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SECRETARY OF PUBLIC EDUCATION

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Charter Schools Division
2024-25 Renewal Application Part A
Revised August 27, 2024

School Name: Albuquerque School of Excellence

School Address: 13201 Lomas Blvd. NE Albuquerque, NM 87112

Head Administrator: Mustafa Ayik

Governing Board Chair: Sean Fry

Business Manager: Whitney Warner[1]

Authorized Grade Levels: K-12

Grade Levels Served: K-12

Authorized Enrollment Cap: 1,199

Facility/building capacity: 1,882

2023-24 120-Day Enrollment: 912

Contract Term: 2020-2025

Weighted NMCI Number[2]: 6.44

Foundation: No

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

Food services offered: Yes

Transportation service offered: No

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[1] School indicated that they have a new Business Manager, Adriana Ponce; however, change notification paperwork has not been submitted to CSD.
[2] Most current NMCI number available from PSFA is from June 2024.

Waivers: Driver Education, Evaluation Standards for School Personnel, Individual Class Load, Length of School Day, Purchase of Instructional Material, School Principal Duties, Staffing Patterns, Subject Area, Teaching Load

Source: CSD Internal Monitoring

History:

Albuquerque School of Excellence opened in 2010 with the Public Education Commission as their authorizer. This is their third renewal application with the PEC.

Mission:

The mission of Albuquerque School of Excellence is to provide a safe and collaborative environment which will cultivate the academic and social development of its students by emphasizing math, science, and technology for the purpose of students setting and meeting higher education goals.

Educational Program of School as written in the contract:

i. The educational philosophy of ASE is that school exists for the welfare and dignity of the child. Education at ASE is student-centered and each child is recognized as a unique individual with unique interests, needs, and abilities. ASE aims to develop responsive, productive, and civic-minded youth by inspiring them to follow their dreams while making the world a better place for themselves and others. The purpose of ASE is to foster productive attitudes toward work, family, and community. When students have a positive attitude toward school and community, their perception transforms. This will be evidenced via character education, civic clubs, teacher-student mentorship, Phoenix Guides, and various family night activities. Teachers are required to provide an afterschool club, as indicated on teacher annual expectation agreements.

ii. ASE focuses on core knowledge and essential skills so that children may achieve the mastery upon which further learning will be built. ASE is a college preparatory charter school focusing on math, science, and technology. Members of the ASE believe that excelling in math and science prepares youth to succeed in college, the workplace and the 21st century. Our vision is to enable students to succeed in school and have options to enter math, science and engineering careers. The school requires all students (grades 1-12) to complete a science fair project each year. Teachers are required to provide after school tutoring, as indicated on teacher and student schedules.

iii. Albuquerque School of Excellence model is rigorous (prepares students for college), relevant (reinforces math and science skills) and is underpinned by a tight web of relationships (a strong culture reinforced by teachers and parents). ASE utilizes technology across all of these dimensions to reinforce its school model and curriculum. Student achievement/outcome is built on 3 core principles within the school model: a. a challenging math and science curriculum supported by theory; b. a focus on assessment; and c. a culture of constructive competition, self-discipline, and parental engagement.

High school student transcripts reflect completion of AP classes and dual credit courses. Students participate in school trips to college campuses in grades 8 -12. Each classroom is themed after a specific college. Students in grades 1-6 are introduced to college culture and complete projects and activities based on a specific college.

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
		(none)

Source: Amendments and Notifications

Demographics

Enrollment by Subgroup EOY 2022-23

Source: https://nmvistas.org/
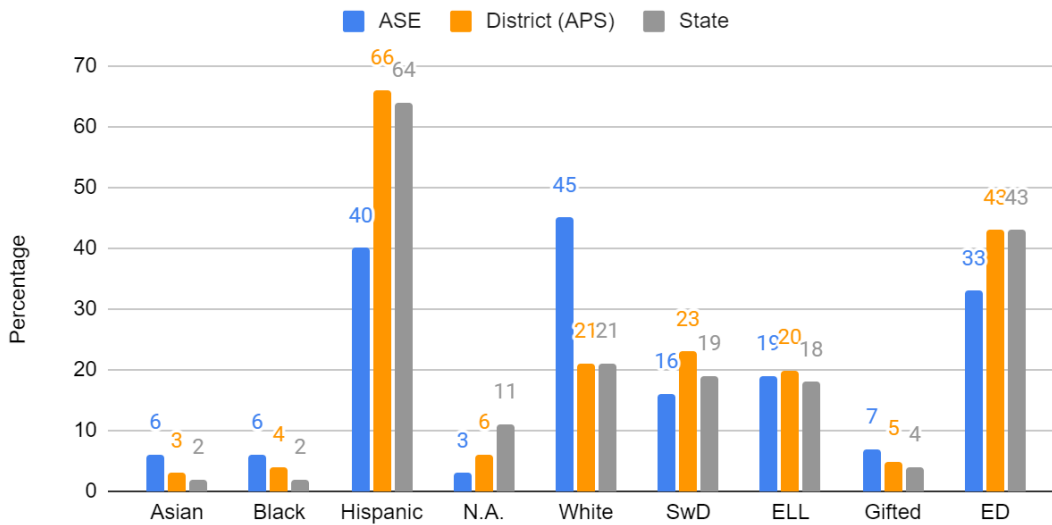
Note: 2022-23 enrollment data is displayed until certified 120D 2023-24 enrollment figures are available.

