



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for DREAM Charter School

SCHOOL YEAR 2015-16

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TABLE OF CONTENTS

PART 1: SCHOOL OVERVIEW 2

 CHARTER SCHOOL BACKGROUND 2

 SCHOOL HIGHLIGHTS..... 2

 CURRENT SCHOOL SNAPSHOT 2

 CURRENT BOARD OF TRUSTEES..... 3

 CHARTER AUTHORIZATION PROFILE 3

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW 5

 FRAMEWORK 5

 ESSENTIAL QUESTIONS AND STANDARDS 5

PART 3: REVIEW 6

 ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS? 6

 ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN? 9

 ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE? 15

APPENDIX A : SCHOOL OVERVIEW..... 18

APPENDIX B : ACADEMIC PERFORMANCE 20

APPENDIX C : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME 21

APPENDIX D : CHARTER SCHOOL GOALS 23

APPENDIX E : RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS..... 28

APPENDIX F : ADDITIONAL ACCOUNTABILITY DATA 30

For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

DREAM Charter School (“DREAM”) is an elementary and middle school located in the East Harlem neighborhood of Manhattan. The school has a universal pre-kindergarten program. The school is located in a private space in Community School District 4. The school is not co-located with any other schools or programs.¹

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Head of School Colavito has been at the school for 7 years; Principal Brockett has been at the school for 1 year; Principal Cass has been at the school for 2 years; Academic Dean Kapten has been at the school for 1 year; Academic Dean Platzer has been at the school for 7 years; Dean of Students Fazio has been with the school for 6 years; Dean of Students Carreño has been at the school for 1 year.

SCHOOL HIGHLIGHTS

DREAM Charter School was recently approved by the State Board of Regents to expand through grade 12. Ultimately, DREAM Charter School will server Pre-K-12th grade.

CURRENT SCHOOL SNAPSHOT

	DREAM Charter School
DBN	84M382
School Leader(s)	Kara Brockett (ES), Marjorie Cass (MS), Eve Colavito (ED)
Board Chair(s)	Richard Berlin
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: Harlem RBI
District(s) of Location	4
Physical Address(es)	1991 Second Avenue, Manhattan, NY 10029
Facility Owner(s)	DOE & Private
Enrollment ²	456
Grades Served	K-8

¹ According to NYC DOE Location Code Generation and Management System.

² According to ATS data as of October 14, 2015.

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Richard Berlin	Board Chair	N/A	9	5/5
2. Michele Joerg	Vice President	N/A	9	4/5
3. Ashish Doshi	Treasurer	N/A	3	5/5
4. Claudia Zeldin	Secretary	N/A	8	5/5
5. Brad Visokey	Trustee	N/A	1	4/5
6. Jonathan Schmerin	Trustee	N/A	3	5/5
7. David Kirsch	Trustee	N/A	1	4/5
8. Jonathan Gyurko	Trustee	N/A	<1	4/5
9. Adrea Simmons	Trustee	N/A	<1	2/5
10. Jessica Boccardo	Trustee	N/A	<1	3/5

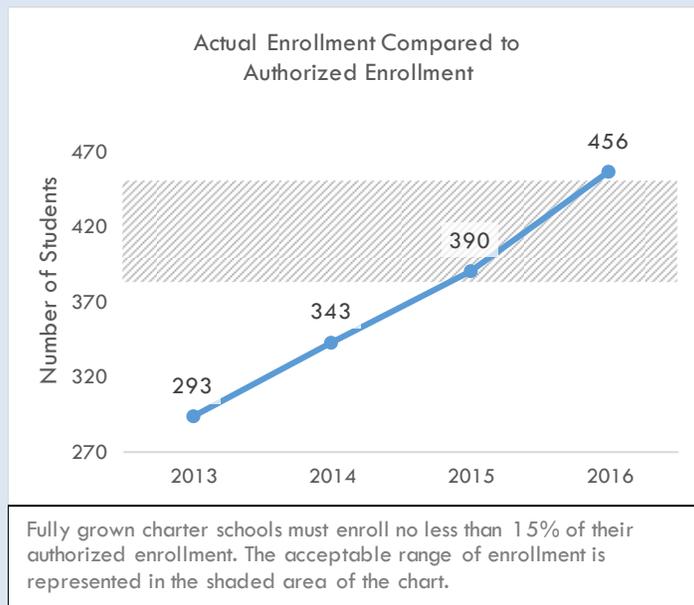
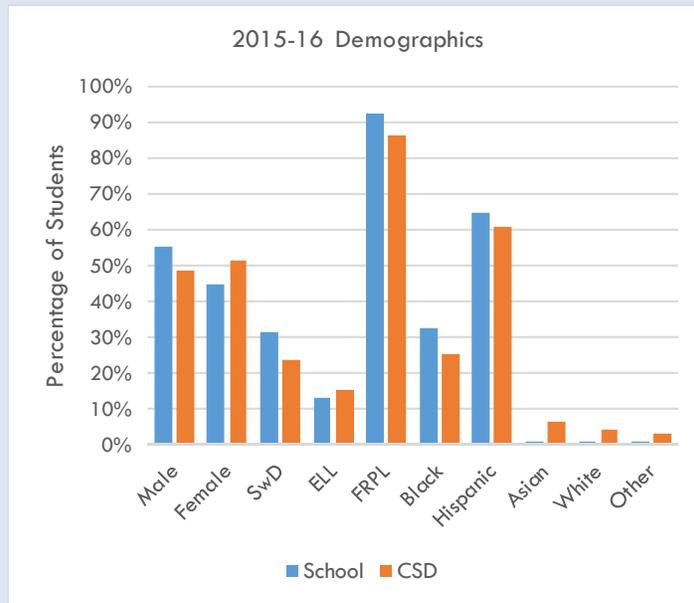
CHARTER AUTHORIZATION PROFILE

DREAM Charter School	
School Opened For Instruction	2008-2009
Date of First Renewal	2012-2013
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018
Current Authorized Grade Span	K-8
Current Authorized Enrollment	450

DREAM Charter School was renewed for a full five year term in the 2012-13 academic year with no conditions.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

