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DEPARTMENT

87501-2786

HANNA SKANDERA SECRETARY OF EDUCATION	SUSANA MARTINEZ GOVERNOR
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Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. 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</p>

	<p>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. <i>Please review your current charter/application as it is presented on this site to ensure all information is current and accurate.</i> 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- December 2)**	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.
CSD Director's	The CSD will send a recommendation to the PEC to approve or deny the renewal

Recommendation (December 6)**	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:

1. **Part A—Self-Report on Progress (A Report on the Current Charter Term)—The Charter Renewal Application**
2. **Part B—Renewal Site Visit Protocol**
3. **Part C—CSD Analysis and Recommendation**
4. **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: Gilbert L. Sena HS Charter High School	School District: Albuquerque
Mailing Address of School: 69 Hotel Cir NE, Albuquerque, NM 87123	Physical Address of School 69 Hotel Cir NE, Albuquerque, NM 87123
Phone Number Of School: (505) 237-2374	Name and Email Of Head Administrator: Nadine Torres, Executive Director Email: ntorres@Senahigh.com
School's Initial Opening Date: 2004	Name and Email Of The Governing Body Chair/President: Mary Louise Sena HS, Gov. Board President Email: gilmarylou@comcast.net
Grade Levels Served: 9-12	Current Enrollment Cap: 200

Vision: Opportunity to Accelerate Student Success

Gilbert L. Sena Charter High School's mission is to engage students and their families in an innovative and supportive environment directed at gaining academic and social skills necessary for personal,

social, and career success. Gilbert L. Sena promotes, honors and celebrates student success.

Current Enrollment And Demographic Information (2012—2013 120 day count)	
Enrollment Percent	
Total Enrollment: 185	
Gender	
# Male: 100	54%
# Female: 85	46%
Ethnicity/Race	
# White: 54	29%
# Hispanic: 120	65%
# African American: 3	2%
# Asian: 0	0%
#Native American: 8	4%
Special Populations	
# Economically Disadvantaged: 114	62%

# Students With IEPs: 20	11%
# English Language Learners: 26	14%
# Eligible For Free/Reduced Lunch: Title 1 Target and School-wide: 185 Title 1 Target: 0 Title 1 School-wide: 185	100% 0% 100%

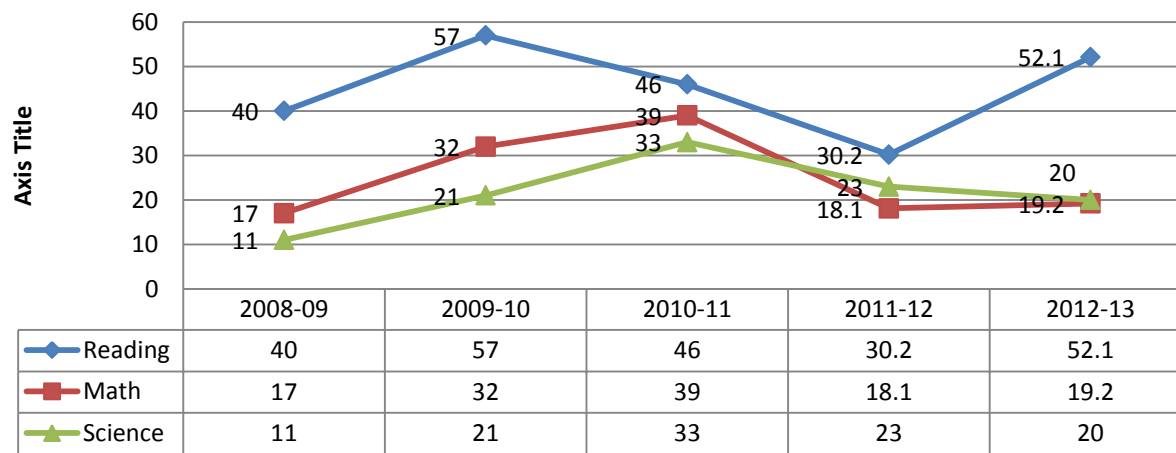
School Proficiencies

		2009	2010	2011	2012	2013			
	Reading	40.4%	57.1%	46.2%	30.2%	52.1%			
	Math	17.0%	32.1%	38.5%	18.1%	19.2%			
	Science	10.6%	21.4%	33.3%	23%	20.0%			

Gilbert L. Sena Charter High School

New Mexico Standards Based Assessment (NMSBA) Scores

All Students' Proficiency Percentages



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: D Total Points: 47.8	Current Standing: D Points: 9.6 Possible Points: 30	School Growth: Points: Possible Points:
Growth of Q3 (highest performers): C Points: 7.7 Possible Points: 15	Growth of Q1 (lower performers): B Points: 11.8 Possible Points: 15	Opportunity to Learn: C Points: 6.3 Possible Points: 8
Graduation: F Points: 6.8 Possible Points: 17	College & Career Readiness: F Points: 3.5 Possible Points: 15	Bonus Points: 2 Possible Points: 5 Reasons: for sports and activities
Reading Proficiency: 30.2% State Reading Goal: 52.3%	Math Proficiency: 18.1% State Math Goal: 45.0%	
The ABCDF grading		

<p>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.</p> <p>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:</p> <p><u>(Current Standing</u> – the percentage of students proficient in a single year; duplicates AYP)</p> <p><u>School Growth</u> – the growth in scaled scores of student</p>		
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<p>groups over time; summarizes the most recent three years</p> <p><u>Student Growth</u> – the growth in scaled scores of individual students over time; summarizes most recent three years</p> <p><u>Opportunity to Learn</u> – the use of evidence-based practices known to promote learning and retain students in school</p> <p><u>Graduation</u> – the success and persistence in graduating students; partly rewarding growth in graduation rates over the past three years</p> <p><u>Career/College Readiness</u> – the adequate preparation of high school students for what lies after high school</p> <p>* The profile of these indicators should be considered individually as well as a whole.</p>		
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Part A—Self-Report on Progress

(A Report on the Current Charter Term)



Part A Table of Contents

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

Progress Report—Looking Back	Page(s) & Appendices Part A
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■ NMSBA School Summary – All Students	
■ School Grading Report for 2012–2013	
■ Mission Specific and/or Student Academic Performance Standards/Goals from Current Charter	
■ Other Student Performance Standards/Goals from Current Charter	
■ Other Organizational Performance Standards/School Goals from Current Charter	
■ Self-Study/Analysis-Key Questions	
B. Financial Performance	
■ Financial Performance Assurances	

<ul style="list-style-type: none"> ■ Financial Statement that illustrates how the charter school is budgeting funding that is easily understandable to the general public (e.g. Pie graph outlining administrative, direct instruction, instructional materials, lease, etc.) 	Appendix A
<ul style="list-style-type: none"> ■ Audit Findings 	
C. Organizational Performance	
<ul style="list-style-type: none"> ■ 1. Material Terms/Violations 	
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II. Checklist	

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

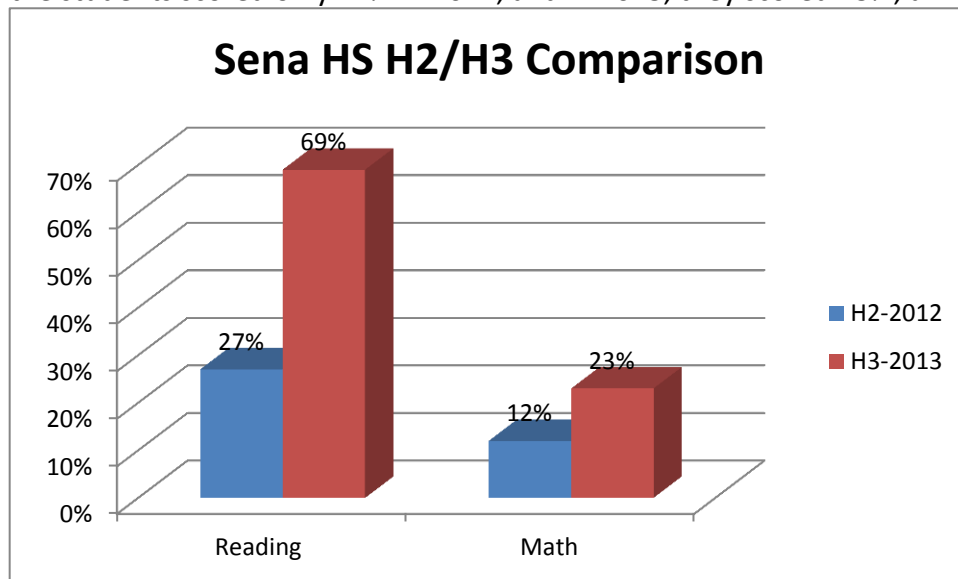
The PED and CSD have provided a snapshot of your school's history regarding Math and English Proficiency using information provided by the Assessment and Accountability Bureau in the pre-populated prior section. Please reflect on this data that the state has regarding your school and **offer insight, 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

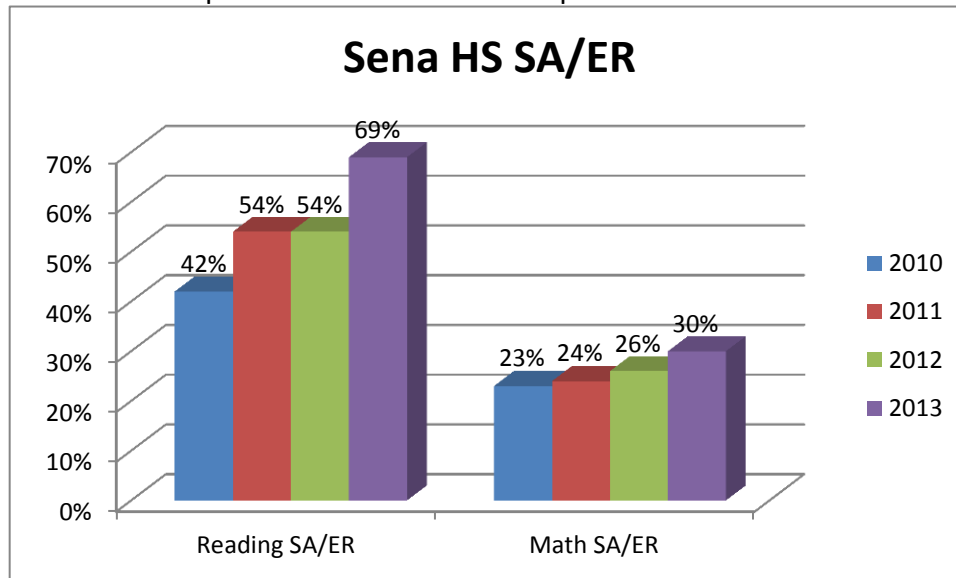
Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above:

Sena HS has shown a consistent trend of improvement since the renewal in 2009. The data chart on page 13 shows the reported proficiencies for 11th grade students in 2009, 2010, and 2011 and an average of 2nd (H2) and 3rd (H3) year students in 2012 and 2013. Even though we are not comparing the same students over time, there has been improvement. SBA Proficiency rates have increased from 40% to 52% in Reading and 17% to 19% in Math. To understand student growth better this past year we were able to compare the same students' proficiency rates. In 2012, Sena HS 2nd year students scored 27% proficient in reading, and in 2013, they scored 69%, a 42% increase in proficiency. In Math, the students scored only 12% in 2012, and in 2013, they scored 23%, an 11% increase in proficiency.



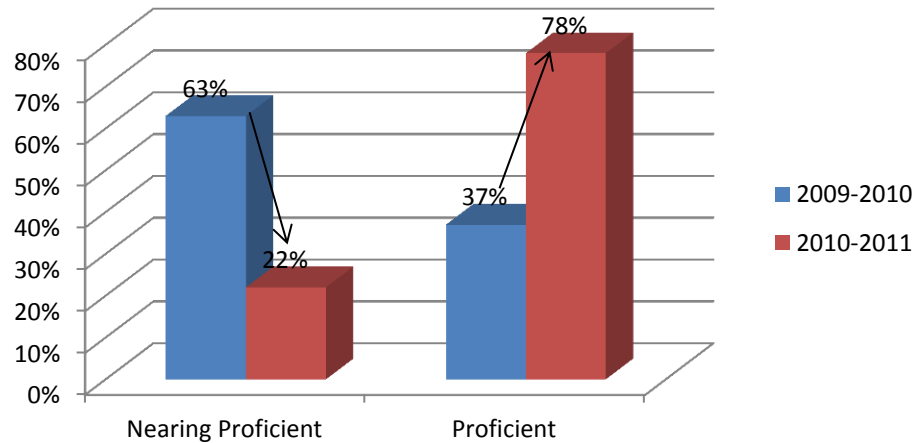
Sena HS' consistent use of data to drive instructional practices and continual improvement tools are the main causes of the school's overall improvements. Sena HS has instituted school wide strategies to address students' performance on open ended responses. This was based on data, presented by Measure Progress over the past 4 years on our students' performance. Based on the data, Sena HS has made continual growth on student performance on Short Answer (SA) and Extended Response (ER),

and this has impacted the school's overall performance.

