



DREAM Charter School Mott Haven

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. Alexandra Brown-Santoyo (Elementary School), Ms. Monee Young (Middle School), and Mr. Ja'Keel Daniels (High School) served as DREAM Charter School Mott Haven Principals during the 2024-25 school year.

SCHOOL OVERVIEW

DREAM Charter School Mott Haven is a replication of DREAM Charter School East Harlem and currently serves students in K - 12th 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 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

Enrollment of Subgroups:

Economically Disadvantaged (ED): 92%

English Language Learner (ELL): 04%

Students with Disabilities (SWD): 24%

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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	54	64	59	62	-	-	58	57	-	-	-	-	-	354
2023-24	90	84	88	61	64	-	86	89	90	141	116	99	91	1099
2024-25	86	95	91	95	92	62	93	94	94	156	152	111	90	1311

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2022-23	2019-20	2019	94	0	94
2023-24	2020-21	2020	93	2	91
2024-25	2021-22	2021	88	5	83

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

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Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	94	1	95
2023-24	2020-21	2020	92	1	93
2024-25	2021-22	2021	83	0	83

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	95	0	95
2023-24	2019-20	2019	95	0	95
2024-25	2020-21	2020	92	0	92

PROMOTION POLICY

In accordance with Part 100 Regulations, students must earn 44 credits, distributed across specific subjects and aligned to specific NYSED learning standards, in order to graduate. To earn a local and Regents diploma DREAM students must earn 8 credits in English Language Arts, 6 credits in Math, 8 credits in Social Studies (4 in Global History, 2 in U.S. History, 1 in Government and 1 in Economics), 6 credits in Science (2 in Life Science, 2 in Physical Science, and 2 in Life Science or Physical Science), 2 credits in Languages Other Than English (LOTE), 2 credits in Visual Art or Performing Art, 4 credits in Physical Education, 1 credit in Health, and 7 Electives credits.

To accumulate a credit, students must be provided with the opportunity to receive 54 hours of instruction and must demonstrate mastery of the content and skills by earning a grade of 65% or higher. All credit-bearing courses address high school (i.e., commencement-level) learning standards and meet instructional time requirements. If a student fails a Regent exam required for graduation, they must attend Saturday Academy or summer school and retake the Regents exam the next time it is offered. If a student earns below a 65% in a course required for graduation, they must attend summer school if a summer school seat is available. Otherwise, they will likely have to repeat the course in the next year.

GOAL 1: HIGH SCHOOL GRADUATION

DREAM Charter High School graduates will be prepared for academic institutions of higher education.

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	143	92%
2024	150	97%

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second year cohorts may have had student waivers

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for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2021	2022-23	109	73%
2022	2023-24	101	75%
2023	2024-25	143	71%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's specific graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	95	91	96%
2020	2023-24	93	88	95%
2021	2024-45	83	81	98%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2022-23	95	93	98%
2019	2023-24	95	94	99%
2020	2024-25	92	90	98%

Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort who

¹ These data reflect August graduation rates.

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Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	95	91	96%	1,651	71%
2020	2023-24	92	89	97%	1,561	72%
2021	2024-25	83	82	99%	N/A	N/A

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Percentage of the 2021 Graduation Cohort Pathway Students Demonstrating Success by Exam Type³

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
N/A	-	-	-
Overall	-	-	-

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2019	2022-23	-	-
2020	2023-24	-	-
2021	2024-25	-	-

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

³ As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

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SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Overview of Results by Measure:

- **Leading Indicator- Credit Accumulation:** The school successfully met this measure. In 2024–25, 92% of the 2023 cohort and 97% of the 2024 cohort earned the required number of credits, far exceeding the 75% target.
- **Leading Indicator- Regents Exams:** The school did not meet this measure. While performance was close to the target, 71% of the 2023 cohort passed at least three Regents exams (including exemptions), below the 75% benchmark.
- **Absolute Measures- Graduation Rates:** The school exceeded both the four-year and five-year graduation targets. The 2021 cohort graduated at a 98% four-year rate, and the 2020 cohort achieved a 98% five-year graduation rate, surpassing the thresholds of 75% and 95% respectively.
- **Comparative Measure- District Benchmark:** The school consistently outperformed the district. For example, the 2021 cohort graduated at 99%, compared with the district’s most recent reported rate of 72%.
- **Alternative Graduation Pathway:** No data were reported for pathway exams during this accountability cycle.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	YES

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Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A
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EVALUATION OF THE GRADUATION GOAL

DREAM Charter High School largely achieved the accountability plan goal for high school graduation. The credit accumulation rates in the first and second years demonstrate strong academic progress and preparation for timely graduation. Graduation outcomes remain exceptionally strong, with both four- and five-year rates far above state expectations and district averages. Although the Regents exam measure was not met for the 2023 cohort, performance remained close to the benchmark and continues to reflect resilience in the face of prior exam cancellations and systemwide disruptions.

