

**New Mexico Public Education Commission  
Public Education Department  
Options for Parents: Charter Schools Division  
*The New America School - NM*  
*2013 State Charter Renewal Application Kit***



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





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

HANNA SKANDERA  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

Dear State Charter School Renewal Applicants:

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

<b>Form and Point of Contact</b>	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 <a href="mailto:tony.gerlicz@state.nm.us">tony.gerlicz@state.nm.us</a> 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.
<b>Deadlines and Manner of Submission</b>	<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 <a href="mailto:susan.coates@state.nm.us">susan.coates@state.nm.us</a>.</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><b>Note:</b> Submission prior to October 1<sup>st</sup>, 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. Please note that the <b>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.</b> <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>
<b>Technical Assistance Workshops (April – September 2013)</b>	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.
<b>Renewal Application Review Period (October 1–November 14)**</b>	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.
<b>CSD Renewal Analysis (November 14)**</b>	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.
<b>Response to Renewal Analysis (November 14–December 2)**</b>	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.
<b>CSD Director’s Recommendation (December 6)**</b>	The CSD will send a recommendation to the PEC to approve or deny the renewal application on <b>Friday, December 6, 2013</b> . Renewal applicants will receive a copy of the recommendation prior to the PEC acting on the application.
<b>Final Authorization Meeting of PEC (December 12–13)**</b>	The PEC will hold a public decision-making meeting to approve, approve with conditions, or deny the renewal application on <b>December 12–13, 2013</b> .
<b>Contract Negotiations (December, 2013–March, 2014)**</b>	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: <b>The New America School - NM</b>	School District: <b>Albuquerque</b>
Mailing Address of School: <b>1734 Isleta Blvd SW, Albuquerque, NM 87105</b>	Physical Address of School <b>1734 Isleta Blvd SW, Albuquerque, NM 87105</b>
Phone Number Of School: <b>(505) 222-4360</b>	Name and Email Of Head Administrator: <b>LaTricia Mathis, Principal</b> <b>Email: lmathis@newamericaschoolnm.org</b>
School's Initial Opening Date: <b>2009</b>	Name and Email Of The Governing Body Chair/President: <b>Fred Silva, President</b> <b>Email: fsilva@newamericaschoolnm.org</b>
Grade Levels Served: <b>9-12</b>	Current Enrollment Cap: <b>450</b>

### Current School Mission:

**The mission of The New America School is to empower new immigrants and English Language Learners with the educational tools and support they need to maximize their potential, succeed and live the American dream.**

### Current Enrollment And Demographic Information

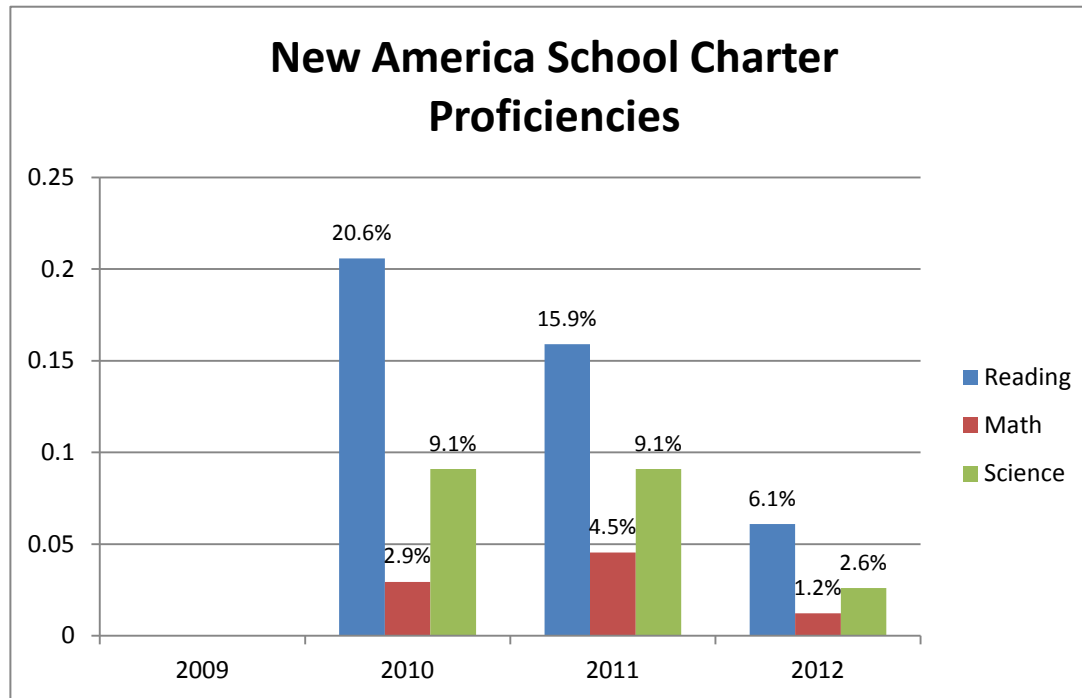
(2012–2013 120 day count)

Enrollment	Percent
Total Enrollment: <b>437</b>	
Gender	
# Male: <b>202</b>	<b>46%</b>
# Female: <b>235</b>	<b>54%</b>
Ethnicity/Race	
# White: <b>37</b>	<b>8%</b>

# Hispanic: 396	91%
# African American: 0	0%
# Asian: 1	0%
#Native American: 3	1%
Special Populations	
# Economically Disadvantaged: 392	90%
# Students With IEPs: 16	4%
# English Language Learners: 173	40%
# Eligible For Free/Reduced Lunch:	
Title 1 Target and Schoolwide: 437	100%
Title 1 Target: 0	0%
Title 1 Schoolwide: 437	100%

### School Proficiencies

	2009	2010	2011	2012
Reading		20.6%	15.9%	6.1%
Math		2.9%	4.5%	1.2%
Science		9.1%	9.1%	2.6%



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: <b>F</b> Total Points: <b>23.3</b>	Current Standing: <b>F</b> Points: <b>1.4</b> Possible Points: <b>30</b>	School Growth: Points: Possible Points:
Growth of Q3 (highest performers): <b>D</b> Points: <b>4.1</b> Possible Points: <b>15</b>	Growth of Q1 (lower performers): <b>B</b> Points: <b>10.8</b> Possible Points: <b>15</b>	Opportunity to Learn: <b>C</b> Points: <b>6.2</b> Possible Points: <b>8</b>
Graduation: Points: Possible Points:	College & Career Readiness: Points: Possible Points:	Bonus Points: <b>0.8</b> Possible Points: <b>5</b> Reasons: <b>for improvement in habitual truancy rates</b>
Reading Proficiency: <b>5.3%</b> State Reading Goal: <b>52.3%</b>	Math Proficiency: <b>2.0%</b> State Math Goal: <b>45.0%</b>	

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

### Part A Table of Contents

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

Progress Report—Looking Back	Page(s) & Appendices Part A
I. Report on Progress—Charter School Self-Report	
A. Academic Performance/Education Plans	
▪ NMSBA School Summary – All Students	2
▪ School Grading Report for 2012–2013	3
▪ Mission Specific and/or Student Academic Performance Standards/Goals from Current Charter	6
▪ Other Student Performance Standards/Goals from Current Charter	15
▪ Other Organizational Performance Standards/School Goals from Current Charter	15
▪ Self Study/Analysis-Key Questions	19
B. Financial Performance	
▪ Financial Performance Assurances	
▪ Financial Statement that illustrates how the charter school is budgeting funding that is easily understandable to the general public (e.g. Pie graph outlining administrative, direct instruction, instructional materials, lease, etc.)	Appendix A 25
▪ Audit Findings	25
C. Organizational Performance	
▪ 1. Material Terms/Violations	26
▪ 2. Organizational Performance Assurances	26
▪ 3. Affidavit of Employees’ Support	Appendix B 29
▪ 4. Affidavit of Support from Households	Appendix C 30
▪ 5. Facility (E-Occupancy or PSFA Letter on NMCI)	Appendix D 31
▪ 6. Amendments from Current Charter	Appendix E 31
▪ 7. Term of Renewal Requested	31
▪ 8. Additional School Supplied Information	31
II. Checklist	32

## 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:*

In 2011-2012, issues arising from ineffectual leadership, high staff turnover, and poor school morale and culture led to a noticeable dip in student achievement scores. This is abundantly clear in almost every piece of student data that will be presented later in this renewal application. The scores on the 2011-2012 school report card are a reflection of the school environment being polarized due to lack of principal leadership and a divisive school culture among teachers. At the end of the school year, the principal and 75% of teaching staff were replaced. As can be seen from the 2012-2013 school report card below, this was an effective move to initiate academic change and growth for students.

Since that change, a great deal of progress has been made towards determining goals and strategies to improve the scores on the 2011-2012 School Report Card. Through the close analyzation of data, and the use of that data to determine class structures and interventions, reading scores almost doubled. Math scores remain a challenge, but it is our conviction that through the continuation of practices that were implemented at both the school and classroom level in 2012-2013, those scores will show gain in 2013-2014.

It is worth noting that some of the best scores were in growth of Lowest Performing Students and Opportunity to Learn. Since NAS-NM is a very non-traditional school, many of the students enrolled are significantly below grade level

## Part A—Self Study/Report on Progress

academically, but those students are making gains through targeted instruction. Through the Opportunity to Learn data, it can be demonstrated that parents and students feel very confident in the education they are receiving at NAS-NM.

### School Grading Report 2012–2013

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

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

#### Final Grade

Grade: <b>C</b>	Total Points: <b>42</b>	
<p><i>Provide a statement of progress and additional information regarding the above data:</i> Since more than 83% of students entering NAS-NM read and do math below the high school level, a lot of intervention effort goes into raising the academic levels of these students. NAS-NM has implemented structured intervention classes in reading and math, and has instituted weekly mandated tutoring for students who are failing classes.</p> <p>The total point score of 42 is 83% gain over the 23 points awarded on the 2011-2012 School Report Card. This indicates significant growth for one year. Although we are not where we want to be it is clear that our strategic targeted interventions are having a positive affect on student growth.</p> <p>When looking at our data disaggregated by number of years attending NAS and growth over time as measured by the NWEA MAPs tests in Math, Language Arts, Writing, and Science, one is able to see the affects of strategic intervention on student growth at NAS. As one can see from the charts below, there is significant growth the longer students are here at NAS. This data represents 4 years of operation of the school.</p>		

#### Current Standing

Grade: <b>F</b>	Points: <b>8.4</b>	Possible Points: <b>30</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> NAS-NM was disappointed that these scores were not higher, although proud to note that again, the points awarded increased from 1.4 to 8.4. It is the belief of NAS-NM that these scores will continue to rise as interventions that have been in place for one year have more time to bear fruit. To that end, more intervention classes, tutoring, and individualized academic programs have been added to this year's class matrix. In addition, the teacher retention rate at the end of the 2012-2013 school year was 94%, as opposed to a 25% retention rate at the end of 2011-2012, enabling NAS-NM to build school culture and academic stability for student instruction.</p>		

#### School Growth

Grade: <b>B</b>	Points: <b>7.4</b>	Possible Points: <b>10</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> School Growth compares students in the most recent year with students from prior years, to see how the school is overall impacting student achievement. This score looks at the expected yearly growth of all students, not simply students who score at the proficient level on state tests. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement. NAS-NM earned more points than the New Mexico average in this category. The NAS-NM reading points earned were 2.089, above the required 2 points needed to show one year's growth. This demonstrates that although students may not be proficient, they are making more than one year's growth in reading grade level acquisition.</p> <p>The NAS-NM Math points earned was .704. Although this does not indicate a full year's growth it is a 70% gain over the 2011-2012 points earned, an indicator that the growth range itself was quite significant.</p> <p>In addition the data regarding academically disadvantaged students and number of years at NAS indicate to the school the success of the interventions and provide information to improve interventions as well as overall instruction.</p>		

## Part A—Self Study/Report on Progress

### Q3 (Highest Performing 75%) Growth

Grade: <b>A</b>	Points: <b>9.6</b>	Possible Points: <b>10</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> A student's prior test scores are used to estimate how the student should perform today. Above 0 means that the group, in general, scored higher than expected, at 0 indicates expected growth was attained, and a score of less than 0 means that the group performed below expectations and students are losing ground when compared to their peers. At 9.6 points, this is one of our strongest areas.</p> <p>In close review of the reading portion of the Report Card, it can be seen that particularly strong areas of growth included a 343% gain, from 1.4 to 6.2 for English Language Learners, and a 282% growth from 1.7 to 6.5 for students identified as Economically Disadvantaged.</p> <p>In math, strong areas of growth also included English Language Learners, with an increase from -2.2 to 2.5, and Economically Disadvantaged growth from -2.2 to 2.5. The gains were so significant that in this area, although reading scores were higher, more points were awarded to math for school grade report card score calculations.</p> <p>To ensure that our highest performing students' academic needs are met, classroom instruction and planning are centered on individual student data and needs. Students who are amongst the highest-performing group are challenged to keep building their skills on an individual level.</p>		

### Q1 (Lowest Performing 25%) Growth

Grade: <b>B</b>	Points: <b>9.1</b>	Possible Points: <b>10</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> In Q1 (Highest Performing), calculations based upon a student's prior test scores are used to estimate how the student should be expected to perform. Above 0 means that the group, in general, scored higher than expected, at 0 indicates expected growth was attained, and a score of less than 0 means that the group performed below expectations and students are losing ground when compared to their peers.</p> <p>In reading, NAS-NM English Language learners demonstrated a 155% growth, from 2.9 to 7.4. Students identified as Economically Disadvantaged had a growth of 139%, from 3.3 to 7.9.</p> <p>In mathematics, English Language Learner students demonstrated growth as well, a 310% growth from -.6 to 4.1 and Economically Disadvantaged went from 0.4 to 5.0-a growth of 400%.</p>		

### Opportunity to Learn

Grade: <b>A</b>	Points: <b>6</b>	Possible Points: <b>8</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> This is an area in which NAS-NM really shone in the 2012-213 school year. With a mostly new teaching staff and administrative team, there was a real effort to turn around the culture of the school to a more positive and supportive learning environment over previous years. This really shows here in the "A" score. Along with new staff, new initiatives were put into place to support parents and families in participating in their child's education. One such instance was having a day for scheduled parent meetings to review, discuss, and create individualized student Next Step plans. Parent response was overwhelming, with more than 80% of parents attending. Students also were asked to begin taking an active role in their education, and began tracking their own testing and attendance data through Advisory classes. As an additional measure, all students were given a quarterly Opportunity to Learn (OTL) survey closely patterned after the state survey, and those results were discussed by staff. Those discussions led to changes in teacher perceptions of teaching, and how classroom management impacted students. Finally, NAS-NM hired an attendance clerk to help monitor student attendance and make parent contacts when a student was struggling with attendance. This increased attendance rates. All of these things helped contribute to a great OTL score.</p>		

### Graduation—as applicable

Grade: <b>NA</b>	Points: <b>NA</b>	Possible Points: <b>NA</b>
<p><i>Provide a statement of progress and additional information regarding the above data:</i> Graduation rates for NAS-NM are not available until 2013-2014 School Grade Report Card as a result of the one year lag behind in reporting for graduating classes. NAS-NM, however, has calculated graduation rates every year, based on the Supplemental Accountability Model (SAM) school model, which includes schools that have a high percentage of returning dropouts or students with disabilities. That chart is included in the Organizational Performance Goal, Objective 4 below.</p>		

