

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: March 16, 2018
- II. Item Title: Discussion and Possible Action on Charter School Amendment, Turquoise Trail Charter School
- III. Executive Summary and Proposed Motions:

Request and Rationale

Amendment 1:

Turquoise Trail Charter School (TTCS) requests to amend Section 8.01(a)(i) of the school's contract: Operational Structure.

The school's current contract states:

Authorized school grades: K-6

The school would like to change the contract language to:

Authorized school grades: K-8

The school states the following rationale for its request:

The enrollment change requested offers additional grades and an option for the school to increase future enrollment, thus serving more families (siblings) in the community as well as providing a smaller high quality Middle School for Santa Fe.

Amendment 2:

TTCS requests to amend Section 8.01(a)(i) of the school's contract: Operational Structure.

The school's current contract, as amended on June 15, 2017, states:

Enrollment cap: 490 in K-6.

The school would like to change the contract language to:

Enrollment cap: 840 in K-8

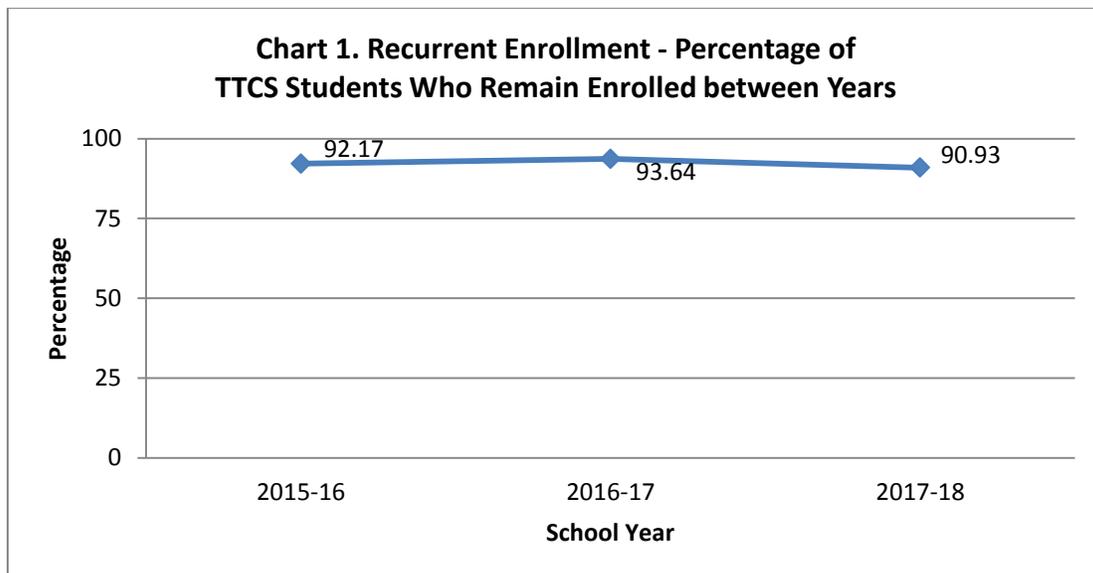
The school states the following rationale for its request:

The enrollment change requested offers additional grades and an option for the school to increase future enrollment, thus serving more families (siblings) in the community as well as providing a smaller high quality Middle School for Santa Fe.

School History and Recurrent Enrollment

Turquoise Trail Elementary School was built in 1990 as a district school. In 1994, Turquoise Trail was one school in the first group of three to become a charter school in New Mexico and remains to this day the only conversion charter school. In 2009, as part of the charter renewal process with the Santa Fe Public Schools, the name was changed to Turquoise Trail Charter School. In 2014, the school applied to the PEC for a state charter, was approved by the PEC, and is now in the third year under its current contract. The School's vision and mission focus on a continued commitment to the principles of student-centered learning and quality art and music programs.

The school is authorized to serve grades PK-6 and its enrollment capacity is 490. According to the 2016-17 End-of-Year STARS report, the school had 457 students enrolled at the end of SY17. TTCS student enrollment data demonstrates that 92.17% of the students who completed the school year in 2014-15 returned to the school in the 2015-16 school year. TTCS's student enrollment data demonstrates a slight increase with 93.64% of the students who completed the school year in 2015-16 returned to the school in the 2016-17 school year. The school saw a slight decrease in its recurrent enrollment for the SY18 year with 90.93% of eligible students returning to the school. TTCS has exceeded the PEC's recurrent enrollment target of 85% during the SY16, SY17, and SY18. See Chart 1, below.



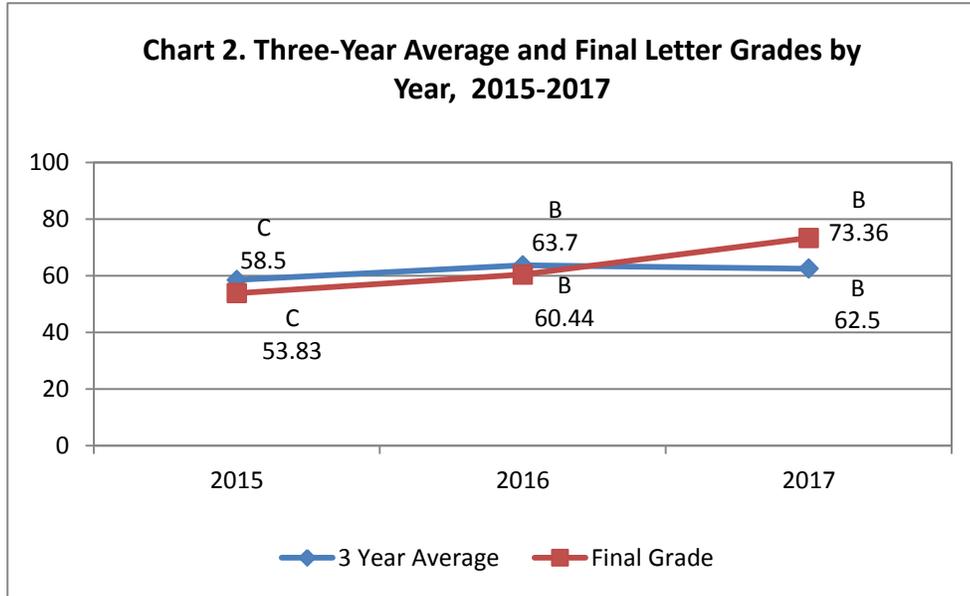
School Performance

The school earned an overall B grade in 2017 and a review of the school's academic performance demonstrates it has made steady and consistent growth school-wide over the past three years increasing by almost 20 points overall. When further aggregated, the school's data reveals achievement gaps in some student subgroups. Given that the amendment request relates to expanding grade levels and increasing enrollment capacity, it is important to not only consider the school's current academic performance but also the academic achievement gaps among student subgroups. This section provides an overview of school performance and provides analysis of various indicators from the school grade reporting. Chart 2, below, illustrates TTCS's three-year average grade and its overall school grade from 2015 through 2017.

The school's final grade demonstrates strong and consistent growth over the last three years (red line) whereas the three-year average grade has been relatively flat over the same period (blue line).