Overall, the school met the majority of its graduation accountability measures, confirming that DREAM Charter High School is effectively preparing its students for successful completion of high school and postsecondary opportunities.

ACTION PLAN

Based on the results of our graduation accountability plan goal, DREAM Charter High School will implement targeted strategies to both sustain strong performance in graduation outcomes and address areas in need of improvement.

With over 90% of students in both the 2023 and 2024 cohorts earning the required number of credits, the school has built a solid foundation for on-track graduation. To sustain this success, DREAM will continue to emphasize close monitoring of student progress toward credits in grades 9 and 10. The school will strengthen advisory systems and credit-recovery options, ensuring that any student at risk of falling behind receives early interventions such as tutoring, small-group instruction, and individualized credit plans.

Although students are earning credits at high rates, only 71% of the 2023 cohort passed three Regents exams, falling short of the 75% benchmark. To improve Regents outcomes, the school will:

- Expand Regents-aligned support in Grade 10 by embedding exam readiness into core courses and offering Saturday or after-school Regents prep.
- Identify at-risk subgroups—including multilingual learners, students with disabilities, and first-time test takers—who need additional instructional scaffolds. These groups will receive targeted interventions such as co-taught classes, small-group Regents prep, and increased access to practice exams.
- Leverage data-driven instruction by analyzing item-level Regents results to pinpoint content gaps and revising unit plans to emphasize high-leverage standards.

GOAL 2: COLLEGE PREPARATION

DREAM Charter High School graduates will be prepared for academic institutions of higher education.

DREAM's 11th and 12th grade academic program is geared towards preparing students for success in college. In the 2024-25 school year, DREAM 11th graders had the opportunity to take AP Seminar and AP US History. Typically, DREAM students take the PSAT 10 in 10th grade and the SAT in both the spring of 11th grade and fall of 12th grade.

DREAM's 11th grade Math course prioritizes content aligned to SAT Math and all students will participate in leveled SAT Prep on Saturdays during 11th and 12th grade. In an effort to deliver information on the college admissions and selection process, DCHS offers a variety of ways for our families to engage in the vast number of choices there are during this time in a student's life. We offer a college and career studio course in grades 9-12 that meets 2-3 times per week, so every student has the opportunity to participate. In addition, students and families can take advantage of many college visits, attend guest speaker presentations or opt for a family workshop.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator⁴

⁴ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
College Ready SAT ELA & Math	79	10	13%
AP Exam with a score of 3 or higher	81	61	75%
Overall	81	61	75%

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Matriculation Rate of Graduates by Year⁵

Cohort		Number of Graduates	Number Enrolled in 2 or 4-year	Matriculation Rate
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⁵ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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	Graduation Year	(a)	Program in Following Year (b)	$=[(b)/(a)]*100$
2019	2022-23	91	67	73.6%
2020	2023-24	89	75	84.3%
2021	2024-25	82	73	89%

SUMMARY OF THE COLLEGE PREPARATION GOAL

Overview of Results by Measure:

- College Readiness Indicators (Absolute Measure): The school successfully met this benchmark. Among the 2021 Total Cohort graduates, 75% demonstrated college preparation through at least one indicator, with particularly strong performance on Advanced Placement exams- 61 of 81 students (75%) earned a score of 3 or higher. While only 13% met SAT college readiness benchmarks in both ELA and Math, the AP outcomes ensured overall attainment of this measure.
- College, Career, and Civic Readiness Index (CCCRI- Absolute & Comparative Measures): These measures were not required to be reported for 2024–25, and thus no outcomes are available at this time.
- Matriculation into College (Absolute Measure): The school exceeded its goal. For the 2021 cohort, 89% of graduates enrolled in a two- or four-year college program in the year after graduation, surpassing the 75% target. This marked a steady upward trend from 73.6% in 2022–23 and 84.3% in 2023–24.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	YES
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	YES

EVALUATION OF THE COLLEGE PREPARATION GOAL

DREAM Charter High School achieved the majority of its college preparation accountability measures. Students demonstrated strong evidence of readiness for higher education, particularly through AP exam performance, and matriculated into college at rates significantly above the accountability threshold. Although the SAT readiness benchmark continues to present a challenge, DREAM's success in AP achievement and rising matriculation rates affirm the school's effectiveness in preparing students for postsecondary success.

