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GOVERNOR

**Charter Schools Division  
2024-25 Renewal Application Part A  
Revised September 9, 2024**

**School Name:** Aldo Leopold Charter School

**School Address:** 410 W, 10th St. Silver City, NM 88061

**Head Administrator:** Hannah Wecks

**Governing Board Chair:** Alexandra Tager

**Business Manager:** Justine Vigil

**Authorized Grade Levels:** 6-12

**Grade Levels Served:** 6-12

**Authorized Enrollment Cap:** 210

**Facility/building capacity:** 315

**2023-24 120-Day Enrollment:** 191

**Contract Term:** 2020-2025

**Weighted NMCI Number<sup>1</sup>:** 24.42

**Foundation:** Aldo Leopold Charter School Foundation, Inc.

**Remote or in-person instruction (or ratio if combination):** in-person

**Food services offered:** Yes

**Transportation service offered:** No

**Waivers:** Evaluation Standards for School Personnel

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<sup>1</sup> Most current NMCI number available from PSFA is from June 2024.

**History:**

Aldo Leopold Charter School opened in 2005 with Silver Consolidated Schools as their authorizer. The school renewed their charter with the Public Education Commission in 2010. This will be Aldo Leopold’s fourth renewal with the PEC.

Source: CSD Internal Monitoring

**Mission:**

At Aldo Leopold Charter School the human and natural environments serve as text and lab for learning through direct experience, inquiry and stewardship.

**Educational Program of School as written in the contract:**

Aldo Leopold Charter School offers a distinctive educational choice in many ways. The four most important differences are inquiry and active learning, experiential education program, use of the environment as a learning tool and stewardship of community and the natural environment.

- i. The instructional techniques emphasize inquiry and active learning, as evidenced by lesson plans and yearly inquiry-driven projects that engage students in empiricism, creative arts, and/or innate curiosities.
- ii. The experiential education program is evidenced by weekly off-campus learning experiences to include community orientation and introduction to the natural environment (Grades 6-9) and community internships and Youth Conservation Corps. (Grades 10-12).
- iii. The use of the environment as a learning tool is evidenced by participation in overnight camping trips (grades 6-8) and multiple-day backpack trip (grades 9-12) into the Gila Wilderness. In addition, each high school grade level has at least one multiple-day field trip that is integrated into one or more of their core classes as part of the school's experiential educational program.
- iv. Professional development is provided to all instructional personnel including First Aid, CPR, Risk Management and utilizing Restorative Practices. In addition, advanced training opportunities such as Wilderness First Responders and Association for Experiential Education are made available to instructional personnel.

**Amendments approved in last four years:**

PEC Meeting Date	Approved (Y/N)	Amendment Request
		(none)

Source: Amendments and Notifications

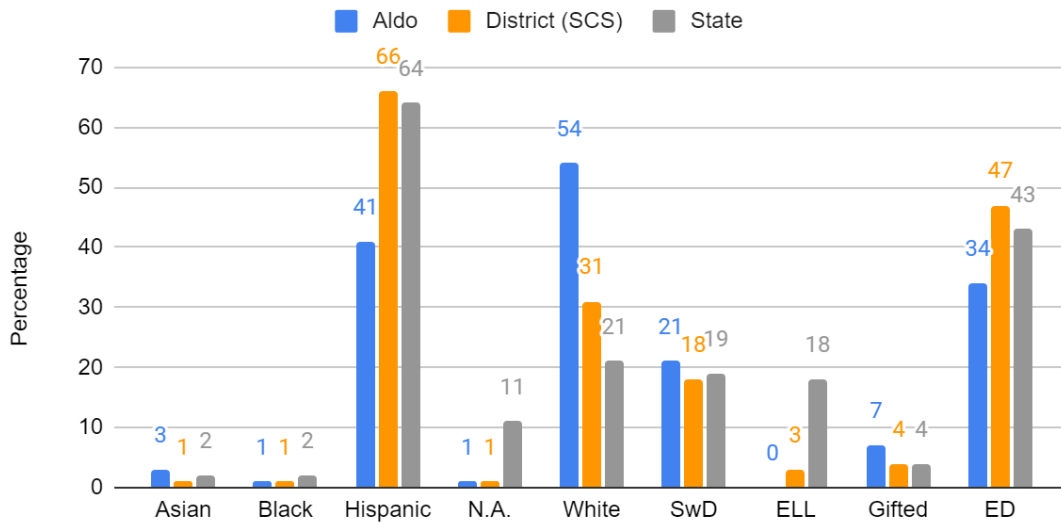
**Head Administrator and Business Manager changes in last four years:**

PEC Meeting Date	Position	Person Appointed
3/18/2022	Business Manager	Melissa Frost
1/20/2023	Head Administrator	Dr. Anthony L. Smith
8/25/2023	Head Administrator	Hannah Wecks

Source: Amendments and Notifications

## Demographics

### Enrollment by Subgroup EOY 2022-23



Source: STARS Enrollment Subgroup Percentages with Averages

**Note:** 2022-23 enrollment data is displayed until certified 120D 2023-24 enrollment figures are available.

## Academic Performance

Academic Performance Framework Indicators	2021-22 Score	2022-23 Score	2023-24 Score
1: State Accountability System: NMVISTAS Overall Score (100 points possible)	65	81.6	pending
2: Subgroup Performance: high, middle, and low-performing quartiles	Not available	<b>Note:</b> #2 Not calculated by PED for 2021-22 or 2022-23	
3: School-specific Goals: if two goals, average of points on each goal (100 points possible)	75*	75	25
<b>Overall Academic Score: average of Indicators 1 and 3</b>	<b>70</b>	<b>78.3</b>	–

**\*Note:** The school's 2021-22 Annual Report mistakenly indicates a score of 80 for the School-specific Goal; it should be 75. 2023-24 will be added when available. Vistas scores were not available in 2020-21.

