

**ADDING PRE-K  
THROUGH 2<sup>ND</sup>  
GRADE**

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

Julie Lucero, General Manager, Options for Parents, Public Education Department, Charter Schools Division, Room 301, 300 Don Gaspar, Santa Fe, NM 87501

Name of State-Chartered School: School of Dreams Academy

Date submitted: 4/29/2016 Contact Name: Michael S Ogas E-mail: mogas@sodacharter.com

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
1) Article VII, Section 8.01, Authorized School Grades	1) 7 - 12	1) Pre K - 2nd	1) Add Grade Levels Pre-K through 2nd for 2016 - 2017 School Year (refer to narrative)	4/26/2016

Original Signature of Governing Council President or Designee:  Date: 4/26/2016  
 Printed Name of Governing Council President or Designee: Kathy Chavez

**Public Education Commission use only**

Public Education Commission Chair: \_\_\_\_\_ Date: \_\_\_\_\_

APPROVED       DENIED

**SCHOOL OF DREAMS ACADEMY**

**GOVERNING COUNCIL**

**MINUTES – APRIL 26, 2016 - REGULAR MEETING**

**I. CALL TO ORDER**

President Kathy Chavez called the meeting to order at 8:12 AM.

**Council Members in Attendance:** Kathy Chavez, President  
Juanita Sena, Vice President  
Gene Carabajal

**Members Excused:** Teresa Ogas  
Dr. David Schneider, Secretary  
Denise Romero

**Others Present:** Mike Ogas  
Kenny Griego  
Geri Bennett  
Debra Fox

**II. PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was led by Susan Garcia

**III. ANNOUNCEMENT OF MEETING**

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

**IV. APPROVAL OF AGENDA - April 26, 2016**

**Gene Carabajal moved to approve the agenda as is, seconded by Juanita Sena. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes) (Mr. Carabajal – Yes) Motion passed unanimously.**

## V. APPROVAL OF MINUTES – March 01, 2015

No Correction, No Deletions, No Additions

**Ms. Sena moved to approve the March 01, 2016 minutes as is; seconded by Mr. Gene Carabajal. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes) (Mr. Carabajal - yes) Motion passed unanimously.**

## VI DISCUSSION ITEMS:

### A. Founder's Report

- Mrs. Chavez stated: Prom was well attended and everything went well, Dance Recital was beautiful. She stated they seem to top themselves everytime.

### B. Principal's Report

- Robotics won state in Botball
- Star Power won entire competition. They beat out private dance companies in the state. They are doing very well. We owe a huge thank you to Belen, they are very gracious.
- We are hosting a conservation night tonight.
- SODA has a new web site which will be live by the end of this week.
- Nicholas Otero had a face book for School of Dreams Academy
- SODA also has an instangram page
- VFW will honor Victor Noe Padilla with a \$300.00 award for his essay submission. We are very proud of him. He is a great student.
- Graduation will be on Saturday May 14, at 9:00am and Robing will be on May 12<sup>th</sup> at 6:00pm
- Last day of school will be May 24<sup>th</sup>.

## VII ACTION ITEMS

### 1. Approval of the March 2016 Budget Reports/Expenditures \$300,020.30

All expenditures and revenue have been reviewed by the audit committee prior to the board meeting. Mr. Ogas presented the board with the budget reports/expenditures for the month of March. All expenditures went towards fixed costs of rent, salaries/benefits, utilities communication, and supplies/materials. All expenditures has been reviewed and approved by Principal Ogas with all supporting documentation attached. Mr. Ogas recommended for approval the budget reports and expenditures with the journal entries for the months of March 2016.

**Mr. Gene Carabajl requested a motion to approve the March 2016 Budget Reports/Expenditures with the recommendation of Mr. Ogas; seconded by Ms. Juanita Sena. There being no discussion, Ms. Chavez called for a vote with the following (Juanita Sena – Yes) (Kathy Chavez – Yes) (Mr. Carabajal – yes) Motion passed unanimously**

### 2. Approval of March 2016 Revenue Report \$287,576.83

Ms. Juanita Sena requested a motion to approve Revenue Report for March 2016 with the recommendation of Mr. Ogas; seconded by Mr. Gene Carabajal. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes) (Mr. Carabajal - yes) Motion passed unanimously

3. Approval of Capital Outlay Final Allocation \$26,441.00

Gene Carabajal requested a motion to approve Capital Outlay Final Allocation with the recommendation of Mr. Ogas; seconded by Juanita Sena. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes) (Mr. Carabajal - yes) Motion passed unanimously

4. Approval of Title II Carryover – 16,653.69

Juanita Sena requested a motion to approve Title II Carryover with the recommendation of Mr. Ogas; seconded by Gene Carabajal. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes) (Mr. Carabajal - yes) Motion passed unanimously

5. Approval of Entitlement Carryover – 69,630.69

Gene Carabajal requested a motion to approve Entitlement Carryover with the recommendation of Mr. Ogas; seconded by Juanita Sena. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes) (Mr. Carabajal - yes) Motion passed unanimously

6. Approval of Risk Pool \$73.00

Gene Carabajal requested a motion to approve Entitlement Carryover with the recommendation of Mr. Ogas; seconded by Juanita Sena. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes) (Mr. Carabajal - yes) Motion passed unanimously

7. Approval of Transportation Decrease – 25,233.00

SODA was not approved to transport outside of our district. We had to make adjustment to our budget. We are applying to transport outside of district.

Gene Carabajal requested a motion to approve the Transportation Decrease with the recommendation of Mr. Ogas; seconded by Juanita Sena. There being no discussion, Ms. Chavez called for

a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes) (Mr. Carabajal - yes)  
Motion passed unanimously

**8. Approval of Second Reading – Activity Trip Policy**

No Action – First Reading

**9. Approval of Audit 2014**

The state was holding up the audit due to the new vendor. This is difficult because we do not know what changes need to take place until the next year and then we make the same mistake.

Gene Carabajal requested a motion to approve the 2014 Audit with the recommendation of Mr. Ogas; seconded by Juanita Sena. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes)(Mr. Carabajal - yes) Motion passed unanimously

**10. Approval Of Audit 2015**

We are grateful the state listened and gave us the audit on the year it was due. We can fix any findings before the next year.

Gene Carabajal requested a motion to approve the 2015 Audit with the recommendation of Mr. Ogas; seconded by Juanita Sena. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes)(Mr. Carabajal - yes) Motion passed unanimously

**11. Approval of Memorandum of Agreement with NM Highlands University and SODA**

Agree to provide practicum instruction for NMHU students according to the terms.

Gene Carabajal requested a motion to approve the Agreement with NM Highlands University with the recommendation of Mr. Ogas; seconded by Juanita Sena. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes)(Mr. Carabajal - yes) Motion passed unanimously

**12. Approval of Charter Amendment Request to Add Grades**

After much discussion, SODA agreed with the Public Education Commission's recommendation to modify the submitted amendment. The new amendment will be to add grades Pre-K through 2<sup>nd</sup> grade for the 2016 – 2017 school year to our existing 7-12 model.

**Juanita Sena requested a motion to approve the Charter Amendment Request to Add Grades with the recommendation of Mr. Ogas; seconded by Gene Carabajal. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes)(Mr. Carabajal - yes) Motion passed unanimously**

**13. Approval of Amendment Request to Increase Cap**

SODA, based on the Public Education Commission’s recommendation, agreed to modify the original cap increase request. The new request is to raise the cap by 100, from 525 to 625.

**Juanita Sena requested a motion to approve the Charter Amendment Request to Add Grades with the recommendation of Mr. Ogas; seconded by Gene Carabajal. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes)(Mr. Carabajal - yes) Motion passed unanimously**

**14. Approval of Amendment Request for Night School (Graduate SODA)**

School of Dreams Academy is requesting to add language that will codify the current credit recovery program allowing non-traditional students the opportunity to reengage in a learning continuum of high school subject matter with the objective to earn a high school diploma. We are also seeking to add language that will allow these students opportunities to participate in workforce related training activities, courses designed to teach job readiness skills and prepare them for the workforce. This program will now be called “Graduate SODA” and will be available M – F from 9:00 a.m. till 7:00 p.m.

**Gene Carabajal requested a motion to approve the Amendment Request (Credit Recovery) with the recommendation of Mr. Ogas; seconded by Juanita Sena. There being no discussion, Ms. Chavez called for a vote with the following: (Juanita Sena – Yes) (Kathy Chavez – Yes)(Mr. Carabajal - yes) Motion passed unanimously**

**VIII. Public Comments:**

No Public Comments

**IX. Closed Executive Session - Deleted**

**X. Announcement of meeting – Regular Board Meeting – May 03, 2016.  
6:00 am- Open Meeting – Budget Work Session for Board 5:00 pm.**

**XI. ADJOURNMENT**

**Gene Carabajal moved to adjourn the meeting and seconded by Juanita Sena. There being no discussion, Ms. Chavez called for a vote with the following results: (Juanita Sena – Yes) (Kathy Chavez – Yes) (Mr. Carabajal - yes) Motion passed unanimously.**

The meeting was adjourned at 9:08 am.

Approved this 2016.

Signed:



Kathy Chavez, President

Attest: Susan Garcia sg





*Academics, Arts, Character Education, Service Learning, Technology*

## School of Dreams Academy's 2014-2015 Improvement Plan As Required by the Public Education Commission

The Public Education Commission (PEC) imposes the following Improvement Plan on School of Dreams Academy Charter School based on the conditions of the current Performance Contract, the 2013-14 Performance Framework, and the 2013 – 2018 Strategic Plan submitted by the School's Governing Council:

1. School of Dreams Academy will upload its EPSS plan by December 1, 2014
  - School of Dreams Academy has uploaded their EPSS plan, however there is no evidence indicating that it was upload by December 1, 2014.
  
2. The first round of MAP short cycle assessment will be completed within the first month of school. By October 17, 2014 all teachers will review MAP scores with parents and students. By November 29, 2014 School of Dreams will submit aggregate data, analysis of the data and a specific plan to address raising the scores for Q1 and Q3 students to CSD. CSD will provide the aggregate data and specific plan to address raising the scores of Q1 and Q3 to PEC during the next meeting.
  - Our students were tested in August. We had Parent/Teacher conferences October 15<sup>th</sup> – 17<sup>th</sup>. Prior to school starting our staff was trained on analyzing test scores, they were able to review and analyze test scores with students and their parents during their parent/teacher conference. Attached you will find MAP data for the fall testing along with emails indicating preparation and training with staff for maps. Also attached is a specific plan to address raising the scores of Q1 and Q3.

1800 Main St. NE, Suite 250 - Los Lunas NM 87031  
505.866-7632 Fax: 505.866-0780

# District Summary Report

Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

## Mathematics

School of Dreams Academy

MAP: Math 6+ Common Core 2010 V2  
 Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Goal Performance			Statistics and Probability				
						Operations and Algebraic Thinking	The Real and Complex Number Systems	Geometry	Mean	Std Dev	Mean	Std Dev	
Fall 2014-2015	10	5				Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	11	49	294.3	15.6	294	294.2	17.2	239.0	17.1	237.1	15.5	232.6	17.3

MAP: NM Math Algebra - Fall 2014-15 (CCSS)  
 Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Goal Performance			Statistics				
						Expressions and the Real Number System	Equations and Inequalities	Functions	Mean	Std Dev	Mean	Std Dev	
Fall 2014-2015	9	76	232.9	10.1	232	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	9	76	232.9	10.1	232	230.1	14.5	232.9	11.6	232.1	13.3	233.3	14.0

MAP: NM Math Geometry - Fall 2014-15 (CCSS)  
 Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Goal Performance			Probability				
						Congruence	Similarity, Right Triangles, and Trigonometry	Geometric Properties and Measurement	Mean	Std Dev	Mean	Std Dev	
Fall 2014-2015	10	53	237.6	9.4	237	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	10	53	237.6	9.4	237	239.6	13.3	237.5	11.0	236.6	11.4	234.3	15.2

MAP: NM Math Grade 7 - Fall 2014-15 (CCSS)  
 Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Goal Performance			Statistics and Probability				
						Ratios and Proportional Relationships	The Number System	Equations and Expressions	Geometry	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	7	45	220.6	9.8	220	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	7	45	220.6	9.8	220	222.1	15.0	219.7	14.3	219.4	12.1	218.5	15.9

### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold** italic represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Mathematics

#### School of Dreams Academy

#### MAP: NM Math Grade 8 - Fall 2014-15 (CCSS) Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Goal Performances									
					The Number System: Expressions and Operations		Algebraic Expressions and Equations		Functions		Geometry		Statistics	
					Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	8	59	224.9	11.2	224.6	15.0	222.9	14.5	223.7	15.3	225.2	12.8	228.0	15.5

#### Math Survey 6+ NM V3.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2009-2010	7	41	225.7	18.4	226
Spring 2009-2010	8	1			
Fall 2009-2010	8	40	223.7	17.9	222
Fall 2009-2010	9	28	227.0	19.8	232

#### Math Survey w/ Goals 6+ NM V3.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performances											
						Numbers and Operations		Algebra		Geometry		Measurement		Data Analysis and Probability			
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev		
Spring 2009-2010	7	43	228.1	17.3	228	223.9	19.5	224.3	17.2	226.5	19.1	227.5	19.1	228.9	17.7		
Winter 2009-2010	7	33	224.2	16.7	224	224.8	17.3	223.9	18.8	223.8	17.4	224.1	17.0	224.7	19.3		
Spring 2009-2010	8	40	223.8	16.5	223	221.8	19.9	223.7	17.8	223.3	21.8	224.7	20.1	228.9	19.4		
Winter 2009-2010	8	15	228.0	15.2	233	225.2	12.9	229.4	13.4	227.5	21.7	229.3	17.4	228.3	17.9		
Spring 2009-2010	9	27	225.1	14.3	229	224.4	16.7	228.4	16.5	224.3	16.1	222.0	14.9	226.7	12.0		
Fall 2009-2010	9	1															

#### Explanatory Notes

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# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Mathematics

#### School of Dreams Academy

#### Math Survey w/ Goals 6+ NM V4

Term	Grade	Student Count	Mean	Std Dev	Median	Goal Performance		Algebra		Geometry		Measurement		Data Analysis and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	7	42	222.0	18.1	219	222.0	18.1	220.2	15.8	223.4	16.6	221.6	19.2	223.2	18.8
Fall 2012-2013	7	59	217.7	18.1	218	217.7	18.1	217.0	19.1	220.7	17.0	217.2	21.1	217.6	21.3
Spring 2011-2012	7	37	221.6	17.3	224	221.6	17.3	221.1	18.2	224.9	16.2	222.4	16.3	221.6	19.0
Fall 2011-2012	7	31	220.5	16.3	222	220.5	16.3	223.5	14.9	224.4	14.7	220.1	16.1	222.3	16.1
Spring 2010-2011	7	38	222.3	14.4	220	222.3	14.4	225.4	14.8	226.5	18.5	224.9	17.2	222.3	16.2
Fall 2010-2011	7	38	225.1	12.6	225	225.1	12.6	224.9	13.4	224.7	14.2	223.5	11.4	226.1	13.1
Winter 2012-2013	8	46	228.7	15.4	229	228.7	15.4	228.8	13.6	231.6	13.6	230.8	18.6	232.6	18.6
Fall 2012-2013	8	45	224.8	16.8	227	224.8	16.8	228.7	15.1	228.1	15.3	227.3	18.0	226.9	16.7
Spring 2011-2012	8	51	222.8	18.3	223	222.8	18.3	220.9	20.3	223.3	18.7	222.6	18.2	224.2	20.1
Fall 2011-2012	8	52	220.5	19.1	225	220.5	19.1	221.0	18.2	228.0	16.8	224.6	17.9	224.0	19.0
Spring 2010-2011	8	60	221.2	19.0	225	221.2	19.0	225.2	17.9	223.7	19.4	222.3	18.7	224.5	20.1
Fall 2010-2011	8	60	223.0	20.2	224	223.0	20.2	223.5	19.3	224.7	20.6	223.8	19.0	227.5	20.5
Winter 2012-2013	9	53	232.0	19.3	229	232.0	19.3	229.2	17.2	232.9	19.6	232.8	17.6	233.3	19.5
Fall 2012-2013	9	49	228.3	20.8	228	228.3	20.8	228.9	21.9	230.1	20.2	229.7	23.1	228.2	23.1
Spring 2011-2012	9	68	228.5	20.6	228	228.5	20.6	227.8	20.9	228.9	18.9	229.7	20.2	228.3	22.2
Fall 2011-2012	9	66	224.0	22.9	228	224.0	22.9	227.2	22.0	225.3	22.4	225.8	23.2	227.0	22.9
Spring 2010-2011	9	39	224.8	20.8	225	224.8	20.8	227.4	19.8	225.6	19.6	227.2	18.9	227.3	20.3
Fall 2010-2011	9	36	223.5	19.5	225	223.5	19.5	224.1	18.1	223.2	17.8	226.8	18.1	227.1	20.2
Winter 2012-2013	10	52	228.7	22.1	232	228.7	22.1	232.1	22.2	234.5	21.5	232.6	21.1	227.1	20.3
Fall 2012-2013	10	58	229.5	18.9	232	229.5	18.9	232.1	18.6	231.4	18.7	233.8	19.9	232.5	20.3
Spring 2011-2012	10	40	234.4	21.3	237	234.4	21.3	236.2	17.5	238.2	17.8	236.1	16.7	237.0	19.5
Fall 2011-2012	10	43	232.3	18.3	232	232.3	18.3	230.5	20.4	233.3	19.3	231.7	18.0	230.9	19.7
Spring 2010-2011	10	33	227.1	18.7	228	227.1	18.7	227.7	17.4	225.5	19.0	224.1	16.8	228.0	17.8
Fall 2010-2011	10	34	228.6	13.0	227	228.6	13.0	228.5	14.4	228.8	17.4	227.4	16.6	227.9	15.0
Winter 2012-2013	11	30	239.2	15.4	238	239.2	15.4	244.7	14.4	240.6	16.1	241.2	14.9	238.8	15.2
Fall 2012-2013	11	38	239.4	16.7	241	239.4	16.7	241.8	16.2	243.1	15.9	239.7	16.6	242.4	16.6
Spring 2011-2012	11	21	234.7	11.0	241	234.7	11.0	238.4	14.6	242.5	10.0	239.5	12.1	240.2	13.5
Fall 2011-2012	11	27	230.9	17.9	239	230.9	17.9	236.0	17.3	237.0	19.3	233.1	16.2	235.4	16.9

