

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: July 19, 2017
- II. Item Title: Vote on Charter School Amendment – School of Dreams Academy Charter School is requesting to amend the Article VII, Section 8.01, Authorized School Grades (3rd grade)
- III. Executive Summary and Proposed Motions:

Request and Rationale

School of Dreams Academy Charter School requests to amend the grade levels served. The school's current contract states that the school is authorized to serve Grades K-2 and 7-12.

The school is requesting to change the grades they are authorized to serve to include third grade.

The school states the following rationale for its request: *This amendment request is to add 3rd grade to our charter beginning 2017-18 school year. In 2016-2017 School of Dreams was approved to serve grades K-2. We ended the year with 23 second graders and all have indicated that they want to return for 2017-2018. Attached is the NWEA MAP information showing growth in our elementary program. Also attached are the minutes from the May 2, 2017 GC meeting approving this amendment request.*

School History

School of Dreams Academy Charter School was approved in September of 2008 by the New Mexico Public Education Commission (PEC) and granted a five year renewal beginning July 1, 2014.

In 2011 the school was granted an enrollment cap increase from 199 students to 525 students.

In March 2014, the school was granted an amendment to change its mission statement to indicate the school provides a STEAM curriculum.

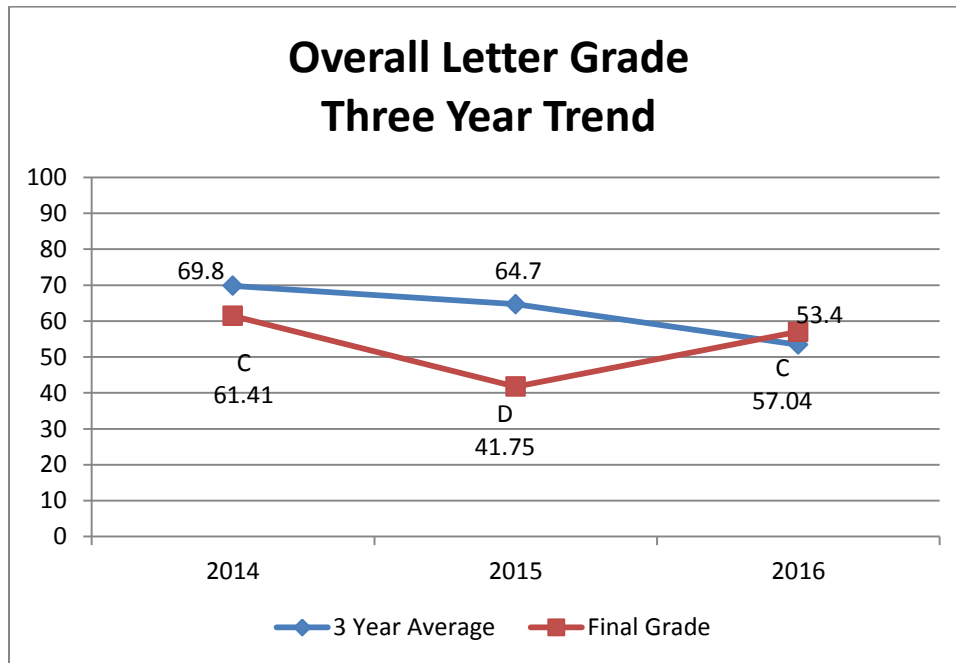
In April 2016, The Public Education Commission approved an amendment that allowed School of Dreams Academy to move to a new location at 906 Juan Perea Road, Los Lunas, New Mexico. Additionally at the May 2016 PEC meeting, the Public Education Commission

approved the addition of Kindergarten through second grades as grade levels the school is authorized to serve. At the same meeting, the Public Education Commission approved an increase of 100 students to the school's enrollment cap and the addition of a night school/credit recovery program.

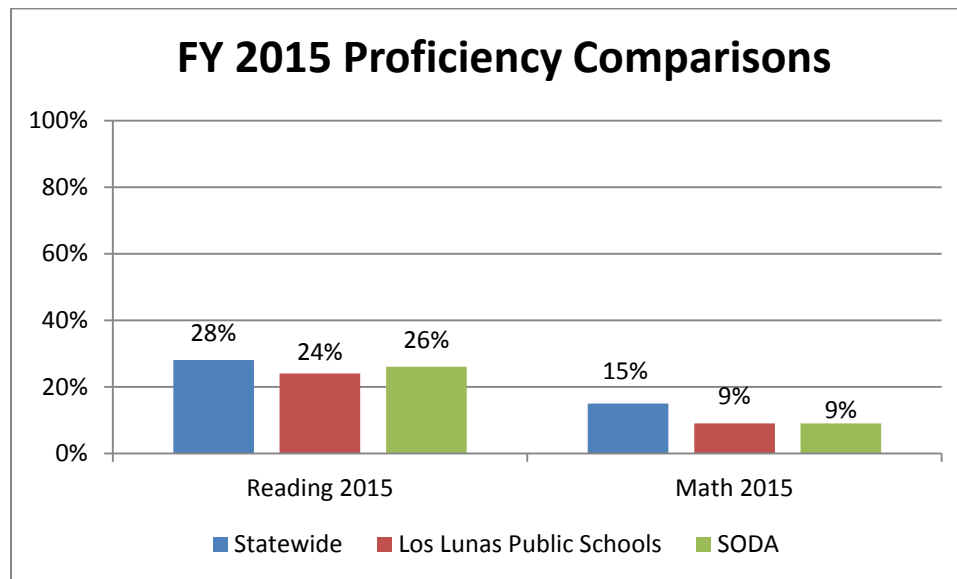
School Performance

School of Dreams Academy Charter School has received the following school grades:

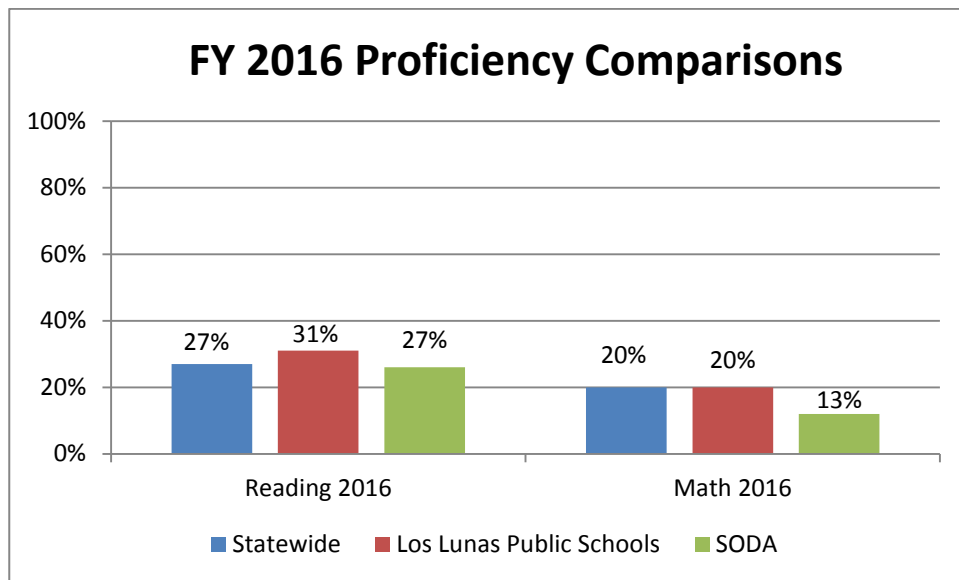
In 2013-14 the school grade was a C. In 2014-2015 the school grade was a D. In 2015-16 the school grade was a C. The school has a 3 year average of a C grade (53.4).



The tables below show a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Los Lunas Public Schools District data for the same grade levels. This comparison for 2015 indicates that the school scored a slightly lower proficiency percentage in reading than the statewide average and a slightly higher percentage than Los Lunas Schools' proficiency rates in reading. The school's math proficiency rate was also lower than the statewide average and was equivalent to the Los Lunas Public Schools' proficiency rates in math.



The 2016 state assessment performance data demonstrate an improvement in math from the prior year, but lower improvement than the state and Los Lunas Public Schools. The table below shows a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Los Lunas Schools District data for the same grade levels. This comparison for 2016 indicates that the school scored a lower proficiency rate as compared to Los Lunas Public School's proficiency rate in reading and equivalent to the state's. This comparison for 2016 indicates that the school scored a lower proficiency rate as compared to the statewide average and Los Lunas Public Schools' proficiency rates in math.



Special Education Corrective Action Plan

School of Dreams Academy Charter School was placed on a Corrective Action Plan (CAP) by the Special Education Bureau as a result of the January 30, 2017 audit. This document is attached to the report and found on pages 8-9 of the packet. This CAP required the school to complete the following seven items:

1. District must reconvene an eligibility determination team for each student and re-evaluate seven children, and report to the Special Education Bureau (SEB) by September 15, 2017.
2. District must re-evaluate twelve children, and report to the SEB by September 15, 2017.
3. Establish IEP team, including parents, for each child identified in No. 2, above. Convene the IEP team to develop an IEP for each eligible child, and report to the SEB by September 15, 2017.
4. All related service providers must create logs, notes and/or billing statements evidencing that the related services required in each student's IEP have been provided to the student. Providers must state whether each session is an individual or group session, what services were provided, when, where, the length of the session and how the child responded. The school must report to the SEB by September 22, 2017.
5. District must complete a Memorandum of Understanding (MOU) or Interagency Agreement between both the LEA and Part C Lead Agency to ensure a smooth and effective transition from Part C to Part B programs for preschool children with disabilities within the agency's educational jurisdiction. The school must report to the SEB by August 18, 2017.
6. The district's Superintendent and Special Education Director

must ensure that all eligibility determination teams are trained in the procedures for determining eligibility for special education services. The district must conduct trainings consistent with the NMPED's Technical Evaluation and Assessment Manual (T.E.A.M.). The school must report to the SEB by October 20, 2017.

