



New York State Education Department

2023-2024 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework

American Dream Charter School

Renewal Site Visit Date(s): November 6-7, 2023
Date of Final Draft Site Visit Report: March 7, 2024
Date of Final Site Visit Report: March 18, 2024

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	American Dream Charter School
Board Chair	Luz Maria Rojas
District of Location	New York City (NYC) Community School District (CSD) 7
Initial Commencement of Instruction	Fall 2014
Charter Terms	<ul style="list-style-type: none"> •Initial Charter: August 25, 2014 - June 30, 2019 •First Renewal Term: July 1, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	Grades 6 - 12 / 600 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6 - 12 / 600 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> •Middle School: 510 E. 141st Street, 4 Fl, Bronx, NY 10454 - Public Space •High School: 403 Concord Avenue, Bronx, NY 10454 - Private Space
Mission Statement	<i>American Dream Charter School develops academic excellence in both Spanish and English, preparing students to excel in college and become leaders in their communities.</i>
Key Design Elements	<ul style="list-style-type: none"> •Dual language program •Project and Experiential-based Learning •Culturally Responsive Instruction •Data-Driven Instruction & Assessment •Teacher Development and Support •June Mini-Mester •DREAM Advisory •Teacher Academy
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	None

Innovative and Noteworthy Programs: American Dream Charter School (ADCS) reports that as of June 2023, more than 77 percent of graduating seniors earned the Seal of Biliteracy and 100 percent earned the Seal of Civic Readiness. The school also reports that members of the Class of 2023 headed to colleges and universities ranging from Tufts to Temple University, from Cornell to NYU, many on full or partial scholarships. The school reports that many graduates are the first in their families to matriculate into higher education.

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

In addition to closely approaching or exceeding the NYS 4-year graduation rate throughout the current charter period, in 2021-2022, twenty-six (26) percent of the combined 11th and 12th grade students participated in Advanced Placement (AP) Spanish Language and Culture, 24 percent participated in AP English Language and Composition, 12 percent participated in AP US History, and 9 percent participated in AP Chemistry and AP Physics, respectively. The school was recognized by the College Board with a 2023 AP Access Award which, according to the award letter, honors schools that encourage more low-income and underrepresented minority students to take AP Courses.

Renewal Outcomes: Reference the [Board of Regents Renewal Policy](#).

SCHOOL CHARACTERISTICS

Current 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
Grade Configuration	Grades 6-11	Grades 6-12	Grades 6-12	Grades 6-12	Grades 6-12
Total Approved Enrollment	490	600	600	600	600

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	Grades 6-12	Grades 6-12	Grades 6-12	Grades 6-12	Grades 6-12
Total Proposed Enrollment	600	600	600	600	600

² This proposed chart was submitted by American Dream Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to the Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision-making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at American Dream Charter School on November 6-7, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, special areas, staff, and teachers.

The team conducted thirteen classroom observations in Grades 6-12. The observations were approximately 20 minutes in length and conducted jointly with high school and middle school leaders. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data and fiscal dashboards, and CSO site visit reports and memos.

BENCHMARK ANALYSIS

The 2019 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 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Approaches
	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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards 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
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	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.	Meets
	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.	Meets
	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.	Meets
Faithfulness to Charter & Law	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.	Meets
	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. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- American Dream Charter School is in year ten of operation and serves students in Grades 6 - 12. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** There are numerous areas of strength in place at ADCS. Instructional delivery fosters high engagement with all students. In observed lessons, most or all students demonstrated high engagement throughout the lesson, including generating authentic and original questions based on the material. Teachers regularly create small student groupings through which teachers deliver differentiated instruction and content. Classroom environments are conducive to learning. The school has an effective school leadership team across both buildings, implements all of its key design elements (KDEs), and is fully enrolled. After receiving a notice of concern about teacher certification in 2021, the school successfully made changes and is now in full compliance on teacher certification.
- **Summary of Challenges:**
Over the course of the current charter term, the trajectory for B1 has remained an Approaches due to the school's consistent underperformance when compared to the overall NYS proficiency rates on the New York State Testing Program (NYSTP) 3-8 Assessments. In addition, the trajectory for B9 remains an Approaches, as the school has consistently under-enrolled SWD.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches since the 2022 midterm site visit due to the school's consistent underperformance when compared to the NYS overall proficiency rates on the NYSTP 3-8 Assessments. ADCS has, for the past three years, closely approached or exceeded the overall NYS graduation rates.

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 implements research-based practices and 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. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a system of formative, diagnostic, and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards.
	<ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.

Element

Indicators

4. *Supports for Diverse Learners*

- b. The school provides supports to meet the academic needs for all students including, but not limited to students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.
- c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School/High School:

- **MS and HS:**
 - ADCS curriculum is aligned to New York State Learning Standards, and Instruction is based on research-based practices;
 - Read 180 has been implemented during this charter term to support struggling readers in the middle school;
 - Regent’s courses prepare students to take the New York State Regents Examinations in multiple subjects;
 - At the high school ADCS offers seven Advanced Placement (AP) courses: AP Calculus, Spanish Language and Culture, Spanish Literature and Culture, English Language and Composition, Biology, Chemistry, and US History;
 - Pedagogical components include SIOP (Structured Instruction Observation Protocol), CALLA (The Cognitive Academic Language Learning Approach), culturally relevant pedagogy, Understanding by Design (UBD), and the Buck Institute for Education model for project-based learning (PBL);
 - Co-teaching partners in ICT classrooms work together to refine the curriculum and promote instructional strategies that encourage critical thinking within and across subjects;
 - Differentiated curriculum provides opportunities for all students to master grade-level skills and concepts; and
 - Teachers engage in strategic practices and decision-making 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.

Academic Program for Students with Disabilities (SWD) and English language learners (ELL):

- **SWD:**
 - SWD are educated in the least restrictive environments; and
 - Application of developmental reading taxonomy in English and Spanish that allows for students to be matched with appropriate texts.
- **ELL:**
 - Use of SIOP, scaffolding, probing questions, and wait time in the MS and HS; and
 - In addition to the schools’ bilingual programs, the school provides push-in and pull-out services for ELL.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: *Curriculum*:

- **Indicator a:** The school has a curriculum that is reportedly aligned to current New York State learning standards. In a focus group, school leaders reported that the school identifies “power standards” that school staff members then include in unit and lesson plans. In the 2023 NYC School Teacher Survey, 84 percent of teachers who responded reported that it is clear how all of the programs offered are connected to the school’s instructional vision. This is an increase of 11 percentage points from the last survey.
- **Indicator b:** The curriculum is reportedly aligned horizontally and vertically. In two separate focus groups, school leaders and teachers reported that departments meet across grade levels to align curriculum and that grade-level teams meet weekly to review assessments.
- **Indicator c:** The curriculum and corresponding materials are differentiated. In focus groups, teachers reported that the teacher academy is how they are introduced to the curriculum and the differentiation strategies of Sheltered Instruction Observation Protocol (SIOP) and Cognitive Academic Language Learning Approach (CALLA). These strategies are reportedly maintained through a continuous improvement cycle of inquiry and feedback.
- **Indicator d:** The curriculum is regularly reviewed and revised. In a focus group, school leaders reported that the school reviews and revises unit plans throughout the year based on interim assessments and end-of-year assessment results.

2. Element: *Instruction*:

- **Indicator a:** The school staff has a shared understanding of high-quality instruction. In observed lessons, the following were present and evident: lesson organization and preparation; students demonstrating awareness of class and online rules, procedures, and expectations; class time maximized for student learning; and teacher routinely checking for understanding of individual students by observing individual student work. ADCS is unique in promoting the Seal of Biliteracy, as only seven charter schools in New York offered it in 2022-2023. The Seal of Biliteracy requires students to read, write, speak, and listen with fluency in both languages. According to school leadership, over 77 percent of the 2023 graduating class earned the New York State (NYS) Seal of Biliteracy.
- **Indicator b:** Instructional delivery fosters high engagement with all students. In observed lessons, most or all students demonstrated on-task behavior throughout the lesson, including generating authentic and original questions based on the material. Classes observed by the site visit team demonstrated co-teaching as most classes were integrated and co-taught for ELL and SWD.
- **Indicator c:** The school differentiates instruction. Classes observed by the site visit team demonstrated that teachers regularly create small student groupings and stations through which teachers deliver differentiated instruction and content. Middle school classroom observations showed labs for core classes to provide small group work and intervention teachers to pull students as needed. All classrooms showed some examples of differentiated notes and guided worksheets utilized as needed. Several middle school teachers described holding tutoring or review classes on Saturdays to help struggling students.
Indicator d: Professional development opportunities are aligned with American Dream’s mission, model, and current instructional goals. In focus groups, school leaders and teachers reported that a number of strategies are used to provide professional learning opportunities, including Teacher Academy and professional development sessions that are held weekly throughout the year, Data