ACTION PLAN

Based on the results of the College Preparation goal, DREAM Charter High School will prioritize targeted interventions to both maintain its strong outcomes in college matriculation and AP performance, and to address identified gaps in SAT readiness.

Sustaining High AP Achievement:

With 75% of graduates in the 2021 cohort scoring 3 or higher on AP exams, DREAM has established AP performance as a key driver of college readiness. To maintain this trajectory, DREAM will:

- Provide intensive teacher professional development in AP pedagogy, emphasizing rigorous writing and critical thinking aligned to college-level expectations.
- Increase access to AP tutoring and peer study groups, ensuring equitable participation and success among sub-populations, including English learners and students with disabilities.

Improving SAT Readiness:

Only 13% of students met the SAT college readiness benchmarks in both ELA and Math. DREAM will address this through strategic programming, including:

- Embedding SAT-aligned content into 11th grade math and ELA curricula to reinforce critical skills during core instruction.
- Expanding leveled Saturday SAT Prep with adaptive practice tools, ensuring that students receive personalized remediation based on diagnostic data.
- Tracking subgroup performance to identify gaps, particularly for multilingual learners and historically underrepresented students, and delivering targeted small-group SAT workshops to

address persistent weaknesses.

- Partnering with external organizations to offer intensive SAT “boot camps” leading up to testing windows.

By leveraging the strong foundation of AP achievement and steadily increasing matriculation rates, while strategically addressing SAT readiness through targeted instructional and support programs, DREAM Charter High School will strengthen its ability to prepare all students- across grades, cohorts, and sub-populations for success in higher education.

GOAL 3: ENGLISH LANGUAGE ARTS

All students at DREAM Charter School Mott Haven 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.

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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	80		6			1		87
4	88		2					90
5	58		2					60
6	83		5					88
7	88		2					90
8	83		7					90
All	480		24			1		505

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year⁶

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	80	52	65%	62	42	68%
4	88	59	67%	49	33	67%
5	58	44	76%	45	37	82%
6	83	46	55%	-	-	-
7	88	52	59%	70	44	63%
8	83	54	65%	68	49	72%
All	480	307	64%	294	205	70%

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

⁶ 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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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 250.⁷

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
480	13.1%	22.9%	34.4%	29.6%

$$PI = 0 * 13.1_{\text{Level 1}} + 1 * 22.9_{\text{Level 2}} + 2 * 34.4_{\text{Level 3}} + 2.5 * 29.6_{\text{Level 4}} = 165.7$$

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.⁸

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68%	62	47%	636
4	67%	49	41%	669
5	82%	45	50%	671
6	-	-	-	-
7	63%	70	37%	727
8	72%	68	39%	764
All	70%	294	42%	3467

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)

⁷ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁸ 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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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.⁹

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	90.2	442.0	438.0	0.41
4	85.9	455.0	439.9	1.44
5	-	-	-	-
6	94.2	444.0	437.1	0.76
7	93.3	456.0	443.0	1.35
8	96.7	457.0	442.9	1.35
All	92.6	451.1	440.3	1.08

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.¹⁰

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

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

¹⁰ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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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	59.1	50.0
5	-	50.0
6	52.5	50.0
7	61.6	50.0
8	58.9	50.0
All	58.0	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

Overview of Results by Measure:

- Absolute Measure- Proficiency of Students Enrolled Two+ Years: The school did not meet this measure. In 2024–25, 70% of students enrolled at least two years achieved proficiency, which fell below the 75% benchmark.
- Absolute Measure- Performance Index (PI): DREAM met this benchmark. The school's Performance Index was 165.7, exceeding the state's Measure of Interim Progress (MIP) target of 117.3.
- Comparative Measure- Charter vs. District Performance: The school achieved this goal. DREAM's students outperformed district peers at every tested grade level, with overall proficiency for students enrolled at least two years at 70% compared to 42% districtwide.
- Comparative Measure- Effect Size (Demographically Similar Schools): The school met this measure. DREAM's effect size across grades was 1.08, well above the target of 0.3, showing that students performed meaningfully higher than peers in demographically similar schools statewide.
- Growth Measure - Student Progress Year-to-Year: The school also met this benchmark. DREAM achieved a mean growth percentile of 58.0, surpassing the state target of 50, indicating that students are progressing at rates higher than expected compared to similar peers statewide.

