



Charter School Renewal Report
Charter Schools Accountability and Support
2012-2013

**DREAM CHARTER SCHOOL
RENEWAL REPORT**

2012-13 SCHOOL YEAR

Part 1: Executive Summary

School Overview and History:

DREAM Charter School is an elementary school serving approximately 300 students from kindergarten through fifth grade in the 2012-2013 school year.¹ The school opened in 2008 with grades K-1. The school is under the terms of its first charter and is projected to expand to grades K-5 during its current term, which will expire January of 2013. If approved for renewal, the school is projected to reach its full grade span, K-8, during the 2015-2016 school year.² The school is currently housed in a Department of Education (DOE) facility in District 4, and is co-located with P.S. 38 Roberto Clemente.³

The student body is comprised of 82% Free and Reduced Lunch students, compared to 73 % in the district; 17% students with I.E.P.'s, compared to 20% in the district; and 11.6% English language learners (ELL), compared to 11.4% in the district.⁴ The average attendance rate for the school year 2011-2012 to date was 95%.⁵ The school scored Above Average on the Academic Expectations, Communication, Engagement and Safety & Respect sections of the NYC DOE School Survey in 2011-2012; 91% of the school's parents responded to the survey, and 100% of the school's teachers.⁶

The school earned an A on its NYC DOE Progress Report in 2011-12.⁷ The school underperformed its Community School District and the city averages in ELA and Math in 2010-2011.⁸ The school is in good standing with state and federal accountability.⁹

	2011-12 PR overall grade	2012 ELA, 3+%	2012 Math, 3+%	FRL %	SWD %	ELL %
School ¹⁰	A	55.1	58.4	82	17	11.6
CSD 4 ¹¹		47.2	59.6	73	20	11.4

¹ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ School Demographics from ATS data pull on 11/20/12. CSD data from 11/26/12 ATS data pull.

⁵ Self-reported in School Renewal Application

⁶ NYC DOE School Survey – <http://schools.nyc.gov/survey>

⁷ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

⁸ NYC DOE website – <http://schools.nyc.gov/> (search: test results); District and city averages are for the grade levels corresponding to the school's testing grades in specified years

⁹ New York State Education Department - www.nysed.gov

¹⁰ Proficiency rates from <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>. Demographics from ATS 11/20/12.

¹¹ CSD ELA and Math data from NYC DOE website and measures average performance of common grades only. Demographics from ATS 11/26/12 data pull.

Renewal Recommendation:

In order for a charter school to be renewed it must demonstrate that it has earned renewal and is worthy of continuing the privilege of educating New York City students. While the academic performance of students is the foremost determining factor of a school's success, a school's ability to demonstrate an effective educational program, a financially and operationally viable organization, and a strong learning community with support from stakeholders are important factors that inform a renewal decision.

Based on the evaluation of the renewal application, renewal visit, historical annual reports and visits, performance on Progress Reports, comparisons to the CSD, and other factors, the New York City Department of Education Charter Schools Accountability & Support team (NYC DOE CSAS) recommends a **Full-Term Renewal** of the charter for DREAM Charter School.

Part 2: Renewal Decision and Findings

Renewal Framework:

The New York State Charter Schools Act ("the Act") states the following regarding the renewal of a school's charter:

§2851.4: Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty-two of this article; provided, however, that a renewal application shall [also] include:

(a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.

(b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the Board of Regents.

(c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.

(d) Indications of parent and student satisfaction. Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

(e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such

enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

The Charter Schools Accountability and Support (CSAS) team may recommend four potential outcomes for charter schools applying for renewal: full-term renewal, renewal with conditions, short-term renewal, or non-renewal.

Full-Term Renewal

In cases where a school has demonstrated exceptional results with its students, a five-year renewal will be granted. A school must show that its program has yielded strong student performance and progress, has met the majority of its charter goals, has demonstrated financial stability, has attained sufficient board capacity, and has an educationally sound learning environment in order to gain this type of renewal.

Renewal with Conditions

In cases where a school has demonstrated mixed academic results or concerns about organizational viability, renewal is contingent upon changes to the prospective application or new charter, new performance measures, or both. These may include changes to curriculum, leadership, or board governance structure that are intended to yield improved academic outcomes during the next chartering period.

Short-Term Renewal

In cases where a school is up for renewal of its initial charter and has fewer than two years of state-assessment results, a renewal of three-years or fewer may be considered. In very limited circumstances, a school not in its initial charter or in its initial charter with more than three years of state assessment data, may be considered for a short-term renewal if the school's most recent year results are good (for example, an A or B on the NYC DOE Progress Report) while the previous year's results may have been poor (D or F).

Non-Renewal

Schools that have not demonstrated significant progress or high levels of student achievement and/or are in violation of their charter will not be renewed.

NYC DOE CSAS Renewal Recommendation:

Based on the evaluation of the renewal application, renewal visit, historical annual reports and visits, performance on Progress Reports, comparisons to the CSD, and other factors, the New York City Department of Education Charter Schools Accountability & Support team (NYC DOE

CSAS) recommends a **Full-Term Renewal** of the charter for DREAM Charter School for reasons that include the following:

1. The first listed objective of charter schools, in accordance with the NY Charter Schools Act of 1998, is to improve student learning and achievement (Education Law Section 2850(2)(a)).

DREAM has demonstrated student progress and achievement for the following reasons:

- i. DREAM earned an overall A grade on the 2011-12 Progress Report, including an A in Student Progress.
- ii. The school has made significant yearly gains on the NYS ELA and Math exams. Year over year, the percent of students scoring L3/4 increased roughly 27 and 21 percentage points, respectively.¹²
- iii. The school achieved its target goal of 75% proficiency on NYS Science exam by scoring 88% proficient.¹³
- iv. The school has made progress towards meeting all of its academic goals.

2. In accordance with Education Law Section 2852(2)(b), a charter applicant must demonstrate the ability to operate the school in a educationally and fiscally sound manner.

DREAM has proven to be an effective and viable organization:

- i. The school is fiscally sound.
- ii. DREAM Charter School has established a positive school culture, evidenced by above average scores in all categories on the School Survey.¹⁴
- iii. The operations team meets the needs of the school and is supportive of the instructional program.
- iv. The school's partnership with Harlem RBI promotes physical, social, and character development.
- v. DREAM has a high student retention rate and has substantially closed the gap in attendance, missing its target goal by only 1%.¹⁵
- vi. The school has made significant progress towards meeting its operational goals.

3. In accordance with Education Law Section 2853(1)(f), the board of trustees of the charter school shall have final authority for policy and operational decisions of the school.

The board of DREAM has proven to be effective for the following reasons:

- i. The school's leadership is taking a thoughtful, responsive approach to increasing student achievement. Beginning in the 2011-12 school year, DREAM implemented a revised curriculum that reflects the Common Core State Standards.

¹² 2010-11 and 11-12 Progress Reports.

¹³ School Renewal Application documents.

¹⁴ 2011-12 NYC School Survey.

¹⁵ School Renewal Application documents.

- ii. The school has developed and implemented a robust health and wellness program.
 - iii. The school has also increased their use of data over time. Leadership created the position of the Director of Instruction to guide the use of data and to drive instruction and there are currently two Directors of Instruction on the leadership team.
- 4. In accordance with Education Law Section 2850(2)(b), a primary objective of charter schools is to increase learning opportunities for students who are at-risk of academic failure.
DREAM has successfully served at-risk students:
 - i. Earned 4.2 Extra Points in the Closing the Achievement Gap category on the 2011-12 Progress Report.
 - ii. The school hired a Director of Special Education who works closely with school leadership to ensure the school is able to meet the needs of its special education students.
- 5. In accordance with Education Law Section 2855(1)(b) and Education Law Section 2855(1)(c), a charter may be terminated or revoked in the event of serious violations of law, and/or material and substantial violations of the charter.
DREAM has been in compliance with its charter and applicable laws and regulations.
- 6. As defined by Part 4 of the NYC DOE CSAS Accountability Framework, a school is to be assessed on its plan for its next charter term.
DREAM has demonstrated viable plans for its next term for the following reasons:
 - i. DREAM is planning to move into a permanent school space in the summer of 2014.
 - ii. DREAM will begin a middle school program in 2013-2014, beginning with grade six; eventually serving grades K-8.
 - iii. The school plans to hire a Middle School Director who will participate in a planning and learning residency program beginning in 2012-2013.
 - iv. The school is planning to increase targeted intervention supports for students.

Part 3: Charter School Goals

DREAM Charter School has sufficiently met the goals set forth in its charter agreement. Please see the table of Charter Goals.

Please note that information in this section is provided by the school, and may vary from data reported by the NYC DOE because, among other reasons, the NYC DOE reports on all students, while certain school goals may only apply to students falling under a given criteria. All data errors, discrepancies, or omissions in this section are not the responsibility of the NYC DOE.

DREAM Charter School Charter School - Charter Goals					
Goals	First Year 2008-2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012	
Goal 1: ELA Absolute Measure 1: Fountas and Pinnell	For the 2008-09 through 2012-13 school years, 75% of Kindergarten students will read at or above Level C	60% of Kindergarten students performed at Independent Reading Level C or higher	87% of Kindergarten students performed at Independent Reading Level C or higher	84% of Kindergarten students performed at Independent Reading Level C or higher	81 percent of Kindergarten students read at or above Level C
		Met? No 60% of our Kindergarten students are at level C and 14% are at level B. We feel strongly that with this being our first year that the time spent at the beginning of the school year solidifying our structures and routines that support student learning impacted the intensity of our instruction. We believe that with the predicted increase in efficiency at the beginning of the school year we will be able to meet this goal next year. Furthermore, Fountas and Pinnell predict summer learning loss for students, thereby stating that students entering 1st grade should minimally be at level B in order to attain the goal of achieving level I by the end of 1st grade. We are predicting limited summer learning loss for our Kindergarten students because of their participation in our six week summer enrichment program.	Met? Yes	Met? Yes	Met? Yes
Goal 1: ELA Absolute Measure 1: Fountas and Pinnell	For the 2008-09 through 2012-13 school years, 75% of the first grade students will perform at or above Reading Level I on the Spring administration.	22% of First grade students performed at Independent Reading level I or higher	59% of First grade students performed at Independent Reading level I or higher	68% of First grade students performed at Independent Reading level I or higher	84% of First grade students performed at Independent Reading level I or higher
		Met? No 42% of first grade students came into the school year well below grade level, lacking a combination of alphabet recognition, initial sounds, blending, segmenting, rhyming, sight words and basic early literacy behaviors as assessed by our system. 26% of first grade students came to us with a classified disability and active IEP. 12% of them were mandated to be in a small class (12:1:1) setting. It took DREAM until January to begin to have a good sense of the complicated needs of our students and to begin actively addressing those needs through modifications to the curriculum, individualized academic and behavioral plans, and intervention programs.	Met? No The first grade class started the year with 22% students reading on or above grade level and by June, 57% had reached that goal (an increase of 35 percentage points). DREAM plans to implement the following changes for the 2010-2011 school year, 1. Increased implementation of interim assessments and data-driven decision-making, 2. Hiring of an Assistant Principal for Instruction, who will take on the responsibility of ensuring instructional staff develop effective strategies for teaching students who struggle in Reading and Math. 3. Hiring a Student Achievement Specialist (SAS) with the specific responsibility to focus on the achievement	Met? No	Met? No Our first grade students fell short of their goal by 7 percentage points in the 2010-2011 school year. We have identified several trends among our lowest performing group, including inconsistent understanding of the rules of language and gaps in inferential comprehension. Several of our first graders who did not meet the goal were new to DREAM in the first grade and did not receive systematic instruction in phonics and phonemic awareness. Additionally, many students have become stuck at levels G and H because they are unable to create deeper meaning from the text.	Met? Yes

DREAM Charter School Charter School - Charter Goals					
Goals	First Year 2008-2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012	
<p>Goal 1: ELA Absolute Measure 1: Fountas and Pinnell</p>	<p>For the 2008-09 through 2012-13 school years, 75% of the second grade students will perform at or above Independent Reading Level M on the Spring administration.</p>	<p>N/A</p>	<p>48% of second grade students performed at or above Independent Reading Level M</p>	<p>32% of second grade students performed at or above Independent Reading Level M</p>	<p>65% of second grade students performed at or above Independent Reading Level M</p>
			<p>Met? No</p>	<p>Met? No</p>	<p>DREAM is making progress towards this goal.</p>
			<p>The second grade class started the year with 13% of the class level and ended with 44%. DREAM plans to implement the following changes for the 2010-2011 school year,</p> <ol style="list-style-type: none"> 1. Increased implementation of interim assessments and data-driven decision-making, 2. Hiring of an Assistant Principal for Instruction, who will take on the responsibility of ensuring instructional staff develop effective strategies for teaching students who struggle in Reading and Math. 3. Hiring a Student Achievement Specialist (SAS) with the specific responsibility to focus on the achievement 	<p>We believe that the significant gap in proficiency in our second grade is a direct reflection of the number of students who were at risk of failing. These students exhibited weaknesses when faced with significantly more challenging tasks, as are present in grades 2 and higher.</p> <p>In addition, to the action plans outlined above for our first grade students to address reading comprehension and phonics awareness, we have made specific efforts to address the gaps for our second grade students by initiating a systematic intervention program. All students who fall more than 6 months below grade level in reading level will receive intervention from 2-5 mornings a week in a consistent and structured group. The progress of these students will be monitored and groups will be reorganized and reassigned every 6-8 weeks.</p>	<p>DCS plans to stay on course with the current reading program and maintains that as the staff and students become more experienced in the process; student reading level gains will continue. DCS will utilize Reading units that have been developed by teachers and are aligned to the Common Core State Standards (CCSS). Each grade will study five units per year, each with specific focus standards and spiraled review standards. The units include core texts with appropriate text complexity for the grade level that are used for read aloud, shared reading, and close reading. There is a combination of fiction and non-fiction texts across subject areas that students are exposed to, with increased focus on non-fiction. Going forward DREAM's reading program will continue to use the Wilson Reading Program Foundations in K-3 classrooms. Teachers will incorporate a daily 30-minute Foundations lesson into their language arts classroom instruction. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Furthermore, targeted small-group intervention will be available for students in the lowest 30th percentile of the school.</p>

DREAM Charter School Charter School - Charter Goals					
Goals	First Year 2008-2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012	
<p>Goal 1: ELA Absolute Measure 2: NYS Exam</p> <p>For the 2010-11 through 2012-13 school years, 75% of 3rd through 5th graders who are enrolled in DCS on the date of the test administration who were also enrolled in DCS on BEDS day of the prior school year will perform at or above Level 3 on the NYS ELA examination.</p>	N/A	N/A	<p>Percent of DREAM third graders in at least their second year at Level 3 & 4 on math exam: 29%</p>	<p>Percent of DREAM third and fourth graders in at least their second year at Level 3 & 4 on math exam: 55%</p>	
			<p>Met? No</p>	<p>DREAM is making progress toward this measure.</p> <p>The grade 3 cohort students performed with only 29% at levels 3 & 4 in 2011. The proficiency of the 3rd grade level increased by 19 percentage points in 2012. Of the 26 4th grade students who tested in both the 2011 grade 3 and 2012 grade 4 ELA exams, 31% increased by at least one performance level, the mean scale score increased from 658 to 673 and the percent at 3 & 4 improved from 42% to 69%.</p>	
			<p>2010-2011 was our first year of state testing and we had only one testing grade, 3rd grade. We have put in place new curriculum components and a revised curriculum that we believe will address some of the gaps. Our revised literacy curriculum is aligned to the Common Core State Standards and meets the new rigorous standards. Additionally, we have added a vocabulary period to our day when students are learning and applying tier 2 and 3 vocabulary words. Additionally, we expanded our Wilson Foundations program to include all grades K-4. Initially, we had only explicitly addressed phonics in grades K and 1. However, with our expanded approach, we are able to address gaps and ensure application of decoding principles in our higher grades, particularly with our current 3rd and 4th grades.</p>	<p>Over the past two years, DCS students have demonstrated notable gains in ELA. As noted in the Reading sections above, we maintain that over time the ELA program will continue to improve student skills in reading, writing and comprehension of material.</p> <p>DCS will utilize Reading and Writing units that include core texts with appropriate text complexity for the grade level that are used for read aloud, shared reading, and close reading.</p> <p>The units also teach specific reading comprehension strategies within the context of social studies or science content. The Reading and Writing units at DCS ensure that students engage in higher order thinking by prompting application of comprehension strategies to the social studies or science content studied.</p> <p>The CCSS-aligned units address writing through the development of craft, skill and conventions. Writing tasks are embedded in the unit content, allowing students to learn and practice 2-3 genres within each unit. The ongoing structures include, but are not limited to, mini-lessons, conferences, partnerships, writing folders, and work time. In each unit, students develop at least one full writing piece through the writing process which includes planning, drafting, revising, editing and publishing.</p>	
<p>Goal 1: ELA Absolute Measure 3: Performance Index</p> <p>Each year, the School's aggregate Performance Index on the NYS ELA exam will meet its Annual Yearly Progress set forth in the State's NCLB accountability system.</p>	N/A	N/A	Met? Yes	<p>Results Pending</p> <p>The New York State Report Cards have not been released at the time of this report.</p>	

DREAM Charter School Charter School - Charter Goals

	Goals	First Year 2008-2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012
GOAL 1: ELA Comparative Measure 1: NYC Progress Report	Each year, the percentage of students performing at or above Level 3 on the NYS ELA exam in each tested grade will place the school in the top quartile of all similar schools as determined by the NYC Department of Education and based on the similar school categories generated by the NYS Education Department and the NYC Department of Education and based on the similar school categories generated by the NYS	N/A	N/A	In comparison to peer schools, DREAM scored 1.09 in a range from .83-3.49, or in the 9.8%ile of peer schools	<p align="center">Results Pending</p> The 2011-12 NYCDOE Progress Reports have not been released at the time of this report.
				Met? No	
				DREAM did not perform in the top quartile of similar schools in the 2010-2011 school year. Our efforts to improve ELA instruction and close the gaps we have identified will serve to move DREAM to the top quartile of schools. The initiatives taken to improve literacy results are detailed above in the action plans for Goal I: Measure 1.	
GOAL 1: ELA Comparative Measure 2: nySTART	Each year, the percentage of students who are enrolled in DCS on the date of the test administration who were also enrolled in DCS on BEDS day of the prior school year and performing at or above Level 3 on the NYS ELA examination in each tested grade will be greater than that of Community School District 4.	N/A	N/A	Percentage of third graders at DREAM who scored at a level 3 or 4: 29%	Percentage of third and fourth grade students at DREAM who scored at a level 3 or 4: 55%
				Percentage of third grade students in CSD #4 who scored at a 3 or 4: 41%	Percentage of third and fourth grade students in CSD #4 who scored at a 3 or 4: 47%
				Met? No	<p>DREAM is making progress toward this goal. Overall, the average of DREAM third and fourth grade cohort students' scores outperformed the Manhattan District 4 scores in grades 3 and 4. Grade 4 students surpassed the district proficiency level by 23 points. In grade 3, DREAM cohort students are closing the gap between the charter school and the local district and missed the mark by just one percentage point on the NYS ELA Assessment. In 2011, the DREAM third grade students fell short by 12 percentage points.</p>
				Please refer to the explanation for ELA Absolute Measure 1.	Please see explanation for ELA Absolute Measure 1.