**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 school years 2021-22, 2022-23, and 2023-24 (when available).

The New Mexico State Accountability System ([NM Vistas](#)) gives every public school in the state an overall score. NM Vistas scored schools according to the following designations:

<p><b>Spotlight:</b> Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p><b>Traditional:</b> No other designation</p>	<p><b>TSI (Targeted Support and Improvement):</b> Multi-year low performing subgroup(s)</p>
		<p><b>ATSI (Additional Targeted Support and Improvement):</b> TSI in the lowest 5% of schools. Exit from ATSI status requires an increase in subgroup performance in both of the next 2 years.</p>
		<p><b>CSI (Comprehensive Support):</b> Lowest 5% of all schools; OR 3 years in ATSI; OR 3-year average of 4-Year Graduation rate is below 66.67%</p>
		<p><b>MRI (More Rigorous Intervention):</b> on CSI for 3 years</p>

**Note about 2022-23 NM Vistas Revision:** on May 20, 2024, the Accountability, Research, Evaluation, and Assessment (AREA) Division released new figures on NM Vistas for the school year 2022-23. The figures were recalculated because: 1) AREA received a high number of appeals from schools about their data; 2) the Vistas data and designations needed to align with the state’s *Consolidated State Plan (CSP)* that is sent to the U.S. Department of Education as part of the *State ESSA (Every Student Succeeds Act) Accountability Model*; 3) during the initial release of Vistas 2022-23 reports, a number of schools were prematurely exited from designations of CSI and ATSI. Those schools are on a three-year cycle, some of which started in 2018-19. Because of Covid, two years of accountability reports were waived, so the designation should have continued through 2022-23.

**Important:** According to the May 20, 2024 NM Vistas revision, the highest **overall** designation a school may receive is “Spotlight,” however, an additional designation/distinction of “Excellence” is assigned to schools scoring above the 90th percentile on specific indicators.

Refer to the [2022-23 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

**Overall NMVistas Standing:**

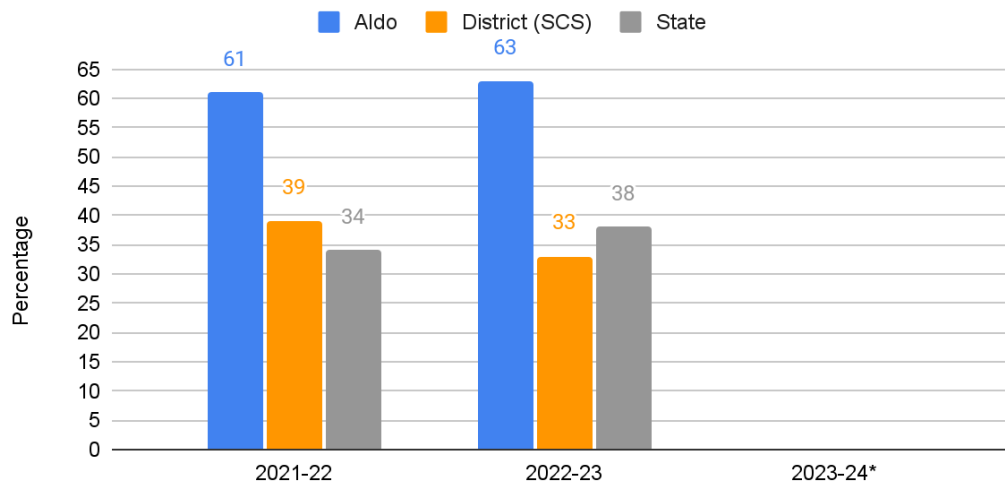
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	65	<b>Spotlight</b>
Year 3	2022-23	81.6	<b>Spotlight overall,</b> with additional designations of <b>excellence</b> in ELA and College & Career Readiness
Year 4	2023-24	Pending	----

Source: NMVistas.org

**Academic Proficiency:**

**Reading**

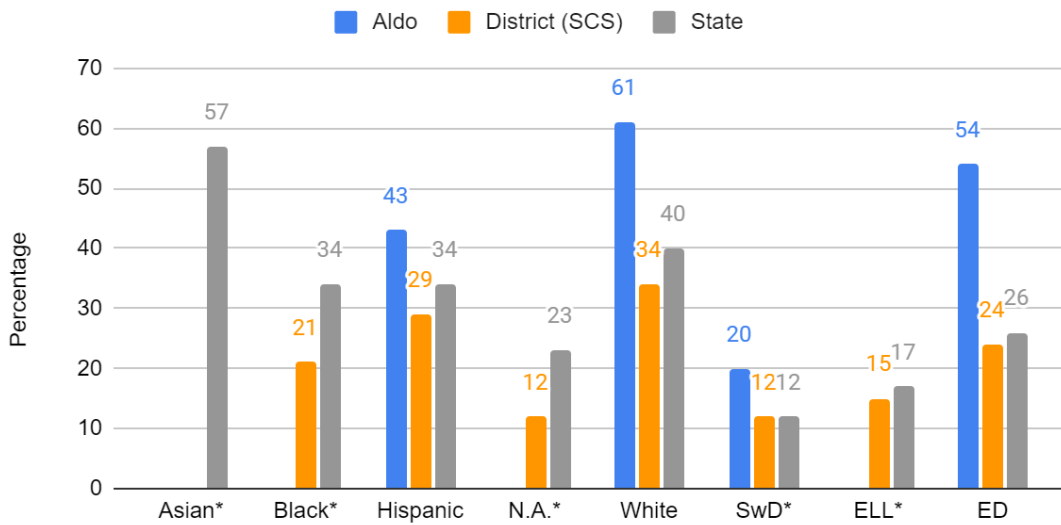
Percent of Students Proficient in Reading across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 reading proficiency data is not yet available from Vistas. Report will be updated when data has been released.

