

**New Mexico Public Education Commission
and
Public Education Department
Options for Parents: Charter Schools Division
*2014 State Charter Renewal Application Kit***

Updated August 2014



**Effective Options
for New Mexico's
Families
Charter Schools**





STATE OF NEW MEXICO
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HANNA SKANDERA
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Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. Through charter schools, the Public Education Commission (PEC) as Authorizer, and the Charter Schools Division (CSD) in the New Mexico Public Education Department (PED) seek to provide families with effective, quality educational options. The CSD serves as staff to the PEC and will review your renewal application. The PEC makes the final determination regarding the renewal application after reading it, reading the CSD preliminary analysis and school's response, and, finally, considering the information provided by the CSD in their final recommendations to renew, renew with conditions, or deny a school's renewal application.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2014**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2014**.

The CSD developed this state charter renewal application kit to assist charter schools in the development of their renewal applications to the PEC. The template for the state renewal charter application kit will be posted on the CSD website at <http://www.ped.state.nm.us/charter/index.html>. CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. If you are intending to renew with a district authorizer, you should check with them on the forms that they require.

The enclosed renewal application is divided into three parts: **Part A: Your School's Summary Data Report; Part B: Self-Report (or Looking Back), and Part C: Self-Study (and Looking Forward)**. **Part A** is provided by the CSD and PED for the school in the spring before Renewal, updated in July after the newest data is released, and then is provided as Part A or the coversheet to the School's Renewal Application when the PEC receives it on October 1st. The School is asked to comment on

the data provided in Part B of their application; however, the School does need to contribute anything to Part A.

Part B offers a School the opportunity to provide information regarding their successes outcomes over the term of their most current charter (we refer to this as “looking back”). As mentioned above, the school has a chance to respond in narrative form to the academic progress and data provided in Part A. For instance, the School will have an opportunity to discuss their School Grading Report and how the school’s performance has evolved over the past four years. The school will use Part B to capture and report on their unique charter goals and educational outcomes. Finally, Part B requires each School to provide assurances and some information regarding the organizational successes, adherence to all required policies and laws, and financial stability of the school over the charter term. The information provided in this section allows the PEC and CSD to ascertain what level of success was achieved over four years.

Finally, **Part C** offers schools an opportunity to reflect on the work they have done in the past four years, on the information they summarized in Part B, and to discuss what they envision for the school looking forward (we refer to this as “looking forward”). At the end of this section, the school is then asked to write two “mission-specific indicators/goals” as they would like them to appear in their first annual Performance Framework if approved. The CSD and PEC take the goals included in this section very seriously and use what is written to understand the School’s capacity to continue for another five years. Schools will have the opportunity to request to negotiate these mission-specific indicators/goals if approved; however, the indicators you present here will be considered as “first drafts” of the indicators to be negotiated. It is important that you spend some time creating these mission-specific indicators and that in your Self-Study you provide a general description of where you want the School to be over the next five years. In Part C, the School will also be asked to identify any amendments that they will request of the PEC as part of their new contract, if approved.

Once Parts A, B, and C are complete, the CSD will then write a preliminary analysis of the School’s Renewal Application and send a copy to the School as well as to the PEC. This analysis will include a preliminary recommendation. The School will have a chance to respond to the analysis provided. Once the CSD receives the School’s response, the CSD sends their final Director’s Recommendation.

New Mexico law, in subsection K of Section 22-8B-12 NMSA 1978, includes the four reasons for non-renewal of a school’s charter. It provides that

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department’s minimum educational standards or student performance standards identified in the charter application;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Please contact me at matt.pahl@state.nm.us or (505) 827-6532 with any questions regarding the state charter renewal application kit.

I wish you well in your endeavors. Yes, the process is rigorous, and it should be. We envision our work cultivating communities of passionate educators who inspire educational excellence for all. I believe the process that we have produced to review and evaluate renewal applications will continue to validate the public's trust in us.

Sincerely,

Matt Pahl
Interim Director
Options for Parents: Charter Schools Division

Vision Statement: The Charter Schools Division supports and advances vibrant and innovative public schools of choice which are models of educational excellence and which cultivate a passion for learning and respect for the teaching profession. We envision our work cultivating communities of passionate learners and teachers who inspire educational excellence for all.

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Instructions: 2014 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing the 2014 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Math Pahl at Matt.Pahl@state.nm.us or (505) 827-6532. During this process, applicants must first consult with Ms. Barnes about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2014 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide," which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at susan.coates@state.nm.us or Amy Chacon at Amy.Chacon@state.nm.us.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2014.</p> <p>Note: Submission prior to October 1st, 2014 of the current year will not commence the deadlines for review. Early submissions are welcomed; however, they do not put applicants at an advantage. All applications are treated equally and fairly as long as they are submitted by the deadline above.</p>
Technical Assistance Workshops (April – September 2014)	The CSD will provide technical assistance workshops for the charter renewal application process between May and September, 2014. The first training will take place on May 1 st , at CES in Albuquerque. Details regarding this training and future trainings are forthcoming. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 1– November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Preliminary Renewal Analysis (November 14)**	The CSD will send each renewal applicant and the PEC a Preliminary Renewal Analysis and Recommendation. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit or in site visits during the term of the renewal. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to	Renewal applicants may respond in writing to the information contained in the

Preliminary Renewal Analysis (November 14-December 2)**	Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.
CSD Director's Recommendation (December 5)**	The CSD will send a Final Director's Recommendation to the PEC to approve, approve with conditions, or deny the renewal application on Friday, December 5, 2014 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 11-12)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 11-12, 2014 .
Contract Negotiations (December, 2014-March, 2015)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

Based on the completed renewal application kit, the charter school Renewal Site Visit(s), the Renewal Analysis from the CSD staff, status reports provided by the PED's divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the PEC regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter pursuant to Subsection K of Section 22-8B-12 NMSA 1978.

Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?

The school's charter defines the terms under which it proposes to operate and defines the measurable goals that the school agreed to meet. The CSD will analyze the evidence presented in the report from the school's current chartering authority regarding their determination of whether the school has committed a material violation of its charter.

Has the school failed to meet or make substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application?

The CSD will examine student achievement data on required state tests and on other measures set forth in the preliminary renewal analysis and reflected in Part A of the Renewal Application completed by the charter school.

Has the school failed to meet generally accepted standards of fiscal management?

The CSD will rely on documentary evidence based on the reports from the PED's School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau with regard to whether the school has met generally accepted standards of fiscal management.

Has the school violated any provision of law from which the state-chartered charter school was not specifically exempted?

The CSD will rely on documentary evidence gathered by the CSD or, if applicable, local district authorizer staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations.

Glossary of Terms

Amended Charter School Act: In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate “Performance Contract” (§22-8B-9 NMSA 1978) between the authorizer and the charter school and “Performance Frameworks” (§22-8B-9.1 NMSA 1978).

Assessment: A method, tool, or system used to evaluate and demonstrate student progress toward—or mastery of—a particular learning standard or goal (e.g., a standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.).

Contract Negotiation Process: (*This process takes place after a success renewal process.*) The PEC and CSD have developed a process so that the PEC and the charter school can negotiate the terms of the Performance Contract and Performance Framework utilizing a Contract Negotiation Worksheet. Part of that worksheet is pre-populated for the School based on information from the renewal application including the mission-specific indicators/goals and amendments included in Part C of their Renewal Application Kit. Once the charter is renewed, representatives from the charter school and the CSD communicate to develop a working draft of the worksheet. The worksheet is then used to negotiate with the PEC Charter School Committee. If negotiations are successful, there will be a fully populated contract and frameworks that are presented to the governing body of the charter school and then the entire Commission for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

Contract Negotiation Worksheet (Worksheet): (*This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.*) This document is used to assist renewing schools and the authorizer to populate the charter school Performance Contract required under the Charter School Act to improve authorizer and charter school accountability. The items in the Worksheet are intended to ultimately populate the blank sections of the Contract. This document is intended to make it easier to see all negotiated terms at one time in one relatively short document.

Current Charter: The current charter is the approved charter (or charter contract) with any amendments and/or changes that have been authorized for the current operational term.

Material Term: The PEC/PED will use the following definition used by the National Association of Charter School Authorizers (NACSA) for **Material Terms:**

The term *material* means that the authorizer deems the matter relevant to

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

The material terms will be the provisions that the charter school will need to amend in order for the school to modify any of the terms of the contract. **Please note:** The material terms are those essential elements with which the charter school agrees to comply. These are **not** the only terms that could be breached in the contract and do not identify the only terms that could be subject to “material violations.” There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action or other action as allowed by law to be taken by the Authorizer. There could be a material violation of any term in the Performance Contract or as demonstrated by the results of the Performance Framework.

Mission-Specific Indicators/Goals: The Amended Charter School Act requires schools to identify at least two mission-specific indicators/goals in the renewal application that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the renewal application. If the application is approved, these indicators/goals will be used as a “first draft” for discussion during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and the school-specific indicators may be revised yearly. Please note that renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.

Mission-specific indicators/goals put into the renewal application should:

- (1) demonstrate the school’s ability to implement the school’s mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

SAMPLE. *The following is a sample of a strong mission-specific indicator. You do NOT need to copy it. It is intended to give you a sample of what a complete SMART mission-specific indicator looks like.*

Sample Mission Specific Indicator: Track and improve graduation rates for two distinct cohorts.

Cohort 1: Students who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

Cohort 2: Students who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 95% or more of Cohort 1 students graduate AND

Cohort 2. 95% or more of Cohort 2 students graduate OR if it is less than 95%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Meets Standard:

The school surpasses the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 90% or more of Cohort 1 students graduate AND

Cohort 2. 90% or more of Cohort 2 students graduate OR if it is less than 90%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Does Not Meet Standard:

The school does not surpass the targets of this indicator if the following rates are met for each Cohort:

Cohort 1. 80% or more of Cohort 1 students graduate AND

Cohort 2. 80% or more of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.

Falls Far Below Standard:

The school falls far below the standard if it fails to meet any of the standards set forth above.

New Mexico Condition Index (NMCI): The PSFA ranks every school facility condition in the state based upon relative need from the greatest to the least. This metric is used to compare and prioritize schools for capital outlay funding.

Performance Contract: (§22-8B-9 NMSA) *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter authorizer shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the charter application. The charter contract shall be the final authorization for the charter school and shall be part of the charter. If the chartering authority and the applicant charter school fail to agree upon the terms of or enter into a contract within 30 days of the approval of the charter application, either party may appeal to the secretary to finalize the terms of the contract, provided that such appeal must be provided in writing to the secretary within 45 days of the approval of the charter application. Please note: the charter school and PEC may agree to an extension of the 30-day deadline.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to the Renewal Application Kit.)* The charter contract will also include a performance framework tied to annual metrics and measures for:

- (1) student academic performance;
- (2) student academic growth;
- (3) achievement gaps in proficiency and growth between student subgroups;
- (4) attendance;
- (5) recurrent enrollment from year to year;
- (6) if the charter school is a high school, post-secondary readiness;
- (7) if the charter school is a high school, graduation rate;
- (8) financial performance and sustainability; and,
- (9) governing body performance

PSFA: Public Schools Facilities Authority. The PSFA serves as the staff to the Public School Capital Outlay Council (PSCOC) to implement the New Mexico Condition Index (NMCI) as well as to approve and monitor lease assistance applications.

Self-Study: The Self-Study is a procedure where an education program describes, evaluates, and subsequently improves the quality of its efforts. Through the self-study process, a program conducts a systematic and thorough examination of all its components in light of its stated mission. Self study is a process that should be ongoing. Active and continuous involvement in self study reflects a commitment to the concept of providing students with a quality educational experience.

2014 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—School’s Summary Data Report (provided by the CSD)

Part B—Self-Report or Looking Back

Part C—Self-Study and Looking Forward

Please Note

- Read the entire Renewal Application before you begin to prepare your written documents. Please complete the application thoroughly. In an effort to help you understand the requirements included in the Renewal Application, the CSD will hold a minimum of two technical assistance workshops (May–September). You will be notified of the dates, times, and locations of the workshops.
- Review your current charter, including any approved amendments, prior to completing the Renewal Application Kit.



Part A—School’s Summary Data Report

(CSD will provide pulling from information provided during the charter term.

The school will have an opportunity to comment on this information.)

NM PED Charter School Division - Renewal Snapshot Report

Albuquerque School of Excellence

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

General Information

Mailing Address: 13201 Lomas Blvd NE, Albuquerque, NM 87112
 Physical Address: 13201 Lomas Blvd NE, Albuquerque, NM 87112
 Phone: (505) 312-7711 Ext: Fax: (505) 312-7712 Website: www.abqse.org
 Opened: 2010 State Appvd: Sep-09 Renewal: 2015
 School District: Albuquerque County: Bernalillo

Salih Aykac, Head Administrator Email: say@abqse.org

Osman Anderoglu, Email: anderson@abqse.org

Mission: The mission of Albuquerque School of Excellence (ASE) is to provide a safe and collaborative environment which will cultivate the academic and social development for all students regardless of their socio-economic status by emphasizing math, science, and technology for the purpose of setting and meeting higher education goals.

Grade Levels Offered/Enrollment/Cap:

Year	Grades	Grades to phase in	CAP	Total (40 day)	Teacher	Teacher/Student Ratio:
2013-14	1-11	K,12	917	300	22	13.6

Academics

School Report Card	2011-12	2012-13	2013-14	2014-15	2015-16
1. Final Grade	B	C	A		
2. 3 Year Avg Grade		C	C		
3. Current Standing	B	B	A		
4. School Growth	C	D	B		
5. Highest Performing Students	D	C	A		
6. Lowest Performing Students	B	F	F		
7. Opportunity to Learn	B	D	C		
8. Graduation					
9. Career and College					
10. Reading Proficiency	65.6	66.1	62.8		
11. Math Proficiency	47.6	56.8	58.1		
12. SAMS	N	N	N		
13. SAMS Graduation %					
14. Bonus Points	0	3.2	2.92		

NM PED Charter School Division - Renewal Snapshot Report

Albuquerque School of Excellence

Contract Type: Charter Start: 7/1/2010 End: 6/30/2015 Term in Years: 5

Enrollment	2009-10	2010-11	2011-12	2012-13	2013-14
1. Total Enrollment		214	292	316	300
	2009-10	2010-11	2011-12	2012-13	2013-14
2. % Male		62.1%	56.5%	56.0%	52.7%
3. % Female		37.9%	43.5%	44.0%	47.3%
4. % Caucasian		55.6%	52.4%	48.1%	51.3%
5. % Hispanic		34.6%	32.2%	37.3%	34.0%
6. % African American		6.1%	6.2%	6.3%	6.3%
7. % Asian		1.4%	5.8%	4.1%	5.0%
8. % Native American		2.3%	3.4%	3.5%	3.3%
9. % Economically Disadvantaged		45.3%	37.0%	48.7%	50.3%
10. % Title 1 TS		100.0%	100.0%	100.0%	100.0%
11. % Title 1 T		0.0%	0.0%	0.0%	0.0%
12. %Title 1 S		100.0%	100.0%	100.0%	100.0%
13. % K-3 Plus		0.0%	0.0%	0.0%	0.0%
14. % Disabled		6.5%	6.2%	3.8%	8.0%
15. % ELL		3.7%	1.7%	1.3%	2.0%



Part B—Self-Report/Looking Back
(A Report on the Current Charter Term)

I. Self-Report—Looking Back

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

A. Academic Performance/Educational Plan

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

New Mexico Educational Standards--School Grading Report

(As measured by the New Mexico Standards Based Assessment (SBA) results)

The PED and CSD have provided a School Summary Data Report in Part A regarding your school's performance history in Math and English Proficiency. Please use Part A's Report to **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your School's unique approach to any progression, stagnancy, and/or regression in the areas of English and Math as measured by the SBA.** The information provided in Part A is merely a snapshot of your school and we realize that the entire report card provides more detailed information.

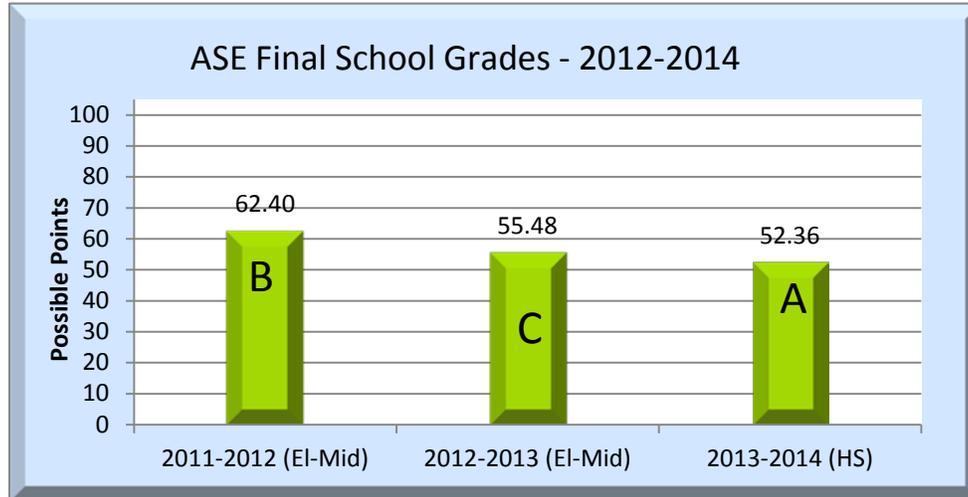
Use this section to discuss, explain, and analyze the information provided regarding your School's Grading Report Card over the past three years. Please feel free to expand the text box below if you need more room for your analysis.

