

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
DREAM CHARTER SCHOOLS
AUTHORITY TO OPERATE:*

*DREAM CHARTER SCHOOL EAST HARLEM
DREAM CHARTER SCHOOL MOTT HAVEN*

Report Date: March 19, 2024

Review Date: November 7 – 9, 2023

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

518.445.4250
www.newyorkcharters.org



Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

DREAM CHARTER SCHOOLS



MISSION

DREAM provides youth with opportunities to play, learn, and grow. Our mission is to level the field by empowering all children to recognize their potential and realize their dreams.

EDUCATION CORPORATION BACKGROUND

DREAM Charter Schools (“DREAM Schools”), a not-for-profit charter school education corporation, is authorized by the State University of New York Board of Trustees (“the SUNY Trustees”) to operate three schools. DREAM Charter School East Harlem (“DREAM East Harlem”) received its original charter from the New York City Schools Chancellor (“NYC Chancellor”) in 2008, and the New York State Board of Regents (the “Board of Regents”) approved the charter on January 15, 2008.

In 2017, DREAM Schools applied to transfer authorizers and the SUNY Trustees approved the transfer application on June 8, 2017. On October 4, 2018, the SUNY Trustees approved the charters for DREAM Charter School Mott Haven (“DREAM Mott Haven”) and DREAM Charter School Highbridge (“DREAM Highbridge”), which opened in the falls of 2020 and 2022, respectively. DREAM Schools partners with the New York not-for-profit corporation Harlem RBI, Inc., doing business as DREAM (“DREAM Network” or the “network”), which provides back office services including operations, curriculum, professional development, fundraising, and facilities support. It also provides afterschool and summer programming. The founders originally created the organization to provide athletic programs to community youth, and it has since become a pillar of the East Harlem and South Bronx communities by growing to serve students through its enrichment programs and the founding of DREAM Schools.

DREAM Schools contracts with the New York City Department of Education (“NYCDOE”) to provide a universal pre-Kindergarten (“pre-K”) program at DREAM East Harlem. State Statute requires the Institute to conduct ongoing monitoring of full day universal pre-K programs at all SUNY authorized charter schools. The Institute evaluated the DREAM Schools pre-Kindergarten program in spring 2023.

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
2008

Total Number of Charters:
3

Number of Students Served:
1,654

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 12th

Total Number of Charters:
3

Number of Students Served:
2,521

Information about each charter is found below in the Charter Schools Background section of this report.

EDUCATION CORPORATION BACKGROUND

KEY DESIGN ELEMENTS

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 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 and guardian participation, leadership, and advocacy;	+
A focus on teacher motivation, development, and retention; and,	+
A universal pre-Kindergarten program that ignites learning in children.	+

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Renewal through 2028-29. *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the two Applications for Charter Renewal:*

- *DREAM Charter School East Harlem; and,*
- *DREAM Charter School Mott Haven.*

If each school is renewed, DREAM Charter Schools will be granted the authority to continue to operate each charter for a period of five years with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).¹

The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of DREAM Charter Schools, the New York not-for-profit charter school education corporation.

To earn an **Initial Full-Term Renewal**, a education corporation must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,² is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

2. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks (“SUNY Renewal Benchmarks”) which are available on the [Institute’s website](#).

RENEWAL RECOMMENDATION

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

As part of the corporate charter renewal review process and as required by Education Law §2851(4), the Institute reviewed the progress of each of the education corporation's operating schools in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each school operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction and organizational capacity for each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on this review and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

- 4: the charter school education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 5: the education corporation can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and,
- 6: approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

3. See New York Education Law § 2852(2).

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

DREAM East Harlem has established a track record of meeting its Accountability Plan goals, and DREAM Mott Haven presents an effective program overall and demonstrates the capacity to adjust programming to meet student needs and its performance goals.

In accordance with its mission to support the whole child, DREAM Schools designs its schools to deliver robust social emotional learning programming and extensive family engagement opportunities alongside rigorous instruction. Each DREAM Schools campus has a family and community engagement manager to ensure active collaboration between caregivers, school, and network leadership, and the network offers social emotional learning (“SEL”) teaching blocks throughout the day while content level deans hold teachers accountable to integrating SEL principles into each lesson. Upon graduation, DREAM Schools alumni become “Legends”, a special distinction that entitles them to six years of ongoing support from the network as they pursue post-secondary educational and career opportunities.

DREAM Schools relies on frequent data cycles to identify student learning gaps and areas of growth for instructional leaders, and the organization provides staff members with ample opportunities to collaborate and plan in response to data trends. For example, DREAM Mott Haven leveraged its effective data responsiveness and planning structures to exceed the 75% target for absolute performance in mathematics in 2022-23.

In January 2023, DREAM Schools’ high school program moved into its permanent home, a 200,000 square foot state-of-the-art school located at 20 Bruckner Blvd in the South Bronx. Then, at the start of the 2023-24 school year, DREAM Mott Haven began instruction in the new facility for its elementary and middle school programs. In October 2023, DREAM Schools requested, and the SUNY Trustees granted, a charter revision to move the DREAM Schools’ high school program from the DREAM East Harlem charter to the DREAM Mott Haven charter to allow all the programs sited together to operate under the same charter.

FINDINGS & INFORMATION

Is the education corporation an academic success?

DREAM East Harlem and DREAM Mott Haven are academic successes as they met or came close to meeting key Accountability Plan goals.

- DREAM Mott Haven graduated 99% of students from its 2022-23 high school cohort with 95% of students attending four-year colleges.
- In 2022-23, both charters far exceeded their comparative and growth measures in both English language arts (“ELA”) and mathematics. Notably, DREAM Mott Haven’s growth score for mathematics was 87.5 and far above the mean growth target of 50.
- DREAM East Harlem consistently outperformed its district in years for which state testing data for ELA and mathematics are available over the Accountability Period; most notably, in spring 2023, DREAM outperformed its district by 30 percentage points in mathematics and 15 percentage points in ELA. Similarly, DREAM Mott Haven outperformed the district by 47 percentage points in mathematics and 31 percentage points in ELA.

EXECUTIVE SUMMARY

Is the education corporation an effective, viable organization?

DREAM Schools is an effective, viable organization. The DREAM Schools' board governance of the education corporation and oversight of charter school leadership provides clear academic and financial accountability structures. The education corporation plans to add three board members with expertise in early childhood education, remote learning platforms, and post-secondary education. The collaboration with the DREAM Network provides additional back office support to assist the schools in executing key design elements.

Is the education corporation fiscally sound?

DREAM Schools is fiscally sound based on the Institute's analysis of its renewal documentation. The education corporation merged in the 2019-20 school year and reported adequate revenue to pay its yearly expenses.

If the SUNY Trustees renew each school, are the education corporation's plans for each school reasonable, feasible, and achievable?

DREAM's plans for the future, if renewed, are reasonable, feasible, and achievable. The education corporation plans to continue the successful elements of the DREAM Schools educational program across its elementary, middle, and high school programs during the next charter term and as it scales to add 5th grade to its DREAM Mott Haven campus next year.

Based on the Institute's review of the education corporation's performance across each of its charters as posted over the charter term; a review of the Applications for Charter Renewal submitted by the education corporation for each of its charters due for renewal; a review of academic, organizational, governance, and financial documentation; and, a renewal review of each of the charter's academic program, the Institute finds that the education corporation and each charter within it meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant DREAM East Harlem a Full-Term Subsequent Renewal and DREAM Charter School Mott Haven a Full-Term Initial Renewal of five years, and renew the education corporation for a term of five years.

CHARTER SCHOOL BACKGROUND

DREAM CHARTER SCHOOL EAST HARLEM

1991 Second Ave, New York, New York | Grades: K-8 | Community School District 4

The New York City Chancellor approved the school to open in fall 2008, serving 99 students in Kindergarten and 1st grade. The SUNY Trustees approved the transfer of the original charter to SUNY authorization on June 8, 2017.

PROGRAM

DREAM East Harlem implements the same program elements of all schools within the DREAM Schools network. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

DREAM East Harlem completed a revision of its original charter in October of 2023, allowing it to serve Kindergarten – 8th grade at its East Harlem campus while transferring its high school program to DREAM Mott Haven as DREAM Schools and DREAM Network completed its \$50 million, 200,000 square-foot facility in the South Bronx, which will now serve the DREAM Mott Haven Kindergarten – 12th grade programs.

CURRENT CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment: 528

Charter Expires on: July 31, 2024

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment: 528

Charter Expiration: July 31, 2029

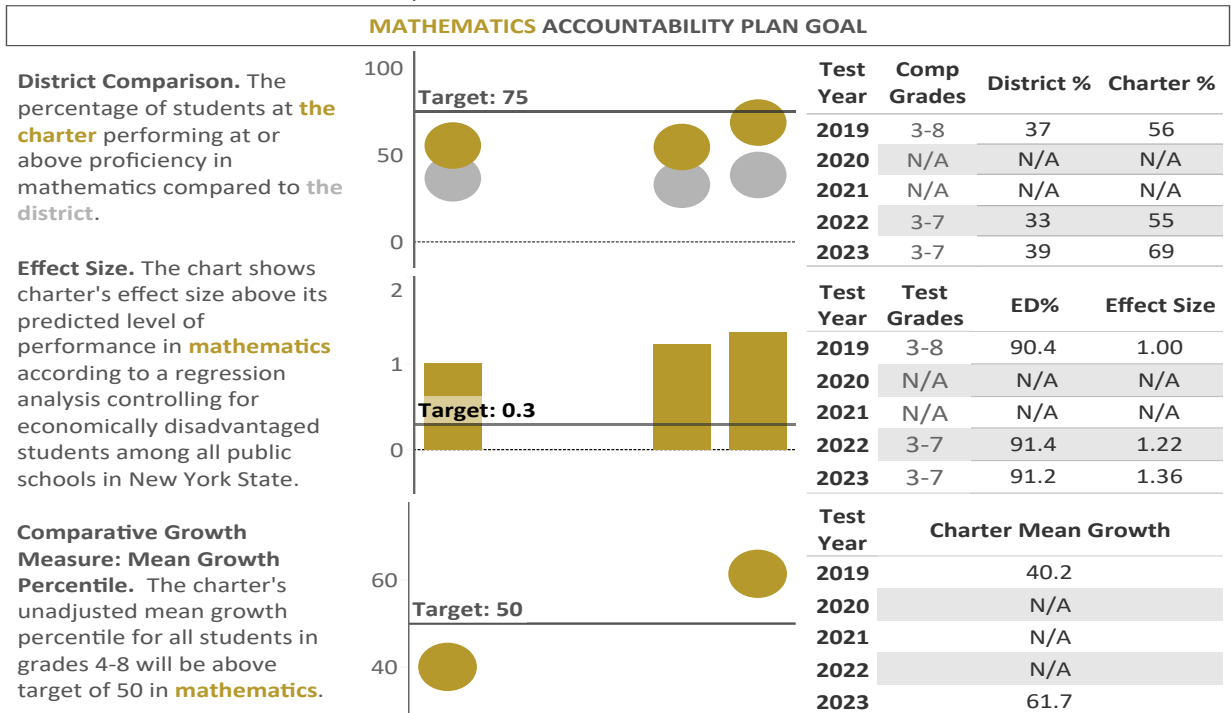
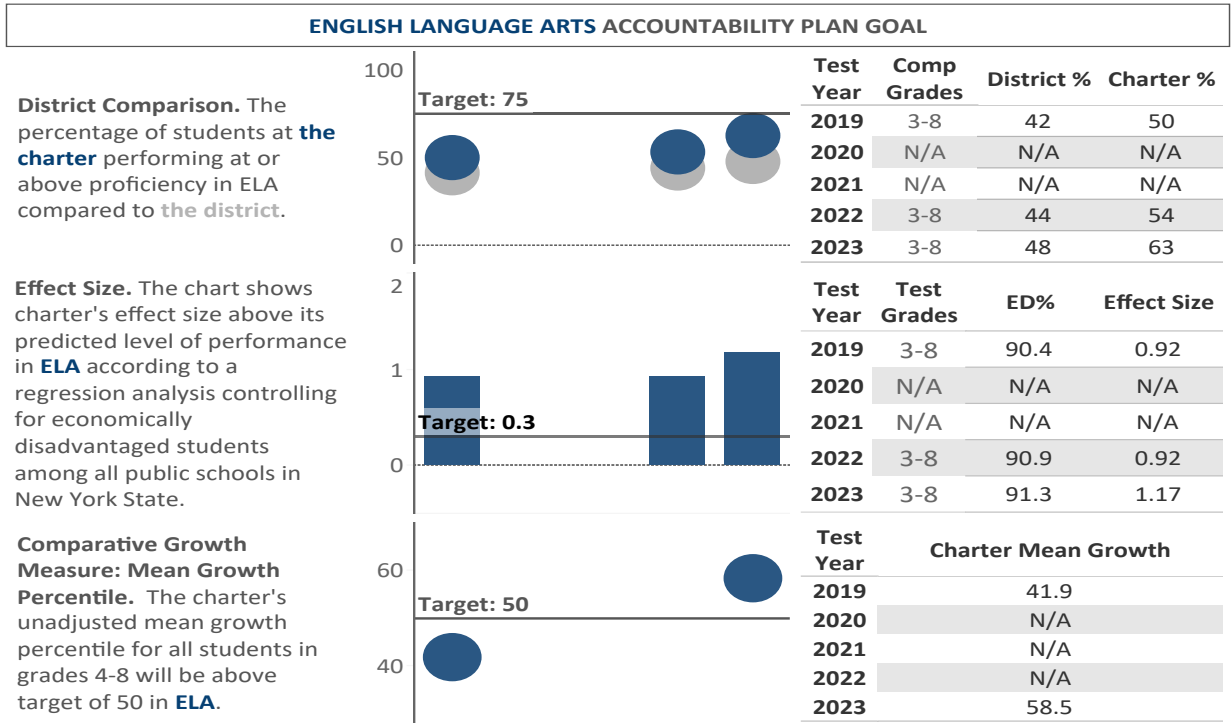
CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	786	778	99%	K – 11
2020-21	886	893	101%	K – 12
2021-22	886	878	99%	K – 12
2022-23	886	927	105%	K – 12
2023-24	528	536	102%	K – 8



CHARTER SCHOOL BACKGROUND

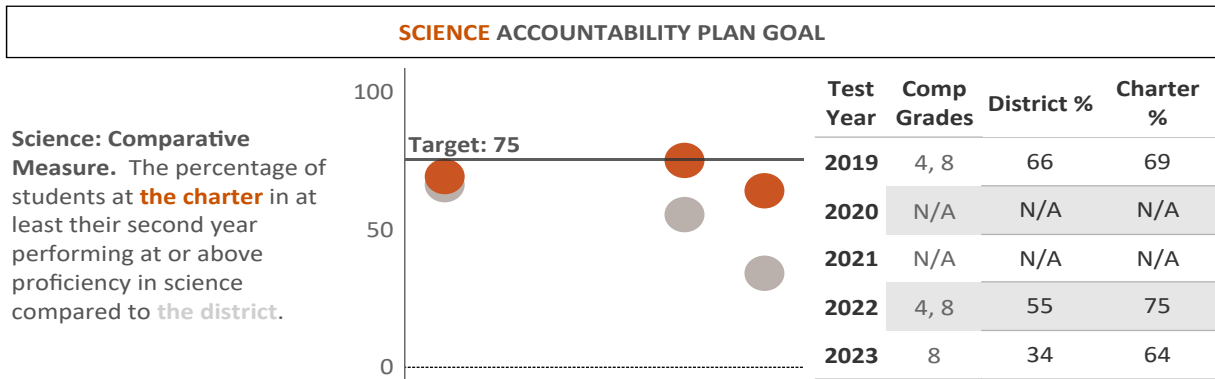
DREAM CHARTER SCHOOL EAST HARLEM





CHARTER SCHOOL BACKGROUND

DREAM CHARTER SCHOOL EAST HARLEM



TESTED PERCENTAGES*

	2019		2022		2023	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	317	313	315	255	337	278
School Tested %	97.5%	96.3%	95.7%	78.0%	96.3%	79.4%
District Tested %	89.3%	82.6%	83.8%	74.3%	77.5%	75.6%

