

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: April 13, 2018
- II. Item Title: Discussion and Possible Action on Charter School Amendment, School of Dreams Academy
- III. Executive Summary and Proposed Motions:

Request and Rationale

School of Dreams Academy requests to amend Section 8.01(a)(i) of the school’s contract: Operational Structure.

The school’s current contract states:

*Authorized school grades: 3Y, 4Y, K-3, 7-12*

The school would like to change the contract language to:

*Authorized school grades: 3Y, 4Y, K-12*

The school states the following rationale for its request:

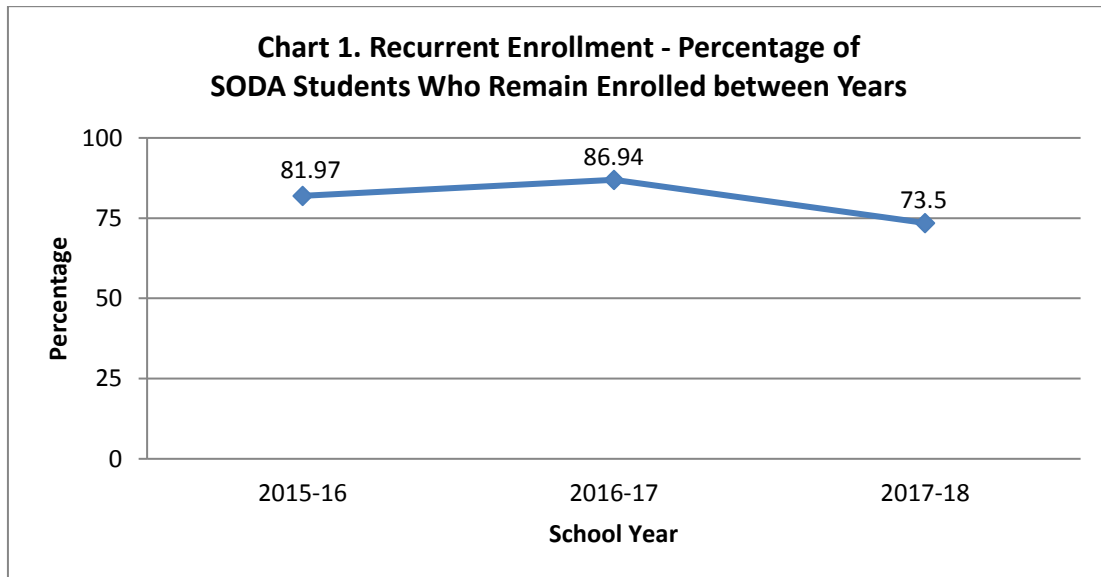
*This amendment request is to add grades 4, 5, and 6 to our charter beginning the 2018-2019 school year. In the 2017-2018 school year School of Dreams Academy was approved to add grades 3Y, 4Y, and 3. In 2016-2017 we were approved to serve grades K-2. This approval will be the final stage in SODA becoming a complete Pre K through 12 grade STEAM school. Attached is a full justification supporting this amendment.*

School History and Recurrent Enrollment

School of Dreams Academy (SODA) Charter School was approved in September of 2008 by the New Mexico Public Education Commission (PEC) and was granted a five year renewal beginning July 1, 2014. According to the school’s contract, SODA’s “goal is to create a viable, public education option for parents and students; an educational choice centered on discipline and respect with a focus on the arts, technology, character education, service learning, and strong parental and community involvement”. In 2011 the school was granted an enrollment capacity increase from 199 students to 525 students. In 2014, the school was granted an amendment request to change its mission statement to include the school provides a STEAM curriculum. Additionally, in 2016 the school was granted two amendment requests, 1) to serve Kindergarten through 2<sup>nd</sup> grade and 2) an enrollment increase from 525 students to 625 students.

The school is authorized to serve grades 3Y, 4Y, K-3, 7-12 its enrollment capacity is 625. According to the 2016-17 End-of-Year STARS report, the school had 495 students enrolled at the end of SY17. SODA’s student enrollment data demonstrates that 81.97% of the students who completed the school year in

2014-15 returned to the school in the 2015-16 school year. SODA's student recurrent enrollment demonstrated an increase of +4.79% to 86.94% during the 2016-17 school year. However, the school saw a decrease in its recurrent enrollment during the 2017-18 school year which fell to 73.50%. During the past 3 years, SODA did not meet its Performance Framework recurrent enrollment target of 85% in 2 of the 3 years (2015-16 and 2017-18 school years). See Chart 1, below.

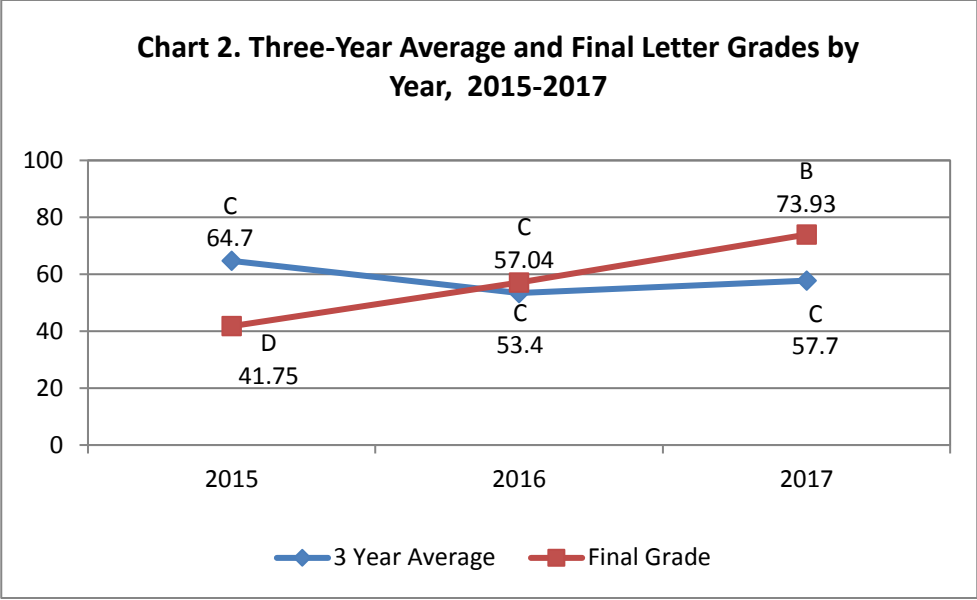


### School Performance

The school earned an overall B grade in 2017 and a review of the school's academic performance demonstrates it has made steady growth school-wide over the past three years increasing by over 30 points overall. When disaggregated, the school's data revealed achievement gaps in some student subgroups (beginning on page 6 of this report). Given that the amendment request relates to expanding grade levels, it is important to not only consider the school's current academic performance but also the academic achievement gaps among student subgroups. This section provides an overview of school performance and provides analysis of various indicators from the school grade reporting. Chart 2, below, illustrates SODA's three-year average grade and its overall school grade from 2015 through 2017. The school's final grade demonstrates strong and consistent growth over the last three years (red line) whereas the three-year average grade has remained relatively flat over the same period, maintaining a C average (blue line).

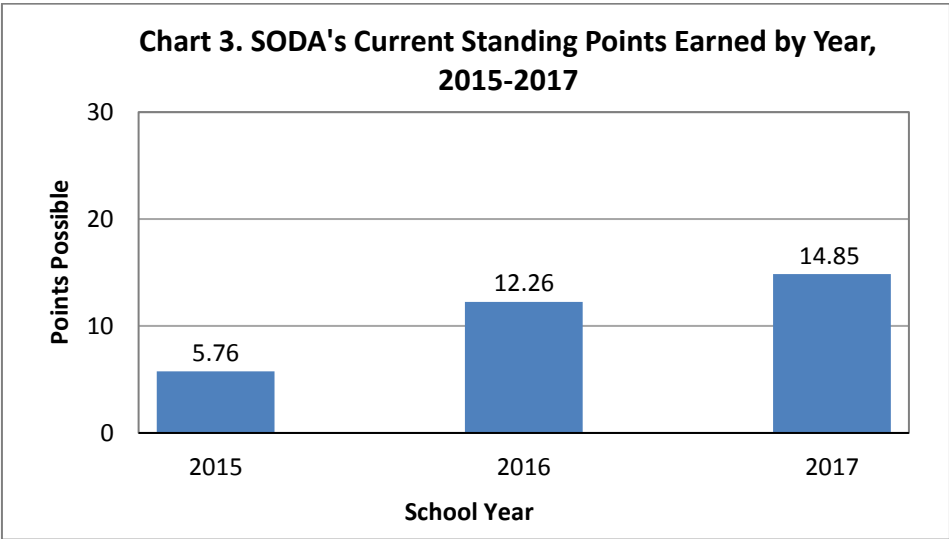
SODA has earned the following school grades:

- In 2014-2015 the school grade was a D (41.75).
- In 2015-2016 the school grade was a C (57.04).
- In 2016-2017 the school grade was a B (73.93).



**Current standing.** Proficiency rates along with students’ prior achievement and mobility in relation to similar student bodies in other schools comprises the current standing portion of the School Grading Report. The current standing indicator accounts for the greatest portion of a school’s overall grade, with up to 30 possible of the 100 points. This indicator is broken into four components: points for reading proficiency; points for growth in reading proficiency; points for math proficiency; and points for growth in math proficiency. In 2017, the points possible are as follows: 10 points for reading proficiency; 5 points for VAM growth in reading; 10 points for math proficiency; and 5 points for VAM growth in math.

Since 2015, SODA has increased its current standing points that it had earned by 9.09 points. Chart 3, below, illustrates the total points SODA earned in the current standing indicator for the last three years.



**Reading and math proficiency.** In 2017, the statewide average reading proficiency was 28.6% and math proficiency was 19.7%. Although, the school's proficiency in math *remains under the state average*, the school's overall reading and math proficiency shows steady growth over the last three years. Chart 4, below, illustrates the students' academic proficiency rates in reading and math over the last three years.

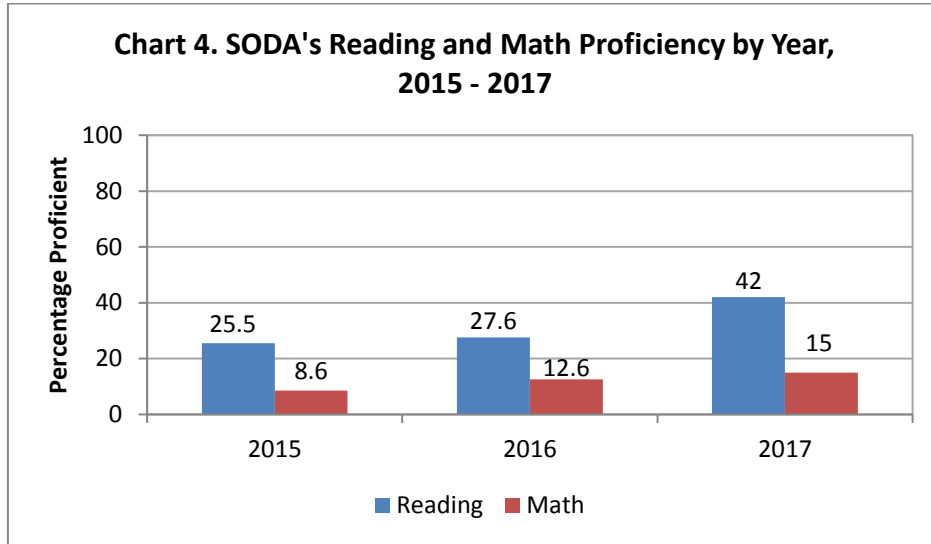
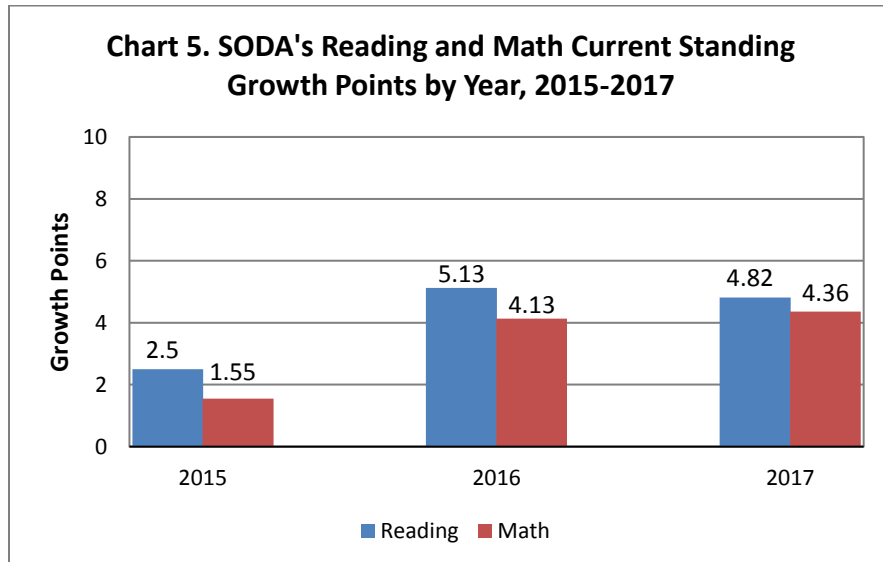
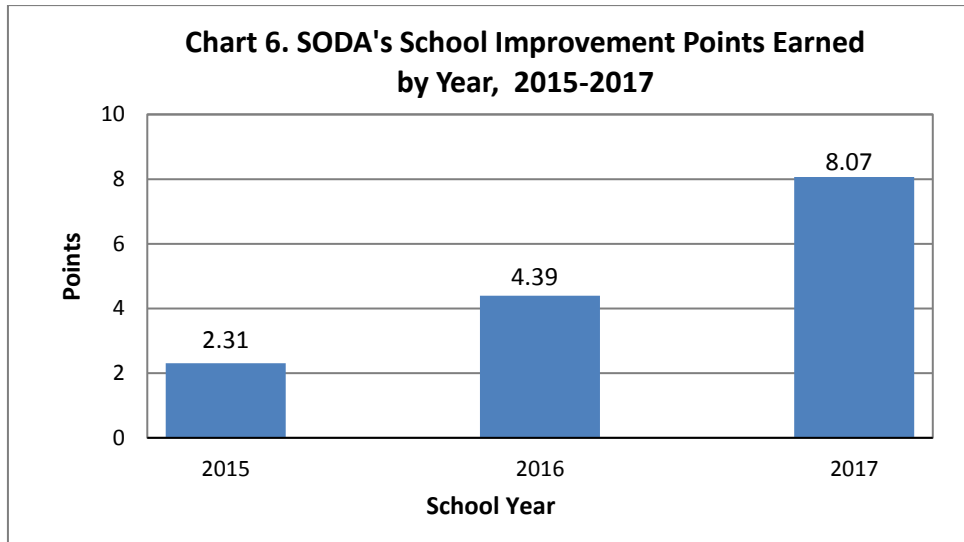


Chart 5, below, illustrates the steady growth in reading and math growth points earned by the school over the past 3 years. In 2017, SODA earned 4.82 growth points in reading and 4.36 math growth points, respectively, for a total of 9.18 points out of the 10 possible points in the current standing indicator, earning nearly all of the possible points.



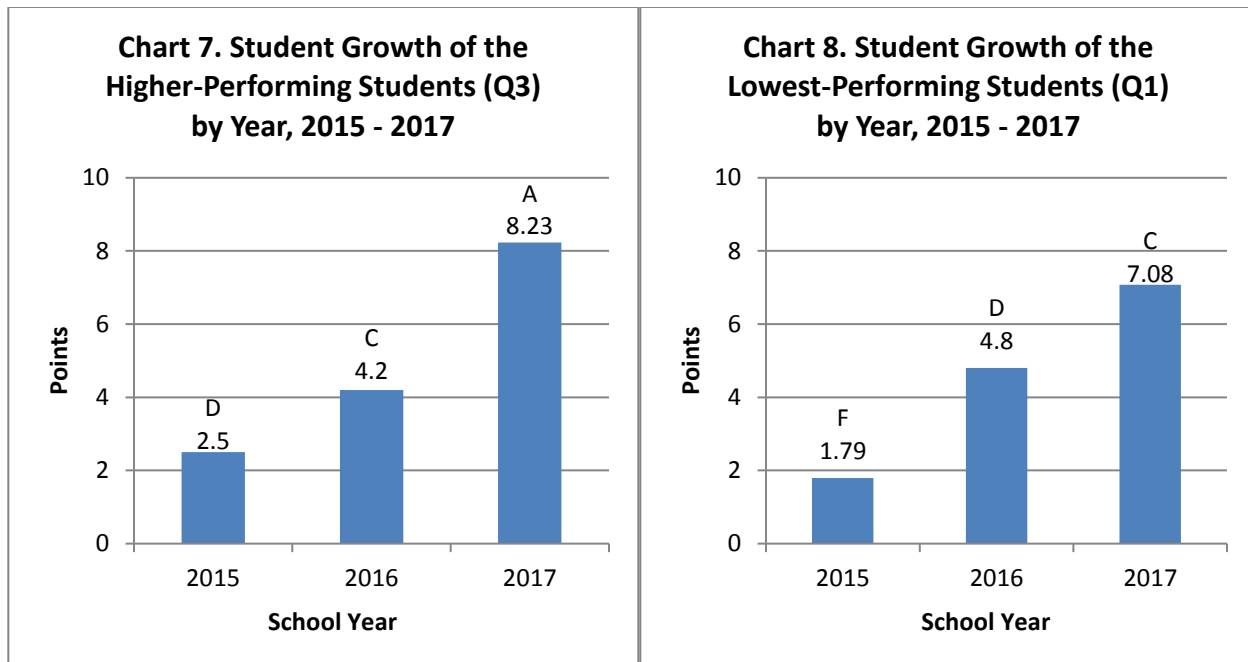
SODA demonstrated slight fluctuation in reading growth points earned over the last year. However, the school's data demonstrates upward growth in reading and math from SY15 to SY17. If the school does not increase both its growth and proficiency in reading and math, the school may not sustain current results or could possibly see declining overall school grades.<sup>1</sup>

**School Improvement.** This indicator accounts for a smaller portion of a school's overall grade, with up to 10 possible of the 100 points. This indicator measures the school-wide increase in academic performance. Chart 6 below, illustrates SODA's significant upward growth pattern between school years.



