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Charter Schools Division
2024-25 Renewal Application Part A
Revised October 21, 2024

School Name: The Montessori Elementary and Middle School

School Address: 1730 Montañó Blvd. NW Albuquerque, NM 87107

Head Administrator: Piper Curry

Governing Board Chair: Alan Li

Business Manager: Stanley Albrycht

Authorized Grade Levels: K-8

Authorized Enrollment Cap: 500

Facility/building capacity: 811 at the Montañó facility; 158 at the Carmel facility

2023-24 120-Day Enrollment: 442

Contract Term: 2020-2025

Weighted NMCI Number¹: 17.28

Foundation: No

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

Food services offered: No

Transportation service offered: No

Waivers: none

Source: CSD Internal Monitoring

¹ Most current NMCI number available from PSFA is from June 2024.

History:

The Montessori Elementary and Middle School opened in 2005 with Albuquerque Public Schools as their authorizer. The school changed authorizers in 2010 when they renewed with the Public Education Commission. This is their third renewal application with the PEC.

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 of School as written in the contract:

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.

Amendments approved in last four years:

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

Source: Amendments and Notifications

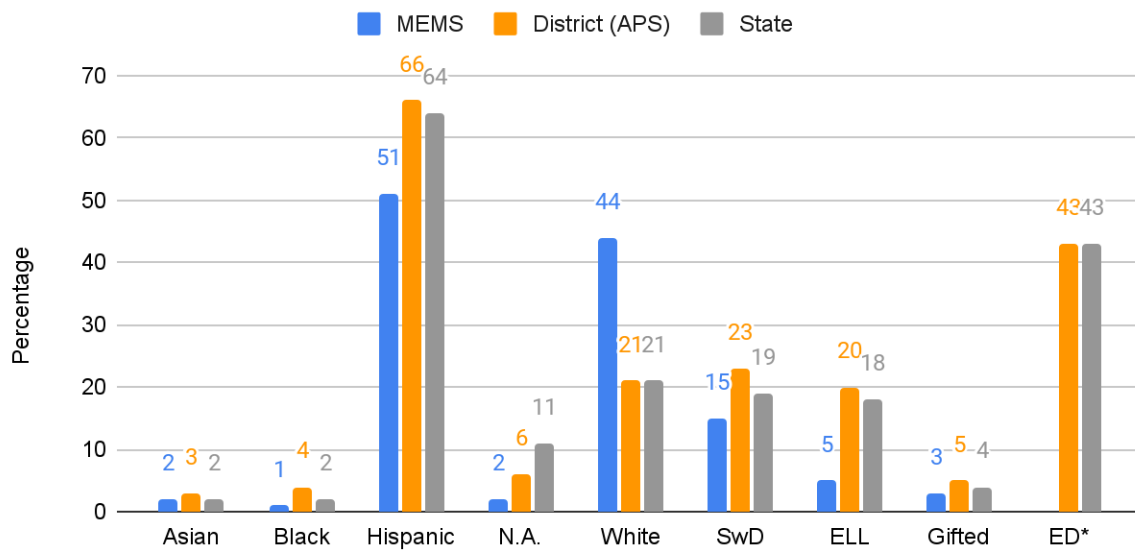
Head Administrator and Business Manager changes in last four years:

PEC Meeting Date	Position	Person Appointed
5/19/2023	Head Administrator	Piper Curry

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.

***Note:** STARS report lists incorrect data of Economically Disadvantaged (ED) students for the school in 2022-23 (0%). The school estimates the correct percentage to have been approximately 15%.

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)	58	76.5	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)	87.5*	100	100
Overall Academic Score: average of Indicators 1 and 3	72.75	88.25	–

***Note:** The Annual Report from 2021-22 indicates a School-specific Goal score of 90; the correct score should be 87.5. 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:

<p>Spotlight: Top 25% of schools, excluding schools with designations of CSI, Graduation Rate or TSI/ATSI</p>	<p>Traditional: No other designation</p>	<p>TSI (Targeted Support and Improvement): Multi-year low performing subgroup(s)</p>
		<p>ATSI (Additional Targeted Support and Improvement): 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>CSI (Comprehensive Support): 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>MRI (More Rigorous Intervention): 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:

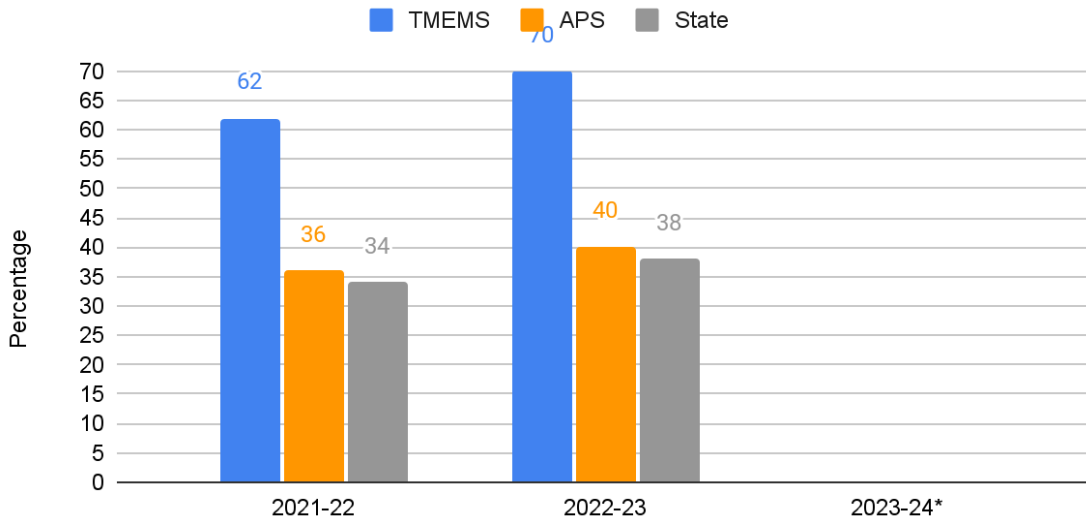
Contract Year	School Year	NMVistas Score	Designations
Year 1	2020-21	Not available	
Year 2	2021-22	58	Spotlight
Year 3	2022-23	76.5	Spotlight overall, with additional designations of excellence in ELA and Science
Year 4	2023-24	Pending	----

Source: NMVistas.org

Academic Proficiency:

Reading

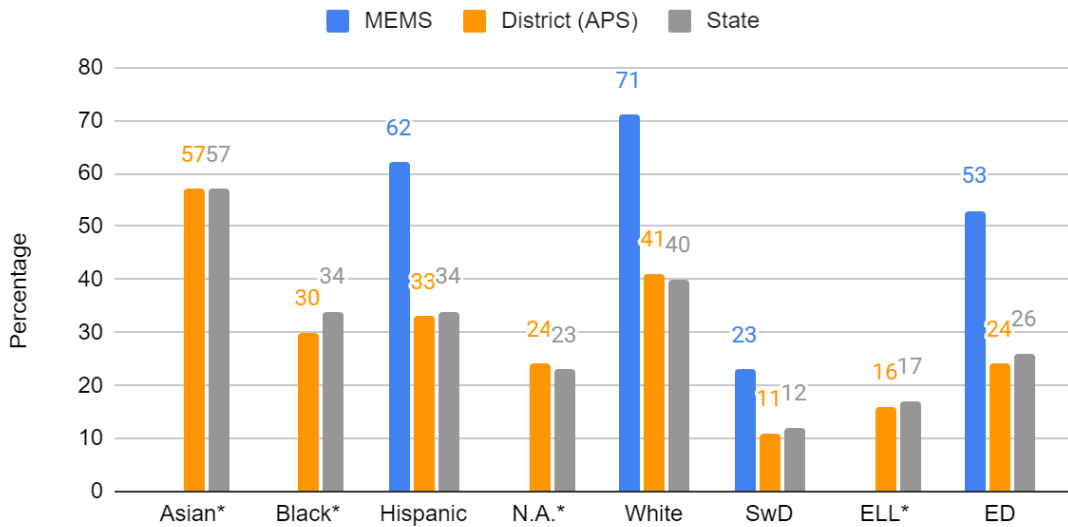
Percent of Students Proficient in Reading across Charter Term



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.

