



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us

MARIANA D. PADILLA
SECRETARY DESIGNATE OF PUBLIC EDUCATION

MICHELLE LUJAN GRISHAM
GOVERNOR

**Charter Schools Division
2023-24 Annual Report
Revised December 20, 2024**

School Name: Red River Valley Charter School

School Address: 500 E. High Street Red River, NM 87558

Head Administrator: Kimberly Ritterhouse

Governing Board Chair: Courtney Henderson

Business Manager: Katie Rarick

Authorized Grade Levels: K-8

Grade Levels Served: PK-8

Authorized Enrollment Cap: 100

2023-24 120D Enrollment: K-8: 77 (Pre-K: 10)

Contract Term: 2021-2026

CAPs or Conditions: none

Notice from 2022-23 Annual Report: Satisfactory performance

Unsatisfactory terms that need to be addressed from 2022-23 Annual Report: the PEC has identified two areas of unsatisfactory performance related to negative growth for students in reading and math and the student subgroups as listed on pages 6-7 of the annual report; and an organizational concern listed on page 9 of the annual report, indicator 2.b.

Progress from 2022-23 Notice to 2023-24:

- Reading and Math growth: NM Vistas changed the business rules for computing growth from 2022-23 to 2023-24, so comparative growth cannot be obtained. However, the school's reading

growth percentile in 2023-24 was 65th percentile; and the school's math growth percentile in 2023-24 was 57th percentile; percentile ranges from 34-66 represent about a year's growth typical for the academic peer group. Student subgroups percentiles also increased for both reading and math: Reading – 32nd percentile for Hispanic, 67th percentile for Students with Disabilities and 70th percentile for Economically Disadvantaged students. For math – 65th percentile for Hispanic, 57th percentile for Students with Disabilities and 56th percentile for Economically Disadvantage students.

- Indicator 2.b. Accounting Principles: the school earned Does Not Meet again on financial indicator 2.b. in 2023-24. (See PF ratings on page 11.)

Waivers: Evaluation Standards for School Personnel

Mission: To provide every student the opportunity to develop academically, socially, and physically through quality learning experiences utilizing the Core Knowledge Curriculum.

Educational Program:

5.1.1 At the center of the RRVCS program is the Core Knowledge Curriculum Sequence developed by Dr. E.D. Hirsh, Jr., and discipline system based on the principles of "Love and Logic".

5.1.2 "Love and Logic" fosters a sense of self-discipline and control, imparting to children the self-confidence they need, while respecting all others and treating them with kindness and respect.

5.1.3 "HOWL" (Habits Of Work and Learning) foster self-motivation in the areas of responsibility, respect and perseverance.

5.1.4 Character development is also an integral part of the RRVCS program and is focused on developing positive character traits, which assist all students to grow in relationships with others and to develop citizenship skills that are vital to becoming a contributing member of society.

5.1.5 Core Knowledge provides children with a strong foundation of knowledge in traditional disciplines, while encouraging innovative thinking and multi-disciplinary integration.

5.1.6 RRVCS' instructional model has multi-age, multi-grade classrooms.

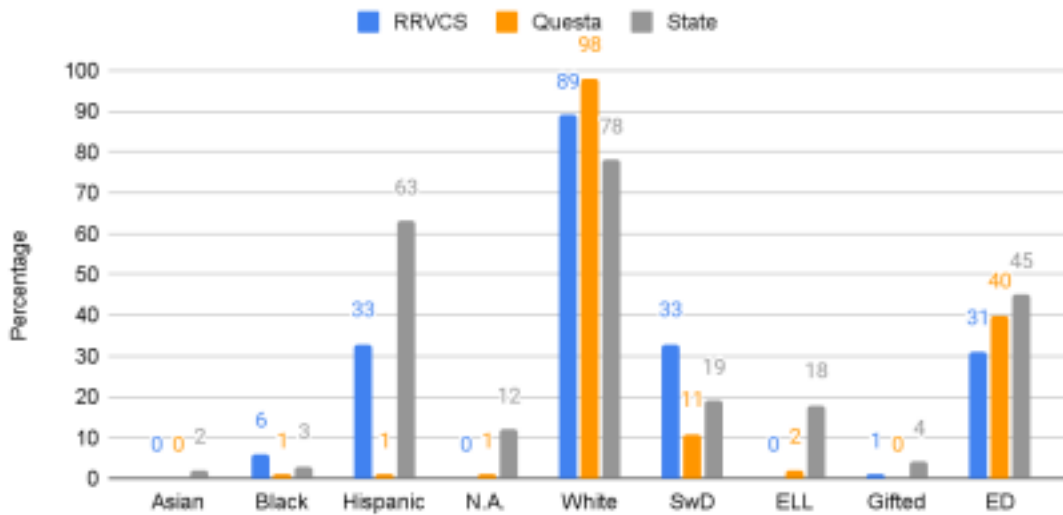
5.1.7 Weekly tutoring sessions are offered once a week to all students.