## Part A—Self Study/Report on Progress

### College and Career Readiness—as applicable

Grade: <b>NA</b>	Points: <b>NA</b>	Possible Points:
<i>Provide a statement of progress and additional information regarding the above data:</i> <b>College and Career Readiness data for NAS-NM will not be available until the 2013-2014 School Report Card.</b>		

### Bonus Points

Points: <b>1.5</b>	Possible Points: <b>5</b>	Reason: <b>Reduction in Truancy Rates</b>
<i>Provide a statement of progress and additional information regarding the above data:</i> <b>The Public Education Department recognizes that in some areas schools demonstrate extraordinary effort in certain areas and awards bonus points based on that additional effort. In this area, NAS-NM increased the Bonus points for truancy that were awarded in 2011-2012 by 88% from a 0.8 to a 1.5.</b>		
<b>In 2012-2013 a student attendance monitor position (on-going) was added to staff in an effort to increase overall student attendance and daily parent notification of student attendance issues. This person made daily contact with parents to report absences and tardies, arrange parent meetings for intervention meetings, and print bi-weekly attendance reports for Advisory teachers to utilize with students as they self-monitor their own attendance rates and set personal goals.</b>		

## 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:

**After 1 year of continuous enrollment at NAS-NM, students will demonstrate increased academic performance as measured by a variety of assessments.**

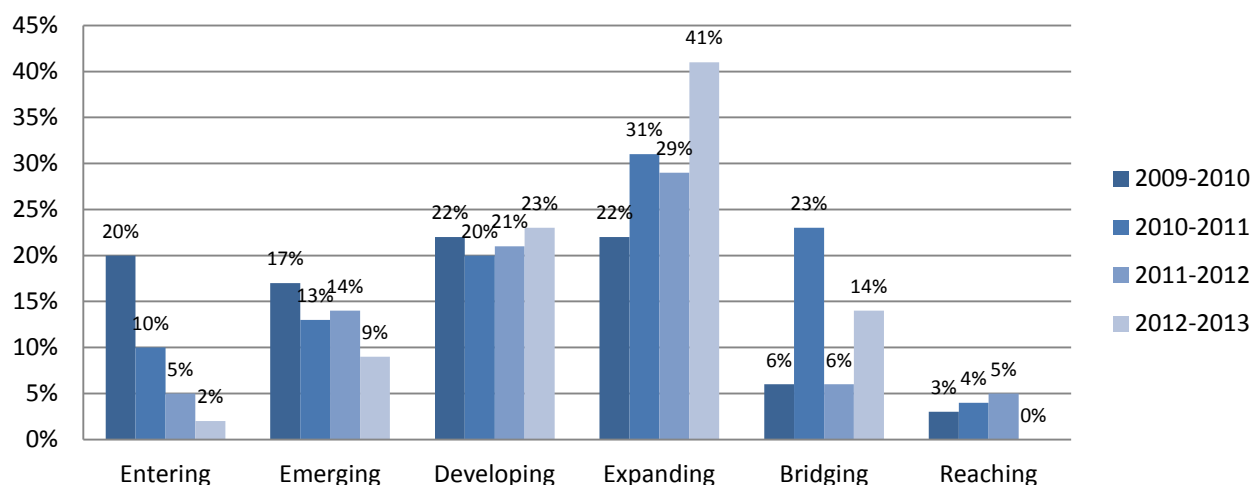
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used  
(Identify level of scores that indicate proficiency):

**Objective 1: 75% of students attending at least 75% of the time will show one year’s growth on the New Mexico English Language Proficiency Assessment (NMELPA).**

When the original charter application was submitted for the 2009-2010 school year, New Mexico, as a part of the No Child Left Behind Act, required that the NMELPA be given to all ELL students. At that time, The Language Assessment Scales (LAS) test was given. However, in the 2009-2010 New Mexico joined the WIDA Consortium and at that time schools began administering the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) test instead as the NMELPA. NAS-NM is presenting ACCESS Annual Measurable Achievement Objective data instead of yearly growth data, as that is not an available metric of growth using the ACCESS. The following data is based on overall student scores, instead, and shows change in English proficiency level, not yearly growth as noted in the original objective.

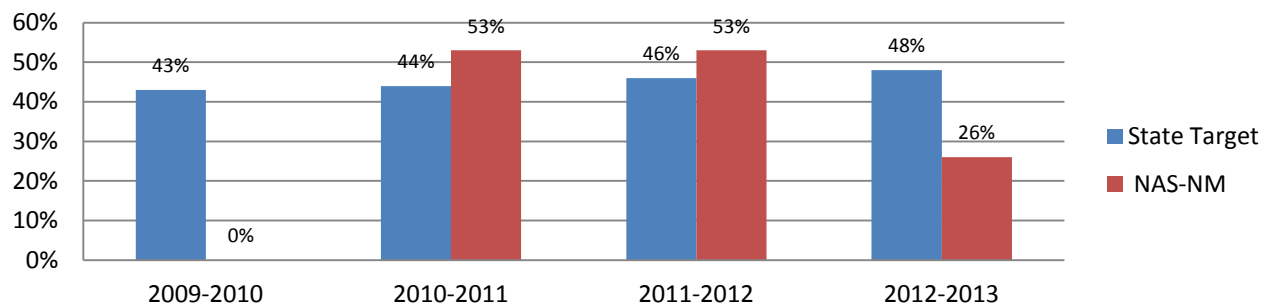
## Part A—Self Study/Report on Progress

### ACCESS Results by Level



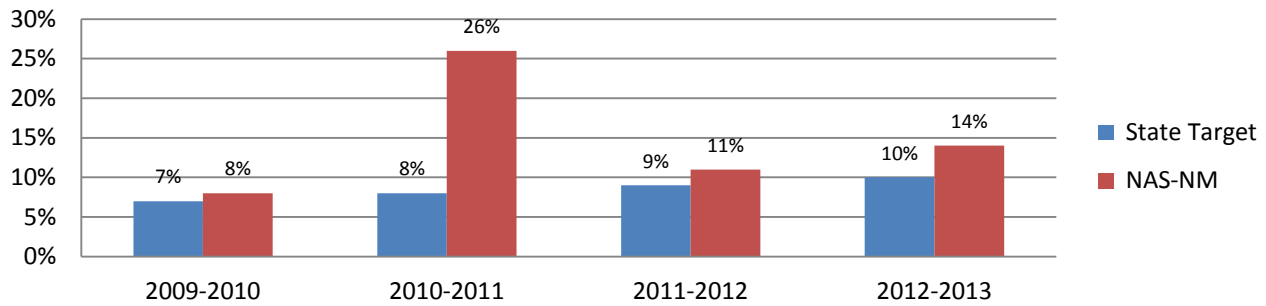
As student data is examined each year, it is the goal that less students score in the lower areas of the Access test, namely Entering, Emerging, and Developing, and that more students fall within the upper three levels of Expanding, Bridging, and Reaching. When the data for the movement of NAS-NM students from one level to the next is examined over a four year span, it is clear that the number of students who enter or remain at the lowest level, Entering, falls significantly, from 20% to 2%, an 18% drop as student move to more proficient levels. Likewise, the numbers show a movement from Emerging upward to Developing, and by 2012-2013 a total of 41% of students were Expanding, getting ready to tip over into the Bridging and Reaching levels. Finally, the percentage of students who attain Reaching, which is proficiency in English, has steadily grown each year, with the exception of the 2012-2013 school year, in which no students attained that level. The data indicates that rather than attaining Reaching, there was an 8% increase in students who were Bridging. It is expected that in the 2013-2014 school year, those students will attain a Reaching level.

### Annual Measurable Academic Objective I-Making Progress



The Annual Measurable Academic Objective I, Making Progress, is a measure of students who are making progress towards English proficiency, as measured by the ACCESS test. As can be seen above, in comparison with the New Mexico Annual Measures of Academic Objectives, in 2010-2011, NAS-NM demonstrated a 9% higher achievement level than was required, and in 2011-2012, a 7% higher level than the state AMAO. In 2012-2013, there was a drop in achievement, resulting in a level of 22% lower than the state targeted AMAO in Making Progress.

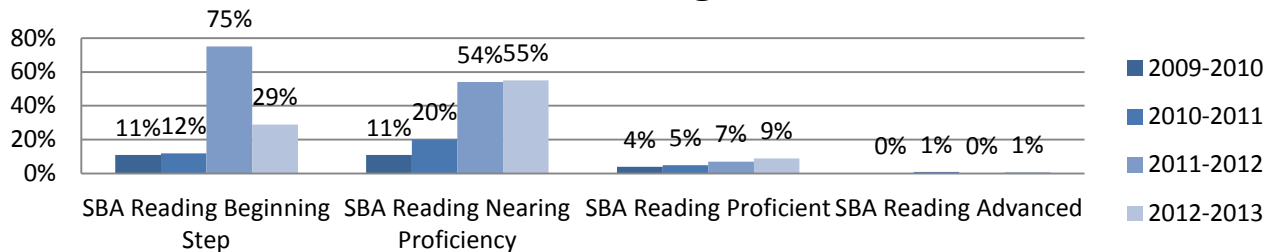
## Annual Measurable Academic Objective II- Attaining Proficiency



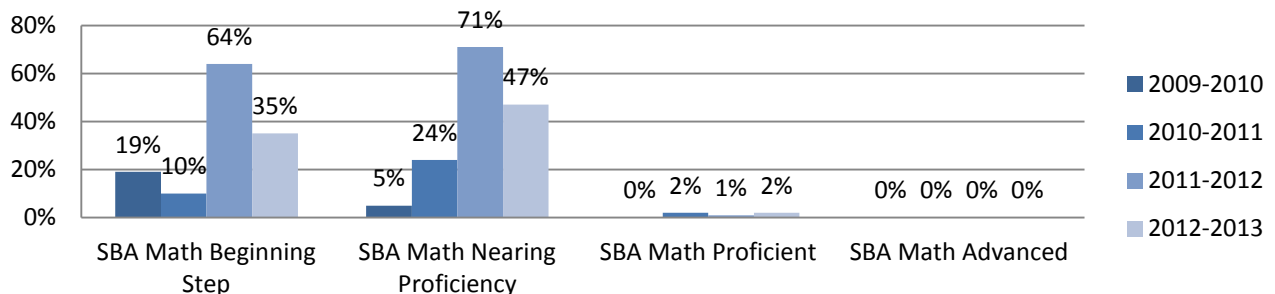
The Annual Measurable Academic Objective II, Attaining Proficiency, is the benchmark for students who meet or exceed proficient on the ACCESS exam. In examination of the AMAO II, Attaining Proficiency, one can see that NAS-NM has not only met, but exceeded the state measure every year, by 1% in 2009-2010, 16% in 2010-2011, 2% in 2011-2012, and 4% in the 2012-2013 school year.

**Objective 2: 5% of scores will move from Beginning Step to Nearing Proficient and 3% from Nearing Proficient to Proficient on the NMSAP.**

## SBA Reading Data



## SBA Math Data



In Reading, from the 2010 Beginning Step to 2011 Nearing Proficient, there was a gain of 9% points. From 2011 to 2012 there was a 21% loss from Beginning Step to Nearing Proficient. However, in the 2012 to 2013 comparison, 26% of students transitioned from Beginning Step to Nearing Proficient. In all years except the

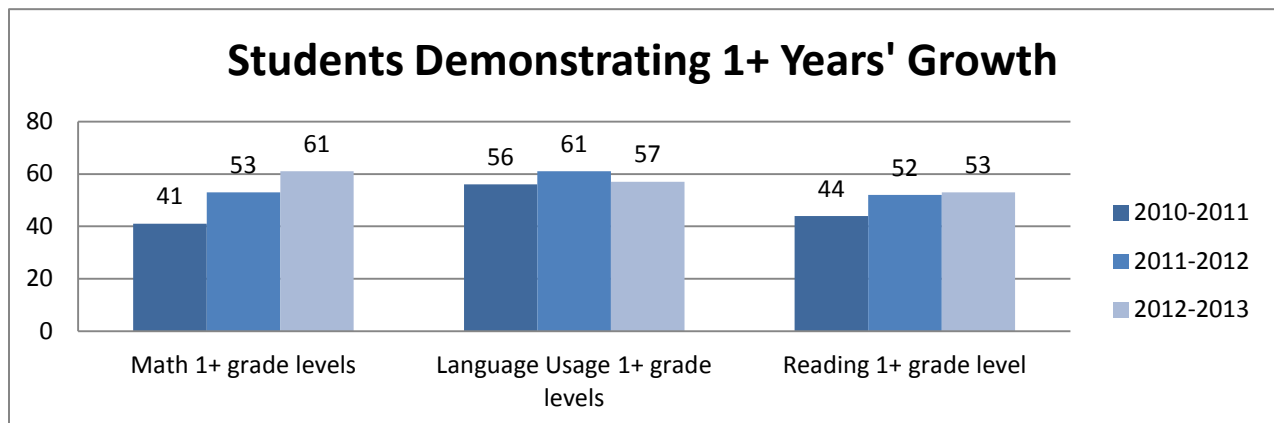
## Part A—Self Study/Report on Progress

2011-2012 school year, the metric of 5% gain from Beginning Step to Nearing Proficient was met and exceeded. The data for the movement from Nearing Proficient to Proficient is not as good, with a metric of a 3% transition upward, it was not until the 2012-2013 school year that the transition was at 3%.

In Math, from the 2010 Beginning Step to 2011 Nearing Proficient, a 5% increase occurred. From 2011 to 2012 there was a 61% increase, both years meeting the success metric, but from the 2012 to 2013 testing there was a 17% drop. At no point has NAS-NM met the 3% metric for moving from Nearing Proficient to Proficient, although gains have been made that are close to that metric.

### **Objective 3: 80% of students attending 75% of the time will gain one year's growth on the NWEA Measures of Academic Progress (MAPs) assessment.**

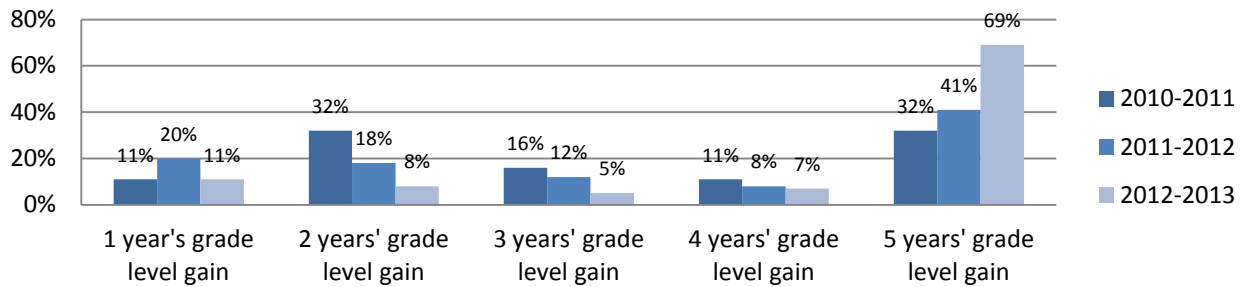
The MAPs tests are utilized by NAS-NM as the short-cycle assessment to show growth or regression over time. With the exception of the Fall, 2009 test, they have been used continuously since the opening of the school, so it is easy to track growth trends. Overall, in 2012-2013, 87% of students began the year below high school level. This means there is quite the educational gap that must be closed before a student can score proficient on the New Mexico Standards Based Assessment (NMSBA). That is evident in the low standardized scores NAS-NM has seen so far on that assessment.



