

## AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: January 13, 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
- 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 3Y/4Y (Developmentally Disabled) Program, to grades served, as allowed under IDEA Part B in public schools.

The school states the following rationale for its request:

*The Individuals with Disabilities Education Act-Part B requires public schools to conduct Child Find services and provide programming for 3 and 4 year old students qualified under developmental disabilities. When initially chartered and as part of renewal, School of Dreams Academy signed assurances to comply with this and other statutory requirements. This year (2016-17) School of Dreams Academy began such a program and, to date has identified 26 children in need of services. Currently we have two classrooms with certified teachers and teaching assistants offering developmentally appropriate programming in compliance with each student's IEP. SODA offers the full range of services including Speech/Language Pathology, Social Work, and Diagnostician, in a welcoming and family friendly environment. This request is to codify our 3Y/4Y program as part of our charter.*

### School History

School of Dreams Academy Charter is currently in its ninth year as a New Mexico Charter School. The 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.

At the May 2106 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.

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.

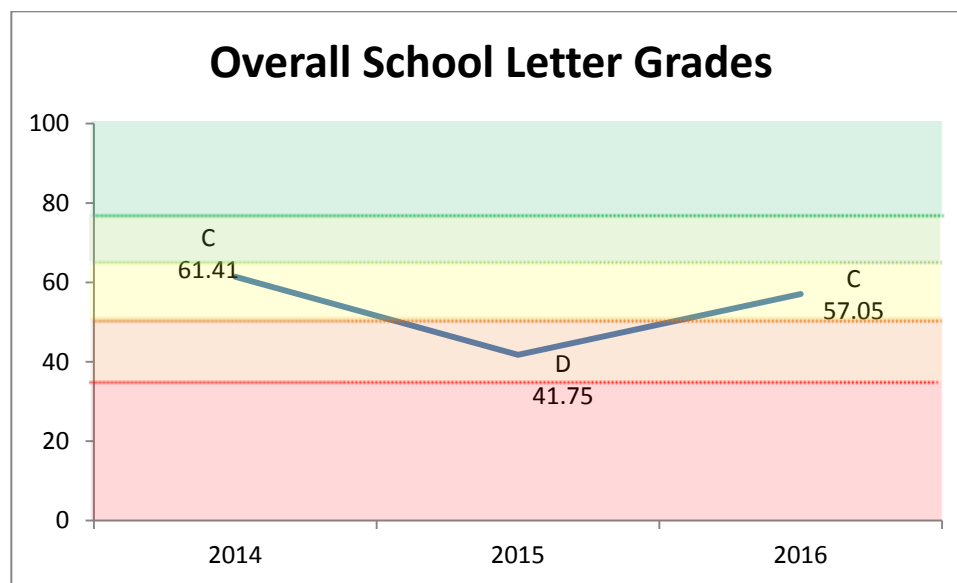
In March 2014, the school was granted an amendment to change its mission statement to indicate the school provides a STEAM curriculum.

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

### School Performance

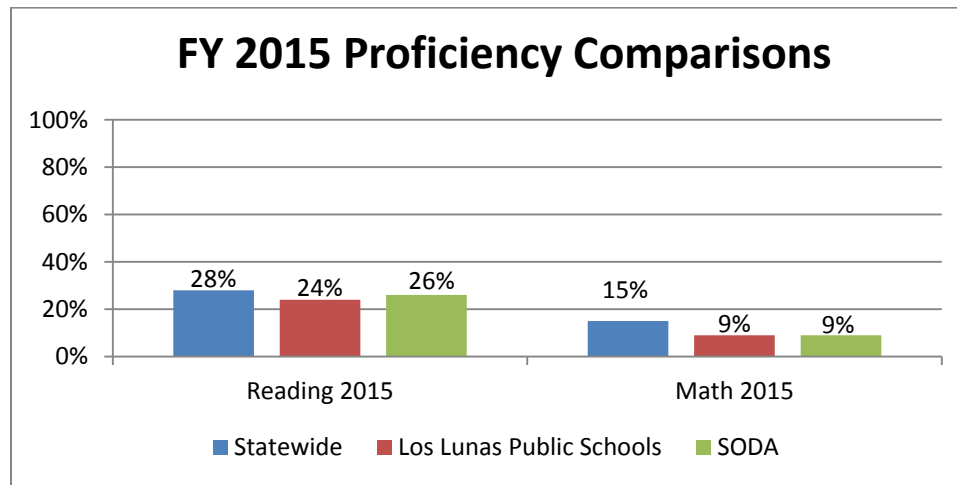
School of Dreams Academy Charter School has received the following school grades:

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).