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)	61	81.9	pending
2: Subgroup Performance: high, middle, and low-performing quartiles	Not available	**Note**: #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)	100*	100	100
Overall Academic Score: average of Indicators 1 and 3	**80.5**	**90.95**	–

*Note: The Annual Report from 2021-22 indicated a score of 94 for the School-specific Goals; however, the correct score is 100, Exceeds Standard. Also, Vistas scores were not available in 2020-21, and 2023-24 will be added when available.

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:

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	**61**	**Spotlight**
Year 3	2022-23	**81.9**	**Spotlight overall,** with additional designations of **excellence** in Math and ELP (English Learning Progress)
Year 4	2023-24	Pending	----

Source: NMVistas.org

Academic Proficiency:

Reading

Percent of Students Proficient in Reading across Charter Term
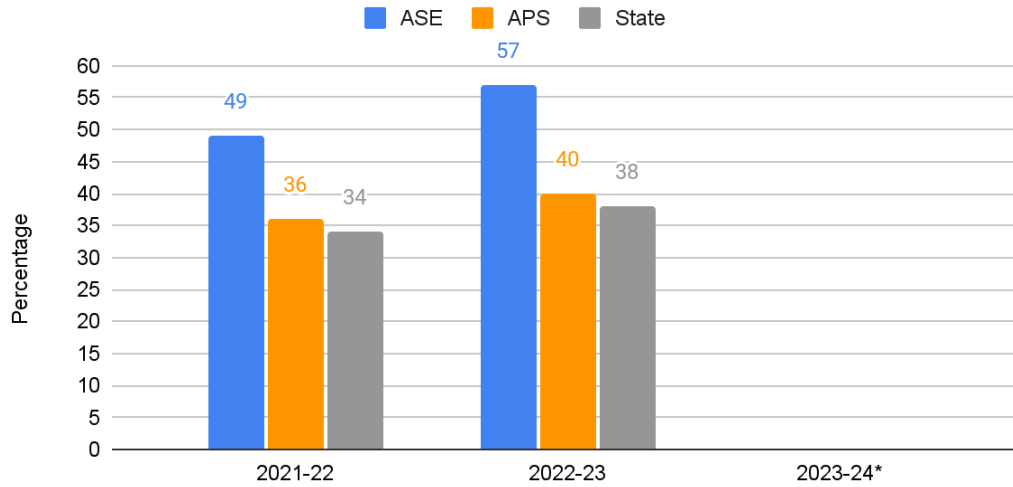
Legend: ASE (blue), APS (orange), State (gray)

	2021-22	2022-23	2023-24*
ASE	49	57	
APS	36	40	
State	34	38	

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

Legend: ASE (blue), District (APS) (orange), State (gray)

	Asian	Black	Hispanic	N.A.	White	SwD	ELL	ED
ASE	83	63	49	56	55	23	38	39
District (APS)	57	30	33	24	41	11	16	24
State	57	34	34	23	40	12	17	26

Source: NMVistas.org

Percent Proficient in Reading by Subgroup 2021-22

Legend: ASE (blue) | APS (orange) | State (gray)
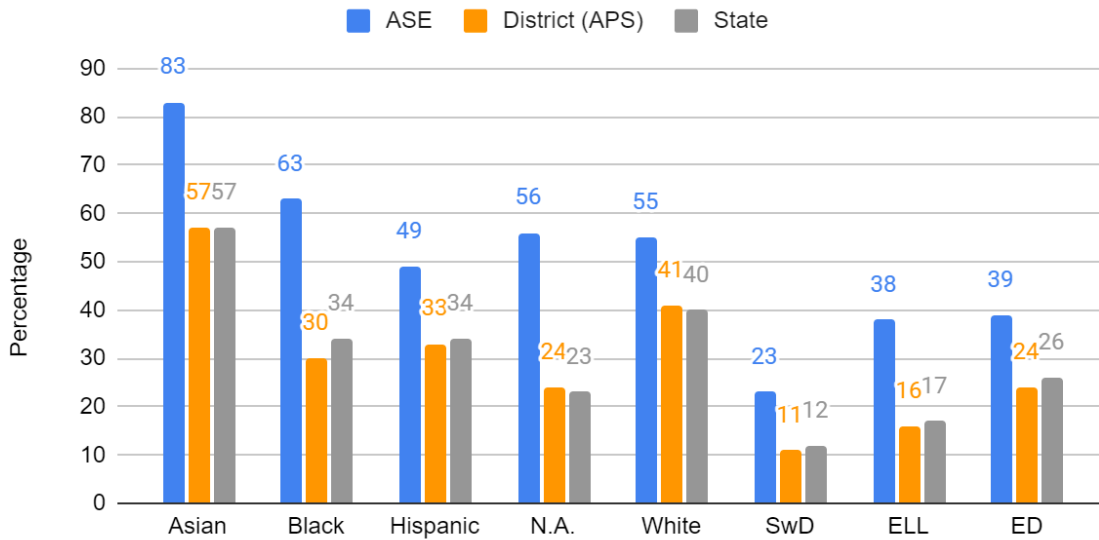
Subgroup	ASE	APS	State
Asian	58	53	52
Black	65	28	31
Hispanic	38	29	30
N.A.	44	20	19
White	48	37	36
SwD	16	9	11
ELL	32	13	13
ED	36	21	22

