



Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/24/2019 • Last updated: 11/02/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2019**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME DREAM CHARTER SCHOOL

(Select name from the drop down menu)

a1. Popular School Name (Optional) (No response)

b. CHARTER AUTHORIZER (As of June 30th, 2019) SUNY Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION NYC CSD 4

d. DATE OF INITIAL CHARTER 1/2008

e. DATE FIRST OPENED FOR INSTRUCTION 9/2008

h. SCHOOL WEB ADDRESS (URL) www.wearedream.org

i. TOTAL MAX APPROVED 696

ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
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11. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION? Yes

12. NAME OF CMO/EMO AND ADDRESS

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

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	Yes, 2 sites
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School Site 1 (Primary)

m1. SCHOOL SITES

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

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

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Kara Brockett (ES), Elizabeth Solaimanian (MS)			
Operational Leader	Dana Grau, K 8 Ops			
Compliance Contact	Tiffani Alexander, Director of Compliance			
Complaint Contact	Tiffani Alexander, Director of Compliance			
DASA Coordinator	Tiffani Alexander, Director of Compliance			
Phone Contact for After Hours Emergencies	Eve Colavito			

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

Private Space

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

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

Site 1 Certificate of Occupancy (COO)

<https://nysed.cso.reports.fluidreview.com/resp/109997724/yFPTXS6fVy/>

Site 1 Fire Inspection Report

<https://nysed.cso.reports.fluidreview.com/resp/109997724/nBjtmqxAKU/>

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	istrict/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	439 East 115th Street New York, NY 10029	212 22 1608	NYC CSD 4	9 11	Yes

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jared R. Francis	[REDACTED]		[REDACTED]
Operational Leader	Joe Colarusso, High School Ops.			
Compliance Contact	Tiffani Alexander, Director of Compliance			
Complaint Contact	Tiffani Alexander, Director of Compliance			
DASA Coordinator	Tiffani Alexander, Director of Compliance			
Phone Contact for After Hours Emergencies	Eve Colavito			

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

Private Space

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

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

Site 2 Certificate of Occupancy (COO)

(No response)

Site 2 Fire Inspection Report

(No response)

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Jen Pasek
Position	Consultant
Phone/Extension	
Email	

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

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Richard Berlin

Date

2019/10/31

Thank you.

Associated **fire** Protection

100 Jackson Street · Paterson, NJ 07501
973-684-7250 · Fax 973-684-4511
sales@associatedfire.com · www.associatedfire.com



Date: March 07, 2019

To: Dream School Customer # 35438
1991 2nd Ave
New York, NY 10029

Attn: Antonio Benitez

Fax:

Ref: Inspections of Fire Protection Equipment (Certificate # 74924)

Ladies and Gentlemen:

Attached is a copy of the certificate of inspection report for the fire protection equipment at Dream School, 443 E 115th Street, New York, NY 10029. The status of your system(s) is(are) listed below.

System ID #	2	500 GPM Fire Pump		
Status:	Operational	Inspection Interval:	12 Months	Next Inspection: February 2020

Status Definitions:

- Operational:** The system does not appear to have any impairments. The system is compliant.
- Partially Operational:** The system has impairments that **could** affect its ability to detect and/or suppress a fire condition. The system is non-compliant.
- Non-Operational:** The system will **not** detect and/or suppress a fire condition.

Please review the deficiency section of the certificate for a brief description of the problem(s) affecting your system.

Associated Fire Protection provides engineering, maintenance, and installation of fire alarm systems, sprinkler systems, fire suppression systems, and fire extinguishers.

Once again we would like to thank you for your business. A copy of your inspection report will also be sent to your fire official. Should you have any questions or problems that arise in the meanwhile, please feel free to contact us at 973-684-7250 or visit us at <http://www.associatedfire.com>.

Sincerely,
Customer Service Department
Associated Fire Protection

Location: Dream School
443 E 115th Street
New York, NY 10029

Contact: Antonio Benitez

Phone: 646-912-1692 **Fax:**

System ID # 2

System Description: 500 GPM Fire Pump

System Location:

Service Interval: 12 Months

Certificate of Inspection

Fire Pump

This certifies that the equipment described herein was inspected by Associated Fire Protection in accordance with our standard inspection procedures, and left:

Operational Partially Operational Non-Operational

Inspection Date: 02/21/2019 **Duration:** 5.50 Hours

Service Type: Annual

Inspector(s): Donald Hawk

Follow-Up Required:

I. Initial Actions

- | | |
|---|---|
| 1) Were building management and occupants notified of the inspection?
a) Did the building management confirm that there were no changes in occupancy or hazard since the previous inspection?
b) Name and title of person | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
a) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
b) Antonio Benitez |
| 2) Was the fire or police department notified of the inspection?
a) Name / ID number of person notified | 2) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
a) Antonio called |
| 3) Was the monitoring company notified?
a) Name / ID number of person notified | 3) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
a) Antonio called |

- | | |
|---|---|
| 6) Engine running time meter reading:
a) Is this appropriately higher than previous reading? | 6) -
a) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 7) Oil level in right angle gear drive normal? | 7) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 8) Crankcase oil level normal? | 8) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 9) Cooling water level normal? | 9) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 10) Electrolyte level in batteries normal? | 10) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 11) Battery terminals free from corrosion? | 11) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 12) Water-jacket heater operating? | 12) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |

Steam Driven Pumps: Weekly Inspections:

- | | |
|---|---|
| 1) Steam pressure gauge for steam driven pump reading normal? | 1) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
|---|---|

II. Inspections:

A. Weekly Inspections Items:

General Weekly Inspection Items:

- | | |
|--|---|
| 1) Pump house/room at proper temperature (at least 70) | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 2) Ventilating louvers free to operate? | 2) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 3) Suction, discharge, and bypass valves open? | 3) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 4) Piping free from leaks? | 4) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 5) Suction and system pressure gauges showing normal? | 5) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 6) Suction reservoir, if provided, full? | 6) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 7) Circulation relief valve flowing water while pump churns? | 7) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 8) Pressure relief valves operating with proper pressure downstream while pump is operating? | 8) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |

Electric Motor Driven Pumps: Weekly Inspections:

- | | |
|---|---|
| 1) Controller indicating power on, transfer switch indicating normal situation and isolation switch closed? | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 2) Reverse phase alarm indicator off or normal phase rotation indicator on? | 2) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 3) Oil level in vertical motor sight normal? | 3) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |

Diesel Engine Driven Pumps: Weekly Inspections:

- | | |
|---|---|
| 1) Fuel tank at least two thirds full? | 1) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 2) Controller selector switch in Auto position? | 2) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 3) Battery voltage and charger readings normal? | 3) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 4) Battery indicators on or failure indicators off? | 4) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 5) All alarm indicators off? | 5) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |

B. Weekly Test Items:

Electric Motor-Driven Pumps: Weekly Tests:

- | | |
|---|---|
| 1) Pump started automatically?
a) Pump starting pressure (PSI): | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
a) 115 |
| 2) Pump run for at least 10 minutes? | 2) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 3) Suction pressure while pump is running (PSI): | 3) 50 |
| 4) Discharge pressure while pump is running (PSI): | 4) 146 |
| 5) Pump packing gland showing slight discharge (adjust if necessary)? | 5) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 6) Free from unusual noises or vibrations? | 6) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 7) Packing boxes and bearings pump casing free from overheating? | 7) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 8) Time for motor to accelerate to full speed (seconds): | 8) 2 |
| 9) For reduced voltage or reduced current starting, time controller is on first step (seconds): | 9) 2 |
| 10) For automatic stop controllers, time pump runs after starting (seconds): | 10) - |
| 11) Does everything appear acceptable? | 11) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |

Diesel Engine Driven Pumps: Weekly Tests:

- | | |
|--|---|
| 1) Pump started automatically?
a) Record starting pressure (PSI): | 1) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
a) - |
| 2) Pump run for at least 30 minutes?
a) Suction pressure while pump is running (PSI):
b) Discharge pressure while pump is running (PSI): | 2) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
a) -
b) - |

- 3) Pump packing gland showing slight discharge? Adjust if necessary.) Free from unusual noises or vibrations?)
 - 5) Packing boxes, bearings pump casing free from overheating?
 - 6) Time for engine to crank (seconds):
 - 7) Time for engine to reach running speed (seconds):
 - 8) Engine oil pressure gauge, speed indicator, water and oil temperature indicators all reading normal?
 - 9) Cooling water flowing from heat xchanger?
 - 10) Does everthing appear acceptable?
- 3) Yes No N/A
 -) Yes No N/A
 - 5) Yes No N/A
 - 6) -
 - 7) -
 - 8) Yes No N/A
 - 9) Yes No N/A
 - 10) Yes No N/A

Steam Turbine-driven Pumps: Weekly Tests:

- 1. Record pressures while running:
 - a) Starting pressure (PSI):
 - b) Suction pressure (PSI):
 - c) Discharge pressure (PSI):
 - 2) Pump packing gland showing slight discharge (adjust if necessary)?
 - 3) Free from unusual noises or vibrations?) Packing boxes and bearings pump casing free from overheating?
 - 5) Steam pressure gauge reading (PSI):
 - 6) Time for turbine to reach running speed (seconds):
 - 7) Does everthing appear acceptable?
- a) -
 - b) -
 - c) -
 - 2) Yes No N/A
 - 3) Yes No N/A
 -) Yes No N/A
 - 5) -
 - 6) -
 - 7) Yes No N/A

III. Maintenance:

A maintenance schedule must be established in accordance with the manufacturer's instructions. In the absence of such a schedule, the following must be used:

Weekly Maintenance Items (for Diesel Engine Systems ONLY):

- 1) Fuel tank level, tank float switch, and solenoid valve operation acceptable?
 - 2) Diesel fuel system free of water?
 - 3) Flexible hoses and connectors in fuel and coolant systems acceptable?) Oil level and lube oil heater acceptable?
 - 5) Coolant level acceptable?
 - 6) Water pump for coolant system operating?
 - 7) Jacket water heater for coolant system acceptable?
 - 8) Exhaust system free of leakage?
 - 9) Drain condensate trap on exhaust system operational?
 - 10) Electrolyte level in batteries acceptable?
 - 11) Connections to electrical system acceptable?
- 1) Yes No N/A
 - 2) Yes No N/A
 - 3) Yes No N/A
 -) Yes No N/A
 - 5) Yes No N/A
 - 6) Yes No N/A
 - 7) Yes No N/A
 - 8) Yes No N/A
 - 9) Yes No N/A
 - 10) Yes No N/A
 - 11) Yes No N/A

Monthly Maintenance Items:

- 1) Isolation switch and circuit breaker exercised? (Diesel/Electric)
 - 2) Battery case clean, dry and free of corrosion and battery's specific gravity or state of charge passed test? (Diesel)
 - 3) Charger & charge rate passed visual inspection and battery charge being qualized? (Diesel)) Circuit breakers appear clean? (Diesel/Electric)
- 1) Yes No N/A
 - 2) Yes No N/A
 - 3) Yes No N/A
 -) Yes No N/A

IV. Final

- 1) Has building management been notified that the inspection is complete and the system is back in service and made aware of any deficiencies? a) Name of person notified
 - 2) Has the fire or police department been notified that the system is back in service? a) Name / ID number of person notified
- 1) Yes No N/A
 - a) Antonio Benitez
 - 2) Yes No N/A
 - a) Antonio called

- 3) Has the monitoring company been notified that the system is back in service? a) Name / ID number of person notified) Is a properly completed inspection tag attached to the system?
- 3) Yes No N/A
 - a) Antonio called
 -) Yes No N/A

V. Repairs, Deficiencies, & Recommendations:

Repairs made to the system:
none

Deficiencies:

- Unable to attach he reflective strip on the shaft to obtain pump's RPM.

Recommendations:

Information required for follow-up:

Note: Our technicians are not engineers or design professionals. Comments contained in this report are for informational purposes only and shall not constitute a design analysis or an engineering review of the system. Any comments are made strictly as a courtesy to the wner, who should contact a licensed design professional to follow up on any potential concerns. One copy must be available at the site, and a copy must be sent to the fire inspector.

Certificate of Occupancy

CO Number: [REDACTED]

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Manhattan	Block Number: 01652	Certificate Type: Final
	Address: 222 EAST 104TH STREET	Lot Number(s): 7501	Effective Date: 12/02/2016
	Building Identification Number (BIN): 1088906	Building Type: New	
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification:	1-B	(2014/2008 Code)
	Building Occupancy Group classification:	R-2	(2014/2008 Code)
	Multiple Dwelling Law Classification:	HAEA	
	No. of stories: 11	Height in feet: 116	No. of dwelling units: 89
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system, Fire Suppression system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: [REDACTED]

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
001		OG	R-2		2	RESIDENTIAL LOBBY
001	2	OG	R-2		2	ACCESSORY RESIDENTIAL OFFICES
001	9	OG	R-2		2	MECHANICAL ROOMS
001		OG	E		3	SCHOOL LOBBY
001	55	OG	E		3	MULTIPURPOSE ROOM
001	16	OG	E		3	ACCESSORY SCHOOL OFFICES
001	4	OG	E		3	STORAGE ROOMS
001	11	OG	E		3	MECHANICAL ROOMS
001	408	100	A-3		3	SCHOOL GYMNASIUM/AUDITORIUM SEATING
001	163	100	A-3		3	STUDENT DINING AREA
001	1	OG	R-2		2	RESIDENTIAL MAILROOM
001	1	OG	R-2		2	RESIDENTIAL STORAGE
001	6	OG	E		3	KITCHEN SERVING AREA



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: [REDACTED]

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
002	5	100	E		3	TEACHER'S LOUNGE
002	52	100	E		3	ACCESSORY SCHOOL OFFICES
002	209	100	E		3	CLASSROOMS
002	6	100	E		3	STORAGE ROOMS
002	5	100	E		3	MECHANICAL ROOMS
002		100	E		3	ACCESSORY TERRACE
002	50	100	E		3	MEETING AND CONFERENCE ROOMS
003	1	100	R-2		2	LAUNDRY ROOM
003	267	100	E		3	CLASSROOMS
003	46	100	E		3	ROOF TO BE USED IN CONJUNCTION WITH CLASS ROOMS
003	35	100	E		3	MEETING ROOM
003	1	100	E		3	ACCESSORY OFFICE
003	2	100	E		3	ELECTRIC ROOM, TELEPHONE ROOM



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: [REDACTED]

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
003	46	100	R-2		2	RESIDENTIAL COMMUNITY ROOM
003		40	R-2	9	2	NINE (9) CLASS 'A' APARTMENTS
003	49	100	R-2		2	ACCESSORY ROOF TERRACE
004	226	100	E		3	CLASSROOMS
004	14	100	E		3	SCHOOL LIBRARY
004		40	R-2	10	2	TEN (10) CLASS 'A' APARTMENTS
004	3	100	R-2		2	ACCESSORY RESIDENTIAL OFFICES
004	13	100	E		3	ACCESSORY SCHOOL OFFICES
004	3	100	E		3	STORAGE ROOM, TELEPHONE ROOM, ELECTRIC ROOM
005		40	R-2	10	2	TEN (10) CLASS 'A' APARTMENTS
005	8	100	R-2		2	ACCESSORY RESIDENTIAL COMPUTER ROOM
006		40	R-2	10	2	TEN (10) CLASS 'A' APARTMENTS
006	2	40	R-2		2	ACCESSORY STORAGE ROOM FOR 45 BICYCLES (348 SF)



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: [REDACTED]

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
006 006	3	100	E		2	SCHOOL ROOF WITH BOILER AND ELEVATOR MACHINE ROOM
007		40	R-2	10	2	TEN (10) CLASS 'A' APARTMENTS
007	7	100	R-2		2	ACCESSORY EXERCISE ROOM
008 011		40	R-2	10	2	TEN (10) CLASS 'A' APARTMENTS PER FLOOR
RO F	3	40	R-2		2	MECHANICAL ROOM AND ELECTRICAL MACHINE ROOM
ZONING EXHIBIT 1 FILED AND RECORDER UNDER CRFN#2011000443994,ZONING EXHIBIT 111 UNDER CRFN#2011000443993						
END OF SECTION						



Borough Commissioner



Commissioner

END OF DOCUMENT



Entry 2 NYS School Report Card Link

Last updated: 07/24/2019

DREAM CHARTER CHOOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) SUNY Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

2. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/essa.php?year=2018&instid=800000061082>

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)



DREAM CHARTER SCHOOL

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools
Institute on:

September 23, 2019

By Eve Colavito, Chief Education Officer

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

Grades 9-10: 439 East 115th Street
New York, NY 10029

(212) 722-1608

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Eve Colavito, Chief Education Officer, and Katie Doctor, Managing Director of Education | Strategy & Data prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Richard A. Berlin	Chair
Michele Joerg	Vice Chair
Ashish B. Doshi	Treasurer, Finance
Audia Zeldin	Secretary
Jonathan Gyurko	Member
David Kirsch	Member
Jonathan E. Schmerin	Member, Finance
Brad Visokey	Member, Finance

Eve Colavito has served as the Chief of Schools at DREAM Charter School from 2009 through the 2018-19 school year.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

DREAM opened in 2008 as a New York City Department of Education-authorized (NYCDOE) charter school and currently serves 795 students in PreK-11th grade. In 2012 the school's charter was renewed for a five-year term and in 2017 the school moved from authorization by NYCDOE to the SUNY Charter Schools Institute (SUNY CSI). In 2019-20 the school will add its first 11th grade class and in 2021 will reach full scale to serve over 1,000 students in PreK-12.