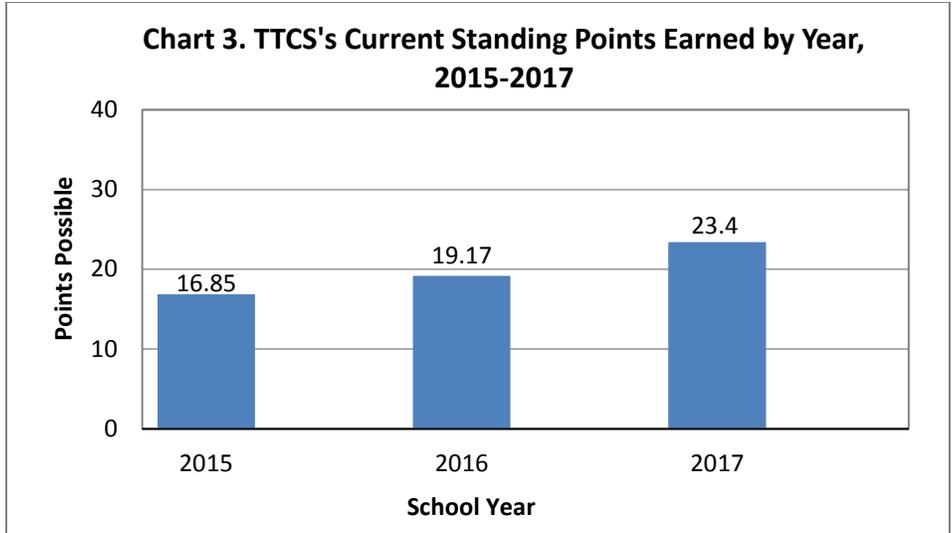
TTCS has earned the following school grades:

- In 2014-2015 the school grade was a C (53.83).
- In 2015-2016 the school grade was a B (60.44).
- In 2016-2017 the school grade was a B (73.36).



Current standing. This indicator accounts for the greatest portion of a school's overall grade, with up to 40 possible of the 100 points. This indicator is broken into four components: points for reading proficiency; points for growth in reading proficiency; points for math proficiency; and points for growth in math proficiency. In 2017, the points possible are as follows: 12.5 points for reading proficiency; 7.5 points for growth in reading proficiency; 12.5 points for math proficiency; and 7.5 points for growth in math proficiency.

Since 2015, TTCS has increased its current standing points earned by 6.55 points. Chart 3, below, illustrates the total points TTCS earned in the current standing indicator for the last three years.



Reading and math proficiency. In 2017, the statewide average reading proficiency was 28.6% and math proficiency was 19.7%. Overall, the school’s reading and math proficiency shows slight growth over the last three years. The school’s 2017 school grade indicates that 53% of TTCS’s students were proficient in reading and 32% of the school’s students were proficient in math, outperforming the statewide average in both academic subjects. Chart 4, below, illustrates the students’ academic proficiency percent rates in reading and math over the last three years.

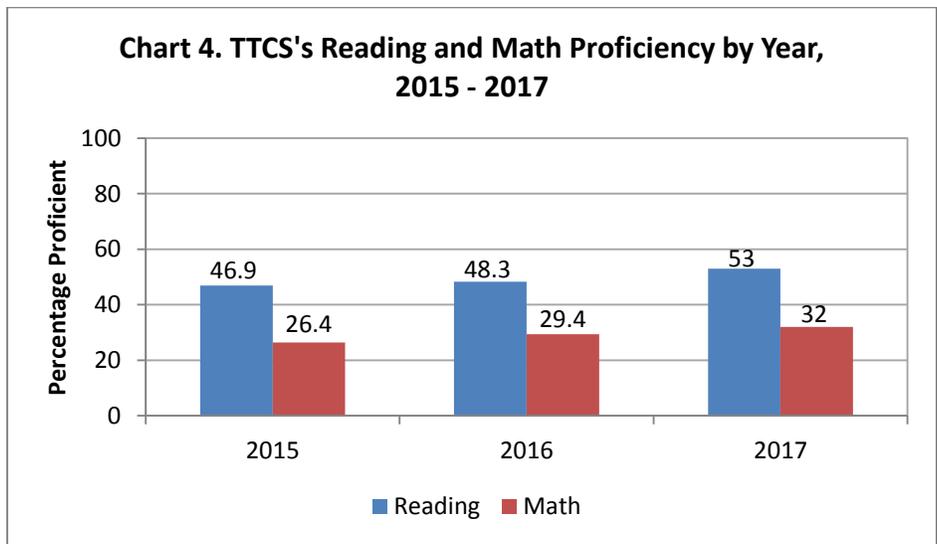
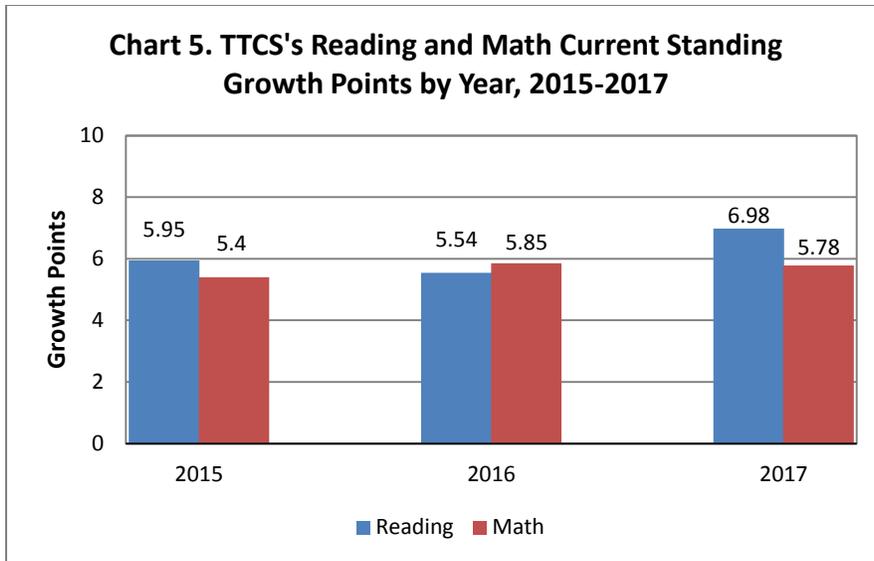
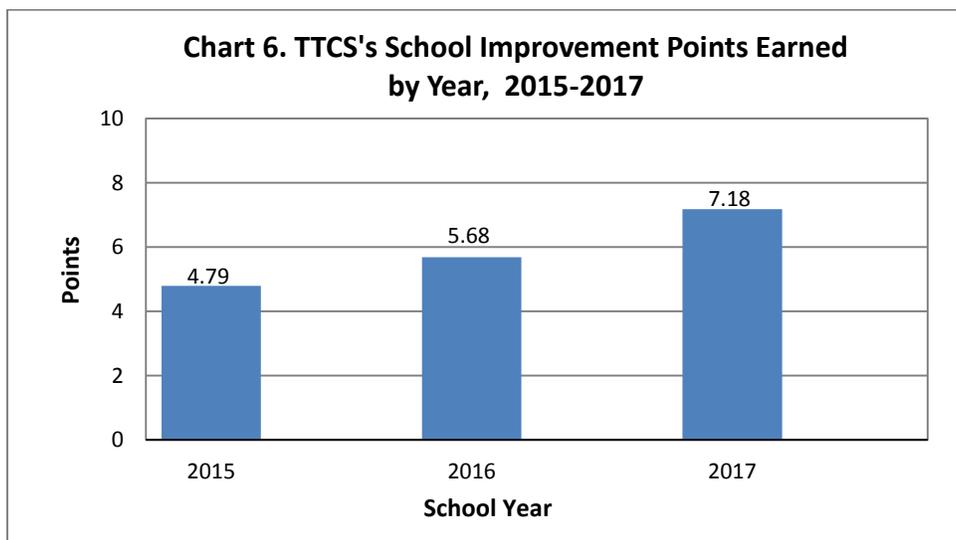


Chart 5, below, illustrates the reading and math growth points earned within the current standing indicator, (in 2017, 7.5 possible points for reading growth and 7.5 possible points for math growth). In 2017, TTCS earned 6.98 growth points in reading and 5.78 math growth points, respectively, for a total of 12.76 points out of the 20 possible points in current standing, earning just over half of the possible points.



