

Public Academy for Performing Arts

Governing Council Meeting Agenda

Tuesday, August 29, 2017, 4:15 – 5:35 p.m.

Public Academy for Performing Arts Campus

11800 Princess Jeanne Ave NE, Albuquerque, NM 87112, Room 2

Type of meeting: Monthly

Chair: Joshua Vallano

Invited to Attend:

- | | |
|--|---|
| 1. Merry Dudley, GC Member | 8. Sherry Allen, Staff Representative |
| 2. Mark Huntzinger, GC Secretary | 9. Virginia Wilmerding, Staff Representative |
| 3. Michael Keith, GC Member | 10. Open Position, Staff Representative |
| 4. Michael Matsko, GC Member | 11. Doreen Winn, Executive Director |
| 5. Elizabeth Roybal, GC Vice President | 12. Rhonda Cordova, Business Manager |
| 6. Joshua Vallano, GC President | 13. Juan Andres Rodriguez, HS Student Council President |
| 7. Michael Youngman, GC Member | 14. Open Position, MS Student Council President |
- Scheduled Guest(s):
Scheduled Absence:

----- Meeting Agenda -----

1. Call to Order, Roll Call (Quorum 4/7 voting members)Chair.....4:15 p.m.
2. Welcome and IntroductionsChair.....4:17 p.m.
3. Approval of Agenda ACTION ITEMAll4:20 p.m.
4. Affidavit of GC Members.....Jackie Danfelter.....4:25 p.m.
5. Approval of Previous Meeting Minutes ACTION ITEM.....All4:30 p.m.
6. Open Forum for Public Comment (Form Required)Chair.....4:35 p.m.
7. Budget & Finance Committee Report, BARS ACTION ITEM...Michael Matsko and Rhonda Cordova.....4:40 p.m.
 - a. Financial Records
 - b. Audit Update, Agreement Letter
8. Policy Committee Report ACTION ITEM.....Mark Huntzinger.....4:45 p.m.
 - a. A.7.1Members
 - b. A.8 Removal of Council Members for Breach of Responsibilities
 - c. H.3.6. Long-Term Suspension and Expulsion and Appeal
 - d. I.8.Grades and Reporting
9. Executive Director's Report.....Doreen Winn4:55 p.m.
 - a. Written Report
 - b. School Grade
 - c. Cafeteria Update - Canteen Issue Revisited
10. PARCC/NMSBA/EOC Testing Report.....Melanie Chavez.....5:05 p.m.
11. Organizational Business.....Joshua Vallano.....5:15 p.m.
 - a. Governing Council Training Information
12. President's Report.....Joshua Vallano.....5:25 p.m.
13. Other Announcements/DiscussionAll5:30 p.m.
14. Adjourn.....Chair.....5:35 p.m.

----- Statement on Open Forum for Public Comment -----

The Governing Council welcomes public comments during the "Public Comment" portion of the governing council meeting agenda. Individuals wishing to make public comments shall complete a Public Comment form and submit it to the Council President prior to the "Public Comment" section of the meeting. Individual oral presentations will be limited to 5 minutes, unless extended by the Council President.

----- Statement of Non Discrimination -----

Public Academy for Performing Arts does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. Persons requiring special accommodations should contact the administrative office at 830-3128 Ext. 0 at least 24 hours prior to the meeting.

----- Additional Information -----

Audit Committee – Michael Matsko (Chair), Elizabeth Roybal, Rhonda Cordova, Ruby Arispe, Russ Romans, Doreen Winn
Finance Committee – Michael Matsko (Chair), Mark Huntzinger, Rhonda Cordova, Doreen Winn
Long-Range Planning – Michael Keith (Chair), Joshua Vallano, Michael Youngman, Doreen Winn, Naomi Montoya
Performing Arts Committee – Elizabeth Roybal (Chair), Joshua Vallano, Michael Keith, Doreen Winn, Naomi Montoya
Policy Review Committee – Mark Huntzinger (Chair), Joshua Vallano, Merry Dudley, Doreen Winn, Jennifer Lopez, Virginia Wilmerding
Website Committee – Joshua Vallano (Chair), Michael Keith, Stella Lavis, Jackie Mickey, Doreen Winn

AFFIDAVIT OF GOVERNING BODY MEMBER--6.80.4.16(B)(4) NMAC

STATE OF NEW MEXICO)
)
COUNTY OF SANTA FE)

I, _____, after being duly sworn, states as follows:

1. My name is _____ and I reside in _____, New Mexico.
2. I am a member of the governing body of the Public Academy for Performing Arts charter school located in Albuquerque, New Mexico.
3. I am not currently a member of any governing body of any other charter school.
4. I have never been a member of any governing body of any other charter school that was suspended or failed to receive or maintain their board of finance designation.
5. I understand that all council members have a duty not to discuss any item of council business outside the meeting.
6. I understand that if a council member is found in breach of his or her duty of confidentiality to the school, staff or the pupils, the governing council can decide to suspend a council member for up to a period of six (6) months.
7. I have read and agree to comply with the *Code of Conduct for the Governing Council of Public Academy for Performing Arts* approved by the Governing Council on the 18th day of July 2011.

[Governing Body Member of Public Academy for Performing Arts - Printed Name]

[Signature]

[Date]

Subscribed and sworn to before me, this _____ day of _____, 20_____.

[Notary Seal:]

[Signature of Notary]

[Typed name of Notary]

NOTARY PUBLIC

My commission expires: _____, 20_____.

Public Academy for Performing Arts

DRAFT Governing Council Meeting Minutes July 25, 2017

Date: 7-25-2017	Location: PAPA Room 12
Time: 5:15-6:45 PM	Facilitator: Joshua Vallano
Invitees in Attendance: Mark Huntzinger, Elizabeth Roybal, Michael Matsko, Michael Keith, Michael Youngman, Merry Dudley, Virginia Wilmerding, Doreen Winn , Rhonda Cordova	
Not in Attendance: Sherry Allen	
Guests in Attendance: Melanie Chavez, Tamara Lopez, Dr Joseph Escobedo (APS)	
Discussion	Resource
Call to Order 5:15 pm/Roll Call, 7 voting members present	Joshua Vallano
Welcome and Introductions	Joshua Vallano
Approval of Agenda Motion to approve the agenda was made by Merry Dudley, second by Elizabeth Roybal, approved 7-0	Joshua Vallano
Approval of Minutes Motion to approve the minutes of the June 27, 2017 meeting with a correction to the header date to June 27, 2017, was made by Elizabeth Roybal, second by Michael Keith, approved 7-0.	Joshua Vallano
Open Forum for Public Comment – none	
Budget and Finance Report <ul style="list-style-type: none"> • Audit Committee: the audit in-brief was held, field work to begin August 21, 2017. Information requested to be provided by August 7, 2017. • Finance Committee Meeting was held, present were Michael Matsko, Merry Dudley, Doreen Winn, and Rhonda Cordova. The bank reconciliation, journal entries, and check registry for June 2017 were reviewed. No issues were reported. • The 4th Quarter FY 2017 Quarterly Report was provided and discussed. • Motion to approve 4th Quarter FY 2017 Quarterly Report and budget report as of June 30, 2017 was made by Mark Huntzinger, second by Joshua Vallano, approved 7-0. • BARS: <ul style="list-style-type: none"> ○ Eight BARS were presented and discussed, all, except BAR 0004-IB, were to adjust from the estimated ending balance to actual ending balances. ○ BAR 0004-IB established a budget for non-instructional support. ○ The motion to approve BARS 001-047-1718-0001-I , -0002-I, -003-I, -0004-IB, -005-I, -0006-D, 0007-I, and -0008-I was made by Elizabeth 	Michael Matsko, Rhonda Cordova

