



Regular Meeting

Albuquerque Institute for Mathematics and Science Governing Council

Date: July 11, 2013

Time: 11:30 am

Location: First floor conference room, 800 University Blvd

Meeting Type: Regular Special Proposed Approved

Attendance:

Members:	Present	Absent
Dr. Steve Cabaniss, President	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bob Walton, Vice President	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dr. Kathryn Watkins, Secretary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joe Fortuin, member	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Breda Bova, member	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dr. Alicia Aragon	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dr. Kerry Howe	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curtis Mitchke	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Other Attendees: Katharina Sandoval-Snider, Jolene Jaramillo, Daniel Ivey-Soto

- I. Approval of May 9, 2013 Minutes
Passed Cabaniss
- II. Approval of Agenda
Passed Cabaniss
- III. Comments from the Community: 15 minute time limit, speakers limited to 3 minutes each.
None
- IV. Directors Report: Sandoval-Snider
 - 1. Sandoval formally made a request in writing to extend the time period for the Daniels Grant by one year. Verbal conversations with the Daniels Foundation have been very positive.
 - 2. Governor Martinez and Secretary Skandera are holding a press conference at the school later in the afternoon to announce school report cards.
- V. Financial Sandoval-Snider/Jaramillo

Bank reconciliation was reviewed, approved and signed off by the finance committee.
 Check vouchers were reviewed and approved by the finance committee.
 Motion to approve Statements and Check Vouchers: Walton
 Second: Fortuin
 Motion carried: Unanimous

A copy of the meeting minutes are available for public inspection at Albuquerque Institute for Math and Science at 933 Bradbury SE, Albuquerque, NM 87106, within 10 calendar days for proposed minutes and 2 calendar days of approval for approved minutes.

The AIMS@UNM shall comply with subtitle A of Title II of the Americans with Disabilities Act of 1990. Should you require specific accommodation(s) please contact Katharina Sandoval-Snider at (505) 559-4249 5 business days prior to the meeting



Albuquerque Institute for Mathematics and Science
933 Bradbury SE Albuquerque, New Mexico 87106
(505) 559-4249 www.aims-unm.org

- VI. **Watkins requested that the salary raises for the staff and faculty be presented at the next meeting.**

Next meeting will be on August 8, at 11:30.

Meeting was adjourned at 12:01 pm.

Respectfully Submitted:

A handwritten signature in black ink, appearing to read "Katharina Sandoval-Snider".

Katharina Sandoval-Snider
Director

Dr. Steve Cabaniss, President

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AIMS@UNM OPEN MEETINGS RESOLUTION –2013-2014 Academic Year

WHEREAS, Section 10-15-1(D) NMSA 1978 requires the Governance Council of the Albuquerque Institute for Mathematics and Science@UNM of Albuquerque, New Mexico (the “Governance Council”), to determine what notice for a public meeting shall be reasonable, and
WHEREAS, due and proper notice of the regular meeting of the Governance Council on August 8, 2013, at which the adoption of this Resolution is to be considered, has been given in accordance with the open meetings resolution of the Governance Council.

NOW, THEREFORE, BE IT RESOLVED by the Governance Council that reasonable notice to the public of any meetings of the Governance Council shall consist of:

1. As to any Regular Meeting, either:

(a) Public announcement at any previous meeting of the date, time, and place it is to be held, and

(b) Electronically posting a notice of the date, time, and place on the AIMS@UNM web page www.aims-unm.org 72 hours in advance of the meeting, and

(c) As to regular meetings held on regularly fixed days at regularly fixed times and places, the maintenance, in the office of the Director, 933 Bradbury SE, Albuquerque, NM. 87106, of a public record, available for inspection by members of the public during business hours, showing the days on which and the times and places at which such meetings are held, also to be posted on the website.

(e) An agenda which contains a list of specific items of business to be discussed or transacted, or information on how the public may obtain a copy of such an agenda which agenda will ordinarily be available on AIMS@UNM website. Except in the case of an emergency, the agenda will be available to the public at least seventy two (72) hours prior to the meeting. Except for emergency matters, the Governance Council will take action only on items appearing on the agenda.

