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

## Revised 04-28-15

# 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

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

4/26/2016	1) Add Grade Levels Pre-K through 2nd for 2016 – 2017 School Year (refer to narrative)	1) Pre K – 2nd	12	1) 7 – 12
Date of Governing Body Approval	Revision/Amendment	Proposed Revision/Amendment Statement(s)	Current Charter Statement(s)	ð

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

	Public Education Commission use only	
Public Education Commission Chair:	Date:	
☐ APPROVED ☐ DENIED		

## SCHOOL OF DREAMS ACADEMY

## **GOVERNING COUNCIL**

## MINUTES - APRIL 26, 2016 - REGULAR MEETING

## I. **CALL TO ORDER**

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

Council Members in Attendance: Kathy Chavez, President

Juanita Sena, Vice President

Gene Carabajal

Members Excused:

Teresa Ogas

Dr. David Schneider, Secretary

Denise Romero

Others Present:

Mike Ogas

Kenny Griego Geri Bennett Debra Fox

## II. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Susan Garcia

## III. ANNOUNCEMENT OF MEETING

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

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

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

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

No Correction, No Deletions, No Additions

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

## VI DISCUSSION ITEMS:

## A. Founder's Report

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

## B. Principal's Report

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

## VII ACTION ITEMS

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

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

Mr. Gene Carabajl requested a motion to approve the March 2016 Budget

Reports/Expenditures with the recommendation of Mr. Ogas; seconded by Ms. Juanita Sena.

There being no discussion, Ms. Chavez called for a vote with the following (Juanita Sena – Yes)

(Kathy Chavez – Yes) (Mr. Carabajal – yes) Motion passed unanimously

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

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

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

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

4. Approval of Title II Carryover – 16,653.69

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

5. Approval of Entitlement Carryover - 69,630.69

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

6. Approval of Risk Pool \$73.00

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

7. Approval of Transportation Decrease - 25,233.00

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

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

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

## 8. Approval of Second Reading - Activity Trip Policy

No Action - First Reading

## 9. Approval of Audit 2014

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

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

## 10. Approval Of Audit 2015

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

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

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

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

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

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

After much discussion, SODA agreed with the Public Education Commission's recommendation to modify the submitted amendment. The new amendment will be to add grades Pre-K thorugh  $2^{nd}$  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: Supan Caraa sg



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

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

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

- 1. School of Dreams Academy will upload its EPSS plan by December 1, 2014
  - School of Dreams Academy has uploaded their EPSS plan, however there is no evidence indicating that it was upload by December 1, 2014.

- 2. The first round of MAP short cycle assessment will be completed within the first month of school. By October 17, 2014 all teachers will review MAP scores with parents and students. By November 29, 2014 School of Dreams will submit aggregate data, analysis of the data and a specific plan to address raising the scores for Q1 and Q3 students to CSD. CSD will provide the aggregate data and specific plan to address raising the scores of Q1 and Q3 to PEC during the next meeting.
  - Our students were tested in August. We had Parent/Teacher conferences October 15<sup>th</sup> 17<sup>th</sup>. Prior to school starting our staff was trained on analyzing test scores, they were able to review and analyze test scores with students and their parents during their parent/teacher conference. Attached you will find MAP data for the fall testing along with emails indicating preparation and training with staff for maps. Also attached is a specific plan to address raising the scores of Q1 and Q3.

Term: District: Grouping: Small Group Display:

Fall 2014-2015 School of Dreams Academy None No

## Mathematics

School of Dreams Academy

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

		Student	Mean	<b>15</b>		Operations a Thin	ions and Algebraic Thinking	The Real and Complex Number Systems	d Complex Number Systems	G80	Geometry	Statistics and Probability	d Probability
Term	Grade	Count	RIT	Dev	Median	Mean	Std Dev	Mean	Std Dev	Meen	Std Dev	Mean	Std Dev
Fall 2014-2015	5	ю						e j					
Fail 2014-2015	=	8	234.3	15.6	<b>88</b>	234.2	17.2	233.0	17.1	237.1	15.5	232.8	17.3

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

Common Core Mathematics K-12: 2010	Mathematics K-	tics K-12: 20	22010			Goal Performa	nce	:		!			
		Student	-	PIS		Expressions a Number	nons and the Reel unber System	Equations an	I mequalities	Functions	lons	Statistics	tics
Гетт	Grade	Count	듄	Dev	Medlen	Mean	Std Dev	Meen	Std Dev	Mosn	Std Dev	Mean	Std Dev
-all 2014-2015	6	78	232.9	10.1	282	230.1	14.5	232.9	11.6	232.1	13.3	258.3	14.0

MAP: NM Math Geometry - Fall 2014-15 (CCSS)

CONTRION CORE A	namerma	GC8 K-12.	0102		1	Goal Performs	Ince						
		Student	Mean	20		Congruence	vence	Similarity, Right Triangles, and Trigonometry	Triangles, and metry	Geometric Properties and Measurement	operties and sment	Probability	billhy
Term	Grade	Count	둺	Dev	Modlan	Mean	Std Dev	Mean	Std Dev	Meen	Std Dev	Meen	Std Dev
Fall 2014-2015	10	83	237.6	9.4	287	239.6	13.3	237.6	11.0	238.6	11.4	234.3	15.2

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

Common Core Mathematics K-12: 2010	Mathema	athematics K-12: 2010	2: 2010			Goal Perfor	тапсе								
i		Student	Mean	<b>P6</b>		Ratios and P Relation	roportional nahipa	The Number System	er System	Equations and Expressions	quetions and Expressions	Geometry	etry	Statistics and Probabili	Probability
Term	Grade		둗	Dev	Modlan	Meen	Std Dev	Mean	Std Dev	Meen	Std Dev	Mean	Std Dev	Moen	Std Dev
Fall 2014-2015	7	45	220.8	8.8	220	222.1	15.0	219.7	14.3	219.4	12.1	218.5	15.9	221.8	14,3

## **Explanatory Notes**

2 2 4

Page

NWEA District Summary
Aggregate by School

## District Summary Report

Term: District: Grouping: Small Group Display:

Fell 2014-2015 School of Dreams Academy None No

## Mathematics

School of Dreams Academy

MAP: NM Math Grade 8 - Fall 2014-15 (CCSS)

Common Core M	athemat	ematics K-12:	2010			<b>Goal Pertor</b>	mance								
J. 15	11-70	Student	Ween	38	ïi	The Numbe Expression	ber System: sions and rations	Algebraio Expressio and Equations	apressions sations	Fund	Functions	Geom	Geometry	Statt	Statistics
Төт	Grade	Count	듄	Dev	Median	Men	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Meen	Std Dev
Fell 2014-2015	<b>60</b>	8	224.9	11.2	224	224.6	15.0	9223	14.5	223.7	15.3	225.2	12.8	228.0	15.5

## Math Survey 6+ NM V3.1

Term	Speed	Student	Meen	38	Madle
100001	2000		2	200	The Part of the Pa
Fall 2008-2010	7	4	225.7	18.4	228
Spring 2009-2010	•	-			
Fat1 2009-2010	8	\$	223.7	17.9	8
Fell 2009-2010	0	83	227.0	13.8	282

Math Survey w/ Goals 6+ NM V3.1	Soals 6	+ NM V3	1.			Goal Perfor	гтапсе								
						Numbers and	1 Operations	Alg	Algebra	Geometry	netry	Messu	feasurement	Deta Ana	yats and
		Student	Mean	Base	0									Prob	Probability
Term	Grade	Count	ᇤ	Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Moun	Std Dev	Mean	Std Dev
Spring 2006-2010	7	\$	228.1	17.3	528	223.9	19.5	224.3	17.2	228.5	19.1	227.5	18.1	228.9	17.7
Winter 2009-2010	7	g	2242	16.7	ğ	224.8	17.3	228.9	16.8	223.8	17.4	224.1	17.0	224.7	19.3
Spring 2009-2010	80	4	223.8	18.5	83	221.8	19.9	223.7	17.6	223.3	21.8	224.7	20.1	226.9	19.4
Winter 2009-2010	60	5	228.0	15.2	883	225.2	12.9	220.4	13.4	227.5	21.7	229.3	17.4	228.3	17.9
Spring 2009-2010	<b>a</b>	22	226.1	14.3	82	224.4	16.7	228.4	16.5	224.3	18.1	222.0	14.9	226.7	120
Fall 2009-2010	6	-													

## **District Summary Report**

NWEA District Summary

Fail 2014-2015 School of Dreems Academy None No Term: District: Grouping: Small Group Display:

Mathematics

School of Dreams Academy

Term         Shudent         Mean         Std           Winter 2012-2013         7         42         222.0         16.0         219           Fall 2012-2013         7         42         222.0         16.0         219           Fall 2012-2013         7         37         222.2         16.2         224           Fall 2012-2013         7         37         222.2         16.0         219           Spring 2010-2011         7         38         224.5         11.3         222           Fall 2010-2011         7         38         224.5         11.3         226           Paul 2010-2011         7         38         224.5         11.3         225           Fall 2010-2011         8         46         224.5         11.4         225           Paul 2012-2013         8         46         224.5         17.4         225           Paul 2012-2013         8         60         224.6         17.5         225           Paul 2012-2013         8         60         224.6         17.5         225           Paul 2012-2013         9         60         224.6         17.5         225           Paul 2011-2012         9	Mumbers and Operations	Algebra 8	Geometry           Mean         Std Dev           223.4         16.6           220.7         17.0           224.4         14.7           226.5         18.5           224.7         14.2           228.1         13.6           228.1         15.3           223.3         18.7           223.3         18.7           225.7         16.8           223.3         18.7           224.7         19.4           224.7         20.5		Measurement  In 8td Dev  18.2 19.2 21.1 14.1 18.3 17.2 11.4 18.0 18.0 18.0 18.0 18.0 18.0 18.0 18.0	Derta Analysis and Probability         Stat ID           223.2         18.8           273.2         18.8           21.5         21.3           221.6         19.0           222.3         16.1           226.1         16.2           226.1         16.2           226.1         16.2           226.1         13.1           226.9         16.7           224.2         20.1           224.5         20.5           227.5         20.5	18.8 21.3 19.0 16.2 19.0 16.2 19.0 19.0 20.1 20.1 20.1 20.1 20.1 20.1 20.5 20.5 20.5 20.5 20.5 20.5 20.5 20.5
Grade         Count         HIT         Dow           7         42         222.0         16.0           7         39         217.9         18.1           7         37         222.2         16.2           7         38         224.5         14.8           7         38         224.5         11.3           8         46         224.5         11.3           8         61         222.7         17.4           8         60         224.6         14.6           9         60         224.6         18.7           9         60         224.6         18.7           9         60         224.6         18.7           9         60         224.6         18.7           9         60         224.6         18.7           9         60         224.6         18.7           9         60         224.6         18.7           9         60         224.7         17.6           10         62         224.7         17.6           10         62         224.7         17.6           10         62         222.7         <	222.0 221.6 221.6 220.5 222.3 222.1 224.8 222.8 220.5 221.2 220.5 222.0 222.0 222.0 222.0 222.0				21.1 19.2 21.1 18.3 16.1 17.2 11.4 16.6 18.0 17.9 17.9	223.2 217.8 221.8 222.3 226.1 226.9 224.2 224.2 224.2 224.2	20.3 18.6 21.3 19.0 16.2 16.2 16.2 16.2 16.7 20.1 20.1 20.1 20.5
7 42 2220 16.0 7 39 217.9 18.1 7 31 222.1 14.0 7 38 222.1 14.0 7 38 222.1 14.0 7 38 222.1 14.0 8 46 220.1 19.7 8 60 224.6 11.3 8 60 224.6 11.3 8 60 224.6 11.3 8 60 224.6 11.3 8 60 224.6 11.5 8 60 224.6 16.7 9 68 222.7 17.6 9 68 222.4 17.5 9 68 222.4 17.5 10 58 224.7 17.6 10 58 224.7 17.6 10 59 224.7 17.6 10 59 224.7 17.6 10 59 224.7 17.6 10 59 224.7 17.6	222.0 221.7.7 221.6 222.3 222.3 222.3 221.2 221.2 221.2 221.2				2.1.2 1.6.3 1.4.4 1.4.4 18.6 18.0 18.7 18.0 18.7	217.8 217.8 22.1.6 22.5.1 22.6.9 24.2 24.5 27.5	18.8 21.3 19.0 16.2 16.2 13.1 16.6 16.7 20.1 20.1
7 39 217.9 18.1 7 37 222.2 16.2 7 38 222.1 14.0 7 38 222.1 14.8 7 38 222.1 14.8 8 46 224.5 11.3 8 46 224.5 11.3 8 60 224.5 17.4 8 60 224.6 18.7 9 60 224.6 18.7 9 60 224.6 18.7 9 60 224.6 18.7 9 60 224.7 17.6 9 78 224.7 17.8 10 52 222.1 20.9 10 40 226.9 17.6 10 40 226.9 17.6	277.7 221.8 220.5 221.2 221.2 221.2 221.2 221.2				21.1 16.3 17.2 17.2 18.6 18.0 17.8 18.0	217.8 221.8 225.1 226.8 24.2 27.5	21.3 19.0 16.2 16.2 13.1 16.6 16.7 20.1 20.1
7 37 2222 162 7 38 2251 140 7 38 2245 11.3 8 46 2245 11.3 8 51 2227 17.4 8 60 2248 146 8 60 2248 17.9 8 60 2248 18.7 9 60 2248 18.7 9 60 224.6 18.7 9 60 224.6 18.7 9 60 224.6 18.7 10 62 225.1 20.9 10 40 226.7 17.6 10 40 226.7 17.6 10 40 226.8 17.6 10 40 226.7 17.6 10 40 226.9 17.6	221.8 22.5.1 22.5.1 22.1.2 22.1.2 22.1.2 22.1.2 22.1.2				18.3 16.1 11.4 18.0 18.0 17.8 17.8	221.8 226.1 226.9 22.6 22.0 22.0 22.0 22.0 22.0	19.0 16.2 13.1 16.6 16.7 20.1 20.1 20.5
7 31 2221 14.0 7 38 224.5 11.3 8 46 220.1 14.8 8 46 220.1 13.7 8 6 60 224.6 11.3 8 60 224.8 14.6 8 60 224.8 14.6 9 60 224.8 18.7 9 60 224.8 18.7 9 60 224.7 17.6 10 62 222.1 20.9 10 40 226.7 17.6 10 40 226.7 17.6	2023 2223 224.8 225.1 221.2 223.0 221.2 223.0				16.1 17.2 16.6 18.0 17.9 17.9	22.5.1 22.6.1 22.6.9 22.4.2 22.4.2 22.4.5 27.5	16.2 13.1 16.8 16.7 20.1 20.1 20.1 20.5
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8 45 226.8 14,6 8 52 223.1 17.4 8 60 224.5 17.8 9 63 224.6 18.7 9 68 228.4 17.5 9 68 228.4 18.3 9 68 228.4 18.3 9 89 228.7 17.6 10 62 222.1 20.9 10 40 228.9 17.6 10 43 221.7 17.7	24.8 220.5 221.2 221.2 223.0 232.0				18.0 18.2 17.9	24.2 24.2 24.5 27.5 27.5	16.7 20.1 19.0 20.1
8 61 2227 17.4 8 60 223.1 17.0 8 60 224.5 17.9 9 63 222.4 17.5 9 68 228.4 17.5 9 68 228.4 19.3 9 68 228.7 17.5 10 62 22.1 20.9 10 62 221.1 20.9 10 40 228.5 18.0 10 40 228.5 18.0	222.8 220.5 221.2 223.0 232.0			**	16.2 17.9 18.7	224.2 224.6 224.6 227.5	20.1 20.1 20.5
8 62 223.1 17.0 8 60 223.5 17.9 9 63 224.8 18.7 9 68 228.4 17.5 9 68 228.4 19.3 9 68 228.7 21.8 9 89 226.7 21.8 10 52 223.1 20.9 10 40 228.9 17.6 10 43 221.7 17.7	220.5 221.2 223.0 232.0				17.9	224.0 224.5 227.5	19.0 20.1
8 60 224.6 17.9 9 63 224.6 18.7 9 68 228.4 17.5 9 68 228.4 19.3 9 68 228.4 19.3 9 89 228.5 21.9 10 52 224.7 17.6 10 68 224.7 17.6 10 40 228.9 17.6 10 43 221.7 17.7	2.22 2.23 2.20 2.00 2.00 2.00 2.00 2.00			*	18.7	224.6	20.5
8 60 224.8 18.7 9 63 2224 17.5 9 68 228.8 20.7 9 68 228.4 19.3 9 86 228.7 21.9 9 36 224.7 17.8 10 52 222.1 20.9 10 40 228.9 17.6 10 40 228.9 17.6 10 33 228.4 18.2	223.0			85	_	227.5	20.5
9 63 2224 17.5 9 49 28.6 20.7 9 68 228.4 19.3 9 80 228.7 21.9 9 39 228.5 18.9 10 52 222.1 20.9 10 40 239.5 17.6 10 43 231.7 17.7	232.0	_			19.0		
9 49 228.6 20.7 9 68 228.4 19.3 9 39 228.5 21.9 9 36 224.7 17.6 10 52 232.1 20.9 10 40 238.5 18.2 10 40 238.5 17.6 10 33 228.4 18.6	0000	27.7	232.9 19.6		17.6	233.3	19.5
9 68 228.4 19.3 9 86 226.7 21.9 9 38 226.5 18.9 10 62 224.7 17.6 10 52 232.1 20.9 10 40 230.5 18.2 10 40 230.9 10 33 228.4 18.6	2.0.3	228.9 21.9	230.1	229.7	23.	228.2	23.1
9 66 226.7 21.9 9 39 226.5 18.9 10 62 232.1 20.9 10 62 231.5 18.2 10 40 236.9 17.6 10 43 231.7 17.7	8 226.5 20.6	227.8	229.9 18.9		202	228.3	22.2
9 39 226.5 18.9 10 62 222.1 20.9 10 58 221.5 10.9 10 40 236.8 17.6 10 43 221.7 17.7 10 33 226.4 18.6	224.0	227.2	225.3 22.4		282	227.0	22.9
9 36 224.7 17.6 10 62 232.1 20.9 10 58 231.5 18.2 10 40 236.8 17.6 10 43 231.7 17.7 10 33 226.4 18.6	224.8	19.8	225.6 19.6	5 227.2	18.9	227.3	20.3
10 62 232.1 20.9 10 68 231.5 18.2 10 40 236.9 17.6 10 43 231.7 17.7 10 33 226.4 18.6	223.5	224.1	223.2 17.8		19.1	227.1	20.2
10 58 231.5 18.2 10 40 236.9 17.6 10 43 221.7 17.7 10 33 226.4 16.6	2 228.7 22.1	222.1			21.1	232.5	23.3
10 40 236.9 17.6 10 43 231.7 17.7 10 33 226.4 18.6	2 229.5 18.9	232.1 18.8	231.4 18.7		19.9	231.1	20.3
10 33 226,4 16.6	7 234.4 21.3	288.2 17.5	238.3 17.8		18.7	237.0	19.5
10 33 226.4 16.6	2 232.3 18.3	280.5	233.3 19.3	221.7	18.0	230.9	19.7
	6 227.1 18.7	227.7 17.4	225.5 19.0	_	16.8	228.0	17.8
10 34 228.0	7 228.6 13.0	229.5	226.8	_	16.6	227.9	15.0
13 11 30 241.1	8 238.2 15.4	244.7	240.6 16.1	2412	14.9	239.8	15.2
241.2 14.5	1 239.4 16.7	241.8 16.2	243.1 15.9	_	16.6	242.4	16.6
12 11 21 239.1 10.2	1 234.7 11.0	238.4 14.6		239.5	12.1	240.2	13.5
Fall 2011-2012 11 27 284.4 16.0 239	9 230.9 17.9	236.0 17.3	237.0 19.3	3 233.1	16.2	235.4	16.9

## Explanationy Notes

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

Term: District: Grouping: Small Group Display:

Fall 2014-2015 School of Dreams Academy None No

Mathematics

School of Dreams Academy

Math Survey w	/ Goals (	N MN to				<b>Goal Parfor</b>	тпапсе					i				
		Student	Mean	PAS		Numbers and	Operations	Alge	Algebra	Geor	Beometry	Meseur	feeturement	Data Analysis an Probability	yets and bility	
Term	Grade	Count	댎	Dev	Medlen	Menn	Std Dev	Moun	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	
Winter 2012-2019	5	প্র	239.6	14.0	248	236.6	15.5	242.7	16.2	240.3	14.5	240.3	16.0	238.3	14.0	
Fall 2012-2013	12	ន	240.4	12.8	242	239.0	15.0	242.0	19.7	241.4	14.6	239.1	12.8	240.3	14.0	

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Term: District: Grouping: Smell Group Display:

Fall 2014-2015 School of Dreems Academy None No

Reading

School of Dreams Academy

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

	nal Text Word Knowledge and Vocabula	Std Dev Mean Std De	11.5 229.6 11.0
	Reading Informational Text	Moun	230.8
	Literature	Std Dev	11.6
	Reading Literature	Mean	230.6
	12	Medien	230
16. 201	B	Dev	10.0
3	Mean	Ħ	230.3
2000	Student	Count	29
		Grade	10
		Term	Fall 2014-2015

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

Mean Std Reading Literatur	Literature	Reading Informational Tex	ational Text	Word Knowledge and Vocabulary	and Vocabulary
AT Dev Median Mean	Std Dev	Mean	Std Dev	Meen	Std Dev
29 10.2 213 212.5	11.8	212.8	12.7	213.5	10.5

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

<del>-1                                    </del>
2010 Dev
Meen Std Raff Dev
Student Men Std Count RIT Dev
m Grade Count RIT Dev

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

	and Vocabulary	Shd Dev	13.7
	Word Knowledge and Vocabulary	Mean	221.4
	metional Text	API PRB	13.9
	Feeding informational Te	Mean	221.2
	eeding Literature	Std Dev	13.3
Goal Performance	Reading	Mean	220.8
	W	Median	224
2: 2010	<b>B</b>	Dev	12.6
Arts K-1	Meen	댎	221.1
inglish Language Arts K-12: 2010	Student	1	92
English L		Grade	6
Common Core Er		Term	Fall 2014-2015

