



Part A—Progress Report

Horizon Academy West

(A Report on the Current Charter Term)

Part A

Progress Report

Table of Contents

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

Progress Report—Looking Back	Page(s)
I. Report on Progress—Charter School Self-Report	3
A. Material Violations	3
B. Achievement	
• New Mexico Educational Standards	4-5
• Student Academic Performance Standards/Goals	6-17
• Other Student Performance Standards/Goals	18-21
• Other Organizational Performance Standards/School Goals	22
C. Fiscal Management	23-24
D. Compliance Review	24-28
II. Petition of Support From Employees: 65% of charter employees	29
III. Petition of Support from Households: 75% of parents of enrolled students	30
IV. Facilities: condition index rating equal to or better than average	31
V. Term of Renewal	32
VI. Appendices	33-69

Part A—Progress Report

I. Report on Progress

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.

The Report on Progress is divided into four parts which correspond to the findings in law that a chartering authority must determine a charter school has violated in order to refuse to renew a charter. The questions and information requested in the Report on Progress are intended to provide data to assist in the analysis of the progress of the charter school over the term of the charter.

A. Material Violations

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. (22-8B-12 NMSA 1978)

Please answer the following questions:

Question	School's Response	
	Yes	No
1. Are there terms of the school's charter contract that the school has changed or that the school has not yet implemented over the past four years?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If "Yes," please provide details.</i>		
2. 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?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If "Yes," please provide details.</i>		

Part A—Progress Report

B. Achievement

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.

1. New Mexico Educational Standards—as measured by the New Mexico Standards Based Assessment (SBA) results

- ☐ Using the PED School Accountability Reports complete the following chart using the links below:

<http://webapp.ped.state.nm.us/aypd/%28S%28xs0m4vqb5zprxr3fqlw1hz2%29%29/DocLibrary.aspx?Year=2011&LibraryType=NMSBA> and
<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

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

NMSBA School Summary—All Students

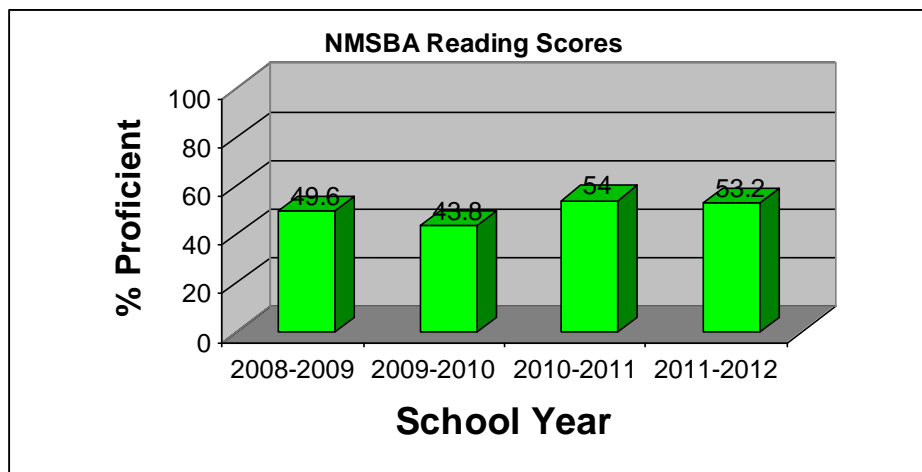
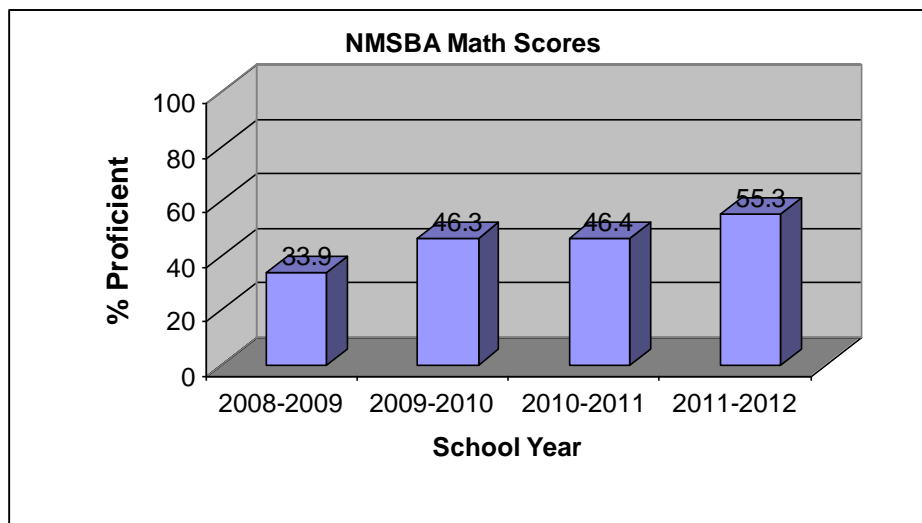
Year of Charter Term	School Year Tested	State Grade	Date of NMPED School Accountability Report	Math			Reading		
				AMO	% Proficient	Met proficiency goal?	AMO	% Proficient	Met proficiency goal?
1	08-2009		10/2/09	47	33.9	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	59	49.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2	09-2010		10/16/10	54	46.28	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	63	43.80	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	10-2011		8/1/11	67	46.43	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	74	54.02	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	11-2012	B	7/21/12	45.0	55.3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	52.3	53.2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Part A—Progress Report

Statement of progress and additional information:

As is evidenced by the NMSBA School Summary above, Horizon Academy West has continued to increase student proficiency in both math and reading scores yearly for the past four years. In addition to the NMSBA, Horizon Academy West has demonstrated tremendous growth on the DIBELS, DRA, and PLATO assessments. The success of the instructional practices that have been implemented at Horizon Academy West are evident in looking at the number of students scoring at the Intensive and Strategic Levels on the DIBELS who then, 3 years later, scored at least one proficiency level higher on the SBA. 80% of the students scoring at the Intensive Level scored either Nearing Proficient (1 proficiency level of growth) or Proficient (2 proficiency levels of growth) on the NMSBA. 58% of the students scoring at the Strategic Level scored Proficient (1 proficiency level of growth) on the NMSBA.

The goal of Horizon Academy West, since its inception in 2002, has been to assist every student in reaching proficiency or above proficiency levels in both reading and mathematics. We have made gains yearly toward this goal and continue to make strides in this area.



Part A—Progress Report

2. **Student Academic Performance Standards/Goals identified in the Current Charter**—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

- ☐ List Student Academic Performance Standards/Goals contained in the current charter, the results of short-cycle assessment, or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements of student progress towards the standards.
- ☐ Copy and paste additional sections as needed to include all Student Academic Performance Standards/Goals contained in the current charter.

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

~Student Academic Performance Standard/Goal #1: (Note: Originally Horizon Academy West was not required to write goals utilizing S.M.A.R.T. goal format when it went through its first renewal in 2007. Consequently, original charter school goals were revised to S.M.A.R.T. goals in 2010 at the request of the Charter School Division at PED).

(Math) Students will learn mathematics with understanding, actively acquiring new knowledge from experience and prior knowledge.

(Reading) Students will apply strategies and skills to comprehend information that is read, heard and viewed.

Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used

(Identify level of scores that indicate proficiency):

Dynamic Indicators of Basic Early Literacy Skills – DIBELS is an individually administered assessment for kindergarten students. Upon completion of testing the students are given an instructional recommendation in one of 3 categories; At Risk/Deficit/Intensive Support, Some Risk/Emerging/Strategic Support, or Low Risk/Established/Benchmark. The data below indicates the percentage of students at the Benchmark Level in the Spring of each school year.

PLATO Learning is a tool used to assess student progress in Math. The data below illustrates the math proficiency at each grade level in the Spring of each school year.

Developmental Reading Assessment 2 –DRA2 is an individually administered assessment of a child’s reading capabilities. It measures student performance against developmental benchmarks. The data below illustrates the percentage of students scoring at or above proficiency in the Spring of each school year.

Part A—Progress Report

Grade Level	Year 2008-2009	Year 2009-2010	Year 2010-2011	Year 2011-2012
K (DIBELS)	75%	54%	74%	48%
1 (DRA)	n/a	43%	63%	63%
2 (DRA)	n/a	34%	45%	39%
3 (DRA)	n/a	33%	27%	39%
4 (DRA)	n/a	41%	42%	33%
5 (DRA)	n/a	51%	49%	52%
6 (DRA)	n/a	45%	36%	40%
1 (PLATO)	n/a	60%	47%	n/a
2 (PLATO)	n/a	67%	53%	n/a
3 (PLATO)	n/a	42%	53%	60%
4 (PLATO)	n/a	40%	56%	60%
5 (PLATO)	n/a	39%	57%	65%
6 (PLATO)	n/a	43%	55%	55%

DIBELS

The 3 pie charts below measure longitudinal growth of kindergarten students from the 2008-2009 school year who were assessed using the standardized DIBELS assessment and then again in 3rd grade during the 2011-2012 school year using the NMSBA.

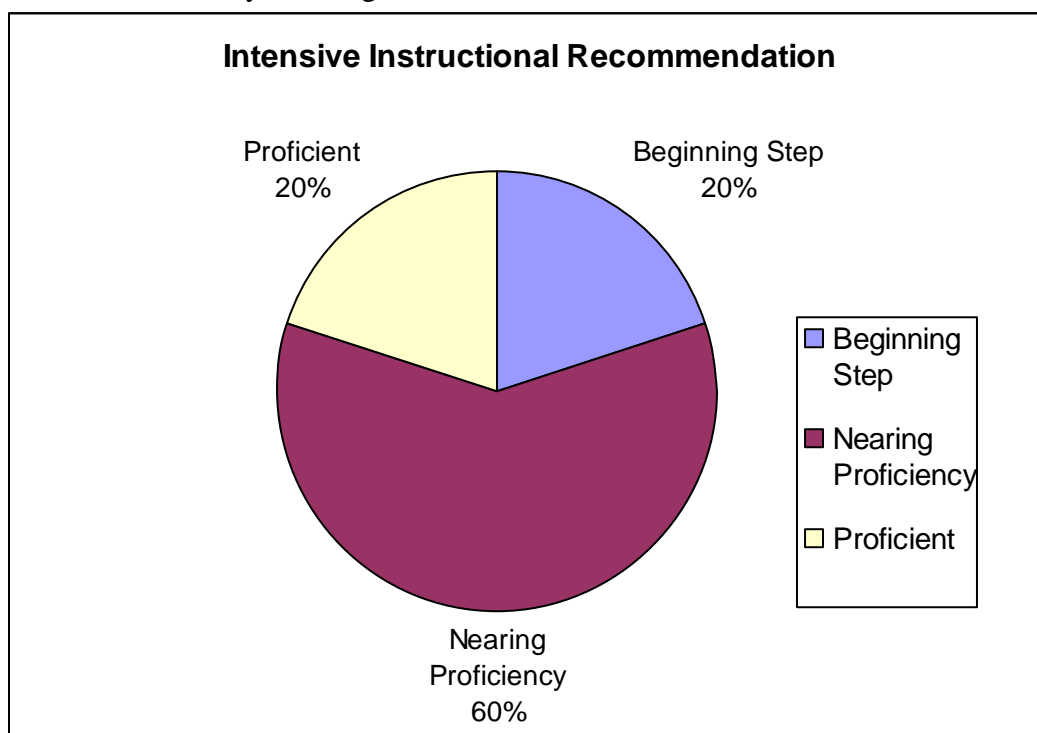


Chart 1

Chart 1 indicates how the 5 lowest performing students who scored at the Intensive Instructional Level on the DIBELS assessment in the school year 2008-2009 scored on the NMSBA in the school year 2011-2012.

Part A—Progress Report

- a. Of the 5 students from this Intensive Instructional Level, 1 scored in the Beginning Step level on the NMSBA, 3 at Nearing– Proficiency and 1 was Proficient.
- b. The 3 students in the Nearing Proficient level were between 2 and 7 points from scoring proficient. Another clear indication of substantial growth.

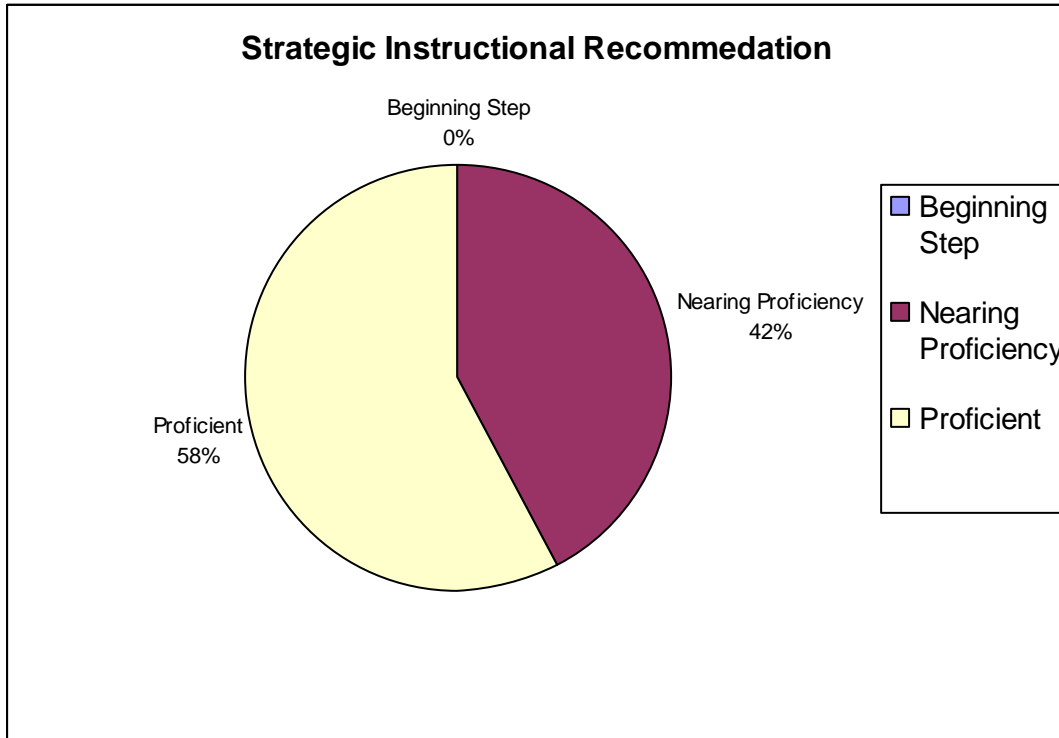


Chart 2

Chart 2 indicates how the 19 students who scored at the Strategic level on the DIBELS assessment in the school year 2008-2009 scored on the NMSBA in school year 2011-2012. 8 of these students scored in the Nearing-Proficiency level and 11 in the Proficient level on the NMSBA in 2012. 58% of the students showed enough growth to move from a level of concern (Strategic) to Proficient in 3 years.

Part A—Progress Report

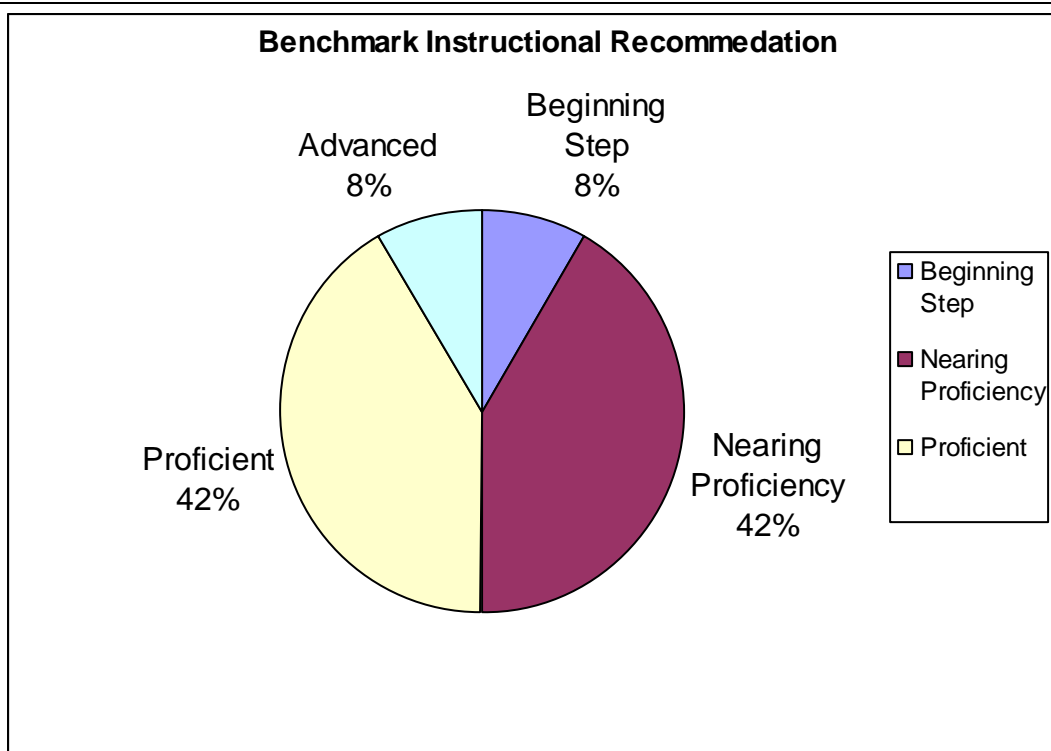


Chart 3

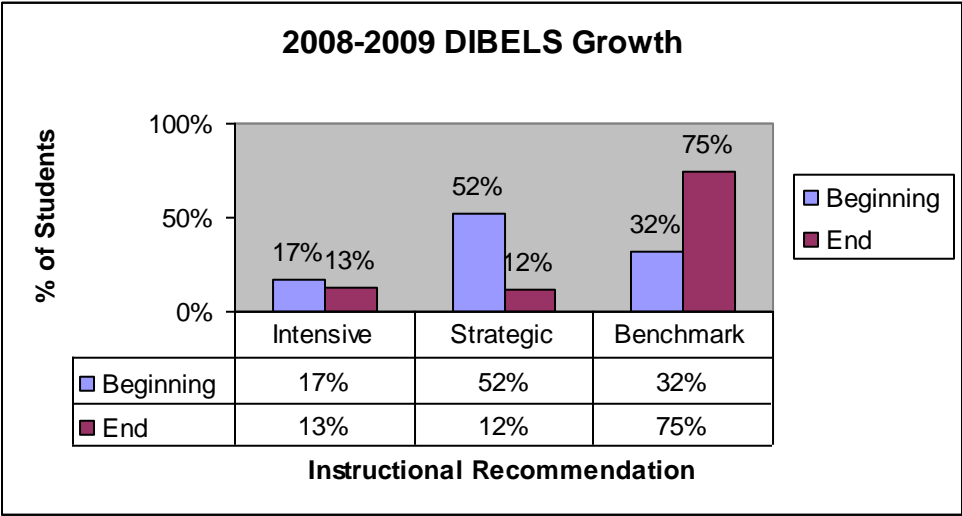
Chart 3 indicates how the 13 students who scored at the Benchmark level on the DIBELS assessment in school year 2008-2009 scored on the NMSBA in 2012. 1 student scored at Beginning Steps level, 5 at Nearing-Proficiency, 5 Proficient, and 1 scored in the Advanced level.

- a. This chart indicates that one student who scored at the Benchmark level on DIBELS scored at Beginning Steps on the NMSBA; however, this same student gained 37 percentage points on the PLATO mathematics test going from non-proficiency to proficient and making 186% growth in one school year.

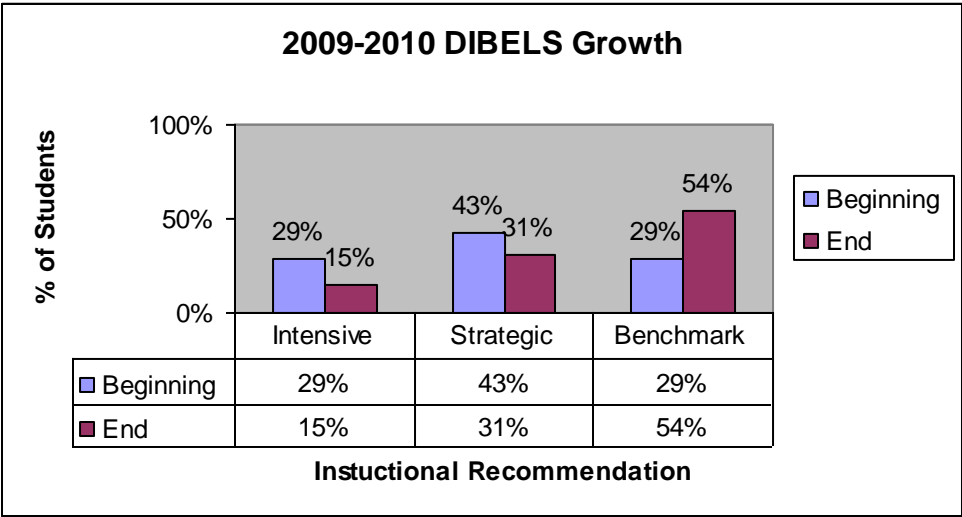
Graphs 1 - 4

The 4 graphs below illustrate how the kindergarten students improved their scores on the DIBELS Assessment from Fall to Spring administrations each year. When looking at these charts you will notice that the percentage of students at the lowest level, *Intensive Instructional Recommendation*, decreases by about 50% in 3 of the 4 years tested. You will also notice that the percentage of students scoring at the highest level, *Benchmark Instructional Recommendation*, increased in each of the 4 years tested. 2 of those 4 years, the percentage of students at the highest level Benchmark Recommendation more than doubled and in 2011-2012 school year, the percentage of students in the highest performing level quadrupled. This data reflects the success of the interventions that were provided to the lowest performing kindergarten students.

Part A—Progress Report

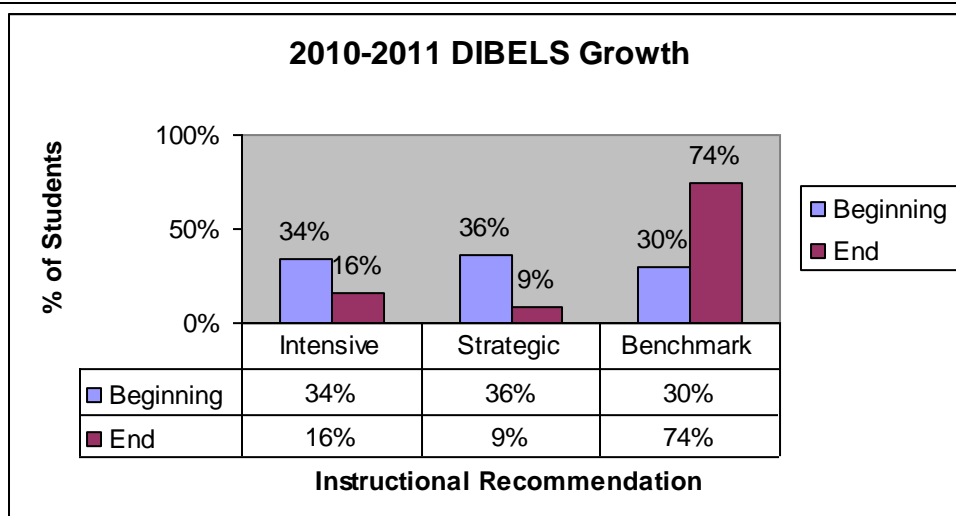


Graph 1

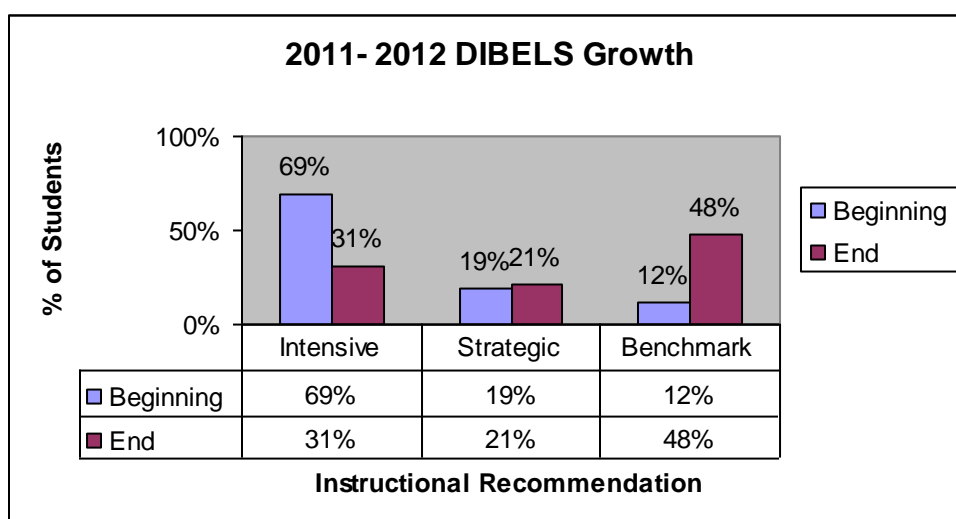


Graph 2

Part A—Progress Report



Graph 3

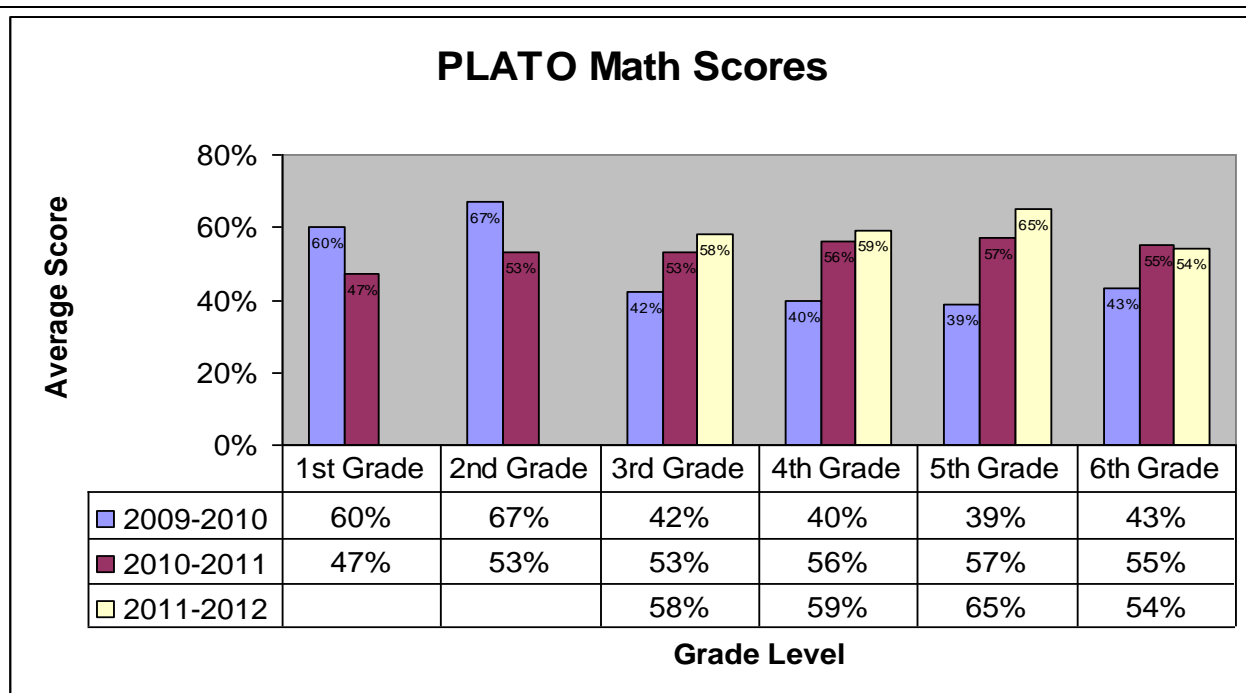


Graph 4

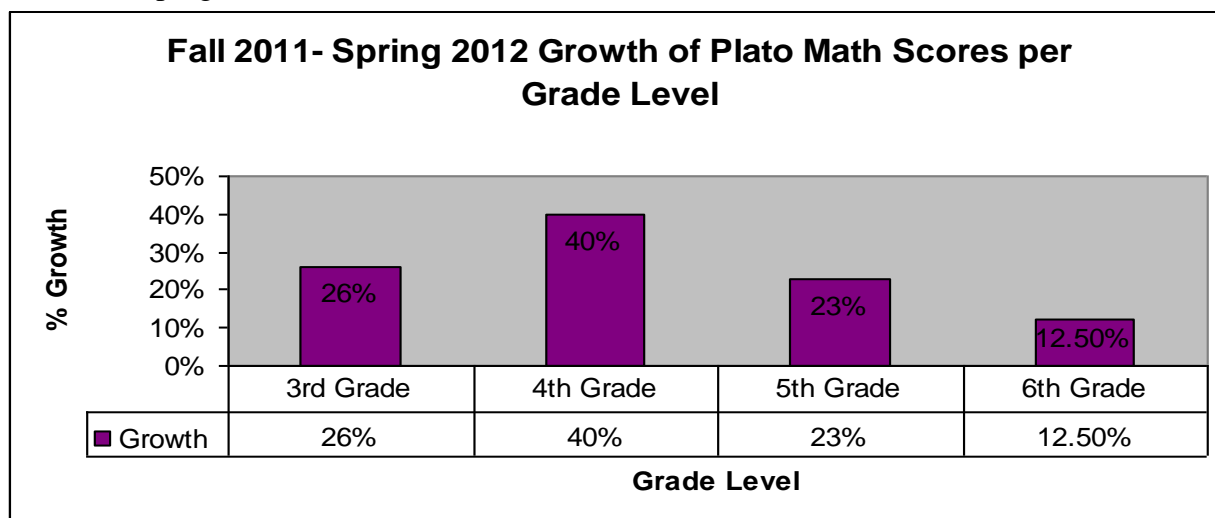
PLATO

The graph below illustrates the average yearly PLATO Math scores. PLATO is a New Mexico Math Standards-Based Benchmark Test which is administered as a short cycle assessment that measures grade level curriculum. The average scores in grades 3, 4, 5 & 6 have steadily increased over the 3 years represented. Grade 3 scores increase by 16%, grade 4 increased by 19%, 5th grade increased by 36%, and 6th grade increased by 11% from 2009-2010 to 2011-2012. The progress shown is substantial and clearly shows a commitment to high quality instruction and programs.