ENROLLMENT AND DEMOGRAPHICS



PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

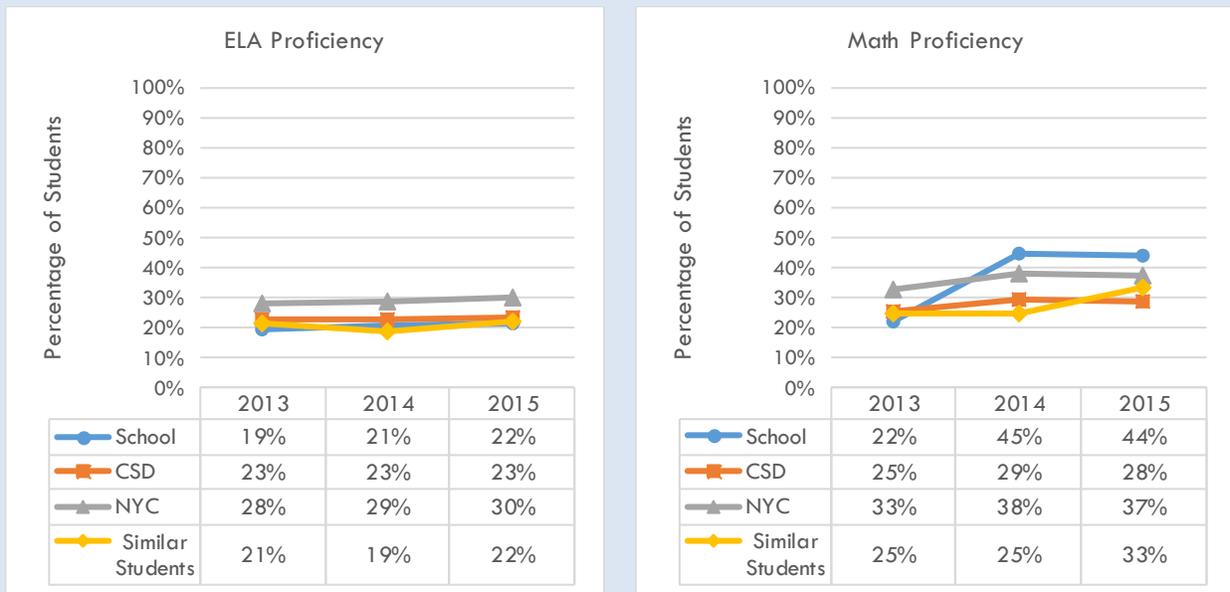
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁴

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.⁵ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁶

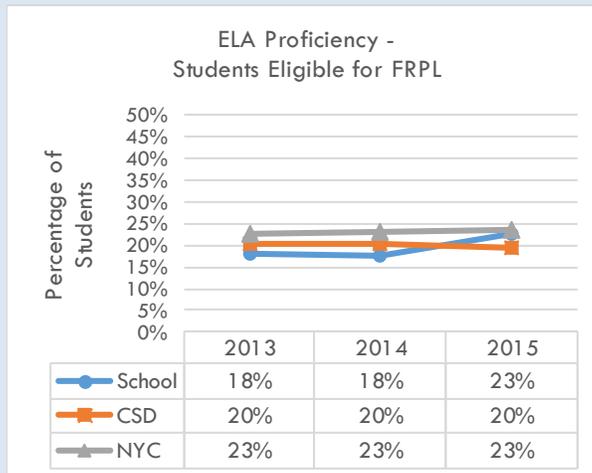
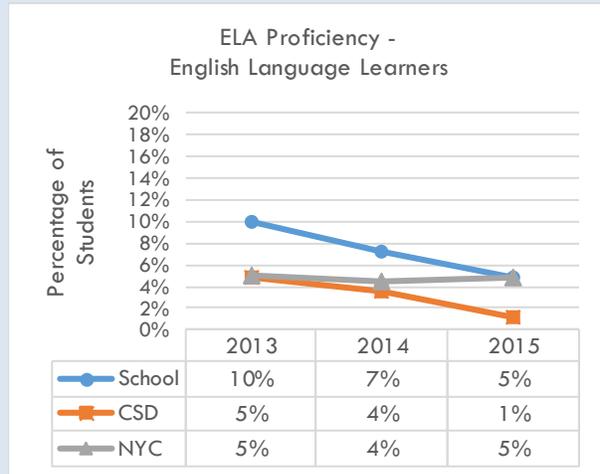
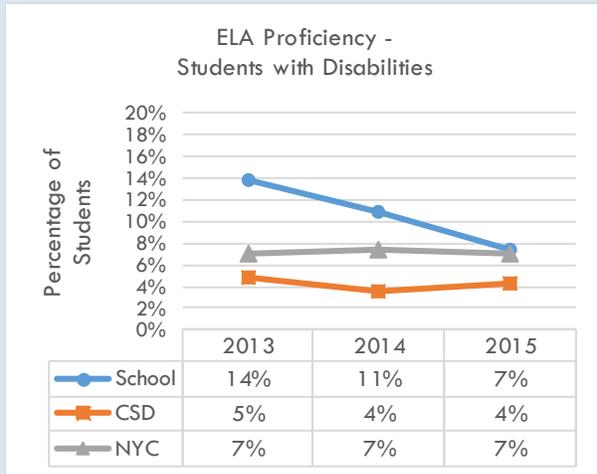


⁴ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

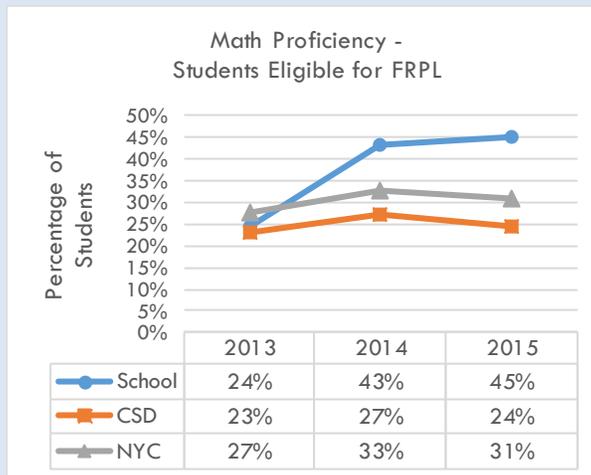
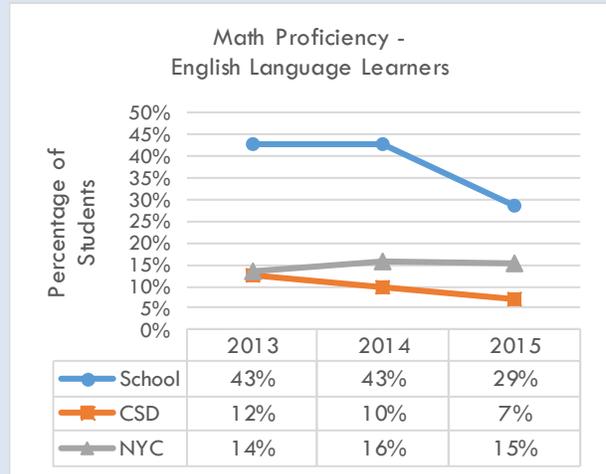
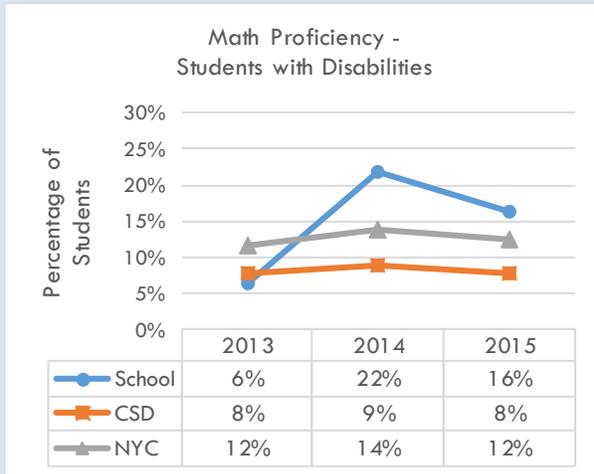
⁵ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁶ For more on the NYC DOE's similar students comparisons, please see the information here: http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below.