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

Student Mem         Student Mem         Median         Literature         Informational Text         Vocabulary Acquisition and Use           Term         Grado         Count         RIT         Dev         Median         Median         Std Dev         Mean         Std Dev           Fall 2014-2015         10         1         49         225.0         12.4         228         14.1         225.2         13.6         225.0         12.3	Common Core English Language Arts K-12: 2010	English	anguage	Arts K-1	2: 2010		Goal Performance					
Grade Count RiT Dev Median         Median         Meen         Std Dev         Meen         Std Dev         14.2015         10         1         225.0         14.1         225.2         13.6         13.6			Student	Mosm	P.6		Littera	nture	Informatk	onal Text	Vocabulary Acq	ulsition and Use
5 10 1 5 11 40 225.0 12.4 228 225.0 14.1 225.2 13.6	Term	Grade	Count	RIT	Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
5 11 49 225.0 12.4 228 225.0 14.1 225.2 13.6	Fall 2014-2015	5	-	4								
	Fell 2014-2015	#		226.0	12.4	823	225.0	14.1	225.2	19.6	225.0	12.3

## Explanatory Notes

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

Term: District: Grouping: Smell Group Displey:

Fall 2014-2015 School of Dreams Academy None No

Reading

School of Dreams Academy

Reading Survey 6+ NM V3.1

	K	Shadent	Heen	H	
Term	Grado	Count	FEL	Dev	Medien
Spring 2008-2010	7.	숽	224.3	14.8	83
Fali 2009-2010	7	\$	219.4	1.9	8
Spring 2009-2010	60	đ	220.9	18.5	×
Fell 2008-2010	60	8	219.4	11.9	8
Spring 2009-2010	œ	13	222.8	18.4	823
Fell 2009-2010	8	Z	216.9	18.1	218

Reading Survey w/ Goals 64 NM V3 1

FORMING OUTVE	3	10 OF 10	1 V 3.			GOET PEROTIES	итпапсе							
	Z()	Student	Meen	P48	88	Word	Word Meaning	Literal Comprehensi	prehension	Interpretive Comprehensio	etive	Eveluative Comprehens	mprehension	Littern
Term	Grade	Count	RIT	Dev	Median	ивору	Std Dev	Medin	Std Dev	Mean	Std Dev	Menn	Std Dev	Mean
Winter 2009-2010	60	60		1										
Winter 2009-2010	d	q												

Std Dev

Literature

NWEA Aggregate by School

**District Summary Report** 

Term: District: Grouping: Smell Group Display:

Fall 2014-2015 School of Dreems Academy None No

Reading

School of Dreams Academy

THE PARTY OF THE P	5					Goal Performance	ance						
		Student	E E	28	ė,	Reading: Retel	Retell and Interpret	Reading: Critica	Reading: Critical Thinking Skills	Reading: Phon Compn	Reading: Phonics, Vocabulary, Comprehension	Literature	Literature and Media
Term	Grade	Count	듄	) A	Median	Mean	Std Dev	Mean	8td Dev	Moan	Std Dev	Mean	Std Dev
Winter 2012-2018	7	4	214.8	18.1	217	214.8	14.8	214.1	19.3	214.6	13.9	214.1	16.9
Fall 2012-2013	7	8	205.6	18.9	210	206.2	21.9	204.9	18.6	205.3	18.9	208.7	19.6
Spring 2011-2012	7	82	207.9	19.7	88	205.5	23.0	208.9	18.7	208.7	20.7	206.2	20.8
Fall 2011-2012	7	9	2129	19,5	212	212.3	21.3	212.8	18.6	214.2	20.8	211.7	27.5
Spring 2010-2011	7	88	213.2	15.5	217	212.9	17.7	218.1	16.7	213.2	16.4	213.4	17.4
Fell 2010-2011	7	8	2129	12.6	218	211.3	16.0	213.6	12.8	214.9	14.1	211.5	14.3
Winter 2012-2013	00	94	224.5	12.2	224	225.8	14.4	224.2	13.0	223.6	13.3	224.6	13.2
Fall 2012-2013	60	<del>2</del>	216.2	20.1	217	215.3	20.4	213.9	21.1	216.8	20.7	215.0	21.8
Sprfng 2011-2012	60	5	208.5	18.9	210	208.6	20.6	208.8	18.2	209.7	18.3	206.8	21.6
Fall 2011-2012	60	딿	210.0	17.1	74	208.0	18.5	211.1	18.3	210.2	6.71	210.8	17.5
Spring 2010-2011	80	8	213.3	21.9	215	213.4	828	214.6	28.0	213.9	22.7	211.4	22.5
Fall 2010-2011	80	18	217.6	17.2	219	216.7	18.9	218.0	18.6	216.9	18.0	217.7	17.5
Winter 2012-2013	0	83	225.0	13.7	23	225.8	14.7	224.9	16.1	224.2	15.2	226.2	15.1
Fall 2012-2013	0	\$	216.1	20.2	ង	214.3	1.23	216.8	20.9	215.2	19.9	214.1	802
Spring 2011-2012	Ф	67	217.0	20.6	8	216.9	22.2	216.1	20.9	218.1	21.0	217.6	21.9
Fell 2011-2012	0	8	218.5	18.7	83	215.1	20.0	216.3	19.1	218.2	19.2	216.0	21.8
8pring 2010-2011	<b>0</b>	8	215.8	17.5	କ୍ଷ	214.8	19.5	218.0	18.1	215.6	18.4	214.8	18.2
Fall 2010-2011	0	88	216.8	18.3	83	215.4	18.5	218.0	19.7	215.2	19.0	217.7	19.9
Winter 2012-2018	2	8	224.4	20.2	83	225.8	22.0	228.7	802	224.8	20.1	228.0	21.2
Fall 2012-2013	2	8	222.3	202	83	222.0	8.02	220.9	20.7	223.7	20.7	222.4	21.5
Spring 2011-2012	2	8	2220	21.7	823	222.2	23.8	221.9	21.7	224.3	18.6	219.0	28.1
Fall 2011-2012	2	<b>3</b>	222.9	18.4	822	220.4	21.4	221,3	18.9	223.2	18.8	224.9	18.1
Spring 2010-2011	9	8	218.8	17.0	ន	218.2	17.7	218.4	18.5	222.2	16.5	217.3	20.1
Fall 2010-2011	2	8	27.2	14.9	ន្ត	219.7	16.0	224.6	16.7	221.5	16.7	219.8	15.1
Winter 2012-2013	=	8	236.3	10.3	23	236.1	12.7	236.7	11.5	234.3	10.9	233.9	12.9
Fell 2012-2018	Ę	8	232.1	11.0	8	231.4	11.9	2322	11.9	232.7	14.0	232.1	13.6
Spring 2011-2012	Ŧ	ស	228.4	19.5	ž	229.0	16.4	8.82	14.2	228.0	15.0	227.0	13.8
Fell 2011-2012	=	B	217.3	22.2	ផ	216.7	25.1	217.9	23.3	217.1	21.6	218.1	25.5

**Explanatory Notes** 

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

Term: District: Grouping: Small Group Display:

Fall 2014-2015 School of Dreems Academy None No

Reading

School of Dreams Academy

Reading Surve	V W/ GOL	W Goals 6+ NM	M V4			Goel Performe	nce				:		
11		Student	Mosm	8	25.	Reading: Retell and f Information	Retell and Interpret information	Reading: Ortical Thinking Skills	Thinking Skills	Reading: Phonics, Vocabulary Comprehension	: Phonics, Vocabulary, Comprehension	Literature	and Media
Term	Grade	Count	ᇤ	Dev	Modlan	Mean	Std Dev	Meen	8td Dev	Meen	Std Dev	Meen	Std Dev
Winter 2012-2018	54	প্ত	229.9	14.3	28	228.5	17.0	229.6	16.6	231.2	13.6	227.9	16.3
Fall 2012-2013	57	ង	231.6	13.6	233	232.0	15.9	234.1	15.2	229.5	12.4	230.5	15.2

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Term: District: Grouping: Small Group Display:

Fall 2014-2015 School of Dreems Academy None No

## Language Usage

School of Dreams Academy

Language Survey NM V3.1

Medien ន្ត 8 g 11.9 10.5 14.3 219.2 2222 217.3 를 Student Grade Spring 2009-2010 Spring 2009-2010 Term Fall 2009-2010 Fall 2009-2010 Fell 2009-2010

Language Survey w/ Goals NM V3.1	87 W/ Q	MN stac	V3.1		_	<b>Goal Perfo</b>	ormance								
						Writing	Process	Compositio	mposition Structure	Conventions	Conventions of Grammer	Punctuation	etton	Capitel	Capitafization
		Student Mean		暴						pue	and Usage	3		•	
Term	Sade Section	Court		26	Median	Mean	Std Dev	Mean	Std Dev	usepy	Std Dev	Meen	Std Dev	Moen	Std Dev
Spring 2008-2010	7	\$	220.3	10.8	224	221.6	12.2	219.4	14.8	220.0	12.2	220.1	12.3	219.3	12.9
Spring 2009-2010	60	4	219.0	10.9	218	220.5	11.5	218.9	14.0	218.1	12.0	218.3	18.5	219.3	11.8
Fall 2009-2010	@	93					•								
Spring 2009-2010	0	8	218.2	9.1	22	221.2	12.3	221.7	89.89	218.7	121	217.7	12.2	218.3	10.4
Fall 2009-2010	8	-										-1			

## Explanatory Notes

Term: District: Grouping: Small Group Display:

Fall 2014-2015 School of Dreams Academy None No

Language Usage

School of Dreams Academy

Meditan         Apply Grammantectal Conventions To Confinenticate         Use Of Punctitation, Spatiling, and Confinenticate         Captividation, Spatiling, and Confinenticate         Mean         Stud Dev         Captividation, Spatiling, and Confinenticate         Stud Dev         Captividation, Spatiling, and Captividation, Spatiling, and Captividation         Stud Dev         Captividation, Spatiling, and Captividation, Spatiling, and Captividation         Stud Dev         Captividation, Spatiling, and Captividation, Spatiling, and Captividation         Stud Dev         Captividation, Spatiling, and Captividation, Spatiling, and Captividation         Stud Dev         Captividation, Spatiling, and Captividation, Spatiling, and Captividation         Stud Dev         Captividation, Spatiling, and Captividation, Spatiling, and Captividation         Stud Dev         Captividation, Spatiling, and Captividation, Spatiling, and Captividation         Stud Dev         Captividation         Captividation         Captividation         Captividation         Captividation         Captividation         Captividation         Captividation	Language Survey w/ Goals NM V4	By W/G	/ WN stac	74			Goel Performance					
Charles Count   RT   Dw   Modelin   Miser   Skd Dev   Miser   Miser   Skd Dev   Miser   Miser   Skd Dev   Miser   Miser   Skd Dev   Miser   Miser   Skd Dev   Miser	9	27	Student	Meen	PES		Apply Grammatic Comm	al Conventions To unicate	Use Of Punctus Cepil	rtion, Spelling, and alization	Demonstrate Compo	Demonstrate Competence in the Writing Process
18   7   42   21442   128   217   21442   129   2164   1442   1443   2170   1449   2171   21442   1444   2187   21444   170   2187   1718   21844   170   2184   2170   1611   2184   2170   2184   2170   2184   2170   2184   2170   2184   2170   2184	Term	Grado	South	듩		Modian	Mean	Std Dev		I ~	Mean	Std Dev
7         389         20047         14.9         211         200.6         14.4         210.7         17.6           7         31         216.4         17.0         218         212.6         17.4         218.7         17.6           7         38         216.3         9.5         218         215.4         13.6         218.7         17.8           7         38         216.3         9.5         218         215.5         18.9         216.7         10.3           18         4.6         220.8         22.2         21.0         218.5         10.1         220.0         216.7         11.2           18         5         214.5         12.2         218         218.5         12.9         214.5         11.2         218.7         11.2           18         6         5         214.7         14.1         220         213.6         12.1         14.0         224.3         11.9           11         8         50         214.7         14.1         220         213.6         14.0         221.7         14.0         221.3         14.0         14.0         221.3         14.0         14.0         14.0         14.0         14.0 <td< td=""><td>Winter 2012-2018</td><td>7</td><td>ð</td><td>214.2</td><td>12.8</td><td>217</td><td>214.2</td><td>12.9</td><td>215.4</td><td>14.2</td><td>212.9</td><td>14.9</td></td<>	Winter 2012-2018	7	ð	214.2	12.8	217	214.2	12.9	215.4	14.2	212.9	14.9
12   7   87   218.4   17.0   218   212.5   17.4   218.7   17.8     11   7   39   218.3   12.1   218   218.5   13.6   218.7   17.8     12   7   39   218.3   12.1   218   218.5   10.1   220.6   11.2     13   8   46   220.8   9.2   221   218.7   10.1   220.6   11.2     14   8   51   218.4   12.0   218   218.5   12.9   218.0   11.2     15   8   52   214.7   14.1   220   218.6   12.1   218.0   14.7     16   8   52   214.7   14.1   220   218.5   12.1   218.7   14.7     18   9   68   218.4   12.2   221   218.5   14.0   218.7   14.7     18   9   68   218.6   12.7   224   221.5   14.1   221.2   218.5     11   9   50   220.4   14.7   224   220.5   14.1   220.5     12   9   68   218.6   12.7   224   218.5   14.1   220.5     13   9   68   218.6   14.9   222   218.5   14.1   220.5     14   9   50   220.0   14.6   220   217.4   14.1   21.1   21.2     15   10   40   222.7   14.1   220   220.5   14.0   222.6   17.0     10   58   221.4   14.1   221   222.6   14.0   222.6   14.0     10   59   221.4   14.1   221   222.6   14.1   220.5   14.0     10   50   221.4   14.1   221   222.6   14.1   220.5   14.0     10   50   221.4   14.1   221   222.6   14.0   222.6   14.0     10   50   221.4   14.1   221   222.6   14.0   222.6   14.0     10   50   221.4   14.1   221   222.6   14.0   222.6   14.0     10   50   221.4   14.1   221   222.6   12.0   223.5   14.0     10   50   221.4   14.1   221   222.6   12.0   223.5   14.0     10   50   222.4   14.1   221   222.6   12.0   223.5   14.0     11   22   222.6	Fell 2012-2018	7	8	209.7	14.9	21	209.6	14.4	210.7	16.9	208.9	18.3
7         51         266.2         14.6         216.4         13.6         217.0         16.1           7         39         216.3         9.6         216.5         9.6         214.6         10.3           18         46         220.8         9.5         271         213.0         10.1         220.6         11.2           18         46         220.8         9.2         271         219.7         10.1         220.6         11.2           18         45         218.4         12.0         218.6         12.2         219         218.6         11.2         218.0         11.2           11         8         61         216.4         12.2         220         213.6         12.9         218.3         11.3           11         8         61         216.4         12.2         220         218.6         14.0         271.3         11.0         11.2         218.7         11.0         11.2         11.0         11.2         11.0         11.2         11.0         11.2         11.0         11.2         11.0         11.2         11.0         11.2         11.0         11.2         11.0         11.2         11.0         11.2         11.0	Spring 2011-2012	7	31	213.4	17.0	218	212.6	17.4	213.7	17.6	214.3	18.2
1	Fell 2011-2012	7	હ	216.2	14.5	219	215.4	13.6	217.0	14	216.1	16.6
7         38         214.3         12.1         213.0         12.8         214.6         12.6           18         8         46         220.8         9.2         221         218.3         10.1         220.6         11.2           8         45         218.4         12.0         219.6         218.3         10.1         220.6         11.2           8         5         214.7         14.1         220         218.3         12.9         214.3         14.1           11         6         61         218.1         14.2         220         218.3         14.0         216.7         14.7           11         6         61         220.4         18.5         220.8         14.0         217.3         16.0           12         6         220.4         18.5         220.8         14.0         217.5         16.0           12         9         40         218.5         14.0         220.2         14.1         217.6         16.0           12         9         40         218.6         14.0         220.2         14.1         220.2         14.1         220.0         14.1         220.2         14.0         220.0         14.1 <td>Spring 2010-2011</td> <td>7</td> <td>8</td> <td>216.3</td> <td>8.8</td> <td>218</td> <td>215.5</td> <td>9.6</td> <td>216.7</td> <td>10.3</td> <td>217.6</td> <td>12.1</td>	Spring 2010-2011	7	8	216.3	8.8	218	215.5	9.6	216.7	10.3	217.6	12.1
18	Fall 2010-2011	7	8	214.3	12.1	218	213.0	12.8	214.6	126	215.1	121
8         45         218.4         120         218.8         12.1         218.0         13.0           8         51         216.6         122         219         215.5         12.9         214.3         11.9           11         8         51         216.6         14.2         220         213.6         15.1         216.0         14.7           11         8         53         220.4         18.7         220         216.3         14.1         216.2         14.7           18         9         53         220.4         18.7         220         218.5         12.9         217.6         14.7           19         68         218.6         14.9         220         218.5         12.9         217.6         14.6           11         9         39         220.0         14.9         220         218.5         14.9         220.6         14.1         210.5         14.9         220.6         14.1         210.6         14.9         220.6         14.9         220.6         14.9         220.6         14.9         220.6         14.1         220.6         14.9         220.6         14.9         220.6         14.9         220.6         14.9	Winter 2012-2019	0	8	220.8	9.2	প্র	219.7	10.1	220.6	11.2	222.0	10.6
	Fall 2012-2013	60	<del>2</del>	218.4	120	219	218.8	12.1	218.0	13.0	218.1	19.7
8         EZ         214,7         14,1         220         213,6         15.1         216.0         14,7           11         8         61         218.1         14.2         220         216.3         14.0         216.7         15.8           18         58         218.4         18.7         220         216.5         14.0         217.8         18.0           18         68         218.6         12.7         221         218.5         12.9         227.6         18.0           11         9         68         218.6         14.9         220         218.5         14.9         220.5         17.1           11         9         68         218.6         14.9         220.2         14.9         220.5         17.1           11         9         68         218.6         14.9         220.2         12.1         218.5         12.0         17.1           10         68         217.6         14.6         220         218.5         14.9         220.6         14.2         14.0         14.2         14.0         14.2         14.0         14.2         14.0         14.2         14.0         14.0         14.0         14.0         14.	Spring 2011-2012	∞	5	215.6	122	218	215.5	12.9	214.3	11.9	217.2	14.0
1	Fell 2011-2012	60	얾	214.7	14.	ន្ត	213.6	15.1	216.0	14.7	215.5	5.52
8         59         216.4         16.2         22.1         216.1         14.0         277.3         16.0           9         49         218.5         12.7         220.8         14.1         218.2         18.6           9         49         218.5         12.7         22.9         218.6         14.1         218.2         18.6           12         9         68         218.5         14.9         220.2         218.5         14.9         220.5         17.1           11         9         36         27.5         14.6         220         218.5         14.9         220.5         14.1         220.5         16.0           11         9         36         27.75         14.6         220.2         12.1         217.4         16.1         220.5         14.2         220.5         14.2         220.5         14.1         220.5         14.2         220.5         14.0         220.5         14.0         220.5         14.0         220.5         14.0         220.5         14.0         220.5         14.0         220.5         14.0         220.5         14.0         220.5         14.0         220.5         14.0         220.5         14.0         220.5	Spring 2010-2011	40	5	218.1	14.2	8	216.3	14.0	219.7	15.3	218.1	18.4
5   68   2204   18.7   224   220.8   14.1   218.2   13.6   12.5   12.9   12.5   12.9   12.5   12.9   12.5   12.9   12.5   12.5   12.9   12.9   12.5   12.5   12.9   12.5   12.5   12.5   14.9   222   218.5   14.9   220.2   12.1   218.3   12.9   12	Fall 2010-2011	80	23	216.4	16.2	22	215.1	14.0	217.3	0.81	216.8	16.8
9         46         21&5         12,7         221         218.5         12,9         217.6         12,6           9         66         219.5         16,6         220         218.5         14,9         220.6         17.1           9         66         219.6         14,9         220         218.5         14,9         220.6         17.1           11         9         39         220.0         11,6         220         217.4         15.1         218.3         12.9         220.6         17.0           13         10         52         221.5         14,6         220         217.4         15.1         222.6         17.0           10         56         221.4         14,7         223         219.3         14.0         222.6         17.0           10         40         222.7         16.1         222         22.1         16.9         222.3         14.0           10         43         222.8         13.3         222         22.1         16.9         222.3         14.7           10         43         218.4         14.1         221.6         12.0         222.3         14.7           10         43	Winter 2012-2013	<b>G</b>	23	220.4	13.7	2	220.8	14.1	219.2	19.6	220.8	16.0
12         9         68         219.5         15.6         220.5         17.1           9         66         219.6         14.9         220.2         218.5         14.9         220.6         17.1           1         9         36         217.5         14.6         220         217.4         15.1         216.6         14.2           10         52         217.5         14.6         220         217.4         15.1         216.6         14.2           10         52         221.5         14.6         220         217.4         15.1         222.6         17.0           10         56         221.4         14.7         228         219.3         14.0         221.7         15.9         222.6         17.0           10         40         228.7         15.1         222.1         14.0         222.1         14.9         14.9           10         40         228.7         15.1         222.1         14.9         14.7         14.9         14.7           10         40         228.4         14.1         221.8         12.0         222.9         14.9           11         22         226.1         11.2         222.2<	Fell 2012-2018	0,	2	218.5	12.7	ន	218.5	129	217.8	12.5	219.3	14.9
9         66         219.6         14.9         220         218.5         14.9         220.5         16.0           11         9         39         220.0         11.6         220.2         12.1         218.3         12.9           13         10         52         221.5         14.8         220         217.4         15.1         218.6         14.2           10         52         221.5         15.9         222.6         17.0         17.0           12         10         56         221.4         14.7         223         14.0         221.7         16.8         222.6         17.0           12         10         40         223.7         16.1         222         14.0         221.7         16.9         223.9         14.9           10         40         223.7         16.1         222.1         16.9         223.9         14.9         14.7           11         10         33         218.4         14.1         221         217.0         14.1         219.2         14.7           10         40         226.1         11.2         222.2         218.6         12.7         219.2         18.5           11	Spring 2011-2012	<b>a</b>	8	219.5	15.6	82	218.8	15.5	219.5	17.1	220.3	16.9
11         9         39         2200         11.5         220.2         12.1         218.3         12.9           9         36         217.5         14.6         220         217.4         15.1         218.6         14.2           10         62         221.5         15.9         228         219.8         16.8         222.6         17.0           10         68         221.4         14.7         228         219.3         14.0         221.7         15.8           10         40         222.7         15.1         228         222.1         15.9         223.9         14.9           10         43         222.8         13.3         222         221.8         12.9         14.7           11         10         33         218.4         14.1         221.8         14.1         21.2         221.8         14.1           10         34         218.4         14.1         221.8         12.7         218.6         12.7         218.6         14.7           11         29         225.1         11.2         222.2         11.2         222.5         18.6         14.7           11         22         228.0         11.2 </td <td>Fell 2011-2012</td> <td>0</td> <td>8</td> <td>218.6</td> <td>14.9</td> <td>8</td> <td>218.5</td> <td>14.9</td> <td>220.5</td> <td>16.0</td> <td>219.9</td> <td>16.3</td>	Fell 2011-2012	0	8	218.6	14.9	8	218.5	14.9	220.5	16.0	219.9	16.3
9         36         217.5         14.6         220         217.4         15.1         216.6         14.2           10         62         221.5         15.9         222.6         17.0         17.0           10         68         221.4         14.7         228         219.3         14.0         221.7         15.9           10         40         222.7         15.1         222.1         15.9         223.9         14.9           10         43         222.8         13.3         222         221.8         12.9         223.9         14.7           11         10         33         218.4         14.1         221.8         14.1         210.8         14.7           10         34         218.4         14.1         221.8         12.7         219.5         14.7           11         29         226.1         11.2         222         218.6         12.7         219.5         18.5           11         29         226.7         11.2         226.7         11.2         226.6         11.6           11         22         226.7         11.2         227.7         12.0         228.4         10.6           11<	Spring 2010-2011	0	8	220.0	11.6	ន្ត	220.2	12.1	218.3	12.9	221.8	12.4
13         10         62         221.5         15.9         226         77.0           10         58         221.4         14.7         228         219.3         14.0         221.7         16.8           10         40         222.7         16.1         222.1         15.9         223.9         14.9           10         43         222.8         13.3         222         221.8         12.9         12.3         13.7           11         10         34         218.4         14.1         221.8         12.7         218.6         14.7           10         34         218.4         12.2         222.7         14.1         21.2         14.7           11         29         226.1         11.5         220         225.7         11.2         226.6         12.9           11         38         226.7         11.2         227.7         12.0         226.6         11.6           11         22         228.0         9.4         229         226.1         10.9         228.4         10.6           11         27         228.4         8.6         226         10.9         228.8         11.8	Fall 2010-2011	<b>G</b>	8	217.5	14.6	82	217.4	15.1	216.6	14.2	218.1	1.61
10         68         221.4         14.7         228         219.3         14.0         221.7         16.8           12         10         40         228.7         16.1         222.1         15.9         228.9         14.9           10         43         222.8         18.3         222         221.8         12.9         228.9         14.7           11         10         34         218.4         14.1         221         217.0         14.1         218.5         14.7           10         34         218.4         12.2         222.7         11.2         226.6         18.5           11         28         226.7         11.2         227.7         12.0         226.6         11.8           11         22         228.0         9.4         229         228.1         10.9         228.4         10.5           11         27         228.4         8.6         226         221.6         10.9         228.8         11.8	Winter 2012-2013	2	8	221.5	15.9	82	219.8	16.8	222.6	17.0	222.1	16.3
12         10         40         228.7         15.1         222.1         15.9         228.9         14.9           10         43         222.8         18.3         222         221.8         12.9         228.3         18.7           11         10         38         218.4         14.1         221.2         217.0         14.1         219.5         14.7           10         34         218.4         12.2         222.7         11.2         226.6         12.9           11         38         226.7         11.2         227.7         12.0         226.6         11.8           11         22         228.0         9.4         229         226.1         10.9         228.4         10.5           11         27         228.4         9.6         226         221.6         10.9         228.8         11.8	Fall 2012-2018	우	8	221.4	14.7	SZ	219.3	14.0	221.7	15.8	223.2	16.6
10         43         2228         12.9         223.3         15.7           11         10         33         218.4         14.1         221         217.0         14.1         219.5         14.7           10         34         218.4         12.2         222         218.6         12.7         218.2         14.7           13         11         29         226.1         11.5         225.7         11.2         226.6         12.9           11         38         226.7         11.2         224.7         12.0         226.6         11.6           12         11         22         228.0         9.4         229         226.1         10.9         228.4         10.5           11         27         223.4         9.6         226         221.6         10.9         228.8         11.8	Spring 2011-2012	우	4	223.7	15.1	228	222.1	15.9	223.9	14.9	225.1	18.7
11         10         33         218.4         14.1         221         217.0         14.1         218.6         14.7           10         34         218.4         12.2         222         218.6         12.7         218.2         18.5           18         11         29         226.1         11.5         226.6         12.9         12.0           11         36         226.7         11.2         228.6         11.6         11.6           12         11         22         228.0         9.4         229         226.1         10.9         228.4         10.5           11         27         228.4         9.6         226         221.6         10.9         228.8         11.8	Fall 2011-2012	우	\$	222.8	19.3	22	221.8	12.9	228.9	19.7	223.4	15.0
10         34         218.4         12.2         222         218.6         12.7         218.6         18.5         18.6         18.5         18.6         18.6         12.9         18.6         12.9         1	Spring 2010-2011	우	8	218.4	14.1	ន	217.0	14.1	219.5	14.7	218.7	15.8
13         11         29         226.1         11.5         226.6         12.9           11         36         226.7         11.2         224.7         12.0         226.6         11.6           12         11         22         228.0         9.4         229         226.1         10.3         228.4         10.5           11         27         228.4         9.6         226         221.6         10.9         228.8         11.8	Fall 2010-2011	2	3	218.4	12.2	N	218.6	12.7	219.2	18.5	220.5	12.6
11         36         226.7         11.2         224.7         12.0         228.6         11.6           12         11         22         228.0         9.4         229         226.1         10.3         228.4         10.5           11         27         228.4         9.6         226         221.6         10.9         228.8         11.8	Whiter 2012-2013	F	ন্ত	226.1	1.5	8	225.7	11.2	226.6	129	227.1	12.5
12 11 22 228.0 8.4 229 228.1 10.3 228.4 10.5 11 27 228.4 9.6 226 221.6 10.9 228.8 11.8	Fall 2012-2019	Ę	8	226.7	11.2	122	224.7	12.0	226.6	11.6	225.9	12.7
11 27 2284 9.6 226 221.8 10.9 228.8 11.8	Spring 2011-2012	F	ង	228.0	9.4	8	228.1	10.3	728.4	10.5	229.5	10.6
	Fall 2011-2012	<b>1</b>	12	228.4	9.6	83	221.6	10.9	228.8	11.8	224.8	11.1