**Higher-performing and lowest-performing students.** In the state's school grade reporting, growth is also reported among the school's higher-performing and its lower-performing students. Over the last two years, the school's higher-performing students have outperformed the state average of 3.6 out of the possible 10 points (on this indicator). See Chart 7, below. SODA has also demonstrated upward growth in its lowest-performing students (2.28 points over the last two years). Nevertheless, the school continues to trail the state average of 7.7 points by less than one point (on this indicator). See Chart 8, below.

<sup>1</sup> Currently, schools can earn up to 5 points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. Per the state's approved plan under the federal education law, the Every Student Succeed Act (ESSA), bonus points will factor into school grades for the last time in 2018, after which they will no longer be a component of the school grade.

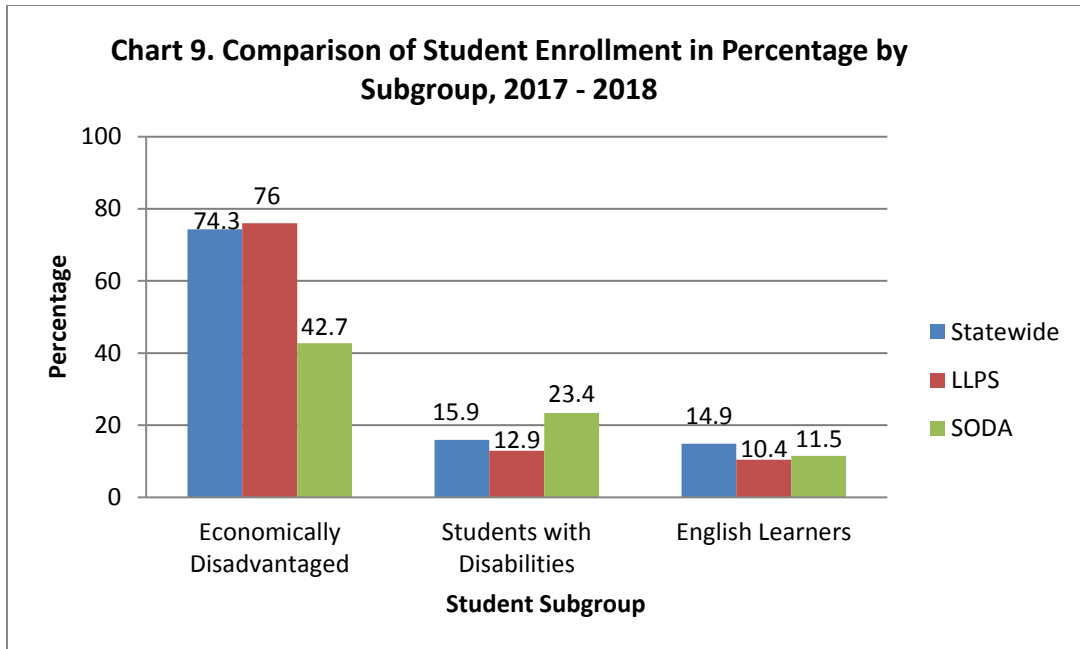


The school has improved growth for both its highest-performing and lowest-performing students, and in each group students are achieving more growth that anticipated when compared to their performance peers.

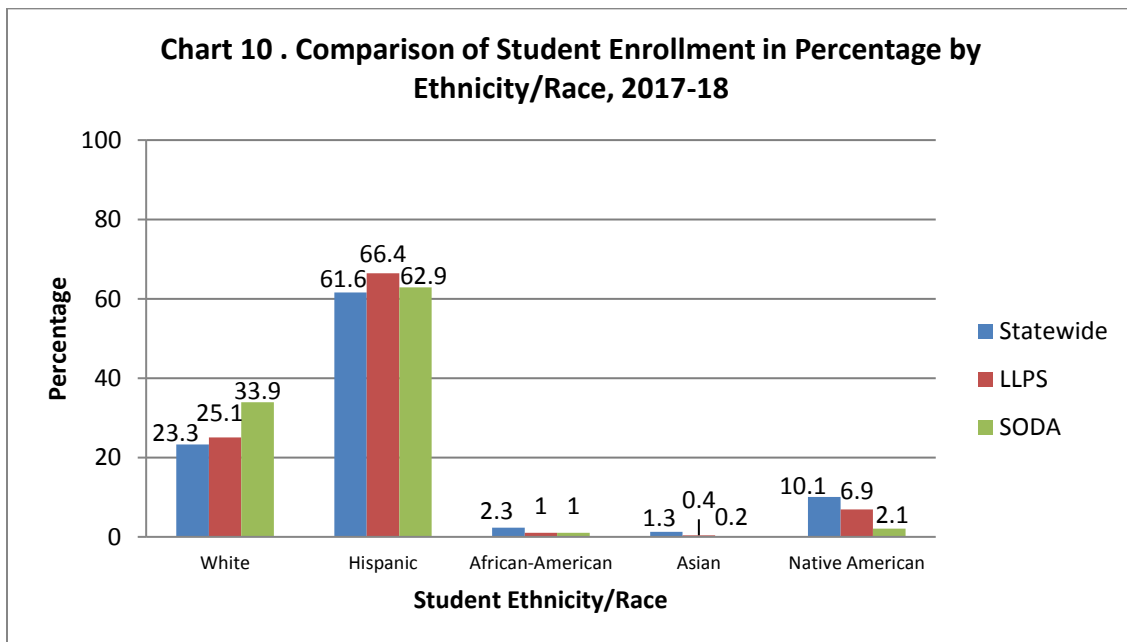
Student Enrollment and Academic Performance by Subgroup

**Enrollment.** While the previous section examined overall school performance, the following section notes differences in the school’s student subgroup demographics and academic performance. Student demographic data is compared to the state and local school district, Los Lunas Public Schools (LLPS). The school does not serve a similar student demographic makeup when compared to the local district schools. The school serves a lower percentage of economically disadvantaged student population when compared to the local district LLPS by more than 33%. However, the school serves a higher percentage of students with disabilities than the local district by over 10%. The school also serves a slightly higher percentage of English Learners (ELs) when compared to LLPS.

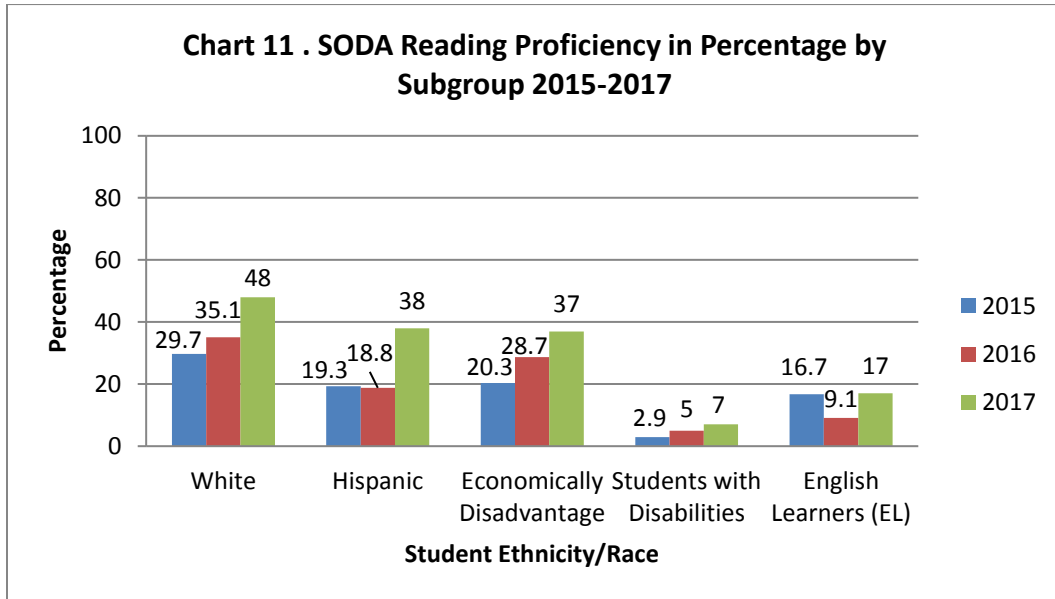
Chart 9 below, illustrates the student subgroup enrollment between the State, LLPS, and SODA.



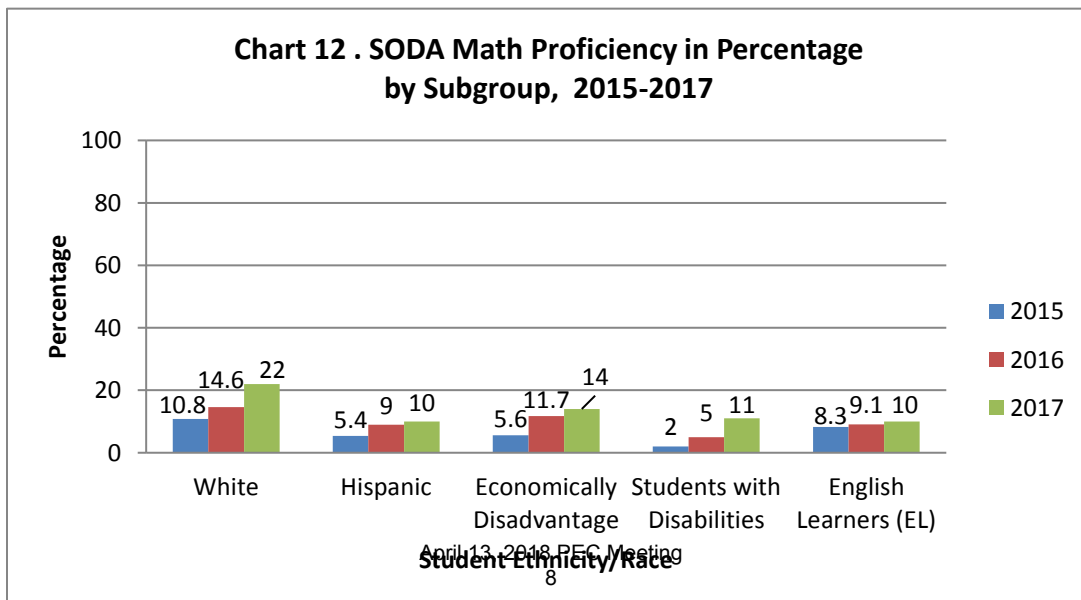
SODA has a greater percentage of White students when compared to the state and local school district and has a lower percentage of Hispanic students when compared to the local district. SODA serves a 33.9% White student population while the district serves a 25.1% White student population, a difference of 8.8%. Additionally, SODA serves 3.5% less Hispanic students (62.9%) than the LLPS Hispanic student population (66.4%). See Chart 10, below.



**Academic performance.** SODA’s data demonstrates upward growth for all subgroups across the three-year comparison. However, as data is further disaggregated, large achievement gaps across some student subgroups are revealed. Reading proficiency for White and Hispanic students demonstrates a consistent 10% or greater gap between the two groups across years. While the school’s data indicates steady strides with its students with disabilities, ELs, and economically disadvantaged students, the school should review and address the discrepancies in reading proficiency for its student two main ethnic/racial subgroups, but also look at performance gap between its White students and all other subgroups by disaggregating its data further and engage in deep analysis. Chart 11, below.



Similarly, the data reveals discrepancies in math proficiency between the school’s subgroups. At SODA, the math proficiency of White students (22%) is more than double the math proficiency of Hispanic students (10%) in 2017. Furthermore, the data reveals Hispanic students are consistently performing at a lower proficiency rate when compared to White students across years. While the school’s data below indicates positive growth for its students with disabilities, ELs, and economically disadvantaged students (see Chart 12 below), the school should examine the achievement gaps in math and reading proficiencies between racial/ethnic subgroups. See Chart 12 below.





## Organizational Performance Evaluation

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

The Final evaluation of SODA's 2016-2017 performance framework demonstrates the following final ratings: 7 indicators rates as *Meets Standard*; 0 indicators rated as *Working to Meet Standard*; 19 indicators rated as *Falls Far Below Standard*; and 2 indicators rated as *Not Applicable*.

Indicators rated as ***Falls Far Below Standard*** on the 2016-2017 Performance Framework are as follows:

- **Not meeting academic performance goals:** The school did not provide evidence to support sufficient progress towards its 'mission specific indicators'.
- **No financial performance accountability (7 indicators):** The school did not provide evidence of the signed financial questionnaire supporting the school's financial performance and compliance.
- **Not implementing the material terms of contract:** The school did not provide evidence of or implement a procedure to ensure all material terms of the school's contract are met; PD for teachers to accommodate integration of AvancedEd, technology and the arts.
- **Not meeting instructional hours per contract:** The school did not provide evidence to address and remedy the shortage in instructional hours and to ensure compliance moving forward.
- **Not protecting the rights of all students:** The school did not provide evidence or documentation to support an effective SAT/RtI process and early intervention practices for students.
- **Not protecting the rights of students with special needs:** The school did not provide evidence or monitoring documentation to ensure all eligible students with disabilities were receiving direct services outlined in the IEP. The school was placed on a corrective action plan (CAP) for their special education program and did not provide sufficient progress toward remedying the CAP.
- **Not protecting the rights of eligible English Language Learner students:** The school did not provide evidence or implement a program to ensure compliance with ESSA's Federal regulations in properly serving eligible ELL students.
- **Not enforcing state compulsorily attendance laws:** The school did not provide evidence or implement a remedy to compile with notifying parents of students 5 day(s) unexcused absences.
- **Not complying with Language and Multicultural funding requirements:** The school did not submit the BME Program District Annual Progress Report in a timely manner.

- **No head administrator evaluation:** The school did not provide evidence it holds the school's leader accountable.
- **Not meeting teacher credentialing requirements:** The school did not provide evidence or implement a remedy to ensure all teachers were teaching courses within the scope of their license and endorsement. The school also did not provide evidence of implementation of a formal novice teacher mentorship program.
- **Not completing required background checks:** The school did not provide evidence or address the concern to ensure all staff have the appropriate background check as required by state law.

Additional Analysis on the Amendment Requests:

The commission has been developing amendment policies that would establish eligibility criteria to apply to add grade levels. The proposed eligibility criteria require that school have "Received no lower than a "C" letter grade in any of the past three years." In 2015, SODA received a "D" grade. Under these proposed criteria, the school would not be eligible for an expansion in the grades they serve.

However, this policy has not yet been passed by the commission and this standard is more rigorous than the standard that has been presented in our recommendations in the past. Specifically, our past recommendation have been based on, the state's letter grading system, required by law starting in 2012, which results in each school being assigned a letter grade of A, B, C, D, or F annually. The law requires that a public school rated D or F must prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years. Based on the criteria from the letter grading law, the school *has* demonstrated sustained improvement.

The school's rationale for requesting to amend its material terms to expand by three grade levels is, "the final stage in the school becoming a complete Pre K through 12<sup>th</sup> grade STEAM school". While the school has demonstrated strong and consistent *schoolwide* growth over the past **two** years and has made important strides with its economically disadvantaged, English learners and students with disabilities, the school's data did reveal continued achievement gaps between racial/ethnic subgroups. Of particular concern is the school's reading and math proficiency gaps between its White and Hispanic students, which have remained significant and relatively unchanged over the last three years. Therefore, if the school endeavors to continue to improve outcomes for all of its students and provide a high-quality complete Pre K-12<sup>th</sup> grade school option for students and their families within the community, it should continue to drill-down into its student achievement data, examine, and reflect on its current pedagogical practices to address persistent achievement gaps among student subgroups.

As an additional item of note, the Public School Facilities Authority has recently raised concerns about the school's compliance with Section 22-8B-4.2 NMSA 1978 and potentially Section 22-8B-5.2 NMSA 1978. These concerns are currently the subject of internal discussions by the PSFA and PED. Based on the facility related concerns, the Commission may wish to delay consideration of this request. The request was submitted on March 7, 2018. According to the school's contract, the PEC shall vote on the proposed amendment within 60 days of the request. The deadline for considering this request,

therefore, is May 6, 2018. The Commission's next meeting is being held on May 11, 2018. In order to delay consideration of this request, the Commission would need to obtain a waiver from the school of this contractual requirement.

#### Recommendations:

Pursuant to our prior recommendations, the PED recommends the approval of the amendment request to:

- 1) expand to serve grades 4-6

However, the PED recommends the approval of the amendment request with the conditions that the school adequately address each item of non-compliance in the organizational performance in the current year such that no area is evaluated as "Falls Far Below Standard" and that the school adequately address any issues identified as legal non-compliance in relation to the facility concerns that are currently being explored.

#### Proposed Motion on the Amendment Request

- Move to approve the amendment request presented by School of Dreams Academy to change its material terms with respect to operational structure by expanding to serve grade levels 4-6 because the school has demonstrated continued improvement in overall performance on the A-F School Grading Accountability System during the past three years; however, this approval is subject to the condition that the school adequately address each item of non-compliance in the organizational performance in the current year such that no area is evaluated as "Falls Far Below Standard" and that the school adequately address any issues identified as legal non-compliance in relation to the facility concerns that are currently being explored.
- Move to approve the amendment request presented by School of Dreams Academy to change its material terms with respect to operational structure by expanding to serve grade levels 4-6 because the school has demonstrated continued improvement in overall performance on the A-F School Grading Accountability System during the past three years.
- Move to deny the amendment request presented by School of Dreams Academy to change its material terms with respect to operational structure by expanding to serve grade levels 4-6 because [PEC to provide reason(s) that the request should be denied].

