



A New Mexico Public Charter School

The ASK Academy

21st Century Design Thinking

The ASK Academy
Governing Council Meeting
The Ask Academy Board Room
4311 Sara Road, Rio Rancho, NM

Open Session
January 14, 2016
6:30pm

Agenda

- I. Call To Order
- II. Establishment of Quorum
- III. Pledge of Allegiance
- IV. Public Comment
- V. Consent Agenda
 - a. Approve Minutes December 10, 2015
 - b. Financial Monthly Report
 - c. General Fund BAR 520-000-1516-0008-I
 - d. Capital Outlay BAR 520-000-1516-0009-I
 - e. Capital Outlay BAR 520-000-1516-0011-D
- VI. Reports, Discussion and Possible Action
 - a. General Manager's Update
 - i. School Report Card & Grade Appeal
 - ii. Draft Scholar Handbook
 - b. Capital Outlay
 - c. Construction Update
- VII. Announcements
 - a. Next Governing Council Meeting is February 11, 2016
- VIII. Adjournment

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 Melanie at 505.891.0757 at least one (1) week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various assessable formats. Please contact Melanie at 505.891.0757 if a summary or other type of accessible format is needed.



A New Mexico Public Charter School

The ASK Academy

21st Century Design Thinking

**The ASK Academy
Governing Council Meeting**
The Ask Academy Board Room
4311 Sara Road, Rio Rancho, NM

Open Session
December 10, 2015
6:30pm

Minutes

Attendance:

Present	Board Members	Title
X	Mike Smith	Chair
X	Nels Hoenig	Vice Chair
X	John Kolessar	Secretary
	Dr. Daryl Lee	Director
	Dr. Denise Gonzales	Director
X	Dr. Jeanne Forrester	Director
X	Edgar Short	Director
ASK Academy Members		
X	Dan Busse	General Manager
X	Dan Barbour	Assistant Principal
	Connie Dove	Advancement Dir.
	Paul Stephenson	E&D Director
X	Melanie Feger	Admin. Assistant
X	Justine Roybal	The Vigil Group
Guests: Noah Benavides, Luke Strebe, Nevelyn Headrick		

- I. **Call To Order** – 6:33 p.m.
- II. **Establishment of Quorum** – established by introduction
- III. **Pledge of Allegiance**
- IV. **Special Recognition**
 - a. **Scholar Presentation** – Ms. Headrick introduced Noah Benavides and Luke Strebe. The scholars presented their wind tunnel project to the Board; in order to get funding they had to present to Mr. Barbour and Mr. Busse the entire process from conceptualization to sketches, their decision matrix, the budget, CAD drawings and the prototype they built. They 3-D printed parts considering tolerances needed and designed it to be serviceable by VEX. They compared two types of tunnels: an assembly with a flow straightener and one without. The one with the flow straightener provides smoother air flow, concluding that

the flow is more consistent at higher speeds and more evenly distributed and provided clearer results than the model without the flow straightener. The Board congratulated the scholars for their work.

V. **Public Comment** - none

VI. **Consent Agenda** – Mr. Kolessar made a motion to approve the consent agenda, Mr. Hoenig seconded, the motion passed unanimously.

a. **Approve Minutes November 12, 2015**

b. **Financial Monthly Report**

VII. **Reports, Discussion and Possible Action**

a. **General Manager's Update**

- i. NMPED Diploma of Excellence Bilingualism & Biliteracy Seal – Brennan Divett, Program Manager teaching Spanish requested we offer this diploma upon graduation; to achieve it a scholar must take four years of a foreign language; it will be added to the Handbook next year. Discussion: questions arose about how to coach it and the value of it at a STEM school; responses brought up the global world the scholars are growing up in and the value of being fluent in other languages; Mr. Barbour assured that our graduation requirements include 4 years of math and science so a scholar wanting to pursue this would not have to sacrifice STEM curriculum to do it.
- ii. Enrollment is currently at 359 scholars.

b. **Construction Update** – Mr. Barbour reported that they met with the contractor this past Monday; progress is ongoing but they are one month behind; the contractor is comfortable with a deadline of January 18th, 2016.