Public Academy for Performing Arts
DRAFT Governing Council Meeting Minutes July 25, 2017

Roybal, second by Merry Dudley, approved 7-0.	
APS Presentation – PAPA Performance Framework <ul style="list-style-type: none"> • Dr. Escobedo summarized the 2016-17 Performance Framework from the APS site visit and performance evaluation. • Dr. Escobedo commended Ms. Winn on her leadership at PAPA and on the APS Charter Leadership team. 	Dr Joseph Escobedo
Executive Director's Report <ul style="list-style-type: none"> • Written report was provided. • PARCC, End of Course, and SBA results were just received, and an initial analysis was provided. On the PARCC, PAPA was above both the APS and Statewide scores and was above the cross-state scores on five of the 12 test areas. The cross-state scores are the scores from all states using the PARCC. • Staffing Update: a cook and Hip Hop teacher has been hired, the Academic Dean resigned and the position is being advertised. • Facility Update: <ul style="list-style-type: none"> ○ Continued issues with the water quality, electrical system and HVAC systems. ○ The new classroom/PAC plans are in progress. • New GC Training Regulations: <ul style="list-style-type: none"> ○ PED regulations on GC member training were effective today. Discussion was held on the requirements and upcoming training opportunities. ○ Administration to prepare a letter for the GC President to send to PED on the GC training completed last Fiscal Year, and to request the academic performance waiver outlined in the new regulation. 	Doreen Winn
Organizational Business <ul style="list-style-type: none"> • Officer Elections: <ul style="list-style-type: none"> ○ Following nominations: a motion was made by Michael Keith, seconded by Michael Matsko to approve Joshua Vallano as president, Elizabeth Roybal as Vice president, and Mark Huntzinger as Secretary, the slate as approved 7-0. • Meeting Dates and Time: <ul style="list-style-type: none"> ○ Following discussion, the motion to have the regular GC Meeting on the last Tuesday of the month, with the December meeting on December 12, 2017 and the February meeting on February 20, 2018, all at 4:15 pm was made by Merry Dudley, seconded by Michael Matsko, approved 7-0. • Committee Assignments: 	Joshua Vallano

Public Academy for Performing Arts

DRAFT Governing Council Meeting Minutes July 25, 2017

<ul style="list-style-type: none"> ○ Audit Committee: Michael Matsko (Chair), Elizabeth Roybal, Rhonda Cordova, Mariah Gonzales, Russ Romans, and Doreen Winn. ○ Finance Committee: Michael Matsko (Chair), Rhonda Cordova, Doreen Winn, Mark Huntzinger ○ Long-Range Planning: Michael Keith (Chair), Joshua Vallano, Michael Youngman, Doreen Winn, Naomi Montoya. ○ Performing Arts: Elizabeth Roybal (Chair), Joshua Vallano, Michael Keith, Doreen Winn, Naomi Montoya. ○ Policy Review: Mark Huntzinger (Chair), Joshua Vallano, Virginia Wilmerding, Doreen Winn. ○ Website: Joshua Vallano (Chair), Michael Keith, Stella Lavis, Jackie Mickey, Doreen Winn. ○ Student and staff representatives once elected will be asked to join committees. 			
President's Report <ul style="list-style-type: none"> • None 			Joshua Vallano
Other Announcements/Discussion <ul style="list-style-type: none"> • None 			Joshua Vallano
Adjourn 6:45 pm			
Next schedule meeting August 29, 2017, 4:15 pm for the regular meeting			
Status			Action Item
		Resource	Due Date
In Progress	Establish procedure to have a GC member as a second line signer on all PAPA checks	Finance Committee	

V2

Budget Report as of August 29, 2017

OPERATIONAL

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>	<u>% to Budget</u>
\$2,892,315.00	(\$305,603.83)	(\$2,482,908.47)	\$103,802.70	4%
			(\$3,965.84) <i>Decrease BAR</i>	
			\$99,836.86	

INSTRUCTIONAL MATERIALS

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$22,363.95	(\$4,506.49)	(\$10,951.14)	\$6,906.32

Food Services

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$113,908.00	(\$10,336.03)	(\$92,184.28)	\$11,387.69

Activities

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$89,819.18	(\$6,145.66)	(\$8,814.47)	\$74,859.05

Title I

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$63,136.00	(\$4,973.16)	(\$54,768.50)	\$3,394.34

IDEA B

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$66,137.00	(\$2,744.78)	(\$30,217.37)	\$33,174.85

Title III

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$65.00	\$0.00	\$0.00	\$65.00

Teacher/Principal Training

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$33,190.00	\$4.66	(\$255.00)	\$32,939.66

Medicaid

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$7,347.52	\$0.00	\$0.00	\$7,347.52

CNM

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$2,969.43	\$0.00	(\$4,000.00)	(\$1,030.57)

GO Bond Library

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$0.00	\$0.00	\$0.00	\$0.00

Youth Chat Grant

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$2,250.00	\$0.00	\$0.00	\$2,250.00
			\$500.00 <i>Pending BAR</i>
			<hr/> \$2,750.00

Lease Reimbursement

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$0.00	\$0.00	\$0.00	\$0.00

HB33

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$313,722.56	(\$67,391.69)	(\$244,821.00)	\$1,509.87

SB9 State Match

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$16,106.00	\$0.00	\$0.00	\$16,106.00

SB9 Tax Allocation

<u>Budget</u>	<u>Actuals</u>	<u>Encumbrances</u>	<u>Balance</u>
\$121,538.00	(\$1,845.06)	(\$14,033.20)	\$105,659.74

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1718-0009-D
Fund Type: General Fund / Capital
Outlay / Debt Service

Adjustment Type: Decrease

Fiscal Year: 2017-2018

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-804-5056

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY	
Budget Period: Jul 1 2017 12:00AM	To: Jun 30 2018 12:00AM
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 11000.0000.11111 (\$3,966)