School Grading Report Over Three Years

Provide a statement of progress and additional information regarding your School's Grading Report for the past three years (2011-12, 2012-13, and 2013-14)

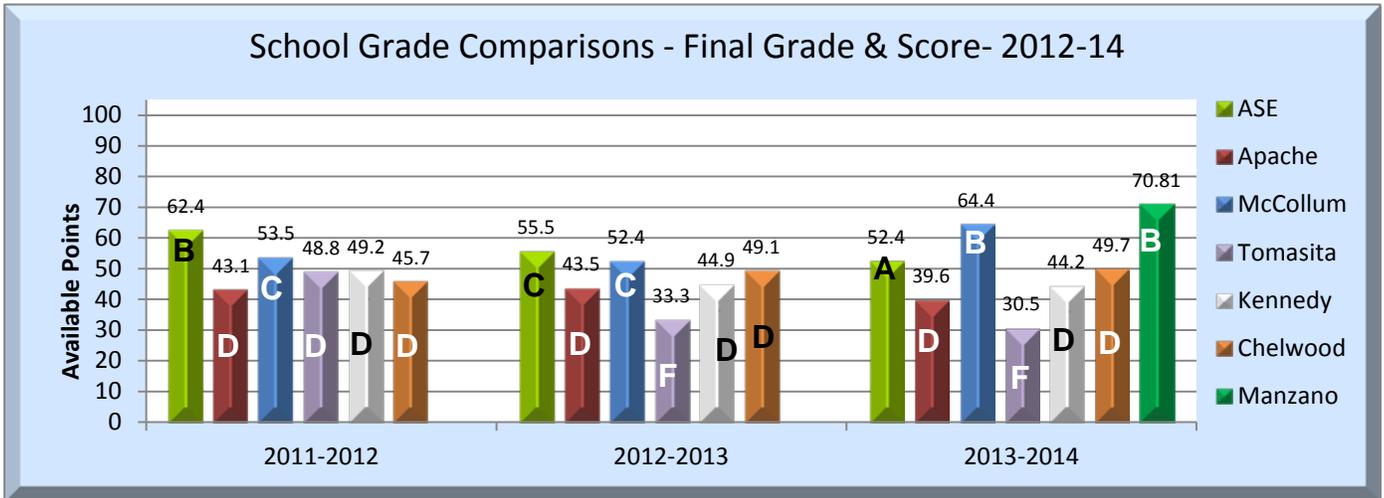
The Albuquerque School of Excellence (ASE) began the 3-year School Grading period with a final grade of B grade in 2012. The final score then decreased to a C grade in 2013, apparently due to declines in the scores for School Growth, Growth of the Lowest Performing Students, and Opportunity to Learn. In 2014, the final grade increased to an A due to higher scores for Current Standing, school Growth, Highest-Performing Students and Opportunity to Learn. Please note that in 2012 and 2013, ASE was graded as an elementary/middle school. In 2014, ASE was re-classified as a high school. In that year, only 68 maximum points were available because ASE had no graduation cohort to measure for the Graduation and Career/College Readiness indicators. The grade scale was adjusted by PED, and consequently, lower numerical scores resulted in higher letter grades as shown in the graphs below.

ASE Total Score	2011-2012 (EI-Mid)	2012-2013 (EI-Mid)	2013-2014 (HS)
Score	62.40	55.48	52.36
Grade	B	C	A



Because the great majority of ASE students come from neighborhoods close to the school and share similar economic and ethnic demographics, we compared the ASE school grades with those of other nearby elementary and middle schools to determine the relative contribution that ASE is making to academic achievement for local students who would otherwise attend traditional public schools. These comparisons are included throughout these sections. The comparison schools are: Apache Elementary, McCollum Elementary, Tomasita Elementary, Kennedy Middle, Chelwood Elementary and, for 2014, Manzano High School (graded on a 100-point scale in 2014). Although ASE is now being graded as a high school, it continues to serve elementary and middle school students; therefore, we have included comparative scores for all neighborhood elementary and middle schools on each graph for all years, including 2014.

	ASE		Apache		McCollum		Tomasita		Kennedy		Chelwood		Manzano	
	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
2011-12	62.40	B	43.10	D	53.50	C	48.80	D	49.20	D	45.7	D		
2012-13	55.48	C	43.48	D	52.38	C	33.28	F	44.87	D	49.11	D		
2013-14	52.36	A	39.63	D	64.38	B	30.50	F	44.22	D	49.73	D	70.81	B



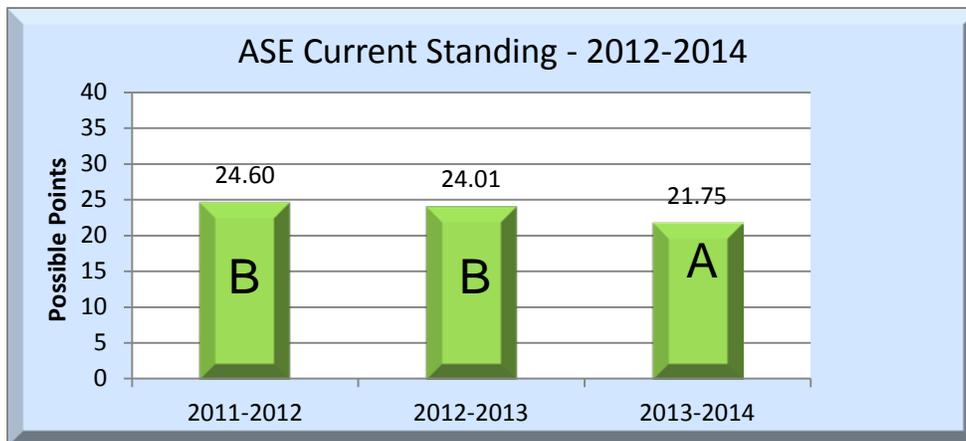
ASE had the highest Final Grade or score among neighborhood elementary and middle schools during the 3-year period. Although McCollum Elementary and Manzano High School had higher scores in 2014, due to the change in grading criteria, ASE received an A grade whereas McCollum and Manzano received a B.

Current Standing

Provide a statement of progress regarding your "Current Standing" over the past three years and offer any additional information regarding this measure.

ASE has maintained high Current Standing grades for the entire 3-year period.

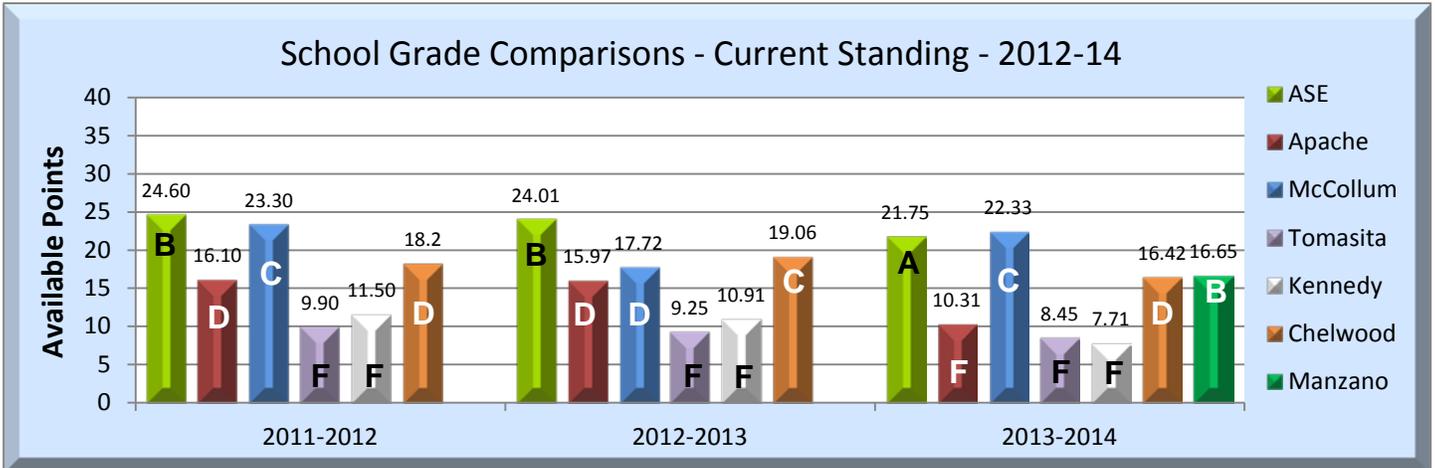
Current Standing	2011-2012	2012-2013	2013-2014 (HS)
Score	24.60	24.01	21.75
Grade	B	B	A



ASE had the highest Current Standing grades among neighborhood schools during the 3-year period. Although McCollum Elementary had a slightly higher score in 2014 due to the change in grading criteria for

ASE, ASE received an A grade whereas McCollum received a B. ASE also received a higher Current Standing grade than Manzano High School in 2014.

Current Standing	ASE		Apache		McCollum		Tomasita		Kennedy		Chelwood		Manzano	
	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
2011-12	24.60	B	16.10	D	23.30	C	9.90	F	11.50	F	18.2	D		
2012-13	24.01	B	15.97	D	17.72	D	9.25	F	10.91	F	19.06	C		
2013-14	21.75	A	10.31	F	22.33	C	8.45	F	7.71	F	16.42	D	16.65	B

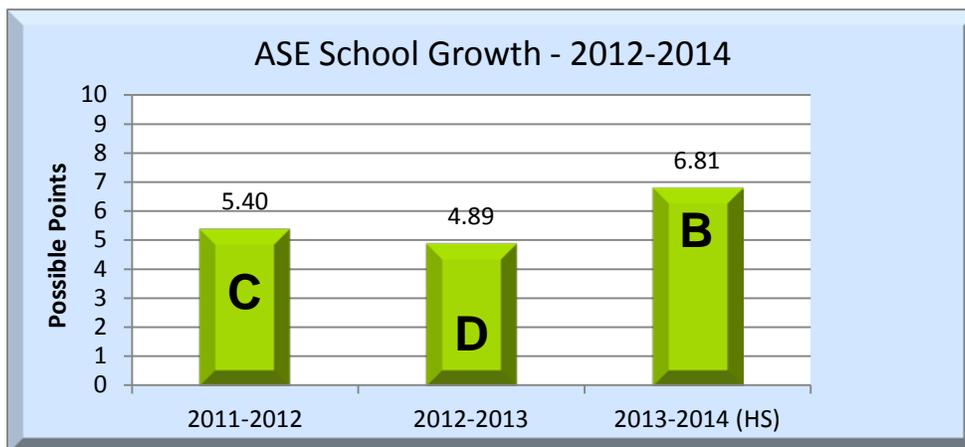


School Growth

Provide a statement of progress regarding your "School Growth" over the past three years and offer any additional information regarding this measure.

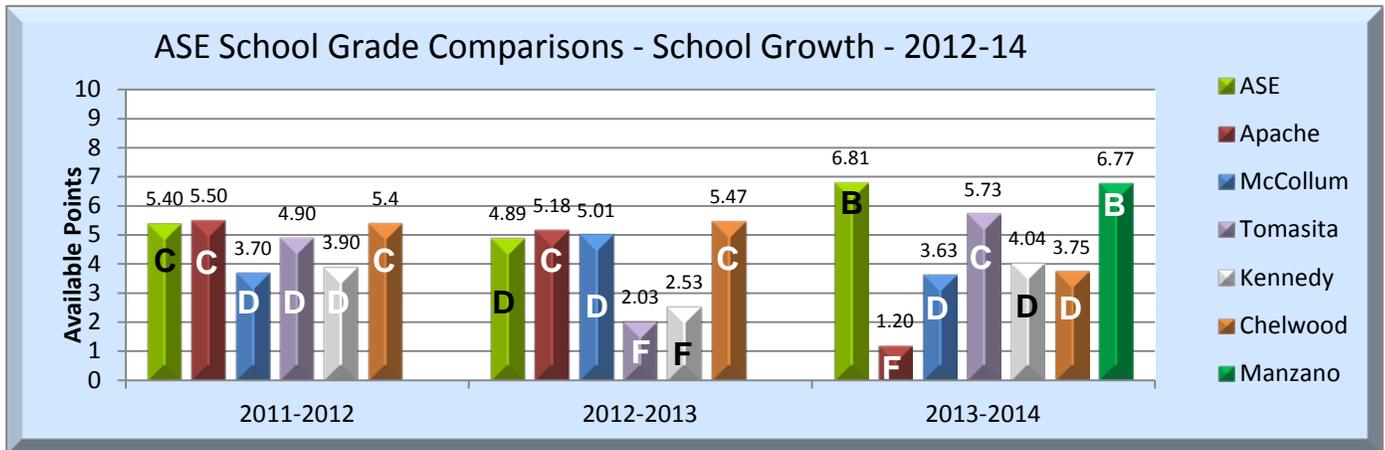
ASE's School Growth score declined from a C in 2012 to a D in 2013, but rebounded in 2014 to a B grade.

School Growth	2011-2012	2012-2013	2013-2014 (HS)
Score	5.40	4.89	6.81
Grade	C	D	B



After 3 years, ASE had the highest School Growth score and grade among neighborhood schools receiving a B, the same as Manzano High School.

School Growth	ASE		Apache		McCollum		Tomasita		Kennedy		Chelwood		Manzano	
	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
2011-12	5.40	C	5.50	C	3.70	D	4.90	D	3.90	D	5.4	C		
2012-13	4.89	D	5.18	C	5.01	D	2.03	F	2.53	F	5.47	C		
2013-14	6.81	B	1.20	F	3.63	D	5.73	C	4.04	D	3.75	D	6.77	B



Q3 (Highest Performing 75%) Growth

Provide a statement of progress regarding your "Q3 Growth" over the past three years and offer any additional information regarding this measure.

The growth of the Highest Performing 75% of ASE students has steadily increased since 2012, resulting in an A grade for this indicator in 2014.

Growth-Highest Performing	2011-2012	2012-2013	2013-2014
Score	5.50	7.89	9.37
Grade	D	C	A



In comparison with other neighborhood schools, ASE's grade has increased over the 3-year period, achieving a A grade in 2014 which was higher than the other elementary and middle schools and matched Manzano High School.

Growth-Highest Performing	ASE		Apache		McCollum		Tomasita		Kennedy		Chelwood		Manzano	
	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
2011-12	5.50	D	7.30	C	7.30	C	7.60	C	9.30	B	5.00	D		
2012-13	7.89	C	2.18	F	7.60	C	1.42	F	10.73	B	3.64	D		
2013-14 (HS)	9.37	A	0.38	F	8.31	C	2.17	F	5.56	D	1.38	F	9.48	A



Q1 (Lowest Performing 25%) Growth

Provide a statement of progress regarding your “Q1 Growth” over the past three years and offer any additional information regarding this measure.

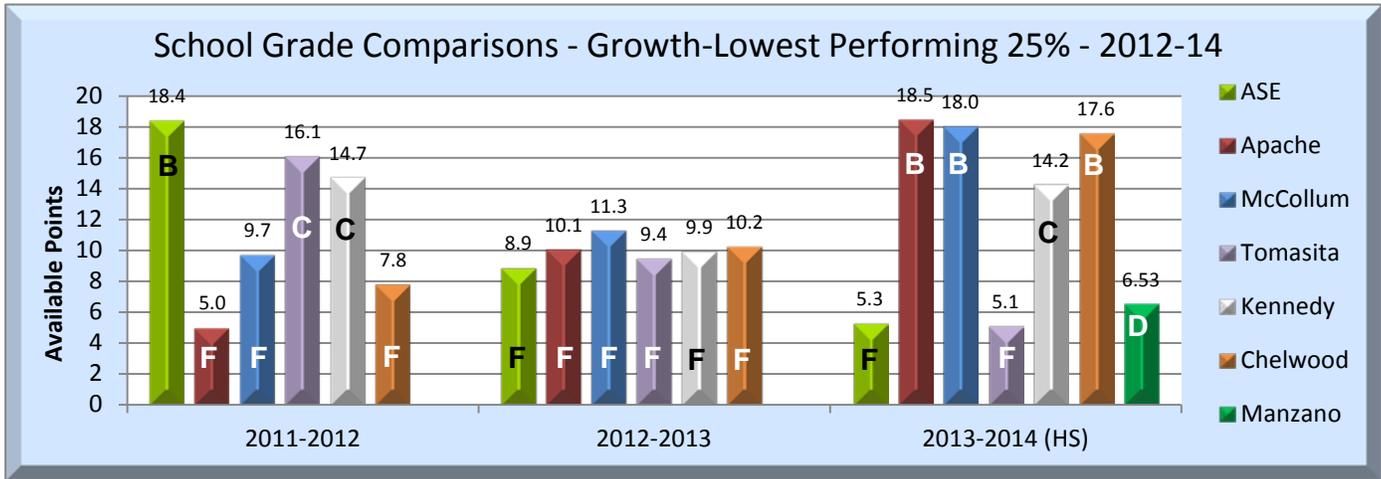
ASE’s scores and grade for the Lowest Performing 25% of students dropped significantly from a B to an F in 2013 and remained at an F grade in 2014. We recognize this as a serious problem and we have addressed this issue in Section C of this application.