**School of Dreams Academy**  
**Amendment Request to add Grades 4, 5,**  
**and 6**  
**March 7, 2018**

## STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

*And*

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


Name of State-Chartered School: School of Dreams Academy

Date submitted: 11/7/2017 Contact Name: Michael S Ogas E-mail: mogas@sodacharter.com

| Current Charter Application or Contract Section and Page | Current Charter Statement(s) | Proposed Revision/Amendment Statement(s)             | Rationale for Revision/Amendment   | Date of Governing Body Approval |
|--|------------------------------|--|--|---------------------------------|
| Article VII, Section 8.01, Authorized School Grades      | Grades 3Y, 4Y, K – 3, 7 - 12 | Add Grade 4, 5, and 6 for the 2018-2019 School Year. | This amendment request is to add grades 4, 5, and 6 to our charter beginning the 2018-2019 school year. In the 2017 – 2018 school year School of Dreams Academy ws approved to add grades 3y, 4y, and 3. In 2016 – 2017 we were approved to serve Grades K – 2. This approval will be the final stage in SODA becoming a complete Pre K through 12 grade STEAM school. Attached is a full justification supporting this amendment. | 11/7/2017                       |

**STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM**

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

Original Signature of Governing Council President or Designee:  Date: 11/7/2017

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

**Public Education Commission use only**

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

APPROVED       DENIED

# **SCHOOL OF DREAMS ACADEMY GOVERNING COUNCIL**

## **REGULAR MEETING**

**November 7, 2017 5:30 pm\***

**906 Juan Perea Rd., Los Lunas, N.M.**

**(Draft only – agenda subject to change)**

*Notice: If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service, to attend or participate in the hearing or meeting, please contact the School of Dreams Academy Governing Council Office at (866-7632) at least one week prior to the meeting or as soon as possible. Agendas are available in the aforementioned office (906 Juan Perea Rd., Los Lunas, NM) 72 hours prior to the meeting.*

### **NOTICE**

**The School of Dreams Academy Governing Council will hold finance committee workshop beginning at 5:00 pm prior to the Council Meeting for the discussion of reviewing budget status. The work session is for discussion only; no decision will be made. Public is welcome to attend.**

### **AGENDA**

- I. CALL TO ORDER**
- II. PLEDGE OF ALLEGIANCE**
- III. ANNOUNCEMENT OF MEETING**
- IV. APPROVAL OF AGENDA**
- V. APPROVAL OF MINUTES**
  - 1. 10/03/17 -Minutes
- VI. DISCUSSION ITEMS**
  - A. Founder's Comments
  - B. Principal's Report
- VII. ACTION ITEMS**
  - 1. Approval of the October 2017 Budget Reports/Expenditures \$ 525,219.21
  - 2. Approval of the October 2017 Revenue Report \$346,872.79
  - 3. Approval of the Instructional Materials increase \$14,290.66
  - 4. Approval of the Lease Assistance Award \$199,229.00
  - 5. Approval of budget transfer in operational to cover student nutrition \$50,000.00
  - ✗ 6. Approval of Charter amendment to increase grade levels
- VIII. ANNOUNCEMENT OF MEETING**

**December 5, 2017 -Regular Meeting School of Dreams**
- IX. ADJOURNMENT**

**SCHOOL OF DREAMS ACADEMY**

**GOVERNING COUNCIL**

**MINUTES – November 7, 2017 - REGULAR MEETING**

**I. CALL TO ORDER**

President Kathy Chavez called the meeting to order at 5:46pm; at that time welcome all in attendance. Ms. Chavez stated it was nice to see staff here.

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

**Members Excused:** Denise Romero  
Dr. David Schneider

**Others Present:** Mike Ogas  
Geri Bennett

**II. PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance was led by Geri Bennett

**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 – November 7, 2017-Mr. Ogas recommended to approve the agenda. President, Kathy Chavez requested a motion:**

**Ms. Catherine Smith moved to approve the agenda as presented, seconded by Mr. Kenny Griego . There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

**V. APPROVAL OF MINUTES**

**1. 10/03/17-Regular Meeting**

President, Kathy Chavez requested a motion to approve the minutes as stated:

**Mr. Kenny Griego moved to approve the minutes as presented seconded by Ms. Catherine Smith. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

**VI. Discussion items**

**a. Founders report- Ms. Chavez:**

- **Guitar Concert has been very impressive**



- NMCCS Conference December for board member training

**b. Superintendents report- Mr. Ogas reported:**

- 8 students made All-State Guitar
- Tim Keller charter visit-positive
- New motto-we do school different plan in process, further discussion will take place
- Spirit week November 6th thru 10th
- Bonfire Friday-1<sup>st</sup> one held for SODA-sponsored by Yearbook Class

**VII. ACTION ITEMS**

1. Approval of the October 2017 Budget reports/Check Listing \$525,219.21
2. Approval of the October 2017 Revenue Report \$346,872.79
3. Approval of the Instructional Materials Increase \$14,290.66:
4. Approval of the Lease Assistance \$199,229.00
5. Approval of the budget transfer in operational to cover student nutrition \$50,000.00 President, Kathy Chavez requested a motion:

**Ms. Catherine Smith moved to approve action items 1 thru 5 as presented, seconded by Mr. Kenny Griego. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

6. Approval of the charter amendment to increase grade levels 4, 5 & 6, Mr. Ogas presented to the board amendment to the charter: President Kathy Chavez requested a motion:

**Ms. Catherine Smith moved to approve the charter amendment to increase grade levels 4, 5, 6, seconded by Mr. Kenny Griego. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

**IX. ANNOUNCEMENT OF MEETING**

The next meeting will be December 5, 2017-Regular Meeting @ 5:30  
School of Dreams finance meeting @5:00

**X. ADJOURNMENT**

President, Kathy Chavez requested a motion:

**Mr. Kenny Griego moved to approve to adjourn @6:29 pm, seconded by Ms. Catherine Smith. There being no discussion, Ms. Chavez called for a vote. Motion passed unanimously.**

Approved this 2017.  
Signed:

  
Kathy Chavez, President

Attest:  gb

March 7, 2018

Katie Poulos  
Director Options for Parents and Families  
NM Public Education Department  
300 Don Gaspar  
Santa Fe, NM 8751

Dear Director Poulos,

School of Dreams Academy (SODA) is formally requesting an amendment, to our charter, in the form of a grade change, specifically adding grades 4 – 6. Previous amendment requests have resulted in SODA being approved to currently be serving grades 3y, 4y, K-3 and 7-12. Approval of this current amendment request will allow our school to become a complete K-12 with a 3y,4y program. Currently we have 27 third graders and all have indicated that they will be returning for the 2018-2019 school year. If approved this increase of grade levels will go into effect August of 2018, for the upcoming 2018-2019 school year. Included in this request are:

- A signed amendment request form
- Agenda of the November 7, 2017 Governing Council Meeting and the signed Governing Council minutes from the same November 7, 2017 Governing Council meeting approving the amendment request.
- Supportive documentation (attachments)

### **Background**

School of Dreams Academy (SODA) is one of the few, if not the only, multifaceted charter schools in New Mexico. SODA's S.T.E.A.M. educational model has expanded and improved to it's current status of offering outstanding programs in the Arts, Robotics, Agriculture, Literature, and Science.

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

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

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

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

Kindergarten through second grades as grade levels the school is authorized to serve. At the same meeting, the Public Education Commission approved an increase of 100 students to the school's enrollment cap and the addition of a night school/credit recovery program (Graduate SODA). A year later, in 2017, the PEC approved the addition of third grade and a 3Y, 4Y program.

In support of this request I wish to update the Public Education Commission on areas of progress that have occurred over the past year.

### **School Performance**

School of Dreams Academy's has received the following school grades.:

In 2013-14 the school grade was a "C".

In 2014-15 the school grade was a "D".

In 2015-16 the school grade was a "C".

**IN 2016-17 OUR SCHOOL GRADE WAS A STRONG "B" (MISSING AN "A" BY ONE POINT).**

This most recent school grade showed ratings above the state average, across the board, with the exception of our graduation rate. SODA's graduation rate in 2016 was 64%. The current graduation rate, just released, showed an increase to 66.5%. Both of these rates include our "Graduate SODA" credit reengagement program. SODA continues to be designated as a school that qualifies as a Supplemental Accountability Model (SAM) school. Even though our school's grade average has always been "C" or better, SODA has now earned a "C" grade or better for two consecutive years and is in compliance with the school grading law.

As a result of our graduation rate being below 67%, SODA has been deemed a Comprehensive School Improvement (CSI) school. On February 26, 2018 we submitted a CSI grant application outlining a comprehensive plan to improve our school's academic performance and graduation rate. As a part of that plan we submitted a NM DASH plan that we had developed earlier in the year. \*note: NM DASH plans are normally required of schools who have a "D" or "F" grade. This past fall SODA contacted PED to see what was available to help SODA develop an improvement plan in order to better our school. Even though we are a "B" school, PED allowed us to attend the NM DASH training.

## Test Results and Comparison Data with Other Schools

Below is a proficiency comparison of SODA's PARCC scores and local schools.

| Partnership for Assessment of Readiness for College and Career (PARCC) Spring 2017<br>State, Districts, and Schools   |                            |                                  |              | Levels 4 and 5 are Proficient. |             |             |             |             |
|---|----------------------------|----------------------------------|--------------|--------------------------------|-------------|-------------|-------------|-------------|
| In order to meet confidentiality requirements:<br>1) Information is not shown for groups with fewer than 10 students.<br>2) Percentages may be reported in ranges.<br>3) ^ Data from these cells were combined with a neighboring cell. |                            |                                  |              | Level 1 (%)                    | Level 2 (%) | Level 3 (%) | Level 4 (%) | Level 5 (%) |
| Code  | District                   | School                           | Assessment   |                                |             |             |             |             |
| 87026   | Belen Consolidated Schools | Belen High                       | Algebra 1    | 28                             | 46          | 20          | 6           | ≤ 2         |
| 87026   | Belen Consolidated Schools | Belen High                       | Algebra 2    | 49                             | 31          | 12          | 7           | ≤ 2         |
| 87026   | Belen Consolidated Schools | Belen High                       | Geometry     | 15                             | 55          | 26          | 4           | ≤ 2         |
| 87026   | Belen Consolidated Schools | Belen High                       | ELA Grade 9  | 24                             | 27          | 30          | 18          | ≤ 2         |
| 87026   | Belen Consolidated Schools | Belen High                       | ELA Grade 10 | 28                             | 22          | 25          | 22          | 3           |
| 87026   | Belen Consolidated Schools | Belen High                       | ELA Grade 11 | 13                             | 19          | 31          | 32          | 5           |
| 86085   | Los Lunas Public Schools   | Los Lunas High                   | Algebra 1    | 19                             | 39          | 36          | 7           | ≤ 2         |
| 86085   | Los Lunas Public Schools   | Los Lunas High                   | Algebra 2    | 36                             | 34          | 18          | 11          | ≤ 2         |
| 86085   | Los Lunas Public Schools   | Los Lunas High                   | Geometry     | 13                             | 54          | 25          | 8           | ≤ 1         |
| 86085   | Los Lunas Public Schools   | Los Lunas High                   | ELA Grade 9  | 18                             | 21          | 31          | 26          | 3           |
| 86085   | Los Lunas Public Schools   | Los Lunas High                   | ELA Grade 10 | 34                             | 19          | 21          | 22          | 4           |
| 86085   | Los Lunas Public Schools   | Los Lunas High                   | ELA Grade 11 | 15                             | 20          | 28          | 33          | 5           |
| 86017   | Los Lunas Public Schools   | Valencia High                    | Algebra 1    | 27                             | 46          | 22          | 5           | ≤ 2         |
| 86017   | Los Lunas Public Schools   | Valencia High                    | Algebra 2    | 37                             | 33          | 23          | 7           | ≤ 2         |
| 86017   | Los Lunas Public Schools   | Valencia High                    | Geometry     | 14                             | 51          | 28          | 6           | ≤ 2         |
| 86017   | Los Lunas Public Schools   | Valencia High                    | ELA Grade 9  | 25                             | 27          | 25          | 20          | 3           |
| 86017   | Los Lunas Public Schools   | Valencia High                    | ELA Grade 10 | 40                             | 20          | 17          | 21          | ≤ 2         |
| 86017   | Los Lunas Public Schools   | Valencia High                    | ELA Grade 11 | 16                             | 17          | 29          | 31          | 7           |
| 505001  | State Charter              | School of Dreams Academy Charter | Math Grade 7 | 15-19                          | 25-29       | 35-39       | 10-14       | ≤ 5         |
| 505001  | State Charter              | School of Dreams Academy Charter | Math Grade 8 | 15-19                          | 30-34       | 30-34       | 10-14       | ≤ 5         |
| 505001  | State Charter              | School of Dreams Academy Charter | Algebra 1    | 10-14                          | 25-29       | 40-44       | 15-19       | ≤ 5         |
| 505001  | State Charter              | School of Dreams Academy Charter | Algebra 2    | 30-34                          | 30-34       | 20-24       | 10-14       | ≤ 5         |
| 505001  | State Charter              | School of Dreams Academy Charter | Geometry     | 10-14                          | 45-49       | 25-29       | 10-14       | ≤ 5         |
| 505001  | State Charter              | School of Dreams Academy Charter | ELA Grade 7  | 15-19                          | 30-34       | 25-29       | 20-24       | 6-9         |
| 505001  | State Charter              | School of Dreams Academy Charter | ELA Grade 8  | 10-14                          | 20-24       | 35-39       | 30-34       | ≤ 5         |
| 505001  | State Charter              | School of Dreams Academy Charter | ELA Grade 9  | 15-19                          | 15-19       | 30-34       | 25-29       | 6-9         |
| 505001  | State Charter              | School of Dreams Academy Charter | ELA Grade 10 | 30-34                          | 10-14       | 10-14       | 35-39       | 10-14       |
| 505001  | State Charter              | School of Dreams Academy Charter | ELA Grade 11 | ≤ 5                            | 10-14       | 15-19       | 50-54       | 15-19       |

### Istation

School of Dreams Academy has done monthly administrations of Istation. The elementary grades show steady progress in raising the numbers of students in Tier 1. Second grade has posed some challenges but we are working with SAT and in class interventions to assist students in areas of need. (see charts in the attachment section).

### Comparison to similar schools (view the following in attachment section)

- Comparison to other SAM Schools
- Comparison to schools in Valencia County
- Comparison to Top Schools of Choice

### Special Education Correction Plan

School of Dreams Academy was placed on a corrective action plan(CAP) by the Special Education Bureau as a result of the January 30, 2017 audit. The CAP was due on September 15, 2017. SODA completed all of the CAP's requirements and turned the plan in well before

the due date. On October 16, 2017 SODA was notified by the SEB that the CAP had been fully accepted and “all findings of non-compliance have been corrected”. Based on this, “the SEB is closing the file on this matter”. (Letter in attachments)

### **3Y 4Y**

On April 1, 2017 School of Dreams Academy officially became a part of the Trailblazers MOU which, coupled with the PEC’s approval of the 3Y 4Y amendment, rendered this program approved by PED, DOH, and UNM. Currently, the SODA 3y 4y program serves 33 students with two fully staffed programs with certified instructor’s, assistants, and therapists (speech, ot, pt). The program is also supported by a highly qualified Child Find team including a bilingual speech language pathologist, a bilingual diagnostician, a part time physical therapist, and a part time occupational therapist. Social work and other behavioral interventionists are also available as needed. The team attends regular transition meetings with local early intervention programs and receives direct referrals from the community.

### **Robotics**

School of Dreams Academy offers one of the premier robotics programs in the state. For the second year in a row SODA will represent New Mexico in the World Vex Robotics competition in Louisville, KY. This year we began an elementary robotics program with our third graders, where they received hands on instruction and were mentored by our secondary students. This has gone so well that we are making plans to enter them into the elementary VEX competition this upcoming year.

### **Dance**

The SODA high school dance program has a long tradition for being one of the best in our four-state region. Every year they compete in the Starquest dance competition, held at the convention center in Albuquerque, and each year they have either won it or finished in the top 3. The dance program is also offered to all elementary students, including the 3Y 4Y program. This is another program where our high school students help the younger ones and act as mentors and role models.

### **Music, Band, Guitar**

SODA currently offers music for all elementary grades and choir for middle school and high school. Our band program is doing very well with plans to offer beginning band to 5<sup>th</sup> and 6<sup>th</sup> graders, if the amendment is approved. SODA has a tremendously successful classical guitar program. This year 7 of our guitar students won all state honors and for the 3<sup>rd</sup> year in a row our guitarists will play, in concert, with the La Cueva symphony orchestra in early May.

### **Facilities / Transportation / Food Services**

Throughout the entire process of moving to a new facility and adding grades SODA has worked closely with the Public Schools Facilities Authority (PSFA). We have worked with Martica

Casias and others at the PSFA to let them know our plan to accommodate the additional grades requested in this amendment. We currently have the space to add the requested 4<sup>th</sup> – 6<sup>th</sup> grades.

SODA has offered transportation and food services for the past two years and both programs are in full compliance with state law.

### **AdvancED Accreditation**

During the 2016 – 2017 school year School of Dreams Academy passed our AdvancED accreditation renewal with very high marks.

### **In Conclusion**

School of Dreams Academy is requesting this amendment to add grades 4, 5, and 6 to our charter school. By doing so SODA will become a full K – 12 school with a 3Y,4Y program. Currently we have 27 third graders and all of them have indicated that they plan on returning for the 2018 – 2019 school year. Currently our enrollment cap is 625 students. With our current enrollment of 465 students we have room to add these grades and remain within our cap. Our current letter grade is a strong “B”, having missed an “A” by slightly more than one point. This makes two years in a row that our school letter grade is “C” or better. In comparison to similar schools across New Mexico and in Valencia county, SODA scores are strong and above in many areas. We are accredited, in good standing, through AdvancEd and remain committed to the continuous improvement model. Our STEAM model is highly successful and is continually getting better. Our staff is highly qualified and dedicated. Most of all, School of Dreams Academy has tremendous support from the community, including the Village of Los Lunas, businesses, and parents. We believe we are ready to add the final three grades and hope for approval from the Public Education Commission. Thank you for your consideration of this amendment request. Let me know if there is any additional information you require.

Sincerely,

  
Michael S Ogas

# ATTACHMENTS



STATE OF NEW MEXICO  
PUBLIC EDUCATION DEPARTMENT  
300 DON GASPAR  
SANTA FE, NEW MEXICO 87501-2786  
Telephone (505) 827-5800  
[www.ped.state.nm.us](http://www.ped.state.nm.us)

CHRISTOPHER N. RUSZKOWSKI  
SECRETARY OF EDUCATION

SUSANA MARTINEZ  
GOVERNOR

October 16, 2017

Mr. Michael Ogas  
Superintendent  
School of Dreams Academy  
1800 Main Street  
Los Lunas, NM 87031

RE: January 30, 2017 Audit

Dear Superintendent Ogas:

As part of the State's General Supervisory Responsibilities under the Individuals with Disabilities Education Act (IDEA) and pursuant to 34 CFR 300.600(e), states must ensure the non-compliance with the requirements of the IDEA is corrected as soon as possible, and in no case later than one year after the identification of the non-compliance. Non-compliance regarding the audit in the 2016-2017 school year was identified and School of Dreams Academy was informed via a conference call on March 16, 2017.

The Special Education Bureau (SEB) has reviewed the documentation submitted by the School of Dreams Academy and has determined that all findings of non-compliance have been corrected. Based on the foregoing, the SEB is closing the file in this matter. If there are any questions, please contact the SEB at (505) 827-1424.

Thank you for your cooperation in this matter.

Sincerely,

A handwritten signature in blue ink that reads "Deborah Dominguez-Clark".