DREAM is proudly an inclusive community school and has developed a reputation for supporting the needs of all learners. Currently the school demographics mirror those of Community School District 4 (CSD 4); in the 2018-19 school year, 86.4% of DREAM students qualified for free and reduced price lunch, 28.3% were students with disabilities (SWD), and 5.4% were English language learners (ELLs)¹. DREAM runs its own school food program, and therefore data from SIRS may reflect an incorrect percentage for students qualifying for free and reduced price lunch.

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

DREAM's key design elements are:

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2014-15	50	49	50	50	49	49	47	48						392
2015-16	51	51	52	49	50	50	50	48	47					448
2016-17	54	54	54	54	54	54	54	52	52					482

¹ NYCDOE Demographic Snapshot

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2017-18	54	54	54	52	53	54	53	55	52	94				611
2018-19	54	53	55	53	54	54	54	54	54	97	98			68 2 ²

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Note: DREAM enrolled its first grade 9 class in 2017-18, making it the 2017 cohort. Grade 10 was added in 2018-19. The first cohort will graduate in 2021.

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

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

DREAM Charter School will maintain high graduation rates each year.

Goal 1: Leading Indicator

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

METHOD

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

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

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

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

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school seat is available. Otherwise, they will likely have to repeat the course in the next year.

RESULTS AND EVALUATION

DREAM Charter School achieved this measure having 100 percent of the 2017 Total Cohort earning at least 10 credits and 99 percent of the 2018 Total Cohort doing so and getting promoted to the next grade.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	93	100
2018	96	99

ADDITIONAL EVIDENCE

This measure has been met both years DREAM Charter School has enrolled high school grades.

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2019, the 2017 cohort will have completed its second year.

RESULTS AND EVALUATION

DREAM Charter School achieved this graduation measure by having 79 percent of students in their second year in high school passing at least three Regents exams with a score of 65.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2017	2018-19	96	79%

Goal 1: Absolute Measures

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

Goal 1: Comparative Measure

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

Goal 1: Absolute Measure

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

RESULTS AND EVALUATION

DREAM Charter School did not enroll students in their fourth year of high school in 2018-19.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

DREAM Charter School achieved both graduation indicators that applied to the high school in 2018-19. 100 percent of the 2017 and 2018 Total Cohorts earned at least 10 credits and were promoted to the next grade. 79 percent of all students in at least their second year in the cohort passed at least three NYS Regents exams after two years in high school.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Not Applicable

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Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Not Applicable
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

Goal 2: Absolute Measure

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

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

DREAM’s 11th and 12th grade academic program is geared towards preparing students for success in college. In the 2019-20 school year, DREAM 11th graders have the opportunity to take AP Seminar and AP US History. DREAM students take the PSAT 8/9 in 9th grade, the PSAT 10 in 10th grade, and the SAT

in both the spring of 11th grade and fall of 12th grade. DREAM's 11th grade Math course prioritizes content aligned to SAT Math and all students will participate in levelled SAT Prep on Saturdays during 11th and 12th grade.

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

Goal 2: Absolute Measure

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

Goal 2: Comparative Measure

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

Goal 2: Absolute Measure

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

SUMMARY OF THE COLLEGE PREPARATION GOAL

None of the College Preparatory metrics applied to DREAM Charter School during 2018-19 as it was only the second year enrolling high school students.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

round

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

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

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

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

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

DREAM offers robust professional development designed to provide teachers with a variety of opportunities to develop their practice. Weekly PD sessions are held for all staff on Friday afternoons from 1:00pm to 4:00pm. PD is focused on school priorities, curriculum, student culture, staff culture and other

relevant topics throughout the year. All DREAM classroom teachers receive professional development on how to administer the Fountas and Pinnell Benchmark Assessment and use the results to teach guided reading.

Teachers also use PD and other common planning times to conduct unit previews and reviews. The purpose of a unit preview is to intellectually prepare to teach the upcoming unit by internalizing desired outcomes, what evidence of student mastery will look like and sound like, and plan for student understanding. Unit previews allow for effective backwards planning, which increases the purposefulness and intentionality of instruction and allows teachers to make better instructional decisions every step of the way. At the end of each unit teachers analyze the unit assessment results using our unit review protocol. This practice allows teachers to identify gaps in student learning and take targeted action to reteach and remediate as needed.

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

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of

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students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	51				4	55
4	52				2	54
5	54					54
6	53				1	54
7	52				1	53
8	55					55
All	317	0	0	0	8	325

RESULTS AND EVALUATION

DCS did not achieve this measure overall; however, students in grades 3 (73%) came the closest to the target. Although some of the grade levels dropped after advancing to the next year's content, it was still a solid test administration.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	75%	51	73%	49
4	56%	52	54%	46
5	44%	54	49%	45
6	34%	53	35%	49
7	50%	52	51%	51
8	38%	55	40%	52
All	49%	317	50%	292

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

ADDITIONAL EVIDENCE

The overall ELA proficiency has hovered around the 50 percent mark the past three years.

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ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	64%	42	56%	50	73%	49
4	50%	42	74%	46	54%	46
5	50%	46	43%	47	49%	45
6	32%	44	72%	50	35%	49
7	42%	43	33%	48	51%	51
8	48%	40	48%	50	40%	52
All	48%	257	54%	291	50%	292

Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students of 105. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The ELA Performance Index (PI) calculates to 142, well above the target Measure of Interim Progress set by NYS of 105.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
317	15	36	38	12

$$\begin{array}{rclclclcl}
 \text{PI} & = & 36 & + & 38 & + & 12 & = & 86 \\
 & & & & 38 & + & 12 & = & 50
 \end{array}$$

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$$\begin{array}{rcl}
 + & (.5)^* & = & 6 \\
 & 12 & & \\
 & \text{PI} & = & 142
 \end{array}$$

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

RESULTS AND EVALUATION

DCS achieved this ELA measure. Students in at least their second year at the school outperformed the local district in all but two grades (6 and 8) and overall by 8 percentage points.

2018-19 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	73%	49	47%	830
4	54%	46	43%	887
5	49%	45	32%	872
6	35%	49	45%	895
7	51%	51	38%	882
8	40%	52	45%	879
All	50%	292	42%	5245

ADDITIONAL EVIDENCE

DCS consistently outperforms the local district in comparable grade levels year after year.

⁴ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	64%	36%	56%	47%	73%	47%
4	50%	35%	74%	39%	54%	43%
5	50%	30%	43%	34%	49%	32%
6	32%	27%	72%	43%	35%	45%
7	42%	31%	33%	36%	51%	38%
8	48%	39%	48%	40%	40%	45%
All	48%	30%	54%	40%	50%	42%

Goal 3: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

DCS achieved this measure in 2017-18, the most recent data available, with an Effect Size of 1.28, far greater than the minimum goal of 0.3. The school’s overall comparative performance was higher than expected to a large degree.

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2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	92.9	52	55.8	36.9	18.9	1.06
4	91.4	53	71.7	35.1	36.6	2.01
5	90.9	53	41.5	24.0	17.5	1.23
6	94.6	53	71.7	32.6	39.1	2.43
7	87.5	55	34.5	27.6	7.0	0.41
8	87.0	52	48.1	37.1	11.0	0.57
All	90.7	318	53.8	32.1	21.6	1.28

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

The Effect Size in ELA has been greater than 0.3 for the past three years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	69.4	286	38.5	32.1	0.39
2016-17	3-8	81.2	315	45.6	29.0	0.98
2017-18	3-8	90.7	318	53.8	32.1	1.28

Goal 3: Growth Measure⁵

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.⁶

RESULTS AND EVALUATION

GCACS did achieve this growth measure in 2017-18. With an overall mean growth percentiles of 52.9, students in grades 4, 5, and 8 had MGPs greater than 50.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	59.1	50.0
5	57.9	50.0
6	48.4	50.0
7	47.6	50.0
8	51.9	50.0
All	52.9	50.0

ADDITIONAL EVIDENCE

The mean growth percentiles have been greater than 50 the past three years in ELA.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Target
	2015-16	2016-17	2017-18	
4	61.7	62.4	59.1	50.0
5	44.5	60.5	57.9	50.0
6	49.1	47.7	48.4	50.0
7	52.2	57.0	47.6	50.0
8	50.8	52.7	51.9	50.0
All	52.6	56.2	52.9	50.0

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

With the exception of having 75 percent of students score at levels 3 and 4 on the NYS ELA exam, DREAM Charter School achieved all ELA measures in grades 3-8. DREAM CS continues to outperform the local district, performed better than expected to a large degree on the comparative analysis and demonstrated growth greater than the statewide median of 50.

type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2017-18 results.)	Achieved

ATTENTION PLAN

In anticipation of a slowing in ELA proficiency growth, DREAM has proactively invested in instructional management systems that will allow us to deliver high-quality ELA instruction at scale. DREAM is partnering with Lavinia Group in the development, implementation, and assessment of an intellectual preparation cycle in grades 3-8 that supports teacher content development and lesson preparation. This deliberate investment in our teachers and students offers a systematic way for teachers to internalize the content of their lessons. The protocol will enable teachers to facilitate learning more effectively and hold high expectations for student discourse and written work. The use of the protocol across grades will ensure quality preparation at scale and provide a clear criteria for successful integration of grade level standards and student level data into lesson plans.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

DREAM Charter School only enrolled two high school grades in 2018-19 belonging to the 2017 and 2018 cohorts. 53 percent of the 96 students in the 2017 cohort scored at a level 4 on the NYS CC English Language Arts Regents after two years in the cohort.

Goal 3: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

84 percent of the 96 students in the 2017 cohort scored at a level 3+ on the NYS CC English Language Arts Regents after two years in the cohort.

NOTE: The following high school ELA metrics do not apply to DREAM Charter School in the 2018-19 year because we do not have students who have been in the cohort for four years.

Goal 3: Absolute Measure

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

Goal 3: Comparative Measure

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

Goal 3: Comparative Measure

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

Goal 3: Comparative Measure

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

Goal 3: Growth Measure

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

Goal 3: Growth Measure

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

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Because DREAM Charter School does not yet have a high school cohort that has completed four years of high school, the following high school English Language Arts measures do not apply in 2018-19.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

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

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

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

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

The Director of Math Curriculum and Instruction, Denise Bariller, joined DREAM in 2016-17 school year and plays a critical role in the vertical alignment and strengthening of our math program. Over the summer and throughout the year DREAM teachers receive training from Dr. Stephanie Smith a consultant who provides professional development on Cognitively Guided Instruction, a math instruction technique. Similar to the data cycle described for ELA, DREAM teachers analyze Math unit and interim assessment data to identify gaps in student learning and take targeted action to reteach and remediate as needed.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁷					Total Enrolled
		IEP	ELL	Absent	Refused	No Assessment	
3	52				1	2	55
4	53					5	58
5	53					1	54
6	53					1	54
7	55					2	57
8	52					2	54
All	318	0	0	0	1	13	332

RESULTS AND EVALUATION

DREAM CS did not achieve this measure overall, however 76 percent of third grade students in at least their second year at the school performed at levels 3 and 4. Overall, 56 percent of grade 3-8 students in at least their second year tested at proficiency on the NYS mathematics exam.

Performance on 2018-19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	76%	51	76%	49
4	57%	51	58%	45
5	61%	54	69%	45
6	36%	53	37%	49
7	59%	51	59%	51
8	38%	53	38%	50
All	54%	313	56%	289

ADDITIONAL EVIDENCE

The DREAM CS math proficiency rates have been greater than 50 percent the past three years.

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	79%	42	72%	50	76%	49
4	68%	41	76%	46	58%	45
5	70%	46	51%	47	69%	45
6	54%	43	62%	50	37%	49
7	35%	43	38%	48	59%	51
8	41%	39	38%	50	38%	50
All	58%	254	56%	291	56%	289

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students of 107. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The math Performance Index (PI) calculates to 137, surpassing the Measure of Interim Progress (MIP) of 107.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
3113	18	28	32	22

$$PI = 28 + 3 + 22 = 72$$

$$\begin{array}{rclcl}
 2 & & & & \\
 3 & + & 22 & = & 54 \\
 2 & + & (.5)^* & = & 11 \\
 & & 22 & & \\
 & & PI & = & 137
 \end{array}$$

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS AND EVALUATION

DREAM CS achieved this math measure. Students in at least their second year at the school outperformed the local district overall 56% to their 37% and in each tested grade as well.

