

# I. SCHOOL INFORMATION AND COVER PAGE

Created Monday, June 16, 2014

Updated Monday, September 15, 2014

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## Page 1

### 1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

332200860978 BROOKLYN DREAMS CS

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 22

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
259 Parkville Avenue Brooklyn, NY 11230	718-859-8400	347-586-0347	[REDACTED]

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Letta Belle
Title	Prinicpal
Emergency Phone Number (###-###-####)	[REDACTED]

### 5. SCHOOL WEB ADDRESS (URL)

brooklyndreamscharterschool.org

### 6. DATE OF INITIAL CHARTER

2010-03-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2010-09-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

## 9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• K

• 1

• 2

• 3

• 4

• 5

• 6

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

Yes/No	Name of CMO/EMO
Yes	National Heritage Academies

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Chip Hurlburt	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Steve Conley	[REDACTED]		[REDACTED]	No
Compliance Contact	Jason Starr	[REDACTED]		[REDACTED]	No
Complaint Contact	Jim McCarthy	[REDACTED]		[REDACTED]	No

## 11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	259 Parkville Avenue Brooklyn, NY 11230	██████████ 00	CSD 22	K-6	No	Rent/Lease

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Letta Belle	██████████		████████████████████

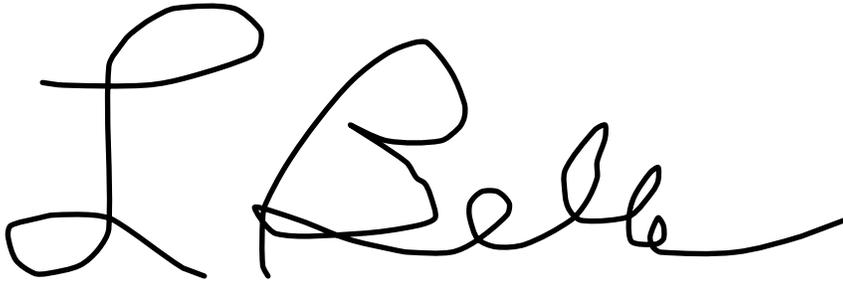
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

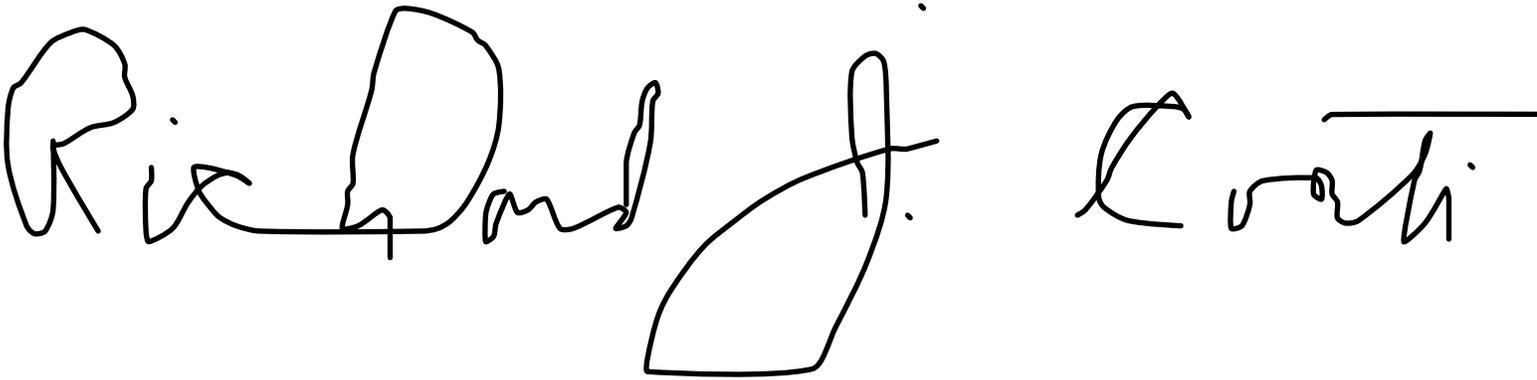
16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in 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 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 "L. Belle". The letters are cursive and fluidly connected.

Signature, President of the Board of Trustees

Two handwritten signatures in black ink. The first signature reads "Richard J." and the second signature reads "Corti". Both are written in a cursive style.

Thank you.

# Appendix A: Link to the New York State School Report Card

Created Thursday, July 31, 2014

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## Page 1

Charter School Name: 332200860978 BROOKLYN DREAMS CS

### 1. NEW YORK STATE REPORT CARD

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).

<http://data.nysed.gov/profile.php?instid=800000068331>



**BROOKLYN DREAMS**

A PUBLIC CHARTER SCHOOL MANAGED  
BY NATIONAL HERITAGE ACADEMIES

**BROOKLYN DREAMS  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By the  
Brooklyn Dreams Charter School  
Board of Trustees  
259 Parkville Avenue  
Brooklyn, NY 11230

National Heritage Academies prepared this 2013-14 Accountability Progress Report, on behalf of the Brooklyn Dreams Board of Trustees

<b>Trustee's Name</b>	<b>Board Position</b>
Tamara Charles	Trustee <ul style="list-style-type: none"> <li>• Education Committee</li> <li>• Finance Committee</li> </ul>
Richard Conti	President
Sara Doar	Trustee
Michael Leit	Treasurer <ul style="list-style-type: none"> <li>• Audit/Compliance Committee</li> <li>• Finance Committees</li> </ul>
Michele Morais-Weekes	Secretary <ul style="list-style-type: none"> <li>• Education Committee</li> <li>• Audit/Compliance Committee</li> </ul>
Katherine O'Neill	Trustee <ul style="list-style-type: none"> <li>• Education Committee</li> </ul>
Joanne Oplustil	Vice President <ul style="list-style-type: none"> <li>• Finance Committee</li> </ul>
Michele Scotto	Trustee <ul style="list-style-type: none"> <li>• Audit/Compliance Committee</li> </ul>

Letta Belle has served as the school's principal since July 2012.

## INTRODUCTION

Since Brooklyn Dreams Charter School opened in fall 2010, we have not wavered from our original mission:

*“To offer the families of Brooklyn a school with a culture that values integrity, academic excellence, and accountability, where all students are given the opportunity for success in high school, college, and beyond by offering an academically rigorous and challenging K-8 educational program.”*

We started in 2010 by serving 196 students in grades K-3, and we have added one grade level each year. In fall 2014, we will serve 574 students in grades K-7<sup>1</sup>, of whom 87 percent qualify for free or reduced price lunch.

From the beginning, we have consistently and faithfully adhered to the key design elements of our educational program, which are outlined below.

- **Character Development.** We continue to believe that great schools develop both a student’s heart and mind. Our character program is designed to support parents' efforts to teach strong character at home by reinforcing and modeling traditional human virtues, such as compassion and respect.
- **Academic Excellence.** We work intentionally to create a culture of academic excellence by providing students with a challenging learning environment. By providing an academically rigorous program, we believe that students will have the opportunity to achieve academic excellence and acquire the knowledge and skills necessary to thrive in high school, college, and beyond.
- **Accountability.** At Brooklyn Dreams, staff, students, and parents are accountable for both their actions and results.
  - *Staff* – Multiple data points are collected and analyzed to monitor the quality of the educational program at the school level, grade level, classroom level, and student level. Using data to drive instruction, we are able to hold teachers accountable for student learning results.
  - *Students* – We encourage our students to take an active role in their education. Students are taught to act responsibly and take accountability for their learning.
  - *Parents* – We encourage parents and families to be involved in their child’s education because we recognize that parental involvement is a key indicator of student success. We work purposely to involve parents in their child’s education because it is crucial to maintaining the school culture we desire.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	39	51	51	52	-	-	-	-	-	-	-	-	-	193
2011-12	40	51	50	52	52	-	-	-	-	-	-	-	-	245
2012-13	75	73	77	73	52	53	-	-	-	-	-	-	-	403
2013-14	66	78	79	78	76	51	51	-	-	-	-	-	-	479

<sup>1</sup> Consistent with the original charter, Brooklyn Dreams is expected to reach full capacity in the 2017-18 school year by serving 704 students in grades K-8.

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students will be proficient in English Language Arts (ELA).

#### Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission<sup>2</sup>.

It is important to note that in spring 2013, the NYSTP changed significantly: For the first time, New York measured student learning using the new Common Core Learning Standards. This change created a new baseline for student academic performance – and significantly changed how the state defines proficiency. Like many schools across the state, Brooklyn Dreams' absolute proficiency decreased as defined by this assessment.

With the changes to the state standards, we began planning changes we would need to make to meet these new, more rigorous learning expectations. Through the partnership with our education management organization, an evaluation was completed of our current reading and math curricular tools – Imagine It (K- 5), Houghton Mifflin Literature (6), Think Math (K- 5), and Holt Math (6) – to determine alignment with the new standards. In both cases it was determined that the tools were not optimal for helping our students meet the new demands. Therefore, the important search for new, better aligned programs was initiated. Additionally, as the search was undertaken, short-term plans were implemented to fill the gaps in our reading and math curricular programs until suitable replacements were ready.

