



New York State Education Department

***Mid-Term Site Visit Report for BoR-Authorized Charter Schools
under the 2019 Charter School Performance Framework
2021-2022***

American Dream Charter School

Mid-Term Site Visit Date: May 16 and June 21, 2022

Date of Report: January 20, 2023

[Charter School Office](#)

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Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	4
BENCHMARK ANALYSIS	6
SUMMARY OF FINDINGS.....	8
BENCHMARK 1: STUDENT PERFORMANCE.....	9
BENCHMARK 2: TEACHING AND LEARNING.....	10
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT	15
BENCHMARK 4: FINANCIAL CONDITION.....	21
BENCHMARK 5: FINANCIAL MANAGEMENT.....	22
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	23
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	26
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	29
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	30
BENCHMARK 10: LEGAL COMPLIANCE	32

ATTACHMENT 1: BENCHMARKS 1 AND 9 DATA

ATTACHMENT 2: CHARTER SCHOOLS FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

ATTACHMENT 3: 2021 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	American Dream Charter School
Board Chair	Luz Maria Rojas
District of location	NYC CSD 7
Opening Date	Fall 2014
Charter Terms	<ul style="list-style-type: none"> • Initial Term: July 1, 2014 – June 30, 2019 • First Renewal Term: July 1, 2019 – June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	Grades 6-12 / 600 students
Facilities	<ul style="list-style-type: none"> • MS: 510 E. 141st Street, 4th Floor, Bronx – Public Space • HS: 403 Concord Avenue, Bronx – Private Space
Mission Statement	<i>The American Dream School develops academic excellence in both Spanish and English, preparing students to excel in college and become leaders in their communities.</i>
Key Design Elements	<ul style="list-style-type: none"> • Dual Language Program • Project and Experiential-based Learning • Culturally Responsive Instruction • Data-Driven Instruction & Assessment • Teacher Development and Support • June Mini-Mester • DREAM Advisory • Teacher Academy
Material Revisions Approved in Current Charter Term	<ul style="list-style-type: none"> • March 2021: A revision to increase the charter school’s authorized enrollment from the currently approved 565 students to 600 students. • June 2022: A revision to substantively amend the school’s Key Design Elements. • June 2022: A revision to amend the charter school’s organizational chart to reflect significant changes.

Noteworthy: In 2021, American Dream Charter School (ADCS) graduated its first 12th-grade class. Sixty three out of 74 students in that senior class graduated. According to the school, this first graduating cohort earned a total of 450 college acceptances. ADCS is one of only eight charter schools in New York State (NYS) that offers the NYS Seal of Biliteracy, and, according to NYSED data, 26 students or 41 percent of the 2021 graduating class earned the NYS Seal of Biliteracy; 52 students, or 67 percent of the 2022 graduating class earned the NYS Seal of Biliteracy. This exceeds the state’s overall performance on this metric.

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	Grades 6-11	Grades 6-12	Grades 6-12	Grades 6-12	Grades 6-12
Total Approved Enrollment	490	600	600	600	600

METHODOLOGY

Purpose of the Mid-Term Report

Pursuant to the [Board of Regents' Oversight Plan](#), described in your charter agreement and the NYSED Charter School Office (CSO) [Monitoring Plan](#), for a Board of Regents-authorized charter school, the CSO uses the mid-term site visit as an opportunity to provide the school with an informative and comprehensive report and formative feedback detailing how the school is progressing toward meeting the standards set forth in the [Charter School Performance Framework](#). Mid-Term site visits are an important component of that oversight process and are designed to support transparent oversight and discussion of evaluative standards pertaining to full-term, short-term, and non-renewals.

After the site visit, the CSO will provide the school with an informative and comprehensive report and formative feedback detailing how the school is progressing toward meeting the Performance Framework benchmarks. Information gathered through all site visits during a school's charter term becomes part of the school's record of performance and is used to inform renewal decisions at the end of the school's charter term.

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

Mid-Term Site Visit Methodology

A two-day mid-term site visit was conducted at American Dream Charter School (ADCS) on May 16, 2022, and June 21, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers, students, and parents.