SPECIAL POPULATIONS PERFORMANCE**

	2019	2022	2023
Students with Disabilities Tested on State Exam	100	105	122
Charter Percent Proficient on ELA Exam	24.0	25.7	34.4
District Percent Proficient	12.5	16.1	20.2
Tested on NYSESLAT Exam	38	38	37
Charter Percent 'Commanding' or Making Progress	13.2	18.4	48.6

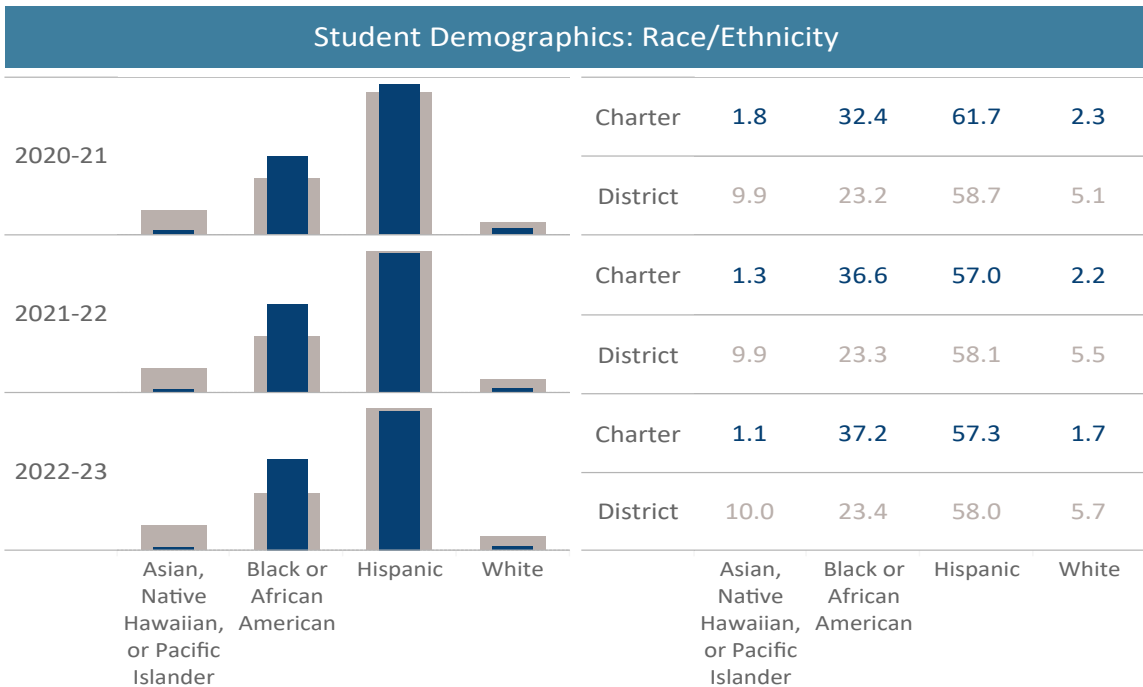
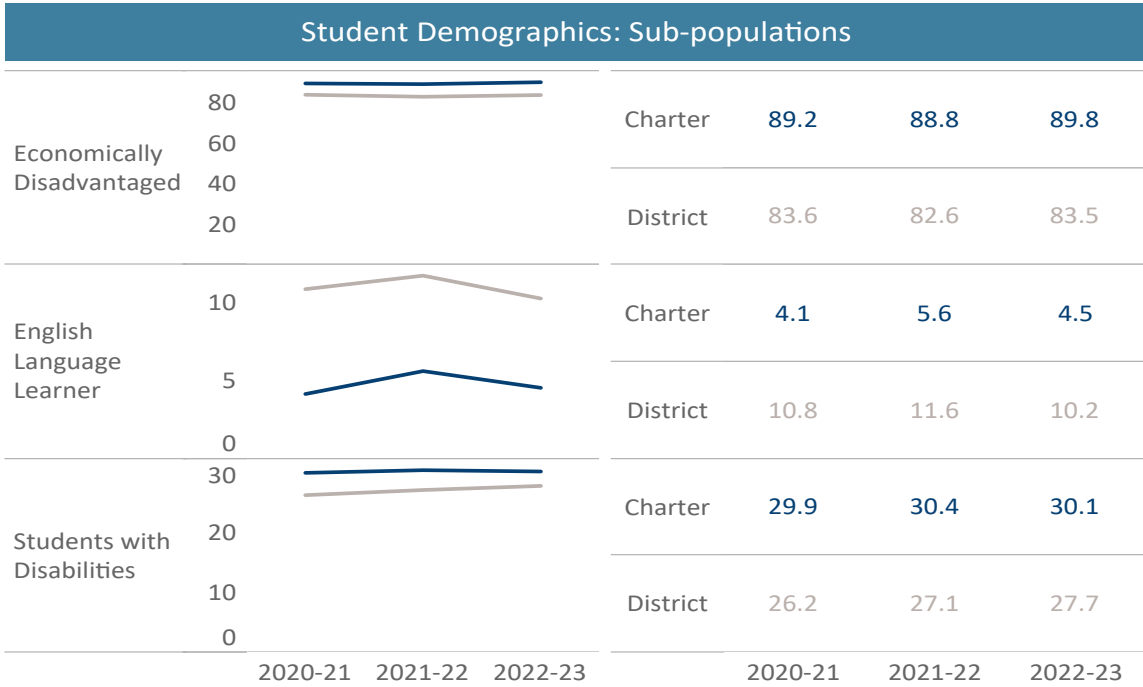
*Mathematics participation rates may reflect discrepancies from ELA participation rates due to students sitting for a Regents exam in lieu of the traditional state exam.
 ** The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



CHARTER SCHOOL BACKGROUND

DREAM Charter School East Harlem

Manhattan CSD 4

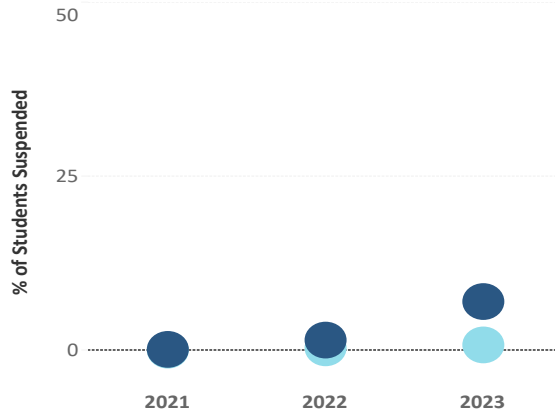


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



CHARTER SCHOOL BACKGROUND

DREAM Charter School East Harlem



Manhattan CSD 4

	ISS Rate	OSS Rate
2021	0.0	0.1
2022	0.3	1.5
2023	0.8	7.0

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the charter each year

	2021	2022	2023
Expulsions	0	1	2

DREAM Charter School's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	88.3	89.8
	English language learners	14.1	6.9
	students with disabilities	24.8	30.1
retention	economically disadvantaged	91.5	85.7
	English language learners	92.7	85.1
	students with disabilities	91.9	86.5

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



CHARTER SCHOOL BACKGROUND

DREAM CHARTER SCHOOL MOTT HAVEN

20 Bruckner Blvd Bronx, New York | Grades: K-4, 6-12 | Community School District 7

The SUNY Trustees approved the original charter for DREAM Mott Haven on October 4, 2018. The school opened its doors in fall 2019, and currently serves students in Kindergarten – 4th grade and in 6th – 12th grade.

PROGRAM

DREAM Mott Haven implements the same program elements of all DREAM Schools charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

The school exemplifies the network’s belief in developing a strong student culture in service of academics. Members of the senior leadership team (“SLT”), including the dean of culture and the director of student supports (“DSS”), work over the summer to define the school’s vision for classroom management and codify systems to support teachers in upholding that vision. During the Institute’s visit, school leaders were ever present in classrooms, providing both management and academic feedback to teachers and supporting restorative practices such as reflection conversations, brief breaks, and awarding incentives.

CURRENT CHARTER

Serves: Kindergarten – 4th, 6th – 12th

Chartered Enrollment: 1,006

Charter Expires on: July 31, 2024

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 12th

Chartered Enrollment: 1,363

Charter Expiration: July 31, 2029

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	60	55	92%	K
2020-21	133	125	94%	K – 1
2021-22	324	241	74%	K – 2, 6
2022-23	360	339	94%	K – 3, 6 – 7
2023-24	1,006	1,113	111%	K – 4, 6 – 12



CHARTER SCHOOL BACKGROUND

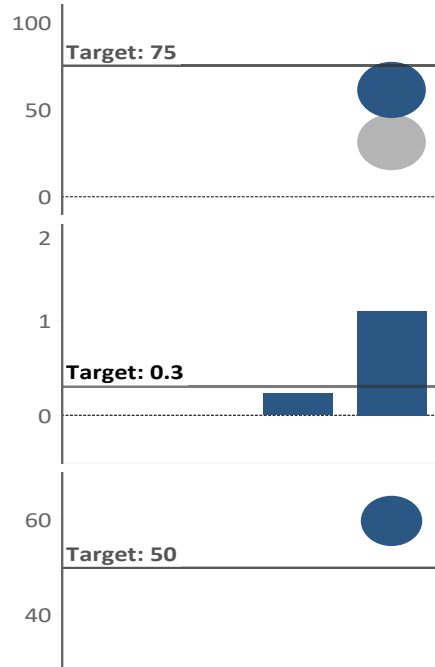
DREAM CHARTER SCHOOL MOTT HAVEN

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to **the district**.

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Comp Grades	District %	Charter %
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	N/A	N/A	N/A
2023	3, 7	31	62

Test Year	Test Grades	ED%	Effect Size
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	6	90.4	0.23
2023	3, 6-7	89.4	1.10

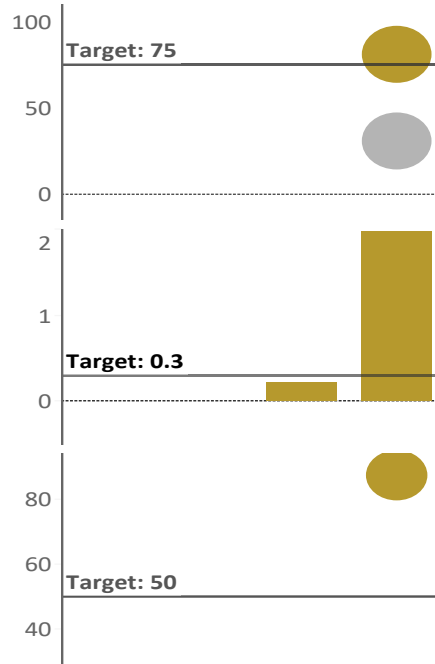
Test Year	Charter Mean Growth
2020	N/A
2021	N/A
2022	N/A
2023	60.0

MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to **the district**.

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Comp Grades	District %	Charter %
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	N/A	N/A	N/A
2023	3, 7	34	81

Test Year	Test Grades	ED%	Effect Size
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	6	90.4	0.21
2023	3, 6-7	89.4	1.97

Test Year	Charter Mean Growth
2020	N/A
2021	N/A
2022	N/A
2023	87.5



CHARTER SCHOOL BACKGROUND

DREAM CHARTER SCHOOL MOTT HAVEN

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. The percentage of students at **the charter** in at least their second year performing at or above proficiency in science compared to **the district**.

N/A

TESTED PERCENTAGES				
	2022		2023	
	ELA	Math	ELA	Math
School Tested Number	50	49	166	164
School Tested %	100.0%	100.0%	97.1%	97.0%
District Tested %	89.0%	89.5%	86.1%	87.9%

SPECIAL POPULATIONS PERFORMANCE*		
	2022	2023
Students with Disabilities Tested on State Exam	16	46
Charter Percent Proficient on ELA Exam	31.3	28.3
District Percent Proficient	15.4	13.9
Tested on NYSESLAT Exam	12	19
Charter Percent 'Commanding' or Making Progress	25.0	10.5

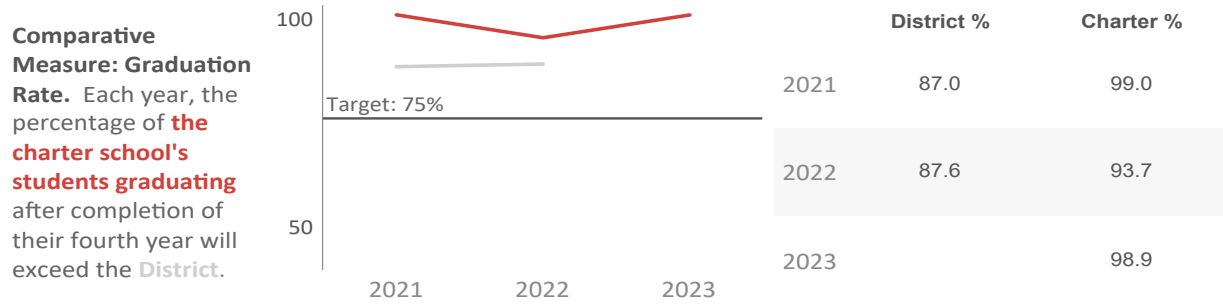
* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".



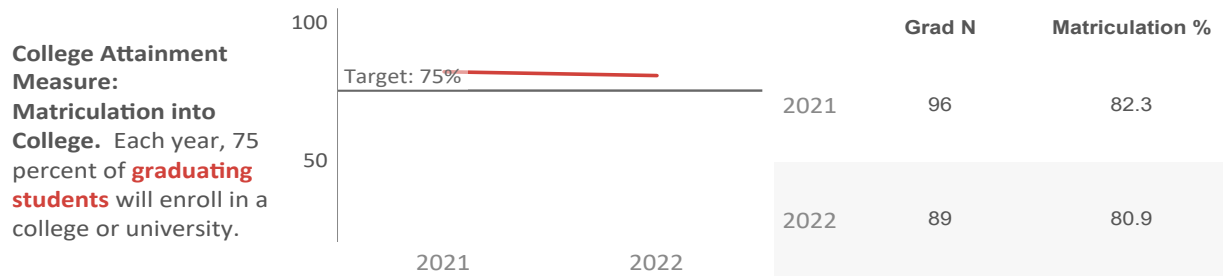
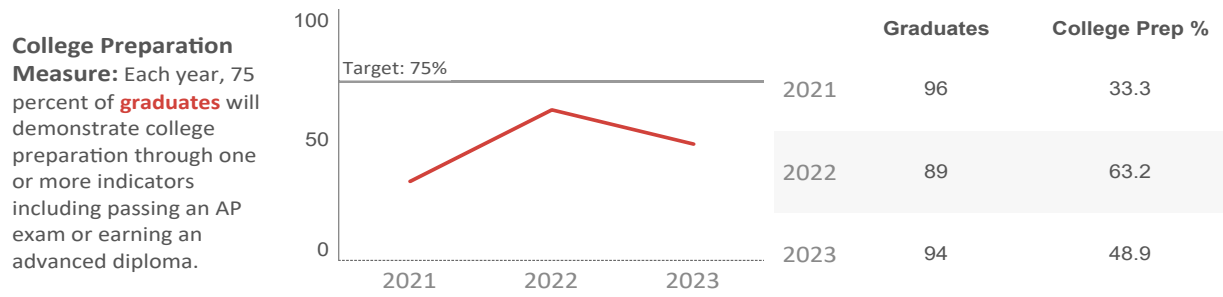
CHARTER SCHOOL BACKGROUND

DREAM CHARTER SCHOOL MOTT HAVEN

HIGH SCHOOL GRADUATION RATE



COLLEGE PREPARATION AND ATTAINMENT



ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the charter school's **ELA Accountability Performance Index** and the **math PI** will exceed **the district's PI** and the **state's MIP**.

