

New Mexico Public Education Commission
Public Education Department
Options for Parents: Charter Schools Division
New Mexico School for the Arts
2013 State Charter Renewal Application Kit



Effective Options
for New Mexico's
Families
Charter Schools





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HANNA SKANDERA
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Dear State Charter School Renewal Applicants:

Welcome to the wonderful world of charter renewal. If this is your first time renewing your charter, congratulations, if it is your 2nd or 3rd time, more congratulations. You are all a part of improving the educational outcomes for New Mexico's youth. Our vision stated on the following page articulates that the Charter Schools Division (CSD) supports and advances vibrant and innovative public schools of choice that are models of educational excellence. Our state and nation depend on the strength and quality of our schools. Specifically, we depend on charter schools to challenge the educational establishment through proven educational innovation.

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

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

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards, or procedures set forth in the charter;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward

achievement of the department's minimum educational standards or student performance standards identified in the charter application;

- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management;
- a charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted.

Renewing charter schools have the option to seek renewal from either their local chartering authority (district) or the PEC as the state chartering authority. All renewal applications must be submitted by **October 1, 2013**, to the charter school's selected chartering authority. In accordance with Subsection A of 6.80.4.13 NMAC, the chartering authority must then rule in a public meeting on the renewal of the application no later than **January 1, 2014**.

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

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

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

Sincerely,

Tony Gerlicz
Director
Options for Parents: Charter Schools Division

Hanna Skandera
Secretary of Education
Public Education Department

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

Instructions: 2013 State Charter Renewal Application Process and Review Stages

Form and Point of Contact	All submissions should be prepared utilizing your customized version of the 2013 State Charter Renewal Application Kit. Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Tony Gerlicz at tony.gerlicz@state.nm.us or (505) 827-6532. During this process, applicants must first consult with Mr. Gerlicz about contacting other CSD or PED staff members for assistance and information.
Deadlines and Manner of Submission	<p>2013 State Charter Renewal Application Kits must be submitted using your charter school account through Sharepoint File Transfer. You will learn more about using the Sharepoint File Transfer site at one of the Technical Assistance Workshops mentioned below. Also, please familiarize yourself with the "CSD Sharepoint File Transfer Guide" which will be emailed to you by the end of this school year. This Guide and the in-person training will help you access, navigate, upload, and download files, in this case your completed Renewal Application Kit. If you have any questions or feedback after reviewing the guide, please contact Susan Coates at susan.coates@state.nm.us.</p> <p>Files must be submitted via your account on the Sharepoint File Transfer Site no later than 5:00 p.m. (mountain time) Tuesday, October 1, 2013.</p> <p>Note: Submission prior to October 1st, 2013 of the current year will not commence the deadlines for review. If you decide to submit your application early, you may have the opportunity to schedule an earlier site visit. However, early submission does not put applicants at an advantage; all applications are treated equally and fairly as long as they are submitted by the deadline above.</p> <p>Please note that the Renewal Application Kit requires you to submit a copy of your amendments; however, your most Current Charter (contract/application) will be uploaded by CSD under your school's folder on the Sharepoint File Transfer Site. <i>Please review your current charter/application as it is presented on this site to ensure all information is current and accurate.</i> The approved amendments, which you will provide, must be signed and dated by the appropriate authority and uploaded as a single PDF as Appendix E. CSD is not responsible for advising you on how to properly convert your documents.</p>
Technical Assistance Workshops (April – September 2013)	The CSD will provide technical assistance workshops for the charter renewal application process between April and September, 2013. Applicants will be notified of the dates, times, and locations. Continue to check the CSD website for further information and updates to this process.
Renewal Application Review Period (October 1–November 14)**	A CSD review team will analyze your Renewal Application Kit. The CSD staff will schedule your Renewal Site Visit prior to the completion of the CSD Renewal Analysis. This site visit is designed to verify the evidence and documentation supporting the renewal application kit.
CSD Renewal Analysis (November 14)**	The CSD will send each renewal applicant a Renewal Analysis. This analysis will synthesize the strengths and weaknesses of the charter school as found by the CSD Review Team in their review of the application kit as well as anything discovered at the Renewal Site Visit. The charter school will have a time to respond to the analysis before it is sent to the PEC.
Response to Renewal Analysis (November 14–	Renewal applicants may respond in writing to the information contained in the Renewal Analysis. These responses must be submitted using the Sharepoint File Transfer Site. Again, more training on using and maneuvering this site is forthcoming.

December 2)**	
CSD Director's Recommendation (December 6)**	The CSD will send a recommendation to the PEC to approve or deny the renewal application on Friday, December 6, 2013 . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
Final Authorization Meeting of PEC (December 12–13)**	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on December 12–13, 2013 .
Contract Negotiations (December, 2013–March, 2014)**	If approved, the chartering authority shall enter into a contract with the governing body of the applicant charter school within 30 days of approval of the renewal application. (The charter schools and PEC may agree to an extension of the 30-day deadline.)

State Charter Renewal Application Evaluation Standards

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

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

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

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

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

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

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

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

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

Glossary of Terms

Amended Charter School Act (SB446): In 2011, the New Mexico Legislature amended the Charter School Act (Act) in several ways. The purpose of the amended Act is to increase accountability of charter schools and authorizers. The primary changes to the Act were the addition of a separate "Performance Contract" (§22-8B-9 NMSA 1978) between the authorizer and the charter school and "Performance Frameworks" (§22-8B-9.1 NMSA 1978).

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

Contract Negotiation Process: *(This term is pertinent upon approval and not immediately relevant to Part A, the Renewal Application Kit.)* The PEC/CSD process to develop with the charter school the terms of the Performance Contract and Performance Framework utilizing the Contract Negotiation Worksheet. Representatives from the charter school and the CSD develop a working draft of the worksheet. A final draft is negotiated with the PEC Charter School Committee and the fully populated contract and frameworks are presented to the governing body of the charter school and the full PEC for final approval. If the PEC and charter school fail to agree on terms during the contract negotiations, either party may appeal to the Secretary of Education.

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

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

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

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

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

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

Material Violation: A material violation occurs when one party fails to perform their duties as specified in a contract. A contract may be violated by one or both parties. A material violation may result in the need for corrective action.

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

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

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

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

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

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

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

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

2013 State Charter Renewal Application Process

The Charter Renewal Application Process includes the following:

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

Part B—Renewal Site Visit Protocol

Part C—CSD Analysis and Recommendation

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

Please Note

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

Charter School Pre-populated Data

Name Of School: New Mexico School for the Arts	School District: Santa Fe
Mailing Address of School: 275 E Alameda, Santa Fe, NM 87501	Physical Address of School 275 E Alameda, Santa Fe, NM 87501
Phone Number Of School: (505) 310-4194	Name and Email Of Head Administrator: Cindy Montoya, Principal Email: cmontoya@nmschoolforthearts.org
School's Initial Opening Date: 2010	Name and Email Of The Governing Body Chair/President: Catherine Oppenheimer, Gov Board President Email: catherineopp@gmail.com
Grade Levels Served: 9-12	Current Enrollment Cap: 300

Current School Mission:

The mission of the New Mexico School for the Arts is to provide New Mexico students who have demonstrated artistic abilities and potential with the educational opportunity to pursue a career in the arts. The School for the Arts is a statewide, residential charter high school offering intensive pre-professional instruction in the performing and visual arts combined with a strong academic program leading to a high school diploma. The School is proposed as a four year high school for 300 students.

Current Enrollment And Demographic Information

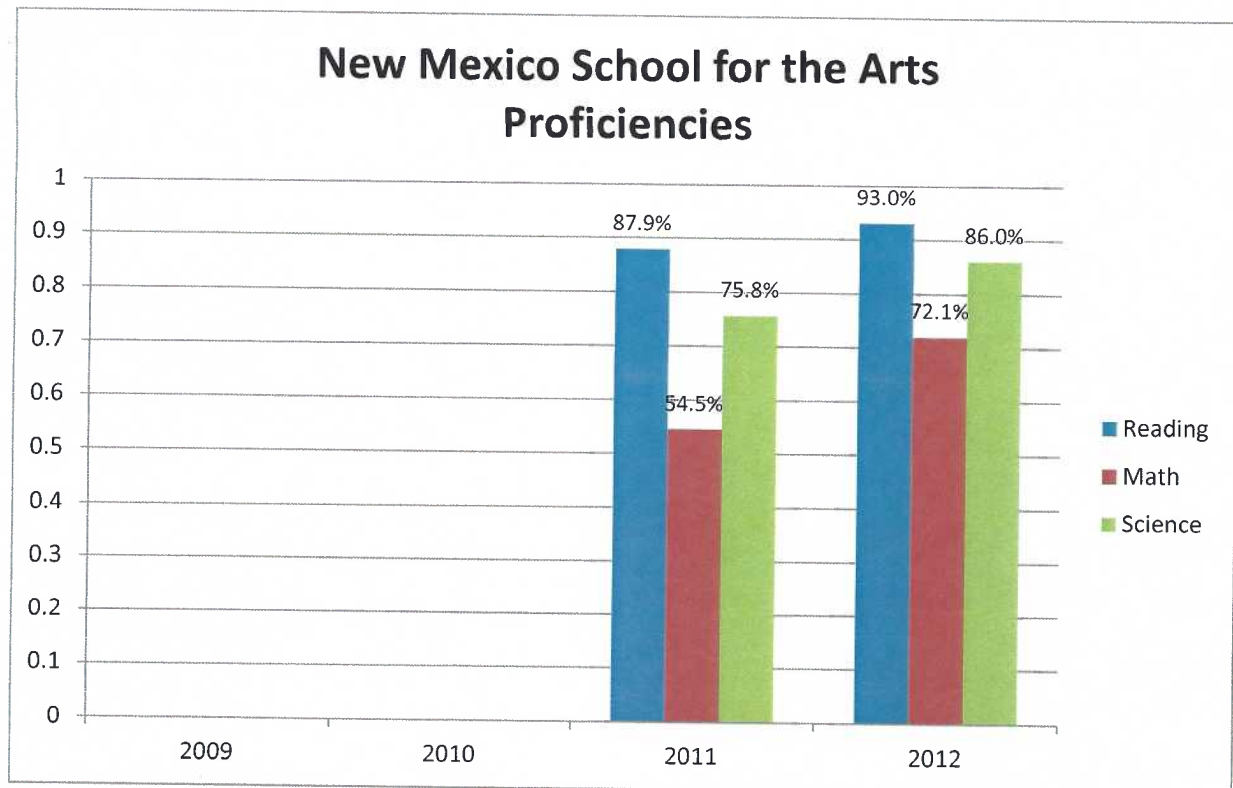
(2012–2013 120 day count)

Enrollment	Percent
Total Enrollment: 184	
Gender	
# Male: 64	35%
# Female: 120	65%
Ethnicity/Race	

# White: 118	64%
# Hispanic: 49	27%
# African American: 3	2%
# Asian: 8	4%
#Native American: 6	3%
Special Populations	
# Economically Disadvantaged: 52	28%
# Students With IEPs: 9	5%
# English Language Learners: 0	0%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 58	32%
Title 1 Target: 10	5%
Title 1 Schoolwide: 0	0%

School Proficiencies

	2009	2010	2011	2012
Reading			87.9%	93.0%
Math			54.5%	72.1%
Science			75.8%	86.0%



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

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

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

Final Grade: A Total Points: 57.4	Current Standing: A Points: 25.7 Possible Points: 30	School Growth: Points: Possible Points:
Growth of Q3 (highest performers): B Points: 12 Possible Points: 15	Growth of Q1 (lower performers): B Points: 10.2 Possible Points: 15	Opportunity to Learn: B Points: 6.5 Possible Points: 8
Graduation: Points: Possible Points:	College & Career Readiness: Points: Possible Points:	Bonus Points: 3 Possible Points: 5 Reasons: for exceptional student and parent engagement and sports and activities
Reading Proficiency: 83.5% State Reading Goal: 52.3%	Math Proficiency: 56.9% State Math Goal: 45.0%	

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

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

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

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

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

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

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

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

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



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

Part A—Self Study/Report on Progress

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Part A—Self Study/Report on Progress

I. Report on Progress—Charter School Self Report

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

A. Academic Performance/Education Plan

The Charter School Act provides as follows:

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

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

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

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

1. NMSBA School Summary—All Students

Provide a statement of progress and additional information regarding the School Proficiencies and School Report Card Snapshot as pre-populated above: For SY11-12, we were graded on a middle-school model and earned 57.4 out of a possible 68 points and were awarded an A. We were graded on the middle-school model because we did not have a graduation cohort the prior year.

The SY11-12 served as baseline data. It also afforded staff the opportunity to understand NMPED's measures of success. This resulted in a focus on College and Career Readiness measures, an increased number of Dual Credit and honor class offerings, and a particular focus on math achievement.

Reading achievement was very good and NMSA continued with the programs that were in place. A poetry class was added in response to students' requests for creative writing opportunities beyond English 3 and 4.

Because NMSA did not have three data points, we felt that the data was not as strong as it was for other schools. Therefore, we continue to use the ACT Explore and Plan data to monitor student progress.

