DREAM
PLAY LEARN GROW

DREAM CHARTER SCHOOL

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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INTRODUCTION

Eve Colavito, Chief of Schools, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Richard A. Berlin	Chair
Jessica Boccardo	Trustee
Ashish B. Doshi	Treasurer
Jonathan Gyurko	Trustee
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Claudia Zeldin	Secretary

Eve Colavito has served as the Chief of Schools since 2009.

DREAM opened in 2008 as a New York City Department of Education-authorized (NYCDOE) charter school and currently serves 618 students in PreK-9th grade. In 2012 the school's charter was renewed for a five-year term and in 2017 the school moved from authorization by NYCDOE to the SUNY Charter Schools Institute (SUNY CSI). In 2017-18 the school will add its first 9th grade class and in 2021 will reach full scale to serve over 1,000 students in PreK-12.

DREAM is proudly an inclusive community school and has developed a reputation for supporting the needs of all learners. Currently the school demographics mirror those of Community School District 4 (CSD 4); in the 2016-17 school year, 91.4% of DREAM students qualified as economically disadvantaged (ED), 26.2% were students with disabilities (SWD), and 10.1[1]% were English language learners (ELLs). DREAM runs its own school food program, and therefore data from SIRS will reflect an incorrect percentage for students qualifying for free and reduced price lunch.

DREAM Charter School's mission is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.

DREAM's key design elements are:

- An innovative curriculum that emphasizes critical thinking and questioning
- 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 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

School Enrollment by Grade Level and School Year										
School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	50	50	50	50	50	41				291
2013-14	50	49	48	48	49	50	47			341
2014-15	50	49	50	50	49	49	47	48		392
2015-16	51	51	52	49	50	50	50	48	47	448
2016-17	54	54	54	54	54	54	54	52	52	482

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[1] Includes current and former ELLs.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the DREAM Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

The elementary school English Language Arts curriculum is broken into four blocks: Shared Text, Writer's Workshop, Reader's Workshop, and Interactive Read Aloud. Lower elementary students also receive FUNdations, a Wilson Reading System program to teach phonics and phonemic awareness.

The Shared Text curriculum is developed around six thematic units in each grade. Students read a canon of texts to create a foundational bank of shared literary experiences. Together, the six units expose students to a wide variety of fiction and nonfiction texts, while learning the skills demanded by the common core standards. Texts read within the thematic units will provide an interdisciplinary connection between content.

Middle school students engage in ten thematic units over the course of the school year. Each unit theme (Survival, Culture, Perspectives, Institutions, Balance, Identity, Greed, Ethics, Bridges, and Citizenship) serves as a consistent thread that is integrated into all academic subjects, as well as Homeroom, Advisory, and Community Gatherings.

The middle school English Language Arts curriculum is broken down into three blocks—Literature, Writer's Workshop, and Guided Reading (which is taught during Focus). During Literature class, students and teachers engage in several novel studies. Each novel is purposefully selected to support the theme of the current integrated unit and, at times, to support the learning that is happening in Social Studies or Science. Students are exposed to a range of topics, genres, and authors through the Literature block and engage in in-depth discussion and analysis with their teachers and peers.

The purpose of our interconnected literacy program is to provide students a balanced and comprehensive understanding of literacy. Each block provides a separate, yet connected, way of approaching texts as readers and writers. Scholars learn how to think critically and analyze a wide variety of challenging texts, write in response to literature, and identify themselves as readers and writers as they choose to read and write on topics and in genres of their choice.

DREAM offers robust professional development designed to provide teachers with a variety of opportunities to develop their practice. Weekly PD sessions are held for all staff on Friday afternoons from 1:00pm to 4:00pm. PD is focused on school priorities, curriculum, student culture, staff culture and other relevant topics throughout the year. All DREAM classroom teachers receive professional development on how to administer the Fountas and Pinnell Benchmark Assessment and use the results to teach guided reading.

Teachers also use PD and other common planning times to conduct unit previews and reviews. The purpose of a unit preview is to intellectually prepare to teach the upcoming unit by internalizing desired outcomes, what evidence of student mastery will look like and sound like, and plan for student understanding. Unit previews allow for effective backwards planning, which increases the purposefulness and intentionality of instruction and allows teachers to make better instructional decisions every step of the way. At the end of each unit teachers analyze the unit assessment results using our unit review protocol. This practice allows teachers to identify gaps in student learning and take targeted action to reteach and remediate as needed. We implemented unit assessment tracking and unit reviews as a formal school-wide practice in 2015-16 school year to shorten the data cycle and improve instruction.