Part A—Progress Report

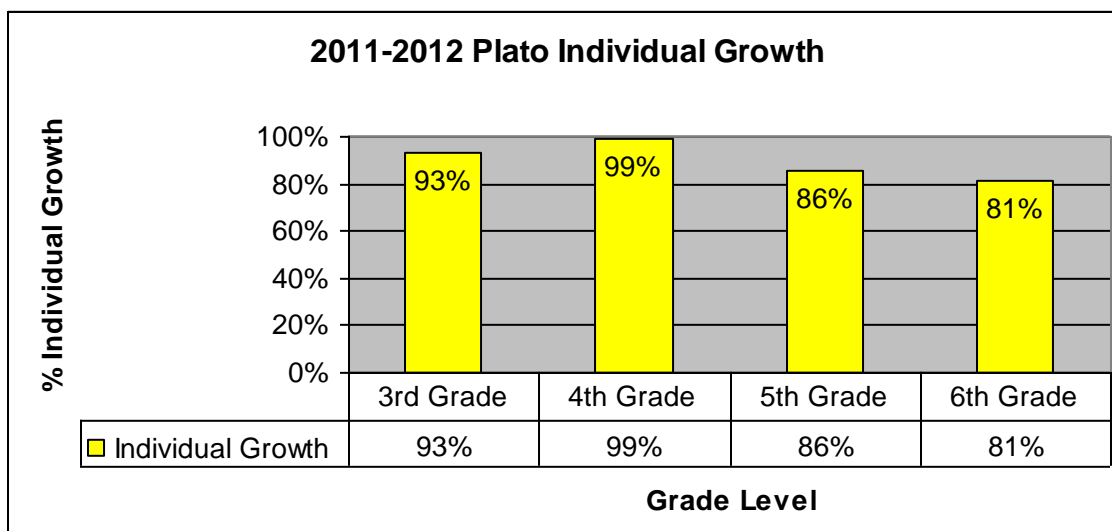


The chart below shows the growth percentage for each grade level on the PLATO short cycle assessment that measures grade level curriculum. It is the New Mexico Math Standards-Based Benchmark Test. The progress shown is substantial and clearly shows a commitment to high quality instruction and programs.



The chart below shows the growth for each grade level on the PLATO short cycle assessment and measures the percentage of student who took a fall and a spring test. This cohort of students shows the substantial amount of growth per class; a clear demonstration of high quality instruction. Each grade level had between 86% and 99% of their students make substantial growth in Mathematics.

Part A—Progress Report



DRA

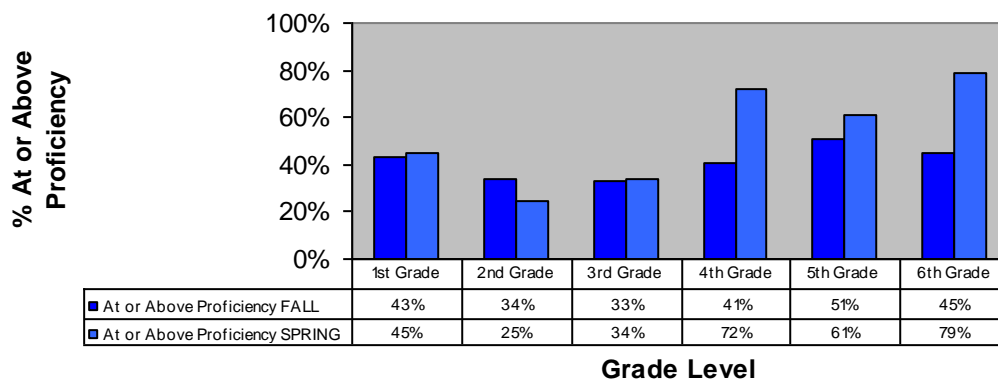
The charts below indicate student growth on the DRA (Diagnostic Reading Assessment) short-cycle reading assessment from school year 2009-2010 to 2011-2012. The students are assessed individually twice a year. Each time students are assessed the DRA becomes increasingly more difficult to pass.

These charts below show the class averaged proficiency for Fall and Spring testing periods for each year. The first chart indicates the percentage of proficient students and is thereby a number we want to see increasing. Chart 2 indicates the percentage of students below proficiency and is thereby a number we want to see decreasing. Please note the substantial amount of growth in proficiency and decline in non-proficient students in this graph.

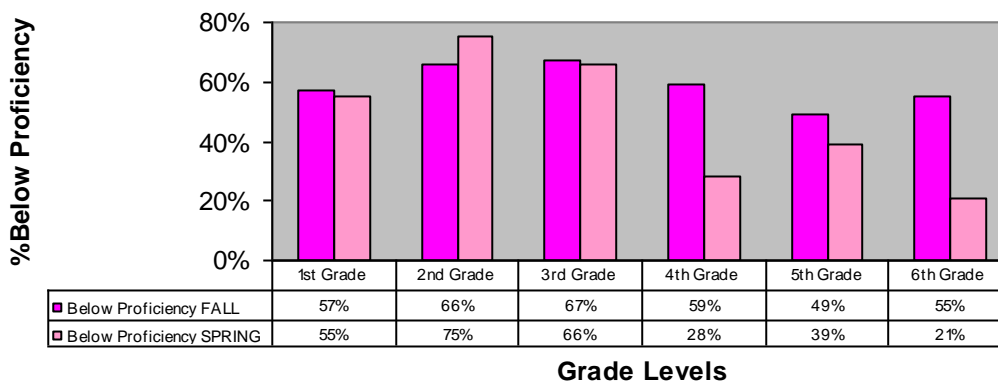
2009-2010	At or Above Proficiency FALL	At or Above Proficiency SPRING	2009-2010	Below Proficiency FALL	Below Proficiency SPRING
1st Grade	43%	45%	1st Grade	57%	55%
2nd Grade	34%	25%	2nd Grade	66%	75%
3rd Grade	33%	34%	3rd Grade	67%	66%
4th Grade	41%	72%	4th Grade	59%	28%
5th Grade	51%	61%	5th Grade	49%	39%
6th Grade	45%	79%	6th Grade	55%	21%

Part A—Progress Report

2009-2010 DRA Proficiency Levels



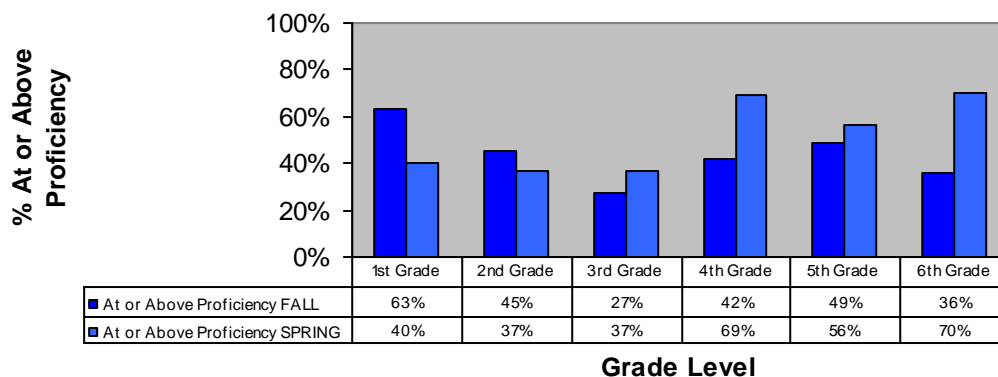
2009-2010 DRA Proficiency Levels



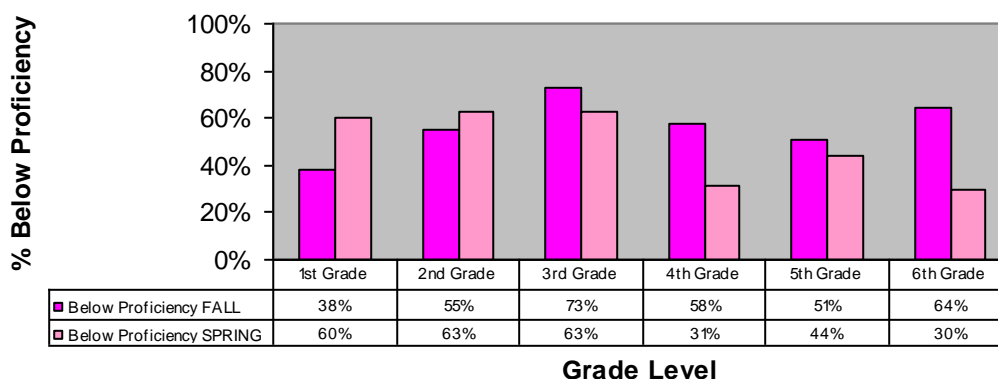
2010-2011	At or Above Proficiency FALL	At or Above Proficiency SPRING	2010-2011	Below Proficiency FALL	Below Proficiency SPRING
1st Grade	63%	40%	1st Grade	38%	60%
2nd Grade	45%	37%	2nd Grade	55%	63%
3rd Grade	27%	37%	3rd Grade	73%	63%
4th Grade	42%	69%	4th Grade	58%	31%
5th Grade	49%	56%	5th Grade	51%	44%
6th Grade	36%	70%	6th Grade	64%	30%

Part A—Progress Report

2010-2011 DRA Proficiency Levels

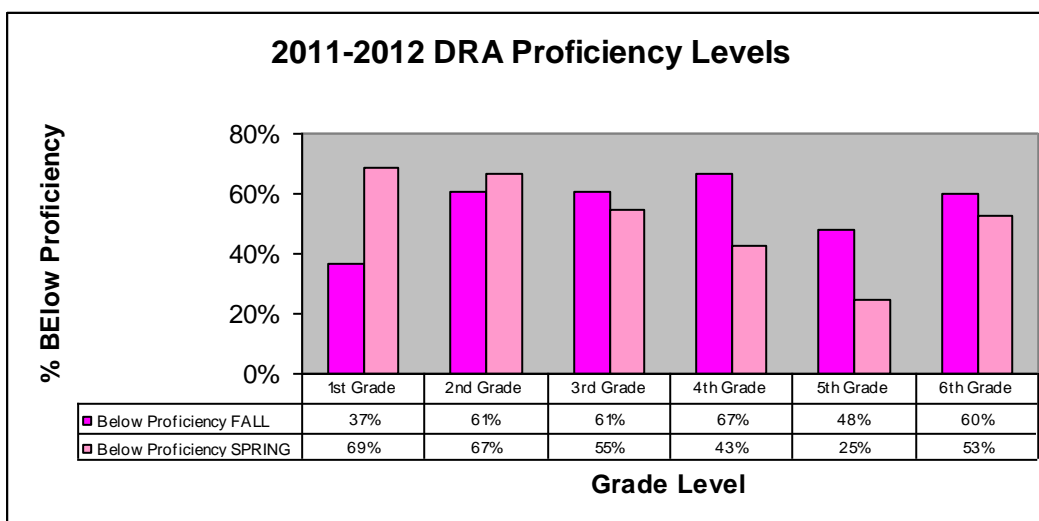
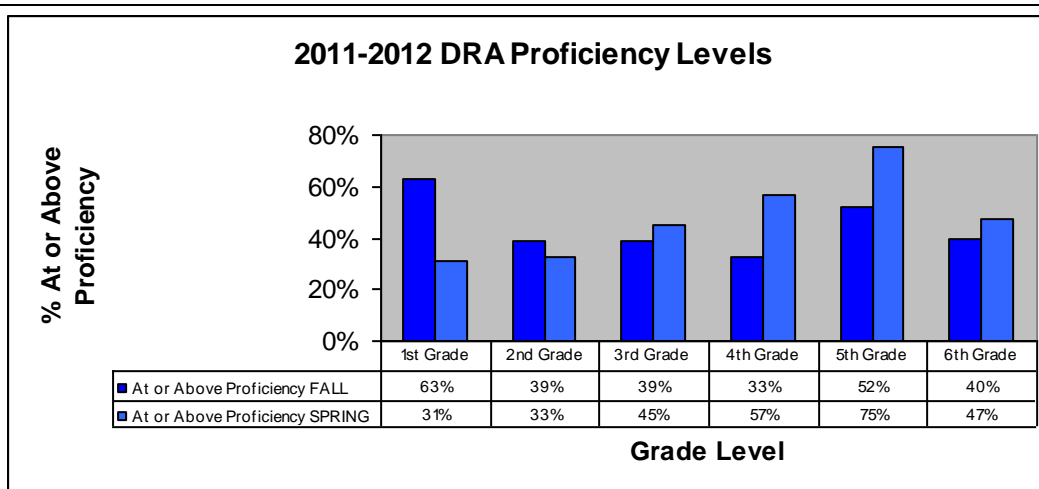


2010-2011 DRA Proficiency Levels



2011-2012	At or Above Proficiency FALL	At or Above Proficiency SPRING	2011-2012	Below Proficiency FALL	Below Proficiency SPRING
1st Grade	63%	31%	1st Grade	37%	69%
2nd Grade	39%	33%	2nd Grade	61%	67%
3rd Grade	39%	45%	3rd Grade	61%	55%
4th Grade	33%	57%	4th Grade	67%	43%
5th Grade	52%	75%	5th Grade	48%	25%
6th Grade	40%	47%	6th Grade	60%	53%

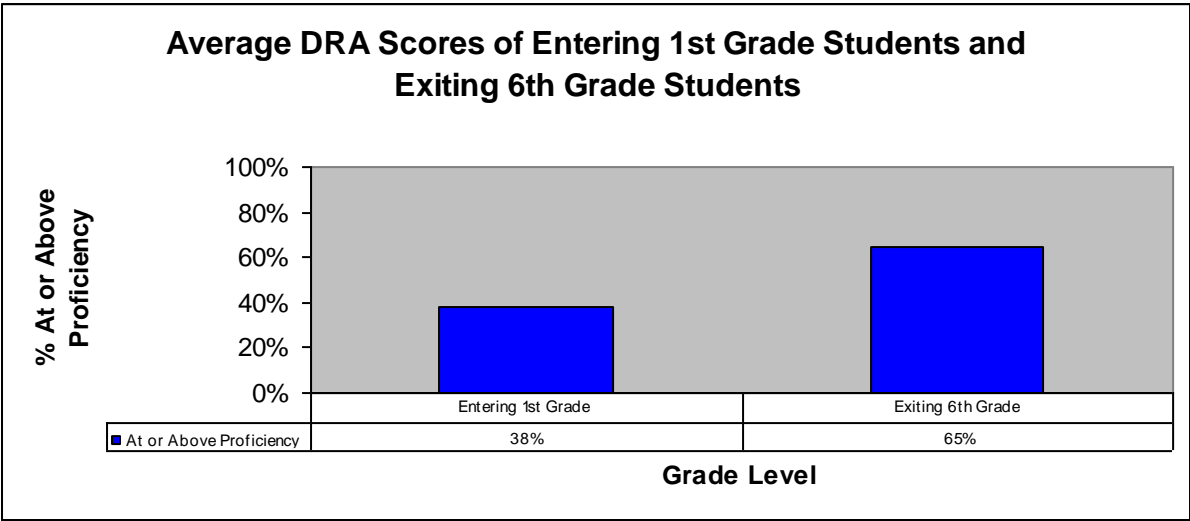
Part A—Progress Report



This next chart demonstrates the overall overage growth in reading from DRA testing in 1st grade to student exit DRA scores after 6th grade. Horizon Academy West is continually accepting students in 1st grade with below NM state average reading scores at 38% proficient, by 3rd grade they have increased to 42% proficient and are continually exiting far above the state average at 65% proficient and some years averaging as high as 79% proficient. The DRA is concrete data that shows success of the programs at Horizon Academy West.

	Entering 1st Grade	Exiting 6th Grade
At or Above Proficiency	38%	65%

Part A—Progress Report



Part A—Progress Report

3. Other Student Performance Standards/Goals identified in the Current Charter

- ☐ List Other Student Performance Standards/Goals contained in the current charter, the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements of student progress towards the standard/goal.
- ☐ Copy and paste additional sections as needed to include all Other Student Performance Standards/Goals contained in the current charter.

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

Student Performance Standard/Goal #1:

All students at Horizon Academy West in grades K-6 will apply strategies and skills to comprehend information that is read, heard, and viewed; and students will demonstrate increased mastery/proficiency by 2% annually on Reading short-cycle assessments based on the test benchmarks. In addition, students in grades 3-6 will increase proficiency in Reading by 2% yearly as based upon SBA results.

Measure(s) Used:

Standard Based Assessment, DRA, DIBELS

Data—Average Annual Data

Year of Charter Term	School Year Tested	State Grade	Date of NMPED School Accountability Report	Math			Reading		
				AMO	% Proficient	Met proficiency goal?	AMO	% Proficient	Met proficiency goal?
1	08-2009		10/2/09	47	33.9	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	59	49.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2	09-2010		10/16/10	54	46.28	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	63	43.80	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	10-2011		8/1/11	67	46.43	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	74	54.02	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	11-2012	B	7/21/12	45.0	55.3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	52.3	53.2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Part A—Progress Report

DRA

2009-2010	At or Above Proficiency FALL	At or Above Proficiency SPRING	2009-2010	Below Proficiency FALL	Below Proficiency SPRING
1st Grade	43%	45%	1st Grade	57%	55%
2nd Grade	34%	25%	2nd Grade	66%	75%
3rd Grade	33%	34%	3rd Grade	67%	66%
4th Grade	41%	72%	4th Grade	59%	28%
5th Grade	51%	61%	5th Grade	49%	39%
6th Grade	45%	79%	6th Grade	55%	21%

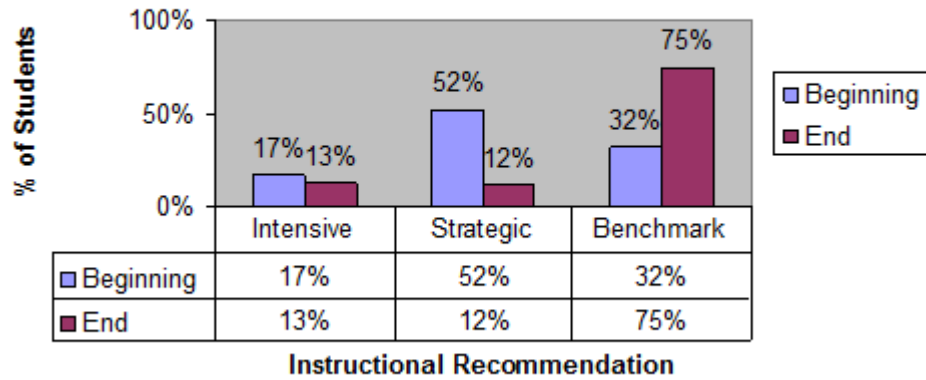
2010-2011	At or Above Proficiency FALL	At or Above Proficiency SPRING	2010-2011	Below Proficiency FALL	Below Proficiency SPRING
1st Grade	63%	40%	1st Grade	38%	60%
2nd Grade	45%	37%	2nd Grade	55%	63%
3rd Grade	27%	37%	3rd Grade	73%	63%
4th Grade	42%	69%	4th Grade	58%	31%
5th Grade	49%	56%	5th Grade	51%	44%
6th Grade	36%	70%	6th Grade	64%	30%

2011-2012	At or Above Proficiency FALL	At or Above Proficiency SPRING	2011-2012	Below Proficiency FALL	Below Proficiency SPRING
1st Grade	63%	31%	1st Grade	37%	69%
2nd Grade	39%	33%	2nd Grade	61%	67%
3rd Grade	39%	45%	3rd Grade	61%	55%
4th Grade	33%	57%	4th Grade	67%	43%
5th Grade	52%	75%	5th Grade	48%	25%
6th Grade	40%	47%	6th Grade	60%	53%

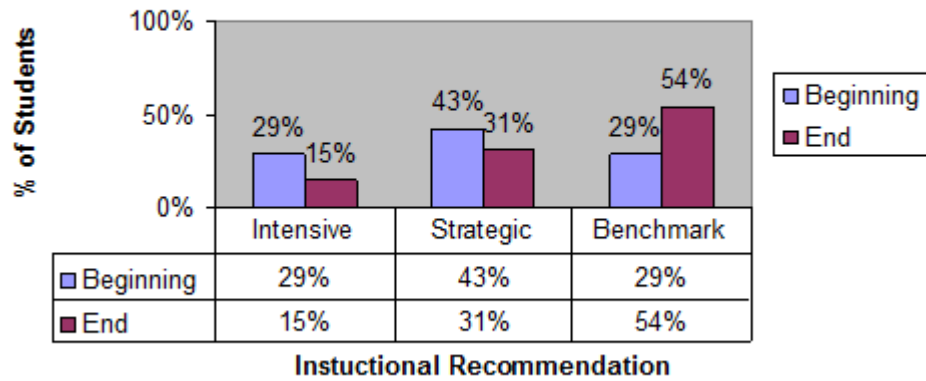
Part A—Progress Report

DIBELS

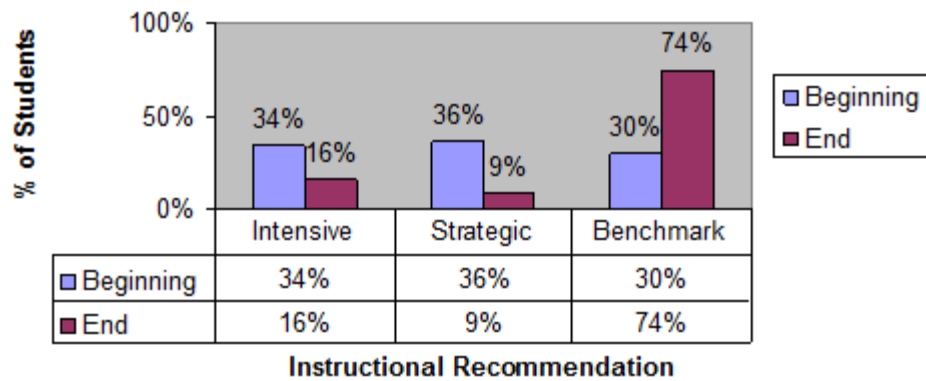
2008-2009 DIBELS Growth



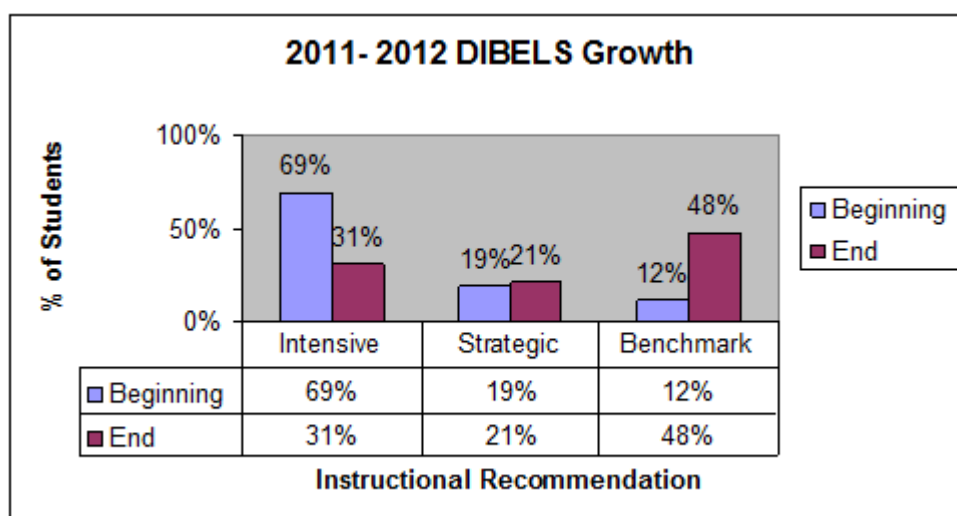
2009-2010 DIBELS Growth



2010-2011 DIBELS Growth



Part A—Progress Report



Standard Based Assessments for grades 3-6 shows that in the year 2008, 39.1% of students were proficient in reading. In 2009, 49.6% of students were proficient in reading. In 2010, 43.8% of students were proficient in reading. In 2011, 54.02% of students were proficient in Reading as evidenced by NMSBA.

DRA/DIBELS: Although our second grade decreased proficiency by 2%, our overall average student increase was 13.5% school wide. We will continue to implement interventions to address student needs.

Part A—Progress Report

4. Other Organizational Performance Standards/School Goals identified in the Current Charter

- ☐ List any Other Organizational Performance Standards/School Goals contained in the current charter, the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards the standard/goal.
- ☐ Copy and paste additional sections as needed to include all Other Organizational Performance Standards/School Goals contained in the current charter.

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

Organizational Performance Standard/School Goal #1:
100% of Teachers and staff at Horizon Academy West will provide a positive student learning environment for all grade levels and subject areas as demonstrated by a safe, nurturing classroom environment conducive to improved student learning to be measured by a minimum of 90% or better score as obtained through annual teacher, staff, student, and parent satisfaction or climate surveys. Administration of these surveys will begin in school year 2010-2011.
Measure(s) Used:
Formal teacher observations, administrative walk-through, annual teacher, staff, student, and parental surveys.
Data:
100% of teachers and staff have received a formal observation reflecting the required teacher competencies. Specific competencies include: <ul style="list-style-type: none">• modeling appropriate behavior,• acknowledging performance and achievement,• acknowledging that every student can learn,• encourages high student expectations,• minimizes distractions,• respectful of student background, experience and culture
In addition, a yearly climate survey was sent to all Horizon Academy West student households either through email, paper survey, or telephone survey.
Statement of Progress:
Horizon Academy West will continue to evaluate and observe teachers utilizing the required teacher competencies as well as parent/student surveys.

Part A—Progress Report

C. Fiscal Management

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.

- ☐ Provide a financial statement that discloses the costs of administration, instruction, and other categories for the charter school that is understandable to the general public and that allows comparison of costs to other schools or comparable organizations. Please include in the appendix.
- ☐ Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
2008	16	Unreconciled- bank reconciliations, fixed asset inventory count, rent expense and PED cash reports. Actual expenditures exceeded budgetary authority. Violation of public school finance act. Stale dated checks. Checks did not state void after one year. Lack of signatory authority on payroll registers. Inadequate segregation of duties in the receipting process. PO not authorized. ERB and 941 not processed timely. Bank reconciliation and journal entries not approved. No controls over activity funds. Award letter missing. Compensated absences not given timely to auditors.	The school will review procedures and implement necessary controls.
2009	6	Over expended funds. Deficiency over-review, approval procedures, supporting documentation, and recording agency cash. Procurement procedures. Disposal of property.	The School will implement necessary internal controls.
2010	2	Compliance over mileage reimbursement and timely cash deposit.	The School will implement necessary internal controls and change policy.
2011	2	Deficiency over disbursements and budget adjustment requests.	The School will implement necessary internal controls and change policy.
Planning Year	N/A	Not Applicable	N/A

Part A—Progress Report

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

Some of the internal controls implemented: the Principal is involved in the review process, as well as the finance committee. The Principal reviews all bank reconciliations and journal entries. The finance committee also reviews all bank reconciliations and journal entries over a certain amount. Deposits are prepared by the office manager; they are deposited by the Principal/Director and are entered into the financial system by the business manager. All purchases must be approved prior to order. The business manager does not have check signature authority; the Principal signs all checks and keeps a log of the check sequence. At monthly meetings the board approves all warrants and budget adjustment requests.

D. Compliance Review

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...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.

Please answer the following questions:

Civil Rights and Special Populations

1. Was the charter school given a citation by or including but not limited to the Office for Civil Rights, the Office of Special Education Programs, or the U.S. Department of Education, the U.S. Department of Labor, any state or federal agency or the New Mexico Department of Workforce Solutions for noncompliance with any statute or regulation over the past four years?

☐ Yes ☒ No

2. Were any complaints filed with the PED or the federal Office for Civil Rights over the past four years?

☐ Yes ☒ No

3. Have any special education state-level complaints or due process hearings been filed against the school over the past four years?