Days, and weekly meetings with instructional leaders. Teacher Academy is a key design element. Teacher Academy is held at the start of each new year and includes time dedicated to reviewing initiatives and priority areas of focus, and to curriculum development and goal setting, all of which are informed by data.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** The school uses diagnostic, formative, and summative assessments. In a focus group, school leaders reported that the school issues diagnostic assessments at the beginning of the school year, interim assessments and third-party assessments throughout the year, and end-of-year assessments. Classes observed by the site visit team had exit tickets regularly included in lesson plans.
- **Indicator b:** The school uses data to inform instruction. In focus groups, school leaders and teachers reported that there are four schoolwide “data days” per year in which instructional staff members analyze interim assessments and other student assessment results to create action plans that include which skills should be retaught. During the last charter term, an in-house data analyst was hired to support the process of reviewing and using data. The data analyst is responsible for data collection and management, visualization, modeling, and forecasting as well as research and evaluation. The data analyst tracks student performance and organizational metrics that inform academic and operational decision-making.
- **Indicator c:** In focus groups, school leaders and teachers reported that the school uses data to modify the school program. In a focus group, school leaders reported that, based on recent sixth and seventh-grade assessment results, the school decided to allocate one co-teacher to provide intensive and differentiated support for approximately 10 students in a classroom while the other co-teacher provides instruction for approximately 20 students.
- **Indicator d:** The school uses multiple measures to assess student progress. The renewal application identifies the following measures to assess student progress:
 - NWEA’s MAP tests, which are administered three times annually.
 - Teacher-created interim assessments are administered periodically.
 - iReady for math
 - The New York State Identification Test for English Language Learners (NYSITELL), New York State English as a Second Language Achievement Test (NYSESLAT), and WIDA are administered as appropriate to support English language learners.
 - New York State Grade 6-8 exams and Regents exams are administered across subjects and grades.
 - Advanced Placement Exams, including Calculus, Spanish Language and Culture, Spanish Literature and Culture, English, Biology, Chemistry, and US History are administered annually.
 - Various exams to demonstrate world language proficiency for the Seal of Biliteracy are administered annually, such as the AAPPL (the ACTFL Assessment of Performance toward Proficiency in Languages) and the LPT (the ACTFL Listening Proficiency Test).
 - Formative assessments and checks for understanding such as Exit Tickets and the use of standards-based grading rubrics are administered daily.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** The school follows the NYSED approved identification process for SWD and ELL. In a school leader focus group, the members struggled to articulate the entire process including the steps for implementation, monitoring, and revision. The renewal application states the following process: To identify students with disabilities who have not been previously diagnosed, a systemic

Response to Intervention approach is followed to support struggling students. ADCS implements personalized interventions to ensure such students have full access to the learning program.

- **Indicator b:** According to information provided by the local Committee for Special Education (CSE), the school has a collaborative and responsive relationship with the CSE. They provide a general education and special education teacher to participate in all IEP meetings. However, the school needs to submit the teacher reports to the CSE further in advance of the IEP meetings and must ensure that they submit the Appendix B form to the CSE with every initial referral. With regard to IEPs, the school should ensure that the IEP goals align with the Present Levels of Performance and address the student’s strengths and needs. The school must also include a coordinated set of transition activities and postsecondary goals in the IEPs. Finally, when students have excessive absences, the school should ensure that a plan is in place to address the student’s needs.
- **Indicator c:** The school facilitates communication between interventionists and classroom teachers. School leaders reported in a focus group that the co-teachers have the same scheduled planning periods as their peer teacher. In the 2023 New York City Department of Education (NYCDOE) Teacher Survey, 90 percent or more of teachers who responded agreed that teachers design instructional programs together (91 percent) and that teachers make a conscious effort to coordinate their teaching with instruction at other grade levels (90 percent).

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

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. 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>Measures of Culture, Climate, and Student Engagement</i>	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
2. <i>Behavior Management and Safety</i>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p>

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRpriGuiderev3.6.18.pdf.

Element

Indicators

	<p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.</p>

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** The school has processes and procedures in place to address chronic absenteeism. In the renewal application, ADCS cites their attendance plan which outlines a multi-tiered approach that is initiated when a student has three consecutive unexcused absences or three in one month. The ADCS Attendance Plan outlines the specific steps that should be taken at each level, who is responsible, and expectations for documenting communications and interventions.
- **Indicator b:** The school has processes to address out-of-school suspension rates. In a focus group, school leaders reported that the school has a plan, with prescribed steps, to try to reduce the number of out-of-school suspensions and to welcome students back onto campus after an out-of-school suspension, in an attempt to minimize additional out-of-school suspensions.
- **Indicator c:** The school systematically measures the perception of some of its students regarding school climate and culture. A NYCDOE Student Survey was conducted during the spring of 2023. The topics included academic pressure, conflict resolution, course clarity, cultural awareness and inclusive classroom instruction, guidance, inclusive leadership, personal attention, and support, preventing bullying, safety, social-emotional, student-student trust, and student-teacher trust.

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

- **Indicator a:** The school has a clear approach to behavioral management, including a written discipline policy. The behavior management approach used by ADCS aims to minimize the use of suspensions by setting clear expectations, building meaningful relationships within the school community, and providing interventions when appropriate. A stable and positive learning environment begins with providing students with clear expectations for behavior. These expectations are continually reinforced during weekly Family Meetings, in DREAM (Diversity, Respect, Empowerment, Advocacy, and Motivation) Advisories, and in individual classes themselves.
- **Indicator b:** The school uses a tiered approach to behavioral interventions. In the family handbook, there are varying levels of consequences for student behaviors based on the severity of the infraction. Over the charter term, ADCS has committed to a consistent approach to address chronic absenteeism. Students and parents are continually reminded of the importance of daily attendance and arriving on time. Staff follow a formal plan that includes specific, differentiated, and tiered steps to support students when necessary.
- **Indicator c:** The school appears safe. On the day of the school site visit, all classrooms and hallways appeared safe as evidenced by an environment supportive of students. According to the 2023 NYCDOE Student Survey, 87 percent of students feel that ADCS is a safe place. This is 10 percentage points higher than the average score from New York City Public Schools.
- **Indicator d:** ADCS abides by a rigorous non-discrimination policy and is committed to providing a safe and productive learning environment in which students are welcomed and treated with respect and dignity. In accordance with the Dignity for All Students Act, ADCS promptly addresses any allegations/incidents of harassment and/or discrimination. This includes bullying, taunting, or intimidation in any form. The deans of school culture are designated as the Dignity Act Coordinators. The deans are trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex, and are accessible to students and other employees for consultation and advice. Further, all staff members are responsible for reporting harassment. Any student who believes that they are

being subjected to harassment, and any other person who has knowledge of or has witnessed any possible occurrence of harassment, is encouraged to report it. The Employee Handbook documents this information and is shared with all staff during onboarding and during the renewal of each contract.

- **Indicator e:** Classroom environments are conducive to learning. On the day of the site visit, there were no observed instances of student behaviors interrupting instruction.

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

- **Indicator a:** The school communicates with families to discuss students' strengths, progress, and needs. The structure of the communication honors each family's home language. Direct communication between teachers and families begins at the start of each year when teachers establish open lines of communication. Teachers are encouraged to call parents and they also use communication platforms such as Class Dojo and ParentSquare to share information about student performance throughout the year. Between Class Dojo/ParentSquare and DeansList, parents have access to real-time information about the individual academic and behavioral strengths and challenges their children experience.
- **Indicator b:** The school uses multiple methods of family engagement. In a focus group, school leaders and teachers reported that the school regularly utilizes monthly *Cafecito con la Directora* (Coffee with the Principal), town halls, and digital applications such as DeansList and Class Dojo to communicate with parents.
- **Indicator c:** According to the renewal application, the school uses both formal methods like surveys and informal methods to assess family satisfaction. In the midterm site visit, during a focus group, school leaders reported that the school gauges family satisfaction primarily anecdotally through *Cafecito con la Directora*. In a focus group, school leaders reported that *Cafecito con la Directora* is a key strategy used to engage families. Through this process, there is an authentic and organic opportunity to address concerns as they arise. If additional attention is required to address an issue broadly, leaders will use another strategy such as hosting a town hall event to provide an opportunity for focused discussion on the topic.
- **Indicator d:** The school has a transparent process for responding to family concerns. In a focus group, school leaders reported that when there are significant community concerns the school holds a town hall to discuss and attempt to address those concerns through open dialogue with families. If a parent or community member has an individual concern, they are encouraged to contact the school directly to seek a resolution.
- **Indicator e:** According to the renewal application, ADCS celebrates its data and regularly informs the broader community and families regarding student achievement. School data and accomplishments are shared with families in both English and Spanish via newsletters, social media, and the website.
- **Indicator f:** According to the renewal application, ADCS makes its NYS exam participation rate compared to the district of location publicly available to all stakeholders.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** In a focus group, the deans, social workers, and guidance counselors reported that the school has programs, resources, and curriculum in place to support the social-emotional and mental health needs of students, including DREAM advisory and tiered interventions. According to the renewal application, Advisory offers strong socio-emotional support for students to develop essential skills while working in an emotionally safe space with peers. DREAM is an acronym for Diversity, Respect, Empowerment, Advocacy, and Motivation. At the middle school, each day begins in the 30-minute Advisory period. In high school, Advisory time varies throughout

the week. At both campuses, Advisory sessions are led by teachers utilizing research-based approaches and high-quality curriculum.

