



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

ARSENIO ROMERO, Ph.D.  
SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

**Charter Schools Division  
2022-23 Annual Report  
February 6, 2024**

**School Name:** Red River Valley Charter School

**School Address:** 500 E. High Street Red River, NM 87558

**Head Administrator:** Kimberly Ritterhouse

**Governing Board Chair:** Courtney Henderson

**Business Manager:** German Martinez

**Authorized Grade Levels:** K-8

**Grade Levels Served:** PK-8 (on Directory)

**Authorized Enrollment Cap:** 100

**2022-23 End of Year Enrollment:** K-12=69 (Pre-K=10)

**Contract Term:** 2021-2026

**Mission:**

To provide every student the opportunity to develop academically, socially, and physically through quality learning experiences utilizing the Core Knowledge Curriculum.

**Educational Program:**

5.1.1 At the center of the RRVCS program is the Core Knowledge Curriculum Sequence developed by Dr. E.D. Hirsh, Jr., and discipline system based on the principles of "Love and Logic".

5.1.2 "Love and Logic" fosters a sense of self-discipline and control, imparting to children the self-confidence they need, while respecting all others and treating them with kindness and respect.

5.1.3 "HOWL" (Habits Of Work and Learning) foster self-motivation in the areas of responsibility, respect and perseverance.

5.1.4 Character development is also an integral part of the RRVCS program and is focused on developing positive character traits, which assist all students to grow in relationships with others and to develop citizenship skills that are vital to becoming a contributing member of society.

5.1.5 Core Knowledge provides children with a strong foundation of knowledge in traditional disciplines, while encouraging innovative thinking and multi-disciplinary integration.

5.1.6 RRVCS' instructional model has multi-age, multi-grade classrooms.

5.1.7 Weekly tutoring sessions are offered once a week to all students.

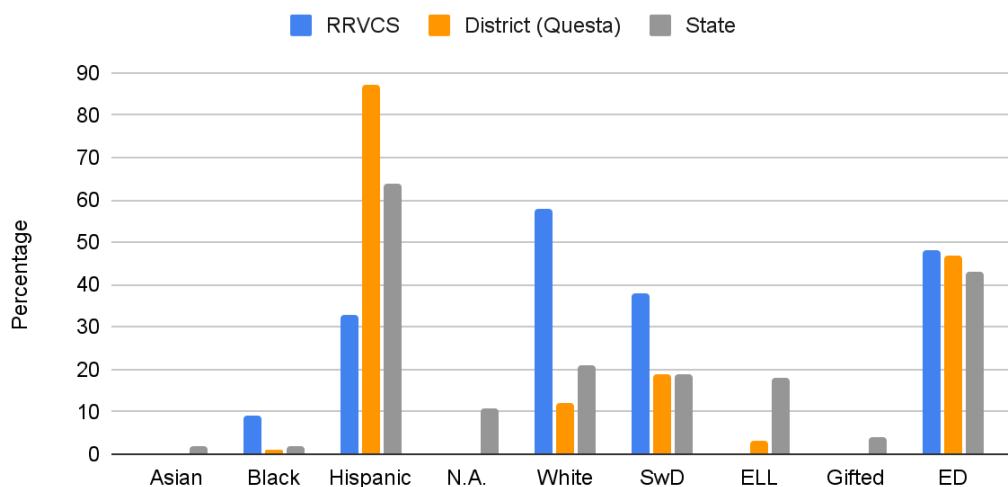
5.1.8 At least five parent and community events are held each school year.

**Waivers:**

Evaluation Standards for School Personnel

**Demographics as reported in STARS 2022-23 End of Year (EOY)**

Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

## Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	43
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	75
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>59</b>

### State Accountability System:

State and federal statute mandates accountability for all public schools. This section provides a snapshot of the school's academic performance according to data collected by the Public Education Department (PED) for the 2022-23 school year.