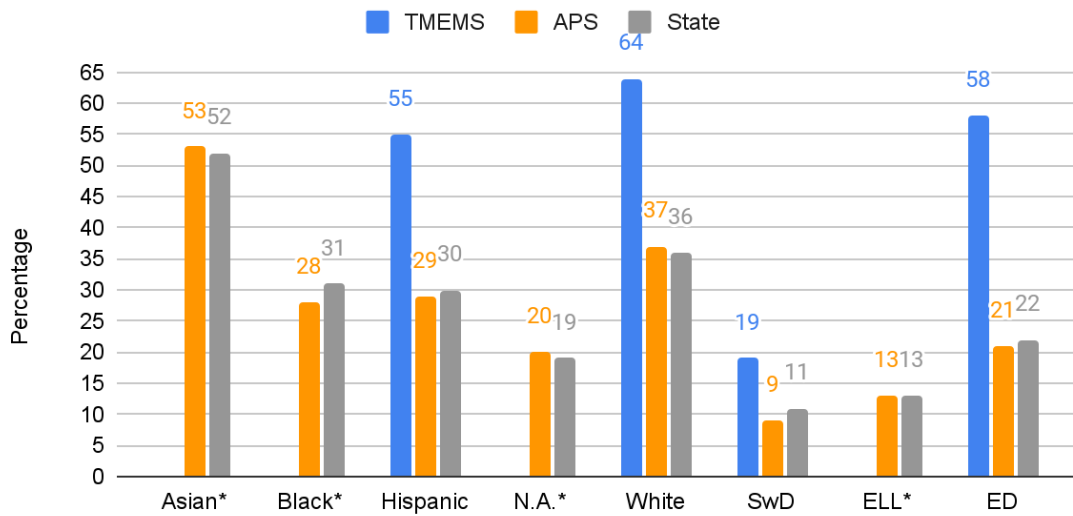
Percent Proficient in Reading by Subgroup 2022-23



Source: NMVistas.org

***Note:** 2022-23 data are masked due to too few students represented in the subgroup(s).

Percent Proficient in Reading by Subgroup 2021-22

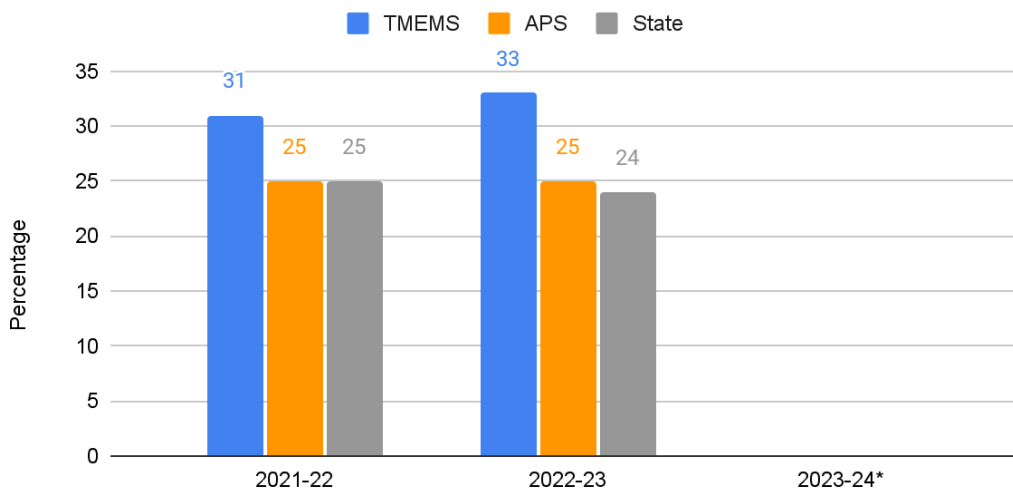


Source: Assessment, Research, Evaluation, and Accountability Division

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

Mathematics

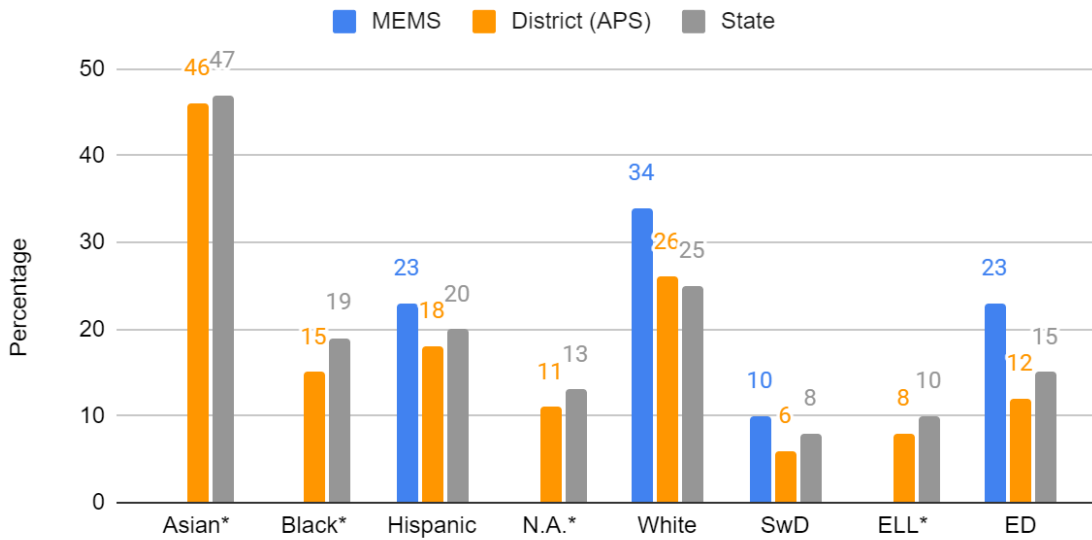
Percent of Students Proficient in Math across Charter Term



