



April 19, 2016

Dear DREAM Academy parents and community:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for DREAM Academy.

The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Lacey James, school leader, for assistance.

The AER is available for you to review electronically by visiting: [www.dreamcharteracademy.com](http://www.dreamcharteracademy.com) or you may also review a copy at our school's main office.

To increase student achievement, Dream Academy has implemented advisory, where students spend 45 minutes daily in tiered ability groups working on math and reading. There are three tier groups with tier one being reserved for students at or above grade level, tier two for students who are one grade level behind, and tier three for students who are multiple grade levels behind. The tier groups are focus on improving students reading and math scores. Dream Academy also offers an after school enrichment program for students who need extra help or for students who are unable to attend school during the traditional times. Dream academy also offers AP English and Advanced Earth Science program to challenge higher achieving students.

**State law requires that we also report additional school-site based information for the two most recent years:**

**Process for assigning pupils to the school:**

- DREAM Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.

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*"Building bridges to lifelong learning"*

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- In the event that any grade is oversubscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

## **The status of the 3-5 year school improvement plan:**

The academy's school improvement plan was developed throughout the school year by the school improvement team, which met to assess progress based on standards and objectives set forth by the state of Michigan and those outlined in the academy's charter contract. The plan is reviewed on an ongoing basis along with continuous review of the curriculum. Faculty and staff members were encouraged to submit feedback to the school improvement team for formal discussion.

Dream Academy's school improvement plan focuses on a number of initiatives including increasing parent involvement, the utilization of an instructional coach, and increased use of data to drive decision making. Members of the community, parents, teachers, our instructional coach, and School Leaders are all included on the school improvement team.

## **Status of the curriculum**

The academy's core curriculum, which is available to all students and can be reviewed at the school, is fully aligned with state standards and benchmarks. Information about the curriculum is also located on the school's webpage:  
[www.dreamcharteracademy.com](http://www.dreamcharteracademy.com).

The DREAM Academy curriculum is based directly on the Common Core State Standards and tailored to fit the needs of DREAM's students. The school leader and instructional coach worked closely with teachers and administrators to plan, pace and assess curriculum to ensure its quality and alignment with state standards. The school also assessed its curriculum through standardized tests. Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation and submission of classroom goals.

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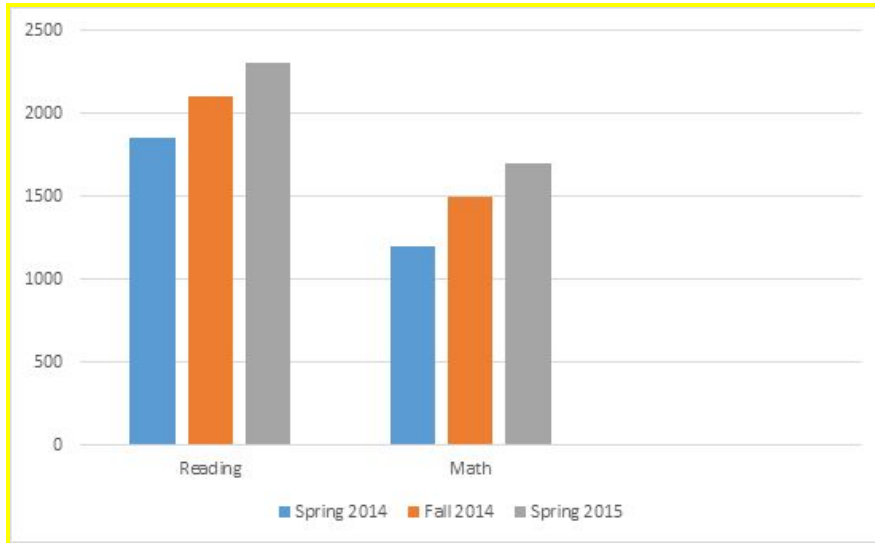


