

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: May 13, 2016
- II. Item Title: Vote on Charter School Amendment –Walatowa Charter High School to Increase Enrollment Cap, Increase Grade Levels, and Add a School Site
- III. Executive Summary and Proposed Motions:

Request and Rationale

The Walatowa Charter High School is requesting to amend its enrollment cap by 120 students from a current cap of 150 to a cap of 270, expand it authorized school grades from 9-12 to K – 12, and add a secondary school site at 504 Mission Rd, Jemez Pueblo, NM 87024. The school provided an extensive explanation and rationale for its requests. The school is seeking to consolidate the operation of two charter schools in the Jemez Valley into one for operational and academic reasons.

The school specifically noted overwhelming support for the merger:

- By unanimous vote, the SDRS staff supports the merger.
- By unanimous vote, the WHCS staff supports the merger.
- Of the SDRS parent surveys received, 91% support the merger.
- Of the WHCS parent surveys received, 100% support the merger.
- At a recent Governing Board meeting, SDRS School Board voted to merge with Walatowa High Charter School.
- At a meeting of the Jemez Valley Public Schools Governing Board, SDRS Principal, Karen Mayhew, presented the intent of SDRS to merge with WHCS. Of the four board members present, three board members, who have been involved in the community for many years, were familiar with this idea, and explained that they know this is something that the tribe has wanted.
- Kevin Shendo, Education Director, Jemez Pueblo, supports the merger, and presented the proposed merger to David R. Yepa, Governor of Jemez Pueblo. Governor Yepa has agreed to have Kevin Shendo, Arrow Wilkinson and Dr. Jaime Tamez present the merger proposal to the Jemez Pueblo Tribal Council.

School History

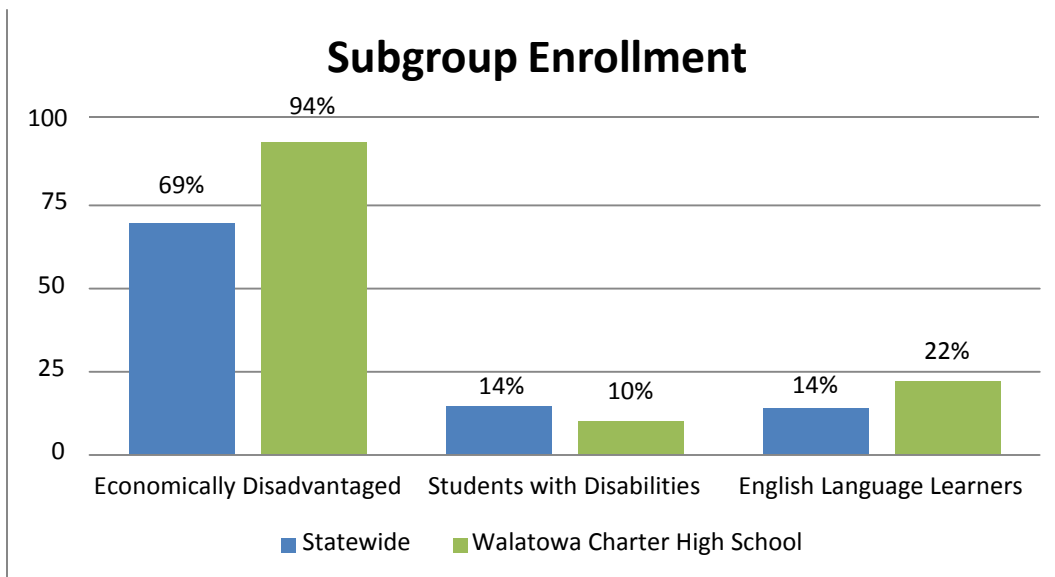
The Walatowa Charter High School is currently in its thirteenth year as a New Mexico charter school. The charter school was approved in 2002 after an appeal of the initial decision by the Jemez Valley Public School Board. In 2011 the New Mexico Public Education Commission (PEC) approved Walatowa Charter High School's renewal as a state authorized charter school for 5 years.

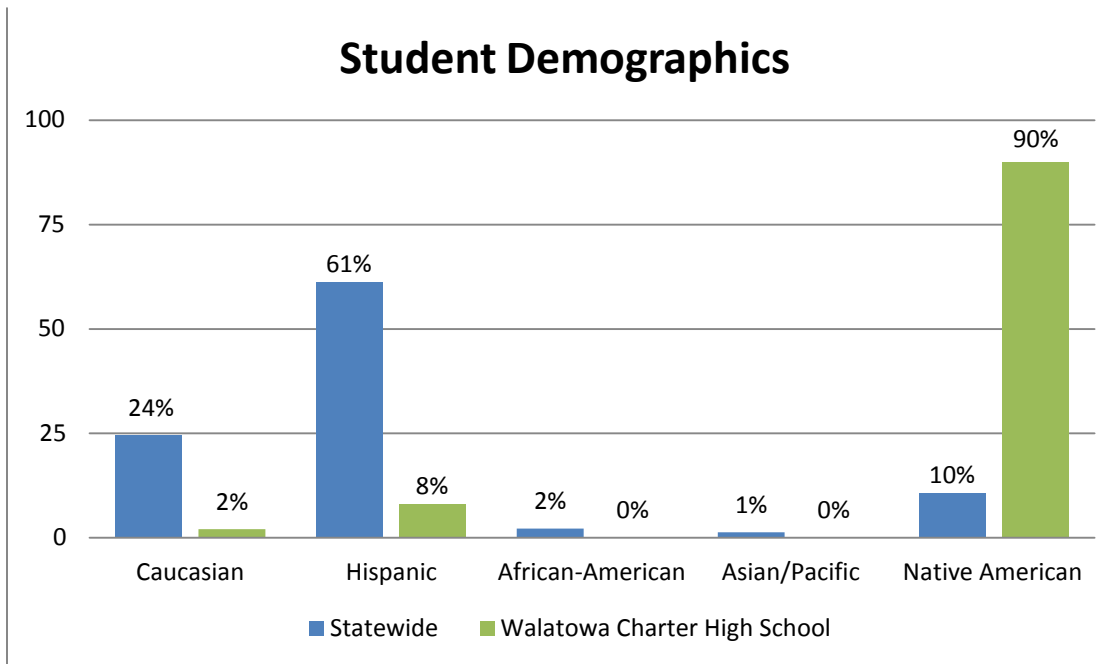
School Enrollment and Demographics Data

The 120th day enrollment count at Walatowa Charter High School was 55 students for the 2015-2016 school year and 58 students for the 2014-2015 school year. This demonstrates a *decrease* in total enrollment by 3 students.

An evaluation of the students enrolled at the end of FY 2015 as compared to enrollment count at the end of the first full week of the 2015- 2016 school year shows a re-enrollment rate of approximately 88%, with 5 eligible students not reenrolling.

Student demographics and subgroup enrollment for Walatowa 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 English Language Learners enrolled than the percentage of such students enrolled in schools across New Mexico. The percentage of Students with Disabilities is slightly lower than the percentage enrolled in schools across New Mexico.