AN INNOVATIVE CURRICULUM THAT EMPHASIZES CRITICAL THINKING AND QUESTIONING

DREAM provides a comprehensive liberal arts education that prepares students for active, engaged citizenship. The curriculum ensures rigorous teaching and learning that teaches children to think critically and imaginatively and is designed to maximize opportunities for students to grapple with big ideas in literature through units with meaningful social studies or science content and a variety of texts and to develop cognitive flexibility and critical thinking through problem solving in math.

A CO-TEACHING MODEL THAT REDUCES THE TEACHER-TO-STUDENT RATION AND INTEGRATES SPECIAL NEEDS STUDENTS INTO THE GENERAL POPULATION

All DREAM classrooms have co-teaching teams in which two certified educators share instructional responsibility, resources and accountability for a single group of students. Co-teaching is designed to improve instruction and meet the needs of all students, including those with special needs, in the general education classroom. A content-specialist teacher leads middle school classrooms with co-teaching support from a learning specialist during core-content blocks.

A ROBUST DATA CYCLE THAT USES DATA TO INFORM ALL ASPECTS OF TEACHING AND LEARNING

DREAM uses regular analysis of grade level cohorts' interim assessment performance to consistently inform classroom instruction. Use of these interim assessments enables teachers to identify gaps in student understanding and barriers to student learning through analysis, then to target these gaps directly through the development of action plans for strategic re-teaching and reassessment. Teachers are also utilizing unit testing results in a similar way to tighten the data cycle.

A WHOLE CHILD APPROACH TO TEACHING AND LEARNING THAT DEEPLY INTEGRATES HEALTH AND WELLNESS, MUSIC AND THE ARTS INTO THE OVERALL SCHOOL PROGRAM

Each week, students participate in PE, art and music. As part of PE, elementary students participate in outside sports such as rugby, soccer and swimming. All students participate in daily active recess. Additionally,

DREAM builds values and character education into middle school homeroom, advisory and enrichment blocks. Elementary school cultivates social and emotional learning through their daily morning meetings.

AN EXTENDED SCHOOL DAY AND YEAR MODEL THAT MAXIMIZES LEARNING HOURS

DREAM uses an extended day and year model to maximize instructional hours and increase student achievement. On average, students spend 20 percent more time in the classroom than students in traditional public schools, including five weeks during the summer. Extended time allows DREAM students to maintain regular contact with a consistent set of teachers and staff, and prevents students from experiencing the summer learning loss that often affects children from low-income communities.

AN ACTIVE FAMILY ENGAGEMENT PROGRAM THAT FOSTERS PARENT/GUARDIAN PARTICIPATION, LEADERSHIP AND ADVOCACY

DREAM has a full-time Director of Family, Community and Government Engagement, a Family Engagement Coordinator, and Family Support Coordinator. In addition to family-teacher conferences, DREAM engages families through home visits, workshops and community gatherings and events such as curriculum night, harvest fest, and breakfast with the school leadership. Elected family members run the DREAM Family Action Council. DREAM families participate in a variety of charter advocacy initiatives.

GOVERNANCE

DREAM Charter School Board of Trustees consists of 10 voting members. Currently, the calendar of meetings suggests that there will be 8 meetings at the end of the 2015-16 schoolyear, putting the school out of compliance with the recently revised charter law requiring 12 annual meetings of the Board of Trustees.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

OPERATIONAL STABILITY

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ⁷	Compliant	

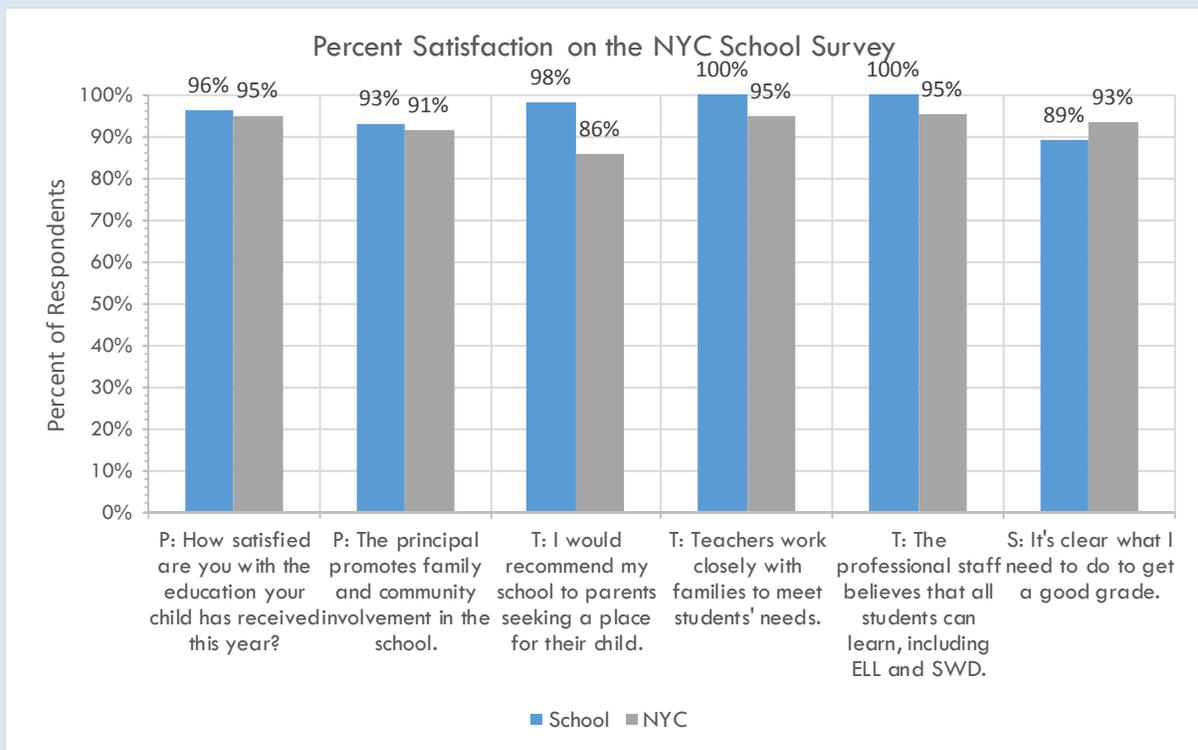
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Not Compliant	The certificate of occupancy does not name the current school site at 1991 Second Avenue.
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	The number of uncertified teachers exceeds the permissible number in N.Y. Educ. Law § 2854(3) (a-1).
School is in compliance with employee fingerprinting requirements	Not Compliant	The school has staff members whose fingerprint clearance date is after their start

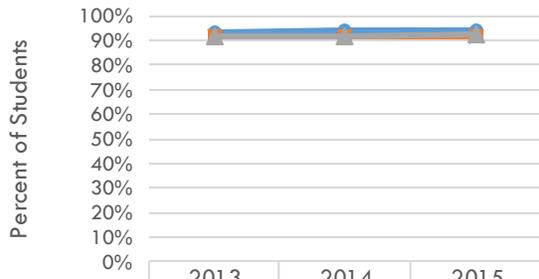
⁷ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

date in the 2015-16 school year.

