



Entry 1 School Information and Cover Page

Created: 07/10/2018 • Last updated: 04/18/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2018**) or you may not be assigned the correct tasks.

a. SCHOOL NAME DREAM CS (NYC CHANCELLOR)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER (As of June 30th, 2018) SUNY-Authorized Charter School

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

c. DISTRICT / CSD OF LOCATION NYC CSD 4

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	1991 Second Avenue New York, NY 10029			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Eve Colavito
Title	Chief of Schools
Emergency Phone Number (###-###-####)	

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

f. DATE OF INITIAL CHARTER 01/2008

g. DATE FIRST OPENED FOR INSTRUCTION 09/2008

i. TOTAL ENROLLMENT ON JUNE 30, 2018

580

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9
---------------	------------------------------

k1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes

k2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	DREAM
PHYSICAL STREET ADDRESS	<div></div>
CITY	
STATE	
ZIP CODE	
EMAIL ADDRESS	<div></div>

l1. FACILITIES

Does the school maintain or operate multiple sites?

Yes, 2 sites

12. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	1991 Second Avenue New York, NY 10029		NYC CSD 4	K-8	No	N/A
Site 2	439 East 115th Street, New York, NY 10029		NYC CSD 4	9-10	Yes	9-10
Site 3						

12a. Please provide the contact information for Site 1.

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

I3. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Jared R. Francis			
Operational Leader	Joe Colarusso, High School Ops.			
Compliance Contact	Tiffani Alexander, Director of Compliance			
Complaint Contact	Tiffani Alexander, Director of Compliance			
DASA Coordinator	Tiffani Alexander, Director of Compliance			

m1. Are any sites in co-located space? If yes, please proceed to the next question. No

IF LOCATED IN PRIVATE SPACE IN NYC OR DISTRICTS OUTSIDE NYC

m3. Upload a current Certificate of Occupancy (COO) for each school site that is located in private space in NYC or located outside of NYC. Except for schools in district space (co-location space), school must provide a copy of the annual fire inspection report.

Site 1 Certificate of Occupancy (COO)

<https://nysed-cso-reports.fluidreview.com/resp/17529029/yFPTXS6fVy/>

Site 1 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/17529029/nBltmqxAKU/>

Site 2 Certificate of Occupancy

<https://nysed-cso-reports.fluidreview.com/resp/17529029/v5TvJTPScU/>

Site 2 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/17529029/PdADm5zTLD/>

Site 3 Certificate of Occupancy

(No response)

Site 3 Fire Inspection Report

(No response)

n1. Were there any revisions to the school's charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Name and Position of Individual(s) Who Completed this Annual Report.

Eve Colavito, Chief of Schools, Katie Doctor, and Jen Pasek,
Consultant

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

Yes

Signature, Head of Charter School

A handwritten signature in black ink that reads "E. Colavito". The signature is written in a cursive, flowing style. The "E" is large and stylized, followed by a period. "Colavito" is written in a similar cursive script, with the "i" at the end having a small dot.

Signature, President of the Board of Trustees

Rich Berlin

Date

(No response)

Thank you.

Associated **fire** Protection

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



Date: July 26, 2018

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

Attn: Antonio Benitez ,

Fax: ,

Ref: Inspections of Fire Protection Equipment (Certificate # 69820) ,

Ladies and Gentlemen: ,

Attached is a copy of the certificate of inspection report for the fire protection equipment at ,
Dream School, 1991 2nd Ave, New York, NY 10029. The status of your system(s) is(are) listed below. ,

System ID # 1	Combo Standpipe Sprinkler System ,	
Status: Operational	Inspection Interval: 1 Months	Next Inspection: August 2018 ,

Status Definitions: ,

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

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

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

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

Sincerely ,
Customer Service Department ,
Associated Fire Protection ,

Location: / Dream School ,
1991 2nd Ave ,
New York, NY 10029 ,

Contact: Antonio Benitez ,

Phone: 917-769-6388

Fax: /

System ID # 1

System Description: Combo Standpipe Sprinkler System ,

System Location: /

Service Interval: 1 Months ,

Certificate of Inspection

Combo Standpipe Sprinkler System

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

☒ Operational , ☐ Partially Operational ☐ Non-Operational ,

Inspection Date: 07/25/2018 **Duration:** 1.25 Hours ,

Service Type: Quarterly ,

Inspector(s): Donald Hawk ,

Follow-Up Required: ☐

I. Initial Actions

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

II. Sprinkler Inspections:

A. Visual Inspection in Sprinkler Room

- | | |
|---|--|
| 1) Is the system hydraulically designed? | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| a) If yes, is the proper nameplate readable and attached to riser? | a) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 2) Who is performing monthly inspections? | 2) AFP |
| 3) Are the retard chambers, drains, piping, & valves free of leaks? | 3) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 4) Are the sprinkler gauges in good condition and calibrated within 5 years? | 4) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 5) Is the alarm valve in good condition and free of visible damage? | 5) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 6) Are all other valves in good condition and free of visible damage? | 6) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 7. Key valves identified with signs: | |
| a) Main drain? | a) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| b) Main control valve? | b) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| c) Inspector's test valve? | c) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| d) Alarm test? | d) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| e) Auxiliary drain? | e) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| f) Other | f) |
| 8) Is there a spare sprinkler box? | 8) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| a) with wrench? | a) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| b) with sprinklers? | b) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| c) number of spare sprinklers? | c) 6 |
| 9) Is the control valve in the correct (open or closed) position? | 9) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 10) Is the control valve either locked or provided with a supervisory switch? | 10) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 11) Does it appear that the sprinkler room is adequately heated? | 11) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |

B. Visual Inspection of the Outside of the Building (Fire Department Connection, Main Drain Outlet, and Inspector's Test Outlet)

- | | |
|---|---|
| 1) Is the fire department connection visible and accessible? | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 2) Is the fire department connection sign visible and legible? | 2) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 3) Are the couplings and swivels undamaged and do they rotate freely? | 3) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 4) Does the fire department connection clapper swing freely? | 4) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 5) Are the plugs or caps in place and in good condition? | 5) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 6) Are all gaskets in place and in good condition? | 6) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 7) Is the automatic drain valve (ball drip) operating properly? | 7) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 8) Is the check valve free of leaks? | 8) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 9) Is the main drain outlet clear and unobstructed? | 9) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |

III. - Standpipe System Inspection

A. Monthly Inspections:

- | | |
|---|--|
| 1) Top Floor Gauge (PSI)? | 1) 105 |
| 2) Control valves sealed open? | 2) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 3) Control valves locked/tamper open? | 3) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 4) Wall hydrant sealed open? | 4) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 5) Wall hydrant locked/tamper open? | 5) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 6) Valve area clear of obstruction? | 6) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 7) Valve area accessible? | 7) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 8) Wall hydrant plainly visible? | 8) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 9) Wall hydrant easily accessible? | 9) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 10) Wall hydrant identification plate in place? | 10) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 11) Roof manifold control valve closed? | 11) <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |

B. Quarterly Inspections and Tests (include monthly):

- | | |
|---|---|
| 1) Hose valves free of physical damage? | 1) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 2) Hose valves outlets have caps? | 2) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 3) Hose valves outlets threads in good condition? | 3) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 4) System free of visible water leaks? | 4) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 5) Hose valve outlets equipped with hose adapter? | 5) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 6) Cabinets in good condition? | 6) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |

- 7) Hoses new or hydrotested less than five years?
- 8) Nozzles in good condition?
- 9) Wall penetrations caulked/sealed?
- 10) Roof manifold equipped with hose valves?
- 11) Roof manifold hose valve caps in place?
- 12) Roof manifold swivel rotation is non-binding?
- 13) Roof manifold valves in good condition?
- 14) Roof manifold ball drip operational?
- 15) Piping free of physical damage?
- 16) Piping (exterior) is free of corrosion?
- 17) Piping appears to be leak tight?
- 18) Ball drip drain drip tight?
- 19) All valves are identified with signage?
- 20) Signage/Identification plates in place?

- 7) ☒ Yes ☐ No ☐ N/A
- 8) ☒ Yes ☐ No ☐ N/A
- 9) ☒ Yes ☐ No ☐ N/A
- 10) ☒ Yes ☐ No ☐ N/A
- 11) ☒ Yes ☐ No ☐ N/A
- 12) ☒ Yes ☐ No ☐ N/A
- 13) ☒ Yes ☐ No ☐ N/A
- 14) ☐ Yes ☐ No ☒ N/A
- 15) ☒ Yes ☐ No ☐ N/A
- 16) ☒ Yes ☐ No ☐ N/A
- 17) ☒ Yes ☐ No ☐ N/A
- 18) ☒ Yes ☐ No ☐ N/A
- 19) ☒ Yes ☐ No ☐ N/A
- 20) ☒ Yes ☐ No ☐ N/A

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

IV. Tests:

- 1) Was a main drain test performed?
 - a) Static (no flow) pressure (PSI)
 - b) Residual (full flow) pressure (PSI)
 - c) Static pressure after test (PSI)
 - d) Time to return to static pressure after main drain test (seconds)
- 2) Was an inspector's test performed?
 - a) Does the inspector's test have a proper test orifice?
 - b) Did the local alarm activate properly?
 - c) Type of local alarm device present:
 - i) Water Motor Gong
 - ii) Electric Notification Device
 - iii) Other
 - c) Time it took for the local alarm device to activate (Seconds)
 - d) Were supervisory devices tested?
 - e) Did monitoring company receive all supervisory signals and alarms?
 - f) Was the alarm panel reset and returned to normal condition?

- 1) ☐ Yes ☐ No ☒ N/A
 - a) 125
 - b) -
 - c) 125
 - d) jockey pump
- 2) ☐ Yes ☐ No ☒ N/A
 - a) ☒ Yes ☐ No ☐ N/A
 - b) ☐ Yes ☐ No ☒ N/A
 - i) ☐ Yes ☐ No ☒ N/A
 - ii) ☒ Yes ☐ No ☐ N/A
 - iii)
 - c) -
 - d) ☐ Yes ☐ No ☒ N/A
 - e) ☐ Yes ☐ No ☒ N/A
 - f) ☒ Yes ☐ No ☐ N/A

V. Final

- 1) Has building management been notified that the inspection is complete and the system is back in service and made aware of any deficiencies?
 - a) Name of person notified
- 2) Has the fire or police department been notified that the system is back in service?
 - a) Name / id number of person notified
- 3) Has the monitoring company been notified that the system is back in service?
 - a) Name / id number of person notified
- 4) Is a properly completed inspection tag attached to the system?

- 1) ☒ Yes ☐ No ☐ N/A
 - a) Antonio Benitez
- 2) ☐ Yes ☐ No ☒ N/A
 - a) -
- 3) ☐ Yes ☐ No ☒ N/A
 - a) -
- 4) ☒ Yes ☐ No ☐ N/A

V. Repairs, Deficiencies, & Recommendations:

Repairs made to the system:

none

Deficiencies:

Deficiency Fire Code Reference:

Recommendations:

Device Inspection for System # 1 (Combo Standpipe Sprinkler System) /

Water Flow Switches

Dev#	Description	Location	Address	Last Insp	Pass/Fail	Comment
11	Water Flow Switch	Stair D 4th Floor		6/2018		
13	Water Flow Switch	Stair D 3rd Floor		6/2018		
15	Water Flow Switch	Stair D 2nd Floor		6/2018		
17	Water Flow Switch	Stair D 1st Floor		6/2018		This water flow sets off the Residential fire alarm in their compactor room

4 Water Flow Switches

Supervisory Switches

Dev#	Description	Location	Address	Last Insp	Pass/Fail	Comment
10	Supervisory Switch	Stair D 4th Floor		6/2018		handle needs to be painted green
12	Supervisory Switch	Stair D 3rd Floor		6/2018		
14	Supervisory Switch	Stair D 2nd Floor		6/2018		
16	Supervisory Switch	Stair D 1st Floor		6/2018		
18	Supervisory Switch	1st Floor Water Meter Room		6/2018		Sprinkler feed in trash room Needs just the handle to be painted yellow
19	Supervisory Switch	1st Floor Water Meter Room		6/2018		Sprinkler feed in trash room Needs just the handle to be painted yellow
20	Supervisory Switch	1st Floor Water Meter Room		6/2018		Sprinkler feed in trash room Needs just the handle to be painted yellow

7 Supervisory Switches

Hose Stations

Dev#	Description	Location	Address	Last Insp	Pass/Fail	Comment
1	Hose Station	Stair C 5th Floor Roof		7/2018	Pass	Roof manifold
2	Hose Station	Stair C 4th Floor		7/2018	Pass	2014 hose 1 1/2 (2) 50ft (1) 25ft
3	Hose Station	Stair C 3rd Floor		7/2018	Pass	2014 hose 1 1/2 (2) 50ft (1) 25ft
4	Hose Station	Stair C 2nd Floor		7/2018	Pass	2014 hose 1 1/2 (2) 50ft (1) 25ft
5	Hose Station	Stair C 1st Floor		7/2018	Pass	2014 hose 1 1/2 (2) 50ft (1) 25ft
6	Hose Station	Stair D 4th Floor		7/2018	Pass	2014 hose 1 1/2 (2) 50ft (1) 25ft
7	Hose Station	Stair D 3rd Floor		7/2018	Pass	2014 hose 1 1/2 (2) 50ft (1) 25ft
8	Hose Station	Stair D 2nd Floor		7/2018	Pass	2014 hoses 1 1/2 (2) 50ft (1) 25ft
9	Hose Station	Stair D 1st Floor		7/2018	Pass	2014 hoses 1 1/2 (2) 50ft (1) 25ft

9 Hose Stations

Associated **fire** Protection

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



Date: March 07, 2019

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

Attn: Antonio Benitez ,

Fax: ,

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

Ladies and Gentlemen: ,

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

System ID # 2 500 GPM Fire Pump ,

Status: Operational

Inspection Interval: 12 Months

Next Inspection: February 2020 ,

Status Definitions: ,

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

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

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

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

Sincerely ,
Customer Service Department ,
Associated Fire Protection ,

100 Jackson Street
Paterson, NJ 07501

Phone: 973-684-7250
Fax: 973-684-4511

NYC MASTER FIRE
PIPING CONT.: 367A

Certificate # 74924 - 1
Customer # 35438 ,
Location # 2 ,
Workorder # 339391 ,

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

Contact: Antonio Benitez ,

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

System ID # 2

System Description: 500 GPM Fire Pump ,

System Location: /

Service Interval: 12 Months ,

Certificate of Inspection

Fire Pump

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

☒ Operational , ☐ Partially Operational ☐ Non-Operational ,

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

Service Type: Annual ,

Inspector(s): Donald Hawk ,

Follow-Up Required: ☒

I. Initial Actions

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

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

Steam Driven Pumps: Weekly Inspections:

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

II. Inspections:

A. Weekly Inspections Items:

General Weekly Inspection Items:

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

Electric Motor Driven Pumps: Weekly Inspections:

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

Diesel Engine Driven Pumps: Weekly Inspections:

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

B. Weekly Test Items:

Electric Motor-Driven Pumps: Weekly Tests:

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

Diesel Engine Driven Pumps: Weekly Tests:

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

- 3) Pump packing gland showing slight discharge? Adjust if necessary.
- 4) Free from unusual noises or vibrations?
- 5) Packing boxes, bearings pump casing free from overheating?
- 6) Time for engine to crank (seconds):
- 7) Time for engine to reach running speed (seconds):
- 8) Engine oil pressure gauge, speed indicator, water and oil temperature indicators all reading normal?
- 9) Cooling water flowing from heat exchanger?
- 10) Does everything appear acceptable?

Steam Turbine-driven Pumps: Weekly Tests:

1. Record pressures while running:
 - a) Starting pressure (PSI):
 - b) Suction pressure (PSI):
 - c) Discharge pressure (PSI):
- 2) Pump packing gland showing slight discharge (adjust if necessary)?
- 3) Free from unusual noises or vibrations?
- 4) Packing boxes and bearings pump casing free from overheating?
- 5) Steam pressure gauge reading (PSI):
- 6) Time for turbine to reach running speed (seconds):
- 7) Does everything appear acceptable?

- 3) ☐ Yes ☐ No ☒ N/A
- 4) ☐ Yes ☐ No ☒ N/A
- 5) ☐ Yes ☐ No ☒ N/A
- 6) -
- 7) -
- 8) ☐ Yes ☐ No ☒ N/A
- 9) ☐ Yes ☐ No ☒ N/A
- 10) ☐ Yes ☐ No ☒ N/A

- a) -
- b) -
- c) -
- 2) ☐ Yes ☐ No ☒ N/A
- 3) ☐ Yes ☐ No ☒ N/A
- 4) ☐ Yes ☐ No ☒ N/A
- 5) -
- 6) -
- 7) ☐ Yes ☐ No ☒ N/A

- 3) Has the monitoring company been notified that the system is back in service?
 - a) Name / ID number of person notified
- 4) Is a properly completed inspection tag attached to the system?

- 3) ☒ Yes ☐ No ☐ N/A
- a) Antonio called
- 4) ☒ Yes ☐ No ☐ N/A

V. Repairs, Deficiencies, & Recommendations:

Repairs made to the system:
none

Deficiencies:

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

Recommendations:

Information required for follow-up:

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

III. Maintenance:

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

Weekly Maintenance Items (for Diesel Engine Systems ONLY):

- 1) Fuel tank level, tank float switch, and solenoid valve operation acceptable?
- 2) Diesel fuel system free of water?
- 3) Flexible hoses and connectors in fuel and coolant systems acceptable?
- 4) Oil level and lube oil heater acceptable?
- 5) Coolant level acceptable?
- 6) Water pump for coolant system operating?
- 7) Jacket water heater for coolant system acceptable?
- 8) Exhaust system free of leakage?
- 9) Drain condensate trap on exhaust system operational?
- 10) Electrolyte level in batteries acceptable?
- 11) Connections to electrical system acceptable?

