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### Charter Schools Division 2021-22 Annual Report

**School Name:** The Montessori Elementary and Middle School

**School Address:** 1730 Montano Blvd. NW Albuquerque, NM 87107

**Head Administrator:** Piper Curry

**Governing Board Chair:** Edward Gonzales

**Business Manager:** Stanley Albrycht

**Authorized Grade Levels:** K-8

**Authorized Enrollment:** 500

**2021-22 End of Year Enrollment:** 436

**Contract Term:** 2020-2025

**Mission:** We believe that learning is best achieved within a positive social atmosphere that supports each individual's unique development. The school offers an accelerated program by providing a strong Montessori academic curriculum combined with a unique fine arts program including Suzuki Method, General Music, and Visual Arts. The mission of the school is to encourage students' grades K-8 to become responsible citizens who have the ability and desire to fulfill lifelong educational and social goals.

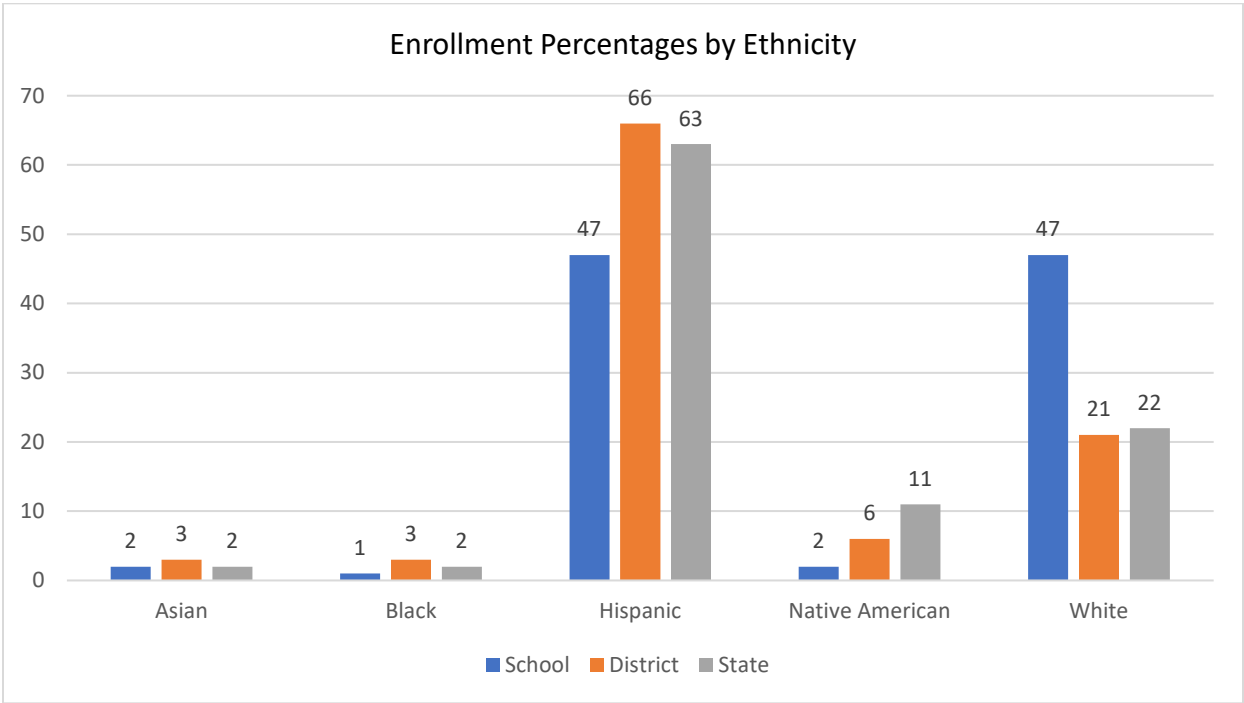
### About the School

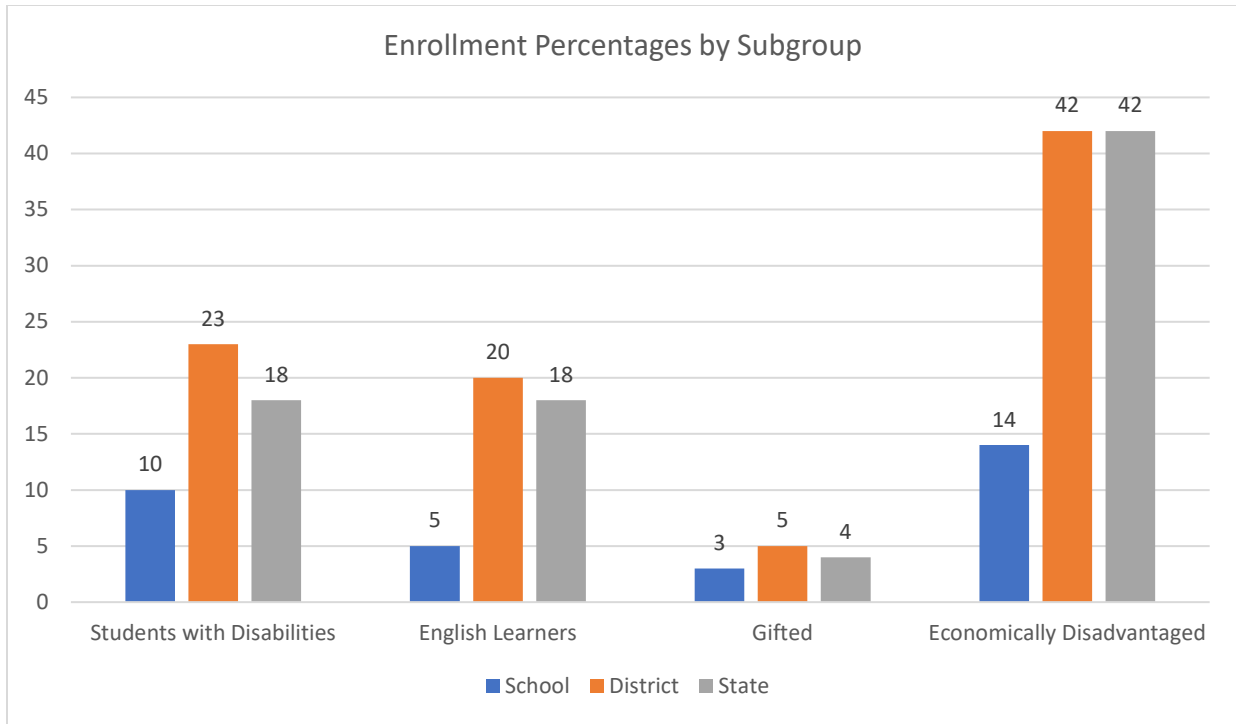
The Montessori Elementary and Middle School, located in Albuquerque's North Valley, started as an APS-Authorized charter school, and transitioned to a state- chartered school in the 2010-2011 school year. The school serves grades K-8 and as of school year 2021-2022, has a total