2. As to any Special Meeting, either:

(a) Public announcement of the date, time, and place of such meeting at any regular or special meeting held at least twenty-four (24) hours before the commencement of the special meeting so announced, and

(b) Electronically posting a notice of the date, time, and place on the AIMS@UNM website at www.aims-unm.org at least two (2) calendar days in advance of the meeting, and

(c) The notice of special meetings shall include an agenda which contains a list of specific items of business to be discussed or transacted, or information on how the public may obtain a copy of such an agenda which agenda will ordinarily be available at the AIMS@UNM administrative office and on the AIMS@UNM website. Except in the case of an emergency, the agenda will be available to the public at least twenty-four (24) hours prior to the meeting. Except for emergency matters, the Governance Council will take action only on items appearing on the agenda.

3. As to any Emergency Meeting, either:

(a) Electronically posting a notice on the AIMS@UNM website at www.aims-unm.org at least twenty-four (24) hours in advance of the meeting.

(b) If twenty-four (24) hours notice is not possible, as much notice as is practical under the circumstances will be given in accordance with paragraphs 3(a), (b) and (c).

(c) The notice of emergency meetings shall include an agenda which contains a list of specific items of business to be discussed or transacted, or information on how the public may obtain a copy of such an agenda.

Emergency meetings are defined as those meetings necessitated by unforeseen circumstances that, if not addressed immediately by the public body, will likely result in injury or damage to persons or property or substantial financial loss to the public body. Emergency meetings may be called by the President of the Governance Council or by a majority of the members of the Governance Council. If emergency action is taken, the Governance Council must report that action to the Office of the

Attorney General within ten (10) calendar days unless a state or national emergency has been declared.

4. As to any Closed Meeting, either:

(a) By adoption of a motion in an open meeting by vote of a majority of the quorum there present, which motion shall state with reasonable specificity the subject to be discussed and the authority for such closure and roll call vote of the members present recorded in the minutes of such open meeting, or

(b) If a closed meeting is to be held other than pursuant to motion and vote as set out in subparagraph above, reasonable notice thereof shall be given pursuant to the requirements of Paragraph 2 above dealing with notice of special meetings.

(c) Any notice of a closed meeting as well as any motion adopted for a closed meeting shall, in addition to other requirements herein set forth, include the following:

(i) identification of the specific authority permitting such closed meeting pursuant to Section 10-15-1(H).

(ii) if the meeting is to be closed as a "limited personnel matter" pursuant to Section 10-15-1(H)(2), the notice shall also specifically set forth whether said meeting is for the purposes of discussion of hiring, promotion, demotion, dismissal, assignment, or resignation or of the investigation or consideration of complaints or charges against any individual employee, provided that the name of the individual shall not be disclosed.

(iii) if the authority for closure of the meeting is pursuant to an "administrative adjudicatory proceeding" pursuant to Section 10-15-1(H)(3), the notice shall include the caption or title of the proceeding.

(iv) if the authority for closure of the meeting is pursuant to Section 10-15-1(H)(4) relating to personally identifiable information about an individual student, the notice will identify that the meeting relates to a matter affecting a student without further personal identification.

(v) if the authority for closure of the meeting is pursuant to the collective bargaining negotiations, pursuant to Section 10-15-1(H)(5), said notice shall identify the contract which is the subject matter of the negotiations and the bargaining unit with whom the district is negotiating.

(vi) if the authority for closure of the meetings concern purchases pursuant to Section 10-15-1(E)(6) or for the purpose of discussion of purchase or acquisition of real property or water rights pursuant to Section 10-15-1(H)(8), the notice shall provide a general description of the purchase contemplated.

(vii) in the event the authority for closure of the meeting is to discuss matters subject to the attorney-client privilege pertaining to threatened or pending litigation in which the public body is or may become a participant pursuant to Section 10-15-1(H)(7), then the caption of the pending litigation shall be disclosed in the notice.

(viii) following completion of any closed meeting, the minutes of the open meeting that was closed, or the minutes of the next open meeting if the closed meeting was separately scheduled, shall state that the matters discussed in the closed meeting were limited only to those specified in the motion for closure or in the notice of the separate closed meeting.

