



## **DREAM Charter School**

# **2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Grades K-8: 1991 Second Avenue  
New York, NY 10029

Grades 10-12: 439 East 115th Street  
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Grade 9: 321 East 111th Street  
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By: Eve Colavito, Co-Chief Executive Officer

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Eve Colavito, Co-Chief Executive Officer, and Katie Doctor, Managing Director of Educational Strategy & Data prepared this 2021-22 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
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**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 now serves as Co-Chief Executive Officer at DREAM. The principals at DREAM Charter School are Renee Canales (ES), Elizabeth Dodge (MS) and Jared Francis (HS).**

## SCHOOL OVERVIEW

DREAM opened in 2008 as a New York City Department of Education-authorized (NYCDOE) charter school and currently serves 909 students in PreK-12th 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).

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 2021-22 school year, 88.7% of DREAM students qualified for free and reduced price lunch, 28.9% were students with disabilities (SWD), and 11.5% were English language learners (ELLs)<sup>1</sup>. DREAM runs its own school food program, and therefore data from SIRS may reflect an incorrect percentage for students qualifying for free and reduced price lunch.

DREAM Charter School's mission is to provide youth with opportunities to play, learn and grow. Our mission is to level the field by empowering all children 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 social emotional learning, 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

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	54	54	54	52	53	54	53	55	52	94				575
2018-19	54	53	55	53	54	54	54	54	54	97	98			681 <sup>2</sup>
2019-20	52	54	54	54	54	54	54	54	54	119	104	98		805
2020-21	56	56	56	56	54	55	56	56	56	100	101	96	96	894

<sup>1</sup> NYCDOE Demographic Snapshot

<sup>2</sup> There is one ungraded elementary student counted in the total.

<sup>3</sup> There is one ungraded secondary student counted in the total.

2021-22	52	56	54	55	56	56	56	54	55	106	107	100	93	901 <sup>3</sup>
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## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2018 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30<sup>th</sup> of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2020-21	2017-18	2017	96	0	96
2021-22	2018-19	2018	93	2	91

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

<sup>3</sup> There is one ungraded secondary student counted in the total.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	96	0	96
2021-22	2018-19	2018	92	3	95

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	–	–	NA
2021-22	2017-18	2017	–	–	NA

## PROMOTION POLICY

The state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

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

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

## GOAL 1: HIGH SCHOOL GRADUATION

### GOAL 1: HIGH SCHOOL GRADUATION

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

#### Goal 1: Leading Indicator

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

#### METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students’ progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

#### RESULTS AND EVALUATION

DREAM achieved this measure. 87 percent of the 2024-5 cohort (1st years) and 98 percent of the 2023-24 cohort earned at least 10 credits and were promoted to the next grade.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2024-25 (1st Years)	95	100
2023-24 (2nd Years)	93	100

#### ADDITIONAL EVIDENCE

DREAM students generally keep up with work to earn full credit in their courses to advance to the next grade.

**Goal 1: Leading Indicator**

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

**METHOD**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

**As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2022, the 2019 cohort will have completed its second year.**

**RESULTS AND EVALUATION**

DREAM fell short of this measure with 65 percent of the 2020 cohort earning credit for at least three NYS Regents exams after two years in high school. Please note that this cohort of students was granted exemption from the Regents requirement in both 2020 and 2021.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2018	2019-20	95	99%
2019	2020-21	96	100%
2020	2021-22	102	65%

**Goal 1: Absolute Measures**

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

**METHOD**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2018 cohort and graduated four years later and those who entered as

members of the 2017 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.<sup>4</sup>

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

**RESULTS AND EVALUATION**

DREAM achieved this graduation metric, having over 94 percent of students graduate after four years in high school for the past two years!

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	98	97	99%
2018	2021-22	95	89	94%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2016	2020-21	NA	NA	NA
2017	2021-22	NA	NA	NA

**ADDITIONAL EVIDENCE**

As evidenced in the table above, DREAM students in the graduation cohort have achieved this measure for the past two years.

**Goal 1: Comparative Measure**

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

**METHOD**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2020-21 results as a temporary placeholder for the district’s 2021-22 results.

