



**STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)**

HANNA SKANDERA  
SECRETARY-DESIGNATE OF EDUCATION

SUSANA MARTINEZ  
Governor

December 13, 2012

Dear Public Education Commissioners:

Enclosed is the Final 2012 Charter School Application Final Recommendation and Evaluation for Media Arts Collaborative Charter School applying for a renewal state charter in Albuquerque. Please know that the staff at the Charter Schools Division analyzed the renewal applications, reviewed past performance of the school and gave full consideration to the information gathered in this process.

The Charter Schools Division (CSD) has provided prior evidence in their preliminary analysis and the charter school team has gathered to analyze the data and make the enclosed recommendation.

Thank you all for your hard work and dedication to ensure that New Mexico's Charter Schools represent the best of alternative and innovative options for parents and students.

Sincerely,

A handwritten signature in cursive script that reads "Tony Gerlicz".

Tony Gerlicz  
Director  
Options for Parents: Charter Schools Division

## I. Recommendation

Approve: ☐

Overall the application is complete and adequate.

Approve with Conditions: ☒

Overall the application is complete and adequate. The Media Arts Collaborative presented no material violations, proper fiscal management and had no violation of any provisions of law. The performance component of the school indicated the school has room to improve. The Charter School Division recommends that Media Arts uses the SB446 contract and negotiate with the PEC on how to set and measure progress on the student growth component of its academic program. The Charter School Division applauds Media Arts not only for its fine renewal application but for the innovation and success it is providing its students.

### **PROPOSED CONDITIONS**

The Applicant will negotiate a renewal contract with the Public Education Commission pursuant to 22-8B-9.1:

- 1. Establish and set measures for one or more mission-specific goals.**
- 2. Negotiate and set with the PEC, or its designee, goals relative to student academic growth.**
- 3. Negotiate and set with the PEC, or its designee, optional supplemental goals measuring student academic performance.**

Deny: ☐

Overall, the application demonstrates that the school has:

- (1) presented one or more material violations of the conditions, standards, or procedures set forth in the charter;
- (2) not met or is not making substantial progress toward achievement of the PED's minimum educational standards or student performance standards identified in the charter application;
- (3) has not met generally accepted standards of fiscal management;
- (4) has violated a provision of the law from which the state-chartered charter school was not specifically exempted.

By:

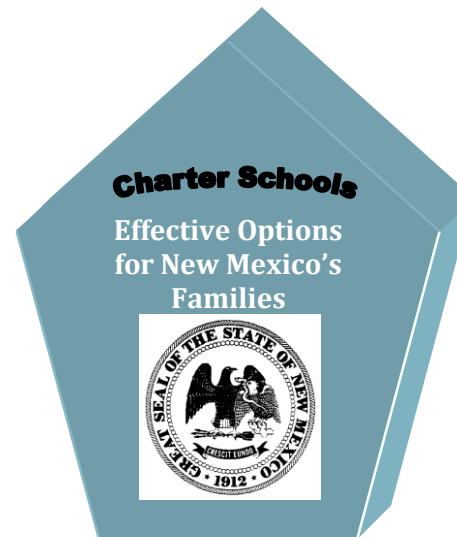


Tony Gerlicz  
Director

**OPTIONS FOR PARENTS – CHARTER SCHOOLS DIVISION**

**New Mexico Public Education Department  
Options for Parents: Charter Schools Division**

**2012 State Charter Renewal Application Analysis  
For the New Mexico Public Education Commission**



## State Charter Renewal Application Evaluation Standards

In the state of New Mexico, the Charter Schools Act, Section 22-8B-1 NMSA 1978, governs the application and review process for charter schools seeking renewal at the end of their charter term. This statute also includes the four reasons for non-renewal of a school's charter. They are referenced here.