- 1) ☐ Yes ☐ No ☒ N/A
- 2) ☐ Yes ☐ No ☒ N/A
- 3) ☐ Yes ☐ No ☒ N/A
- 4) ☐ Yes ☐ No ☒ N/A
- 5) ☐ Yes ☐ No ☒ N/A
- 6) ☐ Yes ☐ No ☒ N/A
- 7) ☐ Yes ☐ No ☒ N/A
- 8) ☐ Yes ☐ No ☒ N/A
- 9) ☐ Yes ☐ No ☒ N/A
- 10) ☐ Yes ☐ No ☒ N/A
- 11) ☐ Yes ☐ No ☒ N/A

Monthly Maintenance Items:

- 1) Isolation switch and circuit breaker exercised? (Diesel/Electric)
- 2) Battery case clean, dry and free of corrosion and battery's specific gravity or state of charge passed test? (Diesel)
- 3) Charger & charge rate passed visual inspection and battery charge being equalized? (Diesel)
- 4) Circuit breakers appear clean? (Diesel/Electric)

- 1) ☒ Yes ☐ No ☐ N/A
- 2) ☐ Yes ☐ No ☒ N/A
- 3) ☐ Yes ☐ No ☒ N/A
- 4) ☒ Yes ☐ No ☐ N/A

IV. Final

- 1) Has building management been notified that the inspection is complete and the system is back in service and made aware of any deficiencies?
 - a) Name of person notified
- 2) Has the fire or police department been notified that the system is back in service?
 - a) Name / ID number of person notified

- 1) ☒ Yes ☐ No ☐ N/A
- a) Antonio Benitez
- 2) ☒ Yes ☐ No ☐ N/A
- a) Antonio called

Certificate of Occupancy

CO Number: 121238115F

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

A. Borough: Manhattan Address: 439 EAST 115TH STREET Building Identification Number (BIN): 1081441	Block Number: 01709 Lot Number(s): 16 Building Type: Altered	Certificate Type: Final Effective Date: 10/02/2018
This building is subject to this Building Code: Prior to 1968 Code		
<i>For zoning lot metes & bounds, please see BISWeb.</i>		
B. Construction classification: 1 (Prior to 1968 Code designation) Building Occupancy Group classification: E (2014/2008 Code) Multiple Dwelling Law Classification: None No. of stories: 3 Height in feet: 30 No. of dwelling units: 0		
C. Fire Protection Equipment: Fire alarm system, Sprinkler system		
D. Type and number of open spaces: None associated with this filing.		
E. This Certificate is issued with the following legal limitations None		
Borough Comments: None		



Borough Commissioner



Commissioner

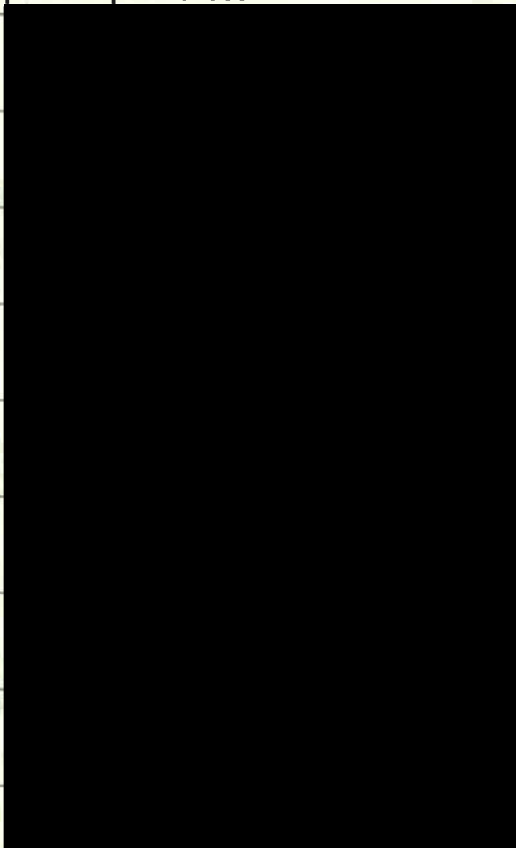
Certificate of Occupancy

CO Number:

121238115F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL	19	OG	F-2		3	
CEL	61	OG	E		3	
CEL	5	OG	B		3	
001	115	75	E		3	
001	16	75	B		3	
002	135	75	E		3	
003	8	75	B		3	
003	135	75	E		3	
ATT		75	F-2		3	
END OF SECTION						



Borough Commissioner



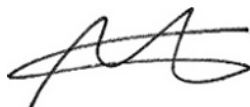
Commissioner

Certificate of Occupancy

CO Number: 121181158F

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

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



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: 121181158F

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
001		OG	R-2		2	
001	2	OG	R-2		2	
001	9	OG	R-2		2	
001		OG	E		3	
001	55	OG	E		3	
001	16	OG	E		3	
001	4	OG	E		3	
001	11	OG	E		3	
001	408	100	A-3		3	
001	163	100	A-3		3	
001	1	OG	R-2		2	
001	1	OG	R-2		2	
001	6	OG	E		3	



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: 121181158F

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
002	5	100	E		3	
002	52	100	E		3	
002	209	100	E		3	
002	6	100	E		3	
002	5	100	E		3	
002		100	E		3	
002	50	100	E		3	
003	1	100	R-2		2	
003	267	100	E		3	
003	46	100	E		3	
003	35	100	E		3	
003	1	100	E		3	
003	2	100	E		3	



Borough Commissioner

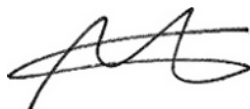


Commissioner

Certificate of Occupancy

CO Number: 121181158F

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
003	46	100	R-2		2	
003		40	R-2	9	2	
003	49	100	R-2		2	
004	226	100	E		3	
004	14	100	E		3	
004		40	R-2	10	2	
004	3	100	R-2		2	
004	13	100	E		3	
004	3	100	E		3	
005		40	R-2	10	2	
005	8	100	R-2		2	
006		40	R-2	10	2	
006	2	40	R-2		2	



Borough Commissioner

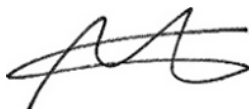


Commissioner

Certificate of Occupancy

CO Number: 121181158F

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
006 006 3		100	E		2	
007		40	R-2	10	2	
007	7	100	R-2		2	
008 011		40	R-2	10	2	
RO F	3	40	R-2		2	
ZONING EXHIBIT 1 FILED AND RECORDER UNDER CRFN#2011000443994,ZONING EXHIBIT 111 UNDER CRFN#2011000443993						
END OF SECTION						



Borough Commissioner



Commissioner

END OF DOCUMENT



Entry 2 NYS School Report Card Link

Last updated: 07/10/2018

DREAM CS (NYC CHANCELLOR)

1. CHARTER AUTHORIZER (As of June 30th, 2018) SUNY-Authorized Charter School

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

2. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/reportcard.php?year=2017&instid=800000061082>

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

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



DREAM CHARTER SCHOOL

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute
on:

October 12, 2018

By Eve Colavito, Chief Education Officer

1991 Second Avenue, New York, NY 10029

(212) 722-1608

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Eve Colavito, Chief Education Officer, and Katie Doctor, Managing Director of Educational Strategy & Data prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

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

Eve Colavito has served as the Chief of Schools at DREAM Charter School from 2009 through the 2017-18 school year.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

DREAM opened in 2008 as a New York City Department of Education-authorized (NYCDOE) charter school and currently serves 708 students in PreK-10th grade. In 2012 the school's charter was renewed for a five-year term and in 2017 the school moved from authorization by NYCDOE to the SUNY Charter Schools Institute (SUNY CSI). In 2018-19 the school will add its first 10th grade class and in 2021 will reach full scale to serve over 1,000 students in PreK-12.

DREAM is proudly an inclusive community school and has developed a reputation for supporting the needs of all learners. Currently the school demographics mirror those of Community School District 4 (CSD 4); in the 2017-18 school year, 90.9% of DREAM students qualified for free and reduced price lunch, 26.7% were students with disabilities (SWD), and 11.8[1]% were English language learners (ELLs). DREAM runs its own school food program, and therefore data from SIRS may reflect an incorrect percentage for students qualifying for free and reduced price lunch.

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

DREAM's key design elements are:

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

[1] Includes current and former ELLs.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	50	49	48	48	49	50	47							341
2014-15	50	49	50	50	49	49	47	48						392
2015-16	51	51	52	49	50	50	50	48	47					448
2016-17	54	54	54	54	54	54	54	52	52					482
2017-18	54	54	54	52	53	54	53	55	52	94				611

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

DREAM enrolled its first grade 9 class in 2017-18, making it the 2017 cohort.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

DREAM Charter School will maintain high graduation rates each year.

Goal 1: Leading Indicator

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

METHOD

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

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

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

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

RESULTS AND EVALUATION

DREAM Charter School achieved this measure having 100 percent of the 2017 Total Cohort earning at least 10 credits to be promoted to the next grade.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2017	94	100%

Goal 1: Leading Indicator

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

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

DREAM Charter High School did not have students in their second year in high school in 2017-18.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

DREAM Charter School did not enroll students in their fourth year of high school in 2017-18.

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

Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

DREAM Charter School did not enroll students in their fourth year of high school in 2017-18.

Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

DREAM Charter School did not enroll students in their fourth year of high school in 2017-18.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

DREAM Charter School achieved the one graduation indicator that applied to the high school in 2017-18. 100 percent of the 2017 Total Cohort earned at least 10 credits and were promoted to the next grade.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

Goal 2: Absolute Measure

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

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

METHOD

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

Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School had just grade 9 high school students in 2017-18.

Goal 2: Absolute Measure

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The state's recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School had just grade 9 high school students in 2017-18.

Goal 2: Comparative Measure

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

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

DREAM Charter School had just grade 9 high school students in 2017-18.

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state's finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Not applicable in 2017-18.

SUMMARY OF THE COLLEGE PREPARATION GOAL

None of the College Preparatory metrics applied to DREAM Charter School during 2017-18 as it was the first year enrolling high school students.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Applicable
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Not Applicable
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Not Applicable
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Not Applicable

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

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

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

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

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

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

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

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

reteach and remediate as needed.

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

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	52			2	1	55
4	53			5		58
5	53			1		54
6	53			1		54
7	55			2		57
8	52			2		54
All	318	0	0	13	1	332

RESULTS AND EVALUATION

DCS did not achieve this absolute measure in ELA, however 54 percent students in at least their second year at the school performed at proficiency. Notable high scores included 74 percent of grade 4 students and 72 percent of grade 6 students scored at levels 3 and 4.

Performance on 2017-18 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	56%	52	56%	50
4	72%	53	74%	46
5	42%	53	43%	47
6	72%	53	72%	50
7	35%	55	33%	48
8	48%	52	48%	50
All	54%	318	54%	291

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33%	39	64%	42	56%	50
4	61%	44	50%	42	74%	46
5	38%	48	50%	46	43%	47
6	22%	41	32%	44	72%	50
7	29%	34	42%	43	33%	48
8	47%	43	48%	40	48%	50
All	39%	249	48%	257	54%	291

Goal 3: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2018 ELA Performance Index calculates to 150. As of the submission of this report, the MIP numbers have not been released by NYSED.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
318	13	33	36	18

$$\begin{array}{rclclclcl}
 \text{PI} & = & 33 & + & 36 & + & 18 & = & 87 \\
 & & & & 36 & + & 18 & = & 54 \\
 & & & & & + & (.5) \times 18 & = & 9 \\
 & & & & & & \text{PI} & = & 150
 \end{array}$$

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

RESULTS AND EVALUATION

DREAM CS achieved this ELA measure. Students in at least their second year at the school outperformed the local district in all but one tested grade; 56% to 47% in grade 3, 74% to 39%, in grade 4, 43% to 34% in grade 5, 72% to 43% in grade 6, 48% to 40% in grade 8. Grade 7 students fell slightly short at 33% to their 36%. Overall, the difference was 54% to 40% across all grades tested.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	56%	50	47%	899
4	74%	46	39%	886
5	43%	47	34%	871
6	72%	50	43%	910
7	33%	48	36%	912
8	48%	50	40%	905
All	54%	291	40%	5383

ADDITIONAL EVIDENCE

As evidenced by the following table, DREAM CS consistently outperforms the local district #4 in ELA.

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	33%	38%	64%	36%	56%	47%
4	61%	34%	50%	35%	74%	39%
5	38%	30%	50%	30%	43%	34%
6	22%	27%	32%	27%	72%	43%
7	29%	30%	42%	31%	33%	36%
8	47%	32%	48%	39%	48%	40%
All	39%	32%	48%	30%	54%	40%

Goal 3: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

DREAM CS achieved this ELA measure in 2016-17, the most recent data available, with an Effect Size of 0.98, far greater than the minimum goal of 0.3. The school’s overall comparative performance was higher than expected to a large degree.

2016-17 English Language Arts Comparative Performance by Grade Level

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.9	53	62	29.9	32.1	1.80
4	85.5	54	48	28.8	19.2	1.05
5	85.5	54	48	23.1	24.9	1.66
6	80.4	53	28	21.9	6.1	0.41
7	78.4	50	42	31.4	10.6	0.57
8	69.1	51	45	39.7	5.3	0.30
All	81.2	315	45.6	29.0	16.5	0.98

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

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

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-7	88.2	246	21.5	16.7	0.36
2015-16	3-8	69.4	286	38.5	32.1	0.39
2016-17	3-8	81.2	315	45.6	29.0	0.98

Goal 3: Growth Measure⁶

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁷

RESULTS AND EVALUATION

DREAM CS achieved this growth measure by having an overall mean growth percentile greater than 50 averaging to 56.2. The greatest growth was demonstrated by fourth and fifth grades, with both having MGPs greater than 60.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	62.4	50.0
5	60.5	50.0
6	47.7	50.0
7	57.0	50.0
8	52.7	50.0
All	56.2	50.0

ADDITIONAL EVIDENCE

As evidenced by the table below, DREAM CS consistently meets this growth measure.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	46.7	61.7	62.4	50.0
5	54.1	44.5	60.5	50.0
6	52.3	49.1	47.7	50.0
7	67.2	52.2	57.0	50.0
8		50.8	52.7	50.0
All	55.3	52.6	56.2	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

With the exception of achieving 75 percent proficiency, DREAM Charter School has attained all the ELA metrics. DREAM CS continues to outperform the local district, performed better than expected to a large degree on the comparative analysis and demonstrated growth greater than the statewide median of 50.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York	Did Not Achieve

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

	State English language arts exam for grades 3-8.	
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Data Unavailable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Achieved

ACTION PLAN

Overall, in 2018-19 DREAM is focusing on improving writing instruction by developing teacher expertise and vertically aligning the way we teach and evaluate student writing. DREAM uses the NYS Test June Instructional report to analyze how DREAM students performed on specific standards compared to NYC. The 2018 report showed that while DREAM is 3% above NYC on the ELA multiple choice questions (in terms of average percent correct) we score 2% above NYC on writing. This gap between multiple choice and writing performance was most notable for 7th grade where DREAM students scored 2% above NYC on ELA multiple choice and 6% below NYC on writing. The 2017 7th grade results reveal a similar trend with DREAM students scoring 2% above NYC in ELA multiple choice and 4% below NYC in writing. These results demonstrate a need to provide 7th and 8th grade with increased support in writing curriculum and instruction which will yield improvements in ELA results overall. Across PK through 10th grade instructional leaders will conduct a curriculum audit to ensure each grade is teaching towards grade level standards and eliminate redundancies to ensure that rigor builds across grades in a meaningful way. We will use Friday professional development sessions to invest all teachers in rigorous expectations and vertical alignment and build teacher skill in writing instruction.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁸ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School did not have a 2014 four-year high school cohort in 2017-18.

Goal 3: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School did not have a 2014 four-year high school cohort in 2017-18.

Goal 3: Absolute Measure

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

METHOD

The state's finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

scoring at Accountability Level 4.⁹ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School did not have a 2014 four-year high school cohort in 2017-18.

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School did not have a 2014 four-year high school cohort in 2017-18.

Goal 3: Comparative Measure

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

⁹ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School did not have a 2014 four-year high school cohort in 2017-18.

Goal 3: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable

Goal 3: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Not Applicable

Goal 3: Growth Measure

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

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

RESULTS AND EVALUATION

Not Applicable

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁰

None of the high school English Language Arts accountability measures applied to DREAM Charter School in 2017-18.

¹⁰ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

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

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

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

An additional part of the math program at DREAM consists of math routines. These routines are short but important. They force students to think critically and flexibly and allow teachers to assess student thinking in a short period of time. Routines should be planned purposefully to meet the needs of the scholars in the class. Math routines develop strong

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

scholar counting skills, number sense, fluency, and deepen the understanding of key mathematical concepts. These routines include: Counting Around the Room, True/False Number Sentences, Number Strings, and more.

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

Goal 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	52			2	1	55
4	53			5		58
5	53			1		54
6	53			1		54
7	55			2		57
8	52			2		54
All	318	0	0	13	1	332

RESULTS AND EVALUATION

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

¹¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	71%	52	72%	50
4	75%	53	76%	46
5	49%	53	51%	47
6	62%	53	62%	50
7	33%	55	38%	48
8	38%	52	38%	50
All	55%	318	56%	291

ADDITIONAL EVIDENCE

The DREAM CS math proficiency rates have been greater than city and statewide averages the past three years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	54%	39	79%	42	72%	50
4	68%	44	68%	41	76%	46
5	54%	48	70%	46	51%	47
6	29%	41	54%	43	62%	50
7	41%	34	35%	43	38%	48
8	42%	43	41%	39	38%	50
All	49%	249	58%	254	56%	291

Goal 4: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The math Performance Index (PI) calculates to 146, however, the Measure of Interim Progress (MIP) had not been released by the state at the time of this report.

Mathematics 2017-18 Performance Level Index (PI)					
Number in Cohort	Percent of Students at Each Performance Level				
	Level 1	Level 2	Level 3	Level 4	
318	18	27	32	22	
PI = 27 + 32 + 22 = 81					
2 + 22 = 54					
2 + (.5)*2 = 11					
2					
PI = 146					

Goal 4: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹²

RESULTS AND EVALUATION

DREAM CS achieved this math measure. Students in at least their second year at the school outperformed the local district overall 56% to their 33% and in each tested grade as well.