DREAM Charter School Charter School - Charter Goals					
Goals	First Year 2008-2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012	
GOAL 1: ELA Value-Added Measure 1: TERRA NOVA Exam For the 2009-10 through 2012-12 school years, grade level cohorts of students will reduce by one-half, the gap between their average NCE in the previous Spring Administration a nationally-normed reading test and an NCE of 50 (grade level) in the current Spring	N/A	DREAM believes that there were a variety of factors that lead to the class of 2016 not meeting their value added goals on the Terra Nova last year. First, there is no part of our second grade curriculum dedicated to test sophistication. Other than having taken the test in first grade, these students had never practiced the skills necessary to achieve at a high level on a standardized test. With 33% of the students in this grade requiring Special Education services for 60% or more of the school day, the class of 2016 is showing progress even if they have not reached this goal. In response to the significant needs posed by this test, DREAM re-examined the scope, sequence and standards alignment of its curricula to ensure they are being optimally utilized to prepare students for success.	Cohort 1 Goal: 35 NCE Result: 28 NCE Met? No	Cohort 2 Goal:43 NCE Result :38.9 Met? No Our 2nd grade cohort did not meet the goal for improvement on the Terra Nova CAT for a variety of reasons. We believe that the significant differences between the 1st and 2nd grade Terra Novas impacted our students. The primary difference is that the majority of the test is read to students in the 1st grade, while 2nd graders are expected to read the test themselves. Our students' reading levels impacted their ability to decode and comprehend the test with success.	Cohort 4* Goal: + Result: 70 NCE (7 point increase from 2011) Met? Yes * DREAM began administering the Terra Nova exams to Kindergarten students in 2010-2011 school year. This resulted in an additional cohort ("Cohort 4") in the 2011-2012 school year.
			Cohort 1 Goal: 39 NCE Result : 42.8 Met? YES	Cohort 3 Goal: 45 NCE Result: 40 NCE Met? No Please see explanation for ELA Absolute Measure 1.	
			Cohort 2 Goal: 46 NCE Result: 49 NCE Met? Yes	Cohort 1 Goal: 49 NCE Result: 50 NCE Met? Yes	

DREAM Charter School Charter School - Charter Goals

Goals

First Year
2008-2009

Second Year
2009-2010

Third Year
2010-2011

Fourth Year
2011-2012

Percent of DREAM Charter School third graders in at leader their second year at DREAM that scored at Level 3 & 4: 37.5

Percent of DREAM third and fourth graders in at least their second year at DREAM that scored at Level 3 & 4 on math exam: 58%

Met? No

DREAM is making progress toward this measure.
The grade 3 cohort students performed with only 38% at levels 3 & 4 in 2011. The proficiency of the 3rd grade level increased by 16 percentage points in 2012. Of the 26 4th grade students who tested in both the 2011 grade 3 and 2012 grade 4 Math exams, 35% increased by at least one performance level, the mean scale score increased from 683 to 688 and the percent at 3 & 4 improved from 58% to 65%.

DCS continues to utilize the mathematics program, Cognitively Guided Instruction (CGI) and Investigations In Number Data and Space (INDS). INDS lessons are structured to include spiraled review and test preparation, in addition to the core math content and practice. CGI occurs each day to build strong problem solving strategies, flexibility with numbers, and the ability to communicate mathematical thinking orally and in writing.

INDS is a K-5 math program. It is designed to help all elementary children understand the fundamental ideas underlying numbers and arithmetic, geometry, data, measurement, and algebraic thinking. Math content in INDS includes computational fluency with whole number operations, the structure of the base ten number system, the meaning of fractions, representing and describing data, examining 2D and 3D shapes, measuring, and change over time. Students will learn to reason mathematically, develop problem-solving strategies, and represent their thinking using models, diagrams, and graphs.
Staff will continue to receive PD and become more experienced with the content as time goes on, thus improving the instructional delivery of the units resulting in increased student achievement in math based on the multiple DCS administered assessments.

School students did not achieve this Math goal. Our first cohort of students have exhibited significant gaps in their math understanding, stemming from weak number sense and limited test sophistication skills including reading the questions carefully, checking answers for accuracy, and thinking about whether or not an answer makes sense.

In an effort to address the gaps we have recognized, this year DREAM has begun to implement Cognitively Guided Instruction (CGI), a strategy-driven approach to math instruction. CGI is fully aligned with the Common Core State Standards and encourages students to develop and explain strategies to problem solving.

For the 2010-11 through 2012-13 school years, 75% of 3rd through 5th graders who are enrolled in DCS on the date of the test administration who were also enrolled in DCS on BEDS day of the prior school year will perform at or above Level 3 on the NYS Mathematics examination.

N/A

N/A

GOAL 2:
Mathematics
Absolute Measure 1:
NYS Exam

Each year, the School's aggregate Performance Index on the NYS Mathematics exam will meet its Annual Yearly Progress set forth in the State's NCLB accountability system.

N/A

N/A

Met? Yes

Results Pending
The 2011-12 NYS Report Cards have not been released at the time of this report.

GOAL 2:
Mathematics
Absolute Measure 2:
Performance Index

DREAM Charter School Charter School - Charter Goals					
Goals	First Year 2008-2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012	
GOAL 2: Mathematics Comparative Measure 1: nySTART	Each year, the percentage of students who are enrolled in DCS on the date of the test administration who were also enrolled in DCS on BEDS day of the prior school year, and performing at or above Level 3 on the NYS Mathematics exam in each tested grade, will be greater than that of Community School District 4.	N/A	N/A	Percentage of third grade students at DREAM who scored at a level 3 or 4: 37.5% Percentage of third grade students in CSD #4 who scored at a 3 or 4: 48%	Percentage of third and fourth grade students at DREAM who scored at a level 3 or 4: 58% Percentage of third and fourth grade students in CSD #4 who scored at a 3 or 4: 60%
				Met? No	DREAM is making progress toward this goal. As with the ELA performance, DREAM cohort students are closing the gap between the charter school and the local district proficiency levels across the same grades tested on the NYS Math Assessment. In 2011, the DREAM third grade students fell short by 10 percentage points. In 2012, our fourth grade students outperformed the district counterpart by 2 percent. Our third grade students decreased the gap to only 2 percentage points, but unfortunately still missed the mark and brought down the overall percent of students at levels 3 & 4.
				Please refer to the explanation for Math Absolute Measure 1.	Please refer to the explanation for Math Absolute Measure 1.
GOAL 2: Mathematics Comparative Measure 2: NYC Progress report	Each year, the percentage of students performing at or above Level 3 on the NYS Mathematics exam in each tested grade will place the school in the top quartile of all similar schools as determined by the NYC Department of Education and based on the similar school categories generated by the State Education Department and the NYC Department of Education.	N/A	N/A	In comparison to peer schools, DREAM scored 1.14 in at range from .31-5.29, or in the 16.7%ile of peer schools Met? No Please refer to the explanation for Math Absolute Measure 1.	Results Pending The 2011-12 NYCDOE Progress Reports have not been released at the time of this report.

DREAM Charter School Charter School - Charter Goals

	Goals	First Year 2008-2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012		
GOAL 2: Mathematics Value-Added Measure 1: TERRA NOVA exam	Beginning in 2008-2009, each grade-level cohort will reduce by one-half the gap between prior year NCE group average in Math (Terra Nova) and an NCE group average of 50. Only for 2008-2009 will we be required to use fall 2008 baseline NCE scores. Future years will utilize spring-to-spring scores.	N/A	Cohort 1 Goal: 36 NCE	Cohort 2 Goal: 42.5 NCE	Cohort 4* Goal: +		
			Result: 25 NCE	Result: 37.1 NCE	Result: 74 NCE (3 point increase from 2011)		
			Met? No	Met? No	Met? Yes		
			DREAM believes that there were a variety of factors that lead to the second grade class not meeting their value added goals on the Terra Nova last year. First, there is no part of our second grade curriculum dedicated to test sophistication. Other than having taken the test in first grade, these students had never practiced the skills necessary to achieve at a high level on a standardized test. With 33% of the students in this grade requiring Special Education services for 60% or more of the school day, the class of 2016 is showing progress even if they have not reached this goal. In response to the significant needs posed by this test, DREAM is in the process of re-examining the scope, sequence and standards alignment of its curricula to ensure they are being optimally utilized to prepare students for success.	Please refer to the explanation for Math Absolute Measure 1.	* DREAM began administering the Terra Nova exams to Kindergarten students in 2010-2011 school year. This resulted in an additional cohort ("Cohort 4") in the 2011-2012 school year.		
						Cohort 1 Goal: 37.5 NCE	Cohort 3 Goal: 45.5 NCE
						Result: 39.2 NCE	Result: 33 NCE
						Met? Yes	Met? No Please see explanation for ELA Absolute Measure 1.
							Cohort 2 Goal: 45 NCE Result: 49 NCE
							Met? Yes
							Cohort 1 Goal: 47.5 NCE Result: 51 NCE
							Met? Yes
							Percentage of DREAM fourth graders in at least their second year at DREAM scoring at a level 3 or 4: 88%
							Met? Yes
							N/A
N/A	N/A	N/A					
N/A	N/A	N/A					
N/A	N/A	N/A					
N/A	N/A	N/A					

DREAM Charter School Charter School - Charter Goals					
Goals	First Year 2008-2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012	
GOAL 3: Science Comparative Measure 1	Each year, the % of students who are enrolled in DCS on the date of the test administration who were also enrolled in DCS on BEDS day of the prior school year and performing at or above Level 3 on the State Science exam in each tested grade will be greater than that of Community School District	N/A	N/A	N/A	Results Pending Manhattan District 4 NYS Science results are unavailable at this time.
Organizational GOAL 1	Each year, DREAM Charter School will have a daily attendance rate that exceeds 95%.	89% daily attendance rate	90.55% daily attendance rate	Attendance rate was 95% for 2010-2011 school year.	The average daily student attendance rate was 94% in the 2011-12 school year
		Met? No	Met? No	Met? Yes	DREAM is making progress towards this goal.
		DREAM staff made every effort to encourage regular student attendance. Families of absent students were called daily and meetings were often held with families of excessively absent students to discuss ways to improve attendance.	DREAM staff made every effort to encourage regular student attendance during the 2009-2010 school year. Attendance increased by 1.5 percentage points from the previous school year because of increased social work intervention early on with families that exhibited attendance issues. Families of absent students were called daily and meetings were held with families of excessively absent students to discuss ways to improve attendance		DREAM staff made every effort to encourage regular student attendance during the 2010-2011 school year. DREAM maintains that the current incentives are effective, which include social work intervention, attendance contracts signed by all families and positive reinforcement for students and classes that maintain a 95% attendance rate by celebrating these achievements at weekly community gatherings. In addition, DREAM's Dean of Students works with the Family Coordinator, operations staff and social work team on a comprehensive attendance plan that addresses both absences and lateness for chronic offenders. The plan will take into account family issues that may be impacting student attendance and makes necessary arrangements (within reason) ensure students are in school, on time, each day.

DREAM Charter School Charter School - Charter Goals					
Goals	First Year 2008-2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012	
Organizational GOAL 2	Each year, parents will express satisfaction with DREAM's program, based on the School's Parent Survey, in which at least 80% of all parents provide a positive response to each of the survey items.	89% of respondents' children were highly satisfied with DREAM. 92% of respondents were highly satisfied with the school's educational philosophy. 97% of respondents were satisfied with DREAM Principal. 91% of respondents were satisfied with DREAM teachers. 92% of respondents feel that they are an important part of the DREAM Charter School community. 100% of DREAM parents would recommend the school to their family/friends.	80% of DREAM's families completed a family survey in the fall of 2009. Below are some responses showing that the overwhelming majority of survey participants had positive responses to significant student achievement and school culture related questions. 94% of respondents felt that DREAM had high academic expectations for their child. 99% of respondents were satisfied/very satisfied with the quality of their child's teacher. 97% of respondents were satisfied/very satisfied with the education their child received. 97% of respondents were satisfied/very satisfied with how well DREAM communicates with families. 98% of respondents felt their child was safe at DREAM.	84% of DREAM's families completed the annual NYC DOE survey. 80% or more of respondents indicated satisfaction on all survey questions. Over 90% of the families responded positively to each question in all four sections of the survey – Academic Expectations; Communication; Engagement and Safety & Respect. DREAM families positive responses were average or above in all 4 categories and significantly higher in each category in comparison to the citywide average for all early childhood schools.	83 percent of ALL parents responded positively about the school via the survey. The 91% of parents who responded averaged at 88% positive feedback across categories.
		Met? N			
		While all the families that completed DREAM's Family Satisfaction Survey provided a positive response to each survey question, less than 80% of all families took the survey. Almost 70% of DREAM's families responded to the survey. DREAM made the school computer lab available to families so that they could complete the survey online in addition to handing out hardcopies during arrival and dismissal.	Met? Yes	Met? Yes	Met? Yes
Organizational GOAL 3	Each year, 95% of all students enrolled in DREAM during the course of the school year, return the following September.	98% of all students enrolled at the end of the 2008-2009 school year indicated an intent to return to the school in 2009-2010.	92% of all students enrolled at DREAM at the end of the 2009-2010 school year returned in September for the 2010-2011 school year.	97% (191 of 196) of all students enrolled at DREAM at the end of the 2010-2011 school year indicated they will return to DREAM in September.	Of the students who have indicated they will remain in the area, 95.9% have indicated they plan to return in September.
		Met? Yes	Met? No		
		DREAM fell just short of its returning student target for the 2009-2010 school year. 70% of the students who did not return for the 2010-2011 school year did attend DREAM's 6-week summer program. Of those students, one subsequently moved out of state, one student withdrew when the family learned student would be held over and five students transferred to other NYC charter or district schools.	Met? Yes		Met? Yes

DREAM Charter School Charter School - Charter Goals

		Goals	First Year 2008-2009	Second Year 2009-2010	Third Year 2010-2011	Fourth Year 2011-2012
Organizational GOAL 4	Each year, DREAM will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information meet all legal requirements and responsibilities.		Met? Yes	Met? Yes	Met? Yes	Met? Yes DREAM Charter School has generally and substantially complied with all applicable laws, rules and regulations. The school's staff has been trained with respect to all applicable procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and report these matters to the Board or its counsel.
Organizational GOAL 4	Each year student enrollment will be within 15% of full enrollment as defined by DREAM Charter School's contract.	Throughout the 2008-2009 school year, DREAM student enrollment never fell below 95% of full enrollment as specified in the School's charter for year one.	Met? Yes	92% of all students enrolled at DREAM at the end of the 2009-2010 school year returned in September for the 2010-2011 school year.	In the 2010-2011 school year, DREAM Charter School's FTE was 178.23, within in 3% of planned enrollment.	Throughout the school year, enrollment was well within 15% of the full enrollment of 250. The year-end enrollment was 244 or 98% of full planned capacity.
			Met? No	DREAM fell just short of its returning student target for the 2009-2010 school year. 70% of the students who did not return for the 2010-2011 school year did attend DREAM's 6-week summer program. Of those students, one subsequently moved out of state, one student withdrew when the family learned student would be held over and five students transferred to other NYC charter or district schools.		
Financial GOAL 2	Upon completion of DREAM's first year and every year thereafter, the School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	DREAM underwent an independent financial audit in October 2009 that resulted in an unqualified opinion and no major findings. DREAM has provided NYSED with a 2008-2009 audit.	Met? Yes	DREAM underwent an independent financial audit in October 2010 that resulted in an unqualified opinion and no major findings. DREAM has provided NYSED with a 2009-2010 audit.	DREAM underwent an independent financial audit in October 2011 that resulted in an unqualified opinion and no major findings. DREAM has provided NYSED with a 2010-2011 audit.	Results Pending The audit is scheduled to be completed this fall by Schall & Ashenfarb.
			Met? Yes	Met? Yes		
Financial GOAL 3	Each year, DREAM will operate on a balanced budget and maintain a stable cash flow.	Throughout the 2008-2009 school year, DREAM's revenues exceeded expenditures. Additionally, throughout FY09 DREAM maintained 90 days of cash on hand and will continue to meet this cash flow objective. Throughout the 2008-2009 school year, DREAM student enrollment never fell below 95% of full enrollment as specified in the School's charter for year one.	Met? Yes	Throughout the 2009-2010 school year, DREAM's revenues exceeded expenditures. Additionally, throughout FY10 DREAM maintained 90 days of cash on hand and will continue to meet this cash flow objective.	The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.	DREAM continues to operate in a fiscally responsible manner. As in the past, revenues exceeded expenditures throughout 2011-12 and a 90 day reserve of cash on hand was maintained. Result
			Met? Yes	Met? Yes		
NCLB "Good Standing" Goal	Under the State's No Child Left Behind accountability system, the School's Accountability Status will be "Good Standing" each year for Math, ELA and Science		Yes	Yes	Yes	Results Pending Although the 2011-12 Accountability and Overview Report has not been released, we anticipate continuing to be in "Good Standing."