Source: Assessment, Research, Evaluation, and Accountability Division

Mathematics

Percent of Students Proficient in Math across Charter Term

Legend: ASE (blue) | APS (orange) | State (gray)

Year	ASE	APS	State
2021-22	45	25	25
2022-23	50	25	24
2023-24*			

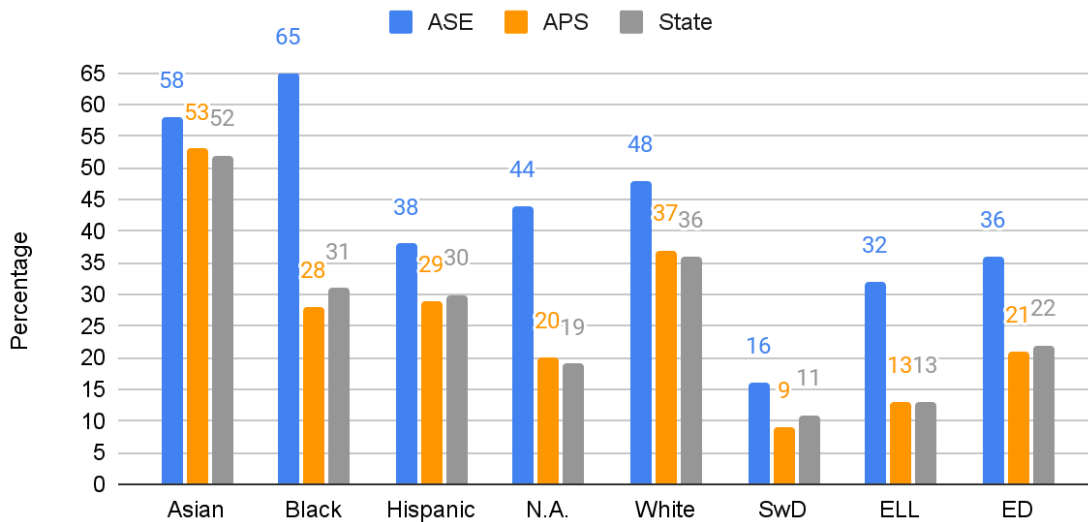Source: NMVistas.org; Assessment, Research, Evaluation, and Accountability Division

*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

Legend: ASE (blue) | District (APS) (orange) | State (gray)

Subgroup	ASE	District (APS)	State
Asian	76	46	47
Black	45	15	19
Hispanic	40	18	20
N.A.	38	11	13
White	49	26	25
SwD	15	6	8
ELL	32	8	10
ED	35	12	15

Source: NMVistas.org

Percent Proficient in Math by Subgroup 2021-22

Legend: ASE (blue) | APS (orange) | State (gray)

Subgroup	ASE	APS	State
Asian	58	47	47
Black	45	16	18
Hispanic	39	18	20
N.A.	38	12	13
White	45	26	26
SwD	9	5	7
ELL	24	8	10
ED	32	11	14

