

Walatowa High Charter School

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Located on the Jemez Pueblo Indian Reservation



"Think Globally, Create Locally"

Ms. Patricia Matthews, Director
Parent Options/Charter Schools Division
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

October 3, 2011

Dear Ms. Matthews:

On behalf of the Governing Board of Walatowa High Charter School, please accept receipt of our 2011 State-Chartered Charter School Renewal Application. As requested, we are submitting two hardcopies, including one with original signatures, and a CD with all electronic files.

Walatowa High Charter School will enroll up to 150 students and will continue to operate at its current location at Pueblo of Jemez.

If you require additional information, please contact me, Arrow Wilkinson, at the above phone number, or my email address: awilkinson@walatowahcs.org

Yours truly,

A handwritten signature in black ink, appearing to be "Arrow Wilkinson", written over a horizontal line.

Arrow Wilkinson, Principal
cc. Odessa Waquie, President WHCS Governing Board

*deliverables: application copies and CD



PART A

PERFORMANCE REPORT

(A Report on the Current Charter Term)

PART A-PERFORMANCE REPORT

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PART A-PERFORMANCE REPORT

I. REPORT ON PROGRESS

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

The Charter School can submit its own report on the progress of the charter school in achieving the goals, objectives, students' performance standards, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

Since Walatowa High Charter School first opened its doors, the charter school has evolved in its delivery of student services, expanding prospects for enhancing student engagement, increasing rigor and high standards, and maximizing community and institutional partnerships while focusing sharply on the school's adopted mission. During this period, WHCS has frequently reflected on our progress towards meeting our original goals to our students and stakeholders (addressed below). As we move forward in the new term, the charter high welcomes the opportunity to address our future performance by applying new tools, such as SMART goals, to strengthen student and organizational processes and outcomes.

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

A. Material Violations

The Charter School Act provides:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards or procedures set forth in the charter, 22-8B-12F (1) NMSA 1978

Please answer the following questions. If the answer is yes, please provide details.

Question	School's Response	
	YES	NO
1. Are there terms of the school's charter that the school has changed or that the school has not yet implemented over the past four years?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Over the past four years were there any material terms of the school's charter which the District determined that the school was not in compliance and the District notified the school of the compliance violation?	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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B. Achievement

The Charter School Act provides:

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

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

- Using the NMPED School Accountability Reports from the following PED webpage: <http://www.ped.state.nm.us/ayp2010/index.html> complete the following chart.

NMSBA SCHOOL SUMMARY—ALL STUDENTS

Year of Charter Term	School Year Tested	Date of NMPED School Accountability Report	MATH		READING	
			% proficient	Met proficiency goal?	% proficient	Met proficiency goal?
1	2007	August 2007	25	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	25	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2	2008	August 2008	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
3	2009	August 2009	7.1	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	28.6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	2010	August 2010	15.4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	23.1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Statement of Progress and Additional Information:

Please see Appendix A for selected reports

Our goal is for every student at Walatowa High Charter School (WHCS) to reach proficiency or above in reading and math. Our EPSS goals, college readiness goals, and teacher performance goals all point to this same measure. We have not kept pace with the AMO (Annual Measureable Objective) goals for AYP, but the charts below will clearly show how we have made great strides overall in moving our students in the direction of proficiency. We have reduced our beginning step group and increased our nearing and above group by an average of 10% per year, overall. With this trend the school expects to see a major shift in our proficiency numbers because we have changed the start point of our students and incorporated strategies to bring them up to grade level much quicker.

Two major pieces that have contributed to this change is the collaborative relationships we have established with our feeder school and the tribal education office. Working together we have brought awareness and improvement to the instructional work that is occurring at the middle school level. Another critical piece to this improvement is the continuity of our core teaching staff. The Math and Language Arts teachers are both entering into their 5th year at WHCS. This consistency in the classroom has made a significant difference to students' success.