The New Mexico State Accountability System ([NMVISTAS](#)) gives every public school in the state an overall score. For 2022-23, NMVistas scored schools according to the following designations:

- School of Excellence: Schools performing in the top 10% of all schools on the NMVistas school index.
- Spotlight School: Schools performing in the next 15% of all schools on the NMVistas school index.
- Traditional School: Schools performing below the top 25% of schools and not designated for additional supports per the following designations.
- Targeted Support and Improvement School (TSI): Schools serving a student group that falls below the cutoff for CSI schools (described below).
- Additional Targeted Support and Improvement (ATSI): TSI schools serving a student group that is performing in the lowest 5% of all schools.
- Comprehensive Support School (CSI): Title I schools that are:
  - o performing in the lowest 5% of Title I schools in New Mexico as identified by the school index score;
  - o have an average four-year graduation rate less than or equal to 66.67% over the past three years;
  - o a Title I school that was previously identified as ATSI due to low performing subgroups that has not demonstrated sufficient improvement in those subgroups over 3 years; or
  - o the department may identify additional schools as CSI schools as deemed necessary.
- More Rigorous Intervention (MRI): Schools not exiting CSI status after 3 years receiving support.

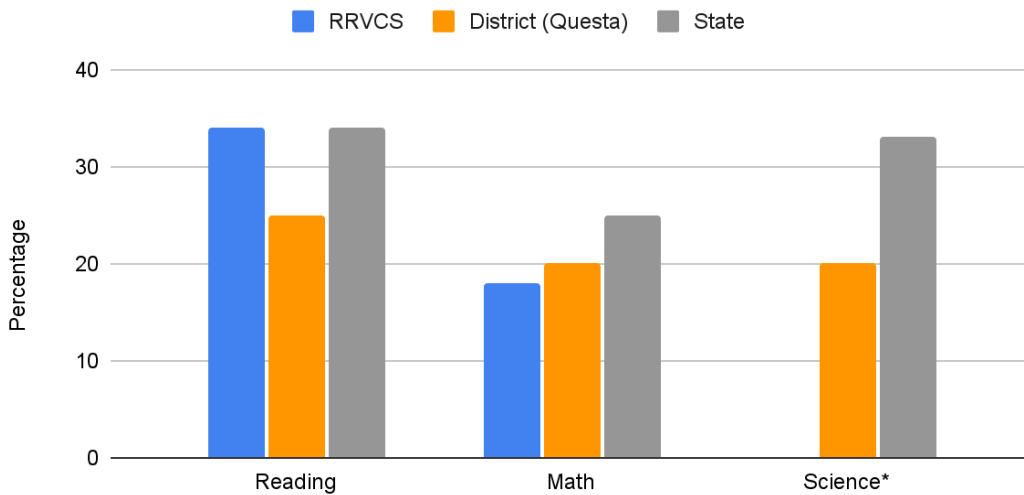
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **Red River Valley Charter School** received a designation of **Traditional**.

## Proficiency

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

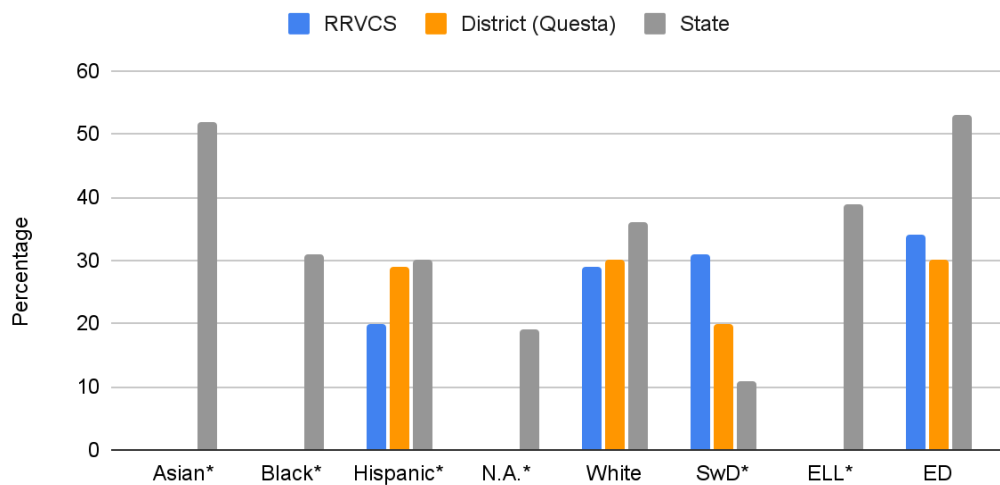
### Percent of Students Proficient in Core Subjects 2022-23



Source: NMVistas.org

**\*Note:** science proficiency rates are masked for RRVCS due to population size. District math and science rates are also masked,  $\leq 20\%$ .