### Goal 1: 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 English language arts examination for grades 3-8.

#### Method

Brooklyn Dreams administered the New York State Testing Program (NYSTP) English language arts (ELA) assessment to students in 3<sup>rd</sup> through 6<sup>th</sup> grade in April 2014. 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. It is important to note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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<sup>2</sup> When the school opened in fall 2010, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

**2013-14 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	79	0	0	1	80
4	75	0	0	6	81
5	52	0	0	2	54
6	51	0	0	2	53
7	-	-	-	-	-
8	-	-	-	-	-
All	257	0	0	11	268

**Results**

Of students in at least their 2<sup>nd</sup> year, 18 percent achieved Level 3 on the 2013-14 NYSTP ELA Exam.

**Performance on 2013-14 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	22%	79	20%	69
4	19%	72	22%	64
5	15%	52	15%	47
6	10%	51	11%	46
7	-	-	-	-
8	-	-	-	-
All	18%	254	18%	226

**Evaluation**

Brooklyn Dreams did not meet this measure. With the changes to the state test, scores dropped making the 75 percent goal extremely difficult to meet.

As mentioned above, short-term plans were implemented to fill the gaps in our reading and math curricular programs until better aligned programs were ready. Our short-term strategy for ELA has not yielded the results we had hoped. Over the last year, new programs in basal reading and literature were considered. Two programs were selected that are closely aligned with the Common Core standards and that provide teachers with better support for classroom implementation. These programs will be implemented in the 2014-15 school year, and professional development is being provided to staff to support their implementation. We have a high degree of confidence that these changes, combined with our implementation of frequent common assessments, will lead to increases in ELA performance for our students.

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

**Additional Evidence**

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63%	52	29%	45	20%	69
4	75%	45	16%	43	22%	64
5	-	-	10%	48	15%	47
6	-	-	-	-	11%	46
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	69%	97	18%	136	18%	226

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.

**Results**

Brooklyn Dream’s did not meet the overall AMO target of 89, but they did meet the threshold for schools with enrollment of 220-279 students tested, which was 82.

**English Language Arts 2013-14 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
254	31.9%	50.8%	14.6%	2.8%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 50.8 & + & 14.6 & + & 2.8 & = & 68.2 \\
 & & & & 14.6 & + & 2.8 & = & \underline{17.4} \\
 & & & & & & \text{PLI} & = & 85.6
 \end{array}$$

### **Evaluation**

While the school did not meet the hard target of 89 for the 2013-14 AMO, they did meet the target of 82, which is the target for schools between 220 and 279 tested students.

### **Goal 1: 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 local school district.

### **Method**

We compare tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which we 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.

### **Results**

In 2013-14, 18 percent of Brooklyn Dreams students scored at or above Level 3 on the NYSTP ELA exam, compared to 34 percent of students enrolled in the local district public schools.

**2013-14 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	20%	69	35%	2775
4	22%	64	37%	2696
5	15%	47	35%	2713
6	11%	46	30%	2211
7	-	-	-	-
8	-	-	-	-
All	18%	226	34.5%	10395

### **Evaluation**

Brooklyn Dreams did not meet this threshold. While 34 percent of the local school district's students were proficient, 18 percent of the Brooklyn Dreams students were proficient.

It is important to note that CSD 22 serves significantly fewer students who are considered to be economically disadvantaged. At Brooklyn Dreams, 87 percent qualify for free or reduced price lunch. In Community School District (CSD) 22, only 57 percent of students qualify for free or reduced price lunch.

## Additional Evidence

### 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 Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	39.2%	55.4%	28.9%	32.0%	20%	35%
4	42.2%	60.6%	16.3%	33.7%	22%	37%
5	-	-	10.4%	34.6%	15%	35%
6	-	-	-	-	11%	30%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	40.6%	58.0%	18.4%	32.3%	18%	34.5%

#### **Goal 1: 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>4</sup>

#### **Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 Brooklyn Dreams' actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between Brooklyn Dreams' 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

#### **Results**

In 2012-13 Brooklyn Dreams achieved an ELA Effect Size of -0.03.

<sup>4</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

**2012-13 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		76	27.6%	19.9%	7.7	0.62	
4		52	17.3%	19.1%	-1.8	-0.15	
5		51	11.8%	22.5%	-10.7	-0.88	
6							
7							
8							
All		82.4%	179	20.1	20.4	-0.3	-0.03

<b>School's Overall Comparative Performance:</b>
<b>Lower than expected</b>

**Evaluation**

Performance was above expected for 3<sup>rd</sup> grade, but lower than expected for 4<sup>th</sup> and 5<sup>th</sup> grade.

**Additional Evidence**

While the effect size in 2012-13 was barely lower than expected, there has been demonstrable improvement in Brooklyn Dreams' effect size over time.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3	73.0%	51	21.6	42.9	-1.44
2011-12	3-4	76.7%	102	39.8	42.9	-0.19
2012-13	3-5	82.4%	179	20.1	20.4	-0.03

**Goal 1: Growth Measure<sup>5</sup>**

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 state's unadjusted median growth percentile.

**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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade.

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

Students with the same 2011-12 score are ranked by their 2012-13 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>6</sup>

**Results**

In 2012-13 Brooklyn Dreams had a Mean Growth Percentile (MGP) that was slightly above the state average in 4<sup>th</sup> grade and slightly below the state average in 5<sup>th</sup> grade. The overall school MGP for ELA was 50<sup>7</sup>, which was at the state average.

**2012-13 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
3	-	-
4	52	50
5	48	50
6	-	50
7	-	50
8	-	50
All	<b>50</b>	50

**Evaluation**

The school did not meet this measure. Their MGP was at the state average, but the goal is to be above the state average.

**Additional Evidence**

In the 2012-13 school year, the Institute began evaluating student growth for Brooklyn Dreams through a new goal which requires the school's unadjusted mean growth percentile to meet or exceed the state's unadjusted median growth percentile.

A closer look at the actual ELA school growth percentile (SGP) for 2012-13 reveals that the school's unadjusted mean growth percentile was a 49.9, while the state provided growth file on the Information and Report Services (IRS) Portal indicates that Brooklyn Dreams had a SGP of 50. Whether the SGP was 50 or 49.9, we see the school's performance as statistically indistinguishable from a SGP goal of 50. We believe that a nuanced evaluation of the school's performance indicates that, for all intents and purposes, Brooklyn Dreams met this goal in ELA.

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<sup>6</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

<sup>7</sup> Data source: New York State Education Department's secure portal.

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

Grade	Mean Growth Percentile			
	2010-11 <sup>8</sup>	2011-12 <sup>7</sup>	2012-13	Statewide Average
3			-	-
4			52	50
5			48	50
6			-	50
7			-	50
8			-	50
All			<b>50</b>	50

### Summary of the English Language Arts Goal

While we have not yet fully met all of our goals in ELA, Brooklyn Dreams has demonstrated improvement towards meeting these goals in each year of the charter term.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
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 local school district.	Did Not Achieve
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 2012-13 school district results.)	Did Not Achieve
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 state's unadjusted median growth percentile.	Did Not Achieve

### Action Plan

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program:

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<sup>8</sup> Grade level results not available.

- *Update our curricular tools.* As previously mentioned, new curricular tools are being implemented to better support implementation of the state’s Common Core standards in ELA and math. In 2013-14, we implemented *Holt Literature* in middle school. In 2014-15, *Reading Street* will be utilized in grades K-5. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition.
- *Modify our assessment strategy.* In the first four years of our charter term, we administered the Northwest Evaluation Association’s (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
  - Administer the NWEA MAP in the fall and spring in reading and math.
  - In 2015-16, we will adopt a formative assessment framework in grades K-8 in ELA and math that is aligned to the state’s Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
  - Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 in January as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
  - Administer Fountas and Pinnell assessments in grades K-6.
- *Implement flexible groupings during workshop.* Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student’s individual learning needs. Teachers and support staff will receive professional development focused on the Guided Reading instructional approach with small groups of students with similar reading levels.
- *Provide extended day/year academic intervention.* Students will have the opportunity to attend after-school and summer-learning programs. These sessions will emphasize an intensified approach to intervention that focuses on fewer high-priority reading skills. Additionally, we will continue to partner with the READ Alliance to provide one-on-one tutoring to students in grades K-1, as well as students in grade two who demonstrate academic need for the program.

## MATHEMATICS

### **Goal 2: Mathematics**

All students will be proficient in math.

#### **Background**

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. We implement a curricular program, including a robust system of assessment, which is built around the Common Core Learning Standards (CCLS) and aligns with our mission<sup>9</sup>.

It is important to note that in spring 2013, the NYSTP changed significantly: For the first time, New York measured student learning using the new Common Core Learning Standards. This change created a new baseline for student academic performance – and significantly changed how the state defines proficiency. Like many schools across the state, Brooklyn Dreams' absolute proficiency decreased as defined by this assessment.

With the changes to the state standards, we began planning changes we would need to make to meet these new, more rigorous learning expectations. Through the partnership with our education management organization, an evaluation was completed of our current reading and math curricular tools – Imagine It (K- 5), Houghton Mifflin Literature (6), Think Math (K- 5), and Holt Math (6) – to determine alignment with the new standards. In both cases it was determined that the tools were not optimal for helping our students meet the new demands. Therefore, the important search for new, better aligned programs was initiated. Additionally, as the search was undertaken, short-term plans were implemented to fill the gaps in our reading and math curricular programs until suitable replacements were ready.

