INCREASING CAP

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

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

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

And

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

Name of State-Chartered School: School of Dreams Academy

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

Current Charter Application or Contract Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
1) Article VIII, Section 8.01, Enrollment Cap (p.35)	1) 525	1) 625	1) Add Grade Levels Pre-K through 2nd for 2016 – 2017 School Year (refer to narrative)	4/26/2016

Original Signature of Governing Council President or Designee: _____ Date: 4/26/2016

Printed Name of Governing Council President or Designee: Kathy Chavez

Public Education Commission use only

Public Education Commission Chair: _____ Date: _____

☐ APPROVED   ☐ DENIED

Revised 04-28-15

SCHOOL OF DREAMS ACADEMY

GOVERNING COUNCIL

MINUTES – APRIL 26, 2016 - REGULAR MEETING

I.   CALL TO ORDER

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

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

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

Others Present: Mike Ogas
Kenny Griego
Geri Bennett
Debra Fox

II.   PLEDGE OF ALLEGIANCE
The Pledge of Allegiance was led by Susan Garcia

III.   ANNOUNCEMENT OF MEETING

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

IV.   APPROVAL OF AGENDA - April 26, 2016

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

V. APPROVAL OF MINUTES – March 01, 2015

No Correction, No Deletions, No Additions

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

VI DISCUSSION ITEMS:

A. Founder's Report

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

B. Principal's Report

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

VII ACTION ITEMS

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

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

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

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

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

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

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

4. Approval of Title II Carryover – 16,653.69

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

5. Approval of Entitlement Carryover – 69,630.69

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

6. Approval of Risk Pool $73.00

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

7. Approval of Transportation Decrease – 25,233.00

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

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

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

   No Action – First Reading

9. **Approval of Audit 2014**

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

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

10. **Approval Of Audit 2015**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VIII. Public Comments:

No Public Comments

IX. Closed Executive Session - Deleted

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

XI. ADJOURNMENT

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

The meeting was adjourned at ___9:08 am.__

Approved this   2016.
Signed:

Kathy Chavez, President

Attest: _____ sg

School of Dreams Academy Change/Amendment Request Form

Introduction

Nestled in the Rio Grande Valley in Central New Mexico, the School of Dreams Academy (SODA) is located in Los Lunas, New Mexico. SODA draws students from several small communities. These areas vary from urban to rural, our stakeholders run the gamut from upper middle class, ranchers, immigrants, meth-cookers, and Native Americans from the nearby reservation. Our learners include foster children, home schooled kids, drop outs, the gifted and talented, special education, the exceptional and the disenfranchised. Serving grades seven through twelve with three-hundred and eighty students, co-founded by the principal, Mike Ogas in 2008, SODA is designated as a SAM school by the Public Education Department and also qualifies as a Title One School Wide Program, that is nationally accredited by AdvancEd. Most recently the School of Dreams Academy was awarded a large grant to be an Early College school, offering dual credit courses in collaboration with the University of New Mexico, Valencia Campus. Our students now have the unique opportunity to take college level classes for free at the nearby college campus, or right on our own campus, and to graduate high school with an Associate's Degree.

On our 2014, five-year Charter renewal with the PEC (Public Education Charter) we amended our Charter to include a STEAM (Science Technology Engineering Arts Math) model of curriculum and learning. This project based learning pedagogy will increase student engagement, provide students with a 21st education, and increase student test scores. Using a student centered character model based on our Spartan Code of Ethics and our school wide PBS (Positive Behavior System) we endeavor for our students to graduate with many college credits, a great foundation in STEAM, and a solid character education.

Mission and Vision

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. The visions of SODA is to stand as the Rio Grande Valley's pillar of achievement character and success.

Amendment Request
1) Under Article VIII, Section 8.01, Enrollment Cap (p.35) the School of Dreams Academy is requesting a change from an enrollment cap of 525 students to a proposed amendment allowing an increase in enrollment to 820 students.
2) Under Article VII, Section 8.01, Authorized School Grades, the School of Dreams Academy is requesting a change from the current Charter of authorized school grades 7-12a to be authorized to serve Pre K – 12 school grades.

3) Under Article VIII, Section 8.01, (vii) Facility, Physical Address (p.38) the School of Dreams Academy is requesting a change from our current location 1800 Main Street., NE Los Lunas, NM 87031 to 906 Juan Perea Rd., Los Lunas, NM 87031

Justification

Why has the School of Dreams Academy School Report Card grade fluctuated so erratically in the past five years? We have looked at data trends from both short cycle and end of year assessments, curriculum alignment, teacher assignments, demographics, and surveys from stake holders to try and gain a clearer understanding. We began by comparing and analyzing the School Report Card from 2010 until now. By comparing each year to each other in a graph we hope to find a data trend that would begin to explain our inconsistent grades, and lead us to a solution for greater student success, for our current students and our proposed elementary students.

	Current standing	School Growth	Student Growth of Highest performing Students	Student Growth of Lowest Performing Students	Opportunity to Learn	Graduation	College and Career Readiness	Bonus Points
2010-1011 (F)	6.9	0.7	1.6	11.5	7.5			0.0
2011-2012 (D)	12.8	0	6.1	7.8	6.2			0.0
2012-2013 (A)	16.73	7.40	10.00	9.41	6.27			2.97
2013-2014 (C)	9.07	4.90	9.27	7.81	6.31	12.44	8.61	3.00
2014-2015 (D)	5.76	2.31	2.50	1.79	7.19	6.50	11.00	5.00

Current Standing

School Growth

Student Growth of Highest Performing
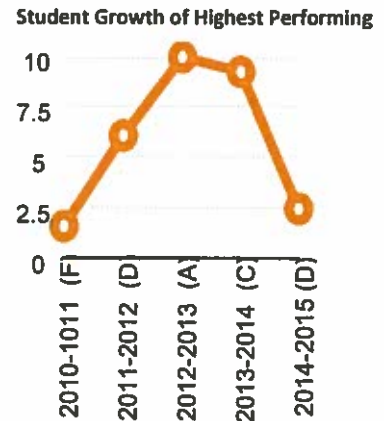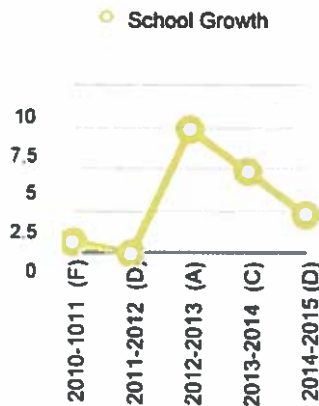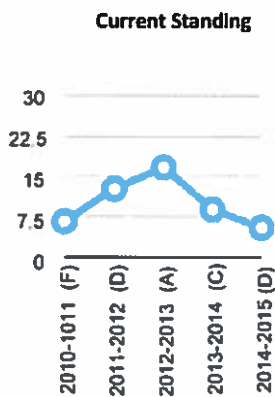
School of Dreams Academy Change/Amendment Request Form

Student Growth of Lowest Performing
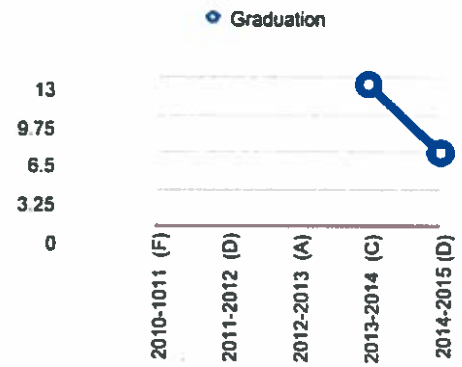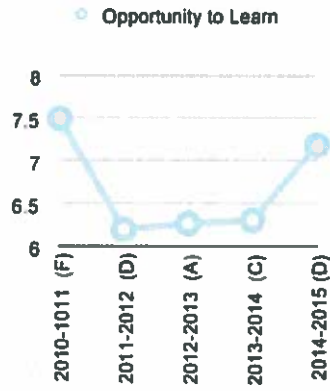
Opportunity to Learn