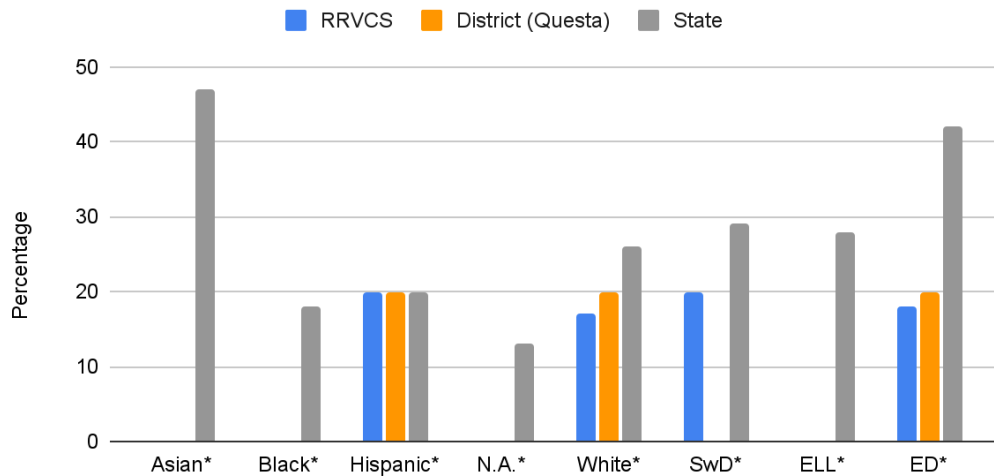
### Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school or district. Hispanic population also masked,  $\leq 20\%$  in reading. District population of students with disabilities also masked,  $\leq 20\%$ .

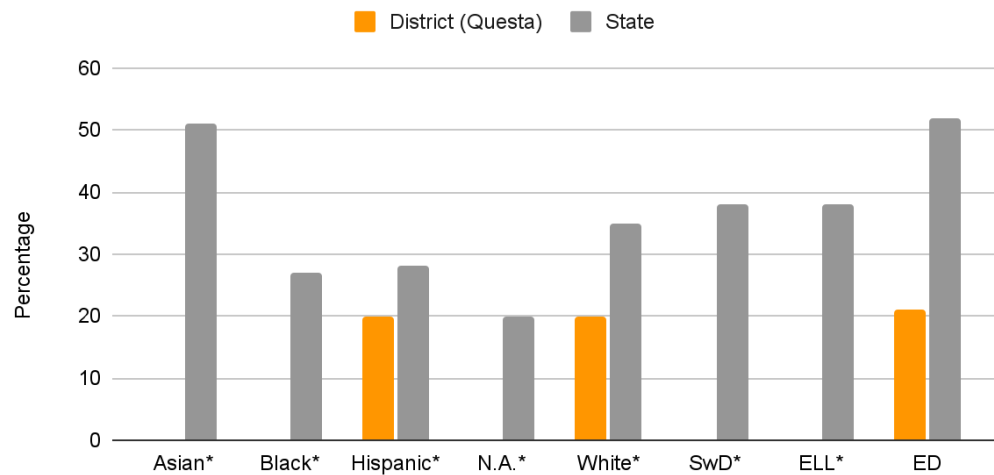
## Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school or district. Populations are also masked: Hispanic and students with disabilities,  $\leq 20\%$  in math. All District populations masked, including Hispanic, students with disabilities, economically disadvantaged,  $\leq 20\%$ .