Deborah Dominguez-Clark  
Director, Special Education Bureau



# THE SCHOOL OF DREAMS ACADEMY (SODA) PERCENTILE RANKING AMONG SIMILAR SCHOOLS IS THE 2<sup>nd</sup> HIGHEST OVERALL

| School Number | District Name                  | School Name   | Percentile Current Standing | Percentile School Growth | Percentile Q3 Growth | Percentile Q1 Growth | Percentile Opportunity to Learn | Percentile College and Career Readiness | Percentile Graduation | Cluster | Weighted Average by Grading Element Weighting |
|---------------|--------------------------------|---|-----------------------------|--------------------------|----------------------|----------------------|---------------------------------|---|-----------------------|---------|---|
| 517001        | State Charter                  | Albuquerque Sign Language Academy Charter                         | 88.89                       | 83.33                    | 97.22                | 94.44                |                                 |   |                       | SAM1    | 91.4  |
| 505001        | State Charter                  | School of Dreams Academy Charter                                  | 97.22                       | 97.22                    | 94.44                | 83.33                | 77.78                           | 86.11                                   | 88.89                 | SAM1    | 90.9  |
| 1596          | Albuquerque Public Schools     | Freedom High  | 94.44                       | 94.44                    | 91.67                | 97.22                | 66.67                           | 80.56                                   | 80.56                 | SAM1    | 87.8  |
| 76012         | Taos Municipal Schools         | Vista Grande High Charter   | 75.00                       | 80.56                    | 86.11                | 33.33                | 22.22                           | 91.67                                   | 86.11                 | SAM1    | 72.7  |
| 65148         | Farmington Municipal Schools   | Rocinante High  | 72.22                       | 50.00                    | 75.00                | 75.00                | 86.11                           | 66.67                                   | 72.22                 | SAM1    | 70.8  |
| 64002         | Aztec Municipal Schools        | Vista Nueva High  | 91.67                       | 88.89                    | 72.22                | 88.89                | 38.89                           | 55.56                                   | 38.89                 | SAM1    | 70.6  |
| 1030          | Albuquerque Public Schools     | Gordon Bernell Charter  | 86.11                       | 91.67                    | 100.00               | 66.67                | 55.56                           | 72.22                                   | 8.33                  | SAM1    | 68.4  |
| 87001         | Belen Consolidated Schools     | Belen Infinity High   | 69.44                       | 66.67                    | 77.78                | 72.22                | 80.56                           | 77.78                                   | 44.44                 | SAM1    | 68.2  |
| 43016         | Gallup McKinley County Schools | Gallup Central Alternative  | 80.56                       | 86.11                    | 88.89                | 86.11                | 33.33                           | 52.78                                   | 41.67                 | SAM1    | 67.9  |
| 86009         | Los Lunas Public Schools       | Century Alternative High  | 77.78                       | 58.33                    | 83.33                | 80.56                | 41.67                           | 33.33                                   | 66.67                 | SAM1    | 65.2  |
| 536001        | State Charter                  | The Great Academy Charter   | 83.33                       | 75.00                    | 69.44                | 77.78                | 52.78                           | 50.00                                   | 25.00                 | SAM1    | 63.2  |
| 83013         | Rio Rancho Public Schools      | Independence High   | 63.89                       | 52.78                    | 61.11                | 91.67                | 50.00                           | 63.89                                   | 30.56                 | SAM1    | 58.5  |
| 1597          | Albuquerque Public Schools     | School On Wheels  | 58.33                       | 69.44                    | 63.89                | 69.44                | 11.11                           | 36.11                                   | 75.00                 | SAM1    | 56.8  |
| 23002         | Silver Consolidated Schools    | Opportunity High  | 52.78                       | 63.89                    | 55.56                | 63.89                | 83.33                           | 11.11                                   | 63.89                 | SAM1    | 53.4  |
| 1039          | Albuquerque Public Schools     | Nuestros Valores High Charter                                     | 33.33                       | 44.44                    | 22.22                | 16.67                | 80.56                           | 83.33                                   | 83.33                 | SAM1    | 51.4  |
| 512001        | State Charter                  | Cesar Chavez Community Charter                                    | 47.22                       | 55.56                    | 50.00                | 61.11                | 16.67                           | 58.33                                   | 61.11                 | SAM1    | 51.3  |
| 1549          | Albuquerque Public Schools     | New Futures   | 50.00                       | 36.11                    | 58.33                | 58.33                | 19.44                           | 44.44                                   | 61.11                 | SAM1    | 48.9  |
| 1051          | Albuquerque Public Schools     | Robert F Kennedy Charter  | 55.56                       | 61.11                    | 52.78                | 61.11                | 63.89                           | 19.44                                   | 36.11                 | SAM1    | 48.3  |
| 67025         | Central Consolidated Schools   | Career Preparatory Alternative                                    | 66.67                       | 77.78                    | 80.56                | 44.44                | 47.22                           | 8.33                                    | 11.11                 | SAM1    | 47.2  |
| 1090          | Albuquerque Public Schools     | Albuquerque Charter Academy                                       | 36.11                       | 13.89                    | 44.44                | 19.44                | 69.44                           | 94.44                                   | 50.00                 | SAM1    | 46.8  |
| 71012         | Santa Fe Public Schools        | Academy at Larragoite   | 44.44                       | 27.78                    | 27.78                | 50.00                | 75.00                           | 30.56                                   | 69.44                 | SAM1    | 46.3  |
| 549001        | State Charter                  | New America School Las Cruces                                     | 61.11                       | 47.22                    | 66.67                | 30.56                | 44.44                           | 16.67                                   | 33.33                 | SAM1    | 44.5  |
| 76010         | Taos Municipal Schools         | Chrysalis Alternative   | 13.89                       | 16.67                    | 25.00                | 27.78                | 58.33                           | 88.89                                   | 77.78                 | SAM1    | 42.3  |
| 46004         | Alamogordo Public Schools      | Academy Del Sol Alternative                                       | 25.00                       | 22.22                    | 47.22                | 22.22                | 88.89                           | 75.00                                   | 19.44                 | SAM1    | 38.3  |
| 4132          | Roswell Independent Schools    | University High   | 19.44                       | 33.33                    | 13.89                | 52.78                | 2.78                            | 69.44                                   | 58.33                 | SAM1    | 36.4  |
| 506001        | State Charter                  | New America School Charter  | 41.67                       | 72.22                    | 41.67                | 36.11                | 27.78                           | 27.78                                   | 5.56                  | SAM1    | 34.8  |
| 17012         | Las Cruces Public Schools      | Rio Grande Prep Institute   | 8.33                        | 5.56                     | 8.33                 | 5.56                 | 72.22                           | 41.67                                   | 91.67                 | SAM1    | 32.1  |
| 1017          | Albuquerque Public Schools     | Los Puentes Charter   | 27.78                       | 38.89                    | 30.56                | 13.89                | 25.00                           | 19.44                                   | 47.22                 | SAM1    | 29.6  |
| 567001        | State Charter                  | Las Montanas Charter High School                                  | 38.89                       | 41.67                    | 19.44                | 55.56                |                                 | 5.56                                    | 27.78                 | SAM1    | 28.9  |
| 42006         | Deming Public Schools          | Deming Cesar Chavez Charter                                       | 22.22                       | 25.00                    | 33.33                | 11.11                | 61.11                           | 22.22                                   | 22.22                 | SAM1    | 25.6  |
| 1061          | Albuquerque Public Schools     | La Academia De Esperanza Charter                                  | 30.56                       | 19.44                    | 36.11                | 8.33                 | 30.56                           | 38.89                                   | 2.78                  | SAM1    | 24.3  |
| 523001        | State Charter                  | Academy of Trades and Technology Charter                          | 36.11                       | 30.56                    | 38.89                | 25.00                | 13.89                           | 13.89                                   | 2.78                  | SAM1    | 23.9  |
| 66001         | Bloomfield Schools             | Charlie Y Brown Alternative                                       | 16.67                       | 25.00                    | 16.67                | 41.67                | 5.56                            | 2.78                                    | 55.56                 | SAM1    | 23.6  |
| 68003         | West Las Vegas Public Schools  | West Las Vegas Family Partnership High                            | 2.78                        | 2.78                     | 2.78                 | 38.89                |                                 | 47.22                                   | 52.78                 | SAM1    | 21.3  |
| 31004         | Lovington Municipal Schools    | New Hope Alternative High   | 11.11                       | 11.11                    | 11.11                | 47.22                | 36.11                           | 25.00                                   | 13.89                 | SAM1    | 19.3  |
| 522001        | State Charter                  | Architecture Construction and Engineering Leadership High Charter | 5.56                        | 8.33                     | 5.56                 | 2.78                 | 8.33                            | 61.11                                   | 16.67                 | SAM1    | 16.0  |

**OVERALL SODA is 2<sup>nd</sup> Highest of 36 SAM Schools Based on Weighted Grade Element Values**

## Comparison to Other SAM Schools

| schnumb | distname                       | schname   | Percentil<br>eCurr | Percentile<br>SchGrth | Percentil<br>eQ3 | Percentil<br>eQ1 | Percentil<br>eOTL | Percentil<br>eCCR | Percentil<br>eGrad | cluster |
|---------|--------------------------------|---|--------------------|-----------------------|------------------|------------------|-------------------|-------------------|--------------------|---------|
| 505001  | State Charter                  | School of Dreams Academy Charter                                  | 97.22              | 97.22                 | 94.44            | 83.33            | 77.78             | 86.11             | 88.89              | SAM1    |
| 1596    | Albuquerque Public Schools     | Freedom High  | 94.44              | 94.44                 | 91.67            | 97.22            | 66.67             | 80.56             | 80.56              | SAM1    |
| 64002   | Aztec Municipal Schools        | Vista Nueva High  | 91.67              | 88.89                 | 72.22            | 88.89            | 38.89             | 55.56             | 38.89              | SAM1    |
| 517001  | State Charter                  | Albuquerque Sign Language Academy Charter                         | 88.89              | 83.33                 | 97.22            | 94.44            |                   |                   |                    | SAM1    |
| 1030    | Albuquerque Public Schools     | Gordon Bernell Charter  | 86.11              | 91.67                 | 100.00           | 66.67            | 55.56             | 72.22             | 8.33               | SAM1    |
| 536001  | State Charter                  | The Great Academy Charter   | 83.33              | 75.00                 | 69.44            | 77.78            | 52.78             | 50.00             | 25.00              | SAM1    |
| 43016   | Gallup McKinley County Schools | Gallup Central Alternative  | 80.56              | 86.11                 | 88.89            | 86.11            | 33.33             | 52.78             | 41.67              | SAM1    |
| 86009   | Los Lunas Public Schools       | Century Alternative High  | 77.78              | 58.33                 | 83.33            | 80.56            | 41.67             | 33.33             | 66.67              | SAM1    |
| 76012   | Taos Municipal Schools         | Vista Grande High Charter   | 75.00              | 80.56                 | 86.11            | 33.33            | 22.22             | 91.67             | 86.11              | SAM1    |
| 65148   | Farmington Municipal Schools   | Rocinante High  | 72.22              | 50.00                 | 75.00            | 75.00            | 86.11             | 66.67             | 72.22              | SAM1    |
| 87001   | Belen Consolidated Schools     | Belen Infinity High   | 69.44              | 66.67                 | 77.78            | 72.22            | 80.56             | 77.78             | 44.44              | SAM1    |
| 67025   | Central Consolidated Schools   | Career Preparatory Alternative                                    | 66.67              | 77.78                 | 80.56            | 44.44            | 47.22             | 8.33              | 11.11              | SAM1    |
| 83013   | Rio Rancho Public Schools      | Independence High   | 63.89              | 52.78                 | 61.11            | 91.67            | 50.00             | 63.89             | 30.56              | SAM1    |
| 549001  | State Charter                  | New America School Las Cruces                                     | 61.11              | 47.22                 | 66.67            | 30.56            | 44.44             | 16.67             | 33.33              | SAM1    |
| 1597    | Albuquerque Public Schools     | School On Wheels  | 58.33              | 69.44                 | 63.89            | 69.44            | 11.11             | 36.11             | 75.00              | SAM1    |
| 1051    | Albuquerque Public Schools     | Robert F Kennedy Charter  | 55.56              | 61.11                 | 52.78            | 61.11            | 63.89             | 19.44             | 36.11              | SAM1    |
| 23002   | Silver Consolidated Schools    | Opportunity High  | 52.78              | 63.89                 | 55.56            | 63.89            | 83.33             | 11.11             | 63.89              | SAM1    |
| 1549    | Albuquerque Public Schools     | New Futures   | 50.00              | 36.11                 | 58.33            | 58.33            | 19.44             | 44.44             | 61.11              | SAM1    |
| 512001  | State Charter                  | Cesar Chavez Community Charter                                    | 47.22              | 55.56                 | 50.00            | 61.11            | 16.67             | 58.33             | 61.11              | SAM1    |
| 71012   | Santa Fe Public Schools        | Academy at Larragoite   | 44.44              | 27.78                 | 27.78            | 50.00            | 75.00             | 30.56             | 69.44              | SAM1    |
| 506001  | State Charter                  | New America School Charter  | 41.67              | 72.22                 | 41.67            | 36.11            | 27.78             | 27.78             | 5.56               | SAM1    |
| 567001  | State Charter                  | Las Montanas Charter High School                                  | 38.89              | 41.67                 | 19.44            | 55.56            |                   | 5.56              | 27.78              | SAM1    |
| 1090    | Albuquerque Public Schools     | Albuquerque Charter Academy                                       | 36.11              | 13.89                 | 44.44            | 19.44            | 69.44             | 94.44             | 50.00              | SAM1    |
| 523001  | State Charter                  | Academy of Trades and Technology Charter                          | 36.11              | 30.56                 | 38.89            | 25.00            | 13.89             | 13.89             | 2.78               | SAM1    |
| 1039    | Albuquerque Public Schools     | Nuestros Valores High Charter                                     | 33.33              | 44.44                 | 22.22            | 16.67            | 80.56             | 83.33             | 83.33              | SAM1    |
| 1061    | Albuquerque Public Schools     | La Academia De Esperanza Charter                                  | 30.56              | 19.44                 | 36.11            | 8.33             | 30.56             | 38.89             | 2.78               | SAM1    |
| 1017    | Albuquerque Public Schools     | Los Puentes Charter   | 27.78              | 38.89                 | 30.56            | 13.89            | 25.00             | 19.44             | 47.22              | SAM1    |
| 46004   | Alamogordo Public Schools      | Academy Del Sol Alternative                                       | 25.00              | 22.22                 | 47.22            | 22.22            | 88.89             | 75.00             | 19.44              | SAM1    |
| 42006   | Deming Public Schools          | Deming Cesar Chavez Charter                                       | 22.22              | 25.00                 | 33.33            | 11.11            | 61.11             | 22.22             | 22.22              | SAM1    |
| 4132    | Roswell Independent Schools    | University High   | 19.44              | 33.33                 | 13.89            | 52.78            | 2.78              | 69.44             | 58.33              | SAM1    |
| 66001   | Bloomfield Schools             | Charlie Y Brown Alternative                                       | 16.67              | 25.00                 | 16.67            | 41.67            | 5.56              | 2.78              | 55.56              | SAM1    |
| 76010   | Taos Municipal Schools         | Chrysalis Alternative   | 13.89              | 16.67                 | 25.00            | 27.78            | 58.33             | 88.89             | 77.78              | SAM1    |
| 31004   | Lovington Municipal Schools    | New Hope Alternative High   | 11.11              | 11.11                 | 11.11            | 47.22            | 36.11             | 25.00             | 13.89              | SAM1    |
| 17012   | Las Cruces Public Schools      | Rio Grande Prep Institute   | 8.33               | 5.56                  | 8.33             | 5.56             | 72.22             | 41.67             | 91.67              | SAM1    |
| 522001  | State Charter                  | Architecture Construction and Engineering Leadership High Charter | 5.56               | 8.33                  | 5.56             | 2.78             | 8.33              | 61.11             | 16.67              | SAM1    |
| 68003   | West Las Vegas Public Schools  | West Las Vegas Family Partnership High                            | 2.78               | 2.78                  | 2.78             | 38.89            |                   | 47.22             | 52.78              | SAM1    |

## Comparison to Schools in Valencia County

| <b>schnumb</b> | <b>distname</b>            | <b>schname</b>                   | <b>Percentil<br/>eCurr</b> | <b>Percentil<br/>eSchGrth</b> | <b>Percentil<br/>eQ3</b> | <b>Percentil<br/>eQ1</b> | <b>Percentil<br/>eOTL</b> | <b>Percentil<br/>eCCR</b> | <b>Percentil<br/>eGrad</b> | <b>cluster</b> |
|----------------|----------------------------|----------------------------------|----------------------------|-------------------------------|--------------------------|--------------------------|---------------------------|---------------------------|----------------------------|----------------|
| 505001         | State Charter              | School of Dreams Academy Charter | 97.22                      | 97.22                         | 94.44                    | 83.33                    | 77.78                     | 86.11                     | 88.89                      | SAM1           |
| 86009          | Los Lunas Public Schools   | Century Alternative High         | 77.78                      | 58.33                         | 83.33                    | 80.56                    | 41.67                     | 33.33                     | 66.67                      | SAM1           |
| 87001          | Belen Consolidated Schools | Belen Infinity High              | 69.44                      | 66.67                         | 77.78                    | 72.22                    | 80.56                     | 77.78                     | 44.44                      | SAM1           |
| 86084          | Los Lunas Public Schools   | Los Lunas Middle                 | 61.43                      | 44.29                         | 31.43                    | 84.29                    | 27.14                     |                           |                            | MS1            |
| 86085          | Los Lunas Public Schools   | Los Lunas High                   | 38.24                      | 27.94                         | 25.00                    | 33.82                    | 30.88                     | 36.76                     | 66.18                      | HS5            |
| 87026          | Belen Consolidated Schools | Belen High                       | 32.35                      | 35.29                         | 32.35                    | 22.06                    | 22.06                     | 35.29                     | 41.18                      | HS5            |
| 87025          | Belen Consolidated Schools | Belen Middle                     | 31.43                      | 52.86                         | 28.57                    | 32.86                    | 10.00                     |                           |                            | MS1            |
| 86025          | Los Lunas Public Schools   | Valencia Middle                  | 22.86                      | 11.43                         | 5.71                     | 17.14                    | 42.86                     |                           |                            | MS1            |
| 86017          | Los Lunas Public Schools   | Valencia High                    | 20.59                      | 16.18                         | 7.35                     | 17.65                    | 32.35                     | 45.59                     | 77.94                      | HS5            |
|                |                            |                                  |                            |                               |                          |                          |                           |                           |                            |                |