<sup>4</sup> The state’s guidance for the multiple graduation pathways can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

DREAM achieved this measure. When comparing four year graduation rates with the local district #4, DREAM's 94 percent is 7 points higher than the most recent graduation rate in 2021 of 87%.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District (August Rate)

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	NA	NA	NA	853	85.4%
2017	2020-21	98	97	99%	884	87.0%
2018	2021-22	95	89	94%	Not Available	Not Available

#### Goal 1: Absolute Measure

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

### METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

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

### RESULTS AND EVALUATION

None of the 2018 cohort students needed to take advantage of the 4+1 pathway to graduate. 100% of 21-22 graduates passed or received waivers for five regents.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percentage of the 2018 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

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

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	-	-
2017	2020-21	-	-
2018	2021-22	-	-

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

School year 2021-22 marked the second year of DREAM - East Harlem operating at full capacity in grades K-12. 94 percent of our 2018 graduation cohort achieved their goal after four years in high school.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Not Met (65%)
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth	Met

	year will exceed that of the Total Graduation Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable

**ACTION PLAN**

DREAM – East Harlem high school programming continues to offer sufficient credit recovery opportunities. There are school-wide initiatives designed to support all students, in particular those most at-risk of not graduating on time. High school students start every day with a 20-30 minute advisory session. This consistent touch point builds a consistent routine that helps students start the day strong. In addition to community and relationship-building, advisors use that time to help students plan their daily schedule and course work as part of a rapid cycle of goal setting and reflection. These efforts have yielded substantial results.

**GOAL 2: COLLEGE PREPARATION**

**GOAL 2: COLLEGE PREPARATION**  
 DREAM Charter School graduates will be prepared for academic institutions of higher education.

DREAM’s 11th and 12th grade academic program is geared towards preparing students for success in college. In the 2021-22 school year, DREAM 11th graders had the opportunity to take AP Seminar and AP US History. Typically, DREAM students take the PSAT 8/9 in 9th grade, the PSAT 10 in 10th grade, and the SAT in both the spring of 11th grade and fall of 12th grade. DREAM’s 11th grade Math course prioritizes content aligned to SAT Math and all students will participate in leveled SAT Prep on Saturdays during 11th and 12th grade.

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

**Goal 2: Absolute Measure**  
 Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

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

**METHOD**

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

**RESULTS AND EVALUATION**

This accountability measure was not met in 2021-22. 63 percent of all students who attempted an indicator achieved college readiness scores on an AP exam or the SAT.

Percentage of the 2018 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP English Literature and Composition	72	12	12%
AP Environmental Science	0	0	0%
AP Seminar	45	9	9%
AP United States History	47	0	0%
AP Research	70	35	37%
AP Biology	24	1	1%
SAT Reading 480 & Math 530	84	3	3%
College Level Course - Barnard College and Stanford Univ.	0	0	0%

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Overall	95	60	63%
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### Goal 2: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 2: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 2: Absolute Measure

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

## METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2021-22 and provide preliminary matriculation data for 2018 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

## RESULTS AND EVALUATION

Legends program directly supports all DREAM graduates for at least 4 years after they graduate high school, with the typical legend receiving 6 years of support. This leads to higher matriculation and persistence than national rates for low income high schools. We collect data via National Student Clearinghouse.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2017	2020-21	96	74	82.2%
2018	2021-22	89	TBD	TBD

**SUMMARY OF THE COLLEGE PREPARATION GOAL**

Although one college prep accountability metric was not achieved, DREAM is proud that 94 percent of our second grade 12 student cohort did graduate in four years and were accepted into college. This achievement was accomplished during an on-going pandemic, and we intend to increase the numbers who demonstrate college preparedness on paper moving forward as we build partnerships with College in High School programs.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met (63%)
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Met

**ACTION PLAN**

DREAM students in grades 10-12 take a College & Career Studio course two to three times a week where they learn about and prepare for key milestones in the college and career exploration and preparation process. In addition, each high school student has monthly 1:1 check-ins with a youth development specialist or college counselor. Like the Studio course, these check-ins are milestone based. For the 2018 cohort, a big focus of spring and fall 2021 was building balanced college lists with the right mix of likely, target, and reach schools to avoid under-matching during the application phase. DREAM will continue ensuring all students can apply and be accepted into college and/or explore direct to career paths.

**Alumni Programming**

DREAM Charter School and program alumni have the power of a team behind them - and robust support systems to make their dreams real.

As our DREAM Charter High School students choose colleges and trades, chart career paths, and build relationships, we’re standing alongside them.

But support from DREAM doesn’t end when our scholars graduate high school, as 97% of our senior class did this past June. All DREAM program and school alumni graduate into our Legends program. Established in 2014, the Legends program’s vision is for youth to pursue and complete a best-fit

post-secondary path that equips them to fulfill their vision of success and achieve a career that facilitates stability and agency.