In 2012, DREAM implemented a robust interim assessment data cycle that empowers teachers to use the data collected through interim assessments to implement targeted re-teaching that develop the skills students need most. The first step in the data cycle is instructional planning aligned to standards. DREAM teachers have internalized priority standards for their grade level and plan to teach them at multiple points in the year. After six to eight weeks of instruction, students take an interim assessment to measure student learning. Leaders and teachers, in conjunction with DREAM's Director of Data and Assessment, use this data to identify big picture trends and determine whether students are on-track to meet their end of year goals, which then allows grade team leaders to prioritize standards to teach and re-teach to students. On Data Day, teachers analyze data and create an action plan for re-teaching standards. The backbone of DREAM's interim assessment analysis 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. These reflection meetings ensure accountability and build teachers' understanding of how their actions lead to changes in student learning. Effective reflection meetings also improve planning, because teachers walk away with lessons learned to incorporate into future instruction.

Goal 1: Absolute Measure

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.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

	Total	Not Tested[2]				Total
Grade	Tested	IEP	ELL	Absent	Refused	Enrolled
3	53	0	0	0	1	54
4	54	0	0	0	0	54
5	54	0	0	0	0	54
6	53	0	0	0	1	54
7	50	1	0	0	1	52
8	51	0	0	0	0	51
All	315	1	0	0	3	319

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Note: One 7th grader took the NYSAA

RESULTS

Although students did not meet the target of 75% proficient, 47.5% of students in at least their second year scored proficient.

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	62.3%	53	64.3%	42
4	48.1%	54	50.0%	42
5	48.1%	54	50.0%	46
6	28.3%	53	31.8%	44
7	42.0%	50	41.9%	43
8	45.1%	51	47.5%	40
All	**45.7%**	315	**47.5%**	257

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

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[2] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

EVALUATION

The school did not meet the measure by 27.5 points. Third grade had the highest proficiency, with 64.3% of students in at least their second year scoring proficient. The third grade teaching team has been working together at DREAM for 4 years and effectively drives student achievement. The sixth grade had the lowest proficiency in 2016-17 and the sixth grade team will be working on differentiation, written response to informational texts, and student-led learning in 2017-18 to address weaknesses.

ADDITIONAL EVIDENCE

Between 2012-13 and 2016-17, DREAM did not meet the target of 75% proficiency. However, ELA proficiency grew in every year and DREAM's ELA effect size exceeded SUNY's target in 2014-15 and 2015-16.

As a community school, DREAM backfills open seats in grades K-8. Of the students in grades 3 through 8, 17% were new to DREAM in 2016-17 Previous state test scores show that these students came to DREAM at much lower proficiency rates and made significant gains after one year at DREAM.

ELA		
	2016	2017
New students	7%	37%
Returning students	50%	58%

Note: includes all general education students with 2 years of data

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29.3%	41	33.3%	39	64.3%	42
4	29.3%	41	61.4%	44	50.0%	42
5	11.1%	36	37.5%	48	50.0%	46
6	21.6%	37	22.0%	41	31.8%	44
7	28.9%	38	29.4%	34	41.9%	43
8			46.5%	43	47.5%	40
All	24.4%	193	39.0%	249	47.5%	257

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[3]

RESULTS

The school exceeded the target of 111 with a PLI of 132.

English Language Arts 2016-17 Performance Level Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
315	14	40	37	9

$$PI = 40 + 37 + 9 = 86$$
$$37 + 9 = 46$$
$$PLI = 132$$

EVALUATION

The school exceeded the measure by 21 points. Overall, DREAM decreased the percentage of Level 1 students from 25% to 14% (note: includes all students with 2016 & 2017 scores).

As an inclusive school, DREAM is proud to serve a student population that includes 27% students with disabilities, a rate that is proportionate to our local district and higher than NYC average of 21%. In 2016-17, the percentage of DREAM special education students that scored Level 1 in ELA was dramatically lower than district and city peers (38% at DREAM vs. 59% district and 58% city).

DREAM's Response to Intervention (RtI) program ensures that high-quality instruction and intervention is matched to student needs as a school-wide system of organizing instruction and support resources to meet the diverse needs of learners. RtI begins with high-quality, research-based instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and targeted focus of instruction. As an outcome of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who are not making satisfactory progress can be identified for supplemental intervention. In both the elementary and

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[3] In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

middle school we have an intervention block, WIN and Focus respectively, during which time students receive small group enrichment, remediation, or intervention based on specific assessment criteria.

> **Goal 1: Comparative Measure**
>
> 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.

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.[4]

RESULTS

The proficiency of students at DREAM exceeded the proficiency of CSD 4 in every grade, 3-8.