5. Participation by a member of the Governance Council in a meeting by conference telephone or other similar equipment is permissible when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that each Governance Council member participating by conference telephone can be identified when speaking, all participants are able to hear each other at the same time and members of the public attending the meeting are able to hear any member of the Governance Council who speaks during the meeting.

6. The Governance Council may recess and reconvene a meeting to a day subsequent to that stated in the meeting notice if, prior to recessing, the Governance Council specifies the date, time, and place

for continuation of the meeting and, immediately following the recessed meeting, posts notice of the date, time, and place for the reconvened meeting on or near the door of the place where the original meeting was held, is posted on the website and in the office of the Director at 933 Bradbury SE. Albuquerque, NM 87106. Only matters appearing on the agenda of the original meeting will be discussed at the reconvened meeting.

7. In addition to the information specified above, all notices shall include the following language:

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact the Director at least one week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact the Director if a summary or other type of accessible format is needed.

IT IS FURTHER DETERMINED that substantial compliance with any one or more of the foregoing alternatives which may be applicable is reasonable notice, but this determination shall not be construed to prevent the use of additional means or methods of making known the date, time, and place of holding any public meeting, or other information with reference thereto, as may be directed from time to time by or under the authorization of the Director. Further, this Resolution shall not be construed to require notice in instances where the same is not required by law.

All or part of this Resolution may be amended or modified by the Governance Council from time to time. If any provision or clause of this Resolution is held invalid, such invalidity shall not affect the other provisions or clauses of this Resolution, which can be given effect without the invalid provisions or clauses, and to this end, the provisions and clauses of this resolution are declared to be severable.

DONE this 8th day of August, 2013.

President _____

ATTEST:

Secretary _____



School Grade Report Card 2013

Final Grade

A

Albuquerque Institute of Math and Science Charter

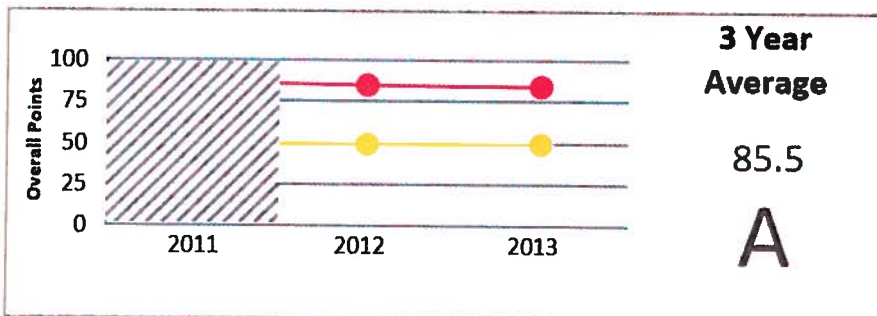
District: State Charters

Grade Range: 06-12

Code: 524001

This School ■
Statewide C Grade ■

		Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.		A	29.9	30
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?		F	2.6	10
Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the average for		A	10.0	10
Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the average for the state.		B	8.8	10
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		A	6.9	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.		D	10.5	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.		A	14.5	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			1.5	5



Final School Grade	Total Points
75.0 to 100.0	A
65.0 to 74.9	B
50.0 to 64.9	C
35.0 to 49.9	D
0.0 to 34.9	F

