



New Mexico Connections Academy (NMCA)
Response to the 2017 Public Education Department (PED)
Preliminary Analysis of Renewal Application (Part B – E)

Submitted to:

State of New Mexico
Public Education Department
300 Don Gaspar
Santa Fe, NM 87501-2786

Submitted on:

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Table of Contents

Response	1
Statutory Requirements for Charter School Non-Renewal	2
Part B, Section 1a, A – F Letter Grades, is “Failing to Demonstrate Progress.”	4
Part B, Section 1b, School Specific Charter Goals, is “Failing to Demonstrate Progress.”	6
Financial Compliance, Subsection a, is “Approaching Progress.”	6
Financial Compliance, Subsection b, is “Meets Standard.”	7
Financial Compliance, Subsection c, is “Meets Standard.”	7
Charter Material Terms, Subsection a, is “Approaching Progress.”	7
Organizational Performance Framework, Subsection b, is “Approaching Progress.”	8
Organizational Performance Framework, Subsection c, is “Demonstrates Substantial Progress.”	8
Part C: Financial Statement.....	9
Part D: Petition of Support.....	9
Part E: Description of the Charter School Facilities and Assurances	9

Included Attachments

- Attachment A – Letters of Support from NMCA Teachers
- Attachment B – Addendum to the School Improvement Plan

Response

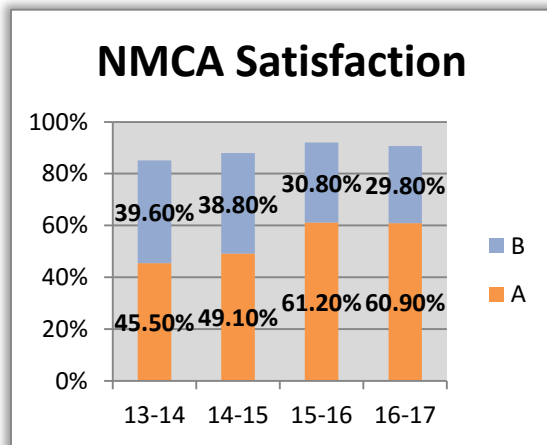
We respectfully request that this response be provided to the Public Education Commission (PEC) in its entirety.

New Mexico students deserve options, a basic premise that led our Governing Council to found New Mexico Connections Academy (NMCA). Before New Mexico allowed full-time online public schools, some students were constrained by the brick and mortar model, which is not always the best fit.

Students enroll in NMCA because something is not working for them in the traditional school setting. Over half of new students at NMCA enroll credit deficient (53% in 2016-17) and many enroll as a last resort, having exhausted the available brick-and-mortar options. Nearly 20% of students have enrolled in response to bullying in their prior school. This “cluster” of students is usually struggling academically and is highly mobile. We hope the PEC will consider that NMCA is often the final option to dropping out.

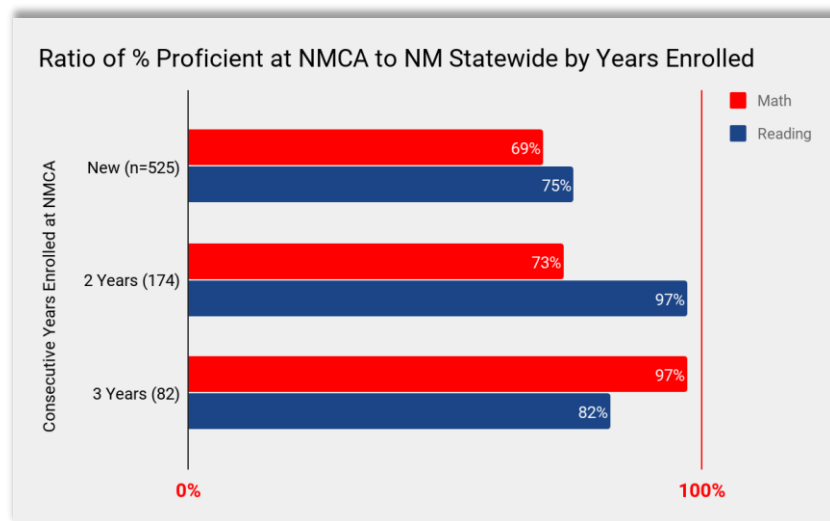
As a public school, we enroll everyone who wishes to attend. While full-time online learning is not the best fit for everyone and the overall academic results have been mixed, many students are succeeding in school for the first time. Moreover, almost all the families deeply appreciate having NMCA as an option. Approximately 91% of families rated their satisfaction NMCA as an “A” or “B” in the 2016-17 survey. This rating has never been below 85%.

Figure 1. NMCA Parent Satisfaction



Assessment data demonstrates that students who stay enrolled with us for a longer period perform better over time. Although the Public Education Department (PED) argues “this is not how performance is measured,” it is key to understanding our students and our school’s overall performance.

Figure 2. Ratio of Percentage of Proficient Students at NMCA



As noted in the renewal application, AdvancEd Source reported on a study titled “*Challenges in Measuring Online School Performance*” written by Barbara Dreyer, founder and former CEO of Connections Education. The study highlighted several factors that adversely affected the performance of students in virtual schools, including:

- “The timing of a student’s enrollment in a full-time virtual school impacts the student’s state test score performance.”
- “A statistically significant relationship exists between a student’s household income level and test performance.”
- “Family engagement with the decision to enroll in a virtual school has a positive influence on academic performance.”

The school has grown quickly and over half of our students enroll after the official first day of school. The number of new students enrolled at NMCA between 2014-15 and 2016-17 increased by 76.4% (from 976 to 1,722). A student’s first year is often hectic as he or she learns our system, learns how to learn online, and works to catch up with his or her peers. Longer-term performance removes these initially-confounding factors and distills the impact our school can have for students.

In short, we have more work to do to better serve an important student population that faces real challenges and typically enrolls late and behind on credits, but the fact that there is room for improvement should not and does not detract from the fact that, despite the school’s low letter grade, NMCA has met nearly every other student performance measure set out in the PEC’s charter contract with the school.

Statutory Requirements for Charter School Non-Renewal

The Charter School Division’s (CSD) analysis compares NMCA to other schools, questions the alignment among our other charter contract goals and PARCC, and points to school goals that NMCA met but has not improved upon. These are “moving goalposts.” We hope the PEC will evaluate our renewal application and charter goals against the statutory requirements for charter school non-renewal and the

measures set forth in the PEC's charter contract with the school, rather than the other new criteria that CSD applied into the analysis.

The statutory standards for charter school nonrenewal against which renewal applications are analyzed by the PEC are set forth in NMSA 1978 §22-8B-12(K)¹:

A charter may be suspended, revoked or not renewed by the chartering authority if the chartering authority determines that the charter school did any of the following:

- Committed a material violation of any of the conditions, standards or procedures set forth in the charter contract;
- Failed to meet or make substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract;
- Failed to meet generally accepted standards of fiscal management; or
- Violated any provision of law from which the charter school was not specifically exempted.

The PEC's charter contract with the school makes clear that, for renewal purposes, the school's performance is to be evaluated against the goals and standards identified in the charter contract performance frameworks. The school letter grade is but one of eight goals and measures in that agreed-upon framework.

Our renewal application demonstrates that NMCA:

- has not committed material violations of the charter contract;
- has met or made substantial progress toward the student performance standards identified in the charter contract (six of eight goals met over course of charter; on an annual basis, 24 of 32 goals met), as shown in Figure 3;
- has met generally accepted standards of fiscal management; and
- has not violated any provision of law.

Figure 3. Charter Goals Met

Charter Goals	2013-14	2014-15	2015-16	2106-17
The Public Education Department, pursuant to NMSA 22-2E-1, et seq., annually assign a letter grade of A, B, C, D or F to each public school pursuant to criteria established by department rules. In addition, pursuant to NMSA 22-2E-4(D) and (F), it has been established that a letter grade of D or F does not meet the standards of excellence. To meet an acceptable level of performance, a school must earn a grade of C or better for two consecutive years. NMSA 22-2E-45(E).	Does Not Meet Standard	Meets Standard	Falls Far Below Standard	Falls Far Below Standard
2.a. All full academic year students for grades 4-8 will maximize their potential in one academic year by applying strategies and skills as addressed on the Longitudinal Evaluation of Academic Progress® (LEAP) in reading.	Meets Standard	Meets Standard	Does Not Meet Standard	Falls Far Below Standard
2.b. All full academic year students for grades 4 thru 8 will maximize their potential in one academic year by applying strategies and skills as addressed on the Longitudinal Evaluation of Academic Progress® (LEAP) in math.	Meets Standard	Meets Standard	Meets Standard	Meets Standard

¹ <http://codes.findlaw.com/nm/chapter-22-public-schools/nm-st-sect-22-8b-12.html>

Charter Goals	2013-14	2014-15	2015-16	2106-17
2.c. All full academic year students in grades 9-12 will maximize their potential and meet the highest performance standards by earning a minimum of 6 credits for the school year or, if taking fewer than 6, all of the credits in which they are enrolled.	Meets Standard	Does Not Meet Standards	Exceeds standards	Meets Standard
2.d. All students who are eligible will be strongly encouraged to enroll in advanced STEM courses.	Exceeds standards	Meets Standard	Meets Standard	Meets Standard
3.a. Parents, guardians and adult students will be satisfied with New Mexico Connections Academy as measured by the Annual Connections Parent Satisfaction Survey, which will be in addition to that required by state law, rule or regulation.	Meets Standard	Meets Standard	Exceeds standards	Exceeds standards
3.b. Parents, guardians of students and adult students enrolled during the Annual Connections Parent Satisfaction Survey window will complete the survey.	Exceeds standards	Exceeds standards	Exceeds standards	Meets Standard
3.c. All Learning Coaches of full academic year students will have at least two conference meetings with a New Mexico certified teacher to discuss academic goals and progress of the student, and to update the student's Personalized Learning Plan (PLP).	Does Not Meet Standards	Does Not Meet Standards	Meets Standard	Meets Standard

NMCA provides its response to particular portions of the CSD's Preliminary Analysis herein.

Part B, Section 1a, A – F Letter Grades, is “Failing to Demonstrate Progress.”

CSD identifies three key issues in its Preliminary Analysis:

1. Participation rate on state testing,
2. Comparison to other schools, and
3. Evidence of Professional Learning Communities (PLCs).

Participation Rate on State Testing

CSD noted, “NMCA’s letter grades were reduced by [a] letter grade in the last four years (2014 – 2017) because it failed to test 95% of eligible students.” The CSD also contends that had additional students been tested, the results would be unknowable.

NMCA missed achieving 95% participation in the first two years by approximately a dozen students overall. These students were unlikely to swing the school’s rates but, as the CSD points out, they had a major impact on our average school grade (C-D-F-F instead of B-C-F-D). For this reason, testing 95% is a major initiative and focus of NMCA’s additional spending, as detailed in the renewal application. The 95% testing requirement has been an issue for nearly every district over the years, and is a greater challenge for NMCA given that students have to travel to special testing sites. Although NMCA always took the position with parents that opting out was not an option, only recently has PED clarified that parents cannot “opt-out” their student from testing. We expect that this clarification will help all schools with this percentage requirement in the future.

The CSD has also claimed that LEAP, PARCC proficiency rates, and the school grade are misaligned, with “proficiency rates on LEAP far exceed[ing] PARCC by as much as 21%.”

The CSD is drawing an inappropriate connection between LEAP and PARCC. There is no requirement in the charter contract/framework that there be alignment between the school grade metric (which involves PARCC as a part of its measures) and the other framework goals utilizing LEAP. It is improper to attempt to detract from the NMCA’s performance in LEAP testing by attempting to compare it with

PARCC; the LEAP measures are supplemental indicators that both parties to this contract agreed upon as additional performance measures.

Even if the results could be compared, this finding further highlights the importance of increasing PARCC test participation. While LEAP performances indicate that far more students would be proficient on PARCC, not all students assessed with LEAP participated in state testing. This not only greatly reduced the ability for LEAP to predict state test performance, but it also suggests that scores could have been higher (based on LEAP) had more students tested.

Comparison to Other Schools

We are unclear on what basis the PED chose comparison schools for this section. Comparison with other schools is not part of the statutory framework or our charter contract. Charters and their goals differ by design and for that reason, NMCA must be compared against its contract goals rather than against other schools. In most, if not all cases, the only common framework public schools have is the A-F rating. Even so, the charter contracts make clear that such a rating is only part of each charter's performance picture. Further, besides New Mexico Virtual Academy and Pecos Connections Academy, there are no other full-time, online-only public schools in the state. E-Academy, Taos Cyber, and the other "comparisons" all utilize blended learning, a very different model which typically serves a more traditional student population.

Moreover, NMCA has the highest state-reported mobility at 67.7%, which is twice the state average of 33.2% -- resulting in those adjustments on the scorecard and Value Added Measure (VAM) comparisons are unlikely to create parity.² A third of our students have changed schools more frequently than the expected promotions would predict. Our renewal application has a lengthy discussion of this unique characteristic of virtual schools, concluding, "Virtual schools do not make students mobile. Mobile students enroll in virtual schools."

We have also twice submitted evidence, with the renewal application and in response to the PED's Part A narrative, that our student body is more diverse than the PED's numbers suggest. From our response to Part A, "By the end of the 2016-17 school year, 21% students had an IEP or 504 Plan and at least 51% qualified for free or reduced-price meals. Since we do not serve food, 12% refused to report, so our actual number is certainly much higher." Regardless of this evidence, research has found that virtual schools tend to be similar to brick and mortar schools on traditional demographic measures, but virtual students are more likely to have been retained in the prior grade (Fordham Institute, 2016).

Evidence of Professional Learning Communities (PLCs)

The CSD claims that NMCA has not provided "specific data to demonstrate the relevance and effectiveness of the PLC actions." In Attachment B of this response, we propose some new approaches to professional development and welcome a deeper conversation at the PEC hearing.

²<https://aae.ped.state.nm.us/SchoolGradingLinks/1516/TECHNICAL%20ASSISTANCE%20FOR%20EDUCATORS/School%20Grading%20FAQs.pdf>

Part B, Section 1b, School Specific Charter Goals, is “Failing to Demonstrate Progress.”

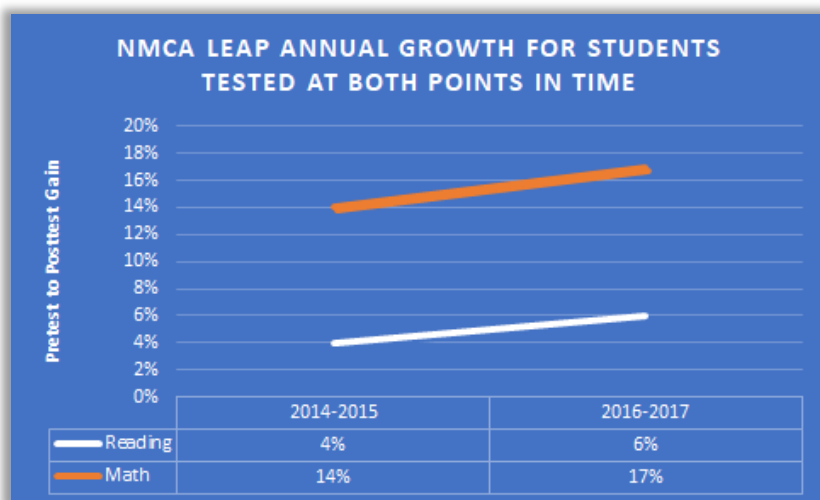
We dispute that NMCA is “failing to demonstrate progress” on its school-specific charter goals. We did not meet all school-specific goals in each year of the charter contract. However, there are 28 potential benchmarks (seven goals for each of the four years) and we met or almost met all of them.

NMCA has met 24 of 32 annual goals throughout the term of the charter. In 2016-17, we missed only one school specific charter goal, LEAP Reading.

The CSD reports that, “The data indicates in both math and reading that over the past three years performance on both math and reading LEAP has declined.”

Because 70-78% of NMCA students are new each year, comparisons across years are based on different students. When we look at performance over time for the same students tested twice in a year, we see that annual growth (pre-test to post-test) has increased over time in reading and math. This demonstrates an increase in the rate of growth, or evidence that students who took both a pretest and posttest in 2016-17 learned more than those students who took both a pre-test and post-test in 2014-15.

Figure 4. NMCA Leap Annual Growth



Our record on these school specific goals shows we are fulfilling our mission in important ways. We have diligently improved upon and successfully met nearly all of our goals from the contract as negotiated with the PEC, which demonstrates we are meeting or making substantial progress in this section.

Financial Compliance, Subsection a, is “Approaching Progress.”

Although the CSD notes that “the number of audit findings has decreased over the past three years” and that “there appears to be some progress in this area,” the CSD lowered our rating in this area because “implementation could not be fully confirmed for the audit findings addressed in the narrative, either because no documentation was provided, documentation was incomplete, or the individuals interviewed provided no specificity or detail.”

The details may be found in the audit, which was provided to the PED. three audit findings for the last fiscal year were for \$1.00, \$5.00, and a missing background check for an employee no longer with the school. The matters were addressed to the auditor's and to the PED's satisfaction. These very limited findings demonstrate that goals were met or, at the very least, substantial progress was made in this regard. These findings, and the fact that there were findings at all, certainly does not mean that generally accepted standards of fiscal management were not met. The Office of the State Auditor in its Fiscal Year 2016 "Summary of New Mexico's Governmental Financial Audits" showed findings in 70% of the audits for public schools.

A major challenge with regard to prior repeat findings noted in FY 2014 and FY 2015 was that these audits were done simultaneously, due to New Mexico firing its auditors in 2015. This allowed some findings to repeat between years while our school was still in the process of addressing the findings; nearly all other schools experienced the same issue.

We have meticulously documented the findings, responses, and actions for prevention in our renewal application and will be happy to discuss evidence of fidelity in implementation and generally accepted standards of fiscal management. If there are still concerns, as with the PLCs, we will revisit these issues at the PEC hearing and continue the conversation.

Financial Compliance, Subsection b, is "Meets Standard."

We agree.

Financial Compliance, Subsection c, is "Meets Standard."

We agree.

Charter Material Terms, Subsection a, is "Approaching Progress."

The CSD identified only three issues among our many charter material terms:

1. Guest speakers,
2. The STEM Academy, and
3. Evidence of PLCs.

Guest Speakers

The PED states that in the 2014-15 school year, NMCA did not provide evidence of guest speakers and therefore did not fulfill this material term. From interviews at the last site visit, "the PED team was able to verify that guest speakers were included in courses that students had or were currently taking" so the "material term that the school failed to meet in 2014-2015 was remedied although no mention of it was included in the narrative." Despite not mentioning the remedy, we have met this standard.

The STEM Academy

Although an interviewee at the site visit did not "[seem] familiar with the term [STEM Academy]," in our renewal application we listed the 40+ STEM courses, STEM clubs, and many outside STEM opportunities that NMCA offers. As demonstrated in our school specific charter goal 2(b), we have succeeded in our effort to extend STEM opportunities to all NMCA students.

We would be happy to offer a contract amendment to alter the school-within-a-school language if the PEC believes this wording is inappropriate for our current approach of offering STEM to everyone.

Evidence of PLCs

As stated previously, we propose new professional development initiatives in Attachment B of this letter and we will be happy to discuss this at the PEC hearing.

Organizational Performance Framework, Subsection b, is “Approaching Progress.”

The CSD appears to have cleared concerns about the mentorship program and recording student attendance. This leaves two issues:

1. Evidence NMCA provides connectivity for students in need; and
2. A state-level special education complaint received after NMCA had submitted its renewal application.

Evidence NMCA Provides Connectivity for Students in Need

As we stated in renewal application, no student/parent has brought connectivity issues to our attention for resolution: “We were asked by the PED to demonstrate our efforts to provide connectivity if needed. However, there have been no requests for connectivity so there was no documentation to provide.” Additionally, we did provide documentation of our efforts to ensure families can afford connectivity, which we view as separate and distinct from efforts to ensure connectivity itself (that students can connect to the internet from their locations).

A formal Special Education Complaint Received after NMCA had Submitted its Renewal Application

The state-level special education complaint that was received after we submitted our renewal application remains in the process of resolution through the state process. Due to the private nature of the complaint, we will provide any required information through more appropriate channels where student privacy is protected.

NMCA is also making progress on our recurrent enrollment goal. We were rated “Working to Meet Standard” and in 2016-17 fell just 0.5% short of the 85% fall re-enrollment goal for students indicating the intent to return.

Organizational Performance Framework, Subsection c, is “Demonstrates Substantial Progress.”

We agree. The member who did not complete the required training in 2016-17 is no longer on the Governing Council. We have a responsibility to complete required training hours and submit documentation in a timely manner and have instituted new processes to ensure we meet these responsibilities.

Board Member Lupita Gurule de Martinez is currently working with the PED to submit a waiver to receive the online training, due to the required travel.

Part C: Financial Statement

The CSD finds fault with the three ways NMCA has prioritized resources with the goal of earning a C or better for two consecutive years. These concerns were not raised prior to the renewal application process; if requested, we would gladly work with the PED to discuss a prioritization of resources that the PED believes would be more effective.

First, the CSD states, “Increasing test sites are not a proven method linked to improved student achievement.” We whole-heartedly agree that test participation rates and student achievement are not necessarily linked. However, because the A-F system has dropped NMCA a letter grade in each year for falling short of the required 95% participation, we must expend additional resources to increase that percentage to avoid the penalty. We agree that, unfortunately, this resource allocation is linked to our letter grade rather than student achievement, but believe both components were part of the question.

Second, the CSD says, “NMCA described an increased need for staffing commensurate with its expanded enrollment, not that doing so addresses improves student achievement.” This is incorrect. Although staffing has also increased due to enrollment, we specifically describe our emphasis on student-to-teacher ratios in our renewal application. Elementary and Special Education teachers have seen major reductions in their average ratios.

Third, the CSD states, “NMCA also lists training and conferences to support teachers. While these expenditures portend to address the stated circumstances that have led to poor academic performance, the expenditures fail to meet statutory requirements.” We are unsure why expenditures for professional development do not meet statutory requirements, or which specific statutory requirements the CSD is alluding to, but believe ongoing training and improvement in instructional practice can be a key driver of student achievement and school grade improvement. As we included in our renewal application, we know we need to do a better job of training our teachers for data analysis and sharing out the lessons of PLCs. There is an important professional development component to each of these efforts, which is discussed in Attachment B of this document (Addendum to School Improvement Plan).

Part D: Petition of Support

We agree with the PED that we have provided “petitions that appear to reach at least 65% (employees) and 75% (households).”

Part E: Description of the Charter School Facilities and Assurances

We agree with the PED that we have “provided a narrative description of its facilities” and “attached required documents that appear to place [NMCA] in compliance.”

The NMCA Governing Council and school administrators look forward to discussing all aspects of our renewal in December, and in particular the many successes we’ve had serving students facing unique challenges.

ATTACHMENT A

NEW MEXICO CONNECTIONS ACADEMY

TEACHERS' LETTERS OF SUPPORT

Included please find letters of support from the following teachers at New Mexico Connections Academy:

- Julie Capon
- Babara Thoksakis
- Amy Earle
- Lesli Bagwell
- Jennifer Lawson
- Claire Smith
- Joyce Gridley
- Debbie Vigil
- Dora Aleksandrova
- Paul Garcia
- Tammy Woffinden
- Rebekah McCoy
- Robert McIntyre
- Ofelia Delgadillo
- Maya Mirabal
- Christine May
- Elisa Bohannon
- Christine Thompson
- Jean Woodward
- Jennifer Gonzales
- Kim Leal
- Ashley Weir
- Sue Waid
- Janet Castaneda
- Freda Daugherty
- Brennan Weir
- Dianne Brown
- Jolene Vasquez
- Verna Adams
- Demetria Fenzi-Richardson
- Luis Chavez

Dear Public Education Commissioners and Secretary of Education Ruskowski:

My name is Julie Capon and this is my 20th year in education; however, my love for education started much earlier. As a young girl, I would play school instead of house. My kid brother was literally assigned homework and was forced to recite poetry for letter grades. As I grew, it was teachers that touched and changed my life that inspired me to want to do the same for other young people.

In third grade my teacher; Mrs. McCollough, had a song for everything. Stickers and stars were just the start of her rewards, as she also had the LARGEST stash of Hubba Bubba Bubblegum in every flavor imaginable. She would have pizza and pancake feeds for accomplishments and goals met and she was the life of the party. In sixth grade, my parents almost divorced and this was also the age that I learned about mean girl squads. I was new to a building and my teacher; Mrs. Braswell, took the time to connect with me. We shared a love for art, so she opened her room each day at lunch to create with me. We discussed my fear of my father leaving and how girls who were once my friends, were teasing me about my home life and how alone I felt. She brought those mean girls into our art circle, and opened conversation. She built bridges in a safe environment and took her own personal time to teach young girls how to listen and care for one another. I am still friends with these girls today. In Middle School, my history teacher brought the past to life. We were never in our desks in standard rows, we were on slave ships (lying under our desks, between the bars, cramped, in the dark). We were in active debates for law changes and exploring the past with food and dance. In High School, my English Language Arts teacher; Mrs. Gornick, was despised by most for being too hard, but I loved it. She taught me to really write. To challenge myself, to explore literature and write with a real voice. She never gave me a pass, she pushed me to work harder, to say more and to believe that I could change the world with the stroke of my pen. To this day, she is my friend and mentor. I became a teacher because I not only loved knowledge and the act of learning, but because teachers invested in my journey and in my heart. They took their own time, to encourage me, lecture me, push me and applaud me. Today, I know they did these things with little money, little sleep, and little gratitude.

My first year as a teacher, at the age of 21, I took a temporary teaching assignment at the Middle School, with students at risk of failing. I was to teach them English Language Arts; a unit on poetry. One young lady challenged me every day. She wanted me to throw her out. She pushed me with mockery, taunting words, swearing, and even refusal to even sit down. One day, I took her to the hall and asked her, "What do you love?" She looked at me confused. She was ready for the fight. She just glared at me. Again, I asked, "What do you love? Tell me ONE thing you are passionate about, that you care about, that you enjoy. Just one thing." She said, "Rap, music." My eyes must have lit up. I said, "well perfect, that's poetry." We made a contract on behavior for a small change in class assignment. That night, I bought her a journal and in the front page I wrote her a letter. I asked her to fill the pages with her music and thoughts. I told her I knew she had greatness inside of her and one day when she was famous, I would be able to say, "I knew her when." I left it wrapped on her desk.

She never said anything to me about it, but years later as I drove through a local fast food line, a young blonde asked me if I remembered her. As soon as she asked, I did. She told me she was graduating that year, with honors. She told me that she had kept my journal in her locker every day, every year, and every time she felt like giving up she would read my letter. She started to cry as she said that the year she challenged me in class, she had suffered at the hand of her mother's new boyfriend. While he was arrested, the damage had made her believe she didn't deserve to do well and that nobody cared anyway. She asked if I could pull through and if I would wait for her to come out and hug me. That hug solidified that despite the hours, the pay or the long days, I was in the right career. Countless other moments just like these are why I am still here, twenty-years later. I teach for the moment an autistic child who could not read or write, suddenly reads perfectly because you realize they can't read off white paper, but black. On black paper they could read and write with ease. For the moment a student lights up and says, "I understand." Teachers monetary rewards are few, but the emotional rewards are many.

Our children today are in a state of crisis. They are coming to us from broken homes, with broken hearts, and they have already experienced more in their young lives than many of us will experience in a lifetime. Some are hungry, some are homeless, some have children of their own. Many cannot read, others have parents in jail, are in foster care, or have experienced bullying to a degree that going to school feels like they are preparing for battle each day. Teaching is not a profession, it is a calling. I was called to it and hope I am able bodied enough to keep working and teaching children.

I chose New Mexico Connections Academy as I believed it tapped into a real need in our Education system. It offered parents and students the choice in their learning environment. It blended the flexibility of home learning, with the professional support of trained educators. The world was changing and as an educator, I saw an opportunity to embrace that change and reach a new group of students looking for a safe and flexible environment to learn in. It challenged me as an educator to connect with students through conversation. This is much harder than face to face, but somehow much more real. I, in essence, enter their homes each day to teach. I know their pets' names, when their baby brother naps, and why they chose to join us. I left brick and mortar to reach students in all of New Mexico and not just in my zip code. This is what drew me and motivates me, the ability to reach students right where they are, throughout all of the state and not just in my affluent City of Los Alamos.

By teaching in this environment, I have had to dig deeper into my skill set as a teacher. When you teach online, you have to bring passion into the lesson in your voice and creativity. You have to be willing to call students several times a day if necessary to push them, support them, or just encourage them. I have to look at data and then dig in and discover the story behind the data and what the student needs. It is not always as obvious as when you see them walk into your classroom tired and hungry. Now, I have to work harder to connect with them in a real way and meet their needs. It reminds me of a friend who is blind. She said, when she lost her sight she saw people clearer. She had to pay more attention, but she now sees people better than she ever has. That is online education. You cannot rely on what your eyes tell you, but if you pay attention, listen and ask questions, you will see the students clearer.

The world of education has to change and embrace the needs of all and not just of some. New Mexico Connections Academy has become the school for students who had given up on every other avenue of learning, it has become a family to parents who felt they were not heard, and it has become a team of teachers that are committed to making every year better than the last. We are all learning. We should all be lifelong learners, and the educators at New Mexico Connections Academy are pioneering new ways to reach children every day. We are learning from our support systems, from each other, from our students, from our parents, from our community and from our administration. We are hearing their needs and seeing their needs and while the road has been all uphill at times, we are still climbing and committed to the journey.

Sincerely,

Julie Capon
Elementary School Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

Please be informed I am writing you in earnest defense of New Mexico Connections Academy (NMCA) as an amazing academic opportunity for a variety of students and their families in New Mexico. NMCA is a public online school option for elementary and secondary students seeking a challenging and engaging curriculum taught by highly qualified teachers, who also truly embrace and appreciate diversity within their greater student body.

NMCA is a great choice for many families who opt for online schooling, since it is free from the daily struggle of attending school, managing attendance issues, bullying, emotional distress, anxiety, health issues, family concerns, in addition to attending to extracurricular activities such as sports and the arts. NMCA allows students flexibility without having to give up their high school diplomas and their chance at a secondary degree. And just like any other school, NMCA teachers are always there to assist their students in academic progression.

NMCA is also a great place to teach! **For me, NMCA is the only place to teach!** As a person who is legally deaf, I can teach here at NMCA when I could not teach as easily in a traditional brick and mortar school setting. Teaching within a traditional school setting requires carrying extra, clumsy equipment around with me at all times. Teaching at NMCA also affords my children to proudly explain, “My Mom’s a teacher!” as opposed to saying my Mom is deaf, she can’t work. I am proud to say I am part of the online school movement, which is by the way, here to stay.

Know that I will continue to develop and maintain strong relationships with my students and will continue to do whatever it takes to assist them in a positive and healthy academic journey towards their high school diplomas. My students know that they can reach out to me at any time during the school week and I will personally sit down with them and assist them one on one. For me, I cannot imagine teaching any other way, going one step beyond with all of my students is very enjoyable for me. I cannot even imagine living any other way, NMCA is my life!

Thanks so much for your time and attention to this matter.

Barbara J. Thoksakis
Special Education Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

When I began my teaching career almost 25 years ago, I could never have imagined that one day I would be a teacher in an online school. It was as unimaginable to me as a classroom without physical books, college ruled notebook paper, and number 2 pencils.

The journey to my online classroom was a long one full of many twists and turns. I spent the early portion of my teaching career in a large high school that was implementing the idea of “relearning.” Students and teachers incorporated subject areas with the belief that a true education is about understanding how each subject is interconnected to each other. Later I moved on to a community college classroom where many of my students were adult woman who had spent their lives yearning for a college education, but had never had the opportunity due to family obligations and financial constraints. This was a particularly joyous teaching experience for me because my students were thrilled to be in the classroom, and they had many wonderful stories to tell in their writing. What English teacher doesn’t love to read a beautifully told story? Eventually I found myself in an alternative program for at-risk students who had dropped out of school and were obtaining a GED while also being trained and mentored for a career.

I loved each step of my journey, and the students I met along the way. There were points through the years when I considered other career paths but the draw of teaching kept me in the profession. There is no other profession that would allow me to run into former students at the grocery store and hear stories of how much being in my classroom meant to their lives, or having the opportunity to watch a student walk across a stage to receive the first high school diploma anyone in their family had ever obtained. These experiences kept me motivated during the tough times that all teachers experience.

In a way it was only natural that I would eventually be led to an online classroom, because I’ve always been attracted to the unique and different when it comes to an education and how to obtain it. There are many roads a student can take for their education, and as a teacher and a society we have to be open to unique and new possibilities for learning. New Mexico Connections Academy offers this to the student and by proxy me.

I often think of our school as a specialty school for special students. In the four years I have taught high school English at NMCA my students have run the gambit. They are teens who were tortured by bullying, are battling cancer or other serious physical or emotional illnesses, are aspiring actors and future sports stars, are kids who have

always been homeschooled, and are those who just want a different setting in which to learn. The wide variety of students keeps me interested, and the challenges of building a class community and rapport with my students keeps me inspired to find new ways to do this. It has been a unique experience for me as a teacher, and I hope, for my students.

Education is constantly evolving, and so is how it is obtained. Is online learning right for every student? No, it isn't, but I believe with my whole heart that it has a unique value to students who are able to thrive online in a way they were not able to do anywhere else. My teacher friends from the traditional classroom often ask me, "how can I teach a student who is not in the room with me?" It requires a level of commitment by both teacher and student to communicate in new ways. It requires building a community without walls, and from my LiveLesson experiences I can say unequivocally that my students are every bit as connected to each other and me as they would be in a classroom where we are physically together. We are just connected in a new way by microphones, chat pods, and video cams.

New and different concepts are always met with skepticism just because they are new and different. Online education is new and different, but it has many advantages for the students it serves. It is also constantly evolving and changing in an ongoing effort to help meet our special students' needs. I'm proud to be a part of the evolution. I feel privileged to work with a group of dedicated and amazing teachers who also want to be part of this evolution, and students who do too. My online teaching experience has been a valuable part of my journey as a teacher, and it is my hope that I have the opportunity to continue traveling down this unique road for some time to come.

Sincerely,

Amy Earle
High School English Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I was never one of those little girls who thought I would be a teacher when I grew up, like some of my friends did. In fact, I thought they were crazy to want to be in school for the rest of their lives! Then I grew up.

I had a full time job while I went to college and it was very challenging. I worked forty hours a week at an assisted living home with the elderly, while pursuing a Bachelor's Degree in Agriculture. I worked with those old people day in and day out and fell in love with each and every one of them. It was very hard work and I did things that I didn't know I was capable of, but I learned that when you love who you are helping, you will do anything for them. I was beginning to draw similarities between what I was doing and being a teacher. Many of these precious friendships that I built at Opal Spiller Guest Home ended when these residents went to their heavenly homes. I knew that I made their final years, months and days better while they were here on Earth. It was life-changing. I knew that I really could make a difference in the lives of others with my kindness, compassion and work ethic. That was when I learned that I was meant to be a teacher. It sparked a passion in me, so I pursued my Master's Degree in Curriculum and Instruction and became a secondary teacher. I knew I was very good at teaching. I taught in Hatch Valley Public Schools for 10 years and was awarded "Runner-up Teacher of the Year" my final year there out of approximately 100 teachers in the district.

During those years, my two daughters attended school in Las Cruces, close to our home. Hatch was about a 45 minute commute in the direction opposite of where our children attended school. Circumstances changed and I needed to either teach in Las Cruces or find some alternative job so that I could take them to and from school. I had interviewed with NMCA, but was told at the time of my interview that I would have to work from the Santa Fe office. I knew there was no way I could do that, so I gave up on the idea of teaching online. I was offered a job in Las Cruces as a Middle School Science teacher and was glad to have the opportunity to be closer to home, but was very disappointed to lose the chance to teach online. Teaching online seemed like an exciting career change; the wave of the future, and I could see how it could help so many kids I had run across during my life. In an exciting turn of events, my interview committee called and told me that I could work from home and I was offered a position with NMCA! I had never cried before due to a job offer, but when I got this job, I did.

This is my fifth year with NMCA. I have been here since the first day and have watched us grow and learn as a school community. We are a new type of school in New Mexico and have blazed the trail for those that have and will come after us. We have learned from our errors, and I truly believe we improve all the time. The teachers that I get the opportunity to work with are the best that there are and actively work to improve and serve these students we work with.

I have worked with many students and have taught many subjects here at NMCA. The variety of students that I have had the chance to get to know in our school is astounding; we have world-class athletes, many rodeo competitors, a professional violinist, many students who attend here because of religious beliefs, students who live so remotely that this saves them hours every day in commute time, students who have health issues that impact their ability to spend their day in a traditional classroom, and many others who have been bullied so badly in the traditional schools that they need a safe haven where they can get an excellent education without fearing for their emotional and physical safety. I feel quite sure that many of these students would have dropped out if NMCA didn't exist. We fill a need, which is proven by our numbers.

One set of students that I feel a particular relationship with here at NMCA are those with ADHD. I was never formally diagnosed, but am convinced that I have this challenge myself. I have learned more about my subject areas as a teacher in this setting than I have in ANY other, in my years of public school or college. Our online Connexus system is extremely streamlined and presents each lesson in a variety of modes which are clear and easy to follow. Students who learn like I do can go back and review material that they may not have understood the first time, reviewing it until they do understand it. Each lesson is generally presented in written form, video form and then students put the new concepts they were just presented with into action, which reinforces their knowledge of new concepts. It is interesting and keeps the learner's attention. If I had gone to NMCA as a child, I would have a much stronger educational background than a traditional New Mexico public school has provided me with.

I am so thankful to be able to work in a school that fits so many "others". We serve those students who do not fit well in the traditional brick and mortar setting, but still want and deserve an excellent education. We are actively learning how to do that better all the time. I am proud to work here and know that we make a positive difference in so many lives of students in New Mexico.

Sincerely,

Lesli Bagwell
Secondary Teacher
New Mexico Connections Academy

November 20, 2017

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I always knew since I was in elementary school that I wanted to be a teacher. I went to elementary school in Illinois and middle school through college in Kansas. Growing up I enjoyed going to school and learning. I consider myself fortunate to have attended some of the best school districts in both states.

I have a visual impairment which required me to have an IEP. Overall my educational experience was positive. I did have some teachers who did not understand how to work with my visual impairment. However, I did not let them discourage me as I had the support and encouragement from my parents and many of my teachers. They instilled the belief that I could be successful at anything I wanted to achieve. I have not let my visual impairment prevent me from achieving my academic goals. I was in the National Honor Society my junior and senior years of high school. I graduated from college with honors. And, I completed an online master's degree in Special Education with a 4.0.

I began my teaching career in Kansas in 1997. I wanted to have the same positive effect on my students that many of my teachers had on me. I believe that we are not just teaching our students our content subjects but it is also our responsibility to support, encourage, and build self-confidence in our students that will enable them to overcome adversities and be a successful member of society.

I began teaching computer based courses in 2004 in Kansas. I worked for the Olathe School District Credit Recovery program as a Social Studies teacher. The first year we used Blackboard. The next year we moved to Plato Learning Web. Many of these students were not successful in the traditional classroom. They had an IEP, 504, or just needed extra support not provided in the traditional classroom setting. I was able to develop strong rapport with these students and many would speak to me away from the classroom.

When I moved to New Mexico, I desired an online teaching position. I missed working online and the strong connections I established with my students and their families. In 2012, I had the opportunity to accept a computer based position teaching social studies and technology courses for an Albuquerque charter school. In 2014, I had the opportunity to accept a position with New Mexico Connections Academy (NMCA).

This is my fourth year at NMCA. I have had the opportunity to serve NMCA in many different positions. I have been an 8th grade teacher, high school advisory teacher, and electives teacher grades 6-12. I have grown professionally from all these positions. I have developed many strong connections with students, families and colleagues. Many of our students struggle in the traditional school setting. Many are special education students, students who have health issues, and students who just want an alternative way to complete their secondary education. Without our school, many students would just get their GED or drop out of school.

Through working with my students one-on-one, continuous communication with students and parents and attending field trips, I have developed strong connections with many families. Students contact me

for help on assignments and recommendations for selecting courses for the following year. In addition, they contact me for help with questions on assignments and their current issues and concerns when they cannot reach their assigned content teachers. Parents also call me with questions regarding required core and elective credit courses. When students and families see me outside the school environment they stop and thank me for my help. My job is busy and challenging. I enjoy the fast-paced environment and making the educational experience for my students positive. I look forward to working for NMCA for many years to come.

Sincerely,

Jennifer K. Lawson
Elective Teacher Grades 6-12
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I would like to introduce myself. My name is Claire Smith and I am a level III high school science teacher at New Mexico Connections Academy. I was born and raised in New Mexico and received my B.S. and M.A. in Secondary Education from the University of New Mexico. I taught 1 year at Wilson Middle School (APS), 4.5 years at the New Mexico Virtual Academy and have been with New Mexico Connections Academy for about 1 year. Education is in my blood. I have a Grandmother, Aunt, and four cousins that are (or have been) educators in New Mexico. It is my true passion.

My love of science helps with the content part of teaching, but that is only one piece to the puzzle of being an educator. The whole puzzle includes the State, district, community, school, facilities, families, staff and most importantly the individual students. To be an effective educator, all pieces of the puzzle must be involved. Early on in my career I started noticing the unique challenges facing the students in New Mexico. Between the high poverty rate, bullying, rural area population, language barriers, gang population and lack of a steady home life, our students have many barriers impacting their education. And after 1 year in the traditional brick and mortar setting at Wilson Middle School I quickly realized how difficult teaching in New Mexico was going to be.

Driving to work to Wilson Middle School every day began with fear and dread. Between the daily disciplinary battles, language barriers, lack of support and resources, outrageous class sizes and the absence of family support I knew that my main job was to just survive the day. At the end of that year I had decided that if this was what being a teacher was, it wasn't for me. I began researching other opportunities I could explore with my degrees. That is when I discovered online learning. I applied to the New Mexico Virtual Academy, was offered a high school science position and took the leap.

Becoming an online/virtual teacher definitely had its challenges. You have to take everything you were taught and everything you knew about teaching and adjust it to this new setting. It took me time to "learn the ropes" but in that time my belief that I could be an effective educator in New Mexico was restored. I saw that I could actually focus on my individual student's needs and provide them the education they deserved. I not only was able to provide whole group lessons, but small group and individual as well. I was able to get to know the students, their interests, families and strengths and weaknesses more than I was ever able to in the traditional setting.

After a few years of dealing with an unstable administration and patiently waiting for my opportunity to join New Mexico Connections Academy (NMCA), which I had my eye on since its inception, I finally was able to join the team/family last February. This was by far the best decision I have made professionally. NMCA is the perfect fit for me. I have the support and resources needed to do my job effectively. I have a student population that is in desperate need of what NMCA provides. And at NMCA all are given a fair, safe and stimulating education. I finally feel like I can make a difference in students' lives. Students choose NMCA for many reasons. But what is important is that it is there for them as an option. It may not be the best fit for all, like teaching in brick and mortar was not the best fit for me. But thankfully we all have options.

I get questioned regularly by friends, family, other teachers (even strangers) about what it is like teaching online. Most people have a very false version of my job preset in their minds. Typically, their first statement is, "It must be so much easier!" To which I reply, "Well, if you think having the exact same expectations, evaluations, State requirements, State tests, disciplinary issues and all other

obstacles educators face daily in a system that doesn't understand your school and never being face to face with all of my students, then you may think it is easier." The truth is, I have students all over the state with every possible background you can imagine and I have to provide them with the education they deserve and prepare them for State tests and life after high school from my home office. What we do is not easy. But we didn't go into education for "easy".

We have an additional challenge of a State that doesn't recognize our potential and our battles. We have students who come to us extremely credit deficient, we have students who come to us and decide we are not the right for them, we have students who are dealing with unimaginable battles at home. We have a plethora of obstacles thrown our way daily. All impact our school grade, our State test performance, and our graduation rate. We accept that these factors impact our school and until they are recognized and adjusted they will continue to do so. That doesn't stop this amazing staff from fighting every day for all of our students to have access to the education they deserve.

I am thankful every day for NMCA. This school has given me the opportunity to be the educator I want to be. It challenges me and makes me work harder every day for my students. It gives students in New Mexico an amazing opportunity. Thank you for your time and hopefully you have gained a better understanding of NMCA and how important it is to New Mexico families.

Sincerely,

Claire Smith

High School Science Teacher

clmsmith@nmca.connectionsacademy.org

505-459-3347

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I became a teacher over 25 years ago. I realized in college, while studying physics, that I had the ability to take complex concepts and re-word them for others, explaining them in a way that others could better understand. That 'aha' moment motivates me to continue teaching each day, the opportunity to have a front seat as something clicks and a student begins to understand a science concept.

Before joining New Mexico Connections Academy (NMCA), I taught AP Physics and other science courses at several traditional bricks-and-mortar high schools. I loved teaching, but because of health issues I needed to make a change; due to back pain, I simply couldn't continue to teach in an in-person setting. I looked into positions at alternative schools, curriculum development, even leaving the education sector and going back to school for another degree. I realized that I wasn't ready to leave my passion for teaching behind. I learned of NMCA, and immediately was curious as to how it worked and what students I'd reach. Now working at an online school, I'm able to continue teaching and maintaining those relationships with students, while still getting the flexibility and freedom I need to balance work and health.

Online school was different for me as an educator. I had to change my mindset—I was no longer an instructor strictly delivering curriculum to my students, I was now also a learning facilitator helping to clarify questions and direct efforts. The students I taught shifted as well, from mostly top-performing AP students to those that might have been struggling in their previous school.

In that sense, I think many students who enroll in NMCA are like me—for whatever reason, they are searching for another option that better fits their academic or personal needs. I'm thankful that I can help them realize they can be successful and get a good education at the same time. Some of my kids tell me they didn't like school before, but now they are learning and feel so much better about themselves. As an educator, this is the best feedback you can hear from students.

I'm excited to be a teacher with New Mexico Connections Academy, to be a part of the future of education. It's important to recognize that the education offered 10 years ago isn't the same as the education needed today; in the online setting, I'm challenged to constantly evolve and change in order to help teach my students and address their needs. I may not be face to face with students anymore, but the relationships and interactions I have with them are just as powerful.

Sincerely,

Joyce Gridley
Secondary Science Teacher, New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

After almost 20 years teaching middle school social studies in traditional classrooms, I decided to take a position with the New Mexico Public Education Department. I worked in the charter schools division, and became the liaison for a new online school, New Mexico Connections Academy. Fast forward three years later, and I am a teacher at that same online school, providing instruction to students statewide. I'd like to share with you why I chose to enter the world of online teaching, and why I think this school option is important for our students.

I believe that online learning is the direction education is headed. More and more, we're seeing colleges, and even traditional schools, incorporating online components into instruction. From the first time I had a site visit at NMCA, I was very intrigued with the online learning environment. Once I became more familiar with NMCA, and how they were actually reaching students online, I was really impressed. The rigor of curriculum and courses offered excited me, and I decided I didn't want to look anywhere else for a teaching position.

Teaching online means that my teaching practice is ever evolving. This excites me! I am continuously trying to think of new and better ways to reach my students in an online setting. Online school is the way of future, and I'm energized to keep up with the times and drive the conversation forward.

Nevertheless, there are challenges at NMCA. The online learning concept is something that's newer to PED and public education in general. In the online environment, students must take on more responsibility for their learning, and that can be challenging for some. I agree that online school isn't a good fit for every student, but I also agree that students should be given the opportunity to try it for themselves. The size of our school validates families' interest in this opportunity, and the need for this school to exist.

I chose to enter the field of teaching because it is incredibly rewarding to see young people learn, grow and develop their own skills and knowledge. It's also incredibly fun! I've always told myself that I would change careers if teaching was no longer fun for me, but teaching at NMCA continues to be a source of joy. I look forward to many more years instructing and connecting with my students in the online world.

Sincerely,

Debbie Vigil

Secondary Social Students Teacher, New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruszkowski:

I was motivated to choose teaching as a career because I believe I can make a difference in the lives of my students. To me, teaching is a vocation, and not just a job. It brings a great responsibility but also excitement and personal fulfillment. I chose to teach at New Mexico Connections Academy over other school options because I believe online schools are the schools of the future. I was an English instructor at the University of New Mexico for 12 years in a classroom and online environment and I have a rich teaching experience. I accepted the teaching position with NMCA because of the excellent options for students and teachers to work in a virtual classroom.

NMCA is a unique school that gives an opportunity to all types of students to succeed. The school provides high quality online teaching with excellent course curriculum. The academic time for students and teachers is flexible but at the same time it is very well structured so that students can work at their own pace and cover all requirements for the specific courses. Teachers meet regularly with their students in the virtual classrooms at Live Lesson sessions and communicate often on the phone to provide support and have adequate feedback for students' academic progress. The school provides Individual Learning Plans to cover very different groups of students and this works very well for students with special needs. Gifted students and Special Ed students have equal chances to succeed thanks to the excellent curriculum that allows modifications and an individual approach.

As an English teacher, NMCA gives me the opportunity to use the best practice and resources for online learning so that I can help my students maximize their academic achievements and reach and exceed their potential. These strategies will help in making progress with students whose learning requirements are more complex or whose motivation is very low. Successfully personalized online learning and positive classroom climate are helping to reach a higher level of self-efficacy in academic success with students. I believe NMCA is an excellent school that provides a high-quality education for students with different needs in the state of New Mexico.

Sincerely,

Dora Aleksandrova
English Language Arts Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

It has been just over twenty-five years since I made one of the best decisions of my professional career. I had the opportunity to work in our nation's capital in a very highly paid executive position. Taking this position meant moving my family from our home in Corrales, NM to a new home in the Washington D.C. area. I just didn't have the heart to ask my children to leave their home, family and especially their friends and teachers at their school. So, I made the decision to enter the teaching profession at a substantially lower salary. Obviously, my family's happiness was more important than making more money. I always felt that teaching was an honorable and respected profession and I decided to pursue a teaching position. In my last executive position in state government, my objective was to provide a viable, educated, well trained, competent workforce that met the current needs of industry and the challenges of the future. So, my decision to enter the teaching profession was a perfect transition from my previous position.

After working many years in the traditional brick and mortar schools with an average of 30 to 40 students in the classroom, I wanted to seek the opportunity to work with students in a one-on-one or in a small group setting. That's exactly what I have experienced here at New Mexico Connections Academy (NMCA).

Teaching online here at NMCA allows me to provide attention to the diverse learning styles of our students. We as teachers are able to incorporate music, video clips, outlines, graphic organizers, along with many other online teaching resources. The distinction between brick and mortar schools and NMCA is that instead of bringing students to the lesson, we bring the lesson to the student. One of the benefits of NMCA that I think is often overlooked is the opportunity for students to develop their technological skills. By using the computer and various software programs, students are developing these technical skills while learning the course content. I emphasize on helping students develop 21st century skills which will prepare them for the vigorous challenges in college and beyond.

Data driven instruction is also very important here at NMCA. Using data to drive instruction is seen as essential; with data, I am able to develop formative assessment techniques. NMCA and Connections Education do an excellent job of collecting and organizing data for teachers. A real benefit for teachers is the ability to run reports for immediate access to data to help us develop individualized instruction for our students.

The biggest impact for me teaching here at NMCA are the professional relationships with colleagues, students and especially parents. In my past experience in the brick and mortar environment, meeting with parents usually happened before or after school and the frequency of these meetings were limited.

Now, as an Advisory Teacher and Instructor I have productive parent contact much more frequently. These daily contacts with parents who serve as Learning Coaches have really helped in learning about our students and their learning styles!

Teaching here at NMCA has been the most rewarding teaching position in all my years of teaching! Thank you.

Sincerely,

Paul M. Garcia
Secondary Advisory Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I was one of the first teachers hired at New Mexico Connections Academy. Four years ago, we had less than 500 students and I was the only English language arts teacher at the school. Joining NMCA, I was excited about the idea of working with students online, helping to shape the education model of the future.

I hadn't always envisioned myself as an online school teacher. I began my career in sales publishing in New York City. It was there that I met teachers working with low-income students in Harlem and high-achieving kids in the East Village. It was amazing to see the impact of these teachers on both groups of students, and I decided to pursue my master's degree and become an educator. I felt like I could make a difference teaching.

I taught in many places throughout my career—an Alaskan Eskimo village, an inner city school in San Antonio, and in California, Texas, and Utah—before moving to New Mexico. A colleague of mine introduced me to NMCA, then a brand new school, and the concept of online learning for K-12 students. I was immediately intrigued, and wanted to be part of this 'education of the future.'

Working with high school students in the online setting, I'm able to really connect with my students and get to know their whole story. Some students have their own lives already—working full-time or balancing school and parenting responsibilities—and enroll in our school as a last chance to succeed. Others are very gifted, highly motivated students who are pursuing extracurriculars. I enjoy the wide variety of students that come to my virtual classroom each day, knowing that I'm able to meet each student where they are academically and personally.

I'm also able to work with new teachers as they join NMCA, and I love this aspect of my job almost as much as I do the students! Helping a teacher new to online school navigate our Connexus system, complete their onboarding, and find a mentor is truly rewarding. I get to learn why other teachers choose NMCA, most because they see technology as the future and want to be a part of this change.

We've done some amazing things at NMCA. There may be challenges to tackle as well, but I think online learning is here to stay. Just like the model itself, I'm continuing to learn and grow with this job, and I'm excited to see where we go next.

Sincerely,

Tammy Woffinden
English Language Arts Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I'm a native New Mexican, from a family that has lived in the area for generations. Coming from a lower middle class family, I grew up with many of the same economic and cultural struggles that many New Mexican students face today.

In college, while volunteering with kids through Big Brothers Big Sisters, I realized I wanted to become a teacher. I loved watching kids learn and grow, and wanted to give back and help students, especially those with backgrounds similar to mine.

I've always been fascinated with the online world, and how online schools can combine the power of the internet with education. After teaching math in the traditional classroom for two years, I joined New Mexico Connections Academy. My reason for joining the online school was personal. I have two small children, and working in a traditional classroom was taking away from much needed family time. I realized that I couldn't be a good teacher and a good mom at the same time, two jobs that are incredibly important to me.

In the online setting, I now have a healthy balance of work and family where I can have quality family time and still be a good teacher. Students are part of a community with NMCA. They get access to teachers and their peers, and have a whole support system eager to see them succeed.

I've learned that the online setting is a healthy environment for students to work individually, and in small and large groups. There aren't as many distractions in this setting, and students also feel more comfortable to ask questions and discuss things. In math, this eagerness to dive deeper is so important.

As a teacher, I can visually show concepts to students, and discuss math in a very in-depth but relaxed way. I constantly get input from my students, and can have individualized, personalized contact with students and their families in the online environment.

I'm thankful for the opportunity to continue teaching and helping students reach their true potential, while still investing in the job that means the most to me: motherhood. Thank you for making NMCA possible.

Sincerely,

Rebekah McCoy
Secondary Math Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I am writing this letter as a reflection on my experience as an educator for over 35 years in New Mexico. During that time period, I have taught in private school, public school and charter school and I am finishing my career at New Mexico Connections Academy, which is an online virtual charter school. I entered education because I believed that it was one of the most important careers that a person could choose in order to impact younger students. I was blessed to have a tremendous educational experience in New Mexico from first grade through college and the people that I always admired the most were former teachers, coaches and administrators. These people helped form my values that have remained important as I enter my 60's in regards to understanding what is really important when you get right down to it. Values like trust, loyalty and honesty to go along with understanding the need to work hard and persevere when things do not always go your way.

I chose to teach at NMCA because I needed the flexibility to also help care for my parents and my wife's parents. I also saw an opportunity to continue as a learner myself in the virtual educational world which was relatively new to our state. I presently work as an advisory teacher responsible for approximately 180 8th grade students in regards to their attendance, lesson completion rate and academic progress. NMCA affords me the technical resources to make contact with these students in an effort to help ensure their success. I made approximately 3,000 phone calls last school year trying to keep students "on track" and out of "escalation" as well as connecting with parents and developing relationships far beyond those made in my brick and mortar experiences. I have been able to establish positive relationships that continue to reinforce the same values of trust, loyalty and honesty because the student remains the focus in our educational efforts.

I know that I continue to "make a difference" to these young people because many of them have chosen us as their final choice to try to make their educational experience as worthwhile as my own was growing up. I know more about the student from a personal viewpoint versus what knowledge he or she has been taught or learned. The students that attend this school come from many varied backgrounds and experiences. Many of them have physical and mental illnesses that they are dealing with and working online has allowed them to continue their education at the same time. Others are escaping the pitfalls of the traditional brick and mortar school that have interfered with their ability to learn. We get many students who could no longer attend schools due to "bullying" or other distractions that kept them from learning and afraid for their safety. Our school provides a safe learning environment where a student can receive small group or even one-on-one tutoring. Our teachers provide accommodations when needed for students to be successful. We recognize the individual uniqueness of each student and try to connect with each student. I am confident that our school will continue to provide a positive choice for over 1,800 students who have chosen us because they trust and know that we are dedicated to helping them become successful.

Best Regards,

Robert McIntyre
Secondary Advisory Teacher
New Mexico Connections Academy

Ofelia Delgadillo
Secondary Social Studies Teacher
New Mexico Connections Academy

November 17, 2017

Dear Public Education Commissioners and Secretary of Education Ruzkowski:

I have currently been teaching for nine years. I became a teacher because of my love for learning and wanting to share that excitement with our youth. I have a passion for history, geography and cultures around the world and that is what has led me to become a Social Studies teacher. I have taught many years in the classroom, and four years as an online school teacher. Out of all of my teaching experiences, I have enjoyed teaching at New Mexico Connections Academy the most.

Teaching online is different from teaching in the classroom. I feel as an online teacher I am able to focus more on teaching, rather than behavior, thus allowing for more student achievement and learning to take place. I also think that students here at NMCA are learning to be more self-motivated and advocate for themselves regularly, by calling and web mailing their teachers. As a result, NMCA is creating students who are more independent and accountable for their online education.

I have been teaching at New Mexico Connections Academy for two years. I also love working at NMCA because we provide a quality education for students who may not be able to attend a regular classroom setting. Many of our students live in rural areas, or may have an illness that prevents them from attending school regularly. It also gives parents a choice to assist in educating their children in their own homes. From my years working at NMCA, I know many parents find tremendous value in our school.

In the short time that we have been open, we have grown in student size and staff, but more than that, we have grown in our abilities to meet the needs of our diverse student population. It is my hope that you will renew the New Mexico Connections Academy charter so that we may be able to continue to serve our students with excellence.

Sincerely,

Ofelia Delgadillo

November 20, 2017

Dear Public Education Commissioners and Secretary of Education Ruskowski:

My name is Maya Mirabal and I have been an elementary educator for almost 12 years. Eight of those 12 years were in a regular brick and mortar classroom. I loved teaching students in the classroom but I was missing the piece of being able to reflect on my teaching. The classroom is invigorating and can be amazing, but in order to be a great teacher you need time to self-reflect on your teaching. Working at New Mexico Connections Academy has allowed me to do just that, reflect and improve my teaching every day.

At NMCA I get the chance to look at what is working for my students, identify how they are struggling and how I can help them understand the complex math they are working on. Students work in small groups for instruction and also in one-on-one instruction when they need the help. This has given me the opportunity to be a better teacher for my students. I love teaching at NMCA! It has been a true joy to have the chance to learn and improve my own teaching through working with these amazing kids every day.

Online teaching appealed to me because I love the idea of one-on-one time with students. This time is invaluable as it allows students the chance to feel confident with the work, being able to ask questions and clearly comprehend what they are learning. Over the last 3 years I have been lucky to teach at NMCA and work with my students one on one. This has allowed my students to grow in their understanding of the concepts in math and science but it has also allowed them to become independent and excited to learn. Many times parents have told me that their student is excited to come to class, work in math, and likes school again. This makes me feel that I am making a difference in these students' lives every day and I really want to continue that through my work at NMCA. My students' excitement in our class motivates me to push them to explore the subject and to continue to be their best in the classroom. Many of my students have struggled to be happy and confident in school, and I feel that this environment has helped them to be less stressed and now excited to be in school.

NMCA gives students and teachers the chance to learn without distraction and fear of failure, and in a safe place. These 3 things make our students succeed and feel confident in who they are, what they are learning and the chance to be better at school! I love being able to give my students that security of being safe and able to learn at the pace they need. Being a part of NMCA has been a true joy and I look forward to many years to come at NMCA.

Kind regards,

Maya Mirabal

5th grade Math and Science

New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I first started working in a virtual school back in 2009 when I was living in Texas. I applied for the job as an online school teacher because it sounded interesting. I had left teaching, and I wasn't planning to return to the profession; however, online school was something new that hadn't been tried in our state before, and I was excited about being a part of something new and innovative in education.

A few years later, when I moved to New Mexico, I discovered that New Mexico did not offer virtual schools at the time. I followed the development of virtual schools closely, and jumped at the chance to work for NMCA as soon as it opened.

I also have a child that is a student at NMCA. He was enrolled at NMCA when he was in 6th grade and the school was just opening. In fact, he started at NMCA before I did. He is now a 10th grader in the program.

I have always held a strong belief, both as a parent and a teacher, that there is no one school setting or teaching method that works best for every single student. While a virtual school setting is not right for every student or family, there are many students who do benefit from our school setting. As a teacher, I feel like I have the flexibility to meet the individual needs of students that I did not have in a traditional setting. Bright, strong students can work at their own pace and don't have to wait for other students to "catch up." Talented students can pursue outside interests and get a good education that fits in with their daily schedule. Students who are easily distracted can create a work environment to minimize outside distractions. Students who have trouble sitting still can get up and move when needed without getting into trouble. Struggling students can ask for help without feeling embarrassed in front of other students. Children who experience bullying can have a learning environment where they feel safe and can learn. I like that I can be a part of providing an educational option that helps these students be more successful.

I continue to teach at NMCA because I believe that the students of New Mexico need and deserve this schooling option.

Sincerely,

Christine May
4th Grade Teacher
New Mexico Connections Academy

November 20, 2017

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I am writing this letter of support for New Mexico Connections Academy as it currently undergoes the charter renewal process. I have been in education for nearly three decades and I must say that my experiences with NMCA have been life-changing.

It is vitally important that not only teachers, but students and families have this educational option. Since starting with NMCA in January of 2015, I have had the pleasure of working with some great families who, without NMCA, would have continued to spiral downward into educational disaster.

Many of our families have chosen NMCA due to medical issues, bullying, and special education needs, both learning disabled and gifted. With New Mexico's drop-out rate remaining high, NMCA offers a chance for our young people to succeed. For many, this is a last chance to receive a high school diploma and a new outlook on their future. Although NMCA offers a college-prep curriculum, there are many opportunities for all students to succeed. Additionally, many families have students who are exceptionally driven through competitive sports and other activities. NMCA has provided the perfect solution for these students as they would otherwise have been marked absent or truant in a brick and mortar school. Families are able to schedule their busy lives around the online environment, so instead of multiple absences, these students are staying in school and keeping up with their coursework.

