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FEARLESS!

The Academy for Technology and the Classics

ATC offers a traditional liberal arts/classical education while providing the technology tools to enhance critical thinking, problem solving, and analysis. ATC has 360 students 7th through 12th grade. This small school environment allows the faculty and staff to create meaningful relationships with students and their parents. We are small enough school to address the needs of the whole child. The size of the school allows the faculty and staff to have an impact on the lives of the students. This is not to be confused with class size. Our students are not anonymous. Every child has someone that cares very deeply for them.

ATC requires students engage in a rigorous curriculum. All students must take Advanced Placement courses and the middle school must take pre-AP courses. This “no easy way out” philosophy is invigorating to students who may have been bored in other schools. Many of our students come to us in 7th grade on a 3rd grade reading level and are English Language Learners. By the time they are in 10th grade they are mastering the curriculum in the Advanced Placement Classes and have exited ELL. 45% of our students are economically disadvantaged, however, ATC believes that having high expectations with support is a social justice issue. We don’t make exceptions. The professional team at ATC believes in our students before they begin to believe in themselves and students are not allowed to fall through the cracks. Our teachers are determined that students will succeed and have the tools to have access to higher education. Each year between 80 – 90 % go to a 4 year college and the other 10-20% go to a community college, trade school, or the military.

ATC has a very lean budget. Our per pupil allocation is \$6,928. We do not have a cafeteria, gym, or science labs. Budget decisions are guided by our mission.

ATC has very few instructional resources; however, we pay our teachers for an 8 hour day allowing for 2.5 hours of planning and parent conference time. This additional hour allows teachers to involve parents in their child’s education. All parent communication is logged in a school-wide share folder. Over 1600 phone calls have been made to parents this school year. Teachers meet with parents when students have 3, 5, and 7 absences. Our attendance rate is one of the highest in the state. Teachers also conference with parents on a regular basis about academics. We have an explicit plan for engaging parents in their child’s education.

ATC has two full time guidance counselors resulting in a 1 to 180 ratio. In 2016 our 40 graduating seniors received over \$2M in financial aid and scholarships and 34% were first generation college attendees. While some schools invest in expensive curriculum programs, staff development, and remediation programs, ATC works to provide an environment that supports students on a personal level emotionally and academically.

Climate

The culture at ATC allows those students on the fringe to feel safe resulting in freedom to learn. Students feel free to be themselves without the threat of bullying. Every student and groups of students has a special relationship with one or more of the faculty. Students eat lunch in teachers’ classrooms and teachers encourage this so that they can provide tutoring during lunch. Within this structured environment student are trusted, have freedom, and are treated like respected adults. Teachers model

acceptance and civility. ATC hires people with diverse backgrounds and model diversity and acceptance. Staff is attend staff development that supports this type of environment.

ATC environment is bully free.

Structure

Systems are in place for decision making that involves teachers and students

ATC's practice is to identify goals for continuous improvement, identify strengths, and what needs to take place to reach goals. Teachers create a team to study issues looking inside and outside the school for solutions. Teachers create a plan to address goals and bring the work to the school-as-a-whole for input and final decision making. Ground up decision making allows teachers to be empowered to innovate. This nurtures teachers and incentivizes them to go beyond expectations. Top down decision making creates teachers who are resentful and discouraged. If you let teachers have freedom they will go to extraordinary efforts to meet the needs of students.

The ATC organization has developed systems to improve student attendance through parental involvement. Each year students take a course entitled College Crew. This was developed by teachers and provides a different focus each year such as school orientation, leadership, freshman seminar, college success, test prep, and senior seminar.

ATC is at point where the administration provides books and educational articles, and then individual teachers determine their own development as a professional. This has also created a collaborative environment when teachers are initiating interdisciplinary units. In 2016 a school wide forensic project was completed which was teacher initiated and involved all teachers and disciplines.

ATC is highly selective in recruiting and hiring teachers. Teachers must demonstrate a passion for teaching and relate to students. Interviewees go through extensive hiring process. Teachers must be a perfect fit for our unique environment. Our teachers not only have a tremendous impact on their students, they will also have a powerful impact on our school-as-a-whole. They must be being willing to go to extraordinary efforts to help students achieve success.

Students are highly involved in the decision making process. The student council initiates and implements all activities at the school. They meet every Monday and take notes on Google classroom and then distribute the notes to teachers, students, and the parent organization. They attend Board meetings and provide the principal with valuable input.

ATC cultivates fearless teachers and students.



A + School

ATC offers a traditional liberal arts/classical education while providing the technology tools to enhance critical thinking, problem solving, and analysis.

The Academy for Technology and the Classics Charter School

Location: Santa Fe

Grades: 7 – 12

Students: 380

Teachers: 25 Counselors: 2

Socio-economically Disadvantaged: 44%

ATC Accomplishments

- Grade **A** in 2013, 2014, 2015, 2016
- Consistently ranked in the **top five best high schools** in New Mexico – *US News and World Report*
- **Ranked in the top 4%** of all public schools in the US - *US News and World Report*
- 31% of Senior Class of 2016 are first generation college attendees
- National Merit Scholarship Finalists
- Consistently some of the best PARCC scores statewide

State Accountability



PARCC Scores – A Comparison

English III | 11th Grade

School	PARCC Assessment	Covers of Students	Total Proficiency
ATC	ELA 11	44	90.9
Statewide	ELA 11	21,193	44.7
Santa Fe Public Schools	ELA 11	487	55.3

