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SECRETARY DESIGNATE OF PUBLIC EDUCATION

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GOVERNOR

**Charter Schools Division
2023-24 Annual Report
Revised December 18, 2024**

School Name: Hózhó Academy

School Address: 306 NM Hwy 564 Gallup, NM 87301

Head Administrator: Juliane Hillock

Governing Board Chair: Jeremy Boucher

Business Manager: Katie Rarick

Authorized Grade Levels: K-12

Grade Levels Served: K-10

Authorized Enrollment Cap: 1200

2023-24 Enrollment: 677 (NMVistas.org: Enrollment Count from Avg. of 80 & 120 day Active Students Report)

Contract Term: 2023-2028

CAPs or Conditions: none

Notice from 2022-23 Annual Report: Not applicable; the school renewed in 2023, therefore, an Annual Report was not required for 2022-23.

Waivers: none

Mission: The mission of Hózhó Academy is to train the minds, improve the hearts, and strengthen the bodies of our students through a classical education in the liberal arts and sciences, with instruction in the principles of moral character, civic virtue, and physical vigor.

Educational Program:

A. Hózhó Academy students learn explicit phonics, spelling, and composition as evidenced by a sample program guide, classroom schedules, morning assembly presentation examples, and morning assembly observation, and classroom observations in early literacy classes (K-3) and composition classes (3-8).

B. The following are all required components of the curriculum:

1. Basic Cognitive skills: reading, writing, mathematics;
2. Core subjects: English Language and literature, history, geography, science, mathematics;
3. Other classical subjects offered: music, visual arts, Latin (starting in 6th grade), modern foreign language (Spanish or Navajo as selected by parent); and Physical Education

as evidenced by a sample program guide, classroom schedules, morning assembly presentation examples, and morning assembly observation, and classroom observations.

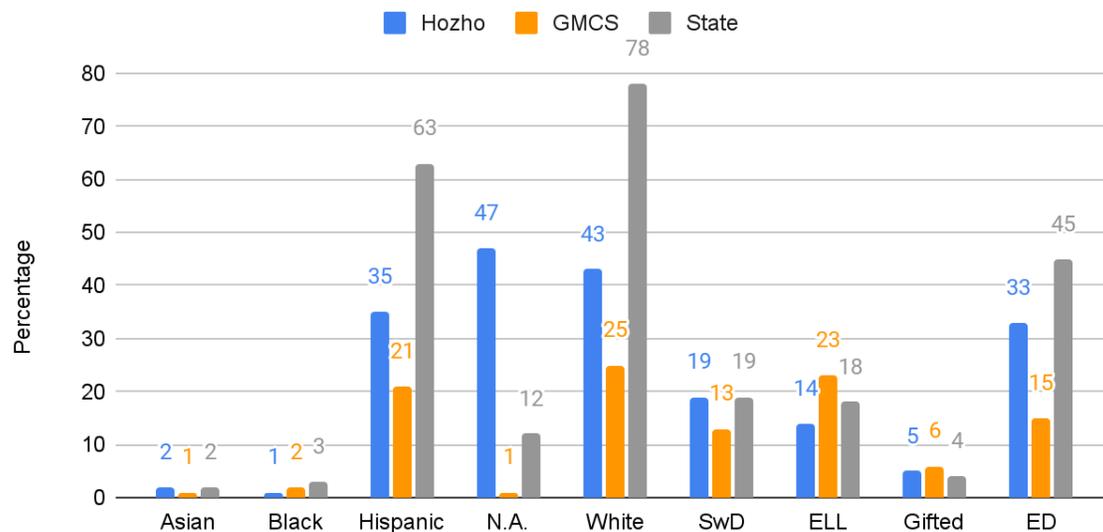
C. Virtuous Living--All Students are taught the school's core virtues of Compassion, Perseverance, Courage, Respect, Responsibility, Diligence, Temperance, and Integrity, and restorative justice practices as evidenced by daily morning assemblies, reflections in planners and reference during history and literature classes, discipline referral sheets and interview with Dean of Students.

D. Traditional Learning: Our curriculum is based on Singapore Math (K-8) and the Core Knowledge, and Literacy Essentials adapted from Riggs Phonics (K-4), as evidenced by textbooks and teacher manuals in classroom observations.

Demographics as reported in Nova 2023-24 (120-Day)

Note. Students are identified as Hispanic independently of their race.