☐ Yes ☒ No

If "Yes", how many complaints were filed?

4. Has the school provided a Home Language Survey for incoming students over the past four years?

☒ Yes ☐ No

5. Has the school tested students for English Language Proficiency using the state-required assessment over the past four years?

☒ Yes ☐ No

Part A—Progress Report

Governance

1. Over the past four years, have the governing body's draft and final meeting minutes been available for public review in compliance with the Open Meetings Act?
☒ Yes ☐ No
2. Has any governing body member or their spouse or child(ren) received any compensation from the school over the past four years?
☐ Yes ☒ No
3. Did the governing body receive regular written reports from the school leadership in regards to key indicators of the school's progress?
☒ Yes ☐ No
4. Did the governing body conduct annual evaluations of the school's head administrator performance?
☒ Yes ☐ No
5. Has the governing body developed and implemented for itself a comprehensive conflict of interest policy and a code of ethics to comply with 22-8B-5.2 NMSA 1978?
☒ Yes ☐ No
6. Has the governing body consistently abided by its conflict of interest policy and a code of ethics through the term of the school's charter?
☒ Yes ☐ No
7. Has the school instituted a process for dealing with complaints, made that policy clear to all stakeholders, and followed that policy, including acting in a timely fashion, on such complaints?
☒ Yes ☐ No
8. Has the governing body abided by its by-laws, including, but not limited to, provisions regarding member elections, removals, and filling of vacancies?
☒ Yes ☐ No
9. Has the governing body put in place a set of governing body policies that are reviewed regularly and updated as needed?
☒ Yes ☐ No
10. As per 22-8B-5.1 NMSA 1978, has every governing body member participated in approved, mandatory governing body training?
☒ Yes ☐ No
11. Has your governing body changed if so, how? If your governing body has changed, have you always had a sufficient number of governing body members to constitute a quorum?
☒ Yes ☐ No

Part A—Progress Report

Horizon Academy West has added additional members to the governance council during the last four years; we have always had a sufficient number of members to constitute a quorum. All governing body members have completed the required training on a yearly basis as well as taken an oath of office and signed the required PED notarized affidavit to consult with the PED.

Administration

1. Did the administration develop annual plans derived from the school needs assessment, based on identified instructional weaknesses, teacher interests, and analysis of student performance outcomes?
☒ Yes ☐ No

2. Has the administration developed academic and financial priorities that are responsive to, and consistent with, achieving the school's academic goals and that address deficiencies which are communicated to the school's instructional staff?
☒ Yes ☐ No

3. Did the school provide support and training to mentor beginning teachers (e.g., first-year mentorship program)?
☒ Yes ☐ No

4. Have the administration and the governing body put into place the required PED policies?

NMAC Requirement	Completed	Board Approval Date	School and Family Support Bureau (SFSB) Approval (if applicable)
Asthma	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Safe Schools Plan	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/17/2009	Submitted to W. Blair (SFSD) July 9, 2012
Compulsory School Attendance (Truancy)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	04/19/2007 REVISED 09/27/2012	Submitted July 2008/ Submission REVISED /Approved July 2012
Diabetes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Emergency Drills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Health Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10/26/2011	05/08/2012
Wellness Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10/26/2011	05/08/2012
Homeless Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Immunizations	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Pest Control	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	02/16/2006 REVISED 10/13/2010	
Physical Education (curriculum aligned	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10/13/2010	

Part A—Progress Report

with benchmarks and performance standards)			
School Athletic Equity	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		N/A
School Health Advisory Council (SHAC)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Tobacco, Alcohol, and Drug Free School Districts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10/26/2010 REVISED 02/24/2011	Submitted to W. Blair (SFSD) on 10/27/2010
Dual Credit	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	N/A	
Complaint Procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	10/13/2010	
Finance Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	05/15/2012	
Audit Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	05/15/2012	
Distance Learning	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/18/2012	
Conflict of Interest Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	9/28/2011	
Internal Controls	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	05/15/2012	
Procurement Procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	05/15/2012	
Nepotism	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/28/2011	
Open Meetings Act	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/28/2011	
Student Discipline Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	07/20/2006	
Governing Body Personnel Policies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/28/2011	
Gifted Education Advisory Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	09/18/2012	
Student Intervention System: The Three Tier Model of Student Intervention	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	04/18/2012	
Please list any other policies the governing body has approved and not included on this list.			
Disaster Recovery Plan		10/18/2011	
Annual Leave & Holidays		04/18/2012	
MRPL		02/16/2010	
Grade Change Policy		02/22/2011	
Bilingual instruction		10/18/2011	

Part A—Progress Report

If any policy is checked "No," please explain.

Horizon Academy is a PreK through sixth grade school and thus does not qualify for the School Athletic Equity Act or a Dual Credit Policy.

Curriculum

1. Is the school's curriculum aligned with New Mexico Standards and Benchmarks and do the core academic subjects contain the essential knowledge and skills that are aligned with and as rigorous as the relevant state performance standards?
☒ Yes ☐ No
2. Have all courses required for graduation been offered and taught over the past four years?
☐ Yes ☐ No ☒ Not Applicable
3. Does the school have an active Dual-Credit agreement(s) with higher education institution(s)?
☐ Yes ☐ No ☒ Not Applicable

Licensure

1. Has the Director/Principal/Administrator held a PED-issued administrative license over the past four years?
☒ Yes ☐ No
2. Have all teachers held the appropriate PED-issued license(s) for the classes that they have taught over the past four years?
☒ Yes ☐ No
3. Have background check authorizations and results been on file for all staff members, contractors, and instructional support providers who have had unsupervised access to students over the past four years?
☒ Yes ☐ No

E-Occupancy Certificate

1. Has the school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years?
☒ Yes ☐ No

Part A—Progress Report

Part A—Progress Report

II. 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 an appendix, a certified petition from not less than 65 percent of the **employees** of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to **certify** the petition. This form may be attached to the petition.

I am the head administrator of the Horizon Academy West Charter School and hereby certify that: the attached petition in support of the Horizon Academy West Charter School renewing its charter was circulated to all employees of the Horizon Academy West Charter School. There are 46 persons employed by the Horizon Academy West Charter School. The petition contains the signatures of 46 employees which represents 100 percent of the employees employed by the Horizon Academy West Charter School.

STATE OF NEW MEXICO)

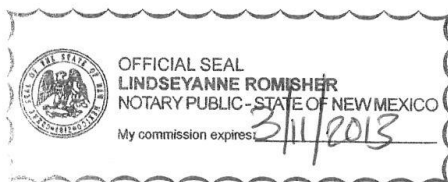
ss.

COUNTY OF Bernalillo)

I, Amie M. Duran, being first duly sworn, upon oath state:

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

Subscribed and sworn to before me this 26 day of Sept 2012.



Lindseyanne Romisher
Notary Public

My Commission Expires:

3/11/2013

Part A—Progress Report

Part A—Progress Report

III. 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 an appendix, a certified petition in support of the charter school renewing its charter status from not less than 75 percent of the **households** whose children were enrolled in the charter school.

Following is a suggested form to **certify** the petition. This form may be attached to the petition.

I am the head administrator of the Horizon Academy West Charter School and certify that: the attached petition in support of the Horizon Academy West Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 339 households which represents 91.7 percent of the households whose children were enrolled in the Horizon Academy West Charter School.

STATE OF NEW MEXICO)

ss.

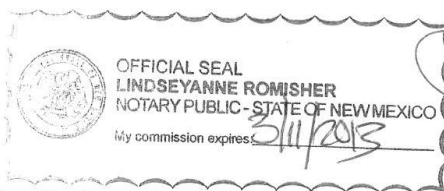
COUNTY OF Bernalillo)

I, Amie M. Duran, being first duly sworn, upon oath state:

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

A. Duran

Subscribed and sworn to before me this 26 day of Sept 2012.



Lindseyanne Romisher
Notary Public

My Commission Expires:

3/11/2013

Part A—Progress Report

IV. Facilities

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 letter from the Public Schools Facilities Authority (PSFA) indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. Include a copy of the letter in the appendix.

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 eighteen 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.

Horizon Academy West is currently located in an area that is situated just west of the Rio Grande River and directly north of the interstate 40 near Coors Boulevard. There are six individual buildings which consist of grades first through sixth, along with Special Education, a Library and Art. Students come from all over the Albuquerque city limits as well as surrounding areas to attend Horizon Academy West. In the school year 2011-2012 the enrollment was 475 in grades pre-Kindergarten through 6th and at the start of 2012-2013 the enrollment is 483 in grades pre-Kindergarten through 6th.

As stated in this section of the law, an existing charter school is only required to demonstrate that its facilities “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 school” – when it is relocating. The current facility in which HAW will be housed for the 2012-2013 school year does not technically have to meet this requirement; however, the current facility does meet this average index. A copy of a letter from the PSFA is attached.

As full disclosure, HAW intends to move to a newly constructed facility that is being developed by our foundation for our school by fall of 2013. This building will meet New Mexico adequacy standards, and we will seek PSFA review of the facility for the purposes of demonstrating that our new school meets the required standards for relocating to that building in a timely manner.

Part A—Progress Report

V. 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.

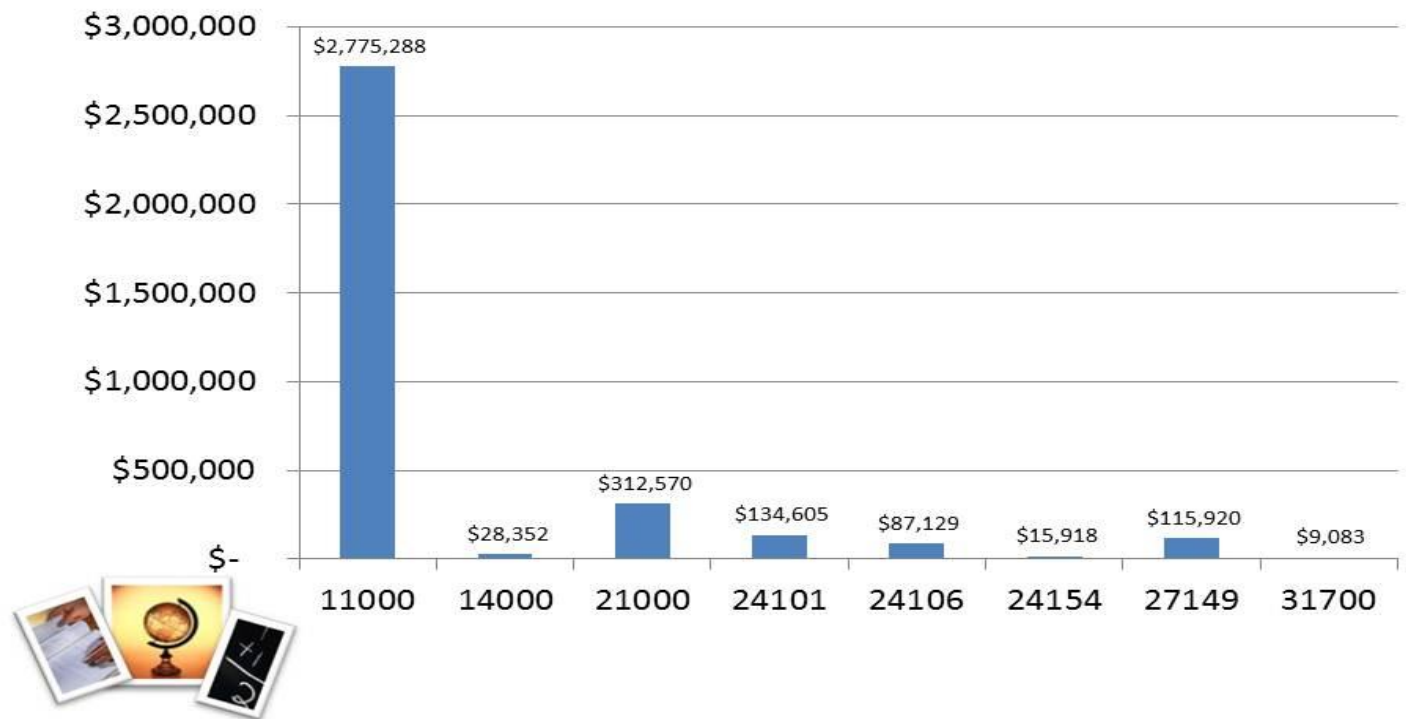
Horizon Academy West requests a renewal term of five years.

VI. Appendices

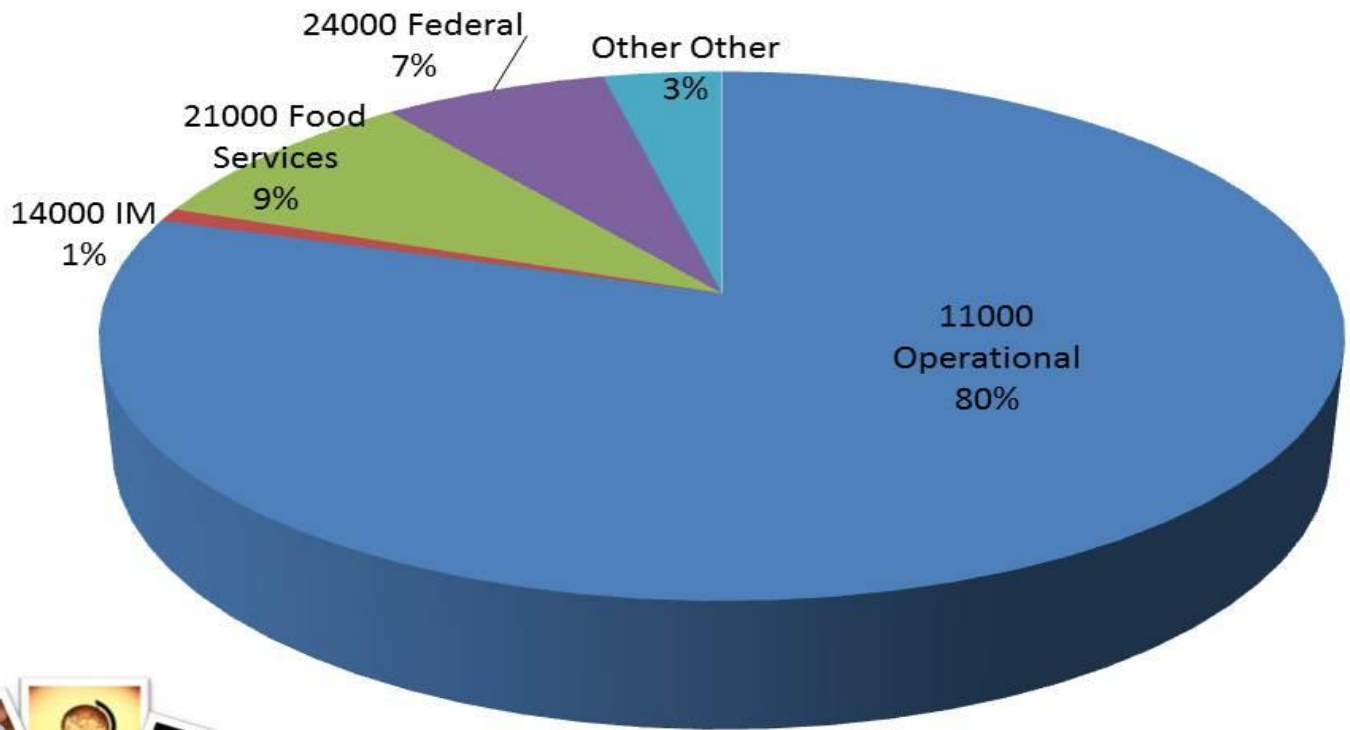
Provide each of the following documents as Part A Appendix:

- Financial Statement
- E-Occupancy Certificate
- Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978
- Petition of Support from Employees
- Petition of Support from Households

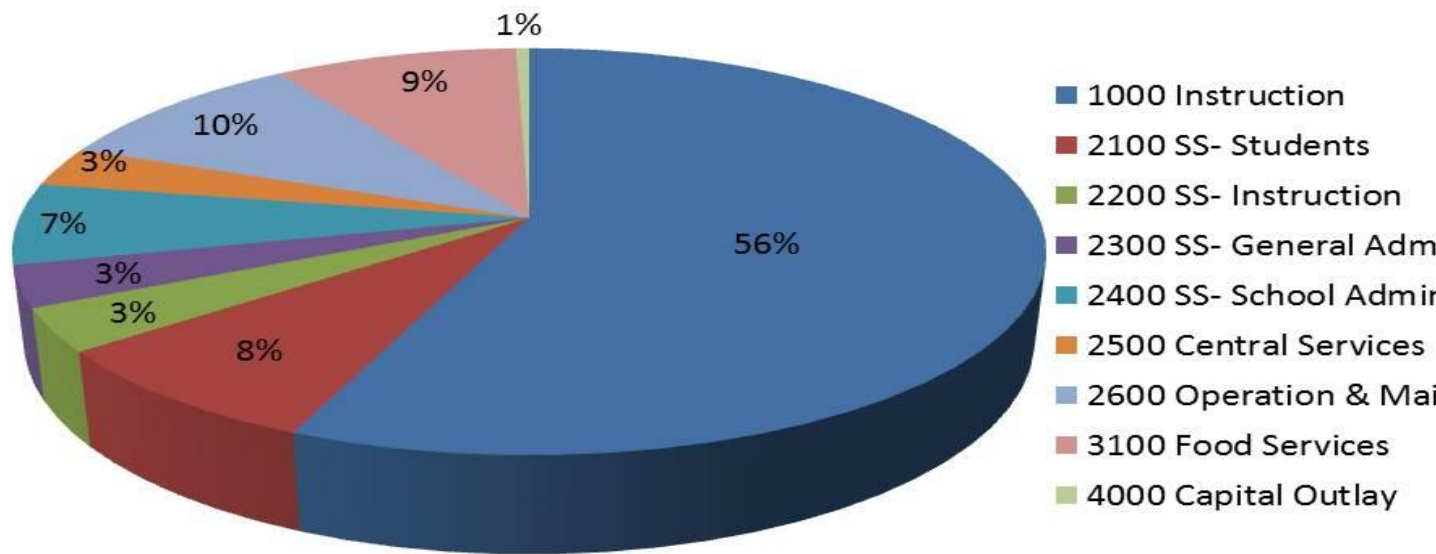
2012/2013 Budget



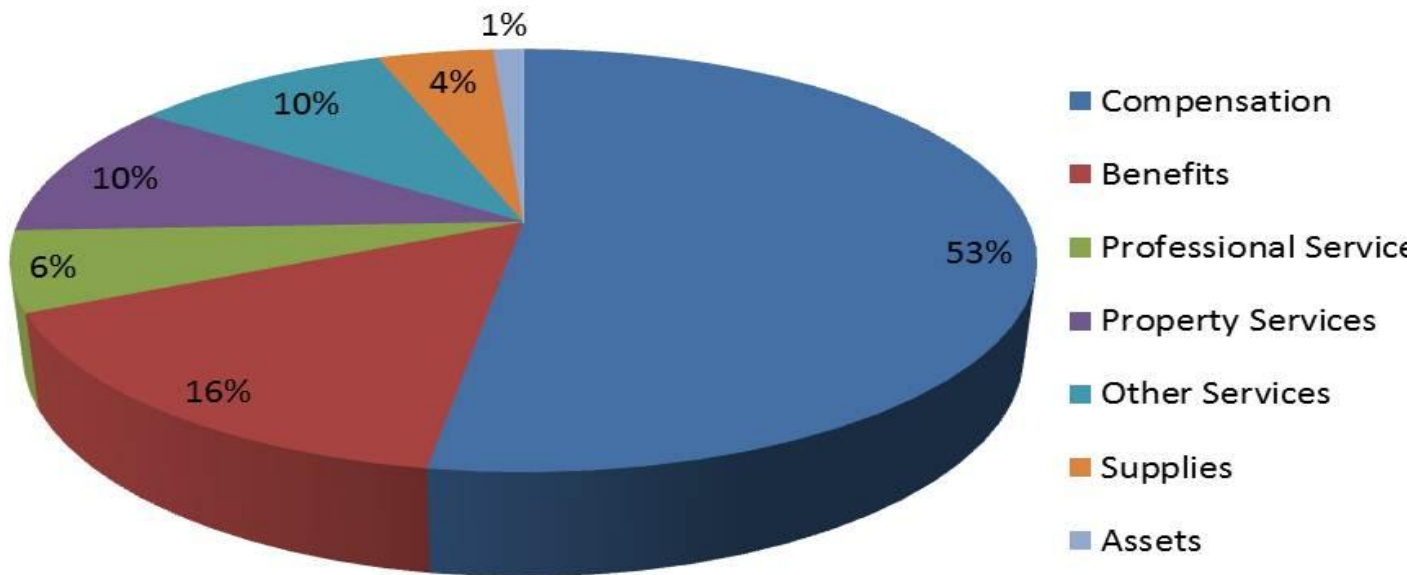
Budgeted Revenue Sources



Budgeted Expenditures by Function



Budgeted Expenditures by Object Code



Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 308 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 2120 Atirisco Dr NW Zip

Portion of Building Classrooms Bldg Remodel of the Horizon Academy at West Bluff Center

Use Classification Commercial Project Bldg. Permit No. 0305545

Occupancy E1/A2.1/B/S2/S4 Group Type of Construction 11 1hr Spkld Land Use Zone SU1-1P

Owner of Building Rick Saylor Address 5565 Eakes Rd NW ABQ, NM 87107

By: [Signature]

Date: November 4, 2004

[Signature]
Chief Building Official

POST IN A CONSPICUOUS PLACE

State of New Mexico
Public School Facilities Authority



Robert A. Gorrell, Director
Tim Berry, Deputy Director

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

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

September 14, 2012

Ms. Amie Duran, Director
Horizon Academy West Charter School

Dear Ms. Duran:

This letter is being provided to you because Horizon Academy West Charter School's (HAW) reauthorization is fast approaching and the application for that renewal is due October 1, 2012 and, pursuant to 22-8B-4.2 NMSA 1978, which states that,

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

The facilities that house HAW were assessed on September 11, 2008 and a weighted New Mexico Condition Index (wNMCI) score of 2.54 was generated based on that assessment. The current average wNMCI score for all public school facilities, statewide, is 22.24%.

HAW's facilities are currently ranked among all public schools in New Mexico and the school is eligible to apply for capital improvement grants from the Public School Capital Outlay Council.

If you have any questions about this information, please do not hesitate to contact PSFA. We wish you success as you navigate the charter school renewal process.

With Highest Regards,

Richard A. Romero, Facilities Specialist
Public School Facilities Authority

CC: Martica Casias, Planning & Design Manager
Kelly Callahan, Director - Options for Parents - Public Education Department



We, the undersigned employees of Horizon Academy West, support the school in seeking its second renewal on October 1, 2012

	NAME	Position	SIGNATURE
1	ALBERT, BRANDIE	Librarian	<i>B. Albert</i>
2	ARMIJO, TONI	3 rd	<i>Toni Armijo</i>
3	BALDINELL, ROBERT	4 TH	<i>Robert Baldinell</i>
4	BENAVIDEZ, CHRISTA	ATTENDANCE	<i>Christa Benavidez</i>
5	BENNETT, LISA	2 nd	<i>L. Bennett</i>
6	BRIGGS, MICHAEL	Kinder	<i>Mike Briggs</i>
7	BRYCE, MARIA	5 th	<i>Maria Bryce</i>
8	CARTER, CYNTHIA	Principal	<i>Cynthia Carter</i>
9	CORDOVA, DIANA	Business Manager	<i>Diana Cordova</i>
10	COX, DAVID	Coordinator	<i>David Cox</i>
11	D'ELIA, SHALOM	Office Manager	<i>Shalom D'Elia</i>
12	DURAN, AMIE	Director	<i>A. Duran</i>
13	GALLEGOS, CYNTHIA	E.A (Kinder)	<i>Cynthia M. Gallegos</i>
14	GUTIERREZ, RANDY	P.E.	<i>Randy Gutierrez</i>
15	HANKS, MELISSA	1st	<i>M. Hanks</i>
16	HAYNES, CHERYL	5th	<i>C. Haynes</i>
17	KAIN, DANETTE	EA (Kinder)	<i>Danette Kain</i>
18	KLAVETTER, KAREN	OT	<i>Karen Klavetter</i>
19	LACEY, JENNIFER	1st	<i>Jennifer Lacey</i>
20	LINDBERG, PAUL	Speech Pathologist	<i>Paul Lindberg</i>
21	LISIAK, JEAN	Social Worker	<i>Jean Lisiak</i>
23	LUCERO, MICHAEL	4 TH	<i>M. Lucero</i>

24	Mc MASTER, SARAH	4 th	Sarah Mc Master
25	MARTIN, KIMBERLY	6 TH	K. Martin
26	MARTINEZ, STEPHANIE	PRE-K	Stephanie Martinez
27	MILINAZZO, DENNIS	3 rd	Dennis Milinazzo
28	MIRABAL, TERRI	1 st	Terri Mirabal
29	MONTANO, ANGELICA	RECEPTIONIST	Angelica Montano
30	MONTES, NILDA	EA (Kinder)	Nilda Montes
31	MONTGOMERY, CLINT	DIAG	Clint Montgomery
32	ORTIZ, CARRIE	Kinder	Carrie Ortiz
33	ORTIZ, CRISTOBAL	EA (Pre-K)	Christobal Ortiz
34	PEAK, AARON	5 th	Aaron Peak
35	RICH, MAURA	2 ND	Maura Rich
36	RODRIGUEZ, KHRISTY	Kinder	K. Rodriguez
37	REYNOLDS, SARAH	6 th	S. Reynolds
38	SANDOVAL, CHRISTINE	2 ND	Christine Sandoval
39	SAIZ, TARA	EA (Kinder)	Tara Saiz
40	SEDILLO, RUTH	EA (1st)	Ruth Sedillo
41	STARY, RICHARD	IT	Richard Stary
42	STOFFAN, LINDA	KINDER	Linda Stoffan
43	WEHNER, JOHN	3 rd	John Wehner
44	WHATLEY, KAREN	ART	K. Whatley
45	WINGO, SYLVIA	Special Ed	Sylvia Wingo
46	WOODY, JODY	Special Ed	Jody Woody

This page intentionally left blank.