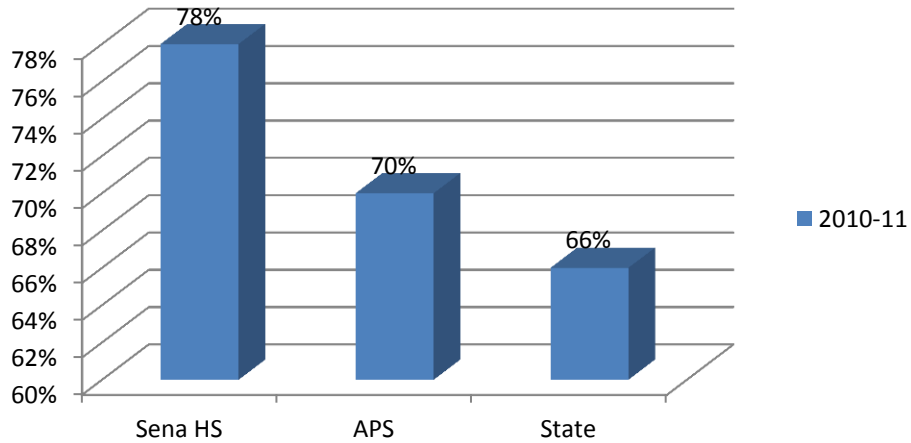


Sena HS has also focused efforts on improving students' writing abilities. The NMPED required writing assessments as part of the SBA testing in 2009-10 and 2010-11. The first year, Sena HS instituted a class to support student writing due to this requirement. The second year, along with the class, all language arts teachers instituted the practices in their core classes. These practices impacted our results with a 41% increase in proficiency from 2009-10 to 2010-11 and resulted in innovative instructional practices and an ability to offer support based on our students' needs.

Sena HS SBA Writing Proficiencies



Comparison of Writing Proficiencies



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' 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: 70.6	
<i>Provide a statement of progress and additional information regarding the above data:</i>	Compared to 2012, Sena HS increased from a score of 47.8% to 70.6% with an increase of 22.8%. Our overall school grade went from a D to a B.	

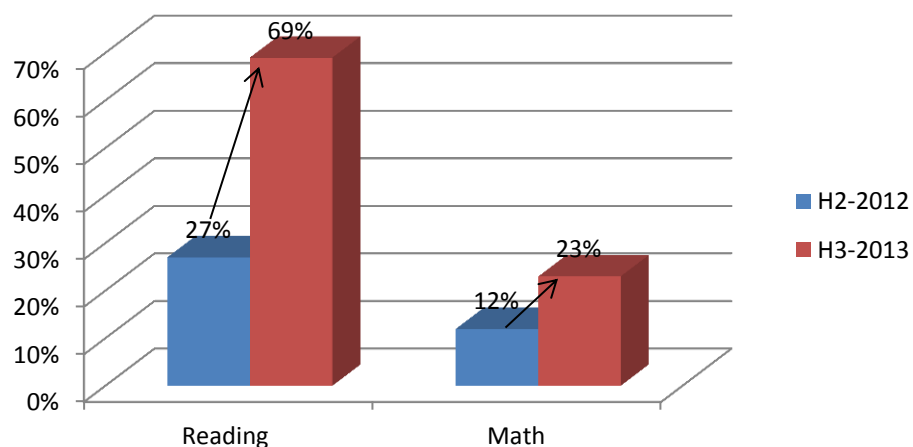
See graph below of overall increases in points received for each area as well as total points.

Current Standing

Grade: B	Points: 15.8	Possible Points: 30
<i>Provide a statement of progress and additional information regarding the above data:</i>	Compared to 2012, Sena HS increased from a score of 32% of the points possible to 52% of the points, which was an increase of 20%. This increased our grade from a D to a B. Our 3 rd year students scored 69% proficient in Reading and 23%	

	proficient in Math.	
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Sena HS H2/H3 Comparison



School Growth

Grade: C	Points: 6.6	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data:</i>	This is a new indicator in the 2013 NM Grade report and it is based on 3 years of growth. The current calculation is only based on two years.	

Q3 (Highest Performing 75%) Growth

Grade: A	Points: 10.0	Possible Points: 10.0
<i>Provide a statement of progress and additional information regarding the above data:</i>	In 2013, Sena HS scored 100% of the points possible for growth of highest performing	

	students. This was an increase from a C to an A. In 2012, we only scored 51.3% of the needed points.	
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Q1 (Lowest Performing 25%) Growth

Grade: A	Points: 9.3	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data:</i>	In 2013, Sena HS scored 93% of the points for growth of the lowest performing students. This was an increase from a B to an A. In 2012, we scored 78.6% of the points.	

Opportunity to Learn (OTL)

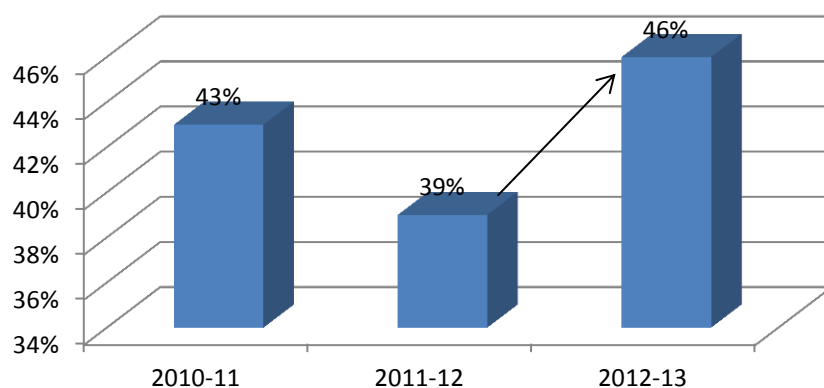
Grade: A	Points: 6.6	Possible Points: 8
<i>Provide a statement of progress and additional information regarding the above data:</i>	In 2013, Sena HS scored 82.5% of the points in the OTL section and had an increase of 3.8%. We increased from a C to an A grade.	

Graduation—as applicable

Grade: F	Points: 9.7	Possible Points: 17
<i>Provide a statement of progress and additional information regarding the above data:</i>	In 2013, Sena HS scored 57% of the points in graduation. Sena HS stayed at a grade of F; however; this was an increase	

	of 17% of points in 2012. Our 4-year rate increased from 38.8% to 46%, a growth increase overall of 6.2%	
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Gilbert Sena Charter HS 4 Year Cohort Results



College and Career Readiness—as applicable

Grade: B	Points: 10.0	Possible Points: 15
Provide a statement of progress and additional information regarding the above data:	In 2012, we only scored 23.3% of the points for a grade of F. In 2013, we increased to 66% of the points for an increase to a B letter grade. This was a tremendous increase in a very critical category.	

Our dual credit success has increased over the 2nd charter renewal. We had increases in the number of students enrolled both on and off campus and courses offered at Sena HS. This success provides the needed tools for our students to be college and career ready. We have

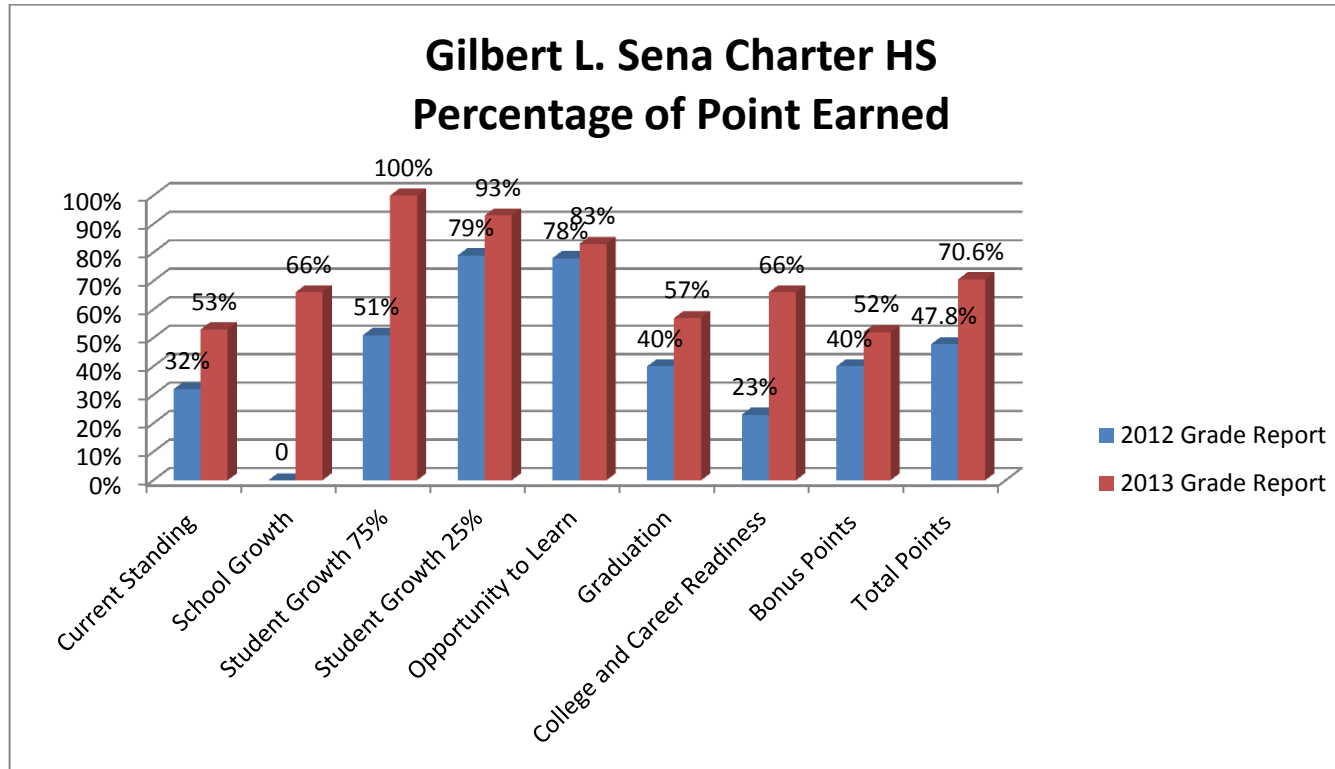
continued to build relationships with CNM, UNM, NMSU, and FASFA as well as other work agencies. We established our Career Pathway and College Pathway Graduation Cords criteria and awarded 3 students with the College Pathway Cord and 3 students with the Career Pathway Cord. All the students were required to meet the specific minimum requirements which included: GPA, Dual Credit courses, job shadow, Work Keys certificates or ACT/SAT, and CNM Accuplacer scores.

	2009-2010	2010-2011	2011-2012	2012-2013
# of students enrolled in a DC course from CNM report:	18	22	42	55
Total # of DC courses enrolled:	28	30	65	92
# of DC courses offered on Sena HS Campus:	0	26	51	73
% of courses passed:	69%	83%	92%	87%
% of population taking DC	10%	13%	24%	31%

Bonus Points

Points: 2.6	Possible Points: 5	Reason: Student Engagement, Parent Engagement, Reduced Truancy
<i>Provide a statement of progress and additional information regarding the above data:</i>	In 2013, Sena HS received 2.6 additional points due to our submission to PED on Student & Parent Engagement activities that went above and beyond	

normal expectations.



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.).

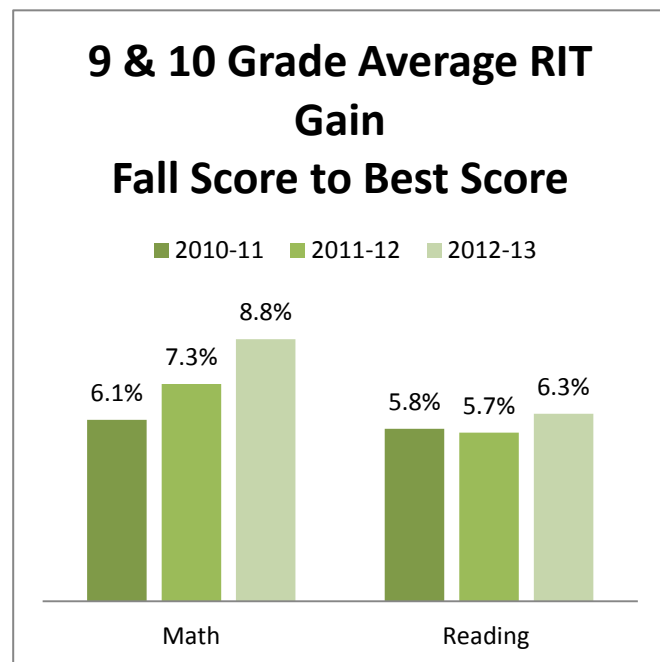
Student Academic Performance Standard/Goal #1: The average gain of 9 th and 10 th grades will be a minimum of 3% per year as measured by our SCA. The fall score will be our benchmark for each year. The highest score of the winter, spring or the following fall SCA score will be used to calculate individual student growth.				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): 2009-10: SCA was Plato Test Packs 2010-13: SCA was NWEA				
Data—Average Scores				
Grade Level	Year 1-PLATO All students School Year 09–10	Year 2-NWEA Grades 9-10 School Year 10–11	Year 3-NWEA Grades 9-10 School Year 11–12	Year 4-NWEA Grades 9-10 School Year 12–13
Math	5.6%*	6%	7%	8%
Reading	11.8%*	6%	6%	6%

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

Sena HS students had statistically relevant gains using Plato Test Packs (SCA) and exceeded our goal of 3% increase in Math and Reading. *Sena HS received approval for an amendment change from Plato Test Pack (SCA) to the NWEA's SCA. Plato's Test Packs would not have met NMPED's new criteria for SCAs.