## Comparison to Top Schools of Choice

| schnumb | distname       | schname   | Percentil<br>eCurr | Percentil<br>eSchGrth | Percentil<br>eQ3 | Percentile<br>Q1 | Percentil<br>eOTL | Percentil<br>eCCR | Percentil<br>eGrad | cluster |
|---------|----------------|---|--------------------|-----------------------|------------------|------------------|-------------------|-------------------|--------------------|---------|
| 524001  | State Charter  | Albuquerque Institute of Math and Science Charter   | 100.00             | 79.31                 | 89.66            | 100.00           | 13.79             | 72.41             | 72.41              | HS4     |
| 505001  | State Charter  | School of Dreams Academy Charter                    | 97.22              | 97.22                 | 94.44            | 83.33            | 77.78             | 86.11             | 88.89              | SAM1    |
| 509001  | State Charter  | NM School for the Arts Charter                      | 97.22              | 83.33                 | 88.89            | 94.44            | 8.33              | 75.00             | 72.22              | HS3     |
| 542001  | State Charter  | Mission Achievement and Success                     | 94.53              | 91.41                 | 94.53            | 93.75            | 67.97             |                   |                    | EL1     |
| 525001  | State Charter  | Amy Biehl High Charter                              | 91.18              | 82.35                 | 76.47            | 77.94            | 45.59             | 63.24             | 14.71              | HS5     |
| 502001  | State Charter  | Cottonwood Classical Preparatory Charter            | 88.89              | 88.89                 | 94.44            | 100.00           | 2.78              | 47.22             | 19.44              | HS3     |
| 83018   | Rio Rancho Pu  | Rio Rancho Cyber Academy                            | 86.11              | 61.11                 | 80.56            | 88.89            | 50.00             | 38.89             | 44.44              | HS3     |
| 510001  | State Charter  | Taos Academy Charter                                | 80.56              | 58.33                 | 75.00            | 61.11            | 55.56             | 55.56             | 30.56              | HS3     |
| 17019   | Las Cruces Pub | Arrowhead Park Medical Academy                      | 79.31              | 86.21                 | 68.97            | 58.62            | 72.41             |                   |                    | HS4     |
| 520001  | State Charter  | Attitude Skills and Knowledge Academy Charter (ASK) | 77.78              | 50.00                 | 66.67            | 75.00            | 25.00             | 36.11             | 47.22              | HS3     |
| 519001  | State Charter  | MASTERS Program Charter                             | 68.97              | 89.66                 | 93.10            | 82.76            | 34.48             | 68.97             | 10.34              | HS4     |
| 531001  | State Charter  | Southwest Secondary Learning Center Charter         | 47.22              | 41.67                 | 44.44            | 86.11            | 5.56              | 75.00             | 38.89              | HS3     |
| 516001  | State Charter  | Albuquerque School of Excellence Charter            | 42.54              | 65.67                 | 17.16            | 12.69            | 1.49              | 1.49              | 0.75               | EL6     |

# Istation

# Executive Summary

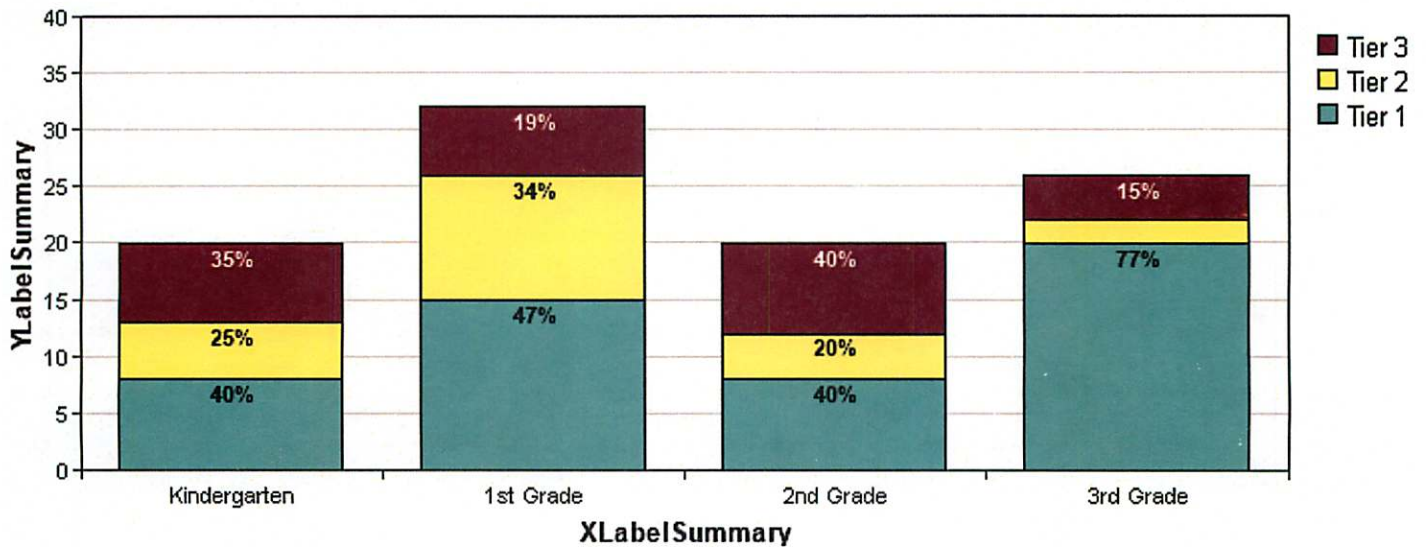
## in January for School Of Dreams Academy



2017/2018 School Year  
 as of Tue Mar 06 2018 03:43:43 PM (-07:00)

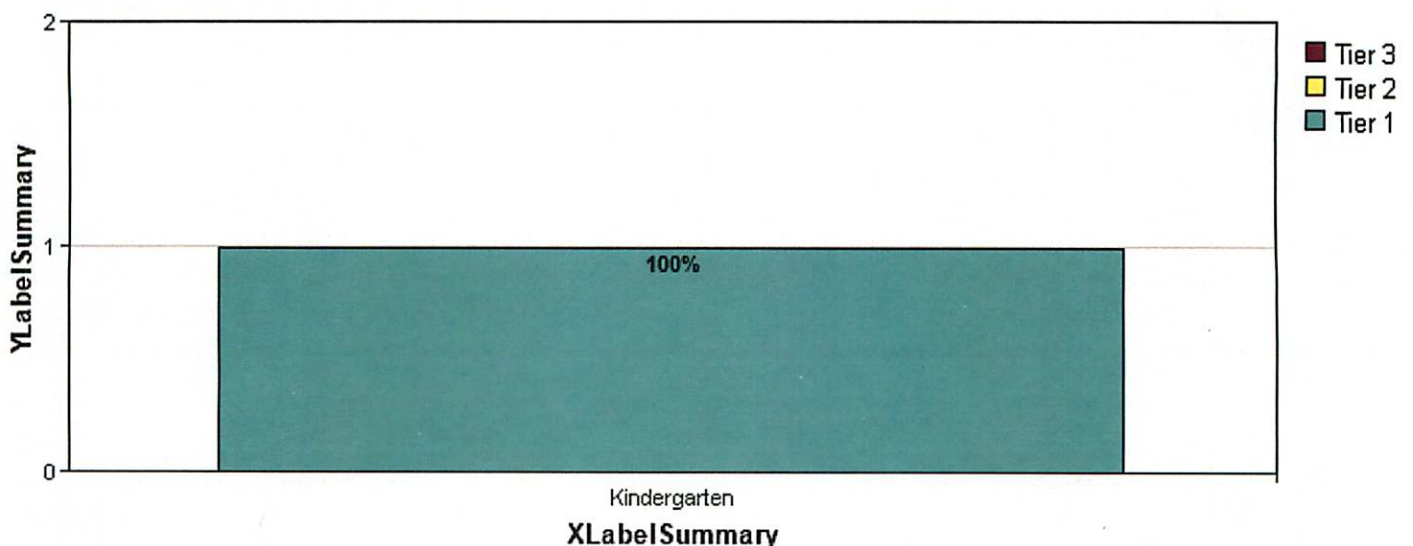
Below you will find ISIP™ data from **School Of Dreams Academy** that has been collected for **January**. The students' score is used as the dividing line to determine students potentially at risk.

### ISIP Early Reading Summary (January 2018)



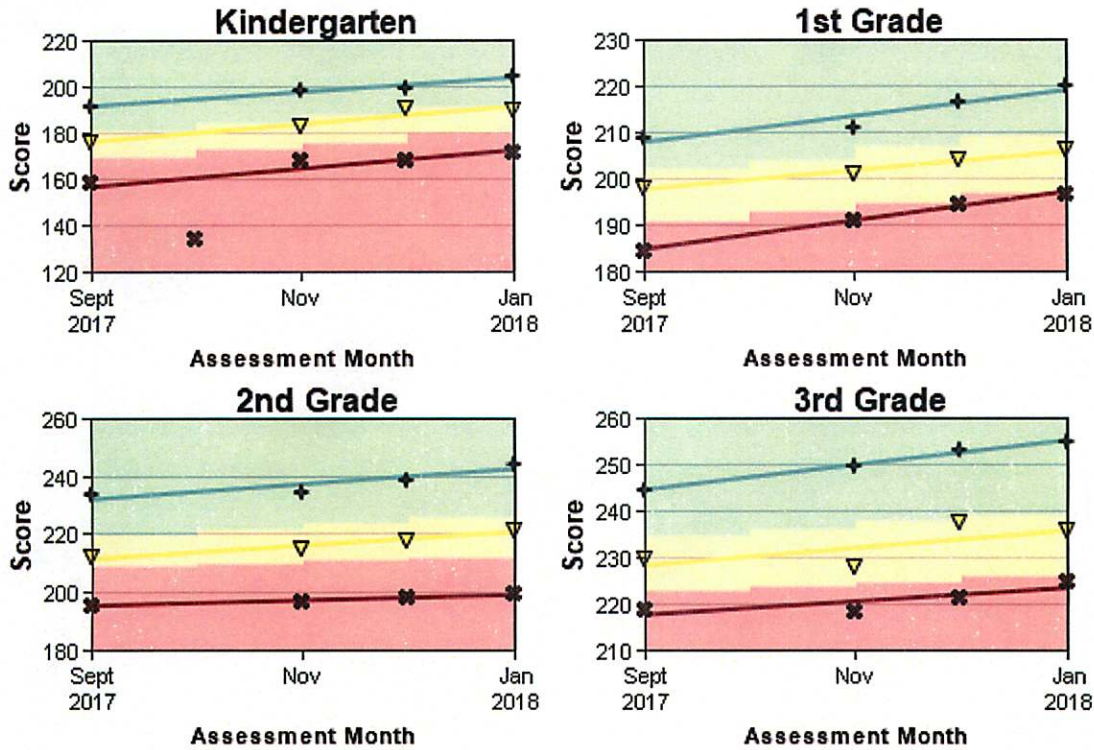
Total number of students who have been assessed using ISIP Early Reading in January: 98

### ISIP Lectura Temprana Summary (January 2018)



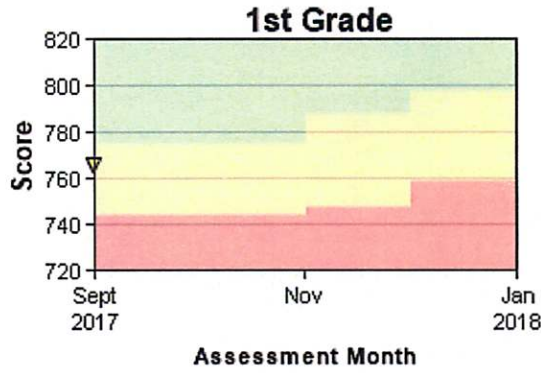
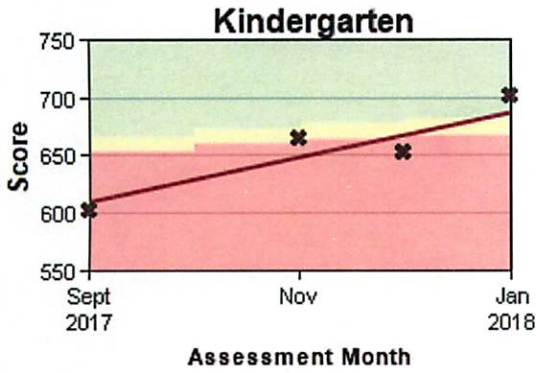
Total number of students who have been assessed using ISIP Lectura Temprana in January: 1

# ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



- Range for Tier 1
  - Range for Tier 2
  - Range for Tier 3
  - + Monthly Avg: Tier 1
  - ▽ Monthly Avg: Tier 2
  - \* Monthly Avg: Tier 3
  - Trendline: Tier 1
  - Trendline: Tier 2
  - Trendline: Tier 3
  - ▲ Monthly Average
  - Trendline (no tier)
- The following skills are included:
- Listening Comprehension
  - Letter Knowledge
  - Phonemic Awareness
  - Alphabetic Decoding
  - Comprehension
  - Vocabulary
  - Spelling

# ISIP Lectura Temprana - Skill Growth by Tier Level - Overall Reading



- Range for Tier 1
  - Range for Tier 2
  - Range for Tier 3
  - + Monthly Avg: Tier 1
  - ▽ Monthly Avg: Tier 2
  - \* Monthly Avg: Tier 3
  - Trendline: Tier 1
  - Trendline: Tier 2
  - Trendline: Tier 3
  - ▲ Monthly Average
  - Trendline (no tier)
- The following skills are included:
- Vocabulary
  - Reading Comprehension
  - Phonemic and Phonological Awareness
  - Written Communication



# Executive Summary

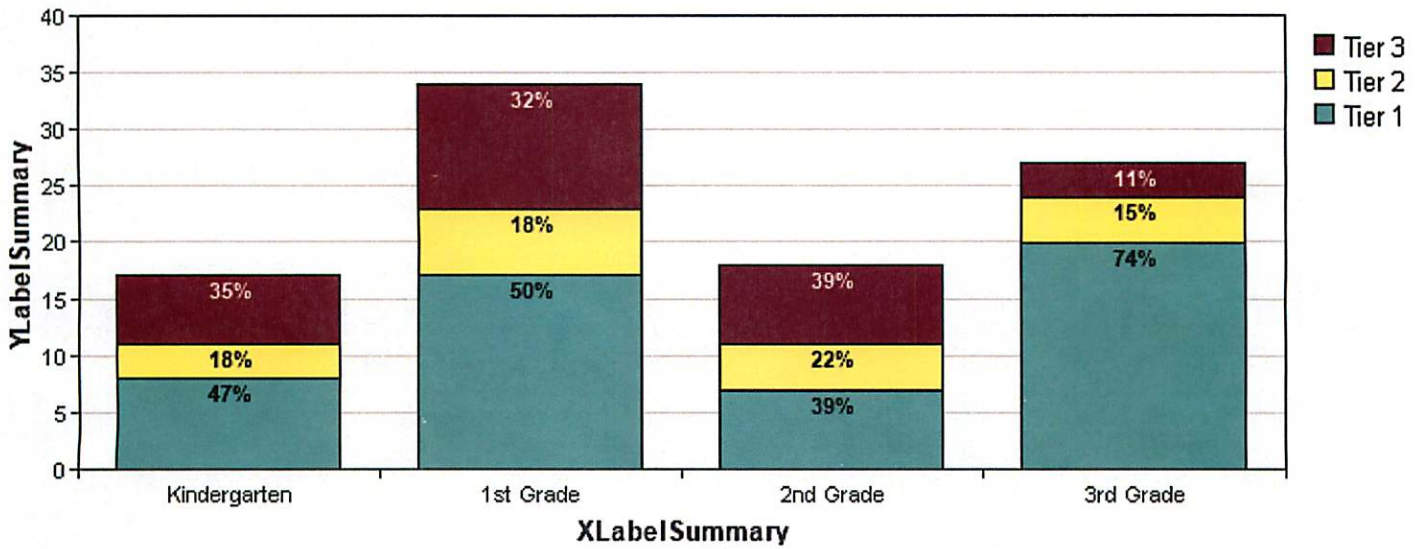
## in February for School Of Dreams Academy



2017/2018 School Year  
as of Tue Mar 06 2018 03:43:59 PM (-07:00)

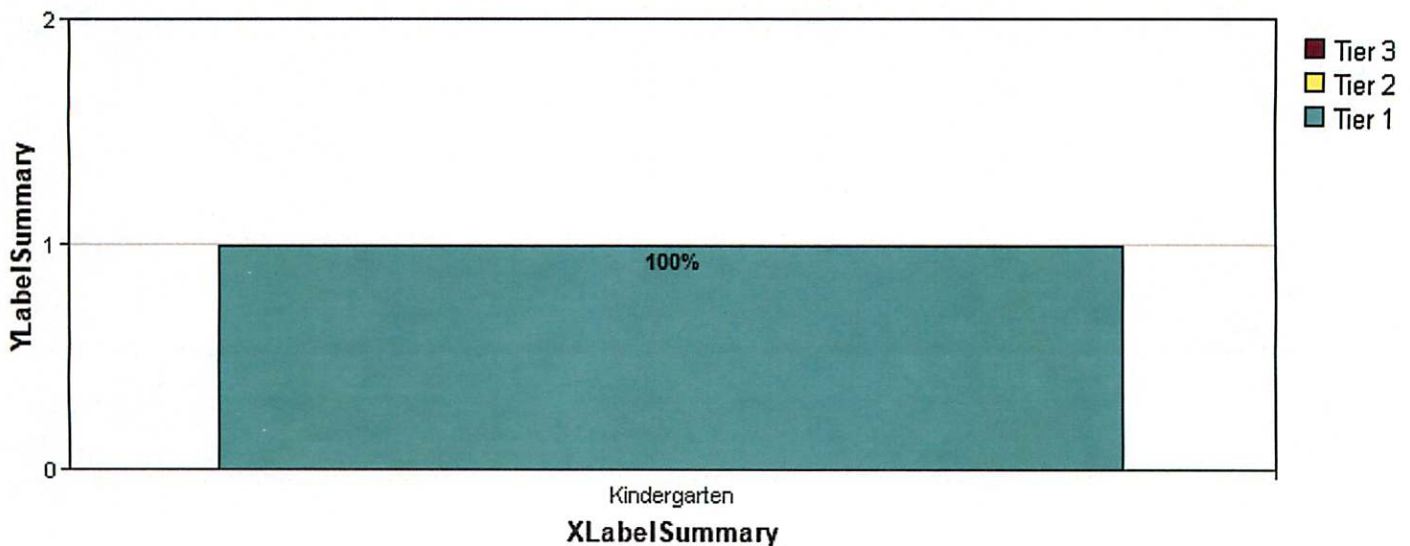
Below you will find ISIP™ data from **School Of Dreams Academy** that has been collected for **February**. The students' score is used as the dividing line to determine students potentially at risk.