Part A—Self Study/Report on Progress

School Grading Report 2012–2013

As it is released in July 2013, this information should and will be used in conjunction with the school's data to analyze the school's academic performance. While the School Grading Report for 2013 does not offer four years worth of data, it does offer a much richer and more nuanced review of your school's performance than the School History Snapshot inserted above as it includes student growth. This information will not cover four, but **three years** and is important for the PEC to consider when reviewing a school's renewal application.

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

Final Grade

Grade: A	Total Points: 84.1	
<i>Provide a statement of progress and additional information regarding the above data:</i> NMSA has maintained an A grade for the last two consecutive years. It should be noted that the school grade model changed from SY11-12 to SY12-13. For the School Grade Report, NMSA has been scored on two different models. For SY11-12, we were graded on a middle-school model and earned 57.4 out of a possible 68 points and earned an A. We were graded on the middle-school model because we did not have a graduation cohort the prior year. For SY12-13, NMSA received 84.1 out of 100 points, again earning an A using the high school model.		
NMSA's area for celebration is reading. While we continue to improve in math achievement, it continues to be an area that requires attention.		
The SY11-12 served as baseline data. It also afforded staff the opportunity to understand NMPED's measures of success. This resulted in a focus on College and Career Readiness measures, an increased number of Dual Credit and honor class offerings, and a particular focus on math achievement.		

Current Standing

Grade: A	Points: 24.1	Possible Points: 30
<i>Provide a statement of progress and additional information regarding the above data:</i> The percentage of overall student proficiency is 91% in reading and 61% in math as measured by the SBA, exceeding the state average.		
For SY 13-14, Title 1 funds will be used to add staff to create a math intervention led by a highly qualified teacher or an instructional assistance working under the direction of a highly qualified teacher.		

School Growth

Grade: D	Points: 4.6	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data:</i> The percentage of students scoring proficient or advanced in both grades 10 and 11 in math has increased and exceeds the state average. We were awarded 4.44 out of 5 points for our growth in math. However, we were awarded 0.18 out of 5 possible points in reading growth. Please note that as our reading proficiency scores are already high, additional growth is a challenge. It should also be noted that the proficiency scores for this indicator are different from the scores (percentages) reported for current standing.		

Q3 (Highest Performing 75%) Growth

Grade: A	Points: 10	Possible Points: 10
<i>Provide a statement of progress and additional information regarding the above data:</i> In SY11-12, we earned 80% of the possible points (12 out of 15). In SY12-13, we earned 100% of the possible points. This NMPED indicator shows that individual student achievement within the top 75% (Q3) is growing.		

Part A—Self Study/Report on Progress

Q1 (Lowest Performing 25%) Growth

Grade: B	Points: 9.2	Possible Points: 10
Provide a statement of progress and additional information regarding the above data: In SY11-12, we earned 68% of the possible points (10.2 out of 15). In SY12-13, we earned 92% (9.2 out of 10) of the possible points. This NMPED indicator shows that individual student achievement within the lowest 25% (Q1) is also growing.		

Opportunity to Learn

Grade: A	Points: 7.2	Possible Points: 8
Provide a statement of progress and additional information regarding the above data: In SY11-12, NMSA earned 81% of the possible points. In SY12-13, we earned 90% of the possible points. This NMPED indicator demonstrates student perception that the school's learning environment has improved.		
Teachers will address the two questions on which we scored the lowest in an effort to improve in those areas identified by students as needing attention.		

Graduation—as applicable

Grade: C	Points: 13.7	Possible Points: 17
Provide a statement of progress and additional information regarding the above data: In SY11-12, NMSA was not evaluated on the graduation indicator. For SY12-13, NMSA received 79% possible points; however, please note that the school's actual graduation rate was 95.9%.		
Because NMSA did not have three data points needed for this calculation, the statewide graduation percentage was used as a data point.		

College and Career Readiness—as applicable

Grade: A	Points: 13.1	Possible Points: 15
Provide a statement of progress and additional information regarding the above data: In SY11-12, NMSA was not evaluated on the college and career readiness indicator. For SY12-13, NMSA received 87% of the possible points. NMSA received 5 out of a possible 5 points for Participation points, and 3.2 out of the remaining possible 5 points. Thus, NMSA earned a total of 8.2 out of 10 points of showing that students were successful as measured by NMPED College and Career Readiness indicators such.		
This was an area of focus for NMSA. The number of Honors classes available to students was increased. The number of Dual Credit classes taken by students also increased. The results lead to an improved indicator grade.		

Bonus Points

Points: 2.5	Possible Points: 5.0	Reason: NMSA was recognized for Student Engagement, Parental Engagement and Truancy Improvement
Provide a statement of progress and additional information regarding the above data: In SY11-12, NMSA earned 3 out of 5 bonus points. In SY12-13, NMSA earned fewer bonus points. We continue to surpass the statewide average of 1.6 points. It is important to note that NMSA does not have any athletic programs.		

Part A—Self Study/Report on Progress

2. Mission Specific and/or Student Academic Performance Standards/Goals from your Current Charter

—as measured by the school's selected short-cycle assessments and/or other standards-based instruments.

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

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

Student Academic Performance Standard/Goal #1:				
70% of 11 th grade students who have attended the school in both 9 th and 11 th grade test proficient or advanced levels in reading and math on the New Mexico Standards Based Assessment. NOTE: SY12-13 was the first year that NMSA 11 th grade students had attended the school in 9 th grade.				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency):				
DNA				
Data—Average Scores				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
9	Planning Year	DNA	DNA	DNA
10	Planning Year	DNA	DNA	DNA
11	Planning Year	DNA	DNA	96% Reading/76% Math
12	Planning Year	DNA	DNA	DNA
Provide a statement of progress and additional information regarding the above data: NMSA has exceeded this goal. Only one class met the criteria for this goal.				

Student Performance Standard/Goal #2: In an effort towards credit accumulation, 75% of full time students will acquire, at minimum, four (4) credits per year toward graduation requirements, which shall include the sufficient number of courses required for that student to graduate from high school in four (4) years.				
Measure(s) Used: The percentage of students who acquired a minimum of four (4) credits earned toward graduation each year while attending NMSA, as reported on transcripts, and who were enrolled on the last day of school.				
Data—Average Annual Data				
Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
9	Planning Year	100%	100%	100%
10	Planning Year	100%	98% (61/62)	96% (48/50)
11	Planning Year	100%	100%	98% (49/50)
12	Planning Year	DNA	100%	100%
Provide a statement of progress and additional information regarding the above data: NMSA has exceeded the charter goal of 75%. A maximum of one elective credit was allowed as a part of the graduation requirement. In most cases, the 4 credits were earned without the elective credits.				

Part A—Self Study/Report on Progress

Student Performance Standard/Goal #3: In order to demonstrate proficiency in each student's art form, 85% of full time students will gain one year's growth in proficiency in the core skills required for that art form as measured by a rubric of core artistic skills, created by the Art Chairs and approved by the Head of School and the Dean of Curriculum in alignment with the state standards and benchmarks.

Measure(s) Used: For students enrolled for a full year, a combination of grades and performance evaluations in the areas of Ballet, Body Awareness, and Modern Dance were used to determine growth.

Please note: We became aware of this goal in June of 2012 and, therefore, only have one year's data.

Data—Average Annual Data Department Name: **Dance**

Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
9	Planning Year	DNA	DNA	86%
10	Planning Year	DNA	DNA	89%
11	Planning Year	DNA	DNA	100%
12	Planning Year	DNA	DNA	100%

Provide a statement of progress and additional information regarding the above data: Students are growing in Dance as measured by classroom assessments aligned to curriculum and instruction.

Curriculum & Course Offerings: Overview of Four Years in Dance:

9th grade is a foundation year. Students learn the basic elements and principles of kinesthetic awareness, and focus intensively on building foundational skills in Classical Ballet and Modern Dance forms, as well as identifying and demonstrating elements of space, time, and energy. Students take Introduction to Dance History, which positions their own dance study within the timeline of Dance History. The transition to high school is also addressed, as students are taught skills that will help them succeed over four years in dance at NMSA.

10th grade builds upon the foundation year by introducing students to the importance of understating the musical elements of dance through a music course developed specifically for dancers. All students will study Classical Ballet & Modern Dance forms, as well as supplementing their study with guest artists of different genres, including West African Dance, Tap Dance, and Jazz Dance. Students continue to develop their training with a Dance Conditioning course.

11th grade builds upon the previous two years by introducing increasingly rigorous, semester-long and year-long courses that build depth in students understanding of dance as an art form. While students continue to develop and hone their skills in Classical Ballet and Modern Dance forms, 11th grade students are introduced to choreography through a dance composition course.

12th grade continues the process of building strong dancers through intensive dance study in Classical Ballet and Modern Dance forms. Students continue to develop their choreographic skills and are required to present their choreography as a senior project, which represents the culmination of four years of student study in the department.

Part A—Self Study/Report on Progress

Student Performance Standard/Goal #3: In order to demonstrate proficiency in each student's art form, 85% of full time students will gain one year's growth in proficiency in the core skills required for that art form as measured by a rubric of core artistic skills, created by the Art Chairs and approved by the Head of School and the Dean of Curriculum in alignment with the state standards and benchmarks.

Measure(s) Used: For students enrolled for a full year, a combination of applied lesson grades and performance evaluations in the areas of major ensembles and theory were used to determine growth.

Please note: We became aware of this goal in June of 2012 and, therefore, only have one year's data.

Data—Average Annual Data

Department Name: **Music**

Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
9	Planning Year	DNA	DNA	75%
10	Planning Year	DNA	DNA	77%
11	Planning Year	DNA	DNA	85%
12	Planning Year	DNA	DNA	89%

Part A—Self Study/Report on Progress

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

Students are growing in Music as measured by classroom assessments aligned to curriculum and instruction.

Curriculum & Course Offerings: Overview of Four Years in Music:

9th grade instruction is focused on fundamental principles of music. Students work with applied music faculty in an intense one-on-one setting to lay the basic framework for success in their instrument or voice, as well as practice techniques and time management skills. In addition to private lessons, students study basic music theory and ear training to gain a rudimentary understanding of theory and composition. Students will gain ensemble experience by being placed in level-appropriate performance groups.

10th grade builds upon the fundamentals of the 9th grade year. Students continue to work with applied faculty to perfect technique on their instrument or voice with the introduction of more advanced concepts and literature. Students continue their studies in music theory and ear training focusing on part-writing and melodic and harmonic dictation. Students gain a rudimentary understanding of music history by taking a music history survey course. Students continue work in large ensembles as well as chamber groups.

11th grade students continue to focus on his or her voice or instrument as they work with an applied instructor to prepare for their junior recital. All junior students are expected to perform 15 minutes of level-appropriate music in a solo recital setting, and must represent several stylistic periods of music. Students work to master advanced theory and ear training concepts as they prepare to take the AP Music Theory Exam. Students will be introduced to a rigorous study of music history through a two-semester course focusing on the Baroque and Classical periods. Students are encouraged to participate in independent study chamber ensembles.

12th grade students will focus on their voices or instrument as they work with an applied instructor to present their senior recital. The senior recital is a 30-minute solo performance with literature representing numerous stylistic periods and genres. Students will build upon theory and ear training skills from previous years by taking a rigorous course in composition and form and analysis. Students will continue an in-depth study of music history by focusing on the Romantic and 20th Century stylistic periods. At this point, we expect that students are functioning as independent musicians capable of preparing solo and chamber literature with minimal guidance.

Student Performance Standard/Goal #3: In order to demonstrate proficiency in each student's art form, 85% of full time students will gain one year's growth in proficiency in the core skills required for that art form as measured by a rubric of core artistic skills, created by the Art Chairs and approved by the Head of School and the Dean of Curriculum in alignment with the state standards and benchmarks.

Measure(s) Used: For students enrolled for a full year, a combination of grades and performance evaluations were used to determine growth in the following areas:

9th Grade: Production Wheel (PW) and Theater Fundamentals (TF);

10th Grade: Production Wheel and Acting Styles (AS);

11th Grade: Production Wheel and Practical (P); and

12th Grade: Production and Explorations (E).

Please note: We became aware of this goal in June of 2012 and, therefore, only have one year's data.

Data—Average Annual Data

Department Name: **Theater**

Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
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Part A—Self Study/Report on Progress

9	Planning Year	DNA	DNA	PW=100% TF=91%
10	Planning Year	DNA	DNA	PW=92% AS=85%
11	Planning Year	DNA	DNA	PW=100% P=91%
12	Planning Year	DNA	DNA	PW=100% E=100%

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

NMSA Theatre

The curriculum for individual theatre students over a four-year period introduces discrete skills through an NMSA-specific method designed to incorporate these skills via different styles, techniques, and systems. Because our classes include beginner drama majors alongside youth who have already been cast in films, we have developed approaches that allow us to educate and engage students on an individual basis. Note: the Theater Department works on a trimester, rather than two-semester basis.

Students are growing in Theater as measured by classroom assessments aligned to curriculum and instruction.

Curriculum and Course Offerings Overview

9th grade - Fundamentals. Students are introduced to beginning levels of several different acting techniques and styles, character development, vocal and physical training. These fundamentals also stress working in ensemble groups to achieve a common dramatic goal. All classes culminate with a final project/presentation before the entire Theater Department – students as well as faculty and staff.