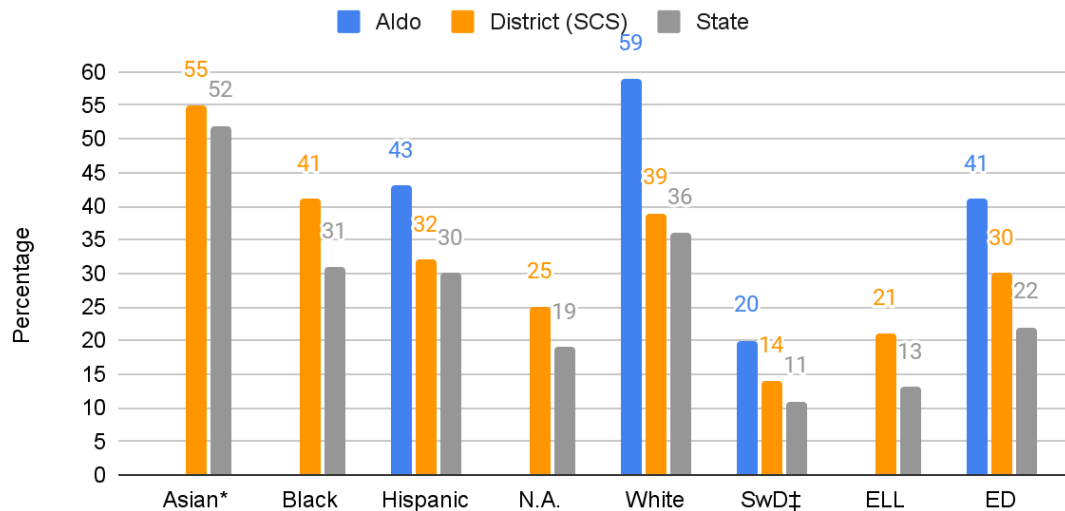
## Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

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

## Percent Proficient in Reading by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

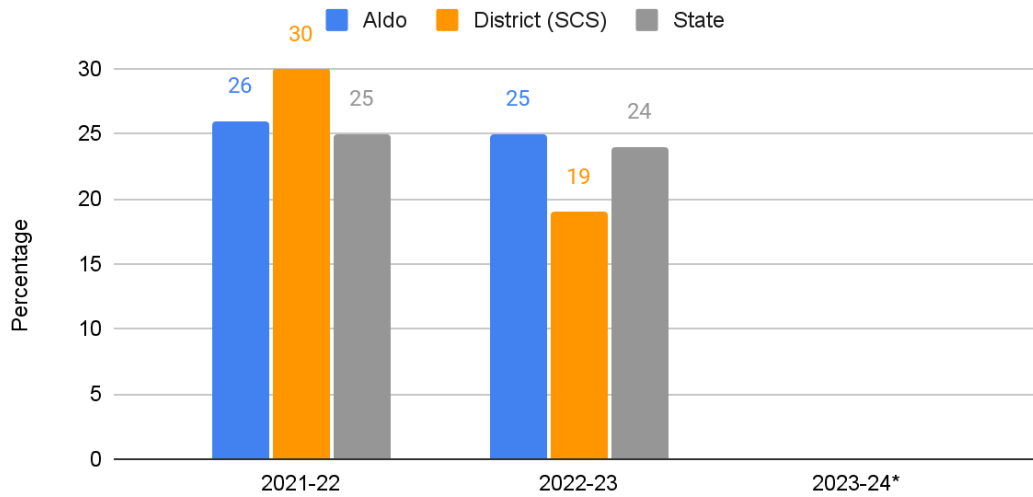
**\*Note:** 2021-22 Aldo data are masked due to too few students represented in the subgroup(s).

**Note:** 2021-22 Aldo data are missing due to no students represented in the subgroup(s).

**‡Note:** 2021-22 Aldo data for SwD are blurred at  $\leq 20\%$ .

## Mathematics

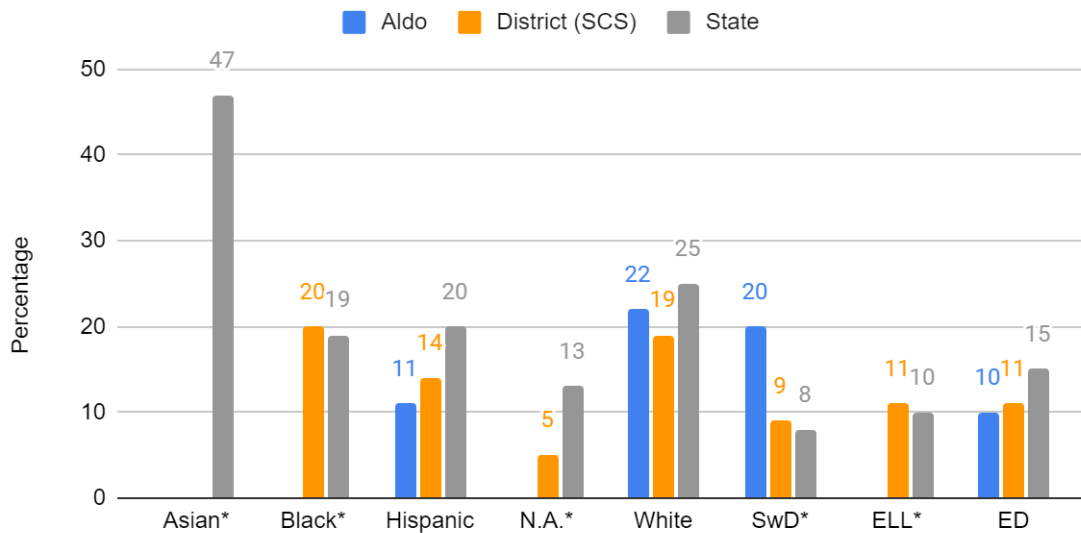
### Percent of Students Proficient in Math across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 math proficiency data is not yet available from Vistas. Report will be updated when data has been released.