I began my teaching career after it was evident that I thoroughly enjoyed working with young people of all ages. My musical career actually pointed me in the direction of teaching. Now, after many years of teaching across many grade levels, acting as a school administrator and special education director, I am working with students again. This has been 100% my choice; I thoroughly enjoy working with our students and their families. Working for NMCA has broadened my relationship with families and I find myself closer to our families than when I worked in a brick and mortar setting. It has been even more rewarding to meet face to face at our socialization events.

Teaching online is a win-win for me as we have several opportunities for family and student involvement: phone calls, LiveLesson online classes, web mail, socialization events. I am available 7 days a week for my families and students. This was not a viable option when I was in the brick and mortar setting.

As NMCA continues to grow, it has become quite obvious that this school, the learning platform, and all it has to offer, needs to remain intact so we can continue to positively impact our families and the ability to serve students.

Elisa Bohannon
Secondary Special Education Teacher
New Mexico Connections Academy

November 20, 2017

Dear Public Education Commissioners and Secretary of Education Ruskowski:

My name is Christine Thompson, and I am currently teaching grade 5 Language Arts and Social Studies at New Mexico Connections Academy. This is my third year with NMCA and my 18th year of teaching in the state of New Mexico.

I was motivated to choose teaching as my career because I loved the constant challenge and the ever-changing population of students. The diversity and the different learning styles of my students have always intrigued me.

After 15 years in the traditional brick and mortar environment, I was ready for a new environment. Overcrowded class sizes, lack of resources, constant disruptions, and never really feeling like I met the needs of all of my students pushed me in a new direction towards New Mexico Connections Academy.

I earned my Master of Arts in Teaching and Learning with Technology, and the chance to use what I had learned by working at NMCA was an incredible opportunity for me. I can identify where my students are struggling, and gear my instruction specifically towards their needs. The one-on-one attention I can provide through the LiveLesson online class environment is amazing. The time I have to provide constructive feedback, and the immediate feedback the students receive is invaluable.

My position at NMCA has positively impacted my teaching by allowing me the chance to continually grow professionally. By providing me with meaningful professional development and the constant interaction with colleagues, I have the ability to focus on the needs of my students and provide an optimal learning environment for them. My position has also positively impacted my relationships with families. These relationships are incredible because the Learning Coach, the student, and I form a triad for learning. We become a team, and we all work together towards the success of the student. I feel that I know my students and families so much better than I ever did in traditional brick and mortar environments.

Thank you for the opportunity to explain my unique experience with online education and NMCA!

Kind Regards,
Christine Thompson

November 20, 2017

Dear Public Education Commissioners and Secretary of Education Ruskowski:

My goal to be a teacher started back in elementary school. I always enjoyed little kids and had wonderful teachers as role models. Of course, there was also that one really nasty, mean teacher back then, one that made me determined to make a difference. As I went through school my drive to make a difference only grew! This drive is what continues to motivate me for the last 25 years of teaching. I have two children of my own that have IEPs and I know now more than ever the role a teacher has on students. Teachers can either make or break a child and their education!

In 2014, I was desperately searching for a school that would help my own kids be successful. As parents, my husband and I have been there for our children but the lack of caring and encouragement from teachers was taking a toll on their education. Many teachers they encountered were burnt out or were only there for the paycheck, which is when my search brought up New Mexico Connections Academy on Google. I spoke with the Vice Principal at the time and it sounded like a fit for our family. I was currently teaching for Albuquerque Public Schools where I had been teaching for the past 23 years. I was currently a mentor teacher at my school, Head of SAT and also the Facilitator of IC.

At first I struggled being a Learning Coach and still working full time in the classroom, but NMCA brought our family closer and now we are all involved in their learning and education. Both my kids and I became close with some of the teachers at NMCA because they made such a difference for them. In the spring, one of the teachers told me I should apply at NMCA. I was concerned since I had been with APS for 23 years but also excited with the thought that I could still make a difference in a different learning environment. The challenge encouraged me to apply because I no longer had the concern if I could make a difference online; I saw it first hand with my own kids. I received a call from the Principal and an interview was scheduled. The interview went wonderful and I was actually offered a math position in

middle school rather than elementary because they felt I would make the biggest impact there. At this time, it seemed like my journey in life was changing. I had just lost my Dad and needed to take care of my 88 year old Mom. They had both been living with us for the past 15 years. New Mexico Connections Academy sounded like a great place both for me as a teacher and to help accommodate the changing needs of my family. I decided to take a leave of absence with APS and jump on the challenge of online teaching.

Wow, the challenge was great! I was going to make that difference. I struggled at first, but as the year went on conversations with Learning Coaches and students supported my efforts. I saw gains in their grades and with their understanding of math, and of course by the letters received from Learning Coaches and students saying I made a difference for them.

My position at NMCA has positively impacted my teaching because students that previously hated math now either like it or love it. Students that didn't believe in themselves are now trying and their confidence is building. I know I have made a difference because students that are online are here for a reason. Public schools did not work for them whether it was bullying or teachers in the classroom and they have found success here just like my own children and myself.

Sincerely,

Jean Woodward
Secondary Math Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

As a high school student growing up in rural northeastern New Mexico, I was involved in multiple types of activities at the school. This inspired me to want to be a service provider. After graduation, the state needed additional teachers. I decided this would be the perfect way to carry out my dream of being a service provider. I've been a teacher for 18 years, 17 of which have been with traditional brick and mortar schools.

I started with New Mexico Connections Academy after a lot of thought and research about this education option. I first heard about it from two women I know in the community that became teachers at New Mexico Connections Academy. They spoke very highly of the school and multiple avenues for potential leadership growth. While I was happy with my teaching position, I needed a new challenge and this sounded like a good opportunity. After doing some additional research, I decided this was the right opportunity for me to pursue.

As a high school special education teacher, the online format allows me to reach and be an advocate for more students than at a brick and mortar school. The technology system is excellent. If there is ever a problem, it is fixed very quickly. Most importantly, the system is reliable and user friendly.

Teachers are provided with training and support to be successful teaching in an online environment. There is extensive training on the system with three days in the office for hands-on training. It's great to know that I can go back to the Santa Fe office at any time to receive more training, if necessary. I also have two mentor teachers, one locally and a national mentor. Additionally, there are targeted professional development opportunities available across the country. All this support makes me even more confident to teach in an online environment.

NMCA is able to assist SPED students in ways that brick and mortar schools are unable to offer. There is a long list of different types of electives offered, all that help them get ready for life post-graduation. Our online Learning Management System is another tool to help my students succeed. It gives me the ability to track their progress and communications. I communicate with students in multiple ways, such as phone, LiveLesson online classroom, Webmail and in-person field trips. All of these touch points can be tracked in the system, allowing other teachers and myself to see the progress the student is making. The different forms of communication allow me to also get to know the entire family. The system makes everything very organized.

New Mexico Connections Academy is a positive working and learning environment. It has been a welcome challenge and opportunity to expand my ability to advocate for more students across the state.

Jennifer Gonzales
High School Special Ed Teacher

November 20, 2017

Dear Public Education Commissioners and Secretary of Education Ruskowski:

In December of 2016, I realized that I could no longer work in the school system I had been teaching for more than ten years. Prior to that, I had worked in another very large city, teaching middle school for seven years. My family and I moved home to our small town to raise our children and be closer to family. This is where I taught for a total of ten years. I thought that this is what would make me happy and where I wanted to share my knowledge with children. The first several years were great, but eventually I became aware that the school system I thought I loved (because I grew up and graduated from there), was not the same as I had always imagined. I fell very ill and experienced atrial fibrillation due to the stress of being the only English teacher in the high school. I was saddened that my hometown school had put me in a position where I felt I was venturing to a “job” every day in which I dreaded. I absolutely loved the students, but I did not have the support from administration to fulfill my needs to be an effective teacher.

In April of 2016, I applied to New Mexico Connections Academy. I knew I had to change schools in order to save myself and be around to raise my children. I was hired in June, and began teaching online in August. I was initially very scared. I was not sure how the online environment worked, nor was I sure I could serve my students and their families in the way they needed. It did not take too long for me to realize that I had made an excellent choice in accepting employment with NMCA. I was immediately greeted with open arms, from an administration and staff that wanted me to succeed and be able to teach the children entrusted to me. I have never experienced having so much support and training – training that mattered. The training I received enabled me to become a better teacher and communicate with families more than I ever had before.

Since I have been teaching at NMCA, I have been in more contact with my students’ parents than I ever experienced in a brick and mortar school. I remember having parent teacher conferences and having about half of the parents show up to visit about their child’s success and needs. Now, I talk to each of my students’ parents quite often, and they are very involved in their students’ academic progress. I believe this is because the parents must be directly involved in the learning process and cannot take an indirect role due to the learning environment.

I believe that online learning will be our future. New Mexico Connections Academy gives students an opportunity to jump start self-reliance, promotes more productive communication between families and educators, and prepares our students for the virtual world. I would not trade my career at NMCA for anything. I have developed relationships with my coworkers, students, and their families that are unforgettable. This environment has taught me that there is hope for education, and that there are many students and families that do not fit the mold of a traditional school. That is where our school, MY school, steps up to the plate and allows teachers, students, and families to experience success like we should be able to.

Sincerely,

Kim Leal
Secondary English Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

“Our chief want is someone who will inspire us to be what we know we could be.” This quote from Ralph Waldo Emerson imparts the deep internal desire that each of us have inside. We all, to various degrees, have a desire to be successful. We all want to feel that we are of value to others.

Children are often asked, “What would you like to be when you grow up?” Many students answer with professions in the medical, educational, public servant, and military fields. In the mind of the student, achieving this will bring them true happiness. No child has ever answered that they would like to be uneducated, unhappy, or unsuccessful when they grow up. During the educational career of each student, life events take place that have the capability of altering every student. Most of these events are out of the control of the student. It becomes up to the student and how they will respond to these events, that will determine their success in life.

I did not always want to be a teacher. I grew up in a very small town. Most of my peers were from families that had lived in our small town for many generations. Education was viewed as a government requirement until around grade eight, at which point for many, it became optional. So many of my classmates started dropping out. It was disheartening. I never questioned whether or not I would graduate. It was never a question.

My senior year, I signed up to teach in a small Title One elementary school in the most underprivileged area in town. I loved teaching at that school. Despite what the children had been exposed to at such an early age, they all loved life. They loved school. They had the same answers to the question, “What do you want to be when you grow up?” that every other child answered. These students were the faces of my friends eight to ten years before. What happened during that time? What made them decide that they were not capable of achieving the goals of their youth? I decided in high school that I wanted to make a difference in someone’s life. I wanted to help children realize their potential and be that person that would inspire them to become what they knew they could be.

Working at New Mexico Connections Academy (NMCA) has been very fulfilling as a teacher. The students that enroll in our school come from all walks of life. We have students that are highly motivated, strong-willed, and only need a few encouraging words to help them along their way to find their way in life. NMCA also has many students that are the polar opposite. These students have lost their childhood dreams. Many have failed at every previous opportunity and are barely hanging onto this “last chance” effort before the system and society ditches them and they are labeled as a failure. These students can be difficult to help, as they have been seemingly “broken” by previous situations. However, I have been able to witness and be a part of an amazing group of colleagues that work tirelessly to help as many of these students as possible be successful. It is hard. It would appear that as a school, we are set up for failure based on evaluation criteria set up by the State.

Despite all of the areas that appear to be against us, we have one thing that keeps our school strong and worth “showing up” for every single day. I make a difference in the students’ lives that I teach. I show up because I know that for whatever reason, life has brought them to

NMCA. In some way, the brick and mortar school setting did not work for these students and they need an alternative. I am that alternative. I still believe in their dreams. I will try to be the one that will inspire them to become what they knew they could be.

Sincerely,

Ashley Weir
7th Grade Language Arts Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

Looking back, it was my 7th grade English language arts teacher that first inspired me to become a teacher. He took a great interest in me, and brought a shy student into the world of writing. It wasn't until later in college that I decided to enter teaching as a profession, but the positive experiences throughout my youth helped mold me and push me to follow the education path.

I'm now wrapping up my first month teaching at New Mexico Connections Academy. After teaching in traditional classrooms for seventeen years, I realized I wanted a change. I had firsthand experience with the online school, having served as my high school daughter's Learning Coach when she attended NMCA. I loved that I could remotely check on her grades, which was a great resource to have as a working mom. NMCA wasn't just some cyber space program with no interaction between students and teachers; it was the real deal, a school with great curriculum, passionate teachers and student accountability. Seeing my daughter succeed in the online environment drove me to join NMCA.

I'm learning something new everyday in this new role, and that in itself motivates me to push and learn more. The immediacy and professionalism available at NMCA is tremendous, and I'm excited to further develop the relationships I've begun with my students and colleagues.

I believe education is moving towards the online world, and students today are drawn more and more to technology. We as educators need to accommodate that interest and become a part of this shift if we want to offer students an education at the highest level. I'm thrilled to start this new journey with New Mexico Connections Academy and experience the online school as a teacher after my years as a learning coach and parent.

Sincerely,

Sue Waid
Secondary English Language Arts Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

My name is Janet Castaneda and I am a special education teacher at New Mexico Connections Academy. I did not plan on being a teacher. After I graduated college, I traveled to Spain where I was going to live for six months until my visa expired. I was in a bookstore and saw a job posting for an English teacher at a private school. I applied, was accepted and taught the ambassador's children for three years.

Over the years, I have always taught in an alternative setting from gifted and talented students to juvenile detention centers. I always want to be challenged and teaching in an online environment seemed like the the logical next step, which is how I came to NMCA.

One of the things I love about teaching in the online environment is that you never have to wait for books, lessons, etc. You have all the tools you need within your grasp. Another benefit is the individual attention that you can give a student and their Learning Coach. If I see a student struggling with a concept, I'll set up time to talk with them and their Learning Coach to make sure they are able to understand it. The information seems to stick with students this way. I'm really able to connect with families from our phone calls and personalized time together.

As a special education teacher, we have different types of special education students that attend the school. There are some that are really high-level functioning autistic students, and some that are the complete opposite. These students have often been bullied and have not been able to figure out how to learn because all their energy was focused on dealing with social issues. These students are able to calm down, and now focus on learning how to learn. It is rewarding to see them make progress and to be able to help families in unique ways.

Sincerely,

Janet Castaneda

Dear Public Education Commissioners and Secretary of Education Ruskowski:

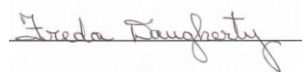
Each and every day, I realize and appreciate the fact that teachers teach all other careers. Nothing is more rewarding than when a student from previous years contacts you and says, "Thank you Mrs. Daugherty; I truly appreciate you taking the time to care enough about me to help me to learn to read." Yes, students should know how to read by the time they are in high school; however, this is not always the case. As a teacher, we do not know what students are going through in life, and we do not know the many different reasons students and their families choose to attend New Mexico Connections Academy; however, what we do know is the importance of a quality education, regardless of the situation or educational setting.

NMCA is the largest online school in New Mexico. Granted, other school districts have an online component; however, I sincerely believe NMCA offers a rigorous curriculum that employs policies and procedures unique to NMCA. For example, the teachers at NMCA deliver live lessons weekly, frequently contact students and caretakers, and truly know which students are in jeopardy of truancy and/or failure. The unique systems NMCA employs help all teachers to have quick access to students who are in alarm for lessons, participation, contacts, and attendance. Additionally, the symbols (smile, frown, etc.) help teachers to quickly identify individualized levels of student learning.

When I lived in Colorado, I was the principal and Executive Director for two online schools. This was during a time when virtual learning was a relatively new concept. Virtual schooling offers parents a choice in their child's education; however, more importantly, online learning allows students to learn and use skills necessary to be competitive in the 21st century. I firmly believe students who are proficient with using technology will be more advanced than their peers whom have little technology literacy. The world is rapidly changing, and as educators, we have a responsibility to prepare students for careers yet to be developed. When students learn to use technology efficiently, the students are more prepared for these future jobs.

While I have worked for NMCA for only one year, I have found NMCA to be a school with a rigorous curriculum. The teachers and administration are professionals who truly care about students and their learning. From personal experience, NMCA understands the concept that every student can learn, if given the opportunity. Granted, there are policies and procedures which can be improved, and once the cap for student enrollment has been met, NMCA can employ policies and procedures needed to make improvements. Once this happens, I am confident that NMCA will serve as a model premier online school for other states. Overall, I firmly believe virtual learning not only offers a choice for the students' learning environment, but also a choice that prepares students with skills needed to be competitive in the 21st century.

Sincerely,



Freda Daugherty
11th Grade Advisory Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

The reason I became a teacher is because I really enjoy passing on the knowledge I have about sports and physical fitness to others. Even when I was in high school I always found myself wanting to help others enjoy being physically active. The look on a child's face when they are successful at something they have struggled to be able to do is priceless, it brings me much joy to see the joy they receive.

Before teaching at NMCA, which is completely online, I taught PE and coached in the brick and mortar school for 11 years. I really enjoyed being with the students and watching them grow and mature and become successful in middle school and high school sports, after their time with me at the elementary school.

About 9 years ago I was diagnosed with cancer on my vocal cords. I did radiation treatment for about 2 months and the cancer was gone. I had been cancer free for about 8 years, but I noticed that I started having a hard time breathing, I could barely walk across the room without it sounding like I had just ran a mile. I was able to get to the Mayo clinic in Scottsdale, AZ, and they were able to tell me that I once again had cancer. I did not need radiation treatment, they used a laser to burn it off my vocal cord this time. They also told me that the reason I was having a hard time breathing was because the radiation from the first time I had cancer was making the muscle in my throat contract and that was closing my airway. To treat this, they have had to dilate my airway with a balloon. They put me to sleep, put the balloon in my throat and air it up, leave the balloon in for a couple minutes, then deflate the balloon to get oxygen to my body and repeat.

I have had this procedure done three times so far and they think I will need to do it another 2-3 times before my airway will stay open longer than 4 months. The procedure has done its job, I can breathe great now, but it has also bent my vocal cord, making it very difficult to talk. That is the reason I switched from the brick and mortar to the online environment. It got way too hard to teach lessons to groups of about 50 kids. Online teaching has been such a blessing to mine and my families' lives. It has allowed me to continue to do the thing I love, and that is teaching, while also allowing me to save my voice for the time being, so that I can play and talk to my wife and children.

Thank you.

Sincerely,

Brennan Weir
Secondary Physical Education Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I am writing in support of keeping the charter for New Mexico Connections Academy. I have worked at NMCA since the fall of 2014, and have never had a greater experience than I have at this school.

Teaching was not my first career. In fact, it wasn't even on my radar as a career when I was younger. My mother was a teacher and encouraged me to make the career change because she felt I had something to offer young people.

I began my teaching experience by substitute teaching at our local school while my children were still young. Once they graduated from high school, I began seeking a professional license and a full-time position teaching high school science. In the fall of 2001, I was asked by a school just over the border in Colorado to help them put together an "all online" curriculum for students, and in 2002 we launched one of the first online public schools in Colorado. The challenge was exceptional, but the successes of my students was indeed the greatest feeling one could experience. I have since taught in brick-and-mortar schools, but have continually moved back to the online classroom.

I believe the online environment to be the answer for many students who can't seem to function in a regular classroom. They come to us for a variety of reasons, but we can offer each of them the opportunity for success if they are willing to put in the effort. We maintain as much contact with them as possible, to offer them the support they need to graduate and become successful adults. In fact, I have more contact with my families at NMCA than I ever did with my brick-and-mortar families. In regular school, I knew my students, but seldom spoke to a parent. At NMCA, I speak to a lot of parents along with my students, and we keep the "door" of communication open, they are free to contact me any time they need to. Our curriculum is rigid, but offers students an excellent education and prepares them to face the challenges of continuing their education or entering a career field. Whichever direction they choose, NMCA teachers and staff are here to offer support.

As it stands, NMCA is by far the best teaching experience I have ever had.

Warm regards,

Dianne Brown
High School Science Teacher; NHS Adviser
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I recently started working for NMCA in April of 2017. Prior to that I worked as a teacher for close to 5 years in a brick in mortar setting, to include some human services work. I researched this virtual school before applying. I was amazed to see the opportunities it offered families of children that needed a different setting.

Working with students that have disabilities and supporting them and their families has been a passion of mine. I feel that many students who attend the virtual setting do so because of the learning difficulties they have and/or social emotional needs that are not being met in the brick and mortar setting. For the time I have been able to work for NMCA, I have seen that the school has been a blessing for those students who need an alternative way of learning. With a dedicated learning coach by each student's side to support them at home, I have seen it work out great!

I feel that NMCA is a blessing to many families that need a different setting and way of learning. The type of lessons that are offered, alongside a learning coach and more one-to-one support, are more personalized and help reduce the amount of distraction that can be difficult in a brick and mortar setting.

Overall, I have enjoyed my job at NMCA and plan on continuing working for such a great school. I am currently working on my graduate degree to become a school counselor. I plan on continuing to work with NMCA for years to come, if the renewal takes place. The moral and camaraderie that exists at this school is better than I experienced in the brick and mortar setting and my stress levels are a lot lower because of it. NCMA supports the health and well-being of their employees, by offering health and wellness options as well.

Sincerely,

Jolene Vasquez
Special Education Teacher/Case Manager
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruskowski:

I became a teacher so that I could help students to be successful and learn in a new and innovative way. I planned on being a veterinarian for as long as I could remember, but in the middle of my high school career my family moved and I had to change schools. I moved to a school where the teachers didn't seem to care about students and were not positive influences. I went on to college to still become a veterinarian, however, when I got there I realized that maybe veterinary science was not in my future. The classes that I didn't take in high school because of those teachers, I was now struggling in. At the time, I was working for a lady training horses and tutoring her kids and realized that maybe this was my true calling, helping kids learn the things I was weak in. It gave me such a great and satisfying feeling helping younger kids to see things they were struggling with in a new way and start to love them. So, I changed my major to agriculture education with an emphasis on animal science and biology.

Fast forward a few years, I was working as a biology and environmental science teacher in north eastern New Mexico and I had just finished an internship under an amazing principal who really cared about kids. He had to leave for health reasons and a new principal was hired, one who was there to collect a paycheck only and didn't seem to care about kids or teachers. I found myself again with a bunch of old crusty teachers who didn't care about kids. So, I decided that it was time for a change. I moved to a neighboring school district as the high school science teacher. I was excited to start, as this was supposed to be one of the best districts in the state, however, when I started I didn't feel that care for kids. As the year progressed I found it was worse than my previous school, that the teachers were each out for themselves and not worried about kids. This broke my teaching spirit even more.

New Mexico Connections Academy had an opening for a science teacher as I was looking for jobs to remove myself from the toxic school I was in. So, I applied. I had earned two master's degrees online and loved the online learning environment. I did some research and was so impressed with the school that my husband and I decided that if I got a job there I would enroll our three boys too. They needed to be pushed academically and this school looked like it could do it. NMCA took a chance on me and hired a broken teacher, who they brought back to life.

I was whole again because the school cared about their students. They wanted them to excel and they cared about their teachers. Students at the school are challenged to learn outside of the box and learn like they would have to in college. Students leave our school ready for college.

As for my three boys, they are excelling. My oldest has improved a whole level in state testing because he has had the opportunity to be seen not just based on his test score but for who he is, and has been pushed and allowed to take classes that he would not have the opportunity to take in local school districts. They have all been allowed to take advanced classes and excel in areas that they were weak in. They can work at their pace and not have to worry about being where the class is, and if they need help their teachers are right there to give them one-on-one support when needed.

While sitting here writing this letter, I spoke with a number of students who are excelling above what they were in brick and mortar schools. These students inform me that they love NMCA,

that they are challenged and learning more than ever, but they also remind me that they have to put in the work and they have to reach out to their teachers. This they say is a skill they needed to learn.

So, what sets us apart from other schools in the state? Well we care about our students, we are fighting for our students and most of all we want our students to succeed. We want them to be successful in whatever they choose to do, we want them to improve from where they are every day. We are serving students who have been bullied, harassed, picked at and hated brick and mortar school but are excelling here because they can be themselves and no one is judging them. They know their teachers care and want the best for them. Do we have students that are failing, yes, but does every school, yes.

So, with this all being said, I believe that we are teaching and caring for students that otherwise might not be getting the care and attention that they need. I have had the opportunity to work with some of the most amazing students and parents over the past year. I have gained my teaching spirit back, my drive to help students learn and love what they learn. I have learned things about my teaching style that needed to change and change for the better to help my students be more successful.

Thanks for reading my story,

Verna Adams
Secondary Teacher
New Mexico Connections Academy

Dear Public Education Commissioners and Secretary of Education Ruszkowski:

New Mexico Connections Academy is a very important school choice option for nearly 2,000 students across New Mexico. Our unique school allows for many students who would otherwise not be able to attend school to get a very high quality and rigorous education.

It was in graduate school that I discovered my passion for teaching. I began my teaching career as a brick and mortar teacher, and continued in the classroom for ten years. The regular classroom had many benefits but also many struggles and frustrations. Students' learning was seemingly at the mercy of the lowest performing student in the class, or disrupted by the increasing lack of discipline seen in general.

Being an online teacher is very different. There are unique challenges but also some wonderful and amazing benefits. Discipline is rarely an issue. Students can progress at their own pace and are not distracted or slowed down by material they have already learned. By the same token, students can review a challenging topic multiple times without being embarrassed and teachers are always available for extra help. We also have a wide variety of resources to help struggling students using their particular learning style.

I am often asked if I miss seeing my students everyday and if I miss interacting with them and helping them. While I do miss the occasional fun holiday party, I have to say that I interact way more with many of my online students than I ever did with students in the traditional brick and mortar setting. I am also able to provide my online students with much more individualized help than I ever was in the traditional classroom setting. I love that I can individualize instruction and help for my online students and meet them exactly where they are. I also love that we have so much data available to help meet our students' exact needs.

While online schooling is not for every child, as you do have to be self-motivated and our curriculum is quite rigorous, it is a very important option for many students. We have students who have health issues that do not allow them to be in a traditional classroom, many students are bullied or have learning exceptionalities that make a traditional classroom setting too stressful for them, many students live in remote areas and don't have convenient access to a traditional classroom, and many students have to work to support their families and need schooling options that are flexible with their schedules, just to name a few. We also have high class athletes that practice their sport six or more hours each day and travel extensively for competitions – these students need flexible learning environments that will fit with their busy schedules.

Finally, we have those who dislike all the interruptions of the regular school setting and want a better-quality education than is available to them in their local, traditional school option. I appreciate that NMCA is available for these types of students, and is helping them find success.

Personally, New Mexico Connections Academy has challenged me to become a better teacher for my students. This is my fourth year with NMCA and I have been challenged daily to become a more efficient and better teacher. I am constantly having to push the boundaries and find new ways to help my students be all they can be in this unique environment.

Another thing I absolutely love about NMCA and its unique online learning environment, is that it teaches our students to become independent learners who are captains of their own educational ships. This is such a valuable life skill! I remember when I first went off to college, I failed miserably because I never had to take charge of my learning the way we ask our online students to. They understand that they get out of it what they put into it. They also become very skilled at using their resources, reaching out to their teachers, and advocating for their own learning. It is absolutely amazing to watch this transformation.

I am so very proud to be an online teacher with NM Connections Academy! We are an incredible educational option for many who, simply put, would “not be schooling at all.”

We are doing amazing things with our students. I hear the same phrase from parents on a regular basis: “my student is a changed student! They love school again and are being very successful where they never have been before”.

These are the reasons I became a teacher! I LOVE learning and I feel that learning is a lifelong experience. I strive everyday to share my LOVE of learning with my students, show them that learning new things is FUN, and inspire them to become lifelong learners. Being an online teacher allows me to do just that and still be there for my own children who are also very successful online learners.

Sincerely,

Demetria Fenzi-Richardson

Mathematics Teacher

New Mexico Connections Academy

To Whom it May Concern,

I am a DACA recipient (Deferred Action For Childhood Arrivals). Growing up undocumented in the United States and going through the brick and mortar school system, I felt lost, scared, bullied, and knew only one thing, to keep moving forward. I went through school each day with the thought that my education would be taken away from me any day. Luckily, I managed to graduate college with my degree in math, and soon after received permission to work in the US and shine. I got into teaching because I know how students can struggle with life and with learning math.

I chose to teach at New Mexico Connections Academy because I understand some students out there feel safer in their own homes. I know our student population is based on a lot more than just immigrants; it's based on students who were bullied, misunderstood, unable to adjust to the brick and mortar setting, or because their disability or illness didn't allow them to be well taken care of in a traditional school. I like how NMCA has the ability to allow students to work on their own in a place where it is safe for them to be themselves. With today's events happening around our country and schools, what parent wouldn't want their students learning at home?

I also understand how hard it can be for students to focus and stay on track. We have all seen it, even grownups sometimes can't focus in services, meetings, and college classes for several hours. How can we expect students to do this, especially those who might not fit into the typical school setting? With NMCA students have the flexibility to move at their own pace and take breaks if and when they are needed.

NMCA covers everything students need to learn. Lessons have built-in, interactive and instant feedback! Live Lesson (online classes) are recorded, so that students can rewatch the material until they understand where they may have gotten lost in a lesson. Students get access to eBooks with even more examples of interactive material. Students also receive personal one-on-one tutoring that can be recorded and sent to the student to re-review. Students who struggle with reading, or who are learning English, can use the many extensions in Google Chrome to read, review pronunciation, and translate as needed. Lastly, students have access to the web, a resource we all have learn so much from.

I appreciate what NMCA stands for and believe that it is the direction our schools and the world are going. I hope you give us the chance to keep learning and shine.

Thank you,
Luis Chavez
NMCA Algebra 1 Teacher

ATTACHMENT B

ADDENDUM TO THE SCHOOL IMPROVEMENT PLAN

TABLE OF CONTENTS

1. Enrollment Restrictions 3

2. Annual Reporting, Benchmarks, and Consequences 3

3. Implement Best Practices for Tracking Mobile Students..... 4

4. Quarterly Metrics..... 4

5. Adult Advocates for Students At-risk of Dropping Out..... 6

 Small Group LiveLesson Advisory Sessions 6

 Advisory Teacher/Designated Counselors 6

 Counseling Program 7

6. Targeted Professional Development..... 8

 Teachers..... 8

 Governing Council Members 10

7. Academic Support and Enrichment to Improve Academic Performance 11

 Credit Recovery/GradPoint..... 11

 Success Academy Courses 12

 Supplemental Instructional Support Programs 12

 Career Technical Education (CTE) 13

 Summer GradPoint Credit Recovery..... 13

8. State Testing Participation..... 13

 Additional Testing Strategies 14

 Testing Communication Plan 14

9. Parent Engagement 15

 Student Academic Achievement Communications and Support..... 15

 Equality in Communication Plan 16

Attachment B-1 Letter from Boise State University College of Education 17

Attachment B-2 Professional Development Course catalog..... 18

Attachment B-3 Sample Tuition Reimbursement Plan 19

LIST OF EXHIBITS

Figure B-1. Personalize & Monitor Student Learning 4

Figure B-2. Ensure High Levels of Student Engagement..... 5

Figure B-3. Develop and Collaborate Professionally 5

FigureB-4. School Operations 6

Figure B-5. Governing Council Professional Development..... 10

1. ENROLLMENT RESTRICTIONS

Three significant factors contribute to NMCA's performance:

1. Late-enrolling new students simply don't have enough time to master content and skills before being administered the state assessment
2. Or in the case of high school, students enroll credit-deficient.
3. New students need additional time to learn how to be an engaged and diligent full-time online learner.

NMCA's total school enrollment as of 9/30/2017 was 1,801 students according to the monthly school report (MSR). The Governing Council proposes to shrink the school to an overall enrollment limit of 1,350. This will likely require lotteries and waiting lists, and will minimize late enrollments which are a significant contributor to the school's performance problems. Further the high school will not allow any late enrollments in grades 11 or 12 to ensure focus on helping credit deficient students graduate on time. This represents a reduction of 25% in capacity at the school.

If there are more applications than the 750 seats for grade 9-12 or the 600 seats for grades 4-8, NMCA will hold a lottery for new students, as required by law, since every returning student will have a seat available. In the event no lottery is required, NMCA reduce the size of the school at all grade levels by ceasing enrollment after the first four weeks of the first semester or when a grade span cap is reached, whichever occurs first.

NMCA will continue to implement student engagement strategies with all students to keep them motivated and supported in their learning. The absence of having to onboard a large influx of new students throughout the school year will allow faculty to focus on students who were enrolled for over 90% of the school year.

2. ANNUAL REPORTING, BENCHMARKS, AND CONSEQUENCES

NMCA serves credit deficient students and will submit annual reports (by January 30 following the close of the preceding Academic Year) to the PEC tracking the credit recovery of this subset of its population. The reports will track school performance (all data will be validated by a third party mutually agreed upon with the PEC and the Governing Council) in the following areas:

- **Credit Deficiency** - For each credit deficient student, (using only a Connexus¹ ID not using the name to avoid issues with Personally Identifiable Information), NMCA will report the cohort grade student entered the high school, credits deficient at time of enrollment, credits earned during year under review, total credits earned to date, and expected graduation date if student remains at NMCA.
- **Test Scores** - Test scores of NMCA students on state-required tests compared to state averages; ACT and other college prep scores compared to state average; and will track improvement of ACT scores based on cohort.
- **Students Leaving NMCA** – For students who transfer out (ID's by Connexus ID), NMCA will track where that student transferred to or entered GED or Alternative ED program. The school will also track students being accepted into college or career technical school.
- **Graduation Rate** – NMCA will track the graduation rate of students who attend all four years at NMCA or Alternative School and also the graduation rate of those students continuing in school after their fourth year. NMCA will also track number of students graduated (or %) at conclusion of fifth year (measured as of 9/30 in year following close of fifth academic year) and at conclusion of sixth year (measured as of 9/30 in year following close of sixth academic year).

¹ Connexus is the Education Management System that supports the school and where all student data is gathered and compiled.

3. IMPLEMENT BEST PRACTICES FOR TRACKING MOBILE STUDENTS

NMCA's graduation rate is impacted significantly by students who transfer out to pursue other educational programs without informing the school of their plans. As students withdraw, some are coded by default as drop-outs due to lack of data about where those students end up. In conferring with other charter schools in New Mexico, some schools have developed best-practices and processes to track these students in ways that yield significant increases in graduation rates. Accordingly, NMCA proposes to implement best practices for tracking these students:

- NMCA is actively collecting information on these approaches and will continue to implement improvements to how they track and counsel students during the withdrawal process.
- As part of NMCA's ongoing efforts to improve graduation rates, the school will continue to provide training to all staff emphasizing the importance of asking for next school or program information when a Caretaker initiates withdrawal. Unfortunately, many of the Caretakers still do not provide this information. When a withdrawal is initiated without next school information, an NMCA homeroom teacher and an administrative assistant will both contact the family through phone calls and emails in order to obtain information. If the information is still not provided, the student's name is placed on a list and a team from Connections will work to contact the family and obtain a verification of enrollment.
- Multiple strategies are used to obtain next school information including searching for students on social media, reaching out to Caretakers via personal email addresses, multiple phone calls and text attempts, and the use of a people-finder tool online. When information is acquired, a Verification of Enrollment form is sent to the new school or program in order to obtain proof of enrollment. If no information is found and the area in which the student moved to or is currently living is known, a Verification of Enrollment form is sent to possible schools the student is zoned for in that area. Attempts to verify enrollment are continued until verification is received, or the end of the validation period for the cohort.

4. QUARTERLY METRICS

Every quarter in the school year, NMCA and the Governing Council will review the Quarterly Metrics to see where the school is doing well and where the school can improve.

The Quarterly Metrics are a useful starting point for school improvement planning and any needed action plans and ensure that school performance is being monitored on a regular basis against key metrics that have been shown to contribute to school and student success. Figures B-1 through B-4 show the name of the metric and the Quarters in which that metric will be reported. The School Leader will receive ongoing calculations for these metrics in order to "progress monitor" the metrics.

Figure B-1. Personalize & Monitor Student Learning

Metric	Quarter(s) Reported
% 1 st Semester "core" courses successfully completed for ELA, Math, Science & SS	Q1 - Reported as % on track for successful completion (earning a passing score) Q2 – Reported as % successfully completing course (earning a passing score)
% 2 nd Semester "core" courses successfully completed for ELA, Math, Science & SS	Q3 - Reported as % on track for successful completion (earning a passing score) Q4 – Reported as % successfully completing course (earning a passing score)
% of High School Students with cohort status "graduate on time"	Q1, Q3

Metric	Quarter(s) Reported
% of High School Students within 1.5 credits of cohort status “graduate on time”	Q2, Q4
% completing Scantron Formative Assessment Pre, Mid and Post Test	Q1 – Pre-test Q3 – Mid-Test Q4 – Post-Test
% of students assigned by RTI Tier	Q1, 2, 3, 4 – Reported as % assigned Tier 1, Tier 2, and Tier 3
% students with Compliant IEPs	Q1, 2, 3, 4 – Reported as average of annual and triennial required reviews.

Figure B-2. Ensure High Levels of Student Engagement

Metric	Quarter(s) Reported
% on-time Welcome Calls	Q1, 2, 3, 4 – Reported as % of welcome calls completed within 7 days of enrollment
% completed Welcome Calls	Q1, 2, 3, 4 – Reported as % of welcome calls complete
% Start Up Tasks completed on-time	Q1, 3 – Reported as % start up tasks completed within 21 days of enrollment
% Curriculum Based Assessments (CBA) Target Met	Q1, 2, 3, 4
% Student Contacts Met	Q1, 2, 3, 4 – Reported as % of students with status “contacts met” indicating a successful synchronous contact
% Learning Coach Contacts Met	Q1, 2, 3, 4 – Reported as % receiving at least: -1 successful call by Q1 -2 successful calls by Q2 -3 successful calls by Q4
% completed notification of Preliminary Retention status	Q3 – Reported as % of students marked “retain or unsure” with a successful retention contact during the Preliminary Promotion/Retention period
% completed End of Year contact	Q4 – Reported as % of students successfully receiving an End of Year call
% “On Track” escalation status	Q1, 2, 3, 4 – Reported as % of students meeting school-determined participation thresholds to demonstrate active engagement in a virtual school.
% During School Year Withdrawals	Q1, 2, 3, 4 – Reported as % of students who withdraw during the school year (after meeting “engagement” criteria)

Figure B-3. Develop and Collaborate Professionally

Metric	Quarter(s) Reported
% of Teachers in a Professional Learning Community (PLC)	Q1 – Reported as % of teachers reporting a PLC IA number in their Staff Profile data view
% of PLCs in a school with a SMART goal	Q2 – Reported as % of PLCs with a school leader approved SMART goal for the 2017-2018 school year
% of PLCs in a school making progress towards SMART goal	Q3 – Reported as % of PLCs within a school with documented progress towards attaining SMART goal, as acknowledged by school leader
% of PLCs in a school with end of year SMART goal attainment	Q4 - Reported as % of PLCs within a school with documented attainment of SMART goal, as acknowledged by school leader
% of teachers completing Connections-led Professional Learning sessions (100, 200, 300-level)	Q1, 2, 3, 4 – Reported as % of teachers with a participation date listed for each monthly session that falls within a reporting quarter

FigureB-4. School Operations

Metric	Quarter(s) Reported
% of open teaching positions filled by the student first day of school	Q1
% of teachers with Teacher Orientation course complete	Q1
% of Students Enrolled “On Time”	Q1 – Reported as % of students enrolled on or before the first student day of school
% of eligible “Returning” students enrolled	Q1 – Reported as % of students eligible to return the following school year who enrolled by 9/25
% of open teaching positions filled by June	Q4
% Teachers Returning	Q4 – Reported as % of teachers not indicating they wouldn’t not returning via the Teacher Intent to Return process
% eligible Students Returning	Q4 – Reported as % of students indicating they would returning via the Student Intent to Return process

5. ADULT ADVOCATES FOR STUDENTS AT-RISK OF DROPPING OUT

As recommended by the National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences’ (IES) Dropout Prevention Practice Guide² the school will assign adult advocates to students at-risk of dropping out to serve as mentors/advisors. As noted in the Practice Guide, “research suggests that students who have ongoing relationships with adults feel a greater sense of school membership, attachment, and involvement” and that additional benefits of these relationships include: “reduced risky behaviors, reduced absentee rates, improved grades, and improved communication and social skills.” Recognizing that these are all areas that are key indicators of school success, the school’s adult advocates will mentor students, build relationships with students, and engage with students in the following ways:

- Small Group LiveLesson Advisory Sessions
- Advisory Teachers/Designated Counselors
- Student Engagement Team (SET)
- Teacher and staff Professional Development (guidance and training on support to at-risk students and dropout prevention)
- Learning Coach Support

Small Group LiveLesson Advisory Sessions

The IES Dropout Prevention Practice Guide provides specific suggestions regarding the types of responsibilities adult advocates should undertake, including that regular time in the school day or week should be established for students to meet with the adult. This will be accomplished through weekly small group LiveLesson advisory sessions.

Advisory Teacher/Designated Counselors

The Advisory Teacher/Counselor will be the key person within the high school team responsible for keeping a comprehensive view on all students assigned to them. These will host synchronous small group (15 students or fewer) advisory sessions conducted one to two times per week with the Advisory Teacher/Designated Counselor to support student engagement, academic success, and career readiness.

² https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dp_pg_090308.pdf

The Advisory Teachers/Designated Counselors will watch for gaps in learning as well as the most likely gaps in positive learning habits in order to support student success in the online environment. They will use data systems to support identifying and supporting students at-risk of dropping out.

Counseling Program

The counseling program will offer individual and group counseling, as needed, and will focus on academic development, personal and social growth, and college and career readiness activities through a variety of communication tools (LiveLesson sessions, phone calls, message boards, Virtual Library, newsletters, and face-to-face field trips and events that will take place throughout the state).

The counseling team will establish a system for early identification of students who are behind in earning high school credits, or those who are off track for graduation. Once identified, counselors will work with these students to identify support needed to be successful in earning credits, and a plan to get back on track to graduate with his/her cohort. Specifically, school counselors will work directly with students to identify a course of study that works to get the student back to graduating with his or her cohort. Potential options include credit recovery courses, additional credits each semester, block scheduling, and summer school. Counselors will work with students and families individually to identify what is best for the needs of each student. Further, counselors will work with students individually and in groups to instruct students on the mindsets and behaviors necessary to be a successful virtual school student. Students will learn about organizational and time management skills, assertiveness in working with teachers, and the skills necessary to become a self-regulated learner. School counselors will also collaborate with special education professionals to support students with IEPs transition plans.

The technology available in Connexus allows for teachers and counselors to monitor students' participation and performance in course work, enabling teachers to identify students who are behind in lessons or performing poorly in current courses. Teachers and counselors will assist these students in successfully completing courses through frequent calls and access to additional resources, as needed.

Counselors will help monitor students' performance against drop out and on-track indicators and prepare students for college, career, and/or employability with:

- College and career readiness data view focusing on steps needed to meet post-graduation goals;
- Interactive LiveLesson sessions connecting families with real-time information on financial aid and scholarships, college application processes, entrance requirements, and more;
- College test preparation courses for the SAT/ACT;
- Early identification of students who may be off track for graduating on time; and
- 1-to-1 counseling with students as needed to provide resources and assistance with post-secondary planning, including career options, vocational training, and selecting the right college.

In addition, there will be additional supports and activities available to support a student's college and career goals including the following:

- Counseling LiveLesson sessions each Friday for high school students (including Career Fireside Chats on the fourth Friday of each month);
- College admissions LiveLesson sessions;
- Career and vocational options LiveLesson sessions;
- College newsletters sent to high school students each month;

- Chat-with-a-Grad sessions; and
- Connexus tools such as the Progression Plan Manager.

Students will have access to the national counseling LiveLesson session program, which delivers weekly guidance curriculum lessons and national college admissions sessions throughout the school year. The sessions include the Career Fireside Chats on the fourth Friday of each month. Previous sessions have covered such topics as Teen Dating Violence Awareness, Educational/Training Opportunities After High School, Why School Matters: Navigating Your Educational Development Plan, How to Develop a Growth Mindset, Aligning Individual Goals & Abilities, and ACT & SAT Overview. A college newsletter is sent to high school students each month.

Students will be encouraged to enroll in College and Career Focused clubs. Each club includes regular LiveLesson sessions with a career and college counselor. There are several clubs focused on post-secondary planning including: College Planning Club, First Generation Club, High School Career Club, and Middle School Career Club.

The counselors will also plan additional LiveLesson sessions, and small group advisory sessions, for students which will address specific student needs. The counselor will be a resource to students, families, and staff in ensuring that all students are safe.

6. TARGETED PROFESSIONAL DEVELOPMENT

Teachers

Teachers and Staff at NMCA will participate in additional training, and have access to on-demand resources, to support them with:

- Motivating and engaging at-risk students;
- Recognizing potential drop-outs and implementing strategies for dropout prevention;
- Recognizing and supporting students in distress;
- Determining appropriate instructional and behavioral supports;
- Identifying on-track indicators for high school graduation;
- Creating a college-going culture; and
- Providing guidance and support to students who may choose to go to work after graduation.

Professional Development as Part Teacher Annual Review

Teachers will have a goal or competency incorporated in their annual performance assessment focused on the successful completion of professional development and continuing education credits that will be rated in accordance with the school's rating scale and contribute to the overall performance rating. Annual ratings impact both merit increase and annual incentive.

Third-Party Professional Development

NMCA will contract with a third-party professional development organization, such as Teach +Plus, for individualized professional development for its faculty. The Governing Council believes this additional professional development will benefit the faculty by providing them additional training for supporting at-risk students.

Partnerships with Leading Institutions of Higher Education

In addition to new professional development, NMCA will work to partner with a leading institutions of higher education to allow its faculty to complete coursework towards a master's degree in online learning with the cost paid in part by the school through its tuition assistance program.

NMCA plans to partner with an institution of higher education, such as Boise State University College of Education (please see letter in Attachment A-1), to offer the teachers two options to expand their professional learning. Option 1 includes earning an online teaching graduate certificate³ and Option 2 includes earning an Idaho K-12 online teaching endorsement.⁴

Additionally, the following universities have been identified as offering continued education opportunities specific to educating on an online environment and will provide an incentive to teachers to take advantage of this continuing education option through tuition reimbursement.

- American Public University
- University of Pennsylvania Virtual Online Teacher (VOLT) Certificate Program

Monitoring and Reporting Professional Development

Connections will deliver a catalog of Professional Development courses specifically built for teachers engaged in online teaching. These courses may be delivered synchronously or asynchronously and will cover topics such as effective strategies to engage students, using differentiation to personalize instruction, and best practices for teaching math virtually.

The Connections academic program management team will track teacher attendance, completion, and performance for these courses and provide semi-annual reports to the Governing Council and School Leadership. The Professional Development Course Catalog is attached as Attachment A-2.

Tuition Reimbursement

A sample tuition reimbursement plan that Connections offers its teachers is provided in Attachment A-3. The Governing Council will review this policy, adapt it to New Mexico specific rules, and create a similar policy specifically for NMCA teachers.

Hiring Practices

In order to ensure NMCA attracts the most qualified teachers, open positions are posted to the following places:

- New Mexico Charter Schools
- iNACOL
- Indeed
- College Sites - University of New Mexico, New Mexico Highlands, New Mexico State Carlsbad, New Mexico State Las Cruces
- Career Builder
- Glassdoor
- FlexJobs

³ <https://edtech.boisestate.edu/online-teaching/>

⁴ <https://edtech.boisestate.edu/idaho-k-12-online-teaching-endorsement-program/>

The following locations are sourced:

- Internal database of applicants from years of postings and applications
- Indeed
- Career Builder
- Local school district teacher directories
- New Mexico colleges – the careers center email alumni and lists of past students/certified teachers

During 2016-17, on average it took less than three weeks (20 days) to fill an open position and the school went the majority of the school year with a full staff and no positions were left vacant.

Since August 2017, the school has averaged between four and five openings. The majority of these openings are from growth in enrollment (9.5 new positions since August 1 based on enrollment growth). NMCA has kept up with staffing opening positions over the months, filling half of the open positions, and continuing to interview. Though hiring was much quicker in previous school years.

To support hiring quality teaching staff, the following local events are hosted or attended:

- Host weekly virtual teacher information sessions on Wednesdays for prospective teachers
- Attend seasonal job fairs brining flyers and job description materials to hand out

Governing Council Members

In addition to the professional development for the teachers and staff, the Governing Council will also receive training throughout the year. A sample of a training schedule is included in Figure B-5.

Figure B-5. Governing Council Professional Development

Month	Training	Description
August	What is the Monthly School Report? What does it mean?	The monthly school report is provided to the Governing Council at each month's meeting. This report contains enrollment data (by grade band), student demographics (including FARM eligibility and Special Population numbers), contacts between teachers and students, and performance metrics (attendance, participation and overall performance). After the training, the Governing Council should be able to interpret the data on the monthly school report and see trends and issues at the school.
September	What are the Quarterly Metrics and what do they mean for the School?	At the end of each Quarter (October, January, April, and July) Connections will report to the Governing Council on operational metrics related to the School Focus Goals, Core Model & Standards, and School Year Cycle. These are metrics that Connections expects will help drive Efficacy as measured by the School Focus Goals. These metrics are either in addition to those shared on the Monthly School Report, or are sharing comparative results across the schools for what is shared on the Monthly School Report. The training will explain each metric that will be used, what it means, how it is calculated.
October	What are our school goals and how are they calculated?	This training will go over the school goals (as the School Leader goes over his state of the school report). The school goals will be discussed/explained in terms of how they will be measured, monitored, and what actions the school will be taking to meet them.
November	What were the key takeaways of the Leadership team from the 2017 National Dropout Prevention Network Conference?	The conference is to be held October 28-31, 2018 and is put on by the National Dropout Prevention Center/Network at Clemson University. Key members of the leadership team plan to attend the conference. Conference strands include credit and recovery opportunities, parent and family engagement, alternative educational contexts, strategies for specific populations, civic/community engagement, leadership and administration issues, and chronic absenteeism. The attendees at the conference will be prepared to share their takeaways with the Governing Council.

Month	Training	Description
January	How is NMCA doing on Quarter 2 Metrics?	This session would highlight the outcomes of the metrics that are reported in Quarter 2. The Governing Council should be able to gauge how successful the school is on implementing the school improvement plan and whether at the half-way point in the school year, the school is on track to make its goals.
February	How is NMCA preparing for state assessments?	Throughout the school year NMCA has been preparing its students to take the state assessments. This month the school leader (or designee) will explain all the work that has been done to prepare students academically to succeed on these important assessments. The school leader (or designee) will also talk about the logistics/planning that went into finding test sites and scheduling students – this is an important part of reaching that 95% attendance threshold.
April	How is NMCA doing on Quarter 3 metrics?	This session would highlight the outcomes of the metrics that are reported in Quarter 3. The Governing Council should be able to gauge how successful the school is on implementing the school improvement plan and whether with three quarters of the school year completed, the school is on track to make its goals.
May/June	What have we learned? Strategic Planning for next year?	This session would be more of a discussion of the Governing Council and school leader. It would be a reflection on the school year as a whole – what they learned, what worked, and where the school is now. The Governing Council may consider going through a strategic planning process as they prepare for 2018-19. This planning could be facilitated by an outside consultant who would help the Governing Council set new goals for the school for the coming school year.

7. ACADEMIC SUPPORT AND ENRICHMENT TO IMPROVE ACADEMIC PERFORMANCE

As indicated by the IES Dropout Prevention Practice Guide, “research shows that low academic performance, absenteeism, and grade retention are related to dropping out” and that the provision of appropriate academic supports that helps address skills gaps, can offset a cycle of frustration, and can enrich the academic experience for students who may be disengaged.⁵ In support of this recommendation and to improve student academic performance, NMCA will continue to provide and add further academic supports beyond the standard high school course offerings and instructional supports:

- GradPoint® Credit Recovery
- Success Academy Courses - Freshman and Senior Success courses
- Supplemental Instructional Support Programs (e.g., Reading Plus, Imagine Math, Math XL)
- Career Technical Education (CTE) course offerings and college, career, employability supports
- Summer GradPoint Credit Recovery is freely available for high school students, per their Next Step plans

Credit Recovery/GradPoint

To support high school students on their path to graduation and college and career, NMCA is providing credit recovery course offerings during the summer and school year as a resource to help students recover credits and achieve and maintain on track status. GradPoint credit recovery courses offer a diagnostic-prescriptive virtual learning solution. The student-centered philosophy behind GradPoint’s courses includes the necessary support features to facilitate and guide customized credit recovery:

⁵ Page 22, https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dp_pg_090308.pdf

- Prescriptive-diagnostic assessment and instructional sequencing tools that automatically tailor and deliver personalized learning for every student.
- Engaging content and interactive, collaborative learning elements to re-engage at-risk students.
- Instruction, activities, and assessments that address diverse learning modalities and enable students to demonstrate content mastery in a variety of ways.
- Robust progress monitoring tools.

GradPoint's prescriptive courses provide a personalized pathway through the course based on needs, saving valuable learning time and increasing student motivation. Unlike other programs, GradPoint automatically diagnoses and prescribes content for a truly personalized learning experience. Students take a pre-test and a post-test with every module. Based on their results, they are assigned lessons in areas in which they did not demonstrate mastery and are exempted from other lessons they have already mastered.

Success Academy Courses

To further support students' success and engagement in school, NMCA will offer two Success Academy courses: Freshman Focus and Senior Success.

The Freshman Focus course will orient students to resources available to them, introduce strategies for success in high school course-level work, emphasize the importance of academic integrity and producing authentic work, and build college, work, and career readiness.

Based on the positive results of the Freshman Focus Course, NMCA will also offer a course that addresses needs specific to seniors, Senior Success. The Senior Success course exposes students to tools and resources designed to best prepare them for life after high school. Students will gain exposure to information about financial aid, the college application process, résumé writing, graduation information, and post-secondary options. This course also provides students the opportunity to reflect on their high school experience.

Supplemental Instructional Support Programs

Supplemental instructional support programs (SISPs) are assigned to students who need additional practice and/or support with the foundational skills required to be successful with grade level standards. Teachers are trained in the implementation of these programs, including analyzing and evaluating student progress using the data provided by each program. As a standard part of the SISP review process, the school evaluates programs for:

- Evidence of research
- Alignment to standards
- Ability to customize
- Feedback to students
- Direct instruction
- Teacher/Student user experience
- Diagnostic/prescriptive component
- Motivation feature
- Data and reporting, including data on discrete skills

Some of the additional SISIP resources that the school will provide students will include Imagine Math,⁶ Math XL,⁷ and Reading Plus.

Career Technical Education (CTE)

As indicated in the IES Dropout Prevention Practice Guide, students at risk for dropping out should be provided relevant instruction to better engage them in learning and to better serve them after they complete school, with a specific focus on helping students discover the purpose for completing school by incorporating career-related curricula.⁸ NMCA fully supports this recommendation and will offer CTE courses that provide students the opportunity to take courses in many of the 16 nationally recognized career clusters. The courses expose students to a wide variety of career areas and help prepare them for career and college success by giving them a solid academic foundation, technical knowledge, and skills training in a wide variety of fields. The courses include interactive presentations, real-world activities and assignments, career connections, and an online study guide to help students obtain the skills and competencies of their chosen career pathway. NMCA will explore adding additional CTE courses and certifications associated with the selected career pathways.

In addition, students will be encouraged to enroll in College and Career Focused clubs. Each club includes regular LiveLesson sessions with a career and college counselor. There are several clubs focused on post-secondary planning including: College Planning Club, First Generation Club, and High School Career Club.

Summer GradPoint Credit Recovery

Summer provides an opportunity for many students to “catch up” and be on track for graduation. In addition, research has shown that by enrolling in academic courses in the summer months, “summer slide” is reduced and can help students achieve academically. In support of this research finding, GradPoint Credit Recovery courses will continue to be offered during the summer to high school students, per their Next Step plans.

As part of students’ Personalized Learning Plan, students in NMCA’s summer school program will be closely monitored by certified teachers and counselors who will provide targeted, supplemental instruction and maintain regular contact to keep them focused on their goal of graduation. Teachers will work to ensure that students complete pre- and post-tests, progress at a pace that enables successful course completion, and participate in daily instructional and intervention activities. Students who are credit deficient will take GradPoint courses.

Summer school staff will be chosen based on their familiarity with effective instructional and motivational strategies. They will be focused on student success and already have relationships with many of the students, a foundation on which to build academic success. When students know that there is an adult that cares about their success, then they are more motivated to be successful.

8. STATE TESTING PARTICIPATION

The state assessment provides valuable information about a student’s learning and progress to teachers, the school, and parents. Specifically, the information from the state assessment helps to inform teachers and the school about a student’s academic growth, whether a student is “on grade level” in key subject area such as reading and math, and, as a result, the areas where a student may need extra support and instruction. Without the information gathered from the state assessment, we lose a valuable tool to identify and support an individual student’s learning needs.

⁶ <https://www.thinkthroughmath.com/resources/case-studies/>

⁷ <https://www.pearsonmylabandmastering.com/northamerica/mathxl/>

⁸ Page 34, https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dp_pg_090308.pdf

The information provided by the state assessment allows teachers and parents to know with confidence how their student is doing in comparison with students in other classrooms and schools across the state. This information also allows for students to receive Year-Over-Year (YOY) assessments of academic growth.

The annual state assessments fulfill several key high school graduation requirements. While there are alternative measures to fulfill graduation requirements at NMCA, not taking the state assessments will limit students' opportunities to fulfill graduation requirements and may jeopardize their ability to graduate on time.

Testing for younger students helps prepare them for more rigorous coursework and to remain "on track" for success in college or a career by providing their teachers and schools with information to help them better meet their academic needs. This information is used to provide the necessary instructional supports to ensure that they are on track to be able to tackle higher level coursework.

State testing in a virtual environment is an enormous endeavor. In brick-and-mortar schools, students are used to coming to a building every day, so testing is just another school day. For NMCA students, state testing is outside the normal pattern and includes travel to a testing site and spending the day in an unfamiliar environment.

Additional Testing Strategies

NMCA continues to encourage and ensure that all students participate in state testing. NMCA provides 18+ test sites around the state so that students do not have to travel more than 50 miles from their homes to test. NMCA chooses test sites by community availability, accessibility, and the ability to meet student needs. The sites must be able to accommodate the technology needs required by the state tests. NMCA will be implementing the following strategies for the 2017-18 school year:

- Increasing testing sites by 10% in 2018-19 to increase accessibility to students in the more remote areas of the state.
- Providing an at-home testing option for students who do not appear at the initial testing date due to illness, travel restrictions, or other reasonable reason.
- Pairing testing opportunities with field trips, activities, and other meet-your-teacher outings to further encourage students to attend.
- Offering student incentives to appear at testing, including door prizes and other catalysts to encourage student excitement and motivation for testing.

In addition to the previous initiatives, NMCA will be exploring the legality and academic impact of requiring one mandatory, face-to-face session for each student with a member of the NMCA staff per year to verify identification and ensure that students are effectively completing assignments and working the program independently. The testing session would be the ideal opportunity for students to meet this requirement.

Testing Communication Plan

The School Leader will communicate to all families the potential impact to the school if students do not attend state testing, which may include losing the educational option of NMCA. NMCA informs families of the testing dates via WebMail (an internal, secure email system), message boards, weekly phone calls from teachers, and postcards mailed via USPS to student homes. If students do not attend testing, the school immediately contacts families to schedule alternate testing times. Despite this planning and communication, some families simply choose to opt out or otherwise not attend state testing. NMCA will continue to work to refine communications, emphasize the importance of testing to all families who enroll, and make every effort to provide a positive testing experience for students and families.

9. PARENT ENGAGEMENT

Parent and family involvement and engagement are critical to the success of NMCA and integral to improving student academic achievement. Parents serve as Learning Coaches and play an active role in the learning process, providing input and communicating regularly with teachers. Parents have access to their student's Grade Book at any time by logging into the school's proprietary education management system, Connexus®. This provides parents with transparency into their student's academic performance on a day-to-day basis. NMCA builds the school's and parent's capacity for strong parent involvement. This ensures effective involvement of parents and supports a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described herein.

Student Academic Achievement Communications and Support

NMCA provides assistance to parents in understanding topics such as the state academic content and academic achievement standards, state and local academic assessments (including alternate assessments), how to monitor their child's progress and how to work with educators. The school provides materials and training to help parents work with their student to improve their student's academic achievement and using technology, as appropriate, to foster parent involvement.

- During the school year, teachers and parents communicate regularly via WebMail, telephone, and LiveLesson™ sessions. Teachers formally conference with parents regularly. In addition, parents are directly involved in checking daily student work for completeness and may view student grades and other progress indicators in real time.
- Parents have the opportunity to be intimately familiar with their students' progress on a day-to-day basis. The school's unique Connexus technology platform ensures that all parents have access to complete data about their children's learning on a 24/7 basis. In Connexus, parents view, in real time, an indicator of whether their student is on track and making adequate progress. Students who are not on track are identified as "approaching alarm" or on "alarm" if and when certain thresholds are reached related to completion of lessons, attendance, contact with the teacher, and/or submission of required assessments or portfolio assignments. The school contacts the parent of any student in "alarm" or "approaching alarm" by WebMail, and when on "alarm," by certified mail and/or telephone, to discuss issues impeding the student's progress and to discuss strategies for getting back "on track." Parents are also provided with frequent reports on their student's progress. For students who are struggling, school staff meets weekly at staff meetings to develop an intervention plan that directly involves the student's parent.
- Materials to encourage parent involvement are provided (with no cost to the family) including online training, a handbook, and school newsletters. Daily lesson plans are accessible 24/7 and enable parents to review and understand the objectives of each lesson so that they can support their student's learning effectively. The teaching and administrative staff and curriculum and technical support staff are also available via WebMail or telephone to provide required assistance and advising support.
- NMCA provides ongoing training and support to help parents carry out their important role while making optimum use of the available technology tools and professional teacher support. The school's specific training and support efforts include a Parent Orientation to familiarize parents with the features and components of Connexus. The training also includes building an effective understanding of the academic program (content, standards and assessment) as well as real-time tools for monitoring and improving student performance.

- NMCA holds parent-teacher conferences during which the Next Step Plan is discussed as it relates to the individual child's achievement. If there are performance concerns, or if students are falling behind and in escalation, the student's teacher contacts parents via phone and/or WebMail and includes other teaching or administrative staff as needed. The call focuses on the student's performance and what actions need to occur to get the student back "on-track". Teachers may also set up an in-person meeting to discuss any student or parent concerns and to work collaboratively to set goals and identify a timeline for improvement.
- Parents have multiple opportunities to shape the overall school experience. They can volunteer to chaperone student field trips, serve as community coordinators, assist with student activities, as well as participate in planning meetings.

Equality in Communication Plan

NMCA educates its principals, teachers, and staff on how to reach out to, communicate with, and work with parents as equal partners; on the value and utility of contributions of parents and how to implement and coordinate parent programs and build ties between parents and the school.

NMCA is committed to providing high-quality and ongoing professional development for both parents and staff to improve instruction and drive toward proficiency on academic standards. NMCA provides teacher training and professional development programs to equip teachers with how to communicate and work effectively with parents/families.