2016-17 State English Language Arts Exam Charter School and District Performance by Grade Level				
	Percent of Students at Proficiency			
Grade	Charter School Students In At Least 2nd Year		All District #4 Students	
	Percent	Number Tested	Percent	Number Tested
3	64.3%	42	35.9%	886
4	50.0%	42	35.1%	889
5	50.0%	46	30.1%	933
6	31.8%	44	27.3%	905
7	41.9%	43	30.9%	886
8	47.5%	40	39.2%	962
All	**47.5%**	**257**	**30.0%**	**5461**

EVALUATION

DREAM exceeded the aggregate proficiency of CSD 4 by 17.5 points. At 28% above CSD 4, third grade performance was incredibly strong. Fourth and fifth grade proficiency exceeded the district by 15% and 20% respectively. These very strong comparative results in upper elementary can be attributed to strong curriculum and coaching, in addition to high student engagement and strong classroom culture.

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[4] Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

ADDITIONAL EVIDENCE

DREAM exceeded CSD 4 in 2014-15, 2015-16, and 2016-17 and has increased at a faster rate than the district, growing by 23 points between 2014-15 and 2016-17 while CSD 4 grew by 6.8 points in the same time span.

DREAM enrolls a population representative of CSD 4. In the 2016-17 school year, 91.4% of DREAM students qualified as economically disadvantaged, 26.2% were students with disabilities, and 10.1% were English language learners.

	English Language Arts Performance of Charter School and Local District by Grade Level and School Year					
Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	29.3%	28%	33.3%	38.2%	64.3%	35.9%
4	29.3%	25.4%	61.4%	34.3%	50.0%	35.1%
5	11.1%	22.3%	37.5%	29.9%	50.0%	30.1%
6	21.6%	20.5%	22.0%	26.5%	31.8%	27.3%
7	28.9%	19.8%	29.4%	29.9%	41.9%	30.9%
8			46.5%	31.9%	47.5%	39.2%
All	**24.4%**	**23.2%**	**39.0%**	**31.8%**	**47.5%**	**30.0%**

Goal 1: Comparative Measure

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.

METHOD

The SUNY Charter Schools Institute ("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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

DREAM's effect size was .39, which exceeds the target of .3, and is higher than expected to a meaningful degree.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	74.0	49	37	35.2	1.8	0.10
4	66.0	50	60	36.8	23.2	1.40
5	74.0	50	38	26.3	11.7	0.79
6	64.6	46	22	30.1	-8.1	-0.53
7	60.4	45	29	32.6	-3.6	-0.22
8	60.4	46	43	31.5	11.5	0.66
All	76.6	286	38.5	32.1	6.4	0.39

School's Overall Comparative Performance:
Higher than expected to a meaningful degree

EVALUATION

The school met the measure. Notably, grade 4 had an effect size of 1.40, greatly exceeding the target.

ADDITIONAL EVIDENCE

While the effect size did not meet the target in 2013-14, it exceeded the target in both 2014-15 and 2015-16.

Note that the school's FRPL percentages are incorrect in the table below. The correct percentages are 84.3% in 2013-14 and 90% in 2015-16.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-6	75.0	191	20.9	23.1	-0.14
2014-15	3-7	88.2	246	21.5	16.7	0.36
2015-16	3-8	69.4	286	38.5	32.1	0.39

Goal 1: Growth Measure[5]

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 state's unadjusted median growth percentile.

METHOD

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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 statewide median, it must have a mean growth percentile greater than 50.

RESULTS

DREAM was above the statewide median, at 52.6. Notably, grade 4 had a mean growth percentile above 60.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	61.7	50.0
5	44.5	50.0
6	49.1	50.0
7	52.2	50.0
8	50.8	50.0
All	**52.6**	50.0

EVALUATION

The school met the measure.

ADDITIONAL EVIDENCE

DREAM exceeded the statewide median in 2014-15 and 2015-16, showing consistently strong growth in ELA relative to the state.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median

[5] See Guidelines for Creating a SUNY Accountability Plan for an explanation.

4		46.7	61.7	50.0
5		54.1	44.5	50.0
6		52.3	49.1	50.0
7		67.2	52.2	50.0
8			50.8	50.0
All		**55.3**	**52.6**	**50.0**

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

DREAM met one of the two absolute goals, both comparative goals, and its growth goal in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Meet
Absolute	Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.	Met
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.	Met
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Met
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 state's unadjusted median growth percentile. (Using 2015-16 results.)	Met

ACTION PLAN

Overall, this year DREAM is focusing on inclusion to improve student achievement results for students at all levels of performance. While we are proud of the gains made on the 2016-17 ELA NYS test, we believe that to continue making meaningful progress we need to develop our ability to meet the needs of all students. As stated earlier, the percentage of students scoring Level 1 in ELA decreased from 25% to 14%. While this constitutes significant progress, we know that the students scoring Level 1 are far below grade-level expectations and not on track for success in high school, college and career. We also know that many of the students who scored Level 1 in 2017 are students with significant learning and/or behavioral needs.