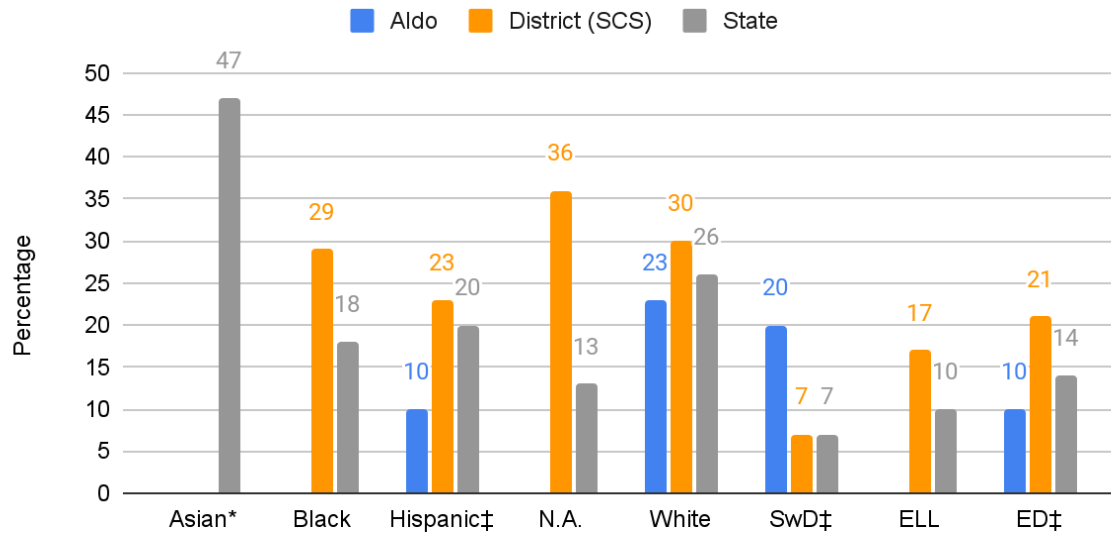
### Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

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

## Percent Proficient in Math by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

\***Note:** 2021-22 Aldo and SCS data are masked due to too few students represented in the subgroup(s).

**Note:** 2021-22 data are missing due to no students represented.

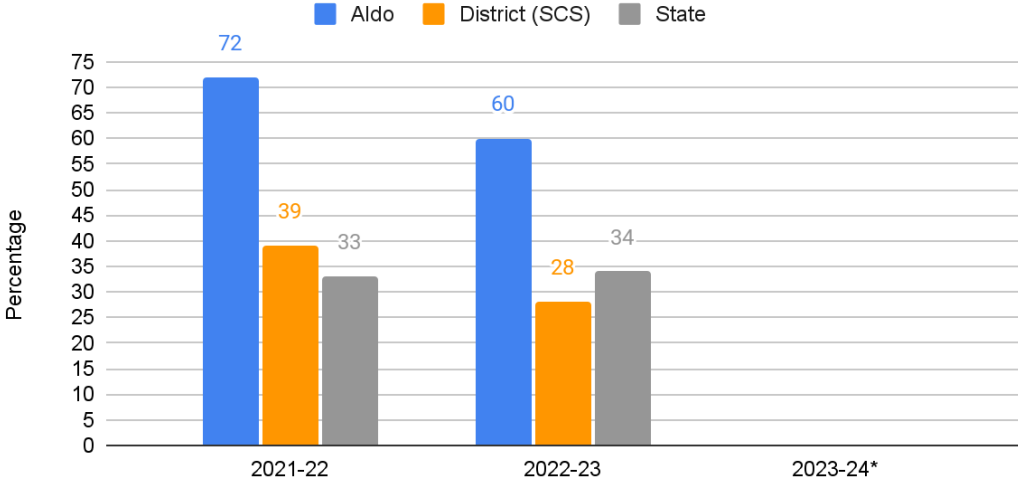
‡**Note:** 2021-22 Aldo data for SwD are blurred at  $\leq 20\%$ , for Hispanic and ED at  $\leq 10\%$ .

## Science

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



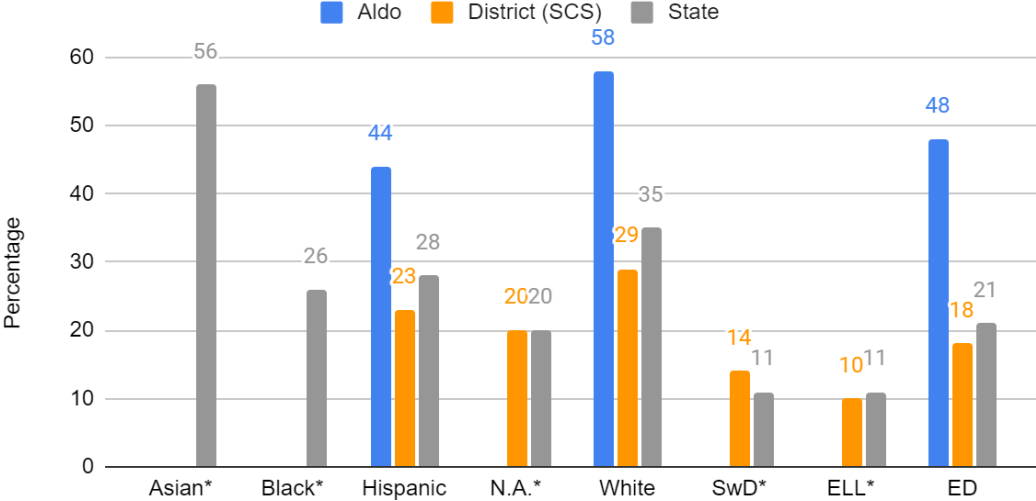
### Percent of Students Proficient in Science across Charter Term



Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

**\*Note:** 2023-24 science proficiency data is not yet available from Vistas. Report will be updated when data has been released.