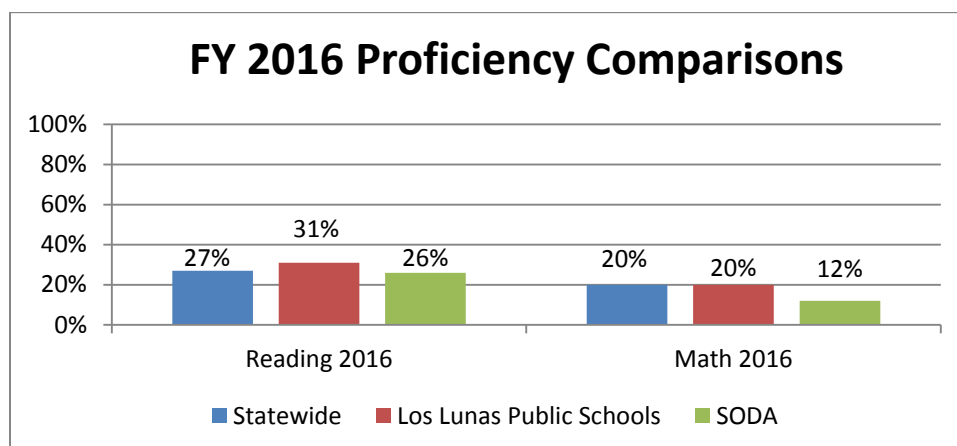


The tables below show a comparison of the school's state assessment proficiency data to the statewide data for the same grade levels and the Los Lunas Public Schools District data for the same grade levels. This comparison for 2015 indicates that the school scored a slightly lower proficiency percent 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. 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 the statewide and Los Lunas Public School's proficiency rates in reading. 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.

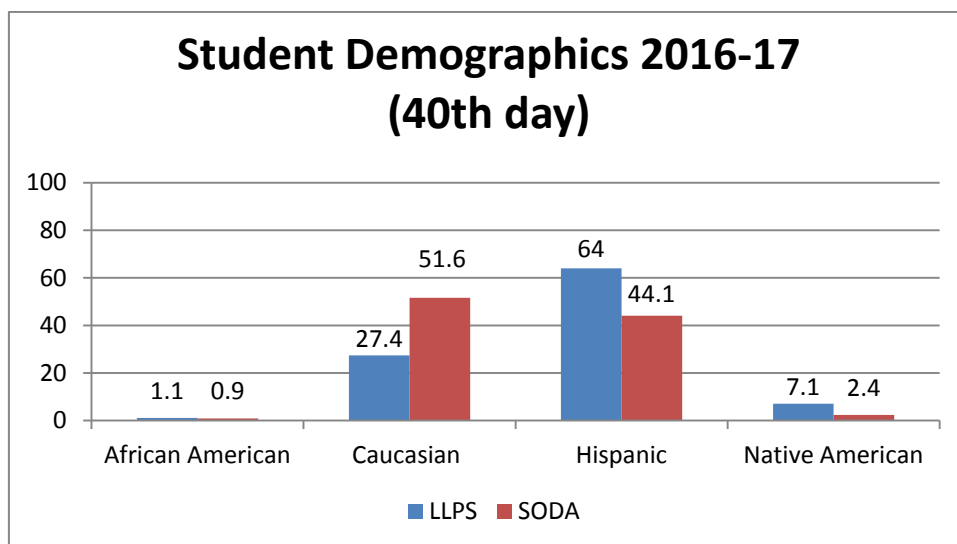
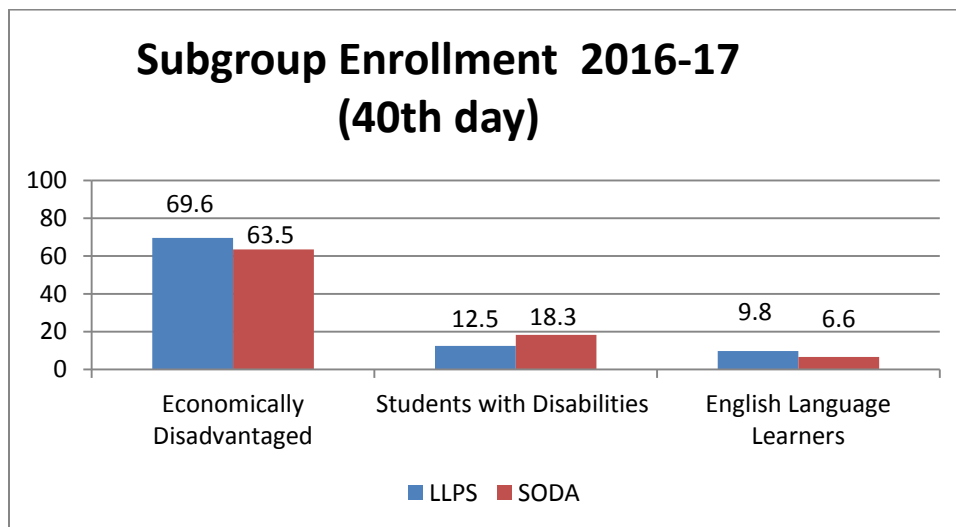