Source: Assessment, Research, Evaluation, and Accountability Division

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
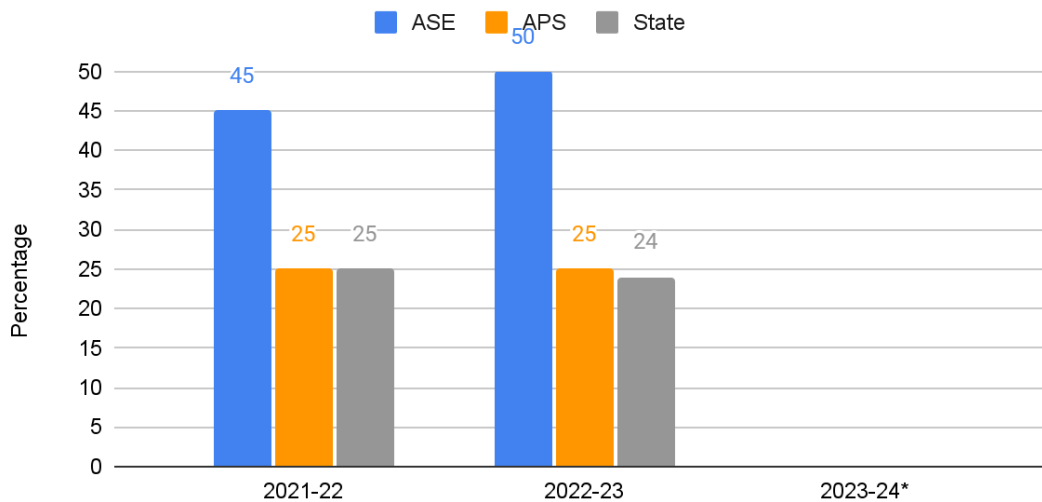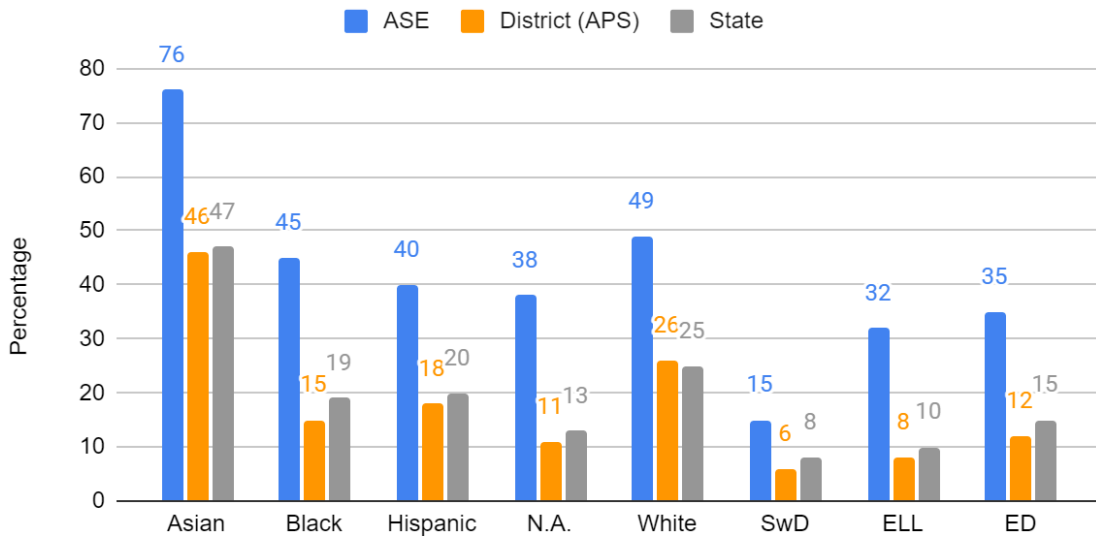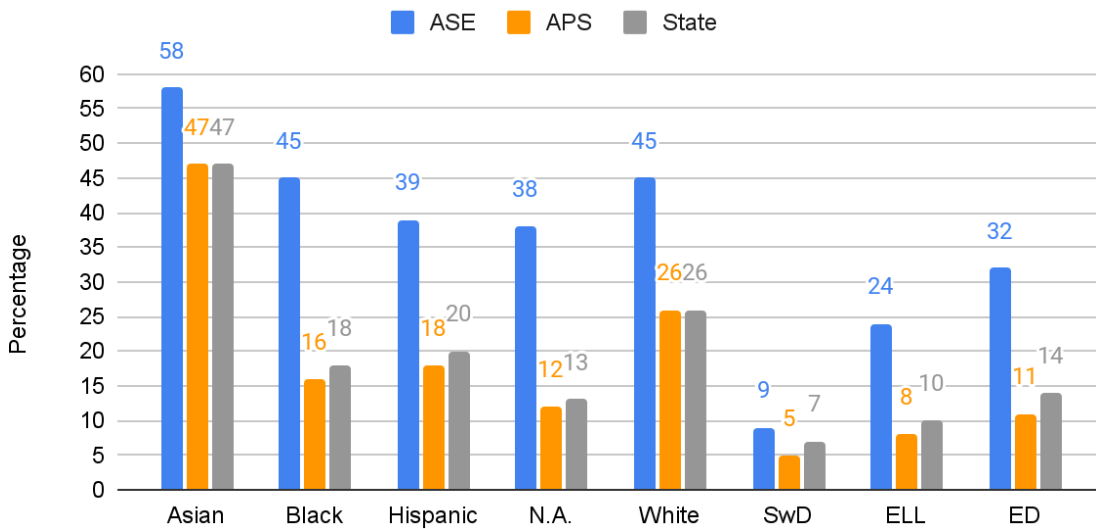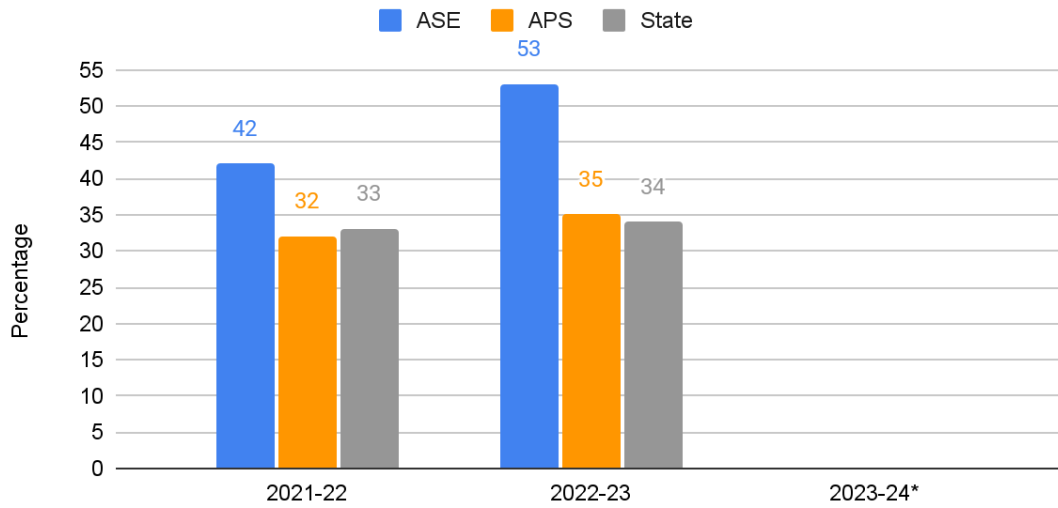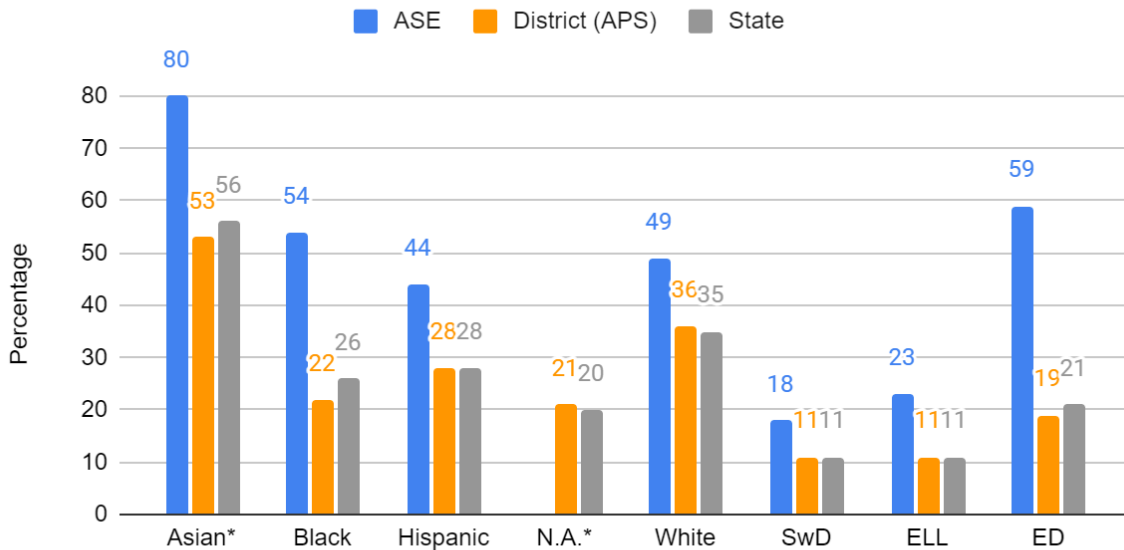