### **Goal 2: 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**

Brooklyn Dreams administered the NYSTP mathematics assessment to students in 3<sup>rd</sup> through 6<sup>th</sup> grade in April 2014. 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.

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<sup>9</sup> When the school opened in fall 2010, the curriculum was built around the New York State Learning Standards. It has since been updated to reflect the State's adoption of the Common Core Learning Standards for ELA and math.

**2013-14 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>10</sup>			Total Enrolled
		IEP	ELL	Absent	
3	79	0	0	1	80
4	76	0	0	6	82
5	52	0	0	2	54
6	51	0	0	2	53
7	-	-	-	-	-
8	-	-	-	-	-
All	258	0	0	11	269

**Results**

In 2013-14, 38 percent of students achieved proficiency on the NYSTP math exam while 39 percent of students at the school for 2+ years were proficient.

**Performance on 2013-14 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	47%	79	48%	69
4	33%	73	38%	64
5	41%	52	38%	47
6	28%	51	28%	46
7	-	-	-	-
8	-	-	-	-
All	38%	255	39%	226

**Evaluation**

Brooklyn Dreams did not meet this measure with 39 percent of returning students scoring proficient on the state test.

**Additional Evidence**

Brooklyn Dreams is making progress toward this goal, with the percent of students achieving proficiency rising by 9 percentage points over the last year.

<sup>10</sup> 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.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	96%	51	56%	45	48%	69
4	91%	45	28%	43	38%	64
5	-	-	8%	48	38%	47
6	-	-	-	-	28%	46
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	94%	96	30%	136	39%	226

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>11</sup>

### Results

Brooklyn Dream's met the overall AMO target of 86 for 2013-14, and they met the number for schools with their number of students tested, which was 79.

### Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22.8%	39.6%	27.5%	10.2%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 39.6 & + & 27.5 & + & 10.2 & = & 77.3 \\
 & & & & 27.5 & + & 10.2 & = & \underline{37.7} \\
 & & & & & & \text{PLI} & = & 115
 \end{array}$$

<sup>11</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## **Evaluation**

Brooklyn Dream's met both the hard AMO target of 86 and the number for schools with 220-279 students tested, which was 79.

### **Goal 2: 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 local school district.

## **Method**

Brooklyn Dreams compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which Brooklyn Dreams 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.<sup>12</sup>

## **Results**

Brooklyn Dreams did not meet this target. While they outperformed the local district in 3<sup>rd</sup> grade, they did not outperform in grades 4-6.

**2013-14 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	48%	69	43%	2832
4	38%	64	45%	2734
5	38%	47	46%	2772
6	28%	46	36%	2248
7	-	-	-	-
8	-	-	-	-
All	39%	226	43%	10,586

<sup>12</sup> Schools can acquire these data when the New York State Education Department releases its Access 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](#).

## Evaluation

The students at Brooklyn Dreams did not attain comparable proficiency to CSD 22. The students in the third grade were ahead of the school district; grades 4 - 6 were behind the local school district.

## Additional Evidence

While Brooklyn Dreams did not outperform the local district, they did move closer in 2013-14, reducing the gap from 8 percentage points in 2012-13 to 4 percentage points in 2013-14.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	57%	61%	56%	37%	48%	43%
4	53%	73%	28%	42%	38%	45%
5	-	-	8%	35%	38%	46%
6	-	-	-	-	28%	36%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	55%	67%	30%	38%	39%	43%

### **Goal 2: 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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>13</sup>

### **Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares Brooklyn Dreams' performance to demographically similar public schools state-wide. 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 Brooklyn Dreams' actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. 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 small degree is the requirement for achieving this measure.

<sup>13</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

**Results**

The overall school effect size for 2012-13 is higher than expected to a medium degree.

**2012-13 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		76	55.9	23.4	32.5	1.94
4		52	32.7	24.7	8.0	-.47
5		51	7.8	22.6	-14.8	-0.98
6						
7						
8						
All	82.4%	179	35.6	23.6	12.0	0.69

<b>School’s Overall Comparative Performance:</b>
<b>Higher than expected to a medium degree</b>

**Evaluation**

The school met this measure with an effect size of 0.69.

**Additional Evidence**

The effect size in 2012-13 was higher than expected to a medium degree, and there has been a marked improvement in this metric over the last three years, indicating that the school is moving in the right direction.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3	73%	52	32.6	48.0	-0.81
2011-12	3-4	76.7%	103	55.3	52.8	0.13
2012-13	3-5	82.4%	179	35.6	23.6	0.69

## Goal 2: Growth Measure<sup>14</sup>

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 state's unadjusted median growth percentile.

### 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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>15</sup>

### 2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	-	-
4	53	50.0
5	53.5	50.0
6		50.0
7		50.0
8		50.0
All	<b>53</b>	50.0

### Evaluation

Brooklyn Dreams met this measure with a MGP of 53, which is larger than the state average of 50.

### Additional Evidence

In the 2012-13 school year, the Institute began evaluating student growth for Brooklyn Dreams through a new goal which requires the school's unadjusted mean growth percentile to meet or exceed the state's unadjusted median growth percentile.

Brooklyn Dreams exceeded the goal in math.

<sup>14</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>15</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2010-11 <sup>16</sup>	2011-12 <sup>14</sup>	2012-13	Statewide Average
3			-	-
4			53	50.0
5			53.5	50.0
6				50.0
7				50.0
8				50.0
<b>All</b>			<b>53</b>	50.0

**Summary of the Mathematics Goal**

Brooklyn Dreams has continued to make progress in mathematics, achieving 3 of their 5 goals, and the school has made progress toward achieving the other two goals.

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 Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
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 2012-13 school district 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 state’s unadjusted median growth percentile.	Achieved

<sup>16</sup> Grade level results not available.

## **Action Plan**

Based on our analysis of performance against charter goals and other available data, we are implementing the following improvements to our educational program:

- *Update our curricular tools.* As previously mentioned, new curricular tools are being implemented to better support implementation of the state's Common Core standards in math. In 2013-14, we implemented *Big Ideas Math* in middle school. In 2015-16, *Math Expressions* will be utilized in grades K-5. We have given our teachers extensive professional development to help them use these new tools effectively. We will continue offering this training and support through this transition.
- *Modify our assessment strategy.* In the first four years of our charter term, we administered the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) three times per year in language usage, math, and reading. Over time, our program of assessment has evolved as we strive to meet the demands of New York's career- and college-readiness standards. For this reason, we will adjust assessment practices to better serve students. In our intensified approach, we will:
  - Administer the NWEA MAP in the fall and spring in reading and math.
  - In 2015-16, we will adopt a formative assessment framework in grades K-8 in ELA and math that is aligned to the state's Common Core Learning Standards. These assessments will provide common benchmarking data to ensure that students are mastering the essential knowledge they need to be successful on the NYSTP.
  - Administer the Ready New York Common Core assessments by Curriculum Associates in grades 2-8 in January as a mock NYSTP assessment. Results will be closely analyzed to determine what instructional adjustments should be made prior to the NYSTP administration in the spring.
  - Administer Fountas and Pinnell assessments in grades K-6.
- *Implement flexible groupings during workshop.* Teachers will offer differentiated instruction through regularly scheduled workshop sessions and flexible grouping – approaches designed to meet each student's individual learning needs. Teachers and support staff will receive professional development focused on the Guided Reading instructional approach with small groups of students with similar reading levels.
- *Provide extended day/year academic intervention.* Students will have the opportunity to attend after-school and summer-learning programs. These sessions will emphasize an intensified approach to intervention that focuses on fewer high-priority math skills.

## SCIENCE

### Goal 3: Science

Students will be proficient in science.

#### Background

We know that our curriculum must prepare students for a rigorous high school curriculum to provide them with the best opportunity for college success. As such, we implement a rigorous curricular program, including a robust system of assessment, which is built around the New York State Learning Standards (NYSL) for science and aligns with our mission. Staff is provided with professional development to support the implementation of the school's science curriculum.

#### Goal 3: 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 science examination.

#### Method

Brooklyn Dreams administered the NYSTP science assessment to students in 4<sup>th</sup> grade in spring 2014. Brooklyn Dreams 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

#### Results

**Charter School Performance on 2013-14 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	85%	66	84%	75
8	-	-	-	-
All	85%	66	84%	75

#### Evaluation

Brooklyn Dreams met this goal with 85 percent of 2+ year students achieving proficiency on the state test. Currently the school only serves grades K-6, so no 8<sup>th</sup> grade students were tested.

#### Additional Evidence

In 2013-14, science proficiency at Brooklyn Dreams exceeded the goal of 75 percent proficient.

**Science Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	74%	50	100%	50	85%	66
8	-	-	-	-	-	-
All	-	-	100%	50	85%	66

**Goal 3: 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 local school district.

**Method**

Brooklyn Dreams compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which Brooklyn Dreams had tested students in at least their second year and the results for the respective grades in the local school district.

**Results**

Brooklyn Dreams achieved a proficiency rate of 85 percent in science. Data for the district public schools is not yet available. Therefore, we are unable to compare Brooklyn Dreams scores to those of the district schools.