- **Indicator b:** In the 2023 NYCDOE Student Survey, 62 percent of students who responded agreed that they have resources and opportunities to address social, emotional, and mental health concerns at this school. This is 8 percentage points lower than the previous student survey requesting the same information. This is 5 percentage points higher than the New York City Public Schools average.
- **Indicator c:** According to the renewal application, leaders examine data from a variety of sources, including NYCDOE surveys, in order to determine if programs are effective. During the current charter term, the leadership team increased staffing due to the social emotional, and mental health needs related to the pandemic.
- **Indicator d:** The school provides staff with professional development opportunities to support the social-emotional and mental health of students. In focus groups, teachers and school leaders reported that the school has provided training on trauma-informed practices and culturally responsive instruction.
- **Indicator e:** The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento-eligible students. In a focus group, school leaders were able to identify the McKinney-Vento Coordinator.

Benchmark 4: Financial Condition

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

Finding: Meets

Summative Evidence for Benchmark 4:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. American Dream Charter School’s 2022-2023 composite score is 2.22.

**Composite Scores
2018-2019 to 2022-2023**

<i>Year</i>	<i>Composite Score</i>
2018-2019	3.00
2019-2020	2.67
2020-2021	3.00
2021-2022	2.75
2022-2023	2.22

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 financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. 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:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

NYSED CSO reviewed American Dream Charter School's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify 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

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets due to board members having greater familiarity with the NYSED Charter School Performance Framework, increasing their strategic planning, and participating in more professional development.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The board utilizes an annual written performance-based evaluation process for evaluating school leadership and itself. In a focus group, board members reported that the board utilizes a documented, rubric-based process to regularly evaluate the school leader and the impact of individual board members.

- **Indicator b:** In a focus group, board members reported that the current board members reflect a diverse set of skills and expertise that meet the needs of the school and represent the community. However, they would like to add a member with additional expertise in fundraising. In the focus group, board members reported that the board is comprised of multiple K-12 educators as well as individuals with significant financial and community-based expertise.
- **Indicator c:** The board demonstrates active oversight of the school’s academic program and financial conditions. According to the renewal application, the finance and executive committees are active, with the finance committee meeting at least quarterly and the executive committee meeting on an ad hoc basis. Each month, leaders report to the board on the measures of academic, financial, and organizational progress. This includes providing data on metrics such as enrollment stability, student and staff recruitment, interim assessment scores, the success of community engagement activities, and financial indicators.
- **Indicator d:** In a focus group, board members stated that they regularly engage in strategic planning to set priorities and goals. The executive director shared with the site review team the strategic plan for the 2023-2024 school year, which provides a concise overview of the strategic plan for American Dream Charter School’s Board of Directors, outlining its key components and the expected outcomes.
- **Indicator e:** According to the renewal application, policies and procedures are examined on a continual basis and multiple stakeholders are engaged when changes are warranted. The board regularly updates school policies. In a focus group, board members reported that the board recently updated the staff handbook and that the board reviews staff salary structures annually.
- **Indicator f:** According to the renewal application, the board has engaged with Board on Track, which has regular training events on a variety of topics.
- **Indicator g:** The board demonstrates awareness of its legal obligations to the school and stakeholders, and requirements of the school’s charter. According to the renewal application, the board spent time during a professional development session discussing the Performance Framework in response to the Midterm Site Visit report.
- **Indicator h:** According to the renewal application, the board continues to monitor academic accountability in alignment with the performance framework, such as state assessment results in middle school and high school.

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>	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. <i>Professional Climate</i>	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
	a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.

Element

Indicators

3. *Contractual Relationships (if applicable)*

b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***School Leadership:***

- **Indicator a:** The school has an effective school leadership team. In a focus group, teachers reported that school leaders are effective and consistently reinforce the school’s mission and vision with staff members.
- **Indicator b:** The school has established communication systems. In a focus group, teachers reported clear and well-established communication systems that are effective and comfortable. According to the school’s self-evaluation and also reported in a school leader focus group, school leaders communicate with faculty and staff regularly through an emailed “Weekly Memo” customized for middle school and high school. This memo includes information about upcoming activities, testing information, strategies, resources, reminders of routines and procedures, important and frequently used links, and a positive note from school leadership.
- **Indicator c:** The school retains key personnel. According to the renewal application, ADCS has a sound organizational structure led by an experienced leadership team. In a focus group, teachers agree that the school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. The school’s staffing reflects that represented in the organizational chart submitted with the renewal application.
- **Indicator d:** The school leadership is familiar with NYSED Charter School Performance Framework standards. In a focus group, school leaders shared their deep dives into the benchmarks to meet standards.

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

- **Indicator a:** Roles and responsibilities of leaders are clear. In a focus group, teachers reported that the roles of members of the school’s primary leadership team are clear and that teachers know whom to go to for particular needs and requests. However, the roles and processes of intervention teams are not as clear. In a focus group, deans, social workers, and guidance counselors described the intervention process with multiple meetings and forms but lacked a definitive and sequential process of meeting students’ behavioral, social-emotional, and academic needs.
- **Indicator b:** The school attempts to ensure that staff has the skills and expertise to meet students’ needs. In a focus group school leaders and teachers reported that the school provides professional development to teachers on a weekly basis. Some professional development training includes dual language resources and strategies,
- **Indicator c:** School leaders report, and a review of the information submitted by the school shows that at the time of the visit, the school was fully staffed.

- **Indicator d:** The school has established procedures for collaboration among teachers. In a focus group, teachers reported that, in addition to regular opportunities to plan with their co-teacher, regular department meetings provide consistent opportunities for teachers to collaborate. However, according to the 2023 NYC School Teacher Survey, there was a three percentage-point decrease from the last year's survey in response to whether the principal/school leader encourages feedback through regular meetings with families and teacher leaders.
- **Indicator e:** The Midterm Site Visit Report indicated that the school did not have a clear formal teacher evaluation process in place during the 2021-22 academic year. The renewal application explained the school's belief that this information was inaccurate. The application goes on to share that as teachers and students transitioned back to in-person learning during that school year, they were struggling. The Bronx was hit very hard by the pandemic and there were multiple crises and stressors that were actively impacting people's health. It didn't seem appropriate to further stress the school community by conducting formal evaluations in a traditional manner with the rubric that was in place at that time. However, a great deal of coaching, feedback, and support was being provided. Teach Boost was still used during this time to provide Grow & Glow feedback and to provide support for instructional practice. There were multiple observations and evaluations of performance being conducted informally on a constant basis, and the circumstances of the moment helped the leadership team realize it was time to redesign the formal evaluation framework. This effort was conducted to better align the evaluation framework with ADCS' core mission, strategies, and values. The redesigned evaluation framework is now in place and formal evaluations resumed in the 2022-2023 school year.
- **Indicator f:** The school uses a variety of resources to solicit teacher and staff feedback and to gauge their satisfaction. In a focus group, teachers reported that school leaders administer an annual survey.

3. Element: ***Contractual Relationships:***

- **Indicator a:** n/a
- **Indicator b:** The school monitors the efficacy of contracted partners. In a focus group, from the Midterm Site Visit Report, school leaders reported that the school examines NWEA MAP scores to help determine the efficacy of its instructional partner, Blue Engine.