Our Legends program offers alumni the following supports to ensure completion of their post-secondary path and launch them into their career fields:

**Transition to College:** 4-Week Summer Bridge program designed to prepare rising freshmen for the college transition.

**Career Exposure:** Access to career workshops, conferences, networking opportunities, career mentors, and internships.

**Caseload Management:** Each Legend is matched with their own Program Coordinator who provides consistent one-on-one check-ins.

**Community Involvement:** On-campus visits, care packages, and alumni reunion events.

**Leadership:** Near-peer mentorship opportunities, community service initiatives, and Legends Leadership Council.

And our capacity for support is only increasing: Our Legends alumni numbers are projected to grow from 507 currently to nearly 1,000 by 2030.

### **Upward Pathways**

Upward Pathways is a DREAM initiative that identifies and supports the approximately 15% of DREAM Charter High School graduates who are expected to pursue career paths without a Bachelor's degree. That means training and certification, mentorship, case management, job placement, and much more. It's just one example of the ways we're continuing to set our Legends up for success, no matter what that looks like for them.

## **GOAL 3: ENGLISH LANGUAGE ARTS**

### **Goal 3: 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.

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 four times a year - in October, December, February and June. Instructional leaders review the data to identify big picture trends, determine whether students are on-track to meet end of year goals, and select the priority standards teachers will focus on during Data Day. On Data Day, teachers analyze data and create an action plan for re-teaching priority standards. The backbone of DREAM’s approach is “item analysis,” which allows teachers to define precise student misunderstandings. Assessment questions are carefully written to

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

## ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

### Goal 3: 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 grades in spring 2022. 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).

2021-22 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>		Reason		Total Enrolled
		IEP	ELL	Absent	Other reason	
3	52	3	-	-	3	55
4	54	1	-	-	1	55
5	54	1	-	1	2	55
6	51	4	-	-	5	56
7	51	1	1	-	2	53
8	53	-	-	-	-	53
All	315	10	1	1	13	327

### RESULTS AND EVALUATION

Overall, 52% of DREAM East Harlem 3-8 scholars performed at or above proficiency on the 2021-2022 State English Language Arts Exam.

<sup>5</sup> 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.

Performance on 2021-22 State English Language Arts 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	50.0%	52	54.4%	46
4	40.7%	54	42.2%	45
5	33.3%	54	33.3%	51
6	62.7%	51	61.2%	49
7	66.7%	51	68.9%	45
8	62.3%	53	62.0%	50
All	52.4%	315	54.0%	286

**Goal 3: Absolute Measure**

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.

The Institute does not require charters to report on this measure for 2021-22.

**Goal 3: 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.<sup>6</sup>

**RESULTS AND EVALUATION**

54 percent of DREAM - East Harlem students in at least their 2nd year of attendance scored at or above proficiency level, compared to 44% of all district 4 students.

<sup>6</sup> 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](#).

2021-22 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 4 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	54.4%	46	50.2%	586
4	42.2%	45	32.3%	548
5	33.3%	51	34.6%	654
6	61.2%	49	52.3%	759
7	68.9%	45	45.4%	795
8	62.0%	50	47.1%	815
All	54.0%	286	44.2%	4157

**Goal 3: 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.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

**Goal 3: Growth Measure**

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.

The Institute does not require charters to report on this measure for 2021-22.

**INTERNAL EXAM RESULTS**

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in ELA during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: Interim Assessments.

**At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams.** Schools should attempt to answer the Institute’s guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

Schools that wish to report out on gap closing and absolute measures should refer to the Institute’s [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

**ADDITIONAL CONTEXT AND EVIDENCE**

DREAM used internally created interim assessments for grades 3-8 in school year 21-22, administered in the Fall, Winter, and Spring.

**SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL**

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Met
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.	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
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

**HIGH SCHOOL ENGLISH LANGUAGE ARTS**

**Goal 3: Absolute Measure**

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

DREAM did not achieve this high school ELA Regents metric. The 2018 cohort fell short of the 65% goal having 55% earn a performance level of 4.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort<sup>7</sup>

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	12	51	61%
2018	2021-22	95	29	36	55%

ADDITIONAL EVIDENCE

41% of cohort 2021 passed their ELA 9 final.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	96	55%	96 *65 Tested	49%	95	55%
2019	104	Exempt	103 *61 Tested	33%	101 *73 Tested	35%
2020	-	-	99 *11 Tested	18%	102	33%