Total Points
84.6

Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

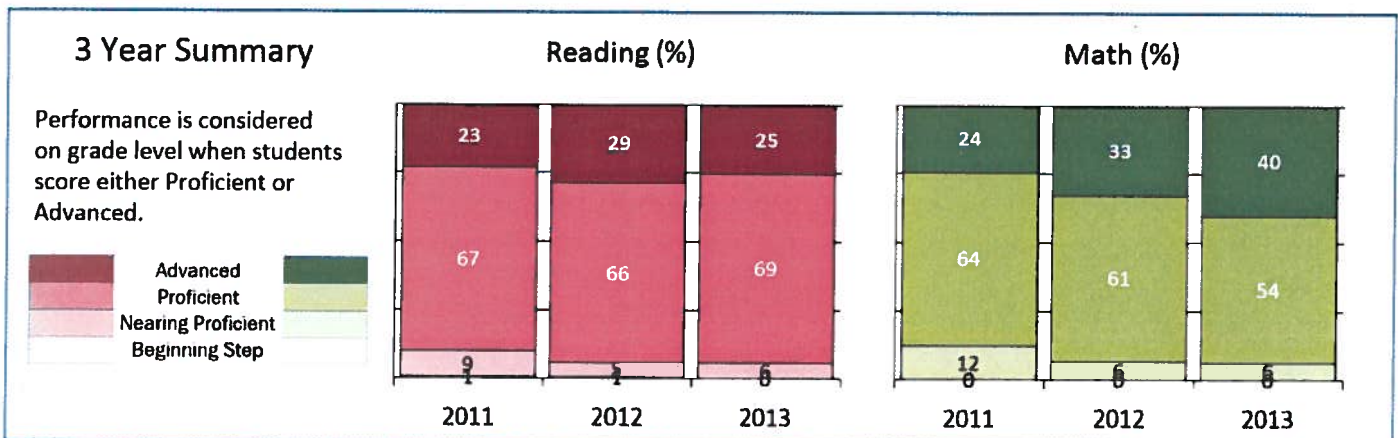
Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity				Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian					
Reading												
Proficient and Advanced (%)	94.4	94.2	94.5	94.6	-	93.8	94.1	-	-	-	-	-
Proficient and Advanced (Pts)	10.86											
Value Added Model (Pts)	5.00											

Math												
Proficient and Advanced (%)	94.0	91.7	96.1	94.6	-	92.9	94.1	-	-	-	-	-
Proficient and Advanced (Pts)	10.30											
Value Added Model (Pts)	4.86											



School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

School Growth is augmented with Value Added Modeling (VAM) which accounts for the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	Reading	Math	School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.
Difference from Expected Growth (SS Points)	2.040	0.272	
Points Earned	1.49	1.07	

Student Growth

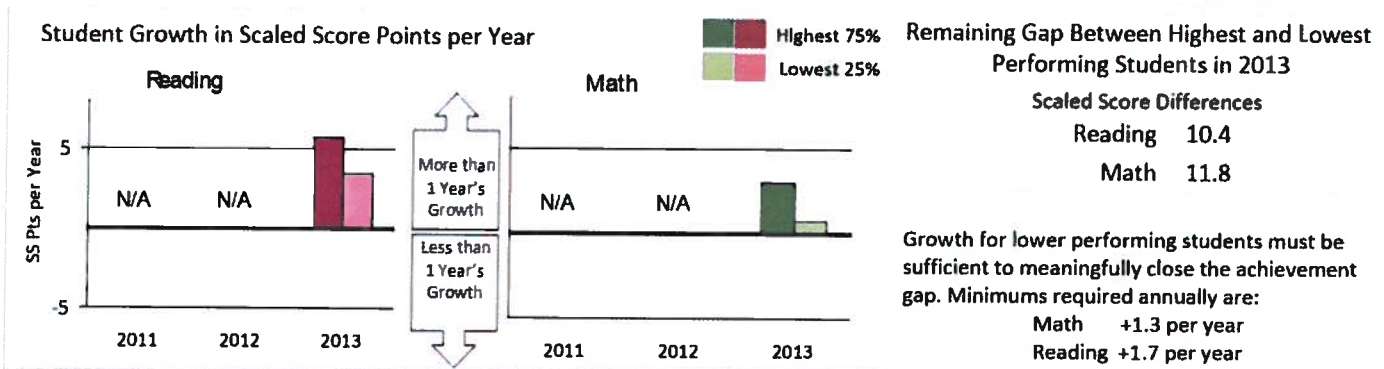
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	Gender				Race/ Ethnicity								Students with Econ Disadv	English Language	Redesignated English	
	All Students	Female	Male		White	African American	Hispanic	Asian	Am Indian							
	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	From To	
Reading Growth																
Highest 75% (SS/Yr)	5.7	-1.3 3.4	-1.3 3.4	-1.3 3.4	-1.4 3.4	-1.3 3.4	-1.2 3.5	-1.6 3.1	-	-	-1.8 3.1	-1.2 3.5	-	-	-	
Highest 75% (Pts)	5.0															
Lowest 25% (SS/Yr)	3.5	0.0 4.7	2.9 7.6	1.3 6.0	-0.4 4.3	3.0 7.6	1.3 6.2	-0.8 4.2	-	-	-0.4 4.3	-	-	-0.5 4.2		
Lowest 25% (Pts)	5.0															
Math Growth																
Highest 75% (SS/Yr)	3.0	-0.3 3.7	-0.3 3.9	-0.2 3.9	-0.2 3.8	-0.4 3.7	0.0 4.2	-0.4 3.6	-	-	-1.0 3.7	-1.3 2.6	-	-		
Highest 75% (Pts)	5.0															
Lowest 25% (SS/Yr)	0.7	0.7 4.8	1.2 5.4	1.0 5.1	0.6 4.6	1.1 5.3	1.0 5.3	-	-	-	0.6 4.5	-	-	1.1 5.0		
Lowest 25% (Pts)	3.8															



