

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: May 11, 2018
- II. Item Title: Discussion and Possible Action on Charter School Amendment, The ASK Academy Charter School
- III. Executive Summary and Proposed Motions:

Request and Rationale

The ASK Academy (ASK) requests to amend Section 8.01(a)(i) of the school’s contract: Operational Structure, Length of School Day.

The school’s current contract states:

Length of School Day 7.33 Hours/Day, 1121 Total Hours.

The school would like to change the contract language to:

Length of School Day 7.4 Hours/Day, Exceed 1080 Total Hours.

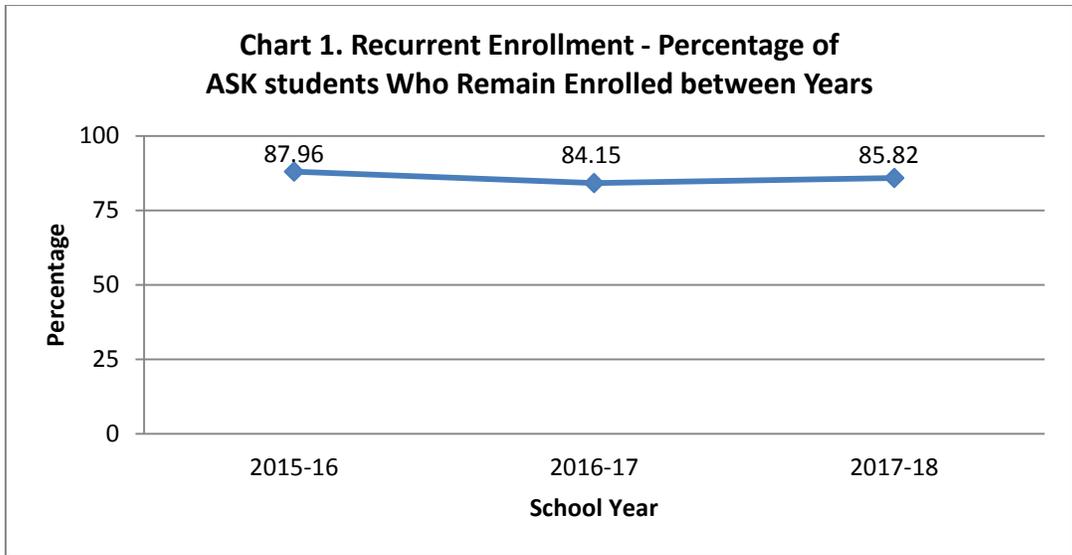
The school states the following rationale for its request:

Increase Length of School Day to provide additional instruction for scholar advisory periods (Career Pathways (HS)/Fundamental Connections (MS); Accommodate Seniors who have fewer instructional days, having met all NM State graduation requirements.

School History and Recurrent Enrollment

The ASK Academy, a secondary school (grades 7-12), was chartered by the state in 2009. The addition of 6th grade was also approved by the PEC on August 19, 2014. According to the school’s contract, The ASK Academy emphasizes science, technology, engineering, and mathematic (STEM) curricula.

The school is authorized to serve grades 6th through 12th and has an enrollment capacity of 600 students. According to the 2016-17 End-of-Year STARS report, the school had 447 students enrolled. According to the 2017-18 120th day STARS report, ASK had 493 students enrolled. Additionally, ASK student enrollment data demonstrates that 87.96% of the students who completed the school year in 2014-15 returned to the school in the 2015-16 school year. ASK student enrollment data demonstrates a slight decrease with 84.15% of the eligible students who completed the school year in 2015-16 returned to the school in the 2016-17 school year. The school’s recurrent enrollment for the SY18 year with 85.82% of eligible students returning to the school. ASK met the PEC’s recurrent enrollment target of 85% during SY16 and SY18. See Chart 1, below.



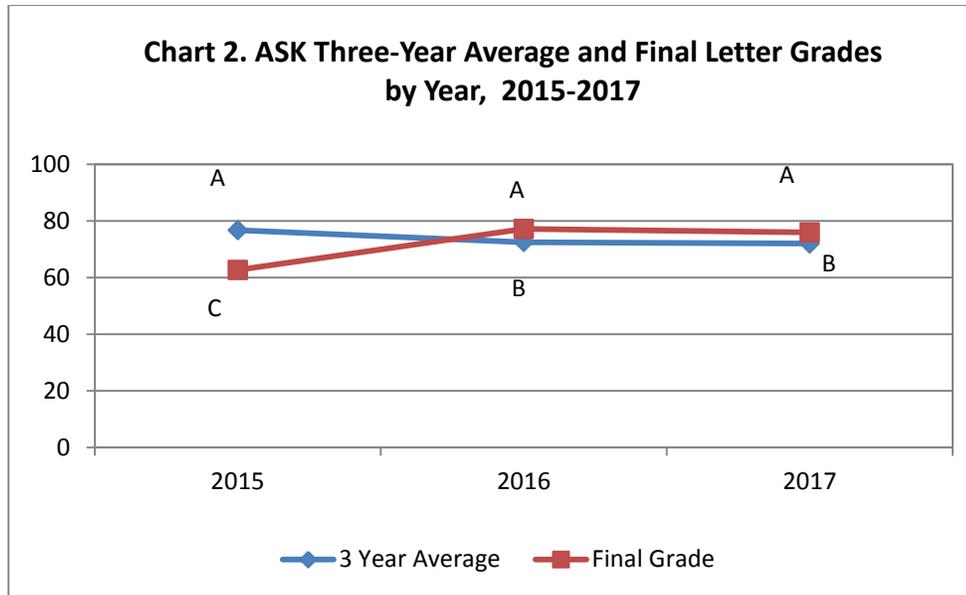
School Performance

The school earned an overall “A” grade in 2017. A review of the school’s academic performance demonstrates the school has maintained an *acceptable level* of overall academic achievement however, demonstrates inconsistent academic performance from 2015 through 2017. When further aggregated, the school’s data reveals a slight decline in reading academic achievement for some of its student subgroups from 2016 to 2017. Additionally, the school’s data reveals notable achievement gaps in math proficiency for some of its student subgroups across the three-year comparison. This section provides an overview of school performance and provides analysis of various indicators on the school grade reporting.

Chart 2, below, illustrates ASK’s overall school grade and its three-year average grade from 2015 through 2017. The school’s final grade has increased by (+13.27) over the last three years (red line) while the three-year average grade (blue line) has remained in the B range for SY16 and SY17. ASK has received the following school grades over the last three school years:

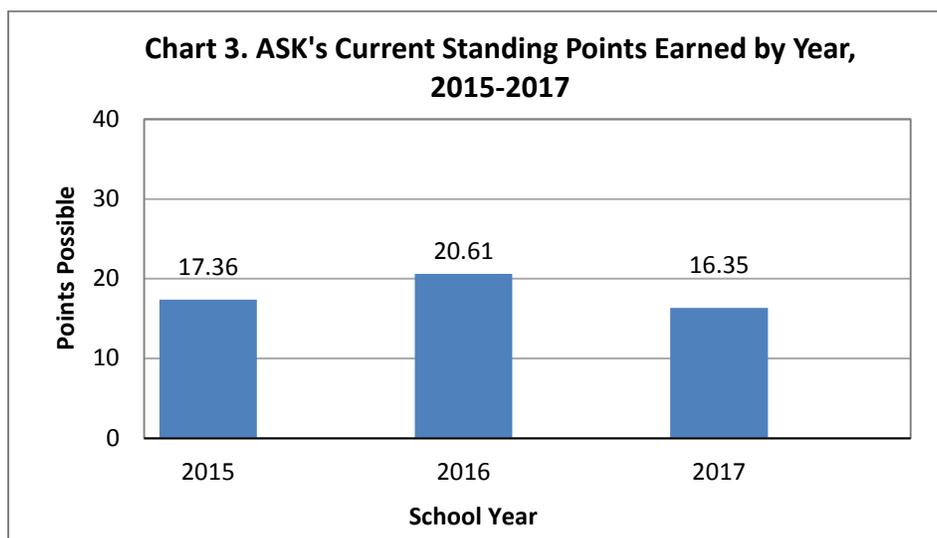
ASK has earned the following school grades:

- In 2014-2015 the school grade was a C (62.99).
- In 2015-2016 the school grade was an A (77.18).
- In 2016-2017 the school grade was an A (75.93).



