



**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

SAHQ Academy will serve students in grades 8-12 primarily in the Albuquerque Metro Area. We are located in a 27,000 square foot building on the Lead / Coal corridor just east of I-25, near UNM, CNM, Presbyterian Hospital and Downtown. This facility has been used as a school since it was built in 1960 and was supported by the neighborhoods in a zone change last year to allow a charter school. For the past two years, the building has housed a non profit community center serving youth and adults through sports training and tutoring as well as providing a meeting space for neighborhood associations, sports teams, charter schools, and charitable organizations.

SAHQ Academy's uniqueness is rooted in our Mission and Vision and demonstrated in detail throughout this application.

Mission: SAHQ Academy utilizes a rigorous, college prep blended curriculum and graduates healthy young adults prepared for college and careers in sports science and sports related fields of study

Vision: A rigorous, team based academic schedule is the foundation of SAHQ Academy. We build relationships that maximize a student's emerging talent, energy and curiosity in a community centered facility. We prepare and expose students to careers in sports and health science and graduate productive members of a global economy who thrive under pressure, well prepared for higher education. SAHQ Academy draws on a student's love for sports to empower, motivate and inspire excellence in every aspect of their lives and expands their ability to solve complex problems.

School choice is a simple and effective way the public sector can help build strong families, each with unique talents and academic needs. SAHQ Academy will appeal to those students looking for a small school, strong relationships, technology enhanced curriculum, and an opportunity to explore sports science related fields. Currently, there are no community based schools in Albuquerque, large or small, that offer a 3 tiered (Foundational, Applied and Experiential Knowledge), team based, blended model focused on core curriculum and school wide wellness whose academic structure is led by the teachers. Our differences are integrated into our culture and founded on individual outcomes.

Graduation rates continue to be an issue in Albuquerque while standardized testing and requirements fluctuate from year to year. Because of the ever changing measures used to determine graduation rates and teacher effectiveness, statistics are difficult to compare. According to national data, approximately 1/3 to 1/2 of students who enter the 9th grade each year drop out of high school. Another 1/3 graduate without the knowledge and skills necessary for success in college or the workplace. These individuals and their families are likely to face serious economic challenges throughout their lives.

In alignment with our mission based goal to ensure students maintain pace in their progress towards graduation, SAHQ Academy's unique team based, blended system insures that a student's progress is monitored in realtime by teachers and a personal Success Coach. In other schools, the Next Step Plan is a once a year meeting with a teacher that is not intimately involved in the daily success of your child, sometimes one who has never had them in class. At SAHQ Academy, relationships drive everything we do. All of the student's stakeholders meet regularly and work together to set academic and college goals that are integrated into a student's daily schedule. Teachers collaborate and problem solve together. At SAHQ Academy, graduation isn't merely a four year goal, it's a non negotiable built into our culture. Students are not a percentage, they are each unique and valued individuals and we are committed to graduating every single member of our SAHQ Family. Graduation and matriculation is not only achievable, it's expected.

The best measure for determining student's success is not making it through four years of high school with a passing grade, it's the ability to maximize their potential, stand on their own, and take the next steps towards college or the workplace. A 2013 report produced by the NM Legislative Finance Committee shows that a majority (51%) of NM graduates attending NM colleges and universities were taking remedial coursework, revealing a serious lack of rigor in our high school curriculum.

In other Albuquerque schools, D's get diplomas. This level of proficiency will not get you into college and is not considered to be an achievement at our high school, regardless of how it impacts our graduation rates. SAHQ Academy delivers a mastery based education. Unlike most schools, we establish a student's minimum acceptable standard based on data, goals and stakeholders input. If it is determined that a student should be capable of getting at least a "B", they are expected to learn the material and perform no lower than that standard. All work must be completed at the minimum acceptable standard or be repeated. Through our unique and integrated use of digital delivery curriculum, this method of accountability does not increase the teacher's workload, but it does, however, allow them to identify an individual's weaknesses in order to address them.

The 2013 LFC report mentioned above found that in New Mexico high schools, 77% of NM student's who completed Algebra II still needed to take remedial math their first year in college and 42% of those who completed trigonometry in high school needed remedial work. SAHQ Academy will provide an environment that not only teaches the broad based standards required by the State, but goes deeper; reinforcing the skills with meaningful application and stimulating the mind in a manner that supports long term memory. If NM high schools graduated all students ready for college, the state would save \$31.8 million a year in community college remediation costs and lost earnings.

SAHQ Academy is not only committed to teaching; we are committed to the breadth, depth and extension of each individual student's learning. Raising the bar for education in our state will enrich our base of human capital and positively impact our economy.

The state's low graduation rate has a negative impact on jobs, tax revenue, workforce qualifications, attracting corporate investment, crime rates, teen pregnancy, and health in both rural and urban communities and the strength of our nation as a whole.

Figures compiled by the Alliance for Excellent Education demonstrate the potential economic benefits to individuals and the State of New Mexico by investing in an improved high school system that better prepares its students for graduation. SAHQ Academy recognizes the long term financial and societal impacts and we feel a strong sense of responsibility and urgency to reverse NM trends by graduating students on time with the necessary tools to be successful in college and the workforce as they ultimately become contributing members of their community. Considering the urgent needs of our state and that our resources are finite, the statistics are staggering. More than 13,200 students did not graduate from NM's high schools in 2009; the lost lifetime earning in NM for that class of dropouts alone totals more than \$3.4 billion.