Source: NMVistas.org

*Note: data are masked due to too few students represented in the subgroup(s). Asian population also masked, ≥80% proficient in Science.

Percent Proficient in Science by Subgroup 2021-22

Legend: ■ ASE ■ APS ■ State

Subgroup	ASE	APS	State
Asian*		50	51
Black*		23	27
Hispanic	32	27	28
N.A.*		18	20
White	42	35	35
SwD	15	9	11
ELL	17	11	11
ED	30	18	21

Source: Assessment, Research, Evaluation, and Accountability Division
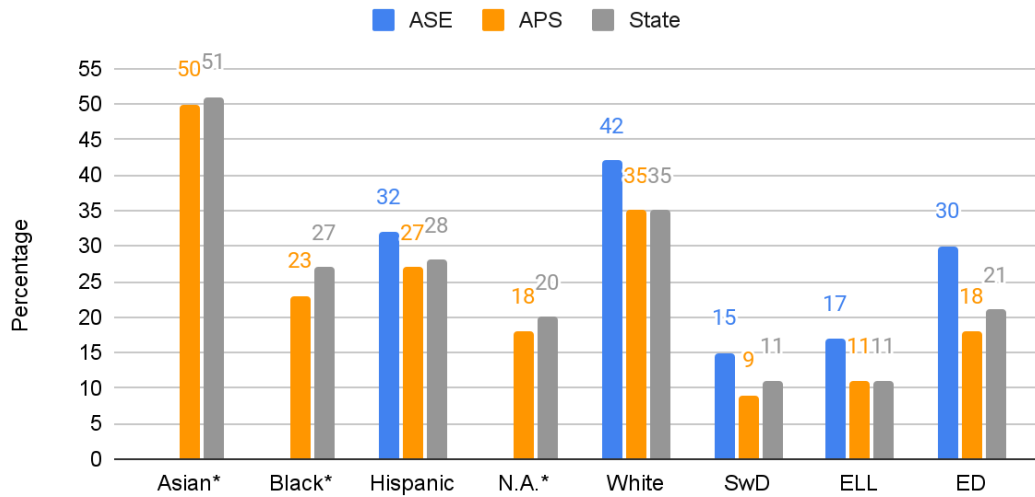
(Y-axis: Percentage, 0–55)

***Note**: 2021-22 ASE 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	≤ 20% (masked)
2022-23	21.7%
2023-24	Pending

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)