c. **Approval of Revised Spring Calendar** – Dr. Forrester made a motion to approve the revised calendar, Mr. Hoenig seconded. Discussion: The delay made it necessary to revise the spring calendar; we are only losing one instructional day, it preserves the two built in snow days and maintains the staff contracts; there will have to be a punch list for the building. Regarding the striping of Sundt Rd., this issue is ongoing but will not hold up our certificate of occupancy; Mr. Barbour explained that we anticipated a possible delay, budget-wise. Mr. Busse explained that the changes to the calendar are minimally disruptive; the delay has been communicated to the ASK community and he has received no negative response. Mr. Barbour reported who will be moving us and the systems we've put in place. The motion passed unanimously.

d. **Strategic Planning Process** – Chair Mike Smith presented the process via PowerPoint handout; he went over planning schema and named four key performance areas. Questions arose about its usefulness but it was assured that everything in the plan is data that already exists and is in available databases, meaning that the Leadership Team will not be spending time searching and collecting. It was asked how the data would be used; The Leadership Team responded that this will answer the question, "Is learning happening"; it will provide a framework to formally look at what we used to look at informally; it was noted that a quarterly cycle may not always apply and refinements may be needed; Mr. Kolessar stated that scholars need to know how they contribute to our school grade and take ownership.

VIII. **Announcements**

a. **Next Governing Council Meeting is January 14, 2015**

b. ReCon will be held January 14th at this location – The Board was invited to attend.