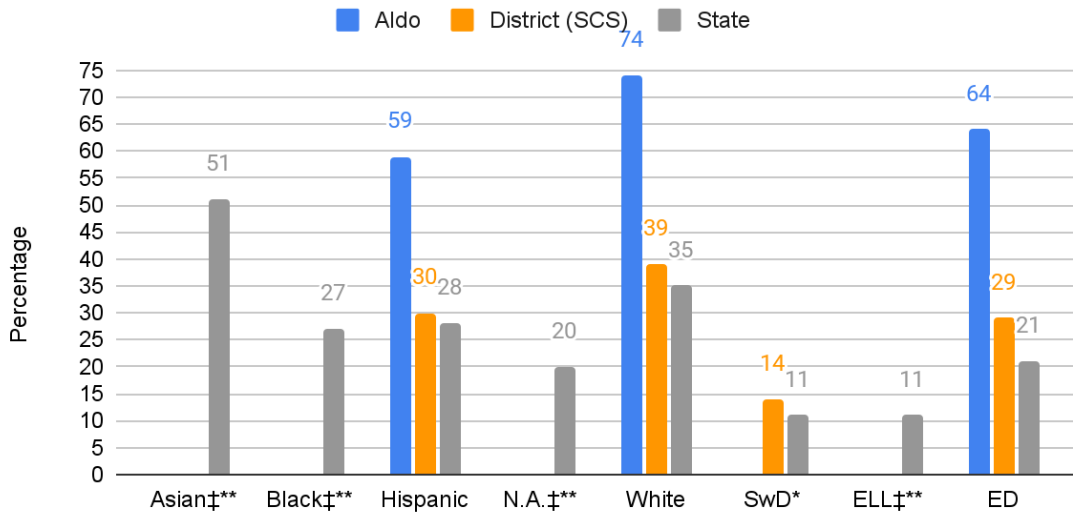
### Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

**\*Note:** groups are masked due to population size, and/or some groups are not represented in the school.

## Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

†Note. 2021-22 Aldo data are missing due to no students in the student subgroup.

\*Note: 2021-22 Aldo data are masked due to too few students represented in the subgroup(s).

\*\*Note: 2021-22 SCS data are masked due to too few students represented in the subgroup(s).

### English Learner Progress toward Proficiency:

English Learner Progress measures the percentage of English learners who are on track toward achieving English proficiency (an ACCESS score of 4.7 or higher) within five years.

School Year	% English Learning Progress
2021-22	Masked
2022-23	Unavailable
2023-24	Pending

Note: English learning progress is masked or unavailable due to population size.

Source: NMVistas.org (WIDA/ACCESS for ELLs)

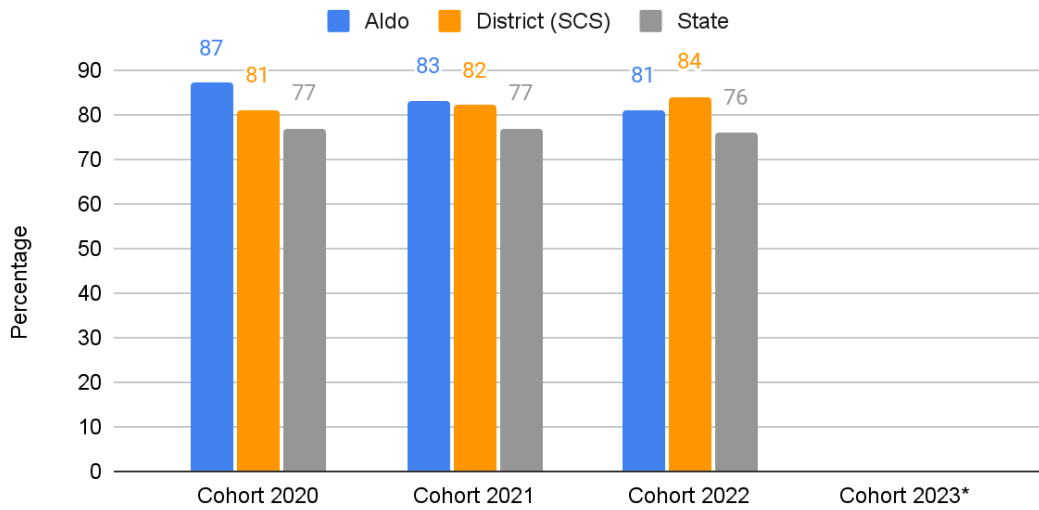
### High School Graduation Rates:

The data reported each year is for the prior year's cohort of students. Cohort 2022 is the most recent 4-year graduation data available, cohort 2021 is the most recent 5-year data, and cohort 2020 is the most recent 6-year data. Data for the next cohort (2023 4-year, 2022 5-year, and 2021 6-year) will be

available in fall 2024 on the NMPED Graduation Data Site: [Graduation Data – New Mexico Public Education Department \(state.nm.us\)](https://webnew.ped.state.nm.us/bureaus/accountability/graduation/)

### 4-Year Graduation Data

#### 4-Year High School Graduation (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

**\*Note:** 4-year graduation data for Cohort 2023 is not yet available from NMPED. Report will be updated when data has been released.

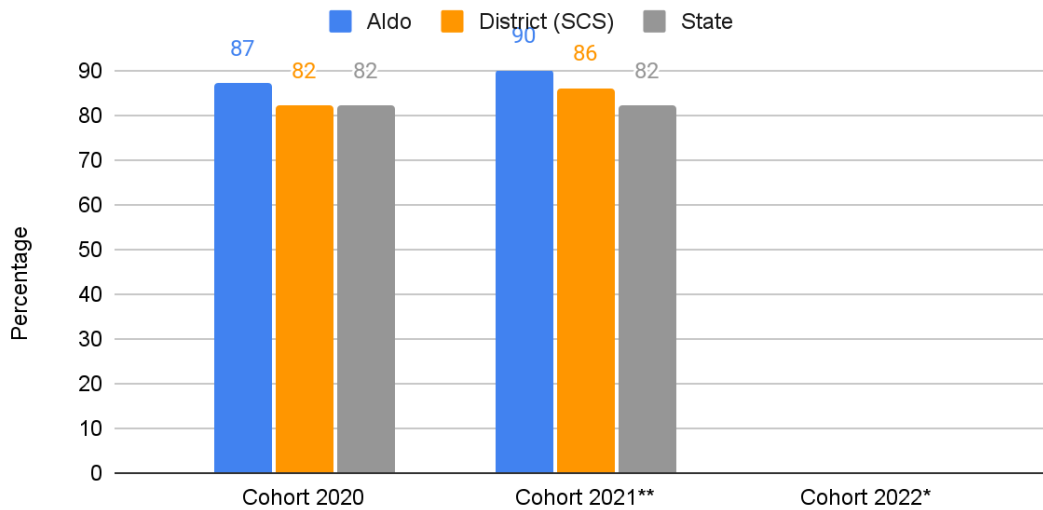
#### 4-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2023*	pending	—	—	—	—	—	—	—
2022	**	**	**	**	≥ 80%	**	**	**
2021	≥ 95%	**	**	**	93%	82%	**	81%
2020	**	**	**	**	≥ 80%	**	**	**

