



# New York State Education Department

## ***Renewal Site Visit Report 2018-2019***

### **American Dream Charter School**

**Visit Date: October 15-16, 2018  
Date of Report: May 14, 2020**

[Charter School Office](#)  
89 Washington Avenue  
Albany, New York 12234  
[charterschools@nysed.gov](mailto:charterschools@nysed.gov)  
518-474-1762

# CONTENTS

- SCHOOL DESCRIPTION ..... 2**
- METHODOLOGY ..... 4**
- BENCHMARK ANALYSIS ..... 5**
  - SUMMARY OF FINDINGS.....8
  - BENCHMARK 1: STUDENT PERFORMANCE.....9
  - BENCHMARK 2: TEACHING AND LEARNING.....11
  - BENCHMARK 3: CULTURE, CLIMATE AND FAMILY ENGAGEMENT .....14
  - BENCHMARK 4: FINANCIAL CONDITION .....17
  - BENCHMARK 5: FINANCIAL MANAGEMENT .....19
  - BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE .....20
  - BENCHMARK 7: ORGANIZATIONAL CAPACITY.....22
  - BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS .....25
  - BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION .....26
  - BENCHMARK 10: LEGAL COMPLIANCE .....27
  
- ATTACHMENT 1: BM1 AND BM 9 DATA.....28**
  
- ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY.....32**

## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	American Dream Charter School
<b>Board Chair</b>	Luz Maria Rojas
<b>District of location</b>	NYC CSD 7 (Bronx)
<b>Opening Date</b>	Fall 2014
<b>Charter Terms</b>	July 1, 2014 – June 30, 2019
<b>Current Term Authorized Grades/ Approved Enrollment</b>	Grades 6-10/ 450 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	Grades 6-12/ 565 students
<b>Comprehensive Management Service Provider</b>	None
<b>Educational Partners</b>	None
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• First location: 510 E. 141st Street, 4Fl, Bronx NY – Public Space</li> <li>• Second location: 423 E. 138th Street, 7th Fl, Bronx NY – Private Space</li> </ul>
<b>Mission Statement</b>	<i>The American Dream School's mission is to develop academic excellence in both Spanish and English, preparing students in grades 6-12 to excel in college.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Dual-Language Program</li> <li>• Data-Driven Instruction &amp; Assessment.</li> <li>• Students will be regularly and meaningfully assessed using formative assessment tools and informal observation so teachers will be able to accurately drive their instruction.</li> <li>• Teacher Development and Support. Teachers work in collective groups with at least one ELL Specialist and one Learning Specialist (SWD) per grade.</li> <li>• June Mini-Mester. An accelerated two-week course helping middle school students to make gains toward English proficiency and other areas most needed.</li> <li>• DREAM Advisory. DREAM is an acronym for Diversity, Respect, Empowerment, Advocacy and Motivation. Our advisory program incorporates these five pillars where students learn how each element enhances not only their own education, but also their development as citizens and leaders in their community.</li> <li>• Teacher Academy. Teachers participate in a</li> </ul>

<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

	two-week intensive training academy in which we outline curricular objectives, set goals and establish the foundation for our year-long professional development.
<b>Requested Revisions</b>	<ul style="list-style-type: none"> <li>• Expand to serve students in sixth through twelfth grade, from the existing sixth through tenth grade, expanding by one grade level each year.</li> <li>• To accommodate the added grade levels, an increase in enrollment from 450 to 565 students.</li> </ul>

**Noteworthy:** Located in the poorest Congressional district in the country with a high percentage of immigrants, the school provides a dual language program in English and Spanish to all of its students.

**Renewal Outcomes**

The following renewal outcomes are possible:

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
  - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  - (b) have compiled an overall record of meeting Benchmark 1, but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school’s charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school’s charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office’s Closing Procedures to ensure an orderly closure by the end of the school year.

**Please Note:** The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its

educational success, but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	Year 1 2014 to 2015	Year 2 2015 to 2016	Year 3 2016 to 2017	Year 4 2017 to 2018	Year 5 2018 to 2019
<b>Grade Configuration</b>	Grades 6	Grades 6 - 7	Grades 6 - 8	Grades 6 - 9	Grades 6 - 10
<b>Total Approved Enrollment</b>	100	200	300	375	450

### Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
<b>Grade Configuration</b>	Grades 6 - 11	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
<b>Total Approved Enrollment</b>	490	565	565	565	565

## METHODOLOGY

A two-day renewal site visit was conducted at American Dream Charter School on October 15-16, 2018. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and teachers. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers.

The team conducted nineteen classroom observations in Grades 6-10. The observations were approximately 20 minutes in length and conducted jointly with the principal and assistant principal.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Renewal Application**

- Academic data
- Renewal Site Visit Workbook
- Current organizational chart
- A master school schedule
- Map of school with room numbers and teacher names
- Board materials (roster and minutes)
- Board self-evaluation processes and documents
- Student/family handbook
- Staff handbook and personnel policies
- A list of major assessments
- Teacher and administrator evaluation processes
- Interventions offered at the school
- NYC DOE surveys
- Professional development plans and schedules
- Efforts towards achieving enrollment and retention targets
- School submitted Annual Reports

## BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the [Performance Framework](#) benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school’s strengths will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
<b>Exceeds</b>	The school meets the performance benchmark; potential exemplar in this area.
<b>Meets</b>	The school generally meets the performance benchmark; few concerns are noted.
<b>Approaches</b>	The school does not meet the performance benchmark; a number of concerns are noted.
<b>Falls Far Below</b>	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from October 14-15, 2018 at American Dream Charter School, see the following Performance Framework benchmark scores and discussion.

**New York State Education Department  
Charter School Performance Framework Rating**

Performance Benchmark		Level
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	Meets



## **Summary of Findings**

American Dream Charter School is in its fifth year of operation and serves 423 students in sixth through tenth grade. Located in the poorest Congressional district in the country with a high percentage of immigrants, the school provides a dual language program in English and Spanish to all of its students. During its current charter term, the school is rated in the following manner: exceeding zero benchmarks, meeting nine benchmarks, approaching one benchmark and falling far below zero benchmarks. Additional details regarding those ratings are provided below.