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	1000 Instruction	55915 Other Contract Services	1010 Regular Education (K-12) Programs	0000 No Job Class	\$5,000	(\$966)	\$4,034	
11000 Operational	1000 Instruction	56118 General Supplies and Materials	1010 Regular Education (K-12) Programs	0000 No Job Class	\$3,000	(\$3,000)		
Sub Total						(\$3,966)		
Indirect Cost								
DOC. TOTAL						(\$3,966)		

Justification:

Journal Entries 39511 and 39684 (attached) for reallocation of carryover balances

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1718-0010-T
Fund Type: General Fund / Capital
Outlay / Debt Service

Adjustment Type: Transfer

Fiscal Year: 2017-2018

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-604-5056

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY	
Budget Period: Jul 1 2017 12:00AM	To: Jun 30 2018 12:00AM
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	2100 Support Services-Students	53212 Speech Therapists - Contracted	2000 Special Programs	0000 No Job Class	\$43,000	(\$13,000)	\$30,000	
11000 Operational	3100 Food Services Operations	51100 Salaries Expense	0000 No Program	1817 Food Service	\$24,760	\$13,000	\$37,760	
					Sub Total	\$0		
					Indirect Cost			
					DOC. TOTAL	\$0		

Justification:

Transfer funds from function 2000 to 3100 to cover food services personnel.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1718-0011-1
Fund Type: Direct Grant

Adjustment Type: Increase

Fiscal Year: 2017-2018

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-804-5058

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY	
Budget Period: Jul 1 2017 12:00AM	To: Jun 30 2018 12:00AM
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 29130.0000.11112 \$500

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
29130 School Based Health Center	1000 Instruction	55915 Other Contract Services	1010 Regular Education (K- 12) Programs	0000 No Job Class	\$2,250	\$500	\$2,750	
Sub Total						\$500		
Indirect Cost								
DOC. TOTAL						\$500		

Justification:

Add'l carryover balance from prior year. (JE 39684)

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 001-047-1718-0012-T
Fund Type: Flowthrough

Adjustment Type: Transfer

Fiscal Year: 2017-2018

Entity Name: Public Academy for Performing Arts

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Rhonda Cordova, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-804-5056

Email: rhondacordova1000@outlook.com

FLOWTHROUGH ONLY	
Budget Period: 07/01/2017	To: 05/30/2018
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
31701 Capital Improvements SB-9 Local	4000 Capital Outlay	57332 Supply Assets (\$5,000 or less)	0000 No Program	0000 No Job Class	\$120,330	(\$20,000)	\$100,330	
31701 Capital Improvements SB-9 Local	2900 Other Support Services	55813 Contracts - Inter-agency/REC	0000 No Program	0000 No Job Class		\$20,000	\$20,000	
Sub Total						\$0		
Indirect Cost								
DOC. TOTAL						\$0		

Justification:

Transfer from function 4000 to 2900 to cover contracted Services

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

DRAFT POLICY CHANGES 7/31/2017

A.7.1 Members: (updated 11/29/2016)

The Governing Council is intended to be a collaborative body and members are not intended to represent particular constituencies, but should recognize and pursue the best interests of the school as a whole. It is, however, recognized that diverse groups exist and it is advisable to draw membership from all areas. The Governing Council shall consist of not less than five (5) and not more than seven (7) voting members consisting of Parent Members and Community Members.

Non-voting members of the Governing Council include: up to three faculty/staff members, and two student members.

Voting Member Restrictions:

1. Spouses/domestic partners are prohibited from serving on the Governing Council at the same time.
2. PAPA employees and contractors; or spouses/domestic partners of PAPA employees or contractors shall not constitute a majority of the voting members.
3. No member of the governing body shall serve on the governing body of another charter school. (NMSA 22-8B-4.B)
4. No member of a local school board shall be a member of the governing body of a locally chartered charter school located within the local school board's school district during the term of office for which the member was elected or appointed. (NMSA 22-8B-4.B)

A.7.1 New Members: **(updated xxxxxx)**

New Mexico Administrative Code (NMAC) Section 6.80.5 et.seq. adds restrictions on new member. New members cannot vote on any items of business until they complete the training outlined in the NMAC or are issued a waiver by the Public Education Department (PED).

New members who have not completed the training or who have not obtained a waiver may participate in all aspects of the board except for voting.

A.8 REMOVAL OF COUNCIL MEMBERS FOR BREACH OF RESPONSIBILITIES

A. Governing Council members are expected to regularly attend Council meetings. If a Council member anticipates that he or she will not be able to attend a meeting, the Council member shall notify the President of the Council and/or the Executive Director of his or her impending absence in advance of the meeting. If a Council member, as a result of an emergency or illness, is unable to notify the President of the Council and/or the Executive Director in advance that he or she will be unable to attend a meeting, the Council member shall notify the Council President and the Executive Director within 24 hours following the meeting of the reason for his or her absence.

B. If a member of the Governing Council misses four consecutive monthly meetings or four out of eight consecutive monthly meetings, the office of such member may be declared vacant by a vote of three-fourths of the remaining voting members of the Council.

C. If a member of the Governing Council knowingly violates any policy or procedure adopted by the Governing Council, the office of such member may be declared vacant by a vote of three-fourths of the remaining voting members of the Council.

D. Failure to complete the required training is grounds for removal.

~~DE~~. Any vacancy of an office on the Governing Council created pursuant to this section shall be filled in accordance with section A.7.6. Any member of the Governing Council who has his or her office declared vacant or vacated pursuant to this section A.8 shall not be eligible for appointment or election to the Governing Council until the term for which he or she was originally elected or appointed has expired.

~~EF~~. No office of a member of the Governing Council shall be declared vacant under this section for any absence or other event that occurred prior to the date of adoption of this section.

H.3.6. Long-Term Suspension and Expulsion Procedure and Appeal.

(updated xxx)

"Long-term suspension" means the removal of a student from school for a specified period of time exceeding ten (10) consecutive school days. Both temporary and long-term suspension may be used where appropriate. Where the need for suspension is immediate, temporary suspension may be invoked while complying with the mechanics for activating long-term suspension. Regardless of what other disciplinary action may also be considered appropriate, where the administrative authority assigns long-term suspension or expulsion, the administrative authority shall within two (2) days after such recommendation:

1. Mail the parent of the student written notice, by certified mail, at least five (5) school days before the commencement of that contemplated disciplinary action, that such action is pending;

2. The notice of disciplinary action must include a copy of this rule, and must advise the student, through his parent, of the following;

a) Subject to the procedure set forth herein, if satisfactory evidence to refute the alleged reasons for the contemplated disciplinary action, or a request for hearing, is not submitted to the Executive Director within ten (10) school days from the date of the school's notice of contemplated disciplinary action, the disciplinary action will be effected;

b) The right to a hearing, the time and place of the hearing, not to exceed fifteen (15) school days from the date of mailing of the parent request for a hearing, and the right of the student to be represented by legal counsel

~~3. Students who admit allegation of misconduct to the Executive Director and accept the penalty are not required to have a disciplinary hearing may waive the hearing.~~

4. Subject to the procedure set forth herein, if satisfactory evidence to refute the recommendation of disciplinary action is not submitted to the Executive Director within ten (10) days from the date of mailing and if no hearing is requested, the disciplinary action will be effected.