<sup>7</sup> Based on the highest score for each student on the English Regents exam

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2021	-	-	-	-	105	-
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### Goal 3: Absolute Measure

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

### METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

### RESULTS AND EVALUATION

DREAM students achieved this high school ELA measure with 98% of the 2018 cohort passing the NYS English Language Arts Regents after four years in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	12	84	100%
2018	2021-22	95	29	65	98%

### ADDITIONAL EVIDENCE

**Percent Achieving at Least Level 3 by Cohort and Year**

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	96	98%	96	98%	95	99%

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

			*65 Tested			
2019	104	-	103	Exempt	101 *73 tested	*45%
2020	-	-	99 *11 Tested	100%	102 *89 tested	*65%
2021	-	-	-	-	105	-

### Goal 3: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 3: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

### Goal 3: Growth Measure

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

**METHOD**

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

**RESULTS AND EVALUATION**

This measure was not met by DREAM. 40 percent of the students who did not score at proficiency levels in grade 8 ELA did earn a score of Level 4 on the NYS English Regents exam in high school.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8 <sup>th</sup> Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	15	0	9	60%
2018	2021-22	15	5	4	40%

**Goal 3: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

DREAM achieved this measure. 100% students who scored below proficiency in 8<sup>th</sup> grade who also took the NYS Regents in ELA scored at Level 3 or above by their fourth year in high school.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8 <sup>th</sup> Grade by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade	Number Exempted with No Valid Score	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

		(a)	(b)		
2017	2020-21	15	0	15	100%
2018	2021-22	15	5	10	100%

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

DREAM students performed well on the NYS English Language Arts Regents exam. Having 55 percent of the students tested earn a performance level of 4 and almost all of them pass with a level 3 is encouraging. In addition, we are pleased to report that all non-exempted students who we have on record as performing below proficiency in 8<sup>th</sup> grade did demonstrate proficiency in ELA before graduating by passing the Regents.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met (55%)
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met (98%)
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met (40%)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in	Met (100%)

	English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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**ACTION PLAN**

DREAM will continue morning advisory to keep students on track and rely on our vetted ELA programming across all grades.

**GOAL 4: MATHEMATICS**

**Goal 4: 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.

## ELEMENTARY AND MIDDLE MATHEMATICS

### Goal 4: 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 Mathematics examination for grades 3-8.

### METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. 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).

2021-22 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>8</sup>		Reason		Total Enrolled
		IEP	ELL	Absent	Other reason	
3	51	3	-	-	3	54
4	53	1	-	1	1	55
5	53	4	-	2	2	57
6	46	7	-	2	7	55
7	52	-	-	-	1	53

<sup>8</sup> 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.

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

8	-	-	-	-	53*	53
All	255	15	-	5	67	327

\*took accelerated 8th grade math; all students were assessed on Algebra I Regents

### RESULTS AND EVALUATION

Overall, 53% of DREAM East Harlem 3-8 scholars performed at or above proficiency level on the 2021-22 State Mathematics Exam.

#### Performance on 2021-22 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	60.8%	51	66.7%	45
4	50.9%	53	50.0%	44
5	62.3%	53	64.0%	50
6	34.8%	46	36.4%	44
7	53.8%	52	54.4%	46
8	-	-	-	-
All	52.9	255	54.6%	229

#### Goal 4: Absolute Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

#### Goal 4: 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 tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>9</sup>

<sup>9</sup> 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](#).

RESULTS AND EVALUATION

55 percent of DREAM - East Harlem students in at least their second year of attendance scored at or above proficiency on the 2021-22 State Mathematics Exam, compared to 32% of all district 4 students.

2021-22 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 4 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	66.7%	45	46.0%	589
4	50.0%	44	29.9%	548
5	64.0%	50	38.6%	651
6	36.4%	44	26.6%	745
7	54.4%	46	26.7%	783
8	-	-	22.2%	370
All	54.6%	229	31.9%	3686

**Goal 4: 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.

The Institute conducts a comparative performance analysis which compares the school’s performance to that of demographically similar public schools statewide. Given the timing of the state’s release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Growth Measure**

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.

The Institute does not require charters to report on this measure for 2021-22.

INTERNAL EXAM RESULTS

Given the lack of a consistent record of data suitable for analysis as a result of the COVID-19 pandemic, it remains paramount that schools continue to collect and report on internal exam results in order to build a base of evidence suitable for making a strong case for renewal. Provide narrative discussing how the school evaluated student growth and achievement in mathematics during the 2021-22 school year using internal assessments.