School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 97.4% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

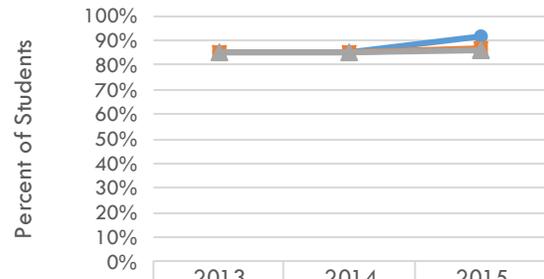


Attendance Rates



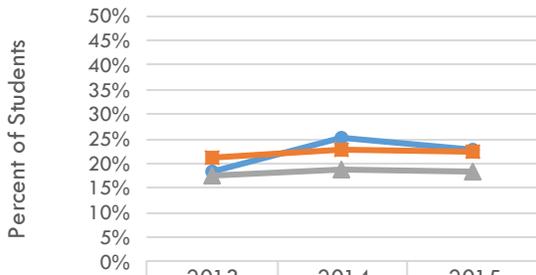
	2013	2014	2015
School	93%	94%	94%
CSD	92%	92%	92%
NYC	92%	91%	92%

Retention Rates



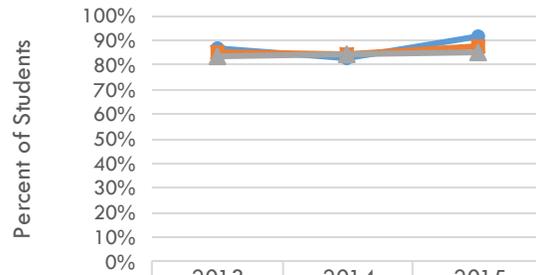
	2013	2014	2015
School	85%	85%	92%
CSD	86%	85%	87%
NYC	85%	86%	86%

Enrollment Rates - Students with Disabilities



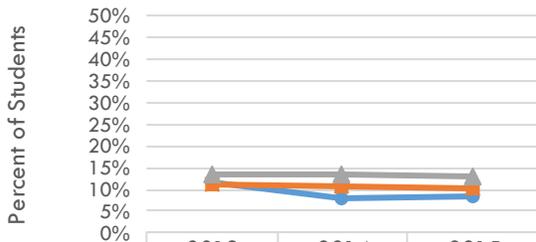
	2013	2014	2015
School	18%	25%	23%
CSD	21%	23%	22%
NYC	18%	19%	18%

Retention Rates - Students with Disabilities



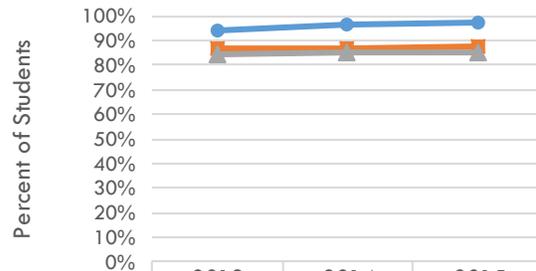
	2013	2014	2015
School	87%	83%	91%
CSD	85%	85%	88%
NYC	84%	85%	86%

Enrollment Rates - English Language Learners



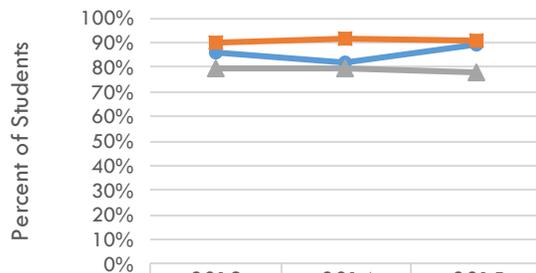
	2013	2014	2015
School	12%	8%	8%
CSD	11%	11%	10%
NYC	14%	13%	13%

Retention Rates - English Language Learners



	2013	2014	2015
School	94%	96%	97%
CSD	86%	87%	88%
NYC	85%	85%	86%

Enrollment Rates - Students Eligible for FRPL



	2013	2014	2015
School	86%	82%	89%
CSD	90%	91%	90%
NYC	80%	80%	78%

Retention Rates - Students Eligible for FRPL



	2013	2014	2015
School	84%	85%	93%
CSD	86%	86%	87%
NYC	85%	85%	86%

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for DREAM Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

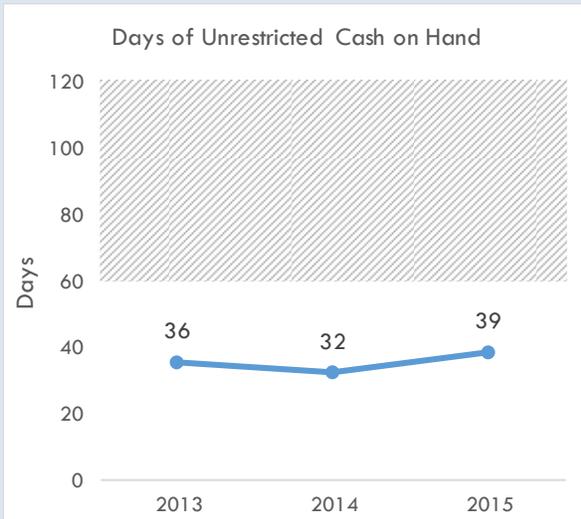
SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings material findings.

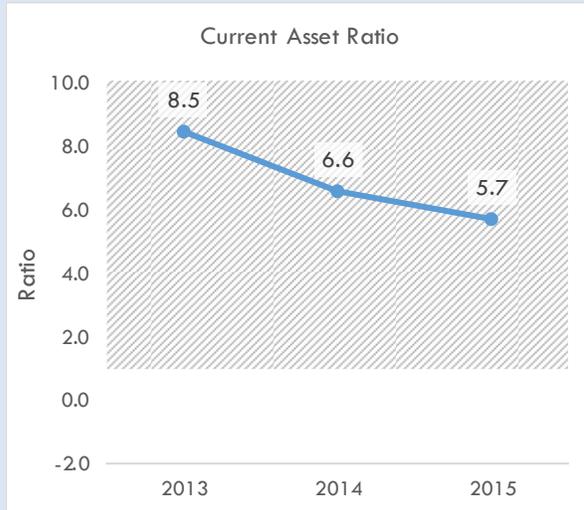
The school has a relationship with community-based institution, Harlem RBI. The community-based organization provides back-office support and charged the school \$1,263,420 in the 2014-15 school year and \$1,019,187 in the 2015-16 school year for these services.