Enrollment by Subgroup (120D) 2023-24



Source: Nova Enrollment Subgroup Percentages with Averages

Academic Performance

Academic Performance Framework Indicators	2022-23 Score (100 points possible)	2023-24 Score (100 points possible)
1: State Accountability System: NMVistas Overall Score	Traditional 44.2	Traditional 52.4*
2: Subgroup performance: high, middle, and low-performing quartiles	unavailable	unavailable
3: School-specific Goals: if two goals, average of points on each	exempt for 2022-23 (renewal year)	100
Overall Academic Score: average of indicators 1 and 3	N/A	76.25

*Note: Per NM Vistas, point totals from SY22-23 and SY23-24 cannot be compared due to changes in business rules. For more information about point differentials, refer to: [2022-23 Accountability Measures Overview](#) and [2023-24 Accountability Measures Overview.pdf - Google Drive](#)

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.

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: 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.

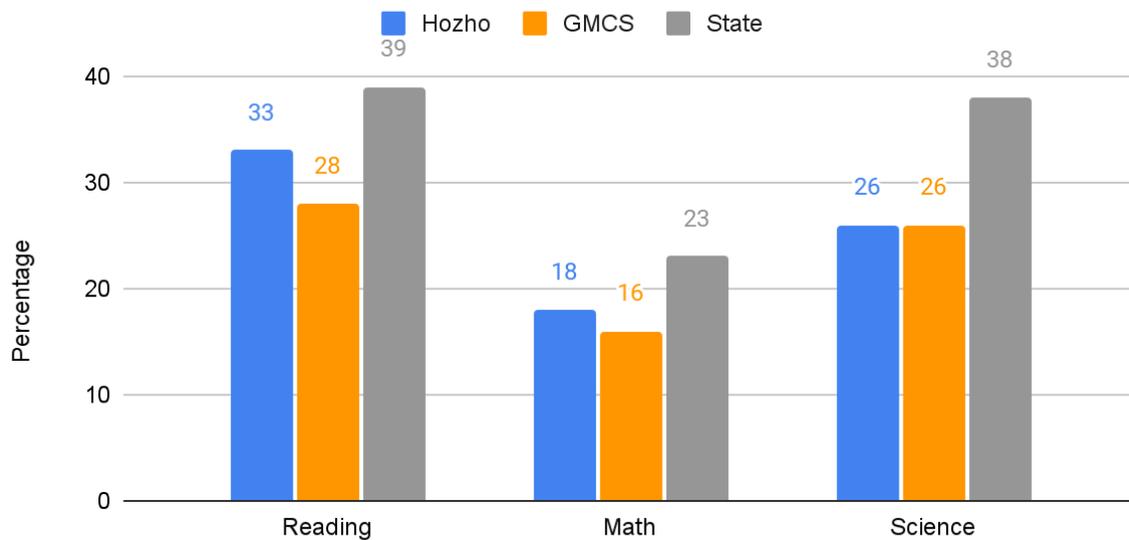
Refer to the [2023-24 Accountability Measures Overview](#) for a summary of indicators included in Vistas calculations. Further details and criteria for each designation are provided in the *Accountability Technical Manual* linked to the [NM Vistas](#) web page.

For the school year 2023-24, **Hózhó Academy** received a designation of **Traditional**.

Proficiency

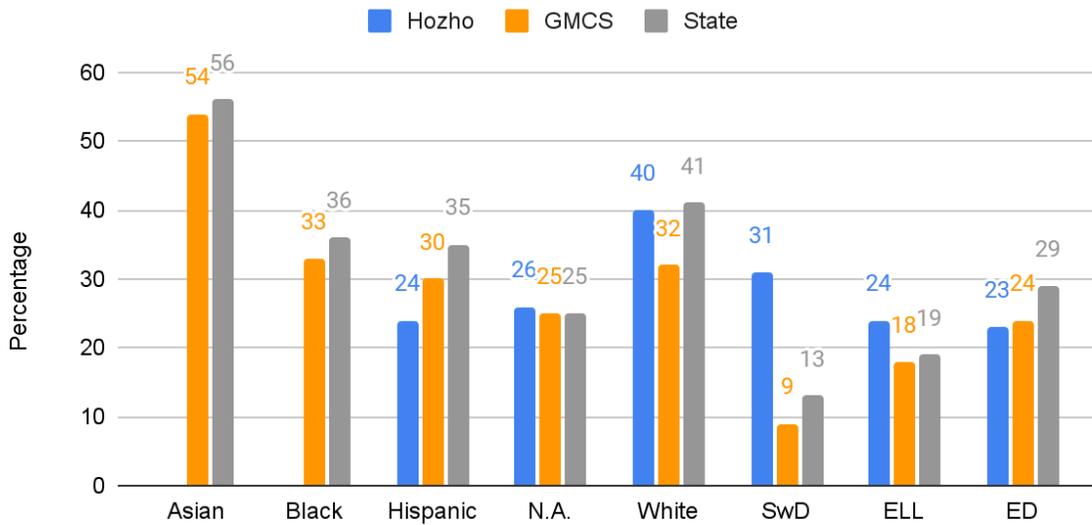
Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades do not have science proficiency data.