5. If a written request for hearing is timely received, the student shall be afforded a hearing following due process.

6. The Hearing Officer, retained by the Governing Council, shall impose the requested sanction or other appropriate measure if he/she finds by a preponderance of the evidence that the allegations are correct.

7. A tape recording or minutes of the proceedings shall be retained by the Executive Director, but a verbatim transcript or transcript setting forth the substance of the evidence presented is not required.

8. Within five (5) school days after the hearing, the Executive Director shall prepare and mail to the student, through his parent, a written decision by the Hearing Officer and the reasons therefore.

9. If the Hearing Officer decides in favor of the student, the matter shall be closed. If the Hearing Officer decides against the student, the assigned consequence stands.

10. Notices in paragraphs 1 and 2 above will be sent directly to the students age 18 and over who have invoked their revocation of parental rights

J.8. GRADES AND REPORTING

1. GRADING SYSTEM (updated xxxx)

~~Following is the grading scale used by PAPA to measure Grade Point Average (GPA) for students through the graduating class of 2017.~~

LETTER GRADE	PERCENT RANGE	GRADE POINTS
A	100—93	4.00
A-	92—90	3.67
B+	89—87	3.33
B	86—83	3.00
B-	82—80	2.67
C+	79—77	2.33
C	76—73	2.00
C-	72—70	1.67
D+	69—67	1.33
D	66—63	1.00
D-	62—60	0.67
F	<50	0.00

Withdraw/Pass	-	-
Withdraw/Fail	-	0.00

For students graduating in 2018 and beyond, the following GPA scale will be used:

LETTER GRADE	PERCENT RANGE	GRADE POINTS
A	100 – 90	4.00
B	89 – 80	3.00
C	79 – 70	2.00
D	69 – 60	1.00
F	< 59	0.00

PAPA Policies-2017-07-31 working.docx

Academic Achievement / Students:

- The school year started off well with PAPAfest, a fun, activity-oriented first day designed to promote a welcoming, positive school climate, respect for each other, and understanding the expectations of individual students.
- Students have settled in well with schedule changes complete, handbooks and syllabi reviewed, agendas distributed and arts calendars developed.
- National Honor Society welcomed the new year with a Lock-In sleep over at the school. They focused on team building and planning for the year.
- Student Councils are focused on training and elections.
- Senior, Ben Kilgore and a group of students, along with Mrs. Tonjes, started a Writer's Workshop Club for students interested in writing.
- PAPA received the School Grading Report Card 2017. Our score remained a B. The school reached the State benchmark in 6 of 7 areas. There was significant improvement in overall School Growth and Student Growth of Lowest Performing Students. The rest of the scores were within a few points of last year.
- Administration met multiple times with 6th Graders to check on their transition and work out the logistics of maneuvering middle school.
- Student classroom and office assistants received training in office equipment and professional etiquette.
- SAT meetings were held before students started school. We contracted Nurse Staci Smart to join the team and review 504 plans.

Performing Arts / Activities

- Seniors had their first official meeting with Senior Showcase Mentors.
- Auditions for Contemporary Dance Ensemble took place.
- Arts teachers are working to get an arts calendar set up for by the end of the August.

Professional Development / Staff

- Monica Maestas, a Level III National Board Certified Teacher was hired to fill the Academic Transition Specialist position.
- Administrators trained in evaluation calibration, SAT, teacher observation system, and NM Dash system.
- New teachers were trained in all school systems (PowerSchool, Promethean, Microsoft Office, Frontline...)
- Ms. Beck trained with the National Institute of Health Training for LGBTQT Youth.
- Ms. Lavis and Ms. Mickey were trained in cafeteria service.
- Cafeteria staff received training in the use of the machines purchased through a grant obtained by Ms. Danfelter.
- Teacher pages are in the process of being added to the website.
- The on-site work for PAPA's audit was completed.

School Lunch Program

- The transition from catered lunch to cooking on site has gone quite smoothly.
- Three students were hired to work in the cafeteria for work study credit.
- We have three parent helpers volunteering in the cafeteria.
- We introduced a peanut free area for students with allergies to peanuts.

Facility

- The water quality was tested multiple times, passing safety standards.
- APS is working on an acoustics project in the café.

Submitted By:


Doreen A. Winn



School Grade Report Card 2016

Final Grade

B

Public Academy for Performing Arts Charter

District: Albuquerque Public Schools

Grade Range: 6 - 12

Code: 1047

This School

Statewide C Benchmark



Current Standing

How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?



Grade	School Points	Possible Points
C	11.40	30

School Growth

Did the school as a whole improve student performance more or less than expected?



D	4.47	10
---	------	----

Student Growth of Highest Performing Students

Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.



B	4.75	10
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Student Growth of Lowest Performing Students

Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.



F	3.93	10
---	------	----

Opportunity to Learn

Do parents and students believe their school is a good place to learn? Is student attendance high?



A	7.49	8
---	------	---

Graduation

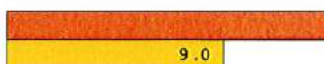
Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?



A	15.74	17
---	-------	----

College and Career Readiness

What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?



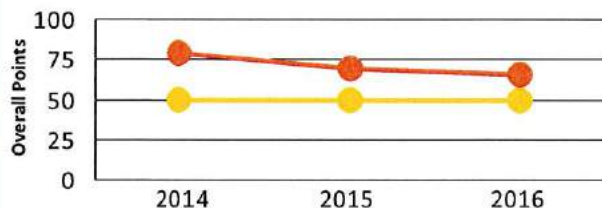
A	13.49	15
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Bonus Points

Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?



4.00	5
------	---



3-Year
Average

71.1

B

Final School Grade

75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

Total
Points

65.27

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 equal the totals on the first page summary.

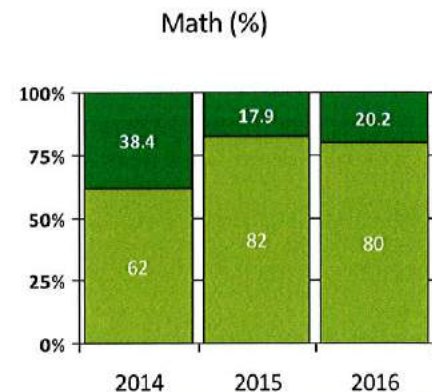
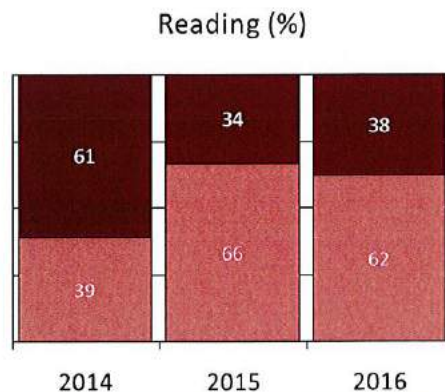
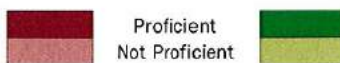
Current Standing

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 Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	37.8	40.8	30.8	50.4	30.0	30.0	-	-	29.3	10.4	-
Proficient and Advanced (Pts)	2.83										
Value-Added Model (Pts)	3.37										
Math											
Proficient and Advanced (%)	20.2	19.6	21.5	24.4	<2.0	19.5	-	-	14.1	2.1	-
Proficient and Advanced (Pts)	1.51										
Value-Added Model (Pts)	3.69										

3-Year Summary

Performance is considered on grade level when students score either Proficient or Advanced.