5.1.8 At least five parent and community events are held each school year.

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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 42.9	Spotlight 60.5*
2: Subgroup performance: high, middle, and unavailable	unavailable

low-performing quartiles		
3: School-specific Goals: if two goals, average of points on each	75	100

Overall Academic Score: average of indicators 1 and 3 58.95 80.25

***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](#)

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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.

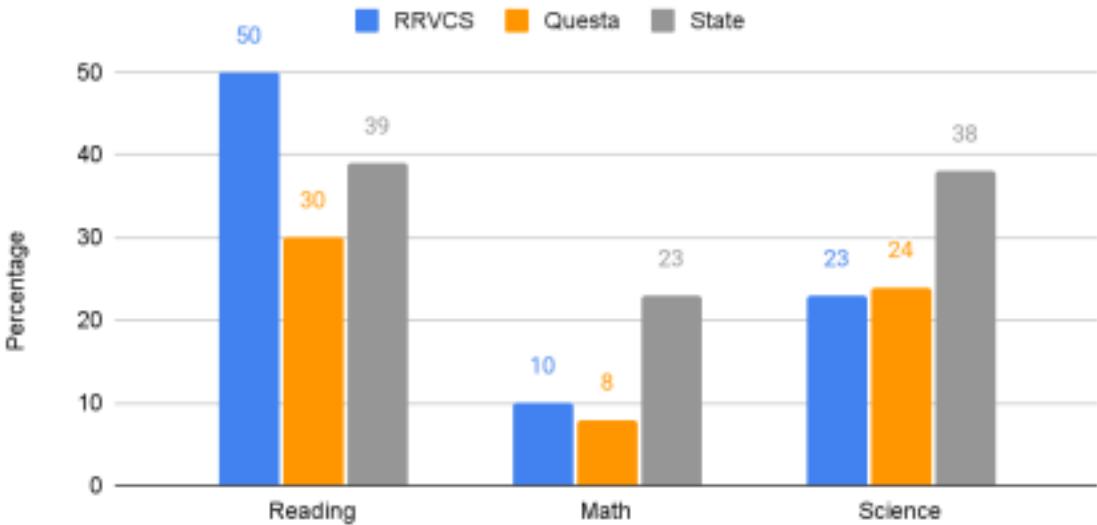
For the school year 2023-24, **Red River Valley Charter School** received a designation of **Spotlight**.

Proficiency

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

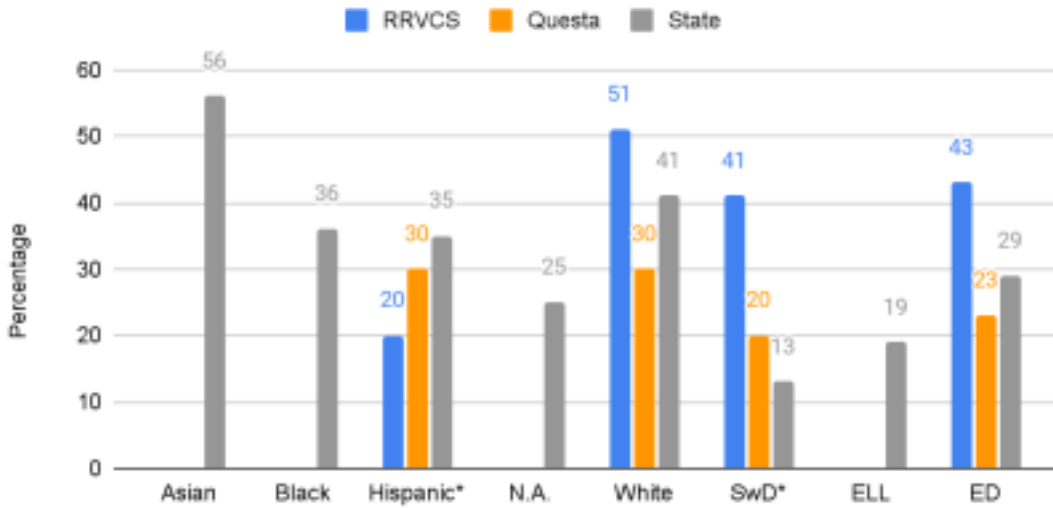
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Percent of Students Proficient in Core Subjects 2023-24