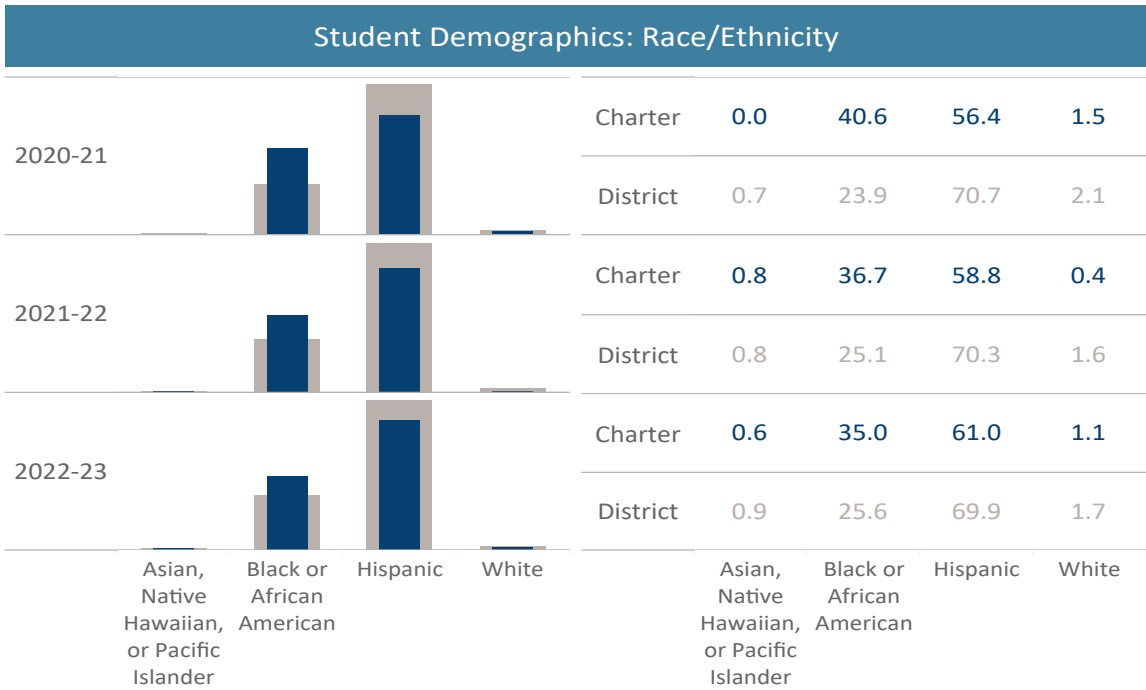
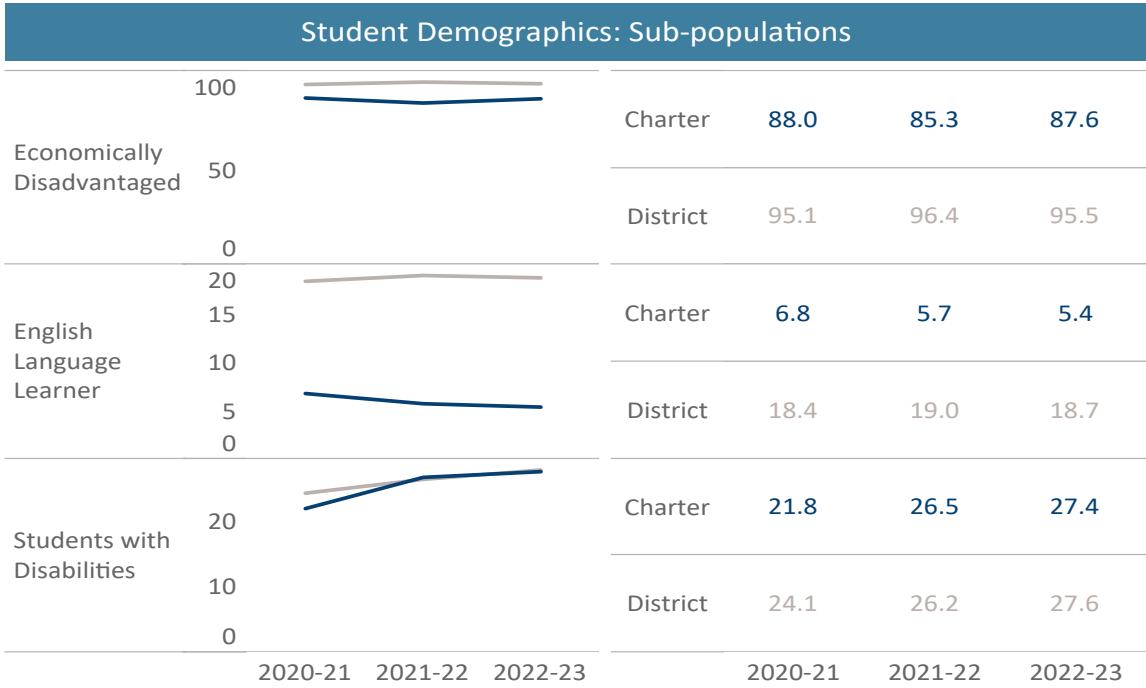
N/A



CHARTER SCHOOL BACKGROUND

DREAM Charter School Mott Haven

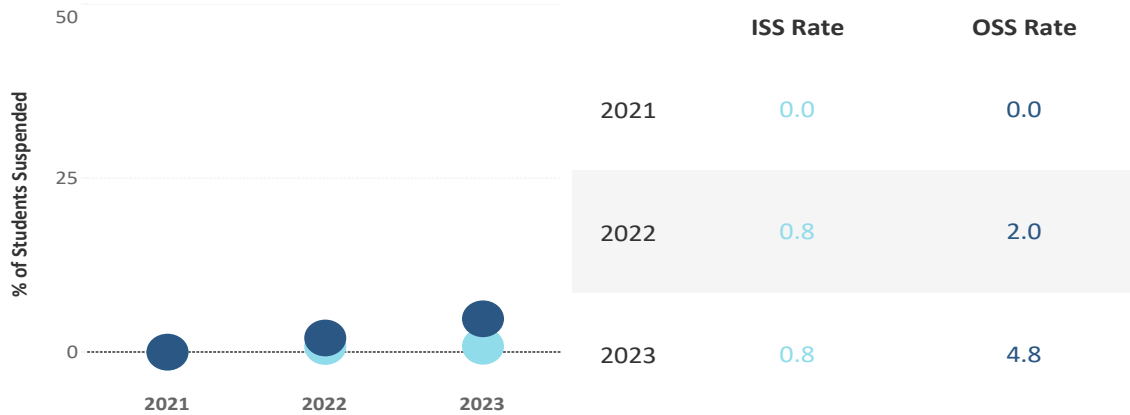
Bronx CSD 7



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

CHARTER SCHOOL BACKGROUND

DREAM Charter School Mott Haven



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the charter each year

Year	2021	2022	2023
Expulsions	0	0	0

DREAM Charter School Mott Haven's Enrollment and Retention Status: 2022-23

		Target	Charter
enrollment	economically disadvantaged	93.3	87.6
	English language learners	18.8	7.6
	students with disabilities	21.6	27.4
retention	economically disadvantaged	91.0	81.3
	English language learners	92.1	87.5
	students with disabilities	91.6	78.5

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



DP

DATA PRESENTATION

PAGES: 19-35

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

ACADEMIC PERFORMANCE

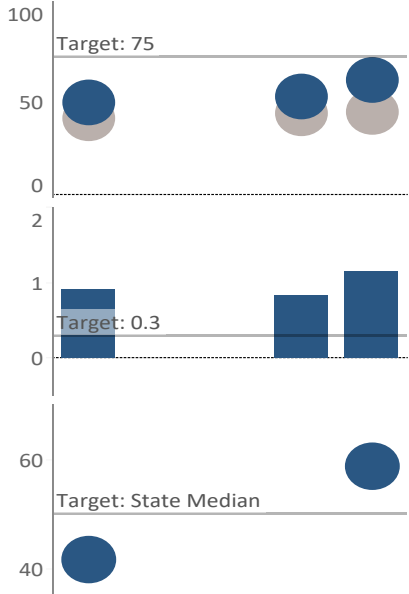
DREAM CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

DREAM Charter School EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Districts %	Ed.Corp. %
2019	42	50
2020	N/A	N/A
2021	N/A	N/A
2022	44	54
2023	45	63

Test Year	Ed. Corp. Weighted Effect Size
2019	0.92
2020	N/A
2021	N/A
2022	0.82
2023	1.15

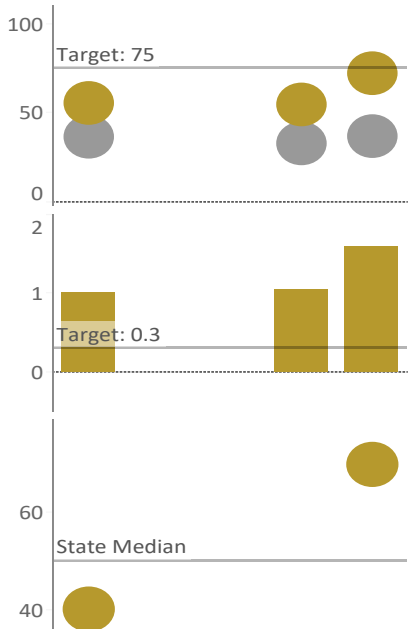
Test Year	Ed. Corp. Mean Growth Percentile
2019	41.9
2020	N/A
2021	N/A
2022	N/A
2023	58.9

EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Districts %	Ed.Corp. %
2019	37	56
2020	N/A	N/A
2021	N/A	N/A
2022	33	55
2023	37	72

Test Year	Ed. Corp. Weighted Effect Size
2019	1.00
2020	N/A
2021	N/A
2022	1.05
2023	1.59

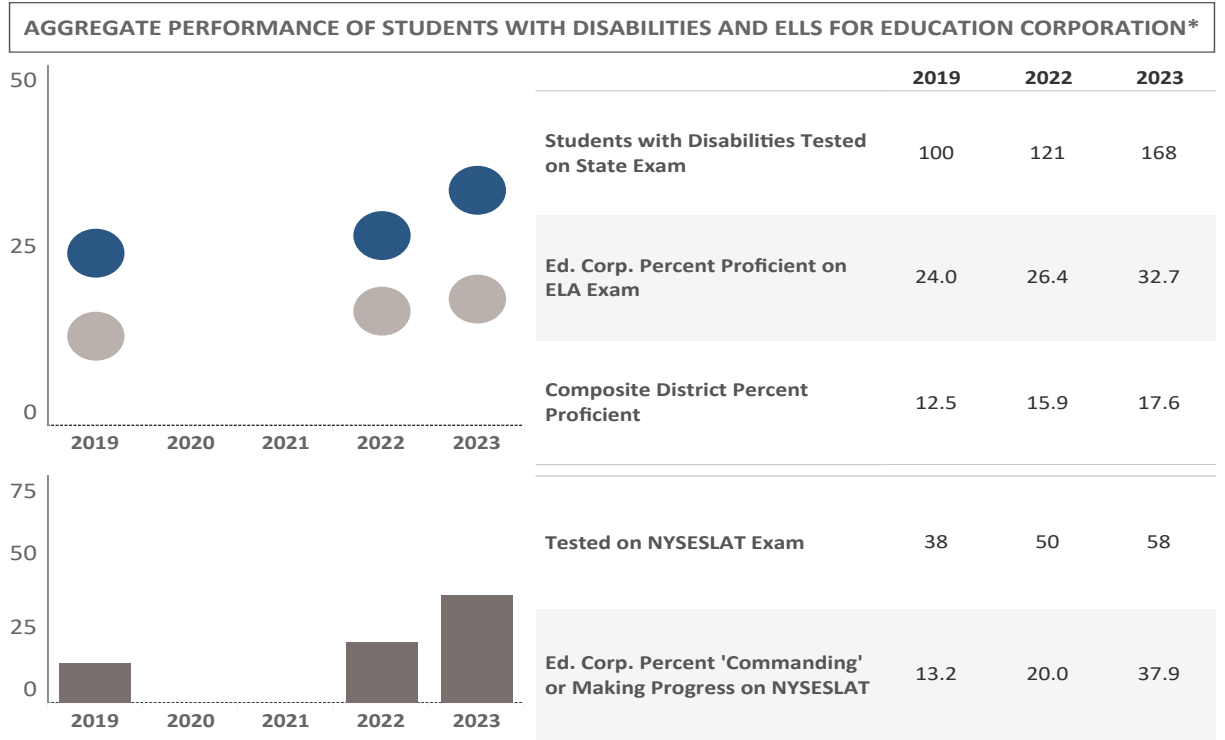
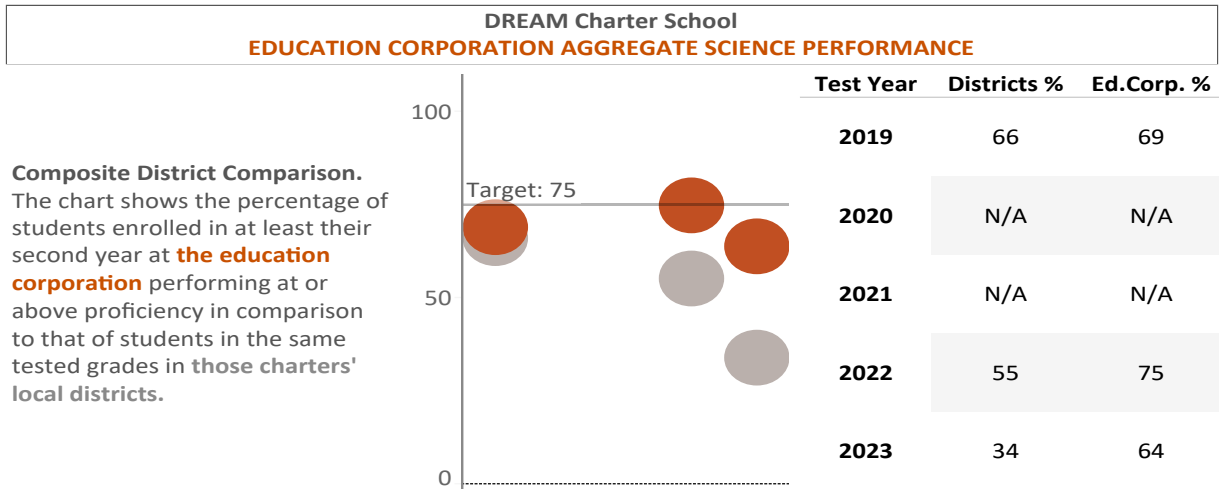
Test Year	Ed. Corp. Mean Growth Percentile
2019	40.2
2020	N/A
2021	N/A
2022	N/A
2023	69.8

* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.



ACADEMIC PERFORMANCE

DREAM CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS



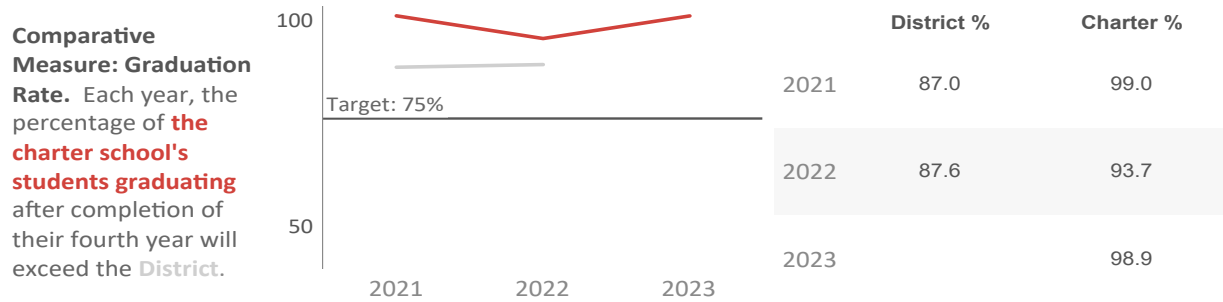
*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.