Part 4: Charter School Performance Data

The tables presents the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 4 and New York City.

Percent of Students Scoring at or above Level 3 - Whole School¹⁶

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Dream Charter School			25.5	55.1
CSD 4*			40.9	47.2
NYC*			48.1	50.7
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Dream Charter School			36.2	58.4
CSD 4*			48.4	59.6
NYC*			54.8	61.4

Percent of Students Scoring at or above Level 3 - By Grade

Grade 3

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Dream Charter School			25.5	49.1
CSD 4			40.9	48.6
NYC			48.1	49.0
<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Dream Charter School			36.2	52.6
CSD 4			48.4	56.3
NYC			54.8	57.0

¹⁶ All data from NYC DOE website.

<http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>.

*CSD and City data represent the average performance of the same testing grades of the school.

Grade 4

<u>ELA</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Dream Charter School				65.6
CSD 4				45.8
NYC				52.4

<u>Math</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Dream Charter School				68.8
CSD 4				62.8
NYC				65.7

Part 5: DREAM Charter School Renewal Visit



Charter School Renewal Visit Report
Charter Schools Accountability and Support
2012-2013

DREAM CHARTER SCHOOL RENEWAL VISIT REPORT

OCTOBER 2012

Part A: Executive Summary

Renewal Review Process Overview:

The New York City Department of Education (NYC DOE) Charter Schools Accountability and Support (CSAS) team conducts renewal visits of charter schools authorized by the NYC DOE. The renewal visit is designed to address four questions: is the school an academic success; is the school a fiscally sound, viable organization; is the school in compliance with its charter and all applicable laws and regulations; and what are the school's plans for its next charter term? The visits are conducted by representatives of CSAS and may also include the district superintendent and other DOE staff or consultants. The visits last the duration of two to three school days. The renewal visit begins with a meeting with the school leadership team. Afterward, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. They also review academic and operational documents. Additionally, reviewers meet with one or more of the school's Board representatives and speak to a sampling of the school's parents. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security. The renewal visit is intended to provide a snapshot of the school and reflects what was observed at the time of the visit.

The following experts participated in the review of this school on October 2nd & 3rd, 2012:

- Sonya Hooks, Senior Director, NYC DOE CSAS
- Andrea McLean, Director of Oversight, NYC DOE CSAS
- Keisha Womack, Director of Operations, NYC DOE CSAS
- Bebi Rupnarain, ISC, Special Education, NYC DOE
- Laurie Pendleton, Consultant to NYC DOE CSAS

Part B: Renewal Visit Observations

Areas of Strength

- The DREAM Charter School has established a positive school culture.
 - The school has established clear behavioral expectations that are positively reinforced across the school community.
 - The school's morning routine ensures the school begins each day as a learning community and reaffirms their commitment to academic excellence. The staff gathers to greet families at the school's entrance and the families of younger students are invited to join their children at breakfast.
 - The school's "Community Gathering" is used to celebrate academic success and exemplary attendance.

- Teachers in the classrooms observed were responsive to student needs and used an appropriate tone of voice when teaching or reprimanding students.
 - Teachers carefully taught and revisited procedures and routines by clearly outlining expectations and providing positive feedback to students carrying out the routines.
 - The school's Dean of Students takes a proactive approach to student behavior by providing support to teachers in the form of Professional Development and coaching. The Dean creates behavior intervention plans and regularly checks in with students whose behavior puts them at risk of academic failure.
 - Students interviewed could clearly articulate the process and purpose of the school's behavior chart.
- DREAM takes a holistic approach to student's academic performance and well-being.
 - The school's partnership with HRBI promotes physical, social, and character development.
 - The Dean of Students seeks to use a proactive approach to helping students and in the process fosters a school community that not only focuses on the academic needs of the child but also on the child's overall well-being.
 - The role of the Director of Family Engagement has created opportunities for meaningful family involvement. This is accomplished through a variety of school events, including workshops and whole-school family events.
 - The school has developed and implemented a robust health and wellness program. The school's nutrition program encompasses the entire school community and provides education and events to encourage healthy eating and instruction to students in healthy eating.
 - The school exceeds the state's Physical Education regulations and provides soccer, rugby, and swimming for their students.
- The school's leadership is taking a thoughtful, responsive approach to increasing student achievement.
 - Beginning in the 2011-2012 school year, DREAM implemented a revised curriculum that reflects the Common Core State Standards. This revision also led to the addition of explicit vocabulary instruction and an expansion of the school's Wilson Foundations program.
 - In response to the analysis of their math data, the school implemented Cognitively Guided Instruction (CGI). On the day of the visit several classrooms were observed engaged in CGI where the teacher poses a word problem to the class and students work individually to find a solution. While students worked, teachers took careful notes on the strategies students were using. Throughout

the activity, the level of student cognitive engagement appeared to be high and the notes the teachers took were reflective of high-level monitoring of student learning.

- In 2011 – 2012 the school implemented a Response to Intervention Framework that focuses on identifying struggling students as early as possible. The school provides academic intervention before school and on Saturdays. Teachers interviewed were supportive of this approach to meeting student needs.
 - The school has also increased their use of data since the beginning of their Charter. In the 2009-2010 school year the school began to administer the Fountas and Pinnell reading assessments to monitor student reading growth. In the current school year, the school has a robust assessment system that measures student growth in both reading and mathematics. This approach to using data includes data days that lead to concrete plans for addressing student weaknesses.
 - Again in 2009-2010, the school created the position of the Director of Instruction (DoI) to guide the use of data and to drive instruction and there are currently two DoI's on the leadership team. The Directors observe teachers, provide feedback on lesson plans, and provide professional development. Teachers interviewed report these positions to be helpful to their development.
 - Grade level leads for English Language Arts and Math create common lesson plans ensuring consistency of expectations across classrooms.
- Student accountability for learning is high.
 - Each lesson ends with an exit ticket to measure student mastery of the targeted skill and teacher teams use the results of these assessments to adjust their subsequent instruction.
 - Students are encouraged to “speak loud and proud” so their classmates can hear and to respectfully listen to each other.
 - Teachers respectfully point out student errors during direct teaching and encourage students to listen carefully for the correct answer while frequently revisiting the student to ensure they have corrected their thinking.
 - Students interviewed shared that their teachers encourage them to ask questions because they “want to see where our thinking goes.” The fifth graders could clearly articulate the purpose of homework and the expectations for being responsible for completing it.
 - One student shared their teachers want them, “to be the best they can be.”
 - The school ensures the learning needs of all students are met and provides various strategies to support the education of Special Needs students.

- Late in the 2011 school year, the school hired a Director of Special Education who works closely with the school's leadership to ensure the school is able to meet the needs of their special education students.
 - A review of the school's Special Education records show that 504 plans are in place.
 - The school's Student Support Team monitors student progress and oversees the learning plans of students.
 - Students with behavioral issues are identified and tracked to determine the interventions needed and to create a behavior support plan.
 - The school ensures that appropriate staff has access to student IEP's.
 - Small group instruction occurs within the classroom.
 - The school's Social Workers provides counseling for both mandated and at-risk students.
 - The school's intervention team is overseen by the Director of Special Education and consists of a speech pathologist, intervention specialists, and classroom teachers. The team uses student achievement data to identify students at risk and to create plans to address needs. Related services such as OT and Speech push into classrooms to provide small group instruction. This model is supportive of student learning and ensures all teachers who work with a student regularly collaborate to reinforce strategies taught.
- The operations team meets the needs of the school and is supportive of the instructional program.
 - The operations team roles have been established and are clearly defined. The Director of Operations and School Planning currently oversees five operations roles at the school including the Facilities and Tech manager, Manager of School Administration, two Program Assistants, and the Manager of Student Affairs.
 - The school is AED/CPR compliant with NYS Education Law 917.
 - The Institutional Partnership Agreement (IPA) between DREAM Charter School and HRBI is evident and the school receives Program Services, Management and general services including payroll, and Fundraising Services as described in the agreement.

Areas for Growth

- The school is encouraged to continue to focus on improving instructional delivery.
 - Classroom rigor was inconsistent across classrooms.
 - In some classrooms co-teachers were not effectively utilized.
 - Some lessons were slowly paced and led to some student disengagement and a few minor behavioral issues.

- Student to student interactions were limited in most classrooms observed.
 - Exemplar student work did not include information regarding the expectations required by the assignments rubric.
- The school is encouraged to continue to identify ways to address teacher turnover and sustainability.
 - The staff turnover rate has been high each year of the charter.
 - Although teachers reported that the administration acknowledges that teacher turnover is a problem and that it is their mission to reduce it; other teachers interviewed reported the work-life balance continues to be difficult to maintain.
 - During teacher interviews, it was observed that communication between administration and the teaching staff was lacking. Teachers were unable to articulate school wide goals and appeared to have different views on work expectations.
 - Some teachers interviewed were not supportive of the Grade Team leads and the common lesson plan approach.
 - Teachers interviewed reported the leadership transition in leadership early in the school's charter caused stress on the teaching team.
 - The renewal application mentions several strategies such as the creation of a Career Ladder, which do not appear to be in place and teachers could not speak to them.
- The school's plans for an expansion to the Middle School lack substance.
- The school has been unsuccessful in their search for a Director of the Middle School and therefore plans for creating the academic program have not progressed.

Part 6: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.¹⁷

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.¹⁸

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹⁹ As one such charter entity, the New York City Department of Education (“NYCDOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;

¹⁷ See § 2850 of the Charter Schools Act of 1998.

¹⁸ See §§ 2851(4) and 2852 of the Act.

¹⁹ See generally §§ 2851(3) and 2851(4).

- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYCDOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.²⁰

B. NYCDOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.²¹

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYCDOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them.

²⁰ § 2852(5)

²¹ The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://schools.nyc.gov/community/planning/charters/default.htm>

Additionally, the NYCDOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Charter Schools Accountability and Support team of the NYCDOE (“NYCDOE CSAS”).

The NYCDOE CSAS then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school’s comment, the NYCDOE CSAS reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor’s final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

Part 7: The CSAS Accountability Framework

Throughout the Renewal Process and the life of each school’s charter, the NYCDOE Charter Schools Office uses the following Accountability Framework to monitor Charter School success:

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the CSAS team has developed an Accountability Framework built around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally sound, viable organization?
3. Is the school compliant with its charter and all applicable laws and regulations?
4. What are the school’s plans for its next charter term?

There is no strict, number-driven point scale for applying the framework to a school’s overall performance record. Although academic performance is primary, the NYC DOE takes into account a wide variety of factors (as indicated by the framework strands and available evidence detail) when evaluating a school.

What follows is a framework that outlines strands, indicators, and potential evidence for each of the four essential questions. The framework identifies what CSAS looks at in determining whether a school is successful enough to earn a new charter term, with or without conditions. As schools use the Accountability Framework, they should remember that charter schools exist to deliver improved student achievement for the students they serve, particularly at-risk students, so they can be high-quality choices for families. This reminder should help a school apply this framework to its own performance analysis, underscoring the state and city’s commitment to superior academic performance as the most important factor in a school’s performance.

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school’s charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Parent association meeting agendas and minutes
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder (board, parents, staff, students, etc.) interviews

1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Offer defined opportunities for remediation and acceleration
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals
- Have school calendars and day schedules that provide the time necessary to deliver on the school's mission and academic goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Special Education/ELL progress monitoring documentation
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources
- School calendar and daily schedules
- DOE School Surveys and internal school satisfaction surveys
- Instructional leader and staff interviews

1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best efforts
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and

supported

- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a plan with formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- School calendar and class schedules
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Parent complaint/concern information
- Internal satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

2. Is the School a Fiscally Sound, Viable Organization?

2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely adjustments to that structure with proper notice to and approval by its authorizer
- If applicable, school relationship with a charter management organization is identified in charter

and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees

- Have timely and appropriate access to legal counsel
- Implements a process for recruiting, hiring, compensating, monitoring, and evaluating the effectiveness of the school's staff that is clearly defined in staff handbook
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar
- Professional development plan for leadership staff
- School leadership and staff interviews

2b. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- Create and maintain a healthy professional school climate that is collaborative, student centered, and aligned with school mission and values
- Implement flexible, data-driven approach to professional development for all staff
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Engage parents actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Develop strong community-based partnerships who support and advocate for the school
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Internal satisfaction surveys
- Staff handbook
- Student retention and wait list data
- Staff retention data
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent/Student Handbook
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)

2c. Financial and Operational Health

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet student enrollment and retention targets
- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, as school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Have clearly established policies and procedures for overall fiscal and operational health of the school (onboarding of all new staff, record-keeping, processing requests of HR services, application and enrollment calls, visitors, volunteers, etc.)
- Maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Receive consistently clean financial audits
- If applicable, have strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school design and academic program
- Ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Have appropriate insurance coverage

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial leader(s) job description, resume and accountability documents
- Financial and operational organizational chart
- Financial audits
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships
- Operational policies and procedures, including training resources
- Staff turnover and retention records
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- School safety plan
- Appropriate insurance documents

3. Is the School in Compliance with its Charter and All Applicable Laws and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Site Visit reports
- Board meetings, agendas and minutes
- Leadership, Board, staff and community interviews
- Public hearings (renewal or material revision hearings)

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for FRL, ELL and Special Education students to those of their district of location²² or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conduct an independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employ instructional staff with appropriate security clearances and certification requirements

²² School-specific targets for enrollment and retention are to come from NY State Education Department

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Family/Student handbook
- Student discipline records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSAS's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYC DOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews with Board, staff, parents, students or others, as appropriate

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way.

Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter (replication) Application
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors

Part 8: NYC DOE School Progress Reports

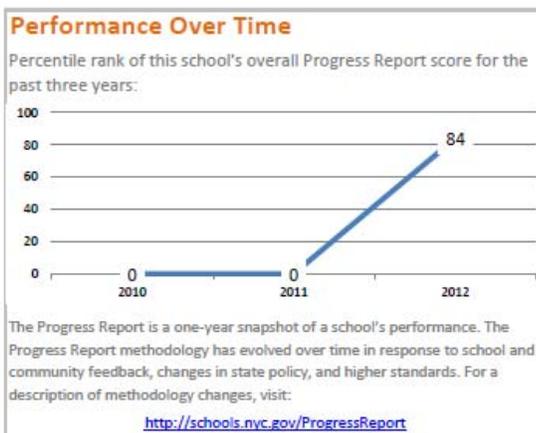
Please see the attached Progress Reports for this school.

DREAM Charter School	
PRINCIPAL:	Eve Colavito
DBN:	84M382
ENROLLMENT:	248
SCHOOL TYPE:	Elementary
PEER INDEX*:	57.11
*See p. 6 for more details on Peer Index.	

PROGRESS REPORT			
A	OVERALL SCORE	out of 100	84
		68.5	This school's overall score is greater than or equal to that of 84 percent of elementary schools.
For elementary, middle, and K-8 schools, the percent of schools receiving top grades was set in advance. Schools with average English and Math performance in the top third citywide cannot receive a grade lower than a C. Schools in their first year, in phase out, or with fewer than 25 students with progress results receive a report with no grade or score.			
Progress Report Grades - Elementary			
GRADE	SCORE RANGE	% OF SCHOOLS	
A	64.7 or higher	25% of schools	
B	49.8 - 64.6	36% of schools	
C	35.8 - 49.7	30% of schools	
D	25.6 - 35.7	7% of schools	
F	25.5 or lower	2% of schools	

Overview Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools, and (3) rewards success in moving all children forward, especially children with the greatest needs.