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

<u>Element</u>	<u>Indicators</u>
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, including in public-facing materials.</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:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Mission and Key Design Elements:**

- **Indicator a:** School stakeholders share a common understanding of the school’s mission. In focus groups, school leaders, board members, and teachers emphasized the school’s focus on biliteracy, advanced placement coursework, and college preparedness. The site visit team also noted that college pennants lined the hallways of each floor in the middle school, further illustrating the college preparatory culture. Finally, high student participation in the Seal of Civic Readiness ties in with the part of the mission for students to become leaders in their community,
- **Indicator b:** The school has fully implemented its key design elements, as described below.
 - **Dual language program:** ELA and Spanish are both core subjects. The site visit team observed the focus on biliteracy in all classrooms as written and verbal information were given in English and Spanish. In addition, teachers posted both content objectives and language objectives each day.
 - **Project and Experiential-based Learning:** The renewal application explains, “The curriculum provides students with the opportunity to build critical thinking skills through real world experience, in recognition that experience is essential to learning. Through field studies and project-based learning, this key design element comes to life. Students create projects in every class in every grade, and field studies connect what students have learned in the classroom to what they see while out exploring New York City.” Leaders emphasized that engaging and challenging projects provide important opportunities to show mastery of content.
 - **Culturally Responsive Instruction:** School leaders view the school as “a village where students, teachers, families, and the broader community are active participants in the academic life of the school.” As mentioned in focus group discussions and in the renewal application, the school’s approach is complemented by the use of diverse and inclusive learning materials that highlight the stories, heroes, music, art, and food of many cultures. Similarly, cultural respect is illustrated in school newsletters, which often celebrate specific students or staff, for example, “Dreamer of the Month,” “Senior Spotlight,” or

- “Faculty Spotlight.” These features always include what country the honorees or their parents have come from and highlight it as an important part of each person’s story.
- **Data-Driven Instruction & Assessment:** The school has a data analyst, and in addition to school leader and teacher analyses of student performance, four data days are scheduled each year to assist staff with using data to inform instruction, modifications, etc.
 - **Teacher Development and Support:** In addition to each summer’s Teacher Academy, teachers work in groups weekly with the support of instructional leaders to help them reflect and think critically about improving their lessons, methodologies, and delivery. They are asked to self-reflect and consider moments of success and difficulty to inform future instruction. School leaders suggested that teachers also benefit from a robust professional development approach to help them continually grow and work toward mastery of models and frameworks such as CALLA and SIOP, and they benefit from the ongoing emphasis on co-teaching.
 - **June Mini-Mester:** Each June, students take part in grade-level field work to enrich their understanding of specific skills or units taught during the year.
 - **DREAM Advisory:** According to the master schedule, students participate in DREAM Advisory daily. Teachers explained that one of the purposes of advisory is making sure students feel seen, heard, and respected as individuals. Advisory helps to create small group bonds and ensure students have a trusted adult to turn to in the building. Additional details are provided in the Benchmark 3 narrative.
 - **Teacher Academy:** Each summer, teachers participate in a two-week intensive training academy to outline curricular objectives, set goals, and establish the foundation for year-long professional development. As noted in the renewal application, “a main focus of Teacher Academy and the professional development program is the SIOP model lesson planning, practice, and implementation.” School leaders indicated that topics introduced during Teacher Academy are revisited throughout the year.

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. High schools are meeting persistence rates commensurate with the NYSED target.

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>	a. The school is making regular and significant annual progress toward meeting the targets. 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. 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.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to under-enrollment of SWD.

1. Element: **Targets are met:**

- **Indicator a:** ADCS has consistently met its overall enrollment obligation and is currently, 2022-2023, at 100 percent of its contracted enrollment. The school enrolls both ELL and economically disadvantaged (ED) students at greater rates than their district of location (DOL), NYC CSD 7, and is currently +12 and +4 percentage points above, respectively. ADCS also exceeds their DOL with retention rates for all students and each subgroup.

2. Element: **Targets are not met:**

- **Indicator a:** The school has consistently under-enrolled SWD and is currently -8 percentage points below the DOL.
- **Indicator b:** The school has implemented several strategies to support the recruitment of at-risk students. The efforts include:
 - Active, year-long outreach to all guidance counselors and parent liaisons in NYC CSD 7.

- Distributing information to and attending events held by community-based organizations, the faith community, and local businesses.
- Recruiting middle school students at district-based and borough-wide events.
- Collaboration with and support of community-based organizations.
- Working with Vanguard to distribute marketing materials targeted to specific families in eligible enrollment grades and residing in a specific range of ZIP codes.
- Running ads on television during the enrollment periods for 2022-2023 and 2023-2024, including on Univision, which is an important Spanish-language station with a broad reach in the community.
- Running a strong social media campaign.
- Distributing materials with a specific emphasis on serving SWD.
- The continued use of a weighted lottery for students with IEPs.
- Enrolled families will continue to provide enthusiastic referrals – this is not something ADCS requests or requires, but the school feels that it “is organic and reflects parental satisfaction and love for the school.”
- **Indicator c:** ADCS is structured to provide highly effective instruction and support to all students, including each at-risk subgroup, which in turn supports retention. These efforts include:
 - Research-based, high-quality tier 1 instruction in alignment with the mission and model, regardless of a student’s language proficiency, disability status, or any other factor.
 - Routine progress monitoring and interventions through an RTI approach, which includes instruction and support during dedicated blocks for intervention.
 - Math and reading specialists who design meaningful classroom and individualized academic content, provide direct and indirect services and lead small group activities and interventions, particularly for students who have been identified as at-risk.
 - The Sheltered Instruction Observation Protocol (SIOP) model and CALLA frameworks for curriculum and instruction are used to scaffold supports.
 - Multiple staff are available to support students using a Student Support Team approach, including the ELL Coordinator at each campus and the Director of Special Populations, with push-in and pull-out services provided for ELL and SWD in accordance with their needs.
 - The staff is almost universally bilingual.
 - Co-teaching is provided in ICT classrooms for differentiation and accessibility.
 - Modifications, accommodations, and services are provided per individual plans.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations 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; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets due to increased board focus on compliance issues and improvement in teacher certification compliance.

1. Element: ***Legal Compliance:***

- **Indicator a:** ADCS’s Board and staff use three main strategies to ensure compliance with State and federal laws and regulations and the provisions of its charter. The Governance Committee meets to conduct reviews in accordance with a Compliance Calendar that outlines critical dates for policy review, annual votes and certifications, and program oversight. The Governance Committee reports regularly to the full Board of Trustees, which acts when it is appropriate to support and maintain compliance. Second, the leadership team convenes regularly with the board chair to discuss emerging policy issues and any concerns that have surfaced. In addition, the leadership team convenes frequently and discusses emergent issues that are uncovered by front-line staff. These regular meetings help to proactively identify and address issues that may be compliance or

policy oriented. Key staff also monitor newsletters and announcements from the State Education Department, the NYCDOE, and charter support organizations to stay informed regarding changes to law, policy, or regulations that have implications for charter schools. Third, multiple professionals are kept on retainer by the Board to provide support for compliance in line with their areas of expertise including attorneys. Legal counsel helps the Board and leadership team as they review and update policies and work to maintain compliance with applicable provisions of the law and charter. The Board and leadership team have also chosen to work with a professional human resource support organization as a partner and receive ongoing support of finance professionals.

- To support the provisions of the Open Meetings Law, the Board of Trustees regularly meets on the third Monday of the month at 5:30, and this consistency allows stakeholders to plan in advance. The website prominently displays the dates and times of meetings and includes a Zoom link to allow the public greater access to meetings, a practice which has been extended beyond COVID19 restrictions. Agendas are shared on the website to ensure public access and publicize the work of the Board. Each meeting is conducted in compliance with open meeting requirements. ADCS also posts meeting notices at each location and sends the information to the Bronx Times, Times Metro Desk, and The Daily News. ADCS complies with the provisions of FOIL and has posted information on the school website.
- Both of ADCS's campuses are safe. The middle school is located in a facility provided by the NYCDOE, and the high school is now located at 403 Concord Avenue, which is secured through a long-term lease with Civic Builders. Both buildings meet applicable state and federal requirements, are safe and secure, and programmatically accessible to individuals with a physical disability. The NYCDOE provides security for the middle school facility and ADCS has hired security personnel for the high school facility. Annual safety planning is conducted in accordance with state education law and regulations and the public safety plan is posted on the governance page of the school's website. Evidence of current fire inspections and copies of the Certificate of Occupancy for the high school building are uploaded with the Annual Report each year. On an ongoing basis, ADCS's Facilities Manager is committed to maintaining a clean, safe, and organized environment. This includes overseeing maintenance ranging from routine janitorial services to preventative maintenance to light landscaping. The Facilities Manager works in close collaboration with the Operations Manager regarding facilities operations, and with other members of the operations and leadership team as appropriate.
- **Indicator b:** When ADCS encounters an issue the leadership team and Board take swift action to investigate the situation, make corrections, and safeguard against future occurrences. The Midterm Site Visit Report acknowledged these efforts, as it stated "the ADCS has undertaken appropriate corrective action when required and/or as requested by NYSED Charter School Office"). The following situations were addressed during this charter term:
 - The Charter School Office issued a Notice of Concern regarding having four uncategorized, uncertified teachers listed in the 2019-2020 Annual Report. To safeguard against this happening again, the operations team regularly analyzes a database that tracks certifications to proactively catch any potential lapses. The team is also mindful about staying in compliance and is careful to categorize teachers each year in accordance with the Charter Schools Act.
 - The Charter School Office issued a Notice of Concern in 2019 and a Notice of Deficiency in 2021 which required a Corrective Action Plan (CAP) be implemented during the charter term to address the enrollment of students with disabilities. ADCS consistently enrolls

more ELL and ED students than the district and continues to act in good faith to enroll SWD and follow the CAP. A weighted enrollment preference for students with disabilities was implemented this term and targeted recruitment efforts continue. For example, staff specifically discuss the special educational services provided for SWD with prospective families, and flyers, ads, and postcards specifically showcase how ADCS supports SWD. The CSO continues to monitor this issue.