The school has \$70,000 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁸



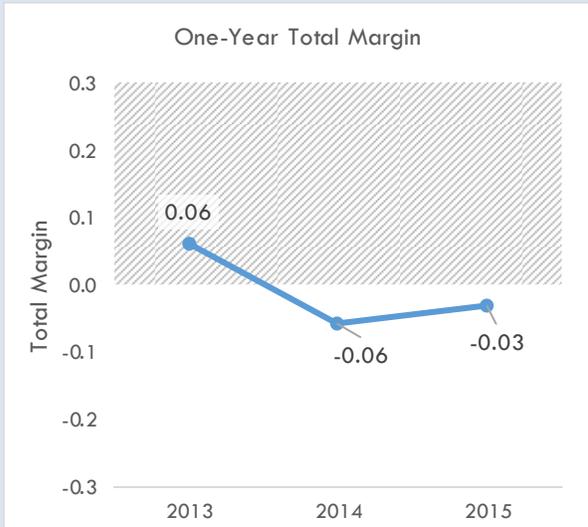
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



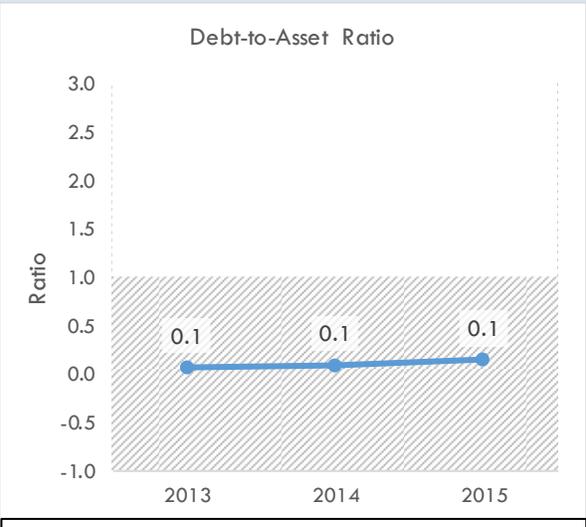
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

⁸ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 4.

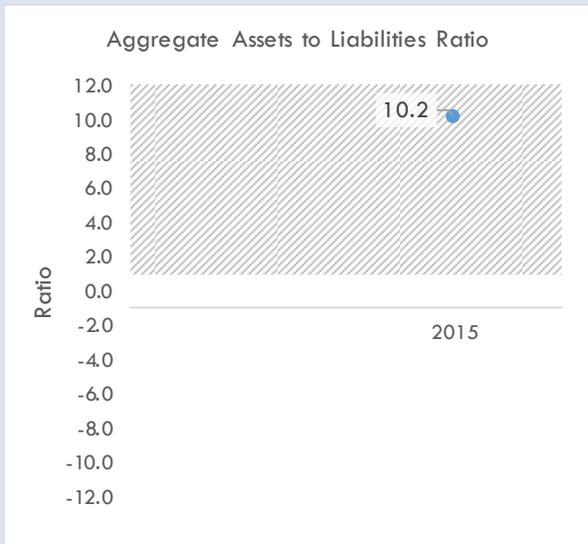
LONG-TERM FINANCIAL SUSTAINABILITY



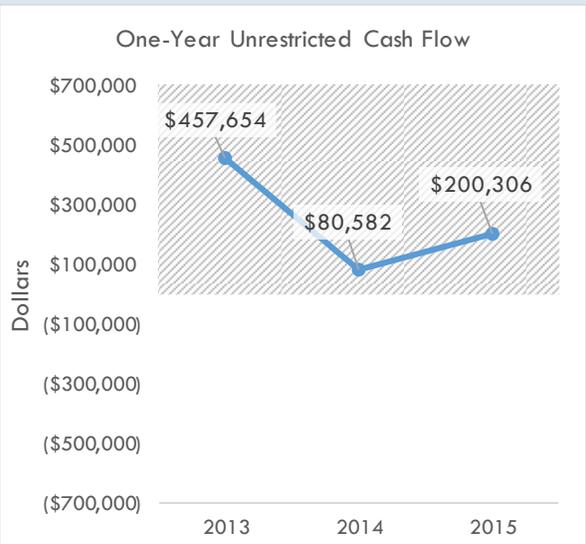
A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

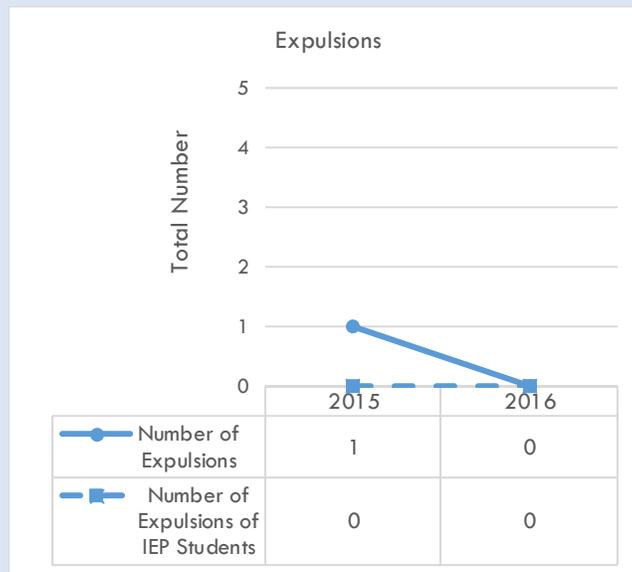
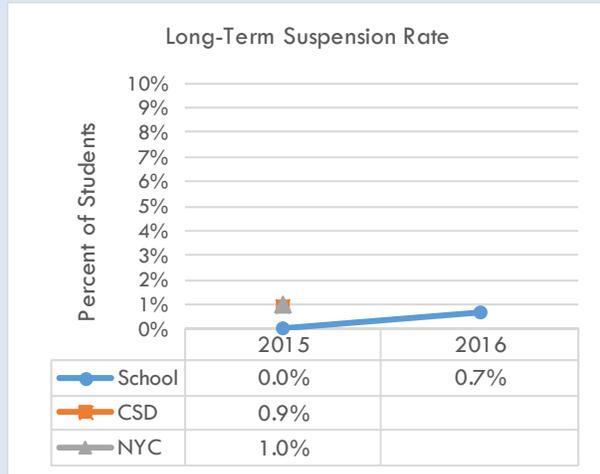
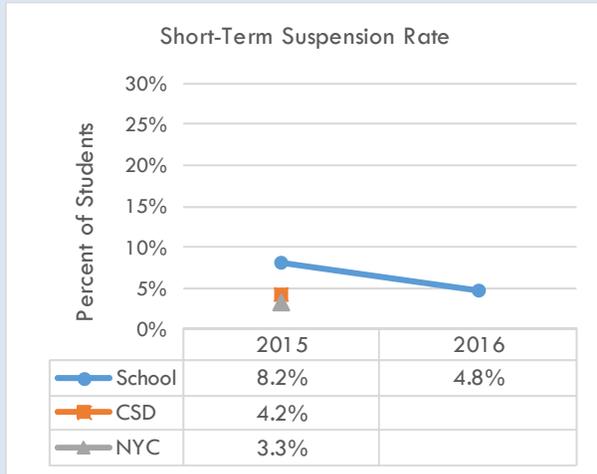
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	181
Pre-Kindergarten Program	Yes
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	Grade K – Grade 8: 2 sections per grade
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	1312
Number of Students Accepted via the Lottery (School Year 2015-16)	50 (Grade K)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	Yes
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES⁹