¹² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	72%	50	45%	885
4	76%	46	34%	891
5	51%	47	36%	870
6	62%	50	31%	925
7	38%	48	30%	920
8	38%	50	18%	591
All	56%	291	33%	5082

ADDITIONAL EVIDENCE

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	54%	37%	79%	39%	72%	45%
4	68%	33%	68%	33%	76%	34%
5	54%	32%	70%	35%	51%	36%
6	29%	25%	54%	28%	62%	31%
7	41%	22%	35%	24%	38%	30%
8	42%	16%	41%	15%	38%	18%
All	49%	28%	58%	33%	56%	33%

Goal 4: Comparative Measure

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

DREAM CS achieved this measure in 2016-17, the most recent data available, with an Effect Size of 1.50, far greater than the minimum goal of 0.3. The school's overall comparative performance was higher than expected to a large degree.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.9	53	74	35.1	38.9	1.87
4	85.5	53	68	28.8	39.2	1.99
5	85.5	54	69	28.1	40.9	2.21
6	80.4	53	49	26.4	22.6	1.15
7	78.4	50	34	24.4	9.6	0.47
8	69.1	50	38	16.2	21.8	1.22
All	81.3	313	55.7	26.6	29.1	1.50

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

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

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-7	88.2%	244	43.9	23.6	1.12
2015-16	3-8	69.4%	286	48.3	32.5	0.84
2016-17	3-8	81.3	313	55.7	26.6	1.50

Goal 4: Growth Measure¹³

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.¹⁴

RESULTS AND EVALUATION

DREAM CS achieved this measure, having each grade demonstrate a mean growth percentile greater than 50, averaging to 63.6 overall. Grade 8 experienced the greatest growth with an MGP of 73.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	64.6	50.0
5	53.1	50.0
6	63.9	50.0
7	64.0	50.0
8	73.0	50.0
All	63.6	50.0

ADDITIONAL EVIDENCE

This growth metric has been attained the past three years.

¹⁴ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	39.2	55.8	64.6	50.0
5	45.2	43.1	53.1	50.0
6	63.4	61.5	63.9	50.0
7	58.8	68.0	64.0	50.0
8		58.9	73.0	50.0
All	51.4	57.3	63.6	50.0

SUMMARY OF THE MATHEMATICS GOAL

DREAM Charter School continues to work toward increasing proficiency rates in math. Our scholars continue to outperform the local district, scored higher than expected to large degree on the comparative analysis, and the mean growth percentile in 2016-17 exceeded the statewide median of 50.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Data Unavailable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Achieved

ACTION PLAN

Based on 2017 Math NYS Test results we realized DREAM's Middle School Math performance was solid, but not where we'd like it to be. At that time, our Director of Math Curriculum and Instruction identified the need for improved vertical alignment of our middle school math program and has been working to improve the curriculum and further develop middle school teachers in constructivist math pedagogy. Throughout the 2017-18 school year we adjusted the 6th and 7th grade Math curriculum to utilize a more constructivist approach. Given these shifts, we anticipated an implementation dip in 2018 NYS Test

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Results but expect to see longer term improvement. The 2017-18 6th grade cohort came from a 5th grade program that is well-aligned. That combined with strong teacher implementation of the problem-solving block led to stronger results in 6th grade Math. However, because the 2017-18 7th grade cohort did not have that consistent experience they had a gap in conceptual understanding that was difficult to fill. We believe that the programmatic improvements we need to make in middle school math will take time, but are necessary to increase Math student achievement in grades 6 through 8 over the long term. We know that a strong unit assessment and interim assessment data cycle will be critical to our success in that it will both enable continuous improvement and deepen teachers' understanding of what the standards require students to know and be able to do.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.¹⁵ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Not Applicable – DREAM Charter School had only ninth grade 2017 Total Cohort students this year. Of the 85 students in the 2017 Accountability Cohort, 12 percent scored at level 4 or greater on a math Regents exam.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014						
2015						
2016						
2017					94	12%

¹⁵ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Not Applicable – DREAM Charter School had only ninth grade 2017 Total Cohort students in 2017-18. Of the 94 students in the 2017 Accountability Cohort, 65 percent scored at level 3 or higher on a math Regents.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014						
2015						
2016						
2017					94	65%

Goal 4: Absolute Measure

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

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹⁶ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

¹⁶ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Not applicable – DREAM Charter School did not have a fourth year cohort in 2017-18.

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable

Goal 4: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable

Goal 4: Comparative Measure

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Not Applicable

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Not Applicable

Goal 4: Growth Measure

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

METHOD

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

RESULTS AND EVALUATION

Not Applicable

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ¹⁷

None of the high school mathematics accountability measures were applicable to DREAM Charter School in 2017-18.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Not Applicable
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Not Applicable
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Not Applicable
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Not Applicable
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable

¹⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 5: SCIENCE

Goal 3: Science

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

BACKGROUND

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

While our science curriculum has remained consistent over the last few years, unfortunately we have had high turnover in our science positions, which has resulted in variable quality of implementation.

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

DREAM CS fell short of achieving this absolute science measure. Overall, just 70 percent of students in at least their second year achieved proficiency in science. 91 percent of grade 4 students scored at proficiency and 50 percent did so in grade 8.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	91%	53	91%	46
8	50%	52	50%	50
All	70%	105	70%	96

ADDITIONAL EVIDENCE

2017-18 NYS Science 8 scores dropped by 20 percentage points, causing the school to fall short on this absolute metric. Please refer to the action plan for updates to the program in 2018-19.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	97.7%	43	93%	42	91%	46
8	80%	45	70%	40	50%	50
All	78%	88	82%	82	70%	96

Goal 5: Comparative Measure

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

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

DREAM Charter School achieved this metric in science by outperforming the local district #4 70 percent to 66 percent overall.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ¹⁸	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	91%	46		
8	50%	50		
All	70%	96	TBD	

ADDITIONAL EVIDENCE

DREAM Charter School consistently outperforms the local district in science.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	98%	86%	93%	83%	91%	
8	80%	44%	70%	46%	50%	
All	89%	67%	82%	66%	70%	

SUMMARY OF THE SCIENCE GOAL

DREAM CS continues to outperform the local district, however the dip in grade 8 science scores is cause for reflection and updates moving forward.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Achieved (Based on 2016-17 Outcome)

ACTION PLAN

To maintain and improve science performance, we will focus on lesson implementation in eighth grade science. DREAM's eighth grade science proficiency decreased from 70% in 2017 to 50% in 2016, in large part due to weaker instructional delivery and classroom management. However, because the 2017-18 eighth grade science teacher is returning for

¹⁸ This table uses the prior year's results as 2017-18 district science scores are not yet available.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19, they have a much better understanding of 8th grade science content and we will be able to continue to coach them on effective instructional techniques.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Not Applicable as DREAM Charter School did not have a fourth-year high school cohort in 2017-18.

ADDITIONAL EVIDENCE

69 percent of the 2017 Accountability Cohort passed the Living Environment Regents with a score of 65 or better.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014						
2015						
2016						
2017					94	79%

Goal 5: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Not Applicable

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

RESULTS

Not Applicable as DREAM students have not taken a social studies Regents exam yet.

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

Not Applicable

Goal 6: Absolute Measure

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

RESULTS

Not Applicable

Goal 6: Comparative Measure

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

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

Not Applicable

GOAL 7: ESSA

Goal 7: ESSA

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

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

DREAM Charter School continues to be in Good Standing.

ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing



Entry 4 Expenditures per Child

Last updated: 07/29/2018

DREAM CS (NYC CHANCELLOR)Section Heading

Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	13915593
Line 2: Year End FTE student enrollment	580
Line 3: Divide Line 1 by Line 2	23992

2. Administrative Expenditures per Child

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

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

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

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

Line 1: Relevant Personnel Services Cost (Row)	1945773
Line 2: Management and General Cost (Column)	2265662
Line 3: Sum of Line 1 and Line 2	4211435
Line 5: Divide Line 3 by the Year End FTE student enrollment	7261

Thank you.

Dream Charter School



**Financial Statements
(Together with Independent Auditors' Report)
And
Report Required by *Government Auditing Standards*
Years Ended June 30, 2018 and 2017**

M A R K S P A N E T H

ACCOUNTANTS & ADVISORS

DREAM CHARTER SCHOOL
FINANCIAL STATEMENTS
(Together with Independent Auditors' Report)
and
Report Required by *Government Auditing Standards*
YEARS ENDED JUNE 30, 2018 AND 2017

TABLE OF CONTENTS

	<u>Page</u>
Independent Auditors' Report	1-2
Financial Statements:	
Statements of Financial Position	3
Statements of Activities	4
Statements of Functional Expenses	5-6
Statements of Cash Flows	7
Notes to Financial Statements	8-13
Report Required by <i>Government Auditing Standards</i>	
Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	14-15

INDEPENDENT AUDITORS' REPORT

The Board of Trustees of
Dream Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Dream Charter School (the "School"), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditors' Responsibility

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

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

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

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 31, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Marks Paneth LLP

New York, NY
October 31, 2018

**DREAM CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
AS OF JUNE 30, 2018 AND 2017**

	<u>2018</u>	<u>2017</u>
ASSETS		
Cash and cash equivalents (Notes 2C and 10B)	\$ 1,399,917	\$ 817,684
Restricted cash (Note 3)	75,000	70,000
Investments (Notes 2D, 2E and 4)	394,408	396,092
Government grants receivable (Note 2H)	408,052	405,149
Contributions receivable (Note 2H)	1,000	241,347
Prepaid expenses and other assets	103,324	183,069
Property and equipment, net (Notes 2I and 5)	<u>33,298</u>	<u>36,908</u>
TOTAL ASSETS	<u>\$ 2,414,999</u>	<u>\$ 2,150,249</u>
LIABILITIES		
Accounts payable and accrued expenses	\$ 157,634	\$ 112,123
Due to institutional partner (Note 6)	43,691	306,763
Deferred rent (Notes 2L and 6)	<u>467,250</u>	<u>141,750</u>
TOTAL LIABILITIES	<u>668,575</u>	<u>560,636</u>
COMMITMENTS AND CONTINGENCIES (Notes 6 and 8)		
NET ASSETS (Note 2B)		
Unrestricted	1,695,424	1,499,613
Temporarily restricted (Note 9)	<u>51,000</u>	<u>90,000</u>
TOTAL NET ASSETS	<u>1,746,424</u>	<u>1,589,613</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 2,414,999</u>	<u>\$ 2,150,249</u>

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

**DREAM CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30, 2018 AND 2017**

	For the Year Ended June 30, 2018			For the Year Ended June 30, 2017		
	Unrestricted	Temporarily Restricted	Total 2018	Unrestricted	Temporarily Restricted	Total 2017
PUBLIC SUPPORT AND REVENUE:						
Public school district: (Notes 2G and 10A)						
Tuition - general enrollment	\$ 8,632,938	\$ -	\$ 8,632,938	\$ 6,946,687	\$ -	\$ 6,946,687
Tuition - students with disabilities	<u>2,336,172</u>					
	10,969,110	-	10,969,110	8,744,036	-	8,744,036
Subtotal public school district revenue						
Government grants (Note 2G)	1,592,243	-	1,592,243	970,523	-	970,523
Contributions (Note 2F)	999,009	201,000	1,200,009	511,726	90,000	601,726
Donated services and facilities (Note 6)	1,628,340	-	1,628,340	1,600,000	1,797,349	1,600,000
Forgiveness of amounts due to institutional partner (Note 6)	796,211	2,336,172	796,211	-	-	-
Interest and investment income (Note 4)	4,568	-	4,568	437	-	437
Other	7,480	-	7,480	19,250	-	19,250
Net assets released from restrictions (Note 9)	<u>240,000</u>					
TOTAL PUBLIC SUPPORT AND REVENUE	<u>16,236,961</u>	<u>(39,000)</u>		<u>12,138,888</u>	<u>(202,916)</u>	
EXPENSES (Note 2J):						
Program expenses:						
General education	9,412,351	-	9,412,351	6,961,834	-	6,961,834
Special education	<u>4,548,323</u>		<u>4,548,323</u>	<u>292,916</u>		<u>292,916</u>
	13,960,674		13,960,674	10,232,916		10,232,916
Total program services						
Supporting services:		16,197,961			11,935,972	
Management and general	1,892,015	-	1,892,015	1,437,440	-	1,437,440
Fundraising	<u>188,461</u>		<u>188,461</u>			<u>163,222</u>
Total supporting services	<u>2,080,476</u>		<u>2,080,476</u>	<u>1,600,662</u>	<u>3,177,172</u>	<u>1,600,662</u>
		4,548,323				
TOTAL EXPENSES	<u>16,041,150</u>		<u>3,177,172</u>	<u>11,739,668</u>		
CHANGE IN NET ASSETS	<u>195,811</u>	<u>(39,000)</u>	<u>156,811</u>	<u>399,220</u>	<u>(202,916)</u>	<u>196,304</u>
Net Assets - Beginning of Year	<u>- 1,499,613</u>	<u>90,000</u>	<u>- 1,409,613</u>	<u>- 1,100,393</u>	<u>292,916</u>	<u>- 807,477</u>
NET ASSETS - END OF YEAR	<u>\$ 1,695,424</u>	<u>\$ 16,041,150</u>	<u>\$ 17,736,574</u>	<u>\$ -</u>	<u>\$ 11,739,668</u>	<u>\$ 11,739,668</u>
	-			-		
	-			-		
		1,746,424	1,499,613		1,589,613	
	51,000			90,000		

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

**DREAM CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018
(With Comparative Totals for the Year Ended June 30, 2017)**

	For the Year Ended June 30, 2018							
	Program Services			Supporting Services				
	General Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total 2018	Total 2017
Salaries and wages	\$ 4,365,022	\$ 2,456,420	\$ 6,821,442	\$ 588,208	\$ -	\$ 588,208	\$ 7,409,650	\$ 5,968,310
Fringe benefits and payroll taxes (Note 11)	885,818							
Total Salaries and Related Costs	5,250,840	2,935,837	8,186,677	722,355	-	722,355	8,909,032	7,100,146
Instructors and tutors	27,474	10,162	37,636	-	-	-	37,636	33,517
Classroom supplies	113,864	42,113	155,977	-	134,147	-	155,977	73,005
Program food and events	428,552	10,560	39,112	-	-	-	39,112	23,562
Other student expenses	253,711	93,836	347,547	-	-	1,499,382	1,847,547	221,217
Contractual services (Note 6)	1,008,835	373,130	1,381,965	1,067,948	188,461	1,256,409	2,638,374	1,657,105
Consulting and professional	416,071	156,531	572,602	35,850	-	35,850	608,452	480,863
Telephone and internet	4,395	1,625	6,020	-	-	-	6,020	6,320
Communication and outreach	-	-	-	4,112	-	4,112	4,112	6,208
Professional development	139,210	77,863	217,073	18,876	-	18,876	235,949	65,472
Office and administration	178,294	99,725	278,019	24,176	-	24,176	302,195	126,233
Insurance	45,076	16,671	61,747	6,915	-	6,915	68,662	43,874
Repairs and maintenance	38,642	16,317	54,959	1,450	-	1,450	56,409	18,249
Dues and publications	28,985	16,212	45,197	3,930	-	3,930	49,127	26,205
Donated facilities (Note 6)	1,188,688	439,652	1,628,340	-	-	-	1,628,340	1,600,000
Depreciation (Note 5)	15,774	8,823	24,597	2,138	-	2,138	26,735	59,250
Occupancy (Note 6)	673,940	249,266	923,206	-	-	-	923,206	141,750
Miscellaneous	-							
TOTAL EXPENSES	\$ 9,412,351	\$	\$	\$	\$	\$ 2,080,476	\$ 16,041,150	\$
	-				4,265		56,692	
	4,548,323	-	4,265	-		4,265		
		13,960,674		188,461			11,739,668	
			1,892,015					

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

**DREAM CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2017**

	Program Services			Supporting Services			
	General Education	Special Education	Total Program Services	Management and General	Fundraising	Total Supporting Services	Total 2017
Salaries and wages	\$ 3,581,950	\$ 1,881,345	\$ 5,463,295	\$ 505,015	\$ -	\$ 505,015	\$ 5,968,310
Fringe benefits and payroll taxes (Note 11)	679,102	358,226	1,037,328	94,508			1,131,836
Total Salaries and Related Costs	4,261,052	2,239,571	6,500,623	599,523	-	599,523	7,100,146
Instructors and tutors	25,138	8,379	33,517	-	-	-	33,517
Classroom supplies	54,754	18,251	73,005	-	94,508	-	73,005
Program food and events	17,671	5,891	23,562	-	-	-	23,562
Other student expenses	165,912	55,305	221,217	-	-	-	221,217
Contractual services (Note 6)	539,507	179,836	719,343	774,540	163,222	937,762	1,657,105
Consulting and professional	340,205	115,894	456,099	24,764	-	24,764	480,863
Telephone and internet	4,740	1,580	6,320	-	-	-	6,320
Communication and outreach	-	-	-	6,208	-	6,208	6,208
Professional development	39,283	20,951	60,234	5,238	-	5,238	65,472
Office and administration	75,740	40,394	116,134	10,099	-	10,099	126,233
Insurance	27,966	9,322	37,288	6,586	-	6,586	43,874
Repairs and maintenance	11,479	5,416	16,895	1,354	-	1,354	18,249
Dues and publications	15,724	8,385	24,109	2,096	-	2,096	26,205
Donated facilities (Note 6)	1,200,000	400,000	1,600,000	-	-	-	1,600,000
Depreciation (Note 5)	35,550	18,960	54,510	4,740	-	4,740	59,250
Occupancy (Note 6)	106,313	35,437	141,750	-	-	-	141,750
Miscellaneous	40,800	13,600	54,400	2,292			56,692
TOTAL EXPENSES	\$ 6,961,834	\$	\$ 6	\$	\$	\$	\$ 11,739,668

2,292

3,177,172 10,139,00

163,222

1,600,662

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

**DREAM CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2018 AND 2017**

	<u>2018</u>	<u>2017</u>
CASH FLOWS FROM OPERATING ACTIVITIES:		
Change in net assets	\$ 156,811	\$ 196,304
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	26,735	59,250
Forgiveness of amounts due to institutional partner	(796,211)	-
Unrealized loss on investments	1,684	2,860
	<u>(610,981)</u>	<u>258,414</u>
Changes in assets and liabilities:		
(Increase) or decrease in assets:		
Contributions receivable	240,347	(138,347)
Government grants receivable	(2,903)	(262,947)
Due to/from institutional partner	533,139	331,323
Prepaid expenses and other assets	79,745	(159,993)
Increase or (decrease) in liabilities:		
Accounts payable and accrued expenses	45,511	(34,439)
Deferred rent	325,500	141,750
Net Cash Provided by Operating Activities	<u>610,358</u>	<u>135,761</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property and equipment	(23,125)	-
Purchase of investments	-	(398,952)
Net Cash Used In Investing Activities	<u>(23,125)</u>	<u>(398,952)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Increase in restricted cash	(5,000)	-
Net Cash Used in Financing Activities	<u>(5,000)</u>	<u>-</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	582,233	(263,191)
Cash and cash equivalents - beginning of year	<u>817,684</u>	<u>1,080,875</u>
CASH AND CASH EQUIVALENTS - END OF YEAR	<u><u>\$ 1,399,917</u></u>	<u><u>\$ 817,684</u></u>

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

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018 AND 2017**

NOTE 1 – ORGANIZATION AND NATURE OF ACTIVITIES

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

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

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

Effective January 15, 2013, the School was granted their renewed charter by the University of the State of New York, Education Department for a term up to and including June 30, 2018. Such charter may be extended upon application for a term of up to five years in accordance with the provisions of Article 56 of the Education Law.