Growth-Lowest 25%	2011-2012	2012-2013	2013-2014
Score	18.40	8.88	5.30
Grade	B	F	F



In comparison with other neighborhood schools, ASE had the highest grade for this indicator in 2012, but all schools dropped to F grades in 2014. In 2014, all but ASE and of the other neighborhood elementary and middle schools increased their grade to a B or a C.

Growth-Lowest Performing	ASE		Apache		McCollum		Tomasita		Kennedy		Chelwood		Manzano	
	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
2011-2012	18.40	B	5.00	F	9.70	F	16.10	C	14.70	C	7.8	F		
2012-2013	8.88	F	10.07	F	11.29	F	9.44	F	9.90	F	10.24	F		
2013-2014	5.30	F	18.48	B	18.02	B	5.11	F	14.22	C	17.55	B	6.53	D

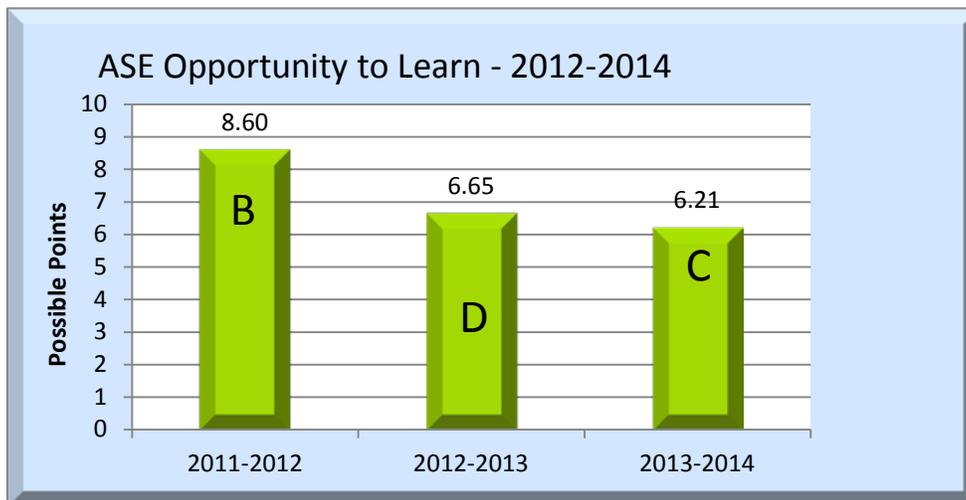


Opportunity to Learn

Provide a statement of progress regarding "Opportunity to Learn" over the past three years and offer any additional information regarding this measure.

ASE's Opportunity to Learn grade dropped from a B in 2012 to a D in 2013, but recovered somewhat to a C in 2014.

Opportunity to Learn	2011-2012	2012-2013	2013-2014
Score	8.60	6.65	6.21
Grade	B	D	C



Compared to the other neighborhood schools, ASE's Opportunity to Learn scores and grades decreased in 2013 while the other schools have shown only small decreases and their grades for this indicator have remained high: all A's and B's, despite many low grades on the academic indicators. When we studied the correlations for each of the schools, including ASE, between the Opportunity to Learn scores and the scores that reflected actual academic progress we found that, in most cases, **there were either no correlations or negative correlations between Opportunity to Learn and academic indicator scores. Given the apparent lack of a relationship between the results of the Opportunity to Learn scores and grades to the scores and grades related to academic achievement, we do not feel that we can rely on this indicator as being a factor influencing student academic progress.**

Opportunity To Learn	ASE		Apache		McCollum		Tomasita		Kennedy		Chelwood		Manzano	
	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade
2011-2012		B	9.10	A	9.30	A	9.00	B	8.70	B	9.2	A		
2012-2013		D	9.08	A	9.10	A	9.31	A	8.63	B	9.2	A		
2013-2014		C	9.26	A	9.34	A	9.04	A	8.54	B	9.05	A	6.47	B



Graduation—as applicable

Provide a statement of progress regarding your “Graduation” over the past three years and offer any additional information regarding this measure.

This indicator is not yet applicable to ASE.

College and Career Readiness—as applicable

Provide a statement of progress regarding your “College and Career Readiness” over the past three years and offer any additional information regarding this measure.

This indicator is not yet applicable to ASE.

Bonus Points

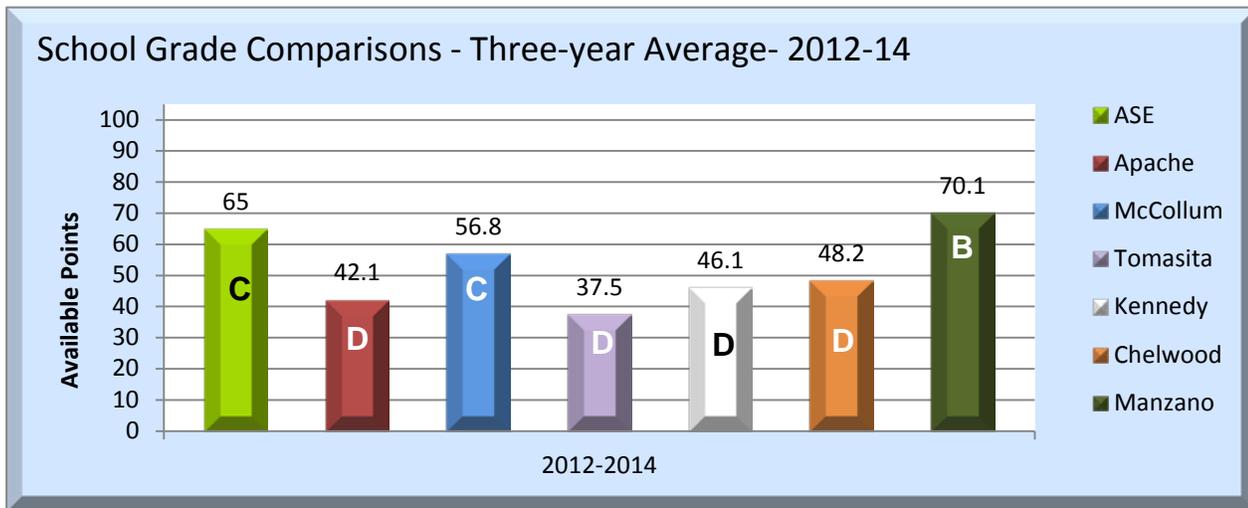
Provide a statement of progress regarding "Bonus Points" over the past three years.

ASE received 3.17 Bonus Points in 2013 for exceptional achievement in Student and Parent Engagement and Truancy Improvement and 2.92 bonus points in 2014 for exceptional achievement in Student and Parent Engagement.

Three-year Average

ASE has chosen to also include information on its 3-year average school grade in comparison to the neighborhood schools included above. This information shows that ASE has exceeded the scores and grades of the neighborhood elementary and middle schools and is approaching the same level of accomplishment as Manzano High School, even in ASE's first year of grading as a high school. Along with the data provided above, we believe that this is confirmation that ASE is making a positive contribution to student achievement in its neighborhood.

Three-year Average	ASE		Apache		McCollum		Tomasita		Kennedy		Chelwood		Manzano	
	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
2012-2014	65	C	42.1	D	56.8	C	37.5	D	46.1	D	48.2	D	70.1	B



Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter —as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

Please provide your goals and/or indicators regarding Academic Student Performance as they are written into your current charter, *as appropriate*. In the boxes below, include the results of short-cycle assessment(s), or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements and analysis of student progress towards the standards. *Please copy the box below based on the number of academic/performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1:
The percentage of students who are Proficient & Above at the NMSBA Reading test will be 5% higher than the statewide average percentage of students who are Proficient & Above in all grades tested at the end of the first year and 15% higher at the end of 2015.
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):
NMSBA; Proficient and Above.
<i>Provide a statement of progress and additional information regarding the above data:</i>

The Albuquerque School of Excellence (ASE) generally met this Performance Goal for all tested grades with only six instances in which ASE Reading scores were below or less than 5% higher than the state-wide average. We have chosen to present this data in chart form in order to conserve space in this section. The graphs reflecting these performance standards are included in Appendix E.

Grade 3 Reading	Proficient & Above		Difference
	ASE	State	
2010-2011	73.9%	52.9%	21.0%
2011-2012	68.2%	52.4%	15.8%
2012-2013	81.8%	55.2%	26.6%
2013-2014	41.2%	51.8%	-10.6%

ASE met the Performance Goal in 3rd grade Reading every year except 2014. ASE has lost 3rd grade teacher late October and had trouble finding a new teacher for 3rd grade in the middle of the year. Student lost vital instructional time until hiring a new teacher. It was 1st year of teaching for the recently hired teacher. As a result 3rd grade scores went down.

Grade 4 Reading	Proficient & Above		Difference
	ASE	State	
2010-2011	50.0%	46.5%	3.5%
2011-2012	60.0%	49.9%	10.1%
2012-2013	40.9%	45.7%	-4.8%
2013-2014	68.2%	43.8%	24.4%

ASE exceeded the state-wide average in 4th grade Reading in 2011 but missed its own 5% criterion. ASE met the goal in 2012, fell below the state average in 2013, but met the goal in 2014.

Grade 5 Reading	Proficient & Above		Difference
	ASE	State	
2010-2011	62.2%	51.9%	10.3%
2011-2012	72.7%	55.0%	17.8%
2012-2013	68.3%	51.2%	17.1%
2013-2014	68.2%	53.2%	15.0%

ASE met the goal in 5th grade Reading every year.

Grade 6 Reading	Proficient & Above		Difference
	ASE	State	
2010-2011	62.2%	47.8%	14.3%
2011-2012	66.7%	48.3%	18.4%
2012-2013	61.7%	43.1%	18.6%
2013-2014	42.0%	43.3%	-1.3%

ASE met the goal in 6th Grade Reading every year except 2014.

Grade 7 Reading	Proficient & Above		Difference
	ASE	State	
2010-11	65.0%	47.6%	17.4%
2011-12	58.5%	50.2%	8.3%
2012-13	79.2%	49.8%	29.4%
2013-14	66.7%	51.5%	23.4%

ASE met the goal in 7th grade Reading every year.

Grade 8 Reading	Proficient & Above		Difference
	ASE	State	
2010-11	62.5%	53.3%	9.2%
2011-12	55.0%	54.3%	0.7%
2012-13	60.6%	60.2%	0.4%
2013-14	88.1%	58.7%	29.4%

ASE met the goal in 8th grade Reading in 2011 and 2014, but not in 2012 or 2013.

Grade 10 Reading	Proficient & Above		Difference
	ASE	State	
2012-13	54.5%	41.0%	13.5%
2013-14	50.0%	37.7%	12.3%

ASE met the goal in 10th grade Reading in 2013 and 2014.

Grade 11 Reading	Proficient & Above		Difference
	ASE	State	
2013-14	71.4%	51.7%	19.7%

ASE met the goal in 11th grade Reading in 2014.

Student Academic Performance Standard/Goal #2:

The percentage of students who are Proficient & Above at the NMSBA Math test will be 5% higher than the statewide average percentage of students who are Proficient & Above in all grades tested at the end of the first year and 15% higher at the end of 2015.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used
(Identify level of scores that indicate proficiency):

NMSBA; Proficient and Above.

Provide a statement of progress and additional information regarding the above data:

The Albuquerque School of Excellence (ASE) generally met this Performance Goal for all tested grades with only six instances in which ASE Math scores were below or less than 5% higher than the state-wide average. We have chosen to present this data in chart form in order to conserve space in this section. The graphs reflecting these performance standards are included in Appendix E.

Grade 3 Math	Proficient & Above		Difference
	ASE	State	
2010-11	69.6%	51.5%	18.1%
2011-12	63.6%	52.7%	11.0%
2012-13	76.2%	51.0%	25.2%
2013-14	41.2%	49.4%	-8.2%

ASE met the goal in 3rd grade Math every year except 2014. As a result of losing 3rd grade teacher(explained above), math scores also went down. ASE has taken necessary actions to make sure teacher is provided multiple professional development opportunities. ASE expects to have better State Testing scores this year.

Grade 4 Math	Proficient & Above		Difference
	ASE	State	
2010-11	54.5%	44.4%	10.2%
2011-12	52.0%	44.0%	8.0%
2012-13	56.5%	45.4%	11.1%
2013-14	68.2%	42.7%	25.5%

ASE met the goal in 4th grade Math every year.

Grade 5 Math	Proficient & Above		Difference
	ASE	State	
2010-11	53.3%	41.9%	11.4%
2011-12	52.3%	43.5%	8.7%
2012-13	56.1%	43.1%	13.0%
2013-14	71.4%	43.7%	27.7%

ASE met the 5th grade Math goal every year.

Grade 6 Math	Proficient & Above		Difference
	ASE	State	
2010-11	43.2%	36.7%	6.5%
2011-12	41.0%	37.1%	3.9%
2012-13	44.3%	39.6%	4.7%
2013-14	48.0%	37.0%	11.0%

ASE met the 6th grade Math goal in 2011 and 2014, but not in 2012 or 2013.

Grade 7 Math	Proficient & Above		Difference
	ASE	State	
2010-11	35.0%	37.6%	-2.6%
2011-12	41.5%	41.7%	-0.3%
2012-13	64.2%	41.2%	23.0%
2013-14	64.7%	39.8%	27.7%

ASE did not meet the 7th grade Math goal in 2011 or 2012, but met it in 2013 and 2014.

Grade 8 Math	Proficient & Above		Difference
	ASE	State	
2010-11	53.3%	40.8%	12.6%
2011-12	40.0%	41.7%	-1.7%
2012-13	51.5%	42.2%	9.3%
2013-14	61.9%	40.0%	21.9%

ASE met the 8th grade Math goal in 2011, 2013, and 2014, but not in 2012.

Grade 10 Math	Proficient & Above		Difference
	ASE	State	
2012-13	72.7%	30.2%	42.5%
2013-14	41.7%	30.4%	11.3%

ASE met the 10th grade Math goal in 2013 and 2014.

Grade 11 Math	Proficient & Above		Difference
	ASE	State	
2013-14	57.1%	42.8%	14.3%

ASE met the 11th grade Math goal in 2014.

<p>Student Academic Performance Standard/Goal #3:</p> <p>The percentage of students who are Proficient & Above at the NMSBA Science test will be 5% higher than the statewide average percentage of students who are Proficient & Above in all grades tested at the end of the first year and 15% higher at the end of 2015.</p> <p>Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):</p> <p>NMSBA; Proficient and Above.</p> <p><i>Provide a statement of progress and additional information regarding the above data:</i></p>
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The Albuquerque School of Excellence (ASE) generally met this Performance Goal for Grade 4 and Grade 7 in all three years of NMSBA Science testing but did not meet the goal for Grade 11 in 2014 because ASE's score was less than 5% higher than the state-wide average. We have chosen to present this data in chart form in order to conserve space in this section. The graphs reflecting these performance standards are included in Appendix E.

Grade 4 Science	Proficient & Above		Difference
	ASE	State	
2010-2011	54.5%	46.7%	7.9%
2011-2012	(no test)		
2012-2013	73.9%	53.0%	20.9%
2013-2014	90.9%	48.3%	42.6%

ASE met the 4th grade Science goal every year.

Grade 7 Science	Proficient & Above		Difference
	ASE	State	
2010-2011	50.0%	39.7%	10.3%
2011-2012	(no test)		
2012-2013	75.5%	42.1%	33.4%
2013-2014	70.6%	42.2%	28.4%

ASE met the 7th grade Science goal every year.

Grade 11 Science	Proficient & Above		
	ASE	State	
2013-2014	42.9%	41.3%	0.02

ASE did not meet the 11th grade Science goal in 2014 because it exceeded the state-wide average by only two one-hundredths of a point.