**Areas of Strength:** Consistently across classrooms, visitors observed differentiated levels and types of instruction delivered in Spanish. The school has established environments school-wide that are conducive to learning; in 19 observed classrooms, visitors did not observe any misbehaviors interrupting instruction. The school and teachers communicate and interact frequently with parents by email and through social events held at the school. The board demonstrates active oversight of the school. The school successfully retains key staff members. The school regularly monitors instructional quality, in large part through frequent classroom observations by instructional leaders and fellow teachers. The school implements its key design elements.

**Areas in Need of Improvement:** Teachers' lesson and unit plans do not consistently stimulate higher order thinking. Some English language learners/Multilingual learners have not made the expected improvements in English proficiency in a timely manner. School leaders can work on more systematically tracking the socio-emotional needs of students.

### **Benchmark 1: Student Performance**

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

#### **Finding: Meets**

The school model is based on:

- The curriculum is teacher-designed, and teachers meet weekly as both grade teams and departments to support curricular alignment. The school is focused heavily on literacy development in both English and Spanish using classes are offered in both English and Spanish.
- The school has a documented curriculum aligned to the New York State Learning Standards (NYSL).
- The school utilizes a system of formative, diagnostic, and summative assessments. The school also offers three interim assessments, Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), and the New York State English as a Second Language Achievement Test (NYSESLAT) results to create lessons and plan programmatically.
- Students mandated to receive integrated co-teaching (ICT) receive eight periods of ICT per week and receive mandated instruction, according to their NYSESLAT levels.
- The school coordinates Individualized Education Program (IEP) development with the district and organize services and interventions.
- All students are eligible for intervention services. A specialized tutoring and advisory program is mandated for all students failing two or more classes, but all students can participate in afterschool ELA and math tutoring.
- The school provides a “co-teaching for all” model and coordinates special education and English language learners and multilingual learners (ELLs/MLLs) services. All instruction is dual language, both verbally and in written materials. The school’s lesson plan template highlights modifications for ELLs/MLLs and students with disabilities (SWD).
- The school has a response to intervention (RTI) process in place to identify and serve at-risk students.
- “Drop Everything and Read” (DEAR) classes are part of the daily schedule and students receive literacy interventions during this instructional block, which includes small group/pull out instruction, or individualized practice with myON, News O’Matic or Kahn Academy applications.
- a Dual-Language Education Core, where students who are Spanish native speakers and those who are English native speakers are placed in advisories with each other.
- Students receiving an hour and twenty minutes each of English language arts and Spanish language arts daily.
- The school adopting a culturally responsive pedagogy, which focuses on including school community members’ own cultural experience as a driving force in the curriculum.
- The school implementing a sense of community where all stakeholders are active participants in the academic life of the school.

The school has a greater percentage of economically disadvantaged students and (ELL/MLL) students than the district, but a smaller percentage of students with disabilities.

- The school meets the educational needs of ELL/MLL students by offering advisories and implementing a Dual Language Core for all subjects taught.

- For students with disabilities (SWD), the school provides a range of services pertinent to their Individual Education Plans (IEPs) including speech therapists and individual support from paraprofessionals

**Summative Evidence for Benchmark 1:**

See Attachment 1 for data tables and additional academic information.

## Benchmark 2: Teaching and Learning

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSLs.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

### Summative Evidence for Benchmark 2:

#### 1. Element: **Curriculum:**

- Indicator a: The school's documented curricula are reportedly aligned to New York State Learning Standards (NYSLS). The school has curriculum maps that indicate when teachers should cover particular standards in ELA and math. Teachers develop unit plans with input from instructional leaders. In responses to NYSED Charter School Office's (CSO) teacher survey, 100% of teachers state that the school has a documented curriculum that is aligned to the NYSLs.

- Indicator b: Teachers’ lesson and unit plans do not consistently stimulate higher order thinking. In one of the observed classrooms, visitors observed groups of sixth grade students collaborate to debate and discuss whether capitalism or communism is best suited to function in a range of governmental forms such as oligarchy, direct democracy, etc. However, such student exploration of open-ended problems occurred in only two of 19 observed classrooms.
  - Indicator c: The school has practices in place to align curriculum horizontally among the same grade level and vertically across grade levels. School visitors observed the same material being taught in multiple classrooms of the same grade level. Academic departments spend time, sometimes off-site, at the end of every academic year to vertically align curricula. Ninety-seven percent of surveyed teachers assert that the school’s curriculum is aligned horizontally and vertically.
  - Indicator d: Some of the curricula are differentiated. Consistently across classrooms, visitors observed differentiated levels and types of instruction delivered in Spanish. In just one of seven visited high school classrooms teachers differentiated non-Spanish content though in eight of twelve middle school classrooms teachers differentiated content beyond Spanish differentiation.
2. Element: ***Instruction:***
- Indicator a: Some teachers demonstrate a common understanding of high-quality instruction. All visited classrooms were safe and well-managed. In 15 of 19 visited classrooms, teachers maximized student learning time. However, during all observed whole group instruction lessons, teachers did not systematically check for understanding; teachers called only on students whose hands were raised and did not use cold calling techniques.
  - Indicator b: In 15 of the 19 classrooms visited, most students appeared to be engaged in the classroom lesson.
3. Element: ***Assessment and Program Evaluation:***
- Indicator a: The school utilizes an array of assessments. The school issues teacher-generated interim assessments three times per year in all core subjects. According to school leaders, every two weeks students produce a culminating product, which is assessed, in project-based learning classes. Classroom visitors observed teachers regularly using exit tickets to assess student mastery at the end of class periods.
  - Indicator b: The school regularly uses student data to inform instruction. In focus groups, school leaders reported that after each administration of interim assessments, there is a school-wide “data day” in which teachers analyze the results of interim assessments. Teachers then conduct a week-long “reteach” period to revisit deficient skills identified in the data day analyses.
  - Indicator c: The school makes programmatic changes based on data analysis. According to school leaders, analysis of students’ performance on the New York State English as a Second Language Achievement Test (NYSESLAT) led to the school staffing every classroom with at least one teacher specializing in language acquisition techniques to promote quicker ELLs/MLLs transition to English proficiency.
4. Element: ***Supports for Diverse Learners:***
- Indicator a: The school provides supports for ELLs/MLLs, SWDs, and other at-risk students. The school provides support for ELLs/MLLs through differentiated language content and instruction for ELLs/MLLs throughout the dual language program. However, examination of

the school's 2018 NYSESLAT scores shows that 25 ELLs/MLLs have remained at the Expanding Level for two years, nearly 20 ELLs/MLLs have been scoring as Expanding for three years, three ELLs/MLLs have remained as transition for three years, and two have remained at this proficiency level for two years. According to school leaders, the school provides students with disabilities a range of services pertinent to their Individual Education Plans (IEPs) including speech therapists and individual support from paraprofessionals. In a focus group, school leaders reported that at the school last academic year and soon this year, students at-risk of academic failure attend an after-school program to receive additional academic support. At the high school, teachers hold office hours to provide individual students with assistance. Of surveyed teachers, 91% declare the school has a strong and effective special education program and 100% state the school has a strong and effective program for ELLs/MLLs.