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.

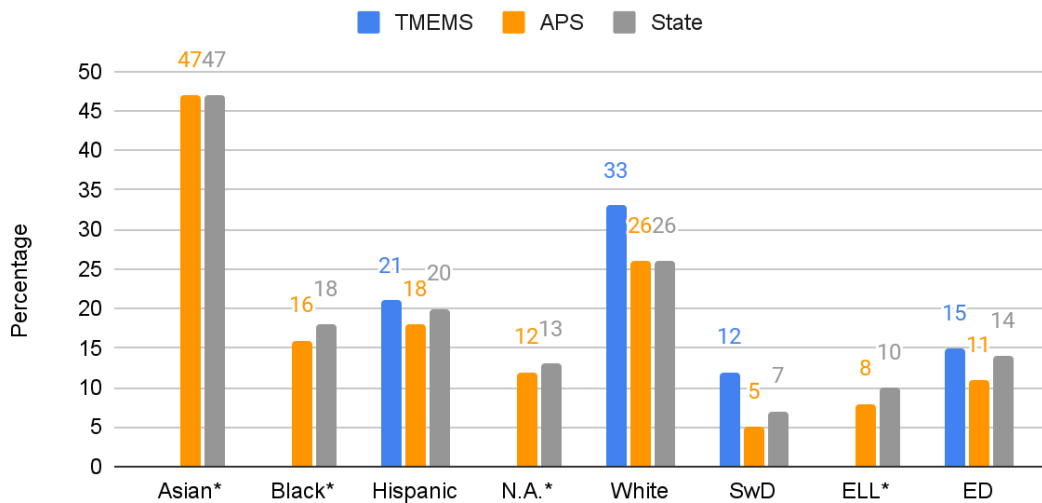
Percent Proficient in Math by Subgroup 2022-23



Source: NMVistas.org

*Note: 2022-23 data are masked due to too few students represented in the subgroup(s).

Percent Proficient in Math by Subgroup 2021-22



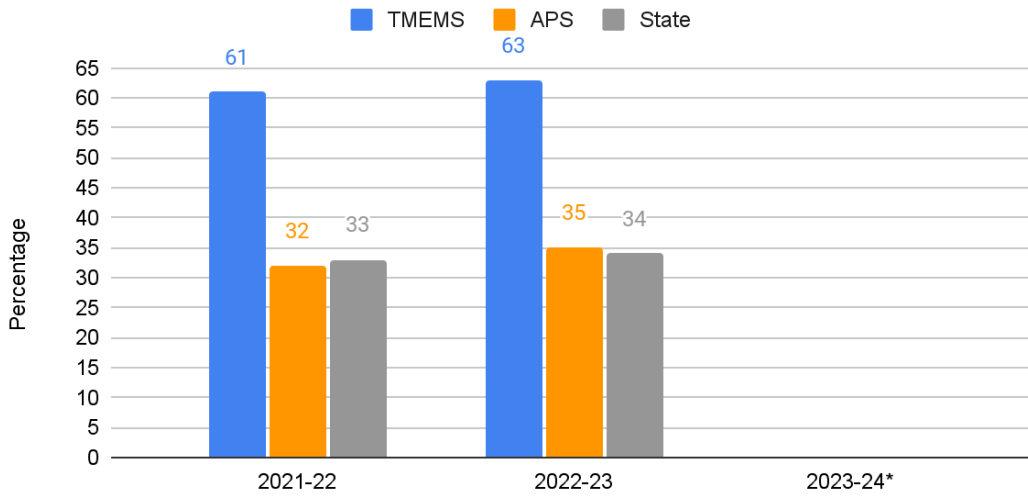
Source: Assessment, Research, Evaluation, and Accountability Division

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

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.