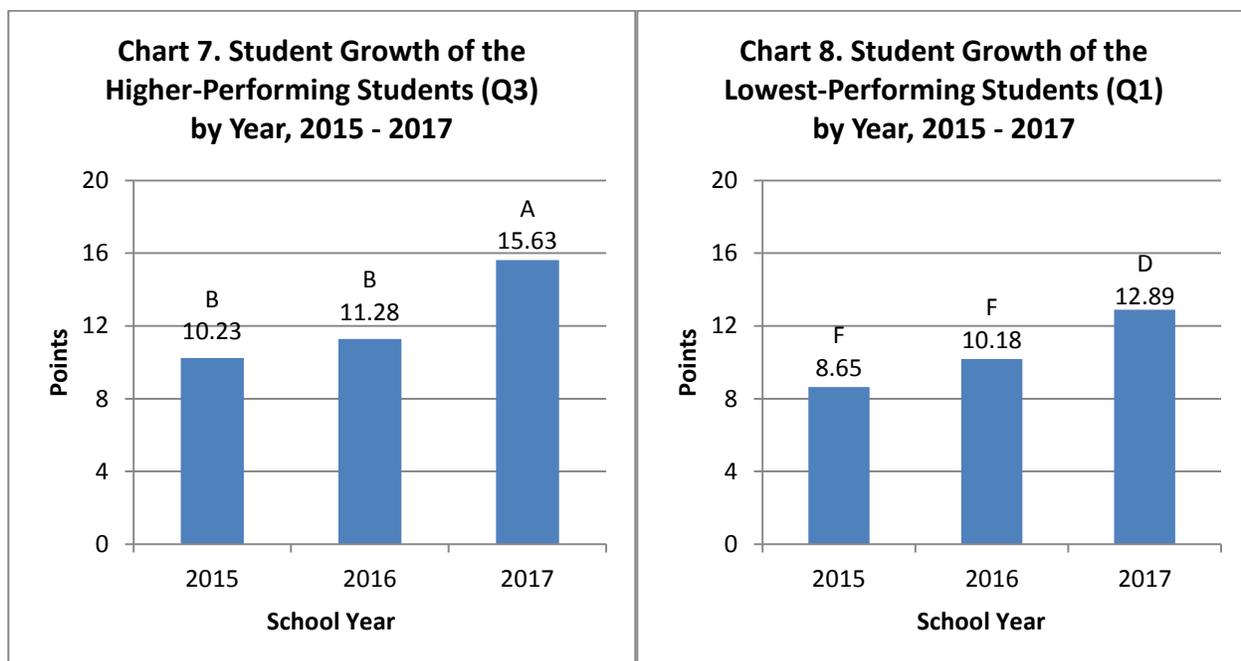
TTCS demonstrates some fluctuation in reading and math growth points earned over the last year. However, the school's data demonstrates slight reading and math growth from SY15 to SY17. If the school does not increase both its growth and proficiency in reading and math, the school may not sustain current results or could possibly see declining overall school grades.¹

School Improvement. This indicator accounts for a smaller portion of a school's overall grade, with up to 10 possible of the 100 points. This indicator measures the school-wide increase in academic performance. Chart 6 below, illustrates TTCS's upward growth pattern between school years.



¹ Currently, schools can earn up to 5 points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. Per the state's approved plan under the federal education law, the Every Student Succeed Act (ESSA), bonus points will factor into school grades for the last time in 2018, after which they will no longer be a component of the school grade.

Higher-performing and lowest-performing students. In the state’s school grade reporting, growth is also reported among the school’s higher-performing and its lower-performing students. Over the last three years, the school’s higher-performing students have far outperformed the state average of 7.2 out of the possible 20 points (on this indicator). See Chart 7, below. TTCS’s has also demonstrated slight growth in its lowest-performing students (just 4.24 points over the last two years), and the school continues to trail the state average of 15.3 points by over 2 points (on this indicator). See Chart 8, below.

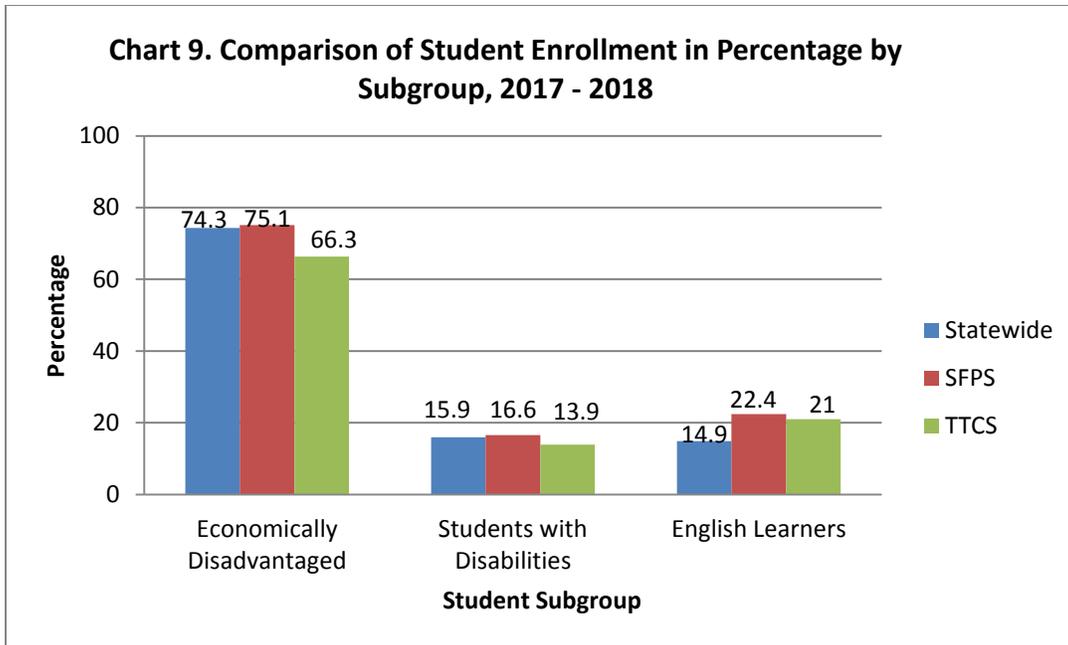


The school has improved its growth for its highest-performing and lowest-performing students. While the lowest-performing students indicator grade is only at a D, it should be noted that the school's growth indices in math and reading for its lowest-performing students are positive numbers, which indicates that the school is achieving greater than expected growth in both math and reading.

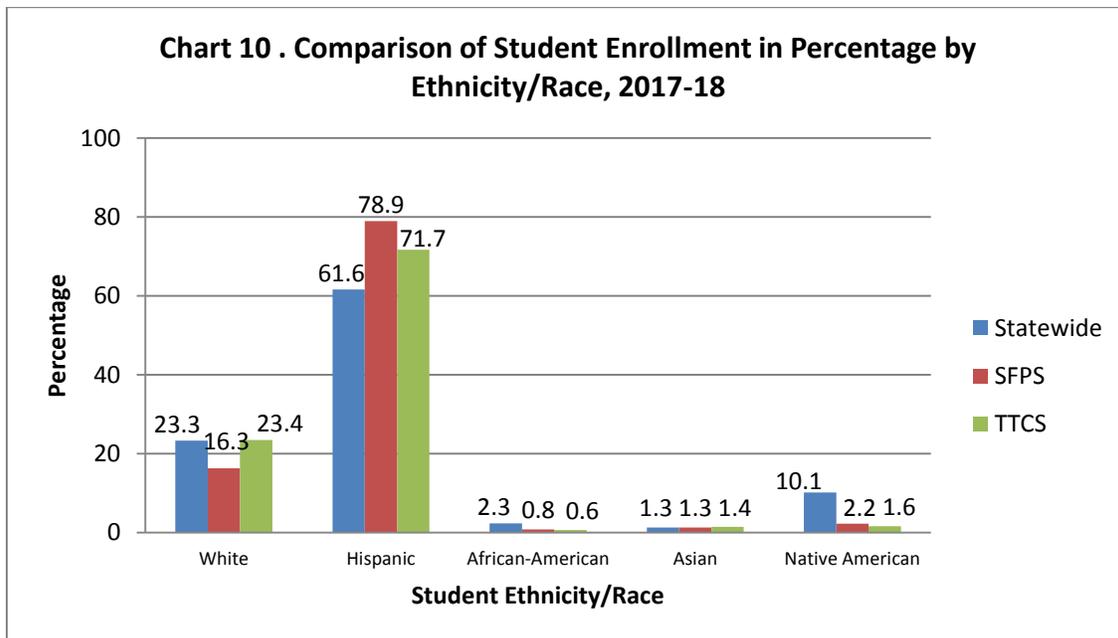
Student Enrollment and Academic Performance by Subgroup

Enrollment. While the previous section examined overall school performance, the following section notes differences in the school’s student subgroup demographics and academic performance. Student demographic data is compared to the state and local school district, Santa Fe Public Schools (SFPS). The school serves a fairly similar student demographic makeup when compared to the local area district, SFPS. The school serves a lower percentage of economically disadvantaged student population when compared to the state by almost 9%. The school serves a slightly lower percentage of students with disabilities or English learners (ELs) when compared to the district.

