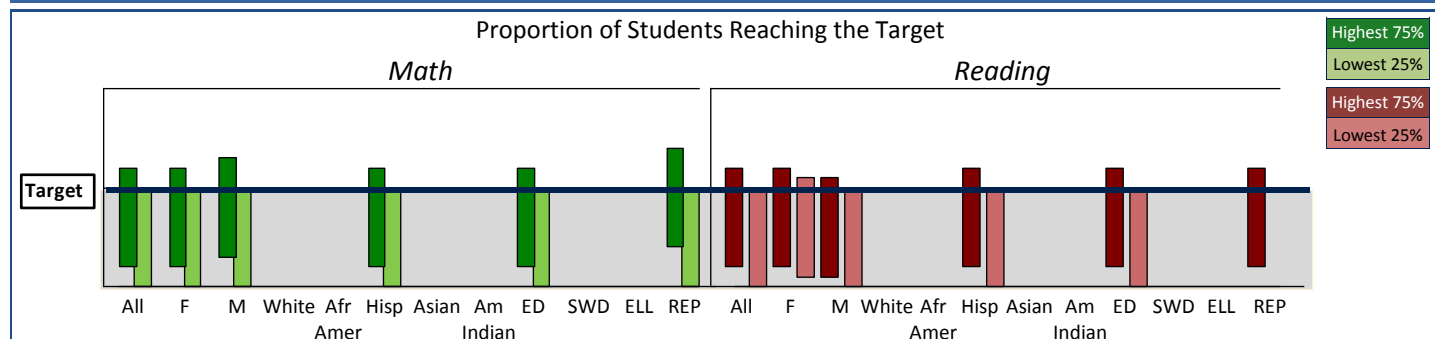
School Growth Targets

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								
			F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading	Highest 75% (%)	17.3	20.7	13.0	-	-	17.8	-	-	17.3	-	-	16.7
	Lowest 25% (%)	3.2	8.3	.0	-	-	3.4	-	-	3.2	-	-	-
Math	Highest 75% (%)	21.7	17.4	26.1	-	-	20.0	-	-	21.7	-	-	37.5
	Lowest 25% (%)	.0	.0	.0	-	-	.0	-	-	.0	-	-	.0

Graduation Target 73.7%

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



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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	93.2	80.4	>98.0	-	-	91.3	-	-	93.2	-	80.0	-
Math (%)	93.2	80.4	>98.0	-	-	91.3	-	-	93.2	-	80.0	-

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	2014 (Avg SS)	32.2	34.6	29.9	-	-	32.3	-	-	32.2	-	-	33.9
	2013 (Avg SS)	31.6	32.3	30.4	30.5	-	31.9	-	-	31.6	25.8	23.5	34.1
	2012 (Avg SS)	32.4	34.6	29.8	-	-	30.6	-	-	33.4	-	-	-
Math	2014 (Avg SS)	29.4	29.8	28.9	-	-	29.7	-	-	29.4	-	-	32.9
	2013 (Avg SS)	29.4	28.0	31.5	28.5	-	29.6	-	-	29.4	28.6	27.4	32.1
	2012 (Avg SS)	30.6	30.8	30.4	-	-	29.3	-	-	31.8	-	-	-

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

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 9 to Grade 10 (%)	43.5	58.3	27.3	-	-	>98.0	-	-	40.9	-	-	-
Grade 10 to Grade 11 (%)	92.3	-	-	-	-	>98.0	-	-	92.3	-	-	-
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.