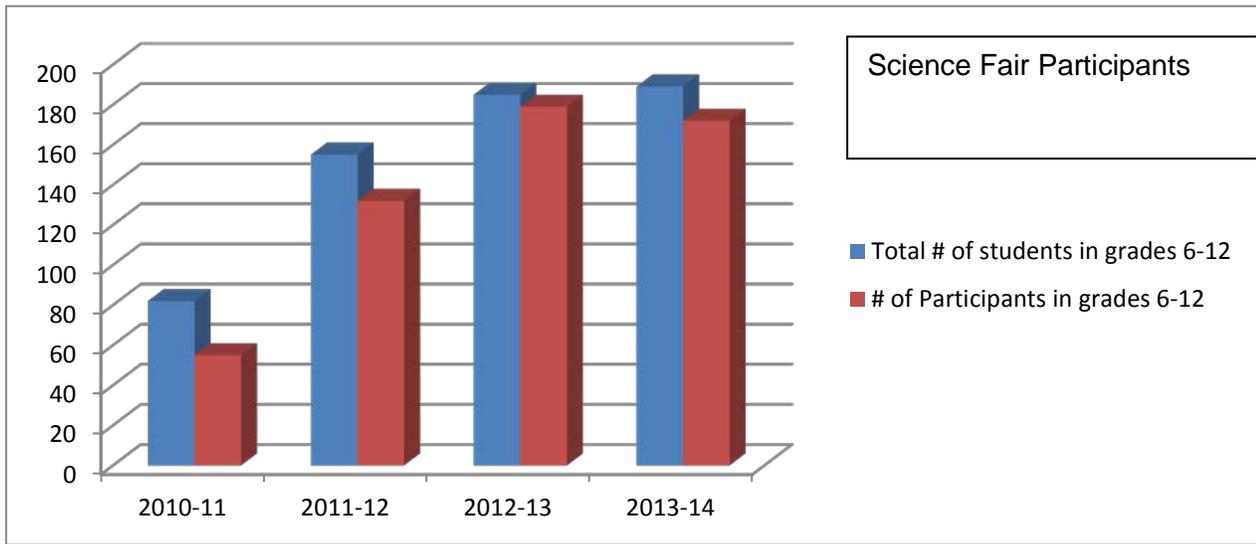
Other Student Performance Standards/Goals from your Current Charter—as applicable

Please provide your goals and/or indicators regarding other student performance measures as they are written into your current charter, *as appropriate*. Please provide the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements and analysis of student progress towards the standard/goal. *Please copy the box below based on the number of other performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #1:				
10% of student science fair projects in grades 6 through 12 will be prepared under the supervision of local college and university staff annually as evidenced by student supervisor contact logs.				
Measure(s) Used: Logs of students who participated in science fair for each year.				
Data—Average Annual Data				
Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13–14

Provide a statement of progress and additional information regarding the above data: The school has met this goal every year. Out of 82 students in grades 6 thru 12, 55 students participated Science Fair in 2010-11 Academic year. Out of 155 students in grades 6 thru 12, 132 students participated Science Fair in 2011-12 Academic year. Out of 185 students in grades 6 thru 12, 179 students participated Science Fair in 2012-13 Academic year. Out of 189 students in grades 6 thru 12, 172 students participated Science Fair in 2013-14 Academic year. The science fair coordinator assured that at least 10% of students has worked with college professors, specialist in STEM fields and university staff. The contact log between students and professionals was kept not because this crucial information was not shared with the coordinator. He is aware of the statement for Academic Year 2014-15 and more than 10% of students is now collaborating with college and university staff.



Student Performance Standard/Goal #2:

10% of ASE students in grades 6 through 12 will participate in one or more national, statewide, regional, or citywide academic competitions by May 31, 2011. Each additional year participation rate will be 5% more of the preceding year until May 31, 2015. Documentation will be kept in academic competitions participation folder by academic competitions coordinator.

Measure(s) Used: **List of the students who participated in academic competitions for each year.**

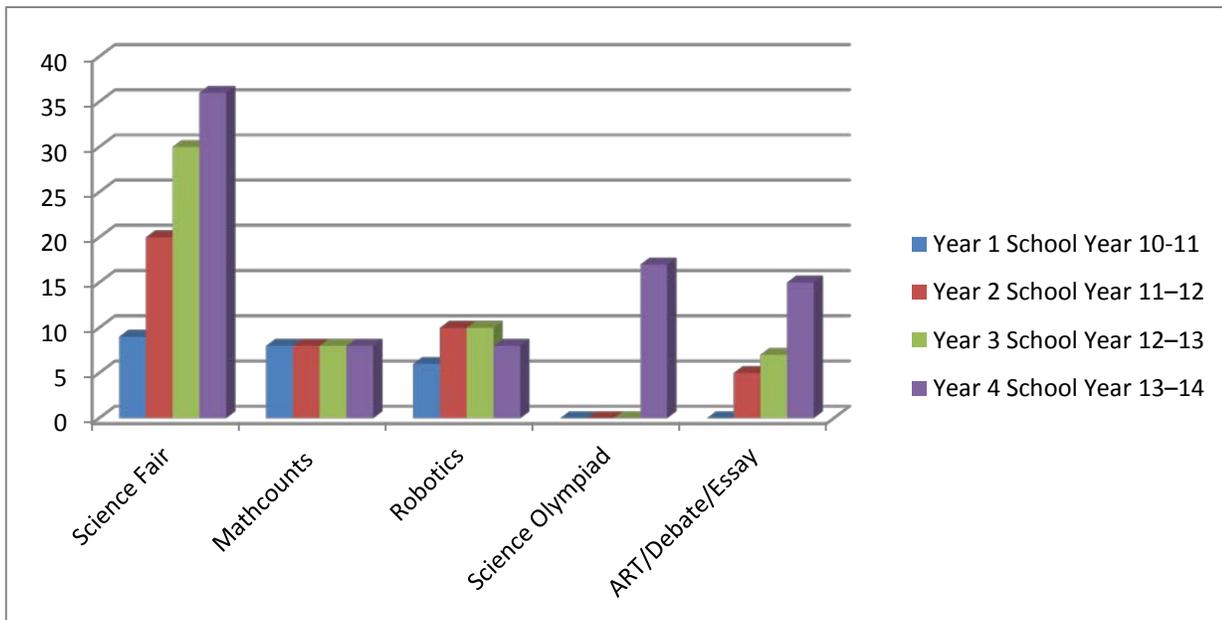
Data—Average Annual Data

Grade Level	Year 1 School Year 10-11	Year 2 School Year 11-12	Year 3 School Year 12-13	Year 4 School Year 13-14
6-12	42%(23 Students)	86%(43 Students)	28%(55 Students)	53%(84 Students)

Provide a statement of progress and additional information regarding the above data:

At ASE 100% of middle and high school students prepare a science fair project and after pre-elimination only qualified projects participate in schoolwide science fair competition. Below you will see the number of students who participated in regional/state or national academic competitions. Each year ASE's participation rate was more than 5% of preceding year as shown below.

Competition/Year	Year 1 School Year 10-11	Year 2 School Year 11-12	Year 3 School Year 12-13	Year 4 School Year 13-14
Regional Science Fair	9	20	30	36
Mathcounts	8	8	8	8
Robotics	6	10	10	8
Science Olympiad	0	0	0	17
ART/Debate/Essay	0	5	7	15
Total	42%(23 Students)	86%(43 Students)	28%(55 Students)	53%(84 Students)



The school met this goal every year.

Student Performance Standard/Goal #3:

90% of students enrolled in each of the four high school grades (9-12) will complete at least 25 hours of approved community service or volunteer work as evidenced by community service/volunteer time sheets. If 25 hour per year is not satisfied, the following year 50 hours must be completed.

Measure(s) Used: Number of community service hours provided by students or students' parents/guardians. School has Community Service Hours form provided to each high school student when school begins in August.

Data—Average Annual Data

Grade Level	Year 1 School Year 10–11	Year 2 School Year 11–12	Year 3 School Year 12–13	Year 4 School Year 13-14

Provide a statement of progress and additional information regarding the above data:
 One of the high school graduation requirements at ASE is having at least 100 hours of community service by the end of senior year. The guidance counselors checks and enters this data to student account so that parents can also access these records via ASE Parent Portal. As of today, all of the students in graduating Class of 2015 have at least 75 hours of community service in lieu of 3 years at high school. The other graduating classes (Class of 2016 and 2017) are expected to have 50 and 25 respectively.

Other Organizational Performance Standards/School Goals from your Current Charter—as applicable **N/A**

Please provide your goals and/or indicators regarding organizational performance measures as they are written into your current charter, *as appropriate*. Please describe the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards and analysis of the standard/goal(s). *Please copy the box below based on the number of organizational performance goals/indicators you have in your current charter.*

Please note: If you have another means of representing the data requested below, you may insert that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1:
Measure(s) Used:
Data:
<i>Provide a statement of progress and additional information regarding the above data:</i>

B. Financial Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

Financial Performance Assurances

With respect to findings for Financial Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

The school meets financial reporting and compliance requirements and submits all documentation related to the use of public funds including annual budgets, revised budgets, if any, and periodic financial reports as required.

Yes **No** Is the school meeting financial reporting and compliance requirements?

Yes **No** Is the School following generally accepted accounting principles?

For any "no" answers please provide an explanation.

a. Financial Statement

This statement should illustrate how the charter school is budgeting funding that easily understandable to the general public (e.g., pie graph outlining the distribution of funds related to administration, direct instruction, instructional materials, lease, etc.) Include as an Appendix A.

b. Audit Findings

The school follows Generally Accepted Accounting Principles by receiving an unqualified audit opinion, and an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses, and the audits do not include an on-going concern disclosure in the audit report. Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	0		
1 (10-11)	3	<p>FS 11-01 Travel & Per Diem</p> <p>The school paid \$.45 / mile instead of the government rate of \$.55.</p>	Per NMAC 2.42.2.11 the appropriated amount for reimbursement under state statute is 80% of the federal amount. Since the federal amount for mileage reimbursement was \$0.555 then the correct amount to reimburse was \$0.444.
		<p>FA 11-02 IDEA-B/Stabilization -Cash Management/Reporting</p> <p>The school had excess expenditures of \$77 than total amounts funded. An adjustment was required to move these expenditures to the operating fund. For the Education Job Fund, we noted that the school had \$78 more in expenditures than requested. An adjustment was required to move these expenditures to the operating fund.</p>	Expenditures exceeded allocated funds due to adjustments in payroll at end of fiscal year. Revenues from federal funds were not requested for excess expenditures.
		<p>FS 11-03 PED Budget reports</p> <p>The actual uploaded to PED had expenditures greater than the budgeted amounts for the following funds: IDEA-B and Education Job fund.</p>	Expenditures for the indicated funds will be adjusted according to the audit. Adjustments to the expenditures are due to modifications made to employee payrolls.

2 (11-12)	4	<p>CS 11-02-D PED Budget reports, Compliance and other matters</p> <p>School had expenditure functions where actual expenditures exceeded budgetary authority. In addition, we noted the PED Cash Report for the 4th quarter Operational Fund and Federal Flow through funds did not agree to the general ledger balance</p>	<p>Due to extenuating circumstances for members of the schools board, the school was not able to hold a meeting until the end of the month in June. During the June 29, 2012 meeting, budget adjustments were approved by the board, but were not uploaded in time for review and approval by the state.</p>
		<p>FS 12-01 Internal control structure, Compliance and other matters</p> <p>Gift cards were purchased for students winning a science competition for a total of \$270. The cards were purchased with operating funds and that the cost was incorrectly posted to other contract services.</p> <p>The school incorrectly posted Title I revenue to the IDEA B revenue account. Total amount incorrectly recorded was \$3,858.</p> <p>The school incorrectly coded revenue received from USDA for food service reimbursement as fees received.</p>	<p>Before the requisition is approved the account code is verified by another employee of the business office. Even with a system of checks and balances a human error might occur in coding. While the object code that was used was incorrect, it was used under the correct function. When the expenditures are submitted to the state, the object codes are rolled up by the function. The coding error in question had no effect on the report submitted to the state.</p>

		<p>CS 12-02-D Travel Reimbursement, Compliance and other matters and significant deficiency</p> <p>The school reimbursed an employee the incorrect amount for a rental car reservation. We noted the employee submitted two copies of a rental car receipt when the employee should have submitted two separate receipts. The second rental car reservation was slightly greater than the receipt submitted resulting in an underpayment of \$63</p>	<p>After the trip in question the employee submitted three receipts for the rental of three different vehicles. While one of the receipts that were turned in was a duplicate, the requestor did provide a copy of their bank statement listing the three separate transactions. The total amount of the incurred expenses did exceed the authorized purchase order by \$63. In accordance with the adopted financial policies and procedures, the requestor was only reimbursed the amounts that were authorized by the initial purchase order.</p>
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		<p>CS 12-03-D RHC Contributions, Non-Compliance and other matters</p> <p>The RHC payment for July 31, 2011 for the 1 employee excluded was not submitted until September 5, 2011 in the amount of \$35.</p>	<p>All school employees are required to have a contract for the current school year on file. Due to outside circumstances, one employee failed to turn in their signed contract prior to commencing work at the school. Upon realization that the employee failed to receive their paycheck for said period, the employee worked with the school and management to sign their employment contract. Recognizing the budgetary needs of the employee in question, the school issued a special payroll on the 8th of August in compensation for the work that was performed during July 10-July 23. In accordance with NMSA 1978 10-7C-15 the school had already submitted and paid RHC on August 4. The RHC payment for the special payroll was paid on September 6, which was correct for the date on the check but late for the time period being compensated.</p>
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3 (12-13)	3	<p>CS 11-02-D PED Budget reports, Non-Compliance and other matters</p> <p>School had expenditure functions where actual expenditures exceeded budgetary authority:</p> <p style="padding-left: 40px;">Federal Charter School Grant</p> <p style="padding-left: 80px;">Support Services \$14,944</p>	<p>In accordance with the fund 24146 expenditure and reimbursement guidelines the school issued a purchase order in June of 2012 and received the items and invoice in June 2012. The school submitted the last Request for Reimbursement for the fund which was in its final year and reported the expenditures as a part of the final estimated revenues and expenditures during the FY2013 budget process. Fund 24146 did not have a deficit balance.</p>
		<p>CS 13-01-D Prepayment for services, Non-Compliance and other matters</p> <p>During test work, we noted that an employee tested was paid before services are being completed. We noted that the employee's first paycheck of the year was received before school started and before services were rendered</p>	<p>In order to maintain a consistent payroll schedule, any staff that was originally paid in July for a current fiscal year's payroll was paid starting in July in subsequent years. This decision ensured that teachers were receiving paychecks throughout the year and that there was no gap in payments.</p>
		<p>CS 13-02-D Internal Control Structure, Non-Compliance and other matters</p> <p>During our fieldwork we noted adjusting entries were posted to the fund balance for funds 11000, 14000, and 24106, causing fund balance not to reconcile. Correcting audit entries were required to agree the fund balances to the prior year financial statements.</p>	<p>In accordance with the schools adopted Financial Policies and Procedures the prior year balances are reconciled with the current year budget by referencing the cash reconciliation found in the previous years audited financial statements.</p>

Identify any changes made to fiscal management practices as a result of audit findings.

The school has adopted a travel & per diem policy that sets the mileage reimbursement rate equal to that of the IRS as of January 1 that year.

Management now reconciles the NMPED cash report with the finance committee quarterly.

The school has worked with School Budget and Analysis Bureau to establish deadlines for the submission of BARs during fiscal year end.

The School has adjusted the pay calendar for all employees to ensure that staff is continually paid during the summer while ensuring that contract days have been worked prior to a corresponding paycheck.

C. Organizational Performance

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter...and/or...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Material Terms/Violations

Please provide assurances.

Questions	School's Response		
<p>Is the school implementing the material terms of the approved charter application as defined in the charter contract? Areas include Mission, Educational Framework (e.g., Montessori vs. STEM), Educational Learning Model (e.g., blended learning model), grade levels, enrollment, graduation requirements, instructional days/hours, or other terms identified in the charter contract? <i>If "no" please provide details.</i></p>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
<p>Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation? <i>If "yes" please provide details.</i></p>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	

Educational Requirements—Assurances

- 1) Yes No The school complies with instructional days/hours requirements.
- 2) Yes No The school complies with graduation requirements.

- 3) Yes No The school complies with Promotion/Retention requirements.
- 4) Yes No Next-step plans are completed for applicable grades.
- 5) Yes No The school has an approved EPSS Plan.
- 6) Yes No The school demonstrates compliance with requirements relating to assessments.
- 7) Yes No The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- 8) Yes No The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

With respect to findings for Organizational Performance, there will be a presumption of compliance unless the five-year record includes evidence to the contrary.

Please respond to each of the statements below regarding organizational the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

Civil Rights and Special Populations—Assurances

- b) **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
 - 1) **Yes** **No** 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.
 - 2) **Yes** **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) **Yes** **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- c) **Yes** **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act, Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.
- d) **Yes** **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- e) **Yes** **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

Employees—Assurances

- a) **Yes** **No** The school meets teacher and other staff credentialing requirements
- b) **Yes** **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

- c. **Yes** **No** 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.

For any "no" answers please provide an explanation.

School Environment—Assurances

- a. **Yes** **No** The school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate as an appendix.
- b. **Yes** **No** The school keeps records of fire inspections and other safety requirements.
- c. **Yes** **No** The school meets transportation and nutrition requirements, if applicable.
- d. **Yes** **No** The school complies with health and safety requirements.
- e. **Yes** **No** The building, grounds, and facilities provide a safe and orderly environment.

For any "no" answers please provide an explanation.

Appropriate Handling of Information—Assurances

- a. **Yes** **No** The school maintains required information in STARS and submits in a timely manner.
- b. **Yes** **No** The school maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities.
- c. **Yes** **No** The school keep all records safe from fire and theft and stored in a retrievable manner.
- d. **Yes** **No** All student records are retained and disposed of pursuant to state requirements.
- e. **Yes** **No** The school properly and securely maintains testing materials.

For any "no" answers please provide an explanation.