IX. **Adjournment** – 8:02 p.m.

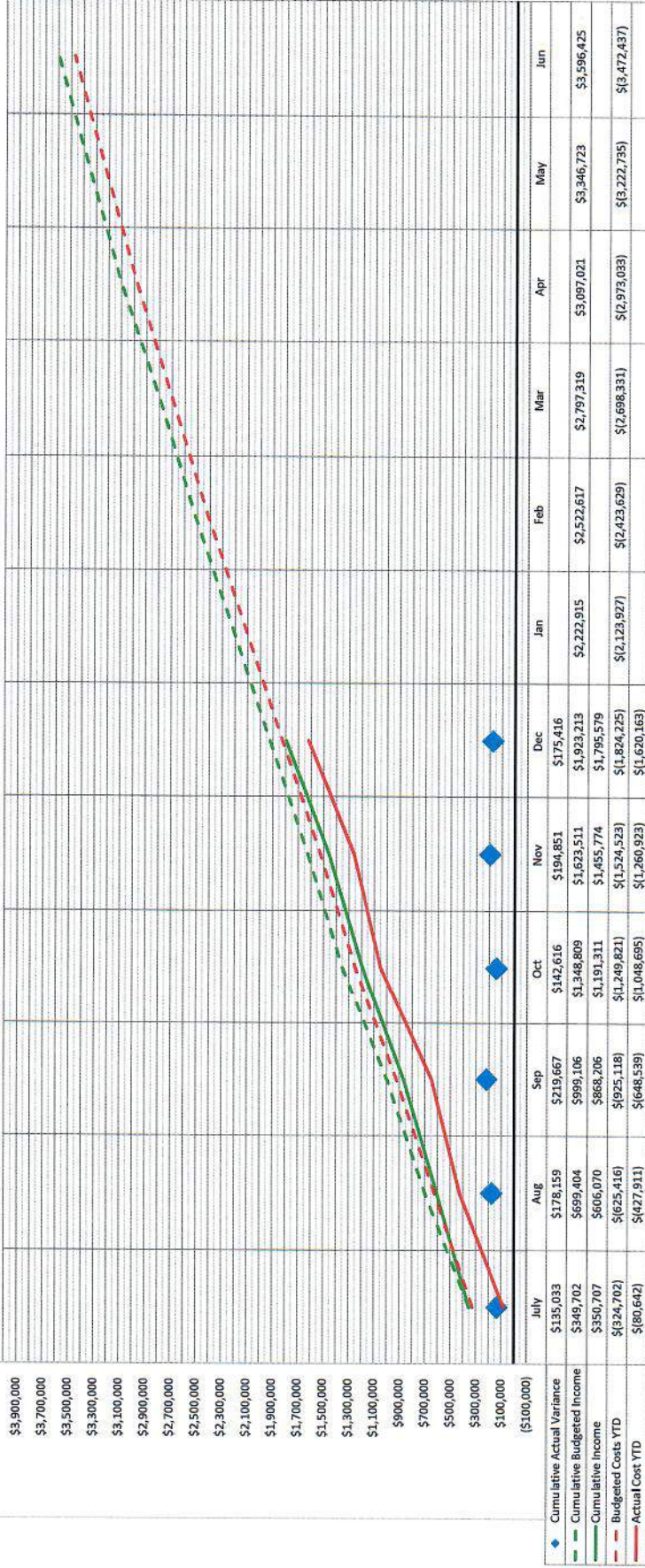
Income & Variance Axis

\$3,900,000
\$3,700,000
\$3,500,000
\$3,300,000
\$3,100,000
\$2,900,000
\$2,700,000
\$2,500,000
\$2,300,000
\$2,100,000
\$1,900,000
\$1,700,000
\$1,500,000
\$1,300,000
\$1,100,000
\$900,000
\$700,000
\$500,000
\$300,000
\$100,000
(\$100,000)

BUDGET AND FORECAST

Cost Axis

\$4,000,000
\$3,800,000
\$3,600,000
\$3,400,000
\$3,200,000
\$3,000,000
\$2,800,000
\$2,600,000
\$2,400,000
\$2,200,000
\$2,000,000
\$1,800,000
\$1,600,000
\$1,400,000
\$1,200,000
\$1,000,000
\$800,000
\$600,000
\$400,000
\$200,000
\$-



ASK ACADEMY BUDGETING AND FORECASTING WORKSHEET

BUDGETS

	YTD Total	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Monthly Budgeted Income	\$ 3,596,425	\$ 349,702	\$ 349,702	\$ 299,702	\$ 349,703	\$ 274,702	\$ 299,702	\$ 299,702	\$ 299,702	\$ 274,702	\$ 299,702	\$ 249,702	\$ 249,702
Monthly Budgeted Costs	\$ (3,596,425)	\$ (324,702)	\$ (300,714)	\$ (299,702)	\$ (324,703)	\$ (274,702)	\$ (299,702)	\$ (299,702)	\$ (299,702)	\$ (274,702)	\$ (274,702)	\$ (249,702)	\$ (249,702)
Monthly Budget Variance	\$0	\$25,000	\$48,988	\$0	\$25,000	\$0	\$0	\$0	\$0	\$0	\$25,000	\$0	\$0
Cumulative Budgeted Income		\$349,702	\$699,404	\$999,106	\$1,348,809	\$1,623,511	\$1,923,213	\$2,222,915	\$2,522,617	\$2,797,319	\$3,097,021	\$3,346,723	\$3,596,425
Cumulative Budgeted Costs		\$ (324,702)	\$ (625,416)	\$ (925,118)	\$ (1,249,821)	\$ (1,524,523)	\$ (1,824,225)	\$ (2,123,927)	\$ (2,423,629)	\$ (2,698,331)	\$ (2,973,033)	\$ (3,222,735)	\$ (3,472,437)
Cumulative Budget Variance		\$25,000	\$73,988	\$73,988	\$98,988	\$98,988	\$98,988	\$98,988	\$98,988	\$98,988	\$123,988	\$123,988	\$123,988