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

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School-developed teacher, parent/student survey results;**
- **2021 CSO Annual Survey of Charter School Parents/Guardians, Teachers, and Students results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: Academic and Enrollment Data;**
- **NYSED Attachment 2: Fiscal Dashboard Data;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all 2021-2022 instructional and non-instructional staff;**
- **Teacher Certification info;**
- **School-submitted Annual Reports during current charter term;**
- **School's Action Plan;**
- **Prior CSO monitoring reports (check-in, midterm, renewals); and**
- **School's 2020 and 2021 Notices of Deficiency.**

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of school-specific documents, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

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

For the site visit conducted on May 16, 2022, and June 21 2022 at ADCS, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2019 Charter School Performance Framework Ratings²**

2019 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Approaches
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.</p>	Meets
	<p>Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	Approaches
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Meets
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.</p>	Approaches
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Approaches

² Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- ADCS is in year nine of operation and is contracted to serve 600 students in Grades 6-12. During its current charter term, the school is rated in the following manner: meeting six benchmarks and approaching four benchmarks, A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths:**
There are numerous areas of strength in place at ADCS. Instructional delivery fosters high engagement with all students. In observed lessons, most or all students demonstrated high engagement throughout the lesson, including generating authentic and original questions based on the material. Teachers regularly create small student groupings through which teachers deliver differentiated instruction and content. Classroom environments are conducive to learning. The school has an effective school leadership team, implements all of its key design elements (KDE), and is fully enrolled.

- **Summary of Areas in Need of Improvement:**
There remain some areas of growth at ADCS:
 - At the time of the mid-term site visit, ADCS did not use a specific school-implemented tool to gather quantitative data to track the social-emotional needs of students in all grades.
 - The board of trustees does not regularly engage in strategic planning to set priorities and goals aligned with the school’s mission and charter.
 - The trajectory for BM 1 has declined to an Approaches due to the school’s consistent underperformance when compared to the overall NYS proficiency rates on the NYSTP 3-8 Assessments.
 - The trajectory for BM 9 remains an Approaches, as the school has consistently under-enrolled SWDs.
 - The trajectory for BM 10 has declined to Approaches due to the school’s mixed record of compliance with applicable State and federal laws and regulations and the provisions of its charter.

Benchmark 1: Student Performance

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

Finding: Approaches

Over this charter term, the trajectory for this benchmark has declined from a Meets on the ADCS 2020 Renewal Site Visit Report to an Approaches due to the school's consistent underperformance when compared to the overall NYS proficiency rates on the NYSTP 3-8 Assessments.

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Note: When interpreting these results, please note, state assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students’ success, including sub-groups.
3. <i>Assessment and Program Evaluation</i>	a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. <i>Supports for Diverse Learners</i>	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School/High School:

- **MS and HS:**
 - ADCS curriculum is aligned to New York State Learning Standards; and instruction is based on research based practices;
 - Pedagogical components include SIOP (Structured Instruction Observation Protocol), CALLA (The Cognitive Academic Language Learning Approach), culturally relevant pedagogy, Understanding by Design (UBD), and the Buck Institute for Education model for project-based learning (PBL);
 - The unifying principle is that students must be able to read and comprehend content across subjects in both English and in Spanish;
 - Application of a developmental reading taxonomy in English and Spanish that allows for students to be matched with appropriate texts;
 - Application of the teachings of Harvey and Goudvis on cross-curricular literacy;
 - Differentiated curriculum to provide opportunities for all students to master grade-level skills and concepts;
 - Co-teaching partners in ICT classrooms work together to refine the curriculum and promote instructional strategies that encourage critical thinking within and across subjects; and
 - New and returning students are provided with a summer reading assignment and follow-up tasks.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):

- **ELLs and SWDs:**
 - A 14:1 student to teacher ratio in each ICT classroom;
 - Differentiated instruction and increased opportunities for instructors to meaningfully connect with students;
 - A “whole child” approach affirmed via professional practice;
 - A collaborative and consultative progress monitoring environment for SWDs, ELLs, and EDs, using supportive instructional frameworks and methodologies; and
 - Application of behavioral frameworks such as restorative justice.
- **ELLs:**
 - Use of SIOP, scaffolding, probing questions, and wait time;
 - Use of CALLA frameworks for curriculum and instruction; and
 - In addition to the school’s bilingual programs, the school provides push-in and pull-out services for ELLs.
- **SWDs:**
 - SWDs are educated in the least restrictive environment; and
 - A student services team supports students with Individualized education plans (IEPs) and ensures implementation of IEPs.