Chart 9 below, illustrates the similarities in student subgroup enrollment between the State, SFPS, and TTCS.

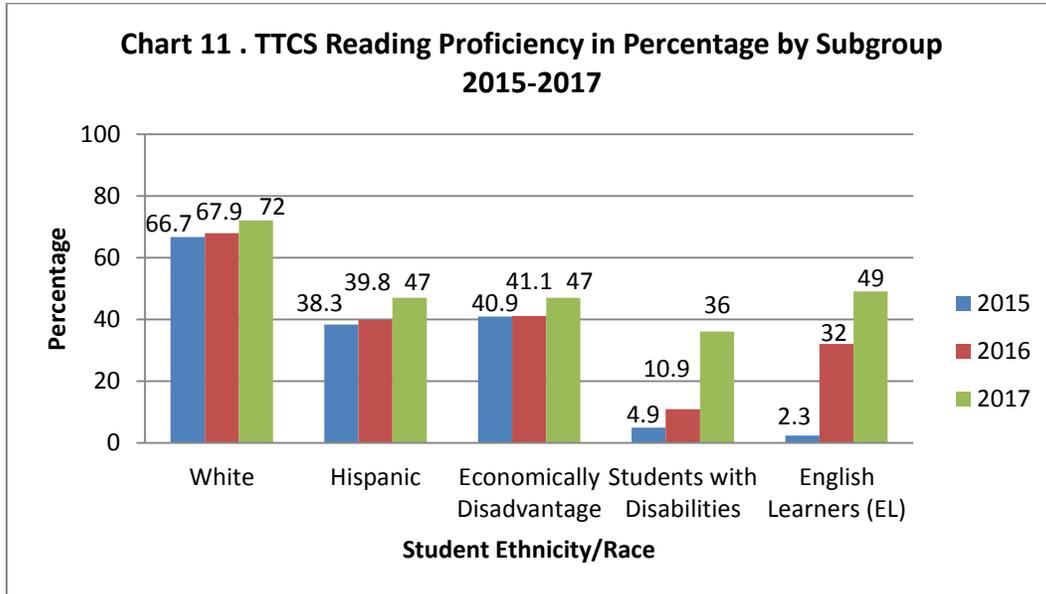


When comparing the student enrollment data, TTCS serves a student population that does not exactly mirror the local school district, but is not drastically different either. Whereas only 16.3% of the district's students are White, TTCS population of students is 23.4%, or 7% higher. Conversely, while the district's Hispanic student population is 78.9%, TTCS's is 7% less than that at 71.7%. See Chart 10, below.

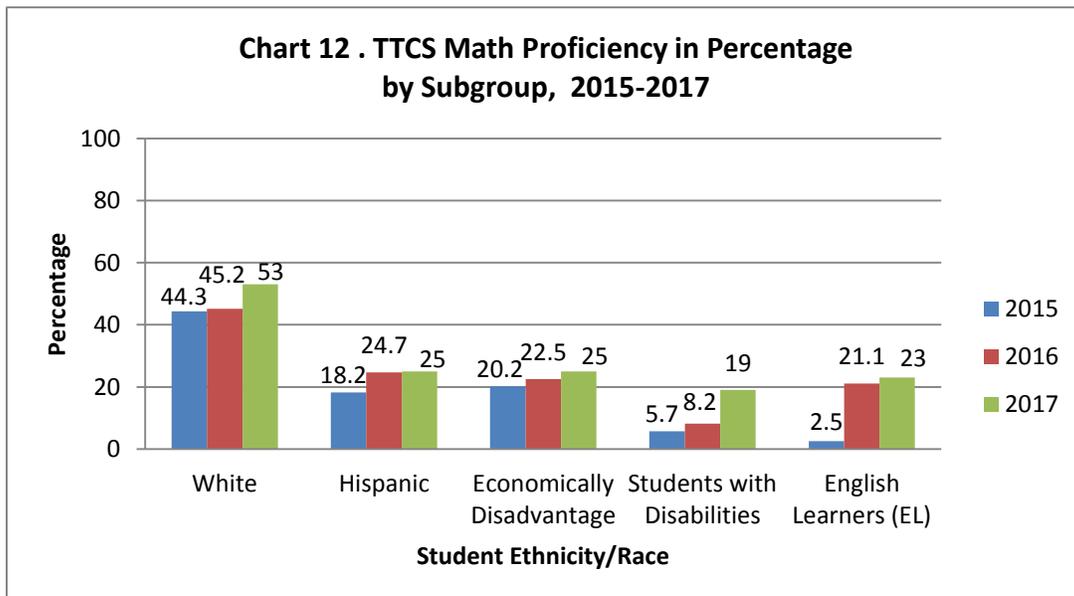


Academic performance. TTCS's data demonstrates upward growth for all subgroups across the three-year comparison. However, as the data is further disaggregated by subgroup, large achievement gaps across some student subgroups are revealed. Reading proficiency for White and Hispanic students consistently demonstrates 20% or more difference for the two groups over the last three years. While the school's data below indicates great strides with its students with disabilities, ELs, and economically

disadvantaged students, the school should review and address the discrepancies in reading proficiency for its student two main ethnic/racial subgroups, but also look at performance gap between its White students and all other subgroups by disaggregating its data further and engage in deep analysis. Chart 11, below.



Similarly, the data reveals discrepancies in math proficiency between the school’s student subgroups. At TTCS, the math proficiency of White students (53%) is more than doubled the math proficiency of Hispanic students (25%) in 2017. Furthermore, the data reveals this is a consistent trend for the school among all three years when comparing proficiency between the White and Hispanic student populations. While the school’s data below indicates important positive trends for its students with disabilities, ELs, and economically disadvantaged students, the school should nonetheless review and address the discrepancies in reading proficiency for its student two main ethnic/racial subgroups, but also look at performance gap between its White students and all other subgroups. See Chart 12, below.



Organizational Performance Evaluation

2016-2017 Performance Framework – Summary of Final Evaluation. To be rated as meeting the standard on its performance framework, a school must be found in compliance with all applicable statutes, regulations, Authorizer and PED policy related to the indicator and demonstrated such compliance during its annual site visit(s). Schools that are found non-compliant have those indicators flagged as concerns and notified of non-compliance (on site visit during exit meeting and then in Web-EPSS). In response, schools must provide the requested follow-up evidence and documentation demonstrating actions taken that result in compliance. If the conditions are met, the school's rating on the indicator is updated to *Working to Meet Standard*. Schools that do not institute remedies that result in compliance or prompt and sufficient movement toward compliance are rated as *Falls Far Below Standard*.

The Final evaluation of TTCS's 2016-2017 performance framework demonstrates the following final ratings: 18 indicators rates as *Meets Standard*; 5 indicators rated as *Working to Meet Standard*; 3 indicators rated as *Falls Far Below Standard*; and 2 indicators rated as *Not Applicable*.