As can be seen in the chart, the metric of 80% who attend 75% of the time was not met. In the following charts, the number of students making grade level gains was calculated to determine the percentage of grade levels gained over time by this metric's population. Although the metric was not met, utilizing the information gained on the short-cycle assessment, it is possible to show student growth, however, as is outlined in the following:

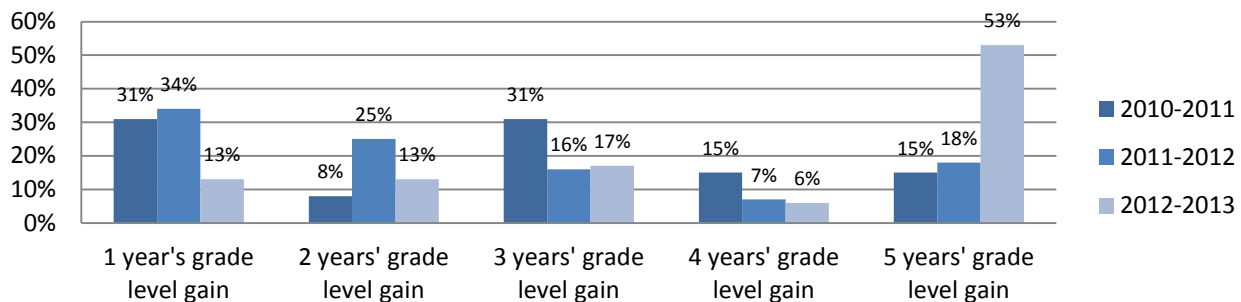
## Part A—Self Study/Report on Progress

### Language Arts Grade Levels Gained



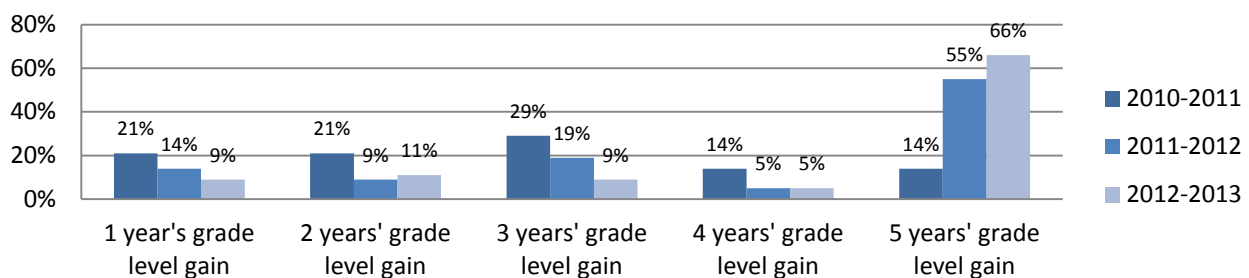
When comparing the number of grade levels gained by students in Language Usage, one can see that very few of them are making just one year's growth. Indeed, in 2012-2013, 69% of students who made gains made at least a 5 year gain, compared to the 41% the prior year. NAS-NM is working hard to "catch students up" and we believe this data shows that success.

### Math Grade Levels Gained



In math, it is apparent that although our students are not yet proficient in grade-level proficiency as measured by the SBA, they have made huge gains in grade level acquisition, particularly in 2012-2013.

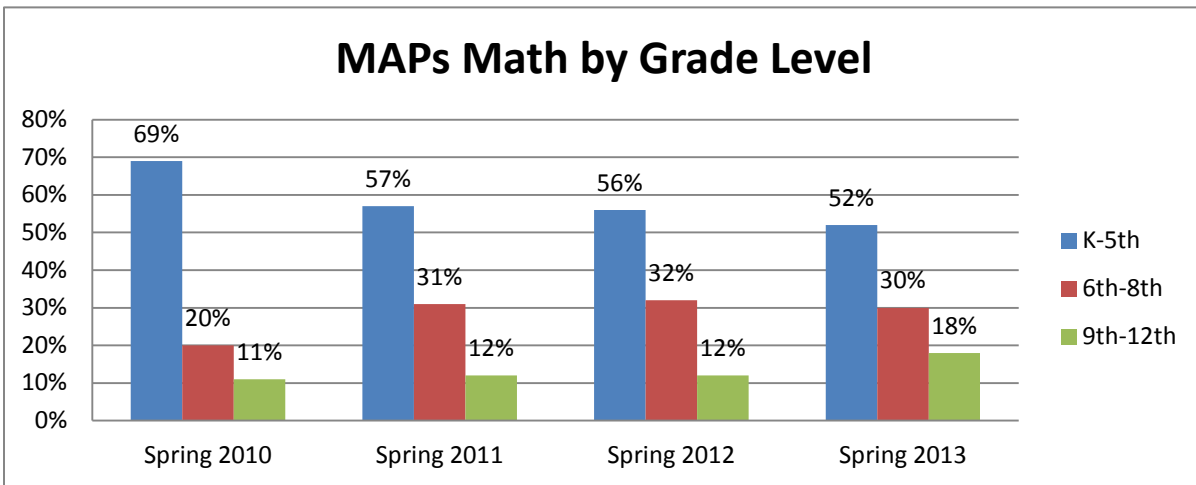
### Reading Grade Levels Gained



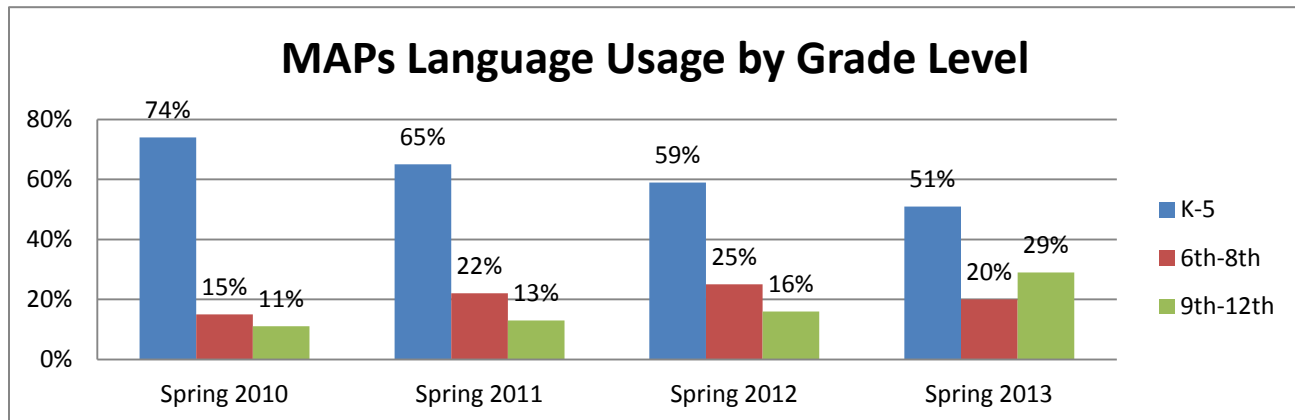
In Reading, NAS-NM students are again making gains in excess of one year at a time. Students who are showing growth are showing significant growth, with the majority of those students

## Part A—Self Study/Report on Progress

demonstrating 5 years' growth in a single year.



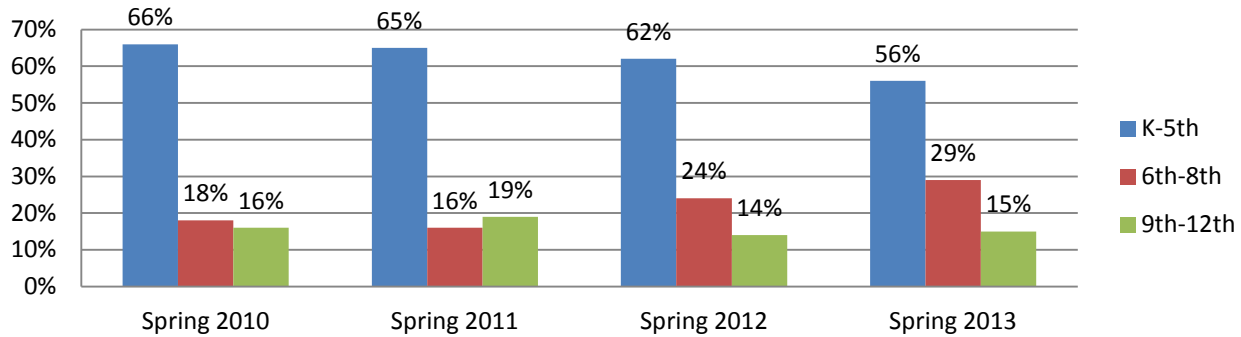
Over time, the percentage of students scoring at or below a 5<sup>th</sup> grade level has dropped 17% as students shift to the middle school level, a growth of 10% over four years, and the number of students scoring at the high school level is growing, reaching a high of 18% in 2012-2013.



In Language Usage, the percentage of students scoring at or below a 5<sup>th</sup> grade level has dropped 23% as students shift to the middle school level, seeing an overall growth of 5% over four years, and the number of students scoring at the high school level is growing, reaching a high of 29% in 2012-2013-an 18% gain over the Spring 2010 testing scores.

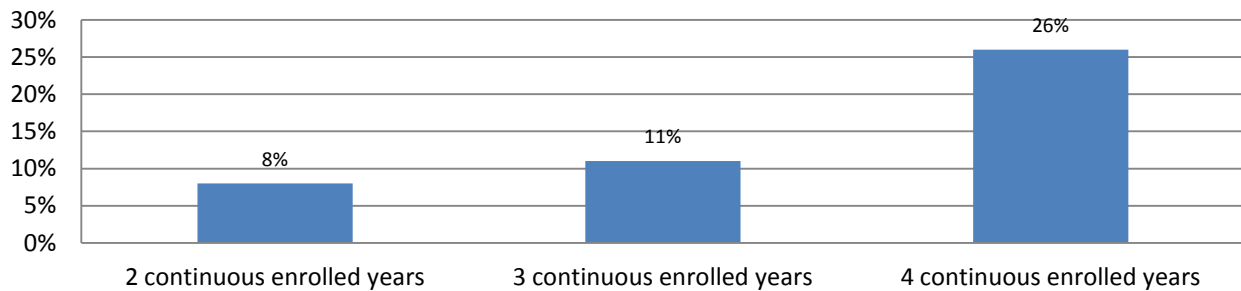
## Part A—Self Study/Report on Progress

### MAPs Reading by Grade Level

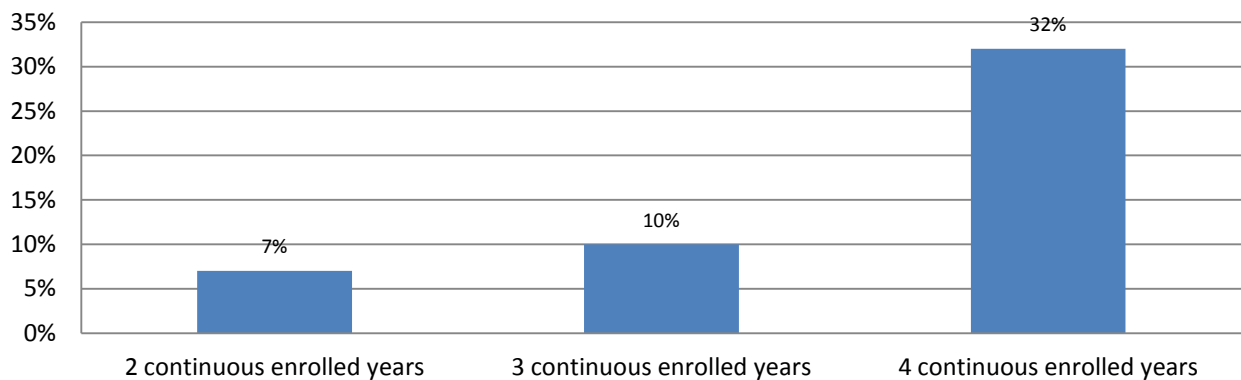


Reading levels are not shifting as much as Language Usage and Math, but there is still very positive growth over time. The percentage of students scoring K-5th has dropped 10%, while the percentage of students moving up to the middle school grades has increased 11%. At the high school level, NAS-NM started off 1% higher in Spring 2010 than in Spring 2013, but there was a 5% drop from 2011 to 2012. In 2013, students were beginning to recover, again making a gain back to 15%.

### Overall Student Gains of One Year's Growth

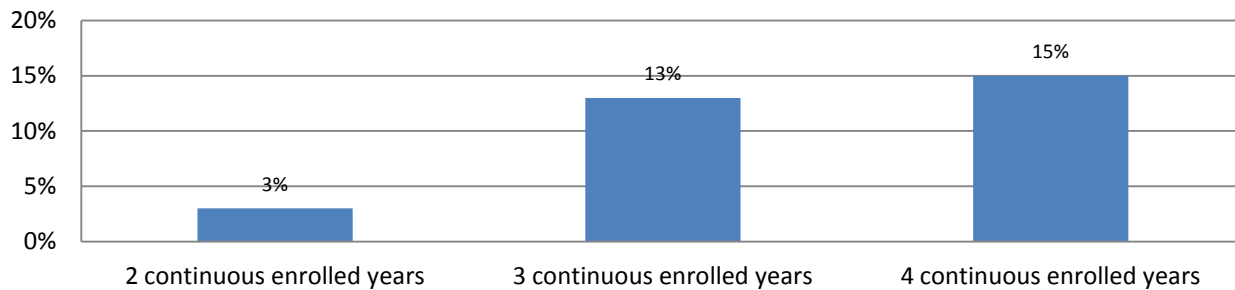


### Reading Students with One or More Years' Growth on MAPs



## Part A—Self Study/Report on Progress

### Math Students with One or More Years' Growth on MAPS

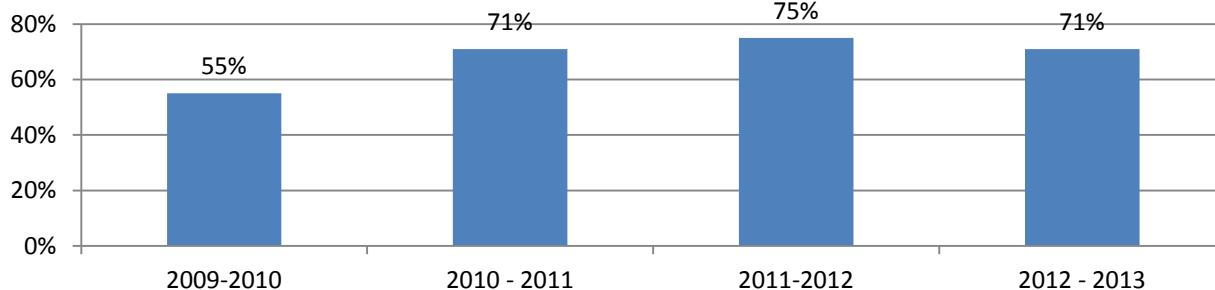


In 2009-2010, a Fall NWEA test was not given, so it is not possible to show growth for that initial year. In 2010-2011, 25% of students demonstrated a years' growth or more, and that number fell to 14% in 2011-2012. However, after implementing change initiatives and intervention strategies in 2012-2013, significant growth was seen, resulting in 73% of students making a years' growth or more. While not quite meeting the target set in the original charter, this is extremely valuable growth for students, and is very close to meeting the metric set.