We believe our responsibility to those students is threefold:

1. Because the belief and ownership of all leaders and teachers is key to achieving our goal, we must align and norm the entire staff on high expectations for ALL students, including special populations.

2. To deeply understand our students' needs and the root causes, we must improve the ability of teachers to accurately diagnose student struggles.

3. To increase student achievement, we must build teacher skill in effectively intervening to meet student needs.

To this end, DREAM will provide teachers with professional development that deepens their understanding of how different disabilities manifest themselves, equips them with the knowledge and skills to implement IEPs and behavior improvement plans, and broadens their toolbox for addressing learning gaps and for extending/enriching learning. DREAM will also maximize people and time in pursuit of student goals by making teacher responsibilities and roles even more well-defined and be more explicit about how co-teachers should look at data and spend their time.

One of the elementary school instructional priorities is to increase data driven instruction by ensuring that teachers have the mindset and skill needed to collect data during lessons and use data provided to plan purposeful instruction and targeted remediation. The first part of this is ensuring that teachers use the schoolwide assessment data we already have available to consistently inform instruction in an ongoing way. The second element is increasing data tracking within a lesson so that student progress is monitored, errors are identified, and teachers provide additional opportunities to practice.   To this end, we must coach teachers around how to plan for data collection points in a lesson, collect data during instruction, and make data-driven decisions within lessons, between lessons, and across the unit of instruction.

DREAM Middle School has also made some structural decisions to support inclusion and more purposeful co-teaching. Similar to last year, weekly grade team meetings include scholar talk as part of the RtI program; however, this year scholar talk alternates each week to focus on both at risk general education students and students with IEPs (using the IEP as a resource), whereas scholar talk used to be just focused on at risk general education students.

In addition, teachers now have formal weekly co-planning meetings with their co-teacher and coach in which they add choreography to the lesson plan to more explicitly identify what each teacher is doing during various points in the lesson. Also, the lesson plan timeline and feedback used to be different for the general education teacher and the learning specialist, but this year lesson plan feedback is given on both the content lesson plan and differentiated materials at the same time to allow for more coordination. The Middle School Instructional Leadership team is also performing more co-observations to align on expectations for co-teaching and differentiation.

The Middle School humanities curriculum is now in its fourth year of implementation, which means we are at a place where we can differentiate at all levels rather than one differentiated packet for students below grade level. Over the summer, middle school teachers received professional development on expectations for differentiating homework. This year students are offered three types of homework: extension, preparation, and practice. Teachers differentiate volume, task, and complexity for both underperforming and high performing students to remediate and extend learning as needed.

As discussed above, the sixth grade ELA results demonstrate a need for more focused teacher development in effective differentiation, written response to informational texts, and how to lead instruction in a more facilitative way. To this end, the 6th grade Literature teacher attended an intensive summer literacy program at Lesley University and will be directly coached by the middle school principal this year.

MATHEMATICS

Goal 2: Mathematics

All Students at the DREAM Charter School will become proficient in Mathematics.

BACKGROUND

DREAM believes that scholars must develop a deep, conceptual understanding of Math in order to be able to achieve the college or career of their choice. To achieve that depth of understanding, our Math curriculum is rooted in Cognitively Guided Instruction (CGI). CGI is built on the belief that scholars must be charged with constructing problem-solving strategies that make sense to them and build on their prior knowledge of the world. In the story problem (ES) and problem solving (MS) blocks, scholars are challenged to defend their strategies and reflect on their approach to solving the problem. Additionally, scholars will analyze the strategies of their peers and make generalizations and conjectures about mathematical concepts. Through analyzing, scholars learn more advanced strategies and gain a more complex understanding of mathematical concepts. In contrast to the traditional teaching method of direct modeling and practice, our approach allows scholars to develop meaningful and lasting mathematical understandings.