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Mathematics

#### School of Dreams Academy

#### Math Survey w/ Goals 6+ NM V4

Term	Grade	Student Count	Mean	Std Dev	Goal Performance			Algebra		Geometry		Measurement		Data Analysis and Probability	
					Mean	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean
Winter 2012-2013	12	22	230.6	14.0	248	242.7	15.2	240.3	14.5	240.3	16.0	240.3	238.3	14.0	
Fall 2012-2013	12	22	240.4	12.8	242	242.0	13.7	241.4	14.6	239.1	12.8	240.3	240.3	14.0	

#### Explanatory Notes

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# District Summary Report

Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

## Reading

School of Dreams Academy

MAP: NM Reading Grade 10 - Fall 2014-15 (CCSS)  
 Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Reading Literature		Reading Informational Text		Word Knowledge and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	10	57	230.3	10.0	230	230.6	11.6	230.6	11.5	229.6	11.0

MAP: NM Reading Grade 7 - Fall 2014-15 (CCSS)  
 Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Reading Literature		Reading Informational Text		Word Knowledge and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	7	44	212.9	10.2	213	212.5	11.8	212.6	12.7	213.5	10.5

MAP: NM Reading Grade 8 - Fall 2014-15 (CCSS)  
 Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Reading Literature		Reading Informational Text		Word Knowledge and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	8	57	217.5	12.8	216	219.0	14.9	216.0	14.8	217.1	14.3

MAP: NM Reading Grade 9 - Fall 2014-15 (CCSS)  
 Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Reading Literature		Reading Informational Text		Word Knowledge and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	9	76	221.1	12.6	224	220.8	13.3	221.2	13.9	221.4	13.7

MAP: Reading 6+ Common Core 2010 V2  
 Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	10	1									
Fall 2014-2015	11	49	225.0	12.4	226	225.0	14.1	225.2	13.6	225.0	12.3

### Explanatory Notes

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# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Reading

#### School of Dreams Academy

##### Reading Survey 6+ NIM V3.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2009-2010	7	42	224.3	14.3	228
Fall 2009-2010	7	40	219.4	15.1	221
Spring 2009-2010	8	42	220.9	18.5	221
Fall 2009-2010	8	39	219.4	11.9	220
Spring 2009-2010	9	27	222.8	18.4	228
Fall 2009-2010	9	27	216.9	18.1	219

##### Reading Survey w/ Goals 6+ NIM V3.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2009-2010	8	8			
Winter 2009-2010	9	9			

##### Goal Performance

Word Meaning		Literal Comprehension		Interpretive Comprehension		Evaluative Comprehension		Literature	
Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev

### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italics** represents performance that might be an area of concern. A goal mean shown with **bold underlining** represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Reading

#### School of Dreams Academy

#### Reading Survey w/ Goals 6+ NM V4

Term	Grade	Student Count	Mean PRT	Std Dev	Median	Goal Performance											
						Reading: Retell and Interpret Information		Reading: Critical Thinking Skills		Reading: Phonics, Vocabulary, Comprehension		Literature and Media					
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev				
Winter 2012-2013	7	42	214.3	18.1	217	214.6	14.8	214.1	13.3	214.6	13.9	214.1	13.9	214.1	13.9	214.1	13.9
Fall 2012-2013	7	39	205.6	18.9	210	206.2	21.9	204.9	18.6	205.3	18.9	205.3	18.9	208.7	18.9	208.7	18.6
Spring 2011-2012	7	37	207.9	19.7	208	205.5	23.0	208.9	18.7	208.7	20.7	208.2	20.7	208.2	20.7	208.2	20.8
Fall 2011-2012	7	31	212.9	19.5	212	212.3	21.3	212.8	18.6	212.8	20.8	214.2	20.8	211.7	20.8	211.7	21.5
Spring 2010-2011	7	38	213.2	15.5	217	212.9	17.7	218.1	16.7	213.2	16.4	213.4	16.4	213.4	16.4	213.4	17.4
Fall 2010-2011	7	38	212.9	12.6	216	211.3	16.0	213.6	12.8	213.6	14.1	214.9	14.1	211.5	14.1	211.5	14.3
Winter 2012-2013	8	46	224.5	12.2	224	225.8	14.4	224.2	13.0	223.6	13.3	224.5	13.3	224.5	13.3	224.5	13.2
Fall 2012-2013	8	45	215.2	20.1	217	215.3	20.4	213.9	21.1	216.8	20.7	215.0	20.7	215.0	20.7	215.0	21.8
Spring 2011-2012	8	61	208.5	18.9	210	208.6	20.6	208.8	18.2	209.7	18.3	208.8	18.3	208.8	18.3	208.8	21.6
Fall 2011-2012	8	52	210.0	17.1	214	208.0	18.5	211.1	18.3	210.2	17.9	210.6	17.9	210.6	17.9	210.6	17.5
Spring 2010-2011	8	60	213.3	21.9	215	213.4	22.6	214.6	23.0	213.9	22.7	211.4	22.7	211.4	22.7	211.4	22.5
Fall 2010-2011	8	55	217.6	17.2	219	216.7	18.9	218.0	18.6	216.9	18.0	217.7	18.0	217.7	18.0	217.7	17.5
Winter 2012-2013	9	53	225.0	13.7	227	225.8	14.7	224.9	16.1	224.2	15.2	225.2	15.2	225.2	15.2	225.2	16.1
Fall 2012-2013	9	49	215.1	20.2	221	214.3	22.1	216.8	20.9	215.2	19.9	214.1	19.9	214.1	19.9	214.1	20.9
Spring 2011-2012	9	67	217.0	20.8	220	216.9	22.2	216.1	20.9	218.1	21.6	217.5	21.6	217.5	21.6	217.5	21.9
Fall 2011-2012	9	68	216.5	18.7	220	215.1	20.0	216.3	19.1	218.2	19.2	218.0	19.2	218.0	19.2	218.0	21.8
Spring 2010-2011	9	39	215.6	17.5	220	214.8	19.5	218.0	18.1	215.6	18.4	214.8	18.4	214.8	18.4	214.8	18.2
Fall 2010-2011	9	36	216.6	18.3	223	215.4	18.5	218.0	18.7	218.0	19.0	217.7	19.0	217.7	19.0	217.7	19.9
Winter 2012-2013	10	53	224.4	20.2	226	225.8	22.0	223.7	20.8	224.8	20.1	223.0	20.1	223.0	20.1	223.0	21.2
Fall 2012-2013	10	56	222.3	20.2	225	222.0	20.8	220.9	20.7	223.7	20.7	222.4	20.7	222.4	20.7	222.4	21.5
Spring 2011-2012	10	36	222.0	21.7	229	222.2	23.8	221.9	21.7	224.3	18.6	219.0	18.6	219.0	18.6	219.0	26.1
Fall 2011-2012	10	43	222.9	18.4	223	220.4	21.4	221.3	18.9	223.2	18.8	224.9	18.8	224.9	18.1	224.9	18.1
Spring 2010-2011	10	33	218.8	17.0	220	218.2	17.7	218.4	18.5	222.2	16.5	217.3	16.5	217.3	16.5	217.3	20.1
Fall 2010-2011	10	33	221.2	14.9	223	219.7	16.0	224.5	16.7	221.5	16.7	219.8	16.7	219.8	16.7	219.8	15.1
Winter 2012-2013	11	30	235.3	10.3	237	236.1	12.7	238.7	11.5	234.3	10.9	233.9	10.9	233.9	10.9	233.9	12.9
Fall 2012-2013	11	36	232.1	11.0	233	231.4	11.9	232.2	11.9	232.7	14.0	232.1	14.0	232.1	14.0	232.1	13.6
Spring 2011-2012	11	21	228.4	18.5	234	229.0	16.4	228.3	14.2	227.0	15.0	227.0	15.0	227.0	15.0	227.0	13.8
Fall 2011-2012	11	27	217.3	23.3	224	216.7	25.1	217.9	23.3	217.1	21.6	218.1	21.6	218.1	21.6	218.1	25.5

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A bold mean shown with bold italic represents performance that might be an area of concern. A goal mean shown with bold underline represents an area of relatively strong performance.



# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Reading

#### School of Dreams Academy

#### Reading Survey w/ Goals 6+ NIM V4

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance				
						Reading: Reread and Interpret Information		Reading: Critical Thinking Skills		Reading: Phonics, Vocabulary, Comprehension
			Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	12	23	229.3	14.3	231	17.0	229.8	16.6	231.2	13.6
Fall 2012-2013	12	22	231.5	13.6	233	15.9	234.1	15.2	229.5	12.4
									227.9	16.3
									230.5	15.2

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold/italic** represents performance that might be an area of concern. A goal mean shown with bold/italic represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Language Usage

#### School of Dreams Academy

##### Language Survey NM V3.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2009-2010	7	41	222.2	10.5	222
Spring 2009-2010	8	1			
Fall 2009-2010	8	38	219.2	11.9	220
Spring 2009-2010	9	1			
Fall 2009-2010	9	25	217.3	14.3	222

##### Language Survey w/ Goals NM V3.1

##### Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Writing Process		Composition Structure		Conventions of Grammar and Usage		Punctuation		Capitalization	
					Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2009-2010	7	44	220.3	10.8	221.6	12.2	218.4	14.6	220.0	12.2	220.1	12.3	219.3	12.9
Spring 2009-2010	8	41	218.0	10.9	220.5	11.5	218.9	14.6	218.1	12.0	218.9	18.5	219.3	11.8
Fall 2009-2010	8	3			221.2	12.3	221.7	8.8	218.7	12.1	217.7	12.2	218.3	10.4
Spring 2009-2010	9	26	218.2	9.1										
Fall 2009-2010	9	1												

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with bold italic represents performance that might be an area of concern. A goal mean shown with bold underline represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Language Usage

#### School of Dreams Academy

#### Language Survey w/ Goals NM V4

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance			Use Of Punctuation, Spelling, and Capitalization		Demonstrate Competence in the Writing Process	
						Apply Grammatical Conventions To Communicate	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	7	42	214.2	12.8	217	214.2	12.9	215.4	14.2	212.9	14.9	
Fall 2012-2013	7	39	208.7	14.9	211	209.6	14.4	210.7	16.9	208.9	16.3	
Spring 2011-2012	7	37	213.4	17.0	218	212.6	17.4	218.7	17.6	214.3	18.2	
Fall 2011-2012	7	31	216.2	14.5	219	215.4	13.6	217.0	15.1	216.1	16.6	
Spring 2010-2011	7	38	216.3	9.5	218	215.5	9.6	216.7	10.3	217.6	12.1	
Fall 2010-2011	7	39	214.3	12.1	216	213.0	12.8	214.6	12.6	215.1	13.1	
Winter 2012-2013	8	46	220.8	9.2	221	219.7	10.1	220.6	11.2	222.0	10.6	
Fall 2012-2013	8	45	218.4	12.0	219	218.8	12.1	218.0	13.0	218.1	13.7	
Spring 2011-2012	8	51	215.6	12.2	219	215.5	12.9	214.3	11.9	217.2	14.0	
Fall 2011-2012	8	52	214.7	14.1	220	213.6	15.1	215.0	14.7	215.5	15.2	
Spring 2010-2011	8	61	218.1	14.2	220	216.3	14.0	219.7	15.3	218.1	16.4	
Fall 2010-2011	8	58	216.4	15.2	221	215.1	14.0	217.3	16.0	216.8	16.8	
Winter 2012-2013	9	53	220.4	13.7	224	220.8	14.1	219.2	19.6	220.8	16.0	
Fall 2012-2013	9	49	218.5	12.7	221	218.5	12.9	217.6	12.6	219.3	14.9	
Spring 2011-2012	9	68	219.5	15.6	220	218.8	15.5	219.5	17.1	220.3	16.9	
Fall 2011-2012	9	66	218.6	14.9	222	218.5	14.9	220.5	16.0	219.9	16.3	
Spring 2010-2011	9	39	220.0	11.6	220	220.2	12.1	218.3	12.9	221.8	12.4	
Fall 2010-2011	9	36	217.5	14.6	220	217.4	15.1	216.6	14.2	218.1	16.1	
Winter 2012-2013	10	52	221.5	15.9	226	219.8	16.8	222.6	17.0	222.1	16.3	
Fall 2012-2013	10	58	221.4	14.7	226	219.3	14.0	221.7	15.6	223.2	16.8	
Spring 2011-2012	10	40	223.7	15.1	228	222.1	15.9	223.9	14.9	225.1	16.7	
Fall 2011-2012	10	43	222.8	13.3	222	221.8	12.9	223.3	13.7	223.4	15.0	
Spring 2010-2011	10	33	218.4	14.1	221	217.0	14.1	219.5	14.7	218.7	15.8	
Fall 2010-2011	10	34	218.4	12.2	222	218.6	12.7	219.2	13.5	220.5	12.6	
Winter 2012-2013	11	29	226.1	11.5	226	225.7	11.2	226.6	12.9	227.1	12.5	
Fall 2012-2013	11	36	226.7	11.2	227	224.7	12.0	226.6	11.6	225.9	12.7	
Spring 2011-2012	11	22	228.0	9.4	229	228.1	10.3	228.4	10.5	229.5	10.6	
Fall 2011-2012	11	27	228.4	9.6	226	221.6	10.9	223.8	11.8	224.8	11.1	

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **Bold Italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Language Usage

#### School of Dreams Academy

##### Language Survey w/ Goals NM V4

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Use Of Punctuation, Spelling, and Capitalization		Demonstrate Competence in the Writing Process	
						Apply Grammatical Conventions To Communicate	Writing: Plan, Organize, Develop, Revise, Research	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	12	23	225.8	12.6	231	225.8	14.5	224.9	10.6	227.0	15.0
Fall 2012-2013	12	22	224.1	13.2	227	224.5	12.9	223.5	13.6	224.5	15.9

##### MAP: Language 2-12 Common Core 2010 Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage	
						Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	10	1									
Fall 2014-2015	11	49	224.0	11.1	227	227.1	13.2	222.3	12.5	222.6	10.6

##### MAP: NM Language Grade 10 - Fall 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage	
						Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	10	57	224.2	10.2	223	226.7	13.4	222.1	12.0	223.4	12.2

##### MAP: NM Language Grade 7 - Fall 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Writing: Plan, Organize, Develop, Revise, Research		Language: Understand, Edit for Grammar, Usage	
						Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	7	46	213.8	8.3	214	213.7	11.0	216.0	11.7	212.0	9.5

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold/italic** represents performance that might be an area of concern. A goal mean shown with bold/underline represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Language Usage

#### School of Dreams Academy

MAP: NM Language Grade 8 - Fall 2014-15 (CCSS)  
 Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance			Language: Understand, Edit for Grammar, Usage			Language: Understand, Edit Mechanics		
						Writing: Plan, Organize, Develop, Revise, Research	Mean	Std Dev	Language: Understand, Edit for Grammar, Usage	Mean	Std Dev	Language: Understand, Edit Mechanics	Mean	Std Dev
Fall 2014-2015	8	60	216.9	11.3	217	Writing: Plan, Organize, Develop, Revise, Research	Mean	Std Dev	Language: Understand, Edit for Grammar, Usage	Mean	Std Dev	Language: Understand, Edit Mechanics	Mean	Std Dev
							219.3	12.5		216.1	13.1		215.3	13.9

MAP: NM Language Grade 9 - Fall 2014-15 (CCSS)  
 Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance			Language: Understand, Edit for Grammar, Usage			Language: Understand, Edit Mechanics		
						Writing: Plan, Organize, Develop, Revise, Research	Mean	Std Dev	Language: Understand, Edit for Grammar, Usage	Mean	Std Dev	Language: Understand, Edit Mechanics	Mean	Std Dev
Fall 2014-2015	9	78	222.4	9.1	223	Writing: Plan, Organize, Develop, Revise, Research	Mean <td>Std Dev</td> <td>Language: Understand, Edit for Grammar, Usage</td> <td>Mean <td>Std Dev</td> <td>Language: Understand, Edit Mechanics</td> <td>Mean <td>Std Dev</td> </td></td>	Std Dev	Language: Understand, Edit for Grammar, Usage	Mean <td>Std Dev</td> <td>Language: Understand, Edit Mechanics</td> <td>Mean <td>Std Dev</td> </td>	Std Dev	Language: Understand, Edit Mechanics	Mean <td>Std Dev</td>	Std Dev
							223.3	10.4		220.0	10.6		224.3	11.1

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold** reflects performance that might be an area of concern. A goal mean shown with **bold** underlining represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Science - General Science