School Growth

School growth compares the students enrolled in the current year to the same students from prior years. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficiency.

Growth in proficiency is calculated 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 Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	Reading	Math
Value-Added Score	0.020	-0.280
Points Earned	2.54	1.95

School growth is expressed as a score that can be both negative and positive. When it is positive, the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance.

Student Growth

Just like schools, individual student achievement is expected to improve over time. Student growth is shown as a value-added score (VAS) that accounts for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups. Every student's prior test scores are used to estimate how they should perform today.

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding 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 compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were 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 value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

		School Overall	Subgroup Analysis									
			Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth												
	Highest 75% (VAS)	-0.18	-0.03	0.00	0.09	0.01	-0.09	-0.46	0.34	-0.04	0.12	.2
	Highest 75% (Pts)	2.15										
	Lowest 25% (VAS)	.0	0.20	-0.02	-0.02	0.08	0.11	1.34	0.09	0.12	0.37	0.14
	Lowest 25% (Pts)	2.45										
Math Growth												
	Highest 75% (VAS)	.1	-.2	-.2	-.1	-.4	-.2	-.3	.2	-.2	.0	-.8
	Highest 75% (Pts)	2.60										
	Lowest 25% (VAS)	-.5	-.2	.0	-.1	-.4	-.2	-.2	.6	-.2	-.4	-
	Lowest 25% (Pts)	1.48										

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 and in student attendance.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	96.0	96	95	96	99	96	98	97	95	94	97
Attendance (Points)	3.03										

Survey (Average)	40.2	Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices.
Survey (Points)	4.5	
Count of Surveys (N)	1,155	

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 and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools 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 at: <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2015 - 4-Year Rate											
Cohort Graduation (%)	93.1	92.9	93.5	93.3	-	91.5	-	-	97.3	90.5	-
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)					This school did not qualify to be a SAM school.						
Points Earned	7.45										
Cohort of 2014 - 5-Year Rate											
Graduation (%)	87.5	87.0	88.0	74.8	-	94.4	-	-	97.1	-	-
Points Earned	2.6										
Cohort of 2013 - 6-Year Rate											
Graduation (%)	83.4	87.4	74.4	84.9	-	81.2	-	-	68.1	-	-
Points Earned	1.7										
Growth in 4-Year Rates											
Growth takes into account three years of graduation rates.	Growth Index		.53								
	Points Earned		4.00								

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, ACT Aspire, 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
	All Students	F	M	White	Afr Amer	Hispanic	Asian	Am Indian	Economically Disadvantaged		
Participation (% of Cohort)	96.8	95.0	>98.0	>98.0	>98.0	93.3	-	>98.0	93.8	>98.0	>98.0
Participation (Pts)	4.84										
Success (% of Participants)	86.5	93.4	74.7	81.5	>98.0	88.4	-	>98.0	>98.0	71.4	>98.0
Success (Pts)	8.65										

Percent of School's Cohort of 2015

Participating in Each CCR Opportunity	ACT	PLAN	ASPIRE	SAT	PSAT	AccuPlacer	Advanced Placement	Dual Credit	International Baccalaureate	Career Technical Education	Compass	SAT Subject Test	SAM School Supplemental
	42.7	89.4	<2.0	<2.0	85.4	23.8	3.2	63.8	<2.0	11.0	<2.0	<2.0	<2.0
	49.5	83.7	<2.0	2.0	86.3	31.4	4.9	63.2	<2.0	11.6	<2.0	<2.0	<2.0
	30.2	>98.0	<2.0	<2.0	83.7	9.8	<2.0	64.9	<2.0	9.8	<2.0	<2.0	3.3
	37.5	91.8	<2.0	<2.0	89.1	17.8	<2.0	53.9	<2.0	7.5	<2.0	<2.0	<2.0
	20.0	>98.0	<2.0	<2.0	80.0	20.0	<2.0	>98.0	<2.0	<2.0	<2.0	<2.0	20.0
	45.0	85.2	<2.0	2.7	80.3	27.8	5.4	65.3	<2.0	16.3	<2.0	<2.0	<2.0
	-	-	-	-	-	-	-	-	-	-	-	-	-
	68.2	>98.0	<2.0	<2.0	>98.0	34.1	<2.0	78.7	<2.0	9.3	<2.0	<2.0	<2.0
	37.2	90.7	<2.0	<2.0	86.0	35.7	<2.0	57.1	<2.0	4.8	<2.0	<2.0	<2.0
	28.6	>98.0	<2.0	<2.0	81.0	9.5	<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.

- ☒ Student and Parent Engagement
☐ Extracurricular Activities

- ☐ Truancy Improvement
☒ Other

Participation

Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.

Reading (%) 100

Math (%) 100

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.

		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
		0.6		13.5		61.8		57.4		8.9			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Students (% Tested)													
Current Standing		25	(37)	16	(37)	24	(37)	14	(37)	14	(36)	23	(37)
School Growth		26	(37)	21	(37)	24	(37)	16	(37)	20	(36)	23	(37)
Student Growth, Highest 75%		24	(37)	17	(37)	23	(37)	18	(37)	18	(36)	25	(37)
Student Growth, Lowest 25%		29	(37)	24	(37)	28	(37)	18	(37)	23	(36)	26	(37)
Opportunity to Learn		12	(35)	9	(37)	10	(32)	9	(37)	9	(36)	9	(34)
Graduation		7	(35)	3	(37)	4	(32)	4	(37)	10	(36)	8	(34)
College and Career Readiness		11	(35)	6	(37)	4	(32)	8	(37)	6	(36)	6	(34)

School History Student performance over time can demonstrate the success of interventions and school reform. Students who score proficient or higher are considered to be performing at grade level. For a more detailed history, see the PED website:
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		Gender			Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2016 (%)	37.8	40.8	30.8	50.4	30.0	30.0	-	-	29.3	10.4	-
	2015 (%)	33.6	35.1	30.9	45.1	27.3	26.9	60.0	<2.0	24.2	7.1	<2.0
	2014 (%)	60.9	68.2	48.0	69.7	30.0	55.8	-	-	54.2	31.1	-
Math Proficiency	2016 (%)	20.2	19.6	21.5	24.4	<2.0	19.5	-	-	14.1	2.1	-
	2015 (%)	17.9	17.2	19.1	22.8	<2.0	16.1	20.0	<2.0	13.6	2.4	<2.0
	2014 (%)	38.4	39.3	36.7	47.5	30.0	31.4	-	-	34.0	13.3	-

End Notes

- 1 The Statewide C grade was established in the first year of A-F 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 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 3-11.
- 5 Schools that administered tests on computers received bonus credit based on the number of students participating.