English II | 10th Grade

School	PARCC Assessment	Covers of Students	Total Proficiency
ATC	ELA 10	87	86
Statewide	ELA 10	22,913	23.1
Santa Fe Public Schools	ELA 10	774	23.8

PARCC Scores

Algebra II

School	PARCC Assessment	Count of Students	Total Proficiency
ATC	Algebra II	44	45.7
Statewide	Algebra II	21,574	15.7
Santa Fe Public Schools	Algebra II	423	19.9

Geometry

School	PARCC Assessment	Count of Students	Total Proficiency
ATC	Geometry	41	29.3
Statewide	Geometry	21,113	11.4
Santa Fe Public Schools	Geometry	911	17

ACT and SAT Composite Scores

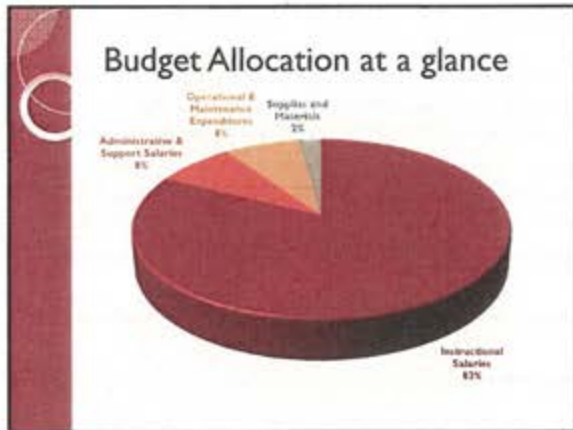
- ACT**
 National Composite Average 21
 State Composite Average 19.9
 ATC Composite Average 21.9
- SAT**
 National Composite Average 1090
 State Composite Average
 ATC Composite Average 1093

Finance

ATC per pupil allocation	\$6,928.18	93%
ATC per pupil allocation minus small school adjustment	\$6,235.64	83%
SFPS per pupil allocation	\$7447.51	
Instructional Materials Budget	\$20,129.12	
E-rate Allocation	Discount Rate is 80%	
SB 9	Became available to charters in 2013	
HB 33	Became available to charters in Dec. 2015	

Educational Technology Note

- Budget decisions are guided by our mission.
- Money is allocated to human capital. ATC has very few instructional resources.



- ### Financial Challenges
- #### Facility Needs
- Special Appropriation from Legislature of \$100,000 for purchase of the ATC facility in 2012
 - Mortgage Loan from Los Alamos National Bank guaranteed by the US Department of Agriculture resulting in a 4% interest rate
 - No cafeteria, library, gym, science labs, music room
 - No guaranteed method by which to receive GO Bond for facilities from local district even though charter parents are taxpayers

- ### Financial Challenges
- #### Program Needs
- First year receiving Title I money
 - District charters receive Title I money at the discretion of the authorizer
 - Had to increase membership from 360 to 380 to accommodate teacher licensure advancement and benefit increases which was a budget increase of \$103,000
 - No access to Title II or Title III
 - Very little money for staff development, curriculum programs or remediation programs

Accountability

- ATC supports the State's accountability system
- ATC has systems in place that ensure a rigorous curriculum, regular attendance, and support for struggling learners
- Teachers work an 8 hour day to allow for parent meetings and communication. ATC teachers logged over 1800 contacts with parents/caregivers in 2015-2016
- 2 full time guidance counselors (a ratio of <200:1)
- ATC creates a climate and culture that allows students on the fringe to feel safe resulting in freedom to learn

Accountability

- ATC requires students to engage in a rigorous curriculum
- ATC believes that having high expectations with support is a social justice issue
- All students must take AP classes regardless of ability or disability. ATC operates from a growth mindset
- This "no easy way out" philosophy is invigorating to students who may have been bored at other schools

Governance

- Governing Council is elected by parents and teachers
- 7 member council with a majority of the membership community members
- Only 3 members may be parents
- Council President may not be a parent
- One member of the Council must have a financial background
- One member must have an background in education
- Annual Leadership Retreat for data analysis, goal setting, and collaboration with council members, faculty and students
- Annual Board Training

Governance

- Standing Committees

- Audit
- Technology
- Facility
- Sustainability

Members include teachers, community members, parents, students, and Governing Council members

How does the ATC Phoenix Soar?



Mission Driven Strategic Initiatives

- All students apply to at least 4 universities
- Mandatory requirement of Advanced Placement courses
- The small school intentionally develops relationships, provides individualized support and creates a community vitality that supports academic and personal growth
- Attendance Policy outlines a series of progressive steps at certain numbers of absences involving parent calls and required meetings

Strategic Initiatives - Students

- College Crew courses in 7th – 12th grade teach students how to navigate the college admissions and financial aid process and builds foundational academic skills for college success
- Mentoring Program for 7th and 8th grade students and the mentees are 11th and 12th grade students
- 40 hour community service requirement
- Lunch tutoring in teacher classrooms

Strategic Initiatives - Students

- Specialized tutoring for identified students for 100 minutes per week
- Programs in place that model diversity and acceptance resulting in a bully free environment
- Opportunities for student engagement and commitment are enhanced by multiple clubs and athletic teams

Strategic Initiatives - Teachers

- Teachers are empowered to make decisions that are based on best practices.
- Teachers participate in the annual leadership retreat which sets the strategic goals for the year. Teachers collaboratively organize their Professional Learning Communities around goals and create an action plan and solution steps.
- Teachers develop their individual professional development goals that support the school goals and objectives.

