DREAM Charter School East Harlem

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 Accountability plan progress report

The school's leadership team prepared this 2024-25 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Ashish Doshi	Chair	Finance, Executive, Strategic Planning, Integration
Michele Joerg	Vice Chair/ Secretary	Integration
Charlie Howe	Treasurer	
Zainab Ali	Trustee	
Adam Miller	Trustee	
Vilas Kuchinad	Trustee	
Liz Rich	Trustee	
Don Sawyer	Trustee	
Emily Stecher	Trustee	
Vicki Zubovic	Trustee	

Ms. Lexis White (Elementary School) and Ms. Alison Browne (Middle School) served as DREAM Charter School East Harlem Principals during the 2024-25 school year.

SCHOOL OVERVIEW

DREAM Charter School East Harlem—opened in 2008 and serving Pre-K–8—established the model we replicate across DREAM. Initially authorized by NYCDOE (five-year renewal in 2012), the school's authorizer shifted to the SUNY Charter Schools Institute (SUNY CSI) in 2017. DREAM Charter School East Harlem's defining strengths—family engagement, excellent instruction, and data-driven practice—continue to anchor our network.

The mission of all DREAM Charter Schools is to level the field by empowering all children to recognize their potential and realize their dreams. DREAM Charter Schools' key design elements are:

• An innovative, research-based curriculum that emphasizes critical thinking, conceptual understanding, criticality, and curiosity

• A co-teaching model that reduces the teacher-to-student ratio and integrates special needs students into the general school population

• A robust data cycle that uses data to inform all aspects of teaching and learning

• A whole child approach to teaching and learning that deeply integrates social-emotional competencies, health, wellness, music and the arts into the overall school program

• An extended day and an extended year model that maximizes learning hours

• An active family engagement program that fosters parent/guardian participation, leadership and advocacy • A focus on teacher motivation, development, and retention

• A universal Pre-kindergarten program that ignites learning in children

Educational Philosophy

Since 2008, DREAM Charter Schools' (DCS) curriculum has strived to center student-led learning through a constructivist pedagogy. The curriculum draws from high-quality, externally vetted curricular materials and then supplements those materials with internally created materials. Students receive a rich educational experience driven by the New York State Learning Standards (NYSLS), academic excellence, and social-emotional health. All curricular materials are rooted in a constructivist approach to learning in which students struggle through problems and questions in order to gain a deeper, lasting understanding of the content. Over the course of DREAM Charter Schools' operation, the Network has continuously updated all core curricula to ensure close alignment with the NYSLS.

Instructional Planning

In operation for more than 15 years, DREAM Charter Schools has refined its model and developed a set of best practices that provide instructional norms and a system for data-based planning, while allowing for teacher creativity. DCS currently provides normed scope and sequencing, assessments, and lesson plans across all schools, grades, and content areas. This ensures that every student is on track for

success, teachers have access to vetted and effective planning materials, and that school academic culture is consistent across all campuses. In addition to these norms, teachers are encouraged to adjust lesson plans based on coaching from academic deans and on the data they are receiving about growth in individual students and cohorts. DCS is committed to students receiving the individualized support they need to succeed. Encouraging teachers to adjust lesson plans means that special education teachers and general education classroom teachers are providing the individualized attention necessary for their students and classrooms. In tandem, if teachers are struggling with content or their general practice, coaching from academic deans and access to exemplar lesson plans provide the necessary tools for professional growth and instructional effectiveness.

New York State Learning Standards Alignment and Effectiveness

DREAM Charter Schools aims to provide vertical and horizontal alignment across schools and grades and to ensure that the curriculum is NYSLS-aligned and supports academic growth. To achieve this, DCS uses the following approaches:

• Intellectual Preparation: At least once a week teachers participate in lesson study, data study, unit preview, or unit review protocols.

• Weekly Professional Development: DCS leadership provides weekly professional development time for teachers and academic deans to build teacher skill in prioritized areas and review student data to identify the strengths and weaknesses in each unit, subject, and grade.

• To prioritize community building and deliver explicit social emotional instruction, all K-5 students participate in a 25-minute Morning Meeting daily and all 6th-8th grade students participate in a 30 minute daily Advisory block.