At least one meeting is held annually, with the option to participate via telephone or LiveLesson session, to discuss the Parent and Family Engagement Policy and School-Parent Compact. Further feedback is solicited through multiple avenues, including the "feedback" link on Connexus, phone, WebMail, monthly school newsletters, field trips and back to school activities, and other parent-oriented activities. The StarTrack™ system is a rating system that allows parents to rate and comment on each lesson in which they engage from a low of one star to a high of five stars. The school also surveys parents each year in order to evaluate the school on a number of criteria, including student progress, teacher support, and the quality of curriculum.

ATTACHMENT B-1 LETTER FROM BOISE STATE UNIVERSITY COLLEGE OF EDUCATION



BOISE STATE UNIVERSITY

COLLEGE OF EDUCATION

Department of Educational Technology

To Whom It May Concern:

The purpose of this letter is to provide support for creating additional robust professional development learning options in the field of K-12 online education. We at Boise State believe that teaching online is a unique skill set and that professional development is needed to fully meet K-12 student learning needs in any online learning environment.

The Department of Educational Technology has two options available for teachers in New Mexico:

Option 1: Online Teaching Graduate Certificate (K-12 focus)

<https://edtech.boisestate.edu/online-teaching/>

Our online graduate certificate is specifically designed for K-12 teachers and focuses on developing the technical skills and pedagogic knowledge unique to online and blended classrooms. Courses are project-based, present an exemplary model of best practice in the online environment, and provide opportunities for teachers to create materials that can be immediately applied in their own classrooms. (Nine credits required)

Option 2: Idaho K-12 Online Teaching Endorsement

<https://edtech.boisestate.edu/idaho-k-12-online-teaching-endorsement-program/>

This program is intended as an Idaho only endorsement. However, the courses are appropriate for advanced K-12 online teacher training anywhere. The course of study builds on the online teaching graduate certificate with the addition of advanced technical and pedagogic skills such as web development, social network learning, and project-based learning. The traditional route for this program requires a minimum of 21 credits, including a place-based field experience for teachers who do not have experience teaching in an online classroom. We also offer a competency-based option that is designed to value the experience of past and current online teachers. This option requires a close partnership with the virtual school to ensure that existing school- or organization-based PD is closely aligned with the Idaho K-12 Online Teaching Standards.

We look forward to supporting your professional learning needs.

Kerry Rice, Ed. D.
Idaho K-12 Online Teaching Endorsement Program Coordinator
Professor
Department of Educational Technology
Boise State University
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ATTACHMENT B-2 PROFESSIONAL DEVELOPMENT COURSE CATALOG



Professional Learning

2017–2018



Table of Contents

PROFESSIONAL LEARNING at CONNECTIONS EDUCATION	2
An Overview of Professional Learning	2
Professional Learning Invitations and Schedule.....	3
Professional Learning 100 Series (2017–2018)	6
Professional Learning 200 Series (2017–2018)	8
Professional Learning 300 Series (2017–2018)	10
Creating a Culture for Math Practice and Mindset	13
Building Conceptual Understanding in Math	15
Fostering Effective Mathematical Practices for Secondary Students	17
Optional Professional Learning Session (2017–2018)	19
<i>STEM Support: Multi-Part Series</i>	19
<i>STEM Support: Standalone</i>	19
<i>Exceptional Student Support: Multi-Part Series</i>	20
<i>Exceptional Student Support: Standalone Sessions</i>	20
<i>Advancing Your Online Instructional Practices: Standalone Sessions</i>	20



PROFESSIONAL LEARNING AT CONNECTIONS EDUCATION

An Overview of Professional Learning

Research on effective professional development indicates that professional learning must be intensive, ongoing, and connected to practice. Teachers need to try out new ideas and strategies with their students and to reflect on the results of these strategies. Intensive professional learning, especially when it includes application of knowledge to planning and instruction, has a greater chance of influencing teaching practices, and in turn, leading to gains in student learning.

Connections Education provides a systematic approach to professional learning for all teachers. Topics for professional learning sessions support our *Core Standards for Facilitating Student Learning*, align to the school year cycle, and are driven by our belief that all students can and must learn. During the 2017–2018 school year, each level of the comprehensive and systematic professional learning model focuses on a monthly theme, as described below.

	Themes	PL 100	PL 200	PL 300
September	Reflection	Professional Learning Overview	An Overview of Professional Learning and Reflective Practice	Fostering 21 st Century Success
October	Connections	Connecting with Students to Create Community	Helping Students Connect to Learning in Meaningful Ways	The Impact of Strong Teacher/Student Relationships (300+)
November	Ownership	The Power of Vocabulary in Building Student Ownership	Ownership: A Critical Element in Engagement	Honesty and Ownership
January	Questioning	Effective Questioning to Maximize Achievement	Measuring Student Learning through Questioning	Developing Empathy in a Virtual World
February	Practice	Practice + Reteaching: An Integral Part of Learning	Deliberate Practice and Self-Monitoring	Emotional Intelligence and Student Learning (300+)
March	Feedback	Feedback and Student Engagement	The Impact of Actionable Feedback on Learning	Let's Talk About Bias (300+)
April	Outcomes	Learning Outcomes with Meaning	Learning with the Brain in Mind	Students as Active Problem Solvers (300+)

First year teachers and new school staff at existing schools participate in our Professional Learning (PL) 100 series which focuses on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Emphasis is placed on the “instructional shifts” that are required to support the level of rigor demanded by the Common Core State Standards, updated state standards, and next generation assessments, as well as to prepare students for college and career success in our globally competitive world. Teachers at new schools will join the Professional Learning series during their second year.



Teachers and school-based staff who have completed the PL 100 series participate in our Professional Learning (PL) 200 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multitiered intervention, and the role of mastery and transfer. PL 200 sessions are designed to engage teachers in thinking more critically about the topics presented during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas.

Professional Learning (PL) 300 is for teachers and school-based staff who have completed PL 100 and PL 200 (and PL 300 when applicable). The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area and grade band groups to discuss strategies for supporting the whole child. PL 300 offers a combination of required and optional sessions for participants.

Furthermore, the Math, We've Got This! PL series are designed for new and returning math teachers. There are three Math, We've Got This! PL series offered to teachers: Elementary, Part 1: Creating a Culture for Math Practices and Mindset, Elementary, Part 2: Building Conceptual Understanding in Math, and Secondary: Fostering Effective Mathematical Practices for Secondary Students. During these seven-session professional learning series, participants focus on supporting students in developing mathematical mindsets, and exploring research-based instructional strategies designed to promote discourse, develop number sense, and deepen conceptual understanding. A variety of strategies for teaching specific math concepts virtually are modeled and practiced. Teachers may choose to participate in these series as the sole focus of their professional growth or in addition to the PL 100, PL 200, or PL 300 series.

In addition to these required professional learning sessions, a number of “optional” professional learning sessions are offered. These sessions are available to all teachers and employees who seek to expand their professional knowledge. Each topic is designed for specific content area teachers and grade level teams and includes strategies for effectively and actively engaging students in the learning process.

Professional Learning Invitations and Schedule

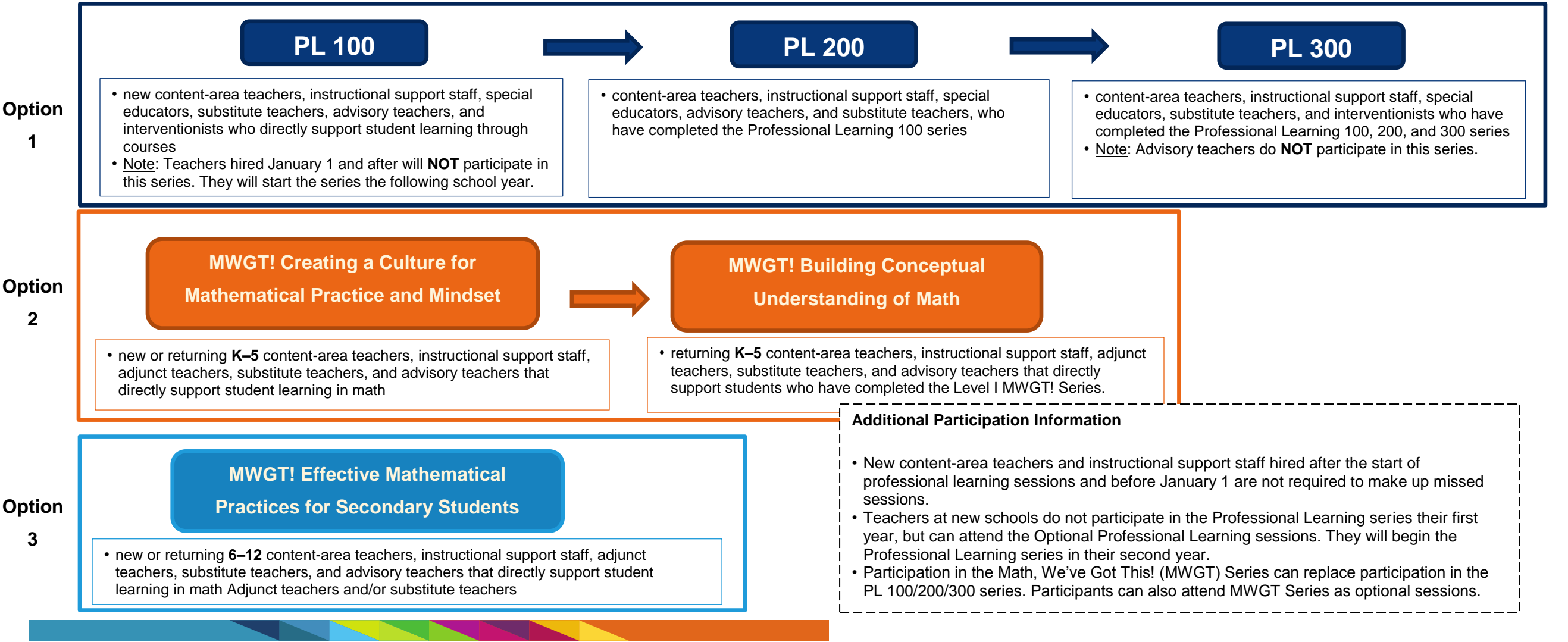
Invitations will be sent at the beginning of the school year to all participants in each of the Professional Learning series. A majority of the sessions are offered more than once. Participants are encouraged to select the date and time of the session that fits best within their schedule.

Any questions about the Professional Learning series contact the School Support Help Desk by calling 855-330-4636 and press 3.



Professional Learning Participation for 2017-2018

The chart below shows the participation options for each series of professional learning.



	New Content-Area Teachers, Instructional Support Staff, Special Educators, Advisory teachers, and Interventionists who directly support student learning	Returning Content-Area Teachers, Instructional Support Staff, Special Educators, Advisory teachers, and Interventionists who completed PL 100 Series	Returning Content-Area Teachers, Instructional Support Staff, Special Educators, and Interventionists who completed PL 100, PL 200, and PL 300 Series	Adjunct and Substitute Teachers (may vary based on role at their school)	Corporate Employees	New Teachers at New Schools
Professional Learning 100 Series	✓			✓	✓*	
Professional Learning 200 Series		✓		✓	✓*	
Professional Learning 300 Series			✓	✓	✓*	
MWGT! Creating a Culture for Mathematical Practice and Mindset	✓* (K–5)	✓* (K–5)	✓* (K–5)	✓	✓*	
MWGT! Building Conceptual Understanding of Math		✓* (K–5 and completed Level I MWGT! Series)	✓* (K–5 and completed Level I MWGT! Series)	✓	✓*	
MWGT! Effective Mathematical Practices for Secondary Students	✓* (6–12)	✓* (6–12)	✓* (6–12)	✓	✓*	
Optional Professional Learning Series	✓*	✓*	✓*	✓*	✓*	✓*

✓-required ✓*-optional



Professional Learning 100 Series (2017–2018)

What is the Professional Learning 100 Series?

The Professional Learning 100 series supports new, school-based staff as they become effective facilitators of online and blended instruction. The Professional Learning 100 series focuses on making data-driven instructional decisions, identifying risk factors that may require more intensive instructional interventions, monitoring student performance based on data available at different points in the school year, and providing teachers with strategies for giving effective feedback to students and evaluating evidence of learning. Emphasis is placed on the “instructional shifts” that are required to support the level of rigor demanded by the Common Core State Standards, updated state standards, and next generation assessments, as well as to prepare students for college and career success in our globally competitive world. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning 100 series is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

Participants in the Professional Learning 100 series are:

- New content-area teachers, instructional support staff, advisory teachers, and substitute teachers that directly support student learning through courses at existing schools.
- Adjunct teachers and Counselors do **NOT** participate in this series.
- Note: Content-area teachers and instructional support staff hired after January 1 are **NOT** required to participate in this series. They will start the series the following school year.

Session 101: Professional Learning Overview (recorded session)

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

How does being a reflective practitioner enhance your role as an online facilitator? This recording will provide an overview of the Professional Learning 100 series and its focus on instructional shifts, data-driven decisions, and the Core Standards for Facilitating Student Learning. Best practices for fostering relationships with students, encouraging the synthesis and retention of information, and developing students’ conceptual understanding will be presented.



Session 102: Connecting Students and Teachers to Create Community

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

How do relationships develop between student and teacher in a blended or online environment? The student and teacher relationship is a critical component of successful learning. The role of an online facilitator includes an additional responsibility to cultivate a sense of community among students. In this session, teachers will learn how to use synchronous and asynchronous tools and develop strategies to get to know students on a personal level. When paired with data, this knowledge will provide a complete picture of each student.

Session 103: The Power of Vocabulary in Building Student Ownership

Core Standard for Facilitating Student Learning: *Ensure High Levels of Student Engagement*

How can your vocabulary instruction motivate students, including those with identified risk factors? All students must be exposed to vocabulary in a variety of contexts to develop deep understanding and mastery of concepts. In this session, teachers will explore the benefit of understanding vocabulary across content areas and its impact on students who are at risk for poor academic performance.

Session 104: Effective Questioning to Maximize Achievement

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Provide Timely, Goal-Referenced, and Actionable Feedback*

How do students answer questions beyond restating information from a source? The ability to synthesize information from one or more sources to draw a unique conclusion is vital to 21st century skills and student success. Participants will explore strategies to guide students on how to gather evidence, internalize knowledge, and develop unique insights to demonstrate understanding.

Session 105: Practice + Reteaching: An Integral Part of Learning

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

What role does deliberate practice and reteaching play in student learning? Conceptual understanding is a critical component of practice. In this session, participants will discover strategies to make practice opportunities purposeful and meaningful for students.

Session 106: Feedback and Student Engagement

Core Standard for Facilitating Student Learning: *Provide Timely, Goal-Referenced, and Actionable Feedback and Ensure High Levels of Student Engagement*

How does feedback impact student learning? Feedback inspires students to become better learners, allows them to take ownership of their academic performance, and encourages them to be more involved in the learning process. This session will demonstrate how educators can provide precise, targeted, and actionable feedback to motivate their students.

Session 107: Learning Outcomes with Meaning

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

What strategies encourage students to retain information? Internalization requires students to make connections between what they're learning and how it applies to the real-world. Participants will discover how to incorporate real-world connections into the online and blended environment and reflect on the impact of previous professional learning sessions.



Professional Learning 200 Series (2017–2018)

What is the Professional Learning 200 Series?

The Professional Learning 200 series is designed for school-based staff who have completed the Professional Learning 100 series. The PL 200 series focuses on the learning sciences—deliberate practice, meaningful feedback, student engagement and motivation, multitiered instruction, and the role of mastery and transfer. PL 200 sessions are designed to engage teachers in thinking more critically about the topics presented during the PL 100 sessions and provide additional opportunities for application of skills and strategies that impact student achievement across all grade levels and subject areas. Thoughtful engagement in discussions and activities will contribute to successful application of teaching concepts and instructional strategies.

The Professional Learning 200 series is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will apply what they’ve learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

Participants in the Professional Learning 200 series are:

- Content-area teachers, instructional support staff, advisory teachers, and substitute teachers that have completed the PL 100 Series and directly support student learning through courses.
- Adjunct teachers and Counselors do **NOT** participate in this series.

Session 201: An Overview of Professional Learning and Reflective Practice (recorded session)

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

How does being a reflective practitioner encourage powerful connections between teachers and students? This recording will provide an overview of the Professional Learning 200 series and how each session focuses on the Learning Sciences. Best practices for encouraging growth mindset, engaging students with higher-level questions, providing effective and deliberate practice opportunities, and designing motivational feedback will be presented.



Session 202: Helping Students Connect to Learning in Meaningful Ways

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

Do your students feel connected to their teachers, their peers, and their learning? Students are most successful in a welcoming environment that fosters personalized learning and communication to create a sense of community. This session examines the nine events of learning that form the basis for effective instruction in online and blended environments.

Session 203: Ownership: A Critical Element in Engagement

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

How do students develop persistence to continue with a task when the work gets challenging? Engaged students are invested in their learning and, as a result, possess perseverance, grit, and a growth mindset. In this session, teachers will discuss mindset, productive struggle, and strategies for helping students become more resilient learners.

Session 204: Measuring Student Learning through Questioning

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

Do the types of questions teachers ask impact student learning? Higher-order thinking encourages students to develop deep understanding of content. In this session, teachers will explore a variety of questioning strategies to support student curiosity and assess genuine learning.

Session 205: Deliberate Practice and Self-Monitoring

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Provide Timely, Goal-Referenced, and Actionable Feedback*

What type of support do students need as they practice skills and learn concepts? Practice must provide students with multiple opportunities to demonstrate learning without negative consequences. In this session, teachers will explore ways to personalize student learning through self-monitoring, re-teaching, and practice techniques.

Session 206: The Impact of Actionable Feedback on Learning

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning, Provide Timely, Goal-Referenced, and Actionable Feedback, and Ensure High Levels of Student Engagement*

Are your students motivated by feedback they receive? Students believe they can learn and achieve at high levels when feedback effectively supports and guides them in their learning process. In this session, teachers will discuss how they provide relevant, timely, and actionable feedback to students in online and blended learning environments.

Session 207: Learning with the Brain in Mind

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning*

How does having an understanding of brain research impact your instruction and interactions with students? Active learning requires cognitive presence as students go through multiple steps for processing information. In this session, participants explore the impact of working memory and executive functioning on student outcomes.



Professional Learning 300 Series (2017–2018)

What is the Professional Learning 300 Series?

The Professional Learning 300 series supports school-based staff who have completed the Professional Learning 100 and 200 series (and PL 300 when applicable) in becoming effective facilitators of online and blended instruction. The focus in PL 300 is applying instructional strategies through the content areas as teachers meet in content-area groups to discuss strategies for supporting the whole child. Thoughtful engagement in content specific discussions and activities will contribute to successful application of teaching concepts and instructional strategies. Participants are required to complete three required sessions and two of the four 300+ optional sessions offered throughout the series.

The Professional Learning 300 series is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Teacher ePortfolio Data View.

Participants in the Professional Learning 300 series are:

- Content-area teachers, instructional support staff, and substitute teachers who have completed the Professional Learning 100, 200, and 300 series.
- Advisory teachers at some school locations participate.
- Adjunct teachers and school counselors do **NOT** participate in this series.
- Participants in the PL 300 series will be grouped based on table below.

K–2	3–5	Middle School Language Arts	Middle School Math
Middle School Science	Middle School Social Studies	High School English	AP English and AP Social Studies
Electives	High School Math	High School Science	High School Social Studies
Special Education: K–5	Special Education: 6–12	World Language: K–12	

Electives: Business Management, Entrepreneurship, Technology, Engineering, Student Development, Career Technology Education and Certification Prep, Music, Art, P.E., Health, Fitness and Nutrition: K–12

***300+ sessions:** Participants choose two additional sessions to continue their learning.



September: Fostering 21st Century Student Success (recorded session)

Core Standard for Facilitating Student Learning: *Develop and Collaborate Professionally and Ensure High Levels of Student Engagement*

How does understanding the whole child impact instructional decisions and student learning? Teachers will develop personal professional learning goals focused on preparing students for the 21st century world that will be reviewed throughout the series. This recording will also provide an overview of the Professional Learning 300 Series including the required and choice sessions that teachers can attend.

October (300+): The Impact of Strong Teacher/Student Relationships

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Provide Timely, Goal-Referenced, and Actionable Feedback*

How does a positive student teacher relationship impact student performance? When teachers invest time in learning about their student as a whole child, there are less surprises in end results. In this session, teachers will examine strategies to get to know their students beyond their academic performance and discover the impact this connection has on student learning.

November (required): Honesty and Ownership

Core Standard for Facilitating Student Learning: *Ensure High Levels of Student Engagement and Personalize and Monitor Student Learning*

How does integrity and self-control impact student ownership of learning? In an environment where academic honesty is vital to success, it is critical to focus on life-long social and emotional skills. In this session, teachers will discuss instructional strategies to guide students in understanding the importance of their development in these areas to prepare for a world of constant change.

January (required): Developing Empathy in a Virtual World

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

How can teachers embrace diversity and empower students to do the same? Planned and purposeful opportunities for recognizing and appreciating differences among us support online students in developing empathy for their peers. In this session, teachers will discuss instructional strategies, including effective questioning and discourse, for developing empathy in an online environment.

February (300+): Emotional Intelligence and Student Learning

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

Why is emotional intelligence a factor in academic success? When students understand how they feel, they are better able to focus on learning and instruction. In this session, teachers will explore strategies to support students in recognizing the connection between emotions and learning.



March (300+): Let's Talk About Bias

Core Standard for Facilitating Student Learning: *Provide Timely, Goal-Referenced, and Actionable Feedback and Personalize and Monitor Student Learning*

How does implicit bias underlie instructional decisions? Discovering an awareness of personal beliefs is a fundamental first step. In this session, teachers will engage in activities to examine the relationship between their biases and the feedback they provide to students.

April (300+): Students as Active Problem Solvers

Core Standard for Facilitating Student Learning: *Personalize and Monitor Student Learning and Ensure High Levels of Student Engagement*

How do teachers make the shift from teaching students to follow instructions and find information to being active problem solvers? As routine functions become more automated, jobs of the future will be filled by those candidates who can innovate, create, and engage in non-routine problem solving. In this session, teachers will discuss and explore instructional strategies that provide students with dynamic experiences in which they can learn to deploy knowledge in action, to work with others, and to pursue successful outcomes through persistence and resilience.



Creating a Culture for Math Practice and Mindset

What is the Math, We've Got This! Creating a Culture for Math Practice and Mindset Series?

Math, We've Got This! Creating a Culture for Math Practice and Mindset is a professional learning series designed for new and returning K–5 teachers at established schools. During this seven-session series, participants will explore instructional components needed to lead effective number talks and promote discourse among students, as well as investigate the development of a student's fundamental understanding of numeracy in order to grasp higher level and abstract concepts.

The Creating a Culture for Math Practice and Mindset Series is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Math, We've Got This! ePortfolio Data View.

Participants in the Creating a Culture for Math Practice and Mindset Series are:

- Content-area teachers, instructional support staff, advisory teachers, and substitute teachers that directly support student learning through courses at existing schools.

September: MWGT! Creating a Culture for Math Practice and Mindset Series Overview (recorded session)

How can reflection on instructional practices enhance student comfort and performance in mathematics? This recording will provide an overview of the Math, We've Got This! series which is focused on developing strategies for facilitating discourse in math lessons, helping students acquire the number sense necessary to fluently move through higher levels of math and increasing the number of strategies teachers have to help students understand the four basic operations.

October: Promoting Number Sense

Why is a developed number sense critical to student success in mathematics? Research shows that students that can use numbers flexibly tend to be more successful. In this session, participants will investigate both why a developed number sense is important and how to help students acquire a better sense of numbers.



November: Incorporating Discourse

How comfortable are your students talking about math? How comfortable are you in planning for and promoting discourse in your lessons? This session will focus on the importance of math discourse and how to successfully plan for promoting discourse in your math lessons.

January: Avoiding 'Rules' that Aren't Rules

Did you know that some of the 'rules' often taught to elementary students aren't rules at all? Some tips and tricks young students learn are not mathematically sound and can hinder students' mathematical progress in the long-term. In this session, teachers will review common rules that expire and alternate ways to teach the concepts associated with these topics.

February: Addition and Subtraction

How do you know your students truly understand the operations of addition and subtraction and are not just replicating an algorithm? Students need a foundational understanding of the properties of addition and subtraction to feel confident manipulating numbers formally. In this session, teachers will break down the formal algorithms and investigate alternative strategies for teaching both.

March: Multiplication and Division

Multiplication is simply repeated addition, right? How many strategies do you have for teaching long division? Being able to replicate the standard algorithm for either multiplication or division does not ensure students understand the concepts. This session will review the concepts of multiplication and division, as well as alternative strategies for algorithms for both.

April: Importance of Vocabulary in Math

Isn't vocabulary acquisition for English Language Arts? Content vocabulary can be a serious roadblock to understanding content if students are not comfortable using it. In this session, teachers will investigate strategies for incorporating explicit vocabulary instruction into their math lessons.



Building Conceptual Understanding in Math

What is the Math, We've Got This! Building Conceptual Understanding in Math Series?

Math, We've Got This! Building Conceptual Understanding in Math is a brand-new professional learning series designed for returning K–5 teachers at established schools, who participated in the Math, We've Got This! Series during the 2016–2017 school year. During this seven-session series, participants will dive deeply into topics such as place value, decimals, fractions, and geometry.

The Building Conceptual Understanding in Math is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Math, We've Got This! ePortfolio Data View.

Participants in the Building Conceptual Understanding in Math are:

- Content-area teachers, instructional support staff, advisory teachers, and substitute teachers that directly support student learning through courses at existing schools and completed the Math, We've Got This! PL Series during the 2016–2017 school year.

September: MWGT! Building Conceptual Understanding in Math Series Overview (recorded session)

How can reflection on instructional practices enhance student comfort and performance in mathematics? This recording will provide an overview of the Math, We've Got This! Series Building Conceptual Understanding in math, which is focused on developing strategies for going deeper with foundational skills such as place value, decimals, fractions, geometry and measurement.

October: The Importance of Place Value

Is place value really that important? YES! A fundamental understanding of place value provides a solid conceptual base in mathematics. In this session participants will investigate the importance of place value and how to systematically include it in lessons.

November: Decimals

What about decimals? The idea of part of a number can be tricky for young students, but the development of this concept starts at the beginning of formal education. This session will be spent identifying important pieces to include in instruction as it pertains to laying the foundation for decimal understanding.



January: Fractions Part I

Aren't decimals the same thing as fractions? In this session we will review how fractions and decimals are related and the importance of understanding the whole fraction.

February: Fractions Part II

Why do you need a common denominator to add fractions? Building on Part I, participants will apply their understanding of whole fractions and delve deeper into common misunderstandings many students have.

March: Geometry

Do your students understand the relationship between area and perimeter? In this session, we will explore this relationship and strategies to grow student understanding, including how work in the primary grades can set students up for success in the intermediate grades.

April: Metric and Customary Measurements

Is there a difference between a yard and a meter? Does it matter? During this session participants will investigate strategies for determining length, capacity, and volume, as well as using non-standard units to help students acquire a sense of relativity.



Fostering Effective Mathematical Practices for Secondary Students

What is the Math, We've Got This! Fostering Effective Mathematical Practices for Secondary Students Series?

Math, We've Got This! Fostering Effective Mathematical Practices for Secondary Students is a brand-new professional learning series designed for returning teachers who teach grades 6–12 at established schools. During this seven-session series, participants will dive deeply into topics that are unique to teachers of secondary math such as: algebra readiness, using error analysis to deepen understanding, and improving discourse.

The Fostering Effective Mathematical Practices for Secondary Students Series is:

- **Intensive** – Participants will identify the purpose of educational practices, examine how they can be implemented in the virtual or blended environment, and collaboratively discuss strategies that can be implemented with students.
- **Ongoing** – New instructional strategies and the latest learning research will be connected to topics presented and discussed in prior sessions to demonstrate how specific educational practices form the “big picture” of effective instruction. Further discussion and exploration at the school level strengthens these connections.
- **Connected to practice** – Following each session, participants will apply what they've learned to their professional practice. They will integrate precise, targeted strategies into their planning and instruction, and reflect on the outcomes through the Math, We've Got This! ePortfolio Data View.

Participants in the Fostering Effective Mathematical Practices for Secondary Students Series are:

- Content-area teachers, instructional support staff, advisory teachers, and substitute teachers that directly support student learning through courses at existing schools.

September: MWGT! Fostering Effective Mathematical Practices for Secondary Students Series Overview (recorded session)

How can reflection on instructional practices enhance student comfort and performance in mathematics? This recording will provide an overview of the Math, We've Got This! Fostering Effective Mathematical Practices for Secondary Students, which is focused on developing strategies for deeper and more meaningful math discussions through the use of planned questions and math vocabulary instructional strategies to ensure students are algebra ready.

October: Promoting Discourse

How can talking about math help students develop a better understanding of content? This session will focus on the use of talk moves that promote math discussion and the importance of creating a safe environment, identification of tasks that are conducive to discourse and planning of relevant, meaningful questions designed to extend the conversation.



November: Determining Algebra Readiness

How can teachers determine that students are algebra ready? This session will focus on establishing math skills that are critical to being prepared for the rigors of algebra and using strategies to meet the needs of students who are not quite algebra ready.

January: Teaching Vocabulary

What impact does vocabulary have on learning math? This session will focus on incorporating math vocabulary into lessons and using various strategies to improve math understanding.

February: Using Error Analysis to Build Understanding

How can teachers use student's errors as a teaching tool? This session will focus on gaining a deeper understanding of the error analysis strategy and how to use it as a tool to evaluate student understanding; as well as, creating content-specific error analysis items for use.

March: Taking Secondary Math beyond Calculations

"When will we EVER use this?" If you have ever heard your students utter this phrase, this session will prepare you with a great answer! Focusing on making concepts connect to real world applications, participants will explore examples such as using the Pythagorean Theorem to determine the incline of boat ramps and using equations in finding rates of change, among others.

April: Knowing When to Stop

"How do I know when I am finished?" A question often thought, if not asked by many secondary students, this question will be answered in this session. Participants in this session will focus on helping students understand the differences in common math directional vocabulary such as evaluate, solve, and simplify. Additionally, time will be spent developing conceptual awareness so that students know when the solution to the problem has been found.



Optional Professional Learning Session (2017–2018)

What are optional PL sessions and who may attend?

The 2017–2018 Optional Professional Learning Sessions are for all employees who are looking to expand their professional knowledge. They are not required sessions, and do not have Pre- or Post-Session Activities. Sessions are designed for specific content areas, grade level teams, or experience levels. The optional learning experiences are designed as multi-part series or stand-alone sessions, depending on their content.

STEM Support: Multi-Part Series

Creating a Culture for Math Practices and Mindset

Target Audience: K–5 teachers

This series focuses on developing strategies for facilitating discourse in math lessons, helping students acquire the number sense necessary to fluently move through higher levels of math and increasing the number of strategies teachers have to help students understand the four basic operations.

Building Conceptual Understanding in Math

Target Audience: K–5 teachers

This series focuses on developing strategies for going deeper with foundational skills such as place value, decimals, fractions, geometry and measurement.

Fostering Effective Mathematical Practices for Secondary Students

Target Audience: 6–12 teachers

This series focuses on developing strategies for deeper and more meaningful math discussions through the use of planned questions and math vocabulary instructional strategies in conjunction with other content specific instructional strategies to ensure students are algebra ready.

STEM Support: Standalone

Bringing Science to Life!

Target Audience: K–12 teachers

Did you know that students learning in virtual education settings already have a lot in common with modern day scientists? In this session, teachers will discuss how to best utilize online collaboration techniques as well as learn about resources that share real scientific data with the public. When used together, students are able to extend their understanding of scientific concepts by collaborating, analyzing, drawing conclusions and problem solving about information presented in data sets. Teachers will learn how this approach also facilitates the inclusion of all aspects of STEM into one lesson.



Designing inquiry-based, hands on science activities for the online classroom will also be discussed. These processes are very similar to how scientists collaborate on experiments from their labs all over the world. Come share in the discussion about how your students can be transformed into scientists!

Exceptional Student Support: Multi-Part Series

Gifted Education

Target Audience: K–12 teachers

What is the role of gifted education and how can we best support gifted students in a virtual environment? This monthly series covers the fundamentals of gifted education and how to address the needs of gifted students in the virtual environment. Beginning with a conceptual understanding of the gifted child, teachers will work through sessions on the academic, emotional, and extracurricular needs of the gifted student. This series is highly recommended for all staff members who have had limited experience with GT programming, have not attained formal gifted certification, or are in need of a review on the fundamentals of gifted education.

Exceptional Student Support: Standalone Sessions

Making Appropriate and Legal Curriculum Modifications for Students with IEPs

Target Audience: K–12 teachers

What is the role of gifted education and how can we best support gifted students in a virtual environment? This monthly series covers the fundamentals of gifted education and how to address the needs of gifted students in the virtual environment. Beginning with a conceptual understanding of the gifted child, teachers will work through sessions on the academic, emotional, and extracurricular needs of the gifted student. This series is highly recommended for all staff members who have had limited experience with GT programming, have not attained formal gifted certification, or are in need of a review on the fundamentals of gifted education.

Advancing Your Online Instructional Practices: Standalone Sessions

Adobe® Connect™ Layouts: Working Smarter

Target Audience: K–12 teachers

How can using multiple layouts in Adobe Connect improve LiveLesson® session instruction? Creating specific layouts based on needs allows teachers to move between layouts with ease. In this session, teachers will discover instructional uses of multiple layouts to maximize their LiveLesson sessions and will have time to create layouts in their LiveLesson room.

Developing Beneficial Time Management Routines

Target Audience: K–12 teachers

What role does your calendar have in developing a time management routine? Using features specific to a Google calendar will help teachers organize their responsibilities and establish beneficial time management habits. In this session, teachers will identify their routine tasks and organize their calendar to best manage their time each day.



Finding the Data after the Polls

Target Audience: K–12 teachers

Are you using the Adobe Connect poll pod data from your LiveLesson sessions to guide your instruction? When teachers can review data after a LiveLesson session they can purposefully plan future instructional opportunities. In this session, teachers will discover the data that is captured by the poll pods, ways to view that data and discuss instructional decisions that can be made with the data.

Socialization and Connectedness in the Virtual World

Target Audience: K–12 teachers

What role does building a community of learners play in the learning process? In this session participants will explore how to create a welcoming environment in which the online facilitator fosters personalized learning and communication to create a sense of community leading to student success. Session activities will include a focus on research that indicates that students who have strong connections within their learning environment and a foundation for valuing education and communication have the ability to self-advocate which enhances their growth mindset.

Partnering with Learning Coaches

Target Audience: K–12 teachers

Do you want more information on how to build effective relationships with your Learning Coaches? Teachers will have the opportunity to learn about the Learning Coach Program Development team and resources - including Learning Coach Central - and how they can work with Learning Coaches to promote learning outcomes for their students. By the end of this session, participants will be equipped with ideas to support Learning Coaches, a better understanding of Learning Coach attitudes, abilities, and strategies for building better Learning Coach partnerships.

Using Adobe® Connect™ Breakout Rooms with Confidence

Target Audience: K–12 teachers

How can breakout rooms improve your instructional practice? Breakout rooms allow teachers to maximize engagement, personalize instruction, and offer collaboration among students. In this session, teachers will become familiar with the basic features of using breakout rooms and discover instructional strategies to enhance the student learning experience.



ATTACHMENT B-3 SAMPLE TUITION REIMBURSEMENT PLAN

TUITION ASSISTANCE BENEFITS

Connections Education assists its employees who wish to continue their education in order to further their career within Connections Education. The tuition assistance benefits have been designed just for this purpose. The following is a brief outline of the available benefits.

ELIGIBILITY

An eligible employee is one who is a regular, full-time or Term of Project employee when the class begins. An employee cannot be:

- On long term disability

To receive reimbursement you must be:

- An active, full-time or Term of Project employee

NMCA staff does not participate in the tuition assistance benefit.

This process does not apply to CCA staff. CCA staff should contact their internal HR department for guidance on how to submit for tuition assistance.

TUITION ASSISTANCE GUIDELINES

TUITION REIMBURSEMENT

Connections Education reimburses an eligible employee for 100% of the tuition cost of qualifying (job-related) courses up to \$5,250* per calendar year, pending successful completion of each course with a “C” or better, or “Pass” for a pass/fail course at an accredited college/university. All reimbursements are charged to the calendar year in which the reimbursement is paid. Reimbursements must be submitted to HR on or before December 15 in order to be applied to the current year.

Reimbursement covers course tuition and lab fees if lab fees are defined as a required addition to the class. Fee reimbursement includes costs of regular registration, application fees, computer/technology fees or administration fees. Not all fees are eligible for reimbursement. Fee eligibility is at the discretion of Human Resources. Fees and costs not eligible for reimbursement include: late registration fees, transcript fees, parking fees, deferment fees, student insurance, student association fees, books, on-line resource (book) fees, software, computers, etc. **If you have a question about eligible charges, please contact the HR Help Desk for guidance.** Fees are reimbursed up to \$50 per semester and count towards the benefit maximum.

APU TUITION PRE-PAYMENT

Connections Education has developed a relationship with American Public University to offer employees an option for furthering their careers. Through this relationship, Connections Education pays the tuition cost for APU courses up to a maximum of \$5250* per calendar year. The course will be applied to the calendar year in which payment is made. Payments are typically made at the time of course completion. Courses beginning on

or after November 1 of the current year will be applied to the next calendar year's allocation. Connections Education recollects payment if an employee does not successfully complete the course with a grade of "C" or better.

UTILIZING BOTH BENEFITS

An eligible employee can utilize both tuition programs by taking a combination of APU courses as well as approved, qualifying courses from another accredited college/university. If an employee chooses to utilize both programs, payment of the APU course(s) and the reimbursement amount of other courses can total up to \$5,250* per calendar year. Courses will be charged to the calendar year in which the course is paid for or reimbursement is made.

*Please note, Term of Project employees are eligible for \$2625 per calendar year.

COURSE REQUIREMENTS AND ELIGIBILITY

Employer-paid tuition assistance is subject to IRS regulations. The below requirements help ensure compliance with these federal statutes.

The following courses/programs are eligible for tuition reimbursement:

- A non-degree/non-credit course that is job-related
- Courses that lead to a job-related undergraduate degree program
- An MBA/Masters/Graduate/PhD program

All the above courses must:

- Be taken at an accredited institution, college or university, or appear on the [Federal Student Aid School Code List](#)
- Be related to the employee's present position or future career path within the organization
- Be approved by the Human Resources department

Reasons that requests for tuition assistance may be denied include the following:

- Eligibility requirements outlined in this document have not been met
- Incomplete paperwork
- Necessary approvals were not obtained
- Course/program is not job-related as determined in the discretion of the HR Department

INSTRUCTIONS

1. BEGINNING A COURSE

- a. Create your request in the myTUITION site in SharePoint. Instructions on this process can be found in the quick reference guide located on the Virtual Library (Home > Employee Resources > HR Resources (handbooks, benefits, payroll) > Benefits > Tuition Assistance).
- b. Your request will be sent to HR to review. You will receive an Outlook notification once the course has been approved/denied.

c. Important Timeline details

- i. Tuition Reimbursement: We strongly encourage employees to submit the above required documentation prior to enrolling and beginning a course. Connections Education reserves the right to deny reimbursement for a course and cannot guarantee your course will be approved; therefore you should obtain the appropriate approval prior to the course start date.
- ii. APU Tuition Payment: APU requires receipt of the employer voucher on or before the fifth day after the course start date, however you may not begin a course at APU until this is received. We request submission of required documentation at least one week prior to the start of the course to ensure completion of the payment voucher prior to the start date. It may take up to one week for your request to be processed, submitted and received by APU.

*** A separate request in myTUTION is required for each course.***

2. COMPLETING A COURSE:

- a. Within eight (8) weeks of the course completion, submit your proof of satisfactory grades and proof of payment (except for APU courses) through myTUTION.
- b. HR will review the documentation for final approval. You will receive an Outlook notification letting you know once your payout has been scheduled, or if more information is needed. Tuition reimbursements will be paid through payroll according to the payroll calendar located on the Virtual Library.

Failure to provide sufficient documentation of satisfactory grades within eight (8) weeks of course completion and paid tuition/fees will result in denial of reimbursement. Failure to provide sufficient documentation of satisfactory grades for APU courses will make you liable to repay the cost of the course and technology fee to Connections. We will work with you to setup a repayment plan through payroll.

PROCEDURES FOR DROPPED COURSES

If an employee drops a course, the employee must cancel the request in the myTUTION site. Employees will be responsible for any expenses incurred from their university for a dropped course.

Employer reserves the right to change, reduce or eliminate in whole or in part this policy without advance notice and without anyone's agreement. Employees do not have contractual or other rights to Tuition Assistance under this policy. All questions arising under this policy, including but not limited to questions regarding the job-relatedness of any course or the reimbursement of any fee, shall be made by the Employer in its sole discretion, and the Employer's decisions regarding these matters, or any other aspect of this policy, shall be final and binding. Employer reserves the right to withhold reimbursement under this policy for any reason it deems appropriate under any circumstance.

October 25, 2017

Charter School Division
New Mexico Public Education Department
300 Don Gaspar
Santa Fe, NM 87501

SUBJECT: Response to Part A of Charter Renewal Application

To whom it may concern,

On August 26, 2017, the Public Education Department (PED) provided a draft of Part A for the New Mexico Connections Academy (NMCA) charter renewal application.

After writing our charter renewal narrative, we have identified several issues in the Part A draft and would like to use this opportunity to submit additional documentation to correct the record.

1) "NMCA failed to provide contact forms for their governing board members in FY2017." (p. 2)

An updated contact form for FY2017 was submitted to Laurel Pierce at the PED and is included as Attachment 1. This was part of our notification to the Public Education Commission (PEC) after Carlo Lucero resigned from the Governing Council on August 29, 2017.

2) "No service start dates are available." (p. 2)

These dates were included in our charter renewal narrative, excerpted here:

Name	Position	Appointed Date	Committee	Term End
Senator Mark Boitano	President	6/29/12	Audit	Annual Meeting 2019
Paul Gessing	Secretary	6/29/12	Finance	Annual Meeting 2019
Patrick Chavez	Member	6/29/12		Annual Meeting 2018
Jerry Schalow	Treasurer	2/25/14	Finance; Audit	Annual Meeting 2020

Lupita Gurulè Dè Martinez	Member	9/26/17		Annual Meeting 2018
Anna Harb	Member	9/26/17		Annual Meeting 2018

- 3) **“The PED has received documentation that four of the five the school’s governing body members have completed their required training for FY2017. According to their submitted list, there is not training documentation for Carlo Lucero. The PED does not have a record indicating either a start date or resignation notice for him.” (p. 2)**

Carlo Lucero resigned from the Governing Council on August 29, 2017, and the PEC was notified shortly thereafter. Please see Attachment 1 for the notification and PEC confirmation.

- 4) **“No board member training was reported for FY2016 and only four board members completed training in FY2015. The school failed to comply with mandatory training laws for FY2015 and FY2016.” (p. 2)**

All members were in compliance for all years except for Carlo Lucero in 2016-17. Mr. Lucero resigned from the Governing Council on August 29, 2017.

Evidence of completed training hours in 2015-16 and 2016-17 were attached in Appendix A-19 of our charter renewal application. Please see Attachment 2 for evidence of completed training hours for 2014-15, 2015-16, and 2016-17.

- 4) **“Enrollment by Race/Ethnicity [...] These discrepancies in the subgroup enrollment at this school are significant.” (p. 13)**

Our school is more diverse than this older snapshot portrays. As part of our charter renewal application, we included our August 2017 Monthly School Report in Appendix A-15.

By the end of the 2016-17 school year, NMCA was 51% Hispanic/Latino, 6% African American, and 8% Native American.

Please see Attachment 3 for the August 2017 Monthly School Report.

The PED also suggested in this section of Part A that the “school may consider describing how it promotes equity and access to all students through its enrollment policies and practices. It would also be helpful to understand any actions the school is taking to increase the diversity of its student body.”

We agree that this is an important issue to consider and included the following response in our charter renewal application:

“Students and their families deserve to know about all of the educational opportunities that are available to them. To promote equity and access, we allocate resources to hold Information Sessions throughout the state so that parents and students can make informed decisions about whether online learning is a good fit for their family.

Our demographics do not yet match state averages. As a public school of choice, we can encourage, but not force, students to enroll. There are some challenges, such as the necessity of a Learning Coach, travel for state testing, and English-based curriculum that may lead families to choose a different educational option. Other types of students, such as students who are health-impaired, are likely overrepresented in our school.

We strive to be an option for all types of students since a subset of students, regardless of background, may learn best in an online model. To make our school more accessible we:

- Provide computers and internet reimbursements to families in need.
- Send our staff to 18+ testing sites so that no student has to travel more than 50 mile for state testing.
- Provide remote and, if required, in-person Special Education services.”

5) “Enrollment by Subgroup. Compared to the state average, NMCA also serves a significantly lower population of economically disadvantaged students. Furthermore, NMCA has a much smaller population of English Learners and a slightly smaller population of students with disabilities as compared to the statewide percentages.” (p. 14)

Again, our school is more diverse than this older snapshot portrays. As part of our charter renewal application, we included our August 2017 Monthly School Report in Appendix A-15.

Please see Attachment 3 for the August 2017 Monthly School Report and the response above for the actions we’ve taken to make the school accessible to all types of students.

By the end of the 2016-17 school year, 21% students had an IEP or 504 Plan and at least 51% qualified for free or reduced-price meals. Since we do not serve food, 12% refused to report, so our actual number is certainly much higher.

6) “Retention and Recurring Enrollment. In its Performance Frameworks, the PEC has established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.” (p. 14)

We believe NMCA has a different goal related to student retention, as we stated in our charter renewal application:

“There is some discrepancy in how this goal is to be calculated. During the chartering process, we discussed how difficult it is for virtual schools to retain 85% of students and therefore suggested other goals. After the first year of operation, during the site visit on April 8, 2014, our administration and the members of CSD crafted a recurrent enrollment goal that would take into account the special circumstances of virtual schools. This goal is listed in the draft (but not final) 2014-15 Performance Framework documents that are in WebEPSS (see Goal A). After this school year, the goal reverted back to the “standard” recurrent enrollment goal (see Goal B). We are unclear as to why or how this “reversion” happened, although it may be a result of the 2014-15 report never being finalized by the CSD. The discrepancy in goals may be viewed in the Charter School Performance Frameworks for the 2014-15 and 2015-16 school years, both of which are included in Appendix A-6. [...]

[W]e hope the PEC will consider the goal as negotiated, which considers the percentage of students who indicate they will return and then do so.”

Please see Attachment 4 for the 2014-15 and 2015-16 Charter School Performance Frameworks, which shows the discrepancy in this goal.

7) “Over the contract term, NMCA recurrent enrollment rates are low. Thus, NMCA has not the PEC’s recurrent enrollment target of 85%.” (p. 15)

We agree that we have not maintained 85% recurrent enrollment but, as explained above, we believe NMCA has a different goal related to student retention.

In our charter renewal application, we calculated the goal both ways and included the student-level data as evidence in our School Goals WebEPSS upload.

We believe the following are our correct recurrent enrollment rates:

Goal A: As negotiated between the CSD and NMCA

- 2014-15: Working to Meet Standard
82.5% students indicating they would return did, in fact, reenroll
- 2015-16: Working to Meet Standard
83.4% students indicating they would return did, in fact, reenroll

- 2016-17: Working to Meet Standard
84.5% students indicating they would return did, in fact, reenroll

Goal B: Standard Language

- 2014-15: Working to Meet Standard
59.76% of eligible students re-enrolled
- 2015-16: Working to Meet Standard
61.58% of eligible students re-enrolled
- 2016-17: Working to Meet Standard
63.68% of eligible students to re-enrolled

Please see Attachment 5 for the student-level data supporting these calculations.

We explain in our charter renewal application why virtual schools experience higher rates of student turnover and how NMCA plans to improve on this measure.

8) “The school’s teacher retention rate was lower than the PEC’s goal in the between 2014 and 2015 and between 2016 and 2017. However, the teacher retention rate (80%) met the PEC’s goal between 2015 and 2016.” (p. 16)

The PED methodology for calculating teacher retention compares teacher license numbers between years, which excludes teachers who are promoted. In our charter renewal application, we included Figure 26 (below) with our calculation of returning teachers, including those teachers who return with promotions.

Figure 26. Percentage of Returning Teachers

School Year	Percentage of Returning Teachers
2014-15	56%
2015-16	79%
2016-17	89%
2017-18	92%

Documentation of our teacher retention rate is included in Attachment 6.

We appreciate the PED's work in assembling Part A of the charter renewal applications and in reviewing our responses and evidence here.

Thank you and please do not hesitate to reach out with any questions, clarifications, or concerns.

Sincerely,

Ramoncita Arguello, Principal
New Mexico Connections Academy

ATTACHMENTS

TABLE OF CONTENTS

1. FY2017 Updated Contact Forms and Membership Change	1
2. Evidence of Completed Training Hours	6
3. August 2017 Monthly School Report.....	22
4. Charter School Performance Frameworks for 2014-15 and 2015-16	27
5. Recurrent Enrollment Rates Student-Level Data.....	79
6. Teacher Retention Rate.....	331

ATTACHMENT 1

FY2017 UPDATED CONTACT FORMS AND MEMBERSHIP CHANGE

Included please find:

- **NMCA Governing Council Member Change Notification**
- **PEC Confirmation of NMCA Governing Council Member Change**
- **Governing Council Contact List – Post 8/29 Member Change**
- **Governing Council Contact List – Post 9/26 Member Change**



Cooper, Nicole <ncooper@connectionseducation.com>

Governing Council Member Change for New Mexico Connections Academy

1 message

Cooper, Nicole <ncooper@connectionseducation.com>

Thu, Aug 31, 2017 at 11:40 AM

To: Bev.Friedman@state.nm.us

Cc: Ramoncita Garcia <rgarcia@nmca.connectionsacademy.org>, Ashli Goble <agoble@connectionseducation.com>

Good morning Ms. Friedman,

We have had a change in the membership of the Governing Council for New Mexico Connections Academy. I am attaching the new Governing Council Member List as well as a copy of the proposed minutes of the meeting where the change was approved.

Please contact me if you need any further information or documentation.

Thank you!

Nicole

Nicole Cooper
Senior Compliance Specialist
Connections Education
8830 Stanford, 2nd Floor
Columbia, MD 21045
Office (443) 529-1133
Cell (443) 710-6055

2 attachments**NMCA Governing Council Contact List 17-18.pdf**

27K

**NMCA Governing Council Minutes 170829_PROPOSED.pdf**

625K



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

CHRISTOPHER N. RUSZKOWSKI
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ
GOVERNOR

September 6, 2017

Senator Mark Boitano
New Mexico Connections Academy
4001 Office Court, Suite 201-204
Santa Fe, NM 87507

Dear Senator Boitano:

Thank you for your notification of a governing body resignation dated September 6, 2017 in which New Mexico Connections Academy provided notification to the Public Education Commission (PEC) of the resignation of Carlo Lucero. The notification contained all required information.

Please be advised the school's contract with the PEC requires that the school fill the vacancy on its governing body created by this resignation no later than 45 days from the date of the vacancy or seek an extension for such appointment from the Authorizer in writing. Therefore, New Mexico Connections Academy must designate a new member to fill the vacancy created by the resignation of Carlo Lucero, or request an extension, no later than October 13, 2017. If the vacancy is not filled or the school does not request an extension, the school will be added to the PEC's agenda for consideration and potential corrective action.

This notification of a governing body resignation will be presented to the PEC at the meeting on October 12, 2017. If you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Laurel Pierce".

Laurel Pierce
Options for Parents and Families



NEW MEXICO CONNECTIONS ACADEMY GOVERNING COUNCIL CONTACT LIST

June 2017 - June 2018

Dial In Number: (800) 504-8071

Access Code: 230-0943#

<p>COUNCIL PRESIDENT Senator Mark Boitano 3615 Horacio Court NW Albuquerque, NM 87111 Home: (505) 798-1092 Cell: (505) 239-2336 Email: boitanom@aol.com</p> <p>Term Ending: Annual Meeting 2019 Date of Appointment: June 29, 2012 Class: 2</p>	<p>COUNCIL TREASURER Jerry Schalow 24 Paseo Vista NE Rio Rancho, NM 87124 Cell: (505) 504-4991 Home: (505) 892-8183 Work: (505) 798-5850 Email: JerryABQ@gmail.com</p> <p>Term Ending: Annual Meeting 2020 Date of Appointment: February 25, 2014 Class: 3</p>
<p>COUNCIL SECRETARY Paul Gessing 5500 Benson Court, NW Albuquerque, NM 87120 Home: (505) 831-1312 Cell: (505) 264-6090 Email: pgessing@riograndefoundation.org</p> <p>Term Ending: Annual Meeting 2019 Date of Appointment: June 29, 2012 Class: 2</p>	<p>COUNCIL MEMBER Patrick Chavez 10305 Calle Dichoso Court NW Albuquerque, NM 87114 Cell: (505) 818-8126 Email: calledichoso@aol.com</p> <p>Term Ending: Annual Meeting 2018 Date of Appointment: June 29, 2012 Class: 1</p>
<p>PRINCIPAL Ramoncita Garcia New Mexico Connections Academy 4001 Office Court, Suites 201-204 Santa Fe, NM 87507 Office: (505) 428-2150 Email: rgarcia@nmca.connectionsacademy.org</p>	<p>GOVERNING COUNCIL BUSINESS MANAGER Michael J. Vigil CEO The Vigil Group, LLC 1776 Montano Road NW Albuquerque, NM 87107 Work (direct line): (505) 938-7701 Work (main number): (505) 938-7700 Work fax: (505) 938-7714 Email: michael@vigilgroup.net</p>
<p>CONNECTIONS ACADEMY DIRECTOR OF SCHOOLS Ray Lambert 5181 Natorp Blvd Deerfield Building A Mason, OH 45040 Work: (513) 234-4900 ext.309 Email: RLambert@connectionseducation.com</p>	<p>CONNECTIONS ACADEMY PROGRAM MANAGER Rachel Graver Work: (443) 873-1742 Cell: (717) 512-3163 Email: rgraver@connectionseducation.com</p>



NEW MEXICO CONNECTIONS ACADEMY GOVERNING COUNCIL CONTACT LIST

June 2017 - June 2018

Dial In Number: (800) 504-8071

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<p>COUNCIL PRESIDENT Senator Mark Boitano 3615 Horacio Court NW Albuquerque, NM 87111 Home: (505) 798-1092 Cell: (505) 239-2336 Email: boitanom@aol.com</p> <p>Term Ending: Annual Meeting 2019 Date of Appointment: June 29, 2012 Class: 2</p>	<p>COUNCIL TREASURER Jerry Schalow 24 Paseo Vista NE Rio Rancho, NM 87124 Cell: (505) 504-4991 Home: (505) 892-8183 Work: (505) 798-5850 Email: JerryABQ@gmail.com</p> <p>Term Ending: Annual Meeting 2020 Date of Appointment: February 25, 2014 Class: 3</p>
<p>COUNCIL SECRETARY Paul Gessing 5500 Benson Court, NW Albuquerque, NM 87120 Home: (505) 831-1312 Cell: (505) 264-6090 Email: pgessing@riograndefoundation.org</p> <p>Term Ending: Annual Meeting 2019 Date of Appointment: June 29, 2012 Class: 2</p>	<p>COUNCIL MEMBER Patrick Chavez 10305 Calle Dichoso Court NW Albuquerque, NM 87114 Cell: (505) 818-8126 Email: calledichoso@aol.com</p> <p>Term Ending: Annual Meeting 2018 Date of Appointment: June 29, 2012 Class: 1</p>
<p>COUNCIL MEMBER Lupita Gurulè Dè Martinez 1225 Parkway Drive Santa Fe, NM 87507 Phone: (505) 690-4436 Email: Lupita.PathsToHealthNM@gmail.com</p> <p>Term Ending: Annual Meeting 2018 Date of Appointment: September 26, 2017</p>	<p>COUNCIL MEMBER Anna Harb 4728 Jessica Dr NE Rio Rancho, NM 87144 Cell: (559) 975-3068 Home: (559) 416-8005 Email: anna.harb@ring-ir.com</p> <p>Term Ending: Annual Meeting 2018 Date of Appointment: September 26, 2017 Class: 1</p>
<p>PRINCIPAL Ramoncita Arguello New Mexico Connections Academy 4001 Office Court, Suites 201-204 Santa Fe, NM 87507 Office: (505) 428-2150 Email: rarguello@nmca.connectionsacademy.org</p>	<p>GOVERNING COUNCIL BUSINESS MANAGER Michael J. Vigil CEO The Vigil Group, LLC 1776 Montano Road NW Albuquerque, NM 87107 Work (direct line): (505) 938-7701 Work (main number): (505) 938-7700 Work fax: (505) 938-7714 Email: michael@vigilgroup.net</p>
<p>CONNECTIONS ACADEMY DIRECTOR OF SCHOOLS Ray Lambert 5181 Natorp Blvd Deerfield Building A Mason, OH 45040 Work: (513) 234-4900 ext.309 Email: RLambert@connectionseducation.com</p>	<p>CONNECTIONS ACADEMY PROGRAM MANAGER Rachel Graver Work: (443) 873-1742 Cell: (717) 512-3163 Email: rgraver@connectionseducation.com</p>

ATTACHMENT 2

EVIDENCE OF COMPLETED TRAINING HOURS

Included please find Certificate of Completion Governance Council Training for NMCA's Governing Council members:

- **Carlo Lucero**
 - **2014-2015**
 - **2015-2016**
- **Jerry Schalow**
 - **2014-2015**
 - **2015-2016**
 - **2016-2017**
- **Mark Boitano**
 - **2014-2015**
 - **2015-2016**
 - **2016-2017**
- **Patrick Chavez**
 - **2014-2015**
 - **2015-2016**
 - **2016-2017**
- **Paul Gessing**
 - **2014-2015**
 - **2015-2016**
 - **2016-2017**

Certificate of Completion Governance Council Training

Is hereby presented to

Carlo Lucero



Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You have fulfilled five hours of required governance
training for the 2014-2015 school year, on June 5, 2015.

Kelly Callahan

New Mexico Connections

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

Certificate of Completion Governance Council Training

Is hereby presented to

Carlo Lucero



Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You have fulfilled five hours of required governance
training for the 2015-2016 school year on March 2, 2016.

Kelly Callahan

New Mexico Connections

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

Certificate of Completion Governance Council Training

Is hereby presented to

Jerry Schalow

Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You have fulfilled five hours of required governance
training for the 2014-2015 school year, on June 5, 2015.

Kelly Callahan

New Mexico Connections

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

Certificate of Completion Governance Council Training

Is hereby presented to

Jerry Schalow

Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You have fulfilled five hours of required governance
training for the 2015-2016 school year on March 2, 2016.

Kelly Callahan

New Mexico Connections

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

CERTIFICATE OF COMPLETION GOVERNING BOARD TRAINING

Is hereby presented to

Jerry Schalow



Congratulations on completing the Governing Board Training held on June 6, 2017 at the Cooperative Education Services in Albuquerque, New Mexico.

SESSION

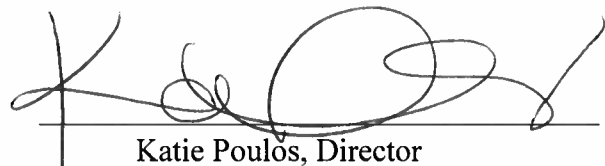
Open Meetings Act & Public Access Requirements

HOURS ACCRUED

3

The completion of this training fulfills four (3) hours of Governing Body Training for 2016-2017.

NM Connections

A handwritten signature in black ink, appearing to read 'Katie Poulos', written over a horizontal line.

Katie Poulos, Director
Options for Parents and Families Division

CERTIFICATE OF COMPLETION GOVERNING BOARD TRAINING

Is hereby presented to

Jerry Schalow



Congratulations on completing the Governing Board Training held on June 24, 2017 at the Mabry Hall, Santa Fe, New Mexico.

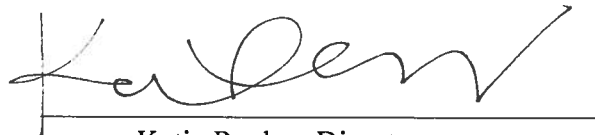
SESSION

HOURS ACCRUED

Managing Enrollment Laws, Student Rights, Complaint and Grievance Policies 4

The completion of this training fulfills four (4) hours of Governing Body Training for 2016-2017.

NM Connections

A handwritten signature in black ink, appearing to read 'Katie Poulos', written over a horizontal line.

Katie Poulos, Director
Options for Parents and Families Division

Certificate of Completion Governance Council Training

Is hereby presented to

Mark Boitano



Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You have fulfilled five hours of required governance
training for the 2014-2015 school year, on June 5, 2015.

Kelly Callahan

New Mexico Connections

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

Certificate of Completion Governance Council Training

Is hereby presented to

Mark Boitano



Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You have fulfilled five hours of required governance
training for the 2015-2016 school year on June 20, 2016.

Kelly Callahan

New Mexico Connection

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

Certificate of Completion Governance Council Training

Is hereby presented to

Mark Boitano



Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You fulfilled five hours of required governance
training for the 2016-2017 school year on June 28, 2017.

Kelly Callahan

New Mexico Connections Academy

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools



NEW MEXICO SCHOOL BOARDS
ASSOCIATION

CERTIFICATE OF ATTENDANCE

for

Patrick Chavez

New Mexico Connections Academy

*This certificate acknowledges that 5 hours Required Training was successfully
completed at the School Law Conference held May 29-30, 2015 at the*

Hotel Albuquerque in Albuquerque, NM.

JUNE 11, 2015

Wendy Sawyer
Programs Director

Joe Guillen
Executive Director

Certificate of Completion Governance Council Training

Is hereby presented to

Patrick Chavez



Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You have fulfilled five hours of required governance
training for the 2015-2016 school year on June 26, 2016.

Kelly Callahan

New Mexico Connection

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

Certificate of Completion Governance Council Training

Is hereby presented to

Patrick Chavez



Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You fulfilled five hours of required governance
training for the 2016-2017 school year on April 26, 2017.

Kelly Callahan

New Mexico Connections Academy

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

Certificate of Completion Governance Council Training

Is hereby presented to

Paul Gessing



Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You have fulfilled five hours of required governance
training for the 2014-2015 school year, on June 5, 2015.

Kelly Callahan

New Mexico Connections

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

Certificate of Completion Governance Council Training

Is hereby presented to

Paul Gessing



Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You have fulfilled five hours of required governance
training for the 2015-2016 school year on March 2, 2016.

Kelly Callahan

New Mexico Connections

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

Certificate of Completion Governance Council Training

Is hereby presented to

Paul Gessing



Congratulations on fulfilling the training pursuant to SB148, 22-5-13
NMSA 1978. You fulfilled five hours of required governance
training for the 2016-2017 school year on June 25, 2017.

