



## **DREAM Charter School Highbridge**

# **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. Shannel Richardson is the Principal of DREAM Charter School Highbridge Elementary School and has served since the school's opening in 2022.**

**Ms. Cora Neville is the Principal of DREAM Charter School Highbridge Middle School since the school's opening in 2024.**

## SCHOOL OVERVIEW

DREAM Charter School Highbridge is a replication of DREAM Charter School East Harlem, which opened in 2008 and currently serves students in Pre-K - 8th grade. Our replication effort aimed to extend DREAM Charter School East Harlem's first-decade success by scaling its defining strengths across new schools. We continue to engage families, offer exceptional instruction and use data to make important decisions that bring the South Bronx the same academic results DREAM Charter School East Harlem students have been receiving since 2008. The School opened in the fall of 2022 to students in Kindergarten. Going forward, grades will be added each year with Authorizer approved enrollment as reflected in the table below:

Charter Year	Grades	Enrollment
Year 1	K	60
Year 2	K-1	120
Year 3	K-2, 6	292
Year 4	K-3, 6-7	468
Year 5	K-4, 6-8	630

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	53													53
2023-24	52	52												104
2024-25	92	90	90				91							363

### ***Enrollment of Subgroups:***

Economically Disadvantaged (ED): 93%

English Language Learner (ELL): 15%

Students with Disabilities (SWD): 18%

## GOAL 1: ENGLISH LANGUAGE ARTS

All students at DREAM Charter School Highbridge 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

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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	-							-
4	-							-
5	-							-
6	82			2				84
7	-							-
8	-							-
All	82			2				84

Performance on 2024-25 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	82	49	60%	0	-	-
7						
8						
All						

#### ELA Measure 2 - Absolute

<sup>1</sup> 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.

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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 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.<sup>2</sup>

### 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
82	18.3	22.0	32.9	26.8

$$PI = 0 * 18.3_{\text{Level 1}} + 1 * 22.0_{\text{Level 2}} + 2 * 32.9_{\text{Level 3}} + 2.5 * 26.8_{\text{Level 4}} = 154.8$$

### 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.<sup>3</sup>

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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



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### 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 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

#### ELA Measure 4 - 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 (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.<sup>4</sup>

#### 2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A			
4	N/A			
5	N/A			
6	N/A			
7	N/A			
8	N/A			
All	N/A			

<sup>4</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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.<sup>5</sup>

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 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	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

ELA INTERNAL EXAM RESULTS

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

SUMMARY OF THE ELA GOAL

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.	N/A (all students in test grades)

<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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		were in their first year)
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.	N/A (all students in test grades were in their first year)
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 (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.	N/A (no students in tested grades in 23-24)
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.	N/A (no students in tested grades in 23-24)

### EVALUATION OF ELA GOAL

The school could not be evaluated on its growth or comparative state exam goals in 2024–25 due to the absence of second-year students in tested grades. Nonetheless, the i-Ready results highlight substantial academic growth across the student body, particularly among those entering furthest below grade level. These growth outcomes suggest a strong foundation for students as they progress, positioning future cohorts to make meaningful strides toward meeting the long-term accountability plan goal of 75% proficiency once they reach their second year of enrollment.

### ELA ACTION PLAN

The school is committed to maintaining consistency in its data collection and reporting practices to ensure that performance outcomes are accurate, comparable, and actionable. Moving forward, the school will continue to administer standardized assessments such as the i-Ready ELA diagnostic across all tested grades, ensuring that testing windows, administration protocols, and scoring processes are implemented uniformly.

To safeguard the reliability of reported results, staff will receive training on data entry and verification procedures, and leadership will conduct regular audits of assessment and reporting systems. This consistent approach will enable the school to track longitudinal student progress, identify trends across cohorts, and evaluate the effectiveness of instructional strategies with greater precision.