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Sarah Senja Romero	Isiah Sanchez	Sarah Senja Romero
Louisa Alcantar	Sebastian Alcantar	Louisa Alcantar
Patricia Padilla	Joseph, Matthew Padilla	Patricia Padilla
Jessica Monja	Antonio Monja	Jessica Monja
Dina Romero	Anthony, Alexis, Mariana Romero	Dina Romero
Salina Holiz	Anthony Sene	Salina Holiz
Sonia L. Nelson	Moeyan Wule	Sonia L. Nelson
Angelina Sene-Tucker	Bruken W. Tucker	Angelina Sene-Tucker
Angelina Sene-Tucker	Josiah W. Tucker	Angelina Sene-Tucker
Emma M. Divera	Emma A Divera Wachner	Emma M. Divera
Maria Luevano	Karmes Luevano	Maria Luevano
James D Martinez	James Martinez / MIA Martinez	James D Martinez
Dallas Vigil	Trinity Vigil	Dallas Vigil



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Elizabeth Vaidez	Joseph Vaidez + Angel Vaidez	E. Vaidez
Arista Trujillo	Vicente Trujillo	Arista Trujillo
Mery Tenorio	Diego Tenorio	Mery Tenorio
Monica Tenorio	Karen + Carlos Tenorio	Monica Tenorio
Cynthia Bustos	Jacob Bustos	Cynthia Bustos
Leticia Sanchez	Santana Sanchez	Leticia Sanchez
Florencia Duron	Aiden + Patrick Duron	Florencia Duron
Madara Duron	Aiden + Duron	Madara Duron
Robert Sanchez	Robert + Joseph Sanchez	Robert Sanchez
Melissa Amis	Melissa Amis	Melissa Amis
Elaine Salcido	Carolina Salcido	Elaine Salcido
Martha Azucan	Yessenia Morales	Martha Azucan



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Clarissa Montoya	Aliza & Aleah Montoya	Clarissa Montoya
David Garcia	David Nunez	David Nunez
Monica Narvaez	Joseph Montoya	Joseph Montoya
Violeta Rios	Jasmine & Paul Simental	Jasmine Simental
Santana Sanchez	Livier Rios	Livier Rios
Angela Chavez	Jacob Sanchez	Jacob Sanchez
Monica Romero	Mr. Caleb Estrada	Angela Chavez
Nicole Peraza	Nicholas Romero	Nicholas Romero
Kimberly Meyer	Erin & Santiago	Erin Meyer
Nadine Sedillo	High Garcia Jasmine Norton	Nadine Sedillo
Mirella Duran	Alyssa Sedillo	Mirella Duran
	Daniel Navarez	Daniel Navarez



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Roger Temple Jr	Roger Temple Jr	[Signature]
Carrie Rodriguez	Ethanes Sophia Rodriguez	[Signature]
Ruby Martinez	Jorge Martinez	[Signature]
Nicole Martinez	Dylan Martinez	[Signature]
Lara Saiz	Ryley Saiz	[Signature]
Sophina Madura	Ezekiel Madura	[Signature]
JULIE PARRAS	MARISA PARRAS	[Signature]
Monique C. Tapia	Monique Tapia + Joshua Tapia	[Signature]
Guadalupe Santos	Suzanne Santos	[Signature]
Corrie Yandman	Jake & Jayson Yandman	[Signature]
Crystal McClain	McClain children	[Signature]
Romy Hernandez	Rico Hernandez	[Signature]



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
CHRIS ACOSTA	CYLEE ACOSTA	
BEA DAVALOS	Jordan Davalos	
Lorena Arvizu	Arwen Arvizu	
Tanyalee	Isaiah Hogue-Humility	
William Creech	Marissa Creech	
Stella Clement	Ryan Clement	
Luz Cano	Danny Cano	
Tracy Castillano	Zoe Jones	
Angel Carrington	Janita Carrington	
Graciela Carasta	Daniela Carasta	
Bina Bhakta	Krish Bhakta	
Amanda Perkins	Carlos & Angelina Nieto	



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Michelle Benton	Benton Children	<i>[Signature]</i>
Sandra Ramirez	Ace Ramirez	<i>[Signature]</i>
Lyle Nelson	Lincoln, Logan Nelson, Kaleigh Lee	<i>[Signature]</i>
Adella Vavela	Zacc Navela / Aiden Vavela	<i>[Signature]</i>
Roland Sainz	Ramion Sainz - Serenity Sainz	<i>[Signature]</i>
Kathy Montano	Isaac Montano	<i>[Signature]</i>
Davidia Medley	Medley children (3)	<i>[Signature]</i>
Denneil Maestas	Vanessa Madrid	<i>[Signature]</i>
Chris Ortiz	Selenia Ortiz	<i>[Signature]</i>
Nicole Vera	Destiny Anaya	<i>[Signature]</i>
MARIA A SUAREZ	RICARDO SUAREZ	<i>[Signature]</i>
Paul Palmer	Palmer children	<i>[Signature]</i>



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Jaquelyn Straggge	Hailey Miller	<i>Jaquelyn Straggge</i>
Adrienne Seiter	Natalie + Naomi Seiter	<i>Adrienne Seiter</i>
Sosana Pareco	Angelina Pareco	<i>Angelina Pareco</i>
Abia Said Flores	Forte, Solwa, Wilhel Wally	<i>Abia Said Flores</i>
Maria Morris	Shyann Morris	<i>Maria Morris</i>
Luz Elena Chacon	Evelina Chacon	<i>Luz Elena Chacon</i>
Amanda Estrada	Anacelli Solis	<i>Amanda Estrada</i>
Sosana C. Helms	Alfredo Bajorans	<i>Sosana C. Helms</i>
Yolinda J. Nickles	Nickles Family	<i>Yolinda J. Nickles</i>
Beatrice Purcella	Robert Martinez	<i>Beatrice Purcella</i>
Mania Aragon	Damain Rodriguez, Maniso Rodriguez	<i>Mania Aragon</i>
Melissa Sandoral	Aaron Sandoral	<i>Melissa Sandoral</i>



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Kath Lira	Kayleen & Caleb Lira	<i>Kath Lira</i>
Denise Rameau	Isaac & Ava Rameau	<i>Denise Rameau</i>
Carla G-Santistevan	Marisa G-Santistevan	<i>Carla G-Santistevan</i>
Vivett Cordova	Nathaniel Cordova	<i>Vivett Cordova</i>
Sharon DeLong	Ryan DeLong	<i>Sharon DeLong</i>
Edan Gonzalez	Scha Edan Gonzalez	<i>Edan Gonzalez</i>
Janie Lozano	Natalie Lozano	<i>Janie Lozano</i>
Enna Dominguez	Marisa Escaroban	<i>Enna Dominguez</i>
Angela Franco-Loden	Zahra Franco-Loden	<i>Angela Franco-Loden</i>
Bridget Gutierrez	Arianna & Andres Gutierrez	<i>Bridget Gutierrez</i>
Don Armas	Stephanie Armas	<i>Don Armas</i>
Erin Haulihan	Haulihan Kids	<i>Erin Haulihan</i>



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Vanessa Nevarez	Aliza/Marcus Arellano	<i>[Signature]</i>
Angelica Montano	Jacelyn Garcia	<i>[Signature]</i>
Emmanuel Hernandez	Klarica Hernandez	<i>[Signature]</i>
Venessa Gallegos	Jessika Gallegos	<i>[Signature]</i>
Lucy Garcia	Darius Garcia	<i>[Signature]</i>
Elizabeth Garcia	Savannah Garcia	<i>[Signature]</i>
Elizabeth Garcia	Nehemiah Garcia	<i>[Signature]</i>
Elizabeth Garcia	Carlos Garcia	<i>[Signature]</i>
Jessica Espada	Sergio A. Espada	<i>[Signature]</i>
Maria Lopez	Emmanuel Lopez	<i>[Signature]</i>
Daniela Grisvalva	Damaris Grisvalva, Idali Grisvalva	<i>[Signature]</i>
Cleely Chiff	Amigorey Perez Chiff	<i>[Signature]</i>



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Amanda Gutierrez	Selena Gutierrez	<i>[Signature]</i>
Michelle Ortiz	Isaiah Ortiz	<i>[Signature]</i>
Danielle Salazar	Ezequiel Candelaria	<i>[Signature]</i>
Elizabeth Baca	Elizabeth, Kimberly Baca	<i>[Signature]</i>
Ashley Burdman	Jack Jacobs	<i>[Signature]</i>
Alexandra B. de Pablos Braca	Akira Yokichizawa Pablos Braca	<i>[Signature]</i>
Olivera Don	Kimberly & Natalia Gomez	<i>[Signature]</i>
Clara de Pablos	Alexandra Garcia Smart	<i>[Signature]</i>
Janelle Madala	Isabella Madala	<i>[Signature]</i>
Jessica Pring	Kodiy Pring	<i>[Signature]</i>
Angel Medrano	Singer and Valeria Carrion	<i>[Signature]</i>
Kate Giras	Kate Giras Jakob Giras	<i>[Signature]</i>



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Crystal Lopez	Isiah, Ezequiel & Shanna Baca	<i>[Signature]</i>
Sally Bauer	Jude Lucero	<i>[Signature]</i>
Vonda Coleman	Amara Coleman	<i>[Signature]</i>
Shannon Gallegos	Saquin + Nathan Gallegos	<i>[Signature]</i>
Jimie Garcia	Annina Barba	<i>[Signature]</i>
Tracie Hill	Austin Hill	<i>[Signature]</i>
Whonne Padilla-Bautista	Leyla, Damian & Xavier	<i>[Signature]</i>
Shirley Ginae Baca	Shirley Dicha + Driela Cordoba	<i>[Signature]</i>
Shirley Rivera	Justin Carico	<i>[Signature]</i>
Janice Rivera	Jonathan Carico	<i>[Signature]</i>
Angelica Cordova	Karyssa & Ronald Cordova	<i>[Signature]</i>
Terrie Montoya	Cristiano Landelapica	<i>[Signature]</i>



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Gladis J. Palomino	Griseidy R. Enriquez	Gladis Palomino
Ana Parra	Emily Lira	Ana Parra
Vivian Bockles	Isaiah Bockles	Vivian Bockles
Jennifer Lincoln	Piper Lincoln	Jennifer Lincoln
Justine Tafari	Damian Ceballos	Justine Tafari
Bonnie Wood	Dakota Crossley	Bonnie Wood
Sarah Hensley	Gabriella Hensley	Sarah Hensley
MARIA BOGA	Anthony - Raul Boga	MARIA BOGA
Camille Gutierrez	Jerzey + Audrey Gutierrez	Camille Gutierrez
LEAH ARANDA	ANGELYN ARANDA	Leah Aranda
Monsela Brand	Luis A. Lozano	Monsela Brand
Brandie Albert	Brandie Albert	Brandie Albert



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Arcelia Trava	Eduardo C. Barajas	<i>[Signature]</i>
Lopez v. Manuel	Richard / Savannah Lopez	<i>[Signature]</i>
Lisa Everson	Camden Leese	<i>[Signature]</i>
Daniel (Dana)	Dylan Yanez	<i>[Signature]</i>
Dana Garcia	Meghan Yanez	<i>[Signature]</i>
Fita E. Aguirre	Elise F.R. Aguirre	<i>[Signature]</i>
Morayna Montes	Jenny Baraza	<i>[Signature]</i>
Jennifer P. Martinez	Lily Aba M. Martinez	<i>[Signature]</i>
Tricia Baca	Zack + Ethan Baca	<i>[Signature]</i>
Lupe Lopez	(Melody Lopez)	<i>[Signature]</i>
Ravin Romero	Shiloh / Bishop	<i>[Signature]</i>
Enika Chavez	Eric Chavez	<i>[Signature]</i>















We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Stephanie Rivera	Landon Gonzales	Stephanie Rivera
Denise Mares	Alicia Castillo	Denise Mares
Michelle Kammerer	Monika Paris, Niko Kammerer	Michelle Kammerer
Gabriel Lopez	Angela Caballero	Gabriel Lopez
Jessica Alvarez	Saul Aragon	Jessica Alvarez
Brian Allen	Sydney Allen	Brian Allen
Jacqueline Molina	Juliana Chavez	Jacqueline Molina
Adriana Aragon	Xanisel & Matthew Montano	Adriana Aragon
Idalia Campos	Efrain Campos	Idalia Campos
Shenitra Sargent	Damion Sargent & Treyvon Lane	Shenitra Sargent
Crissy Ortiz	Taylyn Ortiz	Crissy Ortiz
Troy Cachini	Cody Cachini	Troy Cachini



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Salina Couates	Couates Kids	
Dason Galindo	Dominic Galindo	
Storm Gonzalez	Anaya Gonzalez	
Travis Herman	Frank Bradley-Herman	
Normi Lopez	Gene Lopez	
Victoria Becerra	Elyanna Becerra	
Kirby Dalrymple	Elijah Carris	
Amber Duran	Kristal + Gillian Duran	
Christi Curry	Nbaek + Celeste Curry	
Krancis Ashirific	Manq + Paanii Ashford	
Raelyn Silva	Gabrielle + Dalila Garcia	
Jeremy Carr	Lori Diane Carr	



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Jami Broken	Amelia Broken/Payton Broken	
Christina Spencer	Ariana Chivie	
Nancy M. Miller	KIMBERLY J. CONTRERAS	Nancy M.O.
Betty Mander	Emmy Diamond	Betty Mander
Veronica Guile	Andrew Guile	Veronica Guile
Katari Sainz	Fan Escandon	Katari Sainz
Felix Jaramo	Jamero Boys	Felix Jaramo
Twana Moreno	Joshua & Jeremy Moreno	Twana Moreno
Isabel Allenga	Melach - Elijah - Arkenge	Isabel Allenga
Gina Huits	Andrew chaires + Joshua Huits	Gina Huits
Beverly Trujillo	Roman Casaus	Beverly Trujillo
Kristina Desantiago	Andros Alicia Desantiago	Kristina Desantiago



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Stephanie George	Nadison George	Stephanie George
Shaelin Wudenslein	Richard Mora	Shaelin Wudenslein
Javier Gutierrez	Alyssa Gutierrez	Javier Gutierrez
Rachel Hawkins	Katelyn Hawkins	Rachel Hawkins
Hina Desai	Sonali Bhakta	Hina Desai
Nicole Carrion	Stefania Carrion "Manda Carrion"	Nicole Carrion
Gen Chamber	Colub Chamber	Gen Chamber
Rebecca Gering	Maximus Gering	Rebecca Gering
Stacey Bieri	William & Anarya Bieri	Stacey Bieri
Ruth Hoover	Kierren Hoover	Ruth Hoover
Shawna Chavira	Samantha Chavira	Shawna Chavira
Jessica Gonzales	Josiah Gallegos	Jessica Gonzales



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
ANTOINETTE ESPINOSA	Mireya & Alicia Dominguez	[Signature]
Angela Abeita-Brown	Angela Abeita-Brown	[Signature]
Evoenne Wilson-Hight	Carolina Hight	[Signature]
Maria Lucero	Dominic Lucero	[Signature]
Charlene Ruiz	Maiya Kreamer	[Signature]
Nicole Pacheco	Jerry Connor/Alisha Greene	[Signature]
Rosario Guzman	Liliana Lopez / Ashley Lopez	[Signature]
Maria Alvarez	Leila M. Lopez	[Signature]
Deborah Hammer	Ashley Hammer	[Signature]
Ima X-Chacon	Joel Chacon	[Signature]
Sharon DELA	LeAnnas + Dantelin D'Eta	[Signature]
Phelma Vazquez	Wanra' girls	[Signature]



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Patrick Lucero	Adrian & Morisa Lucero	Pat Lucero
Adrian Escudero Sr.	Adrian Escudero Jr.	[Signature]
Kimberly Lopez	Kimberly Ariam, Elena, Leonardo	Kim Lopez
Arcevia	Nereu Gandarilla	Arcevia Gandarilla
Maria Reid	Xavier Cruz	Maria Reid
Flonisel Olivas	Juette Hernandez	Flonisel Olivas
Michaela Martinez	Tony Enciso	Michaela Martinez
Victor Zamora	Victor Zamora, Isabella, Alexander	Victor Zamora
Aleja Alvarez	Gabriela Andrea Aguirre	Aleja Alvarez
Devon K. Harrison	Simone Aguirre	Devon Harrison
Susie Gallardo	Ignacio Gallardo, Antonio Gallardo	Susie Gallardo
Nusty Archunde	Savanna Archunde	Nusty Archunde



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Mirna G Villegas	Sebastian Villegas	[Signature]
Jessica Lavato	Jacob Lavato / Victoria Dwan	[Signature]
Jane Toner	Alicia Pacheco	[Signature]
Janifer Rivas	Miguel Olivas	[Signature]
Volanda Rint	Lawrence Martinez	[Signature]
Cherette Salto	Mica Salto	[Signature]
Cherette Enriguez	Garcia Enriguez	[Signature]
Kelli McCa	MC	[Signature]
Dina Rios	Carlos Lopez	[Signature]
Danya Silva	Isabella Silva	[Signature]
Kelli Jennings	Adam & Devin Jennings	[Signature]
Tanya Brown	Austin Brown / Carlos Herrera	[Signature]
	Taylor Brown / Kamale Brown	[Signature]



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Mathews	Will + McKay Mathews	[Signature]
Eric Vaca	Michael & Tony Vaca	[Signature]
LARRY A. ISMURER	VICTOR WILLIAMSON	[Signature]
Mike Mendez	Michael A. Mendez Aaron Mendez	Michael D. Mendez
ERENDIRA SALAS	Alejandra J. Huelin	[Signature]
Enika Ruiz	Monique Ruiz	[Signature]
Ida Yanaga	Jared Pena	[Signature]
Marcella Martinez	Andres Rubiera-Martinez	[Signature]
Maria Ordaz	Amen Rice	Maria Ordaz
Leandra Martinez	Kaleb Leandra Martinez / Jaquelin Mtz	[Signature]
Roseanne Montano	Andrew Montano	[Signature]
JASON Baldonado	Sandra Delgado	[Signature]
Melissa Boca	Ventura Velasquez	[Signature]



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Doreen Avila	Doreen Avila	<i>[Signature]</i>
Kristy Urbano	Janae Urbano	<i>[Signature]</i>
Penny Amador	Josue Robert	<i>[Signature]</i>
Vanessa Baca	Elydia & Elijah Baca	<i>[Signature]</i>
Kristin Kaiser	Z'Ana & Josiah LaCour	<i>[Signature]</i>
Raul Retana	Camila Hernandez	<i>[Signature]</i>
Leslie Farias	Leslie Farias	<i>[Signature]</i>
Isabella Christine Montana	Isabella Montana	<i>[Signature]</i>
Xaundadua Charley	Nicolas Henderson	<i>[Signature]</i>
ENRICO CATTIAZZA	ISAIAS CATTIAZZA	<i>[Signature]</i>
Cindy Rooks	The Rooks Kids	<i>[Signature]</i>
Natalie Curdove	Laela Taylor	<i>[Signature]</i>



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Veronica Vigil	Robert Vigil	<i>[Signature]</i>
Samantha Pineda	Curtis Avaline	<i>[Signature]</i>
Isabel Morales	Yuridia Ruiz	<i>[Signature]</i>
Pandy Nivah	Alize & Sin Nivah	<i>[Signature]</i>
Fernandez	NAJAM NAILAH TAFOTA	<i>[Signature]</i>
Arita Puall	Renee Puall	<i>[Signature]</i>
Elizabeth Medina	Isaac Olivas	<i>[Signature]</i>
Koni Sorenor	Kayden Sanchez	<i>[Signature]</i>
Maria Castillo	Sadie & Leslie Roman	<i>[Signature]</i>
Crystal Salas	Andrew Salas	<i>[Signature]</i>
SHERYL MACIAS	Sheri Macias Oscar Macias	<i>[Signature]</i>
Amy Rowland	Rowland	<i>[Signature]</i>
	Mia & Jon M. Rowland	<i>[Signature]</i>















We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Claudia Andrade	Amada Gonzales DAVID Lee Gonzales	Claudia Andrade
Maria Salas	Angelica Salas	Maria Salas
Antonette Lopez	Joshua Lopez	Antonette Lopez
Shannon Almaraz	Holguin girls	Shannon Almaraz
Tashina Ventillia	Yazie girls	Tashina Ventillia
Nichole Medina	Taramillio Boys	Nichole Medina
Bonnie Castillo	Bernadette Castillo	Bonnie Castillo
Janissa Peralon	Jordan Raybad	Janissa Peralon
Jessica Grauf	Serena Lucero	Jessica Grauf
Uestias Ornelas	Savior Ornelas	Uestias Ornelas
Andria Mantoya	Nadira Jackson	Andria Mantoya
STEVEN SMITH	RICARDO HABILI	STEVEN SMITH
Andria Mantoya		Andria Mantoya
Anjelene Silva	Denison Callegas Andres Callegas	Anjelene Silva



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Stephanie Martinez	Amara Martinez	
Stephanie Martinez	Carlos Martinez	
Rosalba Valdez	Melissa Mariela Jesus & Rosalba Valdez	
Robyn M. Marez	Malbry Hanna Brandon	
Yvette M. Marez	Jude & Daniel Marez	Yvette M. Marez
Ramona Baca	Dominic R. Romero	
Victor Saavedra	Juaniz Saavedra	
Michael Wintford	Eboni L. Wintford	
Chloe Chao	Chloe Chao	
PAUL MEYER	FABIAN R. EYES	
Sasha Renda	Reneo-Perkins	
Nicole Martinez	Alexis Martinez	
Alicia Turcios	Pedro A. Turcios	



We the undersigned, support Horizon Academy West in its second renewal on October 1, 2012.

Parent Name (Print)	Student(s) Name	Signature
Charlene mendez	nathan + Gisele mendez	Charlene mendez
Anahi Salado	Tuando Rodriguez	Anahi Salado
Antoinette Sells	Gerald Sells	Antoinette Sells
Nicole Page	Nicole Page	Nicole Page
Kandice Joe	Asiana & Jonathan Padana	Kandice Joe
Aracely Villacoreno	Antana Villacoreno	Aracely Villacoreno
Phil Martinez	Phillip Martinez	Phil Martinez
Yolanda Lueero	Christina Narciso	Yolanda Lueero
Aracely Najera	Alexus & Kyla Aracely Najera	Aracely Najera
Chris Celina	Vanessa Celina Celina	Chris Celina
Elizabeth Pangel	Juanita & Juanelus Aguirre	Elizabeth Pangel
Kimberly Ramos	Kimberly Ramos	Kimberly Ramos
Rocio Olivera	Vanessa Olivera	Rocio Olivera



69



Part B—The Charter Renewal

Horizon Academy West

Part B

The Charter Renewal

Table of Contents

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

The Charter Renewal	Page(s)
I. Executive Summary	72-74
II. Renewal Performance Plan	
A. Mission	75
B. Indicators	75-79
C. Additional Indicators	79
III. Amendments	79
IV. Financial Plans	79-80
V. Organizational Plans	80
A. Enrollment Plan	80-81
B. Governance	81
C. Waivers	82
D. Partnerships	82-83
VI. Facilities	84
VII. Appendices	85-104

2012–2013 Renewal Application

I. Executive Summary

Provide the enrollment and demographic information for the current charter term. In addition, provide a brief (1–2 pages maximum) description of the school, including an overview of the mission/vision, educational program, community and local connections, and leadership and governance.

Enrollment Cap: 500

Enrollment	2008– 2009	2009– 2010	2010– 2011	2011– 2012
Total Enrollment	425	431	412	435
Number of Students on Waiting List	108	79	29	59
Ethnicity/ Race				
Asian	6	7	6	6
Black	26	29	29	25
Hispanic	337	335	275	316
Native American	17	17	23	24
White	39	43	79	64
Other	0	0	0	0
English Language Learners	13	12	17	15
Students with Individualized Education Programs (IEP)	65	42	33	33
Eligible for Free and Reduced Lunch	297	313	281	242

School Description

Horizon Academy West is entering in to its tenth year as a charter school in good standing. We have a strong and positive relationship both with the surrounding community and with the New Mexico Public Education Department, and we are currently in our fifth year of our second five-year renewal cycle.

Horizon Academy West is currently located in an area that is situated just west of the Rio Grande River and directly north of the interstate 40 near Coors Boulevard. There are six individual buildings which consist of grades first through sixth, along with Special Education, a Library and Art. Students come from all over the Albuquerque city limits as well as surrounding areas to attend Horizon Academy West. In the school year 2011-2012 the enrollment was 475 in grades pre-Kindergarten through 6th and at the start of 2012-2013 the enrollment is 483 in grades pre-Kindergarten through 6th.

Horizon Academy West is governed by its Governance Council. Currently, the Governing Body has six members, consisting of four community members and two parents. In addition, five school employees attend who are invited as regular non-voting guest to the Governance Council meetings, consisting of the Director, Principal, Community Engagement Coordinator, Business Manager and a Teacher. Member terms are for a minimum of one year and a maximum of five years. Faculty members will generally serve for one year unless the administration decides to appoint any faculty member for more than one year. Parent and Community Members will be requested to serve for five years, provided that any such Member may elect to serve for a shorter term.

Horizon Academy West places a premium on individual instruction. Every student participates in a 75-minute reading block at their reading level with small group instruction. Students are evaluated three times a year for a placement at their level. Between evaluations, teachers can identify students who are out-pacing their group or struggling and have students moved at the teachers' discretion to a group with a commensurate skill set. From 3rd to 6th grade all students participate in small group instruction for math, students move to a higher level as they become proficient at their initial placement.

Because technology is in a constant state of change, Horizon Academy West is committed to integrating the latest technology available into the classroom. The use of technology and equipment is integrated into classroom strategies to improve levels of achievement of the State content standards and benchmarks, which includes technology literacy. To further this achievement standard, Horizon Academy West has a student-computer lab which is utilized by classes throughout the day. Additionally, Horizon Academy West utilizes document cameras and smart boards to enhance everyday instruction.

In addition to Horizon Academy West's rigorous academic curriculum, students have the opportunity to participate in Physical Education, Library, and Art Education. Students also have the opportunity to attend an Extended School Year program and summer school. Horizon Academy West offers a before school and an after school programs that focus on homework help and bring together community-based projects. Many evening events take place in the gym such as basketball games and tournaments, girl scouts, boy scouts, dance, as well as school sponsored science, math and art nights.

II. Renewal Performance Plan

The following sections provide an opportunity for the school to discuss plans for the next charter term. In addition to providing basic data, schools should treat the following sections as an opportunity to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.

Please Note: The response to Part B will not affect the Renewal Findings from Part A or the recommendation for renewal or non-renewal. It may, however, affect the length of the new charter term awarded to the school and will inform the terms of a new charter contract. Should the chartering authority grant renewal for an additional term, the plans presented below will serve as a blueprint for relevant sections of the charter contract for the new term and the performance contract as required under the SB 446 legislation (enacted by Laws of 2011, chapter 14, section 3).

A. **Mission:** Provide a mission for the school.

Mission:

Horizon Academy West has a commitment to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, learn to think – critically and creatively along with understanding the values and traditions that underlie our society.

B. **Performance Plan:** Per SB446, it is helpful if you submit a performance plan that will be the basis for the Charter Performance Contract (22-8B-9 NMSA 1978) and subsequent monitoring processes utilizing the Performance Framework (22-8B-9.1 NMSA 1978). State the student performance indicators that specifically relate to the mission of the school. We encourage you to submit a plan that is specific and measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument), and ambitious, but attainable, and aligned with a time frame by which achievement is expected to be accomplished.

1. **Student academic performance**

Student academic performance indicator:

PERFORMANCE INDICATOR #1: All students in grades Kindergarten – Sixth at Horizon Academy West will apply strategies and skills to comprehend information that is read, heard, and viewed; students will demonstrate increased mastery/proficiency by 5% school wide on Reading Short Cycle Assessments based on the testing benchmarks. In addition, students in grades Third – Sixth will increase proficiency in Reading by 5% school wide yearly as based upon state assessments such as SBA or PARCC results.

PERFORMANCE INDICATOR #2: All students at Horizon Academy West in grades Kindergarten – Sixth will learn mathematics with understanding, actively acquiring new knowledge from experience and prior knowledge and will demonstrate increased mastery/proficiency by 5% school wide, annually on math short cycle assessments based on the test benchmarks. In addition, students in grades Third – Sixth will increase proficiency in Math by 5%, school wide, yearly as based upon state assessments such as SBA or PARCC results.

Horizon Academy West has been successful in meeting its students' needs. Horizon Academy West provides an education that meets or exceeds State standards and benchmarks.

Horizon Academy West has seen gains from both NMSBA test scores as well as short cycle assessments over the last four year. We aim to sustain these gains as well as continue our positive and upward momentum on the new PARCC assessment in the coming years.

2. Student academic growth

Student academic growth indicator:

PERFORMANCE INDICATOR #1: All students in grades Kindergarten – Sixth grade shall show growth in short cycle assessments of at least 5% annually as measured utilizing initial and final short cycle assessment scores, school wide, on a yearly basis.

Under the current Report Card grading system, Horizon Academy West, for the 2010-2011 school year has made gains in all student academic growth indicators, including overall school growth, as well as growth of the highest performing students and growth of the lowest performing students. After these point totals were tabulated Horizon Academy West initially received a grade of C, which was above the average score for all charter schools in the State. After the 2010-2011 Report Card grades were completed, the State Public Education Department re-evaluated its assignment of discrete point totals and adjusted its grading criteria to more fairly reflect the performance of charter schools in the State.

Under this revised grading criteria Horizon Academy West received a Final Grade of B for the 2011-2012 School Grade Report Card.

3. Achievement gaps in both proficiency and growth between student subgroups

Achievement gaps in both proficiency and growth between student subgroup indicator:

PERFORMANCE INDICATOR #1: The lowest performing 25% and nearing proficiency students will be expected to make at least 5% growth on all short-cycle assessments and NMSBA scores.

HAW will review all short-cycle assessments and NMSBA scores to identify each individual student who is in the Q1 (lowest performing 25%) in an attempt to close the achievement gap between these students and the Q3 students. The school will use this information and other data gathering tools to ascertain a probable root cause and put into place a system of support for these students. Students in the Q1 range will be given priority for in-school assistance on class work, after-school tutoring, or counseling services. All support will be recorded and evaluated quarterly by each grade level team to ensure needs are met and interventions have immediate results.

4. Attendance

Attendance indicator:

PERFORMANCE INDICATOR: Horizon Academy West students will attend school on a yearly basis at an attendance rate of 97.5% or better as measured by daily attendance records.

Horizon Academy West has maintained an attendance rate of 97.1% - 98.3% on a yearly basis for the past four years. We aim to maintain this attendance rate as well as attempt to surpass it within the next five years.

5. Recurrent enrollment

Recurrent enrollment indicator:

PERFORMANCE INDICATOR: Horizon Academy West will see at least 90% of students reenroll in the school from one year to the next as documented by Horizon's annual student registration.

Traditionally the school has seen a high number of students and families reenrolling their children at Horizon on a yearly basis. Not only do we not have a great number of student turn over, our families bring student siblings to our school and refer us to their friends and neighbors who in turn bring their students to our school.

6. High school college-readiness (if appropriate)

High school college-readiness indicator:

The High school college-readiness indicator goal is not applicable to Horizon Academy West, a PreK – Sixth grade school.

7. Graduation rate (if appropriate)

Graduation rate indicator:

The Graduation Rate indicator goal is not applicable to Horizon Academy West, a PreK – Sixth grade school.

8. Growth of the lowest scoring twenty-fifth percentile of students in the public school in reading and mathematics.

Growth of the lowest scoring 25th percentile of students in the public school in reading and mathematics indicator:

PERFORMANCE INDICATOR #1: The lowest performing 25% of students will make at least 5% growth in both reading and math on the PARRQ and/or other short-cycle assessments from their baseline Fall scores.

Students in the lowest performing (Q1) sub group will be identified and given the most support in their daily academic needs as determined by faculty and staff at HAW. The supports will be recorded as either successful or not each grading quarter at the school and adjustments can be made during those assessment periods.