Type	Measure	Outcome Met
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.	No
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 (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.	Yes
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

DREAM Charter School Mott Haven met four of the five accountability measures for English language arts. While the school fell short of the absolute proficiency target, the strong outcomes on the Performance Index, comparative measures, and growth analysis demonstrate that DREAM students are both outperforming district peers and growing at higher-than-expected rates over time. These results suggest that, although proficiency remains slightly below the absolute benchmark, DREAM is making meaningful progress in raising achievement for its students and is successfully narrowing gaps relative to both the local district and statewide comparison schools.

ELA ACTION PLAN

Based on the 2024–25 accountability results in English Language Arts, DREAM Charter School will prioritize targeted strategies to raise overall proficiency to meet or exceed the 75% absolute benchmark while sustaining strong growth and comparative performance outcomes.

Raising Absolute Proficiency (Grades 3–8):

Although 70% of students enrolled at least two years achieved proficiency, the school did not meet the 75% target. To close this gap, DREAM will:

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- **Strengthen Tier 1 Instruction:** Enhance daily ELA instruction through evidence-based literacy strategies, text-dependent questioning, and expanded writing opportunities aligned to state standards.
- **Targeted Intervention Blocks:** Expand small-group and push-in literacy support for students performing just below proficiency, with additional focus on grades 3, 6, and 7 where proficiency rates were lower than other tested grades.
- **Data-Driven Instruction:** Increase the frequency of formative assessments and item analysis to identify skill gaps earlier in the year, followed by tailored re-teaching cycles.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹¹

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	95	3	26	28%

¹¹ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹² Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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2020	2023-24	91	21	35	50%
2021	2024-25	83	23	23	38%

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	95	3	64	70%
2020	2023-24	91	21	68	97%
2021	2024-25	83	23	59	98%

High School ELA Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	28%	95	NA	NA
2020	50%	91	NA	NA
2021	38%	83	NA	NA

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	70%	95	NA	NA
2010	97%	91	NA	NA

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2021	98%	83	NA	NA
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High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	47	9	5	13%
2020	2023-24	12	4	3	38%
2021	2024-25	14	5	0	0%

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	47	9	25	66%
2020	2023-24	12	4	8	100%
2021	2024-25	14	5	9	100%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Overview of Results by Measure:

- Absolute Measure – College & Career Readiness Standard (Level 4): The school did not meet this measure. For the 2021 cohort, 38% of students scored at or above Performance Level 4 on the Regents ELA exam, below the 65% target.
- Absolute Measure – Graduation Standard (Level 3): The school successfully met this measure. For the 2021 cohort, 98% of students scored at or above Performance Level 3, far exceeding the 80% benchmark.
- Absolute Measure – Performance Index (PI): Not required for reporting in 2024–25.
- Comparative Measures (Level 4, Level 3, PI vs. District): Results were not available for 2024–25.
- Growth Measures:
 - The school met the growth expectation at Level 3: 100% of these students in the 2021 cohort achieved at least Level 3, demonstrating strong support for struggling students to meet graduation standards

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Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	YES
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	NO
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	YES

EVALUATION OF HIGH SCHOOL ELA GOAL

DREAM Charter High School partially met its accountability goal in High School ELA. The school demonstrated significant success in ensuring that nearly all students reached at least the graduation standard (Level 3), including those who entered high school below proficiency. This indicates that

DREAM is effectively preparing the majority of students to meet essential graduation requirements. However, fewer than half of students reached the higher college- and career-readiness benchmark (Level 4), signaling a persistent gap in ensuring students are fully prepared for postsecondary-level literacy demands.

In summary, DREAM's ELA program is succeeding at providing access to graduation pathways for virtually all students, but continued work is needed to raise the proportion of students achieving the higher readiness standard, particularly among those who entered high school below proficiency.

ACTION PLAN

Based on the 2024–25 accountability results in High School English Language Arts, DREAM Charter High School will prioritize targeted interventions to raise the percentage of students meeting the college- and career-readiness standard (Level 4) on the Regents ELA exam, while sustaining its strong success in ensuring nearly all students meet the graduation standard (Level 3).