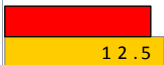
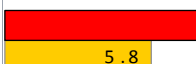






Las Montanas Charter

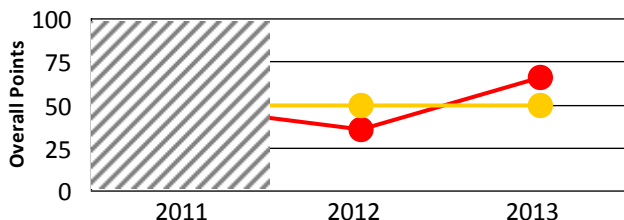
District: Las Cruces Public Schools

Grade Range: 09-12

Code: 17013

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.		C	11.43	30
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?		B	7.67	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.		A	10.00	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		A	9.64	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		C	6.38	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.		F	9.46	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.		C	9.20	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			2.34	5



3 Year
Average

50.2

C

Final School Grade

75.0 to 100.0	A
65.0 to 74.9	B
50.0 to 64.9	C
35.0 to 49.9	D
0.0 to 34.9	F

Total
Points
66.11

This school's grade was reduced by one letter because it failed to test 95% of eligible students.

Details of Each Grade Indicator

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

Current Standing

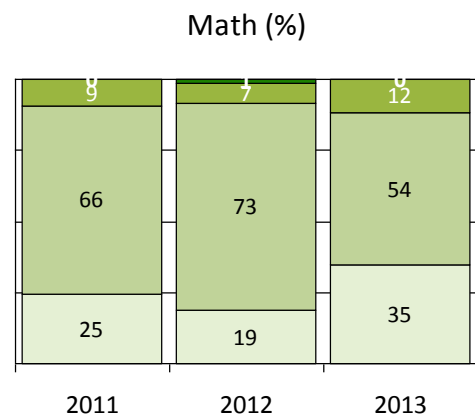
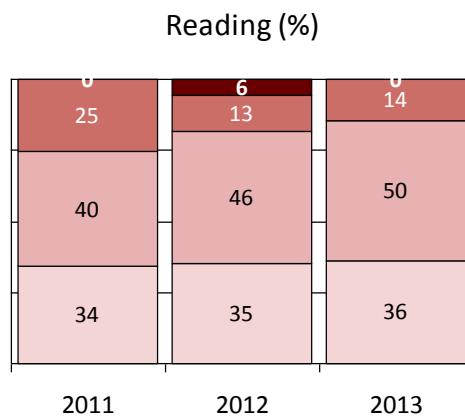
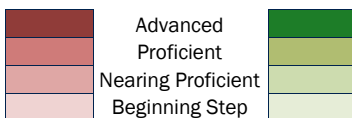
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	14.4	14.9	13.6	18.2	-	13.7	-	-	14.4	7.7	<2.0	19.0
Proficient and Advanced (Pts)	1.60											
Value Added Model (Pts)	5.00											
Math												
Proficient and Advanced (%)	11.8	10.4	14.0	9.1	-	12.8	-	-	11.8	8.3	<2.0	14.3
Proficient and Advanced (Pts)	1.27											
Value Added Model (Pts)	3.56											

3 Year Summary

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



School Growth

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

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

Difference from
Expected Growth (SS Points)

Reading

2.115

Math

0.613

Points Earned

3.55

4.11

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.

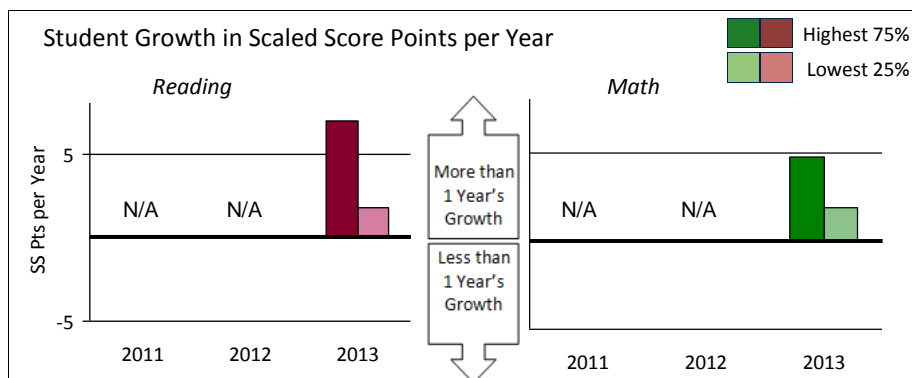
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- 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		English Language		Redesignated English	
		All Students	Female	Male	White	African American	Hispanic	Asian	Am Indian	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To		
		From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To			
Reading Growth																							
Highest 75% (SS/Yr)	7.0	2.4	6.8	2.0	6.5	3.3	7.6	-	-	2.1	6.6	-	-	4.6	10.1	2.2	6.7	4.4	8.5	0.7	5.3	1.5	6.0
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	1.8	2.8	7.4	3.3	7.8	0.4	5.1	-	-	3.3	7.8	-	-	3.5	8.4	3.0	7.5	2.2	6.8	2.1	6.7	5.3	9.6
Lowest 25% (Pts)	4.81																						
Math Growth																							
Highest 75% (SS/Yr)	4.8	0.1	4.8	0.1	4.8	1.5	6.1	-	-	0.0	4.6	-	-	1.1	7.1	0.1	4.8	5.0	9.5	-0.6	4.1	-0.2	4.4
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	1.8	2.1	6.8	2.8	7.4	1.4	6.0	-	-	2.5	7.1	-	-	1.9	6.9	2.3	7.0	1.2	5.9	1.5	6.1	4.2	8.7
Lowest 25% (Pts)	4.83																						



Remaining Gap Between Highest and Lowest Performing Students in 2013

Scaled Score Differences

Reading 17.1

Math 13.6

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)	88.0	87.5	88.6	96.9	-	87.1	-	-		94.0	83.6	91.6	92.7
OTL Attendance (Points Earned)	2.78												
OTL Survey (Average Total Score)	34.9	35.2	34.6	27.5	-	36.3	-	25.6		34.9	31.7	32.3	36.4
OTL Survey (Points Earned)	4.05												

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.	3.3	3.5	3.1	2.2	-	3.5	-	2.4	3.3	3.0	2.9	3.5
2. My teacher explains why what we are learning is important.	3.4	3.4	3.4	2.6	-	3.5	-	2.6	3.4	3.2	3.6	3.7
3. My teacher explains how learning a new topic is a foundation for other topics.	3.3	3.2	3.3	2.5	-	3.4	-	2.4	3.3	3.0	2.9	3.4
4. Every student gets a chance to answer questions.	4.1	4.1	4.1	3.7	-	4.2	-	2.8	4.1	4.0	4.0	3.8
5. My teacher wants me to explain my answers.	3.8	3.9	3.7	3.1	-	3.9	-	3.2	3.8	3.7	3.5	3.6
6. My teacher knows when I understand, and when I do not.	3.1	3.2	3.0	2.3	-	3.2	-	2.6	3.1	2.6	2.7	3.8
7. My teacher explains things in different ways so everyone can understand.	3.7	3.7	3.8	2.9	-	3.9	-	3.4	3.7	3.7	3.5	3.9
8. My teacher gives me helpful feedback on work I turn in.	3.4	3.3	3.6	2.8	-	3.6	-	2.4	3.4	2.8	3.2	3.4
9. My teacher checks our understanding.	3.6	3.6	3.5	2.8	-	3.8	-	1.8	3.6	3.2	3.4	3.6
10. My teacher takes the time to summarize what we learn each day.	3.2	3.2	3.1	2.5	-	3.3	-	2.0	3.2	2.5	2.8	3.7

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	3.6	3.7	3.5	3.0	-	3.7	-	3.2	3.6	3.4	3.5	3.9
2. My teacher explains why what we are learning is important.	3.6	3.7	3.4	2.9	-	3.7	-	3.2	3.6	3.2	3.8	3.9
3. My teacher explains how learning a new topic is a foundation for other topics.	3.4	3.4	3.5	3.5	-	3.5	-	2.8	3.4	3.3	3.5	3.6
4. Every student gets a chance to answer questions.	4.2	4.3	4.2	4.1	-	4.3	-	3.4	4.2	4.1	4.4	4.0
5. My teacher wants me to explain my answers.	4.3	4.5	4.1	4.0	-	4.4	-	3.8	4.3	4.3	4.5	4.1
6. My teacher knows when I understand, and when I do not.	3.5	3.4	3.5	3.1	-	3.5	-	3.4	3.5	3.4	3.2	3.8
7. My teacher explains things in different ways so everyone can understand.	4.1	4.2	3.9	3.3	-	4.2	-	4.0	4.1	4.2	4.3	4.1
8. My teacher gives me helpful feedback on work I turn in.	3.6	3.6	3.7	2.9	-	3.8	-	2.8	3.6	3.8	3.9	3.5
9. My teacher checks our understanding.	3.9	4.0	3.9	3.6	-	4.0	-	3.0	3.9	4.2	4.2	3.8
10. My teacher takes the time to summarize what we learn each day.	3.6	3.6	3.7	3.5	-	3.7	-	3.2	3.6	3.3	3.8	3.9

Color Key:

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

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient	
		F	M	White	Afr Amer	Hisp	Asian	Am Indian					
Cohort of 2012 - 4-Year Rate													
Percent Graduating	46.6	50.7	40.7	75.8	-	43.5	-	-	28.9	51.2	40.5	N/A	
Points Earned	3.73												
Cohort of 2011 - 5-Year Rate													
Percent Graduating	49.5	43.7	55.8	57.1	-	46.6	-	-	51.7	72.2	29.5	N/A	
Points Earned	1.49												
Cohort of 2010 - 6-Year Rate													
Percent Graduating	36.5	39.5	31.9	51.8	-	32.7	-	-	32.4	33.5	32.6	N/A	
Points Earned	.73												
Growth in 4-Year Rates		Growth Index (Increase)			6.1	SAM Rates SAM Graduation (%) - This school did not qualify to be a SAM school.							
Value Added Modeling takes into account the school's prior 3 years.		Points Earned			3.52								

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)	54.5	59.3	47.7	77.5	>98.0	51.8	-	-	42.5	54.4	42.7	-
Participation (Pts)	2.7											
Success (% of Participants)	64.7	69.7	55.8	88.4	89.5	61.1	-	-	53.1	67.0	63.1	-
Success (Pts)	6.5											
Percent of School's Cohort of 2012 Participating in Each CCR Opportunity												
ACT	10.3	9.8	11.1	22.7	89.5	7.8	-	-	2.8	<2.0	2.2	-
PLAN	7.5	10.6	3.0	17.7	<2.0	6.9	-	-	2.0	<2.0	5.0	-
SAT	<2.0	<2.0	<2.0	7.6	<2.0	<2.0	-	-	<2.0	<2.0	<2.0	-
PSAT	24.2	30.7	15.0	27.8	<2.0	24.4	-	-	8.8	31.0	18.5	-
AccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	-	<2.0	<2.0	<2.0	-
Advanced Placement	8.3	10.5	5.1	30.3	<2.0	6.8	-	-	<2.0	<2.0	9.7	-
Dual Credit	15.1	17.3	11.9	38.2	47.1	12.7	-	-	12.0	12.2	9.1	-
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	-	<2.0	<2.0	<2.0	-
Career Technical Education	34.6	39.1	28.2	35.8	52.9	34.2	-	-	34.5	27.7	31.7	-
Compass	25.4	26.8	23.4	30.3	89.5	23.8	-	-	10.0	33.3	14.8	-
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	-	<2.0	<2.0	<2.0	-
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	-	<2.0	4.7	<2.0	<2.0

