



DREAM Charter School Mott Haven

**2022-23 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Bronx, NY 10454

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2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The school leadership team prepared this 2022-23 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/Audit
Michele Joerg	Vice Chair/Secretary	
Jonathan Schmerin	Treasurer	Finance/Audit
Peter Daneker	Trustee	
Vik Sawhney	Trustee	
Don C. Sawyer III	Trustee	

Eve Colavito served as the Chief of Schools at DREAM Charter School from 2009 through the 2018-19 school year, the Chief Education Officer from 2019-2021, and currently serves as Co-Chief Executive Officer at DREAM. Elementary School Principal, Jamie Platzer joined DREAM Charter School Mott Haven in 2019 and Middle School Principal, Jennifer Khan joined in 2021.

SCHOOL OVERVIEW

DREAM Charter School Mott Haven is a replication of DREAM Charter School, which began in 2008 and currently serves students in Pre-K - 12th grades. The intent of our replicating school was to further the successes of DREAM Charter School. We have replicated our most prominent characteristics of a successful first decade. We continue to engage families, offer exceptional instruction and use data to make important decisions that bring the South Bronx the same academic results our students have been receiving in Harlem 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 the school's inception in 2008, DREAM Charter Schools' (DCS) curriculum has strived to center student-led learning through a constructivist pedagogy. The curriculum draws from published programs and materials modified or created by DCS. 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 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 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 Review

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. Students in grades 6-12 participate in Advisory for 25-minutes daily.
- **End-of-Year State Exam Analysis:** The results of the New York State (NYS) exams are used to adjust the curriculum for the following year. DREAM's Managing Director of Educational Strategy & Data leads this process with the Managing Director of Schools, the Managing Director of Curriculum, principals and academic deans. Data analysis happens for two weeks after scores are received (usually August). Results are reviewed grade-by-grade and subject-by-subject, and trends across grades, curricula, and subjects are identified and addressed. Principals and academic deans then bring these findings and solutions back to their schools to create success plans tailored to the unique needs of each school.

ENROLLMENT SUMMARY

BEDS Day enrollment:

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	64	68												132
2021-22	63	63	67				52							245
2022-23	54	64	59	62			58	57						354

Enrollment of Subgroups (%):

Economically Disadvantaged (ED): $310/354 = 87.6\%$

English Language Learner (ELL): $19/354 = 5.4\%$

Students with Disabilities (SWD): $97/354 = 27.4\%$

GOAL 1: ENGLISH LANGUAGE ARTS

All students at DREAM Charter School Mott Haven will become proficient 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.

At DREAM, 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, will provide students with opportunities to engage in meaning-driven learning experiences.

In grades K-2, DCS the NWEA MAP Growth assessments in both ELA and Math. The NWEA MAP assessments in Math and ELA are aligned with NYSL (as are the NYS tests) and nationally benchmarked. Both aspects allow 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. Next year (school year 2023-24), K-2 students will take the iReady Diagnostic in place of NWEA MAP Growth and we will implement NWEA MAP Fluency as a universal screener and oral reading fluency assessment to replace Fountas and Pinnell Benchmark Assessment System in our K-2 literacy assessment strategy.

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.

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. Scholars learn how to think critically and analyze a wide variety of challenging texts and write in response to literature.

DREAM implements a robust interim assessment data cycle that empowers teachers to use the data collected through interim assessments to plan targeted re-teaching that develop the skills students need most. DREAM administers interim assessments three times a year - in October, December, and February. 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

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specific mistakes. By unpacking a question at this depth, DREAM can truly understand and target student misconceptions within the standard. Teachers put these “re-teach” plans into action and administer a re-assessment to measure student learning. The re-assessment is carefully designed to mirror the format and rigor of the interim assessment. After collecting re-assessment data, teachers meet with their coach or grade team to define the impact of re-teach plans and identify causes for success or lack of success.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd, 6th, and 7th grades in spring 2023. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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.

2022-23 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	54	1	2	2	-	-	-	57
4	0	-	-	-	-	-	-	0
5	0	-	-	-	-	-	-	0
6	55	-	2	1	-	-	-	57
7	57	-	-	-	-	-	-	57
8	0	-	-	-	-	-	-	0
All	166	1	4	3	-	-	-	171

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient

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

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3	54	36	66.7	54	36	66.7
4	0	-	-	-	-	-
5	0	-	-	-	-	-
6	55	23	41.8	53	23	43.4
7	57	34	59.7	52	30	57.7
8	0	-	-	-	-	-
All	166	93	56.0	159	89	56.0

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.²

2022-23 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	66.7	54		
4	-	-		
5	-	-		
6	43.4	53		
7	57.7	52		
8	-	-		
All	56.0	159		

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	90.4%	48%	44.6	0.2
7	-	-	-	-
8	-	-	-	-
All	90.4%	48%	44.6	0.2

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.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

ELA INTERNAL EXAM RESULTS

Interim Assessments are created using released NYS Test items—aligned to NYSLs grade level standards.

During 2022-23, 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: Interim Assessments

Grade	Interim Assessment #1 (percent proficient)	Interim Assessment #2 (percent proficient)	Interim Assessment #3 (percent proficient)
3	36.2%	40.7%	51.7%
6	52.6%	41.8%	44.8%
7	47.3%	50.9%	48.3%

SUMMARY OF THE ELA GOAL

DREAM used internally created interim assessments for grades 3, 6, and 7 in school year 22-23, administered in the Fall, Winter, and Spring

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.	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.	N/A
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.	TBD
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.	NO
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

EVALUATION OF ELA GOAL

Overall, 56% of DREAM Charter School Mott Haven 3-8 scholars in at least their second year performed at or above proficiency on the 2022-2023 State English Language Arts Exam.