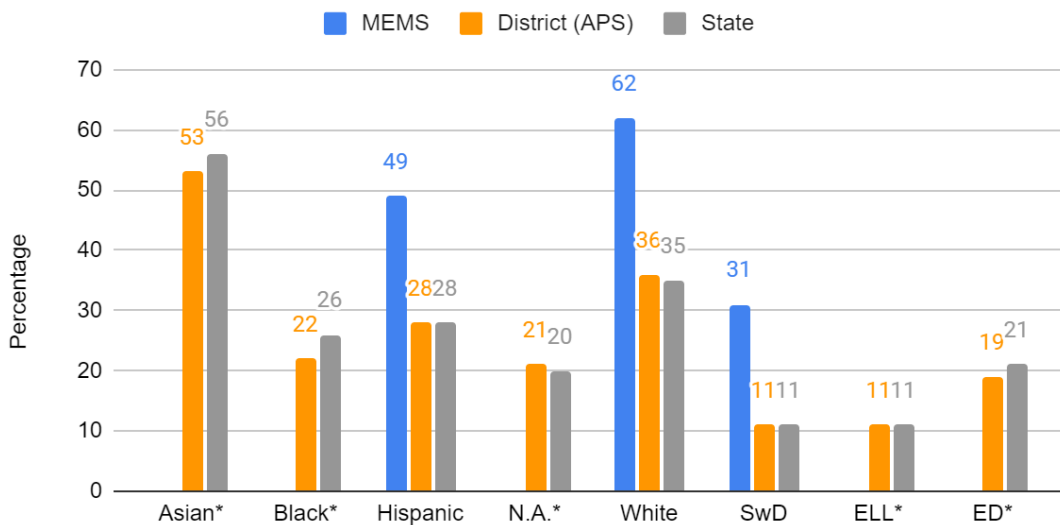
Percent of Students Proficient in Science across Charter Term



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.

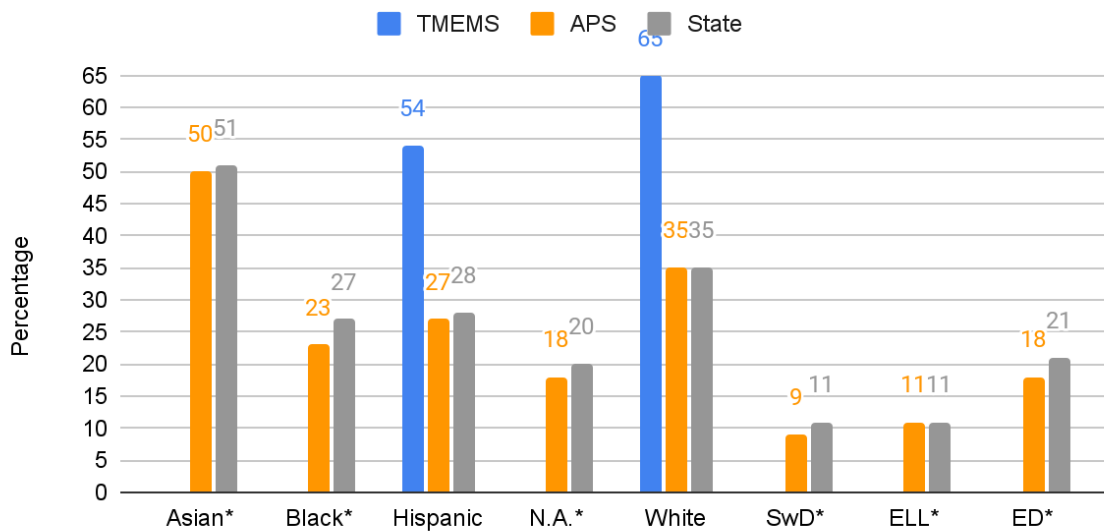
Percent Proficient in Science by Subgroup 2022-23



Source: NMVistas.org

***Note:** 2022-23 data are masked due to too few students represented in the subgroup(s).

Percent Proficient in Science by Subgroup 2021-22



Source: Assessment, Research, Evaluation, and Accountability Division

*Note: 2021-22 data are masked due to too few or no 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	17.6%
2023-24	Pending

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

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	Meets Standard 75 points	87.5*
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: The Annual Report from 2021-22 indicates a School-specific Goal score of 90; the correct score should be 87.5.