Graduation

College and Career Readiness

Bonus Points

School of Dreams Academy Change/Amendment Request Form
○ 2010-1011 (F)   ○ 2011-2012 (D)   ○ 2012-2013 (A)   ○ 2013-2014 (C)   ○ 2014-2015 (D)
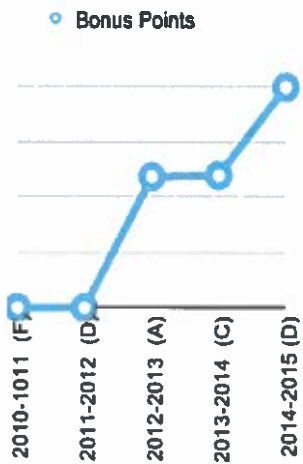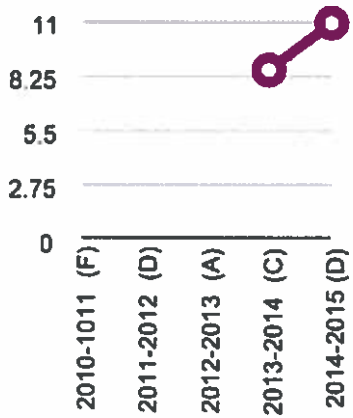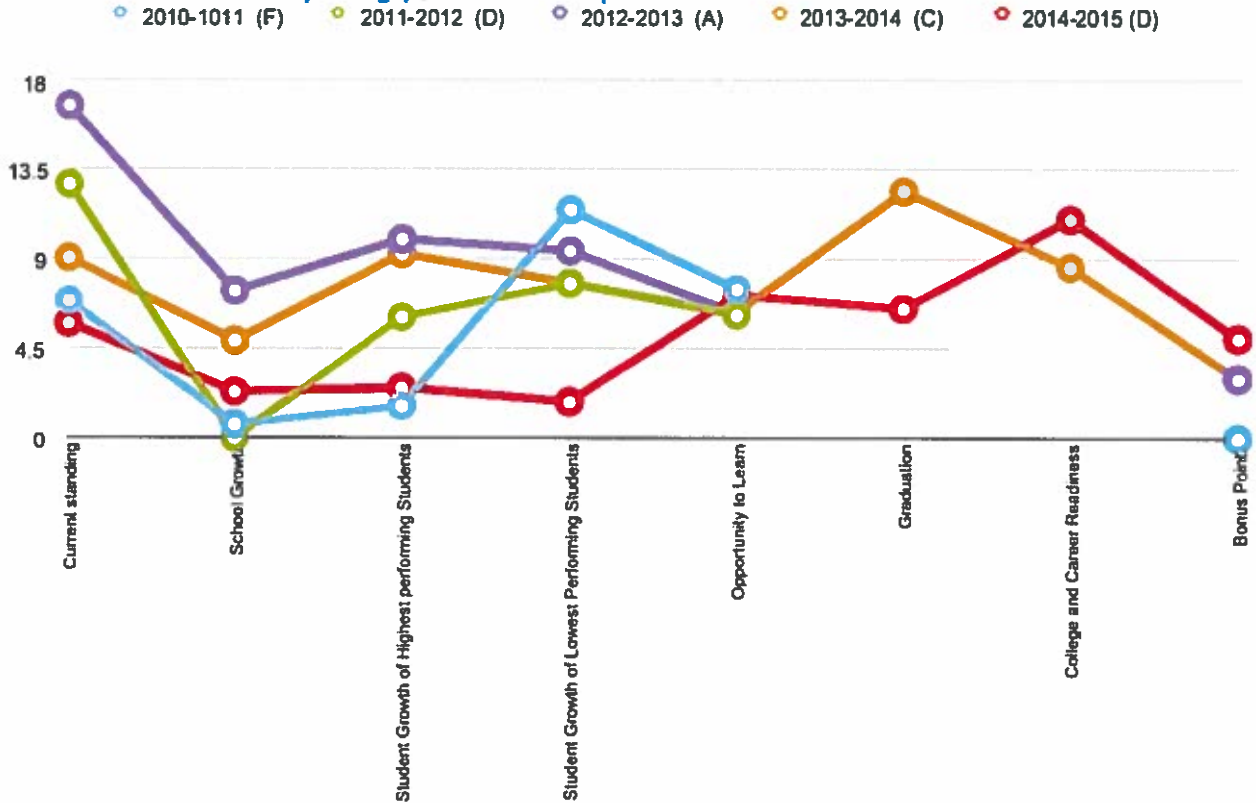
2010-2011: F: The first School Report Card in 2011 was cataclysmic for the School of Dreams Academy. The community and school were very disappointed, because as a new school, we did not have 3 years-worth of data to accurately assess our data trends. In order to give our school the necessary data, an average was compiled using the VAM model. Our school had been recently restructured, and very little data had been submitted through STARS from the previous year.

2011-2012: D: In 2012, our grade rose modestly to a D. We increasing our interventions, and by the systematic planning and delivering of our main curriculum of E2020 we began to see gains in our student achievement. By analyzing our student data, we realized we needed to focus on our highest preforming students so we added dual credit classes as well as competitive robotics and dance.

2012- 2013: A: Our best year thus far, according to the State Report Card, was in 2013. The strategies we put in place, high interest rigorous elective, dual credit, using the Advanced Ed continuous improvement model. Shared governance, parent involvement, and after school tutoring were very successful. Due to our increased enrollment we were able to use the augmented revenue for direct student support such as tutoring and intervention training in various areas. We

4

were also able to fully fund student extra-curricular activities at the national and state level. However, stakeholder surveys and the opportunity to learn segment of the State Report Card alerted us to a problem with our curriculum. Students were struggling with E2020, our online program of study. Teacher and student engagement were low, so we began to implement a blended approach, using E2020 as a large textbook vault.

2012 - 2014: C: In 2014 we dropped to a C. If compared to our A grade, our highest and lowest performing students performed at roughly the same level, and we increased our bonus points. However, our school growth as a whole was three points lower. We offered our community a night school program which provides non- traditional students an opportunity to graduate. All non-traditional students are placed in a cohort group from an H4 and greater, these students are subject to all graduation requirements. Because some of these night school students did not graduate within a year or for various reasons dropped out they were counted in our overall graduation rate. As a small school we only had 50 of our traditional students graduate, out of these 50 students we had a 100% graduation rate. Although 15 of our night school students did graduate, the ones that did not graduate, negatively affected our overall graduation rate.

We began to form more partnerships with higher education and post-graduation organizations, such as UNMVC, CNM, the EOC (Equal Opportunity Center) and Military (ASVAB) that regularly met with our students and in particular seniors to form a plan. Our 9-12th grade students took the ACT with strong student gains. Two Daniel's Foundation Scholars and one Gate's Millennium Scholar graduated with a full scholarship to their choice of colleges. Teachers began to supplement Edgunity (E2020) with more hand on learning experiences.

2014 - 2015: D: This year, we were disappointed to discover that our students significantly under-preformed on the PARCC test according to the State Report Card. In Valencia County, only one High School scored a C, every other High School and Middle School scored a D or F. In the Spring of 2014 we were awarded a grant and became an Early College High School. Starting from the 2013 school year until Fall 2015, our students have completed a whopping 736 dual credit college classes. *With more than 50% of our high school students earning dual credit courses, with a 90% pass rate, why are we not testing higher?* As an Early College High School with a strong collaborative relationship with UNM Valencia this did not make sense. A questionnaire given to students provided us with an interesting hypothesis.