- Indicator b: The school monitors the progress of individual students in part through its Response to Intervention (RTI) program. According to school leaders, teachers and interventionists meet weekly in grade-level teams to discuss, monitor the progress, and develop action plans for at-risk students. After approximately two months, the team discusses the extent of the progress students make regarding the action plan and, if students do not make sufficient progress, the school creates and implements more intensive intervention plans.

### Benchmark 3: Culture, Climate and Family Engagement

*The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> <li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li> <li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li> <li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li> <li>d. Classroom environments are conducive to learning and generally free from disruption.</li> </ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> <li>a. Teachers communicate with parents to discuss students’ strengths and needs.</li> <li>b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li> <li>c. The school has a systematic process for responding to parent or community concerns.</li> <li>d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li> </ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> <li>a. School leaders collect and use data to track the socio-emotional needs of students.</li> <li>b. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</li> </ul>

**Summative Evidence for Benchmark 3:**

1. Element: ***Behavior Management and Safety:***

- Indicator a: The school has an established behavioral management system. In multiple focus groups, school stakeholders described the school’s restorative justice system as an effective way to redirect student misbehaviors before enacting more punitive measures. The school has a written discipline policy. Eighty-two percent of teachers surveyed believe the school-wide discipline policy is consistently applied.
- Indicator b: The school maintains a safe environment. To protect the physical safety of students and staff members, the school utilizes a New York City Department of Education security guard at the high school site and door and hallway locks at the middle school building. The school has a written safety plan.
- Indicator c: The school has multiple systems in place to ensure that the environment is free from harassment and discrimination. A review of the school’s policies indicates that the

school's discipline policy explains the various degrees of infractions and possible resulting consequences. The school employs a full-time dean of students at each site, in part to enforce that discipline policy. The school uses two types of software designed to help prevent online harassment. Ninety-seven percent of teachers in the CSO survey agree that the school is generally free of bullying, discrimination, and harassment for students.

- Indicator d: The school has established environments school-wide that are conducive to learning. In 19 observed classrooms, visitors did not observe any misbehaviors interrupt instruction. At the middle school in particular, visitors note a culture of learning in which students demonstrated an eagerness to learn. In multiple focus groups, school stakeholders partly attribute the learning environments to advisory. In advisory, an adult meets with the same small number of students every day at the beginning and end of school to discuss academics and establish a safe place through which students share their feelings.

2. Element: ***Family Engagement and Communication:***

- Indicator a: Teachers communicate frequently with parents. According to school leaders, the school holds four parent-teacher nights per year in which parents discuss their children's progress with teachers. The school also sends four report cards and four progress reports per year so that eight months per year parents receive detailed information from teachers on the academic progress of their children. Parents also have access to PowerSchool through a mobile application so that parents can check student progress at any time. According to school leaders, teachers also frequently communicate with parents through phone calls and the online platform Class Dojo.
- Indicator b: The school gauges family satisfaction. In focus groups, school leaders described "cafecito con la directora," monthly informal meetings between school leaders and parents, as well-attended events through which parents readily provide feedback to the school. According to the principal, parents also communicate regularly with the principal through Class Dojo.
- Indicator c: The school has multiple methods to respond to parent concerns. According to school leaders, teachers communicate directly with parents, the dean of students or assistant principal helps to resolve complaints, and the principal addresses parents concerns through monthly "cafecito con la directora" meetings and Class Dojo.
- Indicator d: The school shares school-level academic data with the broader school community. In focus groups, school leaders reported the school shares aggregate state test scores with the school community through English and Spanish newsletters, online communications, and the school's website. The school shares interim assessment results with families quarterly. One hundred percent of teachers, all of whom responded to the survey, report that administrators regularly communicate with families and the community on issues related to academics.

3. Element: ***Social-Emotional Supports:***

- Indicator a: it was noted during the focus group discussion with the leadership, that the school does not systematically track the socio-emotional needs of students. Though the school includes social-emotional needs when developing its action plans for at-risk students and addresses students' social-emotional needs through advisory, the school does not have a system or mechanism to collect and use data to track the social-emotional need of all students.



- Indicator b: The school makes some changes in its social-emotional supports for students based on observations. According to school leaders, the school transitioned away from teachers documenting how each DREAM Value (diversity, respect, empowerment, advocacy, and motivation) was supported in advisory to an environment in advisory focused less on compliance and more on building rapport with students. Similarly, in a focus group school leaders reported that the middle school reduced the number of advisory groups in a classroom from three to two in order to provide more privacy for intimate conversations. Notably, in a focus group teachers reported they would like more support and training in how to better assist students with their social-emotional needs.

## Benchmark 4: Financial Condition

*The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

### Finding: Meets

#### Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

<b>1. Near-Term Indicators:</b>	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
<b>2. Sustainability Indicators:</b>	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

### Financial Condition

American Dream Charter School appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

### Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. American Dream Charter School's 2016-2017 composite score is 3.0.

**American Dream Charter School's Composite Scores  
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.6
2015-2016	2.9
2016-2017	3.0

*Source: NYSED Office of Audit Services*

**Near-Term Indicators**

Near-term indicators of financial health are used to understand the current financial performance and viability of the school. The Charter School Office uses three measures:

The *current ratio* is a financial ratio that measures whether or not a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2016-2017, American Dream Charter School had a current ratio of 4.6.