When looking at the data subset of students enrolled with NAS-NM over time, it is clear that students who have been enrolled for 2 or more continuous years are demonstrating consistent growth in math, although slowly. In reading, students who are enrolled for 2 or more years are showing very positive growth, the longer the student is enrolled at NAS-NM, the greater the effect on academic scores.

**Objective 4: In an effort towards credit accumulation, 75% of the students who attend at least 75% of the time will acquire 4 or more credits per year.**

### Percentage of Students receiving 4 or more credits

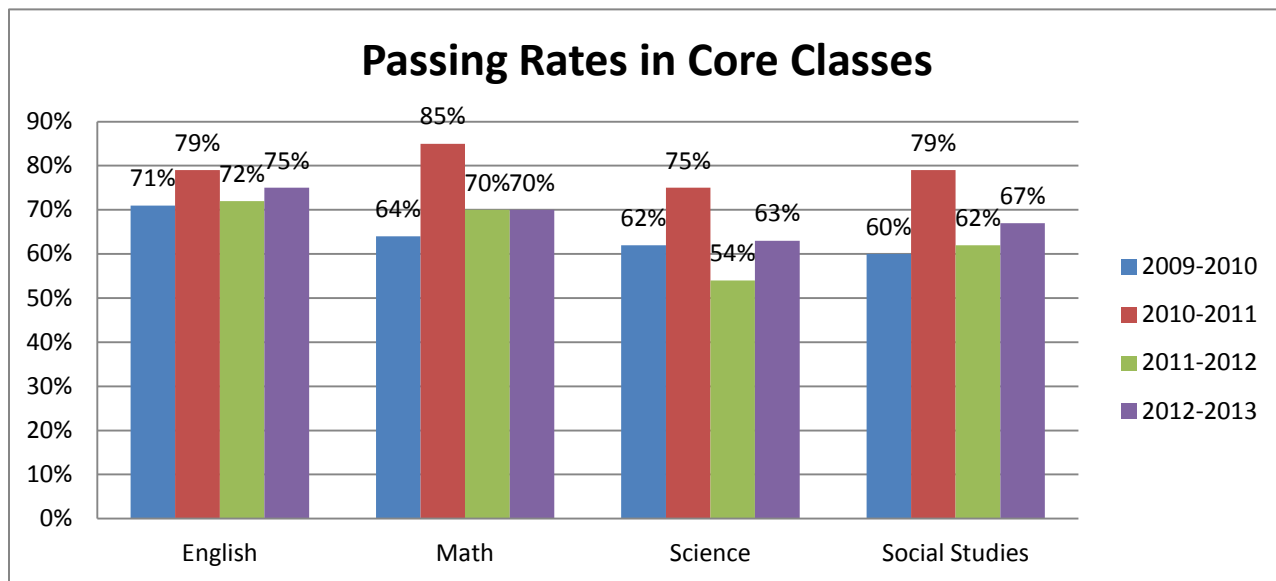


In NAS-NM's first year the credit accumulation rate was 55%. From there, it rose to a 71% in the 2010-2011 school year, and peaked at 75% in 2011-2012. There was a slight dip again in 2012-2013 to 71% again. Although NAS-NM only hit the goal once in the following 3 years, it is important to state that the school was only off by 4 points the other two years. In 2011 – 2012 when we did meet our goal of credit accumulation it is of note to say that the school year in question did have more elective classes available and that might account for the higher rate. The 2012 – 2013 school year could be considered a new beginning for the school and as such a rate of 71% to start with is very promising.

**Objective 5: In order to improve student academic achievement, passing rates will increase by**

## Part A—Self Study/Report on Progress

**4% in all core classes.**



NAS has maintained an average of approximately 70% passing rate in all core classes for the past four school years. In English, there was an 8% increase from 2009-2010 to 2010-2011, but a drop of 7% in 2011-2012. That score increased again in 2012-2013, with a 3% gain.

In Math, there was a large gain of 19% from 2009-2010, but again a fall of 15% in the 2011-2012 school year. No gains were made, nor any regression, for the 2012-2013 school year.

In Science, there is a 13% gain from 2009-2010 to 2010-2011, but a drop of 21% in the 2011-2012 school year. In 2012-2013 NAS-NM again began to reverse the negative trend, with a 9% rise in student passing rates.

Finally, Social Studies too showed significant growth from 2009-2010 to 2010-2011, with a gain of 19%. Unfortunately, Social Studies saw the same fall as the other subjects in 2011-2012, with a 17% drop in passing rates. In 2012-2013, there was an increase of 5%, once more on a positive growth curve.

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

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

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

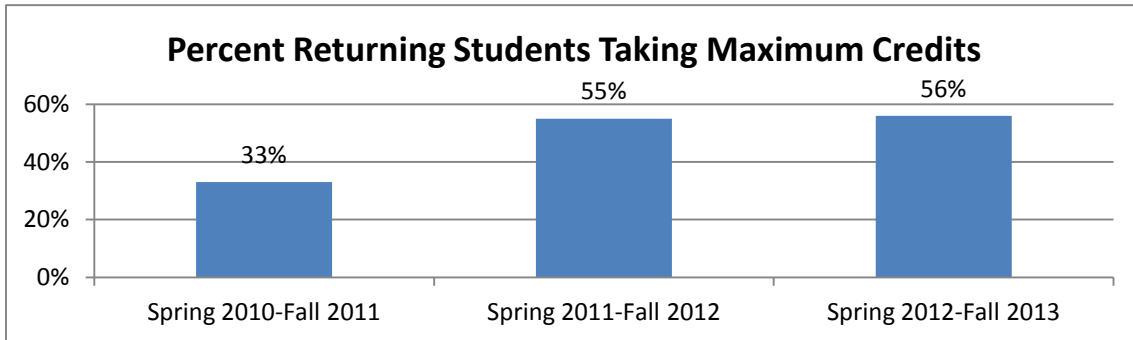
## Part A—Self Study/Report on Progress

Organizational Performance Standard/School Goal #1:

**After year one, NAS-NM will meet or exceed the state's retention, attendance, disciplinary referrals and cohort graduation rates.**

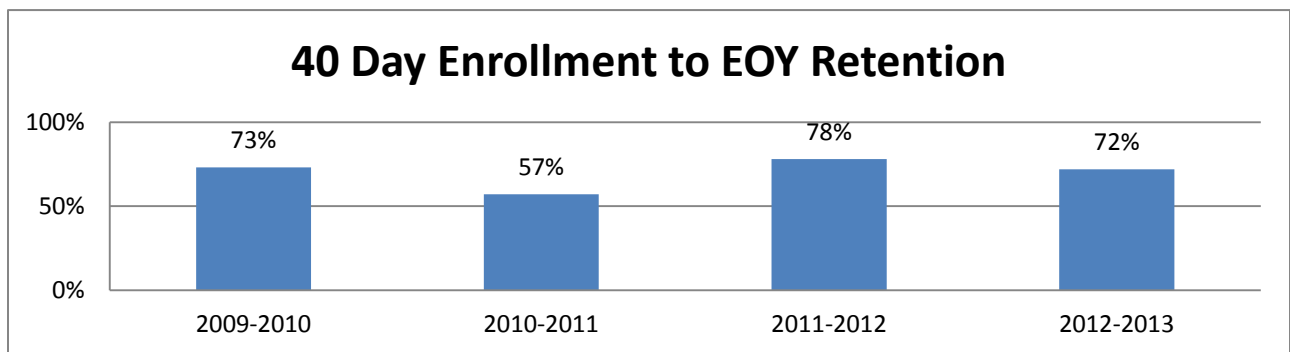
Measure(s) Used:

**Objective 1: NAS-NM will achieve 55% retention of a cohort group of students enrolled continuously August to June and taking the maximum number of credits.**



NAS-NM has made progress each year in retaining students. After our first year (2009-2010) NAS-NM retained 33% of students. The following year the retention rate jumped to 55% and a 56% rate for the 2012-2013 school year. It is clear that as NAS-NM becomes more established in the community, the stability of staff increases, and bonds are made with students over time, the rates of retention are increasing.

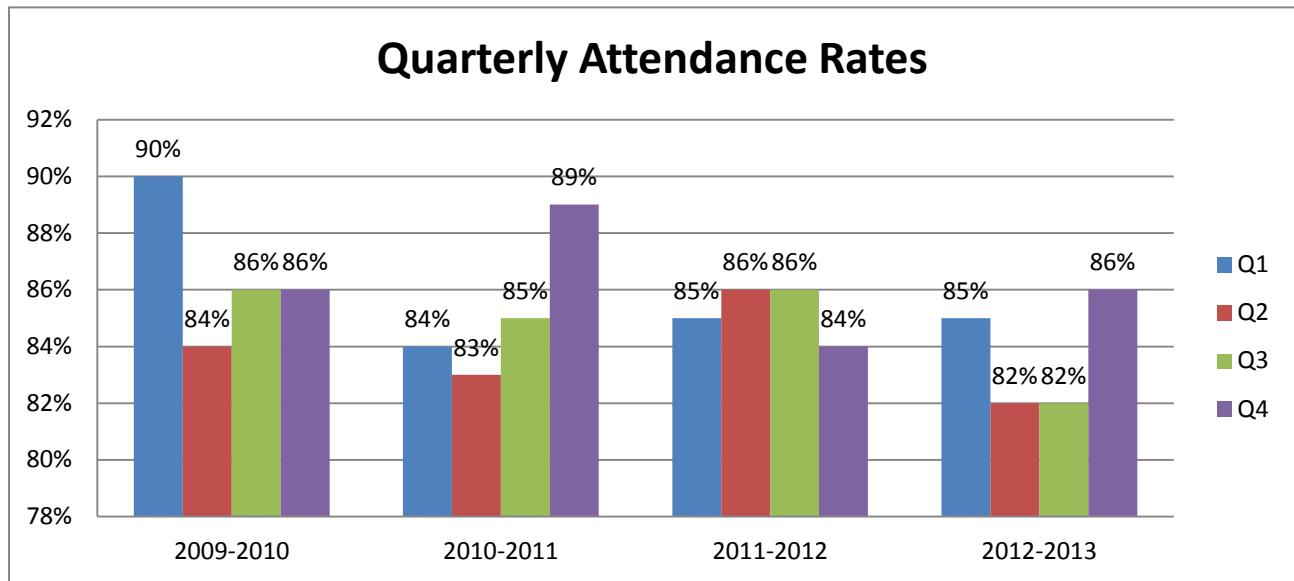
**Objective 2: NAS-NM will maintain end of the year enrollment numbers at 65% of the October student count.**



NAS-NM started off on a strong note in 2009-2010 with 73% of students remaining at NAS-NM for the year. During the 2010-2011 school year there was a significant drop to 57% of students remaining enrolled throughout the year. In 2011-2012, however, NAS-NM regained the lost ground and ended with a 78% yearly retention rate, the highest during the four-year term. Finally, in 2012-2013, NAS-NM had a 72% retention rate throughout the year. For the initial term of NAS-NM, the metric was met, and greatly exceeded, in three out of four years.

## Part A—Self Study/Report on Progress

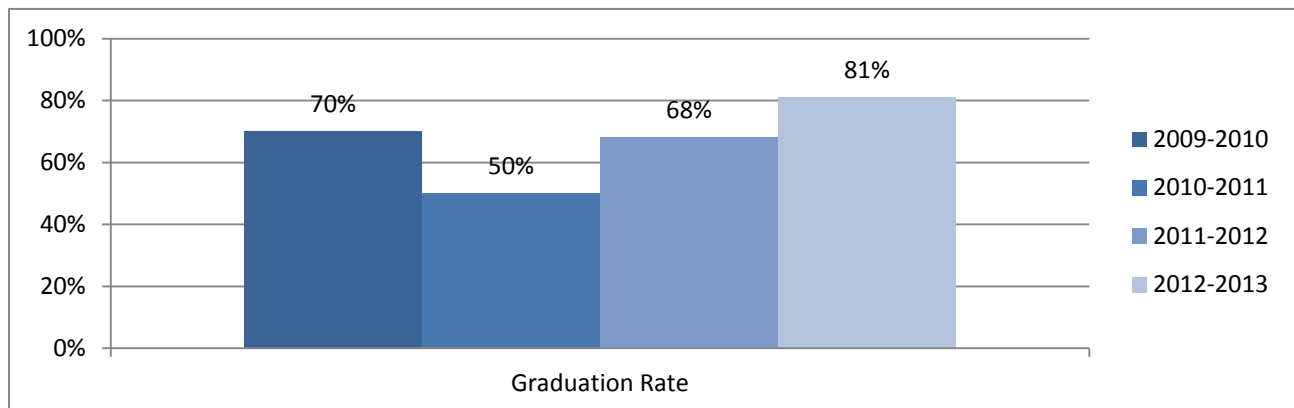
### Objective 3: Increase average daily attendance by 2% for each quarter.



The goal of NAS-NM was to increase average student daily attendance by 2% each quarter. In a four-year review, this metric has been met four times. Likewise there have been regressions in attendance rates. NAS-NM has maintained, however, above an 80% average each quarter and each year. Although this is certainly not meeting the state attendance rate of 92%, NAS-NM does come close many times, and in 2012-2013 ended the year with a 4% point gain to 86%.

### Objective 4: Maintain a 65% rate of cohort graduation group.

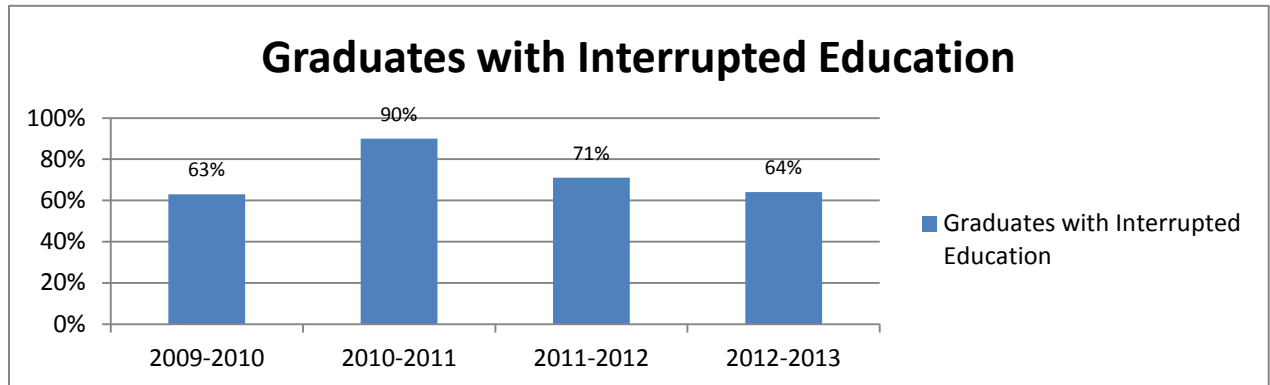
Although there is not yet a school report card grade for NAS-NM's graduation rate the Leadership Team calculated what would have been the graduating rate. This was done using the Supplemental Accountability Model (SAM) that is used to calculate the graduation rate for schools that have a high percentage of non-traditional students. To get this calculation, one takes the number of seniors reported on the 40 day count and compares that to the number of seniors who graduate at the end of the year. This is not the typical four year cohort calculation.