## **Explanatory Notes**

Dee to estatical unreliability, summary data for groups of less than 10 ere not shown.

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

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## NWEA Aggregate by School

## District Summary Report

Term: District: Grouping: Small Group Display:

Fall 2014-2015 School of Dreams Academy None No

Language Usage

School of Dreams Academy	ums Ace	demy									
Language Survey w/ Goals NM V4	Vey W/ G	oals NM	٧٨			Goal Performance			Ĭ		
\$ .		Student	Moan	Page	JK 3	Apply Grammatical Conventions To Communicate	ti Conventions To unicate	Use Of Punctuali Capita	Use Of Punctuation, Spelling, and Capitalization	Domonstrate Competence in the Writing Process	mpetence in the Writing Process
Term	Grade	Count	RIT	Dev	Median	usogi	Std Dev	Meen	Std Dev	Mosn	Std Dev
Winter 2012-2013	42	ន	226.0	12.6	153	225.8	14.8	224.9	10.8	227.0	15.0
Fall 2012-2018	다	83	24.1	13.2	227	224.5	12.9	223.5	13.6	224.5	15.9
MAP: Language 2-12 Common Core 2010 Common Core English Language Arts K-12: 2010	e 2-12 C English L	ommon l	Core 20 Arts K-1	10  2: 2010		Goel Performance					
	100 300	Student	Menn	7.0		Writing: Plen, Organize, D Research	Organize, Develop, Revise, Research	Lenguege: Understan Use	Language: Understand, Edit for Grammar, Usage	Language: Understand, Edit Mechanics	ind, Edit Mechanics
Term	Grade	Count	붎	D	Median	Meen	Std Dev	Meen	Std Dev	Meen	Strf Dev
Fall 2014-2015	9	-									
Fell 2014-2015	=	\$	224.0	11.1	227	227.1	13.2	222.3	12.5	222.6	10.6
MAP: NM Language Grade 10 - Fali 2014-15 (CCSS) Common Core English Language Arts K-12: 2010	Juage Gr English L	anguage	Felt 201 Arts K-1	4-15 (C)	(SS)	Goal Performance	:				
		Student	Medi	300		Writing: Plan, Organize, D Research	Organize, Develop, Revise, Research	Language: Understa: Us	Language: Understand, Edit for Grammar, Usage	Language: Understand, Edit Mechanics	ınd, Edît Mechanics
Term	Grade	Count	댎	Dev	Median	Mean	Std Dev	Hean	Std Dev	Mean	Std Dev
Fall 2014-2015	9	29	224.2	10.2	223	226.7	13.4	222.1	120	223.4	12.2
MAP: NM Language Grade 7 - Fall 2014-15 (CCSS)	ruage Gr	ade 7 - F	'all 2014	-15 (CC	33)						
Common Core English Language Arts K-12: 2010		andnade	Arts K-1	12: 2010		Goal Performance					
	5	Student	Mean		8	Writing: Pien, Organize, D Research	Organize, Develop, Revise, Research	Lenguage: Understa: Us:	Language: Understand, Edit for Grammar, Ueage	Language: Understand, Edit Mechanics	ind, Edit Mechanics
Temp	Grede	Count	듄	Dev	Median	Mean	Std Dev	Wearn	Std Dev	Mean	Std Dev
Fall 2014-2016	7	8	213.8	8.8	214	213.7	11.0	216.0	11.7	212.0	9.5

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## District Summary Report

Term: District: Grouping: Smell Group Display:

Fail 2014-2015 School of Dreams Academy None No

Language Usage

School of Dreams Academy

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

MAP: NM Lancuace Grade 9 - Fall 2014-15 (CCSS)

Common Core English Language Arts K-12: 2010	inglish L	anduade	e Arts K-12: 2	2: 2010	, ,	Goal Performance					
	v.	Student	Mean	PSS	-	Writing: Plan, Organize, Researc	lan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar Usage	d, Edit for Grammer, ige	Language: Understand, Edit Mechanics	nd, Edit Mechanics
Тент	Grade		ı	Dev	Medlen	Mean	Std Dev	Hoose	Std Dev	Mean	Std Dev
Fall 2014-2015	æ	78	222.4	9.1	223	223.3	10.4	220.0	10.6	224.3	11.1

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

Science - General Science

NM Science Part 2 of 2 - General Science V1.1	rt 2 of 2	- Genera	Science	e V1.1		Goal Performance					
12 13 14 10		Student	Mean	Page		Physical Science	Science	<b>5</b> 7	Life Science	Earth and St	Earth and Space Science
Terti	Grade	Count	臣	Dev	Modlen	Menn	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2019	7	<b>\$</b>	204.7	12.0	208	203.6	12.1	206.2	18.9	205.5	12.9
Pall 2012-2013	7	8	204.9	11.7	202	204.1	12.5	206.3	12.5	204.6	981
Spring 2011-2012	7	87	210.0	11.8	212	210.0	8.8	210.6	19.4	508,9	14.3
Fell 2011-2012	7	55	208.2	10.5	22	207.8	12.3	210.3	182	208.7	1.4
Winter 2012-2018	60	\$	214.8	9.6	213	213.4	8.8	215.3	10.3	215.5	10.4
Fell 2012-2013	60	8	214.0	11.0	214	214.1	12.4	213.6	12.8	214.1	11.7
Spring 2011-2012	60	ត	210.7	9.1	21	209.3	10.1	210.8	10.0	212.1	12.7
Fell 2011-2012	40	8	210.0	10.1	21.	209.3	10.3	211.5	##	208.3	127
Winter 2012-2018	0	8	214.6	12.7	-216	216.2	13.3	212.7	15.0	214.7	86
Feb 2012-2013	0	\$	214.1	10.5	214	214.0	12.9	214.0	10.6	214.6	120
Spring 2011-2012	<b>a</b>	8	214.6	12.9	218	215.4	14.1	214.5	13.6	213.8	14.7
Fati 2011-2012	CO CO	8	212.0	13.4	215	213.4	14.7	211.8	15.4	211.5	14.1
Winter 2012-2018	9	걿	213.0	14.1	217	213.2	15.0	214.8	17.2	80.51	14.1
Fall 2012-2013	10	28	215.8	12.6	240	215.9	12.2	215.8	15.	215.4	1
Sparing 2011-2012	9	\$	221.4	10.8	22	222.1	12.9	220.4	18.4	221.4	10.5
Fell/2011-2012	9	₹	217.0	11.6	218	217.6	14.3	217.8	18.8	215.4	11.8
Winter 2012-2019	F	ခ	219.5	10.2	219	219.5	11.8	220.7	127	218.5	11.3
Fall:2012-2013	=	88	219.8	11.6	8	220.2	11.4	220.4	123	218.7	9.4
8pring 2011-2012	=	8	220.0	8.3	ង	223.6	9.3	220.7	7.9	218.4	10.4
Fell 2011-2012	=	13	217.6	10.6	218	220.4	13.1	216.6	11.8	216,5	11.8
Winter 2012-2019	54	ଷ	219.4	12.1	22	217.2	12.8	220.5	13.9	220.1	129
Fell 2012-2013	걸	ង	218.6	10.8	ន	219.2	13.8	3008			

Page 13 of 14

## NWEA Aggregate by School

## District Summary Report

Fall 2014-2015 School of Dreems Academy None No Term: District: Grouping: Smell Group Display:

Science - Concepts and Processes

School of Dreams Academy

NM Science Part 1 of 2 - Concepts/Processes V1.1	rt 1 of 2	- Conce	ota/Proc	98888 V		Goal Parformance					
H	109			125		Scientific Thinking an	Scientific Thinking and Practice: Question,	Soi Thinking and	Soi Thinking and Practice: Analyze,	Sci Think: fing Results in Sci Know; Sci and	In Sci Know; Sci and
		Student	- Hour	3			ubaan	٦,	Communicate	Society	oty
	CITODO		HELL		Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Witter 2012-2013	7	4	203.2	10.7	202	204.3	13.5	208.3	13.0	202.0	10.4
Fell 2012-2018	7	8	208.5	10.8	202	206.5	13.2	206.5	10.4	206.2	11.8
Spring 2011-2012	7	22	210.1	10.0	210	209.6	12.3	211.7	11.6	208.2	11.4
Fell 2011-2012	7	8	200.5	8.8	211	208.4	8.7	211.1	13.1	209.8	11.5
Winter 2012-2013	60	94	211.3	10.2	212	211.1	112	211.8	11.6	211.3	12.2
Fell 2012-2019	60	\$	213.6	9.6	212	213.0	10.7	212.1	8.8	215.7	13.2
Spring 2011-2012	60	5	208.9	10.0	88	209.0	13.2	208.3	10.4	208.5	10.3
Fell 2011-2012	80	路	210.1	6.1	2	209.7	10.5	208.6	10.3	210.9	8.3
Winter 2012-2013	0	8	2122	11.4	214	2112	13.3	212.2	12.5	213.3	11.5
Fall 2012-2013	Ç3	4	213.4	10.3	213	212.8	11.7	212.1	12.9	215.3	10.8
<b>8pring 2011-2012</b>	0	8	214.4	11,5	216	214.6	13.8	213.8	18.4	214.8	11.3
Fall 2011-2012	0	8	214.0	11.9	214	213.6	12.7	213.6	14.2	214.6	12.6
Winter 2012-2013	2	8	210.8	16.2	216	208.4	17.0	210.9	17.9	211.9	16.9
Fell 2012-2018	5	8	213.6	12.7	216	213.3	15.0	213.5	13.0	214.1	13.8
Spring 2011-2012	2	\$	218.1	10.5	82	218.3	12.6	218.4	11.0	217.3	10.9
Fall 2011-2012	2	\$	216.7	11.2	218	217.1	126	215.8	128	217.4	12.3
Whiter 2012-2019	F	<u>8</u>	218.0	1.0	215	218.1	12.6	218.7	12.8	217.1	11.1
Fell 2012-2018	Ŧ	88	218.4	9.2	219	217.3	10.7	217.2	10.5	220.3	10.5
Spring 2011-2012	Ξ	ង	218.8	8.9	217	219.5	9.2	219.3	9.6	218.0	12.6
Fall 2011-2012	=	23	216.9	10.1	218	215.6	11.8	215.9	10.8	215.8	12.1
Winter 2012-2018	ᄗ	ឧ	216.0	13.0	82	213.3	15.7	216.9	14.2	217.4	12.8
Fell 2012-2018	5	ឧ	217.0	11.4	双	215.4	12.1	218.4	13.3	217.6	11.9

Due by statistical urreliability, summary data for groups of tess than 10 are not shown.
A goal mean shown with boild halfo represents performance that might be an area of concern. A goal mean shown with boild underling represents an area of relatively strong performance.

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## Subject Staff/Faculty Meeting Wednesda

From kimberlya <kberlat@sodacharter.com>,

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Date Sep 29 2014 7:41 AM

## October 1 Meeting

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

- 1. Common Core: The Basics
- NWEA/MAP login and review reports

<toshiro@sodacharter.com>,

- 3. Share service learning ideas
- 4. Discuss substitute folders that should be in each classroom

Subject MAP scores and parent conferences

From kimberlya <kberlat@sodacharter.com>,

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Date Sep 24 2014 7:37 AM

## Greetings!

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

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

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

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

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

Kim



## Subject Staff/Faculty Meeting Wednesday October 22

From kimberiya <kberlat@sodacharter.com>,

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<toshiro@sodacharter.com>,

Date Oct 16 2014 9:38 AM

## Greetings!

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

Agenda for October 22 Staff/Faculty Meeting:

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



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

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

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

## Improvement Plan

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

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

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

Last Name Grade	Date	Writing Skil Re	eading Sc: Math	n Place Prea	ilg Scor Alge	bra Sec Coll /	Alg Score
SQDA 001	11 20141	_	80	0	34		-B
SODA 002	11 20141		85	1	93	37	
SODA 003	10 20141		93	2	99	72	49
SODA 004	11 20141		81	Ō	27		
SODA 005	10 20141		46	0	28		
SODA 008	10 20141		76	0	55	20	
SODA 009	10 20141		91	0	69	24	
SODA 010	10 20141	111 20	64	1	67	27	
SODA 011	10 20141	111 65	71	0	28		
SODA 012	10 20141	111 12	69	0	32		
SODA 013	10 20141	112 56	53	0	24		
SODA 014	7 20141	112 1	39	0	31		
SODA 015	7 20141	112 61	59	0	33		
SODA 016	7 20141	112 85	81	0	40		
SODA 017	7 20141	112 2	60	0	27		
SODA 018	7 20141	112 7	19	0	18		
SODA 019	7 20141	112 12	31	0	28		
SODA 020	7 20141	112 9	47	0	20		
SODA 021	7 20141	112 61	67	0	66	18	
SODA 022	7 20141	112 12	71	0	31		
SODA 023	7 20141	112 30	51	0	17		
SODA 024	7 20141	112 28	59	0	27		
SODA 025	7 20141	112 15	61	0	29		
SODA 026	7 20141	112 6	59	0	33		
SODA 027	7 20141	112 10	52	0	34		
SODA 028	7 20141	112 12	68	0	25		
SODA 029	7 20141	112 8	21	0	17		
SODA 030	7 20141	112 1	53	0	43		
SODA 031	7 20141	112 51	77	0	41		
SODA 032	7 20141		39	0	21		
SODA 033	7 20141		43	0	26		
SODA 034	7 20141		73	0	23		
SODA 035	7 20141		23	0	18		
SODA 037	7 20141		38	0	38		
SODA 038	7 20141		62	0	19		
SODA 040	7 20141		77	0	39		
SODA 041	7 20141		35	0	24		
SODA 042	7 20141		74	0	78	21	
SODA 043	7 20141		76	0	20	4.00	
SODA 044	7 20141:			0	74	19	
SODA 045	9 20141:		34	0	21		
SODA 046	9 20141:		67	0	35		
SODA 047	9 20141:		60	0	24		
SODA 048	9 20141:		59	0	18		
SODA 049	9 20141:	112 35	62	0	31		

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

SODA 104	8 20141113	7	19	0	36	
SODA 105	8 20141113	33	36	0	22	
SODA 106	8 20141113	1	44	0	17	
SODA 107	8 20141113	78	74	0	33	
SODA 108	8 20141113	1	29	0	17	
SODA 109	8 20141113	8	29	0	19	
SODA 110	8 20141113	1	19	0	27	
SODA 111	8 20141113	12	64	0	22	
50DA 112	8 20141113	56	79	0	36	
SODA 113	8 20141113	7	37	0	31	
SODA 114	8 20141113	25	97	0	56	23
SODA 115	8 20141113	10	19	0	25	
SODA 116	8 20141113	18	35	0	24	
SODA 117	8 20141113	5	19	0	26	
SODA 118	8 20141113	1	65	Ō	27	
SODA 119	8 20141113	18	46	Ō	20	
SODA 120	8 20141113	12	54	ō	26	
SODA 121	8 20141113	15	33	Ō	24	
SODA 122	8 20141113	12	30	ō	29	
SODA 123	8 20141113	94	83	ō	74	24
SODA 124	8 20141113	78	89	ō	52	
SODA 125	8 20141113	18	58	o	24	
SODA 126	8 20141113	7	26	Ö	20	
SODA 127	8 20141113	25	48	Ö	5 <del>9</del>	18
SODA 127 SODA 128	8 20141113	5	32	Ö	33	10
SODA 129	8 20141113	82	79	Ö	42	
SODA 130	8 20141113	56	54	Ŏ	27	
SODA 131	8 20141113	47	76	Ö	37	
SODA 131	8 20141113	82	73	ŏ	33	
SODA 133	8 20141113	12	57	Ö	21	
SODA 133	8 20141113	1	62	Ö	22	
SODA 135	8 20141113	8	33	o	23	
SODA 135	8 20141113	18	36	0	24	
SODA 137	9 20141113	10	82	1	57	27
SODA 137	9 20141113	56	79	ō	42	21
				_		
SODA 139 SODA 140	9 20141113 9 20141113	10	22 31	0	31 18	
SODA 141	9 20141113	7	47	0	26	
SODA 141	9 20141113	33	77 72	0	25	
SODA 142 SODA 143	9 20141113	2	52	0	23	
		2	32	0	23 54	
SODA 144	<del>-</del>	6	35	0	21	
SODA 145						
SODA 146	9 20141113	61	84	0	42	
SODA 148	9 20141113 9 20141113	2 18	49 72	0	26 26	
SODA 149		18 43	73 79	0	26 39	
SODA 150		45	79 50	U	23	
SODA 151	9 20141114	25	50 69	0	32	
SODA 152 SODA 153	9 20141114	25 55		0	52 57	21
SODA 153 SODA 154	9 20141114 9 20141114	55 47	80	0	57 46	21
			82 57	0	46 57	25
SODA 155	9 20141114	18 60	57 86	0		25
SODA 156	9 20141114	69	86	0	52	