*Unrestricted cash* measures, in days, whether the charter school can meet operating expenses without receiving new income. Charter schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2016-2017, American Dream Charter School operated with 120 days of unrestricted cash.

*Enrollment maximization* measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. American Dream Charter School's enrollment maximization for 2016-2017 was at 82 percent.

**Long-Term Indicators**

A charter school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2016-2017, American Dream Charter School's debt to asset ratio was 0.2.

*Total margin* measures the deficit or surplus a charter school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2016-2017, American Dream Charter School's total margin was 13 percent.

### **Benchmark 5: Financial Management**

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

**Finding:** Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

#### **Summative Evidence for Benchmark 5:**

The Charter School Office reviewed American Dream Charter School's 2016-2017 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

## Benchmark 6: Board Oversight and Governance

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none"><li>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</li><li>b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.</li><li>c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.</li><li>d. The board regularly updates school policies.</li><li>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.</li><li>f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</li></ol>

### Summative Evidence for Benchmark 6:

- Indicator a: During the focus group, the board of trustees indicated that it possesses most of the appropriate skills and expertise. The board has several members with expertise in finance, one member has significant ties with the local community, a member has substantial real estate experience, and the board chair is an assistant principal with over 10 years of experience in education. There are no board members with legal expertise.
- Indicator b: The school sets priorities aligned with its educational philosophy. Though the school has no strategic plan, in a focus group board members reported that the school is fiscally responsible. Board members report that, while building a sizeable cash reserve, the school ensures teachers and students have all the supplies they need, including Chrome books for every student. Board members also report the school has been intentional in developing partnerships with community-based organizations.
- Indicator c: The board demonstrates active oversight of the school. In a focus group, board members assert that the board examines monthly financial reports provided by a third party accounting firm. The board also studies the results of the three annual interim assessments and annual state tests. The board is well versed with the school’s academic program, including knowledge of the school having under 73% student performance threshold that requires the school to contact parents.
- Indicator d: During its focus group, the board reported that it regularly updates school policies, including a revision to the school’s discipline policy in August 2018.
- Indicator e: The board utilizes performance-based evaluation processes. According to board members and school leaders, the board uses a rubric to evaluate the principal that appraises practices in

management, communications, community relations, data use, curricula, student and staff retention rates, staff supervision, stakeholder satisfaction, enrollment, and hiring. The board employs a six-page rubric to evaluate its own performance; the board used that rubric to conduct a self-evaluation two years ago and plans to conduct another self-evaluation this academic year.

- Indicator f: With the assistance of a hired attorney with expertise in school law, the board demonstrates awareness of its legal obligations.

**Benchmark 7: Organizational Capacity**

*The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

**Finding: Meets**

<i>Element</i>	<i>Indicators</i>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> <li>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</li> <li>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</li> <li>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</li> <li>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</li> </ul>
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> <li>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</li> <li>b. The school has established structures for frequent collaboration among teachers.</li> <li>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</li> <li>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</li> <li>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</li> </ul>
3. <i>Contractual Relationships</i> <input type="checkbox"/> N/A	<ul style="list-style-type: none"> <li>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</li> <li>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</li> <li>c. The school monitors the efficacy of contracted service providers or partners.</li> </ul>

**Summative Evidence for Benchmark 7:**

1. Element: **School Leadership:**

- Indicator a: The school has a school leadership team that obtains staff commitment to promote high quality teaching. According to school leaders, all teachers sign the DREAM Teacher Partner Promise. This promise is a list of professional responsibilities expected of the school’s teachers including turning in lesson plans twenty-four hours prior to the lesson,

calling the homes of students who are performing under 73% in any class, and taking at least three workshops every summer.

- Indicator b: The school clearly defines the roles of its stakeholders. This academic year, with the assistant principal running the middle school and the principal overseeing the high school, responsibilities of the school's top leadership are clear. The school has thorough job descriptions for principal, principal, director of operations, department chair, and dean of students.
- Indicator c: The school has effective communication systems. The school utilizes Google Drive to share documents including lesson and unit plans. The school leverages Class Dojo to communicate regularly with families and, according to school leaders, regularly calls the school's 19 families that do not have access to the Class Dojo application. The principal sends weekly memos to staff.
- Indicator d: The school successfully retains key staff members. Over the past two years, the senior administration team has not experienced any turnover. The school retained almost 90% of its teachers from 2017-2018 to 2018-2019. The school provides leadership and promotion opportunities to staff; since the school's first year, twelve teachers have assumed greater leadership positions including assistant principal, deans, grade-level team leads and department chairs. Ninety-one percent of surveyed teachers in state that the school is a long-term, sustainable option at which to work. However, in focus groups school leaders acknowledged the school finds it challenging to recruit teachers with the appropriate content knowledge who are also Spanish bilingual and bi-literate.

2. Element: ***Professional Climate:***

- Indicator a: It emerged during the focus group with the teachers, that the school is sufficiently staffed. The school's primary leadership team consists of the principal, assistant principal, and a full-time director of operations. The school also has a secondary leadership team that includes grade-level team leaders, middle school department chairs, a high school dean of curriculum and instruction, and two deans of students responsible for maintaining a healthy school-family connection. At the time of the visit, the school had no teacher vacancies.
- Indicator b: The school provides structures for frequent collaboration among teachers. Co-teachers have regular and consistent times to collaborate. Teacher survey responses indicate there are weekly grade team meetings, department meetings, and school-wide professional development sessions.
- Indicator c: The school provides its teachers significant professional development. In focus groups, school leaders stated that the school provides two professional development workshops to teachers every Friday afternoon. The director sends out weekly memoranda to teachers regarding school logistics and events so that the weekly Friday afternoon sessions are focused on teacher training.
- Indicator d: The school regularly monitors instructional quality. According to school leaders, the principal or assistant principal conducts a formal classroom observation of the co-teaching pair once every two months and conducts a formal classroom observation of teachers individually once every two months. Teachers conduct informal observations of their peers monthly. Grade team leads conduct regular classroom observations. Instructional leaders and teachers record their observations on an online platform, Teachboost, for teachers to view their formal and informal observation descriptions.
- Indicator e: The school provides mechanisms to solicit teacher feedback. The school and some teachers send out surveys at the beginning and end of the school year to gauge teacher



satisfaction. At the end of last year, school leaders met individually with teachers to assay their level of satisfaction and listen to teachers' suggestions for school improvements. In focus groups, school leaders reported that several teachers pro-actively and voluntarily approach their peers and that teachers, in turn, regularly look to those teachers for advice. School leaders then ask that small group of teachers for input on the sentiments of teachers across the school. Eighty-eight percent of teachers surveyed agree that school leadership has systems in place to solicit staff feedback.