ACTUALS

Monthly Income	\$ 1,795,579	\$ 350,707	\$ 255,363	\$ 262,136	\$ 323,105	\$ 264,463	\$ 339,805	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cumulative Income		\$350,707	\$606,070	\$868,206	\$1,191,311	\$1,455,774	\$1,795,579	\$1,795,579	\$1,795,579	\$1,795,579	\$1,795,579	\$1,795,579	\$1,795,579
Monthly Costs	\$ (1,620,163)	\$ (215,674)	\$ (212,237)	\$ (220,628)	\$ (400,155)	\$ (212,228)	\$ (359,240)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cumulative Cost		\$ (215,674)	\$ (427,911)	\$ (648,539)	\$ (1,048,695)	\$ (1,260,923)	\$ (1,620,163)	\$ (1,620,163)	\$ (1,620,163)	\$ (1,620,163)	\$ (1,620,163)	\$ (1,620,163)	\$ (1,620,163)
Monthly Variance	\$175,416	\$135,033	\$43,126	\$41,508	\$77,050	\$52,235	\$ (19,435)	\$0	\$0	\$0	\$0	\$0	\$0
Cumulative Actual Variance		\$135,033	\$178,159	\$219,667	\$342,616	\$394,851	\$175,416	\$175,416	\$175,416	\$175,416	\$175,416	\$175,416	\$175,416

MONTHLY VARIANCES

Monthly Income Variance	(\$1,800,846)	\$1,005	(\$94,339)	(\$37,566)	(\$26,598)	(\$10,239)	\$40,103	(\$299,702)	(\$299,702)	(\$274,702)	(\$299,702)	(\$249,702)	(\$249,702)
Cumulative Income Variance		\$1,005	(\$93,334)	(\$130,900)	(\$157,498)	(\$167,737)	(\$127,634)	(\$427,336)	(\$727,038)	(\$1,001,740)	(\$1,301,442)	(\$1,551,144)	(\$1,800,846)
Monthly Cost Variance	\$1,852,274	\$109,028	\$88,477	\$79,074	\$75,452	\$62,474	(\$59,538)	\$299,702	\$299,702	\$274,702	\$274,702	\$249,702	\$249,702
Cumulative Cost Variance		\$109,028	\$197,505	\$276,579	\$201,126	\$263,600	\$204,062	\$503,764	\$803,466	\$1,078,168	\$1,352,870	\$1,602,572	\$1,852,274

YEAR TO DATE VARIANCES

Budgeted Income YTD	\$ 349,702	\$ 699,404	\$ 999,106	\$ 1,348,809	\$ 1,623,511	\$ 1,923,213	\$ 2,222,915	\$ 2,522,617	\$ 2,797,319	\$ 3,097,021	\$ 3,346,723	\$ 3,596,425
Actual Income YTD	\$ 350,707	\$ 606,070	\$ 868,206	\$ 1,191,311	\$ 1,455,774	\$ 1,795,579	\$ 1,795,579	\$ 1,795,579	\$ 1,795,579	\$ 1,795,579	\$ 1,795,579	\$ 1,795,579
% Total YTD Income Received	10%	17%	24%	33%	40%	50%	50%	50%	50%	50%	50%	50%
% Total YTD Income Variance	0%	-13%	-13%	-12%	-10%	-7%	-19%	-29%	-36%	-42%	-43%	-45%
Budgeted Costs YTD	\$ (324,702)	\$ (625,416)	\$ (925,118)	\$ (1,249,821)	\$ (1,524,523)	\$ (1,824,225)	\$ (2,123,927)	\$ (2,423,629)	\$ (2,698,331)	\$ (2,973,033)	\$ (3,222,735)	\$ (3,472,437)
Actual Cost YTD	\$ (80,642)	\$ (427,911)	\$ (648,539)	\$ (1,048,695)	\$ (1,260,923)	\$ (1,620,163)	\$ (1,620,163)	\$ (1,620,163)	\$ (1,620,163)	\$ (1,620,163)	\$ (1,620,163)	\$ (1,620,163)
% Total YTD Costs Incurred	2%	12%	18%	29%	35%	45%	45%	45%	45%	45%	45%	45%
% Total YTD Cost Variance	-75%	-32%	-30%	-16%	-17%	-11%	-24%	-33%	-40%	-46%	-50%	-53%