- Paragraph 1 of Subsection F of Section 22-8B-12 NMSA 1978 states that 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.
- Paragraph 2 of Subsection F of Section 22-8B-12 NMSA 1978 states that a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... **failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter application.**
- Paragraph 3 of Subsection F of Section 22-8B-12 NMSA 1978 states that 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.**
- Paragraph 2 of Subsection F of Section 22-8B-12 NMSA 1978 states that 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.**

Based on the completed renewal application, analysis from the Charter Schools Division (CSD) staff, status reports provided by the Public Education Department's (PED) divisions and bureaus, and, if applicable, the local school district, the CSD will make a recommendation to the Public Education Commission (PEC) regarding renewal of a school's charter. The following questions guide the CSD's recommendation regarding renewal and are based upon the four reasons that a chartering authority must determine a charter school has violated in order to refuse to renew a charter.

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

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

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

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

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

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

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

The CSD will rely on documentary evidence gathered by the CSD staff during the term of the school's charter to determine if the school has compiled a record of substantial compliance with applicable state and federal laws and regulations, including, but not limited to, submitting items to its chartering authority in a timely manner.

## **Executive Summary & School Demographics**

*from the Charter Renewal Application*

*Please include charter school's current authorizer, year the school charter was initially granted, and how many terms the school's charter has been renewed.*

### **Mission Statement:**

The Media Arts Collaborative Charter School (MACCS) will provide a high school education through a holistic approach that blends media arts with responsibility and integrity in an inclusive and diverse academic environment. MACCS will provide an integrated, inclusive curriculum through hands on experiential learning that satisfies New Mexico standards for graduation from secondary schools. We seek to prepare students for an education in the media arts at the university and community college level, as well as to prepare all students to understand the role of the Media Arts in the world and how people's lives can be affected by them. Our mission stems from the need to provide an education that recognizes the extensive influence the media has on our children and society.

### **Vision Statement:**

Our vision is for MACCS to contribute sustainability to the growth the state of New Mexico is experiencing in the film and television industries through new generations of New Mexico residents, with marketable skills, playing important creative roles in these industries.

### **School's Charter Status:**

On September 12, 2007, the New Mexico Public Education Commission unanimously granted the state's first state charter to the Media Arts Collaborative Charter School (MACCS) in Albuquerque. Before that year, all charter schools in New Mexico came under the jurisdiction of a local school district.

MACCS was launched as the first media arts public high school in the Southwest and one of only a few in the nation. It opened to students the following August. The media arts curriculum did not previously exist, nor did the standards and benchmarks for assessing such curriculum. They were created specifically for this school. Its media concentration areas have now been expanded to include journalism, television/radio, digital film, graphic design, audio production, web design and animation, including game development. Each of these concentrations is based solidly in language arts and media literacy.

### **Review of the Charter Term:**

In May 2011, MACCS graduated its first class of 36 students with a graduation rate of 92%. In 2012, MACCS second graduating class had a graduation rate of 93%. The school ranks in the state's top quartile in academic achievement. This contrasts with the 56% graduation rate for the state as a whole and approximately 66% nationwide. The difference in these graduation rates creates a strong argument for much longer and deeper examination into the media arts elective curriculum as a way to boost academic achievement in core curricula courses, and in other schools. The premise is that the study of media arts generates incentive, holds students' attention and motivates them to do well.

Further evidence of the success of MACCS in its first four years is that the 38 students graduating in the first class, 2011, were awarded over half a

million dollars in scholarship aid to private and state colleges.

Students of all abilities have experienced heightened engagement and learning opportunities within their Core & Elective classes due to the hands-on, project-based learning curriculum and thematic units being taught within a 4X4 block schedule. Interdisciplinary and cross-curricular planning times are built into the master schedule so that teachers may collaborate to create units, projects and to plan presentations of learning events. Students are also allocated collaboration time so that they can complete these rigorous cooperative projects.

- **Average Daily Attendance**

The school's attendance rates have improved drastically throughout its four year history: 2008-2009 was 77%; 2009-2010 was 94%; 2010-11 was over 94%, and in 2011-2012, over 95%.

