

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: June 15, 2018
- II. Item Title: Discussion and Possible Action on Charter School Amendments, Explore Academy
- III. Executive Summary and Proposed Motions:

Request and Rationale

Explore Academy (EA) requests to amend Page 3 of its Performance Framework, Academically-Oriented Mission Specific Indicator.

The school requests to remove the following goal from its Performance Framework:

2.b. Based on the school's chosen short cycle assessment, Riverside Interim Assessment, 75% of students will either:

Measure at proficiency or above in the area of reading

OR

Demonstrate one year's growth in the area of reading.

The school states the following rationale for its request:

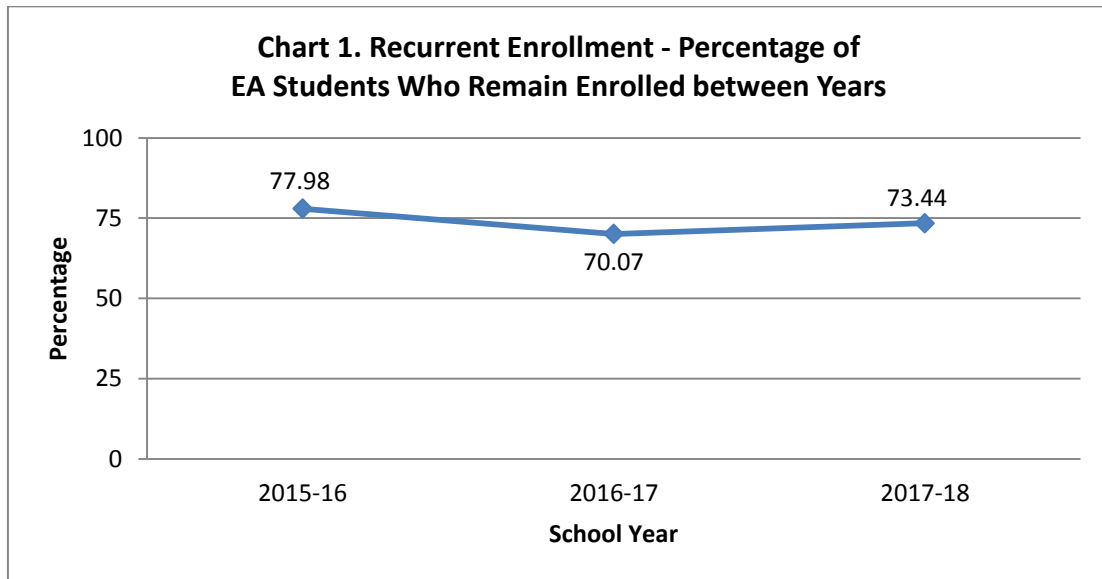
In its initial draft, the school planned to utilize the Riverside Interim Assessment, however, Riverside Interim Assessment underwent a significant change with the testing company, Houghton Mifflin Harcourt, changing the test structure from the version that was considered when Explore Academy chose to utilize the Riverside Assessment. Scores from one year to the next would no longer align properly as the goal of the assessment's reconstruction was geared for alignment with Iowa state assessments, making it impossible to draw a parallel between the new Riverside and the PARCC data from each spring, thus making it an illogical short cycle in measuring student growth and/or proficiency as the alignment with PARCC is no longer linked. While both are aligned to Common Core, the school could no longer use PARCC data as a third measured benchmark in a series of short-cycle assessment where the PARCC alignment no longer existed.

School History and Recurrent Enrollment

Explore Academy (EA) was approved by the Public Education Commission (PEC) in 2013. The school began serving students during the 2014-15 school year. According to the school's contract, "Explore Academy offers a revolutionary educational system which focuses on strong core education and college readiness through the philosophy of academic choice." Additionally, the school offers a unique schedule structure, as outlined in the school's contract, "Class length will be trimmed to 4.5 weeks from the common 18-week/36-week semester format, with traditional courses divided into their constituent units and each unit becoming its own class." At EA, students must pass the exit-exam at the conclusion of each 4.5 week unit to gain academic credit.

The school is authorized to serve grades 9-12 and its enrollment cap is 500. According to the 2017-18 *120D STARS Enrollment* report, the school had 238 students enrolled. EA's student enrollment data demonstrates that 77.98% of the students who completed the school year in 2014-15 returned to the school in the 2015-16 school year. EA's student enrollment data demonstrates a decline from the previous year with only 70.07% of the students who completed the school year in 2015-16 returned to the school in the 2016-17 school year. However, the school saw a 3% increase in its recurrent enrollment for the SY18 year where 73.44% of eligible students returning to the school.

Though the school's recurrent enrollment rate saw a slight increase in 2017, the school has not met the PEC's recurrent enrollment target of 85%, for the past three years. See Chart 1, below.



Source: *STARS Charter Enrollment Report*

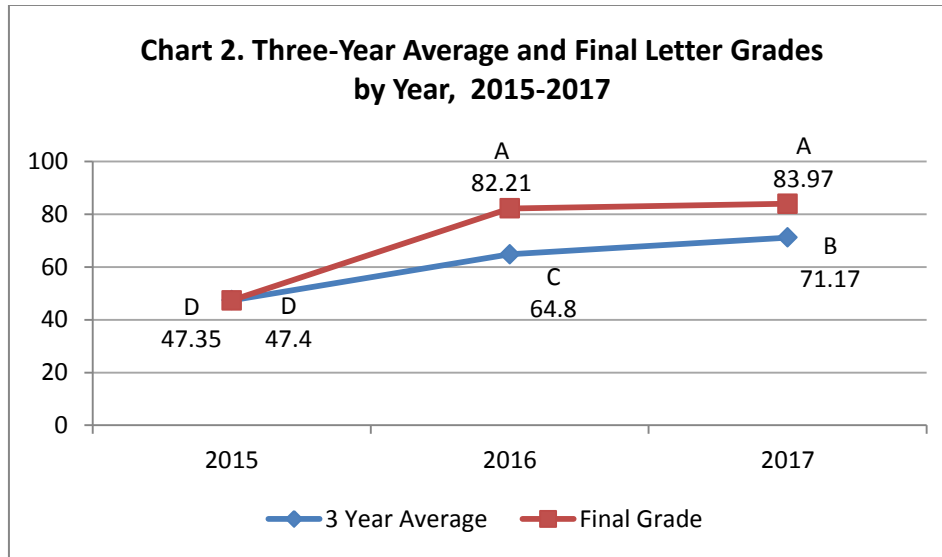
School Performance

While the school has shown significant overall growth for the past three years, and earned an overall A grade in 2017, a deep review of academic performance reveal some achievement gaps among various student subgroups. This section provides an overview of school performance and provides analysis of various indicators from the school grade reporting.

Chart 2, below, illustrates EA's three-year average grade and its overall school grade from 2015 through 2017. The school's final grade (red line) and the school's average grade (blue line) has significantly improved since the 2015, maintaining an overall A grade report for the past two years.

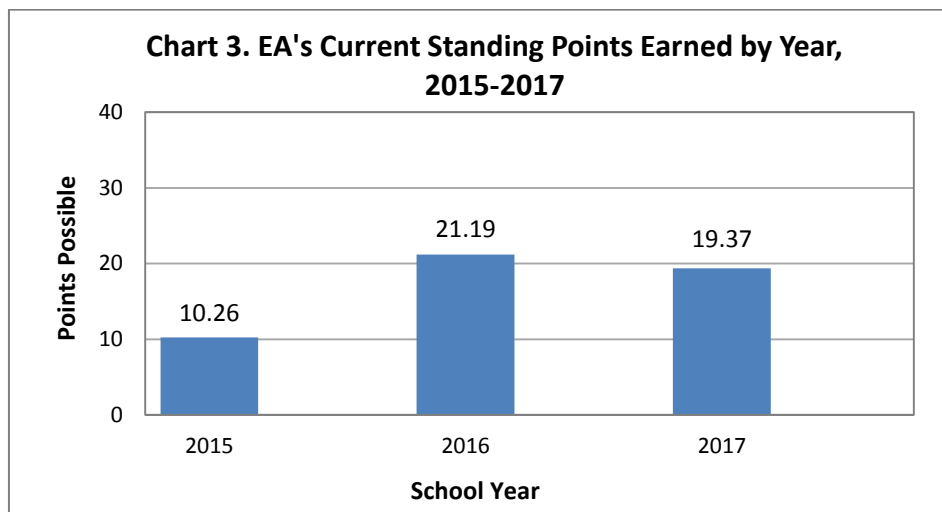
EA has earned the following school grades:

- In 2014-2015 the school grade was a D (47.35).
- In 2015-2016 the school grade was an A (82.21).
- In 2016-2017 the school grade was an A (83.97).