Indicators rated as ***Falls Far Below Standard*** on the 2016-2017 Performance Framework are as follows:

- **No head administrator evaluation:** The school did not provide evidence it holds the school's leader accountable.
- **No parent notification for long-term substitutes:** The school did not provide evidence or a plan to ensure that parents are notified of their student(s) being taught by a long-term substitute.
- **No background check for school personnel:** The school did not provide evidence of a procedure to ensure *all* contracted school personnel maintain a background check in the school's files.

Additional Analysis on the Amendment Requests:

Amendment 1: Adding 7th and 8th grade. The school's rationale for requesting to amend its material terms to expand by two grade levels. Given the school is currently at its enrollment cap, to do so it would also need an increased enrollment cap. The school's rationale for expanding to include 7th and 8th grade is to "provide a high quality middle school option to the Santa Fe area families. The changes may potentially provide access to 7th and 8th grade students to current TTCS siblings and students in the Santa Fe area." At current enrollment (either 80th or 120th day data reported to the state), each grade serves approximately 60 students. Thus, to add 7th and 8th grades to include middle school and maintain uniformity across grade levels served, the school would need an additional 120 seats, which would put a new enrollment cap at 610 total students.

Amendment 2: Increasing student enrollment cap from 490 to 870. . The proposed request would grow the school by over 75% of its current enrollment cap. Related to the first amendment, the school's rationale for adding two grades and also dramatically increase its current enrollment cap by 380 students is the same—that doing both would "provide a high quality middle school option to the Santa Fe area families. The changes may potentially provide access to 7th and 8th grade students to current TTCS siblings and students in the Santa Fe area."

While the school has demonstrated strong and consistent *schoolwide* growth over the past three years

and has made important strides with its economically disadvantaged, English learners and students with disabilities, the school's data nevertheless also reveals large and persistent achievement gaps among student subgroups. Of particular concern is the school's reading and math proficiency gaps between its White and Hispanic students, which have remained significant and relatively unchanged over the last three years. Further, the growth for its lowest-performing students lags behind the state average even as its higher-performing students have improved modestly. Therefore, if the school endeavors to continue to improve outcomes for all of its students and provide a high-quality middle school option locally, it must conduct deep data analysis to address persistent performance gap among all its student subgroups.

Should the school meet the local demand and grow as a result of the proposed increase in the enrollment cap, the school will need to prepare not only for new 7th and 8th grade students, it must actually be ready to grow at all grade levels. With additional students, it will also need to carefully plan how it will improve to support the academic and language learning needs of all of its students.

Recommendations:

The school earned an overall grade of B in 2017 and has demonstrated an accepted level of academic performance through the state letter grades over the past three years. The PED recommends the approval of the both of the related amendment requests to:

- 1) expand to serve 7th and 8th grades; and
- 2) increase enrollment capacity from 490 to 840.

The CSD recommends the approval of both amendment requests with the condition the school obtains a facility that can accommodate the increase in enrollment and which is compliant with all statutory and regulatory requirements.

Proposed Motion on the Amendment Requests

Amendment 1:

- Move to approve the amendment request presented by Turquoise Trail Charter School to change its material terms with respect to operational structure by expanding to serve grade levels 7th and 8th because the school has demonstrated an accepted level of academic performance through the state letter grades over the past three years and can provide a high quality middle school option to the Santa Fe area families.
- Move to deny the amendment request presented by Turquoise Trail Charter School to change its material terms with respect to operational structure by expanding to serve grade levels 7th and 8th because [PEC to provide reason(s) that the request should be denied].

Amendment 2:

- Move to approve the amendment request presented by Turquoise Trail Charter School to

change its material terms with respect to operational structure by increasing its enrollment capacity from 490 to 840 because the school has demonstrated an accepted level of academic performance through the state letter grades over the past three years and can provide a high quality middle school option to the Santa Fe area families.

- Move to deny the amendment request presented by Turquoise Trail Charter School to change its material terms with respect to operational structure by increasing its enrollment capacity from 490 to 840 because [PEC to provide reason(s) that the request should be denied].

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Turquoise Trail Charter School

Date submitted: 2/13/2018 Contact Name: Floyd J. Trujillo E-mail ftujillo@ttschool.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Request #1: Grades served Part 1 Page #1	School is a K-6 Charter school	School is a K-8 Charter school	<i>The enrollment change requested offers additional grades and an option for the school to increase future enrollment, thus serving more families (siblings) in the community as well as providing a smaller high quality Middle School for Santa Fe.</i>	10/5/2017
Request #2: Enrollment cap, Part C, Page 4	K-6 Enrollment will be capped at 490 students* *(as amended May 2017)	K-8 Enrollment will be capped at 840 students.		

Original Signature of Governing Council President or Designee: _____



Date: 2/13/2018

Printed Name of Governing Council President or Designee: Floyd J. Trujillo

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.

Public Education Commission use only

Public Education Commission Chair: _____

Date: _____

APPROVED

DENIED

TURQUOISE TRAIL CHARTER SCHOOL – GOVERNANCE COUNCIL MEETING

October 5, 2017

AGENDA

*****AMENDED*****

I.	Call to Order A. Roll Call B. * Approval of Agenda	5:30 – 5:35	Floyd J. Trujillo
II.	* Approval of September Minutes	5:35 – 5:40	Council
III.	Public Forum	5:40 – 5:45	
IV.	* VOTE – BAR for lease award - \$307,570.00	5:45 – 5:50	Jenny Crysler
V.	* VOTE – Amendment to Restraint Policy	5:50 – 5:55	Ray Griffin
VI.	* VOTE – Information Technology (IT) plan	5:55 – 6:00	Floyd J. Trujillo
VII.	Facility Master Plan discussion	6:00 – 6:05	Jenny Crysler
VIII.	* VOTE - Submission of Charter Amendment to PEC: 1. Add 7 th & 8 th grades 2. Increase enrollment cap	6:05 – 6:20	Floyd J. Trujillo
IX.	Updates A. Head Administrator B. Business Manager C. Staff D. President	6:20 – 6:30	
X.	* Adjournment of Regular Session	6:30	

*****AMENDED*****

***Action Items**

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact Ray Griffin at (505) 986-4000 at least one week prior to the meeting or as soon as possible. If a Spanish interpreter is required, please contact Ray Griffin at least two days prior to the meeting or sooner. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact Ray Griffin at (505) 986-4000 if a summary or other type of accessible format is needed.

Turquoise Trail Charter School
Governance Council Special Meeting Minutes
October 5th, 2017

Members Present: Floyd Trujillo, Kevin Stack (by phone), Isabelle Sandoval, and Sammi Triolo (by phone)

Members Not Present: George Wallace, Kenney Valdez, Stephanie Slone

Non-voting Members Present: Jenny Crysler, Sharyn Gray, Jill Miyagawa and Ray Griffin

Also Present: Francesca Margaritondo

- I. **Call to Order – Open Session 5:38 p.m.** It was determined there was a quorum. Floyd Trujillo calls the meeting to order.
 - A. **Roll Call** – Introductions made
 - B. ***Approval of Agenda** - Motion made by Kevin Stack and seconded by Isabelle Sandoval to approve. Passed 4 - 0.

