AGENDA ITEM EXECUTIVE SUMMARY

I. Public Education Commission Meeting Date: May 13, 2016

II. Item Title: Vote on Charter School Amendment – North Valley Academy to Increase Enrollment Cap

III. Executive Summary and Proposed Motions:

Request and Rationale

The North Valley Academy is requesting to amend its enrollment cap by 24 students from a current cap of 510 to a cap of 534. The school indicates the rationale for its request to increase the enrollment cap is:

> Historically, student enrollment has decreased somewhat as students transitioned from late elementary grades to middle school. However, this school year (SY 2015-16), NVA began to see increased demand at the 5th and 6th grade level - with more of these students electing to stay at NVA.[1]

School History

The North Valley Academy is currently in its thirteenth year as a New Mexico charter school. The charter school was approved in 2002 by Albuquerque Public Schools. In 2008 the New Mexico Public Education Commission (PEC) approved North Valley Academy's renewal as a state authorized charter school for 5 years. The School applied for and received an expansion of its enrollment cap to 510 students in March, 2012.

In December 2012, the PEC granted North Valley Academy a three year renewal beginning July 1, 2013.

In December 2015, the PEC granted North Valley Academy a five year renewal beginning July 1, 2016.
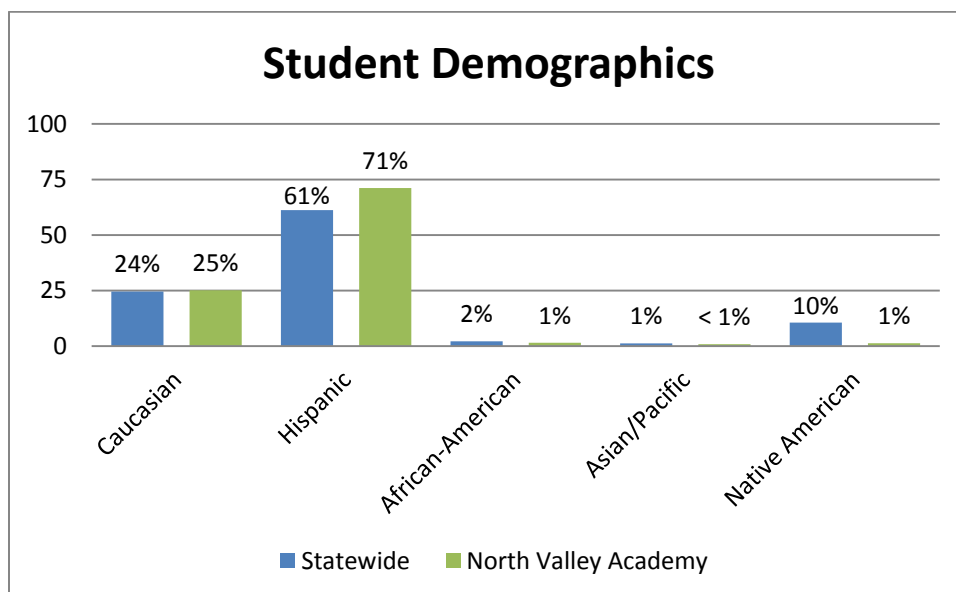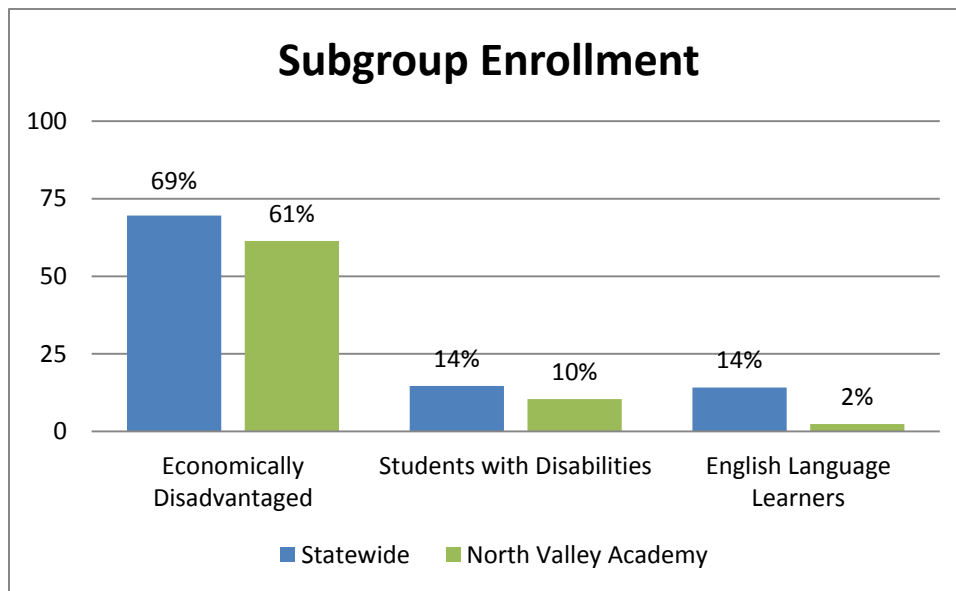
School Enrollment and Demographics Data

The 120th day enrollment count at North Valley Academy was 471 students for the 2015-2016 school year and 492 students for the 2014-2015 school year. This demonstrates a *decrease* in total enrollment by 21 students.

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[1] Please note that between the 120th day of FY2015 and FY2016, there is actually a decrease of 21 students, not an increase as indicated in the rational for the amendment request.

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 100%.

Student demographics and subgroup enrollment for North Valley Academy for the 120th day reporting, as compared to statewide data is provided below. The STARS data indicates the school has a smaller percentage of Economically Disadvantaged students, Students with Disabilities, and English Language Learners enrolled than the percentage of such students enrolled in schools across New Mexico.