The purpose of the elementary school Math Workshop block is to address all of the Common Core standards at a given grade level. The math units that comprise the Math Workshop block address domains not mastered in the Story Problem block, such as measurement, data and geometry. Through the use of TERC Investigations and Context for Learning Mathematics our scholars are exposed to a variety of mathematical concepts and strategies. During the math block at DREAM our scholars learn how to apply different problem solving strategies by listening and observing their peers. Our math instruction is Common Core aligned with an emphasis on exploratory learning. Teachers act as strategic facilitators of this process to surface and make connections among mathematical concepts. Middle school teachers use the Mathematics in Context (MiC) curriculum in which each unit is organized by domain including Number, Geometry, Algebra, and Statistics and Probability. The curriculum uses realistic, real-world contexts that engage and motivate students and uses various representations that will encourage retention and flexible thinking.

During Story Problem and Problem Solving, students are presented with a purposefully planned word problem. After a brief launch, students spend several minutes solving the problem, using multiple strategies of their choice. During this time, the teacher circulates in order to gather data

and choose 2-3 scholars to share their work. During the share, students dictate their strategy to the teacher as s/he images the student's work for all to see. After the share, the teacher engages students in a discourse about the shared strategies, in which students share computational strategies to construct deeper understandings about Operations and Algebra.

An additional part of the math program at DREAM consists of math routines. These routines are short but important. They force students to think critically and flexibly and allow teachers to assess student thinking in a short period of time. Routines should be planned purposefully to meet the needs of the scholars in the class. Math routines develop strong scholar counting skills, number sense, fluency, and deepen the understanding of key mathematical concepts. These routines include: Counting Around the Room, True/False Number Sentences, Number Strings, and more.

The Director of Math Curriculum and Instruction, Denise Barilar, joined DREAM in 2016-17 school year and plays a critical role in the vertical alignment and strengthening of our math program. Over the summer and throughout the year DREAM teachers receive training from Dr. Stephanie Smith a consultant who provides professional development on Cognitively Guided Instruction, a math instruction technique. Similar to the data cycle described for ELA, DREAM teachers analyze Math unit and interim assessment data to identify gaps in student learning and take targeted action to reteach and remediate as needed.

Goal 2: Absolute Measure
Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2016-17 State Mathematics Exam Number of Students Tested and Not Tested						
Grade	Total Tested	Not Tested[6]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	53	0	0	0	1	54
4	53	0	0	0	1	54
5	54	0	0	0	0	54

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[6] Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

6	53	0	0	0	1	54
7	50	1	0	0	0	51
8	50	0	0	1	0	51
All	313	1	0	1	3	318

RESULTS

On the 2017 NYS Test, 57.9% of students in at least their second year at DREAM were proficient in Math.

Performance on 2016-17 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

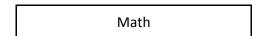| Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	73.6%	53	78.6%	42
4	67.9%	53	68.3%	41
5	68.5%	54	69.6%	46
6	49.1%	53	53.5%	43
7	34.0%	50	34.9%	43
8	38.0%	50	41.0%	39
All	**55.6%**	**313**	**57.9%**	**254**

EVALUATION

The school did not meet the measure, falling short of the goal by 17.1 points. Notably, grade 3 *did* meet the target, with 78.6% scoring proficient. The consistently high performance in third grade Math demonstrates strong curriculum and teacher development.

To continue to improve Middle School Math performance the school will make targeted curriculum improvements and increase teacher development in constructivist math pedagogy in grades 6-8.

ADDITIONAL EVIDENCE

Between 2012-13 and 2016-17, math proficiency for students in at least their second year at DREAM has more than doubled, from 22% in 2012-13 to 58% in 2016-17. In comparison, math proficiency in CSD 4 has remained relatively flat. Between 2012-13 and 2016-17, CSD 4's math proficiency gained just 5 points while DREAM's grew by 36 points.

As a community school, DREAM backfills open seats in grades K-8. Of the students in grades 3 through 8, 17% were new to DREAM in 2016-17 Previous state test scores show that these students came to DREAM at much lower proficiency rates and made significant gains after one year at DREAM.

Math

	2016	2017
New students	27%	50%
Returning students	67%	69%

Note: includes all general education students with 2 years of data

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	65.9%	41	53.8%	39	78.6%	42
4	68.3%	41	68.2%	44	68.3%	41
5	30.6%	36	54.2%	48	69.6%	46
6	27.8%	36	29.3%	41	53.5%	43
7	42.1%	38	41.2%	34	34.9%	43
8			41.9%	43	41.0%	39
All	47.9%	192	48.6%	249	57.9%	254

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.[7]

RESULTS

DREAM's PLI was 142, which significantly exceeded the AMO of 109.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
313	13	32	36	19

[7] In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

PI	=	32	+	36	+	19	=	87
				36	+	19	=	<u>55</u>
						PLI	=	142

EVALUATION

DREAM exceeded the AMO by 33 points. Overall, DREAM decreased the percentage of Level 1 students from 18% to 13% (note: includes all students with 2016 & 2017 scores).