High schools do not measure the same cohort when the NMSBA is given each spring. This means that only the 11th grade class each year is given this test and the results are not available to the school until the beginning of the following year. This changes the population being measured without any connection to the other years of instruction. Teachers do not have the opportunity to make modifications that can be measured with the same

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test takers. Each new student cohort brings their own strengths and weaknesses that teachers work with for 2.5 years, then measured one time in the spring of their Junior year. Sometimes the knowledge gained from the results of the NMSBA for one group is not relevant or pertinent to the next cohort. One example of this phenomenon is our most recent cohort. Results from the Spring 2011 testing showed these students were lacking in some basic math skills, while the 2010 students did not have this same outcome. One reason the 2010 group performed better in basic math skills is attributed to the feeder middle school teacher the 2010 class had. As the results of the NMSBA are analyzed, those areas in our curriculum we determine need to be re-taught are directed to the classes that follow. However, other areas to re-visit are unique to each group because of various factors that change from group to group. With that said, our school has been able to use the data generated from this assessment and make adjustments to our work to move students from beginning steps to proficient.

You will see from the chart below that the overall trend has been that our beginning step group has decreased, as our nearing proficient and proficient groups have grown. Our teachers have worked diligently with the school's test coordinator to better prepare our students for this high stakes test. WHCS does not teach to the test, but we have incorporated similar structured questions in our own assessments and taught the students the different ways that assessments can ask the same questions. For example, the math teacher specifically included writing out the steps to solve problems, because he learned that this skill is required on the NMSBA. Our language arts teacher has increased writing assignments to give the students more practice to meet NMSBA requirements. We also committed an entire period every school day for reading and comprehension to strengthen our students' skills for standardized assessments. This is why WHCS has received a rating of "Met" on our AYP report card, during the past three out of four years in Math and two out of four years in Reading.

A major strength of our faculty is their ability to employ differentiated instruction for our students. The effective teacher/student ratio allows for individualized instruction as often as needed. They also use other strategies such as small group instruction, visual instruction, extended time to complete assignments, quiet learning environment, and positive reinforcement. We offer tutoring during the school day, and, also Saturday school for students who are in need of extra assistance. We raised the bar by not accepting anything lower than 70% this year. A number of students enter WHCS on the average 4 years below grade level in reading and math skills. Our task is to raise these students to grade level by the time they graduate. The students who start the 9th grade with us have a higher propensity to reach this ambitious, but necessary goal. When students spend their entire high school experience with WHCS they are acculturated to the college readiness atmosphere and high expectations of the community and the school.

Specific measures and modifications will be delineated in the following pages.

Math	Begin step	Near proficient	Proficient	Advanced	Rating	Designation
2007-08	57.1	42.9	0.0	0.0	Met	None
2008-09	50.0	35.7	7.1	7.1	Not met	Progressing
2009-10	23.1	61.5	15.4	0.0	Met	Progressing
2010-11	18.8	62.5	18.8	0.0	Met	Progressing

Reading	Begin	Near proficient	Proficient	Advanced	Rating	Designation
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2007-08	42.9	57.1	0.0	0.0	Met	None
2008-09	7.1	57.1	28.6	7.1	Not met	Progressing
2009-10	0.0	76.9	23.1	0.0	Met	Progressing
2010-11	50.0	37.5	12.5	0.0	Not met	Progressing

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- Using grade-level NMSBA data from the following PED webpage:
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>
 report the percentages of the “All Students” category scoring “Proficient & Above” in Math and Reading for each year and grade level tested.
- Using the Annual Measurable Objective (AMO) chart from the PED webpage:
<http://www.ped.state.nm.us/div/psb/dl10/webEPSS/schools/amoChart.pdf>
 indicate the appropriate Annual Measurable Objective (AMO) of your school configuration for the previous academic year.

NMSBA READING										
Percent Proficient & Above and AMO										
Grade	06-07	AMO	07-08	AMO	08-09	AMO	09-10	AMO	10-11	AMO
3										
4										
5										
6										
7										
8										
9										
11	25	45	0	56	28.6	60	23.1	64	12.5	75

Statement of Progress and Additional Information-Reading:

The proficiency group at our school has gone up and down each year. We are seeing an overall positive trend in our reading level based on other assessments such as NWEA. The outlook for WHCS is that groundwork has been established to achieve reliable growth in student proficiency. The school culture reinforced by the NMSBA, which has become the graduation exit exam, is more meaningful to students and a better indicator of student success to the teachers.