Source: School Grade Report, 2015-2017

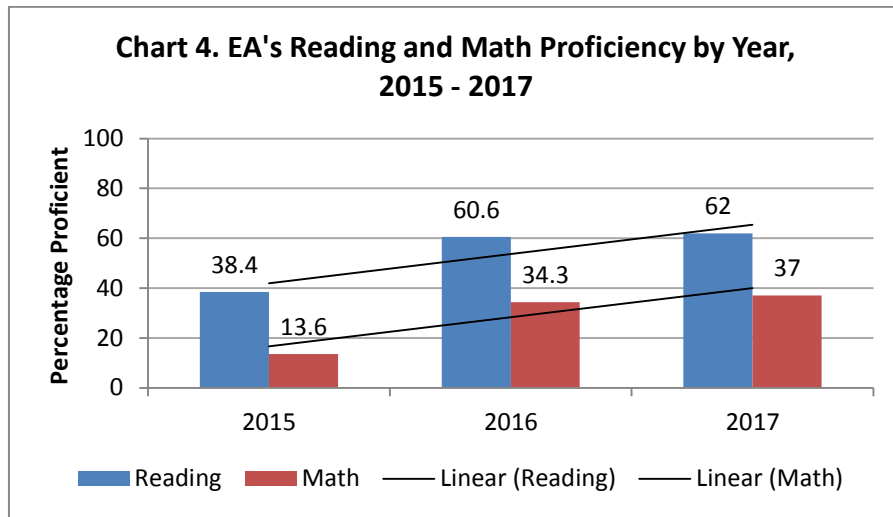
Current standing. This indicator accounts for the greatest portion of a school’s overall grade, with up to 30 possible of the 100 points. This indicator is broken into four components with points for: reading proficiency; *growth* in reading proficiency; math proficiency; and *growth* in math proficiency. In 2017, the points possible are as follows: 10 points for reading proficiency; 5 points for growth in reading proficiency; 10 points for math proficiency; and 5 points for growth in math proficiency. Chart 3, below, illustrates the total points EA earned in the current standing indicator for the last three years.



Source: School Grade Report

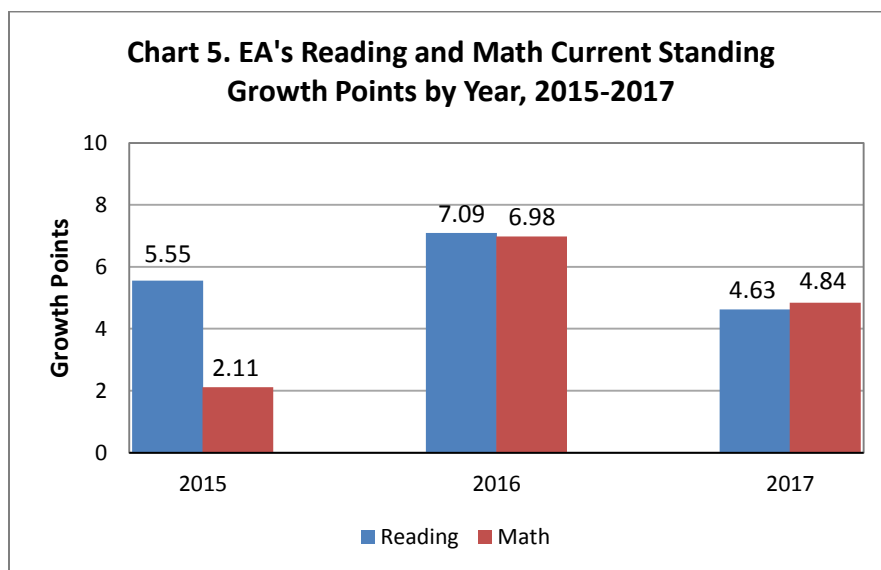
Reading and math proficiency. In 2017, the statewide average reading proficiency was 28.6% and math proficiency was 19.7%. Over the past three years, the school’s overall reading proficiency shows an increase of 23.6% growth while math proficiency shows an increase of 23.4% growth. The school’s 2017 school report card indicates that 62% of EA’s students were proficient in reading and 37% of the school’s students were proficient in math, outperforming the statewide average in both areas.

Chart 4, below, illustrates the students' academic proficiency percent rates in reading and math over the last three years.



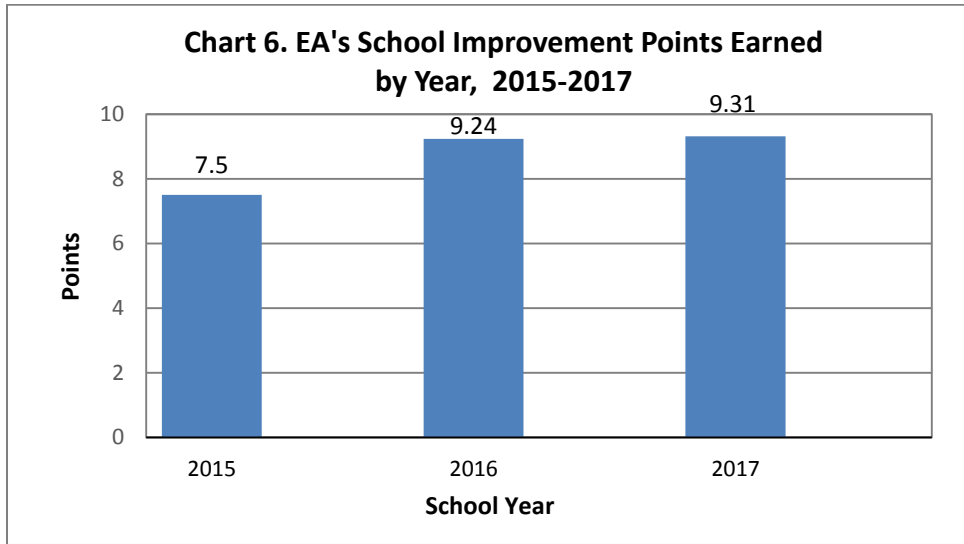
Source: School Grade Report, 2015-2017

Chart 5, below, illustrates the reading and math growth points earned within the current standing indicator. Please note that in 2017, 5 points were possible for reading growth and 5 points were possible for math growth, for a total of 10 possible points overall. In the two previous years, growth points were weighted differently, (in 2015 10 possible points overall and in 2016 15 possible points overall), within this indicator. In 2017, EA earned 4.63 and 4.84 in reading and math growth points, respectively, for a total of 9.47 points, earning nearly all of the 10 possible growth points in the current standing indicator.