As an inclusive school, DREAM is proud to serve a student population that includes 27% students with disabilities, a rate that is proportionate to our local district and higher than NYC average of 21%. In 2016-17, the percentage of DREAM special education students that scored Level 1 in Math was lower than district and city peers (34% at DREAM vs. 70% district and 64% city).

At DREAM, we do not think that students struggling in Math need more direct instruction. In fact, we think this approach can often lead struggling students to attempt mathematical operations and procedures without understanding what they are doing or why, leading to significant gaps in conceptual understanding. In contrast, DREAM's math program encourages students to construct problem-solving strategies that make sense to them and build on their prior knowledge of the world. The curriculum uses realistic, real-world contexts that engage students and uses various representations that will encourage retention and flexible thinking. This approach allows scholars to develop meaningful and lasting mathematical understandings.

> **Goal 2: Comparative Measure**
> 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 the performance of tested students enrolled in at least their second year to that of 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]

RESULTS

DREAM exceeded CSD 4 math proficiency in every grade, 3-8.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

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[8] Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its News Release webpage.

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	78.6%	42	38.8%	902
4	68.3%	41	33.3%	897
5	69.6%	46	34.9%	945
6	53.5%	43	27.6%	918
7	34.9%	43	23.5%	901
8	41.0%	39	15.4%	676
All	**57.9%**	254	**33.0%**	5239

EVALUATION

The school met the measure, exceeding the aggregate performance of CSD 4 by 24.9 points. Grades 3 through 5 exceeded district performance by 34 points or more, demonstrating very strong comparative performance in elementary school math. Sixth and eighth grade exceeded district performance by 26 points. Seventh grade exceeded the district by a smaller margin of 11 points, in large part because the seventh grade cohort is comprised of 37% special education students, which presented challenges in terms of effective differentiation to meet the needs of all learners.

ADDITIONAL EVIDENCE

DREAM exceeded the math proficiency in CSD 4 in 2014-15, 2015-16, and 2016-17. In addition, DREAM's proficiency grew at a faster rate, increasing by 10 points in time frame while CSD 4 grew by 4.6 points. DREAM's population is representative of CSD 4.

Mathematics Performance of Charter School and Local District by Grade Level and School Year						
Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	65.9%	34.5%	53.8%	37.2%	78.6%	38.8%
4	68.3%	32.0%	68.2%	33%	68.3%	33.3%
5	30.6%	27.4%	54.2%	32%	69.6%	34.9%
6	27.8%	24.5%	29.3%	25.1%	53.5%	27.6%
7	42.1%	22.9%	41.2%	22.4%	34.9%	23.5%
8			41.9%	16.4%	41.0%	15.4%
All	**47.9%**	**28.4%**	**48.6%**	**27.8%**	**57.9%**	**33.0%**

Goal 2: Comparative Measure
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 Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. 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 requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

The effect size in 2015-16 was .84, which was higher than expected to a large degree.

			2015-16 Mathematics Comparative Performance by Grade Level			
Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	74.0	49	55	37.7	17.3	0.85
4	66.0	50	66	40.8	25.2	1.37
5	74.0	50	54	31.5	22.5	1.28
6	64.6	46	30	35.3	-5.3	-0.29
7	60.4	45	42	31.9	10.1	0.53
8	76.6	46	39	16.6	22.4	1.18
All	69.4	286	48.1	32.5	15.6	0.84

School's Overall Comparative Performance:
Higher than expected to a large degree

EVALUATION

The school met the measure, exceeding the target effect size by .54. Third, fourth, fifth, and eighth grade had an effect size that was higher than expected to a large degree. Seventh grade had an effect size that was higher than expected to a meaningful degree. Sixth grade had a lower than expected effect size. The 2015-16 sixth grade cohort was comprised of 37% special education students struggled to increase proficiency, however, they dramatically decreased the percentage of level 1 students from 46% to 24%.

ADDITIONAL EVIDENCE

DREAM exceeded the effect size target in every year from 2013-14 through 2015-16.

Note that the school's FRPL percentages are incorrect in the table below. The correct percentages are 84.3% in 2013-14 and 90% in 2015-16.

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-6	75.0%	192	44.8	31.8	0.69
2014-15	3-7	88.2%	244	43.9	23.6	1.12
2015-16	3-8	69.4%	286	48.3	32.5	0.84

Mathematics Comparative Performance by School Year

Goal 2: Growth Measure[9]
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 state's unadjusted median growth percentile.

