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SECRETARY OF EDUCATION

MICHELLE LUJAN GRISHAM  
GOVERNOR

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

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

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

**Head Administrator:** Piper Curry

**Governing Board Chair:** Alan Li

**Business Manager:** Stanley Albrycht

**Authorized Grade Levels:** K-8

**Grade Levels Served:** K-8

**Authorized Enrollment Cap:** 500

**2022-23 End of Year Enrollment:** 441

**Contract Term:** 2020-2025

**Waivers:** none

**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.

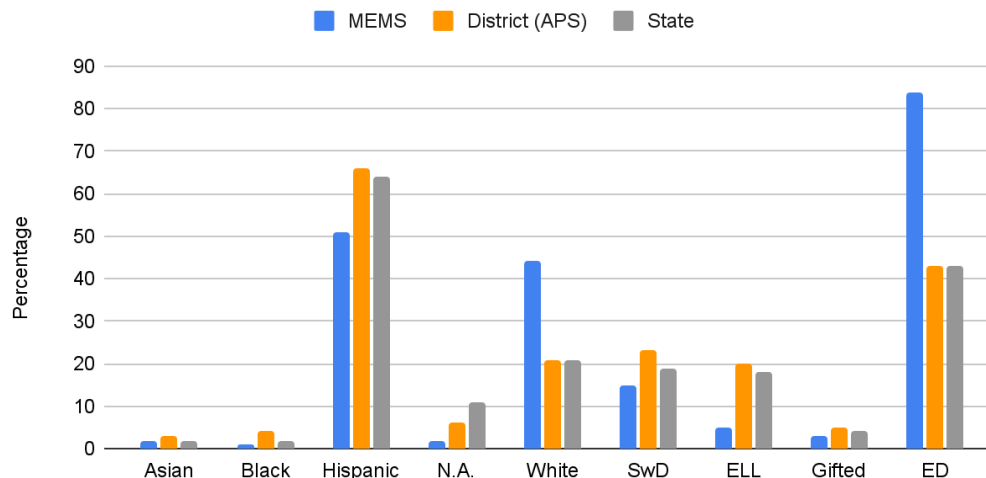
## **Educational Program:**

The Montessori Philosophy is an educational method for children, based on theories of child development originated by Italian educator Maria Montessori in the early 20th century. The 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.

- i. The School maintains fidelity to the Montessori multiage grouping philosophy as much as possible within the context of public education. Younger children learn from older children; older children reinforce their learning by teaching concepts they have already mastered.
- ii. Middle school grades 6-8 are structured in single grade classrooms; however, the Montessori philosophy, materials and methodology continue to be used at the middle school level. Because these students will be transitioning to traditional high schools, the School determined that a more traditional middle school grade structure would better support that transition.
- iii. In order for self-directed learning to take place the School offers a full complement of the prescribed Montessori materials and provides a classroom design that is compatible with Montessori “prepared environment”, Each teacher prepares the classroom to encourage independence, freedom within limits, and a sense of order. This is evidenced via classroom tour and interview of teachers and administrator.
- iv. All of the School’s 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.
- v. All teachers are grade-level licensed and Montessori-trained. Lead teachers are Montessori-certified.

## 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	72
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable
3: School-specific Goals: if two goals, average of points on each	100
<b>Overall Academic Score: average of indicators 1 and 3</b>	<b>86</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.

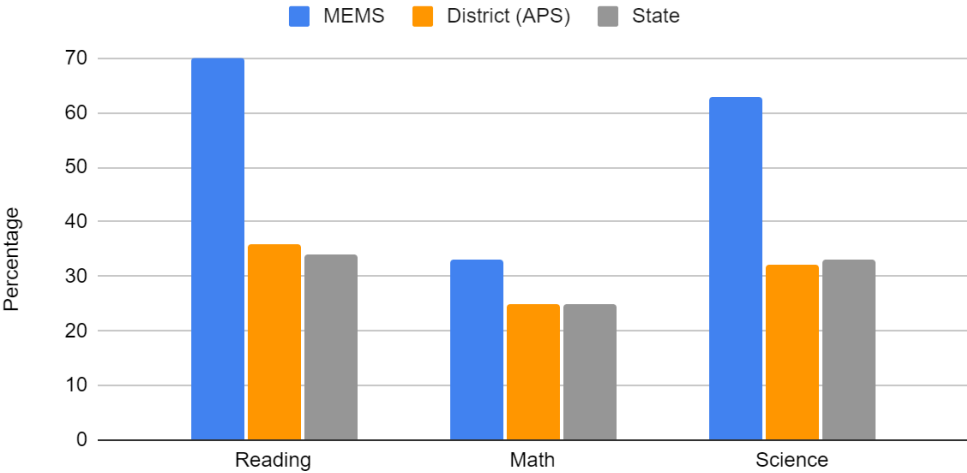
Details and criteria for each type of designation are provided on the [NMVISTAS](#) web page.