7. Prior to the start of the school year 2017-2018, the district must provide training for school staff and contracted staff on all newly developed and/or updated internal processes and procedures on how to conduct an evaluation using the PED T.E.A.M. when identifying eligible students. The school must report to the SEB by August 25, 2017.

School's Progress on Special Education CAP

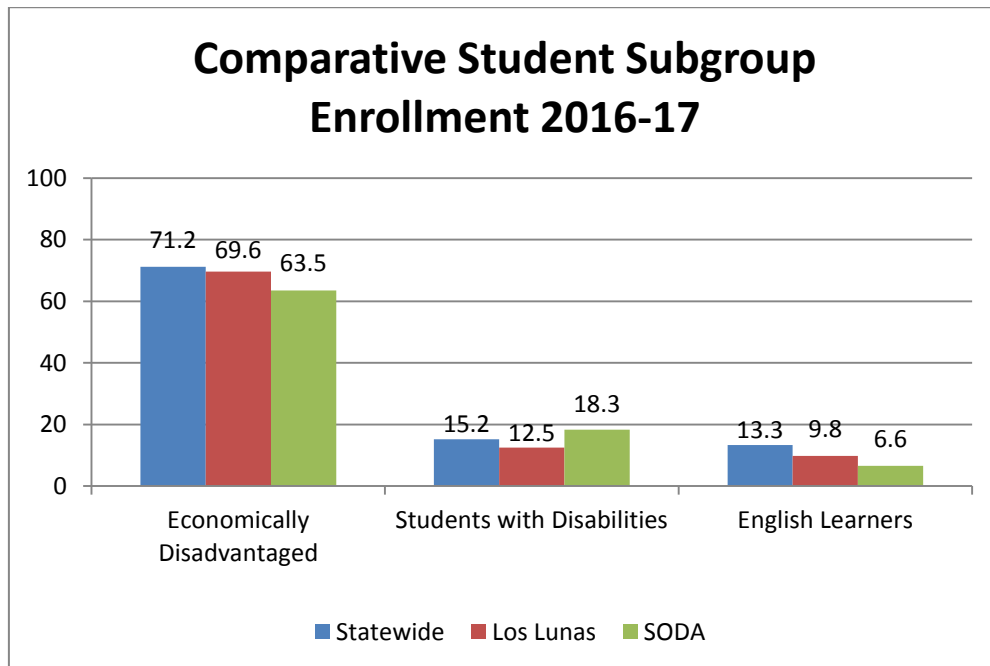
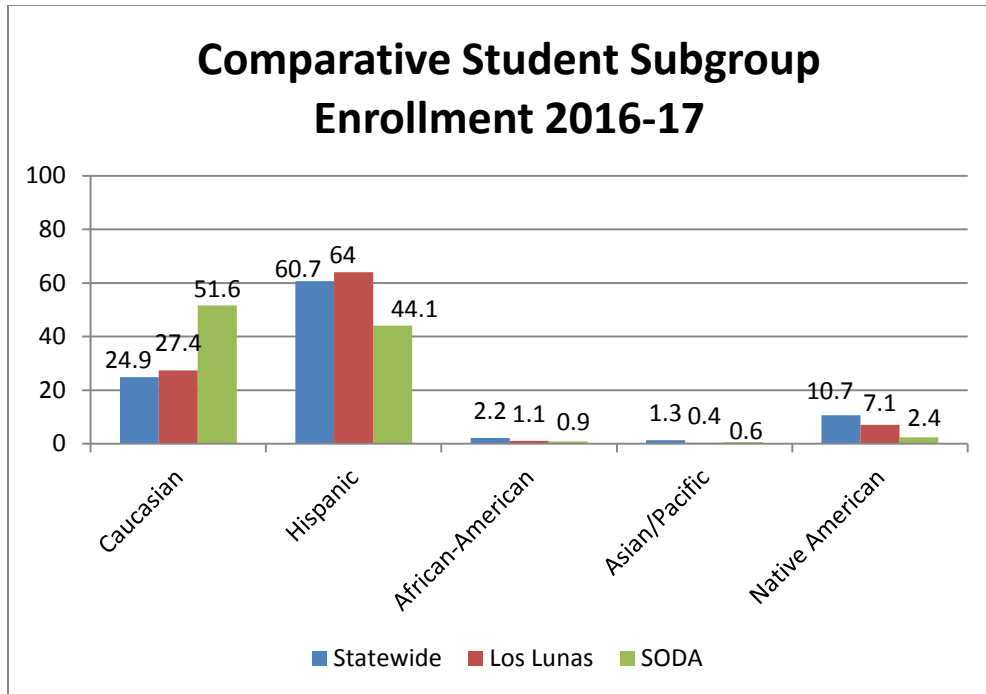
As of 7/13/17, the school leaders have only completed one item in the Special Education Corrective Action Plan. The completed item is the signed Memorandum of Understanding (MOU) between the LEA and Part C Lead Agency, Item 5.

School Enrollment and Demographics Data

The 120th day enrollment count at School of Dreams Academy was 503 students for the 2016-2017 school year and 378 students for the 2015-2016 school year. This demonstrates an increase in total enrollment by 125 students.

Student demographics and subgroup enrollment for School of Dreams Academy for the 2016-17 40th day reporting, as compared to the Los Lunas Public School District and statewide data is provided below. The data demonstrates a lower Hispanic and Native American population when compared to both the statewide and Los Lunas Public School District percentages of the same populations.

The STARS data indicates the school has a slightly lower percentage of Economically Disadvantaged students and of English Learners enrolled than the percentage of such students enrolled in schools across New Mexico. School of Dreams Academy has a slightly higher percent of students with disabilities as compared to the local district and statewide percentages.



Additional Analysis

The state's letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. The law requires that a public school rated D or F must prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C

or better for two consecutive years. Based on the criteria from the letter grading law the school has not yet demonstrated sustained improvement.

Recommendation

Because the school has not demonstrated an acceptable level of academic performance through letter grade performance, PED recommends the denial of the amendment request by School of Dreams Academy Charter to amend the Article VII, Section 8.01, Authorized School Grades to include 3rd grade. The school has not earned a letter grade of a C or better over the last 3 years.

The state's letter grading system, required by law starting in 2012, results in each school being assigned a letter grade of A, B, C, D, or F annually. The law requires that a public school rated D or F must prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. Based on the criteria from the school grading law, the School of Dreams Academy has not yet demonstrated sustained improvement.

Proposed Motions

- Move to **approve** the amendment request presented by School of Dreams Academy Charter School to amend Article VII, Section 8.01 Authorized School Grades of its contract to change the school's grade levels served to include 3rd grade because [PEC to provide reason as to why they approve].

-
Move to **deny** the amendment request presented by School of Dreams Academy Charter School to amend Article VII, Section 8.0 Authorized School Grades of its contract to change the school's grade levels served to include 3rd grade because the school is currently under a Special Education Corrective Action Plan due to unsatisfactory organizational performance and because the school has not yet demonstrated sustained academic achievement as required by NMSA 1978 §22-2E-4(E) which requires a school that has earned a letter grade of D to prioritize resources toward proven programs and methods linked to improved student achievement until the school earns a grade of C or better for two consecutive years.

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: School of Dreams Academy

Date submitted: 10/27/2016 Contact Name: Michael S Ogas E-mail: mogas@sodacharter.com

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
Article VII, Section 8.01, Authorized School Grades	Grades K – 2, 7 - 12	Add Grade 3 for the 2017-2018 School Year.	This amendment request is to add 3 rd grade to our charter beginning the 2017 – 2018 school year. In 2016 – 2017 School of Dreams Academy was approved to serve Grades K – 2. We ended the year with 23 second graders and all have indicated that they want to return for 2017 – 2018. Attached is NWEA MAP information showing student growth in our elementary program. Also attached are the minutes from the May 2, 2017 G C meeting approving this amendment request. Our hope is to get this on the PEC agenda for the July 2017 meeting. Let me know if you require any additional information.	5/2/2017

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.

Original Signature of Governing Council President or Designee:  _____ Date: 5/2/2017

Printed Name of Governing Council President or Designee: _____ Kathy Chavez _____

<u>Public Education Commission use only</u>	
Public Education Commission Chair: _____	Date: _____
<input type="checkbox"/> APPROVED	<input type="checkbox"/> DENIED



June 11, 2017

Katie Poulos
Director of Options for Parents and Families
NM Public Education Department
300 Don Gaspar Santa Fe, NM 87501

Dear Director Poulos,

School of Dreams Academy is formally requesting an amendment, to our charter, in the form of a grade change, specifically to add 3rd grade. If approve this will be effective for the upcoming 2017-2018 school year. Included in this request are:

- A signed amendment request form.
- Signed Governing Council minutes from 05/02/2017 approving the amendment request.
- NWEA MAP Summary Report from Winter 2017 to Spring 2017.

We finished the year with 23 second-graders. All have indicated that they plan to return to SODA for the upcoming year. First year NWEA MAP results showed strong growth in the elementary grades. In math, K-2 showed tremendous growth and exceeded their expected growth significantly, especially in 1st and 2nd grade. This is extremely good, as their first test scores were in the 11th, 9th and 18th percentile compared to the nation. In the spring, 2nd grade is standing strong in the 54th percentile, a leap of 36 percentile points. In reading, K-2 grades performed well showing gains across the board with 2nd grade improving from the 2nd percentile to the 29th percentile with 14 points of observed growth. Overall, the elementary students scores are strong showing improvement across the board and providing information on target areas needing attention.

With respect to a facility, we have been keeping the PSFA informed of our progress. I have spoken with Martica Casias and let her know that we have the space to accommodate two classrooms of third grade without having to bring in any additional portables.

Thank you for your consideration of this amendment request. Let me know if you need any additional information.

Sincerely,


Michael S Ogas
Principal

SCHOOL OF DREAMS ACADEMY

GOVERNING COUNCIL

MINUTES – May 02, 2017 - REGULAR MEETING

I. CALL TO ORDER

President Kathy Chavez called the meeting to order at 5:33pm; at that time welcome all in attendance. Ms. Chavez stated it was nice to see staff here.