Strategic Initiatives - Teachers

- The school sets expectations for rigorous teaching while providing teachers with academic freedom around curriculum and lesson delivery.
- Ground up decision making is an everyday practice at ATC. The voice of all stakeholders – parents, staff, and students – knowing that none of us is as smart as all of us, and that only with our collective wisdom can we create the best experience for all our students.

Because we have...

- Effective governance
- Internal accountability measures
- And high expectations for every member of the school organization

ATC is able to...

- Overcome achievement gaps and accelerate learning for college readiness.
- Overcome safety and security issues and create an environment where everyone is seen and supported
- Overcome classroom disruptions and school-wide discipline issues and increase classroom student engagement

Take Away's from ATC A Model Charter School

- ATC and others charters do not receive more in per pupil allocation
- The State of New Mexico could be recovering educational dollars by providing low-interest loans for facilities through the New Mexico Finance Authority, rather than having for-profit banks benefiting from facility purchases
- Charter schools do not have access to as many resources as district schools
- Taxpayers who have children in charter school pay General Obligation taxes, but charter schools rarely see those funds go towards charter school facilities resulting in gross inequity
- ATC has an elected governing Council resulting in local oversight of state funds
- With effective strategic initiatives, all schools in New Mexico can be proficient and compete with nation-wide.

Results

- ATC students leave for college prepared and confident for the world ahead of them
- ATC's motto is that we are fearless learners – we live our school motto
- Our mascot is the Phoenix – Our students are always soaring to new heights.



School Grade Report Card 2016

Final Grade
A

Academy for Technology and the Classics Charter





District: Santa Fe Public Schools

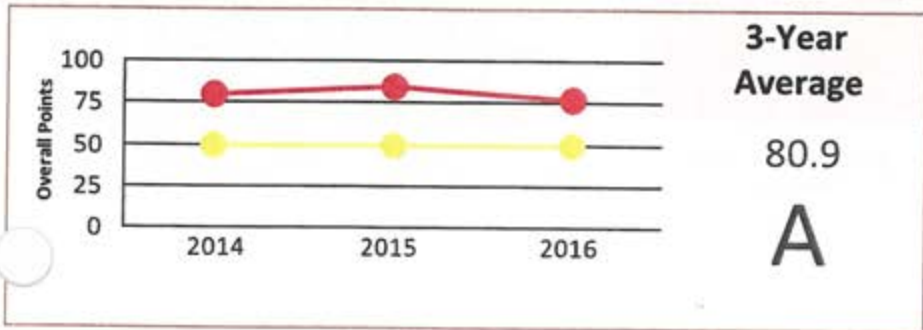
Grade Range: 7 - 12

Code: 71024

This School

Statewide C Benchmark

Current Standing	Grade	School Points	Possible Points
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? 	A	20.69	30
School Growth Did the school as a whole improve student performance more or less than expected? 	B	6.83	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. 	A	7.97	10
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. 	C	7.54	10
Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high? 	A	7.22	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? 	D	11.76	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? 	B	11.00	15
Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students? 		4.50	5



Final School Grade	Total Points
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

77.51

Details of Each Grade Indicator

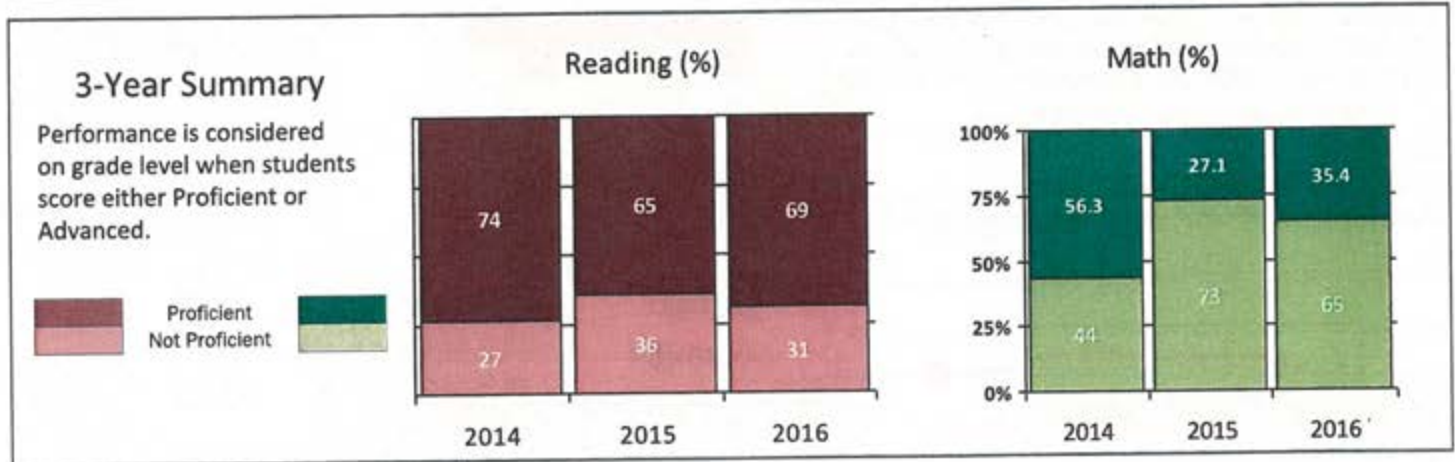
These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools and identifies groups within the school that are performing well or that need additional instructional support based 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 (%)	69.2	76.8	61.7	79.8	-	56.6	86.7	-	56.8	37.9	11.8
Proficient and Advanced (Pts)	5.19										
Value-Added Model (Pts)	6.96										

Math											
Proficient and Advanced (%)	35.4	32.8	37.8	45.1	-	24.5	72.7	-	27.6	10.7	17.6
Proficient and Advanced (Pts)	2.65										
Value-Added Model (Pts)	5.89										



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>.