Raising Performance to Level 4 (College and Career Readiness):

- Curriculum Alignment: Refine Grade 11–12 ELA curricula to more explicitly integrate Regents Level 4 skills, such as advanced text analysis, evidence-based writing, and critical argumentation.
- High-Impact Instruction: Provide targeted professional development for teachers on strategies that push students from Level 3 to Level 4, including Socratic seminars, academic discourse, and AP-level writing scaffolds.
- Extended Regents Preparation: Expand after-school and Saturday Regents ELA prep with a specific focus on students hovering just below Level 4, using practice exams and item analysis to address skill gaps.

Through these targeted interventions- emphasizing curriculum alignment, instructional rigor, and equity-focused supports- DREAM will work to significantly increase the percentage of students achieving Level 4, while maintaining its strong record of preparing virtually all students to meet graduation requirements. This balanced approach ensures that DREAM continues to deliver on its dual mission of preparing students both for high school completion and for success in higher education and beyond.

GOAL 4: MATHEMATICS

All students at DREAM Charter School Mott Haven 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

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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.

In High School, DREAM students take Algebra I in 9th Grade, Geometry in 10th Grade, Algebra II in 11th Grade, and Pre-Calculus in 12th Grade. We use the highly-rated and evidence-based Illustrative Mathematics curriculum and the Imagine Learning digital platform to guide our course design, with adaptations made to align to New York State Regents examination content and formats. Our HS students engage in 5 days a week of mathematics, building conceptual understanding, procedural fluency, and engaging in real-world application.

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.

METHOD

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	81		6						87
4	87		2			1			90
5	58		2						60
6	84		4						88
7	88		2						90
8	0							90	90
All	398		16			1		90	505

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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	81	62	77%	62	49	79%
4	87	64	74%	48	41	85%
5	58	42	72%	45	36	80%
6	84	56	67%	-	-	-
7	88	63	72%	70	52	74%
8	-	-	-	-	-	-
All	398	287	72%	225	178	79%

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
398	8.3	19.6	48.5	23.6

$$PI = 0 * 8.3_{\text{Level 1}} + 1 * 19.6_{\text{Level 2}} + 2 * 48.5_{\text{Level 3}} + 2.5 * 23.6_{\text{Level 4}} = 175.6$$

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	79%	49	53%	661
4	85%	41	45%	679
5	80%	36	41%	686
6	-	-	-	-
7	74%	52	38%	721
8	-	-	-	-
All	79%	178	44%	2747

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.¹³

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	90.2	461.0	444.9	1.14
4	85.9	467.0	448.4	1.18
5	-	-	-	-
6	94.2	456.0	441.7	1.16
7	93.3	477.0	447.2	2.16
8	-	-	-	-
All	91.3	465.4	445.4	1.44

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.¹⁴

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	51.5	50.0
5	-	50.0
6	66.2	50.0

¹³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

¹⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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7	66.2	50.0
8	-	50.0
All	62.1	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

Overview of Results by Measure:

- **Absolute Measure – Proficiency (Second-Year Students):** The school met this target. In 2024–25, 79% of students enrolled at least two years scored at or above proficiency on the New York State Math exam, surpassing the 75% benchmark.
- **Absolute Measure – Performance Index (PI):** The school met this measure. DREAM’s PI was 175.6, well above the state’s 2024–25 Measure of Interim Progress (MIP) of 119.4.
- **Comparative Measure – Charter vs. District:** The school outperformed its district peers across all tested grades. Overall, 79% of DREAM students enrolled at least two years reached proficiency, compared with 44% districtwide.
- **Comparative Measure – Demographically Similar Schools (Effect Size):** DREAM exceeded expectations by a meaningful margin, with a 2023–24 effect size of 1.44, far above the 0.3 target. This demonstrates that students performed significantly better than peers in schools with similar economic demographics.
- **Growth Measure – Year-to-Year Progress:** The school surpassed the growth target. The mean growth percentile was 62.1, well above the state target of 50, showing that DREAM students are advancing more quickly than comparable students statewide.

Type	Measure	Outcome Met
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

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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 analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
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

DREAM Charter School Mott Haven achieved all five accountability measures for mathematics. Students not only exceeded absolute proficiency benchmarks but also outperformed their district peers and demographically similar schools by substantial margins. Additionally, the strong growth results indicate that DREAM's instructional program is accelerating student learning over time, ensuring that students are making meaningful progress beyond expected rates.

