

**New Mexico Public Education Commission
Public Education Department
Options for Parents: Charter Schools Division
Alma d'Arte Charter High
*2013 State Charter Renewal Application Kit***



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





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HANNA SKANDERA
SECRETARY OF EDUCATION

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GOVERNOR

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. You are all a part of improving the educational outcomes for New Mexico's youth. Our vision stated on the following page articulates that the Charter Schools Division (CSD) supports and advances vibrant and innovative public schools of choice that are models of educational excellence. Our state and nation depend on the strength and quality of our schools. Specifically, we depend on charter schools to challenge the educational establishment through proven educational innovation.

The enclosed renewal application is but the first part of the **Charter Renewal Application Process**, what we call **Part A**. It is "looking back" on the past four years to ascertain the level of success your school has achieved. We know that part of our support to you depends a lot on ensuring that you can attend to your students and not be bombarded with paperwork. As a result, we have utilized our database, as well as status reports provided by other divisions and bureaus in the New Mexico Public Education Department (PED) to complete some parts of this application kit. You will have opportunity to respond to this information, as well as supplement it with your own unique accomplishments and statistics. *Please note that while some of Part A will be pre-populated for your convenience, before working on this piece you must review the entire application, including the pre-populated information, to ensure all information is current and accurate.* **Part B** is the **Renewal Site Visit** we will undergo and **Part C** is the **CSD Analysis** and the **Director's Recommendation to the Public Education Commission (PEC)**. If your charter renewal is then approved, **Part D** will move us into the future under the guidance of the Amended Charter School Act, Section 22-8B-1 NMSA 1978, which we highly recommend you read.

This statute, 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.

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, 2013**, 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 applications. 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>. However, you will receive a customized copy of the renewal charter application kit for your particular school. The template should be used as a guide prior to your receipt of that customized copy. Your information must be inserted in your school's customized version. Additionally, the CSD will provide technical assistance training that focuses on the state-authorization charter school renewal process. While it is not mandatory for local chartering authorities to use this same application kit, some may choose to adopt this kit for use in their renewal process. If a charter school is not seeking state authorization, it should check with its local district to learn about its charter renewal requirements.

Please contact me at tony.gerlicz@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,

Tony Gerlicz
Director
Options for Parents: Charter Schools Division

Hanna Skandera
Secretary of Education
Public Education Department

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.

Instructions: 2013 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing your customized version of the 2013 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 Tony Gerlicz at tony.gerlicz@state.nm.us or (505) 827-6532. During this process, applicants must first consult with Mr. Gerlicz about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2013 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.</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, 2013.</p> <p>Note: Submission prior to October 1st, 2013 of the current year will not commence the deadlines for review. If you decide to submit your application early, you may have the opportunity to schedule an earlier site visit. However, early submission does not put applicants at an advantage; all applications are treated equally and fairly as long as they are submitted by the deadline above.</p> <p>Please note that the Renewal Application Kit requires you to submit a copy of your amendments; however, your most Current Charter (contract/application) will be uploaded by CSD under your school’s folder on the Sharepoint File Transfer Site. Please review your current charter/application as it is presented on this site to ensure all information is current and accurate. The approved amendments, which you will provide, must be signed and dated by the appropriate authority and uploaded as a single PDF as Appendix E. CSD is not responsible for advising you on how to properly convert your documents.</p>
Technical Assistance Workshops (April – September 2013)	The CSD will provide technical assistance workshops for the charter renewal application process between April and September, 2013. 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 Renewal Analysis (November 14)**	The CSD will send each renewal applicant a Renewal Analysis. 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 as well as anything discovered at the Renewal Site Visit. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Renewal Analysis (November 14–	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

December 2)**	
CSD Director's Recommendation (December 6)**	The CSD will send a recommendation to the PEC to approve or deny the renewal application on Friday, December 6, 2013 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 12–13)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 12–13, 2013 .
Contract Negotiations (December, 2013–March, 2014)**	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, 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, including, but not limited to, submitting items to its chartering authority in a timely manner.

Glossary of Terms

Amended Charter School Act (SB446): 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 term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The PEC/CSD process to develop with the charter school the terms of the Performance Contract and Performance Framework utilizing the Contract Negotiation Worksheet. Representatives from the charter school and the CSD develop a working draft of the worksheet. A final draft is negotiated with the PEC Charter School Committee and the fully populated contract and frameworks are presented to the governing body of the charter school and the full PEC 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.

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

Goals/Indicators: Goals/Indicators are aspirations, usually mission-related, that the school wants to achieve. Indicators are markers along the way that indicate whether progress is being made towards the goals and at what level. Since the two concepts are closely related, some people use goals to aspire to, others use indicators for the same reason. A charter school has the option to select supplemental or alternative indicator(s) in addition to their mission-specific indicator(s) that demonstrate the school’s performance. Goals or indicator(s) must be measurable, rigorous, valid, and reliable.

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 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.

Mission-Specific Indicator(s): *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* An indicator (or “goal”) that captures the school’s accomplishment of a charter school’s specific mission. This indicator is negotiated between the charter schools and the authorizer.

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 Part A, 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.

Performance Frameworks: [§22-8B-9.1 NMSA] *(This term is pertinent upon approval and not immediately relevant to Part A, 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

Performance Contract Worksheet (“Worksheet”): *(This term is pertinent upon approval and not immediately relevant to Part A, 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.

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-Report: 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.

2013 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

Part A—Self-Report on Progress (A Report on the Current Charter Term)—The Charter Renewal Application

Part B—Renewal Site Visit Protocol

Part C—CSD Analysis and Recommendation

Part D—Performance Contract Negotiation Process (If Charter Renewal Application is Approved by the PEC)

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 (April–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 Part A.

Charter School Pre-populated Data

Name Of School: Alma d'Arte Charter High	School District: Las Cruces
Mailing Address of School: 402 West Ct, Las Cruces, NM 88005	Physical Address of School 402 West Ct, Las Cruces, NM 88005
Phone Number Of School: (575) 541-0145	Name and Email Of Head Administrator: Mark Hartshorne, Principal/Academic Director Email: mhartshorne@almadarte.org
School's Initial Opening Date: 2004	Name and Email Of The Governing Body Chair/President: Gene Elliott, Gov Board President Email: gelliottcyc@aol.com
Grade Levels Served: 9-12	Current Enrollment Cap: 280

Current School Mission:

To graduate artist/scholars prepared to succeed. Src: 1/6/13 Amendment

Current Enrollment And Demographic Information

(2012—2013 120 day count)

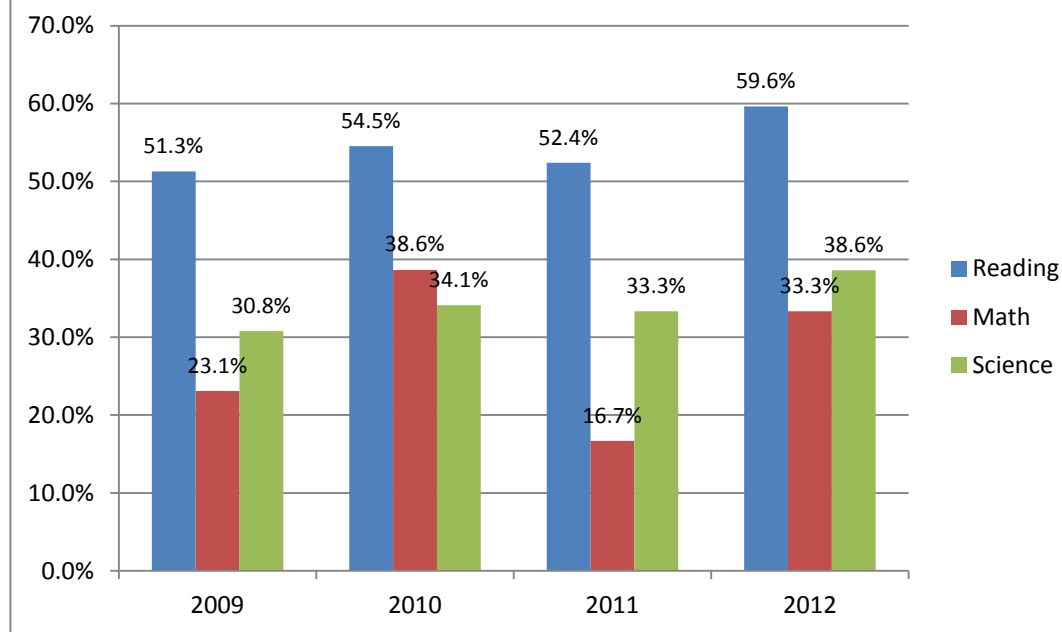
Enrollment		Percent
Total Enrollment: 193		
Gender		
# Male: 89		46%
# Female: 104		54%
Ethnicity/Race		
# White: 64		33%
# Hispanic: 120		62%

# African American: 6	3%
# Asian: 3	2%
#Native American: 0	0%
Special Populations	
# Economically Disadvantaged: 87	45%
# Students With IEPs: 18	9%
# English Language Learners: 14	7%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 193	100%
Title 1 Target: 0	0%
Title 1 Schoolwide: 193	100%

School Proficiencies

	2009	2010	2011	2012
Reading	51.3%	54.5%	52.4%	59.6%
Math	23.1%	38.6%	16.7%	33.3%
Science	30.8%	34.1%	33.3%	38.6%

Alma D Arte Charter Proficiencies



This graph shows a yearly snapshot of the percent of students that achieved proficiency in each content area. While this is helpful, these percentages are a rather coarse measure of change. Students fall into only one of two categories, pass or fail, which may obscure significant improvements (or declines) that occur below the proficiency threshold. For example, a student can move from 0 scaled score points in the first year, to 20 scaled score points in a second year, a substantial leap from the lowest to highest score within a single proficiency level, and yet this growth would not be reflected in these percentages because the student had not yet crossed the proficiency line.

For a better look at individual student growth that occurs below and above the proficiency line, see the A-F School Grading report Student Growth. Here you may find that a school with struggling students (non proficient) may demonstrate that they are making striking gains at closing the achievement gap for these students. In the A-F report, both School Growth and Student Growth summarize a school's progress over the past three years.

School Report Card Snapshot (source: School Grading Report 2011-2012)

Final Grade: C Total Points: 60.2	Current Standing: C Points: 13.5 Possible Points: 30	School Growth: Points: Possible Points:
Growth of Q3 (highest performers): C Points: 9 Possible Points: 15	Growth of Q1 (lower performers): C Points: 7.7 Possible Points: 15	Opportunity to Learn: B Points: 6.8 Possible Points: 8
Graduation: B Points: 14.4 Possible Points: 17	College & Career Readiness: D Points: 8 Possible Points: 15	Bonus Points: 0.8 Possible Points: 5 Reasons: For improvement in habitual truancy rates and sports and activities
Reading Proficiency: 43.5% State Reading Goal: 52.3%	Math Proficiency: 27.5% State Math Goal: 45.0%	

The ABCDF grading framework was set using student data from 2011, two years ago. At that time the PED normed each indicator, anchoring the grade of “C” at the average for all schools statewide. For example, a school that achieves a “C” in College and Career Readiness has scored very similar to all other schools in the state. A school that rises to the “A” or “B” level in any indicator shows unusual deviation from other schools.

While AYP focused mainly on a single yearly snapshot, School Grading has developed a well-rounded picture of all facets of a school’s performance. In particular, these key indicators each demonstrate unique information that was not available in earlier years:

(Current Standing – the percentage of students proficient in a single year; duplicates AYP)

School Growth – the growth in scaled scores of student groups over time; summarizes the most recent three years

Student Growth – the growth in scaled scores of individual students over time; summarizes most recent three years

Opportunity to Learn – the use of evidence-based practices known to promote learning and retain students in school

Graduation – the success and persistence in graduating students; partly rewarding growth in graduation rates over the past three years

Career/College Readiness – the adequate preparation of high school students for what lies after high school

*** The profile of these indicators should be considered individually as well as a whole.**



Part A—Self-Report on Progress
(A Report on the Current Charter Term)

Part A—Self Study/Report on Progress

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Indicate the page numbers for each section in the designated column.

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Part A—Self Study/Report on Progress

I. Report on Progress—Charter School Self Report

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/Education 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-AYP/School Report Card —as measured by the New Mexico Standards Based Assessment (SBA) results

The PED and CSD have provided a snapshot of your school's history regarding Math and English Proficiency using information provided by the Assessment and Accountability Bureau in the pre-populated prior section. Please reflect on this data that the state has regarding your school and **offer insight, explanation, and/or evidence to fully discuss your accomplishments and your school's unique approach any progression, stagnancy, and/or regression** (as appropriate, please refer to the explanation provided above as well). The information provided is merely a snapshot of your school and we realize that the entire report card, as well as AYP reports are much more in-depth.

The PED and CSD have also pre-populated/provided your latest School Grading Report. This Report Card offers a more nuanced view of your school regarding, Q3 and Q1 growth, graduation rates, college and career-readiness, etc. Discuss, explain, and analyze that Grading Report as you see fit; however, as you will have a much more current School Grading Report before this Application Kit is due, you will have room below to talk about that Report which covers three years worth of data. Please feel free to expand the text box below if you need more room for your analysis.

1. NMSBA School Summary—All Students

Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above: A detailed summary of NMSBA performance including an overview of the 2011-2 and 2012-13 assessment cohorts is embedded in an extensive review of every assessment given at Alma d'arte. The SBA portion is contained in pages 19-24. In summary, over the past two years Alma students have clearly done well on the Reading portions, lagged to some extent in Math (we thought the 2012-13 cohort would perform better than they actually did), and in Science achieved slightly better than the state average. The most encouraging aspect of the SBA results is the clear growth by all segments of the Alma population; the Q1 and Q3 students all displaying significant growth. Additionally, Alma students out perform their state peers on the short answer/open ended questions on the SBA. Further commentary and data on the SBA and all assessments performed at Alma are contained in this later section on pages 9-26.

School Grading Report 2012–2013

As it is released in July 2013, this information should and will be used in conjunction with the school's data to analyze the school's academic performance. While the School Grading Report for 2013 does not offer four years

Part A—Self Study/Report on Progress

worth of data, it does offer a much richer and more nuanced review of your school's performance than the School History Snapshot inserted above as it includes student growth. This information will not cover four, but **three years** and is important for the PEC to consider when reviewing a school's renewal application.

Please provide information regarding the newest School Grading Report to be released in July 2013.

Final Grade

Grade: B	Total Points: 70.9	
<i>Provide a statement of progress and additional information regarding the above data:</i> The entire school community is very pleased with the 2012-13 grade outcome. It is clear validation of the leadership of the Governance Council, the strong work of teachers and staff, focus and purpose of students, and supportive engagement by parents and families. All parties have demonstrated deep commitment to student success, for all students, one student at a time. Though tremendous progress has certainly been achieved during the past two years, the Alma community recognizes our work is not complete, that we must, can, and will redouble our efforts to "Graduate artist/scholars prepared to succeed." The adventure of Alma continues.		

Current Standing

Grade: B	Points: 16.1	Possible Points: 30
<i>Provide a statement of progress and additional information regarding the above data:</i> The evolution of the school from a preliminary "D" grade to a "C" for 2011-12 and the current "B" grade speaks for itself. Rather than a goal in and of itself, the school grade is an OUTCOME and RESULT of the dedication inherent to the school community to achieving the mission.		

School Growth

Grade: C	Points: 5.0	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data:</i> This portion of the grade points is quite interesting considering the growth of Q1 and Q3 students. We believe this part of the grade indicates the achievement levels are rising moderately though the students are clearly growing from one year to the next.		

Q3 (Highest Performing 75%) Growth

Grade: A	Points: 10	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data:</i> The key instructional approach of Alma d'arte staff is to meet all students where they come to us and take them as far as possible, as artists, scholars, and people. The growth of all students is a permanent intention and this indicator is strong evidence instructional practices are pursuant to achieving this intent. Certainly, additional time and intensity is being devoted to examining data in such a way as to effectively support and enable growth for all students.		

Q1 (Lowest Performing 25%) Growth

Grade: A	Points: 9.5	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data:</i> This indicator is a key outcomes statement for our school. The staff pays close attention to the status and needs of ALL students, including those populations who, for whatever variety and combination of reasons, struggle to perform with excellence. This indicator further exemplifies the strength of relationships in the school and the efficacy of the arts in teaching the whole child. The examples are legion where students who have struggled in other schools, and at Alma, have persevered to success because of the staff's outreach and the centering of purpose through the arts.		