#### School of Dreams Academy

#### NM Science Part 2 of 2 - General Science V1.1

Term	Grade	Student Count	Mean	Std Dev	Median	Goal Performance		Physical Science		Life Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	7	42	204.7	12.0	208	203.6	12.1	205.2	13.9	205.5	12.9		
Fall 2012-2013	7	89	204.9	11.7	205	204.1	12.5	208.3	12.5	204.6	13.9		
Spring 2011-2012	7	37	210.0	11.3	212	210.0	9.9	210.6	18.4	209.9	19.9		
Fall 2011-2012	7	31	209.2	10.5	212	207.5	12.3	210.3	13.2	208.7	14.3		
Winter 2012-2013	8	46	214.8	8.6	213	213.4	9.2	215.3	10.3	215.5	11.4		
Fall 2012-2013	8	45	214.0	11.0	214	214.1	12.4	213.6	12.8	214.1	10.4		
Spring 2011-2012	8	51	210.7	9.1	211	209.3	10.1	210.8	10.0	212.1	11.7		
Fall 2011-2012	8	52	210.0	10.1	211	209.3	10.3	211.5	11.4	209.3	12.7		
Winter 2012-2013	9	53	214.6	12.7	216	216.2	13.3	212.7	15.0	214.7	12.7		
Fall 2012-2013	9	49	214.1	10.5	214	214.0	12.9	214.0	10.6	214.6	13.8		
Spring 2011-2012	9	69	214.6	12.9	216	215.4	14.1	214.5	13.6	213.8	12.0		
Fall 2011-2012	9	66	212.0	13.4	215	213.4	14.7	211.3	15.4	211.5	14.7		
Winter 2012-2013	10	52	213.9	14.1	217	213.2	15.0	214.6	17.2	213.8	14.1		
Fall 2012-2013	10	56	215.8	12.5	219	215.9	12.2	215.8	15.1	215.4	15.1		
Spring 2011-2012	10	40	221.4	10.8	221	222.1	12.9	220.4	13.4	221.4	10.5		
Fall 2011-2012	10	43	217.0	11.6	218	217.6	14.3	217.8	13.3	215.4	11.8		
Winter 2012-2013	11	31	219.5	10.2	219	219.5	11.8	220.7	12.7	218.5	11.3		
Fall 2012-2013	11	38	219.8	11.6	220	220.2	11.4	220.4	12.3	218.7	14.8		
Spring 2011-2012	11	22	220.9	8.3	221	223.6	9.3	220.7	7.9	218.4	10.4		
Fall 2011-2012	11	27	217.8	10.6	219	220.4	13.1	216.6	11.8	216.5	11.8		
Winter 2012-2013	12	22	219.4	12.1	222	217.2	12.8	220.5	13.9	220.1	12.9		
Fall 2012-2013	12	22	218.6	10.6	221	219.2	13.8	220.8	14.3	216.0	13.2		

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with **bold** italic represents performance that might be an area of concern. A goal mean shown with bold underline represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Fall 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Science - Concepts and Processes

#### School of Dreams Academy

#### NIM Science Part 1 of 2 - Concepts/Processes V1.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performances			Scientific Thinking and Practice: Question, Design		Sci Thinking and Practice: Analyze, Communicate		Sci Think: Inq Results in Sci Know; Sci and Society	
						Mean	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	7	41	203.2	10.7	204	204.3	13.5	208.3	13.0	202.0	10.4			
Fall 2012-2013	7	39	206.5	10.8	207	206.5	13.2	208.5	10.4	208.2	11.8			
Spring 2011-2012	7	37	210.1	10.0	210	209.8	12.3	211.7	11.6	208.2	11.4			
Fall 2011-2012	7	31	209.5	9.3	211	208.4	8.7	211.1	13.1	208.8	11.5			
Winter 2012-2013	8	48	211.3	10.2	212	211.1	11.2	211.8	11.6	211.3	12.2			
Fall 2012-2013	8	45	213.6	9.8	215	213.0	10.7	212.1	9.8	215.7	13.2			
Spring 2011-2012	8	51	208.9	10.0	209	209.0	13.2	209.3	10.4	208.5	10.3			
Fall 2011-2012	8	52	210.1	8.1	211	209.7	10.5	209.6	10.3	210.9	8.3			
Winter 2012-2013	9	53	212.2	11.4	214	211.2	13.3	212.2	12.5	213.3	11.5			
Fall 2012-2013	9	49	213.4	10.3	215	212.8	11.7	212.1	12.3	215.3	10.8			
Spring 2011-2012	9	69	214.4	11.5	216	214.6	13.8	213.6	13.4	214.8	11.3			
Fall 2011-2012	9	66	214.0	11.9	214	213.6	12.7	213.6	14.2	214.6	12.6			
Winter 2012-2013	10	52	210.9	18.2	215	209.4	17.0	210.9	17.3	211.9	16.9			
Fall 2012-2013	10	56	213.6	12.7	216	213.3	15.0	213.6	19.0	214.1	13.8			
Spring 2011-2012	10	40	218.1	10.5	220	218.3	12.6	218.4	11.0	217.3	10.9			
Fall 2011-2012	10	43	216.7	11.2	218	217.1	12.6	215.8	12.8	217.4	12.3			
Winter 2012-2013	11	31	218.0	11.0	215	218.1	12.6	218.7	12.8	217.1	11.1			
Fall 2012-2013	11	38	218.4	9.2	219	217.3	10.7	217.2	10.5	220.3	10.5			
Spring 2011-2012	11	22	218.8	8.9	217	219.5	9.2	219.3	9.8	218.0	12.6			
Fall 2011-2012	11	27	215.9	10.1	218	215.8	11.8	215.9	10.8	215.8	12.1			
Winter 2012-2013	12	22	216.0	13.0	220	213.3	15.7	216.9	14.2	217.4	12.8			
Fall 2012-2013	12	22	217.0	11.4	221	215.4	12.1	218.4	13.3	217.6	11.9			

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underlined** represents an area of relatively strong performance.

**Subject** Staff/Faculty Meeting Wednesda  
**From** kimberlya <kberlat@sodacharter.com>,  
**To** Adrianna Duran <aduran@sodacharter.com>, Amanda Saiz <asaiz@sodacharter.com>, Amelia Garcia <agarcia@sodacharter.com>, Bonnie Dodge <bdodge@sodacharter.com>, Bratcherb <bratcherb@gmail.com>, Ckittrell <ckittrell@sodacharter.com>, Dgarcia <dgarcia@sodacharter.com>, Eric Brown <ericb@sodacharter.com>, Janelle Homan <jhoman@sodacharter.com>, Jeff Jolly <jjolly@sodacharter.com>, Jeff Jolly <vonjolly@comcast.net>, Jennifer Chavez <jchavez@sodacharter.com>, Kathy Hajner <khajner@sodacharter.com>, Khowe <khowe@sodacharter.com>, Lanika Rodrigues <lanikar@sodacharter.com>, Lorena Herrera <lherrera@sodacharter.com>, Lucy Romero <lromero@sodacharter.com>, Mary Ann Silva <masilva@sodacharter.com>, Mmoyers <mmoyers@sodacharter.com>, Mr. Ogas <mogas@swcp.com>, Mvanderheyden <mvanderheyden@sodacharter.com>, Pherrera <pherrera@sodacharter.com>, Rarmijo <rarmijo@sodacharter.com>, Rosanne McNeil <rmcneil@sodacharter.com>, School Nurse Trish <tvanhavermaat@sodacharter.com>, Sjackson <sjackson@sodacharter.com>, Sofie Granger <sgranger@sodacharter.com>, Soni Buda <sbuda@sodacharter.com>, Susan Garcia <sgarcia@sodacharter.com>, Talysa Ogas <togas@sodacharter.com>, Tircia Resendiz <presendiz@sodacharter.com>, Tomasita Oshiro <toshiro@sodacharter.com>,  
**Date** Sep 29 2014 7:41 AM



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**October 1 Meeting**

**3:00- 4:00 in Kim Berlat's room**

- 1. Common Core: The Basics**
- 2. NWEA/MAP login and review reports**
- 3. Share service learning ideas**
- 4. Discuss substitute folders that should be in each classroom**



Subject MAP scores and parent conferences  
From kimberlya <kberlat@sodacharter.com>,  
To Adrianna Duran <aduran@sodacharter.com>, Amanda Saiz <asaiz@sodacharter.com>, Amelia Garcia <agarcia@sodacharter.com>, Bonnie Dodge <bdodge@sodacharter.com>, Bratcherb <bratcherb@gmail.com>, Ckittrell <ckittrell@sodacharter.com>, Dgarcia <dgarcia@sodacharter.com>, Eric Brown <erich@sodacharter.com>, Janelle Homan <jhoman@sodacharter.com>, Jeff Jolly <jjolly@sodacharter.com>, Jeff Jolly <vonjolly@comcast.net>, Jennifer Chavez <jchavez@sodacharter.com>, Kathy Hajner <khajner@sodacharter.com>, Khowe <khowe@sodacharter.com>, Lanika Rodrigues <lanikar@sodacharter.com>, Lorena Herrera <lherrera@sodacharter.com>, Lucy Romero <lromero@sodacharter.com>, Mary Ann Silva <masilva@sodacharter.com>, Mmoyers <mmoyers@sodacharter.com>, Mr. Ogas <mogas@swcp.com>, Mvanderheyden <mvanderheyden@sodacharter.com>, Pherrera <pherrera@sodacharter.com>, Rarmijo <rarmijo@sodacharter.com>, Rosanne McNeil <rmcneil@sodacharter.com>, School Nurse Trish <tvanhavermaat@sodacharter.com>, Sjackson <sjackson@sodacharter.com>, Sofie Granger <sgranger@sodacharter.com>, Soni Buda <sbuda@sodacharter.com>, Susan Garcia <sgarcia@sodacharter.com>, Talysa Ogas <togas@sodacharter.com>, Tircia Resendiz <presendiz@sodacharter.com>, Tomasita Oshiro <toshiro@sodacharter.com>,  
Date Sep 24 2014 7:37 AM



Greetings!

Ms. Howe put the Student Goal Setting Worksheets and Class Reports in our mailboxes after MAP testing was completed. A copy should go home and a copy should become part of the student's ILP. Ms. Howe gave us color copies which make reading the results a bit easier, you might want to give this copy to parents.

If you give your advisory students their MAP scores before the parent conferences you could discuss the scores before the conferences and that could become a part of the student's conversation at the conference. To help with the interpretation of the scores, I put a copy of the 2011 MAP Status Norms in your mailboxes this morning.

I giving my advisory class their scores and the norms today. We will discuss the scores and then students will write a brief summary of what their scores mean and what they need to do to improve them before the next test session. Students will share what they wrote with their parents at their conference.

If you did not get copies of your advisory class MAP scores, they are available on the brain. Let me know if you were able to find the email from NWEA with your login info. NOTE: Kerra is working on getting logins for everyone.

From advisory to subject area instruction - how are we using the MAP scores to drive our instruction? Thoughts?

Kim

**Subject** Staff/Faculty Meeting Wednesday October 22  
**From** kimberly <kberlat@sodacharter.com>,  
**To** Adrianna Duran <aduran@sodacharter.com>, Amanda Saiz <asaiz@sodacharter.com>, Amelia Garcia <agarcia@sodacharter.com>, Bonnie Dodge <bdodge@sodacharter.com>, Bratcherb <bratcherb@gmail.com>, Ckittrell <ckittrell@sodacharter.com>, Dgarcia <dgarcia@sodacharter.com>, Eric Brown <ericb@sodacharter.com>, Janelle Homan <jhoman@sodacharter.com>, Jeff Jolly <jjolly@sodacharter.com>, Jeff Jolly <vonjolly@comcast.net>, Jennifer Chavez <jchavez@sodacharter.com>, Kathy Hajner <khajner@sodacharter.com>, Khowe <khowe@sodacharter.com>, Lanika Rodrigues <lanikar@sodacharter.com>, Lorena Herrera <lherrera@sodacharter.com>, Lucy Romero <lromero@sodacharter.com>, Mary Ann Silva <masilva@sodacharter.com>, Mmoyers <mmoyers@sodacharter.com>, Mr. Ogas <mogas@swcp.com>, Mvanderheyden <mvanderheyden@sodacharter.com>, Pherrera <pherrera@sodacharter.com>, Rarmijo <rarmijo@sodacharter.com>, Rosanne McNeil <rmcneil@sodacharter.com>, School Nurse Trish <tvanhavermaat@sodacharter.com>, Sjackson <sjackson@sodacharter.com>, Sofie Granger <sgranger@sodacharter.com>, Soni Buda <sbuda@sodacharter.com>, Susan Garcia <sgarcia@sodacharter.com>, Talysa Ogas <togas@sodacharter.com>, Tircia Resendiz <presendiz@sodacharter.com>, Tomasita Oshiro <toshiro@sodacharter.com>,  
**Date** Oct 16 2014 9:38 AM



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**Greetings!**

We will meet from 3:00-4:00 in Ms. Hajner's room.

**Agenda for October 22 Staff/Faculty Meeting:**

1. Safety Committee (Ms. Ryan)
2. Fall Festival (Ms. Howe)
3. Kuder (Ms. Hajner)
4. NWEA/MAP (Ms. Berlat) Bring your laptops!
5. Share service project ideas. Reminder - proposals are due end of October.

**Q1-Students Growth of Lowest Performing Students -** According to our School Grade Report Card in 2014 we received 7.81 school points compared to the Statewide Benchmark average of 7.7 school points. Looking at the data more closely, we do have positive (+) growth in Reading (4.4) and Math (3.78) which means students have scored better than expected in their current year. The remaining achievement gap between the highest and lowest performing students in 2014 using a scaled score difference is 13.0 in Math and 14.0 in Reading.

Although we scored a C in this area, this is, and has been our main initiative as a school to close the achievement gap; through interventions and tutoring programs, teacher collaboration and professional development, and through our STEAM and Early College High School curriculum.

**Q3- Student Growth of Highest Performing Students-** The highest performing students at the School of Dreams Academy are those whose scores placed them in the top 75%. The Statewide Benchmark is 3.6 while the School of Dreams Academy scored 9.27. Although we scored an A in this category, we did fall behind in Current Standing, and this is where we need to raise student achievement. The Statewide Benchmark is 12.5 and the School of Dreams only scored 9.07 school points, which resulted in a D grade.

### **Improvement Plan**

Upon analyzing our School Report Card, the School Growth Target gives us additional information to guide our school towards proficiency. In Reading, our target was 61% and our Q3 students scored 53.1 and Q1 students scored 12.1. However in Math, while Q3 students scored 30.3, our lowest performing students only scored 0. This is why we have been concentrating on intervention and tutoring programs specifically in math. Using Title One funds, our tutoring programs were very successful. Eight highly qualified, certified teachers provided

tutoring and credit recovery before school, after school, and as a pull-out program with both 1:1 intensive interventions and small groups in math. In addition, we offered a 1:1 peer model tutoring program which was comprised of National Honor Society and other qualified students that worked with underperforming students using an inquiry method. The high school tutors were trained and the program was supervised and monitored by a certified instructor using student data such as SBA, and NWEA MAP scores, homework and classroom grades to drive instruction and intervention strategies.

3.) All 7th, 8th, 9th, and 10th grade students will complete the COMPASS test for college placement by November 25, 2014. Our students were tested on November 11, 2015

Last Name	Grade	Date	Writing Skill	Reading Sct	Math Place	Prealg Scor	Algebra Scc	Coll Alg	Score
SODA 001	11	20141111	61	80	0	34			
SODA 002	11	20141111	89	85	1	93	37		
SODA 003	10	20141111	74	93	2	99	72		49
SODA 004	11	20141111	51	81	0	27			
SODA 005	10	20141111	12	46	0	28			
SODA 008	10	20141111	47	76	0	55	20		
SODA 009	10	20141111	99	91	0	69	24		
SODA 010	10	20141111 20		64	1	67	27		
SODA 011	10	20141111	65	71	0	28			
SODA 012	10	20141111	12	69	0	32			
SODA 013	10	20141112	56	53	0	24			
SODA 014	7	20141112	1	39	0	31			
SODA 015	7	20141112	61	59	0	33			
SODA 016	7	20141112	85	81	0	40			
SODA 017	7	20141112	2	60	0	27			
SODA 018	7	20141112	7	19	0	18			
SODA 019	7	20141112	12	31	0	28			
SODA 020	7	20141112	9	47	0	20			
SODA 021	7	20141112	61	67	0	66	18		
SODA 022	7	20141112	12	71	0	31			
SODA 023	7	20141112	30	51	0	17			
SODA 024	7	20141112	28	59	0	27			
SODA 025	7	20141112	15	61	0	29			
SODA 026	7	20141112	6	59	0	33			
SODA 027	7	20141112	10	52	0	34			
SODA 028	7	20141112	12	68	0	25			
SODA 029	7	20141112	8	21	0	17			
SODA 030	7	20141112	1	53	0	43			
SODA 031	7	20141112	51	77	0	41			
SODA 032	7	20141112	22	39	0	21			
SODA 033	7	20141112	12	43	0	26			
SODA 034	7	20141112	18	73	0	23			
SODA 035	7	20141112	8	23	0	18			
SODA 037	7	20141112	18	38	0	38			
SODA 038	7	20141112	15	62	0	19			
SODA 040	7	20141112	60	77	0	39			
SODA 041	7	20141112	12	35	0	24			
SODA 042	7	20141112	43	74	0	78	21		
SODA 043	7	20141112	51	76	0	20			
SODA 044	7	20141112			0	74	19		
SODA 045	9	20141112	1	34	0	21			
SODA 046	9	20141112	60	67	0	35			
SODA 047	9	20141112	26	60	0	24			
SODA 048	9	20141112	8	59	0	18			
SODA 049	9	20141112	35	62	0	31			