## Percent Proficient in Science by Subgroup 2022-23

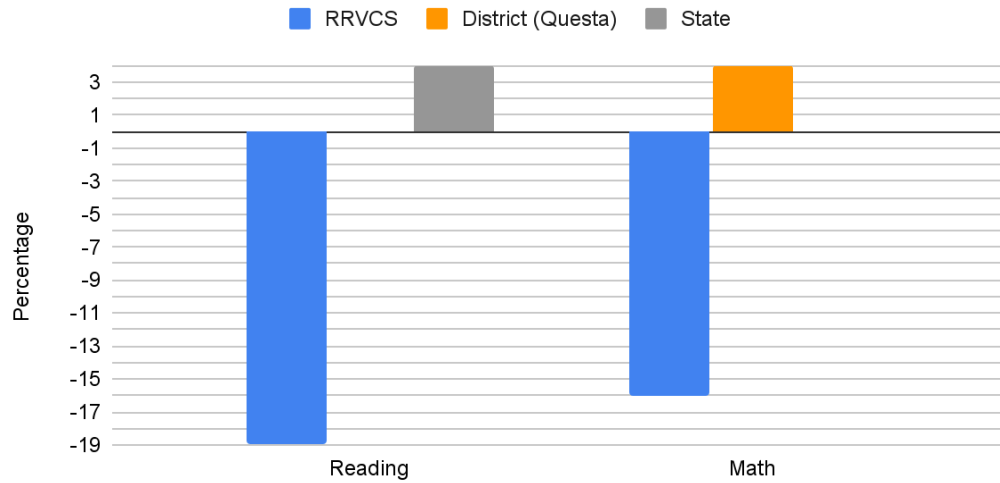


Source: NMVistas.org

**\*Note:** Science data is masked for school. For District, groups are masked due to population size. District populations of Hispanic and white are also masked,  $\leq 20\%$  in science.

## Improvement (Growth)

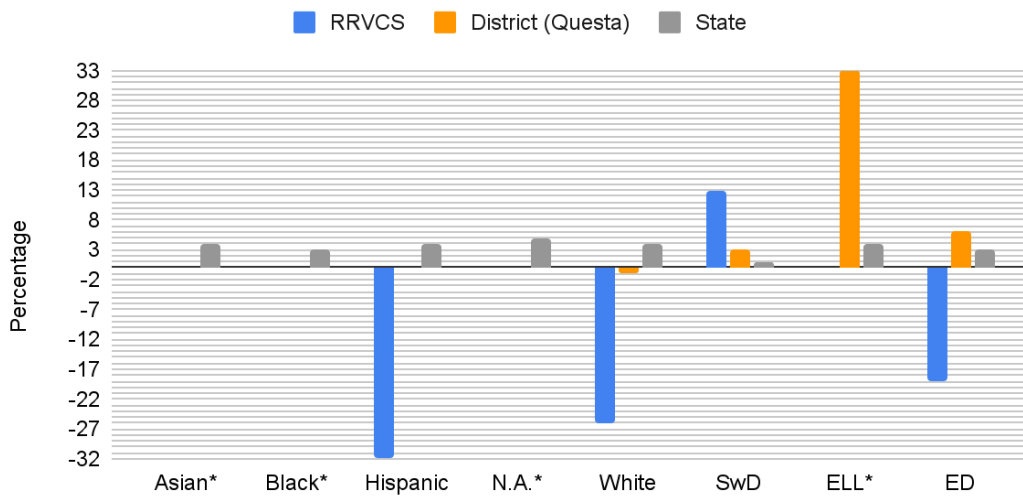
### Percent Growth for All Students (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

**\*Note:** For SY2023, District growth in reading was 0% and state growth in math was 0%.

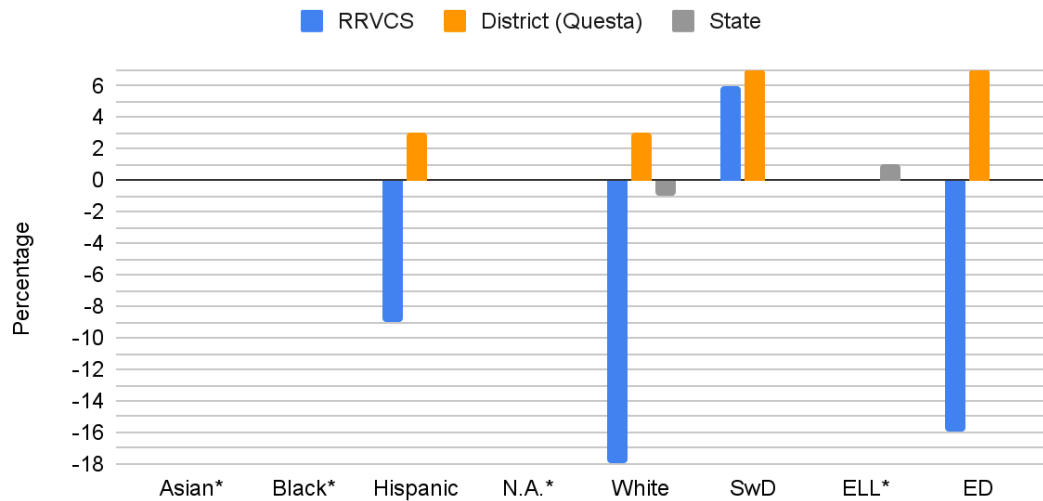
### ELA Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