- **Dual Credit Enrollment and Internships**

In 2009-2010 9% of students participated in Dual-Credit enrollment with CNM and/or UNM, completing 12 courses; in 2010-2011, 10% of students participated in dual credit, completing 28 courses, and in 2011-2012 8% of all students completed 19 courses.

Due to the addition of a full-time Media And Internship Coordinator in 2011, 16% of all students qualified and participated in an internship in 2011-2012; 3% in 2010-2011; 8% in 2009-2010.

- **Awards**

Since receiving its charter only four years ago, the Media Arts Collaborative Charter School and its students have received significant recognition.

- MACCS was the only public school to be named to its list of the city's top schools by *Albuquerque the Magazine*.
- In *National Geographic's* "Future Voices of New Mexico Photography Contest," student work won second and third place in the "Best Overall Photo" Category.
- In the national *Stock Market Game*, a group of MACCS students took third place out of over 10,000 teams.
- In the *Robo Rave*, sponsored by Microsoft, MACCS students took third and fourth place, beating out many schools that focus on science.
- Student work won recognition or top-place honors in several local independent film festivals, such as the *Laugh Out Loud Comedy Fest* and the *Digital Deserts Film Festival*.
- The City of Albuquerque awarded MACCS the *Creative Bravos Award* in 2012.

- **Enrollment and Demographics**

Charter schools inherently have higher student mobility rates than those of traditional schools. Over the previous four years MACCS has gradually increased enrollment throughout the course of each year, reflecting new enrollees each reporting period.

The demographics at MACCS have maintained a consistent representation of the community with an equal number of Hispanics and Caucasians, and males and females. MACCS also has maintained a uniform percentage of Native Americans (4%), African-Americans (2%), and Asians (1%) enrolled throughout the past four years.

All of the achievements and accomplishments throughout MACCS history have even more significance and value when taking into account the growing number of Special Education students enrolling each year. MACCS maintains an average class size of 17 students per teacher, offering support and resources that wouldn't be afforded within a larger school environment. Special Education enrollment has grown dramatically over the past four years, with 13 students in 2008-2009; 15 in 2009-2010; 38 in 2010-2011; and 41 special needs students in 2011-2012.

#### • Community & Local Connections

The Media Arts Collaborative Charter School partners with the Media Literacy Project to provide curriculum and relevant education in Media Justice Studies and media awareness to all 9<sup>th</sup> and 6<sup>th</sup> grade students. Additionally, Quote-Unquote provides studio space for the Television Production classes and the National Dance Institute provides studio space and professional dance instruction for the Dance Unit component within the Physical Education curriculum.

#### School Governance and Leadership:

The Governing Board of the Media Arts Collaborative Charter School has demonstrated longevity and stability with a strong work ethic throughout the history of the school. The Governing Board participates in school events and activities relevant to the success and growth of MACCS. They also oversee and collaborate with the Principal. Many of the Governing Board members are Founders of the school and creators of the Charter.

Adding to the cohesion and stability of MACCS, there has been one Principal since the founding and start-up of the school.

#### School Demographic Information:

<b>Enrollment</b>	<b>2008 – 2009</b>	<b>2009 – 2010</b>	<b>2010 – 2011</b>	<b>2011–2012</b>
• Total Enrollment (Enrollment Cap is 360)	152	202	259	262
• Number of Students on Waiting List	0	0	0	0
<b>Ethnicity/Race</b>				
• Asian	1	2	5	6
• Black	7	13	12	12
• Hispanic	73	103	116	111
• Native American	15	13	14	19
• White	56	71	112	114
• Other	0	0	0	0
<b>Other Indicators</b>				
• English Language Learners	12	10	5	3
• Students with Individualized Education Programs (IEP)	13	15	38	41
• Eligible for Free and Reduced Lunch	67	41	24	65





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

## **I.A. Material Violations**

The Charter School Act provides:

*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-12F (1) NMSA 1978.*

The school's charter defines the terms under which it proposes to operate and defines the measurable goals the school pledges to meet. The review team has analyzed the evidence provided by both the charter school and the school's current authorizer (the PEC or the school district) with regard to material violations.