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

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

B. ***Basis of Presentation*** – The School maintains its net assets under the following three classes;

Unrestricted – represents net assets not subject to donor-imposed stipulations. Contributions are considered available for unrestricted use unless specifically restricted by the donor.

Temporarily Restricted – represents net assets subject to donor-imposed stipulations that will be met by actions of the School or by the passage of time. When such stipulations end or are fulfilled, temporarily restricted net assets are reported in the statements of activities as net assets released from restrictions. When the stipulations from temporarily restricted contributions are met within the year of donation, they are reported as unrestricted.

Permanently Restricted – represents net assets subject to donor-imposed restrictions on the corpus of the gifts specifying they be maintained in perpetuity. There were no permanently restricted net assets as of June 30, 2018 and 2017.

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

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018 AND 2017**

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

- D. **Investments** – Investments are stated at fair value. Investment income is recorded as revenue in the period earned.
- E. **Fair Value Measurements** – Fair value measurements are the prices that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In order to increase consistency and comparability in fair value measurements, a fair value hierarchy prioritizes observable and unobservable inputs used to measure fair value into three levels, as described in Note 4.
- F. **Contributions** – Contributions received, including unconditional promises to give, are recognized as revenues in the appropriate category of net assets in the period received. Conditional promises to give are recognized when they become unconditional, that is, when the conditions are substantially met. All contributions receivable are expected to be collected within one year.
- G. **Government Support** – State and local per pupil revenue resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

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

- H. **Grants and Contributions Receivable** – Grants and contributions receivable are stated at the amount management expects to collect from outstanding balances. The School may provide an allowance for doubtful accounts for receivables. This estimate is based on management's assessment of the aged basis of its government funding sources, current economic conditions and creditworthiness of its donors and grantors. The School determined that no allowance for doubtful accounts was necessary as of June 30, 2018 and 2017. Contributions receivable of \$1,000 and \$241,347 as of June 30, 2018 and 2017, respectively, represent amounts due in less than one year.
- I. **Property and Equipment** – The School capitalizes property and equipment having a cost of \$1,000 or more and a useful life of at least one year. Depreciation is recognized using the straight-line method over the estimated useful lives of the respective assets.
- J. **Functional Allocation of Expenses** – The School allocates expenses on a functional basis among its programs and supporting services. Expenses that can be identified as belonging to a specific program and/or support service are allocated directly according to their natural expense classification.
- K. **Donated Services** – Donated services are recognized at fair value if they create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if not provided in-kind. For the years ended June 30, 2018 and 2017, the School received donated use of services and facilities amounting to \$1,628,340 and \$1,600,000, respectively, which is recorded as both revenue and expense in the accompanying financial statements.
- L. **Deferred Rent** – As described in Note 6, the School has a lease agreement for the rental of space for a high school. Under the terms of the lease agreement, the lessor has provided free rent periods. In accordance with U.S. GAAP, the School recorded an adjustment to rent expense to reflect the difference between the rent paid and the average rent to be paid over the terms of the lease. This straight-lining of rent expense resulted in an increase in occupancy expenses of \$325,500 and \$141,750 for the years ended June 30, 2018 and 2017, respectively. This adjustment is reflected as deferred rent in the accompanying statements of financial position.

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018 AND 2017**

NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

M. ***Use of Estimates*** – The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements, and revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.

NOTE 3 – RESTRICTED CASH

The New York City Department of Education (the “NYCDOE”) requires the School to maintain funds in a separate cash account to have funds available to ensure an orderly liquidation, dissolution or transition process if the School’s charter were to be terminated or the School was closed for other reasons. Restricted cash amounted to \$75,000 and \$70,000 as of June 30, 2018 and 2017, respectively.

NOTE 4 – INVESTMENTS AND FAIR VALUE MEASUREMENTS

Investments consisted of the following as of June 30:

	<u>2018</u>	<u>2017</u>
United States treasury notes	\$ <u>394,408</u>	\$ <u>396,092</u>

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

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

	<u>2018</u>	<u>2017</u>
Interest	\$ 6,252	\$ 3,297
Unrealized loss on investments	<u>(1,684)</u>	<u>(2,860)</u>
	\$ <u>4,568</u>	\$ <u>437</u>

The fair value hierarchy defines three levels as follows:

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

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

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

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

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018 AND 2017**

NOTE 5 – PROPERTY AND EQUIPMENT

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

	<u>2018</u>	<u>2017</u>	<u>Estimated Useful Lives</u>
Equipment and computers	\$ 373,660	\$ 373,660	3 years
Furniture and fixtures	<u>200,987</u>	<u>177,862</u>	7 years
	574,647	551,522	
Less: accumulated depreciation	<u>(541,349)</u>	<u>(514,614)</u>	
Total	<u>\$ 33,298</u>	<u>\$ 36,908</u>	

Depreciation expense amounted to \$26,735 and \$59,250 for the years ended June 30, 2018 and 2017, respectively.

NOTE 6 – RELATED-PARTY TRANSACTIONS

The School has an Institutional Partnership Agreement (the “Agreement”) with DREAM, which is a related party by nature of common management. The Agreement serves as the foundation of the governance relationship between the School and DREAM and describes the exact nature and costs of DREAM’s executive management and back office services to the School. Both the School’s Board of Trustees and DREAM’s Board of Directors have the option of severing the relationship between the two entities with agreed upon notice, though the spirit of the partnership is unending. The Agreement is renewed annually by the Board of each entity. During the years ended June 30, 2018 and 2017, services provided and recognized as expense by the School under the Agreement amounted to \$2,638,374 and \$1,657,105, respectively.

As of June 30, 2018 and 2017, amounts due to DREAM from the School amounted to \$43,691 and \$306,763, respectively. During the year ended June 30, 2018, DREAM forgave \$796,211 of the accumulated balance due.

The School received the use of facilities without charge from DREAM, which was valued at \$1,600,000 for each of the years ended June 30, 2018 and 2017.

During April 2017, DREAM entered into a lease agreement with a landlord and subsequently entered into a sublease agreement to lease the same space to the School for use as a new high school. Rent expense amounted to \$597,706 for the year ended June 30, 2018. Approximate future annual minimum rentals related to the lease are as follows for the years ended subsequent to June 30, 2018:

2019	\$ 735,000
2020	966,000
2021	1,008,000
2022	1,113,000
2023	<u>189,000</u>
	<u>\$ 4,011,000</u>

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018 AND 2017**

NOTE 7 – LINE OF CREDIT

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

NOTE 8 – CONTINGENCIES

- A. The School believes it had no uncertain tax positions as of June 30, 2018 and 2017, in accordance with Accounting Standards Codification ("ASC") Topic 740, "Income Taxes," which provides standards for establishing and classifying any tax provisions for uncertain tax positions.
- B. Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowances of costs submitted for reimbursement by the School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 9 – TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets were available for the following purposes as of June 30:

	<u>2018</u>	<u>2017</u>
Poverty fighting partnership	\$ 50,000	\$ 50,000
Pre-K	-	40,000
Time restricted	<u>1,000</u>	<u>-</u>
	<u>\$ 51,000</u>	<u>\$ 90,000</u>

For the years ended June 30, 2018 and 2017, temporarily restricted net assets were released from donor restrictions by incurring expenses satisfying the restricted purposes or by the occurrence of other events specified by donors as follows:

	<u>2018</u>	<u>2017</u>
Development of high school	\$ -	\$ 100,000
Poverty fighting partnership	200,000	-
Foundation implementation and expansion	-	100,000
Pre-K	40,000	26,250
Time restricted	<u>-</u>	<u>66,666</u>
	<u>\$ 240,000</u>	<u>\$ 292,916</u>

**DREAM CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018 AND 2017**

NOTE 10 – CONCENTRATIONS

- A. The School receives a majority of its revenues from the New York State Education Department through the New York City Department of Education Office of Schools. The New York City Department of Education provides general operating support to the School based upon the location and the number of students enrolled. Funding from the New York City Department of Education amounted to approximately 68% and 73% of total revenue for the years ended June 30, 2018 and 2017, respectively. The School is dependent upon this level of funding in order to continue its operations.
- B. Cash accounts that potentially subject the School to a concentration of credit risk include cash accounts with two banks that exceed the Federal Deposit Insurance Corporation ("FDIC") insurance limits. Cash accounts are insured up to \$250,000 per depositor. As of June 30, 2018 and 2017, there was approximately \$1,055,000 and \$709,000, respectively, of cash and cash equivalents held by two banks that exceeded FDIC limits.

NOTE 11 – PENSION PLAN

The School has a tax deferred 403(b) retirement plan. All employees may participate by designating a percentage of their salaries, subject to regulatory limits, to be contributed to the plan on a pre-tax basis. During each of the years ended June 30, 2018 and 2017, the School contributed a 4% match for qualified participating staff members with one or more years of services. Employer contributions totaled \$112,247 and \$99,857 for the years ended June 30, 2018 and 2017, respectively.

NOTE 12 – SUBSEQUENT EVENTS

In October 2018, the State University of New York approved a proposal to establish two new charter schools. Operations are expected to begin in 2019.

Management has evaluated, for potential accrual or disclosure, events subsequent to the date of the statement of financial position through October 31, 2018, the date the financial statements were available to be issued.

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

To the Board of Trustees of
Dream Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Dream Charter School (the "School"), which comprise the statements of financial position as of June 30, 2018 and 2017, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 31, 2018.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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

Marks Paneth LLP

New York, NY
October 31, 2018



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

Charter School Name:	DREAM Charter School
Audit Period:	2017-18
Prior Period:	2016-17
Report Due Date:	Thursday, November 01, 2018
Date Submitted:	Select from drop-down list →
School Fiscal Contact Name:	Tiffani Alexander
School Fiscal Contact Email:	
School Fiscal Contact Phone:	
School Audit Firm Name:	Marks Paneth LLP
School Audit Contact Name:	Matthew Estersohn
School Audit Contact Email:	
School Audit Contact Phone:	

Please submit the following items to the **SUNY Charter Schools Institute** via Epicenter:

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

Required Items:

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

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

And, if applicable:

Item	If not included, state the reason(s) below. Or, if not applicable fill in "N/A"):
Management Letter	
Management Letter Response	
Form 990; or Extension Form 9868	
Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F	

Please **also** submit the following items to the **New York State Education Department** via online portal:

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

Required Items:

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

And, if applicable:

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

DREAM CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2018

<u>ASSETS</u>	<u>2017-18</u>	<u>2016-17</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 1,474,917	\$ 887,684
Grants and contracts receivable	408,052	405,149
Accounts receivables	-	-
Prepaid expenses	103,324	183,069
Contributions and other receivables	1,000	241,347
TOTAL CURRENT ASSETS	1,987,293	1,717,249
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	33,298	36,908
<u>OTHER ASSETS</u>	394,408	396,092
TOTAL ASSETS	<u><u>2,414,999</u></u>	<u><u>2,150,249</u></u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 157,634	\$ 112,123
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	43,691	306,763
TOTAL CURRENT	201,325	418,886
<u>LONG-TERM LIABILITIES</u>		
Deferred Rent	467,250	141,750
All other long-term debt and notes payable, net current maturities	-	-
LIABILITIES	467,250	141,750
TOTAL LIABILITIES	<u><u>668,575</u></u>	<u><u>560,636</u></u>
<u>NET ASSETS</u>		
Unrestricted	1,695,424	1,499,613
Temporarily restricted	51,000	90,000
TOTAL NET ASSETS	<u><u>1,746,424</u></u>	<u><u>1,589,613</u></u>

**TOTAL LIABILITIES AND
NET ASSETS**

2,414,999

2,150,249

CK - Should be zero

-

-

DREAM CHARTER SCHOOL

Statement of Activities

as of June 30, 2018

	2017-18			2016-17
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 8,632,938	\$ -	\$ 8,632,938	\$ 6,946,687
Students with disabilities	2,336,172	-	2,336,172	1,797,349
Grants and Contracts				
State and local	357,920	-	357,920	357,536
Federal - Title and IDEA	440,445	-	440,445	278,859
Federal - Other	-	-	-	-
Other	42,538	-	42,538	54,312
NYC DoE Rental Assistance	420,012	-	420,012	-
Food Service/Child Nutrition Program	331,328	-	331,328	279,816
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,561,353	-	12,561,353	9,714,559
EXPENSES				
Program Services				
Regular Education	\$ 9,412,351	\$ -	\$ 9,412,351	\$ 6,961,834
Special Education	4,548,323	-	4,548,323	3,177,172
Other Programs	-	-	-	-
Total Program Services	13,960,674	-	13,960,674	10,139,006
Management and general	1,892,015	-	1,892,015	1,437,440
Fundraising	188,461	-	188,461	163,222
TOTAL OPERATING EXPENSES	16,041,150	-	16,041,150	11,739,668
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	(3,479,797)	-	(3,479,797)	(2,025,109)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 976,350	\$ 201,000	\$ 1,177,350	\$ 578,051
Individuals	22,659	-	22,659	23,675
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	4,568	-	4,568	437
Miscellaneous income	2,432,031	-	2,432,031	1,619,250
Net assets released from restriction	240,000	(240,000)	-	-
TOTAL SUPPORT AND OTHER REVENUE	3,675,608	(39,000)	3,636,608	2,221,413

CHANGE IN NET ASSETS	195,811	(39,000)	156,811	196,304
NET ASSETS BEGINNING OF YEAR	1,499,613	90,000	1,589,613	1,393,309
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	<u>\$ 1,695,424</u>	<u>\$ 51,000</u>	<u>\$ 1,746,424</u>	<u>\$ 1,589,613</u>

DREAM CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2018

	2017-18	2016-17
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 156,811	\$ 196,304
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	26,735	59,250
Grants Receivable	(2,903)	(262,947)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	79,745	(159,993)
Accounts Payable	45,511	(34,439)
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	240,347	(138,347)
Miscellaneous sources	(261,388)	334,183
Deferred Revenue	-	-
Interest payments	-	-
Other	325,500	141,750
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 610,358	\$ 135,761
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	(23,125)	-
Other	-	(398,952)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (23,125)	\$ (398,952)
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	-	-
Other	(5,000)	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (5,000)	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 582,233	\$ (263,191)
Cash at beginning of year	817,684	1,080,875
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,399,917	\$ 817,684

DREAM CHARTER SCHOOL

**Statement of Functional Expenses
as of June 30, 2018**

		2017-18						
	No. of Positions	Program Services				Supporting Services		
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	29.00	1,066,693	339,897	-	1,406,591	-	588,208	588,208
Instructional Personnel	61.00	3,298,329	2,116,523	-	5,414,851	-	-	-
Non-Instructional Personnel	-	-	-	-	-	-	-	-
Total Salaries and Staff	90.00	4,365,022	2,456,420	-	6,821,442	-	588,208	588,208
Fringe Benefits & Payroll Taxes		817,723	442,563	-	1,260,285	-	123,835	123,835
Retirement		68,095	36,854	-	104,950	-	10,312	10,312
Management Company Fees		1,008,835	373,130	-	1,381,965	188,461	1,067,948	1,256,409
Legal Service		-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		416,071	156,531	-	572,602	-	35,850	35,850
Building and Land Rent / Lease / Facility Finance Interest		1,188,688	439,652	-	1,628,340	-	-	-
Repairs & Maintenance		712,582	265,583	-	978,165	-	1,450	1,450
Insurance		45,076	16,671	-	61,747	-	6,915	6,915
Utilities		-	-	-	-	-	-	-
Supplies / Materials		113,864	42,113	-	155,977	-	-	-
Equipment / Furnishings		-	-	-	-	-	-	-
Staff Development		139,210	77,863	-	217,073	-	18,876	18,876
Marketing / Recruitment		28,985	16,212	-	45,197	-	8,042	8,042
Technology		4,395	1,625	-	6,020	-	-	-
Food Service		28,552	10,560	-	39,112	-	-	-
Student Services		281,185	103,998	-	385,183	-	-	-
Office Expense		178,294	99,725	-	278,019	-	24,176	24,176
Depreciation		15,774	8,823	-	24,597	-	2,138	2,138
OTHER		-	-	-	-	-	4,265	4,265
Total Expenses		\$ 9,412,351	\$ 4,548,323	\$ -	\$ 13,960,674	\$ 188,461	\$ 1,892,015	\$ 2,080,476

		2016-17
Total		
\$		\$
1,994,799		1,267,619
5,414,851		4,700,691
-		-
7,409,650		5,968,310
1,384,120		1,048,533
115,262		83,303
2,638,374		1,657,105
-		-
-		-
608,452		480,863
1,628,340		1,600,000
979,615		159,999
68,662		43,874
-		-
155,977		73,005
-		-
235,949		65,472
53,239		32,413
6,020		6,320
39,112		23,562
385,183		254,734
302,195		126,233
26,735		59,250
4,265		56,692
\$ 16,041,150		\$ 11,739,668



Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions




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

2- BLUE tabs require input of information

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

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

CELL COLORS & GUIDANCE COMMENTS

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

Ver. 20180531

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



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

DREAM Charter School

SCHOOL

Name:	DREAM Charter School
-------	----------------------

CONTACT INFORMATION

Contact Name:	Tiffani Alexander
Contact Title:	Director of Compliance
Contact Email:	
Contact Phone:	

REPORT PERIOD

Current Academic Year:	2018-19
Prior Academic Year:	2017-18

ENROLLMENT BY GRADES

1	2	3	4	5	6	7
54	54	54	54	54	54	54

ANNUAL BUDGET
TOTAL DISTRICTS/ENROLLMENT BY QUARTER

ANNUAL BUDGET						
TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
QUARTER 1		QUARTER 2		QUARTER 3		QUAR
Original	<i>Revised</i>	Original	<i>Revised</i>	Original	<i>Revised</i>	Original
1	0	1	0	1	0	1
684	0	684	0	684	0	684