	<i>Reading</i>	<i>Math</i>
Value-Added Score	1.590	-0.190
Points Earned	4.72	2.12

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
<i>Reading Growth</i>											
Highest 75% (VAS)	1.17	0.35	0.28	0.40	-0.19	0.18	0.96	-0.13	0.22	0.15	.7
Highest 75% (Pts)	4.39										
Lowest 25% (VAS)	.8	-0.05	0.34	0.70	-	-0.03	-	-	-0.10	0.31	0.02
Lowest 25% (Pts)	3.98										
<i>Math Growth</i>											
Highest 75% (VAS)	.6	.2	.2	.1	-.1	.2	.3	1.1	.1	.6	.2
Highest 75% (Pts)	3.58										
Lowest 25% (VAS)	.6	.2	.0	.1	-	.1	1.2	-	.0	.2	-.1
Lowest 25% (Pts)	3.56										

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	Hispanic	Asian	Am Indian			
Attendance (Average)	96.0	96	96	96	94	97	98	99		96	97
Attendance (Points)	3.04										

Survey (Average)	37.7	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)	4.2										
Count of Surveys (N)	655										

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	Hispanic	Asian	Am Indian			
Cohort of 2015 - 4-Year Rate											
Cohort Graduation (%)	75.1	74.8	75.5	78.0	-	69.0	-	-	63.1	77.2	-
Non-Cohort Graduation (%)	-										
SAM Adjustment (Weighted %)					This school did not qualify to be a SAM school.						
Points Earned	6.01										
Cohort of 2014 - 5-Year Rate											
Graduation (%)	81.7	88.3	77.6	77.8	-	91.4	-	-	52.2	82.6	-
Points Earned	2.5										
Cohort of 2013 - 6-Year Rate											
Graduation (%)	78.4	88.4	71.1	82.8	-	51.5	-	-	52.5	57.3	-
Points Earned	1.6										

Growth in 4-Year Rates	
Growth takes into account three years of graduation rates.	Growth Index -1.7
	Points Earned 1.73

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	Hisp	Asian	Am Indian	Economically Disadvantaged		
Participation (% of Cohort)	83.3	76.2	90.8	89.6	>98.0	68.8	69.2	<2.0	93.4	93.3	85.7
Participation (Pts)	4.17										
Success (% of Participants)	68.3	74.7	62.7	77.8	40.0	23.1	55.6	-	54.0	36.0	37.6
Success (Pts)	6.83										

	ACT	PLAN	ASPIRE	SAT	PSAT	AccuPlacer	Advanced Placement	Dual Credit	International Baccalaureate	Career Technical Education	Compass	SAT Subject Test	SAM School Supplemental
50% or Higher	45.0	<2.0	<2.0	28.9	74.0	4.8	49.8	7.6	<2.0	<2.0	<2.0	6.8	<2.0
20% -50%	40.4	<2.0	<2.0	37.3	69.5	<2.0	50.7	4.4	<2.0	<2.0	<2.0	6.2	<2.0
Below 20%	49.7	<2.0	<2.0	20.3	78.7	8.0	48.8	10.8	<2.0	<2.0	<2.0	7.4	<2.0
50% or Higher	52.8	<2.0	<2.0	34.4	81.5	3.3	56.5	5.2	<2.0	<2.0	<2.0	9.2	<2.0
20% -50%	<2.0	<2.0	<2.0	<2.0	>98.0	40.0	<2.0	40.0	<2.0	<2.0	<2.0	<2.0	<2.0
Below 20%	25.1	<2.0	<2.0	10.6	59.5	7.9	37.0	15.8	<2.0	<2.0	<2.0	<2.0	<2.0
50% or Higher	30.8	<2.0	<2.0	30.8	38.5	7.7	30.8	7.7	<2.0	<2.0	<2.0	<2.0	<2.0
20% -50%	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Below 20%	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
50% or Higher	38.8	<2.0	<2.0	13.9	86.4	7.4	51.3	13.1	<2.0	<2.0	<2.0	<2.0	<2.0
20% -50%	43.6	<2.0	<2.0	<2.0	86.6	<2.0	36.9	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0
Below 20%	14.3	<2.0	<2.0	28.6	85.7	3.6	43.0	3.6	<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 (%) 99

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	
Students (% Tested)	5.7		10.3		54.1		39.9		6.6			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	2	(37)	2	(37)	4	(37)	9	(36)	3	(36)	9	(36)
School Growth	14	(37)	10	(37)	12	(37)	18	(36)	7	(36)	18	(36)
Student Growth, Highest 75%	6	(37)	4	(37)	7	(37)	2	(36)	2	(36)	8	(36)
Student Growth, Lowest 25%	10	(37)	6	(37)	11	(37)	14	(36)	6	(36)	14	(36)
Opportunity to Learn	21	(36)	17	(36)	19	(32)	15	(31)	22	(36)	23	(36)
Graduation	18	(36)	22	(36)	17	(32)	17	(31)	23	(36)	24	(36)
College and Career Readiness	25	(36)	25	(36)	24	(32)	26	(31)	22	(36)	32	(36)

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 (%)	69.2	76.8	61.7	79.8	-	56.6	86.7	-	56.8	37.9	11.8
	2015 (%)	64.5	71.5	57.9	71.6	>98.0	54.1	82.4	83.3	53.2	30.3	6.3
	2014 (%)	73.5	76.3	70.8	78.9	-	63.0	81.8	-	-	33.3	28.6
Math Proficiency	2016 (%)	35.4	32.8	37.8	45.1	-	24.5	72.7	-	27.6	10.7	17.6
	2015 (%)	27.1	24.3	29.8	35.9	<2.0	18.2	37.5	40.0	16.8	12.9	13.3
	2014 (%)	56.3	55.1	57.5	59.4	-	45.7	90.9	-	-	30.0	21.4

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/>.