3. Element: ***Contractual Relationship:***

- Indicator a: N/A
- Indicator b: N/A
- Indicator c: N/A

## Benchmark 8: Mission and Key Design Elements

*The school is faithful to its mission and has implemented the key design elements included in its charter.*

### Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

### Summative Evidence for Benchmark 8:

- Indicator a: School stakeholders share a common understanding of the school's mission. In focus groups, board members and school leaders stated the importance and centrality of Spanish and English mastery, college preparedness and community involvement. One hundred percent of surveyed teachers assert that the school's mission is clear and is shared by all stakeholders.
- Indicator b: The school implements its key design elements. The dual language program is evident at both campuses. The school's science classes feature project-based learning opportunities in which students produce a culminating project or product approximately every two weeks. School leaders report they collaborate with other schools to, in part, develop culturally responsive pedagogical practices. The school has various mechanisms to facilitate the use of data to inform instruction. Feedback to teachers on the numerous teacher observations supports teacher improvement. The school provides a two-week course, called June Mini-Mester, at the end of every school year to improve English proficiency among its middle school students. Students participate in advisory on a daily basis.

**Benchmark 9: Enrollment, Recruitment, and Retention**

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.*

**Finding: Approaches**

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

**Summative Evidence for Benchmark 9:**

Element: ***Targets are not met:***

- Indicator a: The school is making progress toward meeting its targets. In 2016-2017, the school had lower percentage of students with disabilities than the local district but a higher percentage of ELL/MLL and ED students than NYC CSD 7.
- Indicator b: The school implements substantial recruitment strategies to attract students with disabilities and ELLs/MLLs. Being that the school is located in the poorest Congressional district in the country, the school necessarily recruits economically disadvantaged students; 97% of the school’s students are classified economically disadvantaged. To recruit ELLs/MLLs, school leaders report that in its first year the school handed out fliers throughout the community and has since hired a third party to send the school application to all families in particular zip codes. The school regularly attends fairs targeted at SWDs to help recruit those students.
- Indicator c: The school has not implemented a systematic process for evaluating recruitment and outreach strategies. However, since the first recruiting cycle, the school has made significant changes to its recruitment process. The school removed itself from the New York City charter school common application, and now requires families to complete student applications at the school campus, in order to generate applicants that are familiar with the school’s model, especially its dual language component.

## Benchmark 10: Legal Compliance

*The school complies with applicable laws, regulations, and the provisions of its charter.*

### Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<ol style="list-style-type: none"><li>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</li><li>b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.</li><li>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</li></ol>

### Summative Evidence for Benchmark 10:

American Dream Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

**Attachment 1: 2018-2019 Mid-Term Site Visit**  
**American Dream Charter School**

**Benchmark 1:**

**Indicator 1: All Schools**

*1.a.i. Accountability - ESEA Accountability Designation:*

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

*1.b.i. Similar Schools Comparison – Comparative Proficiency:*

In ELA and math, American Dream Charter School students did tend to outperform students in schools with similar grade spans and demographics.

**Indicator 2: Elementary/Middle School Outcomes**

*2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:* See Table 1 below.

**Table 1: Elementary/Middle School Trending Toward Proficiency – Minimum Expectation = 75%**

		2015-16	2016-17	2017-18
ELA	All Students	42%	49%	47%
	SWD	42%	38%	36%
	ELL/MLL	30%	37%	34%
	ED	41%	49%	46%
Math	All Students	53%	42%	39%
	SWD	45%	31%	35%
	ELL/MLL	47%	25%	38%
	ED	52%	43%	40%

*\*See NOTES (2), (3), (7), and (8) below.*

2.b.i. and 2.b.ii. Proficiency - Aggregate and Subgroup School Level Proficiency: See Tables 2a and 2b below.

**Table 2a: Aggregate Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS**

	ELA					Math				
	American Dream CS	NYC CSD 7	Variance to District	NYS	Variance to NYS	American Dream CS	NYC CSD 7	Variance to District	NYS	Variance to NYS
2014-2015	17%	11%	+6	31%	-14	13%	13%	0	39%	-26
2015-2016	23%	15%	+8	35%	-12	30%	11%	+19	38%	-8
2016-2017	34%	20%	+14	40%	-6	31%	11%	+20	34%	-3
2017-2018	37%	26%	+11	46%	-9	32%	15%	+17	40%	-8

\*See NOTES (1), (2), (3), (6), and (7) below.

**Table 2b: Subgroup Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS**

Subject	School Year	Students with Disabilities (Variance to the district of location)	MLL/ELL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2014-2015	12% (+9)	17% (+14)	15% (+4)
	2015-2016	15% (+11)	4% (-1)	23% (+8)
	2016-2017	23% (+18)	12% (+7)	35% (+14)
	2017-2018	17% (+8)	24% (+12)	37% (+11)
Mathematics	2014-2015	6% (+2)	0% (-8)	13% (0)
	2015-2016	24% (+20)	20% (+16)	30% (+19)
	2016-2017	15% (+12)	16% (+12)	32% (+20)
	2017-2018	23% (+19)	28% (+18)	32% (+17)

\*See NOTES (1), (2), (3), (6), and (7) below.

2.b.iii. Aggregate Grade Level Proficiency: See Tables 3a and 3b below.

**Table 3a: ELA Aggregate Grade Level Proficiency**

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS
Grade 6	14%	15% / 34%	-1 / -20	35%	13% / 32%	+23 / +3	43%	27% / 49%	+16 / -6
Grade 7	33%	14% / 36%	+18 / -3	23%	20% / 42%	+3 / -19	31%	20% / 40%	+11 / -9
Grade 8	.	. / .	. / .	45%	27% / 46%	+18 / (0)	38%	31% / 48%	+7 / -10

\*See NOTES (1), (6), and (7) below.