### ISIP Early Reading Summary (February 2018)



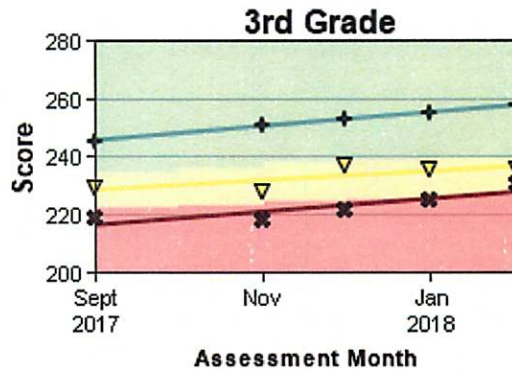
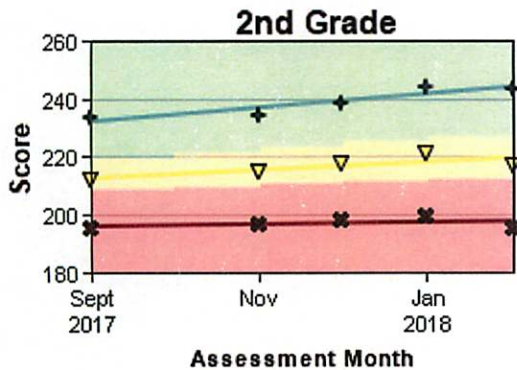
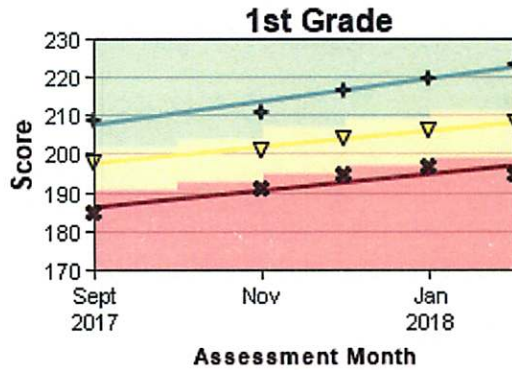
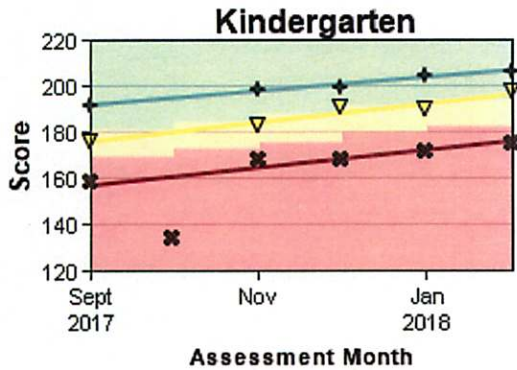
Total number of students who have been assessed using ISIP Early Reading in February: 96

### ISIP Lectura Temprana Summary (February 2018)



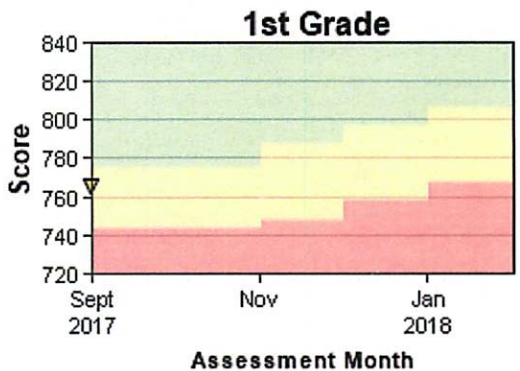
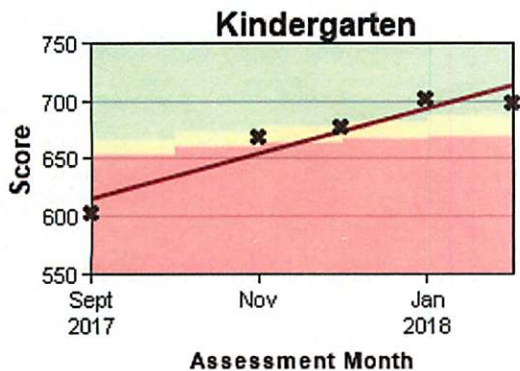
Total number of students who have been assessed using ISIP Lectura Temprana in February: 1

# ISIP Early Reading - Skill Growth by Tier Level - Overall Reading



- Range for Tier 1
  - Range for Tier 2
  - Range for Tier 3
  - Monthly Avg: Tier 1
  - Monthly Avg: Tier 2
  - Monthly Avg: Tier 3
  - Trendline: Tier 1
  - Trendline: Tier 2
  - Trendline: Tier 3
  - Monthly Average
  - Trendline (no tier)
- The following skills are included:
- Listening Comprehension
  - Letter Knowledge
  - Phonemic Awareness
  - Alphabetic Decoding
  - Comprehension
  - Vocabulary
  - Spelling

# ISIP Lectura Temprana - Skill Growth by Tier Level - Overall Reading



- Range for Tier 1
  - Range for Tier 2
  - Range for Tier 3
  - + Monthly Avg: Tier 1
  - ▽ Monthly Avg: Tier 2
  - \* Monthly Avg: Tier 3
  - Trendline: Tier 1
  - Trendline: Tier 2
  - Trendline: Tier 3
  - ▲ Monthly Average
  - Trendline (no tier)
- The following skills are included:
- Vocabulary
  - Reading Comprehension
  - Phonemic and Phonological Awareness
  - Written Communication

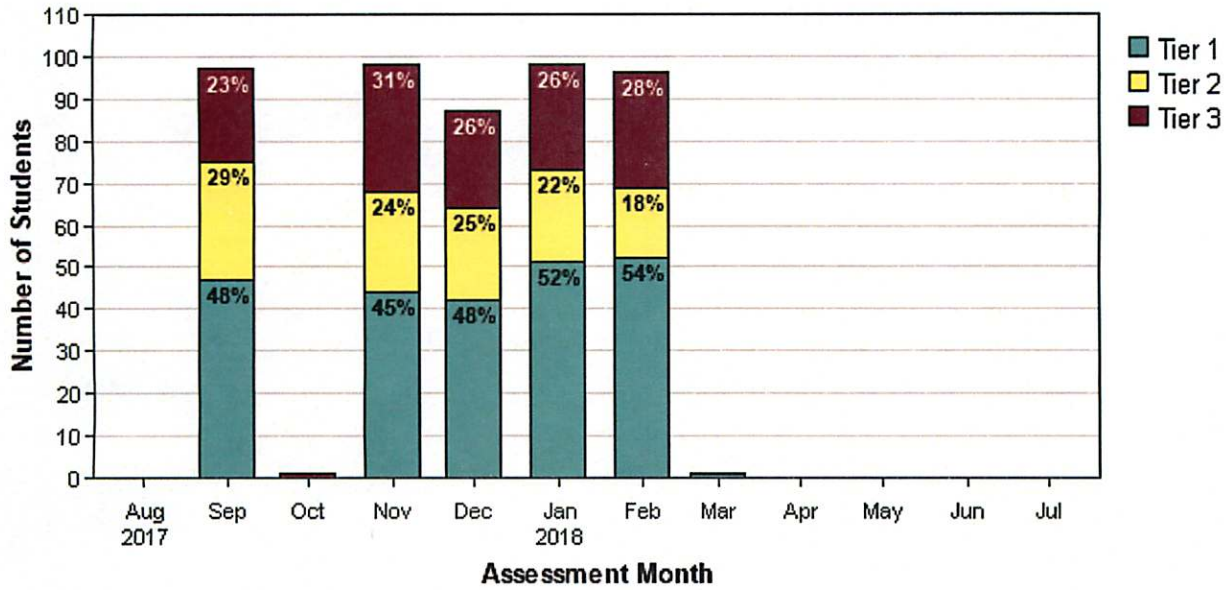
# Tier Movement

## ISIP™ Reading results for School Of Dreams Academy



2017/2018 School Year  
as of Tue Mar 06 2018 03:44:26 PM (-07:00)

### All Grades - Overall Reading



View tiers in table as Numbers or Percentages.

### August - October (Overall Reading)

View as CSV

| Class                          | August         |                  |        | September |                |                  | October   |          |                |                  |          |        |
|--------------------------------|----------------|------------------|--------|-----------|----------------|------------------|-----------|----------|----------------|------------------|----------|--------|
|                                | Total Students | Students by Tier |        |           | Total Students | Students by Tier |           |          | Total Students | Students by Tier |          |        |
|                                |                | Tier 3           | Tier 2 | Tier 1    |                | Tier 3           | Tier 2    | Tier 1   |                | Tier 3           | Tier 2   | Tier 1 |
| 1st Grade - C Swanson          |                |                  |        | 18        | 4              | 8                | 6         |          |                |                  |          |        |
| 1st Grade - J Carroll-Sanchez  |                |                  |        | 14        | 4              | 1                | 9         |          |                |                  |          |        |
| 2nd Grade - A Saiz             |                |                  |        | 19        | 7              | 5                | 7         |          |                |                  |          |        |
| 3rd Grade - J Jones            |                |                  |        | 1         | 0              | 0                | 1         |          |                |                  |          |        |
| 3rd Grade - J Nilvo            |                |                  |        | 12        | 0              | 3                | 9         |          |                |                  |          |        |
| 3rd Grade- M Santillanes       |                |                  |        | 14        | 2              | 4                | 8         |          |                |                  |          |        |
| Kindergarten - M Gonzalez-Reed |                |                  |        | 19        | 5              | 7                | 7         | 1        | 1              | 0                | 0        |        |
| <b>All Class</b>               |                |                  |        | <b>97</b> | <b>22</b>      | <b>28</b>        | <b>47</b> | <b>1</b> | <b>1</b>       | <b>0</b>         | <b>0</b> |        |

### November - January (Overall Reading)

 View as CSV

| Class                          | November       |                  |           | December  |                |                  | January   |           |                |                  |           |           |
|--------------------------------|----------------|------------------|-----------|-----------|----------------|------------------|-----------|-----------|----------------|------------------|-----------|-----------|
|                                | Total Students | Students by Tier |           |           | Total Students | Students by Tier |           |           | Total Students | Students by Tier |           |           |
|                                |                | Tier 3           | Tier 2    | Tier 1    |                | Tier 3           | Tier 2    | Tier 1    |                | Tier 3           | Tier 2    | Tier 1    |
| 1st Grade - C Swanson          | 18             | 6                | 7         | 5         | 16             | 3                | 6         | 7         | 18             | 4                | 7         | 7         |
| 1st Grade - J Carroll-Sanchez  | 14             | 3                | 4         | 7         | 14             | 4                | 1         | 9         | 14             | 2                | 4         | 8         |
| 2nd Grade - A Saiz             | 19             | 9                | 2         | 8         | 19             | 8                | 4         | 7         | 20             | 8                | 4         | 8         |
| 3rd Grade - J Jones            | 1              | 0                | 0         | 1         |                |                  |           |           |                |                  |           |           |
| 3rd Grade - J Nilvo            | 12             | 1                | 2         | 9         | 4              | 0                | 1         | 3         | 12             | 1                | 2         | 9         |
| 3rd Grade- M Santillanes       | 14             | 3                | 4         | 7         | 14             | 1                | 5         | 8         | 14             | 3                | 0         | 11        |
| Kindergarten - M Gonzalez-Reed | 20             | 8                | 5         | 7         | 20             | 7                | 5         | 8         | 20             | 7                | 5         | 8         |
| <b>All Class</b>               | <b>98</b>      | <b>30</b>        | <b>24</b> | <b>44</b> | <b>87</b>      | <b>23</b>        | <b>22</b> | <b>42</b> | <b>98</b>      | <b>25</b>        | <b>22</b> | <b>51</b> |

### February - April (Overall Reading)

 View as CSV

| Class                          | February       |                  |           |           | March          |                  |          |          | April          |                  |        |        |
|--------------------------------|----------------|------------------|-----------|-----------|----------------|------------------|----------|----------|----------------|------------------|--------|--------|
|                                | Total Students | Students by Tier |           |           | Total Students | Students by Tier |          |          | Total Students | Students by Tier |        |        |
|                                |                | Tier 3           | Tier 2    | Tier 1    |                | Tier 3           | Tier 2   | Tier 1   |                | Tier 3           | Tier 2 | Tier 1 |
| 1st Grade - C Swanson          | 18             | 7                | 3         | 8         |                |                  |          |          |                |                  |        |        |
| 1st Grade - J Carroll-Sanchez  | 16             | 4                | 3         | 9         |                |                  |          |          |                |                  |        |        |
| 2nd Grade - A Saiz             | 18             | 7                | 4         | 7         |                |                  |          |          |                |                  |        |        |
| 3rd Grade - J Jones            | 1              | 0                | 0         | 1         | 1              | 0                | 0        | 1        |                |                  |        |        |
| 3rd Grade - J Nilvo            | 12             | 1                | 0         | 11        |                |                  |          |          |                |                  |        |        |
| 3rd Grade- M Santillanes       | 14             | 2                | 4         | 8         |                |                  |          |          |                |                  |        |        |
| Kindergarten - M Gonzalez-Reed | 17             | 6                | 3         | 8         |                |                  |          |          |                |                  |        |        |
| <b>All Class</b>               | <b>96</b>      | <b>27</b>        | <b>17</b> | <b>52</b> | <b>1</b>       | <b>0</b>         | <b>0</b> | <b>1</b> |                |                  |        |        |

May - July (Overall Reading)

 View as CSV

| Class                          | May            |                  |        |        | June           |                  |        |        | July           |                  |        |        |
|--------------------------------|----------------|------------------|--------|--------|----------------|------------------|--------|--------|----------------|------------------|--------|--------|
|                                | Total Students | Students by Tier |        |        | Total Students | Students by Tier |        |        | Total Students | Students by Tier |        |        |
|                                |                | Tier 3           | Tier 2 | Tier 1 |                | Tier 3           | Tier 2 | Tier 1 |                | Tier 3           | Tier 2 | Tier 1 |
| 1st Grade - C Swanson          |                |                  |        |        |                |                  |        |        |                |                  |        |        |
| 1st Grade - J Carroll-Sanchez  |                |                  |        |        |                |                  |        |        |                |                  |        |        |
| 2nd Grade - A Saiz             |                |                  |        |        |                |                  |        |        |                |                  |        |        |
| 3rd Grade - J Jones            |                |                  |        |        |                |                  |        |        |                |                  |        |        |
| 3rd Grade - J Nilvo            |                |                  |        |        |                |                  |        |        |                |                  |        |        |
| 3rd Grade- M Santillanes       |                |                  |        |        |                |                  |        |        |                |                  |        |        |
| Kindergarten - M Gonzalez-Reed |                |                  |        |        |                |                  |        |        |                |                  |        |        |
| <b>All Class</b>               |                |                  |        |        |                |                  |        |        |                |                  |        |        |



School of Dreams Academy Charter

District: State Charters

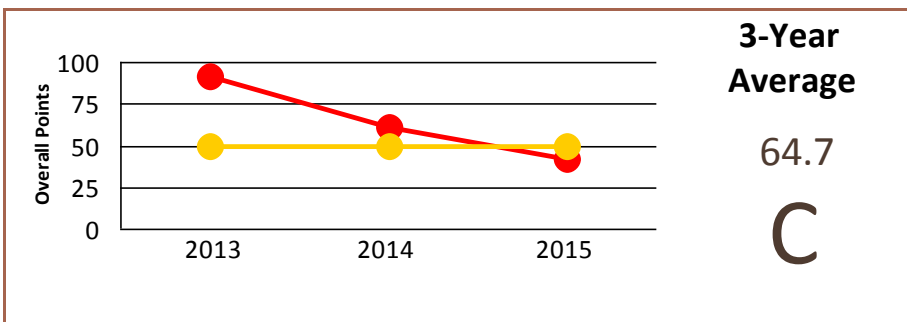
Grade Range: 07 - 12

Code: 505001

This School

Statewide C Benchmark

|   |  | Grade | School Points | Possible Points |
|---|--|-------|---------------|-----------------|
| <b>Current Standing</b><br>How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.   |  | F     | 5.76          | 30              |
| <b>School Growth</b><br>In the past 3 years, did the school as a whole increase performance? For example, did a schoolwide reading program advance reading scores over the prior years?   |  | F     | 2.31          | 10              |
| <b>Student Growth of Highest Performing Students</b><br>How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark. |  | D     | 2.50          | 10              |
| <b>Student Growth of Lowest Performing Students</b><br>How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.       |  | F     | 1.79          | 10              |
| <b>Opportunity to Learn</b><br>Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?  |  | B     | 7.19          | 8               |
| <b>Graduation</b><br>How does the school contribute to on-time graduation? On-time means within 4 years, and, to a lesser extent, within 5 and 6 years for students who require longer.   |  | F     | 6.20          | 17              |
| <b>College and Career Readiness</b><br>Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.      |  | B     | 11.00         | 15              |
| <b>Bonus Points</b><br>Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?   |  |       | 5.00          | 5               |



| Final School Grade |       | Total Points<br>41.75 |   |
|--------------------|-------|-----------------------|---|
| 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.