Council Members in Attendance: Kathy Chavez, President
Catherine Smith
Denise Romero
Kenny Griego

Members Excused: Dr. David Schneider
Rhonda Sanchez

Others Present: Mike Ogas
Geri Bennett
Rachael Howe
Kerra Howe
Kathy Hajner
Deborah Fox
Amy Shields
Jay Shields
Eric Brown

II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Kenny Griego

III. ANNOUNCEMENT OF MEETING

Mr. Ogas stated the meeting had been announced in accordance with the Open Meetings Act {Pursuant to 10-15-1 H NMSA 1978 Annotated} and was a legal constituted meeting of The School of Dreams Academy Governing Council.

IV. APPROVAL OF AGENDA - May 2, 2017-Mr. Ogas recommended the wording in the action item #6 to read, Approval to amend Charter to include 3rd grade, and under action item #7 IDEA-B to be tabled. President, Kathy Chavez requested a motion:

Catherine Smith moved to approve the agenda with the change to amended charter to add grade 3 and table IDEA application until released from NMPED, seconded by Ms. Denise Romero. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.

V. APPROVAL OF MINUTES

1. 4/04/17-Regular Meeting

President, Kathy Chavez requested a motion to approve the minutes with spelling changes on Schnider to Schneider, Las to Los, competed to completed:

Mr. Kenny Griego moved to approve the minutes with changes: Ms. Catherine Smith requested that the council have the ability to change items as necessary, seconded by Ms. Denise Romero. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.

VI. Discussion items

a. Founders report- Ms. Chavez commended all the staff at the charter school

b. Principals report- Mr. Ogas reported

- World competition was a great success, Seth Howe and partner placed 64th out of over 500 competitors
- Another SODA's Robotics team is going to National Competition in Atlanta. Fundraisers coming up for the Robotics Team
- The Charter would like to knowledge Mr. & Mrs. Shields (Present) for the son being accepted to NMMI
Upcoming events include
- Guitar Concert 5/2/17 @ Calvary Chapel New Harvest in Los Lunas
- Band Concert 5/4/17 at the Calvary Chapel New Harvest
- Jr/Sr. Prom 5/6/17 2 Daniel Fernandez Recreation Center
- Graduation May 27 @ Calvery Chapel Rio Grande in Belen @ 9:00 am
- Senior Robbing Ceremony May 23 @ Calvary Chapel Rio Grande in Belen
- DFI May 19
- Kindergarten Graduation is in planning stages
- On-going Testing; MAPS, EOC
- PTC Spaghetti Dinner May 12
- Overview of the preliminary design on the future Tech/Vocational Training Center
- The School of Dreams Academy Charter School if looking at providing a vocational program in the new building project

VII. ACTION ITEMS

1. Approval of the April 2017 Budget reports/Check Listing \$399,068.99
2. Approval of the April 2017 Revenue Report \$400,500.38

President, Kathy Chavez requested a motion:

Mr. Kenny Griego moved to approve the April 2017 Budget Reports/check listing and the Revenue Report as presented, seconded by Ms. Denise Romero. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.

3. Approval of the Medicaid Increase-\$10,000.00

President, Kathy Chavez requested a motion:

Ms. Denise Romero moved to approve the Medicaid Increase \$10,000.00 as presented, seconded by Mr. Kenny Griego. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.

4. Approval of the Title I carryover award/final allocation \$115,057.18

President, Kathy Chavez requested a motion:

Ms. Catherine Smith moved to approve the Title I carryover/final allocation \$115,057.18 presented, seconded by Mr. Kenny Griego. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.

5. Approval of the Title II carryover award/final allocation \$25,500.70

President, Kathy Chavez requested a motion:

Mr. Kenny Griego moved to approve the Title II carryover/final allocation \$25,500.70 presented, seconded by Ms. Denise Romero. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.

* 6. Approval of the amendment to phase in 3rd grade level

President, Kathy Chavez requested a motion:

Mr. Kenny Griego moved to approve the amendment to phase in 3rd grade level as presented, seconded by Ms. Denise Romero. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.

7. Approval of the 2017/2018 Budget; budget presented with step for certified teachers, no change for non-certified staff and not increments given at this time. Certified teacher salary schedule presented with no increase change. All other salary schedule presented for review to the council, no action taken on them.

Ms. Denise Romero moved to approve the 2017/2018 Budget as presented, seconded by Mr. Kenny Griego. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.

VIII. Discussion on revised Policies & Procedures-presented by HR Manager Rachael Howe; Ms. Howe provided the Governing Board with a draft overview on the policies and procedures revision. The council will review and bring back to the next council meeting for discussion and approval.

X. ANNOUNCEMENT OF MEETING

The next meeting will be June 6, 2017-Regular Meeting @ 5:30

School of Dreams finance meeting @5:00

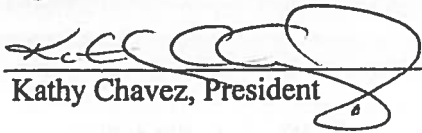
IX. ADJOURNMENT

President, Kathy Chavez requested a motion:

Ms. Denise Romero moved to approve to adjourn @7:09 pm, seconded by Mr. Kenny Griego. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.

Approved this
Signed:

2017.


Kathy Chavez, President

Attest:



gb

Ogas - Copy

Student Growth Summary Report

Winter 2017 to Spring 2017

Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
District: School of Dreams Academy

2015 Norms
Winter 2017 - Spring 2017
Start - 20 (Winter 2017)
End - 32 (Spring 2017)

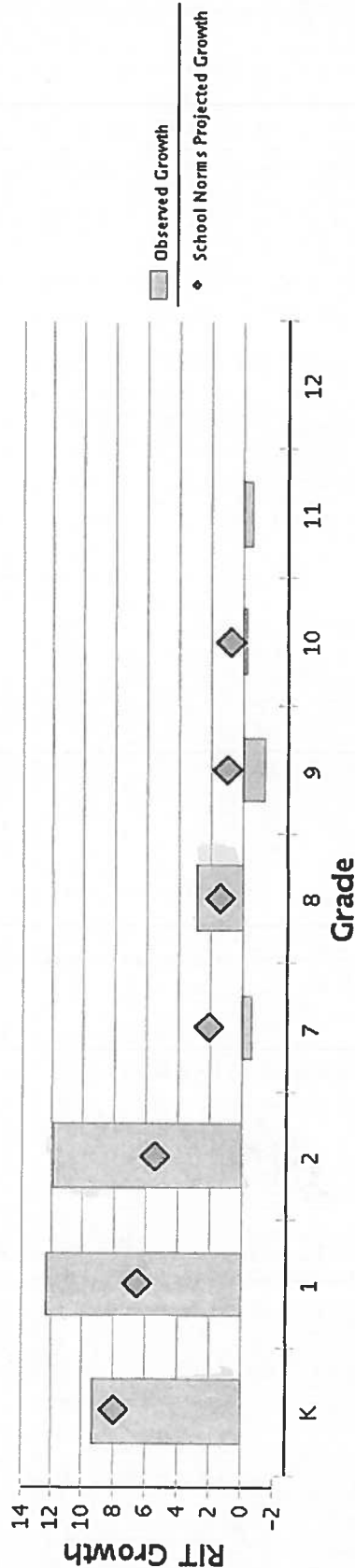
Grouping:
Small Group Display:
None
No

School of Dreams Academy

Mathematics

Grade (Spring 2017)	Growth Count	Comparison Periods				Growth		Growth Evaluated Against			Student Norms		
		Winter 2017		Spring 2017		Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Student Median Conditional Growth Percentile
K	23	143.5	10.4	11	153.0	13.8	17	9.4	1.6	8.0	23	12	46
1	16	165.9	12.3	9	178.4	17.0	35	12.4	2.9	6.6	16	13	77
2	20	181.0	11.9	18	192.8	16.0	54	11.9	2.1	5.5	20	17	91
7	55	217.7	18.4	15	217.1	20.1	9	-0.6	1.2	2.1	55	27	49
8	51	220.0	13.0	16	222.8	13.8	20	2.9	0.8	1.4	51	29	57
9	49	227.7	16.3	32	226.3	16.8	24	-1.4	1.3	1.0	49	23	39
10	57	230.2	18.5	45	229.9	18.9	41	-0.2	0.8	0.8	57	28	48
11	41	228.8	17.2	30	228.2	20.2	27	-0.6	1.7		0		
12	0												

Mathematics



Explanatory Notes

- * Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
- ** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
- † Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
District: School of Dreams Academy

Norms Reference Data:
Growth Comparison Period:
Start - 20 (Winter 2017)
End - 32 (Spring 2017)