Sena HS set a goal of a 3% minimum increase, which is a statistically relevant improvement. The outstanding growth NWEA SCA of scores was between a 6% and 8% increase for our SCA Math and Reading scores.

*Avg of grades 9-12, Year 2-4 PEC charter amendment to only include grades 9-10



	Percentage of students showing growth 10-11	Percentage of students showing growth 11-12	Percentage of students showing growth 12-13
Math	88%	83%	90%
Reading	88%	81%	89%

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

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

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

Student Performance Standard/Goal #2: A minimum of 95% of students classified as seniors on the 40 th day will meet graduation requirements.				
Measure(s) Used: Seniors identified on the 40 th day will be compared to the graduation list.				
Data—Average Annual Data				
	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
	93.1%	97.2%	100%	92%
	27/29 graduated	35/36 graduated	19/19 graduated	23/25 graduated

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

2009-2010 Sena HS had 93.1% of seniors identified on the 40th day graduate. One student left Sena HS and passed the GED. The second student lived in the east mountains and could not get to school many days because of financial hardship.

NMPED's response in Sena HS's year-end report 2010. *"The school did not fully meet its other Goal with 93.1% graduation rate however NMPED reports substantial compliance with this goal is met."*

2010-2011 Sena HS exceeded the graduation goal with 97.2% of seniors graduating.

2011-2012 Sena HS met the graduation goal with 100% of seniors graduating.

2012-2013 Sena HS had 92% of seniors graduate. The two students who did not graduation were unable to complete their Graduation requirements because they became mothers.

Student Performance Standard/Goal #3: Sena HS will graduate any student even if not formally identified on the 40th day who meets graduation requirements (i.e. Transfer students enrolled after the 40 day count or second semester juniors who **accelerate** their studies to earn senior classifications and complete all graduation requirements by the second week of May.)

Measure(s) Used:

Sena HS will graduate any student even if not formally identified on the 40th day who meets graduation requirements (i.e. transfer students entered after the 40th day count or second semester juniors who accelerate their studies to earn senior classifications and complete all graduation requirements.)

Data—Average Annual Data

	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
Graduates not on the 40 day senior count	17	13	4	8

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

2009-10 Sena HS had seventeen early “bonus” graduates who completed their credits for a diploma in less than 4.0 years or were able to gain or recover credits sooner than in a traditional school.

2010-11 Sena HS had thirteen “bonus” graduates who completed their credits for a diploma in less than 4.0 years or were able to gain or recover credits sooner than in a traditional school.

2011-12 Sena HS had four “bonus” graduates who completed their credits for a diploma in less than 4.0 years or were able to gain or recover credits sooner than in a traditional school.

2012-13 Sena HS had eight “bonus” graduates who completed their credits for a diploma in less than 4.0 years or were able to gain or recover credits sooner than in a traditional school.

3. 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.).

Organizational Performance Standard/School Goal #1:

100% of confidential files identified as students with disabilities will be in compliance with all federal and state regulations as measured by a formal independent audit by no more than June 30 of each school year.

Measure(s) Used: An independent contractor will audit and report what percentage of IEP documents were in compliance with state and federal regulations.

Data:

2009-10: An independent contractor completed the audit and reported we were 100% in compliance with IEP documents.

2010-11: Confidential files were 100% in compliance with federal and state regulations.

2011-12: Confidential files were 100% in compliance with federal and state regulations.

2012-13: Confidential files were 100% in compliance with federal and state regulations.

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

When we enroll new students, IEPs usually come to us outdated. This focus area and training for staff has resulted in IEPs meeting compliance and students receiving all needed services. Our parent surveys are overwhelmingly positive for the services provided and working with their children. Sena HS is proud to have four years of 100% compliance.

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

Organizational Performance Standard/School Goal #2:

Sena HS will provide 100% of the following venues for parent participation as measured by documented evidence gathered at every Activity (website, newsletter, flyers/announcement, agendas, parent conferences, emails, telephone calls, governance council members, GC open forum, Parent Advisory Council, parent orientation, IEP's/FPR's/SAT, monthly student awards, parent nights, assessment data, notification process.)

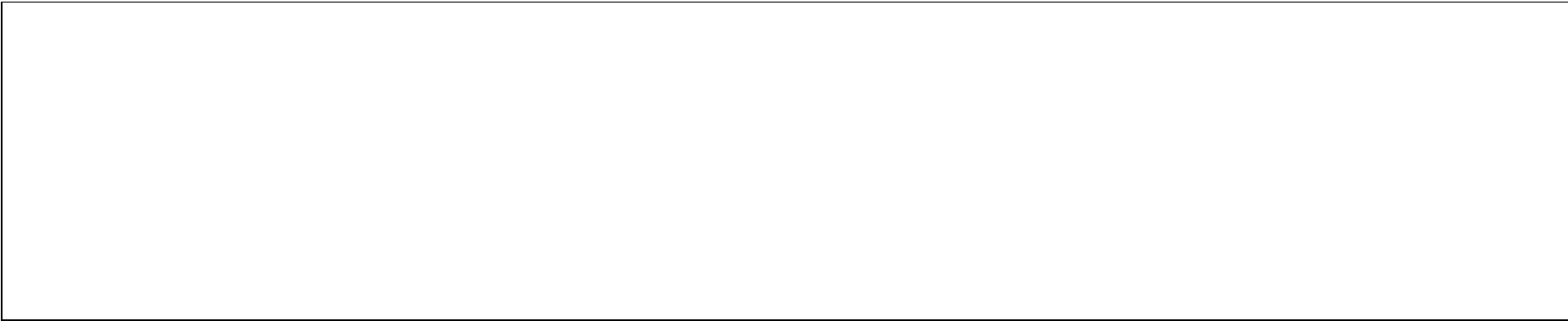
Measure(s) Used: Documentation and Collection was done with Tally sheets, documents, mailing dates, and minutes from GC meetings.

Data: See tracking charts below:

Sena HS Parent Involvement History 2009-2013

	2009-10		2010-11		2011-2012		2012-13	
Month	Guests	Activity	Guests	Activity	Guests	Activity	Guests	Activity
August	95	Orientation	117	Orientation	268	Orientation	343	Orientation
September	30	Open House	76	Open House	48	Open House	183	Open House

October	17	College Night		5 28	Transition College Fair		47	Career/College Fair		68	Career/College Fair
November	30	Police Officer Presentation		10	Speaker on Grief		8	PAC Meeting		12	PAC Meeting
December	0			0			44	SBA Parent Night		66	SBA Parent Night
January	0			36	Personal Safety Present.		43 11	Orientation PAC Meeting		45	Orientation
February	15 15	Financial Aid Dual Credit		79	Graduation info.		58 33 18	Graduation Inf. FAFSA Open House-8th		9	PAC Meeting
March	28	Girls' Issues		0			48	Celebration of Year		0	
April	3			0			9	PAC Meeting		21 10	Open House-8th PAC Meeting
May	0			0			28	Award Breakfast		29	Award Breakfast
Total	233			350			651			792	



PARENT CONTACTS

School Year 09-10		School Year 10-11		School Year 11-12		School Year 12-13	
Month	Total Contact	Month	Total Contact	Month	Total Contact	Month	Total Contact
August	377	August	170	August	305	August	340
September	400	September	432	September	527	September	477
October	345	October	499	October	423	October	285
November	499	November	577	November	379	November	352
December	183	December	308	December	235	December	243
January	347	January	424	January	274	January	275
February	349	February	354	February	406	February	442
March	325	March	394	March	346	March	300
April	393	April	357	April	357	April	837
May	199	May	354	May	246	May	464
Total	3417	Total	3869	Total	3498	Total	4015

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

Sena HS has parental activities throughout the year. Sign in sheets are used to document the number of parents, family members, and students who attended the activities. Our parental attendance has had an increase of over 240% from 2009's attendance. This increase has offered more opportunity for parental partnerships in our students' success.

Keeping a clear line of communication with our parents helps identify and meet the needs of our families and students. This is an on-going activity that lasts from the first to the last day of school. Since all students are individually paced, we need to have constant communication with our parents. Teachers personally call our parents to communicate their progress and what they need to improve or continue to do. Sena HS also has an attendance specialist who makes daily personal calls to parents concerning their child attendance. Over the course of the charter, there has been an 18% increase in parent contacts. Based on 2012-13 parent contacts, Sena HS made an average of 23 contacts per student. In 2013, 91% of our parents responded that personal calls from the attendance office are helpful compared to the 84% of responses from 2012.

Sena HS sends out a monthly newsletter to parents and community. The newsletter is a tool to communicate upcoming events, students' successes, instructional practices, assessment results, student safety and wellness, and staff member highlights. This helps us build partnership with our parents through consistent communication.

To build upon our parental involvement, we piloted Student Led Conferences in 2012-13. Thirty-nine students led their own conferences, discussing their goals & mission, career plans, progress, credits, student work, strengths, and opportunities for improvement. The response from students, parents, and staff was overwhelmingly positive. This new process an environment that focuses on personal learning plans. Next year the advocates will keep their same students to continue to build those relationships, and all students will lead conferences two times per year.

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

Organizational Performance Standard/School Goal #3:

By July 2 of each year, Sena HS will have on its Governance Council, with every effort to have at least two parents of former or current Sena HS students.

Measure(s) Used: Parent Involvement in Governance Council (GC) will be documented at GC meetings through roll call of members, including parents who serve on the GC; minutes will document membership of the GC at meetings.

Data:

2009-10: Sena HS GC had 2 of 5 members who were parents of current or former students.

2010-11: Sena HS GC had 4 out of 5 members who were parents of current or former students.

2011-12: Sena HS GC had 4 out of 5 members who were parents of current or former students.

2012-13: Sena HS GC had 4 out of 5 members who were parents of current or former students.

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

Sena HS has met the goal of having 2 or more parents serve on our Governance Council for the last four years.

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

Organizational Performance Standard/School Goal #4:

Formative and Summative Assessment (NMSBA, SCA, Progress Reports and Report Cards) results will be provided to 100% of parents within 30 days of assessment or receipt of scores from NMPED.

All parents will be able to view their child's test data via Sena HS's parent portal no later than 30 days after testing dates or receipt of school test data.

Measure(s) Used: Mailing dates were documented for all mailings to parents.

Data: See chart below.

TEST/PROGRESS REPORTS/REPORT CARDS TRACKING SHEET

10-11

Short Cycle Assessment (MAP)* 3 times a year				NMHSCE* 2 times a year			SBA* 1 time a year		Progress Reports** 4 times a year			Report Cards ** 2 times a year		
TESTING	RESULTS	MAILED	SCHOOL REPORT	TESTING	RESULTS	MAILED	RESULTS	MAILED	Progress Reports**	RESULTS	MAILED	Report Cards **	RESULTS	MAILED
WINDOW	PRINTED	RESULTS	Mailed	WINDOW	RECEIVED	RESULTS	RECEIVED	RESULTS	WINDOW	PRINTED	RESULTS	WINDOW	PRINTED	RESULTS
9/8/2010	10/12/2010	10/12/2010	11/12/2010	10/8/2010	1/3/2011	1/14/2011			9/24/2010	9/24/2010	9/30/2010	1/7/2011	1/7/2011	1/14/2011
9/17/2010				10/15/2010			8/2/2010	8/26/2010	11/4/2010	11/4/2010	11/5/2010			
11/29/2010	12/14/2010	12/17/2010	1/25/2011	1/12/2010	4/27/2011	5/6/2011			2/18/2011	2/25/2011	2/25/2011	5/27/2011	5/30/2011	6/1/2011
12/9/2010				1/20/2011					4/4/2011	4/6/2011	4/8/2011			
4/18/2011	5/9/2011	5/9/2011	8/23/2011											
4/28/2011														