**2013-14 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	85%	66	n/a	n/a
8	-	-	n/a	n/a

**Additional Evidence**

Brooklyn Dreams proficiency in 2012-13 was above the local district, with 100% of students proficient in science. 2013-14 science results are not yet public, so a comparison to the district cannot be made.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	74%	89%	100%	91%	85%	TBD
8	-	63%	-	-	-	TBD
All	74%	77%	100%	91%	85%	TBD

**Summary of the Science Goal**

Brooklyn Dreams has met its science goals, both in absolute proficiency and in the comparison to the local district.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
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 local school district.	Achieved (2012-13)

**Action Plan**

Teachers will continue with implementation of the scope and sequence for science instruction. Professional development will be offered, as needed, to support the implementation of our science program.

## NCLB

### Goal 4: NCLB

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

### Goal 4: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

### Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

### Results

Brooklyn Dreams’ is in “good standing”.

### Additional Evidence

Brooklyn Dreams was not identified as a focus school based on their 2011-12 data. Under NCLB accountability schools will not be identified as focus schools through the rest of the waiver period.

**NCLB Status by Year**

<b>Year</b>	<b>Status</b>
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

**APPENDIX A: HIGH SCHOOL GOALS AND MEASURES**

Not applicable. Brooklyn Dreams does not serve high school grades.

## APPENDIX B: OPTIONAL GOALS

### Goal 5: National Norm Referenced Assessment

#### Goal 5: Growth Measure

The school will be above average (>50%) for students making growth (combination of reading, math, and language usage).

#### Method

The school administered the Northwest Evaluation Association (NWEA) Primary Grade Assessment (PGA) to grades K-1 and the NWEA Measure of Academic Performance (MAP) to grades 2-8 in reading, language usage, and mathematics in the fall, winter and spring of the 2013-14 school year.

#### Results

Brooklyn Dreams met this goal with 55 percent of students making growth.

Grade	Cohort Size	Percent Meeting NWEA Typical Growth
		2013-14
K	78	89%
1	76	70%
2	78	43%
3	79	47%
4	76	43%
5	51	57%
6	51	57%
All	489	55%

#### Evaluation

Brooklyn Dreams exceeded this goal.

#### Goal 5: Attainment Measure

The median percentile for students in the spring of their 3rd year will be = 50 (combination of reading, math, and language usage) by the spring of their 3rd year.

#### Method

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2013-14 school year.

#### Results

Brooklyn Dreams met this goal with a median percentile of 58 for students in at least their 3rd year.

Grade	Median RIT Score Percentile
2	64
3	61
4	64
5	59
6	49
<b>All</b>	<b>58</b>

**Evaluation**

Brooklyn Dreams met this goal overall, and in every grade except 3<sup>rd</sup> grade where students were at the 49<sup>th</sup> percentile.

**Goal 5: Comparative Measure**

The school will meet or exceed the growth of comparable students (using NWEA GRD) for 17 of 24 comparison categories by the 3<sup>rd</sup> year, e.g. grade 2 reading is one category, grade 3 reading is another category, etc. Typical numbers of categories by the 3<sup>rd</sup> year would be 24.

**Method**

The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2013-14 school year.

**Results**

Brooklyn Dreams did not meet this goal.

Grade	Language Usage	Math	Reading
2	75%	108%	62%
3	78%	100%	86%
4	50%	89%	83%
5	100%	131%	110%
6	78%	133%	100%

**Evaluation**

Brooklyn Dreams did not meet this goal. Seven of 15 comparison categories had a median rate of growth over 100 percent.

**Goal 5: Performance Measure**

Each year, more than 50% of students in grades K-2 who have been enrolled at Brooklyn Dreams Charter School on BEDS day for at least two consecutive years will perform at or above the 50th percentile nationally on the Spring administration of the NWEA reading and mathematics assessment.

**Method** The school administered the NWEA reading, language usage, and mathematics in the fall, winter and spring of the 2013-14 school year.

**Results**

Brooklyn Dreams met this goal.

Grade	> 50th Percentile	# Tested
K	50%	4
1	77%	71
2	62%	75
All	68%	150

**Evaluation**

Brooklyn Dreams met this goal with 68 percent of K-2 students that are in at least their 2nd year scoring at or above the 50th percentile.

**Goal 6: Student Attendance.** Each year, Brooklyn Dreams Charter School will have a daily student attendance rate of at least 95 percent.

**Method**

The student attendance rate is determined using the school’s Average Daily Attendance during the 2013-2014 school year.

**Results**

For 2013-2014, the student attendance rate for Brooklyn Dreams Charter School was 94.34%

**Evaluation**

Brooklyn Dreams did not meet this goal. With an attendance rate of 94.34%, Brooklyn Dreams Charter School did not meet the stated measure by 0.6%.

**Goal 7: Legal Obligations.** Each year, Brooklyn Dream Charter School will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.

**Method**

In consultation with its legal counsel, Brooklyn Dreams Charter School will be in compliance with all applicable state and federal laws, rules, and regulations.

**Results**

In consultation with its legal counsel, Brooklyn Dreams Charter School was in full compliance with all applicable state and federal laws, rules, and regulations.

**Evaluation**

Brooklyn Dreams met this goal by being compliant with all applicable state and federal laws, rules, and regulations.

**Goal 8: Enrollment Stability.** Each year, student enrollment will be within 20 percent of full enrollment as defined in Brooklyn Dreams Charter School’s contract.

**Method**

Using student enrollment on BEDS Count Day, a comparison is made to the full enrollment as defined in the school’s Charter contract.

**Results**

In comparison to full enrollment as defined in its charter school contract, Brooklyn Dreams Charter School’s enrollment was 96.4%.

**Evaluation**

Brooklyn Dreams met this goal with an enrollment of 96.4% when compared to full enrollment as defined in its contract.

**Goal 9: Financial Compliance.** Upon completion of Brooklyn Dreams Charter School’s first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.

**Method**

Brooklyn Dreams Charter School will retain an independent certified accounting firm to review the school’s financial transactions during the 2013-2014 school year.

**Results**

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2013-14 school year. This audit is in process and will be submitted to the Institute on or before November 1.

**Evaluation**

Brooklyn Dreams has contracted with an independent certified public accounting firm to complete an audit of the 2013-14 school year. This audit is in process and will be submitted to the Institute on or before November 1.

**Goal 10: Financial Compliance.** Financial Viability: Each year, Brooklyn Dreams Charter School will operate on a balanced budget and maintain a stable cash flow.

**Method**

Brooklyn Dreams Charter School will retain an independent certified accounting firm to review the school’s financial transactions.

**Results**

Brooklyn Dreams Charter School maintained a stable cash flow for the school year ending in 2014.

**Evaluation**

Brooklyn Dreams met this goal by maintaining a stable cash flow for the school year ending in 2014.

**Goal 11: Parent Satisfaction.** Each year, parents will express overall satisfaction with the school’s program, based on the school’s Parent Survey in which at least 50% of all parents respond, among which at least 80% or respondents will be satisfied.

**Method**

Using the school’s annual Parent survey, parental satisfaction with the school’s program will be assessed.

**Results**

During 2013-2014, 264 parents of the school’s 479 students responded to the Parent survey. Of the total responses, 78 percent of parents expressed satisfaction with the school’s program.

**Evaluation**

Brooklyn Dreams did not meet this goal. In 2013-14, 78 percent of respondents expressed satisfaction with the school’s program, missing the charter goal by 2 percentage points.

Below is a summary of the response rate, as well as the overall parent satisfaction survey results, for each year of the charter term.

<b>Year</b>	<b>Satisfaction</b>	<b>Response Count</b>
Spring 2014	78%	264
Spring 2013	91%	401
Spring 2012	95%	215
Spring 2011	95%	163

Parent satisfaction with Brooklyn Dreams’ academic program remained high until spring 2014 when it decreased to 78%. We believe this decrease is directly correlated to changes in our school leadership and subsequent teacher turnover.

In July 2012, we approved Ms. Letta Belle as the school’s new principal with the primary responsibility of enacting change to directly improve the school environment and accelerate student attainment. As a result of this change in leadership, Dreams experienced its first significant challenge to its organizational viability. Teacher turnover increased during this leadership transition,

reaching a high of 45 percent in the 2012-13 school year. Almost all of this turnover occurred at the end of the 2012-13 school year and it required us to hire several new teachers. These new hires were in addition to the positions we needed to fill for our expansion into grade six. Below is a chart summarizing Dreams’ teacher turnover during the term of the charter.

Teacher Turnover			
2010-11	2011-12	2012-13	2013-14 (Year to date)
39%	18%	45%	14%

We were not surprised to see teacher turnover increase during the leadership transition, nor were we surprised to see a correlative decrease in parent satisfaction. We know that change can be inherently unsettling for people at all levels of an organization, including parents, students, and staff. Some of this turnover was required to make the needed educational program improvements Principal Belle was hired to implement.