Kelly Callahan

New Mexico Connections Academy

Kelly Callahan/Greta Roskom
Executive Directors
New Mexico Coalition for Charter Schools

ATTACHMENT 3

AUGUST 2017 MONTHLY SCHOOL REPORT



MONTHLY SCHOOL REPORT
New Mexico Connections Academy
 August 2017

		EOY 16-17		8/31/2016		8/31/2017	
		Number	Percent	Number	Percent	Number	Percent %Change
ENROLLMENT DATA							
School Enrollment							
		1622	100%	1277	100%	1635	100% 28 %
New Mexico Connections Academy		1622	100%	1277	100%	1635	100% 28 %
Grade Distribution							
Grades 3-5		145	9%	142	11%	128	8% -10 %
	4	54	3%	59	5%	52	3% -12 %
	5	91	6%	83	6%	76	5% -8 %
Grades 6-8		530	33%	422	33%	483	30% 14 %
	6	146	9%	123	10%	122	7% -1 %
	7	171	11%	152	12%	174	11% 14 %
	8	213	13%	147	12%	187	11% 27 %
Grades 9-12		947	58%	713	56%	1024	63% 44 %
	9	381	23%	265	21%	338	21% 28 %
	10	253	16%	189	15%	290	18% 53 %
	11	186	11%	159	12%	241	15% 52 %
	12	127	8%	100	8%	155	9% 55 %
New/Returning to CE							
New		1112	69%	661	52%	699	43% 6%
Returning		510	31%	616	48%	936	57% 52%
Total YTD Enrollment							
Enrolled, not Grad		1627	69%	1278	96%	1643	97% 29%
Prior To Engagement		87	4%	21	2%	28	2% 33%
Withdrawal During School Year		647	27%	32	2%	24	1% -25%
Graduate		10	0%	0	0%	0	0% 0%
Total YTD Enrollment		2371	100%	1331	100%	1695	100% 27 %
Withdrawal Reason							
Different/Better Schooling Option (Not related to socialization)		149	23%	13	41%	8	33% -38%
Life Change		146	23%	15	47%	1	4% -93%
Mismatch Academic		233	36%	0	0%	14	58% 0%
Getting started with the school was too difficult		7	1%	2	6%	0	0% -100%
Mismatch Family Schedule		3	0%	1	3%	0	0% -100%
Regulation		91	14%	0	0%	0	0% 0%
Student wants more socialization		11	2%	1	3%	0	0% -100%
Unhappy with the school (teachers, leadership)		1	0%	0	0%	1	4% 0%
Applying for next school year		0	0%	0	0%	0	0% 0%
Deceased		0	0%	0	0%	0	0% 0%
Inactivity		2	0%	0	0%	0	0% 0%
Missed Deadline		0	0%	0	0%	0	0% 0%
Required Documentation Incomplete		0	0%	0	0%	0	0% 0%
No Reason Given		0	0%	0	0%	0	0% 0%



MONTHLY SCHOOL REPORT
New Mexico Connections Academy
 August 2017

EOY 16-17		8/31/2016		8/31/2017		
Number	Percent	Number	Percent	Number	Percent	%Change

HOUSEHOLD DATA

Household Data

Active Households	1402	N/A	1071	N/A	1398	N/A	31 %
WD Prior To Engagement	82	N/A	19	N/A	27	N/A	42 %
WD During School Year	581	N/A	29	N/A	23	N/A	-21 %
Students Per Active HH	1.16	N/A	1.19	N/A	1.18	N/A	-2%

STUDENT DEMOGRAPHICS

Ethnicity

Hispanic or Latino	824	51%	640	50%	816	50%	28%
Not Hispanic or Latino	798	49%	637	50%	819	50%	29%

Race

Asian	39	2%	32	3%	38	2%	19%
Black/African American	101	6%	72	6%	88	5%	22%
Native Hawaiian or Other Pacific Islander	6	0%	7	1%	11	1%	57%
American Indian or Alaskan Native	125	8%	112	9%	154	9%	38%
White	1443	89%	1128	88%	1442	88%	28%

Distinct Race/Ethnicity

Hispanic or Latino	824	51%	640	50%	816	50%	28%
Multiple Races	58	4%	44	3%	73	4%	66%
Black/African American	32	2%	27	2%	25	2%	-7%
White	623	38%	498	39%	629	38%	26%
Asian	14	1%	11	1%	10	1%	-9%
American Indian or Alaskan Native	67	4%	54	4%	77	5%	43%
Native Hawaiian or Other Pacific Islander	4	0%	3	0%	4	0%	33%

Gender

F	934	58%	718	56%	909	56%	27%
M	688	42%	559	44%	726	44%	30%

FARM Eligibility

Qualifies for free	700	43%	498	39%	536	33%	8%
Qualifies for reduced	150	9%	121	9%	128	8%	6%
Refused to report	187	12%	192	15%	422	26%	120%

Prior Schooling

Charter School (Public)	148	9%	101	8%	133	8%	32%
Home School	182	11%	206	16%	211	13%	2%
No Prior School	46	3%	35	3%	41	3%	17%
Online (Virtual) Public School	57	4%	52	4%	63	4%	21%
Private/Parochial School	67	4%	56	4%	81	5%	45%
Public School	1122	69%	827	65%	1081	66%	31%
Prior Schooling Not Reported	0	0%	0	0%	25	2%	0%

Special Populations

Gifted	104	6%	103	8%	126	8%	22%
504	89	5%	54	4%	59	4%	9%
IEP	263	16%	222	17%	297	18%	34%
None	1225	76%	953	75%	1211	74%	27%



MONTHLY SCHOOL REPORT
New Mexico Connections Academy
 August 2017

		EOY 16-17		8/31/2016		8/31/2017		
		Number	Percent	Number	Percent	Number	Percent	%Change
Disability								
	Autism	20	9%	18	10%	24	10%	33%
	Cognitive Disability	6	3%	6	3%	9	4%	50%
	Emotionally Impaired	21	10%	12	7%	25	10%	108%
	Hearing Impaired	1	0%	1	1%	1	0%	0%
	Multiple Disabilities	2	1%	2	1%	2	1%	0%
	Other Health Impaired	44	20%	30	17%	53	22%	77%
	Physical Disability	2	1%	0	0%	2	1%	0%
	Specific Learning Disability	108	49%	91	53%	116	47%	27%
	Speech/Language Impaired	15	7%	13	8%	14	6%	8%
	Visually Impaired	1	0%	0	0%	0	0%	0%
Primary Language								
	English	548	34%	622	49%	367	22%	-41%
	Another Language	1	0%	1	0%	0	0%	-100%
	Spanish	11	1%	15	1%	9	1%	-40%
	No Language Reported	1062	65%	639	50%	1259	77%	97%

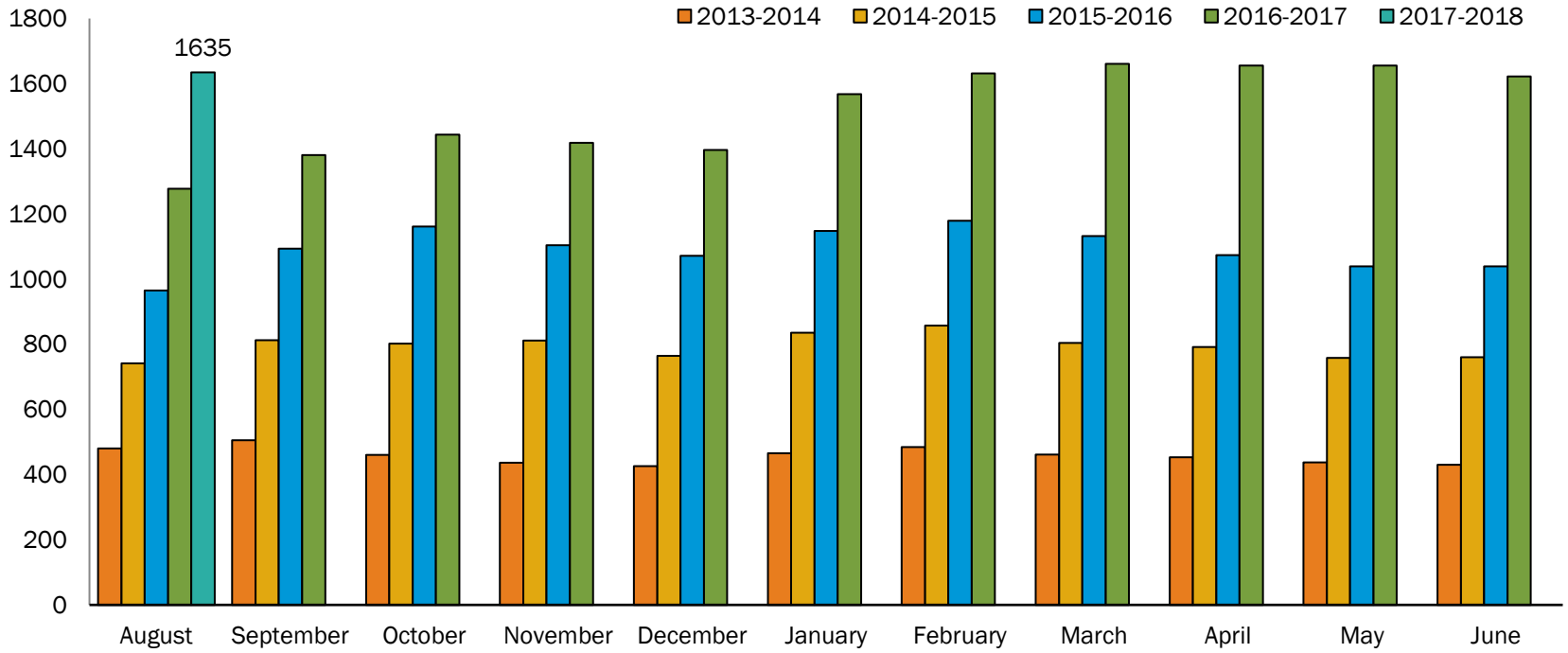
PERFORMANCE DATA

Contacts Per Week								
	Met	1416	87%	1172	92%	1310	80%	12%
	Not Met	206	13%	105	8%	323	20%	208%
Escalation Status								
	Alarm	0	0%	0	0%	242	15%	0%
	Approaching Alarm	0	0%	0	0%	269	16%	0%
	Exempt	0	0%	0	0%	20	1%	0%
	On Track	1622	100%	1277	100%	1102	67%	-14%
Performance Metrics								
Grades 3-5								
	Average Performance	81 %		83 %		78 %		-6%
	Average Participation	94 %		140 %		129 %		-8%
	Average Attendance	104 %		0 %		96 %		0%
Grades 6-8								
	Average Performance	72 %		75 %		76 %		1%
	Average Participation	97 %		142 %		134 %		-5%
	Average Attendance	100 %		100 %		97 %		-3%
Grades 9-12								
	Average Performance	66 %		78 %		78 %		1%
	Average Participation	88 %		131 %		124 %		-5%
	Average Attendance	90 %		100 %		90 %		-10%
Total Average Performance		69 %		77 %		77 %		0%
Total Average Participation		91 %		135 %		127 %		-6%
Total Average Attendance		95 %		100 %		93 %		-7%



MONTHLY SCHOOL REPORT
New Mexico Connections Academy
August 2017

Monthly Student Current Enrollment Comparison



ATTACHMENT 4
2014-15 AND 2015-16
CHARTER SCHOOL PERFORMANCE FRAMEWORKS

New Mexico Public Education Commission Charter School Performance Framework

For the 2014-2015 Academic School Year

For New Mexico Connections Academy Charter
School

ABOUT THE PERFORMANCE FRAMEWORK

In collaboration, the New Mexico Public Education Commission (“PEC”) and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school’s performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

Conditions placed on the School by the Authorizer, if any:

ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

NOTE: If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

REQUIRED ACADEMIC PERFORMANCE INDICATORS

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?	
<i>Exceeds Standard:</i> <input type="checkbox"/> The school received an A on the state's grading system.	
<i>Meets Standard:</i> <input type="checkbox"/> The school received a B on the state's grading system.	
<i>Check the box below in addition to the school grade on the left if the condition described below is applicable.</i>	
<i>Meets Standard:</i> <input type="checkbox"/> The school received a C on the state's grading system AND at least one of the boxes on the right is checked.	Working to Meeting the Standard <input type="checkbox"/> The PEC and the school have agreed on an improvement plan which the parties believe will result in improved results for the students of the school OR <input type="checkbox"/> The school has been accredited by a nationally recognized accreditation organization.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> The school received a C on the state's grading system AND did not provide an improvement plan or show evidence of accreditation as set forth on the right.	<input type="checkbox"/> The PEC and the school have agreed on an improvement plan which the parties believe will result in improved results for the students of the school

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

	<p>OR</p> <p><input type="checkbox"/> The school has been accredited by a nationally recognized accreditation organization.</p>
	<p><i>Check the box below in addition to the school grade on the left if the condition described below is applicable.</i></p>
<p>Falls Far Below Standard:</p> <p><input checked="" type="checkbox"/> The school received a D or F on the state's grading system.</p>	<p>Working to Meeting the Standard</p> <p><input checked="" type="checkbox"/> The school has indicated that it is appealing its grade. However, should the grade not improve as a result of this appeal the PEC and the school will agree on an improvement plan which the parties believe will result in improved results for the students of the school</p> <p>OR</p> <p><input type="checkbox"/> The school has been accredited by a nationally recognized accreditation organization.</p>

2. MISSION-SPECIFIC INDICATOR(S)

Identify the Mission Specific Indicator(s) which shows the implementation of the school mission

2.a All full academic year students for grades 4 thru 8 will maximize their potential in one academic year by applying strategies and skills as assessed on the Longitudinal Evaluation of Academic Progress® (LEAP) in reading.

Exceeds Standard:

☐ The school surpassed the target of this mission-specific indicator.

15% or more of full academic year 4th -8th grade students will make more than a 10% gain from pre to post test on the LEAP in reading and 70% or more of full academic year 4th -8th grade students will be proficient from pre to post test on the LEAP in reading.

Meets Standard:

☐ The school substantially met the target of this mission-specific indicator.

70-84% of full academic year 4th-8th grade students will make at least a 10% gain from pre to post test or be proficient from pre to post test on the LEAP in reading.

Does Not Meet Standard:

☐ The school did not meet the target of this mission-specific indicator.

55-69% of full academic year 4th-8th grade students will make at least a 10% gain from pre to post test or will be proficient pre to post test on the LEAP in reading.

Falls Far Below Standard:

☐ 54% or fewer of full academic year 4th-8th grade students will make at least a 10% gain pre to post test or will be proficient pre to post test on the LEAP in reading.

2.b All full academic year students (as defined by New Mexico accountability system definitions) for grades 4 thru 8 will maximize their potential in one academic year by applying strategies and skills as assessed on the Longitudinal Evaluation of Academic Progress® (LEAP) in math.

Exceeds Standard:

☐ The school surpassed the target of this mission-specific indicator.

10% or more of full academic year 4th -8th grade students will make more than a 10% gain from pre to post test on the LEAP in math and 65% or more of full academic year 4th -8th grade students will be proficient from pre to post test on the LEAP in math.

Meets Standard:

☐ The school substantially met the target of this mission-specific indicator.

60-74% of full academic year 4th -8th grade students will make more than a 10% gain from pre to post test as indicated on the LEAP in math or will be proficient from pre to post test as indicated on the LEAP in math.

Does Not Meet Standard:

☐ The school did not meet the target of this mission-specific indicator.

45-59% of full academic year 4th -8th grade students will make more than a 10% gain from pre to post test as indicated on the LEAP in math or will be proficient from pre to post test as indicated on the LEAP in math.

Falls Far Below Standard:

☐ 44% or fewer of full academic year 4th-8th grade students will make at least a 10% gain pre to post test or will be proficient pre to post test on the LEAP in math.

2.c All full academic year students in grades 9-12 will maximize their potential and meet the highest performance standards by earning a minimum of six credits for the school year or, if taking fewer than 6, all of the credits in which they are enrolled.

Exceeds Standard:

☐ The school surpassed the target of this mission-specific indicator.

70% or more of full academic year 9th -12th grade students earned a minimum of six credits for the school year.

Meets Standard:

☐ The school substantially met the target of this mission-specific indicator.

55-69% of full academic year 9th-12th grade students earned a minimum of six credits for the school year.

Does Not Meet Standard:

☐ The school did not meet the target of this mission-specific indicator.

40-54% of students of full academic year 9th – 12th grade students earned a minimum of six credits for the school year.

Falls Far Below Standard:

☐ Less than 40% of students of full academic year 9th – 12th grade students earned a minimum of six credits for the school year.

2.d. All students who are eligible will be strongly encouraged to enroll in advanced STEM courses.

Note: Advanced STEM is defined as any STEM course above the chronological grade level for a student or a course that is labeled as Honors, Advanced Placement, or Dual Credit.

Exceeds Standard:

☐ The school surpassed the target of this mission-specific indicator.

15% or more of all students who enroll in advanced STEM courses will successfully complete the course with a grade of B or better and 10% or more of all students who enroll in advanced STEM courses will successfully complete the course with a grade of C or better.

Meets Standard:

☐ The school substantially met the targets of this mission-specific indicator.

50% or more of all students who enroll in advanced STEM courses will successfully complete the course with a grade of C or better.

Does Not Meet Standard:

☐ The school did not meet of the target of this mission-specific indicator.

40-49% of all students who enroll in advanced STEM courses will successfully complete the course with a grade of C or better.

Falls Far Below Standard:

☐ 39% or fewer of all students who enroll in advanced STEM courses will successfully complete the course with a grade of C or better.

OPTIONAL ACADEMIC PERFORMANCE INDICATORS

Section C of 22-8B-9.1(C) NMSA 1978 states: “*The performance framework shall allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act.*” The charter school may submit for review and approval by the PEC mission-specific and/or supplemental academic goals that are specific, measurable, rigorous, and directly address student academic performance.

Schools are encouraged, but not required, to identify goals in this area. However, the PEC believes that this section of the Frameworks provides an opportunity for a school to highlight things that it does well, and that sets it apart from other schools.

In particular, the PEC encourages schools to present indicators that address actions the school takes to ensure that its student population is “ready to learn.”

1. OPTIONAL SUPPLEMENTAL INDICATOR –

(NOTE: LIST EACH SUPPLEMENTAL INDICATOR SEPARATELY AND IDENTIFY THE RATING SYSTEM FOR EACH. COPY THE SECTION LISTED BELOW FOR EACH SUPPLEMENTAL INDICATOR.)

Identify the Optional Supplemental Indicator which the school has selected with targets.

3.a. Parents, guardians and adult students will be satisfied with New Mexico Connections Academy as measured by the Annual Connections Academy Parent Satisfaction Survey, which will be in addition to that required by state law, rule or regulation.

NOTE: Satisfaction will be measured by the question of the Annual Parent Satisfaction survey that says: Based on your experiences in the 2014-2015 school year, what grade would you give the New Mexico Connections Academy Program overall, for all your students? Satisfaction is defined by an A or B score on the Annual Parent Satisfaction survey.

Only one parent/guardian/adult student per family household completes the survey.

Exceeds Standard:

☐ The school surpassed the target of this supplemental indicator.

90% or more of parents/guardians/ adult students are satisfied with the school.

Meets Standard:

☐ The school substantially met the target of this supplemental indicator.

75% -89% of parents/guardians/adult students are satisfied with the school.

Does Not Meet Standard:

☐ The school did not meet of the target of this supplemental indicator.

60-74% of parents/guardians/adult students are satisfied with the school.

Falls Far Below Standard:

☐ Less than 60% of parents/guardians/adult students are satisfied with the school.

3.b. Parents, guardians of students and adult students enrolled during the Annual Connections Academy Parent Satisfaction Survey window will complete the survey.

Exceeds Standard:

☐ The school surpassed the target of this supplemental indicator.

55% or more of identified parents, guardians or adult students completed surveys.

Meets Standard:

☐ The school substantially met the target of this supplemental indicator.

40-55% of identified parents, guardians or adult students completed surveys.

Does Not Meet Standard:

☐ The school did not meet the target of this supplemental indicator.

30-39% of parents, guardians or adult students completed surveys.

Falls Far Below Standard:

☐ Less than 30% of parents, guardians or adult students completed surveys.

3.c. All learning coaches of full academic year students will have at least two conference meetings with a New Mexico certified teacher to discuss academic goals and progress of the student, and to update the student's Personalized Learning Plan (PLP) as indicated by Connexus.

Exceeds Standard:

☐ The school surpassed the target of this supplemental indicator.

90% or more learning coaches of full academic year students had two conference meetings with a New Mexico certified teacher at which the PLP was updated.

Meets Standard:

☐ The school substantially met the target of this supplemental indicator.

80-89% of learning coaches of full academic year students had two conference meetings with a New Mexico certified teacher at which the PLP was updated.

Does Not Meet Standard:

☐ The school did not meet the target of this supplemental indicator.

70-79% of learning coaches of full academic year students had two conference meetings with a New Mexico certified teacher at which the PLP was updated.

Falls Far Below Standard:

☐ Less than 70% of learning coaches of full academic year students had two conference meetings with a New Mexico certified teacher at which the PLP was updated.

FINANCIAL PERFORMANCE FRAMEWORK

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: “Meets Standard,” “Does Not Meet Standard,” or “Falls Far Below Standard.”

Process:

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. (“current year” will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school’s understanding of an issue and the budget analyst’s understanding of an issue.
- The liaison will score the indicator accordingly.

1. OPERATING BUDGETS

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?
 - a. If not, why not?
 - b. If not, how long was it before it was turned in?

1. Is the school timely submitting budget information?

Meets Standard:

☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

Working to Meet Standard:

☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

2. AUDITS

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
 - a. If not, why not?
 - b. If not, how long was it before it was turned in?
 - c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

2. Is the school timely submitting audit information?

Meets Standard:

- ☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

Working to Meet Standard:

- ☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

Falls Far Below Standard:

- ☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3. PERIODIC REPORTS

3. Cash report and Actual report
 - a. Is this school on quarterly or monthly reporting?
 - i. If on monthly, please identify the reason for the monthly requirement.
 - ii. During the current fiscal year, was the school ever required to report monthly?
 1. If so, please identify the reason for the monthly requirement.
 - b. Were the reports for the current year turned in on time? (Please explain for each late report)
 - i. If not, why not?
 - ii. If not, how long was it before it was turned in?
 - c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
 - i. If so, why did that occur?

ii. If so, was it corrected with a budget adjustment?

iii. How long did that process take to correct the issue(s)?

iv. If it was not corrected, why not?

v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?

d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?

iii. If not, why not?

3. Is the school timely submitting required reports which show sufficient financial?

Meets Standard:

☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

Working to Meet Standard:

☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4. EXPENDITURES

4. Were there any invoices pending for more than 90 days in the current year?

a. If so, why were these invoices pending for so long?

b. Are any of these pending now?

c. If so, what is the anticipated payment schedule?

4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?

a. If not, why not?

b. Are any of these liabilities not up-to-date now?

c. If not, what is the anticipated payment schedule?

4. Is the school timely paying expenditures?

Meets Standard:

☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

Working to Meet Standard:

☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5. REIMBURSEMENTS

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

5. Is the school timely seeking reimbursement?

Meets Standard:

☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

Working to Meet Standard:

☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

6. AUDIT REVIEWS

6. The last released audit by the State Auditor was for FY . Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?

- a. If so, what was the text of the specifically identified section?
- b. What were the audit findings from the last released audit?

c. Were any findings considered Material Weaknesses?

d. What has the school done to correct these audit findings?

e. Were any of the audit findings a repeat finding from any prior period?

i. If so, what was the repeat finding(s)?

ii. Please explain the reason for the repeat finding(s).

iii. What has the school done to correct it?

6. Is the school responsive to audit findings?

Meets Standard:

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

Working to Meet Standard:

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

7. MEALS

7. Do you serve meals to students?

a. If yes, do you enter into contracts with food service management companies?

b. Were any audit findings noted regarding those food contracts?

c. Please explain the reason(s) for the finding(s).

d. What has the school done to correct these audit finding(s)?

7. Is the school managing food service contracts appropriately?

Meets Standard:

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

Working to Meet Standard:

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

8. GENERAL INFORMATION

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?

- a. If so, what was the concern identified?
- b. What was the school's response to these concern(s)?
- c. What was the resolution of these concern(s)?

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens” (p. 16).

For each measure a school receives one of three ratings: “Meets Standard,” “Working to Meet Standard” and “Falls Far Below Standard” which are defined below. The term “material” used below means that the PEC deems the matter relevant to:

1. The PEC’s accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC’s renewal decision. If a school receives a “Working to Meet Standard” or “Falls Far Below Standard,” this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

Meets Standard:

The school meets the standard if it satisfies each of the conditions described in the paragraph.

Working to Meet Standard:

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1. EDUCATIONAL PLAN

1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

Meets Standard:

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.b. Is the school complying with applicable education requirements?

Meets Standard:

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.c. Is the school protecting the rights of all students?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;

- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and
- Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.d. Is the school protecting the rights of students with special needs?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.e. Is the school protecting the rights of English Language Learner students?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.f. Is the school complying with compulsory attendance laws?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.g. During the spring semester of the school year students shall complete letters of intent to reenroll. That number of letters received serves as a baseline for next year's enrollment.

Meets Standard:

☐ 85% of those students indicating they would return do in fact reenroll in the following fall semester.

Working to Meet Standard:

☐ Between 50-84% of those students indicating they would return do in fact reenroll in the following fall semester.

Falls Far Below Standard:

☐ 50% or fewer of those students indicating they would return do in fact reenroll in the following fall semester.

2. BUSINESS MANAGEMENT AND OVERSIGHT

2.a. Is the school meeting financial reporting and compliance requirements?

Meets Standard:

- ☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:
- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
 - Submittal of information required to conduct and complete the annual independent audit;
 - Development and adherence to sound internal control policies; and
 - Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

Working to Meet Standard:

- ☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

- ☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

2.b. Is the school following Generally Accepted Accounting Principles?

Meets Standard:

- ☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:
- An unqualified audit opinion;
 - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
 - An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

Working to Meet Standard:

- ☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

- ☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3. GOVERNANCE AND REPORTING

3.a. Is the school complying with governance requirements?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3.b. Is the school holding management accountable?

Meets Standard:

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4. EMPLOYEES

4.a. Is the school meeting teacher and other staff credentialing requirements?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.b. Is the school respecting employee rights?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.c. Is the school completing required background checks?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5. SCHOOL ENVIRONMENT

5.a. Is the school complying with facilities requirements?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and
- If applicable, student transportation programs.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5.b. Is the school complying with health and safety requirements?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5.c. Is the school handling information appropriately?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

6. SCHOOL SPECIFIC TERMS

6.a. Has the school provided evidence that all students were provided computers who indicated a need for a computer within 45 days of the request and demonstrated efforts to provide connectivity if needed?

Meets Standard:

☐ The school provided evidence that all students were provided computers who indicated a need for a computer within 45 days of the request and demonstrated efforts to provide connectivity if needed.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.



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New Mexico Public Education Commission Charter School Performance Framework

For the 2015-2016 Academic School Year
For New Mexico Connections Academy Charter
School

ABOUT THE PERFORMANCE FRAMEWORK

In collaboration, the New Mexico Public Education Commission (“PEC”) and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school’s performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

Conditions placed on the School by the Authorizer, if any:

None

ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

NOTE: If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

REQUIRED ACADEMIC PERFORMANCE INDICATORS

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?

Exceeds Standard:

☐ The school received an A on the state's grading system.

Meets Standard:

☐ The school received a B on the state's grading system.

Meets Standard:

☐ The school received a C on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

Does Not Meet Standard:

☐ The school received a D on the state's grading system

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades

Falls Far Below Standard:

☐ The school received an F on the state's grading system.

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

2. MISSION-SPECIFIC INDICATOR(S)

Identify the Mission Specific Indicator(s) which shows the implementation of the school mission

2.a All full academic year students for grades 4 thru 8 will maximize their potential in one academic year by applying strategies and skills as assessed on the Longitudinal Evaluation of Academic Progress® (LEAP) in reading.

2.a. Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

☐ *The school surpassed the target of this mission-specific indicator.*

15% or more of full academic year 4th -8th grade students will make more than a 10% gain from pre to post test on the LEAP in reading and 70% or more of full academic year 4th -8th grade students will be proficient from pre to post test on the LEAP in reading.

Meets Standard:

☐ *The school substantially met the target of this mission-specific indicator.*

70-84% of full academic year 4th-8th grade students will make at least a 10% gain from pre to post test or be proficient from pre to post test on the LEAP in reading.

Does Not Meet Standard:

☐ *The school did not meet the target of this mission-specific indicator.*

55-69% of full academic year 4th-8th grade students will make at least a 10% gain from pre to post test or will be proficient pre to post test on the LEAP in reading.

Falls Far Below Standard:

☐ *54% or fewer of full academic year 4th-8th grade students will make at least a 10% gain pre to post test or will be proficient pre to post test on the LEAP in reading.*

Identify the Mission Specific Indicator(s) which shows the implementation of the school mission

Goal 2.b- All full academic year students (as defined by New Mexico accountability system definitions) for grades 4 thru 8 will maximize their potential in one academic year by applying strategies and skills as assessed on the Longitudinal Evaluation of Academic Progress® (LEAP) in math.

2.b. Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

☐ *The school surpassed the target of this mission-specific indicator.*

10% or more of full academic year 4th -8th grade students will make more than a 10% gain from pre to post test on the LEAP in math and 65% or more of full academic year 4th -8th grade students will be proficient from pre to post test on the LEAP in math.

Meets Standard:

☐ *The school substantially met the target of this mission-specific indicator.*

60-74% of full academic year 4th -8th grade students will make more than a 10% gain from pre to post test as indicated on the LEAP in math or will be proficient from pre to post test as indicated on the LEAP in math.

Does Not Meet Standard:

☐ *The school did not meet the target of this mission-specific indicator.*

45-59% of full academic year 4th -8th grade students will make more than a 10% gain from pre to post test as indicated on the LEAP in math or will be proficient from pre to post test as indicated on the LEAP in math.

Falls Far Below Standard:

- ☐ 44% or fewer of full academic year 4th-8th grade students will make at least a 10% gain pre to post test or will be proficient pre to post test on the LEAP in math.

Identify the Mission Specific Indicator(s) which shows the implementation of the school mission

2.c All full academic year students in grades 9-12 will maximize their potential and meet the highest performance standards by earning a minimum of six credits for the school year or, if taking fewer than 6, all of the credits in which they are enrolled.

2.c. Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

- ☒ The school surpassed the target of this mission-specific indicator.

70% or more of full academic year 9th -12th grade students earned a minimum of six credits for the school year.

Meets Standard:

- ☐ The school substantially met the target of this mission-specific indicator.

55-69% of full academic year 9th-12th grade students earned a minimum of six credits for the school year.

Does Not Meet Standard:

- ☐ The school did not meet the target of this mission-specific indicator.

40-54% of students of full academic year 9th – 12th grade students earned a minimum of six credits for the school year.

Falls Far Below Standard:

- ☐ Less than 40% of students of full academic year 9th – 12th grade students earned a minimum of six credits for the school year.

Identify the Mission Specific Indicator(s) which shows the implementation of the school mission

2.d. All students who are eligible will be strongly encouraged to enroll in advanced STEM courses.

Note: Advanced STEM is defined as any STEM course above the chronological grade level for a student or a course that is labeled as Honors, Advanced Placement, or Dual Credit.

2.d. Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

- ☒ The school surpassed the target of this mission-specific indicator.

15% or more of all students who enroll in advanced STEM courses will successfully complete the course with a grade of B or better and 10% or more of all students who enroll in advanced STEM courses will successfully complete the course with a grade of C or better.

Meets Standard:

- ☐ The school substantially met the targets of this mission-specific indicator.

- 50% or more of all students who enroll in advanced STEM courses will successfully complete the course with a grade of C or better.

Does Not Meet Standard:

☐ *The school did not meet of the target of this mission-specific indicator.*

40-49% of all students who enroll in advanced STEM courses will successfully complete the course with a grade of C or better

Falls Far Below Standard:

☐ *39% or fewer of all students who enroll in advanced STEM courses will successfully complete the course with a grade of C or better.*

OPTIONAL ACADEMIC PERFORMANCE INDICATORS

Section C of 22-8B-9.1(C) NMSA 1978 states: “*The performance framework shall allow for the inclusion of additional rigorous, valid and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act.*” The charter school may submit for review and approval by the PEC mission-specific and/or supplemental academic goals that are specific, measurable, rigorous, and directly address student academic performance.

Schools are encouraged, but not required, to identify goals in this area. However, the PEC believes that this section of the Frameworks provides an opportunity for a school to highlight things that it does well, and that sets it apart from other schools.

In particular, the PEC encourages schools to present indicators that address actions the school takes to ensure that its student population is “ready to learn.”

A. OPTIONAL SUPPLEMENTAL INDICATOR –

(NOTE: LIST EACH SUPPLEMENTAL INDICATOR SEPARATELY AND IDENTIFY THE RATING SYSTEM FOR EACH. COPY THE SECTION LISTED BELOW FOR EACH SUPPLEMENTAL INDICATOR.)

Identify the Optional Supplemental Indicator which the school has selected with targets.

3.a. Parents, guardians and adult students will be satisfied with New Mexico Connections Academy as measured by the Annual Connections Academy Parent Satisfaction Survey, which will be in addition to that required by state law, rule or regulation.

NOTE: Satisfaction will be measured by the question of the Annual Parent Satisfaction survey that says: Based on your experiences in the 2014-2015 school year, what grade would you give the New Mexico Connections Academy Program overall, for all your students? Satisfaction is defined by an A or B score on the Annual Parent Satisfaction survey.

Only one parent/guardian/adult student per family household completes the survey.

3.a. Did the school meet its supplemental indicator?

Exceeds Standard:

☐ *The school surpassed the target of this supplemental indicator.*

90% or more of parents/guardians/ adult students are satisfied with the school.

Meets Standard:

☐ **The school substantially met the target of this supplemental indicator.**

75% -89% of parents/guardians/adult students are satisfied with the school.

Does Not Meet Standard:

☐ **The school did not meet of the target of this supplemental indicator.**

60-74% of parents/guardians/adult students are satisfied with the school.

Falls Far Below Standard:

☐ **Less than 60% of parents/guardians/adult students are satisfied with the school.**

Identify the Optional Supplemental Indicator which the school has selected with targets.

3.b. Parents, guardians of students and adult students enrolled during the Annual Connections Academy Parent Satisfaction Survey window will complete the survey.

3.b. Did the school meet its supplemental indicator?

Exceeds Standard:

☒ **The school surpassed the target of this supplemental indicator.**

55% or more of identified parents, guardians or adult students completed surveys.

Meets Standard:

☒ **The school substantially met the target of this supplemental indicator.**

40-55% of identified parents, guardians or adult students completed surveys.

Does Not Meet Standard:

☐ **The school did not meet the target of this supplemental indicator.**

30-39% of parents, guardians or adult students completed surveys.

Falls Far Below Standard:

☐ **Less than 30% of parents, guardians or adult students completed surveys.**

Identify the Optional Supplemental Indicator which the school has selected with targets.

3.c. All learning coaches of full academic year students will have at least two conference meetings with a New Mexico certified teacher to discuss academic goals and progress of the student, and to update the student's Personalized Learning Plan (PLP) as indicated by Connexus.

3.c. Did the school meet its supplemental indicator?

Exceeds Standard:

☐ *The school surpassed the target of this supplemental indicator.*

90% or more learning coaches of full academic year students had two conference meetings with a New Mexico certified teacher at which the PLP was updated.

Meets Standard:

☐ *The school substantially met the target of this supplemental indicator.*

80-89% of learning coaches of full academic year students had two conference meetings with a New Mexico certified teacher at which the PLP was updated.

Does Not Meet Standard:

☐ *The school did not meet of the target of this supplemental indicator.*

70-79% of learning coaches of full academic year students had two conference meetings with a New Mexico certified teacher at which the PLP was updated.

Falls Far Below Standard:

☐ *Less than 70% of learning coaches of full academic year students had two conference meetings with a New Mexico certified teacher at which the PLP was updated.*

FINANCIAL PERFORMANCE FRAMEWORK

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: “Meets Standard,” “Does Not Meet Standard,” or “Falls Far Below Standard.”

Process:

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. (“current year” will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school’s understanding of an issue and the budget analyst’s understanding of an issue.
- The liaison will score the indicator accordingly.

1. Operating Budgets

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?

a. If not, why not?

b. If not, how long was it before it was turned in?

1. Is the school timely submitting budget information?

Meets Standard:

☐ The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

Working to Meet Standard:

☐ The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

2. Audits

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
 - a. If not, why not?
 - b. If not, how long was it before it was turned in?
 - c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

2. Is the school timely submitting audit information?

Meets Standard:

☐ The school demonstrates evidence of substantial compliance with timely submittal of audit information.

Working to Meet Standard:

☐ The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3. Periodic Reports

3. Cash report and Actual report

- a. Is this school on quarterly or monthly reporting?
 - i. If on monthly, please identify the reason for the monthly requirement.
 - ii. During the current fiscal year, was the school ever required to report monthly?
 1. If so, please identify the reason for the monthly requirement.
- b. Were the reports for the current year turned in on time? (Please explain for each late report)
 - i. If not, why not?
 - ii. If not, how long was it before it was turned in?
- c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
 - i. If so, why did that occur?

- ii. If so, was it corrected with a budget adjustment?
- iii. How long did that process take to correct the issue(s)?
- iv. If it was not corrected, why not?
- v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
 - i. If not, why not?

3. Is the school timely submitting required reports which show sufficient financial management?

Meets Standard:

☐ The school demonstrates evidence of substantial compliance with timely submittal of required reports.

Working to Meet Standard:

☐ The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4. Expenditures

- 4. Were there any invoices pending for more than 90 days in the current year?
 - a. If so, why were these invoices pending for so long?
 - b. Are any of these pending now?
 - c. If so, what is the anticipated payment schedule?
- 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?
 - a. If not, why not?
 - b. Are any of these liabilities not up-to-date now?
 - c. If not, what is the anticipated payment schedule?

4. Is the school timely paying expenditures?

Meets Standard:

☐ The school demonstrates evidence of substantial compliance with timely paying expenditures.

Working to Meet Standard:

☐ The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5. Reimbursements

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?
 - a. If not, why not?
 - b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
 - c. If so, what is/was the reason being given?

5. Is the school timely seeking reimbursement?

Meets Standard:

☐ The school demonstrates evidence of substantial compliance in seeking reimbursements.

Working to Meet Standard:

☐ The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

6. Audit Reviews

6. The last released audit by the State Auditor was for FY _____. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?
 - a. If so, what was the text of the specifically identified section?
 - b. What were the audit findings from the last released audit?

- c. Were any findings considered Material Weaknesses?
- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
 - i. If so, what was the repeat finding(s)?
 - ii. Please explain the reason for the repeat finding(s).
 - iii. What has the school done to correct it?

6. Is the school responsive to audit findings?

Meets Standard:

☐ The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

Working to Meet Standard:

☐ The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

7. Meals

- 7. Do you serve meals to students?
 - a. If yes, do you enter into contracts with food service management companies?
 - b. Were any audit findings noted regarding those food contracts?
 - c. Please explain the reason(s) for the finding(s).
 - d. What has the school done to correct these audit finding(s)?

7. Is the school managing food service contracts appropriately?

Meets Standard:

☐ The school demonstrates evidence of managing food service contracts appropriately without audit finding.

Working to Meet Standard:

☐ The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

8. General Information

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?
 - a. If so, what was the concern identified?
 - b. What was the school's response to these concern(s)?
 - c. What was the resolution of these concern(s)?

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens” (p. 16).

For each measure a school receives one of three ratings: “Meets Standard,” “Working to Meet Standard” and “Falls Far Below Standard” which are defined below. The term “material” used below means that the PEC deems the matter relevant to:

1. The PEC’s accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC’s renewal decision. If a school receives a “Working to Meet Standard” or “Falls Far Below Standard,” this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

Meets Standard:

The school meets the standard if it satisfies each of the conditions described in the paragraph.

Working to Meet Standard:

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1. EDUCATIONAL PLAN

1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

Meets Standard:

☐ The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.b. Is the school complying with applicable education requirements?

Meets Standard:

☐ Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.c. Is the school protecting the rights of all students?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and

- **Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.**

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.d. Is the school protecting the rights of students with special needs?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.e. Is the school protecting the rights of English Language Learner students?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.f. Is the school complying with compulsory attendance laws?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.g. Did the school meet the following recurrent enrollment goals?

(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)

A. The school has the following enrollment at the present time:

B. Out of these total students, the following students are eligible for re-enrollment at the school:

C. Out of these total students, the following students are not eligible for re-enrollment at the school:

D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:

OR Other method for assessing recurrent enrollment goals

Meets Standard:

☐ Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

Working to Meet Standard:

☐ Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

Falls Far Below Standard:

☐ Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

2. BUSINESS MANAGEMENT AND OVERSIGHT

2.a. Is the school meeting financial reporting and compliance requirements?

Meets Standard:

☐ The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:

- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
- Submittal of information required to conduct and complete the annual independent audit;
- Development and adherence to sound internal control policies; and
- Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

2.b. Is the school following Generally Accepted Accounting Principles?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:

- An unqualified audit opinion;
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
- An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3. GOVERNANCE AND REPORTING

3.a. Is the school complying with governance requirements?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3.b. Is the school holding management accountable?

Meets Standard:

☐ The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4. EMPLOYEES

4.a. Is the school meeting teacher and other staff credentialing requirements?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.b. Is the school respecting employee rights?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.c. Is the school completing required background checks?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

Working to Meet Standard:

❑ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

❑ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.d. General Information

Has the school had more than 20% turnover in personnel in each of the past two years?

___ Yes ___ No

If so, please complete the following:

a. Please identify the reason for the turnover. _____

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

c. What actions are you taking to retain staff?

d. What actions are you taking to ensure that staff hired will work well at the school?

5. SCHOOL ENVIRONMENT

5.a. Is the school complying with facilities requirements?

Meets Standard:

❑ The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- Certificate of occupancy or other required building use authorization;
- Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- Approved 5 year facility master plan;
- Approved 5 year facilities maintenance plan;
- Fire inspections and related records;
- If applicable, approved list of facility variances; and
- If applicable, student transportation programs.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5.b. Is the school complying with health and safety requirements?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5.c. Is the school handling information appropriately?

Meets Standard:

☐ The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

6. SCHOOL SPECIFIC TERMS

6.a. Has the school provided evidence that all students were provided computers who indicated a need for a computer within 45 days of the request and demonstrated efforts to provide connectivity if needed?

Meets Standard:

☐ The school provided evidence that all students were provided computers who indicated a need for a computer within 45 days of the request and demonstrated efforts to provide connectivity if needed.

Working to Meet Standard:

☐ The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

Falls Far Below Standard:

☐ Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance to the satisfaction of the authorizer.

The Public Education Commission and Charter School agree to the terms specified in this Performance Framework.

Representative of the Public Education Commission

Signature: _____

Title: _____ Date of Approval: _____

Representative of the Charter School

Signature: _____

Title: _____ Date of Approval: _____

NMCA - Part A School Summary Data Report – Attachments



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ATTACHMENT 5

RECURRENT ENROLLMENT RATES STUDENT-LEVEL DATA

		Calculation
2015	1314 EOY Snapshot	426
	EOY Graduates	11
	1415 40D Snapshot	248
	Calculation	59.76%

2016	1415 EOY Snapshot	734
	EOY Graduates	26
	1516 40D Snapshot	436
	Calculation	61.58%

2017	1516 EOY Snapshot with	1031
	EOY Graduates	70
	1617 40D Snapshot	612
	Calculation	63.68%

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
370	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103451027	W1
427	No	Yes	Yes	0	0	#N/A	1/0/1900		318932464	W1
479	No	No	No	0	0	#N/A	1/0/1900		691769467	W1
517	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103023826	W1
518	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103166070	W1
519	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103268389	W1
520	No	No	No	0	0	#N/A	1/0/1900		103321428	W1
522	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103429049	W1
543	No	No	No	0	0	#N/A	1/0/1900		216588319	W1
544	No	No	No	0	0	#N/A	1/0/1900		225172436	W1
548	No	No	No	0	Non- graduate	#N/A	1/0/1900		321752578	W1
550	No	No	No	0	0	#N/A	1/0/1900		333578870	W1
556	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		565524584	W1
557	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		611491960	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
559	No	No	No	0	0	#N/A	1/0/1900		629935214	W1
565	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		756841755	W1
570	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		100077437	W1
580	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		101122653	W1
583	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		101322139	W1
605	No	No	No	Transfer- out	0	#N/A	1/0/1900		102125770	W1
612	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102457611	W1
618	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		102848397	W1
632	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103059697	W1
639	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103117800	W1
643	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103120192	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
644	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103122321	W1
665	No	No	No	0	0	#N/A	1/0/1900		103215042	W1
676	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103271177	W1
679	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103277331	W1
682	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103281143	W1
683	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103282257	W1
689	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103325437	W1
700	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103404679	W1
701	No	No	No	0	0	#N/A	1/0/1900		103409603	W1
717	No	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103473484	W1
724	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103545182	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
737	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		103763421	W1
750	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104034467	W1
774	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104124052	W1
792	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104244751	W1
799	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104304530	W1
805	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104326327	W1
821	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104412184	W1
834	No	No	No	0	0	#N/A	1/0/1900		104546866	W1
836	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104568472	W1
844	No	No	No	0	Currently Enrolled	#N/A	1/0/1900		104606413	W1
923	No	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		176883791	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
940	Yes	No	No	0	Non-graduate	#N/A	1/0/1900		198797474	W1
943	No	No	No	0	0	#N/A	1/0/1900		216822114	W1
964	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		238663116	W1
986	No	No	No	0	0	#N/A	1/0/1900		266699438	W1
1018	No	No	No	0	0	#N/A	1/0/1900		316548957	W1
1030	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		329215115	W1
1047	No	No	No	0	Currently Enrolled	#N/A	1/0/1900		346123797	W1
1055	No	No	No	0	0	#N/A	1/0/1900		357126671	W1
1066	No	No	No	0	0	#N/A	1/0/1900		365843614	W1
1075	No	No	No	0	0	#N/A	1/0/1900		375281110	W1
1077	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		379156235	W1
1120	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		451729313	W1
1121	No	No	No	0	0	#N/A	1/0/1900		451872873	W1
1154	No	No	No	0	0	#N/A	1/0/1900		492874649	W1
1198	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		556474237	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1199	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		557143179	W1
1218	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		575374681	W1
1219	No	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		576877690	W1
1233	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		597773621	W1
1234	No	No	No	0	0	#N/A	1/0/1900		599229796	W1
1246	No	No	No	0	0	#N/A	1/0/1900		626941652	W1
1274	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		657751178	W1
1276	No	No	No	0	0	#N/A	1/0/1900		662167394	W1
1279	No	No	No	0	0	#N/A	1/0/1900		662699750	W1
1302	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		689562825	W1
1306	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		694576133	W1
1309	No	No	No	0	0	#N/A	1/0/1900		696769694	W1
1310	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		698353711	W1
1320	No	No	No	0	0	#N/A	1/0/1900		716824677	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1334	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		735659393	W1
1353	No	No	No	0	0	#N/A	1/0/1900		762183580	W1
1392	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		819943531	W1
1461	No	No	No	0	0	#N/A	1/0/1900		104228366	W1
1467	No	No	No	0	0	#N/A	1/0/1900		448694927	W1
1468	No	No	No	0	0	#N/A	1/0/1900		751869413	W1
1472	No	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		843511650	W1
1476	No	No	No	0	0	#N/A	1/0/1900		363594193	W1
1477	No	No	No	0	0	#N/A	1/0/1900		138327333	W1
1479	No	No	No	0	0	#N/A	1/0/1900		104194634	W1
1480	No	No	No	Transfer- out	0	#N/A	1/0/1900		101705689	W1
1482	No	No	No	0	0	#N/A	1/0/1900		319617452	W1
1483	No	No	No	0	0	#N/A	1/0/1900		668862238	W1
1485	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104072251	W1
1488	No	No	No	0	0	#N/A	1/0/1900		103288080	W1
1490	No	No	No	0	0	#N/A	1/0/1900		101330686	W1
1492	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		633477823	W1
1494	No	No	No	0	0	#N/A	1/0/1900		104595129	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1496	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104300611	W1
1500	No	No	No	0	0	#N/A	1/0/1900		216262576	W1
1502	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		441645355	W1
1505	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		655131423	W1
1506	No	No	No	0	0	#N/A	1/0/1900		584722854	W1
1508	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103433611	W1
1510	No	No	No	Transfer- out	0	#N/A	1/0/1900		102759719	W1
1514	No	No	No	0	0	#N/A	1/0/1900		244552659	W1
1517	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103438263	W1
1518	No	No	No	0	0	#N/A	1/0/1900		828281725	W1
1520	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104092135	W1
1521	No	No	No	0	0	#N/A	1/0/1900		576164396	W1
1525	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		628868739	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1526	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103062519	W1
1527	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		364543561	W1
1530	No	No	No	0	0	#N/A	1/0/1900		104447503	W1
1532	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103460424	W1
1533	No	No	No	0	0	#N/A	1/0/1900		297295370	W1
1534	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103507463	W1
1536	No	No	No	0	0	#N/A	1/0/1900		471157677	W1
1537	No	No	No	0	0	#N/A	1/0/1900		342677739	W1
1538	No	No	No	0	0	#N/A	1/0/1900		104028808	W1
1539	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104129879	W1
1540	No	No	No	0	0	#N/A	1/0/1900		358165892	W1
1541	No	No	No	0	0	#N/A	1/0/1900		104347968	W1
1542	No	No	No	0	0	#N/A	1/0/1900		104081005	W1
1545	No	No	No	0	0	#N/A	1/0/1900		593844863	W1
1546	No	No	No	0	0	#N/A	1/0/1900		336739966	W1
1547	No	No	No	0	0	#N/A	1/0/1900		104636733	W1
1549	No	No	No	0	0	#N/A	1/0/1900		111644779	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1550	No	No	No	0	0	#N/A	1/0/1900		599752839	W1
1552	No	No	No	0	0	#N/A	1/0/1900		100969971	W1
1553	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104079439	W1
1554	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102253150	W1
1555	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103302923	W1
1556	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104125729	W1
1557	No	No	No	0	0	#N/A	1/0/1900		248494262	W1
1558	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103514451	W1
1559	No	No	No	0	0	#N/A	1/0/1900		103468807	W1
1560	No	No	No	0	0	#N/A	1/0/1900		751523127	W1
1561	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102367133	W1
1562	No	Yes	Yes	0	0	#N/A	1/0/1900		103413662	W1
1567	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104634936	W1
1568	No	No	No	0	0	#N/A	1/0/1900		103607990	W1

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1572	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		866288715	W1
1573	No	No	No	0	0	#N/A	1/0/1900		611514548	W1
1575	No	No	No	0	0	#N/A	1/0/1900		103004727	W1
1576	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104085063	W1
1580	No	No	No	0	0	#N/A	1/0/1900		655656387	W1
1581	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104600804	W1
1582	No	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104300066	W1
1583	No	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		687382440	W1
1585	No	No	No	0	0	#N/A	1/0/1900		881966642	W1
1587	No	No	No	Transfer- out	0	#N/A	1/0/1900		102708419	W1
1588	No	No	No	0	0	#N/A	1/0/1900		658617154	W1
1589	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		745996645	W1
1592	No	No	No	0	0	#N/A	1/0/1900		425159688	W1
1593	No	No	No	0	0	#N/A	1/0/1900		476529888	W1
1594	No	No	No	0	0	#N/A	1/0/1900		616643961	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1598	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104038468	W1
1599	No	No	No	0	0	#N/A	1/0/1900		734312770	W1
1600	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104099221	W1
1601	No	No	No	0	0	#N/A	1/0/1900		665917233	W1
1602	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		514446897	W1
1603	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104294434	W1
1606	No	No	No	0	0	#N/A	1/0/1900		397892795	W1
1607	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103522256	W1
1608	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		549697274	W1
1609	No	No	No	0	0	#N/A	1/0/1900		104335005	W1
1611	No	No	No	0	0	#N/A	1/0/1900		179849633	W1
1612	No	No	No	0	0	#N/A	1/0/1900		788225951	W1
1614	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		436453971	W1
1615	No	No	No	0	0	#N/A	1/0/1900		335146114	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1618	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		101915494	W1
1619	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		100062884	W1
1620	No	No	No	0	0	#N/A	1/0/1900		576332241	W1
1621	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103507885	W1
1622	No	No	No	0	0	#N/A	1/0/1900		103804720	W1
1625	No	No	No	0	0	#N/A	1/0/1900		488875675	W1
1626	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103290920	W1
1627	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		454274861	W1
1630	No	No	No	0	0	#N/A	1/0/1900		132117284	W1
1631	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103451092	W1
1632	No	No	No	0	0	#N/A	1/0/1900		136389368	W1
1634	No	No	No	0	0	#N/A	1/0/1900		594739567	W1
1635	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103172516	W1
1636	No	No	No	0	0	#N/A	1/0/1900		100634906	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1637	No	No	No	0	0	#N/A	1/0/1900		692534217	W1
1639	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104103858	W1
1640	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		774384929	W1
1643	No	No	No	0	0	#N/A	1/0/1900		818647877	W1
1644	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103447694	W1
1647	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		100925916	W1
1648	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		669464463	W1
1649	No	No	No	0	0	#N/A	1/0/1900		792661894	W1
1653	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		488635384	W1
1654	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102772761	W1
1655	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104398532	W1
1656	No	No	No	0	0	#N/A	1/0/1900		594815136	W1
1657	No	No	No	0	0	#N/A	1/0/1900		324476563	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1659	No	No	No	0	0	#N/A	1/0/1900		735399263	W1
1660	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104384201	W1
1661	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104093893	W1
1662	No	No	No	0	0	#N/A	1/0/1900		104533187	W1
1664	No	No	No	0	0	#N/A	1/0/1900		695165936	W1
1665	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103516159	W1
1666	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103561023	W1
1667	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		101920353	W1
1668	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		413697566	W1
1669	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		102250545	W1
1671	No	No	No	0	0	#N/A	1/0/1900		828736736	W1
1672	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		639215888	W1
1673	No	No	No	0	0	#N/A	1/0/1900		713511277	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1674	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		101208619	W1
1675	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		738846518	W1
1677	No	No	No	0	0	#N/A	1/0/1900		822514931	W1
1678	No	No	No	0	0	#N/A	1/0/1900		547792911	W1
1679	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102045531	W1
1680	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104347125	W1
1681	No	No	No	0	0	#N/A	1/0/1900		485486997	W1
1683	No	No	No	0	0	#N/A	1/0/1900		275741379	W1
1684	No	No	No	0	0	#N/A	1/0/1900		496985763	W1
1685	No	No	No	0	0	#N/A	1/0/1900		347351819	W1
1688	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		274639863	W1
1689	No	No	No	0	0	#N/A	1/0/1900		715239950	W1
1690	No	No	No	0	0	#N/A	1/0/1900		649984291	W1
1691	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		394559959	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1692	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104341268	W1
1695	No	No	No	0	0	#N/A	1/0/1900		717588123	W1
1696	No	No	No	0	0	#N/A	1/0/1900		345163794	W1
1697	No	No	No	0	0	#N/A	1/0/1900		669147514	W1
1698	No	No	No	0	0	#N/A	1/0/1900		596146571	W1
1699	No	No	No	0	0	#N/A	1/0/1900		359815883	W1
1700	No	No	No	0	0	#N/A	1/0/1900		151135951	W1
1701	No	No	No	0	0	#N/A	1/0/1900		649296464	W1
1702	No	No	No	0	0	#N/A	1/0/1900		476247580	W1
1703	No	No	No	0	0	#N/A	1/0/1900		164648990	W1
1705	No	No	No	0	0	#N/A	1/0/1900		284816360	W1
1709	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104196654	W1
1710	No	No	No	0	0	#N/A	1/0/1900		104630256	W1
1711	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		294975198	W1
1719	No	Yes	Yes	Transfer- out	Non- graduate	#N/A	1/0/1900		104032115	W1
1720	No	No	No	0	0	#N/A	1/0/1900		123538753	W1
1722	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		463159319	W1
1724	No	No	No	0	0	#N/A	1/0/1900		521397117	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1726	No	No	No	0	0	#N/A	1/0/1900		562855445	W1
1727	No	No	No	0	0	#N/A	1/0/1900		333178853	W1
1731	No	No	No	0	0	#N/A	1/0/1900		643361819	W1
1732	No	No	No	0	0	#N/A	1/0/1900		284796778	W1
1733	No	No	No	0	0	#N/A	1/0/1900		193145216	W1
1734	No	No	No	0	0	#N/A	1/0/1900		893783340	W1
1735	No	No	No	0	0	#N/A	1/0/1900		266944263	W1
1740	No	No	No	0	0	#N/A	1/0/1900		249765983	W1
1743	No	No	No	0	0	#N/A	1/0/1900		376747895	W1
1744	No	No	No	0	0	#N/A	1/0/1900		103648184	W1
1746	No	No	No	0	0	#N/A	1/0/1900		523688448	W1
1747	No	No	No	0	0	#N/A	1/0/1900		743482796	W1
1749	No	No	No	0	0	#N/A	1/0/1900		541466256	W1
1750	No	No	No	0	0	#N/A	1/0/1900		799821483	W1
1751	No	No	No	Transfer- out	Non- graduate	#N/A	1/0/1900		419363965	W1
1752	No	No	No	0	0	#N/A	1/0/1900		446824922	W1
1753	No	No	No	0	0	#N/A	1/0/1900		511596371	W1
1754	No	No	No	0	0	#N/A	1/0/1900		557149382	W1
1755	No	No	No	0	0	#N/A	1/0/1900		827938341	W1
1756	No	No	No	0	0	#N/A	1/0/1900		886229533	W1
1770	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		396974131	W1
1781	No	No	No	0	0	#N/A	1/0/1900		178434338	W1
1785	No	No	No	0	0	#N/A	1/0/1900		292126257	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1786	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		100124270	W1
1787	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		618725758	W1
1788	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		827518846	W1
1794	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104278536	W1
1795	No	No	No	0	0	#N/A	1/0/1900		591947767	W1
1797	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104125612	W1
1799	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103519856	W1
1800	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104152541	W1
1802	No	No	No	0	0	#N/A	1/0/1900		522348630	W1
1803	No	No	No	0	0	#N/A	1/0/1900		797136124	W1
1807	No	No	No	0	0	#N/A	1/0/1900		649681913	W1
1808	No	No	No	0	0	#N/A	1/0/1900		856862818	W1
1811	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		644439473	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1812	No	No	No	0	0	#N/A	1/0/1900		152244232	W1
1813	No	No	No	0	0	#N/A	1/0/1900		523219517	W1
1814	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		486985153	W1
1815	No	No	No	0	0	#N/A	1/0/1900		863789970	W1
1817	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103816385	W1
1818	No	No	No	0	0	#N/A	1/0/1900		598865145	W1
1819	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103445995	W1
1820	No	No	No	0	0	#N/A	1/0/1900		218521318	W1
1822	No	No	No	0	0	#N/A	1/0/1900		386158448	W1
1825	No	No	No	0	0	#N/A	1/0/1900		575931936	W1
1826	No	No	No	0	0	#N/A	1/0/1900		648876167	W1
1827	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104493630	W1
1828	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103846994	W1
1829	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104077326	W1
1831	No	No	No	0	0	#N/A	1/0/1900		104259130	W1

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1832	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104096219	W1
1833	No	No	No	0	0	#N/A	1/0/1900		169797768	W1
1834	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		114167968	W1
1835	No	No	No	0	0	#N/A	1/0/1900		287924575	W1
1836	No	No	No	0	0	#N/A	1/0/1900		335817482	W1
1837	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103639977	W1
1838	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103515540	W1
1839	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		103274924	W1
1475	No	No	No	0	0	#N/A	1/0/1900		284732229	W11
1478	No	No	No	0	0	#N/A	1/0/1900		453179699	W11
1793	No	No	No	0	0	#N/A	1/0/1900		878262880	W12
1250	No	No	No	0	0	#N/A	1/0/1900		632222642	W14
1633	No	No	No	0	0	#N/A	1/0/1900		831727250	W14
1462	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104466198	W15
1463	No	No	No	0	0	#N/A	1/0/1900		112971882	W15

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1464	No	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		127693539	W15
1481	No	No	No	0	0	#N/A	1/0/1900		104353404	W15
1486	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104470257	W15
1497	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103142477	W15
1501	No	No	No	0	0	#N/A	1/0/1900		104095252	W15
1503	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102153137	W15
1504	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		755968237	W15
1516	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		489719492	W15
1523	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		101352193	W15
1529	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102434750	W15
1531	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		102739224	W15

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1544	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104233283	W15
1565	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		101250439	W15
1566	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104074018	W15
1574	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		102429164	W15
1577	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104092192	W15
1590	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103308995	W15
1591	No	No	No	0	0	#N/A	1/0/1900		864292545	W15
1613	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		372738666	W15
1617	No	No	No	0	0	#N/A	1/0/1900		103786471	W15
1629	No	No	No	0	0	#N/A	1/0/1900		894987957	W15
1638	No	No	No	0	0	#N/A	1/0/1900		446491276	W15
1641	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		696629195	W15
1645	No	No	No	0	0	#N/A	1/0/1900		784832818	W15

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1646	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		100783612	W15
1650	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104652946	W15
1658	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		103423596	W15
1682	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		418441259	W15
1704	No	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		854496676	W15
1706	No	No	No	0	0	#N/A	1/0/1900		244732673	W15
1707	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103813465	W15
1708	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104145768	W15
1712	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		652691734	W15
1713	No	No	No	0	0	#N/A	1/0/1900		103607917	W15
1714	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		199229360	W15

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1717	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104208772	W15
1723	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		567586649	W15
1745	No	No	No	0	0	#N/A	1/0/1900		151693652	W15
1757	No	No	No	0	0	#N/A	1/0/1900		288996481	W15
1758	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103157376	W15
1759	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103176145	W15
1760	No	No	No	0	0	#N/A	1/0/1900		103454799	W15
1761	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104276399	W15
1762	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104278601	W15
1763	No	No	No	0	Non- graduate	#N/A	1/0/1900		256975459	W15
1764	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		553583279	W15
1765	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		165747783	W15

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1766	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		428763692	W15
1767	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104205786	W15
1768	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104206347	W15
1769	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		195681861	W15
1771	No	No	No	0	0	#N/A	1/0/1900		291152643	W15
1772	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		585545411	W15
1773	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		718929847	W15
1774	No	No	No	0	0	#N/A	1/0/1900		815644364	W15
1775	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		774481758	W15
1777	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102450194	W15
1778	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		621813328	W15

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1779	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102564945	W15
1780	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103077442	W15
1809	No	No	No	0	0	#N/A	1/0/1900		739235182	W15
1810	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		593591522	W15
547	No	No	No	0	0	#N/A	1/0/1900		284217247	W2
558	No	No	No	0	0	#N/A	1/0/1900		626687362	W2
636	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103075313	W2
1430	No	No	No	0	0	#N/A	1/0/1900		865481337	W2
1509	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103788733	W2
1563	No	No	No	0	0	#N/A	1/0/1900		103230942	W2
1570	No	No	No	0	0	#N/A	1/0/1900		661262212	W2
1571	No	No	No	0	0	#N/A	1/0/1900		774137194	W2
1623	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		100622505	W2
1624	No	No	No	0	0	#N/A	1/0/1900		333883791	W2
1798	No	No	No	0	0	#N/A	1/0/1900		395999220	W2
1821	No	No	No	0	0	#N/A	1/0/1900		554174946	W2