- ADCS was slightly over its approved enrollment in 2019-2020 and an issue was flagged regarding enrollment numbers that were reported to NYSED and the NYCDOE. The reporting issue was addressed and corrected, and the maximum enrollment was increased to 600 through a NYSED-approved revision. There was also an issue reporting ELL enrollment in one year of the term. Reporting processes have been reviewed to ensure future errors do not occur, and the operations team has expanded and seeks consultant support when necessary to safeguard against future difficulties.
- **Indicator c:** ADCS complies with legal requirements regarding teacher certification and does not have outstanding issues to address. School administrators work closely with the NYC Charter Center to monitor certification status and to guide and support teachers who are not yet certified as they seek their professional credentials. However, during the 2022-2023 school year, multiple staff members began their contract prior to obtaining fingerprint clearance. Post-visit discussions with school leaders provided clarification about the required timing of the clearance. Previously, their contract letters noted that a job offer was pending a candidate's successful fingerprint clearance. Moving forward, they will not offer any contracts, even contingent ones, until fingerprint clearance has been received.
- **Indicator d:** The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. The following revisions have been implemented during the charter term:
 - A non-material revision was sought and approved to move the high school campus to 403 Concord Avenue in 2020.
 - The Board of Regents approved a material revision in March 2021 to increase the maximum enrollment from 565 to 600 students.
 - Non-material revisions were sought and approved in February 2022 to implement changes to the schedule/calendar, the adoption of a weighted lottery preference for students with an IEP, and implementation of the NWEA MAP assessments (discontinuing the use of the SMI/SRI and DRA/EDL assessments).
 - The Board of Regents approved material revisions in June 2022 that included a modification to the instructional time requirements found in the dual language key design element, and changes to the organizational chart.
 - A non-material revision was sought and approved in July 2023 regarding the summer learning program.
 - With the 2023-2024 renewal application, the school submitted nonmaterial revisions to update their complaint and discipline policies.
- **Indicator e:** ADCS's enrollment remains steady. The Board and leaders remain confident that enrollment expectations and plans will be met.
- **Indicator f:** ADCS consults with their attorneys when conducting policy updates or when specific issues arise. Both attorneys have expertise in chartering in New York City and have worked with ADCS as consultants for years.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection

AMERICAN DREAM CHARTER SCHOOL

BEDS Code

320700861062

2022-2023 Enrollment

602

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 7
Total Public School Enrollment of Resident Students attending Charter Schools:	38%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	6-12
Address:	403 CONCORD AVE, BRONX, NY, 10454
Website:	https://www.theamericandreamschool.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2014
Authorizer:	REGENTS
CEO:	MS. MELISSA MELKONIAN
CEO Phone:	718-924-2809
CEO Email:	mmelkonian@theamericandreamschool.org
BOT President:	MS. LUZ MARIE ROJAS
BOT President Phone:	718-585-3071
BOT President Email:	Irojas@theamericandreamschool.org
Institution ID:	800000082483

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

BoR Charter School Office Information

Regional Liaison:	Brandy Marshall
Performance Framework:	2019
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

CSO Survey Results

Confidence Interval

Response Rate

Survey Population

Total Responses

Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

AMERICAN DREAM CHARTER SCHOOL

2023 3-8 Assessments; 2022 4 Year Graduations

American Dream CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Middle/High School	+/- 7.5	Community Health Academy of the Heights	+6	+3	+51	-6
		West Bronx Academy for the Future	+13	+10	+37	-15
		Mean	+10	+7	+44	-11
	+/- 10	Bronx Latin School	-3	-3	+51	-8
		In-Tech Academy (Ms/Hs 368)	-5	-10	+51	+2
		Liberty Avenue MS	+2	-1	+24	+85
		Urban Assembly School for Leadership and Empowerm	-20	-17	-8	-7
		Mean	-7	-8	+30	+18
	Mean		-1	-3	+34	+9

*See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

AMERICAN DREAM CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

American Dream CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	48%	38%	36%	49%	41%	31%	25%	42%
2017-2018	47%	36%	34%	46%	40%	35%	38%	40%
2018-2019	45%	23%	26%	44%	38%	21%	26%	37%
2021-2022	53%	27%	53%	54%	14%	0%	10%	15%
2022-2023	45%	33%	26%	45%	54%	26%	53%	54%

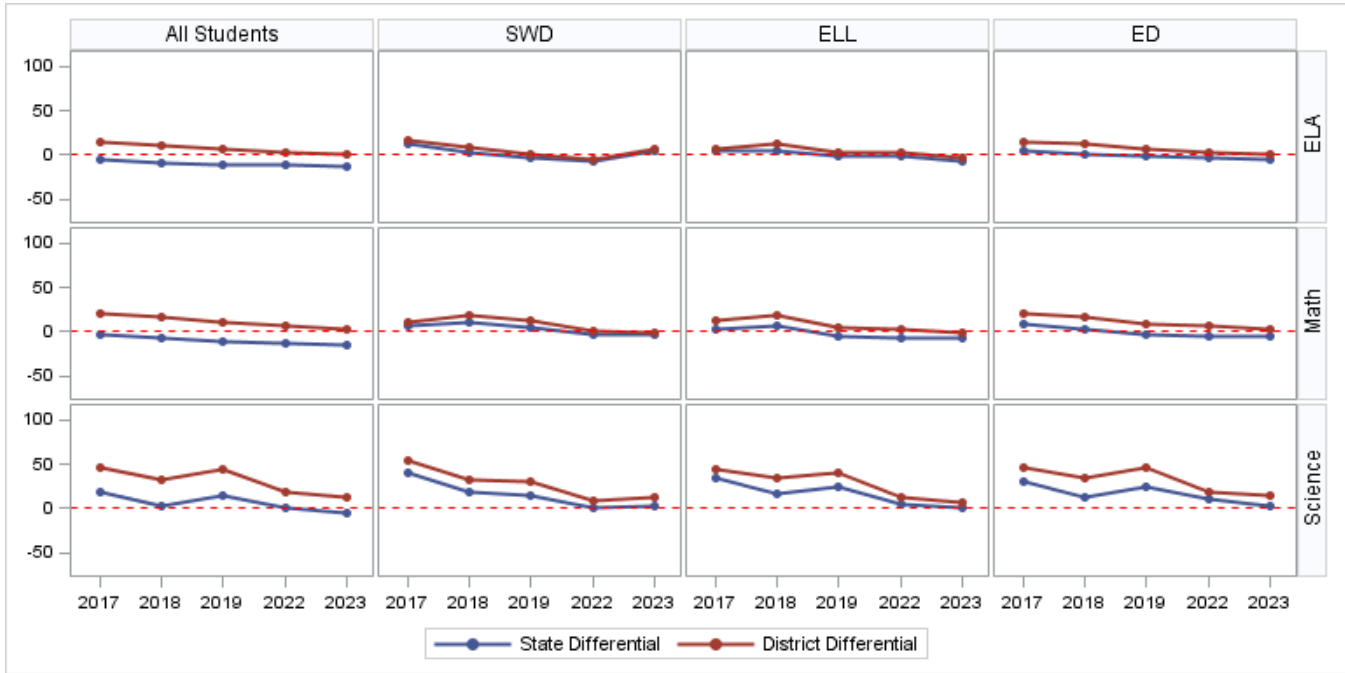
*See NOTES (2), (3), (7), and (8).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of American Dream CS and NYC CSD 7



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		American Dream CS	NYC CSD 7	District Differential	NYS	NYS Differential	American Dream CS	NYC CSD 7	District Differential	NYS	NYS Differential	American Dream CS	NYC CSD 7	District Differential	NYS	NYS Differential
All Students	2016-2017	34%	20%	+14	40%	-6	31%	11%	+20	35%	-4	78%	32%	+46	59%	+19
	2017-2018	37%	26%	+11	46%	-9	32%	15%	+17	40%	-8	61%	29%	+32	59%	+2
	2018-2019	34%	27%	+7	45%	-11	31%	21%	+10	43%	-12	71%	27%	+44	56%	+15
	2021-2022	40%	38%	+2	52%	-12	20%	14%	+6	34%	-14	51%	33%	+18	50%	+1
	2022-2023	36%	35%	+1	50%	-14	32%	30%	+2	48%	-16	42%	29%	+13	48%	-6
SWD	2016-2017	23%	6%	+17	10%	+13	15%	4%	+11	9%	+6	71%	17%	+54	31%	+40
	2017-2018	17%	9%	+8	15%	+2	23%	5%	+18	12%	+11	50%	18%	+32	32%	+18
	2018-2019	10%	9%	+1	14%	-4	18%	6%	+12	13%	+5	43%	12%	+31	29%	+14
	2021-2022	11%	16%	-5	18%	-7	6%	6%	0	10%	-4	26%	18%	+8	25%	+1
	2022-2023	22%	16%	+6	18%	+4	15%	17%	-2	19%	-4	27%	15%	+12	25%	+2
ELL	2016-2017	12%	5%	+7	8%	+4	16%	4%	+12	13%	+3	57%	12%	+45	22%	+35
	2017-2018	24%	12%	+12	20%	+4	28%	10%	+18	21%	+7	47%	12%	+35	31%	+16
	2018-2019	17%	14%	+3	19%	-2	18%	14%	+4	23%	-5	52%	11%	+41	27%	+25
	2021-2022	28%	25%	+3	29%	-1	11%	9%	+2	18%	-7	29%	17%	+12	25%	+4
	2022-2023	18%	21%	-3	25%	-7	22%	24%	-2	29%	-7	23%	16%	+7	22%	+1
ED	2016-2017	35%	20%	+15	30%	+5	32%	11%	+21	24%	+8	79%	33%	+46	49%	+30
	2017-2018	37%	25%	+12	36%	+1	32%	15%	+17	30%	+2	62%	28%	+34	50%	+12
	2018-2019	33%	26%	+7	35%	-2	30%	21%	+9	33%	-3	72%	26%	+46	47%	+25
	2021-2022	40%	37%	+3	43%	-3	20%	14%	+6	25%	-5	51%	32%	+19	41%	+10
	2022-2023	35%	35%	0	41%	-6	32%	30%	+2	38%	-6	42%	28%	+14	40%	+2