Summative Evidence for Benchmark 2:

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

American Dream CS	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	588	294	50%	50%	0
Student Survey (Grades 9-12)	327	183	56%	80%	-24
Teacher Survey	57	46	81%	80%	1

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

Over this charter term, the trajectory for this benchmark has remained a Meets since the most recent renewal site visit report.

1. Element: **Curriculum:**

- Indicator a:** The school has a curriculum that is reportedly aligned to current New York State learning standards. In a focus group, school leaders reported that the school identifies “power standards” that school staff members then include in unit and lesson plans. In the 2021 CSO Teacher Survey (81 percent response rate; 46 of 57 possible responses), 89 percent of the teachers who responded agree that the school has a documented curriculum that is aligned to the New York State learning standards.
- Indicator b:** The curriculum is reportedly aligned horizontally and vertically. In a focus group, school leaders reported that departments meet across grade levels to align curriculum and that grade level teams meet weekly to, in part, develop and plan curriculum. In the 2021 CSO Teacher Survey, 83 percent of the teachers who responded agree that the school’s curriculum is aligned horizontally across same grade level classrooms and 78 percent of the teachers who responded agree that that the school’s curriculum is aligned vertically between grade levels.
- Indicator c:** The curriculum and corresponding materials are differentiated. In a focus group, teachers reported that the school creates differentiated content for ELLs based on their English proficiency level, and that the co-teachers deliver differentiated content simultaneously and within the same lesson. In the 2021 CSO Teacher Survey, 87 percent of the teachers who responded agree that the curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.
- Indicator d:** The curriculum is regularly reviewed and revised. In a focus group, school leaders reported that the school reviews and revises unit plans throughout the year based on interim assessments and other assessment results and that the school recently created a more culturally responsive curriculum. In the 2021 CSO Teacher Survey, 87 percent of the teachers who responded agree that the curriculum is systematically reviewed and revised.

2. Element: **Instruction:**

- **Indicator a:** The school staff has a shared understanding of high-quality instruction. In observed lessons, the following were present and evident: lesson organization and preparation; students demonstrating awareness of class and online rules, procedures, and expectations; class time maximized for student learning; and teachers routinely checking for understanding of individual students by observing individual student work. In the 2021 CSO Teacher Survey, 96 percent of the teachers who responded agree that the school staff has a shared understanding of high-quality instruction that supports all learners.
- **Indicator b:** Instructional delivery fosters high engagement with all students. In observed lessons, most or all students demonstrated on-task behavior throughout the lesson, including generating authentic and original questions based on the material. In the 2021 CSO Teacher Survey, 95 percent of the teachers who responded agree that instructional delivery fosters engagement with all students.
- **Indicator c:** The school differentiates instruction. In focus groups school leaders and teachers reported, and NYSED CSO visitors observed, that teachers regularly create small student groupings through which teachers deliver differentiated instruction and content. In the 2021 CSO Teacher Survey, 98 percent of the teachers who responded agree that the school differentiates instruction to ensure equity and access for all students.
- **Indicator d:** The school provides staff with professional development (PD) opportunities that promote best practices. In a focus group, teachers reported that the school’s PD offerings, on topics such as analyzing student assessment results to adjust curriculum and strategies to best meet the needs of ELLs, have benefitted teachers. Teachers reported that professional development meets their needs and is practical. In the 2021 CSO Teacher Survey, 89 percent of the teachers who responded agree that the school provides staff with professional development opportunities that promote best practices and improves all students’ success, including subgroups: SWDs, ELLs), and economically disadvantaged students (EDs).