Part A—Self Study/Report on Progress

Opportunity to Learn

Grade: A	Points: 6.8	Possible Points: 8
<i>Provide a statement of progress and additional information regarding the above data:</i> The outcomes generated by the Opportunity to Learn survey speak to the relationships and instructional practices common in our classrooms. The staff has studied this data extensively and purposely uses the results to frame instructional flow. This is particularly relevant in light of the domains in the new teacher evaluation system.		

Graduation—as applicable

Grade: C	Points: 13.6	Possible Points: 17
<i>Provide a statement of progress and additional information regarding the above data:</i> This area is curious to Alma d'arte staff. It appears that the flat growth in the rate impacts the points. The school continues to have one of if not the highest graduation rates in New Mexico charter high schools, and all schools. The Alma graduation rate has been 92-96% for the past three years. Certainly, our goal is to graduate ALL students, yet this rate, given the state average of 70% +/- showcases the effectiveness of the Alma program and cannot be understated. Concern does exist that the four year cohort graduation rate will reduce as the elevated credit and assessment requirements fully hit home on the student population. Indicators exist, at Alma and across New Mexico, that a significant proportion of students will struggle to complete high school in four years. Additional commentary regarding the school's graduation rate is presented in a later portion of this report.		

College and Career Readiness—as applicable

Grade: C	Points: 9.4	Possible Points: 15
<i>Provide a statement of progress and additional information regarding the above data:</i> The school staff has initiated an enhanced program of college and career readiness preparation. Completion of an apprenticeship by Alma seniors has always been an internal graduation requirement, and remains an integral part of the Alma program. Additionally, the Next Step process has been completed with fidelity. Greatly important, considerable time and effort has been devoted to re-integrating the PSAT and in becoming an ACT examination site. Considerably more Alma students are participating in these college readiness exams. Additional work remains to be done in examining and using the resultant data to counsel students on academic preparation for and opportunities in post-secondary education.		

Bonus Points

Points: 0.5	Possible Points: 5	Reason: We need to be timely in submission of data demonstrating the extensive participation in the arts by our students.
<i>Provide a statement of progress and additional information regarding the above data:</i> As detailed in a later portion of this report, Alma students and staff engage in significant arts performances in the community, area, and state. Had we submitted the data contained in the section titled "Alma Arts Report" it is very probable the school's bonus points would have pushed the overall grade into the "A" range. For the year 2013-14, the school will be certain to submit this report during the bonus upload window.		

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School Grade Comparison Commentary – Preliminary and First Two Years

Score Chart

	Preliminary Grade			2011-12 Grade			2012-13 Grade		
	Points	State C	Grade	Points	State C	Grade	Points	State C	Grade
Current	9.9	NA	D	13.5	12.5	C	16.1	12.5	B
Growth-Highest	2.0	NA	F	9.0	8.8	C	10	3.6	A
Growth-Lowest	2.0	NA	F	7.7	7.3	C	9.5	7.7	A
Opportunity	9.7	NA	A	6.8	6.0	B	6.8	6.0	A
Graduation	16.6	NA	A	14.4	12.8	B	13.6	12.8	C
CCR	8.5	NA	D	8.0	9.0	D	9.4	9.0	C
Bonus	0	NA	NA	0.8	1.6	NA	.5	1.6	NA
Total:	49			60.3			70.9		

Grade:

D

C

B

The creation and implementation of the A-F school grade protocol has certainly added a new dynamic to Alma d'arte. In this section, a status report is presented commenting upon the evolution of the school's grade in this new rating system.

The "D" grade stated in the preliminary process was not a surprise to Alma d'arte staff. Though nearly a "C" grade, missing by one point, the staff were not complacent regarding this outcome. Indeed, as will be seen, the initial and ensuing grades have served as points of departure for desired improvements in the school.

The preliminary grade was largely generated by assessment performance of a single cohort of students, the graduating class of 2012. Alma d'arte staff recognized this group of students for what they were – pleasant, emotionally needy, and academically weak particularly in mathematics. Of the 53 students who executed the state assessment, over half had transferred to Alma d'arte as upperclassmen and nearly everyone who did so had serious academic deficiencies. These students were not at the school for an extended mathematics curriculum and emphasis in their freshman year, thus we had little opportunity to

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impact their skills and knowledge in this area. None of these students scored Proficient or Advanced in mathematics. Eight of these 53 students were not enrolled in Alma the following year, though those who remained did graduate on time. The fact remains, this student cohort was for the most part sub standard in their progress; this was absolutely demonstrated in their assessment performance and the resultant preliminary grade.

Positive indicators are contained in the preliminary grade report. The school scored well in the areas of Opportunity to Learn and Graduation. This is a powerful indication of the comfort level experienced by Alma students and the commitment of staff to ensure students complete their high school diploma. This data is corroborated in other areas of this report.

Finally, the raw points for College and Career Readiness were not strong. However, much of the points awarded in this area are based on student participation in college entrance examinations such as ACT and SAT, and participation in the PSAT program. Alma had stopped participation in the PSAT for logistical considerations and has re-entered this process as of Fall 2012.

Review of the Matrix of Requirements Upon Receipt of Preliminary Grade

The preliminary grade served as the catalyst for needed actions in the school that had been under contemplation for some time. The administration and key staff reviewed the grade areas and carefully examined the Accountability System Matrix. Special attention was given to the 7 Turnaround Principles with consideration of implementing some or all of these strategies. Of these seven principles, several were already in place in the school, such as the school environment and family and community engagement. The two most in need of implementation were the **Using data to inform instruction for continuous improvement**, and the **Redesigning the school day, week, or year**. The correct implementation and use of short cycle data was already under way, and the Principal intensified the extant discussion of how instructional time was formatted throughout the year. This discussion, deep and intense, resulted in the change of the school's use of instructional time from a compressed block, eight credit schedule to a year-long, seven credit format. Two key measures were thus created, both of which directly addressed instructional needs. The seat hours for a one credit class increased from 121 to 145, which enabled sufficient time for all teachers and particularly core teachers, to complete delivery of their entire curriculum. The second key impact was the year-long format enables the use of short cycle data throughout the year rather than testing students during a semester they were not enrolled in English and Mathematics, as on the compressed block format.

Additionally, though not required as an outcome of the "C" grade, preliminary engagement has occurred in the LEA Reflective Summaries for Literacy and Mathematics provided by NMPED Student Success Division. These templates are highly valuable and should be used by every school for the purpose of examining "where we are, how we got there and where are we going."

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First Complete Grade – 2011-12

Compared to the preliminary grade, the first actual grade showed considerable improvement. As expected, the performance of both H2 and H3 testing groups was substantially better than the previous year. Current performance, growth of highest students, and growth of lowest students all experienced strong increases. The Opportunity to Learn area was assessed in somewhat different manner than the preliminary grade; the school's staff reviewed that data and made a new commitment to addressing the key data indicator, which was ensuing closure periods during instruction. Graduation stayed fairly high and was representative of the testing cohort's struggles from the previous year. In the College and Career Readiness area, the data provided the impetus for the return to participation in PSAT and establishing Alma d'arte as an ACT testing sight. Finally, the school did pick up a small measure of Bonus points and deep interest exists in discovering how to improve in this area given the school does not have athletics.

It will be very interesting to see how the school-wide changes impact student assessment performance in the future. The H3 testing cohort in 2012-13 is not as accomplished as the previous H3 group and the composition has changed somewhat with new students. The H2 testing group this year has a portion of very accomplished students and a portion of students who are off track. Presumably, the Value Added Model will address the factors of mobility and time in the school.

Second Complete Grade – 2012-13

To be sure, the content of the 2012-13 School Grade Report Card was received with much satisfaction throughout the entire Alma d'arte community. The evolution of the school clearly demonstrates significant improvement with growth by all students and a sound structure for opportunity to learn and college and career readiness. This progress stems from the original and continuing philosophical basis regarding the inherent worth of each student and community member and the efficacy of learning in the arts as a means of holistic maturation into adulthood. **The enhanced internal structures, and a true commitment to using data for purposes of instruction and counsel, has begun to generate the school improvement as indicated by the 2012-13 Report Card. The use of data to guide instruction and enhance understanding of individual student needs and abilities is the key measure being studied, improved, and implemented with the purpose being to achieve our mission.**

The challenge of excellence remains a constant at Alma d'arte Charter High School. Our purpose, our goal, is to "Graduate artist/scholars prepared to succeed." We do not set a given school report card grade as our goal, though we are quite cognizant of the factors that generate such a grade. Rather, we aim to perform our mission, with the school grade being an outcome of our efforts, and an indicator of where we are on the journey to completing that mission.

This 2013-14 Renewal Document contains direction that mission-specific goals and indicators be presented as evidence for consideration of renewal. Thus, we feel it is crucial to include the Alma d'arte Charter High School Mission Statement, so that the direct connection of the mission to the evidence is readily apparent.

Alma d'arte Mission Statement:

“To graduate
artist/scholars
prepared to succeed”

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2. 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.).

Assessments at Alma d’arte Charter High School

The chart below displays the assessments given at Alma d’arte Charter High School over the course of an academic year. Though the various assessments are similar in nature, the logistics vary widely according to the testing population, and these are extremely time intensive and entail the participation of the entire school in nearly every instance. These points are major emphases for the Alma staff:

- Ensuring the correct and timely logistics of preparation, information to students and families, execution of the examination(s)
- Use of the generated data to guide instruction and student growth
- Assist students in preparing for and entering post-secondary institutions

The largest portion of these assessments are new in the past 18 months. No additional human resources are available to plan and execute these assessments, all of which are extremely time intensive. We clearly need a full time assessment coordinator not only to direct the logistics of the testing but to provide guidance for appropriate use of the data. Though a stipend has been provided to an existing staff member for this purpose, the presence of such a position remains a powerful factor in budgeting for staff. It is desired and anticipated for the 2014-15 year that such a position will be completely funded.

Title	When Given	Purpose	Notes
Short Cycle	Aug/Dec/May	Achievement/Growth	Entails teacher participation in logistics and data review
HSGA	Sept/Oct	DoC Opportunity	Tremendous outlay of time and people
PSAT	October	College Planning	Use for college prep/guidance
ACT	Dec/April	College Entry	Alma is now an ACT test site
EoC makeup	December	December grads	Time/people investment
ACCESS	February	ELL assessment	Requires specific people to assess
COMPASS	February	Dual credit admit	Typically for juniors and sophomores
NMSBA	March	Accountability/DoC	Tremendous resources required
EoC	May	Dem of Competency	Final exams and grad competency

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As can readily be seen, assessment is a continual and on-going exercise in our school. We have made significant strides in planning and executing the assessments. Of greater importance, we are learning how to use the generated data to improve our instruction.

Short Cycle Assessments at Alma d'arte, 2008-13

The history of short cycle assessments (SCAs) at Alma d'arte both represents and parallels the evolution of the school in many other areas. Much progress has occurred so that the SCA process is a useful measure used by staff to formulate instruction and track student growth. Such was not always the case at Alma.

Prior to the 2008-09 charter renewal, administrative staff reviewed a number of protocols for SCA as offered by workshops by the Las Cruces Public Schools. One administrator and two staff members reviewed the options and PLATO was picked. Three SCA were completed in 2008-2009 and two in 2009-10. However, there was minimal follow-up in individual classrooms to use the data to inform learning. The majority of the follow-up was focused in the special education student body and a small number of students who were at the Near Proficient level. Between 2008-2010 staff was not enthusiastic about the PLATO platform for the Short Cycle Assessment.

During the 2010-11, school year, the current administration reviewed with teachers different options for the SCA process. As nearly every Alma student came either from another New Mexico location or the surrounding district, and had experienced the Measuring Academic Progress instrument (MAP), staff made a collective decision to adopt this platform. Extensive teacher training ensued and the MAP format was implemented in 2011-12. With MAP no longer being on approved status for SCA in 2012-3, Alma staff chose to proceed with Discovery as the SCA platform. In 2011-12 and 2012-13, Alma students have fully participated in the short cycle process and teachers are examining the resultant data pursuant to increased effectiveness of instruction.

Short Cycle Results from the 2011-12 Year – MAP Platform

When the short cycle assessment results from 2011-12 were reviewed, several very pronounced factors immediately and powerfully come to the fore. These factors are clearly in play:

- The compressed block schedule format is absolutely contrary to learning over time and enabling the use of short cycle assessments to guide instruction. Repeatedly, freshmen and sophomores in both English and mathematics generated data that showed moderate to strong growth during the semester they were in enrolled in the area tested, while regressing when the SCA was taken during a semester the students were not enrolled in the assessed area. This was a major force behind the school's transition to a year-long schedule in order to effectively use the SCA process. It is also evident, both in the data results and anecdotally, that the logistics of SCA testing in the compressed block format are excessively complicated. Very clearly, the transition to the year-long format and an accompanying increase of instructional hours from 121 to 145 for a one credit

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class was an absolute necessity. Enhanced learning as indicated by better performance and, particularly, growth over time, is certainly anticipated.

- The need for a staff member with the sole duty of creating and implementing the assessment logistics in the SCA and other areas is very evident. This position would also entail interpreting the data and assisting teachers in using the information to guide instruction. This is the major emphasis going into the 2013-14 budget year.
- Frequently, life circumstances of individual students severely, negatively impacted performance when these students showed significant regression in score levels.
- The populations of freshman and sophomore classes were highly mobile. On occasion this resulted in a given student experiencing only one or two of the SCA phases rather than all three.

Score Ranges – 2011-2 – Sophomores – based on highest score earned

Mathematics		
Low	12	24%
Low Ave	13	25%
Average	11	22%
High Ave	11	22%
High	4	8%
Total	51	

Reading		
Low	12	24%
Low Ave	8	16%
Average	11	22%
High Ave	10	20%
High	9	18%
Total	50	

Score Ranges – 2011-2 – Freshmen – based on highest score earned

Mathematics		
Low	8	18%
Low Ave	12	27%
Average	9	20%
High Ave	9	20%
High	6	14%
Total	44	

Reading		
Low	8	18%
Low Ave	14	32%
Average	3	7%
High Ave	7	16%
High	12	27%
Total	44	

These score ranges indicate a relatively modest performance in mathematics by the class of 2014 and fairly strong levels in reading. The class of 2015 is a more accomplished cohort in both areas. The

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breadth of scores within ranges also indicates the younger cohort is performing better than the 2014 group. This is evident anecdotally as well – the staff feels certain the 2015 group is simply a better academic class. This sense remains even as the composition of the class has changed somewhat during the 2012-13 year.

Growth Indicators – Sophomores and Freshmen

Sophomores

	Large Growth	Moderate Growth	No Change	Moderate Regression	Large Regression
Math	12	9	17	8	1
	24%	18%	34%	16%	2%
Reading	8	10	21	8	5
	16%	20%	42%	16%	10%

Freshmen

	Large Growth	Moderate Growth	No Change	Moderate Regression	Large Regression
Math	19	6	7	4	8
	43%	14%	16%	9%	18%
Reading	9	9	6	10	10
	20%	20%	14%	22%	22%

Analysis of the growth data clearly indicated the profound need to transition to a year-long schedule format. The freshmen in this diagram were enrolled in a year –long Algebra I program and experienced considerable growth, where as the sophomores were not in a year--long mathematics construct and did not display growth to this extent. In many instances the regressions occurred in students who experienced significant mental health and family issues outside of the school.