Connecting with the economic sector or our community is an important step in helping high school students grasp the purpose of their education and begins a process of exploring career paths. The third component of our unique educational program, Experiential knowledge, takes Foundational and Applied Knowledge into the real world where students are introduced to the concept of knowledge merging with capital and the opportunities that it provides. It challenges students to take the skills they've acquired and apply them in the community and the workplace as a volunteer, apprentice, intern, or business owner. Unlike most other schools, SAHQ Academy will utilize service learning, shadowing, presentation, debate and internships to extend every student's capabilities. Mentors will be sought out for both teachers and students to engage them with professionals within our community who have successfully applied their academic skills to their profession. Student's that have entrepreneurial tendencies will be encouraged and supported. SAHQ Academy does not exist to reform a broken educational system, we are here to transform it.

*SAHQ ACADEMY**FOUNDING MEMBERS**Mr. Philip Zuber*

Mr. Philip Zuber has a BA in Literature and Philosophy from I.U.P., completed graduate work toward an MA in Philosophy from Duquesne University and University of Pittsburgh and an MEd in Philosophy of Education from the University of New Mexico. Mr. Zuber has been Dean of Students at the Auberle Transitional School for adjudicated delinquents in Pittsburgh, Pa. He has served for twelve years as the English Department Chair at St. Pius X High School where he instituted a very successful college prep writing program. He has coached basketball for twelve of his forty years as a teacher and is currently teaching college level World Literature at St. Pius X High School in Albuquerque. He has been awarded many accolades including KOATV Teacher of the Month, St. Pius X Wall of Honor, Teacher's Hall of Fame at NMSU, the Archbishop's Excellence in Teaching Award, and many others. He has 41 years of experience in education.

Mr. David Kovarik

Mr. David Kovarik has a B.S. in Education, 1976, Bowling Green State University, He completed graduate work at the University of Denver Center for Teaching International Relations, UNM and Grand Canyon University. Mr. Kovarik has 38 years teaching experience: 1976-2014. 35 years at St. Pius X High School, Albuquerque, NM. 1 year at the Menaul School in Albuquerque and 2 years in the Toledo Public Schools, Toledo, Ohio. He has been recognized as the SPX Faculty\Staff Wall of Recognition and is former Social Studies Department Head. Mr. Kovarik is a Member of the National Council Social Studies, Former member of New Mexico Council for the Social Studies and College Board certified Advanced Placement Instructor for SPX Social Studies.

Mr. George McAfee

Mr. George McAfee is a graduate of the University of New Mexico and has been in education for 36 years as a science teacher and athletic coach. He has served in both the private and public high schools as a science teacher, department head, athletic director, head coach to multiple sports teams and honored with multiple teaching awards. Mr. McAfee was selected by NASA to assist in the NASA/National Institute of Health educational health project titled "Human Physiology in Space: A program for America" and helped to develop a laboratory book for the project. He serves on the Disney, Sea World and San Diego Zoo youth education councils. He spent 3 years as the Highlands University Head Baseball Coach and had his team actively

involved with the Big Brothers/Big Sisters program in Las Vegas, NM. As a coach, his accomplishments include 5x NM Baseball coach of the year and 2x NM Girls basketball coach of the year. Mr. McAfee is currently at Sandia High School as science department chair and science teacher.

Edward Baklini, Jr.

Mr. Edward Baklini, Jr. holds a BA in Economics and a MA in Public Administration from the University of New Mexico. He has taught History, Geography, Economics and PE for the past 37 years, 32 at the Albuquerque Academy. He has developed Social Studies course curriculum and has been integrating technology into his history and economics courses since 1992. Coach Bakalini has served as Athletic Director, Basketball Coach, Softball Coach and Baseball coach through his years in education. His accolades include the prestigious FX Slevin Award for outstanding teaching, and the JE Wallace Sterling Award for Academic Achievement from Stanford University in 2013. His work has been featured by Intel and Education Week, documenting his work "Hooked on History" and "Teaching Students Better Online Research Skills".

Lindsey Kerwin

Ms. Lindsey Kerwin received her BAS Degree from the College of Education at the University of New Mexico and is a licensed New Mexico teacher. She spent seven years at the Martineztown Community Learning Center facilitating an after school literacy program and serving as a Middle School Facilitator Team Lead where she worked on curriculum and staff development. Ms. Kerwin has been awarded two National Community Service Awards from AmeriCorps and has been actively involved in mentoring and coaching girls sports since 2008. She is currently an Athletic Director and 8th grade math teacher.

Charlotte Rode

Charlotte Rode is a lifelong community volunteer, education advocate, mother to seven wonderful children, grandmother and has been married to her husband, Mike for 28 years. She has been active in the schools and basketball coaching for nearly 30 years. As a lifelong resident of the state fair neighborhood, Mrs. Rode served on the State Fair Commission as a representative of her community.