- C. **Additional Indicators (Optional):** Briefly state any rigorous, valid, and reliable indicators that should be considered for incorporation into a charter agreement, if renewed.

Please Note: The performance framework shall allow for the inclusion of additional rigorous, valid, and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act. (22-8B-9.1 NMSA 1978)

Additional Indicators No. 1:

No additional indicators are required at this time by Horizon Academy West

III. Amendments

Provide “State Charter School Change/Amendment Request Form” for any material or substantial change(s) to the charter. (e.g. adding grade levels, increase enrollment cap, curricula change, instructional model, etc.) The amendment forms should be in the Part B Appendix.

-No amendments are required at this time by Horizon Academy West

IV. Financial Plans

- A. Provide a financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the PED.

Please see the financial statements provided in Appendix A of this application

B. Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of the school.

There are governing council members on the finance committee to ensure that the school is in financial compliance and who make recommendations to the governing body to ensure fiscal as well as legal requirements are being met. The governing council then reviews all financial documents on a monthly basis.

C. Describe the school's strategic vision (long-range planning) for the sustainability of the school. Discuss the plans for addressing enrollment that do not meet the projections stated in your application.

Horizon Academy West continuously reviews the budget in order to maintain sustainability and ensure that student needs are being met. The budget is constantly being reviewed by the school's governance council, administration and business manager and is annually approved by PED.

If student enrollment declines, the school's waiting list is utilized and student's will be enrolled through the lottery process.

V. Organizational Plans

A. **Enrollment Plan:** Complete the enrollment plan for the next charter term. If the school has determined a need to change the enrollment numbers from the current charter, discuss and demonstrate that need.

Grade	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
Kindergarten	80	80	80	80	80
First	83	83	83	83	83
Second	66	66	66	66	66
Third	66	66	66	66	66
Fourth	67	67	67	67	67
Fifth	67	67	67	67	67
Sixth	46	46	46	46	46
TOTAL	475	475	475	475	475

The reason for requesting a change in the student enrollment numbers:

The student enrollment cap for students in grades Kindergarten-Sixth at Horizon Academy West continues to be 500 and we do not anticipate exceeding the enrollment cap within the next five years.

B. Governance:

1. Provide a plan for an annual self-evaluation of the governing body that reflects an assessment of its overall effectiveness.

Prior to the annual, required governance council training, the council discusses their accomplishments and needs during the school year and identifies what training will support their success for the up and coming school year.

2. Describe how the governing body will monitor operational, financial, and academic outcomes on an ongoing basis to ensure that the school is meeting its mission and vision.

The governance council is given reports by all administrators and the business manager on a monthly basis. These reports include grant review, student enrollment information, state mandated policy changes, statistics of short cycle and state required assessments, voucher listings, BARS, bank reconciliations, journal entries and a monthly financial as well as important monthly school updates. In addition, two members of the governance council also meet monthly with the school administration and business manager in order to comply with the finance committee requirements and increase depth and knowledge of the school's monthly finances.

3. Describe what steps your governing body and school will take to ensure that the operations of the school and governing body are transparent and open to the public.

Horizon Academy West and the governance council always strive for transparency. All governance council agendas will be posted on the school grounds and the school's website at least 24 hours before the meeting is held. As required, and in addition to regular, monthly governance council meetings, a yearly meeting is held with the public in order to discuss and present the yearly budget. This meeting provides transparency as well as an opportunity for the public to engage the budget and to ask questions.

C. Waivers:

1. Identify the waivers as provided for in Section 22-8B-5 NMSA 1978 that you are requesting and describe how use of this waiver will support the school's plan. Additional information should be added as Appendix B.

Horizon Academy West does not request any waivers during this renewal.

No.	Requested Waiver	Description of how use of this waiver will support the school's plan
1.	N/A	N/A

2. Identify any *discretionary* waivers as provided for in Section 22-8B-5 NMSA 1978 or elsewhere in the Public School Code that you are requesting; and describe how use of this waiver will support the school's plan. Upon approval of the charter, the PED waiver request process must be completed. The following link provides forms for the various waiver options. http://ped.state.nm.us/admin.personnel/waiver_requests.html. If this is an application to a local district, you must identify all waivers you are requesting from local board policies.

Horizon Academy West does not request any discretionary waivers during this renewal.

No.	Requested Discretionary Waiver	Description of how use of this waiver will support the school's plan
1.	N/A	N/A

- D. Partnerships:** If the school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information:

- ☐ name of the entity or person
- ☐ contact information
- ☐ description of the nature and purpose of the relationship with the charter school
- ☐ involvement in the school's governance (if applicable)

Attach copies of contracts, memorandums of understanding (MOU), or evidence of the terms of the proposed agreement with the partnership as *Appendix C*.

Horizon Academy West has no formal partnerships at this time.

No.	Name of Entity or Person	Contact Information	Description of the nature and purpose of the relationship and involvement with the school's governance (if applicable)
1.	N/A	N/A	N/A

E. **Third-Party Relationships:** Attach a copy of the proposed contract, MOU, or evidence of the terms of the proposed agreement with the Third-Party Relationship or contractor as an Appendix.

No.	Name of Entity or Person	Contact Information	Description of the nature and purpose of the relationship and involvement with the school's governance (if applicable)
1.	Canteen of Central New Mexico	Bob Murphy 505-975-2073 cantendis@aol.com	Canteen provides breakfast and lunch service for all students on campus
2.	CES (Cooperative Educational Services)	Jean Luft 4216 Balloon Park Rd. Albuquerque, NM 87109 505-344-5470	CES provides student special education services including Occupational Therapy as well as Diagnostic assessments
3.	Paul Lindberg	1736 Violetas Rd NW Albuquerque, NM 87104 505-250-4250	Mr. Lindberg provides speech and language services to students with an IEP

VI. Facilities

Provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of 22-8B-4.2 NMSA 1978. Attach a copy of approval from the Public School Facilities Authority regarding your facilities index rating.

Horizon Academy West is currently located in an area that is situated just west of the Rio Grande River and directly north of the interstate 40 near Coors Boulevard. The one story campus contains 33,762 square feet of permanent and modular building area. The main building houses the administration and the multi-purpose room which serves as a lunch room and physical education room, along with the Kindergarten classrooms, which are only accessible from the exterior of the building. There are six individual buildings which consist of grades first through sixth, along with Special Education and Art. Students come from all over the Albuquerque city limits as well as surrounding areas to attend the School.

The current Horizon Academy West campus has always met e-occupancy as evidenced by the attached e-occupancy certificate.

PART B
APPENDICES

**AMENDMENT TO RENEW FIXED PRICE
FOOD SERVICE MANAGEMENT CONTRACT**

This amendment is between (SFA) Horizon Academy West and
(Company) Canteen of Central New Mexico. The Parties now desire to amend the Contract. In
Consideration of the promises contained herein and for other good and valuable consideration, the
Parties hereto agree as follows:

This term of this Contract shall be for One (1) year beginning on July 1, (year) 2012 and continuing
until June 30, (year) 2013 unless terminated by either party as provided.


The cost to the SFA for lunches for the (year) N/A school year shall be (price) _____.
The cost to the SFA for breakfasts for the (year) N/A school year shall be (price) _____.
The cost to the SFA for lunches for non-students for the (year) N/A shall be (price) _____.
The cost to the SFA for breakfasts for non-students for the (year) N/A shall be (price) _____.
The meal equivalent factor for a la carte sales and sales accruing from school sponsored catered
events for the (year) N/A school year shall be (price) _____.
The meal equivalent factor for outside catered events not directly invoiced to the SFA for the
(year) N/A shall be (price) _____.

This amendment is effective (date) N/A and thereafter, unless otherwise amended. All
other terms and conditions contained in the Contract shall remain unchanged and in full force and
effect.

Horizon Academy West

Canteen of Central New Mexico

By: 

By: 

Title: Director

Title: Owner

Date: 4/9/12

Date: 4/9/12

Note: A copy of this document after executed by both parties must be provided to:

Public Education Department, Student Nutrition Bureau
120 S. Federal Place, Rm 105
Santa Fe, NM 87501
mark.defrancis@state.nm.us
Fax: (505) 827-1815

**School Food Authority and Food Service Management Company
Renewal for School year 2012-13**

Contents	
RENEWAL ADDENDUM CHECKLIST SCHOOL YEAR 2012.....	2
REQUIRED LANGUAGE CHECKLIST	3
NONDELEGABLE RESPONSIBILITIES	5
SFA CONTACTS – SCHOOL YEAR 2012-13	7
CERTIFICATE OF INDEPENDENT PRICE DETERMINATION	8
SUSPENSION AND DEBARMENT CERTIFICATION	9
CERTIFICATION REGARDING LOBBYING.....	11
DISCLOSURE OF LOBBYING ACTIVITIES	12
INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES	13

All documents must be completed and returned by May 11, 2012

Return to:

Andrea Segura, Health Educator

Public Education Department, Student Nutrition Bureau Nutrition

120 S. Federal Place, Rm 105

Santa Fe NM 87501

andrea.segura@state.nm.us

505-827-1448

SCHOOL FOOD AUTHORITY / FOOD SERVICE MANAGEMENT COMPANY

RENEWAL ADDENDUM CHECKLIST SCHOOL YEAR 2012

Note: Any proposed contract extension that includes a material change for the renewal period, the entire contract must be rebid rather than renewed in order to comply with the requirement in 7CFR210.16(a)(1), 210.21(a) and Part 3016 for maximum open and free competition. SFAs will need to comply with procedures and timelines outlined for new contracts. A **material change** could include any change from the initial Guarantee option; major programmatic changes; or, any proposed change that would impact the budget by more than 5%.

School Food Authority (SFA)

Horizon Academy West

Agreement #

Food Service Management Company (FSMC)

Canteen of Central New Mexico

1. Original FSMC Addendum that includes:

- | | |
|--|--|
| | a. Effective date of addendum |
| | b. Original signatures for each signing party |
| | c. Dates of execution for each signing party |
| | d. Current Management/administrative fee (even if unchanged) |
| | e. Current SFA's capped subsidy, return or no loss guarantee |
| | f. New: Addendum stating that all applicable requirements of the 2010 Healthy Hunger Free Kids Act Reauthorization bill will be met under this contract |

2. Attachments

- | | |
|--|--|
| | a. Completed Certificate of Independent Price Determination (signed by SFA and FSMC) |
| | b. Completed Certification Regarding Lobbying |
| | c. Completed Disclosure of Lobbying Activities (if applicable) |
| | d. Completed FSMC Addendum Required Language Checklist |
| | e. Signed Acknowledgement of Non-Delegable Duties |
| | f. SFA / FSMC Contact List |

Submitted by: Ms. Amie Duran Title Director


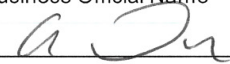
Phone (505) 998-0459 Email amieamp@aol.com

FOOD SERVICE MANAGEMENT COMPANY ADDENDUM

REQUIRED LANGUAGE CHECKLIST

School Year 2012-2013

REQUIRED DOCUMENT: <i>Must be completed and Submitted With the School Food Authority's (SFA) Food Service Management Company (FSMC) Addendum.</i>							
School Food Authority		Horizon Academy West					
Address:		1900 Atrisco Dr, NW, Albuquerque, NM 87120					
		Phone	(505) 998-0459		Fax:	(505) 998-0463	
SFA Contact Employee:		Cindy Carter					
Agreement No:				For School Year:		2012-13	
Food Service Management Company Name:		Canteen of Central New Mexico					
Check One:	1 st Yr Renewal:		2 nd Yr Renewal:	<input checked="" type="checkbox"/>	3 rd Yr Renewal:		4 th Yr. Renewal:
Location of language	PSFASE IDENTIFY IN THE SPACE PROVIDED, THE SPECIFIC LOCATION (I.E. PARAGRAPH / SECTION) FOR EACH OF THE FOLLOWING REQUIRED ADDENDUM STATEMENTS. <u>THESE STATEMENTS. EXACTLY AS WORDED BELOW MUST BE INCORPORATED INTO ALL ADDENDA.</u>						
A. <u>MANAGEMENT FEE:</u> All Management/administrative fees must be specifically stated in the body of the addendum. Management fees that are "cents per meal" or "flat fee" basis are allowed. 7CFR210.16(a),c. A "cost-plus-a-percentage-of-cost" or "cost-plus-a-percentage-of-income" provision in NOT permitted. 7 CFR 210.16(c) and 210.16(a),c.							
	management/administrative fee - .08/.10						
	meal equivalent conversion factor - \$2.92						
	guaranteed capped subsidy – No						
	guaranteed return – No						
	guaranteed breakeven or no loss – No						
B. <u>DURATION OF ADDENDUM</u>							
	The addendum between the school food authority and the food service management company can be no longer than 1 year in duration. 7 CFR Part 210.16(d).						
	This addendum begins on [July 1, 2012] and ends on [June 30, 2013].(dates)						
C. <u>RECORDS</u>							
	FSMC must retain revenue records categorized by source, type, category of meal or food service, e.g., a la carte sales, National School Lunch Program (NSLP), School Breakfast Program (SBP) meals, After School Care Snack Program, (ACSP) Special Milk Program(SMP),etc. 7CFR210.16.						
D. <u>SCHOOL FOOD AUTHORITY (SFA) RESPONSIBILITY</u>							
	The SFA shall retain signature authority on the application/agreement to participate in the NSLP, SBP, SMP, and (ACSP) including SFA's free and reduced price policy statement. 7CFR210.9(a)(b) 210.16(a)(5).						
E. <u>DEBARMENT/SUSPENSION CERTIFICATE</u>							

	The FSMC must sign a Debarment/Suspension Certification. This certification assures the SFA that the vendor has not been debarred from entering into contracts with the federal government or any entity receiving federal funds or suspended from entering into contracts during a time when the FSMC is being investigated for or legal action is being taken to debar the food service management company from contracting activities. 7 CFR Part 3017.510
	The certification must be attached to the signed contract and kept on file at the SFA. A copy of the certification must also be forwarded to the state agency with a copy of the signed contract or addendum. 7 CFR Part 3017.510.
F.	<u>CERTIFICATE OF INDEPENDENT PRICE DETERMINATION</u>
	All SFAs shall require FSMCs to certify that the prices in the offer have been arrived at independently, without consultation, communication or agreement, for the purpose of restricting competition. 7 CFR Part 3017
	All food service management companies and school food authorities will be required to sign and submit a Certification of Independent Price Determination with each SFA contract. The certification must be attached to the signed contract and kept on file at the school food authority. A copy of the certification must also be forwarded to the state agency with a copy of the signed contract or addendum. 7 CFR Part 3017
G.	<u>CERTIFICATION REGARDING LOBBYING</u>
	The FSMC must sign and submit a certification regarding lobbying which conform in substance with language in 7 CFR Part 3018.
	The certification regarding lobbying must be attached to the signed contract and kept on file at the SFA. A copy of the certification must also be forwarded to the state agency with the signed contract. 7 CFR Part 3018
H.	<u>DISCLOSURE OF LOBBYING ACTIVITIES</u>
	The FSMC must disclose lobbying activities in connection with the school nutrition programs. 7 CFR Part 3018
	The lobbying disclosure form must be attached to the signed contract and kept on file at the SFA. A copy of the certification must also be forwarded to the state agency with the signed contract or addendum. 7 CFR Part 3018.
This is to certify that all required federal and state contract language is included and identified in this checklist.	
Submitted by:	<u>Canteen of Central New Mexico, Kevin Callesen, Owner</u>  4/9/12 (Date)
Reviewed by:	<u>Horizon Academy West, Amie Duran, Director</u> <u>School Business Official Name</u>  4/9/12 (Date)
<u>Optional</u>	
Reviewed by:	_____ Board Attorney Name
	_____ Board Attorney Signature
	_____ Date

NONDELEGABLE RESPONSIBILITIES

School Food Authority (SFA) Responsibilities

The SFA shall be legally responsible for the conduct of the food service program, and shall supervise and monitor the food service operations in such manner as will ensure compliance with the rules and regulations of the Student Nutrition Bureau, Public Education Department and the United States Department of Agriculture (USDA) regarding the school food service program.

The SFA and the Food Service Management Company (FSMC) acknowledge that the SFA is responsible for completing the following duties and that these cannot be delegated to the FSMC:

1. **On-site inspections:** 7 CFR 210.16(a)(2)(3).
 - a. Monitor the food service operation through periodic visits to ensure compliance with the approved FSMC contract.
 - b. Conduct on-site reviews of the lunch counting /claiming system by school
 - c. Follow-up on any lunch counts which show counting discrepancies
2. **Control and overall financial responsibility** of the school food service account. 7 CFR 210.19(a)(2)
3. **Advisory board:** establish and include parents, staff and students to assist in menu planning.. The FSMC must adhere to the cycle for the first 21 days of meal service. Changes thereafter may be made with the approval of the SFA. 7 CFR 210.16(b)(1), 7 CFR 210.16(a)(8)
4. **Health certification:** 7 CFR 210.16(a)(7).must be maintained to assure that all state and local regulations are met by the FSMC preparing or serving meals at the SFA facilities.
5. **Establish all prices:** 7 CFR 210.16(a)(4).for food items served under the nonprofit school food service account (e.g., reimbursable meals, a la carte , and adult meals).
6. **Retain signature authority** on: 7 CFR 210.9 (a)(b), 210.16(a)(5).
 - a. Application/agreement to participate in the Child Nutrition Programs including
 - b. Free and reduced price policy statement; and
 - c. On-line claim system.
 - d. Contractual agreements with the school nutrition program i.e., vending meals to other SFAs, etc. and any commodity processing contracts CFR 210.21, 7 CFR 210.19(a)(1); 3015; 7 CFR 250.15(a)
 - e. Resolution of all program review and audit findings. 7 CFR 210.9(b)(17) and 210.18(k)(1)(2)
7. **Submit monthly claim for reimbursement** 7 CFR 210.8(a); 7 CFR 210.16(a)(5).
 - a. CDE-OSN approves only SFA employee access to the system which also represents secure signature authority for applications and claims.
 - b. Review to ensure accuracy of lunch counts prior to the claim submission.
 - c. Edit check worksheets that compare daily lunch counts by eligibility category. Free and reduced-price meals may not be claimed in excess of the number of students approved for such benefits.
8. **Free and Reduced Price Meal Process** 7 CFR 245.6
 - a. Develop, distribute and collect the parent letter and application for free and reduced price meals and free milk
 - b. Determination and verification of applications for free/reduced price meals or free milk
 - c. Conduct any hearings related to such determinations.

9. **USDA donated foods** 7 CFR 210.9(b)(15) (formerly Commodities)


a. Monitor that the maximum amount are received and used by the FSMC in the SFA food service.

b. Monitor that the FSMC credits SFA at least annually for all USDA Donated foods.

10. **A la carte food service:** 7 CFR 210.16(a)

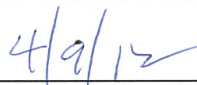
The SFA must also offer free, reduced price and full price reimbursable meals to all eligible children in order to operate an ala carte food service.

I acknowledge that these responsibilities cannot be delegated to the FSMC and must remain the sole responsibility of the SFA.



Signature FSMC Representative

Owner
Title

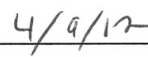


Date



Signature SFA Representative

Director
Title



Date

SFA CONTACTS – SCHOOL YEAR 2012-13

SFA Name: Horizon Academy West

LIST THE FOLLOWING INDIVIDUALS:

SFA Contact

Name Cindy Carter
Title Principal
Phone (505) 998-0459
E-mail ccarter@hawest.net

Name of SFA Supervisor of Meal Benefits Administrator

Name Cindy Carter
Title Principal
Phone (505) 998-0459
E-mail ccarter@hawest.net

SFA employee responsible for contract oversight/management

Name Amie Duran
Title Director
Phone No. (505) 998-0459
E-mail amieamp@aol.com

Summer Food Service Program Contact

(if applicable)

Name N/A
Title _____
Phone No. _____
E-mail _____

SFA employee with Signature Authority

Name Amie Duran
Title Director
Phone No. (505) 998-0459
E-mail amieamp@aol.com

FSMC Contacts at SFA

Name Marie Segura
Title Cafeteria Manager
Phone No. (505) 998-0459
E-mail JohnM@Canteen-NM.com

SFA employee completing CDE Application / Reimbursement Claim (Online Claim System)

Name Angelica Gaxiola
Title Registrar
Phone No. (505) 998-0459
E-mail _____

FSMC Regional Contact

Name Bob Murphy
Title Food Service Director
Phone (505) 975-2073
E-mail cantendis@aol.com

SFA Meal Benefits / Verification Administrator

Name Susan Martinez
Title Assistant Food Service Director
Phone (505) 345-4249
E-mail JohnM@Canteen-NM.com

CERTIFICATE OF INDEPENDENT PRICE DETERMINATION

Both the School Food Authority and the FSMC / Vendor (offeror) shall execute this Certificate of Independent Price Determination.

Canteen of Central New Mexico Horizon Academy West
Name of Food Service management Company (FSMC)/Vendor Name of School Food Authority

(A) By submission of this Offer, the Offeror certifies and in the case of a joint Offer, each party thereto certifies as to its own organization, that in connection with this procurement:

(1) The prices in this Offer have been arrived at independently, without consultation, communication or Agreement, for the purpose of restricting competition, as to any matter relating to such prices with any other Offeror or with any competitor;

(2) Unless otherwise required by law, the prices which have been quoted in this Offer have not been knowingly disclosed by the Offeror and will not knowingly be disclosed by the Offeror prior to opening in the case of an advertised procurement, or prior to award in the case of a negotiated procurement, directly or indirectly to any other Offeror or to any competitor; and


(3) No attempt has been made or will be made by the Offeror to induce any person or firm to submit or not to submit, an Offer for the purpose of restricting competition.

(B) Each person signing this Offer on behalf of the FSMC/Vendor certifies that:


(1) He or she is the person in the Offerors organization responsible within the organization for the decision as to the prices being Offered herein and has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above; or

(2) He or she is not the person in the Offeror's organization responsible for the decision as to the prices being Offered herein, but that he or she has been authorized in writing to act as agent for the persons responsible for such decision in certifying that such persons have not participated and will not participate, in any action contrary to (A)(1) through (A)(3) above, and as their agent does hereby so certify; and he or she has not participated, and will not participate, in any action contrary to (A)(1) through (A)(3) above.

To the best of my knowledge, this FSMC/Vendor, its affiliates, subsidiaries, officers, directors and employees are not currently under investigation by any governmental agency and have not in the last three years been convicted or found liable for any act prohibited by State or Federal law in any jurisdiction, involving conspiracy or collusion with respect to bidding on any public contract, except as follows:

 Owner 4/9/12
Signature of FSMC/Vendor's Authorized Representative Title Date

In accepting this Offer, the SFA certifies that no representative of the SFA has taken any action which may have jeopardized the independence of the Offer referred to above.

 Director 4/9/12
Signature of School Food Authority Authorized Representative Title Date

SUSPENSION AND DEBARMENT CERTIFICATION

U. S. DEPARTMENT OF AGRICULTURE

Certification Regarding Debarment, Suspension, Ineligibility
And Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017, Section 3017.510, Participant's responsibilities. The regulations were published as Part IV of the January 30, 1989, Federal Register (pages 4722-4733). Copies of the regulations may be obtained by contacting the Department of Agriculture agency with which this transaction originated.

(BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS)

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is being presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Canteen of Central New Mexico

FSMC Name

Kevin Callesen, Owner

Name and Title of Authorized Representative



FSMC Signature

4/9/12

Date

Instructions for Certification

1. By signing and submitting this form, the prospective lower tier participant is providing the certification set out on the form in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when the transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "suspended," "ineligible," "lower tiered covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," "and "voluntarily excluded" as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determined the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require the establishment of a system of records to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph five of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Applicable to Grants, Subgrants, Cooperative Agreements, and
Contracts Exceeding \$100,000 in Federal Funds.

CERTIFICATION REGARDING LOBBYING

Submission of this certification is a prerequisite for making or entering into this transaction and is imposed by Section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

- 2) No federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.
- 3) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying", in accordance with its instructions.
- 4) The undersigned shall require that the language of this certification be included in the award documents for all covered subawards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

Canteen of Central New Mexico

Food Service Management Company

4809 Hawkins, NE

Address of Food Service Management Company

Albuquerque
City

New Mexico
State

87109
Zip Code

Kevin Callesen

Name of Submitting Official

Owner

Title of Submitting Official


Signature

Date

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

(See reverse for public burden disclosure)

1. Type of Federal Action: ____ a. contract ____ b. grant ____ c. cooperative agreement ____ d. loan ____ e. loan guarantee ____ f. loan insurance	2. Status of Federal Action: ____ a. bid/offer/application ____ b. initial award ____ c. post-award	3. Report Type: ____ a. initial filing ____ b. material change
4. Name and Address of Reporting Entity: __ Prime __ Subawardee (Tier ____, if Known) Congressional SFA, if known: _____		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional SFA, if known: _____
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable: _____	
7. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI):	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature:  Print Name: <u>Kevin Callesen</u> Title: <u>Owner</u> Telephone No.: <u>(505) 344-3481</u> Date: <u>4/9/12</u>	
Federal Use Only	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)	

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional SFA, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional SFA, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

FOOD SERVICE MANAGEMENT CONTRACT RENEWAL #2

(Can be renewed annually for up to four years)

School year 2012-2013

Horizon Academy West

Period covered by contract renewal

THIS CONTRACT RENEWAL IS TO BE ATTACHED TO THE RESPECTIVE CONTRACT AND BECOME A PART THEREOF:

IN ACCORDANCE WITH CONTRACT PROVISISON, AND BY MUTUAL AGREEMENT OF ALL PARTIES, THIS CONTRACT IS EXTENDED FROM July 1, 2012 TO June 30, 2013 AT THE SAME TERMS AND CONDITIONS OR WITH THE CHANGES THAT FOLLOW.

THE PROVISIONS OF THE CONTRACT SHALL REMAIN IN FULL FORCE AND EFFECT WITH THE EXCEPTION OF THE FOLLOWING:

ACCEPTED BY THE FOLLOWING:



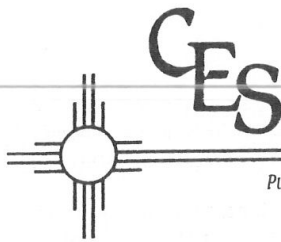
Signature
AUTHORIZED OFFICIAL (FSMC)



Date

Signature
AUTHORIZED OFFICIAL LEA

Date



COOPERATIVE EDUCATIONAL SERVICES

Public Educational Institutions in New Mexico United by a Joint Powers Agreement to Establish an Educational Cooperative

April 10, 2012

Ms. Amie Duran
Director
Horizon Academy West
1900 Atrisco Rd NW
Albuquerque, NM 87120

Dear Ms. Duran,

In order to help us accurately meet your related service staff needs for the 2012-2013 school year, please fill out and return the attached ***Request for Ancillary Services*** form. This will indicate to Cooperative Educational Services (CES) your anticipated needs for ancillary services. The Board-approved rate next year will be \$59.62/hr. for all services except Certified Occupational Therapy Assistants (COTA) and Registered Nurse at \$49.62/hr, Psychologist services at \$86.34/hr and School Psychologist at \$76.34. We must receive your response by mail or FAX no later than **Monday, April 30**. Responses received after that time will be filled on an "as received" and "as available" basis.

The top part of the form is for you to indicate your anticipated needs for services for the coming school year and below is listed the staff that provided services to you this year. We give both the staff and the schools the opportunity to indicate their request for placement for next year. If both are in agreement, every effort will be made to place staff as requested. If additional areas are requested, we will be in contact with you concerning filling those positions.

The following outlines the method of initiating Ancillary Services for next year. First, you will need to return the ***Request for Ancillary Services*** form. Based on this information, CES will send you the Contract and Form B that indicates exact costs by July 13. After receiving Form B, you will need to send a copy of the signed Contract and a Purchase Order for the requested services to CES.

The basic terms of the contract are:

- Staff will not exceed the purchase order.
- For every 6 hours of direct contact and intra-district travel, 1 hour of report preparation will be allocated on-site.
- Staff will be utilized as scheduled daily throughout the school year and be allowed to provide services up to the purchase order amount.
- Invoices are mailed the first of each month. Payment is due to CES by the 25th of the month in which the invoice is received.
- Mileage for travel between schools in your district is not included in the contract Form B or in the purchase order amount.

CES does not respond to the numerous RFP's for special education services. It is the administrative agency for the *Joint Powers Agreement to Establish an Educational Cooperative* that forms a unique CES-member relationship that allows us to provide the ancillary staff that you may accept without soliciting a bid for services. Districts and schools currently receiving services are normally staffed before new institutions requesting services.

Also enclosed is a form for you to indicate if you plan to utilize our staff for ESY or summer testing programs. Please provide dates, times, and staff requests and we will provide separate cost projections for these services. Thank you for considering us for your ancillary needs and contact me if you have any questions.