Governance—Assurances

- 1) **Yes** **No** The school complies with governance requirements? Including:
- 2) **Yes** **No** All required School Policies
- 3) **Yes** **No** The Open Meetings Act
- 4) **Yes** **No** Inspection of Public Records Act
- 5) **Yes** **No** Conflict of Interest Policy
- 6) **Yes** **No** Anti-Nepotism Policy
- 7) **Yes** **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
- 8) **Yes** **No** Required Committees (Finance and Audit) and submission of appropriate documentation
- 9) **Yes** **No** Governing Body Mandated Trainings
- 10) **Yes** **No** Governing Body Evaluates Itself

Yes **No** Is the school holding management accountable?

- 1) **Yes** **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.

- 2) **Yes** **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

D. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix B**, a certified affidavit of the Employees' Support Petition from not less than 65 percent of the employees of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the Albuquerque School of Excellence Charter School and hereby certify that: the attached petition in support of the Albuquerque School of Excellence Charter School renewing its charter was circulated to all employees of the Albuquerque School of Excellence Charter School. There are 28 persons employed by the Albuquerque School of Excellence Charter School. The petition contains the signatures of 28 employees which represents 100 percent of the employees employed by the Albuquerque School of Excellence Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Salih Aykac, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this _____ day of _____ 2014.

Notary Public

My Commission Expires:

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You MUST have signatures.

I am the head administrator of the Albuquerque School of Excellence Charter School and certify that: the attached petition in support of the Albuquerque School of Excellence Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 202 households which represents 83 percent of the households whose children were enrolled in the Albuquerque School of Excellence Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Salih Aykac, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

Subscribed and sworn to before me this _____ day of _____ 2014.

Notary Public

My Commission Expires:

F. Facility

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978.

Provide a copy of the building E Occupancy certificate and/or a letter from the PSFA with your NMCI Score as **Appendix D**, indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. (If the charter school is relocating or expanding to accommodate more students.)

Subsection C of 22-8B-4.2 NMSA 1978: On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within 18 months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

G. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

II. Checklist

		Yes)
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe: Appendix E - Graphs Supporting Mission Specific and/or Student Academic Performance Standards/Goals	<input checked="" type="checkbox"/>



Part C—Self-Study/Looking Forward
(Reflection and Vision for the Next Five Years)

II. Self-Report—Looking Forward

The Charter School Act requires that each school include two goals in their renewal application.

A. Performance Self Study/Analysis-Key Questions

Directions: The following questions are to help you reflect on the whole of your school as you review the plethora of information provided in Part B above. You have dissected the parts of your School and now it is time to think about what those parts say about your school and learning community over the last four to five years. There is also room to discuss how the past will contribute to how you think about the future of your school if approved.

1. Based on your academic results from the past four years, discuss your School's academic priorities over the next five years, if approved.

Based upon the data analysis of the past four years, the following are the academic priorities for the next five years:

1. Improve proficiency levels in Reading and Math for all students. Although the students have met the targets for their grade levels, and grade level performance has increased over the past three years, the proficiency rates in Reading (62.8%) and Math (58.1%) need to continue to improve.
2. Develop and implement a targeted plan to increase the growth of Reading and Math proficiency for the lowest 25% of students and to close the achievement gap between Caucasian students and all other subgroups.
(The proficiency levels for Q1 group has steadily decreased over three years and need to be restored to prior levels of progress. The gaps in Reading and Math between Caucasian and Hispanic students have decreased due to gains by Hispanics in Reading and particularly in the area of Math where the gap has decreased by 75% over the past 3 years.)
3. Provide professional development and support for teachers to use data to inform instruction for continuous improvement.

2. What main strategies will be implemented to address these priorities?

Priority 1

- To improve proficiency levels for all students in Reading and Math, we will begin by meeting as a staff to review and analyze the data from the previous year(s) including the SBA, short-cycle and interim assessments.
- At the beginning of the school year, conduct a school-wide assembly to review the School Report Card and academic goals for the school and students for the upcoming school year.
- We will create data teams and revise the school schedule to allow these data teams to meet consistently to review classroom and student data and share interventions, strategies and instructional techniques that have been effective in student improvement (more information is provided in Prompt #3).

Priority 2 and 3

The Prompts found below will specifically address Academic Priorities 2 and 3.

3. How has the data been used to modify systems and structures that the leadership team has put into place to support student achievement?

Throughout the school year, ASE uses STAR, Renaissance, Accelerated Reader and Dibels as their assessments for Reading. STAR is also used to assess Math. These assessments allow teachers to set goals and monitor student progress throughout the school year. To measure individual student's strengths and weaknesses in relation to the SBA and End of Course Exams, we administer MOCK or BENCHMARK tests at the beginning of the 2nd semester. If a student does not meet the expected level or goals, the student is referred to a pullout program to work with teachers in their weak areas, specifically in core subjects. The pullout is offered during non-core subjects and does not violate the student's physical education and free time/breaks.

In the past, students who did not meet the required levels by the end of the school year were referred for an Academic Improvement Plan, which would assess the needs for the next school year.

Our future plans for the use of data include the following:

- At the beginning of the school year, review student assessments from the previous year. We will look at not only SBA scores, but other interim assessment scores as well. We will implement data teams to review and track student progress consistently throughout the school year.
- We will identify students who are struggling and determine why. For struggling students, we will implement intervention plans to address the student's needs including providing in and out of class support. Lesson plans will include identification of the struggling students and additional supports, modifications, etc. that are to be used with them.
- Review curriculum map for the school year, and make sure that the curriculum and instruction sequence is aligned to the grade level/content expectations and end-class goals.
- We will identify and/or develop interim assessments (formal and informal) where our lowest 25% students are assessed after each unit and/or in their pull out session.
- We will create time in the weekly schedule for grade level teachers/data team to meet to review this additional data, discuss student progress and formulate action plans to address students who are continuing to struggle.
- When formulating the Professional Development calendar for the school year, we will include more targeted training on data analysis – classroom and individual, and how to use data to identify struggling students and to monitor student progress. Teachers will be trained to analyze data at all levels – the question level, skill or standard level, student level, and whole class level and determine how many students performed on each question, what wrong answer choices they made and how students performed on each standard or skill.

4. Reflect on the academic performance of students your lowest-performing students (Q1s), students with special needs, English Language Learners, and students who are economically disadvantaged. What changes to your program will you make based on your analysis?

Out of 300 students, the demographic information is as follows:

51.3%	Caucasian
34.0%	Hispanic
6.3%	African American
5 %	Asian
3.3 %	Native American
50.3%	Economically Disadvantaged
8.0%	Special Education Students
2.0%	ELL
100%	Title I

The demographics over the past 4 years have remained relatively stable. The data shows that the growth of the lowest performing students has decreased over the past three years. The data also shows that in the area of reading, the gap between Caucasian and Hispanic students has been slowly decreasing due to gradual gains by Hispanic students. In the area of Math, the gap between Caucasian and Hispanic students has decreased over 3 years due to gains by Hispanic students.

African American Students, Students with Special Needs and Economically Disadvantaged students have performed below Caucasian students throughout the charter term, although the data available for Economically Disadvantaged students is not broken into sub groups to see if there is overlap with other subgroups. The percentage of economically disadvantaged students has remained stable over the course of the charter term and ranges from 37% - 50%. Overall, economically disadvantaged students have maintained their proficiency levels, but have not shown improvement.

The percentage of students who are ELL is too small to count as a subgroup (6-9 students over the past 4 years). Students with Disabilities (SWD) have improved over the term of the charter, however there was a drop in the 2013-14 year in Reading and Math. The SWD population this year included 24 students – the highest number of students in the charter term.

The reading gap between Afro-American students (10-15 students over 4 years) and Caucasian students has

remained at between 18-27% over 4 years. The math scores have fallen significantly below that of all other subgroups.

Changes to the program that will address the academic performance of our lowest 25% performing students and gaps between the subgroups include the following:

Students receive progress reports every mid-quarter and quarter. Teachers are available before and after school if parents would like to schedule meetings. Teachers also offer home visits if parents are unable to come to the school.

If a student doesn't meet the expected level or set goals based upon MOCK or BENCHMARK tests that are administered at the beginning of the second semester, we will continue to refer the student to a pullout program to work on their weak areas, specifically in core subjects. The pullout will continue to be offered during non-core subjects by not violating student's physical education and free time/breaks.

ASE has programs in place for ESL students (English as A Second Language) and students needing reading interventions. These include Reading Horizons Discovery Phonics and DynEd that are programs designed to help students with vocabulary, language structure, spelling and writing and are provided in a pullout class for students identified as ELL or needing extra reading support. For students who are struggling in math, we are using the ALEX program as our Math intervention program.

In order to further support the instruction of our Q1 students, professional development will focus on the areas of instructional strategies including scaffolding, differentiation, identifying targets for learning, checking for prior knowledge, chunking objectives, how instruction is delivered (multi-sensory), spiraling "back" to previous learning, effective use of homework, and student self-evaluations. Teachers will also be trained in providing instructional accommodations for students per their IEPs, and in ESL programs (for example: GLAD, Sheltered Instruction). These programs benefit students not only with second language issues but cultural barriers as well.

Many of our students receive extra help in reading by many of our teachers who tutor "at risk" students after school. In addition to after-school support, teachers will learn how to expand how instruction is delivered in the classrooms and how to provide additional in-class support (i.e.: peer tutors, buddy systems, etc.). In addition to the Math Interventionist, we will hire a Reading Interventionist who will not only work with students, but also will provide professional development and support to the teachers. Finally, in addition to providing in-school and after school support, we will explore purchasing educational software for reading and math as supplements to our core program. Students who do not respond to these school-wide programs and interventions may be referred to SAT for individualized and tailored to their unique needs.

A counselor (or TEAM of some kind) will be hired/developed to address issues or barriers that our economically disadvantaged students are faced with that may be impacting their progress at school. We

will look holistically at our students who struggling, and determine what emotional, medical, and social needs they have, and work to provide the support and resources necessary to assist them.

In addition to the above strategies,

- Mentoring and support for new teachers will be provided by the principal and more experienced teachers.
- Classroom Observations with immediate feedback will be provided to teachers throughout the school year.

5. Describe how your governing body has reflected on and addressed school performance data. Address both the school report card, short-cycle assessment data, and school goals. How is the school's head administrator held accountable for school performance?

In the past, the governing body meeting agenda included a report from the school leader. In the beginning of the school year, SBA results and School Grades were reviewed. Short cycle assessment results were reviewed throughout the school year.

The focus of the governing body will turn more towards student achievement and the assessment program (kinds of assessments the school uses, what the assessments are measuring and what changes the school will make to assure high achievement).

The governing body will work with the head administrator and business manager to assure, through performance-based budgets, that resources are allocated and aligned to support student achievement.

The governing body will also hold a meeting to review Student Achievement data at the beginning of school year and after each assessment cycle. Beginning the first semester, the head administrator will be required to present an academic achievement improvement plan for the school year. For subsequent governing body meetings, they will move toward allocating more time in the meeting to discuss the academic progress of students, and progress toward mission specific goals and objectives. The head administrator will furnish monthly academic achievement reports.

The head administrator's contract will include performance-based provisions with a particular focus on growth of the students. In addition to providing reports on short-cycle assessment results throughout the school year, the school administrator will also provide an informational training about school grades, assessments and data. If student achievement does not increase at a consistent rate, the governing body may place the head administrator on an improvement plan focused on achieving charter contract academic and performance measures.

The governing body will work with the school administrator to review school policies yearly to assure that

effective policies are in place to support student achievement.

B. Mission-Specific Indicators/Goals

The Amended Charter School Act **requires schools to identify two mission-specific indicators/goals in the renewal application** that set targets for the implementation of the school mission, if approved. Mission-specific indicators/goals **MUST BE** provided within this section of the renewal application. If the renewal application is approved, these indicators/goals will be used as "first draft" indicators during the negotiations with the Authorizer.

For the purposes of this renewal application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the School moving forward. During the later contracting process after approval, the indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly. **Please note:** *renewing schools are encouraged to use their history of performance, including baseline data if available, when developing the two mission-specific indicators/goals and metrics.*

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

If you define a cohort of students (i.e. 11th grade students that have attended the school for at least two semesters), you must identify how many students are in the cohort and how many are the larger category if no cohort were identified. The PEC is typically looking for a cohort to include at least 70% of all students in the larger category.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: *The criteria for SMART Format is as follows:*

- *Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students*

should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.

- *Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.*
- *Ambitious and Attainable. A goal should be challenging yet attainable and realistic.*
- *Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.*
- *Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.*

In the space below, provide at least two mission-specific goals/indicators. Include the following key elements:

- First, ensure that the annual goals/indicators provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goals/indicators. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

NOTE: PLEASE SEE THE SAMPLE SET FORTH IN THE GLOSSARY ABOVE.

Provide Two Mission-Specific Indicators/Goals.

Provide a detailed rationale for the indicators you have chosen. If there is data to support the goal, please provide it (i.e. short cycle assessment data supporting the target growth). If there is an applicable state standard set for your indicator, please provide it (i.e. state graduation standard.)

Mission Specific Goals:

Goal #1a : All students in grades 9-12 will enroll in and pass minimum of 1 credit in Career and Technology Education courses with STEM emphasis in each year as measured by student registrations and student transcripts.

Exceeds Standard: 85% or more of high school students at ASE will

- Complete 1 or more credits in CTE courses (STEM related courses, dual credits, electives, AP and Honor courses, internship) each year with a passing score of 70% or better.

Meet standard: 75% or more of high school students at ASE will

- Complete 1 or more credits in CTE courses (STEM related courses, dual credits, electives, AP and Honor courses, internship) each year with a passing score of 70% or better.

Does Not Meet Standard: 65-74 % of high school students at ASE will

- Complete 1 or more credits in CTE courses (STEM related courses, dual credits, electives, AP and Honor courses, internship) each year with a passing score of 70% or better.

Falls Far Below Standard: Less than 64 % of high school students at ASE will

- Complete 1 or more credits in CTE courses (STEM related courses, dual credits, electives, AP and Honor courses, internship) each year with a passing score of 70% or better.

Goal #1b: By graduation, all students in grades 9-12 will enroll in and pass a minimum of two consecutive classes of Language Other Than English as measured by student registrations and transcripts.

Exceeds Standard: 85% or more of high school students at ASE will

- Enroll in and pass a minimum of two consecutive classes of Language Other Than English

Meet standard: 75% or more of high school students at ASE will

- Enroll in and pass a minimum of two consecutive classes of Language Other Than English

Does Not Meet Standard: 65-74 % of high school students at ASE will

- Enroll in and pass a minimum of two consecutive classes of Language Other Than English

Falls Far Below Standard: Less than 64 % of high school students at ASE will

- Enroll in and pass a minimum of two consecutive classes of Language Other Than English

Goal #2: Students who will graduate from ASE will be accepted to an accredited, 4- year college or university and 50% of them will enter post-secondary programs in science, technology, engineering and math as measured by university acceptance letters and student Next Step Plans.

Exceeds standard: 90 % or more of graduating class of ASE students will

- Be accepted to an accredited, 4- year colleges and universities and 50% of them will enter post-secondary programs in science, technology, engineering and math field.

Meet Standard: 90 % or more of graduating class of ASE students will

- Be accepted to an accredited, 4- year colleges and universities and 40% of them will enter post-secondary programs in science, technology, engineering and math field.

Does Not Meet Standard: 90 % or more of graduating class of ASE students will

- Be accepted to an accredited, 4- year colleges and universities and 30% of them will enter post-secondary programs in science, technology, engineering and math field.

Falls Far Below Standard: 90 % or more of graduating class of ASE students will

- Be accepted to an accredited, 4- year colleges and universities and less than 30% of them will enter post-secondary programs in science, technology, engineering and math field.

Goal #3: Students in grades 3-8 at ASE will achieve and maintain a grade level of academic progress in Reading and Math throughout each assessment cycle within one school year as determined by the assessment target for expected growth per cycle.

Exceeds standard: 80% of students in grades 3-8 will

- Achieve and maintain a level of academic progress throughout each assessment cycle within one school year as determined by the assessment target for expected growth per cycle.

Meet standard: 70% of students in grades 3-8 will

- Achieve and maintain a level of academic progress throughout each assessment cycle within one school year as determined by the assessment target for expected growth per cycle.

Does Not Meet Standard: 60% of students in grades 3-8 will

- Achieve and maintain a level of academic progress throughout each assessment cycle within one school year as determined by the assessment target for expected growth per cycle.

Falls Far Below Standard: Less than 60% of students in grades 3-8 will

- Achieve and maintain a level of academic progress throughout each assessment cycle within one school year as determined by the assessment target for expected growth per cycle.

C. Amendment Requests

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

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

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

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

Name of State-Chartered School: _____

Date submitted: _____ Contact Name: _____ E-mail: _____

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval

--	--	--	--	--

Original Signature of Governing Council President or Designee: _____ Date: _____

Printed Name of Governing Council President or Designee: _____

Public Education Department use only

Director/General Manager approves change: _____ Date: _____

(No further action taken.)