⁹ City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
DREAM Charter School			
Grade 3	24%	35%	24%
Grade 4	18%	17%	30%
Grade 5	15%	16%	10%
Grade 6		15%	16%
Grade 7			27%
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	2%	6%	-4%
Grade 4	-8%	-4%	5%
Grade 5	-5%	-7%	-12%
Grade 6		-3%	-4%
Grade 7			7%
Grade 8			

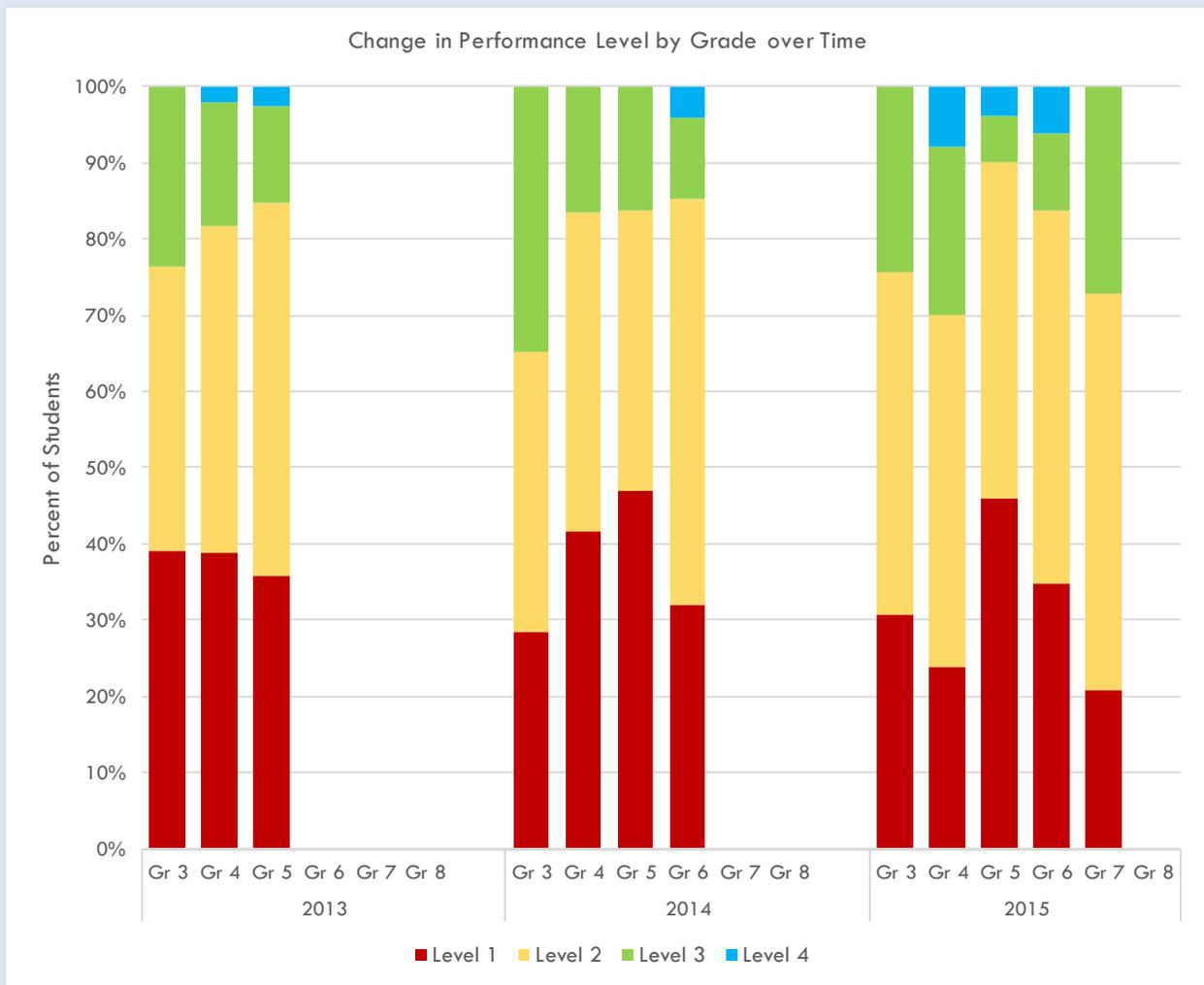
GRADE-LEVEL PROFICIENCY IN MATH

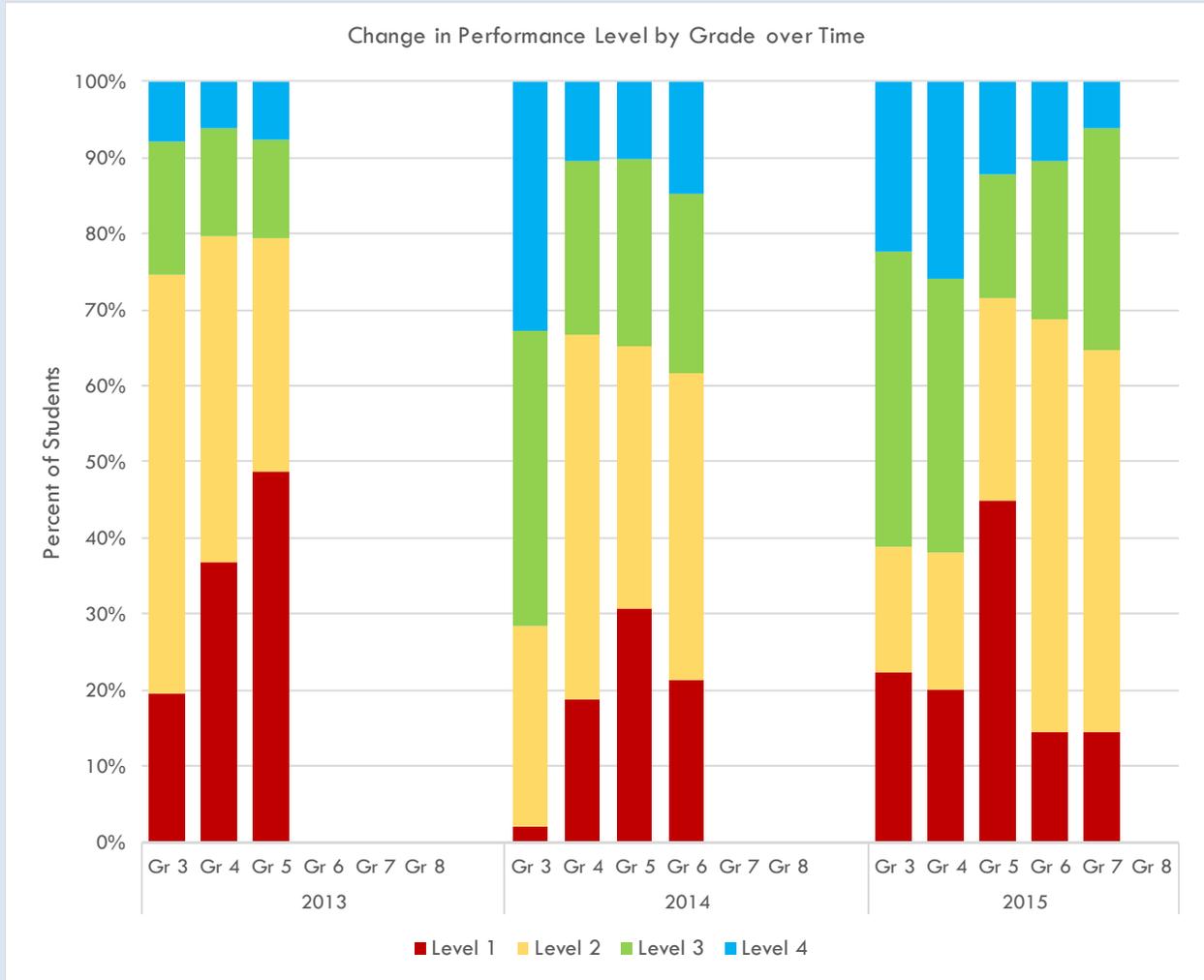
	2012-2013	2013-2014	2014-2015
DREAM Charter School			
Grade 3	25%	71%	61%
Grade 4	20%	33%	62%
Grade 5	21%	35%	29%
Grade 6		38%	31%
Grade 7			35%
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	0%	35%	26%
Grade 4	-8%	7%	30%
Grade 5	-1%	3%	1%
Grade 6		16%	7%
Grade 7			13%
Grade 8			