ELA ACTION PLAN

As part of DREAM’s long-term response to the learning loss experienced during the COVID-19 pandemic, DREAM will continue to implement its Strategy for Elementary Literacy which includes curriculum aligned to the Science of Reading, teacher/leader professional development and continuous progress monitoring.

At DREAM, strong Tier 1 language comprehension instruction is key to ensuring that all students become increasingly automatic readers who are powerfully literate, critically conscious, and successful in making their dreams real. We believe that all of our kids can become successful readers and that research-based instruction is key to preventing reading failure.

Providing students with access and the support to access rigorous, grade-level academic texts and tasks is crucial to improving MAP and State Exam scores and ensuring our DREAMers are not just ready for middle school but are put on an accelerated path towards the careers of their dreams, ultimately closing the “opportunity gap.” Equipping our youngest DREAMers with the literacy knowledge and skills they deserve will make it possible for our K-5 students to grow into curious, critically conscious teenagers and adults who confidently advocate for themselves and their community.

GOAL 2: MATHEMATICS

All students at DREAM Charter School Mott Haven will become proficient in Mathematics.

BACKGROUND

To develop scholars’ in-depth mathematical understanding, DREAM Charter Schools (DCS) uses an inquiry-based math curriculum built on the belief that scholars need to understand problems and develop their own problem-solving strategies. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and explain mathematical concepts and ideas. DCS achieves this through three mathematics blocks per day: Story Problem, Math Workshop, and Math Routines. 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. Portions of Investigations for elementary school and Illustrative Math for middle school are also used to guide math instruction and supplemented with in-house materials and alterations.

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.

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The school administered the New York State Testing Program Mathematics assessment to students in 3rd, 6th and 7th grades in spring 2023. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

During 2022-23, the school primarily used the following exam to assess K-2 student growth and achievement in mathematics: NWEA MAP

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.

2022-23 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	54	1	2	2	-	-	-	-	57
4	0	-	-	-	-	-	-	-	0
5	0	-	-	-	-	-	-	-	0
6	53	-	2	1	-	-	-	-	55
7	57	-	0	-	-	-	-	-	57
8	0	-	-	-	-	-	-	-	0
All	164	1	4	3	-	-	-	-	169

Performance on 2022-23 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	54	43	79.6	54	43	79.6
4	0	0	-	-	-	-
5	0	0	-	-	-	-
6	53	38	71.7	51	38	74.5
7	57	47	82.5	52	43	82.7
8	0	0	-	-	-	-
All	164	128	78.0	157	124	79.0

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.

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Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.

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.

2022-23 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	79.6	54		
4	-	-		
5	-	-		
6	74.5	51		
7	82.7	52		
8	-	-		
All	79.0	157		

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.

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

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data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	90.4%	28.6%	21.8	0.39
7	-	-	-	-
8	-	-	-	-
All	90.4%	28.6%	21.8	0.39

N/A - DREAM Charter School Mott Haven did not have 3rd and 8th grades in school year 2021-22.

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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

Interim Assessments are created using released NYS Test items—aligned to NYSLS grade level standards.

During 2022-23, 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: Interim Assessments

Grade	Interim Assessment #1 (percent proficient)	Interim Assessment #2 (percent proficient)	Interim Assessment #3 (percent proficient)
3	46.7%	40.7%	52.5%
6	35.1%	41.8%	52.6%
7	45.5%	50.9%	75.4%

SUMMARY OF THE MATHEMATICS GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	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.	N/A
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.	
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.	N/A

GOAL 3: 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 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.

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.

As the school continues to grow, DREAM Charter School Mott Haven served grades K-3 and 6-7 in SY22-23.

Charter School Performance on 2022-23 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
4	-	-	-
8	-	-	-
All	-	-	-

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.

As the school continues to grow, DREAM Charter School Mott Haven only served grades K-3 and 6-7 in SY22-23.

2022-23 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	-	-	-	-

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

As the school continues to grow, DREAM Charter School Mott Haven only served grades K-3 and 6-7 in SY22-23.

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Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A
	[Write in optional measure here]	

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	N/A	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

DREAM Charter School Mott Haven has not been identified for comprehensive or targeted improvement.

APPENDIX A: DATA REPORTING TABLES

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

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

Guidance for calculating the results in each of the tables below is available [here](#).

I-READY

2022-23 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	165	159%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	76	162%	Yes

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	174% ⁶	45	135%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	83	25%	No

2022-23 i-Ready Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	159	185%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	71	193%	Yes

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

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	189% ⁸	43	173%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	76	36%	No

End of Year Performance on 2022-23 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	29%	56	33%	45
4	-	0	-	0
5	-	0	-	0
6	21%	52	-	0
7	21%	57	-	0
8	-	0	-	0
All	24%	165	33%	45

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2022-23 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	38%	53	41%	41
4	-	0	-	0
5	-	0	-	0
6	19%	53	-	0
7	28%	53	-	0
8	-	0	-	0
All	28%	159	41%	41

End of Year Growth on 2022-23 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	142%	56
4	-	0
5	-	0
6	153%	52
7	210%	57
8	-	0
All	159%	165

End of Year Growth on 2022-23 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	115%	53
4	-	0
5	-	0
6	187%	53
7	275%	53
8	-	0
All	185%	159