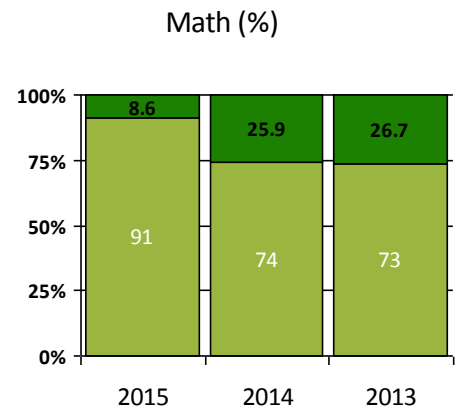
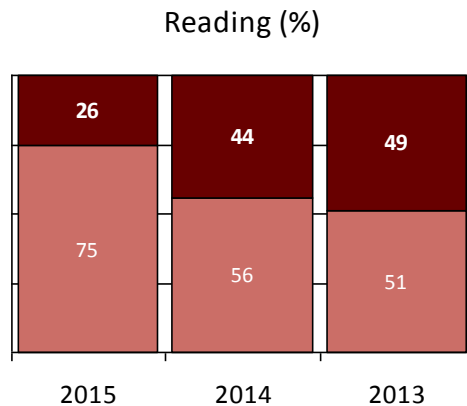
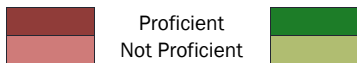
### Current Standing

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 Guide at: <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.

|                               | All Students | Gender |      | Race / Ethnicity |          |      |       |           | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|-------------------------------|--------------|--------|------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
|                               |              | F      | M    | White            | Afr Amer | Hisp | Asian | Am Indian |                            |                            |                           |
| <b>Reading</b>                |              |        |      |                  |          |      |       |           |                            |                            |                           |
| Proficient and Advanced (%)   | 25.5         | 31.8   | 20.0 | 29.7             | <2.0     | 19.3 | 50.0  | 28.6      | 20.3                       | 2.9                        | 16.7                      |
| Proficient and Advanced (Pts) | 1.28         |        |      |                  |          |      |       |           |                            |                            |                           |
| Value Added Model (Pts)       | 2.50         |        |      |                  |          |      |       |           |                            |                            |                           |
| <b>Math</b>                   |              |        |      |                  |          |      |       |           |                            |                            |                           |
| Proficient and Advanced (%)   | 8.6          | 8.5    | 8.7  | 10.8             | <2.0     | 5.4  | <2.0  | 14.3      | 5.6                        | <2.0                       | 8.3                       |
| Proficient and Advanced (Pts) | 0.43         |        |      |                  |          |      |       |           |                            |                            |                           |
| Value Added Model (Pts)       | 1.55         |        |      |                  |          |      |       |           |                            |                            |                           |

### 3-Year Summary

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





## 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>

|                   |                |             |  |
|-------------------|----------------|-------------|--|
|                   | <b>Reading</b> | <b>Math</b> | School growth is expressed as a score that can be both negative and positive. When it is positive the school performed better than was expected relative to its peers with the same size, mobility, and prior student performance. |
| Value Added Score | -0.516         | -0.999      |  |
| Points Earned     | 1.51           | 0.79        |  |

## Student Growth

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

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

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

|                       | School Overall | Subgroup Analysis |       |       |                  |          |       |           |             | Students with Disabilities | English Language Learners |
|-----------------------|----------------|-------------------|-------|-------|------------------|----------|-------|-----------|-------------|----------------------------|---------------------------|
|                       |                | Female            | Male  | White | African American | Hispanic | Asian | Am Indian | Econ Disadv |                            |                           |
| <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. |      |                  |          |      |       |           |                            | <b>Reading</b>             | NA                        |
| Survey (Points)      | 4.2          |  |      |                  |          |      |       |           |                            | <b>Math</b>                | NA                        |
| Count of Surveys (N) | 1,069        |  |      |                  |          |      |       |           |                            | <b>General</b>             | 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          |   |      |                  |          |      |       |           |                            |                            |                           |

### Growth in 4-Year Rates

|  |               |       |
|--|---------------|-------|
| Growth takes into account three years of graduation rates. | Growth Index  | -1.81 |
|  | Points Earned | 0.68  |

## College and Career Readiness (CCR)

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

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

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

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

|                             | All Students | Gender |    | Race / Ethnicity |          |      |       |           | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|-----------------------------|--------------|--------|----|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
|                             |              | F      | M  | White            | Afr Amer | Hisp | Asian | Am Indian |                            |                            |                           |
| Participation (% of Cohort) | 64           | 68     | 60 | 69               | 100      | 60   | -     | 0         | 63                         | 58                         | 69                        |
| Participation (Pts)         | 3.19         |        |    |                  |          |      |       |           |                            |                            |                           |
| Success (% of Participants) | 78           | 81     | 75 | 75               | 100      | 81   | -     | -         | 79                         | 58                         | 63                        |
| Success (Pts)               | 7.81         |        |    |                  |          |      |       |           |                            |                            |                           |

### Percent of School's Cohort of 2014

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

## School History

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

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

## Student Promotion

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

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

## End Notes

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



**Final Grade**  
**C**

## School of Dreams Academy Charter

District: State Charters

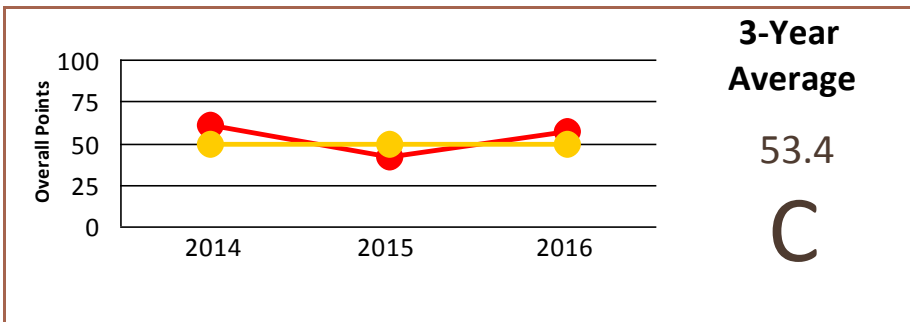
Grade Range: 7 - 12

Code: 505001

This School ■

Statewide C Benchmark ■

| Current Standing   | Grade    | School Points | Possible Points |
|--|----------|---------------|-----------------|
| <p><b>Current Standing</b><br/>How did students perform in the most recent school year? What percent of students are on grade level? Did students improve more or less than expected?</p>  | <b>C</b> | <b>12.26</b>  | <b>30</b>       |
| <p><b>School Growth</b><br/>Did the school as a whole improve student performance more or less than expected?</p>  | <b>D</b> | <b>4.39</b>   | <b>10</b>       |
| <p><b>Student Growth of Highest Performing Students</b><br/>Are the highest performing students in math and reading improving more or less than expected? The highest performing students are in the top three quarters (75%) of past performance of their school.</p> | <b>C</b> | <b>4.20</b>   | <b>10</b>       |
| <p><b>Student Growth of Lowest Performing Students</b><br/>Are the lowest performing students in math and reading improving more or less than expected? The lowest performing students are in the bottom quarter (25%) of past performance in their school.</p>        | <b>F</b> | <b>4.80</b>   | <b>10</b>       |
| <p><b>Opportunity to Learn</b><br/>Do parents and students believe their school is a good place to learn? Is student attendance high?</p>  | <b>A</b> | <b>7.44</b>   | <b>8</b>        |
| <p><b>Graduation</b><br/>Are students graduating in four years? What percent of students are graduating in 4, 5, or 6 years? And is the school improving its graduation rate over time?</p>  | <b>D</b> | <b>11.37</b>  | <b>17</b>       |
| <p><b>College and Career Readiness</b><br/>What percent of students are participating in college preparation or career pathway programs while in high school? What percent are meeting expectations when presented with those opportunities?</p>                       | <b>B</b> | <b>10.58</b>  | <b>15</b>       |
| <p><b>Bonus Points</b><br/>Does the school earn additional credit for reducing truancy, promoting extracurricular activities, and engaging parents and students?</p>   |          | <b>2.00</b>   | <b>5</b>        |



| Final School Grade |          | Total Points |
|--------------------|----------|--------------|
| 75.0 to < 100.0    | <b>A</b> |              |
| 65.0 to < 75.0     | <b>B</b> |              |
| 50.0 to < 65.0     | <b>C</b> |              |
| 35.0 to < 50.0     | <b>D</b> |              |
| 0.0 to < 35.0      | <b>F</b> |              |
|                    |          | <b>57.04</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 equal the totals on the first page summary.

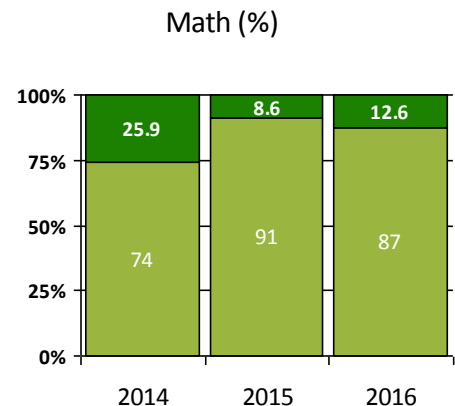
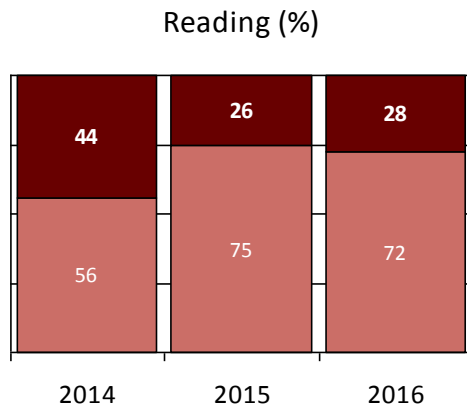
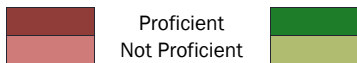
### Current Standing

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

|                               | All Students | Gender |      | Race / Ethnicity |          |      |       |           | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|-------------------------------|--------------|--------|------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
|                               |              | F      | M    | White            | Afr Amer | Hisp | Asian | Am Indian |                            |                            |                           |
| <b>Reading</b>                |              |        |      |                  |          |      |       |           |                            |                            |                           |
| Proficient and Advanced (%)   | 27.6         | 36.4   | 18.4 | 35.1             | -        | 18.8 | -     | 18.2      | 28.7                       | 5.0                        | 9.1                       |
| Proficient and Advanced (Pts) | 2.07         |        |      |                  |          |      |       |           |                            |                            |                           |
| Value-Added Model (Pts)       | 5.13         |        |      |                  |          |      |       |           |                            |                            |                           |
| <b>Math</b>                   |              |        |      |                  |          |      |       |           |                            |                            |                           |
| Proficient and Advanced (%)   | 12.6         | 11.2   | 14.1 | 14.6             | -        | 9.0  | -     | 18.2      | 11.7                       | 5.0                        | 9.1                       |
| Proficient and Advanced (Pts) | 0.94         |        |      |                  |          |      |       |           |                            |                            |                           |
| Value-Added Model (Pts)       | 4.13         |        |      |                  |          |      |       |           |                            |                            |                           |

### 3-Year Summary

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



**School Growth**

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

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

|                   |                |             |
|-------------------|----------------|-------------|
|                   | <i>Reading</i> | <i>Math</i> |
| Value-Added Score | -0.100         | -0.210      |
| Points Earned     | 2.31           | 2.08        |

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

**Student Growth**

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

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

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

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

## Opportunity to Learn (OTL)

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

|                      | All Students | Gender |    | Race / Ethnicity |          |      |       |           | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|----------------------|--------------|--------|----|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
|                      |              | F      | M  | White            | Afr Amer | Hisp | Asian | Am Indian |                            |                            |                           |
| Attendance (Average) | 95.0         | 94     | 96 | 96               | 97       | 96   | 100   | 88        | 94                         | 93                         | 94                        |
| Attendance (Points)  | 3.01         |        |    |                  |          |      |       |           |                            |                            |                           |

|                      |      |   |
|----------------------|------|---|
| Survey (Average)     | 39.9 | Surveys consisted of 10 questions with answers from 0 (Never) to 5 (Always), yielding a maximum score of 50. A typical question includes "My teacher introduces a new topic by connecting to things I already know." Schools that scored higher demonstrated better classroom teaching practices. |
| Survey (Points)      | 4.43 |   |
| Count of Surveys (N) | 815  |   |

## Graduation

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

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



**College and Career Readiness (CCR)**

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

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

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

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

|                             | 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) | 67.4         | 67.5   | 67.4 | 69.6             | 86.2     | 62.4 | -     | 88.9      | 65.7                       | 47.5                       | 95.1                      |
| Participation (Pts)         | 3.37         |        |      |                  |          |      |       |           |                            |                            |                           |
| Success (% of Participants) | 72.1         | 71.8   | 72.3 | 77.5             | >98.0    | 64.8 | -     | <2.0      | 70.5                       | 57.7                       | 65.5                      |
| Success (Pts)               | 7.21         |        |      |                  |          |      |       |           |                            |                            |                           |

| Percent of School's Cohort of 2015 Participating in Each CCR Opportunity |      |      |      |       |          |      |       |           |                            |                            |                           |  |
|--|------|------|------|-------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|--|
|  | All  | F    | M    | White | Afr Amer | Hisp | Asian | Am Indian | Economically Disadvantaged | Students with Disabilities | English Language Learners |  |
| ACT  | 48.6 | 50.2 | 47.8 | 52.1  | 69.0     | 40.7 | -     | 88.9      | 46.4                       | 27.4                       | 26.2                      |  |
| PLAN   | <2.0 | <2.0 | <2.0 | <2.0  | <2.0     | <2.0 | -     | <2.0      | <2.0                       | <2.0                       | <2.0                      |  |
| ASPIRE   | <2.0 | <2.0 | <2.0 | <2.0  | <2.0     | <2.0 | -     | <2.0      | <2.0                       | <2.0                       | <2.0                      |  |
| SAT  | <2.0 | <2.0 | <2.0 | <2.0  | <2.0     | <2.0 | -     | <2.0      | <2.0                       | <2.0                       | <2.0                      |  |
| PSAT   | 11.8 | 12.1 | 11.6 | 14.8  | 17.2     | 7.3  | -     | <2.0      | 11.8                       | <2.0                       | 16.4                      |  |
| AccuPlacer   | <2.0 | <2.0 | <2.0 | <2.0  | <2.0     | <2.0 | -     | <2.0      | <2.0                       | 3.7                        | <2.0                      |  |
| Advanced Placement   | <2.0 | <2.0 | <2.0 | <2.0  | <2.0     | <2.0 | -     | <2.0      | <2.0                       | <2.0                       | <2.0                      |  |
| Dual Credit  | 34.4 | 35.5 | 33.8 | 38.4  | 69.0     | 27.7 | -     | <2.0      | 29.6                       | 12.8                       | 26.2                      |  |
| International Baccalaureate  | <2.0 | <2.0 | <2.0 | <2.0  | <2.0     | <2.0 | -     | <2.0      | <2.0                       | <2.0                       | <2.0                      |  |
| Career Technical Education   | 20.5 | 9.8  | 26.0 | 21.4  | 86.2     | 16.5 | -     | <2.0      | 23.8                       | 16.4                       | 26.2                      |  |
| Compass  | <2.0 | <2.0 | <2.0 | <2.0  | <2.0     | <2.0 | -     | <2.0      | <2.0                       | <2.0                       | <2.0                      |  |
| SAT Subject Test   | <2.0 | <2.0 | <2.0 | <2.0  | <2.0     | <2.0 | -     | <2.0      | <2.0                       | <2.0                       | <2.0                      |  |
| SAM School Supplemental  | <2.0 | <2.0 | 2.3  | <2.0  | <2.0     | <2.0 | -     | <2.0      | 3.1                        | <2.0                       | <2.0                      |  |

| Bonus Points  | Participation   |
|---|---|
| <p>While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school and their efforts in empowering parents to engage actively in their child's education.</p> <p> <input type="checkbox"/> Student and Parent Engagement      <input type="checkbox"/> Truancy Improvement<br/> <input type="checkbox"/> Extracurricular Activities            <input checked="" type="checkbox"/> Other </p> | <p>Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of students is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Model (SAM) schools and small schools with fewer than 100 students receive special consideration.</p> <p>           Reading (%) 97<br/>           Math (%) 96<br/>           School exempted from penalty because of SAM status.         </p> |

# Supplemental Information

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

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

|                              | School Rank |        |      |        |           |        |      |        |          |        |           |        |
|------------------------------|-------------|--------|------|--------|-----------|--------|------|--------|----------|--------|-----------|--------|
|                              | ELL         |        | SWD  |        | Ethnicity |        | ED   |        | Mobility |        | Composite |        |
| Students (% Tested)          | 3.8         |        | 14.3 |        | 44.6      |        | 32.1 |        | 24.1     |        |           |        |
|                              | Rank        | Total  | Rank | Total  | Rank      | Total  | Rank | Total  | Rank     | Total  | Rank      | Total  |
| Current Standing             | 11          | ( 36 ) | 11   | ( 36 ) | 11        | ( 36 ) | 11   | ( 36 ) | 11       | ( 36 ) | 11        | ( 36 ) |
| School Growth                | 11          | ( 36 ) | 11   | ( 36 ) | 11        | ( 36 ) | 11   | ( 36 ) | 11       | ( 36 ) | 11        | ( 36 ) |
| Student Growth, Highest 75%  | 16          | ( 36 ) | 16   | ( 36 ) | 16        | ( 36 ) | 16   | ( 36 ) | 16       | ( 36 ) | 16        | ( 36 ) |
| Student Growth, Lowest 25%   | 11          | ( 36 ) | 11   | ( 36 ) | 11        | ( 36 ) | 11   | ( 36 ) | 11       | ( 36 ) | 11        | ( 36 ) |
| Opportunity to Learn         | 10          | ( 36 ) | 10   | ( 36 ) | 10        | ( 36 ) | 10   | ( 36 ) | 10       | ( 36 ) | 10        | ( 36 ) |
| Graduation                   | 3           | ( 36 ) | 3    | ( 36 ) | 3         | ( 36 ) | 3    | ( 36 ) | 3        | ( 36 ) | 3         | ( 36 ) |
| College and Career Readiness | 5           | ( 36 ) | 5    | ( 36 ) | 5         | ( 36 ) | 5    | ( 36 ) | 5        | ( 36 ) | 5         | ( 36 ) |

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

|                            |          | All Students | Gender |      | Race / Ethnicity |          |      |       |           | Economically Disadvantaged | Students with Disabilities | English Language Learners |
|----------------------------|----------|--------------|--------|------|------------------|----------|------|-------|-----------|----------------------------|----------------------------|---------------------------|
|                            |          |              | F      | M    | White            | Afr Amer | Hisp | Asian | Am Indian |                            |                            |                           |
| <i>Reading Proficiency</i> | 2016 (%) | 27.6         | 36.4   | 18.4 | 35.1             | -        | 18.8 | -     | 18.2      | 28.7                       | 5.0                        | 9.1                       |
|                            | 2015 (%) | 25.5         | 31.8   | 20.0 | 29.7             | <2.0     | 19.3 | 50.0  | 28.6      | 20.3                       | 2.9                        | 16.7                      |
|                            | 2014 (%) | 44.1         | 52.1   | 38.1 | 49.2             | -        | 35.7 | -     | -         | 39.8                       | 11.1                       | 47.6                      |
| <i>Math Proficiency</i>    | 2016 (%) | 12.6         | 11.2   | 14.1 | 14.6             | -        | 9.0  | -     | 18.2      | 11.7                       | 5.0                        | 9.1                       |
|                            | 2015 (%) | 8.6          | 8.5    | 8.7  | 10.8             | <2.0     | 5.4  | <2.0  | 14.3      | 5.6                        | <2.0                       | 8.3                       |
|                            | 2014 (%) | 25.9         | 23.4   | 27.8 | 31.3             | -        | 17.9 | -     | -         | 27.2                       | 7.4                        | 28.6                      |

## End Notes

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

**Note for Families:** If your child is enrolled in a school that has earned two "F" grades in the last four years, New Mexico state law allows you to transfer your child to a school with a higher school grade. Please call (505) 827-6909 to learn more. For information about other schools in your community and their grading history, please see the school grading web page at <http://aae.ped.state.nm.us/>.