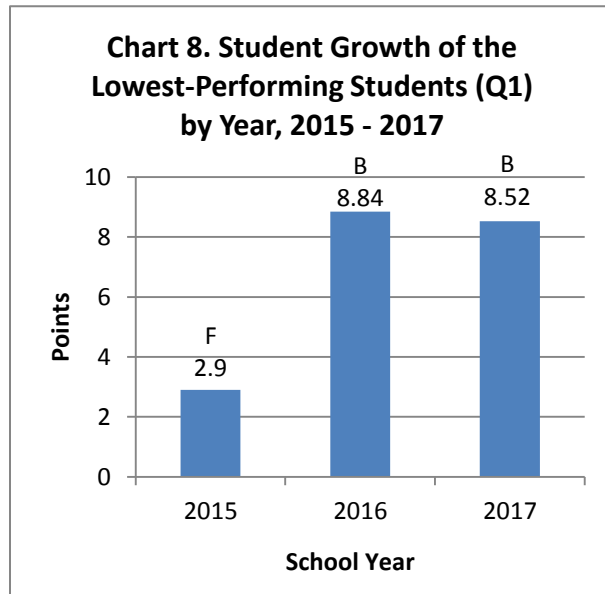
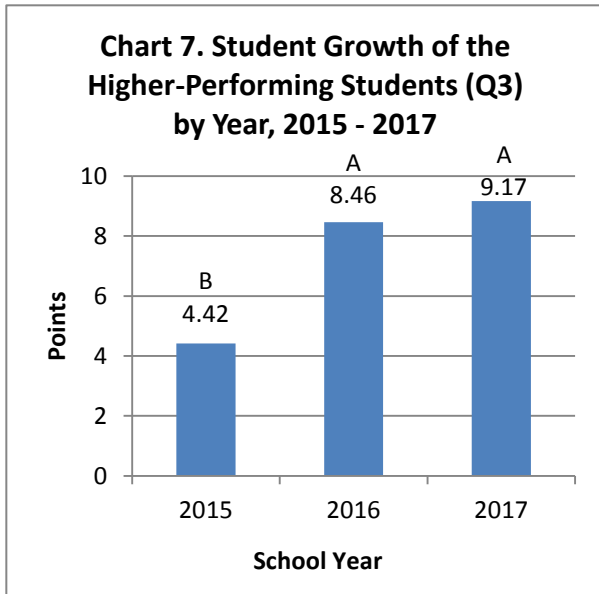
Source: School Grade Report

School improvement. This indicator accounts for a smaller portion of a school’s overall grade, with up to 10 possible of the 100 points. Chart 6 below, illustrates consistent overall school improvement over the past three years. In 2017, the school earned nearly all of the 10 possible points, within this indicator.



Source: School Grade Report

Higher-performing and lowest-performing students. In the state’s school grade reporting, growth is also reported among the school’s higher-performing and its lower-performing students. Over the last two years, the school’s higher-performing students have outperformed the state average of 3.6 points out of the possible 10 points, on this indicator. See Chart 7, below. Additionally, the school has also demonstrated significant improvement and growth in its lowest-performing students, the school also outperformed the state average of 7.7 points, on this indicator. See Chart 8.

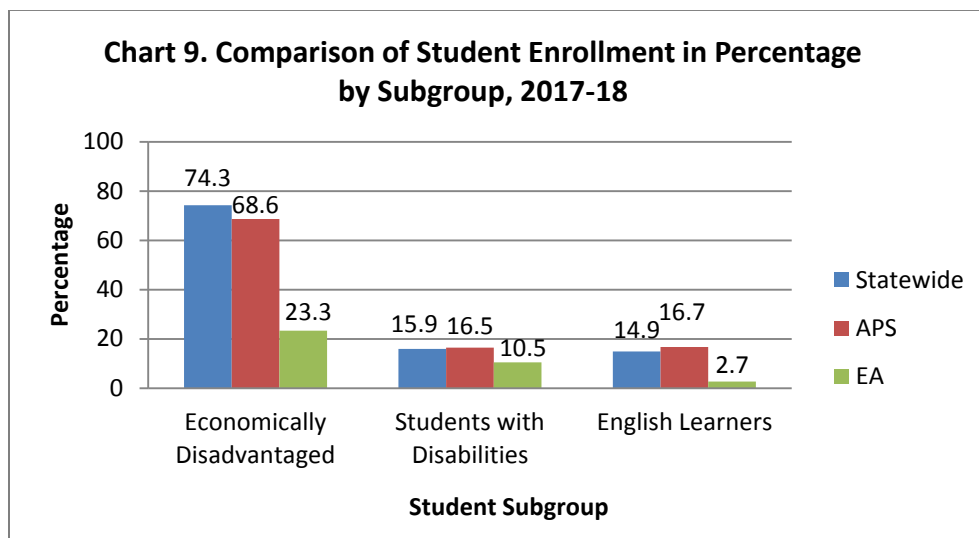


Source: School Grade Report

Moreover, for the past years, the school has earned an A grade among its higher-performing students and a B grade among its lower-performing students, in this indicator.

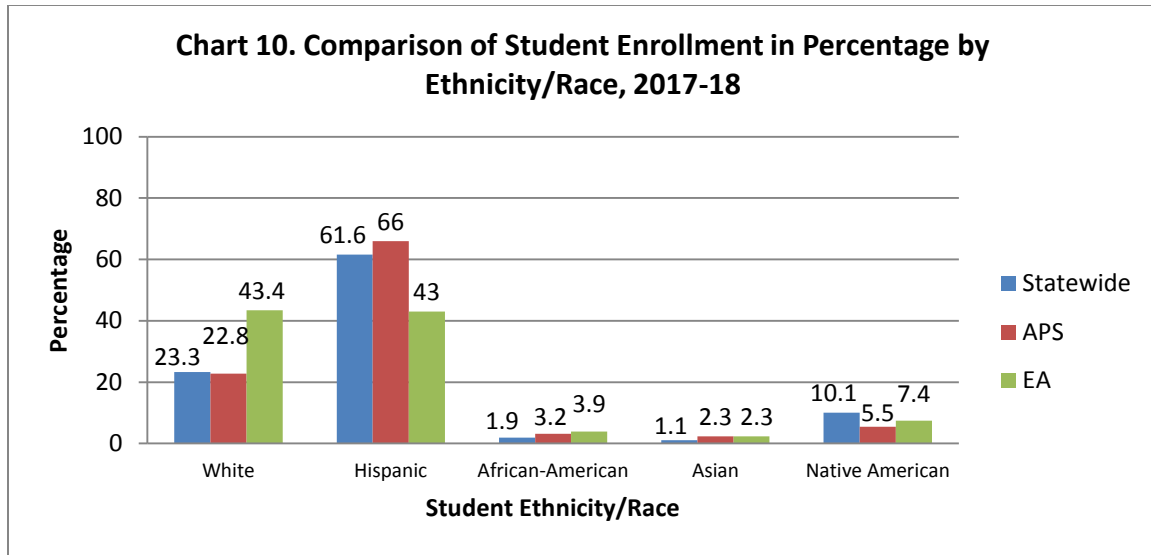
Student Enrollment and Academic Performance by Subgroup

Enrollment. While the previous section examined overall school performance, the following section notes differences in the school’s student subgroup demographics and academic performance. Student demographic data is compared to the state and local school district, Albuquerque Public Schools (APS). The school serves a significantly lower percent of economically disadvantaged students (23.3%) when compared to APS (68.6%). Chart 9 below, illustrates that EA serves less than half the percentage of economically disadvantaged students when compared to APS, a 45.3% difference. Even more concerning is that the school only serves 2.7% EL students whereas APS reports serving 16.7% EL students. These discrepancies are concerning since the school’s population does not mirror the local school district’s population. The school should review and address any data discrepancies but also review and improve its EL identification procedures.



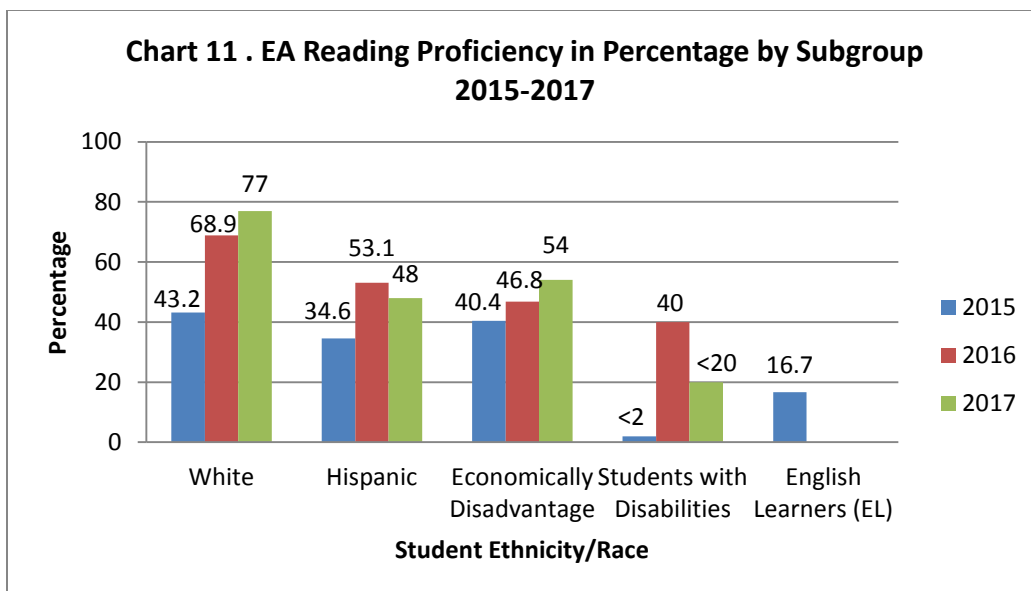
Source: STARS Demographics with Charts Report

The data also demonstrates that the school serves a significantly higher White student population (43.4%) when compared to APS (22.8%). Almost half of the school’s population is White, which is more than double that of APS’ White student population. Additionally, the school serves a lower percentage of Hispanic students (43%) when compared to APS (66%), representing a difference of over 20%. See Chart 10, below.