**\*\*Note:** data is not available due to too few or no students represented in the subgroup.

## 5-Year Graduation Data

### 5-Year Graduation Rates (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

**\*Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

**\*\*Note:** School's 5-Year 2021 data are partially masked due to population size,  $\geq 90\%$  graduation rate.

### 5-Year Graduation rates by Subgroup and Cohort (in percentages)

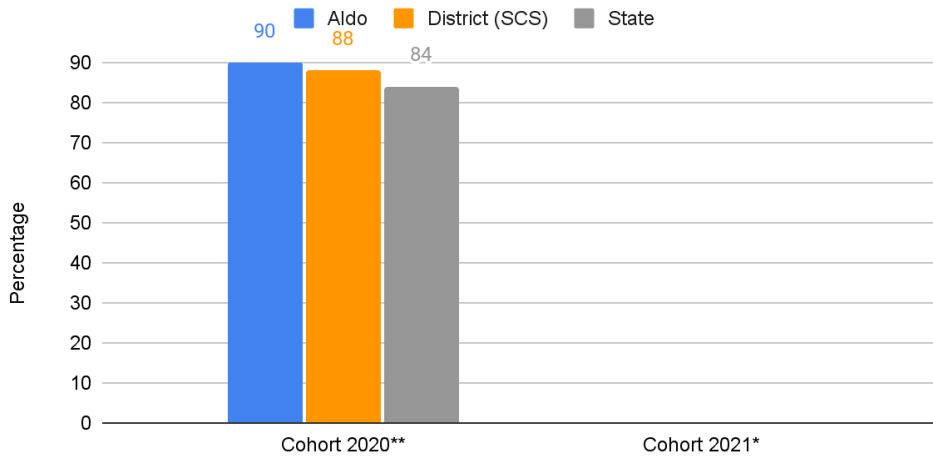
Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2022*	pending	—	—	—	—	—	—	—
2021	**	**	**	**	$\geq 80\%$	**	**	$\geq 80\%$
2020	**	**	$\geq 95\%$	**	84%	68%	**	84%

**\*Note:** 5-year graduation data for Cohort 2022 is not yet available from NMPED. Report will be updated when data has been released.

**\*\*Note:** data is not available due to too few or no students represented in the subgroup.

## 6-Year Graduation Data

### 6-Year Graduation Rates (All Students)



Source: NMPED Graduation Data Site: <https://webnew.ped.state.nm.us/bureaus/accountability/graduation/>

**\*Note:** 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

**\*\*Note:** School's 2020 data are partially masked due to population size,  $\geq 90\%$  graduation rate.

### 6-Year Graduation rates by Subgroup and Cohort (in percentages)

Cohort	Asian	Black	Hispanic	Native American	White	Students with Disabilities	English Learner	Economically Disadvantaged
2021*	pending	—	—	—	—	—	—	—
2020	**	**	**	**	$\geq 80\%$	**	**	**

**\*Note:** 6-year graduation data for Cohort 2021 is not yet available from NMPED. Report will be updated when data has been released.

**\*\*Note:** data is not available due to too few or no students represented in the subgroup.

### School-Specific or Mission-Specific Goals:

Year	Goal 1	Goal 2	Overall Rating: Academic Indicator 3
Year 1 2020-21	Not available		
Year 2 2021-22	Meets Standard 75 points	Meets Standard 75 points	75
Year 3 2022-23	Meets Standard 75 points	Meets Standard 75 points	75

Year 4 2023-24	<b>Does Not Meet Standard 25 points</b>	<b>Does Not Meet Standard 25 points</b>	<b>25</b>
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Source: School reported data

### Mission-Specific Goals

**Goal 1:** All students at Aldo Leopold Charter School (ALCS) participate in experiential education. 75% of students enrolled on the 40th and 120th day will score at or above their grade level expectation or the score determined in a Special Education student’s IEP on the school’s rubric for **Ownership and Collaboration** in Experiential Learning. All students at Aldo Leopold Charter School (ALCS) will have the opportunity to participate in experiential learning in the human and natural environments (outside of the school building) using direct experience, inquiry, and stewardship for a minimum of 100 hours per semester. The school’s rubric is used to evaluate students’ level of participation and engagement during these hours of experiential education.

Performance Level	Target	Points
Exceeds Standard	More than 90% of ALCS students enrolled on the 40th and 120th day score at or above the expectation for their grade level on the school’s rubric for <b>Ownership and Collaboration</b> in experiential learning.	100
Meets Standard	75% - 90% of ALCS students enrolled on the 40th and 120th day score at or above the expectation for their grade level on the school’s rubric for <b>Ownership and Collaboration</b> in experiential learning.	75
Does Not Meet Standard	50% - 74% of ALCS students enrolled on the 40th and 120th day score at or above the expectation for their grade level on the school’s rubric for <b>Ownership and Collaboration</b> in experiential learning.	25
Falls Far Below Standard	Less than 50% of ALCS students enrolled on the 40th and 120th day score at or above the expectation for their grade level on the school’s rubric for <b>Ownership and Collaboration</b> in experiential learning.	0

**Goal 2:** Aldo Leopold Charter School students will respond to their experiential learning through writing and formal discussion. 70% of students enrolled on the 40th and 120th day will score at or above their grade level expectation or the score determined in a Special Education student’s IEP on the school’s rubric for **Skills of Reflection in Experiential Learning**. Student responses, either oral or written, will be drawn from their experiences outside the classroom.