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Short Cycle Results from the 2012-13 Year – Discovery Platform

Alma staff transitioned to the Discovery short cycle assessment platform in 2012-13. When reviewing the SCA results from this year, these circumstances are worthy of mention:

- The adoption of year-long classes absolutely accomplished the intended outcomes. All mathematics and English teachers stated the additional contact hours were crucial in their ability to cover requisite course material and in re-teaching when necessary. The logistics of the SCA process were greatly enhanced by the year-long format.
- The transition to a new SCA platform was not without problems, however, the assessment personnel and teachers are much more conversant with the system and understand how to create logistics pursuant to ideal testing conditions and the collection of relevant, usable data.
- The absolute need for a person assigned largely to this (and other) assessment processes remains cogent. The 2013-14 budget contains a stipend for such a position though it is not a full time assignment.
- The most useful data for instruction was generated by students who were enrolled for the entire year and participated in all three assessments (fall, winter, spring). This is not the case in every instance; the population remains mobile and the man-hours required to track such students is daunting. However, we certainly feel much progress has occurred in using the SCA process to guide instruction, from implementation of manageable logistics to the creation of professional learning communities to study the data and thereby adjust instruction.
- The Discovery product is based on specific classes in Language Arts and Mathematics, rather than grade levels. In the classes listed below, various grade levels of students are enrolled. For example, the Geometry classes consisted of students who were repeating the course as well as accelerated freshmen who were a year advanced in mathematics. A relatively large number of sophomores, who would normally be in Geometry, were accelerated into Algebra II. In the English II results, a large number of advanced students were present while repeat students are included as well. Thus, care must be exercised when drawing conclusions about a given “group” of students because the results do not, by themselves, reflect these situations.

The levels of the score ranges approximate the Beginning Step, Nearing Proficient, Proficient, and Advanced levels on the New Mexico Standards Based Assessment. This is certainly meaningful when reviewing the Geometry and English II student outcomes.

Most of these students will be taking the NMSBA as H2 students. Given the Discovery results, we hope that the scores of these students are equivalent to the Discovery Level III and Level IV combinations of 55% in Geometry and 73% in English II.

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Score Ranges – 2012-13 – based on highest scores earned in one of three phases

Algebra I		
Level I	10	22%
Level II	14	30%
Level III	16	35%
Level IV	6	13%
Total	46	

English I		
Level I	8	15%
Level II	18	34%
Level III	17	32%
Level IV	10	19%
Total	53	

Score Ranges – 2012-13 – based on highest scores earned in one of three phases

Geometry		
Level I	7	15%
Level II	14	30%
Level III	18	38%
Level IV	8	17%
Total	47	

English II		
Level I	3	8%
Level II	7	18%
Level III	10	26%
Level IV	18	47%
Total	38	

The Algebra I and English I classes are largely, but not completely, composed of first time freshman students. There is a component of older students repeating these classes. The Geometry classes have 15% accelerated freshmen. The English II classes have a high proportion of SPED gifted students.

The Geometry and English II students, taken as a group, scored well on these assessments. This dovetails with our evaluation of the overall academic accomplishments of this group as freshmen in the previous year on the MAP instrument. The 2012-13 freshmen are not, on the whole, as strong a class. However, the incoming freshman class for 2013-14 is an exceptional group; the entire school eagerly awaits their arrival!!

Growth Indicators – Sophomores and Freshmen

Algebra I – 84%

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English I – 83%

Geometry – 76%

English II – 83%

Equal in importance, and even more significant for its instructional implications, is the review of the growth indicators in the Discovery data. In this area, it is clear that the large majority of our younger Mathematics and English students are demonstrating average to above average growth in these subject areas. This data is generated by student outcomes for those who completed all three short cycle assessment phases.

Summary of the Short Cycle Assessment Process at Alma d’arte

Much has been accomplished in implementing the short cycle assessment process. With staff participation and commitment, a new platform was procured; this evolved from the MAP assessment to the Discovery process. The logistics of executing the thrice-yearly computer-based learning checkpoints has been established. Teachers have begun to examine the assessment results to better understand strengths and weaknesses of individual and classes of students. The student outcomes indicate, for the most part, that a large majority of students are progressing in their mathematics and language arts skills and knowledge.

Thus, the process had begun for full implementation of the short cycle assessments and the use of the generated data for instruction. Additional work remains to be done to ensure the logistics are smooth, and to that end a staff member has been designated as Assessment Coordinator and compensated accordingly. Complications in the logistics include the mobility of students which ensures some are not enrolled at Alma d’arte for all three assessment sessions in a given year, and that the sole computer lab is in use by Health classes where students complete that requirement in the on-line manner.

Of greatest importance, the staff is striving to understand how to review the generated data for purposes of guiding instruction. To that end, the Assessment Coordinator is developing with staff through the Professional Learning Community model the requisite protocols. Additionally, the third mathematics teacher hired for the 2013-14 year brings a wealth of knowledge and experience in examining and using data for framing instruction. The entire teaching staff will benefit from this person’s experience and expertise.

In summary, we are not yet where we desire to be in the short cycle assessment process. However, significant movement has occurred in this regard and we feel a “tipping point” has been reached where we will effectively use the short cycle concept to improve our instruction.

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HSGA, Fall 2012

Seventeen students were scheduled to re-take the NMSBA in the Fall of 2012. Per the chart below, it is readily apparent a large majority of these students performed somewhat to significantly better during this re-take window.

HSGA Re-take Results, Fall 2012

	Math	Reading
Large Improvement	9	6
Small Improvement	2	2
No Change	2	3
Regression	0	2
First Attempt	1	1

Eleven of the 14 students who participated in the re-take would have then been graduation eligible. The other three, though they largely improved their scores, were Career Pathway – Special Education students. Of the remaining three students scheduled to test, one moved out of state, another transferred to a local school, and the third left school to pursue a GED.

HSGA/EoC Fall, 2013

As in the fall of 2012, some Alma d'arte students will perforce participate in the HSGA assessment in order to complete their Demonstration of Competency.

As detailed elsewhere in this report, our students performed quite well on the End of Course examinations during the 2012-13 year. Some twenty four H4 and nine H5 students will participate in EoCs during the fall semester. In most instances, the H4 students must complete the writing EoC exam because they were not enrolled in English 11 in 2012-13. Our H5 students were all scheduled to graduate in May of 2013, but for a variety of reasons were unable to do so. We are confident these students, most of whom lack only the writing competency, will complete that EoC thus being fully able to graduate in December, 2013. Relatively few H4 or H5 students have yet to demonstrate competency in Reading and Mathematics.

PSAT, October 2012

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Alma d'arte students listed as sophomores participated in the October 2012 PSAT. Outcomes mirror and further corroborate what is already known about this class. Thirteen students, approximately one-third of the class, scored in the eightieth percentile ranking or above on one or more of the three tested areas (critical reading, mathematics, writing). One student is under consideration for National Merit Scholar recognition; the first time this has happened at Alma.

Alma staff are preparing a protocol to assist all students and their parents in the use of PSAT data to make decisions about high school course work and college preparation. The combination of learning to use the PSAT data and the increased opportunities to take the ACT on-site (see below) are meant to enhance career and college readiness for our students.

ACT, 2012-13 and Beyond

Pursuant to providing additional opportunities for college matriculation, Alma d'arte became a testing site for the ACT in 2012-13. Anecdotally, considerably more students participated in the ACT this year and certainly that being able to do so at their own school was a factor. Teachers are preparing a protocol to examine ACT outcomes with parents and students. Consideration is being given to subsidizing ACT participation by each Alma student

Partial ACT results for 2012-13 are available. In those partial returns, five students scored 20-22 in the composite and four students scored 24-30, out of 18 students taking the ACT in that window. We are researching the complete outcomes for the 2012-13 year.

ACCESS and Exiting Students from ELL Program

Alma d'Arte has complied with the protocols for ELL screening and annual testing for the past three years. In those three years, 100% of the students tested have shown growth through increased annual scores. The 2013 ACCESS results for Alma d'arte show that of the 13 students tested and scored, 100% showed gains with 10/13 receiving scores of proficient, and becoming first year exit students. The faculty has implemented the SIOP - Structured Immersion Operation Protocol model, which is a scientifically based and comprehensively studied model for English Language Learners. 100% of the teaching faculty participated in training for the SIOP model during the 2011-2012 school-year. At this time data shows that, on average, Alma maintains a roster of approximately 16-18 students who qualify for ELL determination as limited English proficient. After the spring 2013 test administration, three students that are continuously improving are still limited English proficient. Of those three students, two are receiving special education services for learning disabilities. Shown below are testing results of Alma d'arte's 2012-13 ELL student population.

ID	Class	Speaking	Listening	Reading	Writing	Adjusted Literacy	Adjusted Oral	Total	Date	SPED	ELL
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510	10	6	6	6	5.1	0	0	5.9	02/11/2011		Y
510	11	6	5.3	6	4.8	5.9	5.9	6	01/23/2013		EXIT
595	9	6	3	5	5	5.7	5.2	5.5	02/11/2011		EXIT
606	10	6	6	5.4	5.2	5.3	6	5.7	04/20/2012		EXIT
606	9	6	1	2	3	3	4.1	3.6	04/26/2011		Y
615	9	6	5	5	6	6	6	6	02/11/2011	Gifted	EXIT
616	9	6	3	1	3	2.4	5.2	3.8	04/26/2011	LD	Y
616	10	5.7	2.9	5.1	4.7	4.9	4.1	4.5	04/20/2012	LD	Y
616	11	5.4	5.3	4.7	4.5	4.5	5.3	4.98	01/23/2013	LD	EXIT
620	9	6	6	2	6	4.6	6	5.3	04/26/2011		EXIT
625	9	6	6	3	4	4.1	6	5.1	04/26/2011		EXIT
626	10	6	4	4.9	5.1	5.1	5.3	5	01/23/2013		EXIT
626	9	6	6	2	4	3.5	6	4.8	04/26/2011		Y
628	9	6	5	3	5	4.6	6	5.3	04/26/2011		EXIT
658	9	6	3	2	3	3	5.2	4.1	05/11/2011		Y
658	10	6	4.8	3.9	4.9	4.7	5.7	5	04/20/2012		EXIT
705	9	6	4.9	6	4.3	5	5.9	5.3	04/20/2012		EXIT
705	9	6	1	5	2	4.2	4	4.1	11/07/2011		Y
731	11	6	5.3	4.1	3.7	3.8	5.9	4.85	01/23/2013	LD	Y
731	9	6	6	2.6	3.9	3.4	6	4.4	04/20/2012		Y
731	9	6	2	1	3	2.5	4.6	3.55	11/07/2011		Y
829	9	6	3.6	6	5.9	6	5.1	5.38	12/11/2013		EXIT
829	9	6	3	1	5	3.5	5.2	4.1	08/31/2012		Y
834	11	6	1	3	6	4.7	4.7	4.7	08/31/2012		parent exit
846	9	6	5.7	6	5	5.9	6	5.6	01/23/2013		EXIT
846	9	6	3	2	3	3	5.2	3.6	08/31/2012		Y
848	9	6	4.3	2.8	5	4.1	5.5	4.5	01/23/2013	LD	Y
848	9	6	1	1	3	2	3.5	3	09/04/2012	LD	Y
873	9	6	1	2	2	2.5	4	3	09/04/2012		Y
873	9	6	5.3	6	4.9	5.6	6	5.55	01/23/2013		EXIT
895	9	6	3	1	6	4.2	5.1	4.6	10/24/2012		Y
895	9	6	4.9	2.8	5	4.1	5.9	4.68	01/23/2013		Y
909	9	6	6	5.1	5.2	5.2	6	5.58	01/23/2013		EXIT

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910	11	6	6	6	5.1	5.9	6	5.78	01/24/2013		EXIT
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COMPASS, February 2013

The COMPASS instrument is a Dona Ana Community College dual credit admissions assessment. This computer-based examination is offered on a voluntary basis in February. Generally, sophomores and juniors participate pursuant to applying for admission to a dual credit program. Given the human resources being stretched thinly to execute other assessments, COMPASS data has been reviewed only to some extent. Of those students taking the COMPASS, who are generally interested in a technical or work type experience, two thirds attain passing entry scores. To be certain, this data is of interest but does not represent the entirety of Alma students.

Alma students do avail of the opportunity to complete the COMPASS here at the school.

NMSBA, Spring 2012 and Spring 2013 Completion Rates

During both the 2012 and 2103 NSMBA testing windows, every student on our rosters slated to test completed 100% of the assessments. There were no situations of invalidation.

Review of SBA Outcomes, 2011-12 and 2012-13

The following tables detail the performance ranges of H2 and H3 on the NMSBA instrument, comparing results to state averages for the years 2011-12 and 2012-13. Several interesting and important conclusions are drawn from these outcomes.

The immediate conclusion is that some testing cohorts perform better than groups either previously or after. A given cohort can be stronger or weaker on its own accord. It seems apparent that, in this sense, a key means to improve a school grade is to have consecutive years of accomplished students who both score well and demonstrate growth over a two year period. To date, we have experienced alternate years of generally accomplished students alternating with a cohort of lesser ability.

As can be seen from the data below, Alma d'arte students, whether H2 or H3 in a given year, out-perform their peers in Reading, lag to some extent in Mathematics, and are slightly better in Science. Clearly, our efforts in reading emphasis and consistency are effective, just as clearly we need to continue to improve our mathematics outcomes.

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H2 Cohorts

Reading 2011-12		
	Alma	State
Advanced	6%	7%
Proficient	18%	28%
Nearing	60%	43%
Beginning	16%	22%
P/A	24%	35%

Reading 2012-13		
	Alma	State
Advanced	8%	7%
Proficient	47%	33%
Nearing	37%	40%
Beginning	8%	19%
P/A	55%	40%

Math 2011-12		
	Alma	State
Advanced	0%	4%
Proficient	22%	26%
Nearing	51%	54%
Beginning	27%	17%
P/A	22%	30%

Math 2012-13		
	Alma	State
Advanced	5%	4%
Proficient	21%	26%
Nearing	63%	54%
Beginning	11%	17%
P/A	26%	30%

H3 Cohorts

Reading 2011-12		
	Alma	State
Advanced	16%	12%
Proficient	48%	36%
Nearing	29%	38%
Beginning	7%	14%
P/A	64%	48%

Reading 2012-13		
	Alma	State
Advanced	13%	11%
Proficient	46%	44%
Nearing	30%	33%
Beginning	11%	12%
P/A	59%	55%

Math 2011-12		
	Alma	State
Advanced	7%	7%
Proficient	29%	34%
Nearing	55%	47%
Beginning	9%	11%

Math 2012-13		
	Alma	State
Advanced	4%	7%
Proficient	23%	34%
Nearing	64%	47%
Beginning	9%	11%

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P/A	36%	43%
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P/A	27%	41%
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Science 2011-12		
	Alma	State
Advanced	2%	3%
Proficient	41%	37%
Nearing	48%	42%
Beginning	9%	18%
P/A	43%	40%

Science 2012-13		
	Alma	State
Advanced	2%	3%
Proficient	39%	36%
Nearing	43%	41%
Beginning	16%	20%
P/A	41%	39%

SBA Cohort Growth, 2011-12 to 2012-13

Of great interest is the data in the tables below, which details the growth of the 2014 graduation cohort from H2 to H3. Caution must be taken when determining conclusions from these figures, as with a student mobility rate it is certain that the two testing cohorts were not entirely composed of exactly the same students. However, the substantial increase in Proficient/Advanced in Reading and moderate increase in Mathematics is worthy of notice. The decrease in Beginning Step percentage is also significant.

Growth

Reading

2011-12 H2 2012-13 H3

Advanced	6%	13%
Proficient	18%	46%
Nearing	60%	30%
Beginning	16%	11%
P/A	24%	59%

Math

2011-12 H2 2012-13 H3

Advanced	0%	4%
Proficient	22%	23%
Nearing	51%	64%
Beginning	27%	9%
P/A	22%	27%

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NMSBA, Item Analysis – Spring of 2012, Spring of 2013

Review of Item Plot Analysis -- H3 Cohort – 2011-12 SBA Report

The 2011-12 NMSBA H 3 Item Plot Report is another data file that is indicative of accomplishment and focus for assessed outcomes at Alma d' arte. In this area of the renewal application, Alma d'arte student performance in the areas of Reading, Mathematics, and Science is compared to the state averages with emphasis on the short answer (SA) and open ended (OE) outcomes. These question types are the most difficult to answer on the NMSBA and outcomes are good indicators of student skill and knowledge.