### School Enrollment and Demographics Data

The 40<sup>th</sup> day enrollment count at School of Dream Academy was 532 students for the 2016-2017 school year and 377 students for the 2015-

2016 school year. This demonstrates a decrease in total enrollment by 155 students.

Student demographics and subgroup enrollment for School of Dreams Academy for the 2016-17 40 day reporting, as compared to statewide data is provided below. The STARS data indicates the school has a slightly lower percentage of Economically Disadvantaged students and of English Language Learners enrolled than the percentage of such students enrolled in schools across Los Lunas Public School District (LLPS). School of Dreams Academy (SODA) has a higher percent of students with disabilities as compared to the Los Lunas Public School District's percentage. The data also demonstrates a lower Hispanic and Native American population than the Los Lunas Public Schools' percentage.



### 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.

While School of Dreams Academy is making progress, based on the criteria from the letter grading law the school has not yet demonstrated sustained improvement.

The Charter Schools Division has sought guidance from the Special Education Bureau of the PED to understand if the school must be allowed to provide these services, or if the provisions of law above might preclude the school from expanding to offer this program. Additionally, CSD has sought to understand if the school has met the requirements to participate in this program. At this time the special education bureau is still working with the school and believes additional actions must be taken to enable the school to participate in this program.

### Recommendation

CSD recommends that the amendment request be reconsidered at a later date when the school is able to demonstrate it has met the requirements to participate in the program and the Special Education Department is able to provide more information about whether the school must be allow to provide the program or whether the letter grade provision would preclude the expansion.

### Proposed Motions

- Move to table to table the amendment request presented by School of Dreams Academy requesting to amend the grade levels served to include a 3Y/4Y (Developmentally Disabled) until the school is able to demonstrate it has met the requirements to participate in the program and the Special Education Department is able to provide more information about whether the school must be allow to provide the program or whether the letter grade provision would preclude the expansion.
- Move to approve the amendment request presented by School of Dreams Academy requesting to amend the grade levels served to include a 3Y/4Y (Developmentally Disabled) because [PEC TO PROVIDE RATIONALE]

- Move to approve the amendment request presented by School of Dreams Academy requesting to amend the grade levels served to include a 3Y/4Y (Developmentally Disabled) with the condition that the school must demonstrate, no later than March 1, 2017, that it has met the legal requirements to provide the 3Y/4Y Developmentally Disabled program, because [PEC TO PROVIDE RATIONALE]
- Move to deny the amendment request presented by School of Dreams Academy requesting to amend to change the grades they are authorized to serve to include 3Y/4Y (Developmentally Disabled) Program, to grades served, as allowed under IDEA Part B in public schools of its contract because the school has not yet demonstrated sustained academic achievement as required by 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.