To stabilize our staffing, we have created a Staff Morale Committee that has implemented the following initiatives:

- *On-the-Spot Recognition:* We immediately recognize strong instruction on the spot by publicly recognizing the teacher, or by leaving the teacher a note that recognizes the specific positive behavior or instructional strategy.
- *Release time:* We raffle “Dean Time” so teachers have an opportunity to win additional release time that is provided by their Dean. Raffle winners receive 45 minutes of “Dean Time” to devote to any priority that they think would benefit from more time.
- *Feedback:* We regularly collect feedback from individual teachers during weekly one-on-one meetings with each Dean; we also collect feedback in the aggregate via staff meetings. Based on this feedback, we have learned when additional classroom materials are needed, and we have moved quickly to provide the requested resources.
- *Breakfast:* Every Wednesday, our leadership team cooks a homemade breakfast for staff. We serve a hot meal that includes anything from pancakes and waffles to eggs and omelets. Serving breakfast provides a great way for the school to demonstrate servant leadership and to honor our staff.

While we believe stabilizing staff will lead to improvements in parent satisfaction, we are also implementing the following initiatives to further improve parent satisfaction:

- *Parent Workshops:* In addition to newsletters and regular home-school communications, we have established parent workshops as a means of enhancing our communications with parents. At these workshops, we share pertinent information about the school’s programs and current hot topics (i.e., state testing). We also invite parent feedback during each workshop so we can improve future workshops.
- *Read to Students:* Our goal is to establish Brooklyn Dreams as a place where parents are not merely guests in the school, but are part of the school’s fabric. One way we are working to accomplish this is by inviting parents to read to their child’s classroom.
- *Honor Parent Volunteers:* We hold an annual luncheon to honor the parents who regularly volunteer at the school.

- *Parent Involvement Organization:* We established a parent organization that is primarily focused on enhancing home-school connections. In the 2013-14 school year, this organization sponsored two school dances, one for mothers and sons and one for fathers and daughters.

We will continue to closely monitor staff turnover and parent satisfaction to ensure that these initiatives lead to improvement.

**Goal 12: Staff Satisfaction and Retention.** Each year, at least 70% of teachers will express overall satisfaction with school leadership and professional development opportunities as determined by a school administered survey. Brooklyn Dreams Charter School will only have met this goal if 50% or more teachers participate in the survey.

#### **Method**

Using the school's annual survey, teacher satisfaction with the school's leadership and professional development is assessed.

#### **Results**

During 2013-14, the majority of the school's teachers responded to the school's annual survey. Of the total responses, 80.5 percent of teachers expressed satisfaction with the school's program.

#### **Evaluation**

Brooklyn Dreams Charter School exceeded this goal with the majority of teachers responding to the teacher survey. In addition, 80.5 percent of respondents expressed satisfaction with the school's program, exceeding the charter goal by 10.5 percentage points.

**Goal 13: Student Satisfaction.** Brooklyn Dreams Charter School will have students in grades 6 and higher participate, each year, in the NYCDOE Learning Environment Survey. Students will express satisfaction with Brooklyn Dreams Charter School as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect.

#### **Method**

Using the NYCDOE Learning Environment Survey, student satisfaction with Brooklyn Dreams Charter School will be assessed.

#### **Results**

2013-14 is the first year Dreams served grade 6 and results are not yet available.

#### **Evaluation**

2013-14 is the first year Dreams served grade 6 and results are not yet available.

## APPENDIX C: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

### ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

#### ELA Academic Performance – Average Scaled Scores

Average scaled scores are another measure of academic performance that can sometimes tell a different story than proficiency percentages. Average scaled scores correlate directly to the percentage of questions that students answered correctly on the state test, and can capture movement within performance levels as well as movement between performance levels.

In all grades, Brooklyn Dreams' average scaled score was below that of the district and state average. However, the gap between Brooklyn Dreams average scaled score and that of the district and state is closer than the proficiency percentage would indicate. At the high end, 3<sup>rd</sup> and 4<sup>th</sup> grade's average scaled scores of 296 is equivalent to only about 1.25 fewer questions correct than the state average. The average scaled score in 6<sup>th</sup> grade was 291 and is four questions below the state average.

**2013-14 English Language Arts Average Scaled Score  
Comparison by Grade Level**

Grade	ELA Average Scaled Score on the 2013-14 New York State Exam		
	Brooklyn Dreams	CSD #22	State Average
	Average Scaled Score	Average Scaled Score	Average Scaled Score
3	296	302	300
4	296	305	300
5	293	304	300
6	291	301	300
7	--	299	300
8	--	300	300

#### Math Academic Performance – Average Scaled Scores

Average scaled scores are another measure of academic performance that can sometimes tell a different story than proficiency percentages. Average scaled scores correlate directly to the percentage of questions answered correctly on the state test, and can capture movement within performance levels as well as movement between performance levels.

In all grades, Brooklyn Dreams average scaled score was at or above the state average scaled score. Additionally analyzing the average scaled score of Brooklyn Dreams and CSD#22 tells a slightly different story than the proficiency percentages would indicate. For instance, in 6<sup>th</sup> grade Brooklyn Dreams has a higher average scaled score than CSD#22, yet has a proficiency percentage that is 8 percentage points below the local district. This indicates that even though Brooklyn Dreams had

less proficient students, on average their students answered more questions correctly on the state test.

**2013-14 Math Average Scaled Score  
Comparison by Grade Level**

Grade	Math Average Scaled Score on the 2013-14 New York State Exam		
	Brooklyn Dreams	CSD #22	State Average
	Average Scaled Score	Average Scaled Score	Average Scaled Score
3	307	305	300
4	300	309	300
5	305	313	300
6	306	304	300
7	--	304	300
8	--	303	300

# Appendix I: Teacher and Administrator Attrition

Created Wednesday, July 16, 2014

Updated Friday, August 01, 2014

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## Page 1

Charter School Name: 332200860978 BROOKLYN DREAMS CS

### Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
18	4	5

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
3	0	1

Thank you

October 28, 2014

To the Board of Directors  
Brooklyn Dreams Charter School

We have audited the financial statements of Brooklyn Dreams Charter School (the "School") as of and for the year ended June 30, 2014 and have issued our report thereon dated October 28, 2014. Professional standards require that we provide you with the following information related to our audit.

**Our Responsibility Under U.S. Generally Accepted Auditing Standards**

As stated in our engagement letter dated March 27, 2014, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement.

As part of our audit, we considered the internal control of Brooklyn Dreams Charter School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Our audit of Brooklyn Dreams Charter School's financial statements has also been conducted in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States. Under *Government Auditing Standards*, we are obligated to communicate certain matters that come to our attention related to our audit to those responsible for the governance of Brooklyn Dreams Charter School, including compliance with certain provisions of laws, regulations, contracts, grant agreements, certain instances of error or fraud, illegal acts applicable to government agencies, and significant deficiencies in internal control that we identify during our audit. Toward this end, we issued a separate letter dated October 28, 2014 regarding our consideration of Brooklyn Dreams Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements.

**Planned Scope and Timing of the Audit**

We performed the audit according to the planned scope and timing previously communicated to you in our letter about planning matters dated June 1, 2014.

## **Significant Audit Findings**

### ***Qualitative Aspects of Accounting Practices***

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Brooklyn Dreams Charter School are described in Note 2 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during fiscal year 2014.

We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus.

We noted no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected.

There were no significant balances, amounts, or disclosures in the financial statements based on sensitive management estimates.

The disclosures in the financial statements are neutral, consistent, and clear.

### ***Difficulties Encountered in Performing the Audit***

We encountered no significant difficulties in dealing with management in performing and completing our audit.

### ***Disagreements with Management***

For the purpose of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

### ***Corrected and Uncorrected Misstatements***

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management.

We did not detect any misstatements as a result of audit procedures.

***Significant Findings or Issues***

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the School, and business plans and strategies that may affect the risks of material misstatement with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition of our retention.

***Management Representations***

We have requested certain representations from management that are included in the management representation letter dated October 28, 2014.

***Management Consultations with Other Independent Accountants***

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

This information is intended solely for the use of the board of directors and management of Brooklyn Dreams Charter School and is not intended to be and should not be used by anyone other than these specified parties.

We welcome any questions you may have regarding the following communications and we would be willing to discuss any of these or other questions that you might have at your convenience.

Very truly yours,

**Plante & Moran, PLLC**



Michael A. Lamfers, CPA  
Partner



Michelle M. Goss, CPA  
Partner

# BROOKLYN DREAMS CHARTER SCHOOL



Financial Statements and Additional  
Information as of and for the Years Ended  
June 30, 2014 and 2013, and Independent  
Auditor's Reports

# BROOKLYN DREAMS CHARTER SCHOOL

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## Independent Auditor's Report

To the Board of Directors  
Brooklyn Dreams Charter School

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Brooklyn Dreams Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014 and 2013, and the related statements of activities and changes in net assets 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.

#### ***Auditor's Responsibility***

Our responsibility is to express opinions 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.

To the Board of Directors  
Brooklyn Dreams Charter School

***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Brooklyn Dreams Charter School as of June 30, 2014 and 2013, and the results of its operations and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

***Other Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise Brooklyn Dreams Charter School's basic financial statements. The supplemental schedule of functional expenses, as identified in the table of contents, is presented for the purpose of additional analysis and is not a required part of the basic financial statements.

The supplemental schedule of functional expenses has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it

***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2014 on our consideration of Brooklyn Dreams Charter 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 the 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 Brooklyn Dreams Charter School's internal control over financial reporting and compliance.