From 2009-2010 to the following year, there was a 20% drop in graduates, but that number rose 18% in 2011-2012 for a graduation rate of 68%. In 2012-2013, the calculated graduation rate was at its high level,

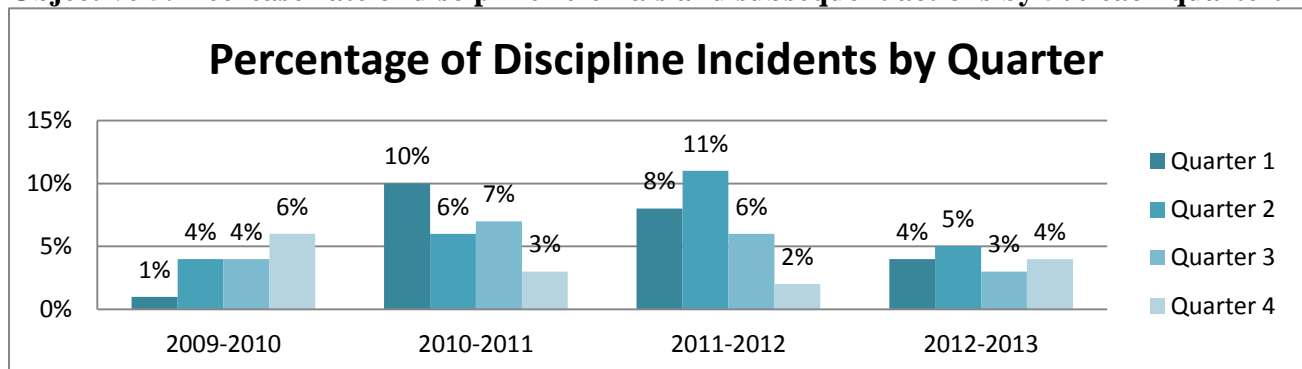
## Part A—Self Study/Report on Progress

raising 13% to a rate of 81%. Looking at this data, it is clear that NAS-NM has maintained above a 65% rate cohort graduation group for three of our four years.



The New America School-NM has a high population of students with an Interrupted Education, those who have, for whatever reason dropped out at some point in their high school educational career and have chosen to return for their diploma. Since 2010, NAS-NM has helped 113 students graduate who thought they had lost that chance. As can be seen in the graph, each year a significant portion of our students graduate after returning from a break in their education. Research shows that these students will live longer lives, have greater income, and give back more to society than students who have not finished their high school diploma.

### Objective 5: Decrease rate of discipline referrals and subsequent actions by 5% each quarter.



The intent of the objective was to maintain a discipline and subsequent action to 5% or less per quarter. This was achieved in 10 of the 16 quarters. Given the high risk population of our student body, this low level of behavioral intervention is outstanding.

As the Leadership Team evaluated discipline developments over the past four years it was noticed that except for the 2009-2010 school year discipline rates peaked in the first two quarters and steadily declined the last two quarters. In all but the 2009-2010 school year our fourth quarter rates were all below 5%. As such, it is very difficult, if not impossible; to meet the metric as it was written in the original charter application.

The 2012-2013 school year showed positive progress in that each of the four quarters of that school year, not one quarter was above 5%. We believe this is a direct result of staff initiatives to put much more emphasis on getting to know students better, attempting to develop better educational relationships with the students, have implemented the use of positive behavioral encouragement, and as we have (and still are

## Part A—Self Study/Report on Progress

trying) shifted from a discipline paradigm of control to a paradigm of empowerment.

## Part A—Self Study/Report on Progress

### 4. Performance Self Study/Analysis-Key Questions

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

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

Through the process of accumulating and analyzing the data for the last four years, the Teacher Instructional Leadership Team has determined the following academic priorities for the coming renewal term. All of these priorities will become goals for the next charter term. Those priorities are:

1. English Language Arts. With the population of NAS-NM students coming from primarily ELL homes, as well as a high rate of students with an interrupted education, it is clear through SBA and ACCESS data that a strong Language Arts and Reading instruction is needed to bring students to an academic level comparable or above with other New Mexico high school students. It is the goal of NAS-NM that students that are continuously enrolled and demonstrate a high attendance rate will be at or above grade level. This will be measured by utilizing MAPs, and SBA data to determine growth or regression.
2. Mathematics. Over the course of four years, this is the area in which the students of NAS-NM have shown the least amount of gains, as measured by test scores. Although NAS-NM has implemented intervention programs for the 2013-2014 school year, it will take time and dedication to raise academic achievement levels in math. This must be a focus. This goal will be measured by utilizing MAPS, SBA, and End-of Course (EOC) gains.
3. Academic English Language Acquisition for ELL students. The gains seen in data for ACCESS results are not yet where NAS-NM would like to see them. To be successful and live the American dream, as stated in our charter mission statement, students must be fluent English speakers, readers, and writers. This area needs intense focus in the coming renewal term to ensure that students not only make gains, but become truly proficient in English, particularly academic English. Growth in this area will be measured by gains on the ACCESS test.

## Part A—Self Study/Report on Progress

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

#### Priority 1:

1. Timely identification of and placement into mandatory reading intervention courses for no less than one year or until proficiency is attained for all students scoring below high school grade level in reading or language arts as measured by the short-cycle assessment.
2. Use of student-driven academic data binders, with teacher-supported meetings every four weeks with student and parent to ensure student is on target to make the gains necessary to be successful and monitor individual student goals.
3. Fidelity use of research based English language arts curricula that are aligned with the Common Core and have ELL as well as differentiated learning components.

#### Priority 2:

1. Timely identification of and placement into mandatory math intervention courses for no less than one semester or until proficiency is attained for all students scoring below high school grade level in mathematics as measured by the short-cycle assessment.
2. Use of student-driven academic data binders, with teacher-supported meetings every four weeks with student and parent to ensure student is on target to make the gains necessary to be successful and monitor individual student goals.
3. Fidelity use of research based math curricula that are aligned with the Common Core and have ELL as well as differentiated learning components.

#### Priority 3:

1. Targeted professional development for teachers in meeting the needs of ELL learners through Sheltered Instructional Observational Protocol (SIOP) methods.
2. Targeted professional development for teachers and related service providers in utilizing the Response to Intervention Process (RtI) and instructional differentiation to support the needs of all learners. SAT initiative will demonstrate an increase in Level I and II interventions leading to student success.
3. Leveled newcomer ESL classes utilizing WIDA standards to ensure supported English instruction is occurring, smoothly transitioning students from limited or non-English proficiency to proficient or advanced.
4. All certified teachers will be highly qualified in their teaching area and hold a Teacher of English to Speakers of Other Languages (TESOL) endorsement. Teachers who do not hold the TESOL endorsement will take and pass a minimum of 2 language courses per year during the first two years of employment towards TESOL endorsement.

## 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?

After the change in leadership and staffing at the beginning of the 2012-2013 school year, a close look was taken at student achievement and school programs that had been in place. Using the short cycle assessment (MAPS) data, students who are not scoring at grade level in reading and math are prioritized into new intervention classes. These are small intensive programs to increase student achievement and academic knowledge. Initially, these were nine week programs, but upon review of end-of-year data for individual student growth, it was decided that the program should become semester long instead.

ACCESS scores, as well as ELL rates, prompted change in classroom instruction and professional development training. A much closer focus on SIOP and instructional interventions for ELL learners has driven PD trainings for certified staff in those areas.

During the 2012-2013 school year attendance and retention data were evaluated and discussed with the result of the hiring of a full-time attendance and retention monitor to more closely follow students and work with families to ensure that student attendance and retention increased, so successful as to double the points for the 2013-2014 School Report Card.

Based on MAPS data, two new programs were put into place, the Accelerated Reader program for English Language Arts and the ALEKS program for math. Since these are individualized programs based on student needs and growth, they are much more targeted to meeting the learning needs of all students. As it became clearer that the need for these programs was great, new sections were opened up in the class master schedule.

One large piece that was missing, and one of the items pointed out by the 2012-2013 Site Instructional Audit, was the need for comprehensive shared Next Steps Plans. As a result, two parent conferences per year are scheduled in which to review student academic needs and goals. The students are an integral part of this process and it is the goal that students will become sufficiently empowered to conduct their own Next Steps meetings.

Data is a crucial piece of determining what professional development teachers need to improve instruction and the academic outcomes for students. Teacher professional development is more strategic and based on testing results, standardized and short-cycle.

One of the most effective additions to student systems was the creation of individualized student data binders. Through these binders, students track their own data based on attendance, grades, and testing scores. Students use the data on a personal level to set future goals for academics and performance.

To better determine student perception of learning and instruction, a quarterly student survey is given to all students, mirrored to the Opportunity to Learn survey, to gather data on how well students think instruction is taking place, if supports are being implemented, and how they see their own learning. That data is compiled by teacher, and discussed as part of professional development. This appeared to be successful in the 2012-2013 school year, as the quarterly data has improved from the first quarter to the second.

Common instructional strategies, such as the "Read, Answer, Cite, Expand" (RACE) strategy and the "Restate, Illustrate, Compute, Explain (RICE) strategy have been implemented school-wide, with

## Part A—Self Study/Report on Progress

aligned dates of data collection on student progress. This data is then shared and discussed at monthly PLC meetings.

After reviewing the data on credit acquisition, mandatory Friday tutoring sessions have been implemented for all core subjects on a bi-weekly rotating basis. Students who are not demonstrating passing scores every two weeks are remanded to the tutoring session in the subject that the student is struggling in.

## 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 Disabilities (SWD):

The special needs population at the New America School has never been large enough to qualify as a sub-group, so standardized testing data has not been available. Over the years, however, seven students receiving special education services have taken the New Mexico High School Competency Exam (NMHSCE) over the course of several testing sessions, which show that all students, during the course of re-testing, made significant gains. In addition, 12 of 13 potential graduating seniors receiving special education services have graduated so far from the NAS, a rate of 91% . Not as encouraging is the rate of non-retention of students who receive special education services, which is at 54%, although that is the average retention rate on all NAS-NM students.

### Changes to program will include:

Full-time immersion support provided by a highly qualified special education teacher.

More regular monitoring of student academic data for gains or losses, and sharing that information.

Student-driven IEP meetings, allowing students to have their voice heard and to learn to take control of their own learning and goals.

### English Language Learners (ELL):

Although our ELL students are making gains, they have a long way to go to reach proficiency. This is to be expected, of course, as the students come in so far below grade level. In addition, teaching staff needs to be better trained to understand the needs of ELL students and assist them in gaining and using English language skills in all areas.

### Changes to program will include:

NAS-NM will ensure home language surveys are filled out with higher accuracy and students are given the placement test in a timely manner to ensure better identification of students with language needs.

Based on language data, students are placed into classes that most support their level of language acquisition, from a one to four hour intensive English Newcomers program to full classroom immersion.

Teaching staff will get increased training in meeting the needs of ELL students, including Sheltered Instructional Protocol (SIOP) training, ELL conferences, and professional articles and books.

### High Poverty:

The high-poverty population of NAS-NM is at 98%, making NAS-NM a school-wide Title I school. Again, the study of school-wide data does show gains occurring in all areas.

### Changes to Program:

Professional development on meeting the needs of high-poverty populations is provided to staff through professional readings and in-service trainings.

We provide a school-wide food service program that includes breakfast and lunch for all students.

City bus passes are provided to students who need transportation assistance to get to and from school. To qualify for this assistance, students must demonstrate a commitment to education through attendance and grades.

## Part A—Self Study/Report on Progress

Nursing services will begin in 2013-2014, meeting the physical needs of our students.

While there is a dental program in place for high-poverty students, it has been under-utilized in the past, and a greater emphasis on this free program will be conveyed to 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?

School data is shared monthly at governing council meetings, which includes data on enrollment, attendance, grades, testing, discipline trends, and staff information. Three times a year the short-cycle results are shared and discussed in detail, and state level results are shared as they are available. When the school report card comes out, it is placed immediately onto the next governing council meeting agenda for review and discussion. The NAS-NM governing council closely tracks student achievement data and trends and requires the principal to explain how that data is used to adjust school programs and staffing, as well as additional actions the principal is taking to increase school scores.

The principal is held accountable through the monthly report-outs, as well as an in-depth administrative evaluation process held yearly. In addition to student testing data, student, parent, and staff feedback is carefully considered as part of that evaluation process, providing a full 360 picture of how the administrator is performing. If the principal is not performing well, a growth plan could be put into place, or the principal could face dismissal or not being re-hired, which has happened once at NAS-NM, at the end of the 2011-2012 school year.

## 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.

#### 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)	Attached	Appendix F, attached. Insufficient room in this table for School Responses.	Attached
1 (09–10)	Attached	Appendix F, attached. Insufficient room in this table for School Responses	Attached
2 (10–11)	Attached	Appendix F, attached. Insufficient room in this table for School Responses	Attached
3 (11–12)	Attached	Appendix F, attached. Insufficient room in this table for School Responses	Attached
4 (12–13)	Attached	Appendix F, attached. Insufficient room in this table for School Responses	Attached

*Identify any changes made to fiscal management practices as a result of audit findings. Appendix F, attached. Insufficient room in this table for School Responses*

## 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 America School-NM Charter School and hereby certify that: the attached petition in support of the New America School-NM Charter School renewing its charter was circulated to all employees of the New America School-NM Charter School. There are 32 persons employed by the New America School-NM Charter School. The petition contains the signatures of 32 employees which represents 100 percent of the employees employed by the New America School-NM Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, LaTricia Mathis, being first duly sworn, upon oath state:

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

Subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_ 2013.

\_\_\_\_\_  
Notary Public

My Commission Expires:

## Part A—Self Study/Report on Progress

### 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 America School-NM Charter School and certify that: the attached petition in support of the New America School-NM Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 307 households which represents 79 percent of the households whose children were enrolled in the 9New America School-NM Charter School.

STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, LaTricia Mathis, being first duly sworn, upon oath state:

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

Subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_ 2013.

\_\_\_\_\_  
Notary Public

My Commission Expires:

## Part A—Self Study/Report on Progress

### 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:* On September 10<sup>th</sup>, 2010, an amendment was submitted by NAS-NM requesting a change in enrollment cap from the originally approved amount of 350 to a new cap of 450, based on student enrollment patterns, community need, and the increased capacity for classes based on additional modular buildings in place on an extended day schedule, from 8:00 am to 10:00 pm.

That amendment was granted by Public Education Commission at the October, 2010 meeting.

### 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.* The New America School-NM is seeking a 5-year term of renewal.

### 6. Additional School Supplied Information:

Name, Email and Phone number of Additional Contact Person not listed in the pre-populated prior section: Steve Detrick, 505-222-4369

# of Students on Waiting List (# and date): 0 as of 9/30/13

## 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: <b>NAS-NM Audit Findings Chart</b>	<input checked="" type="checkbox"/>

## The New America School-NM

### 2013-2014 Charter Renewal

#### Appendix A-Financial Statement

In developing each year's budget, school administration meets with the Governing Council Finance committee and the contracted financial business group (The Vigil Group, LLC) and a careful review is first made of the prior year's budget to determine which areas may have increased or decreased. Having determined change areas, the administration begins to plan how much funding should go into each function of SEG, always keeping student needs as the primary focus. Starting with carryover amount, and adding in projected funding for the coming year, the administration allots money to each fund, with the majority being placed into Instruction and Facilities, as those are the two largest priority areas to impact students directly.