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 6	2017	35%	13%	+22	33%	2	38%	13%	+25	40%	-2	.	.	.	.	.
	2018	43%	27%	+16	49%	-6	36%	17%	+19	44%	-8	.	.	.	.	.
	2019	30%	28%	+2	47%	-17	14%	26%	-12	47%	-33	.	.	.	.	.
	2022	52%	39%	+13	57%	-5	21%	13%	+8	39%	-18	.	.	.	.	.
	2023	25%	28%	-3	46%	-21	31%	29%	+2	48%	-17	.	.	.	.	.
Grade 7	2017	23%	20%	+3	42%	-19	25%	11%	+14	38%	-13	.	.	.	.	.
	2018	31%	20%	+11	40%	-9	31%	15%	+16	42%	-11	.	.	.	.	.
	2019	32%	22%	+10	40%	-8	35%	21%	+14	44%	-9	.	.	.	.	.
	2022	33%	39%	-6	48%	-15	6%	13%	-7	36%	-30	.	.	.	.	.
	2023	38%	32%	+6	48%	-10	33%	31%	+2	52%	-19	.	.	.	.	.
Grade 8	2017	45%	27%	+18	46%	-1	29%	9%	+20	22%	+7	78%	32%	+46	59%	+19
	2018	38%	31%	+7	48%	-10	29%	14%	+15	31%	-2	61%	29%	+32	59%	+2
	2019	40%	32%	+8	48%	-8	43%	17%	+26	34%	+9	71%	27%	+44	56%	+15
	2022	34%	36%	-2	50%	-16	30%	15%	+15	27%	3	51%	33%	+18	50%	+1
	2023	45%	44%	+1	56%	-11	31%	30%	+1	43%	-12	42%	29%	+13	48%	-6

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 6	2017	24%	3%	+21	7%	+17	18%	6%	+12	11%	+7	.	.	.	.	.
	2018	14%	8%	+6	16%	-2	15%	6%	+9	15%	0	.	.	.	.	.
	2019	20%	8%	+12	15%	5	13%	7%	+6	15%	-2	.	.	.	.	.
	2022	23%	16%	+7	22%	+1	.	5%	-5	11%	-11	.	.	.	.	.
	2023	10%	12%	-2	15%	-5	15%	18%	-3	19%	-4	.	.	.	.	.
Grade 7	2017	6%	5%	+1	11%	-5	24%	3%	+21	10%	+14	.	.	.	.	.
	2018	19%	6%	+13	12%	+7	25%	6%	+19	13%	+12	.	.	.	.	.
	2019	11%	6%	+5	10%	1	22%	7%	+15	13%	+9	.	.	.	.	.
	2022	12%	16%	-4	16%	-4	.	6%	-6	10%	-10	.	.	.	.	.
	2023	15%	14%	+1	17%	-2	15%	17%	-2	21%	-6	.	.	.	.	.
Grade 8	2017	39%	9%	+30	13%	+26	6%	2%	+4	5%	+1	71%	17%	+54	31%	+40
	2018	17%	14%	+3	16%	+1	28%	4%	+24	10%	+18	50%	18%	+32	32%	+18
	2019	.	12%	-12	15%	-15	21%	5%	+16	11%	+10	43%	12%	+31	29%	+14
	2022	4%	17%	-13	17%	-13	13%	5%	+8	8%	+5	26%	18%	+8	25%	+1
	2023	44%	20%	+24	23%	+21	15%	15%	0	19%	-4	27%	15%	+12	25%	+2

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

English Language Learners		ELA					Mathematics					Science				
		American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 6	2017	14%	5%	+9	6%	+8	25%	6%	+19	15%	+10	.	.	.	.	.
	2018	19%	11%	+8	24%	-5	30%	13%	+17	23%	+7	.	.	.	.	.
	2019	15%	16%	-1	22%	-7	5%	16%	-11	26%	-21	.	.	.	.	.
	2022	58%	28%	+30	37%	+21	16%	10%	+6	21%	-5	.	.	.	.	.
	2023	22%	22%	0	26%	-4	28%	32%	-4	30%	-2	.	.	.	.	.
Grade 7	2017	4%	5%	-1	8%	-4	13%	1%	+12	12%	+1	.	.	.	.	.
	2018	26%	9%	+17	15%	+11	21%	9%	+12	20%	+1	.	.	.	.	.
	2019	17%	9%	+8	14%	3	28%	15%	+13	21%	+7	.	.	.	.	.
	2022	16%	26%	-10	26%	-10	.	10%	-10	18%	-18	.	.	.	.	.
	2023	8%	19%	-11	23%	-15	18%	21%	-3	30%	-12	.	.	.	.	.
Grade 8	2017	21%	5%	+16	9%	+12	7%	4%	+3	10%	-3	57%	12%	+45	22%	+35
	2018	29%	17%	+12	21%	+8	33%	8%	+25	19%	+14	47%	12%	+35	31%	+16
	2019	20%	16%	+4	19%	1	29%	12%	+17	21%	+8	52%	11%	+41	27%	+25
	2022	11%	19%	-8	21%	-10	17%	8%	+9	14%	+3	29%	17%	+12	25%	+4
	2023	22%	21%	+1	27%	-5	15%	20%	-5	25%	-10	23%	16%	+7	22%	+1

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 6	2017	35%	13%	+22	23%	12	38%	13%	+25	28%	+10	.	.	.	.	.
	2018	41%	27%	+14	39%	+2	35%	16%	+19	32%	+3	.	.	.	.	.
	2019	29%	27%	+2	37%	-8	15%	26%	-11	36%	-21	.	.	.	.	.
	2022	53%	39%	+14	47%	+6	21%	14%	+7	27%	-6	.	.	.	.	.
	2023	25%	27%	-2	36%	-11	32%	29%	+3	37%	-5	.	.	.	.	.
Grade 7	2017	23%	20%	+3	31%	-8	26%	11%	+15	26%	0	.	.	.	.	.
	2018	31%	19%	+12	31%	0	31%	14%	+17	30%	+1	.	.	.	.	.
	2019	31%	21%	+10	31%	0	35%	21%	+14	33%	+2	.	.	.	.	.
	2022	32%	38%	-6	39%	-7	7%	12%	-5	25%	-18	.	.	.	.	.
	2023	36%	32%	+4	39%	-3	33%	31%	+2	41%	-8	.	.	.	.	.
Grade 8	2017	47%	27%	+20	37%	10	30%	9%	+21	18%	+12	79%	33%	+46	49%	+30
	2018	38%	31%	+7	39%	-1	30%	14%	+16	26%	+4	62%	28%	+34	50%	+12
	2019	38%	30%	+8	39%	-1	42%	16%	+26	29%	+13	72%	26%	+46	47%	+25
	2022	35%	35%	0	42%	-7	30%	15%	+15	22%	+8	51%	32%	+19	41%	+10
	2023	46%	44%	+2	48%	-2	32%	30%	+2	36%	-4	42%	28%	+14	40%	+2