The following chart details this comparison:

Assessed Area	Alma Outcomes SA+OE	State Outcomes SA+OE
Reading – Overall	12.21 points average	12.03 points average
Reading – Informational	8.23 points average	8.42 points average
Reading – Literature	3.98 points average	3.61 points average
Mathematics – Overall	11.80 points average	12.82 points average
Mathematics – Algebra	4.48 points average	4.56 points average
Geometry/Trigonometry	4.27 points average	5.06 points average
Data & Probability	3.05 points average	3.20 points average
Science – Overall	6.06 points average	5.85 points average

Essentially, this chart corroborates previously presented information. Alma outcomes in short answer and open ended questions were generally better than state averages in Reading, somewhat below state averages in Mathematics, and better than state averages in Science. These outcomes are significant when combined with the school's graduation rate, which in the 90%+ range is much superior to the state average. Alma d'arte students finish school, with comparable or better assessment scores than their classmates across the state.

Review of Item Plot Analysis -- H2 Cohort -- 2012-13 SBA Report

Assessed Area	Alma Outcomes SA+OE	State Outcomes SA+OE
Reading – Overall	14.89 points average	13.26 points average
Reading – Informational	8.37 points average	7.66 points average
Reading – Literature	3.58 points average	2.95 points average
Reading – Logic	1.68 points average	1.36 points average
Mathematics – Overall	11.97 points average	11.30 points average
Mathematics – Algebra	5.42 points average	4.59 points average
Geometry/Trigonometry	4.29 points average	4.07 points average
Data & Probability	2.26 points average	2.64 points average

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Science – Overall	N/A	N/A
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This chart indicates that the 2012-13 H2 cohort performed better than students in the state in short answer and open ended response questions. This cohort of students wrote answers of considerably better quality in Reading and measurably in Mathematics than their peers throughout the state.

Review of Item Plot Analysis – H3 Cohort -- 2012-13 SBA Report

Assessed Area	Alma Outcomes SA+OE	State Outcomes SA+OE
Reading – Overall	14.93 points average	14.38 points average
Reading – Informational	8.41 points average	8.14 points average
Reading – Literature	3.73 points average	3.40 points average
Reading – Logic	1.41 points average	1.41 points average
Mathematics – Overall	11.77 points average	13.62 points average
Mathematics – Algebra	5.25 points average	5.43 points average
Geometry/Trigonometry	3.84 points average	5.03 points average
Data & Probability	2.68 points average	3.17 points average
Science – Overall	6.09 points average	5.86 points average

The Alma d'arte 2012-13 H3 cohort performed somewhat better on short answer and open ended response questions than their state peers in Reading and Science, and less so in Mathematics. Overall, Alma students performed better than the state average on short answer and open ended questions in four of the five assessments during the 2012-13 window. This is a positive indicator that the school's emphasis on the skill of writing is having an important impact.

NMSBA, Spring 2014

Two salient aspects will be in force during the Spring 2014 NMSBA. The logistics of the NMSBA process have been and will be precise, detailed, and correct. That, and a reasonable prediction can be made as to the outcomes of the H3 and H2 students involved, as staff already know their capabilities as displayed by other data instruments.

Enormous focus and attention to detail goes into the NMSBA process. Careful attention is directed to ensuring the H lists are correct and the test materials are completely secure. The actual execution of the assessments is a complex and complicated procedure performed extremely well by the entire Alma staff. This is particularly crucial given the complexities of available testing space, accommodations required for Special Education students, and the need to continue to conduct school for students not participating in the assessments. Simply stated, "At Alma, we do the SBA right."

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A general predication can be made regarding the Spring H3 and H2 testing cohorts. This prediction must be tempered by the realization that Alma experiences fairly significant mobility of enrollment in the sense that each year we accept a considerable proportion of upperclassmen transfers. In many instances we do not have immediate access to their prior assessment results if such exists. Regarding the H3 cohort for this year, we have long known approximately ½ of that group are accomplished students who typically perform well on standardized assessment of any kind. The outcomes of this group are likely to be strong as individuals and as a whole. The H2s, in all probability, will not perform as well. We know this from examining their short cycle assessment results. Over the past several years we have experienced testing cohorts that were weak, then strong, then weak, then strong. It will be of great interest to examine not only achievement but especially growth during the SBA process.

SBA Summary of Outcomes, 2011-12 and 2012-13

The study of SBA data is crucial to understanding achievement and growth of our students. However, this data is not the sole indicator of the success or needs of the school as a whole. These trends in the data and overall structure of the school are apparent from extensive consideration of the following:

- 1) For two years, Alma d'arte students have performed on par or better than the state averages in Reading and Science. Examination of mathematics outcomes show continued need for improvement though individual students have performed quite well.
- 2) The most significant SBA indicator as defined in the School Report Card is the significant growth by all students, Q1 and Q3
- 3) Very often, students who have been enrolled at Alma d'arte for the entirety of their high school careers, perform better on SBA and other assessments than those students who have transferred into the school as upperclassmen.
- 4) The logistics of executing the SBA assessments have been performed with extreme care and accuracy. As part of the assessment needs across the school, it is quite apparent resources must be and to an extent have been devoted to the position of Assessment Coordinator.

EoC, Spring 2013 Results

The End of Course or EoC experience was new to our school in the spring of 2013. The logistics of preparing and executing the EoCs are, in many ways, more difficult than the NMSBA. The latter is an intense experience, however, the EoCs are above the NMSBA intensity. The preparation of the materials, involving teachers in grading the short answer responses, including the EoC responses as at least a portion of the course final grade, and uploading the data are all factors which make the EoC experience a very difficult endeavor.

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That being said, the EoC outcomes were quite good and very encouraging. The following are the percentages of students taking and achieving a passing EoC cut score:

Algebra II, 36 of 62, 58% -- state average, 46%

Reading, 33 of 48, 69% -- state average, 51%

Writing, 44 of 47, 94% -- state average, 68%

Chemistry, 25 of 55, 48% -- state average 48%

US History, 44 of 56, 79% -- state average, 55%

Biology, 26 of 41, 64% -- state average, 46%

Alma students scored a significantly better pass rate on five of six EoC exams and were on par with state average in the most difficult exam (Chemistry).

EoC Make Up Window, September and December 2013

Alma has seven H5 students who must make up, repeat, or complete an EoC for the first time. Five students should be returning to school in order to graduate in December of 2013. These students must complete and pass the writing EoC assessment. All are graduation eligible via demonstration of competency by previous NMSBA scores or EoC outcomes from the spring of 2013.

Graduation eligibility for all students, whether for those graduating in December 2013 or May 2014 will be determined through review of Spring 2013 NMSBA and Spring EoC outcomes immediately upon receipt of that data. School staff are tracking the H4 students who may need to use an EoC as an alternative demonstration of competency pending HSGA retakes in September 2013.

EoC, Spring 2014 and Going Forward

Certainly, over time the EoC process will experience revisions and evolution. Alma staff created a sound testing protocol for the EoCs in the spring 2013 which will stand in good stead for future assessment windows. A data base has been created which displays each individual student's demonstration of competency status from the NMSBA and EoC outcomes.

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AP Exam Scores, Spring 2013

The most accomplished Alma visual artists submit Advanced Placement art portfolios and have typically performed very well. Alma staff encourage students to participate in the AP English examinations, and now that the class has been implemented, AP Calculus as well. The following are the AP scores earned by Alma students in the spring of 2013:

	Scores				1	Total
	5	4	3	2		
Studio Art		1	6			7
English Language	1	1	3	2	1	8

These are typical figures for students submitting Studio Art Portfolios. Over the past few years nearly every student has earned a “3” or higher on the AP Studio Art exam.

The English Language scores are somewhat representative of performance by Alma students on this exam. In some years, more students participate in this exam and have scored better. Further analysis of AP scores and trends will ensue with the creation of the Assessment Coordinator position. Hopefully, Alma students will begin to participate in the AP Calculus exam now that the class is part of the curriculum.

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.).

GOALS AND/OR OBJECTIVES FROM THE 2008 RENEWAL DOCUMENT

The 2008-09 Charter Renewal retained some language from the original charter of 2004 in order to maintain the belief that arts learning and positive youth development are key foundations to Alma d’arte. The beliefs of the original founders are based in sound arts integration strategies but were not written as “outcome based” as we are currently emphasizing in the current educational environment.

There is some merit to the content of the goals and the intent, in some aspects, is clear. In this document, the original language from the 2008-09 renewal is presented followed by a status report.

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Language from the 2008-09 Renewal

The original charter included six school goals and objectives. The six goals were not written in a traditional format of goals and objectives. The original goals were:

- Safe, Artful, Small School Environment
- Quality Arts-Integration
- Cultural and Linguistic Diversity
- Teachers as Advocates
- Family and Community Involvement
- Personal, Academic and Artistic Excellence

The essence of the goals and the objectives were then condensed into four goals with their individual objectives.

The following Goals and Objectives to include in the [2008-09] Charter Renewal are:

Goal 1: By the end of each school year (2009-2014), Alma d'arte will provide a quality arts integration evidenced based curriculum based on the NM Standards and Benchmarks enabling all Alma d'arte students to graduate with skills to become independent and skilled life-long learners while obtaining a high school diploma as measured by the School Accountability Report graduation rate indicator requirements, with at least 90%; equal or exceeding rate of previous year or the average of amount and past 2 years (must equal or exceed the previous year).

Status – The intent is to ensure a high graduation rate, and to increase the rate from year to year. The graduation rate has remained in the 90-96% range over the life of the current charter so this goal has been achieved. See other portions of the report specifically detailing graduation rates.

Objectives:

1. Given graduation requirements set forth by the state of New Mexico, all Alma d'arte students will demonstrate 100% completion of all required course work and receive a high school diploma as documented in the Next Step Plans, school transcripts, and passing scores on the high school exit exam at the end of each school year.

Status – Alma graduates do complete all required course work and this is documented on transcripts. For the first time, as of January 2013, Next Step Plans are complete across the school. For 2013 graduates, all have demonstrated competency by passing English 11, Algebra II, Chemistry and/or Biology, and US History. This objective in a measure represents the Goal #1 and the school has a 90-96 % graduation rate. The 100% rate inferred in this objective remains the epitome.

2. Given extensive arts-based classes and core classes that provide arts-integration learning Alma d'arte students will demonstrate academic excellence by meeting designated yearly Annual Measurable Goals in mathematics and reading as measured by performance on the NM Standards Based Assessment and reported yearly on the School Accountability Reports.

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Status -- progress has been made in Mathematics towards meeting the Annual Measurable Objective. Reading outcomes are relatively flat but as the school progresses the proportion of students scoring Advanced in Reading has risen. See detailed commentary in other report sections.

Though laudable, this objective would have been more appropriate as a goal in and of itself.

3. Given meaningful experiential learning experiences all Alma d'arte students will demonstrate cooperation and collaboration as demonstrated in daily interactions with other students and staff, participation in student exhibits and performances and participation on school committees/events as measured by Platica grades of a C or better; 100% participation level in and completed exhibits and performances; C or better grades and evaluations for exhibited art and performances presented; and 100% attendance/participation on school committees/events as documented every 4 weeks, quarterly, at the end of the semester, and the end of the school year.

Status -- The intent of the objective is to emphasize the importance of the Platica (advisory) program and student participation in events, performances, and exhibits in the arts. Students have several continuous organizations that “demonstrate cooperation and collaboration.” These include the Student Leadership Team, the National Honor Society, Prom Committee, Yearbook Committee, and Gay- Straight Alliance. In addition a new Computer Club, Choir Group, and Theatre Company were created in 2012-13. Meeting dates, numbers of participants, and outcomes are documented by meeting notes and end products completed. In addition, two large scale all-school visual and performing arts events are presented to the public with some 300-350 in attendance and used as a method of school-wide collaboration in producing the events. That all students earn a grade of “C” or better in Platica has occurred and is documented by transcripts.

This objective could stand alone as it is indicative of what Alma d'arte students must do in order to graduate.

4. Given in-depth training in the arts Alma d'arte students will engage in hands-on learning and develop inquisitiveness and creativity as demonstrated in performance based assessments and exhibits or performances documented with an equivalent of 70% or better grade average every 4 weeks, quarterly, at the end of the semester, and the end of the school year.

Status: Each arts class has a number of short and long-term performance-based assessments, exhibits or performances which demonstrate an end grade of 70% or better grade within the school year depending on the arts teacher requirements. Display of student formative assessment work is displayed in the hallways and their end products are shown in art gallery or shows in Spring Shows. The performing arts group present a number of in-house performances prior to their presentations in the community or at the end of semester showcases. All are documented by grades.

Given an Apprenticeship class, Alma d'arte students will demonstrate excellence in their chose field of arts -specialization as determined by a successful completion of 70% or better grade for

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the Apprenticeship as documented every 4 weeks, quarterly, at the end of the semester, and the end of the school year.

Status – Alma senior students do participate in the Apprenticeship class as a culminating experience of their high school career. The curriculum involves 60 on-site apprentice hours with a professional mentor and considerable classroom instruction on school-to-work and postsecondary transitions. As documented by transcripts this objective has been met. Alma students have completed the Apprenticeship class with a “C” grade or better.

Goal 2: By the end of each school year (2009-2014), Alma d’arte Charter High School will provide a safe, artful small school environment on a daily basis as measured by 70% or more favorable responses on the Positive Youth Development Survey and miscellaneous surveys and checklists, 70% or better reported Platica student performance reports, and 25% reduced discipline referrals every 4 weeks, quarterly, end of semester, and end of school year.

Status – The goal references school aura and environment, Favorable responses on the Positive Youth Development survey have been documented and presented in a different section of this report. That data certainly defines a powerful satisfaction and appreciation of the school by students. The final sentence indicates a desire for fewer discipline referrals creating a “Safe, Artful and Safe School Environment.” It is documented that Alma experiences little disruption of the educational environment and that verbal and physical conflict and bullying are rare. This is evidence by the small number of in-school suspensions and police reports. In a separate section of the report, the parent responses on the Quality of Education survey are documented for the past three years and student responses on the Alma Aura survey are documented for the past two years. This data clearly indicates a powerful appreciation by and approval of parents and students for the Alma experience.

Objectives:

1. Given a small-school environment and asset building experiences, Alma d’arte students will feel safe, cared for, valued and respected as demonstrated in their interactions with all students and staff as measured with 70% or higher favorable responses based on surveys and checklists, 70% or higher Platica student performance reports and 25% reduced discipline referrals every 4 weeks, quarterly, end of semester, and end of school year.

Status -- this objective re-states the goal.

2. Given a positive youth development approach and one-to-one personalized atmosphere Alma d’arte students can develop trust, take positive risks, and grow and learn as measured in 70% or higher favorable responses on Positive Youth Development and other surveys and checklists, 25% reduced discipline referrals, 100% student participation levels on the Student Leadership Teams, 70% or higher percentage grade performance reports in Platica documented every 4 weeks, quarterly, end of semester, and end of school year..

Status -- this objective restates the goal.

3. Given culturally and linguistically diverse learning experiences Alma d’arte students will

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discover and cultivate their personal talents, assets, strengths, culture, language, and abilities as measured by 70% favorable responses on Positive Youth Development and other surveys and checklists, completion of Next Step Plans, 70% or better grades on graded student exhibits and performances documented every 4 weeks, quarterly, end of semester and end of school year.

Status -- again, the objective restates the goal.

Goal 3: By the end of each school year (2009-2014), Alma d'arte students will acquire and maintain the skills to be life-long learners through an established partnership with teachers, parents and the community as measured by 90-100% professional development participation by educators and 70% documented levels of participation in curricular and extended learning activities.

Status – the goal of students acquiring and maintaining skills in life-long learning cannot be measured by staff participation in professional development and curricular and extended learning activities. In essence this goal requires being re-written or eliminated. Commentary on the objectives is presented.

Objectives:

1. Given the needs of Alma d'arte students, Teachers will fulfill multiple roles and be actively involved in the whole school agenda as measured by 90-100% participation in professional development activities and 70% documented levels of participation in school based curricular and extra-curricular activities.

Status-- Professional Development is on-going at Alma with weekly staff meetings. Staff development has included principal-lead sessions on data use for instruction, group learning and presentation of certain teaching styles and strategies including SIOP, standards-based lesson plans, learning objectives, and arts integration. The professional development learning translate to students acquiring and maintaining skills in life-long learning experiences in the classroom.

2. Given the NM Standards for Leadership and Educational Performance Alma d'arte teachers will set positive expectations and standards of excellence, both for their students and for themselves as measured by 100% implementation of curriculum as documented in instructional plans, and 100% of students meeting proficient or advanced levels on state mandated assessments as documented on a daily, weekly, and reported on a yearly basis.