SODA 157	9	20141114	1	70	0	29	
SODA 158	9	20141114	52	60	0	22	
SODA 159	9	20141114	73	77	0	29	
SODA 160	9	20141114	96	81	1	90	41
SODA 161	9	20141114	16	71	0	20	
SODA 162	9	20141114	42	70	0	41	
SODA 163	9	20141114	12	36	0	20	
SODA 164	9	20141114	42	58	0	38	
SODA 165	9	20141114	6	51	0	22	
<b>SODA 166</b>	9	20141114	38	63	0	28	
SODA 167	9	20141114	94	91	0	48	
<b>SODA 168</b>	9	20141114	30	76	0	24	
SODA 169	9	20141114	98	98	1	75	26
SODA 170	9	20141114	12	66	0	39	
<b>SODA 171</b>	9	20141114	12	38	0	19	
SODA 172	9	20141114	97	77	0	34	
SODA 173	9	20141114	25	38	0	19	
<b>SODA 174</b>	9	20141114	26	80	0	45	
SODA 175	9	20141114	7	82	1	82	27
SODA 176	9	20141114	20	79	0	29	
<b>SODA 177</b>	9	20141114	70	76	0	29	
<b>SODA 178</b>	9	20141114	43	78	0	22	
SODA 179	9	20141114	12	83	0	17	
SODA 180	9	20141114	35	61	0	34	
SODA 181	9	20141114	18	56	Ō	30	
SODA 182	9	20141114	45	81	ō	52	
SODA 183	10	20141114	22	46	ō	25	
SODA 184	10	20141114	61	81	ō	49	
SODA 185	10	20141114	10	33	ō	20	
SODA 186	10	20141114	65	87	Ō	44	
SODA 187	10	20141114	42	68	Ō	22	
SODA 188	10	20141114	42	75	Ō	49	
SODA 189	10	20141114	8	72	Ō	25	
SODA 190	10	20141114	87	87	Ō	46	
SODA 191	10	20141114	78	64	Ö	30	
SODA 192	10	20141114	99	89	0	48	
SODA 193	10	20141114	65	94	1	69	26
SODA 194	10	20141114	87	92	ō	49	
SODA 195	10	20141114	28	32	ő	26	
SODA 196	10	20141114	10	20	ő	19	
SODA 197	10	20141114	96	76	Ö	33	
SODA 197	10	20141114	74	74	0	41	
SODA 199	10	20141114	85	87	o	78	24
SODA 200	10	20141114	69	82	o	56	23
SODA 200	10	20141114	2	32	0	17	23
SODA 202	10	20141114	12	44	0	23	
SODA 202 SODA 203	10	20141114	18	25	0	17	
SODA 203	10	20141114	46	86	0	59	23
SODA 205	10	20141114	12	65	0	18	2.7
SODA 205	10	20141114	7	22	0	23	
SODA 208	10	20141114	45	50	0	24	
SODA 207	10	20141114	78	84	0	40	
JUUM ZUÖ	10	20141114	/6	04	U	40	

SODA 209	10	20141114	36	81	0	42	
<b>SODA 210</b>	10	20141114	7	46	0	25	
<b>SODA 211</b>	10	20141114	74	90	0	25	
<b>SODA 212</b>	10	20141114	69	81	0	41	
<b>SODA 213</b>	10	20141114	12	19	0	35	
<b>SODA 214</b>	10	20141114	15	75	0	43	
<b>SODA 215</b>	10	20141114	55	95	1	60	33
<b>SODA 216</b>	10	20141114	8	20	0	27	
<b>SODA 217</b>	10	20141114	43	75	0	50	
<b>SODA 218</b>	10	20141114	· 42	29	0	20	
SODA 219	10	20141114	70	87	1	68	30
<b>SODA 220</b>	10	20141114	87	84	1	72	32
<b>SODA 221</b>	10	20141114	94	76	0	46	
<b>SODA 222</b>	10	20141114	52	81	0	31	
<b>SODA 223</b>	10	20141114	85	76	0	70	21
<b>SODA 224</b>	10	20141114	12	26	0	56	20
<b>SODA 225</b>	10	20141114	34	68	0	51	
<b>SODA 226</b>	10	20141114	35	77	0	38	
<b>SODA 227</b>	10	20141114	27	53	0	17	4
<b>SODA 228</b>	10	20141114	10	65	0	28	
SODA 229	10	20141114	43	66	0	24	
SODA 230	10	20141114	10	42	0	20	
SODA 231	10	20141114	35	94	0	70	21
SODA 232	9	20141114	89	62	0	20	
SODA 233	8	20141114	12	24	0	43	
SODA 234	9	20141114	18	27	0	20	
SODA 235	10	20141114	6	67	0	26	
SODA 236	11	20141114	82	85	1	62	43
SODA 237	7	20141118	8	19	0	17	
SODA 238	11	20141120	6 <del>9</del>	89	0	58	18
SODA 239	11	20141120	10	55	0	26	
SODA 238		20141120	69	89	0	58	

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

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

Last Name	Grade	ACT Date	ACT Composite	ACT English	ACT Math	ACT Reading A	CT Science	Registered
SODA 001	9	4/18/15	17	16	15	22	16	X
SODA 002	9	AMOME	44	47	14	46	45	v
SODA 003 SODA 004	9 9	4/20/15	14	12	14	15	15	X
SODA 005	9							
SODA 006	9							
SODA 007	9	4/18/15	14	14	13	15	13	x
SODA 008	9	4/18/15	14	11	16	13	16	x
SODA 009	9	,,			77	<del></del>		
SODA 010	9							
SODA 011	9							
SODA 012	9							
SOOA 013	9							
SODA 014	9							
SODA 015	9							
SODA 016	9	4/18/15	17	14	15	19	19	X
SODA 017 SODA 018	9 9	4/18/15	21	20	17	25	22	
SODA 019	9	4/18/15	24	21	28	25 25	23	X X
SODA 020	9	4/10/13	47		20	23	23	^
SODA 021	9							
SODA 022	9	4/18/15	17	18	15	18	18	X
SODA 023	9							**
SDDA 024	9							
SODA 025	9							
SODA 026	9							
SODA 027	9							X
SODA 028	9	4/18/15	15	14	17	13	16	X
SODA 029	9	44040				_		
SODA 030	9	4/18/15	13	10	16	9	16	X
SODA 031	9							X
SODA 032 SODA 033	9							
SODA 034	9							x
SODA 035	9							^
SODA 036	9							
SODA 037	9							
SODA 038	9							
SODA 039	9							
SDDA 040	9							
SODA 041	9							
SODA 042	9	4/18/15	14	9	14	13	18	X
SODA 043	9	. 404-			45		40	**
SODA 044 SODA 045	9 9	4/18/15	16	13	15	18	18	X
SODA 046	9							
SODA 047	9							x
SODA 048	9							
SODA 049	9							
SODA 050	9							
SODA 051	9	4/18/15	14	12	15	15	15	X
SODA 052	9	4/18/15	14	11	16	13	16	X
SODA 053	9							
SODA 054	9							
SODA 055	9	4/40/	30	10	10	34	22	X
SODA 056 SODA 057	9	4/18/15	20	18	16	24	23	X
SODA 058	9	4/18/15	17	19	14	19	16	x
SODA 059	9	-4 vol 13	4	49	44	1.7	10	^
SODA 060	9							
SODA 061	9							

SODA 062	9			(*)					
SODA 063	9								
SODA 064	9			228					
SODA 065	9	4/20/15	18	16	18	19	18	×	
SODA 066	9	4/20/15	15	14	17	15	12	×	
SODA 067	9								
SODA 068	9	AHONE	46	15	16	20	••		
SODA 069 SODA 070	9 9	4/18/15	16	15	10	20	12	x	
SODA 071	10								
SODA 072	10	4/20/15	13	10	15	12	16	x	
SODA 073	10	4/20/25	13	10			20	•	
SODA 074	10	4/18/15	25	26	22	28	23	x	
SODA 075	10	12/13/14	15	12	17	15	15	X	
SODA 076	10							X	
SODA 077	10							X	
SODA 078	10								
SODA 079	10							X	
SODA 080	10	4/18/15	16	15	16	15	16	x	
50DA 081	10	4/18/15	19	20	14	21	20		
SODA 082	10	15						X	
SODA 083	10								
SODA 084	10	4/20/15	15	15	15	13	18	X	
SODA 085	10							IEP	
SODA 086	10	4/18/15	17	17	17	15	18	X	
SODA 087	10								
SODA 088	10							X	
SODA 089	10	4/18/15	15	13	15	18	15	X	
SODA 090	10							ΙΈΡ	
SODA 091	10								
SODA 092	10	4/18/15	13	11	11	13	16	X	
SODA 093	10	44045	20						
SODA 094	10	4/18/15	20	21	17	20	23	X	
SODA 095	10	4/18/15	17	18	17	17	17	X	
SODA 096 SODA 097	10 10							X	
SODA 098	10	12/13/14	24	25	19	31	21	x	
SODA 099	10	12/13/14	14	13	15	13	15	x	
SODA 100	10	12/13/14	16	14	15	15	18	x	
SODA 101	10								
SODA 102	10							x	
SODA 103	10							X	
SODA 104	10							X	
SODA 105	10							x	
SODA 106	10								
SODA 107	10							X	
SODA 108	10	4/18/15	15	10	16	14	18	X	
SODA 109	10							X	
SODA 110	10	4/20/15	12	8	15	9	15	X	
SODA 111	10								
SODA 112	10								
SODA 113	10								
SODA 114	10								Absent
SODA 115	10	44045	45		45	45	24	X	
SODA 116	10	4/18/15	15	13	15	15	21	X	Commission
SODA 117 SODA 118	10 10	4/18/15	18	20	17	17	18	x	Computer issues
SODA 119	10	4/19/13	10	20	17	17	10	^	
SODA 120	10							x	
SODA 121	10	4/18/15	17	14	15	21	16	x	
SODA 122	10	12/13/14	24	26	22	27	20	x	
SODA 123	10								
SODA 124	10	12/13/14	20	18	18	22	21	x	
SODA 125	10				_			••	
SODA 126	10	4/18/15	16	14	18	18	13	×	
SODA 127	10	4/18/15	13	11	12	15	13	×	
SODA 128	10								
SODA 129	10	12/13/14	19	17	15	21	21	X	
SODA 130	10	4/18/15	18	15	18	20	18	X	
500A 131	10	4/18/15	18	18	15	22	18	X	

SODA 132	10								Wants to take it in 11th grade
50DA 133	10	4/18/15	15	12	13	15	20	X	
SODA 134	10	4/20/15	14	14	14	12	15	X	
50DA 135	10					4=		X	
SODA 136	11	12/13/14	20	20	21	17	22	X	
SODA 137 SODA 138	11 11	12/13/14	17	18	15	20	15	X	
SODA 139	11	4/22/13	15	13	15	16	17	X	
SODA 140	11	2/18/14	14	14	13	13	17	x	
SODA 141	11	2/18/14	16	20	16	11	15	x	
SODA 142	11	2/18/14	18	18	17	18	19	X	
SODA 143	11		Till		_				
SODA 144	11	12/13/14	26	23	24	31	26	x	
SODA 145	11	12/13/14	13	11	15	12	14	X	
SODA 146	11	2/18/14	13	8	14	12	19	X	
SODA 147	11	4/29/13	15	12	13	18	17	X	
SODA 148	11	12/12/14	16	13	15	15	18	X	
SODA 149	11	12/13/14	22	24	16	25	22	X	
SODA 150	11	2/18/14	20	19	19	20	22	X	
SODA 151 SODA 152	11 11	12/13/14 2/18/14	15 14	12 11	15 14	16 12	16 17	X	
SODA 152 SODA 153	11	2/18/14	17	15	15	16	21	x	
SODA 154	11	4/22/13	15	10	15	17	16	â	
SODA 155	11	2/18/14	13	13	15	13	11	X	
SODA 156	11								Night School
SODA 157	11	13-Apr	20	16	23	21	18	x	
SODA 158	11	12/13/14	19	15	24	16	22	x	
SODA 159	11	2/18/14	25	20	26	31	24	X	
SODA 160	11	13-Jan	14	13	13	13	18	X	
SODA 161	11							X	
SODA 162	11	4/22/13	18	13	16	21	22	X	
SODA 163	11	12/13/14	15	13	16	15	14	X	
SODA 164	11	4/22/13	15 22	15 23	14 16	14	15 21	X	
SODA 165 SODA 166	11 11	12/13/14 12/13/14	13	23 13	15	26 12	21 10	X	
SODA 167	11	2/18/14	13	7	17	13	16	x	
SODA 168	11	2/18/14	12	8	15	11	13	x	
SODA 169	11	2/18/14	24	24	21	30	21	X	
SODA 170	11	12/13/14	12	7	13	15	13	Х	
SODA 171	11	12/13/14	13	9	15	14	13	X	
SODA 172	11	12/13/14	18	18	16	19	19	X	
SODA 173	11	2/18/14	13	9	14	13	16	X	
SODA 174	11							X	
SODA 175	11	a to m to r	7.4	20	40	••		X	
SODA 176 SODA 177	11 11	4/18/15 4/18/15	21 20	20 19	18 19	24 23	20 17	X X	
SODA 178	11	12/13/14	18	20	16	20	16	x	
SODA 179	11	12/13/14	21	18	20	26	21	x	
SODA 180	11	2/18/14	15	11	16	14	17	x	
SODA 181	12	10/25/14	19	19	16	20	21	X	
SODA 182	12	10/25/14	21	24	19	22	19	X	
SODA 183	12	10/25/14	28	24	26	31	29	X	
SODA 184	12	10/25/14	28	27	23	31	32	X	
SODA 185	12								
SODA 186	12	12/13/14	21	22	17	23	20	X	
50DA 187	12	entretee	42		48			X	
SODA 188 SODA 189	12 12	10/25/14	13	9	15	15	13	X	
SODA 190	12	2/26/13	11	9	15	7	14	x	
SODA 191	12	10/25/14	32	35	26	34	32	x	
SODA 192	12	4/22/13	17	13	16	21	19	x	
SODA 193	12	10/25/14	12	14	15	8	12	X	
SODA 194	12	10/25/14	12	9	14	15	12	X	
SODA 195	12	10/25/14	16	15	15	15	17	X	
SODA 196	12	4/18/15	29	30	29	28	28	X	
SODA 197	12							_	
SODA 198 SODA 199	12 12							X	
SODA 200	12	10/25/14	29	28	28	34	24	X	
SODA 201	12			4.0	-0	-	-7	IÉP	
	_								

SODA 202	12							IEP
SODA 203	12	10/25/14	19	17	16	24	19	X
SODA 204	12	10/25/14	29	30	27	31	26	X
SODA 205	12	4/22/13	16	13	16	19	16	X
SODA 206	12	10/25/14	19	18	16	22	18	X
SODA 207	12	10/25/14	24	23	25	21	25	X
SODA 208	12	12/13/14	31	32	30	34	26	X
SODA 209	12							X
SODA 210	12							X
SODA 211	12	10/25/14	22	27	17	27	16	X
SODA 212	12	4/22/13	24	23	23	27	23	X
SODA 213	12	12/22/13	18	14	19	20	25	X
SODA 214	12	12/13/14	20	20	19	22	18	X
50DA 215	12	10/25/14	18	17	17	19	20	X
SODA 216	12	10/25/14	18	19	17	20	15	X
SODA 217	12	2/19/13	12	10	15	12	12	X
SODA 218	12							
SODA 219	12	4/22/13	14	12	15	10	19	X
SODA 220	12	4/22/13	26	21	26	32	25	X
50DA 221	12	12/13/14	24	21	20	29	24	X
SODA 222	12	6/25/13	24	24	21	31	20	X
SODA 223	12	12/13/14	19	19	24	18	16	X
SODA 224	12	10/25/14	21	20	24	22	18	X
SODA 225	12							X
SODA 226	12	4/22/13	13	8	13	7	18	X
SODA 227	12	4/22/13	11	10	13	12	10	X
50DA 228	12	10/25/14	20	19	20	24	18	X
SODA 229	12	11/10/14	19	14	19	18	24	X
SODA 230	12	10/25/14	22	21	19	26	21	×

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

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

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

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

	Student Name:			•		Cohort: H4
	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit#	Requirement: 4 credits of English with major emphasis on grammar, nonfiction writing, and iterature. Options: English Language Arts (ELA) 1 (1001), ELA 2
English	English I			5/11	1	(1002), ELA3 (1003), ELA4 (1004). AP courses covering the required content or
Language	ENGL 102		DC	5/13	- 1	also permitted.
Arts	English (II		DC	5/12	1	
	English IV		DC	5/12	1	
	Total Credits:	English Langu	age Arts		4==	

	III.	Course Name	STARS	H, AP, DC, DL	Date Completed		Requirement: 4 credits of math in high school including Algebra II (or equivalent) unless excused in junior Next Step Plan*, Options: Pre-Algebra (2021)**, Algebra I
ı		Algebra I			5/11	1	(2031), Geometry (2034), Applied Math (2024), Algebra II (2041), Algebra II/Trig
ı	Math	Math 121 Algebra II (D)		DC	5/12	1	(2044), Financial Literacy (2097), Probability and Stats (2029), Transition to College
ı	MESSI	Math 150 Pre - Calculus		DC	5/13		Math (2099), AP Courses, and courses at a higher level than Algebra II. "Students
ł		Math 123 Trigonometry		DC	5/13		who use the Algebra I EoC score to meet Assessment Requirements may not waive
ı		Total Cr	edits: Math			4	Algebra II. "Ninth Grade Pre-Algebra will no longer be an option for high school
		Course Name	STARS	H, AP, DC, DL	Date Completed		Requirement: 3.5 credits to include US History and Geography, World History and Geography, Government and Economics, and 0.5 credit of NM History. Options: US

	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit #	Requirement: 3.5 credits to include US History and Geography, World History at Geography, Government and Economics, and 0.5 credit of NM History. Options:
	NM History			5/11	0.5	History and Geography (2729), World History and Geography (2705), 0.5 US
Social	World History			5/12 & 5/15	1	Government (2730), 0.5 Economics (2741), 0.5 NM History (2717). AP courses
Studies	HIST 162 US History		DC	5/14	1	covering the required content are also permitted.
	Econ 105 Intro to Macroecon	Ī.	DC	5/13	1	
	POLS 200 American Politics		DC	5/14	1	
	Total Credits:	Social Stu	iles		4,5	

	Course Name	STARS	H, AP, DC, DL	Date Completed	Credit#	Requirement: 3 credits of science, two of which must have a laboratory component. Options: Secondary courses under STARS codes in the 1700s.
Colores	Physical Science			5/11	1	
Science	Biology			5/12	-1-0	
	CHEM 121 Chemistry		DC	5/14	1	
	Total Cred	its; Science	V		3	

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

Workplace		STARS	H, AP, DC, DL	Date Completed		Requirement: One unit in a career cluster course, workplace readiness or a language other than English
Readiness	Spanish I			5/12	1	the state of the s
Language	Total Credits: CC	, WR, Lan	ามลดูด	0	1	

189	Course Name	STARS	H, AP, DC, DL	Completed	Credit #
	I In A			5/11	0.5
	Journalism/Newspaper			5/11	0.5
	Office Aide			5/11	1
	Robotics		1000	5/11	1
	Web Design			5/11	0.5
	Art II		(r	5/12	1
	Trig/Ana/Geo/Robotics			5/12	1
	AP/IB Art Design			5/13	1
	Research and Development			5/13	1
	Spanish II		DC	5/13	-1-1
	Workstudy			5/13	1.5
	Super Computing Net Logo		DC	5/14	2
	Intro to Anthropology		DC	5/13	1
	CHEM 123 General Chem Lab		DC	5/13	- 1
	ENG 116	J	DC	5/14	1
	Math 162		DĊ	5/14	1
	ENGL 219 Tech & Professional		DÇ	5/13	1
Electives	Chem 122 General Chemistry II		DÇ	5/14	1
	Chem 124L General Chemistry L		DC	5/14	1
	Math 163 Calculus II		DC	5/14	1
	UNIV 175 Experiential Learning		DC	5/14	1
	English II			5/13	0.5
	BIOL 124 Biology Lab		DC	5/15	1
	ENG 195 Intro to Nanotech		DC	5/15	1

Requirement: 7.5 elective units that meet department content and performance standards. Options:student service learning, pre-apprenticeship programs, media titeracy, additional courses in core subjects, and numerous other options.

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

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

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

		_
Total High School Credits	52.25	Required: 24 Credits
		• .

- 6. By May 30, 2015 all School of Dreams Academy students will have an electronic Individual Learning Plan in place. This will be reviewed through a parent/teacher conference led by students.
  - This has been examined By Debbie Vigil through the New Mexico PED charter division.