YEAR END PROJECTIONS

Projected Income Variance	\$ 10,339,559	\$ (479,933,44)	\$ (471,193,03)	\$ (419,948,02)	\$ (371,573,25)	\$ (238,676,89)	\$ (691,381,48)	\$ (1,036,518,04)	\$ (1,287,905,73)	\$ (1,511,303,59)	\$ (1,666,876,36)	\$ (1,800,846,11)
Projected Cost Variance	\$ (893,192)	\$ (102,540)	\$ (89,903)	\$ (48,229)	\$ (56,143)	\$ (30,729)	\$ (71,085)	\$ (99,355)	\$ (119,751)	\$ (125,002)	\$ (136,601)	\$ (133,197)
Year End Projected Net Variance	\$ (882,852)	\$ (582,473)	\$ (561,096)	\$ (468,177)	\$ (427,717)	\$ (269,406)	\$ (762,466)	\$ (1,135,873)	\$ (1,407,657)	\$ (1,636,306)	\$ (1,803,478)	\$ (1,934,043)

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: 520-000-1516-0008-I
Fund Type: General Fund / Capital
Outlay / Debt Service
Adjustment Type: Increase

Fiscal Year: 2015-2016
Adjustment Changes Intent/Scope of Program Yes or No?: No
Total Approved Budget (Flowthrough):

Entity Name: ASK Academy
Contact: Justine Roybal, Business Manager
Phone: 505-938-7707
Email: justine@vigilgroup.net

FLOWTHROUGH ONLY	
Budget Period: Jul 1 2015 12:00AM	To: Jun 30 2016 12:00AM
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 11000.0000.11111 \$246,848

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	1000 Instruction	53414 Other Services	1010 Regular Education (K-12) Programs	0000 No Job Class		\$46,848	\$46,848	
11000 Operational	1000 Instruction	53711 Other Charges	1010 Regular Education (K-12) Programs	0000 No Job Class		\$5,000	\$5,000	
11000 Operational	1000 Instruction	57332 Supply Assets (\$5,000 or less)	1010 Regular Education (K-12) Programs	0000 No Job Class	\$41,160	\$20,000	\$61,160	
11000 Operational	2400 Support Services-School Administration	57332 Supply Assets (\$5,000 or less)	0000 No Program	0000 No Job Class	\$6,475	\$20,000	\$26,475	
11000 Operational	2500 Central Services	55915 Other Contract Services	0000 No Program	0000 No Job Class		\$89,600	\$89,600	
11000 Operational	2600 Operation & Maintenance of Plant	53711 Other Charges	0000 No Program	0000 No Job Class	\$25,000	\$20,000	\$45,000	
11000 Operational	2600 Operation & Maintenance of Plant	54610 Rental - Land and Buildings	0000 No Program	0000 No Job Class	\$316,000	\$45,400	\$361,400	
Sub Total						\$246,848		
Indirect Cost								
DOC. TOTAL						\$246,848		

Justification:

to budget cash carryover from FY 2015 audited financial statements

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: 520-000-1516-0009-I

Fund Type: Capital Outlay

Adjustment Type: Increase

Fiscal Year: 2015-2016

Entity Name: ASK Academy

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

Contact: Justine Roybal, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-938-7707

Email: justine@vigilgroup.net

FLOWTHROUGH ONLY	
Budget Period: Jul 1 2015 12:00AM	To: Jun 30 2016 12:00AM
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 27116.0000.43204 \$2,885

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
27116 Robotics 2013	1000 Instruction	57332 Supply Assets (\$5,000 or less)	1010 Regular Education (K- 12) Programs	0000 No Job Class	\$2,885	\$2,885	\$5,770	
Sub Total						\$2,885		
Indirect Cost								
DOC. TOTAL						\$2,885		

Justification:

To Align Budget with Project Upload.

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.