Status – Alma d'arte teachers create lesson plans that are standards-based. State mandated assessments reference only H2 and H3 students, and certain H4 students. This portion of the objective is presented in another area of this report.

3. Given opportunities Alma d'arte students and their families will participate in school-related functions and activities in the arts and core content areas as measured by 70% or higher participation rates of students, 80% or higher attendance during Parent-Teacher Conferences, and 80% or higher attendance rate by members of the Family Leadership Team as reported on a yearly basis.

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Status – More appropriate data is contained in the segment of this application where Quality of Education survey responses are reviewed. Anecdotally, student and parent participation in events and conferences is high as evidenced by the attendance numbers. The “Family Leadership Team” stopped its existence shortly after the 2008-09 charter renewal was submitted.

4. Given collaborations between students, community members, arts organizations and businesses an Alma d’arte arts integration program will be sustained through 100% participation of seniors and community mentors in the Apprenticeship program, 90-100% participation by students in exhibits and performances, 90% or higher student attendance rates in the Apprenticeship program and the end of each Apprenticeship semester.

Status: 100% of participation by seniors in the Apprenticeship program is maintained. The collaboration of students with their mentors is varied as the students interested. However, the diversity of community members, arts organizations personnel, and business members who serve as mentors is high as demonstrated by the variety of community sites each year. Last year there were 37 sites ranging from sole-proprietorships with artists to large corporation businesses such as a national rehabilitation center.

Goal 4: By the end of each school year (2009-2014), Alma d’arte educators and staff intend to raise high school, college and career expectations of its students by adopting state mandated initiatives for post-secondary education, training, and workplace opportunities by meeting the NM Governor’s Workforce Coordination and Oversight Committee, Public Works LLC NM Career Clusters recommendations as measured by 100% completed Next Step Plans, 100% student participation in college and workplace readiness assessments, 100% completion of dual credit courses students enroll in, and 100% participation in the Alma d’arte’s Apprenticeship program.

Status: The Career Clusters concept was not incorporated in the School, as this is more suited for a large, comprehensive school. The Apprenticeship class offers a number of these career clusters as a choice for a mentor and community site. Indirectly the intent of the NM Governor’s Workforce Committee is utilized in Alma’s Apprenticeship class. Next Step Plans have been completed for all Alma students and dual credit participation is offered to juniors and seniors. This number varied per year depending on student interest and transportation availability.

Objectives:

1. Given the NM High School Redesign legislation, Alma d’arte will provide all state mandated graduation requirements to prepare students for high school, college and the workplace as measured by 100% student participation on the 9th grade readiness assessment, 10th grade college readiness assessment, the 11th grade workplace readiness assessment, 100% completion of dual enrollment courses students are enrolled in, and 100% participation of Alma d’arte seniors in the Apprenticeship program reported on a yearly basis.

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Status – as the college readiness assessments were tabled, this portion of the objective is moot. Alma students do largely complete dual enrollment classes but not 100%. Every Alma senior does participate in the Apprenticeship.

2. Given High School Redesign legislation, Alma d'arte staff, students, and parents/guardians will complete a Next Step Plan as measured by 100% of Alma d'arte students creating, reviewing annually and completing in grade 12 their Next Step Plan.

Status – Next Step Plans have been completed by Alma students.

3. Given the NM Governor's Workforce Coordination and Oversight Committee, Public Works LLC NM Career Clusters recommendations, Alma d'arte will plan and implement career cluster/pathway initiatives to prepare students for careers in Arts and Entertainment, Communication and Information, Energy and Environment, and Health and Biosciences as measured by 100% participation of seniors in the Apprenticeship program and 100% of students in grades 9-12 will successfully complete 1 dual credit course during their high school career, and 100% of students creating, reviewing, and completing Next Step Plans.

Status: As mentioned in the goal status the career cluster concept was adapted for Alma's small school environment. Beginning with the class of 2013, Alma students will meet the state requirement of one credit in an honors, Advanced Placement, dual credit or on line class. A protocol is now in place so that 100% of Alma students complete the Next Step Plan.

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1. Other Organizational Performance Standards/School Goals from your Current Charter—as applicable

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.).

Review of Academic Performance as Indicated by Standardized Assessments

Introduction

In this section, academic performance of Alma d'arte students will be reviewed beginning with the 2007-08 school year. A detailed review of assessment performance in Mathematics and Reading will be presented; Science and Social Studies in lesser detail. Additional sections of this report include commentary on graduation rates, short cycle assessment outcomes, and the preliminary and first two A-F reports.

Mathematics Outcomes at Alma d' arte

The 2007-08 year was the fourth year that Alma d'arte was open. The school had, from its initiation in 2004-05, experienced the growing pains usual to new schools, with staffing in mathematics certainly being an area of challenge. Mathematics teachers changed frequently, nearly annually, as the school's leadership sought to provide quality instruction in this area. Student performance on mathematics assessments was and has remained a challenge in the school.

However, since the shift in the school's leadership taking place in 2008-09, student performance in mathematics has improved annually with the exception of the 2010-11 year. This improvement is consistent, albeit gradual, in the percentage of students scoring Proficient and Advanced, evolving from 22% to 36% P & A from 2007-08 to 2011-12. Additionally, the percentage of students scoring Nearing Proficient rather than Beginning Step has increased dramatically over the same time frame.

To be sure, we are not where we want to be in regard to our student's demonstrating excellence of mathematics knowledge and skill as shown by the standardized assessments. We clearly have additional work to do in this area. However, we have made significant strides during the past several years within our mathematics program and this will continue to remain a focus area in the school under the auspices of the current administration. There are many "moving parts" in this dynamic, including staffing, class schedule format, addition of Trigonometry and Advanced Placement Calculus classes, the use of short cycle results for instruction, instructional support via monitored classrooms, and the evolution of the standardized assessments from the NMHSCE to the NMSBA including the H2 and H3 students, and the concurrent shift to common core curriculum.

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Action Steps Pursuant to Improving Mathematics Learning at Alma d' arte

The NMSBA student results in mathematics clearly indicated a profound need for improvement in mathematics instruction and learning. The current administration made this improvement a clear area of emphasis. A multipronged approach was initiated to this effect, beginning with the hiring of mathematics teachers of high quality and demonstrated experience. The impact of this change is now showing in our assessment results.

The administration emphasizes effective use of ALL resources pursuant to the best possible teaching and learning. How instructional time is structured is part of this emphasis. In keeping with the goal of improving learning in all areas, and especially mathematics, the administration fostered a change from the previously employed compressed block, eight credit schedule to a year-long, seven credit format. This change, effective for the 2012-13 year, results in a substantial increase of instructional hours, from 121 to 145 in every class. This substantially enables the use of short cycle assessment data to guide instruction, as students are enrolled in mathematics (and all other, with minor exceptions) classes throughout the year. This evolution has already had a positive effect. An Algebra I teacher requested and was granted permission to re-teach a unit where a class of students clearly did not have the material in hand. This never would have been possible with the compressed block format because of insufficient total instructional hours. All mathematics teachers stated during the 2012-13 year that they were able to cover considerably more curriculum with the new schedule format than previously when teaching in the compressed block format. These staff also stated they had the contact time to re-teach when necessary, which was well nigh impossible until the transition to year-long classes.

A third strategy intended to elevate mathematics performance is the creation and implementation of higher level classes in this curriculum area. Prior to 2010-11, the highest mathematics class at Alma was Algebra II. In that year, Trigonometry/Pre Calculus was introduced to the curriculum and in 2012-13, Advanced Placement Calculus, and Math IV were introduced. The latter class addresses the needs of students required to complete a fourth mathematics credit (graduates of 2013 and beyond) who are not ready for Pre Calculus. The increased assessment results in P & A are surely an outcome of these offerings.

Appropriate use of short cycle assessment (SCA) data to buttress instruction is another measure now being employed to improve teaching and learning in mathematics. Prior to 2009-10, the PLATO platform was used for SCAs. This platform was adopted without staff participation, with the result being little staff commitment to its operations or use of the data generated. Additionally, the local school district, from which many students either enrolled at Alma as freshmen or as upperclassman transfers, used the Measuring Academic Progress or MAPs platform. This difference made it essentially impossible to trace the mathematics skills and knowledge of a transfer student. During the 2009-10 school year, the entire SCA process was reviewed with teaching staff and they were offered the opportunity to select a platform to which they were committed. At the time, MAPs was chosen and implemented; for the 2012-13 year, Discovery was the SCA of choice. All staff have been properly trained in administering the Discovery SCA and are becoming more adept at using the generated data to guide and formulate instruction. Though this process is ongoing, we are confident using SCA data correctly will result in enhanced teaching and learning, and that this will be demonstrated in our

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assessment results. Please refer to the later section in this report detailing SCA results in 2011-12 and 2012-13.

The fifth measure designed to foster improved mathematics learning is the supervised support class available to students on an elective, and at times, mandated basis. Title I funds are used to (partially) provide salary for a licensed instructor who can provide guidance and assistance primarily in mathematics, but in other areas as well. We are currently comparing the performance and growth of students receiving this academic support with those who do not.

It remains to be seen what the precise impact of the changes in the assessments from NMHSCE to the NMSBA as well as the concurrent impact of the move to the common core curriculum will have on the student body. However, these factors have created a new, heightened awareness of teaching methodology and curriculum delivery in mathematics and all instructional areas in the school. We, as a staff, have invested considerable resources of personnel, time, and structure to enhance skill and knowledge in the mathematics area. We strongly feel that this multi-pronged approach is having the desired impact on the academic success of students at Alma d'arte. Again, we are not where we aspire to be in this endeavor, yet we have demonstrated gradual and steady growth, with more yet to come.

Reading Outcomes at Alma d'arte

From the 2007-08 academic year through the present, student outcomes in the area of Reading in the assessments have been an area of relative strength. Each year, over half of Alma students have performed Proficient or Advanced in Reading, generally nearly 50% in Proficient and 2-4% in Advanced. During these years, a relatively small proportion has scored in the Beginning Step, at 7-9%. During the most recent assessment window, Alma d'arte students again scored well, and increased the percentage in advanced to 17% while maintaining a low Beginning Step proportion.

Though Reading has been an area of strength in our assessment outcomes, a salient question remains. The percentage scoring P & A has remained flat over the past five years, the increase in Advanced this past year notwithstanding. To be sure, the tested cohort changes from year to year, though this factor also evolves with the addition of H2 students in the current format. We are yet faced with the question, "How can we move more of our students from the Nearing Proficient rating into the Proficient, and how can we best assist our students who still struggle with reading skills and comprehension?"

Action Steps Pursuant to Improving Reading Ability at Alma d' arte

Over time, we have employed various strategies in an attempt to answer this question. We have, on occasion when staffing has been available and student needs especially pressing, implemented a class titled "The Readers and Writers Workshop." This class was a "required elective" for freshmen and some sophomores who were enrolled in academic English, as opposed to those in the honors classes. This construct, in theory, enabled additional support from language arts teachers in the areas of reading and writing. The other program implemented, on a trial basis, was the ReadingPlus computer-assisted platform.

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For the most part, the class seemed to have a better impact than the ReadingPlus program. Certainly, a rather brief trial period with ReadingPlus may not have had the impact desired; anecdotal evidence from the teachers involved indicated a desire for other strategies.

Thus, we continue to seek measures that will help us accomplish our goal of increasing student skills and comprehension in reading. It seems staff in every high school are seeking the same “magic bullet” while few teachers at that level have much if any training or background in teaching reading. We do have the interest, and will continue to explore measures pursuant to assisting our students in this area. The increased staff commitment to the short cycle assessment process is also a positive factor in enhancing reading skills as is the transition to year-long classes which entail a substantial increase of instructional hours.

Social Studies and Science Outcomes at Alma d' arte

Assessment outcomes in Social Studies and Science over the period referenced above have generally been comparable to local and state results. For the most part, our outcomes trend to similar proportions in Nearing Proficiency, fewer students in Beginning Step and Advanced, and fairly similar numbers in Proficient with regard to area and state results. To address these trends, Social Studies teachers have carefully reviewed state standards and are heavily invested in the new common core standards beginning in 2013-14. Social Studies is not a tested area as of the implementation of the new SBA and is not able to be measured by short cycle assessments. Improved assessment outcomes will be measured by results on the End of Course exams (EoCs) which were conducted for the first time in Spring 2013.

In Science, the outlook is more promising. Alma students performed fairly well on the Science battery in the 2012 and 2013 SBA testing window. Results were comparable to, and in places exceeded, state-wide outcomes. A change in personnel in the Science Department has resulted in markedly better instruction particularly in the area of Chemistry. We are eager to review assessment outcomes from the 2013 SBA and the first time EoCs in Chemistry and Biology this spring.

Addition of Demonstration of Competency Factors

The previous portions of this section were written prior to the implementation of and increased emphasis on the End of Course examinations. Prior to the 2012-13 year the greatest impact of the assessment outcomes was in Reading and Mathematics; our school focused on program improvements designed to elevate student learning and outcomes in those areas with Science being in a sense secondary in importance as that area is assessed only on the H3 SBA. Currently, with the increased focus on the EoC process, our school is centering on improving student outcomes in all areas. Powerful attention is centered on each of the EoC assessed areas concurrently with the SBA. Thus, Math/Algebra II, English/Reading, English/Writing, Science/Biology, Science/Chemistry, and US History are now crucial learning areas wherein teachers will be and are investing in study of curriculum, practice, and student outcomes. As additional EoCs are developed for other curriculum areas, including non-core classes, this teacher behavior will ripple through the entire school. Indeed, this has already begun with the implementation of the Professional Learning Community model in the 2013-14 year.

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Arts Summary



Alma d'Arte AP
Artists showing
works for sale at
the Las Cruces
Convention
Center Love of Art
Show Spring 2013

Alma d' Arte was created as a school for the arts and arts integration in core classes. Excellent instruction is offered in four arts areas: visual, performing, culinary, and literary. The visual arts program consists of drawing, painting, printmaking and ceramics courses at beginning, intermediate, and advanced levels. The highest, most intensive courses are the Advanced Placement classes in Breadth and Concentration.

Alma students have demonstrated powerful learning and achievement in the Visual Arts. For example, in the past two years Alma d'arte students have garnered the large majority of awards in the annual All City Art Show. In 2012, our students earned 11 of the 12 visual arts awards while in 2013 Alma artists earned 12 awards in visual arts and two in culinary arts. In this most recent competition, Alma d'arte artists earned best of show in both the visual and culinary arts categories. Additionally, during the past two years our visual artists have received invitations and participated in the Tombaugh Art Gallery shows and at the Chamizal gallery in Juarez, Mexico on the US/Mexican border.

Performing Arts is a second area of strength. This curriculum consists of opportunities in dance, dance fitness, theater, musical theater, voice/choir, guitar, and piano. In dance, Alma d'Arte provides both fitness dance and performing (Spanish and Flamenco) opportunities for students. Increasingly visible in the community, the dance students have been awarded First Place and Honorable mention two out of three opportunities at the Rotary Club Talent Show. They also perform for yearly festivals and many of the dance graduates enroll in the NMSU Dance program for further study. In the summer of 2012, two advanced dance students accompanied NMSU faculty to Spain and participated in an international summer program receiving accolades by World Class Master Instructors. The theater program is growing and performs plays and musical presentations annually. A full time music instructor was hired in 2012 to support the burgeoning interest in voice, guitar, and piano. These instrumental classes are the

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only of their kind in area high schools. In spring 2013, three Alma students were selected to the New Mexico Music Educator's All State performance. The Performing Arts program continues to grow and progress in numbers of students engaged and quality of execution.

The Culinary Arts program at Alma has two major components. The first aspect component is to prepare and serve 190 school lunches on a daily basis. This food production program not only fulfills a major role in the school but prepares students for direct transition into the restaurant business. The second purpose of the program is to perform catering events as solicited by the community. Alma students prepare menus, cook and serve the meals and perform clean up of the facilities. This has been a very popular and growing facet of the Culinary Arts program.

The fourth area of strength is the Literary Arts. Quality experiences are offered to students in Creative Writing/ Poetry and Latino Literature. Due to time, staffing, and financial resources our film study and production program has gone on hiatus. It is our priority to rebuild this program because of the success our film students had at city-wide competitions sponsored by Dona Ana Community College and our ability to funnel students into the Creative Media Institute at New Mexico State University. We plan to work with the aforementioned institutions to ensure a successful return of our film program. Finally, through our core Literary Arts program, we created student publications that showcased students' creative writing and gave them an artifact few students ever imagine creating.