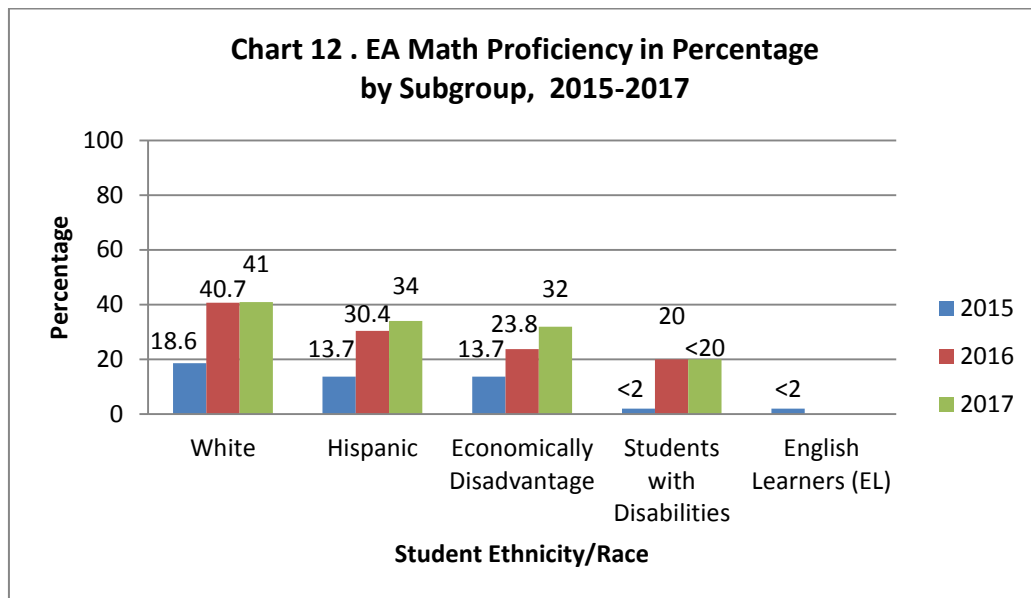
Source: STARS Demographics with Charts Report

Academic performance. As the data is further disaggregated by subgroup, large achievement gaps across some student subgroups are revealed. In 2017, the difference in reading proficiency for the school’s two largest student subgroups, (White and Hispanic students), demonstrates a 29% proficiency gap. However, the school’s data does show consistent growth in the reading proficiency for its economically disadvantaged students over the past three years. Additionally, for the past two years, EL student data was not reported for reading proficiency and yet the school does serve a small EL population. The school should review and address any data discrepancies, and again should not only review and improve its EL identification procedures but address how it might better support the academic needs of all student subgroups to improve reading proficiency and close achievement gap among its students. See Chart 11, below.



Source: School Grade Report

Although, not as large of a gap as the school’s reading proficiency gap, the school’s data also reveals achievement gaps in math proficiency between some of the school’s student subgroups; the consistent achievement gaps among subgroups is concerning. At EA, the math proficiency of White students (41%) is 7% higher than the math proficiency of Hispanic students (34%), in 2017. Furthermore, the data reveals this is a consistent trend for the school among all three years when comparing math proficiency between the White and Hispanic student populations. Similar to the growth trend in reading proficiency of the school’s economically disadvantaged students, the school’s data demonstrates consistent growth in math proficiency for its economically disadvantaged student population, over the past three years. Additionally, for the past two years, EL student data was not reported for math proficiency and yet the school does serve a small EL population. The school should review and address any data discrepancies, and should also review and/or improve its EL identification procedures as well as address how it might better support the academic needs of all its student subgroups to improve math proficiency of its students. See Chart 12, below.



Source: School Grade Report

When comparing the school’s student enrollment and academic proficiency data of EL students, it is not only concerning that few ELs are part of the school’s population but that the few that are enrolled may not be performing well. To reiterate, the school should improve its procedures for identifying EL students and ensure once identified, EL students are receiving adequate instruction and support to address their language learning needs. As evidence above, the school’s data demonstrates achievement gaps between some of its subgroups and the school should address these large discrepancies.

Organizational Performance Evaluation

2016-2017 Performance Framework – Summary of Final Evaluation. To be rated as meeting the standard on its performance framework, a school must be found in compliance with all applicable statutes, regulations, Authorizer and PED policy related to the indicator and demonstrated such compliance during its annual site visit(s). Schools that are found non-compliant have those indicators flagged as concerns and notified of non-compliance (on site visit during exit meeting and then in Web-EPSS). In response, schools must provide the requested follow-up evidence and documentation demonstrating actions taken that result in compliance. If the conditions are met, the school's rating on the indicator is updated to *Working to Meet Standard*. Schools that do not institute remedies that result in compliance or prompt and sufficient movement toward compliance are rated as *Falls Far Below Standard*.

The Final evaluation of EA's 2016-2017 performance framework demonstrates the following final ratings: 1 indicator rates as *Exceeds Standard*, 16 indicators rates as *Meets Standard*; 6 indicators rated as *Working to Meet Standard*; 3 indicators rated as *Falls Far Below Standard*; and 2 indicators rated as *Not Applicable*. Indicators rated as ***Falls Far Below Standard*** on the 2016-2017 Performance Framework:

- **Mission-specific indicators were not met:** The school either did not submit adequate evidence and supporting documentation to verify that its mission-specific indicators for math and/or reading or the data provided indicated that it did not meet its established mission-specific goals.
- **Not meeting financial reporting and compliance requirements:** The school did not provide evidence demonstrating that the school instituted remedies to correct the internal control structure (other matter) audit finding.
- **Not meeting business management reporting and compliance requirements:** The school did not provide evidence demonstrating that the school instituted policies to correct the internal control structure (material weakness and cash management) audit finding.
- **Not complying with health and safety requirements:** The school did not provide evidence demonstrating an approved safe school plan along with evidence demonstrating action toward implementation of visitor check-in procedures.

The school's 2017-2018 site visit has been conducted, however its evaluation has not been finalized. For the current school year, the school has 1 indicator rated as *Falls Far Below Standard*, since the school (though submitted) has not received approval of its safe school plan, as of May 16, 2018, which appears to be repeated from the prior year (noted above) in 2016-2017.

Additional Analysis on the Amendment Request

While the school's rationale for removing an Academically-Oriented Mission Specific Indicator is included on the first page of this analysis, the school states that the basis of the request is to remove Riverside Interim Assessment because, "*Riverside Interim Assessment underwent a significant change with the testing company, Houghton Mifflin Harcourt, changing the test structure from the version that was considered when Explore Academy chose to utilize the Riverside Assessment.*" According to the school's rationale, "*Scores from one year to the next would no longer align properly as the goal of the assessment's*

reconstruction was geared for alignment with Iowa state assessments, making it impossible to draw a parallel between the new Riverside and the PARRC data from each spring, thus making it an illogical short cycle in measuring student growth and/or proficiency as the alignment with PARCC is no longer linked.”