Public Education Commission Chair: _____ Date: _____

APPROVED

DENIED

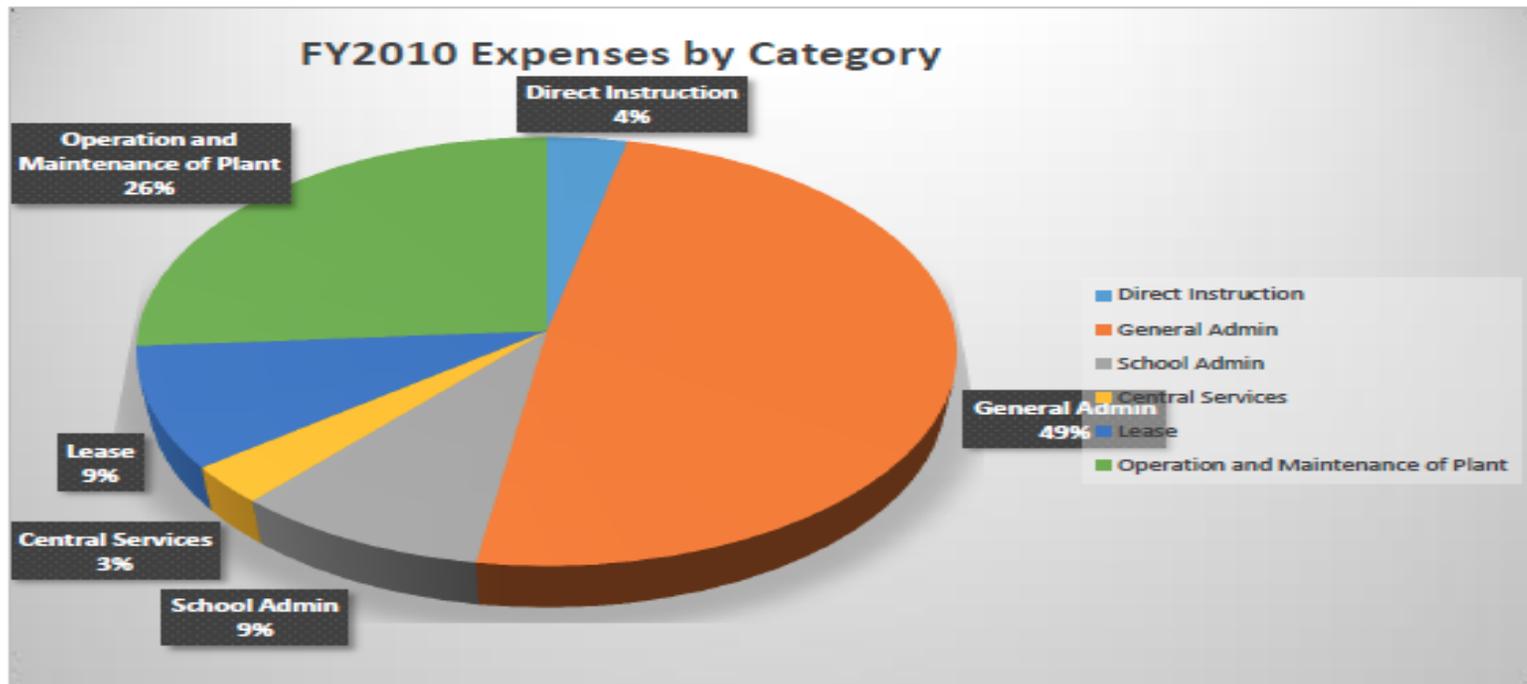
APPENDIX A

Financial Statement

Albuquerque School of Excellence FY2010 Expense Report

Expenses by Category

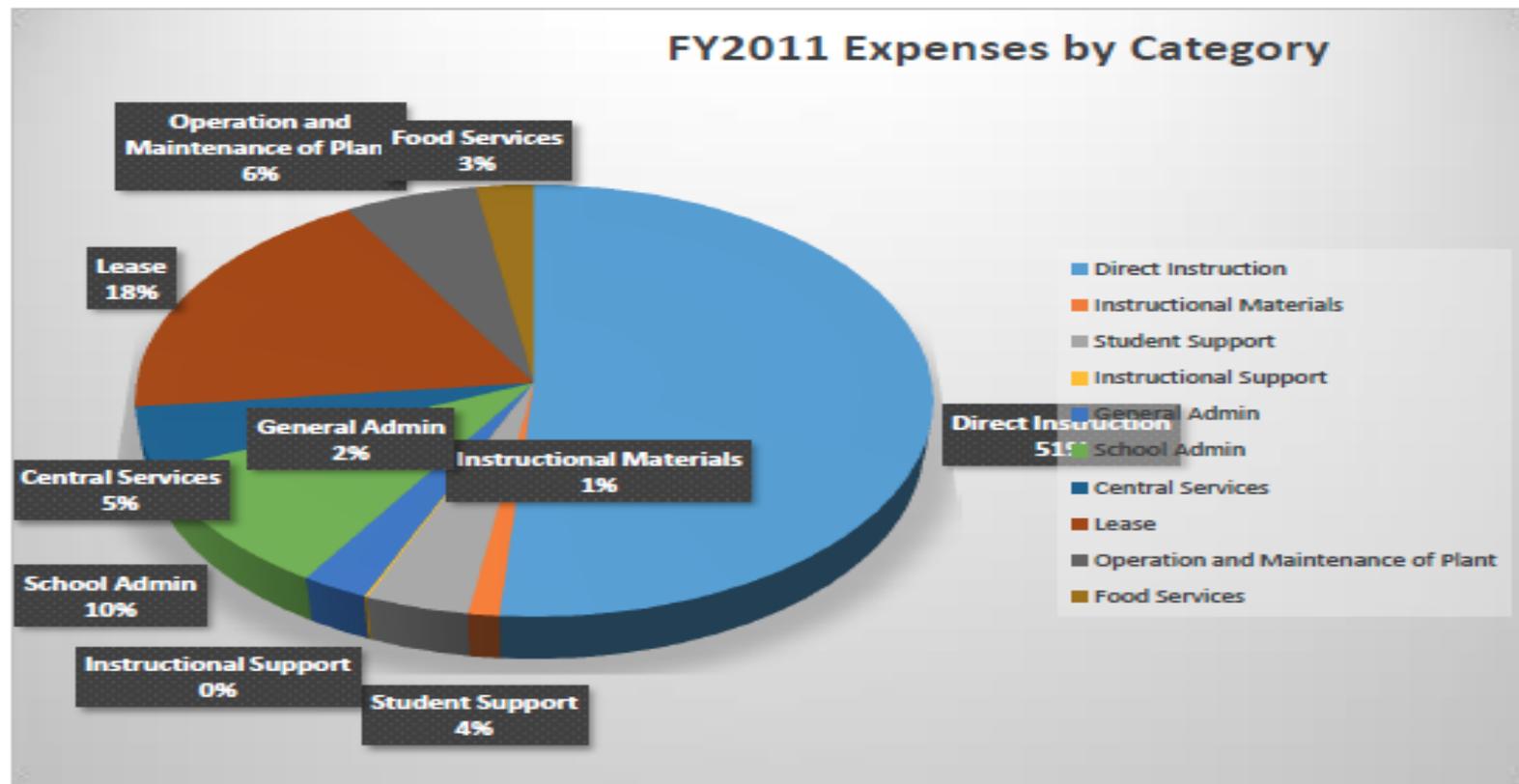
Direct Instruction	\$ 2,646.00
General Admin	\$ 37,529.00
School Admin	\$ 7,000.00
Central Services	\$ 2,264.00
Lease	\$ 7,070.00
Operation and Maintenance of Plant	<u>\$ 20,000.00</u>
Total Expenses	<u>\$ 76,509.00</u>



Albuquerque School of Excellence FY2011 Expense Report

Expenses by Category

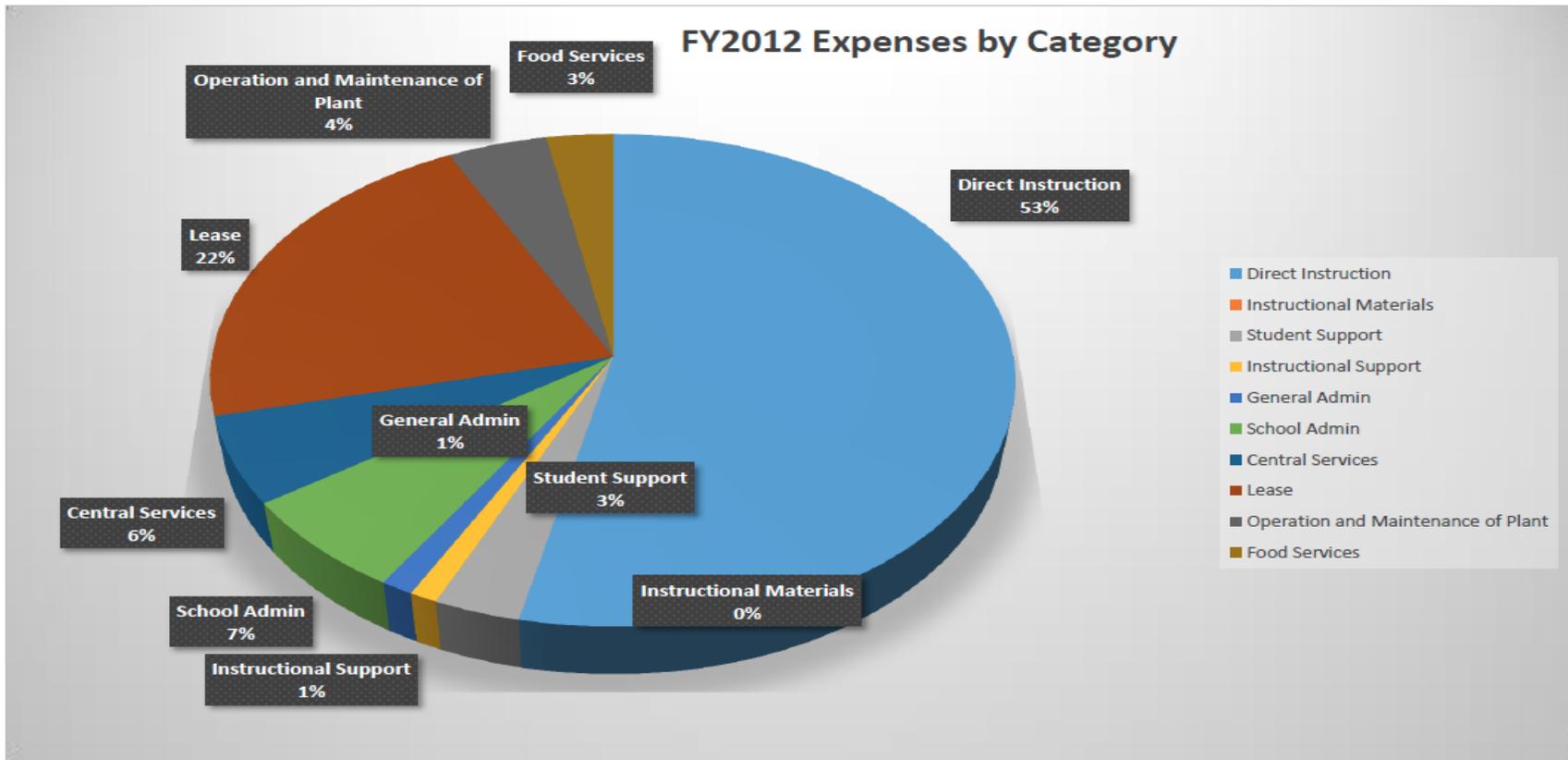
Direct Instruction	\$ 883,282.00
Instructional Materials	\$ 19,906.00
Student Support	\$ 67,190.00
Instructional Support	\$ 1,788.00
General Admin	\$ 43,280.00
School Admin	\$ 165,392.00
Central Services	\$ 80,463.00
Lease	\$ 316,948.00
Operation and Maintenance of Plant	\$ 100,734.00
Food Services	\$ 43,763.00
Total Expenses	<u>\$ 1,722,746.00</u>



Albuquerque School of Excellence FY2012 Expense Report

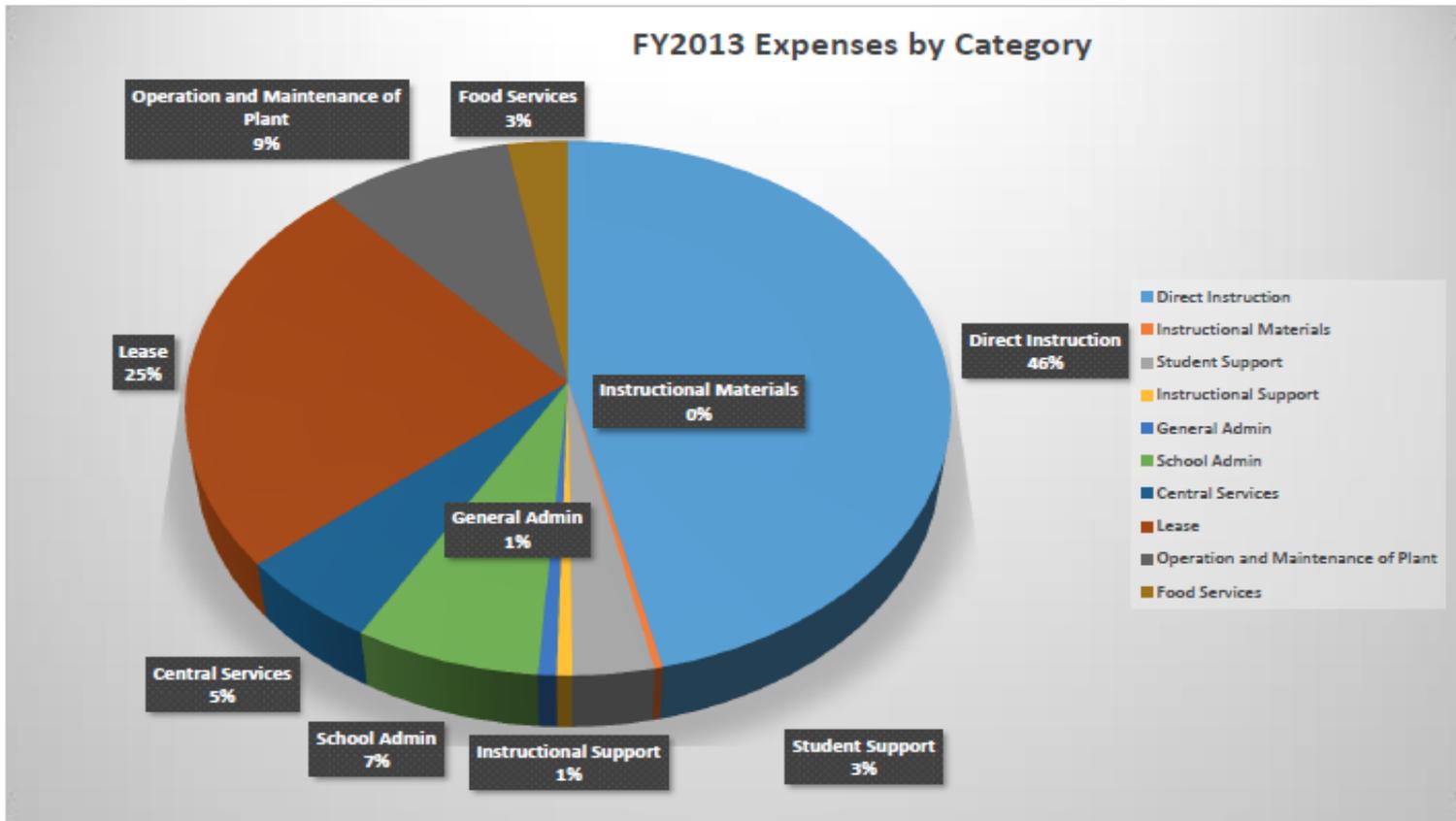
Expenses by Category

Direct Instruction	\$ 1,129,263.00
Instructional Materials	\$ 5.00
Student Support	\$ 67,330.00
Instructional Support	\$ 21,751.00
General Admin	\$ 25,285.00
School Admin	\$ 138,360.00
Central Services	\$ 122,580.00
Lease	\$ 454,585.00
Operation and Maintenance of Plant	\$ 92,719.00
Food Services	\$ 62,100.00
Total Expenses	<u>\$ 2,113,978.00</u>



Albuquerque School of Excellence FY2013 Expense Report

Expenses by Category	
Direct Instruction	\$ 1,115,101.00
Instructional Materials	\$ 7,654.00
Student Support	\$ 75,281.00
Instructional Support	\$ 14,219.00
General Admin	\$ 17,130.00
School Admin	\$ 171,901.00
Central Services	\$ 133,265.00
Lease	\$ 590,773.00
Operation and Maintenance of Plant	\$ 210,797.00
Food Services	\$ 67,704.00
Total Expenses	\$ 2,403,825.00



APPENDIX C

Petition of Support from Households Affidavit

E. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as **Appendix C**, a certified affidavit of the household support petition of the charter school renewing its charter status from not less than 75 percent of the households whose children were enrolled in the charter school.

Following is a suggested form to certify the petition. This form may be attached to the petition. You **MUST** have signatures.