Sincerely yours,

COOPERATIVE EDUCATIONAL SERVICES

Jean Luft, Director of Ancillary Services

Serving New Mexico Education Since 1979

4216 Balloon Park Road, NE • Albuquerque, New Mexico 87109-5801 • 505.344.5470 • Fax 505.344.9343 • www.nmedu.org



Horizon Academy West

Request For Ancillary Services

2011-2012 Services Requested
Days/Week

2012-2013 Services Requested
Days/Week

Speech Language Pathologist
Occupational Therapist
Certified Occupational Therapist Assistant
Physical Therapist
Diagnostician
Social Worker
Recreational Therapist
Psychologist
School Psychologist
Certified O & M/Teacher of Visually Impaired
Rehabilitation Counselor
Nurse Practitioner
Itinerant School Nurse
Mental Health Counselor
Diagnostician-Year Round
Orientation and Mobility Specialist
Teacher of Visually Impaired

1.00	1.5

Staff Name	Position	Days	YES Continue Same Staff	NO Provide Another Staff
Clinton Montgomery	Diagnostician	1.00	<input type="checkbox"/>	<input type="checkbox"/>


Signed for District

5/2/2012
Date

Date Printed: Tuesday, April 10, 2012



Independent Contractor's Agreement

This is an independent contractor's agreement by and between Horizon Academy West Charter School (HAW) and **SLP Services, Inc.** "the Independent Contractor" (collectively, "the parties"). Its purpose is to set forth the terms and conditions under which Independent Contractor will provide *Speech and Language Therapy Services* to Horizon Academy West students.

1. Term: This contract shall commence on **August 13, 2012** and shall terminate on **May 23, 2013**.
2. Independent Contractor's Scope of Services and Obligations: The Independent Contractor agrees to perform the following in a satisfactory and proper manner:
 - a. Provide a licensed Speech and Language Pathologist from the NM Licensure Board and NMPED.
 - b. Assure that all services are in accordance with all licensure requirements.
 - c. Complete all evaluations and provide Speech and Language Therapy services as required by each student's Individual Education Program (IEP), including all necessary paper work, as requested by HAW.
 - d. Participate in IEP Committee meetings, as requested by HAW.
 - e. Assist with writing goals and objectives for the IEP for each student for whom service is provided in accordance with the state and federal regulations, as requested by HAW.
3. Compensation: HAW shall pay the Independent Contractor, as full compensation for professional services rendered per this contract, a rate of **\$75 per hour plus gross receipts tax**, with a maximum of **\$67,500**. Contractor will keep track of hours spent on HAW and submit an itemized invoice on a monthly basis. HAW will make payment within 30 days of the receipt of the invoice. HAW will respond in writing to any disputed items in the invoice and the undisputed items will be paid promptly. The Independent Contractor agrees not to charge or attempt to recover additional fees, such as late payment fees, or interest on the balance due, on any disputed invoice.
4. Independent Contractor Relationship:
 - a. The Independent Contractor agrees to perform the Services hereunder solely as an Independent Contractor. The parties to this Agreement recognize that this Agreement does not create any actual or apparent agency, partnership, franchise, or relationship of employer and employee between the parties.
 - b. Further, the Independent Contractor shall not be entitled to participate in any benefits, including without limitation any health or retirement plans. The Independent Contractor shall not be entitled to any remuneration, benefits, or expenses other than as specifically provided for in this Agreement.
 - c. HAW shall not be liable for taxes, Worker's Compensation, unemployment insurance, employers' liability, employer's FICA, social security, withholding tax, or other taxes or withholding, for or on behalf of the Independent Contractor or any other person consulted or employed by the Independent Contractor in performing Services under this Agreement. All such costs shall be Independent Contractor's responsibility.
 - d. The Independent Contractor shall bill HAW only for services rendered and shall fully comply with all other state and federal requirements associated with provision of the services contemplated herein and shall not bill any other party (e.g., Medicaid, 3rd party insurance, or parents) for the same services under the Independent Contractor's provider identification number. Violation of this provision will result in termination of the contract.



6. Termination/Resignation: This contract may be terminated by HAW or the Independent Contractor at any time by providing notification in writing to the other party with thirty (30) day's written notice.
7. Dispute Resolution: Any disputes arising under this contract (including, without limitation, disputes relating to termination), and the parties are unable to resolve such dispute(s), then the dispute(s) shall be resolved by binding arbitration. The parties shall agree on an arbitrator who shall have the authority to decide any matters arising under or related to this contract. If the parties are unable to reach agreement, the parties shall petition the Chief Judge of the Second Judicial District, Bernalillo County, New Mexico, to appoint an arbitrator. Governing law is the law of New Mexico, without regard to New Mexico conflict of laws, decisions, or statutes. Venue and exclusive jurisdiction in any suit to compel arbitration or to enforce any arbitration award shall be in the Second Judicial District of the State of New Mexico, unless the parties agree otherwise by written agreement.
8. Entire Agreement: This contract constitutes the entire understanding and agreement between HAW and the Independent Contractor with regard to all matter herein. This contract supersedes all agreements previously made between the parties relating to this subject matter. There are no other understandings or agreements.
9. Severability: If any portion of this contract shall be deemed to be invalid under applicable law, such provision shall be ineffective only to the extent of such prohibition or invalidity without invalidating the remainder of such provision or any remaining provisions of this contract.
10. Confidentiality: Both parties agree to adhere to strict confidentiality practices and to provide each other with their best efforts in the fulfillment of this contract.
11. Independent Contractor shall, for the duration of the contract, maintain professional liability with no less than the limits of liability for governmental entities as provided by the New Mexico Tort Claims Act. Contractor shall provide HAW with proof of such insurance and agrees to notify HAW immediately if such insurance is out of force for any reason during the life of the contract.

By Amie Duran, Director
Horizon Academy West Charter School

08/13/2012

Date

By Paul Lindberg, President
SLP Service, Inc.

08/13/2012

Date



Part C—Most Current Charter Application/Contract

Horizon Academy West

Part C

Most Current Charter Application/Contract

Table of Contents

Indicate the page numbers for each section in the designated column. Please include not only a copy of your most current charter application/contract, but also copies of all approved amendments to this charter.

Most Current Charter Application/Contract—Reference	Page(s)
I. Most Current Charter Application/Contract	105-143
II. Approved Amendments	N/A

A. Report on Progress

Horizon Academy West is currently in its fifth year of operation and has been remarkably successful despite some difficult early beginnings. The school began serving students in Kindergarten through 8th grade in the fall of 2003 under the management of Advanced Educational Programs (AEP), an Arizona-based company with ties to two other charter schools in the Albuquerque area. After the first year, with the urging of the Public Education Department, individuals with the school began to assume control and carry out the suggested course outlined by the PED.

In the second year of operation (SY 2004-2005), AEP and the administrative personnel associated with it were terminated. A new Governing Council, made up of parents, worked with the new administration to build a school based upon the original ideas and promises. A business manager was hired, finances were put in order, ties with the other AEP charter schools were severed, and the new era of Horizon Academy West began.

In the third year of operation (SY 2005-2006), Horizon Academy West elected to serve students in Kindergarten through 6th grade only. Based upon the limited space, the Governing Council, administration, and faculty agreed to reduce the grades served to focus on elementary aged students. It resulted in a focused, aligned approach to meeting the charter's academic objectives and the PED's increasing standards for meeting AYP. During the year, individual student portfolios were piloted. This element allowed the faculty and parents to focus on individual student data and testing results to build effective programming to meet each student's academic needs.

In the fourth year of operation (SY 2006-2007), Horizon Academy West developed specific academic programs to address the academic needs of students. A school-wide small-group reading program was initiated, and in combination with the individual student portfolios, Horizon Academy West was able to more effectively meet each student's academic needs. Throughout each year of operation, Horizon Academy West has continued to provide a highly successful academic program for the students. In fact, **Horizon Academy West has made Annual Yearly Progress (AYP) each and every year.** This has been due in part to the outstanding faculty and parent involvement efforts of the school. Several grants have assisted the school in providing needed resources and materials, as well as the provision of personnel to meet the students' and school's needs.

Meeting The Academic Performance Objectives Of The Original Charter

The original charter author was listed as Mr. Barry Browning, although AEP and those employed by and through AEP were likely involved in its creation. The original charter was also developed at the same time and with the same format and contents as the third AEP run charter school, Horizon Academy Northwest. In fact, the original charters for each of the AEP run schools (Horizon Academy South, Horizon Academy West, and Horizon Academy Northwest) were very similar.

To address "meeting the academic performance objectives of the original charter," the actual objectives will be presented, then each objective will be addressed. Finally, an overall assessment of meeting the objectives of the initial charter will be discussed with

actual evidence or data of success. The following information was developed in the original charter application for Horizon Academy West sometime in 2002.

SECTION “B”: GOALS, OBJECTIVES, AND STUDENT PERFORMANCE STANDARDS TO BE ACHIEVED BY THE HORIZON ACADEMY (directly quoted from the original charter application)

Measurable Goals

The following are measurable school goals to be achieved for optimal student learning at Horizon Academy:

STUDENT CENTERED

1. Provide students with a solid base of knowledge and skills as measured by scope and sequence of comprehensive program of instruction and student achievement:
 - All students will leave having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, health and activity, arts, history, and geography, and ALL school personnel will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
 - This will be measured by utilizing the Wide Range Achievement Test (WRAT) for correctly diagnosing a student's placement, regular and continual rigorous testing with program/classroom assessments and norm-referenced assessments (i.e., ITBS, SAT9, etc. for demonstration of mastery/performance, ACT and SAT Exams, and College Entrance Exams.
2. All students will demonstrate the standards at each grade level:
 - All curriculum will align and comply with the New Mexico State Board of Education's required content standards, benchmarks, and performance standards.
 - At least 80 percent mastery – anything less will result in the student being addressed through intervention procedures as outlined.
 - This will be measured by utilizing the Wide Range Achievement Test (WRAT) for correctly diagnosing a student's placement, regular and continual rigorous testing with program/classroom assessments and norm-referenced assessments (i.e., ITBS, SAT9, etc. for demonstration of mastery/performance, ACT and SAT Exams, and College Entrance Exams.
 - To have our students consistently exceed the Statewide average scores for percentage of students scoring at a proficiency level on the TerraNova (or other State-mandated norm-referenced assessments) and New Mexico Competency assessments. Minimally, every student will demonstrate a marked improvement over his or her performance on assessments from the previous academic year.

- All students will utilize rubrics-aligned assessment activities in every grade level across core-curricular areas.
3. In order to demonstrate to students the school's relation to other schools in the state, The Horizon Academy will comply fully with the New Mexico State Board of Education's requirements regarding state accreditation, all standardized testing, and school report card in accordance with Sections 22-1-6 and 22-2-8, NMSA, 1978.
 4. The curriculum and instructional resources will be continuously reviewed and updated to meet the needs of student learners as demonstrated by scheduled and budgeted curriculum/resources in-services and workshops.
 5. Seek a diverse student population and offer those students both excellence and equity in education as evidenced by open enrollment and marketing activities and school/student demographics. To provide an educational foundation that serves to increase learning opportunities for ALL students.
 6. Encourage students to apply critical thinking and analysis skills to problem solving and decision making, i.e. cognitive thinking opportunities as measured by achievement on relevant inquiry-based performance assessment activities.
 7. Develop in students an informed appreciation of the environment and to encourage participation in their preservation and management as measured through documented and mandatory environmental instruction and appropriate field trips.
 8. Provide all eligible students with services in accordance with the provisions of the IDEA as supported by a budgeted resource position.
 9. Maintain a Model Learning Environment: The learning environment should be quiet, orderly, pleasant, with lots of positive reinforcement coming from the teacher to each child and should be full of very successful students. The culture of the school should reflect a high degree of student discipline and appropriate classroom behavior as is reflective of a true school of choice.
 10. Teach Life's Skills: We believe that students should be taught, along with their academics, a full range of life skills, including good character, self-discipline and leadership skills.
 11. We agree that educational standards must be high because what we expect from students is what we will get. Each child in 1st and 2nd grade is expected to read each night, out loud to a parent or an older sibling. All 3rd and 4th grade students should be able to recite multiplication tables. Students should read out loud daily in class with expression and comprehension.

The following are measurable goals to be achieved for creating and nurturing a successful community school environment at Horizon Academy:

COMMUNITY CENTERED

1. Provide students the opportunity for community service, stressing respect for others, first-hand experiences, and contributions to society as measured by volunteer experiences in area nursing homes, institutions, hospitals, etc. Throughout the school year a community-based performance will occur which includes EVERY student.

2. Parental Satisfaction: The school seeks to attain 90% re-enrollment each year and at least a 3.0 composite rating (on a scale of 1.0 to 4.0) from a minimum of 75% of all parents on an annual parent satisfaction survey. Horizon Academy has developed a year end survey that collects data on not only the program, but on every employee at the school.
3. Maintain a strong emphasis on customer service. On-going communication between school and community improves public perception and encourages parent and community involvement in the school. Teachers are available for conferences/meetings throughout the year.
4. Through the Johns Hopkins University School Partnership model, Horizon Academy will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.
5. Promote the community's involvement and support in every child's learning through partnership in the Helping One Student To Succeed (HOSTS) program wherein student's participate with mentors to remediate/accelerating learning using one-to-one or small group instruction in Reading, Writing, Math, or Spanish Language Arts. HOSTS is a structured research-based and nationally validated mentoring program.
6. Horizon will be free of drugs, violence and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning as measured by low or declining incidents and/or violations as reported in a yearly Violence and Vandalism Report as expressed in their equivalent rate per thousand students (RPT).

(above section quoted directly from the original charter application approved by APS)

First, it is evident that the objectives listed above do not provide operational definitions, do not state clear and measurable goals and objectives, nor do they apply directly to an elementary school in many cases. The initial management company and administration did not carry out nor communicate the objectives to the faculty and parent community. In fact, it was a shock for the current administration and many parents that such objectives were stated (and promised). No source of funding and no resources were provided to meet most of the objectives.

Second, much of the rhetoric used in the listing of original objectives was in fact purely empty in substance and desire. The author(s) used boilerplate applications from previously accepted charter applications in New Mexico and Arizona. If the desire to implement the stated objectives was their intent, resources, materials, training, and funding would have been provided to the school that met all of the stated objectives. Instead, some funding was provided to purchase such instruments as the Wide Range Achievement Test and the Stanford Achievement Test for a short period, while all other resources were ignored.

Third, after the current administration effectively ended the school's ties to the former management company and their appointed administrators, much of the information, data, and records needed to be able to assess the school's ability to meet the academic (and

community) objectives were unavailable, missing, or misplaced. Efforts to gain the access to the needed records and data were initially ignored. After pressure from the school and the PED was applied, AEP relinquished some information; however, it proved to be of no use or consequence.

Each of the listed objectives will be discussed in the following sections. In lieu of the stated original objectives, Horizon Academy West has developed and will continue to develop academic objectives in line with our Educational Plans for Student Success (EPSS) which are clear, measurable, and focused on the single most important aspect of our school, namely, **achievement**. The newly developed goals and measurable objectives will then be discussed, and our progress toward meeting these goals and objectives will be highlighted.

Student centered goals listed in the original charter

1) Provide students with a solid base of knowledge and skills as measured by scope and sequence of comprehensive program of instruction and student achievement:

- All students will leave having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, health and activity, arts, history, and geography, and ALL school personnel will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
- This will be measured by utilizing the Wide Range Achievement Test (WRAT) for correctly diagnosing a student's placement, regular and continual rigorous testing with program/classroom assessments and norm-referenced assessments (i.e., ITBS, SAT9, etc. for demonstration of mastery/performance, ACT and SAT Exams, and College Entrance Exams.

Horizon Academy West has continued to provide a solid academic program utilizing sound, state-of-the-art instructional practices, curricula aligned with state standards and benchmarks, and a faculty that is highly qualified. Throughout each year of operation, Horizon Academy West has demonstrated this effort with successful results from standards based assessments and other measures of achievement. While no longer utilizing the SAT9, the school uses the following assessments to monitor progress and achievement:

- New Mexico Standards Based Assessment (NMSBA)
- Developmental Reading Assessment (DRA)
- Kindergarten Developmental Progress Report (KDPR)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Assess to Learn (A2L)
- New Mexico English Language Proficiency Assessment (NMELPA)
- Brigance Diagnostic Inventory of Basic Skills
- Wide Range Achievement Test

The WRAT is no longer used as a placement screen for assigning students to remedial groups, but is instead used as a screening measure by the school's Student Assistance Team.

Beside the above listed assessment measures, teachers continuously assess students with curriculum-based assessments, teacher-made assessments, and authentic assessments. Results of the assessments are compiled into each student's individual portfolio and all data is used to drive educational decisions, plot educational directions, and monitor educational progress. Based upon all of these measures of academic achievement, Horizon Academy West has proven to be successful.

- 2) All students will demonstrate the standards at each grade level:
 - All curriculum will align and comply with the New Mexico State Board of Education's required content standards, benchmarks, and performance standards.
 - At least 80 percent mastery – anything less will result in the student being addressed through intervention procedures as outlined.
 - This will be measured by utilizing the Wide Range Achievement Test (WRAT) for correctly diagnosing a student's placement, regular and continual rigorous testing with program/classroom assessments and norm-referenced assessments (i.e., ITBS, SAT9, etc. for demonstration of mastery/performance, ACT and SAT Exams, and College Entrance Exams.
 - To have our students consistently exceed the Statewide average scores for percentage of students scoring at a proficiency level on the TerraNova (or other State-mandated norm-referenced assessments) and New Mexico Competency assessments. Minimally, every student will demonstrate a marked improvement over his or her performance on assessments from the previous academic year.

All students will utilize rubrics-aligned assessment activities in every grade level across core-curricular areas

The original charter objective uses the term “all students.” While this is an appropriate goal and ultimate assertion, it is likely not a feasible objective. Horizon Academy West is a public charter school and our students sometimes are above grade level, sometimes at grade level, and sometimes below grade level. Our goal (as stated in a following section) is indeed to have all students at or above grade level academically, but our objective (again as stated in a following section) is to strive to meet our goal.

All curricula utilized at Horizon Academy West has been and continues to be aligned with the New Mexico Standards and Benchmarks. Each teacher has in their possession copies of the standards and benchmarks, as well as the curricula's scope and sequence and alignment matrices.

Any student that does not meet academic goals is initially supported through remediation efforts of the teacher. If this effort is unsuccessful, the teacher refers the student to the Student Assistance Team (SAT). The SAT screens the student's progress, reviews data, reviews remediation efforts, and suggests additional remediation. If this proves unsuccessful, the student is referred for additional testing for possible referral to special education services.

For all students who are not achieving academically, the school has also implemented school-wide programs to meet their needs, such as the School-wide Reading Program. This program has been in full operation for over a year. Students requiring additional assistance in meeting reading goals are assigned to small group instruction facilitated by trained instructional staff on a daily basis. The small groups utilize either the Corrective Reading or Reading Mastery curriculum to provide direct instruction. In conjunction with classroom instruction, the reading program has shown success in meeting struggling readers' needs through the continued success of meeting the increasingly stringent requirements of the state's standards based assessment.

Although Horizon Academy West has not exceeded the state's average scores on the state mandated standards based assessments, the students have continued to show marked improvement by meeting the goals of the assessment and making AYP for each and every year of the school's operation. Furthermore, the use of individual student portfolios has assisted teachers and families in monitoring student progress, compiling data and assessment results, and providing a format to highlight student achievement and success.

3) In order to demonstrate to students the school's relation to other schools in the state, The Horizon Academy will comply fully with the New Mexico State Board of Education's requirements regarding state accreditation, all standardized testing, and school report card in accordance with Sections 22-1-6 and 22-2-8, NMSA, 1978.

Horizon Academy West has continued to meet all New Mexico State Board of Education Requirements regarding accreditation, all state-mandated standardized testing, and all school report card requirements. Through state department monitoring visits, host district monitoring visits, audits, and technical assistance, Horizon Academy West has complied with and implemented any recommendations suggested.

4) The curriculum and instructional resources will be continuously reviewed and updated to meet the needs of student learners as demonstrated by scheduled and budgeted curriculum/resources in-services and workshops.

Horizon Academy West continues to review all curriculum and instructional resources to meet the needs of all students. Based upon the host district's schedule of curricular renewal process, the school forms committees of teachers, administrators, and parents to review and select appropriate curriculum. Instructional resources are reviewed and purchased on an on-going basis, and teachers are provided additional resources to purchase needed materials and supplies for their own classrooms. Teacher training is a continual process and each year teacher inservice days are scheduled to provide training in a variety of areas (please see appendices for professional development). Furthermore, additional training opportunities are provided for teachers through professional development training at workshops and conferences. Each teacher is provided the funding and opportunity to pursue additional training.

5) Seek a diverse student population and offer those students both excellence and equity in education as evidenced by open enrollment and marketing activities and school/student demographics. To provide an educational foundation that serves to increase learning opportunities for ALL students.

Horizon Academy West has always conducted an open enrollment process and has used the lottery process to admit students (please see appendices for Policies and Procedures). Since its inception, the school has typically seen enrollment to meet its maximum enrollment in each grade level. Students enrolled in the school predominantly come from the local west-side area, and all of the students enrolled at Horizon Academy West come from 15 different zip code areas (87120, 87121, 87105, 87114, 87102, 87193, 87103, 87109, 87110, 87123, 87124, 87107, 87104, 87026, and 87112). Student demographics reflect the demographic make-up of the local area as well (see appendices for student demographics).

6) Encourage students to apply critical thinking and analysis skills to problem solving and decision making, i.e. cognitive thinking opportunities as measured by achievement on relevant inquiry-based performance assessment activities.

Horizon Academy West and the faculty continue to provide students the opportunities and instruction to apply critical thinking skills, problem solving, and decision making. Throughout all instructional materials and curricula, these skills are included as well as all other areas highlighted in Bloom's Taxonomy. Components of these skills are assessed in each of the major assessment tools listed above.

7) Develop in students an informed appreciation of the environment and to encourage participation in their preservation and management as measured through documented and mandatory environmental instruction and appropriate field trips.

Horizon Academy West believes that the environment, preservation, management, and conservation are important and integral aspects of instructional practices and curricula. Most all curricula available today (and those used at the school) include instructional activities and lessons on the topic. Additionally, teachers are provided the funding to take the opportunity for educational field trips to a variety of local sites. In the past, classes have visited the Albuquerque Aquarium and Botanical Park, the Albuquerque Zoo, the Rio Grande Nature Center, Rancho de Los Glandrinas, Petroglyph State Park, Children's Water Festival, Planetarium, Museum of Natural History, the Pumpkin Patch, Bosque School of Science, Natural Resources and Conservation exhibits at the State Fair, Valle Vidal Youth Day, Wildlife West Bear Fair, Ranger Walks at the Sandia Ranger District, the Sandia National Historic Center, and other sites. The school has an after school program named Wild Friends that also visits educational sites aimed at environmental conservation and preservation. The Wild Friends has yearly visited the New Mexico Roundhouse to sponsor, support, and lobby for legislation and memorials that benefit the environment.

8) Provide all eligible students with services in accordance with the provisions of the IDEA as supported by a budgeted resource position.

Horizon Academy West has always provided services in accordance with the Individuals with Disabilities Education Act and has successfully completed all state mandated compliance visits regarding special education services. We have employed more than one full-time special education teacher since our inception (please see appendices for employees and budget). We currently continue with two full-time special educators (who are highly qualified) and we employ the services of a Speech/Language Pathologist (1.0 FTE), Diagnostician (0.5 FTE), Social Worker (1.0), Occupational Therapist (0.2 FTE), and a bilingual diagnostician (as needed).

9) Maintain a Model Learning Environment: The learning environment should be quiet, orderly, pleasant, with lots of positive reinforcement coming from the teacher to each child and should be full of very successful students. The culture of the school should reflect a high degree of student discipline and appropriate classroom behavior as is reflective of a true school of choice.

Horizon Academy West has continued to demonstrate a model learning environment demonstrated through high student achievement, student centered instructional practices, and low incidents of school discipline referrals (please see Safe Schools Report submitted to the PED annually). The practice of student centered instruction is evident in each classroom, supported through inservice workshops, and monitored through the teacher appraisal system.

10) Teach Life's Skills: We believe that students should be taught, along with their academics, a full range of life skills, including good character, self-discipline and leadership skills.

Life skills and character education are embedded throughout the curricula presented to students. Teachers take teachable moments to stress the importance and instruct the application of such skills. This process is supported through the work of the Social Worker and the Wise Skills curriculum. In the past, a school-wide program named “Caught Being Good” was implemented; however, it has been condensed to the classroom level as needed because on the whole, all students have successfully demonstrated appropriate behavior, character, and life skills.

11) We agree that educational standards must be high because what we expect from students is what we will get. Each child in 1st and 2nd grade is expected to read each night, out loud to a parent or an older sibling. All 3rd and 4th grade students should be able to recite multiplication tables. Students should read out loud daily in class with expression and comprehension.

Horizon Academy West and the families we represent have successfully implemented this objective. Parents are asked to read each night with their children, students are expected to recite the multiplication tables (and other arithmetic facts), and students are given the opportunity to read aloud each day. Furthermore, the school-wide reading program has continued to stress these skills by providing an intensive direct instruction in reading in small groups. Homework is provided daily by all teachers and parents are given the opportunity to work with their children (as well as receive assistance from our staff as needed). Additionally, for the past two years, Horizon Academy West has provided the parents the Parent and Community Room on campus where they can access a computer, resources, and materials.

Community centered goals listed in the original charter

1) Provide students the opportunity for community service, stressing respect for others, first-hand experiences, and contributions to society as measured by volunteer experiences in area nursing homes, institutions, hospitals, etc. Throughout the school year a community-based performance will occur which includes EVERY student.

Horizon Academy West is an elementary school, and although opportunities for such community service may be limited, we still stress the importance of giving back to the community, whether it be the community at large or the school community. In the past, students have volunteered at Joy Junction and provided hospitality at local adult nursing care centers. We have school-wide programs that have supported The Storehouse each year, which provides services to the needy in our community. We have collected canned

goods, clothing, and donations for a variety of organizations, including The Heifer Foundation (Read to Feed), Pennies for Patients, the Juvenile Diabetes Research Foundation, St. Joseph's Community Outreach, Youth Development Incorporated's clothing bank, Support the Troops Initiative, Good Shepherd clothing drive, Women's Homeless Shelter, Wild Friends Organization, Hurricane Katrina Victim's Relief Funds, Albuquerque Homeless Shelter, Walk Across America, and the Ronald McDonald House. The Horizon Academy West Parent Teacher Organization also is active in community service projects. In each and every example, students learn first-hand the value and rewards of community service.

2) Parental Satisfaction: The school seeks to attain 90% re-enrollment each year and at least a 3.0 composite rating (on a scale of 1.0 to 4.0) from a minimum of 75% of all parents on an annual parent satisfaction survey. Horizon Academy has developed a year end survey that collects data on not only the program, but on every employee at the school.

Each year, Horizon Academy West accepts new students; however, slots are very limited and a lottery process is employed. Since all Kindergarten students are new to our school, at the minimum, 60 new students are enrolled each year (or about 14% of the students). Thus, using just the new enrollment of Kindergarten students, Horizon Academy West cannot meet the 90% enrollment figure. If, however, we exclude the Kindergarten students, there are approximately 30 to 45 new students on average per year. This represents between 8% and 12% of the students. For this current year, there are approximately 50 new students (or about 13%). This is due in part to the school's new 4-day school week schedule.

The year end survey mentioned above was not utilized since the first year of operation, so it is difficult at best to gauge parent satisfaction as stated above. Each year, however, the state department conducts the Quality of Education Survey. Although we were not able to locate school specific information for the past year, if the information is available for all previous years, it would be a better indicator of parent satisfaction. Another indicator of parent satisfaction is the continued and on-going ability to keep enrollment at its current rate. On this aspect, the school has been very successful in maintaining enrollment, and with a lottery process that must be implemented each year to fill our open slots, continued satisfaction with the school by parents is evident.

3) Maintain a strong emphasis on customer service. On-going communication between school and community improves public perception and encourages parent and community involvement in the school. Teachers are available for conferences/meetings throughout the year.

Horizon Academy West has continued to maintain a strong emphasis on customer service through on-going and varied communication, an all parent Governing Council, an active Parent Teacher Organization, and a schedule that allows for teacher conferences and meetings. On a weekly basis, a newsletter is sent home (Thursday Folder) to inform parents. The school maintains a website (www.hawest.net) as well to provide information to parents and the community. Many teachers send home newsletters and notes as well, sometimes on a daily basis. Some teachers have distributed information and maintained an open dialogue with parents through email. Finally, the school has purchased software to enable parents to be able to log in to the school system to check on students grades and assignments, as well as receive and post information.

4) Through the Johns Hopkins University School Partnership model, Horizon Academy will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Horizon Academy West may have initially utilized the Johns Hopkins University School Partnership model; however, no evidence of implementation, training, nor funding capacity has been located. The prior management company and the administrators that were hired by the company never disseminated this information, nor implemented aspects of the model. Currently, Horizon Academy West believes that partnerships in the community is vital and for the past three years a Coordinator has been hired to promote such partnerships to benefit families, students, and the school (please see appendices for Community Capacity Building). Promotion of the social, emotional, and academic growth of children is an essential component of school improvement and through partnerships within the community, our capacity to meet those needs is heightened.