TEST/PROGRESS REPORTS/REPORT CARDS TRACKING SHEET

11-12

Short Cycle Assessment (MAP)* 3 times a year			NMHSCE* 2 times a year			SBA* 1 time a year			Progress Reports** 4 times a year			Report Cards ** 2 times a year		
TESTING	RESULTS	MAILED	TESTING	RESULTS	MAILED	TESTING	RESULTS	MAILED	Progress Reports**	RESULTS	MAILED	Report Cards **	RESULTS	MAILED
WINDOW	PRINTED	RESULTS	WINDOW	RECEIVED	RESULTS	WINDOW	RECEIVED	RESULTS	WINDOW	PRINTED	RESULTS	WINDOW	PRINTED	RESULTS
08/23/11	09/06/11	09/09/11		12/09/11	12/09/11	03/29/10		08/23/11	09/27/11	09/29/11	09/30/11	01/05/12	01/12/12	01/13/12
08/24/11						04/15/10	07/22/11	10/13/11	09/28/11					
11/29/11	12/08/11	09/09/11		04/09/12				07/26/12	11/03/11	11/10/11	11/11/11	05/24/12	05/30/12	06/01/12
11/30/11									11/09/11					
03/27/12	03/05/11	03/20/11						Mailed Parent Letter	02/23/12	03/01/11	03/02/11			
03/28/12									02/29/12					
									4/12/12	04/19/11	04/20/11			
									4/18/12					

TEST/PROGRESS REPORTS/REPORT CARDS TRACKING SHEET

12-13

Short Cycle Assessment (MAP)* 3 times a year				SBA Retakes			SBA 2nd /3rd year 1 time a year			Progress Reports** 4 times a year			Report Cards ** 2 times a year		
TESTING	RESULTS	MAILED		TESTING	RESULTS	MAILED	TESTING	RESULTS	MAILED	Progress Reports**	RESULTS	MAILED	Report Cards	RESULTS	MAILED
WINDOW	PRINTED	RESULTS	WINDOW	RECEIVED	RESULTS		WINDOW	RECEIVED	RESULTS	WINDOW	PRINTED	RESULTS	WINDOW	PRINTED	RESULTS
9/11/12	09/26/12	09/28/12	10/1/12	Not provided by pnd			3/21/2012	07/30/12	08/08/12	09/20/12	09/26/12	09/28/12	1/14/13	01/11/13	01/18/13
9/12/12			10/3/12				3/29/12						1/18/13		
12/4/12	12/14/12	12/14/12			verbally informed					11/8/12	11/15/12	11/16/12	5/27/13	05/23/13	05/31/13
12/5/12										11/15/12			5/31/13		
3/5/13	03/22/13	03/29/01			student the results					2/21/13	02/27/13	03/01/13			
3/6/13										2/28/13					
										4/11/13	04/16/13	04/18/13			
										4/18/13					

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

Sena HS continues to build parental partnerships by consistently communicating their child's progress on short cycle assessments, state mandated assessments or in courses. This process is now a systematic process that is done after each assessment cycle. Based on the 2012-13 Quality of Education Survey, 97% of parents indicated that Sena HS provides sufficient and appropriate information regarding their child's progress.

4. 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?

An Overview of Gilbert L. Sena HS Charter HS
2009-2013

"Sena HS has been a great tool for my son! It has helped him achieve his goal, made him more sure of himself and made him find his future. I wish to thank each and every one at Gilbert L. Sena HS for all that you do. Keep up the great work!"

Kristina Stanley, mother of Josh Stanley, 2013 Sena HS Graduate

Gilbert L. Sena HS Charter High School's (formally known as CEPi2) original charter was approved in 2003. The small school attracted high school students who had not been successful in their former public school settings or who had been home-schooled much of their lives, providing an opportunity for students to "re-engage" in a small, safe and welcoming environment. Many of our students came to us as second or third year freshman due to few credit completions at their previous school/s. Parents also saw the four-hour core academic block as something their children could accomplish as many had left previous schools due to high absentee and/or tardy rates and often, due to demands of jobs held by students. Gilbert L. Sena HS Charter HS continues to serve struggling students of varied ethnicities and socio-economic classes. The quality school design accommodates student learning through a hybrid model of instruction comprised of teacher directed and computer aided instruction. Sena HS has made tremendous strides in raising the bar for all students. Our students are gaining the academic and other skills necessary for personal, social, and career success. The students have accepted the increased rigor and have internalized the belief that they can succeed and are now pursuing their own goals. This is evidenced by the number and

percentage of increase of students who have earned dual credits at Sena HS.

A Strategic Plan was used to assist Sena HS in its envisioned reorganization based on student data and needs in order to improve student success during their time at Sena HS and post-graduation. We laid the groundwork for long range results by implementing a systematic process that would eventually become systemic for all that is done at Sena HS for years to come. Sena HS implemented distributed leadership by introducing Goal Teams: Reading, Math, Parent Involvement, College & Career Readiness and the overarching Leadership Team. Ideas, topics and concerns flow from Leadership to Goal Teams or vice versa. Goal Teams study, discuss, and monitor student data. Often times the need for change has been an internal need or as a result of outside influences such as PED changing testing requirements, requiring transition to CCSS, or regulations/laws. One of the benefits of our school size is our ability to change quickly versus the larger schools having to move through many layers to request a change from the norm. One of our greatest accomplishments is Career Readiness. Dual Credit courses taught by in-house Sena HS/CNM certified instructors made a tremendous impact. Sena HS faculty provided a scaffold environment for our students who gained the confidence and support necessary to earn their first Dual Credit. CNM dual credit courses offered at Sena HS include: IT 1010, FIN 1010, College Success, Word, and Excel Fundamentals.

Based on the past four year results and the needs of Sena HS students, as well as NM PED requirements, the following priorities have been determined:

Our first priority focus area is Academics. Through our hybrid curriculum (computer aided and direct instruction) teachers will focus on providing a rigorous curriculum aligned to common core as well as preparing students to be college and career ready. Teachers will also use technology to engage students during direct instruction as well as provide immediate feedback about learning progress. We will continue to use short cycle assessments to monitor our students' progress and determine changes needed to instruction.

Our second priority area is Graduation and College & Career Readiness. Due to our students' needs for credit recovery when they enroll at Sena HS, it is important for us to support them with a curriculum that accelerates their pace to get back on or near their cohort graduation date. Our focus will be on developing achievable charter goals to reflect on students' success in graduating on time or near their graduation date. Sena HS will continue to increase the number of students taking and successfully completing college credits on and off campus. Sena HS will also be providing job shadow and internship opportunities to support student success in their career fields aligned to their Career Pathways.

Our final priority area will be building and sustaining Parent Partnerships. Over the past 4 years, we have had a 240% increase in parent participation; however, we are not yet at a satisfactory level of participation from all of our parents. Our attendance rate is one area in

which we need to build stronger parent partnerships to ensure consistent attendance of our Sena HS students. One intent is to increase attendance based on the parent partnerships we develop. We also want to increase the number of parents who attend our quarterly Parent Advisory Council (PAC) meeting. This is a great opportunity to enlist our PAC parents to help increase parent participation as well as enrollment. Lastly, we want to continue to provide training to our parents to support their child's learning and safety.

These three priority areas will impact development of charter goals at Sena HS. The NM Grade report is one measure that the school as well as PEC will use to measure Sena HS progress toward meeting student needs academically. It is also important that we develop goals that measure how we are meeting our school's mission and vision. These three priority areas directly align to that mission as well as the uniqueness of our student population.

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

Academic:

- Addition of math instructors
- Lower PTR in classrooms
- Continuing Hybrid model of teaching –Direct and Computer Aided -Innovative Methodology based on data
- Continue to provide Test Prep for all state mandated tests

Graduation/College & Career Readiness

- Implement early alert system through Guidance Department
- Provide opportunities for students to receive work certifications-Word, Adobe software
- Building relationships with Post-Secondary Institutions in addition to CNM
- Building Business Partnerships to support Career Pathways

Parent Partnerships

- Attendance: Sena HS follows NM State Attendance Laws. We also continue to building relationships, help students resolve personal issues impacting attendance, provide bus passes, recognition incentives for student attendance.
- Parental Advisory: Continue communication regarding newsletter, school reach announcements, invitations to award assemblies and parent training sessions
- Continue to provide ongoing training and help for parents to support their child's education

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

Sena HS fully implements a systems approach to Continuous Improvement (CI). The school has devoted six years to professional development, coaching and implementing CI. The school has fully integrated CI in every level of the system. This CI integration is incorporated into the charter/governance, school level, team level, classroom level and the student level. Sena HS' information system includes qualitative and quantitative data which is critical to the success of the school. Goal Teams, departments and individual teachers use the results to help determine effectiveness of programs, curriculum, and fidelity of implementation. This data includes state and school summative assessments and school and classroom formative assessments. Students use data to determine progress toward meeting individual goals and meeting graduation requirements. Students discuss and share their results with their teachers, advocates, and with their parents or guardians during student led conferences. **Using CI is no longer an option at Sena HS, it is who we are and what we do!**

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?

Based on our NM Grade reports for the past 2 years our Quartile 1 students have shown a significant amount of growth. We scored a B on our 2012 grade report for Q1 students (lowest performance) and an A on our 2013 grade report.

	ELL	FRL	SPED
Reading +1.7 per year			
Highest 75%	From -2.5 to 2.4 = 4.9	From .6 to 5.4 = 4.8	From -0.1 to 4.8 = 4.9
Lowest 25%	From 1.1 to 6.0 = 4.9	From 3.2 to 8.2 = 5	From 6.1 to 10.7 = 4.6
Math +1.3 per year			
Highest 75%	From -3.1 to 1.6 = 4.7	From -1.7 to 3.0 = 4.7	From -2.0 to 2.9 = 4.9
Lowest 25%	From .2 to 5.0 = 2.8	From 2.0 to 6.8 = 4.8	From .8 to 5.6 = 4.8

Based on our data on the 2013 grade report we showed an increase on our students' scale scores that was more than the minimally required annually. This growth leads us to believe that the interventions that we have in place are working: however, proficiency levels for these groups are still low. To support our ELL and SPED population the following actions will be continued:

- ELL
 1. Designate TESOL endorsed teacher to monitor and provide support to all ELL designated students
 2. Provide recommended instructional high-yield strategies for students
 3. Provide training and support for Regular Education teachers

- Special Needs
 1. Ensure IEP's are current and in compliance
 2. Monitor and implement IEP modifications
 3. Establish a support schedule that ensures all student needs are met via educational assistant and other special needs staff

The reorganization of the guidance department was completed to provide support services for high risk students in an efficient and effective manner.

Support Services:

- Social Worker funded partially through Title 1
 1. Support Special Need Students and IEPs
 2. Support McKinney Vento eligible students
 3. Meet the Social-Emotional needs of students
 4. Provide parents/students resources for outside agencies/services
- Full time Guidance Counselor
 1. Provide information for students to meet academic requirements
 2. Deploy early alert system for all students
 3. Provide dates and information for post-secondary
- Attendance Specialist
 1. Make personal phone calls to parents
 2. Communicate with parents upon 3, 5, 7, 10 absent notifications
 3. Establish Conferences/Contracts with students and parents
 4. Adhere to NM State Attendance Law
 5. Require all absences to be made up on Fridays.

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?

- The Director's Evaluation is directly aligned to student performance and achievement. Sena HS uses the NMPED's HOUSSE administrator evaluation system. The GC sets yearly personal goals for the Director's Professional Development Plan and systematically monitors the progress of the Director.
- Sena HS's foundation for all it does is driven by the Baldrige model for Continuous Improvement using a systems approach. Governance Council (GC) decisions are student driven and based on data derived from State and Short Cycle Assessment (SCA)

test scores/performance and other data provided to the members of the GC.

- GC creates the mission and sets goals aligned to promote student success. The Director presents and explains the yearly NMPED Report Card and SCA results to the GC.
- The Director reports out on: student academic results (Report card/SBA, SCA) and student enrollment on a monthly basis. Each month, student performance is listed as a standing item on the GC agenda.
- Retreats and/or In-Service days are opportunities to inform, review and discuss formative performance reports and summative Data (SCA, Report Card.) This information is used to purposefully continue/improve/remediate in any area. These discussions are held with the GC and staff.
- The Leadership Team (comprised by: Administration and the 4 Goal Team leaders) reports the latest student results to GC for SCAs/SBA/State Report Cards. Our Goal Teams (Math, Reading, College & Career Readiness, and Parent Involvement teams) meet frequently to review and reflect on formative student performance data, instruction and/or program effectiveness, as well as summative data from the NMPED report card. Individual Goal Teams study the data and make recommendations to the school based Leadership Team for continuation/change/improvements to curriculum, processes, delivery of instruction and/or professional development needs.
- Sena HS's GC systematically devotes time for self-reflection as a council. This self-reflection checklist helps keep GC members focused and promotes discussion/actions necessary to move the GC to higher levels of performance. GC members use a proficiency checklist as individuals and as a GC to measure their proficiency growth and what is necessary to reach the next proficiency level within Baldrige.
- Organizational performance surveys are taken by staff, GC and students. The results are discussed at each individual level and shared with the GC.
- Parents who are GC members also participate on the Parent Advisory Council (PAC).
- The Director utilizes the school monthly newsletter to inform parents of Sena HS's progress, goals, and student results from in-house and state mandated testing.
- The Director addresses SBA results with the PAC, during parent/student/teacher conferences, and with second & third year students/parents to explain the importance and implications of SCA and SBA tests.
- The Baldrige System of Continuous Improvement encompasses every facet of the school's functions and operations. The primary focus/goal of increased student performance is the overall product of the school striving for performance excellence in all areas. The Director's evaluation is directly tied to student performance, effective and efficient operations, and a safe environment for students, staff and community.

