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Charter Schools Division 2021-22 Annual Report

School Name: School of Dreams Academy

School Address: 906 Juan Perea Road, Los Lunas, NM 87031

Head Administrator: Michael Ogas

Governing Board Chair: David Watling

Business Manager: Mike Vigil II

Authorized Grade Levels: K-12

Authorized Enrollment: 625

2021-22 End of Year Enrollment: 472 in grades K-12; 70 in Pre-K

Contract Term: 2019-2024

Mission: The Mission of the School of Dreams Academy is to graduate students of the Rio Grande Valley who embrace an education that emphasizes Science, Technology, Engineering, Arts and Mathematics (STEAM) while focusing on developing well-rounded individuals with good character ready for post-secondary success.

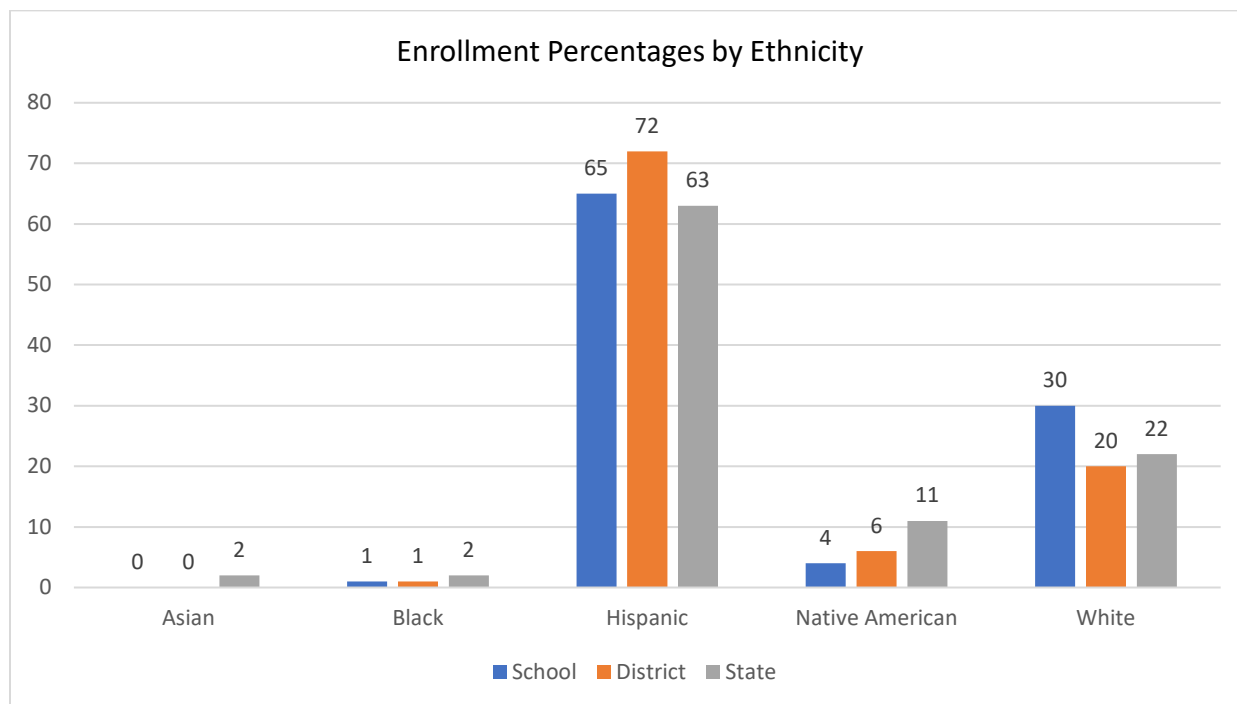
About the School

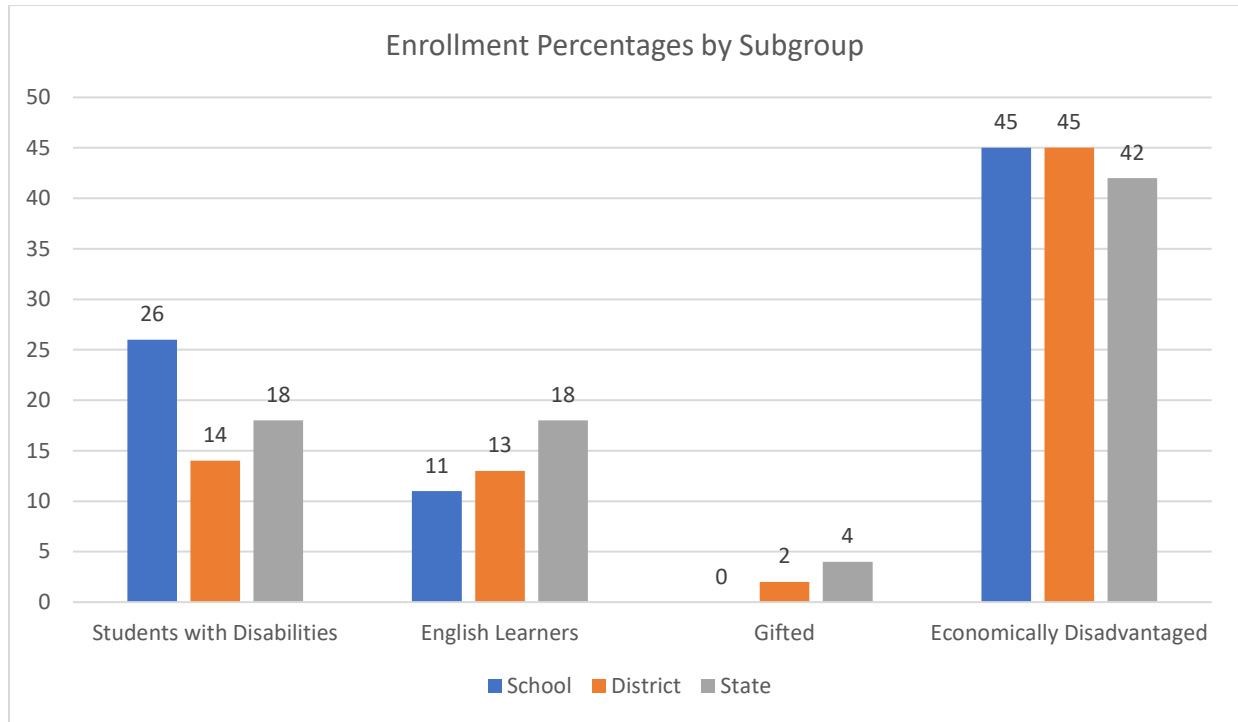
School of Dreams Academy (SODA) was founded in 2009 as a state authorized charter school in Los Lunas. The school originally served middle and high school students but has expanded to serve Pre-K-12th grade; the school has had amendments within this charter term to increase the enrollment cap and to add grades. The school has a relationship with the non-profit School

of Dreams Education Foundation, whose primary purpose is to provide financial support to the school or leases the facility for the charter school.