Note for Families: If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.

Public Academy for Performing Arts Charter

District: Albuquerque Public Schools

Grade Range: 6 -12 Code: 1047

C - State benchmark established in 2012

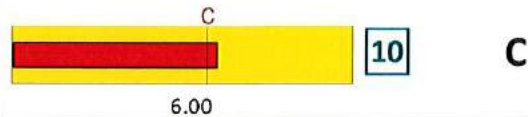
Possible Points This School Earned

Current Standing

Are students performing on grade level? Did they improve more or less than expected?


School Improvement

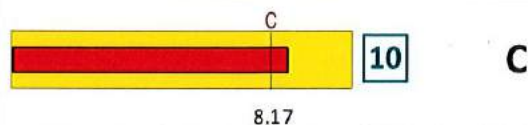
Is the school as a whole making academic progress?


Improvement of Higher-Performing Students

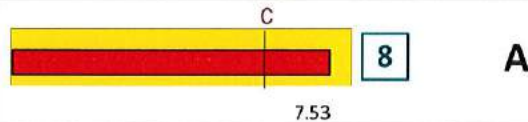
Are higher-performing students improving more or less than expected?


Improvement of Lowest-Performing Students

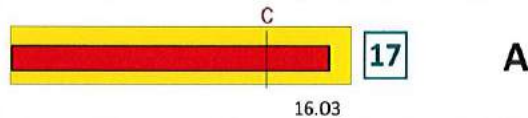
Are the lowest-performing students improving more or less than expected?


Opportunity to Learn

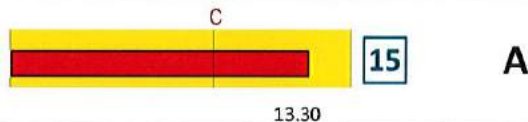
Do students and families believe their school is a good place to attend and learn?


Graduation

Are students graduating high school, and is the graduation rate improving?

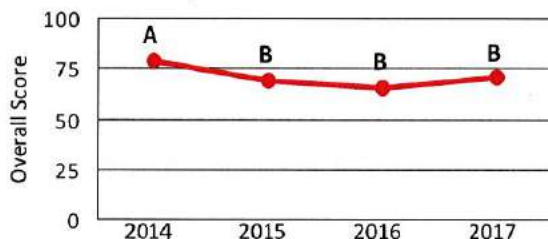

College and Career Readiness

Are students participating in college and career readiness opportunities? Are they demonstrating success?


Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

+ 4.00

This School's History

Note for Families

If your student is enrolled in a school that has earned two "F" grades in the last four years, state law allows you to transfer your child to a school with a higher grade. Please call (505)-827-4527 to learn more. For information about other schools in your community, please visit the School Grading web page at <http://ped.state.nm.us/SchoolGrading>.

Final Points

High Schools

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

High schools earn a final grade based on these ranges, which were set in 2012.

Tests

School Grading draws on student performance from these state assessments:

Grades

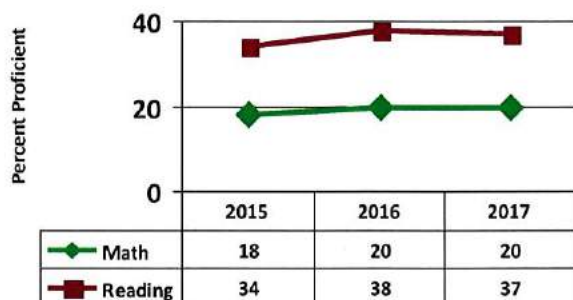
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior to 2017)	Early Literacy	KN-2
IStation	IStation (beginning 2017)	Early Literacy	KN-2

Details of Each Grade Indicator

Current Standing

Knowing how many students are proficient is a measure of the school's overall success. Current Standing uses up to three years of student performance to provide a broader picture of school achievement. Current Standing also includes a measure of student growth (Value-Added Modeling) that looks at school size, student mobility, and prior student performance.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading	Proficient (%)	37	39	32	50	≤ 20	31	-	-	32	11	-
	Points Proficiency	3.70										
	Points Student Growth	2.12										
Math	Proficient (%)	20	21	17	22	≤ 20	20	-	-	15	≤ 5	-
	Points Proficiency	1.97										
	Points Student Growth	3.59										



Proficiencies Over Time

Students are performing on grade level with Proficient or Advanced scores.

School Improvement

School growth (Value-Added Modeling) compares overall student performance from year to year and considers the progress of all students whether or not they are proficient.

	Reading	Math
Growth Index	0.06	0.46
Points	2.63	3.38

Growth can be negative or positive. When it is positive, the school performed better than was expected when compared to other schools with the same size, mobility, and prior student performance.

Student Growth

Every student's prior test scores are used to estimate how they should have performed this year. Their academic growth is considered within two groups, the lowest-performing 25% of students and the higher-performing students (75%).

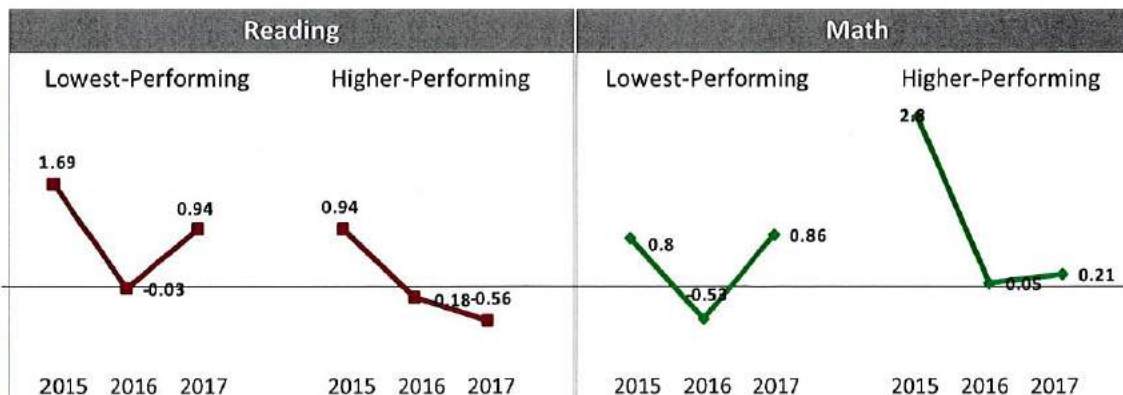
Above Zero	This group performed higher than expected.
Near Zero	This group performed as expected based on their academic history.
Below Zero	This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing Points	-0.56 1.44	0.13	0.02	0.20	-	0.03	-	-	0.04	-0.35	-
Lowest-Performing Points	0.94 4.14	0.32	0.21	0.11	-	0.35	-	-	0.26	0.02	-
Math Growth											
Higher-Performing Points	0.21 2.92	0.18	0.07	-0.07	-	0.32	-	-	0.18	0.27	-
Lowest-Performing Points	0.86 4.03	0.35	0.15	0.56	-	0.18	-	-	0.18	0.47	-

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected



24

Opportunity to Learn

Opportunity to Learn is a reflection of the environment schools provide for student learning.