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	76%	49	49%	837
4	58%	45	38%	892
5	69%	45	35%	869
6	37%	49	39%	888
7	59%	51	32%	884
8	38%	50	21%	486
All	56%	289	37%	4856

ADDITIONAL EVIDENCE

As evidenced by the table below, DREAM CS has outperformed the local district for the past three years.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	79%	39%	72%	45%	76%	49%
4	68%	33%	76%	34%	58%	38%
5	70%	35%	51%	36%	69%	35%
6	54%	28%	62%	31%	37%	39%
7	35%	24%	38%	30%	59%	32%
8	41%	15%	38%	18%	38%	21%
All	58%	33%	56%	33%	56%	37%

Goal 4: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

DREAM CS achieved this measure in 2017-18, the most recent data available, with an Effect Size of 1.39, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	92.9	52	71.2	39.7	31.5	1.52
4	91.4	53	75.5	33.4	42.1	2.11
5	90.9	53	49.1	27.8	21.3	1.24
6	94.6	53	62.3	25.0	37.2	2.30
7	87.5	55	32.7	25.4	7.3	0.35
8	87.0	52	38.5	21.4	17.0	0.80
All	90.7	318	54.7	28.7	26.0	1.39

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

The Effect Size in math has been far greater than 0.3 for the past three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	69.4	286	48.3	32.5	0.84
2016-17	3-8	81.3	313	55.7	26.6	1.50
2017-18	3-8	90.7	318	54.7	28.7	1.39

Goal 4: Growth Measure⁹

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.¹⁰

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

RESULTS AND EVALUATION

DREAM CS did not achieve this measure, having only grade 4 demonstrate a mean growth percentile greater than 50. Grade 3 experienced the greatest growth with an MGP of 60.4.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	60.4	50.0
5	42.3	50.0
6	44.8	50.0
7	33.3	50.0
8	40.5	50.0
All	44.1	50.0

ADDITIONAL EVIDENCE

2017-18 is the only year in the past three in which the mean unadjusted growth percentile fell below 50.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	55.8	64.6	60.4	50.0
5	43.1	53.1	42.3	50.0
6	61.5	63.9	44.8	50.0
7	68.0	64.0	33.3	50.0
8	58.9	73.0	40.5	50.0
All	57.3	63.6	44.1	50.0

SUMMARY OF THE MATHEMATICS GOAL

DREAM Charter School continues to work toward increasing proficiency rates in math. Our scholars continue to outperform the local district, scored higher than expected to large degree on the comparative analysis, however the mean growth percentile in 2017-18 did not exceed the statewide median of 50.

type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by a minimum Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2017-18 results.)	Did Not Achieve

ATTENTION PLAN

DREAM's Director of Math will continue to focus her time with academic deans in order to build efficacy and capacity. By doing so, she will be able to leverage her time with the highest need grades and course-correct with instructors and deans as interim assessment data is analyzed across the year. Academic deans will give lesson plan feedback aligned to an intellectual preparation framework created by our Director of Math Curriculum and Instruction.

In Middle School Math, investment is underway in bringing increased differentiation to our 6th and 7th grade math curriculums to ensure we are meeting the needs of all students and maximizing their academic growth. We're balancing our need for differentiation of curriculum with the fact that the majority of the MS math department is new this year. Since the team is new, our focus on intellectual prep practices that help teachers internalize a curriculum that is new to them is also a significant part of our strategy. The Middle School Math Academic Dean is closely monitoring teacher planning timelines and deliverables to ensure special education teachers create high-quality differentiated materials that anticipate and plan for misconceptions. Planning is in place to redesign the 8th grade math curriculum across the next 2 years with the end goal of transitioning to an 8th grade algebra curriculum by school year 2021-2022.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Although DREAM Charter School does not yet have students who have been in high school for four years, its students in the 2017 and 2018 cohorts have taken math Regents. Thus far, 10 percent of the 2017 cohort has passed a math Regents exam with a minimum of level 4 after just two years in the cohort. 11 percent of the 2018 cohort has also passed a math exam at the same level after just one year in high school. This measure is not yet applicable, but we would like to report the progress made.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017			94	12%	96	10%
2018					102	11%

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Although the 2017 cohort has only been in high school two years, 76 percent have already scored at least a 65 on a math Regents exam. 71 percent of the 2018 cohort have done so after one year in high school as well.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017			94	65%	96	76%
2018					102	71%

Note: The following accountability measures are not applicable to DREAM CS in the 2018-19 year.

Goal 4: Absolute Measure

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

Goal 4: Comparative Measure

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

Goal 4: Comparative Measure

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

Goal 4: Comparative Measure

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

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at

Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

Goal 4: Growth Measure

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

ACTION PLAN

The majority of students who enter 9th grade are new to DREAM and come into 9th grade with low 8th grade Math proficiency. Cohort 2018 entered 9th grade with only 24% math proficiency and 48% scoring a Level 1 on the 8th grade NYS Math Test. This is in line with both Cohort 2017 and Cohort 2018. In school years 2017-2018 and 2018-2019, all 9th grade students were enrolled in Algebra and students below proficiency were provided additional support through a supplementary intervention block. Upon careful assessment of this structure and the needs of our incoming students, DREAM's instructional leadership made the decision to redesign our 9th grade Math program whereby all students are enrolled in an additional math block every other day, on top of the daily math block. The additional time devoted to math in the 9th grade allows us to build the critical and necessary foundation for our students to reach grade-level proficiency by the end of the year.

GOAL 5: SCIENCE

Goal 5: Science

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

BACKGROUND

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

Goal 5: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

DREAM CS science students did not achieve this science measure. Grade 4 students had 91 percent scoring at performance levels 3 and 4, however just 50 percent of eighth grade scholars scored at proficient levels.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2018-19 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92%	50	91%	44
8	49%	53	50%	50
All	70%	103	69%	94

ADDITIONAL EVIDENCE

NYS Science 8 scores dropped by 20 percentage points in 2017-18, causing the school to fall short on this absolute metric. Again in 2018-19, grade 8 maintained a 50% proficiency.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	93%	42	91%	46	91%	44
8	70%	40	50%	50	50%	50
All	82%	82	70%	96	69%	94

Goal 5: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

RESULTS AND EVALUATION

DREAM CS outperformed the local district 4 in 2017-18 in both tested science grades.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	93%	83%	91%	86%	91%	
8	70%	46%	50%	44%	50%	
All	82%	66%	70%	68%	69%	

SUMMARY OF THE SCIENCE GOAL

Overall, DREAM CS science proficiency fell short of 75 percent at 69. Based on district 2017-18 science scores, DCS outperformed the local district in grades 4 and 8 in 2017-18.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved

ACTION PLAN

In the past, DREAM science teachers analyzed and planned based on ELA interim assessment data for nonfiction passages and reading informational standards. While we still believe science teachers play an important role in developing students' literacy skills, we feel that a more formal data cycle for science assessments is needed and will help drive improvement in students' academic performance in science. To improve academic performance in science, DREAM will enhance our formative assessment cycle to ensure science teachers are administering assessments aligned to the summative assessment, analyzing the results, and adapting instruction to accelerate student learning. Therefore, science teachers in school year 2019-2020 will have time and space to analyze both ELA assessments and science assessments to inform their teaching.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Although this metric is not yet applicable, the 2017 and 2018 cohorts are making progress. In fact the 2017 cohort already has met the measure with 82% passing a science Regents after just two years in the cohort.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017			94	79%	96	82%
2018					102	78%

Goal 5: Comparative Measure

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

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

RESULTS

DREAM Charter School has not administered the U.S. History Regents yet because it has only enrolled grades 9-10 in the 2018-19 year.

Goal 6: Comparative Measure

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

Goal 6: Absolute Measure

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

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times and had until the summer of their fourth

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

70 percent of the 2017 cohort scored at a least a 65 on the Global History Regents after two years in high school.

Goal 6: Comparative Measure

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

GOAL 7: ESSA

Goal 7: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

DREAM Charter School continues to be in Good Standing.

ADDITIONAL EVIDENCE

DREAM Charter School has been in Good Standing since opening in 2009.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19	Good Standing
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Entry 4 Expenditures per Child

Last updated: 08/02/2019

DREAM CHARTER SCHOOL Section Hading

Financial Information

This information is required ALL charter schools. Provide the following measures fiscal performance the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end TE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two required calculations: [Audit Guide](#) available within the portal or on the NYSED website

at: <http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf>.

Line 1: Total Expenditures	13896958
Line 2: Year End TE student enrollment	670
Line 3: Divide Line 1 by Line 2	20742

2 Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)
2. Any contracted administrative/management fees paid to other organizations or corporations
3. Take the total from above and divide it by the year end TE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the TE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two required pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	2565914
Line 2: Management and General Cost (Column)	2556019
Line 3: Sum of Line 1 and Line 2	5121933
Line 5: Divide Line 3 by the Year End TE student enrollment	7645

Thank you.

Dream Charter School



Financial Statements
(Together with Independent Auditors' Report)
and
Report Required by *Government Auditing Standards*
Years Ended June 30, 2019 and 2018

M A R K S P A N E T H

ACCOUNTANTS & ADVISORS

DREAM CHARTER SCHOOL
FINANCIAL STATEMENTS
(Together with Independent Auditors' Report)
and
Report Required by *Government Auditing Standards*
YEARS ENDED JUNE 30, 2019 AND 2018

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INDEPENDENT AUDITORS' REPORT

The Board of Trustees of
Dream Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Dream Charter School (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 2 to the financial statements, during the year ended June 30, 2019, the School adopted Accounting Standards Update 2016-14, "Not-for-Profit Entities" and ASU 2016-18, "Statement of Cash Flows". Our opinion is not modified with respect to these matters.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Mark Paneth UP". The signature is written in a cursive style.

New York, NY
October 31, 2019

**DREAM CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
AS OF JUNE 30, 2019 AND 2018**

	2019	2018
ASSETS		
Cash and cash equivalents (Notes 2C and 12B)	\$ 2,194,111	\$ 1,399,917
Restricted cash (Note 4)	75,000	75,000
Investments (Notes 2D, 2E and 5)	-	394,408
Government grants receivable (Note 2H)	366,050	408,052
Contributions receivable, net (Notes 2H and 6)	1,347,679	1,000
Prepaid expenses and other assets	171,626	103,324
Property and equipment, net (Notes 2I and 7)	22,524	33,298
TOTAL ASSETS	\$ 4,176,990	\$ 2,414,999
LIABILITIES		
Accounts payable and accrued expenses	\$ 168,597	\$ 157,634
Due to institutional partner (Note 8)	381,975	43,691
Deferred rent (Notes 2L and 8)	582,750	467,250
TOTAL LIABILITIES	1,133,322	668,575
COMMITMENTS AND CONTINGENCIES (Notes 8, 9 and 10)		
NET ASSETS (Note 2B)		
Without donor restrictions	1,956,418	1,695,424
With donor restrictions (Note 11)	1,087,250	51,000
TOTAL NET ASSETS	3,043,668	1,746,424
TOTAL LIABILITIES AND NET ASSETS	\$ 4,176,990	\$ 2,414,999

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

DREAM CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2019
(With Comparative Totals for the Year Ended June 30, 2018)

	For the Year Ended June 30, 2019							
	Program Services			Supporting Services				
	General Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total 2019	Total 2018
Salaries and wages	\$ 5,341,922	\$ 2,432,734	\$ 7,774,656	\$ 886,540	\$ -	\$ 886,540	\$ 8,661,196	\$ 7,409,650
Fringe benefits and payroll taxes (Note 13)	1,106,698							
Total Salaries and Related Costs	6,448,620	2,928,441	9,377,061	1,070,989	-	1,070,989	10,448,050	8,909,032
Instructors and tutors	38,684	15,800	54,484	-	-	-	54,484	37,636
Classroom supplies	149,764	61,172	210,936	-	484,449	-	210,936	155,977
Program food and events	41,067	16,774	57,841	-	-	-	57,841	39,112
Other student expenses	231,511	102,732	334,243	-	-	1,786,854	1,488,282	347,547
Contractual services (Note 8)	772,922	315,701	1,088,623	1,684,557	297,275	1,981,832	3,070,455	2,638,374
Consulting and professional	461,136	189,165	650,301	32,514	-	32,514	682,815	608,452
Telephone and internet	2,443	998	3,441	-	-	-	3,441	6,020
Communication and outreach	-	-	-	45,867	-	45,867	45,867	4,112
Professional development	126,328	57,052	183,380	20,376	-	20,376	203,756	235,949
Office and administration	199,131	89,931	289,062	32,117	-	32,117	321,179	302,195
Insurance	51,117	20,878	71,995	10,009	-	10,009	82,004	68,662
Repairs and maintenance	43,887	18,716	62,603	3,334	-	3,334	65,937	56,409
Dues and publications	37,776	17,060	54,836	6,093	-	6,093	60,929	49,127
Donated facilities (Note 8)	1,238,701	505,949	1,744,650	-	-	-	1,744,650	1,628,340
Depreciation (Note 7)	6,681	3,017	9,698	1,076	-	1,076	10,774	26,735
Occupancy (Note 8)	898,505	366,995	1,265,500	-	-	-	1,265,500	923,206
Miscellaneous	-	-	-	-	-	-	-	-
TOTAL EXPENSES	\$ 10,768,273	\$ 15,478,654	\$ 23,246,927	\$ 297,275	\$ 3,259,561	\$ 3,556,836	\$ 27,303,763	\$ 24,967,765
		55,354	55,354	-	55,354	55,354	4,265	-
	4,710,381		2,962,286	297,275	3,259,561	18,738,215	16,041,150	-

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

**DREAM CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2019 AND 2018**

	2019	2018
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	\$ 1,297,244	\$ 156,811
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	10,774	26,735
Forgiveness of amounts due to institutional partner	-	(796,211)
Realized and unrealized (gain) loss on investments	(3,782)	1,684
	1,304,236	(610,981)
Changes in assets and liabilities:		
(Increase) decrease in assets:		
Contributions receivable	(1,346,679)	240,347
Government grants receivable	42,002	(2,903)
Prepaid expenses and other assets	(68,302)	79,745
Increase (decrease) in liabilities:		
Accounts payable and accrued expenses	10,963	45,511
Due to/from institutional partner	338,284	533,139
Deferred rent	115,500	325,500
Net Cash Provided by Operating Activities	396,004	610,358
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	-	(23,125)
Proceeds from sale of investments	398,190	-
Net Cash Provided by (Used In) Investing Activities	398,190	(23,125)
NET INCREASE IN CASH AND CASH EQUIVALENTS AND RESTRICTED CASH	794,194	587,233
Cash and cash equivalents and restricted cash - beginning of year	1,474,917	887,684
CASH AND CASH EQUIVALENTS AND RESTRICTED CASH - END OF YEAR	\$ 2,269,111	\$ 1,474,917
The following table provides a reconciliation of cash and cash equivalents and restricted cash reported within the statements of financial position:		
Cash and cash equivalents	\$ 2,194,111	\$ 1,399,917
Restricted cash	75,000	75,000
	\$ 2,269,111	\$ 1,474,917

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018**

NOTE 1 – ORGANIZATION AND NATURE OF ACTIVITIES

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

The School opened in September 2008 with 50 kindergarteners and 50 first graders. It currently serves 720 youth in grades K-9th grade. Distinguishing features of the School include an inclusion method of co-teaching teams within each classroom and a Coordinated School Health Program as a fundamental component of the overall curriculum, culture and educational philosophy of the School. The ultimate goal of the School is to create a successful community-based education program for the youth of East Harlem.

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

Effective January 15, 2013, the School was granted their renewed charter by the University of the State of New York, Education Department.

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

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. ***Basis of Accounting*** – The School prepares its financial statements using the accrual basis of accounting. The School adheres to accounting principles generally accepted in the United States of America (“U.S. GAAP”).

B. ***Basis of Presentation*** – The School reports information regarding its financial position and activities in two classes of net assets:

Without donor restrictions – Net assets that can be spent at the discretion of the School and have no associated donor-imposed stipulations.

With donor restrictions – Net assets that are restricted by the donor for a specific time period or purpose. The School did not have any net assets with donor restrictions to be held in perpetuity as of June 30, 2019 and 2018.

C. ***Cash and Cash Equivalents*** – Cash equivalents include all highly liquid instruments purchased with maturities of 90 days or less.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018**

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

- D. **Investments** – Investments are stated at fair value. Investment income is recorded as revenue in the period earned.
- E. **Fair Value Measurements** – Fair value measurements are the prices that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In order to increase consistency and comparability in fair value measurements, a fair value hierarchy prioritizes observable and unobservable inputs used to measure fair value into three levels, as described in Note 5.
- F. **Contributions** – Contributions received, including unconditional promises to give, are recognized as revenues in the appropriate category of net assets in the period received. Conditional promises to give are recognized when they become unconditional, that is, when the conditions are substantially met. All contributions receivable are expected to be collected within one year.
- G. **Government Support** – State and local per pupil revenue resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which expenditures have not been incurred are reflected as refundable advances in the accompanying statements of financial position.