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

### NWEA

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## **District Summary Report**

Aggregate by School

Winter 2014-2015 School of Dreams Academy None Small Group Display: Grouping: Term: District:

**Mathematics** 

School of Dreams Academy

MAP: Math 6+ Common Core 2010 V2

Std Dev Statistics and Probability 17.5 15.4 17.3 18.1 Mean 231.0 238.0 238.9 232.8 SEE Dev 12.5 15.5 18.8 15.5 Geometry 230.3 236.7 239.1 237.1 The Real and Complex Number Std Dev 17.3 15.0 16.1 17.1 228.9 232.2 284.2 288.0 Operations and Algebraic 16.5 15.7 17.2 17.2 Goal Performance 230.2 Meen 236.7 234.2 235.7 Kedlen 8 8 2 2 8. 8. 8. 8. 8. 14 7 236.6 234.3 230.0 235.2 Common Core Mathematics K-12: 2010 Student 8 8 8 40 Grade 9 2 Ξ Winter 2014-2015 Winter 2014-2015 Minter 2014-2015 Fail 2014-2015 Fall 2014-2015 Term

MAP: NM Math Algebra - Fall 2014-15 (CCSS)

Std Dev 14.0 Sheffedica Hear 233.3 Std Dev 13.3 Functions Meen 232.1 Std Dev **Equations and Inequalities** 11.8 232.9 Mean Std Dev Expressions and the Real Number System 14.5 Goal Performance Hogn 230.1 Medlen 컮 <del>6</del> 232.9 Common Core Mathematics K-12; 2010 Student Count 2 Grade 9 F型 20142016

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

Std Dev Shaffedice Std Dev Functions Mean Std Dev Equations and insqualities Std Dev Expressions and the Real Number System Goal Performance Mean Median 暴產 Student Grade æ Winter 2014-2015

MAP: NM Math Geometry - Fall 2014-15 (CCSS)

Common Core Mathematics K-12: 2010

Goal Performance

SEE Dev 15.2 Probability 223 Moem Std Dev Geometric Properties and 4. 236.6 Mean Similarity, Right Triengles, and 11.0 Trigonometry Meen 237.5 Std Dev 13.3 Congruence Meen 239.6 Modlan Z 2 S 9.4 237.6 Student 8 Grade 2 Fell 2014-2015

Explanatory Notes

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

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Page

### NWEA

## **District Summary Report**

Aggregate by School

Term: District: Grouping: Small Group Display:

Winter 2014-2015 School of Dreems Academy None No

Mathematics

School of Dreams Academy

MAP: NM Math Geometry - Winter 2014-15 (CCSS)

Goel Performance Common Core Mathematics K-12: 2010

Btudent Mean Count RIT

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

Common Core Mathematics K-12: 2010	Mathema	thematics K-12: 20	2010			<b>Goal Perto</b>	rmance								
9.00		Student	Mean	Dis		Ratios and Pr Relation	Proportional mahips	The Number System	or System	Equatio Expre	Equations and Expressions	Geometry	ratry	Statistics and Probability	Probability
Term	Gredo	Count	퉏	Dev	Median	Mean	Std Dev	Mean	Std Dev	Meen	Std Dev	Hoem	Std Dev	Meen	Std Dev
Fell 2014-2015	-	<del>2</del>	220.8	9.8	220	222.1	15.0	219.7	14.3	219.4	12.1	218.5	16.9	221.8	14.3

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

Common Cor	Mathem	atics K-12	2010			Goal Perfo	rmance								
	10	Student	Mean	28		Ratios and F Reletto	roportional nehips	The Number System	ar Bystom	Equations and Expressions	na and sions	Geometry	setry	Statistics and Probability	Probability
Term	Grade	- 1	左	À	Median	Meen	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2014-2015	-	48	223.5	B.2	224	224.8	13.8	224.2	18.5	220.2	10.3	222.4	11.9	225.3	12.5

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

Common Core	Core Mathematics K-12	tics K-12	2010			Goal Perfo	mance								
		Student	Meen	2		The Numbe Expression	er System: lone and ations	Algebraic Expansion Equation	mressions ustions	Func	Functions	Овол	Geometry	Statistics	tics
Term	Grade	Count	툳	A Dec	Medien	Mean	Std Dev	Mean	Std Dev	Meen	Std Dev	Meen	Std Dev	Meen	Std Dev
Fati 2014-2015	80	8	224.9	122	ž	224.6	15.0	222.9	14.5	223.7	15.3	225.2	12.8	228.0	15.5

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### **District Summary Report** NWEA Aggregate by School

Winter 2014-2015 School of Dreems Academy None No Term: District: Grouping: Smell Group Display:

Mathematics

School of Dreams Academy

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

Common Core Mathematics K-19: 2010	athemet	ore Mathematics K-12: 20	2010		_	Goel Berfor	00000								
			2012												
			5 8			The Number Expressio	er System: lons and	Algebraic Expr and Equati	greesions attoris	Functions	tlons	Geometry	etry	Statistics	<b>5</b>
	Student	Student	Mean	<b>P46</b>		Operat	thous								
Term	Grade	Count	뮲	Dev	Median	Mean	Std Dev	UBON	Std Dev	Mean	Std Dev	Meen	Std Dev	Mean	Std Dev
Winter 2014-2015	80	99	228.8	11.4	227	231.5	16.0	228.0	14.6	229.2	13.7	228.4	13.6	1	19.1

Math Survey 6+ NM V3.1

	Grade	Student	Rear First	<b>19 2 2 3 3 3 3 3 3 3 3 3 3</b>	Medien
Fall 2008-2010	-	÷	226.7	藍	528
Spring 2009-2010	0	-			
Fall 2008-2010	60	\$	7.823	17.9	222
Fall 2009-2010	0	8	227.0	18.8	88

Math Survey w/ Goals 6+ NM V3.1	Goals (	SA MA	-			<b>Goal Perto</b>	rmance								
				3		Numbers an	d Operations	Alg	Algebra	Geometry	etry	Monet	rement	Deta Anal	vals and
		Student	Meen	B							)			Probability	billy
Term	Orade	Count	ᅜ	Dev	Medlan	Mean	Std Dev	Mean	AND PIS	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2009-2010	7	43	226.1	17.8	528	223.9	19.5	224.3	17.2	228.5	19.1	227.5	19.1	228.9	17.71
Winter 2009-2010	7	8	224.2	16.7	ន័	224.8	17.3	223.9	16.6	223.8	17.4	224.1	17.0	224.7	19.3
Spring 2009-2010	8	\$	223.8	18.5	83	221.8	19.9	228.7	17.6	223.3	21.8	224.7	20.1	226.9	19.4
Winter 2009-2010	80	12	228.0	15.2	283	225.2	12.9	229.4	13.4	227.5	21.7	229.3	17.4	228.3	17.9
Spring 2009-2010	8	12	225.1	14.3	228	224.4	16.7	228.4	16.5	224.3	16.1	2220	14.9	226.7	12.0
Fell 2009-2010	٥	¥.5											1		į

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## **District Summary Report**

Aggregate by School とり かり はるるからし

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

Std Dev

Std Dev

223.2 217.6

Deta Analysis and Probability

Heasurement

16.1

222.3

19.1

222.4 220.1 28.5

228.1 225.1

> 11.4 16.0 200 28 17.9 18.7 19.0 17.6

232.6 228.9 224.2 224.0 224.5 227.5 233.3 228.2 228.3 227.0 227.3 227.1 232.5 21.1 237.0 230.9 228.0 227.9 239.8

27.3 222.6 224.8 222.3 223.8 282.8 228.7 229.7

Mathematics

School of Dreams Academy

18.5 19.5 19.5 6.8 8 9.6 8 18.9 22.4 9.6 7.8 21.5 18.7 18.7 Geometry 229.9 225.3 225.6 223.2 234.5 224.4 228.5 224.7 231.6 223.3 228.0 233.7 224.7 222.9 231.4 238.3 233.3 225.5 228.8 240.6 228.1 230.1 243.1 242.6 27.0 20.0 6.2 6.7 18,2 17.9 19.3 17.2 800 19.8 **.** 22 18.8 17.5 8. 17.4 4.4 7 100 Algebra. 226.7 228.9 227.2 221.1 223.6 225.4 200 221.0 226.2 228.6 281.2 227.8 227.4 24.1 22.1 282.1 238.2 230.5 229.5 241.8 24.3 228.8 7.12 244.7 288.4 Numbers and Operations SE Dev 19.0 20.2 19.3 89 20.6 22.9 8 19.5 18.9 21.3 8.3 19.1 걿 18.7 13.0 15.4 Goal Performance 224.8 220.5 221.2 ខ្លួ 232.0 228.3 226.5 24.0 24.8 223.5 229.5 232.3 239.2 230.4 220.5 222.3 222.8 228.7 228.6 234.7 228.7 234.4 217.7 ¥ 8 N 14.6 17.5 21.9 14.8 18.9 62 11.9 18.7 17.4 17.0 17.9 18.7 20.7 19.3 7.6 20.9 18.2 17.6 17.7 8.8 8 3.8 14.5 102 222 22.1 25.1 24.5 230.1 228.8 722.7 223.1 223.6 24.6 232.4 28.6 28.4 226.7 228.5 24.7 2221 231.5 236.9 7:12 228.4 228.0 Math Survey w/ Goals 6+ NM V4 Bludent Count 약 Grade Winter 2012-2018 Winter 2012-2013 Spring 2011-2012 Spring 2010-2011 Winter 2012-2018 Bpring 2011-2012 Winter 2012-2018 **Bpring 2011-2012** Spring 2010-2011 Winter 2012-2019 **Sprtng 2011-2012 Spring 2011-2012** Winter 2012-2013 Spring 2010-2011 Spring 2010-2011 Fall 2011-2012 Fail 2011-2012 Fall 2012-2019 Fall 2010-2011 Fall 2012-2013 Fell 2011-2012 Fell 2012-2018 Fell 2011-2012 Fell 2012-2013 Fall 2010-2011 Fall 2011-2012 Fell 2010-2014 Fell 2012-2013 Fall 2010-2011 Term

19.5

23.1 22

80.5

22.9 20.3 20.2 23.3 20.3

18.9

225.8 227.2 232.6 239.8

1.6 21.1 19.9 18.7

20.2 28.2

3

19.7

18.0

236.1 231.7 2.5 47.72 2112 289.7 239.5

16.8 16.6 240.2

5

235.4

242.4

14.9 16.6

anatory Notes

Due to statistical umetability, summary data for groups of less than 10 are not shown.
A good meen shown with belet halfo represents performence that might be an area of concern. A good meen shown with bold tradecies an area of relatively strong performance.

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District Summary Report NWEA Aggregate by School

Term: District: Grouping: Small Group Display:

Winter 2014-2015 School of Dreams Academy None No

Mathematics

School of Dreams Academy

Std Dev 14.0 Deta Anatysis and Probability Mean 240.3 Std Dev 12.8 Monaurement 239.1 Heen Std Dev 14.6 Geometry 241.4 Meen Std Dev 18.7 Mosen 242.0 Numbers and Operations Std Dev 15.0 Goal Performance Meen 239.0 Std Dev Median 242 128 821 240.4 Math Survey w/ Goels 6+ NM V4 Student Grade Count ន ם Fell 2012-2018 

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# NWEA Aggregate by School

## **District Summary Report**

Winter 2014-2015 School of Dreams Academy Grouping: Small Group Display: Term: District:

Reading

School of Dreams Academy

MAP: NM Reading Grade 10 - Fall 2014-15 (CCSS)

Goal Performance Common Core English Language Arts K-12: 2010

Word Knowledge and Vocabulary Std Dev 1.0 229.6 Std Dev 11.5 Reading Informational Text 230.8 Std Dev 11.6 Reeding Literature 230.6 Medlan 290.8 10.0 280 Shudent Mean Count RIT 6 Grade **9** Fell 2014-2015

MAP: NM Reading Grade 10 - Winter 2014-15 (CCSS)

Word Knowledge and Vocabulary Std Dev 14,9 158.7 Std Dev 11.4 Reading Informational Text Mean 227.1 SEE Dev 1333 Reading Literature Goal Performance 228.9 Mean Median 83 11.8 Common Core English Language Arts K-12: 2010 **E E** 227.4 Billident Count 8 Grade 10 Winter 2014-2015

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

Word Knowledge and Vocabulary 213.5 Mean Std Dev 12.7 Reading Informational Text Meen 2128 Std Dev 11.8 Reading Literature Goal Performance 212.5 Meen Modlen 213 5 g 102 212.9 Ē Student Mean Count \$ Grade ^ Fall 2014-2015

MAP: NM Reading Grade 7 - Winter 2014-15 (CCSS)

Word Knowledge and Vocabulary Sed Dev 218.8 Std Dev Reading Informational Text 9.7 Heer 215.6 Std Dev 12.5 Reading Literature Goal Performance 213.5 Mean Modlan 217 Common Core English Language Arts K-12: 2010 5 S 8.8 215.8 Student Mean Count RIT 8 Grade Winter 2014-2015

12.2

MAP: NM Reading Grade 8 - Fall 2014-15 (CCSS)

Word Knowledge and Vocabulary Std Dev <u> 4</u> Moan 217.1 Std Dev 14.0 Reading informational Text Moun 216.0 Std Dev 14.9 Reading Literature Goal Performance Hean 219.0 Median 216 Common Core English Language Arts K-12: 2010 2 G 217.5 12.8 Grade Count RIT 6 60 Fall 2014-2015 6 of 17

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## **District Summary Report**

Aggregate by School

Principality of the lines

Winter 2014-2015 School of Dreams Academy Term:
District:
Grouping:
Smell Group Display:

Reading

School of Dreams Academy

MAP: NM Reading Grade 8 - Winter 2014-15 (CCSS)

Goal Performance Common Core English Language Arts K-12: 2010

Word Knowledge and Vocabulary Std Dev 15.3 Mean 215.1 Std Dev 14.6 Reading Informational Text Hein 216.7 Std Dev 4.00 4.00 Reading Literature 219.3 Hear Medlen 218 2 SE 19.1 217.1 Student Count 8 Grede 60 Winter 2014-2015

MAP: NM Reading Grade 9 - Fall 2014-15 (CCSS)

Goal Performance Common Core English Language Arts K-12: 2010

Word Knowledge and Vocabulary Mean 221.4 Std Dev 13.9 Reading Informational Text Meen 221.2 Std Dev 13.3 Reading Literature 220.8 Modlen 224 景色 12.6 221.1 Grade Count Aftern 2 0 Fell 2014-2015 

Std Dev

13.7

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

Word Knowledge and Vocabulary Std Dev 14.2 Heer 222.1 Std Dev 120 Reading Informational Text Moun 222.1 Std Dev 15.5 Reading Literature Goal Performance 219.8 Medien g 122 221.4 돌 Student Count 2 Grade 0 Winter 2014-2015

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

Goal Performance

					ļ <del>u</del>						
		Student	Houn	<b>B</b> 8			Literature	Informational Te	wel Text	Vocabulary Acquiation and Use	delition and Use
Terra	Grade		둺	Dev	Medlan	Moan	Std Dev	Meen	Std Dev	Mean	Otto Day
Fell 2014-2015	10	-								I Daniel	AND THE
Winter 2014-2015	=	<del>1</del>	227.4	12.7	228	226.7	14.6	227.8	865	7 200	ç
Fall 2014-2015	=	4	225.0	12.4	8	225.0	14.1	208.9	96	1.722	- 6
								-	0.50	0.022	12.3

7 01 17

Page

NWEA Aggregate by School

District Summary Report

Term: District: Grouping: Small Group Display:

Winter 2014-2015 School of Dreams Academy None No

Reading

School of Dreams Academy

Reading Survey 6+ NM V3.1

	Grade	Student	Mosn	P84 0-84	Medien
Spring 2009-2010	7	3	224.3	14.3	977
Fell 2009-2010	<b>L</b>	4	219.4	18.1	젊
Spring 2009-2010	60	đ	220.9	18.5	2
Fell 2009-2010	80	8	219.4	11.9	22
Spring 2009-2010	6	13	222.8	16.4	822
Fall 2009-2010	6	13	216.9	16.1	219

Reading Surve	y w/ Gos	ds 6+ NN	4 V3.1			Goal Performanc	rmence							
# #5 Y5 <sup>A</sup> 8	2 12 15 52	Student	Moen	P8		Word !	Word Meaning	Literal Comprehen	prehension	Interpretive Comprehensic	retive henelon	Evaluative Comprehen	mprehenston	1
Term	Grade	Count	Ret	Dev	Median	Mean	Std Dev	Moen	Std Dev	Mean	Std Dev	Mean	8td Dev	
Winter 2009-2010	0	89		27									S.	ı
Winter 2009-2010	8	6		S					1					

8td Dev

Literature

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NWEA

**Aggregate** by School

Term: District: Grouping: Smeil Group Display:

Whiler 2014-2015 School of Dreams Academy None No

Reading

School of Dreams Academy

		Shirdon	iii gag	ş	25	Reading: Retell and interpret Information	Retell and interpret Information	Reading: Critica	Reeding: Critical Thinking Skills	Reading: Phoni	Reading: Phonics, Vocabulary, Commehension	Literature	Literature and Media
Term	Grade	Count	左	Ž	Median	Mean	Std Dev	Menn	Std Dev	Mean	Std Dev	Mean	Std Dev
Whiter 2012-2018	7	3	214.3	18.1	217	214.6	14.8	214.1	13.3	214.6	13.9	214.1	15.9
Fell 2012-2013	7	8	206.6	18.9	210	206.2	21.9	204.9	18.6	205.3	18.9	208.7	19.6
Spring 2011-2012	7	22	207.9	19.7	808	205.5	23.0	208.9	18.7	208.7	20.7	208.2	20.8
Fall 2011-2012	7	<u></u>	212.9	19.5	212	212.3	21.3	212.8	18.6	214.2	20.8	211.7	21,5
Spring 2010-2011	7	8	213.2	15.5	217	212.9	17.7	218.1	16.7	213.2	16.4	213.4	17.4
Fell 2010-2011	_	2	2129	12.6	216	211.3	16.0	213.6	12.8	214.9	14.1	21.6	14.3
Winter 2012-2018	00	\$	224.5	12.2	**	225.8	14.4	224.2	13.0	223.6	13.3	224.6	13.2
Fall 2012-2018	60	<del>1</del>	216.2	20.1	217	215.3	20.4	213.9	21.1	216.8	20.7	216.0	21.8
Spring 2011-2012	8	5	208.5	18.9	210	208.6	20.6	206.8	18.2	209.7	18.3	200.8	21.6
Fall 2011-2012	60	엃	210.0	17.1	42	208.0	18.5	211.1	18.3	210.2	17.9	210.6	17.5
Spring 2010-2011	0	8	218.3	21.9	255	213.4	22.6	214.6	23.0	213.9	22.7	211.4	22.5
Fall 2010-2011	8	28	217.6	17.2	219	216.7	18.9	218.0	18.6	216.9	18.0	217.7	17.5
Winter 2012-2013	0	8	225.0	18.7	227	225.8	14.7	224.9	18.1	224.2	15.2	226.2	16.1
Fell 2012-2013	00	8	216.1	202	ង	214.3	22.1	216.8	50.9	215.2	19.9	214.1	20.9
Spring 2011-2012	0	29	217.0	20.6	8	216.9	222	216,1	6,02	218.1	21.6	217.5	27.9
Fall 2011-2012	0	8	216.5	18.7	8	215.1	20.0	216.3	19.1	218.2	19.2	216.0	21.8
Spring 2010-2011	a	8	216.8	17.5	ន្ត	214.8	19.5	218.0	18.1	215.6	18.4	214.8	18.2
Pall 2010-2011	8	8	216.8	18.3	88	215.4	18.5	219.0	19.7	215.2	19.0	217.7	18.9
Winter 2012-2013	9	8	224.4	202	828	225.8	22.0	228.7	20.8	224.8	20.1	223.0	212
Fall 2012-2013	2	8	222.3	202	52	222.0	8.02	220.9	20.7	223.7	20.7	\$22	21,5
Spring 2011-2012	2	8	0 2 2 3	21.7	នឹ	222.2	8.83	872	21.7	224.3	18.6	219.0	28.1
Fall 2011-2012	2	ঞ	222.3	18.4	8	220.4	21.4	221.8	18.9	223.2	18.8	224.9	18.1
Spring 2010-2011	2	8	218.8	17.0	8	218.2	17.7	218.4	18.5	222.2	16.5	217.8	20.
Fall 2010-2011	2	8	<u>%</u>	14.9	ន្ត	219.7	16.0	224.5	16.7	221.5	16.7	219.8	15.1
Winter 2012-2018	Ξ	8	235.3	10.3	287	236.1	12.7	236.7	11.5	234.3	10.9	233.9	12.9
Felt 2012-2019	Ŧ	89	282.1	11.0	8	231.4	11.9	232.2	11.9	232.7	14.0	232.1	13.6
Spring 2011-2012	F	2	228.4	13.5	22	229.0	16.4	229.3	14.2	228.0	15.0	227.0	13.8
Fall 2011-2012	Ŧ	21	217.8	23.3	72	216.7	25.1	217.9	23.3	217.1	21.6	218.1	26.5
Winter 2012-2013	캙	ន	229.3	14.3	28	228.5	17.0	229.6	16.8	231.2	13.6	227.3	10.3

Explanatory Notes

Due to statistical unrelicitity, supmeny data for groups of less than 10 are not shown.

A goal mean shown with bold Ratio represents performance that might be inn area of concern. A goal mean shown with bold indenting represents an area of relatively strong performance.