Percent of Students Proficient in Core Subjects 2023-24



Source: NMVistas.org

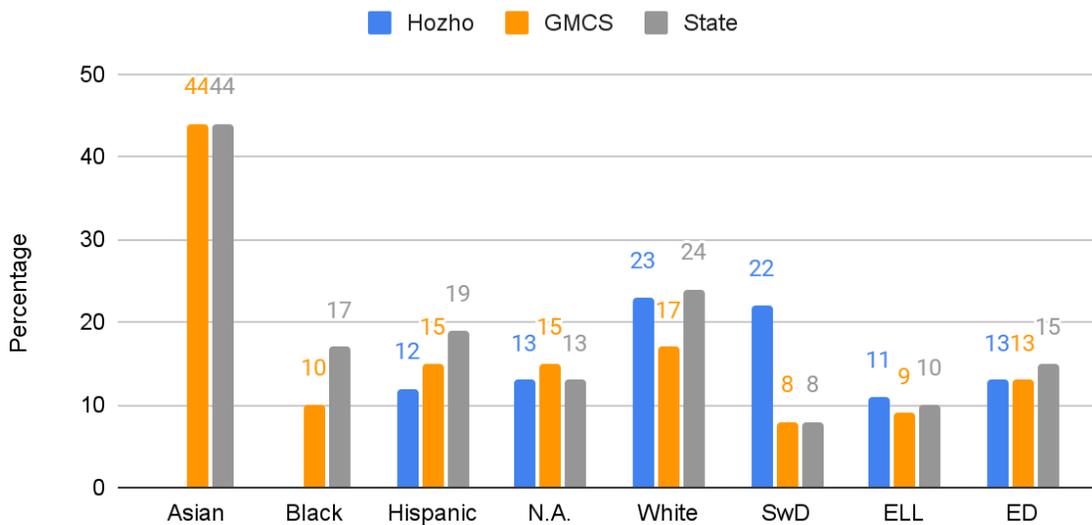
Percent Proficient in Reading by Subgroup 2023-24



Source: NMVistas.org

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

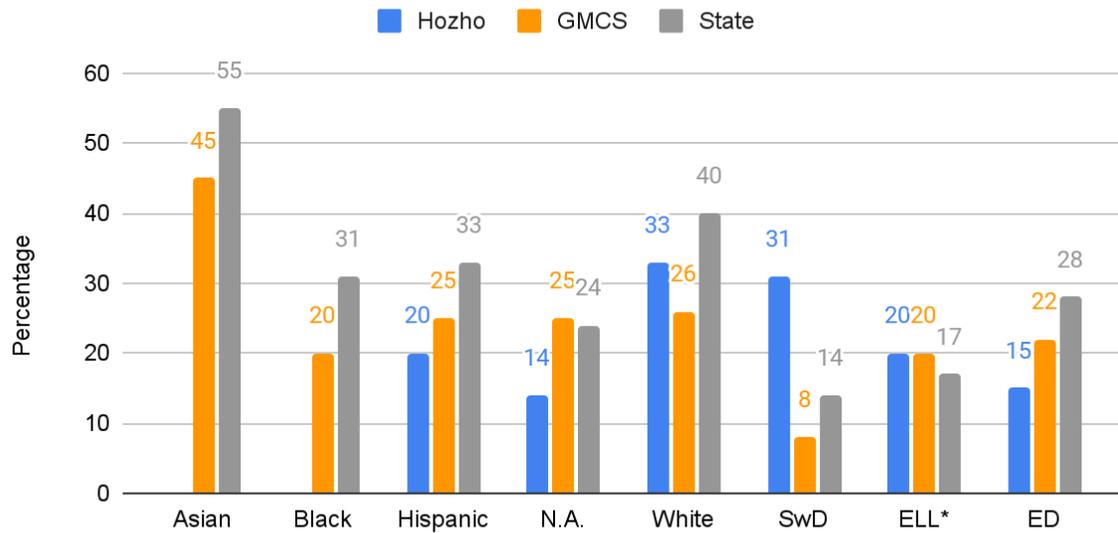
Percent Proficient in Math by Subgroup 2023-24