5) Promote the community's involvement and support in every child's learning through partnership in the Helping One Student To Succeed (HOSTS) program wherein student's participate with mentors to remediate/accelerating learning using one-to-one or small group instruction in Reading, Writing, Math, or Spanish Language Arts. HOSTS is a structured research-based and nationally validated mentoring program.

The HOSTS program is an excellent program, and many of the current staff have experienced its benefits in other schools. However, Horizon Academy West has never had the opportunity to implement the program. No evidence of funding, training, or implementing the program could be found. AEP and the administrative team it hired have never earmarked funding, arranged for training, sought out community and parent mentors, nor implemented the program. Horizon Academy West does recognize the importance of such a program and the current administration and faculty have implemented programs and resources to meet the needs of our students. Again, the school-wide reading program is in its second full year of operation and for the third consecutive year, a library has been in operation. Resources have been provided to purchase books for the library as well as purchase books for classroom collections. Finally, with the commitment of parents to read and work with their children at home, students receive the needed assistance.

Overall Assessment of Meeting the Initial Charter's Objectives

It is evident that the original objectives listed in the initial charter did not adequately include reasonable and cogent evaluative procedures. At first glance, they did sound substantial and were indeed notable; however, as explained earlier, it was pure rhetoric without implementation. After assuming control of the school in the middle of the second year of operation, the new administration and Governing Council set out to live up to as many of the promises that brought so many students to our school in the first place. Student achievement, strong curricula, highly qualified teachers, sound fiscal management, and continuous improvement were the goals of everyone involved. Based upon these goals, we recognized the task at hand and did the very best we could to achieve our goals.

How the School's Progress is Reasonable

The main evidence of academic achievement is the results of the state mandated standards based assessments. Each year, Horizon Academy West has been successful in achieving Annual Yearly Progress. Since the minimum requirement for achieving this goal changes (increases) each year, the school must improve each year to meet AYP.

For the SY 2004-2005 and the SY 2005-2006, the New Mexico Standards Based Assessment (NMSBA) was administered and the results were reported consistently in the New Mexico School Accountability Reports. Therefore, for those two school years, a direct comparison can be made (see Table 1 below). For the SY 2005-2006 and the SY 2006-2007, the presentation of the results for the past two school years was modified, and therefore can be compared directly (see Table 2 below).

Table 1: NMSBA Overall Results for Horizon Academy West

School Year	Math Percent Proficient	Math Annual AYP Goal	Reading Percent Proficient	Reading Annual AYP Goal
2004-2005	17.30	15.28	47.75	36.79
2005-2006	28.36	23.00	47.76	40.00

Data reported from New Mexico State Accountability Reports

As reflected in Table 1, Horizon Academy West exceeded the goals for mathematics and reading each year. In mathematics, all students exceeded the goals set by 2.02% (SY 2004-2005) and by 5.36% (SY 2005-2006). In fact, over one year's time, all students proficient in mathematics increased by 11.06%. This was considered a marked improvement in student proficiency, and was due in part to additional training in the use and supplementation of the mathematics curriculum, Saxon Mathematics (Saxon Publishers, Harcourt Achieve). Teachers began supplementing the curriculum with more hands-on activities and also began implementing cross-curricular instruction, as well as differentiated instruction.

In reading, all students exceeded the goals set by 10.96% (SY 2004-2005) and by 7.76% (SY 2005-2006). The 0.01% increase in student proficiency from one year to the next was noted by the staff and the school-wide reading program began the following school year to address the need, although they exceeded the state standard. Teachers supplemented the reading curriculum, Open Court Reading (McGraw-Hill Publishers), with classroom reading sets and computer assisted instruction using a variety of software packages, including Lexia. Also, the school created space and opened its library in the fall of 2005. Since that time, resources and books have been continually acquired, and our library continues to improve and grow.

Table 2: NMSBA Results for Horizon Academy West by Grade Level

Grade Level	Reading		Math		Science	
	SY2005-6	SY2006-7	SY2005-6	SY2006-7	SY2005-6	SY2006-7
3	24	43	17	27	40	72
4	21	44	20	44	22	51
5	26	52	11	25	18	30
6	20	39	7	32	11	29

Data reported from School Administrative Summary (NMSBA)

In grade level comparison for students on the NMSBA, it is apparent that all students have shown marked improvement over the two school years. For each year, all students, in all subjects tested exceeded the state goals. Third graders proficient in reading increased 19%, fourth graders increased 23% (more than doubling proficiency rates), fifth graders increased 26% (doubling proficiency rates), and sixth graders increased 19% (almost doubling proficiency rates). The remarkable results in reading support the school's efforts to address reading skills for all students through the course taken by the staff.

In mathematics, third graders rated proficient increased 10%, fourth graders increased 24% (more than doubling proficiency rates), fifth graders increased 14% (more than doubling proficiency rates), and sixth graders increased 25% (a remarkable 458% increase in one year). Again, the remarkable increases in proficiency rates for students in mathematics supports the school's and staff's efforts.

The science portion of the NMSBA was piloted in the SY 2005-2006, and has been included in the table for comparison to the past year's results. Again in each instance, students exceeded the state mandated goals and showed remarkable improvement in one year. Third graders proficient in science increased 32%, fourth graders increased 29% (more than doubling proficiency rates), fifth graders increased 12%, and sixth graders increased 18% (more than doubling proficiency rates). Although a school wide science curriculum was not purchased until after the old management company and the administrators they hired were terminated, Horizon Academy West has shown an outstanding ability to address the needs of students academically in science. Using a variety of science curricula (Harcourt Science, Foss Science, and Hands-on Learning), the school has been very successful in providing science instruction.

Based upon the above evidence, it is reasonable to state that Horizon Academy West has been very successful in meeting student needs academically and has shown remarkable progress. Although this is very gratifying to the families, students, and staff, we all understand that we must continue to improve and our efforts should not abate. Student performance standards, state minimum educational standards, and state accountability requirements have been met or exceeded for each year the school has been in operation. This significant progress has been made in spite of the early difficulties cited earlier. In spite of the old management company, in spite of the administrators the company hired, in

spite of the financial difficulties, and in spite of the distrust that grew from their management, Horizon Academy West continues to thrive.

Horizon Academy West's Goal and Objectives

Horizon Academy West recognizes that the goals and objectives listed in the initial charter do not reflect the philosophy and beliefs of the administration, staff, and families who now make up the school. Thus, a newly stated goal and objectives is in order, and will be discussed below.

As stated earlier, the goal of Horizon Academy West is simply **student achievement**. All students will achieve academically, socially, emotionally, and physically. This goal can be achieved through the employment of highly qualified teachers; the presentation of effective instruction; curricula that meets or exceeds state mandated benchmarks and goals; a well rounded instructional program that includes physical education and art education; an administration that ensures meeting state accountability requirements; and an administration that supports the staff and students. To meet this goal, a set of objectives has been developed, as well as a five year plan to monitor the progress on meeting the objectives. The yearly increases in percent proficient will follow cohort alignment (that is, 3rd graders at 30% for the previous year will in 4th grade score 33%).

Objective 1: Based upon the results of the NMSBA, students in grades 4-6 will show at least a 3% yearly increase in proficiency rates in Reading.

Objective 2: Based upon the results of the NMSBA, students in grades 4-6 will show at least a 3% yearly increase in proficiency rates in Mathematics.

Objective 3: Based upon the results of the NMSBA, students in grades 4-6 will show at least a 3% yearly increase in proficiency rates in Science.

Objective 4: Based upon yearly attendance rates submitted to the PED, Horizon Academy West will maintain or exceed 95% attendance each year.

Objective 5: Based upon yearly enrollment, Horizon Academy West will maintain or exceed 95% capacity.

Objective 6: Horizon Academy West will continue to provide students with community service opportunities as measured by yearly documentation of community service efforts, including but not limited to volunteering, collection of funds, collection of needed resources (canned goods, clothing, books, etc.), participation in community service projects (walk-a-thons, read-a-thons, community clean-up projects, etc.), and other classroom or school-wide projects.

Based upon these objectives, a five year plan has been developed (see Table 3) to assist in monitoring progress, alignment with the EPSS, and providing opportunities for implementing strategies for improvement.

Table 3: Horizon Academy West Five Year Plan for Meeting Our Objectives

Objective	Proficiency rate SY 2007-2008 For grades 3, 4, 5, 6	Proficiency rate SY 2008-2009 For grades 4, 5, 6	Proficiency rate SY 2009-2010 For grades 5, 6	Proficiency rate SY 2010-2011 For grades 6	Proficiency rate SY 2011-2012
1) Based upon the results of the NMSBA, students in grades 3-6 will show at least a 3% yearly increase in proficiency rates in Reading.	46, 47, 55, 42	*, 49, 50, 58	**, *, 52, 53	***, **, *, 55	****, ***, **, *
2) Based upon the results of the NMSBA, students in grades 3-6 will show at least a 3% yearly increase in proficiency rates in Mathematics.	30, 47, 28, 35	*, 33, 50, 31	**, *, 36, 53	***, **, *, 39	****, ***, **, *
3) Based upon the results of the NMSBA, students in grades 3-6 will show at least a 3% yearly increase in proficiency rates in Science.	75, 54, 33, 32	*, 78, 57, 36	**, *, 81, 60	***, **, *, 84	****, ***, **, *
4) Based upon yearly attendance rates submitted to the PED, Horizon Academy West will maintain or exceed 95% attendance each year.	>95	>95	>95	>95	>95
5) Based upon yearly enrollment, Horizon Academy West will maintain or exceed 95% capacity. Capacity = 446 at current alignment	>95 Currently at 99%	>95	>95	>95	>95
6) HAWest will continue to provide students with community service opportunities as measured by yearly documentation of community service efforts, including volunteering, collection of funds, collection of needed, participation in community service projects, and other classroom or school-wide projects.	Documented efforts	Documented efforts	Documented efforts	Documented efforts	Documented efforts

* 3rd grade class of SY 2008-9; ** 3rd grade class of SY2009-10; *** 3rd grade class of 2010-11; ****3rd grade class of SY 2011-12

Lesson Learned Over the First Five Years

Horizon Academy West has been highly successful, however, we do recognize that mistakes have been made in the past. As stated earlier, the former management company and the administrators they hired made many mistakes. The staff, families, our host district, and even the PED recognized that during the first two years many problems were evident. Resources were not adequate, administrators were unresponsive, and the Governing Council (and only one council was in effect for all three Horizon schools) consisted of the charter author, his brother, and a few selected like-minded individuals. Fiscal management was convoluted, secretive, and always in crisis. Still, the faculty managed to do their job, and do it well despite the lack of resources.

After assuming control of the school at the end of the second year, a new Governing Council was elected who consisted of all parents. With the new administration, the Governing Council worked diligently over the next two years to completely re-write the Policies and Procedures for the school. The administration hired a business manager and began the arduous task of creating a sound fiscal management system. By the end of the third year, the school had managed to pay off or negotiate the settlement of all debts. Unbeknownst to the new administrators, the prior management company had secured a series of loans to keep the schools open. When this all came to light, the school worked with the lender, the landlord, our new attorney, the host district, and the PED to settle all debts, take inventory of all materials and supplies, and begin fresh. All of this was accomplished despite the refusal of the former management company and the former attorney to disclose all records. After a great deal of mediation, they eventually complied, but only provided partial records which were purposefully disorganized and ultimately unhelpful. Instead of pursuing further legal action against the former attorney and management company, we were advised to move ahead and build our own vision.

During the third year of operation, Horizon Academy West was able to secure a series of grants, both through school wide efforts and through individual classrooms. With the assistance of these grants, and with the sound fiscal management in place, the school began to gain ground. We purchased curricula, materials, and supplies. We sought out and acquired training and technical assistance. We implemented policies and programs to better support teachers and improve communication. With the continued commitment of a superior staff and a dedicated Governing Council, Horizon Academy West has shown great success. By the end of the fourth year, in fact, we were able to post an 8% surplus in our budget (well over the mandated 1% in the new regulations).

Entering our fifth year of operation, the future looks bright for Horizon Academy West. We have a track record of academic success, enrollment remains high, we have a budget surplus, we have materials and supplies, we have a beautiful campus, and we have implemented our latest innovative measure to increase academic time on task, namely, the four day school week. The four day school week allows for more academic time on task, allows for training and meetings to be conducted during a non-school day (thus eliminating disruptions to the school day), increases faculty morale (and student morale), increases attendance, has been shown to correlate with increased standards based test scores, and it reduces operating costs for the school. The decision to implement the four day school week was made with the input and support from the faculty, Governing Council, and parents.

B. Financial Statements

Since the hiring of a school business manager, the formation of the current Governing Council, the implementation of the new Policies and Procedures, and the appointment of the new administrative team, Horizon Academy West has demonstrated competent and effective management of its finances. Included below is a narrative of the school's ability to competently and effectively manage its finances, the school's annual budget, a five year budget projection developed last year, and a financial audit with findings and responses.

Narrative

The annual financial statements for the school have not been issued at this time. The school is considered a component unit of the Albuquerque Public School District. The audit for the district has not been released for the fiscal year ended June 30, 2006. The approved 2007-08 operational fund budget of Horizon West Charter School is approximately \$2.8 million and the total budget is in excess of \$3.1 million. In addition, the operational budget was developed with a projected unrestricted cash amount (cash balance) of approximately \$248 thousand dollars which is approximately 8.92% of operational expenditures. The budget approved for the 2007-08 fiscal year includes an average teacher contract salary increase and average base salary increase of 6.63% which is greater than the salary increases mandated by legislation. In addition, the budget approved complies with the requirements to pay all Level IIIA teachers the \$50,000 salary mandate; provides the mandatory average 5% salary increase to all teachers, other certified and non-certified staff; provides the mandatory additional 2% average salary increase to all instructional support providers that require a bachelors degree or higher whose full time salary is below \$60,000; and, provides the mandatory additional 2% average salary increase for the principal and assistant principal. The budget has been approved by the Albuquerque Public School District and the Public Education Department. The school's budget reflects the needs of its students while complying with all legislative requirements. A review of the budget discloses that Instruction; Support Services – Students; and, Support Services -Instruction are allocated 56.1% of the operational budget. These three expenditure functions provide support to student learning in the school. The Instruction budget directly funds the activities within the classroom. Support Services – Students provides the employees needed to support students. Support Services – Instruction provides the library/media assistant.

The budget funds professional development for teachers and staff as well as the governing council. The budget also provides funds for the annual independent external audit which is required by statute and accounts for legal services and advertising. The budget provides for the administration of the school with a principal and the support staff necessary to carry on the instructional program. In addition, the budget provides the support operations of the school including student information requirements, finance and maintenance and operations. The maintenance and operations budget includes custodial employees and accounts for utilities, rent, property and liability insurances.

The budgets received from grants and allocations are used only for those specific purposes allowed by the fund. The funds are segregated from the operational budget and each is independently balanced. As additional revenues are received the school will follow the

New Mexico Public Education Department's (PED) process to request budget authority to increase funds.

The school is aware of the PED requirements for budget increases, decreases and transfers. Quarterly reporting to the PED and required reporting to regulatory agencies is addressed through the school's operating procedures.

HORIZON WEST CHARTER SCHOOL
2007-08 BUDGET

26-Sep-07

[Fund] 11000 - Operational

Fund	Job Class	Description	FTE	Budget (YTD)
Function 0000-Revenue				
11000		State Equalization Guarantee		\$ (2,534,015.00)
		Cash Balance		\$ (248,182.00)
Total Function 0000 Revenue				\$ (2,782,197.00)
Function 1000-Instruction				
11000	1411	Regular Education Teachers		\$ 758,262.00
11000		Regular Education Teacher Benefits		\$ 205,460.00
11000	1413	Teachers Early Childhood Ed		\$ 127,755.00
11000		Teachers Early Childhood Ed Benefits		\$ 33,332.00
11000	1611	Substitutes - Sick leave		\$ 4,942.00
11000	1621	Summer school / After School		\$ 8,000.00
11000	1713	Instructional Assts - Early Childhood		\$ 43,617.00
11000		Instructional Assts - Early Childhood Ben.		\$ 15,047.00
11000	1412	Special Education Teachers		\$ 78,050.00
11000		Special Education Teacher Benefits		\$ 27,678.00
11000		Instruction-Employee Training - Teachers		\$ 2,500.00
11000		Instruction-Other Contract Services		\$ 17,500.00
11000		Instruction-General Supplies and Materials		\$ 11,000.00
Total Function 1000 Instruction				\$ 1,333,143.00
Function 2100 Support Services - Students				
11000	1214	Guidance Counselor / Social Worker		\$ 29,739.00
11000		Guidance Counselor / Social Worker Benefits		\$ 5,834.50
11000	1216	Health Assistants		\$ 26,422.00
11000		Health Assistants Benefits		\$ 5,766.00
11000	1311	Diagnosticians		\$ 30,000.00
11000		Diagnosticians Benefits		\$ 7,436.50

11000		Speech Therapists - Contracted	\$ 85,000.00
11000		Occupational Therapists - Contracted	\$ 10,000.00
11000		Employee Training - Non-Teachers	\$ 500.00
11000		General Supplies and Materials	\$ 6,000.00
Total Function 2100 Support Services - Students			\$ 206,698.00
Function 2200 Support Services - Instruction			
11000	1213	Library / Media Assistant	\$ 13,211.00
11000		Library / Media Assistant Benefits	\$ 2,549.00
11000		General Supplies and Materials	\$ 5,000.00
Total Function 2200 Support Services - Instruction			\$ 20,760.00
Function 2300 Support Services - General Administration			
11000		Auditing	\$ 12,500.00
11000		Legal	\$ 8,000.00
11000		Advertising	\$ 1,000.00
11000		Board Travel	\$ 5,000.00
11000		Board Training	\$ 5,000.00
Total Function 2300 Support Services - General Administration			\$ 31,500.00
Function 2400 Support Services - School Administration			
11000	1112	Principal	\$ 74,633.00
11000		Principal Benefits	\$ 21,822.16
11000	1211	Coordinators / Subject Matter Specialists	\$ 180,023.00
11000		Coordinators / Subject Matter Specialists Benefits	\$ 47,728.07
11000	1217	Secretarial / Clerical / Technical Assistants	\$ 69,130.00
11000		Secretarial / Clerical / Technical Assistants Benefits	\$ 19,556.64
11000	1511	Data Processing	\$ 38,533.00
11000		Data Processing Benefits	\$ 10,710.00
11000		Other Charges	\$ 175.35
11000		Employee Travel - Non-Teachers	\$ 3,000.00
11000		Employee Training - Non-Teachers	\$ 5,500.00
11000		Other Contract Services	\$ 14,500.00

11000	General Supplies and Materials	\$ 82,134.69
-------	--------------------------------	-----------------

Total Function 2400 Support Services - School Administration		\$ 567,445.91
---	--	--------------------------

Function 2500 Central Services

11000	1115	Business Manager	\$ 72,661.00
11000		Business Manager Benefits	\$ 21,700.24
11000		Other Professional/Technical Services	\$ 15,600.00
11000		Other Charges	\$ 50.00
11000		Employee Travel - Non-Teachers	\$ 3,500.00
11000		Employee Training - Non-Teachers	\$ 3,500.00
11000		General Supplies and Materials	\$ 2,000.00

Total Function 2500 Central Services		\$ 119,011.24
---	--	--------------------------

Function 2500 Central Services

11000	1615	Custodial	\$ 50,232.00
11000		Custodial Benefits	\$ 16,217.56
11000		Other Charges	\$ 604.60
11000		Maintenance & Repair Furniture/Fixtures/Equipment	\$ 566.97
11000		Electricity	\$ 45,000.00
11000		Natural Gas (Buildings)	\$ 4,500.00
11000		Water/Sewage	\$ 18,000.00
11000		Communication Services	\$ 20,000.00
11000		Renting Land and Buildings	\$ 174,744.00
11000		Rentals of Computers and Related Equipment	\$ 12,164.00
11000		Property/Liability Insurance	\$ 46,755.00
11000		Other Contract Services	\$ 5,535.96
11000		Software	\$ 2,184.07
11000		General Supplies and Materials	\$ 102,134.69
11000		Supply Assets (\$5,000 or Less)	\$ 5,000.00

Total Function 2600 Operations and Maintenance of Plant		\$ 503,638.85
--	--	--------------------------

Total Fund 11000 Operational Fund		\$ 2,782,197.00
--	--	----------------------------

Element [Fund] 14000 - Total Instructional Materials Sub-Fund	
---	--

Account Code	Description	Budget (YTD)
Function 0000 Revenue		
14000	State Flow-through Grants	\$ (3,352.00)
14000	Instructional Materials - Cash (50%)	\$ (38,045.00)
Total Function 0000 Revenue		\$ (41,397.00)
14000-1000-56111-1010-001022-0000-000000-00000	Instruction-Instructional Materials Cash - 50% Textbooks	\$ 38,045.00
14000-2200-56114-0000-001022-0000-000000-00000	Support Services-Instruction-Library And Audio-Visual	\$ 3,352.00
Total Fund 14000 Instructional Materials Fund		\$ 41,397.00

Element [Fund] 21000 - Food Services	
--	--

Account Code	Description	Budget (YTD)
Function 0000 Revenue		
21000-0000-41604-0000-001022-0000-000000-00000	Fees – Students/Food Services	\$ (30,000.00)
21000-0000-44500-0000-001022-0000-000000-00000	Restricted Grants From the Federal Government Through the State	\$ (190,000.00)
Total Function 0000 Revenue		\$ (220,000.00)
21000-3100-55915-0000-001022-0000-000000-00000	Food Services Operations-Other Contract Services	\$ 10,000.00
21000-3100-56116-0000-001022-0000-000000-00000	Food Services Operations-Food	\$ 210,000.00
Total Fund 21000 Food Services		\$ 220,000.00

Element [Fund] 24101 - Title I - IASA	
---	--

Account Code	Description	Budget (YTD)
Function 0000 Revenue		
24101-0000-44500-0000-001022-0000-000000-00000	Restricted Grants From the Federal Government Through the State	\$ (55,320.00)
24101-2100-51100-0000-001022-1214-000000-00000	1214 Guidance Counselors/Social Workers	\$ 29,739.00
24101-2100-52111-0000-001022-1214-000000-00000	Guidance Counselors/Social Workers Benefits	\$ 7,629.00
24101-2200-51100-0000-001022-1213-000000-00000	1213 Library/Media Assistants	\$ 13,211.00
24101-2200-52111-0000-001022-1213-000000-00000	Library/Media Assistants Benefits	\$ 4,741.00
Total Fund 24101 Title I		\$ 55,320.00

Element	
[Fund] 24106 - Entitlement IDEA-B	

Account Code	Description	Budget (YTD)
Function 0000 Revenue		
24106-0000-44500-0000-001022-0000-000000-000000	Restricted Grants From the Federal Government Through the State	\$ (42,740.00)
24106-2100-53212-2000-001022-0000-000000-000000	Support Services-Students-Speech Therapists - Contracted	\$ 41,240.00
24106-2100-56118-0000-001022-0000-000000-000000	Support Services-Students-General Supplies and Materials	\$ 1,500.00
Total Fund 24106 Entitlement IDEA-B		<hr/> \$ 42,740.00
Total Budget		<hr/> \$ 3,141,654.00 <hr/>

The budget meets all legislative and regulatory requirements. Continuing cash balances indicate the monitoring of accounts to ensure that all expenditures are within the approved budget. The independent external audit also indicates the efficient management of the school's finances. Horizon Academy West Charter School continues to effectively and competently manage its finances to serve the needs of its students.

The following pages reflect the 5 year projected budget developed last year.

FUND	OBJ	JOB	DESCRIPTION	FY06 Budget	FY07 Proj. Budget	FY08 Proj. Budget	FY09 Proj. Budget	FY10 Proj. Budget	FY11 Proj. Budget
11000			OPERATIONAL						
11000			INSTRUCTION						
11000	51000		Personnel Services - Compensation						
11000	51100	1411	Teachers - Grades 1-12	717,970	732,329	746,976	761,916	777,154	792,697
11000	51100	1412	Teachers - Special Education	84,000	85,680	87,394	89,141	90,924	92,743
11000	51100	1413	Teachers - Early Childhood Education	121,000	123,420	125,888	128,406	130,974	133,594
11000	51100	1611	Substitutes - Sick Leave	10,000	10,200	10,404	10,612	10,824	11,041
11000	51100	1713	Instructional Assistants - ECE	43,800	44,676	45,570	46,481	47,411	48,359
11000	51100		Total: Personnel Services - Compensation	976,770	996,305	1,016,232	1,036,556	1,057,287	1,078,433
11000	52000		Personnel Services - Employee Benefits						
11000	52111	1411	Teachers - Grades 1-12	61,551	62,782	64,038	65,318	66,625	67,957
11000	52111	1412	Teachers - Special Education	7,200	7,344	7,491	7,641	7,794	7,949
11000	52111	1413	Teachers - Early Childhood Education	10,374	10,581	10,793	11,009	11,229	11,454
11000	52111	1713	Instructional Assistants - ECE	3,752	3,827	3,904	3,982	4,061	4,143
11000	52112	1411	Teachers - Grades 1-12	7,052	7,193	7,337	7,484	7,633	7,786
11000	52112	1412	Teachers - Special Education	825	842	858	875	893	911
11000	52112	1413	Teachers - Early Childhood Education	1,189	1,213	1,237	1,262	1,287	1,313
11000	52112	1713	Instructional Assistants - ECE	430	439	447	456	465	475
11000	52210	1411	Teachers - Grades 1-12	47,003	47,943	48,902	49,880	50,878	51,895
11000	52210	1412	Teachers - Special Education	5,500	5,610	5,722	5,837	5,953	6,072
11000	52210	1413	Teachers - Early Childhood Education	7,924	8,082	8,244	8,409	8,577	8,749
11000	52210	1713	Instructional Assistants - ECE	2,867	2,924	2,983	3,042	3,103	3,165
11000	52220	1411	Teachers - Grades 1-12	10,899	11,117	11,339	11,566	11,797	12,033
11000	52220	1412	Teachers - Special Education	1,275	1,301	1,327	1,353	1,380	1,408
11000	52220	1413	Teachers - Early Childhood Education	1,837	1,874	1,911	1,949	1,988	2,028
11000	52220	1713	Instructional Assistants - ECE	665	678	692	706	720	734
11000	52311	1411	Teachers - Grades 1-12	50,967	51,986	53,026	54,087	55,168	56,272
11000	52311	1412	Teachers - Special Education	5,964	6,083	6,205	6,329	6,456	6,585
11000	52311	1413	Teachers - Early Childhood Education	8,592	8,764	8,939	9,118	9,300	9,486
11000	52311	1713	Instructional Assistants - ECE	3,109	3,171	3,235	3,299	3,365	3,433

11000	52312	1411	Teachers - Grades 1-12	1,602	1,634	1,667	1,700	1,734	1,769
11000	52312	1412	Teachers - Special Education	188	192	196	200	203	208
11000	52312	1413	Teachers - Early Childhood Education	270	275	281	287	292	298
11000	52312	1713	Instructional Assistants - ECE	98	100	102	104	106	108
11000	52313	1411	Teachers - Grades 1-12	2,885	2,943	3,002	3,062	3,123	3,185
11000	52313	1412	Teachers - Special Education	338	345	352	359	366	373
11000	52313	1413	Teachers - Early Childhood Education	486	496	506	516	526	537
11000	52313	1713	Instructional Assistants - ECE	176	180	183	187	191	194
11000	52314	1411	Teachers - Grades 1-12	481	491	500	510	521	531
11000	52314	1412	Teachers - Special Education	56	57	58	59	61	62
11000	52314	1413	Teachers - Early Childhood Education	81	83	84	86	88	89
11000	52314	1713	Instructional Assistants - ECE	30	31	31	32	32	33
11000	52315	1411	Teachers - Grades 1-12	267	272	278	283	289	295
11000	52315	1412	Teachers - Special Education	31	32	32	33	34	34
11000	52315	1413	Teachers - Early Childhood Education	45	46	47	48	49	50
11000	52315	1713	Instructional Assistants - ECE	16	16	17	17	17	18
11000	52500	1411	Teachers - Grades 1-12	14,104	14,386	14,674	14,967	15,267	15,572
11000	52500	1412	Teachers - Special Education	1,651	1,684	1,718	1,752	1,787	1,823
11000	52500	1413	Teachers - Early Childhood Education	2,378	2,426	2,474	2,524	2,574	2,626
11000	52500	1713	Instructional Assistants - ECE	860	877	895	913	931	950
11000	52710	1411	Teachers - Grades 1-12	5,898	6,016	6,136	6,259	6,384	6,512
11000	52710	1412	Teachers - Special Education	690	704	718	732	747	762
11000	52710	1413	Teachers - Early Childhood Education	994	1,014	1,034	1,055	1,076	1,097
11000	52710	1713	Instructional Assistants - ECE	360	367	375	382	390	397
11000	52000		Total: Personnel Services - Emp Ben	272,960	278,419	283,988	289,667	295,461	301,370
11000	56000		Supplies						
11000	56118		General Supplies and Materials	10,032	10,233	10,437	10,646	10,859	11,076
11000			Total: Supplies	10,032	10,233	10,437	10,646	10,859	11,076
11000			TOTAL: INSTRUCTION	1,259,762	1,284,957	1,310,656	1,336,870	1,363,607	1,390,879
11000			SUPPORT SERVICES						
11000	51100		Personnel Services - Compensation						
11000	51100	1112	Principals	184,850	188,547	192,318	196,164	200,088	204,089
11000	51100	1115	Assoc. Supt. - Fin./Bus. Mgr.	69,201	70,585	71,997	73,437	74,905	76,403
11000	51100	1211	Coordinator/Subject Matter Specialist	66,950	68,289	69,655	71,048	72,469	73,918