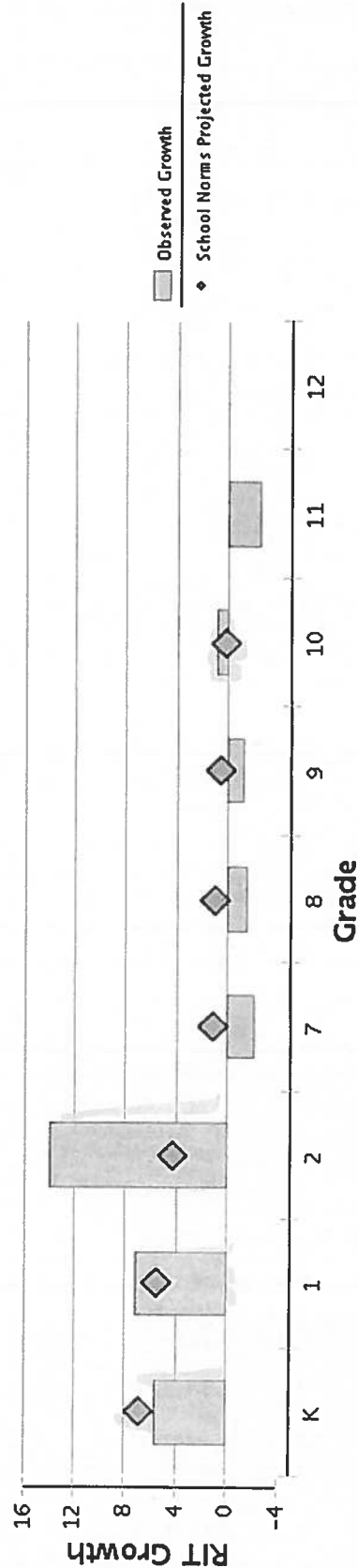
Grouping:
Small Group Display:
None
No

School of Dreams Academy

Reading

Grade (Spring 2017)	Comparison Periods				Growth		Growth Evaluated Against			Student Norms	
	Winter 2017		Spring 2017		Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Percent Met Projection
Grade	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile					
K	143.4	9.1	8	149.0	11.7	6	5.6	1.7	17	25	12
1	162.6	13.2	7	169.8	14.6	12	7.2	2.1	95	14	9
2	171.0	16.8	2	185.0	13.5	29	14.0	2.8	99	20	16
7	207.3	23.3	7	205.3	25.3	3	22.0	1.8	1	44	15
8	218.4	15.7	46	216.9	17.4	34	1.5	1.2	1	41	17
9	220.7	15.0	47	219.3	16.4	36	1.3	1.5	2	55	25
10	224.7	17.9	67	225.5	16.6	70	0.8	1.5	69	51	27
11	227.0	15.4	71	224.5	19.0	61	-2.5	1.8		0	
12											

Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by School

Term: Spring 2016-2017
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Norms Reference Data:
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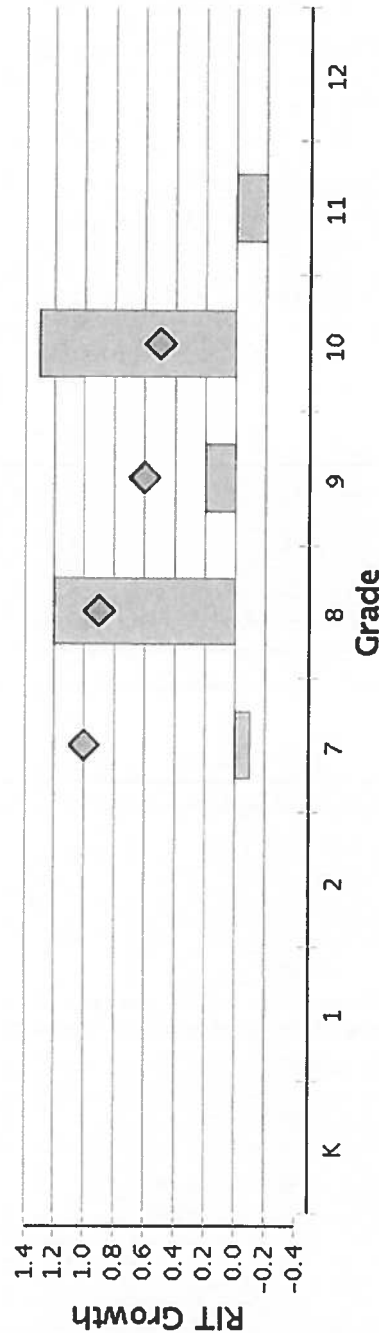
Grouping:
Small Group Display: No

School of Dreams Academy

Language Usage

Grade (Spring 2017)	Comparison Periods					Growth	Growth Evaluated Against								
	Winter 2017			Spring 2017			School Norms			Student Norms					
	Mean RIT	SD	Percentile	Mean RIT	SD		Percentile	Observed Growth	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	**			**			**				**				
1	**			**			**				**				
2	**			**			**				**				
7	208.6	19.5	9	208.5	20.3	7	-0.1	1.3	1.0	-1.33	9	51	24	47	43
8	215.6	12.0	35	216.8	11.8	37	1.2	1.1	0.9	0.37	64	41	21	51	51
9	217.1	14.3	35	217.3	10.9	33	0.2	1.2	0.6	-0.43	33	50	21	42	40
10	221.5	15.3	60	222.7	15.2	63	1.3	1.1	0.5	0.69	76	42	24	57	61
11	222.7	10.3	53	222.4	13.3	51	-0.2	1.2				0			
12	**			**			**					**			

Language Usage



Explanatory Notes

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Date: July 17, 2017

School: School of Dreams (SODA)

Staff: Baylor Del Rosario

Mission-Specific Indicator	Analysis												
<p>2.a. Mission Specific Indicator - ACADEMIC: As a means of measuring the academic rigor set forth in the STEAM element of our Mission, students in 9-12 grade who have already attended School of Dreams Academy (SODA) for one academic year (July 1 of the previous academic year – June 30) will demonstrate at least one year's growth in their short cycle assessment scores. (Note: "One year's growth" will be defined by NWEA's MAP assessment in their technical manual).</p>	<p>Analysis: Only 9th-11th grades NWEA report for 2016-2017 school year was submitted. 9th and 10th grade NWEA report included "projected growth" RIT for each student, while 11th grade NWEA report did not include projected growth RIT. Twelfth (12th) grade did not appear to have been administered the NWEA during the 2016-2017 school year as evidenced in the NWEA "Student Growth Summary Report" provided by the school. Below are grade-level percentages of students achieving their individualized projected growth RIT (see figure 1 and 2):</p> <p>Figure 1: Student achievement of projected growth (Math)</p> <table border="1"><thead><tr><th>Grade Level</th><th>% Achieved projected growth</th></tr></thead><tbody><tr><td>9th</td><td>45.2%</td></tr><tr><td>10th</td><td>72.5%</td></tr><tr><td>11th</td><td>Cannot be determined and not calculated (no projected growth indicated)</td></tr><tr><td>12th</td><td>Not provided and not calculated</td></tr><tr><td>Total Ave =</td><td>58.85%</td></tr></tbody></table>	Grade Level	% Achieved projected growth	9 th	45.2%	10 th	72.5%	11 th	Cannot be determined and not calculated (no projected growth indicated)	12 th	Not provided and not calculated	Total Ave =	58.85%
Grade Level	% Achieved projected growth												
9 th	45.2%												
10 th	72.5%												
11 th	Cannot be determined and not calculated (no projected growth indicated)												
12 th	Not provided and not calculated												
Total Ave =	58.85%												
<p>2.a Did the school meet its mission-specific indicator(s)?</p>													
<p>Exceeds Standard:</p> <p><input type="checkbox"/> The school surpasses the targets of this indicator if 80% or more of the students show one year's academic growth via short cycle assessments.</p>													
<p>Meets Standard:</p> <p><input type="checkbox"/> The school meets the target of this indicator if 65% to 79% of the students show one year's academic growth via short cycle assessments.</p>													
<p>Does Not Meet Standard:</p> <p><input checked="" type="checkbox"/> The school does not meet the target of this indicator if 50% to 64% of the students show one year's growth via short cycle assessment.</p>													
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> The school falls far below the target of this indicator if less than 50% of the students show one year's growth via short cycle assessment.</p>													

Figure 2: Student achievement of projected growth (Reading)

Grade Level	% Achieved projected growth
9 th	60%
10 th	52.1%
11 th	<i>Cannot be determined and not calculated (no projected growth indicated)</i>
12 th	<i>Not provided and not calculated</i>
Total Ave =	56.05%

COMPOSITE AVERAGE = 57.45%

Procedure:

CSD staff identified students who “met or exceeded projected growth” on the NWEA report provided by school. Only students administered both fall and spring assessments were included and findings were compared with NWEA summary report.

Overall composite average excluded 11th and 12th grade results as well as language usage results since projected growth RIT were not identified on any of the NWEA reports.

Summary: School’s composite average based on available data was 57.45%. Consequently, less than 80% of students for which data was available did not meet projected growth targets as established by the assessment vendor.

*School defined “1-year’s growth” as a gain of at least 2-RIT points. However, NWEA does not

	<p>provide a definition for “1-year’s growth,” but instead provides individualized projected growth RIT for individual student. Consequently, a student who gains 2-RIT points (or more in some instances) would not necessarily have met projected growth at the end-of-the year. Projected growth as established by NWEA is a more appropriate measure in determining whether or not the mission-specific indicator has been met.</p>
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2.b. Mission Specific Indicator -COLLEGE READINESS: Graduates of SODA who have been at the school since at least the beginning of their sophomore year (these students define the cohort referred to below) will demonstrate College and/or Career Readiness as defined by;

a. Measures of college readiness established by academic scores earned on any of the following assessments: PSAT®, SAT®, ACT®, ASVAB, KUDER, and COMPASS® and

b. Successful completion of dual enrollment, concurrent enrollment or honors courses earned throughout high school (NOTE: Exceptions for students with special instructions recorded in their IEP), and

c. Successful completion of a Next Step Plan (as documented in the ILP) or an IEP Transition Plan and as such are “ready for post-secondary success”.

2.b. Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

☐ The school surpasses the targets of this indicator if 80% or more of the students in the cohort demonstrate success in the following:

- a.) Earn “college and/or career readiness” scores in any of the following assessments: PSAT®, SAT®, ACT®, ASVAB, KUDER or COMPASS®, (Note: SODA will utilize each assessment’s established metric that defines “college readiness” as its measure), AND
- b.) Complete 2 or more College Readiness courses through any combination of dual enrollment, concurrent enrollment or honors courses with a passing grade, AND
- c.) Successful completion of a Next Step Plan (as documented in the ILP) or an IEP Transition Plan

Meets Standard:

☐ The school surpasses the targets of this indicator if 65 – 79% or more of the

Analysis:

College-readiness assessment. The school provided ACT performance data and compared it with state-wide performance data for “*graduating class 2016*.” The specific cohort did not meet state benchmark averages for all areas (see figure 3). STARS report indicates that there were 67 12th grade students at EOY 2015-2016. Fifty-two (52) students from the class of 2016 were identified as having been administered the ACT. 77.6% of class of 2016 were administered the ACT.

Figure 3. Average ACT scores for class of 2016. National averages are higher than state averages in all areas.