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 2023-24



Source: NMVistas.org

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

***Note:** The school's English language learner population is partially masked, $\leq 20\%$ in science.

Growth

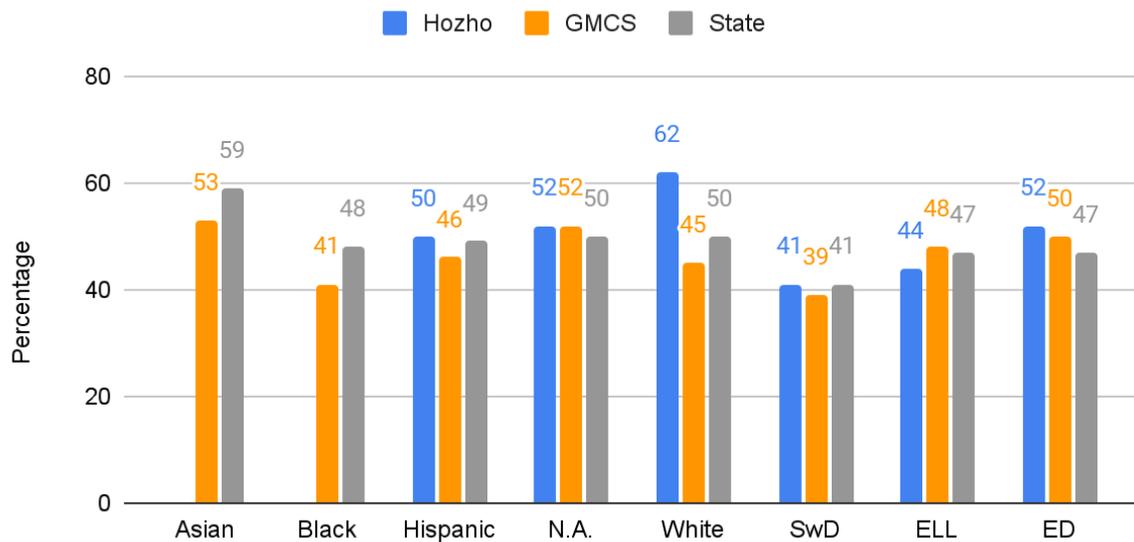
Definition per NM Vistas: median growth of students (Student Growth Percentile, or SGP) in math or reading compared to their peers who had similar scores on previous tests. Percentile ranges from 34-66 represent about a year's growth typical for the academic peer group. Growth is not available for high school students as data is limited to 11th grade SAT and Assessment of Science Readiness (ASR).

Growth Percentile for All Students (2022-23 to 2023-24)



Source: NMVistas.org

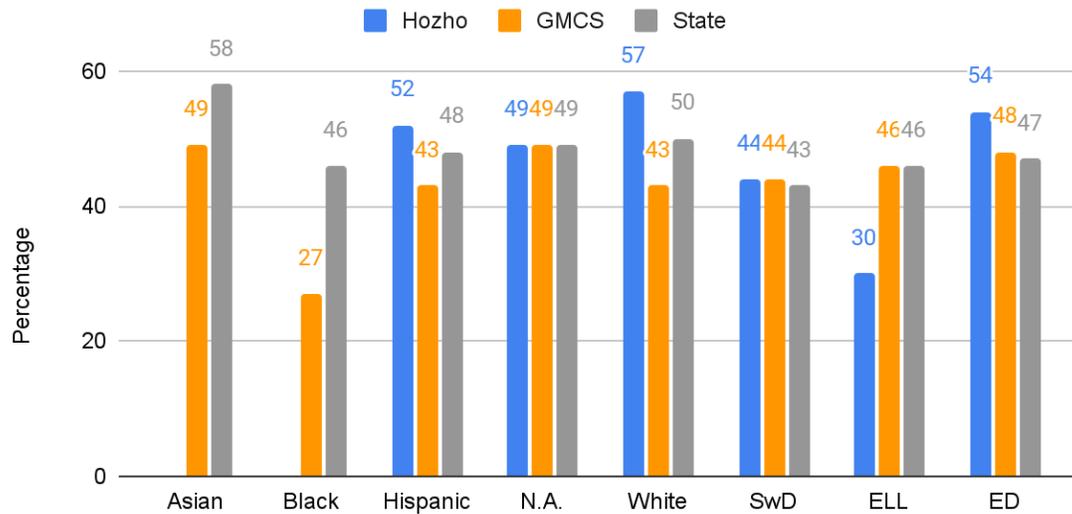
Reading Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

Math Growth Percentile by Subgroup (2022-23 to 2023-24)



Source: NMVistas.org

Note: groups are masked due to population size.

