AGENDA ITEM EXECUTIVE SUMMARY

I. Public Education Commission Meeting Date: May 13, 2016

II. Item Title: Vote on Charter School Amendment – School of Dreams Academy to Increase Enrollment Cap and Expand Authorized School Grades

III. Executive Summary and Proposed Motions:

Request and Rationale

The School of Dreams Academy is requesting to amend its enrollment cap by 295 students from a current cap of 525 to a cap of 625 and expand it authorized school grades from 7-12 to Pre-K - 12. The school indicates the rationale for its request to increase the enrollment cap is to support adding grade levels of Pre-K through 6 over a 3 year period. The school is currently authorized to serve students in grades 7-12. The school's rationale for increasing the grade levels is to "seamlessly bridge the gap between pre-k, elementary, middle and high school."

The school has provided an 11 page justification, which is provided in the attached materials. In the justification, the school stated it reviewed its data to understand its fluctuating school grade performance and concluded "we feel that the School of Dreams Academy has had fluctuating grades because of our fluctuating curriculum." The school believes it will be able to increase student achievement through the implementation of a STEAM curriculum. The school's mission statement has indicated it provides a STEAM curriculum since March 2014. It further wants to "wants to take this STEAM curriculum one step further and incrementally add elementary grades."

The school's narrative points to the fact that "every middle school in Valencia County earn[ed] a D or below" as part of the reason the school wants to expand grade levels. The school's rationale, however is unclear as in its rationale, the school recognizes that currently all elementary schools in Valencia county are a "C or better." CSD notes that in addition to the elementary schools, the high schools in Valencia County, with the exception of School of Dreams Academy, are also all rated C or better.

School History

The School of Dreams Academy is currently in its eighth 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.

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.

Compliance Concerns

In the school's justification, it indicates it began offering a night program in 2012. "We offered our community a night school program which provides non- traditional students an opportunity to graduate." CSD has not been able to locate an Amendment request to add a night program. The school's website indicates the school currently offers a night program from 4:30 pm to 7:30 pm Monday – Thursday. It is unclear how many days these students attend, but in order to achieve the 1080 required instructional hours the school program would have to be offered 360 each year. The school's night program is violating the instructional hours requirement and it violating the material terms of the contract.

The school's contract indicates the following regarding the Operational Structure Material terms:

Length of school day	6.5 hrs/day
Length of school year	NM mandates 1080 instructional hours SODA proposes Instructional Contact Time 175 days x 6.5 hrs/day = 1137.5 hrs In-service, Professional Development Time 8 days x 6.5 hrs/day = 52.0 hrs 1189.5 hrs

The calendar and schedule submitted to the school budget, however, indicate the school will have 7.5 instructional hours per day for 177

days and 6 non-instructional professional development days.

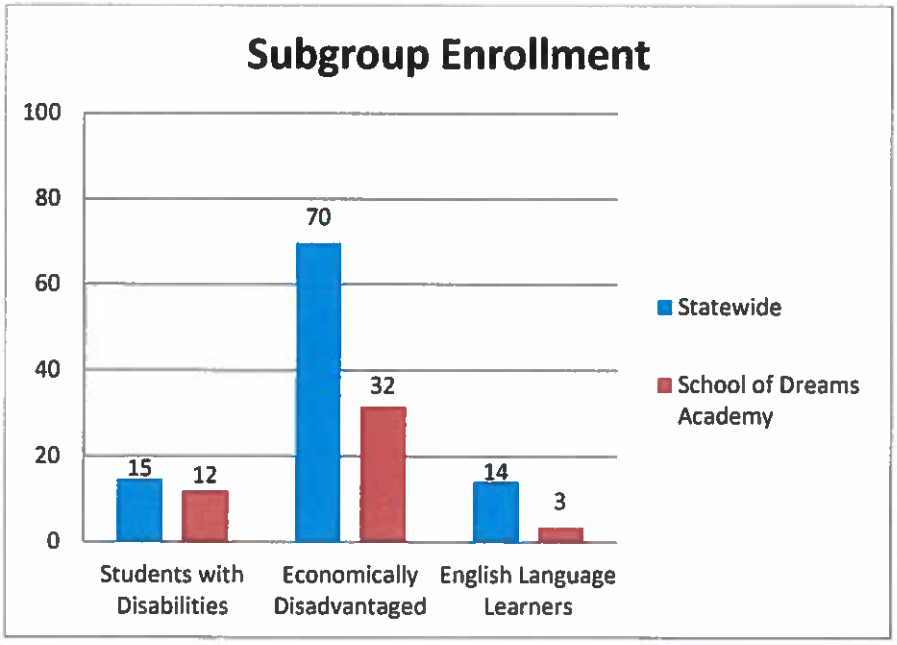
A review of the school's schedule and calendar on its website, indicates that the school is providing 175 instructional days for 5.92 instructional hours per day, which provides only 1035 instructional hours. Further the school's schedule and calendar on its website indicates only 5 days of professional development.