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
514	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		579791641	W24
524	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103453049	W24
535	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104338389	W24
554	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		531294783	W24
568	No	No	No	0	0	#N/A	1/0/1900		834377624	W24
590	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		101650976	W24
593	No	No	No	0	0	#N/A	1/0/1900		101673663	W24
601	No	Yes	Yes	Transfer- out	0	#N/A	1/0/1900		101928695	W24
603	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		102016508	W24
613	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102605854	W24
620	No	No	No	0	0	#N/A	1/0/1900		102909033	W24
664	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103202792	W24

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
670	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103252219	W24
696	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103383873	W24
704	No	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		103424388	W24
706	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103424834	W24
712	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103453361	W24
726	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103577268	W24
764	No	No	No	0	0	#N/A	1/0/1900		104083241	W24
790	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104222856	W24
804	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		104322722	W24
813	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104359484	W24

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
824	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104460605	W24
840	No	Yes	Yes	0	0	#N/A	1/0/1900		104595863	W24
843	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104603857	W24
900	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		159339498	W24
938	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		197735210	W24
950	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		224162669	W24
981	No	No	No	0	0	#N/A	1/0/1900		259969947	W24
1009	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		296777923	W24
1029	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		328926753	W24
1284	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		665625976	W24
1286	No	No	No	0	0	#N/A	1/0/1900		666524392	W24
1387	No	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		813888922	W24

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1495	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		511693517	W24
1783	No	No	No	0	0	#N/A	1/0/1900		104313036	W24
1805	No	No	No	0	0	#N/A	1/0/1900		419151741	W24
69	No	No	No	Non- graduate	0	#N/A	1/0/1900		100004779	W3
70	No	No	No	Transfer- out	0	#N/A	1/0/1900		100111475	W3
71	No	No	No	0	0	#N/A	1/0/1900		100505353	W3
72	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		100543172	W3
73	No	No	No	Transfer- out	0	#N/A	1/0/1900		100623859	W3
74	No	No	No	Transfer- out	0	#N/A	1/0/1900		101335966	W3
75	No	No	No	0	0	#N/A	1/0/1900		101781656	W3
76	No	No	No	0	0	#N/A	1/0/1900		101885721	W3
77	No	No	No	0	0	#N/A	1/0/1900		102017860	W3
79	No	No	No	Transfer- out	0	#N/A	1/0/1900		102180940	W3
80	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102223906	W3
81	No	No	No	Transfer- out	0	#N/A	1/0/1900		102253382	W3
82	No	No	No	Transfer- out	0	#N/A	1/0/1900		102277084	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
83	No	No	No	Transfer- out	0	#N/A	1/0/1900		102451036	W3
84	No	No	No	Transfer- out	0	#N/A	1/0/1900		102510575	W3
85	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		102747920	W3
86	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102767969	W3
87	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102830841	W3
88	No	No	No	Transfer- out	0	#N/A	1/0/1900		102935376	W3
89	Yes	Yes	Yes	Graduate	0	1489297	5/25/2017	1617	102954864	W3
90	No	No	No	0	0	#N/A	1/0/1900		103116703	W3
91	No	No	No	0	0	#N/A	1/0/1900		103140976	W3
92	No	No	No	0	0	#N/A	1/0/1900		103159182	W3
93	No	No	No	0	0	#N/A	1/0/1900		103211777	W3
94	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103288494	W3
95	No	No	No	0	0	#N/A	1/0/1900		103332144	W3
96	No	No	No	0	0	#N/A	1/0/1900		103333944	W3
97	No	No	No	0	Currently Enrolled	#N/A	1/0/1900		103349924	W3
98	No	No	No	0	0	#N/A	1/0/1900		103371357	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
99	No	No	No	0	0	#N/A	1/0/1900		103372553	W3
100	No	No	No	Transfer- out	0	#N/A	1/0/1900		103375275	W3
101	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103398574	W3
102	No	No	No	0	0	#N/A	1/0/1900		103430138	W3
103	No	No	No	0	0	#N/A	1/0/1900		103454963	W3
104	No	No	No	Transfer- out	0	#N/A	1/0/1900		103464467	W3
105	No	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103507760	W3
106	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103531992	W3
107	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		103532479	W3
108	No	No	No	0	0	#N/A	1/0/1900		103583076	W3
109	No	No	No	0	Currently Enrolled	#N/A	1/0/1900		103719332	W3
110	No	No	No	0	0	#N/A	1/0/1900		103722187	W3
111	No	No	No	0	Non- graduate	#N/A	1/0/1900		103777033	W3
112	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103813960	W3
113	No	No	No	0	0	#N/A	1/0/1900		103877064	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
114	No	No	No	Non-graduate	0	#N/A	1/0/1900		103885349	W3
115	No	No	No	0	0	#N/A	1/0/1900		104029723	W3
116	No	Yes	Yes	Transfer-out	Non-graduate	#N/A	1/0/1900		104044821	W3
117	No	No	No	0	0	#N/A	1/0/1900		104053772	W3
118	No	No	No	0	0	#N/A	1/0/1900		104062179	W3
119	No	No	No	0	0	#N/A	1/0/1900		104062328	W3
120	No	No	No	0	0	#N/A	1/0/1900		104103981	W3
121	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104104658	W3
122	No	No	No	0	0	#N/A	1/0/1900		104146014	W3
123	No	No	No	0	0	#N/A	1/0/1900		104149935	W3
124	No	Yes	No	0	Missing Cohort Year	#N/A	1/0/1900		104178850	W3
125	No	No	No	0	0	#N/A	1/0/1900		104209846	W3
126	No	No	No	0	0	#N/A	1/0/1900		104237417	W3
127	No	No	No	0	0	#N/A	1/0/1900		104248596	W3
128	No	No	No	0	0	#N/A	1/0/1900		104291844	W3
129	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104308085	W3
130	No	No	No	0	0	#N/A	1/0/1900		104341722	W3
131	No	No	No	0	0	#N/A	1/0/1900		104354394	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
132	No	No	No	Non-graduate	No Withdrawal Code	#N/A	1/0/1900		104369632	W3
133	No	No	No	0	0	#N/A	1/0/1900		104385802	W3
134	No	No	No	0	0	#N/A	1/0/1900		104406137	W3
135	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		104409636	W3
136	No	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		104409818	W3
137	No	No	No	0	0	#N/A	1/0/1900		104409875	W3
138	No	No	No	0	0	#N/A	1/0/1900		104481130	W3
139	No	No	No	0	0	#N/A	1/0/1900		104528435	W3
140	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104538566	W3
141	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		104551973	W3
142	No	No	No	0	0	#N/A	1/0/1900		104592993	W3
143	No	No	No	0	0	#N/A	1/0/1900		104596879	W3
144	No	No	No	0	Currently Enrolled	#N/A	1/0/1900		104610506	W3
145	No	No	No	0	0	#N/A	1/0/1900		104623319	W3
146	No	No	No	0	0	#N/A	1/0/1900		104624184	W3
147	No	No	No	0	0	#N/A	1/0/1900		104638762	W3
148	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104641030	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
149	No	No	No	0	0	#N/A	1/0/1900		104641758	W3
150	No	No	No	0	0	#N/A	1/0/1900		104641923	W3
151	No	No	No	0	0	#N/A	1/0/1900		104642780	W3
152	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104651906	W3
153	No	No	No	0	0	#N/A	1/0/1900		111979241	W3
154	No	No	No	0	0	#N/A	1/0/1900		114272719	W3
155	No	No	No	0	0	#N/A	1/0/1900		116421587	W3
156	No	No	No	0	0	#N/A	1/0/1900		122414253	W3
157	No	No	No	0	0	#N/A	1/0/1900		128714573	W3
158	No	No	No	0	0	#N/A	1/0/1900		131795924	W3
159	No	No	No	0	0	#N/A	1/0/1900		133676692	W3
160	No	No	No	0	0	#N/A	1/0/1900		133944272	W3
161	No	No	No	0	0	#N/A	1/0/1900		137224259	W3
162	No	No	No	Transfer- out	Non- graduate	#N/A	1/0/1900		139898399	W3
163	No	No	No	0	0	#N/A	1/0/1900		151546124	W3
164	No	No	No	0	0	#N/A	1/0/1900		151969367	W3
166	No	No	No	0	0	#N/A	1/0/1900		155162126	W3
167	No	No	No	0	0	#N/A	1/0/1900		158273813	W3
168	No	No	No	0	0	#N/A	1/0/1900		162347538	W3
169	No	No	No	0	0	#N/A	1/0/1900		165434499	W3
170	No	No	No	0	0	#N/A	1/0/1900		176788628	W3
171	No	No	No	0	0	#N/A	1/0/1900		176874568	W3
172	No	No	No	0	0	#N/A	1/0/1900		179574256	W3
173	No	No	No	0	0	#N/A	1/0/1900		181337171	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
174	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		181525130	W3
175	No	No	No	Transfer- out	0	#N/A	1/0/1900		184997427	W3
176	No	No	No	0	0	#N/A	1/0/1900		185187911	W3
177	No	No	No	0	0	#N/A	1/0/1900		194315289	W3
178	No	No	No	0	0	#N/A	1/0/1900		195423116	W3
179	No	No	No	0	0	#N/A	1/0/1900		211321625	W3
180	No	No	No	0	0	#N/A	1/0/1900		215961350	W3
181	No	No	No	0	0	#N/A	1/0/1900		221621568	W3
182	No	No	No	0	0	#N/A	1/0/1900		222127953	W3
183	No	No	No	0	0	#N/A	1/0/1900		227864584	W3
185	No	No	No	0	0	#N/A	1/0/1900		232243493	W3
186	No	No	No	0	0	#N/A	1/0/1900		232852863	W3
187	No	No	No	0	0	#N/A	1/0/1900		232973875	W3
188	No	No	No	0	0	#N/A	1/0/1900		254561848	W3
189	No	No	No	0	0	#N/A	1/0/1900		254744311	W3
190	No	No	No	0	0	#N/A	1/0/1900		257931188	W3
191	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		259212959	W3
192	No	No	No	0	0	#N/A	1/0/1900		265762336	W3
193	No	No	No	0	0	#N/A	1/0/1900		268817889	W3
194	No	No	No	0	0	#N/A	1/0/1900		273226431	W3
195	Yes	Yes	Yes	0	0	#N/A	1/0/1900		274421486	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
196	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		276782760	W3
197	No	No	No	0	0	#N/A	1/0/1900		279593792	W3
198	No	No	No	0	0	#N/A	1/0/1900		281791889	W3
199	No	No	No	0	0	#N/A	1/0/1900		283443117	W3
200	No	Yes	No	0	0	#N/A	1/0/1900		284589496	W3
201	No	No	No	0	0	#N/A	1/0/1900		291999217	W3
202	No	No	No	0	0	#N/A	1/0/1900		293914867	W3
203	No	No	No	0	0	#N/A	1/0/1900		298997586	W3
204	No	No	No	0	0	#N/A	1/0/1900		299272963	W3
205	No	No	No	0	0	#N/A	1/0/1900		311452155	W3
206	No	No	No	0	0	#N/A	1/0/1900		314994591	W3
207	No	No	No	0	0	#N/A	1/0/1900		324958156	W3
208	No	No	No	0	0	#N/A	1/0/1900		327622833	W3
209	No	No	No	0	0	#N/A	1/0/1900		328756598	W3
210	No	No	No	0	0	#N/A	1/0/1900		332553486	W3
211	No	No	No	0	0	#N/A	1/0/1900		344122171	W3
212	No	No	No	0	0	#N/A	1/0/1900		347419335	W3
213	No	No	No	0	0	#N/A	1/0/1900		348145871	W3
214	No	No	No	0	Currently Enrolled	#N/A	1/0/1900		353677883	W3
215	No	No	No	0	0	#N/A	1/0/1900		365539436	W3
216	No	No	No	Transfer- out	0	#N/A	1/0/1900		381689132	W3
217	No	No	No	0	0	#N/A	1/0/1900		382236347	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
218	No	No	No	0	0	#N/A	1/0/1900		383165651	W3
219	No	No	No	0	0	#N/A	1/0/1900		385851985	W3
220	No	No	No	Transfer- out	0	#N/A	1/0/1900		397863879	W3
221	No	No	No	0	0	#N/A	1/0/1900		413758236	W3
222	No	No	No	0	Currently Enrolled	#N/A	1/0/1900		416515245	W3
223	No	No	No	0	0	#N/A	1/0/1900		417968336	W3
224	No	No	No	0	0	#N/A	1/0/1900		426473435	W3
225	No	No	No	Transfer- out	0	#N/A	1/0/1900		429493158	W3
226	No	No	No	0	0	#N/A	1/0/1900		431131259	W3
227	No	No	No	0	0	#N/A	1/0/1900		435599576	W3
228	No	No	No	0	0	#N/A	1/0/1900		436357917	W3
229	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		436794499	W3
230	No	No	No	0	0	#N/A	1/0/1900		437624737	W3
231	No	No	No	0	0	#N/A	1/0/1900		439135336	W3
232	No	No	No	0	0	#N/A	1/0/1900		441214574	W3
233	No	No	No	0	0	#N/A	1/0/1900		443915384	W3
234	No	No	No	0	0	#N/A	1/0/1900		444321293	W3
235	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		448764332	W3
236	No	No	No	0	0	#N/A	1/0/1900		449275346	W3
237	No	No	No	0	0	#N/A	1/0/1900		455671727	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
238	No	No	No	0	0	#N/A	1/0/1900		459652251	W3
239	No	No	No	0	0	#N/A	1/0/1900		463281741	W3
240	No	No	No	0	0	#N/A	1/0/1900		473318699	W3
241	No	No	No	0	0	#N/A	1/0/1900		476796750	W3
242	No	No	No	0	0	#N/A	1/0/1900		484648217	W3
243	No	No	No	0	0	#N/A	1/0/1900		487688947	W3
244	No	No	No	0	0	#N/A	1/0/1900		491854220	W3
245	No	No	No	0	0	#N/A	1/0/1900		493897219	W3
246	No	No	No	0	0	#N/A	1/0/1900		495766727	W3
247	No	No	No	0	0	#N/A	1/0/1900		498855972	W3
248	No	No	No	0	0	#N/A	1/0/1900		513384669	W3
249	No	No	No	0	0	#N/A	1/0/1900		514225820	W3
250	No	No	No	0	0	#N/A	1/0/1900		524619335	W3
251	No	No	No	0	0	#N/A	1/0/1900		526852868	W3
252	No	No	No	0	0	#N/A	1/0/1900		535267942	W3
253	No	No	No	0	0	#N/A	1/0/1900		541792230	W3
254	No	No	No	0	0	#N/A	1/0/1900		546323361	W3
255	No	No	No	0	0	#N/A	1/0/1900		552355596	W3
256	No	No	No	0	0	#N/A	1/0/1900		552776270	W3
257	No	No	No	Transfer- out	0	#N/A	1/0/1900		553867417	W3
258	No	No	No	0	0	#N/A	1/0/1900		558334116	W3
259	No	No	No	0	0	#N/A	1/0/1900		561742420	W3
260	No	No	No	0	0	#N/A	1/0/1900		563232172	W3
261	No	No	No	0	0	#N/A	1/0/1900		565265691	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
262	No	No	No	0	0	#N/A	1/0/1900		568979538	W3
263	No	No	No	0	0	#N/A	1/0/1900		569583685	W3
264	No	No	No	0	0	#N/A	1/0/1900		571759430	W3
265	No	No	No	0	0	#N/A	1/0/1900		572767481	W3
266	No	No	No	0	0	#N/A	1/0/1900		577274319	W3
267	No	No	No	0	0	#N/A	1/0/1900		581553757	W3
268	No	No	No	0	0	#N/A	1/0/1900		582339792	W3
269	No	No	No	0	0	#N/A	1/0/1900		591587183	W3
270	No	No	No	0	0	#N/A	1/0/1900		594916355	W3
271	No	No	No	0	0	#N/A	1/0/1900		596688929	W3
272	No	No	No	0	0	#N/A	1/0/1900		596775148	W3
273	No	No	No	0	0	#N/A	1/0/1900		599233129	W3
274	No	No	No	0	0	#N/A	1/0/1900		613679851	W3
275	No	No	No	0	0	#N/A	1/0/1900		623261534	W3
276	No	No	No	0	0	#N/A	1/0/1900		628295438	W3
277	No	No	No	Transfer- out	0	#N/A	1/0/1900		631466125	W3
278	No	No	No	0	0	#N/A	1/0/1900		633252440	W3
279	No	No	No	0	0	#N/A	1/0/1900		634945729	W3
280	No	No	No	0	0	#N/A	1/0/1900		637981622	W3
281	No	No	No	0	0	#N/A	1/0/1900		641466735	W3
282	No	No	No	0	0	#N/A	1/0/1900		642786958	W3
283	No	No	No	0	0	#N/A	1/0/1900		647148550	W3
284	No	No	No	0	0	#N/A	1/0/1900		665352795	W3
285	No	No	No	0	0	#N/A	1/0/1900		668624661	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
287	Yes	No	No	0	0	#N/A	1/0/1900		678857525	W3
288	No	No	No	0	0	#N/A	1/0/1900		692912454	W3
289	No	No	No	0	0	#N/A	1/0/1900		695711481	W3
290	No	No	No	0	0	#N/A	1/0/1900		695785113	W3
291	No	No	No	0	0	#N/A	1/0/1900		698742749	W3
292	No	No	No	0	0	#N/A	1/0/1900		712891894	W3
293	No	No	No	0	0	#N/A	1/0/1900		713455871	W3
294	No	No	No	0	0	#N/A	1/0/1900		718866437	W3
295	No	No	No	0	0	#N/A	1/0/1900		718945736	W3
296	No	No	No	0	0	#N/A	1/0/1900		722624418	W3
297	No	No	No	0	0	#N/A	1/0/1900		724537816	W3
298	No	No	No	0	0	#N/A	1/0/1900		726795131	W3
299	No	No	No	0	0	#N/A	1/0/1900		737179960	W3
300	No	No	No	0	0	#N/A	#N/A		737486266	W3
301	No	No	No	0	0	#N/A	1/0/1900		742888944	W3
302	No	No	No	0	0	#N/A	1/0/1900		746527753	W3
303	No	No	No	0	0	#N/A	1/0/1900		759788375	W3
304	No	No	No	0	0	#N/A	1/0/1900		761324367	W3
305	No	No	No	0	0	#N/A	1/0/1900		763813813	W3
306	No	No	No	0	0	#N/A	1/0/1900		766963615	W3
307	No	No	No	Transfer- out	0	#N/A	1/0/1900		767363211	W3
308	No	No	No	0	0	#N/A	1/0/1900		767575673	W3
309	No	No	No	0	0	#N/A	1/0/1900		769217282	W3
310	No	No	No	0	0	#N/A	1/0/1900		773834833	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
311	No	No	No	0	0	#N/A	1/0/1900		775878770	W3
312	No	No	No	0	0	#N/A	1/0/1900		776656886	W3
313	No	No	No	0	0	#N/A	1/0/1900		777763228	W3
314	No	No	No	0	0	#N/A	1/0/1900		781584180	W3
315	No	No	No	0	0	#N/A	1/0/1900		785149352	W3
316	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		789942836	W3
317	No	No	No	0	0	#N/A	1/0/1900		798374245	W3
318	No	No	No	0	0	#N/A	1/0/1900		816169486	W3
319	No	No	No	0	0	#N/A	1/0/1900		818661134	W3
320	No	No	No	0	0	#N/A	1/0/1900		818681579	W3
321	No	No	No	0	0	#N/A	1/0/1900		818941734	W3
322	No	No	No	0	0	#N/A	1/0/1900		821346616	W3
323	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		824442867	W3
324	No	No	No	0	0	#N/A	1/0/1900		829866979	W3
325	No	No	No	0	0	#N/A	1/0/1900		841622277	W3
326	No	No	No	0	0	#N/A	1/0/1900		844639542	W3
327	No	No	No	0	0	#N/A	1/0/1900		849838685	W3
328	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		852371657	W3
329	No	No	No	0	0	#N/A	1/0/1900		857969752	W3
330	No	No	No	0	0	#N/A	1/0/1900		863439113	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
331	No	No	No	0	0	#N/A	1/0/1900		865844633	W3
332	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		867528358	W3
333	No	No	No	Transfer- out	0	#N/A	1/0/1900		872111448	W3
334	No	No	No	0	0	#N/A	1/0/1900		878147479	W3
335	No	No	No	0	0	#N/A	1/0/1900		879251221	W3
336	No	No	No	0	0	#N/A	1/0/1900		879758530	W3
337	No	No	No	0	0	#N/A	1/0/1900		881159545	W3
338	No	No	No	0	0	#N/A	1/0/1900		881258917	W3
339	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		881973374	W3
340	No	No	No	0	0	#N/A	1/0/1900		885177881	W3
341	No	No	No	0	0	#N/A	1/0/1900		885974493	W3
342	No	No	No	0	0	#N/A	1/0/1900		886584440	W3
343	No	No	No	0	0	#N/A	1/0/1900		886628320	W3
344	No	No	No	0	Currently Enrolled	#N/A	1/0/1900		891552424	W3
345	No	No	No	0	0	#N/A	1/0/1900		892999228	W3
346	No	No	No	0	0	#N/A	1/0/1900		893218966	W3
347	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		893539585	W3
348	No	No	No	0	0	#N/A	1/0/1900		895961761	W3

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
569	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		882459811	W3
673	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		103260824	W3
784	Yes	No	No	Graduate	No Withdrawal Code	1434814	5/26/2016	1516	101322717	W3
1384	No	No	No	Graduate	No Withdrawal Code	1020740	5/25/2017	1617	152871844	W3
1398	No	No	No	Graduate	0	1488142	8/13/2015	1415	229326491	W3
1406	No	No	No		0	#N/A	1/0/1900		674933353	W3
385	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104351275	W4
516	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		102073681	W4
521	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103397956	W4
534	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104330733	W4
581	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		101285146	W4

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
589	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		101649085	W4
630	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103042602	W4
662	No	No	No	0	Currently Enrolled	#N/A	1/0/1900		103199683	W4
742	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103779435	W4
749	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104029384	W4
788	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104222336	W4
816	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104375712	W4
823	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		104439997	W4
993	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		276536182	W4
1211	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		566996112	W4

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1303	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		692761349	W4
1470	No	No	No	Transfer- out	0	#N/A	1/0/1900		762333284	W4
1487	No	No	No	0	0	#N/A	1/0/1900		728141698	W4
1491	No	No	No	0	0	#N/A	1/0/1900		868512468	W4
1498	No	No	No	Transfer- out	0	#N/A	1/0/1900		102130689	W4
1499	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103577615	W4
1513	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103445920	W4
1528	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		101285047	W4
1543	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103488250	W4
1564	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		788472439	W4
1569	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103000766	W4

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1642	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		100011980	W4
1651	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103266540	W4
1663	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103102166	W4
1670	No	No	No	0	0	#N/A	1/0/1900		102330321	W4
1715	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103021051	W4
1721	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103451340	W4
1776	No	No	No	Transfer- out	0	#N/A	1/0/1900		102903796	W4
1789	No	No	No	0	0	#N/A	1/0/1900		658643424	W4
1214	No	No	No	0	0	#N/A	1/0/1900		573174752	W5
896	No	No	No	0	0	#N/A	1/0/1900		154241343	W8
990	No	No	No	0	0	#N/A	1/0/1900		272249152	W8
1119	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		449139989	W8
1271	No	No	No	0	Missing Cohort Year	#N/A	1/0/1900		655711687	W8

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1337	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		738474543	W8
1351	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		754672145	W8
1372	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		786711184	W8
1388	No	No	No	0	0	#N/A	1/0/1900		814672218	W8
1410	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		832321491	W8
1427	No	No	No	0	0	#N/A	1/0/1900		864553128	W8
1460	No	No	No	0	0	#N/A	1/0/1900		223517491	W8
1466	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		411153711	W8
1473	No	No	No	0	0	#N/A	1/0/1900		867721243	W8
1484	No	No	No	0	0	#N/A	1/0/1900		104510615	W8
1515	No	No	No	0	0	#N/A	1/0/1900		152358917	W8
1548	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		101160927	W8
1551	No	No	No	0	0	#N/A	1/0/1900		455373514	W8
1584	No	No	No	0	0	#N/A	1/0/1900		896869260	W8
1586	No	No	No	0	0	#N/A	1/0/1900		821249596	W8
1610	No	No	No	0	0	#N/A	1/0/1900		731535878	W8

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1616	No	No	No	0	0	#N/A	1/0/1900		873837934	W8
1628	No	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		731424784	W8
1652	No	No	No	0	0	#N/A	1/0/1900		564457588	W8
1686	No	No	No	0	0	#N/A	1/0/1900		669293714	W8
1687	No	No	No	0	0	#N/A	1/0/1900		771859139	W8
1693	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		233897479	W8
1716	No	No	No	0	0	#N/A	1/0/1900		103266565	W8
1729	No	No	No	0	0	#N/A	1/0/1900		186899993	W8
1748	No	No	No	0	0	#N/A	1/0/1900		119435816	W8
1784	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		198448979	W8
1791	No	No	No	0	0	#N/A	1/0/1900		213698814	W8
1792	No	No	No	0	0	#N/A	1/0/1900		484599675	W8
1801	No	No	No	0	0	#N/A	1/0/1900		233956978	W8
1806	No	No	No	0	0	#N/A	1/0/1900		469617120	W8
1816	No	No	No	0	0	#N/A	1/0/1900		189742430	W8
973	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		251344669	W81
1099	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		416538288	W81

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1147	No	No	No	0	0	#N/A	1/0/1900		484294251	W81
1168	No	No	No	0	0	#N/A	1/0/1900		522329259	W81
1283	No	No	No	0	0	#N/A	1/0/1900		665422556	W81
1374	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		787898824	W81
1403	No	No	No	0	0	#N/A	1/0/1900		828967216	W81
1465	No	No	No	0	0	#N/A	1/0/1900		344663190	W81
1469	No	No	No	0	0	#N/A	1/0/1900		761324698	W81
1471	No	No	No	0	0	#N/A	1/0/1900		795983683	W81
1474	No	No	No	0	0	#N/A	1/0/1900		657936175	W81
1489	No	No	No	0	0	#N/A	1/0/1900		103005278	W81
1493	No	No	No	0	0	#N/A	1/0/1900		442372413	W81
1507	No	No	No	0	0	#N/A	1/0/1900		391929676	W81
1511	No	No	No	0	0	#N/A	1/0/1900		127655934	W81
1512	No	No	No	0	0	#N/A	1/0/1900		696519891	W81
1519	No	No	No	0	0	#N/A	1/0/1900		134399658	W81
1522	No	No	No	0	0	#N/A	1/0/1900		853514958	W81
1524	No	No	No	0	0	#N/A	1/0/1900		581396124	W81
1535	No	No	No	0	0	#N/A	1/0/1900		434864336	W81
1578	No	No	No	0	0	#N/A	1/0/1900		738733922	W81
1579	No	No	No	0	0	#N/A	1/0/1900		711552141	W81
1595	No	No	No	0	0	#N/A	1/0/1900		167284199	W81
1596	No	No	No	0	0	#N/A	1/0/1900		366188225	W81
1597	No	No	No	0	0	#N/A	1/0/1900		876826298	W81

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1604	No	No	No	0	0	#N/A	1/0/1900		742131758	W81
1605	No	No	No	0	0	#N/A	1/0/1900		581828720	W81
1676	No	No	No	0	0	#N/A	1/0/1900		147144554	W81
1694	No	No	No	0	0	#N/A	1/0/1900		348339490	W81
1718	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		866148950	W81
1725	No	Yes	Yes	0	0	#N/A	1/0/1900		523126894	W81
1728	No	No	No	0	0	#N/A	1/0/1900		491989729	W81
1730	No	No	No	0	0	#N/A	1/0/1900		345893945	W81
1736	No	No	No	0	0	#N/A	1/0/1900		738926237	W81
1737	No	No	No	0	0	#N/A	1/0/1900		125937755	W81
1738	No	No	No	0	0	#N/A	1/0/1900		218329183	W81
1739	No	No	No	0	0	#N/A	1/0/1900		242137859	W81
1741	No	Yes	Yes	0	0	#N/A	1/0/1900		327946141	W81
1742	No	No	No	0	0	#N/A	1/0/1900		241512417	W81
1782	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		112492137	W81
1790	No	No	No	0	0	#N/A	1/0/1900		155648322	W81
1796	No	No	No	0	0	#N/A	1/0/1900		435161930	W81
1804	No	No	No	0	Non- graduate	#N/A	1/0/1900		365642784	W81
1823	No	No	No	0	No Withdrawal Code	#N/A	1/0/1900		757487863	W81
1824	No	No	No	0	0	#N/A	1/0/1900		366666543	W81

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1830	No	No	No	0	0	#N/A	1/0/1900		846926426	W81
67	No	No	No	Graduate	0	1587912	12/18/2015	1516	102941341	WG
1381	No	No	No	Graduate	0	1490228	12/18/2015	1516	836751982	WG
1383	No	No	No	Graduate	0	1666379	12/18/2015	1516	101644698	WG
1	Yes	Yes	Yes	Graduate	No Withdrawal Code	946601	5/25/2017	1617	122688641	
2	Yes	Yes	Yes	Graduate	No Withdrawal Code	964033	5/25/2017	1617	103066361	
3	Yes	Yes	Yes	Graduate	No Withdrawal Code	964106	5/25/2017	1617	797731239	
4	Yes	Yes	Yes	Graduate	No Withdrawal Code	969267	5/25/2017	1617	102860780	
5	Yes	Yes	Yes	Graduate	No Withdrawal Code	986019	5/25/2017	1617	499356731	
6	Yes	Yes	Yes	Graduate	No Withdrawal Code	997259	5/25/2017	1617	784182230	
7	Yes	Yes	Yes	Graduate	No Withdrawal Code	1018172	5/25/2017	1617	137255493	
8	Yes	Yes	Yes	Graduate	No Withdrawal Code	1024107	5/25/2017	1617	899446140	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
9	Yes	Yes	Yes	Graduate	No Withdrawal Code	1040330	5/25/2017	1617	649934122	
10	Yes	Yes	Yes	Graduate	No Withdrawal Code	1051717	5/25/2017	1617	103110037	
11	Yes	Yes	Yes	Graduate	No Withdrawal Code	1063987	5/25/2017	1617	103324042	
12	Yes	Yes	Yes	Graduate	No Withdrawal Code	1071109	5/25/2017	1617	104199112	
13	Yes	Yes	Yes	Graduate	No Withdrawal Code	1102195	5/25/2017	1617	102510419	
14	Yes	Yes	Yes	Graduate	No Withdrawal Code	1115101	5/25/2017	1617	342432267	
15	Yes	Yes	Yes	Graduate	Graduate	1147803	5/25/2017	1617	101644896	
16	Yes	Yes	Yes	Graduate	No Withdrawal Code	1177386	5/25/2017	1617	101249720	
17	Yes	No	No	Graduate	No Withdrawal Code	1250315	5/26/2016	1516	535775829	
18	Yes	No	No	Graduate	No Withdrawal Code	1254736	5/26/2016	1516	492312673	
19	Yes	Yes	Yes	Graduate	0	1179239	12/16/2016	1617	361435316	

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
20	Yes	Yes	Yes	Graduate	No Withdrawal Code	1206272	5/25/2017	1617	103455150	
21	Yes	Yes	Yes	Graduate	No Withdrawal Code	1206697	5/25/2017	1617	102095635	
22	Yes	Yes	Yes	Graduate	No Withdrawal Code	1207513	5/25/2017	1617	117226449	
23	Yes	Yes	Yes	Graduate	No Withdrawal Code	1225313	5/25/2017	1617	103579876	
24	Yes	Yes	Yes	Graduate	No Withdrawal Code	1238626	5/25/2017	1617	103488136	
25	Yes	Yes	Yes	Graduate	No Withdrawal Code	1247039	5/25/2017	1617	103192621	
26	Yes	Yes	Yes	Graduate	No Withdrawal Code	1253351	5/25/2017	1617	392879557	
27	Yes	Yes	Yes	Graduate	No Withdrawal Code	1253610	5/25/2017	1617	811547835	
28	Yes	Yes	Yes	Graduate	No Withdrawal Code	1255592	5/25/2017	1617	103160099	
29	Yes	Yes	Yes	Graduate	No Withdrawal Code	1258899	5/25/2017	1617	103712923	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
30	Yes	Yes	Yes	Graduate	No Withdrawal Code	1273348	5/25/2017	1617	121329619	
31	Yes	Yes	Yes	Graduate	No Withdrawal Code	1277761	5/25/2017	1617	287695993	
32	Yes	Yes	Yes	Graduate	No Withdrawal Code	1290353	5/25/2017	1617	103179743	
33	Yes	Yes	Yes	Graduate	No Withdrawal Code	1294351	5/25/2017	1617	799452776	
34	Yes	Yes	Yes	Graduate	0	1306368	12/16/2016	1617	103760625	
35	Yes	No	No	Graduate	No Withdrawal Code	1414751	5/26/2016	1516	167217421	
36	Yes	Yes	Yes	Graduate	No Withdrawal Code	1326991	5/25/2017	1617	103071304	
37	Yes	Yes	Yes	Graduate	No Withdrawal Code	1329015	5/25/2017	1617	101846707	
38	Yes	Yes	Yes	Graduate	No Withdrawal Code	1334360	5/25/2017	1617	486198310	
39	Yes	Yes	Yes	Graduate	No Withdrawal Code	1350687	5/25/2017	1617	523177871	
40	Yes	Yes	Yes	Graduate	0	1385228	5/25/2017	1617	103455366	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
41	Yes	Yes	Yes	Graduate	0	1398377	12/16/2016	1617	104408109	
42	Yes	No	No	Graduate	No Withdrawal Code	1579601	5/26/2016	1516	353446511	
43	Yes	Yes	Yes	Graduate	No Withdrawal Code	1408917	5/25/2017	1617	687157651	
44	Yes	Yes	Yes	Graduate	No Withdrawal Code	1470584	5/25/2017	1617	441394277	
45	Yes	Yes	Yes	Graduate	Graduate	1489011	5/25/2017	1617	101674000	
46	Yes	Yes	Yes	Graduate	No Withdrawal Code	1493322	5/25/2017	1617	103580908	
47	Yes	Yes	Yes	Graduate	No Withdrawal Code	1528513	5/25/2017	1617	161669684	
48	Yes	Yes	Yes	Graduate	No Withdrawal Code	1533897	5/25/2017	1617	335447744	
49	Yes	Yes	Yes	Graduate	No Withdrawal Code	1543323	5/25/2017	1617	543969414	
50	Yes	Yes	Yes	Graduate	No Withdrawal Code	1554642	5/25/2017	1617	101666469	
51	Yes	Yes	Yes	Graduate	No Withdrawal Code	1568934	5/25/2017	1617	103441838	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
52	Yes	Yes	Yes	Graduate	No Withdrawal Code	1571506	5/25/2017	1617	103040150	
53	Yes	Yes	Yes	Graduate	No Withdrawal Code	1584717	5/25/2017	1617	100708601	
54	Yes	No	No	Graduate	No Withdrawal Code	1667209	5/26/2016	1516	100027853	
55	Yes	Yes	Yes	Graduate	No Withdrawal Code	1588919	5/25/2017	1617	100592815	
56	Yes	Yes	Yes	Graduate	No Withdrawal Code	1604290	5/25/2017	1617	715579942	
57	Yes	Yes	Yes	Graduate	Graduate	1613009	5/25/2017	1617	885555847	
58	Yes	Yes	Yes	Graduate	No Withdrawal Code	1628638	5/25/2017	1617	100962364	
59	Yes	Yes	Yes	Graduate	No Withdrawal Code	1646365	5/25/2017	1617	277345260	
60	Yes	Yes	Yes	Graduate	No Withdrawal Code	1653924	5/25/2017	1617	646657312	
61	Yes	Yes	Yes	Graduate	No Withdrawal Code	1662634	5/25/2017	1617	103424446	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
62	Yes	Yes	Yes	Graduate	No Withdrawal Code	1674820	5/25/2017	1617	100769165	
63	Yes	Yes	Yes	Graduate	No Withdrawal Code	1677834	5/25/2017	1617	103185229	
64	Yes	Yes	Yes	Graduate	No Withdrawal Code	1678754	5/25/2017	1617	103252458	
65	Yes	No	No	Graduate	No Withdrawal Code	1813726	5/26/2016	1516	774177836	
66	Yes	Yes	Yes	Graduate	No Withdrawal Code	1685135	5/25/2017	1617	103228656	
68	Yes	Yes	Yes	Graduate	No Withdrawal Code	1687816	5/25/2017	1617	103447801	
78	No	No	No	#N/A	#N/A	#N/A	#N/A		#N/A	
165	Yes	Yes	Yes	Graduate	0	1690079	5/25/2017	1617	103285599	
184	Yes	Yes	Yes	Graduate	No Withdrawal Code	1693127	5/25/2017	1617	101963767	
286	Yes	Yes	Yes	Graduate	No Withdrawal Code	1704613	5/25/2017	1617	237898259	
349	Yes	Yes	No	0	0	#N/A	1/0/1900		100504810	
350	Yes	Yes	Yes	0	0	#N/A	1/0/1900		100625706	
351	Yes	No	No	0	0	#N/A	1/0/1900		101134435	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
352	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		101238855	
353	Yes	Yes	Yes	Graduate	No Withdrawal Code	1730082	5/25/2017	1617	103373700	
354	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		101509305	
355	Yes	Yes	Yes	Graduate	No Withdrawal Code	1732259	5/25/2017	1617	103257093	
356	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		102200615	
357	Yes	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102253788	
358	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		102465838	
359	Yes	Yes	Yes	Graduate	No Withdrawal Code	1742069	5/25/2017	1617	103002309	
360	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		102632213	
361	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		102775004	
362	Yes	Yes	No	0	0	#N/A	1/0/1900		102999778	
363	Yes	Yes	Yes	Transfer- out	Non- graduate	#N/A	1/0/1900		103054631	
364	Yes	No	No	0	0	#N/A	1/0/1900		103121174	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
365	Yes	Yes	Yes	Graduate	No Withdrawal Code	1765055	5/25/2017	1617	103437521	
366	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		103233193	
367	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103292439	
368	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103320289	
369	Yes	Yes	Yes	Graduate	No Withdrawal Code	1772456	5/25/2017	1617	829829274	
371	Yes	Yes	Yes	Graduate	No Withdrawal Code	1772588	5/25/2017	1617	368322798	
372	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103542403	
373	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103601613	
374	Yes	Yes	Yes	0	0	#N/A	1/0/1900		103804860	
375	Yes	No	No	0	0	#N/A	1/0/1900		103826145	
376	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		104050315	
377	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		104094180	
378	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104097977	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
379	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104126453	
380	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104252879	
381	Yes	Yes	No	0	0	#N/A	1/0/1900		104264312	
382	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104274592	
383	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104292776	
384	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104330840	
386	Yes	Yes	Yes	0	0	#N/A	1/0/1900		104364229	
387	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104453121	
388	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104548656	
389	Yes	No	No	0	0	#N/A	1/0/1900		104552997	
390	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104555420	
391	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104568803	
392	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		104575980	
393	Yes	Yes	No	0	0	#N/A	1/0/1900		104623566	
394	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104636923	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
395	Yes	No	No	0	Non-graduate	#N/A	1/0/1900		104652151	
396	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104657010	
397	Yes	Yes	No	0	0	#N/A	1/0/1900		111725172	
398	Yes	Yes	Yes	0	Missing Cohort Year	#N/A	1/0/1900		117793281	
399	Yes	Yes	Yes	0	0	#N/A	1/0/1900		131994352	
400	Yes	Yes	No	0	0	#N/A	1/0/1900		135888535	
401	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		141559617	
402	Yes	Yes	Yes	0	0	#N/A	1/0/1900		147977938	
403	Yes	Yes	No	0	0	#N/A	1/0/1900		152973889	
404	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		154294920	
405	Yes	No	No	0	0	#N/A	1/0/1900		155167554	
406	Yes	Yes	Yes	0	0	#N/A	1/0/1900		158744847	
407	Yes	No	No	0	0	#N/A	1/0/1900		159585843	
408	Yes	No	No	0	0	#N/A	1/0/1900		159685312	
409	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		169959152	
410	Yes	Yes	Yes	0	0	#N/A	1/0/1900		176997245	
411	Yes	Yes	Yes	0	0	#N/A	1/0/1900		183192640	
412	Yes	No	No	0	0	#N/A	1/0/1900		183875814	

NMCA - Part A School Summary Data Report – Attachments

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413	Yes	Yes	Yes	0	Missing Cohort Year	#N/A	1/0/1900		215144981	
414	Yes	Yes	Yes	0	0	#N/A	1/0/1900		216826677	
415	Yes	Yes	Yes	0	0	#N/A	1/0/1900		224248229	
416	Yes	Yes	Yes	0	0	#N/A	1/0/1900		238423289	
417	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		247121338	
418	Yes	Yes	Yes	0	Missing Cohort Year	#N/A	1/0/1900		247371479	
419	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		247758998	
420	Yes	Yes	Yes	0	0	#N/A	1/0/1900		249418278	
421	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		281246868	
422	Yes	Yes	Yes	0	0	#N/A	1/0/1900		282716240	
423	Yes	Yes	Yes	0	0	#N/A	1/0/1900		291969467	
424	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		297312753	
425	Yes	No	No	0	0	#N/A	1/0/1900		313273542	
426	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		313294985	
428	Yes	Yes	Yes	0	0	#N/A	1/0/1900		324882497	
429	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		325692572	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
430	Yes	Yes	Yes	0	0	#N/A	1/0/1900		341944924	
431	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		348575945	
432	Yes	Yes	Yes	0	0	#N/A	1/0/1900		349582841	
433	Yes	Yes	Yes	0	0	#N/A	1/0/1900		356815910	
434	Yes	Yes	Yes	0	0	#N/A	1/0/1900		358447340	
435	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		362948697	
436	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		374169548	
437	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		375921293	
438	Yes	Yes	Yes	0	0	#N/A	1/0/1900		381748912	
439	Yes	Yes	Yes	0	0	#N/A	1/0/1900		391917887	
440	Yes	Yes	Yes	0	0	#N/A	1/0/1900		397696261	
441	Yes	Yes	Yes	0	0	#N/A	1/0/1900		422387191	
442	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		437957335	
443	Yes	Yes	Yes	Graduate	0	1796342	12/16/2016	1617	102984663	
444	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		443632419	
445	Yes	Yes	No	0	0	#N/A	1/0/1900		445913999	
446	Yes	No	No	0	0	#N/A	1/0/1900		451997266	
447	Yes	Yes	Yes	0	0	#N/A	1/0/1900		455385435	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
448	Yes	Yes	Yes	0	Missing Cohort Year	#N/A	1/0/1900		459315248	
449	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		461837866	
450	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		471989277	
451	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		478715741	
452	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		489317537	
453	Yes	Yes	Yes	0	0	#N/A	1/0/1900		492882618	
454	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		519671457	
455	Yes	Yes	Yes	0	0	#N/A	1/0/1900		525414348	
456	Yes	Yes	Yes	0	Missing Cohort Year	#N/A	1/0/1900		527898159	
457	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		529391716	
458	Yes	No	No	0	0	#N/A	1/0/1900		545282493	
459	Yes	No	No	0	0	#N/A	1/0/1900		562223321	
460	Yes	Yes	Yes	0	0	#N/A	1/0/1900		563627850	
461	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		573375367	
462	Yes	Yes	Yes	0	Missing Cohort Year	#N/A	1/0/1900		579189176	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
463	Yes	Yes	No	0	0	#N/A	1/0/1900		586643272	
464	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		588939223	
465	Yes	Yes	Yes	0	0	#N/A	1/0/1900		597323252	
466	Yes	Yes	Yes	0	0	#N/A	1/0/1900		613935287	
467	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		623239928	
468	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		631431962	
469	Yes	Yes	Yes	0	0	#N/A	1/0/1900		633199369	
470	Yes	Yes	Yes	0	0	#N/A	1/0/1900		635785660	
471	Yes	Yes	Yes	0	0	#N/A	1/0/1900		639226810	
472	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		643193436	
473	Yes	Yes	Yes	0	0	#N/A	1/0/1900		653534149	
474	Yes	Yes	Yes	0	0	#N/A	1/0/1900		665872719	
475	Yes	No	No	0	0	#N/A	1/0/1900		671468221	
476	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		675164412	
477	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		681224515	
478	Yes	Yes	Yes	0	0	#N/A	1/0/1900		682746870	
480	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		692923360	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
481	Yes	Yes	Yes	0	0	#N/A	1/0/1900		696985357	
482	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		715481339	
483	Yes	Yes	Yes	0	0	#N/A	1/0/1900		724549555	
484	Yes	Yes	Yes	0	0	#N/A	1/0/1900		729691220	
485	Yes	Yes	Yes	0	0	#N/A	1/0/1900		738624378	
486	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		744351990	
487	Yes	No	No	0	0	#N/A	1/0/1900		754548675	
488	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		764938445	
489	Yes	No	No	0	0	#N/A	1/0/1900		766964894	
490	Yes	Yes	Yes	0	0	#N/A	1/0/1900		767869399	
491	Yes	Yes	Yes	0	0	#N/A	1/0/1900		769187899	
492	Yes	No	No	0	0	#N/A	1/0/1900		779497866	
493	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		779927474	
494	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		782175335	
495	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		783947484	
496	Yes	Yes	Yes	0	0	#N/A	1/0/1900		783956956	
497	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		789531241	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
498	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		794241778	
499	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		819612177	
500	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		821212941	
501	Yes	Yes	Yes	0	Missing Cohort Year	#N/A	1/0/1900		822775375	
502	Yes	No	No	0	0	#N/A	1/0/1900		823788989	
503	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		827274747	
504	Yes	No	No	0	0	#N/A	1/0/1900		829625839	
505	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		848729935	
506	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		856631692	
507	Yes	No	No	0	0	#N/A	1/0/1900		864997697	
508	Yes	No	No	0	0	#N/A	1/0/1900		874784242	
509	Yes	Yes	Yes	0	0	#N/A	1/0/1900		878362490	
510	Yes	Yes	Yes	0	0	#N/A	1/0/1900		884958638	
511	Yes	Yes	Yes	0	0	#N/A	1/0/1900		891534448	
512	Yes	Yes	Yes	0	0	#N/A	1/0/1900		894752724	
513	Yes	No	No	0	0	#N/A	1/0/1900		899993695	
515	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		158659433	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
523	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103442745	
525	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103454880	
526	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		103506168	
527	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104036306	
528	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104036637	
529	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104061072	
530	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104074588	
531	Yes	Yes	Yes	Transfer- out	Non- graduate	#N/A	1/0/1900		104108659	
532	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104175286	
533	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104281720	
536	Yes	Yes	Yes	Graduate	No Withdrawal Code	1833127	7/21/2017	1617	104474325	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
537	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104553243	
538	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104622030	
539	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104658406	
540	Yes	No	No	0	0	#N/A	1/0/1900		153954680	
541	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		175912864	
542	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		195726161	
545	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		232152967	
546	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		238467385	
549	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		323541813	
551	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		467967980	
552	Yes	No	No	0	0	#N/A	1/0/1900		468378450	
553	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		472537257	
555	Yes	No	No	0	0	#N/A	1/0/1900		549144558	
560	Yes	No	No	0	0	#N/A	1/0/1900		637289968	

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
561	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		691725535	
562	Yes	Yes	Yes	0	0	#N/A	1/0/1900		696442268	
563	Yes	Yes	Yes	0	0	#N/A	1/0/1900		713548485	
564	Yes	Yes	Yes	0	0	#N/A	1/0/1900		737581884	
566	Yes	Yes	Yes	Transfer-out	Non-graduate	#N/A	1/0/1900		773964598	
567	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		824445233	
571	Yes	Yes	Yes	Graduate	No Withdrawal Code	1806636	5/25/2017	1617	103439030	
572	Yes	No	No	Transfer-out	No Withdrawal Code	#N/A	1/0/1900		100624303	
573	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		100664739	
574	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		100674183	
575	Yes	Yes	Yes	Non-graduate	Non-graduate	#N/A	1/0/1900		100678234	
576	Yes	Yes	Yes	Graduate	No Withdrawal Code	1813309	5/25/2017	1617	103118014	
577	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		100738418	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
578	Yes	Yes	Yes	Graduate	No Withdrawal Code	1822902	5/25/2017	1617	103452876	
579	Yes	Yes	Yes	Graduate	0	1833039	12/16/2016	1617	101551323	
582	Yes	Yes	Yes	Non- graduate	0	#N/A	1/0/1900		101322055	
584	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		101458982	
585	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		101464584	
586	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		101470615	
587	Yes	Yes	Yes	Graduate	No Withdrawal Code	1835249	5/25/2017	1617	571252394	
588	Yes	Yes	Yes	Graduate	No Withdrawal Code	1838311	5/25/2017	1617	825581861	
591	Yes	No	No	Graduate	No Withdrawal Code	940564	5/26/2016	1516	771385135	
592	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		101667707	
594	Yes	No	No	Graduate	No Withdrawal Code	940626	5/26/2016	1516	699552170	
595	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		101682532	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
596	Yes	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		101754281	
597	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		101817724	
598	Yes	No	No	Graduate	No Withdrawal Code	948258	5/26/2016	1516	578256331	
599	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		101915734	
600	Yes	No	No	Transfer- out	Currently Enrolled	#N/A	1/0/1900		101924199	
602	Yes	No	No	Graduate	No Withdrawal Code	958504	5/26/2016	1516	424746253	
604	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		102097912	
606	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		102173556	
607	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		102256740	
608	Yes	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		102316643	
609	Yes	Yes	No	0	Non- graduate	#N/A	1/0/1900		102340817	
610	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		102428083	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
611	Yes	No	No	Graduate	No Withdrawal Code	1021522	5/26/2016	1516	102448974	
614	Yes	No	No	0	0	#N/A	1/0/1900		102700887	
615	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		102719275	
616	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		102796901	
617	Yes	Yes	Yes	0	0	#N/A	1/0/1900		102836186	
619	Yes	No	No	Graduate	No Withdrawal Code	971459	5/26/2016	1516	100793900	
621	Yes	No	No	Graduate	No Withdrawal Code	1017653	5/26/2016	1516	499645299	
622	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		102999422	
623	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		102999505	
624	Yes	Yes	No	0	Non- graduate	#N/A	1/0/1900		102999919	
625	Yes	No	No	Graduate	No Withdrawal Code	1019595	5/26/2016	1516	100021708	
626	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		103005161	
627	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103022216	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
628	Yes	No	No	Graduate	No Withdrawal Code	1021618	5/26/2016	1516	102489994	
629	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		103041851	
631	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103054458	
633	Yes	No	No	Graduate	No Withdrawal Code	1030343	5/26/2016	1516	103371019	
634	Yes	No	No	Graduate	No Withdrawal Code	1032287	5/26/2016	1516	102000841	
635	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103072781	
637	Yes	No	No	Graduate	No Withdrawal Code	1060326	5/26/2016	1516	102180486	
638	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103117461	
640	Yes	No	No	Graduate	No Withdrawal Code	1063132	5/26/2016	1516	799896212	
641	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103118261	
642	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103118725	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
645	Yes	Yes	No	0	Non-graduate	#N/A	1/0/1900		103129920	
646	Yes	No	No	0	Non-graduate	#N/A	1/0/1900		103134011	
647	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103148193	
648	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103156733	
649	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		103157491	
650	Yes	Yes	Yes	Transfer-out	Non-graduate	#N/A	1/0/1900		103158853	
651	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		103165205	
652	Yes	No	No	0	0	#N/A	1/0/1900		103166062	
653	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103176442	
654	Yes	No	No	Graduate	No Withdrawal Code	1100383	5/26/2016	1516	102860889	
655	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103183083	
656	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103184784	
657	Yes	No	No	Graduate	No Withdrawal Code	1207333	5/26/2016	1516	185142775	