### **CSD Analysis of Material Violations**

The school has no record of material violations during the term of the current charter.

### **Applicant Response to the Analysis of Material Violations**

## I.B. Achievement

The Charter School Act provides:

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

The Charter Schools Division relied on school and PED reports of NMSBA data, and evidence provided by both the charter school and reports from the school's current authorizer (the PEC or the school district) for other academic performance data, data on other student performance standards, and other school goals/performance standards that were identified in the current charter.

### I.B.1. SCHOOL ACCOUNTABILITY REPORTS DATA (NMSBA School Summary – All Students)

#### CSD Analysis of Achievement: School Accountability NMSBA Reports Data

**A note from the Charter Schools Division (CSD):** The Renewal Application Tool Kit this year is a transitional document for several reasons; as a result, when reading the Renewal Application Analyses, the following information must be considered.

- The schools up for renewal will be the first charter schools to negotiate a contract with the Public Education Commission (PEC), as required by Senate Bill 446 (SB446).
- While the CSD used the charter schools' currently approved performance goals to analyze the schools' progress, these goals will inevitably change as the schools move into their next charter term.
- During the five years of these schools' current charter term, the Public Education Department (PED) has implemented a new grading system, described in the state's School Grading Report. With this grading system come data to consider that differ slightly from what the schools have traditionally been asked to report regarding student proficiency and performance. For example, Adequate Yearly Progress (AYP) data always reported the performance of Full Academic Year (FAY) students, which is about 80% of students. The School Grading Report, which uses three years' worth of data, calculates the performance of all students on the Standards Based Assessment (SBA), whether or not those students have been at the school for a full year.
- Beyond proficiency percentages, the State Grading Report examines schools' performance in a variety of components, such as Current Standing, School Growth, Opportunity to Learn, Graduation Rates, etc. These components provide the PEC with multiple ways to understand schools' strengths and challenges.

In light of these facts the CSD's analyses used both the data provided by the schools in their Renewal Application Kits, as well as the data that is now more efficiently collected and available to the PED, particularly, the school data available in the School Grading Report. These reports offer a more nuanced picture of a school's strengths and weaknesses beyond the single lens of proficiency rates.

### 1. Media Arts Collaborative Charter School's NMSBA Data

Media Arts has had between 98 - 100% student participation in SBA testing in all years. As the table demonstrates, Media Arts showed percentage gains in Math proficiency in two of the three testing years and met AYP or the State Grade Target in two of the four years. In Reading proficiency, Media Arts has achieved proficiency percentages at anywhere from 50 – 60%. The school did experience declines in percent proficient for each of the testing years, but met AYP or State Growth Target in three of the four years.

**NMSBA School Summary — All Students<sup>1</sup>**

Year of Charter Term	School Year Tested	State Grade	Date of NMPED School Accountability Report	Math			Reading		
				AMO / Growth Target	% Proficient	Met proficiency goal?	AMO / Growth Target	% Proficient	Met proficiency goal?
1	2008-09		N/A	46	N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	60	N/A	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2	2009-10		10/2/09	52	33	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	64	61 <sup>2</sup>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3	2010-11		10/24/11	66	35	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	75	59 <sup>2</sup>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	2011-12	C	7/22/12	45	32.9	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	52.3	49.4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**TABLE NOTES:**

1. The table provided here clarifies and in some cases completes some of the data provided by the school in its application. This is particularly true for 2011-12. The school used data from the preliminary state grade report. The Charter Schools Division was advised by PED's Data Planning and Analysis Bureau to use the PED-Certified grade report, due to substantive changes made to the initial grading framework.
2. The school met AYP through lower bound confidence interval.