For the school year 2022-23, **The Montessori Elementary & Middle School** received the designation of **Spotlight**.

### **Proficiency**

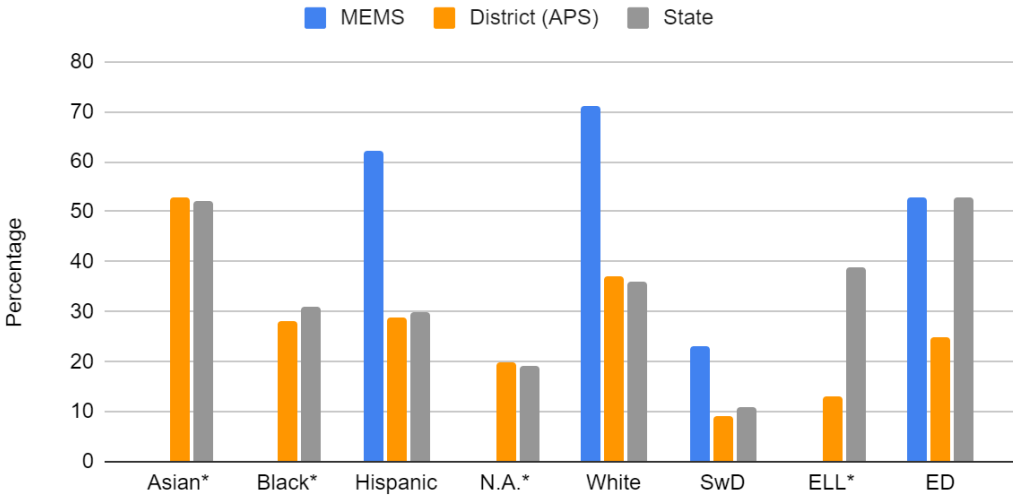
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

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



Source: NMVistas.org

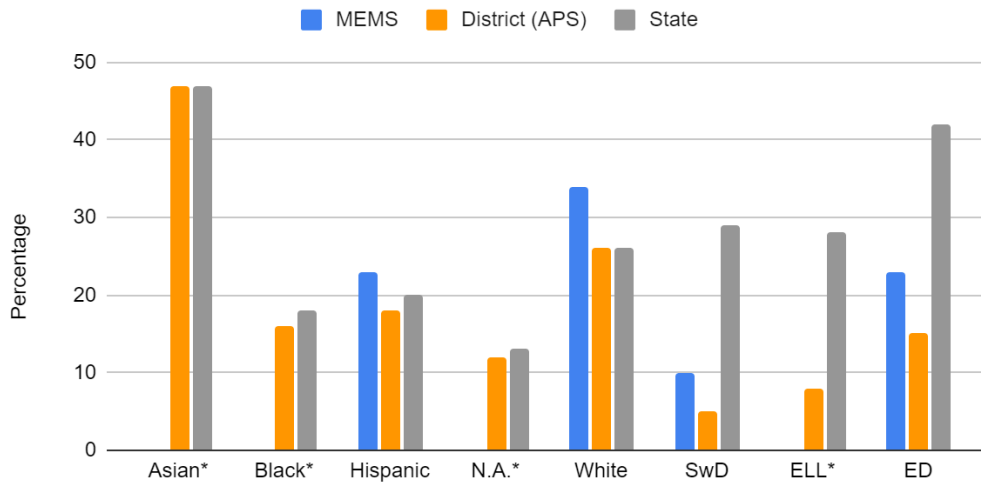
### Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