**The Academy for Technology and the Classics
Charter School PARCC Results**

School	PARCC Assessment	Count of Students	Total Proficiency
ATC	ELA11	44	90.9
Statewide	ELA11	21,193	44.7
Santa Fe Public Sch	ELA11	687	35.3

ATC	ELA10	44	86
Statewide	ELA10	21,193	44.7
Santa Fe Public Sch	ELA10	687	35.3

ATC	ELA 9	71	60.6
Statewide	ELA 9	24,167	27.5
Santa Fe Public Sch	ELA 9	853	21.8

ATC	ELA 8	69	59.4
Statewide	ELA 8	23,448	25.7
Santa Fe Public Sch	ELA 8	817	23

ATC	ELA 7	72	53.2
Statewide	ELA 7	23,614	23
Santa Fe Public Sch	ELA 7	876	24.7

ATC	Algebra II	64	40.7
Statewide	Algebra II	20,576	15.7
Santa Fe Public Sch	Algebra II	623	10.9

ATC	Geometry	63	39.7
Statewide	Geometry	22,323	15.4
Santa Fe Public Sch	Geometry	911	5.7

ATC	Algebra I	88	35.2
Statewide	Algebra I	26,312	19.2
Santa Fe Public Sch	Algebra I	1,020	8.9

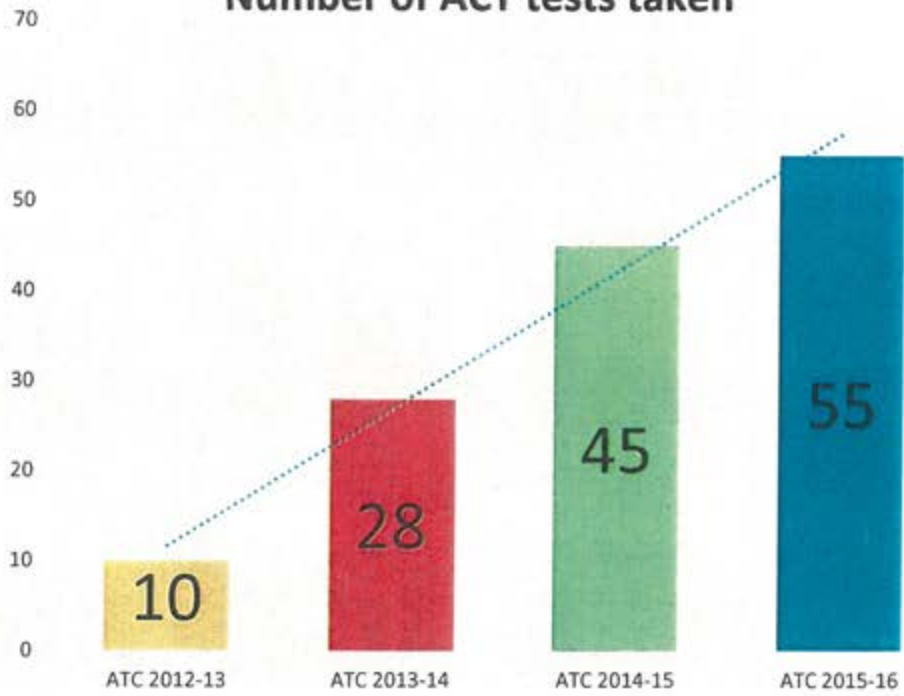
ATC	7th Grade Math	55	32.7
Statewide	7th Grade Math	23,760	16.9
Santa Fe Public Sch	7th Grade Math	878	15.7

MATH				ELA				SCIENCE							
Pre-Alg	2015	n = 62		2016	n = 65	ELA 08	2015	n = 71	2016	n = 69	7th SBA	2015	n = 69	2016	n = 65
PL = 5	0	0.0%	1	1.5%	PL = 5	4	5.6%	5	7.2%	PL = 4	17	24.6%	19	29.2%	
PL = 4	14	22.6%	18	27.7%	PL = 4	33	46.5%	37	53.6%	PL = 3	31	44.9%	28	43.1%	
PL = 3	22	35.5%	19	29.2%	PL = 3	20	28.2%	18	26.1%	PL = 2	17	24.6%	15	23.1%	
PL = 2	20	32.3%	16	24.6%	PL = 2	11	15.5%	9	13.0%	PL = 1	4	5.8%	3	4.6%	
PL = 1	6	9.7%	11	16.9%	PL = 1	3	4.2%	0	0.0%						
		22.6%		29.2%			52.1%		60.9%			69.6%		72.3%	
Mat 08	2015	n = 8		2016	n = 10	ELA 07	2015	n = 69	2016	n = 64					
PL = 5	0	0.0%	0	0.0%	PL = 5	13	18.8%	4	6.3%						
PL = 4	0	0.0%	1	10.0%	PL = 4	28	40.6%	30	46.9%						
PL = 3	0	0.0%	0	0.0%	PL = 3	17	24.6%	17	26.6%						
PL = 2	4	50.0%	4	40.0%	PL = 2	10	14.5%	7	10.9%						
PL = 1	4	50.0%	5	50.0%	PL = 1	1	1.4%	6	9.4%						
		0.0%		10.0%			59.4%		53.1%						
Mat 07	2015	n = 53		2016	n = 55										
PL = 5	0	0.0%	1	1.8%											
PL = 4	14	26.4%	17	30.9%											
PL = 3	22	41.5%	19	34.5%											
PL = 2	16	30.2%	12	21.8%											
PL = 1	2	3.8%	6	10.9%											
		26.4%		32.7%											