SODA 050	9	20141112	12	63	0	29	
SODA 051	9	20141112	82	79	0	54	
SODA 052	9	20141112	74	73	0	56	24
SODA 053	9	20141112	65	59	0	35	
SODA 054	9	20141112	69	71	0	27	
SODA 055	11	20141112	70	88	0	47	
SODA 056	7	20141112	5	19	0	36	
SODA 058	7	20141112	12	27	0	22	
SODA 059	7	20141112	8	62	0	19	
SODA 060	7	20141112	42	54	0	32	
SODA 061	7	20141112	6	50	0	34	
SODA 062	7	20141112	8	19	0	26	
SODA 063	7	20141112	51	81	0	31	
SODA 064	7	20141112		82	0	71	23
SODA 065	7	20141112	22	33	0	20	
SODA 066	7	20141112	1	19	0	25	
SODA 067	8	20141112	79	46	0	24	
SODA 068	7	20141112	8	37	0	42	
SODA 069	7	20141112	3	38	0	25	
SODA 070	7	20141112	30	65	0	17	
SODA 071	7	20141112	14	46	0	27	
SODA 072	9	20141112	5	26	0	21	
SODA 073	9	20141112	1	21	0	20	
SODA 074	9	20141112	51	81	0	34	
SODA 075	9	20141112	5	32	0	20	
SODA 076	9	20141112	18	64	0	21	
SODA 077	9	20141112	25	80	0	24	
SODA 078	9	20141112	94	93	1	99	44
SODA 079	9	20141112		76			
SODA 080	9	20141113	99	86	0	36	
SODA 081	8	20141113	18	58	0	27	
SODA 082	8	20141113	16	37	0	19	
SODA 083	8	20141113	99	93	1	89	30
SODA 084	8	20141113	94	95	1	89	36
SODA 085	8	20141113	8	44	0	36	
SODA 086	8	20141113	25	55	0	26	
SODA 088	8	20141113	3	40	0	21	
SODA 089	8	20141113	5	56	0	29	
SODA 090	8	20141113	8	41	0	17	
SODA 091	8	20141113	82	93	0	41	
SODA 092	8	20141113	18	56	0	32	
SODA 093	8	20141113	56	53	0	32	
SODA 094	8	20141113	18	61	0	29	
SODA 095	8	20141113	16	57	0	31	
SODA 096	8	20141113	25	73	0	42	
SODA 097	8	20141113	3	20	0	29	
SODA 098	8	20141113	35	65	0	17	
SODA 099	8	20141113	26	34	0	28	
SODA 100	8	20141113	35	76	0	23	
SODA 101	8	20141113	8	19	0	25	
SODA 102	8	20141113	38	61	0	35	
SODA 103	8	20141113	42	38	0	25	

SODA 104	8	20141113	7	19	0	36	
SODA 105	8	20141113	33	36	0	22	
SODA 106	8	20141113	1	44	0	17	
SODA 107	8	20141113	78	74	0	33	
SODA 108	8	20141113	1	29	0	17	
SODA 109	8	20141113	8	29	0	19	
SODA 110	8	20141113	1	19	0	27	
SODA 111	8	20141113	12	64	0	22	
SODA 112	8	20141113	56	79	0	36	
SODA 113	8	20141113	7	37	0	31	
SODA 114	8	20141113	25	97	0	56	23
SODA 115	8	20141113	10	19	0	25	
SODA 116	8	20141113	18	35	0	24	
SODA 117	8	20141113	5	19	0	26	
SODA 118	8	20141113	1	65	0	27	
SODA 119	8	20141113	18	46	0	20	
SODA 120	8	20141113	12	54	0	26	
SODA 121	8	20141113	15	33	0	24	
SODA 122	8	20141113	12	30	0	29	
SODA 123	8	20141113	94	83	0	74	24
SODA 124	8	20141113	78	89	0	52	
SODA 125	8	20141113	18	58	0	24	
SODA 126	8	20141113	7	26	0	20	
SODA 127	8	20141113	25	48	0	59	18
SODA 128	8	20141113	5	32	0	33	
SODA 129	8	20141113	82	79	0	42	
SODA 130	8	20141113	56	54	0	27	
SODA 131	8	20141113	47	76	0	37	
SODA 132	8	20141113	82	73	0	33	
SODA 133	8	20141113	12	57	0	21	
SODA 134	8	20141113	1	62	0	22	
SODA 135	8	20141113	8	33	0	23	
SODA 136	8	20141113	18	36	0	24	
SODA 137	9	20141113		82	1	57	27
SODA 138	9	20141113	56	79	0	42	
SODA 139	9	20141113	10	22	0	31	
SODA 140	9	20141113		31	0	18	
SODA 141	9	20141113	7	47	0	26	
SODA 142	9	20141113	33	72	0	25	
SODA 143	9	20141113	2	52	0	23	
SODA 144	9	20141113			0	54	
SODA 145	9	20141113	6	35	0	21	
SODA 146	9	20141113	61	84	0	42	
SODA 148	9	20141113	2	49	0	26	
SODA 149	9	20141113	18	73	0	26	
SODA 150	9	20141113	43	79	0	39	
SODA 151	9	20141114		50			
SODA 152	9	20141114	25	69	0	32	
SODA 153	9	20141114	55	80	0	57	21
SODA 154	9	20141114	47	82	0	46	
SODA 155	9	20141114	18	57	0	57	25
SODA 156	9	20141114	69	86	0	52	

SODA 157	9	20141114	1	70	0	29	
SODA 158	9	20141114	52	60	0	22	
SODA 159	9	20141114	73	77	0	29	
SODA 160	9	20141114	96	81	1	90	41
SODA 161	9	20141114	16	71	0	20	
SODA 162	9	20141114	42	70	0	41	
SODA 163	9	20141114	12	36	0	20	
SODA 164	9	20141114	42	58	0	38	
SODA 165	9	20141114	6	51	0	22	
SODA 166	9	20141114	38	63	0	28	
SODA 167	9	20141114	94	91	0	48	
SODA 168	9	20141114	30	76	0	24	
SODA 169	9	20141114	98	98	1	75	26
SODA 170	9	20141114	12	66	0	39	
SODA 171	9	20141114	12	38	0	19	
SODA 172	9	20141114	97	77	0	34	
SODA 173	9	20141114	25	38	0	19	
SODA 174	9	20141114	26	80	0	45	
SODA 175	9	20141114	7	82	1	82	27
SODA 176	9	20141114	20	79	0	29	
SODA 177	9	20141114	70	76	0	29	
SODA 178	9	20141114	43	78	0	22	
SODA 179	9	20141114	12	83	0	17	
SODA 180	9	20141114	35	61	0	34	
SODA 181	9	20141114	18	56	0	30	
SODA 182	9	20141114	45	81	0	52	
SODA 183	10	20141114	22	46	0	25	
SODA 184	10	20141114	61	81	0	49	
SODA 185	10	20141114	10	33	0	20	
SODA 186	10	20141114	65	87	0	44	
SODA 187	10	20141114	42	68	0	22	
SODA 188	10	20141114	42	75	0	49	
SODA 189	10	20141114	8	72	0	25	
SODA 190	10	20141114	87	87	0	46	
SODA 191	10	20141114	78	64	0	30	
SODA 192	10	20141114	99	89	0	48	
SODA 193	10	20141114	65	94	1	69	26
SODA 194	10	20141114	87	92	0	49	
SODA 195	10	20141114	28	32	0	26	
SODA 196	10	20141114	10	20	0	19	
SODA 197	10	20141114	96	76	0	33	
SODA 198	10	20141114	74	74	0	41	
SODA 199	10	20141114	85	87	0	78	24
SODA 200	10	20141114	69	82	0	56	23
SODA 201	10	20141114	2	32	0	17	
SODA 202	10	20141114	12	44	0	23	
SODA 203	10	20141114	18	25	0	17	
SODA 204	10	20141114	46	86	0	59	23
SODA 205	10	20141114	12	65	0	18	
SODA 206	10	20141114	7	22	0	23	
SODA 207	10	20141114	45	50	0	24	
SODA 208	10	20141114	78	84	0	40	



SODA 209	10	20141114	36	81	0	42	
SODA 210	10	20141114	7	46	0	25	
SODA 211	10	20141114	74	90	0	25	
SODA 212	10	20141114	69	81	0	41	
SODA 213	10	20141114	12	19	0	35	
SODA 214	10	20141114	15	75	0	43	
SODA 215	10	20141114	55	95	1	60	33
SODA 216	10	20141114	8	20	0	27	
SODA 217	10	20141114	43	75	0	50	
SODA 218	10	20141114	42	29	0	20	
SODA 219	10	20141114	70	87	1	68	30
SODA 220	10	20141114	87	84	1	72	32
SODA 221	10	20141114	94	76	0	46	
SODA 222	10	20141114	52	81	0	31	
SODA 223	10	20141114	85	76	0	70	21
SODA 224	10	20141114	12	26	0	56	20
SODA 225	10	20141114	34	68	0	51	
SODA 226	10	20141114	35	77	0	38	
SODA 227	10	20141114	27	53	0	17	
SODA 228	10	20141114	10	65	0	28	
SODA 229	10	20141114	43	66	0	24	
SODA 230	10	20141114	10	42	0	20	
SODA 231	10	20141114	35	94	0	70	21
SODA 232	9	20141114	89	62	0	20	
SODA 233	8	20141114	12	24	0	43	
SODA 234	9	20141114	18	27	0	20	
SODA 235	10	20141114	6	67	0	26	
SODA 236	11	20141114	82	85	1	62	43
SODA 237	7	20141118	8	19	0	17	
SODA 238	11	20141120	69	89	0	58	18
SODA 239	11	20141120	10	55	0	26	

## School of Dreams Academy's 2014 - 2015 Improvement Plan

4.) All 9th, 10th, 11th, and 12th grade students will register to take the ACT by the end of the 2014 - 2015 school year. All students will be provided ACT test preparation through Edgenuity (E2020); test results will be submitted to FED.

Last Name	Grade	ACT Date	ACT Composite	ACT English	ACT Math	ACT Reading	ACT Science	Registered
SODA 001	9	4/18/15	17	16	15	22	16	X
SODA 002	9							
SODA 003	9	4/20/15	14	12	14	15	15	X
SODA 004	9							
SODA 005	9							
SODA 006	9							
SODA 007	9	4/18/15	14	14	13	15	13	X
SODA 008	9	4/18/15	14	11	16	13	16	X
SODA 009	9							
SODA 010	9							
SODA 011	9							
SODA 012	9							
SODA 013	9							
SODA 014	9							
SODA 015	9							
SODA 016	9	4/18/15	17	14	15	19	19	X
SODA 017	9							
SODA 018	9	4/18/15	21	20	17	25	22	X
SODA 019	9	4/18/15	24	21	28	25	23	X
SODA 020	9							
SODA 021	9							
SODA 022	9	4/18/15	17	18	15	18	18	X
SODA 023	9							
SODA 024	9							
SODA 025	9							
SODA 026	9							
SODA 027	9							X
SODA 028	9	4/18/15	15	14	17	13	16	X
SODA 029	9							
SODA 030	9	4/18/15	13	10	16	9	16	X
SODA 031	9							X
SODA 032	9							
SODA 033	9							
SODA 034	9							X
SODA 035	9							
SODA 036	9							
SODA 037	9							
SODA 038	9							
SODA 039	9							
SODA 040	9							
SODA 041	9							
SODA 042	9	4/18/15	14	9	14	13	18	X
SODA 043	9							
SODA 044	9	4/18/15	16	13	15	18	18	X
SODA 045	9							
SODA 046	9							
SODA 047	9							X
SODA 048	9							
SODA 049	9							
SODA 050	9							
SODA 051	9	4/18/15	14	12	15	15	15	X
SODA 052	9	4/18/15	14	11	16	13	16	X
SODA 053	9							
SODA 054	9							
SODA 055	9							X
SODA 056	9	4/18/15	20	18	16	24	23	X
SODA 057	9							
SODA 058	9	4/18/15	17	19	14	19	16	X
SODA 059	9							
SODA 060	9							
SODA 061	9							

SODA 062	9							
SODA 063	9							
SODA 064	9							
SODA 065	9	4/20/15	18	16	18	19	18	X
SODA 066	9	4/20/15	15	14	17	15	12	X
SODA 067	9							
SODA 068	9							
SODA 069	9	4/18/15	16	15	16	20	12	X
SODA 070	9							
SODA 071	10							
SODA 072	10	4/20/15	13	10	15	12	16	X
SODA 073	10							
SODA 074	10	4/18/15	25	26	22	28	23	X
SODA 075	10	12/13/14	15	12	17	15	15	X
SODA 076	10							X
SODA 077	10							X
SODA 078	10							
SODA 079	10							X
SODA 080	10	4/18/15	16	15	16	15	16	X
SODA 081	10	4/18/15	19	20	14	21	20	
SODA 082	10							X
SODA 083	10							
SODA 084	10	4/20/15	15	15	15	13	18	X
SODA 085	10							IEP
SODA 086	10	4/18/15	17	17	17	15	18	X
SODA 087	10							
SODA 088	10							X
SODA 089	10	4/18/15	15	13	15	18	15	X
SODA 090	10							FEP
SODA 091	10							
SODA 092	10	4/18/15	13	11	11	13	16	X
SODA 093	10							
SODA 094	10	4/18/15	20	21	17	20	23	X
SODA 095	10	4/18/15	17	18	17	17	17	X
SODA 096	10							X
SODA 097	10							
SODA 098	10	12/13/14	24	25	19	31	21	X
SODA 099	10	12/13/14	14	13	15	13	15	X
SODA 100	10	12/13/14	16	14	15	15	18	X
SODA 101	10							
SODA 102	10							X
SODA 103	10							X
SODA 104	10							X
SODA 105	10							X
SODA 106	10							
SODA 107	10							X
SODA 108	10	4/18/15	15	10	16	14	18	X
SODA 109	10							X
SODA 110	10	4/20/15	12	8	15	9	15	X
SODA 111	10							
SODA 112	10							
SODA 113	10							
SODA 114	10							Absent
SODA 115	10							X
SODA 116	10	4/18/15	15	13	15	15	21	X
SODA 117	10							Computer issues
SODA 118	10	4/18/15	18	20	17	17	18	X
SODA 119	10							
SODA 120	10							X
SODA 121	10	4/18/15	17	14	15	21	16	X
SODA 122	10	12/13/14	24	26	22	27	20	X
SODA 123	10							
SODA 124	10	12/13/14	20	18	18	22	21	X
SODA 125	10							
SODA 126	10	4/18/15	16	14	18	18	13	X
SODA 127	10	4/18/15	13	11	12	15	13	X
SODA 128	10							
SODA 129	10	12/13/14	19	17	15	21	21	X
SODA 130	10	4/18/15	18	15	18	20	18	X
SODA 131	10	4/18/15	18	18	15	22	18	X



SODA 202	12							IEP
SODA 203	12	10/25/14	19	17	16	24	19	X
SODA 204	12	10/25/14	29	30	27	31	26	X
SODA 205	12	4/22/13	16	13	16	19	16	X
SODA 206	12	10/25/14	19	18	16	22	18	X
SODA 207	12	10/25/14	24	23	25	21	25	X
SODA 208	12	12/13/14	31	32	30	34	26	X
SODA 209	12							X
SODA 210	12							X
SODA 211	12	10/25/14	22	27	17	27	16	X
SODA 212	12	4/22/13	24	23	23	27	23	X
SODA 213	12	12/22/13	18	14	19	20	25	X
SODA 214	12	12/13/14	20	20	19	22	18	X
SODA 215	12	10/25/14	18	17	17	19	20	X
SODA 216	12	10/25/14	18	19	17	20	15	X
SODA 217	12	2/19/13	12	10	15	12	12	X
SODA 218	12							X
SODA 219	12	4/22/13	14	12	15	10	19	X
SODA 220	12	4/22/13	26	21	26	32	25	X
SODA 221	12	12/13/14	24	21	20	29	24	X
SODA 222	12	6/25/13	24	24	21	31	20	X
SODA 223	12	12/13/14	19	19	24	18	16	X
SODA 224	12	10/25/14	21	20	24	22	18	X
SODA 225	12							X
SODA 226	12	4/22/13	13	8	13	7	18	X
SODA 227	12	4/22/13	11	10	13	12	10	X
SODA 228	12	10/25/14	20	19	20	24	18	X
SODA 229	12	11/10/14	19	14	19	18	24	X
SODA 230	12	10/25/14	22	21	19	26	21	X

The majority of our students registered for the ACT test, students are given the opportunity to register for the test with the school counselor. The counselor helps students create an ACT account, takes students photo for the test ticket and prints out test ticket. Students login and password are saved in students file in the event that they lose their information. The ACT test is paid for by School of Dreams Academy. All students are provided with the ACT test preparation through Edgenuity, which they are able to access at any time.

5. **A specific Individual Learning Plan/Next Step Plan will be developed/updated by all students throughout the year to address college career readiness and graduation goals, this will include Early College High School career paths and copies of all test scores.**
  - **Attached is an example of our ILP.**

**Graduation Checklist for 2014 and 2015 Cohorts Credit Requirements**

At least one course must be Honors (H), Advanced Placement (AP), Dual Credit (DC), or Distance Learning (DL). Distance Learning is not Credit Recovery and cannot be counted as such. Please list which course(s) meets this requirement by placing an H, AP, DC, or DL in the box when completed. Final examinations shall be administered to all students in all classes offered for credit.