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.

5. 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.

6. Audit Findings

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

Audit Report Summary

	Identify information from the <u>Audit Findings Section</u> of the Annual Audit specific to the charter school.		
Fiscal Year	Total # of Findings	Nature of Findings	School's Response
2009-2010	7 Total		
2009-2010	1	ERB and RHC Contributions	Management has reviewed the finding and changed the procedure to correct the finding.
2009-2010	1	Cell phone Reimbursement	Management has reviewed the finding and changed the procedure to correct the finding.
2009-2010	1	Control Deficiency over Expense Report Reimbursement	Management has reviewed the finding and Disagrees with the finding. Management gave the auditors the State Statute giving the Governance Council the authority to set mileage reimbursement. The finding was removed by the auditors and then placed back without notice or knowledge.
2009-2010	1	Cash Disbursements	Management has reviewed the finding and Disagrees with the finding. Management gave the auditors the Purchase orders that cleared the finding. We were told the finding was cleared and later found out that it was left on the list.
2009-2010	1	Purchase Orders	Management was not given this finding and did not have a chance to respond .
2009-2010	1	Federal Reimbursements-	Management Disagrees with this finding. PED Approved all RFR requests with attached documents which include expense reports from our

		Charter School	accounting system detailing costs and account codes. PED funded all reimbursements requests we submitted and would not do so if the detail was not attached to the RFR. We can produce documents at any time through our accounting system and PED's OBMS.
2009-2010	1	Internal Controls over Journal Entries	Sena HS has a finance committee that approves all JE's, bank reconciliations and expenditures. The JE's in question were approved by the committee and signed off in total on the Bank Reconciliation Sheet.
2010-11 Audit	5 Total		
2010-11	1	Control Deficiency over PO's	Management is aware of the findings and has policies and procedures in place to manage the purchasing process.
2010-11	1	Compliance Finding Over Expenditure Function	Management is aware of the findings and has policies and procedures in place to manage the Budget process.
2010-11	1	Internal Control Structure	Management is aware of the findings and has policies and procedures in place to manage the Internal control process.
2010-11	1	Background Checks	Management is aware of the findings and has policies and procedures in place to manage the employee hiring process.
2010-11	1	Segregation of Duties	Management is aware of the findings and has policies and procedures in place to manage the Segregation of duties. Management will use the Finance Committee and Governance Council to review business management operations.
2011-2012	6 Total		
2011-2012	1	Segregation of Duties Significant Deficiency	The school is aware of the finding. The budget is reviewed to make sure that we have budget authority.

2011-2012	1	Procurement code- Non Compliance	The school is aware of the finding. All contracts are reviewed to make sure that services meet the procurement laws.
2011-2012	1	Budget Adjustment Requests (BARS) Non- Compliance and other matters	The school is aware of the finding. The budget is reviewed to make sure that we have budget Authority.
2011-2012	1	ERB Contribution, Non- Compliance and Other matters	The school is aware of the finding and is addressing the concern. The Director reviews the cash reports along with the Finance Committee.
2011-2012	1	Compliance Finding over State Cash Report and other matters	The school is aware of the finding and is addressing the concern. The Director reviews the cash reports along with the Finance Committee.
2011-2012	1	Internal Control Structure, Non- Compliance and other matters	The school is aware of the finding and is addressing the concern. All RFRS are reviewed and approved by the Director.

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

1. 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, 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.

C. Employees—Assurances

- a. ☒ **Yes** ☐ **No** The school meets teacher and other staff credentialing requirements
- b. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to employment. Including adhering to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.
- c. ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

For any "no" answers please provide an explanation.

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.

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.

2. 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.

3. 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.

4. 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**.

Short Cycle Assessment (SCA) Change to NMWEA (Appendix E)

This SCA was proposed after Interim Secretary of Education Susanna Murphy sent a memo out to all schools. It announced the requirement of all schools to only use NMPED approved SCAs by May 15, 2011. Plato Test Packs was not on NMPED's preliminary list. We chose to use NMWEA as our SCA. It was submitted on April 29, 2011. (A more in depth explanation of rationale and proposed changes to address issues that arose with this change. Please refer to Appendix E.)

School Instructional Hours Increase (Appendix F)

It was determined there was a need for additional instructional time to support student learning and growth. Friday school will be mandatory so Core classes meet daily to meet the instructional needs for End of Year Course exams and HS Graduation Assessment proficiency. Students will attend 324 additional hours each semester. The net result is a 20% increase in instructional time.

PEC Minutes to address PEC signature date missing on School Instructional Hours Increase (Appendix G)

The PEC Education Commission Chair did not fill in the date for their signature and neither box was checked indicating the amendment was Approved or Disapproved. We have included the minutes of the PEC meeting which indicates this amendment was unanimously approved on June 6, 2013.

5. 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.

6. Additional School Supplied Information:

Nancy Romero
npromeroconsulting@gmail.com
505 459-8043

Martha Gabilondo
mgabilondo@senahigh.com
505 237-2374 ext 221

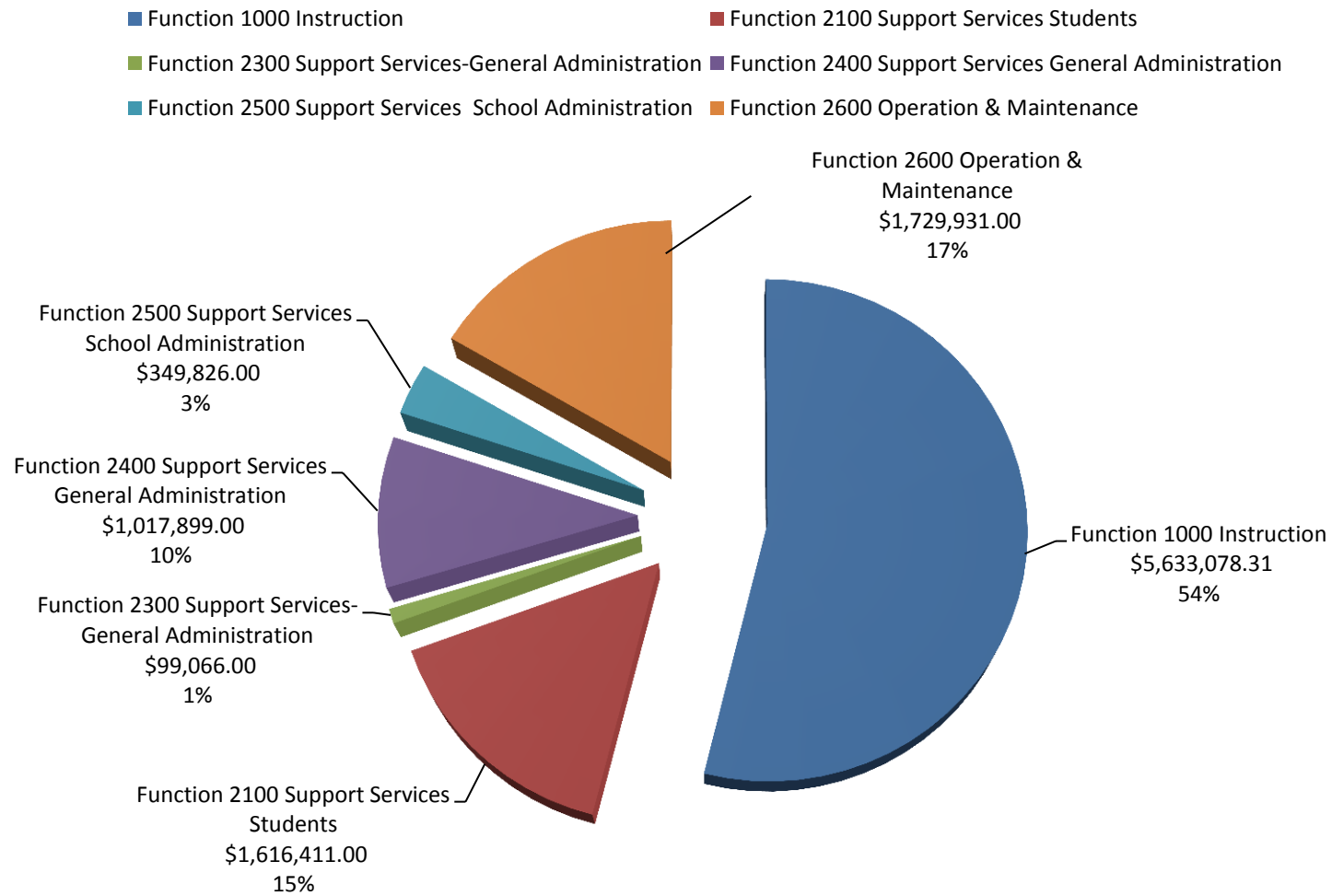
of Students on Waiting List (# and date):

September 18, 2013 = 58 students

Appendix Number	Appendix Description (* indicates required appendix)	Attached (Check if Yes)
	Table of Contents populated	Yes
Appendix A	Financial Statement	Yes
Appendix B	Petition of Support from Employees Affidavit	Yes
Appendix C	Petition of Support from Households Affidavit	Yes
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	Yes
Appendix E	Approved Amendments: Short Cycle Assessment Change to NMWEA	Yes
Appendix F	Approved Amendment: Increased Instructional Hours and	Yes
Appendix G	PEC minutes to support PEC approval and date of signature	Yes
Appendix H	2010-2011 Quality of Education Parent Survey	Yes
Appendix I	2022-2012 Quality of Education Parent Survey	YES

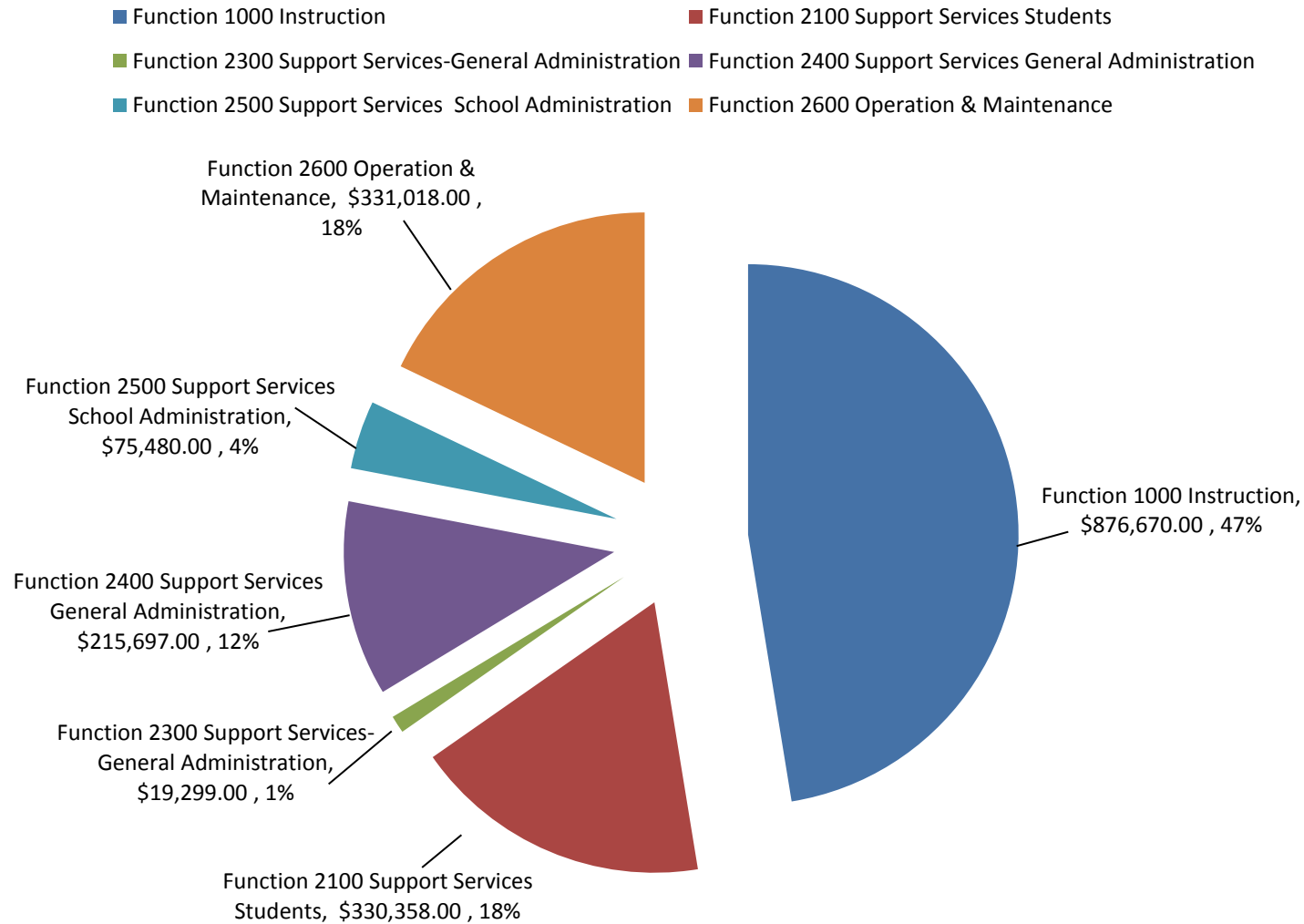
Gilbert L. Sena Charter HS Financial Statement