While the school has demonstrated acceptable *schoolwide* academic performance over the past two years, the school’s data nevertheless also reveals large and persistent achievement gaps among some of its student subgroups. Of particular concern, the school’s reading and math proficiency gaps between its White and Hispanic students have remained significant and relatively unchanged over the last three years. Therefore, if the school endeavors to continue to improve outcomes for all of its students and continue to provide a high-quality education option, it should conduct deep data analysis using all available data sources to address effectively persistent performance gap across all student subgroups.

The school’s charter contract expires in June 2019, and though the Charter School Renewal application is due in October 2018, Explore Academy submitted an “Intent to Renew” indicating it will be seeking to renew its charter contract with the PEC. The school has attended CSD Renewal trainings. If the school’s renewal application is approved by the PEC, the school will have an opportunity to negotiate any mission-specific goals that may better align with the school’s education program, however, not duplicate reading and math proficiency goals supported by PARCC student outcomes.

Recommendation

Given the school’s academic performance over the past two years, as indicated by its most recent school letter grades, the school has demonstrated acceptable academic progress. Also, the PEC recently adopted a new Performance Framework and Accountability System that eliminates duplicative goals with respect to reading and math proficiency in the new model since such performance is already accounted for in the new model. Because the school’s request is in line with the new Performance Framework and because the Riverside Interim assessment no longer measures the school’s mission-specific indicator or provides result reports that can adequately capture progress on the mission-specific indicator, the CSD recommends approval of this amendment request.

Proposed Motions

Change to the school’s Performance Framework – Academically-Oriented Mission Specific Indicator (removal of Riverside Interim Assessment goal).

- Move to approve the amendment request presented by Explore Academy to remove the mission-specific indicators for the Riverside Interim Assessment goal, as currently required in the school’s Performance Framework and school specific terms.

- Move to deny the amendment request presented by Explore Academy to remove the mission-specific indicator for the Riverside Interim Assessment goal, as currently required in the school’s Performance Framework and school specific terms because [PEC to provide reason(s) that the request should be denied].

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Please complete and submit this form to: **Attorney for the Public Education Commission**, New Mexico Attorney General's Office, P.O. Box 1508, Santa Fe, NM 87504

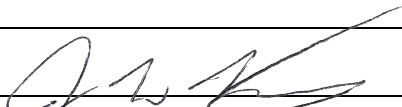
And

Amendment Request, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501, charter.schools@state.nm.us

Name of State-Chartered School: Explore Academy

Date submitted: 04/30/18 Contact Name: Justin Baiardo E-mail baiardo@exploreacademy.org

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section 2.b	Based on the school's chosen short cycle assessment, Riverside Interim Assessment , 75% of students will either: Measure at proficiency or above in the area of reading OR Demonstrate one year's growth in the area of reading [Further Riverside info provided]	[Remove short cycle assessment goal all together as the school is required to demonstrate proficiency levels on PARCC]	See attached below.	04/10/18

Original Signature of Governing Council President or Designee:  _____ Date: 4/10/18

Printed Name of Governing Council President or Designee: Jesse Pickard

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

APPROVED DENIED

Rationale for Amendment Request:

Goal two applies to English/language arts proficiency rates based on PARCC data. In meeting the goal, students could either demonstrate proficiency on PARCC or demonstrate one year’s growth, also measured through PARCC.

In its initial draft, the school planned to utilize the Riverside Interim Assessment, however, Riverside Interim Assessments underwent a significant change with the testing company, Houghton Mifflin Harcourt, changing the test structure from the version that was considered when Explore Academy chose to utilize the Riverside Assessment. Scores from one year to the next would no longer align properly as the goal of the assessment’s reconstruction was geared for alignment with Iowa state assessments, making it impossible to draw parallels between the new Riverside and the PARCC data from each spring, thus making it an illogical short cycle in measuring student growth and/or proficiency as the alignment with PARCC is no longer linked. While both are aligned with Common Core, the school could no longer use PARCC data as a third measured benchmark in a series of short-cycle assessment where the PARCC alignment no longer existed.

Because the school utilizes its own assessment structure, with exit exams administered every twenty-two days, Explore Academy would like to amend the language in its goal to eliminate the use of the Riverside Interim Assessment while still maintaining PARCC as the end-of-year measure for proficiency or one year’s growth in English (the essential component of the goal’s purpose). In the original goal, PARCC was structured as the third and final data metric in analyzing the school’s progress toward this goal; moving forward, the school would request that PARCC data is the single measure of proficiency and/or one year’s growth.

Revised 10-17-14

MINUTES



GOVERNANCE COUNCIL MEETING

5100 Masthead St. NE, Albuquerque, NM 87109

Tuesday, May 15th, 2018
5:30 p.m.

GENERAL SESSION

PART I – PRELIMINARY

- A. Call to Order – meeting called to order at 5:38 p.m.
 - a. Pledge of Allegiance
- B. Sign In/Ascertain Quorum
 - a. Attending members: Jesse Pickard, Shane Mulligan, Ralph Montano, Ray Barton, David Kulb, and John Garletts
 - b. Staff in attendance: Justin Baiardo and Ashley Wolfel
- C. Approval of Agenda
 - a. David Kulb moved for approval of the April agenda; Shane Mulligan seconded the motion; Vote was to approve (5-0)
- D. Approval of Minutes (March)
 - a. Ralph Montano moved for approval of the March minutes; Ray Barton seconded the motion; Vote to approve (5-0)

PART II – Budget

- A. Budget reports/update
 - a. Revenue report, expenditure report, outstanding POs, bills and disbursement, bank reconciliation.
- B. BARS
 - a. BAR 0030: Activities: athletics, prom, drama, etc., \$18,245
 - b. BAR 0031: Food service operation, \$2,378
 - c. BAR 0032: Advertisement for teacher recruitment, \$847
 - d. Ray Barton moved for approval of BAR-0030, BAR-0031, BAR-0032; Ralph Montano seconded the motion; Vote to approve (5-0)
- C. Budget for SY18-19 [Action Item]
 - a. This budget is based on enrollment of 380 students. We project ~430 students to be enrolled on the 40th day, and will likely see a significant increase in our SY18-19 budget along with compensatory payment from the Public Education Department in the following months.
- D. Salary Schedule for SY18-19 [Action Item]
 - a. On average, teachers at Explore Academy will receive a 2.5% salary increase.
- E. Calendar for SY18-19 [Action Item]
- F. Shane Mulligan moved for approval of the Budget, Salary Schedule, and Calendar for School Year 18-19; Ray Barton seconded the motion; Vote to approve (5-0)

- G. Ray Barton moved for approval for the Principal/Director and the Business Manager to enter and submit any final Budget Adjustment Requests (BARs) on behalf of the school to maintain the school in budgetary compliance for audit and other regulatory purposes This is done knowing that the BARs will not impact actual cash but only address budgets. In addition, any BARs submitted as allowed under this approval will be brought before the GC at the next meeting with review and explanation of the BAR; David Kulb seconded the motion, Vote to approve (5-0)

PART III– Business

- A. Vigil Group contract for SY18-19 [Action Item]
 - a. Shane Mulligan moved for approval of the Vigil Group contract for SY18-19; David Kulb seconded the motion; Vote to approve (5-0)
- B. Amendment change for academic performance framework regarding Riverside short cycle assessment goals [Action Item]**
 - a. Previous language in the academic performance framework:**
“Based on the school’s chosen short cycle assessment, Riverside Interim Assessment, 75% of students will either:
Measure at proficiency or above in the area of reading OR Demonstrate one year’s growth in the area of reading.”
 - b. New language in the academic performance framework:**
“Based on the school’s PARCC scores, 75% of students with either:
Measure at proficiency or above in the area of reading OR Demonstrate one year’s growth in the area of reading.”
 - c. David Kulb moved for approval of the amendment for Explore Academy’s academic performance framework; Ralph Montano seconded the motion; Vote to approve (5-0)**
- C. Bond deal update
 - a. On May 10th, the Explore Academy Series 2018 Bond Issue closed successfully.
- D. Renewing GC Members/Adding GC Members
 - a. Shane Mulligan will be leaving Explore Academy’s Governance Council following the completion of his two year term concluding in June.
 - b. Ralph Montano has chosen to serve for an additional two years as a member of Explore Academy’s Governance council. Ralph’s second term will officially commence as of June 2018.
- E. Management structure for next year
 - a. Justin Baiardo presented the scope of managerial services to be presented by Explore Learning Network, an entity which will take form upon the submission of proof of financial and logistical resources to Explore Academy’s Governance Council.