In summary, DREAM Charter School Mott Haven has fully met its mathematics accountability goal. These results reflect both the strength of its math program and the school's commitment to ensuring that all students, including those who begin below proficiency, demonstrate high levels of achievement and growth in mathematics.

MATHEMATICS ACTION PLAN

DREAM Charter School Mott Haven achieved all five mathematics accountability measures in 2024–25, demonstrating both high proficiency rates and accelerated growth compared to peers locally and statewide. To sustain this success and continue closing gaps, the school will implement the following strategic actions:

Sustaining High Levels of Proficiency:

- **Curriculum Rigor:** Continue aligning math instruction to state standards while embedding problem-solving and reasoning tasks that prepare students for advanced coursework.
- **Teacher Development:** Provide professional development focused on math discourse strategies, differentiated instruction, and high-leverage practices that push students from proficiency to mastery.
- **Consistency Across Grades:** Strengthen vertical alignment to ensure that gains in lower grades translate into readiness for the rigor of middle school math and Regents-level courses.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	95	95 (COVID)	-	-
2020	2023-24	91	88	1	33%
2021	2024-25	83	28	16	29%

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	95	95 (COVID)	-	-
2020	2023-24	91	88	3	100%
2021	2024-25	83	28	54	98%

High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	N/A	95	N/A	N/A
2020	33%	91	N/A	N/A
2021	29%	83	N/A	N/A

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e.

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scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on ELA Regents Exam
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	N/A	95	N/A	N/A
2020	100%	91	N/A	N/A
2021	98%	83	N/A	N/A

High School Math Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	53	19	(COVID)	-
2020	2023-24	7	7	0	-

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2021	2024-25	11	10	0	0%
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High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	53	19	(COVID)	-
2020	2023-24	7	7	0	-
2021	2024-25	11	10	1	100%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Overview of Results by Measure:

- Absolute Measure- College & Career Readiness Standard (Level 4): The school did not meet this measure. For the 2021 cohort, 29% of students scored at or above Performance Level 4 on the Regents mathematics exam, well below the 65% benchmark.
- Absolute Measure- Graduation Standard (Level 3): The school successfully met this measure. For the 2021 cohort, 98% of students scored at or above Performance Level 3, far surpassing the 80% benchmark and ensuring students met graduation-level expectations.
- Absolute Measure – Performance Index (PI): Not required for reporting in 2024–25.
- Comparative Measures (District Comparisons): Data were not available for 2024–25.
- Growth Measures:

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- The school did not meet the growth expectation for college and career readiness. Among students not proficient in grade 8 math, 0% of the 2021 cohort advanced to Level 4 by their fourth year.
- The school did meet the graduation readiness growth expectation. For the 2021 cohort, 100% of previously non-proficient students achieved at least Level 3, demonstrating that all were able to meet Regents-level requirements for graduation.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	YES
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	NO
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	YES

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

DREAM Charter High School partially met its accountability goal in high school mathematics. The school demonstrated considerable strength in ensuring students meet the graduation standard (Level 3), including those who entered high school below proficiency. Nearly all students were able to meet graduation requirements, reflecting the school's ability to provide effective support toward Regents exam success at the passing level.

However, the percentage of students attaining the higher Level 4 benchmark, aligned with college- and career-readiness, remains low. This highlights a persistent challenge in moving students beyond graduation-level proficiency to the advanced mastery required for postsecondary readiness.

In summary, DREAM has achieved success in preparing students to graduate with Regents-level math proficiency, but further progress is needed to expand the proportion of students achieving college- and career-readiness standards.

ACTION PLAN

Based on the 2024–25 accountability results, DREAM Charter High School will implement targeted strategies to increase the percentage of students meeting the college- and career-readiness benchmark (Level 4) on Regents mathematics exams, while sustaining the strong success in ensuring nearly all students achieve graduation readiness (Level 3).

Raising Performance to Level 4 (College & Career Readiness):

- Curriculum Rigor and Alignment: Revise Algebra I, Geometry, and Algebra II curricula to integrate more advanced problem-solving, multi-step reasoning, and Regents Level 4 practice tasks.
- Instructional Interventions: Identify students scoring close to Level 4 (“bubble students”) and provide targeted after-school Regents prep, math labs, and one-on-one tutoring focused on higher-order skills.
- SAT/College Alignment: Align upper-level math instruction more explicitly with SAT and college placement standards, reinforcing connections between Regents mastery and postsecondary readiness.

GOAL 5: SCIENCE

All students at DREAM Charter School Mott Haven 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.