Subgroup Enrollment

Subgroup	Statewide	North Valley Academy
Economically Disadvantaged	69%	61%
Students with Disabilities	14%	10%
English Language Learners	14%	2%

Student Demographics

Demographic	Statewide	North Valley Academy
Caucasian	24%	25%
Hispanic	61%	71%
African-American	2%	1%
Asian/Pacific	1%	< 1%
Native American	10%	1%

School Performance

The North Valley Academy has received the following school grades:

        In 2011-12 the school grade was a B
   In 2012-13 the school grade was a B
        In 2013-14 the school grade was a D
        In 2014-15 the school grade was a D

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

North Valley Academy is unable to demonstrate improving performance on the state report card. As demonstrated in the graph below, the school has demonstrated a steady decline in in points over three years.
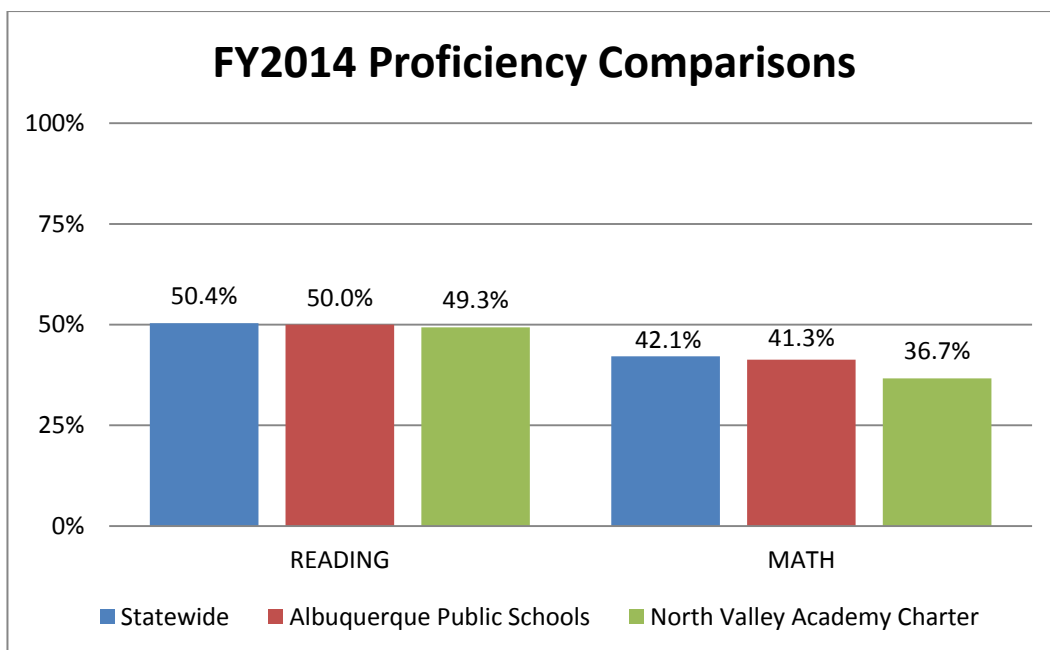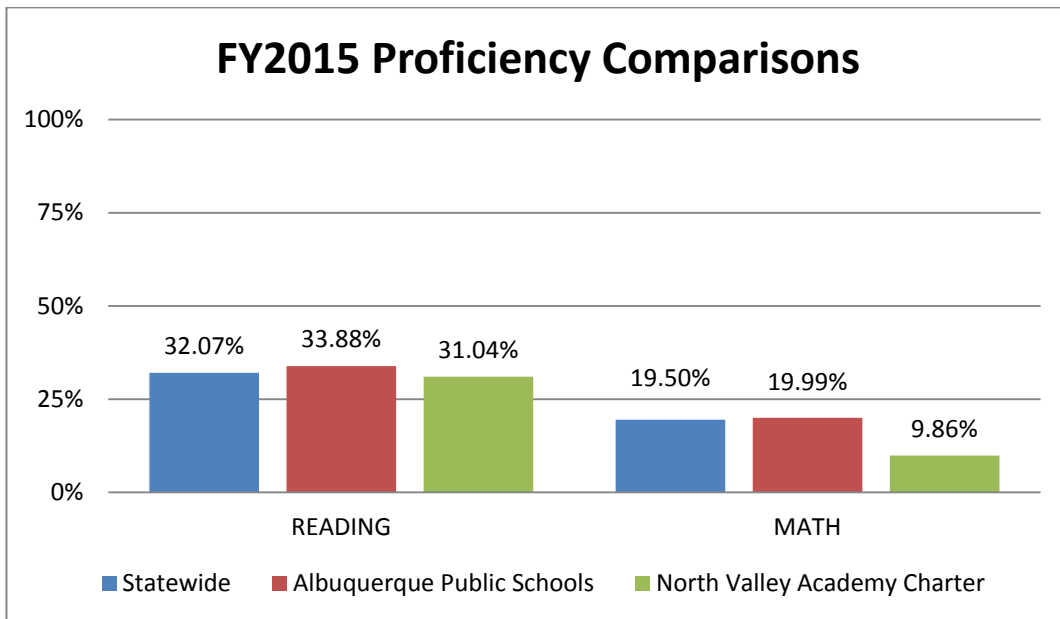
In 2015, the school report card points decreased to 41.87. It is also important to note that when the "Bonus Points" are removed from the 2015 calculations, the points earned equal 37.07.