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](mailto:charter.schools@state.nm.us)

of State-Chartered School: School of Dreams Academy

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

Inter Application Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section 8.01, School Grades	Grades K – 2, 7 - 12	Add 3Y / 4Y DD (Developmentally Disabled) Program, to grades served, as allowed under IDEA Part B in public schools.	The Individuals with Disabilities Education Act – Part B requires public schools to conduct Child Find services and provide programming for 3 and 4 year old students qualified under developmental disabilities. When initially chartered and as part of renewal, School of Dreams Academy signed assurances to comply with this and other statutory requirements. This year (2016-2017) School of Dreams Academy began such a program and, to date has identified 26 children in need of services. Currently we have two classrooms with certified teachers and teaching assistants offering developmentally appropriate	10/27/2016



# STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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Original Signature of Governing Council President or Designee:  Date: 10-27-16

Printed Name of Governing Council President or Designee: Kathy Chavez

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



October 27, 2016

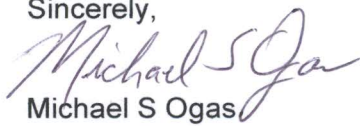
Patricia Gibson, Chair  
New Mexico Public Education Commission  
300 Don Gaspar Avenue  
Santa Fe, NM 87501

Dear Madam Chair,

School of Dreams Academy (SODA) is submitting this amendment request to amend grade levels served to add a 3Y/4Y DD (Developmentally Disabled) program as allowed under the Individuals with Disabilities Education Act – Part B (IDEA-B). IDEA-B requires public schools to conduct Child Find services and provide programming for 3 and 4 year old students qualified under developmental disabilities. When initially chartered and as part of our renewal, School of Dreams Academy signed assurances to comply with this and other statutory requirements. Currently SODA's authorized grade levels do not include services to 3Y/4Y DD students. At the May 13, 2016 PEC meeting significant discussion centered around this issue as we had initially requested adding grades Pre-K through 2<sup>nd</sup>. Our intention, from the beginning was to implement a 3Y/4Y DD program but the issue was calling it "Pre-K". When the Commission approved us adding grades K-2 we left with the understanding that we could proceed with implementing the 3Y/4Y program and that we needed to work the details out with the state. So that is what we did. In October 2015 SODA submitted projections to the PED Finance Division indicating our intent to add 3Y/4Y DD students pending approval of elementary grades increase by the PEC. This Year School of Dreams Academy began offering a 3Y/4Y program and, to date has identified 26 children in need of services. Currently we have two classrooms with certified teachers and teaching assistants offering developmentally appropriate programming in compliance with each student's IEP. SODA offers the full range of services to comply with IEP's including Speech/Language Pathology, Occupational Therapy, Social Work, Counseling, Psychological and Diagnostician, in a welcoming and family friendly environment.

On October 10, 2016 I received an email from Director Poulos (attached) requiring us to submit this amendment because the 3Y/4Y program under IDEA is a "public school program and needs to be included in your grade level cap". This request is to codify our 3y/4y program as part of our charter. Thank you, in advance, for placing this amendment request on the PEC agenda at your earliest convenience.

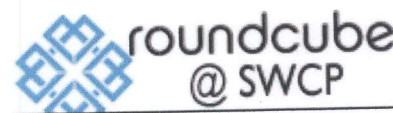
Sincerely,



Michael S Ogas  
Founder/Principal

1800 Main St., NE Suite 250  
Los Lunas, NM 87031  
[www.sodacharter.net](http://www.sodacharter.net)

**Subject** Required Amendment Request  
**From** Poulos, Katie, PED <Katie.Poulos@state.nm.us>,  
**To** Ogas, Mike <mogas@sodacharter.com>,  
**Date** Oct 10 2016 4:10 PM



Good Day Mr. Ogas:

I am writing to you to inform you that you need to submit an amendment request to amend grades levels served to the Public Education Commission because your school offers a 3Y/4Y DD (Developmentally Disabled) program.

Whereas, the PEC has previously elected to exclude "PreK" programs from the grade level authorization it grants to charter schools. This decision has been made because these programs do not fall under "public school programs". However, the 3Y/4Y DD (Developmentally Disabled) program is a public school program and needs to be included be included in your grade level caps.

Your current authorized grade levels do not reflect the PEC's authorization for you to serve students in the at 3Y/4Y DD public school program.