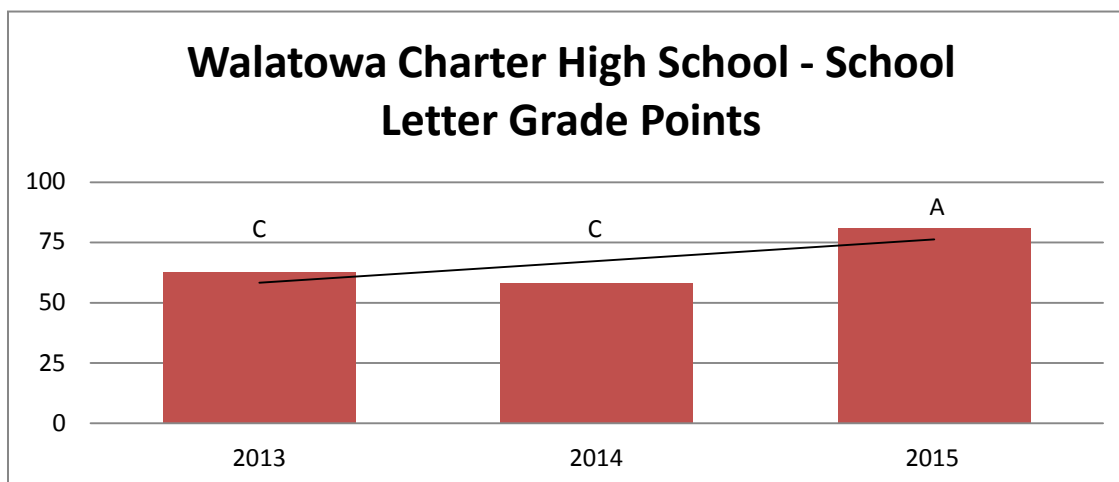
School Performance

The Walatowa Charter High School has received the following school grades:

- 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 an A

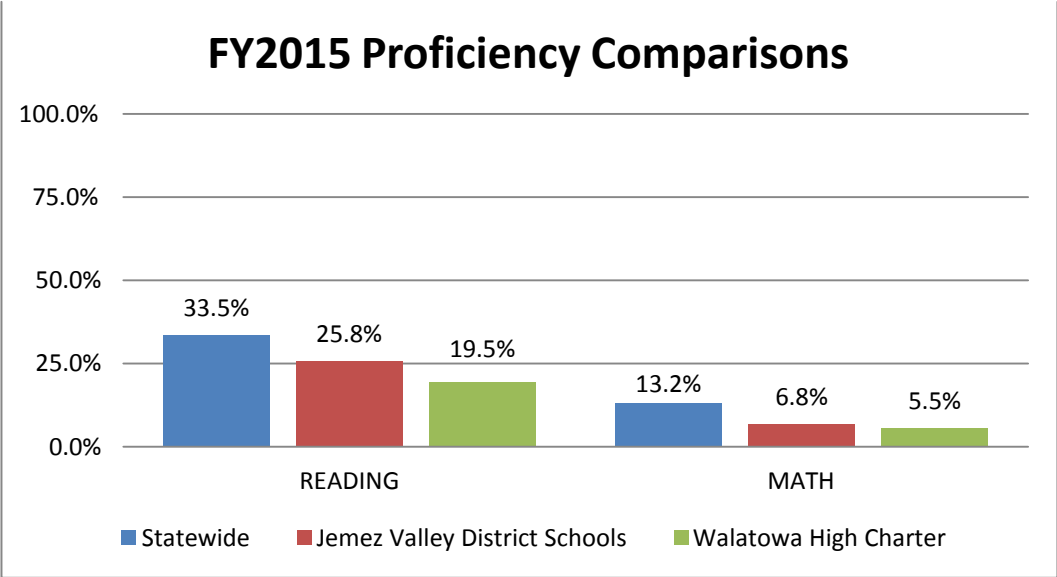
The school currently maintains a three year average of a B.

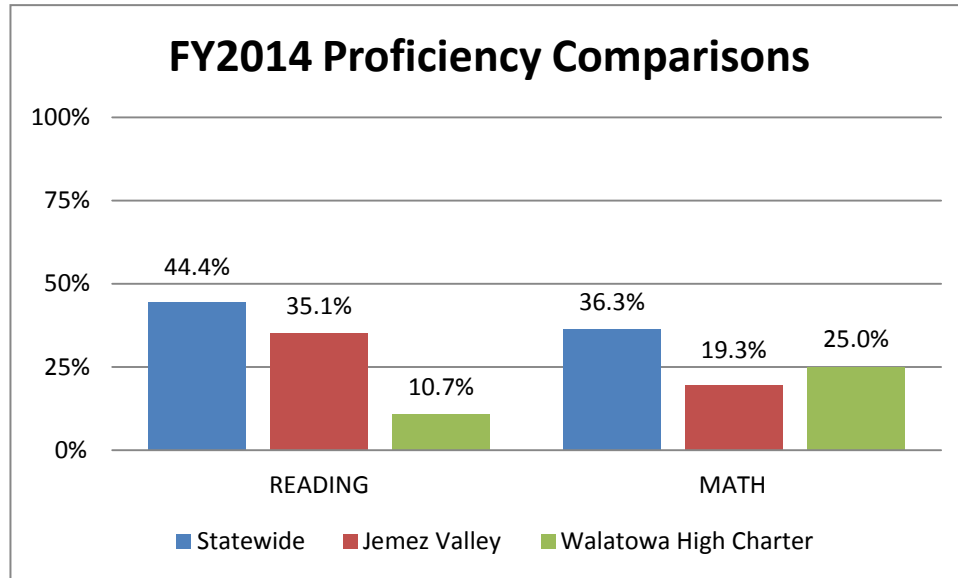
Walatowa Charter High School has shown improving performance on the state report card.



The 2015 state assessment letter grade and performance data demonstrate an increase in current standing from an F to a B, an increase in school growth from a D to a B, and an increase in Graduation from a C to an A. The school's opportunity to learn score did drop from a B to an A, and the school's student growth for lowest performing students is unchanged from an F.

The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Jemez Valley Public Schools district data for the same grade levels. This comparison for 2014 and for 2015 indicates that the school saw comparatively no changes in reading proficiency and a decline in math proficiency in 2015. In both years, the Walatowa Charter High School has had slightly lower proficiency rates than the state and Jemez Valley Public Schools, with the exception of math. In FY 14 the math proficiency rates were above Jemez Valley Public Schools, but in FY15 they were slightly below the district's.





Recommendation

CSD recommends the approval of these amendment requests.

Proposed Motions

- Move to approve the amendment requests presented by Walatowa Charter High School requesting to amend to amend its enrollment cap by 120 students from a current cap of 150 to a cap of 270, expand it authorized school grades from 9-12 to K – 12, and add a secondary school site at 504 Mission Rd, Jemez Pueblo, NM 87024 because the school has a current year letter grade of A, three year average letter grade of B, and has shown improvement on its school letter grade report card.
- Move to deny the amendment requests presented by Walatowa Charter High School requesting to amend to amend its enrollment cap by 120 students from a current cap of 150 to a cap of 270, expand it authorized school grades from 9-12 to K – 12, and add a secondary school site at 504 Mission Rd, Jemez Pueblo, NM 87024 because [PEC to provide reasons that the request should not be approved].

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: Walatowa High Charter School

Date submitted: 5/4/2016 Contact Name: Arrow Wilkinson E-mail arrowwilkinson@gmail.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
Part C – The Renewal Charter: Abstract of Renewal Charter School Page C-4	Walatowa High Charter School, a small school serving grades 9-12, is located in the Jemez Pueblo and maintains strong ties both socially and culturally to the Pueblo Tribe.	Walatowa High Charter School, a school serving grades K-12, is located in the Jemez Pueblo and maintains strong ties both socially and culturally to the Pueblo Tribe.	Walatowa High Charter School will expand grade levels served to include grades K-8. Services will be provided at two campuses: San Diego Riverside Campus (Grades K-8) and Walatowa High Charter School (Grades 9-12). Please refer to attached rationale.	5/4/2016

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Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: Kenneth Sando, Governing Council President

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

APPROVED

DENIED

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Part C – The Renewal Charter II. Renewal Charter Cover Sheet: Enrollment Information Page C - 3	Total number of students at full enrollment (enrollment cap) 150	Total number of students at full enrollment (enrollment cap) 270	If Walatowa High Charter School receives approval to expand, the enrollment cap must be raised in order to accommodate all students under the new dual-campus configuration.	5/4/2016

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: Kenneth Sando, Governing Council President

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

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Part C – The Renewal Charter: Abstract of Renewal Charter School Page C-4	Walatowa High Charter School, a small school serving grades 9-12, is located in the Jemez Pueblo and maintains strong ties both socially and culturally to the Pueblo Tribe.	Walatowa Charter School serves grades K-12 on two campuses located in the Jemez Pueblo: Grades K – 8 are served at 504 Mission Rd, Jemez Pueblo, NM 87024 and Grades 9 – 12 are served at 147 Bearhead Canyon Rd, Jemez Pueblo, NM 87024. Both campuses maintain strong ties both socially and culturally to the Pueblo Tribe.	Walatowa High Charter School will add a second school site at 504 Mission Road, Jemez Pueblo, NM 87024. Please refer to attached rationale.	5/4/2016

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Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

APPROVED

DENIED

ATTACHMENT #1
San Diego Riverside and Walatowa High Charter School Merger

The idea of consolidating San Diego Riverside Charter School (SDRS) and Walatowa High Charter School (WHCS) into one charter school has been in discussion for over four years.