Total All Years



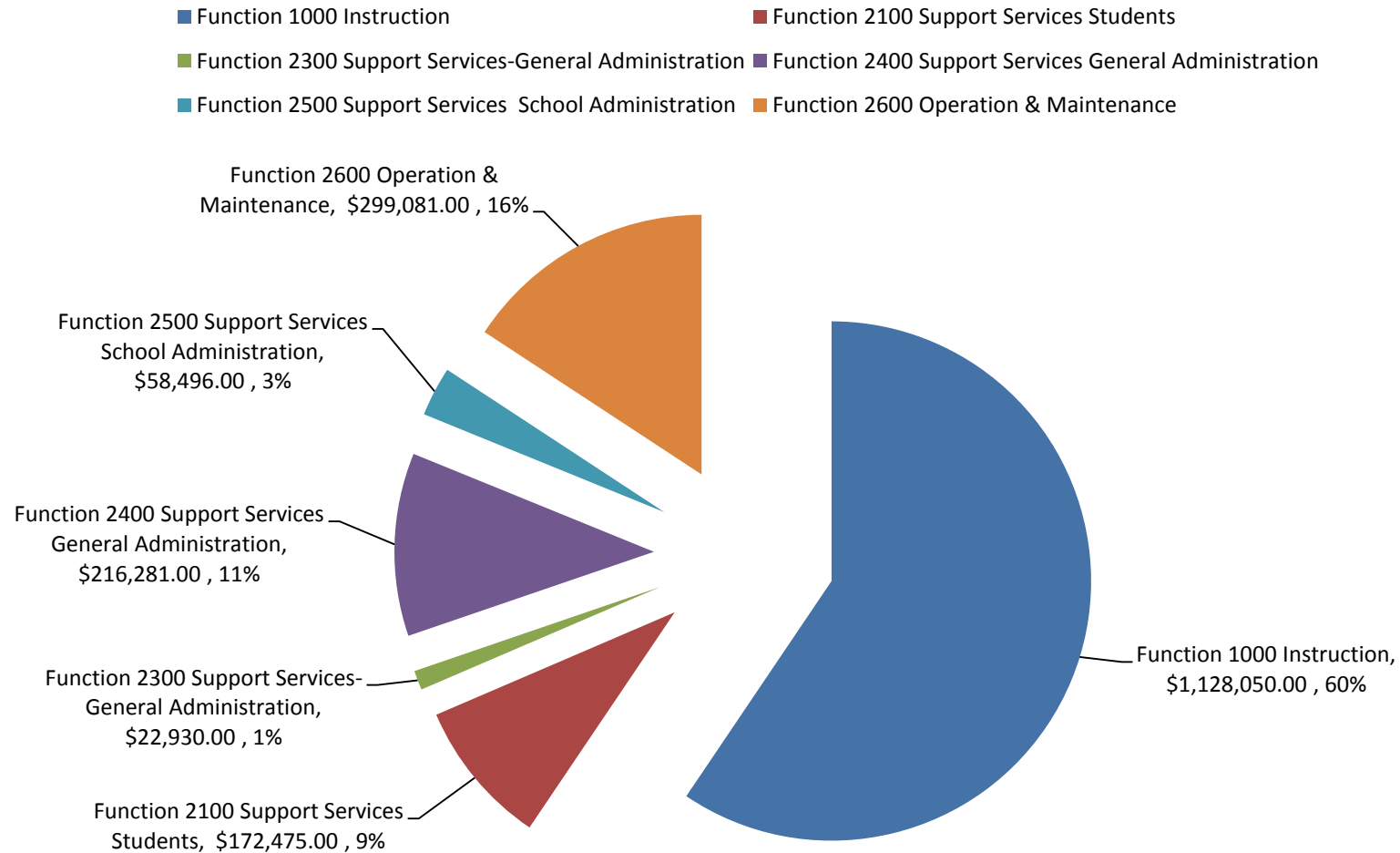
Gilbert L. Sena Charter HS Financial Statement

2009-2010 SY Operational Funds & All Others



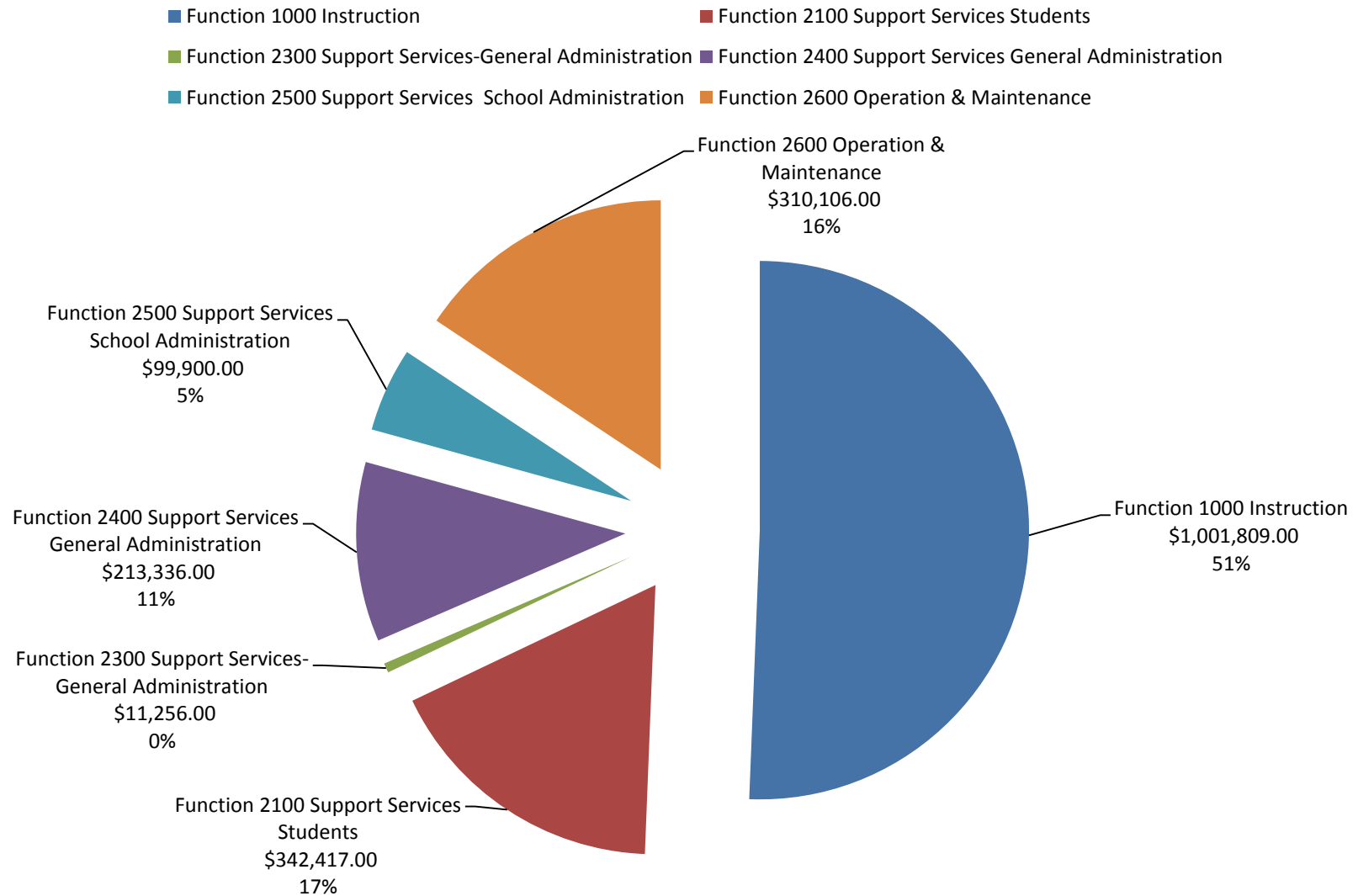
Gilbert L. Sena Charter HS Financial Statement

2010-2011 SY Operational Funds & All Others



Gilbert L. Sena Charter HS Financial Statement

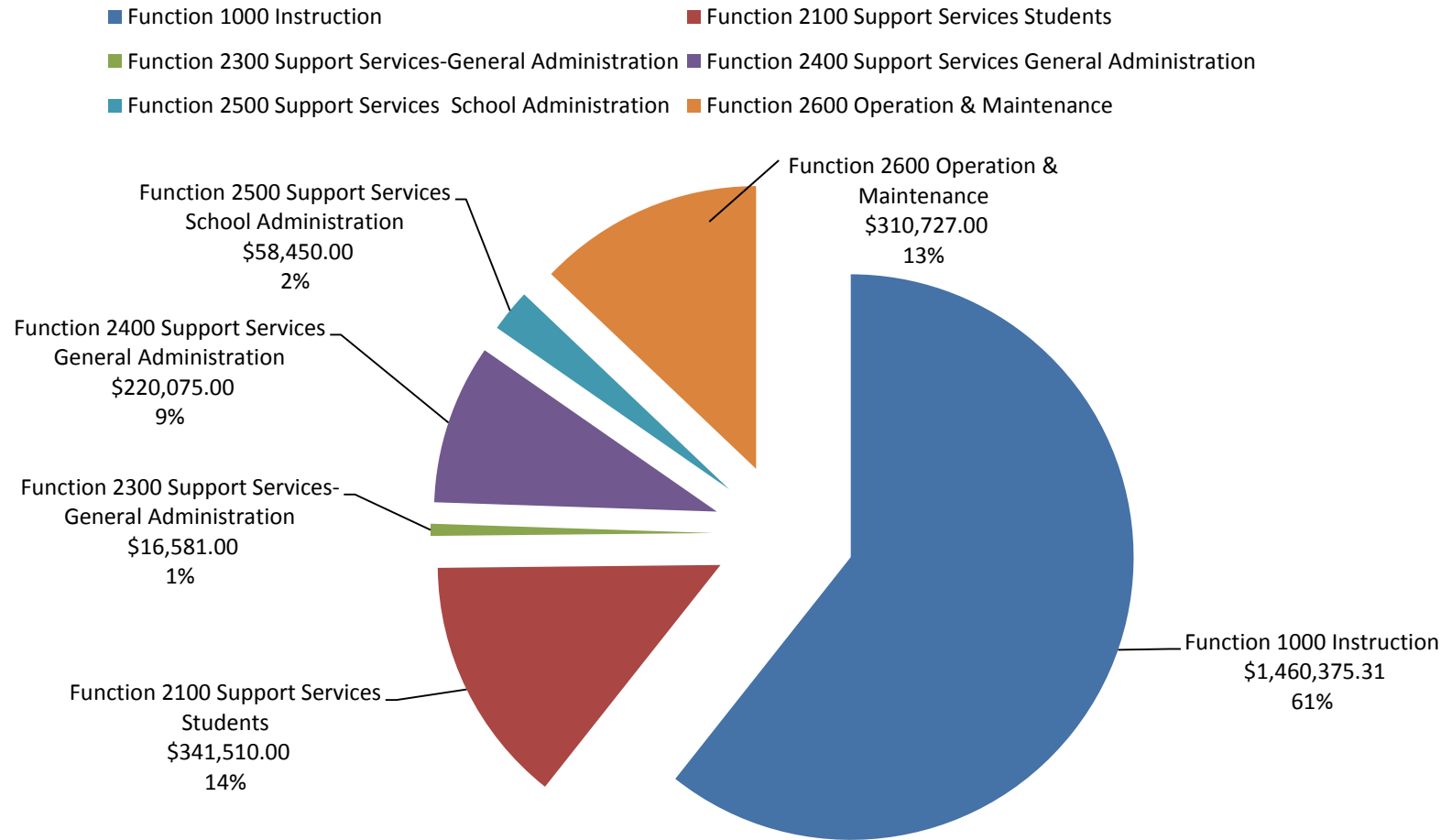
2011-2012 SY Operational Funds & All Others