North Valley Academy - School Letter Grade Points
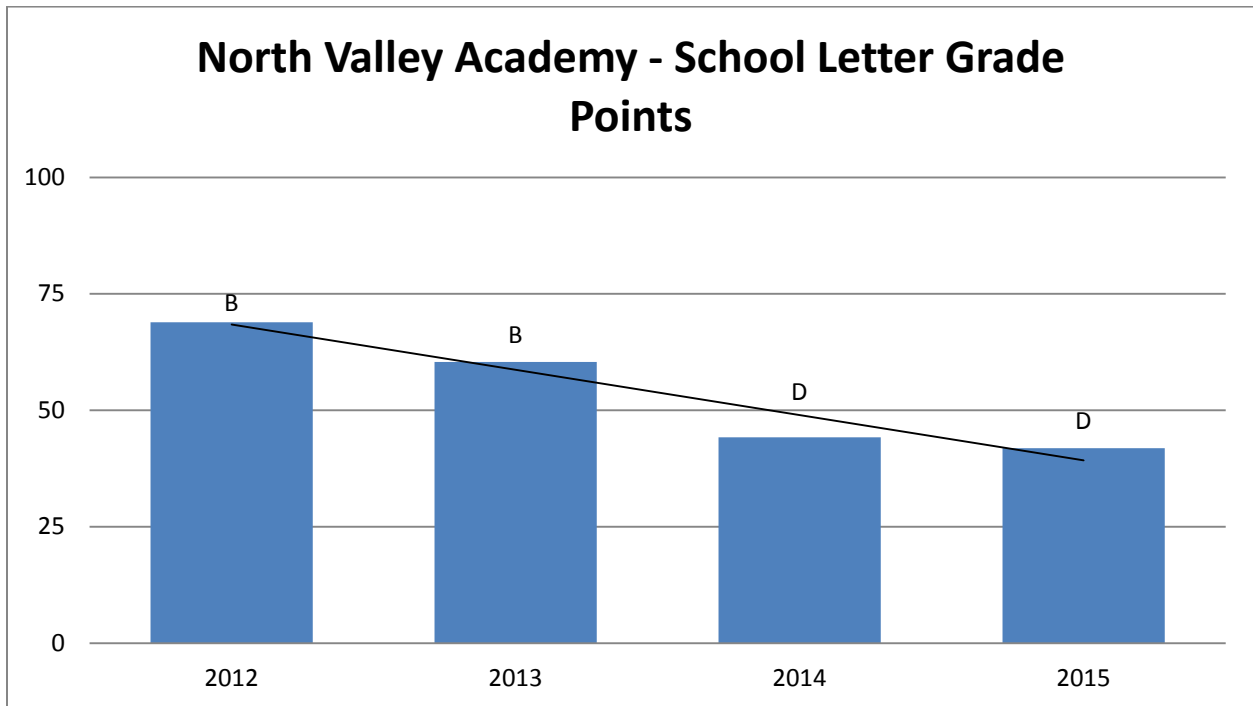
The 2015 state assessment letter grade and performance data demonstrate a decrease in school growth from a D to an F, but a slight improvement for the "highest performing students" from a D to a C. All other measures remain unchanged.

The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the

Albuquerque Public Schools District data for the same grade levels.
This comparison for 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 North Valley Academy has had
slightly lower proficiency rates than the state and Albuquerque Public
Schools, with the exception of math in FY15 for which the school has
a more significantly lower proficiency rate.

FY2015 Proficiency Comparisons

- Statewide
- Albuquerque Public Schools
- North Valley Academy Charter

READING: 32.07%, 33.88%, 31.04%
MATH: 19.50%, 19.99%, 9.86%

FY2014 Proficiency Comparisons

- Statewide
- Albuquerque Public Schools
- North Valley Academy Charter

READING: 50.4%, 50.0%, 49.3%
MATH: 42.1%, 41.3%, 36.7%

Recommendation

At this time, CSD **cannot** recommend the approval of this amendment request.

Proposed Motions

- Move to **deny** the amendment requests presented by The North Valley Academy requesting to expand its enrollment cap from 510 to 534 because the school has a current letter grade of D and has not demonstrated improved academic performance.

  - Move to **approve** the amendment requests presented by The North Valley Academy requesting to expand its enrollment cap from 510 to 534 because [**PEC to provide reasons that the request should be approved**].

B. Amendment Requests

Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school.

In the space below, identify any amendments you need. *Recreate the box below if you have more than one amendment request.*

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

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

Name of State-Chartered School: __North Valley Academy__

Date submitted: Oct. 1, 1015   Contact Name: Susan McConnell, Principal   E-mail: SMcConnell@nvanm.org   Phone #: (505) 998-0501

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section 6.01 (c) (iv) Page 29	The school is authorized to enroll 510 students from grades K-8.	The school is authorized to enroll 534 students from grades K-8.	Historically, student enrollment has decreased somewhat as students transitioned from late elementary grades to middle school. However, this school year (SY 2015-16), NVA began to see increased demand at the 5th and 6th grade level - with more of these students electing to stay at NVA.	April 16, 2015

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Renewal Application2015-16, Approved by the PEC 032814, updated March 2015.

Final Grade

D

North Valley Academy Charter

District: State Charters

Grade Range: KN - 08   Code: 504001

This School ▮

Statewide C Benchmark ▮

|		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	21.3	F	11.08	40
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	5.8	F	1.67	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.	7.2	C	7.75	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	15.3	F	7.34	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	7.5	A	9.23	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		4.80	5

3-Year Average

48.8

D
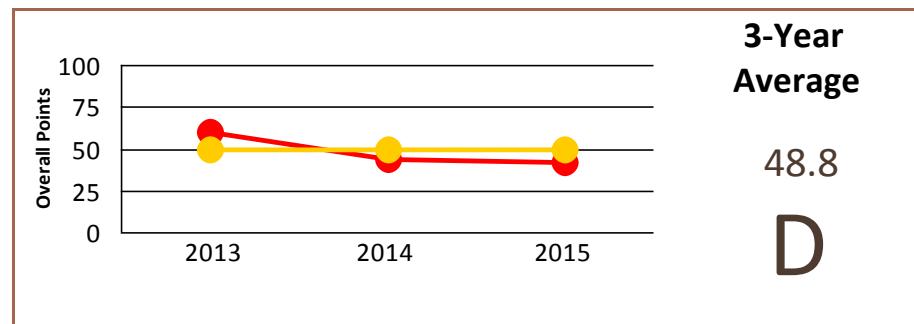
Final School Grade

75.0	to <	100.0	A	
60.0	to <	75.0	B	
50.0	to <	60.0	C	
37.5	to <	50.0	D	
0.0	to <	37.5	F	