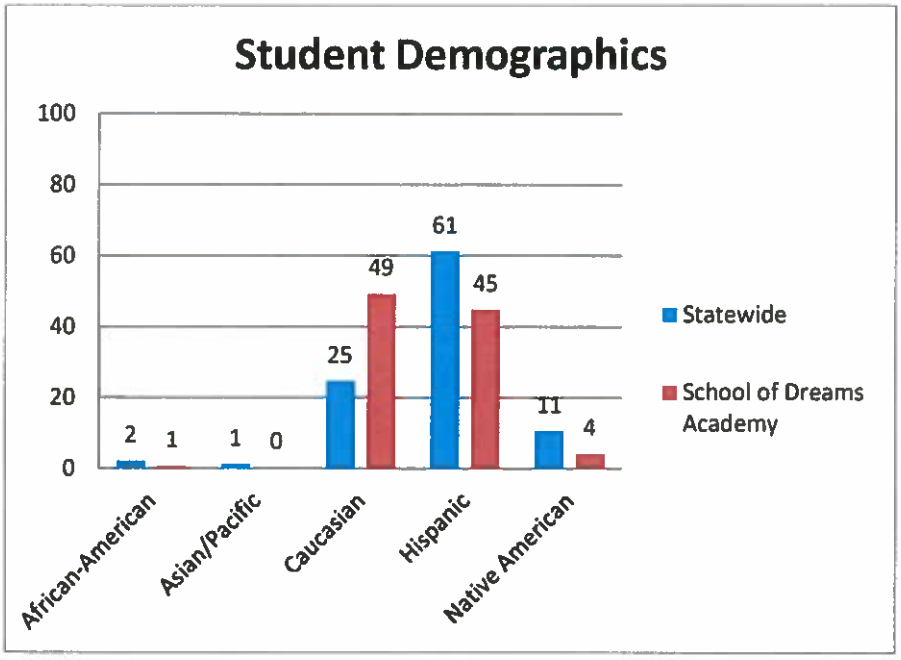
School Enrollment and Demographics Data

The 120th day enrollment count for both the 2015-2016 and 2014-2015 school years at School of Dreams Academy was 378 students.

An evaluation of the students enrolled at the end of FY 2015 as compared to enrollment count at the end of the first full week of the 2015- 2016 school year shows a re-enrollment rate of approximately 85.4%, which reflects approximately 43 eligible students who did not reenroll.

Student demographics and subgroup enrollment for School of Dreams Academy for the 120th day reporting, as compared to statewide data is provided below. The STARS data indicates the school has a smaller percentage of Economically Disadvantaged students and English Language Learners enrolled than the percentage of such students enrolled in schools across New Mexico. The percentage of Students with Disabilities is close to the percentage across New Mexico.





School Performance

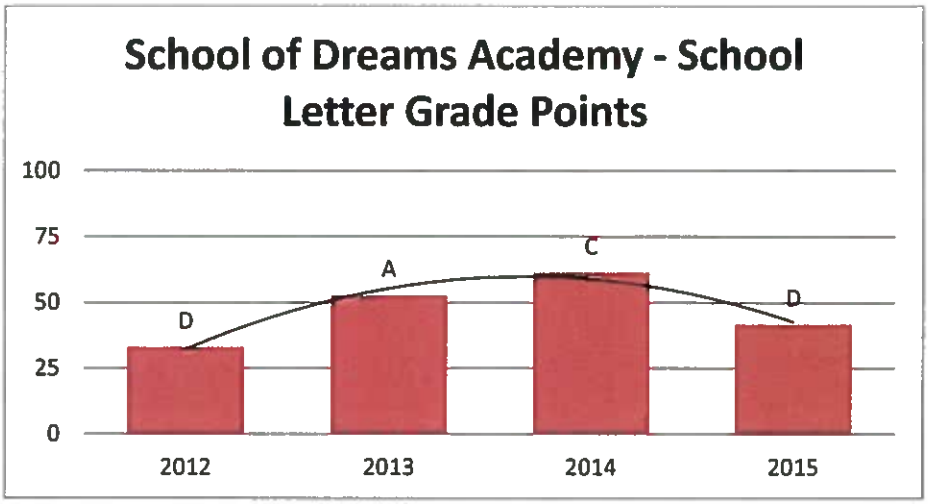
The School of Dreams Academy has received the following school grades:

In 2011-12 the school grade was a D
In 2012-13 the school grade was an A
In 2013-14 the school grade was a C
In 2014-15 the school grade was a D

The school currently maintains a three year average of a C.