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

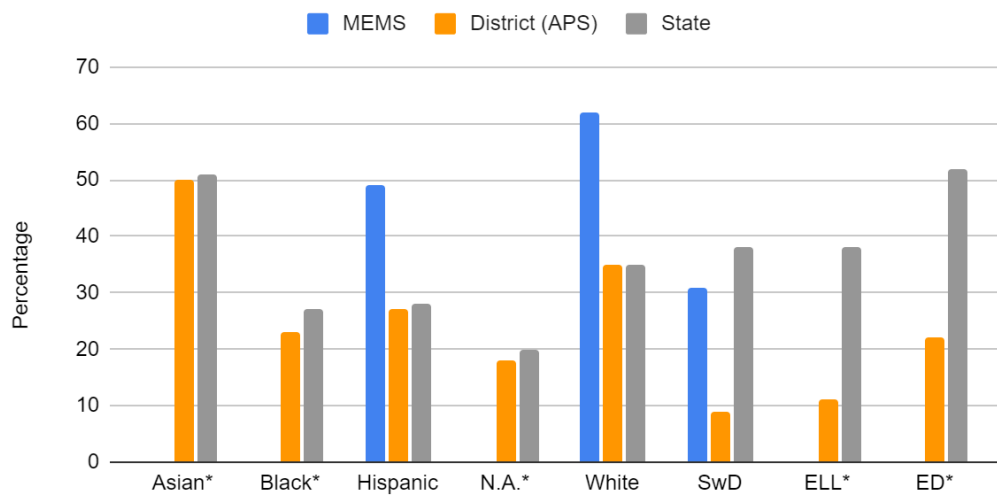
## Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

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

## Percent Proficient in Science by Subgroup 2022-23

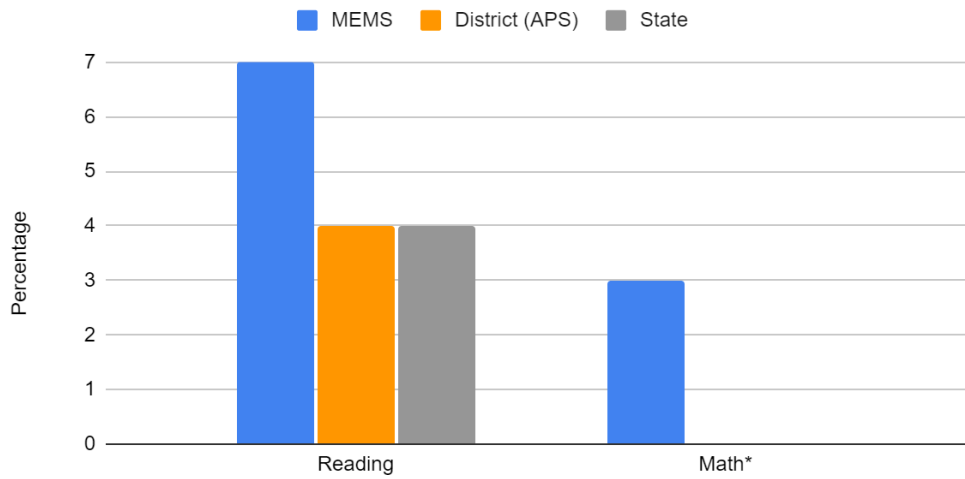


Source: NMVistas.org

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

## Improvement (Growth)

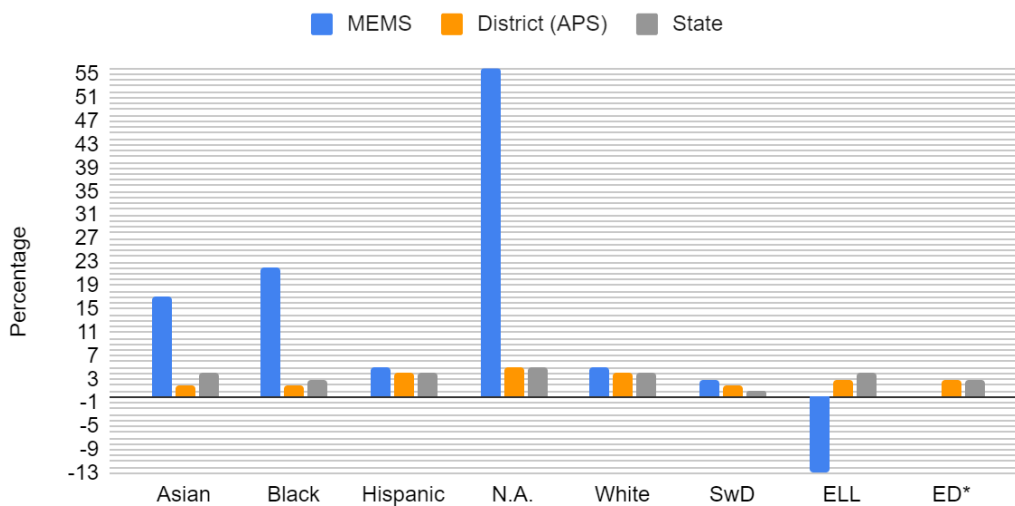
### Percent Growth for All Students (2021-22 to 2022-23)