The Academy for Technology and the Classics
2016 PARCC and SBA Scores

MATH				ELA				SCIENCE							
Grade	2015	n	%	Grade	2015	n	%	Grade	2015	n	%	Grade	2016	n	%
Alg 02	2015	n = 51		ELA 11	2015	n = 41		HS SBA	2015	n = 44		ELA 11	2016	n = 44	
PL = 5	3	5.9%		PL = 5	18	43.9%		PL = 4	6	13.6%		PL = 5	7	15.6%	
PL = 4	25	49.0%		PL = 4	15	36.6%		PL = 3	27	61.4%		PL = 4	28	62.2%	
PL = 3	14	27.5%		PL = 3	7	17.1%		PL = 2	9	20.5%		PL = 3	12	26.7%	
PL = 2	6	11.8%		PL = 2	1	2.4%		PL = 1	2	4.5%		PL = 2	0	0.0%	
PL = 1	4	7.8%		PL = 1	0	0.0%						PL = 1	0	0.0%	
3+		54.9%				80.5%									77.8%
Geo 01	2015	n = 76		ELA 10	2015	n = 56									
PL = 5	0	0.0%		PL = 5	15	26.8%		ELA 10	2016	n = 57		PL = 5	25	43.9%	
PL = 4	17	22.4%		PL = 4	26	46.4%		PL = 4	24	42.1%		PL = 4	24	42.1%	
PL = 3	41	53.9%		PL = 3	8	14.3%		PL = 3	5	8.8%		PL = 3	5	8.8%	
PL = 2	18	23.7%		PL = 2	6	10.7%		PL = 2	2	3.5%		PL = 2	2	3.5%	
PL = 1	0	0.0%		PL = 1	1	1.8%		PL = 1	1	1.8%		PL = 1	1	1.8%	
3+		22.4%				73.2%									86.0%
Alg 01	2015	n = 100		ELA 09	2015	n = 72									
PL = 5	0	0.0%		PL = 5	15	20.8%		ELA 09	2016	n = 71		PL = 5	6	8.5%	
PL = 4	20	20.0%		PL = 4	32	44.4%		PL = 4	37	52.1%		PL = 4	37	52.1%	
PL = 3	36	36.0%		PL = 3	10	13.9%		PL = 3	20	28.2%		PL = 3	20	28.2%	
PL = 2	28	28.0%		PL = 2	11	15.3%		PL = 2	5	7.0%		PL = 2	5	7.0%	
PL = 1	16	16.0%		PL = 1	4	5.6%		PL = 1	3	4.2%		PL = 1	3	4.2%	
		20.0%				65.3%									60.6%

Number of ACT tests taken



Composite ACT average scores



**2016-2017 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2015-2016 STARS FINAL 80/120 DAY AVERAGE**

Charter Name **ACADEMY FOR TECH & CLASSICS** Charter Number **071-024**

	3Y DD	4Y DD	C & D-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
PRE-K						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7			1.00		64.00	65.00
Grade 8			1.00		70.50	71.50
Grade 9			1.00		71.00	72.00
Grade 10					59.00	59.00
Grade 11					49.00	49.00
Grade 12			2.00		40.50	42.50
Totals	0.00	0.00	5.00	0.00	354.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

Is this a Charter School? Y

Is this for the 40th Day? N

PRE-K FTE	0.00
TOTAL GRADES 1-12	359.00
SUBTOTAL MEM	359.00
TOTAL MEM	359.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
PRE-K and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
Basic Program (Grade Total)					
Grade 01	0.00	1.20	0.000		
Grade 02	0.00	1.18	0.000		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	65.00	1.25	81.250		
Grade 08 *	71.50	1.25	89.375		
Grade 09 *	72.00	1.25	90.000		
Grade 10 *	59.00	1.25	73.750		
Grade 11 *	49.00	1.25	61.250		
Grade 12 *	42.50	1.25	53.125		
* Includes Vocational Weighting					
				Basic Program Units	448.750

	MEM	Factor			
Special Education					
C & C-Gifted	5.00	1.00	5.000		
D & D-Gifted	0.00	2.00	0.000		
3 & 4 Yr. DD		2.00	0.000		
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	85.50	0.70	59.850	Special Ed. Units	64.850
Adjusted Ancillary FTE	0.24	25.00		Ancillary FTE Units	6.000
				Total Special Education Units	70.850

	MEM	Factor			
Elementary Fine Arts Program					
		0.0500		Fine Arts Program Units	0.000

	HOURS	MEM	FTE	Factor		
Bilingual Program						
	1		0.00			
	2		0.00			
	3		0.00			
Total Bilingual		0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)						

	MEM	Factor			
Elementary P.E. Program					
		0.060		Elementary P.E. Units	0.000

**2016-2017 STATE EQUALIZATION GUARANTEE COMPUTATION
REVENUE ESTIMATE WORKSHEET
BASED ON
2015-2016 STARS FINAL 80/120 DAY AVERAGE**