English Learner Progress (ELP):

English Learner Progress measures the percentage of students currently identified for EL services who are on track toward achieving English language proficiency (an ACCESS score of 4.7 or higher) within five years as measured by the ACCESS English language development assessment. (NMVistas.org)

Hózhó ELP: 14.9%	GMCS ELP: 14%	State ELP: 17.5%
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Source: NMVistas.org

Mission-Specific Goals

Goal: Hózhó Academy students will be able to demonstrate knowledge of classical concepts in art, music, architecture, poetry, and civic awareness of basic rights and responsibilities as citizens of the United States. The ability to identify classical pieces of art and music is the first step in promoting an appreciation and later, a love for beautiful art and music. With this love, students can access beautiful things and improve their quality of life and open doors to connect with others across countries, cultures, and time. It is our goal to ensure that students who graduate have a knowledge of these pieces. All Hózhó Academy students who are enrolled 7 from the 40th to 120th day each year will be assessed on the Hózhó Academy Grade Level Classical Education Assessment and to be given by a school administrator or classroom teacher prior to the last day of school each school year and tracked on the school-wide spreadsheet.

Performance Level	Target	Points
Exceeds Standards	80% or more of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric.	100
Meets Standards	65%-79% of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric	75
Working to Meet Standard	50%-64% of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric.	25
Falls Far Below Standard	Less than 50% of all Hózhó Academy students will demonstrate mastery on the Classical Education Assessment (score of 80% or higher) as determined by the Classical Education Rubric.	0

Rating: Exceeds Standards- 91.86% attainment: **100 points**

Organizational and Financial Performance Framework

2023-24 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.

Screenshot of Multi-year Performance Framework Ratings

Hózhó Academy	2023-24
Organizational and Financial Performance	
1a Mission and Educational Program	Meets Standard
1b State Assessment Requirements	Meets Standard
1c Rights of Students with Disabilities	Meets Standard
1d Rights of English Learners	Meets Standard
1e Meeting Program Requirements	Meets Standard
1f NM DASH Plan	N/A
2a Governance Requirements	Meets Standard
2b Nepotism, Conflict of Interest	Meets Standard
2c Reporting Requirements	Working to Meet Standard
3a Rights of All Students	Meets Standard
3b Attendance and Retention	Working to Meet Standard
3c Staff Credentialing	Does Not Meet Standard
3d Employee Rights	Meets Standard
3e Background Checks, Ethics	Meets Standard
4a Facilities	Meets Standard
4b Transportation	Meets Standard
4c Health and Safety	Meets Standard
4d Handling Information	Meets Standard
4e Information accessible to the public	Working to Meet Standard
4f School climate	Meets Standard
5a Financial Reporting and Compliance	Meets Standard
5b Accounting Principles	Does Not Meet Standard
5c Responsive to Audit Findings	Meets Standard
5d Managing Grant Funds	Working to Meet Standard
5e Staffing for Fiscal Management	Meets Standard
5f Internal Controls	Meets Standard

Explanation of 2023-24 Indicator Ratings

2.c. Change notification was submitted late for board member change.

3.b. Attendance percentage rate is 92% (95% target), retention rate is 94% (80% target) and recurrent is 86% (70% target). The school submitted a 2023-24 attendance improvement plan and we are able to verify what their plan is to engage students and parents.

3.c. Licensure discrepancies not resolved at end of school year.

4.e. GC member contact information not listed on website as of July 8, 2024.

5.b. [FY23 Audit](#): had 4 New audit findings, (2) Material weakness.

5.d. 100% Indian Education Act (27150) reverting grant funds not expended.

Site Visit Attendees

April 10, 2024

CSD Team: Cheryl Rowe (lead), Kelli Renken and Lucy Valenzuela

School Leadership: Juliane Hillock (head administrator), Stephanie Vicente, Jimmy Malcolm, Cindy Tah, Adrian Garcia, Doug Macpherson, and Raken Weilden

Governing Board: Gabriel Suk, Terri Frasier and Jeremy Boucher