There are significant contributing factors that prepare students for the SBA test:

- Structuring class tests similar to the SBA
- Preparation of students through a year-long process
- Stressing to students the importance of the test
- Stressing to parents the importance of the test
- Teaching to the New Mexico Benchmarks & Standards for reading in high school
- Giving students vocabulary deconstruction tools and comprehension strategies for inference, analysis and synthesis

In 2008, 100% of our students were categorized as Economically Disadvantaged and English Language Learners. Our student body is unique, even among Pueblo Native students in New Mexico. The Jemez Pueblo community has arguably the highest fluency in its indigenous language of all Native American tribes. The Towa language is only spoken among the approximately 3800 members of this relatively isolated tribal community. The language has never been written or read - it is only transmitted orally. The Tribal Education Department's primary goal is to preserve Towa, the language in which the tribe's

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spiritual and cultural values are embedded. Having been raised in a language community quite different from the dominant culture, students are challenged to sound out sentences while reading aloud in English.

Another difficulty linked to reading is abstract thinking. Our students tend to struggle with abstract thought needed for the inference, analysis and synthesis skills required for high school level, reading proficiency. According to Western anthropological theory, traditional culture mirrors pre-operational thinking in many ways, because the traditional teaching done by elders in agrarian cultures uses concrete approaches to learning.

The school used SRA Reading and Brigance to determine all students' entry reading levels, which ranged from 3rd to 5th grade, with a small percentage reading at grade level. By offering an SRA Reading class, this helped students gain two to three reading levels in one year.

Another emphasis school wide was the direction to teachers to integrate reading focus in all content areas.

NMSBA MATH										
Percent Proficient & Above and AMO										
Grade	06-07	AMO	07-08	AMO	08-09	AMO	09-10	AMO	10-11	AMO
3										
4										
5										
6										
7										
8										
9										
11	0	27	0	40	7.1	46	15.4	53	18.8	66

WHCS students have shown growth every year during this past five-year period. We have changed the mindset of our students in regard to mathematics and also brought a new relevance to the need for math studies and math skills.

Student goals for math during the current charter term have exceeded state requirements. Pre-Algebra was discontinued as a regular course offering and extra student support was added to address the gap in learning students needed to be successful in Algebra I. Many of our students had been taking Pre-Algebra because it was an easier math credit to complete toward the 3 math credits required a few years ago.

Our current math teacher also was teaching many of the science classes, which lent itself to an interdisciplinary approach to math and science.

Our school also has a technology focus that brings math alive for our students. Using hands-on

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projects such as building bridges with computer software, constructing robots that move by command, and constructing models of energy efficient homes keeps students engaged in learning math theory and acquiring math skills.

Many students are missing basic arithmetic skills that show up, occasionally, in higher levels of learning. These gaps can affect a student's overall performance on the NMSBA. At WHCS, there is an intentional effort to integrate math, like reading, across the curriculum so students can be exposed to basic math skills, consistently, in all subject areas.

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2. STUDENT ACADEMIC PERFORMANCE STANDARDS IDENTIFIED IN THE CURRENT CHARTER—as measured by the school’s selected Short-Cycle Assessments and/or other standards-based instruments.

- List Student Academic Performance Standards contained in the current charter, the standards-based Short-Cycle Assessment or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, the school’s statements of student progress towards the standards and the instructional modifications applied to enable students to progress towards achieving the standards in the next school year.
- Copy and paste additional sections as needed to include all measures.

Student Objective/ Performance Standard #1: Students will increase their scores from the fall to spring data points an average of 2 points in reading.				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate Proficiency): NWEA 9 th grade – 210 10 th grade – 212 11 th grade 214 in the fall test period				
Data:				
Average Scores				
Grade	Year 1	Year 2	Year 3	Year 4
9	214	210	206	208
10	220	216	209	205
11	210	217	216	210
Statement of Student Progress: Please see Appendix B for selected reports				
Year 1 NWEA was first administered on WHCS’ campus in 2007. Prior to 2007, we were required to transport all our students to the district’s technology lab in order to administer the test. Our faculty believed that having the students test at WHCS would create a better environment, more conducive to testing. Instruction in reading does seem to increase students’ self -confidence, including their willingness to participate in oral reading in class. The average scores remained consistent at 200 and above. When looking at the scores of the 4 students with disabilities, they scored below 200.				
Year 2 Average scores remained at 200 and above, which is consistent. The 4 students with disabilities scored below the average. In 2008, when incoming freshmen at Walatowa High Charter School took				