I am the head administrator of the Albuquerque School of Excellence Charter School and certify that: the attached petition in support of the Albuquerque School of Excellence Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 202 households which represents 83 percent of the households whose children were enrolled in the Albuquerque School of Excellence Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Salih Aykac, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

[Signature]

Subscribed and sworn to before me this 25th day of Sep. 2014.



OFFICIAL SEAL
MARIA BACA
NOTARY PUBLIC-State of New Mexico

My Commission Expires May 25, 2018

[Signature]
Notary Public maria Baca

My Commission Expires: May 25, 2018

APPENDIX D

E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978

Albuquerque School of Excellence Mail - Permanent Certificate of E... <https://mail.google.com/a/abqse.org/?ui=2&ik=247939e23d&view=...>



Abqse Admin <admin@abqse.org>

Permanent Certificate of E Occupancy for Albuquerque School of Excellence

Richard Romero <rromero@nmopsfa.org>

Fri, Aug 20, 2010 at 11:29 AM

To: "Duran, Don, PED" <Don.Duran@state.nm.us>

Cc: "Obenshain, Sam, PED" <Sam.Obenshain@state.nm.us>, Ahmet <admin@abqse.org>, Martica Casias <mcasias@nmopsfa.org>

Please let me know if you have any questions.



www.nmopsfa.org

Richard A. Romero, Facilities Specialist

1312 Baschart Road SE

Albuquerque, New Mexico 87106

Phone: (505) 843-6272

Fax: (505) 843-9681

rromero@nmopsfa.org

[Albuquerque_School_of_Excellence_8-20-10.pdf](#)
638K

Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 115.3 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

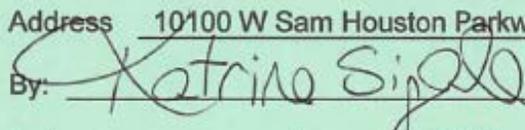
Building Address 13201 Lomas Blvd NE Zip

Portion of Building Change of Occupancy / Remodel to Charter School

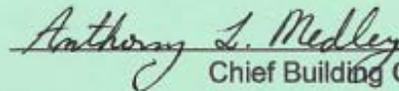
Use Classification COMMERCIAL PROJECT Bldg. Permit No. 201090988

Occupancy Group E Type of Construction II B Sprkld Land Use Zone C 2

Owner of Building Solidarity Investments LLC Address 10100 W Sam Houston Parkway Houston, TX

By: 

Date: August 18, 2010


Chief Building Official

POST IN A CONSPICUOUS PLACE

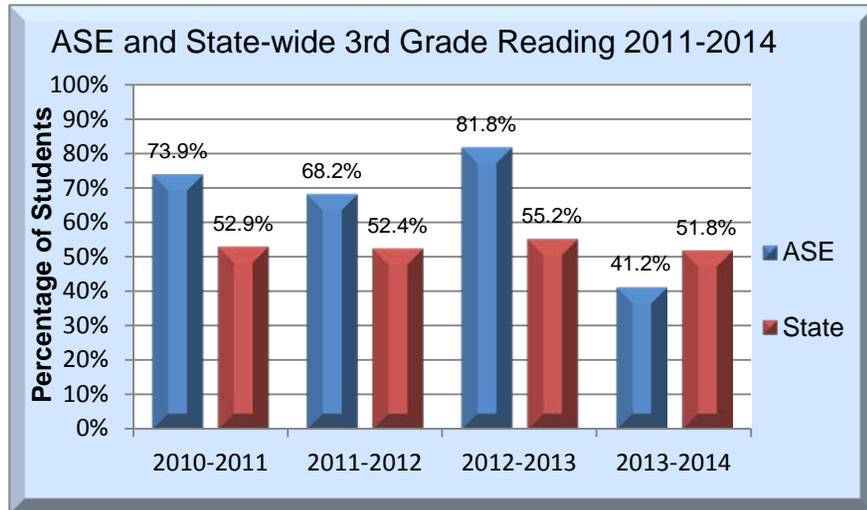
APPENDIX E

Graphs Supporting ASE Mission Specific and/or Student Academic Performance Standards/Goals

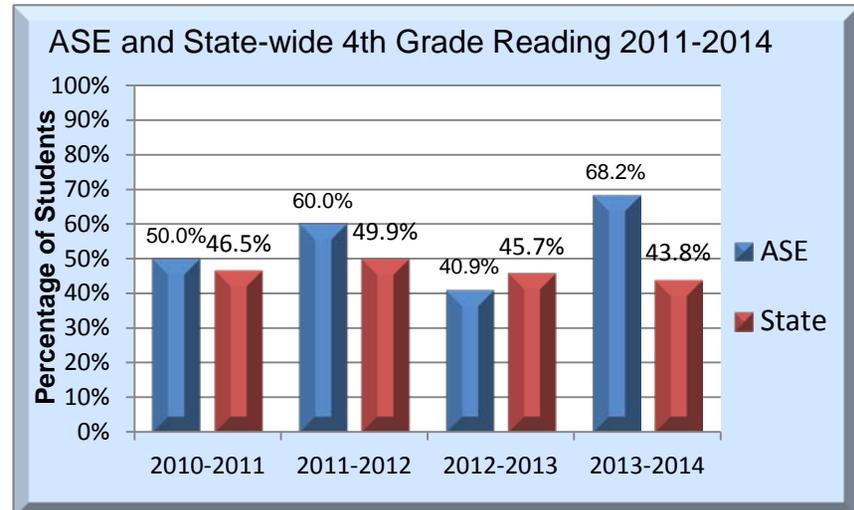
The following graphs reflect the data presented in Section B above demonstrating the degree that The Albuquerque School of Excellence accomplished its Student Academic performance Goals.

Student Academic Performance Standard/Goal #1:

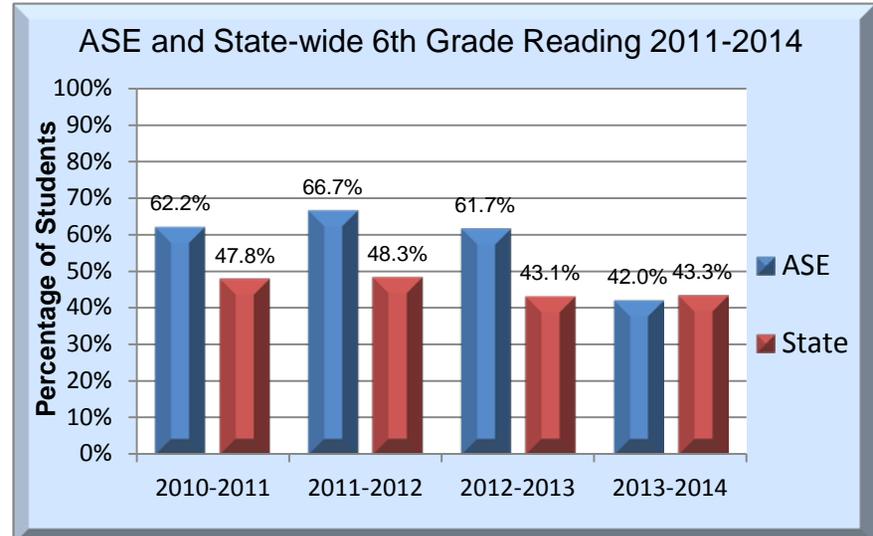
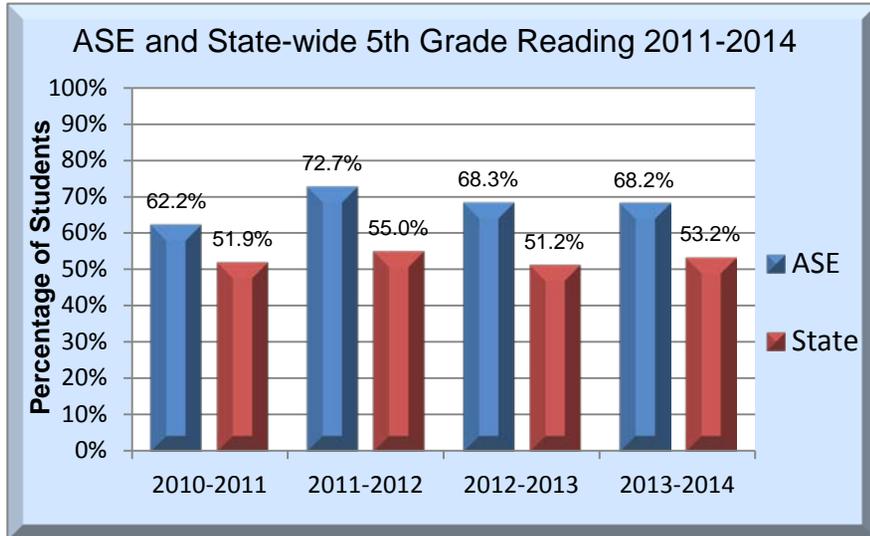
The percentage of students who are Proficient & Above at the NMSBA Reading test will be 5% higher than the statewide average percentage of students who are Proficient & Above in all grades tested at the end of the first year and 15% higher at the end of 2015



ASE met the Performance Goal in 3rd grade Reading every year except 2014

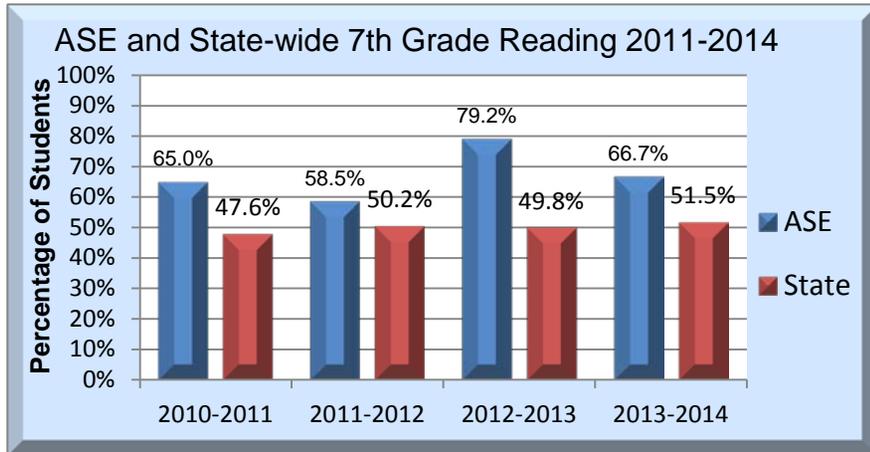


ASE exceeded the state-wide average in 4th grade Reading in 2011 but missed its own 5% criterion. ASE met the goal in 2012, fell below the state average in 2013, but met the goal in 2014.

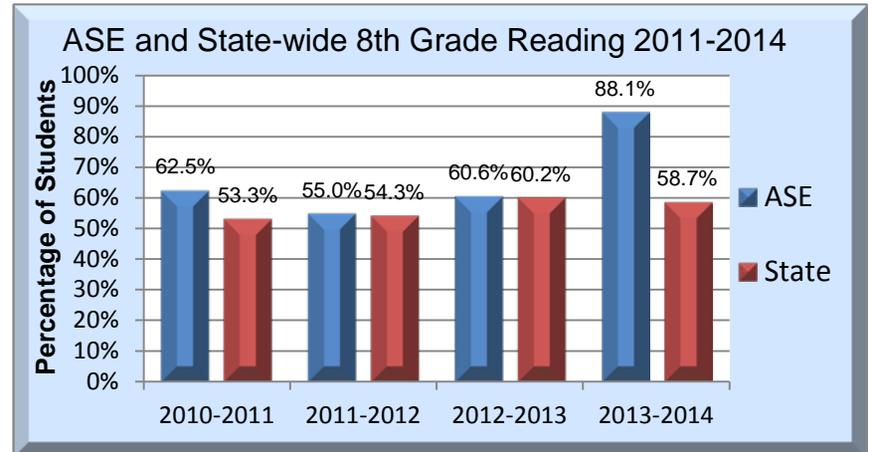


ASE met the goal in 5th grade Reading every year.

ASE met the goal in 6th Grade Reading every year except 2014.

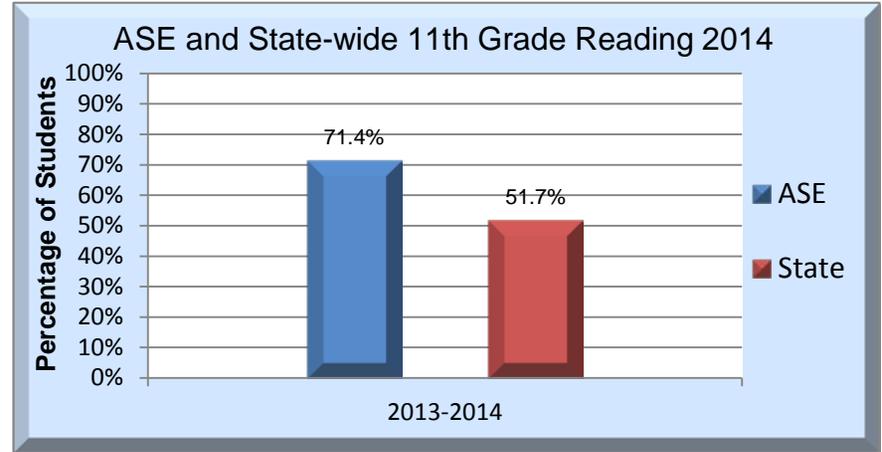
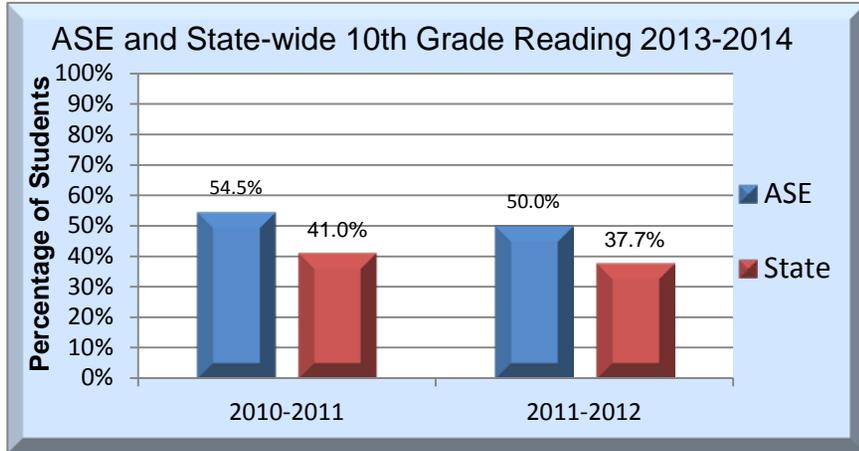


ASE met the goal in 7th grade Reading every year.



ASE met the goal in 8th grade Reading in 2011 and 2014, but not in 2012 and 2013.

2012 or 2013.

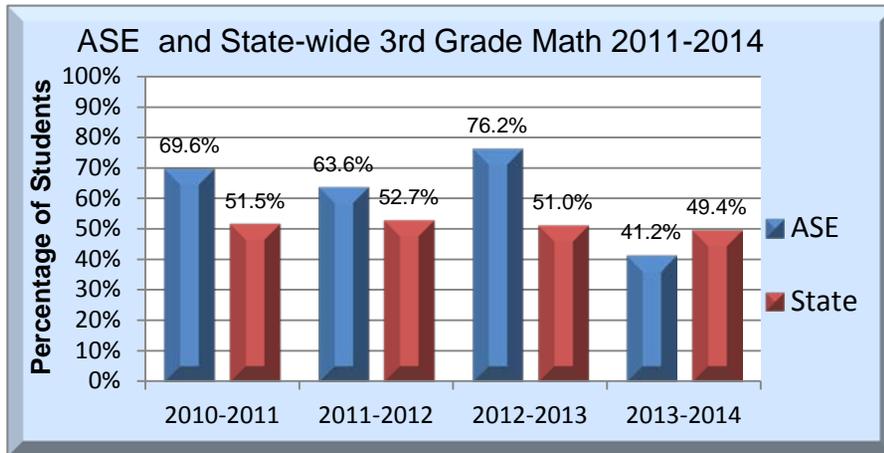


ASE met the goal in 10th grade Reading in 2013 and 2014.

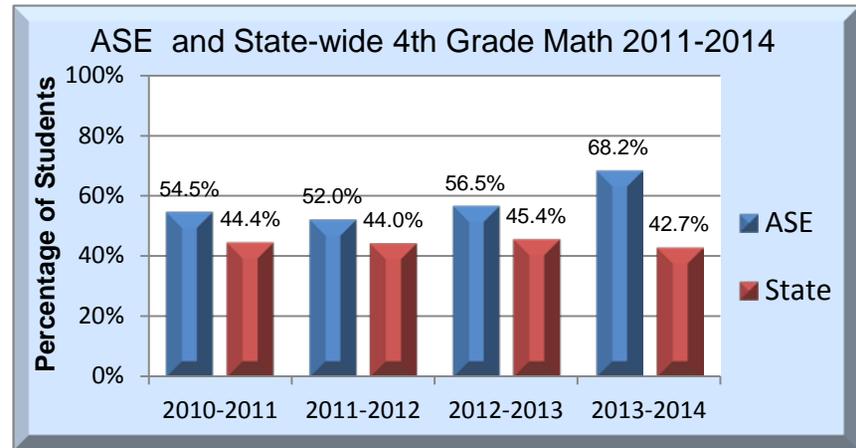
ASE met the goal in 11th grade Reading in 2014.