				TOTAL MEMBERSHIP PROGRAM UNITS	519,600
				Audited T & E Index (Oct 2015)	1.049
National Board Certified Teachers				ADJUSTED PROGRAM UNITS	545,060
FTE:	Factor			National Board Certified Teachers Units:	1,500
1,000	1.500				
Size Adjustment Units				Charter Schools not eligible for District Size	
	UNITS			School Size Adjustment Units	65,136
Elementary/Mid/Jr. High	0.000			Rural Schools not eligible for District Size	
Senior High	65,136			District Size <4,000 Adjustment Units	49,017
District Size(<4,000)	49,017			Charter Schools not eligible for District Size	(49,017)
				District Size <200 Adjustment Units	0.000
District Size(<200)	0.000				0.000
				Rural Isolation Units	0.000
				New District Adjustment Units	0.000
At-Risk Units	At-risk Index	MEM		At Risk Units	26,925
2016-2017:	0.075	359.00			
Charter Schools Student Activities				Growth Units	26,300
(Districts Only)	MEM	Factor		CHARTER Schools Student Activities Units	0.000
		0.100		(Charters not eligible for CS Student Activities)	0.000
Home School Student Activities				Home School Student Activities Units	0.000
(Districts Only)	MEM	Factor		(Charters not eligible for Home School Student Activities)	0.000
		0.100			
Home School Student Program Units				Home School Student Program Units	0.000
(Districts Only)	# of Students	# of Classes	Factor	(Charters not eligible for Home School Student Activities)	
			0.250	(Charters not eligible for Home School Student Activities)	
				TOTAL PROGRAM UNITS	664,921
				Save Harmless Units	0.000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2015-16 Actual 40th Day MEM: (Enter the District Mem EXCLUDING Charter Mem)	368,500
2016-17 Projected MEM: (Enter the District Mem EXCLUDING Charter Mem)	380,000
2016-2017 Actual 40th MEM: (Enter the District Mem EXCLUDING Charter Mem)	1,000
Save-Harmless Data	
2016-2017 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	
Growth Data	
2016-17 Operating Budget Calculation	26,300
Op-Bud takes 75-76 40 Day compared to 16-17 Mem Proj. FTE	
40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

GRAND TOTAL UNITS	664,921
x Unit Value	\$6,040.24
PROGRAM COST	\$2,686,440.42
Non-Categorical Revenue Credits:	
Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44103)	
Federal Forest Reserve (44204)	
Total Non-Cat Rev Credits	\$0.00
LESS: 75% of Non-Categorical Revenue Credits	30.00
Other Credits/Adjustments:	
Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	
Total Other Credits	\$0.00
LESS: Other Credits/Adjustments	\$0.00
	(\$53,728.81)

Early Dismissal

ATC recognizes that students' school attendance is directly related to their academic success. ATC College Crew assigns each student a College Crew Leader who assists the student with preparing for college in accordance with the goals of a college prep education. The College Crew Leaders will support regular school attendance and support academic success for each of their students.

On one designated day per week that school is in session beginning the fifth week of school, students with satisfactory school attendance and grades, as outlined below, will be released at 2:30 pm.

Bus transportation on early dismissal days will be provided at the regular dismissal time.

Students eligible for early dismissal may remain at school and may attend a study hall or an ATC-approved activity. Early dismissal days are not intended as a time for eligible students to socialize on campus.

Parents/guardians are responsible for making transportation arrangements for students released at 2:30 pm. Students who leave campus must sign out prior to leaving campus on each early dismissal day. The ATC administration will notify parents in writing at the beginning of each school year of the requirement that they make transportation arrangements for their children for early dismissal days.

Students who have unsatisfactory attendance as further described or who have an average of 60 or below in any class, or who are in need of tutorials, as determined by the student's teacher, will stay at school on the designated day until regular dismissal. Students with 3, 5 and 7 excused or unexcused absences in a semester may be assigned to tutorials after those absences are identified or at the discretion of the teacher. Students with 10 or more absences may be assigned to tutorials until regular dismissal through the end of the semester.

Students required to stay on campus until regular dismissal will do schoolwork, attend a tutorial, participate in a parent/teacher conference, or engage in another educational activity, as directed by the student's College Crew Leader.

Early dismissal gives teachers an opportunity to hold parent/teacher conferences, provide tutorials, and assist students with their work. Early dismissal days are not intended as a time for teachers to plan classes, grade homework or tests, or engage in similar activities that are not directly assisting students.

Addressing Excused and Unexcused Absences

The following procedure will be followed for students with excused and unexcused absences:

- After 3 absences from any class during a semester, the student's College Crew Leader will contact the student's parents/guardian via telephone or call a meeting to notify the parents/guardian of the absences.

- After 5 absences from any class, the student and his/her parents/guardians will meet with the College Crew Leader to discuss the reason(s) for the absences and how the student can improve his/her attendance.
- After 7 absences from any class, the student's grade level team will meet with the student and his/her parents/guardian to develop a written plan for improved attendance.
- After 10 absences from any class, the student's grade level team will meet to determine a course of action which may include the following:
 - The student may lose credit for a class or classes for the semester.
 - The student may lose credit for a class or classes for the semester, and the student's grade level team may develop a credit recovery intervention plan. The plan will be in writing and will set forth what is required of the student to restore credit of a class or classes. The student, the student's parents/guardian and the team will sign the plan. Credit for the class or classes may only be restored if the team certifies at the end of the semester that the student has complied with all requirements in the plan. If there are extenuating circumstances, such as illness, hospitalization or participation by the student in homebound instruction during absences, the team may restore credit at its discretion.

This procedure is not intended to limit additional contact between ATC and the student and parents/guardian or to prohibit imposition of additional requirements or restrictions on students with absences.