During 2021-22, in addition to the New York State 3<sup>rd</sup>- 8<sup>th</sup> grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: Interim Assessments

**At minimum, schools must provide specific growth results from the internal assessment used to supplement the state exams.** Schools should attempt to answer the Institute’s guiding question: Did students grow at the normed rate according to the beginning of year baseline score? For example, if the school administered the NWEA MAP assessment then report out the median growth percentile for all tested students and compare to the target of 50.

Schools that wish to report out on gap closing and absolute measures should refer to the Institute’s [framework for analysis](#) and use the sample tables suitable for reporting these data available in [Appendix A](#). Paste the completed tables here.

SUMMARY OF THE ELEMENTARY/MIDDLE 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.	Not Met
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.	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	N/A
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

HIGH SCHOOL MATHEMATICS

**Goal 4: Absolute Measure**

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

**METHOD**

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

**RESULTS AND EVALUATION**

DREAM did not meet this math measure. 15% of the students in the 2018 accountability cohort earned a score on a NYS Math Regents falling above the cutoff for performance level 4.

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	16	10	12.5%
2018	2021-22	95	29	10	15%

**ADDITIONAL EVIDENCE**

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure’s target.

Percent Achieving at Least Level 4 by Cohort and Year

## 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	96	4%	96	13%	95	15%
2019	104	Exempt	103	18%	101	19%
2020	-	-	99	14%	102	15%
2021	-	-	-	-	105	10%

### Goal 4: Absolute Measure

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

### METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

### RESULTS AND EVALUATION

DREAM achieved this math metric, having 99% of students in the 2018 cohort earn credit for passing a NYS Regents after four years in high school.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	16	80	100%
2018	2021-22	95	28	66	99%

ADDITIONAL EVIDENCE

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-2022	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	96	63%	96	100%	96	100%
2019	104	Exempt	103	100%	103	100%
2020	-	-	99	100%	102	100%
2021	-	-	-	-	105	46%

**Goal 4: Absolute Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

**Goal 4: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

This measure was not achieved. Unfortunately, none of the students who tested below proficiency on the 8<sup>th</sup> grade NYS Math exam earned a performance level 4 before graduation.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	65	0	1	2%
2018	2021-22	15	6	0	0%

**Goal 4: Growth Measure**

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

**METHOD**

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

**RESULTS AND EVALUATION**

DREAM achieved this measure. 100% students who scored below proficiency in 8<sup>th</sup> grade who also took the NYS Regents in Mathematics scored at Level 3 or above by their fourth year in high school.

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Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>10</sup>

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	65	0	45	69%
2018	2021-22	15	6	9	100%

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Although nearly all students in the 2018 accountability cohort earned credit for passing a NYS Math regents exam after four years in high school, DREAM continues to develop rigorous instruction to enable students to earn higher passing scores in the Performance Level 4 range.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met (15%)
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met (99%)
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met (0%)
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will at least partially meet Common Core expectations (currently	Met (100%)

<sup>10</sup> Based on the highest score for each student on the mathematics Regents exam

	scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
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**ACTION PLAN**

DREAM continues to work to increase the percentage of students achieving a college and career ready score on a Regents mathematics exam during their four years of high school. Ninth graders who are significantly below grade level in math received targeted math intervention using the Math 180 program. Ninth graders also received small group tutoring from tutors provided by the Great Oaks Foundation every other day.

**GOAL 5: SCIENCE**

**Goal 5: 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.

**ELEMENTARY AND MIDDLE SCIENCE**

**Goal 5: 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 science examination.

**METHOD**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2022. The school converted each student’s raw score to a performance level

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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 AND EVALUATION

Overall, 72 percent of DREAM - East Harlem students in at least their 2nd year of attendance performed at or above proficiency on the New York State science examination.

#### Charter School Performance on 2021-22 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	94%	36
8	55%	47
All	72%	83

### ADDITIONAL EVIDENCE

#### Performance on a Regents Science Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2017-18	-	-	-
8	2018-19	-	-	-
8	2021-22	Algebra	55.8%	52

#### Goal 5: 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.

The Institute does not require charters to report on this measure for 2021-22.

#### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Teachers and students are enjoying being back in the classroom to conduct hands-on science activities together. DREAM - East Harlem students are continuing to strengthen their understanding and application of scientific reasoning.