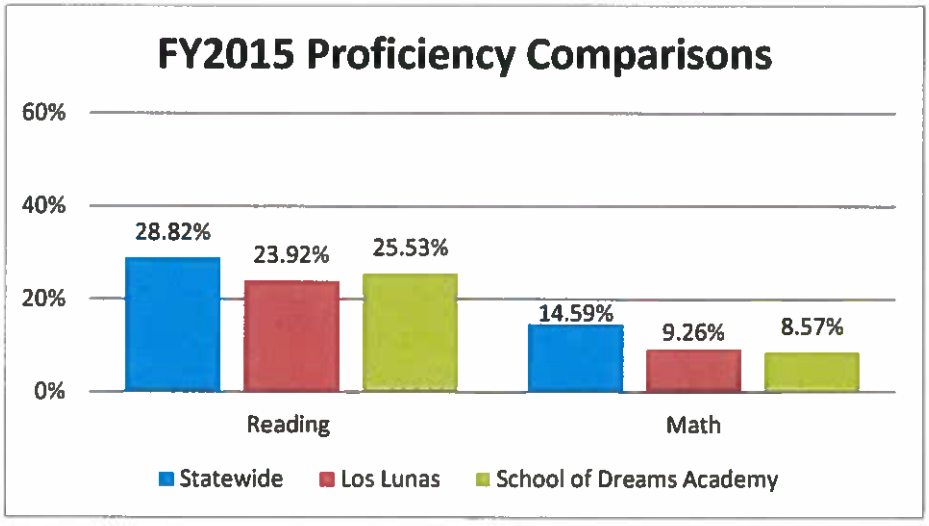
School of Dreams Academy is unable to demonstrate improving performance on the state report card. As demonstrated in the graph below, the school demonstrated a positive two year trend in points, but reversed that trend in 2015. Further, it is important to note that while points earned in 2014 were higher than in 2013, the letter grade was lower as the scale had increased. Thus, when looking at grades, rather than points, the school has demonstrated a negative two year trend.

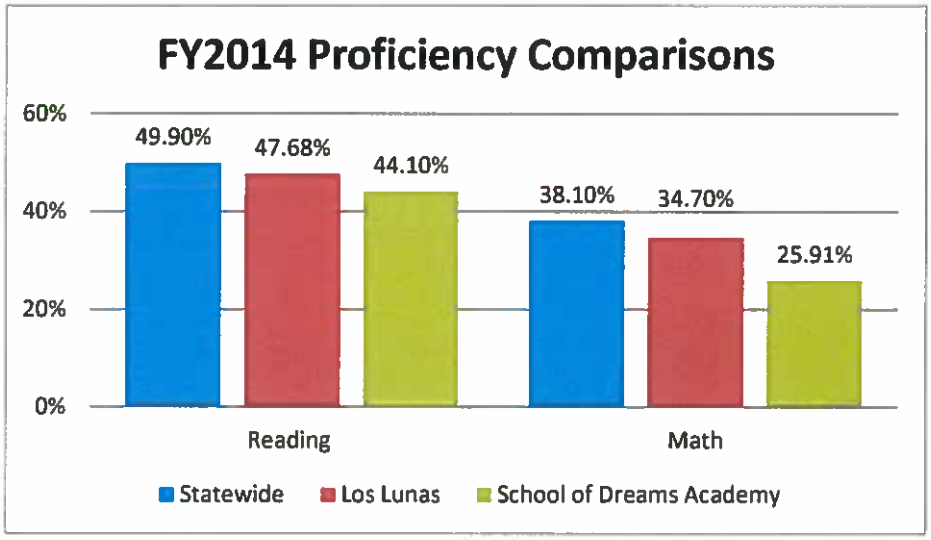
In 2015, the school report card points decreased to 41.75. It is also important to note that when the "Bonus Points" are removed from the 2015 calculations, the points earned equal 36.75.



The 2015 state assessment letter grade and performance data demonstrate a decline overall as well as a decline in student growth from an A to a D for the "highest performing students" and from a C to an F for "lowest performing students. The school's graduation rate calculation has also declined from a C to an F.

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 School District data for the same grade levels. This comparison for 2014 and for 2015 indicates that the school is saw comparatively improved reading proficiency, but declining math proficiency in 2015. In both years, the School of Dreams Academy has had lower proficiency rates than the state and Los Lunas Schools, with the exception of reading in FY15 for which the school has a slightly higher proficiency rate than Los Lunas Schools.