ANNUAL BUDGET						
QUARTER 1		QUARTER 2		QUARTER 3		QUAR
Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment
684		684		684		684

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

DREAM CHARTER SCHOOL
2018-19

DREAM CHARTER SCHOOL
2018-19

PLAN - FULL TIME EQUIVALENT

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

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

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

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

ADMINISTRATIVE PERSONNEL FTE	ADMINISTRATIVE PERSONNEL FTE
Executive Management	Executive Management
Instructional Management	Instructional Management
Deans, Directors & Coordinators	Deans, Directors & Coordinators
CFO / Director of Finance	CFO / Director of Finance
Operation / Business Manager	Operation / Business Manager
Administrative Staff	Administrative Staff
TOTAL ADMINISTRATIVE STAFF	TOTAL ADMINISTRATIVE STAFF

PRIOR YEAR
2017-18
ACTUAL
1.0
3.0
18.0
0.0
6.0
1.0
29.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
1.0		1.0		1.0		1.0	
4.0		4.0		4.0		4.0	
23.0		23.0		23.0		23.0	
0.0		0.0		0.0		0.0	
7.0		7.0		7.0		7.0	
1.0		1.0		1.0		1.0	
36.0	0.0	36.0	0.0	36.0	0.0	36.0	0.0

INSTRUCTIONAL PERSONNEL FTE	INSTRUCTIONAL PERSONNEL FTE
Teachers - Regular	Teachers - Regular
Teachers - SPED	Teachers - SPED
Substitute Teachers	Substitute Teachers
Teaching Assistants	Teaching Assistants
Specialty Teachers	Specialty Teachers
Aides	Aides
Therapists & Counselors	Therapists & Counselors
Other	Other
TOTAL INSTRUCTIONAL	TOTAL INSTRUCTIONAL

PRIOR YEAR
2017-18
ACTUAL
25.0
17.0
0.0
0.0
13.0
0.0
6.0
0.0
61.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
28.0		28.0		28.0		28.0	
20.0		20.0		20.0		20.0	
0.0		0.0		0.0		0.0	
0.0		0.0		0.0		0.0	
14.0		14.0		14.0		14.0	
0.0		0.0		0.0		0.0	
7.0		7.0		7.0		7.0	
0.0		0.0		0.0		0.0	
69.0	0.0	69.0	0.0	69.0	0.0	69.0	0.0

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

PRIOR YEAR
2017-18
ACTUAL
0.0
0.0
0.0
0.0
0.0
0.0

ANNUAL BUDGETED FTE							
Q1		Q2		Q3		Q4	
Original	Revised	Original	Revised	Original	Revised	Original	Revised
0.0		0.0		0.0		0.0	
0.0		0.0		0.0		0.0	
0.0		0.0		0.0		0.0	
0.0		0.0		0.0		0.0	
0.0		0.0		0.0		0.0	
0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE	TOTAL PERSONNEL SERVICE FTE
-----------------------------	-----------------------------

90.0

105.0	0.0	105.0	0.0	105.0	0.0	105.0	0.0
-------	-----	-------	-----	-------	-----	-------	-----

DREAM CHARTER SCHOOL
2018-19

PLAN - FULL TIME EQUIVALENT

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

Id be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE	
	Q4
	Actual
Executive Management	
Instructional Management	
Deans, Directors & Coordinators	
CFO / Director of Finance	
Operation / Business Manager	
Administrative Staff	
TOTAL ADMINISTRATIVE STAFF	0.0

Description of Assumptions
Chief Education Officer
MD of Schools, ES, MS & HS Principals
Academic Deans, Data, Family Engagement
Executive Assistant

INSTRUCTIONAL PERSONNEL FTE	
	Q4
	Actual
Teachers - Regular	
Teachers - SPED	
Substitute Teachers	
Teaching Assistants	
Specialty Teachers	
Aides	
Therapists & Counselors	
Other	
TOTAL INSTRUCTIONAL	0.0

Description of Assumptions

NON-INSTRUCTIONAL PERSONNEL FTE	
	Q4
	Actual
Nurse	
Librarian	
Custodian	
Security	
Other	
TOTAL NON-INSTRUCTIONAL	0.0

Description of Assumptions

TOTAL PERSONNEL SERVICE FTE	0.0
-----------------------------	-----

--

		DREAM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue		13,661,344	4,260,109	-	-	4,260,109	-	-	4,260,109
Total Expenses		13,647,655	4,275,020	-	-	4,275,020	-	-	4,275,020
Net Income		13,689	(14,911)	-	-	(14,911)	-	-	(14,911)
Actual Student Enrollment		580	684	-	-	684	-	-	684
		Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
REVENUE		Allocate Per Pupil Revenue by Quarter	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter will be revised.						
REVENUES FROM STATE SOURCES		2018-19 Per Pupil Rate	PPR %/Qtr->	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%
Per Pupil Revenue		15,307	8,411,353	2,617,497	-	-	2,617,497	-	-
NYC CHANCELLOR'S OFFICE		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
-		-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)		-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		15,307	8,411,353	2,617,497	-	-	2,617,497	-	-
Special Education Revenue		-	2,312,270	592,065	-	-	592,065	-	-
Grants		-	-	-	-	-	-	-	-
Stimulus		-	232,000	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	420,012	222,731	-	-	222,731	-	-
Other		-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	11,375,635	3,432,294	-	-	3,432,294	-	-
REVENUE FROM FEDERAL FUNDING		-	-	-	-	-	-	-	-
IDEA Special Needs		-	112,450	32,926	-	-	32,926	-	-
Title I		-	194,519	61,560	-	-	61,560	-	-
Title Funding - Other		-	58,194	20,178	-	-	20,178	-	-
School Food Service (Free Lunch)		-	306,337	117,513	-	-	117,513	-	-
Grants		-	-	-	-	-	-	-	-

	DREAM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue	13,661,344	4,260,109	-	-	4,260,109	-	-	4,260,109
Total Expenses	13,647,655	4,275,020	-	-	4,275,020	-	-	4,275,020
Net Income	13,689	(14,911)	-	-	(14,911)	-	-	(14,911)
Actual Student Enrollment	580	684	-	-	684	-	-	684
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Charter School Program (CSP) Planning & Implementation				-			-	
Other				-			-	
Other				-			-	
TOTAL REVENUE FROM FEDERAL SOURCES	671,500	232,177	-	-	232,177	-	-	232,177
LOCAL and OTHER REVENUE								
Contributions and Donations	1,565,526	588,139		-	588,139		-	588,139
Fundraising				-			-	
Erate Reimbursement	42,538	6,250		-	6,250		-	6,250
Earnings on Investments				-			-	
Interest Income	1,986	1,250		-	1,250		-	1,250
Food Service (Income from meals)				-			-	
Text Book				-			-	
OTHER	4,158			-			-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	1,614,209	595,639	-	-	595,639	-	-	595,639
TOTAL REVENUE	13,661,344	4,260,109	-	-	4,260,109	-	-	4,260,109

			DREAM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue			13,661,344	4,260,109	-	-	4,260,109	-	-	4,260,109
Total Expenses			13,647,655	4,275,020	-	-	4,275,020	-	-	4,275,020
Net Income			13,689	(14,911)	-	-	(14,911)	-	-	(14,911)
Actual Student Enrollment			580	684	-	-	684	-	-	684
			Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 10/1 - 12/31
				Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS			Avg. No. of Positions							
Executive Management	1.00		258,000	66,369		-	66,369		-	66,369
Instructional Management	4.00		417,138	137,702		-	137,702		-	137,702
Deans, Directors & Coordinators	23.00		1,638,000	534,750		-	534,750		-	534,750
CFO / Director of Finance	-					-			-	
Operation / Business Manager	7.00		320,194	96,250.00		-	96,250.00		-	96,250.00
Administrative Staff	1.00		52,000	13,520		-	13,520		-	13,520
TOTAL ADMINISTRATIVE STAFF	36.00		2,685,332	848,591	-	-	848,591	-	-	848,591
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	28.00		1,740,485	508,171		-	508,171		-	508,171
Teachers - SPED	20.00		1,267,119	367,986		-	367,986		-	367,986
Substitute Teachers	-					-			-	
Teaching Assistants	-					-			-	
Specialty Teachers	14.00		975,000	262,500		-	262,500		-	262,500
Aides	-					-			-	
Therapists & Counselors	7.00		437,602	127,750.00		-	127,750.00		-	127,750.00
Other	-					-			-	
TOTAL INSTRUCTIONAL	69.00		4,420,206	1,266,408	-	-	1,266,408	-	-	1,266,408
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-					-			-	
Librarian	-					-			-	
Custodian	-					-			-	
Security	-					-			-	
Other	-		94,442	29,636		-	29,636		-	29,636
TOTAL NON-INSTRUCTIONAL	-		94,442	29,636	-	-	29,636	-	-	29,636
SUBTOTAL PERSONNEL SERVICE COSTS			105.00	7,199,980	2,144,635	-	-	2,144,635	-	-
PAYROLL TAXES AND BENEFITS										
Payroll Taxes			550,798	164,065		-	164,065		-	164,065
Fringe / Employee Benefits			678,138	233,244.32		-	233,244.32		-	233,244.32

		DREAM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue		13,661,344	4,260,109	-	-	4,260,109	-	-	4,260,109
Total Expenses		13,647,655	4,275,020	-	-	4,275,020	-	-	4,275,020
Net Income		13,689	(14,911)	-	-	(14,911)	-	-	(14,911)
Actual Student Enrollment		580	684	-	-	684	-	-	684
		Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
Retirement / Pension		97,775	35,062		-	35,062		-	35,062
TOTAL PAYROLL TAXES AND BENEFITS		1,326,711	432,371	-	-	432,371	-	-	432,371
TOTAL PERSONNEL SERVICE COSTS	105.00	8,526,692	2,577,006	-	-	2,577,006	-	-	2,577,006
CONTRACTED SERVICES									
Accounting / Audit		15,450	3,978		-	3,978		-	3,978
Legal		15,000	5,000		-	5,000		-	5,000
Management Company Fee		2,544,381	768,883		-	768,883		-	768,883
Nurse Services					-			-	
Food Service / School Lunch		437,756	138,250		-	138,250		-	138,250
Payroll Services		23,476	5,275		-	5,275		-	5,275
Special Ed Services					-			-	
Titlement Services (i.e. Title I)					-			-	
Other Purchased / Professional / Consulting		122,140	58,692.50		-	58,692.50		-	58,692.50
TOTAL CONTRACTED SERVICES		3,158,203	980,078	-	-	980,078	-	-	980,078

	DREAM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue	13,661,344	4,260,109	-	-	4,260,109	-	-	4,260,109
Total Expenses	13,647,655	4,275,020	-	-	4,275,020	-	-	4,275,020
Net Income	13,689	(14,911)	-	-	(14,911)	-	-	(14,911)
Actual Student Enrollment	580	684	-	-	684	-	-	684
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
SCHOOL OPERATIONS								
Board Expenses				-			-	
Classroom / Teaching Supplies & Materials	140,219	38,936		-	38,936		-	38,936
Special Ed Supplies & Materials				-			-	
Textbooks / Workbooks				-			-	
Supplies & Materials other	42,891	34,514		-	34,514		-	34,514
Equipment / Furniture	63,172	48,934		-	48,934		-	48,934
Telephone				-			-	
Technology	44,313	9,500		-	9,500		-	9,500
Student Testing & Assessment	23,819	13,041		-	13,041		-	13,041
Field Trips	92,000	38,929		-	38,929		-	38,929
Transportation (student)	88,943	29,645		-	29,645		-	29,645
Student Services - other	156,241	61,521		-	61,521		-	61,521
Office Expense	153,999	33,461		-	33,461		-	33,461
Staff Development	178,552	62,013		-	62,013		-	62,013
Staff Recruitment				-			-	
Student Recruitment / Marketing	7,520	4,500		-	4,500		-	4,500
School Meals / Lunch	85,925	23,500		-	23,500		-	23,500
Travel (Staff)	33,088	12,584		-	12,584		-	12,584
Fundraising				-			-	
Other	3,355	900		-	900		-	900
TOTAL SCHOOL OPERATIONS	1,114,037	411,977	-	-	411,977	-	-	411,977
FACILITY OPERATION & MAINTENANCE								
Insurance	68,517	18,460		-	18,460		-	18,460
Janitorial				-			-	
Building and Land Rent / Lease / Facility Finance Interest	597,706	287,500.00		-	287,500.00		-	287,500.00
Repairs & Maintenance				-			-	
Equipment / Furniture				-			-	
Security				-			-	
Utilities				-			-	
TOTAL FACILITY OPERATION & MAINTENANCE	666,223	305,960	-	-	305,960	-	-	305,960
DEPRECIATION & AMORTIZATION	89,000			-			-	
RESERVES / CONTINGENCY	93,500			-			-	
DEFERRED RENT								

	DREAM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue	13,661,344	4,260,109	-	-	4,260,109	-	-	4,260,109
Total Expenses	13,647,655	4,275,020	-	-	4,275,020	-	-	4,275,020
Net Income	13,689	(14,911)	-	-	(14,911)	-	-	(14,911)
Actual Student Enrollment	580	684	-	-	684	-	-	684
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
TOTAL EXPENSES	<u>13,647,655</u>	<u>4,275,020</u>	-	-	<u>4,275,020</u>	-	-	<u>4,275,020</u>
NET INCOME	<u>13,689</u>	<u>(14,911)</u>	-	-	<u>(14,911)</u>	-	-	<u>(14,911)</u>

	DREAM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue	13,661,344	4,260,109	-	-	4,260,109	-	-	4,260,109
Total Expenses	13,647,655	4,275,020	-	-	4,275,020	-	-	4,275,020
Net Income	13,689	(14,911)	-	-	(14,911)	-	-	(14,911)
Actual Student Enrollment	580	684	-	-	684	-	-	684
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries* Number of Districts: NYC CHANCELLOR'S OFFICE - ALL OTHER School Districts: (Weighted Avg)	1	1	-	-	1	-	-	1
	580	684	-	-	684	-	-	684
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	580	684	-	-	684	-	-	684
REVENUE PER PUPIL	23,554	6,228	-	-	6,228	-	-	6,228
EXPENSES PER PUPIL	23,530	6,250	-	-	6,250	-	-	6,250

Total Revenue	-	-	4,568,593	-	-
Total Expenses	-	-	4,458,520	-	-
Net Income	-	-	110,073	-	-
Actual Student Enrollment	-	-	684	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
Charter School Program (CSP) Planning & Implementation		-			-
Other		-			-
Other		-			-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	232,177	-	-
LOCAL and OTHER REVENUE					
Contributions and Donations		-	588,139		-
Fundraising		-			-
Erate Reimbursement		-	6,250		-
Earnings on Investments		-			-
Interest Income		-	1,250		-
Food Service (Income from meals)		-			-
Text Book		-			-
OTHER		-			-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	595,639	-	-
TOTAL REVENUE	-	-	4,568,593	-	-

Total Revenue			-	-	4,568,593	-	-
Total Expenses			-	-	4,458,520	-	-
Net Income			-	-	110,073	-	-
Actual Student Enrollment			-	-	684	-	-
			Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
			Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions					
Executive Management	1.00			-	66,369		-
Instructional Management	4.00			-	137,702		-
Deans, Directors & Coordinators	23.00			-	534,750		-
CFO / Director of Finance	-			-			-
Operation / Business Manager	7.00			-	96,250.00		-
Administrative Staff	1.00			-	13,520		-
TOTAL ADMINISTRATIVE STAFF	36.00		-	-	848,591	-	-
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	28.00			-	508,171		-
Teachers - SPED	20.00			-	367,986		-
Substitute Teachers	-			-			-
Teaching Assistants	-			-			-
Specialty Teachers	14.00			-	262,500		-
Aides	-			-			-
Therapists & Counselors	7.00			-	127,750.00		-
Other	-			-			-
TOTAL INSTRUCTIONAL	69.00		-	-	1,266,408	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-			-			-
Librarian	-			-			-
Custodian	-			-			-
Security	-			-			-
Other	-			-	29,636		-
TOTAL NON-INSTRUCTIONAL	-		-	-	29,636	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		105.00	-	-	2,144,635	-	-
PAYROLL TAXES AND BENEFITS							
Payroll Taxes				-	164,065		-
Fringe / Employee Benefits				-	233,244.32		-

Total Revenue		-	-	4,568,593	- -
Total Expenses		-	-	4,458,520	- -
Net Income		-	-	110,073	- -
Actual Student Enrollment		-	-	684	- -
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Revised Budget	Variance	Original Budget	Revised Budget Variance
Retirement / Pension			-	<u>35,062</u>	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	432,371	-
TOTAL PERSONNEL SERVICE COSTS		-	-	2,577,006	-
CONTRACTED SERVICES					
Accounting / Audit			-	3,978	-
Legal			-	5,000	-
Management Company Fee			-	768,883	-
Nurse Services			-		-
Food Service / School Lunch			-	138,250	-
Payroll Services			-	5,275	-
Special Ed Services			-		-
Titlement Services (i.e. Title I)			-		-
Other Purchased / Professional / Consulting			-	<u>58,692.50</u>	-
TOTAL CONTRACTED SERVICES		-	-	980,078	-

Total Revenue	-	-	4,568,593	-	-
Total Expenses	-	-	4,458,520	-	-
Net Income	-	-	110,073	-	-
Actual Student Enrollment	-	-	684	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses		-			-
Classroom / Teaching Supplies & Materials		-	38,936		-
Special Ed Supplies & Materials		-			-
Textbooks / Workbooks		-			-
Supplies & Materials other		-	34,514		-
Equipment / Furniture		-	48,934		-
Telephone		-			-
Technology		-	9,500		-
Student Testing & Assessment		-	13,041		-
Field Trips		-	38,929		-
Transportation (student)		-	29,645		-
Student Services - other		-	61,521		-
Office Expense		-	33,461		-
Staff Development		-	62,013		-
Staff Recruitment		-			-
Student Recruitment / Marketing		-	4,500		-
School Meals / Lunch		-	23,500		-
Travel (Staff)		-	12,584		-
Fundraising		-			-
Other		-	900		-
TOTAL SCHOOL OPERATIONS	-	-	411,977	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance		-	18,460		-
Janitorial		-			-
Building and Land Rent / Lease / Facility Finance Interest		-	287,500.00		-
Repairs & Maintenance		-			-
Equipment / Furniture		-			-
Security		-			-
Utilities		-			-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	305,960	-	-
DEPRECIATION & AMORTIZATION		-	90,000		-
RESERVES / CONTINGENCY		-	93,500		-
DEFERRED RENT		-			-