SUBJECT	SODA	State
English	17.1	18.9
Math	18.1	19.5
Reading	19.3	20.5
Science	18.5	18.3
Composite	18.3	19.9

Dual credit enrollment. The school provided data on dual credit passing rates from fall 2014 through spring 2016. Average passing rates across semesters was 89.25%. The school did not provide data outlining the number college readiness courses each student had completed during this time period.

<p>students in the cohort demonstrate success in the following:</p> <ul style="list-style-type: none"> a.) Earn “college and/or career readiness” scores in any of the following assessments: PSAT[®], SAT[®], ACT[®], ASVAB, KUDER, or COMPASS[®], (Note: SODA will utilize each assessment’s established metric that defines “college readiness” as its measure), AND b.) Complete 2 or more College Readiness courses through any combination of dual enrollment, concurrent enrollment or honors courses with a passing grade, AND c.) Successful completion of a Next Step Plan (as documented in the ILP) or an IEP Transition Plan 	<p><i>Next Step Plans.</i> The school did not provide data to support 100% completion of Next Step Plans (NSPs). During the February 27, 2017 annual site visit the PED team randomly examined and observed incomplete NSPs (e.g., NSPs did not address ‘career and occupation’ and ‘post-secondary goal information and degree plan sections were not completed by a number of students’).</p>
<p>Does Not Meet Standard:</p> <p><input checked="" type="checkbox"/> The school does not meet the standard set forth in this indicator if 50 – 64% or more of the students in the cohort demonstrate success in the following:</p> <ul style="list-style-type: none"> a.) Earn “college and/or career readiness” scores in any of the following assessments: PSAT[®], SAT[®], ACT[®], ASVAB, KUDER, or COMPASS[®], (Note: SODA will utilize each assessment’s established metric that defines “college readiness” as its measure), and/or b.) Complete 2 or more College Readiness courses through any combination of dual enrollment, concurrent enrollment or honors courses with a passing grade, AND c.) Successful completion of a Next Step Plan (as documented in the ILP) or an IEP Transition Plan 	<p>Procedure: CSD staff examined data presented by school (e.g., PowerPoint Slide and ACT report), annual site visit report, and STARS report to determine membership count for identified cohort.</p> <p>Summary: “Success” as used in the goal statement is difficult to determine even with state and national benchmarks provided by school for comparative purposes (i.e., school vs. state performance on the ACT). Nevertheless, the PED team presents the following based on data examined:</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> The school falls far below the standard set forth in this indicator if less than 50% of the students in the cohort demonstrate success in the following:</p> <ul style="list-style-type: none"> a.) Earn “college and/or readiness” scores in any of the following assessments: PSAT[®], SAT[®], ACT[®], ASVAB, KUDER, or COMPASS[®], (Note: SODA will utilize each assessment’s established metric that defines “college readiness” as its measure) OR b.) Complete 2 or more College Readiness courses through any combination of dual enrollment, concurrent enrollment or honors courses with a passing grade. 	<ul style="list-style-type: none"> a. Student participation rate on ACT for class of 2016 (only data presented). <i>Result:</i> 77.6% school participation rate falls within the “meets standard” criteria. b. Completion rate for dual credit courses during 2014-2015 and 2015-2016 school years. <i>Result:</i> 89.25% completion rate falls within “meets standard” or “exceeds standard” criteria. c. Completion of Next Step Plans (NSP). <i>Result:</i> No data provided falls within “does

	<i>not meet standard" or "falls far below standard" criteria.</i>
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2.c. Mission Specific Indicator - GRADUATION: -Track and improve graduation rates for two distinct cohorts.

-Cohort 1: Seniors on the 40th day who begin their 9th grade year enrolled at the School and remain for the entirety of their high school career.

-Cohort 2: Seniors on the 40th day who enrolled for less than their full high school career but are defined as part of a graduation cohort established by their enrollment into 9th grade.

2.c. Did the school graduate its students?
<p>Exceeds Standard:</p> <p><input checked="" type="checkbox"/> The school surpasses the targets of this indicator if the following rates are met for each Cohort:</p> <p>Cohort 1. 85% or more of Cohort 1 students graduate AND</p> <p>Cohort 2. 85% or more of Cohort 2 students graduate OR if it is less than 85%, there is an increase of 5 percentage points from the average of the previous two years for Cohort 2 students.</p>
<p>Meets Standard:</p> <p><input type="checkbox"/> The school surpasses the targets of this indicator if the following rates are met for each Cohort:</p> <p>Cohort 1. 75-84% of Cohort 1 students graduate AND</p> <p>Cohort 2. 75-84% of Cohort 2 students graduate OR if it is less than 75%, there is an increase of 5 percentage points from the average of the previous two years for Cohort 2 students.</p>

Analysis:

The school provided 2014-2015 data in which 35 of 35 seniors (100%) who began at the school since 9th grade graduated (Cohort 1).

The school provided 2014-2015 data in which 14 of 14 seniors (100%) who “did not begin with us in 9th grade” graduated (Cohort 2).

Note that STARS report identified 77 seniors at the EOY for 2014-2015 school year.

Incidental data provided by the school included 2015-2016 data in which 57 of 63 seniors (90.5%) graduated. CSD could not verify which students began their academic careers at school since 9th grade which ones enrolled after 9th grade based on the data provided.

Procedure:

CSD staff examined data presented by school (e.g., PowerPoint Slide as well as STARS report to determine membership count for specific cohorts.

Summary: The school has a 100% graduation rate for cohorts 1 and 2 based on data provided by the school.

	<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> The school does not surpass the targets of this indicator if the following rates are met for each Cohort:</p> <p><u>Cohort 1.</u> 65-74% of Cohort 1 students graduate AND</p> <p><u>Cohort 2.</u> 65-74% of Cohort 2 students graduate OR if it is less than 80%, there is an increase of 5 percentage points from the average of the previous three years for Cohort 2 students.</p>	
	<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> The school falls far below the standard if it fails to meet any of the standards set forth above.</p>	



School Grade Report Card 2016

Certified

Final Grade

C

School of Dreams Academy Charter



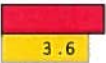





District: State Charters

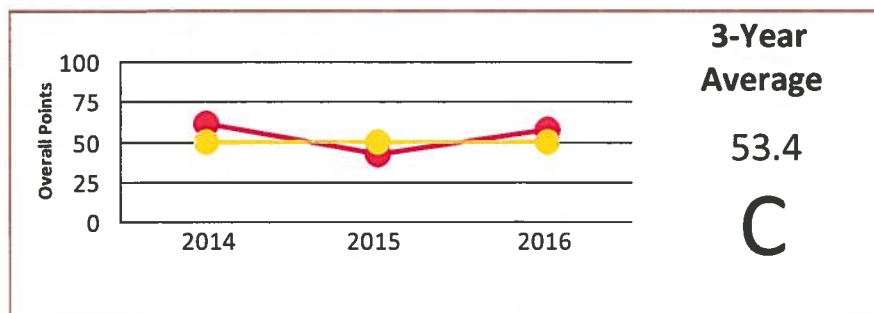
Grade Range: 7 - 12

Code: 505001

This School

Statewide C Benchmark

Current Standing		Grade	School Points	Possible Points
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?		C	12.26	30
School Growth				
Did the school as a whole improve student performance more or less than expected?		D	4.39	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.		C	4.20	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.		F	4.80	10
Opportunity to Learn				
Do parents and students believe their school is a good place to learn? Is student attendance high?		A	7.44	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	11.37	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	10.58	15
Bonus Points				
Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?			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
	57.04

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.

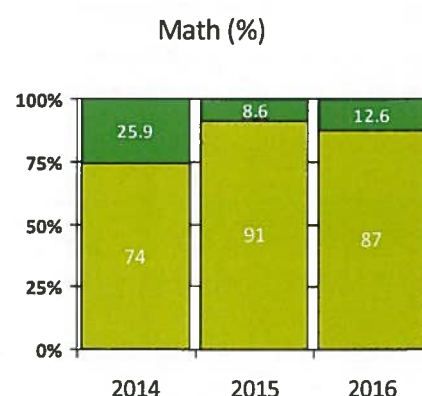
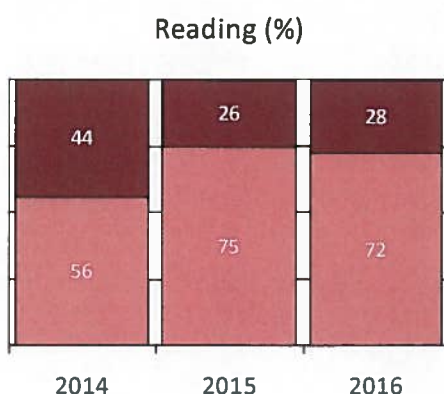
Current Standing

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 (%)	27.6	36.4	18.4	35.1	-	18.8	-	18.2	28.7	5.0	9.1
Proficient and Advanced (Pts)	2.07										
Value-Added Model (Pts)	5.13										
Math											
Proficient and Advanced (%)	12.6	11.2	14.1	14.6	-	9.0	-	18.2	11.7	5.0	9.1
Proficient and Advanced (Pts)	0.94										
Value-Added Model (Pts)	4.13										

3-Year Summary

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



School Growth

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

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

	Reading	Math
Value-Added Score	-0.100	-0.210
Points Earned	2.31	2.08

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

Student Growth

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

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	-0.23	0.04	-0.11	0.00	0.45	-0.09	0.03	0.19	-0.11	-0.25	-0.26
Highest 75% (Pts)	2.05										
Lowest 25% (VAS)	0.03	-0.03	-0.16	-0.18	0.17	-0.04	-	-0.38	-0.40	-0.11	-0.68
Lowest 25% (Pts)	2.56										
Math Growth											
Highest 75% (VAS)	-0.18	-0.17	0.07	-0.19	-0.49	0.21	-0.04	-0.50	-0.06	-0.02	0.19
Highest 75% (Pts)	2.14										
Lowest 25% (VAS)	-0.13	0.28	-0.12	-0.04	-	0.19	0.43	0.46	0.14	-0.03	0.72
Lowest 25% (Pts)	2.24										