In addition to submitting an amendment requests to incorporate 3Y/4Y DD programs into their grade level authorization, you may need to amend your enrollment cap if the students in your 3Y/4Y DD (Developmentally Disabled) program are pushing you past your current enrollment cap of 525 students.

Please let me know if you have any questions about this.

***Terms Requiring Amendment.***

*Any modification of the Performance Frameworks requires an amendment that must be agreed to and executed by both Parties. Each Party must vote on this amendment in an open public meeting prior to execution of the amendment. The School will submit the requested amendment to all entitled to notice in Section 2.02 and request that the Authorizer place the amendment on the agenda of the Authorizer for approval.*

Along with your [amendment request](#) please include the Governing Board (GB) meeting notes at which the GB approved the proposed amendment request.

Warm regards,

Katie

Katie Poulos  
Director of Options for Parents  
NM Public Education Department  
300 Don Gaspar  
Santa Fe, NM 87501  
c: (505) 469-0373

# School of Dreams Academy Charter

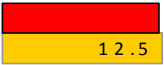
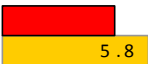
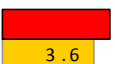





District: State Charters

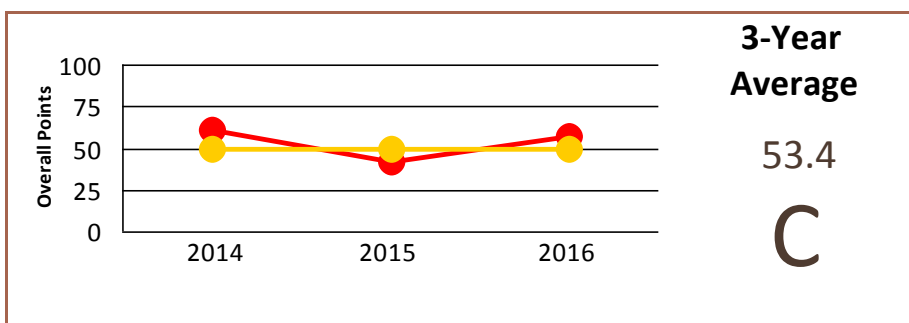
Grade Range: 7 - 12

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

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

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.

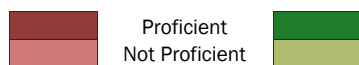
### Current Standing

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>.

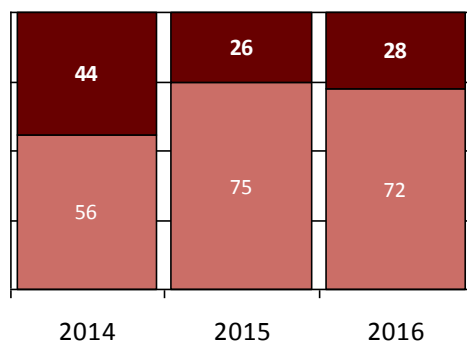
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	27.6	36.4	18.4	35.1	-	18.8	-	18.2	28.7	5.0	9.1
Proficient and Advanced (Pts)	2.07										
Value-Added Model (Pts)	5.13										
<b>Math</b>											
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

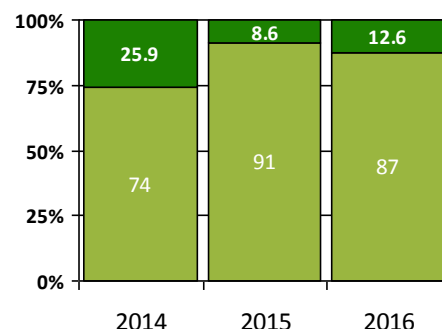
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