**\*Note:** groups are masked due to population size.

## Math Percent Growth by Subgroup (2021-22 to 2022-23)



Source: Assessment, Research, Evaluation, and Accountability Bureau of PED

**\*Note:** groups are masked due to population size.

### English Learner Progress (NMVistas): 0%

### Mission-Specific Goals

**Goal 1:** Red River Valley Charter School (RRVCS) provides opportunities and encourages students to be responsible citizens, to lead by example, to apply knowledge and skills obtained in class to service learning and community leadership. This goal will direct learners into real life settings where the primary motivation is serving. This learning will take place through the experiences and reflections upon what happened during the experience and how it relates to classroom learning through reflection and surveys. Each year, 70% or more of RRVCS students, enrolled on the 40th and 120th day, will participate in at least one service-learning experience per quarter and prior to EOY will complete an age-appropriate self-reflection narrative, and present at student led conferences in the in the fall, spring, and/or winter.

Performance Level	Target	Points
Exceeds Standard	81% or more students in grades K-8, enrolled on the 40th and 120th day, will participate in at least one service-learning opportunity and complete an age-appropriate self-reflective narrative, earning a score of 3 or better, along with a BOY and EOY Survey.	100

Meets Standard	70% or more of FAY students in grades K-8, enrolled on the 40th and 120th day, will participate in at least one service-learning opportunity and complete an age-appropriate self-reflective narrative, earning a score of 3 or better, along with a BOY and EOY Survey.	75
Does Not Meet Standard	50% or more of FAY students in grades K-8, enrolled on the 40th and 120th day, will participate in at least one service-learning opportunity and complete an age-appropriate self-reflective narrative, earning a score of 3 or better, along with a BOY and EOY Survey.	25
Falls Far Below Standard	Less than 50% of FAY students in grades K-8, enrolled on the 40th and 120th day, will participate in at least one service-learning opportunity and complete an age-appropriate self-reflective narrative, earning a score of 3 or better, along with a BOY and EOY Survey.	0

**Rating: Meets Standard; 77.6% student attainment- 75 pts.**

## Organizational and Financial Performance Framework

**2022-23 Overall Rating: Meets Standard**

Pursuant to the [PEC Performance Framework and Accountability System](#), 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**.

If a school receives a **Does Not Meet Standard** rating, on any indicator, the CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

A school may receive a **Working to Meet Standard** rating on multiple indicators and still receive an overall rating of **Meets Standard**. If a school receives this rating across multiple years, the CSD and PEC may conduct a closer review the following year on that indicator, and the school will need to address the issue in its renewal application at the end of its charter term.



Red River Valley Charter School	2021-22	2022-23
<b>Organizational and Financial Performance</b>		
1a Mission and Educational Program	Meets Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard
1d Rights of English Learners	Meets Standard	Meets Standard
1e Meeting Program Requirements	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A
2a Financial Reporting and Compliance	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Meets Standard	Meets Standard
3c Reporting Requirements	Meets Standard	Meets Standard
4a Rights of All Students	Meets Standard	Meets Standard
4b Attendance and Retention	Working to Meet Standard	Working to Meet Standard
4c Staff Credentialing	Meets Standard	Meets Standard
4d Employee Rights	Meets Standard	Meets Standard
4e Background Checks, Ethics	Meets Standard	Meets Standard
5a Facilities	Meets Standard	Meets Standard
5b Transportation	Meets Standard	Meets Standard
5c Health and Safety	Meets Standard	Meets Standard
5d Handling Information	Meets Standard	Meets Standard

### Explanation of 2022-23 Indicator Ratings

2.b. [FY22 audit](#) had three new unmodified findings, one material weakness and one significant deficiency.

4.b. EOY: Attendance rate is 93% (**Attendance rate must be 95%**).

### Site Visit Attendees

Thursday, March 9, 2023

**CSD Team:** Samantha Samoiel (Lead), Kyle Wood, and Kimberly Gonzales

**School Leadership:** Kimberly Ritterhouse, Head Administrator

Governing Board: Heather Larson and Courtney Henderson