Student Attendance		Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	95	95	95	95	95	95	98	97	95	94	98
Points	3.01										

Surveys

Score (Average) 40.66
Points 4.52
Number of Surveys 1853

Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey.

Graduation

Students are expected to graduate in four years. Each year the school is expected to increase the number of on-time graduates.

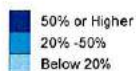
	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2016 - 4-Year Rates											
Graduation (%)	91	91	90	90	-	93	-	-	96	≥98	-
Points	7.26										
Cohort of 2015 - 5-Year Rates											
Graduation (%)	96	93	≥98	93	-	97	-	≥98	95	≥98	-
Points	2.86										
Cohort of 2014 - 6-Year Rates											
Graduation (%)	96	92	≥98	92	≥98	96	-	-	≥98	≥98	-
Points	1.91										
Growth in 4-Year Rates											
Growth takes into account three years of graduation rates.		Growth Index		.17							
		Points		4.00							

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program:

- 1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test)
- 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)

Points are given separately for students' participation and for their success in achieving targets.



	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	92	93	87	96	>98	90	<2	-	90	64	>98
Participation Points	4.60										
Success (% of Participants)	87	85	94	90	>98	84	-	-	83	43	>98
Success Points	8.70										

Percentage of School's Cohort of 2016

Participating in Each CCR Opportunity

AccuPlacer	40	33	56	43	80	35	<2	-		39	<2	<2
ACT	56	56	57	68	80	47	<2	-		55	<2	<2
ACT ASPIRE	<2	<2	<2	<2	<2	<2	<2	-		<2	<2	<2
Advanced Placement	9	13	<2	12	<2	8	<2	-		2	<2	<2
Career Technical Education	14	11	22	30	<2	3	<2	-		10	9	<2
Compass	<2	<2	<2	<2	<2	<2	<2	-		<2	<2	<2
Dual Credit	66	67	65	74	>98	60	<2	-		66	27	>98
International Baccalaureate	<2	<2	<2	<2	<2	<2	<2	-		<2	<2	<2
PLAN	48	49	47	65	20	39	<2	-		44	<2	<2
PSAT	29	39	2	29	80	27	<2	-		22	36	<2
SAM School Supplemental	<2	<2	5	<2	<2	3	<2	-		<2	<2	<2
SAT	<2	<2	<2	<2	<2	<2	<2	-		<2	<2	<2
SAT Subject Test	<2	<2	<2	<2	<2	<2	<2	-		<2	<2	<2

Bonus Points

Schools can earn points for reducing truancy, promoting extracurricular activities, engaging families, and using technology.

- ☒ Student and Parent Engagement
 ☐ Truancy Improvement
☐ Extracurricular Activities
 ☒ Using Technology

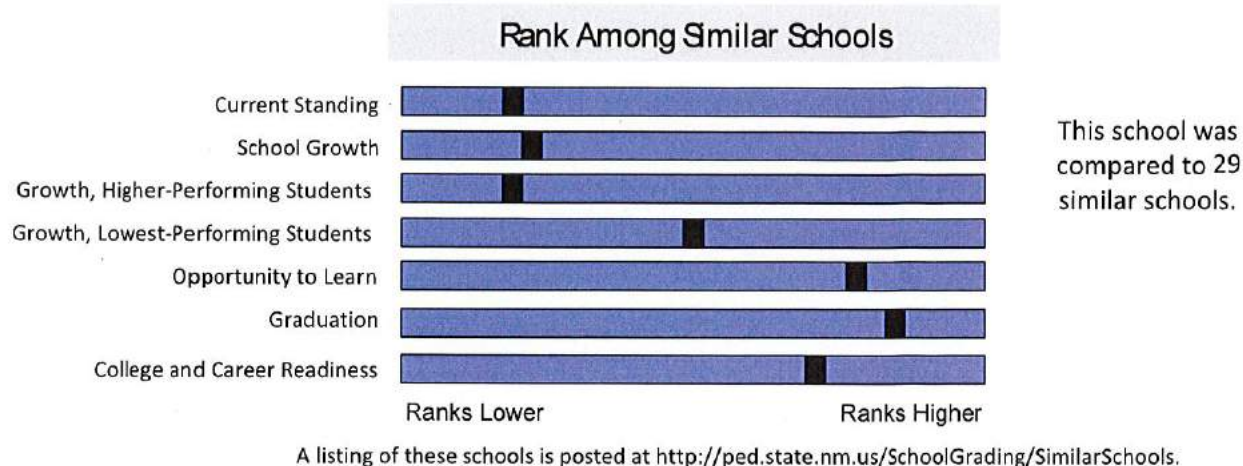
Participation

All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%) 100
Math (%) 100

Additional Information

Similar Schools This shows how this school compares with other high schools in the state that have similar student demographic characteristics.



School History Student performance over time can show the success of interventions and school reform. Students who score Proficient or Advanced are considered to be performing at grade level.

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hispanic	Asian	Am Indian			
Reading Proficiency	2017 (%)	37	39	32	50	≤20	31	-	-	32	11	-
	2016 (%)	38	41	31	50	30	30	-	-	29	10	-
	2015 (%)	34	35	31	45	27	27	-	-	24	7	-
Math Proficiency	2017 (%)	20	21	17	22	≤20	20	-	-	15	≤5	-
	2016 (%)	20	20	22	24	10	20	-	-	14	2	-
	2015 (%)	18	17	19	23	<2	16	-	-	14	2	-

Notes

School grading calculations and procedures are described fully in the School Grading Technical Guide posted on the PED's website at <http://ped.state.nm.us/SchoolGradingTechnicalGuide>. This guide provides definitions and decision rules for each indicator, including growth. In addition, the guide details how the state benchmark of C was established.

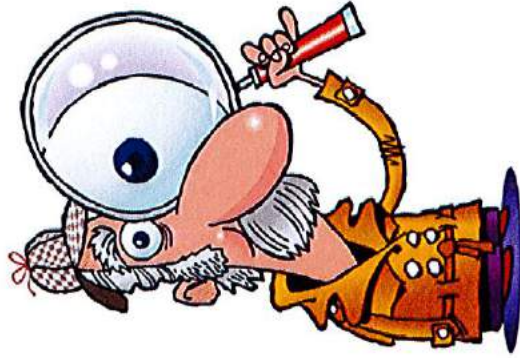
For Student Growth, separate procedures are used for the school overall and for the student groups. Therefore, the values for student groups will not sum to the total show under school overall.