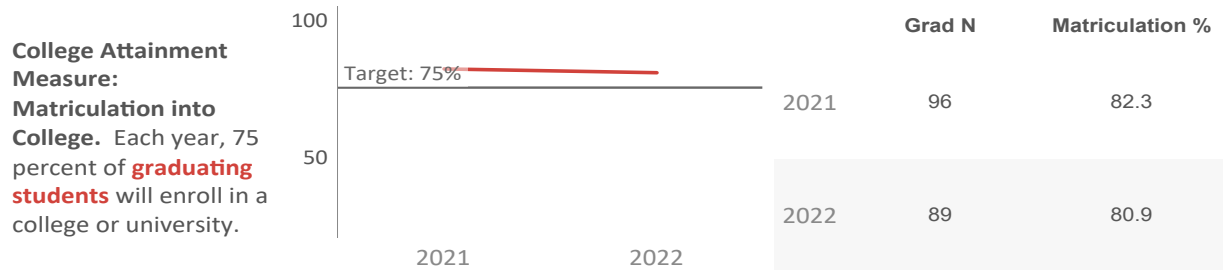
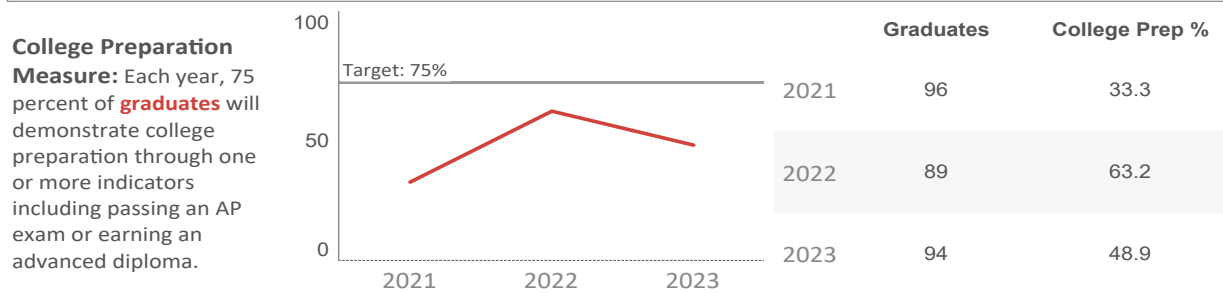
ACADEMIC PERFORMANCE

DREAM CHARTER SCHOOLS: AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL CHARTERS

HIGH SCHOOL GRADUATION RATE



COLLEGE PREPARATION AND ATTAINMENT



ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure: District Comparison. Each year, the charter school's **ELA Accountability Performance Index** and the **math PI** will exceed **the district's PI** and the **state's MIP**.

N/A

ACADEMIC PERFORMANCE



HAS THE EDUCATION CORPORATION MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

DREAM East Harlem and DREAM Mott Haven met or came close to meeting their key academic Accountability Plan goals over the charter term. Notably, DREAM East Harlem exceeded all comparative targets under the ELA and mathematics goals in each year with available state exam data. The schools also met the graduation, college preparation, science, social studies, and Every Student Succeeds Act (“ESSA”) goals.

DREAM Schools’ high school program graduated its first high school seniors in 2020-21 with 99% of students graduating. In 2022-23, DREAM Schools posted a graduation rate that exceeded the absolute target of 75% by 24 percentage points and the most recently available district comparison rate by 11 percentage points. The school also matriculated high proportions of its graduates into two and four year college programs, exceeding the target of 75% by at least six points each year.

Over the charter term, DREAM East Harlem outperformed the district in ELA and mathematics every year. DREAM East Harlem’s students enrolled in at least their second year posted proficiency rates that surpassed the district performance by at least eight percentage points in ELA and at least 19 percentage points in mathematics each year. From 2018-19 through 2022-23, excepting 2019-20 and 2020-21 when state assessment scores were not available, the school posted effect sizes in both subjects that far exceeded the target of 0.3. This level of achievement indicates the school performed higher than expected to a large degree in comparison to all public schools across the state enrolling similar percentages of economically disadvantaged students.

DREAM Mott Haven first enrolled students in tested grades during 2021-22 and came close to meeting its ELA and mathematics goals. That year, the school posted comparative effect sizes that came close to the target of 0.3 in ELA and mathematics. This level of performance indicates that in comparison to demographically similar schools, DREAM Mott Haven performed higher than expected to a small degree. In 2022-23, the school met its goals and exceeded the targets for all comparative and growth measures. Notably, the school posted mean growth percentiles that exceeded the target by 10 points in ELA and 38 points in mathematics.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

DREAM Schools has an effective assessment system that leads to improved learning outcomes. The schools regularly administer a suite of assessments comprised of nationally normed, internally created, and curriculum-embedded instruments. For Kindergarten – 2nd grade, DREAM Schools uses NWEA MAP Fluency as a baseline reading skills assessment and i-Ready as a diagnostic, formative, and summative assessment for performance in mathematics and ELA. The network creates interim assessments for ELA and mathematics for Kindergarten – 8th grade, and the high school uses midterm and final examinations to monitor high school level achievement. The network instituted weekly “mastery check” quizzes in fall 2023 that allow teachers and leaders to identify student learning needs with more frequency than in the past, thereby enhancing efforts to plan reteach strategies.

Leaders plan the assessment calendar each year while dedicating team meetings, individual coaching sessions, and full day professional development to the frequent analysis of assessment results. Teachers and leaders access data in a variety of ways including through web based platforms and network-created spreadsheets. The network has a department dedicated to organizing data and working with instructional leadership to interpret and analyze student performance data. Leaders create comprehensive data dashboards including student performance outcomes to share with the board.

DREAM Schools has a clear process to support teachers with analyzing and using data to adjust approaches to teaching and learning. Prior to convening teachers for data analysis meetings, leaders review data as a group to become familiar with the results and to agree on focus areas for teacher meetings. During these meetings, teachers from across the network convene to identify priority standards, discuss strategies that demonstrate improvement, and plan for future adjustments to teaching and small group instruction. Teachers also have a dedicated response to data planning period to discuss outcomes from weekly mastery checks and unit assessments with academic deans. As teachers review assessment results and student work during these blocks, teachers use a checklist to note learning gaps and develop action plans for students under the supervision of academic deans. All schools provide built-in reteach time within pacing guides so that teachers can address misconceptions identified during data meetings and help students work toward mastery.

As part of DREAM Schools’ annual teacher and leader evaluation models, teachers receive developmental feedback based on student assessment outcomes, and network leadership uses student work to evaluate the success of academic deans’ coaching strategies.

ACADEMIC PERFORMANCE

CURRICULUM

DREAM Schools provides teachers with standards aligned curricula and extensive supporting frameworks to streamline instructional planning. The network employs thorough curriculum selection processes that seek to meet the diverse needs of students and teachers.

During the 2023-24 school year, DREAM Schools adopted the science of reading framework to guide early literacy programming, and teachers in Kindergarten – 5th grade began delivering reading and phonics instruction via the Core Knowledge Language Arts (“CKLA”) curriculum along with the Wit and Wisdom curriculum for writing. In middle school, teachers transitioned to the Fish Tank reading curriculum coupled with supplemental materials for vocabulary development. All teachers at the elementary and middle school levels use Illustrative Math materials to deliver mathematics instruction. For students struggling academically across grade bands, DREAM Schools supplements its curricula with adaptive, remedial content via the i-Ready platform.

DREAM Schools initiated the five-year, phased rollout of its new ELA curricula in response to data suggesting persistent learning gaps in reading at the elementary and middle school levels. To select new curricular materials, network leadership first conducted a needs assessment consisting of extensive classroom observations to discern large scale trends related to instructional delivery, a series of focus groups with students and families to elicit perspectives on the attributes of an ideal curriculum, and a formal audit to evaluate its existing curriculum against key metrics such as level of rigor, demonstration of learning, and culturally responsive content. Upon choosing new curricular materials based on identified needs, the network partnered with the Literacy Group consulting firm to design and lead the change management process. In interviews, teachers and instructional leaders reported that the consultant-driven onboarding support, along with quarterly progress monitoring routines from the network, has led to strong buy-in and fidelity of implementation for the new curriculum across grade bands.

In high school, teachers create lesson plans within core subjects, and academic leadership provides scope and sequence and pacing documents to ensure that lesson content aligns to Regents and Advanced Placement (“AP”) examinations. In following with its college preparatory mission, DREAM Schools offers AP classes in literature, research, seminar, biology, African-American studies, history, and computer science to its 11th and 12th grade students. In mathematics, students do not sit for AP examinations, but teachers use the AP pre-calculus framework to guide mathematics instruction. Although the network has no immediate plans to alter its high school curricula, it has recently identified the need to support 9th and 10th grade students with preparing for the rigor of AP coursework. In response, the network has implemented a pre-AP framework to inform 9th and 10th grade learning objectives.

PEDAGOGY

DREAM East Harlem and DREAM Mott Haven deliver high quality instruction across the majority of grades and classrooms, and teachers consistently deliver purposeful lessons with clear objectives aligned to the schools’ new curricular programs. Elementary school teachers, in particular, deliver strong lessons.

ACADEMIC PERFORMANCE

DREAM Schools' classrooms present warm relationships between teachers and students along with a focus on maximizing learning time. At the start of each lesson, teachers present a clear objective and move through a consistent lesson format based on the content area. All teachers give clear directions, uphold classroom routines, praise students as they meet expectations for participation, and circulate the room to confer with students, check for understanding, or solicit hand signals from students. DREAM Schools also states the expectation that teachers carry a clipboard to track in the moment data from students as they work through tasks although teachers implement this strategy inconsistently.

To internalize key lesson objectives within the new curricula, teachers engage in weekly lesson study protocols, and DREAM Schools recently launched supplemental working groups in ELA and mathematics for elementary and middle school teachers. During these working groups, select teachers guide grade teams through a reflection on exemplary teaching practices, and analyze videos of each others' instructional delivery and develop new approaches to delivering content. The curriculum and instruction team ("CIT") then conducts walk throughs to monitor teachers' implementation of successful strategies from working group sessions. Based on observations, the aforementioned practices have not yet translated into a widespread application of higher order thinking questions or problem solving activities to challenge student thinking. However, DREAM Schools has been successful in applying the cognitively guided instruction ("CGI") model in elementary school mathematics lessons to drive rigor. During CGI periods, teachers present students with a word problem and encourage them to create individual strategies to solve the problem. Students then present strategies to the class and teachers invite students to evaluate and compare strategies to develop deeper understanding of mathematical concepts.

At the time of the Institute's visit, teachers had shifted from a beginning-of-year focus on building classroom community and routines to increasing lesson rigor and using co-teaching models effectively. Given the newness of the priority, most lessons displayed a one teach, one assist model. However, in some classrooms, teachers effectively used alternative teaching to meet student needs. Overall, network leadership recognizes a need to improve its guidance to teachers for implementing integrated co-teaching ("ICT") models when differentiating content and supporting students with disabilities.

At the high school level, mathematics and science teachers plan rigorous lessons. However, these specific content areas have a high proportion of new teachers in need of intensive support with instructional delivery and content area expertise. The Institute noted evidence of this trend across high school science and mathematics classrooms in which teachers struggled to maintain student engagement while frequently pausing instruction to address off-task behaviors such as cellphone usage or the viewing of non-academic content on school laptops.

INSTRUCTIONAL LEADERSHIP

DREAM Schools possesses a seasoned, fully staffed academic leadership team that actively promotes the development of teachers and coaches using a distributed leadership model. To this end, the team delivers consistent, data-driven professional learning while leveraging observation and feedback cycles to refine professional development priorities throughout the school year.

ACADEMIC PERFORMANCE

In the 2022-23 school year, DREAM Network appointed a managing director of curriculum and instruction to manage the CIT for Kindergarten – 8th grade. This team, comprised of associate directors of humanities, STEM, and ELA, works closely with principals and network leadership to manage curricular materials, intellectual preparation, and assessments for core subjects, such as the new “mastery check” system that provides teachers with assessment data within weekly cycles.

DREAM Schools principals report that the role offers a satisfactory balance of network directives and school leader autonomy, and that programmatic components such as curriculum and assessment are standardized across the network, while school culture elements, teacher professional development, and the pacing of key events during the school year fall under the principal’s authority. Principals also described the opportunity to receive sustained, responsive leadership development throughout the school year. For example, principals meet weekly with managing directors to norm on network priorities and common development areas while also addressing individual professional development needs and specific challenges within their respective schools. To encourage reflective practice, principals engage in the reading of a shared text and self-evaluate based on progress toward goals from summer institute.

Serving each principal is a suite of academic deans who provide coaching to teachers. DREAM Schools recently adjusted its coaching structure at the high school level to provide support by grade level instead of by content area. Staff members report the shift has allowed academic deans to gain more in-depth knowledge of individual student needs, leading to more effective academic interventions. For example, grade level deans now have the opportunity to develop holistic action plans for struggling students in collaboration with culture deans specifically to address social emotional needs of students that may interfere with academics.

DREAM Schools evaluates its academic leadership team members using the performance management cycle, which asks leaders to set goals pertaining to academic outcomes, social emotional learning, staff culture, people management, and personal development at the beginning of each school year. At the midpoint and end of each school year, leadership conducts a 360 peer review of staff performance against the aforementioned goals. Teachers undergo formal evaluations under the Teacher Career Pathway (“TCP”) model, in which instructional leaders use student assessment outcomes, peer feedback, and student satisfaction surveys to derive a score that estimates overall teacher effectiveness. Classroom observations, while not part of the formal evaluation, serve as a developmental tool for teacher coaching, and the network looks for correlations between assessment outcomes and formal evaluation metrics to test the validity of the TCP model. In addition to the TCP framework, teachers receive performance feedback based on DREAM Schools’ ‘Arc of the Year’ framework, which outlines components of classroom culture and productive learning environments for students. At the time of the Institute’s visit, DREAM Schools had just completed its first quarter arc which focused on observable components such as giving directions, lesson pacing, redirecting off task behavior, and the schools had begun the second quarter arc focused on demonstration of learning. Academic deans use the arc to provide targeted support to new and struggling teachers.

ACADEMIC PERFORMANCE

While DREAM Schools provides sustained, comprehensive professional development to its teachers and instructional leaders, the Institute noted a significant discrepancy in the quality of instructional delivery between high school and the lower grade bands, with a particular emphasis on science and mathematics instruction. Network leadership attributes this discrepancy to lack of CIT capacity to support high school, high teacher turnover rates, and a high proportion of teachers new to the profession at the high school level. To address these concerns in the near term, the network has assigned its high school director of curriculum and instruction to work closely with teachers to develop content level expertise while collaborating with the CIT to team ensure vertical continuity between middle and high school grade bands. The network also offers differentiated professional development for new teachers in the summer, and morning professional learning community sessions during the school year in which new teachers engage in lesson study and have the opportunity to practice teaching with feedback.

AT-RISK PROGRAM

DREAM Schools' leverages assessment systems and staff member capacity to identify of students with disabilities and students at-risk of academic failure. Elementary teachers regularly implement lesson planning and delivery strategies to support diverse learners within the general education classroom. The Institute observed effective yet inconsistent instances of differentiation and strategies to support diverse learners at the middle and high school programs.