### 2. Media Arts Collaborative Charter School Performance as recorded in the State's "A" through "F" Grade Report (Link below)

[http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading/501\\_001\\_MEDIA\\_ARTS\\_COLLABORATIVE\\_CHARTER\\_MEDIA\\_ARTS\\_COLLABORATIVE\\_CHARTER\\_SG2012\\_10-16.pdf](http://webapp2.ped.state.nm.us/SchoolData/docs/1112/SchoolGrading/501_001_MEDIA_ARTS_COLLABORATIVE_CHARTER_MEDIA_ARTS_COLLABORATIVE_CHARTER_SG2012_10-16.pdf)

The school received a state grade of "C". The various components that combined to make up this grade are discussed below.

**2.1 Current Standing:** This component looks at the performance of the school's current students in Reading and Math grade level proficiency. Media Arts received a grade of "B", performing above the state average (14.5 points against the state's 12.5 points).

**2.2 School Growth of Lowest Performing Students:** This component looks at how a school's lowest performing (bottom quarter) grade 11 students improve over time. Although Media Arts received a grade of "C", it performed slightly above the state average (8.3 points against the state's 7.3 points).

**2.3 Opportunity to Learn:** This component measures various elements that contribute to the school's overall learning environment. Media Arts received a grade of "B", again slightly above the state average (6.6 points over the state's 6.0 points).

**School Rank:** While the school's ranking on this set of indicators does not contribute to the school's grade, it does provide a comparison of the school's performance with similarly populated schools across the state. In School Rank (see table below), each school is grouped with and compared to schools with similar percentages of student populations of identified "high risk" indicators: ELL (English Language Learners), SWD (Students with Disabilities), Ethnicity, ED (Economic Disadvantage), Mobility (student mobility), and Composite (all high risk indicators combined). A school ranking is provided for each of the high risk indicators in relation to the school's performance with the various subgroups on the state's "A" through "F" grading system. For Media Arts, these include the following: Current Standing; School Growth, Highest 75%; School Growth, Lowest 25%; Opportunity to Learn; Graduation; and Career Readiness.

**CSD Analysis:** The rankings in the **Composite** column (far right column in the table below) show that Media Arts performs exceptionally well in School Growth, Lowest 25% (7<sup>th</sup> out of 47 schools with comparable populations); and performs well in Opportunity to Learn (15<sup>th</sup> out of 47 schools with comparable populations).

	School Rank					
	ELL	SWD	Ethnicity	ED	Mobility	Composite
Current Standing	15 ( 26 )	13 ( 30 )	14 ( 30 )	33 ( 47 )	17 ( 30 )	35 ( 47 )
School Growth, Highest 75%	19 ( 26 )	19 ( 30 )	22 ( 30 )	30 ( 47 )	19 ( 30 )	34 ( 47 )
School Growth, Lowest 25%	5 ( 26 )	11 ( 30 )	7 ( 30 )	12 ( 47 )	8 ( 30 )	7 ( 47 )
Opportunity to Learn	6 ( 26 )	5 ( 30 )	5 ( 30 )	12 ( 47 )	6 ( 30 )	15 ( 47 )
Graduation	- ( 20 )	- ( 28 )	- ( 27 )	- ( 34 )	- ( 29 )	- ( 36 )
Career College Readiness	- ( 20 )	- ( 29 )	- ( 27 )	- ( 34 )	- ( 29 )	- ( 36 )

The first number shows the school's rank (1= highest, most points) within their category of similar schools.  
The second number in parentheses shows the total number of schools that were ranked in that category.

**Applicant Response to the Analysis  
of NMSBA Reports Data**

1. To correct the above table, 'NMSBA School Summary', the values of the AMO/Growth Target should contain the lower bound confidence intervals, as follows:

<u>Year of charter term</u>	<u>math</u>	<u>reading</u>
2	33.65	44.69
3	46.88	55.99

2. Because full academic year (FAY) is not a calculated factor for school grading, the total percentage of proficient students is affected due to students arrival into the media arts collaborative charter school within weeks or days of the standardized assessment (SBA) administration.