- H. **Grants and Contributions Receivable** – Grants and contributions receivable are stated at the amount management expects to collect from outstanding balances. The School may provide an allowance for doubtful accounts for receivables. This estimate is based on management's assessment of the aged basis of its government funding sources, current economic conditions and creditworthiness of its donors and grantors. The School determined that no allowance for doubtful accounts was necessary as of June 30, 2019 and 2018.
- I. **Property and Equipment** – The School capitalizes property and equipment having a cost of \$1,000 or more and a useful life of at least one year. Depreciation is recognized using the straight-line method over the estimated useful lives of the respective assets.
- J. **Functional Allocation of Expenses** – The School allocates expenses on a functional basis among its programs and supporting services. Expenses that can be identified as belonging to a specific program and/or support service are allocated directly according to their natural expense classification. Salaries and fringe benefits and payroll taxes are allocated based on estimates of time and effort. Other expenses are directly allocated.
- K. **Donated Services** – Donated services are recognized at fair value if they create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if not provided in-kind. For the years ended June 30, 2019 and 2018, the School received donated use of services and facilities amounting to \$1,744,650 and \$1,628,340, respectively, which is recorded as both revenue and expense in the accompanying financial statements.
- L. **Deferred Rent** – As further described in Note 8, the School has a lease agreement for the rental of space for a high school. Under the terms of the lease agreement, the lessor has provided free rent periods. In accordance with U.S. GAAP, the School recorded an adjustment to rent expense to reflect the difference between the rent paid and the average rent to be paid over the terms of the lease. This straight-lining of rent expense resulted in an increase in occupancy expenses of \$115,500 and \$325,500 for the years ended June 30, 2019 and 2018, respectively. This adjustment is reflected as deferred rent in the accompanying statements of financial position.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018**

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

- M. **Use of Estimates** – The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements, and revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.
- N. **Recently Enacted Accounting Standards** – Financial Accounting Standards Board (“FASB”) Accounting Standards Update (“ASU”) 2016-14, “Not-for-Profit Entities” and ASU 2016-18, “Statement of Cash Flows” were adopted for the year ended June 30, 2019. ASU 2016-14 provides for a number of changes, including the presentation of two classes of net assets and enhanced disclosure of liquid resources and expense allocation. ASU 2016-18 requires that restricted cash be included with cash and cash equivalents on the accompanying statements of cash flows. These changes had no impact on the changes in net assets for the year ended June 30, 2019. Due to these changes, the School has reclassified prior periods and fully comparative financial statements are presented. Net assets as of June 30, 2018 were reclassified to conform to the new presentation.

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

Financial assets as of June 30, 2019 available for general expenditure, within one year of the statement of financial position date, without donor or other restrictions limiting their use, were as follows:

Cash and cash equivalents	\$ 2,194,111
Restricted cash	75,000
Government grants receivable	366,050
Contributions receivable, net	<u>1,347,679</u>
Total financial assets	3,982,840
Less: net assets with donor restrictions	(1,087,250)
Less: restricted cash	<u>(75,000)</u>
	<u>\$ 2,820,590</u>

The School’s management monitors levels of available financial assets to anticipate cash requirements for general expenditures as obligations becomes due. As part of the Schools’s liquidity management plan, the School invests cash in excess of daily requirements in short-term money market accounts.

NOTE 4 – RESTRICTED CASH

The New York City Department of Education (the “NYCDOE”) requires the School to maintain funds in a separate cash account to have funds available to ensure an orderly liquidation, dissolution or transition process if the School’s charter were to be terminated or the School was closed for other reasons. Restricted cash amounted to \$75,000 as of June 30, 2019 and 2018, respectively.

NOTE 5 – INVESTMENTS AND FAIR VALUE MEASUREMENTS

Investments consisted of the following as of June 30:

	<u>2019</u>	<u>2018</u>
United States treasury notes	<u>\$ -</u>	<u>\$ 394,408</u>

Investments are subject to market volatility that could substantially change their carrying values in the near term.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018**

NOTE 5 – INVESTMENTS AND FAIR VALUE MEASUREMENTS (Continued)

Investment income consisted of the following for the years ended June 30:

	<u>2019</u>	<u>2018</u>
Interest	\$ 2,766	\$ 6,252
Realized/unrealized gain (loss) on investments	<u>3,782</u>	<u>(1,684)</u>
	<u>\$ 6,548</u>	<u>\$ 4,568</u>

The fair value hierarchy defines three levels as follows:

Level 1: Valuations based on quoted prices (unadjusted) in an active market that are accessible at the measurement date for identical assets or liabilities. The fair value hierarchy gives the highest priority to Level 1 inputs. Level 1 valuations are obtained from real-time quotes for transactions in active exchange markets involving identical assets.

Level 2: Valuations for assets and liabilities traded in less active dealer or broker markets. Valuations are obtained from third-party pricing services for identical or similar assets or liabilities.

Level 3: Valuations for assets and liabilities that are derived from other valuation methodologies, including option pricing models, discounted cash flow models or similar techniques, and not based on market exchange, dealer, or broker-traded transactions. Level 3 valuations incorporate certain assumptions and projections in determining the fair value assigned to such assets or liabilities.

In determining fair value, the School utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs to the extent possible in its assessment of fair value. Investments in United States treasury notes are valued using market prices in active markets (Level 1).

For the year ended June 30, 2018, assets were classified in the fair value hierarchy as follows:

	<u>Level 1</u>	<u>Total</u>
United States treasury notes	<u>\$ 394,408</u>	<u>\$ 394,408</u>

NOTE 6 – CONTRIBUTIONS RECEIVABLE

Contributions receivable consisted of the following as of June 30:

	<u>2019</u>	<u>2018</u>
Due within 1 year	\$ 691,000	\$ 1,000
Due within 1 to 5 years	<u>681,500</u>	<u>-</u>
	1,372,500	1,000
Present value discount at 2.00%	<u>(24,821)</u>	<u>-</u>
	<u>\$ 1,347,679</u>	<u>\$ 1,000</u>

Approximately 98% of contributions receivable as of June 30, 2019 are from two donors.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018**

NOTE 7 – PROPERTY AND EQUIPMENT

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

	2019	2018	Estimated Useful Lives
Equipment and computers	\$ 373,660	\$ 373,660	3 years
Furniture and fixtures	200,987	200,987	7 years
	574,647	574,647	
Less: accumulated depreciation	(552,123)	(541,349)	
Total	\$ 22,524	\$ 33,298	

Depreciation expense amounted to \$10,774 and \$26,735 for the years ended June 30, 2019 and 2018, respectively.

NOTE 8 – RELATED-PARTY TRANSACTIONS

The School has an Institutional Partnership Agreement (the “Agreement”) with DREAM, which has common management. The Agreement serves as the foundation of the governance relationship between the School and DREAM and describes the exact nature and costs of DREAM’s executive management and back office services to the School. Both the School’s Board of Trustees and DREAM’s Board of Directors have the option of severing the relationship between the two entities with agreed upon notice, though the spirit of the partnership is unending. The Agreement is renewed annually by the Board of each entity. During the years ended June 30, 2019 and 2018, services provided and recognized as expense by the School under the Agreement amounted to \$3,070,455 and \$2,638,374, respectively.

As of June 30, 2019 and 2018, amounts due to DREAM from the School amounted to \$381,975 and \$43,691, respectively. During the year ended June 30, 2018, DREAM forgave \$796,211 of the accumulated balance due. This balance is non-interest bearing. Management anticipates the balance will be settled as funds become available from operations.

The School received the use of facilities without charge from DREAM, which was valued at approximately \$1,750,000 and \$1,600,000 for the years ended June 30, 2019 and 2018, respectively.

During April 2017, DREAM entered into a lease agreement with a landlord and subsequently entered into a sublease agreement to lease the same space to the School for use as a new high school. Rent expense amounted to \$1,265,500 and \$923,206 for the years ended June 30, 2019 and 2018, respectively. Approximate future annual minimum rentals related to the lease are as follows for the years ended subsequent to June 30, 2019:

2020	\$ 966,000
2021	1,008,000
2022	1,113,000
2023	189,000
	\$ 3,276,000

NOTE 9 – LINE OF CREDIT

The School had a line of credit of \$1,000,000. The line of credit was secured by the School’s assets and bore interest at prime plus 1.5%. The line of credit expired in January 2018 and was not renewed.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018**

NOTE 10 – CONTINGENCIES

- A. The School believes it had no uncertain tax positions as of June 30, 2019 and 2018, in accordance with Accounting Standards Codification (“ASC”) Topic 740, “Income Taxes,” which provides standards for establishing and classifying any tax provisions for uncertain tax positions.
- B. Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowances of costs submitted for reimbursement by the School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 11 – NET ASSETS WITH DONOR RESTRICTIONS

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

	<u>2019</u>	<u>2018</u>
Time restricted	\$ 1,087,250	\$ 1,000
Poverty fighting partnership	-	50,000
	<u>\$ 1,087,250</u>	<u>\$ 51,000</u>

During the years ended June 30, 2019 and 2018, net assets with donor restrictions were released by incurring expenses satisfying the restricted purposes or by the occurrence of other events specified by donors as follows:

	<u>2019</u>	<u>2018</u>
Poverty fighting partnership	\$ -	\$ 200,000
Pre-K	-	40,000
Time restricted	419,750	-
	<u>\$ 419,750</u>	<u>\$ 240,000</u>

NOTE 12 – CONCENTRATIONS

- A. The School receives a majority of its revenues from the New York State Education Department through the NYCDOE Office of Schools. The NYCDOE provides general operating support to the School based upon the location and the number of students enrolled. Funding from the NYCDOE amounted to approximately 68% of total revenue for each of the years ended June 30, 2019 and 2018, respectively. The School is dependent upon this level of funding in order to continue its operations.
- B. Cash accounts that potentially subject the School to a concentration of credit risk include cash accounts with two banks that exceed the Federal Deposit Insurance Corporation (“FDIC”) insurance limits. Cash accounts are insured up to \$250,000 per depositor. As of June 30, 2019 and 2018, there was approximately \$1,908,000 and \$1,055,000, respectively, of cash and cash equivalents held by two banks that exceeded FDIC limits.

NOTE 13 – PENSION PLAN

The School has a tax deferred 403(b) retirement plan. All employees may participate by designating a percentage of their salaries, subject to regulatory limits, to be contributed to the plan on a pre-tax basis. During each of the years ended June 30, 2019 and 2018, the School contributed a 4% match for qualified participating staff members with one or more years of service. Employer contributions totaled \$140,099 and \$112,247 for the years ended June 30, 2019 and 2018, respectively.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018**

NOTE 14 – SUBSEQUENT EVENTS

Management has evaluated, for potential recognition and disclosure, events subsequent to the date of the statement of financial position through October 31, 2019, the date the financial statements were available to be issued.

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

To the Board of Trustees of
Dream Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Dream Charter School (the "School"), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 31, 2019.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Handwritten signature of Marks Paneth in black ink.

New York, NY
October 31, 2019



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

Charter School Name:	DREAM Charter School
Audit Period:	2018-19
Prior Period:	2017-18
Report Due Date:	Friday, November 01, 2019
Date Submitted:	Friday, November 01, 2019
School Fiscal Contact Name:	Tiffani Alexandre
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Marks Paneth LLP
School Audit Contact Name:	Matthew Estersohn
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

Please submit the Annual Financial Statement and other associated documents to BOTH
SUNY Charter Schools Institute
AND
New York State Education Department

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://myepicenternow.org/home.aspx>

Required 8 Items:

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

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included.

Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc

	<i>If not included, state the reason(s) below. Or, if not applicable fill in N/A.</i>
4) Management Letter	A written management letter was not issued
5) Management Letter Response	N/A
6) Form 990; or Extension Form 8868	Not yet available
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	The school did not expend federal funds in excess of the Single Audit Threshold
8) Corrective Action Plan	N/A

NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:

Online Portal: <https://nysed-cso-reports.myreviewroom.com/>

Required Items:

- 1) This transmittal form (a copy of the Excel file containing the four schedules Does NOT need to be included)
- 2) Audited Financial Report;

And, if applicable:

- 3) Management Letter and Response;
- 4) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F.



GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

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

2- BLUE tabs require input of information

1.) Name of School	<ul style="list-style-type: none"> >Select school name from list. >Enter contact information.
2.) Enrollment	<ul style="list-style-type: none"> Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	<ul style="list-style-type: none"> Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	<ul style="list-style-type: none"> Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	<ul style="list-style-type: none"> Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.

<p>6.) Quarterly Report</p>	<p>Enter Actual Quarterly Report information . Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses</p>
<p>7.) Annual Report Requirement</p>	<p>Complete when submitting Actual Quarter 4.</p>

CELL COLORS & GUIDANCE COMMENTS

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

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



ANNUAL BUDGET & QUARTERLY REPORT EMPLATE

DREAM Charter school

SCHOOL	
Name:	DREAM Charter School

CONTACT INFORMATION	
Contact Name:	Tiffani Alexander
Contact title:	Director of Compliance
Contact Email:	
Contact Phone:	

REPORT PERIOD	
Current Academic Year:	2019-20
Prior Academic Year:	2018-19

**DREAM CHARTER SCHOOL
2019-20**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the "REVISED" Column(s) COMPLETELY BLANK.

***NOTE:** Each quarter, the actual FTE should be entered in the "Actual" column.

	PRIOR YEAR 2018-19				ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE	
	ACTUAL	Original	Revised		Q1		Q2		Q3		Q4		Q1	Q3
		Original	Revised		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual
Administrative Personnel FTE	36.0	31.0	0.0	0.0	31.0	0.0	31.0	0.0	31.0	0.0	31.0	0.0	0.0	0.0
Executive Management	1.0	0.0			0.0		0.0		0.0		0.0			
Instructional Management	4.0	3.0			3.0		3.0		3.0		3.0			
Deans, Directors & Coordinators	23.0	22.0			22.0		22.0		22.0		22.0			
CFO / Director of Finance	0.0	0.0			0.0		0.0		0.0		0.0			
Operation / Business Manager	7.0	6.0			6.0		6.0		6.0		6.0			
Administrative Staff	1.0	0.0			0.0		0.0		0.0		0.0			
TOTAL ADMINISTRATIVE STAFF	36.0	31.0	0.0	0.0	31.0	0.0	31.0	0.0	31.0	0.0	31.0	0.0	0.0	0.0

	PRIOR YEAR 2018-19				ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE	
	ACTUAL	Original	Revised		Q1		Q2		Q3		Q4		Q1	Q3
		Original	Revised		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual
Instructional Personnel FTE	69.0	97.0	0.0	0.0	97.0	0.0	97.0	0.0	97.0	0.0	97.0	0.0	0.0	0.0
Teachers - Regular	28.0	43.0			43.0		43.0		43.0		43.0			
Teachers - SPED	20.0	20.0			20.0		20.0		20.0		20.0			
Substitute Teachers	0.0	0.0			0.0		0.0		0.0		0.0			
Teaching Assistants	0.0	12.0			12.0		12.0		12.0		12.0			
Specialty Teachers	14.0	11.0			11.0		11.0		11.0		11.0			
Aides	0.0	0.0			0.0		0.0		0.0		0.0			
Therapists & Counselors	7.0	11.0			11.0		11.0		11.0		11.0			
Other	0.0	0.0			0.0		0.0		0.0		0.0			
TOTAL INSTRUCTIONAL	69.0	97.0	0.0	0.0	97.0	0.0	97.0	0.0	97.0	0.0	97.0	0.0	0.0	0.0