Approvals by Digital Signature

<u>Name</u>	<u>Role</u>	<u>Date</u>
Justine Roybal	Business Manager	1/6/2016 9:37:07 AM

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: 520-000-1516-0011-D
Fund Type: Capital Outlay

Adjustment Type: Decrease

Fiscal Year: 2015-2016

Entity Name: ASK Academy

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

Contact: Justine Roybal, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-938-7707

Email: justine@vigilgroup.net

FLOWTHROUGH ONLY	
Budget Period: Jul 1 2015 12:00AM	To: Jun 30 2016 12:00AM
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 27116.0000.43202 (\$2,885)

Fund	Function	Object	Program	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
27116 Robotics 2013	1000 Instruction	57332 Supply Assets (\$5,000 or less)	1010 Regular Education (K- 12) Programs	0000 No Job Class	\$2,885	(\$2,885)		
Sub Total						(\$2,885)		
Indirect Cost								
DOC. TOTAL						(\$2,885)		

Justification:

Revenue is in wrong object.

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.

Approvals by Digital Signature

<u>Name</u>	<u>Role</u>	<u>Date</u>
Justine Roybal	Business Manager	1/6/2016 9:37:35 AM



School Grade Report Card 2015

Final Grade

C

Attitude Skills and Knowledge Academy Charter (AS)

District: State Charters

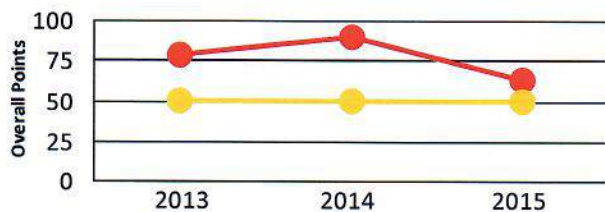
Grade Range: 07 - 12

Code: 520001

This School

Statewide C Benchmark

		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.		B	17.36	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?		C	6.39	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 state benchmark.		B	6.05	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 state benchmark.		F	5.53	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	7.51	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.		F	5.49	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.		B	10.07	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			4.63	5



3-Year
Average

76.9

A

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

63.03

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

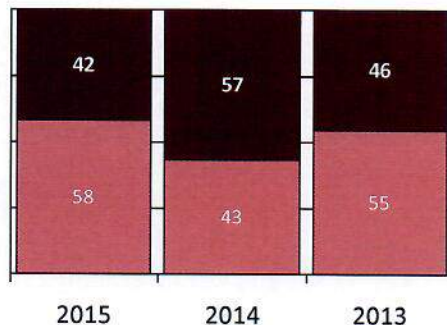
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading											
Proficient and Advanced (%)	42.2	55.8	36.2	44.2	<2.0	40.6	37.5	60.0	40.9	18.4	12.5
Proficient and Advanced (Pts)	2.11										
Value Added Model (Pts)	4.74										
Math											
Proficient and Advanced (%)	36.3	37.5	35.8	40.8	<2.0	31.5	37.5	40.0	31.3	13.5	12.5
Proficient and Advanced (Pts)	1.82										
Value Added Model (Pts)	8.69										

3-Year Summary

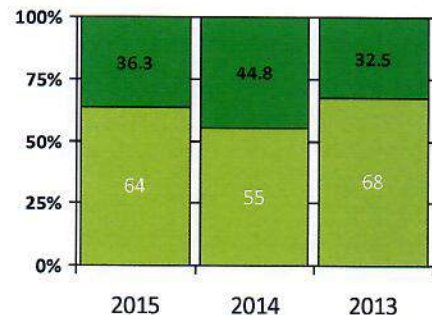
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



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.

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

	Reading	Math
Value Added Score	-0.217	1.099
Points Earned	2.07	4.32

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 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 value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		Female	Male	White	African American	Hispanic	Asian	Am Indian			
Reading Growth											
Highest 75% (VAS)	-0.15	0.17	0.13	0.25	-	-0.07	0.49	0.48	0.28	0.31	0.04
Highest 75% (Pts)	2.19										
Lowest 25% (VAS)	0.13	0.18	0.22	0.45	-0.40	0.04	-	-	0.25	0.39	-0.21
Lowest 25% (Pts)	2.75										
Math Growth											
Highest 75% (VAS)	0.75	0.18	0.13	0.04	-	0.22	0.82	0.15	0.36	0.09	-0.29
Highest 75% (Pts)	3.86										
Lowest 25% (VAS)	0.14	-0.17	-0.40	-0.30	-0.57	-0.32	-	-	-0.58	-0.43	0.54
Lowest 25% (Pts)	2.77										

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.

		Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Attendance (Average)	>98.0	>98.0	>98.0	>98.0	-	>98.0	-	-	>98.0	>98.0	-	
Attendance (Points)	3.16											
Survey (Average)	39.2	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.									Reading	NA
Survey (Points)	4.4										Math	NA
Count of Surveys (N)	1,744										General	39.2

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 2014 - 4-Year Rate											
Cohort Graduation (%)	39.3	54.0	28.2	45.4	-	32.9	-	-	28.4	20.6	17.8
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)				This school did not qualify to be a SAM school.							
Points Earned	3.00										
Cohort of 2013 - 5-Year Rate											
Graduation (%)	48.9	32.9	62.1	63.3	-	31.9	-	-	38.7	33.7	17.0
Points Earned	1.0										
Cohort of 2012 - 6-Year Rate											
Graduation (%)	<2.0	-	-	-	-	-	-	-	-	-	-
Points Earned	0.0										
Growth in 4-Year Rates											
Growth takes into account three years of graduation rates.		Growth Index		-3.00							
		Points Earned		0.00							

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, 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>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	53	61	47	59	0	47	100	38	38	47	25
Participation (Pts)	2.66										
Success (% of Participants)	74	90	58	76	-	68	100	100	69	65	38
Success (Pts)	7.41										
Percent of School's Cohort of 2014 Participating in Each CCR Opportunity											
ACT	23.2	40.7	10.0	31.4	<2.0	12.9	60.4	<2.0	16.2	14.6	<2.0
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT	12.9	16.4	10.2	10.8	<2.0	13.6	60.4	<2.0	<2.0	6.1	<2.0
PSAT	20.7	32.0	12.2	25.4	<2.0	14.2	60.4	<2.0	<2.0	18.1	2.5
AccuPlacer	7.4	11.5	4.4	12.4	<2.0	<2.0	<2.0	38.5	6.2	<2.0	<2.0
Advanced Placement	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Dual Credit	24.9	33.1	18.7	34.3	<2.0	11.0	>98.0	<2.0	21.0	28.4	12.2
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Career Technical Education	29.6	39.5	22.2	32.7	<2.0	29.1	<2.0	38.5	19.5	15.8	2.5
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	2.2	5.2	<2.0	<2.0	<2.0	4.1	<2.0	<2.0	<2.0	<2.0	10.2

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
- ☒ 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	
		3.1		15.6		41.8		35.1		6.1			
Students (% Tested)		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		13	(34)	6	(36)	20	(35)	20	(35)	15	(35)	13	(35)
School Growth		12	(34)	12	(36)	17	(35)	15	(35)	13	(35)	15	(35)
Student Growth, Highest 75%		13	(34)	9	(36)	18	(35)	14	(35)	14	(35)	14	(35)
Student Growth, Lowest 25%		23	(34)	13	(36)	26	(35)	26	(35)	20	(35)	17	(35)
Opportunity to Learn		2	(34)	5	(36)	9	(35)	7	(35)	4	(35)	6	(36)
Graduation		30	(34)	35	(36)	30	(35)	31	(35)	32	(35)	32	(36)
College and Career Readiness		28	(34)	25	(36)	29	(35)	30	(35)	28	(35)	29	(36)

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.

				Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		Target	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Growth Lowest 25% (Q1)	Reading	.0038	Y	Y	Y	Y	N	Y	.	.	Y	Y	N
	Math	-.0334	Y	N	N	N	N	N	.	.	N	N	Y
Growth Highest 75% (Q3)	Reading	-.0481	N	Y	Y	Y	.	N	Y	Y	Y	Y	N
	Math	-.0613	Y	Y	Y	Y	.	Y	Y	Y	Y	Y	N
Proficiency	Reading	33.3%	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N
	Math	17.6%	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N
Graduation	4-Year Cohort	75.6%	N	N	N	N		N			N	N	N

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 NMPED website: <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2015 (%)	42.2	55.8	36.2	44.2	<2.0	40.6	37.5	60.0	40.9	18.4	12.5
	2014 (%)	56.7	66.0	50.6	59.4		50.0			38.1	26.9	
	2013 (%)	45.5	57.6	36.4	58.3		31.3			44.0	14.3	
Math Proficiency	2015 (%)	36.3	37.5	35.8	40.8	<2.0	31.5	37.5	40.0	31.3	13.5	12.5
	2014 (%)	44.8	37.7	49.4	50.7		38.5			33.3	19.2	
	2013 (%)	32.5	27.3	36.4	38.9		21.9			28.0	21.4	

Student Promotion

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the 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					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
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 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 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.