Student Name:						Cohort: H4
English Language Arts	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit #	Requirement: 4 credits of English with major emphasis on grammar, nonfiction writing, and literature. Options: English Language Arts (ELA) 1 (1001), ELA 2 (1002), ELA 3 (1003), ELA 4 (1004). AP courses covering the required content are also permitted.
	English I			5/11	1	
	ENGL 102		DC	5/13	1	
	English III		DC	5/12	1	
	English IV		DC	5/12	1	
<b>Total Credits: English Language Arts</b>					<b>4</b>	

Math	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit #	Requirement: 4 credits of math in high school including Algebra II (or equivalent) unless excused in Junior Next Step Plan. Options: Pre-Algebra (2021), Algebra I (2031), Geometry (2034), Applied Math (2024), Algebra II (2041), Algebra II/Trig (2044), Financial Literacy (2097), Probability and Stats (2029), Transition to College Math (2099), AP Courses, and courses at a higher level than Algebra II. *Students who use the Algebra I EoC score to meet Assessment Requirements may not waive Algebra II. **Ninth Grade Pre-Algebra will no longer be an option for high school credit beginning with the 2019 cohort.
	Algebra I			5/11	1	
	Math 121 Algebra II (D)		DC	5/12	1	
	Math 150 Pre - Calculus		DC	5/13	1	
	Math 123 Trigonometry		DC	5/13	1	
<b>Total Credits: Math</b>					<b>4</b>	

Social Studies	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit #	Requirement: 3.5 credits to include US History and Geography, World History and Geography, Government and Economics, and 0.5 credit of NM History. Options: US History and Geography (2729), World History and Geography (2706), 0.5 US Government (2730), 0.5 Economics (2741), 0.5 NM History (2717). AP courses covering the required content are also permitted.
	NM History			5/11	0.5	
	World History			5/12 & 5/15	1	
	HIST 162 US History		DC	5/14	1	
	Econ 105 Intro to Macroecon		DC	5/13	1	
POLS 200 American Politics		DC	5/14	1		
<b>Total Credits: Social Studies</b>					<b>4.5</b>	

Science	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit #	Requirement: 3 credits of science, two of which must have a laboratory component. Options: Secondary courses under STARS codes in the 1700s.
	Physical Science			5/11	1	
	Biology			5/12	1	
	CHEM 121 Chemistry		DC	5/14	1	
<b>Total Credits: Science</b>					<b>3</b>	

Physical Education	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit #	Requirement: One unit in physical education. Option: 2305.
	Physical Education			5/11	1	
<b>Total Credits: Physical Education</b>					<b>1</b>	

Career Cl, Workplace Readiness Language	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit #	Requirement: One unit in a career cluster course, workplace readiness or a language other than English
	Spanish I			5/12	1	
<b>Total Credits: CC, WR, Language</b>					<b>1</b>	

Electives	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit #	Requirement: 7.5 elective units that meet department content and performance standards. Options: student service learning, pre-apprenticeship programs, media literacy, additional courses in core subjects, and numerous other options.
	Art I			5/11	0.5	
	Journalism/Newspaper			5/11	0.5	
	Office Aide			5/11	1	
	Robotics			5/11	1	
	Web Design			5/11	0.5	
	Art II			5/12	1	
	Trig/Ana/Geo/Robotics			5/12	1	
	AP/IB Art Design			5/13	1	
	Research and Development			5/13	1	
	Spanish II		DC	5/13	1	
	Workstudy			5/13	1.5	
	Super Computing Net Logo		DC	5/14	2	
	Intro to Anthropology		DC	5/13	1	
	CHEM 123 General Chem Lab		DC	5/13	1	
	ENG 116		DC	5/14	1	
	Math 162		DC	5/14	1	
	ENGL 219 Tech & Professional		DC	5/13	1	
	Chem 122 General Chemistry II		DC	5/14	1	
	Chem 124L General Chemistry L		DC	5/14	1	
Math 163 Calculus II		DC	5/14	1		
UNIV 175 Exponential Learning		DC	5/14	1		
English II			5/13	0.5		
BIOL 124 Biology Lab		DC	5/15	1		
ENG 195 Intro to Nanotech		DC	5/15	1		

PSY 105 General Psychology		DC	5/15	1
MATH 264 Calculus III		DC	5/15	1
BIOL 123 Bio for Health		DC	5/15	1
PHYC 160 General Physics		DC	5/15	1
PHYC 160L General Physics Lab		DC	5/15	1
Super Computing Net Logo			5/15	0.5
Advisory			5/15	0.25
History of Art		DC	5/15	1
Shop Foundations		DC	5/15	1
Programming Fund Nonmajors		DC	5/15	1
PHYC 161 General Physics		DC	5/15	1
PHYC 161L General Physics L		DC	5/15	1
Total Credits: Electives				34.25

Health	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit #	Requirement: 0.5 or 1 unit of Health beginning with the 2017 cohort (entering HS in 2013)
	Health				5/14	
Total Credits: Health						0.5

The requirement of 0.5 units of Health begins with the cohort of 2017. This brings the total required number of course credits to 24.5

Total High School Credits	52.25	Required: 24 Credits
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6. By May 30, 2015 all School of Dreams Academy students will have an electronic Individual Learning Plan in place. This will be reviewed through a parent/teacher conference led by students.

- This has been examined By Debbie Vigil through the New Mexico PED charter division.

7. **By December 15, 2014 the second MAP short cycle assessment will be administered to 7<sup>th</sup> – 11<sup>th</sup> grade students. Data and analysis of progress will be sent to the CSD. CSD will report the progress and/or completion of this task to the PEC at the next meeting.**
  - **Attached you will find our MAP winter testing data.**

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Mathematics

#### School of Dreams Academy

#### MAP: Math 6+ Common Core 2010 V2 Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance				The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	9	63	230.0	14.5	230	230.2	16.5	228.9	15.0	230.3	15.5	231.0	15.4		
Winter 2014-2015	10	53	235.2	14.4	236	235.7	15.7	232.2	16.1	236.7	12.5	236.0	17.5		
Fall 2014-2015	10	5													
Winter 2014-2015	11	45	236.6	16.5	236	235.7	17.2	234.2	17.3	239.1	18.8	236.9	18.1		
Fall 2014-2015	11	49	234.3	15.6	234	234.2	17.2	233.0	17.1	237.1	15.5	232.6	17.3		

#### MAP: NM Math Algebra - Fall 2014-15 (CCSS) Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance				Expressions and the Real Number System		Equations and Inequalities		Functions		Statistics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	9	76	232.9	10.1	232	230.1	14.5	232.9	11.6	232.1	13.3	233.3	14.0				

#### MAP: NM Math Algebra - Winter 2014-15 (CCSS) Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance				Expressions and the Real Number System		Equations and Inequalities		Functions		Statistics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	8	0															

#### MAP: NM Math Geometry - Fall 2014-15 (CCSS) Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance				Congruence		Similarity, Right Triangles, and Trigonometry		Geometric Properties and Measurement		Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	10	53	237.6	9.4	237	239.6	13.3	237.5	11.0	236.6	11.4	234.3	15.2				

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underlining** represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Mathematics

#### School of Dreams Academy

MAP: NM Math Geometry - Winter 2014-15 (CCSS)  
 Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance							
						Congruence		Similarity, Right Triangles, and Trigonometry		Geometric Properties and Measurement		Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	10	6											

MAP: NM Math Grade 7 - Fall 2014-15 (CCSS)  
 Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance									
						Ratios and Proportional Relationships		The Number System		Equations and Expressions		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev		
Fall 2014-2015	7	45	220.8	9.8	220	222.1	15.0	219.7	14.3	219.4	12.1	218.5	15.9	221.8	14.3

MAP: NM Math Grade 7 - Winter 2014-15 (CCSS)  
 Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance									
						Ratios and Proportional Relationships		The Number System		Equations and Expressions		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev		
Winter 2014-2015	7	46	223.5	9.2	224	224.8	13.8	224.2	18.5	220.2	10.3	222.4	11.9	225.3	12.5

MAP: NM Math Grade 8 - Fall 2014-15 (CCSS)  
 Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance									
						The Number System: Expressions and Operations		Algebraic Expressions and Equations		Functions		Geometry		Statistics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev		
Fall 2014-2015	8	59	224.9	11.2	224	224.6	15.0	222.9	14.5	223.7	15.3	225.2	12.8	228.0	15.5

### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold** indicates performance that might be an area of concern. A goal mean shown with **bold underlining** represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Mathematics

#### School of Dreams Academy

#### MAP: NM Math Grade 8 - Winter 2014-15 (CCSS) Common Core Mathematics K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Goal Performance										
					The Number System: Expressions and Operations		Algebraic Expressions and Equations		Functions		Geometry		Statistics		
					Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	
Winter 2014-2015	8	56	228.8	11.4	227	231.5	18.0	228.0	14.5	229.2	19.7	228.4	19.8	228.8	19.1

#### Math Survey 6+ NM V3.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2008-2010	7	41	225.7	18.4	229
Spring 2009-2010	8	1			
Fall 2009-2010	8	40	223.7	17.9	222
Fall 2009-2010	9	26	227.0	19.8	232

#### Math Survey w/ Goals 6+ NM V3.1

Term	Grade	Student Count	Mean RIT	Std Dev	Goal Performance														
					Numbers and Operations			Algebra			Geometry			Measurement			Data Analysis and Probability		
					Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median	Mean	Std Dev	Median
Spring 2008-2010	7	43	226.1	17.3	228	223.9	19.5	224.3	17.2	228.5	19.1	227.5	19.1	228.9	17.7				
Winter 2009-2010	7	33	224.2	18.7	224	224.8	17.3	223.9	18.8	223.8	17.4	224.1	17.0	224.7	19.3				
Spring 2009-2010	8	40	223.8	18.5	223	221.8	19.9	228.7	17.6	223.3	21.8	224.7	20.1	226.9	19.4				
Winter 2009-2010	8	15	228.0	15.2	233	225.2	12.9	229.4	13.4	227.5	21.7	229.3	17.4	228.3	17.9				
Spring 2009-2010	9	27	225.1	14.3	229	224.4	16.7	228.4	18.5	224.3	18.1	222.0	14.9	226.7	12.0				
Fall 2009-2010	9	1																	

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with bold underline represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Mathematics

#### School of Dreams Academy

#### Math Survey w/ Goals 6+ NM V4

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance						Algebra			Geometry			Measurement			Data Analysis and Probability		
						Numbers and Operations		Algebra		Geometry		Measurement		Data Analysis and Probability		Algebra		Geometry		Measurement		Data Analysis and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	7	42	222.0	16.0	219	222.0	18.1	220.2	15.6	223.4	16.6	221.0	19.2	223.2	18.8								
Fall 2012-2013	7	39	217.9	18.1	218	217.7	18.1	217.0	19.1	220.7	17.0	217.2	21.1	217.6	21.3								
Spring 2011-2012	7	37	222.2	16.2	224	221.6	17.3	221.1	16.2	224.9	16.2	222.4	18.3	221.6	19.0								
Fall 2011-2012	7	31	222.1	14.0	222	220.5	16.3	223.5	14.9	224.4	14.7	220.1	18.1	222.3	16.1								
Spring 2010-2011	7	36	225.1	14.8	230	222.3	14.4	225.4	14.8	228.5	18.5	224.9	17.2	226.1	18.2								
Fall 2010-2011	7	38	224.5	11.3	226	225.1	12.6	224.3	18.4	224.7	14.2	223.5	11.4	225.1	13.1								
Winter 2012-2013	8	46	230.1	13.7	229	226.7	15.4	228.8	13.6	231.6	13.6	230.8	16.8	232.6	18.6								
Fall 2012-2013	8	45	228.8	14.6	227	224.8	16.8	226.7	15.1	228.1	15.3	227.3	18.0	228.9	16.7								
Spring 2011-2012	8	51	222.7	17.4	228	222.8	18.3	220.9	20.8	223.3	18.7	222.6	18.2	224.2	20.1								
Fall 2011-2012	8	62	228.1	17.0	226	220.5	19.1	221.0	18.2	226.0	18.8	224.8	17.9	224.0	19.0								
Spring 2010-2011	8	60	223.5	17.9	225	221.2	19.0	225.2	17.9	223.7	19.4	222.3	18.7	224.5	20.1								
Fall 2010-2011	8	60	224.6	18.7	224	223.0	20.2	223.5	19.3	224.7	20.5	222.8	19.0	227.5	20.5								
Winter 2012-2013	9	53	232.4	17.5	233	232.0	19.3	231.2	17.2	232.9	19.6	232.8	17.8	233.3	19.5								
Fall 2012-2013	9	48	228.6	20.7	228	228.3	20.8	228.9	21.9	230.1	20.2	229.7	23.1	228.2	23.1								
Spring 2011-2012	9	68	226.4	19.3	226	228.5	20.6	227.8	20.9	229.9	18.9	229.7	20.2	228.3	22.2								
Fall 2011-2012	9	66	225.7	21.9	226	224.0	22.9	227.2	22.0	225.3	22.4	225.8	23.2	227.0	22.9								
Spring 2010-2011	9	39	228.5	18.9	225	224.8	20.8	227.4	19.8	225.6	19.6	227.2	18.9	227.3	20.3								
Fall 2010-2011	9	36	224.7	17.8	225	223.5	19.5	224.1	18.1	223.2	17.8	226.8	19.1	227.1	20.2								
Winter 2012-2013	10	52	232.1	20.9	232	228.7	22.1	232.1	22.2	234.5	21.5	232.8	21.1	232.5	23.3								
Fall 2012-2013	10	56	231.5	18.2	232	229.5	18.9	232.1	18.8	231.4	18.7	230.8	19.9	231.1	20.3								
Spring 2011-2012	10	40	238.9	17.8	237	234.4	21.3	238.2	17.5	238.3	17.8	236.1	18.7	237.0	19.5								
Fall 2011-2012	10	45	231.7	17.7	232	232.3	18.3	230.5	20.4	233.3	19.3	231.7	18.0	230.9	18.7								
Spring 2010-2011	10	33	228.4	18.8	226	227.1	18.7	227.7	17.4	225.5	19.0	224.1	16.8	228.0	17.8								
Fall 2010-2011	10	34	228.0	13.8	227	228.6	13.0	229.5	14.4	228.8	17.4	227.4	16.8	227.9	15.0								
Winter 2012-2013	11	30	241.1	13.8	238	239.2	15.4	244.7	14.4	240.6	16.1	241.2	14.9	239.8	15.2								
Fall 2012-2013	11	36	241.2	14.5	241	239.4	16.7	241.8	16.2	243.1	15.9	239.7	16.6	242.4	16.6								
Spring 2011-2012	11	21	239.1	10.2	241	234.7	11.0	238.4	14.6	242.5	10.0	239.5	12.1	240.2	13.5								
Fall 2011-2012	11	27	234.4	16.0	239	230.9	17.9	235.0	17.3	237.0	19.3	233.1	16.2	235.4	16.9								
Winter 2012-2013	12	22	239.8	14.0	243	238.6	15.5	242.7	15.2	240.3	14.5	240.3	16.0	238.3	14.0								

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with bold italic represents performance that might be an area of concern. A goal mean shown with bold underline represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Mathematics

#### School of Dreams Academy

##### Math Survey w/ Goals 6+ NIM V4

Term	Grade	Student Count	Mean	Std Dev	Goal Performance									
					Numbers and Operations		Algebra		Geometry		Measurement		Data Analysis and Probability	
			Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev		
Fall 2012-2013	12	22	240.4	12.8	242	15.0	242.0	13.7	241.4	14.6	239.1	12.8	240.3	14.0

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with bold indicates performance that might be an area of concern. A goal mean shown with bold and underlined represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Reading

#### School of Dreams Academy

##### MAP: NM Reading Grade 10 - Fall 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Reading Literature		Reading Informational Text		Word Knowledge and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	10	57	230.3	10.0	280	230.6	11.6	230.8	11.5	229.6	11.0

##### MAP: NM Reading Grade 10 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Reading Literature		Reading Informational Text		Word Knowledge and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	10	69	227.4	11.8	228	226.9	13.3	227.1	11.4	228.7	14.9

##### MAP: NM Reading Grade 7 - Fall 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Reading Literature		Reading Informational Text		Word Knowledge and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	7	44	212.9	10.2	213	212.5	11.8	212.8	12.7	213.5	10.5

##### MAP: NM Reading Grade 7 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Reading Literature		Reading Informational Text		Word Knowledge and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	7	49	215.8	9.3	217	213.5	12.5	215.6	9.7	218.8	12.2

##### MAP: NM Reading Grade 8 - Fall 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean	Std Dev	Median	Reading Literature		Reading Informational Text		Word Knowledge and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	8	57	217.5	12.8	216	219.0	14.9	216.0	14.8	217.1	14.3

### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underlined** represents an area of relatively strong performance.



# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Reading

#### School of Dreams Academy

##### MAP: NIM Reading Grade 8 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance					
						Mean	Std Dev	Mean	Std Dev		
Winter 2014-2015	8	58	217.1	13.1	218	219.3	13.4	216.7	14.5	215.1	15.3

##### MAP: NIM Reading Grade 9 - Fall 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance					
						Mean	Std Dev	Mean	Std Dev		
Fall 2014-2015	9	76	221.1	12.6	224	220.8	13.3	221.2	13.9	221.4	13.7

##### MAP: NIM Reading Grade 9 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance					
						Mean	Std Dev	Mean	Std Dev		
Winter 2014-2015	9	70	221.4	12.2	220	219.8	15.5	222.1	12.0	222.1	14.2

##### MAP: Reading 6+ Common Core 2010 V2 Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance					
						Mean	Std Dev	Mean	Std Dev		
Fall 2014-2015	10	1									
Winter 2014-2015	11	45	227.4	12.7	229	228.7	14.6	227.8	13.3	227.7	13.1
Fall 2014-2015	11	49	225.0	12.4	226	225.0	14.1	226.2	13.6	225.0	12.3

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold** indicates performance that might be an area of concern. A goal mean shown with bold indicates performance that represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Reading

#### School of Dreams Academy

##### Reading Survey 6+ NM V3.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2009-2010	7	42	224.3	14.3	226
Fall 2009-2010	7	40	219.4	15.1	221
Spring 2009-2010	8	42	220.9	18.5	221
Fall 2009-2010	8	38	219.4	11.9	220
Spring 2009-2010	9	27	222.8	16.4	228
Fall 2009-2010	9	27	216.9	16.1	219

##### Reading Survey w/ Goals 6+ NM V3.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance															
						Word Meaning		Literal Comprehension		Interpretive Comprehension		Evaluative Comprehension		Literature							
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev						
Winter 2009-2010	6	6																			
Winter 2009-2010	9	9																			