	PRIOR YEAR 2018-19				ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE	
	ACTUAL	Original	Revised		Q1		Q2		Q3		Q4		Q1	Q3
		Original	Revised		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual
Non-Instructional Personnel FTE	105.0	128.0	0.0	0.0	128.0	0.0	128.0	0.0	128.0	0.0	128.0	0.0	0.0	0.0
Nurse	0.0	0.0			0.0		0.0		0.0		0.0			
Librarian	0.0	0.0			0.0		0.0		0.0		0.0			
Custodian	0.0	0.0			0.0		0.0		0.0		0.0			
Security	0.0	0.0			0.0		0.0		0.0		0.0			
Other	0.0	0.0			0.0		0.0		0.0		0.0			
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	105.0	128.0	0.0	0.0	128.0	0.0	128.0	0.0	128.0	0.0	128.0	0.0	0.0	0.0

DREAM CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	4,854,403	-	-	4,854,403	-	-	4,854,403
Total Expenses	17,187,021	4,816,676	-	-	4,816,676	-	-	4,816,676
Net Income	(17,187,021)	37,726	-	-	37,726	-	-	37,726
Actual Student Enrollment	684	786	-	-	786	-	-	786
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2018-19							
	Revenue Per Pupil	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other		89,478		-	89,478		-	89,478
TOTAL REVENUE FROM FEDERAL SOURCES	-	333,473	-	-	333,473	-	-	333,473
LOCAL and OTHER REVENUE								
Contributions and Donations		308,182		-	308,182		-	308,182
Fundraising				-			-	
Erate Reimbursement		13,214		-	13,214		-	13,214
Earnings on Investments				-			-	
Interest Income		1,250		-	1,250		-	1,250
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER				-			-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	322,646	-	-	322,646	-	-	322,646
TOTAL REVENUE	-	4,854,403	-	-	4,854,403	-	-	4,854,403

DREAM CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	4,854,403	-	4,854,403	-	4,854,403
Total Expenses	17,187,021	4,816,676	-	4,816,676	-	4,816,676
Net Income	(17,187,021)	37,726	-	37,726	-	37,726
Actual Student Enrollment	684	786	-	786	-	786
Prior Year Actual						
2018-19						
Revenue Per Pupil	132,000	32,467	-	32,467	-	32,467
	1,796,621	561,779	-	561,779	-	561,779
Retirement / Pension						
TOTAL PAYROLL TAXES AND BENEFITS						
	128.00					
TOTAL PERSONNEL SERVICE COSTS		3,014,880	-	3,014,880	-	3,014,880
CONTRACTED SERVICES						
Accounting / Audit	16,500	4,125	-	4,125	-	4,125
Legal	20,000	-	-	-	-	-
Management Company Fee	3,075,531	887,828	-	887,828	-	887,828
Nurse Services						
Food Service / School Lunch	360,000	114,375	-	114,375	-	114,375
Payroll Services	27,100	-	-	-	-	-
Special Ed Services						
Titlement Services (i.e. Title I)						
Other Purchased / Professional / Consulting	325,913	40,262.50	-	40,262.50	-	40,262.50
TOTAL CONTRACTED SERVICES	3,825,044	1,046,590	-	1,046,590	-	1,046,590

DREAM CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	4,854,403	-	4,854,403	-	4,854,403
Total Expenses	17,187,021	4,816,676	-	4,816,676	-	4,816,676
Net Income	(17,187,021)	37,726	-	37,726	-	37,726
Actual Student Enrollment	684	786	-	786	-	786

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd C
Prior Year Actual	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget
2018-19 Revenue Per Pupil					

SCHOOL OPERATIONS

Board Expenses						
Classroom / Teaching Supplies & Materials	143,330	60,455		60,455		60,455
Special Ed Supplies & Materials						
Textbooks / Workbooks						
Supplies & Materials other	95,864	45,935		45,935		45,935
Equipment / Furniture	128,224	21,000		21,000		21,000
Telephone		375		375		375
Technology	38,000					
Student Testing & Assessment	52,162	2,800		2,800		2,800
Field Trips	156,217	29,950		29,950		29,950
Transportation (student)	119,580	54,945		54,945		54,945
Student Services - other	178,285	91,468		91,468		91,468
Office Expense	165,387	16,793		16,793		16,793
Staff Development	195,668	28,325		28,325		28,325
Staff Recruitment						
Student Recruitment / Marketing						
School Meals / Lunch	121,078	29,370		29,370		29,370
Travel (Staff)	48,610	12,791		12,791		12,791
Fundraising						
Other	122,378	4,250		4,250		4,250
TOTAL SCHOOL OPERATIONS	1,564,783	398,456	-	398,456	-	398,456

FACILITY OPERATION & MAINTENANCE

Insurance	82,004					
Janitorial						
Building and Land Rent / Lease / Facility Finance Interest	1,150,000	356,250.00		356,250.00		356,250.00
Repairs & Maintenance	2,000	500		500		500
Equipment / Furniture						
Security						
Utilities						
TOTAL FACILITY OPERATION & MAINTENANCE	1,234,004	356,750	-	356,750	-	356,750

DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY DEFERRED RENT

	38,735					
	93,500					

DREAM CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	4,854,403	-	-	4,854,403	-	-	4,854,403
Total Expenses	17,187,021	4,816,676	-	-	4,816,676	-	-	4,816,676
Net Income	(17,187,021)	37,726	-	-	37,726	-	-	37,726
Actual Student Enrollment	684	786	-	-	786	-	-	786
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	2018-19	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
	Revenue Per Pupil	17,187,021	4,816,676	=	4,816,676	=	=	4,816,676
TOTAL EXPENSES		17,187,021	4,816,676	=	4,816,676	=	=	4,816,676
NET INCOME		(17,187,021)	37,726	=	37,726	=	=	37,726

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	-	5,001,554	-	-
Total Expenses	-	-	4,866,676	-	-
Net Income	-	-	134,877	-	-
Actual Student Enrollment	-	-	786	-	-
Charter School Program (CSP) Planning & Implementation					
Other	-	-	-	-	-
Other	-	-	89,478	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	333,473	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations	-	-	308,182	-	-
Fundraising	-	-	-	-	-
Erate Reimbursement	-	-	13,214	-	-
Earnings on Investments	-	-	-	-	-
Interest Income	-	-	1,250	-	-
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	322,646	-	-
TOTAL REVENUE	-	-	5,001,554	-	-

		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue		-	-	5,001,554	-	-
Total Expenses		-	-	4,866,676	-	-
Net Income		-	-	134,877	-	-
Actual Student Enrollment		-	-	786	-	-
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
	Avg. No. of Positions					
Executive Management	-					
Instructional Management	3.00			107,057		
Deans, Directors & Coordinators	22.00			476,400		
CFO / Director of Finance	-					
Operation / Business Manager	6.00			75,302		
Administrative Staff	-					
TOTAL ADMINISTRATIVE STAFF	31.00			658,759		
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	43.00			806,647		
Teachers - SPED	20.00			375,185		
Substitute Teachers	-					
Teaching Assistants	12.00			151,749		
Specialty Teachers	11.00			203,074		
Aides	-					
Therapists & Counselors	11.00			207,390		
Other	-					
TOTAL INSTRUCTIONAL	97.00			1,744,044		
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-					
Librarian	-					
Custodian	-					
Security	-					
Other	-			50,297		
TOTAL NON-INSTRUCTIONAL				50,297		
SUBTOTAL PERSONNEL SERVICE COSTS	128.00			2,453,101		
PAYROLL TAXES AND BENEFITS						
Payroll Taxes				196,904		
Fringe / Employee Benefits				332,408		

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue	-	-	5,001,554	-	-
Total Expenses	-	-	4,866,676	-	-
Net Income	-	-	134,877	-	-
Actual Student Enrollment	-	-	786	-	-
SCHOOL OPERATIONS					
Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	60,455	-	-
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-
Supplies & Materials other	-	-	45,935	-	-
Equipment / Furniture	-	-	21,000	-	-
Telephone	-	-	375	-	-
Technology	-	-	-	-	-
Student Testing & Assessment	-	-	2,800	-	-
Field Trips	-	-	29,950	-	-
Transportation (student)	-	-	54,945	-	-
Student Services - other	-	-	91,468	-	-
Office Expense	-	-	16,793	-	-
Staff Development	-	-	28,325	-	-
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-
School Meals / Lunch	-	-	29,370	-	-
Travel (Staff)	-	-	12,791	-	-
Fundraising	-	-	-	-	-
Other	-	-	4,250	-	-
TOTAL SCHOOL OPERATIONS	-	-	398,456	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance	-	-	-	-	-
Janitorial	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	356,250.00	-	-
Repairs & Maintenance	-	-	500	-	-
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	356,750	-	-
DEPRECIATION & AMORTIZATION					
RESERVES / CONTINGENCY	-	-	50,000	-	-
DEFERRED RENT	-	-	-	-	-

Total Revenue	-	-	5,001,554	-	-	-	-	-	-
Total Expenses	-	-	4,866,676	-	-	-	-	-	-
Net Income	-	-	134,877	-	-	-	-	-	-
Actual Student Enrollment	-	-	786	-	-	-	-	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30						
	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
TOTAL EXPENSES	=	=	4,866,676	=	=	=	=	=	=
NET INCOME	=	=	134,877	=	=	=	=	=	=

DREAM CHARTER SCHOOL
Budget / Operating Plan
2019-20

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue	19,564,762	19,564,762	-	19,564,762	19,564,762
Total Expenses	19,316,706	19,316,706	-	(2,129,685)	(2,129,685)
Net Income	248,056	248,056	-	17,435,077	17,435,077
Actual Student Enrollment					
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	357,912	357,912	-	357,912	357,912
TOTAL REVENUE FROM FEDERAL SOURCES	1,333,892	1,333,892	-	1,333,892	1,333,892
LOCAL and OTHER REVENUE					
Contributions and Donations	1,232,728	1,232,728	-	1,232,728	1,232,728
Fundraising	-	-	-	-	-
Erate Reimbursement	52,855	52,855	-	52,855	52,855
Earnings on Investments	-	-	-	-	-
Interest Income	5,000	5,000	-	5,000	5,000
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,290,584	1,290,584	-	1,290,584	1,290,584
TOTAL REVENUE	19,564,762	19,564,762	-	19,564,762	19,564,762

DESCRIPTION OF ASSUMPTIONS

DREAM CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	19,564,762	19,564,762	-	19,564,762	19,564,762
Total Expenses	19,316,706	19,316,706	-	(2,129,685)	(2,129,685)
Net Income	248,056	248,056	-	17,435,077	17,435,077
Actual Student Enrollment					

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Avg. No. of Positions
Executive Management	-
Instructional Management	3.00
Deans, Directors & Coordinators	22.00
CFO / Director of Finance	-
Operation / Business Manager	6.00
Administrative Staff	-
TOTAL ADMINISTRATIVE STAFF	31.00

Executive Management	-	-	-	247,490	247,490
Instructional Management	428,228	428,228	-	145,164	145,164
Deans, Directors & Coordinators	1,905,601	1,905,601	-	(49,047)	(49,047)
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	301,209	301,209	-	162,919	162,919
Administrative Staff	-	-	-	42,278	42,278
TOTAL ADMINISTRATIVE STAFF	2,635,038	2,635,038	-	548,803	548,803

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	43.00
Teachers - SPED	20.00
Substitute Teachers	-
Teaching Assistants	12.00
Specialty Teachers	11.00
Aides	-
Therapists & Counselors	11.00
Other	-
TOTAL INSTRUCTIONAL	97.00

Teachers - Regular	3,226,588	3,226,588	-	(649,100)	(649,100)
Teachers - SPED	1,500,739	1,500,739	-	(206,812)	(206,812)
Substitute Teachers	-	-	-	-	-
Teaching Assistants	606,997	606,997	-	(606,997)	(606,997)
Specialty Teachers	812,296	812,296	-	(55,258)	(55,258)
Aides	-	-	-	-	-
Therapists & Counselors	829,558	829,558	-	(236,049)	(236,049)
Other	-	-	-	-	-
TOTAL INSTRUCTIONAL	6,976,177	6,976,177	-	(1,754,215)	(1,754,215)

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-
Librarian	-
Custodian	-
Security	-
Other	-
TOTAL NON-INSTRUCTIONAL	-

Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	201,188	201,188	-	27,344	27,344
TOTAL NON-INSTRUCTIONAL	201,188	201,188	-	27,344	27,344

SUBTOTAL PERSONNEL SERVICE COSTS

	128.00
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	9,812,403	9,812,403	-	(1,178,068)	(1,178,068)
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	787,617	787,617	-	(159,617)	(159,617)
Fringe / Employee Benefits	1,329,634	1,329,634	-	(293,013)	(293,013)

Payroll Taxes	787,617	787,617	-	(159,617)	(159,617)
Fringe / Employee Benefits	1,329,634	1,329,634	-	(293,013)	(293,013)

DREAM CHARTER SCHOOL
Budget / Operating Plan
2019-20

	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue	19,564,762	19,564,762	-	19,564,762	19,564,762
Total Expenses	19,316,706	19,316,706	-	(2,129,685)	(2,129,685)
Net Income	248,056	248,056	-	17,435,077	17,435,077
Actual Student Enrollment					
Retirement / Pension				2,133	2,133
TOTAL PAYROLL TAXES AND BENEFITS				(450,496)	(450,496)
TOTAL PERSONNEL SERVICE COSTS	128.00	12,059,520	-	(1,628,564)	(1,628,564)
CONTRACTED SERVICES					
Accounting / Audit	16,500	16,500	-	-	-
Legal	-	-	-	20,000	20,000
Management Company Fee	3,551,310	3,551,310	-	(475,780)	(475,780)
Nurse Services	-	-	-	-	-
Food Service / School Lunch	457,500	457,500	-	(97,500)	(97,500)
Payroll Services	-	-	-	27,100	27,100
Special Ed Services	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-
Other Purchased / Professional / Consulting	161,050	161,050	-	164,863	164,863
TOTAL CONTRACTED SERVICES	4,186,360	4,186,360	-	(361,317)	(361,317)

DESCRIPTION OF ASSUMPTIONS

DREAM CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	19,564,762	19,564,762	19,564,762	19,564,762
Total Expenses	19,316,706	19,316,706	(2,129,685)	(2,129,685)
Net Income	248,056	248,056	17,435,077	17,435,077
Actual Student Enrollment				

	Total Year		VARIANCE	
	Original Budget	Revised Budget	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

SCHOOL OPERATIONS

Board Expenses	-	-	-	-
Classroom / Teaching Supplies & Materials	241,818	241,818	(98,488)	(98,488)
Special Ed Supplies & Materials	-	-	-	-
Textbooks / Workbooks	-	-	-	-
Supplies & Materials other	183,740	183,740	(87,876)	(87,876)
Equipment / Furniture	84,000	84,000	44,224	44,224
Telephone	1,500	1,500	(1,500)	(1,500)
Technology	-	-	38,000	38,000
Student Testing & Assessment	11,200	11,200	40,962	40,962
Field Trips	119,800	119,800	36,417	36,417
Transportation (student)	219,780	219,780	(100,200)	(100,200)
Student Services - other	365,870	365,870	(187,585)	(187,585)
Office Expense	67,173	67,173	98,214	98,214
Staff Development	113,300	113,300	82,368	82,368
Staff Recruitment	-	-	-	-
Student Recruitment / Marketing	-	-	-	-
School Meals / Lunch	117,481	117,481	3,597	3,597
Travel (Staff)	51,164	51,164	(2,554)	(2,554)
Fundraising	-	-	-	-
Other	17,000	17,000	105,378	105,378
TOTAL SCHOOL OPERATIONS	1,593,825	1,593,825	(29,042)	(29,042)

FACILITY OPERATION & MAINTENANCE

Insurance	-	-	82,004	82,004
Janitorial	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	1,425,000	1,425,000	(275,000)	(275,000)
Repairs & Maintenance	2,000	2,000	-	-
Equipment / Furniture	-	-	-	-
Security	-	-	-	-
Utilities	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,427,000	1,427,000	(192,996)	(192,996)

DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY DEFERRED RENT

	50,000	50,000	(11,265)	(11,265)
	-	-	93,500	93,500
	-	-	-	-

DREAM CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	19,564,762	19,564,762	19,564,762	19,564,762
Total Expenses	19,316,706	19,316,706	(2,129,685)	(2,129,685)
Net Income	248,056	248,056	17,435,077	17,435,077
Actual Student Enrollment				
	TOTAL YEAR			
	Original Budget	Revised Budget	Variance	VARIANCE
	Original Budget	Revised Budget vs. PY Budget	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
TOTAL EXPENSES	19,316,706	19,316,706	-	(2,129,685) (2,129,685)
NET INCOME	248,056	248,056	-	17,435,077 17,435,077

DESCRIPTION OF ASSUMPTIONS

DREAM CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	19,564,762	19,564,762	19,564,762
Total Expenses	19,316,706	19,316,706	(2,129,685)
Net Income	248,056	248,056	17,435,077
Actual Student Enrollment			

Total Year		VARIANCE	
Original Budget	Revised Budget	Original Budget vs. PY Budget	Revised Budget vs. PY Budget

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

-
-
-
-
-
-
-
-
-
-
-

ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

DREAM CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	4,854,403	-	4,854,403	-	4,854,403
Total Expenses	17,187,021	4,816,676	-	4,816,676	-	4,816,676
Net Income	(17,187,021)	37,726	-	37,726	-	37,726
Actual Student Enrollment	684	786	-	786	-	786

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd C
Prior Year Actual	Original Budget	Revised Budget	Original Budget	Revised Budget	Original Budget
2018-19 Revenue Per Pupil					

CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES *{enter descriptions below}*

Example - Add Back Depreciation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-

INVESTMENT ACTIVITIES *{enter descriptions below}*

Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-

FINANCING ACTIVITIES *{enter descriptions below}*

Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-

Total Cash Flow Adjustments

	-	-	-	-	-	-
NET INCOME	(17,187,021)	37,726	-	37,726	-	37,726

Beginning Cash Balance

	-	(17,187,021)	-	(17,149,295)	-	(17,111,569)
ENDING CASH BALANCE	(17,187,021)	(17,149,295)	-	(17,111,569)	-	(17,073,842)

		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
Total Revenue		-	-	5,001,554	-	-
Total Expenses		-	-	4,866,676	-	-
Net Income		-	-	134,877	-	-
Actual Student Enrollment		-	-	786	-	-
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES <i>(enter descriptions below)</i>						
Example - Add Back Depreciation		-	-	-	-	-
Other		-	-	-	-	-
Total Operating Activities		-	-	-	-	-
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>						
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-
Other		-	-	-	-	-
Total Investment Activities		-	-	-	-	-
FINANCING ACTIVITIES <i>(enter descriptions below)</i>						
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-
Other		-	-	-	-	-
Total Financing Activities		-	-	-	-	-
Total Cash Flow Adjustments		-	-	134,877	-	-
NET INCOME		-	-	(17,073,842)	-	-
Beginning Cash Balance		-	-	(16,938,965)	-	-
ENDING CASH BALANCE		-	-	-	-	-

DREAM CHARTER SCHOOL
Budget / Operating Plan
2019-20

	2019-20			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Total Revenue	19,564,762	19,564,762	-	19,564,762	19,564,762
Total Expenses	19,316,706	19,316,706	-	(2,129,685)	(2,129,685)
Net Income	248,056	248,056	-	17,435,077	17,435,077
Actual Student Enrollment					

	2019-20			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES <i>(enter descriptions below)</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES <i>(enter descriptions below)</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	248,056	248,056	-	17,435,077	17,435,077
Beginning Cash Balance	(17,187,021)	(17,187,021)	-	(17,187,021)	(17,187,021)
ENDING CASH BALANCE	(16,938,965)	(16,938,965)	-	248,056	248,056

**DREAM CHARTER SCHOOL
BALANCE SHEET
2019-20**

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

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
CURRENT ASSETS					
Cash and cash equivalents	2,350,843	-	-	-	-
Grants and contracts receivable	129,942	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	106,220	-	-	-	-
Contributions and other receivables	1,362,125	-	-	-	-
	3,949,130	-	-	-	-
	33,298	-	-	-	-
	(104,508)	-	-	-	-
	3,877,920	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net					
OTHER ASSETS					
TOTAL CURRENT ASSETS					
TOTAL A ETS					
<u>LIABILITIES AND NET ASSETS</u>					
CURRENT LIABILITIES					
Accounts payable and accrued expenses	43,858	-	-	-	-
Accrued payroll and benefits	(436)	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	467,439	-	-	-	-
	510,861	-	-	-	-
	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities					
	510,861	-	-	-	-
	2,279,809	-	-	-	-
	1,087,250	-	-	-	-
	3,367,059	-	-	-	-
	3,877,920	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
	3,877,920	-	-	-	-
	3,877,920	-	-	-	-
TOTAL LIABILITIES AND NET A ETS					

DREAM CHARTER SCHOLARSHIP
Budget / Operating Plan
2019-20

Total Revenue	-	4,854,403	-	-	4,854,403	-
Total Expenses	-	4,816,676	-	-	4,816,676	-
Net Income	-	37,726	-	-	37,726	-
Actual Student Enrollment	-	786	-	-	786	-

1st Quarter - 7/1 - 9/30 2nd Quarter - 10/1 - 12/31 3rd C

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

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		Actual
	Actual	Current Budget	Variance	Actual	
Other	-	89,478	-	-	89,478
TOTAL REVENUE FROM FEDERAL SOURCES	-	333,473	-	-	333,473
LOCAL and OTHER REVENUE					
Contributions and Donations		308,182	-		308,182
Fundraising		-	-		-
Erate Reimbursement		13,214	-		13,214
Earnings on Investments		-	-		-
Interest Income		1,250	-		1,250
Food Service (Income from meals)		-	-		-
Text Book		-	-		-
OTHER		-	-		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	322,646	-	-	322,646

TOTAL REVENUE	-	4,854,403	-	-	4,854,403	-
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DREAM CHARTER SCHOLARSHIP
Budget / Operating Plan
2019-20

Total Revenue	-	4,854,403	-	4,854,403	-
Total Expenses	-	4,816,676	-	4,816,676	-
Net Income	-	37,726	-	37,726	-
Actual Student Enrollment	-	786	-	786	-

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd Quarter
	Actual	Current Budget	Actual	Current Budget	Actual

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

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0		Quarter 1		Quarter 2		Quarter 3	
	No. of Positions	Actual	Current Budget	Actual	Current Budget	Actual	Current Budget	
Executive Management	-							
Instructional Management	-		107,057		107,057			
Deans, Directors & Coordinators	-		476,400		476,400			
CFO / Director of Finance	-							
Operation / Business Manager	-		75,302		75,302			
Administrative Staff	-							
TOTAL ADMINISTRATIVE STAFF	-		658,759		658,759			

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular		806,647		806,647		
Teachers - SPED		375,185		375,185		
Substitute Teachers						
Teaching Assistants		151,749		151,749		
Specialty Teachers		203,074		203,074		
Aides						
Therapists & Counselors		207,390		207,390		
Other						
TOTAL INSTRUCTIONAL		1,744,044		1,744,044		

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse						
Librarian						
Custodian						
Security						
Other		50,297		50,297		
TOTAL NON-INSTRUCTIONAL		50,297		50,297		
SUBTOTAL PERSONNEL SERVICE COSTS		2,453,101		2,453,101		

PAYROLL TAXES AND BENEFITS

Payroll Taxes		196,904		196,904		
Fringe / Employee Benefits		332,408		332,408		
Retirement / Pension		32,467		32,467		
TOTAL PAYROLL TAXES AND BENEFITS		561,779		561,779		

TOTAL PERSONNEL SERVICE COSTS

TOTAL PERSONNEL SERVICE COSTS		3,014,880		3,014,880		
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DREAM CHARTER SCHOLARSHIP
Budget / Operating Plan
2019-20

Total Revenue	-	4,854,403	-	-	4,854,403	-
Total Expenses	-	4,816,676	-	-	4,816,676	-
Net Income	-	37,726	-	-	37,726	-
Actual Student Enrollment	-	786	-	-	786	-

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

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	
CONTRACTED SERVICES							
Accounting / Audit		4,125	-		4,125	-	
Legal		-	-		-	-	
Management Company Fee		887,828	-		887,828	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		114,375	-		114,375	-	
Payroll Services		-	-		-	-	
Special Ed Services		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		40,263	-		40,263	-	
TOTAL CONTRACTED SERVICES	-	1,046,590	-	-	1,046,590	-	-

DREAM CHARTER SCHO
Budget / Operating Pla
2019-20

Total Revenue	-	4,854,403	-	4,854,403	-
Total Expenses	-	4,816,676	-	4,816,676	-
Net Income	-	37,726	-	37,726	-
Actual Student Enrollment	-	786	-	786	-

	1st Quarter - 7/1 - 9/30		2nd Quarter - 10/1 - 12/31		3rd C
	Actual	Current Budget	Actual	Current Budget	Actual

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

SCHOOL OPERATIONS

Board Expenses		60,455		60,455	
Classroom / Teaching Supplies & Materials					
Special Ed Supplies & Materials					
Textbooks / Workbooks					
Supplies & Materials other		45,935		45,935	
Equipment / Furniture		21,000		21,000	
Telephone		375		375	
Technology					
Student Testing & Assessment		2,800		2,800	
Field Trips		29,950		29,950	
Transportation (student)		54,945		54,945	
Student Services - other		91,468		91,468	
Office Expense		16,793		16,793	
Staff Development		28,325		28,325	
Staff Recruitment					
Student Recruitment / Marketing					
School Meals / Lunch		29,370		29,370	
Travel (Staff)		12,791		12,791	
Fundraising					
Other		4,250		4,250	
TOTAL SCHOOL OPERATIONS		398,456		398,456	

FACILITY OPERATION & MAINTENANCE

Insurance					
Janitorial					
Building and Land Rent / Lease / Facility Finance Interest		356,250		356,250	
Repairs & Maintenance		500		500	
Equipment / Furniture					
Security					
Utilities					
TOTAL FACILITY OPERATION & MAINTENANCE		356,750		356,750	
DEPRECIATION & AMORTIZATION					
RESERVES / CONTINGENCY					
DEFERRED RENT					

DREAM CHARTER SCHOLARSHIP
Budget / Operating Plan

2019-20

Total Revenue	-	4,854,403	-	-	4,854,403	-
Total Expenses	-	4,816,676	-	-	4,816,676	-
Net Income	-	37,726	-	-	37,726	-
Actual Student Enrollment	-	786	-	-	786	-

<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd C
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
	-	4,816,676	-	-	4,816,676	-	-
	-	37,726	-	-	37,726	-	-
TOTAL EXPENSES	-	4,816,676	-	-	4,816,676	-	-
NET INCOME	-	37,726	-	-	37,726	-	-

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n**

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Current Budget	Variance	Actual	Current Budget
Total Revenue	4,854,403	-	-	5,001,554
Total Expenses	4,816,676	-	-	4,866,676
Net Income	37,726	-	-	134,877
Actual Student Enrollment	786	-	-	786
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
Other	89,478	-	-	89,478
TOTAL REVENUE FROM FEDERAL SOURCES	333,473	-	-	333,473
LOCAL and OTHER REVENUE				
Contributions and Donations	308,182	-	-	308,182
Fundraising	-	-	-	-
Erate Reimbursement	13,214	-	-	13,214
Earnings on Investments	-	-	-	-
Interest Income	1,250	-	-	1,250
Food Service (Income from meals)	-	-	-	-
Text Book	-	-	-	-
OTHER	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	322,646	-	-	322,646
TOTAL REVENUE	4,854,403	-	-	5,001,554

Enrollment

Total Revenue	4,854,403	-	-	5,001,554
Total Expenses	4,816,676	-	-	4,866,676
Net Income	37,726	-	-	134,877
Actual Student Enrollment	786	-	-	786

Quarter - 1/1 - 3/31

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

	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
	Current Budget	Variance	Actual	Variance
CONTRACTED SERVICES				
Accounting / Audit	4,125	-	-	4,125
Legal	-	-	-	-
Management Company Fee	887,828	-	887,828	-
Nurse Services	-	-	-	-
Food Service / School Lunch	114,375	-	114,375	-
Payroll Services	-	-	-	-
Special Ed Services	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-
Other Purchased / Professional / Consulting	40,263	-	40,263	-
TOTAL CONTRACTED SERVICES	<u>1,046,590</u>	-	-	<u>1,046,590</u>

JOL		n		JOL		n	
Total Revenue		4,854,403	-	5,001,554	-		
Total Expenses		4,816,676	-	4,866,676	-		
Net Income		37,726	-	134,877	-		
Actual Student Enrollment		786	-	786	-		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30			
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30			
		Budget		Current Budget		Variance	
		4,816,676		4,866,676		-	
		37,726		134,877		-	
TOTAL EXPENSES		-		-		-	
NET INCOME		-		-		-	

DREAM CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	-	19,564,762	(19,564,762)	19,564,762	-	19,564,762
Total Expenses	-	-	19,316,706	19,316,706	19,316,706	-	19,316,706
Net Income	-	-	248,056	(248,056)	248,056	-	248,056
Actual Student Enrollment	-	-	-	-	-	-	-

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

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
Other	-	-	-	357,912	(357,912)	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	1,333,892	(1,333,892)	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	1,232,728	(1,232,728)	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	52,855	(52,855)	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	5,000	(5,000)	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	1,290,584	(1,290,584)	-	-
TOTAL REVENUE	-	-	-	19,564,762	(19,564,762)	-	-

DREAM CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	-	19,564,762	(19,564,762)	-	19,564,762
Total Expenses	-	-	19,316,706	19,316,706	-	19,316,706
Net Income	-	-	248,056	(248,056)	-	248,056
Actual Student Enrollment	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

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

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	-	-	-	-	-	-	-
Instructional Management	-	-	-	428,228	428,228	-	-
Deans, Directors & Coordinators	-	-	-	1,905,601	1,905,601	-	-
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	301,209	301,209	-	-
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	2,635,038	2,635,038	-	-
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	3,226,588	3,226,588	-	-
Teachers - SPED	-	-	-	1,500,739	1,500,739	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	606,997	606,997	-	-
Specialty Teachers	-	-	-	812,296	812,296	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	829,558	829,558	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	6,976,177	6,976,177	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	201,188	201,188	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	201,188	201,188	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	9,812,403	9,812,403	-	-
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	-	-	787,617	787,617	-	-
Fringe / Employee Benefits	-	-	-	1,329,634	1,329,634	-	-
Retirement / Pension	-	-	-	129,867	129,867	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	2,247,117	2,247,117	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	12,059,520	12,059,520	-	-

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	201,188	201,188	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	201,188	201,188	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	9,812,403	9,812,403	-	-
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	-	-	-	787,617	787,617	-	-
Fringe / Employee Benefits	-	-	-	1,329,634	1,329,634	-	-
Retirement / Pension	-	-	-	129,867	129,867	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	2,247,117	2,247,117	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	12,059,520	12,059,520	-	-

DREAM CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	-	19,564,762	(19,564,762)	19,564,762	-	19,564,762
Total Expenses	-	-	19,316,706	19,316,706	19,316,706	-	19,316,706
Net Income	-	-	248,056	(248,056)	248,056	-	248,056
Actual Student Enrollment	-	-	-	-	-	-	-