Current standing. Proficiency rates along with students’ prior achievement and mobility in relation to similar student bodies in other schools comprises the current standing portion of the state School Grading Report. The current standing indicator accounts for the greatest portion of a school’s overall grade, with up to 30 possible of the 100 points. This indicator is broken into four components: points for reading proficiency; points for growth in reading proficiency; points for math proficiency; and points for growth in math proficiency. In 2017, the points possible are as follows: 10 points for reading proficiency; 5 points for VAM growth in reading; 10 points for math proficiency; and 5 points for VAM growth in math.

ASK demonstrated a slight increase in current points earned (+3.25) from SY15 to SY16 however, saw a larger decrease in points earned (-4.26) from SY16 to SY17, on this indicator. Chart 3, below, illustrates the total points ASK earned in the current standing indicator for the last three years.



Reading and math proficiency. In 2017, the statewide average reading proficiency was 28.6% and math proficiency was 19.7%. Overall, both the school’s reading proficiency and math proficiency *exceed the statewide average*. The school’s data demonstrates an inconsistent upward trend for its reading proficiency from 2015-2017, however has increased by 8.8% from 2015 to 2017. Additionally, the school’s data indicates slight upward growth for its math proficiency, increasing by 2 points from 2015 to 2017. ASK’s 2017 school grade states that 51% of ASK’s students were proficient in reading and 38% of the school’s students were proficient in math. Chart 4, below, illustrates the students’ academic proficiency percent rates in reading and math over the last three years.

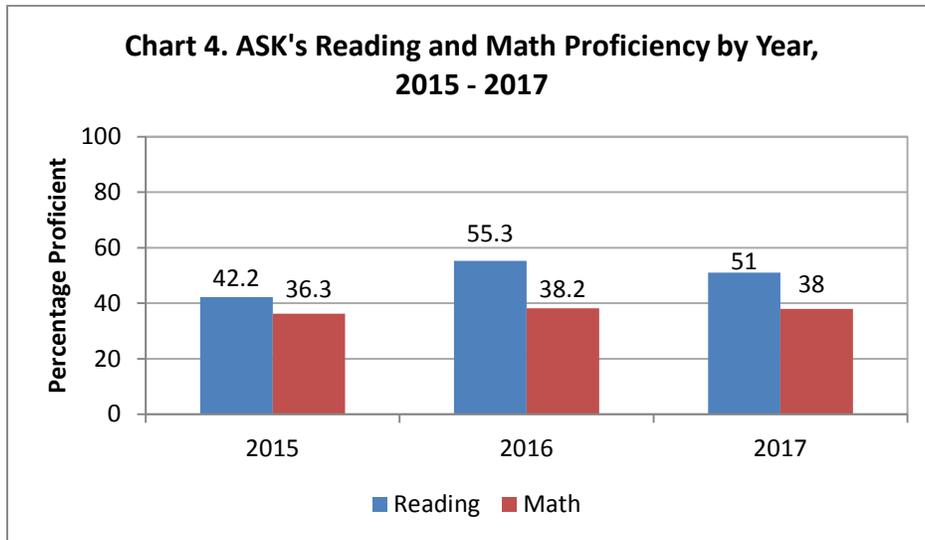
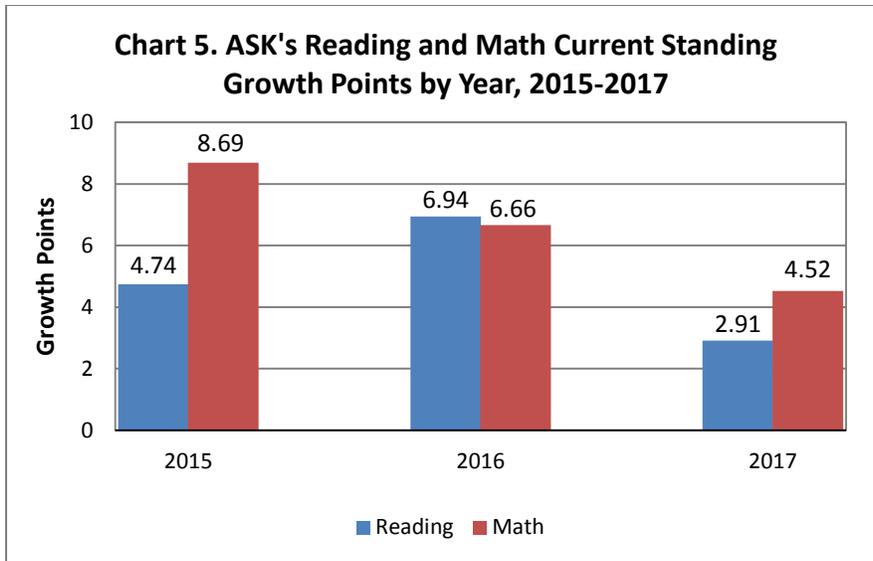
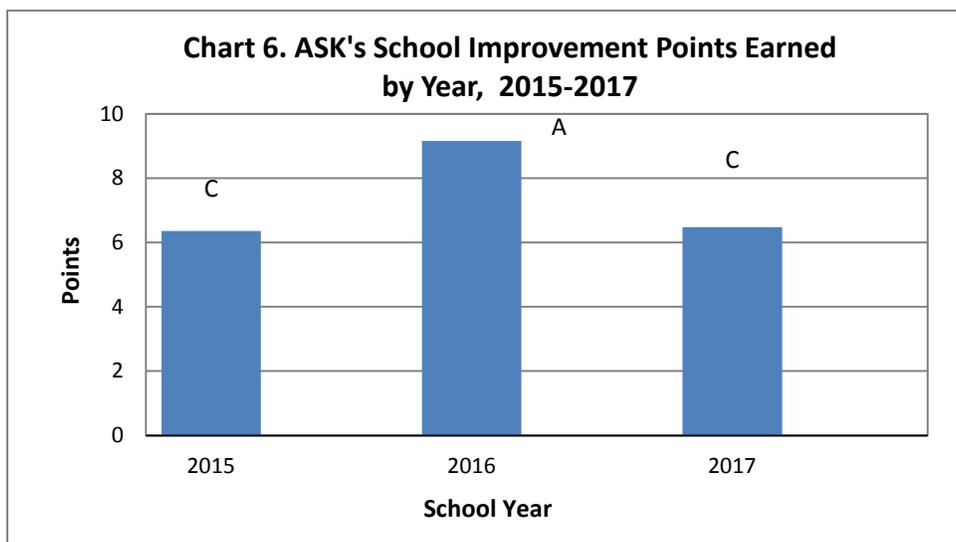


Chart 5, below, illustrates the school’s reading and math **growth points** earned within the current standing indicator, (in 2017, 5 points were possible for reading VAM growth and 5 points were possible for math VAM growth, totaling 10 points possible). In 2017, ASK earned 2.91 VAM growth points in reading and 4.52 VAM growth points in math, respectively, for a total of 7.45 points out of the 10 possible points in current standing indicator, or earning over 70% of the points possible. Recall the possible points and weighted calculation in this indicator has fluctuated year to year. ASK must increase its overall academic performance to sustain its current school grade. ¹

¹ Currently, schools can earn up to 5 points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. Per the state’s approved plan under the federal education law, the Every Student Succeed Act (ESSA), bonus points will factor into school grades for the last time in 2018, after which they will no longer be a component of the school grade.