Opportunity to Learn (OTL) The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices (OTL Survey) and in student attendance.

	Gender			Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian				
OTL Attendance (Student Average)	98.0	97.6	98.4	97.8	-	98.0	98.7	-	-	-	-	
OTL Attendance (Points Earned)	3.09											
OTL Survey (Average Total Score)	34.0	33.4	34.6	34.4	35.2	33.5	35.0	32.5	-	29.0	25.0	32.0
OTL Survey (Points Earned)	3.76											

OTL Survey Questions Reading The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.

1. My teacher introduces a new topic by connecting to things I already know.	3.4	3.4	3.5	3.4	3.2	3.4	3.7	4.0	-	3.0	4.0	4.0
2. My teacher explains why what we are learning is important.	3.4	3.3	3.4	3.3	3.7	3.4	3.4	4.0	-	3.5	3.0	2.0
3. My teacher explains how learning a new topic is a foundation for other topics.	2.9	2.8	2.9	3.0	3.7	2.7	2.9	3.0	-	3.5	2.0	3.0
4. Every student gets a chance to answer questions.	4.0	3.9	4.0	3.9	4.3	3.9	4.2	4.0	-	2.5	2.0	5.0
5. My teacher wants me to explain my answers.	4.3	4.3	4.2	4.2	4.2	4.3	4.5	4.0	-	4.5	2.0	4.0
6. My teacher knows when I understand, and	3.3	3.1	3.5	3.5	3.5	3.2	2.9	3.0	-	3.0	3.0	3.0
7. My teacher explains things in different ways so everyone can understand.	3.3	3.2	3.4	3.4	3.7	3.2	3.5	3.0	-	2.5	2.0	3.0
8. My teacher gives me helpful feedback on work I turn in.	3.2	3.1	3.3	3.2	2.5	3.2	3.3	2.0	-	2.0	3.0	2.0
9. My teacher checks our understanding.	3.6	3.5	3.7	3.7	3.5	3.5	3.8	2.5	-	2.0	2.0	4.0
10. My teacher takes the time to summarize what we learn each day.	2.7	2.7	2.7	2.6	3.0	2.7	2.6	3.0	-	2.5	2.0	2.0