10th grade - Styles. Students are moved into intermediate level styles and techniques, such as Masks Two and Advanced Character Development. All of these classes reinforce and build skills introduced in Fundamentals. Students are also introduced to different elements of performance in Acting Styles, which focuses on specific genres of training. All classes culminate with a final project/presentation in front of the entire Theater Department – students as well as faculty and staff.

11th grade - Practical. Students in Practical are expected to work at an advanced level in all classes, incorporating and demonstrating a working knowledge of physical and vocal techniques and textual and character analysis. Students in Practical also begin to create and perform original works in play-writing and directing classes. They must work with actors throughout the department with varying levels of knowledge and skills. These performances are open to the public.

12th grade - Explorations. The senior year focuses on the crucial “next step”: focusing early on audition techniques. Students in Explorations are expected to take a leadership role in all classes, projects, and productions. Student must also present a senior project at the culmination of their studies in which they focus on a self-selected area of interest, such as acting, directing, play writing, or technical theatre. These senior performances are open to the public.

Student growth is measured through cumulative assessments of the skills and techniques that they have built upon and refined over four years of practice and application.

Part A—Self Study/Report on Progress

Student Performance Standard/Goal #3: In order to demonstrate proficiency in each student's art form, 85% of full time students will gain one year's growth in proficiency in the core skills required for that art form as measured by a rubric of core artistic skills, created by the Art Chairs and approved by the Head of School and the Dean of Curriculum in alignment with the state standards and benchmarks.

Measure(s) Used: For students enrolled for a full year, a combination of grades and portfolio evaluations were used to determine overall growth. Specific measures include:

9th Grade: Drawing and Visual Fundamentals;

10th Grade: Drawing and Art Comprehensive (Clay and Mixed Media Sculpture);

11th Grade: Conceptual Concerns, Printmaking, Sculpture, Photography and Painting; and

12th Grade: Printmaking, Painting, and Senior Project.

Please note: We became aware of this goal in June of 2012 and, therefore, only have one year's data.

Data—Average Annual Data

Department Name: **Visual Arts**

Grade Level	Year 1 School Year 09–10	Year 2 School Year 10–11	Year 3 School Year 11–12	Year 4 School Year 12–13
9	Planning Year	DNA	DNA	100%
10	Planning Year	DNA	DNA	83%
11	Planning Year	DNA	DNA	100%
12	Planning Year	DNA	DNA	85%

Provide a statement of progress and additional information regarding the above data: Students are growing in Visual Arts as measured by classroom assessments aligned to curriculum and instruction.

Curriculum & Course Offerings: Overview of Four Years in Visual Arts

9th grade is a foundation year. Students learn the elements and principles of design, and work intensively on drawing skills and journal/sketchbook use. The transition to high school is also addressed as students are taught skills that will help them succeed over four years in visual arts at NMSA.

10th grade builds upon the foundation year by introducing students to media-specific, distinct studio disciplines. All students study painting, sculpture, digital skills, and mixed media/printmaking. The goal is that all Visual Arts students have hands-on, direct studio experience with a wide range of materials and processes, while continuing to refine their fundamental visual vocabulary. Art appreciation and criticism will be introduced at this time. Drawing continues to play a key role.

11th grade builds upon the previous two years by introducing increasingly rigorous, semester-long and year-long courses that build depth in material command. Independent, yet teacher-guided work that expresses personal interest is increasingly emphasized. Advanced students may be selected for AP Studio. Art electives may also be introduced at this time.

12th grade continues the process of independent study supported by electives and Art History and Criticism. Concurrent and/or dual enrollment for credit at partnering institutions is available to seniors who have consistently displayed maturity, motivation, and discipline. Second semester 12th graders may have the opportunity to participate in a mentoring program that pairs them with professional artists in the community. At this point, we expect that students can convey their ideas visually and verbally with clarity and confidence. An independent Senior Project that culminates in a student-produced exhibition is required for graduation.

Part A—Self Study/Report on Progress

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

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

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

Student Performance Standard/Goal #1: **Original Goal 1: Provide a school with mastery of the art for students with promise, aptitude, and passion leading to a New Mexico high school diploma.**

Measure(s) Used: **For Grade 10, the ACT Plan is the short cycle assessment that measures progress toward graduation and college readiness. For Grade 9, the ACT Explore is the short cycle assessment that measures progress toward graduation and college readiness. Students are given the assessment in the fall and spring. Data is provided for School Years 2010-2011, 2011-2012, 2012-13.**

EXPLORE (9th Grade): % students at or above college benchmark

	January 2011	June 2011	January 2012	May 2012	November 2012	April 2013
English	64%	93%	77%	79%	80%	93%
Math	37%	49%	13%	38%	45%	56%
Reading	43%	71%	63%	51%	63%	73%
Science	17%	42%	24%	25%	35%	49%

PLAN (10th Grade): % students at or above college benchmark

	January 2011	June 2011	January 2012	June 2012	November 2012	April 2013
English	100%	93%	90%	93%	92%	98%
Math	37%	46%	33%	53%	39%	51%
Reading	84%	83%	67%	71%	61%	91%
Science	32%	50%	40%	50%	22%	38%

Provide a statement of progress and additional information regarding the above data: **The percentage of students meeting college benchmarks has increased in most areas. It is also important to note that each year students have improved their performance in all areas, as measured by the ACT Plan. NMSA scores are exceptionally high in reading and English against national norms.**

Part A—Self Study/Report on Progress

Student Performance Standard/Goal #1: **Original Goal 1: Provide a school with mastery of the arts for students with promise, aptitude, and passion, leading to a New Mexico high school diploma.**

Objective 2: Students will receive an education aligned with the requirements of entrance into higher educational institutions and professional art institutes.

Objective 3: Students will receive instruction up to and including college level instruction in the arts.

Measure(s) Used: **Number of Honors Classes offered, and the percentage of students enrolled in at least one Honors Class and one Dual Credit class each year in grades 9-12.**

Data:

Chart 1 Honors Classes Offered			
	SY 11-12	SY 12-13	SY 13-14
Anatomy & Physiology	NA	NA	4
AP Music Theory	NA	NA	4
Biology	16	16	24
Calculus	NA	NA	11
Chemistry	20	14	13
English I	NA	NA	17
English II	NA	25	36
English III	26	19	30
English IV	11	21	NA
Humanities/English IV	NA	NA	44
Physics	12	5	7
US History	NA	15	20
Total	85	115	206

Part A—Self Study/Report on Progress

Chart 2

% students enrolled in at least one Honors class	SY 11-12	SY 12-13	SY 13-14
	35%	41%	64%

Chart 3

% students enrolled in at least one Dual Credit class	SY 11-12	SY 12-13	SY 13-14 (as of Aug. 28, 2013)
	5%	14%	15%

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

Chart 1: Each year, in response to student needs and in order to provide college readiness opportunities, we have added Honors sections.

Chart 2: Each year, the percentage of students enrolled in at least one Honors Classes has increased.

Chart 3: The percentage students enrolled in at least one Dual Credit Classes has increased. NMSA has Dual Credit MOUs with Santa Fe Community College, Central New Mexico College, UNM, Eastern New Mexico University, and Institute of American Indian Arts (IAIA).

Professors from IAIA teach classes on the NMSA campus.

Part A—Self Study/Report on Progress

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

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

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

Organizational Performance Standard/School Goal #1: NMSA intends to work with the North Central Accreditation Commission and seek such accreditation (see page 35 of the original application).

Measure(s) Used: NMSA is awarded NCA accreditation.

Data: On February 5, 2013, NMSA was selected as a candidate for NCA accreditation after two years of operation, rather than the standard three-year wait. The NCA visit will take place November 12-14, 2013.

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

"Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards. The accreditation process is also known in terms of its ability to effectively drive student performance and continuous improvement in education." *AdvancEd Web Page, <http://www.advanced.org>.*

"While accreditation is a set of rigorous protocols and research-based processes for evaluating an institution's organizational effectiveness, it is far more than that. Today accreditation examines the whole institution—the programs, the cultural context, the community of stakeholders—to determine how well the parts work together to meet the needs of students." *AdvancEd Web Page*

Organizational Performance Standard/School: In addition to academic and artistic goals, NMSA is dedicated to creating a sophisticated organization and to developing processes and systems that support these goals.

Item 21 of the Statement of Assurances in its charter states that NMSA "shall develop and maintain a plan for addressing code, accessibility, health and safety requirements . . ." (See page 5 of the original application).

The Incident Command System developed by FEMA was implemented during SY12-13.

Measure(s) Used: Percentage of staff trained.

Data: 100% of NMSA staff participated in the training as of May 1, 2013.

Part A—Self Study/Report on Progress

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

Schools around the country were shaken by the events of December 2012 at Newtown, Connecticut. Like the majority of public and private schools, NMSA reviewed and tightened its safety policies and procedures.

The most important safety element, however, is the human one: our individual and collective ability to communicate and respond to unforeseen events. Therefore, on Friday, February 15, 2013, NMSA staff participated in **safety training** in an effort to align our procedures with FEMA's Incident Command System protocols.

"The Incident Command System (ICS) is a standardized, on-scene, all-hazards incident management approach that:

- Allows for the integration of facilities, equipment, personnel, procedures and communications operating within a common organizational structure.
- Enables a coordinated response among various jurisdictions and functional agencies, both public and private.
- Establishes common processes for planning and managing resources.

ICS is flexible and can be used for incidents of any type, scope, and complexity. ICS allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents."

FEMA web page, <http://www.fema.gov>

Additional Safety Measures:

- Walkie-Talkies have been placed in most rooms so that we can communicate clearly throughout the school.
- All door locks have been changed to provide the easiest methods for securing classrooms.
- All doors remain locked throughout the day with door monitors in place before the start of the school day and during lunch.
- 18 cameras were installed to monitor internal and external activities
- A partnership was developed with SFPD for on-site drills.
- Parents and students were informed of and trained on revised safety plans.

Organizational Performance Standard/School: As stated on page 15 of the original charter application, "Teacher development will include expert on-going education of the staff through professional development plans, in depth oversight of all programs, and hands-on coordination within each department, with the Art Institute, and through all communities served".

NMSA has begun the implementation of Blended Learning techniques to improve its ability to individualize and differentiate instruction, and to free up time within the school day for students to become fully immersed in their artistic disciplines.

One component of the Blended Learning Model is the flipped classroom methodology, in which students view some lectures online outside of the classroom, which creates more time during the school day for teachers to interact with students as they solve problems and apply knowledge.

Part A—Self Study/Report on Progress

Measure(s) Used: Percentage of academic teachers implementing on-line classes.

Data: As of August 2013, 8 out of 12 or 75% of the academic teachers are beginning the implementation of Blended Learning.

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

As of June 2013, NMSA entered into a formal partnership with IDEAL NM to provide the professional development needed to understand best practices in online instruction as well as the access to the software needed by teachers.

NMSA has provisioned classrooms with the hardware needed to implement Blended Learning. 60 student devices have also been acquired. The IT Manager has received the training required by IDEAL in order to access the NMPED portal for online learning.

By October 1, the online team will have completed SMART Board training and IDEAL portal training. Teachers began implementing some aspects of the blended classroom during SY2012-13.

Part A—Self Study/Report on Progress

5. Performance Self Study/Analysis-Key Questions

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

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

Note: Our data reflects three years of academic results.

1. Improve math achievement for students in grades 9-12, with a focus on grades 9 and 10, as measured by the SBA, ACT Plan, ACT Explore, End of Course exams, and classrooms assessments.
2. Implement a Blended Learning model of instruction in order to individualize instruction, create time in the school day for students to be immersed in their artistic programs, and prepare students for 21st Century learning.
3. NMSA will focus on developing and articulating guidelines and expectations for school culture that translate the mission of the school into the daily lives of NMSA students. Answer the questions: How do we work with our students to capture and put into place the words that really resonate our mission? How do we then share this mission throughout and beyond the school?

All of these goals will be reflected in the EPSS.

Goals 2 and 3 will become goals for the next charter renewal term. Goal 1 is specific academic goal identified because of student achievement results and may not be a charter renewal goal. It is possible that the academic priorities could change during the renewal time. However, a more broadly defined academic goal will be included in the renewal. Goal 2 will be included as a charter goal because it addresses a model of instruction that impacts college and career readiness, aligns with NMPED initiatives, and should be reflected in the charter.

Goal 3 is a critical success factor in high performing schools and should be reflected in the charter.

In addition to Goals 2 and 3, renewal goals will include mission specific SMART goals, related to achievement in the arts, and that include with measures of implementation and growth. This is an opportunity for improvement that we would like to address in the charter renewal process.

Part A—Self Study/Report on Progress

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

The Mission of the School articulates our vision for the future. It is the responsibility of the Governing Council to translate that vision into broadly defined goals and objectives to fulfill its mission. However, it is the responsibility of the School's administrators to develop a more immediate action plan (e.g., implementing a blended learning approach in the classroom) for meeting its educational and artistic goals. The School's administrators hire the staff qualified to achieve the goals and objectives of the Governing Council as well as more immediate educational strategies. Thus, through strategic planning on the part of the Board and Governing Council, as well as among educational administrators, NMSA works to meet its mission.