## School Growth

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

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

	<i>Reading</i>	<i>Math</i>
Value-Added Score	-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			
<b>Cohort of 2015 - 4-Year Rate</b>											
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										
<b>Cohort of 2014 - 5-Year Rate</b>											
Graduation (%)	52.10	58.1	46.6	62.1	-	43.7	-	-	51.9	47.0	53.1
Points Earned	1.56										
<b>Cohort of 2013 - 6-Year Rate</b>											
Graduation (%)	41.39	37.6	45.2	42.6	-	37.9	-	-	51.5	-	48.8
Points Earned	0.83										
<b>Growth in 4-Year Rates</b>											
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							
	All Students	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	48.6	50.2	47.8	52.1	69.0	40.7	-	88.9	46.4	27.4	26.2
PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
ASPIRE	<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	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
PSAT	11.8	12.1	11.6	14.8	17.2	7.3	-	<2.0	11.8	<2.0	16.4
AccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	3.7	<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	34.4	35.5	33.8	38.4	69.0	27.7	-	<2.0	29.6	12.8	26.2
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	20.5	9.8	26.0	21.4	86.2	16.5	-	<2.0	23.8	16.4	26.2
Compass	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAT Subject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
SAM School Supplemental	<2.0	<2.0	2.3	<2.0	<2.0	<2.0	-	<2.0	3.1	<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	
Students (% Tested)		3.8		14.3		44.6		32.1		24.1			
		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>.

		All Students		Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
				F	M	White	Afr Amer	Hispanic	Asian	Am Indian			
<i>Reading Proficiency</i>	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
<i>Math Proficiency</i>	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 of Dreams Academy Charter

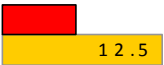





District: State Charters

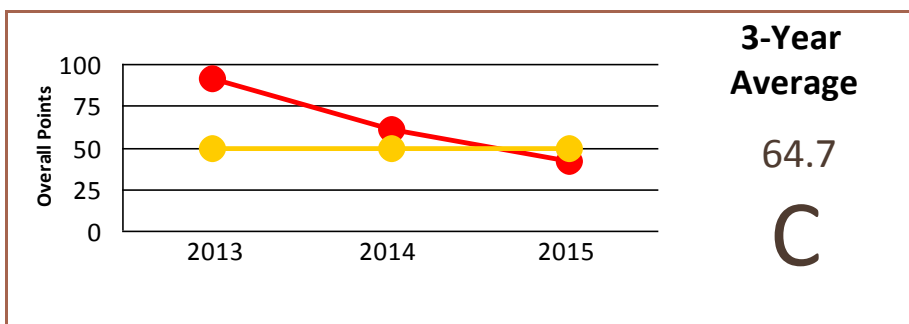
Grade Range: 07 - 12

Code: 505001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
<b>Current Standing</b> 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
<b>School Growth</b> 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
<b>Student Growth of Highest Performing Students</b> 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
<b>Student Growth of Lowest Performing Students</b> 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
<b>Opportunity to Learn</b> 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
<b>Graduation</b> 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
<b>College and Career Readiness</b> 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
<b>Bonus Points</b> 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		Total Points
75.0 to < 100.0	A	41.75
65.0 to < 75.0	B	
50.0 to < 65.0	C	
35.0 to < 50.0	D	
0.0 to < 35.0	F	

## 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.

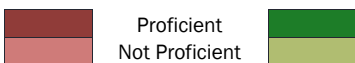
### Current Standing

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>.

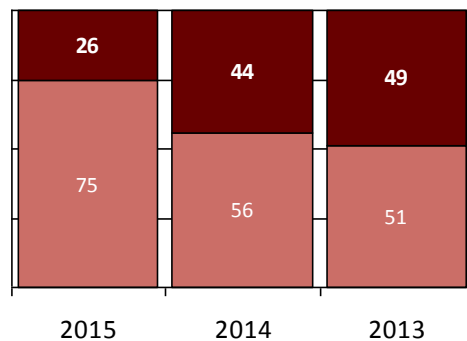
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Reading</b>											
Proficient and Advanced (%)	25.5	31.8	20.0	29.7	<2.0	19.3	50.0	28.6	20.3	2.9	16.7
Proficient and Advanced (Pts)	1.28										
Value Added Model (Pts)	2.50										
<b>Math</b>											
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

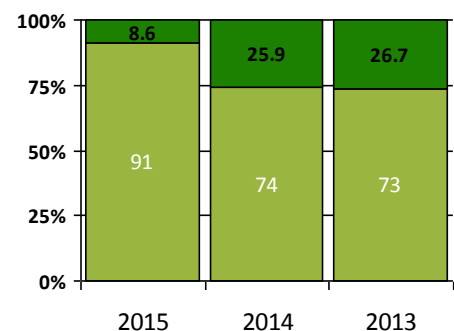
Performance is considered on grade level when students score either Proficient or Advanced.