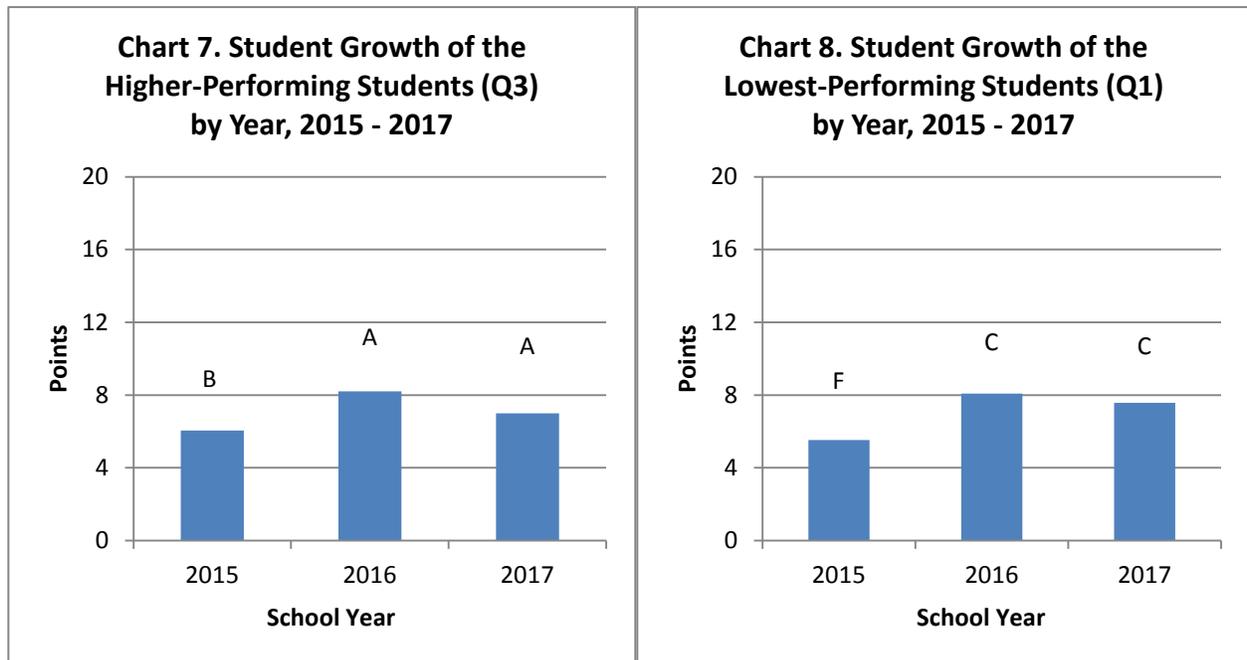


School Improvement. This indicator accounts for a smaller portion of a school's overall grade, with up to 10 possible of the 100 points. This indicator measures the school-wide increase in academic performance. ASK *has not* maintained steady school-wide improvement over the last three years. The school's data demonstrates positive growth earning (+2.8) from SY15 to SY16, however also demonstrates a larger decline in points earned (-2.68) from SY16 to SY17. Chart 6 below, illustrates ASK's points earned in the School Improvement indicator over the last three years.



Higher-performing and lowest-performing students. In the state's school grade reporting, growth is also reported among the school's higher-performing and its lowest-performing students. Over the last three years, the school's higher-performing students have *far exceeded* the state average of 3.6 points out of the possible 10 points, on this indicator. See Chart 7, below. Conversely, in 2017, the school's lowest-

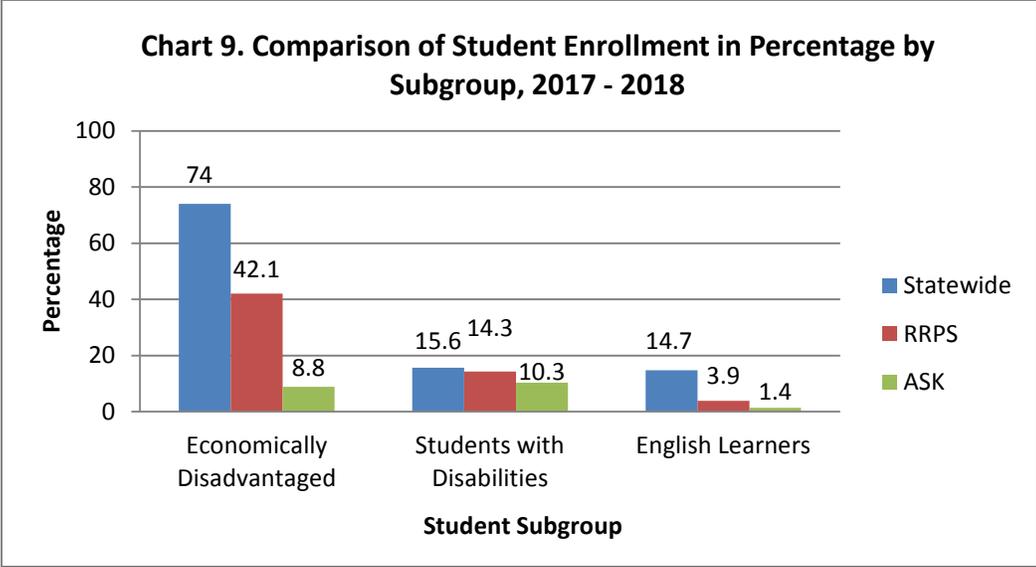
performing students trailed the state average of 7.7 points out of the possible 10 points by less than one point (-0.20), on this indicator. However, the school’s data also demonstrates positive growth for the school’s lowest-performing students since 2015, increasing by (+2.04) points since 2015. Additionally, the school’s lowest-performing students earned 75% of the 10 possible points on this indicator. Furthermore, the lowest-performing student academic growth was above the expected growth benchmark, in 2017. Chart 8, below.



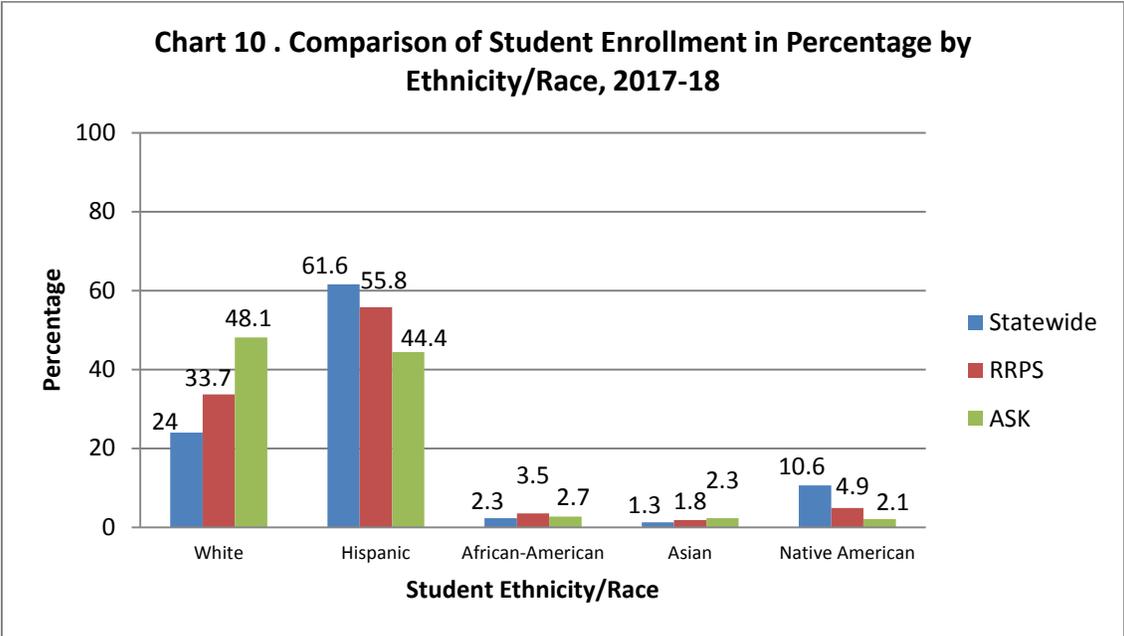
Student Enrollment and Academic Performance by Subgroup

Enrollment. While the previous section examined overall school performance, the following section notes differences in the school’s student subgroup demographics and academic performance. Student demographic data is compared to the state and local school district, Rio Rancho Public Schools (RRPS). The school *does not* mirror the student demographic makeup when compared to RRPS. The school serves a significantly lower percentage (8.8%) of economically disadvantaged student population when compared to RRPS (42.1%), a 33% difference. The school also serves a (-2.5%) lower percentage of English Learners (ELs) and a (-4.0%) lower percentage of students with disabilities when compared to RRPS.