In High School, our students take a New York State Regents aligned Biology course in 9th grade, an Earth Science course in 10th grade, Chemistry in 11th grade and AP Biology or AP Environmental Science in 12th grade.

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 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	44	26	59%
8	-	-	-
All	44	26	59%

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.

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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 2 nd Year			All District Students			New York State
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient	Percent Proficient
5	44	26	59%	N/A	N/A	N/A	45%
8	-	-	-	-	-	-	-
All	44	26	59%	-	-	-	45%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

In 2024–25, the school partially met its accountability goal in science. On the absolute proficiency measure, the school did not meet the target of 75 percent proficiency. Among fifth graders enrolled at least two years, 59% achieved proficiency, falling short of the benchmark.

However, the school achieved success on the comparative measure. DREAM's 59% proficiency rate exceeded the statewide proficiency rate of 45%, and also outperformed the district, which did not meet the same level of proficiency in the corresponding grade.

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.	No
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
	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

While DREAM Charter School Mott Haven did not meet the absolute benchmark of 75% proficiency, students outperformed their district and state peers, demonstrating stronger relative achievement in science. These results suggest that the school's science instruction is delivering positive outcomes

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compared to peer contexts, but additional focus will be needed to raise absolute proficiency rates and move more students toward mastery of grade-level science standards.

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 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	Earth Science	81	11	13.5%
8	2024-25	Earth Science	86	14	16%

ACTION PLAN

Based on the 2024–25 accountability results in science, DREAM Charter School Mott Haven will implement targeted interventions to raise student proficiency rates to at least 75% while maintaining the school’s comparative advantage over district and state peers.

Strengthening Core Instruction:

- Curriculum Alignment: Review and refine science curriculum in grades 3–8 to ensure alignment with the Next Generation Science Standards (NGSS) and the NYS Science Learning Standards, emphasizing inquiry, hands-on investigation, and data analysis.
- Instructional Rigor: Increase emphasis on higher-order thinking and problem-solving tasks that mirror the expectations of the state science assessments.
- Vertical Alignment: Strengthen connections between elementary and middle school science programs to ensure that skills introduced in grades 3–5 are reinforced and expanded upon in grades 6–8.

By strengthening core instruction, expanding targeted supports, and focusing on equity-driven strategies, DREAM will work to raise science proficiency rates to at least 75% while sustaining its demonstrated comparative advantage over district and state peers. This dual focus ensures both immediate gains in tested grades and long-term readiness for high school and beyond.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score **at least 65** on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	95	95 (COVID)	-	-
2020	2023-24	91	87	4	100%
2021	2024-25	83	47	33	92%

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of **65 or above** will exceed that of the high school Total Cohort from the school district of comparison.

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	-	95	NA	NA
2010	100%	91	NA	NA
2021	92%	83	NA	NA

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

In 2024–25, the school met its accountability goal in science on the absolute measure. For the 2021 cohort, 92% of students passed a Regents science exam with a score of 65 or higher, significantly exceeding the 75% benchmark.

In the prior year, the 2020 cohort reached 100% proficiency, demonstrating consistency in meeting this goal across multiple graduating classes.

For the comparative measure, results for the district of comparison were not available, so no determination could be made for this component.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	YES
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

Overall, DREAM Charter High School successfully met its high school science accountability goal. The school has demonstrated strong performance on Regents science exams, with more than nine in ten students achieving passing scores by their fourth year. While comparative data were not available for this cycle, the consistently high passing rates indicate that DREAM is effectively preparing its students for success in science at the high school level and meeting state accountability expectations.

ACTION PLAN

DREAM Charter High School's accountability results show that more than 90% of students are meeting Regents science exam requirements by their fourth year, consistently surpassing the state's 75% benchmark. While this represents strong attainment of the accountability goal, DREAM will now prioritize strategies to sustain high pass rates while also increasing the percentage of students achieving mastery-level performance (scores above 85).

1. Sustaining High Pass Rates (65+):

- Targeted Regents Prep: Continue offering Regents-aligned review sessions during the school year and summer, ensuring that all students have multiple opportunities to sit for and pass a Regents science exam.
- Progress Monitoring: Use interim assessments and Regents-style practice tests to track student readiness throughout the year, intervening early for those at risk of falling below the passing threshold.
- Multiple Entry Points: Expand access to Living Environment and Earth Science as first Regents experiences, while providing tailored supports to ensure eventual success in Chemistry and Physics.