Total Revenue	-	-	4,568,593	-	-	
Total Expenses	-	-	4,458,520	-	-	
Net Income	-	-	110,073	-	-	
Actual Student Enrollment	-	-	684	-	-	
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30			
	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
TOTAL EXPENSES	-	-	<u>4,458,520</u>	-	-	
NET INCOME	-	-	<u>110,073</u>	-	-	

Total Revenue	-	-	4,568,593	-	-
Total Expenses	Quarter - 1/1 - 3/31	-	4,458,520	-	-
Net Income	-	-	110,073	-	-
Actual Student Enrollment	-	-	684	-	-
	Quarter - 1/1 - 3/31	4th Quarter - 4/1 - 6/30			
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	684	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	684	-	-
REVENUE PER PUPIL	-	-	6,679	-	-
EXPENSES PER PUPIL	-	-	6,518	-	-

		DREAM CHARTER SCHOOL				
		Budget / Operating Plan				
		2018-19				
Total Revenue		17,348,921	17,348,921	-	3,687,577	3,687,577
Total Expenses		17,283,580	17,283,580	-	(3,635,925)	(3,635,925)
Net Income		65,341	65,341	-	51,652	51,652
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	2018-19 Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	15,307	10,469,988	10,469,988	-	2,058,635	2,058,635
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,307	10,469,988	10,469,988	-	2,058,635	2,058,635
Special Education Revenue		2,368,261	2,368,261	-	55,990	55,990
Grants						
Stimulus		308,484	308,484	-	76,484	76,484
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
NYC DoE Rental Assistance		890,926	890,926	-	470,914	470,914
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		14,037,658	14,037,658	-	2,662,024	2,662,024
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		131,705	131,705	-	19,255	19,255
Title I		246,240	246,240	-	51,721	51,721
Title Funding - Other		80,712	80,712	-	22,518	22,518
School Food Service (Free Lunch)		470,050	470,050	-	163,713	163,713
Grants						

DESCRIPTION OF ASSUMPTIONS

DREAM CHARTER SCHOOL					
Budget / Operating Plan					
2018-19					
Total Revenue	17,348,921	17,348,921	-	3,687,577	3,687,577
Total Expenses	17,283,580	17,283,580	-	(3,635,925)	(3,635,925)
Net Income	65,341	65,341	-	51,652	51,652
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-
Other	-	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	928,707	928,707	-	257,207	257,207
LOCAL and OTHER REVENUE					
Contributions and Donations	2,352,555	2,352,555	-	787,029	787,029
Fundraising	-	-	-	-	-
Erate Reimbursement	25,000	25,000	-	(17,538)	(17,538)
Earnings on Investments	-	-	-	-	-
Interest Income	5,000	5,000	-	3,014	3,014
Food Service (Income from meals)	-	-	-	-	-
Text Book	-	-	-	-	-
OTHER	-	-	-	(4,158)	(4,158)
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	2,382,555	2,382,555	-	768,346	768,346
TOTAL REVENUE	17,348,921	17,348,921	-	3,687,577	3,687,577

DESCRIPTION OF ASSUMPTIONS

			DREAM CHARTER SCHOOL				
			Budget / Operating Plan			2018-19	
Total Revenue			17,348,921	17,348,921	-	3,687,577	3,687,577
Total Expenses			17,283,580	17,283,580	-	(3,635,925)	(3,635,925)
Net Income			65,341	65,341	-	51,652	51,652
Actual Student Enrollment							
			Total Year		VARIANCE		DESCRIPTION OF ASSUMPTIONS
			Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	Avg. No. of Positions						
Executive Management	1.00		265,476	265,476	-	(7,476)	(7,476)
Instructional Management	4.00		550,808	550,808	-	(133,670)	(133,670)
Deans, Directors & Coordinators	23.00		2,139,000	2,139,000	-	(501,000)	(501,000)
CFO / Director of Finance	-		-	-	-	-	-
Operation / Business Manager	7.00		385,000	385,000	-	(64,806)	(64,806)
Administrative Staff	1.00		54,080	54,080	-	(2,080)	(2,080)
TOTAL ADMINISTRATIVE STAFF	36.00		3,394,364	3,394,364	-	(709,032)	(709,032)
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	28.00		2,032,686	2,032,686	-	(292,201)	(292,201)
Teachers - SPED	20.00		1,471,945	1,471,945	-	(204,826)	(204,826)
Substitute Teachers	-		-	-	-	-	-
Teaching Assistants	-		-	-	-	-	-
Specialty Teachers	14.00		1,050,000	1,050,000	-	(75,000)	(75,000)
Aides	-		-	-	-	-	-
Therapists & Counselors	7.00		511,000	511,000	-	(73,398)	(73,398)
Other	-		-	-	-	-	-
TOTAL INSTRUCTIONAL	69.00		5,065,631	5,065,631	-	(645,425)	(645,425)
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-		-	-	-	-	-
Librarian	-		-	-	-	-	-
Custodian	-		-	-	-	-	-
Security	-		-	-	-	-	-
Other	-		118,544	118,544	-	(24,102)	(24,102)
TOTAL NON-INSTRUCTIONAL	-		118,544	118,544	-	(24,102)	(24,102)
SUBTOTAL PERSONNEL SERVICE COSTS							
	105.00		8,578,539	8,578,539	-	(1,378,559)	(1,378,559)
PAYROLL TAXES AND BENEFITS							
Payroll Taxes			656,258	656,258	-	(105,460)	(105,460)
Fringe / Employee Benefits			932,977	932,977	-	(254,839)	(254,839)

		DREAM CHARTER SCHOOL				
		Budget / Operating Plan				
		2018-19				
Total Revenue		17,348,921	17,348,921	-	3,687,577	3,687,577
Total Expenses		17,283,580	17,283,580	-	(3,635,925)	(3,635,925)
Net Income		65,341	65,341	-	51,652	51,652
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
Retirement / Pension		140,248	140,248	-	(42,473)	(42,473)
TOTAL PAYROLL TAXES AND BENEFITS		1,729,483	1,729,483	-	(402,772)	(402,772)
TOTAL PERSONNEL SERVICE COSTS	105.00	10,308,022	10,308,022	-	(1,781,331)	(1,781,331)
CONTRACTED SERVICES						
Accounting / Audit		15,912	15,912	-	(462)	(462)
Legal		20,000	20,000	-	(5,000)	(5,000)
Management Company Fee		3,075,531	3,075,531	-	(531,149)	(531,149)
Nurse Services		-	-	-	-	-
Food Service / School Lunch		553,000	553,000	-	(115,244)	(115,244)
Payroll Services		21,100	21,100	-	2,376	2,376
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		234,770	234,770	-	(112,630)	(112,630)
TOTAL CONTRACTED SERVICES		3,920,313	3,920,313	-	(762,109)	(762,109)

DESCRIPTION OF ASSUMPTIONS

	DREAM CHARTER SCHOOL				
	Budget / Operating Plan				
	2018-19				
Total Revenue	17,348,921	17,348,921	-	3,687,577	3,687,577
Total Expenses	17,283,580	17,283,580	-	(3,635,925)	(3,635,925)
Net Income	65,341	65,341	-	51,652	51,652
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	-	-	-	-	-
Classroom / Teaching Supplies & Materials	155,742	155,742	-	(15,523)	(15,523)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-
Supplies & Materials other	138,055	138,055	-	(95,164)	(95,164)
Equipment / Furniture	195,736	195,736	-	(132,564)	(132,564)
Telephone	-	-	-	-	-
Technology	38,000	38,000	-	6,313	6,313
Student Testing & Assessment	52,162	52,162	-	(28,343)	(28,343)
Field Trips	155,717	155,717	-	(63,717)	(63,717)
Transportation (student)	118,580	118,580	-	(29,637)	(29,637)
Student Services - other	246,085	246,085	-	(89,844)	(89,844)
Office Expense	133,844	133,844	-	20,155	20,155
Staff Development	248,050	248,050	-	(69,498)	(69,498)
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	18,000	18,000	-	(10,480)	(10,480)
School Meals / Lunch	94,000	94,000	-	(8,075)	(8,075)
Travel (Staff)	50,335	50,335	-	(17,247)	(17,247)
Fundraising	-	-	-	-	-
Other	3,600	3,600	-	(245)	(245)
TOTAL SCHOOL OPERATIONS	1,647,906	1,647,906	-	(533,869)	(533,869)
FACILITY OPERATION & MAINTENANCE					
Insurance	73,839	73,839	-	(5,322)	(5,322)
Janitorial	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	1,150,000	1,150,000	-	(552,294)	(552,294)
Repairs & Maintenance	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,223,839	1,223,839	-	(557,616)	(557,616)
DEPRECIATION & AMORTIZATION	90,000	90,000	-	(1,000)	(1,000)
RESERVES / CONTINGENCY	93,500	93,500	-	-	-
DEFERRED RENT					

DESCRIPTION OF ASSUMPTIONS

	DREAM CHARTER SCHOOL				
	Budget / Operating Plan				
	2018-19				
Total Revenue	17,348,921	17,348,921	-	3,687,577	3,687,577
Total Expenses	17,283,580	17,283,580	-	(3,635,925)	(3,635,925)
Net Income	65,341	65,341	-	51,652	51,652
Actual Student Enrollment					
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
TOTAL EXPENSES	<u>17,283,580</u>	<u>17,283,580</u>	-	<u>(3,635,925)</u>	<u>(3,635,925)</u>
NET INCOME	<u>65,341</u>	<u>65,341</u>	-	<u>51,652</u>	<u>51,652</u>

DESCRIPTION OF ASSUMPTIONS

		DREAM CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2018-19		
Total Revenue		17,348,921	17,348,921	-	3,687,577	3,687,577	
Total Expenses		17,283,580	17,283,580	-	(3,635,925)	(3,635,925)	
Net Income		65,341	65,341	-	51,652	51,652	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Number of Districts:							
NYC CHANCELLOR'S OFFICE							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
-							
ALL OTHER School Districts: (Weighted Avg)							
TOTAL ENROLLMENT							
REVENUE PER PUPIL							
EXPENSES PER PUPIL							

	DREAM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue	13,661,344	4,260,109	-	-	4,260,109	-	-	4,260,109
Total Expenses	13,647,655	4,275,020	-	-	4,275,020	-	-	4,275,020
Net Income	13,689	(14,911)	-	-	(14,911)	-	-	(14,911)
Actual Student Enrollment	580	684	-	-	684	-	-	684
	Prior Year Actual 2017-18 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES {enter descriptions below}								
Example - Add Back Depreciation	89,000	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Operating Activities	89,000	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES {enter descriptions below}								
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {enter descriptions below}								
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	89,000	-	-	-	-	-	-	-
NET INCOME	102,689	(14,911)	-	-	(14,911)	-	-	(14,911)
Beginning Cash Balance	569,729	672,418	-	-	657,507	-	-	642,597
ENDING CASH BALANCE	672,418	657,507	-	-	642,597	-	-	627,686

Total Revenue	-	-	4,568,593	-	-
Total Expenses	-	-	4,458,520	-	-
Net Income	-	-	110,073	-	-
Actual Student Enrollment	-	-	684	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Back Depreciation	-	-	89,000	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	89,000	-	-
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES <i>{enter descriptions below}</i>					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	89,000	-	-
NET INCOME	-	-	199,073	-	-
Beginning Cash Balance	-	-	627,686	-	-
ENDING CASH BALANCE	-	-	826,759	-	-

		DREAM CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan				2018-19	
Total Revenue		17,348,921	17,348,921	-	3,687,577	3,687,577	
Total Expenses		17,283,580	17,283,580	-	(3,635,925)	(3,635,925)	
Net Income		65,341	65,341	-	51,652	51,652	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES {enter descriptions below}							
Example - Add Back Depreciation		89,000	89,000	-	-	-	
Other		-	-	-	-	-	
Total Operating Activities		89,000	89,000	-	-	-	
INVESTMENT ACTIVITIES {enter descriptions below}							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	
Other		-	-	-	-	-	
Total Investment Activities		-	-	-	-	-	
FINANCING ACTIVITIES {enter descriptions below}							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	
Other		-	-	-	-	-	
Total Financing Activities		-	-	-	-	-	
Total Cash Flow Adjustments		89,000	89,000	-	-	-	
NET INCOME		154,341	154,341	-	51,652	51,652	
Beginning Cash Balance		672,418	672,418	-	102,689	102,689	
ENDING CASH BALANCE		826,759	826,759	-	154,341	154,341	

**DREAM CHARTER SCHOOL
BALANCE SHEET
2018-19**

	<u>Prior Year</u>	<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
	<u>2017-18</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	2,602,564	-	-	-	-
Grants and contracts receivable	182,224	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	35,294	-	-	-	-
Contributions and other receivables	200,000	-	-	-	-
TOTAL CURRENT ASSETS	3,020,082	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	144,570	-	-	-	-
<u>OTHER ASSETS</u>	11,775	-	-	-	-
TOTAL ASSETS	3,176,427	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	87,660	-	-	-	-
Accrued payroll and benefits	1,341	-	-	-	-
Deferred Revenue	909,795	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	664,051	-	-	-	-
TOTAL CURRENT LIABILITIES	1,662,846	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	1,662,846	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	1,463,581	-	-	-	-
Temporarily restricted	50,000	-	-	-	-
TOTAL NET ASSETS	1,513,581	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	3,176,427	-	-	-	-

2018-19

Total Revenue	-	4,260,109	-	-	4,260,109	-	-
Total Expenses	-	4,275,020	-	-	4,275,020	-	-
Net Income	-	(14,911)	-	-	(14,911)	-	-
Actual Student Enrollment	-	684	-	-	684	-	-

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

1st Quarter - 7/1 - 9/30

2nd Quarter - 10/1 - 12/31

3rd Quarter - 1/1 - 3/31

Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
--------	----------------	----------	--------	----------------	----------	--------

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

2018-19
Per Pupil Rate

NYC CHANCELLOR'S OFFICE

15,307

-

-

-

-

-

-

-

-

-

-

-

-

-

-

ALL OTHER School Districts: (Count = 0)

TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)

15,307

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Development)

Other

NYC DoE Rental Assistance

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

2018-19

Total Revenue	-	4,260,109	-	-	4,260,109	-	-
Total Expenses	-	4,275,020	-	-	4,275,020	-	-
Net Income	-	(14,911)	-	-	(14,911)	-	-
Actual Student Enrollment	-	684	-	-	684	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
Other		-	-		-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	232,177	-	-	232,177	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations		588,139	-		588,139	-	
Fundraising		-	-		-	-	
Erate Reimbursement		6,250	-		6,250	-	
Earnings on Investments		-	-		-	-	
Interest Income		1,250	-		1,250	-	
Food Service (Income from meals)		-	-		-	-	
Text Book		-	-		-	-	
OTHER		-	-		-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	595,639	-	-	595,639	-	-
TOTAL REVENUE	-	4,260,109	-	-	4,260,109	-	-

2018-19

Total Revenue	-	4,260,109	-	-	4,260,109	-	-
Total Expenses	-	4,275,020	-	-	4,275,020	-	-
Net Income	-	(14,911)	-	-	(14,911)	-	-
Actual Student Enrollment	-	684	-	-	684	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual

EXPENSES

Quarter 0

No. of Positions

ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management	-	66,369	-	66,369	-	-
Instructional Management	-	137,702	-	137,702	-	-
Deans, Directors & Coordinators	-	534,750	-	534,750	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	-	96,250	-	96,250	-	-
Administrative Staff	-	13,520	-	13,520	-	-
TOTAL ADMINISTRATIVE STAFF	-	848,591	-	848,591	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	508,171	-	508,171	-	-
Teachers - SPED	-	367,986	-	367,986	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	262,500	-	262,500	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	127,750	-	127,750	-	-
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	1,266,408	-	1,266,408	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	29,636	-	29,636	-	-
TOTAL NON-INSTRUCTIONAL	-	29,636	-	29,636	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

-	-	2,144,635	-	2,144,635	-	-
---	---	-----------	---	-----------	---	---

PAYROLL TAXES AND BENEFITS

Payroll Taxes	-	164,065	-	164,065	-	-
Fringe / Employee Benefits	-	233,244	-	233,244	-	-
Retirement / Pension	-	35,062	-	35,062	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	432,371	-	432,371	-	-

TOTAL PERSONNEL SERVICE COSTS

-	-	2,577,006	-	2,577,006	-	-
---	---	-----------	---	-----------	---	---

2018-19

Total Revenue	-	4,260,109	-	-	4,260,109	-	-
Total Expenses	-	4,275,020	-	-	4,275,020	-	-
Net Income	-	(14,911)	-	-	(14,911)	-	-
Actual Student Enrollment	-	684	-	-	684	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
CONTRACTED SERVICES							
Accounting / Audit		3,978	-		3,978	-	
Legal		5,000	-		5,000	-	
Management Company Fee		768,883	-		768,883	-	
Nurse Services		-	-		-	-	
Food Service / School Lunch		138,250	-		138,250	-	
Payroll Services		5,275	-		5,275	-	
Special Ed Services		-	-		-	-	
Titlment Services (i.e. Title I)		-	-		-	-	
Other Purchased / Professional / Consulting		58,693	-		58,693	-	
TOTAL CONTRACTED SERVICES	-	980,078	-	-	980,078	-	-