Chart 9, illustrates the comparison in student subgroup enrollment between the State, RRPS, and ASK.

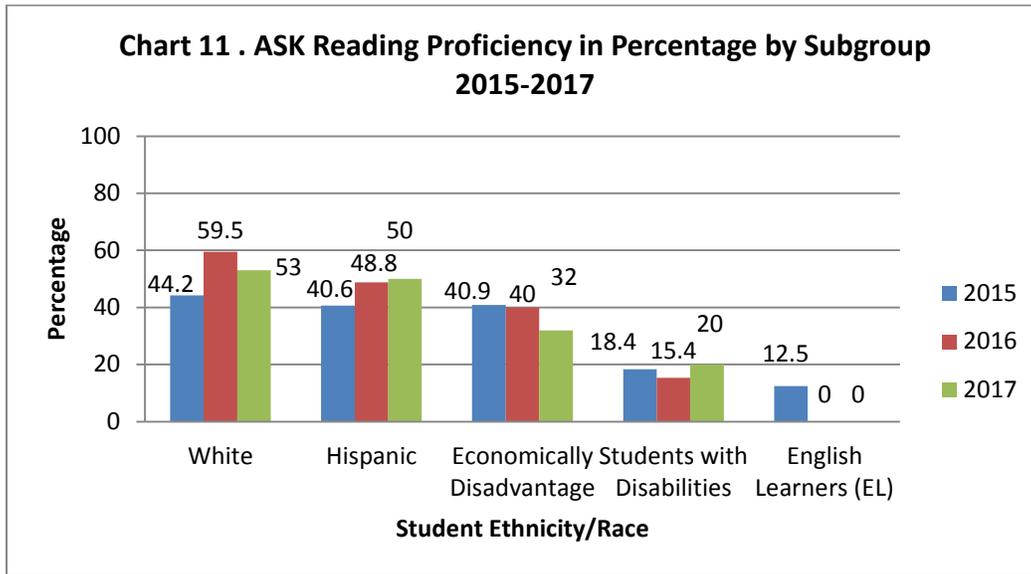


When comparing student subgroup enrollment data, ASK also serves a *significantly* different student population in relation to the two largest ethnic/racial subgroups (White and Hispanic), when compared to the local school district and state. Whereas only 33.7% of the district’s students are White, 48.1% of ASK’s students are White, totaling over a 14% higher population. Conversely, while the district’s Hispanic student population is 55.8%, ASK serves an 11.4% lower population of Hispanic students (44.4%). See Chart 10, below.

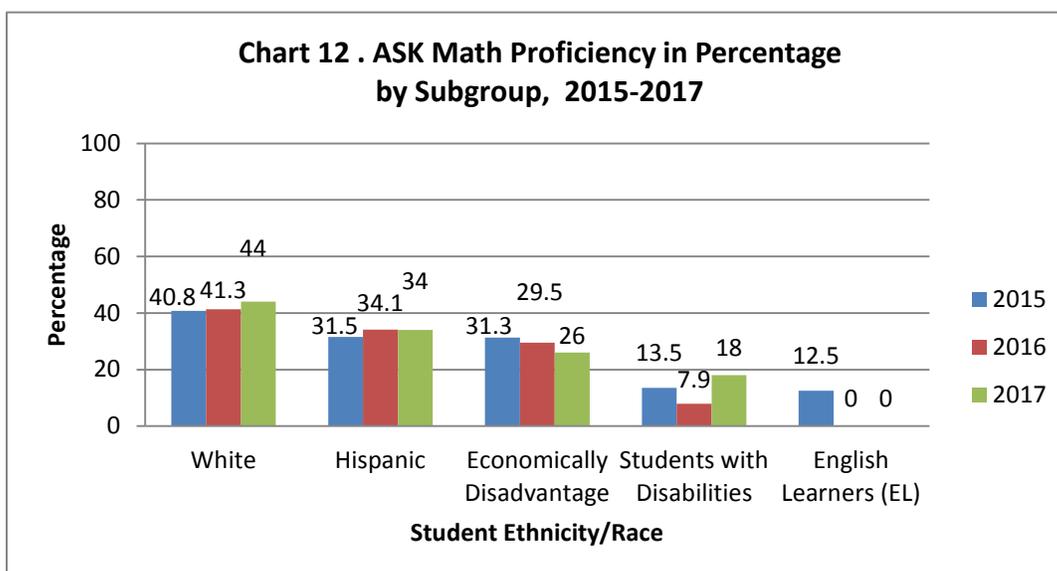


Academic performance. ASK’s data demonstrates a slight decrease in reading proficiency for its White student (-6.5%) and Economically Disadvantaged (-12%) student populations from SY16 to SY17. As the data is further disaggregated by subgroup, the school demonstrates similar academic achievement for its two largest ethnic/racial student subgroups, White (53% proficient) and Hispanic (50% proficient). The

school's data below appears to indicate a large decrease in academic performance for its EL student subgroup (-12.5%) from 2015-2017, though the 2016 and 2017 data was masked or was not presented on the School Grade Report. The school should continue to review and support the overall academic achievement in reading proficiency for all of its student subgroups, by disaggregating its data further and engage in deep analysis. See Chart 11, below.



In 2017, the school's data indicates a slight increase in math proficiency across all the school's student subgroups. When further aggregated, the school's data reveals academic achievement gaps among some subgroups, primarily between the school's two largest student ethnic/racial subgroups (White and Hispanic). At ASK, the math proficiency of White students (44%) is 10% greater than the math proficiency of Hispanic students (34%), in 2017. Furthermore, the school's data reveals this to be a consistent trend, demonstrating a 7% or greater proficiency rate between the White and Hispanic student subgroups over the last three years. Additionally, the school's data demonstrates important strides with its Student with Disabilities, increasing by over 10% from SY16 to SY17. The school should review and address the overall decline in achievement in math proficiency for all of its students, disaggregating its data further and engage in deep analysis. See Chart 12, below.



Organizational Performance Evaluation

2016-2017 Performance Framework – Summary of Final Evaluation. To be rated as meeting the standard on its performance framework, a school must be found in compliance with all applicable statutes, regulations, Authorizer and PED policy related to the indicator and demonstrated such compliance during its annual site visit(s). Schools that are found non-compliant have those indicators flagged as concerns and notified of non-compliance (on site visit during exit meeting and then in Web-EPSS). In response, schools must provide the requested follow-up evidence and documentation demonstrating actions taken that result in compliance. If the conditions are met, the school's rating on the indicator is updated to *Working to Meet Standard*. Schools that do not institute remedies that result in compliance or prompt and sufficient movement toward compliance are rated as *Falls Far Below Standard*.

The Final evaluation of ASK's 2016-2017 performance framework demonstrates the following final ratings: 1 indicator rates as *Exceeds Standard*, 18 indicators rated as *Meets Standard*; 6 indicators rated as *Working to Meet Standard*; 1 indicators rated as *Falls Far Below Standard*; and 2 indicators rated as *Not Applicable*.

Indicators rated as ***Falls Far Below Standard*** on the 2016-2017 Performance Framework are as follows:

- **Not protecting the rights of English Language Learner students:** The school did not provide evidence of or a detailed process for how it will properly **identify** and **serve** all eligible ELL students.

Additional Analysis on the Amendment Requests:

Change length of the school day, instructional hours. The school's rationale for requesting to amend its material terms is to "*Increase Length of School Day to provide additional instruction for scholar advisory periods (Career Pathways (HS)/Fundamental Connections (MS); Accommodate Seniors who have fewer instructional days, having met all NM State graduation requirements.*" The proposed change may potentially prevent the school from violating its material terms with respect to instructional time.

While the school has demonstrated acceptable *schoolwide* academic performance over the past three years, the school's data nevertheless reveals inconsistent academic performance overall when comparing the school's three-year trend, a decline in reading proficiency for some student subgroups (in 2017) and academic achievement gaps in math proficiency between some student subgroups (2017). Of particular concern is the school's math proficiency gap between its White and Hispanic students, which have remained relatively unchanged over the last three years. Therefore, if the school endeavors to continue to improve outcomes for all of its students and provide a high-quality education option locally, it must conduct deep data analysis to address persistent performance gap among all its student subgroups.