Performance Level	Target	Points
Exceeds Standard	More than 80% of ALCS students enrolled on the 40th and 120th day will score at or above the expectation for their grade level identified in the school’s rubric for <b>Response Skills in Experiential Learning</b> .	100
Meets Standard	70% - 80% of ALCS students enrolled on the 40th and 120th day will score at or above the expectation for their grade level identified in the school’s rubric for <b>Response Skills in Experiential Learning</b> .	75
Does Not Meet Standard	50% - 69% of ALCS students enrolled on the 40th and 120th day will score at or above the expectation for their grade level identified in the school’s rubric for <b>Response Skills in Experiential Learning</b> .	25

Falls Far Below Standard	Less than 50% of ALCS students enrolled on the 40th and 120th day will score at or above the expectation for their grade level identified in the school's rubric for <b>Response Skills in Experiential Learning</b> .	0
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**Student Attendance/Retention/Recurrent:**

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	97%	98%	85%
2021-22	92%	89%	86%
2022-23	91%	90%	86%
2023-24	pending	–	–

**Student Attendance Source:** STARS > District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary; **Retention and Recurrent Enrollment Source:** STARS > District and Location Reports > Options for Parents > Charter School Enrollment Report (Insert NOVA path for newer data)

**Teacher Retention Rate:**

Year	Retention Rate
2020-21 to 2021-22	89%
2021-22 to 2022-23	80%
2022-23 to 2023-24	pending

**Source:** STARS > State Reports > Staff Reports > Turnover Rates for Assignment Category (Teachers) (Insert NOVA path for newer data)

**Enrollment Trends as reported in STARS EOY:**

Grades Served	FY21	FY22	FY23	FY24
Grade 6	22	15	18	pending
Grade 7	24	32	31	–
Grade 8	27	27	36	–
Grade 9	20	27	26	–
Grade 10	27	15	26	–
Grade 11	22	24	18	–
Grade 12	21	18	20	–
<b>Total</b>	<b>163</b>	<b>158</b>	<b>175</b>	–

**Source:** STARS > District and Location Reports > General Reports > Enrollment by District by Location by Grade (120D) (Insert NOVA path for newer data)

## Financial Compliance

### Staffing measured in Full-Time Equivalents (FTE):

Year	Administrator, Principal	EAs	Related Services Personnel, Healthcare	Non-certified Personnel	Other Personnel	Reg Ed Teacher	SPED / Gifted Teacher	TOTAL All Funds
FY21	1.2	5.25	3.37	4.72	0	13.77	2.70	31.01
FY22	1.2	5.03	3.45	3.87	1.00	13.28	2.60	30.43
FY23	0.5	6.03	2.11	3.65	1.00	13.33	3.75	30.37
FY24	Pending							

Source: STARS > State Reports > Staff > Number of Staff with FTE by District, Assignment Category, Assignment (Insert NOVA path for newer data)

### FTE paid for with operational funds:

Year	Gen Ed Teacher 1411	SPED Teacher 1412 Gifted 1422	Gen Ed EA 1711 SPED EA 1712	Guidance Counselor/ Social Worker 1214	Principal 1112 Head Admin 1111	Admin / Support 1113, 1114, 1115	TOTAL Operational 11000
FY21	15.32	3.0	3.07	1.0	1.2	0.8	28.77
FY22	13.97	3.0	2.4	1.0	1.2	1.0	26.99
FY23	13.90	3.1	4.88	1.0	1.0	1.0	30.42
FY24	14.79	1.0	5.33	1.0	1.0	1.0	29.42

Source: OBMS > Reports > Budget Reports > Budget Job Class Report

### Actual Operational Expenses, in whole dollars, by Function Code:

Function	Function Name	FY21	%	FY22	%	FY23	%	FY24	%
1000	Direct Instruction	1,371,443	69%	1,508,546	66%	1,519,200	61%	pending	
2100	Student Support	154,657	8%	209,258	9%	341,644	14%	–	
2200	Instructional Support	4,313	<1%	0	0%	0	0%	–	
2300	Central Administration	123,178	6%	186,066	8%	245,901	10%	–	



2400	School Administration	149,137	8%	159,008	7%	156,669	6%	-	
2500	Central Services	87,991	5%	110,496	5%	101,653	4%	-	
2600	Maintenance and Operations	78,917	4%	126,143	6%	59,550	2%	-	
2700-5999	All Other Function Codes	6,727	<1%	3,066	<1%	52,028	2%	-	
Total Operational Expense Fund 11000		1,976,363	100%	2,302,584	100%	2,476,645	100%	-	
Total Operational Revenue Fund 11000		\$1,989,362		\$2,050,065		\$2,346,538		pending	

Sources: School Budget Bureau; OBMS>Actuals Reports>Actuals Expenditure Rollup Report & Actuals Revenue Rollup Report (Reporting Period– Fourth Quarter (Apr-Jun))

**Operational Cash Balance:**

Year	Cash Amount	% Increase (Decrease)	Cash Balance Target	Days Cash on Hand
FY21	\$470,385.00	94%	19.17%	69.97
FY22	\$429,435.00	(-9.0)%	17.49%	63.84
FY23	\$198,705.00	(-54%)	8.16%	29.80
FY24	-\$83,888.66*	(-142%)	-3.17%	-11.57

Source: OBMS > Reports > Budget Reports > Unrestricted Cash Balance Report

\*Note: School states that this figure is incorrect; however, the school submitted this amount in OBMS as part of their 925F report, which was approved by the school’s governing board in an open meeting.

**Audit Findings:** Audit reports are not completed until a fiscal year ends, so that schools receive the FY2020 audit report during contract Year 1, and the performance ratings for Year 1 (SY 2020-21) are based on the audit report for FY2020 (SY 2019-20).