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	3.4	3.3	3.5	3.3	3.2	3.4	3.6	4.0	-	2.5	4.0	4.0
2. My teacher explains why what we are learning is important.	3.3	3.3	3.4	3.3	3.7	3.3	3.4	4.0	-	3.0	3.0	2.0
3. My teacher explains how learning a new topic is a foundation for other topics.	3.1	3.0	3.2	3.1	3.7	2.9	3.2	3.0	-	3.5	2.0	3.0
4. Every student gets a chance to answer questions.	3.8	3.9	3.8	3.8	4.3	3.8	4.0	4.0	-	2.0	2.0	5.0
5. My teacher wants me to explain my answers.	4.2	4.2	4.1	4.1	4.2	4.2	4.2	4.0	-	3.5	2.0	4.0
6. My teacher knows when I understand, and when I do not.	3.3	3.2	3.4	3.5	3.5	3.2	2.9	3.0	-	2.0	3.0	3.0
7. My teacher explains things in different ways so everyone can understand.	3.3	3.2	3.4	3.3	3.7	3.2	3.7	3.0	-	2.0	2.0	3.0
8. My teacher gives me helpful feedback on work I turn in.	2.9	2.9	3.0	3.0	2.5	3.0	2.6	2.0	-	1.5	3.0	2.0
9. My teacher checks our understanding.	3.6	3.6	3.7	3.7	3.5	3.5	4.0	2.5	-	1.5	2.0	4.0
10. My teacher takes the time to summarize what we learn each day.	2.8	2.7	2.8	2.7	3.0	2.8	2.7	4.0	-	1.5	2.0	2.0

Color Key: 4 or 5, Rated High 2 or 3, Rated Mid 0 or 1, Rated Low

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website

	Gender			Race / Ethnicity					Students with Disabilities	English Language Learners	Redesignated English Proficient	
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian				Economically Disadvantaged
Cohort of 2012 - 4-Year Rate												
Percent Graduating	66.1	79.1	57.7	59.5	-	73.3	-	-	-	-	-	N/A
Points Earned	5.29											
Cohort of 2011 - 5-Year Rate												
Percent Graduating	85.3	89.1	84.1	91.5	-	75.7	-	-	-	-	94.0	N/A
Points Earned	2.56											
Cohort of 2010 - 6-Year Rate												
Percent Graduating	88.5	80.8	92.5	90.2	-	81.6	-	-	63.8	88.6	88.2	N/A
Points Earned	1.77											
Growth in 4-Year Rates	Growth Index (Increase)			-6								
Value Added Modeling takes into account the school's prior 3	Points Earned			.92								
		SAM Rates		SAM Graduation (%)		-						
		This school did not qualify to be a SAM school.										

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program. These activities include one of the following:

- 1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
- 2) Evidence that the student can pass a college level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

	Gender			Race / Ethnicity					Students with Disabilities	English Language Learners	Redesignated English Proficient	
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian				Economically Disadvantaged
Participation (% of Cohort)	46.9	46.1	47.4	47.2	31.3	46.0	50.0	-	29.2	45.0	25.0	-
Participation (Pts)	4.7											
Success (% of Participants)	45.7	46.1	45.4	47.2	31.3	42.4	50.0	-	8.3	45.0	25.0	-
Success (Pts)	9.7											

Percent of School's Cohort of 2012 Participating in Each CCR Opportunity												
	ACT	PLAN	SAT	PSAT	AccuPlacer	Advanced Placement	Dual Credit	International Baccalaureate	Career Technical Education	Compass	SAT Subject Test	SAM School Supplemental
	41.4	40.8	41.8	35.5	<2.0	40.2	75.0	-	28.6	>98.0	62.5	-
	85.2	85.3	85.2	77.5	<2.0	95.7	>98.0	-	71.4	>98.0	50.0	-
	40.5	50.2	34.2	30.0	<2.0	47.3	75.0	-	<2.0	22.2	<2.0	-
	75.8	77.3	74.9	66.7	>98.0	82.3	>98.0	-	<2.0	>98.0	50.0	-
	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	-
	73.0	68.2	76.0	68.2	<2.0	82.7	75.0	-	28.6	66.7	62.5	-
	85.8	91.5	82.1	80.2	>98.0	80.8	>98.0	-	<2.0	55.6	50.0	-
	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	-
	<2.0	4.3	<2.0	<2.0	>98.0	2.4	<2.0	-	28.6	<2.0	12.5	-
	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	-
	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	-
	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	-

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

- Student Engagement
- Parental Engagement
- Extracurricular Activities
- Truancy Improvement

Supplemental Information

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students. Higher ranking schools had more points in that indicator.