Recommendations:

The school earned an overall grade of "A" in 2017 and has demonstrated an accepted level of academic performance through the state letter grades over the past three years. The PED recommends the approval of the amendment request to:

- 1) Change in Length of Day, instructional hour increase from 7.33 hours/day to 7.4 hours/day.

The CSD recommends the approval of the amendment request.

Proposed Motion on the Amendment Requests

Amendment 1:

- Move to approve the amendment request presented by The ASK Academy Charter School to change its material terms with respect to the operational structure to include an increase of the length of the school day from 7.33 hours/day to 7.40 hours/day.

- Move to deny the amendment request presented by The ASK Academy Charter School to change its material terms with respect to operational structure to include an increase of the length of the school day from 7.33 hours/day to 7.4 hours/day because [PEC to provide reason(s) that the request should be denied].



A New Mexico Public Charter School

The ASK Academy

21st Century Design Thinking

**The ASK Academy
Governing Council Meeting**
The ASK Academy Board Room
4550 Sundt Road NE, Rio Rancho, NM

Open Session
March 15, 2018
6:30pm

Agenda

- I. Call to Order
- II. Establishment of Quorum
- III. Pledge of Allegiance
- IV. Public Comment
- V. Scholar Presentation
- VI. Consent Agenda
 - a. Approve Minutes of February 8, 2018
 - b. Travel Request – Power School Training
 - c. Financial Monthly Report
 - d. Flowthrough BAR 520-000-1718-0013-I
 - e. General Fund BAR 520-000-1718-0014-I
- VII. Reports, Discussion and Possible Action
 - a. General Manager Update
 - b. ASK 2017 Audit
 - c. Charter Amendment
- VIII. Announcements
 - a. Next Governing Council Meeting is April 12, 2018
- X. Adjournment

**Dan Busse, General Manager
Connie Dove Castilleja,
Director of Advancement**

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact Melanie at 505.891.0757 at least one (1) week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact Melanie at 505.891.0757 if a summary or other type of accessible format is needed.

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form MUST include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: Attorney for the Public Education Commission, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504
 And
 Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: The ASK Academy

Date submitted: 3/16/2018 Contact Name: Connie Dove Castilleja E-mail cdove@theaskacademy.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Charter Contract Article VIII, Section 8.01 (a)(i), Page 33	Length of School Day 7.33 Hours/Day, 1121 Total Hours	Length of School Day 7.4 Hours/Day, Exceed 1080 Total Hours	Increase Length of School Day to provide additional instruction for scholar advisory periods (Career Pathways (HS)/Fundamental Connections (MS); Accommodates Seniors who have fewer instructional days, having met-all NM State graduation requirements	3/15/2018

Original Signature of Governing Council President or Designee:  Date: 3.15.18

Printed Name of Governing Council President or Designee: Michael Smith, Chair

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

APPROVED DENIED

Attitude Skills and Knowledge Academy Charter (ASK)

District: State Charter

Grade Range: 6-12 Code: 520001

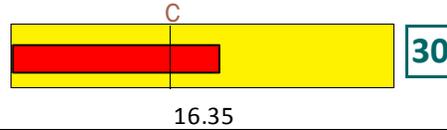
C - State benchmark established in 2012

Possible Points

This School Earned

Current Standing

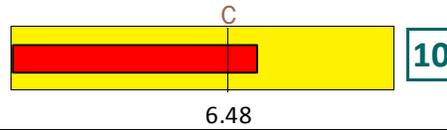
Are students performing on grade level? Did they improve more or less than expected?



B

School Improvement

Is the school as a whole making academic progress?



C

Improvement of Higher-Performing Students

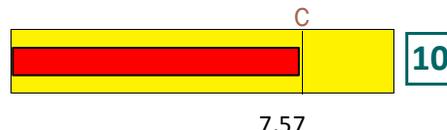
Are higher-performing students improving more or less than expected?



A

Improvement of Lowest-Performing Students

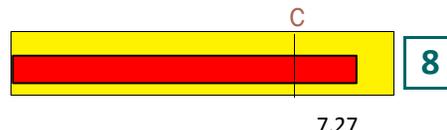
Are the lowest-performing students improving more or less than expected?



C

Opportunity to Learn

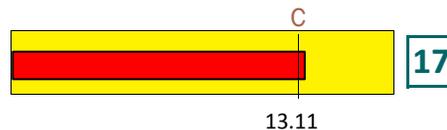
Do students and families believe their school is a good place to attend and learn?



A

Graduation

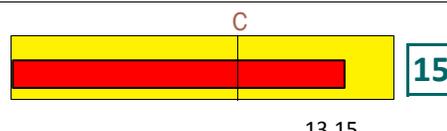
Are students graduating high school, and is the graduation rate improving?



C

College and Career Readiness

Are students participating in college and career readiness opportunities? Are they demonstrating success?



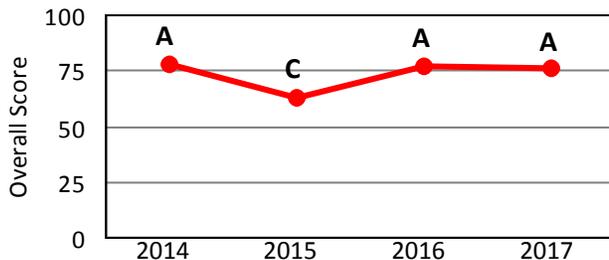
A

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 5.00

This School's History



Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

Final Points

High Schools	
75.0 to 100.0	A
65.0 to 74.9	B
50.0 to 64.9	C
35.0 to 49.9	D
0.0 to 34.9	F

High schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

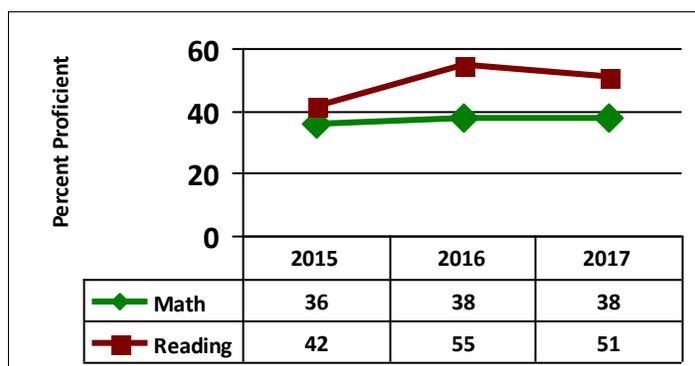
Tests		Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading 3-11
SBA	Standards Based Assessment - Spanish	Reading 3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading 3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy KN-2
IStation	IStation (beginning 2017)	Early Literacy KN-2

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	Proficient (%)	51	60	45	53	-	50	-	-	32	20	-
	Points Proficiency	5.09										
	Points Student Growth	2.91										
Math	Proficient (%)	38	30	43	44	-	34	-	-	26	18	-
	Points Proficiency	3.83										
	Points Student Growth	4.52										



Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

School Improvement

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	<i>Reading</i>	<i>Math</i>
Growth Index	0.04	0.77
Points	2.59	3.89

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

Student Growth

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

Above Zero This group performed higher than expected.

Near Zero This group performed as expected based on their academic history.