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹⁰, the school achieved/met its goals as follows:

- Academic Goals: ¹¹
 - 11 of 17 applicable academic charter goals in its most recent year
- Operational Goals:
 - 3 of 5 applicable operational charter goals in its most recent year
- Financial Goals:
 - 1 of 1 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals	Met with 84% of Kindergarten students reading at or above Level C on the Spring Fountas and Pinnell Benchmark Assessment
For the 2013-14 through 2017-18 school years, 75% of Kindergarten students will read at or above Level C on the Spring administration of the Fountas and Pinnell Benchmark Assessment.	
For the 2013-14 through 2017-18 school years, 75% of the first grade students will perform at or above Reading Level I on the Spring administration of the Fountas and Pinnell Benchmark Assessment.	Met with 84% of first grade students reading at or above Level I on the Spring Fountas and Pinnell Benchmark Assessment
For the 2013-14 through 2017-18 school years, 75% of the second grade students will perform at or above Independent Reading Level M on the Spring administration of the Fountas and Pinnell Benchmark Assessment.	Not met - with 49% of second grade students reading at or above Level M on the Spring Fountas and Pinnell Benchmark Assessment
For the 2013-14 through 2017-18 school years, 75% of 3rd through 8th graders who	Not met - 24.4% of 3rd through 7th graders who were enrolled in DREAM on

¹⁰ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹¹ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

are enrolled in DREAM on the date of the test administration who were also enrolled in DREAM on BEDS day of the prior school year will perform at or above Level 3 on the NYS ELA examination.	the date of the test administration who were also enrolled in DREAM on BEDS day of the prior school year performed at or above Level 3 on the 2015 NYS ELA examination.
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.	Met - DREAM's 2014-15 NYSED Accountability Status is Good Standing
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.	Partially Met - based on DREAM's 2013-14 NYC DOE School Quality Guide, DREAM is Meeting Target for student progress, student achievement and closing the achievement gap. For student progress, DREAM's 2013-14 ELA median adjusted growth percentile was 53, which is better than 23% of peer schools. For student achievement, DREAM's ELA proficiency was 21% which is better than 63% of peer schools.
Each year, the percentage of students who are enrolled in DREAM on the date of the test administration who were also enrolled in DREAM 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.	Met - 24.4% of DREAM 3rd through 7th graders who were enrolled in DREAM on the date of the test administration who were also enrolled in DREAM on BEDS day of the prior school year performed at or above Level 3 on the 2015 NYS ELA examination, compared to 23.2% in CSD 4.
For the 2013-14 through 2017-18 school years, grade level cohorts of students will reduce by one-half, the gap between their average NCE in the previous Spring Administration the nationally-normed Terra Nova and an NCE of 50 (grade level) in the current Spring. For students new to DREAM, baseline tests will be administered each fall. For Kindergarten, baseline tests will be administered in January.	Met - On the Spring 2015 TerraNova Reading assessment, DREAM 3rd, 4th, 5th, 6th and 7th grade level cohorts had an average NCE of 54.2. All cohorts had an average NCE above 50. Kindergarten, 1st and 2nd grade scholars took the NWEA MAP assessment in Fall 2014 and Spring 2015. Based on Spring 2015 results, 70% of Kindergarten, 1st and 2nd grade scholars scored at or above the 50th percentile in Reading.
For the 2013-14 through 2017-18 school years, 75% of 3rd through 8th graders who	Not met - 47.3% of 3rd through 7th graders who were enrolled in DREAM on

<p>are enrolled in DREAM on the date of the test administration who were also enrolled in DREAM on BEDS day of the prior school year will perform at or above Level 3 on the NYS Mathematics examination.</p>	<p>the date of the test administration who were also enrolled in DREAM on BEDS day of the prior school year performed at or above Level 3 on the 2015 NYS Math examination.</p>
<p>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.</p>	<p>Met - DREAM's 2014-15 NYSED Accountability Status is Good Standing</p>
<p>Each year, the percentage of students who are enrolled in DREAM 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.</p>	<p>Met - 47.3% of DREAM 3rd through 7th graders who were enrolled in DREAM on the date of the test administration who were also enrolled in DREAM on BEDS day of the prior school year performed at or above Level 3 on the 2015 NYS Math examination, compared to 28.4% in CSD 4.</p>
<p>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.</p>	<p>Met - based on DREAM's 2013-14 NYC DOE School Quality Guide, DREAM is Meeting Target for student progress, student achievement and closing the achievement gap. For student progress, DREAM's 2013-14 Math median adjusted growth percentile was 63, which is better than 55% of peer schools. For student achievement, DREAM's Math proficiency was 45% which is better than 100% of peer schools.</p>
<p>Beginning in 2013-14, each grade-level cohort will reduce by one-half the gap between prior year NCE group average in Math on the nationally-normed Terra Nova) and an NCE group average of 50. For students new to DREAM, baseline tests will be administered each fall. For Kindergarten, baseline tests will be administered in January.</p>	<p>Met - On the Spring 2015 TerraNova Math assessment, DREAM 3rd, 4th, 5th, 6th and 7th grade level cohorts had an average NCE of 59.5. All cohorts had an average NCE above 50. Kindergarten, 1st and 2nd grade scholars took the NWEA MAP assessment in Fall 2014 and Spring 2015. Based on Spring 2015 results, 65% of Kindergarten, 1st</p>