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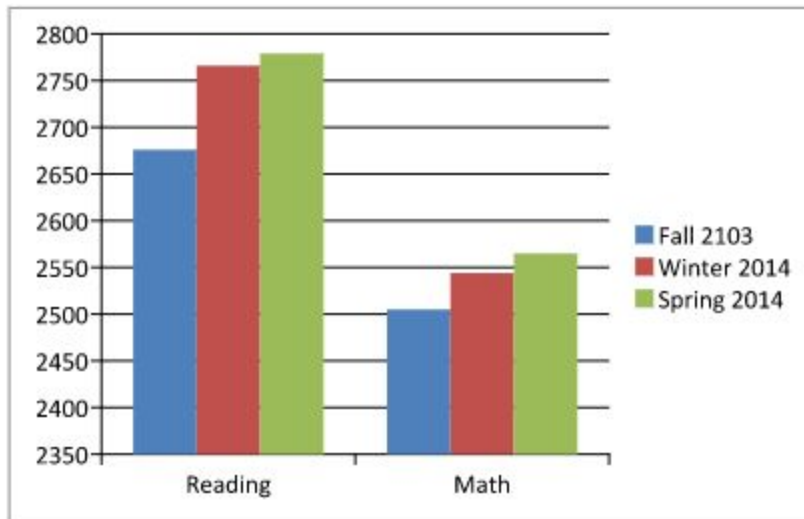
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## Supplemental standardized testing: ACT Plan & Explore/Scantron

### 2014-15:



### 2013-14:



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## High School:

2014-15:

- a. Postsecondary enrollments (dual enrollment): (6%)
- b. College equivalent courses offered (AP/IB): 4
- c. Students enrolled in college equivalent courses (AP/IB): 30 (40%)
- d. Students receiving a score leading to college credit: 12 / 42%

2013-14:

- a. Postsecondary enrollments (dual enrollment): 4 students (10%)
- b. College equivalent courses offered (AP/IB): 3
- c. Students enrolled in college equivalent courses (AP/IB): 20 students (30%)
- d. Students receiving a score leading to college credit: 7 (30%)

## Parent-Teacher Conferences

2014-15: 198 students (76%) were represented by parents/guardians at parent-teacher conferences.

2013-14: 140 (55%) students were represented by parents at parent-teacher conferences

I would like to personally congratulate the staff, students and families of DREAM Academy on a successful school year. Thank you for choosing DREAM Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

Lacey James  
School Leader

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Dream Academy

## M-STEP Grades 3-8

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	8th Grade Content	All Students	2013-14	25.6%	2.1%	0%	2.1%	20.8%	77.1%
Social Studies	8th Grade Content	African American	2013-14	6.4%	2.2%	0%	2.2%	17.4%	80.4%
Social Studies	8th Grade Content	Hispanic of Any Race	2013-14	14.6%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Female	2013-14	22.4%	0%	0%	0%	25%	75%
Social Studies	8th Grade Content	Male	2013-14	28.7%	4.2%	0%	4.2%	16.7%	79.2%
Social Studies	8th Grade Content	Economically Disadvantaged	2013-14	12.9%	2.1%	0%	2.1%	20.8%	77.1%
Social Studies	8th Grade Content	English Language Learners	2013-14	5.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2013-14	6.4%	<10	<10	<10	<10	<10

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Dream Academy

## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	All Students	2014-15	28.5%	0%	0%	0%	5.1%	94.9%
Mathematics	11th Grade Content	All Students	2013-14	28.8%	0%	0%	0%	6.3%	93.8%
Mathematics	11th Grade Content	African American	2014-15	8.6%	0%	0%	0%	5.1%	94.9%
Mathematics	11th Grade Content	African American	2013-14	5.9%	0%	0%	0%	4.4%	95.6%
Mathematics	11th Grade Content	Hispanic of Any Race	2013-14	14.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Two or More Races	2013-14	24.5%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	0%	0%	0%	5.3%	94.7%
Mathematics	11th Grade Content	Female	2013-14	26.5%	0%	0%	0%	0%	100%
Mathematics	11th Grade Content	Male	2014-15	27.8%	0%	0%	0%	5%	95%
Mathematics	11th Grade Content	Male	2013-14	31.1%	0%	0%	0%	11.5%	88.5%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	0%	0%	0%	5.1%	94.9%
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	13%	0%	0%	0%	6.3%	93.8%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	<10	<10	<10	<10	<10