DREAM Schools identifies students with disabilities using the Response to Intervention ("RTI") process. During weekly grade team meetings, teachers use assessment data to isolate students in need of tier 1 support plans. If tier 1 students require additional support after a four to six week intervention period, teachers submit a tier 2 intervention request with the special education coordinator. After another four to six week intervention cycle, teachers, parents, and special education support staff members determine whether students require tier 3 intervention and a formal evaluation process from the CSE. To support with differentiating instruction for students with disabilities, DREAM Schools provides ICT in a majority of classrooms, and teachers collaborate to adapt materials, modify instruction, and implement co-teaching models. The network also provides part-time special education teacher support services ("SETSS") for small groups of students in need of intensive intervention

This year, DREAM Schools placed a DSS in each building to support with school level compliance, observation and feedback cycles, progress monitoring toward individualized education program ("IEP") goals, and intellectual preparation activities for learning specialists. Building level at-risk program staff members regularly interface with and receive support from the network student support team. For instance, the network director of student supports and building level DSSs attend CIT walk-throughs to ensure that observations align to the network's pedagogical priorities. The network centralizes billing and collaboration with the NYCDOE Committee on Special Education ("CSE") within network roles, allowing building-level staff to focus on the delivery of academic intervention and special education services for students.

ACADEMIC PERFORMANCE

Each school delivers a tiered behavioral and academic intervention program where teachers receive training to deliver effective tier 1 interventions. The network implements a “child find” program to identify students who may need additional behavioral or academic support. In weekly grade team meetings, teachers identify students who may benefit from additional support and collaboratively plan tier 1 interventions and goals. After one to two weeks of tracking how tier 1 interventions impact student outcomes, grade teams reassess and determine whether a student may require additional tier 2 services.

Learning specialists collaboratively plan interventions with co-teachers during weekly co-planning meetings, and teachers regularly integrate co-teaching models into lesson plans. The academic dean at each school regularly observes co-teachers and provides feedback on the quality of co-teaching delivery. There are systems in place for specialists and general education teachers alike to learn effective practices to support all learners and attend external professional development. The DSS also regularly collaborates with the dean of culture and the dean of social-emotional learning to ensure that teachers are equipped to effectively deliver interventions that support the whole child.

DREAM Schools identifies English language learners (“ELLs”) at the beginning of the school year using the Home Language Survey, parent and student interviews, and the New York State Identification Test for English Language Learners (“NYSITELL”) exam. At the end of each year, ELL teachers administer the New York State English as a Second Language Achievement Test (“NYSESLAT”) to determine student proficiency categories at the end of each year. To meet the needs of students in the low-to-advanced range of language proficiency, ELL learning specialists deliver direct instruction via small group pull out services while classroom teachers leverage parallel and alternative teaching models within ICT settings. For students at the proficient level, ELL teachers and DSSs attend intellectual preparation, coaching, and grade team meetings to discuss the integration of learning supports for individual students.

Despite the above measures, instructional leaders across grade bands recognize the network’s opportunity to refine its co-teaching models and the level of training it provides to its special education learning specialists. Leaders cite that even though the organization provides special educators with sustained support with intellectual preparation, differentiation strategies within core content areas, and training in collaborative strategic reading (“CSR”), it is still reformulating how it prepares special educators to modify instruction for diverse student needs. The network also seeks to create clearer delineation of responsibilities for co-teachers. It currently provides co-teachers with templates to follow to ensure that both teachers have equal roles in terms of academic and behavioral support, but continues to leverage its new DSS position to ensure effective implementation.

ORGANIZATIONAL CAPACITY

DREAM Schools’ organizational structure supports teachers and leaders in delivering the educational program, and the network and school building teams delineate operational and instructional responsibilities in a manner that is clear, effective, and supportive of teacher needs throughout the year.

ACADEMIC PERFORMANCE

There are opportunities for school building staff members to coordinate and share information directly with network academic and operations teams, as well as collaborate between school sites. For instance, the network recently codified student recruitment and enrollment systems across all sites, and, with the support of enrollment data dashboards, relevant staff members can now review application, enrollment, and retention data with ease. Furthermore, teachers universally state that the network's collaboration practices ensure that schools receive feedback that is aligned and consistent across sites. For instance, the chief operating officer regularly meets with principals and school based directors of operations to coordinate resource allocation to support the delivery of each academic program.

DREAM Schools is fully enrolled, which it attributes to a recruitment and enrollment strategy that leverages community relationships and referrals to attract students and families to the program. When students choose to leave the network, leadership analyzes exit trends and uses the resulting information to modify programming and develop additional retention strategies.

All of DREAM Schools' work is guided by the network's strategic plan, and network staff members meet quarterly to track progress toward goals outlined in the strategic plan and update goals if challenges arise. During bi-weekly, cross functional planning meetings, managing directors of schools meet with the managing director of curriculum and instruction, operations director and other network staff members to track progress against key performance indicators and refine network priorities in response to data trends. Team members also use this time to plan the network vision for the next five years.

Both schools attract staff members who are invested in the mission and vision of the network: to educate the whole child and contribute to the greater East Harlem and South Bronx communities. In alignment with the developing strategic plan, leaders across the network focus on capacity building and fostering a positive adult culture. Staff members speak highly of the network's focus on developing their respective skills and expertise and cited individual professional development and the network's mission and vision as primary reasons to stay with the network. DREAM Schools actively recruits principals and other instructional leaders from within the organization, with a majority of its academic deans participating in the network's principal in residence program, and many teachers transitioning into dean positions. To cultivate its teacher corps, DREAM Schools has instituted a teaching fellows program that supports DREAM Schools alumni in pursuing teacher certification.

BOARD OVERSIGHT & GOVERNANCE

DREAM Schools' board works effectively to promote achievement of the school's Accountability Plan goals. Members of the board possess the skills necessary to govern the schools effectively, having served in the business, education, finance, and real estate sectors. The board has established clear priorities and objectives, and develops clear facility, fiscal, and accountability plans to monitor academic goals and organizational sustainability. The management team presents a quarterly dashboard of enrollment, state test data, staff member and teacher retention, attendance, and other academic and cultural data indicators to measure ongoing progress across the charters.

ACADEMIC PERFORMANCE

DREAM Schools' board is committed to upholding the network's commitment to post secondary outcomes, and it collects comprehensive data to assist in tracking college persistence rates of DREAM Schools alumni such as student transcripts and attendance for check-ins with support staff. The board also intervenes as needed to assist with students with minor financial needs that could interfere with college persistence if unaddressed.

The board plans to roll out the next iteration of its five-year strategic plan in 2024 with a heightened focus on STEM teacher recruitment strategies and talent retention.

COMPLIANCE REPORTING



HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

DREAM CHARTER SCHOOLS

Annual Reports

DREAM Schools submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time and has posted portions of the annual reports on its website. The education corporation has not incorporated the Accountability Plan Progress Reports in its postings in accordance with the charter and the Act and needs to post the most recent annual reports on its website. The Institute will ensure compliance prior to the start of the next charter term.

Bylaws

The bylaws need to be updated to reflect the new videoconferencing requirements of the Open Meetings Law. The Institute will ensure compliance prior to the start of the next charter term.

Facility Compliance

At the time of the school visit, DREAM Mott Haven did not have emergency exit routes posted in every elementary school classroom nor the required federal employment law postings. The Institute will ensure compliance prior to the start of the next charter term.

FOIL

The education corporation has a compliant Freedom of Information Law (“FOIL”) notice, but the FOIL subject matter list needs to be updated annually with the date of the most recent update conspicuously indicated. The Institute will ensure compliance prior to the start of the next charter term.

Personnel Policy

The Employee Handbook requires minor revision specifying that all criminal history reports be reviewed by two or more employees designated by the education corporation in compliance with the charter agreement. The Institute will work with the school to update the handbook prior to the start of the next charter term.

Teacher Certification

The New York State Charter Schools Act of 1998 (the “Act”) allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics or career and technical education courses.

COMPLIANCE REPORTING

DREAM Schools contracts with the New York City Charter School Center (the “Center”) on an annual basis to support teachers in gaining, maintaining, or renewing their certification. The Center provides personal certification consultations for teachers at DREAM Schools to guide them through the certification process. The Center also provides DREAM Schools with an annual compliance summary and status for all its teachers. Dream Schools reserves the right to discharge staff members who do not make good faith efforts to become certified.

At DREAM East Harlem, 51 out of the 67 teachers are uncertified, which is 36 teachers over the allowable limit under the Act. All the 51 uncertified teachers meet the additional qualifications under the Act.

At DREAM Mott Haven, 29 out of the 40 teachers are uncertified, which is 14 teachers over the allowable limit under the Act. Twenty-eight of the 29 uncertified teachers meet the additional qualifications under the Act.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data

The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) annual family survey from the 2022-23 school year for each school due for renewal. Of the 66% of DREAM Mott Haven families who responded to the 2022-23 survey, 94% expressed satisfaction with the program, and of the 59% of DREAM East Harlem families who responded, 92% expressed satisfaction with the program.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 11 parents and caregivers in attendance at the focus group indicated high levels of satisfaction with DREAM Schools, citing that the network upholds rigorous programming and high academic standards. Families also report that network staff members put considerable effort into understanding and cultivating individual students’ strengths in helping them to prepare for postsecondary opportunities. Participants expressed a strong appreciation for DREAM Schools’ DREAM family advisory council (“DFAC”) and the network’s level of responsiveness to family needs expressed via the council, as well as a commitment to improving the effectiveness of DFAC’s advocacy work.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on DREAM East Harlem’s and DREAM Mott Haven’s renewal applications on October 4, 2023 by joint videoconference. No one spoke regarding the applications.

Persistence in Enrollment

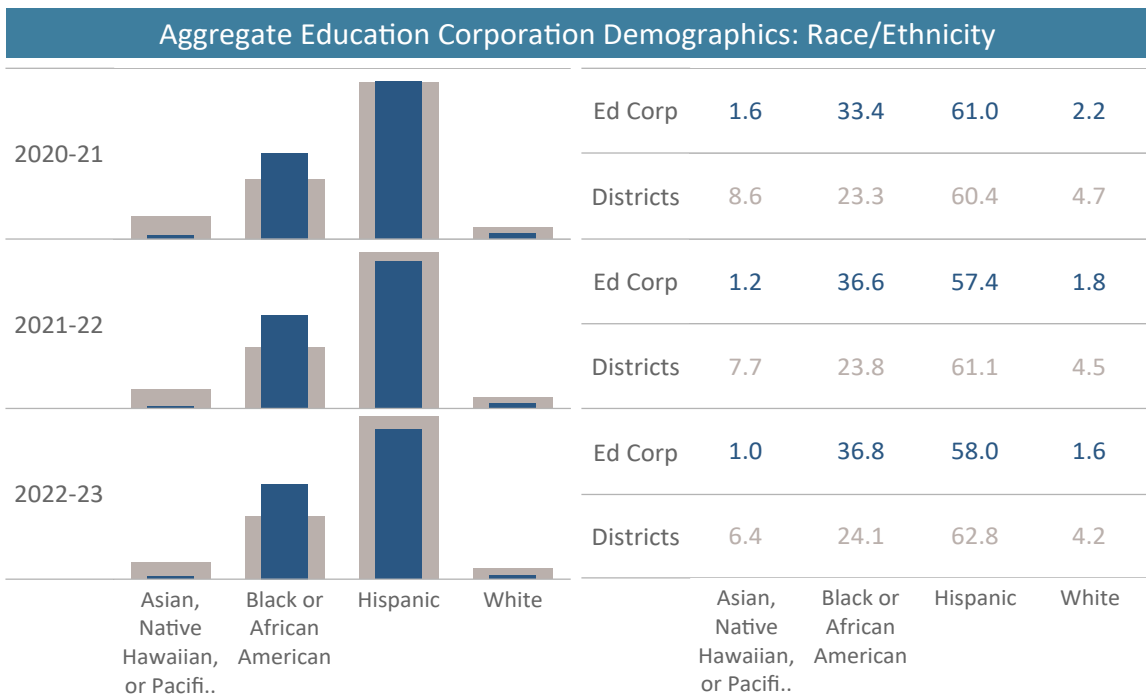
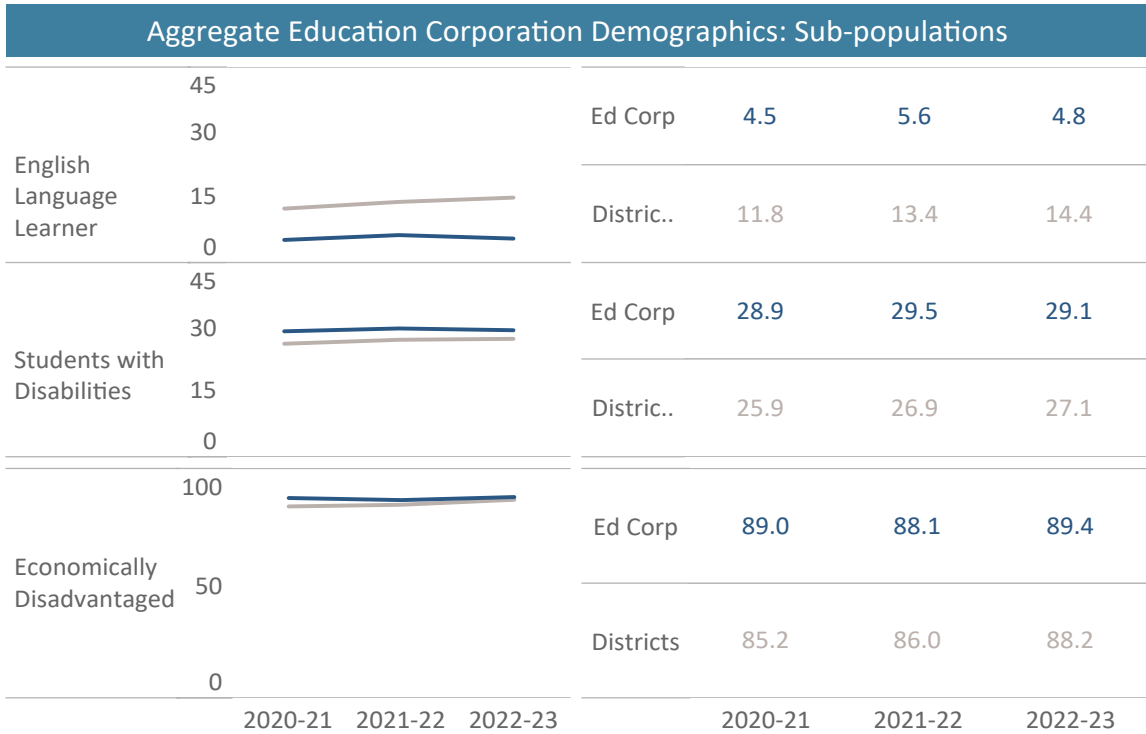
An additional indicator of parent satisfaction is persistence in enrollment. In 2022-23, 85% of DREAM Schools’ students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the NYSED is available to the Institute to provide either district or statewide context.



STUDENT DEMOGRAPHICS

DREAM Charter Schools Aggregate Education Corporation Enrollment



STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each school’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

DREAM Schools makes good faith efforts to meet its enrollment and retention targets. The schools, with support from DREAM Schools and the DREAM Network, plan to conduct the following recruitment efforts to meet its target in future charter terms:

- Making recruitment presentations to community boards, local elected officials, and community coalition meetings to gain community support for DREAM Schools’ education programs;
- Building and maintaining relationships with schools, community-based organizations, pre-K programs, and daycare sites throughout the community;
- Scheduling visits at community sites from January through April to provide information to community members and encourage families to apply;
- Organizing recruitment activities from October to mid-April that provide culturally appropriate, family friendly processes that stress the impact of meaningful family involvement from the time a family applies until their child graduates;
- Reserving 50% of incoming pre-K and Kindergarten seats for students who reside in the New York City Housing Authority (“NYCHA”). The director of student recruitment and members of the family ambassador team leave applications and post fliers at all East Harlem NYCHA housing complexes;
- Highlighting the supports offered for economically disadvantaged students, such as free after school, summer programs, and dental care;
- Using current DREAM Schools families as family ambassadors by training DREAM Schools family members from diverse segments of the school population, including the Spanish-speaking and African immigrant populations, on how to recruit in the community;
- Holding a series of open houses and school tours to introduce prospective families to the school and staff members, where DREAM Schools staff members with bilingual skills are available to assist families with general questions about the school and the application process;
- Targeting pre-K programs that have special needs populations during school recruitment visits and making presentations at therapeutic Head Start programs in the surrounding community;
- Providing access to full time social workers to help with social emotional needs of children, including trauma; and,
- Hiring full time ELL and special education coordinators who provide a mix of push-in and pull-out interventions based on English language acquisition proficiency levels or IEP goals.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

DREAM Schools is fiscally sound as are its charters, DREAM East Harlem, and DREAM Mott Haven, based on the Institute's analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term.⁴ The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the education corporation because a charter is not a legally distinct fiscal entity.