	and 2nd grade scholars scored at or above the 50th percentile in Math.
For the 2013-14 through 2017-18 school years, 75% of fourth and eighth graders who are enrolled in DREAM on the date of the test administration who were also enrolled in DREAM on BEDS day of the prior school year will perform at or above Level 3 on the NYS Science examination.	Met - In 2015, 96% of DREAM 4th graders performed at or above Level 3 on the New York State Science Exam.
Each year, the % of students who are enrolled in DREAM on the date of the test administration who were also enrolled in DREAM 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 4.	The NYC DOE does not release district level science results so a CSD 4 comparison is not possible.
Under the State's No Child Left Behind accountability system, DREAM's Accountability Status will be "Good Standing" each year for Math, ELA and Science.	Met DREAM's 2014-15 NYSED Accountability Status is Good Standing
For the 2013-14 through 2017-18 school years, each grade level cohort of students will reduce by one-half the gap between the % at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If a grade level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show at least an increase in the current year.	Not met - Based on 2014 ELA proficiency, this ambitious target would require each cohort to increase proficiency by more than 20%. While DREAM grade level cohorts did not meet this target, each cohort did reduce the percent of students scoring Level 1 in ELA.
For the 2013-14 through 2017-18 school years, each grade level cohort of students will reduce by one-half the gap between the % at or above Level 3 on the previous year's NYS Math exam and 75% at or above Level 3 on the current year's NYS Math exam. If a grade level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show at least an increase in the current year.	Not met - On the 2015 NYS Math exam, DREAM's 4th grade cohort went from 64% proficient to 62%. 5th grade cohort went from 27.5% to 29.2%. 6th grade cohort went from 28.9% to 31.8%. 7th grade cohort went from 38.8% to 36.2%. While the 4th and 7th grade cohorts decreased proficiency slightly, their Math proficiency did exceed District 4, NYC and NYS.

Operational Goals	<p>Attendance/Enrollment Goal</p> <p>Each year, 95% of all students enrolled in DREAM during the course of the school year, return the following September.</p>	<p>91% of all students enrolled in DREAM during the course of the 2014-15 school year returned to DREAM in September 2015. Of 39 students that did not return to DREAM in September 2015, 11 were due to a family move outside commuting distance. If you exclude those departures that were due to family move, 93% of students returned to DREAM in September 2015.</p>
	<p>Attendance/Enrollment Goal</p> <p>Each year student enrollment will be within 15% of full enrollment as defined by DREAM Charter School's Charter.</p>	<p>DREAM met this goal. As per our charter, full enrollment for the 2014-2015 school year was 400. Student enrollment on the last day of SY14-15 was 393 and during the school year student enrollment was never below 388. DREAM was within 3% of full enrollment throughout the 2014-2015 school year.</p>
	<p>Attendance/Enrollment Goal</p> <p>Each year, DREAM will have a daily student attendance rate of at least 95%.</p>	<p>DREAM did not meet this goal. Our school-wide attendance percentage at the end of SY14-15 was 94.4%.</p>
	<p>Legal/Compliance Goal</p> <p>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 Law and meet all legal requirements and responsibilities.</p>	<p>DREAM met this goal. DREAM's Board of Trustees governs in accordance with its bylaws and DREAM's staff complies with all school policies as outlined in our HR Manual and Staff Handbooks.</p>
	<p>Culture/Community Goal</p> <p>Each year, parents will express satisfaction with DREAM's program, based on the School's Family Survey, in which at least 80% of all families provide a positive response to each of the survey items.</p>	<p>DREAM met this goal. We had a parent survey response rate of 90% and the percentage of positive responses by parents to the survey questions was 94%.</p>
Financial Goals	<p>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.</p>	<p>DREAM met this goal. DREAM's FY15 audit was completed by Schall & Ashenfarb and resulted in an unqualified opinion and no findings.</p>

APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

DREAM offers preferences to scholars who attended DREAM the prior year, siblings of scholars who attend DREAM, and scholars who live in Community District 4. DREAM also reserves 50% of PreK and Kindergarten seats for families that reside in NYCHA housing in Community District 4. This preference is to ensure that as the demographics of East Harlem change, DREAM can continue to serve the community that lives in public housing. In addition to setting preferences, DREAM heavily invests in recruitment efforts that target special population of students.

DREAM Charter School releases its application on December 1st for the following school year in both English and Spanish. Families may choose to fill out the paper application or complete the application online through either DREAM's website or the New York City Charter Center's common application.

DREAM recruitment activities are managed by the DREAM Family Engagement Department. This department seeks to provide a culturally appropriate, family-friendly process that stresses the impact of meaningful family involvement from the time a family applies to our school until their child graduates from our program. Multiple members of this team are bilingual and serve as a resource to both non-native English-speaking parents and to students that are English Language learners.

Our Family engagement team is active in grassroots efforts and community relation building in order to increase our ability to reach special populations of students. These efforts have paid off as evidenced by our reputation in the field. We are often invited to speak at Community Board meetings and on panels administered by the NYC Charter Center on topics such as "How to recruit ELLs and Sped students." Additionally, we receive referrals from other charter schools in the community for students with special needs when these schools feel that they cannot properly serve a given student. Our reputation, with parents, is that of a school well known for servicing special needs students. Parents of these children, spread the word to each other to apply to DREAM when other options do not provide the right fit for their children.

One of the most effective recruitment strategies that DREAM utilizes is a program known as the Family Ambassador Program in which more than 20 current DREAM families are trained to represent the school in the community. Ambassadors are recruited from diverse segments of the school population including the Spanish-speaking and African immigrant populations. Ambassadors post fliers at local businesses, churches, mosques, and organizations that they belong to. They are trained to make presentations at schools and community centers to provide other families with information about our school and are also active in recruiting a diverse group of students from within their own

social networks. These parents have also been able to garner free media by speaking on community radio programs in order to increase our outreach to parents of English Language Learners.

The DREAM Family Engagement Team similarly has built relationships with community based organizations, service providers, PreK and daycare sites throughout East Harlem. Visits are scheduled with these sites from January through April to provide information about the school to community members and encourage families to apply. We consistently present at bilingual Head Start programs, Union Settlement and the Association to Benefit Children.

DREAM also targets the ten NYCHA public housing complexes in the East Harlem neighborhood including Washington, East Rivers, Jefferson, Johnson, Carver, Clinton, and Metro North Housing complexes. Members of the Family Engagement and Family Ambassador Team leave applications and information about the school at the door of every resident of these housing complexes. Our coverage of the local public houses includes reaching over 10,250 public housing units per year. Throughout the years we have also been able to develop deep relations with each of the Public Housing Resident Presidents.

DREAM holds a series of Open Houses and School Tours to introduce families to the school and introduce prospective families to school staff. Each year we offer even more targeted Open Houses that cater to specific populations from the local community. During these Open Houses, DREAM offers a computer clinic in which bilingual staff members are available to assist families with the online application process. This practice has been particularly useful with the recruitment of immigrant families that often lack access to computers.

APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.