- II. **Approval of September minutes:** Motion from Isabelle Sandoval to approve as is and seconded by Floyd Trujillo. Passed 4 - 0

- III. **Public Forum – None**

- IV. ***Vote – BAR for lease award - \$307,570.00:** Award letter not received, motion made by Floyd Trujillo to table and seconded by Kevin Stack. Passed 4 - 0

- V. ***Vote – Amendment to Restraint Policy:** Recommended by admin to adopt changes to make sure we are up to date. The school had a specific training on this topic once the new guidelines came out. Discussion on whether ‘seclusion’ needs to be better described. Motion to approve as is made by Isabelle Sandoval and seconded by Floyd Trujillo. Roll call vote: Isabelle Sandoval: Aye, Sammi Triolo: Aye, Kevin Stack: Aye, Chair, Floyd Trujillo: Aye. Passed

VI. *Vote – Information Technology (IT) Plan: How IT is going to support the school’s strategic goal. The plan is keeping current equipment in classrooms and provides training and support for student and teacher use of technology in the classroom. Questions: How will equipment be distributed and used in the classroom, will admin be able to track this usage? How will this be shared with parents at home to assist children outside of the classroom? Are these programs aligned with common core? Answer: The implementation details are going to be discussed at the IT steering committee. These are basic plans; details are coming in the next discussions of the IT committee. These products must be aligned with common core per NM law. What is curriculum based professional development? This is for an in house person to look at curriculum the staff uses and work with them and see how it can be enhanced to improve child engagement. These costs are for this staff member and for resources they may recommend. This should be reevaluated every three years. What is network admin support? This is mostly for the company that supports the school with all technology, Internet, computers, phones etc. Motion made by Isabelle Sandoval and seconded by Kevin Stack to approve. Roll call vote: Isabelle Sandoval: Aye; Sammi Triolo: Aye; Kevin Stack: Aye; the Chair, Floyd Trujillo: Aye. None opposed. Passed

VII. Facility Master Plan discussion: This is a draft. Questions can be sent to Jenny or Ray if any come up.

VIII. * Vote – Submission of Charter Amendment: In order for things to go forward with the expansion, this form must be submitted. We are asking the PEC to allow us to have a 7-8 program and allow the higher enrollment cap this program will need. Typo to be fixed: “Request #3” becomes “Request #2”. Motion made by Sammi Triolo and seconded by Isabelle Sandoval to approve. Roll call vote: Sammi Triolo: Aye; Kevin Stack:, Aye; Isabelle Sandoval: Aye; Chair, Floyd Trujillo: Aye. None opposed, motion passes.

IX. Updates:

- a. Head Administrator. First Quarter approaching. Conferences and report cards coming up. Chronic shortage of substitute teachers, especially for SPED. Title change in 'difficult' students in the school. The 3 new teachers have been noticed by the outside observers as being excellent. 2 positions filled with long term subs, not ideal, but will work for now.
- b. Business Manager: Auditors left with several items to be reviewed by the audit committee. After reviewing these items, the committee will submit a response. The items are small, the audit went well. Meeting attended given by 'Aces'.
- c. Staff: Outside observations tend to put a damper on things and may affect especially the new teachers. Flaw in system is everything is restricted to the 30 minutes the observers are in each classroom. Not everything can be shown in the small block of time especially when compared to an entire year of teaching. The Principal does the next observations later in the year. Because he knows them better, scores tend to be higher. He will follow up with all teachers about outside observations.
- d. President: Money has been received for the expansion efforts. Moving forward with said efforts. Looking for advice on how to keep agendas within time constraint with extra items needed. Will be discussed at the next meeting. Wants to put faculty presentations on the next agenda. New members are coming on board, looking at training.

XIV. *Adjournment of Regular Session: Motion made by Isabelle Sandoval to adjourn and seconded by Sammi Triolo. Passed 4 – 0, adjourned 6:54pm.

APPROVED 11/2/17



Turquoise Trail Charter Elementary School

District: State Charter

Grade Range: PK - 6 Code: 566001

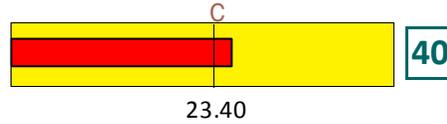
C - State benchmark established in 2012

Possible Points

This School Earned

Current Standing

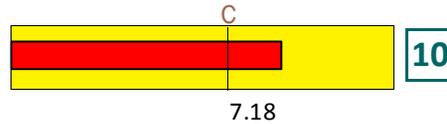
Are students performing on grade level? Did they improve more or less than expected?



C

School Improvement

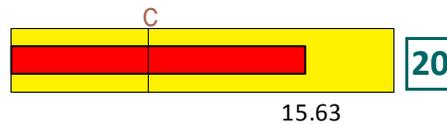
Is the school as a whole making academic progress?



B

Improvement of Higher-Performing Students

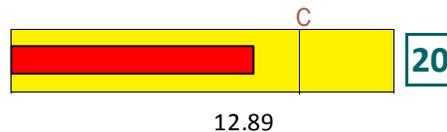
Are higher-performing students improving more or less than expected?



A

Improvement of Lowest-Performing Students

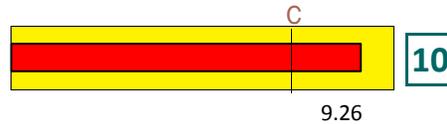
Are the lowest-performing students improving more or less than expected?



D

Opportunity to Learn

Do students and families believe their school is a good place to attend and learn?



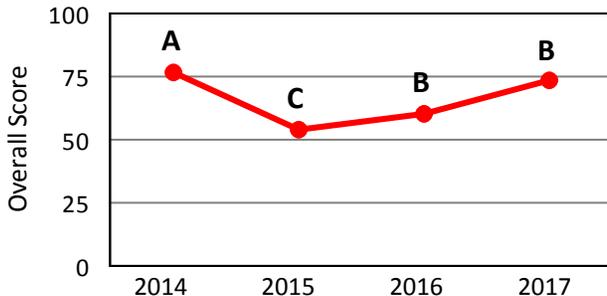
A

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 5.00

This School's History



Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher school grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

Final Points

Elementary and Middle Schools	
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

Elementary and middle schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

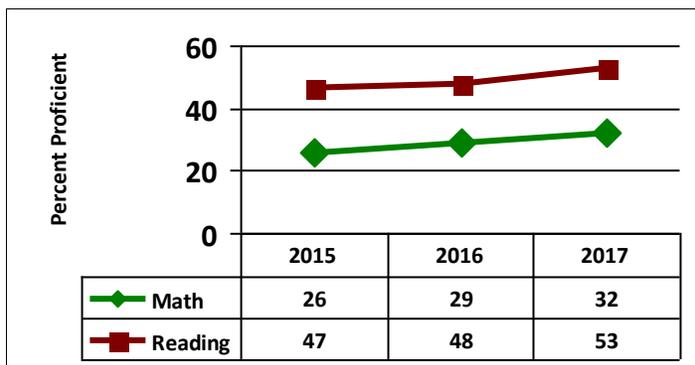
			Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
IStation	IStation (beginning 2017)	Early Literacy	KN-2

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<i>Reading</i>	Proficient (%)	53	56	49	72	-	47	-	-	47	36	49
	Points Proficiency	6.59										
	Points Student Growth	6.98										
<i>Math</i>	Proficient (%)	32	26	39	53	-	25	-	-	25	19	23
	Points Proficiency	4.03										
	Points Student Growth	5.78										



Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

School Improvement

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	<i>Reading</i>	<i>Math</i>
Growth Index	0.79	0.39
Points	3.93	3.25

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

Student Growth

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero This group performed higher than expected.

Near Zero This group performed as expected based on their academic history.