METHOD

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains <u>2015-16</u> results, the most recent Growth Model data available.[10]

RESULTS

The school's mean growth percentile was 57.3.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide

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[9] See Guidelines for <u>Creating a SUNY Accountability Plan</u> for an explanation.

[10] Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

		Median
4	55.8	50.0
5	43.1	50.0
6	61.5	50.0
7	68.0	50.0
8	58.9	50.0
All	**57.3**	50.0

EVALUATION

The school met the measure with an overall mean growth percentile of 57.3, which is greater than the state median. Notably, the seventh grade cohort exceeded the measure by 18 points with a mean growth percentile of 68. This cohort increased proficiency by 13% going from 29.5% proficient to 42.2% proficient.

ADDITIONAL EVIDENCE

In both 2014-15 and 2015-16, DREAM's mean growth percentile exceeded the statewide median, showing consistently strong growth in Math relative to the state.

Mathematics Mean Growth Percentile by Grade Level and School Year				
Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4		39.2	55.8	50.0
5		45.2	43.1	50.0
6		63.4	61.5	50.0
7		58.8	68.0	50.0
8			58.9	50.0
All		51.4	57.3	50.0

SUMMARY OF THE MATHEMATICS GOAL

DREAM met one of the two absolute goals, both comparative goals, and its growth goal in Math.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Met
Absolute	Each year, the school's aggregate Performance Level Index on the State mathematics exam will meet the Annual Measurable Objective set forth in the state's NCLB accountability system.	Met
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.	Met
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 small degree) according to a regression analysis controlling for economically disadvantaged students among all public	Met

	schools in New York State. (Using 2015-16 school district results.)	
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 state's unadjusted median growth percentile.	Met

ACTION PLAN

To maintain and improve Math student achievement, DREAM will leverage the unit and interim assessment data cycle as way to improve instruction and accelerate student learning. In 2016-17 the elementary school prioritized ELA unit previews and reviews in terms of both scheduling and leader support. Now that this practice is in place, the elementary school will implement much more regular unit previews and reviews in Math. This practice will have a major impact on co-teachers ability to have shared ownership over all content areas and clear roles within the lesson in terms of data tracking and responding to student misunderstanding.

In addition, we have identified Math constructed response as an area where we would like to improve as a school. The NYS Test instructional reports show that DREAM is stronger in multiple choice in terms of both absolute and comparative performance, indicating that constructed response is a growth opportunity. We will use the interim assessment data cycle to improve constructed response performance.   In planning, teachers will define the appropriate level of rigor by using assessment items to deeply understand the standards and the various and flexible ways students will be asked to demonstrate mastery of mathematical concepts. Leaders will support teacher scoring of constructed response items to use scoring as an opportunity to deepen teacher content knowledge and clarify the bar for mastery. In 2014-15, we developed a robust protocol for analyzing student writing that we implemented as part of our ELA analysis process during Data Day. This year, for our third Data Day we designed and implemented a similar protocol for Math constructed response. The protocol supports teachers throughout the analysis process guiding them to first unpack the standard and task, set criteria for looking at student work, analyze and sort student work based on those criteria, and then identify trends in student understanding. We believe that building teacher skill in this protocol will lead to significant gains in Math achievement.

In previous years, DREAM contracted with Achievement Network (ANet) for interim assessments that benchmarked the school against other NYC charter schools. For the 2017-18, DREAM will not use ANet assessments but will create internal interim assessments using NYS test released items. There are many advantages to this transition, including:

1. Increased alignment to the NYS Test: The ANet assessments had several PARC aligned elements including linked passage multiple choice, two part, and multiple select items.
2. Increased alignment to Math curriculum scope: Internal math assessments will allow us to assess standards in an order that better matches our curriculum and the logical developmental progression of mathematical understandings.
3. Performance benchmarking: NYS and NYC averages for released items provide reliable comparison in terms of both timing and sample size that will help us interpret results.

4. Students scores include both multiple choice and constructed response points. One of the drawbacks of ANet was that the student scores displayed on the platform were just comprised of the multiple choice.
5. Data analysis: In 2016-17, DREAM used ANet as the data analysis platform for interim assessments and Mastery Connect as the data analysis platform for unit assessments. In 2017-18, we are using Illuminate DnA as a centralized data analysis platform that houses all of our assessment data in one place, allowing teachers and leaders to see a broad picture of student progress.