To implement its strategies, NMSA's Governing Council creates working committees that include executive and administrative leaders, to develop and carry out the long range planning needed to achieve its goals.

The following are critical goals and concomitant strategies that represent NMSA's priorities:

Goal 1: Culture

Develop and articulate guidelines and expectations for school culture that translate the NMSA mission into the daily lives of NMSA students.

Goal 2: Technology

Develop and implement a plan to use technology to assist with instruction and learning goals throughout our curriculum, both artistic and academic, with an emphasis on capturing student work through digital portfolios and learning via online classes (Blended Learning) that supplement classroom learning.

Goal 3: A-F Report Card

Attain a school grade of A for School Year 13-14 by understanding and complying with the New Mexico Department of Education requirements, including but not limited to the implementation of Common Core State Standards, Revised Teacher Evaluations, and Web Based Educational Plan for Student Success (EPSS).

Goal 4: Charter Renewal

The Governing Council will lead charter school renewal process with the assistance of the Education Committee, Art Institute Staff, and Charter School Staff. Student, staff, and parent input will be solicited during the renewal process.

Strategic Planning: Once the charter is renewed, the Governing Council and Art Institute will develop a framework and process to guide the future of NMSA, including but not limited to, designing and building a permanent campus, monitoring Charter goals, ensuring the alignment of the mission with the admissions process, creating sophisticated systems to support arts and academic programs, and planning for the financial needs of the school.

Furthermore, continuous improvement tools will be employed to measure the effectiveness of implementation of the objectives for each goal. The EPSS will reflect these goals. Professional development will be provided to staff as needed or requested to successfully meet these goals.

Part A—Self Study/Report on Progress

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

Based on student achievement data, during SY12-13, NMSA created a "9th Grade Academy" that employs a highly qualified teacher to provide direct instruction on the non-cognitive skills needed for success in high school and beyond. This class also helps students close the achievement gap in basic writing, reading, and math skills.

In response to students' unfamiliarity with the college planning process, a "Senior Seminar" was added to the curriculum to support students with the college admission process. Title 1 funds were used to provide additional support for mathematics during a zero period Math Lab. Students in the Q1 group, the lowest performing students in reading and math, were provided with additional support in the classroom and outside the classroom in order to increase their chances for success as measured by the SBA.

In response to average SAT and ACT scores, NMSA has created "SAT/ACT Prep". "SAT/ACT Prep" is taught each fall and winter on Saturday mornings. Students unable to pay for this class receive scholarship support from the Parent Association.

Based on student college aspirations, several creative writing classes have been add to course offerings to meet this need. Currently, NMSA is in the stages of planning to add a full Creative Writing component.

A senior humanities two-credit Honors Class that combines English 4 and Art History, and covers Dance, Music, Theater and Visual Arts, has been integrated into the curriculum.

Most of the math curriculum was replaced with resources aligned to Common Core State Standards and includes online resources.

NMSA has developed and revised its Student Assistance Team, Response to Intervention, and 504 processes in response to student needs.

NMSA increased professional staff in the areas of counseling and behavior in response to student social and emotional needs. Students needed this support in order to be able to attend school and to learn when at school.

A facilities manager position was added to maintain the building and to provide an environment that is conducive to learning.

A full-time Registrar is on staff to support teachers and administrators by maintaining essential databases, as well as providing PED with timely and accurate data/reports. The registrar supports students with transcripts. The improvement in student data collection and dissemination provided instructors with information that they used to redesign instruction to better meet the learnnig needs of students.

An IT manager was employed to provide staff and students with the technology support required by expanded learning methods and in support of administrative processes, such as an online grade book and PED reporting.

A temperature controlled computer lab, provisioned with 25 Macs and several printers, was opened in the fall of 2012 so that students in both arts and academics could have access to the online resources.

A part-time technology assistant was added to support students working in the Mac Lab.

Part A—Self Study/Report on Progress

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

Students with learning disabilities have improved their performance in math and reading as measured by the SBA. The significance of the data is questionable because of the small number of students in this subgroup, making year-to-year comparisons unreliable. Therefore, constant monitoring of student grades and overall success is required by the SAT to ensure student success.

NMSA has not yet had an identified ELL subgroup. However, we have three ELL certified staff members available to provide this support if and when it is needed.

Students who are socio-economically disadvantaged represent a significant subgroup at NMSA. They have improved their overall reading proficiency scores from 72% in SY11-12 to 81.5% in SY12-13 as measured by the SBA.

Our percentage of students qualifying under Title 1 based on an income survey went from 28% in SY11-12 to 42% in SY13-14.

NMSA works within and outside the School to identify resources to support these economically disadvantaged students, such as ACT fee waivers, art supplies, AP tests, and SAT tests. Student Council provides scholarships for school events or items such as prom tickets, the yearbook, etc. Various groups, such as the NMSA Parent Association and Lannan Foundation, provide scholarships and tickets to events so that all students have access to those important extracurricular activities and community events.

We continuously assess the effectiveness of our services to these populations and take the time necessary to improve our processes for indentifying these students.

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

Principal/Superintendent, Cindy Montoya, Dr. Mary McLeod, Assistant Principal, and Cecile Hemez, Registrar, speak to the Governing Council on a regular basis, training the Council how to read and understand the data, as well as how to present our students' scoring. The Governing Council sees the current year data as compared to prior years. We break down the data carefully to assess where our students are achieving and where they are struggling. For the past year, we have been discussing the transition to the Common Core State Standards, from SBA to PARCC Assessments, as well as the addition of End of Course exams.

We have been using both the EPSS and the Housse system, to hold our principal accountable for school performance. In addition, the Governing Council creates internal goals for our Principal that align with and support school performance. As an example, the three SY12-13 internal goals were: create a positive school culture that brings the mission alive and strives for excellence; lead the school so that it achieves another "A" grade; and implement the technology plan that we believe will boost student achievement.

Part A—Self Study/Report on Progress

B. Financial Performance

The Charter School Act provides as follows:

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

1. Financial Performance Assurances

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

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

2. Financial Statement

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

3. Audit Findings

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

Part A—Self Study/Report on Progress

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
Planning Year (if applicable)	n/a	n/a	n/a
1 (09–10)	6	<p>Three findings were control deficiencies: 1) unsubmitted BARs, 2) lack of asset capitalization, and 3) journal entry approval.</p> <p>Two findings were non-compliance: 1) incorrect mileage reimbursements and 2) over-expended functions.</p> <p>One finding was a significant deficiency: reimbursed cell phone use without review of personal use.</p>	<p>The manner in which the audit was conducted for the 09-10 FY did not make it possible for an individual charter school to provide its own management's response. Nevertheless, the School's audit findings after its first year of operation were due to its inability to communicate effectively with PED's budget and finance authority bureau as well as some fiscal management procedures that were not yet put into place.</p>
2 (10–11)	8	<p>Six findings were Non-Compliance and other matters: 1) over-expended function, 2) reimbursed cell phone use without review of personal use, 3) incorrect travel & per diem reimbursements, 4) late tax payments, 5) non-compliance with procurement code, and 6) late submission of payroll reports.</p> <p>Two were Significant deficiency findings: 1) cash reconciliation issues and 2) lack of purchase order prior to incurred expenses.</p>	<p>Many of these findings were the result of havinh one sole position in the Business Office at the School's inception. Basic functions to carry out the rules and regulations of the School's financial management were difficult to maintain with only one employee. As a result, there were at times a lag in meeting deadlines, upholding an order of procedure, and maintaining proper internal control.</p>

Part A—Self Study/Report on Progress

3 (11–12)	3	All findings were Non-Compliance and other matters: 1)reimbursed cell phone use without review of personal use, 2)non-compliance with procurement code, and 3) incorrect revenue item posting	Two of the findings were carried over from the prior year. Although policies and controls were put into place during the year audited, they did not happen until later in the year so the School could not clear these findings in time. We expect to not have these findings for the coming year. The third finding was a bookkeeping error, which we constantly strive to avoid by double checking general ledger entries.
4 (12–13)	Not yet available	not yet available	not yet available

Identify any changes made to fiscal management practices as a result of audit findings. Several policies were created as a result of past audit findings. A Cellular Telephone Policy was put into place to address Anti-Donation Clause violations. An Employee Travel and Mileage Reimbursement Policy was created to standardize the procedure for employee reimbursements to comply with applicable State laws. The positions of Assistant Business Manager and a contracted Payroll Manager was added to improve internal controls and procurement processes. The added positions made possible the School's ability to review transactions and identify areas which required better documentation and process, thereby improving fiscal management practices. Another minor but important change which has aided fiscal management is the training and communication with all School faculty over the correct procedures for purchasing, expectations for following fiscal policies, and their strict adherence.

Part A—Self Study/Report on Progress

C. Organizational Performance

The Charter School Act provides as follows:

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

1. Material Terms/Violations

Please answer the following questions.

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

2. Organizational Performance Assurances

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

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

A. Civil Rights and Special Populations—Assurances

- a) ☒ **Yes** ☐ **No** The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by the following:
- 1) ☒ **Yes** ☐ **No** Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment.
 - 2) ☒ **Yes** ☐ **No** Adherence to due process protections, privacy, civil rights and student liberties requirements, including restrictions prohibiting public schools from engaging in religious instruction.
 - 3) ☒ **Yes** ☐ **No** Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.
- b) ☒ **Yes** ☐ **No** The school protects the rights of students with disabilities and demonstrates compliance with applicable laws, rules and regulations, including the Individuals with Disabilities Education Act,

Part A—Self Study/Report on Progress

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

- c) ☒ **Yes** ☐ **No** The school protects the rights of English language learners and demonstrates compliance with applicable laws, rules, and regulations, including Title III of the the ESEA relating to English language learner requirements.
- d) ☒ **Yes** ☐ **No** The school complies with applicable laws, rules, and regulations relating to compulsory school attendance.

For any "no" answers please provide an explanation.

B. Governance—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with governance requirements? Including:
- 1) ☒ **Yes** ☐ **No** All required School Policies
 - 2) ☒ **Yes** ☐ **No** The Open Meetings Act
 - 3) ☒ **Yes** ☐ **No** Inspection of Public Records Act
 - 4) ☒ **Yes** ☐ **No** Conflict of Interest Policy
 - 5) ☒ **Yes** ☐ **No** Anti-Nepotism Policy
 - 6) ☒ **Yes** ☐ **No** Governing Body Organization and Membership Rules (i.e., Bylaws)
 - 7) ☒ **Yes** ☐ **No** Required Committees (Finance and Audit) and submission of appropriate documentation
 - 8) ☒ **Yes** ☐ **No** Governing Body Mandated Trainings
 - 9) ☒ **Yes** ☐ **No** Governing Body Evaluates Itself
- b. ☒ **Yes** ☐ **No** Is the school holding management accountable?
- 1) ☒ **Yes** ☐ **No** The governing body receives regular written reports from the school leadership in regards to key indicators of the school's progress.
 - 2) ☒ **Yes** ☐ **No** The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.

For any "no" answers please provide an explanation.

C. Employees—Assurances

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

For any "no" answers please provide an explanation.

D. Educational Requirements—Assurances

- a. ☒ **Yes** ☐ **No** The school complies with instructional days/hours requirements.
- b. ☒ **Yes** ☐ **No** The school complies with graduation requirements.

Part A—Self Study/Report on Progress

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

For any "no" answers please provide an explanation.

E. School Environment—Assurances

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

For any "no" answers please provide an explanation.

F. Appropriate Handling of Information—Assurances

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

For any "no" answers please provide an explanation.

Part A—Self Study/Report on Progress

1. Petition of Support from Employees

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

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

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

I am the head administrator of the New Mexico School for the Arts Charter School and hereby certify that: the attached petition in support of the New Mexico School for the Arts Charter School renewing its charter was circulated to all employees of the New Mexico School for the Arts Charter School. There are 72 persons employed by the New Mexico School for the Arts Art Institute and Charter School. The petition contains the signatures of 71 employees which represents 97 percent of the employees employed by the New Mexico School for the Arts Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Santa Fe)

I, Anita Lopez, 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.

Anita B. Lopez

Subscribed and sworn to before me this 18th day of September 2013.

Anita B. Lopez
Notary Public

My Commission Expires:

June 7, 2017



Part A—Self Study/Report on Progress

2. Petition of Support from Households

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

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

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

I am the head administrator of the New Mexico School for the Arts Charter School and certify that: the attached petition in support of the New Mexico School for the Arts Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 185 households which represents 92 percent of the households whose children were enrolled in the New Mexico School for the Arts Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Santa Fe)

I, Anita Lopez, 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.

Anita Lopez

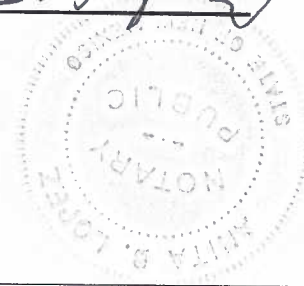
Subscribed and sworn to before me this 18th day of September 2013.