ENROLLMENT SUMMARY

BEDS Day enrollment

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	55	56	56	58	55	58	60	58	59	112	109	94	99	929
2023-24	61	54	60	59	60	59	61	60	61	-	-	-	-	535
2024-25	60	62	62	61	61	62	62	62	61	-	-	-	-	553

Enrollment of Subgroups:

Economically Disadvantaged (ED): 94%

English Language Learner (ELL): 2%

Students with Disabilities (SWD): 31%

GOAL 1: ENGLISH LANGUAGE ARTS

All students at DREAM Charter School East Harlem will demonstrate proficiency in reading and writing of the English language.

Background

At DREAM, we believe in a structured literacy approach that equips students with automatic and fluent word recognition skills in each strand of Scarborough's Reading Rope: phonological awareness, decoding, and sight recognition. The work of teaching students to learn to read in grades K-2 must be systematic, explicit, cumulative, diagnostic, responsive, and multisensory. It must be grounded in high quality, comprehensive instructional materials. CKLA: Skills, the program DREAM uses to address word recognition, systematically and explicitly teaches foundational skills throughout kindergarten, first grade, and second grade.

We believe that great language comprehension programming prioritizes content-rich, increasingly complex, appropriately challenging, culturally and historically responsive texts and provides access to these texts for ALL students. Instruction in language comprehension builds students' vocabulary, background knowledge, language structures, verbal reasoning, and literacy knowledge. Students are able to monitor their comprehension, relate sentences to one another, and relate sentences to the things they already know--and they must demonstrate increasing skill in reading, writing, thinking, speaking, and listening.

Our lessons are not "skills-driven," but rather "meaning-driven." Teachers pose deep text-dependent and text-specific questions, facilitate rigorous evidence-based discussion grounded in text, and provide high-quality feedback on writing to accelerate learning for all students--particularly those with learning differences. Our vision for the language comprehension block is that students become increasingly independent readers and writers who spend the majority of the lesson engaging with the texts collaboratively and independently. Implementing Wit & Wisdom in grades K-5, our language comprehension curriculum provides students with opportunities to engage in meaning-driven learning experiences.

In grades K-2, DCS administers iReady Diagnostic as a universal screener assessment which replaced Fountas and Pinnell Benchmark Assessment System in our K-2 literacy assessment strategy. This assessment allows for everyone at DCS– from head of school to the student - to understand how students (individually and collectively) are progressing toward success on grade level standards.

In Middle School, our 6th-8th students engage a highly rigorous, evidence-aligned, and culturally relevant external curriculum - Fishtank ELA. In this knowledge-building curriculum, students are exposed to knowledge of identity and the world, using a mixture of authentic, complex, grade level, book-length literature and nonfiction, as well as short texts and multimedia from a variety of genres and sources. Scholars learn how to think critically and analyze a wide variety of challenging texts and write in response to text.

To accelerate our students' word knowledge, we also provide weekly vocabulary instruction through Wordly Wise, a program that explicitly teaches a set of new words each week through a variety of usage exercises. These lessons allow students to more deeply access complex text.

Students also engage in an internally-created Close Reading curriculum, where they analyze short fiction, nonfiction, and poetry passages for their central ideas and then upon deeper analysis, for the author's choices on craft and structure. Students annotate, write, discuss, and dissect these texts with guidance from the teacher and then independently demonstrate mastery within a similar genre-based passage. Students also use the external curriculum Wordly Wise to build deep word wealth and expand their Vocabulary base each week.

Through a rigorous interim assessment cycle, DREAM empowers teachers to use data for precise reteaching of priority skills. We assess three times annually: October, January, and March. Instructional leaders review the data to identify big picture trends, determine whether students are on-track to meet end of year goals, and select the priority standards teachers will focus on during Data Day.

On Data Day, teachers analyze data and create an action plan for re-teaching priority standards. The backbone of DREAM's approach is "item analysis," which allows teachers to define precise student misunderstandings. Assessment questions are carefully written to assess specific sub-skills within standards and include wrong answer choices that reveal information about why students are making specific mistakes. By unpacking a question at this depth, DREAM can truly understand and target student misconceptions within the standard. Teachers put these "re-teach" plans into action and administer a re-assessment to measure student learning. The re-assessment is carefully designed to mirror the format and rigor of the interim assessment. After collecting re-assessment data, teachers meet with their coach or grade team to define the impact of re-teach plans and identify causes for success or lack of success.