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Reading

#### School of Dreams Academy

#### Reading Survey w/ Goals 6+ NM V4

Term	Grade	Student Count	Mean RTT	Std Dev	Median	Goal Performance		Reading: Retail and Interpret Information		Reading: Critical Thinking Skills		Reading: Phonics, Vocabulary, Comprehension		Literature and Media	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	7	42	214.3	13.1	217	214.6	14.8	214.1	13.3	214.6	13.9	214.6	13.9	214.1	15.9
Fall 2012-2013	7	39	205.6	18.9	210	206.2	21.9	204.9	18.6	205.3	18.9	205.3	18.9	208.7	19.6
Spring 2011-2012	7	37	207.9	19.7	208	205.5	23.0	208.9	18.7	208.9	20.7	208.7	20.7	208.2	20.8
Fall 2011-2012	7	31	212.9	19.5	212	212.3	21.3	212.8	18.5	214.2	20.8	214.2	20.8	211.7	21.5
Spring 2010-2011	7	38	213.2	16.5	217	212.9	17.7	213.1	16.7	213.2	16.4	213.2	16.4	213.4	17.4
Fall 2010-2011	7	39	212.9	12.6	216	211.3	16.0	213.6	12.8	214.9	14.1	214.9	14.1	211.5	14.3
Winter 2012-2013	8	46	224.5	12.2	224	225.8	14.4	224.2	13.0	223.6	13.3	223.6	13.3	224.5	13.2
Fall 2012-2013	8	45	215.2	20.1	217	215.3	20.4	213.9	21.1	216.8	20.7	216.8	20.7	216.0	21.3
Spring 2011-2012	8	51	206.5	18.9	210	206.6	20.6	208.8	18.2	209.7	18.3	209.7	18.3	208.8	21.6
Fall 2011-2012	8	52	210.0	17.1	214	208.0	18.5	211.1	18.3	210.2	17.9	210.2	17.9	210.8	17.5
Spring 2010-2011	8	60	213.3	21.9	215	213.4	22.6	214.6	23.0	213.9	22.7	213.9	22.7	211.4	22.5
Fall 2010-2011	8	55	217.6	17.2	219	216.7	18.9	218.9	18.6	216.9	18.0	216.9	18.0	217.7	17.5
Winter 2012-2013	9	53	225.0	13.7	227	225.8	14.7	224.9	16.1	224.2	15.2	224.2	15.2	225.2	15.1
Fall 2012-2013	9	48	215.1	20.2	221	214.3	22.1	216.8	20.9	215.2	19.9	215.2	19.9	214.1	20.9
Spring 2011-2012	9	57	217.0	20.6	220	216.9	22.2	216.1	20.9	218.1	21.6	218.1	21.6	217.5	21.9
Fall 2011-2012	9	66	216.5	18.7	220	215.1	20.0	218.3	19.1	218.2	19.2	218.2	19.2	218.0	21.3
Spring 2010-2011	9	38	215.8	17.5	220	214.8	19.5	218.0	18.1	215.6	18.4	215.6	18.4	214.8	18.2
Fall 2010-2011	9	38	216.8	18.3	223	215.4	18.5	218.0	19.7	215.2	19.0	215.2	19.0	217.7	18.9
Winter 2012-2013	10	53	224.4	20.2	226	225.8	22.0	223.7	20.8	224.8	20.1	224.8	20.1	223.0	21.2
Fall 2012-2013	10	58	222.3	20.2	225	222.0	20.8	220.9	20.7	223.7	20.7	223.7	20.7	222.4	21.5
Spring 2011-2012	10	38	222.0	21.7	229	222.2	23.8	221.9	21.7	224.3	18.6	224.3	18.6	219.0	26.1
Fall 2011-2012	10	43	222.3	16.4	223	220.4	21.4	221.3	18.9	223.2	18.8	223.2	18.8	224.9	18.1
Spring 2010-2011	10	33	218.8	17.0	220	218.2	17.7	218.4	18.5	222.2	16.5	222.2	16.5	217.3	20.1
Fall 2010-2011	10	33	221.2	14.9	223	219.7	16.0	224.5	16.7	221.5	16.7	221.5	16.7	219.8	15.1
Winter 2012-2013	11	30	235.3	10.3	237	236.1	12.7	236.7	11.5	234.3	10.9	234.3	10.9	233.9	12.9
Fall 2012-2013	11	38	232.1	11.0	233	231.4	11.9	232.2	11.9	232.7	14.0	232.7	14.0	232.1	13.6
Spring 2011-2012	11	21	228.4	13.5	234	229.0	16.4	229.3	14.2	228.0	15.0	228.0	15.0	227.0	13.8
Fall 2011-2012	11	27	217.3	23.3	224	216.7	25.1	217.9	23.3	217.1	21.6	217.1	21.6	218.1	25.5
Winter 2012-2013	12	23	228.3	14.3	231	228.5	17.0	229.6	18.8	231.2	13.6	231.2	13.6	227.3	18.3

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold** indicates performance that might be an area of concern. A goal mean shown with **bold** indicates performance that might be an area of concern. A goal mean shown with **bold** indicates performance that might be an area of concern.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Reading

#### School of Dreams Academy

#### Reading Survey w/ Goals 6+ NM V4

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance							
						Reading: Retail and Interpret Information		Reading: Critical Thinking Skills		Reading: Phonics, Vocabulary, Comprehension		Literature and Media	
			Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev			
Fall 2012-2013	12	22	231.5	13.6	233	232.0	15.9	234.1	16.2	229.5	12.4	230.5	15.2

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with **bold** underlines represents an area of concern. A goal mean shown with **bold** underlines represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Language Usage

#### School of Dreams Academy

##### Language Survey NM V3.1

Term	Grade	Student Count	Mean RTT	Std Dev	Median
Fall 2009-2010	7	41	222.2	10.5	222
Spring 2009-2010	8	1			
Fall 2009-2010	8	38	219.2	11.9	220
Spring 2009-2010	9	1			
Fall 2009-2010	9	26	217.3	14.3	222

##### Language Survey w/ Goals NM V3.1

##### Goal Performance

Term	Grade	Student Count	Mean RTT	Std Dev	Median	Writing Process		Composition Structure		Conventions of Grammar and Usage		Punctuation		Capitalization	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2009-2010	7	44	220.3	10.8	221	221.6	12.2	219.4	14.6	220.0	12.2	220.1	12.8	219.3	12.9
Spring 2009-2010	8	41	218.0	10.9	219	220.5	11.5	218.9	14.6	218.1	12.0	218.3	13.6	218.3	11.6
Fall 2009-2010	8	3													
Spring 2009-2010	9	28	218.2	9.1	221	221.2	12.3	221.7	8.8	218.7	12.1	217.7	12.2	218.3	10.4
Fall 2009-2010	9	1													

### Explanatory Notes

Due to statistical unavailability, summary data for groups of less than 10 are not shown.

A goal mean shown with *bold* italic represents performance that might be an area of concern. A goal mean shown with *bold* underlines represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Language Usage

#### School of Dreams Academy

#### Language Survey w/ Goals NIM V4

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Use Of Punctuation, Spelling, and Capitalization		Demonstrate Competence in the Writing Process	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	7	42	214.2	12.8	217	214.2	12.9	215.4	14.2	212.9	14.9
Fall 2012-2013	7	39	209.7	14.9	211	209.8	14.4	210.7	16.9	208.9	16.3
Spring 2011-2012	7	37	213.4	17.0	216	212.6	17.4	213.7	17.6	214.3	18.2
Fall 2011-2012	7	31	216.2	14.5	219	215.4	13.8	217.0	15.1	216.1	16.6
Spring 2010-2011	7	38	216.3	9.5	218	215.5	9.6	215.7	10.3	217.6	12.1
Fall 2010-2011	7	39	214.3	12.1	216	213.0	12.8	214.6	12.6	215.1	13.1
Winter 2012-2013	8	48	220.8	9.2	221	219.7	10.1	220.6	11.2	222.0	10.6
Fall 2012-2013	8	45	218.4	12.0	219	218.8	12.1	218.0	13.0	218.1	13.7
Spring 2011-2012	8	51	215.8	12.2	219	215.5	12.9	214.3	11.9	217.2	14.0
Fall 2011-2012	8	52	214.7	14.1	220	213.6	15.1	216.0	14.7	215.5	15.2
Spring 2010-2011	8	61	218.1	14.2	220	216.3	14.0	219.7	15.3	218.1	16.4
Fall 2010-2011	8	58	216.4	15.2	221	215.1	14.0	217.3	16.0	216.8	16.8
Winter 2012-2013	9	53	220.4	13.7	224	220.8	14.1	219.2	13.6	220.8	16.0
Fall 2012-2013	9	49	218.5	12.7	221	218.5	12.9	217.6	12.5	219.3	14.9
Spring 2011-2012	9	68	219.5	15.8	220	218.8	15.5	219.5	17.1	220.3	16.9
Fall 2011-2012	9	66	219.6	14.9	222	218.5	14.9	220.5	16.0	219.9	16.3
Spring 2010-2011	9	39	220.0	11.8	220	220.2	12.1	218.3	12.9	221.8	12.4
Fall 2010-2011	9	36	217.5	14.8	220	217.4	15.1	216.6	14.2	218.1	16.1
Winter 2012-2013	10	52	221.5	15.9	225	219.8	16.8	222.6	17.0	222.1	16.3
Fall 2012-2013	10	56	221.4	14.7	223	219.3	14.0	221.7	15.8	223.2	16.6
Spring 2011-2012	10	40	223.7	15.1	228	222.1	15.9	223.9	14.9	225.1	16.7
Fall 2011-2012	10	43	222.6	13.8	222	221.8	12.9	223.3	13.7	223.4	15.0
Spring 2010-2011	10	33	218.4	14.1	221	217.0	14.1	219.5	14.7	218.7	15.8
Fall 2010-2011	10	34	219.4	12.2	222	218.6	12.7	219.2	13.5	220.5	12.6
Winter 2012-2013	11	29	226.1	11.5	226	225.7	11.2	225.6	12.9	227.1	12.5
Fall 2012-2013	11	36	225.7	11.2	227	224.7	12.0	226.6	11.6	225.9	12.7
Spring 2011-2012	11	22	228.0	9.4	229	228.1	10.3	228.4	10.5	229.5	10.6
Fall 2011-2012	11	27	223.4	9.6	226	221.6	10.9	223.8	11.8	224.8	11.1
Winter 2012-2013	12	23	225.8	12.6	231	225.8	14.6	224.9	10.8	227.0	15.0

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A goal mean shown with bold underlines represents performance that might be an area of concern. A goal mean shown with bold underlines represents an area of relatively strong performance.

# District Summary Report

Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

## Language Usage

School of Dreams Academy

### Language Survey w/ Goals NM V4

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Use Of Punctuation, Spelling, and Capitalization		Demonstrate Competence in the Writing Process	
						Apply Grammatical Conventions To Communicate	Mean	Std Dev	Mean	Std Dev	Mean
Fall 2012-2013	12	22	224.1	13.2	227	224.5	12.9	228.5	13.6	224.5	15.9

### MAP: Language 2-12 Common Core 2010

#### Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Writing: Plan, Organize, Develop, Revise, Research	Mean	Std Dev	Mean	Std Dev	Mean
Fall 2014-2016	10	1				224.2	14.8	222.0	12.4	221.6	11.1
Winter 2014-2015	11	45	222.6	11.9	222	227.1	13.2	222.3	12.5	222.6	10.6
Fall 2014-2015	11	49	224.0	11.1	227						

### MAP: NIM Language Grade 10 - Fall 2014-15 (CCSS)

#### Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Writing: Plan, Organize, Develop, Revise, Research	Mean	Std Dev	Mean	Std Dev	Mean
Fall 2014-2015	10	57	224.2	10.2	223	226.7	13.4	222.1	12.0	223.4	12.2

### MAP: NIM Language Grade 10 - Winter 2014-15 (CCSS)

#### Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Writing: Plan, Organize, Develop, Revise, Research	Mean	Std Dev	Mean	Std Dev	Mean
Winter 2014-2015	10	59	222.4	10.7	222	222.4	11.8	222.3	11.0	222.8	14.6

### MAP: NIM Language Grade 7 - Fall 2014-15 (CCSS)

#### Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Writing: Plan, Organize, Develop, Revise, Research	Mean	Std Dev	Mean	Std Dev	Mean
Fall 2014-2015	7	46	213.6	9.9	214	213.7	11.0	216.0	11.7	212.0	8.5

### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.  
 A good mean shown with bold italic represents performance that might be an area of concern. A goal mean shown with bold underline represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Language Usage

#### School of Dreams Academy

##### MAP: NM Language Grade 7 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	7	47	212.7	9.8	213	212.4	11.8	214.0	11.4	211.5	10.3

##### MAP: NM Language Grade 8 - Fall 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	8	60	216.9	11.3	217	219.3	12.5	215.1	13.1	215.3	13.9

##### MAP: NM Language Grade 8 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	8	66	214.2	12.8	212	213.9	12.7	213.5	16.9	214.5	14.3

##### MAP: NM Language Grade 9 - Fall 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	9	76	222.4	9.1	223	223.3	10.4	220.0	10.6	224.3	11.1

##### MAP: NM Language Grade 9 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance		Language: Understand, Edit for Grammar, Usage		Language: Understand, Edit Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	9	72	222.8	10.4	223	223.3	12.2	221.9	12.2	222.4	13.8

#### Explanatory Notes:

Due to statistical unreliability, summary data for groups of less than 10 are not shown. A goal mean shown with bold *italics* represents performance that might be an area of concern. A goal mean shown with bold *underline* represents an area of relatively strong performance.



# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Science - General Science

#### School of Dreams Academy

MAP: General Science NM 2003 V2  
 NM Science Standards K-12: 2003

Term	Grade	Student Count	Mean	Std Dev	Median	Goal Performance			Physical Science		Life Science		Earth and Space Science	
						Mean	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	7	45	206.9	10.0	206	206.3	11.1	206.8	11.8	204.7	10.7			
Winter 2014-2015	8	54	207.0	12.8	208	207.5	14.5	207.0	19.3	206.6	13.9			
Winter 2014-2015	9	69	211.8	11.3	212	212.8	12.1	211.3	11.6	211.8	13.2			
Winter 2014-2015	10	58	216.2	12.6	216	216.7	13.5	216.0	14.6	217.0	12.7			

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold** italic represents performance that might be an area of concern. A goal mean shown with **bold** underlining represents an area of relatively strong performance.

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# District Summary Report

Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

## Science - General Science

### School of Dreams Academy

#### NM Science Part 2 of 2 - General Science V1.1

Terms	Grade	Student Count	Mean	Std Dev	Median	Goal Performance					
						Physical Science		Life Science		Earth and Space Science	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	7	42	204.7	12.0	208	203.6	12.1	205.2	13.9	205.5	12.9
Fall 2012-2013	7	39	204.9	11.7	205	204.1	12.5	206.3	12.5	204.6	13.9
Spring 2011-2012	7	57	210.0	11.3	212	210.0	9.9	210.6	18.4	209.9	14.3
Fall 2011-2012	7	31	209.2	10.5	212	207.6	12.3	210.3	18.2	209.7	11.4
Winter 2012-2013	8	46	214.8	8.6	218	213.4	9.2	215.3	10.3	215.5	10.4
Fall 2012-2013	8	45	214.0	11.0	214	214.1	12.4	213.6	12.8	214.1	11.7
Spring 2011-2012	8	51	210.7	9.1	211	206.3	10.1	210.8	10.0	212.1	12.7
Fall 2011-2012	8	52	210.0	10.1	211	208.3	10.3	211.5	11.4	209.3	12.7
Winter 2012-2013	9	53	214.6	12.7	216	216.2	13.3	212.7	15.0	214.7	13.8
Fall 2012-2013	9	49	214.1	10.5	214	214.0	12.9	214.0	10.6	214.6	12.0
Spring 2011-2012	9	69	214.0	12.9	216	215.4	14.1	214.5	13.6	213.8	14.7
Fall 2011-2012	9	66	212.0	13.4	215	213.4	14.7	211.3	15.4	211.5	14.1
Winter 2012-2013	10	52	219.9	14.1	217	213.2	15.0	214.8	17.2	213.8	14.1
Fall 2012-2013	10	66	215.8	12.5	219	215.9	12.2	215.8	15.1	215.4	15.1
Spring 2011-2012	10	40	221.4	10.8	221	222.1	12.9	220.4	13.4	221.4	10.5
Fall 2011-2012	10	43	217.0	11.8	218	217.6	14.3	217.8	13.8	215.4	11.8
Winter 2012-2013	11	31	219.5	10.2	219	219.5	11.8	220.7	12.7	218.5	11.3
Fall 2012-2013	11	38	219.3	11.6	220	220.2	11.4	220.4	12.9	218.7	14.6
Spring 2011-2012	11	22	220.9	8.9	221	223.6	9.3	220.7	7.9	218.4	10.4
Fall 2011-2012	11	27	217.6	10.6	219	220.4	13.1	218.6	11.6	216.5	11.8
Winter 2012-2013	12	22	219.4	12.1	222	217.2	12.8	220.5	13.9	220.1	12.9
Fall 2012-2013	12	22	218.6	10.8	221	219.2	13.6	220.8	14.3	216.0	13.2

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A good mean shown with **bold** indicates performance that might be an area of concern. A good mean shown with **bold** and **underlined** represents an area of relatively strong performance.