High achieving high school students taking multiple college classes said that, *"Our college classes taught us different things and even a different way of answering questions than was on the PARC test"*. Quite simply, the college curriculum did not match with the common core expectations of the PARC. While 90% of our students passed their dual credit collage classes both at our site and on the Valencia Campus, they found that, *"The information, and the way they*

5

wanted the information on the test was very different". Looking at our State Report Card, we received a B in College Preparedness, yet an F in our Highest Performing Students. **This discrepancy between high school common core standards and College/University curriculum is a conundrum.**

ACT Scores

Furthermore, we pay for every student to take the ACT every year from 9th grade until they graduate. While we can compare our ACT data to the National, and New Mexico average, these numbers would not truly represent our success for two reasons. Firstly, we pay for and expect *every* student to test. Most schools are only reporting their 'college bound' students, or about 30% of their students. Secondly, no other schools test their students beginning at 9th grade. Obviously, a 9th grader's scores cannot be compared to a 12th grader's scores. We are more interested in tracking and improving each student's progress. In advisement we begin test prep for the ACT in 9th grade. We will expand this and concentrate equally on Common Core standards to improve our PARC scores. We are in the process of desegregating our ACT data and will include this data at a later date.

STEAM Curriculum

As part of our action plan to solve this, we became a STEAM school. Using science, technology, engineering, the arts, and math projects to teach a relevant and collaborative curriculum, we plan on increasing both our math and language arts test scores and student engagement. While our math department began this summer to align our middle and high school curriculum with the college curriculum, we also offered a summer math work shop.

Therefore, we feel that the School of Dreams Academy has had fluctuating grades because of our fluctuating curriculum. We began with E2020 that is, at, or above grade level and although it is aligned to the Common Core, many students struggled to learn or were disengaged by sitting in front of a computer for long periods. By using many different intervention strategies, and a blended curriculum with E2020 (now Edgunuity), and offering Dual Credit classes at the school and at the college campus, student engagement and college readiness increased. However, it is clear that our STEAM curriculum must be relevant, engaging and aligned with the Common Core. We recently began a partnership with Explora to begin a professional development/curriculum alignment using the Next Generation Science Standards as an entire faculty.

A STEAM curriculum assimilates the arts into the STEM formula. While both programs of study actively make connections between disciplines by using a hand-on-learning model that is applicable and engineered to solve real world problems, the arts change student's perception of their world by stressing creative problem solving. The inclusion of the arts into a STEM system of education does not water down the program, instead it makes it more engaging and relevant. One important conceptualization for a strong STEAM program is focusing on the creative design process that is fundamental to engineering and art (Bequette & Bequette, 2012)

Both the scientist and the artist are searching for the answer that has not yet existed; the artist might define it as inspiration while the scientist labels it as problem-solving- yet both disciplines originate in creativity.

The proposed solution to the problem of low student achievement in mathematics is to implement a school wide STEAM curricula. Therefore, when we authentically integrate across content areas, we are connecting, collaborating, teaching and assessing at least two or more standards with intention and equity. For instance, by selecting a Common Core Math Standard, a Next Generation Science Standard, and a National Core Art Standard to teach a concept, these standards should be assessed equitably and be intentionally taught.

It is interesting to note that just as STEM and STEAM began to be actively incorporating as a methodology, other systems of thought began to change as well. For the last 60 years, Bloom's Taxonomy has been applied in educational settings as a method of classification for student thinking behaviors. However, in 2001 the taxonomy was revised to add relevance for the 21st Century. The most significant change is that 'creating' is now at the apex of the pyramid, above remembering, understanding, applying, analyzing, and evaluating. Creating, then, is the highest order of human thinking. Creating is also the most important component in a STEAM curriculum.

STEM drives instruction through observation, inquiry and problem solving in science, technology, engineering and mathematics through analysis and synthesis. While it is true that STEM education brings connections of teaching and learning, and that it is more than just robotics and coding classes, STEAM culminates in Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing (Anderson & Krathwohl, 2001, pp. 67-68).

This active learning and integration has tremendous potential for those students who are sitting, and waiting, in classrooms to be thoughtfully engaged and challenged to create. STEAM is teaching through collaborative risk taking and creativity. As Susan Riley, an Arts Integration Specialist reasons, *"This means that students are using the skills and processes learned in science, technology, engineering, the arts and mathematics to think deeply, ask non-Googleable questions and solve problems"* (Pivot Point: At the Crossroads of STEM, STEAM and Arts Integration, December 18, 2013). This also means that just as curriculum standards and not viewed in isolation, neither are students. Through integrated collaboration, the ability for teachers to see different strengths and problem solving techniques in their students is transformative. With a solid STEAM curriculum, the misnomer that some students are 'not good at math' or 'not good at art' will be dispelled through common aspects of integrated problem solving strategies, processes and skills. Moreover, student perceptions that they do not 'like math', or 'like art', will decrease as subjects are not planned in isolation, but as collaborative projects; teacher and student engagement will also increase.

The School of Dreams Academy wants to take this STEAM curriculum one step further and incrementally add elementary grades. By analyzing the school grades in Valencia County a data trend emerges of elementary schools scoring well- all were at a C or better. Why, then did every middle school in Valencia County earn a D or below, including our Charter

7

school? We believe that by adding elementary grades we can seamlessly bridge the gap between pre-k, elementary, middle and high school.

At a Nationwide conference for Check and Connect, a system of academic and social mentoring targeted to interrupt the cycle of student disengagement, our faculty was able to articulate what we have long known: every student must feel valued and welcomed in our school in order to be able to succeed. We believe that with a system of knowing and valuing our students and families from pre-school under graduation, and a solid STEAM curriculum, in a smaller school setting, we can dramatically increase the data necessary for student success indicators, but also student and family engagement.

Motivation

By further analyzing the data, we find that our 11th grade students performed very well in Language Arts, as did many other high schools in New Mexico. One hypothesis is that the Juniors understood that this test would determine if they graduated with a high school diploma or a certificate of completion and thus they 'tried harder'. We plan on promoting the PARCC test and offering incentives to raise motivation, as well as having students graph their scores on their ILP (individual Learning Plan) for intrinsic motivation. Our hypothesis is that the longer students stay at our school, the higher their achievement rate.

Testing Issues

Additionally, the School of Dreams Academy did have several serious glitches and bugs when administering the math portion of the PARCC test. Many high performing high school students complained that, *"they could not solve the problems"* and several students became so upset they cried. Teachers are not allowed to look at the test, however after multiple complaints, the test coordinator finally looked at the math questions and discovered they had not loaded properly. Essential data was omitted and a diamond shaped symbol with a question mark inside was substituted, making the equations indeed unsolvable. We immediately called and documented the error.

Valencia County Demographics

At the School of Dreams Academy, we consider our unique student demographics not as an excuse, but as a beginning. Many of our staff members were trained this summer in a drop-out-prevention and student engagement program, Check and Connect. It is very successful, research based, National program, that interrupts the cycle of student disengagement with social and academic interventions based around a mentor system. Before we can implement a program of trust, we needed to understand who our students are, in order to better provide academic and social interventions. These are the results of recent student survey in December of this year.

233 students completed the survey, 4 of those students opted out of the survey. 229 responses were collected out of 318 students for a 73% response from our student body. By analyzing the social connection our students have with their

8

families and guardians, we begin to see a pattern of emotionally supportive parents that are struggling with finances, health and social problems. 85% of our students feel that there is someone at home they can talk to if they are sad, lonely, angry or happy and 90% feel they can get help at home with their homework, 86% with laundry, and 87% with getting to school.

However, only 67% can get help with making meals at home. This combined with 38% of students that reported they did not eat breakfast and 24% did not bring a lunch or have plans to buy lunch is troublesome. Although the School of Dreams Academy is a Title One school, and many of our students qualify for free and reduced lunch, we do not have a kitchen. We are very excited that next year we will be renting a portable with a commercial kitchen and we will have the ability to offer breakfast and lunch.

The School of Dreams Academy administration, teachers and staff have known that there was a lot of need in our school, but the numbers the students reported were still surprising and sad. 19% of our students reported that they live with someone other than their parents, 21% Have witnessed drug or alcohol abuse, 17% have witnessed domestic violence, 17%, have been Involved with CYFD, 16% have lived outside the home, 6% have been in a Foster home, and 5% have been homeless/ shelter.