Elementary and Middle ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	57							57
4	58		1					58
5	61							61
6	58							58
7	58		3					61
8	56		4					60
All	347		8					355

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	57	55	96%	50	48	96%
4	58	44	77%	49	40	82%
5	61	57	93%	54	51	94%
6	58	38	66%	44	29	66%
7	58	38	66%	50	35	70%
8	56	43	77%	53	41	77%
All	347	275	79%	300	244	81%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the

[1] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [2]

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
347	4.9	15.9	36.9	42.4

$$PI = 0 * [4.9]_{Level\ 1} + 1 * [15.9]_{Level\ 2} + 2 * [36.9]_{Level\ 3} + 2.5 * [42.4]_{Level\ 4} = [195.7]$$

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[3]

2024-25 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	96%	48	44%	571
4	82%	40	54%	601
5	94%	51	52%	604
6	66%	29	46%	651
7	70%	35	49%	660
8	77%	41	49%	673
All	81%	244	49%	3760

ELA Measure 4 - Comparative

[2] You can find the statewide MIP goals for 2022-23 to 2026-27 here

[3] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.[4]

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	91.5	459.0	437.8	2.16
4	91.7	442.0	438.8	0.30
5	84.7	459.0	438.5	2.11
6	96.7	449.0	436.6	1.41
7	95.0	450.0	442.8	0.74
8	88.5	467.0	444.3	2.30
All	91.3	454.4	439.8	1.51

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

Method

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.[5]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	40.4	50.0
5	68.9	50.0
6	61.9	50.0
7	48.6	50.0
8	64.1	50.0
All	57.2	50.0

ELA Internal Exam Results

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

Summary of the ELA Goal

The school fully achieved its Accountability Plan goal in English Language Arts during the 2024–2025 school year. All five measures – absolute, comparative, and growth were met.

These results show consistent strength in both achievement and growth. The school not only ensured that a high percentage of students reached proficiency, but also demonstrated comparative advantages against district peers and exceeded expectations in growth and value-added performance. Meeting all five measures provides strong evidence that the school has successfully met its Accountability Plan goal in English Language Arts.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Yes
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above	Yes

	(performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

Evaluation of ELA Goal

Absolute Measures:

- At least 75 percent of tested students in their second year or beyond achieved proficiency on the New York State ELA exam, meeting the target.
- The school's aggregate Performance Index (PI) also met the state's MIP, further confirming attainment on the absolute performance standard.

Comparative Measures:

- The proficiency rate of the school's tested students exceeded that of students in the district of comparison, demonstrating stronger performance relative to local peers.
- Additionally, regression analysis showed the school outperformed expectations based on its student population by a meaningful margin, with an effect size above 0.3.

Growth Measure:

- The school's mean student growth percentile was above 50, showing that students made more than typical annual progress compared to similar students statewide.

ELA Action Plan

The school will continue to prioritize the accuracy and reliability of its data collection and reporting processes to ensure that all outcomes are measured consistently over time. To this end, the school will refine its internal assessment calendar so that formative and benchmark assessments are administered uniformly across grades and cohorts. Staff will receive ongoing training in test administration protocols, data entry, and data verification to minimize errors and maintain fidelity to state and accountability standards. In addition, leadership will conduct regular audits of student performance records and assessment data systems to ensure accuracy and alignment with reporting requirements.

Building on the success of meeting all ELA accountability measures, the school will take proactive steps to sustain and further improve academic performance. Teachers and instructional leaders will disaggregate results to identify specific grades, cohorts, and subpopulations where growth can be deepened. Based on this analysis, the school will implement targeted supports, such as small-group instruction, extended learning time, and differentiated interventions for students demonstrating early signs of academic need. Particular attention will be given to supporting students in tested grades who

are approaching proficiency, as well as ensuring that subgroups such as English Language Learners and students with disabilities receive tailored interventions aligned with their instructional needs.