Four years ago, the concept of combining the two charter schools was presented to the SDRS Governing Board by Arrow Wilkinson, WHCS Principal, and Ron Krueger, WHCS Lead Teacher. At that time the SDRS Governing Board chose to remain with Jemez Valley Public Schools.

With a new governing board at SDRS, the topic of merging the two charter schools was raised again in the fall of 2015. Knowing that the 2015 WHCS School Grade would be a factor in the decision to merge the two charter schools, WHCS staff decided to wait until NMPED School Grades were released.

Since WHCS received a Final School Grade of "A", and demonstrated an increase for the past five years, the WHCS Principal, Arrow Wilkinson, asked the NMPED Charter Schools Division (CSD) if a merger of the two charter schools would even be considered by the CSD and the NM Public Educating Commission. The CSD is supportive of the concept and explained that the merger must first be approved by the SDRS Governing Board.

Representatives from WHCS, SDRS school staff and the SDRS School Board met to discuss the benefits and challenges of merging WHCS, and SDRS programs. It is important for you to know the following:

- By unanimous vote, the SDRS staff supports the merger.
- By unanimous vote, the WHCS staff supports the merger.
- Of the SDRS parent surveys received, 91% support the merger.
- Of the WHCS parent surveys received, 100% support the merger.
- At a recent Governing Board meeting, SDRS School Board voted to merge with Walatowa High Charter School.
- At a meeting of the Jemez Valley Public Schools Governing Board, SDRS Principal, Karen Mayhew, presented the intent of SDRS to merge with WHCS. Of the four board members present, three board members, who have been involved in the community for many years, were familiar with this idea, and explained that they know this is something that the tribe has wanted.
- Kevin Shendo, Education Director, Jemez Pueblo, supports the merger, and presented the proposed merger to David R. Yepa, Governor of Jemez Pueblo. Governor Yepa has agreed to have Kevin Shendo, Arrow Wilkinson and Dr. Jaime Tamez present the merger proposal to the Jemez Pueblo Tribal Council.

Benefits of the Merger:

- **EXPANDS COORDINATION OF EXISTING SERVICES PROVIDED BY WHCS:** **Business Management:** WHCS Business Manager, Kay Toya, is on contract by SDRS to provide business manager services for SDRS. **Nutrition Services:** WHCS pays 100% of the salaries for Cletus Casiquito and Shannon Casiquito to provide services at SDRS and WHCS. SDRS provides the facility and additional nutrition support employees. **Science Instructor:** WHCS pays 75% of the salary for Dr. Kommander-Salazar to provide science instruction at SDRS and WHCS. **Reading Instructor and Program** -WHCS pays 100% of the salary for Ms. Olson-Warren to provide

reading instruction at SDRS. WHCS pays 100% of the student licenses for the Mind Play/Reading Plus-Lexia Reading Program for WHCS and SDRS. **Math:** WHCS pays 100% of the student licenses for the Ascend Math program at both WHCS and SDRS. **Gear Up NM Grant Application:** WHCS included SDRS in Gear Up NM grant funding as a partnering middle school. **School Calendar for 2016-2017:** WHCS and SDRS school calendars are almost identical.

- **GOVERNING BOARD:** Currently WHCS and SDRS each have a Governing Board. The merger creates options for the Governing Board infrastructure. **One Governing Board:** The creation of a Seven-Member Governing Board. **One Governing Board with Parent Councils:** The creation of a Seven-Member Governing Board with Parent Councils formed at each site consisting of parents of students attending each site.
- **ADMINISTRATION:** Centralized administration and business management services to achieve more streamlined, cost-effective management and eliminate program redundancies, overall. Better application of limited resources to achieve potential savings. Provides increased and consistent support from a Superintendent who is solely focused on WHCS and SDRS. **Administrative Model:** Superintendent/Principal (WHCS Charter School Superintendent) with Principal at SDRCS Campus to oversee academic program and perform teaching duties. **Business Management/Human Resources:** Walatowa High Charter School Business Manager and WHCS Bookkeeper will assume SDRS responsibilities.
- **FUNDING:** Improves ability to influence policies as a K-12 Charter School with state authorizes and federal funding agencies. In addition, achieves continued financial stability and sustainability of both charter schools, the two schools will operate as separate, physical campuses for the near term. This will allow both schools to continue eligibility for the Small School Funding Adjustment allocation. Supplemental program funds would be a collaborative function where appropriate and eligibility dictates.
- **BUDGETING:** Creates a merged budget, long-range financial plan, and a plan for the transfer of assets and liabilities. WHCS anticipates that SDRS budget will increase. Currently the percentage of funds that JVPS takes goes back into the entire JVPS school district but does not directly benefit SDRS. Under WHCS, this funding will go back into the school district to benefit the students from which it is derived, which is the SDRS student enrollment. WHCS does not need this funding because we have a strong cash balance, healthy audits and do not require SDRS funding to make up for funding deficits in the same way Jemez Valley School District does.

Due to the fact that the time frame of this merger is occurring at the same time that the finalized budgets are due to the NMPED, in the inaugural year of the merger, WHCS and SDRS will cooperatively develop operational budgets for each school that will be managed by a single business manager. Administrative Efforts will be dedicated to curriculum alignment, transportation, nutrition, reporting responsibilities and facility management.

- **FEDERAL PROGRAMS:** Federal program management duties would be combined including coordination of the application process, implementation and reporting requirements.
- **ACADEMIC PROGRAM:** Creates a unified, K-12 continuum of educational services. School leadership would experience greater coordination and improved vertical and horizontal

alignment of curricula from K-12, including the literacy program and math education program, College/Career-to-Work studies, Tribal Culture and language courses as well as GEAR Up NM support services, Indian Education, Pueblo of Jemez Education Department support services. Both schools would experience more cost-efficient structuring of teaching staff and use of shared faculty.

- **STAFF COLLABORATION/PROFESSIONAL DEVELOPMENT:** Faculty collaboration would be strengthened through shared planning and professional development opportunities. Together, the staffs can build a unique professional learning community (PLC) focused exclusively on the unique characteristics of the two charter schools and the Pueblo of Jemez community.
- **PARENT ENGAGEMENT:** There is overlap in the households of families who claim students registered at SDRCS and those registered at WHCS. Also, there are SDRCS families who have already expressed considerable interest in an academic pipeline that connects the two charter schools more directly. A formal partnership between the two charter schools could consolidate parent outreach efforts to engage families and to enhance marketing efforts to support increasing enrollment from K-12.
- **SPECIAL EDUCATION:** A single coordinator would be assigned to oversee special education program, services and monitoring for both campuses.
- **FOODSERVICE:** Coordination of foodservices could achieve greater economies of scale in purchasing and meal preparation.
- **FACILITIES MANAGEMENT:** Custodial duties, building and grounds maintenance and purchasing of cleaning supplies would be coordinated for increased savings at both campuses.
- **SUPPLIES AND MATERIALS:** More cost-effective purchasing for operations would be managed for both campuses.
- **IT (INSTRUCTIONAL TECHNOLOGY) SERVICES COORDINATION AND COST-EFFECTIVE MAINTENANCE:** With the implementation of the Common Core State Standards and the new PARCC assessments, there will be increased requirements for effective IT network services, improvement of system capabilities to support PARCC, and application of blended learning strategies. The responsibility for ONSITE network management and maintenance at both campuses and teacher training to use new blended instruction strategies can be combined in a single IT professional. Currently, WHCS has no fulltime individual and contracts with the Pueblo of Jemez I.T. Department to address any problems when time permits. SDRCS has no fulltime individual and must rely on a teacher or designated personnel to address problems when time permits.
- **TRANSPORTATION:** WHCS Partners with the Pueblo of Jemez Education Department to provide transportation services and would also repair the SDRS bus to provide additional transportation services. Pueblo of Jemez and WHCS have certified CDL.
- **ATHLETICS:** A single NMAA athletic director/coordinator or would be assigned to oversee athletic department program services for both campuses.