PART IV – Reports

- A. Bellwether
 - a. Explore Academy received the last consultation call with Bellwether Education Partners regarding the Strategic Plan we have been jointly developing. Bellwether has helped us develop and maintain an organized and reasonable blueprint for the future of Explore Academy.

PART V – Closing

A. Adjournment at 7:29 p.m.; Next meeting Tuesday, June 12th, 2018; 5:30 p.m.
(All GC votes are unanimous unless otherwise stated)

Explore Academy

District: State Charter

Grade Range: 9 -12 Code: 557001

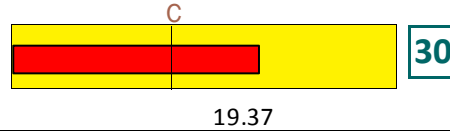
C - State benchmark established in 2012

Possible Points

This School Earned

Current Standing

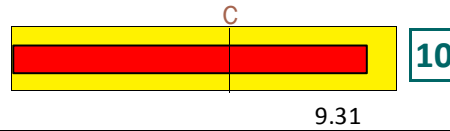
Are students performing on grade level? Did they improve more or less than expected?



A

School Improvement

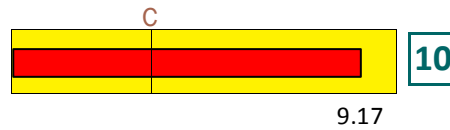
Is the school as a whole making academic progress?



A

Improvement of Higher-Performing Students

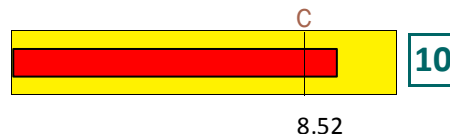
Are higher-performing students improving more or less than expected?



A

Improvement of Lowest-Performing Students

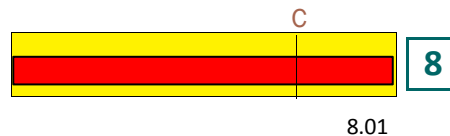
Are the lowest-performing students improving more or less than expected?



B

Opportunity to Learn

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



A

Graduation

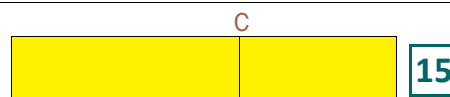
Are students graduating high school, and is the graduation rate improving?



NA

College and Career Readiness

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



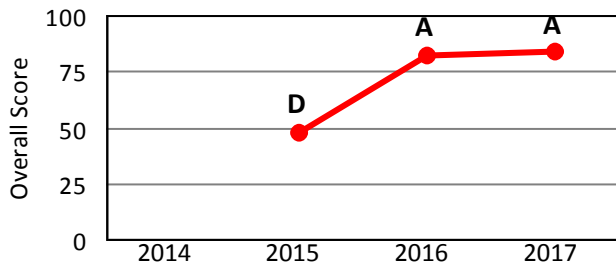
NA

Bonus Points

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

+ 4.00

This School's History



Note for Families

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

This school did not have a complete high school cohort. Overall points were adjusted accordingly.

Final Points

High Schools	
75.0 to 100.0	A
65.0 to 74.9	B
50.0 to 64.9	C
35.0 to 49.9	D
0.0 to 34.9	F

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

Tests

School Grading draws on student performance from these state assessments:

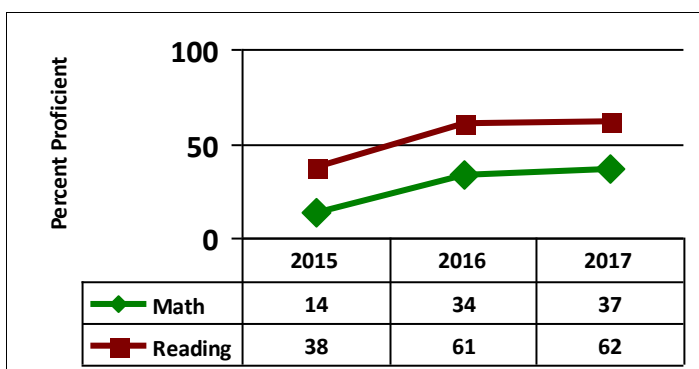
Tests			Grades
PARCC	Partnership for Assessment of Readiness for College and Careers	Mathematics, Reading	3-11
SBA	Standards Based Assessment - Spanish	Reading	3-11
NMAPA	New Mexico Alternate Performance Assessment	Mathematics, Reading	3-11
DIBELS	Dynamic Indicators of Basic Early Literacy Skills (prior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

Details of Each Grade Indicator

Current Standing

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

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners	
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	Proficient (%)	62	75	48	77	-	48	-	-	54	≤ 20	-
	Points Proficiency	6.20										
	Points Student Growth	4.63										
Math	Proficient (%)	37	39	34	41	-	34	-	-	32	≤ 20	-
	Points Proficiency	3.70										
	Points Student Growth	4.84										



Proficiencies Over Time

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

School Improvement

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

	<i>Reading</i>	<i>Math</i>
Growth Index	1.11	2.66
Points	4.33	4.98

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

Student Growth

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

Above Zero This group performed higher than expected.

Near Zero This group performed as expected based on their academic history.

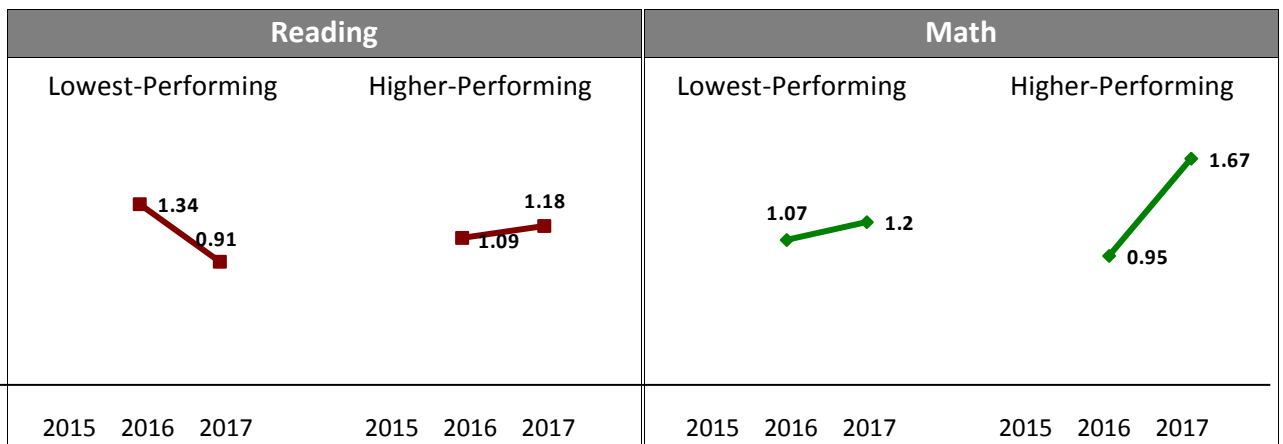
Below Zero This group performed below expectations, and students are falling behind when compared to their peers.

	School Overall	Student Groups									
		F	M	White	Afr American	Hisp	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Higher-Performing Points	1.18 4.41	0.39	0.27	0.33	-	0.29	-	-	0.16	-	-
Lowest-Performing Points	0.91 4.10	-	0.20	-	-	0.26	-	-	0.21	-	-
Math Growth											
Higher-Performing Points	1.67 4.76	0.43	0.16	0.53	-	0.09	-	-	0.35	-	-
Lowest-Performing Points	1.20 4.42	0.70	0.46	-	-	0.86	-	-	0.48	-	-

Growth Over Time

Growth Greater than Expected

Growth Lower than Expected



Opportunity to Learn

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

Student Attendance		Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Average (%)	All Students	89	91	89	92	90	95	81	86	89	67
Points		2.81									

Surveys

Score (Average) 46.78
 Points 5.20
 Number of Surveys 4030

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

Graduation

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

	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2016 - 4-Year Rates											
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-
Points											
Cohort of 2015 - 5-Year Rates											
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-
Points											
Cohort of 2014 - 6-Year Rates											
Graduation (%)	-	-	-	-	-	-	-	-	-	-	-
Points											

Growth in 4-Year Rates

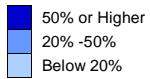
Growth takes into account three years of graduation rates.