To support continuous improvement, the school will refine its professional development programming to focus on evidence-based literacy strategies and data-driven instruction. Grade-level and content teams will use real-time progress monitoring tools to track the effectiveness of interventions and make timely instructional adjustments. Where needed, program revisions– such as curricular enhancements, supplemental resources, or adjustments to pacing will be introduced to ensure that instruction remains responsive to student learning patterns.

Through this systematic approach, the school will maintain consistency in data reporting while simultaneously leveraging its results to drive strategic instructional interventions, thereby ensuring sustained achievement and growth for all students.

GOAL 2: MATHEMATICS

All students at DREAM Charter School East Harlem will demonstrate proficiency in Mathematics.

Background

To develop scholars' in-depth mathematical understanding, DREAM Charter Schools uses an inquiry-based math curriculum built on the belief that scholars need to understand problems and develop their own problem-solving strategies. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and explain mathematical concepts and ideas.

DCS achieves this through multiple mathematics blocks per day: Story Problem, Illustrative Mathematics, and Math Routines in Elementary School (K-5) and Problem Solving and Illustrative Mathematics in Middle School (6-8). Within each block, teachers facilitate meaningful discussion through careful questioning to help scholars develop and solidify their own understandings about math. The math curriculum is rooted in Cognitively Guided Instruction (CGI), which builds students' intuition and number sense, particularly in the Story Problem and Problem Solving blocks. Illustrative Mathematics, a highly-rated, evidence-based external curriculum is used during the core Math block in Grades K-8.

Elementary and Middle Mathematics

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

2024-25 Accountability Plan Progress Report

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	57								57
4	57		1						58
5	61								61
6	58								58
7	60		1						61
8	0							60	60
All	293		2					60	355

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	57	53	93%	50	46	92%
4	57	51	89%	49	46	94%
5	61	55	90%	54	49	94%
6	58	44	76%	44	32	73%
7	60	38	63%	52	34	65%
8	0	-	-	0	-	-
All	293	241	82%	249	207	83%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Method

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

2024-25 Accountability Plan Progress Report

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
293	3.4	14.3	46.1	36.2

$$PI = 0 * 3.4_{Level\ 1} + 1 * 14.3_{Level\ 2} + 2 * 46.1_{Level\ 3} + 2.5 * 36.2_{Level\ 4} = 197.0$$

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

Method

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2024-25 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	92%	50	46%	596
4	94%	49	49%	639
5	94%	54	44%	638
6	73%	44	45%	662
7	65%	52	46%	681
8	-	-	-	-
All	83%	249	46%	3216

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.[6]

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	91.5	468.0	444.6	1.70
4	91.7	453.0	446.8	0.39
5	84.7	460.0	443.7	1.19
6	96.7	458.0	441.0	1.42
7	95.0	468.0	446.7	1.58
8	-	-	-	-
All	91.9	461.3	444.6	1.25

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

Method

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.[7]

[6] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

[7] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	36.0	50.0
5	59.8	50.0
6	56.0	50.0
7	55.2	50.0
8	-	50.0
All	52.2	50.0

Mathematics Internal Exam Results

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

Summary of the Mathematics Goal

During the 2024–25 school year, the school demonstrated strong performance in Mathematics, meeting all five of its Accountability Plan measures. The results reflect both high levels of student proficiency and meaningful growth across grades and cohorts.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Yes
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression	Yes

	analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

Evaluation of the Mathematics Goal

The school met all five mathematics Accountability Plan measures in 2024–25, demonstrating both high achievement and consistent growth across tested grades.

Absolute Measures:
The school surpassed the absolute target of 75 percent proficiency. Among students enrolled at least two years, 83 percent (207 of 249) scored proficient or above, exceeding the benchmark by 8 percentage points. Performance was especially strong in grades 3–5, where proficiency rates reached 92–94 percent. While grade 7 results were lower at 65 percent proficiency, this still represented progress for many students and contributed positively to overall attainment.