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)	95.0	94	96	96	97	96	100	88	94	93	94
Attendance (Points)	3.01										

Survey (Average)	39.9	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)	4.43	
Count of Surveys (N)	815	

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Cohort of 2015 - 4-Year Rate											
Cohort Graduation (%)	65.08	64.1	65.6	59.6	-	71.7	-	-	65.8	67.1	-
Non-Cohort Graduation (%)	70.00										
SAM Adjustment (Weighted %)	67.7	This school qualified to be a SAM school.									
Points Earned	5.41										
Cohort of 2014 - 5-Year Rate											
Graduation (%)	52.10	58.1	46.6	62.1	-	43.7	-	-	51.9	47.0	53.1
Points Earned	1.56										
Cohort of 2013 - 6-Year Rate											
Graduation (%)	41.39	37.6	45.2	42.6	-	37.9	-	-	51.5	-	48.8
Points Earned	0.83										
Growth in 4-Year Rates											
Growth takes into account three years of graduation rates.		Growth Index		1.24							
		Points Earned		3.57							

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								
		F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	
Participation (% of Cohort)	67.4	67.5	67.4	69.6	86.2	62.4	-	88.9	65.7	47.5	95.1	
Participation (Pts)	3.37											
Success (% of Participants)	72.1	71.8	72.3	77.5	>98.0	64.8	-	<2.0	70.5	57.7	65.5	
Success (Pts)	7.21											

Percent of School's Cohort of 2015

Participating in Each CCR Opportunity

	ACT	PLAN	ASPIRE	SAT	PSAT	AccuPlacer	Advanced Placement	Dual Credit	International Baccalaureate	Career Technical Education	Compass	SAT Subject Test	SAM School Supplemental
48.6	50.2	47.8	52.1	69.0	40.7	-	88.9	46.4	27.4	26.2			
<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
<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
<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
11.8	12.1	11.6	14.8	17.2	7.3	-	<2.0	11.8	<2.0	16.4			
<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
<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
34.4	35.5	33.8	38.4	69.0	27.7	-	<2.0	29.6	12.8	26.2			
<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
20.5	9.8	26.0	21.4	86.2	16.5	-	<2.0	23.8	16.4	26.2			
<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
<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
<2.0	<2.0	2.3	<2.0	<2.0	<2.0	-	<2.0	3.1	<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

☐ Truancy Improvement

☐ Extracurricular Activities

☒ 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 (%) 97

Math (%) 96

School exempted from penalty because of SAM status.

Supplemental Information

Similar Schools While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how this school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

		School Rank											
		ELL		SWD		Ethnicity		ED		Mobility		Composite	
		3.8		14.3		44.6		32.1		24.1			
Students (% Tested)		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing		11	(36)	11	(36)	11	(36)	11	(36)	11	(36)	11	(36)
School Growth		11	(36)	11	(36)	11	(36)	11	(36)	11	(36)	11	(36)
Student Growth, Highest 75%		16	(36)	16	(36)	16	(36)	16	(36)	16	(36)	16	(36)
Student Growth, Lowest 25%		11	(36)	11	(36)	11	(36)	11	(36)	11	(36)	11	(36)
Opportunity to Learn		10	(36)	10	(36)	10	(36)	10	(36)	10	(36)	10	(36)
Graduation		3	(36)	3	(36)	3	(36)	3	(36)	3	(36)	3	(36)
College and Career Readiness		5	(36)	5	(36)	5	(36)	5	(36)	5	(36)	5	(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 (%)	27.6	36.4	18.4	35.1	-	18.8	-	18.2	28.7	5.0	9.1
	2015 (%)	25.5	31.8	20.0	29.7	<2.0	19.3	50.0	28.6	20.3	2.9	16.7
	2014 (%)	44.1	52.1	38.1	49.2	-	35.7	-	-	39.8	11.1	47.6
Math Proficiency	2016 (%)	12.6	11.2	14.1	14.6	-	9.0	-	18.2	11.7	5.0	9.1
	2015 (%)	8.6	8.5	8.7	10.8	<2.0	5.4	<2.0	14.3	5.6	<2.0	8.3
	2014 (%)	25.9	23.4	27.8	31.3	-	17.9	-	-	27.2	7.4	28.6

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/>.



School Grade Report Card 2015

Certified

Final Grade

D

School of Dreams Academy Charter

District: State Charters

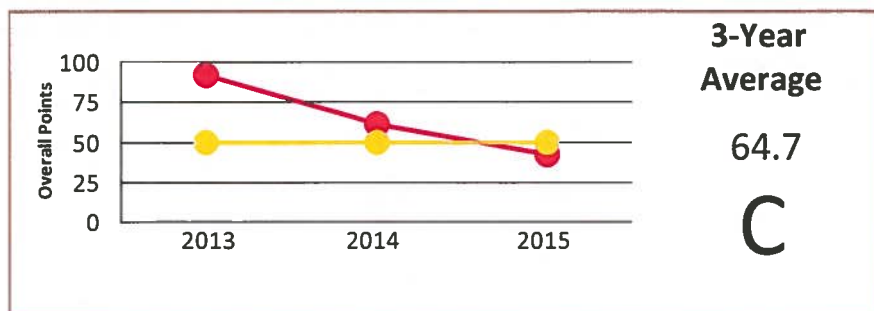
Grade Range: 07 - 12

Code: 505001

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.	F	5.76	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?	F	2.31	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.	D	2.50	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	1.79	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	7.19	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.	F	6.20	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	B	11.00	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?		5.00	5



Final School Grade

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

Total Points

41.75

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.

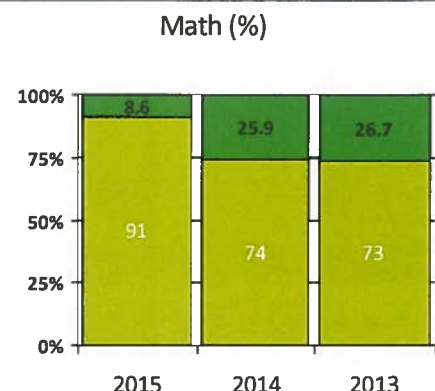
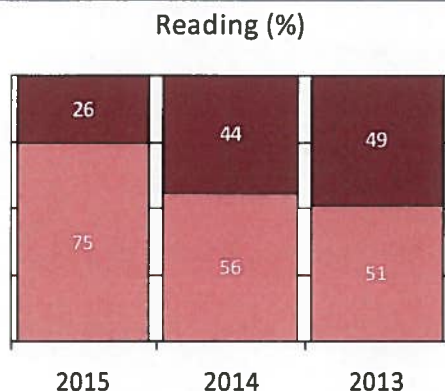
Current Standing

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 (%)	25.5	31.8	20.0	29.7	<2.0	19.3	50.0	28.6	20.3	2.9	16.7
Proficient and Advanced (Pts)	1.28										
Value Added Model (Pts)	2.50										
Math											
Proficient and Advanced (%)	8.6	8.5	8.7	10.8	<2.0	5.4	<2.0	14.3	5.6	<2.0	8.3
Proficient and Advanced (Pts)	0.43										
Value Added Model (Pts)	1.55										

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
Value Added Score	-0.516	-0.999
Points Earned	1.51	0.79

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

Student Growth

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

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding when students are below the proficiency line, because they are closing the achievement gap and catching up to their higher-performing classmates.
- Near 0 means that the group scored about as expected compared to their academic peers. While some students may have performed better than anticipated (positive growth), they were equally balanced by students that did poorer (negative growth).
- Below 0 means that the group performed below expectations and students are losing ground when compared to their peers.

Details of student growth and value added scores are explained in PED's School Grading Technical Guide at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>. Note that separate analytic techniques are used for the school overall and for the subgroups.

	School Overall	Subgroup Analysis									
		Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	Students with Disabilities	English Language Learners
Reading Growth											
Highest 75% (VAS)	-0.49	-0.23	-0.16	-0.21	-	-0.20	0.20	0.19	-0.19	0.29	-0.31
Highest 75% (Pts)	1.55										
Lowest 25% (VAS)	-0.94	-0.21	-0.32	-0.19	-0.02	-0.42	-	0.06	-0.08	-0.28	0.71
Lowest 25% (Pts)	0.86										
Math Growth											
Highest 75% (VAS)	-0.87	-0.16	0.11	-0.04	0.74	0.00	-0.70	0.03	0.02	-0.46	0.16
Highest 75% (Pts)	0.95										
Lowest 25% (VAS)	-0.89	-0.48	-0.11	-0.36	-	-0.21	-	0.91	-0.26	-0.15	-0.16
Lowest 25% (Pts)	0.93										

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)	94.9	94.8	95.0	94.2	-	96.1	-	-	94.0	95.1	-	
Attendance (Points)	3.00											
Survey (Average)	37.7	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.									Reading	NA
Survey (Points)	4.2										Math	NA
Count of Surveys (N)	1,069										General	37.7

Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to school and student growth, the expectation is that the school increase the percent of successful 4-year graduates over time. SAM (Supplemental Accountability Model) schools are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at: <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Cohort of 2014 - 4-Year Rate												
Cohort Graduation (%)	52.0	58.1	46.4	62.1	-	43.5	-	-		51.9	47.0	53.1
Non-Cohort Graduation (%)	40.0											
SAM Adjustment (Weighted %)	52.0											
Points Earned	4.16											
Cohort of 2013 - 5-Year Rate												
Graduation (%)	41.4	37.6	45.2	42.6	-	37.9	-	-		51.5	-	48.8
Points Earned	1.2											
Cohort of 2012 - 6-Year Rate												
Graduation (%)	6.0	-	-	-	-	9.0	-	-		-	-	-
Points Earned	0.1											
Growth in 4-Year Rates												
Growth takes into account three years of graduation rates.		Growth Index		-1.81								
		Points Earned		0.68								

College and Career Readiness (CCR)

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

- 1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
- 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful, students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Participation (% of Cohort)	64	68	60	69	100	60	-	0		63	58	69
Participation (Pts)	3.19											
Success (% of Participants)	78	81	75	75	100	81	-	-		79	58	63
Success (Pts)	7.81											
Percent of School's Cohort of 2014 Participating in Each CCR Opportunity												
ACT	53.4	60.1	47.2	60.0	<2.0	48.2	-	<2.0		54.3	54.2	60.8
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
SAT	<2.0	<2.0	3.4	3.7	<2.0	<2.0	-	<2.0		3.9	<2.0	<2.0
PSAT	3.9	5.6	2.4	<2.0	<2.0	6.1	-	<2.0		3.0	3.6	10.7
AccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
Advanced Placement	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
Dual Credit	26.9	32.8	21.6	35.0	<2.0	20.0	-	<2.0		37.0	13.6	42.4
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
Career Technical Education	17.0	14.4	19.4	17.1	<2.0	17.2	-	<2.0		16.8	33.4	4.9
Compass	<2.0	2.2	<2.0	<2.0	>98.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0		<2.0	<2.0	<2.0

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education. 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 (%) 98

Math (%) 100

School exempted because of SAM status.