Student Academic Performance Standard/Goal #2:

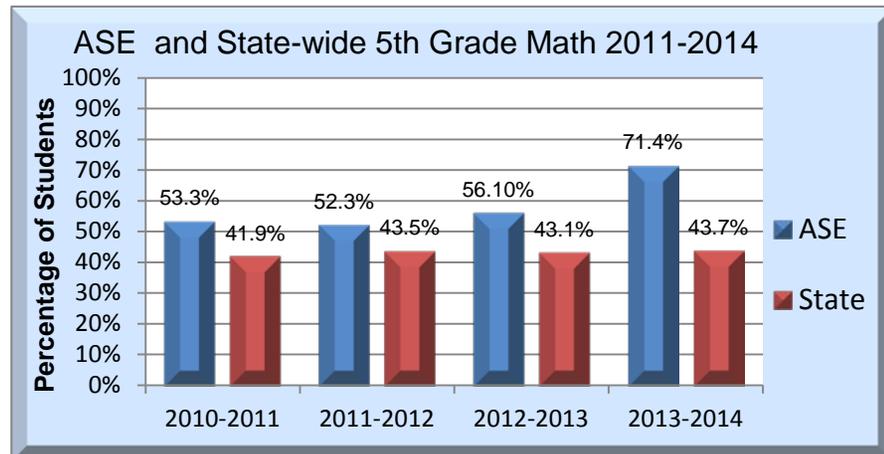
The percentage of students who are Proficient & Above at the NMSBA Math test will be 5% higher than the statewide average percentage of students who are Proficient & Above in all grades tested at the end of the first year and 15% higher at the end of 2015



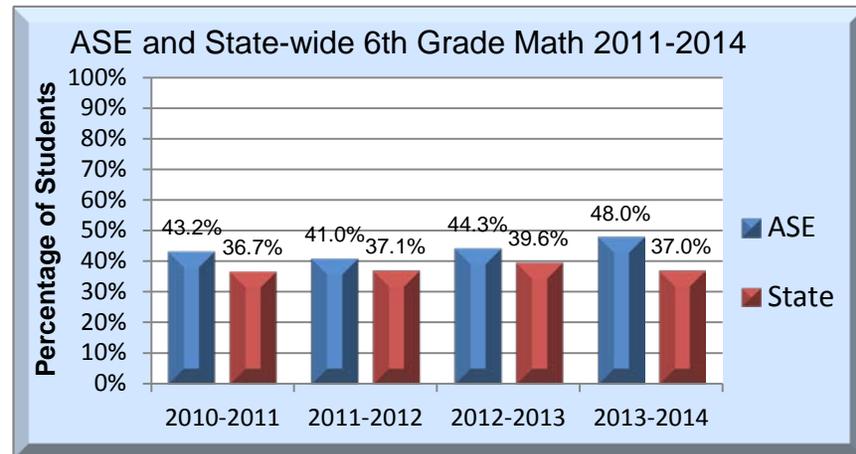
ASE met the goal in 3rd grade Math every year except 2014.



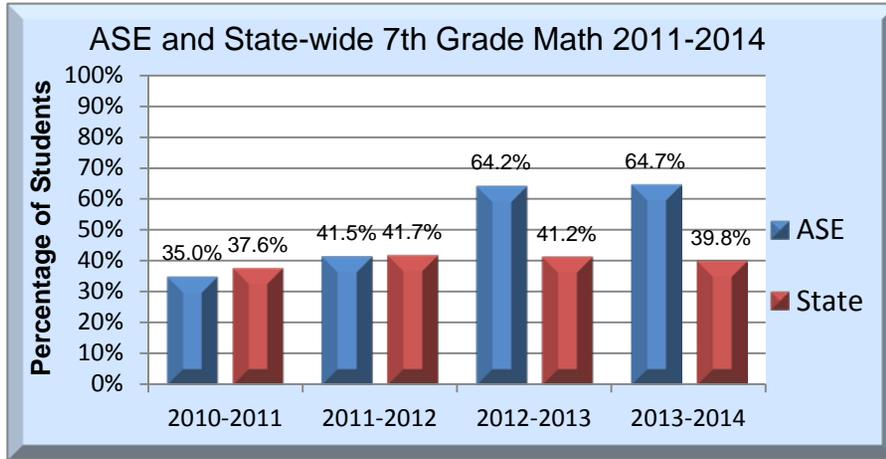
ASE met the goal in 4th grade Math every year.



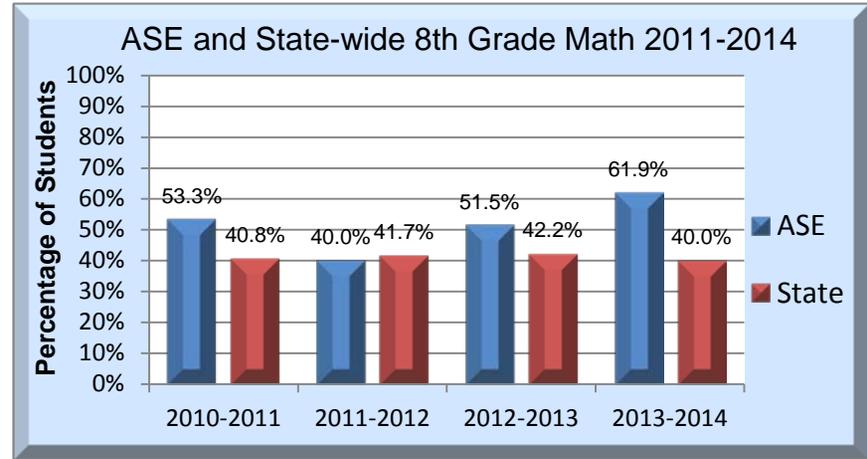
ASE met the 5th grade Math goal every year.



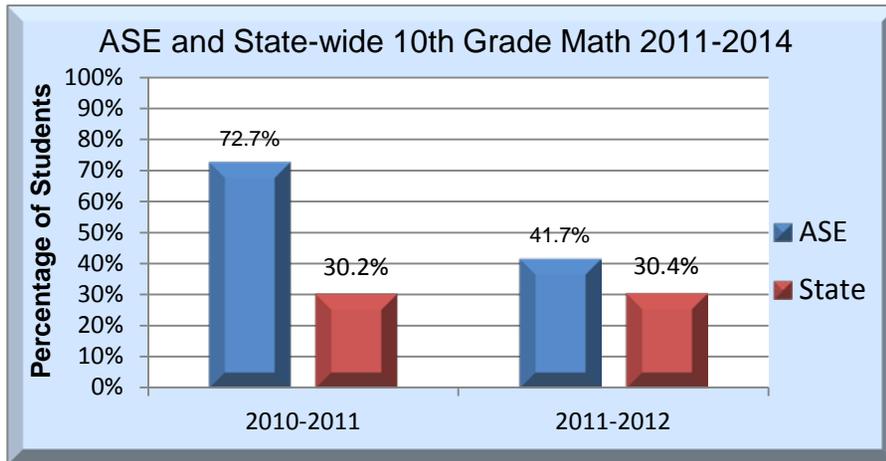
ASE met the 6th grade Math goal in 2011 and 2014, but not in 2012 or 2013.



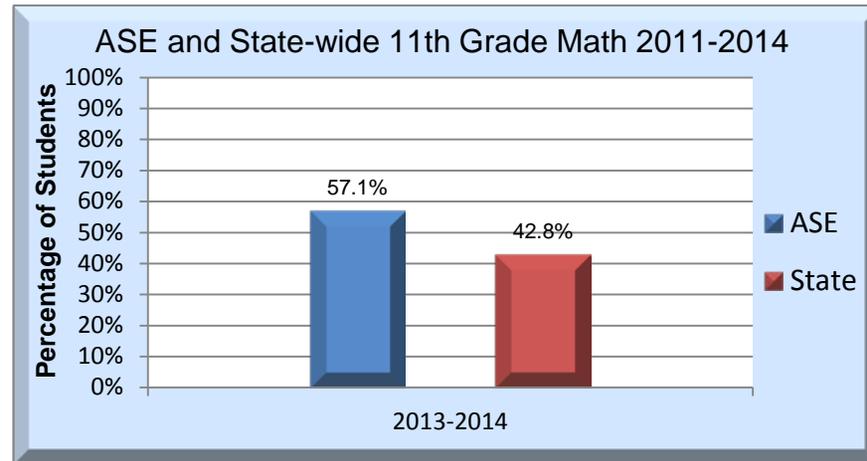
ASE did not meet the 7th grade Math goal in 2011 or 2012, but met it in 2013 and 2014.



ASE met the 8th grade Math goal in 2011, 2013, and 2014, but not in 2012.



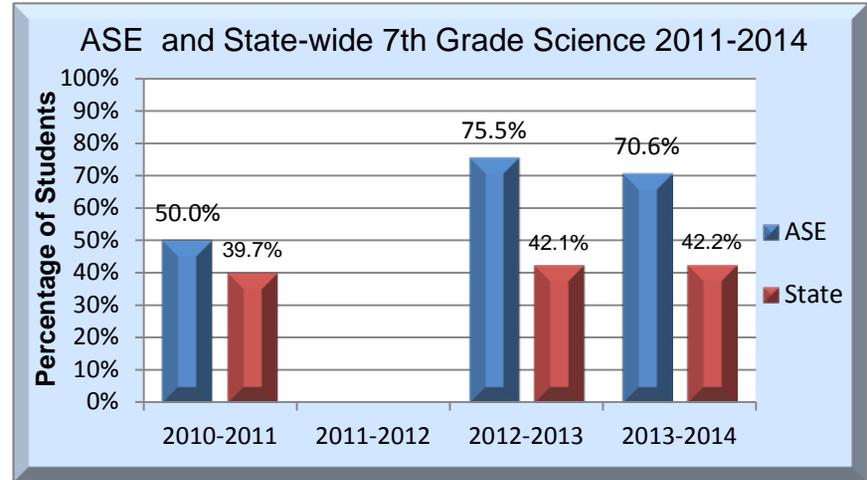
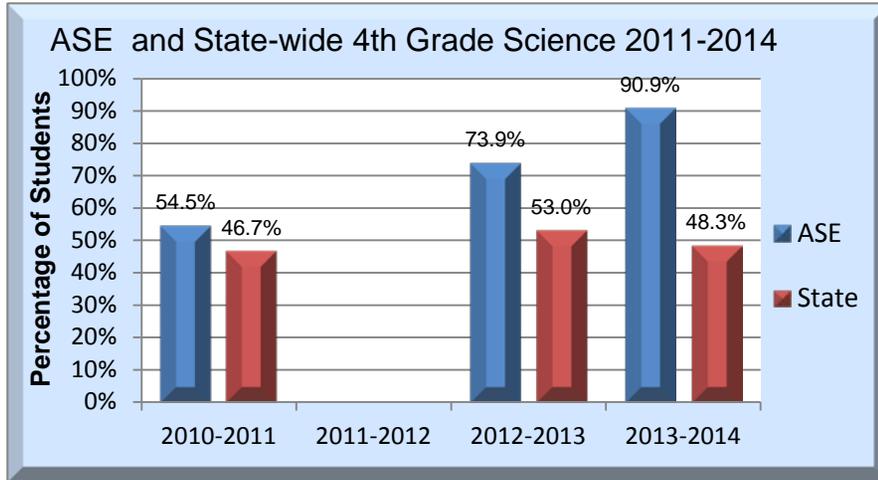
ASE met the 10th grade Math goal in 2013 and 2014.



ASE met the 11th grade Math goal in 2014.

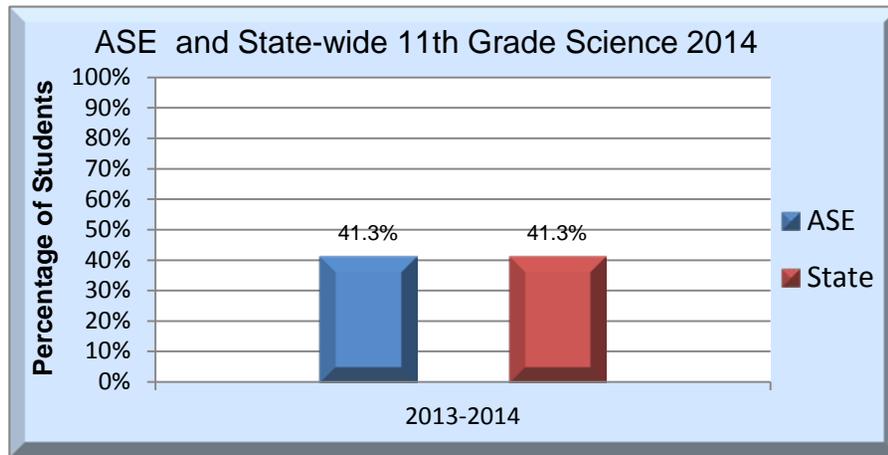
Student Academic Performance Standard/Goal #3:

The percentage of students who are Proficient & Above at the NMSBA Science test will be 5% higher than the statewide average percentage of students who are Proficient & Above in all grades tested at the end of the first year and 15% higher at the end of 2015



ASE met the 4th grade Science goal every year.

ASE met the 7th grade Science goal every year.



ASE did not meet the 11th grade Science goal in 2014 because it exceeded the state-wide average by only two one-hundredths of a point.

ASE Success Story

Central New Mexico Science and Engineering Research Challenge

- Grand Prize (2011)
- 5 Placement Awards (2011)
- 9 Special Awards (2011)
- Grand Prize (2012)
- 10 Placement Awards (2012)
- 17 Special Awards (2012)
- 10 Placement Awards(2013)
- 38 Special Awards(2013)
- 12 Top Placement Awards(2014)
- 40 special Awards (2014)
- 6 students advanced to State(2014)

Albuquerque Mathcounts Chapter Event

- 7th place – Team Award (2011)
- 12th place- Team Award (2012)
- 9th place – Team Award (2013)
- 5th place-team Award(2014)

New Mexico Science And Engineering Fair

- Grand Award Winner (2011)
- 3 Placement Awards (2011)

- 4 Special Awards (2011)
- 2 Grand Award Winners (2012)
- 4 Placement Awards (2012)
- 5 Special Awards (2012)
- 5 Placement Awards (2013)
- 8 Special Awards(2013)
- 5 Placement Awards (2014)
- 6 Special Awards(2014)

New Mexico Mathcounts Event

- 10th place - Individual (2011)
- 4th place as a team(2014)
- 7th place-Individual (2014)

New Mexico Championship First®Lego® League (Robotics)

- 7th place – Team Award (2010)
- 1st place – Team Award (2011)
- Certificate of Congratulations from Governor Martinez (2011)
- 1st place – Programming Award (2012)
- 1st place-Team Award (2014)

Science Olympiad-2014

- 12 medals and qualified to state tournament
- 4th Place in Regional
- 8th place in State

Charter School Student of the Year Award (2011)

Cross Country Charter School Cup (2011)

- 1st Place

Hispanic Heritage Month Youth Art Contest

- 2nd place(2011)
- 1st Place (Middle School)-2014
- 1st place(Elementary School)-2014
- 3rd place (Elementary School)-2014

2012 National SunWise with SHADE Poster Contest Winner (12000 entries)

2013-14 -3rd place for New Mexico in the International Aviation Art Contest!

Winner of the 'Best Design/Aesthetic' category in ISEA2012 STEMArts Competition (2012)

Artsonia 2012 Art competition State Winner

Voice Over Violence Essay Contest-2013

- 1st & 2nd Place (Middle School)-2013-14
- 1st & 2nd Place(High School)-2013-14

Other Accomplishment in 2013-2014

- One of our junior students took the PSAT/National Merit Scholarship Qualifying Test and met the requirements to enter the 2015 National Merit Scholarship Program. Of some 1.5 million program entrants, he is among the 50000 highest scoring participants who will be recognized in the fall of their senior year. (2013-14)
- Two juniors competed in the MLK Drum Major for Justice Advocacy Competition at the UNM School of Law. They were selected as two of the top three.
- One of our students has competed at Southwest Junior Science & Humanities Symposium (JSHS) 2014 and qualified to go Washington DC. 5th Place and received the opportunity to give a board presentation of her research at the National JSHS competition in Washington D.C., in April.

- ISWEEP-2014- International Competition; 3rd place.
- ASE finished 2nd and 3rd at the MLK Voting Rights Act Essay and Presentation contest for the NM State Lawyers Association Region 10 which encompasses NM, TX, UT, AZ, CO. The students won almost \$1000 dollars in Scholarship money. ASE got 2nd and 3rd place.
- ASE had 6 state finalists in the Library of Congress Letters about Literature Essay contest. The students wrote a letter to an author of their choice about the author's book; these 6 ASE students were selected to the state finals and won awards.
- Albuquerque School of Excellence got top 5 places of UNM Essay competition!(1st, 2nd, 3rd, 4th, 5th places) and 6th place went to an UNM student.