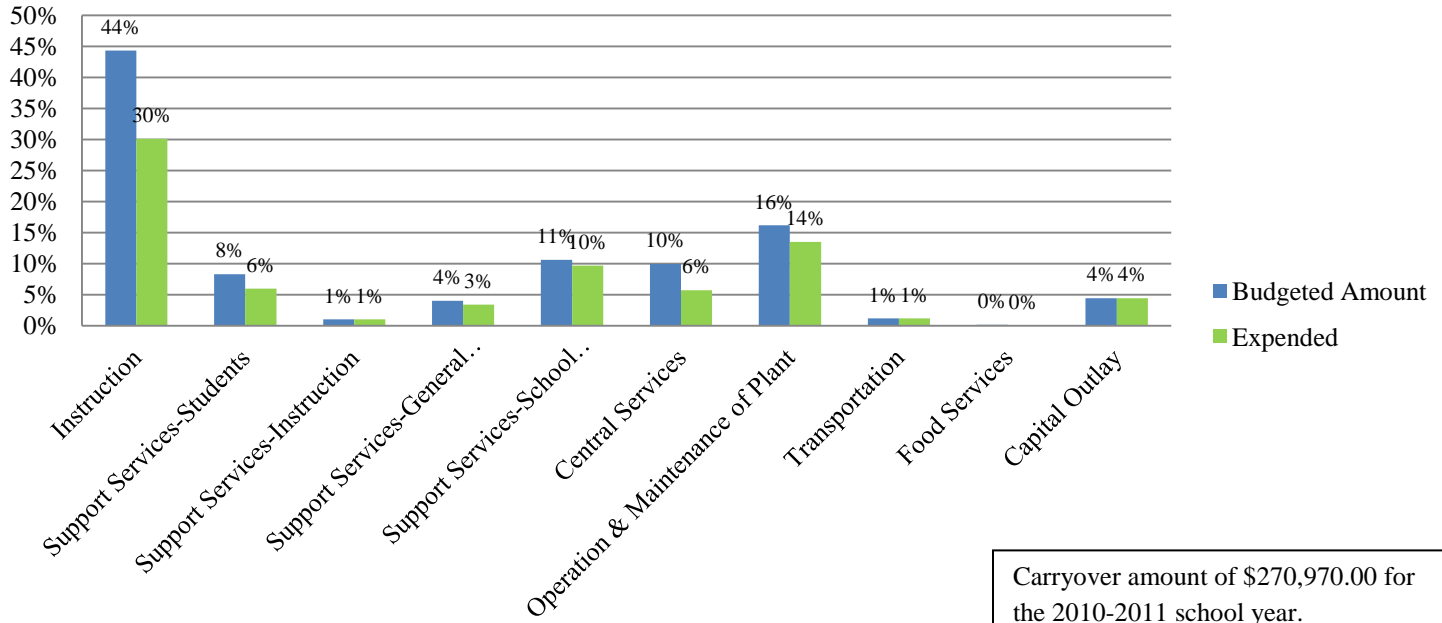
Using a projected student count, funding is allotted for teachers and instructional materials first. It is important to keep class sizes low and be able to provide all the materials the teacher needs to deliver high-quality, supported instruction.

Next, administration determines, based on prior year data, the projected school expenses such as facilities needs and maintenance, which have increased every year as the school size has increased and more classrooms are added to meet student needs. Other areas to be budgeted include all support services, capital outlay (building leases), food services, and central services.

Once the budget is drafted, it is then presented to the Instructional leadership Team and parents for review and fine-tuning. As adjustments are necessary through the year, those adjustments are made, always with the careful monthly review and guidance of the NAS-NM Finance Committee.

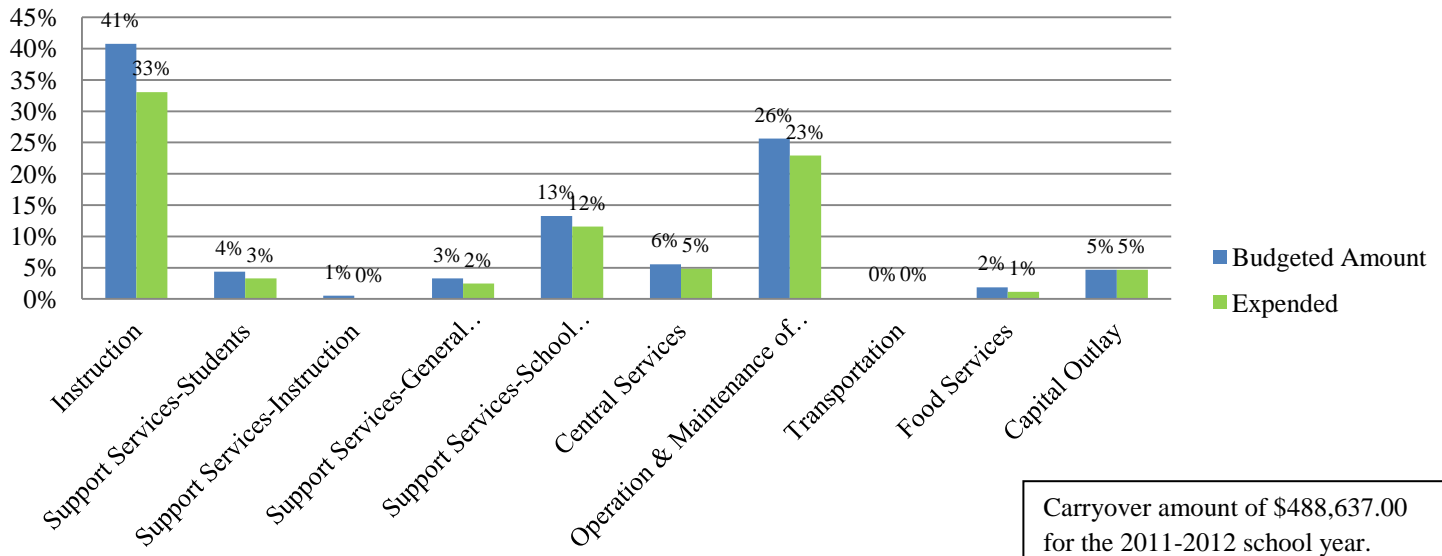
As can be seen in the detailed charts below, NAS-NM has done a very good job of staying within budget every year, always coming in under, or right at, the projected budget.

## 2009-2010



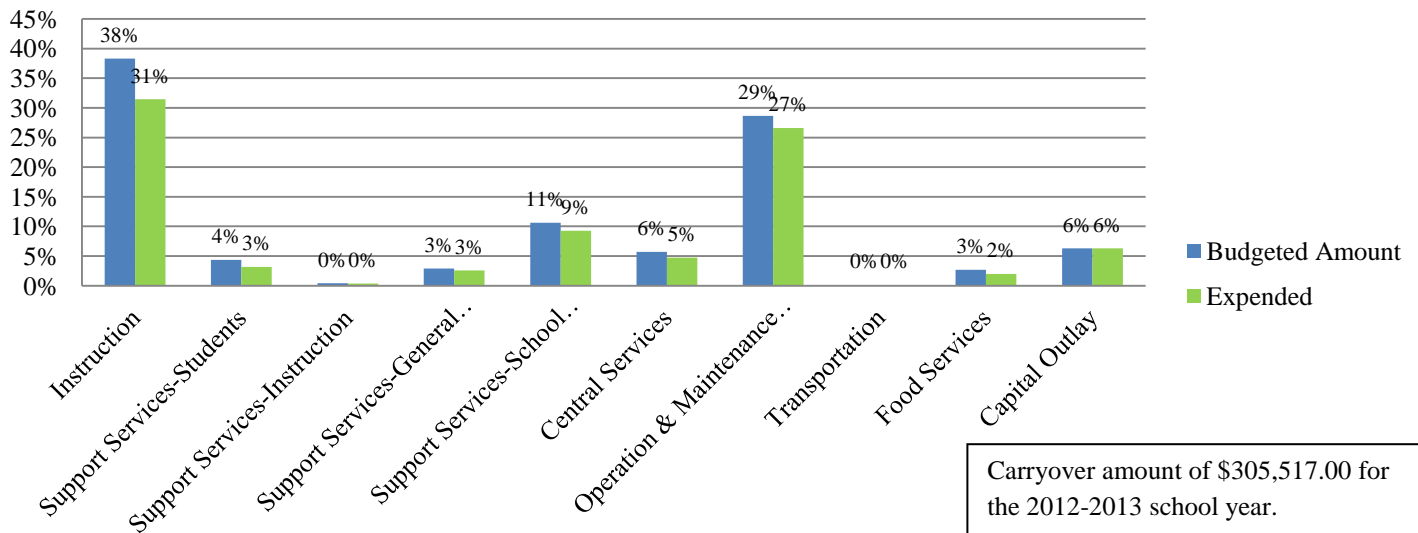
In 2009-2010, a great amount of the budget was projected and used in the area of Instruction, as this was the opening year of the school and all instructional materials had to be purchased at that time. Food services were not available for this initial year, and thus are not reflected in the budget. The school ended the year with a very healthy \$270,970 amount to carry into the 2010-2011 school year.

## 2010-2011



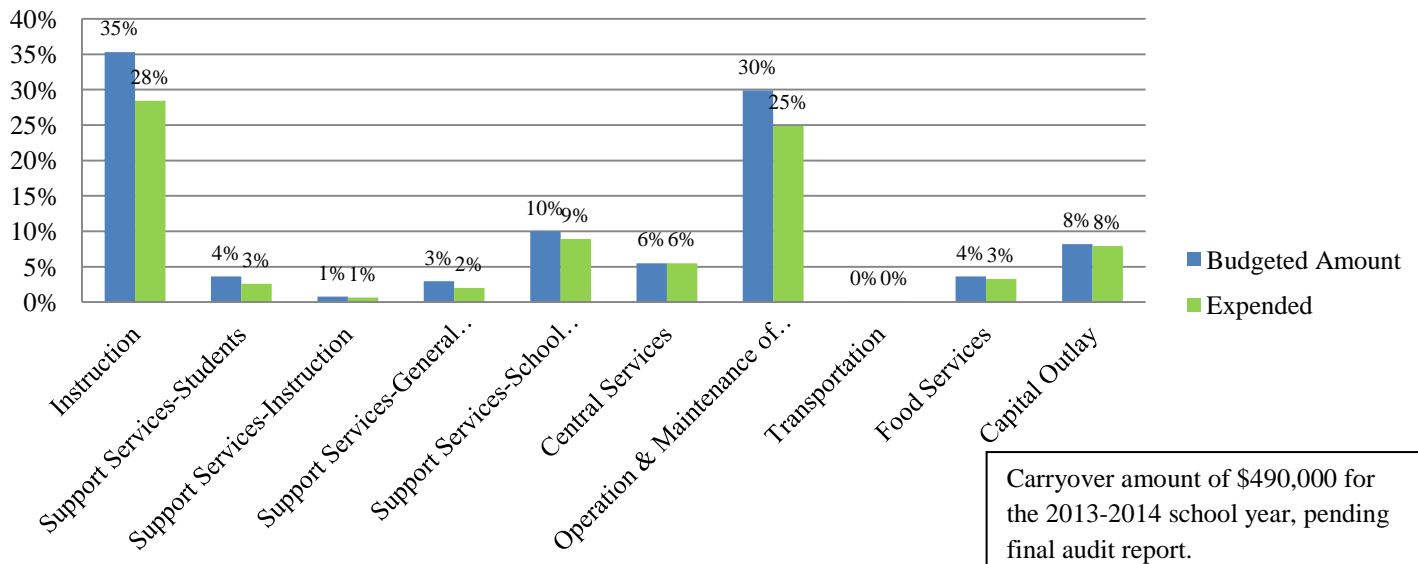
In 2010-2011, three new modular buildings were added, increasing the amount of money that needed to be budgeted for Operation and Maintenance of Facilities. In addition, for the first time, NAS-NM began serving lunches to students, so there is an increase in that area. NAS-NM still ended the year with a carryover amount of \$488,637 to begin the 2011-2012 school year.

## 2011-2012



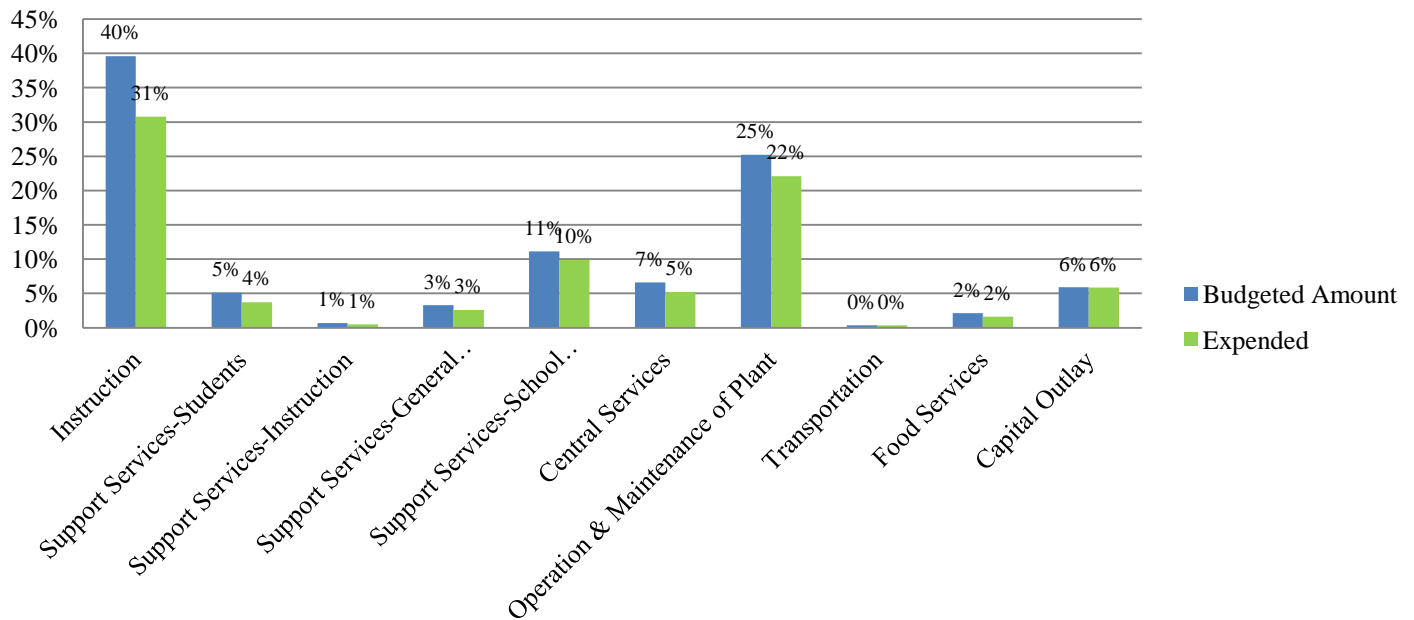
The only major changes that can be seen in the 2011-2012 budget was the increase in budget for food services, as more students were served. There were slight increases in all areas, which is expected as the amount of students increased, so did the projected and actual expenditures. The 2011-2012 school year ended with a carryover amount of \$305,517.