DREAM Schools is fiscally sound based on the Institute's analysis of the renewal documentation. The education corporation posted high indicator scores according to the Institute's Fiscal Dashboard for most of the current charter term. During the 2022-23 school year, the education corporation had to cover necessary increased spending in management company fees and facilities expenses for DREAM East Harlem. This caused a deficit that lowered its fiscal responsibility score during the current charter term. All the charters within DREAM Schools have increased enrollment adequately for school year 2023-24 and the deficit level from last year is not expected to continue into the next charter term.

The education corporation carries a higher current debt to asset ratio, which points to an increase in its current liabilities. The increase in current liabilities is due to the adoption of ASC 842, leases, which requires the entity to record the related right-of-use lease at the present value of the remaining lease payments. The Institute does not consider this change a cause for concern and expects the education corporation to increase revenues in the next charter term.

As of June 30, 2023, DREAM Schools reported net assets of \$5.7 million and 2.5 months of cash on hand for liabilities due shortly. DREAM Schools also provided documentation of a separate escrow account containing the adequate amount necessary in the event of dissolution.

4. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

FISCAL ANALYSIS



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for each charter.	+
Education corporation board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

FISCAL ANALYSIS

The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.

APRIL 2022

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about each charter, have been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for each charter to ensure stable operations. Critical financial needs of each charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to each charter.	+

FISCAL ANALYSIS

DREAM CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "DREAM Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1	2,194,111	-	-	-	-
Grants and Contracts Receivable	366,050	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	171,626	-	-	-	-
Contributions and Other Receivables	1,347,679	-	-	-	-
Total Current Assets - GRAPH 1	4,079,466	-	-	-	-
Property, Building and Equipment, net	22,524	-	-	-	-
Other Assets	75,000	-	-	-	-
Total Assets - GRAPH 1	4,176,990	-	-	-	-

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	168,597	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	381,975	-	-	-	-
Total Current Liabilities - GRAPH 1	550,572	-	-	-	-
Deferred Rent/Lease Liability	582,750	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	1,133,322	-	-	-	-

Net Assets

Without Donor Restrictions	1,881,418	-	-	-	-
With Donor Restrictions	1,162,250	-	-	-	-
Total Net Assets	3,043,668	-	-	-	-

Total Liabilities and Net Assets

	4,176,990	-	-	-	-
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ACTIVITIES

Operating Revenue

Resident Student Enrollment	10,708,746	12,736,638	14,377,863	14,731,530	16,364,625
Students with Disabilities	2,825,943	3,190,476	3,979,233	4,144,131	4,201,193
Grants and Contracts					
State and local	370,245	2,077,505	457,528	528,292	499,884
Federal - Title and IDEA	513,646	565,179	566,979	653,798	716,368
Federal - Other	(18,767)	-	287,521	1,412,283	1,305,232
Other	-	-	2,277,155	-	1,239,299
NYC DoE Rental Assistance	896,737	1,744,650	1,898,604	1,958,790	2,142,316
Food Service/Child Nutrition Program	304,812	-	636,319	561,858	394,615
Total Operating Revenue	15,601,362	20,314,448	24,481,203	23,990,682	26,863,532

Expenses

Regular Education	10,768,273	12,120,238	14,172,609	16,817,911	21,630,374
SPED	4,710,381	4,554,099	5,450,446	6,427,729	7,874,505
Other	-	-	-	-	-
Total Program Services	15,478,654	16,674,337	19,623,055	23,245,640	29,504,879
Management and General	2,962,286	3,372,418	2,672,485	5,009,138	7,619,879
Fundraising	297,275	411,552	412,697	656,293	888,881
Total Expenses - GRAPHS 2, 3 & 4	18,738,215	20,458,307	22,708,237	28,911,071	38,013,639

Surplus / (Deficit) From School Operations

	(3,136,853)	(143,859)	1,772,966	(4,920,389)	(11,150,107)
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Support and Other Revenue

Contributions	2,671,471	636,015	646,079	2,109,380	3,026,028
Fundraising	-	-	-	-	-
Miscellaneous Income	1,762,626	31,825	1,763,901	1,767,392	2,237,593
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	4,434,097	667,840	2,409,980	3,876,772	5,263,621

Total Unrestricted Revenue

	18,999,209	21,349,726	27,210,995	27,769,415	32,527,153
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Total Temporally Restricted Revenue

	1,036,250	(367,438)	(319,812)	98,039	(400,000)
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Total Revenue - GRAPHS 2 & 3

	20,035,459	20,982,288	26,891,183	27,867,454	32,127,153
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Change in Net Assets

	1,297,244	523,981	4,182,946	(1,043,617)	(5,886,486)
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Net Assets - Beginning of Year - GRAPH 2

	1,746,424	3,043,668	3,567,649	7,750,595	6,706,978
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Prior Year Adjustment(s)

	-	-	-	-	-
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Net Assets - End of Year - GRAPH 2

	3,043,668	3,567,649	7,750,595	6,706,978	820,492
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FISCAL ANALYSIS

DREAM CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "DREAM Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Service	3,392,829	784,752	786,583	888,013	1,091,903
Administrative Staff Personnel	5,268,367	9,015,112	9,959,207	11,035,294	11,447,286
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	8,661,196	9,799,864	10,745,790	11,923,307	12,539,189
Fringe Benefits & Payroll Taxes	1,786,854	2,096,621	2,392,766	2,530,066	2,710,519
Retirement	-	-	-	-	-
Management Company Fees	3,070,455	3,818,231	4,361,913	8,225,286	9,775,871
Building and Land Rent / Lease / Facility Financing	3,010,150	3,054,150	3,587,150	3,732,150	8,977,388
Staff Development	203,756	230,046	87,994	251,043	239,961
Professional Fees, Consultant & Purchased Services	682,815	526,310	703,096	917,791	1,575,366
Marketing / Recruitment	45,867	-	-	88,199	250,391
Student Supplies, Materials & Services	677,504	689,935	628,764	684,017	964,877
Depreciation	10,774	7,864	4,749	3,304	5,379
Other	588,844	235,286	196,015	555,908	974,698
Total Expenses	18,738,215	20,458,307	22,708,237	28,911,071	38,013,639

CHARTER ANALYSIS

ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23
Original Chartered Enrollment	686	786	886	886	886
Final Chartered Enrollment (Includes any revisions)	686	786	886	886	886
Actual Enrollment - GRAPH 4	670	778	893	878	927
Chartered Grades	K-10	K-11	K-12	K-12	K-12
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2018-19	2019-20	2020-21	2021-22	2022-23
Increase over prior year	15,307	16,150	16,123	16,844	17,626
	5.1%	5.2%	-0.2%	4.3%	4.4%

PER STUDENT BREAKDOWN

Revenue	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	23,286	26,111	27,415	27,324	28,979
Other Revenue and Support	6,618	858	2,699	4,415	5,678
TOTAL - GRAPH 3	29,904	26,970	30,113	31,740	34,657
Expenses	2018-19	2019-20	2020-21	2021-22	2022-23
Program Services	23,102	21,432	21,974	26,476	31,828
Management and General, Fundraising	4,865	4,864	3,455	6,453	9,179
TOTAL - GRAPH 3	27,967	26,296	25,429	32,928	41,007
% of Program Services	82.6%	81.5%	86.4%	80.4%	77.6%
% of Management and Other	17.4%	18.5%	13.6%	19.6%	22.4%
% of Revenue Exceeding Expenses - GRAPH 5	6.9%	2.6%	18.4%	-3.6%	-15.5%
% of Revenue Expended on Facilities	19.3%	15.0%	14.7%	15.6%	33.4%

Student to Faculty Ratio

2018-19	2019-20	2020-21	2021-22	2022-23
9.7	8.0	8.3	6.1	6.1

Faculty to Admin Ratio

2018-19	2019-20	2020-21	2021-22	2022-23
1.9	3.1	3.1	20.6	19.1

Financial Responsibility Composite Scores - GRAPH 6

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.2	0.0	0.0	0.0	0.0
	Fiscally Strong	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital	2018-19	2019-20	2020-21	2021-22	2022-23
As % of Unrestricted Revenue	3,528,894	0	0	0	0
Working Capital (Current) Ratio Score	18.6%	0.0%	0.0%	0.0%	0.0%
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	7.4	0.0	0.0	0.0	0.0
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	LOW	N/A	N/A	N/A	N/A
	Excellent	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	7.1	0.0	0.0	0.0	0.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	LOW	N/A	N/A	N/A	N/A
	Excellent	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.3	0.0	0.0	0.0	0.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	LOW	N/A	N/A	N/A	N/A
	Excellent	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	1.4	0.0	0.0	0.0	0.0
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	MEDIUM	N/A	N/A	N/A	N/A
	Good	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

DREAM CHARTER SCHOOL MOTT HAVEN

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "DREAM Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

	MERGED		MERGED		Opened 2019-20	
	2018-19	2019-20	2020-21	2021-22	2022-23	MERGED
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-	-
Accounts Receivable	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-	-

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-	-
Deferred Revenue	-	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-	-

Net Assets

Without Donor Restrictions	-	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-	-
Total Net Assets	-	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-	-

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	910,656	2,012,553	4,031,611	6,151,797
Students with Disabilities	-	64,593	297,337	827,847	1,241,383
Grants and Contracts					
State and local	-	-	-	311,789	-
Federal - Title and IDEA	-	37,896	82,610	212,919	307,755
Federal - Other	-	250,072	718,959	745,985	749,881
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	605,096	960,167	1,837,892
Food Service/Child Nutrition Program	-	-	-	273,142	190,610
Total Operating Revenue	-	1,263,217	3,716,555	7,363,460	10,479,318

Expenses

Regular Education	-	729,805	2,120,417	4,463,951	5,418,755
SPED	-	290,709	504,072	1,703,934	1,841,820
Other	-	-	-	-	-
Total Program Services	-	1,020,514	2,624,489	6,167,885	7,260,575
Management and General	-	165,578	168,707	339,776	492,179
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	1,186,092	2,793,196	6,507,661	7,752,754
Surplus / (Deficit) From School Operations	-	77,125	923,359	855,799	2,726,564

Support and Other Revenue

Contributions	-	50,000	325,000	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	-	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	50,000	325,000	-	-

Total Unrestricted Revenue	-	1,313,217	4,041,555	7,363,460	10,479,318
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	1,313,217	4,041,555	7,363,460	10,479,318

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2	-	127,125	1,248,359	855,799	2,726,564
Prior Year Adjustment(s)	-	-	127,125	1,375,484	2,231,283
Net Assets - End of Year - GRAPH 2	-	127,125	1,375,484	2,231,283	4,957,847



FISCAL ANALYSIS

DREAM CHARTER SCHOOL MOTT HAVEN

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "DREAM Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service	
Administrative Staff Personnel	
Instructional Personnel	
Non-Instructional Personnel	
Personnel Services (Combined)	
Total Salaries and Staff	
Fringe Benefits & Payroll Taxes	
Retirement	
Management Company Fees	
Building and Land Rent / Lease / Facility Financing	
Staff Development	
Professional Fees, Consultant & Purchased Services	
Marketing / Recruitment	
Student Supplies, Materials & Services	
Depreciation	
Other	
Total Expenses	

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	109,541	116,237	261,754	369,203
-	-	734,261	1,285,885	2,995,862	3,921,460
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	843,802	1,402,122	3,257,616	4,290,663
-	-	184,200	323,627	714,901	944,026
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	719,631	1,900,000	1,850,000
-	-	2,288	49,938	488	9,744
-	-	495	92,779	306,387	257,976
-	-	-	-	-	-
-	-	108,936	68,713	212,224	195,833
-	-	-	-	-	-
-	-	46,371	136,386	116,045	204,512
-	-	1,186,092	2,793,196	6,507,661	7,752,754

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment	
Final Chartered Enrollment (Includes any revisions)	
Actual Enrollment - GRAPH 4	
Chartered Grades	
Final Chartered Grades (includes any revisions)	

	2018-19	2019-20	2020-21	2021-22	2022-23
-	-	81	243	405	567
-	-	60	133	324	360
-	-	55	125	241	339
Planning Year	K	K	K-1, 6	K-2, 6-7	K-3, 6-8
-	-	-	K-1	K-2, 6	K-3, 6-7

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	16,150	16,123	16,844	17,626
0.0%	100.0%	-0.2%	4.3%	4.4%

PER STUDENT BREAKDOWN

Revenue

Operating	
Other Revenue and Support	
TOTAL - GRAPH 3	

-	22,968	29,732	30,554	30,912
-	909	2,600	-	-
-	23,877	32,332	30,554	30,912

Expenses

Program Services	
Management and General, Fundraising	
TOTAL - GRAPH 3	
% of Program Services	
% of Management and Other	

-	18,555	20,996	25,593	21,418
-	3,011	1,350	1,410	1,452
-	21,565	22,346	27,003	22,869
0.0%	86.0%	94.0%	94.8%	93.7%
0.0%	14.0%	6.0%	5.2%	6.3%
0.0%	10.7%	44.7%	13.2%	35.2%
#DIV/0!	0.0%	19.4%	25.8%	17.7%

% of Revenue Exceeding Expenses - GRAPH 5

% of Revenue Expended on Facilities

Student to Faculty Ratio

-	6.9	8.9	6.3	6.1
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Faculty to Admin Ratio

-	2.7	2.8	19.0	18.7
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Financial Responsibility Composite Scores - GRAPH 6

Score
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
Fiscally Needs Monitoring < 1.0

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

Net Working Capital
As % of Unrestricted Revenue
Working Capital (Current) Ratio Score
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

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
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

DREAM CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other
Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

	2018-19	2019-20	2020-21	2021-22	2022-23
Cash and Cash Equivalents - GRAPH 1	-	5,051,733	8,383,772	7,915,899	9,408,993
Grants and Contracts Receivable	-	640,000	1,971,806	1,516,279	1,230,495
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	200,288	34,553	281,306	257,389
Contributions and Other Receivables	-	859,562	-	-	-
Total Current Assets - GRAPH 1	-	6,751,583	10,390,131	9,713,484	10,896,877
Property, Building and Equipment, net	-	14,660	9,911	21,132	1,562,080
Other Assets	-	150,000	-	-	174,887,182
Total Assets - GRAPH 1	-	6,916,243	10,400,042	9,734,616	187,346,139

Accounts Payable and Accrued Expenses	-	42,691	277,308	154,372	961,254
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	2,213,946	-	-	-
Other	-	497,582	686,905	487,901	748,839
Total Current Liabilities - GRAPH 1	-	2,754,219	964,213	642,273	1,710,093
Deferred Rent/Lease Liability	-	467,250	309,750	47,250	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	179,518,240
Total Liabilities - GRAPH 1	-	3,221,469	1,273,963	689,523	181,228,333