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
658	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103190823	
659	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		103191300	
660	Yes	No	No	Graduate	No Withdrawal Code	1212375	5/26/2016	1516	102782570	
661	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103199477	
663	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103200234	
666	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103215968	
667	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		103219432	
668	Yes	No	No	Graduate	No Withdrawal Code	1241937	5/26/2016	1516	103288601	
669	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103239216	
671	Yes	No	No	Graduate	No Withdrawal Code	1264908	5/26/2016	1516	100111517	
672	Yes	No	No	Graduate	No Withdrawal Code	1272621	5/26/2016	1516	102641255	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
674	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103266631	
675	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103268561	
677	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103273223	
678	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		103276630	
680	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103279212	
681	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		103279824	
684	Yes	No	No	Graduate	No Withdrawal Code	1290400	5/26/2016	1516	102457132	
685	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103302857	
686	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		103321147	
687	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103322137	
688	Yes	No	No	Graduate	No Withdrawal Code	1299250	5/26/2016	1516	556413268	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
690	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103326989	
691	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103348025	
692	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103349338	
693	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103356168	
694	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103372298	
695	Yes	No	No	Graduate	No Withdrawal Code	1316302	5/26/2016	1516	101673366	
697	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		103387239	
698	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103387635	
699	Yes	Yes	No	0	Non- graduate	#N/A	1/0/1900		103391033	
702	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103419271	
703	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103420162	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
705	Yes	No	No	Graduate	No Withdrawal Code	1319864	5/26/2016	1516	101811677	
707	Yes	Yes	No	0	Non- graduate	#N/A	1/0/1900		103434957	
708	Yes	No	No	Graduate	No Withdrawal Code	1332578	5/26/2016	1516	101158590	
709	Yes	No	No	Graduate	No Withdrawal Code	1335433	5/26/2016	1516	103647830	
710	Yes	No	No	Graduate	No Withdrawal Code	1336471	5/26/2016	1516	104450994	
711	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103451985	
713	Yes	No	No	Graduate	No Withdrawal Code	1340284	5/26/2016	1516	253451835	
714	Yes	No	No	Graduate	No Withdrawal Code	1341145	5/26/2016	1516	677163784	
715	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103457800	
716	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103462859	
718	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103482741	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
719	Yes	No	No	Graduate	No Withdrawal Code	1366759	5/26/2016	1516	352796874	
720	Yes	No	No	0	Currently Enrolled	#N/A	1/0/1900		103511382	
721	Yes	Yes	No	0	Non- graduate	#N/A	1/0/1900		103513149	
722	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103541173	
723	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103544136	
725	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103560140	
727	Yes	No	No	Graduate	No Withdrawal Code	1367675	5/26/2016	1516	102152964	
728	Yes	No	No	Graduate	No Withdrawal Code	1381132	5/26/2016	1516	101885457	
729	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103583142	
730	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103602983	
731	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103645800	
732	Yes	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		103706545	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
733	Yes	No	No	Graduate	No Withdrawal Code	1388694	5/26/2016	1516	101736957	
734	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		103721718	
735	Yes	No	No	0	Currently Enrolled	#N/A	1/0/1900		103752168	
736	Yes	No	No	Graduate	No Withdrawal Code	1389347	5/26/2016	1516	757927314	
738	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		103767018	
739	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103767893	
740	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103773073	
741	Yes	No	No	0	0	#N/A	1/0/1900		103777298	
743	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103780292	
744	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103784740	
745	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103810412	
746	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		103811881	
747	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		103813689	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
748	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		103823969	
751	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		104037353	
752	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104039524	
753	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		104040035	
754	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104042288	
755	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104044649	
756	Yes	Yes	Yes	Transfer-out	Non-graduate	#N/A	1/0/1900		104050240	
757	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		104055538	
758	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104062971	
759	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		104065719	
760	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104066865	
761	Yes	No	No	0	Non-graduate	#N/A	1/0/1900		104070685	
762	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104075221	
763	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104083100	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
765	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104090741	
766	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104098561	
767	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104099650	
768	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		104099916	
769	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104105044	
770	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104105481	
771	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104112982	
772	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104113444	
773	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		104121694	
775	Yes	Yes	Yes	0	0	#N/A	1/0/1900		104128764	
776	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104129523	
777	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104146204	
778	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104148614	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
779	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104154745	
780	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104157896	
781	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		104166517	
782	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		104186481	
783	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104198452	
785	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104210026	
786	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104215496	
787	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		104219654	
789	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104222500	
791	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104228077	
793	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104273065	
794	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104282066	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
795	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104289780	
796	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104297114	
797	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104297403	
798	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		104299631	
800	Yes	Yes	Yes	0	0	#N/A	1/0/1900		104307384	
801	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		104311956	
802	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		104312509	
803	Yes	No	No	0	0	#N/A	1/0/1900		104316872	
806	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104340203	
807	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		104340815	
808	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104348693	
809	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104350723	
810	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104352281	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
811	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104354048	
812	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		104359013	
814	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104359617	
815	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104360565	
817	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104379870	
818	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104381033	
819	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104385521	
820	Yes	No	No	Graduate	No Withdrawal Code	1489221	5/26/2016	1516	100982255	
822	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104439765	
825	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104484829	
826	Yes	No	No	Graduate	No Withdrawal Code	1489351	5/26/2016	1516	100550615	
827	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104511704	
828	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104516034	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
829	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104523105	
830	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104534458	
831	Yes	No	No	0	0	#N/A	1/0/1900		104543012	
832	Yes	No	No	0	0	#N/A	1/0/1900		104543749	
833	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104545561	
835	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104558101	
837	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104577523	
838	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104586144	
839	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104592951	
841	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104598693	
842	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104601265	
845	Yes	Yes	No	0	Currently Enrolled	#N/A	1/0/1900		104607775	
846	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104608492	
847	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104623673	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
848	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104625462	
849	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104627369	
850	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104628748	
851	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104634209	
852	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		104636527	
853	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		104641147	
854	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104642434	
855	Yes	Yes	Yes	0	0	#N/A	1/0/1900		111637559	
856	Yes	Yes	Yes	0	0	#N/A	1/0/1900		113183420	
857	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		113183669	
858	Yes	Yes	Yes	0	0	#N/A	1/0/1900		115667867	
859	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		116281817	
860	Yes	No	No	0	0	#N/A	1/0/1900		116392432	
861	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		116895962	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
862	Yes	No	No	Graduate	No Withdrawal Code	1489403	5/26/2016	1516	102859253	
863	Yes	Yes	Yes	0	0	#N/A	1/0/1900		119759819	
864	Yes	No	No	Graduate	No Withdrawal Code	1490167	5/26/2016	1516	521426510	
865	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		121947162	
866	Yes	No	No	Graduate	No Withdrawal Code	1499048	5/26/2016	1516	454866484	
867	Yes	No	No	0	0	#N/A	1/0/1900		122698848	
868	Yes	No	No	0	0	#N/A	1/0/1900		125284471	
869	Yes	No	No	0	0	#N/A	1/0/1900		125525428	
870	Yes	Yes	Yes	0	0	#N/A	1/0/1900		126327436	
871	Yes	No	No	0	0	#N/A	1/0/1900		126933415	
872	Yes	No	No	0	0	#N/A	1/0/1900		126934397	
873	Yes	Yes	Yes	0	0	#N/A	1/0/1900		127754349	
874	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		128464856	
875	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		129485397	
876	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		129628319	
877	Yes	Yes	No	0	0	#N/A	#N/A		129781951	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
878	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		129997557	
879	Yes	No	No	0	0	#N/A	1/0/1900		131674947	
880	Yes	No	No	0	0	#N/A	1/0/1900		135671584	
881	Yes	No	No	Graduate	No Withdrawal Code	1579602	5/26/2016	1516	517298949	
882	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		137425443	
883	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		137571196	
884	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		137963260	
885	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		143229193	
886	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		143465698	
887	Yes	No	No	0	0	#N/A	1/0/1900		145245379	
888	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		145418182	
889	Yes	Yes	Yes	0	0	#N/A	1/0/1900		145726113	
890	Yes	No	No	0	0	#N/A	1/0/1900		145954780	
891	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		148969165	
892	Yes	Yes	No	0	0	#N/A	1/0/1900		149851677	
893	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		152592275	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
894	Yes	No	No	0	0	#N/A	1/0/1900		153234539	
895	Yes	Yes	No	0	Non-graduate	#N/A	1/0/1900		153332853	
897	Yes	Yes	No	0	0	#N/A	1/0/1900		155534621	
898	Yes	Yes	Yes	0	0	#N/A	1/0/1900		156248866	
899	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		158521799	
901	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		161353727	
902	Yes	No	No	Graduate	No Withdrawal Code	1583518	5/26/2016	1516	102340569	
903	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		161913983	
904	Yes	Yes	Yes	0	0	#N/A	1/0/1900		162634778	
905	Yes	No	No	0	0	#N/A	1/0/1900		162754972	
906	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		164455842	
907	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		164947293	
908	Yes	No	No	0	0	#N/A	1/0/1900		165356528	
909	Yes	No	No	0	0	#N/A	1/0/1900		166133645	
910	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		167469113	
911	Yes	No	No	0	Non-graduate	#N/A	1/0/1900		168548725	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
912	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		168593390	
913	Yes	Yes	Yes	0	0	#N/A	1/0/1900		169172780	
914	Yes	Yes	Yes	0	0	#N/A	1/0/1900		169928611	
915	Yes	Yes	Yes	0	0	#N/A	1/0/1900		171128796	
916	Yes	No	No	Graduate	No Withdrawal Code	1590137	5/26/2016	1516	386265284	
917	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		172219222	
918	Yes	No	No	Transfer- out	0	#N/A	1/0/1900		172944514	
919	Yes	No	No	0	0	#N/A	1/0/1900		174398776	
920	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		175243310	
921	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		175615376	
922	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		175924273	
924	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		176896314	
925	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		177213675	
926	Yes	Yes	Yes	Transfer- out	Non- graduate	#N/A	1/0/1900		177687944	
927	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		178476560	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
928	Yes	Yes	Yes	0	0	#N/A	1/0/1900		179164462	
929	Yes	No	No	0	0	#N/A	1/0/1900		185247632	
930	Yes	No	No	0	0	#N/A	1/0/1900		185455235	
931	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		186342929	
932	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		189148711	
933	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		191855261	
934	Yes	Yes	Yes	0	0	#N/A	1/0/1900		192516755	
935	Yes	Yes	Yes	0	0	#N/A	1/0/1900		192544674	
936	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		193822517	
937	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		195963657	
939	Yes	No	No	0	0	#N/A	1/0/1900		198744112	
941	Yes	Yes	Yes	0	0	#N/A	1/0/1900		199127721	
942	Yes	Yes	Yes	0	0	#N/A	1/0/1900		214823270	
944	Yes	Yes	Yes	0	0	#N/A	1/0/1900		218497444	
945	Yes	Yes	Yes	0	0	#N/A	1/0/1900		219352762	
946	Yes	Yes	Yes	0	0	#N/A	1/0/1900		221558760	
947	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		221944630	
948	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		222245532	
949	Yes	No	No	0	0	#N/A	1/0/1900		222937294	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
951	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		224261453	
952	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		224468488	
953	Yes	Yes	Yes	0	0	#N/A	1/0/1900		225133727	
954	Yes	Yes	Yes	0	0	#N/A	1/0/1900		225516632	
955	Yes	No	No	0	0	#N/A	1/0/1900		226132793	
956	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		227615457	
957	Yes	Yes	Yes	0	0	#N/A	1/0/1900		227964780	
958	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		228955795	
959	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		232156224	
960	Yes	Yes	Yes	0	0	#N/A	1/0/1900		233343268	
961	Yes	No	No	0	0	#N/A	1/0/1900		235914777	
962	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		235999935	
963	Yes	No	No	Graduate	No Withdrawal Code	1595479	5/26/2016	1516	793767476	
965	Yes	No	No	0	0	#N/A	1/0/1900		242729564	
966	Yes	Yes	Yes	0	0	#N/A	1/0/1900		243565736	
967	Yes	No	No	0	0	#N/A	1/0/1900		243824281	
968	Yes	No	No	0	Currently Enrolled	#N/A	1/0/1900		244552469	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
969	Yes	Yes	Yes	Transfer- out	Non- graduate	#N/A	1/0/1900		247578628	
970	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		248391625	
971	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		248635518	
972	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		249356338	
974	Yes	No	No	Transfer- out	No Withdrawal Code	#N/A	1/0/1900		251488656	
975	Yes	No	No	0	0	#N/A	1/0/1900		251542650	
976	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		251613287	
977	Yes	Yes	No	0	Non- graduate	#N/A	1/0/1900		252795265	
978	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		256777954	
979	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		257167460	
980	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		258985258	
982	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		262764566	
983	Yes	No	No	0	0	#N/A	1/0/1900		263423618	
984	Yes	Yes	Yes	0	0	#N/A	1/0/1900		265275263	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
985	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		266439991	
987	Yes	No	No	0	0	#N/A	1/0/1900		267396455	
988	Yes	Yes	Yes	0	0	#N/A	1/0/1900		271717613	
989	Yes	Yes	Yes	0	0	#N/A	1/0/1900		271955569	
991	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		274852961	
992	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		275857688	
994	Yes	Yes	Yes	0	0	#N/A	1/0/1900		276984259	
995	Yes	No	No	Graduate	No Withdrawal Code	1621507	5/26/2016	1516	526772553	
996	Yes	Yes	No	0	0	#N/A	1/0/1900		278146915	
997	Yes	Yes	Yes	0	0	#N/A	1/0/1900		278683750	
998	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		279683577	
999	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		281817361	
1000	Yes	Yes	Yes	0	0	#N/A	1/0/1900		281912436	
1001	Yes	No	No	0	0	#N/A	1/0/1900		282523240	
1002	Yes	No	No	0	0	#N/A	1/0/1900		284722915	
1003	Yes	No	No	0	0	#N/A	1/0/1900		284874161	
1004	Yes	Yes	Yes	0	0	#N/A	1/0/1900		286185814	
1005	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		287427223	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1006	Yes	No	No	Graduate	No Withdrawal Code	1623254	5/26/2016	1516	547483545	
1007	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		289936528	
1008	Yes	Yes	Yes	0	0	#N/A	1/0/1900		293525325	
1010	Yes	Yes	Yes	0	0	#N/A	1/0/1900		297436628	
1011	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		297962813	
1012	Yes	Yes	Yes	Transfer- out	Non- graduate	#N/A	1/0/1900		312914146	
1013	Yes	Yes	Yes	0	0	#N/A	1/0/1900		313971525	
1014	Yes	Yes	Yes	0	0	#N/A	1/0/1900		313983397	
1015	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		314311523	
1016	Yes	No	No	0	0	#N/A	1/0/1900		314355215	
1017	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		314414517	
1019	Yes	Yes	No	0	0	#N/A	1/0/1900		316653310	
1020	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		316753714	
1021	Yes	Yes	Yes	0	0	#N/A	1/0/1900		321215436	
1022	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		323713693	
1023	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		324749621	
1024	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		326283116	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1025	Yes	Yes	Yes	0	0	#N/A	1/0/1900		326724788	
1026	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		327327474	
1027	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		327478350	
1028	Yes	Yes	Yes	0	0	#N/A	1/0/1900		327926473	
1031	Yes	No	No	0	0	#N/A	1/0/1900		332413277	
1032	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		332896620	
1033	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		332952738	
1034	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		334243565	
1035	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		334633625	
1036	Yes	No	No	Graduate	No Withdrawal Code	1637644	5/26/2016	1516	134687938	
1037	Yes	No	No	0	0	#N/A	1/0/1900		335529244	
1038	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		335753646	
1039	Yes	Yes	Yes	0	0	#N/A	1/0/1900		335963773	
1040	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		336321153	
1041	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		341166874	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1042	Yes	No	No	0	0	#N/A	1/0/1900		341418523	
1043	Yes	No	No	Graduate	No Withdrawal Code	1643820	5/26/2016	1516	889794582	
1044	Yes	Yes	No	0	Non- graduate	#N/A	1/0/1900		343432910	
1045	Yes	Yes	No	0	0	#N/A	1/0/1900		344346333	
1046	Yes	Yes	Yes	0	0	#N/A	1/0/1900		345951198	
1048	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		346733116	
1049	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		347117426	
1050	Yes	Yes	Yes	0	0	#N/A	1/0/1900		349377358	
1051	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		351912613	
1052	Yes	No	No	0	0	#N/A	1/0/1900		352286363	
1053	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		355272360	
1054	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		356486175	
1056	Yes	Yes	Yes	0	0	#N/A	1/0/1900		358166825	
1057	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		358546232	
1058	Yes	No	No	0	0	#N/A	1/0/1900		358667368	
1059	Yes	No	No	0	0	#N/A	1/0/1900		358725554	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1060	Yes	No	No	Graduate	No Withdrawal Code	1653820	5/26/2016	1516	718874951	
1061	Yes	Yes	Yes	0	0	#N/A	1/0/1900		362796310	
1062	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		363288259	
1063	Yes	No	No	0	0	#N/A	1/0/1900		363574161	
1064	Yes	Yes	Yes	Transfer- out	Non- graduate	#N/A	1/0/1900		364665844	
1065	Yes	No	No	0	0	#N/A	1/0/1900		364962639	
1067	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		365863711	
1068	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		366217438	
1069	Yes	No	No	0	0	#N/A	1/0/1900		366752491	
1070	Yes	No	No	0	0	#N/A	1/0/1900		367323417	
1071	Yes	No	No	Graduate	No Withdrawal Code	1658191	5/26/2016	1516	102989225	
1072	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		371919762	
1073	Yes	Yes	Yes	0	0	#N/A	1/0/1900		371941360	
1074	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		373691146	
1076	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		378343826	
1078	Yes	No	No	0	0	#N/A	1/0/1900		383683224	
1079	Yes	No	No	0	0	#N/A	1/0/1900		385729314	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1080	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		386423933	
1081	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		386787451	
1082	Yes	Yes	No	0	Non- graduate	#N/A	1/0/1900		387486434	
1083	Yes	No	No	0	0	#N/A	1/0/1900		388859332	
1084	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		392165940	
1085	Yes	No	No	0	0	#N/A	1/0/1900		392172599	
1086	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		392521415	
1087	Yes	No	No	Graduate	No Withdrawal Code	1664818	5/26/2016	1516	102472370	
1088	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		395649791	
1089	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		396944332	
1090	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		398336693	
1091	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		398749184	
1092	Yes	No	No	0	0	#N/A	1/0/1900		399739473	
1093	Yes	Yes	Yes	Transfer- out	Non- graduate	#N/A	1/0/1900		412249930	
1094	Yes	Yes	Yes	0	0	#N/A	1/0/1900		412361768	
1095	Yes	No	No	0	0	#N/A	1/0/1900		413336793	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1096	Yes	No	No	0	0	#N/A	1/0/1900		413772138	
1097	Yes	Yes	Yes	0	0	#N/A	1/0/1900		414854737	
1098	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		415471747	
1100	Yes	Yes	Yes	0	0	#N/A	1/0/1900		419653340	
1101	Yes	No	No	0	0	#N/A	1/0/1900		419876834	
1102	Yes	Yes	Yes	0	0	#N/A	1/0/1900		421336157	
1103	Yes	No	No	0	0	#N/A	1/0/1900		423289693	
1104	Yes	No	No	Transfer-out	No Withdrawal Code	#N/A	1/0/1900		424628444	
1105	Yes	No	No	0	0	#N/A	1/0/1900		426626461	
1106	Yes	Yes	Yes	0	0	#N/A	1/0/1900		428688964	
1107	Yes	No	No	0	0	#N/A	1/0/1900		431141167	
1108	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		431811942	
1109	Yes	No	No	0	0	#N/A	1/0/1900		432569945	
1110	Yes	Yes	Yes	0	0	#N/A	1/0/1900		434679767	
1111	Yes	Yes	Yes	0	0	#N/A	1/0/1900		435639968	
1112	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		436715965	
1113	Yes	No	No	0	0	#N/A	1/0/1900		439273897	
1114	Yes	No	No	0	0	#N/A	1/0/1900		439575184	
1115	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		441511771	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1116	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		442271391	
1117	Yes	Yes	No	0	0	#N/A	1/0/1900		447189440	
1118	Yes	Yes	Yes	0	0	#N/A	1/0/1900		447784596	
1122	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		454416348	
1123	Yes	No	No	0	0	#N/A	1/0/1900		456278795	
1124	Yes	Yes	Yes	0	0	#N/A	1/0/1900		456941913	
1125	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		457499135	
1126	Yes	No	No	0	0	#N/A	1/0/1900		459817797	
1127	Yes	No	No	0	0	#N/A	1/0/1900		461666877	
1128	Yes	Yes	No	0	0	#N/A	1/0/1900		461882557	
1129	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		462222597	
1130	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		462227711	
1131	Yes	No	No	0	0	#N/A	1/0/1900		463233510	
1132	Yes	Yes	Yes	0	0	#N/A	1/0/1900		463455717	
1133	Yes	No	No	0	0	#N/A	1/0/1900		464647734	
1134	Yes	Yes	Yes	0	0	#N/A	1/0/1900		466376845	
1135	Yes	Yes	Yes	0	0	#N/A	1/0/1900		468314232	
1136	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		471775155	
1137	Yes	No	No	0	0	#N/A	1/0/1900		472378793	
1138	Yes	No	No	0	0	#N/A	1/0/1900		472559145	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1139	Yes	No	No	0	0	#N/A	1/0/1900		473826162	
1140	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		475789475	
1141	Yes	Yes	Yes	0	0	#N/A	1/0/1900		477665780	
1142	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		478733314	
1143	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		481159176	
1144	Yes	No	No	0	0	#N/A	1/0/1900		481621753	
1145	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		483621280	
1146	Yes	Yes	Yes	0	0	#N/A	1/0/1900		483742490	
1148	Yes	No	No	Graduate	No Withdrawal Code	1669562	5/26/2016	1516	487836454	
1149	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		486838428	
1150	Yes	Yes	Yes	0	0	#N/A	1/0/1900		487265464	
1151	Yes	Yes	No	0	0	#N/A	1/0/1900		488781733	
1152	Yes	No	No	0	0	#N/A	1/0/1900		491376554	
1153	Yes	No	No	0	0	#N/A	1/0/1900		492248836	
1155	Yes	Yes	Yes	0	0	#N/A	1/0/1900		498228345	
1156	Yes	No	No	0	0	#N/A	1/0/1900		498651868	
1157	Yes	Yes	Yes	0	0	#N/A	1/0/1900		498738590	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1158	Yes	No	No	Graduate	No Withdrawal Code	1674933	5/26/2016	1516	797269628	
1159	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		511477994	
1160	Yes	Yes	Yes	0	0	#N/A	1/0/1900		511715443	
1161	Yes	Yes	Yes	0	0	#N/A	1/0/1900		514911346	
1162	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		515521722	
1163	Yes	No	No	0	0	#N/A	1/0/1900		515749984	
1164	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		516157658	
1165	Yes	No	No	0	0	#N/A	1/0/1900		518252499	
1166	Yes	Yes	Yes	0	0	#N/A	1/0/1900		519654370	
1167	Yes	Yes	Yes	0	0	#N/A	1/0/1900		519957161	
1169	Yes	No	No	Graduate	No Withdrawal Code	1702452	5/26/2016	1516	101943421	
1170	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		523291391	
1171	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		523757656	
1172	Yes	Yes	Yes	0	0	#N/A	1/0/1900		524897568	
1173	Yes	No	No	0	0	#N/A	1/0/1900		526983465	
1174	Yes	Yes	Yes	0	0	#N/A	1/0/1900		527468482	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1175	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		527519417	
1176	Yes	Yes	Yes	0	0	#N/A	1/0/1900		527626345	
1177	Yes	No	No	0	0	#N/A	1/0/1900		527883839	
1178	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		528766637	
1179	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		528921992	
1180	Yes	No	No	0	0	#N/A	1/0/1900		532698214	
1181	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		532888138	
1182	Yes	Yes	Yes	0	0	#N/A	1/0/1900		533326997	
1183	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		534187182	
1184	Yes	Yes	Yes	0	0	#N/A	1/0/1900		535276414	
1185	Yes	Yes	Yes	0	0	#N/A	1/0/1900		538722877	
1186	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		539387282	
1187	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		543655435	
1188	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		543773857	
1189	Yes	No	No	Graduate	No Withdrawal Code	1733723	5/13/2016	1516	104215215	
1190	Yes	No	No	0	0	#N/A	1/0/1900		544188188	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1191	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		544628589	
1192	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		544663446	
1193	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		545389983	
1194	Yes	No	No	0	0	#N/A	1/0/1900		546123597	
1195	Yes	No	No	0	0	#N/A	1/0/1900		546973892	
1196	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		553655184	
1197	Yes	No	No	0	0	#N/A	1/0/1900		555266683	
1200	Yes	Yes	No	Not in cohort	Non-graduate	#N/A	1/0/1900		558393823	
1201	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		559258942	
1202	Yes	Yes	Yes	0	0	#N/A	1/0/1900		561485772	
1203	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		562355529	
1204	Yes	No	No	0	0	#N/A	1/0/1900		562616631	
1205	Yes	No	No	0	0	#N/A	1/0/1900		563115757	
1206	Yes	Yes	Yes	0	0	#N/A	1/0/1900		564957298	
1207	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		565265394	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1208	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		565582343	
1209	Yes	No	No	0	0	#N/A	1/0/1900		565743861	
1210	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		566448684	
1212	Yes	No	No	0	0	#N/A	1/0/1900		568238448	
1213	Yes	No	No	Graduate	No Withdrawal Code	1746064	5/26/2016	1516	103201984	
1215	Yes	No	No	0	0	#N/A	1/0/1900		573258258	
1216	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		573971454	
1217	Yes	Yes	Yes	0	Missing Cohort Year	#N/A	1/0/1900		575241443	
1220	Yes	No	No	0	0	#N/A	1/0/1900		578574832	
1221	Yes	Yes	Yes	0	0	#N/A	1/0/1900		578642241	
1222	Yes	Yes	Yes	0	0	#N/A	1/0/1900		581352853	
1223	Yes	No	No	0	0	#N/A	1/0/1900		581386562	
1224	Yes	Yes	Yes	0	0	#N/A	1/0/1900		582658340	
1225	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		585386337	
1226	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		586679664	
1227	Yes	No	No	0	0	#N/A	1/0/1900		587961814	
1228	Yes	No	No	0	0	#N/A	1/0/1900		589195254	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1229	Yes	Yes	Yes	Transfer- out	Non- graduate	#N/A	1/0/1900		589322890	
1230	Yes	Yes	Yes	0	0	#N/A	1/0/1900		593169634	
1231	Yes	Yes	Yes	0	0	#N/A	1/0/1900		593828882	
1232	Yes	No	No	0	0	#N/A	1/0/1900		596469759	
1235	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		611586751	
1236	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		612927731	
1237	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		614842961	
1238	Yes	Yes	No	0	Non- graduate	#N/A	1/0/1900		614893725	
1239	Yes	No	No	Transfer- out	Non- graduate	#N/A	1/0/1900		615766276	
1240	Yes	No	No	0	0	#N/A	1/0/1900		616765699	
1241	Yes	No	No	0	0	#N/A	1/0/1900		617481874	
1242	Yes	No	No	Transfer- out	Non- graduate	#N/A	1/0/1900		619746654	
1243	Yes	Yes	Yes	0	0	#N/A	1/0/1900		619791916	
1244	Yes	Yes	Yes	0	0	#N/A	1/0/1900		622617827	
1245	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		622642221	
1247	Yes	Yes	Yes	0	0	#N/A	1/0/1900		627192297	
1248	Yes	Yes	Yes	0	0	#N/A	1/0/1900		629413410	
1249	Yes	Yes	Yes	0	0	#N/A	1/0/1900		629665449	
1251	Yes	Yes	Yes	0	0	#N/A	1/0/1900		634373716	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1252	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		636388183	
1253	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		637392887	
1254	Yes	No	No	0	0	#N/A	1/0/1900		637972712	
1255	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		639255850	
1256	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		642143168	
1257	Yes	No	No	0	0	#N/A	1/0/1900		643375538	
1258	Yes	Yes	Yes	0	0	#N/A	1/0/1900		643876725	
1259	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		644249781	
1260	Yes	Yes	Yes	0	0	#N/A	1/0/1900		644954125	
1261	Yes	No	No	0	0	#N/A	1/0/1900		645644915	
1262	Yes	No	No	0	0	#N/A	1/0/1900		645649815	
1263	Yes	No	No	Graduate	No Withdrawal Code	1748629	5/26/2016	1516	102746781	
1264	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		646845271	
1265	Yes	No	No	0	0	#N/A	1/0/1900		648597714	
1266	Yes	No	No	Graduate	No Withdrawal Code	1749080	5/26/2016	1516	101657815	

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1267	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		649993953	
1268	Yes	No	No	0	0	#N/A	1/0/1900		653388983	
1269	Yes	Yes	Yes	0	0	#N/A	1/0/1900		653966812	
1270	Yes	Yes	Yes	0	0	#N/A	1/0/1900		655528438	
1272	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		656768645	
1273	Yes	Yes	Yes	0	0	#N/A	1/0/1900		657171559	
1275	Yes	Yes	Yes	0	0	#N/A	1/0/1900		661635516	
1277	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		662419951	
1278	Yes	No	No	0	0	#N/A	1/0/1900		662481944	
1280	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		662967991	
1281	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		663152882	
1282	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		664193372	
1285	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		666353230	
1287	Yes	No	No	0	0	#N/A	1/0/1900		666794359	
1288	Yes	Yes	Yes	Non- graduate	Non- graduate	#N/A	1/0/1900		668414378	
1289	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		669473126	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1290	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		671511269	
1291	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		673978821	
1292	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		676281710	
1293	Yes	No	No	0	0	#N/A	1/0/1900		677294696	
1294	Yes	Yes	Yes	0	0	#N/A	1/0/1900		679782631	
1295	Yes	Yes	Yes	0	0	#N/A	1/0/1900		681872891	
1296	Yes	Yes	Yes	0	0	#N/A	1/0/1900		681934311	
1297	Yes	Yes	Yes	0	0	#N/A	1/0/1900		683723662	
1298	Yes	Yes	No	0	Currently Enrolled	#N/A	1/0/1900		686914672	
1299	Yes	No	No	Graduate	No Withdrawal Code	1751998	5/26/2016	1516	102595113	
1300	Yes	No	No	0	0	#N/A	1/0/1900		688561653	
1301	Yes	No	No	0	0	#N/A	1/0/1900		689436830	
1304	Yes	No	No	0	0	#N/A	1/0/1900		693439473	
1305	Yes	No	No	0	0	#N/A	1/0/1900		693828576	
1307	Yes	No	No	0	0	#N/A	1/0/1900		694626581	
1308	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		695918730	
1311	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		711433540	
1312	Yes	Yes	Yes	0	0	#N/A	1/0/1900		711493585	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1313	Yes	No	No	0	0	#N/A	1/0/1900		712557560	
1314	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		713267797	
1315	Yes	No	No	0	0	#N/A	1/0/1900		713315786	
1316	Yes	No	No	0	0	#N/A	1/0/1900		714778925	
1317	Yes	No	No	Graduate	No Withdrawal Code	1757982	5/26/2016	1516	569764145	
1318	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		715982781	
1319	Yes	Yes	Yes	0	0	#N/A	1/0/1900		716578422	
1321	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		717387831	
1322	Yes	No	No	0	Currently Enrolled	#N/A	1/0/1900		718366115	
1323	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		719384166	
1324	Yes	Yes	Yes	0	0	#N/A	1/0/1900		721626323	
1325	Yes	Yes	Yes	0	0	#N/A	1/0/1900		721858496	
1326	Yes	Yes	Yes	0	0	#N/A	1/0/1900		722191996	
1327	Yes	Yes	Yes	0	0	#N/A	1/0/1900		722837143	
1328	Yes	Yes	Yes	0	0	#N/A	1/0/1900		724399738	
1329	Yes	No	No	0	0	#N/A	1/0/1900		725495857	
1330	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		729758920	
1331	Yes	No	No	0	0	#N/A	1/0/1900		729847855	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1332	Yes	No	No	0	0	#N/A	1/0/1900		732481312	
1333	Yes	Yes	Yes	0	0	#N/A	1/0/1900		732877642	
1335	Yes	No	No	0	0	#N/A	1/0/1900		735769275	
1336	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		736959115	
1338	Yes	Yes	No	0	0	#N/A	1/0/1900		739698587	
1339	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		741978696	
1340	Yes	Yes	Yes	0	0	#N/A	1/0/1900		742558216	
1341	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		743126112	
1342	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		745476895	
1343	Yes	Yes	Yes	0	0	#N/A	1/0/1900		751249483	
1344	Yes	Yes	Yes	0	0	#N/A	1/0/1900		752512699	
1345	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		752763193	
1346	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		753434315	
1347	Yes	No	No	0	0	#N/A	1/0/1900		753455989	
1348	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		754243749	
1349	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		754468627	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1350	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		754475937	
1352	Yes	No	No	0	Currently Enrolled	#N/A	1/0/1900		761325323	
1354	Yes	No	No	0	0	#N/A	1/0/1900		762461135	
1355	Yes	No	No	0	0	#N/A	1/0/1900		762859262	
1356	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		766798995	
1357	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		767153182	
1358	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		769813759	
1359	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		769958398	
1360	Yes	Yes	Yes	0	0	#N/A	1/0/1900		771161882	
1361	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		771619277	
1362	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		772169843	
1363	Yes	No	No	0	0	#N/A	1/0/1900		773361175	
1364	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		773517891	
1365	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		777381880	
1366	Yes	No	No	0	0	#N/A	1/0/1900		778148130	
1367	Yes	Yes	Yes	Transfer- out	Non- graduate	#N/A	1/0/1900		779145523	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1368	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		782373674	
1369	Yes	No	No	Graduate	No Withdrawal Code	1763543	5/26/2016	1516	826626814	
1370	Yes	Yes	Yes	0	0	#N/A	1/0/1900		784268781	
1371	Yes	No	No	0	0	#N/A	1/0/1900		785577123	
1373	Yes	No	No	0	0	#N/A	1/0/1900		787442466	
1375	Yes	No	No	0	0	#N/A	1/0/1900		789835253	
1376	Yes	No	No	0	Non- graduate	#N/A	1/0/1900		791121627	
1377	Yes	Yes	Yes	0	0	#N/A	1/0/1900		791224843	
1378	Yes	Yes	Yes	0	0	#N/A	1/0/1900		794849877	
1379	Yes	Yes	Yes	0	0	#N/A	1/0/1900		795117894	
1380	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		795365816	
1382	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		798186656	
1385	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		812258291	
1386	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		813576246	
1389	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		816456222	
1390	Yes	No	No	0	Currently Enrolled	#N/A	1/0/1900		818117772	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1391	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		818987927	
1393	Yes	No	No	0	0	#N/A	1/0/1900		821245941	
1394	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		822974689	
1395	Yes	No	No	0	0	#N/A	1/0/1900		823234869	
1396	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		824829162	
1397	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		825375660	
1399	Yes	Yes	Yes	0	Non- graduate	#N/A	1/0/1900		826658916	
1400	Yes	Yes	Yes	0	0	#N/A	1/0/1900		827776717	
1401	Yes	Yes	Yes	0	0	#N/A	1/0/1900		828275446	
1402	Yes	No	No	0	0	#N/A	1/0/1900		828711846	
1404	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		829593581	
1405	Yes	Yes	Yes	0	0	#N/A	1/0/1900		829655687	
1407	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		829918184	
1408	Yes	Yes	Yes	0	0	#N/A	1/0/1900		831158845	
1409	Yes	Yes	Yes	0	0	#N/A	1/0/1900		831691746	
1411	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		839742723	
1412	Yes	No	No	0	0	#N/A	1/0/1900		844182410	
1413	Yes	Yes	Yes	0	0	#N/A	1/0/1900		844782268	
1414	Yes	No	No	0	0	#N/A	1/0/1900		845257252	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1415	Yes	Yes	Yes	0	0	#N/A	1/0/1900		848229563	
1416	Yes	Yes	Yes	0	Non-graduate	#N/A	1/0/1900		849186374	
1417	Yes	No	No	0	0	#N/A	1/0/1900		849771894	
1418	Yes	Yes	Yes	0	0	#N/A	1/0/1900		854322377	
1419	Yes	No	No	0	0	#N/A	1/0/1900		855279394	
1420	Yes	No	No	0	0	#N/A	1/0/1900		856639364	
1421	Yes	No	No	0	0	#N/A	1/0/1900		858649742	
1422	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		859364887	
1423	Yes	Yes	Yes	0	0	#N/A	1/0/1900		859766842	
1424	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		862599669	
1425	Yes	Yes	Yes	0	0	#N/A	1/0/1900		862732237	
1426	Yes	Yes	Yes	0	0	#N/A	1/0/1900		863543518	
1428	Yes	No	No	0	0	#N/A	1/0/1900		864964960	
1429	Yes	No	No	0	Non-graduate	#N/A	1/0/1900		865291827	
1431	Yes	Yes	Yes	0	0	#N/A	1/0/1900		866724578	
1432	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		867145922	
1433	Yes	Yes	Yes	0	Missing Cohort Year	#N/A	1/0/1900		869223826	
1434	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		872662481	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1435	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		873528269	
1436	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		874488687	
1437	Yes	Yes	Yes	0	No Withdrawal Code	#N/A	1/0/1900		874622343	
1438	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		876161423	
1439	Yes	Yes	Yes	0	0	#N/A	1/0/1900		876693656	
1440	Yes	No	No	0	0	#N/A	1/0/1900		877544247	
1441	Yes	No	No	0	Missing Cohort Year	#N/A	1/0/1900		878131390	
1442	Yes	Yes	Yes	0	0	#N/A	1/0/1900		878883271	
1443	Yes	No	No	0	0	#N/A	1/0/1900		879947224	
1444	Yes	No	No	0	0	#N/A	1/0/1900		881899934	
1445	Yes	No	No	0	0	#N/A	1/0/1900		881922280	
1446	Yes	No	No	0	0	#N/A	1/0/1900		882135593	
1447	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		883684581	
1448	Yes	Yes	Yes	0	0	#N/A	1/0/1900		885489393	
1449	Yes	No	No	Graduate	Graduate	1237042	5/25/2017	1617	104492517	
1450	Yes	Yes	Yes	0	0	#N/A	1/0/1900		886817386	
1451	Yes	No	No	0	0	#N/A	1/0/1900		887337632	
1452	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		888942299	

NMCA - Part A School Summary Data Report – Attachments

1516 EOY Full	1516 EOY Snapshot	1617 40D Full	1617 40D Snapshot	Adjusted Official Cohort Status	Calculated Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1453	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		889423513	
1454	Yes	No	No	0	0	#N/A	1/0/1900		893378380	
1455	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		896928819	
1456	Yes	Yes	Yes	0	0	#N/A	1/0/1900		897776126	
1457	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		897821682	
1458	Yes	Yes	Yes	0	0	#N/A	1/0/1900		898755376	
1459	Yes	No	No	Graduate	No Withdrawal Code	1260207	5/26/2016	1516	171233133	
1840	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		554172395	
1841	Yes	Yes	Yes	0	0	#N/A	1/0/1900		758556641	
1842	Yes	No	No	0	0	#N/A	1/0/1900		455291427	
1843	Yes	No	No	0	0	#N/A	1/0/1900		823634951	
1844	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104135348	
1845	Yes	Yes	Yes	0	0	#N/A	1/0/1900		292239589	
1846	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		104368998	
1847	Yes	Yes	Yes	0	Currently Enrolled	#N/A	1/0/1900		888481496	
1848	Yes	Yes	Yes	0	0	#N/A	1/0/1900		469265185	
1849	Yes	No	No	0	No Withdrawal Code	#N/A	1/0/1900		471128157	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1850	Yes	No	No	Graduate	947328	5/22/2015	1415	821362340	WG
1851	Yes	No	No	Graduate	964850	5/22/2015	1415	639923770	WG
1852	Yes	No	No	Graduate	984553	5/22/2015	1415	751487612	WG
1853	Yes	No	No	Graduate	988461	5/22/2015	1415	689423416	WG
1854	Yes	No	No	Graduate	995056	5/22/2015	1415	636124786	WG
1855	Yes	No	No	0	#N/A	1/0/1900		723127999	WG
1856	Yes	No	No	Graduate	1016435	5/22/2015	1415	102908217	WG
1857	Yes	No	No	Graduate	1025612	5/22/2015	1415	102635216	WG
1858	Yes	No	No	Graduate	1033543	5/22/2015	1415	103836896	WG
1859	Yes	No	No	Graduate	1054593	5/22/2015	1415	102706645	WG
1860	Yes	No	No	Graduate	1066015	5/22/2015	1415	100736479	WG
1861	Yes	No	No	Graduate	1176174	5/22/2015	1415	589132877	WG
1862	Yes	No	No	Graduate	1212718	5/22/2015	1415	104460621	WG
1863	Yes	No	No	Graduate	1251072	5/22/2015	1415	101773059	WG
1864	Yes	No	No	Graduate	1299562	5/22/2015	1415	100795434	WG

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1865	Yes	No	No	Graduate	1309610	5/22/2015	1415	102776515	WG
1866	Yes	No	No	Graduate	1352921	5/22/2015	1415	101584928	WG
1867	Yes	No	No	Graduate	1354620	5/22/2015	1415	102435328	WG
1868	Yes	No	No	Graduate	1358254	5/14/2015	1415	316612761	WG
1869	Yes	No	No	Graduate	1361194	5/22/2015	1415	101325702	WG
1870	Yes	No	No	Graduate	1400642	5/22/2015	1415	879436590	WG
1871	Yes	No	No	Graduate	1419359	5/22/2015	1415	723388351	WG
44	Yes	Yes	Yes	Graduate	1470584	5/25/2017	1617	441394277	
396	Yes	Yes	Yes	0	#N/A	1/0/1900		104657010	
401	Yes	Yes	Yes	0	#N/A	1/0/1900		141559617	
439	Yes	Yes	Yes	0	#N/A	1/0/1900		391917887	
134	Yes	Yes	No	0	#N/A	1/0/1900		104406137	
128	Yes	Yes	No	0	#N/A	1/0/1900		104291844	
1872	No	No	No	0	#N/A	1/0/1900		788157220	W1
399	Yes	Yes	Yes	0	#N/A	1/0/1900		131994352	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
441	Yes	Yes	Yes	0	#N/A	1/0/1900		422387191	
1873	No	No	No	0	#N/A	1/0/1900		575367883	W14
472	Yes	Yes	Yes	0	#N/A	1/0/1900		643193436	
151	Yes	Yes	No	0	#N/A	1/0/1900		104642780	
1874	No	No	No	0	#N/A	1/0/1900		726226228	W1
343	Yes	Yes	No	0	#N/A	1/0/1900		886628320	
69	Yes	Yes	No	Non-graduate	#N/A	1/0/1900		100004779	
1875	No	No	No	0	#N/A	1/0/1900		100016617	W11
625	Yes	Yes	Yes	Graduate	1019595	5/26/2016	1516	100021708	
1876	No	No	No	0	#N/A	1/0/1900		100021948	W1
1877	No	No	No	0	#N/A	1/0/1900		100048040	W1
1878	No	No	No	0	#N/A	1/0/1900		100049428	W4
1879	No	No	No	Transfer-out	#N/A	1/0/1900		100061209	W14
1880	No	No	No	0	#N/A	1/0/1900		100068477	W1
70	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		100111475	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
671	Yes	Yes	Yes	Graduate	1264908	5/26/2016	1516	100111517	
71	Yes	Yes	No	0	#N/A	1/0/1900		100505353	
72	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		100543172	
1881	No	No	No	Non-graduate	#N/A	1/0/1900		100547637	W4
826	Yes	Yes	Yes	Graduate	1489351	5/26/2016	1516	100550615	
1882	No	No	No	0	#N/A	1/0/1900		100605062	W1
73	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		100623859	
1883	No	No	No	Transfer-out	#N/A	1/0/1900		100631274	W4
573	Yes	Yes	Yes	0	#N/A	1/0/1900		100664739	
574	Yes	Yes	Yes	0	#N/A	1/0/1900		100674183	
575	Yes	Yes	Yes	Non-graduate	#N/A	1/0/1900		100678234	
577	Yes	Yes	Yes	0	#N/A	1/0/1900		100738418	
1884	No	No	No	Non-graduate	#N/A	1/0/1900		100764109	W4
619	Yes	Yes	Yes	Graduate	971459	5/26/2016	1516	100793900	
1885	No	No	No	0	#N/A	1/0/1900		100975887	W1

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
820	Yes	Yes	Yes	Graduate	1489221	5/26/2016	1516	100982255	
1886	No	No	No	Transfer-out	#N/A	1/0/1900		101118776	W4
1887	No	No	No	0	#N/A	1/0/1900		101126225	W2
351	Yes	Yes	Yes	0	#N/A	1/0/1900		101134435	
1888	No	No	No	Transfer-out	#N/A	1/0/1900		101158335	W15
708	Yes	Yes	Yes	Graduate	1332578	5/26/2016	1516	101158590	
1889	No	No	No	0	#N/A	1/0/1900		101183317	W4
1890	No	No	No	0	#N/A	1/0/1900		101239481	W15
1891	No	No	No	Transfer-out	#N/A	1/0/1900		101239747	W14
16	Yes	Yes	Yes	Graduate	1177386	5/25/2017	1617	101249720	
581	Yes	Yes	Yes	0	#N/A	1/0/1900		101285146	
1892	No	No	No	Transfer-out	#N/A	1/0/1900		101287191	W1
582	Yes	Yes	Yes	Non-graduate	#N/A	1/0/1900		101322055	
784	Yes	Yes	No	Graduate	1434814	5/26/2016	1516	101322717	
1490	Yes	Yes	Yes	0	#N/A	1/0/1900		101330686	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
74	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		101335966	
1893	No	No	No	0	#N/A	1/0/1900		101350635	W1
1523	Yes	Yes	Yes	0	#N/A	1/0/1900		101352193	
1894	No	No	No	0	#N/A	1/0/1900		101159713	W1
1895	No	No	No	Transfer-out	#N/A	1/0/1900		101380509	W2
1896	No	No	No	0	#N/A	1/0/1900		101430510	W4
585	Yes	Yes	Yes	0	#N/A	1/0/1900		101464584	
1897	No	No	No	0	#N/A	1/0/1900		101468791	W15
354	Yes	Yes	Yes	0	#N/A	1/0/1900		101509305	
15	Yes	Yes	Yes	Graduate	1147803	5/25/2017	1617	101644896	
589	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		101649085	
590	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		101650976	
1898	No	No	No	0	#N/A	1/0/1900		101651065	W1
695	Yes	Yes	Yes	Graduate	1316302	5/26/2016	1516	101673366	
45	Yes	Yes	Yes	Graduate	1489011	5/25/2017	1617	101674000	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1899	No	No	No	0	#N/A	1/0/1900		101697985	W2
1480	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		101705689	
733	Yes	Yes	Yes	Graduate	1388694	5/26/2016	1516	101736957	
596	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		101754281	
1900	No	No	No	0	#N/A	1/0/1900		101377901	W1
1901	No	No	No	0	#N/A	1/0/1900		101756047	W1
705	Yes	Yes	Yes	Graduate	1319864	5/26/2016	1516	101811677	
37	Yes	Yes	Yes	Graduate	1329015	5/25/2017	1617	101846707	
728	Yes	Yes	Yes	Graduate	1381132	5/26/2016	1516	101885457	
76	Yes	Yes	No	0	#N/A	1/0/1900		101885721	
1902	No	No	No	0	#N/A	#N/A		101899466	W15
1903	No	No	No	0	#N/A	1/0/1900		101920353	W1
634	Yes	Yes	Yes	Graduate	1032287	5/26/2016	1516	102000841	
1904	No	No	No	Transfer-out	#N/A	1/0/1900		102000924	W2
77	Yes	Yes	No	0	#N/A	1/0/1900		102017860	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
21	Yes	Yes	Yes	Graduate	1206697	5/25/2017	1617	102095635	
1905	No	No	No	0	#N/A	1/0/1900		102097037	W1
604	Yes	Yes	Yes	0	#N/A	1/0/1900		102097912	
1906	No	No	No	Transfer-out	#N/A	1/0/1900		102130481	W1
1498	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		102130689	
1907	No	No	No	0	#N/A	1/0/1900		102141652	W1
1908	No	No	No	0	#N/A	1/0/1900		102147741	W4
727	Yes	Yes	Yes	Graduate	1367675	5/26/2016	1516	102152964	
1503	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		102153137	
1909	No	No	No	Transfer-out	#N/A	1/0/1900		102169380	W2
78	Yes	Yes	No	#N/A	#N/A	#N/A		#N/A	
637	Yes	Yes	Yes	Graduate	1060326	5/26/2016	1516	102180486	
79	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102180940	
356	Yes	Yes	Yes	0	#N/A	1/0/1900		102200615	
80	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102223906	
1910	No	No	No	Non-graduate	#N/A	1/0/1900		102224557	W11

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1911	No	No	No	0	#N/A	1/0/1900		102249141	W24
1912	No	No	No	0	#N/A	1/0/1900		102252160	W1
81	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102253382	
357	No	Yes	Yes	Transfer-out	#N/A	1/0/1900		102253788	W1
607	Yes	Yes	Yes	0	#N/A	1/0/1900		102256740	
82	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102277084	
1913	No	No	No	Non-graduate	#N/A	1/0/1900		102285590	W4
1914	No	No	No	Transfer-out	#N/A	1/0/1900		102324571	W14
1915	No	No	No	Transfer-out	#N/A	1/0/1900		102324696	W14
1916	No	No	No	Non-graduate	#N/A	1/0/1900		102330347	W4
1917	No	No	No	0	#N/A	1/0/1900		102368479	W15
1918	No	No	No	Transfer-out	#N/A	1/0/1900		102401015	W1
1919	No	No	No	Transfer-out	#N/A	1/0/1900		102427697	W15
1529	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		102434750	
1920	No	No	No	0	#N/A	1/0/1900		102448156	W4

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
611	Yes	Yes	Yes	Graduate	1021522	5/26/2016	1516	102448974	
83	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102451036	
1921	No	No	No	0	#N/A	1/0/1900		102455904	W1
684	Yes	Yes	Yes	Graduate	1290400	5/26/2016	1516	102457132	
612	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		102457611	
1922	No	No	No	Graduate	1021005	1/6/2015	1415	102470069	WG
628	Yes	Yes	Yes	Graduate	1021618	5/26/2016	1516	102489994	
1923	No	No	No	Transfer-out	#N/A	1/0/1900		102505989	W4
13	Yes	Yes	Yes	Graduate	1102195	5/25/2017	1617	102510419	
84	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102510575	
1924	No	No	No	Non-graduate	#N/A	1/0/1900		102555018	W4
1925	No	No	No	Transfer-out	#N/A	1/0/1900		102565348	W12
613	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102605854	
672	Yes	Yes	Yes	Graduate	1272621	5/26/2016	1516	102641255	
1926	No	No	No	0	#N/A	1/0/1900		102709870	W1

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
615	Yes	Yes	Yes	0	#N/A	1/0/1900		102719275	
1927	No	No	No	0	#N/A	1/0/1900		102734027	W1
85	Yes	Yes	No	0	#N/A	1/0/1900		102747920	
1510	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		102759719	
1928	No	No	No	0	#N/A	1/0/1900		102764081	W15
86	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102767969	
361	Yes	Yes	Yes	0	#N/A	1/0/1900		102775004	
1929	No	No	No	Transfer-out	#N/A	1/0/1900		102781309	W12
660	Yes	Yes	Yes	Graduate	1212375	5/26/2016	1516	102782570	
1930	No	No	No	Transfer-out	#N/A	1/0/1900		102794823	W15
1931	No	No	No	Transfer-out	#N/A	1/0/1900		102796851	W4
616	Yes	Yes	Yes	0	#N/A	1/0/1900		102796901	
1932	No	No	No	0	#N/A	1/0/1900		102800240	W15
1933	No	No	No	0	#N/A	1/0/1900		102808243	W14
1934	No	No	No	0	#N/A	1/0/1900		102809530	W1

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
87	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102830841	
617	Yes	Yes	Yes	0	#N/A	1/0/1900		102836186	
862	Yes	Yes	Yes	Graduate	1489403	5/26/2016	1516	102859253	
4	Yes	Yes	Yes	Graduate	969267	5/25/2017	1617	102860780	
654	Yes	Yes	Yes	Graduate	1100383	5/26/2016	1516	102860889	
1935	No	No	No	0	#N/A	1/0/1900		102891876	W1
1936	No	No	No	0	#N/A	1/0/1900		102922911	W81
88	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102935376	
89	Yes	Yes	No	Graduate	1489297	5/25/2017	1617	102954864	
1937	No	No	No	0	#N/A	1/0/1900		102999786	W14
1938	No	No	No	0	#N/A	1/0/1900		103004677	W15
1939	No	No	No	0	#N/A	1/0/1900		103004735	W1
1489	Yes	Yes	Yes	0	#N/A	1/0/1900		103005278	
1715	Yes	Yes	No	0	#N/A	1/0/1900		103021051	
1940	No	No	No	0	#N/A	1/0/1900		103022489	W2

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1941	No	No	No	0	#N/A	1/0/1900		103027082	W8
1942	No	No	No	Transfer-out	#N/A	1/0/1900		103040390	W15
629	Yes	Yes	Yes	0	#N/A	1/0/1900		103041851	
75	Yes	Yes	No	0	#N/A	1/0/1900		101781656	
1526	Yes	Yes	Yes	0	#N/A	1/0/1900		103062519	
2	Yes	Yes	Yes	Graduate	964033	5/25/2017	1617	103066361	
36	Yes	Yes	Yes	Graduate	1326991	5/25/2017	1617	103071304	
1943	No	No	No	0	#N/A	1/0/1900		103074902	W15
10	Yes	Yes	Yes	Graduate	1051717	5/25/2017	1617	103110037	
90	Yes	Yes	No	0	#N/A	1/0/1900		103116703	
641	Yes	Yes	Yes	0	#N/A	1/0/1900		103118261	
642	Yes	Yes	Yes	0	#N/A	1/0/1900		103118725	
1944	No	No	No	0	#N/A	1/0/1900		103059986	W4
646	Yes	Yes	Yes	0	#N/A	1/0/1900		103134011	
91	Yes	Yes	No	0	#N/A	1/0/1900		103140976	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1945	No	No	No	0	#N/A	1/0/1900		103142162	W15
1497	Yes	Yes	Yes	0	#N/A	1/0/1900		103142477	
647	Yes	Yes	Yes	0	#N/A	1/0/1900		103148193	
1946	No	No	No	0	#N/A	1/0/1900		103149043	W1
1947	No	No	No	Non-graduate	#N/A	1/0/1900		103154605	W4
1948	No	No	No	0	#N/A	1/0/1900		103154639	W2
1949	No	No	No	0	#N/A	1/0/1900		103157871	W81
650	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		103158853	
92	Yes	Yes	No	0	#N/A	1/0/1900		103159182	
28	Yes	Yes	Yes	Graduate	1255592	5/25/2017	1617	103160099	
652	Yes	Yes	Yes	0	#N/A	1/0/1900		103166062	
1950	No	No	No	0	#N/A	1/0/1900		103166617	W15
1759	Yes	Yes	No	0	#N/A	1/0/1900		103176145	
32	Yes	Yes	Yes	Graduate	1290353	5/25/2017	1617	103179743	
656	Yes	Yes	Yes	0	#N/A	1/0/1900		103184784	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
25	Yes	Yes	Yes	Graduate	1247039	5/25/2017	1617	103192621	
1951	No	No	No	0	#N/A	1/0/1900		103196937	W15
661	Yes	Yes	Yes	0	#N/A	1/0/1900		103199477	
93	Yes	Yes	No	0	#N/A	1/0/1900		103211777	
1952	No	No	No	0	#N/A	1/0/1900		103220679	
1716	Yes	Yes	No	0	#N/A	1/0/1900		103266565	
1953	No	No	No	0	#N/A	1/0/1900		103267043	W15
675	Yes	Yes	Yes	0	#N/A	1/0/1900		103268561	
1954	No	No	No	0	#N/A	1/0/1900		103272910	W15
677	Yes	Yes	Yes	0	#N/A	1/0/1900		103273223	
1955	No	No	No	Transfer-out	#N/A	1/0/1900		103273520	W2
1956	No	No	No	0	#N/A	1/0/1900		103274072	W15
680	Yes	Yes	Yes	0	#N/A	1/0/1900		103279212	
1957	No	No	No	Non-graduate	#N/A	1/0/1900		103286068	W81
1488	Yes	Yes	Yes	0	#N/A	1/0/1900		103288080	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
94	Yes	Yes	No	0	#N/A	1/0/1900		103288494	
668	Yes	Yes	Yes	Graduate	1241937	5/26/2016	1516	103288601	
1958	No	No	No	0	#N/A	1/0/1900		103293262	W2
1959	No	No	No	0	#N/A	1/0/1900		103293346	W15
1960	No	No	No	0	#N/A	1/0/1900		103294708	W2
1961	No	No	No	0	#N/A	1/0/1900		103295267	W1
1962	No	No	No	Non-graduate	#N/A	1/0/1900		103299087	W4
364	Yes	Yes	Yes	0	#N/A	1/0/1900		103121174	
686	Yes	Yes	Yes	0	#N/A	1/0/1900		103321147	
11	Yes	Yes	Yes	Graduate	1063987	5/25/2017	1617	103324042	
1963	No	No	No	0	#N/A	1/0/1900		103327664	W1
95	Yes	Yes	No	0	#N/A	1/0/1900		103332144	
96	Yes	Yes	No	0	#N/A	1/0/1900		103333944	
1964	No	No	No	0	#N/A	1/0/1900		103314662	W15
633	Yes	Yes	Yes	Graduate	1030343	5/26/2016	1516	103371019	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
98	Yes	Yes	No	0	#N/A	1/0/1900		103371357	
99	Yes	Yes	No	0	#N/A	1/0/1900		103372553	
1965	No	No	No	Transfer-out	#N/A	1/0/1900		103374740	W1
100	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		103375275	
97	Yes	Yes	No	0	#N/A	1/0/1900		103349924	
1966	No	No	No	0	#N/A	1/0/1900		103385787	W15
1967	No	No	No	0	#N/A	1/0/1900		103376711	W14
101	Yes	Yes	No	0	#N/A	1/0/1900		103398574	
700	Yes	Yes	Yes	0	#N/A	1/0/1900		103404679	
1968	No	No	No	0	#N/A	1/0/1900		103414504	W4
1969	No	No	No	0	#N/A	1/0/1900		103416541	W14
702	Yes	Yes	Yes	0	#N/A	1/0/1900		103419271	
704	Yes	Yes	Yes	0	#N/A	1/0/1900		103424388	
102	Yes	Yes	No	0	#N/A	1/0/1900		103430138	
1970	No	No	No	0	#N/A	1/0/1900		103431367	W14

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1508	Yes	Yes	Yes	0	#N/A	1/0/1900		103433611	
1971	No	No	No	0	#N/A	1/0/1900		103435020	W15
1972	No	No	No	0	#N/A	1/0/1900		103435723	W1
1517	Yes	Yes	Yes	0	#N/A	1/0/1900		103438263	
1973	No	No	No	0	#N/A	1/0/1900		103442042	W15
1974	No	No	No	0	#N/A	1/0/1900		103443321	W1
1513	Yes	Yes	Yes	0	#N/A	1/0/1900		103445920	
1975	No	No	No	0	#N/A	1/0/1900		103446332	W15
1976	No	No	No	0	#N/A	1/0/1900		103394649	W1
103	Yes	Yes	No	0	#N/A	1/0/1900		103454963	
20	Yes	Yes	Yes	Graduate	1206272	5/25/2017	1617	103455150	
40	Yes	Yes	Yes	Graduate	1385228	5/25/2017	1617	103455366	
370	Yes	Yes	Yes	0	#N/A	1/0/1900		103451027	
1977	No	No	No	0	#N/A	1/0/1900		103459020	W15
104	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		103464467	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1978	No	No	No	0	#N/A	1/0/1900		103471355	W2
717	Yes	Yes	Yes	0	#N/A	1/0/1900		103473484	
1979	No	No	No	0	#N/A	1/0/1900		103477774	W15
24	Yes	Yes	Yes	Graduate	1238626	5/25/2017	1617	103488136	
1980	No	No	No	0	#N/A	1/0/1900		103505756	W2
105	Yes	Yes	No	0	#N/A	1/0/1900		103507760	
1981	No	No	No	0	#N/A	1/0/1900		103508586	W11
721	Yes	Yes	Yes	0	#N/A	1/0/1900		103513149	
715	Yes	Yes	Yes	0	#N/A	1/0/1900		103457800	
1982	No	No	No	0	#N/A	1/0/1900		103523064	W1
106	Yes	Yes	No	0	#N/A	1/0/1900		103531992	
1983	No	No	No	0	#N/A	1/0/1900		103517892	W81
107	Yes	Yes	No	0	#N/A	1/0/1900		103532479	
723	Yes	Yes	Yes	0	#N/A	1/0/1900		103544136	
1984	No	No	No	0	#N/A	1/0/1900		103555835	W4

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
726	Yes	Yes	Yes	0	#N/A	1/0/1900		103577268	
1499	Yes	Yes	Yes	0	#N/A	1/0/1900		103577615	
1985	No	No	No	0	#N/A	1/0/1900		103579132	W81
23	Yes	Yes	Yes	Graduate	1225313	5/25/2017	1617	103579876	
46	Yes	Yes	Yes	Graduate	1493322	5/25/2017	1617	103580908	
1986	No	No	No	0	#N/A	1/0/1900		103580932	W1
108	Yes	Yes	No	0	#N/A	1/0/1900		103583076	
729	Yes	Yes	Yes	0	#N/A	1/0/1900		103583142	
722	Yes	Yes	Yes	0	#N/A	1/0/1900		103541173	
373	Yes	Yes	Yes	0	#N/A	1/0/1900		103601613	
1987	No	No	No	Transfer-out	#N/A	1/0/1900		103629341	W15
1988	No	No	No	0	#N/A	1/0/1900		103596607	W1
731	Yes	Yes	Yes	0	#N/A	1/0/1900		103645800	
709	Yes	Yes	Yes	Graduate	1335433	5/26/2016	1516	103647830	
1989	No	No	No	0	#N/A	1/0/1900		103640041	W1

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
732	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		103706545	
29	Yes	Yes	Yes	Graduate	1258899	5/25/2017	1617	103712923	
109	Yes	Yes	No	0	#N/A	1/0/1900		103719332	
110	Yes	Yes	No	0	#N/A	1/0/1900		103722187	
1744	Yes	Yes	No	0	#N/A	1/0/1900		103648184	
34	Yes	Yes	Yes	Graduate	1306368	12/16/2016	1617	103760625	
735	Yes	Yes	Yes	0	#N/A	1/0/1900		103752168	
1990	No	No	No	0	#N/A	1/0/1900		103774949	W14
740	Yes	Yes	Yes	0	#N/A	1/0/1900		103773073	
1991	No	No	No	Non-graduate	#N/A	1/0/1900		103777231	W4
111	Yes	Yes	No	0	#N/A	1/0/1900		103777033	
1992	No	No	No	0	#N/A	1/0/1900		103777629	W2
743	Yes	Yes	Yes	0	#N/A	1/0/1900		103780292	
1509	Yes	Yes	Yes	0	#N/A	1/0/1900		103788733	
744	Yes	Yes	Yes	0	#N/A	1/0/1900		103784740	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
374	Yes	Yes	Yes	0	#N/A	1/0/1900		103804860	
745	Yes	Yes	Yes	0	#N/A	1/0/1900		103810412	
1707	Yes	Yes	No	0	#N/A	1/0/1900		103813465	
1993	No	No	No	0	#N/A	1/0/1900		103801494	W81
114	Yes	Yes	No	Non-graduate	#N/A	1/0/1900		103885349	
1994	No	No	No	0	#N/A	1/0/1900		104028915	W2
115	Yes	Yes	No	0	#N/A	1/0/1900		104029723	
753	Yes	Yes	Yes	0	#N/A	1/0/1900		104040035	
754	Yes	Yes	Yes	0	#N/A	1/0/1900		104042288	
748	Yes	Yes	Yes	0	#N/A	1/0/1900		103823969	
116	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		104044821	
376	Yes	Yes	Yes	0	#N/A	1/0/1900		104050315	
1995	No	No	No	0	#N/A	1/0/1900		104056924	W15
1996	No	No	No	0	#N/A	1/0/1900		104059761	W1
118	Yes	Yes	No	0	#N/A	1/0/1900		104062179	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
119	Yes	Yes	No	0	#N/A	1/0/1900		104062328	
1997	No	No	No	0	#N/A	1/0/1900		104064464	W81
117	Yes	Yes	No	0	#N/A	1/0/1900		104053772	
1485	Yes	Yes	Yes	0	#N/A	1/0/1900		104072251	
763	Yes	Yes	Yes	0	#N/A	1/0/1900		104083100	
1998	No	No	No	0	#N/A	1/0/1900		104078811	W15
1520	Yes	Yes	Yes	0	#N/A	1/0/1900		104092135	
377	Yes	Yes	Yes	0	#N/A	1/0/1900		104094180	
764	Yes	Yes	Yes	0	#N/A	1/0/1900		104083241	
766	Yes	Yes	Yes	0	#N/A	1/0/1900		104098561	
768	Yes	Yes	Yes	0	#N/A	1/0/1900		104099916	
120	Yes	Yes	No	0	#N/A	1/0/1900		104103981	
1999	No	No	No	0	#N/A	1/0/1900		104104179	W1
121	Yes	Yes	No	0	#N/A	1/0/1900		104104658	
769	Yes	Yes	Yes	0	#N/A	1/0/1900		104105044	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
770	Yes	Yes	Yes	0	#N/A	1/0/1900		104105481	
1501	Yes	Yes	Yes	0	#N/A	1/0/1900		104095252	
2000	No	No	No	0	#N/A	1/0/1900		104112743	W12
2001	No	No	No	0	#N/A	1/0/1900		104107610	W1
2002	No	No	No	0	#N/A	1/0/1900		104122080	W81
2003	No	No	No	0	#N/A	1/0/1900		104131925	W4
1708	Yes	Yes	No	0	#N/A	1/0/1900		104145768	
122	Yes	Yes	No	0	#N/A	1/0/1900		104146014	
2004	No	No	No	0	#N/A	1/0/1900		104128301	W1
778	Yes	Yes	Yes	0	#N/A	1/0/1900		104148614	
123	Yes	Yes	No	0	#N/A	1/0/1900		104149935	
2005	No	No	No	0	#N/A	1/0/1900		104163217	W15
2006	No	No	No	0	#N/A	1/0/1900		104147103	W1
2007	No	No	No	0	#N/A	1/0/1900		104169917	W15
2008	No	No	No	0	#N/A	1/0/1900		104164702	W1

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2009	No	No	No	0	#N/A	1/0/1900		104179155	W14
1479	Yes	Yes	Yes	0	#N/A	1/0/1900		104194634	
124	Yes	Yes	No	0	#N/A	1/0/1900		104178850	
2010	No	No	No	0	#N/A	1/0/1900		104197959	W1
1709	Yes	Yes	No	0	#N/A	1/0/1900		104196654	
12	Yes	Yes	Yes	Graduate	1071109	5/25/2017	1617	104199112	
1717	Yes	Yes	No	0	#N/A	1/0/1900		104208772	
783	Yes	Yes	Yes	0	#N/A	1/0/1900		104198452	
2011	No	No	No	0	#N/A	1/0/1900		104236310	W1
126	Yes	Yes	No	0	#N/A	1/0/1900		104237417	
127	Yes	Yes	No	0	#N/A	1/0/1900		104248596	
125	Yes	Yes	No	0	#N/A	1/0/1900		104209846	
2012	No	No	No	0	#N/A	1/0/1900		104249800	W8
381	Yes	Yes	Yes	0	#N/A	1/0/1900		104264312	
2013	No	No	No	0	#N/A	1/0/1900		104272828	W8

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
380	Yes	Yes	Yes	0	#N/A	1/0/1900		104252879	
2014	No	No	No	0	#N/A	1/0/1900		104282355	W1
382	Yes	Yes	Yes	0	#N/A	1/0/1900		104274592	
2015	No	No	No	0	#N/A	1/0/1900		104289624	W81
2016	No	No	No	0	#N/A	1/0/1900		104296231	W2
383	Yes	Yes	Yes	0	#N/A	1/0/1900		104292776	
798	Yes	Yes	Yes	0	#N/A	1/0/1900		104299631	
797	Yes	Yes	Yes	0	#N/A	1/0/1900		104297403	
129	Yes	Yes	No	0	#N/A	1/0/1900		104308085	
1496	Yes	Yes	Yes	0	#N/A	1/0/1900		104300611	
2017	No	No	No	0	#N/A	1/0/1900		104321880	W2
2018	No	No	No	0	#N/A	1/0/1900		104313069	W12
2019	No	No	No	0	#N/A	1/0/1900		104335534	W1
385	Yes	Yes	Yes	0	#N/A	1/0/1900		104351275	
2020	No	No	No	Transfer-out	#N/A	1/0/1900		104352455	W2

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1481	Yes	Yes	Yes	0	#N/A	1/0/1900		104353404	
131	Yes	Yes	No	0	#N/A	1/0/1900		104354394	
130	Yes	Yes	No	0	#N/A	1/0/1900		104341722	
132	Yes	Yes	No	Non-graduate	#N/A	1/0/1900		104369632	W14
386	Yes	Yes	Yes	0	#N/A	1/0/1900		104364229	
816	Yes	Yes	Yes	0	#N/A	1/0/1900		104375712	
818	Yes	Yes	Yes	0	#N/A	1/0/1900		104381033	
819	Yes	Yes	Yes	0	#N/A	1/0/1900		104385521	
2021	No	No	No	0	#N/A	1/0/1900		104370184	W1
2022	No	No	No	0	#N/A	1/0/1900		104401773	W15
133	Yes	Yes	No	0	#N/A	1/0/1900		104385802	
2023	No	No	No	0	#N/A	1/0/1900		104405113	W81
41	Yes	Yes	Yes	Graduate	1398377	12/16/2016	1617	104408109	
135	Yes	Yes	No	0	#N/A	1/0/1900		104409636	
2024	No	No	No	0	#N/A	1/0/1900		104403332	W1

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
137	Yes	Yes	No	0	#N/A	1/0/1900		104409875	
2025	No	No	No	0	#N/A	1/0/1900		104410014	W15
710	Yes	Yes	Yes	Graduate	1336471	5/26/2016	1516	104450994	
1530	Yes	Yes	Yes	0	#N/A	1/0/1900		104447503	
387	Yes	Yes	Yes	0	#N/A	1/0/1900		104453121	
2026	No	No	No	0	#N/A	1/0/1900		104454905	W15
824	Yes	Yes	Yes	0	#N/A	1/0/1900		104460605	
2027	No	No	No	0	#N/A	1/0/1900		104457122	W81
1462	Yes	Yes	No	0	#N/A	1/0/1900		104466198	
2028	No	No	No	0	#N/A	1/0/1900		104470646	W1
2029	No	No	No	0	#N/A	1/0/1900		104464821	W1
1449	Yes	Yes	Yes	Graduate	1237042	5/25/2017	1617	104492517	
2030	No	No	No	0	#N/A	1/0/1900		104491857	W15
2031	No	No	No	0	#N/A	1/0/1900		104501606	W1
828	Yes	Yes	Yes	0	#N/A	1/0/1900		104516034	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1484	Yes	Yes	Yes	0	#N/A	1/0/1900		104510615	
140	Yes	Yes	No	0	#N/A	1/0/1900		104538566	
2032	No	No	No	0	#N/A	1/0/1900		104525738	W1
833	Yes	Yes	Yes	0	#N/A	1/0/1900		104545561	
834	Yes	Yes	Yes	0	#N/A	1/0/1900		104546866	
389	Yes	Yes	Yes	0	#N/A	1/0/1900		104552997	
141	Yes	Yes	No	0	#N/A	1/0/1900		104551973	
2033	No	No	No	0	#N/A	1/0/1900		104555438	W1
835	Yes	Yes	Yes	0	#N/A	1/0/1900		104558101	
2034	No	No	No	0	#N/A	1/0/1900		104573027	W15
2035	No	No	No	0	#N/A	1/0/1900		104576681	W12
2036	No	No	No	0	#N/A	1/0/1900		104582218	W8
2037	No	No	No	0	#N/A	1/0/1900		104583943	W81
142	Yes	Yes	No	0	#N/A	1/0/1900		104592993	
2038	No	No	No	0	#N/A	1/0/1900		104594072	W15