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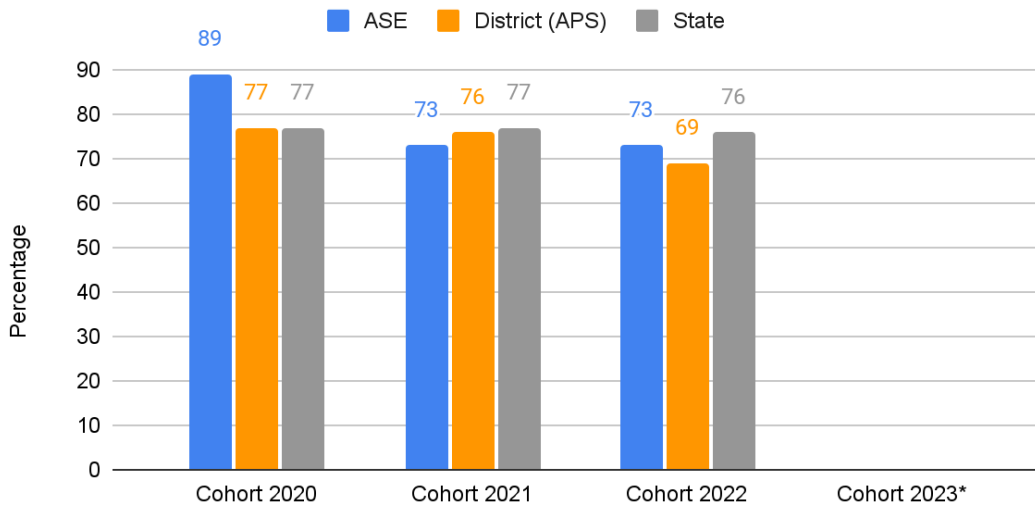
*Note: 4-year graduation data for Cohort 2023 is not yet available from NMPED. Report will be updated when data has been released.

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	**	**	78%	**	68%	**	≥ 80%	68%
2021	50%	≥ 95%	73%	≥ 95%	70%	79%	70%	54%
2020	**	**	98%	**	88%	**	94%	95%

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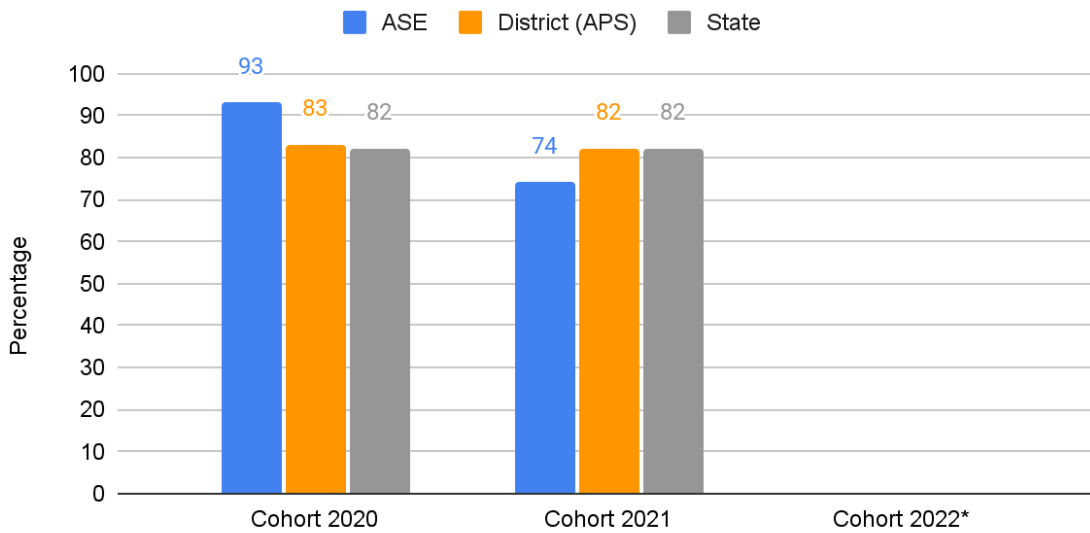
Source: NMPED Graduation Data Site: https://webnew.ped.state.nm.us/bureaus/accountability/graduation/

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

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	**	**	**	**	71%	**	**	**
2020	65%	≥ 95%	≥ 95%	**	95%	≥ 95%	≥ 95%	≥ 95%

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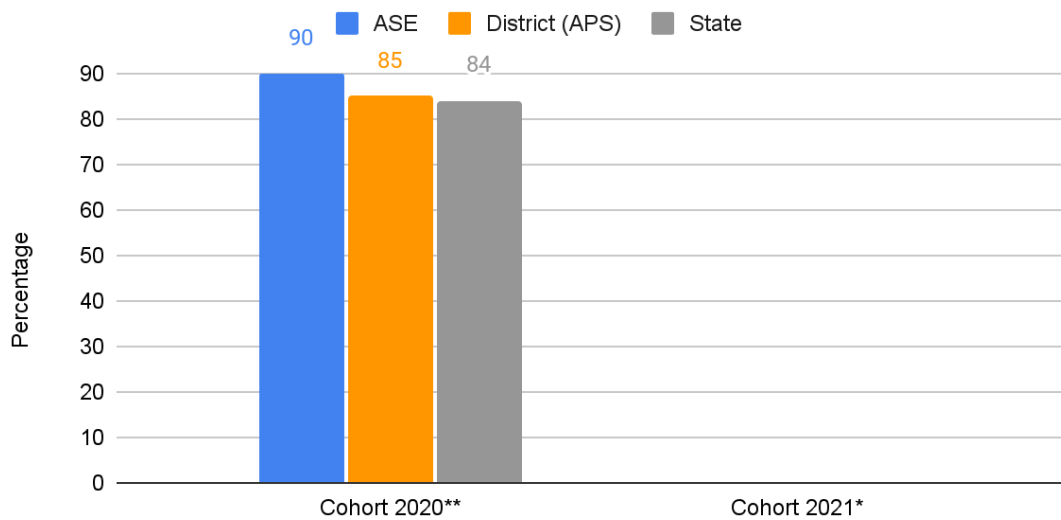
Source: NMPED Graduation Data Site: https://webnew.ped.state.nm.us/bureaus/accountability/graduation/