Total Points

41.87

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.
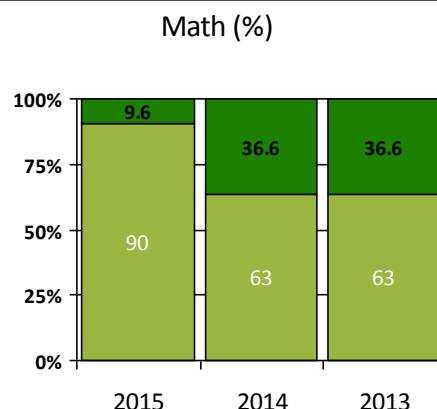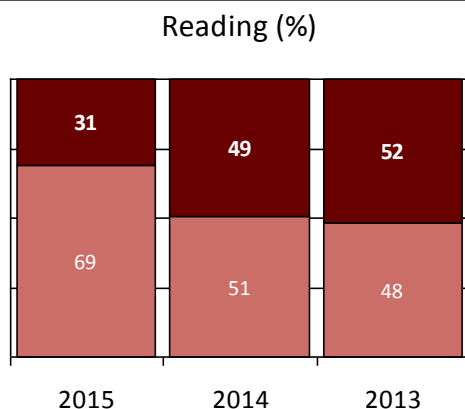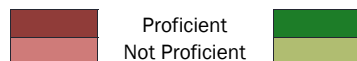
Current Standing

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 (%)	31.3	41.5	23.0	36.2	36.4	28.7	75.0	37.5	27.1	7.5	<2.0
Proficient and Advanced (Pts)	2.35										
Value Added Model (Pts)	5.48										
Math											
Proficient and Advanced (%)	9.6	9.4	9.7	15.4	<2.0	7.7	>98.0	16.7	7.1	2.6	<2.0
Proficient and Advanced (Pts)	0.72										
Value Added Model (Pts)	2.54										

3-Year Summary

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

- Proficient
- Not Proficient

Reading (%)

	2015	2014	2013
Proficient	31	49	52
Not Proficient	69	51	48

Math (%)

	2015	2014	2013
Proficient	9.6	36.6	36.6
Not Proficient	90	63	63

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	-0.907	-1.030
Points Earned	0.91	0.76

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)	-0.18	-0.03	0.07	0.09	0.52	-0.01	0.22	-0.19	-0.02	-0.02	0.50
Highest 75% (Pts)	4.26										
Lowest 25% (VAS)	0.02	0.10	-0.08	0.07	-0.08	-0.04	-	0.13	0.00	0.01	-0.13
Lowest 25% (Pts)	5.06										
Math Growth											
Highest 75% (VAS)	-0.38	-0.19	-0.16	-0.19	0.14	-0.15	-0.02	-1.05	-0.29	-0.50	0.52
Highest 75% (Pts)	3.49										
Lowest 25% (VAS)	-0.74	-0.47	-0.23	-0.43	-0.97	-0.25	-	0.18	-0.40	-0.34	-0.73
Lowest 25% (Pts)	2.28										

Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	96.8	96.9	96.8	97.3	>98.0	96.6	-	-	96.3	96.1	97.0
Attendance (Points)	5.10										

Survey (Average)	37.2
Survey (Points)	4.1
Count of Surveys (N)	772

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
Math	NA
General	37.2

Bonus Points

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

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

Participation

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

Reading (%) 100

Math (%) 100

Supplemental Information

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

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

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	2.0		12.5		76.3		63.4		7.4			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	40	(45)	35	(46)	38	(45)	36	(44)	32	(44)	41	(46)
School Growth	41	(45)	42	(46)	41	(45)	41	(44)	37	(44)	45	(46)
Student Growth, Highest 75%	41	(45)	31	(46)	34	(45)	33	(44)	33	(44)	40	(46)
Student Growth, Lowest 25%	39	(45)	33	(46)	35	(45)	38	(44)	36	(44)	42	(46)
Opportunity to Learn	21	(45)	25	(46)	21	(46)	23	(45)	28	(45)	23	(46)

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

			Gender		**Race / Ethnicity**						Students with	English Language
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Disabilities	Learners
Reading Proficiency	2015 (%)	31.3	41.5	23.0	36.2	36.4	28.7	75.0	37.5	27.1	7.5	<2.0
	2014 (%)	49.3	57.4	42.3	52.8	54.5	48.3			45.9	14.7	
	2013 (%)	51.6	60.4	42.7	51.5		49.8			47.4	18.5	15.4
Math Proficiency	2015 (%)	9.6	9.4	9.7	15.4	<2.0	7.7	98.0	16.7	7.1	2.6	<2.0
	2014 (%)	36.6	34.6	38.5	37.5	27.3	36.1			33.7	8.8	
	2013 (%)	36.6	36.6	36.6	44.8		34.8			29.1		14.3

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.

Student Promotion

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

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade	All Students	**Gender**		**Race / Ethnicity**					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 3 to Grade 4 (%)	>98.0	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)	>98.0	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 9 (%)											

End Notes

1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.

2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.

3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.

4 Feeder schools are schools that do not have students in tested grades 3-11.

5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

School Grade Report Card
2014

Certified

Final Grade

D

North Valley Academy Charter

District: State Charter
Grade Range: KN - 08   Code: 504001

This School 🟥
Statewide C Benchmark 🟧

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	21.3	F	13.22	40
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?	5.8	D	3.95	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.2	D	4.65	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	15.3	F	10.86	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	7.5	A	9.11	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		2.42	5

Total Points
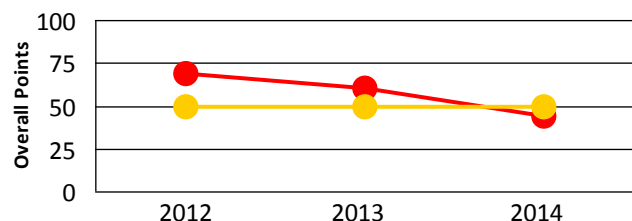
3 Year Average

57.8

C

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

44.21

Overall Points chart (2012, 2013, 2014)