Alma d' Arte students, and teacher at dress rehearsal spring 2012



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Below is a comprehensive outline of the artistic endeavors of Alma d'arte students and staff.

2013 Alma d'arte Arts Report

Community Partners

City of Las Cruces Museum System
City of Las Cruces Farmers and Crafts Market
Downtown Las Cruces Partnership
Dona Ana Arts Council/Rio Grande Theatre
Art Forms
Alameda Neighborhood Historic District
Las Esperanzas Neighborhood Association
City of Las Cruces—City Manager
Court Youth Center
New Mexico State University—Education Department, History Department, Theatre Department, Dance Department, Creative Media Institute
Dona Ana Community College—Media Technology

Apprentice Sites — Alma seniors participate in this program annually at these and other locations

J. Paul Taylor Academy, Culinary Arts, Chef Assistant
Linda Gendall Studio, Visual Arts, Artist Intern
Emilia's Restaurant in Mesilla, Culinary Arts, Server/Chef
Court Youth Center, Filmmaker
Dimention Artworks, Welder
Mesilla Valley Pro Music, Performing Arts, Store Assistant
NMSU, Theatre Arts Department, Visual Arts, Make-up Design Artist
Desert Springs Christian Academy, Music Education
Black Box Theatre, Theatre Assistant Director
Boba's Café, Culinary Arts, Server/Barista
Branigan Memorial Library, Library Assistant
Sagecrest Nursing & Rehab Center, Physical Therapy Assistant
South Valley Fire Department, Firefighter
Doña Ana Community College, EMT Program
Alma d'arte, Visual Arts Assistant
Court Youth Center, Visual Arts, House Painter
Reviver Studios, Visual Arts, Silk Screen Printing Assistant
Sun Orthodontix, Dental Assistant
Black Box Theatre, Visual Arts, Set Designer
City of Las Cruces Animal Shelter, Veterinary Assistant
Various Community Venues in the Performing Arts, Vocalist
Court Youth Center/J. Paul Taylor Academy, Child Care Provider

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Alma d'arte, Performing Arts, Theatre and Film Make-up Artist
Debbie's Photography, Visual Arts, Photography Intern
Hubbard's Music-n-More, Performing Arts, Percussion Shop Assistant
Saba Ware, Visual Arts, Street Art/Graff Intern
Milagro Coffee y Espresso. Culinary Arts, Barista
ASA Architects and Quest Retreat Team, Architect Assistant ,Retreat Planner and Leader
DACC Digital Media Department, Film, Filmmaker
Jean Reece Wilkey Studio, Visual Arts, Artist Assistant
ADO Appraisals, Appraiser Assistant
NMSU Theatre Department/Rio Grande Theatre, Technical Theatre Intern
Gym Magic, Gymnastic After School Program, Gym Assistant
Alma d'arte, Visual Arts, Yearbook Co-Editor
Court Youth Center, Visual Arts, Graff/Street Art Artist
Grog's Custom Cycles, Cycle Repair Assistant
Ono Grindz Hawaiian Restaurant, Culinary Arts, Sous Chef
DACC, Nursing Program, CNA Nurse Assistant
Court Youth Center, Events Coordinator
Sally McCullough Studio, Ceramicist
Megan McQueen Performing Arts Organizer, Event Assistant
Project In Motion, Performing Arts, Aerial Performer Assistant

Visual Art Exhibits

2013 Senior Art Show, Las Cruces Fine Art Museum, 11 awards including Best in Show in Visual Art and Best in Show in Culinary Arts, April
2013 Senior Art Show, and All-school Art Exhibit, Court Youth Center, April/May 2013
For the Love of Art Show, Art Forms, @ the Las Cruces Convention Center, February 2013
Illegal Graff Exhibit, Court Youth Center and West End Gallery, February 2013
Chamizal National Memorial Gallery, El Paso, partnership with Juntos Art Association in El Paso and Border Artists in Las Cruces, November 2012

Multi-Arts Public Presentations

Fall Showcase, Court Youth Center, November 2012, 300 people
Spring Showcase, Court Youth Center, May 2013, 250 people
Performance Exhibitions at eight Las Cruces Public School, Middle Schools, March 2013, more than 1,000 students

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Culinary Catering Events

Asombro Institute, Butterfly Cupcakes, August 17, 2012, 200 people
Opening of Science Museum-City of Las Cruces, 200 people
Las Cruces Symphony Fundraiser Catering - September 8, 2012, 200 people
Unsettled Gallery Reception, November 3, 2012, 75 people
St.Paul's Annual Luncheon - December 8, 2012, 100 people
Theatre Dept. Fundraisers-NMSU—
 Divas II Opening Reception - August 25, 2012, 350 people
 Seth's Big Fat Broadway Show VIP Reception - March 15, 2013, 100 people
Mountain View Market Membership Appreciation - April 6, 2013, 400 people

Music/Theatre

Fall Play, Happily Ever Once Upon, Court Youth Center Theatre, January 2013, 100 people
One Act Play Festival, Las Cruces Community Theatre, April 2013, 150 people
100 Years of Broadway, Court Youth Center Theatre, May 2013, 150 people
Farmers Market, Voice and Guitar, December 2012, 200 people
Music Department @ Central Elementary, December 2012, 300 students
Guitarists @ All City Senior Art Show, April 2013, 400 people
Choir @ Crime Victims Week Rally in Kleine Park, April 2013, 300 people
Central Elementary to view 100 Years of Broadway, May 2013, 90 people

Three students selected to the New Mexico Music Educators All State, January 2013

Dance

High School Day of Dance, NMSU, February 2013
9th Grader won 2nd place at Rotary Club All City Talent Show, March 2013
Another student received honorable mention for dancing the Sevillanas
2nd Period Dance performed Dona Francisquia
NMSU Conference, Adelante: Leading Through the Arts, Creativity, Culture and Community,
 January 2013, 240 people
Thriller at the Las Cruces Famers and Crafts Market, October 2013, 300 people

Guest Artist

New Mexican Folk Musician Cipriano Vigil presented three-day workshop on guitar making
 To all the 9th graders for their essential panel question “Does music influence culture, or
 does culture influence music?”

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Alma Arts Faculty and Staff in the Las Cruces Arts Community

Raul Dorn—exhibits at Unsettled Gallery

Sherry Doil-Carter—exhibits at MVS Studios, Border Artists, Rio Grande Theatre Gallery

Alan Kuncel—his band performed for Alma all-school Platica Friday concerts

Lucy DeGeus and Paco Antonio —performed for Alma all-school Platica Friday concerts

Lucy DeGeus—numerous performances around town

Eric Brekke—Dead Man’s Cell at Black Box Theatre, April 2013

Irene Oliver-Lewis, Cecilia-isms: Dichos de mi madre at the Farm and Ranch Museum
for international living history conference

Roanna St. Clair, Board Member for Southwest Theatre Company, NMSU

Alan Kuncel and Irene Oliver-Lewis, members of the Kennedy Center Partnership

Lucy DeGeus--Day of Dance at Rio Grande

Alan Kuncel --Voice/Guitar at Downtown Mall—Farmers Market

Lucy DeGeus -- Thriller at Farmers Market

Lucy DeGeus —Adelante: Leading Through the Arts, Creativity culture & Community-NMSU

Lucy DeGeus/Alan Kuncel/Roanna St Clair—Middle School Presentations for recruitment

Eric Brekke —One-act Plays

All arts performers—Open Houses

All arts performers —Yearly Fall and Spring Showcases

Lydia Caroe’s 2nd place award at Recycle Fashion Show

Leo Ambriz’ performance at recent staff show

Emma Holden’s community performances

Special Education Summary

For the past three years Alma d’Arte has received letters from the State of New Mexico Public Education Department regarding comprehensive review of Alma’s special education program with the determination of *Meets Requirements* for the following reasons:

- Valid and reliable data submitted
- 95% or above on indicators 11, 12, 13, 15, and 20
- 5% or below on indicators 9 and 10
- No significant discrepancies in the rates of long term suspensions of students with disabilities
- No unresolved special conditions on the sub grant award
- No outstanding monitoring findings
- No longstanding audit issues

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In addition, Alma d'arte has received 100% (for at least two consecutive years) from the Special Education Bureau for indicator 13 review (review of random sampling of IEP documents).

The 2011-2012 Part B Parent Survey results for Alma d'arte's special education program indicates that 100% of the parents who responded reported that Alma d'Arte facilitated their involvement with regard to special education.

The school remains compliant with the recommendations surrounding indicator 14, the post outcomes survey, asking special education graduates to complete a survey for their special education experience receiving input from at least 50% of Alma graduates a year after graduation.

Our special education population numbers for the 2013-2014 school-year are at 38. Of those 19 are learning disabled and 19 are determined gifted. With the increasing numbers of gifted students, Alma introduced Gifted Advisory Committee (spring of 2013), which meets three or more times a year to review and discuss the program options and issues for gifted students, but mindful to include improvements that will benefit all the students of Alma, not only the gifted.

Attendance Rates at Alma d' arte

From 2008-09 through 2012-13, Alma d'arte students have demonstrated a strong commitment to good attendance. Overall, the attendance rate has been in the range of nearly 92% to nearly 95% on an annual basis.

A large majority of Alma students attend regularly and do not skip classes. A few students, every year, struggle with attendance largely due to family, life, and health circumstances both physical and mental. School staff track student attendance with fidelity and make immediate contact with parents and family members when students do not come to school. Appropriate intervention entailing support and counseling is tendered to students and families in need.

Creation of a process to recognize good attendance by individual Alma students is being contemplated by the staff. The Alma organization does not believe in **rewarding** students for making correct decisions, for doing what students should do in school. However, the staff does strongly believe in **recognizing** achievement based upon good choices as part of a nascent character education program. A process for recognizing strong attendance is under review.

Scholarship Summary

As evidence of the increasing academic achievement at Alma d'arte, the following list is presented displaying the scholarship recipients of the Class of 2013. These awards represent 14 of 42 students, or 1/3 of the class earning prestigious scholarships.

Opportunity Scholarships – seven students

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Regents Success Scholarship (NMSU) – four students

Honors Excel Scholarship (NMSU) – two students

Honors in Course (WNMU) – one student

Graduation Rates at Alma d' arte With Comparison Locally and Statewide

The graduation rate at Alma d' arte has been in the ninety percent plus range since 2008-09

The graduation rate data may be the most significant of all the information submitted in this charter renewal application. The mission statement of Alma d' arte Charter High School is ***“To graduate artist-scholars prepared to succeed.”*** By this standard, the school has proven a powerful organization with an excellent record of student success. For several years, the graduation rate of Alma significantly exceeds both the state graduation rate and the comprehensive high schools in Las Cruces. This percentage also leads the graduation rate for New Mexico charter high schools.

As stated in a previous section, the school is indeed experiencing a trend to students enrolling who are more accomplished academically than in the first years of operation. However, even these better quality students often have large challenges in their life outside of school. Many are coming from single parent families and often from near- poverty situations. That these students are successful in completing high school is more than noteworthy.

In addition to the trend of students of higher quality, Alma d'arte has also experienced over the past three years large numbers of upper classmen transfers from local and area schools who have substantial problems in academics, social issues, and mental health. Up to one half of a given grade level since 2008-09 has been composed of students who, for whatever reasons or circumstances, have not experienced success in a different environment. Throughout the community it is well known that students succeed at Alma because our programs in the arts engage the whole child, and our strong focus on relationships creates the crucial foundation for student success. And the graduation rates bear this out.

Alma d'arte has many students from single parent households and frequently from foster homes and group homes. The student body, generally speaking, comes from families who have difficult life circumstances that frequently adversely impact success in school. This is not to say that every student lives in such a home, however, many do have these challenges. Additionally, Alma has a high concentration of students who have impactful mental health challenges, including clinical depression, extreme anxiety, and substance abuse and/or addiction. Recently, school administrative personnel conducted a brief anecdotal review of students enrolled, counting simply from experience and immediate thought which students had been assisted from the normal course of affairs. The conversation revealed over a third of Alma d'arte students had one or more of these challenges. That the graduation rate remains in the ninety-plus percent range, given the economic demographics and the personal challenges of our students, is miraculous.

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It remains to be seen whether this graduation rate can be maintained in light of new conditions. The first is with the community awareness of the school's success with students who have struggled in other environments, whether the staff will be overwhelmed by the emotional needs of significant numbers of students. Second, it is clear that the new graduation requirements in both credits and assessments are having an adverse impact on the four year cohort graduation rate. Some students simply cannot handle the pace of the required credits in mathematics, dual credit/honors/AP/on line, and career transitions. It is apparent that more students will graduate in five years rather than four. This is almost a certainty for any student who is off track in the academic core; more students in this circumstance are enrolling at Alma every year.

A final comment of importance must reference the schools in the surrounding district. No statement made in this report is meant to disparage or criticize the staff, parents, or students in the local public high schools. Those large school environments are very difficult to manage and by the nature of their size alone often present daunting challenges. Those organizations are to be commended for their clear accomplishment of increasing their graduation rates into the seventy-plus percent range. However, with considerable conversation statewide about whether charter schools deliver better outcomes than traditional environments, it is appropriate to note the superior graduation rate of Alma d' arte. Many students come to Alma from those large high schools where they have not been successful, and proceed to flourish and graduate. That is significant data.

Trends in Total Enrollment at Alma d'arte, 2008-13

From 2008 to the present, the school's total enrollment has significantly grown. In 2008, the forty day count showed 158 students. The same count day total in 2012 was 193 students. This is an increase of 35 students or a 22% increase over the time period. In an era when school choice abounds, this is a significant data point. No "attendance zone" exists for Alma d'arte – all students here come to a "school of choice."

This increase is particularly indicative of the evolution of the school. Improved instruction is occurring in both the academic and arts operations. Students and their families are "voting with their feet." Students enroll at Alma d'arte on a choice basis. The increase in population is fueled by the strength of programs in academics, arts, and relationships.

Forty day enrollments by year:

2008 – 158

2009 – 165

2010 – 167

2011 – 188

2012 – 193

2013 – 195+ anticipated

Trends in Student Demographics at Alma d' arte, 2008-09 to the Present, and Accompanying Assessment Results Impact

Reviewing many different “moving parts” is inherent to understanding the history and evolution of Alma d' arte Charter High School. Certainly, the personal backgrounds and academic experiences of our students directly impact the outcomes as detailed in the NMSBA, short cycle, and EoC assessment results. We understand that the NMSBA process accounts for these characteristics through the value added process. However, an examination of the school’s enrollment history is crucial to understanding where Alma has been and where as an organization it is headed especially in regard to assessment outcomes.

As previously stated, Alma d’arte experienced enrollment of students with certain characteristics through the first years of operation. Many new schools are initially populated with students who have not been successful in other places for whatever reasons. This is especially true of a “choice” school, such as a charter environment. This is not to unduly criticize the students of the first five years, but the assessment data clearly indicates few accomplished academic students entered the school in the early years.

Alma d’arte experienced the growing pains of a new school in the area of staffing as well as in student enrollment. During the first few years, staffing in the areas of math and science was in a measure problematical. The concept of a school for the arts and the evolution challenges of a new school resulted in weak instruction from less than quality teachers in these areas. Turnover was frequent as the school’s leaders continued to search for better teachers. These struggles are a part of nearly every new school.

However, beginning with the 2008-09 school year, the academic quality of students and the instructional quality of staff begin to evolve to a higher level. The school’s leadership began to restructure the academic program, and successfully recruited better teachers and was thus able to attract higher quality students. This spiral to better quality is demonstrated by implementation of higher level mathematics and science classes (Trigonometry and Calculus, Advanced Chemistry) and improved assessment outcomes, is an on-going process. We are clearly seeing students who are interested in quality instruction both in the arts and academics. The more students who come to Alma with accomplished skills and abilities, the more the school responds with advanced academics to match the high quality of programs in the arts. The classes of 2013 and 2015 are certainly representative of this evolution. The incoming freshman class in the fall of 2013 contains additional AES students. It was a source of satisfaction when an LCPS AES/Gifted facilitator informed the principal that AES parents are now comfortable with the Alma academic program and are thus much more amenable to their children attending the school.