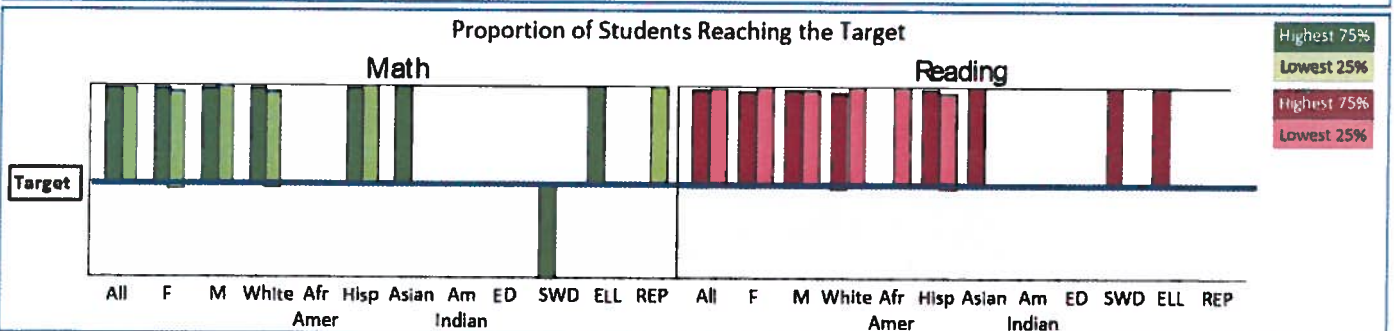
	School Rank											
	ELL 0.3		SWD 0.7		Ethnicity 49.8		ED 0.0		Mobility 1.2		Composite	
Students (% Tested)	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	1	(29)	1	(34)	1	(35)	1	(34)	1	(34)	1	(34)
School Growth	24	(29)	26	(34)	34	(35)	27	(34)	30	(34)	29	(34)
Student Growth, Highest 75%	23	(29)	29	(34)	27	(35)	25	(34)	25	(34)	27	(34)
Student Growth, Lowest 25%	20	(29)	30	(34)	26	(35)	26	(34)	29	(34)	29	(34)
Opportunity to Learn	8	(29)	11	(34)	8	(35)	11	(34)	13	(34)	11	(34)
Graduation	24	(29)	23	(34)	26	(35)	22	(34)	26	(34)	26	(34)
College and Career Readiness	3	(29)	4	(34)	3	(35)	3	(34)	7	(34)	4	(34)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		Gender			Race / Ethnicity				Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		All Students	F	M	White	Afr Amer	Hispanic	Asian					
Reading	Highest 75% (%)	95.6	95.2	96.0	93.4	-	96.9	100.0	-	-	100.0	100.0	-
	Target 56.7%	97.5	100.0	96.2	100.0	100.0	93.8	-	-	-	-	-	-
Math	Highest 75% (%)	97.2	97.1	97.2	96.8	-	97.1	100.0	-	-	.0	100.0	-
	Target 50.0%	96.9	92.9	100.0	93.3	-	100.0	-	-	-	-	-	100.0

Graduation Target 71.8% For high schools graduation rates for the Cohort of 2012 are available on page 5.



Participation Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity				Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian					
Reading (%)	100.0	100.0	100.0	100.0	-	100.0	-	-	-	-	-	-
Math (%)	100.0	100.0	100.0	100.0	-	100.0	-	-	-	-	-	-