2018-19

Total Revenue	-	4,260,109	-	-	4,260,109	-	-
Total Expenses	-	4,275,020	-	-	4,275,020	-	-
Net Income	-	(14,911)	-	-	(14,911)	-	-
Actual Student Enrollment	-	684	-	-	684	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
SCHOOL OPERATIONS							
Board Expenses		-	-		-	-	
Classroom / Teaching Supplies & Materials		38,936	-		38,936	-	
Special Ed Supplies & Materials		-	-		-	-	
Textbooks / Workbooks		-	-		-	-	
Supplies & Materials other		34,514	-		34,514	-	
Equipment / Furniture		48,934	-		48,934	-	
Telephone		-	-		-	-	
Technology		9,500	-		9,500	-	
Student Testing & Assessment		13,041	-		13,041	-	
Field Trips		38,929	-		38,929	-	
Transportation (student)		29,645	-		29,645	-	
Student Services - other		61,521	-		61,521	-	
Office Expense		33,461	-		33,461	-	
Staff Development		62,013	-		62,013	-	
Staff Recruitment		-	-		-	-	
Student Recruitment / Marketing		4,500	-		4,500	-	
School Meals / Lunch		23,500	-		23,500	-	
Travel (Staff)		12,584	-		12,584	-	
Fundraising		-	-		-	-	
Other		900	-		900	-	
TOTAL SCHOOL OPERATIONS	-	411,977	-	-	411,977	-	-
FACILITY OPERATION & MAINTENANCE							
Insurance		18,460	-		18,460	-	
Janitorial		-	-		-	-	
Building and Land Rent / Lease / Facility Finance Interest		287,500	-		287,500	-	
Repairs & Maintenance		-	-		-	-	
Equipment / Furniture		-	-		-	-	
Security		-	-		-	-	
Utilities		-	-		-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	305,960	-	-	305,960	-	-
DEPRECIATION & AMORTIZATION		-	-		-	-	
RESERVES / CONTINGENCY		-	-		-	-	
DEFERRED RENT		-	-		-	-	

2018-19

Total Revenue	-	4,260,109	-	-	4,260,109	-	-
Total Expenses	-	4,275,020	-	-	4,275,020	-	-
Net Income	-	(14,911)	-	-	(14,911)	-	-
Actual Student Enrollment	-	684	-	-	684	-	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual
TOTAL EXPENSES	-	4,275,020	-	-	4,275,020	-	-
NET INCOME	-	(14,911)	-	-	(14,911)	-	-

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

POL n						
Total Revenue	4,260,109	-	-	4,568,593	-	
Total Expenses	4,275,020	-	-	4,458,520	-	
Net Income	(14,911)	-	-	110,073	-	
Actual Student Enrollment	684	-	-	684	-	
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed						
		Current Budget	Variance	Actual	Current Budget	Variance
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue	2018-19 Per Pupil Rate					
NYC CHANCELLOR'S OFFICE	15,307	2,617,497	-		2,617,497	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
-	-	-	-		-	-
ALL OTHER School Districts: (Count = 0)	-	-	-		-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,307	2,617,497	-	-	2,617,497	-
Special Education Revenue		592,065	-		592,065	-
Grants						
Stimulus		-	-		308,484	-
DYCD (Department of Youth and Community Development)		-	-		-	-
Other		-	-		-	-
NYC DoE Rental Assistance		222,731	-		222,731	-
Other		-	-		-	-
TOTAL REVENUE FROM STATE SOURCES		3,432,294	-	-	3,740,778	-
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		32,926	-		32,926	-
Title I		61,560	-		61,560	-
Title Funding - Other		20,178	-		20,178	-
School Food Service (Free Lunch)		117,513	-		117,513	-
Grants						
Charter School Program (CSP) Planning & Implementation		-	-		-	-
Other		-	-		-	-

POL n					
Total Revenue	4,260,109	-	-	4,568,593	-
Total Expenses	4,275,020	-	-	4,458,520	-
Net Income	(14,911)	-	-	110,073	-
Actual Student Enrollment	684	-	-	684	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
		Current Budget	Variance	Actual	Current Budget Variance
Other		-	-		- -
TOTAL REVENUE FROM FEDERAL SOURCES		232,177	-	-	232,177 -
LOCAL and OTHER REVENUE					
Contributions and Donations		588,139	-		588,139 -
Fundraising		-	-		- -
Erate Reimbursement		6,250	-		6,250 -
Earnings on Investments		-	-		- -
Interest Income		1,250	-		1,250 -
Food Service (Income from meals)		-	-		- -
Text Book		-	-		- -
OTHER		-	-		- -
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		595,639	-	-	595,639 -
TOTAL REVENUE		4,260,109	-	-	4,568,593 -

POL n						
Total Revenue	4,260,109	-	-	4,568,593	-	
Total Expenses	4,275,020	-	-	4,458,520	-	
Net Income	(14,911)	-	-	110,073	-	
Actual Student Enrollment	684	-	-	684	-	
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed						
		Current Budget	Variance	Actual	Current Budget	Variance
EXPENSES	Quarter 0					
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions					
Executive Management	-	66,369	-		66,369	-
Instructional Management	-	137,702	-		137,702	-
Deans, Directors & Coordinators	-	534,750	-		534,750	-
CFO / Director of Finance	-	-	-		-	-
Operation / Business Manager	-	96,250	-		96,250	-
Administrative Staff	-	13,520	-		13,520	-
TOTAL ADMINISTRATIVE STAFF	-	848,591	-	-	848,591	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	508,171	-		508,171	-
Teachers - SPED	-	367,986	-		367,986	-
Substitute Teachers	-	-	-		-	-
Teaching Assistants	-	-	-		-	-
Specialty Teachers	-	262,500	-		262,500	-
Aides	-	-	-		-	-
Therapists & Counselors	-	127,750	-		127,750	-
Other	-	-	-		-	-
TOTAL INSTRUCTIONAL	-	1,266,408	-	-	1,266,408	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-		-	-
Librarian	-	-	-		-	-
Custodian	-	-	-		-	-
Security	-	-	-		-	-
Other	-	29,636	-		29,636	-
TOTAL NON-INSTRUCTIONAL	-	29,636	-	-	29,636	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	2,144,635	-	-	2,144,635	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		164,065	-		164,065	-
Fringe / Employee Benefits		233,244	-		233,244	-
Retirement / Pension		35,062	-		35,062	-
TOTAL PAYROLL TAXES AND BENEFITS		432,371	-	-	432,371	-
TOTAL PERSONNEL SERVICE COSTS	-	2,577,006	-	-	2,577,006	-

JOL n					
Total Revenue	4,260,109	-	-	4,568,593	-
Total Expenses	4,275,020	-	-	4,458,520	-
Net Income	(14,911)	-	-	110,073	-
Actual Student Enrollment	684	-	-	684	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		JOL n			
		Current Budget	Variance	Actual	Current Budget Variance
CONTRACTED SERVICES					
Accounting / Audit	3,978	-		3,978	-
Legal	5,000	-		5,000	-
Management Company Fee	768,883	-		768,883	-
Nurse Services	-	-		-	-
Food Service / School Lunch	138,250	-		138,250	-
Payroll Services	5,275	-		5,275	-
Special Ed Services	-	-		-	-
Titlement Services (i.e. Title I)	-	-		-	-
Other Purchased / Professional / Consulting	58,693	-		58,693	-
TOTAL CONTRACTED SERVICES	980,078	-	-	980,078	-

POL n					
Total Revenue	4,260,109	-	-	4,568,593	-
Total Expenses	4,275,020	-	-	4,458,520	-
Net Income	(14,911)	-	-	110,073	-
Actual Student Enrollment	684	-	-	684	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
		Current Budget	Variance	Actual	Current Budget Variance
SCHOOL OPERATIONS					
Board Expenses	-	-		-	-
Classroom / Teaching Supplies & Materials	38,936	-		38,936	-
Special Ed Supplies & Materials	-	-		-	-
Textbooks / Workbooks	-	-		-	-
Supplies & Materials other	34,514	-		34,514	-
Equipment / Furniture	48,934	-		48,934	-
Telephone	-	-		-	-
Technology	9,500	-		9,500	-
Student Testing & Assessment	13,041	-		13,041	-
Field Trips	38,929	-		38,929	-
Transportation (student)	29,645	-		29,645	-
Student Services - other	61,521	-		61,521	-
Office Expense	33,461	-		33,461	-
Staff Development	62,013	-		62,013	-
Staff Recruitment	-	-		-	-
Student Recruitment / Marketing	4,500	-		4,500	-
School Meals / Lunch	23,500	-		23,500	-
Travel (Staff)	12,584	-		12,584	-
Fundraising	-	-		-	-
Other	900	-		900	-
TOTAL SCHOOL OPERATIONS	411,977	-	-	411,977	-
FACILITY OPERATION & MAINTENANCE					
Insurance	18,460	-		18,460	-
Janitorial	-	-		-	-
Building and Land Rent / Lease / Facility Finance Interest	287,500	-		287,500	-
Repairs & Maintenance	-	-		-	-
Equipment / Furniture	-	-		-	-
Security	-	-		-	-
Utilities	-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	305,960	-	-	305,960	-
DEPRECIATION & AMORTIZATION					
	-	-		90,000	-
RESERVES / CONTINGENCY					
	-	-		93,500	-
DEFERRED RENT					

POL					
n					
POL					
Total Revenue	4,260,109	-	-	4,568,593	-
Total Expenses	4,275,020	-	-	4,458,520	-
Net Income	(14,911)	-	-	110,073	-
Actual Student Enrollment	684	-	-	684	-
			4th Quarter - 4/1 - 6/30		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed			Current		
			Budget		
			Variance		
			Actual		
			Current		
			Budget		
			Variance		
TOTAL EXPENSES	4,275,020	-	-	4,458,520	-
NET INCOME	(14,911)	-	-	110,073	-

Enrollment					
Total Revenue	4,260,109	-	-	4,568,593	-
Total Expenses	4,275,020	-	-	4,458,520	-
Net Income	(14,911)	-	-	110,073	-
Actual Student Enrollment	Quarter - 1/1 - 3/31 684	-	-	684	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
		Current Budget	Variance	Actual	Current Budget Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	684	-	-	684	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-
TOTAL ENROLLMENT	684	-	-	684	-
REVENUE PER PUPIL	6,228	-	-	6,679	-
EXPENSES PER PUPIL	6,250	-	-	6,518	-

--

2018-19

Total Revenue	-	-	-	17,348,921	(17,348,921)	-	-	17,348,9
Total Expenses	-	-	-	17,283,580	17,283,580	-	-	17,283,5
Net Income	-	-	-	65,341	(65,341)	-	-	65,3
Actual Student Enrollment	-	-	-			-	-	

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

TOTALS AND VARIANCE ANALYSIS

	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
--	---	------------------------------------	------------------------	---------------------------------------	--	-------------------------------------	----------------------

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

2018-19
Per Pupil Rate

NYC CHANCELLOR'S OFFICE

[illegible]

ALL OTHER School Districts: (Count = 0)

TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)

Special Education Revenue

Grants

Stimulus

DYCD (Department of Youth and Community Development)

Other

NYC DoE Rental Assistance

Other

TOTAL REVENUE FROM STATE SOURCES

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

[illegible]

				DREAM CHARTER SCHOOL Budget / Operating Plan							
				2018-19							
Total Revenue	-	-	-	17,348,921	(17,348,921)	-	-	17,348,9			
Total Expenses	-	-	-	17,283,580	17,283,580	-	-	17,283,5			
Net Income	-	-	-	65,341	(65,341)	-	-	65,3			
Actual Student Enrollment	-	-	-			-	-				
				TOTALS AND VARIANCE ANALYSIS							
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
Other				-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES				-	-	-	928,707	(928,707)	-	-	928,7
LOCAL and OTHER REVENUE											
Contributions and Donations				-	-	-	2,352,555	(2,352,555)	-	-	2,352,5
Fundraising				-	-	-	-	-	-	-	-
Erate Reimbursement				-	-	-	25,000	(25,000)	-	-	25,0
Earnings on Investments				-	-	-	-	-	-	-	-
Interest Income				-	-	-	5,000	(5,000)	-	-	5,0
Food Service (Income from meals)				-	-	-	-	-	-	-	-
Text Book				-	-	-	-	-	-	-	-
OTHER				-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				-	-	-	2,382,555	(2,382,555)	-	-	2,382,5
TOTAL REVENUE				-	-	-	17,348,921	(17,348,921)	-	-	17,348,9

				DREAM CHARTER SCHOOL							
				Budget / Operating Plan							
				2018-19							
Total Revenue	-	-	-	17,348,921	(17,348,921)	-	-	17,348,9			
Total Expenses	-	-	-	17,283,580	17,283,580	-	-	17,283,5			
Net Income	-	-	-	65,341	(65,341)	-	-	65,3			
Actual Student Enrollment	-	-	-			-	-				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				TOTALS AND VARIANCE ANALYSIS							
				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS											
Executive Management	-	Quarter 0	No. of Positions	-	-	-	265,476	265,476	-	-	265,4
Instructional Management	-			-	-	-	550,808	550,808	-	-	550,8
Deans, Directors & Coordinators	-			-	-	-	2,139,000	2,139,000	-	-	2,139,0
CFO / Director of Finance	-			-	-	-	-	-	-	-	
Operation / Business Manager	-			-	-	-	385,000	385,000	-	-	385,0
Administrative Staff	-			-	-	-	54,080	54,080	-	-	54,0
TOTAL ADMINISTRATIVE STAFF	-			-	-	-	3,394,364	3,394,364	-	-	3,394,3
INSTRUCTIONAL PERSONNEL COSTS											
Teachers - Regular	-			-	-	-	2,032,686	2,032,686	-	-	2,032,6
Teachers - SPED	-			-	-	-	1,471,945	1,471,945	-	-	1,471,9
Substitute Teachers	-			-	-	-	-	-	-	-	
Teaching Assistants	-			-	-	-	-	-	-	-	
Specialty Teachers	-			-	-	-	1,050,000	1,050,000	-	-	1,050,0
Aides	-			-	-	-	-	-	-	-	
Therapists & Counselors	-			-	-	-	511,000	511,000	-	-	511,0
Other	-			-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	-			-	-	-	5,065,631	5,065,631	-	-	5,065,6
NON-INSTRUCTIONAL PERSONNEL COSTS											
Nurse	-			-	-	-	-	-	-	-	
Librarian	-			-	-	-	-	-	-	-	
Custodian	-			-	-	-	-	-	-	-	
Security	-			-	-	-	-	-	-	-	
Other	-			-	-	-	118,544	118,544	-	-	118,5
TOTAL NON-INSTRUCTIONAL	-			-	-	-	118,544	118,544	-	-	118,5
SUBTOTAL PERSONNEL SERVICE COSTS				-	-	-	8,578,539	8,578,539	-	-	8,578,5
PAYROLL TAXES AND BENEFITS											
Payroll Taxes	-			-	-	-	656,258	656,258	-	-	656,2
Fringe / Employee Benefits	-			-	-	-	932,977	932,977	-	-	932,9
Retirement / Pension	-			-	-	-	140,248	140,248	-	-	140,2
TOTAL PAYROLL TAXES AND BENEFITS	-			-	-	-	1,729,483	1,729,483	-	-	1,729,4
TOTAL PERSONNEL SERVICE COSTS				-	-	-	10,308,022	10,308,022	-	-	10,308,0

	DREAM CHARTER SCHOOL Budget / Operating Plan 2018-19							
Total Revenue	-	-	-	17,348,921	(17,348,921)	-	-	17,348,921
Total Expenses	-	-	-	17,283,580	17,283,580	-	-	17,283,580
Net Income	-	-	-	65,341	(65,341)	-	-	65,341
Actual Student Enrollment	-	-	-			-	-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS							
	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
CONTRACTED SERVICES								
Accounting / Audit	-	-	-	15,912	15,912	-	-	15,912
Legal	-	-	-	20,000	20,000	-	-	20,000
Management Company Fee	-	-	-	3,075,531	3,075,531	-	-	3,075,531
Nurse Services	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	553,000	553,000	-	-	553,000
Payroll Services	-	-	-	21,100	21,100	-	-	21,100
Special Ed Services	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	234,770	234,770	-	-	234,770
TOTAL CONTRACTED SERVICES	-	-	-	3,920,313	3,920,313	-	-	3,920,313

				DREAM CHARTER SCHOOL Budget / Operating Plan 2018-19				

				DREAM CHARTER SCHOOL							
				Budget / Operating Plan							
				2018-19							
Total Revenue	-	-	-	17,348,921	(17,348,921)	-	-	17,348,9			
Total Expenses	-	-	-	17,283,580	17,283,580	-	-	17,283,5			
Net Income	-	-	-	65,341	(65,341)	-	-	65,3			
Actual Student Enrollment	-	-	-			-	-				
				TOTALS AND VARIANCE ANALYSIS							
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget -	
				Actual							
TOTAL EXPENSES				-	-	-	17,283,580	17,283,580	-	-	17,283,5
NET INCOME				-	-	-	65,341	(65,341)	-	-	65,3

				2018-19 DREAM CHARTER SCHOOL Budget / Operating Plan							
				2018-19							
Total Revenue	-	-	-	17,348,921	(17,348,921)	-	-	17,348,921			
Total Expenses	-	-	-	17,283,580	17,283,580	-	-	17,283,580			
Net Income	-	-	-	65,341	(65,341)	-	-	65,341			
Actual Student Enrollment	-	-	-		TOTALS	AND VARIANCE ANALYSIS					
				TOTALS AND VARIANCE ANALYSIS							
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY
ENROLLMENT - *School Districts Are Linked To Above Entries*				* Enrollment Data Based on Last Actual Quarter Completed							
NYC CHANCELLOR'S OFFICE				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
-				-	-	-			-	-	
ALL OTHER School Districts: (Count = 0)				-	-	-			-	-	
TOTAL ENROLLMENT				-	-	-			-	-	
REVENUE PER PUPIL				-	-	-			-	-	
EXPENSES PER PUPIL				-	-	-			-	-	

Total Revenue		(17,348,921)	-	-
Total Expenses		17,283,580	-	-
Net Income		(65,341)	-	-
Actual Student Enrollment			-	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue	2018-19 Per Pupil Rate			
NYC CHANCELLOR'S OFFICE	15,307	(10,409,900)	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,307	(10,469,988)	-	-
Special Education Revenue		(2,368,261)	-	-
Grants				
Stimulus		(308,484)	-	-
DYCD (Department of Youth and Community Development)		-	-	-
Other		-	-	-
NYC DoE Rental Assistance		(890,926)	-	-
Other		-	-	-
TOTAL REVENUE FROM STATE SOURCES		(14,037,658)	-	-
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		(131,705)	-	-
Title I		(246,240)	-	-
Title Funding - Other		(80,712)	-	-
School Food Service (Free Lunch)		(470,050)	-	-
Grants				
Charter School Program (CSP) Planning & Implementation		-	-	-
Other		-	-	-

Total Revenue	(17,348,921)	-	-
Total Expenses	17,283,580	-	-
Net Income	(65,341)	-	-
Actual Student Enrollment		-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
Other	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	(928,707)	-	-
LOCAL and OTHER REVENUE			
Contributions and Donations	(2,352,555)	-	-
Fundraising	-	-	-
Erate Reimbursement	(25,000)	-	-
Earnings on Investments	-	-	-
Interest Income	(5,000)	-	-
Food Service (Income from meals)	-	-	-
Text Book	-	-	-
OTHER	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	(2,382,555)	-	-
TOTAL REVENUE	(17,348,921)	-	-

Total Revenue	(17,348,921)	-	-
Total Expenses	17,283,580	-	-
Net Income	(65,341)	-	-
Actual Student Enrollment		-	-

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

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

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	Quarter 0 No. of Positions			
Executive Management	-	265,476	-	-
Instructional Management	-	550,808	-	-
Deans, Directors & Coordinators	-	2,139,000	-	-
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	-	385,000	-	-
Administrative Staff	-	54,080	-	-
TOTAL ADMINISTRATIVE STAFF	-	3,394,364	-	-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	2,032,686	-	-
Teachers - SPED	-	1,471,945	-	-
Substitute Teachers	-	-	-	-
Teaching Assistants	-	-	-	-
Specialty Teachers	-	1,050,000	-	-
Aides	-	-	-	-
Therapists & Counselors	-	511,000	-	-
Other	-	-	-	-
TOTAL INSTRUCTIONAL	-	5,065,631	-	-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	118,544	-	-
TOTAL NON-INSTRUCTIONAL	-	118,544	-	-

SUBTOTAL PERSONNEL SERVICE COSTS

PAYROLL TAXES AND BENEFITS

Payroll Taxes		656,258	-	-
Fringe / Employee Benefits		932,977	-	-
Retirement / Pension		140,248	-	-
TOTAL PAYROLL TAXES AND BENEFITS		1,729,483	-	-

TOTAL PERSONNEL SERVICE COSTS

	-	10,308,022	-	-
--	---	------------	---	---

Total Revenue	(17,348,921)	-	-
Total Expenses	17,283,580	-	-
Net Income	(65,341)	-	-
Actual Student Enrollment		-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Actual CY vs. Actual PY
CONTRACTED SERVICES			
Accounting / Audit	15,912	-	-
Legal	20,000	-	-
Management Company Fee	3,075,531	-	-
Nurse Services	-	-	-
Food Service / School Lunch	553,000	-	-
Payroll Services	21,100	-	-
Special Ed Services	-	-	-
Titlement Services (i.e. Title I)	-	-	-
Other Purchased / Professional / Consulting	234,770	-	-
TOTAL CONTRACTED SERVICES	3,920,313	-	-

Total Revenue	(17,348,921)	-	-
Total Expenses	17,283,580	-	-
Net Income	(65,341)	-	-
Actual Student Enrollment		-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY vs. Actual PY
SCHOOL OPERATIONS			
Board Expenses	-	-	-
Classroom / Teaching Supplies & Materials	155,742	-	-
Special Ed Supplies & Materials	-	-	-
Textbooks / Workbooks	-	-	-
Supplies & Materials other	138,055	-	-
Equipment / Furniture	195,736	-	-
Telephone	-	-	-
Technology	38,000	-	-
Student Testing & Assessment	52,162	-	-
Field Trips	155,717	-	-
Transportation (student)	118,580	-	-
Student Services - other	246,085	-	-
Office Expense	133,844	-	-
Staff Development	248,050	-	-
Staff Recruitment	-	-	-
Student Recruitment / Marketing	18,000	-	-
School Meals / Lunch	94,000	-	-
Travel (Staff)	50,335	-	-
Fundraising	-	-	-
Other	3,600	-	-
TOTAL SCHOOL OPERATIONS	1,647,906	-	-
FACILITY OPERATION & MAINTENANCE			
Insurance	73,839	-	-
Janitorial	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	1,150,000	-	-
Repairs & Maintenance	-	-	-
Equipment / Furniture	-	-	-
Security	-	-	-
Utilities	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,223,839	-	-
DEPRECIATION & AMORTIZATION	90,000	-	-
RESERVES / CONTINGENCY	93,500	-	-
DEFERRED RENT			

--

Total Revenue	(17,348,921)	-	-
Total Expenses	17,283,580	-	-
Net Income	(65,341)	-	-
Actual Student Enrollment		-	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
TOTAL EXPENSES	17,283,580	-	-
NET INCOME	(65,341)	-	-

				-
				-
Total Revenue	(17,348,921)	-	-	-
Total Expenses	17,283,580	-	-	-
Net Income	(65,341)	-	-	-
Actual Student Enrollment		-		
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY	Actual CY vs. Actual PY
ENROLLMENT - *School Districts Are Linked To Above Entries*				
NYC CHANCELLOR'S OFFICE			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
-			-	-
ALL OTHER School Districts: (Count = 0)			-	-
TOTAL ENROLLMENT			-	-
REVENUE PER PUPIL			-	-
EXPENSES PER PUPIL			-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
DREAM CHARTER SCHOOL
2018-19

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

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

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

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Ashish Doshi

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

DREAM Charter School

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

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

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

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

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


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

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

--	--	--	--

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

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

DocuSigned by:

A44B70F04CD246F...

7/23/2018 9:58:24 AM EDT

Signature

Date

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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Brad Visokey

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

DREAM Charter School

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

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

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

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

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


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

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

--	--	--	--

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

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

DocuSigned by:

 7A18A1DE6E7144E...

7/21/2018 7:31:30 PM EDT

Signature

Date

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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Claudia Zeldin

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

DREAM Charter School

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

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

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

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

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


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

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

--	--	--	--

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

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

DocuSigned by:

 E30518F69ED14CF...

7/23/2018 12:36:22 PM EDT

Signature

Date

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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

David Kirsch

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

Dream Charter School

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

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

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

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

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


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

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

--	--	--	--

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

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

DocuSigned by:

 3D92C4D0293549F...

7/20/2018 3:51:46 PM EDT

Signature

Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Jonathan Gyurko

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

Dream Charter School

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

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

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

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

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

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

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

--	--	--	--

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

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

DocuSigned by:

 B562E25822134A9...

7/23/2018 11:23:46 AM EDT

Signature

Date

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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Michele Joerg

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

DREAM Charter School

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

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

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

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

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

I am a board member of the institutional partner, DREAM.


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

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

--	--	--	--

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

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

DocuSigned by:

 6ADEDB90470445F...

7/20/2018 7:46:32 PM EDT

Signature

Date

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

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]

<p align="center">Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee</p>

Trustee Name:

Jonathan Schmerin

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

DREAM Charter School

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

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

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

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

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

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

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

--	--	--	--

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

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

DocuSigned by:

 63E823DBFB6F465...

7/21/2018 10:04:26 PM EDT

Signature

Date

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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 

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

Trustee Name:

Richard Berlin

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

Dream Charter School

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

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

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

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

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

Executive Director- responsible for overseeing the administration, programs and strategic plan of the organization. Salary: \$309,695. Start date: 3/18/1999.

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

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

--	--	--	--

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

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

DocuSigned by:

 79AB315408F44E8...

7/24/2018 11:40:41 AM EDT

Signature

Date

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

Business Telephone: 

Business Address: 

E-mail Address: 

Home Telephone: 

Home Address: 



Entry 8 BOT Table

Last updated: 07/29/2018

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

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Richard A. Berlin [REDACTED]	Chair	Executive	Yes	11	07/01/2017	07/01/2018	10
2	Ashish B. Doshi, [REDACTED]	Treasurer	Executive, Finance	Yes	5	07/01/2017	07/01/2018	10
3	Jonathan Gyurko, [REDACTED]	Trustee/Member	Executive	Yes	4	07/01/2017	07/01/2018	10
4	Michele Joerg, [REDACTED]	Vice Chair	Executive	Yes	11	07/01/2017	07/01/2018	10
5	David Kirsch, [REDACTED]	Trustee/Member	Executive	Yes	4	07/01/2017	07/01/2018	8
6	Jonathan E. Schmerin, [REDACTED]	Trustee/Member	Executive, Finance	Yes	6	07/01/2017	07/01/2018	10
	Brad							

7	Visokey, [REDACTED]	Trustee/M ember	Executive , Finance	Yes	4	07/01/20 17	07/01/20 18	10
8	Claudia Zeldin, [REDACTED]	Secretary		Yes	10	07/01/20 17	07/01/20 18	12
9								

1a. Are there more that 9 members of the Board of Trustees? No

2. Total number of members on June 30, 2018 8

3. Total number of members joining the Board during the 2017-18 school year 0

4. Total number of members departing the Board during the 2017-18 school year 0

5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes 5

6. Number of Board meetings conducted during the 2017-18 School Year 12

7. Number of Board meetings scheduled for the coming 2018-19 school year 12

Thank you.



Entry 10 Enrollment and Retention of Special Populations

Last updated: 07/30/2018

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

DREAM CS (NYC CHANCELLOR)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	<p>Each year, DREAM’s recruitment activities begin in October and end in mid-April. All activities are managed by the Family Engagement Department. This department seeks to provide culturally appropriate, family-friendly processes that stress the impact of meaningful family involvement from the time a family applies until their child graduates.</p> <p>The Family Engagement team maintains relationships with schools, community based organizations, PreK programs, and daycare sites throughout the community. Visits are scheduled at these sites from January through April to provide information to community members and encourage families to apply. The Family Engagement team also makes recruitment presentations to Community Boards, local elected officials, and community coalition meetings.</p> <p>The Director of Family Engagement has been with DREAM for nine years and has led a team in designing, improving, and documenting recruitment practices.</p> <p>To serve the students of most need, DREAM reserves 50% of incoming Pre-K and</p>	<p>DREAM plans to continue with current efforts in 2018-19.</p>

Kindergarten seats for students who reside in the New York City Housing Authority (NYCHA). Members of the Family Engagement and Family Ambassador Team leave applications and post fliers at all East Harlem NYCHA housing complexes. All marketing materials that are left behind provide the history and vision of DREAM Charter School and highlight the supports offered for ED students, such as free afterschool programs and free dental care.

English
Language
Learners

One of the most effective recruitment strategies for recruiting ELLs is the use of current DREAM parents and families as Family Ambassadors. Each year, 20 DREAM family members are trained on how to represent the school and recruit in the community. These Family Ambassadors are recruited from diverse segments of the school population including the Spanish-speaking and African immigrant populations. Ambassadors post fliers and hand out applications at local businesses, churches, mosques, and other organizations they belong to. They are trained to make presentations at schools and community centers. They are also active in recruiting a diverse group of students from within their own social networks. All recruitment materials are offered in Spanish (the predominant language other than English in CSD 4).

DREAM holds a series of Open Houses and school tours to introduce prospective families to the school and staff. During Open Houses, DREAM staff members with bilingual skills are available to assist families with general questions about the school and the application process. In addition, DREAM's marketing materials and presentations include information about the supports available at the school for ELLs. DREAM offers a computer clinic in which bilingual staff members are available to assist families with the online application process. This practice has been particularly useful with the recruitment of immigrant families who may lack access to computers.

DREAM plans to continue with current efforts in 2018-19.

DREAM is intentional about reaching populations of SWD throughout all recruiting

Students with Disabilities	efforts. These efforts have paid off as evidenced by our reputation in the field. We are often invited to speak at Community Board meetings and on panels administered by the NYC Charter Center on topics such as "How to Recruit ELLs and Special Education Students." DREAM deliberately targets PreK programs that have special needs populations during school recruitment visits. The school also makes presentations at therapeutic Head Start programs in the surrounding community.	DREAM plans to continue with current efforts in 2018-19.
----------------------------	--	--

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
Economically Disadvantaged	<p>DREAM provides a safe, inclusive learning environment where students learn in the best-fit environment, based on their needs, and where families are treated as partners. This attention to individual student needs as well as strong family engagement produces an environment where families want to stay enrolled.</p> <ul style="list-style-type: none"> • Free meal program that emphasizes healthy eating • Extended day programming, eliminating the need for working families to provide after school child care • Access to full time Social Workers to help with social emotional needs of children, including trauma • Free dental services for children and legal clinics for families 	DREAM plans to continue with current efforts in 2018-19.
English Language Learners	<ul style="list-style-type: none"> • Robust family engagement and outreach program which include home visits, a family action council, student conferences and monthly meetings with school leadership • Bilingual staff members that are present at all events to help with translations and questions • Documents that are sent home to families are translated in the predominate language • Programs within school for supporting ELLs • Dedicated ELL Coordinator and two Intervention Specialists serving this population 	DREAM plans to continue with current efforts in 2018-19.
	<ul style="list-style-type: none"> • Speech and occupational therapy for students with special needs 	

- Full time ELL and SPED coordinators that provide a mix of pull in and pull out interventions based on student's Individual Educational Plans

DREAM currently provides support and early identification for students who exhibit learning and behavior needs by applying the approach of Response to Intervention. This process begins with high-quality instruction and universal screening of all students through direct observation and data collection. Once identified, learners with special needs are provided with innovative interventions at the appropriate level of intensity to accelerate their rate of learning. These services are provided by a variety of personnel, including general education teachers, special educators, and specialists. Some services include conferencing, small group work, individual check-ins, behavior plans, differentiated and targeted questions, differentiated homework, and annotated texts. Progress is closely monitored to assess both the learning rate and level of performance of individual students. To build on this commitment, DREAM offers periodic trainings on effective implementation of Tier 1 behavioral and academic differentiation strategies.

In elementary school, to maximize the impact of integrated co-teaching, leaders provide lesson feedback to concretely define teachers' actions within a lesson. This year, elementary school teachers participated in a training on how to use data to plan intervention groups. In addition, our elementary school principal, academic dean, and two teachers participated in the District Charter Collaborative, meeting every other week with other district and charter school principals to collaborate on a problem of practice focused on students with disabilities. They participated in 6 school visits to observe effective co-teaching practices and hosted 2 visits for other educators to observe DREAM special education practices.

In middle school, four learning specialists push in to four core content blocks a day. The learning specialists are also responsible

DREAM plans to continue with current efforts in 2018-19.

Student
s with
Disabilit
ies

for writing differentiated lesson plans for the subject areas they co-teach. Every week, the learning specialists meet with general education teachers to preview upcoming lessons. This year DREAM Middle School made co-planning meetings more formally structured, which allows teachers to prepare lesson choreography that clearly defines each teacher's role throughout the lesson to more effectively differentiate at all levels (versus one differentiated packet for students below grade level). Three types of MS homework (extension, preparation, or practice) are differentiated by volume, task, and complexity for both low and high performing students. Middle school staff offer office hours to all students seeking one on one tutoring or homework help. Middle school grade team meetings alternate scholar talk between at risk general education students and IEP students using the IEP as a resource.

High school student schedules prioritize reading intervention so that every student reading below grade level is receiving Tier 2 literacy intervention. Two out of four sections of ELA, Math, Science and Social Studies utilized integrated co-teaching with a general education teacher and special education teacher.



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/29/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
	47	17	17	8	55

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
	15	1	0	0	18

3. Tell your school's story

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

(No response)

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

Have all employees have been cleared through the NYSED TEACH system?

Yes

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

	Not Applicable
--	----------------

Thank you



August 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
	First Day of School				5 4 No school for HS scholars	



September 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Labor Day	4	5	6	7	8
9	10 Rosh Hashanah	11	12	13	14	15
16	17	18	19 Yom Kippur	20	21	22
23	24	25	26	27	28 22	29 21
Fall MAP Testing (K-3)						

October 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1	2	3	4	5	6
7	8 Columbus Day (not observed)	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31 45	44		



November 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
					Data Day 1 (PK-8)- No school for PK-8 scholars	
4	5	6	7	8	9	10
		Election Day			Data Day 1 (HS)- No school for HS scholars	
		PK-8 Q1 Conferences- No School for PK-8 Scholars				
11	12	13	14	15	16	17
Veteran's Day	Veteran's Day Observed			Q1 Parent Teacher Conferences (HS): 5-7:30pm	Q1 Parent Teacher Conferences (HS): 8am-12pm	
18	19	20	21	22	23	24
			Thanksgiving Break	Thanksgiving Day	Thanksgiving Break	
25	26	27	28	29	30	
					61	60

December 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
	Winter Break	Christmas Day	Winter Break	Winter Break	Winter Break	

76

75



January 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1 New Year's Day	2 Winter Break	3 Winter Break	4 Winter Break	5
6	7	8	9	10	11 Data Day 2 (PK-8)- No school for PK-8 scholars	12
13	14	15	16	17	18	19
20	21 Martin Luther King Jr. Day	22	23	24	25	26
27	28	29	30 Q2 Academic Progress Conferences- Half Day (PK-8)	31 93	93	

February 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
					Data Day 2 (HS) - No school for HS scholars	
3	4	5	6	7	8	9
				S1 Parent Teacher Conferences (HS): 5-7:30pm	S1 Parent Teacher Conferences (HS): 8am-12pm	
	K-2 Winter MAP Testing					
10	11	12	13	14	15	16
17	18	19	20	21	22	23
	President's Day	February Break	February Break	February Break	February Break	
24	25	26	27	28		
				108	106	



March 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Data Day 3 (PK-8)- No school for PK-8 scholars	2
3	4	5	6	7	8 No school for all Staff Retreat Day	9
10	11 Mid-Winter Long Weekend	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29 126 124 Data Day 3 (HS) - No school for scholars	30

April 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
7	8	9	10	11	12	13
				Q3 Family Conferences (HS): 5-7:30pm	Q3 Family Conferences (HS): 8-12am	
14	15	16	17	18	19	20
			Q3 Family Conferences Half Day (PK-8)		Spring Long Weekend (PK-10)	
21	22	23	24	25	26	27
Easter Day	Spring Long Weekend (PK-10)	HS Spring Break				
28	29	30				
		146	139			



May 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
					Data Day 4 (HS)- No school for HS scholars	
	PK-8 Spring Break					
12	13	14	15	16	17	18
19	20	21	22	23	24	25
					HS Long Weekend	
	Spring MAP (K-2)					
26	27	28	29	30	31	
	Memorial Day					



June 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Saturday Academy (HS)
2	3	4 Eid al-Fitr	5	6	7	8
9	10	11	12	13	14	15
16	17 Q4 Conferences- Half Day (PK-8)	18	19	20	21 PK-8 = 177 Last Day of School (PK-8)	22
23	24	25	26	27	28 HS = 178 Last Day of School (HS)	29