**Table 3b: Math Aggregate Grade Level Proficiency**

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS
Grade 6	31%	13% / 40%	+18 / -9	38%	13% / 40%	+25 / -2	36%	17% / 44%	+19 / -8
Grade 7	30%	10% / 36%	+20 / -6	25%	11% / 38%	+14 / -13	31%	15% / 41%	+16 / -10
Grade 8	.	. / .	. / .	29%	9% / 22%	+20 / +7	29%	14% / 30%	+15 / -1

\*See NOTES (1), (6), and (7) below.

**Indicator 3: High School Outcomes**

*(Not applicable to the charter school.)*

## **Benchmark 9:**

**Table 4: Student Demographics**

	2016-2017			2017-2018		
	American Dream Charter School	NYC CSD 7	Variance	American Dream Charter School	NYC CSD 7	Variance
SWD	22%	30%	-8	19%	30%	-11
ELL/MLL	25%	19%	+6	32%	24%	+8
ED	97%	92%	+5	96%	94%	+2

\*See NOTES (2) and (6) below.

According to NYSED data, in the 2017-2018 school year, 85% of students were retained in American Dream Charter School compared with 79% in the district of location.

**\*NOTES:**

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9<sup>th</sup> grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

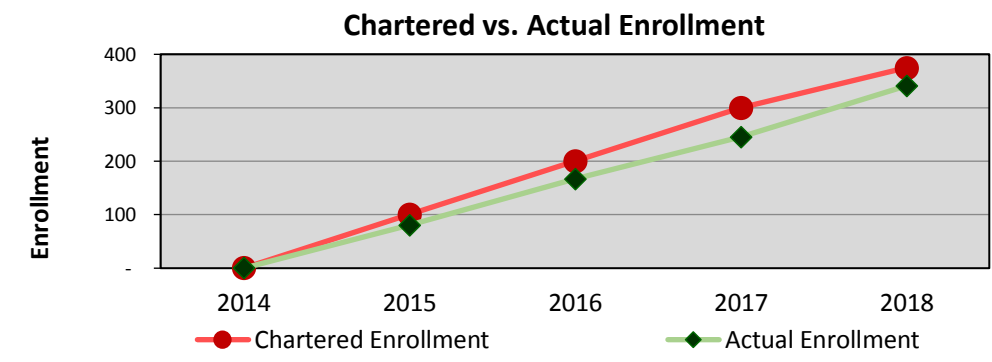


# Charter School Fiscal Accountability Summary

## AMERICAN DREAM CHARTER SCHOOL

Grades Served  
 Maximum Chartered Grades Served  
 Chartered Enrollment  
 Maximum Chartered Enrollment  
 Actual Enrollment

	2013-14	2014-15	2015-16	2016-17	2017-18
Grades Served	-	6	6-7	6-8	6-9
Maximum Chartered Grades Served	-	6-8	6-8	6-8	6-8
Chartered Enrollment	-	100	200	300	375
Maximum Chartered Enrollment	-	360	360	360	360
Actual Enrollment	-	81	167	245	341



### ASSETS

#### Current Assets

Cash and Cash Equivalents  
 Grants and Contracts Receivable  
 Prepaid Expenses  
 Other Current Assets

	2013-14	2014-15	2015-16	2016-17	2017-18
Cash and Cash Equivalents	-	232,531	813,042	1,304,642	1,739,225
Grants and Contracts Receivable	-	-	-	171,501	357,003
Prepaid Expenses	-	19,277	33,967	50,144	100,017
Other Current Assets	-	172,566	86,944	-	-
<b>Total Current Assets</b>	-	<b>424,374</b>	<b>933,953</b>	<b>1,526,287</b>	<b>2,196,245</b>

#### Non-Current Assets

Property, Building and Equipment, net  
 Restricted Cash  
 Security Deposits  
 Other Non-Current Assets

	2013-14	2014-15	2015-16	2016-17	2017-18
Property, Building and Equipment, net	-	120,336	210,792	156,872	222,288
Restricted Cash	-	25,000	50,039	75,104	75,180
Security Deposits	-	-	-	63,334	63,334
Other Non-Current Assets	-	-	-	-	-
<b>Total Non - Current Assets</b>	-	<b>145,336</b>	<b>260,831</b>	<b>295,310</b>	<b>360,802</b>
<b>Total Assets</b>	-	<b>569,710</b>	<b>1,194,784</b>	<b>1,821,597</b>	<b>2,557,047</b>

### LIABILITIES and NET ASSETS

#### Current Liabilities

Accounts Payable and Accrued Expenses  
 Accrued Payroll and Payroll Taxes  
 Due to Related Parties  
 Refundable Advances  
 Other Current Liabilities

	2013-14	2014-15	2015-16	2016-17	2017-18
Accounts Payable and Accrued Expenses	-	20,490	65,872	48,201	83,898
Accrued Payroll and Payroll Taxes	-	91,965	181,638	295,938	457,831
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	-	-	-	33,541
<b>Total Current Liabilities</b>	-	<b>112,455</b>	<b>247,510</b>	<b>344,139</b>	<b>575,270</b>

