

Application: DREAM Charter School

Jen Pasek - jen@pasekconsulting.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Nov 2021

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

DREAM CHARTER SCHOOL 310400860919

a1. Popular School Name

DREAM

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 4 - MANHATTAN

d. DATE OF INITIAL CHARTER

1/2008

e. DATE FIRST OPENED FOR INSTRUCTION

9/2008

h. SCHOOL WEB ADDRESS (URL)

wearedream.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

886

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

000

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	DREAM
PHYSICAL STREET ADDRESS	1991 Second Ave
CITY	New York
STATE	NY
ZIP CODE	10029
EMAIL ADDRESS	info@wearedream.org
CONTACT PERSON NAME	Richard Berlin

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	Yes, 2 sites
--	--------------


School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1991 Second Avenue New York, NY 10029	212-722-1608	NYC CSD 4	K-8	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Renee Canales (ES), Elizabeth Dodge (MS)			
Operational Leader	Dana Grau, K-8 Ops			
Compliance Contact	T ffani Alexander, Director of Compliance			
Complaint Contact	T ffani Alexander, Director of Compliance			
DASA Coordinator	T ffani Alexander, Director of Compliance			
Phone Contact for After Hours Emergencies	Lori Riddick			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[222 EAST 104th ST CCo for 1991.pdf](#)

Filename: 222 EAST 104th ST CCo for 1991.pdf **Size:** 45.8 kB

Site 1 Fire Inspection Report

[F re Inspection 1991.pdf](#)

Filename: F re Inspection 1991.pdf **Size:** 479.9 kB

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	439 East 115th Street New York, NY 10029	212-722-1608	NYC CSD 4	9-12	Yes

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jared R. Francis			
Operational Leader	Joe Colarusso, High School Ops.			
Compliance Contact	T ffani Alexander, Director of Compliance			
Complaint Contact	T ffani Alexander, Director of Compliance			
DASA Coordinator	T ffani Alexander, Director of Compliance			
Phone Contact for After Hours Emergencies	Lori Riddick			

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 2 Certificate of Occupancy (COO)

[115th St High School DREAM CO.pdf](#)

Filename: 115th St High School DREAM CO.pdf **Size:** 134.7 kB

Site 2 Fire Inspection Report

[439 East 115th Street F re Inspection.pdf](#)

Filename: 439 East 115th Street F re Inspection.pdf **Size:** 510.0 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Jen Pasek
Position	Consultant
Phone/Extension	518-542-9810
Email	jen@pasekconsulting.com

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "E. M. C. W. I. N."

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, starting with a large loop and ending with a horizontal line.

Date

Nov 4 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Nov 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

DREAM 2020-21-APPR final

Filename: DREAM 2020 21 APPR final.docx **Size:** 96.6 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report one submission, combined into .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
 - . Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2021-2022 Annual Budget DREAM

Filename: 2021 2022 Annual Budget DREAM.xlsx **Size:** 532.9 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Nov 4 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

DREAM BOT Files

Filename: DREAM BOT Files.pdf **Size:** 851.5 kB

Entry 7 BOT Membership Table

Completed Nov 4 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Pos t on on the Board	Commit tee Affiliatio ns	Vot ng Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD /YYYY)	End Date of Current Term (MM/DD /YYYY)	Board Meeting s Attende d During 2020-2021
1	Ashish Doshi		Chair	Finance	Yes	7	07/01/2020	06/30/2021	5 or less
2	Peter Daneker		Trustee/ Member	--	Yes	2	07/01/2020	06/30/2021	5 or less
3	Michele Joerg		Vice Chair	--	Yes	13	07/01/2020	06/30/2021	5 or less
4	Vik Sawhney		Trustee/ Member	--	Yes	2	07/01/2020	06/30/2021	5 or less
5	Jonathan E. Schmerin		Trustee/ Member	Finance	Yes	6	07/01/2020	06/30/2021	5 or less

6	Jonathan Gyurko		Trustee/Member	--	Yes	6	07/01/2020	06/30/2021	5 or less
7									
8									
9									

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	6
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	6

3. Number of Board meetings held during 2020-2021

4

4. Number of Board meetings scheduled for 2021-2022

4

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Nov 2021

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	<p>Each year DREAM's recruitment activities begin in October and end in early-April. All activities are managed by the Family and Community Engagement Department. This department seeks to provide culturally appropriate, family-friendly processes that stress the impact of meaningful family involvement and engagement from the time a family applies until their child graduates.</p> <p>The Family and Community Engagement team maintains and cultivates relationships with schools, community based organizations, PreK programs, and daycare sites throughout the community. Visits are scheduled at these sites from January - March to provide information to community members and encourage families to apply. This team also makes recruitment presentations to Community Boards, local elected officials, and community coalition meetings.</p> <p>To serve the students of most need, DREAM reserves 50% of incoming Pre-K and Kindergarten seats for students who reside in NYCHA public housing. Members of the Family and Community Engagement team, Family</p>	<p>Our enrollment of economically disadvantaged students exceeded the district in the 2020-21 school year. Going forward, our Family and Community Engagement team will continue to implement the strategies described to the left to enroll ED students from the community.</p>

Ambassador team and Operations team leave applications and post fliers at all East Harlem NYCHA housing complexes. All marketing materials that are left behind provide the history and vision of DREAM Charter School and highlight the supports offered for ED students, such as free after-school programs and free dental care. Additionally, in response to COVID-19 school closures and stay-at-home orders, we have leveraged various modes of social media and advertisements to continue to attract and engage students and families during this period, we also shifted our lottery practices to a virtual platform to allow our lottery to take place as scheduled while providing electronic access in real time so that members of the public had the opportunity to participate.

One of the most effective recruitment strategies for recruiting ELLs is the use of current DREAM parents and families as Family Ambassadors. Each year, 20 DREAM family members are trained on how to represent the school and recruit in the community. These Family Ambassadors are recruited from diverse segments of the school population including the Spanish-speaking and African immigrant populations. Ambassadors post fliers and hand out applications at local businesses, churches, mosques, and other

English Language Learners

organizations they belong to. They are trained to make presentations at schools and community centers. They are also active in recruiting a diverse group of students from within their own social networks. All recruitment materials are offered in Spanish (the predominant language other than English in CSD 4).

DREAM holds a series of Open Houses and school tours to introduce prospective families to the school and staff. During Open Houses, DREAM staff members with bilingual skills are available to assist families with general questions about the school and the application process. In addition, DREAM's marketing materials and presentations include information about the supports available at the school for ELLs. 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 who may lack access to computers.

This year we researched which district and charter schools in CSD 4 serve more than the district's percent of ELLs. That data will help us identify any geographic patterns to make recruitment more targeted. We also researched whether or not the schools with a higher proportion of ELLs have any special programs that may be attractive to ELL families.

We will continue working with our Family Ambassadors to recruit ELLs. We are also committed to translating our marketing materials into Spanish and offering translation services when necessary, such as during our bilingual computer clinic where families receive support in applying to DREAM.

	<p>Furthermore, we reached out to those schools to learn more about the best practices they may be utilizing to recruit and enroll English Language Learners.</p>	
Students with Disabilities	<p>DREAM is intentional about reaching populations of SWD throughout all recruiting efforts. 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 Special Education Students.” DREAM deliberately targets PreK programs that have special needs populations during school recruitment visits. The school also makes presentations at therapeutic Head Start programs in the surrounding community.</p>	<p>In the 2020-21 school year, our percentage of SWD was 30% and our district was 26%. Our SWD recruitment program has allowed us to effectively reach populations of SWD in the past and we will continue to implement these same strategies going forward. We are confident that these efforts will enable us to continue enrolling SWD students at DREAM.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>DREAM provides a safe, inclusive learning environment where students learn in the best-fit environment, based on their needs, and where families are treated as partners. This attention to individual student needs as well as strong family engagement produces an environment where families want to stay enrolled. Our strategies to support and retain economically</p>	<p>We continue to support our ED population through the strategies described to the left. In 2021-22, we are committed to ensuring that all students return from remote and hybrid learning to an inclusive and engaging classroom environment.</p>

	<p>disadvantaged students include:</p> <ul style="list-style-type: none"> - Free meal program that emphasizes healthy eating 	
<p>English Language Learners</p>	<p>The strategies DREAM uses to support and retain English language learners include:</p> <ul style="list-style-type: none"> - Robust family engagement and outreach program that includes home visits, a family action council, student conferences and monthly meetings with school leadership - Bilingual staff members that are present at all events to help with translations and questions - Documents that are sent home to families are translated in the predominant language - Programs within school for supporting ELLs - Dedicated ELL Coordinator and two Intervention Specialists serving this population 	<p>Our program for ELLs promotes student retention by engaging students and families in the learning process with accessible materials and dedicated support. We will continue to follow this program in the 2021-22 school year. As with ED students, we are committed to addressing needs for this group as scholars return to the classroom in fall 2021.</p>
	<p>"The strategies DREAM uses to support and retain students with disabilities include:</p> <ul style="list-style-type: none"> - Speech and occupational therapy is offered for students with special needs. - Full time ELL and SPED coordinators provide a mix of pull in and pull out interventions based on student's Individual Educational Plans. - DREAM currently provides support and early identification for students who exhibit learning and behavior needs by applying the approach of Response to Intervention. Once identified, learners with special needs are provided with innovative interventions at the appropriate 	

Students with Disabilities

level of intensity to accelerate their rate of learning. These services are provided by a variety of personnel, including general education teachers, special educators, and specialists. Some services include conferencing, small group work, individual check-ins, behavior plans, differentiated and targeted questions, differentiated homework, and annotated texts.

- In elementary school, to maximize the impact of integrated co-teaching, leaders provide lesson feedback to concretely define teachers' actions within a lesson. This year, elementary school teachers participated in a training on how to use data to plan intervention groups.

- In addition, our elementary school principal, academic dean, and two teachers participated in the District Charter Collaborative, meeting every other week with other district and charter school principals to collaborate on a problem of practice focused on serving students with disabilities.

-In middle school, four learning specialists push in to four core content blocks a day. The learning specialists are also responsible for writing differentiated lesson plans for the subject areas they co-teach. Every week, the learning specialists meet with general education teachers to preview upcoming lessons.

- DREAM Middle School co-planning meetings focus on

DREAM has a robust program for SWDs that promotes retention through multiple strategies, described to the left. We will continue to implement these strategies with fidelity in the 2021-22 school year. As described above, we are also focused on supporting this population as we transition back to in-person learning in 2021-22.

preparing lesson choreography that clearly defines each teacher's role throughout the lesson to more effectively differentiate at all levels (versus one differentiated packet for students below grade level).

- Three types of middle school homework (extension, preparation, or practice) are differentiated by volume, task, and complexity for both low and high performing students.
- Middle school staff offer office hours to all students seeking one on one tutoring or homework help.
- Middle school grade team meetings alternate scholar talk between at risk general education students and IEP students using the IEP as a resource.
- High school student schedules prioritize reading intervention so that every student reading below grade level is receiving Tier 2 literacy intervention.
- Two out of four sections of high school ELA, Math, Science and Social Studies utilized integrated co-teaching with a general education teacher and special education teacher.

Entry 10 - Teacher and Administrator Attrition

Completed Nov 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Nov 2021

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

2021-22 PK-12 DREAM Calendar

Filename: 2021 22 PK 12 DREAM Calendar.pdf **Size:** 79.8 kB

Entry 14 Links to Critical Documents on School Website

Completed Nov 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
 - . Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: **DREAM Charter School**

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://www.wearedream.org/enroll/
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.wearedream.org/board/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.wearedream.org/board/
3. Link to NYS School Report Card	https://www.wearedream.org/enroll/
4. Lottery Notice announcing date of lottery	https://www.wearedream.org/enroll/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	https://www.wearedream.org/enroll/
6. District-wide Safety Plan	https://www.wearedream.org/enroll/
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.wearedream.org/wp-content/uploads/2017/03/Fnal-ENG.FAMILYHANDBOOK.pdf
7. Authorizer-Approved FOIL Policy	https://www.wearedream.org/enroll/
8. Subject matter list of FOIL records	https://www.wearedream.org/enroll/

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation to why teacher is teaching outside of their certification area.



DREAM Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

Submitted Oct 8, 2021

By Eve Colavito, Chief Education Officer

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

Grades 9-11: 439 East 115th Street
New York, NY 10029

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Eve Colavito, Chief Education Officer, and Katie Doctor, Managing Director of Educational Strategy & Data prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Ashish Doshi	Chair	Finance
Peter Daneker	Member/Trustee	
Michele Joerg	Vice Chair	
Vik Sawhney	Member/Trustee	Finance
Jonathan E. Schmerin	Member/Trustee	Finance
Jonathan Gyurko	Member/Trustee	

Eve Colavito served as the Chief of Schools at DREAM Charter School from 2009 through the 2018-19 school year and now serves as Chief Education Officer at DREAM. The principals at DREAM Charter School are Renee Canales (ES), Elizabeth Dodge (MS) and Jared Francis (HS).

SCHOOL OVERVIEW

DREAM opened in 2008 as a New York City Department of Education-authorized (NYCDOE) charter school and currently serves 795 students in PreK-12th grade. In 2012 the school's charter was renewed for a five-year term and in 2017 the school moved from authorization by NYCDOE to the SUNY Charter Schools Institute (SUNY CSI). In 2020-21 the school added its first 12th grade class, reaching full scale to serve over 1,000 students in PreK-12 and graduated its first class from high school.

DREAM is proudly an inclusive community school and has developed a reputation for supporting the needs of all learners. Currently the school demographics mirror those of Community School District 4 (CSD 4); in the 2020-21 school year, 89% of DREAM students qualified for free and reduced price lunch, 30% were students with disabilities (SWD), and 4% were English language learners (ELLs) with an additional 3% that were former ELL students¹. DREAM runs its own school food program, and therefore data from SIRS may reflect an incorrect percentage for students qualifying for free and reduced price lunch.

DREAM Charter School's mission is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.

DREAM's key design elements are:

- An innovative curriculum that emphasizes critical thinking and questioning
- A co-teaching model that reduces the teacher-to-student ratio and integrates special needs students into the general school population
- A robust data cycle that uses data to inform all aspects of teaching and learning
- A whole child approach to teaching and learning that deeply integrates social emotional learning, health, wellness, music and the arts into the overall school program
- An extended day and an extended year model that maximizes learning hours
- An active family engagement program that fosters parent/guardian participation, leadership and advocacy
- A focus on teacher motivation, development, and retention
- A universal Pre-kindergarten program that ignites learning in children

Modifications to Program During Remote Learning

The DREAM Charter School Distance Learning Model consisted of three main components: Content Delivery, Mobile Devices/Internet Access, and Additional Supports, with the goal of providing effective instruction during the COVID-19 extended school closure so that all DREAM scholars had access to high-quality learning opportunities during distance learning. Content Delivery explains which resources scholars used for core instruction and which materials were used as supplemental resources to enhance core instruction. Mobile Devices outlines the measures DREAM Charter School took to ensure that any scholar who needed a mobile device to access the instructional

¹ BEDS Day SIRS Data

resources was provided with one for the duration of the schools' closure. Lastly, additional supports were provided to each DREAM family to ensure the well-being of each scholar and their immediate family. All three components of the Learning Model were intended to reduce any disruption of learning for our scholars by providing alternative print and online assignments during the period of school closure this past Spring.

Content Delivery	Mobile Devices/Internet Access	Additional Supports
<p>Grade-specific instructional expectations, responsibilities and time parameters were outlined.</p> <p>Specific resources were listed.</p> <p>Students with specialized supports receive more frequent remote support.</p>	<p>All families surveyed by teachers to determine if they have a need for a mobile device at home to access instructional activities and internet access.</p> <p>Schools loaned Chromebooks to those students or parents who indicated they need a mobile device for use at home.</p> <p>Schools used their current inventory of Chromebooks (HS) and purchased additional Chromebooks as needed (ES/MS).</p>	<p>Guided touchpoints to invite scholar voice, establish space for processing, and maintain or strengthen pre-existing relationships.</p> <p>Clearly articulated communication pathways were developed to connect scholars and parents with the support they require.</p> <p>Proactive measures were identified and reported to identify at-risk scenarios and deploy help as soon as possible.</p> <p>High impact resources were identified and shared via weekly Family Communications and DREAM's Family Support website.</p>

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	54	54	54	54	54	54	54	52	52					482
2017-18	54	54	54	52	53	54	53	55	52	94				611
2018-19	54	53	55	53	54	54	54	54	54	97	98			682 ²
2019-20	52	54	54	54	54	54	54	54	54	119	104	98		805
2020-21	56	56	56	56	54	55	56	56	56	100	101	96	96	896

² There is one ungraded elementary student counted in the total.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2020-21	2017-18	2017	96	0	96

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	96	0	96

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	--	--	NA

PROMOTION POLICY

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

State Commissioner’s Part 100.5 Diploma Requirements require students to earn at least 22 units of credit to earn a diploma. DREAM, like NYCDOE public schools, calculates credits towards graduation using a semester-based model, in which the State’s requirement of 22 units of credit equates to 44 credits. Throughout this narrative, the NYCDOE semester-based credit model is used.

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

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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

DREAM Charter School will maintain high graduation rates each year.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

DREAM achieved this measure. 100 percent of the 2019 cohort and 96 percent of the 2020 cohort earned at least 8 credits and were promoted to the next grade.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	103	100%
2020	99	96%

ADDITIONAL EVIDENCE

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

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75

percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

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

RESULTS AND EVALUATION

DREAM achieved this measure with 100 percent of the 2019 cohort earning credit for at least three NYS Regents exams after two years in high school. Please note that this cohort of students was granted exemption from the Regents requirement in both 2020 and 2021.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	96	79%
2018	2019-20	96	99%
2019	2020-21	96	100%

ADDITIONAL EVIDENCE

As evidenced in the table above, DREAM second year students have achieved this measure for the past three years.

Goal 1: Absolute Measures
 Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.³

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

³ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

DREAM achieved this graduation metric, having 99 percent of their first class graduate after four years in high school!

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2017	2020-21	96	99%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2016	2020-21	NA	--

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

DREAM achieved this measure. When comparing four year graduation rates with the local district #4, DREAM’s 99 percent is 14 points higher than the most recent graduation rate in 2020 of 85%.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District – NYC #4	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20			853	85%
2017	2020-21	97	99%		

Goal 1: Absolute Measure

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

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

RESULTS AND EVALUATION

None of the 2017 cohort students needed to take advantage of the 4+1 pathway to graduate

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

2020-21 marked the first year of DREAM - East Harlem operating at full capacity grades K-12. Having 99 percent of our 2017 graduation cohort achieve their goal after four years in high school is even more impressive because they did so during a pandemic.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable

ACTION PLAN

DREAM – East Harlem high school programming continues to offer sufficient credit recovery opportunities. There are school-wide initiatives designed to support all students, in particular those most at-risk of not graduating on time. During remote instruction, attendance was an issue. Throughout the summer and in the beginning on the 2020-21 year, DREAM leaders developed a plan to reset expectations with students and families and put systems in place that would improve remote attendance. One pivotal component was reinvesting in our advisory program to ensure all students and families have a point of contact with an adult with whom they have a strong relationship. High school students start every day with a 20-30 minute advisory session. This consistent touch point builds a consistent routine that helps students start the day strong. In addition to community and relationship-building, advisors use that time to help students plan their daily schedule and course work as part of a rapid cycle of goal setting and reflection. These efforts have yielded substantial results.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

DREAM's 11th and 12th grade academic program is geared towards preparing students for success in college. In the 2019-20 school year, DREAM 11th graders had the opportunity to take AP Seminar and AP US History. Typically, DREAM students take the PSAT 8/9 in 9th grade, the PSAT 10 in 10th grade, and the SAT in both the spring of 11th grade and fall of 12th grade. DREAM's 11th grade Math course prioritizes content aligned to SAT Math and all students will participate in levelled SAT Prep on Saturdays during 11th and 12th grade. Some test administrations were cancelled due to COVID.

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

Goal 2: Absolute Measure

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

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

METHOD

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

RESULTS AND EVALUATION

This accountability measure was not met in 2020-21. 36 percent of all students who attempted an indicator achieved college readiness scores on an AP exam or the SAT. 52% of the students who took at least one AP exam scored a level 3 or higher.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP English Literature and Composition	55	2	8%
AP Environmental Science	15	4	27%
AP Seminar	48	10	21%
AP United States History	40	5	13%
AP Research	48	27	56%
AP Biology	12	1	8%
SAT Reading 480 & Math 530	89	16	18%
College Level Course – Barnard College and Stanford Univ.	2	2	100%
Overall	89	32	36%

Goal 2: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to

provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

As of this report, the first graduating class of 2021 just would have begun their first semester in college. We will report on how many matriculated in total in the 2021-22 report.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Although the one college prep accountability metric was not achieved, DREAM is proud that 99 percent of our first grade 12 student cohort did graduate in four years and were accepted into college. This achievement was accomplished during a pandemic, and we intend to increase the numbers who demonstrate college preparedness on paper moving forward as we build partnerships with college in high school programs. We are exploring options.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Pending 1 year

ACTION PLAN

DREAM students in grades 10-12 take a College & Career Studio course two to three times a week where they learn about and prepare for key milestones in the college and career exploration and preparation process. In addition, each high school student has monthly 1:1 check-ins with a youth development specialist or college counselor. Like the Studio course, these check-ins are milestone based. For the 2017 cohort, a big focus of spring and fall 2020 was building balanced college lists with the right mix of likely, target, and reach schools to avoid under-matching during the application phase. DREAM will continue ensuring all students can apply and be accepted into college and/or explore direct to career paths.

Alumni Programming

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

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

But support from DREAM doesn't end when our scholars graduate high school, as 100% of our senior class did last June. All DREAM program and school alumni graduate into our Legends program. Established in 2014, the Legends program's vision is for youth to pursue and complete a best-fit post-secondary path that equips them to fulfill their vision of success and achieve a career that facilitates stability and agency.

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

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

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

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

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

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

And our capacity for support is only increasing: Our Legends alumni numbers are projected to grow from 260 currently to nearly 1,000 by 2030.

Upward Pathways

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

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students at the DREAM Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

The elementary school English Language Arts curriculum is broken into four blocks: Shared Text, Writer’s Workshop, Reader’s Workshop, and Interactive Read Aloud. Lower elementary students also receive FUNdations, a Wilson Reading System program to teach phonics and phonemic awareness.

The Shared Text curriculum is developed around six thematic units in each grade. Students read a canon of texts to create a foundational bank of shared literary experiences. Together, the six units expose students to a wide variety of fiction and nonfiction texts, while learning the skills demanded by the common core standards. Texts read within the thematic units will provide an interdisciplinary connection between content.

Middle school students engage in ten thematic units over the course of the school year. Each unit theme (Survival, Culture, Perspectives, Institutions, Balance, Identity, Greed, Ethics, Bridges, and Citizenship) serves as a consistent thread that is integrated into all academic subjects, as well as Homeroom, Advisory, and Community Gatherings.

The middle school English Language Arts curriculum is broken down into three blocks—Literature, Writer’s Workshop, and Guided Reading (which is taught during Focus). During Literature class, students and teachers engage in several novel studies. Each novel is purposefully selected to support the theme of the current integrated unit and, at times, to support the learning that is happening in Social Studies or Science. Students are exposed to a range of topics, genres, and authors through the Literature block and engage in in-depth discussion and analysis with their teachers and peers.

The purpose of our interconnected literacy program is to provide students a balanced and comprehensive understanding of literacy. Each block provides a separate, yet connected, way of approaching texts as readers and writers. Scholars learn how to think critically and analyze a wide variety of challenging texts, write in response to literature, and identify themselves as readers and writers as they choose to read and write on topics and in genres of their choice.

DREAM offers robust professional development designed to provide teachers with a variety of opportunities to develop their practice. Weekly PD sessions are held for all staff on Friday afternoons from 1:00pm to 4:00pm. PD is focused on school priorities, curriculum, student culture, staff culture and other relevant topics throughout the year. All DREAM classroom teachers receive professional development on how to administer the Fountas and Pinnell Benchmark Assessment and use the results to teach guided reading.

Teachers also use PD and other common planning times to conduct unit previews and reviews. The purpose of a unit preview is to intellectually prepare to teach the upcoming unit by internalizing

desired outcomes, what evidence of student mastery will look like and sound like, and plan for student understanding. Unit previews allow for effective backwards planning, which increases the purposefulness and intentionality of instruction and allows teachers to make better instructional decisions every step of the way. At the end of each unit teachers analyze the unit assessment results using our unit review protocol. This practice allows teachers to identify gaps in student learning and take targeted action to reteach and remediate as needed.

DREAM implements a robust interim assessment data cycle that empowers teachers to use the data collected through interim assessments to plan targeted re-teaching that develop the skills students need most. DREAM administers interim assessments four times a year - in October, December, February and June. Instructional leaders review the data to identify big picture trends, determine whether students are on-track to meet end of year goals, and select the priority standards teachers will focus on during Data Day. On Data Day, teachers analyze data and create an action plan for re-teaching priority standards. The backbone of DREAM's approach is "item analysis," which allows teachers to define precise student misunderstandings. Assessment questions are carefully written to assess specific sub-skills within standards and include wrong answer choices that reveal information about why students are making specific mistakes. By unpacking a question at this depth, DREAM can truly understand and target student misconceptions within the standard. Teachers put these "re-teach" plans into action and administer a re-assessment to measure student learning. The re-assessment is carefully designed to mirror the format and rigor of the interim assessment. After collecting re-assessment data, teachers meet with their coach or grade team to define the impact of re-teach plans and identify causes for success or lack of success.

METHOD

Fountas & Pinnell diagnostic reading assessments were administered in October and December to grades K-8 and virtually in June to grades K-3. DREAM CS administered the Winter 2020 NWEA MAP in December.

METHOD

DREAM students were assessed in ELA with the following tools in 2020-21:

- Internal interim assessments 4x
- Fountas & Pinnell 4x
- New York State ELA

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internal Interim Assessment in ELA and F&P.

RESULTS AND EVALUATION

Overall, 46% of DREAM East Harlem 3-8 scholars performed at or above proficiency level on the Spring 2021 ELA Interim Assessment.

Percent Proficient by Grade

Grade 3	35%
Grade 4	64%
Grade 5	43%
Grade 6	45%
Grade 7	45%
Grade 8	46%
Overall	46%

In addition, 39% of DREAM East Harlem 3-8 scholars scored at or above their Fountas & Pinnell EOY reading benchmark.

**Percent Scoring at or above their F & P
EOY Reading Benchmark**

Grade 3	42%
Grade 4	25%
Grade 5	30%
Grade 6	7%
Grade 7	59%
Grade 8	69%

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

After over a year of learning during a pandemic, our students did demonstrate some progress in ELA. Based on Spring Interim testing, 46 percent scored at grade level proficiency. In addition, 36 percent overall grades 3-8 scored at their end of year targets on the Fountas & Pinnell. Moving forward and back into the classroom full time, we anticipate some learning loss and will address it based on baseline assessment indicators.

ACTION PLAN

Going forward, we continue to keep many of the Daily ELA routines and practices the students are familiar with for reading, writing and communicating.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

DREAM did not achieve this high school ELA Regents metric. The 2017 cohort fell just short of the 65% goal having 61% earn a performance level of 4.

**Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴**

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

ADDITIONAL EVIDENCE

The upcoming cohorts are making progress toward this goal, but might not retake the ELA Regents if the

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	97	60%	96 *84 Tested	61%
2018	96	55%	96 *65 Tested	49%
2019	104	Exempt	103 *61 Tested	33%
2020			99 *11 Tested	18%

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the

⁴ Based on the highest score for each student on the English Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

DREAM students achieved this high school ELA measure with 100% of the 2017 cohort passing the NYS English Language Arts Regents after four years in the cohort.

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

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

ADDITIONAL EVIDENCE

All students tested and represented in the below table have achieved this measure in ELA, earning at least a performance level 3 on the NYS ELA Regents exam.

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	99%	96 *84 Tested	100%
2018	96	98%	96 *65 Tested	87%
2019	104	Exempt	103 *61 Tested	100%
2020			99 *11 Tested	100%

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

This measure was met by DREAM. 60 percent of the students who did not score at proficiency levels in grade 8 ELA did earn a score of Level 4 on the NYS English Regents exam in high school.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	15	0	9	60%

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

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

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	15	0	15	100%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

DREAM students performed well on the NYS English Language Arts Regents exam. Having 61 percent of the students tested earn a performance level of 4 and all of them pass with a level 3 is encouraging. In addition, we are pleased to report that all fifteen students who we have on record as performing below proficiency in 8th grade did demonstrate proficiency in ELA before graduating by passing the Regents.

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

ACTION PLAN

DREAM plans to transition back to in-school learning while keeping some instructional practices that have worked well during virtual school. We continue our morning advisory to keep students on track and rely on our vetted ELA programming across all grades.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

All Students at the DREAM Charter School will become proficient in Mathematics.

BACKGROUND

DREAM believes that scholars must develop a deep, conceptual understanding of math in order to be able to achieve the college or career of their choice. To achieve that depth of understanding, our Math curriculum is rooted in Cognitively Guided Instruction (CGI). CGI is built on the belief that scholars must be charged with constructing problem-solving strategies that make sense to them and build on their prior knowledge of the world. In the story problem (ES) and problem solving (MS) blocks, scholars are challenged to defend their strategies and reflect on their approach to solving the problem. Additionally, scholars will analyze the strategies of their peers and make generalizations and conjectures about mathematical concepts. Through analyzing, scholars learn more advanced strategies and gain a more complex understanding of mathematical concepts. In contrast to the traditional teaching method of direct modeling and practice, our approach allows scholars to develop meaningful and lasting mathematical understandings.

The purpose of the elementary school Math Workshop block is to address all of the Common Core standards at a given grade level. The math units that comprise the Math Workshop block address domains not mastered in the Story Problem block, such as measurement, data and geometry. Through the use of TERC Investigations and Context for Learning Mathematics our scholars are exposed to a variety of mathematical concepts and strategies. During the math block at DREAM our scholars learn how to apply different problem solving strategies by listening and observing their peers. Our math instruction is Common Core aligned with an emphasis on exploratory learning. Teachers act as strategic facilitators of this process to surface and make connections among mathematical concepts. Middle school teachers use the Mathematics in Context (MiC) curriculum in which each unit is organized by domain including Number, Geometry, Algebra, and Statistics and Probability. The curriculum uses realistic, real-world contexts that engage and motivate students and uses various representations that will encourage retention and flexible thinking.

During Story Problem and Problem Solving, students are presented with a purposefully planned word problem. After a brief launch, students spend several minutes solving the problem, using multiple strategies of their choice. During this time, the teacher circulates in order to gather data and choose 2-3 scholars to share their work. During the share, students dictate their strategy to the teacher as s/he images the student's work for all to see. After the share, the teacher engages students in a discourse about the shared strategies, in which students share computational strategies to construct deeper understandings about Operations and Algebra.

An additional part of the math program at DREAM consists of math routines. These routines are short but important. They force students to think critically and flexibly and allow teachers to assess student thinking in a short period of time. Routines should be planned purposefully to meet the needs of the scholars in the class. Math routines develop strong scholar counting skills, number sense, fluency, and deepen the understanding of key mathematical concepts. These routines include: Counting Around the Room, True/False Number Sentences, Number Strings, and more.

METHOD

3rd through 8th graders took the following math assessments:

- Internal interim assessments 4x
- New York State Math Exams in grades 3-8

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Both internal interim assessments and NYS Math exams.

RESULTS AND EVALUATION

Overall, 35% of DREAM East Harlem 3-8 scholars performed at or above proficiency level on the Spring 2021 Math Interim Assessment.

Percent Proficient by Grade

Grade 3	43%
Grade 4	44%
Grade 5	42%
Grade 6	32%
Grade 7	33%
<u>Grade 8</u>	<u>16%</u>
Overall	35%

ADDITIONAL EVIDENCE

At the time of this report, grade 3-8 NYS Math assessment results have not been made public yet.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Progress in math was assessed in grades K-8 in the 2020-21 school year, however much attention was also being pulled in other areas as we navigated the entire year dealing with the pandemic. As much as we focused on the student needs and growth in math, the school grappled with remote learning as well as teachers learning techniques to teach while considering asynchronous instruction as well in an online setting. The interim assessments were utilized to determine which math concepts needed revisiting and where students tested well.

ACTION PLAN

In math, we continue to prioritize the major work of the grade and standards that directly lead students to preparation for that work. DREAM is using a tool which outlines standards that should

be addressed before and within core instruction. The former are prior knowledge and skills students need to access the grade-level standard. The latter are standards without which students will have an entry point but will benefit from instruction that weaves in this prior-grade content. To support accelerated learning, DREAM invested in training teachers to diagnose students’ unfinished learning and provide just-in-time intervention.

As students return to full-time school in the building, we continue to utilize routines that have been helpful through the past 18 months while returning to a normal school day as much as possible.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

DREAM did not meet this math measure. 12.5% of the students in the 2017 accountability cohort earned a score on a NYS Math Regents falling above the cutoff for performance level 4.

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

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

ADDITIONAL EVIDENCE

A portion of all tested cohort students earn scores in the performance level 4 range. We anticipate the percentages to increase as instruction returns to the classroom full-time.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	97	11%	96 80 Tested	12.5%
2018	96	4%	96 71 Tested	13%
2019	104	Exempt	103 11 Tested	18%
2020			99 29 Tested	14%

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

DREAM achieved this math metric, having all students in the 2017 cohort earn credit for passing a NYS Regents after four years in high school.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

ADDITIONAL EVIDENCE

As evidenced by the table below, 100% of all DREAM high school students who took a NYS Math Regents exam scored at least a 65 (Level 3) as of the completion of 2020-21.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	84%	96 80 Tested	100%
2018	96	63%	96 71 Tested	100%
2019	104	Exempt	103 11 Tested	100%
2020			99 29 Tested	100%

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

This measure was not achieved. Unfortunately, only 2% of the students who tested below proficiency on the 8th grade NYS Math exam earned a performance level 4 before graduation.

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

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

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

This measure was not met. 45 of the 65 fourth year high school students who performed below proficiency in 8th grade on the NYS math assessment earned at least a level 3 on a NYS Math Regents in high school. The remaining 20 earned an exemption during the pause in Regents due to COVID 19.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	65	0	45	69%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Although all students in the 2017 accountability cohort earned credit for passing a NYS Math regents exam after four years in high school, DREAM continues to develop rigorous instruction to enable students to earn higher passing scores in the Performance Level 4 range.

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

⁵ Based on the highest score for each student on the mathematics Regents exam

	exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met

ACTION PLAN

DREAM continues to work to increase the percentage of students achieving a college and career ready score on a Regents mathematics exam during their four years of high school. Ninth graders who are significantly below grade level in math will receive targeted math intervention using the Math 180 program.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

All students at DREAM Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

DREAM believes that scholars should learn science in a hands-on, interactive way. As scientists, DREAM scholars ask questions, make hypotheses, conduct experiments and draw conclusions based on their results. Elementary school science lessons come from an inquiry-based curriculum, which means the scholars discover the answers to their own questions and construct their own knowledge about the world around them. We do not use textbooks, but we do read nonfiction texts. Our middle school science curriculum is based off of the Common Core State Standards and NYS Science Core Curriculum and includes physical setting and living environment content, with an emphasis on inquiry and problem solving skills. Each middle school science unit focuses on two of our integrated themes and challenges students to apply science content to their personal lives. Students are encouraged to reflect on how their choices today impact both their health and environment tomorrow. Students learn to support their viewpoints with evidence and use inquiry as a driving force for exploring the natural world.

METHOD

Elementary and middle school science instruction continued as outlined within the re-opening plan for 2020-21; synchronous and asynchronous schedules and assignments including many lessons presented on video so students could watch multiple times as needed. Hands-on activities were completed if they could be performed safely or could be done independently at home with household objects. Internal interim assessments were given four times per year. 8th grade students took the NYS Science exam.

RESULTS AND EVALUATION

2020-21 NYS Science Assessments have not been made public.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Teachers and students are enjoying being back in the classroom to do hands-on science activities together in 2021-22. 2021 NYS Science 8 exam scores have not been made public as of this report.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

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

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

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

ADDITIONAL EVIDENCE

As demonstrated in the table below, DREAM students in all four high school accountability cohorts earned credit for the NYS Regents exam have passed with a 65+. The students who did not earn credit with a passing score of 65 were granted an exemption for graduation because the Regents were interrupted during the pandemic.

⁶ Based on the highest score for each student on any science Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	82%	96 80 Tested	100%
2018	96	77%	96 77 Tested	100%
2019	104	Exempt	103 6 Tested	100%
2020			99 1 Tested	100%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Because the U.S. History Regents was not administered in June 2020 or 2021, almost none of the 2017 cohort sat for the test. The one student who did take it passed it.

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

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

ADDITIONAL EVIDENCE

The four students in the 2018 accountability cohort who took the exam in Global History earned at least a performance level of 3, while others earned exemption during the pandemic.

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	Exempt	96 1 Tested	100%
2018	96	N/A	96 4 Tested	100%
2019	104	N/A	103 5 Tested	67%
2020			99 0 Tested	Exempt

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

DREAM achieved this high school social studies metric. All students in the 2017 accountability cohort who took the NYS Regents exam in Global History earned at least a 65 of the after four years in high school.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

ADDITIONAL EVIDENCE

Both students in the 2018 accountability cohort who took the exam in Global History earned at least a performance level of 3.

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	82%	96 81 Tested	100%
2018	96	Exempt	96 2 Tested	100%
2019	104	N/A	103 0 Tested	Exempt
2020			99 0 Tested	Exempt

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

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

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



**GENERAL INSTRUCTIONS FOR
ANNUAL BUDGET/QUARTERLY REPORT**

TEMPLATE TABS




1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the <u>Quarter 2 Actuals are being submitted.</u>
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the <u>Quarter 2 Actuals are being submitted.</u>
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

DREAM Charter School

SCHOOL	DREAM Charter School
---------------	----------------------

CONTACT INFORMATION	
Contact Name:	Tiffani Alexander
Contact Title:	Director of Compliance
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD	
Current Academic Year:	2021-22
Prior Academic Year:	2020-21

PRIMARY/OTHER	DISTRICT NAME(S)

PRIOR YEAR
2020-21
Actual Enrollment

ANNUAL BUDGET ENROLLMENT BY QUARTER											
QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment

ACTUAL ENROLLMENT BY QUARTER				
QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	
Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**DREAM CHARTER SCHOOL
2021-22**

STAFFING PLAN FULL TIME EQUIVALENT (FTE)

*NOTE: Enter the number of FTE positions in the "blue" cells.	PRIOR YEAR 2020-21 ACTUAL	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the REVISED Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire REVISED Budget columns for the affected quarters must be completed on tabs 2, 3 and 4.								*NOTE: Each quarter, the actual FTE should be input.	*NOTE: State the assumptions that are being made for personnel FTE levels.			
		ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE		ANNUAL BUDGETED FTE		ANNUAL BUDGETED FTE				ACTUAL QUARTERLY FTE		Description of Assumptions
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
ADMINISTRATIVE PERSONNEL FTE														
Executive Management	3.0	4.0	4.0	4.0	4.0									
Instructional Management	24.0	24.0	24.0	24.0	24.0									
Deans, Directors & Coordinators	6.0	7.0	7.0	7.0	7.0									
CEO / Director of Finance														
Operation / Business Manager														
Administrative Staff	33.0	35.0	35.0	35.0	35.0					0.0	0.0	0.0	0.0	
TOTAL ADMINISTRATIVE STAFF														
INSTRUCTIONAL PERSONNEL FTE														
Teachers - Regular	153.0	153.0	153.0	153.0	153.0									
Teachers - SPED	20.0	13.0	13.0	13.0	13.0									
Substitute Teachers														
Teaching Assistants	12.0	11.0	11.0	11.0	11.0									
Specialty Teachers	11.0	11.0	11.0	11.0	11.0									
Aides	12.0	16.0	16.0	16.0	16.0									
Therapists & Counselors														
Other														
TOTAL INSTRUCTIONAL	108.0	108.0	108.0	108.0	108.0					0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE														
Nurse														
Librarian														
Custodian														
Security														
Other														
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0					0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	141.0	143.0	143.0	143.0	143.0					0.0	0.0	0.0	0.0	

**DREAM CHARTER SCHOOL
Budget / Operating Plan
2021-22**

	1st Quarter - 7/1 - 9/30				2nd Quarter - 10/1 - 12/31				3rd Quarter - 1/1 - 3/31				4th Quarter - 4/1 - 6/30			
	Prior Year Actual 2020-21 Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	6,170,411	-	-	6,318,848	-	-	6,170,411	-	-	6,170,411	-	-	6,170,411	-	-
Total Expenses	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-	-
Net Income	-	(35,852)	-	-	112,586	-	-	(35,852)	-	-	(35,852)	-	-	(35,852)	-	-
Actual Student Enrollment	892	909	-	-	909	-	-	909	-	-	909	-	-	909	-	-
EXPENSES																
ADMINISTRATIVE STAFF PERSONNEL COSTS																
	Avg. No. of Positions															
Executive Management	-															
Instructional Management	4.00	135,114	-	-	135,114	-	-	135,114	-	-	135,114	-	-	135,114	-	-
Deans, Directors & Coordinators	24.00	526,188	-	-	526,188	-	-	526,188	-	-	526,188	-	-	526,188	-	-
CFO / Director of Finance	-															
Operation / Business Manager	7.00	97,444	-	-	97,444	-	-	97,444	-	-	97,444	-	-	97,444	-	-
Administrative Staff	-															
TOTAL ADMINISTRATIVE STAFF	35.00	758,746	-	-	758,746	-	-	758,746	-	-	758,746	-	-	758,746	-	-
INSTRUCTIONAL PERSONNEL COSTS																
Teachers - Regular	57.00	1,106,678	-	-	1,106,678	-	-	1,106,678	-	-	1,106,678	-	-	1,106,678	-	-
Teachers - SPED	13.00	244,025	-	-	244,025	-	-	244,025	-	-	244,025	-	-	244,025	-	-
Substitute Teachers	-															
Teaching Assistants	11.00	156,231	-	-	156,231	-	-	156,231	-	-	156,231	-	-	156,231	-	-
Specialty Teachers	11.00	212,200	-	-	212,200	-	-	212,200	-	-	212,200	-	-	212,200	-	-
Aides	-															
Therapists & Counselors	16.00	297,662	-	-	297,662	-	-	297,662	-	-	297,662	-	-	297,662	-	-
Other	-	137,995	-	-	137,995	-	-	137,995	-	-	137,995	-	-	137,995	-	-
TOTAL INSTRUCTIONAL	108.00	2,154,791	-	-	2,154,791	-	-	2,154,791	-	-	2,154,791	-	-	2,154,791	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS																
Nurse	-															
Librarian	-															
Custodian	-															
Security	-															
Other	-															
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	143.00	2,913,537	-	-	2,913,537	-	-	2,913,537	-	-	2,913,537	-	-	2,913,537	-	-
PAYROLL TAXES AND BENEFITS																
Payroll Taxes	-	222,492	-	-	222,492	-	-	222,492	-	-	222,492	-	-	222,492	-	-
Fringe / Employee Benefits	-	388,150	-	-	388,150	-	-	388,150	-	-	388,150	-	-	388,150	-	-
Retirement / Pension	-	40,480	-	-	40,480	-	-	40,480	-	-	40,480	-	-	40,480	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	651,122	-	-	651,122	-	-	651,122	-	-	651,122	-	-	651,122	-	-
TOTAL PERSONNEL SERVICE COSTS	143.00	3,564,659	-	-	3,564,659	-	-	3,564,659	-	-	3,564,659	-	-	3,564,659	-	-
CONTRACTED SERVICES																
Accounting / Audit	-	8,931	-	-	8,931	-	-	8,931	-	-	8,931	-	-	8,931	-	-
Legal	-															
Management Company Fee	-	1,298,338	-	-	1,298,338	-	-	1,298,338	-	-	1,298,338	-	-	1,298,338	-	-
Nurse Services	-															
Food Service / School Lunch	-	107,750	-	-	107,750	-	-	107,750	-	-	107,750	-	-	107,750	-	-
Payroll Services	-															
Special Ed Services	-															
Titlement Services (i.e. Title I)	-	115,063	-	-	115,063	-	-	115,063	-	-	115,063	-	-	115,063	-	-
Other Purchased / Professional / Consulting	-	1,530,082	-	-	1,530,082	-	-	1,530,082	-	-	1,530,082	-	-	1,530,082	-	-
TOTAL CONTRACTED SERVICES	-	1,530,082	-	-	1,530,082	-	-	1,530,082	-	-	1,530,082	-	-	1,530,082	-	-

**DREAM CHARTER SCHOOL
Budget / Operating Plan
2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	6,170,411	-	6,318,848	-	6,170,411	-	6,170,411	-	6,170,411	-	6,170,411	-
Total Expenses	-	6,206,263	-	6,206,263	-	6,206,263	-	6,206,263	-	6,206,263	-	6,206,263	-
Net Income	-	(35,852)	-	112,586	-	(35,852)	-	(35,852)	-	(35,852)	-	(35,852)	-
Actual Student Enrollment	892	909	-	909	-	909	-	909	-	909	-	909	-
SCHOOL OPERATIONS													
Board Expenses	-	65,543	-	65,543	-	65,543	-	65,543	-	65,543	-	65,543	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	34,450	-	34,450	-	34,450	-	34,450	-	34,450	-	34,450	-
Equipment / Furniture	-	7,650	-	7,650	-	7,650	-	7,650	-	7,650	-	7,650	-
Telephone	-	360	-	360	-	360	-	360	-	360	-	360	-
Technology	-	7,250	-	7,250	-	7,250	-	7,250	-	7,250	-	7,250	-
Student Testing & Assessment	-	19,844	-	19,844	-	19,844	-	19,844	-	19,844	-	19,844	-
Field Trips	-	93,650	-	93,650	-	93,650	-	93,650	-	93,650	-	93,650	-
Transportation (student)	-	124,435	-	124,435	-	124,435	-	124,435	-	124,435	-	124,435	-
Student Services - other	-	14,625	-	14,625	-	14,625	-	14,625	-	14,625	-	14,625	-
Office Expense	-	73,850	-	73,850	-	73,850	-	73,850	-	73,850	-	73,850	-
Staff Development	-	10,000	-	10,000	-	10,000	-	10,000	-	10,000	-	10,000	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	31,845	-	31,845	-	31,845	-	31,845	-	31,845	-	31,845	-
School Meals / Lunch	-	14,465	-	14,465	-	14,465	-	14,465	-	14,465	-	14,465	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	24,853	-	24,853	-	24,853	-	24,853	-	24,853	-	24,853	-
TOTAL SCHOOL OPERATIONS	-	522,819	-	522,819	-	522,819	-	522,819	-	522,819	-	522,819	-
FACILITY OPERATION & MAINTENANCE													
Insurance	-	26,203	-	26,203	-	26,203	-	26,203	-	26,203	-	26,203	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	562,500.00	-	562,500.00	-	562,500.00	-	562,500.00	-	562,500.00	-	562,500.00	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	588,703	-	588,703	-	588,703	-	588,703	-	588,703	-	588,703	-
DEPRECIATION & AMORTIZATION													
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	6,206,263	-	6,206,263	-	6,206,263	-	6,206,263	-	6,206,263	-	6,206,263	-
NET INCOME	-	(35,852)	-	112,586	-	(35,852)	-	(35,852)	-	(35,852)	-	(35,852)	-

DREAM CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	24,830,080	24,830,080	-	24,830,080	24,830,080
Total Expenses	24,825,050	24,825,050	-	(24,825,050)	(24,825,050)
Net Income	5,030	5,030	-	5,030	5,030
Actual Student Enrollment					

	Avg. No. of Positions	Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	4.00	-	-	-	-	-	
Instructional Management	24.00	540,456	540,456	-	(540,456)	(540,456)	
Deans, Directors & Coordinators		2,104,752	2,104,752	-	(2,104,752)	(2,104,752)	
CFO / Director of Finance		-	-	-	-	-	
Operation / Business Manager	7.00	389,776	389,776	-	(389,776)	(389,776)	
Administrative Staff		-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	35.00	3,034,984	3,034,984	-	(3,034,984)	(3,034,984)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	57.00	4,426,714	4,426,714	-	(4,426,714)	(4,426,714)	
Teachers - SPED	13.00	976,100	976,100	-	(976,100)	(976,100)	
Substitute Teachers		-	-	-	-	-	
Teaching Assistants	11.00	624,923	624,923	-	(624,923)	(624,923)	
Specialty Teachers	11.00	848,798	848,798	-	(848,798)	(848,798)	
Aides		-	-	-	-	-	
Therapists & Counselors	16.00	1,190,647	1,190,647	-	(1,190,647)	(1,190,647)	
Other		551,979	551,979	-	(551,979)	(551,979)	
TOTAL INSTRUCTIONAL	108.00	8,619,162	8,619,162	-	(8,619,162)	(8,619,162)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		-	-	-	-	-	
Librarian		-	-	-	-	-	
Custodian		-	-	-	-	-	
Security		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	143.00	11,654,147	11,654,147	-	(11,654,147)	(11,654,147)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		889,968	889,968	-	(889,968)	(889,968)	
Fringe / Employee Benefits		1,552,601	1,552,601	-	(1,552,601)	(1,552,601)	
Retirement / Pension		161,919	161,919	-	(161,919)	(161,919)	
TOTAL PAYROLL TAXES AND BENEFITS		2,604,488	2,604,488	-	(2,604,488)	(2,604,488)	
TOTAL PERSONNEL SERVICE COSTS	143.00	14,258,635	14,258,635	-	(14,258,635)	(14,258,635)	
CONTRACTED SERVICES							
Accounting / Audit		35,725	35,725	-	(35,725)	(35,725)	
Legal		-	-	-	-	-	
Management Company Fee		5,193,353	5,193,353	-	(5,193,353)	(5,193,353)	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		431,000	431,000	-	(431,000)	(431,000)	
Payroll Services		-	-	-	-	-	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		460,250	460,250	-	(460,250)	(460,250)	
TOTAL CONTRACTED SERVICES		6,120,328	6,120,328	-	(6,120,328)	(6,120,328)	

DREAM CHARTER SCHOOL

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

	2021-22			2021-22		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget	Variance
Total Revenue	24,830,080	24,830,080	-	24,830,080	24,830,080	-
Total Expenses	24,825,050	24,825,050	-	(24,825,050)	(24,825,050)	-
Net Income	5,030	5,030	-	5,030	5,030	-
Actual Student Enrollment						
SCHOOL OPERATIONS						
Board Expenses	1,440	1,440	-	(1,440)	(1,440)	-
Classroom / Teaching Supplies & Materials	29,000	29,000	-	(29,000)	(29,000)	-
Special Ed Supplies & Materials	79,375	79,375	-	(79,375)	(79,375)	-
Textbooks / Workbooks	137,800	137,800	-	(137,800)	(137,800)	-
Supplies & Materials other	30,600	30,600	-	(30,600)	(30,600)	-
Equipment / Furniture	1,440	1,440	-	(1,440)	(1,440)	-
Telephone	29,000	29,000	-	(29,000)	(29,000)	-
Technology	79,375	79,375	-	(79,375)	(79,375)	-
Student Testing & Assessment	374,600	374,600	-	(374,600)	(374,600)	-
Field Trips	497,740	497,740	-	(497,740)	(497,740)	-
Transportation (student)	58,500	58,500	-	(58,500)	(58,500)	-
Student Services - other	295,400	295,400	-	(295,400)	(295,400)	-
Office Expense	40,000	40,000	-	(40,000)	(40,000)	-
Staff Development	127,380	127,380	-	(127,380)	(127,380)	-
Staff Recruitment	57,860	57,860	-	(57,860)	(57,860)	-
Student Recruitment / Marketing	99,412	99,412	-	(99,412)	(99,412)	-
School Meals / Lunch	2,091,277	2,091,277	-	(2,091,277)	(2,091,277)	-
Travel (Staff)						
Fundraising						
Other						
TOTAL SCHOOL OPERATIONS	104,810	104,810	-	(104,810)	(104,810)	-
FACILITY OPERATION & MAINTENANCE						
Insurance	2,250,000	2,250,000	-	(2,250,000)	(2,250,000)	-
Janitorial						
Building and Land Rent / Lease / Facility Finance Interest						
Repairs & Maintenance						
Equipment / Furniture						
Security						
Utilities						
TOTAL FACILITY OPERATION & MAINTENANCE	2,354,810	2,354,810	-	(2,354,810)	(2,354,810)	-
DEPRECIATION & AMORTIZATION						
COVID-19 / CONTINGENCY						
DEFERRED RENT						
TOTAL EXPENSES	24,825,050	24,825,050	-	(24,825,050)	(24,825,050)	-
NET INCOME	5,030	5,030	-	5,030	5,030	-

**DREAM CHARTER SCHOOL
Budget / Operating Plan
2021-22**

	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
Total Revenue	-	6,170,411	-	-	6,318,848	-	-	6,170,411	-	-	6,170,411	-	-	24,830,080
Total Expenses	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-	-	24,825,050
Net Income	-	(35,852)	-	-	112,586	-	-	(35,852)	-	-	(35,852)	-	-	5,030
Actual Student Enrollment	892	909	-	-	909	-	-	909	-	-	909	-	-	-
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES (enter descriptions below)														
Example - Add Back Depreciation														
Other														
Total Operating Activities														
INVESTMENT ACTIVITIES (enter descriptions below)														
Example - Subtract Property and Equipment Expenditures														
Other														
Total Investment Activities														
FINANCING ACTIVITIES (enter descriptions below)														
Example - Add Expected Proceeds from a Loan or Line of Credit														
Other														
Total Financing Activities														
Total Cash Flow Adjustments														
NET INCOME	-	(35,852)	-	-	112,586	-	-	(35,852)	-	-	(35,852)	-	-	5,030
Beginning Cash Balance	-	-	-	-	(35,852)	-	-	76,734	-	-	40,882	-	-	-
ENDING CASH BALANCE	-	(35,852)	-	-	76,734	-	-	40,882	-	-	5,030	-	-	5,030

DREAM CHARTER SCHOOL

Budget / Operating Plan

2021-22

	2021-22		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	2021-22	2021-22	Original Budget	Revised Budget vs. PY Budget	
Total Revenue	24,830,080	24,830,080	24,830,080	-	
Total Expenses	24,825,050	(24,825,050)	(24,825,050)	5,030	
Net Income	5,030	5,030	5,030	-	
Actual Student Enrollment					
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES (enter descriptions below)					
Example - Add Back Depreciation	-	-	-	-	
Other	-	-	-	-	
Total Operating Activities	-	-	-	-	
INVESTMENT ACTIVITIES (enter descriptions below)					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES (enter descriptions below)					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	
NET INCOME	5,030	5,030	5,030	5,030	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	5,030	5,030	5,030	5,030	

**DREAM CHARTER SCHOOL
BALANCE SHEET
2021-22**

Please enter balance sheet data for the Ed Corp
DREAM Charter School (Combined)
only on this template.
The balance sheet should include data for
all charter schools operated by the Ed Corp.

Prior Year	Q1	Q2	Q3	Q4
2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30

ASSETS

CURRENT ASSETS				
Cash and cash equivalents	-	-	-	-
Grants and contracts receivable	-	-	-	-
Accounts receivables	-	-	-	-
Prepaid Expenses	-	-	-	-
Contributions and other receivables	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-
OTHER ASSETS	-	-	-	-
TOTAL ASSETS	-	-	-	-

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES				
Accounts payable and accrued expenses	-	-	-	-
Accrued payroll and benefits	-	-	-	-
Deferred Revenue	-	-	-	-
Current maturities of long-term debt	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-
Other	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-
TOTAL LIABILITIES	-	-	-	-
NET ASSETS				
Unrestricted	-	-	-	-
Temporarily restricted	-	-	-	-
TOTAL NET ASSETS	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-

**DREAM CHARTER SCHOOL
Budget / Operating Plan
2021-22**

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	6,170,411	-	-	6,318,848	-	-	6,170,411	-	-	6,170,411	-
Total Expenses	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-
Net Income	-	(35,852)	-	-	112,586	-	-	(35,852)	-	-	(35,852)	-
Actual Student Enrollment	-	909	-	-	909	-	-	909	-	-	909	-

*NOTE: Enrollment, Revenue and Expenditure Data in the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Quarter 0			Quarter 0			Quarter 0			Quarter 0		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	135,114	-	-	135,114	-	-	135,114	-	-	135,114	-
Deans, Directors & Coordinators	-	526,188	-	-	526,188	-	-	526,188	-	-	526,188	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	97,444	-	-	97,444	-	-	97,444	-	-	97,444	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	758,746	-	-	758,746	-	-	758,746	-	-	758,746	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	1,106,678	-	-	1,106,678	-	-	1,106,678	-	-	1,106,678	-
Teachers - SPED	-	244,025	-	-	244,025	-	-	244,025	-	-	244,025	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	156,231	-	-	156,231	-	-	156,231	-	-	156,231	-
Specialty Teachers	-	212,200	-	-	212,200	-	-	212,200	-	-	212,200	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	297,662	-	-	297,662	-	-	297,662	-	-	297,662	-
Other	-	137,995	-	-	137,995	-	-	137,995	-	-	137,995	-
TOTAL INSTRUCTIONAL	-	2,154,791	-	-	2,154,791	-	-	2,154,791	-	-	2,154,791	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	2,913,537	-	-	2,913,537	-	-	2,913,537	-	-	2,913,537	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	222,492	-	-	222,492	-	-	222,492	-	-	222,492	-
Fringe / Employee Benefits	-	388,150	-	-	388,150	-	-	388,150	-	-	388,150	-
Retirement / Pension	-	40,480	-	-	40,480	-	-	40,480	-	-	40,480	-
TOTAL PAYROLL TAXES AND BENEFITS	-	651,122	-	-	651,122	-	-	651,122	-	-	651,122	-
TOTAL PERSONNEL SERVICE COSTS	-	3,564,659	-	-	3,564,659	-	-	3,564,659	-	-	3,564,659	-
CONTRACTED SERVICES												
Accounting / Audit	-	8,931	-	-	8,931	-	-	8,931	-	-	8,931	-
Legal	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	1,298,338	-	-	1,298,338	-	-	1,298,338	-	-	1,298,338	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	107,750	-	-	107,750	-	-	107,750	-	-	107,750	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e., Title I)	-	115,063	-	-	115,063	-	-	115,063	-	-	115,063	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	1,530,082	-	-	1,530,082	-	-	1,530,082	-	-	1,530,082	-

**DREAM CHARTER SCHOOL
Budget / Operating Plan
2021-22**

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	6,170,411	-	-	6,318,848	-	-	6,170,411	-	-	6,170,411	-
Total Expenses	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-
Net Income	-	(35,852)	-	-	112,586	-	-	(35,852)	-	-	(35,852)	-
Actual Student Enrollment	-	909	-	-	909	-	-	909	-	-	909	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
SCHOOL OPERATIONS												
Board Expenses	-	65,543	-	-	65,543	-	-	65,543	-	-	65,543	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	34,450	-	-	34,450	-	-	34,450	-	-	34,450	-
Equipment / Furniture	-	7,650	-	-	7,650	-	-	7,650	-	-	7,650	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	360	-	-	360	-	-	360	-	-	360	-
Student Testing & Assessment	-	7,250	-	-	7,250	-	-	7,250	-	-	7,250	-
Field Trips	-	19,844	-	-	19,844	-	-	19,844	-	-	19,844	-
Transportation (student)	-	93,650	-	-	93,650	-	-	93,650	-	-	93,650	-
Student Services - other	-	124,435	-	-	124,435	-	-	124,435	-	-	124,435	-
Office Expense	-	14,625	-	-	14,625	-	-	14,625	-	-	14,625	-
Staff Development	-	73,850	-	-	73,850	-	-	73,850	-	-	73,850	-
Staff Recruitment	-	10,000	-	-	10,000	-	-	10,000	-	-	10,000	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	31,845	-	-	31,845	-	-	31,845	-	-	31,845	-
Travel (Staff)	-	14,465	-	-	14,465	-	-	14,465	-	-	14,465	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	24,853	-	-	24,853	-	-	24,853	-	-	24,853	-
TOTAL SCHOOL OPERATIONS	-	522,819	-	-	522,819	-	-	522,819	-	-	522,819	-
FACILITY OPERATION & MAINTENANCE												
Insurance	-	26,203	-	-	26,203	-	-	26,203	-	-	26,203	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	562,500	-	-	562,500	-	-	562,500	-	-	562,500	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	588,703	-	-	588,703	-	-	588,703	-	-	588,703	-
DEPRECIATION & AMORTIZATION												
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-	-	6,206,263	-
NET INCOME	-	(35,852)	-	-	112,586	-	-	(35,852)	-	-	(35,852)	-

**DREAM CHARTER SCHOOL
Budget / Operating Plan
2021-22**

Total Revenue	-	24,830,080	(24,830,080)	-	24,830,080	(24,830,080)	-
Total Expenses	-	24,825,050	24,825,050	-	24,825,050	24,825,050	-
Net Income	-	5,030	(5,030)	-	5,030	(5,030)	-
Actual Student Enrollment	-	-	-	-	-	-	-

*NOTE: Enrollment, Revenue and Expenditure Data in the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual (Current Quarter)	Current Budget	Actual vs. Current Budget	TOTALS AND VARIANCE ANALYSIS		Actual vs. Original Budget	Actual vs. Original Budget - TY	Actual vs. Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
				Original Budget (Current Quarter)	Actual Original Budget					

	Actual (Current Quarter)	Current Budget	Actual vs. Current Budget	Original Budget (Current Quarter)	Actual Original Budget	Actual vs. Original Budget	Actual vs. Original Budget - TY	Actual vs. Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-
PAYROLL TAXES AND BENEFITS										
Payroll Taxes	-	-	-	-	-	-	-	-	-	-
Fringe / Employee Benefits	-	-	-	-	-	-	-	-	-	-
Retirement / Pension	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-	-	-
CONTRACTED SERVICES										
Accounting / Audit	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-
Titement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
DREAM CHARTER SCHOOL
2021-22

Administrative expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

Dream Charter School



**Financial Statements
and Supplementary Information
(Together with Independent Auditors' Report)
and Report Required by Government
Auditing Standards**

Years Ended June 30, 2021 and 2020

M A R K S P A N E T H

ACCOUNTANTS & ADVISORS

DREAM CHARTER SCHOOL
FINANCIAL STATEMENTS
(Together with Independent Auditors' Report)
and
Report Required by *Government Auditing Standards*
YEARS ENDED JUNE 30, 2021 AND 2020

TABLE OF CONTENTS

	<u>Page</u>
Independent Auditors' Report.....	1-2
Financial Statements:	
Statements of Financial Position	3
Statements of Activities.....	4
Statements of Functional Expenses.....	5-6
Statements of Cash Flows.....	7
Notes to Financial Statements.....	8-14
Supplementary Information:	
Statement of Activities – by School for the year ended June 30, 2021	15
Statement of Functional Expenses – by School for the year ended June 30, 2021	16
Report Required by <i>Government Auditing Standards</i>	
Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	17-18

INDEPENDENT AUDITORS' REPORT

The Board of Trustees of
Dream Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Dream Charter School (the "School"), which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Supplementary Information

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplementary information (shown on pages 15-16) is presented for purposes of additional analysis of the financial statements and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The supplementary information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, based on our audits, the supplementary information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2021, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Handwritten signature of Mark Paneth in black ink.

New York, NY
October 28, 2021

**DREAM CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
AS OF JUNE 30, 2021 AND 2020**

	2021	2020
ASSETS		
Cash and cash equivalents (Notes 2C and 11B)	\$ 8,233,772	\$ 5,051,733
Government grants receivable (Note 2F)	1,575,728	640,000
Contributions receivable, net (Notes 2F and 5)	396,078	859,562
Prepaid expenses and other assets	34,553	200,288
Restricted cash (Note 4)	150,000	150,000
Property and equipment, net (Notes 2G and 6)	9,911	14,660
TOTAL ASSETS	\$ 10,400,042	\$ 6,916,243
LIABILITIES		
Accounts payable and accrued expenses	\$ 277,308	\$ 42,691
Due to institutional partner (Note 8)	536,905	347,582
Paycheck Protection Program loan payable (Note 7)	-	2,213,946
Program related investment payable (Note 13)	150,000	150,000
Deferred rent (Notes 2J and 8)	309,750	467,250
TOTAL LIABILITIES	1,273,963	3,221,469
COMMITMENTS AND CONTINGENCIES (Notes 8 and 9)		
NET ASSETS (Note 2B)		
Without donor restrictions	8,726,079	2,974,962
With donor restrictions (Note 10)	400,000	719,812
TOTAL NET ASSETS	9,126,079	3,694,774
TOTAL LIABILITIES AND NET ASSETS	\$ 10,400,042	\$ 6,916,243

The accompanying notes are an integral part of these financial statements.

**DREAM CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020**

	For the Year Ended June 30, 2021			For the Year Ended June 30, 2020		
	Without Donor Restrictions	With Donor Restrictions	Total 2021	Without Donor Restrictions	With Donor Restrictions	Total 2020
PUBLIC SUPPORT AND REVENUE:						
Public school district (Notes 2E and 11A)						
Tuition - general enrollment	\$ 16,390,416	\$ -	\$ 16,390,416	\$ 13,647,294	\$ -	\$ 13,647,294
Tuition - students with disabilities	4,276,570		4,276,570	3,255,069		3,255,069
Subtotal public school district revenue	20,666,986	-	20,666,986	16,902,363	-	16,902,363
Government grants (Note 2E)	6,080,950	-	6,080,950	2,930,652	-	2,930,652
Contributions (Note 2F)	967,157	3,922	971,079	486,015	200,000	686,015
Donated services and facilities (Note 2I and 8)	1,744,650	-	1,744,650	1,744,650	-	1,744,650
Interest and investment income	17,377	-	17,377	2,798	-	2,798
Forgiveness of Paycheck Protection Program (Note 7)	2,239,222	-	2,239,222	-	-	-
Other	1,874	-	1,874	29,027	-	29,027
Net assets released from restrictions (Note 10)	323,734	(323,734)		567,438	(567,438)	
TOTAL PUBLIC SUPPORT AND REVENUE	32,041,950	(319,812)	31,722,138	22,662,943	(367,438)	22,295,505
EXPENSES (Note 2H):						
Program services:						
General education	16,293,026	-	16,293,026	12,850,043	-	12,850,043
Special education	5,954,518	-	5,954,518	4,844,808	-	4,844,808
Total program services	22,247,544	-	22,247,544	17,694,851	-	17,694,851
Supporting services:						
Management and general	3,630,592	-	3,630,592	3,537,996	-	3,537,996
Fundraising	412,697	-	412,697	411,552	-	411,552
Total supporting services	4,043,289	-	4,043,289	3,949,548	-	3,949,548
TOTAL EXPENSES	26,290,833	-	26,290,833	21,644,399	-	21,644,399
CHANGE IN NET ASSETS						
Net Assets - Beginning of Year	5,751,117	(319,812)	5,431,305	1,018,544	(367,438)	651,106
	2,974,962	719,812	3,694,774	1,956,418	1,087,250	3,043,668
NET ASSETS - END OF YEAR	\$ 8,726,079	\$ 400,000	\$ 9,126,079	\$ 2,974,962	\$ 719,812	\$ 3,694,774

The accompanying notes are an integral part of these financial statements.

DREAM CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021
(With Comparative Totals for the Year Ended June 30, 2020)

	For the Year Ended June 30, 2021						
	Program Services			Supporting Services			
	General Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	
						Total 2021	
						Total 2020	
Salaries and wages	\$ 8,231,355	\$ 3,013,737	\$ 11,245,092	\$ 902,820	\$ -	\$ 12,147,912	\$ 10,643,666
Fringe benefits and payroll taxes (Note 12)	1,839,401	683,608	2,523,009	193,384	-	2,716,393	2,280,821
Total Salaries and Related Costs	10,070,756	3,697,345	13,768,101	1,096,204	-	14,864,305	12,924,487
Instructors and tutors	79,565	30,942	110,507	-	-	110,507	53,645
Classroom supplies	221,615	80,323	301,938	-	-	301,938	279,085
Program food and events	34,111	13,265	47,376	-	-	47,376	36,249
Other student expenses	110,237	39,125	149,362	-	-	149,362	351,502
Contractual services (Note 8)	1,728,000	672,000	2,400,000	2,338,616	412,697	5,151,313	3,818,231
Consulting and professional	534,959	192,577	727,536	68,339	-	795,875	526,805
Telephone and internet	1,981	770	2,751	-	-	2,751	3,697
Communication and outreach	-	-	-	58,792	-	58,792	34,905
Professional development	95,411	32,366	127,777	10,155	-	137,932	232,334
Office and administration	206,011	67,289	273,300	22,874	-	296,174	259,113
Repairs and maintenance	129	50	179	10	-	189	18,847
Dues and publications	19,771	7,665	27,436	2,066	-	29,502	43,485
Donated facilities (Note 21 and 8)	1,256,148	488,502	1,744,650	-	-	1,744,650	1,744,650
Depreciation (Note 6)	3,182	1,235	4,417	332	-	4,749	7,864
Occupancy (Note 8)	1,931,090	631,041	2,562,131	-	-	2,562,131	1,309,500
Miscellaneous	60	23	- 83	33,204	-	33,287	-
TOTAL EXPENSES	\$ 16,293,026	\$ 5,954,518	\$ 22,247,544	\$ 3,630,592	\$ 412,697	\$ 26,290,833	\$ 21,644,399

The accompanying notes are an integral part of these financial statements.

**DREAM CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2020**

	For the Year Ended June 30, 2020						
	Program Services			Supporting Services			
	General Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total 2020
Salaries and wages	\$ 7,051,920	\$ 2,697,453	\$ 9,749,373	\$ 894,293	\$ -	\$ 894,293	\$ 10,643,666
Fringe benefits and payroll taxes (Note 12)	1,505,341	570,204	2,075,545	205,276		205,276	2,280,821
Total Salaries and Related Costs	8,557,261	3,267,657	11,824,918	1,099,569	-	1,099,569	12,924,487
Instructors and tutors	39,161	14,484	53,645	-	-	-	53,645
Classroom supplies	203,732	75,353	279,085	-	-	-	279,085
Program food and events	26,484	9,765	36,249	-	-	-	36,249
Other student expenses	256,596	94,906	351,502	-	-	-	351,502
Contractual services (Note 8)	784,422	290,129	1,074,551	2,332,128	411,552	2,743,680	3,818,231
Consulting and professional	379,347	126,449	505,796	21,009	-	21,009	526,805
Telephone and internet	2,699	998	3,697	-	-	-	3,697
Communication and outreach	-	-	-	34,905	-	34,905	34,905
Professional development	153,340	58,084	211,424	20,910	-	20,910	232,334
Office and administration	170,996	64,772	235,768	23,345	-	23,345	259,113
Repairs and maintenance	12,586	4,753	17,339	1,508	-	1,508	18,847
Dues and publications	28,700	10,871	39,571	3,914	-	3,914	43,485
Donated facilities (Note 21 and 8)	1,273,594	471,056	1,744,650	-	-	-	1,744,650
Depreciation (Note 6)	5,190	1,966	7,156	708	-	708	7,864
Occupancy (Note 8)	955,935	353,565	1,309,500	-	-	-	1,309,500
Miscellaneous	-	-	-	-	-	-	-
TOTAL EXPENSES	\$ 12,850,043	\$ 4,844,808	\$ 17,694,851	\$ 3,537,996	\$ 411,552	\$ 3,949,548	\$ 21,644,399

The accompanying notes are an integral part of these financial statements.

**DREAM CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2021 AND 2020**

	2021	2020
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	\$ 5,431,305	\$ 651,106
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	4,749	7,864
Non-cash interest expense	25,276	-
Forgiveness of Paycheck Protection Program loan and related interest	<u>(2,239,222)</u>	<u>-</u>
	3,222,108	658,970
Changes in assets and liabilities:		
(Increase) decrease in assets:		
Contributions receivable	463,484	488,117
Government grants receivable	(935,728)	(273,950)
Prepaid expenses and other assets	165,735	(28,662)
Increase (decrease) in liabilities:		
Accounts payable and accrued expenses	234,617	(125,906)
Due to institutional partner	189,323	(34,393)
Deferred rent	<u>(157,500)</u>	<u>(115,500)</u>
Net Cash Provided by Operating Activities	3,182,039	568,676
CASH FLOWS FROM FINANCING ACTIVITIES:		
Proceeds from Paycheck Protection Program loan payable	-	2,213,946
Proceeds from program related investment payable	<u>-</u>	<u>150,000</u>
Net Cash Provided by Financing Activities	-	2,363,946
NET INCREASE IN CASH AND CASH EQUIVALENTS AND RESTRICTED CASH	3,182,039	2,932,622
Cash and cash equivalents and restricted cash - beginning of year	<u>5,201,733</u>	<u>2,269,111</u>
CASH AND CASH EQUIVALENTS AND RESTRICTED CASH - END OF YEAR	\$ 8,383,772	\$ 5,201,733
The following table provides a reconciliation of cash and cash equivalents and restricted cash reported within the statements of financial position:		
Cash and cash equivalents	\$ 8,233,772	\$ 5,051,733
Restricted cash	<u>150,000</u>	<u>150,000</u>
	\$ 8,383,772	\$ 5,201,733

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

NOTE 1 – ORGANIZATION AND NATURE OF ACTIVITIES

DREAM Charter School (the “School”) is a charter school operating in New York City. The School's mission is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character and a commitment to wellness and active citizenship. The School inspires all students to recognize their potential and realize their dreams. The School hopes to achieve these overarching goals through its pioneering, experiential-based educational program. This educational program is based on four foundations: (1) an innovative curriculum emphasizing integration across subject areas and learning through experimentation; (2) an extended day and year model, to maximize instructional hours; (3) a co-teaching model that reduces the teacher-to-student ratio and integrates special needs students into the general population and (4) active family engagement as a cornerstone of the school's overall culture and philosophy. This program is designed to set high standards for achievement and prepare students for high-performing high schools and colleges.

The School opened in September 2008 with 50 kindergarteners and 50 first graders. It currently serves 1053 youth in grades PreK-11th grade and serves youth in East Harlem and Mott Haven. Distinguishing features of the School include an inclusion method of co-teaching teams within each classroom and a Coordinated School Health Program as a fundamental component of the overall curriculum, culture and educational philosophy of the School. The ultimate goal of the School is to create a successful community-based education program for the youth of East Harlem.

The School is supported by its institutional partner, Harlem RBI d/b/a DREAM (“DREAM”), a youth development organization located in East Harlem, New York. DREAM brings the expertise of its Board of Directors, executive leadership and its development, finance and operations teams to bear on the School's needs. Three members of DREAM's Board of Directors serve on the School's Board of Trustees.

Effective October 5, 2018, the School was granted it's renewal and approval for the establishment of the DREAM Charter Schools Mott Haven and Highbridge by the SUNY Charter Schools Institute, The State of New York.

The School is organized under the Not-For-Profit Corporation Law of the State of New York and is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code.

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

- A. ***Basis of Accounting*** – The School prepares its financial statements using the accrual basis of accounting. The School adheres to accounting principles generally accepted in the United States of America (“U.S. GAAP”).
- B. ***Basis of Presentation*** – The School reports information regarding its financial position and activities in two classes of net assets:
- Without donor restrictions – Net assets that can be spent at the discretion of the School and have no associated donor-imposed stipulations.
- With donor restrictions – Net assets that are restricted by the donor for a specific time period or purpose. The School did not have any net assets with donor restrictions to be held in perpetuity as of June 30, 2021 and 2020.
- C. ***Cash and Cash Equivalents*** – Cash equivalents include all highly liquid instruments purchased with maturities of 90 days or less.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

- D. ***Contributions and Grants*** – Contributions and grants received, including unconditional promises to give, are recognized as revenues in the appropriate category of net assets in the period received. Conditional promises to give are recognized when they become unconditional, that is, when the conditions are substantially met. All contributions and grants receivable are expected to be collected within two years.

Government grants and contracts are nonexchange transactions and accounted for under ASU 2018-08. Grants and contracts are recognized as revenue when barriers within the contract are overcome, and there is no right of return/ release from obligation.

- E. ***Government Support*** – State and local per pupil revenue resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Performance obligations are determined based on the nature of the services provided by the School in accordance with the contract. Revenue for performance obligations satisfied over time is recognized as the services are provided. This method depicts the transfer of services over the term of the performance obligation based on the inputs needed to satisfy the obligation. The School measures the performance obligation from the beginning of the next month or day to the point when it is no longer required to provide services under the contract or has met the requirements to bill for the services provided, which is generally at the end of each month or period of time allowed based on the government agencies' stipulations.

The School's performance obligations are primarily satisfied over time during the course of an academic year, therefore, there are no performance obligations or contract balances that are unsatisfied as of June 30, 2021 and 2020. The performance obligations for these contracts are completed when the service is completed and upon submission of required documentation. The School determines the transaction price based on established per pupil reimbursement rate.

Revenue from federal, state and local government grants and contracts is recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which expenditures have not been incurred are reflected as refundable advances in the accompanying statements of financial position. Governmental grants are recognized as revenue when barriers within the contract are overcome and there is no longer a right of return. As of June 30, 2021 and 2020, the School received conditional grants and contracts from government agencies in the aggregate amount of approximately \$460,600 and \$0, respectively, that have not been recorded in the accompanying financial statements as they have not been earned. These grants and contracts require the School to provide certain services as specified in the contracts. If such services are not provided, the governmental entities are not obligated to expend the funds allotted under the grants and contracts and the School may be required to return the funds already remitted. Grants and contracts amounted to \$6,080,950 and \$2,930,652 for the years ended June 30, 2021 and 2020, respectively.

- F. ***Grants and Contributions Receivable*** – Grants and contributions receivable are stated at the amount management expects to collect from outstanding balances. The School may provide an allowance for doubtful accounts for receivables. This estimate is based on management's assessment of the aged basis of its government funding sources, current economic conditions and creditworthiness of its donors and grantors. The School determined that no allowance for doubtful accounts was necessary as of June 30, 2021 and 2020.
- G. ***Property and Equipment*** – The School capitalizes property and equipment having a cost of \$1,000 or more and a useful life of at least one year. Depreciation is recognized using the straight-line method over the estimated useful lives of the respective assets.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

- H. **Functional Allocation of Expenses** – The School allocates expenses on a functional basis among its programs and supporting services. Expenses that can be identified as belonging to a specific program and/or support service are allocated directly according to their natural expense classification. Salaries and fringe benefits and payroll taxes are allocated based on estimates of time and effort. Other expenses are directly allocated.
- I. **Donated Services and Facilities** – Donated services are recognized at fair value if they create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if not provided in-kind. For each of the years ended June 30, 2021 and 2020, the School received donated use of services and facilities amounting to \$1,744,650, which is recorded as both revenue and expense in the accompanying financial statements.
- J. **Deferred Rent** – As further described in Note 8, the School has lease agreements for the rental of space for a high school and elementary school. In accordance with U.S. GAAP, the School recorded an adjustment to rent expense to reflect the difference between the rent paid and the average rent to be paid over the terms of the lease. This straight-lining of rent expense resulted in an decrease in occupancy expenses of \$157,500 for the year ended June 30, 2021 and a decrease of \$115,500 for the year ended June 30, 2020. This adjustment is reflected as deferred rent in the accompanying statements of financial position.
- K. **Use of Estimates** – The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements, and revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.
- L. **Recent Accounting Pronouncements** – *Financial Accounting Standards Board (“FASB”) Accounting Standards Update (“ASU”) FASB ASU 2014-09, “Revenue from Contracts with Customers” (Topic 606)* was adopted by the School for the year ended June 30, 2021. The core guidance in ASU 2014-09 is to recognize revenue to depict the transfer of services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those services.

NOTE 3 – LIQUIDITY AND AVAILABILITY OF RESOURCES TO MEET GENERAL EXPENDITURES

Financial assets as of June 30, 2021 and 2020, available for general expenditure, within one year of the statement of financial position date, without donor or other restrictions limiting their use, were as follows:

	<u>2021</u>	<u>2020</u>
Cash and cash equivalents	\$ 8,233,772	\$ 5,051,733
Government grants receivable	1,575,728	640,000
Contributions receivable, net	<u>396,078</u>	<u>859,562</u>
Total financial assets	10,205,578	6,551,295
Less: net assets with donor restrictions	<u>(400,000)</u>	<u>(719,812)</u>
	<u>\$ 9,805,578</u>	<u>\$ 5,831,483</u>

The School's management monitors levels of available financial assets to anticipate cash requirements for general expenditures as obligations becomes due. As part of the Schools's liquidity management plan, the School invests cash in excess of daily requirements in short-term money market accounts. In addition, the School has access to a line of credit of \$1,000,000.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

NOTE 4 – RESTRICTED CASH

The New York City Department of Education (the “NYCDOE”) requires the School to maintain funds in a separate cash account to have funds available to ensure an orderly liquidation, dissolution or transition process if the School’s charter were to be terminated or the School was closed for other reasons. Restricted cash amounted to \$150,000 as of both June 30, 2021 and 2020.

NOTE 5 – CONTRIBUTIONS RECEIVABLE

Contributions receivable consisted of the following as of June 30:

	2021	2020
Due within 1 year	\$ 199,755	\$ 485,540
Due within 1 to 5 years	200,245	385,710
	400,000	871,250
Present value discount at 2.00%	(3,922)	(11,688)
	\$ 396,078	\$ 859,562

100% of contributions receivable as of June 30, 2021 and 2020 are from two donors.

NOTE 6 – PROPERTY AND EQUIPMENT

Property and equipment consisted of the following as of June 30:

	2021	2020	Estimated Useful Lives
Equipment and computers	\$ 373,660	\$ 373,660	3 years
Furniture and fixtures	200,987	200,987	7 years
	574,647	574,647	
Less: accumulated depreciation	(564,736)	(559,987)	
Total	\$ 9,911	\$ 14,660	

Depreciation expense amounted to \$4,749 and \$7,864 for the years ended June 30, 2021 and 2020, respectively.

NOTE 7 – PAYCHECK PROTECTION PROGRAM LOAN PAYABLE

On March 27, 2020, in response to COVID-19, the federal government passed the Coronavirus Aid, Relief, and Economic Security Act (“CARES Act”). Among many other provisions, to help businesses retain employees, the CARES Act provides relief to qualifying businesses through a program called the Paycheck Protection Program (“PPP”). Participating in the PPP enables the business to obtain a loan from the Small Business Administration (“SBA”) sector of the government. If the proceeds from the loan are used for specified purposes, some or all of the loan can be forgiven. The term of the loan is two years which may be further extended to five years, and the loan bears interest at a fixed rate of 1% per annum. If the proceeds from the loan are used for specified purposes, some or all of the loan can be forgiven. The School applied for this loan through an SBA authorized lender and received \$2,213,946, in April 2020.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

NOTE 7 – PAYCHECK PROTECTION PROGRAM LOAN PAYABLE (Continued)

The School recognized the loan in accordance with Accounting Standards Codification ("ASC") 470, Accordingly, the proceeds of the PPP loan were recognized as loans payable on the accompanying statement of financial position as of June 30, 2021 and the School will derecognize the liability when and to the extent that the loan is forgiven or paid off.

In June 2021, the loan and the related accrued interest in the amounts of \$2,213,946 and \$25,276 respectively, were forgiven in whole. The total gain on forgiveness recognized in the amount of \$2,239,222, is presented on the statement of activities for the year ended June 30, 2021.

NOTE 8 – RELATED-PARTY TRANSACTIONS

The School has an Institutional Partnership Agreement (the "Agreement") with DREAM, which has common management. The Agreement serves as the foundation of the governance relationship between the School and DREAM and describes the exact nature and costs of DREAM's executive management and back office services to the School. Both the School's Board of Trustees and DREAM's Board of Directors have the option of severing the relationship between the two entities with agreed-upon notice, though the spirit of the partnership is unending. The Agreement is renewed annually by the Board of each entity. During the years ended June 30, 2021 and 2020, services provided and recognized as expense by the School under the Agreement amounted to \$5,151,313 and \$3,818,231, respectively.

As of June 30, 2021 and 2020, amounts due to DREAM from the School amounted to \$536,905 and \$347,582, respectively.

The School received the use of facilities without charge from DREAM, which was valued at approximately \$1,745,000 for each of the years ended June 30, 2021 and 2020.

During April 2017, DREAM entered into a lease agreement with a landlord and subsequently entered into a sublease agreement to lease the same space to the School for use as a new high school. During June 2019, DREAM entered into a lease agreement with a landlord and subsequently entered into a sublease agreement to lease the same space to the School for use as an elementary school. Rent expense amounted to \$2,562,131 and \$1,309,500 for the years ended June 30, 2021 and 2020, respectively. Approximate future annual minimum rentals related to the lease are as follows for the years ended subsequent to June 30, 2021:

2022	\$ 3,258,921
2023	<u>266,667</u>
	<u>\$ 3,525,588</u>

NOTE 9 – COMMITMENTS AND CONTINGENCIES

- A. The School believes it had no uncertain tax positions as of June 30, 2021 and 2020, in accordance with Accounting Standards Codification ("ASC") Topic 740, "Income Taxes," which provides standards for establishing and classifying any tax provisions for uncertain tax positions.
- B. Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowances of costs submitted for reimbursement by the School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

NOTE 9 – COMMITMENTS AND CONTINGENCIES (Continued)

- C. In March 2020, the World Health Organization declared the outbreak of a novel coronavirus (“COVID-19”) as a pandemic. COVID-19 disrupted activities of the School during the year ended June 30, 2021. The extent of the impact of any epidemic, pandemic or other health crisis on the School’s mission, financial condition and results of operations will depend on future developments, accordingly, the School cannot predict the extent to which its financial condition and results of operations will be affected. The School continues to monitor evolving economic and business conditions and the actual and potential impacts of COVID-19 on the School.
- D. The School had a line of credit with a bank, which has a variable interest equal to The Wall Street Journal Prime Rate, which is adjusted monthly. The line of credit expires on September 23, 2022. There were no amounts outstanding as of June 30, 2021. Subsequent to year end through October 28, 2021, there were no draws on the line of credit.

NOTE 10 – NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions were available for the following purposes as of June 30:

	<u>2021</u>	<u>2020</u>
Time restricted	\$ 400,000	\$ 719,812
	<u>\$ 400,000</u>	<u>\$ 719,812</u>

During the years ended June 30, 2021 and 2020, the School met donor restrictions and released net assets with donor restrictions of \$323,734 and \$567,438, respectively.

NOTE 11 – CONCENTRATIONS

- A. The School receives a majority of its revenues from the New York State Education Department through the NYCDOE Office of Schools. The NYCDOE provides general operating support to the School based upon the location and the number of students enrolled. Funding from the NYCDOE amounted to approximately 65% and 76% of total revenue for the years ended June 30, 2021 and 2020, respectively. The School is dependent upon this level of funding in order to continue its operations.
- B. Cash accounts that potentially subject the School to a concentration of credit risk include cash accounts with two banks that exceed the Federal Deposit Insurance Corporation (“FDIC”) insurance limits. Cash accounts are insured up to \$250,000 per depositor. As of June 30, 2021 and 2020, there was approximately \$7,914,000 and \$4,022,000, respectively, of cash and cash equivalents held by two banks that exceeded FDIC limits.

NOTE 12 – PENSION PLAN

The School has a tax deferred 403(b) retirement plan. All employees may participate by designating a percentage of their salaries, subject to regulatory limits, to be contributed to the plan on a pre-tax basis. During each of the years ended June 30, 2021 and 2020, the School contributed a 4% match for qualified participating staff members with one or more years of service. Employer contributions totaled \$181,423 and \$163,973 for the years ended June 30, 2021 and 2020, respectively.

NOTE 13 – PROGRAM RELATED INVESTMENT PAYABLE

On May 4, 2020, the School obtained a program related investment in the amount of \$150,000 from the Charter School Growth Fund. The balance is due back on November 30, 2021 and bears no interest.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021 AND 2020**

NOTE 14 – SUBSEQUENT EVENTS

Management has evaluated, for potential recognition and disclosure, events subsequent to the date of the statement of financial position through October 28, 2021, the date the financial statements were available to be issued.

DREAM CHARTER SCHOOL
STATEMENT OF ACTIVITIES - BY SCHOOL
FOR THE YEAR ENDED JUNE 30, 2021

	Mott Haven School			East Harlem School			Highbridge School			Total		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE, SUPPORT AND GAINS												
Public school district: (Notes 2E and 11A)												
Tuition - general enrollment	\$ 2,012,553	\$ -	\$ 2,012,553	\$ 14,377,863	\$ -	\$ 14,377,863	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,390,416
Tuition - students with disabilities	297,337	-	297,337	3,979,233	-	3,979,233	-	-	-	-	-	4,276,570
Subtotal public school district revenue	2,309,890	-	2,309,890	18,357,096	-	18,357,096	-	-	-	-	-	20,666,986
Government grants (Note 2E)	1,406,665	-	1,406,665	3,884,885	-	3,884,885	789,400	-	789,400	-	-	6,080,950
Contributions (Note 2F)	325,000	-	325,000	642,157	3,922	646,079	-	-	-	-	3,922	971,079
Donated services and facilities (Note 2I and 6)	-	-	-	1,744,650	-	1,744,650	-	-	-	-	-	1,744,650
Interest and investment income	-	-	-	17,377	-	17,377	-	-	-	-	-	17,377
Forgiveness of Paycheck Protection Program (Note 7)	-	-	-	2,239,222	-	2,239,222	-	-	-	-	-	2,239,222
Other	-	-	-	1,874	-	1,874	-	-	-	-	-	1,874
Net assets released from restrictions (Note 10)	-	-	-	323,734	(323,734)	-	-	-	-	-	(323,734)	-
TOTAL PUBLIC SUPPORT AND REVENUE	4,041,555	-	4,041,555	27,210,995	(319,812)	26,891,183	789,400	-	789,400	-	(319,812)	31,722,138
EXPENSES (Note 2H)												
Program services:												
General education	2,120,417	-	2,120,417	14,172,609	-	14,172,609	-	-	-	-	-	16,293,026
Special education	504,072	-	504,072	5,450,446	-	5,450,446	-	-	-	-	-	5,954,516
Total program services	2,624,489	-	2,624,489	19,623,055	-	19,623,055	-	-	-	-	-	22,247,544
Supporting services:												
Management and general	168,707	-	168,707	2,672,485	-	2,672,485	789,400	-	789,400	-	-	3,630,592
Fundraising	-	-	-	412,697	-	412,697	-	-	-	-	-	412,697
Total supporting services	168,707	-	168,707	3,085,182	-	3,085,182	789,400	-	789,400	-	-	4,043,289
TOTAL EXPENSES	2,793,196	-	2,793,196	22,708,237	-	22,708,237	789,400	-	789,400	-	-	26,290,833
CHANGE IN NET ASSETS												
Net Assets - Beginning of Year	1,248,359	-	1,248,359	4,502,758	(319,812)	4,182,946	-	-	-	-	(319,812)	5,431,305
	127,125	-	127,125	2,847,837	719,812	3,567,649	-	-	-	-	719,812	3,694,774
TOTAL NET ASSETS - END OF YEAR	\$ 1,375,484	\$ -	\$ 1,375,484	\$ 7,350,596	\$ 400,000	\$ 7,750,596	\$ -	\$ -	\$ -	\$ -	\$ 400,000	\$ 9,126,079

DREAM CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES - BY SCHOOL
FOR THE YEAR ENDED JUNE 30, 2021

	Mott Haven School				East Harlem School							
	Program Services		Supporting Services		Program Services		Supporting Services					
	General Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	General Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services
Salaries and wages	\$ 1,017,788	\$ 268,097	\$ 1,285,885	\$ 116,237	\$ -	\$ 1,402,122	\$ 7,213,567	\$ 2,745,640	\$ 9,959,207	\$ 786,583	\$ -	\$ 786,583
Fringe benefits and payroll taxes (Note 12)	236,248	61,489	-287,737	25,890	-	323,627	1,603,153	622,119	2,225,272	167,494	-	167,494
Total Salaries and Related Costs	1,254,036	329,586	1,583,622	142,127	-	1,725,749	8,816,720	3,367,759	12,184,479	954,077	-	954,077
Instructors and tutors	-	-	-	-	-	-	79,565	30,942	110,507	-	-	110,507
Classroom supplies	29,533	5,625	35,158	-	-	35,158	192,082	74,698	266,780	-	-	266,780
Program food and events	-	-	-	-	-	-	34,111	13,265	47,376	-	-	47,376
Other student expenses	18,877	3,596	22,473	-	-	22,473	91,360	35,529	126,889	-	-	126,889
Contractual services (Note 8)	-	-	-	-	-	-	1,728,000	672,000	2,400,000	1,549,216	412,697	1,961,913
Consulting and professional	77,934	14,845	92,779	-	-	92,779	457,025	177,732	634,757	68,339	-	703,096
Telephone and internet	-	-	-	-	-	-	1,981	770	2,751	-	-	2,751
Communication and outreach	-	-	-	11,008	-	11,008	-	-	-	47,784	-	47,784
Professional development	36,455	9,488	45,943	3,995	-	49,938	58,956	22,878	81,834	6,160	-	87,994
Office and administration	99,038	25,777	124,815	11,018	-	135,833	106,973	41,512	148,485	11,856	-	160,341
Repairs and maintenance	-	-	-	-	-	-	129	50	179	10	-	189
Dues and publications	54	14	68	6	-	74	19,717	7,651	27,368	2,060	-	29,428
Donated facilities (Note 21 and 8)	-	-	-	-	-	-	1,256,148	488,502	1,744,650	-	-	1,744,650
Depreciation (Note 6)	-	-	-	-	-	-	3,182	1,235	4,417	332	-	4,749
Occupancy (Note 8)	604,490	115,141	719,631	-	-	719,631	1,326,600	515,900	1,842,500	-	-	1,842,500
Miscellaneous	-	-	-	553	-	553	60	23	83	32,651	-	32,734
TOTAL EXPENSES	\$ 2,120,417	\$ 504,072	\$ -2,624,489	\$ 168,707	\$ -	\$ 2,793,196	\$ 14,172,609	\$ 5,450,446	\$ 19,623,055	\$ 2,672,485	\$ 412,697	\$ 22,708,237

See independent auditors' report.

DREAM CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES - BY SCHOOL
FOR THE YEAR ENDED JUNE 30, 2021

	Highbridge School				Total									
	Program Services		Supporting Services		Program Services		Supporting Services							
	General Education	Special Education	Total Program Services	Management and General	Fundraising	General Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services			
\$	-	-	\$	8,231,355	\$	3,013,737	\$	11,245,092	\$	902,820	\$	902,820	\$	12,147,912
--	-	-	1,839,401	683,608	-	-	-	-2,523,009	193,384	-	-	193,384	-	2,716,393
	-	-	10,070,756	3,697,345	-	-	-	13,768,101	1,096,204	-	-	1,096,204	-	14,864,305
	-	-	79,565	30,942	-	-	-	110,507	-	-	-	-	-	110,507
	-	-	221,615	80,323	-	-	-	301,938	-	-	-	-	-	301,938
	-	-	34,111	13,265	-	-	-	47,376	-	-	-	-	-	47,376
	-	-	110,237	39,125	-	-	-	149,362	-	-	-	-	-	149,362
	-	-	1,728,000	672,000	789,400	-	-	2,400,000	2,338,616	412,697	-	2,751,313	-	5,151,313
	-	-	534,959	192,577	-	-	-	727,536	68,339	-	-	68,339	-	795,875
	-	-	1,981	770	-	-	-	2,751	-	-	-	-	-	2,751
	-	-	-	-	-	-	-	-	58,792	-	-	58,792	-	58,792
	-	-	95,411	32,366	-	-	-	127,777	10,155	-	-	10,155	-	137,932
	-	-	206,011	67,289	-	-	-	273,300	22,874	-	-	22,874	-	296,174
	-	-	129	50	-	-	-	179	10	-	-	10	-	189
	-	-	19,771	7,665	-	-	-	27,436	2,066	-	-	2,066	-	29,502
	-	-	1,256,148	488,502	-	-	-	1,744,650	-	-	-	-	-	1,744,650
	-	-	3,182	1,235	-	-	-	4,417	332	-	-	332	-	4,749
	-	-	1,931,090	631,041	-	-	-	2,562,131	33,204	-	-	33,204	-	2,595,335
	-	-	60	23	-	-	-	83	-	-	-	-	-	83
\$	--	\$	16,293,026	5,954,518	\$	789,400	\$	22,247,544	\$	3,630,592	\$	4,043,289	\$	26,290,833

See independent auditors' report.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Trustees of
Dream Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Dream Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 28, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



New York, NY
October 28, 2021



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	DREAM Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	James DiCosmo
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Marks Paneth LLP
School Audit Contact Name:	Matthew Estersohn
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

DREAM CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2021

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 8,383,772	\$ 5,201,733
Grants and contracts receivable	1,971,806	640,000
Accounts receivables	-	-
Prepaid expenses	34,553	200,288
Contributions and other receivables	-	859,562
TOTAL CURRENT ASSETS	10,390,131	6,901,583
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	9,911	14,660
<u>OTHER ASSETS</u>	-	-
TOTAL ASSETS	10,400,042	6,916,243
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 277,308	\$ 42,691
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	686,905	2,711,528
TOTAL CURRENT LIABILITIES	964,213	2,754,219
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	309,750	467,250
All other long-term debt and notes payable, net current maturities	-	-
TOTAL LONG-TERM LIABILITIES	309,750	467,250
TOTAL LIABILITIES	1,273,963	3,221,469
<u>NET ASSETS</u>		
Without Donor Restrictions	8,726,079	2,974,962
With Donor Restrictions	400,000	719,812
TOTAL NET ASSETS	9,126,079	3,694,774
TOTAL LIABILITIES AND NET ASSETS	10,400,042	6,916,243

CK - Should be zero

-

-

DREAM CHARTER SCHOOL
Statement of Activities
as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 14,377,863	\$ -	\$ 14,377,863	\$ 12,736,638
Students with disabilities	3,979,233	-	3,979,233	3,190,476
Grants and Contracts				
State and local	457,528	-	457,528	2,077,505
Federal - Title and IDEA	566,979	-	566,979	565,179
Federal - Other	287,521	-	287,521	-
Other	2,277,155	-	2,277,155	-
NYC DoE Rental Assistance	1,898,604	-	1,898,604	1,744,650
Food Service/Child Nutrition Program	636,319	-	636,319	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	24,481,203	-	24,481,203	20,314,448
EXPENSES				
Program Services				
Regular Education	\$ 14,172,609	\$ -	\$ 14,172,609	\$ 12,120,238
Special Education	5,450,446	-	5,450,446	4,554,099
Other Programs	-	-	-	-
Total Program Services	19,623,055	-	19,623,055	16,674,337
Management and general	2,672,485	-	2,672,485	3,372,418
Fundraising	412,697	-	412,697	411,552
TOTAL OPERATING EXPENSES	22,708,237	-	22,708,237	20,458,307
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,772,966	-	1,772,966	(143,859)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 599,042	\$ 3,922	\$ 602,964	\$ 636,015
Individuals	43,115	-	43,115	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	17,377	-	17,377	2,798
Miscellaneous income	1,746,524	-	1,746,524	29,027
Net assets released from restriction	323,734	(323,734)	-	-
TOTAL SUPPORT AND OTHER REVENUE	2,729,792	(319,812)	2,409,980	667,840
CHANGE IN NET ASSETS	4,502,758	(319,812)	4,182,946	523,981
NET ASSETS BEGINNING OF YEAR	2,847,837	719,812	3,567,649	3,043,668
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 7,350,595	\$ 400,000	\$ 7,750,595	\$ 3,567,649

DREAM CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ -	\$ -
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	-	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ -	\$ -
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ -	\$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ -	\$ -



DREAM Charter School

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

Submitted Oct 8, 2021

By Eve Colavito, Chief Education Officer

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

Grades 9-11: 439 East 115th Street
New York, NY 10029

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Eve Colavito, Chief Education Officer, and Katie Doctor, Managing Director of Educational Strategy & Data prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Ashish Doshi	Chair	Finance
Peter Daneker	Member/Trustee	
Michele Joerg	Vice Chair	
Vik Sawhney	Member/Trustee	Finance
Jonathan E. Schmerin	Member/Trustee	Finance
Jonathan Gyurko	Member/Trustee	

Eve Colavito served as the Chief of Schools at DREAM Charter School from 2009 through the 2018-19 school year and now serves as Chief Education Officer at DREAM. The principals at DREAM Charter School are Renee Canales (ES), Elizabeth Dodge (MS) and Jared Francis (HS).

SCHOOL OVERVIEW

DREAM opened in 2008 as a New York City Department of Education-authorized (NYCDOE) charter school and currently serves 795 students in PreK-12th grade. In 2012 the school's charter was renewed for a five-year term and in 2017 the school moved from authorization by NYCDOE to the SUNY Charter Schools Institute (SUNY CSI). In 2020-21 the school added its first 12th grade class, reaching full scale to serve over 1,000 students in PreK-12 and graduated its first class from high school.

DREAM is proudly an inclusive community school and has developed a reputation for supporting the needs of all learners. Currently the school demographics mirror those of Community School District 4 (CSD 4); in the 2020-21 school year, 89% of DREAM students qualified for free and reduced price lunch, 30% were students with disabilities (SWD), and 4% were English language learners (ELLs) with an additional 3% that were former ELL students¹. DREAM runs its own school food program, and therefore data from SIRS may reflect an incorrect percentage for students qualifying for free and reduced price lunch.

DREAM Charter School's mission is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.

DREAM's key design elements are:

- An innovative curriculum that emphasizes critical thinking and questioning
- A co-teaching model that reduces the teacher-to-student ratio and integrates special needs students into the general school population
- A robust data cycle that uses data to inform all aspects of teaching and learning
- A whole child approach to teaching and learning that deeply integrates social emotional learning, health, wellness, music and the arts into the overall school program
- An extended day and an extended year model that maximizes learning hours
- An active family engagement program that fosters parent/guardian participation, leadership and advocacy
- A focus on teacher motivation, development, and retention
- A universal Pre-kindergarten program that ignites learning in children

Modifications to Program During Remote Learning

The DREAM Charter School Distance Learning Model consisted of three main components: Content Delivery, Mobile Devices/Internet Access, and Additional Supports, with the goal of providing effective instruction during the COVID-19 extended school closure so that all DREAM scholars had access to high-quality learning opportunities during distance learning. Content Delivery explains which resources scholars used for core instruction and which materials were used as supplemental resources to enhance core instruction. Mobile Devices outlines the measures DREAM Charter School took to ensure that any scholar who needed a mobile device to access the instructional

¹ BEDS Day SIRS Data

resources was provided with one for the duration of the schools' closure. Lastly, additional supports were provided to each DREAM family to ensure the well-being of each scholar and their immediate family. All three components of the Learning Model were intended to reduce any disruption of learning for our scholars by providing alternative print and online assignments during the period of school closure this past Spring.

Content Delivery	Mobile Devices/Internet Access	Additional Supports
<p>Grade-specific instructional expectations, responsibilities and time parameters were outlined.</p> <p>Specific resources were listed.</p> <p>Students with specialized supports receive more frequent remote support.</p>	<p>All families surveyed by teachers to determine if they have a need for a mobile device at home to access instructional activities and internet access.</p> <p>Schools loaned Chromebooks to those students or parents who indicated they need a mobile device for use at home.</p> <p>Schools used their current inventory of Chromebooks (HS) and purchased additional Chromebooks as needed (ES/MS).</p>	<p>Guided touchpoints to invite scholar voice, establish space for processing, and maintain or strengthen pre-existing relationships.</p> <p>Clearly articulated communication pathways were developed to connect scholars and parents with the support they require.</p> <p>Proactive measures were identified and reported to identify at-risk scenarios and deploy help as soon as possible.</p> <p>High impact resources were identified and shared via weekly Family Communications and DREAM's Family Support website.</p>

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	54	54	54	54	54	54	54	52	52					482
2017-18	54	54	54	52	53	54	53	55	52	94				611
2018-19	54	53	55	53	54	54	54	54	54	97	98			682 ²
2019-20	52	54	54	54	54	54	54	54	54	119	104	98		805
2020-21	56	56	56	56	54	55	56	56	56	100	101	96	96	896

² There is one ungraded elementary student counted in the total.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2020-21	2017-18	2017	96	0	96

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2017-18	2017	96	0	96

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2020-21	2016-17	2016	--	--	NA

PROMOTION POLICY

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

State Commissioner’s Part 100.5 Diploma Requirements require students to earn at least 22 units of credit to earn a diploma. DREAM, like NYCDOE public schools, calculates credits towards graduation using a semester-based model, in which the State’s requirement of 22 units of credit equates to 44 credits. Throughout this narrative, the NYCDOE semester-based credit model is used.

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

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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

DREAM Charter School will maintain high graduation rates each year.

Goal 1: Leading Indicator

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

METHOD

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

RESULTS AND EVALUATION

DREAM achieved this measure. 100 percent of the 2019 cohort and 96 percent of the 2020 cohort earned at least 8 credits and were promoted to the next grade.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	103	100%
2020	99	96%

ADDITIONAL EVIDENCE

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

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75

percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

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

RESULTS AND EVALUATION

DREAM achieved this measure with 100 percent of the 2019 cohort earning credit for at least three NYS Regents exams after two years in high school. Please note that this cohort of students was granted exemption from the Regents requirement in both 2020 and 2021.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	96	79%
2018	2019-20	96	99%
2019	2020-21	96	100%

ADDITIONAL EVIDENCE

As evidenced in the table above, DREAM second year students have achieved this measure for the past three years.

Goal 1: Absolute Measures
 Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.³

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

³ The state’s guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

RESULTS AND EVALUATION

DREAM achieved this graduation metric, having 99 percent of their first class graduate after four years in high school!

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2017	2020-21	96	99%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2016	2020-21	NA	--

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

DREAM achieved this measure. When comparing four year graduation rates with the local district #4, DREAM’s 99 percent is 14 points higher than the most recent graduation rate in 2020 of 85%.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District – NYC #4	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20			853	85%
2017	2020-21	97	99%		

Goal 1: Absolute Measure

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

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

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

RESULTS AND EVALUATION

None of the 2017 cohort students needed to take advantage of the 4+1 pathway to graduate

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

2020-21 marked the first year of DREAM - East Harlem operating at full capacity grades K-12. Having 99 percent of our 2017 graduation cohort achieve their goal after four years in high school is even more impressive because they did so during a pandemic.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable

ACTION PLAN

DREAM – East Harlem high school programming continues to offer sufficient credit recovery opportunities. There are school-wide initiatives designed to support all students, in particular those most at-risk of not graduating on time. During remote instruction, attendance was an issue. Throughout the summer and in the beginning on the 2020-21 year, DREAM leaders developed a plan to reset expectations with students and families and put systems in place that would improve remote attendance. One pivotal component was reinvesting in our advisory program to ensure all students and families have a point of contact with an adult with whom they have a strong relationship. High school students start every day with a 20-30 minute advisory session. This consistent touch point builds a consistent routine that helps students start the day strong. In addition to community and relationship-building, advisors use that time to help students plan their daily schedule and course work as part of a rapid cycle of goal setting and reflection. These efforts have yielded substantial results.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

DREAM's 11th and 12th grade academic program is geared towards preparing students for success in college. In the 2019-20 school year, DREAM 11th graders had the opportunity to take AP Seminar and AP US History. Typically, DREAM students take the PSAT 8/9 in 9th grade, the PSAT 10 in 10th grade, and the SAT in both the spring of 11th grade and fall of 12th grade. DREAM's 11th grade Math course prioritizes content aligned to SAT Math and all students will participate in levelled SAT Prep on Saturdays during 11th and 12th grade. Some test administrations were cancelled due to COVID.

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

Goal 2: Absolute Measure

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

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

METHOD

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

RESULTS AND EVALUATION

This accountability measure was not met in 2020-21. 36 percent of all students who attempted an indicator achieved college readiness scores on an AP exam or the SAT. 52% of the students who took at least one AP exam scored a level 3 or higher.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP English Literature and Composition	55	2	8%
AP Environmental Science	15	4	27%
AP Seminar	48	10	21%
AP United States History	40	5	13%
AP Research	48	27	56%
AP Biology	12	1	8%
SAT Reading 480 & Math 530	89	16	18%
College Level Course – Barnard College and Stanford Univ.	2	2	100%
Overall	89	32	36%

Goal 2: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to

provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

As of this report, the first graduating class of 2021 just would have begun their first semester in college. We will report on how many matriculated in total in the 2021-22 report.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Although the one college prep accountability metric was not achieved, DREAM is proud that 99 percent of our first grade 12 student cohort did graduate in four years and were accepted into college. This achievement was accomplished during a pandemic, and we intend to increase the numbers who demonstrate college preparedness on paper moving forward as we build partnerships with college in high school programs. We are exploring options.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Pending 1 year

ACTION PLAN

DREAM students in grades 10-12 take a College & Career Studio course two to three times a week where they learn about and prepare for key milestones in the college and career exploration and preparation process. In addition, each high school student has monthly 1:1 check-ins with a youth development specialist or college counselor. Like the Studio course, these check-ins are milestone based. For the 2017 cohort, a big focus of spring and fall 2020 was building balanced college lists with the right mix of likely, target, and reach schools to avoid under-matching during the application phase. DREAM will continue ensuring all students can apply and be accepted into college and/or explore direct to career paths.

Alumni Programming

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

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

But support from DREAM doesn't end when our scholars graduate high school, as 100% of our senior class did last June. All DREAM program and school alumni graduate into our Legends program. Established in 2014, the Legends program's vision is for youth to pursue and complete a best-fit post-secondary path that equips them to fulfill their vision of success and achieve a career that facilitates stability and agency.

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

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

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

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

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

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

And our capacity for support is only increasing: Our Legends alumni numbers are projected to grow from 260 currently to nearly 1,000 by 2030.

Upward Pathways

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

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

All students at the DREAM Charter School will become proficient in reading and writing of the English Language.

BACKGROUND

The elementary school English Language Arts curriculum is broken into four blocks: Shared Text, Writer’s Workshop, Reader’s Workshop, and Interactive Read Aloud. Lower elementary students also receive FUNdations, a Wilson Reading System program to teach phonics and phonemic awareness.

The Shared Text curriculum is developed around six thematic units in each grade. Students read a canon of texts to create a foundational bank of shared literary experiences. Together, the six units expose students to a wide variety of fiction and nonfiction texts, while learning the skills demanded by the common core standards. Texts read within the thematic units will provide an interdisciplinary connection between content.

Middle school students engage in ten thematic units over the course of the school year. Each unit theme (Survival, Culture, Perspectives, Institutions, Balance, Identity, Greed, Ethics, Bridges, and Citizenship) serves as a consistent thread that is integrated into all academic subjects, as well as Homeroom, Advisory, and Community Gatherings.

The middle school English Language Arts curriculum is broken down into three blocks—Literature, Writer’s Workshop, and Guided Reading (which is taught during Focus). During Literature class, students and teachers engage in several novel studies. Each novel is purposefully selected to support the theme of the current integrated unit and, at times, to support the learning that is happening in Social Studies or Science. Students are exposed to a range of topics, genres, and authors through the Literature block and engage in in-depth discussion and analysis with their teachers and peers.

The purpose of our interconnected literacy program is to provide students a balanced and comprehensive understanding of literacy. Each block provides a separate, yet connected, way of approaching texts as readers and writers. Scholars learn how to think critically and analyze a wide variety of challenging texts, write in response to literature, and identify themselves as readers and writers as they choose to read and write on topics and in genres of their choice.

DREAM offers robust professional development designed to provide teachers with a variety of opportunities to develop their practice. Weekly PD sessions are held for all staff on Friday afternoons from 1:00pm to 4:00pm. PD is focused on school priorities, curriculum, student culture, staff culture and other relevant topics throughout the year. All DREAM classroom teachers receive professional development on how to administer the Fountas and Pinnell Benchmark Assessment and use the results to teach guided reading.

Teachers also use PD and other common planning times to conduct unit previews and reviews. The purpose of a unit preview is to intellectually prepare to teach the upcoming unit by internalizing

desired outcomes, what evidence of student mastery will look like and sound like, and plan for student understanding. Unit previews allow for effective backwards planning, which increases the purposefulness and intentionality of instruction and allows teachers to make better instructional decisions every step of the way. At the end of each unit teachers analyze the unit assessment results using our unit review protocol. This practice allows teachers to identify gaps in student learning and take targeted action to reteach and remediate as needed.

DREAM implements a robust interim assessment data cycle that empowers teachers to use the data collected through interim assessments to plan targeted re-teaching that develop the skills students need most. DREAM administers interim assessments four times a year - in October, December, February and June. Instructional leaders review the data to identify big picture trends, determine whether students are on-track to meet end of year goals, and select the priority standards teachers will focus on during Data Day. On Data Day, teachers analyze data and create an action plan for re-teaching priority standards. The backbone of DREAM's approach is "item analysis," which allows teachers to define precise student misunderstandings. Assessment questions are carefully written to assess specific sub-skills within standards and include wrong answer choices that reveal information about why students are making specific mistakes. By unpacking a question at this depth, DREAM can truly understand and target student misconceptions within the standard. Teachers put these "re-teach" plans into action and administer a re-assessment to measure student learning. The re-assessment is carefully designed to mirror the format and rigor of the interim assessment. After collecting re-assessment data, teachers meet with their coach or grade team to define the impact of re-teach plans and identify causes for success or lack of success.

METHOD

Fountas & Pinnell diagnostic reading assessments were administered in October and December to grades K-8 and virtually in June to grades K-3. DREAM CS administered the Winter 2020 NWEA MAP in December.

METHOD

DREAM students were assessed in ELA with the following tools in 2020-21:

- Internal interim assessments 4x
- Fountas & Pinnell 4x
- New York State ELA

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internal Interim Assessment in ELA and F&P.

RESULTS AND EVALUATION

Overall, 46% of DREAM East Harlem 3-8 scholars performed at or above proficiency level on the Spring 2021 ELA Interim Assessment.

Percent Proficient by Grade

Grade 3	35%
Grade 4	64%
Grade 5	43%
Grade 6	45%
Grade 7	45%
Grade 8	46%
Overall	46%

In addition, 39% of DREAM East Harlem 3-8 scholars scored at or above their Fountas & Pinnell EOY reading benchmark.

**Percent Scoring at or above their F & P
EOY Reading Benchmark**

Grade 3	42%
Grade 4	25%
Grade 5	30%
Grade 6	7%
Grade 7	59%
Grade 8	69%

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

After over a year of learning during a pandemic, our students did demonstrate some progress in ELA. Based on Spring Interim testing, 46 percent scored at grade level proficiency. In addition, 36 percent overall grades 3-8 scored at their end of year targets on the Fountas & Pinnell. Moving forward and back into the classroom full time, we anticipate some learning loss and will address it based on baseline assessment indicators.

ACTION PLAN

Going forward, we continue to keep many of the Daily ELA routines and practices the students are familiar with for reading, writing and communicating.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

DREAM did not achieve this high school ELA Regents metric. The 2017 cohort fell just short of the 65% goal having 61% earn a performance level of 4.

**Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁴**

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

ADDITIONAL EVIDENCE

The upcoming cohorts are making progress toward this goal, but might not retake the ELA Regents if the

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	97	60%	96 *84 Tested	61%
2018	96	55%	96 *65 Tested	49%
2019	104	Exempt	103 *61 Tested	33%
2020			99 *11 Tested	18%

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the

⁴ Based on the highest score for each student on the English Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

DREAM students achieved this high school ELA measure with 100% of the 2017 cohort passing the NYS English Language Arts Regents after four years in the cohort.

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

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

ADDITIONAL EVIDENCE

All students tested and represented in the below table have achieved this measure in ELA, earning at least a performance level 3 on the NYS ELA Regents exam.

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	99%	96 *84 Tested	100%
2018	96	98%	96 *65 Tested	87%
2019	104	Exempt	103 *61 Tested	100%
2020			99 *11 Tested	100%

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

This measure was met by DREAM. 60 percent of the students who did not score at proficiency levels in grade 8 ELA did earn a score of Level 4 on the NYS English Regents exam in high school.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2017	2020-21	15	0	9	60%

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

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

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	15	0	15	100%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

DREAM students performed well on the NYS English Language Arts Regents exam. Having 61 percent of the students tested earn a performance level of 4 and all of them pass with a level 3 is encouraging. In addition, we are pleased to report that all fifteen students who we have on record as performing below proficiency in 8th grade did demonstrate proficiency in ELA before graduating by passing the Regents.

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

ACTION PLAN

DREAM plans to transition back to in-school learning while keeping some instructional practices that have worked well during virtual school. We continue our morning advisory to keep students on track and rely on our vetted ELA programming across all grades.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

All Students at the DREAM Charter School will become proficient in Mathematics.

BACKGROUND

DREAM believes that scholars must develop a deep, conceptual understanding of math in order to be able to achieve the college or career of their choice. To achieve that depth of understanding, our Math curriculum is rooted in Cognitively Guided Instruction (CGI). CGI is built on the belief that scholars must be charged with constructing problem-solving strategies that make sense to them and build on their prior knowledge of the world. In the story problem (ES) and problem solving (MS) blocks, scholars are challenged to defend their strategies and reflect on their approach to solving the problem. Additionally, scholars will analyze the strategies of their peers and make generalizations and conjectures about mathematical concepts. Through analyzing, scholars learn more advanced strategies and gain a more complex understanding of mathematical concepts. In contrast to the traditional teaching method of direct modeling and practice, our approach allows scholars to develop meaningful and lasting mathematical understandings.

The purpose of the elementary school Math Workshop block is to address all of the Common Core standards at a given grade level. The math units that comprise the Math Workshop block address domains not mastered in the Story Problem block, such as measurement, data and geometry. Through the use of TERC Investigations and Context for Learning Mathematics our scholars are exposed to a variety of mathematical concepts and strategies. During the math block at DREAM our scholars learn how to apply different problem solving strategies by listening and observing their peers. Our math instruction is Common Core aligned with an emphasis on exploratory learning. Teachers act as strategic facilitators of this process to surface and make connections among mathematical concepts. Middle school teachers use the Mathematics in Context (MiC) curriculum in which each unit is organized by domain including Number, Geometry, Algebra, and Statistics and Probability. The curriculum uses realistic, real-world contexts that engage and motivate students and uses various representations that will encourage retention and flexible thinking.

During Story Problem and Problem Solving, students are presented with a purposefully planned word problem. After a brief launch, students spend several minutes solving the problem, using multiple strategies of their choice. During this time, the teacher circulates in order to gather data and choose 2-3 scholars to share their work. During the share, students dictate their strategy to the teacher as s/he images the student's work for all to see. After the share, the teacher engages students in a discourse about the shared strategies, in which students share computational strategies to construct deeper understandings about Operations and Algebra.

An additional part of the math program at DREAM consists of math routines. These routines are short but important. They force students to think critically and flexibly and allow teachers to assess student thinking in a short period of time. Routines should be planned purposefully to meet the needs of the scholars in the class. Math routines develop strong scholar counting skills, number sense, fluency, and deepen the understanding of key mathematical concepts. These routines include: Counting Around the Room, True/False Number Sentences, Number Strings, and more.

METHOD

3rd through 8th graders took the following math assessments:

- Internal interim assessments 4x
- New York State Math Exams in grades 3-8

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: Both internal interim assessments and NYS Math exams.

RESULTS AND EVALUATION

Overall, 35% of DREAM East Harlem 3-8 scholars performed at or above proficiency level on the Spring 2021 Math Interim Assessment.

Percent Proficient by Grade

Grade 3	43%
Grade 4	44%
Grade 5	42%
Grade 6	32%
Grade 7	33%
<u>Grade 8</u>	<u>16%</u>
Overall	35%

ADDITIONAL EVIDENCE

At the time of this report, grade 3-8 NYS Math assessment results have not been made public yet.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Progress in math was assessed in grades K-8 in the 2020-21 school year, however much attention was also being pulled in other areas as we navigated the entire year dealing with the pandemic. As much as we focused on the student needs and growth in math, the school grappled with remote learning as well as teachers learning techniques to teach while considering asynchronous instruction as well in an online setting. The interim assessments were utilized to determine which math concepts needed revisiting and where students tested well.

ACTION PLAN

In math, we continue to prioritize the major work of the grade and standards that directly lead students to preparation for that work. DREAM is using a tool which outlines standards that should

be addressed before and within core instruction. The former are prior knowledge and skills students need to access the grade-level standard. The latter are standards without which students will have an entry point but will benefit from instruction that weaves in this prior-grade content. To support accelerated learning, DREAM invested in training teachers to diagnose students’ unfinished learning and provide just-in-time intervention.

As students return to full-time school in the building, we continue to utilize routines that have been helpful through the past 18 months while returning to a normal school day as much as possible.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

DREAM did not meet this math measure. 12.5% of the students in the 2017 accountability cohort earned a score on a NYS Math Regents falling above the cutoff for performance level 4.

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

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

ADDITIONAL EVIDENCE

A portion of all tested cohort students earn scores in the performance level 4 range. We anticipate the percentages to increase as instruction returns to the classroom full-time.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	97	11%	96 80 Tested	12.5%
2018	96	4%	96 71 Tested	13%
2019	104	Exempt	103 11 Tested	18%
2020			99 29 Tested	14%

Goal 4: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

DREAM achieved this math metric, having all students in the 2017 cohort earn credit for passing a NYS Regents after four years in high school.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

ADDITIONAL EVIDENCE

As evidenced by the table below, 100% of all DREAM high school students who took a NYS Math Regents exam scored at least a 65 (Level 3) as of the completion of 2020-21.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	84%	96 80 Tested	100%
2018	96	63%	96 71 Tested	100%
2019	104	Exempt	103 11 Tested	100%
2020			99 29 Tested	100%

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

This measure was not achieved. Unfortunately, only 2% of the students who tested below proficiency on the 8th grade NYS Math exam earned a performance level 4 before graduation.

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

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

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

This measure was not met. 45 of the 65 fourth year high school students who performed below proficiency in 8th grade on the NYS math assessment earned at least a level 3 on a NYS Math Regents in high school. The remaining 20 earned an exemption during the pause in Regents due to COVID 19.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ⁵

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2017	2020-21	65	0	45	69%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Although all students in the 2017 accountability cohort earned credit for passing a NYS Math regents exam after four years in high school, DREAM continues to develop rigorous instruction to enable students to earn higher passing scores in the Performance Level 4 range.

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

⁵ Based on the highest score for each student on the mathematics Regents exam

	exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met

ACTION PLAN

DREAM continues to work to increase the percentage of students achieving a college and career ready score on a Regents mathematics exam during their four years of high school. Ninth graders who are significantly below grade level in math will receive targeted math intervention using the Math 180 program.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

All students at DREAM Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

DREAM believes that scholars should learn science in a hands-on, interactive way. As scientists, DREAM scholars ask questions, make hypotheses, conduct experiments and draw conclusions based on their results. Elementary school science lessons come from an inquiry-based curriculum, which means the scholars discover the answers to their own questions and construct their own knowledge about the world around them. We do not use textbooks, but we do read nonfiction texts. Our middle school science curriculum is based off of the Common Core State Standards and NYS Science Core Curriculum and includes physical setting and living environment content, with an emphasis on inquiry and problem solving skills. Each middle school science unit focuses on two of our integrated themes and challenges students to apply science content to their personal lives. Students are encouraged to reflect on how their choices today impact both their health and environment tomorrow. Students learn to support their viewpoints with evidence and use inquiry as a driving force for exploring the natural world.

METHOD

Elementary and middle school science instruction continued as outlined within the re-opening plan for 2020-21; synchronous and asynchronous schedules and assignments including many lessons presented on video so students could watch multiple times as needed. Hands-on activities were completed if they could be performed safely or could be done independently at home with household objects. Internal interim assessments were given four times per year. 8th grade students took the NYS Science exam.

RESULTS AND EVALUATION

2020-21 NYS Science Assessments have not been made public.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Teachers and students are enjoying being back in the classroom to do hands-on science activities together in 2021-22. 2021 NYS Science 8 exam scores have not been made public as of this report.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

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

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

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

ADDITIONAL EVIDENCE

As demonstrated in the table below, DREAM students in all four high school accountability cohorts earned credit for the NYS Regents exam have passed with a 65+. The students who did not earn credit with a passing score of 65 were granted an exemption for graduation because the Regents were interrupted during the pandemic.

⁶ Based on the highest score for each student on any science Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	82%	96 80 Tested	100%
2018	96	77%	96 77 Tested	100%
2019	104	Exempt	103 6 Tested	100%
2020			99 1 Tested	100%

Goal 5: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Because the U.S. History Regents was not administered in June 2020 or 2021, almost none of the 2017 cohort sat for the test. The one student who did take it passed it.

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

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

ADDITIONAL EVIDENCE

The four students in the 2018 accountability cohort who took the exam in Global History earned at least a performance level of 3, while others earned exemption during the pandemic.

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	Exempt	96 1 Tested	100%
2018	96	N/A	96 4 Tested	100%
2019	104	N/A	103 5 Tested	67%
2020			99 0 Tested	Exempt

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

DREAM achieved this high school social studies metric. All students in the 2017 accountability cohort who took the NYS Regents exam in Global History earned at least a 65 of the after four years in high school.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

ADDITIONAL EVIDENCE

Both students in the 2018 accountability cohort who took the exam in Global History earned at least a performance level of 3.

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

Cohort Designation	2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	97	82%	96 81 Tested	100%
2018	96	Exempt	96 2 Tested	100%
2019	104	N/A	103 0 Tested	Exempt
2020			99 0 Tested	Exempt

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

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

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	DREAM Charter School Board of Trustees
Name of trustee (print):	Ashish Doshi
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chairman of the Board of Trustees
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Ashish Doshi

Ashish Doshi (Jun 28, 2021 10:51 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Dream Charter School
Name of trustee (print):	Peter Daneker
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Peter Daneker
Peter Daneker (Jun 29, 2021 10:05 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	DREAM Charter School
Name of trustee (print):	Michele Joerg
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	vice chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



Michele Joerg (Jun 24, 2021 11:30 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Dream Charter School
Name of trustee (print):	Jonathan Schmerin
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board member
Email Address:	jschmerin@georgetownco.com

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Jonathan E. Schmerin
Jonathan E. Schmerin (Jun 29, 2021 23:30 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Certificate of Occupancy

CO Number: 121181158F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Manhattan	Block Number: 01652	Certificate Type: Final
	Address: 222 EAST 104TH STREET	Lot Number(s): 7501	Effective Date: 12/02/2016
	Building Identification Number (BIN): 1088906	Building Type: New	
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification:	1-B	(2014/2008 Code)
	Building Occupancy Group classification:	R-2	(2014/2008 Code)
	Multiple Dwelling Law Classification:	HAEA	
	No. of stories: 11	Height in feet: 116	No. of dwelling units: 89
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: 121181158F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
---------------	---------------------------	---------------------------	-------------------------------	---------------------------	------------------	--------------------



Borough Commissioner

Commissioner

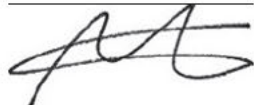
Certificate of Occupancy

CO Number: 121181158F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use



Borough Commissioner



Commissioner

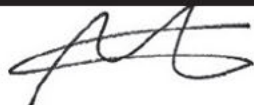
Certificate of Occupancy

CO Number: 121181158F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: 121181158F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
------------------	---------------------------------	---------------------------------	--	---------------------------------	---------------------	--------------------



END OF SECTION

Borough Commissioner

Commissioner

END OF DOCUMENT

Location: Dream School
 1991 2nd Ave
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Combo Standpipe Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection
Combo Standpipe Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 7/26/2021

Duration: 1.50 Hours

Service Type: Monthly

Inspector(s): Emmett Brown

Follow-Up Required:

QU4675

I. Initial Actions

- | | | | |
|---|--|-----------------------------|---|
| 1) Were building management and occupants notified of the inspection? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| b) Name and title of person | Casey | | |
| 2) Was the fire or police department notified of the inspection? | 2) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |
| 3) Was the monitoring company notified? | 3) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |

II. Sprinkler Inspections:

A. Visual Inspection in Sprinkler Room

- | | | | |
|--|--|--|---|
| 1) Is the system hydraulically designed? | 1) <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | |
| a) If yes, is the proper nameplate readable and attached to riser? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| 2) Who is performing monthly inspections? | Afp | | |
| 3) Are the retard chambers, drains, piping, & valves free of leaks? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 4) Are the sprinkler gauges in good condition and calibrated within 5 years? | 4) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 5) Is the alarm valve in good condition and free of visible damage? | 5) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 6) Are all other valves in good condition and free of visible damage? | 6) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 7. Key valves identified with signs: | | | |
| a) Main drain? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| b) Main control valve? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| c) Inspector's test valve? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| d) Alarm test? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| e) Auxiliary drain? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| f) Other | | | |
| 8) Is there a spare sprinkler box? | 8) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) with wrench? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| b) with sprinklers? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| c) number of spare sprinklers? | | | |

Location: Dream School
 1991 2nd Ave
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Combo Standpipe Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection
Combo Standpipe Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 6/25/2021 **Duration:** 1.50 Hours
Service Type: Monthly
Inspector(s): Emmett Brown

Follow-Up Required:

QV/ST5

I. Initial Actions

- | | | | |
|---|--|-----------------------------|---|
| 1) Were building management and occupants notified of the inspection? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| b) Name and title of person | Casey | | |
| 2) Was the fire or police department notified of the inspection? | 2) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |
| 3) Was the monitoring company notified? | 3) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |

II. Sprinkler Inspections:

A. Visual Inspection in Sprinkler Room

- | | | | |
|--|--|--|---|
| 1) Is the system hydraulically designed? | 1) <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | |
| a) If yes, is the proper nameplate readable and attached to riser? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| 2) Who is performing monthly inspections? | 2) Afp | | |
| 3) Are the retard chambers, drains, piping, & valves free of leaks? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 4) Are the sprinkler gauges in good condition and calibrated within 5 years? | 4) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 5) Is the alarm valve in good condition and free of visible damage? | 5) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 6) Are all other valves in good condition and free of visible damage? | 6) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 7. Key valves identified with signs: | | | |
| a) Main drain? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| b) Main control valve? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| c) Inspector's test valve? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| d) Alarm test? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| e) Auxiliary drain? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| f) Other | | | |
| 8) Is there a spare sprinkler box? | 8) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) with wrench? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| b) with sprinklers? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| c) number of spare sprinklers? | | | |

ASSOCIATED fire PROTECTION

100 Jackson Street Phone: 973-684-7250 NYC MASTER FIRE PIPING CONT.: 367A
 Paterson, NJ 07501 Fax: associatedfire.com

Certificate #
 Customer #
 Location #
 Workorder #

Location: Dream School
 1991 2nd Ave
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Combo Standpipe Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection Combo Standpipe Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 5/28/2021 **Duration:** 0.75 Hours
Service Type: Monthly
Inspector(s): Emmett Brown
 DaShon Smalls

Follow-Up Required:

Q19678

I. Initial Actions

- | | | | |
|---|--|-----------------------------|---|
| 1) Were building management and occupants notified of the inspection? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| b) Name and title of person | Casey | | |
| 2) Was the fire or police department notified of the inspection? | 2) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |
| 3) Was the monitoring company notified? | 3) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |

II. Sprinkler Inspections:

A. Visual Inspection in Sprinkler Room

- | | | | |
|--|--|--|---|
| 1) Is the system hydraulically designed? | 1) <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | |
| a) If yes, is the proper nameplate readable and attached to riser? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| 2) Who is performing monthly inspections? | Afp | | |
| 3) Are the retard chambers, drains, piping, & valves free of leaks? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 4) Are the sprinkler gauges in good condition and calibrated within 5 years? | 4) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 5) Is the alarm valve in good condition and free of visible damage? | 5) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 6) Are all other valves in good condition and free of visible damage? | 6) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 7. Key valves identified with signs: | | | |
| a) Main drain? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| b) Main control valve? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| c) Inspector's test valve? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| d) Alarm test? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| e) Auxiliary drain? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| f) Other | | | |
| 8) Is there a spare sprinkler box? | 8) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) with wrench? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| b) with sprinklers? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| c) number of spare sprinklers? | 6 | | |

ASSOCIATED fire PROTECTION

100 Jackson Street Phone: 973-684-7250 NYC MASTER FIRE PIPING CONT.: 367A
Paterson, NJ 07501 Fax: associatedfire.com

Certificate
Customer
Location
Workorder

Location: Dream School
1991 2nd Ave
New York, NY 10029

Contact: Casey Williams

System ID # 11

System Description: Backflow Preventer (Fire)

System Location:

Service Interval: Annual

Certificate of Inspection

Backflow Preventer

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 4/20/2021

Duration: 0.33 Hours

Service Type: Annual

Inspector(s): System Service Subcontractor
Nora Singleton

Follow-Up Required:

02/519

I. Initial Actions

- 1) Were building management and occupants notified of the inspection? 1) Yes No N/A
a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? Yes No
- b) Name and title of person Customer
- 2) Was the fire or police department notified of the inspection? 2) Yes No N/A
a) Name / ID number of person notified -
- 3) Was the monitoring company notified? 3) Yes No N/A
a) Name / ID number of person notified -

II. Inspections:

Inspection and test performed on the backflow preventer unit.

III. Final

- 1) Has building management been notified that the inspection is complete and the system is back in service and made aware of any deficiencies? 1) Yes No N/A
a) Name of person notified Customer
- 2) Has the fire or police department been notified that the system is back in service? 2) Yes No N/A
a) Name / ID number of person notified -
- 3) Has the monitoring company been notified that the system is back in service? 3) Yes No N/A
a) Name / ID number of person notified -
- 4) Is a properly completed inspection tag attached to the system? 4) Yes No N/A

IV. Repairs, Deficiencies, & Recommendations:

Repairs made to the system:

Deficiencies:

ASSOCIATED **fire** PROTECTION

100 Jackson Street Phone: 973-684-7250 NYC MASTER FIRE PIPING CONT.: 367A
 Paterson, NJ 07501 Fax: associatedfire.com

Certificate #
 Customer #
 Location #
 Workorder #

Location: Dream School
 1991 2nd Ave
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Combo Standpipe Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection Combo Standpipe Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 3/29/2021

Duration: 1.00 Hours

Service Type: Monthly

Inspector(s): Carlos Molina

Follow-Up Required:

QVACT5

I. Initial Actions

- | | | | |
|---|--|-----------------------------|---|
| 1) Were building management and occupants notified of the inspection? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| b) Name and title of person | Casey | | |
| 2) Was the fire or police department notified of the inspection? | 2) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |
| 3) Was the monitoring company notified? | 3) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |

II. Sprinkler Inspections:

A. Visual Inspection in Sprinkler Room

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Is the system hydraulically designed? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| a) If yes, is the proper nameplate readable and attached to riser? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 2) Who is performing monthly inspections? | AFP | | |
| 3) Are the retard chambers, drains, piping, & valves free of leaks? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 4) Are the sprinkler gauges in good condition and calibrated within 5 years? | 4) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 5) Is the alarm valve in good condition and free of visible damage? | 5) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 6) Are all other valves in good condition and free of visible damage? | 6) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 7. Key valves identified with signs: | | | |
| a) Main drain? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| b) Main control valve? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| c) Inspector's test valve? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| d) Alarm test? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| e) Auxiliary drain? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| f) Other | | | |
| 8) Is there a spare sprinkler box? | 8) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) with wrench? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| b) with sprinklers? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| c) number of spare sprinklers? | 6 | | |

ASSOCIATED fire PROTECTION

100 Jackson Street Phone: 973-684-7250 NYC MASTER FIRE PIPING CONT.: 367A
 Paterson, NJ 07501 Fax: associatedfire.com

Certificate #
 Customer #
 Location #
 Workorder #

Location: Dream School
 1991 2nd Ave
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Combo Standpipe Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection

Combo Standpipe Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 2/22/2021

Duration: 2.50 Hours

Service Type: Monthly

Inspector(s): DaShon Smalls

Follow-Up Required:

QUP625

I. Initial Actions

- | | | | |
|---|--|-----------------------------|---|
| 1) Were building management and occupants notified of the inspection? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| b) Name and title of person | Casey | | |
| 2) Was the fire or police department notified of the inspection? | 2) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | n/a | | |
| 3) Was the monitoring company notified? | 3) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | n/a | | |

II. Sprinkler Inspections:

A. Visual Inspection in Sprinkler Room

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Is the system hydraulically designed? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| a) If yes, is the proper nameplate readable and attached to riser? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 2) Who is performing monthly inspections? | AFP | | |
| 3) Are the retard chambers, drains, piping, & valves free of leaks? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 4) Are the sprinkler gauges in good condition and calibrated within 5 years? | 4) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 5) Is the alarm valve in good condition and free of visible damage? | 5) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 6) Are all other valves in good condition and free of visible damage? | 6) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 7. Key valves identified with signs: | | | |
| a) Main drain? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| b) Main control valve? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| c) Inspector's test valve? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| d) Alarm test? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| e) Auxiliary drain? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| f) Other | | | |
| 8) Is there a spare sprinkler box? | 8) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) with wrench? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| b) with sprinklers? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| c) number of spare sprinklers? | | | |

ASSOCIATED **fire** PROTECTION

100 Jackson Street Phone: 973-684-7250 NYC MASTER FIRE PIPING CONT.: 367A
Paterson, NJ 07501 Fax: associatedfire.com

Certificate
Customer
Location #
Workorder

Location: Dream School
1991 2nd Ave
New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Combo Standpipe Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection

Combo Standpipe Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 12/11/2020 **Duration:** 2.00 Hours
Service Type: Monthly
Inspector(s): Lemuel Griffith

Follow-Up Required:

AVSP25

I. Initial Actions

- | | |
|---|---|
| 1) Were building management and occupants notified of the inspection? | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| b) Name and title of person | Casey |
| 2) Was the fire or police department notified of the inspection? | 2) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | N/A |
| 3) Was the monitoring company notified? | 3) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | N/A |

II. Sprinkler Inspections:

A. Visual Inspection in Sprinkler Room

- | | |
|--|---|
| 1) Is the system hydraulically designed? | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| a) If yes, is the proper nameplate readable and attached to riser? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 2) Who is performing monthly inspections? | 2) AFP |
| 3) Are the retard chambers, drains, piping, & valves free of leaks? | 3) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 4) Are the sprinkler gauges in good condition and calibrated within 5 years? | 4) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 5) Is the alarm valve in good condition and free of visible damage? | 5) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 6) Are all other valves in good condition and free of visible damage? | 6) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 7. Key valves identified with signs: | |
| a) Main drain? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| b) Main control valve? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| c) Inspector's test valve? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| d) Alarm test? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| e) Auxiliary drain? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| f) Other | |
| 8) Is there a spare sprinkler box? | 8) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| a) with wrench? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| b) with sprinklers? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| c) number of spare sprinklers? | |

ASSOCIATED **fire** PROTECTION

100 Jackson Street Phone: 973-684-7250 NYC MASTER FIRE PIPING CONT.: 367A
 Paterson, NJ 07501 Fax: associatedfire.com

Certificate #
 Customer #
 Location #
 Workorder #

Location: Dream School
 Bldg#/Store ID: High School
 443 E 115th Street
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Wet Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection Wet Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 7/26/2021 **Duration:** 1.25 Hours

Service Type: Monthly

Inspector(s): Emmett Brown

Follow-Up Required:

QVFS-46

I. Initial Actions

- | | | | |
|---|--|-----------------------------|---|
| 1) Were building management and occupants notified of the inspection? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| b) Name and title of person | Casey | | |
| 2) Was the fire or police department notified of the inspection? | 2) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |
| 3) Was the monitoring company notified? | 3) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |

II. Inspections:

A. Visual Inspection in Sprinkler Room

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Are the retard chambers, drains, piping, & valves free of leaks? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 2) Are the sprinkler gauges in good condition and calibrated within 5 years? | 2) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 3) Is the alarm valve in good condition and free of visible damage? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 4) Are all other valves in good condition and free of visible damage? | 4) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 5) Is there a spare sprinkler box? | 5) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 6) Is the control valve in the correct (open or closed) position? | 6) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 7) Is the control valve either locked or provided with a supervisory switch? | 7) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 8) Does it appear that the sprinkler room is adequately heated? | 8) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |

B. Visual Inspection of the Outside of the Building (Fire Department Connection, Main Drain Outlet, and Inspector's Test Outlet)

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Is the fire department connection visible and accessible? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 2) Is the fire department connection sign visible and legible? | 2) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 3) Are the plugs or caps in place and in good condition? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |

III. Final

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Has building management been notified that the inspection is complete and the | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
|--|--|-----------------------------|------------------------------|

ASSOCIATED **fire** PROTECTION

100 Jackson Street Phone: 973-684-7250 NYC MASTER FIRE PIPING CONT.: 367A
 Paterson, NJ 07501 Fax: associatedfire.com

Certificate #
 Customer #
 Location #
 Workorder #

Location: Dream School
 Bldg#/Store ID: High School
 443 E 115th Street
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Wet Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection

Wet Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 6/25/2021

Duration: 1.25 Hours

Service Type: Monthly

Inspector(s): Emmett Brown

Follow-Up Required:

QV7346

I. Initial Actions

- | | | | |
|---|--|-----------------------------|---|
| 1) Were building management and occupants notified of the inspection? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| b) Name and title of person | Felix | | |
| 2) Was the fire or police department notified of the inspection? | 2) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |
| 3) Was the monitoring company notified? | 3) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |

II. Inspections:

A. Visual Inspection in Sprinkler Room

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Are the retard chambers, drains, piping, & valves free of leaks? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 2) Are the sprinkler gauges in good condition and calibrated within 5 years? | 2) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 3) Is the alarm valve in good condition and free of visible damage? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 4) Are all other valves in good condition and free of visible damage? | 4) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 5) Is there a spare sprinkler box? | 5) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 6) Is the control valve in the correct (open or closed) position? | 6) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 7) Is the control valve either locked or provided with a supervisory switch? | 7) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 8) Does it appear that the sprinkler room is adequately heated? | 8) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |

B. Visual Inspection of the Outside of the Building (Fire Department Connection, Main Drain Outlet, and Inspector's Test Outlet)

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Is the fire department connection visible and accessible? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 2) Is the fire department connection sign visible and legible? | 2) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 3) Are the plugs or caps in place and in good condition? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |

III. Final

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Has building management been notified that the inspection is complete and the | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
|--|--|-----------------------------|------------------------------|

Location: Dream School
 Bldg#/Store ID: High School
 443 E 115th Street
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Wet Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection

Wet Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 5/28/2021

Duration: 1.50 Hours

Service Type: Monthly

Inspector(s): Emmett Brown

Follow-Up Required:

GV#546

I. Initial Actions

- 1) Were building management and occupants notified of the inspection? 1) Yes No N/A
 a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? Yes No
- b) Name and title of person Felix
- 2) Was the fire or police department notified of the inspection? 2) Yes No N/A
 a) Name / ID number of person notified na
- 3) Was the monitoring company notified? 3) Yes No N/A
 a) Name / ID number of person notified na

II. Inspections:

A. Visual Inspection in Sprinkler Room

- 1) Are the retard chambers, drains, piping, & valves free of leaks? 1) Yes No N/A
 2) Are the sprinkler gauges in good condition and calibrated within 5 years? 2) Yes No N/A
 3) Is the alarm valve in good condition and free of visible damage? 3) Yes No N/A
 4) Are all other valves in good condition and free of visible damage? 4) Yes No N/A
 5) Is there a spare sprinkler box? 5) Yes No N/A
 6) Is the control valve in the correct (open or closed) position? 6) Yes No N/A
 7) Is the control valve either locked or provided with a supervisory switch? 7) Yes No N/A
 8) Does it appear that the sprinkler room is adequately heated? 8) Yes No N/A

B. Visual Inspection of the Outside of the Building (Fire Department Connection, Main Drain Outlet, and Inspector's Test Outlet)

- 1) Is the fire department connection visible and accessible? 1) Yes No N/A
 2) Is the fire department connection sign visible and legible? 2) Yes No N/A
 3) Are the plugs or caps in place and in good condition? 3) Yes No N/A

III. Final

- 1) Has building management been notified that the inspection is complete and the 1) Yes No N/A

Location: Dream School
 Bldg#/Store ID: High School
 443 E 115th Street
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Wet Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection

Wet Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 4/23/2021

Duration: 1.50 Hours

Service Type: Monthly

Inspector(s): Carlos Molina

Follow-Up Required:

OV#346

I. Initial Actions

- | | | | |
|---|--|-----------------------------|---|
| 1) Were building management and occupants notified of the inspection? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |
| b) Name and title of person | Casey | | |
| 2) Was the fire or police department notified of the inspection? | 2) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |
| 3) Was the monitoring company notified? | 3) <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input checked="" type="checkbox"/> N/A |
| a) Name / ID number of person notified | na | | |

II. Inspections:

A. Visual Inspection in Sprinkler Room

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Are the retard chambers, drains, piping, & valves free of leaks? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 2) Are the sprinkler gauges in good condition and calibrated within 5 years? | 2) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 3) Is the alarm valve in good condition and free of visible damage? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 4) Are all other valves in good condition and free of visible damage? | 4) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 5) Is there a spare sprinkler box? | 5) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 6) Is the control valve in the correct (open or closed) position? | 6) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 7) Is the control valve either locked or provided with a supervisory switch? | 7) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 8) Does it appear that the sprinkler room is adequately heated? | 8) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |

B. Visual Inspection of the Outside of the Building (Fire Department Connection, Main Drain Outlet, and Inspector's Test Outlet)

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Is the fire department connection visible and accessible? | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 2) Is the fire department connection sign visible and legible? | 2) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
| 3) Are the plugs or caps in place and in good condition? | 3) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |

III. Final

- | | | | |
|--|--|-----------------------------|------------------------------|
| 1) Has building management been notified that the inspection is complete and the | 1) <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> N/A |
|--|--|-----------------------------|------------------------------|

ASSOCIATED fire PROTECTION

100 Jackson Street Phone: 973-684-7250 NYC MASTER FIRE PIPING CONT.: 367A
 Paterson, NJ 07501 Fax: associatedfire.com

Certificate #
 Customer #
 Location #
 Workorder #

Location: Dream School
 Bldg#/Store ID: High School
 443 E 115th Street
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Wet Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection Wet Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 3/29/2021

Duration: 1.00 Hours

Service Type: Annual

Inspector(s): Carlos Molina

Follow-Up Required:

07/545

I. Initial Actions

- | | |
|---|---|
| 1) Were building management and occupants notified of the inspection? | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| b) Name and title of person | Casey |
| 2) Was the fire or police department notified of the inspection? | 2) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| a) Name / ID number of person notified | Casey called |
| 3) Was the monitoring company notified? | 3) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| a) Name / ID number of person notified | Casey notified |

II. Inspections:

A. Visual Inspection in Sprinkler Room

- | | |
|--|---|
| 1) Is the system hydraulically designed? | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| a) If yes, is the proper nameplate readable and attached to riser? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 2) Who is performing quarterly inspections? | 2) AFP |
| 3) Who is performing monthly inspections? | 3) AFP |
| 4) Are the retard chambers, drains, piping, & valves free of leaks? | 4) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 5) Are the sprinkler gauges in good condition and calibrated within 5 years? | 5) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 6) Is the alarm valve in good condition and free of visible damage? | 6) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 7) Are all other valves in good condition and free of visible damage? | 7) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 8. Key valves identified with signs: | |
| a) Main drain? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| b) Main control valve? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| c) Inspector's test valve? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| d) Alarm test? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| e) Auxiliary drain? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| f) Other | |
| 9) Is there a spare sprinkler box? | 9) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| a) with wrench? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |

ASSOCIATED fire PROTECTION

100 Jackson Street Phone: 973-684-7250 NYC MASTER FIRE PIPING CONT.: 367A
Paterson, NJ 07501 Fax: associatedfire.com

Certificate #
Customer #
Location #
Workorder #

Location: Dream School
Bldg#/Store ID: High School
443 E 115th Street
New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Wet Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection

Wet Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 2/22/2021

Duration: 2.00 Hours

Service Type: Monthly

Inspector(s): DaShon Smalls

Follow-Up Required:

GV4546

I. Initial Actions

- 1) Were building management and occupants notified of the inspection? 1) Yes No N/A
a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? Yes No
b) Name and title of person Felix
2) Was the fire or police department notified of the inspection? 2) Yes No N/A
a) Name / ID number of person notified n/a
3) Was the monitoring company notified? 3) Yes No N/A
a) Name / ID number of person notified n/a

II. Inspections:

A. Visual Inspection in Sprinkler Room

- 1) Are the retard chambers, drains, piping, & valves free of leaks? 1) Yes No N/A
2) Are the sprinkler gauges in good condition and calibrated within 5 years? 2) Yes No N/A
3) Is the alarm valve in good condition and free of visible damage? 3) Yes No N/A
4) Are all other valves in good condition and free of visible damage? 4) Yes No N/A
5) Is there a spare sprinkler box? 5) Yes No N/A
6) Is the control valve in the correct (open or closed) position? 6) Yes No N/A
7) Is the control valve either locked or provided with a supervisory switch? 7) Yes No N/A
8) Does it appear that the sprinkler room is adequately heated? 8) Yes No N/A

B. Visual Inspection of the Outside of the Building (Fire Department Connection, Main Drain Outlet, and Inspector's Test Outlet)

- 1) Is the fire department connection visible and accessible? 1) Yes No N/A
2) Is the fire department connection sign visible and legible? 2) Yes No N/A
3) Are the plugs or caps in place and in good condition? 3) Yes No N/A

III. Final

- 1) Has building management been notified that the inspection is complete and the 1) Yes No N/A

ASSOCIATED fire PROTECTION

100 Jackson Street Phone: 973-684-7250 NYC MASTER FIRE PIPING CONT.: 367A
 Paterson, NJ 07501 Fax: associatedfire.com

Certificate
 Customer
 Location #
 Workorder

Location: Dream School
 Bldg#/Store ID: High School
 443 E 115th Street
 New York, NY 10029

Contact: Casey Williams

System ID # 1

System Description: Wet Sprinkler System

System Location:

Service Interval: Monthly

Certificate of Inspection

Wet Sprinkler System

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 1/29/2021

Duration: 1.00 Hours

Service Type: Monthly

Inspector(s): Carlos Molina

Follow-Up Required:

GVF536

I. Initial Actions

- 1) Were building management and occupants notified of the inspection? 1) Yes No N/A
 a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection? Yes No
- b) Name and title of person Casey
- 2) Was the fire or police department notified of the inspection? 2) Yes No N/A
 a) Name / ID number of person notified na
- 3) Was the monitoring company notified? 3) Yes No N/A
 a) Name / ID number of person notified na

II. Inspections:

A. Visual Inspection in Sprinkler Room

- 1) Are the retard chambers, drains, piping, & valves free of leaks? 1) Yes No N/A
 2) Are the sprinkler gauges in good condition and calibrated within 5 years? 2) Yes No N/A
 3) Is the alarm valve in good condition and free of visible damage? 3) Yes No N/A
 4) Are all other valves in good condition and free of visible damage? 4) Yes No N/A
 5) Is there a spare sprinkler box? 5) Yes No N/A
 6) Is the control valve in the correct (open or closed) position? 6) Yes No N/A
 7) Is the control valve either locked or provided with a supervisory switch? 7) Yes No N/A
 8) Does it appear that the sprinkler room is adequately heated? 8) Yes No N/A

B. Visual Inspection of the Outside of the Building (Fire Department Connection, Main Drain Outlet, and Inspector's Test Outlet)

- 1) Is the fire department connection visible and accessible? 1) Yes No N/A
 2) Is the fire department connection sign visible and legible? 2) Yes No N/A
 3) Are the plugs or caps in place and in good condition? 3) Yes No N/A

III. Final

- 1) Has building management been notified that the inspection is complete and the 1) Yes No N/A

Certificate of Occupancy

CO Number: 121238115F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Manhattan	Block Number: 01709	Certificate Type: Final
	Address: 439 EAST 115TH STREET	Lot Number(s): 16	Effective Date: 10/02/2018
	Building Identification Number (BIN): 1081441	Building Type: Altered	
This building is subject to this Building Code: Prior to 1968 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 1	(Prior to 1968 Code designation)	
	Building Occupancy Group classification: E	(2014/2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 3	Height in feet: 30	No. of dwelling units: 0
C.	Fire Protection Equipment: Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations None		
Borough Comments: None			



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: **121238115F**

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use

END OF SECTION



Borough Commissioner



Commissioner



July 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	
4	5	6	7	8	9	10
	Independence Day (observed)	REAL Kids Starts HS Summer School Starts DREAM University 6th gr Bootcamp Starts				
11	12	13	14	15	16	17
	DREAM University Starts		no HS leader PTO			
18	19	20	21	22	23	24
			Leader Institute			
25	26	27	28	29	30	31
					Last Day HS Summer School	



August 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
					Last Day DREAM University	
8	9	10	11	12	13	14
		PK Orientation 9am or 5:30pm	no leader, PTO		Last Day of REAL Kids	
15	16	17	18	19	20	21
				MHMS Orientation 5:30pm EHES Orientation 9am OR 5:30pm	MHMS Orientation 9:30am MHES Orientation 8:30am OR 5:30pm Family Visits 10am - 7pm	
22	23	24	25	26	27	28
				HS Orientation 12pm or 5:30pm Family Visits 9:30am - 4pm		
29	30	31	All Schools Institute			
	First Day of School (PK-8)					
	Freshmen Orientation (HS)					
			10-12 Orientation (HS)			



September 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5	6	7	8	9	10	11
	Labor Day: No School	Rosh Hashanah: No School	F&P Round 1 starts (K-8) First Day of School (HS) Semester 1 Starts	10-12 Orientation (HS) Freshmen Orientation (HS)	Staff Planning Day (HS) No school for HS students	
12	13	14	15	16	17	18
				Yom Kippur: No School		
19	20	21	22	23	24	25
			SEL Survey Administration (Gr 3-12)			
26	27	28	29	30	F&P Round 1 Due (K-8)	
			Fall MAP Administration (EH K-3, MH K-2)			



October 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3	4	5	6	7	8	9
	WIN & FOCUS Launch (K-8 Intervention Cycle 1)				MAP Administration	
10	11	12	13	14	15	16
	Indigenous Peoples' Day: No School	DESSA Administration Starts (K-2)	PSAT 8/9 (9th) SAT (12th)			
17	18	19	20	21	22	23
	Q1 Grades & Comments Due (PK-8)					
24	25	26	27	28	29	30
			Gr 2-8 ELA IA1 K-1 Math IA1	Gr 2-8 Math IA1 K-1 Math IA1	DESSA Due (K-2)	
31						



November 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2 Election Day Remote Learning for all HS Students PK-8 Q1 Family Conferences <i>No School for Students</i>	3	4	5 K-8 Data Day 1 <i>No School for K-8 Students</i>	6
7	8 TCP Peer & Leader Surveys Start	9	10	11 Veteran's Day: No School	12	13
14	15	16	17	18	19 TCP Peer & Leader Surveys Due HS Data Day 1 <i>No School for HS Students</i>	20
21	22	23	24	25	26	27
28	29	30				



December 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

F&P Round 2 Starts (K-8) - Monday, Dec 13

F&P Round 2 Due (K-8) - Friday, Dec 17

Gr 2-8 ELA IA2 - Wednesday, Dec 22

Gr 2-8 Math IA2 - Thursday, Dec 23

K-1 Math IA2 - Thursday, Dec 23

Winter Break - Monday, Dec 27; Tuesday, Dec 28; Wednesday, Dec 29; Thursday, Dec 30; Friday, Dec 31



January 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31	January Regents & Semester 1 Finals (HS)					
	HS Semester 2 Starts						

PK-8 Data Day 2
No School for PK-8 Students

Q2 Grades Due (PK-8)

Q2 Comments & Academic Progress Plans Due (K-8)

PK-8 Q2 Family Conferences (Academic Progress Conferences)
Half Day for PK-8 Students

January Regents & Semester 1 Finals (HS)

MLK Day: No School

HS Semester 2 Starts



February 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	
6	7	8	9	10	11	12
				HS Semester 1 Family Conferences Half Day for Students	HS Data Day 2 No School for HS Students	
13	14	15	16	17	18	19
20	21	22	23	24	25	26
	Mid-Winter Break	Mid-Winter Break	Mid-Winter Break	Mid-Winter Break	Mid-Winter Break	
27	28					
	F&P Round 3 Starts (K-2)					



March 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11 K-8 Data Day 3 No School for K-8 Students	12
13	14	15	16	17	18 All Staff Retreat No School for PK-12 Students	19
20	21	22	23	24	25 F&P Round 3 Due (K-2)	26
27	28 PK-8 Q3 Grades & Comments Due	29	30	31		
			SAT (11th)			
HS S2 Midterms (Gr 9-12) & Mock AP Exams (11th & 12th gr)			ELA State Test (Gr 3-8)			



April 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
					F&P Round 3 Starts (3-8)	
					HS S2 Midterms & Mock AP Exams (11th & 12th gr)	
					8	
					HS Data Day 3 No School for HS Students	
					15	
					F&P Round 3 Due (3-8)	
					22	
					23	
					HS Spring Break: No School for HS Students	
					29	
					Math State Test (Gr 3-8)	
					29	
					30	



May 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 AP Exam Window Opens	4	5	6	7
	Eid Al-Fitr: No School	Mock Regents: Algebra, Living Environment, Earth Science, Global History (9th & 10th gr)				
	PK-8 Spring Break: No School for PK-8 Students					
8	9	10	11	12	13	14
	TCP Peer & Leader Survey Start					
15	16	17	18	19	20	21
	F&P Round 4 Starts (K-8)				AP Exam Window Closes	
	TCP Student Survey Administration (Gr 2-12)				TCP Peer & Leader Survey End	
22	23	24	25	26	27	28
	DESSA Starts (K-2)			EOY SEL Survey (Gr 3-12)		
	Spring MAP Administration (K-2)					
29	30	31				
	Memorial Day: No School	EOY SEL Survey Makeups (Gr 3-12)			F&P Round 4 Due (K-8)	
		PK-8 Q4 Grades & Comments Due				



June 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
	Grade 8 Science Written		DESSA Due (K-2)		PK-8 EOY Data Meeting	
12	13	14	15	16	17	18
	PK-8 EOY Family Conferences <i>Half Day for Students</i>					
19	20	21	22	23	24	25
	Juneteenth (observed)		HS Semester 2 Finals & June Regents			
26	27	28	29	30		
	Last Day of School (HS)	HS Semester 2 Finals & June Regents		Last Day of School (PK-8)		