SODA implements a STEAM curriculum and emphasizes the development of well-rounded students who are prepared for post-secondary success. All students participate in STEAM curriculum offerings and programs and all students are required to develop and maintain an Individualized Learning Plan or an ILP. All ILPs include a student's test results, short cycle assessment results, parent and student surveys and questionnaires, STEAM projects and information, and student work samples. Upper grade students' ILPs also contain service-learning projects, career inventory surveys, college entrance testing results, and evidence of participation in competitions, contests, and performances. Finally, SODA is an Early College High School and students in grades 9-12 may take dual credit or concurrent enrollment courses as credited during the academic year.

Demographics as reported in STARS 2021-22 End of Year (EOY)





Academic Performance

Academic Performance Framework Indicators	2021-22 Score (100 points possible)
1: State Accountability System: NMVISTAS Overall Score	42
2: Subgroup Performance: high, middle, and low-performing quartiles	Not calculated by PED for 2021-22
3: School-specific Goals: if two goals, average of points on each goal	81
Overall Academic Score: average of Indicators 1 and 3	62

State Accountability System

The New Mexico State Accountability System gives every public school in the state an overall score. The top 25% of schools are designated Spotlight schools.

Schools were ranked by percentile within school type, with high schools being ranked separately from elementary and middle schools because of differences in how points are calculated (e.g., graduation factoring into high school but not elementary school accountability).