## 2012-2013



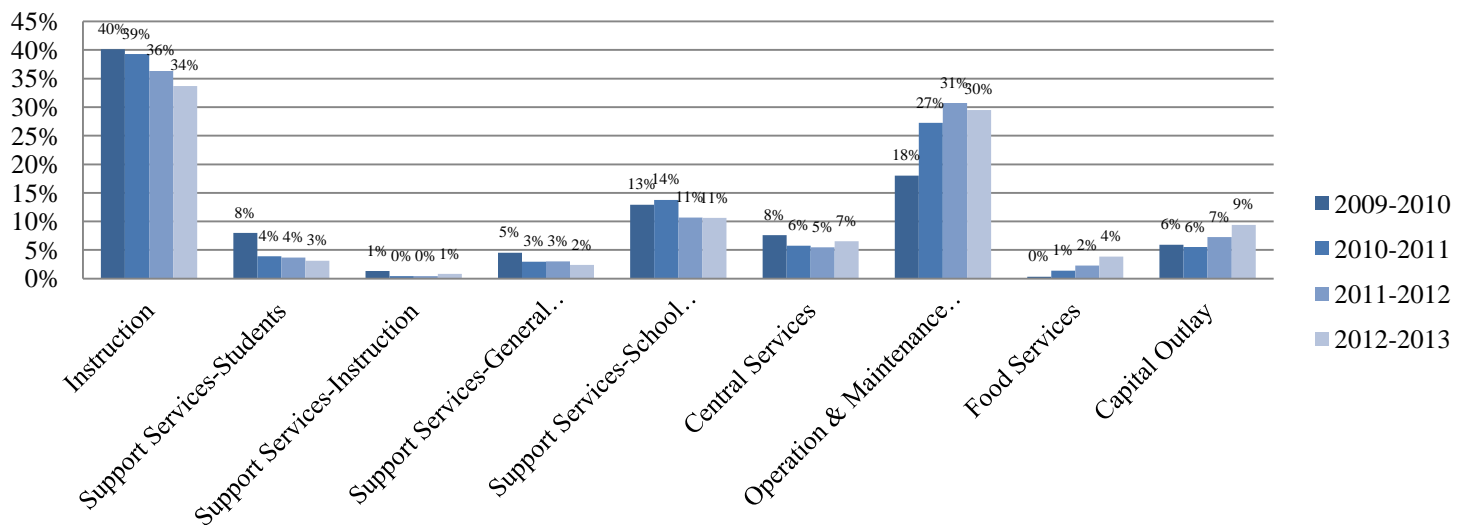
In the 2012-2013 school year, both the projected and expended amounts stayed about the same as in 2011-2012, with a year-end carryover going into 2013-2014 of \$490,000.

## 2009-2013



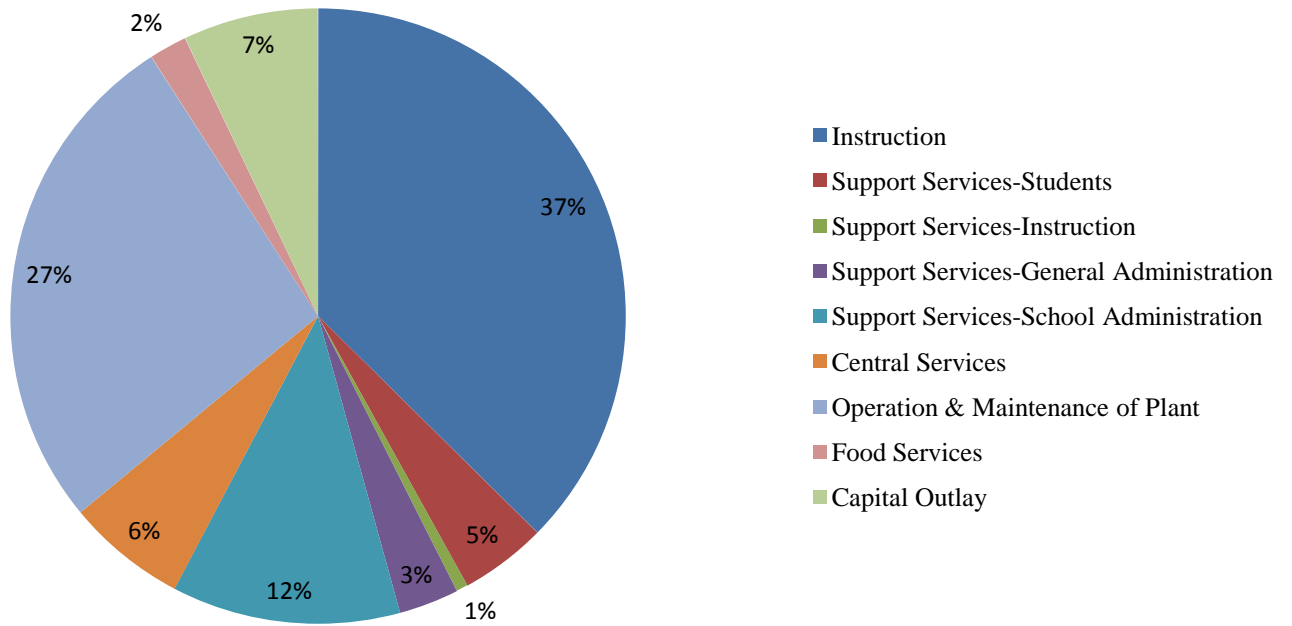
In a review of budgeted amounts vs. actual expenditures, one can see that NAS-NM has done a very good job of consistently staying within budget.

## Yearly Expenditure Composition



Over time, the amount of expenditures in Instruction has steadily decreased, as the need for new instructional materials has decreased. In addition, with the turnover of staff, more new teachers were lower levels of licensure and experience, resulting in lower amounts needed for teacher pay. Most of the fund expenditures have been fairly stable, with slight increases in food services and Capital Outlay. The food services increase in 2012-2013 was the result of the addition of a breakfast program at NAS-NM. Capital Outlay increased as our student population grew.

## Budgetary Expenditures 2009-2013



When the history of NAS-NM budgetary expenditures is viewed as a pie-chart, it is very clear that the bulk of SEG funding, 37%, is directly allotted to Instruction. The next largest chunk is in Operation and Maintenance of Plant, also closely tied to student need for a healthy, well-maintained environment in which to learn.

## 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 America School-NM Charter School and hereby certify that: the attached petition in support of the New America School-NM Charter School renewing its charter was circulated to all employees of the New America School-NM Charter School. There are 32 persons employed by the New America School-NM Charter School. The petition contains the signatures of 32 employees which represents 100 percent of the employees employed by the New America School-NM Charter School.

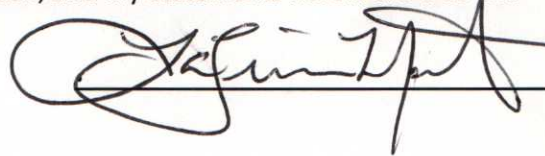
STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, LaTricia Mathis, being first duly sworn, upon oath state:

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

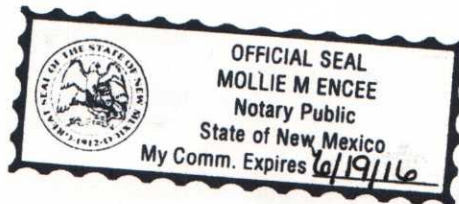


Subscribed and sworn to before me this 30 day of Sept, 2013.

  
Notary Public

My Commission Expires:

6/19/2016



## 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 America School-NM Charter School and certify that: the attached petition in support of the New America School-NM Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 307 households which represents 79 percent of the households whose children were enrolled in the 9New America School-NM Charter School.

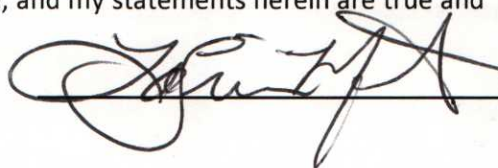
STATE OF NEW MEXICO)

ss.

COUNTY OF Bernalillo)

I, LaTricia Mathis, being first duly sworn, upon oath state:

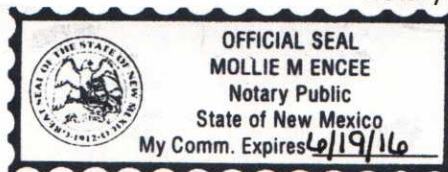
That I have read the contents of the attached petition, and my statements herein are true and accurate to the best of my knowledge and belief.



Subscribed and sworn to before me this 30 day of Sept 2013.

Mollie M. Encée  
Notary Public

My Commission Expires:  
6/19/2016



# Certificate of Completion



County of Bernalillo

## Zoning, Building and Planning Department

This Certificate is issued in accordance with the requirements of the Bernalillo County Code and certifies that at the time of issuance this structure was in compliance with County ordinances regulating building construction or use.

Owner of Building: **NEW AMERICA SCHOOL**

Building Permit No: **BCBP 90037**

Occupancy Group: **E**

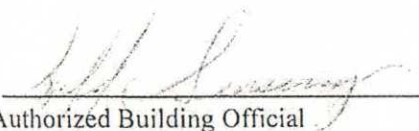
Type of Construction: **Type 2B**

Land Use Zone: **R-1/ SU**

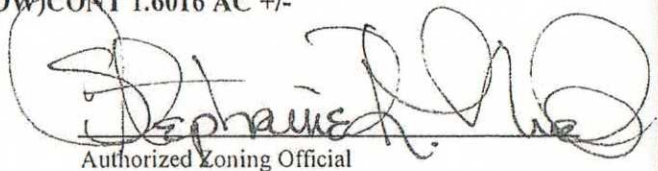
Use of Building: **4287S/F ALTERATIONS/REMODEL** Building Address: **1734 ISLETA BLVD SW**

Legal Description: **TR 233 MRGCD MAP 43 (EXCL W'LY PORT OUT TO ROW) CONT 1.6016 AC +/-**

Approved By:

  
Authorized Building Official

Approved By:

  
Authorized Zoning Official

Date: Sep 8, 2009

# CERTIFICATE OF OCCUPANCY

## County of Bernalillo Zoning, Building and Planning Department

This certificate is issued in accordance with the requirements of the Bernalillo County Code and certifies that at the time of issuance, this structure was in compliance with the County ordinances regulating building construction or use.

**Owner of Building:** Archdiocese Of Santa Fe

**Building Permit No:** BCBP 20120039

**Occupancy Group:** E

**Type of Construction:** 2-B

**Land Use Zone:** R-1

**Use of Building:** 9133 SF Multi-Purpose Building

**Building Address:** 1734 Isleta Blvd SW

**Legal Description:** TR 223 MRGCD MAP 43 (EXCL W'LY PORT OUT TO ROW)CONT 1.6016 AC +/-

Approved By:

X

Building Official or Designee

Signed by: Monica T. Gonzales

**Date:** Monday, April 22, 2013

Approved By:

X

Authorized Zoning Official

Signed by: Trung Duc Doan

**CERTIFICATE OF OCCUPANCY**  
**County of Bernalillo**  
**Zoning, Building and Planning Department**

This certificate is issued in accordance with the requirements of the Bernalillo County Code and certifies that at the time of issuance, this structure was in compliance with the County ordinances regulating building construction or use.

**Owner of Building:** Archdiocese Of Santa Fe

**Building Permit No:** BCBP 20100069

**Occupancy Group:** E

**Type of Construction:** 2-B

**Land Use Zone:** R-1

**Use of Building:** 1608sf Education Bldg New American School

**Building Address:** 1734 Isleta Blvd SW

**Legal Description:** TR 223 MRGCD MAP 43 (EXCL W'LY PORT OUT TO ROW)

Approved By:

X

Building Official or Designee

Approved By:

X

Authorized Zoning Official

**Date:** Tuesday, October 26, 2010

# **CERTIFICATE OF OCCUPANCY**

## **County of Bernalillo**

### **Zoning, Building and Planning Department**

This certificate is issued in accordance with the requirements of the Bernalillo County Code and certifies that at the time of issuance, this structure was in compliance with the County ordinances regulating building construction or use.

**Owner of Building:** ARCHDIOCESE OF SANTA FE **Building Permit No:** BCBP 20110034

**Occupancy Group:** E **Type of Construction:** 5-B **Land Use Zone:** SUP

**Use of Building:** Classroom **Building Address:** 1734 Isleta Blvd SW ALBQ. NM 87105

**Legal Description:** 101205545633610235

Approved By:

X

Building Official or Designee

Approved By:

X

Authorized Zoning Official

**Date:** Thursday, August 25, 2011

# **CERTIFICATE OF OCCUPANCY**

## **County of Bernalillo**

### **Zoning, Building and Planning Department**

This certificate is issued in accordance with the requirements of the Bernalillo County Code and certifies that at the time of issuance, this structure was in compliance with the County ordinances regulating building construction or use.

**Owner of Building:** Archdiocese of Santa Fe

**Building Permit No:** BCBP 90046

**2006 IBC Occupancy Group:** E

**Type of Construction:** VB **Land Use Zone:** Special Use

**Use of Building:** 5760 S/F Modular Classrooms

**Address:** 1734 Isleta Blvd SW

**Legal Description:** TR 223 MRGCD MAP 43 (EXCL W'LY PORT OUT TO ROW) CONT 1.6016 AC +/-

**Approved By:**

X

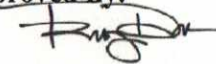


Building Official or Designee

Signed by: jsenseney

**Approved By:**

X



Authorized Zoning Official

Signed by: Trung Duc Doan

**Date:** 1/25/2010

## 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](mailto: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 America school-New Mexico    

Date submitted:     September 10, 2010     Contact Name:     Janelle Garcia    

Email     jgarcia@newamericaschoolnm.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 I, page 3	<b>Enrollment Information:</b>  <b>Grade span at full enrollment</b> <u>    9-12    </u> <b>Total</b> <b>number of students at full enrollment</b> <u>    350    </u>	Change enrollment cap at full enrollment from 350 to 450.	<i>The school is attracting many more students than previously projected. The school is recognized in the community as serving the needs of high risk ELL adolescent students and adult students who have not completed their high school diploma. The 8:00am-10pm schedule allows a capacity of 225 in the day and similar number in the night program.</i>	

Original Signature of Governing Council President or Designee: \_\_\_\_\_

Date:     Sept. 8, 2010    

Printed Name of Governing Council President or Designee: \_\_\_\_\_

*Juan R. Vigil*  
**Juan R. Vigil**

### Public Education Department use only

Program Manager approves change - no further action taken: \_\_\_\_\_

Date: \_\_\_\_\_

Program Manager forwards request to Asst. Secretary: \_\_\_\_\_

Date: \_\_\_\_\_

Public Education Commission Chair: \_\_\_\_\_

Date: \_\_\_\_\_

☐ APPROVED

☐ DENIED

NEW AMERICA SCHOOL-NEW MEXICO  
GOVERNING COUNCIL

RESOLUTION NO. 2010- 09-08-01

Resolution Regarding Amendment to Charter

WHEREAS, the New America School-New Mexico Governing Council ("Council"), the governing body of the New America School-New Mexico, a public charter school ("School"), met in regular session at 1734 Isleta Blvd. SW, Albuquerque, New Mexico on September 8, 2010, at 4:30 p.m.; notice of the meeting was provided by law; and

WHEREAS, New Mexico law requires that the Council approve proposed amendments to the School's charter prior to submitting them to the New Mexico Public Education Commission for approval; and

WHEREAS, the Council seeks to expand the maximum student enrollment number from 350 to 450 students; and

WHEREAS, the Council determined that the proposed amendment to student enrollment was in the best interests of the School and the community, and that the attached State Charter School Change/Amendment Request Form ("Form"), and the amendments proposed thereon, should be submitted to the Public Education Commission for approval.