Source: School reported data

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

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
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Student Attendance/Retention/Recurrent:

Year	Student Attendance Target: 95%	Student Retention Target: 70%	Student Recurrent Enrollment Target: 80%
2020-21	98%	97%	85%
2021-22	93%	94%	84%
2022-23	92%	97%	83%
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	76%
2021-22 to 2022-23	56%
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	63	72	54	pending
Grade 1	53	53	65	–
Grade 2	55	50	53	–
Grade 3	51	48	50	–
Grade 4	53	47	54	–
Grade 5	45	47	46	–
Grade 6	41	47	42	–
Grade 7	39	42	47	–
Grade 8	39	33	33	–
Total	431	439	444	–

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	1.00	12.00	.24	5.00	2.19	20.00	1.00	41.43
FY22	2.00	20.20	.77	6.00	1.20	21.00	2.00	53.17
FY23	2.00	21.20	.95	7.00	1.22	23.00	2.00	57.37
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	18.5	1.0	0.56	0	1.0	0	39.1
FY22	19.00	0.5	17.00	0	2.0	0	47.20
FY23	21.00	1.5	16.00	0	3.0	0.8	49.50
FY24	24.00	1.3	0	1.0	4.0	0.8	61.80

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	1,832,966	61%	2,084,574	59%	2,578,502	63%	pending	
2100	Student Support	277,175	9%	327,161	9%	491,612	12%	-	
2200	Instructional Support	0	0%	0	0%	0	0%	-	
2300	Central Administration	169,880	6%	196,407	6%	324,483	8%	-	

2400	School Administration	0	0%	90,409	3%	136,660	3%	-	
2500	Central Services	145,838	5%	156,560	4%	206,560	5%	-	
2600	Maintenance and Operations	596,274	18%	695,548	20%	336,303	8%	-	
2700-5999	All Other Function Codes	0	0%	0	0%	51,462	1%	-	
Total Operational Expense Fund 11000		3,022,133	100%	3,550,658	100%	4,125,582	100%	-	
Total Operational Revenue Fund 11000		\$3,160,428		\$3,534,131		\$4,316,501		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	\$10,000.00	900%	0.29%	1.05
FY22	\$53,309.00	(-88%)	1.43%	5.22
FY23	\$50,000.00	(-6%)	1.13%	4.13
FY24	\$50,000.00	0%	0.92%	3.35

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	1	0	0	0	No
FY21	2	1	0	0	No
FY22	3	0	0	0	No
FY23	3	0	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	Edward Gonzales	Jordan Reed-Brock	Alan Li	5	N/A
FY22	Edward Gonzales	Jordan Reed-Brock	Alan Li	5	N/A
FY23	Edward Gonzales	Jordan Reed-Brock	Alan Li	5	Yes
FY24	Alan Li	Mary Salazar	Alan Li	5	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
Jordan Reed-Brock	8	8	8	
Edward Gonzales	8	8	8	
Alan Li	8	8	8	8
Jill Reister	8	OR		
Pablo Torres	11	8	8	
Mary Salazar			15	8
Gregory Marez				15
Mary Chappell				15
Jeffrey Li				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

Screenshot of Multi-year Performance Framework Ratings

Montessori Elementary & Middle School	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	Meets Standard	Meets Standard	Meets Standard	Meets Standard
1d Rights of English Learners	Working to Meet 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	Meets Standard	Meets Standard
2b Accounting Principles	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Meets Standard	Working to Meet Standard	Meets Standard	Meets Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2e Staffing for Fiscal Management	Meets Standard	Meets Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard
3a Governance Requirements	Meets 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	Meets Standard
4a Rights of All Students	Assurances	Meets Standard	Meets Standard	Meets 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	Meets Standard	Meets Standard	Meets 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.
- 2.b. [FY23 Audit](#): three new findings and one material weakness.
- 4.b. Rating is pending until certified 120D attendance data is available from Nova.

Explanation of 2022-23 Indicator Ratings:

4.b. EOY: Attendance rate is 94%; target is 95%.

Explanation of 2021-22 Indicator Ratings:

2.c. Repeat audit finding in FY21.

2.f. Repeat finding for late payment fines.

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.

Source: CSD Internal Monitoring