*Plante & Moran, PLLC*

October 28, 2014

# BROOKLYN DREAMS CHARTER SCHOOL

## STATEMENT OF FINANCIAL POSITION JUNE 30, 2014 AND 2013

	2014	2013
<b>ASSETS</b>		
CURRENT ASSETS:		
Cash	\$ 97,974	\$ 94,271
Due from governmental revenue sources	<u>183,534</u>	<u>88,960</u>
Total current assets	<u>281,508</u>	<u>183,231</u>
NON-CURRENT ASSETS:		
Capital assets	29,040	28,055
Less accumulated depreciation	<u>(7,228)</u>	<u>(4,324)</u>
Total capital assets, net of accumulated depreciation	<u>21,812</u>	<u>23,731</u>
TOTAL	<u>\$ 303,320</u>	<u>\$ 206,962</u>
<b>LIABILITIES AND NET ASSETS</b>		
LIABILITIES:		
Deferred revenue	\$ 16,174	\$ 855
Contracted service fee payable	<u>242,363</u>	<u>163,114</u>
Total liabilities	<u>258,537</u>	<u>163,969</u>
NET ASSETS:		
Unrestricted and undesignated	<u>44,783</u>	<u>42,993</u>
TOTAL	<u>\$ 303,320</u>	<u>\$ 206,962</u>

See notes to financial statements.

## BROOKLYN DREAMS CHARTER SCHOOL

### STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS YEARS ENDED JUNE 30, 2014 AND 2013

---

	2014	2013
REVENUES, GAINS AND OTHER SUPPORT:		
State aid	\$ 6,647,560	\$ 5,570,730
Other state sources	192,275	134,248
Federal sources	494,162	507,488
Private sources	39,580	34,174
In-kind contribution — NHA	<u>-</u>	<u>436,431</u>
Total revenues, gains and other support	7,373,577	6,683,071
EXPENSES:		
Contracted service fee	7,368,883	6,711,472
Depreciation	<u>2,904</u>	<u>2,162</u>
Total expenses	<u>7,371,787</u>	<u>6,713,634</u>
CHANGE IN UNRESTRICTED NET ASSETS	1,790	(30,563)
NET ASSETS:		
Beginning of year	<u>42,993</u>	<u>73,556</u>
End of year	<u>\$ 44,783</u>	<u>\$ 42,993</u>

See notes to financial statements.

## BROOKLYN DREAMS CHARTER SCHOOL

### STATEMENT OF CASH FLOWS YEARS ENDED JUNE 30, 2014 AND 2013

	2014	2013
CASH FLOWS PROVIDED BY (USED IN) OPERATING ACTIVITIES:		
State aid	\$ 6,629,177	\$ 5,570,730
Other state sources	207,452	124,264
Federal sources	417,970	593,345
Private sources	39,723	34,351
Payments for services rendered	<u>(7,289,634)</u>	<u>(6,351,248)</u>
Net cash provided by (used in) operating activities	<u>4,688</u>	<u>(28,558)</u>
CASH FLOWS USED IN INVESTING ACTIVITIES:		
Purchase of other equipment	<u>(985)</u>	<u>-</u>
NET INCREASE (DECREASE) IN CASH	3,703	(28,558)
CASH — Beginning of year	<u>94,271</u>	<u>122,829</u>
CASH — End of year	<u>\$ 97,974</u>	<u>\$ 94,271</u>
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES:		
Change in net assets	\$ 1,790	\$ (30,563)
Depreciation	2,904	2,162
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Change in due from governmental revenue sources	(94,574)	85,856
Change in accounts payable	-	(156)
Change in deferred revenue	15,319	(9,806)
Change in contracted service fee payable	<u>79,249</u>	<u>(76,051)</u>
NET CASH PROVIDED BY (USED IN) OPERATING ACTIVITIES	<u>\$ 4,688</u>	<u>\$ (28,558)</u>
NON-CASH ACTIVITY — In-kind contribution from NHA	<u>\$ -</u>	<u>\$ 436,431</u>

See notes to financial statements.

# BROOKLYN DREAMS CHARTER SCHOOL

## NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

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### 1. NATURE OF OPERATIONS

Brooklyn Dreams Charter School (the "School") is a public charter school as defined by Article 56 of the New York State Education Law which provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The School operates under a charter approved by the State University of New York Charter Schools Institute, which is responsible for oversight of the School's operations. The charter expires March 12, 2015 and is subject to renewal. Management believes the charter will be renewed in the ordinary course of business. The School provides education, at no cost to the parent, to students in kindergarten through the fifth grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

The School's primary source of revenue is provided by the State of New York and consists of an amount per student multiplied by weighted average student counts. The state revenue is recognized ratably over the school year and was funded through payments from July 2013 through May 2014 for the year ended June 30, 2014.

The Board of Trustees of the School has entered into a management agreement (the "agreement") with National Heritage Academies, Inc. (NHA) which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the School operates. The agreement will continue until termination or expiration of the charter, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the School or NHA.

Under the terms of the agreement, NHA receives as remuneration for its services an amount equal to the total revenue received by the School from all revenue sources. These funds are property of the School and may be used by the School at the discretion of the board. Revenues – In-kind contribution – NHA represent a contribution granted by NHA for the excess of School expenditures over public revenues available.

### 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

**Basis of Accounting** — The financial statements have been prepared in accordance with Section 2851 of the Education Law of the State of New York which requires such statements to be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles accepted in the United States of America for not-for-profit organizations.

**Estimates** — The preparation of financial statements in conformity with accounting

principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Cash** — Cash as of June 30, 2014 and 2013 represents bank deposits which are covered by federal depository insurance.

**Deferred Revenue** — Deferred revenue as of June 30, 2014 and 2013 consists of funds received for services which have not yet been performed.

**Contracted Service Fee Payable** — Contracted service fee payable represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

**Capital Assets** — Capital assets, which include other equipment, are reported in at historical cost. Capital assets are typically defined by the School as assets with an initial individual cost of more than \$2,000 and an estimated useful life in excess of one year.

Other equipment is depreciated using the straight-line method over useful lives of 3–10 years.

**The Financial Statements** — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

- *Unrestricted Net Assets* — Net assets which are not subject to donor imposed or governmental stipulations.

Revenues and contributions are reported as follows:

- Revenues, gains and other support are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in unrestricted net assets. Other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or governmental restriction. Expiration of temporary restrictions on net assets (i.e., the donor-stipulated purposes has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications between the applicable classes of net assets.
- Revenue is recorded when earned, regardless of the timing of related cash flows. Grants are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

**Income Taxes** — The School operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The School has received notification from the Internal Revenue Service (IRS) that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code.

The School has evaluated its position regarding the accounting for uncertain income tax

positions and does not believe that it has any material uncertain tax positions. The School recognizes the effect of income tax positions only if the positions are more likely than not of being sustained. Recognized income tax positions are recorded at the largest amount that is greater than 50% likely of being realized upon settlement with a taxing authority that has full knowledge of all relevant information. The determination of whether or not a tax position has met the more-likely-than-not recognition threshold considers the facts, circumstances and other information available at the reporting date and is subject to management's judgment. Changes in the recognition or measurement are reflected in the period in which the change in judgment occurs. The School is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. Management believes it is no longer subject to income tax examinations prior to June 30, 2011.

### 3. RISK MANAGEMENT

The School is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2014 or 2013, and claims did not exceed coverage less retained risk deductible amounts in the past fiscal year.

### 4. CONTINGENCIES

The School has received proceeds from several federal and state grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

### 5. CAPITAL ASSETS

Capital asset activity of the school was as follows:

<b>Year ended June 30, 2014</b>	<b><u>Beginning Balance</u></b>	<b><u>Additions</u></b>	<b><u>Disposals</u></b>	<b><u>Ending Balance</u></b>
Equipment	\$ 28,055	\$ 985	\$ -	\$ 29,040
Total capital assets at historical cost	<u>28,055</u>	<u>985</u>	<u>-</u>	<u>29,040</u>
Less accumulated depreciation — equipment	<u>4,324</u>	<u>2,904</u>	<u>-</u>	<u>7,228</u>
Total accumulated depreciation	<u>4,324</u>	<u>2,904</u>	<u>-</u>	<u>7,228</u>
Total capital asset activity, net	<u>\$ 23,731</u>	<u>\$ (1,919)</u>	<u>\$ -</u>	<u>\$ 21,812</u>

<b>Year ended June 30, 2013</b>	<b>Beginning Balance</b>	<b>Additions</b>	<b>Disposals</b>	<b>Ending Balance</b>
Equipment	<u>\$ 28,055</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 28,055</u>
Total capital assets at historical cost	<u>28,055</u>	<u>-</u>	<u>-</u>	<u>28,055</u>
Less accumulated depreciation — equipment	<u>2,162</u>	<u>2,162</u>	<u>-</u>	<u>4,324</u>
Total accumulated depreciation	<u>2,162</u>	<u>2,162</u>	<u>-</u>	<u>4,324</u>
Total capital asset activity, net	<u>\$ 25,893</u>	<u>\$ (2,162)</u>	<u>\$ -</u>	<u>\$ 23,731</u>

## 6. OPERATING LEASE

The School has entered into a sublease agreement with NHA for a facility to house the School. The lease term is from July 1, 2013 through June 30, 2014. Annual rental payments required by the lease are \$2,354,748 payable in twelve monthly payments of \$196,229. The lease is automatically renewed on a year-to-year basis unless a notice of the non-renewal is provided by either the Academy or NHA.