The other trend in Alma d’arte’s enrollment is an increasing number of upper class transfers from area schools. In no way does this report intend to disparage the efforts or performance of local high school

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staff or students. However, the fact remains that as of the 2009-10 school year, an ever increasing flow of students at the sophomore and junior levels, and on occasion the senior level, has dramatically changed the dynamic of the school. It is readily apparent that “word of mouth” in the community is resulting in much enhanced student and parent interest. The public is quite aware of the powerful impact the arts have on student development and that the school has improved dramatically in the academic side of the program. Additionally, it is certainly evident to the community that our emphasis on relationships and personal investment with our students has fueled success for many where failure and frustration has before existed. Students now come to us from every middle and high school in Las Cruces, and the home school community frequently brings us additional enrollment. Quite often, families new to the city also seek Alma as a site for their children.

Thus, the past several years have been an interesting time at Alma d' arte. We have improved both the academic and arts programs and focused intently on relationships. This has resulted in an increased enrollment and improved assessment outcomes. We have also, in a sense, become “our own monster.” More accomplished students are enrolling, while at the same time, students who are very needy in an emotional, personal sense are also seeking to be a part of the school. Often, these latter students carry circumstances that adversely impact their academic learning and performance. A fascinating evolution!!

Essentially, Alma d' arte was created as a school for the arts, and not an “alternative school.” However, during the early years, and to this day, the school certainly served an alternative population. Though additional movement is absolutely necessary and merited, given where the school began and the stature to which it has evolved, the Alma community has the right to be proud of its direction. This evolving dynamic and composition of the student body certainly impacts assessment outcomes, in both a positive and at times adverse manner. We *have* experienced a trend to better outcomes – see the class of 2013 results on the NMSBA. We know the class of 2015 has many accomplished students, from observation and their short cycle results. The class of 2014 is not as accomplished as either the class ahead or behind. Generally, we are seeing a trend to more accomplished students and better results, and a concurrent trend in students with personal and academic challenges that usually adversely impact assessment results. An evaluation of the school must be done with consideration of these factors.

Parent and Student Survey Results as Indicators of Alma Success

Introduction

Annually during the spring semester, Alma parents complete the Quality of Education Survey as required by NMPED. Alma students complete the Aura Survey which is an extension of the Positive Youth Development concept inherent to the early years of operation. Results on these instruments clearly indicate a strong degree of parent satisfaction with the school and student appreciation for the learning environment. Data from the last three years is examined below.

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Quality of Education Survey Outcomes

The Quality of Education survey details parent response regarding the operations of the school in numerous key areas. As can be seen from the table below, the school engenders and enjoys a very powerful degree of parent support and approval. The return rates were nearly 40% in 2011 and above 60% in 2012. 2013 return rate was nearly 68%.

	Percentage Agree + Strongly Agree in Survey Responses			
		2011	2012	2013
1	My child is Safe At School	100%	99%	98%
2	My child's school building is in good repair and has sufficient space to support quality education.	94.4	96.7%	92%
3	My child's school holds high expectations for academic achievement	95.7%	96%	91%
4	School personnel encourage me to participate in my child's education.	86.1%	87.5%	90%
5	The school offers adequate access to up-to-date computers and technology.	73.9%	92.6%	82%
6	The school staff maintains consistent discipline that is conducive to learning.	89.6%	95.7%	91%
7	My child has an adequate choice of school-sponsored extracurricular activities.	86.3%	77.6%	84%
8	My child's teacher provides sufficient and appropriate information regarding my child's academic progress	94.7%	94.1%	85%
9	The school staff employs various instructional methods and strategies to meet my child's needs.	97.2%	99%	93%

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10	My child takes responsibility for his/her own learning.	97.3%	91.9%	94%
11	The school helps my child make progress in reading	NA	99%	99%
12	The school helps my child make progress in mathematics	NA	96.9%	NA
13	My child feels welcome and accepted at this school	NA	98%	NA
14	The school provides my child opportunities to experience fine arts instruction (Music, Art, etc...)	NA	100%	NA
15	The school is helping my child to become a productive and respectful member of society.	NA	94.7%	NA

**** Where “NA” is recorded, this indicates change in survey questions**

Alma d’arte Aura Survey Outcomes

The Alma d’arte Aura Survey is completed annually by students pursuant to the Positive Youth Development approach inherent to the school from its inception. The results clearly show students feel safe and respected at the school, and that they extend a high degree of respect, consideration, and appreciation for everyone in the school, students and staff alike. The results definitely show the aura of the school is calm and centered on teaching and learning in a compassionate, considerate environment.

Note ** Results for questions listed in regular print are desirable when the percentage is high in Strongly Agree and Agree. Results for questions listed in italics are desirable when the percentage is high in Strongly Disagree and Disagree.

Available results in a usable format exist for the years 2011-12 and 2012-13.

	STRONG A/SA DESIRED			
	<i>STRONG D/SD DESIRED</i>			
		2012	2013	
1	Do you care about your school?	100%	100%	
2	Do you feel safe at school?	97%	94%	
3	Do you feel that students in your			

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	school generally respect you?	86%	83%	
4	Do you feel that teachers and other adults in your school care about you?	95%	91%	
5	Do you feel that teachers and other adults in your school generally encourage you to do well?	95%	99%	
6	Do you feel that teachers and other adults in your school generally respect you?	97%	93%	
7	Do you feel the students in your school care about you?	80%	79%	
8	<i>Do you think that there are adults in your school who make fun of you or put you down?</i>	17%	18%	
9	Do you think that there are people in your school – students or adults-with whom you can talk about something serious?	91%	83%	
10	<i>Do you think that there are students in your school who make fun of you, bully you, or threaten you?</i>	17%	21%	
11	<i>Think about the time you've spent in this school. Have you ever said mean, hurtful things about someone? Teased or hassled someone? Physically assaulted someone? Have you ever done any of these things, either alone or as</i>	28%	21%	

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	<i>part of a group?</i>			
12	<i>Think about the time you've spent in this school. Have you every stood by and not said or done anything while mean things were being said about someone, or while mean things were said directly to someone, or while someone was being physically attacked? Have you ever stood by without doing something to help in any of these situations? Think about the time you've spent in this school. Has any student ever hurt you, either physically or emotionally, because of the way you dress, because of the way you look, because of how much money your family has, because of your racial or cultural background, or because of how that person thought a female or male ought to look or behave? Have you ever been hurt for any reasons by a student?</i>	22%	24%	
13	<i>Think about the time you've spent in this school. Has any teacher or other school adult ever hurt you, either physically or emotionally, because of the way you dress, because of the way you look, because of how much money your family has, because of your racial or cultural background, or because of how that person thought a female or male ought to look or behave? Have you ever been hurt for any reasons by a school adult?</i>	6%	17%	

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2. 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 and the analyses above. You have dissected the parts 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.

- A. Based on your academic results from the past four years, what are your school's three academic priorities for the next renewal term? Will they become goals for your next charter term? Why or why not?

The school's academic priorities are clearly and purposely defined in the Mission Statement. Our three priorities are: GRADUATE --- ARTISTS/SCHOLARS --- PREPARED TO SUCCEED. We aim to have a 100% graduation rate with all students meeting credit and Demonstration of Competency requirements. We aim to assist students to become artists -- who produce, perform, and appreciate the arts, and scholars who are learned people with profound knowledge, skill, and character. We aim for students to be prepared to succeed in "life after Alma" wherever that path may go, with the ability to perform in post-secondary education and the world of work. These goals are permanent and are concisely detailed in our Mission Statement.

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

On July 29, 2013 the Alma staff participated in a "professional learning community" exercise to create strategies pursuant to the achievement of the school's three mission statement priorities. These strategies are presented in their entirety below, per each segment of the Mission Statement.

Priority One -- Graduate -- Completion of Credits and Demonstration of Competency

Employ effective standards-based and –aligned instruction to ensure students attain the skills, knowledge, and character to complete credits and demonstrate competency

Implement with fidelity the short-cycle assessment process including using data to guide instruction

Implement with fidelity the College Preparatory Math Program

Implement with fidelity the revised teacher evaluation model

Ensure instruction in all areas is based on the Common Core State Standards

Adopt intensive use of informational texts in Language Arts

Ensure intensive practice in Reading/Writing/Vocabulary throughout all curriculum areas

Continue to emphasize short answer and open-ended response question formats in all areas

Research options for hiring a counselor

Present to students and parents the graduation and demonstration of competency requirements; individualize status tracking through student data portfolios to include credits, grades, assessment scores, and the Next Step plans

Foster collaboration between the arts and academics

Formalize the structure of tutoring

Continue to develop the Platica advisory program to include academic advising

Place ownership of standards in student hands to foster understanding of end of course exam competency

Ensure appropriate logistics and environments for SBA and EoC testing

Provide tutoring and test preparation for students repeating assessments

Continue with guided practice in mathematics through the Study Skills classes

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Priority Two -- Artist/Scholars -- who produce, perform, and appreciate art, and who are learned people with profound knowledge

Share definitions of Artist/Scholar with students; staff model their own success in these endeavors

Consider implementation of student declaration of an arts focus, pursuant to an endorsed diploma in one or more arts areas or general studies

Expand course offerings in the arts, where staffing, finances, time, and facilities allow

Consider re-introduction of InterArts curriculum for freshmen students

Enhance registration materials to include a clear statement of the academic and artistic mission of Alma d'arte

Foster cross-curricular lessons and activities incorporating arts and arts appreciation in core subjects

Create alternative summative assessments and project learning experiences (Language Arts)

Implement the College Preparatory Math Program (Math)

Implement enhanced science lab experiences in the new facility (Science)

Ensure vertically aligned pre AP/AP curriculum, incorporating strategies of analyzing and deconstructing text, and analytical writing in the social studies (Social Studies)

Create an integrated unit that investigates and considers the questions “What is Social Studies?” and “What is history?” while teaching historiography and historical perspective (Social Studies)

Seek funding for additional field trips to increase exposure to the arts

Create after school offerings in Dance, Theater, and Music in partnership with the Court Youth Center

Research a peer mentoring program such as LINK Crew

Create an exhibition gallery space

Participate in clubs and competitions such as Math/Science Bowl, Robotics, and Supercomputing

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Priority Three -- Prepared to Succeed -- with skills, knowledge and character

Retain the essential question and panel process and align to apprenticeship and CCR

Continue as an ACT test site and program the ACT with juniors and seniors

Implement ACT preparation classes

Continue with current AP classes and investigate implementation of additional AP and Honors level classes

Consider implementing character education program through Platika using existing vocabulary

Ensure all students take the COMPASS or other CCR assessments

Implement a system of college readiness through the PLAN or PSAT process

Create dual on site dual credit opportunities; continue to engage students in dual credit opportunities at DACC and NMSU

Through a pre-apprenticeship intern program, integrate community-based experiences in the arts that merges with the essential question process

Through the College Preparatory Math Program, emphasize problem-based learning, interpersonal skills, communication skills, and real world applications

Intentionally enhance scientific literacy

Through the social studies develop a position of empathy in our students

Engage in STEAM program – Science-Technology- Engineering-Art-Mathematics.

Foster college transitions with connecting activities – college t shirt day, college fair, career fair, and guest speakers for financial aid and scholarships

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

Upon receipt of the preliminary school grade, and after reviewing available short cycle data, the Principal and staff immediately moved to implement a major structural change pursuant to greatly enhanced instruction. It was abundantly clear that the school's master schedule format, a compressed block with a lengthy advisory period, was an ineffective and wasteful time structure. The 121 contact hours devoted to a one credit class was insufficient for the appropriate teaching of curriculum, particularly in the core subjects of Mathematics, English, and Science. The compressed block format also ensured the short cycle process was problematic as students were enrolled in the assessed classes for one of the two semesters rather than both, thus the generated data was next to useless for following student status and growth. The advisory component, though certainly in concept a powerful practice, had too many hours detailed and thus was adversely impacting instructional time. The answer was obvious -- format and create a year-long schedule with increased instructional contact time. Thus, beginning with the 2012-13 year, the Alma master schedule is a year-long format with 145 instructional hours for a one credit class.

The effect of this format change was immediate and obvious. Every Mathematics and English teacher stated they covered far more material in each class than was possible with the compressed block format. The newly implemented year-long schedule also created effective opportunities for data-driven instruction as students were now enrolled in Mathematics and English classes for the entire year, rather than a single semester. It is eagerly anticipated that the dual factors of increased contact time and year-long classes will result in tremendously enhanced learning. Given the 2012-13 school grade, clearly showing growth by all SBA assessed students, the effect of the schedule change has already begun.

Concurrently with the schedule change, a renewed commitment to data-driven instruction was initiated through an enhanced and invigorated short cycle process. The teaching staff was involved in the selection of the short cycle platform and with the logistics of its implementation. Teachers began to study the assessment outcomes as a means to better understand individual and class-group student strengths and weaknesses. Strong progress has occurred in these areas and is being further supported by the creation of professional learning communities and a published year-long professional development calendar. This staff training centers on study and use of short cycle and other assessment outcomes for improving instruction. The impact of this effort will reach a new level in the 2013-14 school year.

Finally, the need for a staff position tasked with the execution of assessment logistics and direction of the study and use of the generated data was determined to be the final, essential factor towards improving instruction across the school. It is apparent that such a position could easily be a full time assignment, though budget limitations ensured a partial designation of salary resources for the 2013-14 year. In future budget cycles the concept will be re-visited, however, the emphasis and impact is clear and immediate.

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- D. Reflect on the academic performance of students with special needs, ELL, and/or high poverty. What changes to your program will you make based on your analysis?

SPED Population

The Alma d' arte Special Education population consistently entails approximately 20% of total student numbers, ranging from 37-40 students. Currently, 17 students have been diagnosed as having learning disabilities or 9% of the total population, while 20 students have been identified with the gifted exceptionality or 11% of the population. These numbers are fairly constant for the past several years though clearly a trend exists to an increased flow of gifted students into the school.

The nature of our Special Education population presents several challenges. Regarding the students with learning disabilities (LD), great effort and attention is effected to ensure appropriate instructional accommodations are in place for individual student needs. This enables LD students to pass their arts and academic classes at a high rate. However, LD students often struggle to become graduation eligible through standardized assessments given the nature of their disabilities. The intensity of the Demonstration of Competency requirements has ensured an evolving approach regarding LD students and graduation status. Though many of our 2014 Cohort LD students have or likely will meet the DoC requirements, several will be designated as “Career Pathway” graduates by their IEP teams. This approach was implemented for the first time in 2013; three graduates were so designated. It seems clear this will be a trend at Alma d’arte and state wide as well, with LD students struggling to meet DoC via state-determined cut scores. We are not at all unhappy with the efforts or performance of our LD students on state assessments, yet we have to be realistic about whether at least some students will have to be graduated via the Career Pathway.

Therefore, we are continuously improving the writing of individualized educational plans in order to match state requirements with student need. Our special education program changed in that the career pathway option was studied and implemented for the first time. Additionally, we have H5 seniors on individualized educational plans, simply requiring more time to meet standard pathway requirements, who will return in the fall. This is also a program change as these H5 students will require flexible scheduling and will be signing IEP documentation as they are now over 18 years of age, and transfer of parental rights has occurred.

The underclassmen with individualized educational plans, for the most part, are able, with the accommodations provided, to pass the required coursework. In some cases, even with testing accommodations, students with individualized educational plans are challenged with achieving standard pathway required cut scores for demonstration of competency and the IEP team is equally challenged with finding alternative options for these students. The career pathway is now a program option as Alma’s special education program grows and learns with the ever changing demands placed on students. In general, at Alma, students with individualized educational plans are regularly progressing through their IEP goals, passing coursework, and meeting testing challenges. One area of interest for program change would be to study research based best practices surrounding students with emotional/anxiety issues, developing a smoother path for these special needs. However, despite the emotional effect on students and applied testing accommodations, testing is a requirement for graduation.

The presence of a significant number of gifted students poses challenges of a different nature. Across the curriculum, advanced courses have been implemented in response to the needs and

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desires of our gifted students. As has been stated elsewhere in this report, this process has had a spiral effect – as additional, accomplished students enroll, the school creates higher level classes, which in turn generates additional interest. This certainly is a positive trend. The additional challenges of providing college and career counseling are central to this population.