Gilbert L. Sena Charter HS

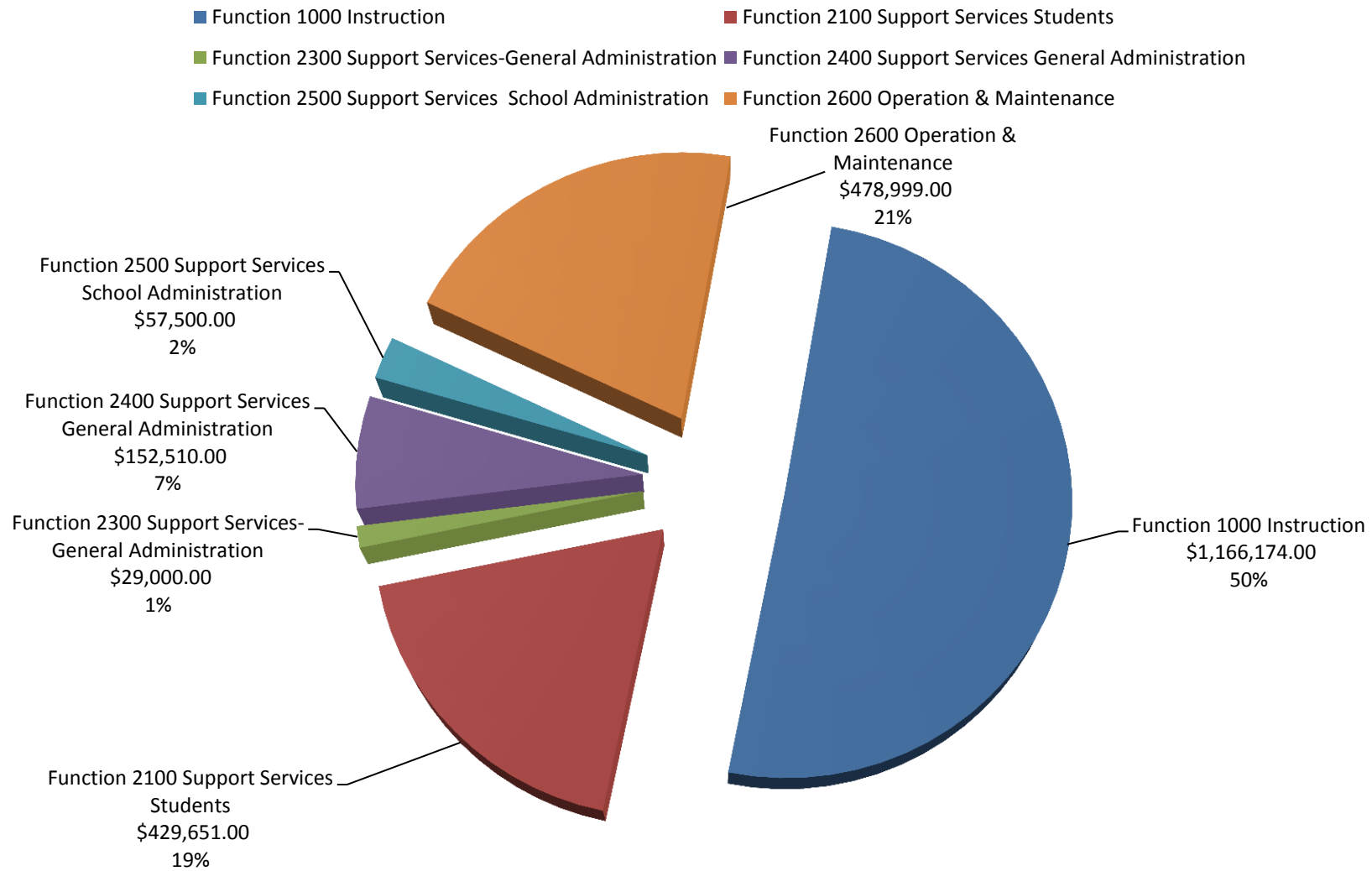
Financial Statement

2012-2013 SY Operational Funds & All Others



Gilbert L. Sena Charter HS Financial Statement

2013-2014 SY Operational Funds & All Others



Petition of Support from Employees

I am the head administrator of the Gilbert L. Sena HS Charter High School and hereby certify that: the attached petition in support of the Gilbert L. Sena HS Charter High School renewing its charter was circulated to all employees of the Gilbert L. Sena HS Charter High School. There are Gilbert L. Sena HS Charter High School persons employed by the Gilbert L. Sena HS Charter High School. The petition contains the signatures of 21 employees which represents 100% percent of the employees employed by the Gilbert L. Sena HS Charter High School Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, Nadine Torres, 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.

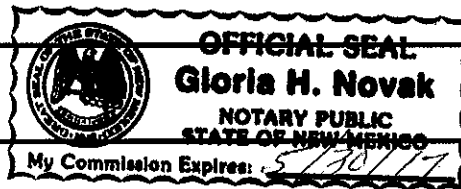
Subscribed and sworn to before me this 24 day of September, 2013.

Nadine Torres

Notary Public

Gloria H. Novak

My Commission Expires:



Petition of Support from Households

I am the head administrator of the Gilbert L. Sena HS Charter High School and certify that: the attached petition in support of the Gilbert L. Sena HS Charter High School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of Gilbert L. Sena HS Charter High School households which represents 75 percent of the households whose children were enrolled in the Gilbert L. Sena HS Charter High School.

STATE OF NEW MEXICO)

ss.

COUNTY OF BERNALILLO)

I, Nadine Torres, 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.

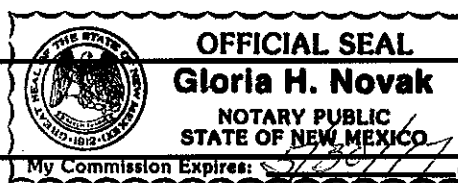
Nadine Torres

Subscribed and sworn to before me this 24 day of September 2013.

Notary Public

Gloria H. Novak

My Commission Expires:



Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 309 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

Building Address 69 Hotel Circle NE

Zip _____

Portion of Building Interior Remodel Change of Use

Use Classification COMMERCIAL PROJECT

Bldg. Permit No. 0410330

Occupancy Group E Type of Construction VB

Land Use Zone Su1

Owner of Building Paare Const Corp

Address 1720 Louisiana NE ABQ NM

By: Pauline M. Llanera

Date: September 24, 2004

Chief Building Official

POST IN A CONSPICUOUS PLACE

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

**An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A)
 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. (NMSA 22-8b-9, E)

Please complete and submit this form to: Sam Obenshain, Program Manager - Charter Schools Division (sam.obenshain@state.nm.us or 5600 Eagle Rock Ave, Albuquerque, NM 87113). This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: Gilbert L Sena Charter High School (formerly Creative Education Preparatory institute 2)

Date submitted: June 23, 2010 Contact Name: Nancy Romero E-mail: nputts@msn.com or nromero@senahigh.com

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
ACOC page 7 Section C: Goals, Objectives, Performance Standards	<p>Goals: By the end of each school year between 2009-2014, CEPi 2 will increase student performance in reading and math, as indicated by the following measures:</p> <ul style="list-style-type: none"> • Short-cycle assessment gains • IEP goals <p>Objectives: Students will increase proficiency in reading as measured by short cycle assessments taken at the beginning, middle, and end of each academic year.</p> <p>Students will increase</p>	<p>Goals: By the end of each school year between 2009-2014, Gilbert L. Sena Charter High School will increase student performance in reading and math, as indicated by the following measures:</p> <ul style="list-style-type: none"> • Short-cycle assessment (SCA) gains using an NMPED approved SCA • IEP goals <p>Objectives: Students will increase proficiency in reading as measured by NWEA-MAP which will be taken four times during a twelve month span (August 2011 to August 2012 of the following year.)</p>	<p>Rationale for Short Cycle Change: Acting NM Secretary of Education, Susanna Murphy's attached memo now requires all schools to only use NMPED approved Short Cycle Assessments (SCA) by May 15, 2011. Sena High previously used Plato Test Packs as our short cycle assessment which was not on the list of approved SCAs and we chose to move to NWEA-MAP starting in the 2010-11 year, which is prior to the required deadline.</p> <p>Objectives: 9th and 10th grade students will increase proficiency in reading and math as measured by NWEA-MAP which will be taken four times during a twelve month span (August 2011 to August 2012 of the following</p>	

<p>Proficiency in math as measured by short cycle assessments taken at the beginning, middle, and end of each academic year.</p> <p>Students with IEPs will be in compliance with all federal and state regulations as measured by quality assurance criteria documented via an independent audit by no later than June 30 of each school year.</p>	<p>The average gain of 9 and 10th grades will be a minimum of 3% per year as measured by our SCA. The fall score will be our benchmark for each year. The highest of the winter, spring or the following fall SCA score will be used to calculate individual student growth. We will determine growth in 9th and 10th grade.</p>	<p>year.)</p> <p>Currently NMPED requires Short Cycle testing for only 9th and 10th graders in high schools.</p> <p>Students do not always take the winter and spring SCA as seriously as they do the Fall administration. Most of our students see the SCA as an invasion of their classroom time to complete their credits.</p>
<p>Performance Standards:</p> <p>The average gain of all students in reading will be a minimum of 3% per year as measured by a short-cycle assessment. (Our base line for August, 2008 is 52. We expect to increase that to 55 by May, 2009 with at least a 3% increase annually thereafter.)</p> <p>The average gain of all students in math will be a minimum of 3% per year as measured by a short-cycle assessment. (Our base line for August, 2008 is 31. We expect to increase that to 34 by May, 2009, with at least 3% increase annually thereafter).</p> <p>100% of the confidential files identified as students with disabilities will be in compliance with all federal and state regulations as measured by a formal independent audit by no later than June 30 of each school year.</p>	<p>Performance Standards:</p> <p>The average gain in reading and math will be a minimum of 3% per year as measured by our SCA for 9th and 10th grade students. Every student's highest individual score from the winter, spring or the following fall SCA test result will be used to calculate our total average student growth percentage for the previous year. Every fall the 9th and 10th grade average proficiency score will determine our benchmark/baseline for that school year.</p>	<p>Performance Standards:</p> <p>NMPED only requires SCA testing for 9th and 10th graders in high school.</p> <p>The baseline from Plato cannot be transferred to NWEA. We will determine the proficiency baseline each fall.</p>

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Original Signature of Governing Council President or Designee: Eddie Lucero Date: April 29, 2011

Printed Name of Governing Council President or Designee: Eddie Lucero

Public Education Board ~~Board~~ use only

Program Manager approves change - no further action taken: [Signature] Date: 5-5-11

Program Manager forwards request to Asst. Secretary: _____ Date: _____

Public Education Commission Chair: _____ Date: _____

☐ APPROVED ☐ DENIED

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: Gilbert L. Sena Charter HS

Date submitted: 4/29/13 Contact Name: Nadine Torres E-mail: ntorres@senahigh.com

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section D: Educational Philosophy and Approach page 14 Section F: Educational Plan page 21	Friday mornings are for attendance make-up and optional to all students for smaller group work or to complete computer-aided instruction assignments.	Friday 9-12, AM & PM groups alternate <ul style="list-style-type: none"> AM session will meet 1st & 3rd Friday and PM session will meet 2nd & 4th Friday. Friday 12pm-2:30 Attendance Make-up session AM & PM groups as well as intervention support	Need for additional instructional time to support student learning and growth. Friday school will be mandatory so that Core classes meet daily to meet the instructional needs for End of Course exams and HS Graduation Assessment proficiency. Students will attend 342 hours/semester which is a 20% increase in instructional time.	4/29/13

Original Signature of Governing Council President or Designee: Mary Louise Sena Date: 4-30-13

Printed Name of Governing Council President or Designee: Mary Louise Sena

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.

Public Education Department use only

Director/General Manager approves change:
(No further action taken.)

My Lewis

Date: *6/2/13*

Public Education Commission Chair:

C. J. Harman

Date: _____

☐ APPROVED

☐ DENIED

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BEFORE THE PUBLIC EDUCATION COMMISSION
STATE OF NEW MEXICO

TRANSCRIPT OF PROCEEDINGS
PUBLIC MEETING
June 6, 2013
9:00 a.m.
300 Don Gaspar, Mabry Hall
Santa Fe, New Mexico

REPORTED BY: Cynthia C. Chapman, RMR-CRR, NM CCR #219
Bean & Associates, Inc.
Professional Court Reporting Service
201 Third Street, NW, Suite 1630
Albuquerque, New Mexico 87102

JOB NO.: 7624K(CC)

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1 COMMISSIONER BERGMAN: Commissioner
2 Conyers.
3 COMMISSIONER CONYERS: Yes.
4 COMMISSIONER BERGMAN: Commissioner
5 Peralta.
6 COMMISSIONER PERALTA: Yes.
7 COMMISSIONER BERGMAN: Commissioner Pogna.
8 COMMISSIONER POGNA: Yes.
9 COMMISSIONER BERGMAN: Commissioner Gant.
10 COMMISSIONER GANT: Yes.
11 COMMISSIONER BERGMAN: Commissioner
12 Shearman.
13 THE CHAIR: Yes.
14 COMMISSIONER BERGMAN: Commissioner
15 Bergman votes "Yes." That is an eight-to-zero vote,
16 Madame Chairwoman.
17 THE CHAIR: Thank you. The vote to
18 approve the amendment presented by Montessori
19 Elementary is approved. Thank you very much.
20 Gil Serna [verbatim] Charter School.
21 Mr. Director?
22 MR. GERLICZ: It's Gilbert Sena Charter
23 School, Madame Chair, members of the Commission. I
24 actually didn't ask the head of the school to
25 attend, because this is really a minor request to

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1 increase their instructional hours beyond, way
2 beyond what they already had, and way beyond what
3 any normal school has.

4 However, representatives from the school
5 are here. I think that speaks to their commitment
6 to what they're trying to do with their school
7 population. We find this school goes above and
8 beyond the efforts in many, many instances. This is
9 one of them.