Recommendation

At this time, CSD **cannot** recommend the approval of this amendment request.

Proposed Motions

- Move to **deny** the amendment requests presented by The School of Dreams Academy requesting to amend its instructional program, which currently houses grades 7-12 with an enrollment cap at 525, to expand its grade levels to Pre-K-12 with an enrollment cap at 625 because the school has substantial compliance issues, and has not successfully demonstrated substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.

- Move to **approve** the amendment requests presented by The School of Dreams Academy requesting to amend its instructional program, which currently houses grades 7-12 with an enrollment cap at 525, to expand its grade levels to Pre-K-12 with an enrollment cap at 625 because [**PEC to provide reasons that the request should be approved**].

School Grade Report Card 2015

Certified

Final Grade

D

School of Dreams Academy Charter

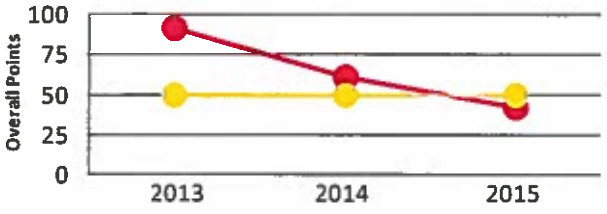
District: State Charters

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



3-Year Average

64.7

C

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

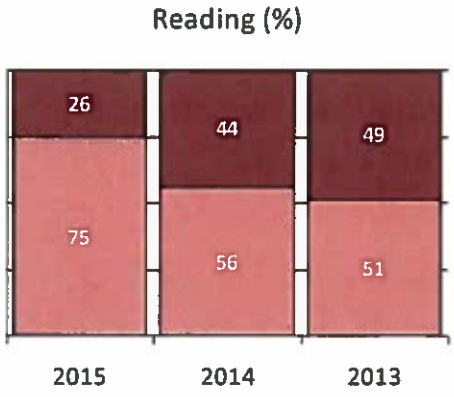
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing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

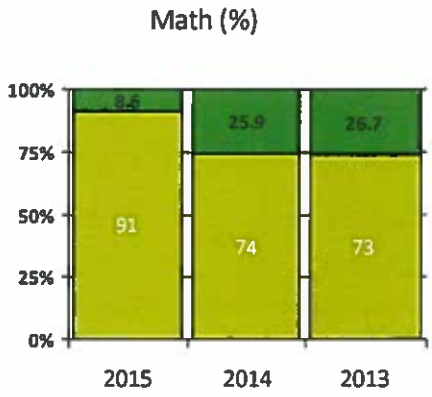
		Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Reading											
Proficient and Advanced (%)	25.5	31.8	20.0	29.7	<2.0	19.3	50.0	28.6	20.3	2.9	16.7
Proficient and Advanced (Pts)	1.28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

Proficient
Not Proficient





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 F	Gender M	Race / Ethnicity White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
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.

50% or Higher
20% -50%
Below 20%

	All Students	Gender F	Gender M	Race / Ethnicity White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
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.

- [x] Student Engagement
- [x] Parental Engagement
- [ ] Extracurricular Activities
- [x] Truancy Improvement
- [x] 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.

Ranks High
Ranks Mid
Ranks Low

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							
		Target	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
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.

			Gender		Race / Ethnicity							
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
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 .		Gender		Race / Ethnicity							
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
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

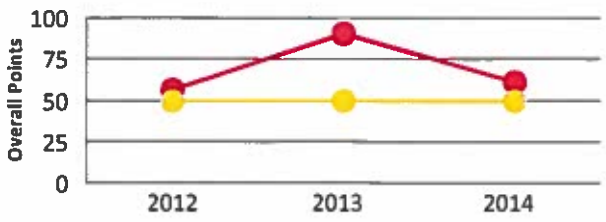
C

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.	12.5	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?	5.8	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	3.6	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.	7.7	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?	6.0	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.	12.8	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.	9.0	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?	1.6		3.00	5



3 Year Average

69.8

B

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

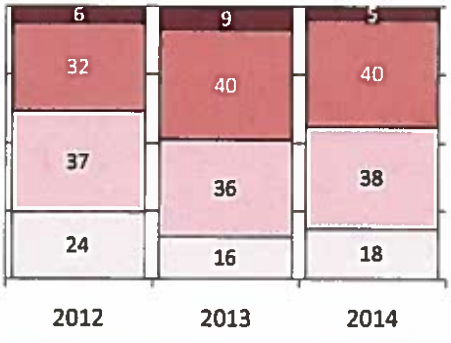
Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement.