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

**\*Note:** Math growth was 0% for the state and district for SY2023.

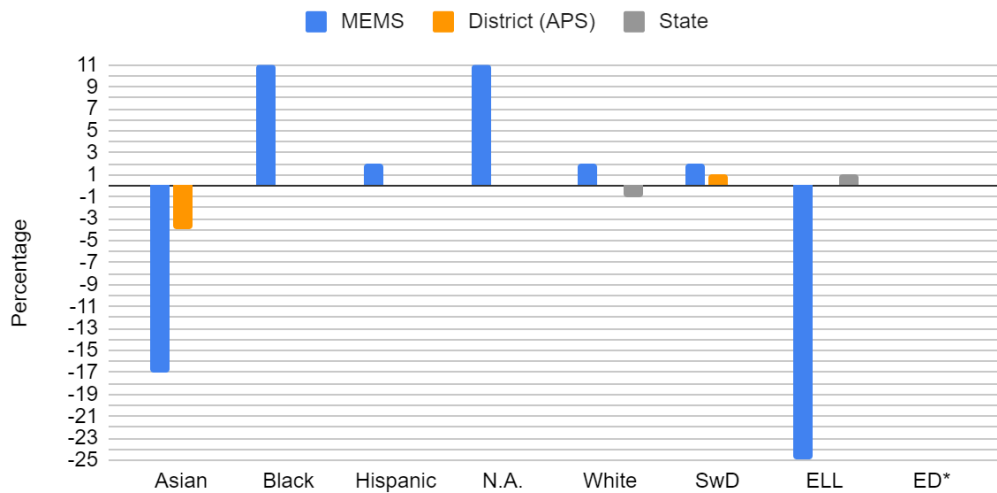
### ELA Percent Growth by Subgroup (2021-22 to 2022-23)



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):** ≤ 20% (masked due to population size)

### 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 Standard-** 100% student attainment- **100 pts.**



**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.

An upward longitudinal trend line over the course of the 5-year charter term is highly anticipated. Observations are completed quarterly. The scores on the observations will be averaged for each classroom.

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: Exceeds Standard-** 100% student attainment- **100 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.

Montessori Elementary & Middle School	2020-21	2021-22	2022-23
<b>Organizational and Financial Performance</b>			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Meets Standard	Meets Standard
1c Rights of Students with Disabilities	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Does Not Meet Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard
2c Responsive to Audit Findings	Meets Standard	Working to Meet Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Does Not Meet Standard	Meets Standard
3a Governance Requirements	Meets Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard
5a Facilities	Assurances	Meets Standard	Meets Standard
5b Transportation	Assurances	N/A	N/A
5c Health and Safety	Assurances	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard

### Explanation of 2022-23 Indicator Ratings

- 2.a. Quarter 2– Quarter 3 reports 1 day late and Quarter 4 reports late to School Budget Bureau.
- 4.b. EOY: Attendance rate is 94%; target is 95%

### Site Visit Attendees

Wednesday, February 28, 2023

**CSD Team:** Melissa Brown (Lead), Dylan Wilson, Julianna Montoya, Ruby James, and Kimberly Gonzales  
**School Leadership:** Mary Jane Besante, Head Administrator



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District 5, Aztec

Stewart Ingham, Member  
District 6, Deming

Michael M. Taylor, Member  
District 8, Roswell

K.T. Manis, Member  
District 9, Hobbs

February 20, 2024

Piper Curry  
Alan Li  
The Montessori Elementary & Middle School  
[pcurry@tmesnm.com](mailto:pcurry@tmesnm.com)  
[alanli2096@gmail.com](mailto:alanli2096@gmail.com)

Dear Ms. Curry and Mr. Li:

Thank you for all of your hard work to support children in New Mexico. As you know, the Charter School Division (CSD) has completed its annual report for SY 2022-2023 for your school and presented this report along with your responses to the Public Education Commission (PEC) at its February 2024 meeting. As outlined in New Mexico rule NMAC 6.2.9.12 and 13<sup>9</sup>, the PEC has accepted this annual report. Further, as set out in the rule, the PEC asked me to provide you with notice that the PEC has issued an overall annual report notice of exemplary performance. Thank you for this excellent work.

The contract and all annual reports for the school are located here:  
<https://webnew.ped.state.nm.us/bureaus/public-education-commission/charter-school-contracts/> The SY 2022-2023 annual report and this letter will be made a part of the record of performance of the school. Please feel free to reach out to CSD or me with any questions. On behalf of the Commission, I thank you for your efforts.

Sincerely,

*/s/ Patricia Gipson*

Chair, Public Education Commission  
District 7

<sup>9</sup> <https://www.srca.nm.gov/parts/title06/06.002.0009.html>