10 So this is an amendment to the charter
11 that will increase their instructional hours. And
12 I'd ask that they come and just say exactly by how
13 much you're going to increase your instructional
14 hours, please. And if you would state and spell
15 your names.

16 MS. TORRES: Good afternoon,
17 Madame Chairman and Commission. My name is Nadine
18 Torres, T-O-R-R-E-S, and I'm the executive director
19 of Gilbert Sena Charter High School. We are
20 increasing our hours on Friday. And, currently,
21 right now, our Friday is a makeup Friday. So it's
22 set up to help our students if there's an
23 attendance -- because we do have at-risk students --
24 that if they do not -- they have an attendance
25 issue, they can come in on Fridays.

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1 Well, we want to make mandatory Fridays
2 for all of our students so we can increase their
3 instructional time. What we did this year is that
4 we strongly encouraged our students that were having
5 to take the high school graduation assessment to
6 attend Fridays. And we saw 98 percent of those
7 students that had to retake their test in October
8 make increases based off of that -- by that
9 instructional time that was added. And we really
10 feel that that was purposeful time in instruction.

11 So as we move forward with this amendment,
12 we want to make sure that all of our students are
13 coming in on those Fridays for that purposeful
14 instructional time.

15 THE CHAIR: Thank you very much.
16 Admirable. Any questions from Commissioners? Any
17 comments? Commissioner Bergman?

18 COMMISSIONER BERGMAN: So you've been on a
19 four-day week and met your instructional hours
20 through four days, and you're keeping those four
21 days as they are now, and you're actually adding the
22 fifth day?

23 MS. TORRES: Yes, sir.

24 COMMISSIONER BERGMAN: Just wanted to be
25 sure.

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1 MS. TORRES: Yes. And we are currently
2 adding the instructional time for the students to be
3 there, but, also, adding time for them to come in if
4 they also need to make up attendance. So it's not
5 just the instructional time, but in addition to
6 makeup time. So if there's any attendance issues,
7 then they would be staying longer to make up those,
8 and we would be using that additional time for any
9 type of intervention for those kids that may not
10 have passed their high school assessments.

11 COMMISSIONER BERGMAN: Thank you.

12 THE CHAIR: Any comments or questions?

13 COMMISSIONER CARR: I have a --

14 Madame Chair?

15 THE CHAIR: Commissioner Carr.

16 COMMISSIONER CARR: I don't know how
17 important the question is. Your staff are probably
18 required to be there Fridays, anyway?

19 MS. TORRES: Yes, they were.

20 COMMISSIONER CARR: So you're not going to
21 incur any additional cost by doing this?

22 MS. TORRES: We will incur additional
23 costs. They were supposed to be there from 8:00 to
24 12:00, and we're extending from 8:00 to 2:30. We're
25 extending the time for the students to be there from

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1 12:00 to 2:30 for that makeup time.

2 So, yes. For those staff members that are
3 continuing on their contracts from next year, there
4 will be an increase. But for any new staff members
5 that are coming on this year, it will be part of
6 their contract.

7 COMMISSIONER CARR: I'm happy to see
8 you're compensating your teachers for the extra time
9 that they put in.

10 MS. TORRES: Yes.

11 COMMISSIONER CARR: Thank you for that.

12 THE CHAIR: Other comments? The Chair
13 would entertain a motion.

14 COMMISSIONER BERGMAN: I would move to
15 approve the amendment presented by Gilbert Sena, as
16 proposed.

17 COMMISSIONER CARR: Second.

18 THE CHAIR: Motion and second to approve
19 the amendment presented by the Gilbert Sena Charter
20 School. Is there any discussion?

21 Roll-call vote, Mr. Bergman.

22 COMMISSIONER BERGMAN: Commissioner
23 Toulouse.

24 COMMISSIONER TOULOUSE: Yes.

25 COMMISSIONER BERGMAN: Commissioner Carr.

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1 COMMISSIONER CARR: Yes.
2 COMMISSIONER BERGMAN: Commissioner
3 Conyers.
4 COMMISSIONER CONYERS: Yes.
5 COMMISSIONER BERGMAN: Commissioner
6 Peralta.
7 COMMISSIONER PERALTA: Yes.
8 COMMISSIONER BERGMAN: Commissioner Pogna.
9 COMMISSIONER POGNA: Yes.
10 COMMISSIONER BERGMAN: Commissioner Gant.
11 COMMISSIONER GANT: Yes.
12 COMMISSIONER BERGMAN: Commissioner
13 Shearman.
14 THE CHAIR: Yes.
15 COMMISSIONER BERGMAN: Commissioner
16 Bergman votes "Yes." Madame Chairwoman, by an
17 eight-to-zero vote, that --
18 THE CHAIR: Thank you.
19 COMMISSIONER BERGMAN: I've lost the word.
20 THE CHAIR: I'll do it. The motion passed
21 unanimously. Thank you very much for your
22 presentation.
23 New Mexico International School,
24 Mr. Director?
25 MR. GERLICZ: Madame Chair, members of the

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2011-2012 QUALITY OF EDUCATION

Gilbert L. Sena Charter High School

88%

FAVORABLE RATING *

QUALITY OF EDUCATION SURVEY

By statute, all New Mexico schools are required to administer and report the Quality of Education Survey to parents on an annual basis. The survey is designed to gather information about parents' perceptions of the quality of education in their child's school. It is used to identify areas of strength and areas where we need to improve so that we may plan for the coming year. The survey contains 20 questions. The first 10 questions are provided by the New Mexico Public Education Department. The last ten questions were developed by Sena High.

5 AREAS OF STRENGTH

QUESTION	FAVORABLE RATING*
My Child is a safe at school	97%
My Child's school building is in good repair	96%
Sena High School is preparing my child to succeed beyond graduation	95%
My child takes responsibility for his or her learning	94%
My child's teacher provides sufficient and appropriate information regarding my child's progress	93%

5 AREAS REQUIRING ATTENTION

QUESTION	FAVORABLE RATING*
Sena High School's dual credit courses on campus encourages my child to attend a 2 or 4 year college after graduation	84%
Personal calls from the attendance office are helpful to me	81%
My child started Sena HS behind in credits and was able to make gains towards graduation.	77%
Sena High School's Career focused courses in health and technology has helped my child.	73%
My child has an adequate choice of school-sponsored extracurricular activities	62%

72%

SURVEY RETURN RATE

* Favorable Rating is calculated by combining the "Strongly Agree" and "Agree" responses then dividing by the total response count for each question.

2011-2012 QUALITY OF EDUCATION

GILBERT SENA CHARTER HIGH SCHOOL

PUBLIC EDUCATION DEPARTMENT QUESTIONS 1 - 10

FAVORABLE RATING *

89%

QUESTION	Agree Strongly	Agree	Disagree	Disagree Strongly	Do Not Know	No Opinion
My Child is a safe at school	38%	59%	2%	0%	1%	0%
My Child's school building is in good repair	46%	50%	2%	0%	2%	0%
My Child's school hold high expectations for academic achievement	42%	52%	2%	0%	3%	2%
School personnel encourage me to participate in my child' education	42%	47%	3%	2%	1%	6%
The school offers adequate access to up-to-date computers and technologies	48%	46%	5%	0%	2%	0%
School staff maintains consistent discipline which is conducive to learning	39%	50%	2%	1%	6%	2%
My child has an adequate choice of school-sponsored extracurricular activities	22%	40%	12%	4%	14%	8%
My child's teacher provides sufficient and appropriate information regarding my child's progress.	41%	52%	3%	1%	1%	1%
The school staff employs various instructional methods and strategies to meet my child's needs	41%	48%	4%	1%	3%	3%
My child takes responsibility for his or her learning	41%	53%	2%	1%	0%	2%

GILBERT SENA CHARTER HIGH SCHOOL

SENA HIGH SCHOOL QUESTIONS 11 - 20

FAVORABLE RATING *

86%

QUESTION	Agree Strongly	Agree	Disagree	Disagree Strongly	Do Not Know	No Opinion
My child is improving his/her reading and writing skills	39%	53%	2%	0%	2%	3%
My child is improving his/her math skills	36%	54%	3%	2%	3%	2%
Sena High School provides sufficient and appropriate communication regarding academic progress	34%	56%	4%	0%	3%	3%
Sena High School's dual credit courses on campus encourages my child to attend a 2 or 4 year college after graduation	41%	43%	1%	0%	7%	7%
Sena High School is preparing my child to succeed beyond graduation	52%	43%	1%	0%	3%	1%
My child started Sena HS behind in credits and was able to make gains towards graduation	38%	39%	11%	5%	1%	7%
Sena High School's Career focused courses in health and technology has helped my child	26%	46%	8%	0%	12%	7%
Sena High School curriculum challenges my child	41%	50%	4%	1%	1%	3%
Sena High School provides opportunities for meaningful parent engagement in the school	40%	46%	2%	0%	7%	4%
Personal calls from the attendance office are helpful to me	45%	36%	7%	2%	2%	7%



Gilbert L. Sena Charter High School

92%

FAVORABLE RATING *

QUALITY OF EDUCATION SURVEY

By statute, all New Mexico schools are required to administer and report the Quality of Education Survey to parents on an annual basis. The survey is designed to gather information about parents' perceptions of the quality of education in their child's school. It is used to identify areas of strength and areas where we need to improve so that we may plan for the coming year. The survey contains 20 questions. The first 10 questions are provided by the New Mexico Public Education Department. The last ten questions were developed by Sena High.

5 AREAS OF STRENGTH

QUESTION	FAVORABLE RATING*
My child is a safe at school.	97%
Sena High School has provided support to make up or accelerate credits toward graduation.	97%
My child's teacher provides sufficient and appropriate information regarding my child's progress.	97%
School personnel encourage me to participate in my child's education.	96%
My child's school holds high expectations for academic achievement.	96%

5 AREAS OF IMPROVEMENT

QUESTION	FAVORABLE RATING*
My child has an adequate choice of school-sponsored extra-curricular activities.	75%
My child is improving his/her math skills.	84%
Personal calls from the attendance office are helpful to me.	91%
Sena High School provides opportunities for meaningful parent engagement in the school.	91%
My child takes responsibility for his or her learning.	93%

69%

SURVEY RETURN RATE

* Favorable Rating for each question is calculated by combining the "Strongly Agree" and "Agree" responses then dividing by the total response count for each question. Total favorable rating is an average of the favorable rating response of all questions.

2012-2013 QUALITY OF EDUCATION

GILBERT SENA CHARTER HIGH SCHOOL

PUBLIC EDUCATION DEPARTMENT QUESTIONS 1 - 10

FAVORABLE RATING *

93%

QUESTION	Agree Strongly	Agree	Disagree	Disagree Strongly	Do Not Know	No Opinion
My Child is a safe at school.	43%	54%	1%	1%	2%	0%
My Child's school building is in good repair.	44%	52%	1%	0%	3%	0%
My Child's school holds high expectations for academic achievement.	56%	40%	2%	1%	1%	0%
School personnel encourage me to participate in my child' education.	48%	48%	3%	1%	0%	0%
The school offers adequate access to up-to-date computers and technologies.	54%	40%	1%	0%	5%	0%
School staff maintains consistent discipline which is conducive to learning.	43%	49%	5%	1%	2%	0%
My child has an adequate choice of school-sponsored extracurricular activities.	31%	44%	11%	1%	8%	5%
My child's teacher provides sufficient and appropriate information regarding my child's progress.	43%	54%	2%	0%	0%	1%
The school staff employs various instructional methods and strategies to meet my child's needs.	44%	51%	2%	1%	2%	0%
My child takes responsibility for his or her learning.	37%	53%	4%	3%	1%	2%

GILBERT SENA CHARTER HIGH SCHOOL

SENA HIGH SCHOOL QUESTIONS 11 - 20

FAVORABLE RATING *

92%

QUESTION	Agree Strongly	Agree	Disagree	Disagree Strongly	Do Not Know	No Opinion
My child is improving his/her reading and writing skills.	38%	54%	2%	2%	1%	2%
My child is improving his/her math skills.	29%	55%	11%	2%	1%	2%
Sena High School's curriculum challenges my son/daughter.	41%	52%	2%	0%	3%	1%
Sena High School's dual credit courses on campus prepare my child to attend a 2 or 4 year college after graduation.	42%	52%	0%	0%	2%	4%
Sena High School has prepared my child to meet graduation requirements.	43%	49%	1%	0%	2%	5%
Sena High School has provided support to make up or accelerate credits toward graduation.	48%	49%	0%	0%	1%	2%
Sena High School's "Career Pathways" in Health, Wellness & Public Safety and Business Information Technology is preparing my child for opportunities after graduation.	43%	51%	2%	0%	2%	3%
Sena High teachers provide me with sufficient and appropriate communication regarding academic progress.	48%	46%	3%	1%	2%	1%
Sena High School provides opportunities for meaningful parent engagement in the school.	44%	47%	2%	1%	3%	2%
Personal calls from the attendance office are helpful to me.	57%	34%	2%	2%	0%	5%