Schools below the 75th percentile are designated either a Traditional Support School or are given one of several designations indicating a need for greater support:

- Targeted Support and Improvement (TSI): Public Schools (Title I and non-Title I) with one or more student groups that meet the state's definition of consistently underperforming
- Additional Targeted Support and Improvement (ATSI): Public Schools (Title I) with one or more student groups performing as poorly as the lowest performing 5 percent of Title I schools identified for CSI
- Comprehensive Support and Improvement (CSI) Student Group: Title I schools that were previously identified for additional targeted support and improvement and that did not meet the statewide criteria for exiting ATSI status within the number of years determined by the state
- CSI – Graduation Rate: All public high schools in the state (Title I) with a four-year graduation rate below 66.67% for at least two out of the past three years
- CSI – Low Performing: Schools scoring in the bottom 5% of all Title I schools
- More Rigorous Intervention (MRI): If a CSI School does not satisfy exit criteria within the identification cycle, they are identified as MRI.

School of Dreams Academy ranked above **36.6%** of high schools statewide. The school received a designation of **More Rigorous Intervention (MRI)**.

Proficiency

In prior years, Early Literacy (ELIT) data from the Istation assessment administered to grades K-2 was aggregated into an overall reading proficiency score. In 2021-22, Istation data are provided as a separate metric (ELIT). Only schools that serve grades K-2 will include ELIT data.

Because science is assessed only in grades 5, 8, and 11, schools that do not serve these grades have no science proficiency data.

Data are masked as follows in the charts shown below:

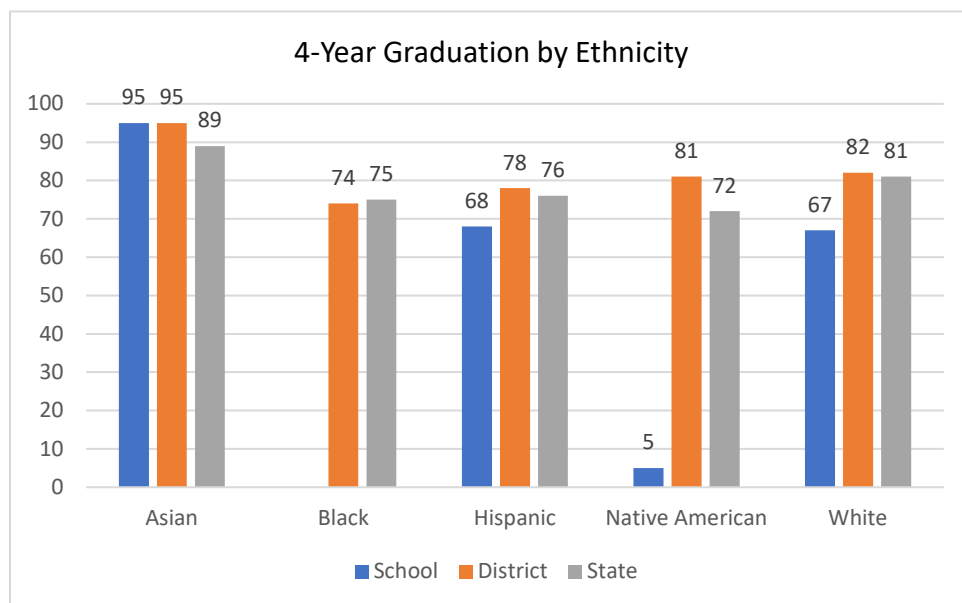
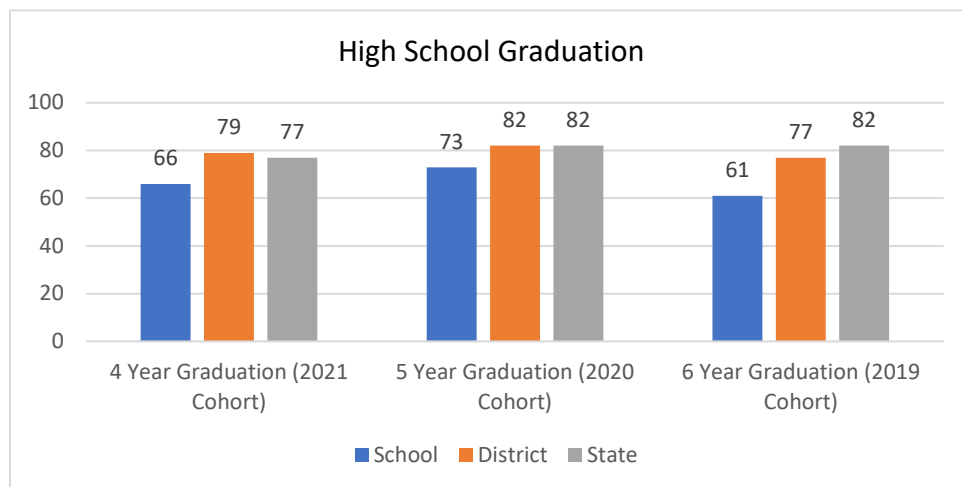
Students	Percentages Given	Data Masking
N = 0		<p>Examples:</p> <p>In a group of 17 students, if the proficiency was 3% the chart would show $\leq 20\%$ and if it was 98% it would show $\geq 80\%$.</p> <p>In a group of 59 students, if the proficiency was 3% the chart would show $\leq 5\%$ and if it was 98% the chart would show $\geq 95\%$.</p>
N < 10	*****	
N = 10-20	20% to 80%	
N= 21-40	10% to 90%	
N = 41-100	5% to 95%	
N = 101-300	2% to 98%	
N > 300	1% to 100%	