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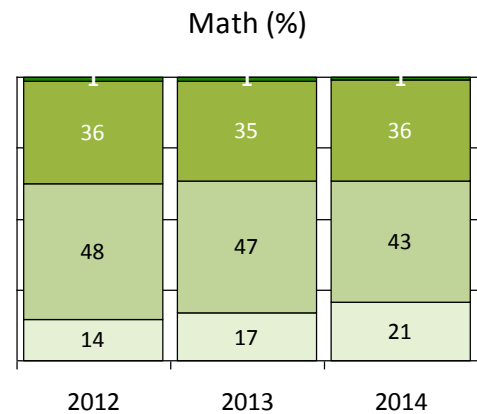
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Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

	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 (%)	49.3	57.4	42.3	52.8	54.5	48.3	-	-	45.9	14.7	-	40.0
Proficient and Advanced (Pts)	6.16											
Value Added Model (Pts)	2.46											
Math												
Proficient and Advanced (%)	36.6	34.6	38.5	37.5	27.3	36.1	-	-	33.7	8.8	-	20.0
Proficient and Advanced (Pts)	4.58											
Value Added Model (Pts)	0.01											

3 Year Summary

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

- Advanced
- Proficient
- Nearing Proficient
- Beginning Step

Reading (%)

	2012	2013	2014
Advanced	5	6	3
Proficient	45	46	46
Nearing Proficient	39	40	38
Beginning Step	9	9	12

Math (%)

	2012	2013	2014
Advanced	1	1	1
Proficient	36	35	36
Nearing Proficient	48	47	43
Beginning Step	14	17	21

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

	Reading	Math
Difference from Expected Growth (SS Points)	-0.137	-0.856
Points Earned	1.98	1.97

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.
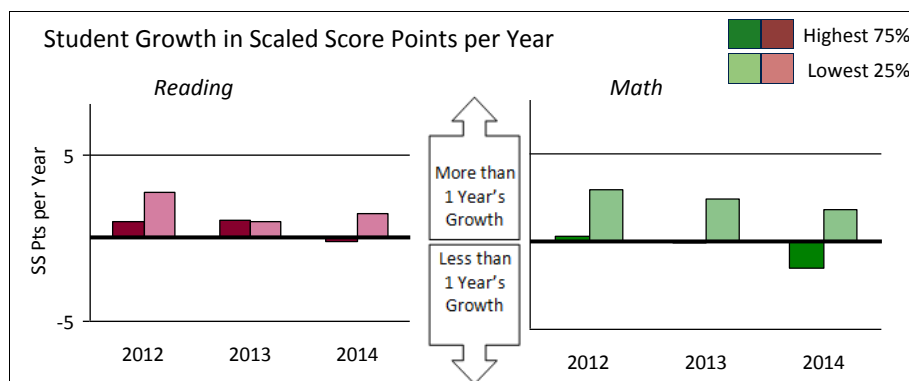
Student Growth

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 Female		Gender 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	
Reading Growth																							
Highest 75% (SS/Yr)	-0.3	-2.3	2.0	-2.5	1.7	-2.4	1.9	-	-	-2.4	1.8	-	-	-	-	-2.5	1.8	-	-	-	-	-	-
Highest 75% (Pts)	3.99																						
Lowest 25% (SS/Yr)	1.4	-.8	3.5	-.9	3.3	-.8	3.5	-	-	-.9	3.4	-	-	-	-	-.8	3.4	-1.5	2.8	-	-	-	-
Lowest 25% (Pts)	4.12																						
Math Growth																							
Highest 75% (SS/Yr)	-1.6	-3.7	.5	-3.7	.5	-3.6	.5	-	-	-3.7	.4	-	-	-	-	-3.7	.4	-4.2	-.1	-	-	-	-
Highest 75% (Pts)	0.66																						
Lowest 25% (SS/Yr)	1.8	-1.6	2.5	-1.8	2.4	-1.6	2.5	-	-	-1.7	2.4	-	-	-	-	-1.7	2.4	-2.0	2.1	-	-	-	-
Lowest 25% (Pts)	6.74																						

Student Growth in Scaled Score Points per Year

Legend: Highest 75% | Lowest 25%

Reading — 2012, 2013, 2014
Math — 2012, 2013, 2014

More than 1 Year's Growth / Less than 1 Year's Growth

Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences
Reading   13.0
Math   13.0

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)	95.1	95.2	95.1	95.4	95.3	95.0	-	-	94.7	93.2	>98.0	94.6
OTL Attendance (Points Earned)	5.01											
OTL Survey (Average Total Score)	35.6	36.0	35.3	35.2	33.8	35.9	-	-	35.8	34.7	-	35.3
OTL Survey (Points Earned)	4.10											

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.

Question	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadvant	Students w/ Disabilities	ELL	Redesignated EP
1. My teacher introduces a new topic by connecting to things I already know.	3.2	3.2	3.1	3.2	3.5	3.1	-	-	3.2	2.8	-	3.0
2. My teacher explains why what we are learning is important.	3.6	3.6	3.6	3.8	3.3	3.6	-	-	3.6	3.7	-	3.9
3. My teacher explains how learning a new topic is a foundation for other topics.	3.2	3.3	3.1	3.1	3.4	3.2	-	-	3.2	2.9	-	2.5
4. Every student gets a chance to answer questions.	3.7	3.7	3.7	3.8	3.3	3.7	-	-	3.7	3.7	-	3.9
5. My teacher wants me to explain my answers.	4.1	4.2	4.1	4.1	4.1	4.2	-	-	4.1	4.2	-	4.3
6. My teacher knows when I understand, and when I do not.	3.7	3.6	3.7	3.5	3.6	3.8	-	-	3.8	3.4	-	3.7
7. My teacher explains things in different ways so everyone can understand.	4.0	4.1	3.9	3.8	3.7	4.1	-	-	4.0	3.8	-	4.4
8. My teacher gives me helpful feedback on work I turn in.	3.0	3.1	3.0	3.0	2.5	3.0	-	-	3.0	3.0	-	2.7
9. My teacher checks our understanding.	4.1	4.1	4.1	4.0	4.0	4.1	-	-	4.0	3.9	-	3.6
10. My teacher takes the time to summarize what we learn each day.	3.2	3.2	3.1	3.2	3.5	3.1	-	-	3.2	3.3	-	3.3

OTL Survey Questions Math

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

Color Key:

(green)	(dark red)	4 or 5, Rated High
(light green)	(light red)	2 or 3, Rated Mid
(pale green)	(pale red)	0 or 1, Rated Low

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

☑ Student Engagement ☑ Parental Engagement ☐ Extracurricular Activities ☐ Truancy Improvement

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

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

Supplemental Information

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

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

Ranks High
Ranks Mid
Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	2.2		11.2		75.8		58.9		7.4			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	39	(40)	30	(46)	34	(46)	39	(46)	34	(46)	44	(46)
School Growth	30	(40)	32	(46)	34	(46)	35	(46)	37	(46)	32	(46)
Student Growth, Highest 75%	18	(40)	20	(46)	20	(46)	22	(46)	25	(46)	23	(46)
Student Growth, Lowest 25%	27	(40)	33	(46)	29	(46)	36	(46)	25	(46)	29	(46)
Opportunity to Learn	26	(40)	28	(46)	30	(46)	29	(46)	24	(46)	27	(46)

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

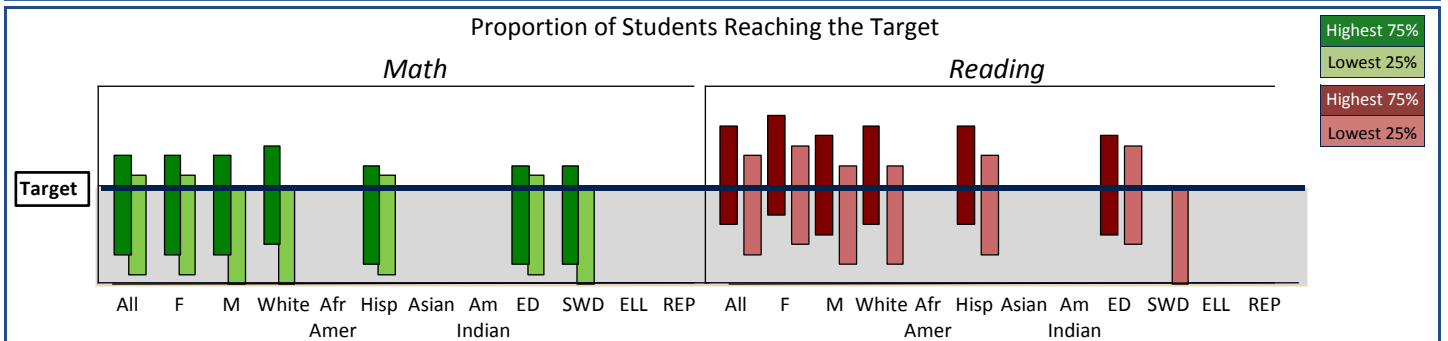			All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	2014 (Avg SS)	39.2	41.2	37.4	40.6	40.4	38.6	-	-	38.5	26.8	-	37.2
	2013 (Avg SS)	40.4	41.8	39.1	41.6	-	39.7	-	-	39.2	28.1	34.8	-
	2012 (Avg SS)	39.8	41.0	38.8	43.5	-	38.9	-	-	38.2	29.5	33.9	-
Math	2014 (Avg SS)	36.2	36.5	36.0	37.3	37.3	35.7	-	-	35.7	26.1	-	33.7
	2013 (Avg SS)	36.6	36.5	36.6	37.4	-	36.3	-	-	35.2	25.6	31.9	-
	2012 (Avg SS)	37.3	37.6	37.1	40.4	-	36.7	-	-	35.8	28.9	32.1	-

School Growth Targets

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading Target 61.0%	Highest 75% (%)	58.9	67.3	50.5	59.3	-	57.9	-	-	50.9	-	-	-
	Lowest 25% (%)	28.9	40.0	21.8	22.2	-	32.3	-	-	37.5	3.8	-	-
Math Target 55.0%	Highest 75% (%	27.5	27.2	27.8	35.7	-	23.7	-	-	24.4	20.0	-	-
	Lowest 25% (%)	8.1	12.1	4.9	.0	-	11.3	-	-	11.1	.0	-	-

Graduation Target 73.7%

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

Proportion of Students Reaching the Target

Math   *Reading*

Highest 75%
Lowest 25%
Highest 75%
Lowest 25%

Target

All F M White Afr Amer Hisp Asian Am Indian ED SWD ELL REP

Student Promotion

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

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade.	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 3 to Grade 4 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)	>98.0	-	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 9 (%)	-	-	-	-	-	-	-	-	-	-	-	-

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.

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
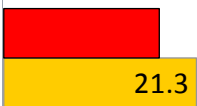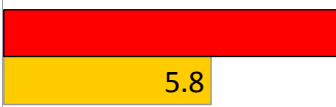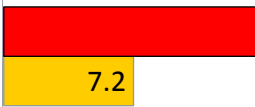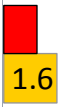## 2013

Certified

Final Grade

B

North Valley Academy Charter

District: State Charters

Grade Range: KN-08   Code: 504001

This School (red)
Statewide C Benchmark (yellow)

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	21.3	D	17.16	40
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 3rd graders improve over last year's 3rd graders?	5.8	A	9.23	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.2	A	13.97	20
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	15.3	F	10.00	20
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	7.5	A	9.05	10
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		1.00	5

Total Points

60.40

3 Year Average

53.1

C

Final School Grade		
75.0 to 100.0	**A**	
60.0 to 74.9	**B**	
50.0 to 59.9	**C**	
37.5 to 49.9	**D**	
0.0 to 37.4	**F**	