2. Increasing Mastery (85+):

- Curriculum Rigor: Strengthen lab-based inquiry, data analysis, and extended writing in science courses to deepen critical thinking beyond the passing standard.
- Advanced Pathways: Expand opportunities for students to take higher-level science courses (AP Biology, AP Environmental Science, or college-level partnerships) to raise expectations and outcomes.
- High-Impact Teaching Strategies: Provide professional development for science teachers on pushing students from proficiency to mastery, emphasizing inquiry-based labs, cross-disciplinary literacy, and test-taking stamina.

GOAL 6: SOCIAL STUDIES

All students at DREAM Charter School Mott Haven will demonstrate proficiency in the social sciences.

BACKGROUND

In High School, our students take a two-year AP World History course aligned both to the NYS Regents Global History and Geography course and to the AP Modern World exam in 9th and 10th grades. In 11th grade, students take an AP US History course aligned to both the AP US History exam and the NYS Regents US History course. In 12th grade, students take the AP Research Capstone course.

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

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METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	95	95	-	-
2020	2023-24	91	90	1	100%
2021	2024-25	83	17	51	77%

Social Studies Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

U.S. History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	-	95	N/A	N/A
2020	100%	91	N/A	N/A
2021	77%	83	N/A	N/A

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

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METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	95	95	-	-
2020	2023-24	91	21	70	100%
2021	2024-25	83	17	64	97%

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Global History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	-	95	N/A	N/A
2020	100%	91	N/A	N/A
2021	97%	83	N/A	N/A

SUMMARY OF THE SOCIAL STUDIES GOAL

In 2024–25, DREAM Charter High School met its accountability goal in social studies on the absolute measures. For the 2021 cohort, 77% of students passed the U.S. History Regents exam with a score of 65

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or higher, surpassing the 75% target. Performance was even stronger on the Global History Regents exam, with 97% of the cohort achieving a passing score, well above the benchmark.

On the comparative measures, district data were not available for review this cycle. As such, no determination could be made on whether DREAM students outperformed their district peers. However, the consistently high passing rates across multiple cohorts suggest that the school's social studies program is providing students with the knowledge and skills necessary to succeed in both Regents exams.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	YES
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	YES
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

Overall, DREAM Charter High School successfully attained its accountability plan goal in social studies by ensuring that the majority of students passed both required Regents exams. With U.S. History performance exceeding the benchmark and Global History results approaching universal proficiency, DREAM has demonstrated strong success in preparing students for graduation-level expectations in the social sciences. While comparative data remain unavailable, the school's results reflect a high level of instructional effectiveness and accountability goal attainment in this subject area.

ACTION PLAN

DREAM Charter High School's accountability results show that students are consistently meeting state expectations in social studies, with both U.S. History and Global History Regents pass rates surpassing the 75% benchmark. While these outcomes reflect strong attainment of the accountability plan goal, DREAM will focus on sustaining high pass rates and moving a greater proportion of students toward mastery (scores of 85+) to strengthen college and career readiness.

1. Sustaining High Pass Rates (65+):

- Early Regents Preparation: Integrate Regents-style questions, document-based questions (DBQs), and thematic essays into daily instruction across the AP-aligned history courses.
- Progress Monitoring: Use interim assessments modeled on Regents tasks to identify students at risk of scoring below 65 and provide targeted reteaching and tutoring.
- Multiple Entry Points: Continue to scaffold Regents-aligned skills beginning in 9th and 10th grade through AP World History coursework, ensuring students are well-prepared by the time they reach U.S. History in 11th grade.

2. Increasing Mastery Rates (85+):

- Curriculum Rigor: Strengthen DBQ essay writing and historical analysis skills, aligning classroom assignments more closely with AP standards to push students beyond basic proficiency.
- Targeted Enrichment: Provide after-school or Saturday "mastery labs" for students already passing but capable of moving from Level 3 (65–84) into the Level 5 range (85+).
- Advanced Coursework: Expand opportunities for students to take additional AP social studies electives or dual-enrollment courses to further develop historical thinking skills and readiness for college-level work.

3. Subgroup and Equity Focus:

- English Language Learners (ELLs): Provide scaffolds for analyzing historical texts, including vocabulary glossaries, primary-source supports, and structured DBQ outlines.
- Students with Disabilities: Strengthen co-teaching models and differentiated instruction to ensure equitable access to Regents-level tasks and AP-level content.

GOAL 7: 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 Mott Haven 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.