## GOAL 2: MATHEMATICS

All students at DREAM Charter School Highbridge 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

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	N/A								
4	N/A								
5	N/A								
6	84								84
7	N/A								
8	N/A								
All	84								84

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### 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	N/A					
4	N/A					
5	N/A					
6	84	54	65%	N/A		
7	N/A					
8	N/A					
All	84	54	65%	N/A		

### 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.

### Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
84	13.3	21.7	49.4	15.7

$$PI = 0 * 13.3_{\text{Level 1}} + 1 * 21.7_{\text{Level 2}} + 2 * 49.4_{\text{Level 3}} + 2.5 * 15.7_{\text{Level 4}} = 159.8$$

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 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

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

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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.<sup>6</sup>

### 2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All				

### 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.<sup>7</sup>

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	N/A	50.0
5	N/A	50.0

<sup>6</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

<sup>7</sup> These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

### MATHEMATICS INTERNAL EXAM RESULTS

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

### SUMMARY OF THE MATHEMATICS GOAL

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.	N/A (all students in test grades were in their first year)
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.	N/A (all students in test grades were in their first year)
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.	N/A (no students in tested grades in 23-24)
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.	N/A (no students in tested grades in 23-24)

### EVALUATION OF THE MATHEMATICS GOAL

The accountability plan goal requires that each year, 75 percent of all tested students enrolled in at least their second year perform at or above proficiency on the New York State mathematics examination for grades 3–8. In 2024–25, all students in tested grades were in their first year of enrollment. As such, the state exam-based absolute and comparative measures tied to second-year students were not applicable, and growth metrics could not yet be calculated.

Nonetheless, the i-Ready Mathematics assessment provides valuable evidence of student learning and progress during this foundational year. In mathematics, the school demonstrated strong early evidence



of growth, with all tested students and particularly those furthest below grade level making significant gains. The comparative results for students with disabilities highlight a need for enhanced supports to ensure equity in growth outcomes across subgroups. While state exam-based accountability measures cannot yet be applied, the i-Ready results reflect that the school is building a solid academic foundation. As current students move into their second year and beyond, these growth trends position the school to make meaningful progress toward its long-term accountability plan goal of 75% proficiency.

### MATHEMATICS ACTION PLAN

The school is committed to applying consistent and reliable data collection and reporting practices in mathematics to ensure that performance results are accurate and actionable. Standardized assessment tools such as the i-Ready Mathematics diagnostic will continue to be administered consistently across grades 3–8, using uniform testing protocols and data verification processes. Instructional staff will receive ongoing training in both administering assessments and interpreting results, while leadership teams will conduct periodic audits to ensure fidelity in data reporting. This consistency will allow the school to compare outcomes across cohorts over time and to identify the impact of instructional practices with confidence.

By maintaining consistency in data practices and responding directly to performance trends, the school will not only preserve its strong growth trajectory in mathematics but also address subgroup performance gaps. This dual emphasis on rigorous data management and strategic instructional improvement will position the school to meet and sustain its accountability plan goals in future years.

### GOAL 3: SCIENCE

All students at DREAM Charter School Highbridge 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.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 did not administer the New York State Testing Program science assessment to students in 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2025, as the school had not yet expanded to serve grades 5 and 8.

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

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

#### 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

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In SY24-25, DREAM Charter School Highbridge adopted the Network's use of the Amplify science curriculum, a high-quality, hands-on Science curriculum and utilized the associated unit assessments.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Science teachers received professional development and coaching throughout the year from DREAM's Associate Director of Science, Technology, and Engineering. On the Kindergarten, 1st, and 2nd grade Amplify Unit Assessments, students scored 70% correct on average across the year, which resulted in 57% of students achieving proficiency on Science unit assessments.

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.	N/A
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.	N/A

### ACTION PLAN

Science is assessed at the State level in 5th and 8th grades and DREAM Charter School Highbridge's long-term objective is to prepare students to excel in those assessments.

## 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 Highbridge 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 Highbridge 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 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	84	204%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	41	195%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>8</sup>	221% <sup>9</sup>	16	167%	No

<sup>8</sup> 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

<sup>9</sup> 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

Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	0	N/A	N/A (all students in test grades were in their first year)
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### 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 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	84	190%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	35	187%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>10</sup>	197% <sup>11</sup>	16	168%	No

<sup>10</sup> 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

<sup>11</sup> 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

Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	0	N/A	N/A (all students in test grades were in their first year)
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### 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	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	25%	84	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	25%	84	N/A	N/A

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

Grades	Median Percent of Annual Typical Growth	Number Tested
3	N/A	N/A
4	N/A	N/A
5	N/A	N/A
6	204%	84
7	N/A	N/A
8	N/A	N/A
All	204%	84

## 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	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	27%	84	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	27%	84	N/A	N/A

### 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	N/A	N/A
4	N/A	N/A
5	N/A	N/A
6	190%	84
7	N/A	N/A
8	N/A	N/A
All	190%	84