Source: NMVistas.org

Percent Proficient in Reading by Subgroup 2023-24



Source: NMVistas.org

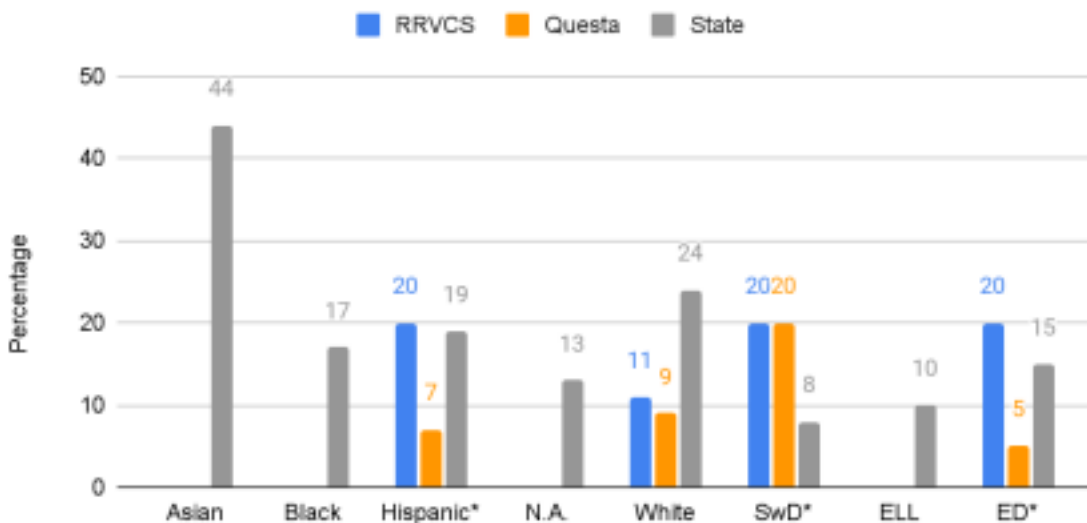
Note:

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

***Note:** The school's Hispanic population is partially masked, $\leq 20\%$ in reading. The district's students with disabilities are partially masked, $\leq 20\%$ in reading.

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Percent Proficient in Math by Subgroup 2023-24



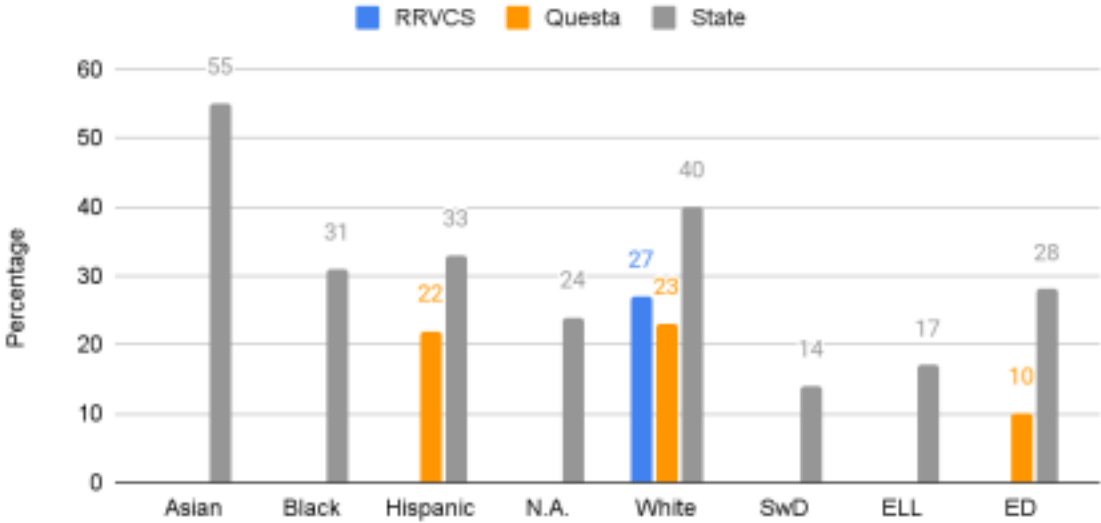
Source: NMVistas.org

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

***Note:** The school's students with disabilities, Hispanic, and economically disadvantaged populations are partially masked, $\leq 20\%$ in reading. The district's students with disabilities are partially masked, $\leq 20\%$, and the district's economically

disadvantaged population is partially masked, ≤5% in math.