Without Donor Restrictions	-	2,974,962	8,726,079	8,547,054	6,019,767
With Donor Restrictions	-	719,812	400,000	498,039	98,039
Total Net Assets	-	3,694,774	9,126,079	9,045,093	6,117,806
Total Liabilities and Net Assets	-	6,916,243	10,400,042	9,734,616	187,346,139

Resident Student Enrollment	-	13,647,294	16,390,416	18,763,141	22,516,422
Students with Disabilities	-	3,255,069	4,276,570	4,971,978	5,442,576

State and local	-	2,077,505	457,528	840,081	499,884
Federal - Title and IDEA	-	603,075	649,589	866,717	1,024,123
Federal - Other	-	250,072	1,006,480	2,158,268	2,055,113
Other	-	-	2,277,155	-	1,239,299
NYC DoE Rental Assistance	-	1,744,650	2,503,700	2,918,957	3,980,208
Food Service/Child Nutrition Program	-	-	636,319	835,000	585,225
Total Operating Revenue	-	21,577,665	28,197,758	31,354,142	37,342,850

Regular Education	-	12,850,043	16,293,026	21,281,862	27,049,129
SPED	-	4,844,808	5,954,518	8,131,663	9,716,325
Other	-	-	-	-	-

Total Program Services	-	17,694,851	22,247,544	29,413,525	36,765,454
Management and General	-	3,537,996	2,841,192	5,348,914	8,112,058
Fundraising	-	411,552	412,697	656,293	888,881
Total Expenses - GRAPHS 2, 3 & 4	-	21,644,399	25,501,433	35,418,732	45,766,393
Surplus / (Deficit) From School Operations	-	(66,734)	2,696,325	(4,064,590)	(8,423,543)

Contributions	-	686,015	971,079	2,109,380	3,026,028
Fundraising	-	-	-	-	-
Miscellaneous Income	-	31,825	1,763,901	1,767,392	2,237,593
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	717,840	2,734,980	3,876,772	5,263,621

Total Unrestricted Revenue	-	22,662,943	31,252,550	35,132,875	43,006,471
Total Temporarily Restricted Revenue	-	(367,438)	(319,812)	98,039	(400,000)
Total Revenue - GRAPHS 2 & 3	-	22,295,505	30,932,738	35,230,914	42,606,471

Change in Net Assets	-	651,106	5,431,305	(187,818)	(3,159,922)
Net Assets - Beginning of Year - GRAPH 2	-	3,043,668	3,694,774	9,126,079	8,938,261
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	3,694,774	9,126,079	8,938,261	5,778,339

FISCAL ANALYSIS

DREAM CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2018-19	2019-20	2020-21	2021-22	2022-23
Personnel Service	-	894,293	902,820	1,149,767	1,461,106
Administrative Staff Personnel	-	9,749,373	11,245,092	14,031,156	15,368,746
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	10,643,666	12,147,912	15,180,923	16,829,852
Fringe Benefits & Payroll Taxes	-	2,280,821	2,716,393	3,244,967	3,654,545
Retirement	-	-	-	-	-
Management Company Fees	-	3,818,231	4,361,913	8,225,286	9,775,871
Building and Land Rent / Lease / Facility Financing	-	3,054,150	4,306,781	5,632,150	10,827,388
Staff Development	-	232,334	137,932	251,531	249,705
Professional Fees, Consultant & Purchased Services	-	526,805	795,875	1,224,178	1,833,342
Marketing / Recruitment	-	-	-	88,199	250,391
Student Supplies, Materials & Services	-	798,871	697,477	896,241	1,160,710
Depreciation	-	7,864	4,749	3,304	5,379
Other	-	281,657	332,401	671,953	1,179,210
Total Expenses	-	21,644,399	25,501,433	35,418,732	45,766,393

CHARTER ANALYSIS

ENROLLMENT

	2018-19	2019-20	2020-21	2021-22	2022-23
Original Chartered Enrollment	-	867	1,129	1,372	1,696
Final Chartered Enrollment (Includes any revisions)	-	846	1,019	1,210	1,306
Actual Enrollment - GRAPH 4	-	833	1,018	1,119	1,318
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2018-19	2019-20	2020-21	2021-22	2022-23
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue	2018-19	2019-20	2020-21	2021-22	2022-23
Operating	-	25,904	27,699	28,020	28,333
Other Revenue and Support	-	862	2,687	3,464	3,994
TOTAL - GRAPH 3	-	26,765	30,386	31,484	32,327
Expenses	2018-19	2019-20	2020-21	2021-22	2022-23
Program Services	-	21,242	21,854	26,286	27,895
Management and General, Fundraising	-	4,741	3,196	5,367	6,829
TOTAL - GRAPH 3	-	25,984	25,051	31,652	34,724
% of Program Services	0.0%	81.8%	87.2%	83.0%	80.3%
% of Management and Other	0.0%	18.2%	12.8%	17.0%	19.7%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	3.0%	21.3%	-0.5%	-6.9%
% of Revenue Expended on Facilities	#DIV/0!	14.2%	15.3%	18.0%	29.0%

Student to Faculty Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
	-	7.9	8.4	6.1	6.3

Faculty to Admin Ratio

	2018-19	2019-20	2020-21	2021-22	2022-23
	-	3.1	3.0	20.2	19.0

Financial Responsibility Composite Scores - GRAPH 6

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	2.5	3.0	2.4	0.5
	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Needs Monitoring

Working Capital - GRAPH 7

	2018-19	2019-20	2020-21	2021-22	2022-23
Net Working Capital	0	3,997,364	9,425,918	9,071,211	9,186,784
As % of Unrestricted Revenue	0.0%	17.6%	30.2%	25.8%	21.4%
Working Capital (Current) Ratio Score	0.0	2.5	10.8	15.1	6.4
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	2.4	10.7	14.7	6.2
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 8

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.5	0.1	0.1	1.0
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Good	Excellent	Excellent	Poor

Months of Cash - GRAPH 8

Score	2018-19	2019-20	2020-21	2021-22	2022-23
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	2.8	3.9	2.7	2.5
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Excellent	Good	Good

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE EACH CHARTER DUE FOR RENEWAL, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

DREAM Schools implements a strong academic program supported by an effective, viable organization. The charter is planning to complete its available grade bands by adding 5th grade for DREAM Mott Haven in the 2024-25 school year. As such, the charter’s plans for the next charter term, are reasonable, feasible, and achievable.

DREAM CHARTER SCHOOLS

Plans for the Charter’s Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for Board Oversight & Governance. Current members of the board express interest in continuing to serve DREAM Schools in the future. The education corporation plans to add additional board members with expertise in early childhood education, remote learning, and post-secondary education.

Fiscal Plans. DREAM Schools has provided conservative budgets with reasonable expectations of revenue and expenses. The projections provided show a surplus of approximately \$290K for fiscal year 2024 and surpluses to continue throughout the charter term. The education corporation diversifies its funding with 77% of projected revenue coming from per pupil dollars, 3% from private sources, and 20% from government grants.

DREAM CHARTER SCHOOL EAST HARLEM

Plans for the Educational Program. DREAM plans to continue to implement the same core elements of its educational program that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. These elements are likely to enable the charter to meet or come close to meeting its academic goals in the next charter term.

Facility Plans. DREAM has served its Kindergarten – 8th grade program in a 60,000-square-foot private facility in East Harlem. The school is in year eight of a lease agreement with the NYCDOE’s School Construction Authority for this facility. All facility services are provided via an Institutional Partnership Agreement with its founding community-based partner, DREAM Network. This state-of-the-art, purpose-built, LEED-certified building will meet the needs of the educational program throughout the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	528	528
Grade Span	K – 8	K – 8
Teaching Staff	53	49
Days of Instruction	180	180



FUTURE PLANS

DREAM CHARTER SCHOOL MOTT HAVEN

Plans for the Educational Program. DREAM plans to continue to implement the same core elements of its educational program that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term and expand to add 5th grade in the 2024-25 school year to complete its Kindergarten – 12th grade configuration. These elements are likely to enable the charter to meet or come close to meeting its academic goals in the next charter term and continue developing STEM teacher recruitment and retention strategies.

Facility Plans. DREAM Mott Haven currently serves its Kindergarten – 4th grade and 6th – 12th grade programs in a 200,000 square foot state-of-the-art school in South Bronx that was a complete renovation and opened in January 2023. This facility affords DREAM Mott Haven, the primary building tenant, the opportunity to serve all grades in one facility and increase the number of seats available to high school students in the new charter term. An Institutional Partnership Agreement with its founding community-based partner, DREAM Network, provides for all facility services. This facility will meet the needs of the educational program throughout the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	1,006	1,363
Grade Span	K-4, 6-12	K-12
Teaching Staff	89	107
Days of Instruction	180	180

DREAM Charter Schools

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APPENDICES

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DREAM CHARTER SCHOOLS BOARD OF TRUSTEES

CHAIR	TRUSTEES
Ashish Doshi	Peter Daneker
VICE CHAIR	Vicki Zubovic
Michele Joerg	Don C. Sawyer III
	Adam Miller

HARLEM RBI, INC., D/B/A DREAM BOARD OF TRUSTEES

CHAIR		
Vik Sawhney	David Flannery	Robert Sheehan
VICE CHAIR	Michele Joerg	David Sobotka
Peter Daneker	Stephanie Katzman	Jamie B.W. Stecher
TRUSTEES	Bobby Le Blanc	Don Truesdale
Karim Assef	Chris Leonard	Gregg Walker
Hank Azaria	Curtis Martin	Diana Weiss
David S. Blitzer	Alden Millard	
Porter Braswell	Colbert Narcisse	
David Cohen	Vared Rabia	
Jennifer Dalven	Tony Reagins	
Jason Deland	Kenneth Rosh	
Dr. Joan Fallon	Jeff Samberg	



CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2016-17	Informal Transfer Visit – DREAM	December 6, 2016
2017-18	Renewal Visit – DREAM	September 27 – 28, 2017
2020-21	Virtual First Year Visit – DREAM Mott Haven	April 27, 2021
2022-23	Renewal Review – DREAM	September 15, 2022
2023-24	Renewal Visit – DREAM East Harlem Renewal Visit – DREAM Mott Haven	November 7 – 9, 2023 November 7 – 9, 2023

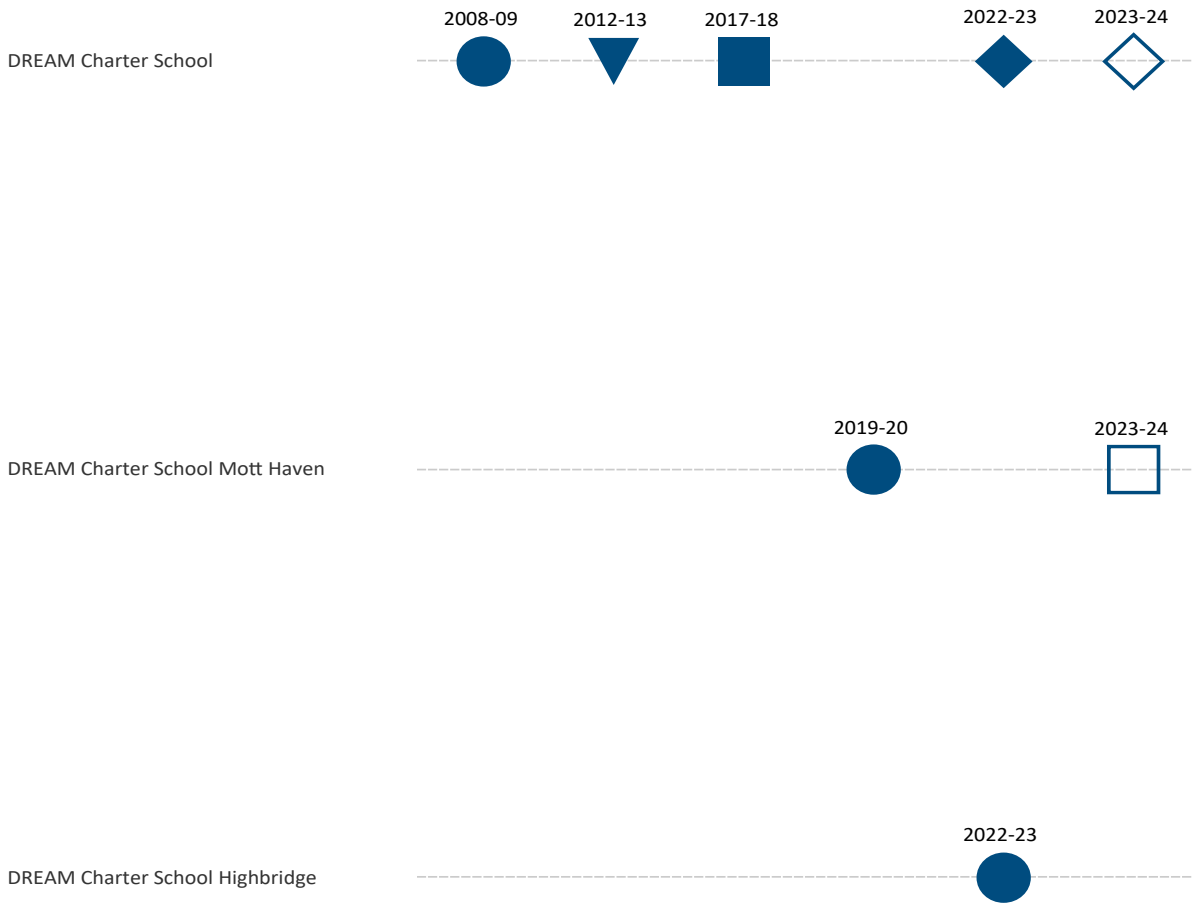
CONDUCT OF THE RENEWAL VISIT

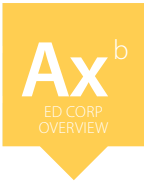
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 7 – 9, 2023	Ciani Jones	Senior Analyst
	Erin Allen	Senior Analyst
	Andrew Kile	Managing Director of School Evaluation



EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

- Charter school opening ●
- Renewal by Original Authorizer ▼
- Initial Renewal - Full-Term ■
- Subsequent Renewal - Full-Term ◆
- Subsequent Renewal Recommendation - Full-Term ◊
- Initial Renewal Recommendation - Full-Term □