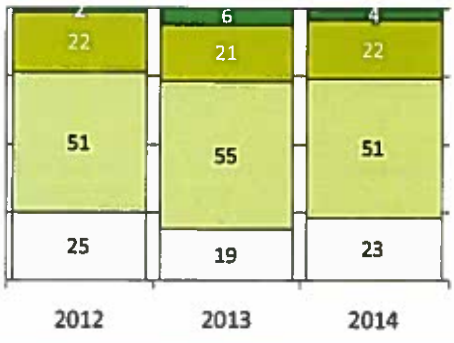
Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

	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											

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 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

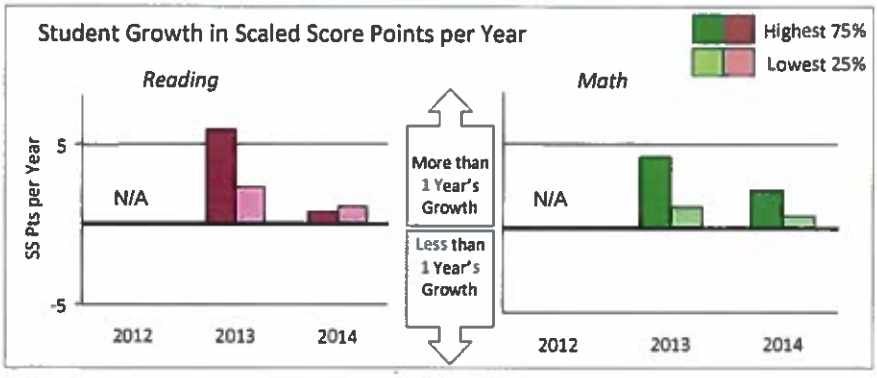
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing 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		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		
Value Added Modeling takes into account the school's prior 3 years.	Growth Index (Increase)	6.9
	Points Earned	6.99

SAM Rates		
	SAM Graduation (%)	54.5
	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.

50% or Higher
20% -50%
Below 20%

	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.

Ranks High
Ranks Mid
Ranks Low

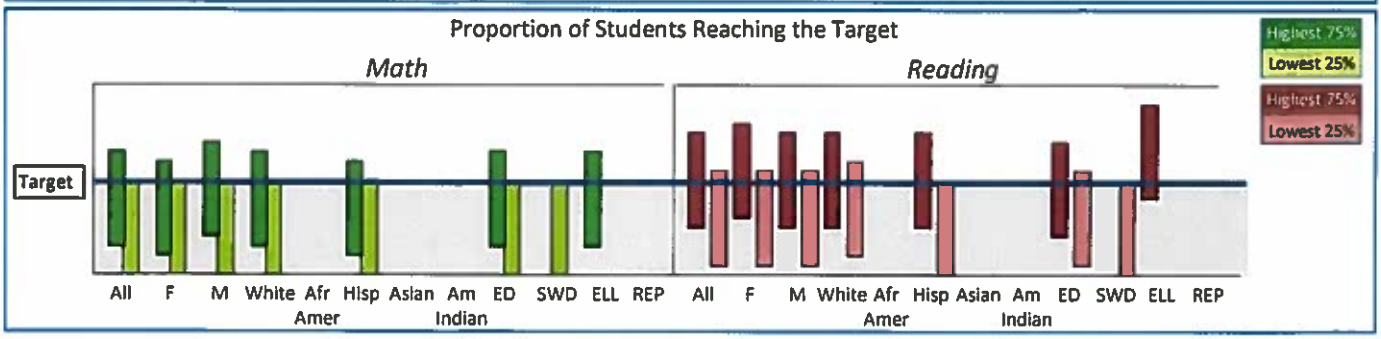
School Rank

	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								
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading **Target 61.0%**	Highest 75% (%)	53.1	58.9	48.3	54.5	-	50.0	-	-	40.5	-	75.0	-
	Lowest 25% (%)	12.1	9.5	13.5	20.7	-	3.8	-	-	12.5	.0	-	-
Math **Target 55.0%**	Highest 75% (%	30.3	21.1	38.1	34.4	-	24.5	-	-	32.9	-	26.7	-
	Lowest 25% (%)	.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.

School Grade Report Card 2013

Certified

Final Grade

A

School of Dreams Academy Charter

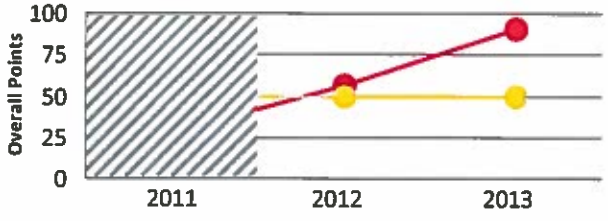
District: State Charters

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.	12.5	B	16.73	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?	5.8	B	7.40	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.	3.6	A	10.00	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.	7.7	A	9.41	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?	6.0	C	6.27	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.	12.8			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.	9.0			15
Bonus Points Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	1.6		2.97	5



3 Year Average

58.7

C

Final School Grade		
51.0	to 68.0	A
44.2	to 50.9	B
34.0	to 44.1	C
23.8	to 33.9	D
0.0	to 23.7	F

Total Points

52.78

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.