The School subsequently renewed the sublease with NHA for the period of July 1, 2014 through June 30, 2015, at the same rate.

## 7. FUNCTIONAL EXPENSES

The School provides a comprehensive education programs to enrolled students. Expenses incurred for these programs and other expenses are as follows:

	<b>2014</b>	<b>2013</b>
Program services:		
Regular education	\$ 6,300,244	\$ 5,800,960
Special education	407,919	343,782
Supporting services — management and general	<u>660,720</u>	<u>566,730</u>
Total contracted service fee	7,368,883	6,711,472
Depreciation expense	<u>2,904</u>	<u>2,162</u>
Total contracted service fee	<u>\$ 7,371,787</u>	<u>\$ 6,713,634</u>

## 8. SUBSEQUENT EVENTS

Events or transactions for the year ended June 30, 2014 have been evaluated through October 28, 2014, the date the financial statements were available to be issued. The financial statements and the notes thereto do not reflect events or transactions after this date.

\* \* \* \* \*

## **ADDITIONAL INFORMATION**

# BROOKLYN DREAMS CHARTER SCHOOL

## SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014 WITH COMPARATIVE INFORMATION FOR THE YEAR ENDED JUNE 30, 2013

	2014				2013	
	Program Services		Supporting Services		Total	Total
	Regular Education	Special Education	Management and General	Management and General		
Contracted service fee:	\$ 2,134,853	\$ 252,106	\$ -	\$ -	\$ 2,386,959	\$ 1,869,100
Salaries and wages	33,183	2,776	-	-	35,959	31,484
Retirement contributions	300,278	33,128	-	-	333,406	315,609
Other employee benefits	174,879	16,738	-	-	191,617	164,447
Payroll taxes	639	-	86,446	-	87,085	72,312
Accounting fees	217,423	652	7,626	-	225,701	225,720
Supplies	6,328	-	-	-	6,328	5,046
Postage and shipping	2,808,660	-	-	-	2,808,660	2,714,896
Occupancy	305,066	-	-	-	305,066	274,596
Food service	28,703	-	-	-	28,703	117,985
Equipment rental and maintenance	36,793	-	-	-	36,793	29,277
Printing and publications	1,367	55	-	-	1,422	2,689
Travel	69,117	111	-	-	69,228	76,216
Professional development and meetings	92,960	102,353	-	-	195,313	241,633
Professional fees	-	-	102,536	-	102,536	62,702
Instructional support	-	-	143,604	-	143,604	201,992
Academic and general support	-	-	29,499	-	29,499	18,292
Enrollment and parent relations	-	-	61,608	-	61,608	38,863
Board support	-	-	108,489	-	108,489	91,300
Human resources	-	-	21,280	-	21,280	12,637
Support services	283	-	67,908	-	68,191	55,746
Technology services	5,244	-	31,724	-	36,968	21,709
Marketing and business development	34,272	-	-	-	34,272	31,159
Insurance	50,196	-	-	-	50,196	36,062
Miscellaneous						
<b>Total contracted service fee</b>	<b>6,300,244</b>	<b>407,919</b>	<b>660,720</b>	<b>660,720</b>	<b>7,368,883</b>	<b>6,711,472</b>
Depreciation	2,904	-	-	-	2,904	2,162
<b>Total expenses</b>	<b>\$ 6,303,148</b>	<b>\$ 407,919</b>	<b>\$ 660,720</b>	<b>\$ 660,720</b>	<b>\$ 7,371,787</b>	<b>\$ 6,713,634</b>

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*

Independent Auditor's Report

To Management and the Board of Directors  
Brooklyn Dreams 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 basic financial statements of Brooklyn Dreams Charter School (the "School"), which comprise the basic statement of financial position as of June 30, 2014, and the related basic statements of activities and changes in net assets and cash flows for the year then ended, and related notes to the basic financial statements, and have issued our report thereon dated October 28, 2014.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Brooklyn Dreams Charter 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 opinions 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.

To Management and the Board of Directors  
Brooklyn Dreams Charter School

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Brooklyn Dreams Charter 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.

*Plante & Moran, PLLC*

Grand Rapids, Michigan  
October 28, 2014

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

<b>School Name:</b>	<b>Brooklyn Dreams Charter School</b>
Date (Report is due Nov. 1):	November 1, 2014
School Fiscal Contact Name:	Jeff Ratuszny
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Plante & Moran, PLLC
School Audit Contact Name:	Michael Lamfers
School Audit Contact Email:	<a href="mailto:michael.lamfers@plantemoran.com">michael.lamfers@plantemoran.com</a>
School Audit Contact Phone:	616-643-4099
Audit Period:	2013-14
Prior Year:	2012-13

The following items are required to be included:

- .. The independent auditor's report on financial statements and notes.
- .. Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
- .. 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 \$500,000; 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.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	A written management letter was not issued; Audit conclusion letter to those charged with governance attached
Management Letter Response	A written management letter was not issued.
Form 990	Form 990 has been extended and will be filed with the IRS no later than February 15, 2015
Federal Single Audit (A-133) <sup>1</sup>	Included
Corrective Action Plan	N/A

Please also send an ELECTRONIC copy of: 1.) This transmittal form; 2.) Audited Financial Report; and if applicable 3.) Management Letter and Response; 4.) Federal Single Audit (A-133) ONLY to the following offices via email. A copy of the Excel file containing the four schedules Does NOT need to be included.

NYS Education Department Public School Choice Programs 89 Washington Avenue Room 462 EBA Albany, New York 12234 <a href="mailto:charterschools@mail.nysed.gov">charterschools@mail.nysed.gov</a>	NYS Education Department Office of Audit Services 89 Washington Avenue Room 524 EBA Room 524 EBA Albany, New York 12234 <a href="mailto:fsanda133@mail.nysed.gov">fsanda133@mail.nysed.gov</a>
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<sup>1</sup> A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to [OMB Circular A-133](#) for the federal filing requirements.

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 16, 2014  
Updated Thursday, July 31, 2014

## Page 1

Charter School Name: 332200860978 BROOKLYN DREAMS CS

### B. 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 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child   Line 1: Total Expenditures	7353118
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	502
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	14647

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. 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 officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. 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.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	0
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	643970
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	643970
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	502
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	1282

Thank you.



**Budget and Quarterly Report Template**  
*for SUNY Authorized Charter Schools*

# Brooklyn Dreams Charter School

Contact Name: Rebecca Joyner  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]

Prior Year: 2013-14  
Current Year: 2014-15

# Appendix E: Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

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Page 1

332200860978 BROOKLYN DREAMS CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.  
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Thursday, July 31, 2014

## Page 1

332200860978 BROOKLYN DREAMS CS

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Tamara Charles	Member	Yes		Number of terms served: 1  Length of each term: 1 - Two year term  Date of Election: September 2013  Expiration of Term: June 2015	
2	Richard Conti	Chair/President	Yes		Number of terms served: 2  Length of each term: 2 – Three year term  Date of Election: April 2010  Expiration of Term: June 2016	
3	Sara Doar	Member	Yes		Number of terms served: 2  Length of each term: 1 – Two year term 1 – Three year term  Date of Election: January 2011  Expiration of Term: June 2016	
4	Michael Leit	Treasurer	Yes		Number of terms served: 1  Length of each term: 1 – Two year term  Date of Election: September 2013  Expiration of Term: June 2015	
5	Michele Morais-Weekes	Secretary	Yes		Number of terms served: 2  Length of each term: 1 – One year term 1 – Three year term  Date of Election: January 2012	

				Expiration of Term: June 2016
6	Katherine O'Neill	Member	Yes	Number of terms served: 2  Length of each term: 2 – Three year term  Date of Election: April 2011  Expiration of Term: June 2017
7	Joanne Oplustil	Vice Chair/Vice President	Yes	Number of terms served: 3  Length of each term: 1 – One year term 2 – Three year term  Date of Election: April 2010  Expiration of Term: June 2017
8	Michelle Scotto	Member	Yes	Number of terms served: 1  Length of each term: 1 – Two Year Term  Date of Election: September 2013  Expiration of Term: June 2015

2. Total Number of Members Joining Board during the 2013-14 school year

3

3. Total Number of Members Departing the Board during the 2013-14 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

11

5. How many times did the Board meet during the 2013-14 school year?

8

6. How many times will the Board meet during the 2014-15 school year?

10

Thank you.

**Brooklyn Dreams Charter School  
Enrollment and Retention Plan**

Brooklyn Dreams understands the need to enroll and retain specific student populations in numbers comparable to the NYC CSD #22 school district. Because we have full enrollment and a waiting list, meeting the targets for students with disabilities (SWD), English language learners (ELL) and students who qualify for free or reduced price lunch (FRL) is a challenge. However, Brooklyn Dreams is currently **exceeding the enrollment target for the FRL and SWD categories and the retention targets for the FRL, SWD, and ELL categories**. We are not yet meeting our ELL enrollment target. Below is a summary of our current enrollment and retention numbers compared to the targets.