CATEGORY	SCORE	GRADE	DESCRIPTION
Student Progress	39.6 out of 60	A	Student Progress measures how much individual students improved on state tests in English and Math between 2011 and 2012, compared to other students who started at the same level and weights the results of the 2012 3rd grade tests.
Student Performance	14.7 out of 25	B	Student Performance measures student results on the 2012 state tests in English and Math.
School Environment	10.0 out of 15	A	School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
Closing the Achievement Gap	4.2 (16 max)		Schools receive additional credit for exceptional graduation and college/career readiness outcomes of students with disabilities, English Language Learners, and students who enter high school at a low performance level.
Overall Score	68.5 out of 100	A	The overall grade is based on the total of all scores above. Category scores may not add up to total score because of rounding.



Progress Report Implications

Strong Progress Report results are the basis for recognition and potential rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see: <http://schools.nyc.gov/community/planning/Support+and+Intervention.htm>

State Accountability

The school's current status: **In Good Standing**

This designation is determined by the New York State Department of Education under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. More information on New York State accountability can be found here: <http://schools.nyc.gov/Accountability/tools/accountability/default.htm>

GRADE	A	GRADE	SCORE RANGE
		A	38.8 or higher
		B	29.8 - 38.7
		C	21.5 - 29.7
		D	15.3 - 21.4
SCORE	39.6	F	15.2 or lower
	(out of 60)		

Student Progress represents 60% of the total score. The grade is based on growth percentiles, a measure of how much individual students improved on state tests in English and Math between 2011 and 2012, and on early grade progress, a weighted measure of 3rd grade students' test results based on their demographic indicators of need.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
English							
Median Adjusted Growth Percentile (n=30)	76.0		93.5%		87.1%	10.00	9.19
Median Adjusted Growth Percentile for School's Lowest Third (n=18)	80.0		79.5%		79.7%	10.00	7.96
Early Grade Progress (n=57)	2.4		46.2%		52.9%	10.00	4.79
Mathematics							
Median Adjusted Growth Percentile (n=30)	65.0		64.0%		59.8%	10.00	6.30
Median Adjusted Growth Percentile for School's Lowest Third (n=16)	70.0		64.0%		61.4%	10.00	6.34
Early Grade Progress (n=57)	2.4		49.0%		53.6%	10.00	5.02
TOTAL POINTS						60.00	39.60

How To Interpret These Charts

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.

Score Calculation Example

FORMULA: $(\text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$

EXAMPLE: $(60\% \times 0.75 + 80\% \times 0.25) \times 10 = 6.50$

GRADE	B	GRADE	SCORE RANGE
		A	16.1 or higher
		B	12.4 - 16.0
		C	8.9 - 12.3
		D	6.4 - 8.8
SCORE	14.7	F	6.3 or lower
	(out of 25)		

The Student Performance grade is based on results on the 2012 state tests in English and Math. Student Performance represents 25% of the total score. State test metrics evaluate the percent of students who reach or exceed proficiency (Level 3 and 4) and students' average proficiency rating.

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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English

Percentage of Students at Level 3 or 4 (n=88)	54.5%		70.0%		59.5%	6.25	4.21
Average Student Proficiency (n=88)	2.92		63.2%		53.8%	6.25	3.80

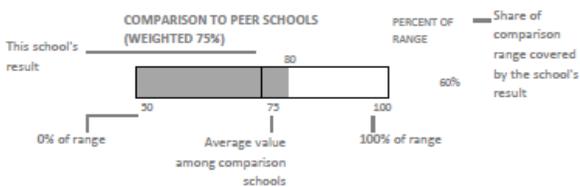
Mathematics

Percentage of Students at Level 3 or 4 (n=88)	58.0%		54.5%		48.4%	6.25	3.31
Average Student Proficiency (n=88)	3.17		54.8%		49.2%	6.25	3.34

TOTAL POINTS	25.00	14.66
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How To Interpret These Charts

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	$(\text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$
EXAMPLE	$(60\% \times 0.75 + 80\% \times 0.25) \times 6.25 = 4.06$

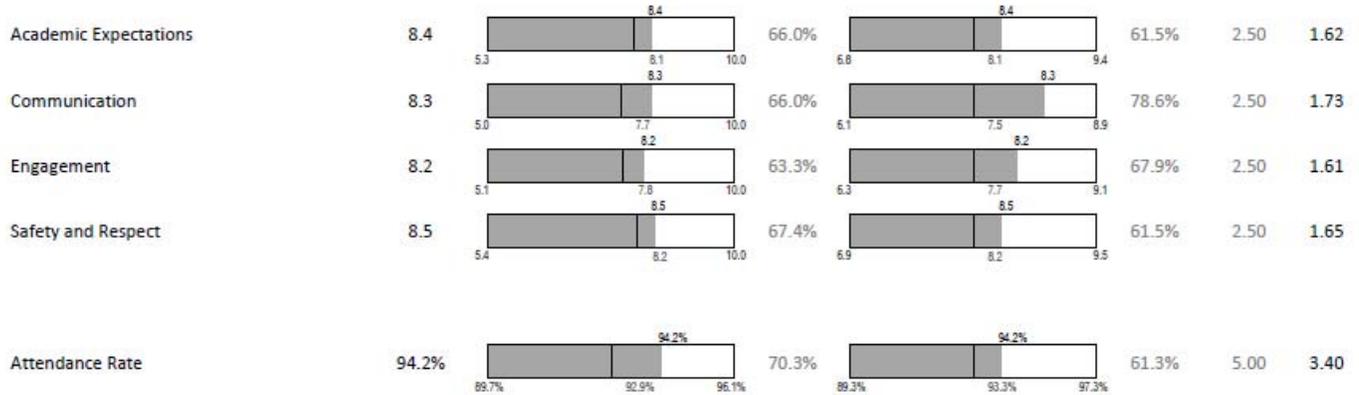
GRADE **A**
 SCORE **10.0**
 (out of 15)

GRADE	SCORE RANGE
A	9.7 or higher
B	7.4 - 9.6
C	5.3 - 7.3
D	3.8 - 5.2
F	3.7 or lower

School Environment represents 15% of the total score. The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication, and engagement.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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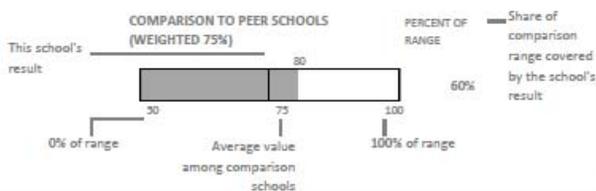
School Survey Results



TOTAL POINTS 15.00 10.01

How To Interpret These Charts

To determine the number of points earned, this school's 2011-12 results on each metric are compared to the historical results of peer schools and all schools serving the same grade levels citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all schools citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2009-10 and 2010-11 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	(PERCENT OF PEER RANGE x 0.75 + PERCENT OF CITY RANGE x 0.25) x	POINTS POSSIBLE	=	POINTS EARNED
EXAMPLE	(60% x 0.75 + 80% x 0.25) x	2.5	=	1.63

Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. A school earns additional credit when each high-need student meets the success criteria for an eligible metric. The number of points will depend on the percentage of the school's population that is in the high-need group, the percentage of that group that is successful, and a "fixed point value" based on how difficult it is to achieve the success criteria. Additional Credit can only improve a school's Progress Report score. It cannot lower a school's score. Elementary schools are eligible for points on 16 additional credit metrics while middle and K-8 schools are eligible for points on up to 17 metrics, each of which is worth up to one point. (In the table below, "." in "This School's Results" indicates that a school has fewer than 5 eligible students in one of the categories.)

CATEGORY	THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	POINTS POSSIBLE	POINTS EARNED
Percent at Level 3 or 4					
English					
Self-Contained (n=8)	25.0%	9.1%	0.326	1.00	0.74
Integrated Co-Teaching (ICT) (n=11)	18.2%	12.5%	0.113	1.00	0.26
Special Education Teacher Support Services (SETSS) (n=1)	.	.	0.174	1.00	.
Mathematics					
Self-Contained (n=8)	37.5%	9.1%	0.119	1.00	0.41
Integrated Co-Teaching (ICT) (n=11)	27.3%	12.5%	0.065	1.00	0.22
Special Education Teacher Support Services (SETSS) (n=1)	.	.	0.103	1.00	.
Percent at 75th Growth Percentile or Higher					
English					
English Language Learners (n=1)	.	.	0.021	1.00	.
Lowest Third Citywide (n=11)	72.7%	36.7%	0.013	1.00	0.35
Self-Contained/ICT/SETSS (n=8)	62.5%	26.7%	0.022	1.00	0.37
Black and Hispanic Males in Lowest Third Citywide (n=7)	57.1%	23.3%	0.026	1.00	0.35
Mathematics					
English Language Learners (n=1)	.	.	0.019	1.00	.
Lowest Third Citywide (n=9)	44.4%	30.0%	0.016	1.00	0.21
Self-Contained/ICT/SETSS (n=8)	50.0%	26.7%	0.028	1.00	0.37
Black and Hispanic Males in Lowest Third Citywide (n=6)	66.7%	20.0%	0.035	1.00	0.47
Movement from SC/ICT/SETSS to Less Restrictive Environments (n=24)	0.29	9.7%	0.105	1.00	0.29
English Language Learner Progress (n=25)	64.0%	10.1%	0.026	1.00	0.17
				TOTAL POINTS	4.21

PEER INDEX CALCULATION

The Peer Index is used to sort schools on the basis of demographics. A higher Peer Index indicates a higher need population. The Peer Index operates on a 1-100 scale and is calculated using the following formula:

FORMULA (Economic Need Index x 30) + (% Students with Disabilities x 30) + (% Black/Hispanic x 30) + (% English Language Learners x 10) = PEER INDEX

FOR THIS SCHOOL (0.74 x 30) + (18.1% x 30) + (95.2% x 30) + (9.3% x 10) = 57.11

Note: the Economic Need Index is calculated as follows: (1.0 × Percent Temporary Housing) + (0.5 × Percent HRA-eligible) + (0.5 × Percent Free Lunch Eligible)

PEER GROUP FOR: DREAM Charter School

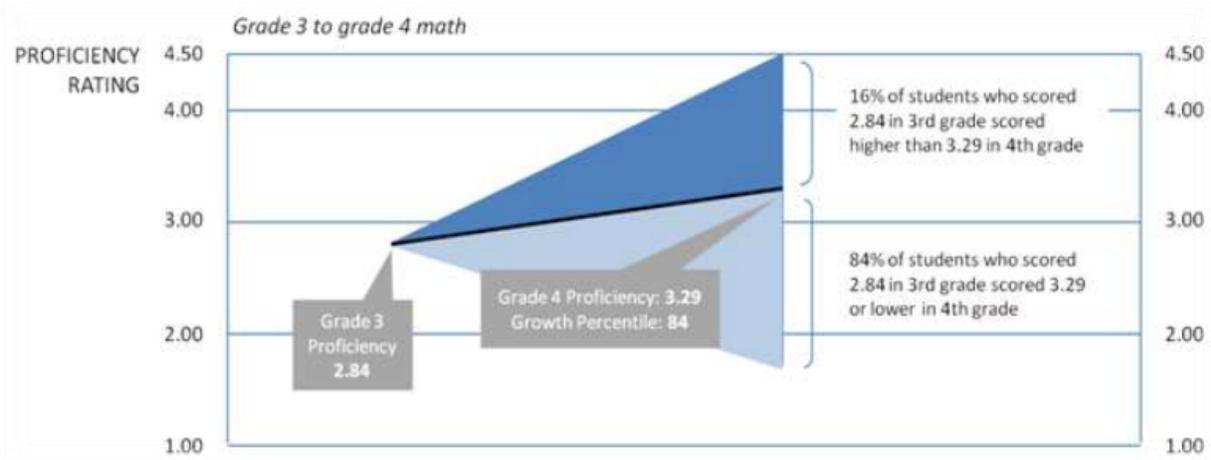
Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the Peer Index. Each elementary and middle school has up to 40 peer schools and each K-8 school has up to 30 peer schools.

DBN	SCHOOL	PEER INDEX	ECONOMIC NEED INDEX	% IEP	% BLACK or HISPANIC	% ELL
30Q149	P.S. 149 Christa McAuliffe	55.60	0.76	10.1%	85.9%	41.0%
18K135	P.S. 135 Sheldon A. Brookner	55.63	0.76	10.3%	98.4%	3.4%
84X496	Icahn Charter School 4	55.64	0.74	9.9%	97.2%	14.4%
31R021	P.S. 21 Margaret Emery-Elm Park	55.66	0.73	20.9%	84.8%	19.9%
84M329	Harlem Link Charter School	55.77	0.75	15.9%	93.2%	6.4%
18K268	P.S. 268 Emma Lazarus	55.87	0.72	13.1%	99.2%	5.7%
11X068	P.S. 068 Bronx	56.04	0.72	18.3%	95.6%	1.9%
15K032	P.S. 032 Samuels Mills Sprole	56.19	0.69	40.8%	73.4%	10.9%
28Q140	P.S. 140 Edward K Ellington	56.33	0.78	16.7%	91.9%	3.5%
28Q080	P.S. 080 Thurgood Marshall Magnet	56.38	0.64	26.9%	95.9%	3.6%
12X691	Bronx Little School	56.50	0.79	20.1%	84.6%	12.9%
14K084	P.S. 084 Jose De Diego	56.64	0.78	18.4%	83.7%	27.6%
17K397	P.S. 397 Foster-Laurie	56.65	0.82	9.3%	94.9%	7.7%
19K273	P.S. 273 Wortman	56.74	0.74	16.8%	97.5%	2.5%
84X419	Bronx Academy of Promise Charter School	56.81	0.71	11.6%	98.8%	23.5%
18K244	P.S. 244 Richard R. Green	56.92	0.67	22.8%	98.7%	3.3%
16K021	P.S. 021 Crispus Attucks	56.94	0.76	16.4%	97.6%	0.7%
24Q081	P.S. 81Q Jean Paul Richter	57.04	0.75	20.1%	88.8%	17.8%
22K245	P.S. 245	57.10	0.79	9.8%	98.0%	10.2%
21K188	P.S. 188 Michael E. Berdy	57.11	0.82	24.0%	82.5%	4.5%
84M382	DREAM Charter School	57.11	0.74	18.1%	95.2%	9.3%
19K007	P.S. 007 Abraham Lincoln	57.30	0.79	11.8%	94.6%	17.1%
15K172	P.S. 172 Beacon School of Excellence	57.52	0.70	26.3%	84.6%	33.4%
27Q104	P.S. 104 The Bays Water	57.57	0.76	19.5%	93.4%	7.8%
17K221	P.S. 221 Toussaint L'Ouverture	57.59	0.76	16.8%	96.6%	6.9%
84X309	South Bronx Charter School For Int'L Culture & The Arts	57.69	0.81	6.0%	98.7%	20.8%
19K065	P.S. 065	57.79	0.84	9.2%	92.2%	23.1%
11X103	P.S. 103 Hector Fontanez	57.86	0.80	15.1%	92.2%	18.2%
84X165	Grand Concourse Charter School	57.86	0.79	11.5%	95.2%	22.9%
24Q143	P.S. 143 Louis Armstrong	57.86	0.78	9.7%	93.8%	33.0%
29Q052	P.S. 052 Queens	57.88	0.79	15.1%	96.5%	6.0%
11X189	Cornerstone Academy for Social Action	57.97	0.76	20.5%	93.4%	9.7%
17K316	P.S. 316 Elijah Stroud	58.01	0.77	21.6%	92.3%	7.0%
12X047	P.S. 047 John Randolph	58.13	0.85	12.9%	87.4%	26.0%
84K649	La Cima Charter School	58.18	0.82	13.6%	96.8%	5.4%
84K782	Bedford Stuyvesant New Beginnings Charter School	58.35	0.77	15.3%	99.6%	6.4%
84X407	Bronx Charter School for Children	58.37	0.78	14.4%	96.5%	15.8%
19K290	P.S. 290 Juan Morel Campos	58.58	0.84	8.7%	94.5%	23.1%
13K056	P.S. 056 Lewis H. Latimer	58.60	0.83	17.6%	92.5%	5.4%
14K380	P.S. 380 John Wayne Elementary	58.68	0.78	19.1%	91.3%	21.3%
17K092	P.S. 092 Adrian Hegeman	58.78	0.88	9.4%	93.5%	14.6%
PEER GROUP AVERAGES		57.20	0.77	16.2%	93.0%	13.5%

The Progress Report for elementary and middle schools focuses on students' growth to proficiency and beyond, regardless of their starting point. The Progress Report measures individual students' growth on state English and Math tests using growth percentiles.

1 GROWTH PERCENTILES

A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. It is a number between 0 and 100 which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. For example, a student with a growth percentile of 84 earned a score on this year's test that was the same or higher than 84 percent of the students in the City who had the same score as he did last year.



2 ADJUSTED GROWTH PERCENTILES

To evaluate a school on its students' growth percentiles, the Progress Report uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

CATEGORY	ADJUSTMENT
Students with Disabilities (Self-contained)	+0.25
Students with Disabilities (ICT)	+0.15
Students with Disabilities (SETSS)	+0.10
Economic Need Index (per 0.10)	+0.005

Note: "Students with Disabilities" for purposes of adjustments is based on the most restrictive setting of students over the last four school years.

3 MEDIAN ADJUSTED GROWTH PERCENTILES

The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.

This page provides more granular data on students' state exam scores. It disaggregates these scores by grade and subject for 2011-12. While the numbers here do not individually count for points, the detailed deconstruction should provide deeper insight into 2011-12 student performance.