What is our student's educational background? Close to one third (31%) have been suspended, and since we work strongly with our students to stay in school, we believe this number is from other schools. For instance, only 6 students have been suspended this year. Seven percent (7%) have been expelled from a previous school, 7% have been at 6 or more schools from kindergarten until now, 10% have been at 5 different schools, and 20% have been at 4 different schools. This shows that many of our students are coming to the School of Dreams Academy because they struggled at other schools. We believe that the ability to take college classes, a strong arts and robotics program, and an integrated project based STEAM curriculum implemented by a staff trained in Check and Connect will give the students of Valencia County a place to succeed.

Our families have a lot of need: students were asked to mark any answers that were true for themselves or other family members. 45% have money problems, 36% have car problems, 34% marked depression,24% listed mental health problems, including medication, 20% reported major health issues, 17% listed attempted suicide, 17% marked jail or prison, 14% marked drug or alcohol problems, and 12% listed a history of trauma or abuse. 34% did not respond, showing a need base of 66% or 2/3 of our student base.

Elementary School

These statistics are a major reason we want to implement an elementary school. We believe we can provide a pre K -12 school model that will transform Valencia County. By using STEAM in collaboration with Explora, and our highly

successful elementary and robotics and dance programs (already offered and utilized by the community), we know we can make a positive difference in raising student engagement and achievement levels. We can offer students the unique opportunity to attend one school, with the same STEAM curriculum, in a small school setting. We believe this will eliminate the drop in student achievement from elementary school to middle school. By adding a Spanish language component, music, art, dance, robotics/engineering integrated into math, science, history and language arts, we aim to create a school that brings together the culture diversity of Valencia County and New Mexico, while providing an excellent educational model. One way that we know we would be successful in developing lower grades is the outpouring of community support, as evidenced by our surveys, in favor of an elementary school. Just as we are the only charter school available in Valencia County for middle and high school, so would we be the only option for elementary parent's to have a choice.

Wrap Around Services and More

As we continue to implement our STEAM curriculum, and increase our computers to a 1:1 model, it is important to note that 21% of our students do not have access to high speed internet. This means that a traditional school that opens at 8 am and closes at 4 pm does not suit our students and families. We want to incorporate a wraparound program beginning with pre-school until they graduate. As we continue to grow and develop we envision our school at the heart of a community center, that offers social services, parenting classes, child care, and a continuation of our night school with job training.

Like most charter schools, the School of Dreams Academy has long made do with facilities that were not ideal for a school setting. We began at UNMVC in 2009 in a 1000 square feet and by October of that year we rented a 10,000 square foot space in a strip mall. Eventually, we took over the strip mall and have utilized virtually every nook and cranny available while we looked for our own property. This year we were approved to provide school transportation through the PED Transportation bureau, and we have two school buses that pick up students from different locations in Valencia County in a 20-mile radius.

New Facility

However, our most exciting news is that we are moving forward with a new facility. We are working in close collaboration with the Village of Los Lunas to obtain 20 acres in close proximity to the Rail-Runner station. We are also working in conjunction with APS to borrow 52 classroom portables and a PSFA kitchen. The initial plans with the architects and civil engineers are moving forward and planning a design of the infrastructure, a set-up of the portables with the beginnings of a permanent facility. The first phase centers around a large building designed to embody our STEAM curriculum. This big room concept will provide easy access for collaboration and surround an auditorium. Included is an engineering/robotics area combined with a vocational center. The arts, math, and science will work closely with engineering and using current technology will focus on real world applications.

We are currently collaborating with 3 local manufacturing business, all of which have national and world contacts, to be a part of our vocational training center. This work force engagement is vital to our community; these manufactures have trouble finding a local workforce to that have the skills they need. We are working with them to provide graduates, and interns with experience to produce graduates that are ready to begin working and/or using these experiences to complete a college degree.

STATE OF NEW MEXICO PUBLIC EDUCATION DEPARTMENT

SURVEY RESULTS FOR 2015/2016 - SCHOOL OF DREAMS ACADEMY QUESTIONS

#	Question *Pregunta*	Level *Nivel*	Strongly Agree *Absolutamente de Acuerdo*	Agree *De acuerdo*	Disagree *No de Acuerdo*	Strongly Disagree *Absolutamente en Desacuerdo*	Do Not Know *No Sé*	No Opinion *Ninguna Opinión*	Total Responses *Respuestas Totales*
1	**My child is safe at school.**	**State**	82	118	3	1	4	3	211
	Mi hijo(a) está seguro(a) en la escuela.		38%	55%	1%	0%	1%	1%	100%
2	**My child's school building is in good repair and has sufficient space to support quality education**	**State**	49	112	30	5	3	12	211
	Las instalaciones escolares están en buen estado y proveen suficiente espacio para facilitar una educación de calidad.		23%	53%	14%	2%	1%	5%	100%
3	**My child's school holds high expectations for academic achievement.**	**State**	94	96	8	6	4	3	211
	La escuela de mi hijo(a) tiene altas expectativas académicas		44%	45%	3%	2%	1%	1%	100%
4	**School personnel encourage me to participate in my child's education.**	**State**	61	100	19	5	6	20	211
	El personal escolar me anima a participar en la educación de mi hijo(a).		28%	47%	9%	2%	2%	9%	100%
5	**The school offers adequate access to up-to-date computers and technologies.**	**State**	72	101	20	5	9	4	211
	La escuela ofrece acceso adecuado a las computadoras modernas y a la tecnología, en general.		34%	47%	9%	2%	4%	1%	100%

#	Question								
6	**School staff maintains consistent discipline which is conducive to learning.**	State	59	100	24	9	7	12	211
			27%	47%	11%	4%	3%	5%	100%
	El personal escolar mantiene una disciplina consistente que fomenta el aprendizaje.								
7	**My child has an adequate choice of school-sponsored extracurricular activities.**	State	54	96	34	13	5	9	211
			25%	45%	16%	6%	2%	4%	100%
	Mi hijo(a) tiene acceso a una selección adecuada de actividades no académicas patrocinadas por la escuela.								
8	**My child's teacher provides sufficient and appropriate information regarding my child's academic progress.**	State	70	104	23	4	5	5	211
			33%	49%	10%	1%	2%	2%	100%
	El maestro(a) de mi hijo(a) ofrece información suficiente y apropiada sobre el progreso académico de mi hijo(a).								
9	**The school staff employs various instructional methods and strategies to meet my child's needs.**	State	54	116	14	4	13	10	211
			25%	54%	6%	1%	6%	4%	100%
	El personal escolar emplea una variedad de estrategias y métodos pedagógicos para cumplir con las necesidades de mi hijo(a).								
10	**My child takes responsibility for his, or her, learning.**	State	90	102	9	1	6	3	211
			42%	48%	4%	0%	2%	1%	100%

#	Question														
	Mi hijo(a) se hace responsable de su propio aprendizaje.														
11	**Students and Parents feel welcome at School of Dreams Academy**	District	91	43%	101	47%	5	2%	5	2%	6	2%	3	1%	211	100%
	Los padres e estudantes se sienten bienvendos a al Academia School of Dreams														
12	**Character Counts is an important part of my child's education.**	School	39	18%	145	68%	10	4%	3	1%	7	3%	7	3%	211	100%
	El Carácter cuenta es una parte importante en la educación de sus hijos.														
13	**the staff is available when I have a concern or a question about my child.**	School	41	19%	146	69%	10	4%	4	1%	5	2%	5	2%	211	100%
	El personal está disponible cuando tiene una preocupacióno pregunta sobre sus hijos.														
14	**I am able to access the school website for information regarading my child's education.**	School	43	20%	142	67%	11	5%	2	0%	7	3%	6	2%	211	100%
	Yo puedo conseguir la página web de la Academia para obtener información sobre la educación demis hijos.														
15	**My child's teacher communicates with me regularly about the progress through phone calls, conferences, etc.**	School	34	16%	137	64%	18	8%	8	3%	5	2%	9	4%	211	100%
	El maestro(a) demi hijo(a) se communica conmigo regularmente acerca de progreso														

academic, con llamadas por telépono, juntas, etc.