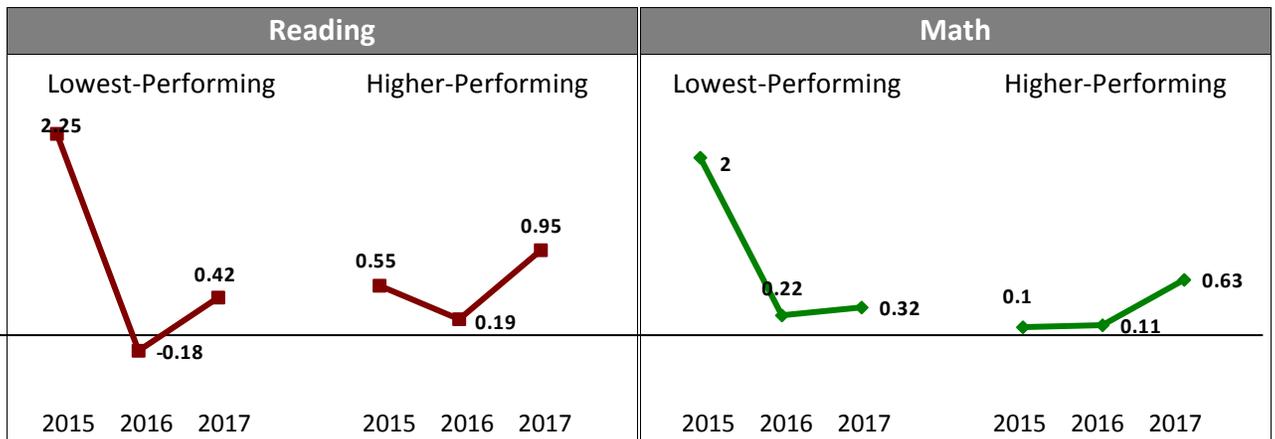
Below Zero This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing Points	0.95 8.29	0.14	0.08	0.08	-	0.11	-	-	0.14	0.21	0.31
Lowest-Performing Points	0.42 6.62	-0.09	0.24	-	-	0.09	-	-	0.04	0.30	0.28
Math Growth											
Higher-Performing Points	0.63 7.35	0.00	0.06	0.16	-	-0.03	-	-	-0.02	0.16	0.08
Lowest-Performing Points	0.32 6.27	0.11	0.11	-0.01	-	0.14	-	-	0.07	-0.17	0.29

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected



Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance		Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	93	93	93	93	96	93	94	91	92	91	94
Points	4.89										

Surveys

Score (Average) 39.29
 Points 4.37
 Number of Surveys 1545

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- Student and Parent Engagement
- Truancy Improvement
- Extracurricular Activities
- Using Technology

Participation

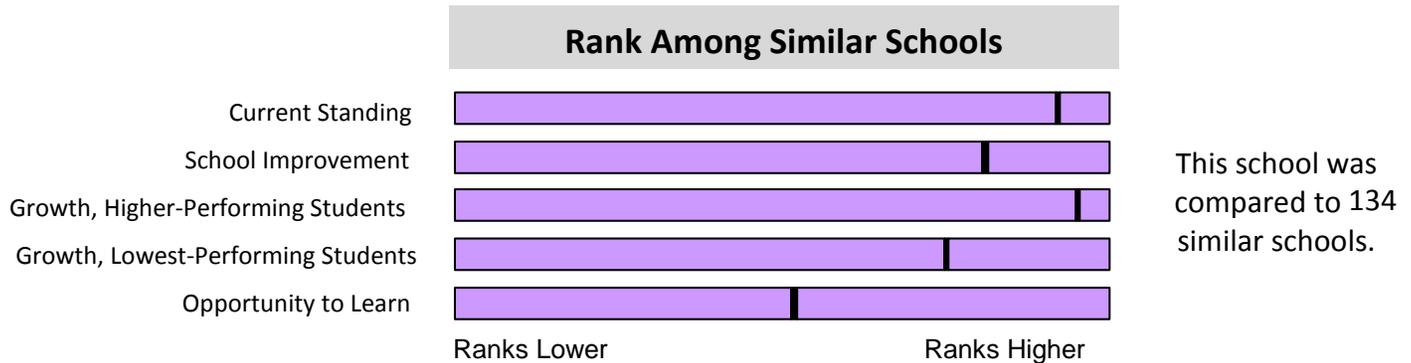
All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%) 98
 Math (%) 99

Additional Information

Similar Schools

This shows how an elementary school compares with other elementary schools, or how a middle school compares with other middle schools that have similar student demographics.



A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

School History Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2017 (%)	53	56	49	72	-	47	-	-	47	36	49
	2016 (%)	48	48	48	68	-	40	-	-	41	11	32
	2015 (%)	47	48	46	67	-	38	-	-	41	5	2
<i>Math Proficiency</i>	2017 (%)	32	26	39	53	-	25	-	-	25	19	23
	2016 (%)	29	28	31	45	-	25	-	-	23	8	21
	2015 (%)	26	24	29	44	-	18	-	-	20	6	3

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

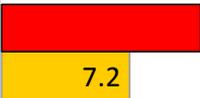
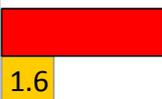
Schools that administered tests by computer received bonus points based on the number of students participating.

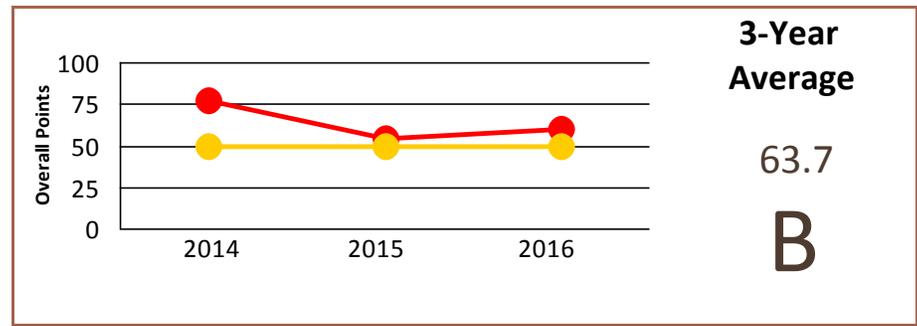
Turquoise Trail Charter Elementary School

District: State Charters

Grade Range: PK - 6 Code: 566001

■ This School
■ Statewide C Benchmark

Current Standing How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?		Grade	School Points	Possible Points
	21.3	C	19.17	40
School Growth Did the school as a whole improve student performance more or less than expected?		C	5.68	10
Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.		B	11.18	20
Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.		F	10.18	20
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?		A	9.23	10
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			5.00	5



Final School Grade		60.44
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	

Details of Each Grade Indicator

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

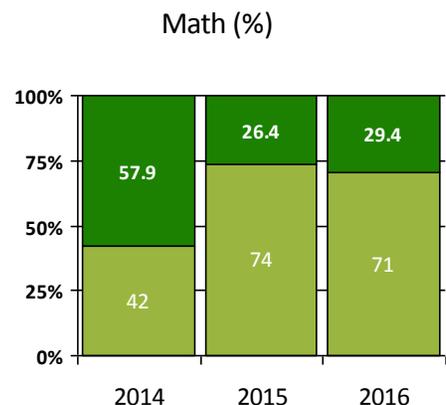
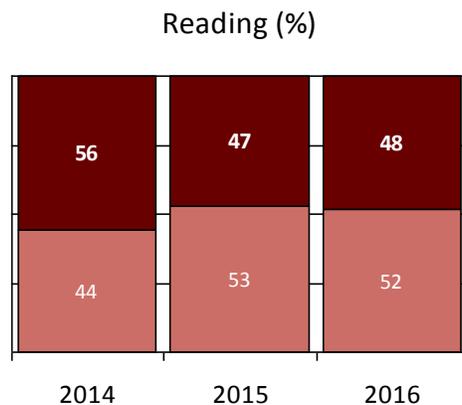
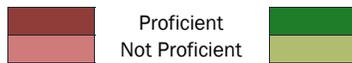
Current Standing

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	48.3	48.2	48.4	67.9	-	39.8	-	-	41.1	10.9	32.0
Proficient and Advanced (Pts)	4.83										
Value-Added Model (Pts)	5.54										
Math											
Proficient and Advanced (%)	29.4	28.0	31.0	45.2	-	24.7	-	-	22.5	8.2	21.1
Proficient and Advanced (Pts)	2.94										
Value-Added Model (Pts)	5.85										

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 the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

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

	<i>Reading</i>	<i>Math</i>
Value-Added Score	0.190	0.160
Points Earned	2.87	2.81

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

Student Growth

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

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

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

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<i>Reading Growth</i>											
Highest 75% (VAS)	0.19	0.02	-0.06	-0.03	0.94	-0.03	-0.03	-0.35	0.02	0.17	-0.04
Highest 75% (Pts)	5.75										
Lowest 25% (VAS)	-0.18	-0.05	-0.06	0.03	0.08	-0.06	-	0.56	-0.03	-0.10	0.04
Lowest 25% (Pts)	4.30										
<i>Math Growth</i>											
Highest 75% (VAS)	0.11	-0.02	0.05	0.11	0.78	-0.08	1.03	1.48	0.02	0.10	0.11
Highest 75% (Pts)	5.43										
Lowest 25% (VAS)	0.22	0.07	0.15	0.01	-0.62	0.13	-	0.62	0.03	0.10	0.02
Lowest 25% (Pts)	5.89										