**I.B.2. STUDENT ACADEMIC PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER APPLICATION**  
(Short-cycle assessments and/or other standards-based instruments)

**CSD Analysis Of Achievement:**  
**Student Academic Performance Standards Identified In The Charter Application**  
(Short-cycle assessments and/or other standards-based instruments)

**Student Academic Performance Goal 1a: Standardized Test Performance – High School:**

Seventy-five percent of students who have attended Media Arts Collaborative Charter High School for six consecutive semesters will be proficient in reading and math by the end of their sixth semester, as demonstrated by RIT band and/or national percentile ranking in the Northwest Evaluation Association (NWEA) short cycle assessment.

**School's Statement of Progress towards Goal:**

MACCS Performance Standard 1a seeks to have 75 percent of all students who have been enrolled at the school for six consecutive semesters proficient in reading and math. Although using “averaged” data provides an imprecise statistical analysis, 63 percent of students in 11th grade (theoretically representing six consecutive semesters) are proficient in math, 78 percent are proficient in reading, and 65 percent are proficient in Language. Although these numbers fall short of our target, we show consistent growth every year, in every grade, in every subject. Although the lowest percentage of students are proficient in math, it is also the subject in which we consistently show the largest percentage of growth each year. Finally, our 2011 graduating class showed an overall percentage increase of 4.2 percent between Spring 2009 and Spring 2011, while our 2012 graduating class showed an even larger percentage increase across all subject of 6.1 percent from Spring 2010 to Spring 2012.

**CSD Analysis:**

By using averaged scores, Media Arts has created a “pseudo-cohort” in order to determine if it has met, or substantially met, this performance goal. Accordingly, the first cohort that was with the school six semesters is the grade 11 class in 2010-11; the second cohort was the grade 11 class in 2011-12. There are no grade 12 students to examine here. The state does not require it.

The tables below follow the progress of the two qualifying cohorts over time: in grade 9 (2 semesters with Media Arts), in grade 10 (4 semesters with Media Arts), and finally, highlighted, in grade 11 (six semesters with Media Arts). The first cohort did not meet this performance goal, although came very close to meeting it in Reading (72.4%). The second cohort did meet the performance goal, with the exception of Language. What is also important to note is the growth of both cohorts year-to-year. This growth tends to reinforce the state grade components that speak to Media Art's capacity to support the lowest performing students and the school's learning environment as described in “Opportunity to Learn”.

Test Year (Class of 2012)	% Avg Proficiency Math	% Avg Proficiency Reading	% Avg Proficiency Language
2008-09 (9 <sup>th</sup> grade, 2 semesters)	44.4	66	58.5
2009-10 (10 <sup>th</sup> grade, 4 semesters)	36.2	77.3	67.3
2010-11 (11 <sup>th</sup> grade, 6 semesters)	65.0	72.4	67.9

Test Year (Class of 2013)	% Avg Proficiency Math	% Avg Proficiency Reading	% Avg Proficiency Language
2009-10 (9 <sup>th</sup> grade, 2 semesters)	48.6	75	54
2010-11 (10 <sup>th</sup> grade, 4 semesters)	39.6	70.2	60.4
2011-12 (11 <sup>th</sup> grade, 6 semesters)	77.7	91.7	64.0

**Student Academic Performance Goal 1b: Standardized Test Performance – Middle School:**

Seventy-five percent of students who have attended Media Arts Collaborative Charter Middle School for six consecutive semesters will be proficient in reading and math by the end of their sixth semester, as demonstrated by RIT band or national percentile ranking in the Northwest Evaluation Association (NWEA) short cycle assessment.

**School's Statement of Progress towards Goal:**

MACCS Middle School began enrolling sixth grade students only during 2012-13 academic year. No testing data is available at this time.

**CSD Analysis:**

The Media Arts Collaborative Middle School was approved by the PEC in November 2011. The school began enrolling students into the middle school (grade 6 only) during the current school year, so there is no cohort to measure.



**Applicant Response to the Analysis  
Student Academic Performance Standards Identified In The Charter Application  
(Short-cycle assessments and/or other standards-based instruments)**

The above represented data speaks to the growth that the media arts collaborative charter school is substantially making year to year within actual cohorts of students over time with students who have been at MACCS for six consecutive semesters.