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

- **Indicator a:** The school uses diagnostic, formative, and summative assessments. In a focus group, school leaders reported that the school issues diagnostic assessments at the beginning of the school year, interim assessment and third-party assessments throughout the year, and end-of-year assessments. NYSED CSO site visit members observed exit tickets regularly included in lesson plans. In the 2021 CSO Teacher Survey, 93 percent of the teachers who responded agree that the school uses a system of formative, diagnostic, and summative assessments.
- **Indicator b:** The school uses data to inform instruction. In focus groups, school leaders and teachers reported that there are four schoolwide “data days” per year in which instructional staff members analyze interim assessment and other student assessment results to create action plans that include which skills should be retaught. In the 2021 CSO Teacher Survey, 94 percent of the teachers who responded agree that the school uses qualitative and quantitative data to inform instruction and improve student outcomes.

- **Indicator c:** The school uses data to modify the school program. In a focus group, school leaders reported that, based on recent sixth and seventh grade assessment results, the school decided to allocate one co-teacher to provide intensive and differentiated support for approximately 10 students in a classroom while the other co-teacher provides instruction for the approximately other 20 students. In the 2021 CSO Teacher Survey, 92 percent of the teachers who responded agree that the school modifies its academic program after using data measurements.
- **Indicator d:** The school uses multiple measures to assess student progress. In school leader and teacher focus groups, staff members reported that the school currently utilizes *Scholastic Reading Inventory (SRI)* as a diagnostic, administers the *NWEA (Northwest Evaluation Association) MAP* assessment three times annually, and administers interim assessments throughout the year created by school staff members. In the 2021 CSO Teacher Survey, 92 percent of the teachers who responded agree that the school uses multiple measures to assess student progress toward State learning standards.

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

- **Indicator a:** The school follows the NYSED approved identification process for SWDs and ELLs. In a focus group, school leaders reported that the school follows those processes. In the 2021 CSO Teacher Survey, 91 percent of the teachers who responded agree that the school follows the NYSED approved identification process for SWDs and that the school follows the NYSED approved identification process for ELLs.
- **Indicator b:** The school provides supports to meet the academic needs for all students. In focus groups, school leaders and teachers reported that the school supports SWDs and ELLs, in part, through co-teachers in place across most classrooms. In the 2021 CSO Teacher Survey, 91 percent of the teachers who responded agree that the school provides supports to meet the academic needs for SWDs 98 percent of the teachers who responded agree that the school provides supports to meet the academic needs of ELLs, and 95 percent of the teachers who responded agree that the school provides supports to meet the academic needs for ED students.
- **Indicator c:** The school facilitates communication between interventionists and classroom teachers. School leaders reported in a focus group that the co-teachers have the same scheduled planning periods as their peer teacher and that at least two or three of those periods per week are designated for no other meetings to occur other than the opportunity for co-teachers to collaboratively plan. According to the school's self-evaluation, this academic year the school implemented a co-teacher interim assessment data reflection process centering on the comparison of achievement data of general education and sub-population students thus better informing co-teachers' instructional planning support for students with IEP's and ELL's. In the 2021 CSO Teacher Survey, 91 percent of the teachers who responded agree that the school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

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

The school has systems in place to support students’ social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Measures of Culture, Climate, and Student Engagement</i>	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ³</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
2. <i>Behavior Management and Safety</i>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

³ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁴ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element

Indicators

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

educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained a Meets since the most recent renewal site visit report.