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	
		4.2		11.5		44.1		50.5		5.0			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Students (% Tested)													
Current Standing		27	(37)	27	(37)	27	(37)	27	(37)	27	(37)	27	(37)
School Growth		30	(37)	30	(37)	30	(37)	30	(37)	30	(37)	30	(37)
Student Growth, Highest 75%		29	(37)	29	(37)	29	(37)	29	(37)	29	(37)	29	(37)
Student Growth, Lowest 25%		32	(37)	32	(37)	32	(37)	32	(37)	32	(37)	32	(37)
Opportunity to Learn		17	(37)	17	(37)	17	(37)	17	(37)	17	(37)	17	(37)
Graduation		18	(37)	18	(37)	18	(37)	18	(37)	18	(37)	18	(37)
College and Career Readiness		4	(37)	4	(37)	4	(37)	4	(37)	4	(37)	4	(37)

School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers.

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

School History

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

		All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
			F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Reading Proficiency	2015 (%)	25.5	31.8	20.0	29.7	<2.0	19.3	50.0	28.6	20.3	2.9	16.7
	2014 (%)	44.1	52.1	38.1	49.2		35.7			39.8	11.1	47.6
	2013 (%)	48.7	60.9	38.0	57.7		34.3			47.5	16.0	23.5
Math Proficiency	2015 (%)	8.6	8.5	8.7	10.8	<2.0	5.4	<2.0	14.3	5.6	<2.0	8.3
	2014 (%)	25.9	23.4	27.8	31.3		17.9			27.2	7.4	28.6
	2013 (%)	26.7	27.6	26.0	30.6		20.0			23.8	8.0	17.6

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 (%)	>98.0	-	-	-	-	-	-	-	-	-	-
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.



School Grade Report Card 2014

Certified

Final Grade

C







School of Dreams Academy Charter

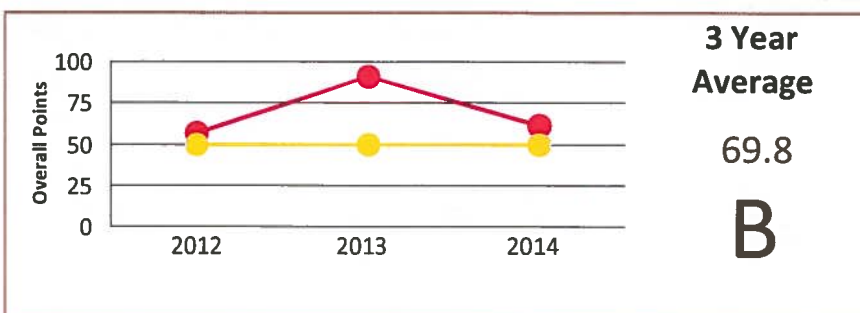
District: State Charter

Grade Range: 07 - 12

Code: 505001

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	9.07	30
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders? 	D	4.90	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 	A	9.27	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. 	C	7.81	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? 	C	6.31	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. 	C	12.44	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. 	C	8.61	15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities? 		3.00	5



Final School Grade

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

Total Points

61.41

Details of Each Grade Indicator

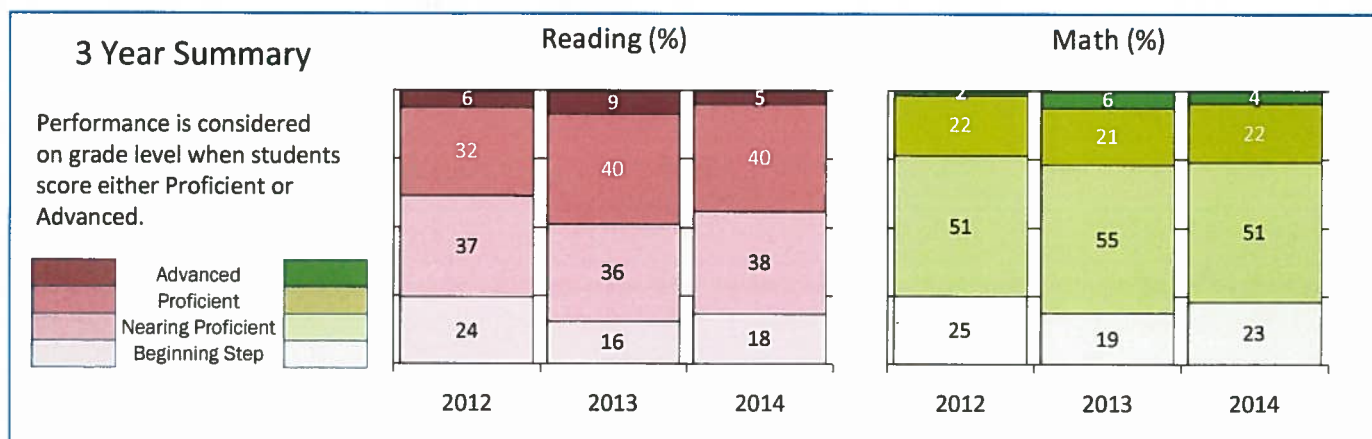
These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based 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 Manual at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading												
Proficient and Advanced (%)	44.1	52.1	38.1	49.2	-	35.7	-	-	39.8	11.1	47.6	-
Proficient and Advanced (Pts)	5.09											
Value Added Model (Pts)	0.67											
Math												
Proficient and Advanced (%)	25.9	23.4	27.8	31.3	-	17.9	-	-	27.2	7.4	28.6	-
Proficient and Advanced (Pts)	3.31											
Value Added Model (Pts)	0.00											



School Growth

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

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

	Reading	Math
Difference from Expected Growth (SS Points)	0.493	0.481
Points Earned	2.16	2.74

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

Student Growth

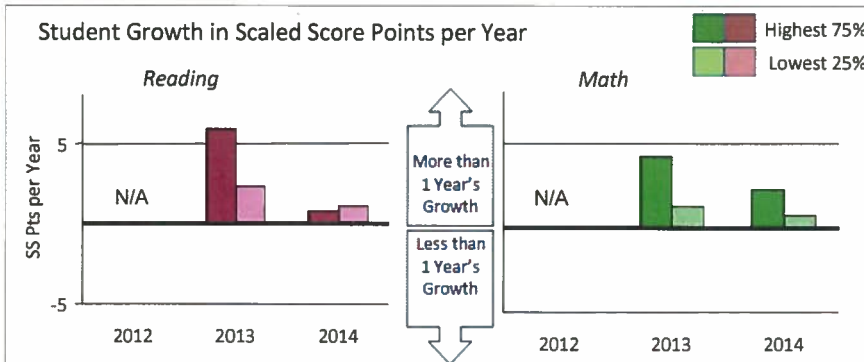
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- Above 0 means that the group, in general, scored higher than expected. This is an exciting finding, especially 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. 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 scaled scores are explained in the Technical Guide on the PED website: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

	All Students	Gender				Race / Ethnicity								Econ Disadv	Students with Disabilities		English Language Learners		Redesignated English Proficient				
		Female		Male		White		African American		Hispanic		Asian			Am Indian								
		Range		Range		Range		Range		Range		Range			Range		Range		Range		Range		
Reading Growth																							
Highest 75% (SS/Yr)	0.8	-2.5	1.8	-2.6	1.6	-2.6	1.7	-	-	-2.6	1.7	-	-	-	-	-2.7	1.6	-	-	-2.3	1.9	-	-
Highest 75% (Pts)	4.27																						
Lowest 25% (SS/Yr)	1.2	-1.3	3.0	-1.4	2.8	-1.3	3.0	-	-	-1.4	2.8	-	-	-	-	-1.4	2.8	-1.8	2.5	-	-	-	-
Lowest 25% (Pts)	4.04																						
Math Growth																							
Highest 75% (SS/Yr)	2.3	-3.4	.7	-3.3	.8	-3.3	.8	-	-	-3.4	.7	-	-	-	-	-3.4	.7	-	-	-3.4	.7	-	-
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	.8	-3.4	.7	-3.4	.7	-3.4	.7	-	-	-3.4	.7	-	-	-	-	-3.5	.7	-3.9	.2	-	-	-	-
Lowest 25% (Pts)	3.78																						



Remaining Gap Between Highest and Lowest Performing Students in 2014

Scaled Score Differences

Reading 14.0

Math 13.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year

Reading +1.7 per year

Opportunity to Learn (OTL)

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

		Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant			
OTL Attendance (Student Average)	94.9	94.8	94.9	94.6	-	95.4	-	-	94.8	96.1	94.5	-
OTL Attendance (Points Earned)	3.00											
OTL Survey (Average Total Score)	31.3	31.3	31.3	31.3	-	31.3	-	-	32.0	32.4	30.5	-
OTL Survey (Points Earned)	3.31											

OTL Survey Questions Reading

The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.