Unexcused absences may result in additional disciplinary action, which may include but is not limited to immediate parent/guardian contact, detention, and referral to the Children, Youth and Families Department.

Notification of Student Absences

It is the responsibility of students' parents/guardians to request ATC to excuse a student's absence, except absences due to school sponsored/sanctioned activities. Notification of an excused absence must be given to ATC within 3 days of a student's return to school or the excuse will not be accepted. Three consecutive absences require a health care provider's note.

Parents/guardians may excuse a student's absence of up to 5 days by telephone to the school. After 5 absences, any subsequent absence must be excused by health care provider's note or other appropriate documentation from the parents/guardian, or the absence will be unexcused.

Excused Absences

Excused absences include short and long term mental and physical illnesses, observance of religious holidays, bereavement, school suspensions, a court summons, school sponsored/sanctioned activities, hazardous weather conditions, pre-approved parent requested absences for educational travel or other approved purposes, and other circumstances that, in the judgment of the ATC Principal, constitute good cause for absence from school.

The following absences or tardiness will be excused by the school without the need for parents/guardian to contact the school:

- Late bus arrivals
- Hazardous weather conditions: Weather conditions that would endanger the health or safety of the student when in transit to and from school, as approved by the Principal
- Short-term suspension: Removal from school for 1 to 5 days for disciplinary reasons
- Long-term suspension: Removal from school for 6 days or longer for disciplinary reasons following a formal due process hearing
- School sponsored/sanctioned activities, including activities held by school clubs, athletics, extracurricular activities, and curricular classes.

Unexcused Absences

- Any absence that doesn't fall into the excused category.
- Critical Time During the School Year Will Not Be Excused:
 - These include the final weeks of the semester during scheduled final exams (unless student has completed enough credit to have completed the course early).
 - During the New Mexico Public Education Department required testing cycles

"We're calling to let you know that your student has had three absences."

"I know. They were sick. Why are you calling me?"

"ATC has implemented a attendance plan that notifies parents of absences at the 3, 5, 7, and 10 day mark. If students have more than 10 absences, the state has said the student could lose credit for the course for non-attendance. This is our effort to keep you informed of this. After 7 absences, the grade level team will meet with you and your child to discuss attendance and a plan for improved attendance."

"But we don't want you to send kids to school who are sick."

"No we don't want to send students to school who are sick. If they have a doctor's note, please send it to school for our records."

ATC Late Work and Make Up Work Policy

ATC 301

ATC prepares students to be successful in college as well as develop employment skills. Turning school work in on time provides students with the structure necessary to develop time management skills and task completion skills. This policy is intended to contribute to solid work habits and academic success.

Late Work

Work turned in on the due date may receive up to 100% credit.

Worked turned in after the due date will receive up to 60% credit. Students have one early release (ER) to complete work, and then the late work is due the following Monday. If the work is not turned in by the following Monday, the grade becomes a hard zero.

Students may ask teachers for an extension for work due. The deadline for asking for an extension is 4:00 pm the day before the assignment deadline. Teachers will grant the extension, however, excessive requests for extensions on assignments will be evaluated and addressed on an individual basis. The decision to grant or deny additional extensions lies within the discretion of the teacher.

Teachers will make best efforts to assign major projects with a minimum of one week (7 days) notice so that students can budget their time and have at least one weekend to work on the major assignment.

Make-Up Work

It is the student's responsibility to ask his/her teachers for schoolwork missed during absences and to complete all work missed. Make-up work must be provided by teachers if requested by a student. In addition, teachers will offer the resources necessary for students to learn missed material.

Students who have an excused absence, in accordance with Santa Fe Public Schools Compulsory School Attendance Policy No. 300, will be provided the same number of days to make up school work as they were absent. For example, if a student is absent 3 days, the work is due 3 days after he/she returns and the student may receive up to 100% credit for the make-up work. If make-up work is turned in later, students will receive up to a 60% credit. Students have one ER to complete work, and then the late work is due the following Monday.

The Academy for Technology and the Classics: Adopted June 5, 2013; revised September 17, 2015

ATC Teacher Expectations

Plan and collaborate with colleagues.

Return all parent phone calls and emails within 24 hours.

Meet with their College Crew team on the 1st and 3rd Friday of each month for lesson planning.

Provide tutoring and/or make parent contact about absences and and/or grades on early release Thursdays. Parent contact will be recorded on the ATC Parent Contact Share Spreadsheet.

Students should have some type of assessment/homework entered into PowerSchool each week.

PowerSchool (grades) should be updated every Tuesday by 4:00 so that College Crew teachers can assign ER.

Attend all faculty and departmental meetings and be on time.

Teacher website should be updated each week.

Lesson plans are to be uploaded in the share folder on Monday for the upcoming week.

Teachers are expected to have a measurable learning target for each day in the lesson plan and the learning target should be written on the board. Teachers should have a method by which to measure the day's learning by some type of activity like an exit ticket, quiz, project, etc.

Teach students routines and expectations.

1. Students should have an entry routine.
2. Students should have a DO NOW on the board for the beginning of the period.
3. Transitions should be practiced so that time isn't wasted.
4. A routine for moving materials should be established.
5. Restroom procedures should be in place so as not to cause a disruption and minimize loss of class time.
6. School adopted rules should be consistently enforced (tardy policy, electronic device policy)

Students should not be allowed to study outside without teacher supervision. Allowing students do work outside the classroom when the teacher is inside the classroom results in students being off task and unsupervised.

Teacher Signature

Principal Signature



The Academy for Technology & the Classics

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Established in 2000