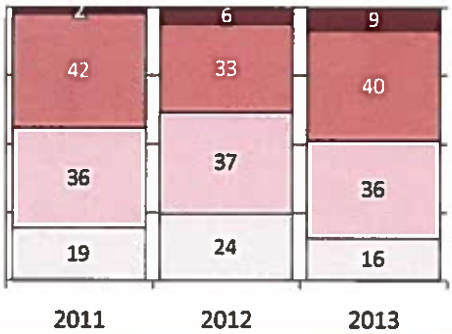
Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx.

		Gender		Race / Ethnicity								
	All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
Reading												
Proficient and Advanced (%)	48.7	60.9	38.0	57.7	-	34.3	-	-	47.5	16.0	23.5	-
Proficient and Advanced (Pts)	5.18											
Value Added Model (Pts)	4.98											
Math												
Proficient and Advanced (%)	26.7	27.6	26.0	30.6	-	20.0	-	-	23.8	8.0	17.6	-
Proficient and Advanced (Pts)	2.65											
Value Added Model (Pts)	3.92											

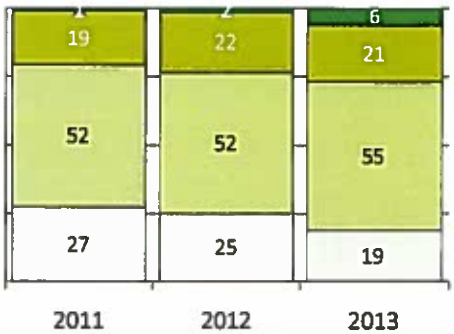
3 Year Summary

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

	Reading	*Math*
Difference from Expected Growth (SS Points)	2.122	0.553
Points Earned	3.73	3.67

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

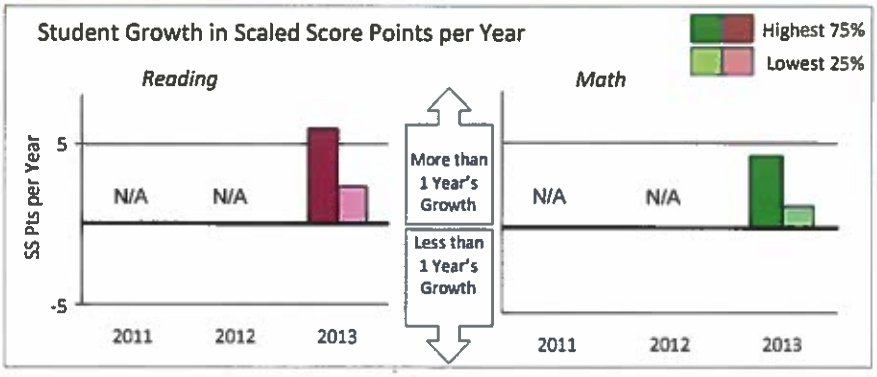
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing 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										Students with		English Language		Redesignated English	
		Female		Male		White		African American		Hispanic		Asian		Am Indian		Econ Disadv					
		From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To	From	To
Reading Growth																					
Highest 75% (SS/Yr)	5.9	-1.0	3.8	-1.7	3.0	-1.4	3.4	-	-	-1.2	3.5	-	-	-1.1	3.7	-1.4	3.3	-2.7	2.1	-0.3	4.3	-	-
Highest 75% (Pts)	5.00																				
Lowest 25% (SS/Yr)	2.3	0.4	5.0	-0.5	4.2	-0.6	4.1	-	-	0.3	4.9	-	-	-1.6	3.2	-0.9	3.8	0.3	4.9	-1.6	3.1	-	-
Lowest 25% (Pts)	4.95																				
Math Growth																					
Highest 75% (SS/Yr)	4.3	-2.0	2.3	-2.4	2.0	-2.1	2.2	-	-	-2.3	2.1	-	-	-2.0	2.3	-2.5	1.8	-2.7	1.7	-1.7	2.5	-	-
Highest 75% (Pts)	5.00																				
Lowest 25% (SS/Yr)	1.2	0.2	4.6	-1.5	2.9	-1.1	3.1	-	-	-0.5	3.8	-	-	-1.6	2.7	-0.7	3.6	-1.2	3.1	-0.5	3.8	-	-
Lowest 25% (Pts)	4.46																				