#### Long-Term Liabilities

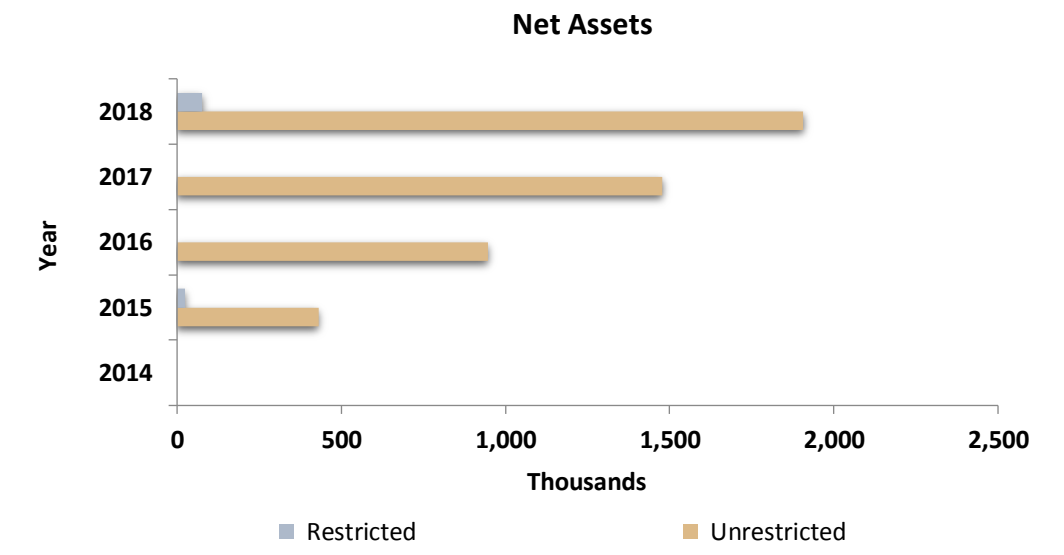
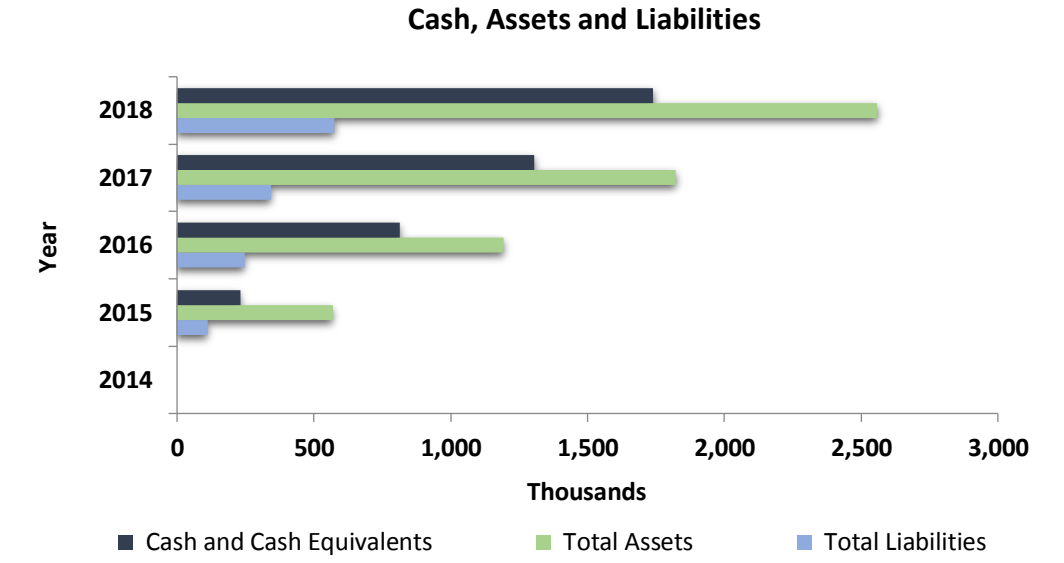
Deferred Rent  
 Other Long-Term Liabilities

	2013-14	2014-15	2015-16	2016-17	2017-18
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
<b>Total Long-Term Liabilities</b>	-	-	-	-	-
<b>Total Liabilities</b>	-	<b>112,455</b>	<b>247,510</b>	<b>344,139</b>	<b>575,270</b>

### NET ASSETS

Unrestricted  
 Restricted

	2013-14	2014-15	2015-16	2016-17	2017-18
Unrestricted	-	432,255	947,274	1,477,458	1,906,597
Restricted	-	25,000	-	-	75,180
<b>Total Net Assets</b>	-	<b>457,255</b>	<b>947,274</b>	<b>1,477,458</b>	<b>1,981,777</b>
<b>Total Liabilities and Net Assets</b>	-	<b>569,710</b>	<b>1,194,784</b>	<b>1,821,597</b>	<b>2,557,047</b>



### OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed  
 State and Local Per Pupil Revenue - SPED  
 State and Local Per Pupil Facilities Revenue  
 Federal Grants  
 State and City Grants  
 Other Operating Income

	2013-14	2014-15	2015-16	2016-17	2017-18
State and Local Per Pupil Revenue - Reg. Ed	-	1,420,406	2,765,368	3,373,143	5,782,368
State and Local Per Pupil Revenue - SPED	-	-	-	753,638	-
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	-	621,162	352,249	235,982	795,533
State and City Grants	-	-	-	140,247	-
Other Operating Income	-	-	-	1,355	-
<b>Total Operating Revenue</b>	-	<b>2,041,568</b>	<b>3,117,617</b>	<b>4,504,365</b>	<b>6,577,901</b>

### EXPENSES

#### Program Services

Regular Education  
 Special Education  
 Other Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
Regular Education	-	865,301	1,744,551	2,682,452	4,378,776
Special Education	-	255,335	416,010	569,006	767,053
Other Expenses	-	-	-	-	-
<b>Total Program Services</b>	-	<b>1,120,636</b>	<b>2,160,561</b>	<b>3,251,458</b>	<b>5,145,829</b>

#### Supporting Services

Management and General  
 Fundraising

	2013-14	2014-15	2015-16	2016-17	2017-18
Management and General	-	478,488	482,611	723,729	937,114
Fundraising	-	396	187	-	-
<b>Total Support Services</b>	-	<b>478,884</b>	<b>482,798</b>	<b>723,729</b>	<b>937,114</b>

#### Total Expenses

Surplus/Deficit from Operations

	2013-14	2014-15	2015-16	2016-17	2017-18
Total Expenses	-	1,599,520	2,643,359	3,975,187	6,082,943
Surplus/Deficit from Operations	-	442,048	474,258	529,178	494,958