# District Summary Report

## Aggregate by School

Term: Winter 2014-2015  
 District: School of Dreams Academy  
 Grouping: None  
 Small Group Display: No

### Science - Concepts and Processes

#### School of Dreams Academy

#### NM Science Part 1 of 2 - Concepts/Processes V1.1

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Goal Performance				Sci Thinking and Practice: Analyze, Communicate		Sci Think: Inq Results in Sci Know; Sci and Society	
						Mean	Std Dev	Design	Design	Mean	Std Dev	Mean	Std Dev
Winter 2012-2013	7	41	208.2	10.7	204	204.3	13.5	208.3	13.0	202.0	10.4	202.0	10.4
Fall 2012-2013	7	39	208.5	10.8	207	208.5	13.2	208.5	10.4	208.2	11.8	208.2	11.8
Spring 2011-2012	7	37	210.1	10.0	210	208.6	12.3	211.7	11.6	208.2	11.4	208.2	11.4
Fall 2011-2012	7	31	209.5	9.3	211	208.4	8.7	211.1	13.1	208.8	11.5	208.8	11.5
Winter 2012-2013	8	46	211.3	10.2	212	211.1	11.2	211.8	11.6	211.3	12.2	211.3	12.2
Fall 2012-2013	8	45	213.6	9.6	215	213.0	10.7	212.1	9.8	215.7	19.2	215.7	19.2
Spring 2011-2012	8	51	208.9	10.0	208	209.0	13.2	209.3	10.4	208.5	10.3	208.5	10.3
Fall 2011-2012	8	52	210.1	8.1	211	208.7	10.5	209.6	10.3	210.9	8.3	210.9	8.3
Winter 2012-2013	9	53	212.2	11.4	214	211.2	13.3	212.2	12.5	213.3	11.5	213.3	11.5
Fall 2012-2013	9	49	213.4	10.3	213	212.8	11.7	212.1	12.3	215.3	10.8	215.3	10.8
Spring 2011-2012	9	69	214.4	11.5	216	214.8	13.8	213.8	13.4	214.8	11.3	214.8	11.3
Fall 2011-2012	9	66	214.0	11.9	214	213.6	12.7	213.6	14.2	214.6	12.6	214.6	12.6
Winter 2012-2013	10	62	210.8	16.2	216	209.4	17.0	210.9	17.3	211.9	16.9	211.9	16.9
Fall 2012-2013	10	56	213.6	12.7	216	213.3	15.0	213.5	13.0	214.1	13.8	214.1	13.8
Spring 2011-2012	10	40	218.1	10.5	220	218.3	12.6	218.4	11.0	217.3	10.9	217.3	10.9
Fall 2011-2012	10	43	216.7	11.2	218	217.1	12.6	216.8	12.8	217.4	12.3	217.4	12.3
Winter 2012-2013	11	31	218.0	11.0	218	218.1	12.6	218.7	12.8	217.1	11.1	217.1	11.1
Fall 2012-2013	11	38	218.4	9.2	219	217.3	10.7	217.2	10.5	220.3	10.5	220.3	10.5
Spring 2011-2012	11	22	218.8	8.9	217	219.5	9.2	219.3	9.8	218.0	12.6	218.0	12.6
Fall 2011-2012	11	27	215.9	10.1	218	215.6	11.8	215.9	10.8	215.8	12.1	215.8	12.1
Winter 2012-2013	12	22	216.0	13.0	220	213.3	15.7	216.9	14.2	217.4	12.8	217.4	12.8
Fall 2012-2013	12	22	217.0	11.4	221	215.4	12.1	218.4	13.3	217.6	11.9	217.6	11.9

#### Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A good mean shown with **bold** *italics* represents performance that might be an area of concern. A good mean shown with **bold** *underline* represents an area of relatively strong performance.

8. By May 30, 2015, the year-end data from and an analysis of the three MAP short cycle assessments will be submitted to CSD. A report on completion of this task will be reported to CSD by June 5, 2015. CSD will report the progress and/or completion of this task to the PEC at the June, 2015 meeting.
9. The school will respond to the Annual Site Visit Report no later than June 1, 2015 or thirty days from the date CSD issues the Annual site Visit Report. CSD will report the progress and/or completion of this task to the PEC at their June 2015 meeting, if CSD has issued the report within the time frame required to allow CSD the full 30 days to respond.

**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 requests to “add language that will codify the current credit recovery program allowing non-traditional students the opportunity to reengage in a learning continuum of high school subject matter with the objective to earn a high school diploma.” The school will call this program “Graduate SODA” and would be available M-F from 9:00 am till 7:00 pm.
- III. Executive Summary and Proposed Motions:

**Request and Rationale**

The School of Dreams Academy is requesting to amend its Charter to codify its current credit recovery program. The school is seeking to add language that will “allow students in this program to participate in workforce related training activities, courses designed to teach job readiness skills and prepare them for the workforce.” The school indicates the rationale for its request is “to support non-traditional students (mostly adults) to reenroll and work on obtaining their diploma.”

The school has provided official transcripts, graduation checklists, and a PowerPoint presentation to support this program. These artifacts are provided in the attached materials.

In the narrative, the school stated students “enroll and are expected to work at a pace that is both accelerated relative to student’s goals on their Individualized Learning Plan.” The school’s narrative provides a table with the proposed schedule. The school proposes two 14-week semesters with the school day operating from 9:00 am until 7:00 pm Monday – Friday.

**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 indicates it will offer this program from 9:00 am to 7:00 pm Monday – Friday. It is unclear to CSD how many days will be designated as holidays or breaks and therefore, not instructional days. Further, it is unclear to CSD if any breaks or lunch periods are included in the instructional day. Therefore, CSD is unable to calculate total number of instructional hours offered in this program.

It is unclear to CSD if students will complete the online courses at the school or in another location. The school states this program is offered from 9:00 am to 7:00 pm. CSD is unsure if adults over the age of 18 who are enrolled in the Graduate SODA will be in the school buildings at the same time as the K-12 students.

It is unclear to CSD if students in the Graduate SODA program will be attending SODA full time or taking classes online, or both. The school uses a project-based program (PBL) which requires face to face learning. CSD is unclear how students in this program will receive the PBL curriculum.

CSD seeks more information on the calendar, daily schedule, and implementation of project-based learning in the Graduate SODA program. Additionally, CSD seeks information on how student attendance will be tracked.

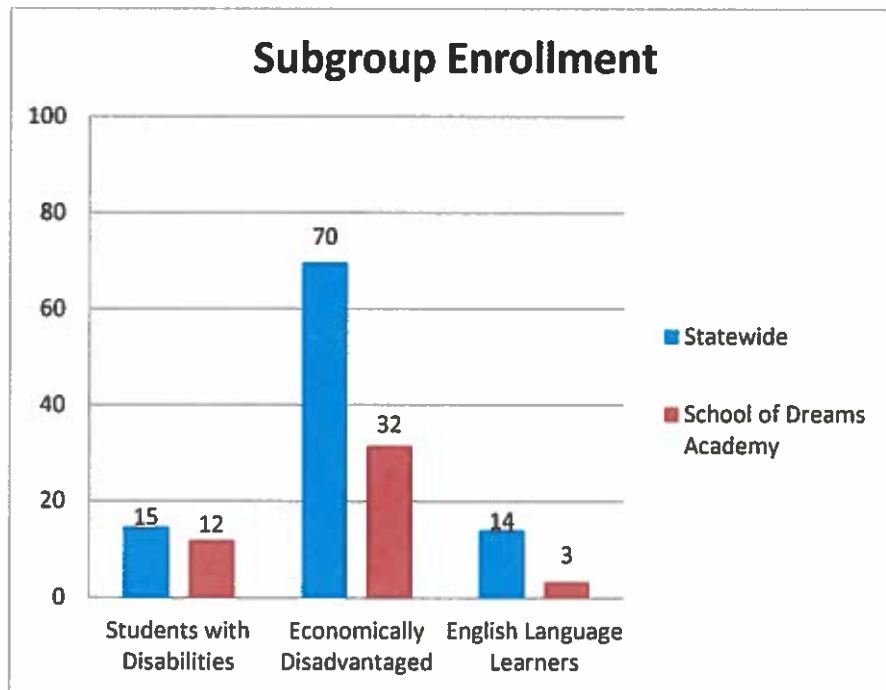
### **School Enrollment and Demographics Data**

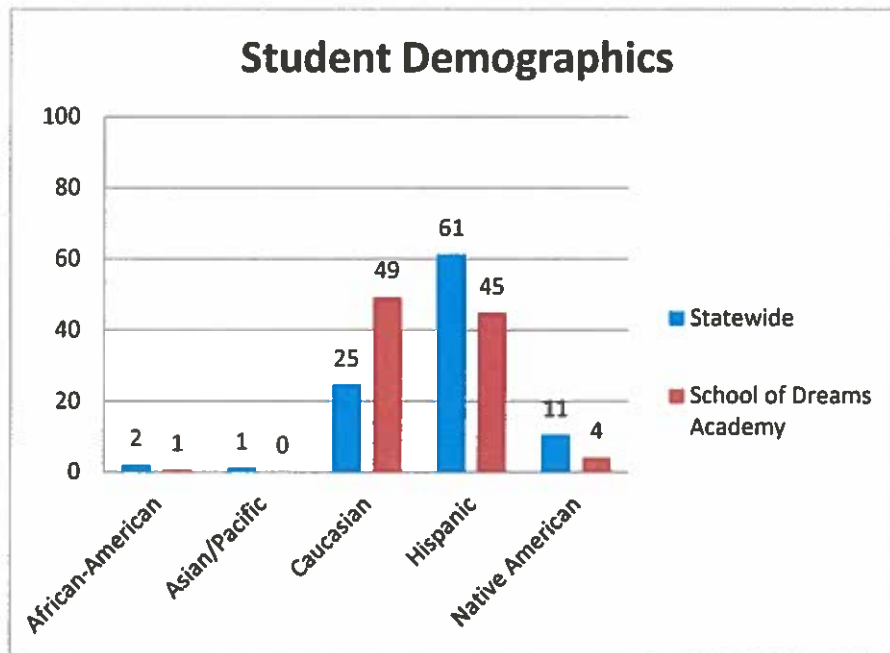
The 120<sup>th</sup> day enrollment count for both the 2015-2016 and 2014-2015 school years at School of Dreams Academy was 378 students.

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 120<sup>th</sup> 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

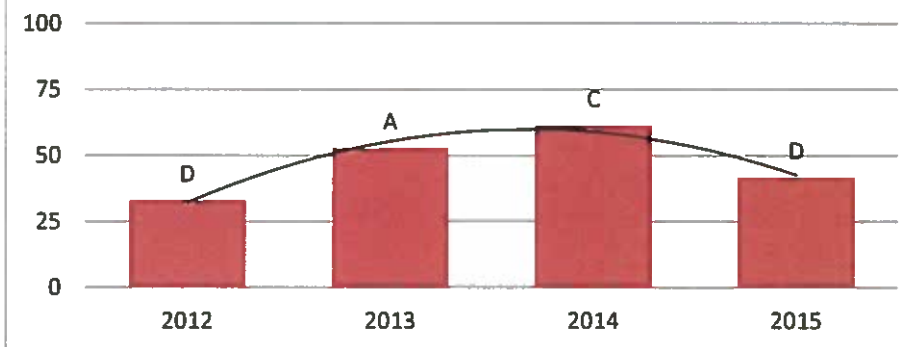
The school currently maintains a three year average of a C.

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.



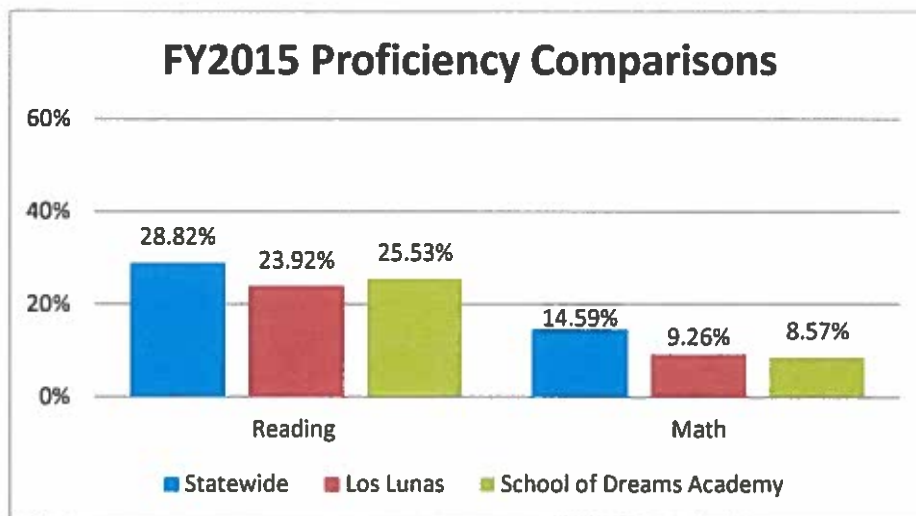
### School of Dreams Academy - School Letter Grade Points

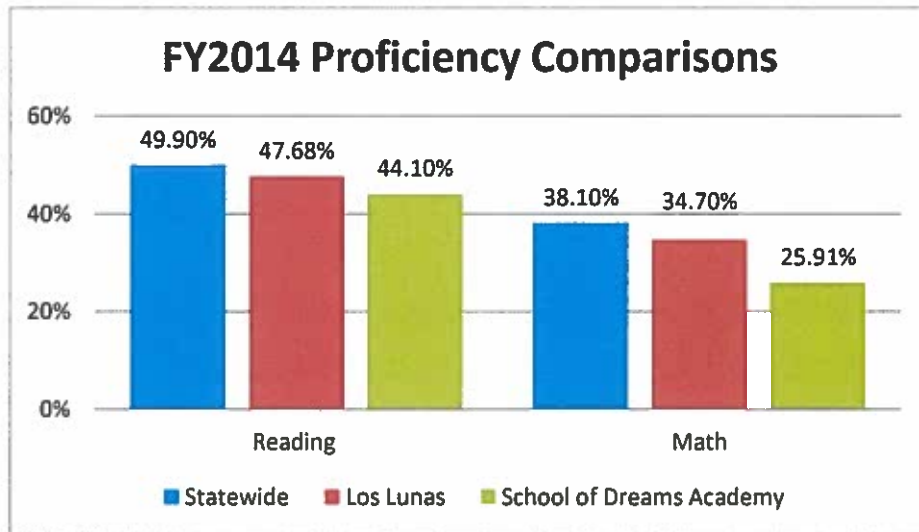


The 2015 state assessment letter grade and performance data demonstrate a decline overall as well as a decline in student growth from an A to a D for the "highest performing students" and from a C to an F for "lowest performing students. The school's graduation rate calculation has also declined from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

### FY2015 Proficiency Comparisons





#### **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 Charter to codify its school current credit recovery program because the school has not provided documentation on how student attendance will be tracked, has not provided detailed information on how workforce related training will be documented, has not provided CSD with information on the structure of this program, 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 Charter to codify its school current credit recovery program 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

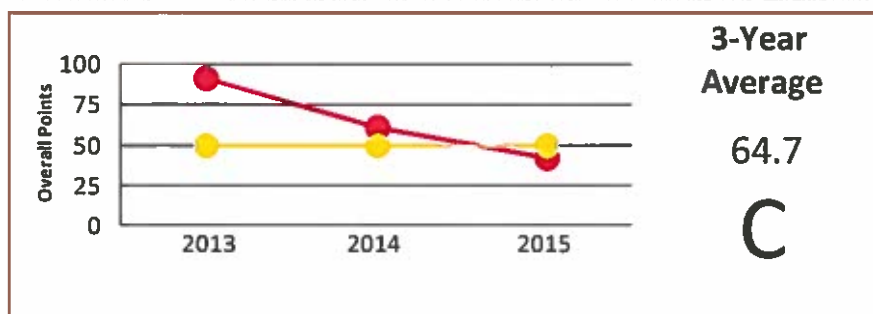
Grade Range: 07 - 12

Code: 505001

This School

Statewide C Benchmark

		Grade	School Points	Possible Points
<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.	12.5	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?	5.8	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.	3.6	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.	7.7	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?	6.0	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.	12.8	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.	9.0	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?	1.6		5.00	5



Final School Grade	Total Points
75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

41.75

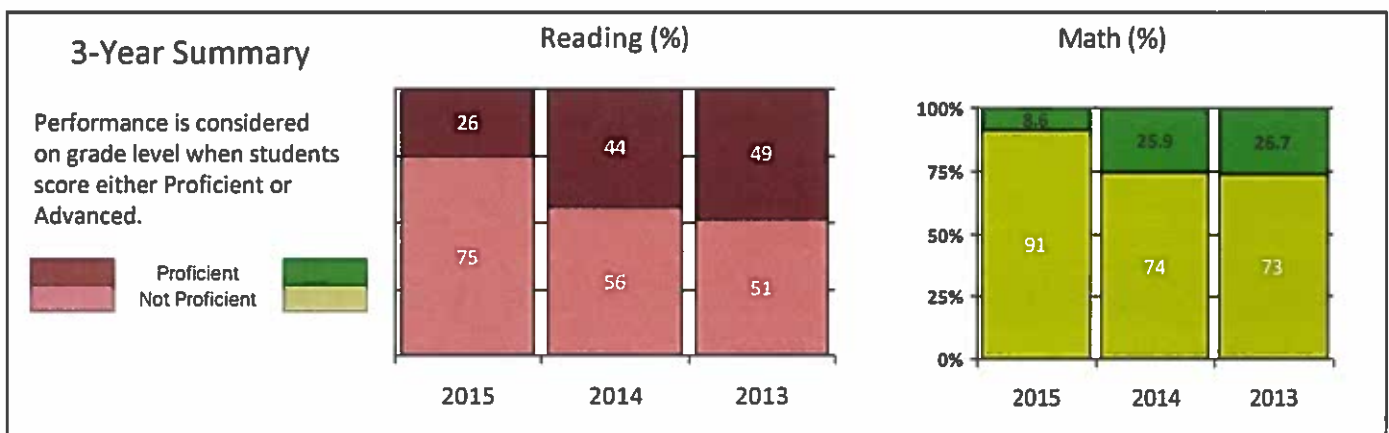
## Details of Each Grade Indicator

These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based on achievement. Points that the school earned on each of the indicators are provided in more detail, and when summed will arrive at the totals on the first page summary.

### Current Standing

Knowing how many students are proficient in a given year is a measure of the school's overall success. Single-year performance will vary with differing classes of students. Therefore, Current Standing uses up to 3 years of data to provide a more accurate picture of the school's achievement. Current Standing is augmented with Value Added Modeling (VAM) by capturing the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Guide at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

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



## 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
<b>Reading Growth</b>											
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										
<b>Math Growth</b>											
Highest 75% (VAS)	-0.87	-0.16	0.11	-0.04	0.74	0.00	-0.70	0.03	0.02	-0.46	0.16
Highest 75% (Pts)	0.95										
Lowest 25% (VAS)	-0.89	-0.48	-0.11	-0.36	-	-0.21	-	0.91	-0.26	-0.15	-0.16
Lowest 25% (Pts)	0.93										

## Opportunity to Learn (OTL)

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Attendance (Average)	94.9	94.8	95.0	94.2	-	96.1	-	-	94.0	95.1	-
Attendance (Points)	3.00										
Survey (Average)	37.7	Surveys consisted of ten questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new lesson by reminding us of things we already know." Schools that scored higher demonstrated better classroom teaching practices.								Reading	NA
Survey (Points)	4.2									Math	NA
Count of Surveys (N)	1,069									General	37.7

## Graduation

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

	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Cohort of 2014 - 4-Year Rate</b>											
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										
<b>Cohort of 2013 - 5-Year Rate</b>											
Graduation (%)	41.4	37.6	45.2	42.6	-	37.9	-	-	51.5	-	48.8
Points Earned	1.2										
<b>Cohort of 2012 - 6-Year Rate</b>											
Graduation (%)	6.0	-	-	-	-	9.0	-	-	-	-	-
Points Earned	0.1										
<b>Growth in 4-Year Rates</b>											
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</b>												
<b>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.