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2039	No	No	No	0	#N/A	1/0/1900		104596507	W8
143	Yes	Yes	No	0	#N/A	1/0/1900		104596879	
2040	No	No	No	0	#N/A	1/0/1900		104605209	W15
2041	No	No	No	0	#N/A	1/0/1900		104606645	W8
2042	No	No	No	0	#N/A	1/0/1900		104608203	W2
2043	No	No	No	0	#N/A	1/0/1900		104608492	W81
144	Yes	Yes	No	0	#N/A	1/0/1900		104610506	
2044	No	No	No	0	#N/A	1/0/1900		104614094	W14
2045	No	No	No	0	#N/A	1/0/1900		104619366	W15
2046	No	No	No	0	#N/A	1/0/1900		104617741	W1
145	Yes	Yes	No	0	#N/A	1/0/1900		104623319	
2047	No	No	No	0	#N/A	1/0/1900		104624101	W1
146	Yes	Yes	No	0	#N/A	1/0/1900		104624184	
848	Yes	Yes	Yes	0	#N/A	1/0/1900		104625462	
850	Yes	Yes	Yes	0	#N/A	1/0/1900		104628748	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1710	Yes	Yes	No	0	#N/A	1/0/1900		104630256	W1
2048	No	No	No	0	#N/A	1/0/1900		104635032	W1
2049	No	No	No	0	#N/A	1/0/1900		104635990	W1
2050	No	No	No	0	#N/A	1/0/1900		104636311	W8
147	Yes	Yes	No	0	#N/A	1/0/1900		104638762	
149	Yes	Yes	No	0	#N/A	1/0/1900		104641758	
148	Yes	Yes	No	0	#N/A	1/0/1900		104641030	
2051	No	No	No	0	#N/A	1/0/1900		104641881	W1
150	Yes	Yes	No	0	#N/A	1/0/1900		104641923	
854	Yes	Yes	Yes	0	#N/A	1/0/1900		104642434	
152	Yes	Yes	No	0	#N/A	1/0/1900		104651906	
2052	No	No	No	0	#N/A	1/0/1900		104650957	W81
2053	No	No	No	0	#N/A	1/0/1900		104659669	W81
2054	No	No	No	0	#N/A	1/0/1900		111396347	W1
153	Yes	Yes	No	0	#N/A	1/0/1900		111979241	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
855	Yes	Yes	Yes	0	#N/A	1/0/1900		111637559	
1463	Yes	Yes	No	0	#N/A	1/0/1900		112971882	
856	Yes	Yes	Yes	0	#N/A	1/0/1900		113183420	
154	Yes	Yes	No	0	#N/A	1/0/1900		114272719	
860	Yes	Yes	Yes	0	#N/A	1/0/1900		116392432	
22	Yes	Yes	Yes	Graduate	1207513	5/25/2017	1617	117226449	
155	Yes	Yes	No	0	#N/A	1/0/1900		116421587	
30	Yes	Yes	Yes	Graduate	1273348	5/25/2017	1617	121329619	
2055	No	No	No	0	#N/A	1/0/1900		119878353	W1
1	Yes	Yes	Yes	Graduate	946601	5/25/2017	1617	122688641	
156	Yes	Yes	No	0	#N/A	1/0/1900		122414253	
2056	No	No	No	0	#N/A	1/0/1900		124244914	W1
1511	Yes	Yes	Yes	0	#N/A	1/0/1900		127655934	
873	Yes	Yes	Yes	0	#N/A	1/0/1900		127754349	
876	Yes	Yes	Yes	0	#N/A	1/0/1900		129628319	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
157	Yes	Yes	No	0	#N/A	1/0/1900		128714573	
877	Yes	Yes	Yes	0	#N/A	#N/A		129781951	
2057	No	No	No	Transfer-out	#N/A	1/0/1900		133447789	W8
158	Yes	Yes	No	0	#N/A	1/0/1900		131795924	
159	Yes	Yes	No	0	#N/A	1/0/1900		133676692	
2058	No	No	No	0	#N/A	1/0/1900		134254788	W15
1519	Yes	Yes	Yes	0	#N/A	1/0/1900		134399658	W81
2059	No	No	No	0	#N/A	1/0/1900		134896976	W81
400	Yes	Yes	Yes	0	#N/A	1/0/1900		135888535	
2060	No	No	No	0	#N/A	1/0/1900		135339844	W1
2061	No	No	No	0	#N/A	1/0/1900		136172913	W1
7	Yes	Yes	Yes	Graduate	1018172	5/25/2017	1617	137255493	
883	Yes	Yes	Yes	0	#N/A	1/0/1900		137571196	
161	Yes	Yes	No	0	#N/A	1/0/1900		137224259	
884	Yes	Yes	Yes	0	#N/A	1/0/1900		137963260	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2062	No	No	No	0	#N/A	1/0/1900		141845362	W2
162	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		139898399	
2063	No	No	No	0	#N/A	1/0/1900		142727387	W15
885	Yes	Yes	Yes	0	#N/A	1/0/1900		143229193	
887	Yes	Yes	Yes	0	#N/A	1/0/1900		145245379	
2064	No	No	No	0	#N/A	1/0/1900		145717443	W8
890	Yes	Yes	Yes	0	#N/A	1/0/1900		145954780	
402	Yes	Yes	Yes	0	#N/A	1/0/1900		147977938	
163	Yes	Yes	No	0	#N/A	1/0/1900		151546124	
2065	No	No	No	0	#N/A	1/0/1900		148539950	W1
164	Yes	Yes	No	0	#N/A	1/0/1900		151969367	
1515	Yes	Yes	Yes	0	#N/A	1/0/1900		152358917	
1384	Yes	Yes	No	Graduate	1020740	5/25/2017	1617	152871844	
893	Yes	Yes	Yes	0	#N/A	1/0/1900		152592275	
895	Yes	Yes	Yes	0	#N/A	1/0/1900		153332853	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2066	No	No	No	0	#N/A	1/0/1900		153873674	W1
404	Yes	Yes	Yes	0	#N/A	1/0/1900		154294920	
166	Yes	Yes	No	0	#N/A	1/0/1900		155162126	W81
167	Yes	Yes	No	0	#N/A	1/0/1900		158273813	
899	Yes	Yes	Yes	0	#N/A	1/0/1900		158521799	
406	Yes	Yes	Yes	0	#N/A	1/0/1900		158744847	
901	Yes	Yes	Yes	0	#N/A	1/0/1900		161353727	
168	Yes	Yes	No	0	#N/A	1/0/1900		162347538	
906	Yes	Yes	Yes	0	#N/A	1/0/1900		164455842	
2067	No	No	No	0	#N/A	1/0/1900		163383144	W1
1703	Yes	Yes	No	0	#N/A	1/0/1900		164648990	
2068	No	No	No	0	#N/A	1/0/1900		165194978	W1
35	Yes	Yes	Yes	Graduate	1414751	5/26/2016	1516	167217421	
169	Yes	Yes	No	0	#N/A	1/0/1900		165434499	
910	Yes	Yes	Yes	0	#N/A	1/0/1900		167469113	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2069	No	No	No	0	#N/A	1/0/1900		169888989	W8
1459	Yes	Yes	Yes	Graduate	1260207	5/26/2016	1516	171233133	
409	Yes	Yes	Yes	0	#N/A	1/0/1900		169959152	
2070	No	No	No	0	#N/A	1/0/1900		173939182	W8
2071	No	No	No	0	#N/A	1/0/1900		174947523	W8
170	Yes	Yes	No	0	#N/A	1/0/1900		176788628	
171	Yes	Yes	No	0	#N/A	1/0/1900		176874568	
2072	No	No	No	0	#N/A	1/0/1900		177327970	W1
926	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		177687944	
925	Yes	Yes	Yes	0	#N/A	1/0/1900		177213675	
927	Yes	Yes	Yes	0	#N/A	1/0/1900		178476560	
173	Yes	Yes	No	0	#N/A	1/0/1900		181337171	
174	Yes	Yes	No	0	#N/A	1/0/1900		181525130	
172	Yes	Yes	No	0	#N/A	1/0/1900		179574256	
175	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		184997427	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
657	Yes	Yes	Yes	Graduate	1207333	5/26/2016	1516	185142775	
2073	No	No	No	0	#N/A	1/0/1900		183116995	W1
176	Yes	Yes	No	0	#N/A	1/0/1900		185187911	
931	Yes	Yes	Yes	0	#N/A	1/0/1900		186342929	
2074	No	No	No	0	#N/A	1/0/1900		187249925	W1
2075	No	No	No	0	#N/A	1/0/1900		188284855	W8
2076	No	No	No	0	#N/A	1/0/1900		193779832	W8
177	Yes	Yes	No	0	#N/A	1/0/1900		194315289	
178	Yes	Yes	No	0	#N/A	1/0/1900		195423116	
935	Yes	Yes	Yes	0	#N/A	1/0/1900		192544674	
2077	No	No	No	0	#N/A	1/0/1900		196261838	W1
2078	No	No	No	0	#N/A	1/0/1900		196818777	W15
2079	No	No	No	0	#N/A	1/0/1900		197338528	W1
939	Yes	Yes	Yes	0	#N/A	1/0/1900		198744112	
940	Yes	Yes	Yes	0	#N/A	1/0/1900		198797474	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
941	Yes	Yes	Yes	0	#N/A	1/0/1900		199127721	
179	Yes	Yes	No	0	#N/A	1/0/1900		211321625	
2080	No	No	No	0	#N/A	1/0/1900		214365330	W14
413	Yes	Yes	Yes	0	#N/A	1/0/1900		215144981	
180	Yes	Yes	No	0	#N/A	1/0/1900		215961350	
2081	No	No	No	0	#N/A	1/0/1900		216687731	W8
2082	No	No	No	0	#N/A	1/0/1900		217893841	W1
2083	No	No	No	0	#N/A	1/0/1900		221455967	W4
2084	No	No	No	0	#N/A	1/0/1900		219452232	W2
181	Yes	Yes	No	0	#N/A	1/0/1900		221621568	
947	Yes	Yes	Yes	0	#N/A	1/0/1900		221944630	
946	Yes	Yes	Yes	0	#N/A	1/0/1900		221558760	
182	Yes	Yes	No	0	#N/A	1/0/1900		222127953	
948	Yes	Yes	Yes	0	#N/A	1/0/1900		222245532	
949	Yes	Yes	Yes	0	#N/A	1/0/1900		222937294	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
950	Yes	Yes	Yes	0	#N/A	1/0/1900		224162669	
415	Yes	Yes	Yes	0	#N/A	1/0/1900		224248229	
953	Yes	Yes	Yes	0	#N/A	1/0/1900		225133727	
2085	No	No	No	0	#N/A	1/0/1900		226185940	W1
2086	No	No	No	0	#N/A	1/0/1900		226711356	W81
956	Yes	Yes	Yes	0	#N/A	1/0/1900		227615457	
183	Yes	Yes	No	0	#N/A	1/0/1900		227864584	
1398	Yes	Yes	No	Graduate	1488142	8/13/2015	1415	229326491	
2087	No	No	No	Transfer-out	#N/A	1/0/1900		229559778	W15
958	Yes	Yes	Yes	0	#N/A	1/0/1900		228955795	
2088	No	No	No	0	#N/A	1/0/1900		231724634	W81
2089	No	No	No	0	#N/A	1/0/1900		232845453	W15
185	Yes	Yes	No	0	#N/A	1/0/1900		232243493	
186	Yes	Yes	No	0	#N/A	1/0/1900		232852863	
187	Yes	Yes	No	0	#N/A	1/0/1900		232973875	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2090	No	No	No	0	#N/A	1/0/1900		234816486	W81
2091	No	No	No	0	#N/A	1/0/1900		233339639	W1
965	Yes	Yes	Yes	0	#N/A	1/0/1900		242729564	
2092	No	No	No	0	#N/A	1/0/1900		243152261	W8
2093	No	No	No	0	#N/A	1/0/1900		243384666	W15
2094	No	No	No	0	#N/A	1/0/1900		243349818	W81
2095	No	No	No	0	#N/A	1/0/1900		244862124	W4
1514	No	Yes	Yes	0	#N/A	1/0/1900		244552659	W14
969	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		247578628	
419	Yes	Yes	Yes	0	#N/A	1/0/1900		247758998	
974	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		251488656	
975	Yes	Yes	Yes	0	#N/A	1/0/1900		251542650	
713	Yes	Yes	Yes	Graduate	1340284	5/26/2016	1516	253451835	
188	Yes	Yes	No	0	#N/A	1/0/1900		254561848	
2096	No	No	No	0	#N/A	1/0/1900		249457672	W8

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
189	Yes	Yes	No	0	#N/A	1/0/1900		254744311	
2097	No	No	No	Transfer-out	#N/A	1/0/1900		255742868	W15
2098	No	No	No	0	#N/A	1/0/1900		255198921	W1
2099	No	No	No	0	#N/A	1/0/1900		256887290	W1
2100	No	No	No	0	#N/A	1/0/1900		256197690	W81
2101	No	No	No	0	#N/A	1/0/1900		257473561	W1
191	Yes	Yes	No	0	#N/A	1/0/1900		259212959	
190	Yes	Yes	No	0	#N/A	1/0/1900		257931188	
2102	No	No	No	0	#N/A	1/0/1900		259968576	W1
982	Yes	Yes	Yes	0	#N/A	1/0/1900		262764566	
2103	No	No	No	0	#N/A	1/0/1900		265748152	W15
2104	No	No	No	0	#N/A	1/0/1900		265656199	W81
192	Yes	Yes	No	0	#N/A	1/0/1900		265762336	
985	Yes	Yes	Yes	0	#N/A	1/0/1900		266439991	
987	Yes	Yes	Yes	0	#N/A	1/0/1900		267396455	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2105	No	No	No	0	#N/A	1/0/1900		269223749	W1
193	Yes	Yes	No	0	#N/A	1/0/1900		268817889	
2106	No	No	No	0	#N/A	1/0/1900		271231326	W1
2107	No	No	No	0	#N/A	1/0/1900		272355157	W1
194	Yes	Yes	No	0	#N/A	1/0/1900		273226431	
992	Yes	Yes	Yes	0	#N/A	1/0/1900		275857688	
993	Yes	Yes	Yes	0	#N/A	1/0/1900		276536182	
195	Yes	Yes	No	0	#N/A	1/0/1900		274421486	
196	Yes	Yes	No	0	#N/A	1/0/1900		276782760	
2108	No	No	No	0	#N/A	1/0/1900		277252581	W8
2109	No	No	No	0	#N/A	1/0/1900		278752225	W81
2110	No	No	No	0	#N/A	1/0/1900		279471791	W81
197	Yes	Yes	No	0	#N/A	1/0/1900		279593792	
198	Yes	Yes	No	0	#N/A	1/0/1900		281791889	
2111	No	No	No	0	#N/A	1/0/1900		282385616	W1

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
199	Yes	Yes	No	0	#N/A	1/0/1900		283443117	
422	Yes	Yes	Yes	0	#N/A	1/0/1900		282716240	
200	Yes	Yes	No	0	#N/A	1/0/1900		284589496	
1005	Yes	Yes	Yes	0	#N/A	1/0/1900		287427223	
31	Yes	Yes	Yes	Graduate	1277761	5/25/2017	1617	287695993	
1771	Yes	Yes	No	0	#N/A	1/0/1900		291152643	
1003	Yes	Yes	Yes	0	#N/A	1/0/1900		284874161	
2112	No	No	No	0	#N/A	1/0/1900		291342525	W2
2113	No	No	No	0	#N/A	1/0/1900		291457836	W2
423	Yes	Yes	Yes	0	#N/A	1/0/1900		291969467	
201	Yes	Yes	No	0	#N/A	1/0/1900		291999217	
202	Yes	Yes	No	0	#N/A	1/0/1900		293914867	
1711	Yes	Yes	No	0	#N/A	1/0/1900		294975198	
2114	No	No	No	0	#N/A	1/0/1900		296245889	W15
2115	No	No	No	0	#N/A	1/0/1900		296326473	W81

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
424	Yes	Yes	Yes	0	#N/A	1/0/1900		297312753	
2116	No	No	No	0	#N/A	1/0/1900		299139451	W15
204	Yes	Yes	No	0	#N/A	1/0/1900		299272963	
1533	Yes	Yes	Yes	0	#N/A	1/0/1900		297295370	
205	Yes	Yes	No	0	#N/A	1/0/1900		311452155	
2117	No	No	No	0	#N/A	1/0/1900		311739270	W15
1012	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		312914146	
1016	Yes	Yes	Yes	0	#N/A	1/0/1900		314355215	
1017	Yes	Yes	Yes	0	#N/A	1/0/1900		314414517	
206	Yes	Yes	No	0	#N/A	1/0/1900		314994591	
1018	No	Yes	Yes	0	#N/A	1/0/1900		316548957	W14
1482	Yes	Yes	Yes	0	#N/A	1/0/1900		319617452	
1019	Yes	Yes	Yes	0	#N/A	1/0/1900		316653310	
2118	No	No	No	0	#N/A	1/0/1900		321355877	W15
1021	Yes	Yes	Yes	0	#N/A	1/0/1900		321215436	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
207	Yes	Yes	No	0	#N/A	1/0/1900		324958156	
429	Yes	Yes	Yes	0	#N/A	1/0/1900		325692572	
1024	Yes	Yes	Yes	0	#N/A	1/0/1900		326283116	
2119	No	No	No	0	#N/A	1/0/1900		327441515	W81
208	Yes	Yes	No	0	#N/A	1/0/1900		327622833	
1741	Yes	Yes	No	0	#N/A	1/0/1900		327946141	
2120	No	No	No	0	#N/A	1/0/1900		331983775	W1
210	Yes	Yes	No	0	#N/A	1/0/1900		332553486	
2121	No	No	No	0	#N/A	1/0/1900		334762424	W4
1033	No	Yes	Yes	0	#N/A	1/0/1900		332952738	W1
1041	Yes	Yes	Yes	0	#N/A	1/0/1900		341166874	
14	Yes	Yes	Yes	Graduate	1115101	5/25/2017	1617	342432267	
1042	Yes	Yes	Yes	0	#N/A	1/0/1900		341418523	
2122	No	No	No	0	#N/A	1/0/1900		343354635	W1
211	Yes	Yes	No	0	#N/A	1/0/1900		344122171	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1045	Yes	Yes	Yes	0	#N/A	1/0/1900		344346333	
2123	No	No	No	0	#N/A	1/0/1900		345294425	W8
1046	Yes	Yes	Yes	0	#N/A	1/0/1900		345951198	
212	Yes	Yes	No	0	#N/A	1/0/1900		347419335	
2124	No	No	No	0	#N/A	1/0/1900		348313636	W1
213	Yes	Yes	No	0	#N/A	1/0/1900		348145871	
431	Yes	Yes	Yes	0	#N/A	1/0/1900		348575945	
2125	No	No	No	0	#N/A	1/0/1900		351937354	W15
719	Yes	Yes	Yes	Graduate	1366759	5/26/2016	1516	352796874	
2126	No	No	No	0	#N/A	1/0/1900		351794854	W81
214	Yes	Yes	No	0	#N/A	1/0/1900		353677883	
1053	Yes	Yes	Yes	0	#N/A	1/0/1900		355272360	
2127	No	No	No	0	#N/A	1/0/1900		356963637	W1
1055	Yes	Yes	Yes	0	#N/A	1/0/1900		357126671	
1056	Yes	Yes	Yes	0	#N/A	1/0/1900		358166825	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1527	Yes	Yes	Yes	0	#N/A	1/0/1900		364543561	
1064	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		364665844	
1476	Yes	Yes	Yes	0	#N/A	1/0/1900		363594193	
1065	Yes	Yes	Yes	0	#N/A	1/0/1900		364962639	
2128	No	No	No	0	#N/A	1/0/1900		365188333	W8
215	Yes	Yes	No	0	#N/A	1/0/1900		365539436	
1804	No	No	No	0	#N/A	1/0/1900		365642784	W1
1066	No	Yes	Yes	0	#N/A	1/0/1900		365843614	W14
2129	No	No	No	0	#N/A	1/0/1900		366483774	W81
2130	No	No	No	Transfer-out	#N/A	1/0/1900		369372438	W15
1069	Yes	Yes	Yes	0	#N/A	1/0/1900		366752491	
1072	No	Yes	Yes	0	#N/A	1/0/1900		371919762	W1
2131	No	No	No	0	#N/A	1/0/1900		369668298	W1
2132	No	No	No	0	#N/A	1/0/1900		373232636	W81
2133	No	No	No	0	#N/A	1/0/1900		373426543	W8

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2134	No	No	No	0	#N/A	1/0/1900		376313227	W2
2135	No	No	No	Transfer-out	#N/A	1/0/1900		378797781	W15
2136	No	No	No	Transfer-out	#N/A	1/0/1900		378969950	W15
2137	No	No	No	0	#N/A	1/0/1900		378371561	W81
216	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		381689132	
1077	Yes	Yes	Yes	0	#N/A	1/0/1900		379156235	
217	Yes	Yes	No	0	#N/A	1/0/1900		382236347	
218	Yes	Yes	No	0	#N/A	1/0/1900		383165651	
2138	No	No	No	0	#N/A	1/0/1900		384598363	W1
2139	No	No	No	0	#N/A	1/0/1900		385317383	W1
2140	No	No	No	0	#N/A	1/0/1900		384993242	W6
2141	No	No	No	0	#N/A	1/0/1900		385567284	W1
219	Yes	Yes	No	0	#N/A	1/0/1900		385851985	
2142	No	No	No	Transfer-out	#N/A	1/0/1900		388198491	W15
1081	Yes	Yes	Yes	0	#N/A	1/0/1900		386787451	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1083	Yes	Yes	Yes	0	#N/A	1/0/1900		388859332	
1507	Yes	Yes	Yes	0	#N/A	1/0/1900		391929676	
26	Yes	Yes	Yes	Graduate	1253351	5/25/2017	1617	392879557	
1084	Yes	Yes	Yes	0	#N/A	1/0/1900		392165940	
2143	No	No	No	0	#N/A	1/0/1900		394228365	W15
2144	No	No	No	0	#N/A	1/0/1900		395643588	W1
2145	No	No	No	0	#N/A	1/0/1900		395625395	W81
1088	Yes	Yes	Yes	0	#N/A	1/0/1900		395649791	
220	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		397863879	
2146	No	No	No	0	#N/A	1/0/1900		397135518	W8
2147	No	No	No	0	#N/A	1/0/1900		399289479	W1
1092	Yes	Yes	Yes	0	#N/A	1/0/1900		399739473	
2148	No	No	No	Non-graduate	#N/A	1/0/1900		415429760	W8
221	Yes	Yes	No	0	#N/A	1/0/1900		413758236	
2149	No	No	No	0	#N/A	1/0/1900		415882190	W1

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
223	Yes	Yes	No	0	#N/A	1/0/1900		417968336	
2150	No	No	No	0	#N/A	1/0/1900		418389375	W14
222	Yes	Yes	No	0	#N/A	1/0/1900		416515245	
2151	No	No	No	0	#N/A	1/0/1900		418658332	W81
1751	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		419363965	
1101	Yes	Yes	Yes	0	#N/A	1/0/1900		419876834	
2152	No	No	No	0	#N/A	1/0/1900		422386599	W1
602	Yes	Yes	Yes	Graduate	958504	5/26/2016	1516	424746253	
2153	No	No	No	0	#N/A	1/0/1900		422819276	W81
2154	No	No	No	0	#N/A	1/0/1900		426628475	W1
225	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		429493158	
2155	No	No	No	0	#N/A	1/0/1900		427841697	W1
226	Yes	Yes	No	0	#N/A	1/0/1900		431131259	
2156	No	No	No	0	#N/A	1/0/1900		429663727	W15
2157	No	No	No	0	#N/A	1/0/1900		433827961	W15

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1108	Yes	Yes	Yes	0	#N/A	1/0/1900		431811942	
227	Yes	Yes	No	0	#N/A	1/0/1900		435599576	
1110	Yes	Yes	Yes	0	#N/A	1/0/1900		434679767	
228	Yes	Yes	No	0	#N/A	1/0/1900		436357917	
229	Yes	Yes	No	0	#N/A	1/0/1900		436794499	
2158	No	No	No	0	#N/A	1/0/1900		435689963	W1
2159	No	No	No	0	#N/A	1/0/1900		437154966	W1
442	Yes	Yes	Yes	0	#N/A	1/0/1900		437957335	
231	Yes	Yes	No	0	#N/A	1/0/1900		439135336	
230	Yes	Yes	No	0	#N/A	1/0/1900		437624737	
2160	No	No	No	0	#N/A	1/0/1900		439822222	W81
232	Yes	Yes	No	0	#N/A	1/0/1900		441214574	
1502	Yes	Yes	Yes	0	#N/A	1/0/1900		441645355	
1116	Yes	Yes	Yes	0	#N/A	1/0/1900		442271391	
1115	Yes	Yes	Yes	0	#N/A	1/0/1900		441511771	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1493	Yes	Yes	Yes	0	#N/A	1/0/1900		442372413	
233	Yes	Yes	No	0	#N/A	1/0/1900		443915384	
234	Yes	Yes	No	0	#N/A	1/0/1900		444321293	
2161	No	No	No	0	#N/A	1/0/1900		444468367	W1
1117	Yes	Yes	Yes	0	#N/A	1/0/1900		447189440	
1467	Yes	Yes	Yes	0	#N/A	1/0/1900		448694927	
2162	No	No	No	0	#N/A	1/0/1900		446588360	W1
235	Yes	Yes	No	0	#N/A	1/0/1900		448764332	
2163	No	No	No	0	#N/A	1/0/1900		449365956	W1
1478	Yes	Yes	Yes	0	#N/A	1/0/1900		453179699	
2164	No	No	No	0	#N/A	1/0/1900		452276793	W8
2165	No	No	No	0	#N/A	1/0/1900		454592593	W4
866	Yes	Yes	Yes	Graduate	1499048	5/26/2016	1516	454866484	
2166	No	No	No	0	#N/A	1/0/1900		455251124	W1
1122	Yes	Yes	Yes	0	#N/A	1/0/1900		454416348	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
237	Yes	Yes	No	0	#N/A	1/0/1900		455671727	
2167	No	No	No	0	#N/A	1/0/1900		457259315	W4
1123	Yes	Yes	Yes	0	#N/A	1/0/1900		456278795	
448	Yes	Yes	Yes	0	#N/A	1/0/1900		459315248	
238	Yes	Yes	No	0	#N/A	1/0/1900		459652251	
2168	No	No	No	0	#N/A	1/0/1900		459476248	W1
1130	Yes	Yes	Yes	0	#N/A	1/0/1900		462227711	
449	Yes	Yes	Yes	0	#N/A	1/0/1900		461837866	
2169	No	No	No	0	#N/A	1/0/1900		463227751	W1
1131	Yes	Yes	Yes	0	#N/A	1/0/1900		463233510	
239	Yes	Yes	No	0	#N/A	1/0/1900		463281741	
2170	No	No	No	0	#N/A	1/0/1900		464244557	W81
2171	No	No	No	0	#N/A	1/0/1900		465718310	W1
2172	No	No	No	0	#N/A	1/0/1900		469617120	W15
2173	No	No	No	0	#N/A	1/0/1900		471917930	W1

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
240	Yes	Yes	No	0	#N/A	1/0/1900		473318699	
1137	Yes	Yes	Yes	0	#N/A	1/0/1900		472378793	
1139	Yes	Yes	Yes	0	#N/A	1/0/1900		473826162	
241	Yes	Yes	No	0	#N/A	1/0/1900		476796750	
1140	Yes	Yes	Yes	0	#N/A	1/0/1900		475789475	
2174	No	No	No	Transfer-out	#N/A	1/0/1900		478982531	W4
2175	No	No	No	Transfer-out	#N/A	1/0/1900		481774941	W15
2176	No	No	No	0	#N/A	1/0/1900		477754915	W12
2177	No	No	No	0	#N/A	1/0/1900		482521283	W1
1145	Yes	Yes	Yes	0	#N/A	1/0/1900		483621280	W1
38	Yes	Yes	Yes	Graduate	1334360	5/25/2017	1617	486198310	
1147	Yes	Yes	Yes	0	#N/A	1/0/1900		484294251	
2178	No	No	No	0	#N/A	1/0/1900		486471378	W1
243	Yes	Yes	No	0	#N/A	1/0/1900		487688947	
2179	No	No	No	0	#N/A	1/0/1900		487947327	W1

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1516	Yes	Yes	Yes	0	#N/A	1/0/1900		489719492	
1151	No	Yes	Yes	0	#N/A	1/0/1900		488781733	W8
18	Yes	Yes	Yes	Graduate	1254736	5/26/2016	1516	492312673	
244	Yes	Yes	No	0	#N/A	1/0/1900		491854220	
1154	Yes	Yes	Yes	0	#N/A	1/0/1900		492874649	
453	Yes	Yes	Yes	0	#N/A	1/0/1900		492882618	
245	Yes	Yes	No	0	#N/A	1/0/1900		493897219	
2180	No	No	No	0	#N/A	1/0/1900		495619587	W14
246	Yes	Yes	No	0	#N/A	1/0/1900		495766727	
2181	No	No	No	0	#N/A	1/0/1900		496642877	W1
1156	Yes	Yes	Yes	0	#N/A	1/0/1900		498651868	
1157	Yes	Yes	Yes	0	#N/A	1/0/1900		498738590	
5	Yes	Yes	Yes	Graduate	986019	5/25/2017	1617	499356731	
621	Yes	Yes	Yes	Graduate	1017653	5/26/2016	1516	499645299	
247	Yes	Yes	No	0	#N/A	1/0/1900		498855972	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1753	Yes	Yes	No	0	#N/A	1/0/1900		511596371	
249	Yes	Yes	No	0	#N/A	1/0/1900		514225820	
248	Yes	Yes	No	0	#N/A	1/0/1900		513384669	
1162	Yes	Yes	Yes	0	#N/A	1/0/1900		515521722	
1164	Yes	Yes	Yes	0	#N/A	1/0/1900		516157658	
1165	Yes	Yes	Yes	0	#N/A	1/0/1900		518252499	
2182	No	No	No	0	#N/A	1/0/1900		515557528	W1
2183	No	No	No	0	#N/A	1/0/1900		519514186	W1
864	Yes	Yes	Yes	Graduate	1490167	5/26/2016	1516	521426510	
454	Yes	Yes	Yes	0	#N/A	1/0/1900		519671457	
1168	Yes	Yes	Yes	0	#N/A	1/0/1900		522329259	
39	Yes	Yes	Yes	Graduate	1350687	5/25/2017	1617	523177871	
2184	No	No	No	0	#N/A	1/0/1900		523153526	W81
2185	No	No	No	0	#N/A	1/0/1900		523919660	W1
250	Yes	Yes	No	0	#N/A	1/0/1900		524619335	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2186	No	No	No	0	#N/A	1/0/1900		524317955	W1
1172	Yes	Yes	Yes	0	#N/A	1/0/1900		524897568	
251	Yes	Yes	No	0	#N/A	1/0/1900		526852868	
1177	Yes	Yes	Yes	0	#N/A	1/0/1900		527883839	
456	No	Yes	Yes	0	#N/A	1/0/1900		527898159	W1
2187	No	No	No	0	#N/A	1/0/1900		529251191	W81
2188	No	No	No	0	#N/A	1/0/1900		532868247	W1
1181	Yes	Yes	Yes	0	#N/A	1/0/1900		532888138	
1182	Yes	Yes	Yes	0	#N/A	1/0/1900		533326997	
1183	Yes	Yes	Yes	0	#N/A	1/0/1900		534187182	
252	Yes	Yes	No	0	#N/A	1/0/1900		535267942	
17	Yes	Yes	Yes	Graduate	1250315	5/26/2016	1516	535775829	
1184	Yes	Yes	Yes	0	#N/A	1/0/1900		535276414	
2189	No	No	No	0	#N/A	1/0/1900		537976995	W1
2190	No	No	No	0	#N/A	1/0/1900		541384210	W15

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
253	Yes	Yes	No	0	#N/A	1/0/1900		541792230	
2191	No	No	No	0	#N/A	1/0/1900		542551494	W1
1188	Yes	Yes	Yes	0	#N/A	1/0/1900		543773857	
2192	No	No	No	0	#N/A	1/0/1900		542391818	W1
1194	Yes	Yes	Yes	0	#N/A	1/0/1900		546123597	
254	Yes	Yes	No	0	#N/A	1/0/1900		546323361	
2193	No	No	No	0	#N/A	1/0/1900		551719537	W15
2194	No	No	No	0	#N/A	1/0/1900		547216465	W1
255	Yes	Yes	No	0	#N/A	1/0/1900		552355596	
2195	No	No	No	0	#N/A	1/0/1900		552671893	W1
257	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		553867417	
256	Yes	Yes	No	0	#N/A	1/0/1900		552776270	
1199	Yes	Yes	Yes	0	#N/A	1/0/1900		557143179	
258	Yes	Yes	No	0	#N/A	1/0/1900		558334116	
1197	Yes	Yes	Yes	0	#N/A	1/0/1900		555266683	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
259	Yes	Yes	No	0	#N/A	1/0/1900		561742420	
2196	No	No	No	0	#N/A	1/0/1900		562717843	W81
260	Yes	Yes	No	0	#N/A	1/0/1900		563232172	
261	Yes	Yes	No	0	#N/A	1/0/1900		565265691	
1211	Yes	Yes	Yes	0	#N/A	1/0/1900		566996112	
1723	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		567586649	
1208	Yes	Yes	Yes	0	#N/A	1/0/1900		565582343	
1212	Yes	Yes	Yes	0	#N/A	1/0/1900		568238448	
262	Yes	Yes	No	0	#N/A	1/0/1900		568979538	
263	Yes	Yes	No	0	#N/A	1/0/1900		569583685	
264	Yes	Yes	No	0	#N/A	1/0/1900		571759430	
265	Yes	Yes	No	0	#N/A	1/0/1900		572767481	
2197	No	No	No	0	#N/A	1/0/1900		574678462	W8
1218	Yes	Yes	Yes	0	#N/A	1/0/1900		575374681	
1217	Yes	Yes	Yes	0	#N/A	1/0/1900		575241443	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2198	No	No	No	0	#N/A	1/0/1900		575515887	W1
1521	Yes	Yes	No	0	#N/A	1/0/1900		576164396	
598	Yes	Yes	Yes	Graduate	948258	5/26/2016	1516	578256331	
266	Yes	Yes	No	0	#N/A	1/0/1900		577274319	
1223	Yes	Yes	Yes	0	#N/A	1/0/1900		581386562	
267	Yes	Yes	No	0	#N/A	1/0/1900		581553757	
268	Yes	Yes	No	0	#N/A	1/0/1900		582339792	
1224	Yes	Yes	Yes	0	#N/A	1/0/1900		582658340	
2199	No	No	No	Transfer-out	#N/A	1/0/1900		583878574	W4
2200	No	No	No	0	#N/A	1/0/1900		583371380	W12
1772	Yes	Yes	No	0	#N/A	1/0/1900		585545411	
2201	No	No	No	Transfer-out	#N/A	1/0/1900		585792849	W1
1506	Yes	Yes	Yes	0	#N/A	1/0/1900		584722854	
1226	Yes	Yes	Yes	0	#N/A	1/0/1900		586679664	
2202	No	No	No	Transfer-out	#N/A	1/0/1900		587973470	W81

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1229	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		589322890	
1228	Yes	Yes	Yes	0	#N/A	1/0/1900		589195254	
2203	No	No	No	0	#N/A	1/0/1900		591358411	W1
269	Yes	Yes	No	0	#N/A	1/0/1900		591587183	
2204	No	No	No	0	#N/A	1/0/1900		592513899	W81
270	Yes	Yes	No	0	#N/A	1/0/1900		594916355	
271	Yes	Yes	No	0	#N/A	1/0/1900		596688929	
272	Yes	Yes	No	0	#N/A	1/0/1900		596775148	
2205	No	No	No	0	#N/A	1/0/1900		597262997	W2
273	Yes	Yes	No	0	#N/A	1/0/1900		599233129	
2206	No	No	No	0	#N/A	1/0/1900		611559451	W15
1235	Yes	Yes	Yes	0	#N/A	1/0/1900		611586751	
2207	No	No	No	0	#N/A	1/0/1900		611843947	W15
1238	Yes	Yes	Yes	0	#N/A	1/0/1900		614893725	
274	Yes	Yes	No	0	#N/A	1/0/1900		613679851	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2208	No	No	No	0	#N/A	1/0/1900		616449641	W8
1242	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		619746654	
2209	No	No	No	0	#N/A	1/0/1900		616315933	W14
2210	No	No	No	0	#N/A	1/0/1900		623773421	W1
276	Yes	Yes	No	0	#N/A	1/0/1900		628295438	
2211	No	No	No	0	#N/A	1/0/1900		625697958	W2
2212	No	No	No	0	#N/A	1/0/1900		628646127	W8
277	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		631466125	
559	No	No	No	0	#N/A	1/0/1900		629935214	W1
278	Yes	Yes	No	0	#N/A	1/0/1900		633252440	
1492	Yes	Yes	Yes	0	#N/A	1/0/1900		633477823	
469	Yes	Yes	Yes	0	#N/A	1/0/1900		633199369	
2213	No	No	No	0	#N/A	1/0/1900		634778237	W81
279	Yes	Yes	No	0	#N/A	1/0/1900		634945729	
470	Yes	Yes	Yes	0	#N/A	1/0/1900		635785660	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
280	Yes	Yes	No	0	#N/A	1/0/1900		637981622	
471	Yes	Yes	Yes	0	#N/A	1/0/1900		639226810	
1255	Yes	Yes	Yes	0	#N/A	1/0/1900		639255850	
281	Yes	Yes	No	0	#N/A	1/0/1900		641466735	
282	Yes	Yes	No	0	#N/A	1/0/1900		642786958	
2214	No	No	No	0	#N/A	1/0/1900		646189555	W1
9	Yes	Yes	Yes	Graduate	1040330	5/25/2017	1617	649934122	
2215	No	No	No	0	#N/A	1/0/1900		652999491	W1
283	Yes	Yes	No	0	#N/A	1/0/1900		647148550	
1505	Yes	Yes	Yes	0	#N/A	1/0/1900		655131423	
473	Yes	Yes	Yes	0	#N/A	1/0/1900		653534149	
1271	Yes	Yes	Yes	0	#N/A	1/0/1900		655711687	
1273	Yes	Yes	Yes	0	#N/A	1/0/1900		657171559	
1281	Yes	Yes	Yes	0	#N/A	1/0/1900		663152882	
1277	Yes	Yes	Yes	0	#N/A	1/0/1900		662419951	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2216	No	No	No	0	#N/A	1/0/1900		664664463	W1
2217	No	No	No	0	#N/A	1/0/1900		664872520	W1
284	Yes	Yes	No	0	#N/A	1/0/1900		665352795	
1483	Yes	Yes	Yes	0	#N/A	1/0/1900		668862238	
2218	No	No	No	0	#N/A	1/0/1900		668996770	W1
285	Yes	Yes	No	0	#N/A	1/0/1900		668624661	
2219	No	No	No	0	#N/A	1/0/1900		673254793	W1
2220	No	No	No	0	#N/A	1/0/1900		671189611	W8
1406	Yes	Yes	No		#N/A	1/0/1900		674933353	
2221	No	No	No	0	#N/A	1/0/1900		673633632	W8
2222	No	No	No	Transfer-out	#N/A	1/0/1900		675224372	W15
714	Yes	Yes	Yes	Graduate	1341145	5/26/2016	1516	677163784	
476	Yes	Yes	Yes	0	#N/A	1/0/1900		675164412	
2223	No	No	No	0	#N/A	1/0/1900		677312241	W1
2224	No	No	No	0	#N/A	1/0/1900		683859698	W15

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2225	No	No	No	Transfer-out	#N/A	1/0/1900		685927113	W15
2226	No	No	No	0	#N/A	1/0/1900		685991663	W81
2227	No	No	No	0	#N/A	1/0/1900		682358791	W81
43	Yes	Yes	Yes	Graduate	1408917	5/25/2017	1617	687157651	
1298	Yes	Yes	Yes	0	#N/A	1/0/1900		686914672	
2228	No	No	No	0	#N/A	1/0/1900		688417435	W1
1300	Yes	Yes	Yes	0	#N/A	1/0/1900		688561653	
288	Yes	Yes	No	0	#N/A	1/0/1900		692912454	
2229	No	No	No	0	#N/A	1/0/1900		693973182	W1
1305	Yes	Yes	Yes	0	#N/A	1/0/1900		693828576	
289	Yes	Yes	No	0	#N/A	1/0/1900		695711481	
2230	No	No	No	0	#N/A	1/0/1900		695151951	W1
290	Yes	Yes	No	0	#N/A	1/0/1900		695785113	
2231	No	No	No	0	#N/A	#N/A		695878538	W81
1512	Yes	Yes	Yes	0	#N/A	1/0/1900		696519891	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
594	Yes	Yes	Yes	Graduate	940626	5/26/2016	1516	699552170	
291	Yes	Yes	No	0	#N/A	1/0/1900		698742749	
1311	Yes	Yes	Yes	0	#N/A	1/0/1900		711433540	
2232	No	No	No	0	#N/A	1/0/1900		711575357	W1
2233	No	No	No	0	#N/A	1/0/1900		712174374	W1
2234	No	No	No	0	#N/A	1/0/1900		711735761	W81
1314	Yes	Yes	Yes	0	#N/A	1/0/1900		713267797	
1313	Yes	Yes	Yes	0	#N/A	1/0/1900		712557560	
293	Yes	Yes	No	0	#N/A	1/0/1900		713455871	
2235	No	No	No	0	#N/A	1/0/1900		715251864	W4
2236	No	No	No	0	#N/A	1/0/1900		713924454	W1
482	Yes	Yes	Yes	0	#N/A	1/0/1900		715481339	
2237	No	No	No	0	#N/A	1/0/1900		715712121	W1
2238	No	No	No	0	#N/A	1/0/1900		718817810	W8
2239	No	No	No	0	#N/A	1/0/1900		717111652	W1

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
294	Yes	Yes	No	0	#N/A	1/0/1900		718866437	
295	Yes	Yes	No	0	#N/A	1/0/1900		718945736	
1324	Yes	Yes	Yes	0	#N/A	1/0/1900		721626323	
1325	Yes	Yes	Yes	0	#N/A	1/0/1900		721858496	
2240	No	No	No	0	#N/A	1/0/1900		721917151	W1
296	Yes	Yes	No	0	#N/A	1/0/1900		722624418	
1327	Yes	Yes	Yes	0	#N/A	1/0/1900		722837143	
297	Yes	Yes	No	0	#N/A	1/0/1900		724537816	
483	Yes	Yes	Yes	0	#N/A	1/0/1900		724549555	
2241	No	No	No	0	#N/A	1/0/1900		726133630	W4
2242	No	No	No	0	#N/A	1/0/1900		725618433	W8
298	Yes	Yes	No	0	#N/A	1/0/1900		726795131	
1330	Yes	Yes	Yes	0	#N/A	1/0/1900		729758920	
1487	Yes	Yes	Yes	0	#N/A	1/0/1900		728141698	
1336	Yes	Yes	Yes	0	#N/A	1/0/1900		736959115	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
299	Yes	Yes	No	0	#N/A	1/0/1900		737179960	
2243	No	No	No	0	#N/A	1/0/1900		737458992	W14
2244	No	No	No	0	#N/A	1/0/1900		737479964	W1
300	Yes	Yes	No	0	#N/A	#N/A		737486266	
485	Yes	Yes	Yes	0	#N/A	1/0/1900		738624378	
1339	Yes	Yes	Yes	0	#N/A	1/0/1900		741978696	
301	Yes	Yes	No	0	#N/A	1/0/1900		742888944	
2245	No	No	No	0	#N/A	1/0/1900		742223126	W1
2246	No	No	No	0	#N/A	1/0/1900		745289512	W1
2247	No	No	No	0	#N/A	1/0/1900		746252386	W1
302	Yes	Yes	No	0	#N/A	1/0/1900		746527753	
2248	No	No	No	0	#N/A	1/0/1900		746657790	W8
1344	Yes	Yes	Yes	0	#N/A	1/0/1900		752512699	
1504	Yes	Yes	Yes	0	#N/A	1/0/1900		755968237	
736	Yes	Yes	Yes	Graduate	1389347	5/26/2016	1516	757927314	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2249	No	No	No	0	#N/A	1/0/1900		758173256	W1
2250	No	No	No	0	#N/A	1/0/1900		753292895	W1
303	Yes	Yes	No	0	#N/A	1/0/1900		759788375	
304	Yes	Yes	No	0	#N/A	1/0/1900		761324367	
2251	No	No	No	Graduate	1026979	1/6/2015	1415	761543867	WG
1352	Yes	Yes	Yes	0	#N/A	1/0/1900		761325323	
1470	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		762333284	
1353	Yes	Yes	Yes	0	#N/A	1/0/1900		762183580	
305	Yes	Yes	No	0	#N/A	1/0/1900		763813813	
1354	Yes	Yes	Yes	0	#N/A	1/0/1900		762461135	
307	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		767363211	
306	Yes	Yes	No	0	#N/A	1/0/1900		766963615	
308	Yes	Yes	No	0	#N/A	1/0/1900		767575673	
309	Yes	Yes	No	0	#N/A	1/0/1900		769217282	
1359	Yes	Yes	Yes	0	#N/A	1/0/1900		769958398	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
591	Yes	Yes	Yes	Graduate	940564	5/26/2016	1516	771385135	
2252	No	No	No	0	#N/A	1/0/1900		769537911	W81
1361	Yes	Yes	Yes	0	#N/A	1/0/1900		771619277	
2253	No	No	No	0	#N/A	1/0/1900		772182374	W15
1362	Yes	Yes	Yes	0	#N/A	1/0/1900		772169843	
2254	No	No	No	0	#N/A	1/0/1900		772217949	W1
2255	No	No	No	0	#N/A	1/0/1900		773199682	W81
1364	Yes	Yes	Yes	0	#N/A	1/0/1900		773517891	
1363	Yes	Yes	Yes	0	#N/A	1/0/1900		773361175	
310	Yes	Yes	No	0	#N/A	1/0/1900		773834833	
2256	No	No	No	0	#N/A	1/0/1900		775625957	W1
311	Yes	Yes	No	0	#N/A	1/0/1900		775878770	
2257	No	No	No	0	#N/A	1/0/1900		776424921	W1
2258	No	No	No	0	#N/A	1/0/1900		776748832	W1
312	Yes	Yes	No	0	#N/A	1/0/1900		776656886	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2259	No	No	No	0	#N/A	1/0/1900		777259615	W1
313	Yes	Yes	No	0	#N/A	1/0/1900		777763228	
1367	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		779145523	
314	Yes	Yes	No	0	#N/A	1/0/1900		781584180	
495	Yes	Yes	Yes	0	#N/A	1/0/1900		783947484	
6	Yes	Yes	Yes	Graduate	997259	5/25/2017	1617	784182230	
2260	No	No	No	0	#N/A	1/0/1900		783994643	W1
1370	Yes	Yes	Yes	0	#N/A	1/0/1900		784268781	
315	Yes	Yes	No	0	#N/A	1/0/1900		785149352	
2261	No	No	No	0	#N/A	1/0/1900		785522798	W81
2262	No	No	No	0	#N/A	1/0/1900		786668277	W1
2263	No	No	No	0	#N/A	1/0/1900		787127398	W9
2264	No	No	No	0	#N/A	1/0/1900		786761940	W1
316	Yes	Yes	No	0	#N/A	1/0/1900		789942836	
1376	Yes	Yes	Yes	0	#N/A	1/0/1900		791121627	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2265	No	No	No	0	#N/A	1/0/1900		788994580	W1
2266	No	No	No	0	#N/A	1/0/1900		792664799	W1
498	Yes	Yes	Yes	0	#N/A	1/0/1900		794241778	
2267	No	No	No	0	#N/A	1/0/1900		793681180	W1
1379	Yes	Yes	Yes	0	#N/A	1/0/1900		795117894	
3	Yes	Yes	Yes	Graduate	964106	5/25/2017	1617	797731239	
2268	No	No	No	0	#N/A	1/0/1900		797875614	W1
1382	Yes	Yes	Yes	0	#N/A	1/0/1900		798186656	
1380	Yes	Yes	Yes	0	#N/A	1/0/1900		795365816	
33	Yes	Yes	Yes	Graduate	1294351	5/25/2017	1617	799452776	
317	Yes	Yes	No	0	#N/A	1/0/1900		798374245	
640	Yes	Yes	Yes	Graduate	1063132	5/26/2016	1516	799896212	
27	Yes	Yes	Yes	Graduate	1253610	5/25/2017	1617	811547835	
2269	No	No	No	0	#N/A	1/0/1900		799476437	W1
1385	Yes	Yes	Yes	0	#N/A	1/0/1900		812258291	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1386	Yes	Yes	Yes	0	#N/A	1/0/1900		813576246	
2270	No	No	No	0	#N/A	1/0/1900		813999851	W15
318	Yes	Yes	No	0	#N/A	1/0/1900		816169486	
1389	Yes	Yes	Yes	0	#N/A	1/0/1900		816456222	
2271	No	No	No	0	#N/A	1/0/1900		818161762	W1
319	Yes	Yes	No	0	#N/A	1/0/1900		818661134	
320	Yes	Yes	No	0	#N/A	1/0/1900		818681579	
2272	No	No	No	Transfer-out	#N/A	1/0/1900		818881849	W8
2273	No	No	No	0	#N/A	1/0/1900		818539496	W1
321	Yes	Yes	No	0	#N/A	1/0/1900		818941734	
1391	Yes	Yes	Yes	0	#N/A	1/0/1900		818987927	
322	Yes	Yes	No	0	#N/A	1/0/1900		821346616	
1394	Yes	Yes	Yes	0	#N/A	1/0/1900		822974689	
1395	Yes	Yes	Yes	0	#N/A	1/0/1900		823234869	
501	Yes	Yes	Yes	0	#N/A	1/0/1900		822775375	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2274	No	No	No	Transfer-out	#N/A	1/0/1900		824353437	W14
2275	No	No	No	0	#N/A	1/0/1900		823434774	W1
2276	No	No	No	0	#N/A	1/0/1900		826489858	W1
503	Yes	Yes	Yes	0	#N/A	1/0/1900		827274747	
1400	Yes	Yes	Yes	0	#N/A	1/0/1900		827776717	
1401	Yes	Yes	Yes	0	#N/A	1/0/1900		828275446	
1518	Yes	Yes	Yes	0	#N/A	1/0/1900		828281725	W81
2277	No	No	No	0	#N/A	1/0/1900		829261775	W8
324	Yes	Yes	No	0	#N/A	1/0/1900		829866979	
1407	Yes	Yes	Yes	0	#N/A	1/0/1900		829918184	
1408	Yes	Yes	Yes	0	#N/A	1/0/1900		831158845	
2278	No	No	No	0	#N/A	1/0/1900		831262845	W1
1410	Yes	Yes	Yes	0	#N/A	1/0/1900		832321491	
1381	Yes	Yes	Yes	Graduate	1490228	12/18/2015	1516	836751982	
1409	Yes	Yes	Yes	0	#N/A	1/0/1900		831691746	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
325	Yes	Yes	No	0	#N/A	1/0/1900		841622277	
2279	No	No	No	0	#N/A	1/0/1900		842419327	W2
2280	No	No	No	0	#N/A	1/0/1900		841948177	W8
326	Yes	Yes	No	0	#N/A	1/0/1900		844639542	
1415	Yes	Yes	Yes	0	#N/A	1/0/1900		848229563	
327	Yes	Yes	No	0	#N/A	1/0/1900		849838685	
328	Yes	Yes	No	0	#N/A	1/0/1900		852371657	
2281	No	No	No	0	#N/A	1/0/1900		853683233	W1
1418	Yes	Yes	Yes	0	#N/A	1/0/1900		854322377	
1704	Yes	Yes	No	0	#N/A	1/0/1900		854496676	
2282	No	No	No	0	#N/A	1/0/1900		855816765	W8
329	Yes	Yes	No	0	#N/A	1/0/1900		857969752	
2283	No	No	No	0	#N/A	1/0/1900		858754583	W8
2284	No	No	No	0	#N/A	1/0/1900		862441110	W2
1425	Yes	Yes	Yes	0	#N/A	1/0/1900		862732237	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2285	No	No	No	0	#N/A	1/0/1900		862795259	W1
1429	Yes	Yes	Yes	0	#N/A	1/0/1900		865291827	
330	Yes	Yes	No	0	#N/A	1/0/1900		863439113	
2286	No	No	No	0	#N/A	1/0/1900		865935951	W81
1491	Yes	Yes	Yes	0	#N/A	1/0/1900		868512468	
331	Yes	Yes	No	0	#N/A	1/0/1900		865844633	
2287	No	No	No	0	#N/A	1/0/1900		868854365	W15
2288	No	No	No	0	#N/A	1/0/1900		868864661	W1
333	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		872111448	
1433	Yes	Yes	Yes	0	#N/A	1/0/1900		869223826	
1434	Yes	Yes	Yes	0	#N/A	1/0/1900		872662481	
1435	Yes	Yes	Yes	0	#N/A	1/0/1900		873528269	
508	Yes	Yes	Yes	0	#N/A	1/0/1900		874784242	
1439	Yes	Yes	Yes	0	#N/A	1/0/1900		876693656	
335	Yes	Yes	No	0	#N/A	1/0/1900		879251221	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
336	Yes	Yes	No	0	#N/A	1/0/1900		879758530	
337	Yes	Yes	No	0	#N/A	1/0/1900		881159545	
334	Yes	Yes	No	0	#N/A	1/0/1900		878147479	
338	Yes	Yes	No	0	#N/A	1/0/1900		881258917	
339	Yes	Yes	No	0	#N/A	1/0/1900		881973374	
1444	Yes	Yes	Yes	0	#N/A	1/0/1900		881899934	
340	Yes	Yes	No	0	#N/A	1/0/1900		885177881	
2289	No	No	No	0	#N/A	1/0/1900		882613664	W8
2290	No	No	No	0	#N/A	1/0/1900		885555623	W1
341	Yes	Yes	No	0	#N/A	1/0/1900		885974493	
2291	No	No	No	0	#N/A	1/0/1900		885266627	W15
1756	Yes	Yes	No	0	#N/A	1/0/1900		886229533	
342	Yes	Yes	No	0	#N/A	1/0/1900		886584440	
2292	No	No	No	0	#N/A	1/0/1900		888518644	W1
511	Yes	Yes	Yes	0	#N/A	1/0/1900		891534448	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
344	Yes	Yes	No	0	#N/A	1/0/1900		891552424	
2293	No	No	No	0	#N/A	1/0/1900		892151465	W8
345	Yes	Yes	No	0	#N/A	1/0/1900		892999228	
346	Yes	Yes	No	0	#N/A	1/0/1900		893218966	
347	Yes	Yes	No	0	#N/A	1/0/1900		893539585	
512	Yes	Yes	Yes	0	#N/A	1/0/1900		894752724	
348	Yes	Yes	No	0	#N/A	1/0/1900		895961761	
8	Yes	Yes	Yes	Graduate	1024107	5/25/2017	1617	899446140	
1458	Yes	Yes	Yes	0	#N/A	1/0/1900		898755376	
513	Yes	Yes	Yes	0	#N/A	1/0/1900		899993695	
2294	No	No	No	0	#N/A	1/0/1900		626132120	W81
275	Yes	Yes	No	0	#N/A	1/0/1900		623261534	
1049	Yes	Yes	Yes	0	#N/A	1/0/1900		347117426	
2295	No	No	No	0	#N/A	1/0/1900		813711918	W1
236	Yes	Yes	No	0	#N/A	1/0/1900		449275346	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
242	Yes	Yes	No	0	#N/A	1/0/1900		484648217	
1050	Yes	Yes	Yes	0	#N/A	1/0/1900		349377358	
113	Yes	Yes	No	0	#N/A	1/0/1900		103877064	
112	Yes	Yes	No	0	#N/A	1/0/1900		103813960	
1348	Yes	Yes	Yes	0	#N/A	1/0/1900		754243749	
1201	Yes	Yes	Yes	0	#N/A	1/0/1900		559258942	
203	Yes	Yes	No	0	#N/A	1/0/1900		298997586	
2296	No	No	No	0	#N/A	1/0/1900		662699750	W1
1535	Yes	Yes	Yes	0	#N/A	1/0/1900		434864336	
2297	No	No	No	0	#N/A	1/0/1900		416863272	W1
2298	No	No	No	0	#N/A	1/0/1900		314272162	W81
803	Yes	Yes	Yes	0	#N/A	1/0/1900		104316872	
2299	No	No	No	0	#N/A	1/0/1900		166437160	W15
2300	No	No	No	0	#N/A	1/0/1900		323839134	W1
1763	Yes	Yes	No	0	#N/A	1/0/1900		256975459	

NMCA - Part A School Summary Data Report – Attachments

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
224	Yes	Yes	No	0	#N/A	1/0/1900		426473435	
1105	Yes	Yes	Yes	0	#N/A	1/0/1900		426626461	
1254	Yes	Yes	Yes	0	#N/A	1/0/1900		637972712	
136	Yes	Yes	No	0	#N/A	1/0/1900		104409818	
209	Yes	Yes	No	0	#N/A	1/0/1900		328756598	
1472	Yes	Yes	No	0	#N/A	1/0/1900		843511650	
1739	Yes	Yes	No	0	#N/A	1/0/1900		242137859	
1142	Yes	Yes	Yes	0	#N/A	1/0/1900		478733314	
139	Yes	Yes	No	0	#N/A	1/0/1900		104528435	
292	Yes	Yes	No	0	#N/A	1/0/1900		712891894	
1236	Yes	Yes	Yes	0	#N/A	1/0/1900		612927731	
2301	No	No	No	0	#N/A	1/0/1900		211939269	W81
2302	No	No	No	0	#N/A	1/0/1900		861326965	W81
1537	Yes	Yes	Yes	0	#N/A	1/0/1900		342677739	
332	Yes	Yes	No	0	#N/A	1/0/1900		867528358	

1415 EOY Full	1415 EOY Snapshot	1516 40D Full	1516 40D Snapshot	Adjusted Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1132	Yes	Yes	Yes	0	#N/A	1/0/1900		463455717	
160	Yes	Yes	No	0	#N/A	1/0/1900		133944272	
2303	Yes	No	No	0	#N/A	5/22/2015	1415	100773498	WG
2304	Yes	No	No	Graduate	1321235	5/22/2015	1415	193342862	WG

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2305	No	No	No	0	#N/A	1/0/1900		102630548	W4
2306	No	No	No	0	#N/A	1/0/1900		102706892	
2307	No	No	No	0	#N/A	1/0/1900		101873685	W4
2308	Yes	No	No	Transfer-out	#N/A	1/0/1900		266637172	
83	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		102451036	
2309	No	No	No	Transfer-out	#N/A	1/0/1900		612498410	W2
2310	No	No	No	0	#N/A	1/0/1900		104059449	W15
574	Yes	Yes	Yes	0	#N/A	1/0/1900		100674183	
337	Yes	Yes	Yes	0	#N/A	1/0/1900		881159545	
1384	Yes	Yes	Yes	Graduate	1020740	5/25/2017	1617	152871844	
2311	Yes	No	No	0	#N/A	1/0/1900		733968275	
2312	No	No	No	0	#N/A	1/0/1900		383578853	W8
2313	No	No	No	0	#N/A	1/0/1900		842379588	W81
2314	No	No	No	0	#N/A	1/0/1900		103428751	W15
652	Yes	Yes	Yes	0	#N/A	1/0/1900		103166062	
2290	Yes	Yes	Yes	0	#N/A	1/0/1900		885555623	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
198	Yes	No	No	0	#N/A	1/0/1900		281791889	
2315	Yes	No	No	0	#N/A	1/0/1900		569615289	
2316	No	No	No	0	#N/A	1/0/1900		103555371	W2
2317	Yes	No	No	0	#N/A	1/0/1900		104054028	
818	Yes	Yes	Yes	0	#N/A	1/0/1900		104381033	
2318	Yes	No	No	0	#N/A	1/0/1900		378654677	
2319	No	No	No	0	#N/A	1/0/1900		292352119	W24
1339	Yes	Yes	Yes	0	#N/A	1/0/1900		741978696	
2072	No	Yes	Yes	0	#N/A	1/0/1900		177327970	W1
2173	Yes	Yes	No	0	#N/A	1/0/1900		471917930	
2320	Yes	No	No	0	#N/A	1/0/1900		572641918	
1487	Yes	Yes	Yes	0	#N/A	1/0/1900		728141698	
2321	No	No	No	0	#N/A	1/0/1900		103151544	W2
1444	Yes	Yes	Yes	0	#N/A	1/0/1900		881899934	
1363	Yes	Yes	Yes	0	#N/A	1/0/1900		773361175	
1021	Yes	Yes	Yes	0	#N/A	1/0/1900		321215436	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
380	Yes	Yes	Yes	0	#N/A	1/0/1900		104252879	
2322	Yes	No	No	0	#N/A	1/0/1900		104649330	
329	Yes	Yes	Yes	0	#N/A	1/0/1900		857969752	
163	Yes	Yes	Yes	0	#N/A	1/0/1900		151546124	
1900	Yes	Yes	No	0	#N/A	1/0/1900		101377901	
2215	Yes	Yes	No	0	#N/A	1/0/1900		652999491	
2323	Yes	No	No	0	#N/A	1/0/1900		769543745	
1194	Yes	Yes	Yes	0	#N/A	1/0/1900		546123597	
376	Yes	Yes	Yes	0	#N/A	1/0/1900		104050315	
2324	Yes	No	No	0	#N/A	1/0/1900		104264007	
2325	Yes	No	No	0	#N/A	1/0/1900		198341265	
2326	Yes	No	No	0	#N/A	1/0/1900		104183447	
2327	Yes	No	No	0	#N/A	1/0/1900		786841411	
2328	Yes	No	No	0	#N/A	1/0/1900		229497680	
2329	Yes	No	No	0	#N/A	1/0/1900		565731650	
261	Yes	Yes	Yes	0	#N/A	1/0/1900		565265691	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
935	Yes	Yes	Yes	0	#N/A	1/0/1900		192544674	
1117	Yes	Yes	Yes	0	#N/A	1/0/1900		447189440	
2330	Yes	No	No	0	#N/A	1/0/1900		104633052	
2331	Yes	No	No	0	#N/A	1/0/1900		892533779	
2332	No	No	No	0	#N/A	1/0/1900		324315399	W1
2333	Yes	No	No	0	#N/A	1/0/1900		514516285	
2170	Yes	Yes	Yes	0	#N/A	1/0/1900		464244557	
2334	Yes	No	No	0	#N/A	1/0/1900		398313874	
2335	No	No	No	0	#N/A	1/0/1900		537968562	W8
2336	No	No	No	0	#N/A	1/0/1900		104083704	W8
2337	No	No	No	0	#N/A	1/0/1900		104609177	W81
2338	No	No	No	0	#N/A	1/0/1900		738775493	W1
1477	No	No	No	0	#N/A	1/0/1900		138327333	W15
2339	No	No	No	0	#N/A	1/0/1900		104547062	W15
2340	No	No	No	0	#N/A	1/0/1900		684263759	W15
2341	No	No	No	0	#N/A	1/0/1900		818642563	W6