Anita B. Lopez

Notary Public

My Commission Expires:

June 7, 2017



Part A—Self Study/Report on Progress

3. Facility

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

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

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

4. Amendments from Current Charter

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

Amendments: 1. School Calendar Amendment, 2. Governance/Management Plan: Regarding Partners, 3. Governance/Management Plan: Regarding Description of School's Organization and Personnel, 4. Governance/Management Plan: Regarding Structure, and 5. Financial Plan

5. Term of Renewal

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

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

6. Additional School Supplied Information:

Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section: *Christina Yamashiro, Business Manager, cyamashiro@nmschoolforthearts.org and Cecile Hemez, Registrar/Admin, chemez@nmschoolforthearts.org.*

of Students on Waiting List (# and date): *As of 9/9/2013: Theater and Dance have zero students on the wait list. eleven (11) students are on the Music wait list and ten (10) students are on the Visual Arts wait list.*

For SY2012-13, NMSA admissions data is listed below.

225 Inquiry forms were submitted.

158 completed applications.

132 students auditioned.

72 students were invited to attend NMSA.

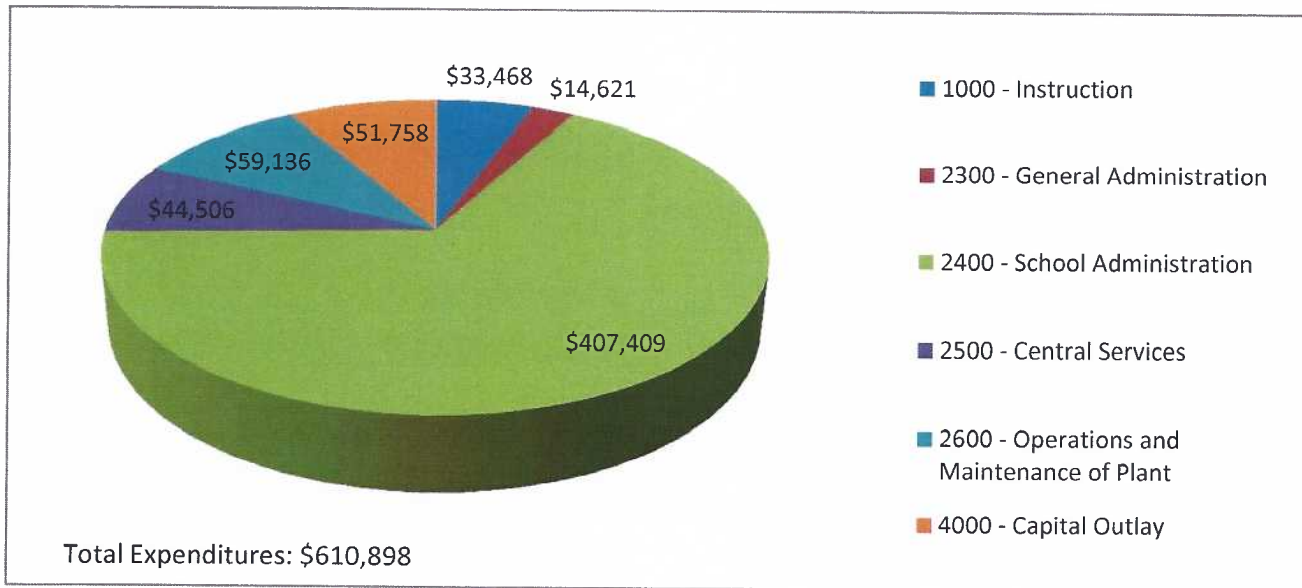
60 students who were declined or wait listed.

Part A—Self Study/Report on Progress

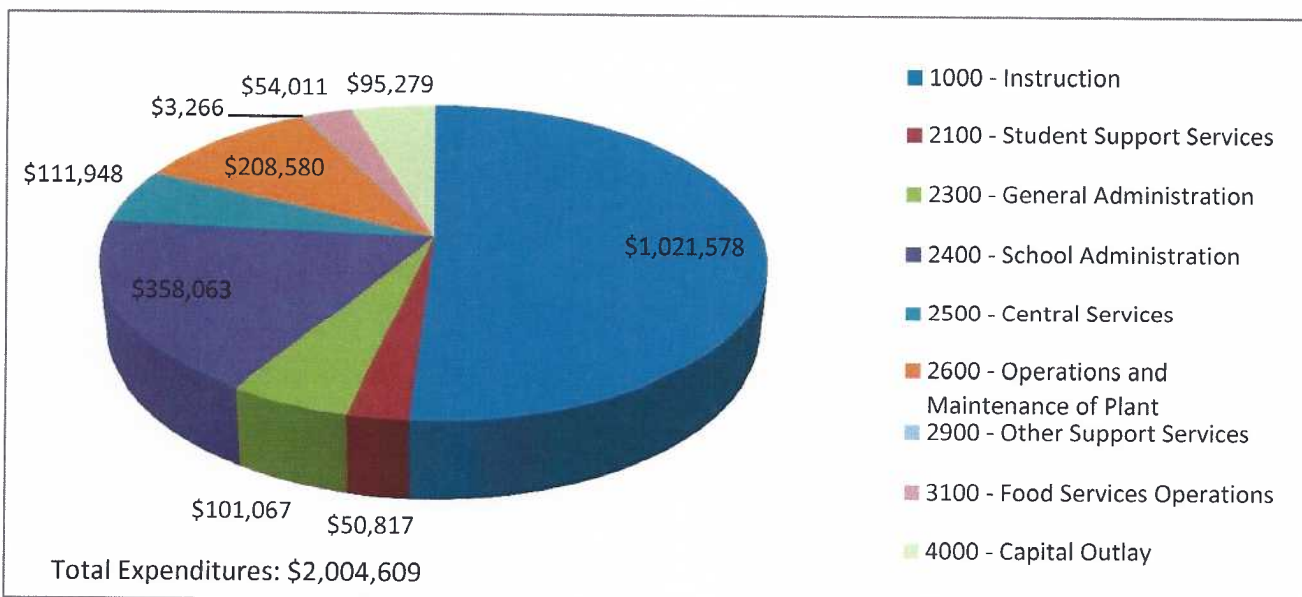
II. Checklist		
		Yes)
	Table of Contents populated	<input checked="" type="checkbox"/>
Appendix A	Financial Statement	<input checked="" type="checkbox"/>
Appendix B	Petition of Support from Employees Affidavit	<input checked="" type="checkbox"/>
Appendix C	Petition of Support from Households Affidavit	<input checked="" type="checkbox"/>
Appendix D	E-Occupancy Certificate and/or Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978	<input checked="" type="checkbox"/>
Appendix E	Approved Amendments	<input checked="" type="checkbox"/>
Other Attachment(s)	Describe: Page 52: Waivers for Physical Education and Senate Bill 164	<input checked="" type="checkbox"/>

NEW MEXICO SCHOOL FOR THE ARTS EXPENDITURES BY FUNCTION - FOR FISCAL YEARS 2010 - 2013

FISCAL YEAR 2009-2010 - PLANNING YEAR, AUDITED & ACTUAL



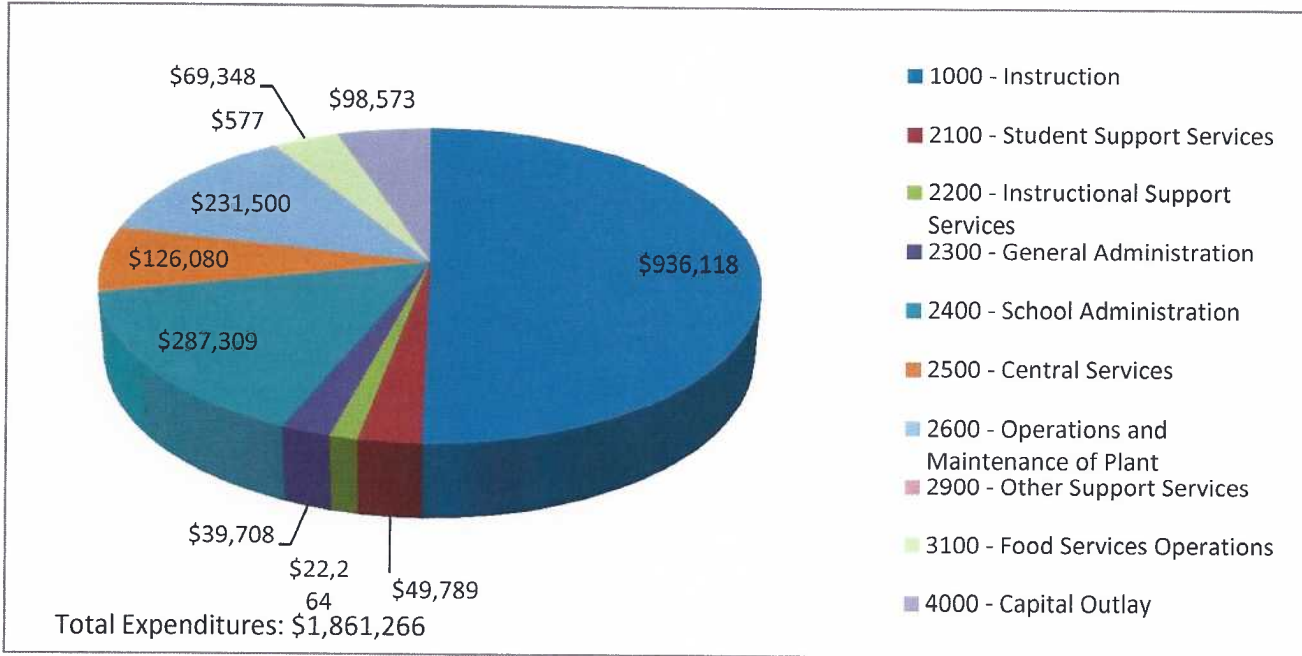
FISCAL YEAR 2010-2011, AUDITED & ACTUAL



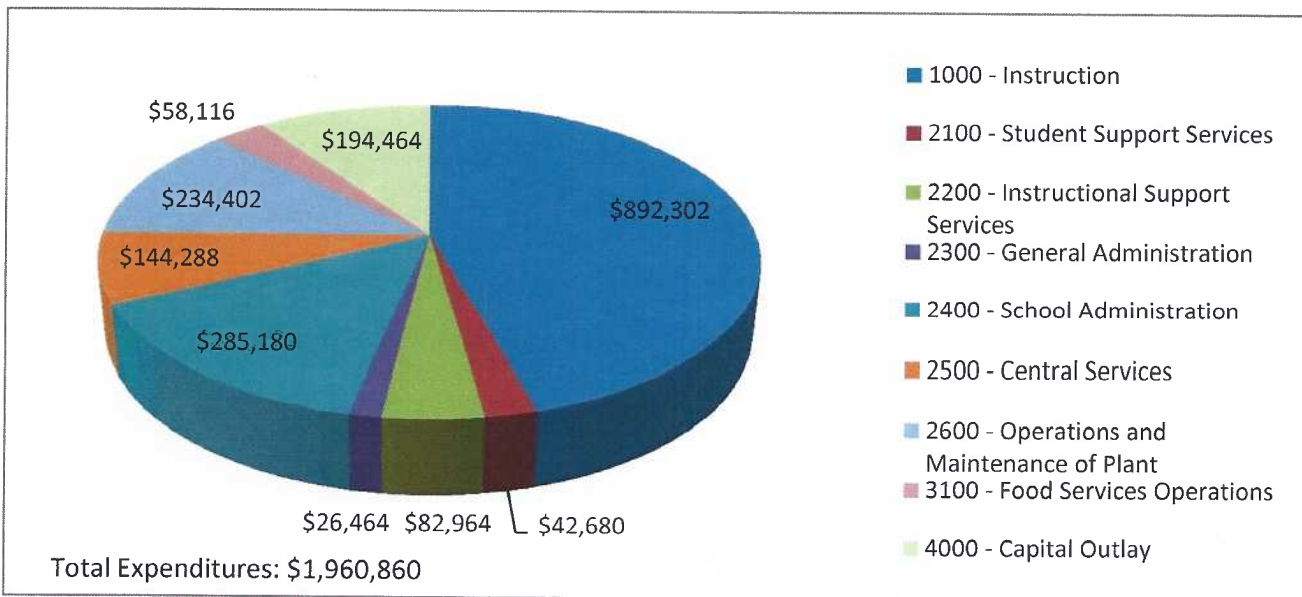
NEW MEXICO SCHOOL FOR THE ARTS

EXPENDITURES BY FUNCTION - FOR FISCAL YEARS 2010 - 2013 (CONTINUED)