Remaining Gap Between Highest and Lowest Performing Students in 2013

Scaled Score Differences	
Reading	18.1
Math	16.4

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 F	Gender M	Race / Ethnicity White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
OTL Attendance (Student Average)	91.9	89.9	94.2	94.1	-	87.9	-	-	92.3	93.1	91.6	-
OTL Attendance (Points Earned)	2.90											
OTL Survey (Average Total Score)	31.7	32.0	31.4	31.7	-	32.1	-	26.2	32.7	29.4	28.4	-
OTL Survey (Points Earned)	3.36											

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	3.1	3.0	3.0	-	3.1	-	2.2	3.1	2.6	2.8	-
2. My teacher explains why what we are learning is important.	3.2	3.1	3.3	3.1	-	3.5	-	2.8	3.3	3.2	3.1	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.6	2.7	2.6	2.5	-	2.8	-	2.2	2.8	2.2	2.8	-
4. Every student gets a chance to answer questions.	3.6	3.7	3.6	3.7	-	3.6	-	3.2	3.7	2.9	2.8	-
5. My teacher wants me to explain my answers.	3.9	4.0	3.8	3.9	-	3.9	-	3.8	4.1	3.5	4.1	-
6. My teacher knows when I understand, and when I do not.	3.1	3.1	3.1	3.1	-	3.0	-	2.8	3.1	2.7	2.6	-
7. My teacher explains things in different ways so everyone can understand.	3.1	3.2	3.1	3.1	-	3.1	-	3.2	3.3	3.2	3.0	-
8. My teacher gives me helpful feedback on work I turn in.	3.2	3.3	3.2	3.3	-	3.2	-	2.6	3.4	3.2	2.5	-
9. My teacher checks our understanding.	3.2	3.3	3.1	3.4	-	3.1	-	1.6	3.4	3.0	2.6	-
10. My teacher takes the time to summarize what we learn each day.	2.6	2.6	2.7	2.6	-	2.8	-	1.8	2.7	2.8	2.3	-

OTL Survey Questions Math

1. My teacher introduces a new topic by connecting to things I already know.	2.7	2.6	2.8	2.7	-	2.8	-	2.4	2.8	2.7	2.9	-
2. My teacher explains why what we are learning is important.	2.9	2.8	3.0	2.8	-	3.1	-	3.0	3.0	3.1	3.4	-
3. My teacher explains how learning a new topic is a foundation for other topics.	2.6	2.5	2.6	2.5	-	2.7	-	2.0	2.8	2.3	2.8	-
4. Every student gets a chance to answer questions.	3.3	3.4	3.2	3.3	-	3.4	-	3.2	3.4	3.2	3.1	-
5. My teacher wants me to explain my answers.	3.8	3.7	3.8	3.7	-	3.8	-	4.0	3.9	3.4	4.2	-
6. My teacher knows when I understand, and when I do not.	2.8	2.8	2.9	2.8	-	2.9	-	2.8	2.9	2.9	2.8	-
7. My teacher explains things in different ways so everyone can understand.	2.8	2.9	2.7	2.7	-	2.8	-	3.2	2.9	2.9	3.3	-
8. My teacher gives me helpful feedback on work I turn in.	2.7	2.6	2.7	2.7	-	2.7	-	2.8	2.8	2.8	2.6	-
9. My teacher checks our understanding.	3.0	3.1	2.9	3.0	-	3.0	-	1.6	3.1	3.2	2.8	-
10. My teacher takes the time to summarize what we learn each day.	2.3	2.1	2.5	2.2	-	2.5	-	2.4	2.4	2.5	2.1	-

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

* School did not have members of this cohort.

	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 2012 - 4-Year Rate												
Percent Graduating	*	-	-	-	-	-	-	-	-	-	-	-
Points Earned												
Cohort of 2011 - 5-Year Rate												
Percent Graduating	*	-	-	-	-	-	-	-	-	-	-	-
Points Earned												
Cohort of 2010 - 6-Year Rate												
Percent Graduating	*	-	-	-	-	-	-	-	-	-	-	-
Points Earned												

Growth in 4-Year Rates		***SAM Rates***	
Value Added Modeling takes into account the school's prior 3 years.	Growth Index (Increase)	SAM Graduation (%)	-
	Points Earned	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.