	School							
16 **Students and parents feel welcomed at School of Dreams Academy.** *Los padres y estudantes se sienten bienvenidos a la Academia School of Dreams.*		45	151	4	3	5	3	211
		21%	71%	1%	1%	2%	1%	100%

Back to Admin Menu

School of Dreams Academy

Total # of Students: 239
Percentage of Students Who Met or Exceeded their Projected RIT: 38%
Percentage of Projected Growth Met: 25%
Percentage of Students Who Are at or Above Grade Level: 57%
Percentage of Students Who Met or Exceeded Their Projected RIT and/or at or Above Grade Level: 67%

Fall 2015-Spring 2016 Mathematic NWEA MAPS

Student ID	Gr.	Start Percentile	End percentile	Observed growth	Met Growth Projection	2015 Norms Percentile	Met Charter Contract
326415379	7	77	84	11	Yes	**High** average achievement	X
527981187	7	28	33	8	Yes*		X
191312941	7	15	58	27	Yes	**High** average achievement	X
632914966	7	19	42	17	Yes		X
713363331	7	58	78	16	Yes	**High** average achievement	X
355628835	7	13	28	14	Yes		X
561653841	7	32	42	10	Yes*		X
679915819	7	91	76	-4	No	**High** average achievement	X
775726714	7	46	60	12	Yes	**High** average achievement	X
247333149	7	30	14	-5	No		
161623152	7	37	8	-14	No		
169359841	7	48	31	-2	No		
784598138	7	51	33	-2	No		
556826162	7	71	62	2	No*	High average achievement	X
156837726	7	89	82	2	No*	**High** average achievement	X
694264193	7	65	76	12	Yes	**High** average achievement	X
722566254	7	81	62	-3	No	High average achievement	X
434658340	7	32	35	7	Yes*		X
527979157	7	60	74	13	Yes	**High** average achievement	X
231196635	7	48	38	1	No		
264426685	7	53	53	6	Yes*	**High** average achievement	X
455843664	7	24	24	5	No*		
648678415	7	69	46	-4	No		
658659610	7	63	60	5	No*	High average achievement	X
882852841	7	37	28	1	No		
759289879	7	81	74	3	No*	High average achievement	X
238247712	7	51	42	2	No*		
335251484	7	24	15	-1	No		
324588847	7	65	42	-4	No		
234658136	7	51	33	-2	No		
849465414	7	32	28	3	No*		

ID	Grade	Col1	Col2	Col3	Col4	Col5	Col6
838147148	7	90	82	1	No	High achievement	x
287799993	7	41	46	8	Yes*		x
104510052	8	38	56	13	Yes	**High** average achievement	x
578291759	8	25	25	4	No*		
104403530	8	26	40	11	Yes		x
319192548	8	49	62	11	Yes	**High** average achievement	x
125354712	8	52	70	14	Yes	**High** average achievement	x
104464839	8	28	62	21	Yes	**High** average achievement	x
317576114	8	47	54	8	Yes*	**High** average achievement	x
314131574	8	56	50	2	No*	High Average achievement	x
874535784	8	18	48	20	Yes		x
653292581	8		74			High average achievement	x
292733920	8		54			**High** average achievement	x
745479725	8	76	72	3	No*	High average achievement	x
333479921	8	81	62	-5	No	High average achievement	x
663235836	8	43	50	8	Yes*	**High** average achievement	x
558318895	8	81	83	7	Yes*	**High** average achievement	x
104516547	8	30	44	11	Yes		x
104620901	8	38	50	10	Yes	**High** average achievement	x
103727970	8		19				
271632788	8	74	70	3	No*	**High** average achievement	x
147118442	8	18	28	10	Yes*		x
529144487	8	43	48	7	Yes*		x
673624862	8	38	25	-3	No		
452125560	8	69	48	-5	No		
342635638	8	36	54	13	Yes	**High** average achievement	x
177982154	8	63	56	2	No*	**High** average achievement	x
737662650	8	67	52	-2	No	**High** average achievement	x
598725539	8	65	66	6	Yes*	**High** average achievement	x
103801593	8	87	81	2	No*	**High** average achievement	x
865787212	8	23	50	18	Yes	**High** average achievement	x
894955814	8	71	74	7	Yes*	**High** average achievement	x
327396479	8	47	58	10	Yes	**High** average achievement	x
626498679	8	60	50	0	No	High Average achievement	x
626261762	8	36	36	4	No*		
218661510	8	94	88	-1	No	**High** average achievement	x
127614899	8	30	52	15	Yes	**High** average achievement	x
333255321	8	56	54	4	No*	Average achievement	x
826411571	8	32	42	9	Yes*		x
104633706	8	65	13	-24	No		
781272612	8	65	81	15	Yes	**High** average achievement	x
452932593	9	98	97	1	No*	High Average achievement	x
566556957	9	64	67	5	Yes*	**High** average achievement	x

782719132	9	60	67	7	Yes*	**High** average achievement	x
217655612	9	45	28	-6	No		
104507512	9	47	37	-2	No		
104475629	9	58	41	-5	No		
886237833	9	43	53	8	Yes	**High** average achievement	x
103584280	9	98	91	-8	No	High Average achievement	x
103143376	9	74	57	-5	No	Average achievement	x
104613815	9	62	67	6	Yes*	**High** average achievement	x
782574917	9	93	95	8	Yes	**High** average achievement	x
764572996	9	64	61	2	No*	High Average achievement	x
885423376	9	66	30	-15	No		
104401047	9	35	19	-7	No		
419749999	9	86	79	-1	No*	High Average achievement	x
785464652	9	56	37	-6	No		
869748350	9	37	35	2	No*		
103579314	9	62	65	5	Yes*	**High** average achievement	x
548327667	9	49	28	-8	No		
879625739	9	56	43	-3	No		
104308531	9	49	21	-12	No		
355324625	9		51			High Average achievement	x
104475728	9	62	51	-2	No	High Average achievement	x
104611272	9	76	76	4	Yes*	**High** average achievement	x
397196890	9	39	39	3	Yes*		x
104613146	9		87			High Average achievement	x
104643929	9	82	71	-3	No	High Average achievement	x
822913521	9	95	83	-8	No	High Average achievement	x
249361429	9	82	83	5	Yes*	**High** average achievement	x
165298159	9	85	77	-1	No*	High Average achievement	x
103578621	9	49	65	11	Yes	**High** average achievement	x
104552245	9	29	39	8	Yes*		x
104371117	9	22	15	-3	No		
516942174	9	81	71	-2	No	High Average achievement	x
448338178	9	43	61	12	Yes	**High** average achievement	x
104371190	9	64	51	-3	No	High Average achievement	x
103144283	9	58	61	5	Yes*	**High** average achievement	x
229347364	9	52	37	-4	No		
104400478	9	56	45	-2	No		
455997635	9	47	28	-7	No		
104370093	9	16	13	-1	No*		
103584520	9	31	53	14	Yes	**High** average achievement	x
325789717	9	94	88	-2	No	High Average achievement	x
104371505	9	54	49	1	No*		
104633573	9	56	74	13	Yes	**High** average achievement	x

