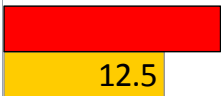








## Digital Arts And Technology Academy Charter

District: Albuquerque Public Schools

Grade Range: 09-12

Code: 1063

Performance in Math and Reading	School Statewide C Grade	Grade	School Points	Possible Points
<b>Current Standing</b> How did your students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient).		<b>B</b>	<b>17.0</b>	<b>30</b>
<b>School Growth of Highest Performing Students</b> How does your school's 11th graders' performance improve over time? The highest performing 11th graders' scores places them in the top three quarters (Q3) of your school. This group consists of different students each year. This measure monitors your school's ability to increase the performance of subsequent groups of 11th graders over time.		<b>C</b>	<b>10.1</b>	<b>15</b>
<b>School Growth of Lowest Performing Students</b> How does your school's 11th graders' performance improve over time? The lowest performing 11th graders' scores places them in the bottom quarter (Q1) of your school and consists of different students each year. This measure monitors your school's ability to increase the performance of subsequent groups of 11th graders over time.		<b>C</b>	<b>6.8</b>	<b>15</b>
<b>Opportunity to Learn</b> Does your school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?		<b>C</b>	<b>6.3</b>	<b>8</b>
<b>Graduation</b> How does your 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.		<b>F</b>	<b>7.5</b>	<b>17</b>
<b>College and Career Readiness</b> Are your students prepared for what lies ahead after high school? Your school receives credit when your students participate in college entrance exams, dual credit coursework, and coursework leading to vocational certification. Your school receives additional credit when students meet success goals.		<b>D</b>	<b>7.7</b>	<b>15</b>
<b>Bonus Points</b> Does your school provide exceptional encouragement for involving students and parents in education? Examples include community outreach and mentoring programs.			<b>0.5</b>	<b>5</b>

### Final School Grade

Grades are established at the 90th percentile and 50th percentile, which represent 75 and 50 points, respectively.

Total Points	Grade
75.0 to 100.0	<b>A</b>
65.0 to 74.9	<b>B</b>
50.0 to 64.9	<b>C</b>
35.0 to 49.9	<b>D</b>
0.0 to 34.9	<b>F</b>

**Total  
Points**  
**55.8**

The state standard goal for attendance (95%) can be surpassed by some schools. Also, SAM schools' graduation rates are augmented. These factors result in some schools earning higher than the maximum possible points for Opportunity to Learn.

# Digital Arts And Technology Academy Charter

These tables divide your school's results into smaller subgroups to show how specific groups of your students are doing. Keep in mind that each student counts in several groups. For example, one student can be counted three times - in the Hispanic, English Language Learner, and Female subgroups. When your grade is calculated each student counts only one time, so these numbers cannot be used to arrive at your school's score or grade. Just the same, this information shows how your school compares to other schools, determines groups within your school that are performing well, and identifies groups that need additional instructional support based on achievement.

## Current Standing

Knowing how many students are proficient in a given year is a measure of your school's overall success. Even so, single-year performance will vary with differing classes of students. It is not unusual for a school to occasionally have an exceptionally talented or unusually challenging class of students. Therefore, Current Standing uses additional years of data, up to 3 years whenever possible, in order to provide a more accurate picture of your school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing your school's size, student mobility, and prior students performance. Details of VAM can be found in the PED's School Grading Technical Manual at:

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.asp>

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<i>Reading</i>												
Proficient and Advanced (%)	39.4	35.2	42.3	58.1		32.3				28.6	30.0	
Proficient and Advanced (Pts)	4.9											
Value Added Model (Pts)	3.9											
<i>Math</i>												
Proficient and Advanced (%)	30.3	19.7	37.5	48.4		22.9				14.3	10.0	
Proficient and Advanced (Pts)	3.8											
Value Added Model (Pts)	4.3											

## School Growth

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

For high schools, school growth is divided into two groups of students, higher achieving (highest 75%, also known as Q3) and lowest achieving (lowest 25%, also known as Q1). In 2013, the PED will have data for student growth in place of school growth for high and low performing groups.

School Growth is augmented with Value Added Modeling (VAM) by capturing your the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at:

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.asp>

	Reading	Math	School Growth is shown in scaled score points, which can range from 0 to 80 for both reading and math. For example, a school that grows an average of +2 scaled score points a year shows that the school is improving their ability to increase student achievement.
Highest 75% of Students (Scaled Score Points/Yr)	0.0	0.0	
Highest 75% of Students (Points Earned)	3.7	6.4	
Lowest 25% of Students (Scaled Score Points/Yr)	0.0	0.0	
Lowest 25% of Students (Points Earned)	3.6	3.2	

## Graduation

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

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year.

Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at:

<http://ped.state.nm.us/Graduation/index.html>

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Cohort of 2011 - 4-Year Rate												
Percent Graduating	49.6	45.5	52.1	66.2	-	45.7	-	20.3	28.8	50.7	42.8	N/A
Points Earned	4.0											
Cohort of 2010 - 5-Year Rate												
Percent Graduating	43.7	50.0	39.8	59.3	-	43.3	-	-	42.5	56.8	32.5	N/A
Points Earned	1.0											
Cohort of 2009 - 6-Year Rate												
Percent Graduating	37.5	41.3	33.4	42.0	-	35.2	-	37.9	25.6	17.5	38.2	N/A
Points Earned	0.8											
Growth in 4-Year Rates												
Value Added Modeling takes into account the school's prior 3 years.	Growth Index (Increase)			1.5								
	Points Earned			1.7								
SAM Rates												
			SAM Graduation (%)			-						
This school did not qualify to be a SAM school.												

## Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Attendance (Student Average)	87.1	85.4	88.4	89.4	80.0	86.6	-	83.2	-	94.0	-	-
Attendance (Points)	2.8											
OTL Survey (Average Total Score)	32.7	31.0	34.1	34.6	27.9	31.5	-	37.3	33.0	31.3	33.2	-
OTL Survey (Points)	3.6											

<i>OTL Survey Questions</i>		The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.										
1. My teacher introduces a new topic by connecting to things I already know.	3.1	3.0	3.1	3.2	2.7	3.0	-	3.7	3.5	3.0	3.3	-
2. My teacher explains why what we are learning is important.	3.3	3.0	3.5	3.4	2.7	3.2	-	4.0	2.5	3.2	3.7	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.0	2.8	3.1	3.0	2.6	3.0	-	3.7	2.5	2.3	3.4	-
4. Every student gets a chance to answer questions.	3.8	3.6	3.9	4.1	3.9	3.5	-	4.0	4.5	4.3	3.7	-
5. My teacher wants me to explain my answers.	4.0	3.9	4.1	4.0	3.7	4.0	-	5.0	4.5	4.2	4.1	-
6. My teacher knows when I understand, and when I do not.	3.1	2.9	3.3	3.7	2.3	2.9	-	2.7	3.5	3.3	2.6	-
7. My teacher explains things in different ways so everyone can understand.	3.3	3.2	3.3	3.5	2.4	3.2	-	3.7	3.0	2.8	3.8	-
8. My teacher gives me helpful feedback on work I turn in.	2.9	2.7	3.1	3.0	2.6	2.8	-	3.3	4.0	2.3	2.8	-
9. My teacher checks our understanding.	3.3	3.2	3.5	3.7	3.1	3.1	-	3.7	2.5	3.3	2.6	-
10. My teacher takes the time to summarize what we learn each day.	2.9	2.6	3.2	3.1	1.9	2.9	-	3.7	2.5	2.5	3.2	-

Color Key:

	0 or 1, Low
	2 or 3, Medium
	4 or 5, High

## College and Career Readiness (CCR)

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

- 1) College entrance assessments (SAT, PSAT, ACT, PLAN, or Accuplacer)
- 2) Evidence that the student can pass a college level course (Advanced Placement, Dual Credit, or International Baccalaureate Diploma)
- 3) Eligibility for an industry recognized certification (Career Technical Education)

Points are given separately for your students' Participation and for their Success. To be considered successful your 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.asp>

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	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Participation (% of Cohort)	60.9	62.3	60.1	75.6		56.5		37.0	44.0	44.9	59.5	
Participation (Points)	2.8											
Success (% of Participants)	57.9	57.2	58.4	62.4		53.6		62.8	6.0	44.1	49.8	
Success (Points)	4.9											
<i>Percent of School's Cohort of 2011</i>												
<i>Participation in Each CCR Program</i>	ACT	21.7	19.0	23.4	26.1		20.3	20.3	2.6		26.1	
	PLAN											
	SAT											
	PSAT	17.7	20.6	15.9	10.6		22.0	15.3	13.6	8.8	34.8	
	AccuPlacer	32.1	39.7	27.5	36.2		30.9	20.3	16.7	26.4	41.8	
	Advanced Placement	2.3	2.4	2.3	<2.0		3.6					
	Dual Credit	21.3	16.9	24.0	32.3		17.9	6.6	5.8	8.9	23.0	
	International Baccalaureate											
Career Technical Education	31.5	25.5	35.0	42.9		26.4		21.7	11.4	26.2	29.8	

## 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.

This school received bonus points for improvement in habitual truancy rates.