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the NWEA short cycle test, they scored a median reading RIT of 210. According to grade level correlation charts this meant that our new 9th graders were reading, on average, at a 5th grade level. Four out of our fifteen 9th graders were reading between a 2nd and 4th grade level according to the NWEA. This disadvantage has remained a relative constant. Given that SBA standards rose this year, this measure may give a more accurate picture of the challenges involved in producing proficient readers between 9th grade and 11th grade.

Year 3

Average scores remained consistent, above 200, with significant gains the 11th grade year. All students had advanced at least one grade level by the end of the 1st semester. The one student reading at 9th grade level demonstrated that he could read at 11th and 12 grade level. Five students were from Zia Pueblo, a nearby tribal community 10 miles south from Jemez Pueblo.

Year 4

Students are reading aloud with more fluency, diction, inflection, decoding and confidence. When asked to silent comprehend grade-level text, their logic, and ability to understand abstract concepts has improved. They can decode and answer higher level questions that require critical thinking. What teachers learned from facilitating **Lexia** and **Reading Plus**, is that students became bored with reading before the end of the first semester. It was only after we offered rewards and incentives did motivation increase. At the end of the first semester, students were treated to a Lobo basketball game. At the end of the second semester, those students who advanced to **Reading Plus** earned gift cards to Hastings, ranging from \$10.00 -\$60.00.

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Instructional Modifications Applied to Improve Student Achievement of the Objective:

Year 1

The first step to improve reading at Walatowa High Charter School was to identify reading material that was relevant and engaging so that students would push themselves to read. Our students tend to be culturally myopic. Nationwide, the percentage of thirteen to seventeen-year-olds who read nothing at all for pleasure has doubled over a twenty-year period (U.S. Department of Education, National Center for Education Statistics 2004). Yet “reading for pleasure correlates strongly with academic achievement” (National Endowment for the Arts 2007). There is consensus in the literature that students who report they read for pleasure on a daily or weekly basis score better on reading and writing tests than infrequent readers.

Our charter asks for an emphasis on Native culture. So we quickly began building a library of great Native American authors such as Dr. Joe Sando, Leslie Marmon Silko, M. Scott Momaday, Louise Erdrich, Simon Ortiz, Joseph Bruchac, and Sherman Alexie. We tailored a literature curriculum, based on these authors, to meet the benchmarks and standards for reading and literature in the state of New Mexico. The library was also filled with non-fiction reference books on Native American Studies, both historical and political.

As a result of our literacy initiative, prize-winning author Sherman Alexie, who writes in many genres and at many grade levels, has ‘adopted’ the students of Walatowa High Charter. Alexie’s work is humorous and relevant to Native American teens. When Alexie speaks to our students, it is not the Language Arts instructor saying “books are cool,” it is a highly respected Native American author who tackles issues critical to Native communities. Alexie makes extra time backstage for our Walatowa students when he comes to New Mexico for speaking engagements. Students share their impressions of his books with him, via email.

Our students also have a fascination with the supernatural. So we have taken advantage of classics like Arthur Miller’s *The Crucible*, Louis Erdrich’s *Tracks*, and Rudolfo Anaya’s, *Bless Me, Ultima*, as well as the magical realism of South and Central American authors like Garcia Marquez and Borges. We have also taken advantage of the mainstream fad in supernatural fiction for teenagers □ the *Harry Potter/Twilight* phenomenon. We eventually involve higher-level readers with Western classics like *Frankenstein* and *Dracula*.

Our students also have an abiding interest in natural history. Their interests are reflected in our growing library of books on topics such as deer, elk, wildlife biology, botany and the weather among others.

Year 2

The Language Arts teacher completed professional development in the application of ELL strategies for reading, and teaching reading in the content area.