Changes to the Scholar & Parent Handbook

2016-2017

- Pg. 4 Removed Sara Address
- Pg. 5 Updated Staff
- Pg. 14 Changed drop-off and pick-up information.
- Pg. 15 Grading: Inserted - check PowerSchool ongoing grades.
RiA: changed meeting information
- Pg. 17 Graduation requirements: Removed 2016 requirements (they're done)
Inserted - Bilingual Seal for Diploma information
- Pg. 20 Scholar Parking: Added other violations
Lunch – removed off campus lunch information – no longer available
- Pg. 22 Inserted - Campus Safety During Extreme Events
- Pg. 24 Deleted Coffee with the General Manager.
- Pg. 24 Volunteers: Expanded (note that there is an extensive volunteer handbook).
- Pg. 25 Visitors: Inserted last sentence on page (regarding other scholars visiting).
- Pg. 25 Changed name of Math and Reading Intervention courses and changed description.
- Pg. 35 Uniform Policy: Bottoms – Changed to a vender approved pant.
- Pg. 41 Weapons: Expanded to include parking lot/vehicles as part of academy.
Damage by scholars: Changed to include property of other people.
Search and Seizure: Changed to include all vehicles parked on ASK property.
- Pg. 42 Expanded on plagiarism
- Pg. 43 Threats: included well-being as well as life.
- Pg. 46 Short Term Suspension: Added required re-entry meeting.

Appendices:

Deleted Off-Campus Lunch Form

Updates: Academy Building Map, Drop-Off and Pick Up Map, Bell Schedule, Calendar
as they become available.

Discipline matrix: Included required re-entry meeting for OSS
Added OSS to fighting consequences
Expanded inappropriate use of Technology



A New Mexico Public Charter School
An Educational Pipeline for
Engineering & Design
& Biomedical Science Careers
With 21st Century Design Thinking

January 8, 2016

Dear Senators and Representatives,

The ASK Academy is completing its' sixth year as a 6th-12th grade Science, Technology, Engineering & Mathematics (STEM) public charter school in Rio Rancho, currently enrolling 366 scholars (students), with future enrollment to 600.

What Makes The ASK Academy Unique?

- ASK prepares students for post-secondary education & high paying jobs in Biomedical Sciences and Engineering in *New Mexico*, contributing to the future tax base
- Every high school student chooses a career pathway in Engineering & Design or Biomedical Sciences
- Dual credit courses offered on campus
- Every high school student has access to a Laptop for use both at school and home
- Emphasis on research skill development and design thinking in these career areas
- Partnerships with Local Universities and Industry give scholars Real-life Application of Curriculum (28 ASK Alliance Partners, including Intel)

What are we requesting from our legislators for Capital Outlay for ASK?

- \$83,000 Track (with sod interior with irrigation), Basketball & Volleyball Courts for Physical Education; Crusher fine path from school building and shade trees
- \$20,000 Thermoplastic outdoor lunch tables (20) and trash receptacles (8)
- \$ 4,000 Concrete Picnic Tables (4)
- \$30,000 Two, 8' x 12' block maintenance sheds
- \$30,000 Shade Structures

Our request will fully fund these items for our new campus. Our hope is that we can share with our community the support shown by our legislators to inspire matching donations that will help meet our goals.

Thank you for all that you do to support the many needs and interests in our community! Our scholars are thriving at The ASK Academy, and we'd love to have you visit and let them share their experiences with you!

Best regards,

Daniel Busse
General Manager