### I.B.3. OTHER STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CHARTER APPLICATION

#### CSD Analysis Of Achievement: Other Student Performance Standards Identified In The Charter Application

##### **Other Student Performance Goal #1: Graduation Requirements:**

One hundred percent of students who attend the Media Arts Collaborative Charter High School for eight consecutive semesters, exclusive of students enrolled solely in online courses, will meet or exceed PED graduation requirements.

##### **School's Statement of Progress towards Goal:**

MACCS began accepting 9th grade students during the 2008-2009 academic year. Therefore students graduating in the class of 2012 represent the first group of MACCS students who could potentially have been with the school for eight consecutive semesters. In 2008, MACCS had an average class enrollment size of 69 students in 9th grade. Of those 69 students, 18 (16 percent) remained with the school for eight consecutive semesters. Of those 18 students, 14 (86 percent) graduated in May 2012, all of whom met MACCS's graduation requirements and therefore exceeded requirements set by PED.

Overall, of the 42 total students in the class of 2012, 38 graduated on time in May 2012, representing a graduation rate of 90 percent. All graduates met or exceeded PED's graduation requirements.

##### **CSD Analysis:**

As calculated by MACCS, the school did not meet its graduation requirement performance goal (86% against a goal of 100%). Though in terms of actual numbers (14 out of 18 students), the school did come close to meeting the goal.

##### **Other Student Performance Goal #2: College Readiness - Advanced Placement, Online or Dual Credit Requirement:**

All students who have attended Media Arts Collaborative Charter High School for at least eight consecutive semesters, and who are *not* on a career readiness pathway as indicated by their Individual Education Plan (IEP), will have successfully completed at least one of the following courses prior to graduation: Advanced Placement, Honors, online, or dual credit courses at an affiliated university or community college.

**School's Statement of Progress towards Goal:**

MACCS began accepting 9th grade students during the 2008-2009 academic year. Therefore, students graduating in the class of 2012 represent the first group of MACCS students who could potentially have been with the school for eight consecutive semesters.

Of the 18 students who have been with MACCS for eight consecutive semesters, 17 (94 percent) completed Advanced Placement, Honors, Dual Enrollment or Online classes by May 2012. Eight students (44 percent) completed a total of 18 AP classes, eight students (44 percent) completed a total of 15 Honors classes, six students (33 percent) completed six dual-enrollment classes at Central New Mexico Community College, and 15 students (83 percent) completed online classes prior to May 2012.

**CSD Analysis:**

Ninety-four percent of students in the cohort completed a qualifying college readiness course/test. Media Arts substantially met the expectations of this performance goal in actual numbers (17 out of 18 students).

**Other Student Performance Goal #3: Project-Based Learning:**

Ninety percent of students who have attended Media Arts Collaborative Charter High School for six or more consecutive semesters will have participated in a community media project with demonstration of a passing grade of C or better.

**School's Statement of Progress towards Goal:**

"Community Media Projects" are defined as student exhibitions or productions of art, photography, documentary or other film projects which require students to work directly with members of the community, including but not limited to community organizations, businesses, non-profits, school partnerships, government officials, or other community groups. Between August 2008 and May 2012, 61 students completed six or more consecutive semesters at MACCS. Of those students, 54 (88 percent) participated in a school-sponsored community media project. Although this number is 2 percent less than our stated target, we have substantially increased the number of opportunities offered to students each year. In 2008-09, two community media projects were available to students, compared to eight in 2009-10, eleven in 2010-11, and 19 during the 2011-12. This is not inclusive of internship opportunities which often integrate community media project opportunities also. We anticipate that our overall participation rate will continue to grow as media opportunities for students expand.

**CSD Analysis:**

The school confirms that all students represented by the 88% figure did receive a class grade of C or better. Students with a lower class grade would not have qualified to participate in a community media project. The school substantially met the expectations of this performance goal.