**School of Dreams Academy Charter**

District: State Charter

Grade Range: 7-12 Code: 505001

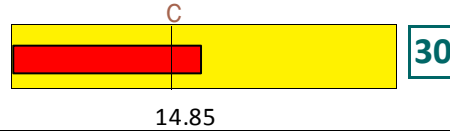
C - State benchmark established in 2012

Possible Points

This School Earned

**Current Standing**

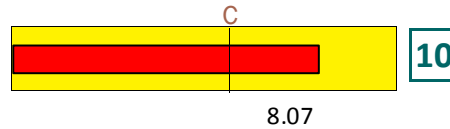
Are students performing on grade level? Did they improve more or less than expected?



**B**

**School Improvement**

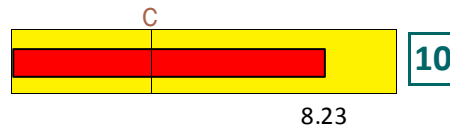
Is the school as a whole making academic progress?



**B**

**Improvement of Higher-Performing Students**

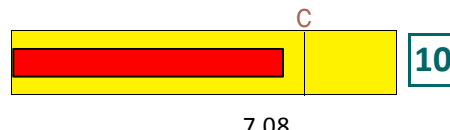
Are higher-performing students improving more or less than expected?



**A**

**Improvement of Lowest-Performing Students**

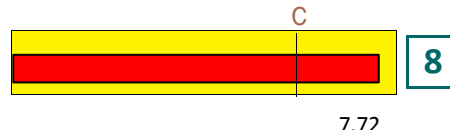
Are the lowest-performing students improving more or less than expected?



**C**

**Opportunity to Learn**

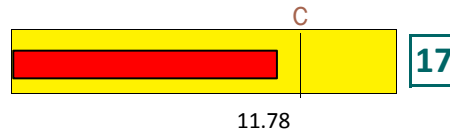
Do students and families believe their school is a good place to attend and learn?



**A**

**Graduation**

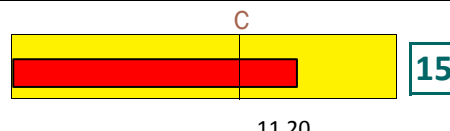
Are students graduating high school, and is the graduation rate improving?



**D**

**College and Career Readiness**

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



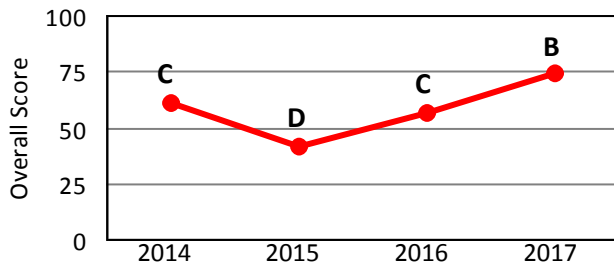
**B**

**Bonus Points**

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

+ 5.00

**This School's History**



**Note for Families**

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

## Final Points

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

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

## Tests

School Grading draws on student performance from these state assessments:

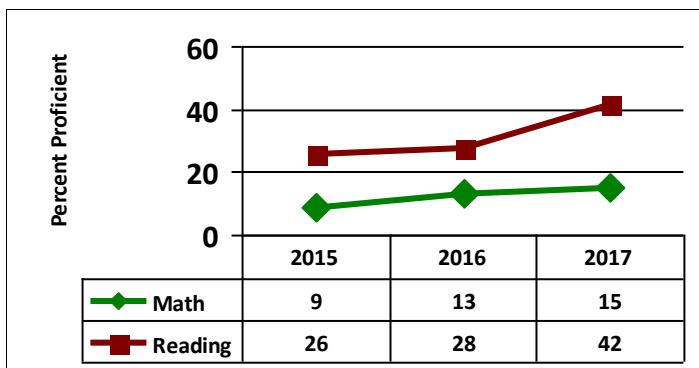
| Test            | Description   | Subjects             | Grades |
|-----------------|---|----------------------|--------|
| <b>PARCC</b>    | Partnership for Assessment of Readiness for College and Careers   | Mathematics, Reading | 3-11   |
| <b>SBA</b>      | Standards Based Assessment - Spanish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

## Details of Each Grade Indicator

### Current Standing

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

|                | All Students          | Gender |    | Race / Ethnicity |          |      |       |           | Econ Disadv | Students with Disabilities | English Language Learners |      |
|----------------|-----------------------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|------|
|                |                       | F      | M  | White            | Afr Amer | Hisp | Asian | Am Indian |             |                            |                           |      |
| <b>Reading</b> | Proficient (%)        | 42     | 53 | 31               | 48       | -    | 38    | -         | 21          | 37                         | 7                         | 17   |
|                | Points Proficiency    | 4.17   |    |                  |          |      |       |           |             |                            |                           |      |
|                | Points Student Growth | 4.82   |    |                  |          |      |       |           |             |                            |                           |      |
| <b>Math</b>    | Proficient (%)        | 15     | 16 | 14               | 22       | -    | 10    | -         | ≤ 20        | 14                         | 11                        | ≤ 10 |
|                | Points Proficiency    | 1.50   |    |                  |          |      |       |           |             |                            |                           |      |
|                | Points Student Growth | 4.36   |    |                  |          |      |       |           |             |                            |                           |      |



### Proficiencies Over Time

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

**School Improvement**

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

|              |                |             |
|--------------|----------------|-------------|
|              | <i>Reading</i> | <i>Math</i> |
| Growth Index | 1.07           | 0.69        |
| Points       | 4.29           | 3.78        |

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

**Student Growth**

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

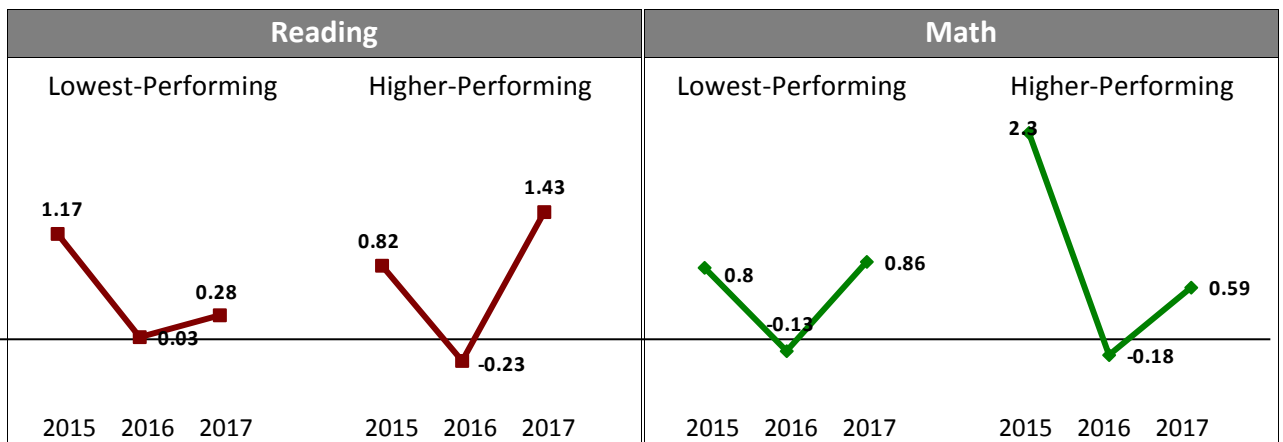
- Above Zero** This group performed higher than expected.
- Near Zero** This group performed as expected based on their academic history.
- Below Zero** This group performed below expectations, and students are falling behind when compared to their peers.

|                          | School Overall | Student Groups |      |       |              |      |       |           |             |                            |                           |  |
|--------------------------|----------------|----------------|------|-------|--------------|------|-------|-----------|-------------|----------------------------|---------------------------|--|
|                          |                | F              | M    | White | Afr American | Hisp | Asian | Am Indian | Econ Disadv | Students with Disabilities | English Language Learners |  |
| <b>Reading Growth</b>    |                |                |      |       |              |      |       |           |             |                            |                           |  |
| Higher-Performing Points | 1.43<br>4.62   | 0.06           | 0.06 | 0.06  | -            | 0.06 | -     | -         | 0.12        | 0.47                       | -                         |  |
| Lowest-Performing Points | 0.28<br>3.05   | 0.10           | 0.13 | 0.12  | -            | 0.14 | -     | -         | 0.13        | 0.17                       | 0.13                      |  |
| <b>Math Growth</b>       |                |                |      |       |              |      |       |           |             |                            |                           |  |
| Higher-Performing Points | 0.59<br>3.61   | 0.20           | 0.29 | 0.25  | -            | 0.18 | -     | 0.91      | 0.23        | 0.35                       | -                         |  |
| Lowest-Performing Points | 0.86<br>4.03   | 0.40           | 0.21 | 0.47  | -            | 0.18 | -     | -         | 0.27        | 0.37                       | 0.10                      |  |

**Growth Over Time**

Growth Greater than Expected

Growth Lower than Expected



**Opportunity to Learn**

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

| Student Attendance |      | Gender |    | Race / Ethnicity |          |      |       |           | Econ Disadv | Students with Disabilities | English Language Learners |
|--------------------|------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
|                    |      | F      | M  | White            | Afr Amer | Hisp | Asian | Am Indian |             |                            |                           |
| Average (%)        | 93   | 92     | 93 | 93               | 95       | 93   | 87    | 91        | 94          | 93                         | 93                        |
| Points             | 2.93 |        |    |                  |          |      |       |           |             |                            |                           |

**Surveys**

Score (Average) 43.08  
Points 4.79  
Number of Surveys 395

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

**Graduation**

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

|  | All Students | Gender |    | Race / Ethnicity |          |      |       |           | Econ Disadv | Students with Disabilities | English Language Learners |
|--|--------------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
|  |              | F      | M  | White            | Afr Amer | Hisp | Asian | Am Indian |             |                            |                           |
| <b>Cohort of 2016 - 4-Year Rates</b>   |              |        |    |                  |          |      |       |           |             |                            |                           |
| Graduation (%)   | 64           | 66     | 63 | 61               | -        | 68   | -     | 69        | 65          | 81                         | 60                        |
| Points   | 5.15         |        |    |                  |          |      |       |           |             |                            |                           |
| This school qualified for graduation rules under Supplemental Accountability Model (SAM) status. |              |        |    |                  |          |      |       |           |             |                            |                           |
| <b>Cohort of 2015 - 5-Year Rates</b>   |              |        |    |                  |          |      |       |           |             |                            |                           |
| Graduation (%)   | 68           | 66     | 69 | 63               | 75       | 74   | -     | -         | 68          | 66                         | ≥98                       |
| Points   | 2.03         |        |    |                  |          |      |       |           |             |                            |                           |
| <b>Cohort of 2014 - 6-Year Rates</b>   |              |        |    |                  |          |      |       |           |             |                            |                           |
| Graduation (%)   | 64           | 68     | 59 | 74               | -        | 57   | -     | -         | 57          | 79                         | 58                        |
| Points   | 1.28         |        |    |                  |          |      |       |           |             |                            |                           |

**Growth in 4-Year Rates**

Growth takes into account three years of graduation rates.

Growth Index .96  
Points 3.32

**College and Career Readiness (CCR)**

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

|                             | All Students | Gender |    | Race / Ethnicity |          |      |       |           | Econ Disadv | Students with Disabilities | English Language Learners |
|-----------------------------|--------------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
|                             |              | F      | M  | White            | Afr Amer | Hisp | Asian | Am Indian |             |                            |                           |
| Participation (% of Cohort) | 64           | 65     | 63 | 60               | -        | 67   | -     | 69        | 72          | 36                         | 70                        |
| Participation Points        | 3.20         |        |    |                  |          |      |       |           |             |                            |                           |
| Success (% of Participants) | 80           | 86     | 76 | 88               | -        | 77   | -     | <2        | 74          | 43                         | 43                        |
| Success Points              | 8.00         |        |    |                  |          |      |       |           |             |                            |                           |

**Percentage of School's Cohort of 2016**

**Participating**

**in Each**

**CCR Opportunity**

|                             | All Students | F  | M  | White | Afr Amer | Hisp | Asian | Am Indian | Econ Disadv | Students with Disabilities | English Language Learners |
|-----------------------------|--------------|----|----|-------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
| AccuPlacer                  | <2           | <2 | <2 | <2    | -        | <2   | -     | <2        | <2          | <2                         | <2                        |
| ACT                         | 46           | 48 | 44 | 39    | -        | 52   | -     | 69        | 47          | 20                         | 60                        |
| ACT ASPIRE                  | <2           | <2 | <2 | <2    | -        | <2   | -     | <2        | <2          | <2                         | <2                        |
| Advanced Placement          | <2           | <2 | <2 | <2    | -        | <2   | -     | <2        | <2          | <2                         | <2                        |
| Career Technical Education  | 17           | 12 | 20 | 18    | -        | 16   | -     | <2        | 14          | <2                         | 7                         |
| Compass                     | <2           | <2 | <2 | <2    | -        | <2   | -     | <2        | <2          | <2                         | <2                        |
| Dual Credit                 | 47           | 56 | 42 | 47    | -        | 50   | -     | <2        | 48          | 15                         | 23                        |
| International Baccalaureate | <2           | <2 | <2 | <2    | -        | <2   | -     | <2        | <2          | <2                         | <2                        |
| PLAN                        | <2           | <2 | 2  | 3     | -        | <2   | -     | <2        | <2          | <2                         | <2                        |
| PSAT                        | <2           | <2 | <2 | <2    | -        | <2   | -     | <2        | <2          | <2                         | <2                        |
| SAM School Supplemental     | <2           | <2 | 2  | 2     | -        | <2   | -     | <2        | 3           | <2                         | 7                         |
| SAT                         | <2           | <2 | <2 | <2    | -        | <2   | -     | <2        | <2          | <2                         | <2                        |
| SAT Subject Test            | <2           | <2 | <2 | <2    | -        | <2   | -     | <2        | <2          | <2                         | <2                        |

**Bonus Points**

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

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

**Participation**

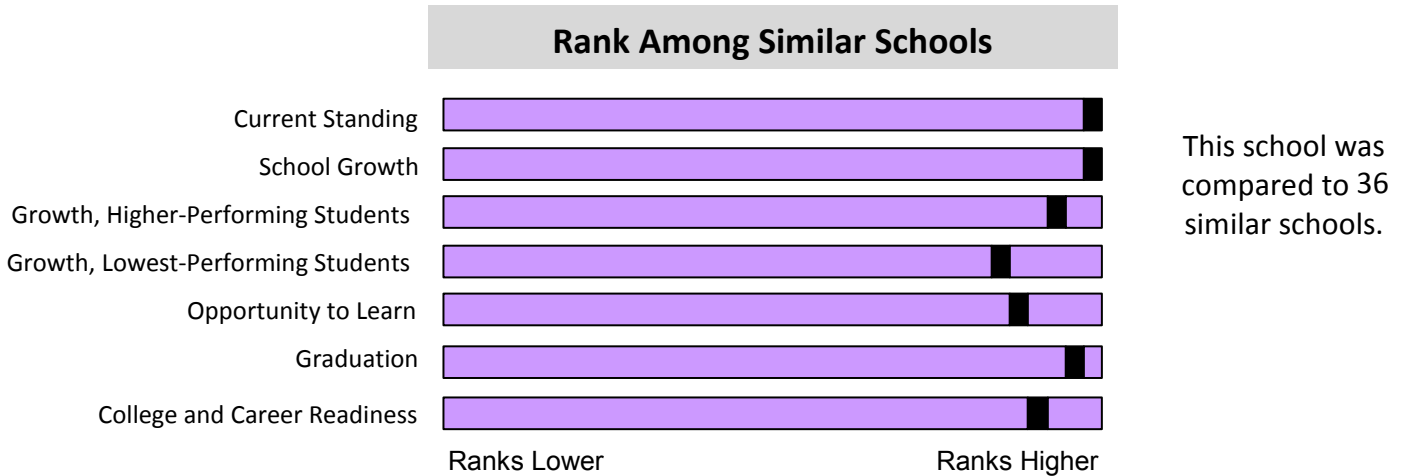
All enrolled students must take the yearly state tests. If a school tests less than 95% of their students, the school's letter grade is reduced by one grade.

Reading (%) 99  
 Math (%) 99

School exempt from penalty because of SAM status

## Additional Information

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



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

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

|                            |          | All Students | Gender |    | Race / Ethnicity |          |      |       |           | Econ Disadv | Students with Disabilities | English Language Learners |
|----------------------------|----------|--------------|--------|----|------------------|----------|------|-------|-----------|-------------|----------------------------|---------------------------|
|                            |          |              | F      | M  | White            | Afr Amer | Hisp | Asian | Am Indian |             |                            |                           |
| <i>Reading Proficiency</i> | 2017 (%) | 42           | 53     | 31 | 48               | -        | 38   | -     | 21        | 37          | 7                          | 17                        |
|                            | 2016 (%) | 28           | 36     | 18 | 35               | -        | 19   | -     | 18        | 29          | 5                          | 9                         |
|                            | 2015 (%) | 26           | 32     | 20 | 30               | -        | 19   | -     | -         | 20          | 3                          | 17                        |
| <i>Math Proficiency</i>    | 2017 (%) | 15           | 16     | 14 | 22               | -        | 10   | -     | ≤20       | 14          | 11                         | ≤10                       |
|                            | 2016 (%) | 13           | 11     | 14 | 15               | -        | 9    | -     | 18        | 12          | 5                          | 9                         |
|                            | 2015 (%) | 9            | 9      | 9  | 11               | -        | 5    | -     | -         | 6           | <2                         | 8                         |

**Notes**

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

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

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

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

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