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

- **Indicator a:** The school has processes and procedures in place to address chronic absenteeism. In a focus group, school leaders reported that at the beginning of the 2021-2022 academic year, school staff members met to create a plan on specific, differentiated, and tiered actions the school would take based on the number of chronic absences of individual students. In the 2021 CSO Teacher Survey, 82 percent (33 of 46) of the teachers who responded agree that the school has processes and procedures in place to address chronic absenteeism for all students.
- **Indicator b:** The school has processes to address out of school suspension rates. In a focus group, school leaders reported that the school has a plan, with prescribed steps, to try to reduce the number of out of school suspensions and to welcome students back onto campus after an out of school suspension, in an attempt to minimize additional out of school suspensions. However, school leaders reported that this year there are significantly higher suspension rates than in years past. This academic year there have been 59 out of school suspensions at the high school and 15 at the middle school, a high number; in the four years prior to the COVID-19 pandemic, the school had less than 10 out of school suspensions across both campuses. In the 2021 CSO Teacher Survey, 72 percent of the teachers who responded agree that the school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.
- **Indicator c:** The school systematically measures the perception of some of its students regarding school climate and culture. School leaders reported that the middle school administers a student survey three times annually to garner student input on academics and school culture but that the high school does not administer a similar student survey. In the 2021 CSO Teacher Survey, 72 percent of the teachers who responded agree that the school has a process in place to measure and evaluate school climate culture.

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

- **Indicator a:** The school has an approach to behavioral management. In a focus group, teachers reported that the school utilizes restorative classroom practices across the school and that the deans support and facilitate those practices. In the 2021 CSO Parent Survey (50 percent response rate; 294 of 588 possible responses), 96 percent of parents who responded agree, and 76 percent of the teachers who responded to the 2021 CSO Teacher Survey agree that the school's discipline policy is clear.

- **Indicator b:** The school uses a tiered approach to behavioral interventions. In a focus group, teachers reported that there are varying levels of consequences for student behaviors based on the severity of the infraction.
- **Indicator c:** The school appears safe. On the day of the school site visit, all classrooms and hallways appeared safe and characterized by an environment supportive of students. In the 2021 CSO Parent Survey, 96 percent of parents who responded agree that the school provides a safe environment. In the 2021 CSO Teacher Survey, 98 percent of the teachers who responded agree that the school provides a safe environment.
- **Indicator d:** The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination. In the 2021 CSO Parent Survey, 96 percent of parents who responded and 96 percent of the teachers who responded to the 2021 CSO Teacher Survey agree that the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.
- **Indicator e:** Classroom environments are conducive to learning. On the day of the site visit, there were no observed instances of student behaviors interrupting instruction. In the 2021 CSO Surveys, 95 percent of parents who responded, 98 percent of the teachers who responded, and 79 percent of students who responded to the 2021 CSO Student Survey (56 percent response rate; 183 of 327 possible responses) agree that classroom environments support learning and are generally free from disruption.

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

- **Indicator a:** The school communicates with families to discuss students' strengths, progress, and needs. In a focus group, school leaders reported that the school conducts parent/teacher conferences quarterly, approximately 95 percent of parents who responded to the 2021 CSO Teacher Survey indicated that they regularly attend those conferences, and teachers discuss progress reports and report cards with parents at those conferences. School leaders also reported that parents have access to updated student progress through online access to *PowerSchool*. In the 2021 CSO Surveys, 97 percent of parents who responded and 100 percent of the teachers who responded agree that parents receive regular and timely information on their child's academic progress in their home language.
- **Indicator b:** The school uses multiple methods of family engagement. In a focus group, school leaders and teachers reported that the school regularly utilizes monthly Cafecitos con la Directora (Coffee with the Principal), town halls, and digital applications such as *DeansList* and *ClassDojo* to communicate with parents. According to the school's self-evaluation, the school uses *DeansList* and *ClassDojo*, through which the school informs parents about events at the school and provides the Zoom link for special meetings like Cafecito con la Directora, which has been in place since the school first opened. In the 2021 CSO Surveys, 95 percent of parents who responded and 93 percent of the teachers who responded agree that the school provides opportunities for parent participation within the school community.
- **Indicator c:** The school primarily uses informal methods to assess family satisfaction. In a focus group, school leaders reported that the school gauges family satisfaction primarily anecdotally through Cafecitos con la Directora, in which approximately 60 parents attend, during student drop

off and pick up, and through having an open-door policy. The school does not issue its own parent surveys. In the 2021 CSO Surveys, 98 percent of parents and 93 percent of the teachers who responded agree that the school seeks feedback from parents through surveys, meetings, or some other way.