		Target	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
				F	M	White	Afr Amer	Hisp	Asian	Am Indian			
<b>Growth</b> <i>Lowest 25% (Q1)</i>	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> <i>Highest 75% (Q3)</i>	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	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			
<b>Reading Proficiency</b>	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
<b>Math Proficiency</b>	2015 (%)	8.6	8.5	8.7	10.8	<2.0	5.4	<2.0	14.3	5.6	<2.0	8.3
	2014 (%)	25.9	23.4	27.8	31.3		17.9			27.2	7.4	28.6
	2013 (%)	26.7	27.6	26.0	30.6		20.0			23.8	8.0	17.6

**Student Promotion**

Students who are prepared and progress to a higher grade each year (matriculate) indicate that the school is successfully moving students toward graduation. However, if the school's achievement in reading and math is subpar and yet most students are being promoted, the school may be inattentive to a student's need to repeat grade-level instruction before moving on.

Percent of students scoring Beginning Step (lowest) in the prior year advancing to the next grade .	All Students	Gender		Race / Ethnicity					Economically Disadvantaged	Students with Disabilities	English Language Learners
		F	M	White	Afr Amer	Hisp	Asian	Am Indian			
Grade 9 to Grade 10 (%)											
Grade 10 to Grade 11 (%)	>98.0	-	-	-	-	-	-	-	-	-	-
Grade 11 to Grade 12 (%)	-	-	-	-	-	-	-	-	-	-	-

**End Notes**

- 1 The Statewide C grade was established in the first year of A-F School Grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 For high schools that do not have members of 4-year, 5-year, or 6-year graduation cohorts, the scale is abbreviated, and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-11.
- 5 During the 2013-2014 and 2014-15 school years, schools across New Mexico conducted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.





# School Grade Report Card 2014

Certified

## Final Grade

# C

## School of Dreams Academy Charter

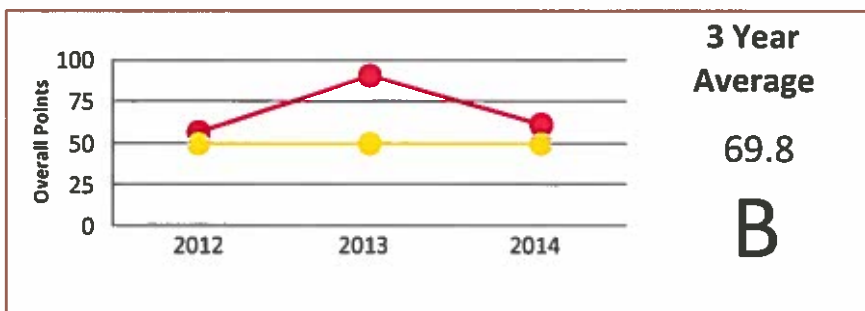
District: State Charter

Grade Range: 07 - 12

Code: 505001

This School ■  
Statewide C Benchmark ■

		Grade	School Points	Possible Points
<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	Total Points
75.0 to < 100.0	A
65.0 to < 75.0	B
50.0 to < 65.0	C
35.0 to < 50.0	D
0.0 to < 35.0	F

## Details of Each Grade Indicator

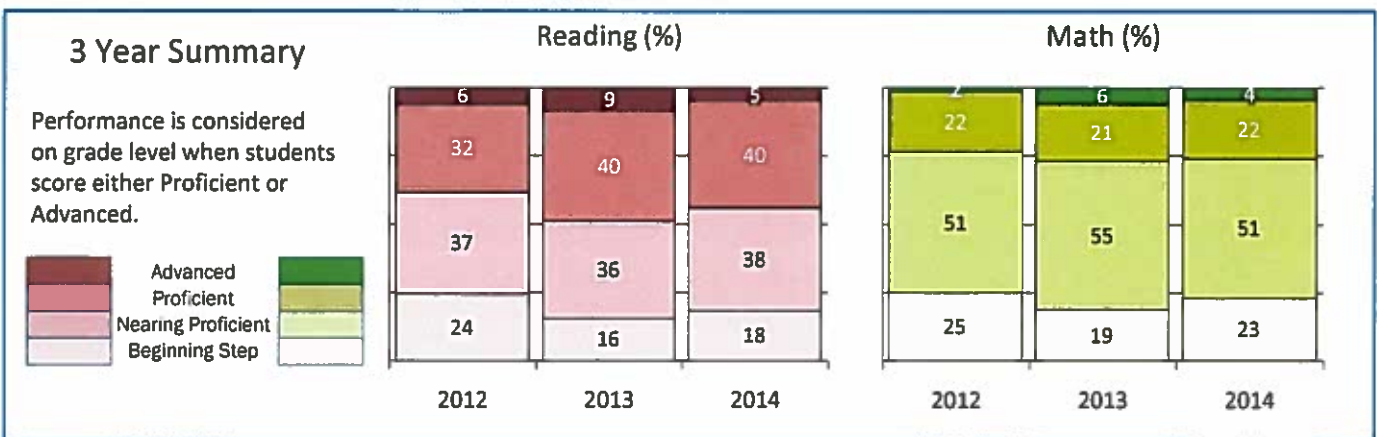
These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based 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				Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian					
<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											



## 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)  Points Earned	<b>Reading</b>	<b>Math</b>
	0.493  2.16	0.481  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

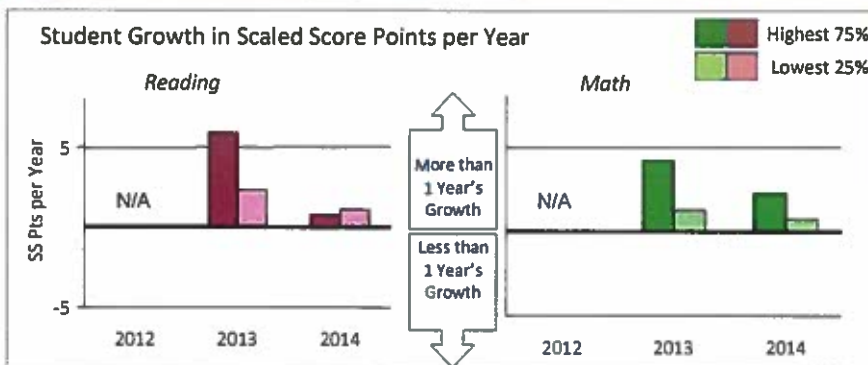
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing 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	Range	Range	Range	Range	Range	Range					Range	Range	Range						
<b>Reading Growth</b>																								
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																							
<b>Math Growth</b>																								
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				
<b>Cohort of 2013 - 4-Year Rate</b>												
Percent Graduating	41.4	37.6	45.2	42.6	-	37.9	-	-	51.5	-	48.8	N/A
Points Earned	5.45											
<b>Cohort of 2012 - 5-Year Rate</b>												
Percent Graduating	6.0	-	-	-	-	9.0	-	-	-	-	-	N/A
Points Earned												
<b>Cohort of 2011 - 6-Year Rate</b>												
Percent Graduating	-	-	-	-	-	-	-	-	-	-	-	N/A
Points Earned												
<b>Growth in 4-Year Rates</b>	Growth Index (Increase)		6.9									
Value Added Modeling takes into account the school's prior 3 years.	Points Earned		6.99									
		<b>SAM Rates</b>		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>.

	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</b>													
<b>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.

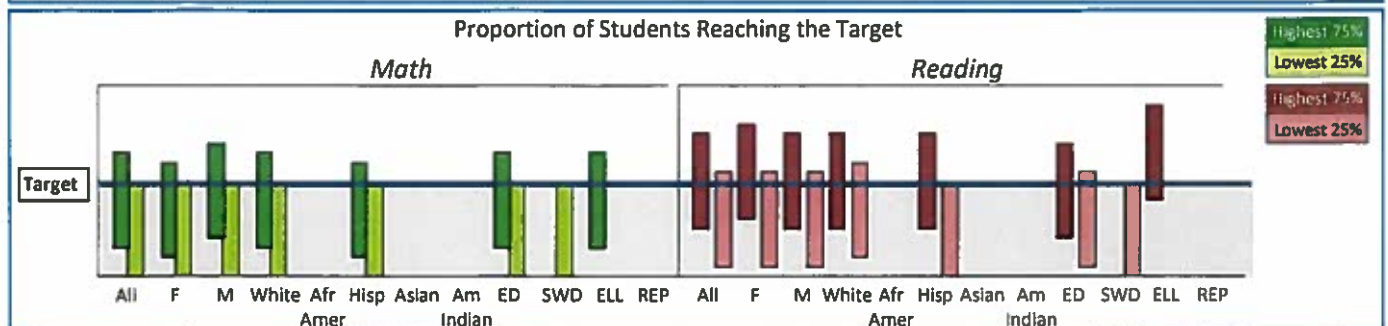
	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	9.6		13.1		40.9		48.0		6.1			
	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )	10	( 33 )
School Growth	10	( 33 )	10	( 33 )	10	( 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.

		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>	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				
<i>Reading</i>	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	-	-
<i>Math</i>	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

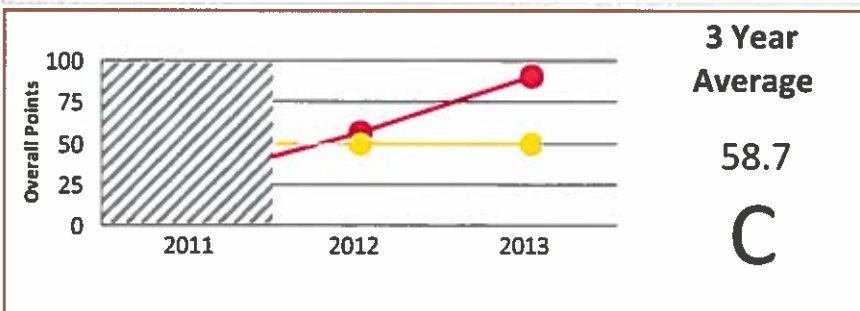
District: State Charters

Grade Range: 07-12

Code: 505001

This School Statewide C Benchmark

		Grade	School Points	Possible Points
<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.		B	16.73	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?		B	7.40	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.		A	10.00	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.		A	9.41	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	6.27	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.				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.				15
<b>Bonus Points</b> Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			2.97	5



Final School Grade	Total Points
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
	<b>52.78</b>



## 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.

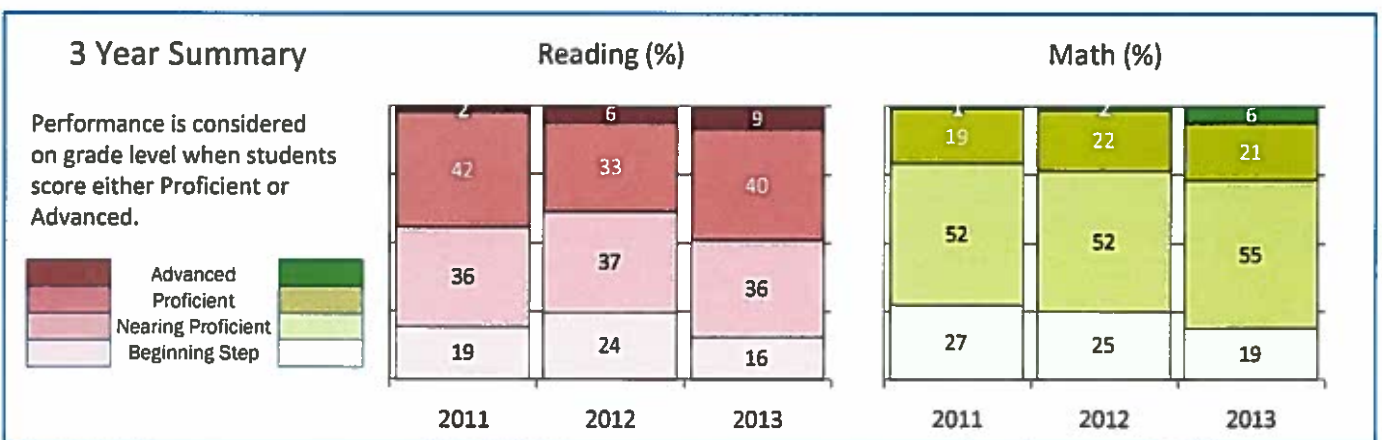
### Current Standing

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

<b>Math</b>												
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											



## 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)	<b>Reading</b>	<b>Math</b>
	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

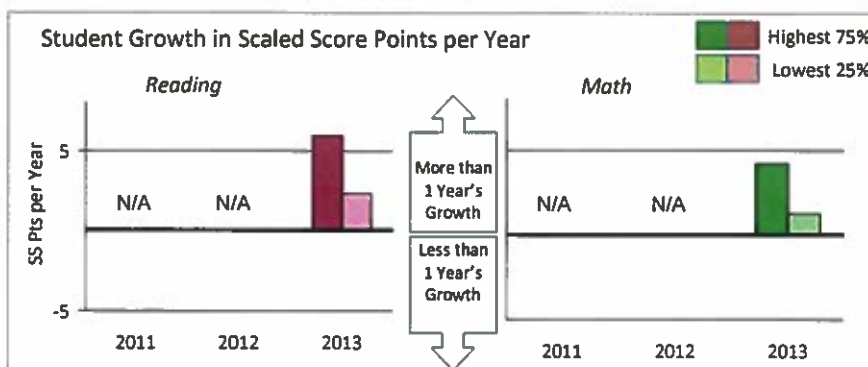
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing 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 Econ Disadv	English Language	Redesignated English									
		Female		Male		White	African American	Hispanic	Asian	Am Indian													
		From	To	From	To	From	To	From	To	From	To												
<b>Reading Growth</b>																							
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																						
<b>Math Growth</b>																							
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		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)	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				
<b>Cohort of 2012 - 4-Year Rate</b>												
Percent Graduating	*	-	-	-	-	-	-	-	-	-	-	-
Points Earned												
<b>Cohort of 2011 - 5-Year Rate</b>												
Percent Graduating	*	-	-	-	-	-	-	-	-	-	-	-
Points Earned												
<b>Cohort of 2010 - 6-Year Rate</b>												
Percent Graduating	*	-	-	-	-	-	-	-	-	-	-	-
Points Earned												
<b>Growth in 4-Year Rates</b>		<b>Growth Index (Increase)</b>					<b>SAM Rates</b>					
Value Added Modeling takes into account the school's prior 3 years.		Points Earned					SAM Graduation (%)					
							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)												
Participation (Pts)	1.5											
Success (% of Participants)												
Success (Pts)	0.0											
<b>Percent of School's Cohort of 2012</b>												
<b>Participating in Each CCR Opportunity</b>												
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.

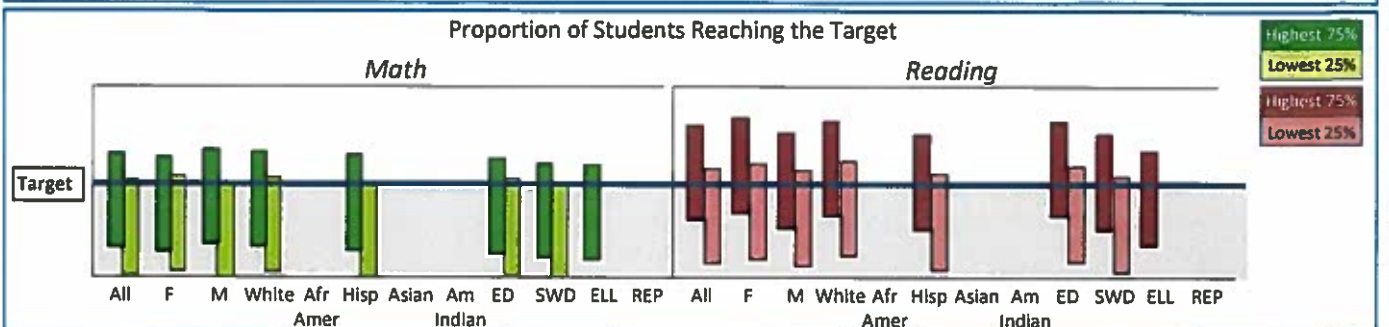
	School Rank											
	ELL		SWD		Ethnicity		ED		Mobility		Composite	
Students (% Tested)	9.5		13.1		42.0		53.5		8.4			
Current Standing	Rank 1 (34)	Total (34)	Rank 1 (34)	Total (34)	Rank 1 (34)	Total (34)	Rank 1 (34)	Total (34)	Rank 1 (34)	Total (34)	Rank 1 (34)	Total (34)
School Growth	Rank 13 (34)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

		All Students	Gender		Race / Ethnicity				Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
			F	M	White	Afr Amer	Hisp	Asian					
<b>Reading</b>	Highest 75% (%)	59.8	67.6	51.6	64.3	-	50.0	-	-	63.8	50.0	33.3	-
	Target 56.7%	14.6	18.8	12.5	22.7	-	8.3	-	-	16.7	5.9	-	-
<b>Math</b>	Highest 75% (%)	30.4	26.5	34.3	31.8	-	28.3	-	-	24.6	20.0	18.2	-
	Target 50.0%	2.2	6.3	.0	4.8	-	.0	-	-	3.3	.0	-	-

**Graduation** For high schools graduation rates for the Cohort of 2012 are available on page 5.  
Target 71.8%



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