Percent Proficient in Science by Subgroup 2023-24



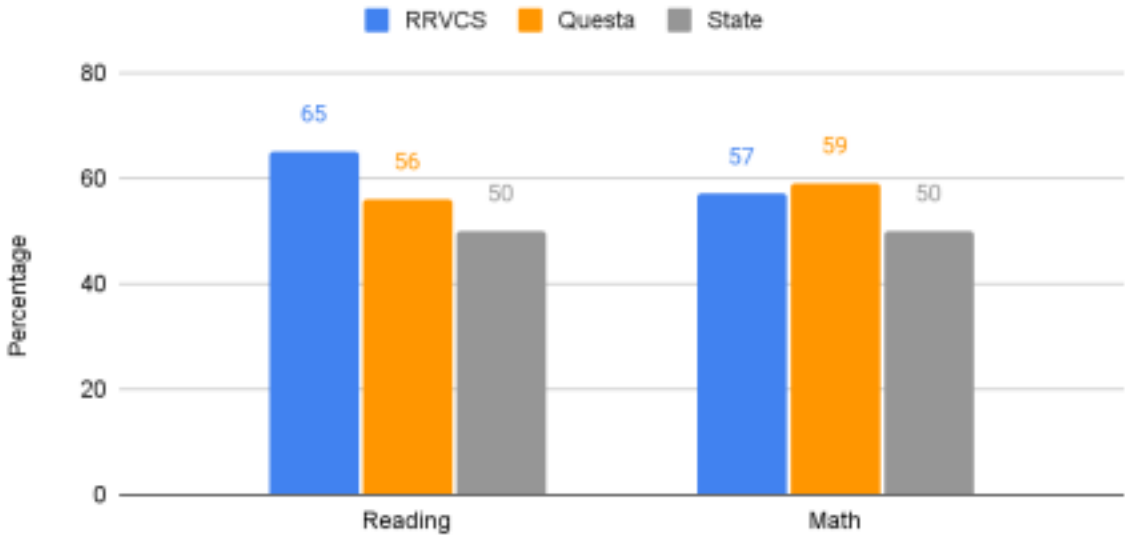
Source: NMVistas.org

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

Growth

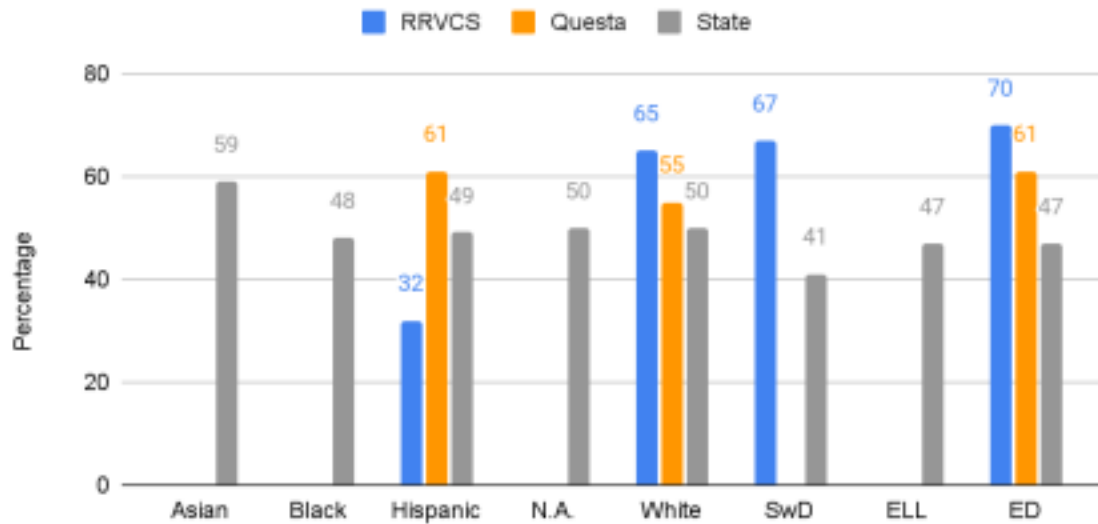
Definition per NM Vistas: median growth of students (Student Growth Percentile, or SGP) in math or reading compared to their peers who had similar scores on previous tests. Percentile ranges from 34-66 represent about a year's growth typical for the academic peer group. Growth is not available for high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