1. My teacher introduces a new topic by connecting to things I already know.	3.0	3.2	2.9	3.0	-	3.0	-	-	3.0	2.6	3.5	-
2. My teacher explains why what we are learning is important.	3.2	3.3	3.2	3.2	-	3.2	-	-	3.3	3.6	3.1	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.7	2.8	2.6	2.7	-	2.7	-	-	2.7	2.8	2.7	-
4. Every student gets a chance to answer questions.	3.7	3.7	3.7	3.8	-	3.5	-	-	3.7	3.8	3.1	-
5. My teacher wants me to explain my answers.	4.0	4.0	4.0	4.0	-	4.1	-	-	4.2	3.7	3.9	-
6. My teacher knows when I understand, and when I do not.	2.9	2.8	3.0	2.9	-	3.1	-	-	2.9	3.3	3.0	-
7. My teacher explains things in different ways so everyone can understand.	3.1	3.1	3.1	3.1	-	3.0	-	-	3.1	3.4	3.1	-
8. My teacher gives me helpful feedback on work I turn in.	3.2	3.1	3.3	3.1	-	3.4	-	-	3.3	3.5	2.9	-
9. My teacher checks our understanding.	3.0	2.9	3.1	3.0	-	3.0	-	-	3.2	3.1	2.6	-
10. My teacher takes the time to summarize what we learn each day.	3.0	3.2	2.9	3.0	-	3.0	-	-	3.0	2.7	2.8	-

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	2.7	2.7	2.7	2.8	-	2.5	-	-	2.7	3.2	2.7	-
2. My teacher explains why what we are learning is important.	2.7	2.7	2.7	2.8	-	2.5	-	-	2.8	3.6	2.9	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.7	2.7	2.7	2.8	-	2.6	-	-	2.8	3.2	2.4	-
4. Every student gets a chance to answer questions.	3.4	3.5	3.3	3.5	-	3.3	-	-	3.2	3.4	2.7	-
5. My teacher wants me to explain my answers.	3.5	3.5	3.5	3.5	-	3.5	-	-	3.6	3.7	3.2	-
6. My teacher knows when I understand, and when I do not.	2.9	2.9	2.8	2.8	-	3.0	-	-	2.8	3.4	2.5	-
7. My teacher explains things in different ways so everyone can understand.	3.0	3.1	2.9	3.1	-	2.9	-	-	3.1	3.7	3.0	-
8. My teacher gives me helpful feedback on work I turn in.	2.6	2.6	2.6	2.7	-	2.5	-	-	2.8	3.3	2.2	-
9. My teacher checks our understanding.	2.9	3.0	2.8	2.9	-	2.9	-	-	3.0	3.5	2.7	-
10. My teacher takes the time to summarize what we learn each day.	2.7	2.7	2.7	2.8	-	2.5	-	-	2.7	2.7	1.9	-

Color Key:



4 or 5, Rated High
2 or 3, Rated Mid
0 or 1, Rated Low

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 Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient		
		F	M	White	Afr Amer	Hisp	Asian	Am Indian							
Cohort of 2013 - 4-Year Rate															
Percent Graduating	41.4	37.6	45.2	42.6	-	37.9	-	-		51.5	-	48.8	N/A		
Points Earned	5.45														
Cohort of 2012 - 5-Year Rate															
Percent Graduating	6.0	-	-	-	-	9.0	-	-		-	-	-	N/A		
Points Earned															
Cohort of 2011 - 6-Year Rate															
Percent Graduating	-	-	-	-	-	-	-	-		-	-	-	N/A		
Points Earned															
Growth in 4-Year Rates		Growth Index (Increase)			6.9	SAM Rates								SAM Graduation (%)	54.5
Value Added Modeling takes into account the school's prior 3 years.		Points Earned			6.99	This school qualified to be a SAM school.									

College and Career Readiness (CCR)

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

- 1) College entrance assessments (SAT, SAT Subject Test, PSAT, ACT, PLAN, Compass, or Accuplacer)
- 2) Evidence that the student can pass a college level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

Points are given separately for students' participation and for their success. To be considered successful students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at <http://ped.state.nm.us/Graduation/index.html>.

	All Students	Gender		Race / Ethnicity						Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian					
Participation (% of Cohort)	37.2	34.7	39.8	39.8	-	32.2	-	>98.0		41.3	42.3	34.4	N/A
Participation (Pts)	1.9												
Success (% of Participants)	67.5	84.9	52.1	50.4	-	84.0	-	>98.0		54.7	44.4	66.7	N/A
Success (Pts)	6.8												
Percent of School's Cohort of 2013													
Participating in Each CCR Opportunity													
ACT	33.0	31.3	34.8	36.2	-	31.2	-	<2.0		33.6	23.5	28.7	-
PLAN	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
SAT	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
PSAT	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
AccuPlacer	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
Advanced Placement	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
Dual Credit	14.9	22.5	7.0	12.4	-	17.9	-	<2.0		12.6	<2.0	17.2	-
International Baccalaureate	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
Career Technical Education	9.4	13.2	5.6	11.8	-	3.5	-	>98.0		6.3	18.8	<2.0	-
Compass	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	-
SAM School Supplemental	<2.0	2.9	<2.0	3.1	-	<2.0	-	<2.0		<2.0	<2.0	<2.0	<2.0

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

☐ Student Engagement

☐ Parental Engagement

☐ Extracurricular Activities

☒ Truancy Improvement

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. Higher ranking schools had more points in that indicator.

	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	9.6		13.1		40.9		48.0		6.1			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	10	(33)	10	(33)	10	(33)	10	(33)	10	(33)	10	(33)
School Growth	10	(33)	10	(33)	10	(33)	10	(33)	10	(33)	10	(33)
Student Growth, Highest 75%	27	(33)	27	(33)	27	(33)	27	(33)	27	(33)	27	(33)
Student Growth, Lowest 25%	24	(33)	24	(33)	24	(33)	24	(33)	24	(33)	24	(33)
Opportunity to Learn	20	(33)	20	(33)	20	(33)	20	(33)	20	(33)	20	(33)
Graduation	8	(33)	8	(33)	8	(33)	8	(33)	8	(33)	8	(33)
College and Career Readiness	10	(33)	10	(33)	10	(33)	10	(33)	10	(33)	10	(33)

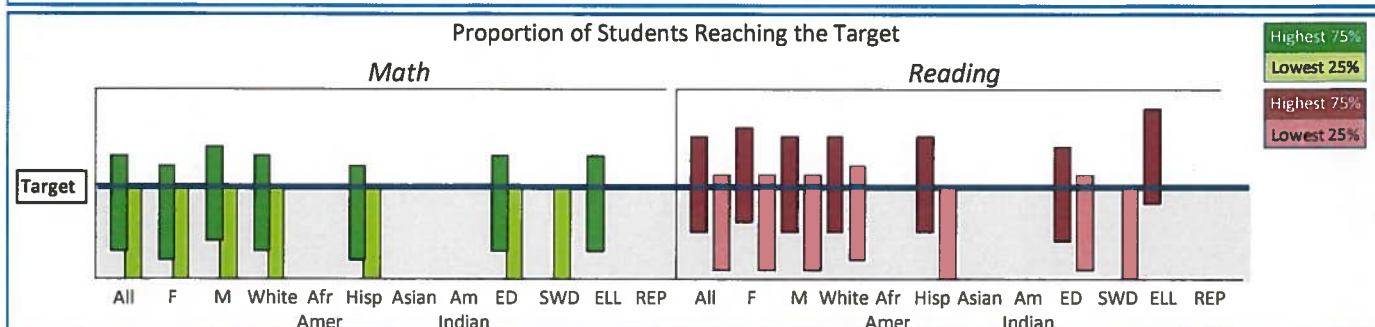
School Growth Targets

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. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

		Gender			Race / Ethnicity						Students with Disabilities		English Language Learners	Redesignated English Proficient
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged				
Reading	Highest 75% (%)	53.1	58.9	48.3	54.5	-	50.0	-	-	40.5	-	-	75.0	-
	Target 61.0%	12.1	9.5	13.5	20.7	-	3.8	-	-	12.5	.0	-	-	-
Math	Highest 75% (%)	30.3	21.1	38.1	34.4	-	24.5	-	-	32.9	-	-	26.7	-
	Target 55.0%	.0	.0	.0	.0	-	.0	-	-	.0	.0	-	-	-

Graduation Target 73.7%

For high schools graduation rates for the Cohort of 2013 are available on page 5.



Participation Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading (%)	92.8	89.5	95.5	94.8	-	90.3	-	-	>98.0	>98.0	>98.0	-
Math (%)	92.8	89.5	95.5	94.8	-	90.3	-	-	>98.0	>98.0	>98.0	-

School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on 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	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Reading	2014 (Avg SS)	38.1	39.6	36.9	39.2	-	36.6	-	-	37.9	26.8	35.3	-
	2013 (Avg SS)	39.4	42.3	36.9	40.8	-	37.3	-	-	39.3	29.3	36.1	-
	2012 (Avg SS)	36.8	40.6	33.9	39.4	-	34.0	-	-	39.3	22.8	-	-
Math	2014 (Avg SS)	34.1	34.1	34.0	35.2	-	32.6	-	-	33.6	22.6	32.6	-
	2013 (Avg SS)	35.1	36.2	34.1	36.8	-	32.4	-	-	33.8	27.9	32.8	-
	2012 (Avg SS)	33.1	33.9	32.6	35.5	-	30.9	-	-	34.8	25.7	-	-

Student Promotion

Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if 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	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
Grade 9 to Grade 10 (%)	-	-	-	-	-	-	-	-	-	-	-	-
Grade 10 to Grade 11 (%)	>98.0	-	-	-	-	-	-	-	>98.0	-	-	-
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-	-	-	-	-

End Notes

- 1 The Statewide C grade was established in the first year of 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 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. 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. However high schools that were graded on this restricted scale have their points adjusted upward to the 100 point scale in order to report 3-year averages.
- 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 3-8, 10, or 11. These school are rated using the performance of their alumni.
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).
- 6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.