Comparative Measures:
The school's proficiency rate of 83 percent was nearly double that of the district's 46 percent, a 37-point advantage. Every grade outperformed the district average, most notably grades 4 and 5, where the school achieved 94 percent proficiency compared to the district's 49 percent and 44 percent, respectively. These results underscore the school's comparative strength relative to local peers. Additionally, regression analysis confirmed that the school exceeded its predicted performance, with an effect size greater than 0.3, showing results meaningfully above expectations given the economic profile of its students.

Growth Measure:
The school also surpassed the state growth target, with a mean unadjusted growth percentile of 52.2, exceeding the benchmark of 50. Growth was particularly notable in grade 5 (59.8) and grade 6 (56.0), where students demonstrated accelerated learning compared to similar peers statewide. Grade 4 fell below target with a mean growth percentile of 36.0, highlighting an area for continued instructional focus.

Mathematics Action Plan

To ensure the reliability of accountability reporting and maintain a clear picture of student progress, the school will continue to strengthen its systems for data collection and analysis. All assessment data–including formative benchmarks, state exam results, and internal progress monitoring will be entered into a centralized platform that allows leadership, teachers, and instructional coaches to track student performance consistently across grades and years.

In light of the 2024–25 mathematics results, the school will take deliberate steps to both maintain strong overall performance and address grade-level or subgroup areas of concern. While students in grades 3–5 achieved proficiency rates above 90 percent and demonstrated strong growth in grades 5 and 6, results in grade 7 (65 percent proficiency) and grade 4 (growth percentile of 36.0) highlight the need for targeted support. To address this, the school will implement the following strategies:

- **Grade 4:** Introduce additional math intervention blocks focused on problem-solving and conceptual understanding to build a stronger foundation for later grades. Teachers will receive specialized professional development in differentiating instruction for students who may grasp computation but struggle with application.

- **Grade 7:** Provide enhanced small-group instruction and after-school tutoring for students approaching proficiency, with close monitoring of progress toward grade-level standards. Curriculum pacing will be adjusted to ensure adequate time for mastery of algebraic reasoning and pre-algebra concepts.

- **Subpopulations:** The school will disaggregate results for English Language Learners and students with disabilities to ensure that targeted supports, such as scaffolded instruction, use of visual models, and individualized progress monitoring, are driving equitable outcomes.

- **Program Refinements:** Based on data reviews, grade-level teams will collaborate with instructional coaches to identify specific units where students underperformed and adjust curriculum or instructional strategies accordingly. Additionally, successful practices observed in high-performing grades (3–5) will be documented and shared across upper grades to ensure continuity of instructional quality.

By reinforcing data collection procedures and strategically intervening in identified grades and subpopulations, the school will sustain its strong overall mathematics performance while addressing areas for growth. This dual focus—on maintaining consistency in reporting and refining instruction where needed will position the school to continue meeting and exceeding its Accountability Plan goals in the years ahead.

GOAL 3: SCIENCE

All students at DREAM Charter School East Harlem will demonstrate competency in the understanding and application of scientific reasoning.

Background

DREAM believes that scholars should learn science in a hands-on, interactive way. As scientists, DREAM scholars ask questions, make hypotheses, conduct experiments and draw conclusions based on their results. Elementary school and middle school science lessons come from the highly-rated,

evidence-aligned, standards-aligned, and phenomena-based Amplify Science curriculum, which provides students a chance to construct scientific knowledge through real-world, context-based phenomena, and rich, complex text.

The elementary and middle school curricula are supplemented with multiple technology-based platforms that encourage development of digital citizenship and computer science skills. In elementary school, students learn an integrated scope from across the physical, life, and Earth and space sciences, while each course in middle school is aligned to one of those domains.

Elementary and Middle Science

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	53	45	85%
8	-	-	-
All	53	45	85%

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

2024-25 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students			New York State
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Percent Proficient
5	53	45	85%	N/A	N/A	N/A	45%
8	-	-	-	-	-	-	-
All	53	45	85%	-	-	-	45%

Summary of the Elementary/Middle Science Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Yes
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Yes (Compared to NYS since District numbers have not been published)
	[Write in optional measure here]	

Evaluation of the Science Goal

The school successfully met its Accountability Plan goal in Science during the 2024–25 school year.