Type	Assessment	2016-17	2017-18
Diagnostic	Early childhood inventories (K-1)	Spreadsheet	Option to track in Illuminate
	Fundations assessments (K-2)	Spreadsheet	
	F&P Benchmark Assessment (K-8)	Spreadsheet	
Formative	Unit Assessments (K-8 ELA & Math; 6-8 Science & SS)	Mastery Connect	Illuminate
	Interim Assessments (2-8 ELA; K-8 Math)	ANet	
Summative	MAP (K-2)	MAP	Imported to Illuminate
	NYS Test (3-8)	Spreadsheet	

Foremost, the data cycle DREAM has created over the past years has become very reliable. Over time, as the Common Core standards have developed and questions have become more available for use, DREAM has built internal capacity to create interim assessments. State test score results have the detail for us to use comparative school data, and we will continue to use past benchmarks as a measure of scholar skill level. For 2017-2018 school year, we will use internally created interim assessments and will re-assess the switch on an ongoing basis.

At this point in our evolution as a school, Middle School Math performance is solid, but not where we'd like it to be. As stated earlier in this report, Denise Barilar joined DREAM in 2016 as our Director of Math Curriculum and Instruction. In that capacity, she identified the need for improved vertical alignment of our middle school math program and is working to improve the curriculum and further develop teachers in constructivist math pedagogy.

Over the last three years, we had a similar experience working to develop the fifth grade curriculum so that it adhered to principles of cognitively guided instruction while also meeting the rigor of the fifth grade Common Core Math standards. In addition to fifth grade curriculum work, we had to train teachers on how to facilitate student learning of fifth grade mathematical content in an exploratory way. This work yielded strong results, with fifth grade proficiency going from 31% in 2015 to 70% in 2017. We believe that the programmatic improvements we need to make in middle school math will take time, but are necessary to increase Math student achievement in grades 6 through 8.

SCIENCE

Goal 3: Science

All students at DREAM Charter School 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 science lessons come from an inquiry-based curriculum, which means the scholars discover the answers to their own questions and construct their own knowledge about the world around them. We do not use textbooks, but we do read nonfiction texts. Our middle school science curriculum is based off of the Common Core State Standards and NYS Science Core Curriculum and includes physical setting and living environment content, with an emphasis on inquiry and problem solving skills. Each middle school science unit focuses on two of our integrated themes and challenges students to apply science content to their personal lives. Students are encouraged to reflect on how their choices today impact both their health and environment tomorrow. Students learn to support their viewpoints with evidence and use inquiry as a driving force for exploring the natural world.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

82% of students in at least their second year scored proficient.

	Percent of Students at Proficiency			
Grade	All Charter School Students		Charter School Students In At Least 2nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	91%	53	93%	42

**Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

8	69%	51	70%	40
All	**80%**	104	**82%**	82

EVALUATION

The school met the measure, exceeding the target of 75% by 7 points. One student scored Level 1 on the fourth grade science test and no eighth graders scored Level 1 on the science test.

ADDITIONAL EVIDENCE

The school exceeded the target in 2014-15, 2015-16, and 2016-17.

Science Performance by Grade Level and School Year						
Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97.6%	41	97.7%	43	93%	42
8			80%	45	70%	40
All	**97.6%**	41	**78%**	88	**82%**	82

> **Goal 3: Comparative Measure**
>
> 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.

METHOD

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.

RESULTS

District science scores are not yet available for 2016-17.

2016-17 State Science Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	42		
8	70%	40		

All	**82%**	82		

EVALUATION

District science scores are not yet available for 2016-17.

ADDITIONAL EVIDENCE

DREAM's science proficiency exceeded that of CSD 4 in 2014-15 and 2015-16. District science scores are not yet available for 2016-17.

Science Performance of Charter School and Local District by Grade Level and School Year						
Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	97.6%	79%	98%	86%	93%	
8			80%	44%	70%	
All	**97.6%**	**79%**	**89%**	**67%**	**82%**	

SUMMARY OF THE SCIENCE GOAL

DREAM met the absolute goal. District science scores are not yet available for 2016-17, so the comparative goal is to be determined.

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.	Met
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.	Pending District Test Results

ACTION PLAN

To maintain and improve science performance, we will focus on lesson implementation in eighth grade science. DREAM's eighth grade science proficiency decreased from 80% in 2016 to 70% in 2017, in large part due to weaker curriculum implementation. This year the eighth grade science teacher is new to DREAM and will need support to effectively deliver instruction and meet the needs of the eighth grade cohort, which is comprised of 37% special education students. Fortunately, he is coached by Elizabeth Solaimanian who was the eighth grade science teacher in 2015-16 and who is well-equipped to provide the coaching and support needed.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

DREAM Charter School remains in good standing in 2016-17.

EVALUATION

This measure was achieved.

ADDITIONAL EVIDENCE

DREAM Charter School continues to be in good standing each year.

NCLB Status by Year	
Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing