



Office of School Design and Charter Partnerships
2014-2015

DREAM CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

DREAM Charter School	
Authorized Grades	Grades K-8
Authorized Enrollment	450
School Opened For Instruction	2008-2009
Charter Term Expiration Date	June 30, 2018
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

DREAM Charter School	
Board Chair	Richard Berlin
School Leaders	Robin Rubenstein (ES), Marjorie Cass (MS), Eve Colavito (Head of School)
Districts of Location	NYC Community School District 4
Boroughs of Location	Manhattan
Physical Addresses	433 East 100 th Street, New York, NY 10029 (Grades K-2)
	232 East 103 rd Street, New York, NY 10029 (Grades 3-7)
Facility Owner	DOE
School Type	Elementary/Middle School
Grades Served 2014-2015	Grades K-7
Enrollment in 2014-2015*	396
Charter Universal Pre-Kindergarten Program	No**

* Enrollment data as of October 1, 2014

** DREAM Charter School did not offer a Pre-Kindergarten program in 2014-2015; however, for the 2015-2016 school year DREAM Charter School will offer a Pre-Kindergarten program through the NYC DOE.

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 1-7
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	1,690
Number of Students Accepted via the Charter Lottery	50 (Kindergarten), 6 (Grade 1), 5 (Grade 2), 2 (Grade 3), 3 (Grade 4), 8 (Grade 5), 2 (Grade 6), 6 (Grade 7)
Lottery Preferences (School Year 2014-2015)**	
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

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.
 ** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: Harlem RBI
Services Provided	DREAM Charter School's Institutional Partnership Agreement (IPA) with Harlem RBI outlines the services that Harlem RBI will provide to DREAM Charter School during the current fiscal year and the corresponding fee. Harlem RBI provides back office Finance, Development, IT, HR, Talent Development, After-School and Summer Programming, as well as administrative and operational support to the school through the IPA.
Management Fee	\$1.18 million for fiscal year 2015

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
An innovative curriculum that emphasizes critical thinking and questioning	DREAM Charter School (DREAM) provides a comprehensive liberal arts education that prepares students for active, engaged citizenship. The curriculum ensures instruction that teaches children to think critically and imaginatively.
A co-teaching model that reduces the teacher-to-student ratio and integrates special needs students into the general school population	All DREAM elementary school classrooms use 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. Each middle school class is led by a subject-specific teacher, with a Learning Specialist who pushes in to work with students who require extra support.
A robust data cycle that uses data to inform all aspects of instruction	DREAM uses regular analysis of grade level cohorts' interim assessment performance to 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 directly through the development of action plans for strategic re-teaching and reassessment.
A whole child approach to instruction that deeply integrates health and wellness, music and the arts into the overall school program	Each week, elementary students participate in two 45-minute periods of physical education (PE), art, and music. As part of PE, students participate in outside sports such as rugby, soccer and swimming. At the middle school level, students select a major and minor from a menu of options including PE, art and music. All students participate in daily active recess. Additionally, DREAM builds values and character education into middle school homeroom and advisory sessions.
An extended school day and year model that maximizes instructional hours	DREAM uses an extended day and year model to maximize instructional hours and increase student achievement. On average, students spend 20% more time in the classroom than students in traditional public schools, including six 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.
An active family engagement program that fosters parent/guardian participation, leadership and advocacy	DREAM has a full-time Director of Family Engagement and Family 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 breakfasts with the school leadership. The DREAM Family Action Council (DFAC) is run by elected family members and parents have served on the school's Board of Trustees. DREAM families participate in a variety of charter advocacy initiatives.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	50	2
Grade 1	50	2
Grade 2	50	2
Grade 3	49	2
Grade 4	51	2
Grade 5	50	2
Grade 6	48	2
Grade 7	48	2
Grade 8	-	-
Total Enrollment	396	16

* Enrollment data as of October 1, 2014

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate 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, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

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 absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
DREAM Charter School	19.4%	20.7%
CSD 4	22.6%	22.6%
Difference from CSD 4 *	-3.2	-1.9
NYC	28.0%	28.7%
Difference from NYC *	-8.6	-8.0
New York State **	31.1%	30.6%
Difference from New York State	-11.7	-9.9
% Proficient in Mathematics		
	2012-2013	2013-2014
DREAM Charter School	22.3%	44.6%
CSD 4	25.2%	29.3%
Difference from CSD 4 *	-2.9	15.3
NYC	32.7%	37.8%
Difference from NYC *	-10.4	6.8
New York State **	31.1%	36.2%
Difference from New York State	-8.8	8.4

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
DREAM Charter School - All Students	41.0%	53.0%
Peer Percent of Range - All Students	0.0%	23.1%
City Percent of Range - All Students	0.0%	16.8%
DREAM Charter School - School's Lowest Third	50.0%	72.0%
Peer Percent of Range - School's Lowest Third	0.0%	41.7%
City Percent of Range - School's Lowest Third	0.0%	43.9%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
DREAM Charter School - All Students	56.0%	63.0%
Peer Percent of Range - All Students	27.0%	55.4%
City Percent of Range - All Students	34.1%	52.9%
DREAM Charter School - School's Lowest Third	66.5%	74.0%
Peer Percent of Range - School's Lowest Third	18.4%	52.4%
City Percent of Range - School's Lowest Third	30.2%	56.1%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	17.6%	48.5%
English Language Learner Students	28.6%	33.3%
Students in the Lowest Third Citywide	10.5%	44.7%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	35.3%	36.4%
English Language Learner Students	28.6%	27.8%
Students in the Lowest Third Citywide	40.0%	50.0%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals	
Charter Goals	2013-2014
1. Each year, 75% of kindergarten students will read at or above Level C, 75% of first grade students will perform at or above Reading Level I, and 75% of second grade students will perform at or above Independent Reading Level M on the Spring administration of the Fountas and Pinnell Benchmark Assessment.	Partially Met
2. Each year, 75% of third through eighth grade students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year will perform at or above Level 3 on the NYS ELA Exam.	Not Met
3. Each year, the percentage of students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year and performing at or above Level 3 on the NYS ELA Exam in each tested grade will be greater than that of Community School District 4.	Partially Met
4. Each year, 75% of third through eighth grade students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year will perform at or above Level 3 on the NYS Math Exam.	Not Met
5. Each year, the percentage of students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year and performing at or above Level 3 on the NYS Math Exam in each tested grade will be greater than that of Community School District 4.	Met
6. 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 DOE and based on the similar school categories generated by the NYC DOE.	Not Met
7. Each year, the percentage of students performing at or above Level 3 on the NYS Math Exam in each tested grade will place the school in the top quartile of all similar schools as determined by the NYC DOE and based on the similar school categories generated by the NYC DOE.	Met
8. Each year, grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous Spring Administration of the nationally-normed Terra Nova and an NCE of 50 (grade level) in the current Spring. For students new to the school, baseline tests will be administered each fall. For kindergarten students, baseline tests will be administered in January.	Partially Met
9. Each year, grade-level cohorts of students will reduce by one-half the gap between the prior year NCE group average in Math (on the nationally-normed Terra Nova) and an NCE group average of 50. For students new to the school, baseline tests will be administered each fall. For kindergarten students, baseline tests will be administered in January.	Partially Met
10. Each year, 75% of fourth and eighth grade students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year will perform at or above Level 3 on the NYS Science Exam.	Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Charter Goals		2013-2014
11.	Each year, the percentage of students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year and performing at or above Level 3 on the NYS Science Exam in each tested grade will be greater than that of Community School District 4.	N/A
12.	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
13.	Each year, the school's aggregate Performance Index on the NYS Math Exam will meet its Annual Yearly Progress set forth in the State's NCLB accountability system.	Met
14.	Each year, the school will be deemed "In Good Standing."	Met
15.	Each year, grade level cohorts of students will reduce by one-half the gap between the percent 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
16.	Each year, grade level cohorts of students will reduce by one-half the gap between the percent 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
17.	Each year, the school will have a daily student attendance rate of at least 95%.	Not Met

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes/Adjustments

- What I Need (WIN) takes place during the first period of each school day. During WIN time, elementary students are grouped according to reading level. Students spend half of the period in a teacher-led guided reading group and half the period reading independently. The guided reading instruction targets text and strategic actions that support growth in both decoding and comprehension.
- During Saturday Academy, groups of students in grades three through seven receive additional small group instruction to develop test-taking skills and build confidence in preparation for the New York State (NYS) exams. The small student groups are created based on assessment data and meet for three hours on Saturdays between November and April.
- DREAM Charter School implemented a math program which centers on a critical-thinking and problem-solving method called Cognitively Guided Instruction (CGI). This approach to instruction encourages students to develop strategies for solving problems and scaffolds the development of sophistication, efficiency and accuracy in problem solving.

Interim Assessments

- The school uses analysis of 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 directly through the development of action plans for strategic re-teaching and reassessment.
- In grades two through seven DREAM Charter School works with the Achievement Network (ANet), an organization that provides high-quality, Common Core aligned assessments. This allows the school to compare student performance with those of 30 other schools in the ANet network.
- During a time period where both interim and summative assessments are changing, DREAM Charter School has found that comparing its performance to that of other ANet schools is useful in providing the school with a directional sense of how students are doing to illuminate areas of need and drive strategic actions and decisions.
- Assessments used at the school include the following:
 - Fountas and Pinnell Benchmark Assessment (Diagnostic)
 - This assessment is given to identify reading fluency and reading comprehension levels, phonetic code, reading comprehension and writing development levels.
 - This assessment is given four times a year to students in all grades.
 - DREAM Charter School Interim Assessment in ELA and Math (Formative)
 - This assessment is given to identify classroom and individual strengths and weaknesses so teachers can target student needs effectively.
 - The assessment mirrors structure, objectivity and content of state and national tests to better prepare students for success.
 - This assessment is given 4 times a year to students in all grades.
 - Terra Nova CAT (Summative)
 - This assessment is given to estimate the general developmental level of students.
 - This assessment identifies each student's areas of development (high & low) and achievement information to monitor year-to-year developmental changes.
 - This assessment is given annually to students in grades three through seven.
 - NWEA MAP (Summative)
 - This assessment is given to identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing.
 - This given twice a year to students in grades kindergarten through two.
 - New York State ELA and Math (Summative)
 - Given to identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing.
 - This assessment is given annually to students in grades three through eight.

³ Self-reported information from school-submitted ACR self-evaluation form on May 4, 2015.

Approach to Data-Driven Instruction

- The first step in DREAM Charter School's data cycle is instructional planning aligned to standards. Teachers define the appropriate level of rigor by using assessment items to understand the standards, clarify the bar for mastery and anticipate student misunderstandings.
- After six to eight weeks of instruction, students take an interim assessment (IA) to measure learning. Teachers use this data to identify big picture trends and determine whether students are on-track to meet their end of year goals.
- On Data Day, teachers analyze data and create an action plan for re-teaching standards. The backbone of the school's IA analysis is "item analysis," which allows teachers to define precise student misunderstandings.
- Assessment questions are written to assess specific sub-skills within standards and include wrong answer choices that reveal information about why students are making certain mistakes.
- Teachers put these plans into action during re-teach week and administer a re-assessment that is designed to mirror the format and rigor of the IA, to measure student learning at the conclusion of the week.
- After collecting re-assessment data, teachers meet as a grade team to define the impact of re-teach plans and identify causes for success or lack thereof.

Philosophy on Special Education and English Language Learners Services

- DREAM Charter School is an inclusive environment where differentiated instruction is a shared and important responsibility of all teachers.
- The school's co-teaching model allows the school to use flexible groupings to differentiate. One co-teacher is able to use the Leveled Literacy Intervention (LLI) reading curriculum to provide small group reading instruction while the rest of the class is engaged in a separate instructional activity with the other co-teacher.
- Teachers are expected to support scholars within the larger group through the use of the six Co-Teaching Approaches and in a variety of informal ways.
- All students with Individualized Education Programs (IEPs) are in co-taught classrooms. Through differentiation and other special education supports, students with IEPs are expected to make academic gains along with their peers who do not have IEPs.
- The school's integrated co-teaching model in grades kindergarten through five allows students with IEPs to receive small group instruction in deficit areas to target their IEP goals. Through the use of annotated texts, graphic organizers, anchor charts, vocabulary previews, stop and jots, and scaffolded supports, students with disabilities are able to access the grade level Common Core curriculum in ELA and Math.
- The school's English Language Learner (ELL) Coordinator works collaboratively with instructional staff to target and differentiate instruction. The school's emergent bilingual scholars advance through five stages of New Language Arts Progressions (NLAP). To ensure access to the same rigorous academic curriculum, individualized language plans are developed for each language learner to monitor progress and inform instruction. The school uses a myriad of support strategies, including front-loading vocabulary to build academic language and providing leveled sentence frames aligned with target language forms to develop productive (i.e., oral and written) speech. DREAM Charter School ensures that ELL students develop alongside their non-ELL classmates by creating individualized language plans that are modified and monitored regularly and are used to inform instruction.

Professional Development Opportunities

- This year, the school targeted specific support to teachers by providing more or less observations and feedback sessions during a month. Additionally, the school provided support such as peer observation opportunities or in class.
- At the middle school level, the school created department chair positions for staff who have specialized in specific content areas and can provide professional development to their departments.

- The school has a dedicated supervisor for specialist teachers (PE, art, and music). Specialist professional development has been focused on integrating classroom norms and routines into special classes.
- The school is working to create a system to identify outside professional development opportunities for teachers so that all teachers have an opportunity to participate in workshops that are of interest to them or will help to develop their skills in areas where they may be challenged.
- Teachers spend their prep time in a collaborative meeting space. When specialists are using classrooms for art or music, teachers use the conference room or middle school suite to meet and work together to plan lessons, annotate texts, and differentiate student materials.
- At the middle school level, there is cross-subject collaboration during weekly grade team meetings.
 - Teacher leads facilitate, coordinate and create agendas for the meetings to ensure meetings are documented and get input from and disseminate ideas to their grade team to increase their effectiveness.
- The following professional development opportunities were provided to teachers:
 - Guided reading and guided reading goal-setting;
 - Response to Intervention (RtI) launch;
 - Student engagement strategies;
 - Administration for Children's Services (ACS) Protocols;
 - Guidelines for out of school time relationships and communications with families;
 - NYS test item analysis;
 - Staff culture; and
 - Differentiation.

Teacher Evaluation

- The school has identified its teacher promotion and evaluation processes as practices that require improvement. These processes relate to teacher development, motivation and retention, as well as student achievement.
- In school year 2014-2015 the school worked with a consultant to launch a teacher development, evaluation and career pathway that focuses on developing and celebrating teachers at all stages of their careers.
- The school plans to implement the program in the 2015-2106 school year and has already engaged teachers in an introductory presentation and feedback session.
- Teacher pathway rewards include both increased compensation as well as non-monetary growth and leadership opportunities.
- Various measurement tools, including individual student achievement, school-wide student achievement, instruction and planning benchmarks and professional competences, will be weighted and used to evaluate teacher performance.

Differentiated Instruction

- During whole class instruction, teachers provide differentiated instruction to students with IEPs by summarizing teaching points, asking scaffolded questions, rephrasing teaching points, and preparing students to participate with the larger group.
- Teachers plan for the use of visual aids and kinesthetic learning opportunities. Classwork and homework are differentiated through volume, complexity, and/or task on a daily basis and texts are annotated.
- The school's student support team regularly meets with teachers to create academic and behavioral action plans to be used specifically for differentiation in the classroom.
- The school's Response to Intervention Program (RtI) allows the school to detect student skill gaps early and proactively implement different interventions that address the needs of each individual student.
- The school's instructional and support staff work collaboratively to identify students who are struggling, monitor student progress toward benchmarks, document effectiveness of strategies and interventions, investigate students' weaknesses through the use of data resources, schedule meetings with families and instructional staff, create individualized student plans, and monitor and revise progress as necessary.

- Through the use of intervention teachers, students with reading deficits receive targeted remediation through the Wilson Reading System (grades two through seven) or the Wilson Foundations Program (grades kindergarten and one). Classroom special education teachers provide additional reading intervention through Fountas and Pinnell's Leveled Literacy Instruction three times per week in groups of up to five students.

Adjustments Based on 2013-2014 Data

- The school's sixth and seventh grade teams are fully integrated cohorts and are staffed with grade-specific English Language Arts (ELA) and math teachers, a social studies teacher, a science teacher, an art teacher and two Learning Specialists.
- The middle school curriculum is broken down into ten thematic units. Each unit theme is integrated into all academic subjects as well as Homeroom and Community Gatherings. Students participate in a trimester based elective program that allows students to choose PE, art or music as a "major" or "minor." Additionally, the middle school offers Friday enrichment classes that give students an opportunity to participate in activities such as coding, music beat-making and cooking, which are not traditionally offered during the school day.

Learning Environment

- Students earn DREAM Dollars for specific character value-related actions. Similarly, DREAM Dollars are lost (i.e. deducted from a student's account) for reasons such as lateness, uniform violation and/or when behavior is in violation of the discipline code.
- DREAM Dollars are entered into a DREAM Bank and each week students receive a paycheck that indicates their performance for the week, which they can then use to purchase items from the Middle School Store.
- The school promotes college readiness by providing a series of annual college exposure experiences. At the start of each school year the school hosts a college corner contest that allows teachers and other staff to show pride in their alma maters and excite students about the various aspects of college life.
- Each spring the school holds a College to Career Day event where the school invites dynamic speakers with unique careers to come in and talk with students about their journey into their chosen profession.
- Students in kindergarten through third grade take day trips to schools in New York City and upstate New York and students in fourth through seventh grade take overnight trips and explore schools and cities outside of New York.

NYC DOE School Visit

Representatives of the OSDCP team visited the school on May 18, 2015. Based on discussion, document review, and observation, the following was noted:

School Leadership Team

- The school has chosen to use additional curriculum developed in house with another school rather than EngageNY. All curriculum is fully aligned to Common Core Learning Standards and expectations for the NYS assessments.
- The school is planning to increase the number of teacher prep periods and increasing science from two periods per week to four periods per week.
- The school states that a remaining area of development is ELA, as results need to improve and become consistent.
- DREAM Charter School will reach full scale in the 2015-2016 school year, at which point the school will serve students in grades kindergarten through eight.
- The school has partnered with Harlem RBI to provide after school activities for students during teacher professional development periods.

Classroom Observations

- All classrooms observed by OSDCP staff were safe and respectful; OSDCP staff noted that transitions were orderly.
- All classrooms observed by OSDCP staff showed evidence of student self-assessment; in addition, all assessments were aligned to class objectives.
- OSDCP staff observed question and answer sessions in the majority of classrooms visited, though in 40% of classrooms students were only asked to recall information at a basic level.
- OSDCP staff observed differentiation of materials and assessments in 7% of classrooms.

Teacher Interviews

- According to interviewed teachers, the school holds weekly professional development sessions for teaching staff. In addition, teachers receive up to three observations per year.
- Teachers shared examples of opportunities to collaborate with one other around lesson plans.
- Based on teacher interviews conducted by OSDCP staff, OSDCP concluded that the school has a system for ensuring that students' IEP mandates are communicated throughout the school.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Head of School	Eve Colavito	6
2. Elementary School Principal	Robin Rubenstein	5
3. Middle School Principal	Marjorie Cass	1
4. Director of Operations	Traci Douglas	7
5. Director of School Culture	Michael McCarthy	2
6. Director of Family Engagement	Emily Parkey	5
7. Dean of Students/Director of Health & Wellness	Brett Fazio	5
8. Data & Assessment Manager	Katie Schmidt	2
9. Academic Dean (Grades 2-3)	Jamie Platzer	6
10. Academic Dean (Grades 4-5)	Andrew Kile	2
11. SPED Coordinator	Susan Purviance	2
12. Science Teacher/Specialist Supervisor	Nina Fink	2

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position - <i>Committees</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Rich Berlin	Chairman & President - Executive, Finance	Yes
2. Michele Joerg	Vice President - Executive	Yes
3. Ashish Doshi	Treasurer - Executive, Finance	Yes
4. Jonathan Schmerin	Trustee - Executive, Finance	Yes
5. David Kirsh	Trustee - Executive	Yes
6. Brad Visokey	Trustee - Executive, Finance	Yes
7. Claudia Zeldin	Secretary - Executive	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Executive Committee	Yes	Yes
2. Finance Committee	Yes	Yes

School Climate & Community Engagement

DREAM Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	40.9%
Instructional Staff Turnover (School Year 2014-2015)**	5.8%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	18
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> If Yes, how many times did it meet (School Year 2013-2014)? 	10
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	15
Average Daily Attendance Rate (School Year 2013-2014)***	93.8%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		DREAM Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	-	49%	62%
	Most students at my school treat each other with respect.	-	34%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	67%	79%
Parents	I feel satisfied with the education my child has received this year.	96%	95%	95%
	My child's school makes it easy for parents to attend meetings.	98%	95%	94%
	I feel satisfied with the response I get when I contact my child's school.	99%	92%	95%
Teachers	Order and discipline are maintained at my school.	61%	65%	80%
	The principal at my school communicates a clear vision for our school.	93%	79%	88%
	School leaders place a high priority on the quality of teaching.	93%	91%	92%
	I would recommend my school to parents.**	75%	61%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	DREAM Charter School	-	94%
	NYC	-	83%
Parents	DREAM Charter School	81%	83%
	NYC	54%	53%
Teachers	DREAM Charter School	100%	73%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	63 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	8.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.98	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	-0.09	Weak
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	-0.20	Weak
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.09	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	-91.49	Weak
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$80,582	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$468,236	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

NYC DOE School Visit

Representatives of the OSDCP team visited the school on May 18, 2015. Based on discussion, document review, and observation, the following was noted:

- Petty cash has been used infrequently over the course of the school year.
- Based on an institutional agreement with Harlem RBI, the school-based operations team will be downsized beginning in the 2015-2016 school year.
- Harlem RBI will provide a facilities director and one facilities associate to DREAM Charter School.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	9
Number of Board Members Required per the Bylaws	3-25
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	2
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	2
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	No; most recent minutes posted are from the February 2015 meeting
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	4 / 12

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification ⁴	No
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	Yes

⁴ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁵ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
50	22	44%	27	54%	1	2%

Student Discipline – Elementary School

Based on a document review, the school's discipline policy for its elementary school grades contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	No
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	No	N/A
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	No	N/A
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	No
Specifically addresses student discipline policy for students with disabilities	Yes	No
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 8 (3%) Out of School Suspensions: 8 (3%)	

Student Discipline – Middle School

Based on a document review, the school's discipline policy for its middle school grades contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	Yes
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	No
Specifically addresses student discipline policy for students with disabilities	Yes	Yes
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 29 (30%) Out of School Suspensions: 14 (15%)	

Enrollment and Retention Targets⁶

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention 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 (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

⁶ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

- In school year 2014-2015, DREAM Charter School served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, DREAM Charter School retained:
 - a lower percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	DREAM Charter School	94.5%	95.2%
	Effective Target	91.4%	91.1%
	Difference from Effective Target	+3.1	+4.1
Students with Disabilities (SWD)	DREAM Charter School	27.9%	27.5%
	Effective Target	19.2%	19.5%
	Difference from Effective Target	+8.7	+8.0
English Language Learners (ELL)	DREAM Charter School	12.5%	14.6%
	Effective Target	16.6%	16.4%
	Difference from Effective Target	-4.1	-1.8

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	DREAM Charter School	79.1%	N/A
	Effective Target	80.8%	-
	Difference from Effective Target	-1.7	-
Students with Disabilities (SWD)	DREAM Charter School	81.3%	N/A
	Effective Target	76.3%	-
	Difference from Effective Target	+5.0	-
English Language Learners (ELL)	DREAM Charter School	90.7%	N/A
	Effective Target	75.1%	-
	Difference from Effective Target	+15.6	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-6	K-7
Enrollment	344	396
CSD(s)	4	4

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- DREAM Charter School will continue to phase in to serve students in grades kindergarten through eight as per its current charter agreement. DREAM Charter School will reach scale serving students in grades kindergarten through eight in the 2015-2016 school year.