NWEA Aggregate by School

Term: District: Grouping: Smell Group Display:

Winter 2014-2015 School of Dreams Academy None No

Reading

School of Dreams Academy

Reading Surv	y w/ Goa	/ Goals 6+ NA	N V4			Goal Perform	ance						
		Student	Meen	748		Reading: Refe Inform	ng: Refell and Interpret Information	Reeding: Critics	Thinking Skills	Reading: Critical Thinking Skills Reading: Phonics, Vocabular Comprehension	, Vocabulary, ension	Literature and Media	and Media
Term	Grade	Sound	ᇣ	Š	Median	Meen	Std Dev	Mean	8td Dev	Meen	Std Dev	Mean	Std Dev
Fell 2012-2019	52	ឧ	231.5	13.6	233	232.0	15.9	234.1	15.2	228.5	12.4	230.5	16.2

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District Summary Report NWEA Aggregate by School

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

Language Usage

School of Dreams Academy

Language Survey NM V3.1

8 22 22 # 4.4 6.4 219.2 217.8 2222 Student Count Spring 2009-2010 Spring 2009-2010 Fall 2009-2010 Fell 2009-2010 Fall 2009-2010

Language Surv	Py W/ G	w Goels NM V3.1	V3.1			<b>Goal Performance</b>	rmance							
		Student	Magn	100		Witting	Witting Process	Compositio	Composition Structure	Conventions of Grammer and Usage	of Grammer	Punch	unchation	Capita
Term	Grade	Count	Æ	Dev	Median	Meen	Std Dev	Meen	Std Dev	Meen	Std Dev	Moen	Std Dev	Mean
Spring 2009-2010	7	#	220.3	10.8	22	221.6	12.2	218.4	14.6	220.0	12.2	220.1	12.8	219.3
Spring 2008-2010	60	÷	218.0	10.9	219	220.5	11.5	218.9	14.6	218.1	120	218.3	13.6	219.3
Fall 2009-2010	60	တ										13		
Spring 2009-2010	69	83	218.2	9.1	প্র	221.2	12.3	24.7	8.8	218.7	12.1	217.7	12.2	218.3
Fall 2009-2010	6	-										3	1	

Std Dev

Capitalization

11.6 12.9

10.4

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**District Summary Report** 

Aggregate by School America hip distables 

Winter 2014-2015 School of Dreams Academy None Grouping: Smail Group Display: Term: District:

Language Usage

School of Dreams Academy

Demonstrate Competence in the Writing Std Dev 15.0 6.3 8.2 6.6 3.1 0.6 13.7 4.0 15.2 6.4 6.9 9.0 4.9 16.9 16.3 2.4 16.1 6.3 16.7 5.8 12.6 2.5 12.7 10.6 싢 208.9 219.3 2203 219.9 22.8 223.4 220.5 225.9 214.3 217.6 215.1 2220 218.1 217.2 215.5 216.8 220.8 218.1 222.1 223.2 225.1 218.7 24.8 227.0 216.1 218.1 227.1 229.5 Use Of Punctuation, Spelling, and Capitalization Bid Det 10.5 5.1 0.3 11.9 16.0 12.9 7 7.0 5.8 14.9 18,6 12.9 1,2 14.7 5.3 98 2.5 18.7 14.7 17.1 225.6 228.6 218.7 217.0 218.0 216.0 219.2 217.8 219.5 220.5 218.3 216.6 222.6 221.7 223.0 228.3 219.5 219.2 228.4 210.7 216.7 214.6 220.6 214.3 219.7 217.8 Apply Grammatical Conventions To 28 0.1 7 83 4.0 6.4 14.1 12.9 15.5 14.9 13.1 16.8 14.0 15.9 12.9 11.2 12.0 5.1 2 7 27 0.3 0.9 Communicate Goal Performance 213.6 216.3 220.B 218.5 218.8 218.5 220.2 217.4 219.8 219.3 221.8 217.0 218.6 225.7 24.7 212.6 215.4 215.5 213.0 219.7 218.8 215.5 215.1 222.1 28.1 225.B 2 2 2 2 2 2 20 3 52 19.7 27 15.6 3 11.6 7.0 629 7.7 8.8 7 22 17.5 112 98 O. 9.2  $\Xi$ 5 2.0 220.8 218.5 218.5 219.6 200 217.5 221.5 213.4 218.2 216.3 214.3 218.4 216.8 214.7 218.1 218.4 220.4 221.4 223.7 222.8 218.4 219.4 28.1 228.0 228.4 Language Survey w/ Goals NM V4 Stuttent Q. 2 9 Spiring 2011-2012 Spring 2011-2012 Winter 2012-2018 Spring 2010-2011 Winter 2012-2013 Bpring-2011-2012 8pxtng 2010-2011 Winter 2012-2019 Spring 2011-2012 Spring 2010-2011 Winter 2012-2013 Spring 2011-2012 Spring 2010-2011 Winter 2012-2018 Winter 2012-2018 Fall 2011-2012 Fall 2011-2012 Fell 2019-2018 Fed 2010-2011 Fall 2012-2013 Fall 2012-2019 Fall 2012-2013 Fed 2010-2011 Fall 2012-2019 Fall 2011-2012 Fail 2011-2012 Fall 2010-2011 Fell 2010-2011 Fall 2011-2012

Explenationy Notes

Due to extracted unreliability, summary data for groups of less than 10 are not shown.
Agost mean shown with bold taske represents performance that might be an area of concern. A gost mean shown with bold underline represents an area of reliablely strong performance.

NWEA MEA

## **District Summary Report**

Aggregate by School

Term: District: Grouping: Small Group Display:

Winter 2014-2015 School of Dreams Academy None No

### Language Usage

School of Dreams Academy

Language Survey w/ Goals NM V4	Wey wy G	Soals NM	٧4			Goal Performance					
		Student	Mean	3		Apply Grammatic: Comm	Apply Grammatical Conventions To Communicate	Use Of Punctual	Use Of Punchation, Spelling, and Caphalization	Demonstrate Competence in the Writing Process	mpetence in the Writing Process
Terrin	Grade			Dev	Medlan	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2012-2018	- 12	2	224.1	18.2	227	224.5	12.9	228.5	13.6	224.5	15.9
MAP: Language 2-12 Common Core 2010 Common Core English Language Arts K-12: 2010	<b>ge 2-12 (</b> English I	Common (	Core 20 Arts K-1	10 12: 2010		Goel Performance	240				
	10 E	Student	<b>1</b>	8	R	Writing: Plen, Organ Rest	Writing: Plan, Organize, Develop, Revise, Resserch	Language: Uniderstin	Language: Undereitind, Edit for Grummar, Usage	Language: Understa	Language: Understand, Edit Mechanics
Tem	Grade			Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fail-2014-2016	٠ 5	-			10			110			
Winter,2014-2015	=	5	222.8	11.9	222	224.2	14.8	2220	124	221.6	11.1
Fell 2014-2015	11	64	224.0	1:1	227	227.1	13.2	222.3	12.5	222.6	10.6
MAP: NM Language Grade 10 - Fail 2014-15 (CCSS) Common Core English Language Arts K-12: 2010	guage G English I	rade 10 - anguage	Fall 201 Arts K-1	4-15 (C)	(SS)	Goal Performance					
		Student	Redi	3		Writing: Plan, Organ Res	Writing: Plan, Organize, Develop, Ravise, Research	Language: Understar Us.	Language: Understand, Edit for Grammar, Usage	Language: Understa	Language: Understand, Edit Mechanics
Territ	Grade		H	Dev	Median	Moun	Std Dev	Meen	Std Dev	Mean	Std Dev
Fell 2014-2015	10	29	224.2	10.2	228	226.7	13.4	222.1	120	223.4	12.2
MAP: NM Language Grade 10 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010	guage G English (	rade 10 - anguage	Winter: Arts K-1	2014-15  2: 2010	(SS)	Goel Performance	<b>34</b>				
		Student	Mean	<b>P8</b>		Writing: Plan, Organ Rest	Writing: Plan, Organize, Develop, Revise, Research	Language: Understar	Language: Understand, Edit for Grammar, Veage	Language: Understr	Language: Understand, Edit Mechanics
Term	Grade	Count	ᇤ	Dev	Median	Moen	Std Dev	Meen	Std Dev	Mean	Std Dev
Winter 2014-2016	10	28	222.4	10.7	222	222.4	11.8	222.8	11.0	222.8	14.6
									7		

### **Explainationy Notes**

De to statistical unwitching, summery data for groups of less then 10 are not shown.

A good mean shown with book Raife represents performance that might be an area of concern. A good mean shown with book Raife represents an area of relatively strong performance.

Language: Understand, Edit Mechanics

Language: Understand, Edit for Grammer,

Writing: Plan, Organize, Develop, Revise,

Goal Performance

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

Std Dev 9

Meen 212.0

Std Dev 11.7

218.0

Std Dev 11.0

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Medlan

80

Student Count \$

Grade

Fall 2014-2015 Term

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춢

213.8 

### NWEA MEA

Language Usage

## District Summary Report

Aggregate by School

Term: District: Grouping: Small Group Dispisy:

Winter 2014-2015 School of Dreams Academy None No

stand, Edit Mechanics

Std Dev

10.3

stand, Edit Mechanics

Std Dev

13.9

stand, Edit Mechanics

Std Dev

14.3

stand, Edit Mechanics

Std Dev

rstand, Edit Mechanics

Std Dev

13.8

2012										
School of Dreams Academy	eme Ace	ademy								
MAP: NM Language Grade 7 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010	guage G English	Irade 7 - V Language	Winter 20 Ants K-1	014-15 (	(SSC)	Goal Performance				
		Student	Hein			Writing: Plan, Organ Rest	Writing: Plan, Organiza, Develop, Revise, Research	Language: Understar Us	Language: Understand, Edit for Grammar, Usage	Language: Unders
Term	Grade		RIT	Dev	Median	Mean	Std Dev	Meen	Std Dev	Mean
Winter 2014-2015	_ <b>1</b>	47	212.7	9.8	213	212.4	11.8	214.0	11.4	211.5
MAP: NM Language Grade 8 - Fall 2014-15 (CCSS)	guage G	rade 8 - F	all 2014	-15 (CC	(58)					
Common Core English Language Arts K-12: 2010	English	anduade	Arts K-1	2: 2010		Goel Performance				
			Meen	. <b>B</b>		Writing: Plan, Organi Rese	Writing: Plan, Organize, Develop, Revise, Research	Language: Understar Us	Language: Understand, Edit for Grammar, Usage	Language: Unders
Term	Grade		H	Dev	Median	Mean	Std Dev	Meen	Std Dev	Mean
Fall 2014-2015	8	8	216.9	11.3	217	219.3	12.5	215.1	18.1	215.3
MAP: NM Language Grade 8 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010	guage G English	rade 8 - V Language	Winter 20 Arts K-1	714-15 (( 2: 2010	(၁၉၁၁	Goal Performance				
	4	Student	Electric Control of the Control of t	26		Witting: Plan, Organ Rese	Writing: Plan, Organize, Develop, Revise, Research	Language: Understar	Language: Understand, Edit for Grammar, Veege	Language: Unders
Term	Grade		듇	Dev	Median	Mean	Std Dev	Menn	Std Dev	Meen
Winter 2014-2015	8	25	214.2	12.8	212	213.9	12.7	213.5	16.9	214.5
MAP: NM Language Grade 9 - Fail 2014-15 (CCSS) Common Core English Language Arts K-12: 2010	guage G English	rade 9 - F Language	Fall 2014	-1 <b>5 (CC</b> ) 2: 2010	(58)	Goal Performance				
70.		Student	Bleen	3		Writing: Plan, Organi	Writing: Pien, Organiza, Develop, Revise, Research	Language: Understar Us	Language: Understand, Edit for Grammer, Usene	Language: Unders
Term	Grade		RET	Dev	Median	Mean	Std Dev	Mean	Std Dev	Meen
Fall 2014-2015	8	78	222.4	9.1	223	223.3	10.4	220.0	10.6	224.3
MAP: NM Language Grade 9 - Winter 2014-15 (CCSS) Common Core English Language Arts K-12: 2010	guage G English	rade 9 - V	Winter 20 Arts K-1	)14-15 (( 2: 2010	(SSC)	Goal Performance				
		Shudent	Mean	P.6	æ	Writing: Plan, Organi Rese	Writing: Plan, Organiza, Develop, Revise, Research	Language: Understar Us	Language: Understand, Edit for Grammar, Uesge	Language: Unders
Term	Grade	Count	臣	Dev	Median	Mean	Std Dev	Mean	9td Dev	Mean
Winter 2014-2015	8	72	222.8	10.4	223	223.3	12.2	221.9	122	200.4

### Explanatory Notes

Due to statistical unrefebility, summery data for groups of less than 10 are not shown.
A goal mean shown with *bold Raife* represents performance that might be an area of concern. A goal mean shown with <u>bold underline</u> represents an area of relatively strong performance.

**District Summary Report** 

NWEA Aggregate by School

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

Science - General Science

School of Dreams Academy

Std Dev 13.9 13.2 127 10,7 Earth and Space Science Moer 211.6 204.7 206.6 217.0 Std Dev 18.3 11.0 14.6 Life Science 211.8 207.0 219.0 206.8 Std Dev 14.5 12.1 13.5 Physical Science Goal Performance 207.5 212.8 208.3 218.7 11.8 128 12.6 100 206.9 207.0 211.8 218.2 MAP: General Science NM 2003 V2 NM Science Standards K-12: 2003 Shudent 188 8 Grade Winter 2014-2015 Winter 2014-2015 Winter 2014-2015 Winter 2014-2015 Temp

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**District Summary Report** NWEA Aggregate by School

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

Science - General Science

School of Dreams Academy

NM Science Part 2 of 2 - General Science V1.1	t 2 of 2	Genera	N Science	9 V1.1		Goal Performance					
		Student	Hoein	<b>B</b> 8	- 10	Physical Science	Science	<b>*</b>	Life Science	Earth and Space Science	ace Science
Teim	Orando	Count	FRI	Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2012-2018	2	3	204.7	12.0	508	203.6	12.1	206.2	13.9	205.5	12.9
Fall 2012-2019	7	8	204.9	11.7	206	204.1	12.5	206.3	12.5	204.6	13.9
Spring 2011-2012	7	83	210.0	11.9	212	210.0	9.9	210.6	18.4	209.9	14.3
Fell 2011-2012	7	60	2082	10.5	212	207.6	12.3	210.8	18.2	208.7	11.4
Winter:2012-2013	•	9	214,8	2	213	213.4	9.2	216.3	10.3	215.5	10.4
Fell 2012-2013	₩	\$	214.0	11.0	214	214.1	12.4	213.6	12.8	214.1	11.7
Spring 2011-2012	∞	5	210.7		211	206.3	10.1	210.8	10.0	212.1	12.7
Fall 2011-2012	0	2	210.0	<b>10.1</b>	211	209.3	10.3	211.5	11.4	209.3	12.7
Winter 2012-2013	a	23	214.8	127	216	216.2	13.3	212.7	15.0	214.7	13.8
Fell 2012-2013	6	\$	214.1	10.5	214	214.0	12.9	214.0	10.6	214.6	120
Spring 2011-2012	CD	2	214.0	12.0	216	215.4	14.1	214.5	13.6	213.8	14.7
Fall 2011-2012	0	8	212.0	13.4	218	213.4	14.7	211.3	18.4	211.5	141
Whiter 2012-2013	우	엃	213.9	14.1	212	213.2	15.0	214.8	17.2	213.8	1.51
Fall 2012-2013	2	28	215,8	12.6	219	215.9	12.2	216.8	18.1	215.4	1.01
Spring 2011-2012	9	\$	221.4	10.8	22	222.1	129	220.4	13.4	221.4	10.5
Fall 2011-2012	9	<b>4</b>	217.0	11.6	218	217.6	14.3	217.8	13.3	215.4	11.8
Winter 2012-2013	=	<u>~</u>	219.5	10.2	219	219.5	11.8	220.7	12.7	218.5	11.3
Fall 2012-2018	Ŧ	8	218.8	11.6	8	220.2	11.4	220.4	12.9	218.7	14.6
Spring 2011-2012	F	ୟ	220.9	8.3	23	223.6	9.3	220.7	7.9	218.4	10.4
Fall 2011-2012	F	23	217.6	10.6	219	220.4	13.1	216.6	11.8	216.5	11.8
Winter 2012-2013	건	8	218.4	12.1	222	217.2	12.8	220.5	13.9	220.1	12.9
Fati 2012-2013	22	ន	218.6	10.8	22	219.2	13.8	220.8	14.3	216.0	13.2

## **District Summary Report**

NWEA

Aggregate by School

Winter 2014-2015 School of Dreams Academy None Term: District: Grouping: Smell Group Display:

Science - Concepts and Processes

**School of Dreams Academy** 

Bel Think: Inq Resutts In Sci Know; Sci and 1,5 122 19.2 11.5 10.8 1.3 12.6 16.9 13.8 10.9 10.3 505 128 1.9 Ξ 5 8.3 200.2 209.8 211.3 215.7 208.5 210.9 213.3 215.3 214.8 214.6 211.9 214.1 217.3 217.4 220.3 218.0 215.8 217.4 217.6 217.1 Sci Thinking and Practice: Analyze, Comminicate Std Dev 18.4 14.2 17.8 11.0 13.0 11.0 10.4 12.8 12.8 128 10.5 72 8 208.3 208.5 211.7 211.1 211.8 209.3 200.8 2122 213.6 210.9 213.5 218.4 216.8 218.7 217.2 212.1 212.1 219.8 218.3 215.9 218.9 Scientific Thinking and Practice: Question, 23 10.5 13.3 11.7 3.8 12.7 17.0 15.0 12.6 2.6 12.6 10.7 1.8 8.7 9.2 Goal Performance 213.0 208.0 211.2 212.8 214.6 213.6 200.4 213.3 218.3 217.3 219.5 208.7 217.1 218.1 215.6 213.3 211.1 218 248 8 23 218 24 218 218 219 212 214 S 217 2 8 NM Science Part 1 of 2 - Concepts/Processes V1.1 20 00 7 0.3 11.5 1.9 82 11.2 00 88 9.6 127 10.5 100 5 10.7 8.1 8 8 200.5 21.3 213.6 208.9 212.2 218.4 214.4 214.0 210.8 213.6 218.0 218.8 215.9 208.2 210.1 218.1 216.7 218.4 量量 210.1 Student 2445384888884828458 ± 8 8 Grade Spring 2011-2012 Winter 2012-2018 Sprtng 2011-2012 Sprtng 2011-2012 Winter 2012-2013 Spring 2011-2012 Athter. 2012-2019 Spring 2011-2012 Winter 2012-2018 Winter 2012-2018 Winter 2012-2018 Fall 2012-2018 Fall 2012-2013 Fall 2011-2012 Fell 2011-2012 Fell 2012-2013 Fall 2011-2012 Fall 2011-2012 Fell 2012-2018 Fell 2011-2012 Fell 2012-2018 Fall 2012-2013

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

### **AGENDA ITEM EXECUTIVE SUMMARY**

- I. Public Education Commission Meeting Date: May 13, 2016
- II. Item Title: Vote on Charter School Amendment School of Dreams Academy requests to "add language that will codify the current credit recovery program allowing non-traditional students the opportunity to reengage in a learning continuum of high school subject matter with the objective to earn a high school diploma." The school will call this program "Graduate SODA" and would be available M-F from 9:00 am till 7:00 pm.
- III. Executive Summary and Proposed Motions:

### Request and Rationale

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

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

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

### School History

The School of Dreams Academy is currently in its eighth year as a New Mexico charter school. The charter school was approved in September of 2008 by the New Mexico Public Education Commission (PEC) and granted a five year renewal beginning July 1, 2014.

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

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

### **Compliance Concerns**

In the school's justification, it indicates it began offering a night program in 2012. "We offered our community a night school program which provides non- traditional students an opportunity to graduate." CSD has not been able to locate an Amendment request to add a night program.

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

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

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

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

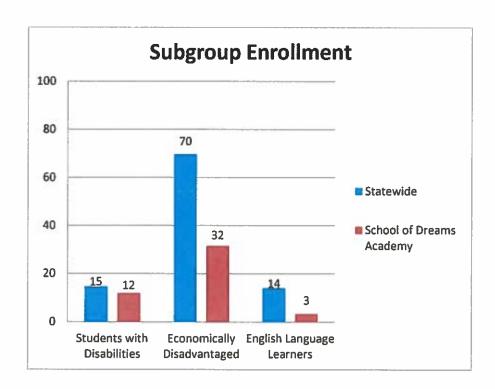
### School Enrollment and Demographics Data

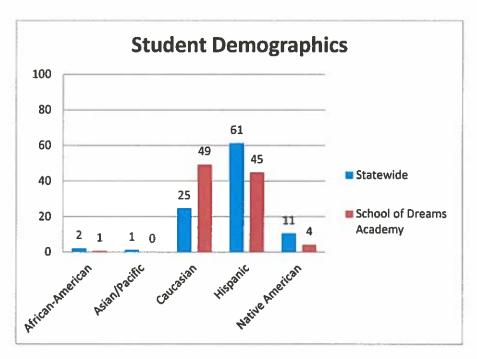
The 120th day enrollment count for both the 2015-2016 and 2014-2015 school years at School of Dreams Academy was 378 students.

An evaluation of the students enrolled at the end of FY 2015 as compared to enrollment count at the end of the first full week of the

2015- 2016 school year shows a re-enrollment rate of approximately 85.4%, which reflects approximately 43 eligible students who did not reenroll.

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





### **School Performance**

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

In 2011-12 the school grade was a D

In 2012-13 the school grade was an A

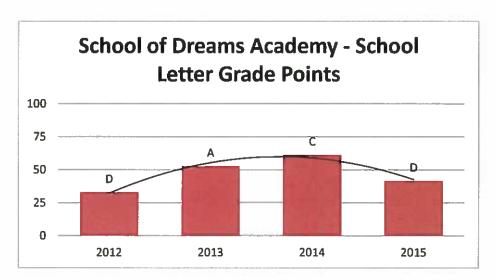
In 2013-14 the school grade was a C

In 2014-15 the school grade was a D

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

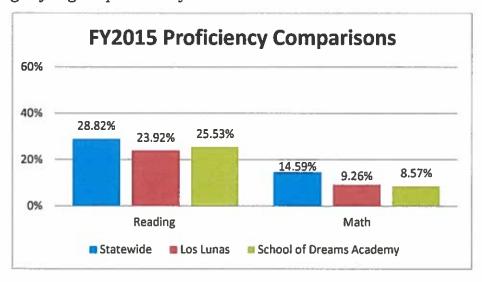
School of Dreams Academy is unable to demonstrate improving performance on the state report card. As demonstrated in the graph below, the school demonstrated a positive two year trend in points, but reversed that trend in 2015. Further, it is important to note that while points earned in 2014 were higher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

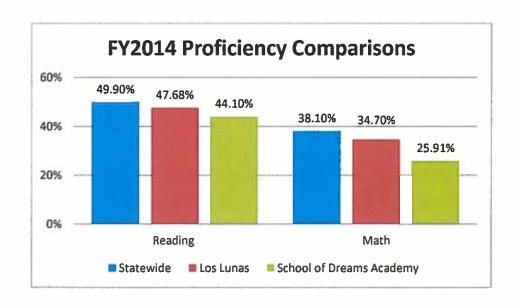
In 2015, the school report card points decreased to 41.75. It is also important to note that when the "Bonus Points" are removed from the 2015 calculations, the points earned equal 36.75.