- **Modeling Fluency (& Making Reading Fun)**

Our language arts instructor uses a variety of techniques developed by reading guru, Cris Tovani. Tovani assures students that reading is hard for everyone. To model this, she struggles through an engine repair manual in front of a class. Boys usually jump in to supply

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missing information.

When our freshmen begin to read aloud, it is usually in a soft monotone. Many laboriously sound out words and never pause for punctuation. If that's how reading sounds in their heads, no wonder they find it boring. Our Language Arts teacher has a strong theatrical background and is a former television anchorwoman. She reads aloud theatrically, using action, gesture and vocal range, creating different characters. Students learn to be more confidently fluent by reading aloud in a circle. At first, no more than a sentence is required. Soon, many are voluntarily reading entire pages, even chapters, aloud. Eventually, students perform monologues chosen from favorite literature.

- **Building Decoding Skills**

When reading literature, we use the Tovani method of making statements on sticky notes about the main point, to guess what's going to happen next, or to reading for inference. Because incoming freshmen are shy, we can compare anonymous sticky notes as a class, until students become comfortable with Socratic dialogue. Students learn how to paraphrase by keeping reading journals with "double diaries," translating tough sentences and paragraphs into their own words.

- **Vocabulary**

This is stressed at WHCS. Every word in a book or lecture that students don't understand is defined, written on the board, copied as notes, and included in quarter finals. We play vocabulary games, and create humorous etymological flashcards.

- **Reading in the Content Areas**

Our Language Arts instructor who also teaches 10th and 11th grade history classes, began using Social Studies time to improve student's ability to comprehend and respond to grade level text. This may account for the differences between 9th graders who showed only 33.3% growth for reading compared to 10th graders who showed 76.9% growth for reading.

She uses many techniques including:

- activating prior knowledge
- using highly visual PowerPoint presentations to deliver basic concepts
- drawing analogies using the students' culture as a reference
- building academic vocabulary for a particular unit

These techniques help students tackle the grade-level textbook and answer questions requiring comprehension and critical thinking.

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Using the Internet & Other Media To Kindle Interest In Reading

Research data shows that all adolescents are reading books less. There has been “a downward trend in voluntary reading by youth at the middle and high school levels over the past two decades” (Alverman et al., 2007) that clearly signals something other than reading for fun is occupying their time.

That “something” may be emerging literacies based in digital technologies. “How do youth who are underachievers and who struggle when reading school-assigned textbooks engage with popular culture of their own choosing (e.g., magazines, comics, TV, video games, music, CDs, graffiti, e-mail, and other Internet-mediated texts)?” (Alverman et al. 2007). Today’s student is more comfortable reading from a computer screen than from a book.

- Students who complete grade level text assignments in World History ahead of classmates are allowed to play the educational video game, Civilization.
- Students are asked to research historical themes and topics on pre-selected educational web sites created by PBS and Smithsonian.
- History units are supported by scenes from popular movies. For example: juniors just watched the Hollywood death of Hector in the movie “Troy” then compared it to the same scene in *The Iliad*, and textbook information on ancient Greek city states.

Other modalities for reading in the content area of social studies:

- Students are allowed to read in pairs, helping each other comprehend key concepts.
- Students are taught to use graphic organizers and adjunct displays (like shape maps, decision trees, webbings and flow diagrams.)
- Students are taught to use Cornell notes, to correlate information delivered via lecture and media with information in the text.

Year 3

Along with the aforementioned remediation, the Institute of American Indian Arts provided an instructor for supplemental language arts instruction. She focused on helping students learn how to synthesize and summarize reading material.

Year 4

Students enter WHCS with low graphophonic skills, i.e. the sound-symbol correspondences that help readers decode and comprehend a text and understand the meaning behind it. The Language Arts teacher speculates this may be a result of early emphasis on the student’s first language. The speech pattern related to the autochthonous language, Towa, which utilize glottal consonants and falling diphthongs, sounds very different than spoken English.

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To address this, WHCS added a reading class using state-of-the-art reading software so students can focus on the very different phonics of English through headphones.