State Exam Scores by Grade	AVERAGE STUDENT PROFICIENCY	PERCENTAGE OF STUDENTS AT LEVEL 3 OR LEVEL 4	MEDIAN ADJUSTED GROWTH PERCENTILE
Mathematics			
3rd Grade (n = 57)	3.06	52.6%	.
4th Grade (n = 31)	3.37	67.7%	65.0
English			
3rd Grade (n = 57)	2.89	49.1%	.
4th Grade (n = 31)	2.99	64.5%	76.0
Science			
4th Grade (n = 31)	3.53	90.3%	.

DREAM Charter School	
PRINCIPAL:	Eve Colavito
DBN:	84M382
ENROLLMENT:	200
SCHOOL TYPE:	Early Childhood
PEER INDEX:	57.85
(see p. 6 for more details on peer index)	

OVERALL GRADE

C

OVERALL SCORE

20.5
out of 70

RANK

31

This school's overall score was higher than 9 of 40 Early Childhood schools.

Overall Grades - Early Childhood		
GRADE	SCORE RANGE	% of Schools
A	43.9 or higher	26% of schools
B	28.2 - 43.8	36% of schools
C	17.9 - 28.1	28% of schools
D	14.7 - 17.8	8% of schools
F	14.6 or lower	3% of schools

For early childhood, the percent of schools receiving top grades was set in advance. Schools in their first year, in phase out, or which have fewer than 25 students with progress results receive a report with no grade or score.

Overview

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. Strong Progress Report results are the basis for monetary rewards for school leaders, and poor results are an important factor in determining whether schools require intensive support or intervention. For more information, see schools.nyc.gov/community/planning/Support+and+Intervention.htm.

CATEGORY	SCORE	GRADE	DESCRIPTION
Student Progress	3.8 out of 30	F	Student Progress measures the results of students on 2011 3rd grade state tests in English and Math, with extra weight given to students who scored higher than expected.
Student Performance	3.6 out of 25	D	Student Performance measures the results of students on 2011 3rd grade state tests in English and Math.
School Environment	11.1 out of 15	A	School Environment measures student attendance and a survey of the school community rating academic expectations, safety and respect, communication, and engagement.
Closing the Achievement Gap	2.0 (14 max)		Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and Black and Hispanic male students.
Overall Score	20.5 out of 70	C	The overall grade is based on the total of all scores above, including additional credit for closing the achievement gap. Category scores may not add up to total score because of rounding.

Other accountability measures

These measures are separate from the Progress Report, and are an important part of school accountability in New York City and State.

Quality Review

The school's most recent Quality Review Score:

The Quality Review is an observational evaluation conducted by an experienced educator, focused on how well a school is organized to educate its students.

State Accountability

The school's current status:

In Good Standing

2010-11

This status is determined by the New York State Department of Education under the No Child Left Behind Act.

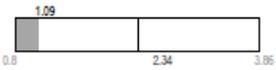
GRADE	F	GRADE	SCORE RANGE
SCORE		A	16.6 or higher
		B	10.4 - 16.5
		C	4.8 - 10.3
		D	4.4 - 4.7
		F	4.3 or lower

3.8
(out of 30)

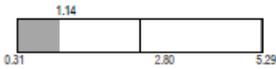
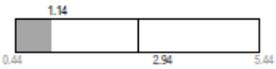
Student Progress accounts for 30 of the total 70 points. The grade is based on the results of students who attended the school on the 2011 3rd grade state tests in English and Math, and evaluates the extent to which the early childhood school helped students exceed their expected performance.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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English

Early Grade Progress Measure (n=47)	1.09		9.8%		8.9%	15	1.44
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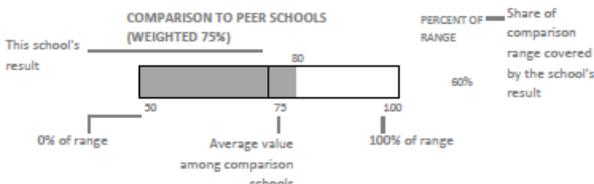
Mathematics

Early Grade Progress Measure (n=49)	1.14		16.7%		14.0%	15	2.40
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TOTAL POINTS	30	3.84
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How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of third graders at peer schools and all third graders citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all third graders citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	(	PERCENT OF PEER RANGE	x	0.75	+	PERCENT OF CITY RANGE	x	0.25	)	x	POINTS POSSIBLE	=	POINTS EARNED
EXAMPLE	(	60%	x	0.75	+	80%	x	0.25	)	x	15	=	9.75

GRADE	D	GRADE	SCORE RANGE
		A	10.9 or higher
		B	7.0 - 10.8
		C	4.0 - 6.9
SCORE		D	3.6 - 3.9
	F	3.5 or lower	

SCORE **3.6**
(out of 25)

Student Performance accounts for 25 of the total 70 points. The Student Performance grade is based on results on the 2011 state tests in English and Math. The section evaluates the percent of third grade students who reach or exceed proficiency (Level 3 and 4).

	THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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English

Percentage of students at level 3 or 4 (n=47)	27.7%		15.6%		12.9%	6.25	0.93
Average Student Proficiency (n=47)	2.50		8.9%		9.0%	6.25	0.56

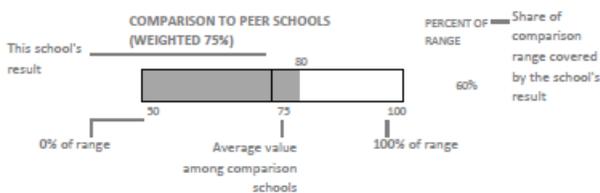
Mathematics

Percentage of students at level 3 or 4 (n=49)	36.7%		21.8%		15.1%	6.25	1.26
Average Student Proficiency (n=49)	2.70		14.9%		9.3%	6.25	0.84

TOTAL POINTS	25	3.59
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How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of third graders at peer schools and all third graders citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all third graders citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	$(\text{PERCENT OF PEER RANGE} \times 0.75 + \text{PERCENT OF CITY RANGE} \times 0.25) \times \text{POINTS POSSIBLE} = \text{POINTS EARNED}$
EXAMPLE	$(60\% \times 0.75 + 80\% \times 0.25) \times 6.25 = 4.06$

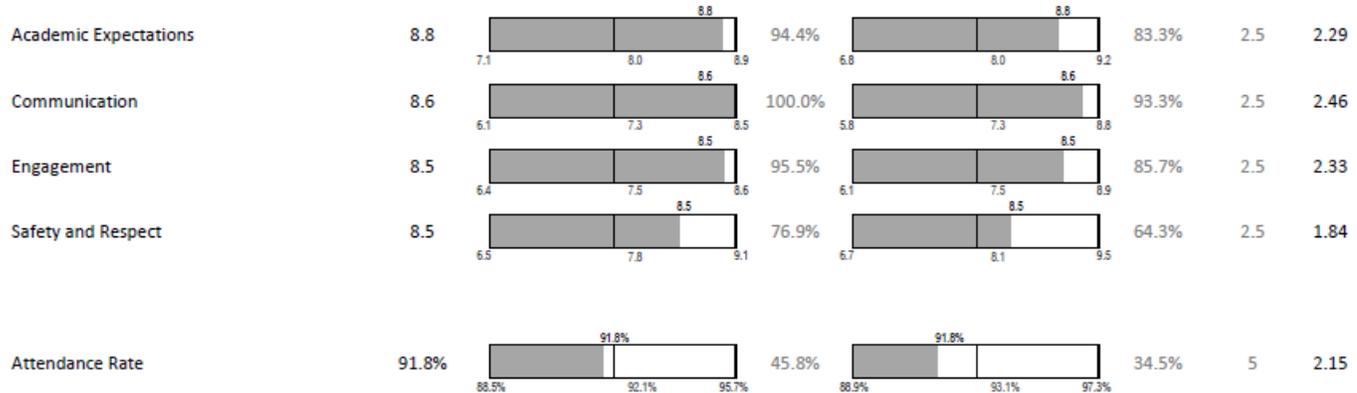
GRADE **A**
 SCORE **11.1**
 (out of 15)

GRADE	SCORE RANGE
A	9.4 or higher
B	7.5 - 9.3
C	6.3 - 7.4
D	5.6 - 6.2
F	5.5 or lower

School Environment accounts for 15 of the total 70 points. The School Environment grade is based on student attendance and results of the NYC School Survey, on which parents and teachers rate academic expectations, safety and respect, communication, and engagement.

THIS SCHOOL'S RESULTS	COMPARISON TO PEER SCHOOLS (WEIGHTED 75%)	PERCENT OF PEER RANGE	COMPARISON TO CITY SCHOOLS (WEIGHTED 25%)	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
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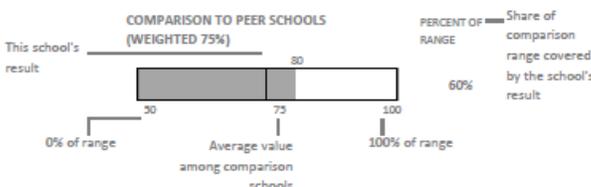
School Survey Results



TOTAL POINTS 15 11.07

How To Interpret These Charts

To determine the number of points earned, this school's 2010-11 results on each metric are compared to the historical results of third graders at peer schools and all third graders citywide. The comparison to peer schools is worth 75% of the points for each metric and the comparison to all third graders citywide is worth 25% of the points. The bars represent the range of results for the peer and city comparison schools for 2008-09 and 2009-10 that are within two standard deviations of the average. The percent of the range that is shaded is the school's share of possible points. The share is multiplied by the weight (75% or 25%) and the possible points for the metric to determine the points earned.



Score Calculation Example

FORMULA	(PERCENT OF PEER RANGE x 0.75 + PERCENT OF CITY RANGE x 0.25) x POINTS POSSIBLE = POINTS EARNED
EXAMPLE	(60% x 0.75 + 80% x 0.25) x 2.5 = 1.63

Schools receive additional credit for exceptional gains by students with disabilities, English Language Learners, and students starting with the lowest proficiency citywide. A school earns full additional credit when its results are in the top 20% of schools citywide. It earns half credit when its results are in the top 40%. Additional Credit can only improve a school's Progress Report score. It cannot lower a school's score. Early childhood schools are eligible for points on 7 additional credit metrics, each of which is worth up to 2 points. (In the table below, "." indicates that a school has fewer than 10 eligible students in a category.)

CATEGORY	THIS SCHOOL'S RESULTS	TOP 20% CUTOFF	TOP 40% CUTOFF	POINTS EARNED
Early Grade Progress				
English				
English Language Learners (n=2)	.	2.21	1.59	.
Self-Contained/CTT/SETSS (n=13)	1.46	3.01	2.41	.
Black/Hispanic male students (n=25)	1.35	2.65	2.00	.
Mathematics				
English Language Learners (n=2)	.	2.37	1.58	.
Self-Contained/CTT/SETSS (n=15)	1.83	4.35	2.71	.
Black/Hispanic male students (n=26)	1.47	3.75	2.07	.
Movement of students with disabilities to less restrictive environments (n=17)	0.41	0.37	0.25	2.0
TOTAL POINTS				2.0

PEER INDEX CALCULATION

The Peer Index is used to sort schools on the basis of demographics. A higher Peer Index indicates a higher need population. The Peer Index operates on a 1-100 scale and is calculated using the following formula:

FORMULA (% eligible for free lunch x 30) + (% students with disabilities x 30) + (% Black/Hispanic x 30) + (% English language learners x 10) = PEER INDEX

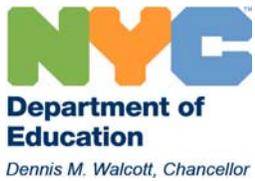
FOR THIS SCHOOL (76.5% x 30) + (16.5% x 30) + (97.5% x 30) + (7.0% x 10) = 57.85

PEER GROUP FOR: DREAM Charter School

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population, according to the peer index. Each school has up to 40 peer schools. An early childhood school's peer group can include elementary, K-8, and early childhood schools, though only the third grade test results are included in the metrics.

DBN	SCHOOL	PEER INDEX	% FREE LUNCH	% IEP	% BLACK or HISPANIC	% ELL
24Q089	P.S. 089 Elmhurst	57.10	87.1%	10.4%	76.3%	49.6%
11X103	P.S. 103 Hector Fontanez	57.23	78.3%	12.9%	93.0%	19.6%
23K156	P.S. 156 Waverly	57.26	79.0%	11.5%	98.6%	5.3%
10X280	P.S./M.S. 280 Mosholu Parkway	57.28	85.5%	15.3%	82.4%	23.3%
84K731	Brooklyn Excelsior Charter	57.28	87.4%	8.4%	95.0%	0.3%
84X706	Harriet Tubman Charter School	57.34	80.4%	9.7%	98.7%	7.0%
29Q136	P.S. 136 Roy Wilkins	57.35	75.8%	15.2%	98.8%	4.0%
23K327	P.S. 327 Dr. Rose B. English	57.36	78.5%	12.7%	98.5%	4.6%
18K233	P.S. 233 Langston Hughes	57.43	81.9%	10.2%	98.4%	2.6%
19K065	P.S. 065	57.45	85.0%	8.0%	91.3%	21.5%
23K165	P.S. 165 Ida Posner	57.49	77.9%	15.0%	98.1%	1.9%
04M007	P.S. 007 Samuel Stern	57.67	78.0%	9.0%	95.5%	29.2%
13K305	P.S. 305 Dr. Peter Ray	57.75	82.3%	13.8%	94.1%	6.7%
32K377	P.S. 377 Alejandrina B. De Gautier	57.76	78.4%	11.9%	96.7%	16.7%
28Q160	P.S. 160 Walter Francis Bishop	57.80	89.0%	17.8%	83.6%	7.0%
16K028	P.S. 028 The Warren Prep Academy	57.81	87.6%	12.1%	90.4%	7.6%
27Q105	P.S. 105 The Bay School	57.84	79.5%	15.9%	94.6%	8.3%
27Q104	P.S. 104 The Bays Water	57.84	79.8%	16.3%	93.8%	8.6%
84X309	South Bronx Charter School For Int'L Culture & The Arts	57.85	83.6%	4.8%	97.8%	19.9%
11X021	P.S. 021 Philip H. Sheridan	57.85	79.1%	13.6%	98.2%	5.8%
84M382	DREAM Charter School	57.85	76.5%	16.5%	97.5%	7.0%
27Q043	P.S. 043	57.87	79.6%	15.8%	93.5%	12.1%
10X015	P.S. X015 Institute for Environmental Learning	57.91	85.5%	6.7%	97.5%	10.0%
18K135	P.S. 135 Sheldon A. Brookner	57.94	86.1%	8.2%	97.7%	3.6%
18K244	P.S. 244 Richard R. Green	57.99	72.6%	21.2%	98.2%	3.7%
05M129	P.S. 129 John H. Finley	58.03	83.1%	12.3%	95.6%	7.1%
04M037	River East Elementary	58.03	74.0%	21.2%	95.5%	8.3%
84X165	Grand Concourse Charter School	58.04	81.1%	8.9%	96.1%	22.0%
11X189	Cornerstone Academy for Social Action	58.12	80.2%	15.4%	93.6%	13.5%
24Q016	P.S. Q016	58.13	82.3%	9.9%	87.1%	43.5%
11X078	P.S. 078 Anne Hutchinson	58.15	78.9%	14.7%	98.3%	5.8%
10X008	P.S. 008 Issac Varian	58.18	83.2%	17.3%	83.3%	30.3%
28Q080	P.S. 080 Thurgood Marshall Magnet	58.21	69.6%	28.0%	95.7%	2.3%
05M125	P.S. 125 Ralph Bunche	58.23	79.8%	20.4%	86.7%	21.4%
16K627	Brighter Choice Community School	58.28	74.8%	17.8%	100.0%	5.0%
10X037	P.S. X037 - Multiple Intelligence School	58.29	78.7%	16.4%	95.6%	10.8%
19K108	P.S. 108 Sal Abbracciamento	58.34	88.2%	9.4%	91.1%	17.2%
84X730	Bronx Charter School for Arts	58.40	73.5%	19.5%	98.5%	9.5%
16K005	P.S. 005 Dr. Ronald Mcnair	58.44	81.7%	17.1%	94.3%	5.0%
22K269	P.S. 269 Nostrand	58.47	81.6%	13.8%	95.2%	12.8%
13K133	P.S. 133 William A. Butler	58.50	75.3%	21.4%	94.8%	10.4%
PEER GROUP AVERAGES		57.84	80.6%	13.9%	94.1%	12.5%

Part 9: Historic Accountability Reports



Charter School Renewal Report
Charter Schools Office
2011-2012

DREAM CHARTER SCHOOL ANNUAL SITE VISIT REPORT

MAY 2012

Part 1: Executive Summary

School Overview and History:

DREAM Charter School is an elementary school serving approximately 246 students from kindergarten through fourth grade in the 2011-2012 school year.²³ The school opened in 2008 with grades K-1. The school is under the terms of its first charter and is projected to expand to grades K-5 during its current term, which will expire January 14, 2013. If approved for renewal, the school is projected to reach its full grade span, K-8, during the 2015-2016 school year.²⁴ The school is currently housed in a Department of Education (DOE) facility in District 4, and is co-located with P.S. 38 Roberto Clemente.²⁵

The school typically enrolls new students in grades K-4. There were 893 students on the waitlist after the Spring 2011 lottery.²⁶ The student body includes 87.9% Free and Reduced Lunch students, compared to 72.6% in the district; 18.1% special education students, compared to 20.2% in the district; and 8.5% English language learners (ELL), compared to 11.5% in the district.²⁷ The average attendance rate for the school year 2011-2012 to date was 94.9%.²⁸ The school scored Above Average on the Academic Expectations, Communication, Engagement and Safety & Respect sections of the NYC DOE School Survey in 2010-2011; 91% of the school's parents responded to the survey, and 100% of the school's teachers.²⁹

The school earned a C on its NYC DOE Progress Report in 2010-11.³⁰ The school underperformed its Community School District and the city averages in ELA and Math in 2010-2011.³¹ The school is in good standing with state and federal accountability.³²

Annual Review Process Overview:

The New York City Department of Education (NYC DOE) Charter Schools Office (CSO) conducts an annual site visit of charter schools authorized by the NYC DOE. The site visit is designed to address three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, we also ask about the school's plans for its next charter term. The visits are conducted by representatives of the CSO and last the duration of one school day. The annual site visit begins with a meeting with the school leadership team. Afterward, the reviewers visit classrooms and hold brief meetings with available administrators and teachers. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security. The site visit is intended to provide a snapshot of the school and reflects what was observed at the time of the visit.