Growth Index
 Points

* This school did not have members of this cohort.

College and Career Readiness (CCR)

High school students are expected to participate in at least one college or career readiness program:
 1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test)
 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
 3) Eligibility for an industry-recognized certification (Career Technical Education)
 Points are given separately for students' participation and for their success in achieving targets.



	All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Participation (% of Cohort)	-	-	-	-	-	-	-	-	-	-	-
Participation Points	-										
Success (% of Participants)	-	-	-	-	-	-	-	-	-	-	-
Success Points	-										
Percentage of School's Cohort of 2016 Participating in Each CCR Opportunity											
AccuPlacer	-	-	-	-	-	-	-	-	-	-	-
ACT	-	-	-	-	-	-	-	-	-	-	-
ACT ASPIRE	-	-	-	-	-	-	-	-	-	-	-
Advanced Placement	-	-	-	-	-	-	-	-	-	-	-
Career Technical Education	-	-	-	-	-	-	-	-	-	-	-
Compass	-	-	-	-	-	-	-	-	-	-	-
Dual Credit	-	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	-	-	-	-	-	-	-	-	-	-	-
PLAN	-	-	-	-	-	-	-	-	-	-	-
PSAT	-	-	-	-	-	-	-	-	-	-	-
SAM School Supplemental	-	-	-	-	-	-	-	-	-	-	-
SAT	-	-	-	-	-	-	-	-	-	-	-
SAT Subject Test	-	-	-	-	-	-	-	-	-	-	-

Bonus Points

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

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

Participation

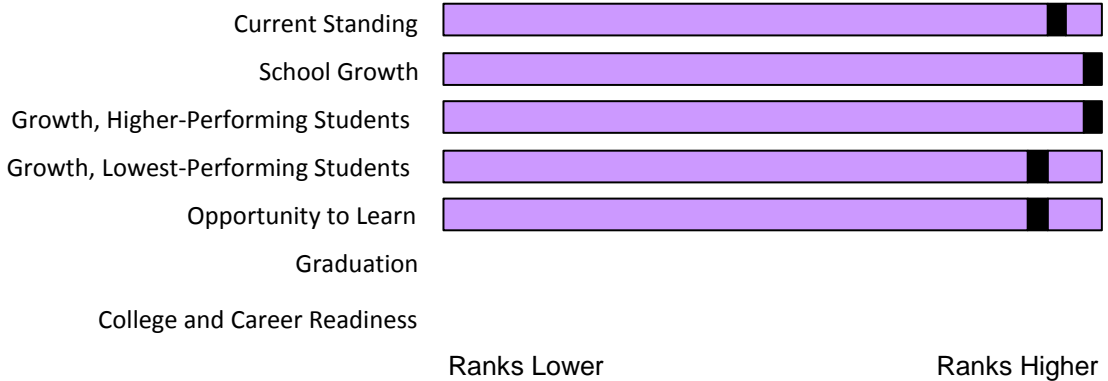
All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%) 100
 Math (%) 95

Additional Information

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

Rank Among Similar Schools



This school was compared to 36 similar schools.

A listing of these schools is posted at <http://ped.state.nm.us/SchoolGrading/SimilarSchools>.

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

		All Students	Gender		Race / Ethnicity					Econ Disadv	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2017 (%)	62	75	48	77	-	48	-	-	54	≤20	-
	2016 (%)	61	73	47	69	-	53	-	70	47	40	-
	2015 (%)	38	53	22	43	-	35	-	-	40	-	-
<i>Math Proficiency</i>	2017 (%)	37	39	34	41	-	34	-	-	32	≤20	-
	2016 (%)	34	39	30	41	-	30	-	-	24	20	-
	2015 (%)	14	18	8	19	-	14	-	-	14	-	-

Notes

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

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

For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators.

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

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



Final Grade

A

Explore Academy

District: State Charters

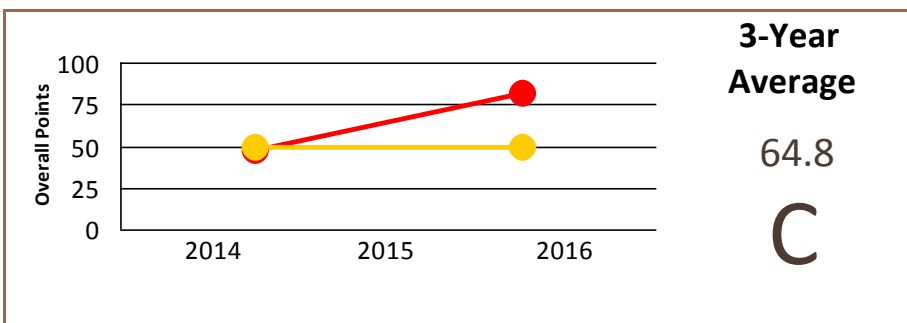
Grade Range: 9 - 11

Code: 557001

This School ■

Statewide C Benchmark ■

Current Standing	Grade	School Points	Possible Points
<p>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?</p>	A	21.19	30
<p>School Growth Did the school as a whole improve student performance more or less than expected?</p>	A	9.24	10
<p>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.</p>	A	8.46	10
<p>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.</p>	B	8.84	10
<p>Opportunity to Learn Do parents and students believe their school is a good place to learn? Is student attendance high?</p>	NA	2.80	8
<p>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?</p>	NA		17
<p>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?</p>	NA		15
<p>Bonus Points Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?</p>		2.00	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	

This school did not have a complete high school cohort, and did not give the OTL survey. Overall points were adjusted accordingly.

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.

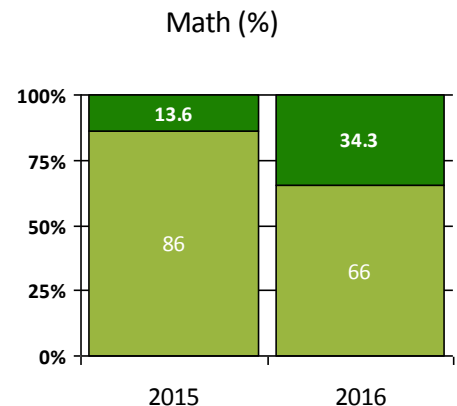
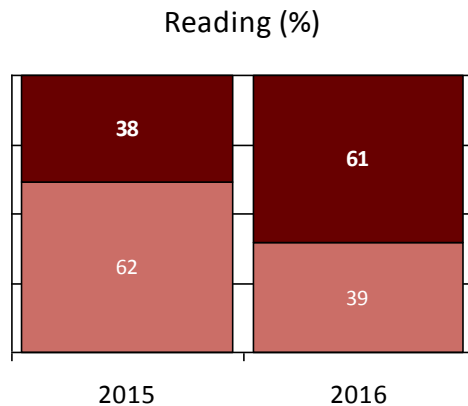
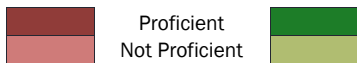
Current Standing

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 (%)	60.6	73.2	47.4	68.9	-	53.1	-	70.0	46.8	40.0	-
Proficient and Advanced (Pts)	4.55										
Value-Added Model (Pts)	7.09										
Math											
Proficient and Advanced (%)	34.3	39.1	29.6	40.7	-	30.4	-	-	23.8	20.0	-
Proficient and Advanced (Pts)	2.57										
Value-Added Model (Pts)	6.98										