## HIGH SCHOOL SCIENCE

### Goal 5: Absolute Measure

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

#### METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

#### RESULTS AND EVALUATION

DREAM achieved this accountability measure in high school science. After four years in high school, nearly all students who took a NYS Science Regents exam earned at least a score of 65, also called a Level 3.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>11</sup>

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	16	80	100%
2018	2021-22	95	22	69	95%

#### ADDITIONAL EVIDENCE

Science Regents Passing Rate with a score of 65 by Cohort and Year

<sup>11</sup> Based on the highest score for each student on any science Regents exam

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Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	96	77%	96	100%	95	100%
2019	104	Exempt	103	100%	101	100%
2020	-	-	99	100%	102	100%
2021	-	-	-	-	105	45%

### Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2021-22.

## GOAL 6: SOCIAL STUDIES

### Goal 6: Social Studies

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

### Goal 6: Absolute Measure

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

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

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### RESULTS

On May 24, 2022, the New York State Education Department (NYSED) announced that the administration of the Regents Examination in U.S. History & Government (Framework) scheduled for June 1, 2022, had been canceled.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	95	1	100%
2018	2021-22	95	95	-	-

### ADDITIONAL EVIDENCE

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	96	N/A	96	100%	95	100%
2019	104	N/A	103	67%	101	67%
2020	-	-	99	Exempt	102	Exempt
2021	-	-	-	-	105	Exempt

#### **Goal 6: Comparative Measure**

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

The Institute does not require charters to report on this measure for 2021-22.

#### **Goal 6: Absolute Measure**

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.**

RESULTS

On May 24, 2022, the New York State Education Department (NYSED) announced that the administration of the Regents Examination in U.S. History & Government (Framework) scheduled for June 1, 2022, had been canceled.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2017	2020-21	96	15	81	100%
2018	2021-22	95	95	-	-

ADDITIONAL EVIDENCE

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	96	Exempt	96	100%	95	100%
2019	104	N/A	103	Exempt	101	Exempt
2020	-	-	99	Exempt	102	63%
2021	-	-	-	-	105	-

Goal 6: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

## GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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.

### METHOD

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.

### RESULTS AND EVALUATION

DREAM CS continues to be in good standing year after year, therefore achieved this measure. New York State has not identified the school for comprehensive or targeted improvement.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

## APPENDIX A: DATA REPORTING TABLES

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

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

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

2021-22 Interim ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 15 percentage points. Student growth is the difference between the percent of students scoring proficient at beginning of year score and the end of year score.	All students	15% points growth (50% proficient)	300	16% point growth (51% proficient)	Y
Measure 2: Each year, the school's percent of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet proficiency equivalent in the fall will meet or exceed 30 proficient in the spring administration.	Low initial achievers	30%	201	27%	N
Measure 3: Each year, the school's percent of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities scoring proficient on the interim assessment at the school will be equal to or greater than 30	Students with disabilities <sup>12</sup>	30%	95	26%	N
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the proficiency equivalent according to the most recent linking study comparing DREAM Interim Assessments to New York State standards.	2+ students	75%	266	53%	N

2021-22 Interim ELA Assessment End of Year Results

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>13</sup>	Number Tested	Percent Proficient	Number Tested
3	60%	53	68%	44
4	40%	50	41%	41
5	35%	51	36%	47
6	47%	47	48%	43
7	67%	49	68%	44
8	58%	50	57%	47
All	51%	300	53%	266

<sup>12</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>13</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2021-22 Interim Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's growth percentile of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be greater than 15 percentage points. Student growth is the difference between the percent of students scoring proficient at beginning of year score and the end of year score.	All students	15% points growth (53% proficient)	307	4% points growth (42% proficient)	N
Measure 2: Each year, the school's percent of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students whose achievement did not meet proficiency equivalent in the fall will meet or exceed 30 proficient in the spring administration.	Low initial achievers	30%	195	17%	N
Measure 3: Each year, the school's percent of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities scoring proficient on the interim assessment at the school will be equal to or greater than 30	Students with disabilities <sup>14</sup>	30%	97	15%	N
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will meet or exceed the proficiency equivalent according to the most recent linking study comparing DREAM Interim Assessments to New York State standards.	2+ students	75%	267	43%	N

2021-22 Interim Math Assessment End of Year Results

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient <sup>15</sup>	Number Tested	Percent Proficient	Number Tested
3	58%	52	63%	41
4	46%	50	54%	37
5	28%	50	30%	44
6	25%	56	26%	53
7	63%	48	61%	44
8	33%	51	33%	48
All	42%	307	43%	267

<sup>14</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

<sup>15</sup> Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.