- **EDUCATIONAL OUTCOMES:** Improves educational outcomes due to educational consistency. Increases student retention due to a K-12 system of support.
- **ENROLLMENT:** Will lead to an increase in enrollment and a decrease in the amount of students exiting the Jemez Valley Corridor (Jemez Pueblo, Zia, San Luis, Cañon etc.) to pursue education opportunities at other schools.
- **TRIBAL COLLABORATION:** Will lead to an increase Tribal collaboration with Pueblo of Jemez Health and Human Services, Pueblo of Jemez Tribal Language Team, Pueblo of Jemez Education Department, and Pueblo of Jemez Administration.
- **STUDENT INFORMATION SYSTEM (SIS):** School Master will be responsible for ensuring that the collection, management, storage and retrieval of student information is efficient, effective, and provided accurately and timely to key stakeholders for informed decision making while maintaining strict standards of confidentiality.

Challenges of the Merger

Process of Change

As the first two charter schools to merge into a K-12 charter school in New Mexico, WHCS and SDRS will experience a transition process that has not previously been attempted. As with any new endeavor, this will require coordination, strategic planning, collaboration and cooperation between the two schools. WHCS and SDRS will implement the “Process for Change” approach to guide the merger process.

Loss of Autonomy

By merging into one school, WHCS and SDRS will lose their individual autonomy and will be viewed as one entity with SDRS by NMPED. This would result in one annual review of campuses, one School Grade, one district plan, and so forth. The new, merged school, however, will be a stronger, more unified entity that retains successful elements of WHCS and SDRS.

Consequences of Merger

With this merger, WHCS’ overall school grade may initially decrease when averaged with SDRS. For SY 2014-2015 WHCS received a Final School Grade of "A", and demonstrated an increase for the past five years. SDRS, however, received a school grade of “D,” and has not demonstrated consistent progress in student achievement over the last five years. Recently, SDRS was informed by the NMPED Priority School Bureau that they could no longer provide assistance to SDRS because of the lack of consistent student achievement growth.

WHCS has a positive working relationship with the NMPED and WHCS will attempt to recover these support services. WHCS will also assist SDRS with identifying and evaluating specific data sets to develop and implement individualized student plans. Such student plans are one of the primary reasons WHCS has shown significant growth over the last five years.

MERGER ATTACHMENT #2

PROCESS FOR CHANGE

	WHERE ARE WE NOW?		WHERE DO WE WANT TO BE?		HOW WILL WE GET THERE?	HOW WILL WE KNOW WE HAVE ARRIVED?	
DESCRIPTION	<p>PHASE ONE: INTROSPECTION</p> <p>is distinguished by a need to review the current system and taking stock of what is occurring.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • needs assessment • self-study • getting to know one another • data collection 	<p>PHASE TWO: CLARIFICATION</p> <p>is the preliminary data analysis of our findings in Phase One.</p> <p>Results include:</p> <ul style="list-style-type: none"> • awareness of the focus areas • identification of broad goals • awareness of the "real" situation • reframing 	<p>PHASE THREE: EXPLORATION</p> <p>is the examination of possible options and potentials.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • vision setting • reviewing systems of support • experimentation 	<p>PHASE FOUR: UNIFICATION</p> <p>focuses on coming together to create an understanding of what course our efforts will take.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • decision-making • commitment • resource allocation (finances, people, time, etc.). 	<p>PHASE FIVE: IMPLEMENTATION</p> <p>is concerned with the work of putting into action the plan we developed in Phase Four.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • transition from the old system to the new one • resource convergence • formative evaluation • capacity building • infrastructure development. 	<p>PHASE SIX: REFLECTION</p> <p>enables participants to consider what is working and consider modifications.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • emergence of the new infrastructure • reflection / integration • evolution • summative evaluation 	<p>PHASE SEVEN: REVITALIZATION</p> <p>must occur so that the reform does not become static.</p> <p>Activities include:</p> <ul style="list-style-type: none"> • introspection • continuous revision • reporting / feedback • transformation • rejuvenation / celebration
	OUTCOME	Organizational Profile		Action Plan		Up-Dated Organizational Profile	Final Report

School Grade Report Card

Final Grade



A

2015

Certified

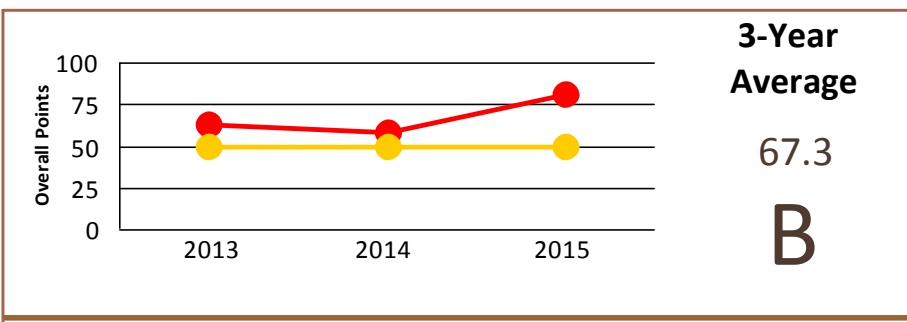
District: State Charters

Grade Range: 09 - 12

Code: 552001

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.		B	17.33	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?		B	8.76	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	7.82	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	5.21	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	7.04	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.		A	15.27	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.		A	14.59	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			4.83	5



Final School Grade	Total Points
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

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.

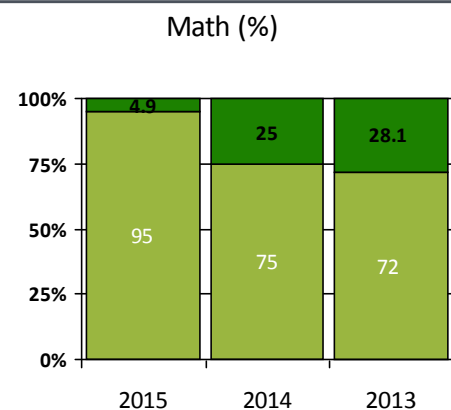
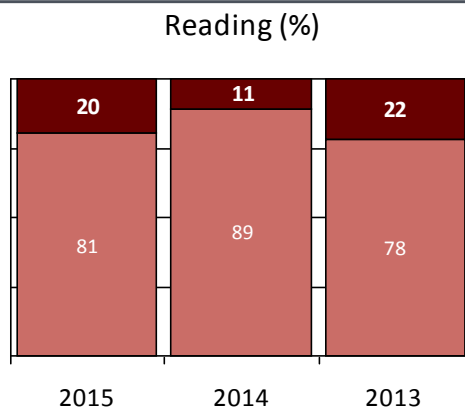
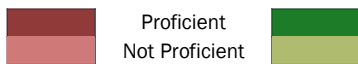
Current Standing

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 (%)	19.5	23.5	16.7			25.0		18.9	21.1	<2.0	12.5
Proficient and Advanced (Pts)	0.98										
Value Added Model (Pts)	7.38										
Math											
Proficient and Advanced (%)	4.9	<2.0	8.3			<2.0		5.4	5.3	<2.0	<2.0
Proficient and Advanced (Pts)	0.24										
Value Added Model (Pts)	8.72										

3-Year Summary

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



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	0.996	1.348
Points Earned	4.20	4.56

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)	0.72	0.01	0.23	-	-	0.13	-	0.16	0.15	0.53	0.04
Highest 75% (Pts)	3.82										
Lowest 25% (VAS)	-0.11	-0.10	-0.78	-	-	1.62	-	-0.56	-0.46	-0.04	-0.52
Lowest 25% (Pts)	2.26										
Math Growth											
Highest 75% (VAS)	0.84	0.12	0.16	-	-	0.63	-	0.09	0.14	-1.17	-0.41
Highest 75% (Pts)	4.00										
Lowest 25% (VAS)	0.23	-0.16	0.81	-	-	-0.03	-	0.35	0.28	0.06	1.05
Lowest 25% (Pts)	2.95										

Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	95.3	96.7	94.4	-	-	-	-	95.6	95.4	93.4	96.1
Attendance (Points)	3.01										
Survey (Average)	36.3	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.								Reading	NA
Survey (Points)	4.0									Math	NA
Count of Surveys (N)	726									General	36.3

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 (%)	91.0	90.7	91.3	-	-	-	-	91.9	91.7	-	92.4
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)		This school did not qualify to be a SAM school.									
Points Earned	7.28										
Cohort of 2013 - 5-Year Rate											
Graduation (%)	85.8	88.4	84.8	-	-	-	-	88.8	91.6	97.6	84.8
Points Earned	2.6										
Cohort of 2012 - 6-Year Rate											
Graduation (%)	>98.0	>98.0	-	-	-	-	-	>98.0	>98.0	-	>98.0
Points Earned	2.0										
Growth in 4-Year Rates											
Growth takes into account three years of graduation rates.		Growth Index		1.22							
		Points Earned		3.41							

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)	97	100	94	-	-	100	-	97	97	100	100
Participation (Pts)	4.85										
Success (% of Participants)	97	95	100	-	-	100	-	97	97	100	100
Success (Pts)	9.74										
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
PLAN	<2.0	<2.0	<2.0	-	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT	<2.0	<2.0	<2.0	-	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
PSAT	<2.0	<2.0	<2.0	-	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Accuplacer	<2.0	<2.0	3.3	-	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Advanced Placement	<2.0	<2.0	<2.0	-	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Dual Credit	91.9	90.1	93.8	-	-	>98.0	-	91.2	91.8	58.8	91.7
International Baccalaureate	<2.0	<2.0	<2.0	-	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Career Technical Education	<2.0	<2.0	<2.0	-	-	<2.0	-	<2.0	<2.0	<2.0	<2.0
Compass	<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
SAM School Supplemental	<2.0	<2.0	<2.0	-	-	<2.0	-	<2.0	<2.0	<2.0	<2.0

Bonus Points

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

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

Participation

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

Reading (%) 99
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.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	18.4		15.3		100.0		93.9		10.2			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	3	(35)	7	(36)	2	(36)	2	(36)	4	(36)	4	(36)
School Growth	2	(35)	3	(36)	2	(36)	1	(36)	1	(36)	3	(36)
Student Growth, Highest 75%	3	(35)	3	(36)	4	(36)	2	(36)	2	(36)	7	(36)
Student Growth, Lowest 25%	9	(35)	16	(36)	11	(36)	9	(36)	11	(36)	13	(36)
Opportunity to Learn	15	(36)	16	(36)	16	(36)	13	(36)	11	(36)	16	(36)
Graduation	4	(36)	1	(36)	1	(36)	2	(36)	3	(36)	1	(36)
College and Career Readiness	2	(36)	3	(36)	1	(36)	3	(36)	1	(36)	3	(36)

School Growth Targets

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

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

School History

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

		All Students	Gender		Race / Ethnicity					Economically isadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hispanic	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	19.5	23.5	16.7			25.0		18.9	21.1	<2.0	12.5
	2014 (%)	10.7	7.7	13.3					11.5	10.7		
	2013 (%)	21.9	29.4	13.3					20.0	21.9		16.7
<i>Math Proficiency</i>	2015 (%)	4.9	<2.0	8.3			<2.0		5.4	5.3	<2.0	<2.0
	2014 (%)	25.0	15.4	33.3					26.9	25.0		
	2013 (%)	28.1	41.2	13.3					26.7	28.1		16.7

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 isadvantaged	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hispanic	Asian	Am Indian				
Grade 9 to Grade 10 (%)												
Grade 10 to Grade 11 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

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



School Grade Report Card 2014

Certified

Final Grade

C

Walatowa High Charter

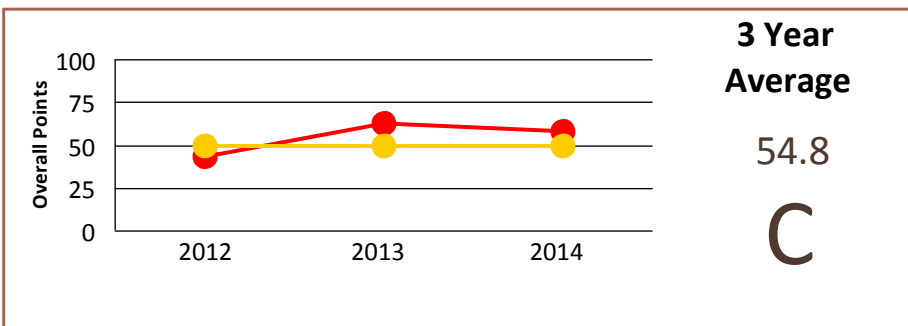
District: State Charter

Grade Range: 09 - 12

Code: 552001

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	3.96	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	3.42	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	9.05	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	5.50	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	7.46	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.		C	12.04	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.		A	13.59	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			3.13	5



Final School Grade	Total Points
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
58.15	

Details of Each Grade Indicator

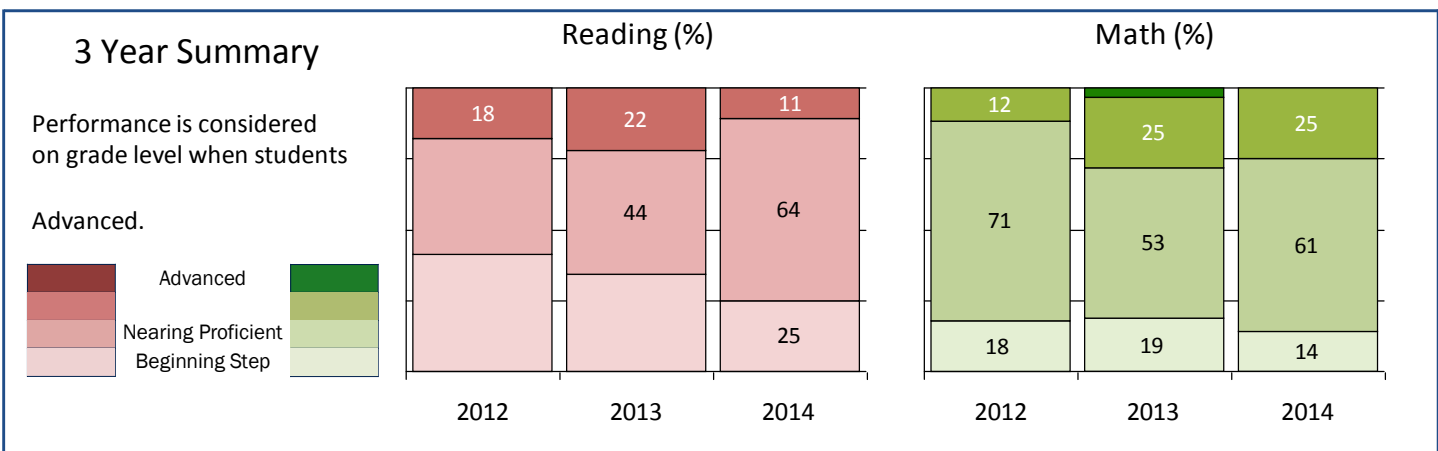
These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based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

Current Standing

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

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

	All Students	Gender		Race / Ethnicity				Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian					
Reading												
Proficient and Advanced (%)	10.7	7.7	13.3	-	-	-	-	11.5	10.7	-	-	-
Proficient and Advanced (Pts)	1.25											
Value Added Model (Pts)	0.00											
Math												
Proficient and Advanced (%)	25.0	15.4	33.3	-	-	-	-	26.9	25.0	-	-	-
Proficient and Advanced (Pts)	2.68											
Value Added Model (Pts)	0.03											



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	Math
	0.460	0.376
Points Earned	1.21	2.21

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

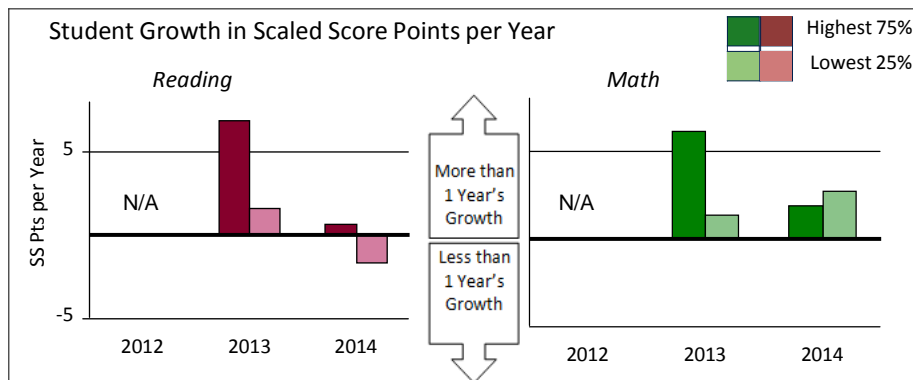
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing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

	All Students	Gender		Race / Ethnicity							Econ Disadv	Students with Disabilities	English Language Learners	Redesignated English Proficient			
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Range	Range					Range	Range	Range
Reading Growth																	
Highest 75% (SS/Yr)	0.7	-3.5	.8	-3.3	1.0	-	-	-	-	-	-	-	-	-	-	-	-
Highest 75% (Pts)	4.06																
Lowest 25% (SS/Yr)	-1.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lowest 25% (Pts)	0.54																
Math Growth																	
Highest 75% (SS/Yr)	1.9	-2.1	2.0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Highest 75% (Pts)	5.00																
Lowest 25% (SS/Yr)	2.7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lowest 25% (Pts)	4.96																



Remaining Gap Between Highest and Lowest Performing Students in 2014	
Scaled Score Differences	
Reading	12.0
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.

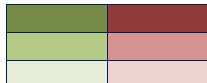
	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	94.6	94.3	94.8	-	-	-	-	94.4	94.6	-	94.9	-
OTL Attendance (Points Earned)	2.99											
OTL Survey (Average Total Score)	37.4	37.8	37.0	-	-	-	-	37.3	37.4	-	-	-
OTL Survey (Points Earned)	4.47											

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

1. My teacher introduces a new topic by connecting to things I already know.	3.1	3.5	2.9	-	-	-	-	3.2	3.1	-	-	-
2. My teacher explains why what we are learning is important.	4.4	4.6	4.1	-	-	-	-	4.4	4.4	-	-	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.4	3.5	3.4	-	-	-	-	3.5	3.4	-	-	-
4. Every student gets a chance to answer questions.	3.4	3.4	3.4	-	-	-	-	3.3	3.4	-	-	-
5. My teacher wants me to explain my answers.	4.5	4.8	4.3	-	-	-	-	4.5	4.5	-	-	-
6. My teacher knows when I understand, and when I do not.	3.3	3.3	3.3	-	-	-	-	3.2	3.3	-	-	-
7. My teacher explains things in different ways so everyone can understand.	3.8	3.6	3.9	-	-	-	-	3.7	3.8	-	-	-
8. My teacher gives me helpful feedback on work I turn in.	4.6	4.4	4.7	-	-	-	-	4.6	4.6	-	-	-
9. My teacher checks our understanding.	3.8	3.8	3.9	-	-	-	-	3.8	3.8	-	-	-
10. My teacher takes the time to summarize what we learn each day.	3.1	3.5	2.9	-	-	-	-	3.2	3.1	-	-	-

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	4.2	4.2	4.3	-	-	-	-	4.2	4.2	-	-	-
2. My teacher explains why what we are learning is important.	4.8	4.9	4.7	-	-	-	-	4.8	4.8	-	-	-
3. My teacher explains how learning a new topic is a foundation for other topics.	4.1	4.1	4.2	-	-	-	-	4.1	4.1	-	-	-
4. Every student gets a chance to answer questions.	4.1	4.0	4.3	-	-	-	-	4.1	4.1	-	-	-
5. My teacher wants me to explain my answers.	4.1	4.2	4.1	-	-	-	-	4.1	4.1	-	-	-
6. My teacher knows when I understand, and when I do not.	4.4	4.5	4.2	-	-	-	-	4.3	4.4	-	-	-
7. My teacher explains things in different ways so everyone can understand.	4.8	4.8	4.7	-	-	-	-	4.7	4.8	-	-	-
8. My teacher gives me helpful feedback on work I turn in.	4.1	4.0	4.2	-	-	-	-	4.1	4.1	-	-	-
9. My teacher checks our understanding.	4.5	4.8	4.3	-	-	-	-	4.5	4.5	-	-	-
10. My teacher takes the time to summarize what we learn each day.	4.2	4.2	4.3	-	-	-	-	4.2	4.2	-	-	-

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	85.8	88.4	84.8	-	-	-	-	88.8	91.6	97.6	84.8	N/A
Points Earned	6.87											
Cohort of 2012 - 5-Year Rate												
Percent Graduating	>98.0	>98.0	-	-	-	-	-	>98.0	>98.0	-	>98.0	N/A
Points Earned	3.00											
Cohort of 2011 - 6-Year Rate												
Percent Graduating	90.7	-	89.6	-	-	-	-	90.3	90.7	-	92.6	N/A
Points Earned	1.81											
Growth in 4-Year Rates	Growth Index (Increase)		-2.9									
Value Added Modeling takes into account the school's prior 3 years.	Points Earned		.36									
SAM Rates		SAM Graduation (%)										
		This school did not qualify 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)	95.8	>98.0	94.2	>98.0	-	-	-	95.7	>98.0	97.6	92.4	N/A
Participation (Pts)	4.8											
Success (% of Participants)	88.0	83.0	90.1	>98.0	-	-	-	87.5	87.0	>98.0	>98.0	N/A
Success (Pts)	8.8											
Percent of School's Cohort of 2013 Participating in Each CCR Opportunity												
ACT	64.5	83.7	56.8	<2.0	-	-	-	66.8	69.3	40.1	69.6	-
PLAN	<2.0	<2.0	<2.0	<2.0	-	-	-	<2.0	<2.0	<2.0	<2.0	-
SAT	<2.0	<2.0	<2.0	<2.0	-	-	-	<2.0	<2.0	<2.0	<2.0	-
PSAT	<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	-
Advanced Placement	<2.0	<2.0	<2.0	<2.0	-	-	-	<2.0	<2.0	<2.0	<2.0	-
Dual Credit	76.3	78.3	75.5	>98.0	-	-	-	75.5	78.7	97.6	92.4	-
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	-	-	<2.0	<2.0	<2.0	<2.0	-
Career Technical Education	<2.0	<2.0	<2.0	<2.0	-	-	-	<2.0	<2.0	<2.0	<2.0	-
Compass	<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	-
SAM School Supplemental	<2.0	4.7	<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.

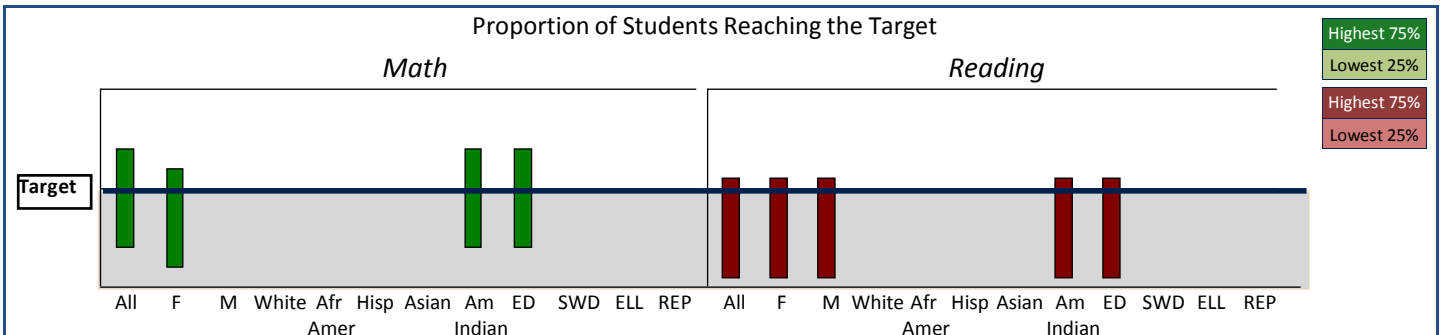
	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	15.7		15.7		100.0		100.0		0.0			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	32	(35)	30	(35)	28	(35)	32	(35)	34	(34)	29	(35)
School Growth	28	(35)	27	(35)	26	(35)	31	(35)	31	(34)	27	(35)
Student Growth, Highest 75%	27	(35)	24	(35)	26	(35)	17	(35)	17	(34)	25	(35)
Student Growth, Lowest 25%	34	(35)	33	(35)	33	(35)	33	(35)	32	(34)	33	(35)
Opportunity to Learn	1	(35)	3	(35)	2	(35)	1	(35)	2	(34)	2	(35)
Graduation	14	(35)	12	(35)	13	(35)	18	(35)	16	(34)	14	(35)
College and Career Readiness	4	(35)	4	(35)	1	(35)	4	(35)	10	(34)	3	(35)

School Growth Targets

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

		Gender		Race / Ethnicity				Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		All Students	F	M	White	Afr Amer	Hisp					
Reading	Highest 75% (%)	8.7	8.3	9.1	-	-	-	9.1	8.7	-	-	-
	Target 61.0%	Lowest 25% (%)	-	-	-	-	-	-	-	-	-	-
Math	Highest 75% (%)	36.8	20.0	-	-	-	-	38.9	36.8	-	-	-
	Target 55.0%	Lowest 25% (%)	-	-	-	-	-	-	-	-	-	-

Graduation For high schools graduation rates for the Cohort of 2013 are available on page 5.
Target 73.7%



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

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

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<i>Reading</i>	2014 (Avg SS)	32.3	32.6	32.0	-	-	-	-	32.4	32.3	-	-	-
	2013 (Avg SS)	32.5	35.0	29.7	-	-	-	-	32.2	32.5	-	30.4	-
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-
<i>Math</i>	2014 (Avg SS)	34.1	33.0	35.1	-	-	-	-	34.3	34.1	-	-	-
	2013 (Avg SS)	34.2	36.1	31.9	-	-	-	-	34.0	34.2	-	31.8	-
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-

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

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

End Notes

- 1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years. However high schools that were graded on this restricted scale have their points adjusted upward to the 100 point scale in order to report 3-year averages.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).
- 6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.



School Grade Report Card 2013

Certified

Final Grade

C

Walatowa High Charter

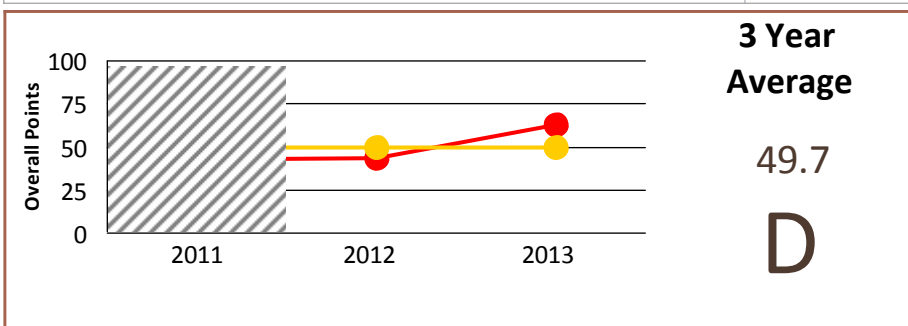
District: State Charters

Grade Range: 09-12

Code: 552001

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.		B	14.90	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	6.83	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.		B	9.30	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	7.34	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.		B	14.49	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	0.00	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			0.00	5



Final School Grade	Total Points
75.0 to 100.0	62.87
65.0 to 74.9	
50.0 to 64.9	
35.0 to 49.9	
0.0 to 34.9	

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

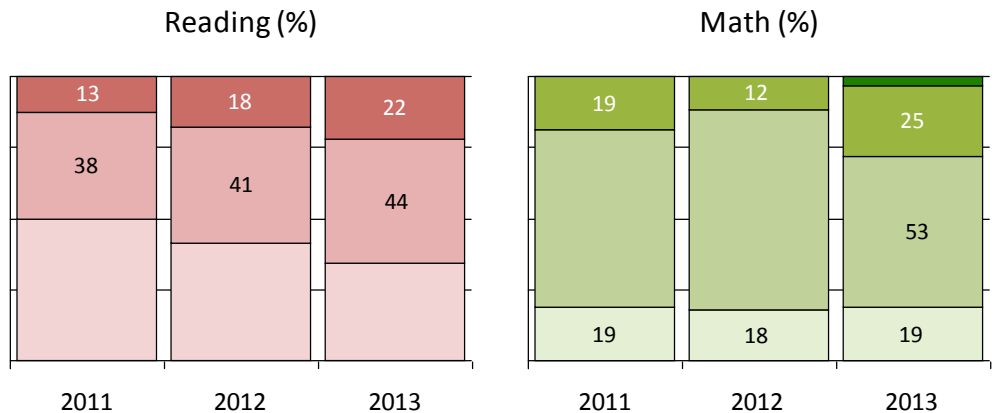
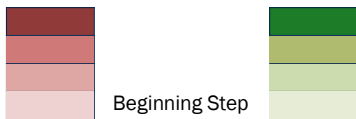
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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				Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian					
Reading												
Proficient and Advanced (%)	21.9	29.4	13.3	-	-	-	-	20.0	21.9	-	16.7	-
Proficient and Advanced (Pts)	2.34											
Value Added Model (Pts)	5.00											
Math												
Proficient and Advanced (%)	28.1	41.2	13.3	-	-	-	-	26.7	28.1	-	16.7	-
Proficient and Advanced (Pts)	2.97											
Value Added Model (Pts)	4.59											

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	Math
	2.145	0.442
Points Earned	4.20	2.63

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

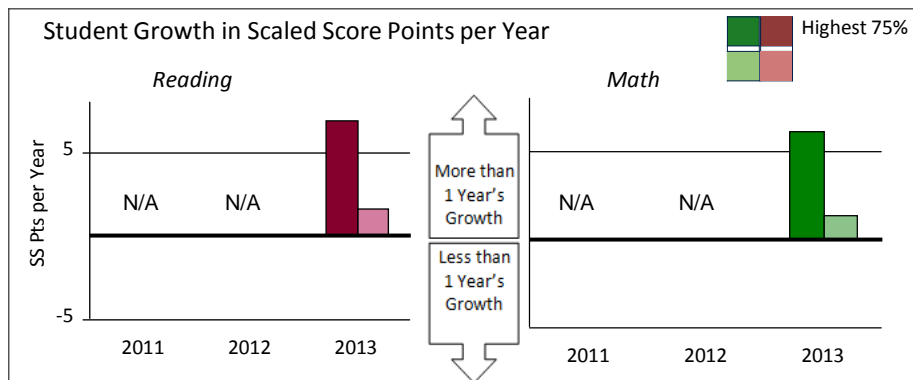
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing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

	All Students	Gender		Race / Ethnicity								Students with Econ Disadv	English Language	Redesignated English									
		Female		Male		White		African American		Hispanic					Asian		Am Indian						
		From	To	From	To	From	To	From	To	From	To				From	To	From	To					
Reading Growth																							
Highest 75% (SS/Yr)	6.9	2.0	6.8	2.0	6.7	-	-	-	-	5.5	9.9	-	-	1.8	6.6	2.0	6.8	-	-	2.2	7.0	-	-
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	1.6	2.6	7.2	2.3	7.2	-	-	-	-	-1.5	3.4	-	-	2.8	7.6	2.4	7.2	1.1	5.9	3.7	8.6	-	-
Lowest 25% (Pts)	4.74																						
Math Growth																							
Highest 75% (SS/Yr)	6.1	0.9	5.8	1.3	6.1	-	-	-	-	3.6	8.5	-	-	0.9	5.8	1.0	6.0	-	-	1.0	5.8	-	-
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	1.4	2.9	7.6	1.6	6.3	-	-	-	-	-1.1	3.6	-	-	2.6	7.4	2.2	7.0	0.7	5.4	2.6	7.4	-	-
Lowest 25% (Pts)	4.57																						



Remaining Gap Between Highest and Lowest	
Scaled Score Differences	
Reading	11.2
Math	12.2

Growth for lower performing students must be sufficient to meaningfully close the achievement

Math +1.3 per year
Reading +1.7 per year

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

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	94.5	93.3	95.7	-	-	-	-	94.7	94.7	96.3	95.0	-
OTL Attendance (Points Earned)	2.98											
OTL Survey (Average Total Score)	36.7	38.1	35.3	-	-	40.5	-	36.5	36.7	25.3	34.8	-
OTL Survey (Points Earned)	4.35											

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

1. My teacher introduces a new topic by connecting to things I already know.	3.2	3.3	3.2	-	-	3.5	-	3.2	3.2	2.3	3.1	-
2. My teacher explains why what we are learning is important.	4.4	4.6	4.1	-	-	5.0	-	4.3	4.4	3.5	4.3	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.7	3.9	3.5	-	-	4.0	-	3.7	3.7	2.0	3.6	-
4. Every student gets a chance to answer questions.	3.3	3.5	3.1	-	-	3.0	-	3.3	3.3	2.3	3.3	-
5. My teacher wants me to explain my answers.	4.0	4.4	3.6	-	-	4.5	-	4.0	4.0	3.0	3.8	-
6. My teacher knows when I understand, and when I do not.	3.2	3.3	3.1	-	-	3.0	-	3.2	3.2	1.8	3.0	-
7. My teacher explains things in different ways so everyone can understand.	3.5	3.9	3.1	-	-	4.5	-	3.5	3.5	2.8	3.5	-
8. My teacher gives me helpful feedback on work I turn in.	4.1	4.1	4.1	-	-	5.0	-	4.0	4.1	2.3	3.9	-
9. My teacher checks our understanding.	3.6	3.6	3.6	-	-	4.0	-	3.5	3.6	2.3	3.3	-
10. My teacher takes the time to summarize what we learn each day.	3.8	3.7	4.0	-	-	4.0	-	3.8	3.8	3.7	3.3	-

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	3.8	3.9	3.7	-	-	4.0	-	3.8	3.8	2.5	3.3	-
2. My teacher explains why what we are learning is important.	4.4	4.6	4.2	-	-	5.0	-	4.4	4.4	3.3	4.3	-
3. My teacher explains how learning a new topic is a foundation for other topics.	4.4	4.4	4.3	-	-	4.5	-	4.3	4.4	3.5	4.3	-
4. Every student gets a chance to answer questions.	4.3	4.4	4.1	-	-	4.5	-	4.2	4.3	3.8	4.3	-
5. My teacher wants me to explain my answers.	4.1	4.3	4.0	-	-	4.5	-	4.1	4.1	3.3	4.1	-
6. My teacher knows when I understand, and when I do not.	4.2	4.4	4.0	-	-	4.0	-	4.2	4.2	3.0	4.1	-
7. My teacher explains things in different ways so everyone can understand.	4.5	4.7	4.2	-	-	5.0	-	4.4	4.5	4.0	4.5	-
8. My teacher gives me helpful feedback on work I turn in.	3.9	4.0	3.8	-	-	5.0	-	3.8	3.9	3.3	3.5	-
9. My teacher checks our understanding.	4.2	4.4	4.1	-	-	5.0	-	4.2	4.2	3.5	3.8	-
10. My teacher takes the time to summarize what we learn each day.	4.0	4.0	4.1	-	-	4.0	-	3.8	4.0	2.3	3.8	-

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	97.5	95.7	-	-	-	-	-	97.3	97.5	-	>98.0	N/A
Points Earned	7.80											
Cohort of 2011 - 5-Year Rate												
Percent Graduating	90.7	-	89.6	-	-	-	-	90.3	90.7	-	92.6	N/A
Points Earned	2.72											
Cohort of 2010 - 6-Year Rate												
Percent Graduating	92.2	-	88.6	-	-	-	-	92.2	>98.0	-	93.8	N/A
Points Earned	1.84											
Growth in 4-Year Rates	Growth Index (Increase)			2.3								
Value Added Modeling takes into account the school's prior 3 years.	Points Earned			2.13								
		SAM Rates			SAM Graduation (%)			-				
		This school did not qualify 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)	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-
Participation (Pts)	0.0											
Success (% of Participants)	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-
Success (Pts)	0.0											
Percent of School's Cohort of 2012 Participating in Each CCR Opportunity												
ACT	-	-	-	-	-	-	-	-	-	-	-	-
PLAN	-	-	-	-	-	-	-	-	-	-	-	-
SAT	-	-	-	-	-	-	-	-	-	-	-	-
PSAT	-	-	-	-	-	-	-	-	-	-	-	-
AccuPlacer	-	-	-	-	-	-	-	-	-	-	-	-
Advanced Placement	-	-	-	-	-	-	-	-	-	-	-	-
Dual Credit	-	-	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	-	-	-	-	-	-	-	-	-	-	-	-
Career Technical Education	-	-	-	-	-	-	-	-	-	-	-	-
Compass	-	-	-	-	-	-	-	-	-	-	-	-
SAT Subject Test	-	-	-	-	-	-	-	-	-	-	-	-
SAM School Supplemental	-	-	-	-	-	-	-	-	-	-	-	-

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.

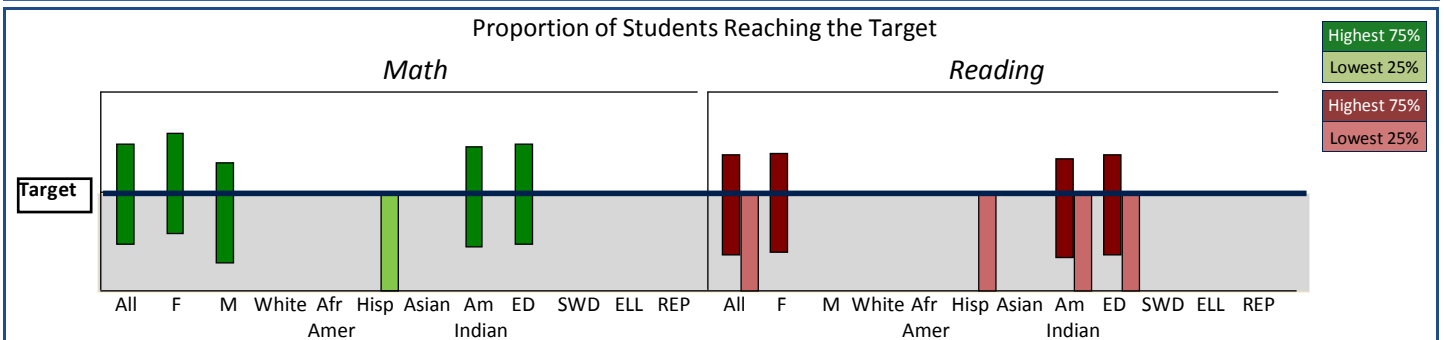
	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	39.5		11.1		100.0		100.0		13.6			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	21	(34)	24	(35)	18	(34)	26	(35)	31	(35)	18	(34)
School Growth	6	(34)	10	(35)	6	(34)	3	(35)	9	(35)	6	(34)
Student Growth, Highest 75%	6	(34)	2	(35)	6	(34)	3	(35)	3	(35)	5	(34)
Student Growth, Lowest 25%	12	(34)	17	(35)	15	(34)	19	(35)	14	(35)	17	(34)
Opportunity to Learn	1	(34)	1	(35)	1	(34)	1	(35)	1	(35)	2	(34)
Graduation	3	(34)	3	(35)	2	(34)	5	(35)	2	(35)	4	(34)
College and Career Readiness	32	(34)	34	(35)	33	(34)	35	(35)	34	(35)	32	(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.

		All Students	Gender		Race / Ethnicity				Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian				
Reading	Highest 75% (%)	36.8	38.5	-	-	-	-	-	33.3	36.8	-	-
	Target 56.7%	Lowest 25% (%)	.0	-	-	-	.0	-	.0	.0	-	-
Math	Highest 75% (%)	47.4	58.3	28.6	-	-	-	-	44.4	47.4	-	-
	Target 50.0%	Lowest 25% (%)	-	-	-	-	.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 (%)	-	-	-			-		-	-	-		
Math (%)	-	-	-			-		-	-	-		

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<i>Reading</i>	2013 (Avg SS)	32.5	35.0	29.7	-	-	-	-	32.2	32.5	-	30.4	-
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-
	2011 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-
<i>Math</i>	2013 (Avg SS)	34.2	36.1	31.9	-	-	-	-	34.0	34.2	-	31.8	-
	2012 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-
	2011 (Avg SS)	-	-	-	-	-	-	-	-	-	-	-	-

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

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