Subgroup Proficiencies			
	Reading	Math	Science
All	27%	17%	20%
Asian	*****		
Black	*****	*****	*****
Hispanic	25%	$\leq 20\%$	26%
Native	*****	*****	
White	32%	28%	*****
SwD	*****	*****	*****
EL	*****	*****	*****
FRL	29%	18%	24%

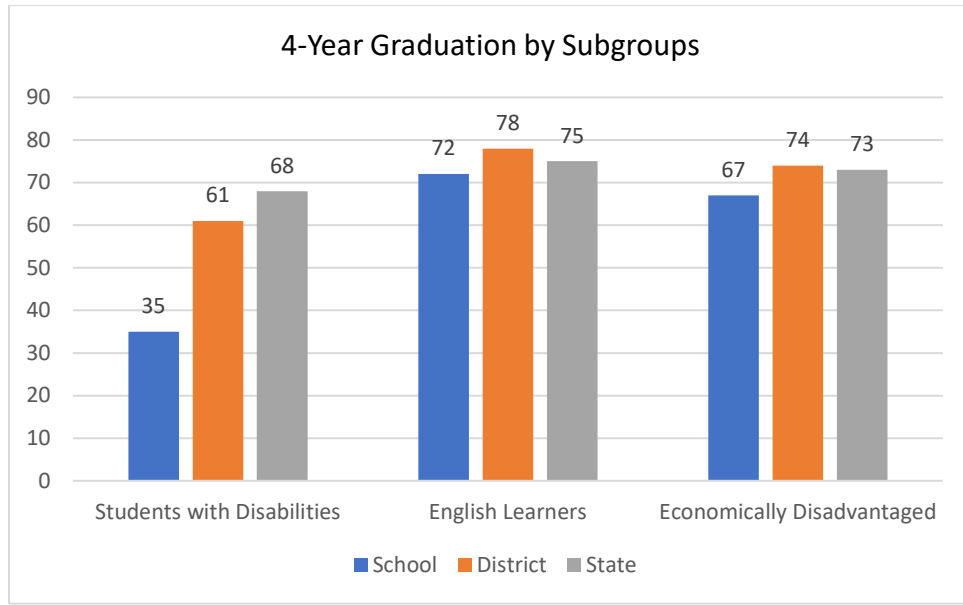
English Learner Progress toward Proficiency: 9%

High School Graduation

Data refer to prior year cohorts, with the most recent 4-year graduation data available for the 2021 graduation cohort, 5-year data for the 2020 cohort, and 6-year data for the 2019 cohort. The 4-year, 5-year, and 6-year graduation rates for these years are provided with comparative data for the state and district. The 4-year rate is then disaggregated by ethnicity and student group.



Note: The district-level and school-level percentages for the Asian category are $\geq 95\%$ in order to mask data due to student population size. The school-level percentage for the Native American category is $\leq 5\%$ in order to mask data due to student population size.



Mission-Specific Goal: Each year, 75% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses. AND 75% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.