Annual Education Report  
Dream Academy

## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	11th Grade Content	Students With Disabilities	2013-14	4.2%	<10	<10	<10	<10	<10
Reading	11th Grade Content	All Students	2013-14	58.7%	10.4%	0%	10.4%	27.1%	62.5%
Reading	11th Grade Content	African American	2013-14	31.3%	8.9%	0%	8.9%	26.7%	64.4%
Reading	11th Grade Content	Hispanic of Any Race	2013-14	45.5%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Two or More Races	2013-14	58.6%	<10	<10	<10	<10	<10
Reading	11th Grade Content	Female	2013-14	62.4%	9.1%	0%	9.1%	27.3%	63.6%
Reading	11th Grade Content	Male	2013-14	55%	11.5%	0%	11.5%	26.9%	61.5%
Reading	11th Grade Content	Economically Disadvantaged	2013-14	43%	10.4%	0%	10.4%	27.1%	62.5%
Reading	11th Grade Content	Students With Disabilities	2013-14	24.1%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	5.1%	0%	5.1%	28.2%	66.7%
ELA	11th Grade Content	African American	2014-15	25.8%	5.1%	0%	5.1%	28.2%	66.7%
ELA	11th Grade Content	Female	2014-15	55.4%	5.3%	0%	5.3%	42.1%	52.6%
ELA	11th Grade Content	Male	2014-15	43.3%	5%	0%	5%	15%	80%

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 Dream Academy

## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	5.1%	0%	5.1%	28.2%	66.7%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	0%	0%	0%	7.7%	92.3%
Science	11th Grade Content	All Students	2013-14	28.4%	0%	0%	0%	0%	100%
Science	11th Grade Content	African American	2014-15	7.3%	0%	0%	0%	7.7%	92.3%
Science	11th Grade Content	African American	2013-14	5.5%	0%	0%	0%	0%	100%
Science	11th Grade Content	Hispanic of Any Race	2013-14	15.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2013-14	27.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	0%	0%	0%	5.3%	94.7%
Science	11th Grade Content	Female	2013-14	24.6%	0%	0%	0%	0%	100%
Science	11th Grade Content	Male	2014-15	32.1%	0%	0%	0%	10%	90%
Science	11th Grade Content	Male	2013-14	32.2%	0%	0%	0%	0%	100%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	0%	0%	0%	7.7%	92.3%



Annual Education Report  
Dream Academy

## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	11th Grade Content	Economically Disadvantaged	2013-14	14.2%	0%	0%	0%	0%	100%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2013-14	5.5%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	2.6%	0%	2.6%	48.7%	48.7%
Social Studies	11th Grade Content	All Students	2013-14	43.9%	6.1%	0%	6.1%	30.6%	63.3%
Social Studies	11th Grade Content	African American	2014-15	18%	2.6%	0%	2.6%	48.7%	48.7%
Social Studies	11th Grade Content	African American	2013-14	16.6%	4.3%	0%	4.3%	28.3%	67.4%
Social Studies	11th Grade Content	Hispanic of Any Race	2013-14	31%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2013-14	43.7%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	40.5%	0%	0%	0%	63.2%	36.8%
Social Studies	11th Grade Content	Female	2013-14	39.7%	0%	0%	0%	26.1%	73.9%
Social Studies	11th Grade Content	Male	2014-15	47.2%	5%	0%	5%	35%	60%
Social Studies	11th Grade Content	Male	2013-14	48.2%	11.5%	0%	11.5%	34.6%	53.8%

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## M-STEP Grade 11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	2.6%	0%	2.6%	48.7%	48.7%
Social Studies	11th Grade Content	Economically Disadvantaged	2013-14	27.5%	6.1%	0%	6.1%	30.6%	63.3%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2013-14	10.9%	<10	<10	<10	<10	<10

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## Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
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No Data to Display

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Dream Academy

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
Mathematics	11th Grade Content	All Students	2013-14	67%	<10	<10	<10	<10
Reading	11th Grade Content	All Students	2013-14	90.6%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2013-14	56.1%	<10	<10	<10	<10
Mathematics	11th Grade Content	African American	2013-14	49.8%	<10	<10	<10	<10
Reading	11th Grade Content	African American	2013-14	84.4%	<10	<10	<10	<10
Science	11th Grade Content	African American	2013-14	35.6%	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2013-14	63.2%	<10	<10	<10	<10
Reading	11th Grade Content	Female	2013-14	92.4%	<10	<10	<10	<10
Science	11th Grade Content	Female	2013-14	53%	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2013-14	65.7%	<10	<10	<10	<10
Reading	11th Grade Content	Economically Disadvantaged	2013-14	89.7%	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2013-14	53.4%	<10	<10	<10	<10