School History Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

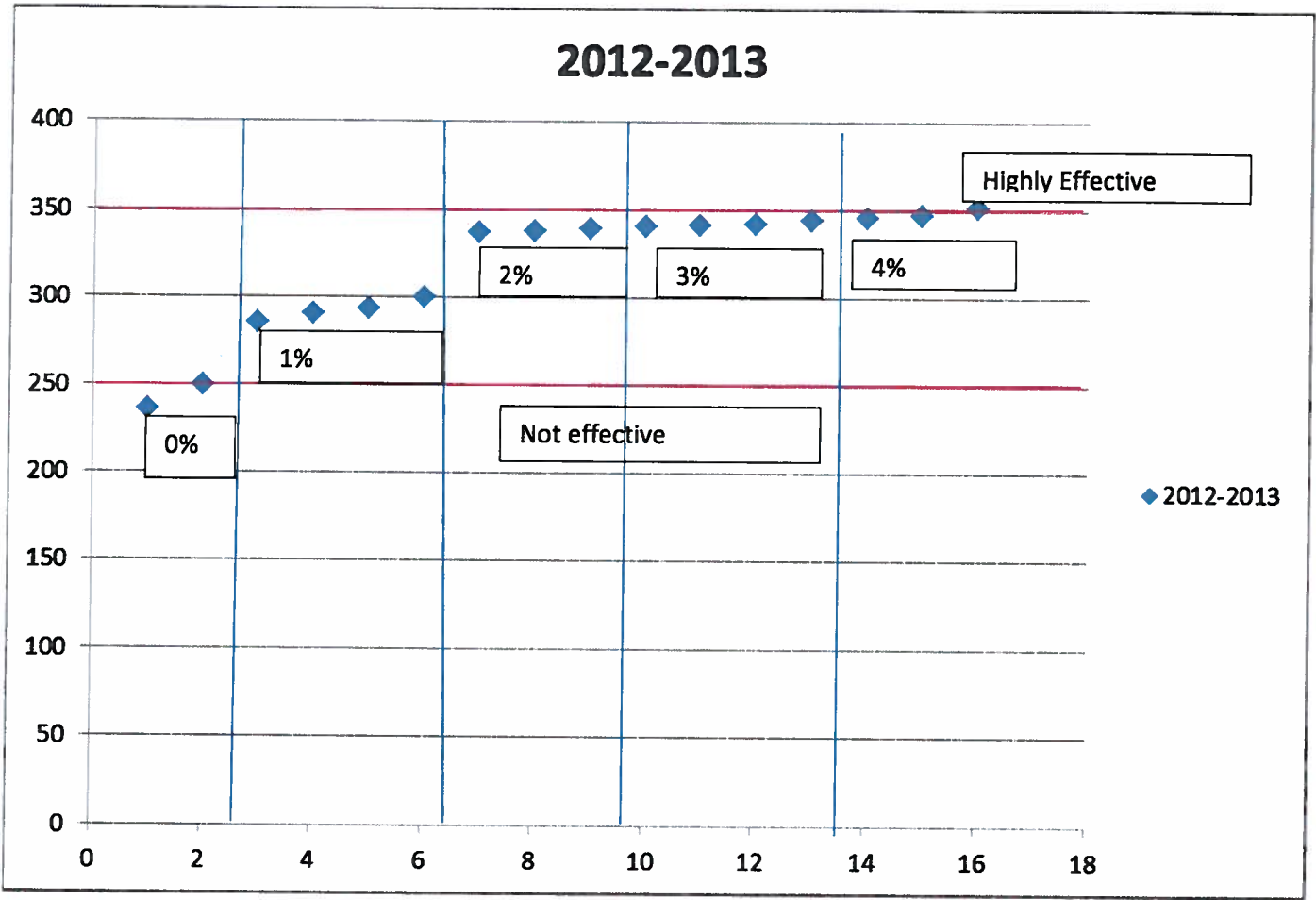
		All Students	Gender		Race / Ethnicity				Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian					
Reading	2013 (Avg SS)	49.8	50.9	48.7	50.3	-	48.9	50.2	-	-	-	-	-
	2012 (Avg SS)	49.7	50.7	48.8	50.7	-	49.2	48.1	-	-	-	-	-
	2011 (Avg SS)	49.0	49.5	48.6	50.1	-	49.0	43.9	-	-	-	-	-
Math	2013 (Avg SS)	51.2	50.8	51.5	52.4	-	50.0	50.5	-	-	-	-	-
	2012 (Avg SS)	50.7	50.5	50.8	51.5	-	49.6	52.1	-	-	-	-	-
	2011 (Avg SS)	48.2	47.3	48.9	49.2	-	47.3	48.0	-	-	-	-	-

Student Promotion Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar, and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	All Students	Gender		Race / Ethnicity				Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian					
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

- 1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their alumni.
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).



All office personnel 3%