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

AMERICAN DREAM CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	American Dream CS	NYS	Differential to NYS	Total Charter Tested	American Dream CS	NYS	Differential to NYS	Total Charter Tested	American Dream CS	NYS	Differential to NYS	Total Charter Tested	American Dream CS	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	94	61%	66%	-5	18	44%	43%	+1	21	57%	50%	+7	92	62%	59%	+3
	2019-2020	179	99%	95%	+4	25	100%	90%	+10	43	100%	91%	+9	172	99%	94%	+5
	2020-2021	74	100%	97%	+3	16	100%	96%	+4	8	100%	98%	+2	70	100%	97%	+3
	2021-2022	168	30%	69%	-39	41	12%	42%	-30	73	16%	47%	-31	165	30%	59%	-29
	2022-2023	153	27%	65%	-38	37	11%	37%	-26	64	13%	42%	-29	147	27%	55%	-28
Algebra II (Common Core)	2019-2020	38	100%	99%	+1	.	.	.	.	7	100%	99%	+1	38	100%	99%	+1
	2021-2022	83	13%	68%	-55	10	10%	40%	-30	17	29%	40%	-11	81	14%	54%	-40
	2022-2023	113	5%	64%	-59	12	0%	32%	-32	20	5%	30%	-25	107	5%	48%	-43
English Language Arts (Common Core)	2018-2019	66	77%	84%	-7	8	88%	61%	+27	21	48%	56%	-8	66	77%	78%	-1
	2019-2020	99	99%	96%	+3	17	100%	91%	+9	22	95%	89%	+6	97	99%	94%	+5
	2020-2021	87	98%	99%	-1	12	100%	98%	+2	15	93%	98%	-5	81	98%	99%	-1
	2021-2022	81	75%	84%	-9	8	50%	63%	-13	21	62%	58%	+4	77	74%	78%	-4
	2022-2023	121	56%	77%	-21	18	33%	52%	-19	42	33%	40%	-7	117	57%	69%	-12
Geometry (Common Core)	2018-2019	66	44%	70%	-26	8	0%	41%	-41	22	14%	46%	-32	66	44%	57%	-13
	2019-2020	121	98%	98%	0	24	100%	97%	+3	28	93%	97%	-4	118	98%	97%	+1
	2021-2022	72	7%	57%	-50	12	8%	31%	-23	17	6%	33%	-27	69	7%	44%	-37
	2022-2023	80	13%	53%	-40	10	0%	23%	-23	26	4%	25%	-21	79	13%	39%	-26
Global History	2019-2020	81	100%	98%	+2	13	100%	95%	+5	14	100%	95%	+5	79	100%	97%	+3
	2021-2022	81	77%	81%	-4	6	33%	57%	-24	23	70%	63%	+7	77	75%	74%	+1
	2022-2023	90	68%	74%	-6	15	60%	44%	+16	32	56%	48%	+8	88	68%	64%	+4
Global History Transition	2018-2019	64	88%	62%	+26	8	88%	34%	+54	21	71%	36%	+35	64	88%	51%	+37
Living Environment	2018-2019	106	75%	73%	+2	12	58%	45%	+13	24	75%	43%	+32	105	75%	63%	+12
	2019-2020	123	99%	97%	+2	22	100%	93%	+7	30	97%	94%	+3	119	99%	96%	+3
	2020-2021	61	100%	98%	+2	7	100%	97%	+3	6	100%	98%	+2	56	100%	98%	+2
	2021-2022	90	60%	76%	-16	14	21%	53%	-32	33	39%	51%	-12	90	60%	67%	-7
	2022-2023	99	53%	66%	-13	20	25%	36%	-11	38	26%	35%	-9	96	51%	55%	-4
Physical Setting / Chemistry	2018-2019	34	47%	73%	-26	6	33%	47%	-14	.	.	.	.	33	48%	60%	-12
	2019-2020	85	100%	98%	+2	10	100%	98%	+2	13	100%	99%	+1	82	100%	98%	+2
	2021-2022	76	5%	62%	-57	8	0%	36%	-36	16	0%	35%	-35	71	6%	49%	-43
	2022-2023	63	6%	65%	-59	6	0%	33%	-33	16	0%	32%	-32	62	6%	50%	-44
Physical Setting / Earth Science	2018-2019	33	33%	64%	-31	5	40%	39%	+1	19	21%	37%	-16	33	33%	53%	-20
	2019-2020	47	91%	97%	-6	13	92%	95%	-3	15	87%	96%	-9	46	91%	96%	-5
	2020-2021	47	100%	98%	+2	11	100%	98%	+2	5	100%	99%	+1	45	100%	98%	+2
	2021-2022	32	31%	61%	-30	.	.	.	.	10	0%	37%	-37	32	31%	50%	-19
	2022-2023	52	19%	60%	-41	9	0%	37%	-37	13	0%	31%	-31	50	18%	49%	-31
Physical Setting / Physics	2018-2019	19	53%	82%	-29	.	.	.	.	.	.	.	.	19	53%	73%	-20
	2019-2020	34	100%	100%	0	.	.	.	.	.	.	.	.	34	100%	100%	0
	2021-2022	44	0%	63%	-63	7	0%	39%	-39	11	0%	45%	-45	44	0%	52%	-52
US History and Government	2019-2020	41	100%	97%	+3	9	100%	93%	+7	14	100%	92%	+8	39	100%	95%	+5
	2021-2022	5	100%	100%	0	.	.	.	.	.	.	.	.	5	100%	100%	0
	2022-2023	70	70%	82%	-12	.	.	.	.	16	69%	60%	+9	66	71%	74%	-3

*See NOTES (1), (2), (3), (4), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

AMERICAN DREAM CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	American Dream CS	NYS	Differential to NYS	Charter Total Cohort	American Dream CS	NYS	Differential to NYS	Charter Total Cohort	American Dream CS	NYS	Differential to NYS	Charter Total Cohort	American Dream CS	NYS	Differential to NYS
ELA	2017	74	92%	89%	+3	13	69%	69%	0	10	100%	75%	+25	69	94%	86%	+8
	2018	85	100%	87%	+13	17	100%	71%	+29	7	100%	68%	+32	82	100%	83%	+17
	2019	77	94%	81%	+13	12	92%	56%	+36	14	93%	54%	+39	75	93%	75%	+18
Global History	2017	74	85%	87%	-2	13	69%	66%	+3	10	80%	69%	+11	69	87%	84%	+3
	2018	85	86%	86%	0	17	82%	72%	+10	7	86%	68%	+18	82	85%	83%	+2
	2019	77	1%	82%	-81	12	0%	68%	-68	14	7%	63%	-56	75	1%	79%	-78
Math	2017	74	95%	90%	+5	13	77%	69%	+8	10	100%	79%	+21	69	97%	88%	+9
	2018	85	100%	91%	+9	17	100%	76%	+24	7	100%	78%	+22	82	100%	89%	+11
	2019	77	100%	90%	+10	12	100%	74%	+26	14	100%	73%	+27	75	100%	87%	+13
Science	2017	74	99%	90%	+9	13	92%	70%	+22	10	100%	74%	+26	69	99%	87%	+12
	2018	85	100%	91%	+9	17	100%	77%	+23	7	100%	73%	+27	82	100%	88%	+12
	2019	77	97%	90%	+7	12	100%	77%	+23	14	100%	70%	+30	75	97%	88%	+9
US History	2017	74	59%	85%	-26	13	69%	66%	+3	10	60%	67%	-7	69	61%	81%	-20
	2018	85	7%	84%	-77	17	6%	69%	-63	7	0%	67%	-67	82	7%	80%	-73
	2019	77	1%	80%	-79	12	0%	64%	-64	14	7%	64%	-57	75	1%	76%	-75

*See NOTES (1), (2), (3), (4), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

**See NOTES: (1), (2), (3), and (12).*

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	American Dream CS	NYS	Differential to NYS	Charter Total Cohort	American Dream CS	NYS	Differential to NYS	Charter Total Cohort	American Dream CS	NYS	Differential to NYS	Charter Total Cohort	American Dream CS	NYS	Differential to NYS
2017 Cohort	4 Year	74	85%	86%	-1	13	77%	65%	+12	10	80%	70%	+10	69	87%	81%	+6
	5 Year	71	94%	89%	+5	12	83%	72%	+11	10	90%	75%	+15	66	97%	85%	+12
	6 Year	71	96%	90%	+6	12	83%	73%	+10	10	100%	76%	+24	66	98%	86%	+12
2018 Cohort	4 Year	85	91%	87%	+4	17	88%	69%	+19	7	86%	70%	+16	82	90%	82%	+8
	5 Year	83	99%	89%	+10	16	100%	74%	+26	7	86%	74%	+12	80	99%	85%	+14
2019 Cohort	4 Year	77	94%	86%	+8	12	100%	69%	+31	14	93%	68%	+25	75	93%	82%	+11

*See NOTES (2) and (3).

