



**New Mexico Public Education Commission  
Charter Schools Division**

**2014 New Charter School Application Kit  
Part B. Executive Summary**





## Part B: Executive Summary

This section should be two to three pages long and address in a narrative form the following points:

- Your proposed school's name and a description of the targeted student population including key demographic data (academic performance, home languages, special populations) and the targeted geographical area of the proposed school.
- Where the targeted students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.
- Evidence that there is a community need for a school of this nature in the location proposed. Note: NMSA 1978 § 22-8B-6(L)(5) provides, “[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may deny an application if...the application is otherwise contrary to the best interests of the charter school’s projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.” Evidence of community need is required. Specific data and evidence is required in the application itself. Therefore, specific statistical information does not need to be provided here.
- The key innovative and unique programmatic features the school will implement to accomplish its mission (non-traditional school year, longer school day, partner organizations, etc.).
- How you project that the school will be more effective than the schools currently serving the targeted student population, or the founder(s)’ plans to improve student achievement and exceed the academic performance of these existing public schools in the targeted service area. Provide a brief summary of any data you have to support this assumption.
- The founders of the proposed school, their background, and expertise.
- If different from the list provided above, the founding governing board.

To complete the following form, click on the text box and begin to type.

Executive Summary

## Executive Summary

The name of the proposed charter school is Columbus Community School (CCS). Students to be served are 6<sup>th</sup> through 12<sup>th</sup> grades living in southern Luna County. This includes students in Columbus, as well as American citizen students living in Palomas, Chihuahua, Mexico. All 7<sup>th</sup> through 12<sup>th</sup> grade students are presently being bussed to Deming, New Mexico. The round trip is over 60 miles and takes over two hours daily. Classes will be phased in starting with grades 6, 7, 8, 9, and 10 the first year with an additional grade added each following year. Enrollment projections for the first year is 75 students in grade 7 and 15 students each in grades 6, 8, 9, and 10. We will add grade 11 in our second year and grade 12 in our third year. Our intent is to admit as many students entering grade 7 as wish to attend CCS. Our enrollment will be capped at a maximum of 500 students.

We have chosen to start with the 7<sup>th</sup> grade because Deming Public Schools District has an elementary school in Columbus, which includes pre-K through the 6<sup>th</sup> grade. Students will be able to go from the 6<sup>th</sup> grade into the 7<sup>th</sup> grade of Columbus Community School. By starting with the 7<sup>th</sup> grade, we would not be interrupting the study plans of those students already attending classes in Deming. However, a number of parents have requested that we provide high school classes as they want their high school children closer to home under their supervision.

Columbus, New Mexico is a small, incorporated border town of 1664 residents, with a divided ethnic mixture of 85.9% Hispanic and 14.1%



White. However, over 99% of all students from Columbus area are Hispanic (<http://nces.ed.gov>).

- Eighty percent of the residents speak Spanish at home. Thirty four percent of residents were born in Mexico.
- 40% of residents over 25 years of age had graduated from high school as compared to 84.6% nationwide (U.S. Census American Community Survey, 2005-2010).
- Many of the residents are low-income recent Mexican immigrant families. 59.2% of families with related children under 18 years of age earn below the US poverty level. 100% of families with only children under 5 years of age earn below the poverty level. (U.S. Census, 2006-2010 American Community Survey 5-Year Estimates).
- Over ninety-six percent of Columbus students are eligible for the free lunch program (PED) 2014
- The principle source of employment for Columbus residents is seasonal work in agriculture. However, once the harvest is over, sometime in December, the only source of income is that of unemployment checks until late spring when agricultural work begins again.
- The family's unemployment check is supplemented by food stamps and agricultural surplus commodities which are distributed by a local non-profit organization.
- The remainder of residents are mainly white retired blue and white-collar workers from other states with no school age children. We plan to recruit this segment of the population for after- hours tutoring and mentoring of ELL students and students who may be having difficulties in English, math, and reading.

## STATISTICS



1. AYP statistics for the 2012 school year indicate that 12.3 % of Deming High School Hispanic 11<sup>th</sup> grade students are proficient in math as compared to 30.9% proficiency for Caucasian students. Hence, Caucasian students at Deming High School are 2.5 times more proficient in math than Hispanic students.

2. In reading, 20.2% of 11<sup>th</sup> grade Hispanic students at Deming High School are proficient in reading compared to 57.4% proficiency for Caucasian students. Hence, Caucasian students are 2.5 times more proficient in reading than Hispanic students.

3. Although state wide test scores consistently show Hispanic students trailing Caucasian, however, not nearly to the extent for students of Deming High.

4. At the high school level, state wide ratios show Caucasian students are 1.6 more proficient in math as compared to Deming's 2.5 times more proficient and 1.5 more proficient in reading as compared to Deming's 2.8 times as proficient.

5. The PED, Habitually Truant School Type Report, School Year: 2009-2010 shows Deming's high school rate of 51.9%.

We think that a school based in our community will lead to closer parent and community supervision to resolve this truancy problem. In addition, parents will choose to send their children to the Columbus Community School because they can be more involved with their children's education and will have direct access to their children's teachers. The majority of our students are US citizens from Mexico, many whose parents are Mexican citizens and are not able to go to Deming. Deming is thirty miles away and a US visitor visa only allows one to travel 25 miles into the US.