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## MI -Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

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## MI -Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

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## Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
All Students	Mathematics	98.1%	36.5%	91.5%	N/A
All Students	ELA	98.1%	48.5%	91.5%	N/A
All Students	Science	97.5%	22.2%	91.5%	N/A
All Students	Social Studies	97.4%	31.8%	91.5%	N/A
American Indian	Mathematics	98.2%	27.8%	N/A	N/A
American Indian	ELA	98%	41.5%	N/A	N/A
American Indian	Science	97.8%	17.7%	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	N/A	N/A
African American	Mathematics	96.5%	13.5%	91.4%	N/A
African American	ELA	96.5%	24.5%	91.4%	N/A
African American	Science	95.4%	6.1%	91.4%	N/A
African American	Social Studies	95.2%	11%	91.4%	N/A
Asian	Mathematics	99.1%	66.3%	N/A	N/A
Asian	ELA	98.7%	70.2%	N/A	N/A
Asian	Science	99%	38%	N/A	N/A
Asian	Social Studies	98.8%	49.6%	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	N/A	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	N/A	N/A
Hispanic of Any Race	Science	97.9%	11.7%	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	N/A	N/A

## Annual Education Report Dream Academy

### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
Two or More Races	Science	98.5%	20.1%	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	N/A	N/A
White	Mathematics	98.5%	42.5%	<30	N/A
White	ELA	98.5%	55%	<30	N/A
White	Science	98.1%	26.6%	<30	N/A
White	Social Studies	98%	37.3%	<30	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	91.5%	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	91.5%	N/A
Economically Disadvantaged	Science	96.8%	11.7%	91.5%	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	91.5%	N/A
English Language Learners	Mathematics	98.6%	20.3%	N/A	N/A
English Language Learners	ELA	98.2%	24%	N/A	N/A
English Language Learners	Science	98.2%	3.9%	N/A	N/A
English Language Learners	Social Studies	97.9%	8.1%	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	<30	N/A
Students With Disabilities	ELA	96.6%	24.7%	<30	N/A
Students With Disabilities	Science	96.5%	15.4%	<30	N/A
Students With Disabilities	Social Studies	95%	13.9%	<30	N/A

*Note: 1062 Recently arrived LEP students took part in the State's WIDA instead of the M-STEP/MME/MI-Access.*



Annual Education Report  
 Dream Academy

## Accountability Details Graduation Data

Testing Group	Statewide	District
All Students	78.6%	58.2%
American Indian	64.8%	N/A
African American	64.5%	59.1%
Asian	89.1%	N/A
Hispanic of Any Race	68.8%	N/A
Migrant	63.2%	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A
Two or More Races	74.2%	N/A
White	82.9%	N/A
Female	82.9%	N/A
Male	74.4%	N/A
Economically Disadvantaged	65.6%	58.2%
English Language Learners	68.2%	N/A
Students With Disabilities	55.1%	N/A
Homeless	54.0%	N/A

\* All data based on students enrolled for a full academic year.

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Dream Academy

## Accountability Details Attendance Data

Testing Group	Statewide	District
All Students	94.7%	79.7%

\* All data based on students enrolled for a full academic year.

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## Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display



03/17/2016

Annual Education Report  
Dream Academy

Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Annual Education Report  
 Dream Academy

## Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	0	13	4	0

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

## Teacher Quality - Class

	District Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

## Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the District with Emergency Certification	5.9%

## Annual Education Report

### Dream Academy

#### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

# Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

## Annual Education Report

### Dream Academy

#### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report  
 Dream Academy

## NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



## Annual Education Report

### Dream Academy

#### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

## Annual Education Report

### Dream Academy

#### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black	20	47	44	9	&#35
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

## Annual Education Report

### Dream Academy

#### NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# Rounds to zero

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report  
 Dream Academy

## NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0