Overall Points chart: 100, 75, 50, 25, 0 — years 2011, 2012, 2013

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.
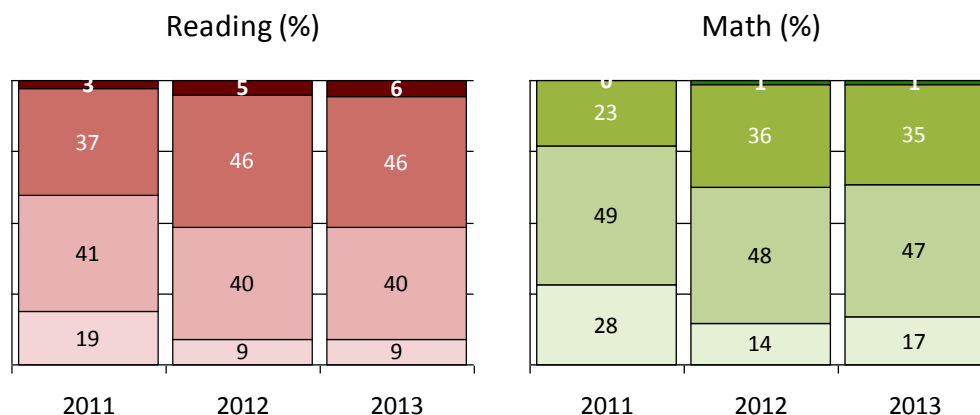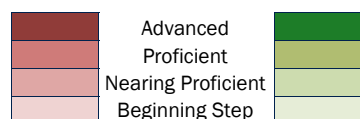
Current Standing

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 (%)	51.6	60.4	42.7	51.5	-	49.8	-	-	47.4	18.5	15.4	-
Proficient and Advanced (Pts)	6.47											
Value Added Model (Pts)	3.67											
Math												
Proficient and Advanced (%)	36.6	36.6	36.6	44.8	-	34.8	-	-	29.1	<2.0	14.3	-
Proficient and Advanced (Pts)	4.57											
Value Added Model (Pts)	2.45											

3 Year Summary

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

Legend:
- Advanced (dark red)
- Proficient (red)
- Nearing Proficient (light red)
- Beginning Step (lightest red)
- Advanced (dark green)
- Proficient (green)
- Nearing Proficient (light green)
- Beginning Step (lightest green)

Reading (%)

	2011	2012	2013
	3	5	6
	37	46	46
	41	40	40
	19	9	9

Math (%)

	2011	2012	2013
	0	1	1
	23	36	35
	49	48	47
	28	14	17

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	Reading	Math
Expected Growth (SS Points)	0.790	0.552
Points Earned	4.73	4.50

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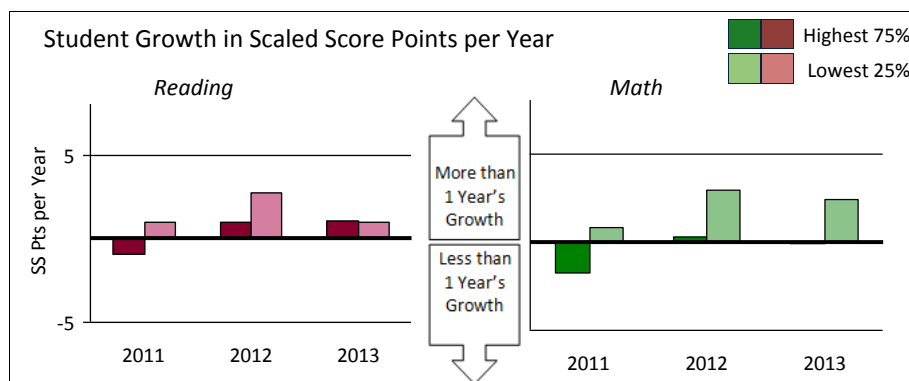
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- 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		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	From	To	From	To	From	To	From	To
Reading Growth																							
Highest 75% (SS/Yr)	1.1	-1.3	3.5	-1.3	3.5	-1.4	3.4	-1.3	3.4	-1.3	3.5	-0.8	3.9	-1.2	3.7	-1.3	3.5	-1.1	3.6	-1.3	3.4	-1.0	3.7
Highest 75% (Pts)	9.29																						
Lowest 25% (SS/Yr)	1.0	-0.3	4.4	-0.3	4.5	-0.5	4.2	-0.3	4.5	-0.3	4.5	-0.4	4.2	0.2	5.1	-0.3	4.4	-0.4	4.4	-0.5	4.3	-0.6	4.3
Lowest 25% (Pts)	0.20																						
Math Growth																							
Highest 75% (SS/Yr)	-0.1	-2.1	1.8	-2.0	1.9	-2.0	1.9	-2.3	1.6	-2.1	1.9	-2.4	1.5	-1.7	2.2	-2.2	1.8	-2.9	1.1	-2.3	1.7	-3.0	1.0
Highest 75% (Pts)	4.67																						
Lowest 25% (SS/Yr)	2.4	0.5	4.4	0.2	4.2	0.1	4.1	1.3	5.2	0.4	4.3	1.8	5.7	0.1	4.1	0.3	4.3	-0.2	3.7	0.2	4.2	-	-
Lowest 25% (Pts)	9.80																						

Student Growth in Scaled Score Points per Year

Reading   Math

Legend: Highest 75% / Lowest 25%

More than 1 Year's Growth / Less than 1 Year's Growth

Remaining Gap Between Highest and Lowest Performing Students in 2013

Scaled Score Differences	
Reading	15.5
Math	15.5

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)	96.0	96.0	96.0	96.5	96.0	95.8	-	94.7	95.6	96.0	97.1	-
OTL Attendance (Points)	5.05											
OTL Survey (Average Total Score)	36.0	35.2	36.8	36.4	35.1	35.8	37.7	37.7	36.3	34.5	36.4	30.6
OTL Survey (Points)	4.00											