- **Lexia** reading software supports reading skills development in students at all levels of ability, Pre-K through Adult, building skills with explicit practice in phonemic awareness and phonics while promoting gains in fluency, vocabulary, and comprehension. Once students move up through grade levels in Lexia, they move into Reading Plus.
- **Reading Plus:** a research based software that addresses all the elements of reading cited by the National Reading Panel including: Phonemic Awareness, Phonics, Vocabulary, Comprehension and, what is most important, Fluency. The software develops twenty five comprehension skills as well as vocabulary and cloze activities (identifying missing elements).

Student Objective/ Performance Standard #1:

Students will increase their scores from the fall to spring data points an average of 3 points in math.

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

NWEA 9th grade – 212 10th grade – 215 11th grade 218 in the fall test period

Data:

Average Scores				
Grade	Year 1	Year 2	Year 3	Year 4
9	218	213	217	219
10	221	221	217	214
11	220	221	228	221

Statement of Student Progress: Please see Appendix B for selected reports

Year 1

Students responded to the challenges of a more rigorous math by making the increases in their NWEA test scores as projected.

Year 2

When looking at the scores just for Year 2, it would appear that scores overall might have gone down. However, the correct way to read the scores to follow the cohort is by reading the chart diagonally. When looking at grade 9 in Year 1 and then looking at grade 10 in Year 2, clearly, the same student class is being tracked. The data shows that 9th graders had a 3-point increase, while 10th graders stayed at the same score of 221, as the year before.

Year 3

This was the highest rated year, overall, for the short cycle assessment. The students tested in Year 1

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increased by an average of 3.3 points from their 9th grade to Year 3. The 9th graders of Year 2 increased by 4 points from Year 2 to Year 3. This can be attributed to the higher levels of math being offered, as well as the additional student supports provided, along with additional math classes.

Year 4

While the scores overall were still above our level for proficiency for the fall date there was a dip in scores, compared to past years. The incoming freshmen scored the highest in this four year span. The 10th grade took a 3-point drop, while the 11th grade made a 4-point gain.

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Instructional Modifications Applied to Improve Student Achievement of the Objective:

Year 1

We began requiring all 9th graders to take Algebra I, 10th graders to take Geometry, and 11th graders to take Algebra II. The 12th graders were offered the option to take a Pre-calculus course. Even without students, perhaps, having taken all the typical pre-requisite courses for a Pre-calculus, it was part of WHCS's first step toward raising the bar for math excellence.

This development helped align WHCS with the high school redesign that was adopted in 2009 that requires four math classes for a high school diploma. This change was introduced in 2008.

Another important addition to our math program was the acquisition of TI-83 graphing calculators for student use. Students were then able to use them in every math course, as they were learning the usage skills necessary for their upcoming college courses.

Year 2

We started a partnership with IAIA to teach a 5th year math class as a remedial course for those students who had missed so much of their basic math skill acquisition in grades 5-8. This course was offered to seniors in the second semester. Although students weren't required to take this course, they were encouraged to do so, because the many of them had failed to obtain those early arithmetic skills so critical to success in their college math courses.

Our faculty integrated Native American history and art into the math curriculum. Specifically, we added the study of Chaco Canyon architecture and design, together with the geometric construction skills used by the Anasazi. Throughout the year students were introduced to more information about the geometric designs associated with pottery, basket-weaving, and artwork used by many of the Pueblo tribes.

We offered a "zero-hour" class to those Juniors and Seniors who were interested in enhancing their math skills and becoming better prepared to take their college placement exams. This year we began to teach Trigonometry in the zero hour time slot for these students. We began this initiative with 5 students in that hour before the regular school schedule began.

Year 3

We took yet another step forward, encouraging our students to take extra math courses by adding Pre-Calculus to the 7:30 "zero-hour" time slot. Our student enrollment numbers increased to 8 throughout the school year.

We continued our partnership with IAIA by teaching both MATH 98 and MATH 99 to our 9th and 11th graders. We believe the benefits of this program will be evident, when students take the ACT exam in Fall 2011. The courses will help students improve their Pre-Algebra and basic arithmetic skills that they may have missed in grades 5-8.