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

American Dream CS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2017	80	74	93%	13	10	77%	21	19	90%	76	72	95%
2018	86	86	100%	17	17	100%	.	.	.	79	79	100%
2019	83	74	89%	14	11	79%	22	18	82%	81	72	89%
2020	80	67	84%	5	3	60%	18	13	72%	75	64	85%

*See NOTES (2), (3), and (9).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

AMERICAN DREAM CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

American Dream CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	450	424	94%
2019-2020	490	511	104%
2020-2021	600	588	98%
2021-2022	600	589	98%
2022-2023	600	602	100%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners*, and Economically Disadvantaged

	SWD			ELL			ED		
	American Dream CS	NYC CSD 7	Differential to District	American Dream CS	NYC CSD 7	Differential to District	American Dream CS	NYC CSD 7	Differential to District
2018-2019	17%	28%	-11	30%	24%	+6	97%	92%	+5
2019-2020	17%	27%	-10	31%	22%	+9	97%	92%	+5
2020-2021	20%	27%	-7	14%	23%	-9	96%	92%	+4
2021-2022	18%	27%	-9	34%	22%	+12	97%	93%	+4
2022-2023	19%	27%	-8	33%	21%	+12	97%	93%	+4

*The 200-2021 ELL enrollment for this school is under-represented due to a reporting error.

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	American Dream CS	NYC CSD 7	Differential to District	American Dream CS	NYC CSD 7	Differential to District	American Dream CS	NYC CSD 7	Differential to District	American Dream CS	NYC CSD 7	Differential to District
2018-2019	87%	75%	+12	83%	73%	+10	85%	76%	+9	88%	75%	13
2019-2020	87%	77%	+10	80%	75%	+5	87%	75%	+12	88%	77%	+11
2020-2021	93%	81%	+12	93%	75%	+18	94%	80%	+14	92%	82%	+10
2021-2022	90%	77%	+13	89%	72%	+17	91%	80%	+11	90%	79%	+11
2022-2023	89%	78%	+11	81%	75%	+6	89%	80%	+9	89%	78%	+11

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

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

American Dream CS		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence
2017 Cohort	4-Year	81	55	68%	16	13	81%	33	20	61%	79	55	70%
	5-Year	81	58	72%	16	13	81%	33	22	67%	79	58	73%
	6-Year	81	59	73%	16	13	81%	33	23	70%	79	59	75%
2018 Cohort	4-Year	81	69	85%	16	13	81%	12	11	92%	79	67	85%
	5-Year	81	74	91%	16	14	88%	12	11	92%	79	72	91%
2019 Cohort	4-Year	87	72	83%	15	11	73%	24	20	83%	85	71	84%

*See NOTES (2), (3), and (10) below.

2024 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners 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 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

Charter School Fiscal Accountability Summary

AMERICAN DREAM CHARTER SCHOOL

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

	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	6-10	6-11	6-12	6-12	6-12
Maximum Chartered Grades Served	6-12	6-12	6-12	6-12	6-12
Chartered Enrollment	450	490	600	600	600
Maximum Chartered Enrollment	600	600	600	600	600
Actual Enrollment	424	511	588	589	602

ASSETS

Current Assets

	2,416,761	4,698,877	6,484,325	7,001,286	1,205,342
	-	199,118	239,968	549,249	1,829,486
	44,584	18,505	9,902	43,175	40,349
	627,940	-	-	-	5,788,930
Total Current Assets	3,089,285	4,916,500	6,734,195	7,593,710	8,864,107

Non-Current Assets

Property, Building and Equipment, net	336,266	288,919	556,765	570,439	518,097
Restricted Cash	75,255	75,332	75,388	100,033	100,083
Security Deposits	325,334	262,000	324,828	324,828	324,828
Other Non-Current Assets	-	-	-	-	30,736,703
	736,855	626,251	956,981	995,300	31,679,711
	3,826,140	5,542,751	7,691,176	8,589,010	40,543,818

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	212,670	206,510	447,036	209,616	284,047
Accrued Payroll and Payroll Taxes	704,922	972,035	736,971	977,695	976,751
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	150,430	-
Other Current Liabilities	-	-	-	-	411,568
Total Current Liabilities	917,592	1,178,545	1,184,007	1,337,741	1,672,366

Long-Term Liabilities

	33,083	-	515,924	1,045,383	-
	-	1,349,556	-	-	31,850,773
	33,083	1,349,556	515,924	1,045,383	31,850,773
	950,675	2,528,101	1,699,931	2,383,124	33,523,139

Total Net Assets

	2,800,210	3,014,650	5,991,245	6,205,886	7,020,679
	75,255	-	-	-	-
Total Net Assets	2,875,465	3,014,650	5,991,245	6,205,886	7,020,679

Total Liabilities and Net Assets

	3,826,140	5,542,751	7,691,176	8,589,010	40,543,818
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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

State and Local Per Pupil Revenue - Reg. Ed	6,432,020	8,183,205	9,334,814	9,960,591	10,360,122
State and Local Per Pupil Revenue - SPED	952,407	1,221,123	1,674,716	1,790,252	1,679,081
State and Local Per Pupil Facilities Revenue	449,909	1,091,701	1,223,475	1,368,072	1,402,269
Federal Grants	327,486	422,138	792,999	1,088,560	2,506,044
State and City Grants	207,249	100,295	585	-	-
Other Operating Income	30,183	-	-	-	-
Total Operating Revenue	8,399,254	11,018,462	13,026,589	14,207,475	15,947,516

EXPENSES

Program Services

	5,327,405	7,241,572	7,678,920	9,124,859	10,776,069
	988,093	1,270,958	1,768,265	2,055,694	2,148,287
	-	-	-	-	-
	-	-	-	-	-
Total Program Services	6,315,498	8,512,530	9,447,185	11,180,553	12,924,356

Supporting Services

	1,265,373	1,994,589	2,009,344	2,939,673	2,798,217
	-	-	-	-	29,909
Total Support Services	1,265,373	1,994,589	2,009,344	2,939,673	2,828,126

Total Expenses

	7,580,871	10,507,119	11,456,529	14,120,226	15,752,482
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Surplus/Deficit from Operations

	818,383	511,343	1,570,060	87,249	195,034
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SUPPORT AND OTHER REVENUE

	5,223	26,031	26,965	13,366	161,806
	65,005	5,400	7,686	86,839	391,425
	-	-	-	-	-
	5,077	6,029	22,328	27,187	66,528
	75,305	37,460	56,979	127,392	619,759
	893,688	548,803	1,627,039	214,641	814,793
Net Assets - Beginning of Year	1,981,777	2,875,465	3,014,650	5,991,245	6,205,886
Net Assets - End of Year	2,875,465	3,424,268	4,641,689	6,205,886	7,020,679

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	19,810	21,563	22,154	24,121	26,491
	178	73	97	216	1,030
Total Revenue	19,987	21,636	22,251	24,338	27,520

Expenses - Per Pupil

Program Services	14,895	16,659	16,067	18,982	21,469
Management and General, Fundraising	2,984	3,903	3,417	4,991	4,698
	17,879	20,562	19,484	23,973	26,167
	83.3%	81.0%	82.5%	79.2%	82.0%
	16.7%	19.0%	17.5%	20.8%	18.0%
	11.8%	5.2%	14.2%	1.5%	5.2%

FINANCIAL COMPOSITE SCORE

	3.00	2.67	3.00	2.75	2.22
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong

	2,171,693	3,737,955	5,550,188	6,255,969	7,191,741
	3.4	4.2	5.7	5.7	5.3
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

	0.2	0.5	0.2	0.3	0.8
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0

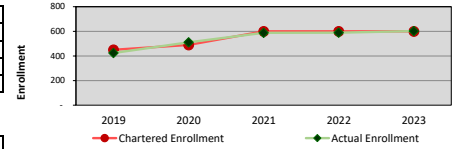
	116.4	163.2	206.6	181.0	27.9
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard

BENCHMARK and FINDING:

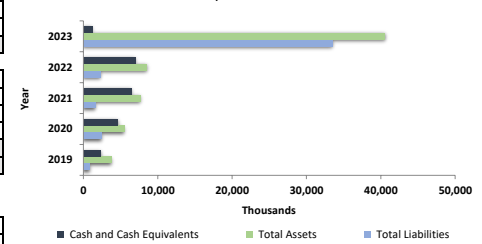
Ratio should be equal to or greater than 0.0

	0.1	0.0	0.1	0.0	0.0
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

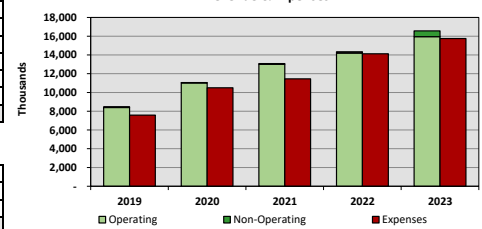
Chartered vs. Actual Enrollment



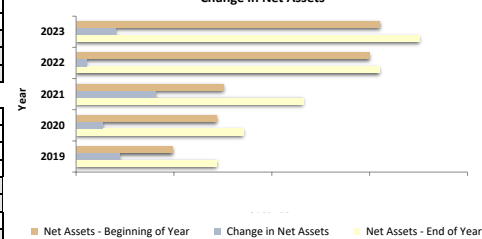
Cash, Assets and Liabilities



Revenue & Expenses



Change in Net Assets



Enrollment vs. Revenue & Expenses