**School:**

Fiscal Year	Total Findings	Repeat Findings	Material Weakness	Significant Deficiency	Disclaimed Audit
FY20	6	5	0	2	No
FY21	6	5	0	1	No
FY22	3	2	0	1	No
FY23	2	1	0	1	No

**Foundation:** no findings during the contract term

**Source:** NMPED [FY20](#), [FY21](#), [FY22](#) and [FY23](#) Audit Reports, Clifton Larson and Associates

### Governing Body Performance

**Board Membership and Officers:** Did the board have all required officers and all required members in place during each fiscal year of the contract term, and were notifications of changes in membership submitted timely? (If there were no board vacancies during a fiscal year, the notification column will indicate N/A.)

Fiscal Year	Chair	Vice-Chair	Secretary	Full Membership	Timely Notification of Vacancies
FY21	Hannah Wecks	Margaret Begay	Jamie Crockett	6	1 timely; 2 not timely
FY22	Jamie Crockett	Margaret Begay	Alex Tager	5	Yes
FY23	Jamie Crockett	Margaret Begay	Alex MacKenzie	6	2 timely; 1 not timely
FY24	Alex Tager	Not Identified	Harry Browne	5	No, 1 not reported

**Source:** CSD Internal Monitoring

**Governing Board Training:** Did all members of the board complete the required training hours of 8 hours per year for continuing members and 10 hours for new members?

Board Members	FY21	FY22	FY23	FY24
Jamie Crockett	8	8		
Hannah Wecks	9			
AJ Sandoval	8			
Max Higgs	8			
Margaret Begay	6	10	8	
Alex Tager	7	8	8	8
Isaac Brundage		3R		
Alex MacKenzie		10	8	8
Sebastiano Marino			18	8
Jon Walker			13	OR
Harry Browne			10	12
Aimee Parra				21
James McIntosh				10

Source: CSD Internal Monitoring

\*Note: R=Resigned. Red font indicates that the member did not complete all required training hours.

## Performance Framework Ratings

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**.

Contract Year	School Year	Overall Rating: Organization & Financial Framework (Meets or Does Not Meet)
Year 1	2020-21	Meets Standard
Year 2	2021-22	Does Not Meet Standard
Year 3	2022-23	Does Not Meet Standard
Year 4	2023-24	Pending

Source: CSD Internal Monitoring

## Screenshot of Multi-year Performance Framework Ratings

Aldo Leopold Charter School	2020-21	2021-22	2022-23	2023-24
<b>Organizational and Financial Performance Ratings</b>				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Working to Meet Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Does Not Meet Standard	Working to Meet Standard
1d Rights of English Learners	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Working to Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Working to Meet Standard
2e Staffing for Fiscal Management	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Working to Meet Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Does Not Meet Standard	Working to Meet Standard	Does Not Meet Standard
4a Rights of All Students	Assurances	Working to Meet Standard	Meets Standard	Working to Meet Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Meets Standard	Meets Standard	Meets Standard	Meets Standard
4d Employee Rights	Assurances	Meets Standard	Meets Standard	Meets Standard
4e Background Checks, Ethics	Assurances	Meets Standard	Meets Standard	Meets Standard
5a Facilities	Assurances	Working to Meet Standard	Meets Standard	Working to Meet Standard
5b Transportation	Assurances	N/A	N/A	N/A
5c Health and Safety	Assurances	Meets Standard	Meets Standard	Meets Standard
5d Handling Information	Assurances	Meets Standard	Meets Standard	Meets Standard

Note: An updated table will be added, including 2023-24 ratings, when available.

**Explanation of 2023-24 Indicator Ratings:**

- 1.b. Participation data will be provided in Fall 2024.
- 1.c. SPED CAP issued by OSE.
- 2.b. One significant deficiency finding on [FY23 audit](#).
- 2.c. One repeat finding on [FY23 audit](#).
- 2.d. 53% Aldo Leopold Fund Programs FY24 SB192 (27416) reverting grant funds not expended.
- 3.c. 3+ untimely submissions of amendment requests.
- 4.a. Complaint policy not contained in student handbook on website.
- 4.b. Rating is pending until certified 120D attendance data is available from Nova.
- 5.a. ADA accessibility (broken elevator)-- school has made repeated attempts to urge the landlord (Univ.) to fix the elevator.

**Explanation of 2022-23 Indicator Ratings:**

- 1.c. Concerns about the SPED program were noted during the site visit. The Special Ed Division issued a formal annual determination letter for 2022-23 with non-compliance on indicator 13 and non-timely data for indicator 13. The school is on a Corrective Action Plan of Needs Technical Assistance Year 1.
- 2a. Currently on a Finance CAP, OBMS reporting Q1 submitted 51 days late, Q3 submitted 50 days late.
- 2b. FY22 audit reflects a total of (4) four audit findings and (1) one is a significant deficiency.
- 2c. FY22 audit reflects two repeat findings from 2017.
- 3.c. One governing board notification was submitted late.
- 4.b. EOY attendance rate was 93%; attendance rate should be 95%.

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

- 1.b. Science participation 92%. Target is 95% for all assessments.
- 2.b. Significant Deficiency audit finding for FY21.
- 2.c. Five repeat audit findings for FY21.
- 2.e. Did not provide governing board finance and audit committee members.
- 2.f. Audit finding for late payments to ERB and RHC.
- 3.a. Not all governing board members have completed required training hours. Some but not all audit committee members attend exit interview.
- 3.c. Three or more untimely submissions of amendment requests.
- 4.a. Lottery policy largely meets CSD standards.

**Explanation of 2020-21 Indicator Ratings:**

Explanations for indicator ratings are unavailable.

**Source:** CSD Internal Monitoring

**Conditions or Corrective Action Plans (CAPs):** none

**2022-23 Annual Report rating/notice from PEC:** Satisfactory performance overall. Unsatisfactory performance related to rights of students with disabilities (1.c.) and financial audit concerns (2.a.-2.c.).

**Source:** CSD Internal Monitoring