enrollment of 436. The Montessori method is characterized by an emphasis on self-directed activity on the part of the child and clinical observation on the part of the teacher. Montessori educational practice helps children develop creativity, problem solving, critical thinking, time-management skills, as well as preparing them to be productive members of society. All students in 1- 8 grades will master skills in Suzuki Strings, General Music, and Visual Arts.

Grades 6-8 are structured in single grade classrooms but maintain Montessori materials and methodology. As a part of the Montessori educational practice, all classrooms incorporate a Peace Table. The Peace Table plays an important role in Montessori classrooms as a strategy used for problem solving and conflict resolution through peaceful and respectful communication. Lead teachers at the school are Montessori-certified and all teaching staff receive professional development in Montessori methods and practices.

**Demographics as reported in STARS 2021-22 End of Year (EOY)**





## Academic Performance

<b>Academic Performance Framework Indicators</b>	<b>2021-22 Score (100 points possible)</b>
1: State Accountability System: NMVISTAS Overall Score	58
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	90
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>74</b>

## State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

**The Montessori Elementary and Middle School** ranked above **92.7%** of elementary and middle schools statewide. The school received a designation of **Spotlight school**.

## Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

Students	Percentages Given	Data Masking
N = 0		<p>Examples:</p> <p>In a group of 17 students, if the proficiency was 3% the chart would show <math>\leq 20\%</math> and if it was 98% it would show <math>\geq 80\%</math>.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show <math>\leq 5\%</math> and if it was 98% the chart would show <math>\geq 95\%</math>.</p>
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Subgroup Proficiencies			
	Reading	Math	Science
All	62%	31%	61%
Asian	*****	*****	*****
Black	*****	*****	*****
Hispanic	57%	22%	50%
Native			
White	74%	43%	81%
SwD	*****	*****	*****
EL	*****	*****	*****
FRL			

**English Learner Progress toward Proficiency: 29%**

## Mission-Specific Goals

**Goal 1:** 80% of 8th Grade students, enrolled on the 40th and 120th day, will complete their Independent Study/Internship course with a final grade of C or better. The tools to be used are a school-developed rubric and Next Step Plan portfolio.

Performance Level	Target	Points
Exceeds Standard	90% or more of 8th Grade students, enrolled on the 40th and 120th day, will complete their Independent Study/Internship course with a final grade of C or better.	100
Meets Standard	80%-89% of 8th Grade students, enrolled on the 40th and 120th day, will complete their Independent Study/Internship course with a final grade of C or better.	75
Does Not Meet Standard	70%-79% of 8th Grade students, enrolled on the 40th and 120th day, will complete their Independent Study/Internship course with a final grade of C or better.	25
Falls Far Below Standard	69% or below of 8th Grade students, enrolled on the 40th and 120th day, will complete their Independent Study/Internship course with a final grade of C or better.	0

**Rating:** Exceeds (92%)

**Goal 2:** 80% or more of the elementary (K-5) classrooms will earn an average of 37 points or more on the "Observing in the Prepared Environment" rubric.

Performance Level	Target	Points
Exceeds Standard	90% or more of the elementary (K-5) classrooms will earn an average of 37 points or more on the "Observing in the Prepared Environment" rubric.	100
Meets Standard	75-89% of the elementary (K-5) classrooms will earn an average of 37 points or more on the "Observing in the Prepared Environment" rubric.	75
Does Not Meet Standard	65-74% of the elementary (K-5) classrooms will earn an average of 37 points or more on the "Observing in the Prepared Environment" rubric.	25
Falls Far Below Standard	Below 65% of the elementary (K-5) classrooms will earn an average of 37 points or more on the "Observing in the Prepared Environment" rubric.	0

**Rating:** Meets (88%)

## Organizational and Financial Performance Framework

**2021-22 Overall Rating: Meets Standard**

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

Montessori Elementary & Middle School	2020-21	2021-22
<b>Organizational and Financial Performance</b>		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard
1f NM DASH Plan	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Does Not Meet Standard
3a Governance Requirements	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard
4a Rights of All Students	Assurances	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard
4c Staff Credentialing	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard
5a Facilities	Assurances	Meets Standard
5b Transportation	Assurances	N/A
5c Health and Safety	Assurances	Meets Standard
5d Handling Information	Assurances	Meets Standard

### **Explanation of 2021-22 Indicator Ratings**

2.c. Repeat audit finding in FY21.

2.f. Repeat finding for late payment fines