11000	51100	1213	Library/Media Assistants	25,164	25,667	26,181	26,704	27,238	27,783
11000	51100	1214	Guidance Counselors/Social Workers	25,293	25,799	26,315	26,841	27,378	27,926
11000	51100	1216	Health Assistants	12,582	12,834	13,090	13,352	13,619	13,892
11000	51100	1217	Secretarial/Clerical/Technical Assistants	60,813	62,029	63,270	64,535	65,826	67,142
11000	51100	1311	Diagnosticians	30,000	30,600	31,212	31,836	32,473	33,122
11000	51100	1511	Data Processing	18,375	18,743	19,117	19,500	19,890	20,287
11000	51100	1614	Maintenance	13,104	13,366	13,633	13,906	14,184	14,468
11000	51100	1615	Custodial	24,150	24,633	25,126	25,628	26,141	26,664
11000	51100		Total: Personnel Services - Compensation	530,482	541,092	551,913	562,952	574,211	585,695
11000	52000		Personnel Services - Employee Benefits						
11000	52111	1112	Principals	17,409	17,757	18,112	18,475	18,844	19,221
11000	52111	1115	Assoc. Supt. - Fin./Bus. Mgr.	6,526	6,657	6,790	6,925	7,064	7,205
11000	52111	1211	Coordinator/Subject Matter Specialist	6,314	6,440	6,569	6,700	6,834	6,971
11000	52111	1213	Library/Media Assistants	2,378	2,426	2,474	2,524	2,574	2,626
11000	52111	1214	Guidance Counselors/Social Workers	2,388	2,436	2,484	2,534	2,585	2,637
11000	52111	1216	Health Assistants	1,189	1,213	1,237	1,262	1,287	1,313
11000	52111	1217	Secretarial/Clerical/Technical Assistants	5,734	5,849	5,966	6,085	6,207	6,331
11000	52111	1511	Data Processing	1,737	1,772	1,807	1,843	1,880	1,918
11000	52111	1614	Maintenance	1,236	1,261	1,286	1,312	1,338	1,365
11000	52111	1615	Custodial	2,279	2,325	2,371	2,418	2,467	2,516
11000	52112	1112	Principals	2,566	2,617	2,670	2,723	2,778	2,833
11000	52112	1115	Assoc. Supt. - Fin./Bus. Mgr.	961	980	1,000	1,020	1,040	1,061
11000	52112	1211	Coordinator/Subject Matter Specialist	929	948	967	986	1,006	1,026
11000	52112	1213	Library/Media Assistants	350	357	364	371	379	386
11000	52112	1214	Guidance Counselors/Social Workers	351	358	365	372	380	388
11000	52112	1216	Health Assistants	175	179	182	186	189	193
11000	52112	1217	Secretarial/Clerical/Technical Assistants	840	857	874	891	909	927
11000	52112	1511	Data Processing	256	261	266	272	277	283
11000	52112	1614	Maintenance	182	186	189	193	197	201
11000	52112	1615	Custodial	336	343	350	357	364	371
11000	52210	1112	Principals	13,112	13,374	13,642	13,915	14,193	14,477
11000	52210	1115	Assoc. Supt. - Fin./Bus. Mgr.	4,913	5,011	5,111	5,214	5,318	5,424
11000	52210	1211	Coordinator/Subject Matter Specialist	4,753	4,848	4,945	5,044	5,145	5,248

11000	52210	1213	Library/Media Assistants	1,790	1,826	1,862	1,900	1,938	1,976
11000	52210	1214	Guidance Counselors/Social Workers	1,790	1,826	1,862	1,900	1,938	1,976
11000	52210	1216	Health Assistants	895	913	931	950	969	988
11000	52210	1217	Secretarial/Clerical/Technical Assistants	4,316	4,402	4,490	4,580	4,672	4,765
11000	52210	1511	Data Processing	1,307	1,333	1,360	1,387	1,415	1,443
11000	52210	1614	Maintenance	931	950	969	988	1,008	1,028
11000	52210	1615	Custodial	1,716	1,750	1,785	1,821	1,857	1,895
11000	52220	1112	Principals	3,863	3,940	4,019	4,099	4,181	4,265
11000	52220	1115	Assoc. Supt. - Fin./Bus. Mgr.	1,446	1,475	1,504	1,535	1,565	1,597
11000	52220	1211	Coordinator/Subject Matter Specialist	1,394	1,422	1,450	1,479	1,509	1,539
11000	52220	1213	Library/Media Assistants	527	538	548	559	570	582
11000	52220	1214	Guidance Counselors/Social Workers	529	540	550	561	573	584
11000	52220	1216	Health Assistants	264	269	275	280	286	291
11000	52220	1217	Secretarial/Clerical/Technical Assistants	1,271	1,296	1,322	1,349	1,376	1,403
11000	52220	1511	Data Processing	385	393	401	409	417	425
11000	52220	1614	Maintenance	274	279	285	291	297	303
11000	52220	1615	Custodial	505	515	525	536	547	558
11000	52311	1112	Principals	10,222	10,426	10,635	10,848	11,065	11,286
11000	52311	1115	Assoc. Supt. - Fin./Bus. Mgr.	3,827	3,904	3,982	4,061	4,142	4,225
11000	52311	1211	Coordinator/Subject Matter Specialist	3,703	3,777	3,853	3,930	4,008	4,088
11000	52311	1213	Library/Media Assistants	1,395	1,423	1,451	1,480	1,510	1,540
11000	52311	1214	Guidance Counselors/Social Workers	1,400	1,428	1,457	1,486	1,515	1,546
11000	52311	1216	Health Assistants	697	711	725	740	754	770
11000	52311	1217	Secretarial/Clerical/Technical Assistants	3,362	3,429	3,498	3,568	3,639	3,712
11000	52311	1511	Data Processing	1,018	1,038	1,059	1,080	1,102	1,124
11000	52311	1614	Maintenance	725	740	754	769	785	800
11000	52311	1615	Custodial	1,323	1,349	1,376	1,404	1,432	1,461
11000	52312	1112	Principals	455	464	473	483	493	502
11000	52312	1115	Assoc. Supt. - Fin./Bus. Mgr.	170	173	177	180	184	188
11000	52312	1211	Coordinator/Subject Matter Specialist	165	168	172	175	179	182
11000	52312	1213	Library/Media Assistants	62	63	65	66	67	68
11000	52312	1214	Guidance Counselors/Social Workers	62	63	65	66	67	68
11000	52312	1216	Health Assistants	31	32	32	33	34	34
11000	52312	1217	Secretarial/Clerical/Technical Assistants	149	152	155	158	161	165

11000	52312	1511	Data Processing	45	46	47	48	49	50
11000	52312	1614	Maintenance	32	33	33	34	35	35
11000	52312	1615	Custodial	59	60	61	63	64	65
11000	52313	1112	Principals	706	720	735	749	764	779
11000	52313	1115	Assoc. Supt. - Fin./Bus. Mgr.	264	269	275	280	286	291
11000	52313	1211	Coordinator/Subject Matter Specialist	256	261	266	272	277	283
11000	52313	1213	Library/Media Assistants	96	98	100	102	104	106
11000	52313	1214	Guidance Counselors/Social Workers	97	99	101	103	105	107
11000	52313	1216	Health Assistants	48	49	50	51	52	53
11000	52313	1217	Secretarial/Clerical/Technical Assistants	232	237	241	246	251	256
11000	52313	1511	Data Processing	70	71	73	74	76	77
11000	52313	1614	Maintenance	50	51	52	53	54	55
11000	52313	1615	Custodial	92	94	96	98	100	102
11000	52314	1112	Principals	162	165	169	172	175	179
11000	52314	1115	Assoc. Supt. - Fin./Bus. Mgr.	61	62	63	65	66	67
11000	52314	1211	Coordinator/Subject Matter Specialist	59	60	61	63	64	65
11000	52314	1213	Library/Media Assistants	22	22	23	23	24	24
11000	52314	1214	Guidance Counselors/Social Workers	22	22	23	23	24	24
11000	52314	1216	Health Assistants	11	11	11	12	12	12
11000	52314	1217	Secretarial/Clerical/Technical Assistants	53	54	55	56	57	59
11000	52314	1511	Data Processing	16	16	17	17	17	18
11000	52314	1614	Maintenance	12	12	12	13	13	13
11000	52314	1615	Custodial	21	21	22	22	23	23
11000	52315	1112	Principals	173	176	180	184	187	191
11000	52315	1115	Assoc. Supt. - Fin./Bus. Mgr.	65	66	68	69	70	72
11000	52315	1211	Coordinator/Subject Matter Specialist	60	61	62	64	65	66
11000	52315	1213	Library/Media Assistants	24	24	25	25	26	26
11000	52315	1214	Guidance Counselors/Social Workers	24	24	25	25	26	26
11000	52315	1216	Health Assistants	12	12	12	13	13	13
11000	52315	1217	Secretarial/Clerical/Technical Assistants	57	58	59	60	62	63
11000	52315	1511	Data Processing	17	17	18	18	18	19
11000	52315	1614	Maintenance	12	12	12	13	13	13
11000	52315	1615	Custodial	23	23	24	24	25	25
11000	52500	1112	Principals	3,144	3,207	3,271	3,336	3,403	3,471

11000	52500	1115	Assoc. Supt. - Fin./Bus. Mgr.	1,172	1,195	1,219	1,244	1,269	1,294
11000	52500	1211	Coordinator/Subject Matter Specialist	1,139	1,162	1,185	1,209	1,233	1,258
11000	52500	1213	Library/Media Assistants	429	438	446	455	464	474
11000	52500	1214	Guidance Counselors/Social Workers	431	440	448	457	467	476
11000	52500	1216	Health Assistants	214	218	223	227	232	236
11000	52500	1217	Secretarial/Clerical/Technical Assistants	1,034	1,055	1,076	1,097	1,119	1,142
11000	52500	1511	Data Processing	313	319	326	332	339	346
11000	52500	1614	Maintenance	223	227	232	237	241	246
11000	52500	1615	Custodial	411	419	428	436	445	454
11000	52710	1112	Principals	3,068	3,129	3,192	3,256	3,321	3,387
11000	52710	1115	Assoc. Supt. - Fin./Bus. Mgr.	1,145	1,168	1,191	1,215	1,239	1,264
11000	52710	1211	Coordinator/Subject Matter Specialist	1,111	1,133	1,156	1,179	1,203	1,227
11000	52710	1213	Library/Media Assistants	419	427	436	445	454	463
11000	52710	1214	Guidance Counselors/Social Workers	420	428	437	446	455	464
11000	52710	1216	Health Assistants	209	213	217	222	226	231
11000	52710	1217	Secretarial/Clerical/Technical Assistants	1,009	1,029	1,050	1,071	1,092	1,114
11000	52710	1511	Data Processing	306	312	318	325	331	338
11000	52710	1614	Maintenance	218	222	227	231	236	241
11000	52710	1615	Custodial	401	409	417	426	434	443
11000	52000	Total: Personnel Services - Emp Ben		148,652	151,625	154,658	157,751	160,906	164,124
11000	53000	Purchased Professional and Tech Svcs							
11000	53212	Speech Therapists - Contracted		50,000	51,000	52,020	53,060	54,122	55,204
11000	53213	Occupational Therapists - Contracted		7,000	7,140	7,283	7,428	7,577	7,729
11000	53411	Auditing		3,000	3,060	3,121	3,184	3,247	3,312
11000	53413	Legal		4,000	4,080	4,162	4,245	4,330	4,416
11000	53414	Other Professional Services		14,400	14,688	14,982	15,281	15,587	15,899
11000	53711	Other Charges		1,500	1,530	1,561	1,592	1,624	1,656
11000	53000	Total: Purchased Pro and Tech Services		79,900	81,498	83,128	84,791	86,486	88,216
11000	54000	Purchased Property Services							
11000	54312	Maintenance & Repair - Buildings Grounds		3,500	3,570	3,641	3,714	3,789	3,864
11000	54411	Electricity		40,000	40,800	41,616	42,448	43,297	44,163
11000	54412	Natural Gas (Buildings)		4,000	4,080	4,162	4,245	4,330	4,416
11000	54415	Water/Sewage		15,000	15,300	15,606	15,918	16,236	16,561
11000	54416	Communication Services		5,000	5,100	5,202	5,306	5,412	5,520

11000	54610	Rental - Land and Buildings	470,970	480,389	489,997	499,797	509,793	519,989
11000	54000	Total: Purchased Property Services	538,470	549,239	560,224	571,429	582,857	594,514
11000	55000	Other Purchased Services						
11000	55200	Property/Liability Insurance	35,000	35,700	36,414	37,142	37,885	38,643
11000	55915	Other Contract Services	25,500	26,010	26,530	27,061	27,602	28,154
11000	55000	Total: Other Purchased Services	60,500	61,710	62,944	64,203	65,487	66,797
11000	56000	Supplies						
11000	56118	General Supplies and Materials	16,500	16,830	17,167	17,510	17,860	18,217
11000	56000	Total: Supplies	16,500	16,830	17,167	17,510	17,860	18,217
11000		TOTAL: SUPPORT SERVICES	1,374,504	1,401,994	1,430,034	1,458,635	1,487,807	1,517,563
11000		TOTAL: OPERATIONAL	2,634,266	2,686,951	2,740,690	2,795,504	2,851,414	2,908,443
14000		INSTRUCTIONAL MATERIALS						
14000		INSTRUCTION						
14000	56000	Supplies						
14000	56111	Instructional Materials Cash - 50% books	34,314	35,000	35,700	36,414	37,143	37,885
14000	56000	Total: Supplies	34,314	35,000	35,700	36,414	37,143	37,885
14000		TOTAL: INSTRUCTION	34,314	35,000	35,700	36,414	37,143	37,885
14000		SUPPORT SERVICES						
14000	56000	Supplies						
14000	56114	Library and Audio-Visual	3,527	3,598	3,669	3,743	3,818	3,894
14000	56000	Total: Supplies	3,527	3,598	3,669	3,743	3,818	3,894
14000		TOTAL: SUPPORT SERVICES	3,527	3,598	3,669	3,743	3,818	3,894
14000		TOTAL: INSTRUCTIONAL MATERIALS	37,841	38,598	39,370	40,157	40,960	41,780

Part C—Most Current Charter Application/Contract

Audit for 2005-2006 School Year With Findings and Responses

A review of the findings of the independent external audit for the 2005-06 fiscal year indicates the school has been improving in meeting state legal requirements. The external auditors have provided the audit findings as detailed below. The three (3) findings address issues related to the student activity funds, requirements of pledged collateral and the timeliness of bank reconciliations. All findings have been addressed with procedures established to correct any reoccurrence.

Audit Findings: The following are the audit findings as presented by the independent external auditors for the fiscal year ending June 30, 2006. The school's financial statements are included as a component unit of the Albuquerque Public School District. The financial statements of the district and its component units have not been issued as of this date.

Cash Not Reconciled

Criteria: According to NMAC 6.20.2.14, "School districts shall establish and maintain cash management program to safeguard cash and provide prompt and accurate reporting that adheres to cash management requirements of the office of management and budget (OMB) Circular A-102, and applicable state and federal laws and regulations.

Condition: During fieldwork, we noted that the bank reconciliations were not complete as of year-end.

Cause and Effect: This was caused by turnover in business management near the end of the year, and a delay occurred in finding a replacement.

Recommendation: We recommend that someone is designated to perform the reconciliations and a review process is in place to ensure accurate cash reporting on a monthly basis.

Management's Response: Finding is a result of miscommunication and/or misunderstanding between the school and the person that does the bank reconciliations. Steps will be taken to make sure that this is not repeated. A process will be put in place to ensure accurate cash reporting on a monthly basis.

Cash Receipts – Differences with General Ledger

Criteria: Good accounting practices ensure that all accounts are accounted for and are reconciled on a periodic basis.

Condition: We noted that there were 4 transactions that did not tie to the general ledger because the account is not being recorded in APTA.

Cause and Effect: Cause unknown.

Auditor's Recommendation: We recommend that all accounts that are used by the school are used at all times, when those accounts are affected and that there be reconciliations to the general ledger periodically.

Management's Response: For the 2007-2008 school year, the Activities account will be recorded/tracked in the Apta system so that the above is not repeated.

Part C—Most Current Charter Application/Contract

Pledged Collateral

Criteria: Cash equivalents and deposits must be covered by 50% of pledged collateral in accordance with NMSA 1978 Section 6-10-17.

Condition: During the year ended June 30, 2006, the school maintained and utilized deposits with financial institutions which were not covered by 50% of pledged collateral as required by the State of New Mexico Statutes. On June 30, 2006, the school did not have deposits in excess of FDIC limits.

Cause and Effect: Cause is unknown.

Auditor's Recommendation: The school should assign an individual within the Finance Office responsible for reviewing monthly reports, investigating differences, and resolving discrepancies.

Management's Response: The school's Business Manager has contacted New Mexico Bank & Trust on three separate occasions (and talked to two different bank personnel) regarding this issue. Every time the bank has stated that since the school does not have a debt with the bank that a pledge of collateral is not required. The school's Business Manager will write a letter to the bank regarding this issue and will enclose a copy of 6-10-17 NMSA 1978. If the bank refuses to obtain the appropriate pledged collateral, the school will look into banking with another financial institution.

Business Licensure

Criteria: According to State of New Mexico regulation 6.63.12, a District is required to maintain an individual on staff employed within the finance department who maintains a Business Manager license with the State of New Mexico.

Condition: During the audit, we noted that the school did not comply with NMAC during fiscal year 2006.

Cause and Effect: The school did not keep up to date with new State of New Mexico regulations which required that Business Manager or equivalent obtain a license from the State. The result was that the school operated without a licensed individual during the 2006 fiscal year and was in noncompliance with State regulations.

Auditor's Recommendation: The school must insure compliance with State of New Mexico regulations and license necessary individuals within the finance department.

Management's Response: Horizon Academy West's Business Manager currently has a Level II Professional School Business Official License issued by the State of New Mexico. The Licensure Number is 318086 and expires June 30, 2015.

The above demonstrates the school has competently and effectively managed its finances.

Part C—Most Current Charter Application/Contract

The key lesson learned is that the tone of the organization is set from the top. Expectations of staff must be held for supervisors and the governing council. Other lessons learned from the first years of operations are summarized below:

1. The need to understand governmental fund accounting and the restrictions on the flow of funds (i.e. operational funds can be used for various items while grant funds can only be used for the purpose of the grant).
2. The operations of the school must comply with many mandated regulatory organizations (IRS, NMTRD, NMPSIA, ERB, etc.). The school must make its regular payments to these organizations a priority over other vendors.
3. The school must manage the cash flow of funds. State Equalization Funds are received at approximately the same time each month, however, most grant funds rely on state or district cash reimbursement processes. Knowing when cash is arriving and when payments must be made for payroll and accounts payable is key to maintaining positive cash balances within the school's bank accounts. Having budget authority does not equate to having cash available for expenditure.
4. The control of purchasing is also important to maintain the integrity of the school's finances. This control allows budgets to be monitored for appropriateness of the expenditure as well as for budget authority.

C. Changes to the Initial Charter

As stated earlier, the initial charter was written and submitted for at least two charter schools (Horizon Academy West and Horizon Academy Northwest) by the charter authorizer, Mr. Barry Browning. The management company, Advanced Educational Programs (AEP), most likely assisted the author in using boilerplate sections from previously accepted applications in New Mexico and Arizona. The initial charter contained many sections and statements that are no longer valid or applicable to the current structure and functioning of Horizon Academy West. Some of the changes to the initial charter were presented to the Albuquerque Public Schools Charter Schools Office for approval. After submission, acceptance was acknowledged by Ms. Terry Holmberg, then the Charter School Liaison. In December of 2006, Horizon Academy West and the APS Charter School Office agreed that the application for renewal would be received by APS and not acted on until the summer of 2007, when a decision would be made by the school as to which authorizing agency the school would present their application for renewal. Ms. Constance Dove, then the APS Charter School Liaison, agreed and received our application. Currently, Dr. Brito-Asenap is the APS Charter School Liaison, however, we have been unsuccessful in retrieving our old application from the office (we were told they moved offices and misplaced the application binders and CDs). We have also been unable to communicate directly with the liaison as to the current APS requirements for charter renewal for the past three weeks.

With the termination of AEP and the administrators it hired, Horizon Academy West formed a new Governing Council and rewrote the Policies and Procedures of the school. Aspects of the initial charter that were changed and submitted to APS for approval included the following:

- No longer using the HOSTS (Helping One Student To Succeed) mentoring program due to lack of funding, training, and resources.
- No longer including anything related to high school requirements, such as teaching foreign language, graduation requirements, and so on due to the fact that Horizon Academy West is not a high school.
- No longer using the Odysseyware program due to embedded religious education, lack of funding, and lack of training.

Part C—Most Current Charter Application/Contract

- No longer using the Johns Hopkins University Partnership model due to lack of funding, resources, and training.
- No longer having one Governing Council (then called a Collaborative Council) representing all three Horizon schools. Horizon Academy West formed its own Governing Council per PED recommendations.
- No longer having one Director overseeing all three schools, nor utilizing the administrative structure developed by AEP and the administrators it hired. Horizon Academy West appointed its own Director in the third year of operation to assist the Principal. A new administrative structure was developed and is included in the Policies and Procedures (and this structure is approved each year by the Governing Council).
- No longer using the Policies and Procedures developed by AEP, the charter author, the former attorney, and the former Governing Council. Horizon Academy West developed our own Policies and Procedures during the years after AEP and the administrators it hired were terminated.

Changes to the Initial Charter That Have Not Been Submitted to APS

Horizon Academy West is committed to innovation and change to meet the needs of the students, families, and staff. During the past year, a four day school week was discussed and with the approval of the Governing Council, families, and staff, the four day school week was implemented for the current year. This change from the initial charter has not been submitted to the host district to date, however, it has been communicated to the APS Charter Schools Office.

Teachers first initiated the idea after research on the topic showed mark improvements in attendance and test scores for other schools that have gone to the four day school week. A principal from a school that implemented the four day school week was invited to discuss the benefits and concerns of its implementation. After the staff was polled, the idea went to the parents for approval. An overwhelming majority of parents agreed, and the process moved to the Governing Council for approval. After everyone involved approved the idea, planning began.

To date, the four day school week has shown some great benefit. Staff and student morale has improved dramatically. Although the schedule involves an increased length of the school day, teachers and students have worked hard each day and have managed to increase academic time on task. No longer are classes and portions of the school day interrupted for meetings (SAT meetings, special education meetings, parent-teacher meetings, etc.). Teacher inservice days are easily planned on off days, and many teachers have taken the advantage to come to school on off days to catch up on work and organize. The ultimate goal is student achievement, and time and testing will tell in the end.

Changes to the Organizational Structure

As stated above, the organizational structure described in the initial charter has been changed. By the end of the second year, which coincides with the termination of the old management company, Collaborative Council, and administrators hired by AEP, Horizon Academy West changed the organizational structure, and continues to modify the structure on a yearly basis. Current Policies and Procedures stipulate that new organizational structures be approved by the Governing Council each year during the budget approval process in the late spring or early summer. The following page is an organizational chart reflecting the current structure.

Part C—Most Current Charter Application/Contract

Horizon Academy West 2007-2008

Governing Council

Amie Duran Principal	<ul style="list-style-type: none">• Teacher Leader & Supervisor• Title One Coordinator• PED Reports• Technology (e-rate)• PTO Liaison• Public Relations (press)• Legal
---	--

Logan Martin

Chief Financial Officer

Wayne Gordon School Manager	<ul style="list-style-type: none">• Special Education• Related Services• Professional Development• Summer school / ESY• Data Management• PED Reports• Facilities Management• Javitz Grant• Core Curriculum Grant
--	--

David Cox Dean of Students	<ul style="list-style-type: none">• Community Relations and Coordination• Attendance & Truancy• Discipline• Resources & Procurement• Truancy Grant
---	--

Keisha Matthews Coordinator	<ul style="list-style-type: none">• Curriculum Coordination• School projects / Fundraisers• Instructional Materials• Facilities Support• Art & Library Grant• SAT
--	--

Enrollment

During the first two years (SY 2003-2004 and SY 2004-2005) of operation, Horizon Academy West served students in Kindergarten through 8th grade. During the third year, and subsequent years thereafter, Horizon Academy West served students in Kindergarten through 6th grade. The following (Table 4)

Part C—Most Current Charter Application/Contract

reflects the enrollment trend for the school's history. The differences in capacity each year is dependent upon classroom configurations, maximum classroom capacity, and grades served.

Table 4: Enrollment Trend for Horizon Academy West

School Year	Grades Served	Enrollment	Capacity and Percent Full
2003-20004	K-8	556	600 / 93%
2004-2005	K-8	589	600 / 99%
2005-2006	K-6	457	470 / 98%
2006-2007	K-6	426	446 / 96%
2007-2008	K-6	438	446 / 99%

Based upon the evidence listed above, it is clear that Horizon Academy West has been able to maintain high enrollment from year to year. Even with the change to a four day school week for the current year, enrollment is near capacity. As stated earlier, each year Horizon Academy West has had to conduct a lottery process for enrollment. Also, each year a waiting list has been establish created after the lottery process for families wishing to enroll their children at the school. The numbers on the waiting list fluctuates depending on the grade and time of year. Based upon enrollment, the future looks bright for Horizon Academy West. An objective has been written to monitor enrollment trends. If the school is able to maintain at least a 95% capacity over the years to come, all programs and staff should be able to continue.

Evidence of Faithful Commitment

Horizon Academy West continues to remain focused upon student achievement. Through the employment of highly qualified teachers, use of innovation, procurement of needed supplies and materials, meeting state requirements, maintaining sound fiscal management, using data to drive decision making, maintaining sound governance, and parental involvement, Horizon Academy West will continue to remain a highly successful public charter school.

D. Petition of Support – Employees

Currently, Horizon Academy West employs 44 hard working people. Please see the Petition of Support signed by all (100%) employees.

Part C—Most Current Charter Application/Contract

E. Petition of Support - Households

Horizon Academy West currently has 438 students. A petition of support was circulated during recent parent-teacher conferences. Signed petitions of support were returned from 428 students (or 97.8%). Please see the Appendices for Petitions of Support – Households.

F. Facilities

Horizon Academy West is located on the west bluff on a 6.2 acre track. The school was built during 2002 to 2003 and it includes a large building (housing the administrative offices, library, parent/community room, computer lab, three Kindergarten classrooms, a special education classroom and office, PE coach's office, storage rooms, a server room, an office for the social worker and diagnostic testing, and a multi-purpose room used as the gymnasium and cafeteria with kitchen facilities), four buildings housing 4 classrooms each, two buildings housing two classrooms each, two playground areas, two outside basketball courts, and a large grass field. Currently, the facilities are leased from the Saylor Family Trust. Long term negotiations are underway with the landlord for a lease purchase agreement. Since we lease the facilities, all code requirements apply to the landlord. Horizon Academy West was built to comply with all state adopted life, health, and safety codes.

Since the beginning of the school, Horizon Academy West has remained in compliance with all building, safety, and insurance requirements. The school participates in the Public School Insurance Authority and complies with the rules of authority. The school pays for its own insurance coverage. The Governing Council of Horizon Academy West and all employees are insured through the New Mexico State Public School Insurance Authority.

Each year, the school is inspected by the Fire Marshall, the kitchen is inspected by the Health Department, and a School Safety Plan and Preventive Maintenance Plan is in effect. For each year of operation, the kitchen (Canteen Services) has received a green sticker, which is proudly displayed on the cafeteria door. Although we have been successful in passing all inspections, we did make modifications to a storage area to fully comply with the fire inspection during the SY 2005-2006. Please see the Certificate of Occupancy from the City of Albuquerque Planning Department, Building Safety Division as well as our documentation from the past year in compliance with fire drill requirements in the Appendices.

After the old management company and the administrators it hired were terminated at the end of the second year of operation, the entire school was re-keyed and a security system was installed, including cameras in specific locations. All camera video is recorded digitally. We are registered with the Albuquerque Police Department's False Alarm Reduction Unit (Permit #104801). Please see Appendices for documentation.

G. Term of Renewal

Horizon Academy West requests a five (5) year term of renewal.