104613757	9	84	79	1	No*	High Average achievement	x
514516285	9	41	14	-14	No		
879898187	9	88	71	-8	No	High Average achievement	x
104389309	9	47	63	11	Yes	High average achievement	x
795998129	9	56	53	2	No*	High Average achievement	x
257417766	9		55			High Average achievement	x
565132685	9	74	53	-7	No	High Average achievement	x
352585194	9	70	69	3	Yes*	High average achievement	x
461972218	9	49	59	8	Yes	High average achievement	x
765363528	9	70	55	-4	No	High Average achievement	x
559988373	9	81	65	-5	No	High Average achievement	x
104397781	10	52	29	-10	No		
104072871	10	32	10	-15	No		
104071097	10	66	42	-10	No		
103582136	10	71	26	-22	No		
104537972	10	73	59	-5	No	High Average achievement	x
104313275	10	98	97	2	Yes*	High average achievement	x
104400239	10	42	12	-18	No		
104072053	10	66	28	-18	No		
104058185	10	62	38	-10	No		
221517394	10	64	66	4	Yes*	High average achievement	x
104050265	10	75	47	-12	No		
104054317	10	46	34	-4	No		
102606829	10	58	62	5	Yes*	High average achievement	x
104398037	10	78	83	7	Yes	High average achievement	x
104050323	10	52	51	2	Yes*	High average achievement	x
592431712	10	76	73	1	No*	High Average achievement	x
104400577	10	46	40	-1	No*		
102870011	10	40	28	-5	No		
104625264	10		64			High Average achievement	x
104317367	10	58	44	-5	No		
575516919	10	90	96	13	Yes	High average achievement	x
104412267	10	42	36	-1	No*		
104537964	10	71	59	-4	No	High Average achievement	x
104049184	10	60	51	-2	No*	High Average achievement	x
104070651	10		71			High Average achievement	x
487167835	10	98	98	5	Yes*	High average achievement	x
104628060	10	54	40	-5	No		
104311923	10	58	31	-12	No		
104073630	10	66	69	5	Yes*	High average achievement	x
104072194	10	66	23	-21	No		
104053780	10	54	42	-4	No		
102516440	10	90	94	10	Yes	High average achievement	x

ID							
699136990	10	52	55	4	Yes*	**High** average achievement	x
102401122	10	69	53	-6	No	High Average achievement	x
104149729	10	78	74	1	No*	High Average achievement	x
104399399	10	62	36	-11	No		
104039177	10	73	68	0	No*	High Average achievement	x
462189994	10	56	26	-14	No		
104071774	10	60	47	-4	No		
523798478	10	86	83	1	No*	High Average achievement	x
104217161	10	68	19	-25	No		
103581617	10	50	20	-15	No		
104400908	10	64	76	10	Yes	**High** average achievement	x
596475574	10	44	18	-14	No		
103141461	10	71	59	-4	No	High Average achievement	x
699288429	10	56	71	11	Yes	**High** average achievement	x
104412499	10	48	34	-5	No		
104312137	10	19	20	2	No*		
103714416	10	62	51	-3	No	High Average achievement	x
104475884	10	96	86	-9	No	High Average achievement	x
104308705	10	68	49	-7	No		
104399365	10	54	68	10	Yes	**High** average achievement	x
841352818	10	66	55	-3	No	High Average achievement	x
104401104	10	75	71	1	No*	High Average achievement	x
104049358	10	64	55	-2	No*	High Average achievement	x
103728036	10	58	31	-12	No		
103605192	10	54	62	7	Yes	**High** average achievement	x
103580403	10	34	38	4	Yes*		x
697437747	10	52	68	11	Yes	**High** average achievement	x
103578118	11	53	52	1	No	High Average achievement	x
103437158	11	42	24	-9	No		
118235910	11	65	71	6	Yes	**High** average achievement	x
103577714	11	67	68	3	Yes	**High** average achievement	x
103581864	11	38	46	6	Yes		x
103579587	11	45	34	-5	No		
103562104	11	11	37	19	Yes		x
103040002	11	36	26	-5	No		
103580817	11	9	11	3	Yes		x
528727852	11		65			High Average achievement	x
102598828	11	81	87	8	Yes	**High** average achievement	x
103185542	11		73			High Average achievement	x
104073796	11	51	76	16	Yes	**High** average achievement	x
669464463	11		66			High Average achievement	x
833349343	11	80	61	-9	No	High Average achievement	x
284341211	11	75	58	-8	No	High Average achievement	x

102516143	11	40	29	-5	No		
811612951	11	53	44	-3	No		
103581989	11	51	59	6		High Average achievement	x
103289989	11		50			High Average achievement	x
103200804	11	97	95	1	Yes	**High** average achievement	x
103584108	11	49	37	-5	No		
103617890	11	30	48	11	Yes		x
276222999	11	51	61	7	Yes	**High** average achievement	x
103451274	11	85	87	5	Yes	**High** average achievement	x
103581625	11	38	34	-1	No		
103618922	11	80	70	-4	No	High Average achievement	x
103577755	11	19	21	2	Yes		x
103578894	11	63	71	7	Yes	**High** average achievement	x
103143244	11	34	23	-6	No		
103143525	11	36	34	0	No		
103581062	11	65	79	11	Yes	**High** average achievement	x
284341211	11	75	58	-8	No	High Average achievement	x
673793485	11	1	12	29	Yes		x
102602612	11	57	48	-3	No		
336856612	11	38	43	4	Yes		x
102985306	11	6	13	8	Yes		x
103457495	11	42	41	1	No		
103448684	11	32	44	8	Yes		x
103584140	11	90	77	-8	No	High Average achievement	x
104465281	11	87	66	-12	No	High Average achievement	x
104072954	11	51	50	1	Yes	**High** average achievement	x
103578704	11	74	76	4	Yes	**High** average achievement	x
102255361	11	43	46	3	Yes		x
103580718	11	83	70	-6	No	High Average achievement	x
103578779	11	61	44	-7	No		
836416297	11	6	5	-4	No		
692518467	11	61	54	-2	No	High Average achievement	x
817219173	11	83	80	1	No	High Average achievement	x
102609716	11	61	68	6	Yes	**High** average achievement	x
142635960	11	59	58	1	No	High Average achievement	x
103578977	11	18	30	9	Yes		x

Student Growth Summary Report
Aggregate by School

Term:	Winter 2015-2016
District:	School of Dreams Academy

Norms Reference Data:	2015 School
Growth Comparison Period:	Fall 2015 - Winter 2016
Weeks of Instruction:	Start - 4 (Fall 2015)
	End - 20 (Winter 2016)

Grouping:	None
Small Group Display:	No

School of Dreams Academy
Mathematics

Grade (Winter 2016)	Growth Count‡	Achievement Status						Growth					Comparative	
		Fall 2015			Winter 2016			Grade Level			Growth			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
7	36	223.1	10.4	52	226.3	10.7	51	3.2	2.5	3.5	17	47	-0.20	40
8	40	227.4	10.3	55	232.2	8.4	63	4.8	2.1	2.9	28	70	1.60	94
9	49	236.1	12.0	74	236.0	13.2	65	-0.1	2.5	2.2	17	35	-1.80	4
10	54	237.2	10.8	76	235.4	14.2	65	-1.8	2.4	1.6	18	33	-2.20	1
11	53	233.4	15.6	50	235.1	13.9	53	1.7	2.9					

Mathematics

RIT Growth vs Grade chart (Grades 7, 8, 9, 10, 11)