*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, ≥ 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	**	**	**	**	≥ 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	**Exceeds Standard 100 points**	**Exceeds Standard 100 points**	**100**

Year 3 2022-23	**Exceeds Standard** **100 points**	**Exceeds Standard** **100 points**	**100**
Year 4 2023-24	**Exceeds Standard** **100 points**	**Exceeds Standard** **100 points**	**100**

Note: Year 4 (2023-24) goals will be added to the chart when available.

Source: School reported data

Mission-Specific Goals

Goal 1: STEM and College Readiness classes: ASE students will be prepared for STEM related employment or post-secondary education as demonstrated by completion of STEM elective courses or College Readiness classes. These classes may include AP, Honors, Dual Credits, Distance Learning, and career/college assessment prep courses (to address the skills necessary to take exams such as Accuplacer, PSAT, and SAT). Graduates who are enrolled for their entire high school career will exceed the NM graduation requirements in this area.

75-89% of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 75-89% of students in grades 11-12 will complete three or more of these credits with a passing grade of C or better each year.

Performance Level	Target	Points
Exceeds Standard	90% or more of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 90% or more of students in grades 11- 12 will complete three or more of these credits with a passing grade of C or better each year.	100
Meets Standard	75-89% of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 75-89% of students in grades 11-12 will complete three or more of these credits with a passing grade of C or better each year.	75
Does Not Meet Standard	60 - 74% of students enrolled on the 40th and 120th day in grades 9- 10 will complete two or more of these credits with a passing grade of C or better each year AND 60-74% of students in grades 11-12 will complete three or more of these credits with a passing grade of C or better each year.	25
Falls Far Below Standard	59% or less of students enrolled on the 40th and 120th day in grades 9-10 will complete two or more of these credits with a passing grade of C or better each year AND 59% or less of students in grades 11- 12 will complete three or more of these credits with a passing grade of C or better each year.	0

Goal 2: ASE students in grades K-8 will participate in STEM and CTE related courses to prepare

them for college and career opportunities for the 21st century. Along with our current community outreach relationships with the AFRL Stem Academy Program, classroom visitors from the STEM community, and the Central New Mexico Regional Science Fair, ASE will also offer our K-8 students five hours of weekly science instructional hours, taught by highly qualified teachers. Electives in advanced science, math, technology and preparation for science and math competitions such as science fair, science olympiad, robotics, and math counts will also be offered.

Additionally, all ASE teachers will utilize Nepris, an online virtual educational platform, to connect our students to an extensive network of over 31,000 professionals from a variety of careers and

disciplines, exposing our students to real world applications for learning about 21st century topics and career opportunities. Nepris utilization will expand upon classroom lesson and project topics allowing for a variety of instructional methods and learning styles.

In grades K-8, 75% or more of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.

Performance Level	Target	Points
Exceeds Standard	In grades K-8, 90% or more of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	100
Meets Standard	In grades K-8, 75-89% of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	75
Does Not Meet Standard	In grades K-8, 60-74% of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	25
Falls Far Below Standard	In grades K-8, less than 60% of students will have completed two classroom visits (virtual or in-person) and earn a C or better on a reflection or follow-up activity.	0

Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	95%	93%	80%
2021-22	95%	87%	73%
2022-23	94%	90%	79%
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	69%
2021-22 to 2022-23	68%
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 K	55	53	58	pending
Grade 1	56	60	68	–
Grade 2	73	65	77	–
Grade 3	78	65	76	–
Grade 4	72	83	78	–
Grade 5	68	69	81	–
Grade 6	112	96	93	–
Grade 7	115	108	82	–
Grade 8	84	85	87	–
Grade 9	56	56	53	–
Grade 10	26	40	41	–
Grade 11	31	21	42	–
Grade 12	15	25	20	–
Total	**841**	**826**	**856**	**–**

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	52.95	7.70	10.00	11.96	4.00	1.09	3.03	90.73
FY22	50.74	7.00	9.00	14.94	4.00	2.82	3.57	92.07
FY23	43.01	9.00	10.91	19.43	5.00	2.44	6.52	96.31
FY24	52.95	7.70	10.00	11.96	4.00	1.09	3.03	90.73