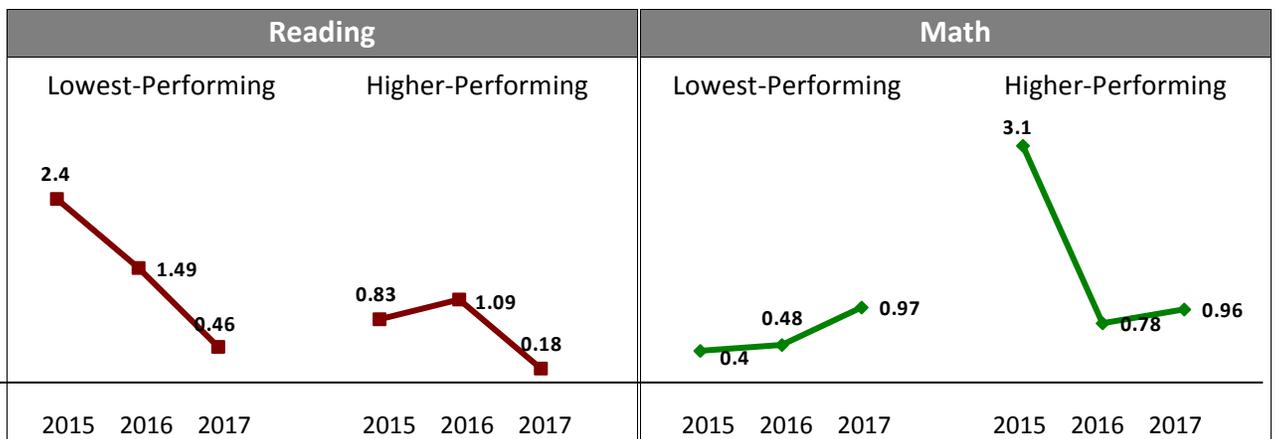
Below Zero This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups											
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners		
Reading Growth													
Higher-Performing Points	0.18 2.85	0.15	0.05	0.13	-	0.02	-	-	0.07	-0.31	-		
Lowest-Performing Points	0.46 3.39	0.08	0.13	0.24	-	0.01	-	-	0.22	0.14	-		
Math Growth													
Higher-Performing Points	0.96 4.16	0.19	0.13	0.19	-	0.05	-	-	0.12	0.34	-		
Lowest-Performing Points	0.97 4.17	0.31	0.07	0.09	-	0.26	-	-	0.13	0.17	-		

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected



Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance			Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
	All Students		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	96		96	95	96	97	95	98	90	92	92	>98
Points	3.02											

Surveys

Score (Average) 38.26
Points 4.25
Number of Surveys 3467

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Graduation

Students are expected to graduate in four years. Each year the school is expected to increase the number of on-time graduates.

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2016 - 4-Year Rates											
Graduation (%)	81	90	77	79	-	86	67	-	84	64	≥98
Points	6.51										
Cohort of 2015 - 5-Year Rates											
Graduation (%)	57	66	50	60	-	52	48	-	61	44	65
Points	1.72										
Cohort of 2014 - 6-Year Rates											
Graduation (%)	44	65	26	47	-	41	-	-	46	35	12
Points	.88										

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.

Growth Index 3.22
Points 4.00

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program:
 1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test)
 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
 3) Eligibility for an industry-recognized certification (Career Technical Education)
 Points are given separately for students' participation and for their success in achieving targets.



	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	83	92	79	77	>98	89	>98	-	91	59	>98
Participation Points	4.15										
Success (% of Participants)	90	87	91	97	>98	85	60	-	85	68	65
Success Points	9.00										

Percentage of School's Cohort of 2016 Participating in Each CCR Opportunity

	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
AccuPlacer	28	51	17	36	<2	17	27	-	27	23	<2
ACT	72	81	68	68	>98	78	67	-	81	44	>98
ACT ASPIRE	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
Advanced Placement	24	23	24	31	<2	14	27	-	28	12	<2
Career Technical Education	46	38	49	51	>98	41	27	-	51	23	20
Compass	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
Dual Credit	39	46	36	45	<2	32	33	-	39	12	65
International Baccalaureate	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
PLAN	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
PSAT	45	37	48	51	>98	39	27	-	42	39	25
SAM School Supplemental	<2	<2	<2	<2	<2	<2	<2	-	<2	<2	<2
SAT	12	16	10	7	<2	17	27	-	19	<2	20
SAT Subject Test	4	<2	6	4	<2	5	<2	-	<2	<2	<2

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- Student and Parent Engagement
- Truancy Improvement
- Extracurricular Activities
- Using Technology

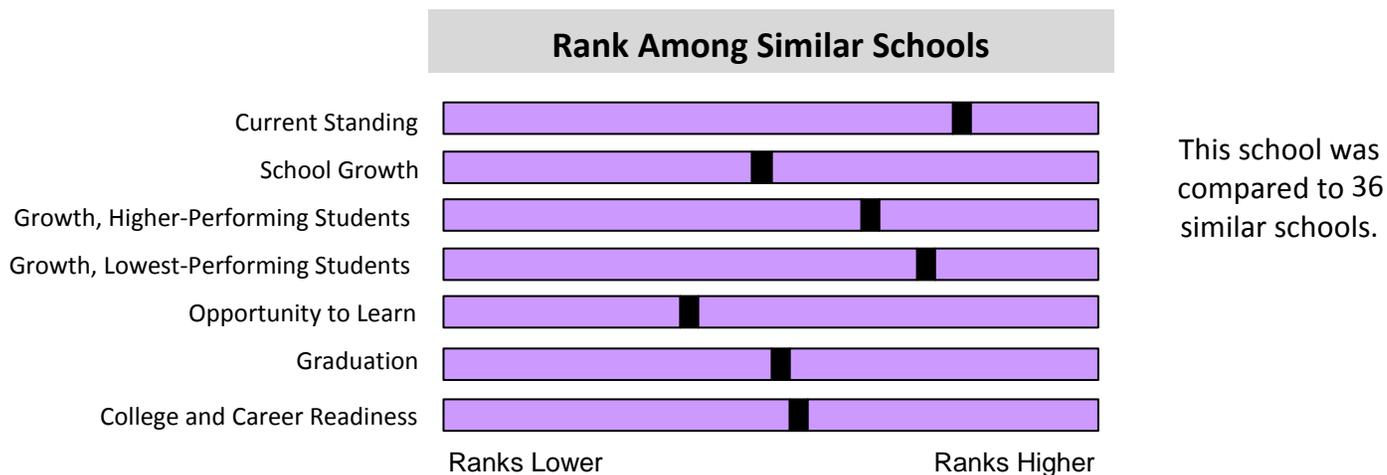
Participation

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%)	100
Math (%)	100

Additional Information

Similar Schools This shows how this school compares with other high schools in the state that have similar student demographic characteristics.



A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

School History Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2017 (%)	51	60	45	53	-	50	-	-	32	20	-
	2016 (%)	55	65	50	60	-	49	90	46	40	15	-
	2015 (%)	42	56	36	44	-	41	-	-	41	18	-
<i>Math Proficiency</i>	2017 (%)	38	30	43	44	-	34	-	-	26	18	-
	2016 (%)	38	40	37	41	-	34	-	33	30	8	-
	2015 (%)	36	38	36	41	-	32	-	-	31	14	-

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.



School Grade Report Card
2016

Certified

Final Grade

A

Attitude Skills and Knowledge Academy Charter (AS)

District: State Charters

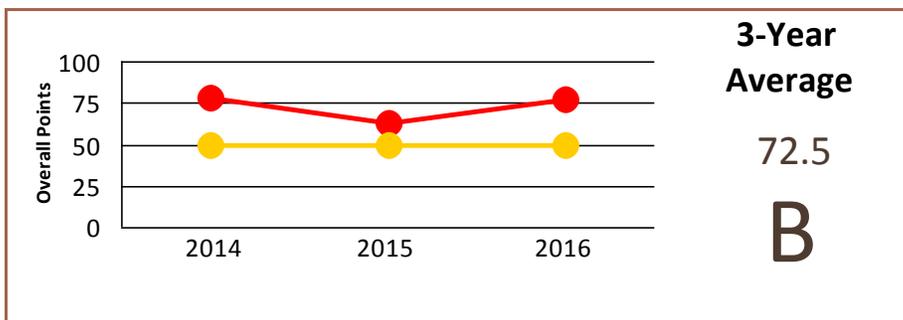
Grade Range: 6 - 12

Code: 520001

This School ■

Statewide C Benchmark ■

Current Standing	Grade	School Points	Possible Points
How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?	A	20.61	30
School Growth Did the school as a whole improve student performance more or less than expected?	A	9.16	10
Student Growth of Highest Performing Students Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.	A	8.21	10
Student Growth of Lowest Performing Students Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.	C	8.08	10
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?	A	7.58	8
Graduation Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?	F	8.51	17
College and Career Readiness What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?	B	11.03	15
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?		4.00	5



Final School Grade	Total Points
75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

77.18

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail and when summed will equal the totals on the first page summary.