Legend:
- Mean of Growth
- Mean of Growth Projection

Student Growth Summary Report

NWEA
Northwest Evaluation Association

Aggregate by School

Term: Winter 2015-2016
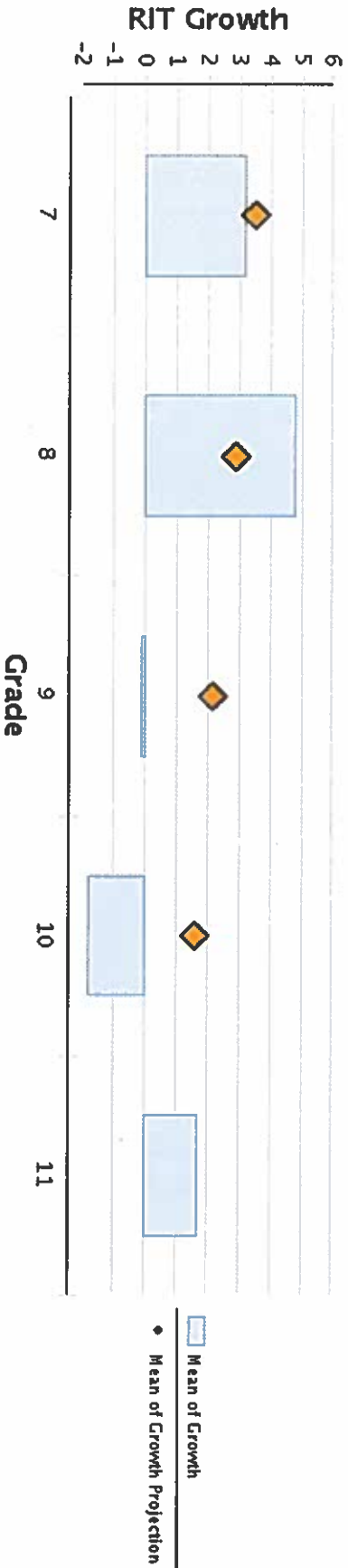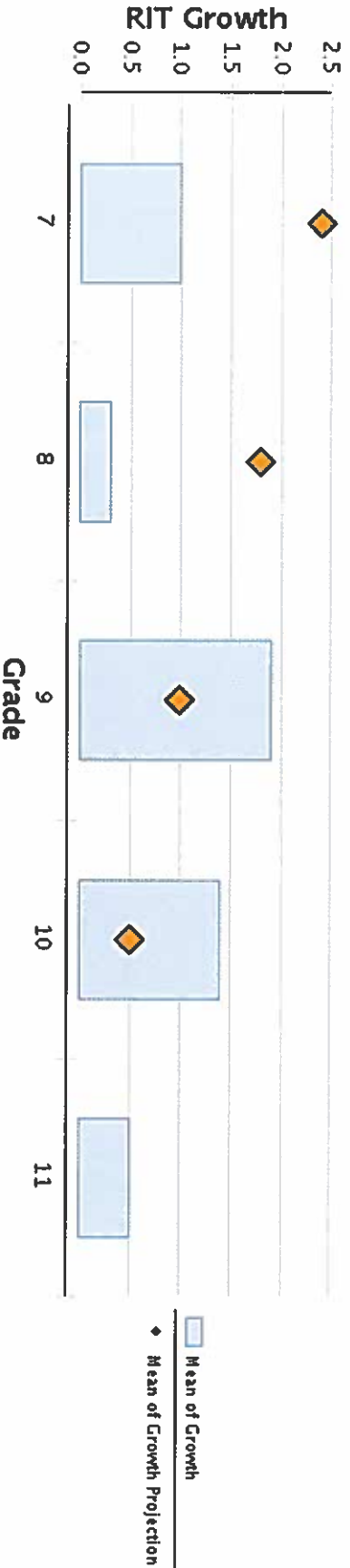**District:** School of Dreams Academy

Norms Reference Data: 2015 School
Growth Comparison Period: Fall 2015 - Winter 2016
Weeks of Instruction: Start - 4 (Fall 2015)
End - 20 (Winter 2016)

Grouping: None
Small Group Display: No

School of Dreams Academy

Reading

Grade (Winter 2016)	Growth Count‡	Fall 2015			Winter 2016			Grade Level			Growth			Comparative	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
7	36	216.9	10.3	65	217.9	10.7	56	1.0	2.5	2.4	15	42	-1.40	8
8	40	219.6	9.0	62	219.9	10.1	54	0.3	2.1	1.8	16	40	-1.20	12
9	52	223.2	13.5	66	225.1	12.3	70	1.9	2.5	1.0	29	56	0.70	74
10	54	224.9	11.5	71	226.3	11.8	74	1.4	2.2	0.5	26	48	0.60	72
11	54	229.6	14.8	82	230.1	13.3	83	0.5	2.7					

Reading

RIT Growth / Grade

Legend: ☐ Mean of Growth   ◆ Mean of Growth Projection

Generated 4/6/16, 10:27:51 AM

Student Growth Summary Report
Aggregate by School

Term:	Winter 2015-2016
District:	School of Dreams Academy

Norms Reference Data:	2015 School
Growth Comparison Period:	Fall 2015 - Winter 2016
Weeks of Instruction:	Start - 4 (Fall 2015)
	End - 20 (Winter 2016)

Grouping:	None
Small Group Display:	No

School of Dreams Academy

Language Usage

Grade (Winter 2016)	Growth Count‡	Fall 2015			Winter 2016			Growth					Comparative	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
7	35	215.5	7.5	60	219.1	7.9	67	3.6	1.8	2.5	23	66	1.00	85
8	40	216.0	9.4	49	220.3	7.2	63	4.3	1.9	1.9	26	65	2.20	99
9	55	221.8	11.8	69	223.6	9.9	72	1.8	2.1	1.3	27	49	0.40	65
10	54	221.8	11.4	65	225.2	9.7	77	3.4	2.0	0.7	35	65	1.80	97
11	52	223.0	11.7	59	225.9	10.6	71	2.9	2.2	2.2	35	65	1.80	97

Achievement Status	
Grade Level Growth	

Language Usage

RIT Growth (y-axis: 0.0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5)

Grade (x-axis: 7, 8, 9, 10, 11)

Legend:
- ▢ Mean of Growth
- ◆ Mean of Growth Projection
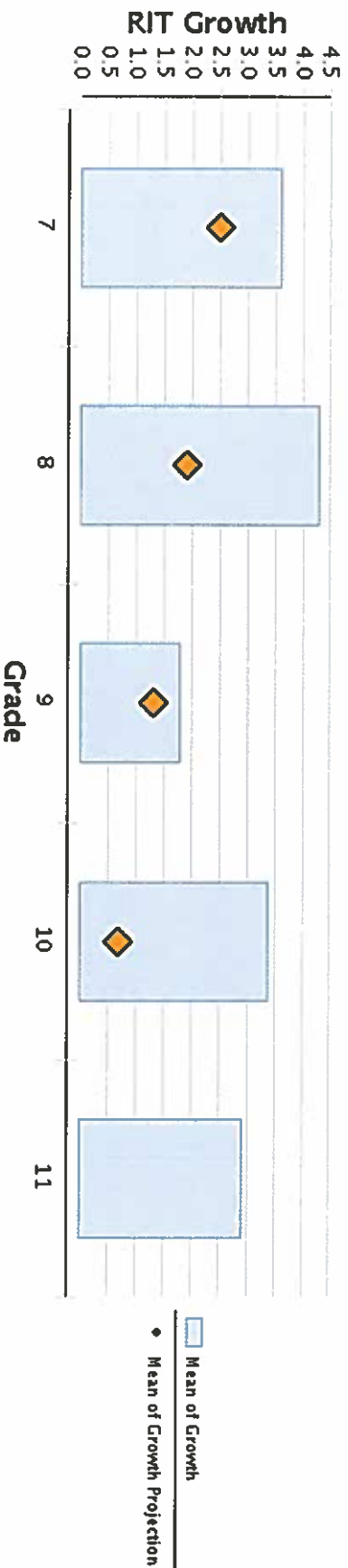
Explanatory Notes
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Generated 4/6/16, 10:27:51 AM

Student Growth Summary Report
Aggregate by School

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Term:	Winter 2015-2016
District:	School of Dreams Academy

Norms Reference Data:	2015 School
Growth Comparison Period:	Fall 2015 - Winter 2016
Weeks of Instruction:	Start - 4 (Fall 2015)
	End - 20 (Winter 2016)