The following experts participated in the review of this school on May 8, 2012:

- Keisha Womack, Director of Operations, NYC DOE CSO
- Bertram Wyman, Analyst, NYC DOE CSO

²³ Self-reported by school on Annual Site Visit Data Collection Form dated 4/24/12

²⁴ NYC DOE ATS system and charter agreement

²⁵ NYC DOE Location Code Generating System database

²⁶ Self-reported by school on Annual Site Visit Data Collection Form dated 4/24/12

²⁷ NYC DOE ATS system as of 4/3/2012

²⁸ Self-reported by school on Annual Site Visit Data Collection Form dated 4/24/12

²⁹ NYC DOE School Survey – <http://schools.nyc.gov/survey>

³⁰ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

³¹ NYC DOE website – <http://schools.nyc.gov/> (search: test results); District and city averages are for the grade levels corresponding to the school's testing grades in specified years

³² New York State Education Department - www.nysed.gov

Part 2: Findings

Areas of Strength:

- The school has established a strong school culture.
 - On the day of the visit, students were generally well behaved and no major behavioral issues were observed. Transitions were smooth and orderly.
 - During classroom observations, teachers frequently gave positive feedback for appropriate behaviors.
 - The school conducts weekly morning meetings to celebrate exemplary attendance and academic performance.
 - Attendance has risen over 3 percentage points since last year (from 91.7% to 94.9%).³³
 - Teachers interviewed expressed support of the school community and mission.
- School leadership is self-reflective and working to establish a culture of high academic performance.
 - Leadership has identified several areas of growth and has developed action plans to address these areas.
 - The school is aligning its ELA curriculum to Common Core Standards.
 - The school is implementing Response to Intervention (RTI).
 - The school is planning to hire a special education director.
 - The school has begun using the Marshall's rubrics for teacher evaluations.
 - Teachers are evaluated twice a year and receive professional development based on their areas of growth.
 - Teachers stated that they receive meaningful feedback from evaluations.
 - Teachers are given weekly planning time for grade-level teams and have scheduled common prep time daily.
 - Teachers stated that school leaders have an open door policy and that there are clear avenues to express staff needs.
- The school has a holistic approach to its students' performance and well-being.
 - The school's community-based organization (CBO), Harlem RBI, provides students with athletic and character development programs throughout the school year and summer.
 - Teachers were observed referencing common behavioral language – i.e., "SPORT" – to promote positive student behavior.
 - The school has a nutritional policy banning junk food and provides parents and students with nutrition classes.
 - The school has hired a Family Engagement Coordinator who has developed multiple opportunities for family involvement.
 - The school holds an orientation to introduce families to the school's culture and expectations.
 - The school organizes workshops on school academic programs.
 - Families are given the opportunity to have breakfast with school leadership.
 - Families are encouraged to observe classrooms.

Areas of Growth:

- The school is encouraged to continue to focus on effective and consistent instructional delivery.

³³ Self-reported by school on Annual Site Visit Data Collection Form dated 4/24/12

- In observed classrooms, the level of academic rigor was inconsistent. Some observed instruction had few examples of extension questioning or high order critical thinking.
 - Slow pacing in some classrooms led to student disengagement and minor behavioral issues.
 - On the day of the visit, most learning was teacher-directed. The school should consider incorporating peer-to-peer or small group learning in order to increase student engagement and understanding.
 - Teachers reported that they were unsure if the curriculum is vertically aligned and would like more time to collaborate across grades.
 - When asked, several students were not able to identify directives or the point of the lesson.
- The school should advance differentiation of instruction within the classroom.
 - The school’s model is to have two teachers in every classroom. However, on the day of the visit, some adults in the classroom appeared to be underutilized. In several cases, the second teacher was simply making sure students were on task.
 - Teachers stated that data was used to create groups and subgroups. The school should also continue to target individual student needs.
 - During the visit, few examples of differentiation in academic materials were observed.
- The school should further efforts to improve academic performance.
 - On the 2010-11 Progress Report, DREAM received an overall grade of C.
 - DREAM received a grade of F on the Student progress section on the 2010-11 Progress Report, scoring in the 10th percentile in ELA for its peer group and 17th percentile in Math for its peer group.
 - DREAM received a D on the 2010-11 Progress Report with 28 percent of students proficient in ELA and 37% of students proficient in Math.

Part 3: Essential Questions and Accountability Framework

The CSO Accountability Framework

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the NYC DOE’s Charter Schools Office (CSO) has developed an Accountability Framework build around four essential questions for charter school renewal:

5. Is the school an academic success?
6. Is the school a fiscally sound, viable organization?
7. Is the school compliant with its charter and all applicable law and regulations?
8. What are the school’s plans for its next charter term?

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals
- Meet student progress goals
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school’s charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs

1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Offer defined opportunities for remediation and acceleration
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources

1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong culture that connects high academic and behavioral expectations in a way that motivates students to give their best effort academically and socially
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a formal or informal character education, social development, or citizenship program that provides opportunities to develop as individuals and citizens

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Self-administered satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

2. Is the School a Fiscally Sound, Viable Organization?

2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Operate with a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations
- Have a capable Board of Trustees with appropriate blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals; it also has clear lines of accountability for leadership roles, accountability to Board, and, if applicable, relationship with a charter management organization
- Have timely and appropriate access to legal counsel
- Implemented a process for monitoring and evaluating the effectiveness of the school's organization and leadership structure
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, meeting agenda and minutes
- Annual conflict of interest forms
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar, professional development plan

2b. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- A healthy professional school climate that is collaborative, student centered, and open to parents and community support
- An effective process for recruiting, hiring, supporting, and evaluating leadership and staff
- A flexible, data-driven approach to professional development for all staff
- An effective way of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including the DOE School Survey
- Effective home-school communication practices to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships and advocacy for the school

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs

2c. Financial and Operational Health

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet its student enrollment and retention targets
- Annual budgets that meets all short- and long-term financial responsibilities with available revenues
- School leadership and Board that oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Boards and school leadership that maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Consistently clean financial audits
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of chartered school design and academic program
- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Appropriate insurance documents
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Financial audits
- Financial leader(s) resume and accountability documents
- Operational policies and procedures
- Operational org chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan

3. Is the School in Compliance with its Charter and All Applicable Law and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that update-to-date charter is publicly available to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Site visits
- Board meetings, agendas and minutes
- Leadership/board interviews

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have:

- Met all legal requirements for Title I and IDEA regulations and reporting
- Comparable enrollment of FRL, ELL and Special Education students to those of their district of location or are making documented good faith efforts to reach comparable percentages
- Implemented school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conducted independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employed instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student discipline records
- Lottery policy, resources, and records; enrollment procedures and records
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSO's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYCDOE CSO, and where required, received CSO approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- MOUs or contracts with partners



Charter School Annual Site Visit Report
Charter Schools Office
2010-2011

DREAM CHARTER SCHOOL

ANNUAL SITE VISIT REPORT

MAY 2011

School Overview and History:

DREAM Charter School is an elementary school serving approximately 196 students from grades kindergarten through grade three in the 2010 – 2011 school year.³⁴ The school opened in 2008 with grades kindergarten through one. It has plans to grow to serve students grades kindergarten through eight.³⁵ It is currently housed in a New York City Department of Education (DOE) facility, located at 232 East 103rd Street, Manhattan in District 4.³⁶

The school population comprises 59.4% Hispanic, 35.0% Black, 3.6% other, 1.5% Asian, and .5% White students. 83.3% of students are designated as Title I.³⁷ The student body includes 8% English language learners (ELLs) and 18% special education students (SPED).³⁸

The school has not yet received a progress report grade due to the need for students in testing grades. The average attendance rate for the school year 2009 – 2010 was 90.5%³⁹. The school is in good standing with state and federal accountability.⁴⁰

DREAM has a partner relationship with Harlem RBI, a local nonprofit organization. Harlem RBI provides back-office support, programmatic support through afterschool and summer school programs, and student supportive services via a social worker sponsored by the organization.

Annual Review Process Overview:

The NYC DOE Charter Schools Office (NYC DOE CSO or CSO) conducts an annual site visit of New York City Department of Education authorized charter schools in order to assess three primary questions: is the school an academic success; is the school a viable organization; and is the school in compliance with applicable laws and regulations. The visits are conducted by representatives of the NYC DOE CSO and last the duration of one school day. The annual site visit begins with a meeting with the principal and school leadership team. Subsequently, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security.

The following experts participated in the review of this school on May 23, 2011:

- Sonia Park, Senior Director, NYC DOE CSO
- Simeon Stolzberg, Consultant

³⁴ NYC DOE ATS system

³⁵ NYC DOE ATS system and charter agreement

³⁶ NYC DOE Location Code Generating System database

³⁷ Demographic Data drawn from NYC DOE ATS System; Title I percentage from 2008 NY State Report Cards

³⁸ DREAM self reported School Evaluation Visit Data Collection Form (5/23/11)

³⁹ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

⁴⁰ New York State Education Department - www.nysed.gov

Areas of Strength

- DREAM appears to have strong instructional leadership.
 - The school has changed its organizational structure and this year has a principal and two new assistant principal positions, one focused on instruction and the other on school culture.
 - School leaders have established and communicated clear expectations that staff appear to support.
 - Based on interviews with both school leaders and faculty, school culture and data-driven instruction are clear priorities. Professional development reportedly focused on school climate at the beginning of the school year and shifted in January to improving the academic culture.
 - School leaders described differentiated support for teachers based on expertise. For example, they co-wrote lessons with some teachers at the beginning of the year. Teachers noted goal setting and follow-up with school leadership.
 - Teachers indicated that they are observed regularly and receive helpful feedback. They also noted demo lessons, feedback on lesson plans and guidance in planning.
 - The school hired a Student Achievement Specialist to provide targeted support to the 3rd grade team. She reportedly assists with planning instruction and increasing the rigor of questioning and student work.
 - Common planning time is provided for grade level teams and attended by school leaders.

- DREAM is developing a culture focused on learning.
 - School leaders reported that summer training focused on school values and how to realize them through systems and procedures.
 - Common routines and procedures have been established or re-set. For example, during the visit color coded behavior charts were observed across classrooms. School leaders reported that students have been accepting of the changes with ongoing reinforcement.
 - The school has developed ways to recognize students for achievement and good behavior, such as weekly awards at the school's community meeting.
 - School leaders reported a decline in teacher turnover, which has helped to increase consistency.

- DREAM has begun to implement interim assessments and use data to drive instruction.
 - School leaders described a new assessment calendar with a push for more varied types of assessment. Teachers described a range of assessments, including the use of running records to determine reading levels, tests associated with commercial curriculum programs such as TERC, and exit tickets.
 - The school piloted the use of interim assessments this year. The development of the 3rd grade assessments was contracted out; the tests for lower grades were developed in-house.
 - Assessments were administered over four cycles, which included "data days" for analyzing results and creating action plans to address identified deficiencies. Teachers also spoke highly of EdVista, an online system that helped with data analysis.
 - School leaders reported trainings and protocols to help teachers analyze and use assessment data effectively.

- DREAM provides a range of programs to meet the needs of at-risk students.
 - The school was observed using flexible grouping to target instruction, primarily for literacy instruction, with some grouping across classes and grades.
 - The school uses curriculum programs such as Foundations and Stern to help struggling students.

- The school is committed to co-teaching and has devoted professional development to training teachers how to effectively use various co-teaching models to meet students' needs.
 - Teaching assistants provide targeted small group and one-on-one instruction and an external speech service provider is on-site four days per week.
 - Tutoring was reported to be provided by teachers before and after school; in addition Saturday school is provided for 3rd grade students.
 - A summer program is provided for all students and targets students performing below grade level. DREAM provides small group instruction to those students who need targeted intervention and Harlem RBI provides enrichment and recreation to all DREAM students over a 6-week period.
- DREAM serves a relatively high percentage of students with disabilities (18%) and English Language Learners (8%).
 - At the time of the visit 36 out of 196 students (18%) had individualized education programs (IEPs) and school leaders indicated a number of other students were currently in the evaluation process. In addition, 13 students had 504 plans. The percentage of SWD the school serves is on par with Community School District (CSD) 4, which has a rate of 20.5%.⁴¹ The school has decertified some of its students who have made substantial progress.
 - The percentage of ELL students served (8%) is less than CSD 4, which has a rate of 13.5%.⁴²
- The school appears to have strong parent engagement.
 - The DREAM Family Action Council meets monthly. It has a secretary and treasurer and operates with a committee structure.
 - The school has a weekly school community meeting, which parents are welcome to attend. On the day of the visit a number of parents were present for the community meeting.
 - The school has a full-time Family Engagement Coordinator and a dedicated room for families.
- DREAM has a strong relationship with its organizational partner.
 - The school works closely with Harlem RBI and benefits from, among other things, back-office support and strategic planning.
 - Harlem RBI continues to provide wrap-around services, including summer and after-school programs and additional counseling.
 - Harlem RBI and the school are working on a facility plan with the intention of having newly constructed private space for both organizations within three years.
 - Instructional leaders at the school collaborate with RBI staff to build consistency across programs. For instance, the school's dean has been training after-school coaches in some of the school's routines and procedures.
- DREAM is self-reflective in terms of its operations management and has a conservative budgeting approach that is supplemented by fundraising.
 - The school anticipates a budget surplus for 2010-11 of approximately \$46,000.
 - The school has received contributions and foundation grants to supplement the per pupil and federally funded revenue it receives.

⁴¹ ATS data, (June 30, 2011)

⁴² Ibid.

Areas for Growth

- DREAM is encouraged to focus on instructional rigor and student engagement consistency across classrooms.
 - In some observed classes students were expected to use full sentences, asked to expand on their answers using practical strategies, and develop meta-cognitive skills. Teachers provided clear instructions, modeled for students, and referenced resources such as word walls and instructional posters. Students were cognitively engaged in learning activities.
 - In other classes students were less engaged with poor pacing and unclear instructions. Students were allowed to disengage from learning activities without notice or consequences. For instance, when individual students were sharing with the whole class others stopped paying attention.
 - Instructional time was not always maximized and procedures were not always efficient; for example, students lost focus as a teacher took excessive time to hand out materials. In addition, transitions between activities were not always smooth and did not always reflect practiced routines.

- DREAM should continue to develop fully and align its curriculum and assessment systems.
 - Teachers reported that the curriculum calendar they were given at the beginning of the year was inadequate and they have had to revise the scope and sequence and units as they go to meet new expectations for rigor.
 - Teachers also noted some deficiencies in the availability of instructional materials.
 - School leaders reported that gaps exist in the interim assessments as a result of not adequately benchmarking state standards. Moreover, they noted that in their pilot year the rigor of interim assessments was not consistent over time.
 - Interviewed teachers corroborated and noted having to supplement their curriculum programs in order to address topics covered in the interim assessments. They also did not have prior access to the interim assessments in order to plan instruction and were frustrated by testing their students on skills that had not yet been taught.
 - Teachers understand conceptually how to use assessment data but felt the schedule did not provide adequate time for re-teaching. Teachers noted that the administration is aware of the issues.
 - School leaders also described moving to a more systematic Response to Intervention (RTI) model next year to identify, support and monitor struggling students.

- DREAM should continue to develop a consistent approach to teacher supervision and evaluation.
 - Teachers value the goal setting process but indicated follow-up has been inconsistent with some meeting time devoted to administrative topics rather than their professional growth.
 - Teachers also noted that feedback is sometimes sporadic or not specific to their needs.
 - While a formal evaluation system was in place in the previous year, at the time of the visit it was just being implemented for the current year and teachers were unclear about the process.

- DREAM should continue to effectively implement school culture.
 - School leaders noted that while they have made significant progress on improving the school climate, they are not as far along in developing the academic culture of the school. The school has gone through leadership change and at the beginning of its third year of operation had re-prioritizing and re-set school culture.

- Teachers noted the need for more planning time in order to develop the school culture to meet their high expectations.
- DREAM should continue to be self-reflective in terms of its operations management. Though the school has a conservative budgeting approach, it is undertaking a large capital campaign with Harlem RBI to develop its facilities.
 - Harlem RBI is assuming the lead for the facilities development and is relying on external fundraising as a resource.