Performance Level	Target	Points
Exceeds Standard	Each year, 90-100% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses. AND 90-100% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.	100
Meets Standard	Each year, 75-89% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses. AND 75-89% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.	75
Does Not Meet Standard	Each year, 65-74% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses. AND 65-74% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.	25
Falls Far Below Standard	Each year, less than 65% of students in grades K-5, enrolled on the 40th and 120th day, will earn a “Level 3 out of 5 within a Mastery Grading Scale” or higher on a minimum of three (3) STEAM courses.	0

	AND less than 65% of students in grades 6-12, enrolled on the 40th and 120th day, will earn a “C” or better on a minimum of four (4) STEAM elective courses.	
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Rating: Meets Standard (81%; average of grades K-5: 97% and grades 6-12: 65%)

Organizational and Financial Performance Framework

2021-22 Overall Rating: Does Not Meet Standard

Pursuant to the [PEC Performance Framework and Accountability System \(2019\)](#), schools receive ratings of **Meets Standard**, **Working to Meet Standard**, or **Does Not Meet Standard** for individual indicators in the framework. Explanations for any rating other than Meets Standard are provided below.

The school also receives an overall rating of either **Meets Standard** or **Does Not Meet Standard** for the year. If a school receives a **Does Not Meet Standard** rating for three or more indicators, it will receive an overall rating of **Does Not Meet Standard**.

School of Dreams Academy	2019-20	2020-21	2021-22
Organizational and Financial Performance			
1a Mission and Educational Program	Meets Standard	Meets Standard	Meets Standard
1b State Assessment Requirements	Meets Standard	Not Reviewed	Does Not Meet Standard
1c Rights of Students with Disabilities	Working to Meet Standard	Meets Standard	Working to Meet Standard
1d Rights of English Learners	Does Not Meet Standard	Working to Meet Standard	Working to Meet Standard
1e Meeting Program Requirements	Meets Standard	Assurances	Meets Standard
1f NM DASH Plan	N/A	N/A	N/A
2a Financial Reporting and Compliance	Working to Meet Standard	Working to Meet Standard	Meets Standard
2b Accounting Principles	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2c Responsive to Audit Findings	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
2d Managing Grant Funds	Meets Standard	Meets Standard	Working to Meet Standard
2e Staffing for Fiscal Management	Working to Meet Standard	Meets Standard	Meets Standard
2f Internal Controls	Meets Standard	Does Not Meet Standard	Does Not Meet Standard
3a Governance Requirements	Working to Meet Standard	Does Not Meet Standard	Working to Meet Standard
3b Nepotism, Conflict of Interest	Meets Standard	Assurances	Meets Standard
3c Reporting Requirements	Meets Standard	Working to Meet Standard	Meets Standard
4a Rights of All Students	Meets Standard	Assurances	Meets Standard
4b Attendance and Retention	Meets Standard	Meets Standard	Working to Meet Standard
4c Staff Credentialing	Working to Meet Standard	Working to Meet Standard	Meets Standard
4d Employee Rights	Working to Meet Standard	Assurances	Meets Standard
4e Background Checks, Ethics	Does Not Meet Standard	Assurances	Working to Meet Standard
5a Facilities	Meets Standard	Assurances	Meets Standard
5b Transportation	Meets Standard	Assurances	Meets Standard
5c Health and Safety	Meets Standard	Assurances	Meets Standard
5d Handling Information	Meets Standard	Assurances	Meets Standard

Explanation of 2021-22 Indicator Ratings

- 1.b. ELA participation 84%, math 83%, science 79%, ACCESS 89%. Target is 95% for all assessments.
- 1.c. Special Education Division confirms that the school has resolved most issues; SED is providing technical assistance.
- 1.d. No Annual Parent Notification form for the currently identified English Learners in student files.
- 2.b. Material Weakness audit finding for the school and for the foundation for FY21.
- 2.c. Two repeat audit findings for the school and one for the foundation for FY21.
- 2.d. Community Schools Planning Grant funds not expended.
- 2.f. Audit finding for late fee paid.
- 3.a. Governing board members have not completed all required training hours. Some but not all audit committee members attend exit interview.
- 4.b. The school's attendance rate as reported in the STARS 2021-22 EOY report was 83%. The target rate is 95%.
- 4.e. Not all background checks complete.