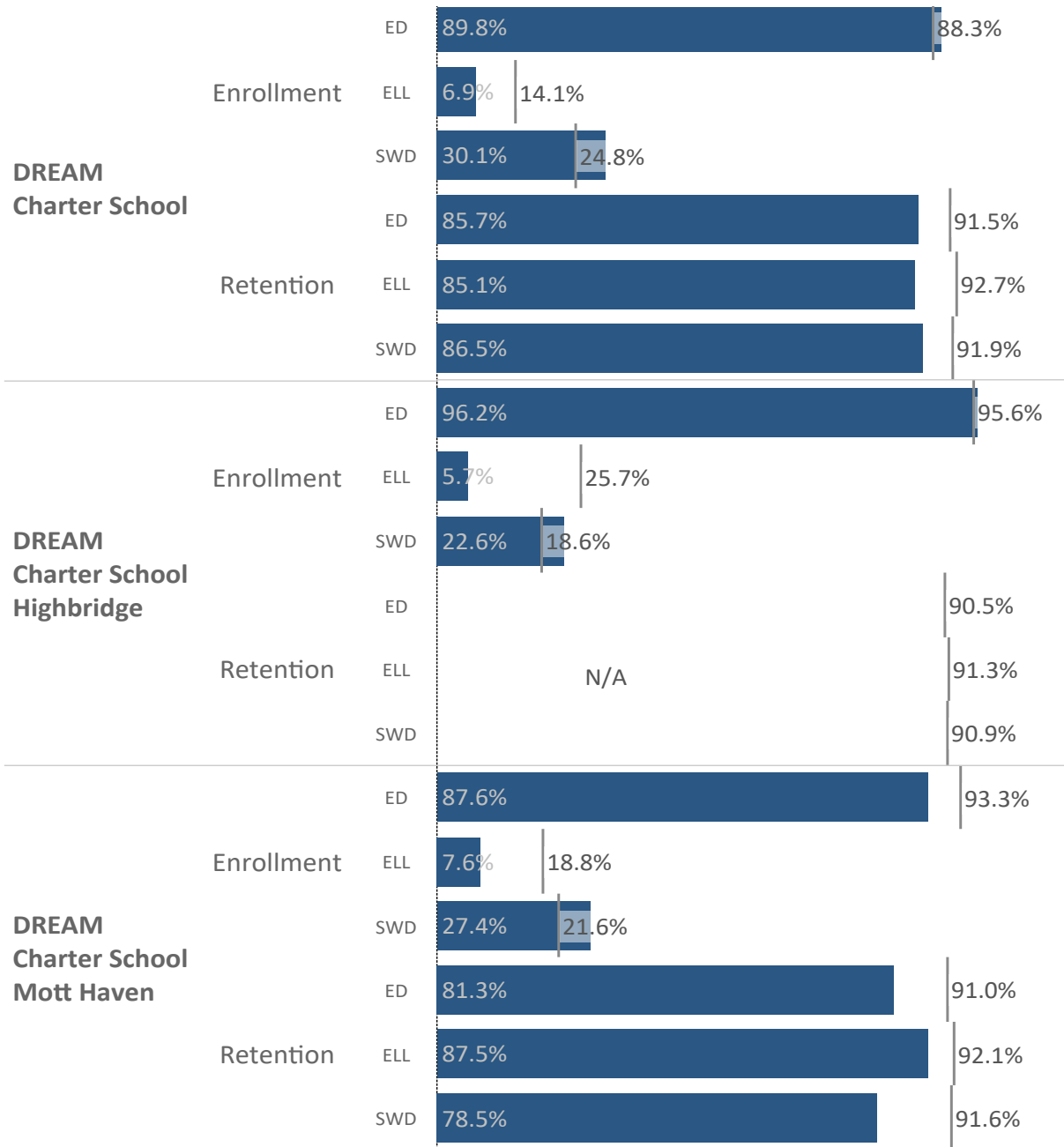


EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
DREAM Charter School East Harlem	CSD 4 CSD 4 CSD 7	Yes No No	528	K – 8
DREAM Charter School Highbridge	CSD-9	No	120	K – 1
DREAM Charter School Mott Haven	CSD-7	No	1,006	K – 4, 6 – 12



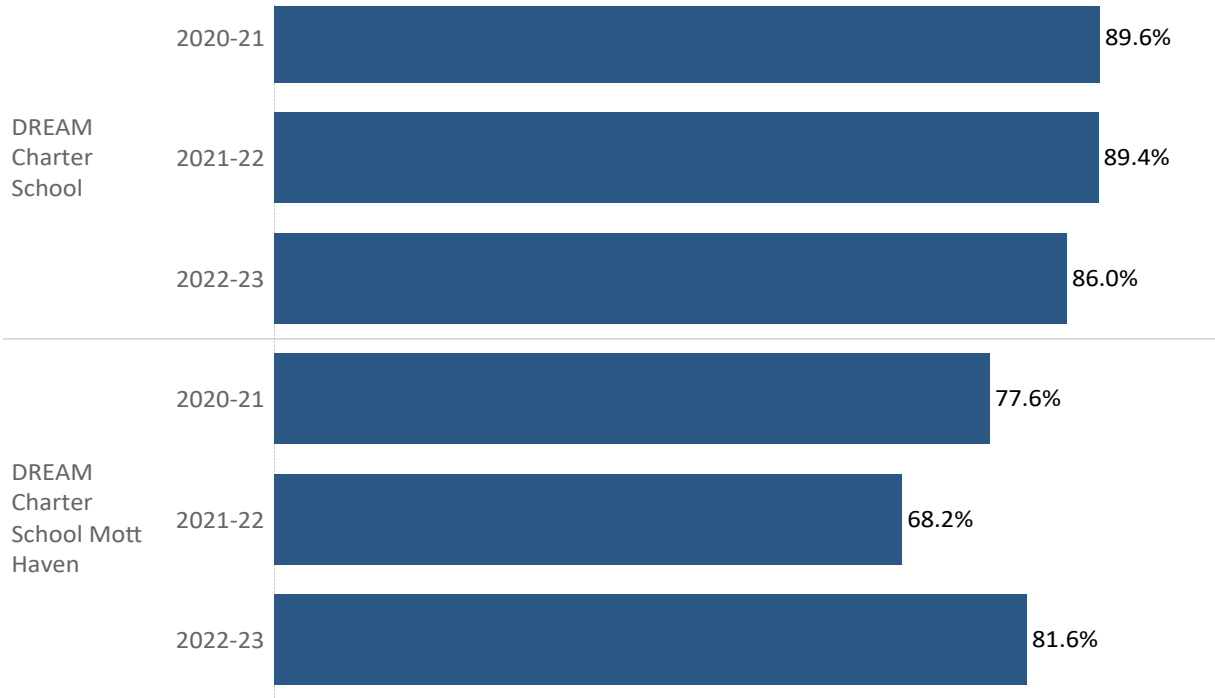
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.

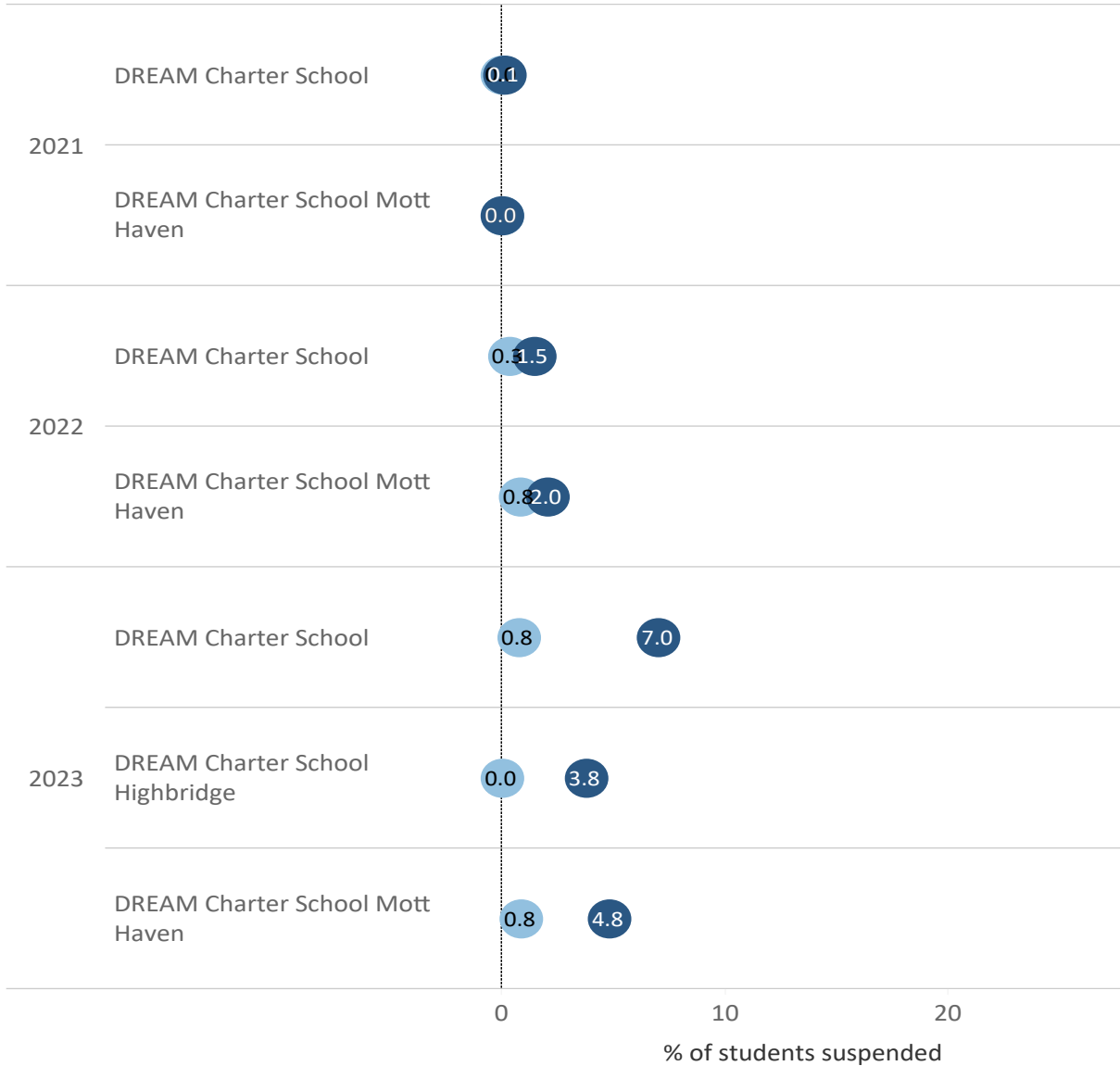


PERSISTENCE IN ENROLLMENT





Suspensions: The education corporation's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

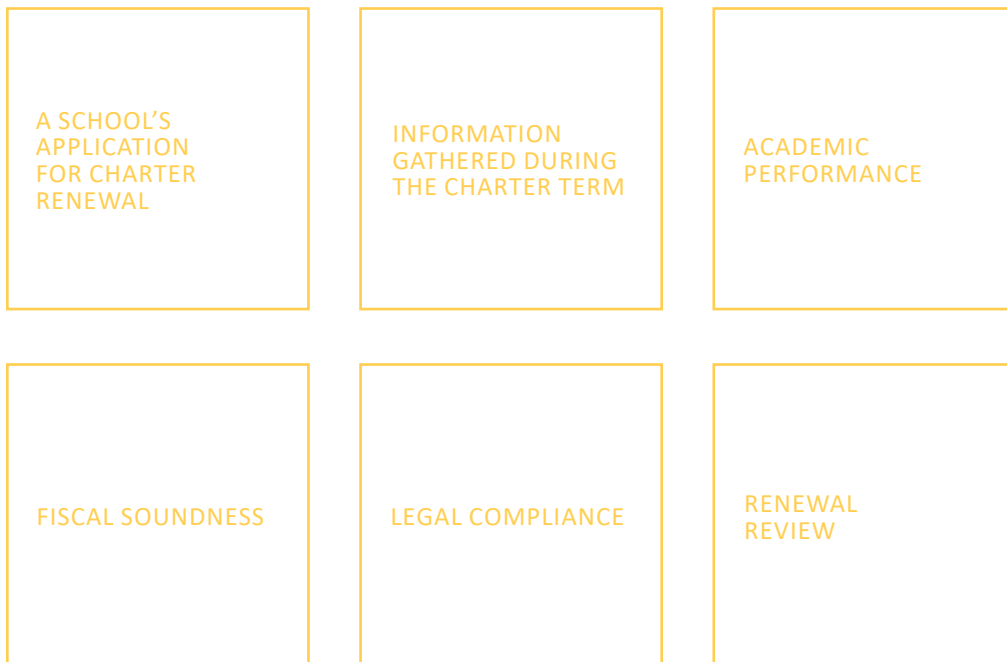
During the most recent school year, the education corporation expelled two students.

The sections below contain general information about the SUNY Trustees’ and Institute’s approach to renewal.

REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4, 2013 and available on the [Institute’s website](#).

REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

RENEWAL QUESTIONS



IS EACH CHARTER AN ACADEMIC SUCCESS?

IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS EACH CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

This report contains appendices that provide additional statistical and organizationally related information including a statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation, its schools and student achievement of those schools.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

2. Version 5.0, May 2012, available on the [Institute’s website](#).



IS THE SCHOOL AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER SCHOOL.

At the beginning of the Accountability Period,³ the school developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating school performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the school's board and approved by the Institute is included in the charter and frames the analysis of the school's student achievement results.

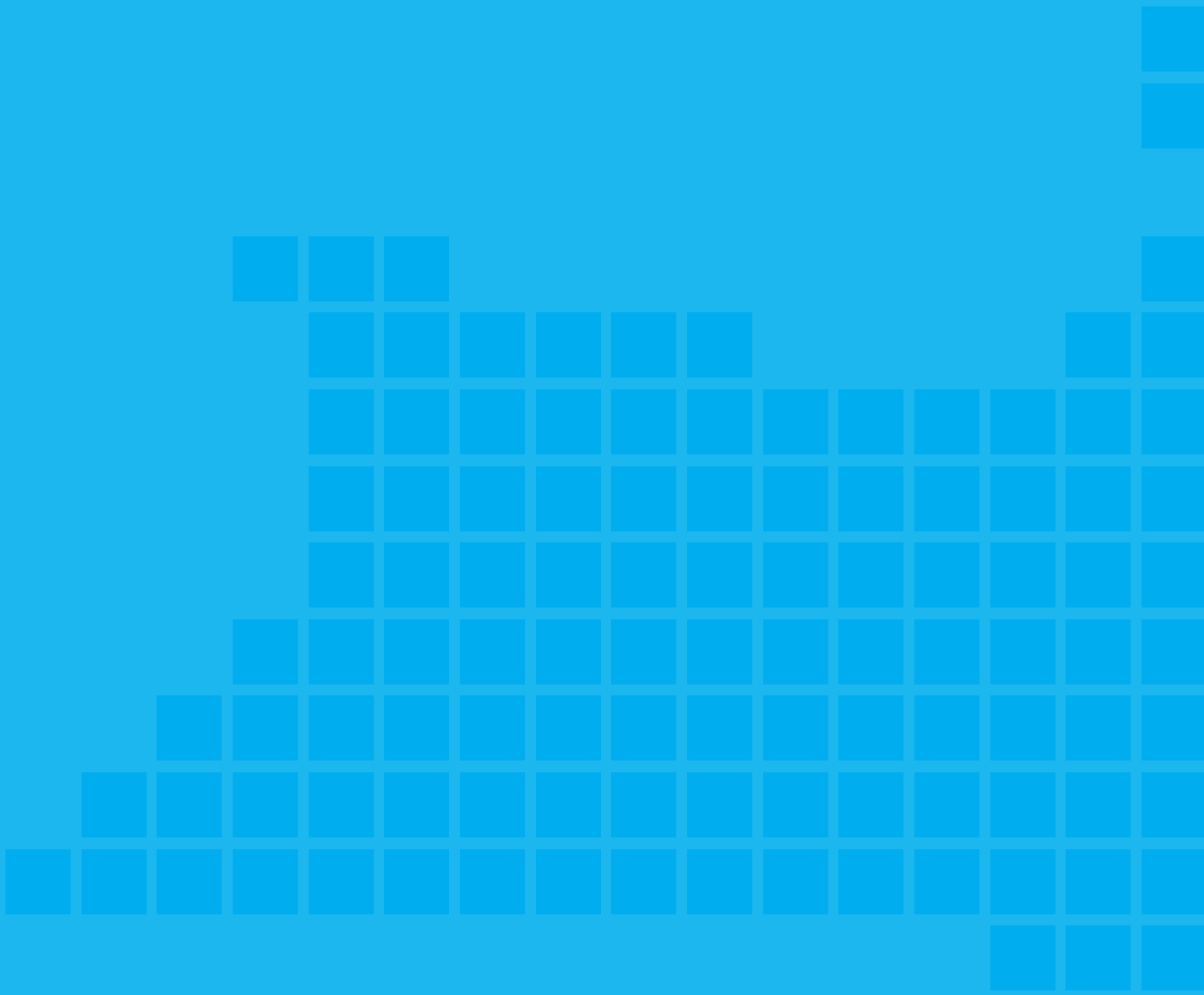
The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a school's Accountability Plan to determine its level of academic success, including the extent to which each school has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a school includes additional measures in its Accountability Plan, the Institute considers all available evidence of school performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd – 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of school academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, schools reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates school performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



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