**Applicant Response to the Analysis**  
**Other Student Performance Standards Identified In The Charter Application**

**Student Performance Goal #1 ~**

Of the 18 students beginning with MACCS in 9<sup>th</sup> grade, 14 graduated in may 2011, and 3 of 4 graduated the following semester, December 2011. 1 student remained from that class, to graduate in 2012.

**I.B.4. OTHER ORGANIZATIONAL PERFORMANCE STANDARDS/SCHOOL GOALS IDENTIFIED IN THE CURRENT CHARTER (If Applicable)**

CSD Analysis Of Achievement: Other Organizational Performance Standards/School Goals Identified In The Current Charter
<p><b>Organizational Performance Standard/School Goal #1: Career Readiness:</b> The Media Arts Collaborative Charter School will provide community service, media arts, or career relevant internship opportunities to 100 percent of all students who meet school and/or program eligibility requirements.</p> <p><b><u>School's Statement of Progress towards Goal:</u></b> One hundred percent (100%) of all eligible students were invited to participate in internship opportunities.</p> <p>In 2009-10, 27 students were eligible to participate in internship opportunities. Of those, 59 percent (16 students) applied for internships, and 100 percent earned credit. In 2010-11, 59 students were eligible, 25 percent (15 students) participated, and fewer than half completed 60 or more hours to receive credit. In 2011-12 school year, 54 students were eligible for internship opportunities, and 18 percent (10 students) participated in internships and 100 percent completed 60 or more hours. Although the number of students participating in internship opportunities has dropped, the number of potential internships is increasing each year.</p> <p><b><u>CSD Analysis:</u></b> The school's statement of progress indicates that the school met the expectations of this performance goal.</p>

**Applicant Response to the Analysis  
Other Organizational Performance Standards/School Goals Identified In The Current Charter**

The Media Arts Collaborative Charter School has hired a full-time media & internship coordinator who has film/TV industry expertise and connections for student & industry collaboration opportunities. Internship opportunities have increased since the hiring of the coordinator and students are experiencing valuable real-world learning as media makers.

**Community Outreach Media Projects –**

The students at the Media Arts Collaborative Charter School have increased their level of civic engagement by utilizing media to address social issues and helping local communities.

**College Readiness –**

Many upper classmen (11<sup>th</sup> & 12<sup>th</sup> graders) who would be eligible for internship placement, are choosing to enroll at post-secondary institutions, and receiving dual credit. Many of our dual-credit students are choosing film courses at the college level, thereby escalating their overall media arts education.

## I.C. Fiscal Management

The Charter School Act provides:

*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, 22-8B-12F (3) NMSA 1978.*

The Charter Schools Division has analyzed the evidence provided by the School Budget and Finance Analysis Bureau and the Audit and Accounting Bureau, the charter school authorizer (PEC or the school district), and the charter school with regard to generally accepted standards of fiscal management.

### CSD Analysis of Fiscal Management

Based on the reports from the PED School Budget and Finance Analysis Bureau and the PED Audit, there are no fiscal concerns with Media Arts. Below are highlights from Media Arts audit reports from the current charter term.

1. No. of Audit Findings reported by year:

2008	2009	2010	2011	2012
N/A	3	4	1	N/A

2. Only one audit finding appears to repeat: *The school did not make a deposit within 24 hours.*

**Applicant Response to the Analysis  
of Fiscal Management**

The Media Arts Collaborative Charter School is making all deposits within 24 hours.



## **I.D. Compliance Review**

The Charter School Act provides:

*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. 22-8B-12F (4) NMSA 1978.*

The Charter Schools Division relied on documentary evidence compiled during the term of the school's charter from the authorizer (PEC or the local district) to determine if the school has demonstrated a record of substantial compliance with applicable state and federal laws and regulations, including, but not limited to, submitting items to its authorizer in a timely manner.

### **CSD Analysis of Compliance Review**

There are no compliance concerns with Media Arts Collaborative Charter School.

**Applicant Response to the Analysis  
of Compliance Review**