FISCAL YEAR 2011-2012, AUDITED & ACTUAL



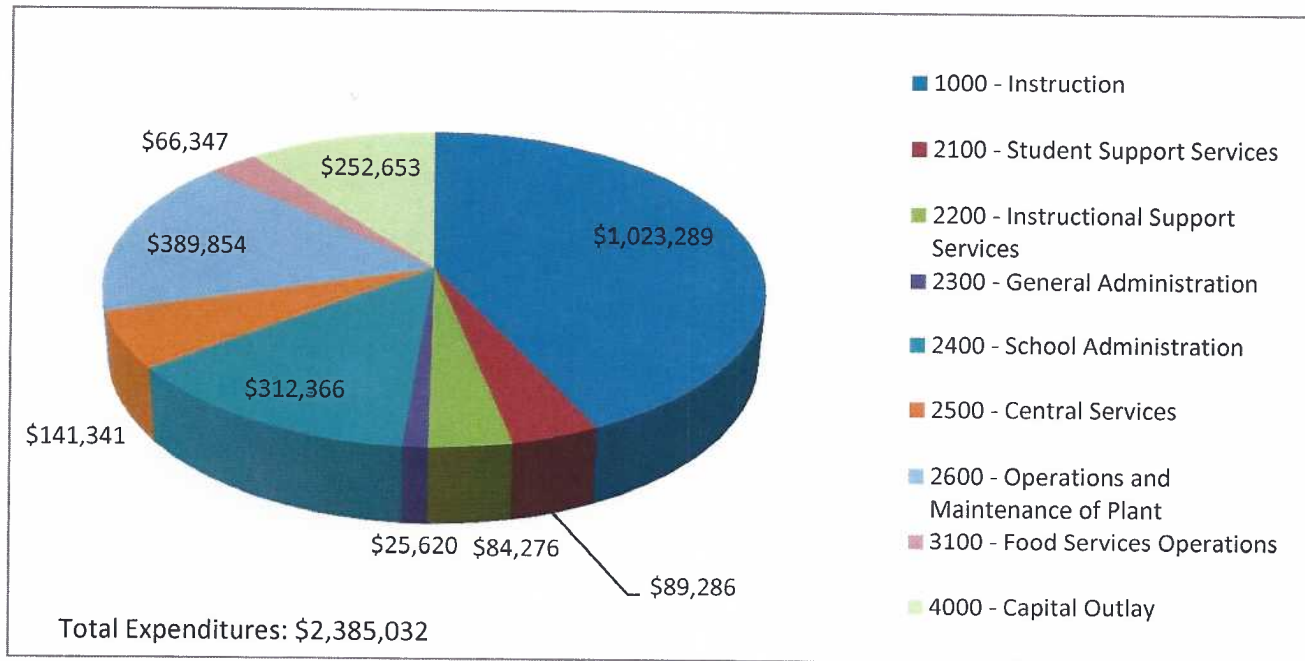
FISCAL YEAR 2012-2013, UNAUDITED & ACTUAL



NEW MEXICO SCHOOL FOR THE ARTS

EXPENDITURES BY FUNCTION - FOR FISCAL YEARS 2010 - 2013 (CONTINUED)

FISCAL YEAR 2013-2014, (APPROVED) BUDGET





New Mexico Public Education Department

Charter School

WAIVER REQUEST

Instructions: Please complete this form electronically and submit it via e-mail to Julia Rosa Emslie, juliarosa.emslie@state.nm.us from the Superintendent's or designee's e-mail. Note: the boxes automatically expand as you add text.

Superintendent/Director: Cindy Montoya, Principal
District/School: New Mexico School for the Arts Charter School/District
Mailing Address: 275 East Alameda Santa Fe ST: NM Zip: 87501
Phone: 505 310 4194 Fax: 505 629 4108 Email: cmontoya@nmschoolforthearts.org
Secondary Contact: Christina Martinez Title: Office Manager
Mailing Address: 275 East Alameda Santa Fe ST: NM Zip: 87501
Phone: 505 310 4194 Fax: 505 629 4108 Email: cmartinez@nmschoolforthearts.org

Date of Submission 12/21/2011

Does local school board and/or governing council policy require board and/or governing council approval prior to this request?

☒ Yes ☐ No

If yes, has board/governing council approval been obtained?

☒ Yes ☐ No

Date of board/governing council approval. 10/12/2011 (See attached meeting minutes)

IF REQUESTING MULTIPLE WAIVERS, PLEASE USE A SEPARATE FORM FOR EACH.

This request is for which of the following topics. Please select one only.

- | | |
|--|---|
| <input type="checkbox"/> Individual Class Load | <input type="checkbox"/> Teaching Load |
| <input type="checkbox"/> Length of School Day | <input type="checkbox"/> Staffing Patterns |
| <input checked="" type="checkbox"/> Subject Areas | <input type="checkbox"/> Purchase of Instructional Material |
| <input type="checkbox"/> Evaluation Standards for School Personnel | <input type="checkbox"/> School Principal Duties |
| <input type="checkbox"/> Driver Education | <input type="checkbox"/> Graduation Requirements |



APPLICABLE STATUTE AND/OR STATE RULE:

22-8B-5. Charter schools; status; local school board authority. (Effective July 1, 2007.)

- A. The local school board may waive only locally imposed school district requirements for locally chartered charter schools.
- B. A state-chartered charter school is exempt from school district requirements. A state-chartered charter school is responsible for developing its own written policies and procedures in accordance with this section.
- C. The department shall waive requirements or rules and provisions of the Public School Code [22-1-1 NMSA 1978] pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties and driver education. The department may waive requirements or rules and provisions of the Public School Code pertaining to graduation requirements. Any waivers granted pursuant to this section shall be for the term of the charter granted but may be suspended or revoked earlier by the department.

This box auto-expands.

APPLICABLE DISTRICT OR CHARTER SCHOOL POLICY:

Instructions: Insert specific local policy here.

NMSA Students will earn 1.0 credits in Physical Education.

This box auto-expands.

RATIONALE FOR REQUEST:

Instructions: Explain what the Charter School wants to do and how a waiver will be of assistance. Include how the waiver's overall intent fits into school and district policy. Identify any supporting documentation on file.

New Mexico School for the Arts recognizes the importance of physical education and is working to expand the course offerings beyond those required by NMPED. We also recognize that integrating physical education within a larger context would benefit our dance students. Flexibility to teach physical education standards with benchmarks and performance standards through dance will give students the opportunity to learn the importance of being physically fit and healthy in their personal lives and possibly as professional dancers.

Therefore, we are requesting that students in the dance department be allowed to earn the 1.0 physical education credit, required for graduation, through the dance curriculum.

NMSA is interested in allowing dance students, who take 10+ hours of dance classes/week, to receive .5 Physical Education credit/semester for daily afternoon dance classes for a period of one year (1 P.E. credit is needed for graduation). Classes will integrate Physical Education standards & benchmarks as set by NMPED. STARS code 2305412 will be used to identify this class.

In these classes, students demonstrate competency and proficiency in dance through identifying critical elements of various movement vocabularies & perform complex movement sequences in Classical Ballet & Horton Dance techniques and other modalities. Students demonstrate of kinesthetic awareness (appropriate skeletal alignment, body articulation, balance, flexibility and strength) contained in the preparatory, action follow-through phases of coordination in locomotor and non-locomotor movements. As part of all NMSA dance department classes, students learn skills in self-evaluation, as well as receiving quarterly feedback toward self-improvement.

City of Santa Fe

CERTIFICATE OF OCCUPANCY

COMMERCIAL

Date _____ Phone 505.310-4194 Requested By (print) James Ledyard
Business Address 275 E. Alameda Santa Fe, NM Suite # _____ DBA New Mexico School for the Arts
Owner/Occupant New Mexico School for the Arts Type of Business State Charter School
Is the Structure New ☐ Existing ☒ Interior Remodel ☒ Addition ☐
Is the Business New ☒ Change of Location ☐ Non-profit ☒
APPLICANT'S SIGNATURE *James Ledyard*

The Following Information Completed By City Staff

Building Permit # 10-305 Zoning District _____ Date of Inspection _____
Gross Sq. Ft. 10-381 Fire Insp. Fee Receipt # _____ Fire Insp. Fee Collected _____

License number . : 10 00051423
Business name . : NEW MEXICO SCHOOL FOR THE ARTS
Classification . : C/O COMM CERTIFICATE OF OCCUPANCY
Exemption . . . : NON PROFIT EXEMPTION
Type options, press Enter.
5=view

Opt	Path/ Step Agency Name	Date In	Date Out	Result
-	A 01 BUILDING INSPECTIONS	8/04/10	8/05/10	A
-	A 01 FIRE DEPARTMENT	8/04/10	8/09/10	A
-	A 01 ZONING	8/04/10	8/06/10	A
-	C 02 ACCOUNTS RECEIVABLE	8/04/10	8/10/10	A

F3=Exit F5=Additional charges F6=Charges F7=Miscellaneous information Bottom
F9=Additional requirements F12=License display

*ALL required inspections have been Approved
And The Above mentioned Address is safe To
Occupy.*

Michael Purdy



City of Santa Fe

Michael Purdy

Division Director
Inspections & Enforcement

Office: 505-955-6560 Fax: 505-955-6847
mdpurdy@santafenm.gov



City of Santa Fe

Building Inspectors Office CERTIFICATE OF OCCUPANCY RECORD OF INSPECTION Commercial Business

Business Name: NM School for the Arts
 Business Address: 275 E Alameda
 Business Phone: (505) 470-7349 Date: 6-18-09

Type of Business

- | | |
|--|--|
| <input type="checkbox"/> Retail | <input type="checkbox"/> Bank |
| <input type="checkbox"/> Veterinarian Office | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Motel/Hotel/Inn | <input type="checkbox"/> Bed & Breakfast |
| <input type="checkbox"/> Medical Office | <input type="checkbox"/> Dental Office |
| <input type="checkbox"/> Professional Office | <input type="checkbox"/> Restaurant |
| <input type="checkbox"/> Hair salon/barber shop | |
| <input type="checkbox"/> Commercial Permitted Use | |
| <input checked="" type="checkbox"/> Other Commercial Permitted Use | |

Building/Occupancy

- | | |
|---|----------|
| <input type="checkbox"/> New Building | Permit # |
| <input type="checkbox"/> Interior Remodel | Permit # |
| <input type="checkbox"/> Addition | Permit # |
| <input checked="" type="checkbox"/> Existing Building | |
| <input checked="" type="checkbox"/> Change of Tenant | |
| <input type="checkbox"/> Existing Business | |
| <input type="checkbox"/> Changes of Ownership | |
| <input checked="" type="checkbox"/> Change of Name | |

International Building Code 2006, Chapter 34 section 3401.2
Buildings and structures, and parts thereof, shall be maintained in a safe and sanitary condition.

Items to be corrected:

1. Exit signs must be examined, repair or replace for proper operation.
2. Repair ceiling at areas with water damage.
3. Hardware on exit doors must be repaired or replaced for proper operation
4. Seal all penetrations in mechanical room (plumbing and electrical penetrations).
5. Add Exit signs on first floor administration office area.
6. Mechanical inspection of boiler and mechanical equipment before occupancy
7. Provide Handicap Accessible water closets, for male and female.

☐ Approved

☒ Disapproved

☐ Approved with Condition

Date 6-22-09

Billy Pachillo
 Signature of Building Official/Inspector

* As soon as these corrections are made, contact the Department of Building Safety for a follow-up inspection on: _____

City of Santa Fe Fire Department
RECORD OF COMMERCIAL FIRE INSPECTION No. 50033

Property Name _____ Building Location _____
Common Name _____ Date _____
Contact _____ Phone _____
Inspected By _____

BUILDING INFORMATION

Occupancy type _____	Gas/fuel shutoff _____	Construction of walls _____	Protected areas _____
Square footage _____	No. of floors _____	Construction of roof _____	Size of risers _____
Seating capacity _____	No. of sub-floors _____	Total stairs _____	Riser location _____
Inspection frequency _____	Number of units _____	No. of enclosed stairs _____	FDC location _____
Complex type _____	Roof covering _____	No. of open stairs _____	Fire pump _____
Property status _____	Detector type _____	No. of elevators _____	Standpipe type _____
District _____	Detector power supply _____	Passenger elevators _____	No. of standpipes _____
Fixed property _____	Extinguishing system type _____	No. of freight elevators _____	Standpipe size _____
Structure type _____	Alarm type _____	No. of exits _____	Standpipe location _____
Knox box _____	Area protected _____	Sprinkler type _____	
Electrical shutoff _____	Panel location _____	No. of risers _____	

VIOLATIONS

- ☐ Shall repair exit sign(s) to operate in both normal and emergency modes as per the 2003 IFC.
- ☐ Shall repair non-operational emergency lighting unit(s) as per the 2003 IFC.
- ☐ Shall provide test documentation from an approved fire alarm company for fire alarm system.
- ☐ Shall provide and mount fire extinguisher(s) in visible and accessible area(s) between 3 & 5 ft. from the finished floor as per the 2003 IFC.
- ☐ Shall re-service fire extinguisher(s) annually as required by NFPA 10 and per the 2003 IFC.
- ☐ Shall clean automatic hood system as per 2003 IFC.
- ☐ Automatic kitchen hood fire suppression system shall be re-serviced by an approved maintenance company as per the 2003 IFC.
- OK 8/9/10 R.H.*

Tenant Signature: _____

Type of Inspection: ☐ CO ☐ Other _____ ☐ Reinspection _____
☐ Annual

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



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
2019 Galisteo, Suite B-1


Santa Fe, NM 87505
(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)

Website: www.nmpsfa.org

To: Dr. James C. Ledyard, Administrator
New Mexico School For The Arts

Date: August 11, 2010

From: Annette Montoya, Senior Facilities Specialist 

RE: New Mexico School For The Arts
274 East Alameda Street
Santa Fe, New Mexico

Per your request on July 23, 2009 a site visit was conducted at the above facility. The facility appears to be in compliance with the Public Schools Facilities Authorities Adequacy Standards for Charter Schools. Since this date, approval had been pending due to corrections needed at the facility per the City of Santa Fe's Building and Fire Department inspections which were conducted on June 22, 2009.