Part 3: Framing Questions

FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter Schools Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

Annual Site Visit Rubric:

1. Has the School Been an Academic Success?
 - Academic Goals and Mission
 - School components and curriculum align together and holistically support the mission
 - School has high academic expectations and employs strategies for the full range of students served by the school, including those at risk and those with special needs
 - Curriculum and Instruction
 - The educational plan is flexible and is adjusted to meet the performance levels and learning needs of all enrolled students
 - School implements programming to address the needs of students with disabilities and ELLs
 - Teachers demonstrate the use of differentiated instructional techniques to support the varying ways by which students learn
 - School has implemented programming for students who need remediation or acceleration
 - School Culture
 - The culture is strong, intentional, supportive and sustainable and promotes student learning
 - The school motivates all students and respects the diversity of learners and cultures in the community
 - School offers programs, activities or support services beyond academics to address students' social and emotional needs
 - School calendar and day are set to provide extra supports to ensure that students are able to meet and exceed academic goals
 - Schedule for communication to parents/students is timely and allows for due process, includes strategies to prepare students for transitions and strategies for those students who are not on schedule, presents a clear and fair system that complies with students' due process rights
 - Structures that foster the development of authentic, sustained, caring, respectful relationships among all stakeholders within school
 - Behavioral expectations and social supports that reflect the school's mission and comply with all applicable laws and regulations
 - Assessment
 - Establishes a culture of continuous improvement and accountability for student learning

- Develops assessments that shape and inform instruction on an ongoing basis and develop data that's used to gauge student, teacher and school progress through formative and summative assessment
 - Student learning measured with multiple forms of assessments/metrics
 - Develops educational goals and performance metrics that are SMART – Specific, Measurable, Attainable, Reflect the Mission and Time-Specific
 - Develops assessments that are appropriately aligned with curriculum, instruction, and adopted standards
 - Provides evidence of how data will influence instruction, professional development and curricular adjustments
 - Parent Engagement
 - Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success
 - Capacity to communicate effectively with parents and families
 - Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success
2. Is the School a Viable Organization?
- Governance Structures and Organizational Design
 - School has articulated appropriate roles, responsibilities, and decision-making structure for school community members (including Board of Trustees and school leadership)
 - An accountability structure that provides effective oversight of the educational program and fiscal components of the school is in place and utilized
 - Board regularly reviews a data dashboard of student achievement and fiscal management that forms the basis for Board discussions and decisions
 - Board has diverse skill set that lends itself to strong educational / operational oversight
 - Board has an articulated process for ongoing policy development, Board member development and self-evaluation
 - Organizational charts are aligned with mission; roles and responsibilities are clearly defined
 - Board has developed essential strategic partnerships with organizations that support the mission of the school
 - Community Support
 - School Leadership demonstrated responsiveness to the unique needs and interests of the community to be served
 - School has established a presence in the community and has buy in from community members
3. Is the School in Compliance with Applicable Laws and Regulations?
- Special Populations
 - Well-defined plan and sufficient capacity to service the learning needs of Special Education students, English Language Learners
 - School adequately addresses the academic and non academic needs of students in need of remediation, students with disabilities, students with interrupted formal education, and gifted students
 - There is a coherent plan for meeting the non-academic needs of students with disabilities, students with interrupted formal education, and other populations
 - School employs a process to identify students at risk of not meeting expectations and creates intervention plans and follow up
 - School demonstrates a comprehensive recruitment, enrollment and retention approach that is sensitive to the diverse needs of students
 - School admission policy and lottery preferences serve to create a student body that reflects community demographics and give a preference to community school district residents
 - Safety and Security
 - School is well maintained

- Transitions and student gatherings are orderly and well supervised
- Expectations for student behavior are well known and are enforced fairly
- School is current with all safety recruitments and drills.
- AED machines are in operation and school staff is trained in CPR



Charter School Annual Site Visit Report
Charter School Office
2009-2010

DREAM
CHARTER SCHOOL
ANNUAL SITE VISIT REPORT

JUNE 2010

CHARTER SCHOOL OFFICE
52 Chambers Street, New York, NY 10007

Part 1: Executive Summary

School Overview and History:

DREAM Charter School is an elementary and middle school serving approximately 150 students from kindergarten through grade 2 in the 2009-2010 school year.¹ The school opened in 2008 with grades K-1 and will grow to serve students K-8.² It is currently housed in a DOE facility in District 4.³

The school population comprises 30% Black, 52% Hispanic, 3% White, and 0% Asian students. 83% of students are designated as Title I.⁴ The student body includes 6% English language learners and 18% special education students. Boys account for 54% of the students enrolled and girls account for 46%.⁵

The school has not yet received a Progress Report or a state/federal accountability designation. The average attendance rate for the school year 2008 - 2009 was 89%.⁶

Annual Review Process Overview:

The NYC DOE Charter School Office conducts an annual site visit of New York City Department of Education authorized charter schools in order to assess three primary questions: is the school an academic success; is the school a viable organization; and is the school in compliance with applicable laws and regulations. The visits are conducted by representatives of the New York City Department of Education Charter School Office Accountability Team and last the duration of one school day. The annual site visit begins with a meeting with the principal and school leadership team. Subsequently, the reviewers visit classrooms and hold brief meetings with available administrators, teachers, and students. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security.

The following experts participated in the review of this school:

- Marian Mogulescu, Education Consultant
- Aamir Raza, Charter School Office

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ Demographic Data drawn from NYC DOE ATS System; Title I percentage from 2008 NY State Report Cards

⁵ Student Demographic data is inputted by school staff into the ATS enrollment database and summarized by NYC DOE staff.

⁶ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

Part 2: Findings

What the school does well

- The school implements differentiated instruction and an integrated curriculum to promote content proficiency and engage students.
 - In all content areas students are actively engaged in whole class lessons, small group lessons, independent reading, and working in station groups with teachers or on independent work.
 - The co-teaching model (at least two teachers plus additional staff in each classroom) supports differentiated instruction. Parallel teaching, small group instruction, teacher pairs, and team teaching are evident in all classrooms.
 - Students who needed extra support receive instruction in small groups or individually. There is CTT support, flexible grouping and, continuous meeting of teachers to reflect on and create/revise strategies for specific students.
 - Classes use reading and writing workshop approaches to encourage individual work in a variety of learning styles, and celebrate student work on the room walls and in the hallways.
 - 18% of students are special needs students, although others may qualify, school is working hard to address needs without formal classification.
 - Classrooms are co-taught across the school; administrative personnel are often in classrooms to work with students as well.
 - There are guided reading groups for specific reading support; mixed groups for independent reading and different experiences.
- The school employs a rigorous assessment system and strong data tracking tools to monitor student performance and inform teaching and learning.
 - The Fountas Pinnell track the reading and writing progress of each student in each grade, their levels and improvements are accessible to staff as they regularly examine and review student achievement.
 - Teachers know each student well and have multiple forms of student work and demonstration of learning for each child, evidenced through the folders each student has to organize student work in each subject and the regular weekly grade meetings where staff look at student work and determine strategies to support the learning needs.
 - The co-teaching model practiced by the staff allows implementation of ways to address varying learning styles; staff knows the students strengths and challenges.
- The school fosters a safe learning environment that encourages student expression and ensures the security of students and faculty.
 - The respectful and collaborative culture in each classroom is clear in the way staff and students interact/help/speak with each other.
 - Guidelines for positive focus on learning are posted in student friendly language.
 - "Fill your Bucket" rewards acts of support and cooperation with the student name and effort on that are displayed in the hallways, reinforcing positive collaboration in students.
 - Personalization is implemented, not only in the classroom, but in the hallways where student work is displayed, and student pictures accompany their work in celebration.
 - School focus on helping students is "caring, safe, respectful and work smart" by incorporating strategies to help them deepen their skills.
- The school has created a strong culture that encourages academic excellence and allows all students to interact in the supportive learning community.
 - Each morning begins with breakfast in the cafeteria where parents, students and staff are together for the routine sharing of a meal.

- Students are guided to resolve conflicts and concerns by sentence starters and reminders in each room and from staff.
- The routines are clear and implemented in each of the classrooms allowing for consistency of expectations throughout the school.
- Classrooms have word walls, agendas, schedules, content area student work, and guidelines re content specific which support the academic focus and the learning community throughout the school.
- Students are encouraged to be responsible with their learning and their work with others. Opportunities for critical thinking skills are present as teachers and materials ask “why” to help students understand evidence and connections to other topics and personal lives are highlighted.
- There are at least 10 school wide events each year, two family meetings a month, many trips including Green Meadow Farm, Central Park, America Museum of Natural History, the Bronx Zoo, the Aquarium, etc.
- The Family Wellness Program, with a Director on site works to deepen family involvement by bringing support to social and emotional issues.
- The school has a strong professional development program that helps teachers support academic achievement through teaching strategies and understanding of the whole child.
 - Teaching strategies focus on best practices with particular attention to Literacy, Team Teaching, and Culture Building.
 - Weekly grade level meetings where staff look at work, develop tools (like rubrics) review data, etc.
 - Weekly whole school staff development time with consultants, co-teacher meetings, small groups on specific topics, individual support, subject area planning, social and emotional issues, school wide concerns and goals, and business, etc.
 - Teachers report a strong collaborative community exists where all feel supported as they work on teaching practice to improve student achievement from a variety of entry points. They feel that they are part of the decision making process of the school, that they see progress in the students and deepening of the learning community, and that the professional development supports them in many ways.
- The school is in good financial condition and maintains appropriate internal controls
 - As of 3/2010, the school possessed \$1,355,716 in current assets and \$58,888 in current liabilities. Therefore, for each outstanding dollar in current liability, the school possessed \$23.02 in current assets to meet its obligations
 - The school's long-term financial outlook appears good based on the total assets of \$1,486,374 and total liabilities of \$58,888. Therefore, for each dollar in long-term liability, the school possessed \$25.24 in long-term assets to meet its obligations,
 - The school exercises appropriate internal controls on its financial systems.
- The school board is providing adequate and balanced oversight.
 - Board gets reporting from the principal, school dashboard, facilities update, income statement and balance sheet, attendance and suspension figures besides other statistics
 - Board plans to conduct self assessment before the new school year.

What the school needs to improve

- Continuing to develop ways to communicate to others (the community, the incoming students and staff, orientation for families, etc.) what the DREAM school is about.
 - Documentation and other ways to communicate "What is the DREAM way?"
- As literacy, reading, writing and math have been an important focus so far, staff efforts to build curriculum and cohesiveness in social studies and incorporation of the social and emotional areas may be helpful next steps in creating curriculum for clarity of goals.
 - The school should continue its collaborative work in curriculum planning and cross grade conversations to articulate the content of the additional grades they will serve.
 - Examining the ways in which caring, safety, respect and smart work (i.e. "choices" students make) are embedded in the daily life.
- The school should continue its work on community issues already identified like Health (asthma, diabetes, and chronic illnesses), housing, etc. to support the goals so that the school may address community needs.
 - Continue positive links with RBI to insure continued attention to student, family and community issues as the school continues to address the larger community needs.
 - Within the school, deepening the Health and Wellness component of the program, Family Involvement support.
 - Consider ways to bring these areas in to the curriculum planning as the school grows.
 - The school should continue to deepen its partnerships and relationships with community agencies, resources and institutions to encourage opportunities for and participation in the external experiences available.

Part 3: Framing Questions

FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter School Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

Annual Site Visit Rubric:

1. Has the School Been an Academic Success?
 - Academic Goals and Mission
 - School components and curriculum align together and holistically support the mission.
 - School has high academic expectations and employs strategies for the full range of students served by the school, including those at risk and those with special needs.
 - Curriculum and Instruction
 - The educational plan is flexible and is adjusted to meet the performance levels and learning needs of all enrolled students.
 - School implements programming to address the needs of students with disabilities and ELLs.
 - Teachers demonstrate the use of differentiated instructional techniques to support the varying ways by which students learn.

- School has implemented programming for students who need remediation or acceleration.
- School Culture
 - The culture is strong, intentional, supportive and sustainable and promotes student learning.
 - The school motivates all students and respects the diversity of learners and cultures in the community.
 - School offers programs, activities or support services beyond academics to address students' social and emotional needs.
 - School calendar and day are set to provide extra supports to ensure that students are able to meet and exceed academic goals.
 - Schedule for communication to parents/students is timely and allows for due process, includes strategies to prepare students for transitions and strategies for those students who are not on schedule, presents a clear and fair system that complies with students' due process rights.
 - Structures that foster the development of authentic, sustained, caring, respectful relationships among all stakeholders within school.
 - Behavioral expectations and social supports that reflect the school's mission and comply with all applicable laws and regulations.
- Assessment
 - Establishes a culture of continuous improvement and accountability for student learning.
 - Develops assessments that shape and inform instruction on an ongoing basis and develop data that's used to gauge student, teacher and school progress through formative and summative assessment.
 - Student learning measured with multiple forms of assessments/metrics.
 - Develops educational goals and performance metrics that are SMART – Specific, Measurable, Attainable, Reflect the Mission and Time-Specific.
 - Develops assessments that are appropriately aligned with curriculum, instruction, and adopted standards.
 - Provides evidence of how data will influence instruction, professional development and curricular adjustments.
- Parent Engagement
 - Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success.
 - Capacity to communicate effectively with parents and families.
 - Parent engagement strategies that integrate and mobilize parents within the school community as conduits for student success.

2. Is the School a Viable Organization

- Governance Structures and Organizational Design
 - School has articulated appropriate roles, responsibilities, and decision-making structure for school community members (including Board of Trustees and school leadership).
 - An accountability structure that provides effective oversight of the educational program and fiscal components of the school is in place and utilized.
 - Board regularly reviews a data dashboard of student achievement and fiscal management that forms the basis for Board discussions and decisions.
 - Board has diverse skill set that lends itself to strong educational / operational oversight.
 - Board has an articulated process for ongoing policy development, Board member development and self-evaluation.
 - Organizational charts are aligned with mission; roles and responsibilities are clearly defined.
 - Board has developed essential strategic partnerships with organizations that support the mission of the school.
- Community Support

- School Leadership demonstrated responsiveness to the unique needs and interests of the community to be served.
- School has established a presence in the community and has buy in from community members.

3. Is the School in Compliance with Applicable Laws and Regulations

- **Special Populations**
 - Well-defined plan and sufficient capacity to service the learning needs of Special Education students, English Language Learners.
 - School adequately addresses the academic and non academic needs of students in need of remediation, students with disabilities, students with interrupted formal education, and gifted students.
 - There is a coherent plan for meeting the non-academic needs of students with disabilities, students with interrupted formal education, and other populations.
 - School employs a process to identify students at risk of not meeting expectations and creates intervention plans and follows up.
 - School demonstrates a comprehensive recruitment, enrollment and retention approach that is sensitive to the diverse needs of students.
 - School admission policy and lottery preferences serve to create a student body that reflects community demographics and give a preference to community school district residents.
- **Safety and Security**
 - School is well maintained.
 - Transitions and student gatherings are orderly and well supervised.
 - Expectations for student behavior are well known and are enforced fairly.
 - School is current with all safety recruitments and drills.
 - AED machines are in operation and school staff is trained in CPR.

Quality Review Report

2008-2009

DREAM Charter School

Charter School M382

232 E. 103rd Street
New York
NY 10029

Board Chair: Mr. Richard Berlin

Dates of review: May 5, 2009

Lead Reviewer(s): Aamir Raza, Chris Hawkins, Fred
Lisker

&
Jo Cheadle (Cambridge Education)

Part 1: The school context

Information about the school

Dream Charter School (“DCS”) is an elementary school with 99 students from K-1 grades. The school population comprises 33% Black, 57% Hispanic, 9% multi-racial, and 1% Asian students. The student body includes 5% English language learners and 23% special education students. The average attendance rate for the school year 2008 - 2009 was 90.6%.

Overall Evaluation

The most significant aspect of this young school’s work is its steadfast adherence to the vision for the future. The school serves a wide range of student needs but there is no compromise in seeking to support every student at an appropriate level. Leaders fully understand the needs of the students and their families, and take time to celebrate the culture of the community. The vision for success is extremely clear and is articulated convincingly by the principal, many staff and the Board. Ensuring that everyone is ‘on board’ with this vision and ready to accept the hard work and thoughtfulness needed to achieve success has been a challenge in the school’s first year. There is now an acute awareness of the teaching skills that the school requires so leaders have planned rigorous recruitment processes to ensure the appointment of teachers who are ready to play a significant role in the realization of the vision.

The principal guides the school with strong organizational and instructional leadership. He has clear skills in evaluating learning and supporting teachers in developing their skills and knowledge. There is not yet a common understanding between all staff that the only measure of effective teaching is whether students are making adequate progress in their learning. However, with a core of committed and capable teachers and support staff providing the foundation, expectations of what teaching and learning should look like are now being established. Not all teachers accept the implications of these expectations and understand the hard work necessary to make learning effective for all students. In addition, consistent and formalized procedures are not yet in place for regular evaluation of the quality of learning to provide feedback to teachers about when and why learning is most effective.