50% or Higher
20% -50%
Below 20%

	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)												
Participation (Pts)	1.5											
Success (% of Participants)												
Success (Pts)	0.0											
Percent of School's Cohort of 2012 Participating in Each CCR Opportunity												
ACT	-	-	-	-	-	-	-	-	-	-	-	-
PLAN	-	-	-	-	-	-	-	-	-	-	-	-
SAT	-	-	-	-	-	-	-	-	-	-	-	-
PSAT	-	-	-	-	-	-	-	-	-	-	-	-
AccuPlacer	-	-	-	-	-	-	-	-	-	-	-	-
Advanced Placement	-	-	-	-	-	-	-	-	-	-	-	-
Dual Credit	-	-	-	-	-	-	-	-	-	-	-	-
International Baccalaureate	-	-	-	-	-	-	-	-	-	-	-	-
Career Technical Education	-	-	-	-	-	-	-	-	-	-	-	-
Compass	-	-	-	-	-	-	-	-	-	-	-	-
SAT Subject Test	-	-	-	-	-	-	-	-	-	-	-	-
SAM School Supplemental	-	-	-	-	-	-	-	-	-	-	-	-

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.

Ranks High
Ranks Mid
Ranks Low

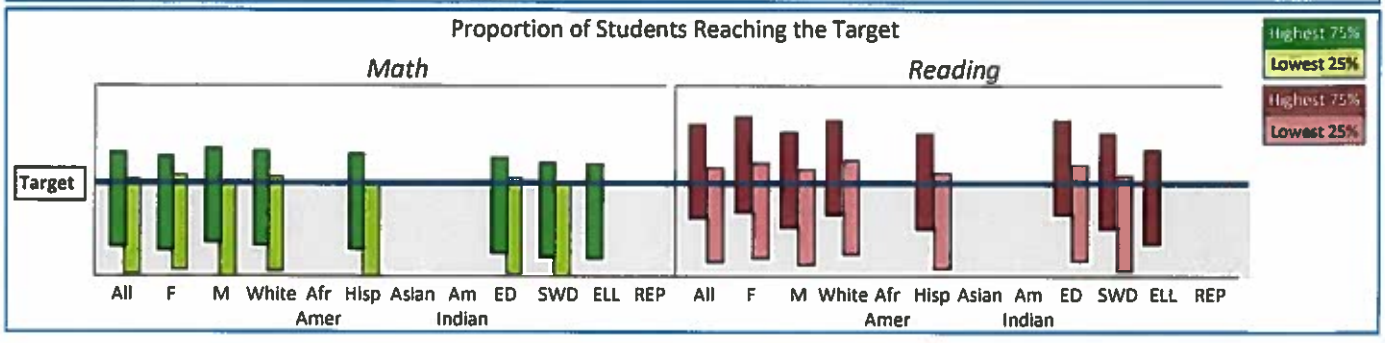
School Rank

	ELL		*SWD*		*Ethnicity*		*ED*		*Mobility*		*Composite*	
Students (% Tested)	9.5		13.1		42.0		53.5		8.4			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	1	(34)	1	(34)	1	(34)	1	(34)	1	(34)	1	(34)
School Growth	13	(34)	13	(34)	13	(34)	13	(34)	13	(34)	13	(34)
Student Growth, Highest 75%	2	(34)	2	(34)	2	(34)	2	(34)	2	(34)	2	(34)
Student Growth, Lowest 25%	15	(34)	15	(34)	15	(34)	15	(34)	15	(34)	15	(34)
Opportunity to Learn	20	(34)	20	(34)	20	(34)	20	(34)	20	(34)	20	(34)
Graduation	-	(34)	-	(34)	-	(34)	-	(34)	-	(34)	-	(34)
College and Career Readiness	-	(34)	-	(34)	-	(34)	-	(34)	-	(34)	-	(34)

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
Reading **Target 56.7%**	Highest 75% (%)	59.8	67.6	51.6	64.3	-	50.0	-	-	63.8	50.0	33.3	-
	Lowest 25% (%)	14.6	18.8	12.5	22.7	-	8.3	-	-	16.7	5.9	-	-
Math **Target 50.0%**	Highest 75% (%	30.4	26.5	34.3	31.8	-	28.3	-	-	24.6	20.0	18.2	-
	Lowest 25% (%)	2.2	6.3	.0	4.8	-	.0	-	-	3.3	.0	-	-

Graduation **Target 71.8%** For high schools graduation rates for the Cohort of 2012 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 (%)	-	-	-	-		-		-	-	-	-	
Math (%)	-	-	-	-		-		-	-	-	-	

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	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	-	-
	2011 (Avg SS)	37.4	39.3	36.4	38.3	-	36.7	-	-	34.5	-	-	-
Math	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	-	-
	2011 (Avg SS)	33.1	33.3	33.0	34.4	-	32.7	-	-	31.3	-	-	-

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

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.

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