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2342	No	No	No	0	#N/A	1/0/1900		198721532	W3
2343	No	No	No	0	#N/A	1/0/1900		103730586	W15
2344	Yes	No	No	Graduate	947998	5/22/2014	1314	101042968	WG
2345	Yes	No	No	Graduate	962757	5/22/2014	1314	141961318	WG
2346	Yes	No	No	Graduate	1016546	5/22/2014	1314	100045202	WG
2347	Yes	No	No	Graduate	1019584	5/22/2014	1314	765348867	WG
2348	Yes	No	No	Graduate	1048894	5/22/2014	1314	102630480	WG
2349	Yes	No	No	Graduate	1052298	5/22/2014	1314	101747210	WG
2350	Yes	No	No	Graduate	1136207	5/22/2014	1314	524818374	WG
2351	No	No	No	Graduate	987086	12/20/2013	1314	628895948	WG
2352	Yes	No	No	Graduate	1187195	5/22/2014	1314	103473864	WG
2353	Yes	No	No	0	#N/A	5/22/2014	1314	102598695	WC
2354	No	No	No	0	#N/A	1/0/1900		100772797	
1853	Yes	Yes	Yes	Graduate	988461	5/22/2015	1415	689423416	
2355	Yes	No	No	0	#N/A	1/0/1900		100032168	
2356	Yes	No	No	0	#N/A	1/0/1900		113593461	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1922	Yes	Yes	Yes	Graduate	1021005	1/6/2015	1415	102470069	
1859	Yes	Yes	Yes	Graduate	1054593	5/22/2015	1415	102706645	
2357	No	No	No	0	#N/A	1/0/1900		102506854	W4
2358	No	No	No	0	#N/A	1/0/1900		454592593	W15
2359	No	No	No	0	#N/A	1/0/1900		102867512	W12
2360	No	No	No	0	#N/A	1/0/1900		101661650	W4
2361	No	No	No	0	#N/A	1/0/1900		102786019	W15
2362	No	No	No	0	#N/A	1/0/1900		102745528	W4
2363	No	No	No	0	#N/A	1/0/1900		101554483	W4
2364	No	No	No	0	#N/A	1/0/1900		164159774	W2
2365	No	No	No	0	#N/A	1/0/1900		102284007	W1
2366	No	No	No	0	#N/A	1/0/1900		100037084	W1
2367	Yes	No	No	0	#N/A	1/0/1900		102180049	
2368	Yes	No	No	0	#N/A	1/0/1900		571739762	
2369	No	No	No	0	#N/A	1/0/1900		101363315	W2
2370	Yes	No	No	0	#N/A	1/0/1900		418983268	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1850	Yes	Yes	Yes	Graduate	947328	5/22/2015	1415	821362340	
289	Yes	Yes	Yes	0	#N/A	1/0/1900		695711481	
2371	Yes	No	No	0	#N/A	1/0/1900		296884836	
351	Yes	Yes	Yes	0	#N/A	1/0/1900		101134435	
2372	Yes	No	No	0	#N/A	1/0/1900		100553213	
2373	Yes	No	No	0	#N/A	1/0/1900		843242348	
2374	No	No	No	0	#N/A	1/0/1900		783597255	
2375	Yes	No	No	0	#N/A	1/0/1900		102800265	
1921	Yes	Yes	Yes	0	#N/A	1/0/1900		102455904	
181	Yes	Yes	Yes	0	#N/A	1/0/1900		221621568	
1852	Yes	Yes	Yes	Graduate	984553	5/22/2015	1415	751487612	
2376	Yes	No	No	0	#N/A	1/0/1900		679171157	
1854	Yes	Yes	Yes	Graduate	995056	5/22/2015	1415	636124786	
2083	Yes	Yes	Yes	0	#N/A	1/0/1900		221455967	
2377	No	No	No	0	#N/A	1/0/1900		101140721	
2378	No	No	No	0	#N/A	1/0/1900		101648640	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1855	Yes	Yes	Yes	0	#N/A	1/0/1900		723127999	
1856	Yes	Yes	Yes	Graduate	1016435	5/22/2015	1415	102908217	
2379	Yes	No	No	0	#N/A	1/0/1900		100550052	
611	Yes	Yes	Yes	Graduate	1021522	5/26/2016	1516	102448974	
2258	Yes	Yes	Yes	0	#N/A	1/0/1900		776748832	
2380	Yes	No	No	Graduate	1023690	5/22/2014	1314	377339577	
2381	Yes	No	No	0	#N/A	1/0/1900		100982685	
1927	Yes	Yes	Yes	0	#N/A	1/0/1900		102734027	
1857	Yes	Yes	Yes	Graduate	1025612	5/22/2015	1415	102635216	
2251	Yes	Yes	Yes	Graduate	1026979	1/6/2015	1415	761543867	
1211	Yes	Yes	Yes	0	#N/A	1/0/1900		566996112	
2303	Yes	Yes	Yes	0	#N/A	5/22/2015	1415	100773498	
2382	Yes	No	No	0	#N/A	1/0/1900		100120302	
1858	Yes	Yes	Yes	Graduate	1033543	5/22/2015	1415	103836896	
2383	No	No	No	0	#N/A	1/0/1900		100535517	
1860	Yes	Yes	Yes	Graduate	1066015	5/22/2015	1415	100736479	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2384	Yes	No	No	0	#N/A	1/0/1900		102634870	
2385	No	No	No	0	#N/A	1/0/1900		102640638	W15
2386	No	No	No	0	#N/A	1/0/1900		103128369	W15
2387	No	No	No	0	#N/A	1/0/1900		102223096	W15
2388	No	No	No	0	#N/A	1/0/1900		100591197	W4
2389	No	No	No	0	#N/A	1/0/1900		100529460	W11
2390	No	No	No	0	#N/A	1/0/1900		102993045	W14
2391	No	No	No	0	#N/A	1/0/1900		101509594	W4
2392	No	No	No	0	#N/A	1/0/1900		102915295	W1
2393	No	No	No	0	#N/A	1/0/1900		102505195	W1
2394	No	No	No	0	#N/A	1/0/1900		336164645	W4
2395	No	No	No	0	#N/A	1/0/1900		100559913	W4
2396	No	No	No	0	#N/A	1/0/1900		102701919	W15
2397	No	No	No	0	#N/A	1/0/1900		101320315	W4
2398	No	No	No	0	#N/A	1/0/1900		828327791	W4
2399	No	No	No	0	#N/A	1/0/1900		861596625	W15

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2400	No	No	No	0	#N/A	1/0/1900		100095777	W1
2401	No	No	No	0	#N/A	1/0/1900		391613221	W24
2402	No	No	No	0	#N/A	1/0/1900		791817976	W8
2403	No	No	No	0	#N/A	1/0/1900		104559109	W15
2404	No	No	No	0	#N/A	1/0/1900		617296926	W12
2405	No	No	No	0	#N/A	1/0/1900		102448040	W15
2406	No	No	No	0	#N/A	1/0/1900		585847551	W4
2407	No	No	No	0	#N/A	1/0/1900		100542414	W24
2408	No	No	No	0	#N/A	1/0/1900		101324184	W15
2409	No	No	No	0	#N/A	1/0/1900		882742281	W81
2410	No	No	No	0	#N/A	1/0/1900		101339844	W1
2411	No	No	No	0	#N/A	1/0/1900		514288315	W2
2412	No	No	No	0	#N/A	1/0/1900		102920691	W4
2413	No	No	No	0	#N/A	1/0/1900		876534561	W15
2414	No	No	No	0	#N/A	1/0/1900		101183481	W1
2415	No	No	No	0	#N/A	1/0/1900		102508868	W4

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2416	No	No	No	0	#N/A	1/0/1900		102936945	
2417	Yes	No	No	0	#N/A	1/0/1900		100560176	
2418	Yes	No	No	0	#N/A	1/0/1900		297152845	
2419	Yes	No	No	0	#N/A	1/0/1900		104088778	
1910	Yes	Yes	Yes	Non-graduate	#N/A	1/0/1900		102224557	
2420	Yes	No	No	0	#N/A	1/0/1900		238494223	
1861	Yes	Yes	Yes	Graduate	1176174	5/22/2015	1415	589132877	
2421	Yes	No	No	0	#N/A	1/0/1900		102734209	
2422	No	No	No	0	#N/A	1/0/1900		101391183	W15
2423	No	No	No	0	#N/A	1/0/1900		102692597	W2
2424	No	No	No	0	#N/A	1/0/1900		101872828	W15
2425	No	No	No	Transfer-out	#N/A	1/0/1900		104549944	W81
2426	Yes	No	No	Transfer-out	#N/A	1/0/1900		102731825	
2427	Yes	No	No	Transfer-out	#N/A	1/0/1900		255894529	
634	Yes	Yes	Yes	Graduate	1032287	5/26/2016	1516	102000841	
2057	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		133447789	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
594	Yes	Yes	Yes	Graduate	940626	5/26/2016	1516	699552170	
2428	Yes	No	No	Transfer-out	#N/A	1/0/1900		101394179	
2429	No	No	No	Transfer-out	#N/A	1/0/1900		214544223	
598	Yes	Yes	Yes	Graduate	948258	5/26/2016	1516	578256331	
2430	No	No	No	Transfer-out	#N/A	1/0/1900		103401881	
277	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		631466125	
114	Yes	Yes	Yes	Non-graduate	#N/A	1/0/1900		103885349	
88	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		102935376	
2142	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		388198491	
2431	Yes	No	No	Transfer-out	#N/A	1/0/1900		739722627	
602	Yes	Yes	Yes	Graduate	958504	5/26/2016	1516	424746253	
2432	Yes	No	No	Transfer-out	#N/A	1/0/1900		697738482	
2433	No	No	No	Transfer-out	#N/A	1/0/1900		229738562	
1851	Yes	Yes	Yes	Graduate	964850	5/22/2015	1415	639923770	
619	Yes	Yes	Yes	Graduate	971459	5/26/2016	1516	100793900	
1881	Yes	Yes	Yes	Non-graduate	#N/A	1/0/1900		100547637	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1883	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		100631274	
2434	Yes	No	No	Transfer-out	#N/A	1/0/1900		316855543	
5	Yes	Yes	Yes	Graduate	986019	5/25/2017	1617	499356731	
2435	No	No	No	Transfer-out	#N/A	1/0/1900		102569415	
2436	No	No	No	Transfer-out	#N/A	1/0/1900		102708039	
2437	No	No	No	Transfer-out	#N/A	1/0/1900		659793178	
2438	No	No	No	Transfer-out	#N/A	1/0/1900		100668706	
2136	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		378969950	
1480	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		101705689	
81	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		102253382	
73	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		100623859	
732	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		103706545	
621	Yes	Yes	Yes	Graduate	1017653	5/26/2016	1516	499645299	
2439	Yes	No	No	Transfer-out	#N/A	1/0/1900		102806163	
625	Yes	Yes	Yes	Graduate	1019595	5/26/2016	1516	100021708	
628	Yes	Yes	Yes	Graduate	1021618	5/26/2016	1516	102489994	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
633	Yes	Yes	Yes	Graduate	1030343	5/26/2016	1516	103371019	
2440	Yes	No	No	Transfer-out	#N/A	1/0/1900		191738848	
175	No	Yes	Yes	Transfer-out	#N/A	1/0/1900		184997427	
2441	Yes	No	No	Transfer-out	#N/A	1/0/1900		477487656	
2442	Yes	No	No	Transfer-out	#N/A	1/0/1900		102184884	
2443	No	No	No	Transfer-out	#N/A	1/0/1900		101873024	
974	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		251488656	
637	Yes	Yes	Yes	Graduate	1060326	5/26/2016	1516	102180486	
2444	Yes	No	No	Transfer-out	#N/A	1/0/1900		249855941	
640	Yes	Yes	Yes	Graduate	1063132	5/26/2016	1516	799896212	
1364	Yes	Yes	Yes	0	#N/A	1/0/1900		773517891	
581	Yes	Yes	Yes	0	#N/A	1/0/1900		101285146	
2445	No	No	No	Transfer-out	#N/A	1/0/1900		869212696	
333	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		872111448	
2446	Yes	No	No	Transfer-out	#N/A	1/0/1900		100799709	
2447	Yes	No	No	Transfer-out	#N/A	1/0/1900		100799725	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
654	Yes	Yes	Yes	Graduate	1100383	5/26/2016	1516	102860889	
2448	No	No	No	Transfer-out	#N/A	1/0/1900		100104769	W15
2449	No	No	No	Transfer-out	#N/A	1/0/1900		100559871	W1
2450	No	No	No	Transfer-out	#N/A	1/0/1900		102258050	W21
2451	No	No	No	Transfer-out	#N/A	1/0/1900		102564887	W1
2452	No	No	No	Transfer-out	#N/A	1/0/1900		100004993	W12
2453	No	No	No	Transfer-out	#N/A	1/0/1900		693315285	W8
2454	No	No	No	Transfer-out	#N/A	1/0/1900		715387866	W8
2455	No	No	No	Transfer-out	#N/A	1/0/1900		103117743	W15
2456	No	No	No	Transfer-out	#N/A	1/0/1900		101283646	W24
2457	No	No	No	Transfer-out	#N/A	1/0/1900		197344179	W15
2458	No	No	No	Transfer-out	#N/A	1/0/1900		102062817	W12
2459	No	No	No	Transfer-out	#N/A	1/0/1900		564762276	W15
2460	No	No	No	Transfer-out	#N/A	1/0/1900		101737245	W12
2461	No	No	No	Transfer-out	#N/A	1/0/1900		589169960	W1
2462	No	No	No	Transfer-out	#N/A	1/0/1900		534267117	W15

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2463	No	No	No	Transfer-out	#N/A	1/0/1900		100663632	W12
2464	No	No	No	Transfer-out	#N/A	1/0/1900		103240990	W12
2465	No	No	No	Transfer-out	#N/A	1/0/1900		100535913	
2466	Yes	No	No	Transfer-out	#N/A	1/0/1900		100614999	
2467	Yes	No	No	Transfer-out	#N/A	1/0/1900		102957917	
13	Yes	Yes	Yes	Graduate	1102195	5/25/2017	1617	102510419	
14	Yes	Yes	Yes	Graduate	1115101	5/25/2017	1617	342432267	
2468	Yes	No	No	Transfer-out	#N/A	1/0/1900		101321479	
1929	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		102781309	
596	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		101754281	
2469	Yes	No	No	Transfer-out	#N/A	1/0/1900		101377703	
2174	Yes	Yes	Yes	Transfer-out	#N/A	1/0/1900		478982531	
16	Yes	Yes	Yes	Graduate	1177386	5/25/2017	1617	101249720	
2470	Yes	No	No	Transfer-out	#N/A	1/0/1900		103057956	
1892	Yes	Yes	No	Transfer-out	#N/A	1/0/1900		101287191	
582	Yes	Yes	Yes	Non-graduate	#N/A	1/0/1900		101322055	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2471	No	No	No	Transfer-out	#N/A	1/0/1900		0	
1771	Yes	Yes	Yes	0	#N/A	1/0/1900		291152643	
591	Yes	Yes	Yes	Graduate	940564	5/26/2016	1516	771385135	
98	Yes	Yes	Yes	0	#N/A	1/0/1900		103371357	
1	Yes	Yes	Yes	Graduate	946601	5/25/2017	1617	122688641	
2472	Yes	No	No	0	#N/A	1/0/1900		565621471	
123	Yes	Yes	Yes	0	#N/A	1/0/1900		104149935	
2076	Yes	Yes	Yes	0	#N/A	1/0/1900		193779832	
2473	Yes	No	No	0	#N/A	1/0/1900		316541697	
2	Yes	Yes	Yes	Graduate	964033	5/25/2017	1617	103066361	
3	Yes	Yes	Yes	Graduate	964106	5/25/2017	1617	797731239	
4	Yes	Yes	Yes	Graduate	969267	5/25/2017	1617	102860780	
2474	Yes	No	No	0	#N/A	1/0/1900		103509691	
1716	Yes	Yes	Yes	0	#N/A	1/0/1900		103266565	
2475	No	No	No	0	#N/A	1/0/1900		545777443	
2476	Yes	No	No	0	#N/A	1/0/1900		339715336	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
6	Yes	Yes	Yes	Graduate	997259	5/25/2017	1617	784182230	
1478	Yes	Yes	Yes	0	#N/A	1/0/1900		453179699	
975	Yes	Yes	Yes	0	#N/A	1/0/1900		251542650	
1467	Yes	Yes	Yes	0	#N/A	1/0/1900		448694927	
2477	Yes	No	No	0	#N/A	1/0/1900		429161730	
2478	Yes	No	No	0	#N/A	1/0/1900		104072962	
2479	Yes	No	No	0	#N/A	1/0/1900		385127832	
2480	Yes	No	No	0	#N/A	1/0/1900		816927131	
1165	Yes	Yes	Yes	0	#N/A	1/0/1900		518252499	
7	Yes	Yes	Yes	Graduate	1018172	5/25/2017	1617	137255493	
249	Yes	Yes	Yes	0	#N/A	1/0/1900		514225820	
122	Yes	Yes	Yes	0	#N/A	1/0/1900		104146014	
2481	Yes	No	No	0	#N/A	1/0/1900		103020913	
149	Yes	Yes	Yes	0	#N/A	1/0/1900		104641758	
8	Yes	Yes	Yes	Graduate	1024107	5/25/2017	1617	899446140	
2482	No	No	No	0	#N/A	1/0/1900		663492130	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1482	Yes	Yes	Yes	0	#N/A	1/0/1900		319617452	
2483	Yes	No	No	0	#N/A	1/0/1900		103452355	
9	Yes	Yes	Yes	Graduate	1040330	5/25/2017	1617	649934122	
1483	Yes	Yes	Yes	0	#N/A	1/0/1900		668862238	
278	Yes	Yes	Yes	0	#N/A	1/0/1900		633252440	
10	Yes	Yes	Yes	Graduate	1051717	5/25/2017	1617	103110037	
2484	Yes	No	No	0	#N/A	1/0/1900		517389763	
11	Yes	Yes	Yes	Graduate	1063987	5/25/2017	1617	103324042	
12	Yes	Yes	Yes	Graduate	1071109	5/25/2017	1617	104199112	
228	Yes	Yes	Yes	0	#N/A	1/0/1900		436357917	
2485	Yes	No	No	0	#N/A	1/0/1900		351298559	
2486	No	No	No	0	#N/A	1/0/1900		724347471	W81
2487	No	No	No	0	#N/A	1/0/1900		274497163	W15
2488	No	No	No	0	#N/A	1/0/1900		102490653	W15
2489	No	No	No	0	#N/A	1/0/1900		521993113	W81
2490	No	No	No	0	#N/A	1/0/1900		516767779	W81

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2491	No	No	No	0	#N/A	1/0/1900		103605630	W15
2492	No	No	No	0	#N/A	1/0/1900		103330775	W15
2493	No	No	No	0	#N/A	1/0/1900		876649997	W15
2494	No	No	No	0	#N/A	1/0/1900		103581989	W1
2495	No	No	No	0	#N/A	1/0/1900		103117560	W21
2496	No	No	No	0	#N/A	1/0/1900		312797327	W1
2497	No	No	No	0	#N/A	1/0/1900		288188360	W81
2498	No	No	No	0	#N/A	1/0/1900		269198610	W15
2499	No	No	No	0	#N/A	1/0/1900		103430914	W15
2500	No	No	No	0	#N/A	1/0/1900		101118073	W15
2501	No	No	No	0	#N/A	1/0/1900		102892783	W15
2502	No	No	No	0	#N/A	1/0/1900		103166518	W15
2503	No	No	No	0	#N/A	1/0/1900		443962378	W81
2504	No	No	No	0	#N/A	1/0/1900		746618743	W15
2505	No	No	No	0	#N/A	1/0/1900		103149647	W81
2506	No	No	No	0	#N/A	1/0/1900		104359609	W15

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2507	Yes	No	No	0	#N/A	1/0/1900		103508230	
2508	No	No	No	0	#N/A	1/0/1900		334398559	W1
680	Yes	Yes	Yes	0	#N/A	1/0/1900		103279212	
2509	No	No	No	0	#N/A	1/0/1900		104222203	W24
2510	No	No	No	0	#N/A	1/0/1900		103131884	W81
675	Yes	Yes	Yes	0	#N/A	1/0/1900		103268561	
726	Yes	Yes	Yes	0	#N/A	1/0/1900		103577268	
2511	Yes	No	No	0	#N/A	1/0/1900		100623552	
2512	Yes	No	No	0	#N/A	1/0/1900		799868179	
2513	Yes	No	No	0	#N/A	1/0/1900		103271409	
2241	Yes	Yes	Yes	0	#N/A	1/0/1900		726133630	
2514	Yes	No	No	0	#N/A	1/0/1900		103162202	
2515	Yes	No	No	0	#N/A	1/0/1900		101963346	
604	Yes	Yes	Yes	0	#N/A	1/0/1900		102097912	
2233	Yes	Yes	Yes	0	#N/A	1/0/1900		712174374	
1488	Yes	Yes	Yes	0	#N/A	1/0/1900		103288080	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2516	No	No	No	0	#N/A	1/0/1900		103394284	W23
2517	No	No	No	0	#N/A	1/0/1900		102981115	W14
2518	Yes	No	No	0	#N/A	1/0/1900		103546719	
2519	Yes	No	No	0	#N/A	1/0/1900		103176285	
105	Yes	Yes	Yes	0	#N/A	1/0/1900		103507760	
1489	Yes	Yes	Yes	0	#N/A	1/0/1900		103005278	
108	Yes	Yes	Yes	0	#N/A	1/0/1900		103583076	
2520	Yes	No	No	0	#N/A	1/0/1900		103186334	
2521	No	No	No	0	#N/A	1/0/1900		101648095	W12
2522	No	No	No	0	#N/A	1/0/1900		353193329	W14
1968	Yes	Yes	Yes	0	#N/A	1/0/1900		103414504	
90	Yes	No	No	0	#N/A	1/0/1900		103116703	
2523	Yes	No	No	0	#N/A	1/0/1900		104398086	
2524	No	No	No	0	#N/A	1/0/1900		688642297	W4
2525	No	No	No	0	#N/A	1/0/1900		103487880	W81
1490	Yes	Yes	Yes	0	#N/A	1/0/1900		101330686	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2526	No	No	No	0	#N/A	1/0/1900		437221922	W1
2527	No	No	No	0	#N/A	1/0/1900		103623468	W12
2528	No	No	No	0	#N/A	1/0/1900		103070520	W3
1710	Yes	Yes	No	0	#N/A	1/0/1900		104630256	
2188	Yes	Yes	Yes	0	#N/A	1/0/1900		532868247	
2529	Yes	No	No	0	#N/A	1/0/1900		772279972	
1741	Yes	Yes	Yes	0	#N/A	1/0/1900		327946141	
2530	Yes	No	No	0	#N/A	1/0/1900		104182795	
389	Yes	Yes	Yes	0	#N/A	1/0/1900		104552997	
222	Yes	Yes	Yes	0	#N/A	1/0/1900		416515245	
2531	No	No	No	0	#N/A	1/0/1900		244138863	W1
2532	Yes	No	No	0	#N/A	1/0/1900		727526592	
2533	Yes	No	No	0	#N/A	1/0/1900		621979616	
2534	No	No	No	0	#N/A	1/0/1900		103495024	W1
2254	Yes	Yes	No	0	#N/A	1/0/1900		772217949	
1386	Yes	Yes	Yes	0	#N/A	1/0/1900		813576246	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1116	Yes	Yes	Yes	0	#N/A	1/0/1900		442271391	
206	Yes	Yes	Yes	0	#N/A	1/0/1900		314994591	
1017	Yes	Yes	Yes	0	#N/A	1/0/1900		314414517	
1491	Yes	Yes	Yes	0	#N/A	1/0/1900		868512468	
2535	No	No	No	0	#N/A	1/0/1900		104145446	W1
2536	Yes	No	No	0	#N/A	1/0/1900		411371958	
215	Yes	Yes	Yes	0	#N/A	1/0/1900		365539436	
2537	Yes	No	No	0	#N/A	1/0/1900		268941119	
2538	Yes	No	No	0	#N/A	1/0/1900		743314890	
157	Yes	Yes	Yes	0	#N/A	1/0/1900		128714573	
2152	Yes	Yes	No	0	#N/A	1/0/1900		422386599	
2539	Yes	No	No	0	#N/A	1/0/1900		745576215	
2085	Yes	Yes	No	0	#N/A	1/0/1900		226185940	
2540	Yes	No	No	Transfer-out	#N/A	1/0/1900		456622364	
1990	Yes	Yes	Yes	0	#N/A	1/0/1900		103774949	
419	Yes	Yes	Yes	0	#N/A	1/0/1900		247758998	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2541	Yes	No	No	0	#N/A	1/0/1900		523539914	
2126	Yes	Yes	Yes	0	#N/A	1/0/1900		351794854	
381	Yes	Yes	Yes	0	#N/A	1/0/1900		104264312	
456	Yes	Yes	No	0	#N/A	1/0/1900		527898159	
2542	Yes	No	No	0	#N/A	1/0/1900		104097845	
413	Yes	Yes	Yes	0	#N/A	1/0/1900		215144981	
2543	No	No	No	0	#N/A	1/0/1900		851825968	W15
2544	No	No	No	0	#N/A	1/0/1900		623821980	W8
255	Yes	Yes	Yes	0	#N/A	1/0/1900		552355596	
1181	Yes	Yes	Yes	0	#N/A	1/0/1900		532888138	
1139	Yes	Yes	Yes	0	#N/A	1/0/1900		473826162	
1069	Yes	Yes	Yes	0	#N/A	1/0/1900		366752491	
158	Yes	Yes	Yes	0	#N/A	1/0/1900		131795924	
2545	Yes	No	No	0	#N/A	1/0/1900		104173083	
2546	Yes	No	No	0	#N/A	1/0/1900		449711282	
1391	Yes	Yes	Yes	0	#N/A	1/0/1900		818987927	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2547	Yes	No	No	0	#N/A	1/0/1900		103253951	
2548	Yes	No	No	0	#N/A	1/0/1900		394436455	
2549	No	No	No	0	#N/A	1/0/1900		728843319	
2036	Yes	Yes	Yes	0	#N/A	1/0/1900		104582218	
130	Yes	Yes	Yes	0	#N/A	1/0/1900		104341722	
221	Yes	Yes	Yes	0	#N/A	1/0/1900		413758236	
1476	Yes	Yes	Yes	0	#N/A	1/0/1900		363594193	
2550	Yes	No	No	0	#N/A	1/0/1900		523838928	
740	Yes	Yes	Yes	0	#N/A	1/0/1900		103773073	
2551	Yes	No	No	0	#N/A	1/0/1900		103320404	
855	Yes	Yes	Yes	0	#N/A	1/0/1900		111637559	
305	Yes	Yes	Yes	0	#N/A	1/0/1900		763813813	
1359	Yes	Yes	Yes	0	#N/A	1/0/1900		769958398	
1084	Yes	Yes	Yes	0	#N/A	1/0/1900		392165940	
2032	Yes	Yes	No	0	#N/A	1/0/1900		104525738	
2552	No	No	No	0	#N/A	1/0/1900		161312616	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2553	Yes	No	No	0	#N/A	1/0/1900		713159259	
2554	Yes	No	No	0	#N/A	1/0/1900		104071493	
1092	Yes	Yes	Yes	0	#N/A	1/0/1900		399739473	
1385	Yes	Yes	Yes	0	#N/A	1/0/1900		812258291	
2149	Yes	Yes	Yes	0	#N/A	1/0/1900		415882190	
2555	No	No	No	0	#N/A	1/0/1900		103401790	
1220	Yes	No	No	0	#N/A	1/0/1900		578574832	
893	Yes	Yes	Yes	0	#N/A	1/0/1900		152592275	
453	Yes	Yes	Yes	0	#N/A	1/0/1900		492882618	
1298	Yes	Yes	Yes	0	#N/A	1/0/1900		686914672	
2556	No	No	No	0	#N/A	1/0/1900		103277075	W15
2557	No	No	No	0	#N/A	1/0/1900		842689820	W81
2558	Yes	No	No	0	#N/A	1/0/1900		138694344	
387	Yes	Yes	Yes	0	#N/A	1/0/1900		104453121	
2114	Yes	Yes	Yes	0	#N/A	1/0/1900		296245889	
2206	Yes	Yes	Yes	0	#N/A	1/0/1900		611559451	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2559	Yes	No	No	0	#N/A	1/0/1900		103787446	
1226	Yes	No	No	0	#N/A	1/0/1900		586679664	
274	Yes	Yes	Yes	0	#N/A	1/0/1900		613679851	
770	Yes	Yes	Yes	0	#N/A	1/0/1900		104105481	
2560	Yes	No	No	0	#N/A	1/0/1900		104125059	
939	Yes	Yes	Yes	0	#N/A	1/0/1900		198744112	
2561	Yes	No	No	0	#N/A	1/0/1900		244251989	
2562	Yes	No	No	0	#N/A	1/0/1900		396596454	
2563	Yes	No	No	0	#N/A	1/0/1900		391678133	
2564	Yes	No	No	0	#N/A	1/0/1900		613297241	
1122	Yes	Yes	Yes	0	#N/A	1/0/1900		454416348	
1434	Yes	Yes	Yes	0	#N/A	1/0/1900		872662481	
409	Yes	Yes	Yes	0	#N/A	1/0/1900		169959152	
965	Yes	Yes	Yes	0	#N/A	1/0/1900		242729564	
2248	Yes	Yes	Yes	0	#N/A	1/0/1900		746657790	
1045	Yes	Yes	Yes	0	#N/A	1/0/1900		344346333	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1394	Yes	Yes	Yes	0	#N/A	1/0/1900		822974689	
2134	Yes	Yes	Yes	0	#N/A	1/0/1900		376313227	
2267	Yes	Yes	Yes	0	#N/A	1/0/1900		793681180	
338	Yes	Yes	Yes	0	#N/A	1/0/1900		881258917	
322	Yes	Yes	Yes	0	#N/A	1/0/1900		821346616	
211	Yes	Yes	Yes	0	#N/A	1/0/1900		344122171	
2565	Yes	No	No	0	#N/A	1/0/1900		343878633	
2566	No	No	No	0	#N/A	1/0/1900		681832366	
2567	Yes	No	No	0	#N/A	1/0/1900		227563269	
2568	Yes	No	No	Not in cohort	#N/A	1/0/1900		257167460	
2569	Yes	No	No	0	#N/A	1/0/1900		592916654	
768	Yes	Yes	Yes	0	#N/A	1/0/1900		104099916	
75	Yes	Yes	Yes	0	#N/A	1/0/1900		101781656	
2570	Yes	No	No	0	#N/A	1/0/1900		836752832	
346	Yes	Yes	Yes	0	#N/A	1/0/1900		893218966	
385	Yes	Yes	Yes	0	#N/A	1/0/1900		104351275	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2571	No	No	No	0	#N/A	1/0/1900		191531268	
2572	Yes	No	No	0	#N/A	1/0/1900		726214224	
1081	Yes	Yes	Yes	0	#N/A	1/0/1900		386787451	
1409	Yes	Yes	Yes	0	#N/A	1/0/1900		831691746	
2573	Yes	No	No	0	#N/A	1/0/1900		878157890	
2574	Yes	No	No	0	#N/A	1/0/1900		354184491	
309	Yes	Yes	Yes	0	#N/A	1/0/1900		769217282	
326	Yes	Yes	Yes	0	#N/A	1/0/1900		844639542	
2575	Yes	No	No	0	#N/A	1/0/1900		587355413	
2576	No	No	No	0	#N/A	1/0/1900		865949663	
2577	Yes	No	No	0	#N/A	1/0/1900		258616424	
1063	Yes	No	No	0	#N/A	1/0/1900		363574161	
2578	Yes	No	No	0	#N/A	1/0/1900		104271366	
1157	Yes	Yes	Yes	0	#N/A	1/0/1900		498738590	
2579	Yes	No	No	0	#N/A	1/0/1900		104182530	
2580	Yes	No	No	0	#N/A	1/0/1900		871549416	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2581	No	No	No	0	#N/A	1/0/1900		104062831	
1314	Yes	Yes	Yes	0	#N/A	1/0/1900		713267797	
2582	Yes	No	No	Transfer-out	#N/A	1/0/1900		104095732	
214	Yes	Yes	Yes	0	#N/A	1/0/1900		353677883	
2583	Yes	No	No	0	#N/A	1/0/1900		671628931	
295	Yes	Yes	Yes	0	#N/A	1/0/1900		718945736	
766	Yes	Yes	Yes	0	#N/A	1/0/1900		104098561	
1389	Yes	Yes	Yes	0	#N/A	1/0/1900		816456222	
1479	Yes	Yes	Yes	0	#N/A	1/0/1900		104194634	
876	Yes	Yes	Yes	0	#N/A	1/0/1900		129628319	
1183	Yes	Yes	Yes	0	#N/A	1/0/1900		534187182	
2584	Yes	No	No	0	#N/A	1/0/1900		358115848	
2585	No	No	No	0	#N/A	1/0/1900		534427927	
2586	Yes	No	No	0	#N/A	1/0/1900		133697490	
2587	Yes	No	No	0	#N/A	1/0/1900		377469549	
2162	No	Yes	No	0	#N/A	1/0/1900		446588360	W2

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2588	Yes	No	No	0	#N/A	1/0/1900		816562284	
1072	Yes	Yes	Yes	0	#N/A	1/0/1900		371919762	
1151	Yes	Yes	Yes	0	#N/A	1/0/1900		488781733	
143	Yes	Yes	Yes	0	#N/A	1/0/1900		104596879	
2589	No	No	No	0	#N/A	1/0/1900		842394314	
503	Yes	Yes	Yes	0	#N/A	1/0/1900		827274747	
2590	Yes	No	No	0	#N/A	1/0/1900		104185244	
1395	Yes	Yes	Yes	0	#N/A	1/0/1900		823234869	
987	Yes	No	No	0	#N/A	1/0/1900		267396455	
508	Yes	Yes	Yes	0	#N/A	1/0/1900		874784242	
2591	Yes	No	No	0	#N/A	1/0/1900		691265128	
179	Yes	Yes	Yes	0	#N/A	1/0/1900		211321625	
2260	Yes	Yes	Yes	0	#N/A	1/0/1900		783994643	
2120	Yes	Yes	No	0	#N/A	1/0/1900		331983775	
2592	Yes	No	No	0	#N/A	1/0/1900		362156572	
2593	Yes	No	No	0	#N/A	1/0/1900		104571351	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
364	Yes	Yes	Yes	0	#N/A	1/0/1900		103121174	
476	Yes	Yes	Yes	0	#N/A	1/0/1900		675164412	
328	Yes	Yes	Yes	0	#N/A	1/0/1900		852371657	
2594	Yes	No	No	0	#N/A	1/0/1900		751543943	
1481	Yes	Yes	Yes	0	#N/A	1/0/1900		104353404	
2595	No	No	No	0	#N/A	1/0/1900		104579800	W1
2596	Yes	No	No	0	#N/A	1/0/1900		103170098	
2597	Yes	No	No	0	#N/A	1/0/1900		353796873	
2598	No	No	No	0	#N/A	1/0/1900		367896248	W15
498	Yes	Yes	Yes	0	#N/A	1/0/1900		794241778	
1175	Yes	No	No	0	#N/A	1/0/1900		527519417	
2599	Yes	No	No	0	#N/A	1/0/1900		104290093	
429	Yes	Yes	Yes	0	#N/A	1/0/1900		325692572	
2600	Yes	No	No	0	#N/A	1/0/1900		104510011	
1212	Yes	Yes	Yes	0	#N/A	1/0/1900		568238448	
1435	Yes	Yes	Yes	0	#N/A	1/0/1900		873528269	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
1400	Yes	Yes	Yes	0	#N/A	1/0/1900		827776717	
953	Yes	Yes	Yes	0	#N/A	1/0/1900		225133727	
1967	Yes	Yes	Yes	0	#N/A	1/0/1900		103376711	
290	Yes	Yes	Yes	0	#N/A	1/0/1900		695785113	
321	Yes	Yes	Yes	0	#N/A	1/0/1900		818941734	
1703	Yes	Yes	Yes	0	#N/A	1/0/1900		164648990	
1277	Yes	Yes	Yes	0	#N/A	1/0/1900		662419951	
2164	Yes	Yes	Yes	0	#N/A	1/0/1900		452276793	
469	Yes	Yes	Yes	0	#N/A	1/0/1900		633199369	
202	Yes	Yes	Yes	0	#N/A	1/0/1900		293914867	
2264	Yes	Yes	No	0	#N/A	1/0/1900		786761940	
1271	Yes	Yes	Yes	0	#N/A	1/0/1900		655711687	
306	Yes	Yes	Yes	0	#N/A	1/0/1900		766963615	
2601	No	No	No	0	#N/A	1/0/1900		103524849	
2602	Yes	No	No	0	#N/A	1/0/1900		152257382	
1162	Yes	Yes	Yes	0	#N/A	1/0/1900		515521722	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2603	Yes	No	No	0	#N/A	1/0/1900		104433461	
2604	Yes	No	No	0	#N/A	1/0/1900		628929861	
2605	Yes	No	No	0	#N/A	1/0/1900		104219183	
197	Yes	Yes	Yes	0	#N/A	1/0/1900		279593792	
2606	No	No	No	0	#N/A	1/0/1900		483848412	W2
2607	No	No	No	0	#N/A	1/0/1900		657794897	
2608	No	No	No	0	#N/A	1/0/1900		845415967	
2609	Yes	No	No	0	#N/A	1/0/1900		104261797	
495	Yes	Yes	Yes	0	#N/A	1/0/1900		783947484	
2080	Yes	No	No	0	#N/A	1/0/1900		214365330	
810	Yes	No	No	0	#N/A	1/0/1900		104352281	
906	Yes	Yes	Yes	0	#N/A	1/0/1900		164455842	
1131	Yes	Yes	Yes	0	#N/A	1/0/1900		463233510	
931	Yes	Yes	Yes	0	#N/A	1/0/1900		186342929	
2610	Yes	No	No	0	#N/A	1/0/1900		103086328	
950	Yes	Yes	Yes	0	#N/A	1/0/1900		224162669	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
168	Yes	Yes	Yes	0	#N/A	1/0/1900		162347538	
335	Yes	No	No	0	#N/A	1/0/1900		879251221	
743	Yes	Yes	Yes	0	#N/A	1/0/1900		103780292	
2611	Yes	No	No	0	#N/A	1/0/1900		722631413	
2612	No	No	No	0	#N/A	1/0/1900		713871762	
2613	Yes	No	No	0	#N/A	1/0/1900		494768492	
312	Yes	Yes	Yes	0	#N/A	1/0/1900		776656886	
2614	No	No	No	0	#N/A	1/0/1900		258793496	W1
1944	Yes	Yes	Yes	0	#N/A	1/0/1900		103059986	
824	Yes	Yes	Yes	0	#N/A	1/0/1900		104460605	
2615	No	No	No	0	#N/A	1/0/1900		104647870	
2084	Yes	Yes	No	0	#N/A	1/0/1900		219452232	
2211	Yes	Yes	No	0	#N/A	1/0/1900		625697958	
2616	No	No	No	0	#N/A	1/0/1900		871971271	
1353	Yes	Yes	Yes	0	#N/A	1/0/1900		762183580	
927	Yes	Yes	Yes	0	#N/A	1/0/1900		178476560	

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2617	No	No	No	0	#N/A	1/0/1900		103064473	
854	Yes	Yes	Yes	0	#N/A	1/0/1900		104642434	
383	Yes	Yes	Yes	0	#N/A	1/0/1900		104292776	
2618	Yes	No	No	0	#N/A	1/0/1900		247454762	
2619	Yes	No	No	0	#N/A	1/0/1900		104554894	
1484	Yes	Yes	Yes	0	#N/A	1/0/1900		104510615	
2620	Yes	No	No	0	#N/A	1/0/1900		104070446	
2621	Yes	No	No	0	#N/A	1/0/1900		584913487	
2622	No	No	No	0	#N/A	1/0/1900		103320339	
2623	Yes	No	No	0	#N/A	1/0/1900		103795282	
2624	Yes	No	No	0	#N/A	1/0/1900		592363311	
2625	Yes	No	No	0	#N/A	1/0/1900		836539841	
1313	Yes	Yes	Yes	0	#N/A	1/0/1900		712557560	
2626	No	No	No	0	#N/A	1/0/1900		116637273	
208	Yes	Yes	Yes	0	#N/A	1/0/1900		327622833	
254	Yes	Yes	Yes	0	#N/A	1/0/1900		546323361	

NMCA - Part A School Summary Data Report – Attachments

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2627	Yes	No	No	0	#N/A	1/0/1900		669861528	
354	Yes	Yes	Yes	0	#N/A	1/0/1900		101509305	
887	Yes	Yes	Yes	0	#N/A	1/0/1900		145245379	
2271	Yes	Yes	Yes	0	#N/A	1/0/1900		818161762	
2216	Yes	Yes	Yes	0	#N/A	1/0/1900		664664463	
2628	Yes	No	No	0	#N/A	1/0/1900		297276750	
2133	Yes	Yes	No	0	#N/A	1/0/1900		373426543	
2629	Yes	No	No	0	#N/A	1/0/1900		104330873	
1024	Yes	Yes	Yes	0	#N/A	1/0/1900		326283116	
2630	Yes	No	No	0	#N/A	1/0/1900		224453134	
103	Yes	Yes	Yes	0	#N/A	1/0/1900		103454963	
2631	No	No	No	0	#N/A	1/0/1900		594251639	W1
239	Yes	Yes	Yes	0	#N/A	1/0/1900		463281741	
2632	Yes	No	No	0	#N/A	1/0/1900		844573568	
2633	No	No	No	0	#N/A	1/0/1900		739676120	W8
2634	No	No	No	0	#N/A	1/0/1900		104446935	W81

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2635	No	No	No	0	#N/A	1/0/1900		103000311	W15
2636	No	No	No	0	#N/A	1/0/1900		691143424	W8
2637	No	No	No	0	#N/A	1/0/1900		816647663	W2
2638	No	No	No	0	#N/A	1/0/1900		103022620	W12
2639	No	No	No	0	#N/A	1/0/1900		417658812	W81
2640	No	No	No	0	#N/A	1/0/1900		101752814	W1
2641	No	No	No	0	#N/A	1/0/1900		568577118	W15
2642	No	No	No	0	#N/A	1/0/1900		104570213	W14
2643	No	No	No	0	#N/A	1/0/1900		814321659	W15
2644	No	No	No	0	#N/A	1/0/1900		104340708	W15
2645	No	No	No	0	#N/A	1/0/1900		269581740	W81
2646	No	No	No	0	#N/A	1/0/1900		104618806	W1
2647	No	No	No	0	#N/A	1/0/1900		165194978	W15
2239	No	Yes	Yes	0	#N/A	1/0/1900		717111652	W15
2648	No	No	No	0	#N/A	1/0/1900		104335872	W15
2649	No	No	No	0	#N/A	1/0/1900		623399540	W1

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2650	No	No	No	0	#N/A	1/0/1900		445949662	W81
2651	No	No	No	0	#N/A	1/0/1900		474795796	W15
2281	No	Yes	No	0	#N/A	1/0/1900		853683233	W15
2652	No	No	No	0	#N/A	1/0/1900		498373166	W15
2653	No	No	No	0	#N/A	1/0/1900		132875162	W15
2654	No	No	No	0	#N/A	1/0/1900		817495849	W15
2655	No	No	No	0	#N/A	#N/A		104209846	W81
2656	No	No	No	0	#N/A	1/0/1900		572493880	W15
2657	No	No	No	0	#N/A	1/0/1900		296796147	W12
2658	No	No	No	0	#N/A	1/0/1900		125964643	W15
2659	No	No	No	0	#N/A	1/0/1900		104641873	W15
2660	No	No	No	0	#N/A	1/0/1900		734926991	W15
2661	No	No	No	0	#N/A	1/0/1900		883841884	W15
2662	No	No	No	0	#N/A	1/0/1900		195669932	W81
2663	No	No	No	0	#N/A	1/0/1900		236918439	W81
2664	No	No	No	0	#N/A	1/0/1900		104137203	W15

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2665	No	No	No	0	#N/A	1/0/1900		716656533	W12
2666	No	No	No	0	#N/A	1/0/1900		256222134	W15
2667	No	No	No	0	#N/A	1/0/1900		104414636	W15
2668	No	No	No	0	#N/A	1/0/1900		191884410	W15
2669	No	No	No	0	#N/A	1/0/1900		482155249	W15
2670	No	No	No	0	#N/A	1/0/1900		571896695	W15
2671	No	No	No	0	#N/A	1/0/1900		458841269	W81
2672	No	No	No	0	#N/A	1/0/1900		104568712	W15
2673	No	No	No	0	#N/A	1/0/1900		104173828	W1
2674	No	No	No	0	#N/A	1/0/1900		104613666	W15
2675	No	No	No	0	#N/A	1/0/1900		103810131	W15
2676	No	No	No	0	#N/A	1/0/1900		103204160	W1
2677	No	No	No	0	#N/A	1/0/1900		316149863	W81
2678	No	No	No	0	#N/A	1/0/1900		733145395	W1
2679	No	No	No	0	#N/A	1/0/1900		837637651	W15
2680	No	No	No	0	#N/A	1/0/1900		639578889	W1

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2681	No	No	No	0	#N/A	1/0/1900		555781855	W15
2682	No	No	No	0	#N/A	1/0/1900		713231751	W15
2683	No	No	No	0	#N/A	1/0/1900		483921573	W81
2684	No	No	No	0	#N/A	1/0/1900		815265475	W4
2685	No	No	No	0	#N/A	1/0/1900		104546593	W15
2686	No	No	No	0	#N/A	1/0/1900		103379772	W81
2687	No	No	No	0	#N/A	1/0/1900		526955570	W15
2688	No	No	No	0	#N/A	1/0/1900		215875469	W1
2689	No	No	No	0	#N/A	1/0/1900		769129115	W8
2690	No	No	No	0	#N/A	1/0/1900		552373854	W15
2691	No	No	No	0	#N/A	1/0/1900		101342459	W2
2692	No	No	No	0	#N/A	1/0/1900		335773685	W81
2693	No	No	No	0	#N/A	1/0/1900		688935295	W15
2694	No	No	No	0	#N/A	1/0/1900		103434924	W15
2695	No	No	No	0	#N/A	1/0/1900		277171856	W15
2696	No	No	No	0	#N/A	1/0/1900		244224622	W15

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2697	No	No	No	0	#N/A	1/0/1900		796424737	W15
2698	No	No	No	0	#N/A	1/0/1900		104402623	W12
2699	No	No	No	0	#N/A	1/0/1900		104350699	W15
2700	No	No	No	0	#N/A	1/0/1900		854866811	W81
2701	No	No	No	0	#N/A	1/0/1900		435329495	W81
2702	No	No	No	0	#N/A	1/0/1900		665592341	W81
2703	No	No	No	0	#N/A	1/0/1900		822666939	W8
2704	No	No	No	0	#N/A	1/0/1900		899731244	W1
2705	No	No	No	0	#N/A	1/0/1900		103129557	W24
2706	No	No	No	0	#N/A	1/0/1900		121141139	W15
2707	No	No	No	0	#N/A	1/0/1900		168555597	W8
2708	No	No	No	0	#N/A	1/0/1900		104570221	W15
2709	No	No	No	0	#N/A	1/0/1900		762684348	W15
2710	No	No	No	0	#N/A	1/0/1900		238496418	W81
2711	No	No	No	0	#N/A	1/0/1900		345826887	W15
2712	No	No	No	0	#N/A	1/0/1900		737168617	W15

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2713	No	No	No	0	#N/A	1/0/1900		259436863	W15
2714	No	No	No	0	#N/A	1/0/1900		221431471	W15
2715	No	No	No	0	#N/A	1/0/1900		104339098	W12
2716	No	No	No	0	#N/A	1/0/1900		189724388	W15
2015	No	Yes	Yes	0	#N/A	1/0/1900		104289624	W15
2717	No	No	No	0	#N/A	1/0/1900		535814685	W24
2718	No	No	No	0	#N/A	1/0/1900		733398432	W24
2719	No	No	No	0	#N/A	1/0/1900		159782747	W8
2720	No	No	No	0	#N/A	1/0/1900		411356637	W15
2721	No	No	No	0	#N/A	1/0/1900		444662746	W15
2722	No	No	No	0	#N/A	1/0/1900		104052857	W15
2723	No	No	No	0	#N/A	1/0/1900		631962792	W15
2724	No	No	No	0	#N/A	1/0/1900		566299426	W1
2725	No	No	No	0	#N/A	1/0/1900		104465778	W12
2726	No	No	No	0	#N/A	1/0/1900		543815385	W15
2727	No	No	No	0	#N/A	1/0/1900		513349969	W15

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2728	No	No	No	0	#N/A	1/0/1900		844817114	W15
2729	No	No	No	0	#N/A	1/0/1900		162364368	W15
2730	No	No	No	0	#N/A	1/0/1900		377447636	W1
2731	No	No	No	0	#N/A	1/0/1900		715824439	W8
2732	No	No	No	0	#N/A	1/0/1900		862699717	W1
2733	No	No	No	0	#N/A	1/0/1900		289522146	W81
2734	No	No	No	0	#N/A	1/0/1900		104334867	W14
2735	No	No	No	0	#N/A	1/0/1900		104467352	W15
1902	No	No	No	0	#N/A	#N/A		101899466	W81
2231	No	No	No	0	#N/A	#N/A		695878538	W15
2736	No	No	No	0	#N/A	1/0/1900		104077110	W15
2737	No	No	No	0	#N/A	1/0/1900		593498629	W15
2738	No	No	No	0	#N/A	1/0/1900		104576699	W15
2739	No	No	No	0	#N/A	1/0/1900		471614834	W15
2740	No	No	No	0	#N/A	1/0/1900		104108030	W15
2741	No	No	No	0	#N/A	1/0/1900		868738337	W15

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2742	No	No	No	0	#N/A	1/0/1900		368756169	W1
2743	No	No	No	0	#N/A	1/0/1900		104625991	W1
2744	No	No	No	0	#N/A	1/0/1900		189439912	W15
2745	No	No	No	0	#N/A	1/0/1900		448933341	W15
2746	No	No	No	0	#N/A	1/0/1900		103228656	W12
2747	No	No	No	0	#N/A	1/0/1900		104552815	W15
2748	No	No	No	0	#N/A	1/0/1900		762644714	W14
2749	No	No	No	0	#N/A	1/0/1900		784591547	W15
2750	No	No	No	0	#N/A	1/0/1900		103659736	W14
2751	No	No	No	0	#N/A	1/0/1900		104653654	W1
2752	Yes	No	No	0	#N/A	1/0/1900		104624556	W2
2753	No	No	No	0	#N/A	1/0/1900		248996563	W1
2754	No	No	No	0	#N/A	1/0/1900		162164743	W15
2755	No	No	No	0	#N/A	1/0/1900		693624116	W14
2756	No	No	No	0	#N/A	1/0/1900		592141444	W15
2757	No	No	No	0	#N/A	1/0/1900		355379991	W81

1314 EOY Full	1314 EOY Snapshot	1415 40D Full	1415 40D Snapshot	Official Cohort Status	Grad Role?	Graduation Date	Grad Year	UID	WD Code
2758	No	No	No	0	#N/A	1/0/1900		155724669	W15
2759	No	No	No	0	#N/A	1/0/1900		761531680	W15
2760	No	No	No	0	#N/A	1/0/1900		798769451	W15
2761	No	No	No	0	#N/A	1/0/1900		815138557	W15
2762	No	No	No	0	#N/A	1/0/1900		103121075	W12
2763	No	No	No	0	#N/A	1/0/1900		562954438	W15
1068	No	No	No	0	#N/A	1/0/1900		366217438	W1
2764	No	No	No	0	#N/A	1/0/1900		153869623	

ATTACHMENT 6

TEACHER RETENTION RATE

2014-2015 SY	
Total Staff 1314 SY	16
Returning Staff 1415 SY	9
Percentage Returned	56%

2015-2016 SY	
Total Staff 1415 SY	24
Returning Staff 1516 SY	19
Percentage Returned	79%

2016-2017 SY	
Total Staff 1516 SY	35
Returning Staff 1617 SY	31
Percentage Returned	89%

2017-2018 SY	
Total Staff 1617 SY	50
Returning Staff 1718 SY	46
Percentage Returned	92%

NMCA - Part A School Summary Data Report – Attachments

Department	Employee Number	Job	Hire Date	Termination Date	Termination Reason	Termination Type
CA- NMCA Teachers	2998	Teacher - Elementary	10/02/2013			
CA- NMCA Teachers	2991	Adj Teacher - Secondary	07/29/2013	12/20/2013	Not Good Fit	Voluntary
CA- NMCA Teachers	2995	Teacher - Secondary	08/01/2013			
CA- NMCA Teachers	2999	Adj Teacher - Secondary	10/14/2013	05/30/2014	Career Advancement	Voluntary
CA- NMCA Teachers	3000	Teacher - Secondary	11/06/2013	05/30/2014	Relocated	Voluntary
CA- NMCA Teachers	3001	Teacher - Elementary	09/30/2013			
CA- NMCA Teachers	3004	Adj Teacher - Secondary	07/29/2013	05/30/2014	Relocated	Voluntary
CA- NMCA Teachers	3011	Teacher - Elementary	07/29/2013			
CA- NMCA Teachers	2996	Teacher - Secondary	08/12/2013	05/30/2014	Career Advancement	Voluntary
CA- NMCA Teachers	2997	Teacher - Secondary	08/12/2013	05/30/2014	No Demnstrtn Perf Imprvmt	Involuntary
CA- NMCA Teachers	3005	Teacher - Secondary	08/01/2013			
CA- NMCA Teachers	3006	Teacher - Special Edu	07/29/2013			
CA- NMCA Teachers	3008	Teacher - Secondary	07/31/2013			
CA- NMCA Teachers	3010	School Counselor	07/30/2013			
CA- NMCA Teachers	3203	Teacher - Secondary	01/02/2014	05/30/2014	Career Advancement	Voluntary
CA- NMCA Teachers	3315	Teacher - Special Edu	03/11/2014			

NMCA - Part A School Summary Data Report – Attachments

Department	Employee Number	Job	Hire Date	Termination Date	Termination Reason	Termination Type
CA- NMCA Teachers	2998	Teacher - Elementary	10/02/2013			
CA- NMCA Teachers	4092	Teacher - Secondary	09/08/2014			
CA- NMCA Teachers	4248	Teacher - Secondary	10/16/2014			
CA- NMCA Teachers	2995	Teacher - Secondary	08/01/2013			
CA- NMCA Teachers	3001	Teacher - Elementary	09/30/2013			
CA- NMCA Teachers	3011	Teacher - Elementary	07/29/2013			
CA- NMCA Teachers	4083	Teacher - Secondary	09/03/2014			
CA- NMCA Teachers	4137	Teacher - Secondary	09/17/2014			
CA- NMCA Teachers	4395	Teacher - Advisory	12/09/2014			
CA- NMCA Teachers	3005	Teacher - Secondary	08/01/2013			
CA- NMCA Teachers	3006	Teacher - Special Edu	07/29/2013			
CA- NMCA Teachers	3008	Teacher - Secondary	07/31/2013	06/03/2015	No Demnstrtn Perf Imprvmt	Involuntary
CA- NMCA Teachers	3010	School Counselor	07/30/2013	11/19/2014	Family Reasons (Medical)	Voluntary
CA- NMCA Teachers	3315	Teacher - Special Edu	03/11/2014			
CA- NMCA Teachers	3622	Teacher - Elementary	07/28/2014			
CA- NMCA Teachers	3691	Teacher - Secondary	07/28/2014	09/03/2014	No Reason Given	Voluntary
CA- NMCA Teachers	3739	Teacher - Secondary	07/28/2014			
CA- NMCA Teachers	3825	Teacher - Special Edu	08/04/2014			
CA- NMCA Teachers	3840	Teacher - Secondary	08/04/2014			
CA- NMCA Teachers	3864	Teacher - Secondary	08/04/2014	06/03/2015	Job Demands	Voluntary
CA- NMCA Teachers	3866	Teacher - Secondary	08/04/2014			
CA- NMCA Teachers	4171	Teacher - Secondary	10/06/2014			
CA- NMCA Teachers	4401	Teacher - Special Edu	12/16/2014	04/03/2015	Not Good Fit	Voluntary
CA- NMCA Teachers	4520	School Counselor	03/09/2015			

NMCA - Part A School Summary Data Report – Attachments

Department	Employee Number	Job	Hire Date	Termination Date	Termination Reason	Termination Type
CA- NMCA Teachers	5150	Teacher - Special Edu	08/31/2015			
CA- NMCA Teachers	2998	Teacher - Elementary	10/02/2013			
CA- NMCA Teachers	4092	Teacher - Secondary	09/08/2014			
CA- NMCA Teachers	4248	Teacher - Secondary	10/16/2014			
CA- NMCA Teachers	5521	Teacher - Special Edu	01/04/2016			
CA- NMCA Teachers	5563	Teacher - Special Edu	01/15/2016			
CA- NMCA Teachers	2995	Teacher - Secondary	08/01/2013			
CA- NMCA Teachers	3001	Teacher - Elementary	09/30/2013			
CA- NMCA Teachers	3011	Teacher - Elementary	07/29/2013			
CA- NMCA Teachers	4083	Teacher - Secondary	09/03/2014			
CA- NMCA Teachers	4137	Teacher - Secondary	09/17/2014			
CA- NMCA Teachers	4395	Teacher - Advisory	12/09/2014	06/09/2016	Resigned in lieu of Term	Voluntary
CA- NMCA Teachers	4792	Teacher - Secondary	08/03/2015			
CA- NMCA Teachers	5032	Teacher - Advisory	08/17/2015			
CA- NMCA Teachers	5187	Teacher - Elementary	09/16/2015			
CA- NMCA Teachers	5337	Teacher - Advisory	11/12/2015			
CA- NMCA Teachers	5651	Teacher - Special Edu	04/15/2016			
CA- NMCA Teachers	3005	Teacher - Secondary	08/01/2013			
CA- NMCA Teachers	3006	Teacher - Special Edu	07/29/2013	12/17/2015	Family Reasons (Medical)	Voluntary
CA- NMCA Teachers	3315	Teacher - Special Edu	03/11/2014			
CA- NMCA Teachers	3622	Teacher - Elementary	07/28/2014			
CA- NMCA Teachers	3623	Teacher - Secondary	10/20/2015			
CA- NMCA Teachers	3739	Teacher - Secondary	07/28/2014			
CA- NMCA Teachers	3825	Teacher - Special Edu	08/04/2014			
CA- NMCA Teachers	3840	Teacher - Secondary	08/04/2014			
CA- NMCA Teachers	3866	Teacher - Secondary	08/04/2014			
CA- NMCA Teachers	4171	Teacher - Secondary	10/06/2014			
CA- NMCA Teachers	4520	School Counselor	03/09/2015	06/09/2016	Retirement/Early Retire	Voluntary
CA- NMCA Teachers	4713	Teacher - Secondary	08/03/2015			
CA- NMCA Teachers	4803	Teacher - Secondary	08/03/2015			
CA- NMCA Teachers	4823	Teacher - Secondary	08/03/2015			
CA- NMCA Teachers	4829	Teacher - Secondary	08/03/2015			
CA- NMCA Teachers	5203	Teacher - Special Edu	09/08/2015			
CA- NMCA Teachers	5343	Teacher - Special Edu	11/16/2015	12/07/2015	Violated Company Policy	Involuntary
CA- NMCA Teachers	5518	Teacher - Secondary	01/04/2016			

NMCA - Part A School Summary Data Report – Attachments

Department	Employee Number	Job	Hire Date	Termination Date	Termination Reason	Termination Type
CA- NMCA Teachers	5150	Teacher - Special Edu	08/31/2015			
CA- NMCA Teachers	2998	Teacher - Elementary	10/02/2013			
CA- NMCA Teachers	4092	Teacher - Secondary	09/08/2014			
CA- NMCA Teachers	4248	Teacher - Secondary	10/16/2014			
CA- NMCA Teachers	5521	Teacher - Special Edu	01/04/2016			
CA- NMCA Teachers	5563	Teacher - Special Edu	01/15/2016			
CA- NMCA Teachers	5917	Teacher - Secondary	08/01/2016			
CA- NMCA Teachers	5918	Teacher - Elementary	08/01/2016			
CA- NMCA Teachers	5919	Teacher - Secondary	08/01/2016			
CA- NMCA Teachers	5943	Teacher - Secondary	08/01/2016			
CA- NMCA Teachers	6633	Teacher - Secondary	01/30/2017			
CA- NMCA Teachers	6687	Teacher - Secondary	02/15/2017			
CA- NMCA Teachers	2995	Teacher - Secondary	08/01/2013			
CA- NMCA Teachers	3001	Teacher - Elementary	09/30/2013			
CA- NMCA Teachers	3011	Teacher - Elementary	07/29/2013	07/31/2016	Transferred out	Transfer
CA- NMCA Teachers	4083	Teacher - Secondary	09/03/2014			
CA- NMCA Teachers	4137	Teacher - Secondary	09/17/2014			
CA- NMCA Teachers	4792	Teacher - Secondary	08/03/2015			
CA- NMCA Teachers	5032	Teacher - Advisory	08/17/2015			
CA- NMCA Teachers	5187	Teacher - Elementary	09/16/2015			
CA- NMCA Teachers	5337	Teacher - Advisory	11/12/2015	12/18/2016	Transferred out	Transfer
CA- NMCA Teachers	5651	Teacher - Special Edu	04/15/2016	07/31/2016	Transferred out	Transfer
CA- NMCA Teachers	5904	School Counselor	08/01/2016			
CA- NMCA Teachers	5910	Teacher - Special Edu	08/01/2016			
CA- NMCA Teachers	5914	Teacher - Secondary	08/01/2016			
CA- NMCA Teachers	5927	Teacher - Elementary	08/01/2016			
CA- NMCA Teachers	5929	Teacher - Secondary	08/01/2016			
CA- NMCA Teachers	5932	Teacher - Special Edu	08/01/2016			
CA- NMCA Teachers	5991	Teacher - Secondary	08/01/2016			
CA- NMCA Teachers	5995	Teacher - Secondary	08/01/2016			
CA- NMCA Teachers	6426	Teacher - Special Edu	11/21/2016			
CA- NMCA Teachers	3005	Teacher - Secondary	08/01/2013			
CA- NMCA Teachers	3315	Teacher - Special Edu	03/11/2014	06/15/2017	No Reason Given	Voluntary
CA- NMCA Teachers	3622	Teacher - Elementary	07/28/2014			
CA- NMCA Teachers	3623	Teacher - Secondary	10/20/2015			
CA- NMCA Teachers	3739	Teacher - Secondary	07/28/2014			
CA- NMCA Teachers	3825	Teacher - Special Edu	08/04/2014			
CA- NMCA Teachers	3840	Teacher - Secondary	08/04/2014			
CA- NMCA Teachers	3866	Teacher - Secondary	08/04/2014			
CA- NMCA Teachers	4171	Teacher - Secondary	10/06/2014			
CA- NMCA Teachers	4713	Teacher - Secondary	08/03/2015			
CA- NMCA Teachers	4803	Teacher - Secondary	08/03/2015			
CA- NMCA Teachers	4823	Teacher - Secondary	08/03/2015			
CA- NMCA Teachers	4829	Teacher - Secondary	08/03/2015			
CA- NMCA Teachers	5203	Teacher - Special Edu	09/08/2015			
CA- NMCA Teachers	5518	Teacher - Secondary	01/04/2016			
CA- NMCA Teachers	5913	Teacher - Advisory	08/01/2016			
CA- NMCA Teachers	5933	Teacher - Secondary	08/01/2016			
CA- NMCA Teachers	6539	Teacher - Secondary	12/15/2016			
CA- NMCA Teachers	6813	Teacher - Special Edu	04/03/2017			