THEREFORE, BE IT RESOLVED that, the attached State Charter School Change/Amendment Request Form, and the amendments proposed thereon, are approved by the Council, and that the Form should be submitted to the Public Education Commission for consideration and approval.

The undersigned Secretary certified that he is the duly elected Secretary of the Council and that the above is true and correct statement of the Resolution that was duly adopted at a meeting of the Council, which was held in accordance with State laws and bylaws of the New America School - New Mexico Governing Council.

The motion was duly made, seconded, and 5 voted in favor and 0 against; the motion carried.

  
Juan Vigil

President, NAS-NM Governing Council

Dated: Sept 8, 2010



Secretary, NAS-NM Governing Council

Dated: Sept 8, 2010

1 CHAIRMAN GARRISON: "Here resolves that the  
2 request to amend the charter of the Gilbert L. Sena  
3 Charter High School to change its mission is hereby  
4 approved."

5 Congratulations.

6 MS. ROMERO: Thank you very much.

7 CHAIRMAN GARRISON: You're welcome.

8 MR. OBENSHAIN: Mr. Chairman, Members of  
9 the Commission, the next amendment before you is from  
10 the New America School. And I'd like to invite the  
11 principal, Dr. Janelle Garcia, to the table, and she's  
12 here for any questions. We do recommend approval of  
13 this amendment.

14 CHAIRMAN GARRISON: Thank you.  
15 Do any Commissioners have any questions?

16 SECRETARY GANT: Mr. Chair, we're adding --  
17 well, they are. Excuse me. They want to add another  
18 100 students.

19 Your facilities will handle another 100  
20 students?

21 DR. JANELLE GARCIA: Mr. Chair, Members of  
22 the Commission, yes. Actually, we have a state-approved  
23 master plan with PSFA, and we are working on adding --  
24 because we know that with the additional students, we're  
25 going to need to increase at least four additional

SANTA FE OFFICE  
119 East Marcy, Suite 110  
Santa Fe, NM 87501  
(505) 989-4949  
FAX (505) 820-6349

**BEAN  
& ASSOCIATES, Inc.**  
PROFESSIONAL COURT  
REPORTING SERVICE

MAIN OFFICE  
201 Third NW, Suite 1630  
Albuquerque, NM 87102  
(505) 843-9494  
FAX (505) 843-9492  
1-800-669-9492  
e-mail: info@litsupport.com

1 classrooms. Currently, we are leasing some classrooms  
2 from Williams Scotsman, so they're a modular-type  
3 classroom. And so they have told us -- and the  
4 architect has agreed, as has PSFA -- that in order to  
5 meet adequacy standards, in order to add 100 students,  
6 we would have to add four classrooms, which is two  
7 modular buildings.

8 SECRETARY GANT: Next question: How are  
9 you going to afford the addition to your school?

10 DR. JANELLE GARCIA: If I can defer to  
11 Mr. Greg Cook who assists with our budget and finance,  
12 and he is the founder of the New America School New  
13 Mexico.

14 MR. COOK: Thank you very much.

15 To answer -- whoops, I just hit the button.  
16 Currently, as Janelle mentioned, we have a master plan  
17 approved by PSFA. We have adequacy standards for 291  
18 students currently. We made state ACRA standards. Our  
19 program has day and night and start at 8:00 in the  
20 morning and go to 10:00 at night, so our capacity is  
21 really by eight [sic]. But because of the way we use  
22 our classrooms, we've already developed a master plan to  
23 add additional classrooms. And the affordability of  
24 that is, working with our financier, we added a  
25 classroom in December. We added one in August, and we

1 plan, by next year, to add these four classrooms. We  
2 lease the classrooms, which is within our capacity in  
3 terms of our lease costs and PSFA money and within our  
4 state funding. And also the debt service to pay for the  
5 infrastructure to put in additional classrooms is within  
6 our funding budget.

7 SECRETARY GANT: Okay.

8 MR. COOK: And it's something, I might add,  
9 that I watch very carefully. Even though we're approved  
10 for 291, we don't use or classrooms that way. We're  
11 very careful to make sure our students have adequate  
12 space and not compacted space in our program. And I  
13 would invite the Commission to come down and look at  
14 what we've accomplished in the South Valley, on Isleta,  
15 in terms of our campuses. It's pretty amazing.

16 CHAIRMAN GARRISON: Thank you.

17 Any other comments or questions by  
18 Commissioners?

19 With that, the Chair will entertain a  
20 resolution.

21 Commissioner Krivitzky.

22 COMMISSIONER KRIVITZKY: "Resolution:  
23 Whereas the New America Charter has requested an  
24 amendment to its charter to increase the enrollment cap  
25 from 350 students to 450 students; therefore, be it

1 resolved, the request of the amendment charter of the  
2 New America School to increase the enrollment cap from  
3 350 to 450 is hereby approved."

4 CHAIRMAN GARRISON: A resolution has been  
5 made. Do I hear a second?

6 COMMISSIONER BERGMAN: Second.

7 CHAIRMAN GARRISON: Seconded by  
8 Commissioner Bergman.

9 Secretary Gant, please proceed with the  
10 roll-call vote.

11 SECRETARY GANT: Commission Krivitzky?

12 COMMISSIONER KRIVITZKY: Yes.

13 SECRETARY GANT: Commissioner Pogna?

14 COMMISSIONER POGNA: Yes.

15 SECRETARY GANT: Commissioner Carr?

16 COMMISSIONER CARR: Yes.

17 SECRETARY GANT: Commissioner Bergman?

18 COMMISSIONER BERGMAN: Yes.

19 SECRETARY GANT: Commissioner Shearman?

20 VICE-CHAIR SHEARMAN: Yes.

21 SECRETARY GANT: Commissioner Garrison?

22 CHAIRMAN GARRISON: Yes.

23 SECRETARY GANT: Commissioner Gant votes  
24 yes.

25 It's unanimous.

1 CHAIRMAN GARRISON: "Be it resolved that  
2 the request to amend the charter of the New America  
3 School to increase the enrollment cap of 350 students to  
4 450 students is hereby approved."

5 Congratulations.

6 DR. JANELLE GARCIA: Thank you very much.

7 MR. OBENSHAIN: Mr. Chair, Members of the  
8 Commission, the next amendment in front of you is for  
9 the Academy of Trades and Technology, and the principal,  
10 Dr. Wayne Gordon, from Academy of Trades and Technology,  
11 is here for questions. And we approve the amendment --  
12 we recommend approval of the amendment for Academy of  
13 Trades and Technology.

14 CHAIRMAN GARRISON: Dr. Gordon, welcome.

15 Any questions by Commissioners?

16 Commissioner Bergman.

17 COMMISSIONER BERGMAN: I'm just a little  
18 confused. I see on your document here you're leaving  
19 the Yale address.

20 DR. GORDON: Yes, sir.

21 COMMISSIONER BERGMAN: You've already gone  
22 from there?

23 DR. GORDON: We are in a temporary  
24 location, yes, sir.

25 COMMISSIONER BERGMAN: Okay. Then why do

The New America School-NM    Audit Report Summary

Identify information form 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	2	<p>09-018 Compliance finding over over-expended Funds</p> <p>09-26 Control deficiency over expense report reimbursements</p>	<p>09-018 The startup deposit for operational purposes was deposited and used only for check stock and related monthly bank charges. NAS will monitor all future expenditures and submit Budget Adjustment Requests to ensure proper budget authorization.</p> <p>09-26 New America School has been provided a Travel Reimbursement Form by our business manager which complies with the Per Diem and Mileage Act. Our business manager has already instructed our office manager on the new use of the new form for any future travel and reimbursement requested made by our staff and board members.</p>
2009-2010	4	<p>10-17 Significant deficiency over personnel file maintenance</p> <p>10-20 Control deficiency over employee background checks</p> <p>10-22 Significant deficiency over monthly reporting for payroll and retirement contribution</p> <p>10-28 Compliance finding over mileage reimbursements</p>	<p>10-17 PED's management has reviewed the state authorized chartered schools' individual responses and concurs with the finding and will implement policies and procedures to ensure proper supporting documentation is maintained within personnel files. The Bureau Chief of Accounting and Audit and Head Administrator are the responsible parties to develop and implement the corrective action plan to address the above audit finding within the next calendar year.</p> <p>10-20 The school procedures require a background check for all employees at the school. Appropriate documentation is maintained in the personnel files. The employees in question were students hired after school hours. The school will review its procedures for background checks on student employees.</p> <p>10-22 The school changed business managers in the middle of the year. Procedures have been put in place to reconcile the ERB payments made to the general ledger.</p> <p>10-28 The school is aware of the mileage rates and used the rate presented in the Fall Conference of the NMASBO. The school will review the requirements and comply.</p>

The New America School-NM Audit Report Summary

2010-2011	5	<p>10-28 Travel &amp; Per Diem, Non-Compliance and other matters</p> <p>11-01 Timely Deposits, Non-Compliance and other matters</p> <p>11-02 Disbursements, Non-Compliance and other matters</p> <p>11-03 Budget reports, Non-Compliance and other matters</p> <p>11-04 IDEA-B, Stabilization Cash Management/Reporting</p> <p>11-05 Anti-Donation</p>	<p>10-28 According to the cited NMAC 2.42.2.11 for the mileage reimbursement finding, the appropriated amount for reimbursement under state statute is 80% of the federal amount. Since the federal amount for mileage reimbursement was \$0.555 then the correct amount to reimburse was \$0.444.</p> <p>11-01 Management is fully aware of the rule set forth concerning depositing money received within 24 hours. The school currently has policy in place and will review the policy with the proper staff to insure all policy is followed.</p> <p>11-02 The school does not maintain a credit card in its name. The New America Consolidate has a credit card which the school's principal is allowed to use. The New America Consolidate pays the bill once it has matched copies of the receipts to the statement. The New America Consolidate then invoices the school. The school's Assistant Business Manager then goes through a process of matching which she maintains at the school site prior to paying the invoiced amount from The New America Consolidate. All back up information is available for review at the school site.</p> <p>11-03 Procedures currently in place will be reviewed with appropriate staff to ensure that all funds are reconciled correctly prior to submission of PED budget reports. A more in depth review of all reports submitted to the PED will be implemented to help strengthen current procedure.</p> <p>11-04 As previously stated, review of current procedures will be conducted with all appropriate staff concerning the reconciling of all funds. Current procedures will be strengthened by a more in depth review of all reports prior to their submission to the PED.</p> <p>11-05 As with many public agencies including school districts, the principal is provided a vehicle. The use of this vehicle is strictly limited to school business purposes only. However, the vehicle is provided so that the principal can attend school functions and oversee all school issues as they arise. To and from commuting will be reflected as income in</p>
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The New America School-NM Audit Report Summary

			accordance with IRS regulations.
2011-2012	8	<p>11-01 Timely Deposits, Non-Compliance and other matters</p> <p>11-02 Disbursements, Significant Deficiency and Non-Compliance and other matters</p> <p>11-03 PED Budget reports/BARS, Non-Compliance and other matters</p> <p>11-04 Anti-Donation, Non-Compliance and other matters</p>	<p>11-01 The New America School has adopted policies and procedures to ensure that all deposits are time marked when received and then deposited within 24 hours in compliance with the NMAC. Policies and procedures have been and will be routinely reviewed with appropriate personnel to ensure compliance.</p> <p>11-02 Policy and procedures will be reviewed to ensure that the school will be in compliance with the NMAC in respect to review of allowable expenditures. Management will work with the new principal in regards to use of the credit card and the determination of allowable and unallowable expenditures. Additionally, the New America School-New Mexico is researching the option of a "P-Card" and if this is available to NASNM the credit card issued by NAS Colorado, a non-profit associated with NASNM by contract, will be terminated.</p> <p>11-03 For the amount of \$3,120, the NMPED asked that the school reclassify this amount from the teacher salary line to the teacher additional compensation line for employees that were paid specifically to administer tests. The NMPED did so because there is no specific job class within the UCOA for this type of employee. The business manager made the change manually on the actuals upload to expedite the approval of the cash report but did not make the journal entry to correct the GL. The business manager will make all changes to the GL prior to any adjustments to the actuals upload. Management is in disagreement with the amount not budgeted of \$4,945 for the Instructional Materials Final Allocation being a finding. In talks with Susan Lucero of the DFA, schools have the option to budget the increase in allocation and must do so if the school plans to expend any of the increase to the allocation. She also stated that the school has the option, with the Instructional Materials fund, to budget the increase to the allocation into the following year's Initial Budget upload.</p> <p>11-04 Management is aware of the former principal's use of the vehicle during FY12. The current principal does not use the vehicle in the same manner and it will not be a take-home</p>

The New America School-NM Audit Report Summary

			<p>vehicle for any New America School-New Mexico employee.</p> <p>12-01 The school currently has policies and procedures that reflect the requirements of the NMAC for purchasing. Management will review the requirements with the school's new principal to ensure that the New America School-New Mexico is compliant. For the amount of \$69,128, the purchase of goods was from Beck Total Office Interiors who gets their goods from an approved provider. As other charter schools have done, the New America School-NM will ensure that future purchases are made direct from the providers with the approved contracts. The National IPA that Beck Total Office Interiors used for the purchases was number 07001. For the amount of \$32,471, the total of the purchase was for both goods and services. Management is of the understanding that in a hybrid purchase of this nature the lower amount for procurement is used. Future purchases of both goods and services from a single provider totaling over \$20,000 will follow the required bid process.</p> <p>12-02 Policies and procedures are in place to ensure that all requisitions and purchase orders precede receipt of goods and/or services as well as the invoices. We will work with the school to reinforce the policies and procedures concerning procurement are followed at all times.</p> <p>12-03 The school's business manager was not aware of the activity account that the school had in FY12. Management currently has access to view the account activity online as well as to obtain bank statements on a monthly basis which are used to reconcile the bank account in a timely manner. Through action from the governing council in order to prevent abuse, the bank account has been added to the AptaFund accounting software along with the school's main bank account and is tracked separately with its own fund code. Furthermore, all checks to be cut from July 1, 2012 going forward will be done so using the AptaFund software and will follow all the requirements of the procurement code.</p> <p>12-04 All adjustments to the General Ledger will be made prior to submission of the actuals and</p>
		12-01 Procurement Code, Non-Compliance and other matters	
		12-02 Internal Control Structure, Non-Compliance and other matters	
		12-03 Bank Reconciliations, Non-Compliance and other matters	
		12-04 PED Cash Report, Non-Compliance and other	

## The New America School-NM    Audit Report Summary

		items	cash report to the NMPED. Adjustments will be made by the school's business manager and subsequently reviewed by one of the other licensed business managers at the NMCCS to ensure that an accurate accounting of the school's activity is submitted.
2012-2013	In process	In process	In process

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

Policy was adopted by the Governing Council regarding the Federal Mileage rates for reimbursements.

The school activity account was put onto the APTA system for better tracking and accountability.

Fiscal procedures at the site level were clearly delineated, written, and disseminated to employees regarding the proper procedures for handling and depositing of monies.