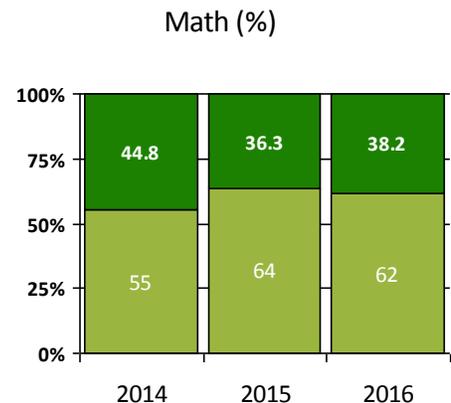
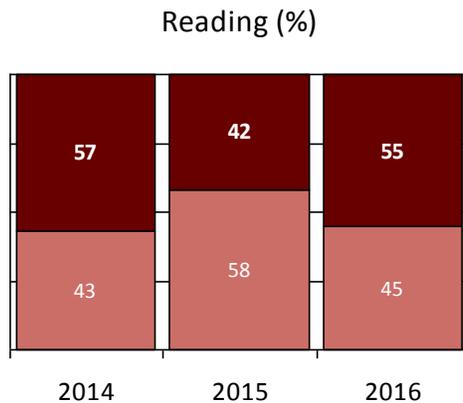
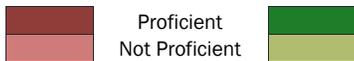
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value-Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	55.3	64.6	50.2	59.5	-	48.8	>98.0	46.2	40.0	15.4	-
Proficient and Advanced (Pts)	4.15										
Value-Added Model (Pts)	6.94										
Math											
Proficient and Advanced (%)	38.2	40.0	37.1	41.3	-	34.1	-	33.3	29.5	7.9	-
Proficient and Advanced (Pts)	2.86										
Value-Added Model (Pts)	6.66										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated with Value-Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	<i>Reading</i>	<i>Math</i>
Value-Added Score	1.310	1.440
Points Earned	4.53	4.63

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
<i>Reading Growth</i>											
Highest 75% (VAS)	1.09	0.52	0.37	0.50	0.32	0.31	0.56	0.43	0.35	0.45	0.60
Highest 75% (Pts)	4.31										
Lowest 25% (VAS)	1.49	0.61	0.54	0.49	1.26	0.59	-0.87	1.04	0.70	0.50	0.60
Lowest 25% (Pts)	4.66										
<i>Math Growth</i>											
Highest 75% (VAS)	0.78	0.23	0.07	0.10	-1.62	0.19	0.08	0.33	-0.06	0.56	-0.21
Highest 75% (Pts)	3.91										
Lowest 25% (VAS)	0.48	0.05	-0.10	-0.05	0.73	-0.11	-	-	-0.15	0.14	-0.20
Lowest 25% (Pts)	3.43										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	100.0	100	100	100	100	100	100	100	100	100	100
Attendance (Points)	3.16										

Survey (Average)	39.8	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	4.42	
Count of Surveys (N)	1,556	

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2015 - 4-Year Rate											
Cohort Graduation (%)	50.32	54.5	46.6	58.9	-	37.2	-	-	46.6	30.2	-
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	4.03										
Cohort of 2014 - 5-Year Rate											
Graduation (%)	40.45	55.7	29.3	46.5	-	34.2	-	-	29.0	21.1	17.8
Points Earned	1.21										
Cohort of 2013 - 6-Year Rate											
Graduation (%)	54.42	45.2	62.1	63.3	-	43.0	-	-	46.8	33.7	28.9
Points Earned	1.09										
Growth in 4-Year Rates											
Growth takes into account three years of graduation rates.		Growth Index		.12							
		Points Earned		2.18							

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

- 1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, ACT Aspire, or Accuplacer)
- 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	79.5	82.4	76.9	84.1	>98.0	72.0	80.7	>98.0	87.6	87.3	67.7
Participation (Pts)	3.97										
Success (% of Participants)	70.6	70.2	71.0	78.1	>98.0	57.9	60.0	>98.0	55.6	34.6	41.3
Success (Pts)	7.06										

Percent of School's Cohort of 2015 Participating in Each CCR Opportunity												
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
ACT	33.0	30.5	35.3	33.3	>98.0	26.5	48.4	<2.0		44.0	6.4	9.3
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
ASPIRE	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT	7.8	11.4	4.6	9.8	20.0	5.5	<2.0	<2.0		7.6	<2.0	<2.0
PSAT	52.6	49.2	55.6	38.5	>98.0	63.4	80.6	<2.0		68.8	63.4	58.4
AccuPlacer	23.2	29.6	17.4	22.6	<2.0	28.7	<2.0	<2.0		32.9	27.0	<2.0
Advanced Placement	11.9	<2.0	20.7	17.1	20.0	6.6	<2.0	<2.0		16.2	<2.0	9.3
Dual Credit	27.7	21.5	33.1	35.5	80.0	10.8	48.4	>98.0		31.0	17.5	<2.0
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0		<2.0	<2.0	<2.0
Career Technical Education	36.6	29.5	42.8	39.1	>98.0	28.0	48.4	<2.0		39.1	27.0	18.6
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0		<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0		<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	>98.0		2.6	3.2	<2.0

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.

- Student and Parent Engagement
- Truancy Improvement
- Extracurricular Activities
- Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100
Math (%) 100

Supplemental Information

Similar Schools While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	1.1		12.0		45.4		25.6		30.3			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	6	(37)	3	(37)	6	(36)	10	(36)	4	(37)	2	(37)
School Growth	5	(37)	2	(37)	6	(36)	7	(36)	3	(37)	4	(37)
Student Growth, Highest 75%	5	(37)	3	(37)	5	(36)	7	(36)	7	(37)	4	(37)
Student Growth, Lowest 25%	11	(37)	5	(37)	9	(36)	12	(36)	7	(37)	7	(37)
Opportunity to Learn	8	(35)	7	(36)	14	(36)	7	(31)	9	(31)	7	(34)
Graduation	30	(35)	34	(36)	33	(36)	27	(31)	20	(31)	31	(34)
College and Career Readiness	28	(35)	24	(36)	32	(36)	25	(31)	19	(31)	29	(34)

School History Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2016 (%)	55.3	64.6	50.2	59.5	-	48.8	>98.0	46.2	40.0	15.4	-
	2015 (%)	42.2	55.8	36.2	44.2	<2.0	40.6	37.5	60.0	40.9	18.4	12.5
	2014 (%)	56.7	66.0	50.6	59.4	-	50.0	-	-	38.1	26.9	-
<i>Math Proficiency</i>	2016 (%)	38.2	40.0	37.1	41.3	-	34.1	-	33.3	29.5	7.9	-
	2015 (%)	36.3	37.5	35.8	40.8	<2.0	31.5	37.5	40.0	31.3	13.5	12.5
	2014 (%)	44.8	37.7	49.4	50.7	-	38.5	-	-	33.3	19.2	-

End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.