All required inspections by the City of Santa Fe have been completed and approved as of August 10, 2010 to ensure all deficiencies have been corrected.

This building has been designated as an 'E' occupancy for several years and to date remains an 'E' occupancy by the City of Santa Fe Building Department.

If you have any questions please feel free to contact me at 505-988-5989 ext. 2114.

cc: Martica Casias, Planning & Design Manager
Dr. Don Duran, Public Education Department
File

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

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

Name of State-Chartered School: New Mexico School for the Arts

Date submitted: 5/7/10 Contact Name: James C. Ledyard E-mail: HeadOfSchool@NMSchoolForTheArts.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
§ IV, ¶ B, p. 32 § VII, ¶ B, p. 82	The School for the Arts anticipates following the Santa Fe Public School calendar in order to take advantage of transportation and food services. The school day may extend beyond the traditional hours as a result of supplemental opportunities provided through the Art Institute which may be woven into the students' day and extend after traditional school days. Length of school day, NMAC 6.30.2.10H. . . . The School will, however, follow the SFPs school calendar and will not have an extended school year.	New Mexico School for the Arts ("NMSA") now anticipates a school year calendar that mirrors New Mexico School for the Deaf ("NMSD") since the residential students of NMSA will be using Cartwright Hall on the NMSD campus for their residence. NMSA residential students will only have access to the dormitories and dining room when NMSD is in session. The number of months school is in session as well as the number of school days in attendance will remain the same. Vacation dates, i.e., spring break, Thanksgiving holiday, and possibly winter holiday will coincide with New Mexico School for the Deaf's calendar.	New Mexico School for the Arts would like to clarify its charter regarding its School calendar	

RECEIVED
MAY 11 2010
Albuquerque Charter
Schools Division

Original Signature of Governing Council President or Designee: _____

Date: 4/13/10

Printed Name of Governing Council President or Designee: _____

Catherine Openheimer

Public Education Department use only

Program Manager approves change - no further action taken.

Program Manager forwards request to Asst. Secretary: _____

Date: _____

Public Education Commission Chair: _____

Date: _____

☐ APPROVED

☐ DENIED

RECEIVED

MAY 11 2010

Albuquerque Charter
Schools Division



T 505.310.4194 • F 505 629.4108 • 275 East Alameda • Santa Fe, NM 87501 www.NMSchoolForTheArts.org

June 7, 2011

Mr. Sam Obenshain, Program Manager
NM Public Education Department
Charter Schools Division
5600 Eagle Rock Avenue, NE
Albuquerque, NM 87113

RE: New Mexico School for the Arts State Charter Amendment Request Form

Dear Mr. Obenshain,

New Mexico School for the Arts is respectfully requesting amendments to the terms of their charter. Enclosed for your consideration are the original executed Amendment Request Forms along with a copy of the April 20, 2011 Minutes of Joint Meeting wherein the amendments were discussed and approved by the Governing Council of NMSA and the Board Members of SA-NM.

1. ***Governance/Management Plan re: Partnership*** (so that one person does not have to be the leader for both NSA and SA-NM.)
2. ***Governance/Management Plan re: Description of School's Organization and Personnel*** (Description of School's Organization and Personnel to update the charter with an accurate organizational chart)
3. ***Governance/Management Plan re: Governance Structure*** (Description of School's Organization and Personnel)

Thank you and if you require any additional information or documentation, please do not hesitate to contact me or our Principal, Cindy Montoya at (505) 310-4194.

Sincerely


Christina Aranda Martinez
Executive Assistant

cc: Karen Ehlert

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

Name of State-Chartered School: New Mexico School for the Arts

Date submitted: 6.7.11

Contact Name: Christina Martinez E-mail: CMartinez@mmschoolforthearts.org

Current Charter Application Section and Page	Current Charter Statement (s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section: VI: Governance/Management Plan Partnerships Page: 65	Organizationally, the School and its Governing Board and the Art Institute and its Board of Trustees will work hand-in-hand. Both boards will hire the same person to run their organizations. The Governing Board of the School will hire the Head of School. The Art Institute will hire the Head of School as its Executive Director.	At this time, the realities of overseeing and ensuring the excellence of both a public school, NMSA, as well as a not-for-profit arts mastery school, School for the Arts – NM, are simply too much for one individual. The Governing Council of New Mexico School for the Arts and the Board of Directors of School for the Arts – NM have decided to separate the duties of Head of School into two positions: Principal, a position that will oversee the public school, and Executive Director, a position that will oversee the arts school. The Principal will be a licensed New Mexico Educator able to ensure academic excellence leading to a high school diploma. The Executive Director will ensure top quality arts, residential, outreach, and fund development programming.	This is necessary to ensure the success of both organizations. Cooperation and collaboration will be at the forefront of the duties for these positions. It is still imperative that the School and its Governing Council and the Arts School and its Board of Directors work hand-in-hand. A seamless connection will be achieved by the following being in place: 1) The Chair of the Board of SA-NM is also the Chair of the Governing Council of NMSA; 2) In addition to the Chair, one other individual will sit on both the SA-NM and NMSA boards; 3) Without violating Open Meetings Act, members of both boards sit on combined committees including finance and development; 4) The Principal of NMSA attends and reports at all SA-NM Board meetings and the Executive Director does the same at NMSA Governing Council meetings; 5) Staff and board members of both	NMSA Governing Council meeting on Friday, March 4, 2011. SA-NM Board meeting on Monday, February 28, 2011.


<p>Institute, coordinate Outreach Activities, and operate the supplemental arts and academic opportunities provided by the Art Institute, including the Cultural Art Events</p>	<p>event, and mark and NSMA.</p>	<p>activities for SA-NIM</p>	<p>mentor and counsel students at the dormitories. These two part-time positions have replaced the projected position of Dean of Students. <u>Director of Development replaces Dean of Advancement and External Affairs</u> This position is essentially the same with a different title.</p>	
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Original Signature of Governing Council President or Designee: _____



Date: 5-10-11

Printed Name of Governing Council President or Designee: _____

<p><u>6-10-11</u> Program Manager approves change - no further action taken. Program Manager forwards request to Asst. Secretary. Public Education Commission Chair: _____</p>	<p><u>Public Education Department use only</u>  Date: <u>10/19/11</u></p>	<p>Date: <u>Oct 19, 2011</u> Date: <u>10/11/21</u></p>
<p><input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> DENIED</p>		

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

Name of State-Chartered School: New Mexico School for the Arts

Date submitted: 6.7.11 Contact Name: Christina Martinez E-mail: CMartinez@nmschoolforthearts.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section: VI: Governance/Management Plan Description of Schools Organization and Personnel. Page: 54 – chart Page: 55	<u>Dean of Curriculum</u> ¹ . The second person in command on the academic side at the School is the Dean of Curriculum. This person is tasked with ensuring the excellence of teaching instruction at the School.	<u>Principal replaces Dean of Curriculum</u> As in any small school, each employee must wear many hats. At NMSA, the Principal is currently charged with the task of ensuring excellence in instruction, curriculum, and academic performance.	<u>Principal replaces Dean of Curriculum</u> At this time, NMSA is projected to have 185 students for the 2011-12 school year and cannot afford, nor does it need, all of the positions currently listed in the organizational chart. Once the school reaches its projected limit of 300 students, it may feel the need for an assistant principal or Dean of Curriculum to oversee instruction. At this time, NMSA does not feel it needs a Dean of Curriculum.	NMSA approved the attached organizational chart at the April 12, 2011 Governing Council Meeting.
	<u>Dean of Students</u> . The Dean of Students is an employee of the Art Institute, and responsible for the personal discipline, social, emotional and physical health of the students. This Dean will oversee the residential facilities for the residential students	<u>Adult Resident Assistants replace Dean of Students</u> SA-NM, a not-for-profit arts mastery school, is responsible for the Residential Program. SA-NM has hired 2 Adult Resident Assistants in place of a Dean of Students.	<u>Adult Resident Assistants replace Dean of Students</u> SA-NM projects it will oversee 19 students in residence for the 2011-12 school year. As residential students are both male and female, SA-NM must provide both a male and female live-in adult to assist, oversee, keep safe,	
	<u>Dean of Advancement and External Affairs</u> . The Dean of Advancement and External Affairs is an employee of the Art Institute and will operate the fund-raising arm of the Art	<u>Director of Development replaces Dean of Advancement and External Affairs</u> The title Dean of Advancement and External Affairs has been replaced by the title Director of Development (DD). The DD coordinates and oversees all development,		

¹ The titles of the various deans may be modified by the leadership of the School.

			<p>At the board level, this structure has also been problematic as it is in direct violation of Open Meetings Act. In fact, five members of NMSA cannot also be on the SA-NM Board otherwise OMA is violated each time SA-NM has a board meeting or a committee meeting where 3 NMSA board members are present.</p> <p>NMSA and SA-NM are currently working to rectify this situation by separating board membership, adding new board members to both organizations, and limiting the number of board members present at SA-NM board and committee meetings.</p>	
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Original Signature of Governing Council President or Designee: _____

Date: 5-10-11

Printed Name of Governing Council President or Designee: _____

Ben
 Program Manager approves change - no further action taken: _____
Ben
 Program Manager forwards request to Asst. Secretary: _____
 Public Education Commission Chair: _____
☒ APPROVED ☐ DENIED
 Public Education Department use only
 Date: 10/19/11
 Date: Dec 9, 2011
 Date: 10/11/2011

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

Name of State-Chartered School: New Mexico School for the Arts

Date submitted: June 7, 2011 Contact Name: Christina Martinez E-mail: CMartinez@nmschoolforthearts.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section: VI: Governance/Management Plan Section A: Governance Structure Pgs. 53, 54, 63	P. 53: In the future, five (5) members of the Governing Board will be selected by, and be members of the Board of Trustees of the Art Institute. P. 63 The Governing Board of the School will be members of the Board of Trustee of the Art Institute. Through this organizational structure, the top leadership of the School and the Art Institute will understand, and coordinate the different roles of the two organizations according to the mission, vision and core values of the School.	Collaboration and cooperation between the staff and board members of NMSA and SA-NM is essential to the success of both organizations. This seamless connection is achieved in a number of ways: 1) The Chair of the Board of SA-NM is also the Chair of the Governing Council of NMSA; 2) In addition to the Chair, one other individual will sit on both the SA-NM and NMSA boards; 3) Without violating Open Meetings Act, members of both boards sit on combined committees including finance and development; 4) The Principal of NMSA attends and reports at all SA-NM Board meetings and the Executive Director does the same at NMSA Governing Council meetings; 5) Staff and board members of both organizations along with parents and community members participate annually on creating the EPSS; 6) The Chair of SA-NM and NMSA along with the Principal and Executive Director have regularly scheduled meetings throughout the school year.	In pursuit of a seamless connection between the two organizations, the Founding Committee for NMSA created a governance structure in which the executive staff position and 5 board positions were shared by both organizations. The position of Head of School was created to oversee both the public charter school and the not-for-profit arts mastery school. In the end, this structure was faulty at both the staff and board levels. At the staff level, overseeing the development and excellence of two emerging institutions was too much for one person. Therefore, the position of Head of School was divided into two positions: Principal, to oversee NSMA, and Executive Director, to oversee SA-NM.	NMSA approved this revision to the Charter at the April 12, 2011 Governing Council Meeting.

55	Outreach Activities. P. 63 The Governing Board will develop and make decisions regarding the artistic disciplines at the School in consultation with input from its partners.			
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Original Signature of Governing Council President or Designee: Cath Date: 7/25/11

Printed Name of Governing Council President or Designee: Catherine Oppenheimer

Public Education Department use only

Program Manager approves change - no further action taken. Yes Date: 12/17/11

Program Manager forwards request to next Secretary. Yes Date: Oct 14 2011

Public Education Commission Chair [Signature] Date: 10/17/11

☒ APPROVED ☐ DENIED

As the SA-NM Executive Director, Adelma Hnasko will be responsible for the residency program, fundraising, the financial management of SA-NM, summer and outreach programs, as well as evaluating the quality of the arts programming and curriculum, and having a final say on performance opportunities. In addition Adelma will oversee and support the activities of the SA-NM Board and its committees.

For NMSA, Adelma Hnasko will oversee the admissions process for NMSA. Ms. Hnasko will be compensated by NMSA at \$1 a year for this work that will include reporting at NMSA Governing Council meetings.

The organizational chart will be updated to reflect this new structure .

NMSA/SA-NM VISIBILITY PLAN

- Catherine Oppenheimer presented a possible logo created by Lee Berk showing a symbol that explains the public and private partnership between NMSA and SA-NM. The logo presented, just in a picture, explains that the two organizations are intricately linked. Garrett Thornburg suggested the logo clearly state Art, Heart, Smart and be a logo developed for both schools. Administration will develop the concept and present it to the Members for approval.