Our gifted students generally earn credits and demonstrate graduation competency with aplomb. However, with some frequency the staff must address under-achieving gifted students who, for whatever combination of reasons, do not generate results at a level commensurate with their abilities. This entails considerable time and emotional energy devoted to guiding and counseling these students in concert with their parents. To be sure, not every gifted student evinces this challenge but enough do to tax the human resources of the teaching staff, the special education coordinator, and the principal.

To summarize, the Alma population of Special Education students is quite diverse, with a broad spectrum of needs and exceptionalities. The entire Alma staff performs very well in providing accommodations for each SPED student. The academic, artistic, and graduation achievements of these students are clear indicators of the commitment to the success of all students.

ELL Population

During the 2012-13 year, the school's population included thirteen ELL students. It is the intent of the academic/arts program to ensure ELL students learn and demonstrate skills and knowledge to such an extent they exit the category. In this endeavor there has been great success. Ten of thirteen ELL students achieved scores of proficient on the ACCESS instrument and became first year exit students. For 2013-14, we have three students who are improving but remain limited English proficient. These outcomes are attributed to the successful implementation of the SIOP instructional model during the 2011-12 year.

Possible Poverty Population

Commonly, in high schools the number of students living in poverty is under-represented when examining free/reduced lunch data. This fact notwithstanding, as a school we qualify for Title I funds based on the extant data. Thus it can be assumed the largest part of the population is composed of students whose families may lack even moderate financial means. This is corroborated by interface with our students. Alma simply does not have many students of affluence; the population is a microcosm of the surrounding community.

In essence, a large part, say, three quarters of our students come from home environments where tight income is the norm. This certainly impacts the learning and study environments outside the school. The staff emphasizes the very real need of students to engage in homework outside the school day. However, in many instances this may not be a tremendously real expectation given that many students do not have a clean, quiet place at home to conduct work from their classes.

The major focus of using Title I funds is to support mathematics instruction via the study skills classes. The salary of the employee teaching those classes is provided largely through Title I.

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

At regular and frequent intervals, the Alma d'arte CAO/Principal reports to the Governance Council on all school assessment outcomes, including short-cycle assessments, Standards Based Assessments, End of Course examinations, and the School Report Card. The Council requires these reports with the CAO/Principal's analysis, recommendations and plans for adjustment, if any. The Council also requires the school leadership create and implement an instructional framework and process pursuant to enhanced student achievement within the parameters of the Alma Mission Statement. Assessment results reflect the effectiveness of actions and are part of the on-going evaluation of the CAO/Principal. This procedure merges well with the new evaluation format recently instituted by the NMPED.

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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.

1. 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.

3. 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.

4. 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.

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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)	None	None	N/A
1 (09–10)	1	Noncompliance with Budget Requirements	See below
2 (10–11)	7	State Cash Report Budget Adjustment Requests PED Budget Reports Internal Control Structure Segregation of Duties in Receipting RHC Reports Stabilization of Cash Management	See Below
3 (11–12)	2	Control Deficiency in Recording Expenses Compliance with Per Diem Reimbursements	See Below
4 (12–13)	5	BAR not submitted on Title II funds Request for reimbursement forms not submitted to state Did not complete maintenance BARs on Direct Instruction and Capital outlay School did not go out to bid on computer and technology items Lacking required members on Audit COmmittee	See Below

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

During the 2008-09 year there were no findings.

Response to the 2009-10 finding: The NM Charter Bureau Division distributed supplemental Federal Charter School funds to Alma for supply and technology needs. Several months later Alma was notified that the funds were erroneously distributed because the federal grant period had expired. The management team chose to expend the funds and accept the finding.

Response to the 2010-11 findings -- all procedural protocols have been reviewed for compliance with the audit areas. Increased attention has been directed towards ensuring all budget process details are performed. Segregation of receipting duties in place.

Response to 2011-12 findings -- Both findings have been addressed. The per diem reimbursement finding was a simple oversight.

Response to 2012-13 findings -- protocols have been established to ensure compliance in these areas; Finance Committee will review documentation. Audit Committee membership is complete.

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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.

1. Material Terms/Violations

Please answer the following questions.

Questions	School's Response	
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>	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
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>	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

5. Organizational Performance Assurances

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 performance of the charter school during the current charter term. If any statements result in a "no" response please add an explanation in the box below the appropriate assurance section.

A. Civil Rights and Special Populations—Assurances

- a) ☒ **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.
- b) ☒ **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,

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Section 504, relating to identification and referral of those suspected of having a disability and providing services for students with identified disabilities.

- c) ☒ **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.
- d) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

B. Governance—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
- 1) ☒ **Yes** ☐ **No** All required School Policies
 - 2) ☒ **Yes** ☐ **No** The Open Meetings Act
 - 3) ☒ **Yes** ☐ **No** Inspection of Public Records Act
 - 4) ☒ **Yes** ☐ **No** Conflict of Interest Policy
 - 5) ☒ **Yes** ☐ **No** Anti-Nepotism Policy
 - 6) ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
 - 7) ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
 - 8) ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
 - 9) ☐ **Yes** ☒ **No** Governing Body Evaluates Itself
- b. ☒ **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. The Governance Council has not yet performed a self-evaluation, but is in contact with the New Mexico Coalition of Charter Schools for guidance in this process.

The Governance Council expects that the Principal/CAO will perform so that the key indicators of sound school growth and student development will reflect his performance. With written reports showing positive accomplishments in every key indicator, the council has foregone a formal annual evaluation.

Council members cannot effectively observe daily actions of the Principal/CAO. The Council is seeking a cost-effective assessment known generically as a "360-degree assessment" appropriate for educational leaders. All members of the groups working with the Principal/CAO – faculty, parents, students, etc. – are asked to evaluate his performance. Only then can the Council provide an accurate, informed annual performance evaluation. Plans are in place to institute within six months a combined evaluation that meshes well with the new state-mandated principal evaluation.

C. Employees—Assurances

- a. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements

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- 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.

D. Educational Requirements—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with instructional days/hours requirements.
- b. ☒ **Yes** ☐ **No** The school complies with graduation requirements.
- c. ☒ **Yes** ☐ **No** The school complies with Promotion/Retention requirements.
- d. ☒ **Yes** ☐ **No** Next-step plans are completed for applicable grades.
- e. ☒ **Yes** ☐ **No** The school has an approved EPSS Plan.
- f. ☒ **Yes** ☐ **No** The school demonstrates compliance with requirements relating to assessments.
- g. ☒ **Yes** ☐ **No** The school provides support and training to mentor beginning teachers (e.g., first-year mentorship program).
- h. ☒ **Yes** ☐ **No** The school's curriculum is aligned to Common Core Standards.

For any "no" answers please provide an explanation.

E. 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.

F. 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.

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1. 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.

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

STATE OF NEW MEXICO)

ss.

COUNTY OF _____)

I, _____, 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 _____ 2013.

Notary Public

My Commission Expires:

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6. 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.

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

STATE OF NEW MEXICO)

ss.

COUNTY OF _____)

I, _____, 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 _____ 2013.

Notary Public

My Commission Expires:

Part A—Self Study/Report on Progress

7. 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.)

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.

8. Amendments from Current Charter

Please list amendments the school requested and was granted during the current charter term with a brief description and date submitted. You are required to provide actual copies of the approved amendments with signatures as **Appendix E**.

Amendments: One amendment was filed and approved, this being the change of the school's mission statement. See documents attached as Appendix E.

9. 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. Five years

10. Additional School Supplied Information:

Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section: Angie McLaughlin, amclaughlin@almadarte.org, 575-541-0145 ext 107

of Students on Waiting List (# and date): None as of August 26, 2013. We have been able to accomodate all students wanting to enroll. We have at least a dozen registration requests for 2014-15 already in hand.

Part A—Self Study/Report on Progress

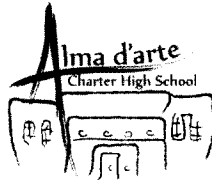
II. Checklist		
		Yes)
	Table of Contents populated	<input checked="" type="checkbox"/>
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<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"/>
Appendix E	Approved Amendments	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe: N/A	<input type="checkbox"/>

Charter Renewal 2013
Alma d' arte Charter High School
Five Year Budget Analysis

Fund	Revenues	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
11000	State Equalization	1,465,441.00	1,542,777.00	1,645,623.00	1,661,727.00	1,734,846.00
11000	Unrestricted Cash	131,544.00	85,778.00	147,345.00	159,808.00	100,000.00
Total		\$ 1,596,985.00	\$ 1,628,555.00	\$ 1,792,968.00	\$ 1,821,535.00	\$ 1,834,846.00

Function	Expenditures	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1100	Instruction	900,792.00	846,497.00	986,314.00	1,152,695.00	1,123,385.00
2100	Support Services- Students	27,388.00	4,513.00	8,913.00	15,000.00	10,000.00
2300	Support Services - General Admin	44,983.00	30,633.00	36,259.00	20,298.00	23,600.00
2400	Support Services-School Administration	188,350.00	263,798.00	235,521.00	239,999.00	255,911.00
2500	Central Services	151,485.00	147,929.00	140,347.00	143,700.00	142,141.00
2600	Operation and Maintenance of Plan	185,351.00	197,555.00	199,755.00	188,534.00	262,131.00
3100	Food Service Operation	8,853.00	9,094.00	9,357.00	13,285.00	17,678.00
Total Expenditures		\$ 1,507,202.00	\$ 1,500,019.00	\$ 1,616,466.00	\$ 1,773,511.00	\$ 1,834,846.00

1100	Instruction	59.77%	56.43%	61.02%	65.00%	61.23%
2100	Support Services- Students	1.82%	0.30%	0.55%	0.85%	0.55%
2300	Support Services - General Admin	2.98%	2.04%	2.24%	1.14%	1.29%
2400	Support Services-School Administration	12.50%	17.59%	14.57%	13.53%	13.95%
2500	Central Services	10.05%	9.86%	8.68%	8.10%	7.75%
2600	Operation and Maintenance of Plan	12.30%	13.17%	12.36%	10.63%	14.29%
3100	Food Service Operation	0.59%	0.61%	0.58%	0.75%	0.96%
Total Percentage of Expenditures		100.00%	100.00%	100.00%	100.00%	100.00%



April 9, 2013

I am the head administrator of the Alma d'arte Charter High School and hereby certify that: the attached petition in support of Alma d'arte Charter High School renewing its charter was circulated to all employees of the Alma d'arte Charter High School. There are 29 persons employed by the Alma d'arte Charter High School. The petition contains the signatures of 29 employees which represents 100% of the employees employed by the Alma d'arte Charter High School.

State of New Mexico

SS

County of Dona Ana

I, Mark Hartshorne, being first duly sworn, upon oath state:

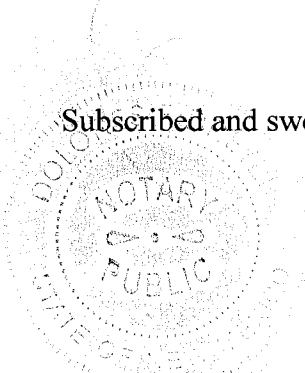
That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

A handwritten signature in black ink, appearing to read "Mark Hartshorne", written over a horizontal line.

Subscribed and sworn to before this 9th day of April 2013

A handwritten signature in black ink, appearing to read "Dolores F. Wheeler", written over a horizontal line.

My Commission Expires: 02-08-2014





June 17, 2013

I am the head administrator of the Alma d'arte Charter High School and hereby certify that: the attached petition in support of Alma d'arte Charter High School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 169 households which represents 89% of the 189 households whose children were enrolled in the Alma d'arte Charter High School.

State of New Mexico

SS

County of Dona Ana

I, Mark Hartshorne, being first duly sworn, upon oath state:

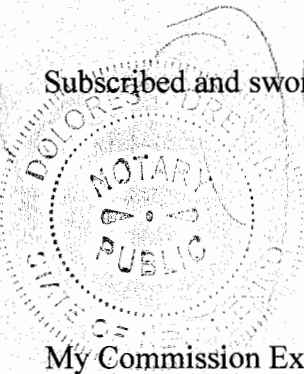
That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.

A handwritten signature in black ink, appearing to read "Mark Hartshorne", written over a horizontal line.

Subscribed and sworn to before this 17th day of June 2013

A handwritten signature in black ink, appearing to read "Dolores P. Wreyer", written over a horizontal line.

My Commission Expires: 02-08-2014



**State of New Mexico
Public School Facilities Authority**



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
410 Don Gaspar
Santa Fe, NM 87501
(505) 988-5989
(505) 988-5933 (Fax)

Albuquerque Field Office
1312 Basehart Drive, SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

September 4, 2013

Mr. Hartshorne
Alma d' Arte Charter School
402 W. Court Ave.
Las Cruces, New Mexico 88005

Dear Mr. Hartshorne:

This letter is being provided to you because the Alma d' Arte Charter reauthorization is fast approaching and the application for that renewal is due October 1st, 2013 and, pursuant to 22-8B-4.2 NMSA 1978, which states that,

the facilities of a charter school whose charter has been renewed at least once shall be evaluated, prioritized and eligible for grants pursuant to the Public School Capital Outlay Act in the same manner as all other public schools in the state; provided that for charter school facilities in leased facilities, grants may be used to provide additional lease payments for leasehold improvements made by the lessor.

The facilities that house Alma d' Arte Charter School were assessed on August 29, 2013 and a weighted New Mexico Condition Index (wNMCI) score of 12.10% was generated based on that assessment. The wNMCI, in very general terms, is the cost of repair of a school facility divided by the cost of replacement. As such, a lower score is better. The current average wNMCI score for all public school facilities, statewide, is 20.38%.

Alma d' Arte Charter School meets the code requirement for their facility to be classified as E (Educational) Occupancy. And have operated as such.

If you have any questions about this information, please do not hesitate to contact PSFA. We wish you success as you navigate your second renewal.

A handwritten signature in dark ink, appearing to read "Martica Casias".

Martica Casias, Planning & Design Manager
Public School Facilities Authority

CC: Beverly Friedman, Public Education Commission
Tony Gerlicz, Director - Options for Parents - Public Education Department

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

**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)*

Please complete and submit this form to: Kelly Callahan, General Manager – Options for Parents/Charter School Division (kelly.callahan2@state.nm.us)

Or, mail to:

Public Education Department
Charter Schools Division, Room 301
300 Don Gaspar
Santa Fe, NM 87501-2786

Name of State-Chartered School: **Alma d'arte Charter High School**

Date submitted: 1/16/15 Contact Name: **Mark Hartshorne, Principal** | mail: mhartshorne@almadarte.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Renewal Application Form 009 Pages 1-2	Mission Statement Alma d'arte is an arts-based high school (9 th - 13 th grades) serving diverse learners. Alma d'arte's education program integrate the visual performing, literary and culinary arts into strong core academic curriculum that meets the academic standards mandated by the New Mexico Public Education Department (NM PED). Upon master of the Charter School's curriculum, students complete the graduation requirements, integrate a multi-arts philosophy in education and career and acquire the skills to	Proposed Mission Statement The Mission of Alma d'arte Charter High School. . . <i>"To graduate artist/scholars prepared to succeed"</i>	Our purpose in revising the Mission Statement was to create language to describe what students become as a result of instruction received at Alma d'arte Charter High School. This revision clearly describes <i>students</i> -- graduated artists and scholars, ready to succeed in any chosen endeavor. The previous mission statement described the school, its curriculum, and processes, but did not clearly describe students upon their completion of the Alma experience. The revised mission statement is concise, clear, and direct. This statement was created with participation	12/10/12

Rev

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

	be life-long learners through a partnership with teachers, parents and the community.		from the Governance Council, school staff, parents, and students. With this statement in hand, everything we do at Alma d'arte can reference back to graduating artist/scholars who have the skills and knowledge to succeed in their lives and careers.	
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Original Signature of Governing Council President or Designee:

Gene Elliott

Date: 1/14/13

Printed Name of Governing Council President or Designee: **Mr. Gene Elliott**

Public Education Department use only

Director/General Manager approves change:

Rmy Leuliz

Date:

2/1/13

(No further action taken.)

Public Education Commission Chair:

C. Shuman

Date:

☐ APPROVED

☐ DENIED