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

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





### Recommendation

At this time, CSD <u>cannot</u> recommend the approval of this amendment request.

### **Proposed Motions**

- Move to deny the amendment requests presented by The School of Dreams Academy requesting to amend its Charter to codify its school current credit recovery program because the school has not provided documentation on how student attendance will be tracked, has not provided detailed information on how workforce related training will be documented, has not provided CSD with information on the structure of this program, and has not successfully demonstrated substantial progress toward achievement of the department's standards of excellence or student performance standards identified in the charter contract.
  - Move to **approve** the amendment requests presented by The School of Dreams Academy requesting to amend its Charter to codify its school current credit recovery program because [**PEC to provide reasons that the request should be approved**].



### School Grade Report Card 2015 Certified

**Final Grade** 

### **School of Dreams Academy Charter**

**District: State Charters** 

Code: 505001

This School Statewide C Renchmark

Grade Range: O	7 - 12	Code: 5050	001	Statewide C Bencl	ımark 📒			
Current Standir How did students p are tested on how	erform in the		ichool year? Studen eir grade level.	ts 12.5		Grade F	School Points 5.76	Possibl Points 30
School Growth In the past 3 years, For example, did a scores over the price	schoolwide re		ncrease performance n advance reading	5.8		F	2.31	10
Student Growtl How well did the so highest performing them in the top thr student growth ove benchmark.	hool help ind students are ee quarters ()	lividual studen those whose ( 75%) of their s	ts improve? The prior scores placed chool. Individual	3.6		D	2.50	10
performing student	thool help ind is are those w %) of their so	ividual studen hose prior sco hool. Individu	ts improve? The low res placed them in t al student growth o	the	7.7	F	1.79	10
	ter an enviro gnized instru		cilitates learning? Ar dis, and do students		6.0	В	7.19	8
	to a lesser e	_	duation? On-time r and 6 years for stud		12.8	F	6.20	17
receive credit wher	red for what I students par I to dual cred	lies ahead afte rticipate in col it and vocatior	r high school? Schoolege entrance exams all certification. The success goals.	and	9.0	В	11.00	15
Bonus Points  Does the school sho	ow exception	al aptitude for	involving students a	The second second			5.00	5
100				3-Year	Final School Gra	_	Total Points	er-versit kalifi (1880 - 188
25 Points 20 25		-		Average 64.7	75.0 to < 100.0 65.0 to < 75.0 50.0 to < 65.0	A B C	41.75	
n —	)13	2014	2015	C	35.0 to < 50.0 0.0 to < 35.0	D F		
20		LULT		_				

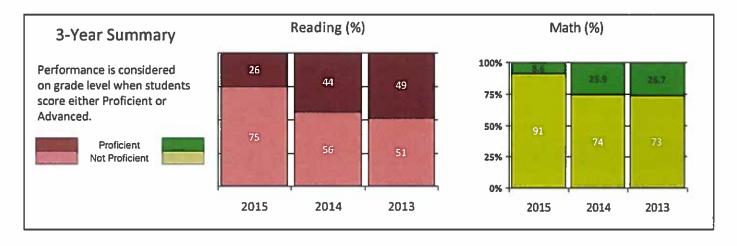
### **Details of Each Grade Indicator**

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.

		Ger	nder		Race	e / Ethni	city			Students	English
	All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with Disabilities	Language Learners
Reading		Will									
Proficient and Advanced (%)	25.5	31.8	20.0	29.7	<2.0	19,3	50.0	28.6	20.3	2.9	16.7
Proficient and Advanced (Pts)	1.28										
Value Added Model (Pts)	2,50										
Math											
Proficient and Advanced (%)	8.6	8.5	8.7	10.8	<2.0	5.4	<2,0	14.3	5.6	<2.0	8.3
Proficient and Advanced (Pts)	0.43										
Value Added Model (Pts)	1.55										



### School Growth

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

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

	Reading	Math
Value Added Score	-0.516	-0.999
Points Earned	1.51	0.79

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

### Student Growth

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

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

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

	School					Subgrou	up Anal	ysis		Students	English
	Overall	Female	Male	White	African American	Hispanic	Asian	Am Indian	Econ Disadv	with Disabilitles	Language Learners
Reading Growth							2.00				
Highest 75% (VAS) Highest 75% (Pts)	-0.49 1.55	-0.23	-0.16	-0.21		-0.20	0.20	0.19	-0.19	0.29	-0.31
Lowest 25% (VAS) Lowest 25% (Pts)	-0.94 0.86	-0.21	-0.32	-0.19	-0.02	-0.42	•	0.06	-0.08	-0.28	0.71
Math Growth											
Highest 75% (VA5) Highest 75% (Pts)	-0.87 0.95	-0.16	0.11	-0.04	0.74	0.00	-0.70	0.03	0.02	-0.46	0.16
Lowest 25% (VAS) Lowest 25% (Pts)	-0.89 0.93	-0.48	-0.11	-0.36	• • • • • • • • • • • • • • • • • • • •	-0.21	-	0.91	-0.26	-0.15	-0.16

### 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.

		Gend	ler		Race /	Ethnicit	У			Students	English
	All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with Disabilities	Language Learners
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),	Reading	NA
	Survey (Points)	4.2	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	Math	NA
J	Count of Surveys (N)		demonstrated better classroom teaching practices.	General	37.7

### Graduation

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

		Gen	der		Ra	ice / Eth	nicity			Students	English
	All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with	Language Learners
Cohort of 2014 - 4-Year Rate											
Cohort Graduation (%)	52.0	58.1	46.4	62.1	-	43.5	•	-	51.9	47.0	53.1
Non-Cohort Graduation (%)	40.0										
SAM Adjustment (Weighted %)	52.0				TI	nis scho	ol qual	ified to be	e a SAM school		
Points Earned	4.16										
Cohort of 2013 - 5-Year Rate			emineral a						Marin Resident		
Graduation (%)	41.4	37.6	45.2	42.6	•	37.9	-	-	51.5		48.8
Points Earned	1.2										
Cohort of 2012 - 6-Year Rate											177 197
Graduation (%)	6.0		157	-	•	9.0	-	-	-	-	ME TO
Points Earned	0.1	175						skii—a hitm			
Growth in 4-Year Rates			. 95								
Growth takes into account three year	ars of	Grow	th Index	-1.81							
graduation rates.		Point	s Earned	0.68							

### College and Career Readiness

(CCR)

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

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

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

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

50% or Higher			Gen	der		Race	/ Ethnicit	ty .			Chudanha	F8-6
20% -50% Below 20%		All Students	F	М	White	Afr Amer	Hisp	Aslan	Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners
Participation (% of Col	hort)	64	68	60	69	100	60	•	0	63	58	69
Participation (Pts)		3.19										
Success (% of Participa	ants)	78	81	75	75	100	81	-	- 2	79	58	63
Success (Pts)		7.81										
Percent of School's	Cohort o	of 2014										
Participating -	4.57	200	cou		50.0					543	54.3	50.0
in Each	ACT	53.4	60.1	47.2	60.0	<2.0	48.2	-	<2.0	54.3	54.2	60.8
CCR Opportunity	PLAN	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
<b>,</b>	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
	ccuPlacer	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
Advanced P	lacement	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	-	<2.0	<2.0	<2.0	<2.0
Dı	ual Credit	26.9	32.8	21.6	35.0	<2.0	20.0	-	<2.0	37.0	13.6	42.4
International Bacca	alaureate	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	- 1	<2.0	<2.0	<2.0	<2.0
Career Technical E	ducation	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 Sub	oject Test	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0		<2.0	<2.0	<2.0	<2.0
SAM School Supp	lemental	<2.0	<2.0	<2.0	<2.0	<2.0	<2.0	- 1	<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 atrisk students.

Ranks High Ranks Mid						Schoo	l Rank				194	
Ranks Low	ELL		SV	VD	Ethr	nicity	E	D D	Mol	bility	Comp	osite
Students (% Tested)	4.2		1	1.5	4	4.1	50	.5	5.	0		
	Rank To	otal	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						Students	English
				F	м	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with	Learners
Growth	Reading	.0038	N	N	N	N	N	N		Υ	N	N	Y
Lowest 25% (Q1)	Math	0334	N	N	N	N	•	N		Y	N	N	N
Growth	Reading	0481	N	N	N	N		N	Υ	Υ	N	Υ	N
Highest 75% (Q3)	) Math	0613	N	N	Y	Y	Y	Υ	N	Υ	Υ	Υ	N
Proficiency	Reading	33.3%	N	N	N	N	N	N	Υ	N	N	N	N
	Math	17.6%	N	N	N	N	N	N	N	N	N	N	N
Graduation	4-Year Cohort	75.6%	N	N	N	N		N			N	N	N

### School History

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

	9	All Students	Gender			Rad	ce / Ethi	nicity			Students	English
			F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with Disabilities	Language Learners
Reading Proficiency	2015 (%)	25.5	31.8	20.0	29.7	<2.0	19.3	50.0	28.6	20.3	2.9	16.7
	2014 (%)	44.1	52.1	38.1	49.2		35.7			39.8	11.1	47.6
	2013 (%)	48.7	60.9	38.0	57.7		34.3			47.5	16.0	23.5
Math	2015 (%)	8.6	8.5	8.7	10.8	<2.0	5.4	<2.0	14.3	5.6	<2.0	8.3
Proficiency	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

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 **Promotion** 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		Gender			Rac	e / Ethr	icity			Students	English
prior year advancing to the next grade .	All Students	F	М	White	Afr Amer	Hlsp	Aslan	Am Indian	Economically Disadvantaged	with Disabilities	Language Learners
Grade 9 to Grade 10 (%)											
Grade 10 to Grade 11 (%)	>98.0	(2)			•	-	-	-			1949
Grade 11 to Grade 12 (%)		-	129		-	-		- 10	•	-	1

### **End Notes**

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



### **School Grade Report Card** 2014

Certified

**Final Grade** 

## **School of Dreams Academy Charter**

District: State Charter

Grade Range: 07 - 12

Code: 505001

This School Statewide C Benchmark

Current Standing			Grade	School Points	Possibl Points
How did students perform in the most recent school year? Students are tested on how well they met targets for their grade level.	12.	<u>;                                     </u>	D	9.07	30
School Growth					
In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10t graders?	Market Street,		D	4.90	10
Student Growth of Highest Performing Students		New 2 02 2			
How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state	3.6		A	9.27	10
Student Growth of Lowest Performing Students					
How well did the school help individual students improve? The lower 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.	e E	7 ,7	С	7.81	10
Opportunity to Learn	2.74				
Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students was to come to school?		6.0	С	6.31	8
Graduation  How does the school contribute to on-time graduation? On-time me within 4 years, and to a lesser extent, within 5 and 6 years for studer who require longer.		12.8	С	12.44	17
College and Career Readiness					
Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, a coursework leading to dual credit and vocational certification. The so receives additional credit when students meet success goals.	and	9.0	С	8.61	15
Bonus Points  Does the school show exceptional aptitude for involving students an parents in education, reducing truancy, and promoting extracurricula activities?	The second secon			3.00	5
	3 Year	Sinal School Code	_	Total	
100	Average	Final School Grade 75.0 to < 100.0	A	Points	
75 75 75 75 75 75 75 75 75 75 75 75 75 7	Trei age	65.0 to < 75.0	В	61.41	
E 50	69.8	50.0 to < 65.0	С		
Ö 25	В	35.0 to < 50.0 0.0 to < 35.0	D F		
			E-		

### **Details of Each Grade Indicator**

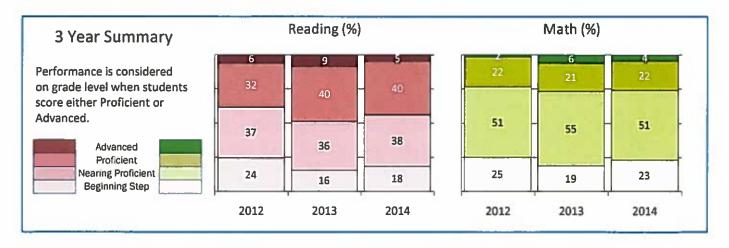
These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based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

# Current Standing

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

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

		Gei	nder		Ra	ace / Eth	nicity			Students	English	Redesignated
	All Students	F	М	White	Afr Amer	Hisp	Aslan	Am Indian	Economically Disadvantaged	with	Language	English
Reading												
Proficient and Advanced (%)	44.1	52.1	38.1	49.2		35.7		Ψ,	39.8	11.1	47.6	
Proficient and Advanced (Pts)	5.09											
Value Added Model (Pts)	0.67									-		
Math												
Proficient and Advanced (%)	25.9	23,4	27.8	31.3		17,9	7.	-	27.2	7.4	28.6	
Proficient and Advanced (Pts)	3,31											
Value Added Model (Pts)	0.00											



### School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

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

Difference from Expected Growth (SS Points)

Points Earned

eading	Math
0.493	0.481
2.16	2.74

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

### Student Growth

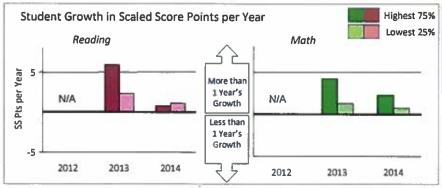
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

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

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

	• 11		Ger	nder						ace / I	thnic	ity						Stude		Englis		Redesi	_
	All Students	Fen	nale	Ma	ale	Wh	ite		ican erican	Hisp	anic	Asi	an	An		Eco Disa		wit Disabi		Langua Learne	-	_	glish icient
		Ra	nge	Rai	nge	Ra	nge	Rai	nge	Rar	ge	Rar	ige	Rar	ige	Ran	ge	Rang	ge	Rang	e	Ran	ge
Reading Growth																							
Highest 75% (SS/Yr)	0.8	-2.5	1.8	-2.6	1.6	-2.6	1.7	*	*	-2.6	1.7		-0	÷	-	-2.7	1.6		-	-2.3	1.9	-	-
Highest 75% (Pts)	4.27																						
Lowest 25% (SS/Yr)	1.2	-1.3	3.0	-1.4	2.8	-1.3	3.0		43	-1.4	2.8			2		-1.4	2.8	-1.8	2.5	100	-	-	-
Lowest 25% (Pts)	4.04																						
Math Growth			Torrib Wil		- PC -																		
Highest 75% (SS/Yr)	2.3	-3.4	.7	-3.3	.8	-3.3	.8	**		-3.4	.7		45	-		-3.4	.7	-	-	-3.4	.7		
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	.8	-3.4	.7	-3.4	.7	-3.4	.7	136	-0	-3.4	.7			-		-3.5	.7	-3,9	,2			2×	-
Lowest 25% (Pts)	3.78																						



Remaining Gap Between Highest and Lowest
Performing Students in 2014
Scaled Score Differences
Reading 14.0
Math 13.0

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year Reading +1.7 per year Opportunity

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

		Ger	nder			ce / Eti	nicity			Students	B	Redesignate
	All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant	with Disabilities	Language Learners	English Proficient
OTL Attendance (Student Average)	94.9	94.8	94.9	94.6		95.4	.53	-	94.8	96.1	94.5	
OTL Attendance (Points Earned)	3.00											
OTL Survey (Average Total Score) OTL Survey (Points Earned)	31.3	31.3	31.3	31.3	-	31.3	20	2	32.0	32.4	30.5	-
	3.31					f	/00	A	A	1 1 1 1		
OTL Survey Questions Reading									Always), with n teaching pr		t score of	2.5.
My teacher introduces a new topic by connecting to things I already know.	3.0	3.2	2.9	3.0	*	3.0		-	3.0	2.6	3.5	-
My teacher explains why what we are learning is important.	3.2	3.3	3.2	3.2	-	3.2	12.	2	3.3	3.6	3.1	٠
<ol><li>My teacher explains how learning a new topic is a foundation for other topics.</li></ol>	2.7	2.8	2.6	2.7	.	2.7	(4)	2	2.7	2.8	2.7	
4. Every student gets a chance to answer questions.	3.7	3.7	3.7	3.8	-	3.5	3-	-	3.7	3.8	3.1	
<ol><li>My teacher wants me to explain my answers.</li></ol>	4.0	4.0	4.0	4.0	-	4.1		51	4.2	3.7	3.9	
6. My teacher knows when I understand, and when I do not.	2.9	2.8	3.0	2.9		3.1		-	2.9	3.3	3.0	-
7. My teacher explains things in different ways so everyone can understand.	3.1	3.1	3.1	3.1	-	3.0		-5	3.1	3.4	3.1	
8. My teacher gives me helpful feedback on work I turn in.	3.2	3.1	3.3	3.1	-	3.4	-	-	3.3	3.5	2.9	
9. My teacher checks our understanding.	3.0	2.9	3.1	3.0	-	3.0	29	-	3.2	3.1	2.6	-
10. My teacher takes the time to summarize what we learn each day.	3.0	3.2	2.9	3.0	.	3.0	Se .	-	3.0	2.7	2.8	-
OTL Survey Questions Math								\$700 to to	HAZINI TAKAR	-		
My teacher introduces a new topic by connecting to things I already know.	2.7	2.7	2.7	2.8		2.5		12	2.7	3,2	2.7	527
<ol><li>My teacher explains why what we are learning is important.</li></ol>	2.7	2.7	2.7	2.8		2.5	-		2.8	3.6	2.9	240
My teacher explains how learning a new topic is a foundation for other topics.	2.7	2.7	2.7	2.8		2.6	-		2.8	3.2	2.4	-
<ol> <li>Every student gets a chance to answer questions.</li> </ol>	3.4	3.5	3.3	3.5	•	3.3	-	191	3.2	3.4	2.7	
5. My teacher wants me to explain my answers	3.5	3.5	3.5	3.5	्	3.5			3.6	3.7	3.2	
6. My teacher knows when I understand, and when I do not.	2.9	2.9	2.8	2.8	-	3.0	ŀ	V.20	2.8	3.4	2.5	725
<ol><li>My teacher explains things in different ways so everyone can understand.</li></ol>	3.0	3.1	2.9	3.1	2	2.9	1		3.1	3.7	3.0	-
8. My teacher gives me helpful feedback on work I turn in.	2.6	2.6	2.6	2.7		2.5	·	-	2.8	3.3	2.2	
9. My teacher checks our understanding.	2.9	3.0	2.8	2.9	-	2.9	-		3.0	3.5	2.7	-
10. My teacher takes the time to summarize what we learn each day.	2.7	2.7	2.7	2.8		2.5	-		2.7	2.7	1.9	-
who we really each day.	-			-			Colo	ır Kev:			4 or 5. Rai	ed Hie

Color Key:

4 or 5, Rated High 2 or 3, Rated Mid 0 or 1, Rated Low

#### Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website

		Gen	der		Ra	ice / Etl	nicity			Students	English	Redesignated
	All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indlan	Economically Disadvantaged	with Disabilities	Language Learners	_
Cohort of 2013 - 4-Year Rate	ſ			at side								
Percent Graduating	41.4	37.6	45.2	42.6	2	37.9		-	51.5	-	48.8	N/A
Points Earned	5.45											
Cohort of 2012 - 5-Year Rate												
Percent Graduating	6.0	-		-	2	9.0		-		-		N/A
Points Earned												L.
Cohort of 2011 - 6-Year Rate										24		
Percent Graduating						*		175		-		N/A
Points Earned												
rowth in 4-Year Rates Gr	Growth	Growth Index (Increase)			9	SAM	Rates	S	AM Graduation	n (%)	54.5	
Value Added Modeling takes into account the school's prior 3 years.	Points	Earned		6.9	99		This	school qu	ualified to be a S	AM school.		