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 Opera-tional 11000
FY21	62.10	6.00	12.27	1.00	2.00	0	91.19
FY22	63.70	8.00	18.50	1.00	4.00	0	109.2
FY23	51.00	7.50	9.75	3.00	4.00	0	96.15
FY24	39.42	7.00	5.90	3.00	5.00	1.00	84.07

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	4,745,481	76%	5,421,681	69%	4,464,580	61%	pending	
2100	Student Support	168,881.	2%	401,327	5%	859,961	12%	–	
2200	Instructional Support	1,051	<1%	7,123	<1%	19,900	<1%	–	
2300	Central Administration	201,004	3%	202,874	3%	241,569	3%	–	
2400	School Administration	466,025	7%	690,902	9%	796,820	11%	–	
2500	Central Services	297,696	5%	432,604	6%	325,785	4%	–	
2600	Maintenance and Operations	382,980	6%	751,450	10%	511,162	7%	–	
2700-5999	All Other Function Codes	0	0%	0	0%	103,748	1%	–	
Total Operational Expense Fund 11000		6,263,117	100%	7,907,961	100%	7,323,525	100%	–	
Total Operational Revenue Fund 11000		$7,066,255		$7,365,082		$8,542,582		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	$347,573.00	(-12%)	4.63%	16.90
FY22	$708,075.00	104%	8.22%	30.01
FY23	$582,719.00	(-18%)	6.38%	23.28
FY24	$869,792.44	49%	7.27%	26.53

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

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).

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

Source: NMPED Audit Report, 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	Osman Anderoglu	Eric Coontz	Kathy Garcia	8	Yes
FY22	Osman Anderoglu	Kathy Garcia	Cemal Cakez	7	Yes
FY23	Osman Anderoglu	Kathy Garcia	Cemal Cakez	7	Yes
FY24	Sean Fry	Moriah MacCleod	Angela Lopez	7	Yes

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
Osman Anderoglu	8	9	8	8
Eric Coontz	OR			
Kathleen Bustos Garcia	8	9	8	
Ayhan Duzgun	8	9	8	
Cemal Cakez	10	8	8	
Sean Fry	10	8	8	8
Guvanch Atamyradov	10			
Tekin Tuncer	4R			
Necati Sahin		11	8	8
Moriah MacCleod		18	16	8
Baymuhhammet Dadebayev				10
Angela Lopez				10
Yunus Akbas				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	**Meets Standard**
Year 3	2022-23	**Meets Standard**
Year 4	2023-24	Pending

Source: CSD Internal Monitoring

Multi-year Performance Framework Ratings

Albuquerque School of Excellence	2020-21	2021-22	2022-23	2023-24
Organizational and Financial Performance Ratings				
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Not Reviewed	Meets Standard	Meets Standard	Pending
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet Standard	Meets Standard	Meets Standard	Working to Meet Standard
1e Meeting Program Requirements	Assurances	Meets Standard	Meets Standard	Meets Standard
1f NM DASH Plan	N/A	N/A	Meets Standard	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Meets Standard	Meets 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	Meets Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Working to Meet Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
3a Governance Requirements	Working to Meet Standard	Meets Standard	Meets Standard	Meets Standard
3b Nepotism, Conflict of Interest	Assurances	Meets Standard	Meets Standard	Meets Standard
3c Reporting Requirements	Assurances	Meets Standard	Meets Standard	Working to Meet Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard	Meets Standard
4b Attendance and Retention	Meets Standard	Working to Meet Standard	Working to Meet Standard	Pending
4c Staff Credentialing	Working to Meet 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	Meets Standard	Meets Standard	Meets Standard
5b Transportation	Assurances	N/A	N/A	N/A
5c Health and Safety	Assurances	Working to Meet 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.d. Language and Culture Division (LCD) reviewed files during site visit and the school did not follow correct EL identification process and/or provide adequate ELD instruction, per LCD's Technical Assistance and Focused Monitoring Review (TAFM) letter.

2.b. One material weakness finding on FY23 audit.

3.c.1 untimely submission of amendment requests.

4.b. Rating is pending until certified 120D attendance data is available from Nova.

Explanation of 2022-23 Indicator Ratings:

2.b. FY22 audit reflects one material weakness.

2.c. One repeat audit finding from 2018.

2.d. 16.63% of CY % remaining in SY22-23, 27502 non reverting grant 100% remaining, 27202 89.05% remaining, 27183 50.65% remains.

4.b. EOY: Attendance rate is 94% (Attendance rate must be 95%).

Explanation of 2021-22 Indicator Ratings:

2.b. Material Weakness audit finding for FY21.

4.b. The school's attendance rate as reported in the STARS 2021-22 EOY report was 92%. The

target rate is 95%.

5.c. Some incomplete or missing immunization records with no notes regarding contacts with families. The Health Assistant is being trained on a new system for the 2022-23 school year.

Explanation of 2020-21 Indicator Ratings:

Explanations for indicator ratings are not included for 2020-2021.

Source: CSD Internal Monitoring

Conditions or Corrective Action Plans (CAPs): none

2022-23 Annual Report rating/notice from PEC: Exemplary performance overall. Unsatisfactory performance related to finances, specifically the material weakness identified in the FY22 audit, indicator 2.b.

Source: CSD Internal Monitoring