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)	98.0	98	97	97	97	98	98	96	98	98	98
Attendance (Points)	5.13										

Survey (Average)	36.9	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	4.10	
Count of Surveys (N)	1,275	

Bonus Points

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

Student and Parent Engagement
 Truancy Improvement
 Extracurricular Activities
 Other

Participation

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

Reading (%)	98
Math (%)	98

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)	21.5		12.9		69.9		65.0		19.5			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	14	(46)	19	(45)	13	(45)	23	(45)	14	(46)	24	(46)
School Growth	20	(46)	22	(45)	17	(45)	25	(45)	19	(46)	25	(46)
Student Growth, Highest 75%	16	(46)	20	(45)	16	(45)	21	(45)	16	(46)	22	(46)
Student Growth, Lowest 25%	21	(46)	25	(45)	26	(45)	26	(45)	24	(46)	26	(46)
Opportunity to Learn	40	(46)	38	(45)	40	(45)	40	(45)	35	(46)	35	(46)

End Notes

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

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.



Final Grade
C

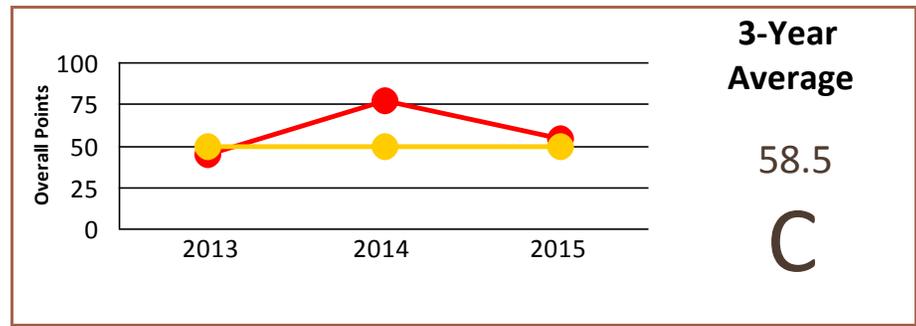
Turquoise Trail Elementary Charter

District: Santa Fe Public Schools

Grade Range: PK - 06 Code: 71155

This School ■
Statewide C Benchmark ■

		Grade	School Points	Possible Points
<p>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.</p>	<p>21.3</p>	D	16.85	40
<p>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?</p>	<p>5.8</p>	D	4.79	10
<p>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.</p>	<p>7.2</p>	B	10.23	20
<p>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.</p>	<p>15.3</p>	F	8.65	20
<p>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?</p>	<p>7.5</p>	A	9.03	10
<p>Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?</p>	<p>1.6</p>		4.28	5



Final School Grade	Total Points
75.0 to < 100.0	A
60.0 to < 75.0	B
50.0 to < 60.0	C
37.5 to < 50.0	D
0.0 to < 37.5	F
53.83	

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.

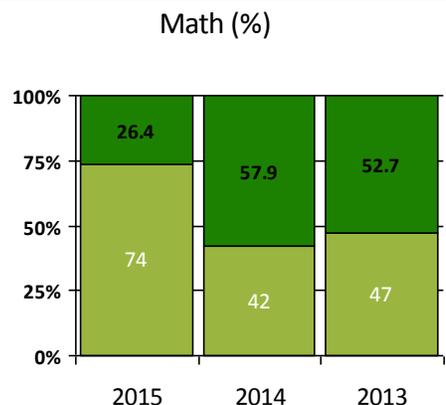
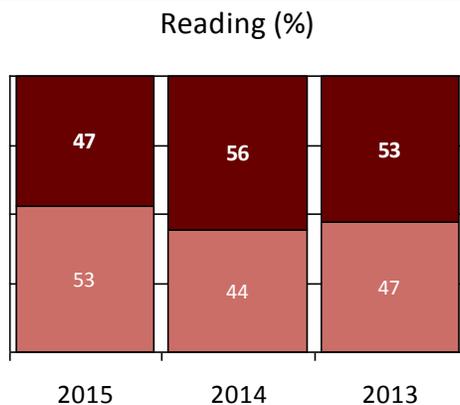
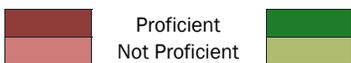
Current Standing

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 (%)	46.9	47.6	46.3	66.7	66.7	38.3	50.0	>98.0	40.9	4.9	2.3
Proficient and Advanced (Pts)	3.52										
Value Added Model (Pts)	5.95										
Math											
Proficient and Advanced (%)	26.4	24.4	28.8	44.3	33.3	18.2	33.3	80.0	20.2	5.7	2.5
Proficient and Advanced (Pts)	1.98										
Value Added Model (Pts)	5.40										

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 the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

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

	<i>Reading</i>	<i>Math</i>
Value Added Score	0.012	-0.115
Points Earned	2.52	2.27

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
<i>Reading Growth</i>											
Highest 75% (VAS)	0.02	-0.05	-0.05	0.13	-0.91	-0.15	0.29	0.25	-0.10	-0.09	-0.17
Highest 75% (Pts)	5.09										
Lowest 25% (VAS)	-0.07	-0.35	-0.04	-0.29	-1.14	-0.15	-	-	-0.13	-0.18	-0.21
Lowest 25% (Pts)	4.71										
<i>Math Growth</i>											
Highest 75% (VAS)	0.03	-0.12	-0.06	-0.03	0.20	-0.13	0.20	-0.10	-0.05	-0.08	0.31
Highest 75% (Pts)	5.14										
Lowest 25% (VAS)	-0.26	-0.19	-0.02	-0.51	-0.13	-0.06	-	-	-0.07	-0.34	0.01
Lowest 25% (Pts)	3.94										

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)	95.0	95.3	94.6	94.5	-	95.0	-	-	94.9	95.7	95.2
Attendance (Points)	5.00										

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.	<i>Reading</i>	NA
Survey (Points)	4.0		<i>Math</i>	NA
Count of Surveys (N)	670		<i>General</i>	36.3

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 (%) 98

Math (%) 97

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)	12.9		14.6		74.3		69.3		13.3			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	22	(46)	25	(44)	22	(45)	26	(45)	25	(45)	21	(45)
School Growth	22	(46)	28	(44)	20	(45)	27	(45)	23	(45)	22	(45)
Student Growth, Highest 75%	23	(46)	26	(44)	25	(45)	25	(45)	25	(45)	23	(45)
Student Growth, Lowest 25%	25	(46)	31	(44)	27	(45)	33	(45)	30	(45)	31	(45)
Opportunity to Learn	39	(46)	37	(45)	37	(46)	34	(46)	37	(46)	36	(45)

School Growth Targets

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

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

School History

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	46.9	47.6	46.3	66.7	66.7	38.3	50.0	>98.0	40.9	4.9	2.3
	2014 (%)	56.0	62.2	48.8	77.8		46.7			46.6	16.1	26.9
	2013 (%)	53.1	58.4	47.8	73.0		45.5			46.5	12.7	26.0
<i>Math Proficiency</i>	2015 (%)	26.4	24.4	28.8	44.3	33.3	18.2	33.3	80.0	20.2	5.7	2.5
	2014 (%)	57.9	59.5	56.0	76.2		50.3			50.6	17.9	28.8
	2013 (%)	52.7	54.0	51.5	68.3		46.0			48.0	16.4	24.0

Student Promotion

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

Percent of students scoring Beginning Step (lowest) in the prior year 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	-	-	-	-	>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 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.