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.

A dash is used to protect student confidentiality as required by state and federal law when there are fewer than 10 students in a group.

Schools that administered tests by computer received bonus points based on the number of students participating.

27



A Closer Look at PARCC Data

Growth of Lower 25% of students improved from F to C

Average growth in ELA 8.5 points

Average growth in Math 1.5 points

(0 = 1 year growth)

Did Math Targeted Assistance Work??

Average TA student growth from 2015 to 2016

-0.4 points

Average TA student growth from 2016 to 2017

5.1 points

How Did Students Who Have Been Here For Three Years Score in Math?

(Average Scale Score)

	2015	2016	2017
Math	723	728	705
ELA *	na	735	750

*not same students

How Much Did English/Language

Arts Grow from 2016 to 2017?

English 11: 24.3 points

English 10: 10.4 points

English 9: 7.5 points

English 8: 4.1 points

English 7: 4.4 points

English 6: -4.2 points

How Much Did Math Grow from

2016 to 2017?

Algebra II: -10.5

Geometry: -4.0

Algebra I: 5.5

Math 8: 3.35 points

Math 7: 4.8 points

Math 6: -4.3



What Does This Mean???

- Targeted Assistance is working!
- Focus on standards-based instruction is working in 3/4 of math classes fully implemented.
- Need to improve math instruction at all levels to increase % proficient. Focus on complexity and rigor.
- Implement additional support in math for special education students
- Continue vertical and horizontal team meetings and curriculum analysis of standard strengths and weaknesses. Develop plans to remedy weaknesses.

2017-18 PAPA GOVERNING COUNCIL

COUNCIL MEMBERS

President - Joshua Vallano, Marketing/Creative Director, Urban Walrus 505-203-1544 jvallano@urbwal.com

Vice President - Elizabeth Roybal, Armstrong Properties Realtor, 505-249-4296 lizroybal@comcast.net

Secretary - Mark Huntzinger, Bohannon Houston Engineer, 505-453-7075 Huntzinger.mark@gmail.com

Member - Merry Dudley, Retired School Administrator, 505-340-1590 runnerplus40@gmail.com

Member - Michael Keith, Music Mart Manager, 505-514-3318 mkeith1@outlook.com

Member - Michael Matsko, Accountant, Fidel, Perner & Michnovicz LLC, 505-440-9422 mrmatsko28@gmail.com

Member - Michael Youngman, Actor, 505-974-0733, mpyoungman@gmail.com

FACULTY ADVISORY (NON VOTING MEMBERS – MAY CHANGE EACH YEAR)

Dr. Virginia Wilmerding

Ms. Sherry Allen

Open

STUDENT ADVISORS (NON VOTING MS/HS STUDENT COUNCIL PRESIDENTS)

Mr. Juan Andres Rodriguez, HS Student Council President

Open, MS Student Council President

COUNCIL MEMBERSHIP

#	POSITION	LENGTH OF TERM	2016/17 YEAR IN CYCLE	2017/18 YEAR IN CYCLE	2018/19 YEAR IN CYCLE	2019/20 YEAR IN CYCLE
1	Michael Youngman Community	3-year	3	Term Out New 1	2	3
2	Merry Dudley Community	3-year	1	2	3	Term Out New 1
3	Michael Matsko Community	3-year	2	3	Term Out New 1	2
4	Mark Huntzinger Parent	3-year	2	3	Term Out New 1	2
5	Michael Keith Parent	3-year	1	2	3	Term Out New 1
6	Joshua Vallano Parent	3-year	3	Term Out New 1	2	3
7	Elizabeth Roybal Parent	3-year	2 Completing Term	3	Term Out New 1	2

GOVERNING COUNCIL COMMITTEES 2017-18

Audit Committee – Michael Matsco (Chair), Elizabeth Roybal, Rhonda Cordova, Ruby Arispe, Russ Romans, Doreen Winn

Finance Committee – Michael Matsco (Chair), Mark Huntzinger, Rhonda Cordova, Doreen Winn

Long-Range Planning – Michael Keith (Chair), Joshua Vallano, Michael Youngman, Doreen Winn, Naomi Montoya

Performing Arts Committee – Elizabeth Roybal (Chair), Joshua Vallano, Michael Keith, Doreen Winn, Naomi Montoya

Policy Review Committee – Mark Huntzinger (Chair), Joshua Vallano, Merry Dudley, Doreen Winn, Jennifer Lopez, Virginia Wilmerding

Website Committee – Joshua Vallano (Chair), Michael Keith, Stella Lavis, Jackie Mickey, Doreen Winn

GOVERNING COUNCIL MEETING DATES 2017-18

Meetings take place at PAPA at 4:15pm.

Meeting Dates: 8/29, 9/26, 10/31, 11/28, 12/12, 1/30, 2/20, 3/20, 4/24, 5/29, 6/26, 7/31

SCHOOL CONTACTS

Front Office – 505-830-3128

Doreen Winn Cell – 505-414-2585

Melanie Chavez Cell – 505-550-1911

29

PAPA GOVERNING COUNCIL TRAINING PLAN

Based on the "B" earned on the PAPA School Grade Report Card over the past three years and the fact that no area scored less than a C this year, Council members should have to complete 6 required hours of training in the following areas:

- 1 hour of public official/charter school governing body ethics and responsibilities
- 3 hours of charter school fiscal requirements pursuant to the Public School Finance Act, NMSA 1978, 22-8-1
- 1 hour of open government and requirements regarding free public school education
- 1 hour of understanding and overseeing the organizational performance of a charter school

Members can participate in more training than required.

A copy of all completion certificates must be provided to Jackie Danfelter for record-keeping. If not included on the certificate, please provide the name of the training and the department-assigned course code.

Available training for September:

September 2017

Renewal Applicant Training #4	9/6/2017	8AM-5PM	Nusenda Credit Union— Piedra Lisa Room 4100 Pan American Fwy, NE Albuquerque	PED Charter Team	Renewal Applicants
Governing Body Member Academic Understanding	9/12/2017	9AM-12PM	Taos County Building- Commission Chambers 105 Fulbright Street Taos	PED Charter Team	Governing Body Members School Leaders Business Managers
Governing Body Introduction	9/15/2017	8:30AM-4:30PM	Cooperative Education Services (CES) 4216 Balloon Park Road, NE, Albuquerque	PED Charter Team	New Governing Body Members
Governing Body Member Introduction	9/23/2017	9AM-5PM	Public Education Department - Mabry Hall 300 Don Gaspar Avenue Santa Fe	PED Charter Team	New Governing Body Members