3-Year Summary

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



School Growth

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

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

	<i>Reading</i>	<i>Math</i>
Value-Added Score	1.420	1.450
Points Earned	4.61	4.63

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)	1.09	0.38	0.54	0.60	0.38	0.36	0.94	0.19	0.38	0.32	0.21
Highest 75% (Pts)	4.32										
Lowest 25% (VAS)	1.34	0.82	0.75	0.84	1.06	0.35	-	1.87	0.59	0.53	2.69
Lowest 25% (Pts)	4.55										
<i>Math Growth</i>											
Highest 75% (VAS)	0.95	0.21	0.23	0.27	1.52	0.16	0.63	-0.15	0.12	0.37	0.32
Highest 75% (Pts)	4.14										
Lowest 25% (VAS)	1.07	0.77	0.22	0.46	0.14	0.52	-	0.07	0.38	0.26	-0.01
Lowest 25% (Pts)	4.29										

Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	89.0	89	88	89	95	88	98	87	89	90	93
Attendance (Points)	2.80										

Survey (Average)	-	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)	-	
Count of Surveys (N)	-	

Bonus Points		Participation
<p>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.</p> <p> <input type="checkbox"/> Student and Parent Engagement <input type="checkbox"/> Truancy Improvement <input type="checkbox"/> Extracurricular Activities <input checked="" type="checkbox"/> Other </p>		<p>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.</p> <p> Reading (%) 100 Math (%) 99 School exempted from penalty because of size. </p>

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)	1.1		9.8		59.5		29.3		33.0			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	2	(37)	2	(37)	2	(37)	6	(36)	3	(37)	1	(37)
School Growth	4	(37)	2	(37)	3	(37)	5	(36)	2	(37)	3	(37)
Student Growth, Highest 75%	4	(37)	4	(37)	5	(37)	6	(36)	5	(37)	3	(37)
Student Growth, Lowest 25%	7	(37)	5	(37)	6	(37)	8	(36)	4	(37)	3	(37)
Opportunity to Learn	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
Graduation	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)
College and Career Readiness	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)	-	(-)

Ranks High
Ranks Mid
Ranks Low

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>.

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<i>Reading Proficiency</i>	2016 (%)	60.6	73.2	47.4	68.9	-	53.1	-	70.0	46.8	40.0	-
	2015 (%)	38.4	52.5	21.6	43.2	42.9	34.6	50.0	28.6	40.4	<2.0	16.7
	2014 (%)											
<i>Math Proficiency</i>	2016 (%)	34.3	39.1	29.6	40.7	-	30.4	-	-	23.8	20.0	-
	2015 (%)	13.6	17.7	8.3	18.6	<2.0	13.7	<2.0	<2.0	13.7	<2.0	<2.0
	2014 (%)											

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/>.



Explore Academy

District: State Charters

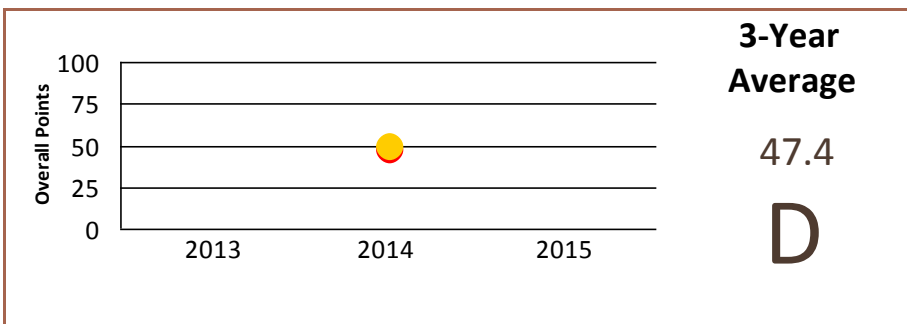
Grade Range: 09 - 10

Code: 557001

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.		D	10.26	30
School Growth In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?		B	7.50	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	4.42	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	2.90	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?		B	7.12	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.				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.				15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			0.00	5



Final School Grade		Total Points 47.35	
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	

* This school did not have a complete high school cohort. Overall points were adjusted accordingly.

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.

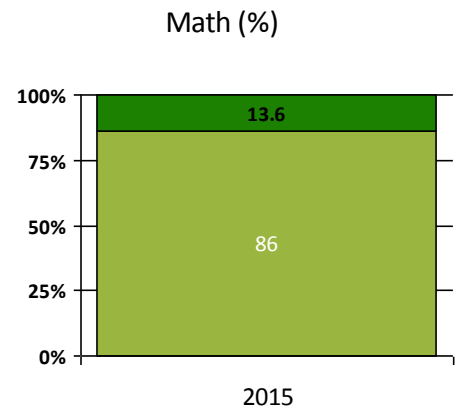
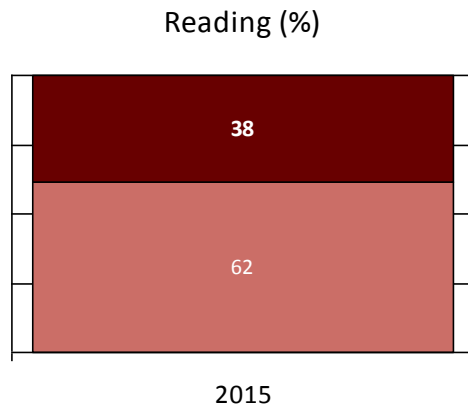
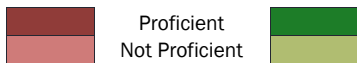
Current Standing

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 (%)	38.4	52.5	21.6	43.2	42.9	34.6	50.0	28.6	40.4	<2.0	16.7
Proficient and Advanced (Pts)	1.92										
Value Added Model (Pts)	5.55										
Math											
Proficient and Advanced (%)	13.6	17.7	8.3	18.6	<2.0	13.7	<2.0	<2.0	13.7	<2.0	<2.0
Proficient and Advanced (Pts)	0.68										
Value Added Model (Pts)	2.11										

3-Year Summary

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



School Growth

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

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

	Reading	Math	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.
Value Added Score	0.426	0.970	
Points Earned	3.33	4.17	

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>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis								Students with Disabilities	English Language Learners
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv		
Reading Growth											
Highest 75% (VAS)	0.21	0.29	0.19	0.30	0.26	0.23	0.20	-0.11	0.28	0.06	0.36
Highest 75% (Pts)	2.91										
Lowest 25% (VAS)	0.05	-0.31	-0.14	0.02	0.34	-0.69	0.01	0.11	-0.20	-0.44	-0.24
Lowest 25% (Pts)	2.61										
Math Growth											
Highest 75% (VAS)	-0.51	-0.27	-0.23	-0.58	0.02	-0.06	0.66	-0.32	-0.21	-0.45	0.54
Highest 75% (Pts)	1.51										
Lowest 25% (VAS)	-1.57	-0.37	-0.34	-0.29	0.10	-0.65	-	-0.05	-0.40	-0.81	0.47
Lowest 25% (Pts)	0.29										

Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	87.9	89.9	85.8	88.4	-	87.4	-	-	88.6	86.6	93.6
Attendance (Points)	2.78										
Survey (Average)	39.1	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	39.7
Survey (Points)	4.3									Math	38.5
Count of Surveys (N)	191									General	NA

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 (%) 98

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)	5.4		7.2		59.0		92.8		14.4			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	25	(36)	18	(36)	24	(36)	13	(36)	19	(36)	18	(36)
School Growth	8	(36)	6	(36)	12	(36)	3	(36)	5	(36)	6	(36)
Student Growth, Highest 75%	21	(36)	14	(36)	23	(36)	20	(36)	20	(36)	16	(36)
Student Growth, Lowest 25%	27	(36)	23	(36)	30	(36)	28	(36)	25	(36)	25	(36)
Opportunity to Learn	13	(36)	15	(36)	13	(36)	9	(36)	13	(36)	12	(36)
Graduation	-	(36)	-	(36)	-	(36)	-	(36)	-	(36)	-	(36)
College and Career Readiness	-	(36)	-	(36)	-	(36)	-	(36)	-	(36)	-	(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.

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

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 (%)	38.4	52.5	21.6	43.2	42.9	34.6	50.0	28.6	40.4	<2.0	16.7
	2014 (%)											
	2013 (%)											
Math Proficiency	2015 (%)	13.6	17.7	8.3	18.6	<2.0	13.7	<2.0	<2.0	13.7	<2.0	<2.0
	2014 (%)											
	2013 (%)											

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.