### SUPPORT AND OTHER REVENUE

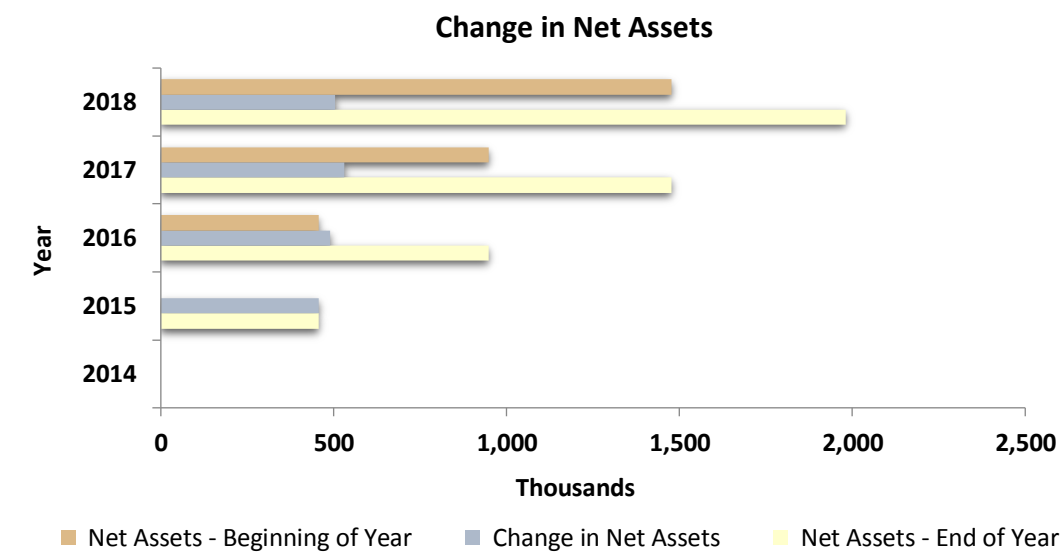
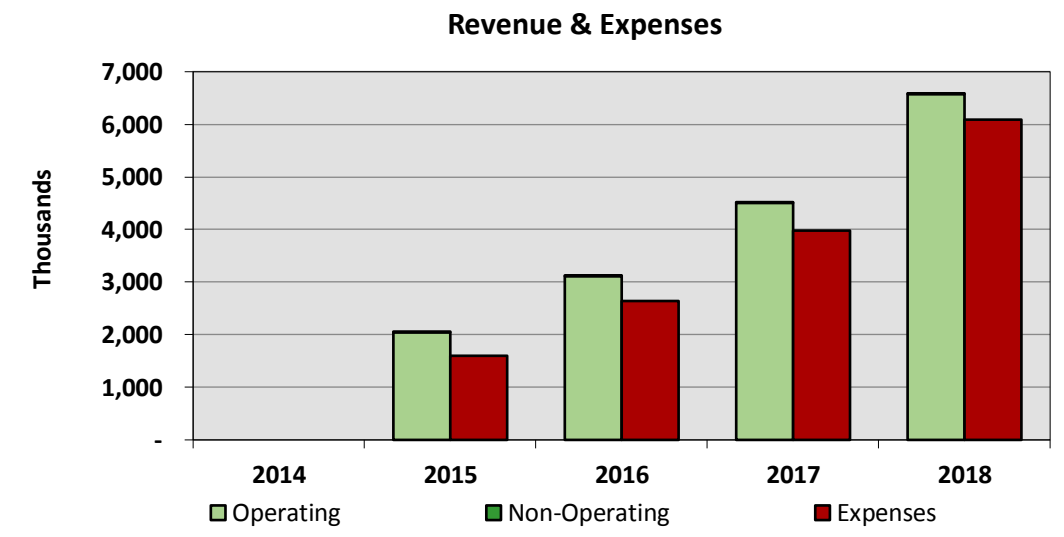
Interest and Other Income  
 Contributions and Grants  
 Fundraising Support  
 Other Support and Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Interest and Other Income	-	252	599	1,006	997
Contributions and Grants	-	8,710	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	6,245	15,162	-	8,364
<b>Total Support and Other Revenue</b>	-	<b>15,207</b>	<b>15,761</b>	<b>1,006</b>	<b>9,361</b>

### Change in Net Assets

Net Assets - Beginning of Year  
 Net Assets - End of Year

	2013-14	2014-15	2015-16	2016-17	2017-18
Change in Net Assets	-	457,255	490,019	530,184	504,319
Net Assets - Beginning of Year	-	-	457,255	947,274	1,477,458
Net Assets - End of Year	-	457,255	947,274	1,477,458	1,981,777



### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating  
 Support and Other Revenue

	2013-14	2014-15	2015-16	2016-17	2017-18
Operating	-	25,205	18,668	18,385	19,290
Support and Other Revenue	-	188	94	4	27
<b>Total Revenue</b>	-	<b>25,392</b>	<b>18,763</b>	<b>18,389</b>	<b>19,317</b>

#### Expenses - Per Pupil

Program Services  
 Management and General, Fundraising

	2013-14	2014-15	2015-16	2016-17	2017-18
Program Services	-	13,835	12,937	13,271	15,090
Management and General, Fundraising	-	5,912	2,891	2,954	2,748
<b>Total Expenses</b>	-	<b>19,747</b>	<b>15,828</b>	<b>16,225</b>	<b>17,839</b>

% of Program Services

	2013-14	2014-15	2015-16	2016-17	2017-18
% of Program Services	0.0%	70.1%	81.7%	81.8%	84.6%

% of Management and Other

	2013-14	2014-15	2015-16	2016-17	2017-18
% of Management and Other	0.0%	29.9%	18.3%	18.2%	15.4%

% of Revenue Exceeding Expenses

	2013-14	2014-15	2015-16	2016-17	2017-18
% of Revenue Exceeding Expenses	0.0%	28.6%	18.5%	13.3%	8.3%

### FINANCIAL COMPOSITE SCORE

Composite Score

	2013-14	2014-15	2015-16	2016-17	2017-18
Composite Score	-	2.64	2.92	3.00	2.96

### BENCHMARK and FINDING:

Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9

	2013-14	2014-15	2015-16	2016-17	2017-18
Benchmark and Finding	-	Strong	Strong	Strong	Strong

### WORKING CAPITAL

Net Working Capital  
 Working Capital (Current) Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
Net Working Capital	-	311,919	686,443	1,182,148	1,620,975
Working Capital (Current) Ratio	-	3.8	3.8	4.4	3.8

### BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

	2013-14	2014-15	2015-16	2016-17	2017-18
Benchmark and Finding	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### DEBT TO ASSET

Debt to Asset Ratio

	2013-14	2014-15	2015-16	2016-17	2017-18
Debt to Asset Ratio	-	0.2	0.2	0.2	0.2

### BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

	2013-14	2014-15	2015-16	2016-17	2017-18
Benchmark and Finding	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### CASH POSITION

Days of Cash  
 BENCHMARK and FINDING:

	20
--	----