School Grade Report Card
2015

Certified

Final Grade

C

Attitude Skills and Knowledge Academy Charter (AS)

District: State Charters

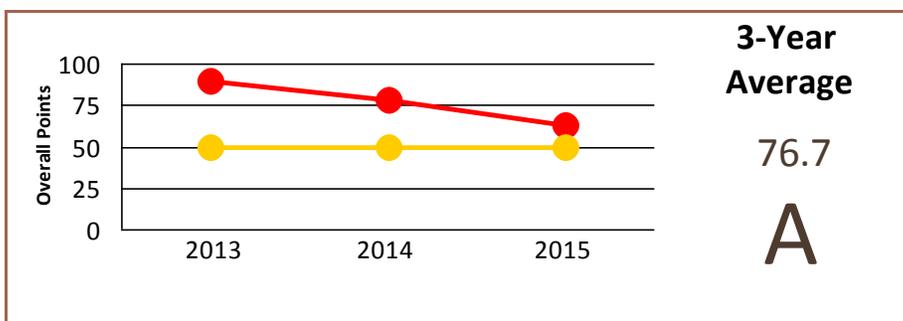
Grade Range: 07 - 12

Code: 520001

This School ■

Statewide C Benchmark ■

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	 12.5	B	17.36	30
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?	 5.8	C	6.39	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	 3.6	B	6.05	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	 7.7	F	5.53	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	 6.0	A	7.51	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.	 12.8	F	5.12	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	 9.0	B	10.07	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	 1.6		4.63	5



Final School Grade		Total Points 62.66	
75.0 to <	100.0		A
65.0 to <	75.0		B
50.0 to <	65.0		C
35.0 to <	50.0		D
0.0 to <	35.0	F	

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

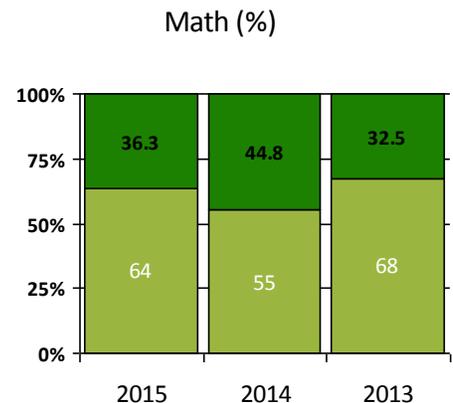
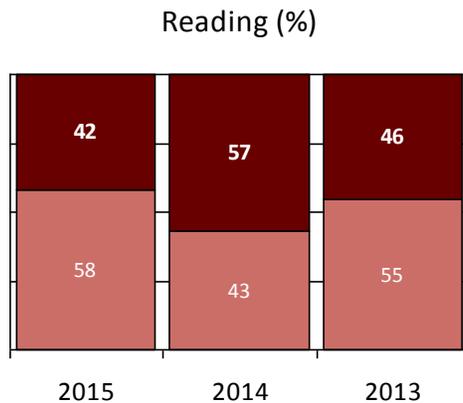
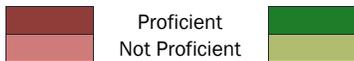
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	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	42.2	55.8	36.2	44.2	<2.0	40.6	37.5	60.0	40.9	18.4	12.5
Proficient and Advanced (Pts)	2.11										
Value Added Model (Pts)	4.74										
Math											
Proficient and Advanced (%)	36.3	37.5	35.8	40.8	<2.0	31.5	37.5	40.0	31.3	13.5	12.5
Proficient and Advanced (Pts)	1.82										
Value Added Model (Pts)	8.69										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

Growth in proficiency is calculated with Value Added Modeling (VAM), which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	Reading	Math	School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.
Value Added Score	-0.217	1.099	
Points Earned	2.07	4.32	

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	-0.15	0.17	0.13	0.25	-	-0.07	0.49	0.48	0.28	0.31	0.04
Highest 75% (Pts)	2.19										
Lowest 25% (VAS)	0.13	0.18	0.22	0.45	-0.40	0.04	-	-	0.25	0.39	-0.21
Lowest 25% (Pts)	2.75										
Math Growth											
Highest 75% (VAS)	0.75	0.18	0.13	0.04	-	0.22	0.82	0.15	0.36	0.09	-0.29
Highest 75% (Pts)	3.86										
Lowest 25% (VAS)	0.14	-0.17	-0.40	-0.30	-0.57	-0.32	-	-	-0.58	-0.43	0.54
Lowest 25% (Pts)	2.77										

Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	>98.0	>98.0	>98.0	>98.0	-	>98.0	-	-	>98.0	>98.0	-
Attendance (Points)	3.16										
Survey (Average)	39.2	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.								Reading	NA
Survey (Points)	4.4									Math	NA
Count of Surveys (N)	1,744									General	39.2

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2014 - 4-Year Rate											
Cohort Graduation (%)	39.3	54.0	28.2	45.4	-	32.9	-	-	28.4	20.6	17.8
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	3.15										
Cohort of 2013 - 5-Year Rate											
Graduation (%)	48.9	32.9	62.1	63.3	-	31.9	-	-	38.7	33.7	17.0
Points Earned	1.5										
Cohort of 2012 - 6-Year Rate											
Graduation (%)	<2.0	-	-	-	-	-	-	-	-	-	-
Points Earned	0.0										

Growth in 4-Year Rates

Growth takes into account three years of graduation rates.	Growth Index	-2.11
	Points Earned	0.50

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

- 1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
- 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	53	61	47	59	0	47	100	38	38	47	25
Participation (Pts)	2.66										
Success (% of Participants)	74	90	58	76	-	68	100	100	69	65	38
Success (Pts)	7.41										

Percent of School's Cohort of 2014

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participating in Each CCR Opportunity											
ACT	23.2	40.7	10.0	31.4	<2.0	12.9	60.4	<2.0	16.2	14.6	<2.0
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT	12.9	16.4	10.2	10.8	<2.0	13.6	60.4	<2.0	<2.0	6.1	<2.0
PSAT	20.7	32.0	12.2	25.4	<2.0	14.2	60.4	<2.0	<2.0	18.1	2.5
AccuPlacer	7.4	11.5	4.4	12.4	<2.0	<2.0	<2.0	38.5	6.2	<2.0	<2.0
Advanced Placement	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Dual Credit	24.9	33.1	18.7	34.3	<2.0	11.0	>98.0	<2.0	21.0	28.4	12.2
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Career Technical Education	29.6	39.5	22.2	32.7	<2.0	29.1	<2.0	38.5	19.5	15.8	2.5
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	2.2	5.2	<2.0	<2.0	<2.0	4.1	<2.0	<2.0	<2.0	<2.0	10.2

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- Student Engagement
- Parental Engagement
- Extracurricular Activities
- Truancy Improvement
- Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100
Math (%) 100

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

Ranks High
 Ranks Mid
 Ranks Low

School Rank

	ELL		SWD		Ethnicity		ED		Mobility		Composite	
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Students (% Tested)	3.1		15.6		41.8		35.1		6.1			
Current Standing	13	(34)	6	(36)	20	(35)	20	(35)	15	(35)	13	(35)
School Growth	12	(34)	12	(36)	17	(35)	15	(35)	13	(35)	15	(35)
Student Growth, Highest 75%	13	(34)	9	(36)	18	(35)	14	(35)	14	(35)	14	(35)
Student Growth, Lowest 25%	23	(34)	13	(36)	26	(35)	26	(35)	20	(35)	17	(35)
Opportunity to Learn	2	(34)	5	(36)	9	(35)	7	(35)	4	(35)	6	(36)
Graduation	30	(34)	35	(36)	30	(35)	31	(35)	32	(35)	32	(36)
College and Career Readiness	28	(34)	25	(36)	29	(35)	30	(35)	28	(35)	29	(36)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

		Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
				F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Growth Lowest 25% (Q1)	Reading	.0038	Y	Y	Y	N	Y	.	.	Y	Y	N	
	Math	-.0334	Y	N	N	N	N	.	.	N	N	Y	
Growth Highest 75% (Q3)	Reading	-.0481	N	Y	Y	Y	.	N	Y	Y	Y	N	
	Math	-.0613	Y	Y	Y	Y	.	Y	Y	Y	Y	N	
Proficiency	Reading	33.3%	Y	Y	Y	N	Y	Y	Y	Y	N	N	
	Math	17.6%	Y	Y	Y	N	Y	Y	Y	Y	N	N	
Graduation	4-Year Cohort	75.6%	N	N	N		N			N	N	N	

School History

Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2015 (%)	42.2	55.8	36.2	44.2	<2.0	40.6	37.5	60.0	40.9	18.4	12.5
	2014 (%)	56.7	66.0	50.6	59.4		50.0			38.1	26.9	
	2013 (%)	45.5	57.6	36.4	58.3		31.3			44.0	14.3	
<i>Math Proficiency</i>	2015 (%)	36.3	37.5	35.8	40.8	<2.0	31.5	37.5	40.0	31.3	13.5	12.5
	2014 (%)	44.8	37.7	49.4	50.7		38.5			33.3	19.2	
	2013 (%)	32.5	27.3	36.4	38.9		21.9			28.0	21.4	

Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in reading and math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 9 to Grade 10 (%)												
Grade 10 to Grade 11 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.