Absolute Measure:

The school exceeded the target of 75 percent proficiency, with 85 percent of grade 5 students enrolled for at least their second year scoring proficient or above on the state science exam. This result surpasses the benchmark by 10 percentage points, reflecting strong mastery of grade-level science content.

Comparative Measure:

Although district-level results were not published, comparison with the statewide average confirms the school's success. With 85 percent proficiency compared to the state's 45 percent, the school outperformed New York State by a margin of 40 percentage points. This substantial difference highlights the strength of the school's science program relative to peers statewide.

Additional Context and Evidence

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam

Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	-	-	-	-
8	2023-24	Earth Science	55	24	44%
8	2024-25	Earth Science	58	18	31%

Action Plan

The 2024–25 results highlight both areas of strength and areas requiring targeted intervention. In grade 5, 85 percent of students enrolled for at least their second year achieved proficiency on the state science exam, far surpassing the state average of 45 percent and meeting the Accountability Plan's absolute and comparative goals. This demonstrates that the school's emphasis on inquiry-based, hands-on science instruction at the elementary level is highly effective.

However, results on the 8th grade Earth Science Regents exam point to significant challenges. The pass rate declined from 44 percent in 2023–24 to 31 percent in 2024–25, well below expectations. These outcomes suggest a need for programmatic adjustments and enhanced supports in middle school science, particularly for students transitioning from general science to Regents-level coursework.

To address these disparities and strengthen overall performance, the school will implement the following strategic interventions:

- **Grade 5 to Grade 8 Vertical Alignment:** Strengthen curriculum alignment to ensure that the strong foundations built in grade 5 carry forward into middle school. Teachers across grades will collaborate to identify content gaps, particularly in Earth Science concepts, and create a more seamless progression of skills.

- **Targeted Grade 8 Support:** Provide additional instructional time for Earth Science through extended learning blocks, Saturday academies, and small-group tutoring. Students approaching proficiency will receive focused intervention to improve mastery of Regents-level material.

- **Teacher Development and Coaching:** Offer professional development for middle school science teachers in Regents-level instructional strategies, emphasizing lab-based inquiry, data analysis skills, and test preparation methods aligned to state expectations.

- **Curricular Adjustments:** Based on analysis of exam performance, the school will revise pacing and allocate additional time to units where students historically underperform.

By maintaining robust and consistent data practices, while also addressing programmatic gaps identified through results, the school aims to sustain its strong elementary science performance and significantly

improve outcomes on the 8th grade Earth Science Regents exam. This dual focus will ensure that all students are better prepared for advanced science coursework and long-term academic success.

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Accountability Status by Year

Year	Status
2022-23	Good Standing
2023-24	Good Standing
2024-25	Good Standing

Additional Context and Evidence

During 2022–23, DREAM Charter School East Harlem was in Good Standing under ESSA (no CSI/TSI/ATSI identification). The school remained in Good Standing in 2023–24. For 2024–25, NYSED lists East Harlem in the Local Support and Improvement (LSI) support model—i.e., still not identified for CSI/TSI/ATSI.

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and i-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the "Internal Exam Results" sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

i-Ready

2024-25 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	294	154%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	116	154%	Yes

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[8]	159%[9]	100	149%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	253	30%	No

End of Year Performance on 2024-25 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	21%	57	24%	50
4	35%	57	37%	49
5	20%	61	20%	55
6	31%	58	31%	45
7	34%	61	39%	54
8	-	0	-	0
All	28%	294	30%	253

[8] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

[9] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Growth on 2024-25 i-Ready [ELA/Mathematics] Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	109%	57
4	170%	57
5	142%	61
6	175%	58
7	182%	61
8	-	0
All	154%	294

i-Ready

2024-25 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	294	117%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	89	120%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[10]	117%[11]	100	114%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	253	25%	No

[10] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

[11] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2024-25 i-Ready Mathematics Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	26%	57	28%	50
4	23%	57	27%	49
5	25%	61	25%	55
6	24%	58	24%	45
7	21%	61	20%	54
8	-	0	-	0
All	24%	294	25%	253

End of Year Growth on 2024-25 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	107%	57
4	100%	57
5	139%	61
6	150%	58
7	162%	61
8	-	0
All	117%	294