Year 4

Our 7:30 "zero-hour" class grew to 12 students with both Trigonometry and Pre-calculus offered. Students began to rise to the higher level of expectation and excellence. We also began a specific

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afternoon class period for math tutoring.

In the second semester we integrated basic math skills into our Algebra II course offering. We saturated the students with those basic skills, along with the normal class requirements in order to better prepare them for their SBA exam in the spring. We initiated this effort in January and followed it throughout the 3rd quarter.

3. OTHER STUDENT PERFORMANCE STANDARDS IDENTIFIED IN THE CURRENT CHARTER

- List Other Student Performance Standards contained in the current charter, the measure(s) used to assess student progress, the average annual data obtained using those measures, the school's statements of student progress towards the standard and the changes, if any, applied to enable students to progress towards achieving the standard in the next school year.
- Copy and paste additional sections as needed to include all Other Student Performance Standards contained in the current charter.

Student Objective/ Performance Standard #1:

Students will work towards being college ready through taking college entrance exams.

Measure(s) Used:

Explore, PLAN, ACT

Data:

Average Annual Data

Grade	Year 1	Year 2	Year 3	Year 4
9	11.13			12.8
10		14		13.6
11			14	14
12				

Statement of Student Progress:

Walatowa High Charter School, by meeting its mission of rigorous academics and college readiness, has used the ACT battery of grade appropriate assessments to measure strengths and needs for improvements. Please see Appendix C for selected reports

Year 1

The students at Walatowa High Charter School (WHCS) began taking the Explore, Plan, and ACT tests during their 9th through 12 grade years. Each year, seniors are encouraged to take the ACT as part of

PART A-PERFORMANCE REPORT

their college application process. What happens, many times, is that students do not achieve the scores needed for full admission, and there is very little time to bring the scores up. Most colleges are looking for a composite score on the ACT of 19-23 for full admission. They are also looking for a 21 composite score in math and English to register students into college level math and English courses.

The school staff decided to assess our students beginning in the 9th grade year with the Explore test to find out where on the composite scoring scale of ACT they placed. The first group to complete the Explore was the cohort class of 2012. The Explore test was administered to students during the fall of their 8th grade year, while they were students at our feeder school, San Diego Riverside Charter School. This was made possible through a collaborative partnership we had with SDRCS under a state GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant.

The overall composite score is in the chart above under year 1, ninth grade. The composite score needed for an indication that the student is on track for college is between 15-18. While none of our students met this mark, this gave our teachers valuable data to work with rather than waiting till the student take the ACT in the fall or spring of their senior year.

During this first year there were 5 seniors who took the ACT from WHCS from a class of 12.

Year 2

This was the year that the cohort group of 2012 took the PLAN test during their 10th grade year. The PLAN test is designed for 10th and 11th graders, and scored on the same scale as the ACT. Their composite score was 14. We took them to the campus of Southwestern Indian Polytechnic Institute to take this test. We wanted to impress upon students the importance of the test and to understand the connection between these standardized tests and college admission.

There were 6 WHCS seniors who took the ACT that year from a class of 18. We worked with the students to help them register for the test, but were having poor results in students showing up and taking the test.

When we proctored the test ourselves for the Explore and PLAN during the school day, the cohort group participation rate shot up to 100%.

Another indicator of progress in this process is that students were gaining experience with taking timed tests. Neither the NMSBA nor NWEA are timed tests. This timed experience was new for high school students which they needed to practice and master through multiple opportunities.

Many schools offer ACT prep classes and use old exams to prepare students. While we use similar strategies we have incorporated the expectation and result of our students taking a test that is appropriate for their grade, each year.

Year 3

At this point, we had been working with our cohort for 4 years. Bus trips and college campus visits for students were organized and scheduled, every year and every semester. These students were supposed to be part of the first class to take the NMSBA for graduation requirements. We thought we had put our students on the right path for this challenge. We did not have play "catch up" in preparation for this test, since students were now setting their goals beyond a high school diploma. We required students to take the PLAN again the fall semester of their Junior year. The resulting scores were the highest scores, yet, for many of our students. The reason the overall composite score was still 14 was due to three new students who enrolled from another school. Their performance brought our overall average down, but those students who went through our system