Bonus Points

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

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

Supplemental Information

Similar Schools

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

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

		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)		14.9		11.0		90.8		100.0		40.1			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		33	(35)	32	(35)	33	(35)	33	(35)	31	(34)	30	(34)
School Growth		6	(35)	7	(35)	5	(35)	2	(35)	4	(34)	4	(34)
Student Growth, Highest 75%		8	(35)	8	(35)	11	(35)	6	(35)	6	(34)	10	(34)
Student Growth, Lowest 25%		4	(35)	3	(35)	6	(35)	3	(35)	1	(34)	5	(34)
Opportunity to Learn		22	(35)	25	(35)	23	(35)	27	(35)	24	(34)	25	(34)
Graduation		33	(35)	34	(35)	32	(35)	35	(35)	28	(34)	31	(34)
College and Career Readiness		32	(35)	30	(35)	30	(35)	31	(35)	26	(34)	23	(34)

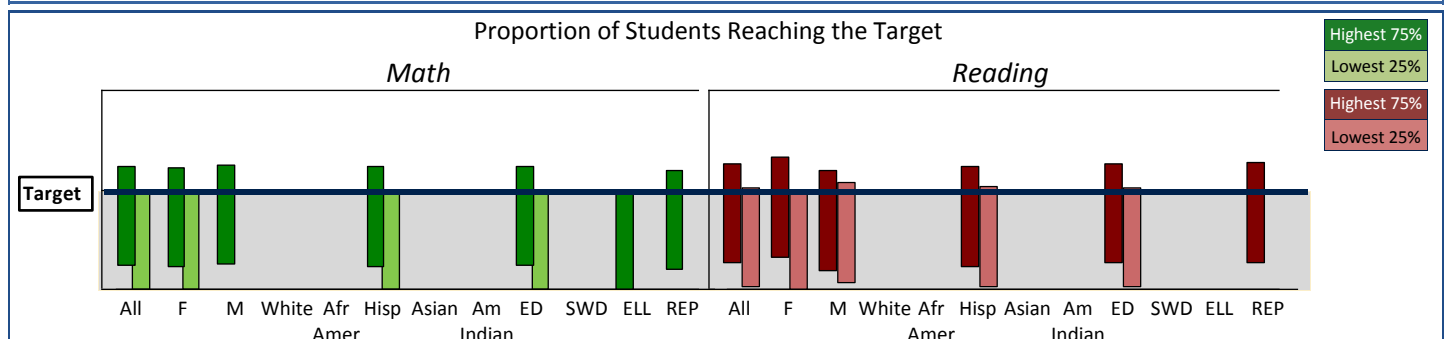
School Growth Targets

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

		Gender		Race / Ethnicity									
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading	Highest 75% (%)	26.3	32.3	19.2	-	-	23.1	-	-	26.3	-	-	27.3
	Lowest 25% (%)	2.2	.0	7.1	-	-	2.7	-	-	2.2	-	-	-
Math	Highest 75% (%)	23.5	22.2	25.0	-	-	23.4	-	-	23.5	-	.0	20.0
	Lowest 25% (%)	.0	.0	-	-	-	.0	-	-	.0	-	-	-

Graduation Target 71.8%

For high schools graduation rates for the Cohort of 2012 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 (%)	94.9	91.8	100.0	-		93.1		-	94.9	-	-	
Math (%)	94.0	91.8	97.7	-		92.2		-	94.0	-	-	

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	2013 (Avg SS)	31.6	32.3	30.4	30.5	-	31.9	-	-	31.6	25.8	23.5	34.1
	2012 (Avg SS)	32.4	34.6	29.8	-	-	30.6	-	-	33.4	-	-	-
	2011 (Avg SS)	33.0	35.1	30.5	-	-	33.0	-	-	33.1	-	-	-
Math	2013 (Avg SS)	29.4	28.0	31.5	28.5	-	29.6	-	-	29.4	28.6	27.4	32.1
	2012 (Avg SS)	30.6	30.8	30.4	-	-	29.3	-	-	31.8	-	-	-
	2011 (Avg SS)	29.3	29.7	28.8	-	-	28.8	-	-	29.2	-	-	-

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 (%)	46.7	55.6	-	-	-	>98.0	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	78.3	77.8	78.6	-	-	>98.0	-	-	-	-	-	-
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).