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

CONTRACTED SERVICES

	Current Budget (Current Quarter)		Actual vs. Current Budget		Current Budget - TY		Actual vs. Current Budget TY		Original Budget (Current Quarter)		Actual vs. Original Budget	
	Actual	Budget (Current Quarter)	Actual vs. Current Budget	Current Budget	Budget - TY	Current Budget TY	Original Budget	Original Budget	Original Budget	Original Budget		
Accounting / Audit	-	-	-	-	16,500	16,500	-	-	-	-	-	16,500
Legal	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee	-	-	-	-	3,551,310	3,551,310	-	-	-	-	-	3,551,310
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	457,500	457,500	-	-	-	-	-	457,500
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	161,050	161,050	-	-	-	-	-	161,050
TOTAL CONTRACTED SERVICES	-	-	-	-	4,186,360	4,186,360	-	-	-	-	-	4,186,360

DREAM CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	-	19,564,762	(19,564,762)	-	19,564,762
Total Expenses	-	-	19,316,706	19,316,706	-	19,316,706
Net Income	-	-	248,056	(248,056)	-	248,056
Actual Student Enrollment	-	-	-	-	-	-

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

TOTALS AND VARIANCE ANALYSIS

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	241,818	241,818	-	241,818
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	183,740	183,740	-	183,740
Equipment / Furniture	-	-	-	84,000	84,000	-	84,000
Telephone	-	-	-	1,500	1,500	-	1,500
Technology	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	11,200	11,200	-	11,200
Field Trips	-	-	-	119,800	119,800	-	119,800
Transportation (student)	-	-	-	219,780	219,780	-	219,780
Student Services - other	-	-	-	365,870	365,870	-	365,870
Office Expense	-	-	-	67,173	67,173	-	67,173
Staff Development	-	-	-	113,300	113,300	-	113,300
Staff Recruitment	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	117,481	117,481	-	117,481
Travel (Staff)	-	-	-	51,164	51,164	-	51,164
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	17,000	17,000	-	17,000
TOTAL SCHOOL OPERATIONS	-	-	-	1,593,825	1,593,825	-	1,593,825
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	1,425,000	1,425,000	-	1,425,000
Repairs & Maintenance	-	-	-	2,000	2,000	-	2,000
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	1,427,000	1,427,000	-	1,427,000
DEPRECIATION & AMORTIZATION RESERVES / CONTINGENCY DEFERRED RENT							
	-	-	-	50,000	50,000	-	50,000
	-	-	-	-	-	-	-
	-	-	-	-	-	-	-

DREAM CHARTER SCHOOL
Budget / Operating Plan

2019-20

Total Revenue	-	-	19,564,762	(19,564,762)	19,564,762	-	-	19,564,762
Total Expenses	-	-	19,316,706	19,316,706	19,316,706	-	-	19,316,706
Net Income	-	-	248,056	(248,056)		-	-	248,056
Actual Student Enrollment	-	-	-	-	-	-	-	-

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

TOTALS AND VARIANCE ANALYSIS								
	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - Budget
TOTAL EXPENSES	=	=	=	19,316,706	19,316,706	=	=	19,316,706
NET INCOME	=	=	=	248,056	(248,056)	=	=	248,056

Total Revenue	(19,564,762)	-	-
Total Expenses	19,316,706	-	-
Net Income	(248,056)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data in the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
Other	(357,912)	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(1,333,892)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	(1,232,728)	-	-
Fundraising	-	-	-
Erate Reimbursement	(52,855)	-	-
Earnings on Investments	-	-	-
Interest Income	(5,000)	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(1,290,584)	-	-
TOTAL REVENUE	(19,564,762)	-	-

Total Revenue	(19,564,762)	-
Total Expenses	19,316,706	-
Net Income	(248,056)	-
Actual Student Enrollment		-

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

	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY vs. Actual PY
--	-------------------------------	---

EXPENSES

Quarter 0

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions	
Executive Management	-	-
Instructional Management	-	-
Deans, Directors & Coordinators	-	428,228
CFO / Director of Finance	-	1,905,601
Operation / Business Manager	-	301,209
Administrative Staff	-	-
TOTAL ADMINISTRATIVE STAFF	-	2,635,038

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	3,226,588
Teachers - SPED	-	1,500,739
Substitute Teachers	-	-
Teaching Assistants	-	606,997
Specialty Teachers	-	812,296
Aides	-	-
Therapists & Counselors	-	829,558
Other	-	-
TOTAL INSTRUCTIONAL	-	6,976,177

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	201,188
TOTAL NON-INSTRUCTIONAL	-	201,188
SUBTOTAL PERSONNEL SERVICE COSTS	-	9,812,403

PAYROLL TAXES AND BENEFITS

Payroll Taxes	787,617	-
Fringe / Employee Benefits	1,329,634	-
Retirement / Pension	129,867	-
TOTAL PAYROLL TAXES AND BENEFITS	2,247,117	-

TOTAL PERSONNEL SERVICE COSTS

-	12,059,520	-
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Total Revenue	(19,564,762)	-	-
Total Expenses	19,316,706	-	-
Net Income	(248,056)	-	-
Actual Student Enrollment		-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
CONTRACTED SERVICES		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY vs. Actual PY
Accounting / Audit	16,500	-	-
Legal	-	-	-
Management Company Fee	3,551,310	-	-
Nurse Services	-	-	-
Food Service / School Lunch	457,500	-	-
Payroll Services	-	-	-
Special Ed Services	-	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	161,050	-	-
TOTAL CONTRACTED SERVICES	4,186,360	-	-

Total Revenue	(19,564,762)	-
Total Expenses	19,316,706	-
Net Income	(248,056)	-
Actual Student Enrollment		-

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

	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
SCHOOL OPERATIONS			
Board Expenses	-	-	-
Classroom / Teaching Supplies & Materials	241,818	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	-	-	-
Supplies & Materials other	183,740	-	-
Equipment / Furniture	84,000	-	-
Telephone	1,500	-	-
Technology	-	-	-
Student Testing & Assessment	11,200	-	-
Field Trips	119,800	-	-
Transportation (student)	219,780	-	-
Student Services - other	365,870	-	-
Office Expense	67,173	-	-
Staff Development	113,300	-	-
Staff Recruitment	-	-	-
Student Recruitment / Marketing	-	-	-
School Meals / Lunch	117,481	-	-
Travel (Staff)	51,164	-	-
Fundraising	-	-	-
Other	17,000	-	-
TOTAL SCHOOL OPERATIONS	1,593,825	-	-

FACILITY OPERATION & MAINTENANCE

Insurance	-	-	-
Janitorial	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	1,425,000	-	-
Repairs & Maintenance	2,000	-	-
Equipment / Furniture	-	-	-
Security	-	-	-
Utilities	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,427,000	-	-
DEPRECIATION & AMORTIZATION	50,000	-	-
RESERVES / CONTINGENCY	-	-	-
DEFERRED RENT	-	-	-

Total Revenue	(19,564,762)	-	-
Total Expenses	19,316,706	-	-
Net Income	(248,056)	-	-
Actual Student Enrollment			
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>			
	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
TOTAL EXPENSES	19,316,706	=	=
NET INCOME	(248,056)	=	=



Annual Report Requirement
for SUNY Authorized Charter Schools
DREAM CHARTER CHOO
2019-20

Administrative expenditures per pupil:

\$0.00

Per NYS Statute

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

***NOTE: HIS AB ONLY NEEDS O BE COMPLETED FOR Q4**

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Richard Berlin

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

DREAM Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Chairman and President

2. Is the trustee an employee of any school operated by the Education Corporation?

 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Executive Director, \$309,695, 3/18/1999

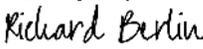
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
DREAM				

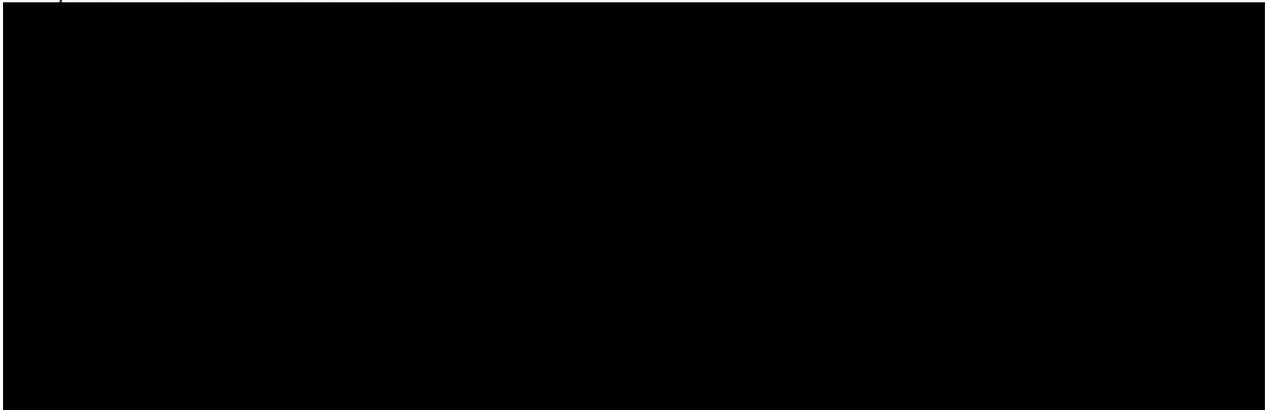
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Signature

6/4/2019

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Michele Joerg

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

DREAM Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee, Vice Chair

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

I am a trustee for DREAM, the institutional partner for DCS. \$0, Sept. 2009

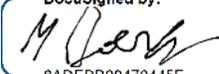
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none			

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
DREAM	partner		myself	IPA

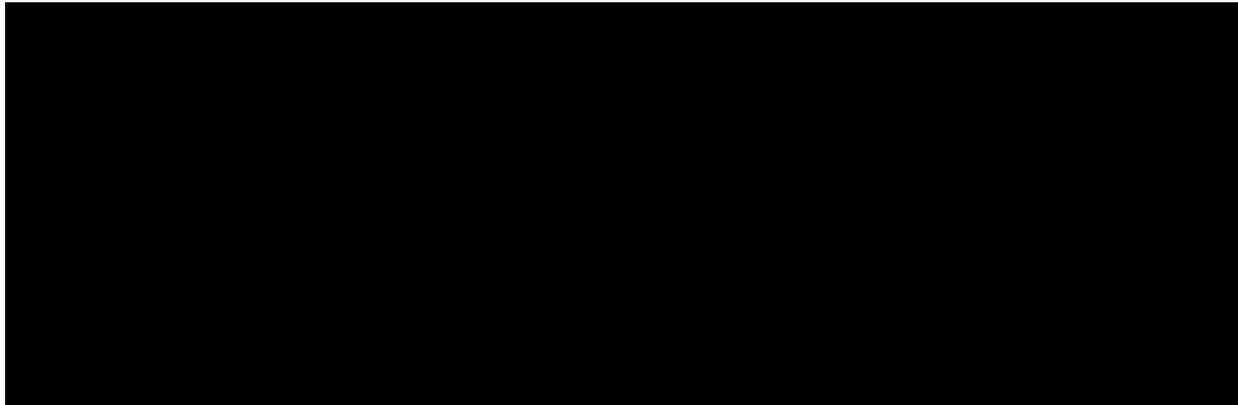
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Signature

6/4/2019

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Ashish Doshi

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

DREAM Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Treasurer

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes ___ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

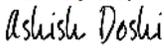
Director

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	<i>Please write "None" if applicable. Do not leave this space blank.</i>		

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

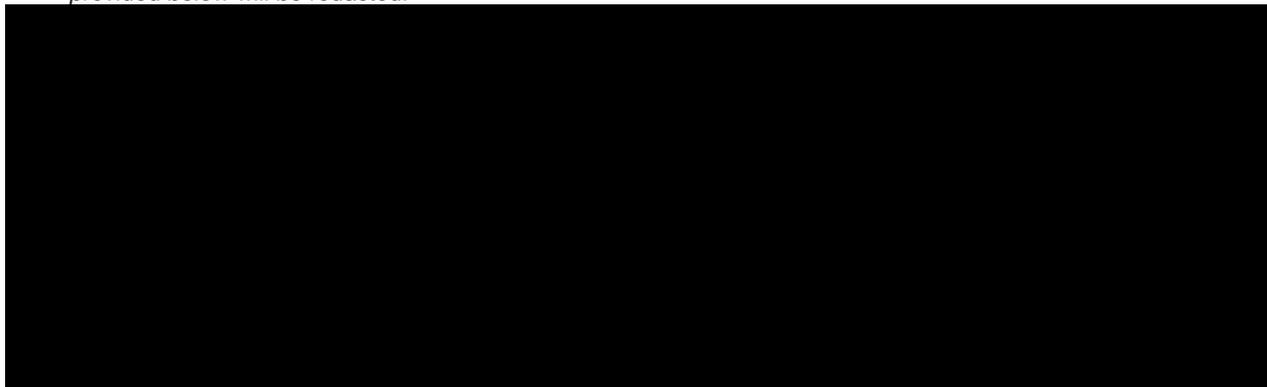
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Signature

6/7/2019

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Blaueia aelein

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

CRDAM Bharter Sdhool

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Sedretarx\$ Aoare Memcer

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

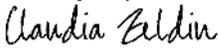
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None	None	None	None	None

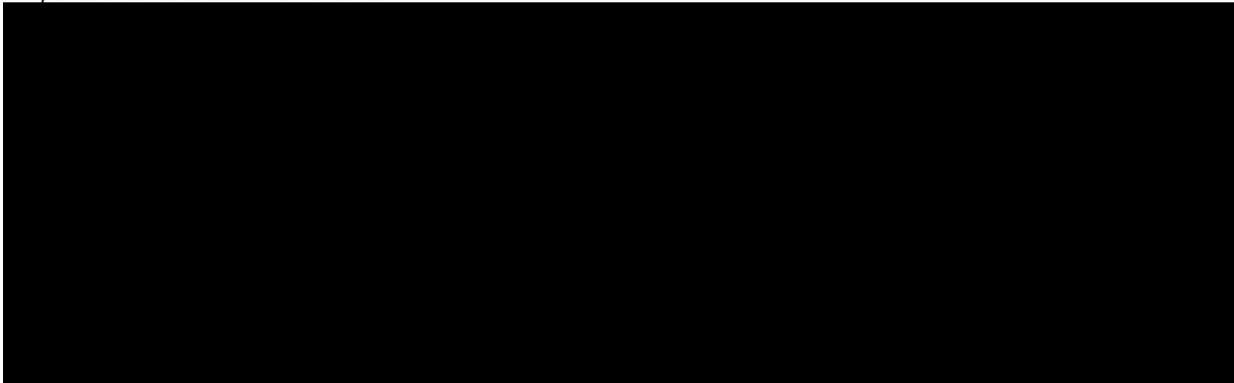
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Signature

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Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Jonathan Gyurko

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Dream Charter School (formerly Harlem RBI)

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). member

2. Is the trustee an employee of any school operated by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

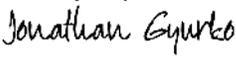
If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	<i>Please write "None" if applicable. Do not leave this space blank.</i>		