#### College and Career Readiness (CCR)

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

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

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

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

50% or Higher			Ge	nder		Ra	ce / Eth	nicity			Students	English	Redesignated
20% -50% Below 20%		All Students	F	М	White	Afr Amer	Hisp	Aslan	Am Indian	Economically Disadvantaged	with Disabilities	Language Learners	English Proficient
Participation (% of Co Participation (Pts)	hort)	37.2 1.9	34.7	39.8	39.8	1.7	32.2	7.	>98.0	41.3	42.3	34.4	N/A
Success (% of Participa Success (Pts)	ants)	67.5 6.8	84.9	52.1	50.4	7	84.0	*	>98.0	54.7	44.4	66.7	N/A
Percent of School's	Cohort o	of 2013		tion to the									
Participating	ACT	33.0	31.3	34.8	36.2	-	31.2	9	<2.0	33.6	23.5	28.7	
in Each	PLAN	<2.0	<2.0	<2.0	<2.0	12.5	<2.0	2	<2.0	<2.0	<2.0	<2.0	
CCR Opportunity	SAT	<2.0	<2.0	<2.0	<2.0		<2.0		<2.0	<2.0	<2.0	<2.0	_
	PSAT	<2.0	<2.0	<2.0	<2.0		<2.0	-	<2.0	<2,0	<2.0	<2.0	-
Ad	ccuPlacer	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0	-
Advanced Pl	lacement	<2.0	<2.0	<2.0	<2.0		<2.0	8	<2.0	<2.0	<2.0	<2.0	
Du	ual Credit	14.9	22.5	7.0	12.4	*	17.9		<2.0	12.6	<2.0	17.2	-
International Bacca	alaureate	<2.0	<2.0	<2.0	<2.0	*	<2.0	*	<2.0	<2.0	<2.0	<2.0	-
Career Technical E	ducation	9.4	13.2	5.6	11.8		3.5	-	>98.0	6.3	18.8	<2.0	-
	Compass	<2.0	<2.0	<2.0	<2.0		<2.0	-	<2.0	<2.0	<2.0	<2.0	-
SAT Sub	oject Test	<2.0	<2.0	<2.0	<2.0	-	<2.0	-	<2.0	<2.0	<2.0	<2.0	
SAM School Supp	lemental	<2.0	2.9	<2.0	3.1		<2.0	- 2	<2.0	<2.0	<2.0	<2.0	<2.0

**Bonus** 

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 Points efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

Student Engagement

Parental Engagement

Extracurricular Activities

✓ Truancy Improvement

### Supplemental Information

### Similar Schools

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

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

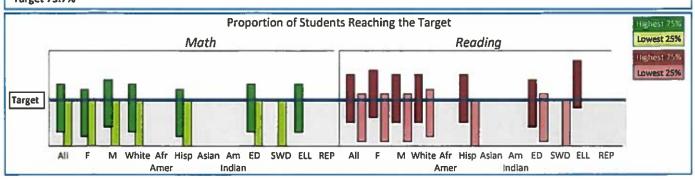
Ranks High Ranks Mid						
Ranks Low	ELL	SWD	Ethnicity	ED	Mobility	Composite
Students (% Tested)	9.6	13.1	40.9	48.0	6.1	
	Rank Total					
Current Standing	10 (33)	10 (33)	10 (33)	10 (33)	10 (33)	10 (33)
School Growth	10 (33)	10 (33)	10 (33)	10 (33)	10 (33)	10 (33)
Student Growth, Highest 75%	27 ( 33 )	27 (33)	27 (33)	27 (33)	27 ( 33 )	27 ( 33 )
Student Growth, Lowest 25%	24 ( 33 )	24 (33)	24 ( 33 )	24 ( 33 )	24 ( 33 )	24 ( 33 )
Opportunity to Learn	20 ( 33 )	20 (33)	20 ( 33 )	20 ( 33 )	20 ( 33 )	20 ( 33 )
Graduation	8 (33)	8 (33)	8 (33)	8 (33)	8 (33)	8 (33)
College and Career Readiness	10 (33)	10 (33)	10 ( 33 )	10 ( 33 )	10 ( 33 )	10 ( 33 )

School Growth **Targets** 

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

			Gen	der		Ra	ce / Eth	nicity			Students	English	Redesignated
		All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indiar	Economically Disadvantaged	with	Language	(2) 7 (c)
Reading	Highest 75% (%)		58.9	48.3	54.5	•	50.0	•	•	40.5		75.0	-
Target 61.0%	Lowest 25% (%)	12.1	9.5	13.5	20.7		3.8		-	12.5	.0	•	•
Math	Highest 75% (%	30.3	21.1	38.1	34.4	-	24.5	-	-	32.9	-	26.7	
Target 55.0%	Lowest 25% (%)	.0	.0	.0	.0	-	.0	-	-	.0	0,	-	

Graduation **Target 73.7%**  For high schools graduation rates for the Cohort of 2013 are available on page 5.



Participation Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

		Gen	Gender		Ra	ice / Et	hnicity			Students	English	Redesignated
	All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically n Disadvantaged	with Disabilities	Language Learners	
Reading (%)	92.8	89.5	95.5	94.8	-	90.3	-	-	>98.0	>98.0	>98.0	
Math (%)	92.8	89.5	95.5	94.8	-	90.3	•	•	>98.0	>98.0	>98.0	2

### School History

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html

			Ger	ider		Ra	ice / Eth	inicity			Students	English	Redesignated
		All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with Disabilities	Language Learners	
Reading	2014 (Avg SS)	38.1	39.6	36.9	39.2	-	36.6	-	-	37.9	26.8	35.3	
	2013 (Avg SS)	39.4	42.3	36.9	40.8		37.3	-	٠.	39.3	29.3	36.1	-
	2012 (Avg SS)	36.8	40.6	33.9	39.4	-	34.0	-	-	39.3	22.8		•
Math	2014 (Avg SS)	34.1	34.1	34.0	35.2	-	32.6	-	-	33.6	22.6	32.6	-
	2013 (Avg SS)	35.1	36.2	34.1	36.8	-	32.4	-	-	33.8	27.9	32.8	
	2012 (Avg SS)	33.1	33.9	32.6	35.5	-	30.9	-	-	34.8	25.7	15	

# Student

Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar, and yet most students are Promotion 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		Ge	nder		Ra	ice / Etl	nnicity			Students	English	Redesignated
prior year advancing to the next grade .	All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with Disabilities	Language Learners	English Proficient
Grade 9 to Grade 10 (%)	-	-		-	-	-	-	-				-
Grade 10 to Grade 11 (%)	>98.0	12		-	-	•	•	•	>98.0	-	-	-
Grade 11 to Grade 12 (%)	-			-	•	-	-			-		

#### **End Notes**

- 1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years. However high schools that were graded on this restricted scale have their points adjusted upward to the 100 point scale in order to report 3-year averages.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.
- 4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).
- 6 During the 2013-2014 school year, schools across New Mexico piloted assessments on computers. To recognize these efforts, schools that offered the SBA on computers received bonus credit based on the number of students participating.



School Grade Report Card 2013

Certified

**Final Grade** 



## **School of Dreams Academy Charter**

**District: State Charters** 

Grade Range: 07-12

Code: 505001

This School
Statewide C Benchmark

Current Standing		Grade	School Points	Possible Points
How did students perform in the most recent school year? Students	12.5	В	16.73	30
School Growth In the past 3 years did the school increase grade level performance? For example did this year's 10th graders improve over last year's 10th graders?	5.8	В	7.40	10
Student Growth of Highest Performing Students  How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.		A	10.00	10
Student Growth of Lowest Performing Students  How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark.	7.7	A	9.41	10
Opportunity to Learn  Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	6.0	С	6.27	8
Graduation  How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.	12.8			17
College and Career Readiness  Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals.	9.0			15
Bonus Points  Does the school show exceptional aptitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?			2.97	5
3 Year Average	Final School Grade	2	Total Points	
# 75	44.2 to 50.9 B 34.0 to 44.1 C		52.78	
8 25 0 SO.7	23.8 to 33.9 <b>D</b> 0.0 to 23.7 <b>F</b>			

### **Details of Each Grade Indicator**

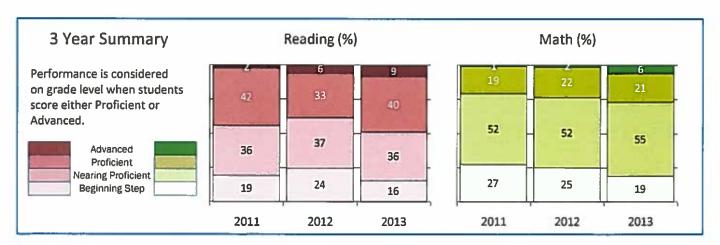
These next pages show the school's results divided into smaller groups to show how specific classes of students are doing. The information explains how a school compares to other schools, and identifies groups within the school that are performing well or that need additional instructional support based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

### Current Standing

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

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

		Ger	nder		Ra	ace / Eth	nicity			Students	English	Redesignated
	All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with Disabilitles	Language	English
Reading	M. C.	RY.	73 - 1						i in a line			
Proficient and Advanced (%)	48.7	60.9	38.0	57.7	-	34.3	2	-	47.5	16.0	23.5	
Proficient and Advanced (Pts)	5.18											
Value Added Model (Pts)	4.98									10114		
Math												
Proficient and Advanced (%)	26.7	27.6	26.0	30.6		20,0	_	*	23.8	8.0	17.6	
Proficient and Advanced (Pts)	2.65											
Value Added Model (Pts)	3.92											



### School Growth

School growth compares the students enrolled in the current year to students from prior years. While these are partly different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, School Growth accounts for improvement of all students, not just those reaching proficient.

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

Difference from Expected Growth (SS Points)

Points Earned

Reading	Math
2.122	0.553
3.73	3.67

School Growth is shown in scaled score points, which range from 0 to 80 for both reading and math. A school that grows an average of +2 scaled score points a year shows that the school is generally improving their ability to increase student achievement.

#### Student Growth

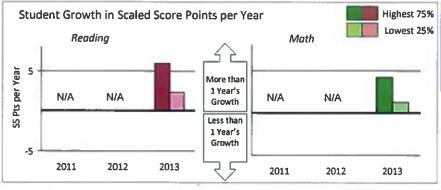
Just like schools, individual student achievement is expected to improve over time. Student growth is shown as the average change in scaled score (SS) points per year, and is averaged for all students in each group for up to 3 years. Student groups are further divided into highest and lowest performing subgroups.

Scores on the assessment range from 0 to 80, and a score of 40 indicates that a student is proficient or on grade level. A student's prior test scores are used to estimate how the student should perform today. When growth is positive (+) students score better than expected in the current year:

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

Details of Student Growth and scaled scores are explained in the Technical Guide on the PED website: http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx

			Ger	nder					F	tace /	Ethnic	ity						Stude	nts	Engl	lsh	Redesh	gnater
	All Students	Fer	nale	М	ale	w	nite		ican erlcan	Hisp	anic	Asi	an	An indi		Ecc Disa	on	wit		Langu		Eng	-
		Fro	m To	From	п То	Froi	n To	Fron	n To	Fron	n To	Fron	n To	Fron	To	From	То	From	То	From	То	From	То
Reading Growth																							
Highest 75% (SS/Yr)	5.9	-1.0	3.8	-1.7	3.0	-1.4	3.4	81		-1.2	3.5		20	-1.1	3.7	-1.4	3.3	-2.7	2.1	-0.3	4.3		
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	2.3	0.4	5.0	-0.5	4.2	-0.6	4.1			0.3	4.9			-1.6	3.2	-0.9	3.8	0.3	4.9	-1.6	3.1	12	
Lowest 25% (Pts)	4.95																						
Math Growth																							
Highest 75% (SS/Yr)	4.3	-2.0	2.3	-2.4	2.0	-2.1	2.2			-2.3	2.1			-2.0	2.3	-2.5	1.8	-2.7	1.7	-1.7	2.5	0.00	-0
Highest 75% (Pts)	5.00																						
Lowest 25% (SS/Yr)	1.2	0.2	4.6	-1.5	2.9	-1.1	3.1			-0.5	3.8			-1.6	2.7	-0.7	3.6	-1.2	3.1	-0.5	3.8	- 0	
Lowest 25% (Pts)	4.46																						



Remaining Gap Between Highest and Lowest
Performing Students in 2013
Scaled Score Differences
Reading 18.1

Reading 18.1 Math 16.4

Growth for lower performing students must be sufficient to meaningfully close the achievement gap. Minimums required annually are:

Math +1.3 per year Reading +1.7 per year Opportunity The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's to Learn (OTL) learning environment is reflected in a survey of classroom practices (OTL Survey) and in student attendance.

		Ge	nder			ce / Et	hnicity			Students	English	_
	All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvant	with Disabilities	Language Learners	English Proficient
OTL Attendance (Student Average)	91.9	89.9	94.2	94.1		87.9	**		92.3	93.1	91.6	
OTL Attendance (Points Earned)	2.90											
OTL Survey (Average Total Score)	31.7	32.0	31.4	31.7		32.1	-	26.2	32.7	29.4	28.4	- 20
OTL Survey (Points Earned)	3.36											
OTL Survey Questions Reading									Always), with n teaching pr		score of	2.5.
My teacher introduces a new topic by connecting to things I already know.	3.0	3.1	3.0	3.0	-	3.1	-	2.2	3.1	2.6	2.8	
My teacher explains why what we are learning is important.	3.2	3.1	3.3	3.1		3.5	-	2.8	3.3	3.2	3.1	
My teacher explains how learning a new topic is a foundation for other topics.	2.6	2.7	2.6	2.5	-	2.8	-	2.2	2.8	2.2	2.8	124
Every student gets a chance to answer questions.	3.6	3.7	3.6	3.7	٠	3.6	-	3.2	3.7	2.9	2.8	-
<ol><li>My teacher wants me to explain my answers.</li></ol>	3.9	4.0	3.8	3.9		3.9		3.8	4.1	3.5	4.1	
6. My teacher knows when I understand, and when I do not.	3.1	3.1	3.1	3.1	<i>:</i>	3.0		2.8	3.1	2.7	2.6	
<ol><li>My teacher explains things in different ways so everyone can understand.</li></ol>	3.1	3.2	3.1	3.1	.	3.1	-	3.2	3.3	3.2	3.0	
8. My teacher gives me helpful feedback on work I turn in.	3.2	3.3	3.2	3.3	-	3.2	-	2.6	3.4	3.2	2.5	
9. My teacher checks our understanding.	3.2	3.3	3.1	3.4		3.1	-	1.6	3.4	3.0	2.6	-
10. My teacher takes the time to summarize what we learn each day.	2.6	2.6	2.7	2.6	-	2.8	-	1.8	2.7	2.8	2.3	-
OTL Survey Questions Math												
<ol> <li>My teacher introduces a new topic by connecting to things I already know.</li> </ol>	2.7	2.6	2,8	2.7	-	2.8	-	2.4	2.8	2.7	2.9	-
My teacher explains why what we are learning is important.	2.9	2.8	3.0	2,8		3,1		3.0	3.0	3.1	3.4	*
<ol><li>My teacher explains how learning a new topic is a foundation for other topics.</li></ol>	2.6	2.5	2.6	2.5	2	2,7	-	2.0	2.8	2.3	2.8	-
Every student gets a chance to answer questions.	3.3	3.4	3.2	3.3	-	3.4	-	3.2	3.4	3.2	3.1	
5. My teacher wants me to explain my answers	3.8	3.7	3.8	3.7	-	3.8	-	4.0	3.9	3.4	4.2	
6. My teacher knows when I understand, and when I do not.	2.8	2.8	2.9	2.8		2.9		2.8	2.9	2.9	2,8	
<ol><li>My teacher explains things in different ways so everyone can understand.</li></ol>	2.8	2.9	2,7	2.7	-	2.8		3.2	2.9	2.9	3.3	
8. My teacher gives me helpful feedback on work I turn in.	2.7	2,5	2.7	2.7		2,7	-	2.8	2.8	2.8	2.6	4
9. My teacher checks our understanding.	3.0	3.1	2.9	3,0	¥	3.0	-	1.6	3.1	3.2	2.8	-
10. My teacher takes the time to summarize what we learn each day.	2.3	2.1	2.5	2.2	-	2.5		2.4	2.4	2.5	2.1	-

2 or 3, Rated Mid 0 or 1, Rated Low

#### Graduation

Students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that the school increase the percent of successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year. Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website

	Gen	der		Ra	ice / Eti	hnicity			Students	English	Redesignated
All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indiar	Economically Disadvantaged	with	Language	
•		•			×			-	•	-	
		-	·			3.73	-	-	-	-	5
•		-	-	5	553	95V	5	•	-	-	-
		(Increas	e)		SAM				, ,	24	
	*  *  Growth	All Students F	All Students F M  *  *  Growth Index (Increase	All Students F M White  *  Growth Index (Increase)	All Afr Students F M White Amer  *  * Growth Index (Increase)	All Students F M White Amer Hisp  *	All Students F M White Amer Hisp Asian  *	All Afr Am Students F M White Amer Hisp Asian Indiar  *	All Afr Am Economically Students F M White Amer Hisp Asian Indian Disadvantaged  *	All Afr Am Economically with Students F M White Amer Hisp Asian Indian Disadvantaged Disabilities  *	All Afr Am Economically With Language Students F M White Amer Hisp Asian Indian Disadvantaged Disabilities Learners  *

#### 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 Accupiacer)
- 2) Evidence that the student can pass a college level course (Advanced Placement, Dual Credit, or IB)
- 3) Eligibility for an industry recognized certification (Career Technical Education, SAM School Supplemental)

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

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

50% or Higher			Ger	nder		Ra	ice / Etl	nnicity			Students	English	Dadasianata
20% -50% Below 20%		All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with Disabilities	English Language Learners	Redesignate English Proficient
Participation (% of Col Participation (Pts) Success (% of Participa		1.5											
Success (Pts)	iiica,	0.0											
Percent of School's	Cohort d	of 2012										TEN	
Participating	ACT	8										100	
in Each	PLAN	•	_	-	_	-	-		-				5
CCR Opportunity	SAT			-	-	-		-	•		-		7.
	PSAT	_	_	_				-		2			-
Ac	cuPlacer	_	_	_	_	_	_	_					
Advanced Pl		-	-	_			_	_	_	12		1	2
	al Credit	-		-	_	-	_			- 1	-	- 1	2
International Bacca	laureate	-	-	•	•	•	-	-	-	1			©
Career Technical E	ducation	-	-	•	-	-	-	-	-	2			
	Compass	•	•	-	-	-	-	•		-	-	-	
SAT Sub	ject Test	-	-	-	•	•	-	-	-	-	-	-	-
SAM School Suppl	lemental	-	-	-	-	-	-	-	-				

#### Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

✓ Student Engagement

✓ Parental Engagement

Extracurricular Activities

Truancy Improvement

### Supplemental Information

# Similar Schools

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

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

Ranks High Ranks Mid						Schoo	l Rank					
Ranks Low	ELL		SV	VD	Ethi	nicity	Ε	D	Mol	oility	Comp	oosite
Students (% Tested)	9.5		13	3.1	4	2.0	53	.5	8.	4		
	Rank Tot	al	Rank	Total	Rank	Total	Rank	Total	Rank	Total	Rank	Total
Current Standing	1 (3	4 )	1	(34)	1	(34)	1	(34)	1	(34)	1	( 34 )
School Growth	13 (3	4 )	13	(34)	13	(34)	13	(34)	13	( 34 )	13	(34)
Student Growth, Highest 75%	2 (3	4 )	2	(34)	2	(34)	2	( 34 )	2	(34)	2	( 34 )
Student Growth, Lowest 25%	15 ( 3	4 )	15	(34)	15	(34)	15	(34)	15	(34)	15	( 34 )
Opportunity to Learn	20 (3	4 )	20	(34)	20	(34)	20	(34)	20	(34)	20	(34)
Graduation	- (3	4 )	-	(34)	-	(34)	-	(34)	-	(34)	-	(34)
College and Career Readiness	- (3	1)		(34)		(34)		(34)	-	( 34 )		(34)

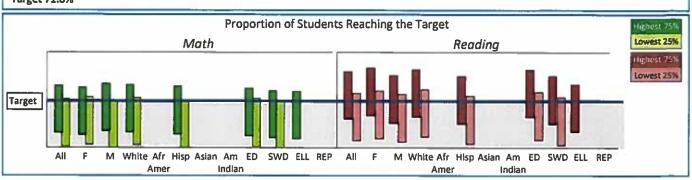
School Growth Targets

Customized targets, called School Growth Targets (SGTs), guide a school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in the next 3 years are considered "on track" to proficiency and are included in the percentages below.

			Gen	der		Ra	ice / Eth	nicity			Students	English	Redesignated
		All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with	Language Learners	_
Reading	Highest 75% (%)	59.8	67.6	51.6	64.3		50.0	-	-	63.8	50.0	33.3	-
Target 56.7%	Lowest 25% (%)	14.6	18.8	12.5	22.7	•	8.3	-	-	16.7	5.9		3
Math	Highest 75% (%	30.4	26.5	34.3	31.8	1 500000	28.3		-	24.6	20.0	18.2	-
Target 50.0%	Lowest 25% (%)	2.2	6.3	.0	4.8	-	.0	•	-	3.3	.0		-

Graduation
Target 71.8%

For high schools graduation rates for the Cohort of 2012 are available on page 5.



Participation Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, the school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 40 students receive special consideration.

	ΔII	Gen	der		Ra Afr	ice / Et	hnicity	Am	Economically	Students with	English Language	Redesignate English
	All Students	F	М	White	Amer	Hisp	Asian		Disadvantaged			Proficient
Reading (%)	-		-	-		-			-	-		
Math (%)	-	-	-	- 6		-		-		-	-	

### School **History**

Student performance over time can demonstrate the success of interventions and school reform. Scaled scores (SS) range from 0 to 80, and 40 is the threshold for proficiency (on grade level). For a more detailed history see the NMPED website: http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html

			Ger	nder		Ra	ice / Eth	inicity			Students	English	Redesignate
		All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged	with Disabilities	Language Learners	English Proficient
Reading	2013 (Avg SS)	39.4	42.3	36.9	40.8	-	37.3	-	-	39.3	29.3	36.1	
	2012 (Avg SS)	36.8	40.6	33.9	39.4	-	34.0	-		39.3	22.8		-
	2011 (Avg SS)	37.4	39.3	36.4	38.3	-	36.7	-	-	34.5	-	1.0	•
Math	2013 (Avg SS)	35.1	36.2	34.1	36.8	-	32.4	_	-	33.8	27.9	32.8	-
	2012 (Avg SS)	33.1	33.9	32.6	35.5	-	30.9	-	-	34.8	25.7	-	
	2011 (Avg SS)	33.1	33.3	33.0	34.4	-	32.7	-	-	31.3	-	18	-

# Student

Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if the school's achievement in Reading and Math is subpar, and yet most students are Promotion 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		Ge	nder		Ra	ice / Eth	nicity		0.	Students	English	Redesignated
prior year advancing to the next grade.	All Students	F	М	White	Afr Amer	Hisp	Asian	Am Indiar	Economically Disadvantaged	with	Language	
Grade 9 to Grade 10 (%)	- 1	-		•				-		-		
Grade 10 to Grade 11 (%)	>98.0			-	-	>98.0	-	-			-	-
Grade 11 to Grade 12 (%)	>98.0	-	-	-	-	>98.0	•	-		-		-

#### **End Notes**

- 1 The Statewide C grade was established in the first year of school grading as the midpoint of all schools. It was fixed in 2011 as the framework for all future letter grades and is not recalculated each year.
- 2 Final letter grades are established at the 90th and 50th percentiles, which represent 75 and 50 points respectively. For high schools that do not have members of 4-year 5-year or 6-year graduation cohorts, the scale is abbreviated and letter grades are adjusted to account for the school's remaining non-cohort indicators or non-cohort years. However high schools that were graded on this restricted scale have their points adjusted upward to the 100 point scale in order to report 3-year averages.
- 3 A dash is substituted where a school has too few students (N<10) to meet confidentiality requirements for reporting.</p>
- 4 Feeder schools are schools that do not have students in tested grades 3-8, 10, or 11. These school are rated using the performance of their
- 5 Redesignated English Proficient are students that were once English Language Learners and have since become fluent. New Mexico began this reporting category in 2012 and some data systems have not yet caught up. These fields are marked with "N/A" (not yet available).