Leaders speak clearly of the priorities they have for the school’s future development and improvement. There has been limited time and little opportunity to involve staff members in discussion about what these priorities are, or to plan the work that will lead the school to success. The school does not have a ‘blue print’ for the top priorities showing actions, roles and responsibilities, success criteria, interim evaluation checkpoints and expected outcomes. Without this plan, it is impossible to ensure that all members of the team know where the school is headed, what their role is in this work and how results will be measured to evaluate achievement. Leaders recognize that the ability to measure outcomes will also rely heavily on staff ability to collect, analyze and make use of a wide range of data. Training and support in this area is a key component in plans to build capacity for future success. The school has every reason to believe that success is possible. A key component is the tangible determination that students will learn well at DCS.

Part 2: Overview

What the school does well

- The school's vision for success is crystal-clear, based on the reality of the children that it serves, and the community in which they live.
- There is strong instructional leadership and an essential focus on improving classroom practice
- The role of parents is central to the school's work and a true understanding of family life is the starting point for good learning.
- The school is reflective of its practice and self-evaluation processes are effectively developing to ensure that leaders learn from what has been done to drive what to do next.
- The school functions smoothly on a day-to-day basis, despite the restrictions of a working environment that is limited in space and not wholly appropriate to the needs of young learners.
- The curriculum is developing well and learning includes a range of activities that motivate and interest students.
- The school has a strong culture built on professional respect and high expectations for staff, students and their families.

Areas of Concern

- Ensure that all members of staff are acutely aware of and share the school's vision for success, committing to the hard work that is essential to achieve the dream.
- Collaboratively create precise action plans that support the school in realizing the vision, ensuring that every action has clearly defined success criteria to measure progress at regular intervals along the way.
- Provide support and training in the collection, analysis and use of data to facilitate tracking of student progress, goal setting and differentiation.
- Devise consistent procedures for regularly evaluating of the quality of student learning.

Part 3: Main Findings

How well the school meets the Charter School Office's (CSO) evaluation criteria

Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do and to monitor the student's progress over time.

This area of the school's work is underdeveloped with proficient features.

Collection of data begins with school sending out a questionnaire to all previous schools and pre-schools attended by the incoming students to attain background information. As a small school, there are many opportunities to gain close knowledge of students and their families. It is evident that the school systematically collects information based on real needs and develops support for families that contributes significantly to student learning. The school's evaluative and reflective approach to all aspects of its work is leading to a deep understanding of the necessary developments required to ensure continued progress. Leaders have begun to measure patterns of progress, most significantly in the development of students' reading skills, where there is more detailed data collection and analysis. Computerized systems are developing to enable the school to manage and manipulate data successfully.

Currently, work with data has not focused on pertinent student subgroups. Leaders understand that is a vital gap to fill, since the model for grade groups includes collaborative team teaching classes alongside classes for English language learners. The school does not yet have a clear indication, from rigorous and ongoing data analysis, of the progress made by student groups in each class. Data analysis does not yet include attention to patterns and trends in classes and grades to measure the impact of support strategies and interventions. Leaders understand that this information is not only essential for tracking student progress, but that it is also a key element for reflecting with teachers on the outcomes of their work, providing the basis for setting professional goals and objectives.

While some teachers are confident in using data to set student goals and plan for learning that matches student needs, others have had little experience in doing so. The development of teachers' skills in collecting, collating, analyzing and using student data is vital to support future progress.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is underdeveloped with proficient features.

The school embraces support for learning that reaches far beyond the classroom. The engagement of families is a central theme. Staff members understand that they learn from families and this supports student learning at school. In order to support learning, leaders facilitate effective involvement of the social worker, opportunities for family therapy, child study meetings twice per month and extended parent and teacher conferencing. These practices indicate clear attention to making the best provision in support of student progress. The school bases its work on the highest expectations for students and the total belief that they can and will learn well. Leaders understand that these expectations can only be borne out if the school makes wise decisions about how and what to teach, and if everyone understands the hard work and commitment that it takes to succeed. Discussions about prioritizing strategies have not yet included all staff members to ensure that the message is loud and clear.

Some teachers are experienced in using data to set specific individual and group goals for student learning. This is not yet consistent across all classes. Leaders are aware that teachers require additional support in analyzing student information and making good use of it to set specific, measurable, achievable, rigorous targets for student

outcomes. They also need support in creating interim goals that reflect the next steps in learning that will lead students towards their expected outcomes. There is currently limited evidence to suggest that all teachers understand why 'next step' targets are important, or how the involvement of students in creating these goals leads to motivation and 'buy in' for learning.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students' learning goals.

This area of the school's work is underdeveloped with proficient features.

The school's curriculum is rooted in a progressive education model that is responsive to the needs of its students and not the confines of one particular program. The curriculum strongly supports physical wellbeing and health, and the principal rightly advocates the link between these aspects of learning and cognitive development. Students love gym and appear to have no objections to climbing the numerous flights of stairs to get to class each morning, moving to gym lessons or travelling to recess. There is a clear and demanding expectation that teachers will work with State standards to create learning opportunities that motivate and challenge students at all levels of achievement. Where teachers are confident and skilled in doing this, students make comments such as 'I always learn something that I haven't learned yet'. Some teachers need support in order to work more effectively with their planning and in building assessments to support their evaluation of learning. The school has worked closely with an external consultant in this area and it is evident that high caliber professional dialogue takes place during curriculum development sessions. Addressing lesson planning to meet the needs of a full range of achievement levels and learning styles has been central to these conversations. Once again, there is a need for teachers to understand that this is hard, but necessary work in order to realize the school's vision for success. There is not yet a whole school approach or model for curriculum design. Leaders and teachers intend to focus on this development work during the summer break.

Despite some disappointment that 'things have not gone as we'd hoped,' the school has a distinctly positive, happy and productive atmosphere. There is a good core of determined, hard working and capable staff to drive the developments needed to make a good school. Levels of professional respect are high and students know that teachers care about them enormously. Parents know this too. The school is working earnestly with families to overcome current attendance issues, ensuring that students come to school regularly and have no disruptions to their learning.

Quality Statement 4 - Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school's goals for accelerating student learning.

This area of the school's work is underdeveloped with proficient features.

Without doubt, ideas of what it takes to make a 'dream school' place significant demands on leaders, support staff and teachers. The fully inclusive model does not 'sit well' with all staff. However, this is the core of the school's work and the vision for its future. As such, leaders accept their responsibility to support staff towards effective working practices and in the ongoing development of their skills and knowledge. This year, an

instructional specialist has supported the school for two days each week, alongside ongoing advice for teachers from a very 'hands on' principal. Peer support has been available for teachers new to the profession and there have been a range of professional development opportunities to build upon existing strengths. In some cases, this capacity building has had limited success and has not influenced student learning as significantly as leaders had hoped.

Leaders understand that the most essential aspect to drive future development is to recruit staff members who understand and own the school's vision and mission. They acknowledge that before skills and knowledge, people who work at Dream Charter School must believe in the dream. To this end, planned recruitment processes will focus on finding the right match, followed by detailed objectives for skills and knowledge development dictated by individual needs. They are clear that established processes and procedures will be implemented with convincing success when the staff team are all 'on the same page'. The principal and Board have a very good understanding of how delegated leadership to those individuals who share the dream will significantly enhance the success of the school.

The school already has a strong base in its links with the community and acts as the lynch pin for a number of services to support families, including public housing needs. This is an important aspect of its work and there is a clear understanding of the correlation between community links, family support and effective student learning. Community involvement is not an add-on component, but is doing whatever it takes to make students successful.

Quality Statement 5 - Monitor and Revise: The school has structures for monitoring and evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is underdeveloped with proficient features.

'There is no settling for less. Students and families have challenges, but it's up to us to find a way...' This is the unfaltering belief of the principal and the Board who articulate a crystal clear vision for Dream Charter. Leaders are reflective, honest and responsive in their work, learning from experience and mistakes and they are not afraid to change strategies to ensure success. They express accurate priority developments, such as the recruitment of the right staff. As yet, there is little collaborative work to define the action steps necessary to achieve positive outcomes for each of the priorities. Moreover, developments are not committed to paper to become the guiding document for the work of the team. Where actions are planned, it is not always clear who will carry out or be accountable for which tasks. In addition, there are no planned opportunities for interim checks against agreed success criteria to ensure that work is progressing in the right direction.

Assessment procedures are developing to enable the school to measure student progress at regular intervals. How this information is used to direct teaching and intervention is still a work in progress. Leaders recognize that self-evaluation and reflection must involve analysis of regularly collected data to provide the evidence base for planned strategy and action. They are open about where they now stand in this process and what must be done to ensure that developments happen. The school has the right leaders with the right ideas about how to do things in the right way. The school has great potential to achieve its dream of supporting all students to achieve theirs.

Quality Statement 6 - Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.

This area of the school's work is proficient.

The DCS board is providing satisfactory oversight to the school with an acting board chair in place and plans to evaluate the school leader at the end of the school year. The board receives regular updates from the school leader and by requesting financial (finance task force report, YTD Expenses, Cash Flow, Budget, Variance Analysis) and other data driven (school hub, dashboard, benchmark assessments, quarterly report card) information as it relates to the educational programs offered by the school. The school's nine-member (including an acting board chair, an ex officio, and a parent representative) board remains stable and the present board plans to elect a board chair soon. The CSO hopes that a newly elected board chair will be in place by the new school year. The board visions DCS being a warm community where parents feel good about sending their children and also participate in problem solving with the school leadership and staff. The board identified establishment of procedures and protocols, 100% response rate on the parent survey, and staff (although some staff will be leaving) and leadership retention as major accomplishments. The board plans having a retreat in summer and continue board development with board members having specific areas of expertise such as accounting and finance. The budget preparation process is holistic and involves board members, administrators, teacher inputs, Harlem RBI controller, and the DCS school leader. Based on the discussion with the school administrators, the school board was involved in the interviewing and hiring process of the auditors. Please note that the same audit firm shall not be auditing the school's partner organization.

Quality Statement 7 - Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.

This area of the school's work is proficient.

DCS has contracted an audit firm to produce school's first audited financial statements. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of March '09 casts a good financial position with liquid assets totaling \$1,107,382 and current liabilities of \$28,628. The school is in good position to meet its short-term financial obligations. The statement of activities as of March '09 does not pose any particular concerns. The school provided the annual site visit team with a cash flow analysis projecting a positive balance of \$637,913 for June '09 period.

During the visit, the school officials were interviewed about the procurement process, check signing, randomly selected paid invoices were inspected, and fingerprinting documents were inspected. Generally, the school is following its adopted financial policies and has adopted sound internal controls. An appropriate balance of segregation of duties is in place among fiscal and operational staff. Paid invoices demonstrate that staff is following the process of purchase order approvals, ordering and receiving of

goods, presence of packing slips and invoices along with proof of payment. The school has tagged its assets for inventory purposes at this point.

These comments must be taken into account while keeping the context of charter school sector in New York. The comments reflect relatively minor issues that are not out of norm for a new charter school.

Charter School Office Quality Criteria 2008-2009

Dream Charter School				
Quality Statement 1 – Gather Data: School leaders and faculty consistently gather, generate and analyze information on student learning outcomes and use it to understand what each student knows and can do, and to monitor the student’s progress over time.				
<i>To what extent do school leaders and faculty have...</i>				
	△	➤	✓	+
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?		X		
1.2 an objective, constantly updated understanding of the performance and progress of special education students?		X		
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?	X			
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?	X			
1.5 a measurement of performance and progress based on the school’s own past performance, and among students, classrooms, grades and subject areas?		X		
1.6 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?		X		
Overall score for Quality Statement 1		X		
Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.				
<i>To what extent do school leaders and faculty...</i>				
	△	➤	✓	+
2.1 use collaborative and data-informed processes to set measurable, actionable and differentiated learning goals in core subjects for individual students and groupings of students and develop differentiated plans and timeframes for reaching these goals?		X		
2.2 use collaborative and data-informed processes to develop the school’s Strategic Development Plan?		X		
2.3 ensure that the achievement of learning goals, and the implementation of plans and timeframes for reaching these goals, is the central focus of school leaders, faculty, students and families?		X		
2.4 involve students in developing their learning goals and plans and in taking their next learning steps?	X			
2.5 convey consistently high expectations to students and their parents/carers?			X	
2.6 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?			X	
Overall score for Quality Statement 2		X		

DEFINITIONS

“**Analyze**” or “**analysis**” includes, but is not limited to, comparisons of:

- 2 the current and past outcomes of . . . individual students, administrative groupings and sub-groups of students and the school itself in core subjects;
- 3 the outcomes of different classrooms and sub-groups in the same grades and core subjects; and
- 4 the school’s Progress Report and other outcomes to those of peer/other schools

“**Assessment results**” include student outcomes on summative assessments (e.g., state ELA, math, science and social studies tests, NYSESLAT, Regents Exams, and Performance Based Assessment Tasks) and formative assessments aligned to the school’s curriculum (including Periodic, DY0, and teacher-developed Classroom Assessments).

“**Data-informed processes**” include analysis of Progress Report, Quality Review, Learning Environment Survey, Inquiry Team findings, assessment results and attendance data

“**Organizational decisions or strategies**” refer to a school’s use of budget and resources, staffing, planning, scheduling, grade structure, departments and teacher teams and other aspects of the school’s structure and organization that can affect student outcomes.

“**Sub-groups of students**” include special education students, English Language Learners, the other NCLB sub-groups, boys, girls, and other groups significant to the school.

Quality Statement 3 – Develop Coherent Instructional and Organizational Strategies: The school uses rigorous curricula, teaching and organizational decision making to engage students and faculty in meeting all students’ learning goals.				
<i>To what extent do school leaders...</i>	Δ	➤	✓	+
3.1 select core curricular approaches that facilitate and provide meaningful interim data and hold teachers accountable for the progress and learning of the students in their charge?		X		
3.2 provide a broad and engaging curriculum to enhance learning both within and outside the school day and hold teachers for making instruction interesting and compelling?			X	
3.3 hold teachers accountable for creating a positive, safe and inclusive learning environment?		X		
3.4 ensure that teachers use school, classroom and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?		X		
3.5 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?			X	
3.6 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness and report actual attendance data?		X		
Overall score for Quality Statement 3		X		
Quality Statement 4 – Align Capacity Building to Goals: The school aligns its leadership development and structured professional collaboration around meeting the school’s goals for accelerating student learning.				
<i>To what extent do school leaders...</i>	Δ	➤	✓	+
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher’s instruction?	X			
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?		X		
4.3 provide frequent opportunities for teachers to observe each other’s classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another’s instruction in an open and reflective professional environment?	X			
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?		X		
4.5 align youth development, guidance/advising, other student support services and partnerships with outside entities around stated academic and personal development goals?			X	
4.6 consistently implement clear procedures that enable the school to run smoothly, encourage effective learning and effectively address discipline-related incidents?			X	
Overall score for Quality Statement 4		X		
Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.				
<i>To what extent do...</i>	Δ	➤	✓	+
5.1 the school’s plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X		
5.2 the school’s plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?	X			
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?		X		
5.4 teachers and school leaders use the information generated by periodic assessments and other progress measures to revise plans immediately and make strategic decisions to modify practices in order to reach stated goals?		X		

5.5 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?		X		
5.6 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X	
Overall score for Quality Statement 5				
		X		

Quality Statement 6 – Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.				
<i>To what extent does the Board.....</i>	Δ	▷	✓	+
6.1 ensure effective, broad outreach to create a student body that is representative of the school's Community School District?			X	
6.2 manage any conflict of interest within the governing body and throughout the school?		X		
6.3 hold EMOs, CMOs, partner org., and school leadership accountable in their positions?			X	
6.4 ensure that teachers are provided with high quality professional development opportunities to further build on their professional expertise?			X	
6.5 respond to parent, staff and student concerns/complaints?			X	
6.6 provide ongoing training for board members so that they are able to fulfill the duties of their positions?			X	
Overall score for Quality Statement 6				
			X	

Quality Statement 7 – Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.				
<i>To what extent do the school and its Board.....</i>	Δ	▷	✓	+
7.1 ensure that an independent auditor is appointed to undertake an annual financial audit, which is submitted to the OCS along with any other relevant documentation?			X	
7.2 comply with the adoption of an annual budget for the upcoming school year, which is submitted to the OCS for review?			X	
7.3 maintain an accurate balance sheet, statement of activities, year-to-date expense report and statement of cash flow?			X	
7.4 implement procedures that provide adequate internal control measures to detect and prevent financial fraud, such as bank reconciliation, revenue recognition and travel reimbursement?			X	
7.5 align financial decision making to analysis and evaluation of student achievement data?			X	
7.6 focus budget decisions on the priorities for school development and improvement?			X	
Overall score for Quality Statement 7				
			X	

Quality Review Scoring Key							
Δ	Underdeveloped	▷	Underdeveloped with Proficient Features	✓	Proficient	+	Well Developed

Charter School Compliance Checklist			
Does the Board and the school . . .	YES	NO	In process
1. have a documented policy for suspensions and expulsions?	X		
2. maintain up to date and compliant with IDEA Regulations for IEPs?	X		
3. send newsletters and other parent communications home in the predominant languages of the school community?	X		
4. implement a comprehensive special education program that complies with applicable governing laws?	X		

5. implement a comprehensive program for English Language Learners that complies with federal law?	X		
6. publish a schedule of regular board meetings that is easily accessible to the general public?	X		
7. ensure that accurate minutes from Board meetings are maintained and published?	X		
8. ensure that proposed contracts with EMOs and CMOs are submitted punctually to the OCS for review?	X		
9. maintain a functioning parent organization?	X		
10. ensure that parents are informed of the time and location of Board meetings that are open to the public?	X		