AMENDED MEMORANDUM OF UNDERSTANDING NMSA/SA-NM

- Catherine Oppenheimer presented the Amended Memorandum of Understanding between NMSA and SA-NM that amends the statement that one person had to serve as head to both organizations.
- **Garrett Thornburg made a motion to approve the Amended Memorandum of Understanding on behalf of NMSA with the requested changes. Sherry Thompson seconded the motion. The motion passed with a unanimous vote.**
- **Lee Berk made a motion to approve the Amended Memorandum of Understanding on behalf of SA-NM with the requested changes. Tom O'Connor seconded the motion. The motion passed with a unanimous vote.**

CHARTER AMENDMENT APPROVAL

- Cindy Montoya reported to the Board on the Public Education Department's First Site visit which occurred on April 19, 2011. A memorandum summarizing the meeting was presented to the Members. Overall the PED was pleased with our work. Discussion ensued regarding the areas PED identified needing improvement.
- Catherine Oppenheimer presented four Charter Amendments to the Members for review, discussion and approval. Discussion ensued regarding each Charter Amendment presented. The following vote was recorded:

Governance/Management Plan re: Partners

- NMSA Governing Member Garrett Thornburg made a motion to approve the Governance/Management Plan regarding Partnerships so that one person does not have to be the leader for both NMSA and SA-NM. NMSA Governing Member Sherry Thompson seconded the motion. The motion passed with a unanimous vote.
- SA-NM Board Member Lee Berk made a motion to approve the Governance/Management Plan regarding Partnerships. SA-NM Board Member Tom Ageson seconded the motion. The motion passed with a unanimous vote.

Governance/Management Plan re: Description of School's Organization and Personnel

- NMSA Governing Member Garrett Thornburg made a motion to approve the Governance/Management Plan re: Description of School's Organization and Personnel to update the charter with an accurate organizational chart. NMSA Governing Member Greg Hunt seconded the motion. The motion passed with a unanimous vote.
- SA-NM Board Member Tom O'Connor made a motion to approve the Governance/Management Plan re: Description of School's Organization and Personnel. SA-NM Board Member Tom Ageson seconded the motion. The motion passed with a unanimous vote.

Governance/Management Plan re: Governance Structure

- NMSA Governing Member Garrett Thornburg made a motion to approve the Governance/Management Plan re: Section A Governance Structure so that all NMSA Governing Council Members do not have to also sit on the SA-NM Board of Directors. NMSA Governing Member Sherry Thompson seconded the motion. The motion passed with a unanimous vote.
- SA-NM Board Member Sherry Thompson made a motion to approve the Governance/Management Plan re: Description of School's Organization and Personnel so that all NMSA Governing Council Members do not have to also sit on the SA-NM Board of Directors. SA-NM Board Member Tom Ageson seconded the motion. The motion passed with a unanimous vote.

Financial Plan re fundraising

After a lengthy discussion and suggested changes to the document, the Members made the decision to table the Financial Plan re: Budget Amendment Request Form. The Policy review committee will incorporate the recommended language discussed and present the Financial Plan re: Budget Amendment Request Form to the Members at the next Board meeting.

Other Attachments

New Mexico School for the Arts

Waivers

SB 164



New Mexico Public Education Department

Charter School

WAIVER REQUEST

Instructions: Please complete this form electronically and submit it via e-mail to Julia Rosa Emslie, juliarosa.emslie@state.nm.us from the Superintendent's or designee's e-mail. Note: the boxes automatically expand as you add text.

Superintendent/Director: Cindy Montoya, Principal
District/School: New Mexico School for the Arts Charter School/District
Mailing Address: 275 East Alameda Santa Fe ST: NM Zip: 87501
Phone: 505 310 4194 Fax: 505 629 4108 Email: cmontoya@nmschoolforthearts.org
Secondary Contact: Christina Martinez Title: Office Manager
Mailing Address: 275 East Alameda Santa Fe ST: NM Zip: 87501
Phone: 505 310 4194 Fax: 505 629 4108 Email: cmartinez@nmschoolforthearts.org

Date of Submission 12/21/2011

Does local school board and/or governing council policy require board and/or governing council approval prior to this request?

☒ Yes ☐ No

If yes, has board/governing council approval been obtained?

☒ Yes ☐ No

Date of board/governing council approval. 10/12/2011 (See attached meeting minutes)

IF REQUESTING MULTIPLE WAIVERS, PLEASE USE A SEPARATE FORM FOR EACH.

This request is for which of the following topics. Please select one only.

- | | |
|--|---|
| <input type="checkbox"/> Individual Class Load | <input type="checkbox"/> Teaching Load |
| <input type="checkbox"/> Length of School Day | <input type="checkbox"/> Staffing Patterns |
| <input checked="" type="checkbox"/> Subject Areas | <input type="checkbox"/> Purchase of Instructional Material |
| <input type="checkbox"/> Evaluation Standards for School Personnel | <input type="checkbox"/> School Principal Duties |
| <input type="checkbox"/> Driver Education | <input type="checkbox"/> Graduation Requirements |



APPLICABLE STATUTE AND/OR STATE RULE:

22-8B-5. Charter schools; status; local school board authority. (Effective July 1, 2007.)

- A. The local school board may waive only locally imposed school district requirements for locally chartered charter schools.
- B. A state-chartered charter school is exempt from school district requirements. A state-chartered charter school is responsible for developing its own written policies and procedures in accordance with this section.
- C. The department shall waive requirements or rules and provisions of the Public School Code [22-1-1 NMSA 1978] pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties and driver education. The department may waive requirements or rules and provisions of the Public School Code pertaining to graduation requirements. Any waivers granted pursuant to this section shall be for the term of the charter granted but may be suspended or revoked earlier by the department.

This box auto-expands.

APPLICABLE DISTRICT OR CHARTER SCHOOL POLICY:

Instructions: Insert specific local policy here.

NMSA Students will earn 1.0 credits in Physical Education.

This box auto-expands.

RATIONALE FOR REQUEST:

Instructions: Explain what the Charter School wants to do and how a waiver will be of assistance. Include how the waiver's overall intent fits into school and district policy. Identify any supporting documentation on file.

New Mexico School for the Arts recognizes the importance of physical education and is working to expand the course offerings beyond those required by NMPED. We also recognize that integrating physical education within a larger context would benefit our dance students. Flexibility to teach physical education standards with benchmarks and performance standards through dance will give students the opportunity to learn the importance of being physically fit and healthy in their personal lives and possibly as professional dancers.

Therefore, we are requesting that students in the dance department be allowed to earn the 1.0 physical education credit, required for graduation, through the dance curriculum.

NMSA is interested in allowing dance students, who take 10+ hours of dance classes/week, to receive .5 Physical Education credit/semester for daily afternoon dance classes for a period of one year (1 P.E. credit is needed for graduation). Classes will integrate Physical Education standards & benchmarks as set by NMPED. STARS code 2305412 will be used to identify this class.

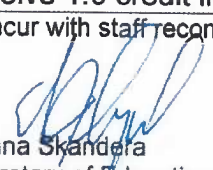
In these classes, students demonstrate competency and proficiency in dance through identifying critical elements of various movement vocabularies & perform complex movement sequences in Classical Ballet & Horton Dance techniques and other modalities. Students demonstrate of kinesthetic awareness (appropriate skeletal alignment, body articulation, balance, flexibility and strength) contained in the preparatory, action follow-through phases of coordination in locomotor and non-locomotor movements. As part of all NMSA dance department classes, students learn skills in self-evaluation, as well as receiving quarterly feedback toward self-improvement.



In quarterly departmental meetings, students will participate in an ongoing conversation recognizing the effects of oppression on a society (treating those differently based on age, heritage, ethnicity, region, socio-economic status, gender, sexual preference, ability) and the manners in which these affect body image (with special guest Dr. Dana Udall-Weiner)

Attached is NMSA PE for Dancers Curriculum.

This box auto-expands.

FOR PED INTERNAL USE ONLY: PED PS # MON0130201255898	
Reviewed by: Kelly Callahan; General Manager, Options for Parents	Date: 1-31-2012
RATIONALE FOR APPROVAL: New Mexico School for the Arts provides an alignment of dance curriculum to the New Mexico Standards and Benchmarks in physical education that demonstrates students will meet or exceed the requirements to receive 1.0 credit in physical education.	Date: 1-31-2012
Concur with staff recommendations for approval:  Hanna Skandera Secretary of Education	Date: 2/9/2012
RATIONALE FOR NON-APPROVAL:	Date:
Concur with staff recommendations for non-approval:	Date:
Hanna Skandera Secretary of Education	
Returned to Superintendent/Charter School by:	Date:



Attachment to NMSA PE Waiver

NMSA 22-13-1.1 Graduation requirements, includes one unit in physical education.

New Mexico School for the Arts is requesting that students in the dance department be allowed to earn the 1.0 physical education credit, required for graduation, through the dance curriculum.

New Mexico School for the Arts recognizes the importance of physical education and is working to expand the course offerings beyond those required by NMPED. We also recognize that integrating physical education within a larger context would benefit our dance students. Flexibility to teach physical education standards with benchmarks and performance standards through dance will give students the opportunity to learn the importance of being physically fit and healthy in their personal lives and possibly as professional dancers.

NMSA is interested in allowing dance students, who take 10+ hours of dance classes/week, to receive .5 Physical Education credit/semester for daily afternoon dance classes for a period of one year (1.0 P.E. credit is needed for graduation). Classes will integrate Physical Education standards and benchmarks as set by NMPED.

Physical Education Benchmarks and Standards will be met as follows:

Content Standard 1: Students demonstrate competency in classical ballet technique with individual activities (core stabilization, stretching and barre exercises) as well as group and team activities (center exercises and *pas de deux* or partnering).

Content Standard 2: Students demonstrate kinesthetic awareness (appropriate skeletal alignment, body articulation, balance, flexibility and strength) contained in the preparatory, action follow-through phases of coordination in locomotor and non-locomotor movements and other scientific principles.

Content Standard 3: As part of these classes, students learn skills in self and group-evaluation. Students receive quarterly feedback toward individual and departmental improvement. Students will also receive lessons in injury prevention and nutrition toward a well-balanced lifestyle.

Content Standard 4: Students take daily classical ballet classes (1.5 hours). These rigorous classes are based in the history, principles and specific technique (proper placement, line, strength and agility) used to train the developing dancer. Students create personal goals regarding flexibility, endurance and muscular strength. Students submit semi-monthly journals, which include logged corrections received from teachers and their physical and personal goals.

Content Standard 5: Teacher assigns students departmental jobs and personal responsibilities including announcements and departmental culture, office administration, responsibility of barres and departmental exercise equipment, care of departmental costumes and punctuality. Students will recognize the manners in which oppression affects social structures, which gives way to peer pressure in direct relation to the body, nutrition and overall wellbeing.

Content Standard 6: In quarterly departmental meetings, students will participate in an ongoing conversation recognizing the effects of oppression on a society (treating those differently based on age, heritage, ethnicity, region, socio-economic status, gender, sexual preference, ability) and the manners in which these affect body image, nutrition and overall wellness (with special guest Dr. Dana Udall-Weiner).

Content Standard 7: Classes will culminate in an end of semester performance for the general public in which students will have opportunities to demonstrate the integration of the physical, psychological and social benefits of dance classes, rehearsals and performances exhibiting muscular strength, cardiovascular endurance, flexibility and extended movement sequences.

1 AN ACT

2 RELATING TO PUBLIC SCHOOLS; PROHIBITING THE USE OF STATE
3 EQUALIZATION GUARANTEE DISTRIBUTIONS FOR OUTREACH ACTIVITIES
4 AND ROOM AND BOARD EXPENSES FOR STUDENTS AT THE NEW MEXICO
5 SCHOOL FOR THE ARTS.

6
7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

8 SECTION 1. Section 22-15F-1 NMSA 1978 (being Laws 2008,
9 Chapter 15, Section 1) is amended to read:

10 "22-15F-1. SHORT TITLE.--Chapter 22, Article 15F
11 NMSA 1978 may be cited as the "New Mexico School for the Arts
12 Act".

13 SECTION 2. Section 22-15F-8 NMSA 1978 (being Laws 2008,
14 Chapter 15, Section 8) is amended to read:

15 "22-15F-8. ROOM AND BOARD COSTS--OUTREACH ACTIVITIES--
16 USE OF STATE EQUALIZATION GUARANTEE DISTRIBUTIONS
17 PROHIBITED.--The school, either through a foundation or other
18 private or public funding sources, shall obtain funding to
19 ensure that the school has adequate revenue to pay for all
20 expenses associated with outreach activities provided for in
21 Section 22-15F-6 NMSA 1978 and for room and board costs for
22 those students who are not able to pay the full cost of room
23 and board as provided in Section 22-15F-7 NMSA 1978. The
24 school shall account separately for the costs of outreach
25 activities and room and board and for the revenue received

1 from private or public sources to pay those costs. The
2 school shall not use money received from the state
3 equalization guarantee distribution for these purposes.
4 Failure of the school to secure adequate funding for these
5 purposes shall be grounds for denial or revocation of a
6 charter."

7 SECTION 3. EFFECTIVE DATE.--The effective date of the
8 provisions of this act is July 1, 2013. _____

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