## 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 your 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
Current Standing	11 ( 30 )	10 ( 29 )	9 ( 31 )	30 ( 47 )	9 ( 27 )	14 ( 30 )
School Growth, Highest 75%	7 ( 30 )	4 ( 29 )	5 ( 31 )	18 ( 47 )	4 ( 27 )	7 ( 30 )
School Growth, Lowest 25%	19 ( 30 )	18 ( 29 )	20 ( 31 )	25 ( 47 )	15 ( 27 )	18 ( 30 )
Opportunity to Learn	18 ( 30 )	17 ( 29 )	17 ( 31 )	29 ( 47 )	20 ( 27 )	19 ( 30 )
Graduation	23 ( 26 )	25 ( 26 )	25 ( 28 )	32 ( 34 )	20 ( 24 )	28 ( 28 )
Career College Readiness	20 ( 26 )	17 ( 24 )	23 ( 28 )	30 ( 34 )	14 ( 24 )	23 ( 28 )

The first number shows the school's rank (1= highest, most points) within their category of similar schools. The second number in parentheses shows the total number of schools that were ranked in that category.

## School Growth Targets (SGTs)

Customized targets, called School Growth Targets (SGTs), guide your school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in 3 years are considered successfully "on track" to proficiency. While this information does not contribute to your school's grade, it is helpful in guiding your school toward identifying and closing any achievement gaps between subgroups.

			Gender		Race / Ethnicity								
All Students			F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading Goal for This Year is 52.3% Proficient													
Proficient and On Track (%)	Highest 75%	58.8	52.6	63.8	74.4	50.0	45.2	-	50.0	0.0	50.0	50.0	-
	Lowest 25%	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0	0.0	-
Math Goal for This Year is 45.0% Proficient													
Proficient and On Track (%)	Highest 75%	51.9	37.5	62.2	65.7	0.0	43.2	-	33.3	-	66.7	14.3	-
	Lowest 25%	0.0	0.0	0.0	0.0	0.0	0.0	-	-	0.0	0.0	0.0	-
Graduation Goal for This Year is 69.9% Graduating													
All Students (%)		49.6	45.5	52.1	66.2	-	45.7	-	20.3	28.8	50.7	42.8	-

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Schoolwide Enrollment (%)	100	41	59	34	4	57	1	4	-	7	-	-
<b>Participation in State Assessments</b>												
Reading (%)	100	100	100	100	-	100	-	-	-	100	100	-
Math (%)	100	100	100	100	-	100	-	-	-	100	100	-

**School History** Student performance over time can demonstrate the success of interventions and school reform. Wherever possible, up to three years worth of information are used for the indicators that lead to your school's grade. 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	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading Proficiency												
2012, All Students (%)	45.9	40.8	50.0	67.4		33.9						
2011, All Students (%)	42.4	47.1	37.5	70.6		28.9						
2010, All Students (%)	53.4	53.8	53.2	62.5		47.5						
2009, All Students (%)	35.1	35.3	35.0	47.4		28.9				9.1		
Math Proficiency												
2012, All Students (%)	36.7	24.5	46.7	53.5		28.6						
2011, All Students (%)	36.4	38.2	34.4	47.1		33.3						
2010, All Students (%)	24.7	7.7	34.0	37.5		15.0					24.7	
2009, All Students (%)	14.7	5.9	22.0	36.8		6.5				<2.0	14.7	

**Student Promotion** Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if your school's achievement in Reading and Math is subpar, and yet most students are being promoted, your school may be inattentive to students' need to repeat grade-level instruction before moving on. Student promotion and retention should be viewed within the context of your school's overall achievement. While this information does not contribute to your school's grade, it shows whether schools are preparing students to be ready for success.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 9 to Grade 10 (%)	69.0	54.5	75.5	81.8		N/A	>98.0	33.3		90.0		N/A
Grade 10 to Grade 11 (%)	86.5	87.9	85.4	93.9	>98.0	N/A	>98.0	66.7		>98.0		N/A
Grade 11 to Grade 12 (%)	>98.0	>98.0	>98.0	>98.0		N/A		>98.0		>98.0		N/A