Grouping:	None
Small Group Display:	No

School of Dreams Academy
Science - General Science

Grade (Winter 2016)	Growth Count‡	Fall 2015			Winter 2016			Growth						
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
											Grade Level		**Comparative**	
7	33	208.1	9.9	57	213.2	9.7	75	5.1	2.4	2.3	21	64	3.50	99
8	40	209.3	8.8	43	213.1	9.2	56	3.8	2.0	2.0	27	68	1.80	97
9	51	213.6	11.5		216.1	10.3		2.5	2.2					
10	55	214.9	10.9		218.0	10.2		3.1	2.0					
11	50	217.9	12.9		219.5	12.2		1.6	2.5					

Science – General Science
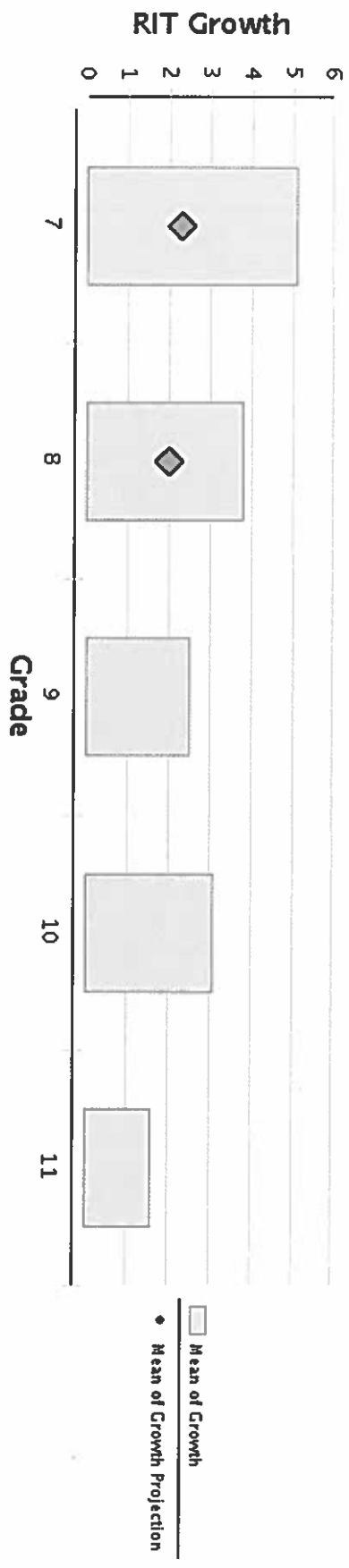
RIT Growth vs. Grade chart (Grades 7, 8, 9, 10, 11). Legend: ▢ Mean of Growth   ◆ Mean of Growth Projection

Student Growth Summary Report

Aggregate by School

Term:	Fall 2015-2016
District:	School of Dreams Academy

Norms Reference Data:	2015 School		
Growth Comparison Period:	Fall 2014 - Fall 2015		
Weeks of Instruction:	Start -	4 (Fall 2014)	
	End -	4 (Fall 2015)	
Grouping:	None		
Small Group Display:	No		

School of Dreams Academy

Mathematics

Grade (Fall 2015)	Growth Count†	Achievement Status								Growth							Comparative	
		Fall 2014			Fall 2015			Grade Level									School Conditional Growth Index	School Conditional Growth Percentile
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth						
8	30	220.9	9.8	41	227.7	9.8	56	6.8	2.5	5.4	19	63					0.80	78
9	43	225.0	12.1	44	233.7	15.5	65	8.7	3.0	3.9	36	84					2.50	99
10	55	233.1	10.7	62	236.8	10.4	75	3.7	2.0	2.5	30	55					0.50	70
11	42	236.3	10.3	73	235.2	18.0	57	-1.1	3.2	2.2	16	38					-1.50	7
12	1	*			*													

Mathematics

Mathematics

Legend: □ Mean of Growth ◆ Mean of Growth Projection
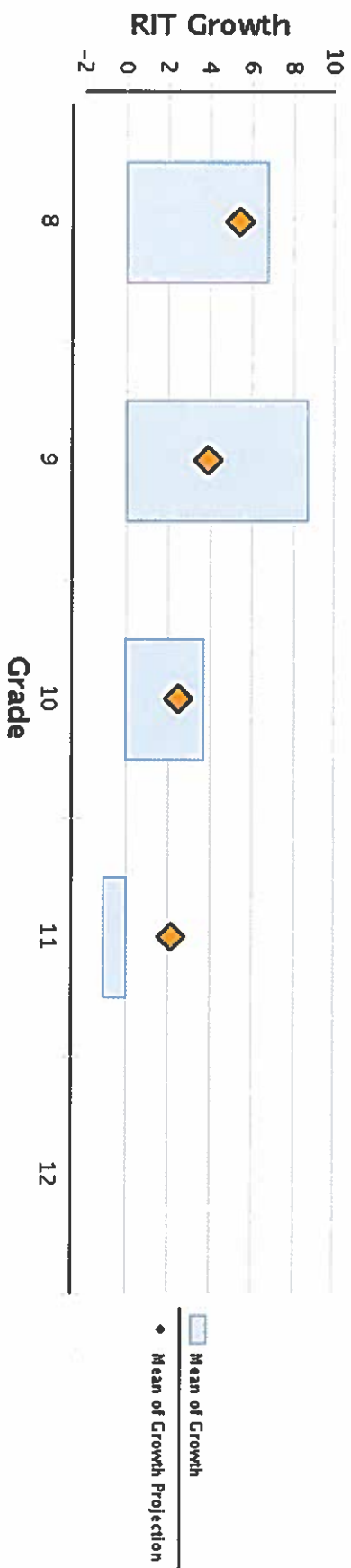
Explanatory Notes
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
†Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Generated 4/7/16, 11:37:10 AM

Student Growth Summary Report
Aggregate by School

Term:	Fall 2015-2016
District:	School of Dreams Academy

Norms Reference Data:	2015 School
Growth Comparison Period:	Fall 2014 - Fall 2015
Weeks of Instruction:	Start - 4 (Fall 2014)
	End - 4 (Fall 2015)
Grouping:	None
Small Group Display:	No

School of Dreams Academy

Reading

Grade (Fall 2015)	Growth Count†	Achievement Status								Growth						Comparative	
		Fall 2014			Fall 2015				Grade Level							School	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
8	29	212.8	9.8	40	218.2	8.5	55	5.4	2.4	3.9	17	59	0.90	81
9	41	217.5	13.5	51	221.4	15.0	57	3.9	3.2	3.1	22	54	0.40	65
10	55	222.0	12.0	60	224.9	11.2	71	2.9	2.2	2.0	33	60	0.40	66
11	42	228.4	14.6	83	228.8	15.1	79	0.4	3.2	1.0	21	50	-0.30	40
12	1	.			.									

Reading

RIT Growth (y-axis: 0–6)
Grade (x-axis: 8, 9, 10, 11, 12)

Legend:
□ Mean of Growth
◆ Mean of Growth Projection

Student Growth Summary Report
Aggregate by School

Term:	Fall 2015-2016
District:	School of Dreams Academy

Norms Reference Data:	2015 School
Growth Comparison Period:	Fall 2014 - Fall 2015
Weeks of Instruction:	Start - 4 (Fall 2014)
	End - 4 (Fall 2015)

Grouping:	None
Small Group Display:	No

School of Dreams Academy
Language Usage

Grade (Fall 2015)	Growth Count‡	Achievement Status						Growth						
		Fall 2014			Fall 2015					Grade Level			Comparative	
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	Count Met Projected Growth	Percent Met Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile
8	30	215.1	8.6	57	216.1	9.7	50	1.0	2.4	3.2	12	40	-1.30	11
9	43	217.1	11.0	56	219.5	13.3	57	2.4	2.6	2.2	22	51	0.10	54
10	55	223.2	8.6	76	221.0	11.1	61	-2.2	1.9	1.4	17	31	-1.80	4
11	41	222.1	11.8	67	222.7	12.4	57	0.6	2.7	1.1	19	46	-0.30	39

Language Usage

RIT Growth

Grade (x-axis): 8, 9, 10, 11

Legend:
- ☐ Mean of Growth
- ◆ Mean of Growth Projection