OTL Survey Questions	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	3.2	3.3	3.2	3.5	3.2	3.7	3.2	3.3	3.3	3.4	3.8
2. My teacher explains why what we are learning is important.	3.7	3.6	3.8	3.7	3.3	3.7	3.7	3.6	3.8	4.0	3.0	2.8
3. My teacher explains how learning a new topic is a foundation for other topics.	3.1	3.1	3.1	3.3	2.7	3.0	4.0	3.7	3.2	2.8	3.2	2.6
4. Every student gets a chance to answer questions.	3.7	3.5	3.8	3.7	3.6	3.7	5.0	4.1	3.7	3.5	4.0	1.6
5. My teacher wants me to explain my answers.	4.0	4.0	4.1	4.1	4.5	4.0	4.3	3.6	4.0	3.5	4.5	3.0
6. My teacher knows when I understand, and when I do not.	3.6	3.5	3.7	3.5	3.7	3.6	3.0	4.1	3.6	3.1	3.7	3.2
7. My teacher explains things in different ways so everyone can understand.	4.0	3.9	4.1	4.0	3.3	4.1	3.3	3.7	3.9	3.8	4.3	3.8
8. My teacher gives me helpful feedback on work I turn in.	3.1	3.2	3.1	3.3	2.6	3.1	3.3	3.5	3.2	3.3	2.3	2.2
9. My teacher checks our understanding.	4.2	4.1	4.3	4.2	4.4	4.2	4.0	4.4	4.1	3.8	4.5	3.8
10. My teacher takes the time to summarize what we learn each day.	3.4	3.2	3.6	3.4	3.7	3.4	3.3	3.4	3.5	3.4	3.6	3.8

Color Key:
- 0 or 1, Low
- 2 or 3, Medium
- 4 or 5, High

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

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 (%)	99.3	98.6	100.0	100.0	-	100.0	-	-	100.0	-	-	
Math (%)	99.3	99.3	99.3	98.5	-	100.0	-	-	100.0	-	-	

Supplemental Information

Similar Schools

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

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

- Ranks High
- Ranks Mid
- Ranks Low

School Rank

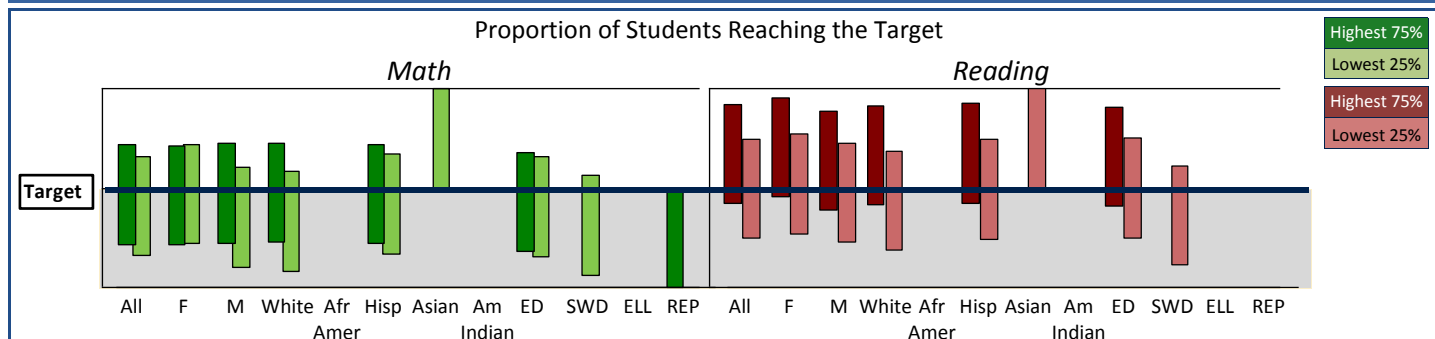|	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	4.7		9.6		75.4		66.3		10.1			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	44	(46)	29	(46)	32	(46)	37	(47)	32	(46)	40	(46)
School Growth	4	(46)	1	(46)	1	(46)	1	(47)	5	(46)	4	(46)
Student Growth, Highest 75%	4	(46)	2	(46)	2	(46)	2	(47)	2	(46)	3	(46)
Student Growth, Lowest 25%	9	(46)	14	(46)	13	(46)	15	(47)	13	(46)	6	(46)
Opportunity to Learn	36	(46)	31	(46)	31	(46)	33	(47)	30	(46)	37	(46)
Graduation	-	(46)	-	(46)	-	(46)	-	(47)	-	(46)	-	(46)
College and Career Readiness	-	(46)	-	(46)	-	(46)	-	(47)	-	(46)	-	(46)

School Growth Targets

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

		All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian					
Reading	Highest 75% (%)	84.4	90.8	77.5	83.1	-	84.9	-	-	81.4	-	-	-
Target 56.7%	Lowest 25% (%)	49.3	54.3	45.0	37.5	-	48.4	100.0	-	50.0	22.2	-	-
Math	Highest 75% (%	43.6	42.9	44.4	45.5	-	43.7	-	-	36.2	-	-	.0
Target 50.0%	Lowest 25% (%)	31.8	43.8	20.6	16.7	-	34.0	100.0	-	31.4	12.5	-	-

Graduation
Target 71.8%

For high schools graduation rates for the Cohort of 2012 are available on page 5.

Proportion of Students Reaching the Target

Legend: Highest 75%, Lowest 25% (Math); Highest 75%, Lowest 25% (Reading)

Math categories: All, F, M, White, Afr Amer, Hisp, Asian, Am Indian, ED, SWD, ELL, REP

Reading categories: All, F, M, White, Afr Amer, Hisp, Asian, Am Indian, ED, SWD, ELL, REP

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)	40.4	41.8	39.1	41.6	-	39.7	-	-	39.2	28.1	34.8	-
	2012 (Avg SS)	39.8	41.0	38.8	43.5	-	38.9	-	-	38.2	29.5	33.9	-
	2011 (Avg SS)	36.8	37.7	36.1	40.4	-	35.4	-	-	34.6	25.9	-	-
Math	2013 (Avg SS)	36.6	36.5	36.6	37.4	-	36.3	-	-	35.2	25.6	31.9	-
	2012 (Avg SS)	37.3	37.6	37.1	40.4	-	36.7	-	-	35.8	28.9	32.1	-
	2011 (Avg SS)	32.8	32.7	32.9	37.3	-	31.4	-	-	30.1	25.5	-	-

Student Promotion

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

Percent of students scoring Beginning Step (lowest) in the prior year that moved to a higher grade.	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 3 to Grade 4 (%)	>98.0	-	-	-	-	-	-	-	-	-	-	-
Grade 5 to Grade 6 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 to Grade 9 (%)	-	-	-	-	-	-	-	-	-	-	-	-

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.

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).