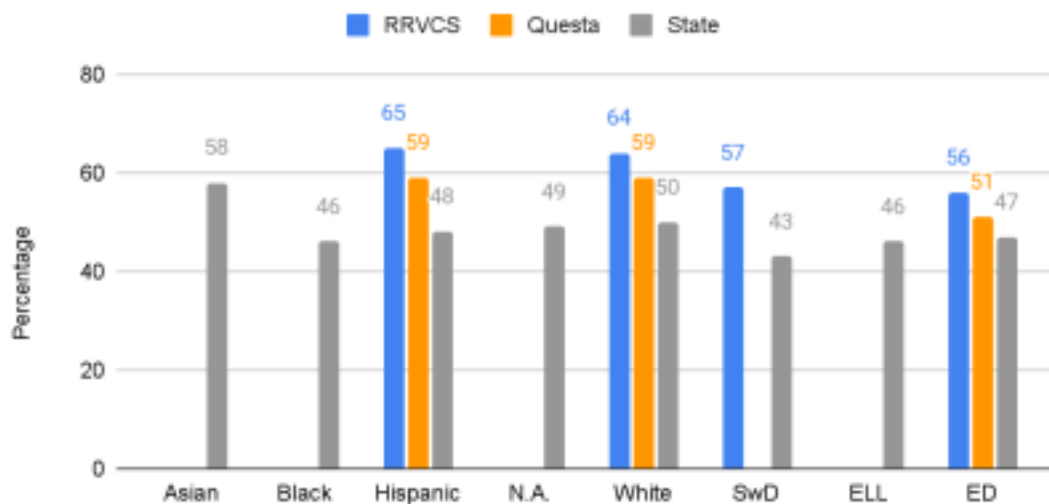


Source: NMVistas.org

Note: groups are masked due to population size.

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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)

RRVCS ELP: Unavailable	Questa ELP: Masked	State ELP: 17.5%
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Source: NMVistas.org

Mission-Specific Goals

Goal: Red River Valley Charter School (RRVCS) provides opportunities and encourages students to be responsible citizens, to lead by example, to apply knowledge and skills obtained in class to service learning and community leadership. This goal will direct learners into real life settings where the primary motivation is serving. This learning will take place through the experiences and reflections upon what happened during the experience and how it relates to classroom learning through reflection and surveys. Each year, 70% or more of RRVCS students, enrolled on the 40th and 120th day, will participate in at least one service-learning experience per quarter and prior to EOY will complete an age-appropriate self-reflection narrative, and present at student led conferences in the fall, spring, and/or winter.

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Performance Level	Target	Points
Exceeds Standard	81% or more students in grades K-8, enrolled on the 40th and 120th day, will participate in at least one service-learning opportunity and complete an age-appropriate self-reflective narrative, earning a score of 3 or better, along with a BOY and EOY Survey.	100
Meets Standard	70% or more of FAY students in grades K-8, enrolled on the 40th and 120th day, will participate in at least one service-learning opportunity and complete an age-appropriate self-reflective narrative, earning a score of 3 or better, along with a BOY and EOY Survey.	75
Does Not Meet Standard	50% or more of FAY students in grades K-8, enrolled on the 40th and 120th day, will participate in at least one service-learning opportunity and complete an age-appropriate self-reflective narrative, earning a score of 3 or better, along with a BOY and EOY Survey.	25

Less than 50% of FAY students in grades K-8, enrolled on the 40th and 120th day, will participate in at least one service-learning opportunity and complete an age-appropriate self-reflective narrative, earning a score of 3 or better, along with a BOY and EOY Survey.

Falls Far Below Standard
an age-appropriate self-reflective narrative, earning a

0

Rating: Exceeds Standard- 82.4% student 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.

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

Explanation of 2023-24 Indicator Ratings

- 2.b. Four findings on the [FY23 audit](#) including two material weakness findings (2023-001 and 2023-002).
- 3.c. 1 untimely submission of amendment requests.
- 4.b. Attendance percentage rate is 94% (95% target), retention rate is 96% (80% target) and recurrent is 79% (70% target). After reviewing the school's Attendance Improvement Plan, the school has a plan to engage students and parents.

Site Visit Attendees

April 29, 2024

CSD Team: Cheryl Rowe (lead) and Dr. Brigette Russell
School Leadership: Kimberly Ritterhouse (head administrator)
Governing Board: Mr. Courtney Henderson and Reed Weimer