Reading (%)



Math (%)



## 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>

	<i>Reading</i>	<i>Math</i>
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.									<i>Reading</i> NA
Survey (Points)	4.2										<i>Math</i> NA
Count of Surveys (N)	1,069										<i>General</i> 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	This school qualified to be a SAM school.									
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										
<b>Percent of School's Cohort of 2014 Participating in Each CCR Opportunity</b>											
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	
Students (% Tested)		4.2		11.5		44.1		50.5		5.0			
		Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
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					Economically Disadvantaged	Students with Disabilities	English Language Learners
		Target	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Growth</b> <b>Lowest 25% (Q1)</b>	Reading	.0038	N	N	N	N	N	N	.	Y	N	N	Y
	Math	-.0334	N	N	N	N	.	N	.	Y	N	N	N
<b>Growth</b> <b>Highest 75% (Q3)</b>	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
<b>Proficiency</b>	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
<b>Graduation</b>	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			
<i>Reading Proficiency</i>	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
<i>Math Proficiency</i>	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 of Dreams Academy Charter


District: State Charter

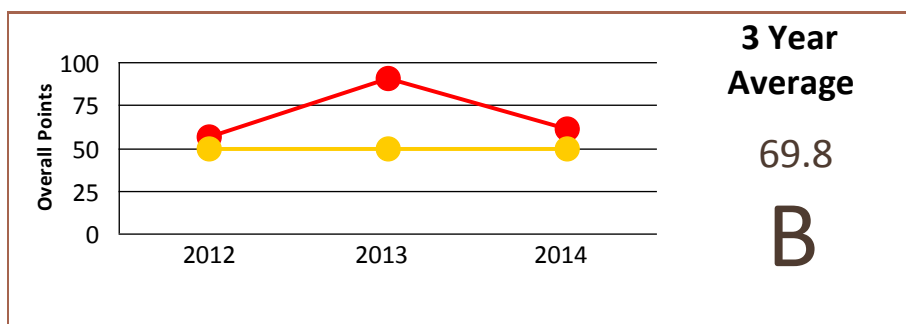
Grade Range: 07 - 12

Code: 505001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
<b>Current Standing</b> 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
<b>School Growth</b> 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
<b>Student Growth of Highest Performing Students</b> 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
<b>Student Growth of Lowest Performing Students</b> 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
<b>Opportunity to Learn</b> 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
<b>Graduation</b> 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
<b>College and Career Readiness</b> 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
<b>Bonus Points</b> 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

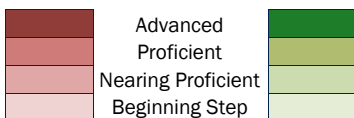
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

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>.

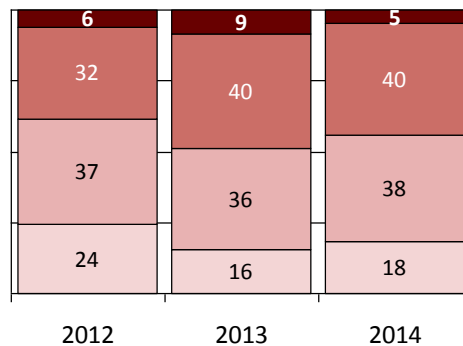
	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
<b>Reading</b>												
Proficient and Advanced (%)	44.1	52.1	38.1	49.2	-	35.7	-	-	39.8	11.1	47.6	-
Proficient and Advanced (Pts)	5.09											
Value Added Model (Pts)	0.67											
<b>Math</b>												
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											

### 3 Year Summary

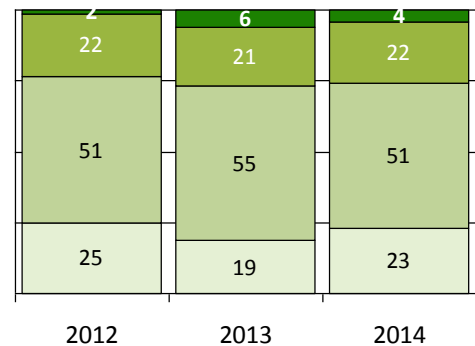
Performance is considered on grade level when students score either Proficient or Advanced.



#### Reading (%)



#### Math (%)



## School Growth

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

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>

Difference from  
Expected Growth (SS Points)

**Reading**

0.493

**Math**

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.

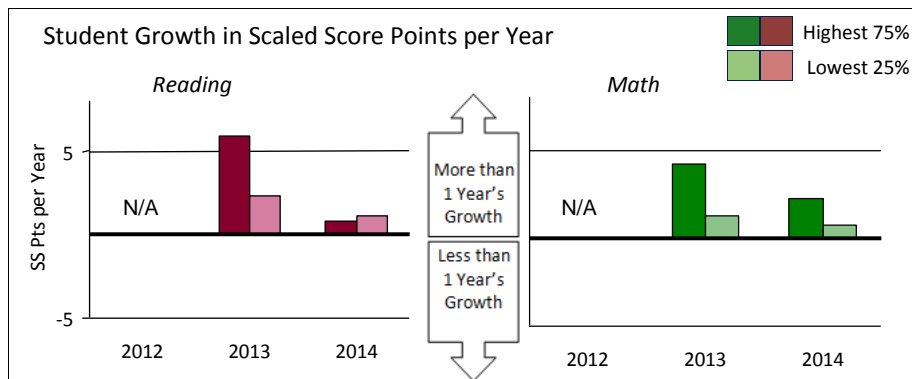
Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

- 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>

		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	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.

	All Students	Gender		Race / Ethnicity					Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian				
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											
<b>Percent of School's Cohort of 2013 Participating in Each CCR Opportunity</b>												
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		
Students (% Tested)	9.6			13.1			40.9			48.0		
	Rank	Total		Rank	Total		Rank	Total		Rank	Total	
Current Standing	10	( 33 )		10	( 33 )		10	( 33 )		10	( 33 )	
School Growth	10	( 33 )		10	( 33 )		10	( 33 )		10	( 33 )	
Student Growth, Highest 75%	27	( 33 )		27	( 33 )		27	( 33 )		27	( 33 )	
Student Growth, Lowest 25%	24	( 33 )		24	( 33 )		24	( 33 )		24	( 33 )	
Opportunity to Learn	20	( 33 )		20	( 33 )		20	( 33 )		20	( 33 )	
Graduation	8	( 33 )		8	( 33 )		8	( 33 )		8	( 33 )	
College and Career Readiness	10	( 33 )		10	( 33 )		10	( 33 )		10	( 33 )	

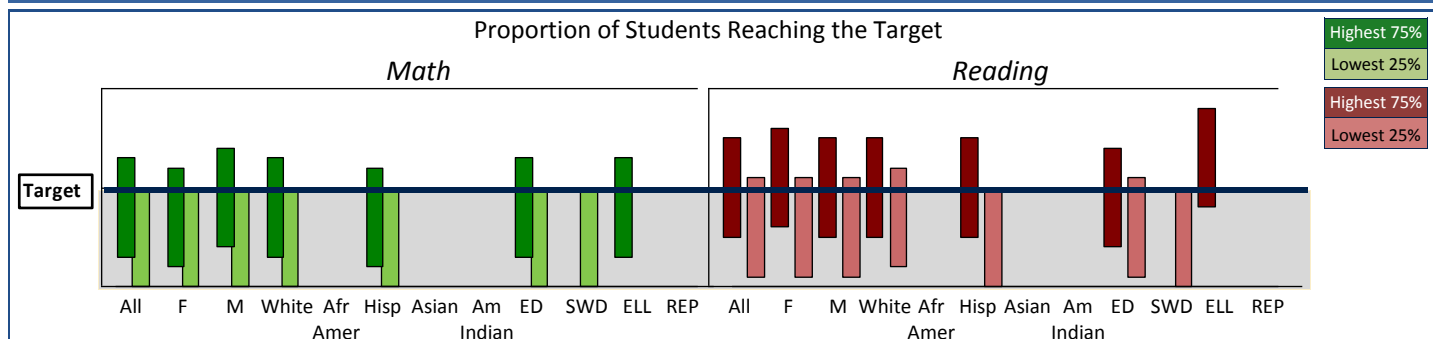
### School Growth Targets

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								
All Students			F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
<b>Reading</b>	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	-	-
<b>Math</b>	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.