<b>2013-14*</b>				
<b>Subgroup</b>	<b>Enrollment Effective Target<sup>1</sup></b>	<b>Actual Enrollment</b>	<b>Retention Effective Target<sup>2</sup></b>	<b>Actual Retention</b>
<b>FRL</b>	84.7%	87.4% N = 438	86.3%	95.2% N = 417
<b>ELL</b>	16.1%	5.7% N = 29	75.6%	93.2% N = 27
<b>SWD</b>	14.0%	18.7% N = 94	82.2%	94.6% N = 89

**ELL Recruitment Efforts**

In order to make progress toward our ELL enrollment targets, we have implemented the following strategies, which will continue in the coming school year:

- Advertisements and notifications have been placed in the following publications: La Voz Hispana, Haiti Observateur, V Novom Svete, Weekly Sada – E Pakistan, World Journal, and The Akhon Samoy. In these publications we specifically mentioned that the school provides services to students for whom English is their second language.
- Fliers were distributed in Arabic, Chinese, English, Creole, Hindi, Russian, Spanish, and Urdu to families throughout the community. Distribution sites included daycare centers, grocery stores, community centers, and churches. These fliers invited families to attend the Enrollment Information Meeting.
- An Enrollment Information Meeting was hosted for all parents interested in the school and we provided student applications in a number of languages: Arabic, Bengali, Chinese, English, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, and Urdu. At the enrollment meetings, information regarding the ELL Program and its ability to meet the needs of ELL students was provided. We provided ELL families with strategies to help their children in school, specific English Language Development (ELD) strategies for such parents.
- To ensure the retention of accepted students, and in compliance with federal requirements to identify potential ELL students, the school asked these families to complete a “Home Language

<sup>1</sup> Source: <http://www.p12.nysed.gov/psc/documents/EnrollmentTargetsCalculator.xls> Based on district data (CSD 22) for 501 students in grades K-6 using the Effective Target.

<sup>2</sup> Source: <http://www.p12.nysed.gov/psc/documents/PotentialRetentionTargetsCalculator.xls> Based on district data (CSD 22) for 501 students in grades K-6 using the Effective Target.

Questionnaire.” Information from this survey ensures that each child for whom English is a second language is provided the services he/she needed to succeed in school.

### **FRL and SWD Recruitment Efforts**

Because we are exceeding our FRL and SWD enrollment targets, our recruitment efforts are focused mainly on attracting ELL students. However, we remain committed to recruiting students with special learning needs and with disabilities as well as students who qualify for free or reduced price lunch.

Brochures that describe our special education programming have been distributed throughout the community. In order to reach the families of special needs students, we utilize many networks that already exist in the community. Brooklyn Dreams’ Strategic Marketing Coordinator will continue to build relationships with support organizations to gain familiarity with the services they provide. We do this both so we can recommend their support services to the families of accepted or interested students and so these organizations know about our school and its special education program – so that they may recommend our school to the families they serve. We know that most families hear about our school by word of mouth, and we believe that a relationship with these organizations lays the groundwork for informal communications and referrals. In addition, we will continue to work with these organizations to distribute information about our school, our special education program, and our enrollment procedures.

All special needs students (FRL, ELL, and SWD) are made aware of our school’s programs through open meetings during the year. The school’s parent meetings clearly indicate that we offer a free and appropriate education (FAPE) to all our students in the Least Restrictive Environment. Furthermore, the school has an established relationship with the Committee for Special Education (CSE) for children under its guise and has made materials and applications to Brooklyn Dreams available for distribution to interested parents. We invite parents to meet with the school’s Special Education Team and the CSE to develop an Individual Education Plan (IEP) for the child or to work within the parameters of the plan already in place from the child’s previous school.

We will continue to monitor the efficacy of our recruitment and enrollment efforts by carefully tracking student enrollment numbers. Through our robust data warehouse, we collect detailed information on trends in at-risk student populations, report to the Board on enrollment trends, and adjust the marketing strategy, as needed, to ensure that parents of these children know that Brooklyn Dreams is dedicated to serving their children’s needs.

### **Retention Efforts – All Special Student Populations**

We believe several core elements of our school culture function as linchpins of our recruitment and retention strategy for our special needs students. These elements include the high-quality educational program that we provide, the caring culture that we have established, and our many parent involvement initiatives.

- *Culture and Climate:* We have a school climate and culture that focus purposefully on caring for each student as a family cares for its children. We believe our school-wide behavior and classroom management practices –which we refer to as *Behave with Care* – help attract and retain special needs students. Our Behave with Care program is built on research-based programs for reinforcing positive behaviors, setting clear expectations, and building teacher-student relationships and peer relationships.
- *Parent Involvement:* To ensure that our families feel connected to the school, we have implemented several parent involvement strategies, including

- Newsletters: Regular newsletters from the principal and teachers are distributed to parents. Important information regarding school-wide performance, initiatives, and programs is included in the newsletter.
- Social media: We have an excellent website, which gives parents quick and easy access to general information on the school as well as specific information about their children. In addition, we make cautious, appropriate use of Facebook and other social media sites to form connections between school leaders and parents. Parents without access to the internet can use the computer and internet available at the school.
- Classroom Communication: Teachers frequently send home communications for parents so that they know about everything from weekly schedules to educational goals for students. Teachers also share regular progress reports – via letter, online communication via the school’s AtSchool gradebook system, phone calls, and/or in-person meetings. These communications focus on each student's academic progress and performance.
- Conferences: Parent-teacher conferences are conducted twice each year. These conferences ensure that dedicated time is set aside for each parent to engage and interact with classroom teachers and discuss the progress of his or her child. As needed, staff may also conduct home visits. Each year, we conduct a family orientation at the end of the summer so new and enrolled families can meet the principal, their child's teacher and classmates, and other school staff. We believe these early contacts help establish and sustain a healthy rapport with parents.
- Parent Room: In order to help parents feel at home in the school and to encourage their presence in their child's education, the school building provides a dedicated parent room. This room gives parents a place to gather and build relationships with one another, discuss matters of mutual interest, grow more comfortable with the school, and take some ownership of the school.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 14, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/fd4cb>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Tamara Charles*

2. Charter School Name:

*Brooklyn Dreams Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Other, please specify...: board member

---

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several fluid, overlapping strokes that form a stylized, cursive representation of a name.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 14, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/aebb2>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Richard Conti*

2. Charter School Name:

*Brooklyn Dreams Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Chair/President

---

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Handwritten signature of the trustee, consisting of several vertical strokes.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 15, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/dac3e>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Michele School*

2. Charter School Name:

*Brooklyn Dreams Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

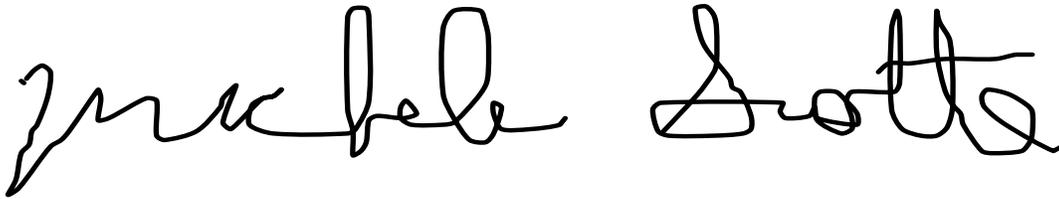
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Two handwritten signatures in black ink. The first signature is cursive and appears to read 'Michele'. The second signature is also cursive and appears to read 'Scott'.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 15, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/6b7ce>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Michael Leit*

2. Charter School Name:

*Brooklyn Dreams Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- 
- Treasurer
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 21, 2014

Updated Friday, May 15, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/4137f>

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## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Joanne M. Oplustil*

2. Charter School Name:

*Brooklyn Dreams Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

[REDACTED]

7. \*E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

- 
- Vice Chair/Vice President
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 22, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/b2446>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Katherine O'Neill*

2. Charter School Name:

*Brooklyn Dreams Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

[REDACTED]

7. \*E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

---

• Other, please specify...: trustee

---

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Katherine Shiel

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 23, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/714e4>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Michele Morais-Weekes*

2. Charter School Name:

*Brooklyn Dreams Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- 
- Secretary
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Michale Morano - The Kee

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 23, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/b4173>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Sara Doar*

2. Charter School Name:

*Brooklyn Dreams Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- 
- Secretary
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

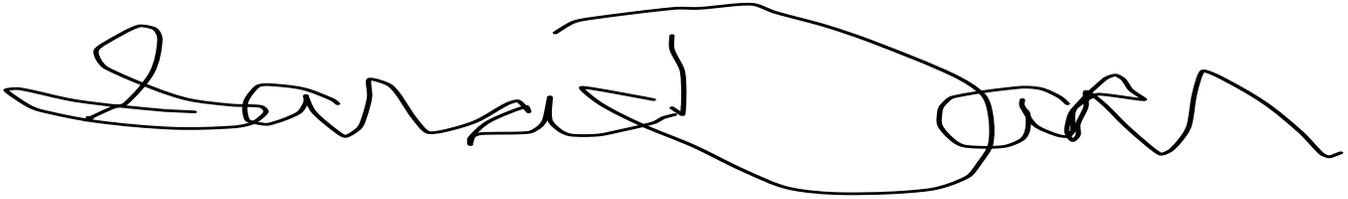
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "James J. [unclear]", written in a cursive style.