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

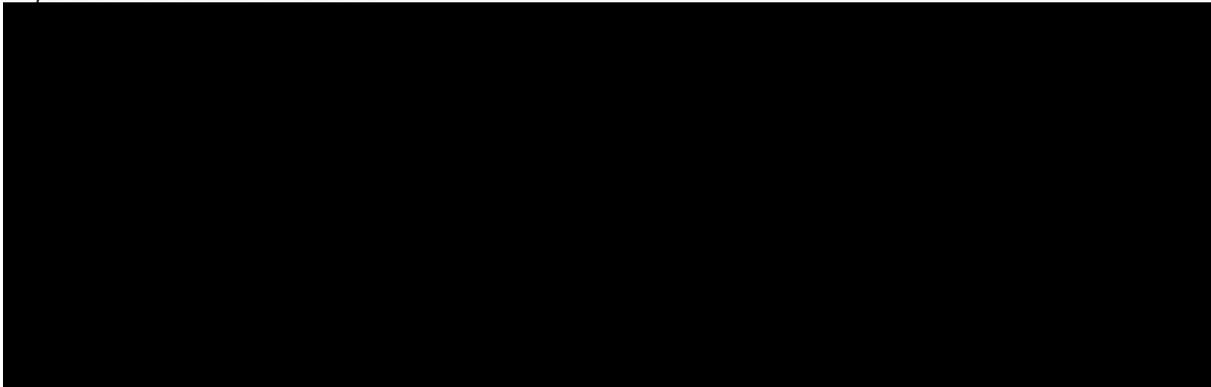
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Signature

6/12/2019

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Jonathan Schmerin

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

DREAM Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Member

2. Is the trustee an employee of any school operated by the Education Corporation?
 Yes x No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 Yes x No

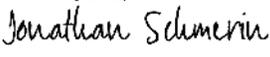
If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	<i>Please write "None" if applicable. Do not leave this space blank.</i>		

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
None				

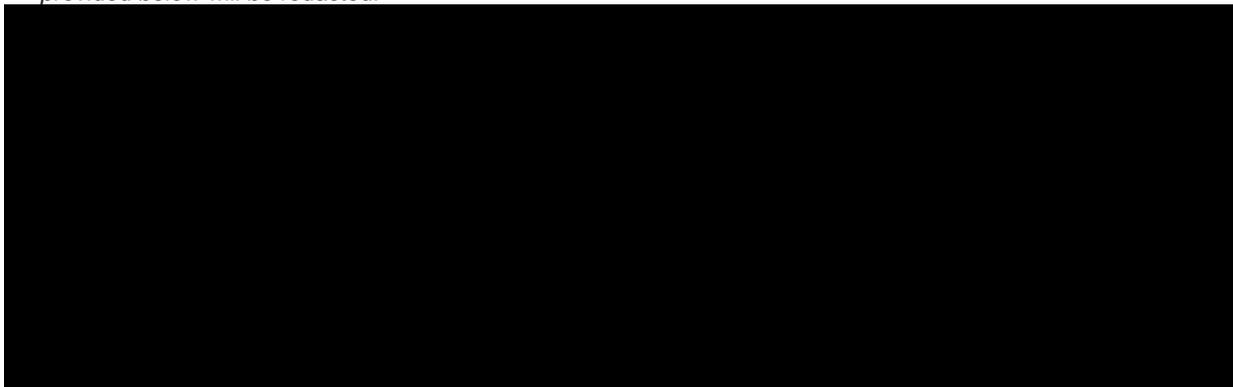
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Signature

6/4/2019

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

David Kirsch

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

DREAM Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?
 ___ Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?
 ___ Yes No

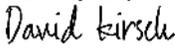
If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	<i>Please write "None" if applicable. Do not leave this space blank.</i>		

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

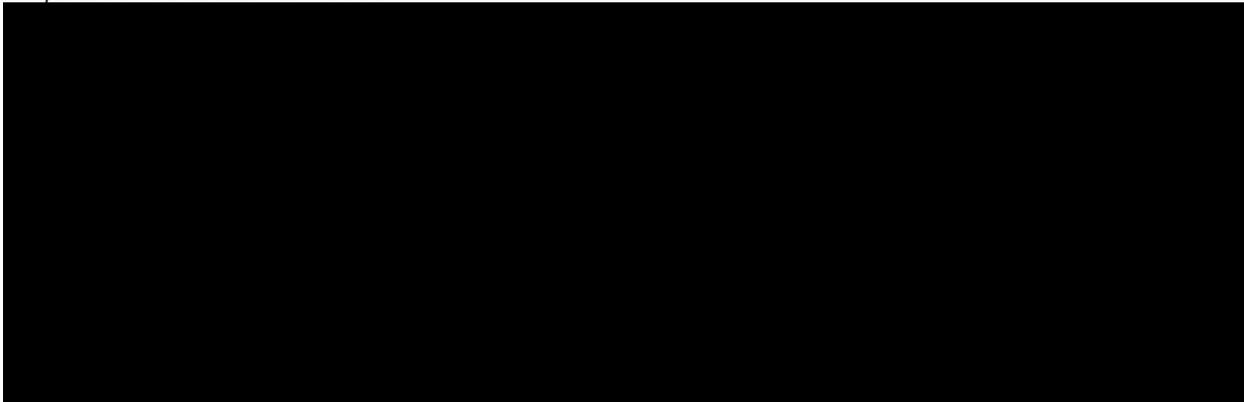
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6/5/2019

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Brad Visokey

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

DREAM Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Trustee

2. Is the trustee an employee of any school operated by the Education Corporation?

Yes No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

Yes No

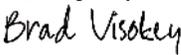
If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	<i>Please write "None" if applicable. Do not leave this space blank.</i>		

5. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
None				

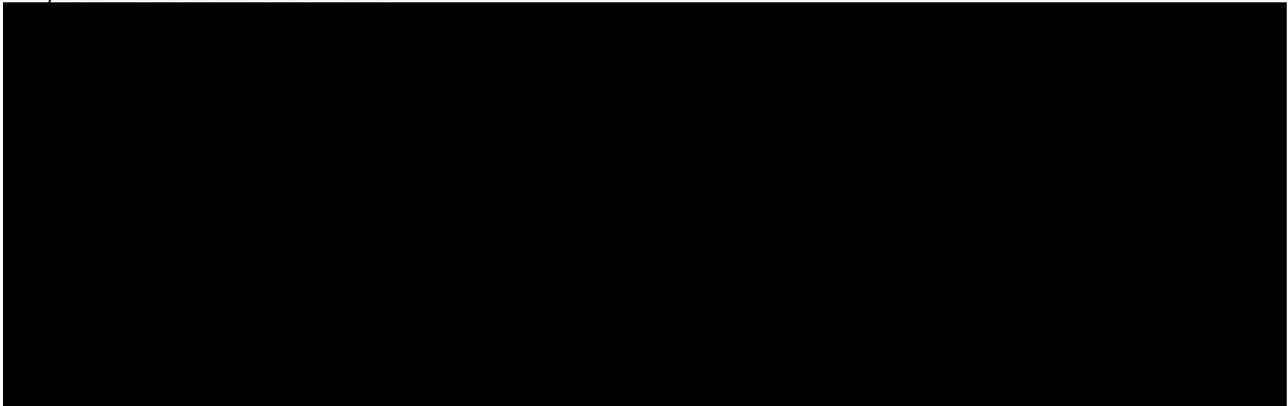
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6/4/2019

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





Entry 8 BOT able

Last updated: 07/31/2019

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

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committees Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start date of Current Term (MM/DD / YYY)	End date of Current Term (MM/DD / YYY)	Board Meetings Attending 2018-19
1	Richard A. Berlin, [REDACTED]	Chair	Executive	Yes	11	07/11/2018	07/10/2019	7
2	Ashish B. Doshi, [REDACTED]	Treasurer	Finance	Yes	5	07/11/2018	07/10/2019	5 or less
3	Jonathan Gyurko, [REDACTED]	Trustee/Member	NA	Yes	4	07/11/2018	07/10/2019	6
4	Michele Joerg, [REDACTED]	Vic Chair	NA	Yes	11	07/11/2018	07/10/2019	6
5	David Kirsch, [REDACTED]	Trustee/Member	NA	Yes	4	07/11/2018	07/10/2019	6
6	Jonathan E. Schmerin, [REDACTED]	Trustee/Member	Finance	Yes	6	07/11/2018	07/10/2019	5 or less



Brad
Visok y,

Trustee/M
mber

Finance

Yes

4

07/11/20
18

07/10/20
19

7

7



Claudia
Zeldin

Secretary

Yes

10

07/11/20
18

07/10/20
19

7

8



9

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2019	8
b.Total Number of Members Added During 2018 19	0
c. Total Number of Members who Departed during 2018 19	0
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2018-19

7

4. Number of Board meetings scheduled for 2019-20

4

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/31/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018-19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-20.

DREAM CHARTER SCHOOL Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018-19	Describe Recruitment Plans in 2019-20
Economically Disadvantaged	<p>"Each year, DREAM's recruitment activities begin in October and end in mid April. All activities are managed by the Family Engagement Department. This department seeks to provide culturally appropriate, family friendly processes that stress the impact of meaningful family involvement from the time a family applies until their child graduates.</p> <p>The Family Engagement team maintains relationships with schools, community based organizations, PreK programs, and daycar sites throughout the community. Visits are scheduled at these sites from January through April to provide information to community members and encourage families to apply. The Family Engagement team also makes recruitment presentations to Community Boards, local elected officials, and community coalition meetings.</p> <p>To serve the students of most need, DREAM reserves 50% of incoming Pre K and Kindergarten seats for students who reside in NYCHA public housing. Members of the Family Engagement and Family Ambassador Team leave applications and post fliers at all East Harlem NYCHA housing complexes. All</p>	<p>In 2018-19, our percentage of ED students was 86% and our district was 80%. Going forward, we will continue to invest in proven and effective strategies for enrolling economically disadvantaged students.</p>

	<p>marketing materials that are left behind provide the history and vision of DREAM Charter School and highlight the supports offered for ED students, such as afterschool programs and financial aid.</p>	
<p>English Language Learners/Multilingual Learners</p>	<p>One of the most effective recruitment strategies for recruiting ELLs is the use of current DREAM parents and families as Family Ambassadors. Each year, 20 DREAM family members are trained on how to represent the school and recruit in the community. These Family Ambassadors are recruited from diverse segments of the school population including the Spanish speaking and African immigrant populations. Ambassadors post fliers and hand out applications at local businesses, churches, mosques, and other organizations they belong to. They are trained to make presentations at schools and community centers. They are also active in recruiting a diverse group of students from within their own social networks. All recruitment materials are offered in Spanish (the predominant language other than English in CSD 4).</p> <p>DREAM holds a series of Open Houses and school tours to introduce prospective families to the school and staff. During Open Houses, DREAM staff members with bilingual skills are available to assist families with general questions about the school and the application process. In addition, DREAM's marketing materials and presentations include information about the supports available at the school for ELLs. DREAM offers a computer clinic in which bilingual staff members are available to assist families with the online application process. This practice has been particularly useful with the recruitment of immigrant families who may lack access to computers.</p>	<p>In 2018-19, our percentage of ELLs was 9% and our district was 12%. Going forward, we will research which district and charter schools in CSD 4 serve more than 12% ELLs. That data will help us identify any geographic patterns to make recruitment more targeted. We will also research whether or not the schools with a higher proportion of ELLs have any special programs that may be attractive to ELL families. Furthermore, we will reach out to those schools to learn more about the best practices they may be utilizing to recruit and enroll English Language Learners.</p>
<p>Students with Disabilities</p>	<p>DREAM is intentional about reaching populations of SWD throughout all recruiting efforts. These efforts have paid off as evidenced by our reputation in the field. We are often invited to speak at Community Board meetings and on panels administered by the NYC Charter Center on topics such as "How to Recruit ELLs and Special Education</p>	<p>In 2018-19, our percentage of SWD was 30% and our district was 18%. Going forward, we will continue to invest in proven and effective</p>

ies	Students.” DREAM deliberately targets Pr K programs that have special needs populations during school recruitment visits. The school also mak s pr sentations at therapeutic Head Start programs in the surrounding community.	strategies for enrolling students with disabilities.
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	D scribe Retention Plans in 2019 20
Economically Disadvantaged	<p>DREAM provides a safe, inclusive learning environment wher students learn in the best fit nvironment, ased on their n ds, and wher families ar tr ated as partners. This attention to individual student needs as well as strong family engagement produces an environment wher families want to stay enrolled. Our strategies to support and r tain economically disadvantaged students include:</p> <ul style="list-style-type: none"> • Fr m eal program that mphasizes healthy ating • Extended day programming, lminating the need for working families to provide aft r school child car • Access to full time Social Work rs to help with social emotional needs of childr n, including trauma • Fr dental services for childr n and legal clinics for families 	<p>Our retention rate for ED students was 85% between 2017 18 and 2018 19. Going forward, we will continue to invest in proven and ffective strategies for r taining economically disadvantaged students.</p>
English Language Learners/Multilingual Learners	<p>The strategies DREAM uses to support and retain English language learners include:</p> <ul style="list-style-type: none"> • Robust family engagement and outr ach program that includes home visits, a family action council, student conferences and monthly meetings with school leadership • Bilingual staff members that ar pr sent at all vents to help with translations and questions • Documents that ar sent home to families ar ranslated in the pr dominant language • Programs within school for supporting ELLs • Dedicated ELL Coordinator and two Intervention Specialists serving this population 	<p>Our retention rate for ELLs was 88% etween 2017 18 and 2018 19. Going forward, w will continue to invest in proven and ffective strategies for retaining English Language Learners.</p>
	<p>The strategies DREAM uses to support and retain students with disabilities include:</p> <ul style="list-style-type: none"> • Speech and occupational therapy is offer d for students with special needs. 	

Students with Disabilities

- Full time ELL and SPED coordinators provide a mix of pull in and pull out interventions based on student's Individual Educational Plans.
- DREAM currently provides support and early identification for students who exhibit learning and behavior needs by applying the approach of Response to Intervention. Once identified, learners with special needs are provided with innovative interventions at the appropriate level of intensity to accelerate their rate of learning. These services are provided by a variety of personnel, including general education teachers, special educators, and specialists. Some services include conferencing, small group work, individual check ins, behavior plans, differentiated and targeted questions, differentiated homework, and annotated texts.
- In elementary school, to maximize the impact of integrated co-teaching, leaders provide lesson feedback to concretely define teachers' actions within a lesson. This year, elementary school teachers participated in a training on how to use data to plan intervention groups.
- In addition, our elementary school principal, academic dean, and two teachers participated in the District Charter Collaborative, meeting every other week with other district and charter school principals to collaborate on a problem of practice focused on serving students with disabilities.
- In middle school, four learning specialists push in to four core content blocks a day. The learning specialists are also responsible for writing differentiated lesson plans for the subject areas they co-teach. Every week, the learning specialists meet with general education teachers to preview upcoming lessons.
- DREAM Middle School co-planning meetings focus on preparing lesson choreography that clearly defines each teacher's role throughout the lesson to more effectively differentiate at all levels (versus one differentiated packet for students at low grade level).
- Three types of middle school homework (extension, preparation, or practice) are differentiated by volume, task, and

Our retention rate for SWD was 85% between 2017-18 and 2018-19. Going forward, we will continue to invest in proven and effective strategies for retaining students with disabilities.

complexity for both low and high performing students.

- Middle school staff offer office hours to all students seeking one on one tutoring or homework help.
- Middle school grade team meetings alternate scholar talk between at risk general education students and IEP students using the IEP as a resource.
- High school student schedules prioritize reading intervention so that every student reading below grade level is receiving Tier 2 literacy intervention.
- Two out of four sections of high school ELA, Math, Science and Social Studies utilized integrated co teaching with a general education teacher and special education teacher.



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/31/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
55	16	16	7	62

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
18	3	3	5	23

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect teacher's advancement up the ladder to leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of a students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable
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Thank you



July 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 July 4: Holiday	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
	First day of Summer School (HS) (Living Environment)					
21	22	23	24	25 Incoming HS Student Assessments	26	27
	First day of Summer School (HS) (Global, Algebra, DOL)					
28	29	30	31			
	MH ES Staff Arrive					