- **Indicator d:** The school has a transparent process for responding to family concerns. In a focus group, school leaders reported that when there are significant community concerns the school holds a town hall to discuss and attempt to address those concerns through open dialogue with families. In the 2021 CSO Parent Survey, 90 percent of parents who responded agree that the school has a complaint policy that is easy to find and 91 percent of parents who responded agree that the school has a complaint policy that is easy to understand. In the 2021 CSO Teacher Survey, 91 percent of the teachers who responded agree that the school has a systematic and transparent process for responding to family or community concerns.
- **Indicator e:** The school shares NYSED school report card data with parents. In a focus group, parents reported that the school shared NYSED school report card data in its weekly school memo sent to parents. In the 2021 CSO Surveys, 90 percent of parents who responded and 72 percent of the teachers who responded agree that the school informs parents about how it performs compared to other schools in the district and New York State.
- **Indicator f:** The school makes publicly available to all stakeholders its NYS exam participation rate compared to the district of location.

4. Element: ***Social-Emotional Supports:***

- **Indicator a:** The school has programs, resources, and curriculum in place to support the social-emotional and mental health needs of students. In focus groups, school leaders and teachers reported that the daily advisory periods, which have specific curriculum, are an important mechanism through which to help meet students' social-emotional and mental health needs. According to the school's self-evaluation and confirmed in a school leader focus group, the school currently has four social workers/school counselors, which is double the number the school had prior to the COVID-19 pandemic. In the 2021 CSO Surveys, 92 percent of parents who responded and 95 percent of the teachers who responded agree that the school has social, emotional, and mental health programs and supports for all students. In the 2021 CSO Student Survey, 86 percent of the students who responded agree that they feel the school culture supports them.
- **Indicator b:** The school does not systematically collect and use data in all grades to track the social-emotional needs of students. In a focus group, school leaders reported that advisors are aware of their students' social-emotional needs, but that at the high school the school is just beginning to survey students to collect data on students' social-emotional and mental health needs. In the 2021 CSO Teacher Survey, 80 percent of the teachers who responded agree that school leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.
- **Indicator c:** School leaders make adjustments to the school's student support program based on data. Based on data regarding the impact of the COVID-19 pandemic on students and families, the school decided to double its number of school counselors. In the 2021 CSO Teacher Survey, 78 percent of the teachers who responded agree that school leaders collect and use data

regarding the impact of programs designed to support the social and emotional health of all students.

- **Indicator d:** The school provides staff with professional development opportunities to support the social-emotional and mental health of students. In a focus group, school leaders reported that the school has provided trainings on trauma-informed practices, mindfulness, and culturally responsive instruction. In the 2021 CSO Teacher Survey, 92 percent of the teachers who responded agree that the school provides staff with professional development opportunities to support the social- emotional and mental health of students in a culturally responsive manner.
- **Indicator e:** The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students. In a focus group, school leaders were able to identify the McKinney-Vento Coordinator. However, in the 2021 CSO Teacher Survey, 66 percent of the teachers who responded agree that the school has processes and procedures in place to address the learning and social- emotional needs of McKinney-Vento eligible students and less than 50% of the teacher respondents could name a McKinney-Vento coordinator.

Benchmark 4: Financial Condition

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

Finding: Meets

Summative Evidence for Benchmark 4:

Over this charter term, the trajectory for this benchmark has remained a Meets since the most recent renewal site visit report.

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

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

Financial Condition

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. American Dream Charter School’s 2020-2021 composite score is 3.00.

**Composite Scores
2016-2017 to 2020-2021**

<i>Year</i>	<i>Composite Score</i>
2016-2017	3.00
2017-2018	2.96
2018-2019	3.00
2019-2020	2.67
2020-2021	3.00

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

Over this charter term, the trajectory for this benchmark has remained a Meets since the most recent renewal site visit report.

NYSED CSO reviewed ADCS's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Approaches

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has declined from a Meets rating in the most recent renewal site visit report to an Approaches due to the board’s limited strategic planning and professional development.

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

- **Indicator a:** The board utilizes an annual written performance-based evaluation process for evaluating school leadership and itself. In a focus group, board members reported that the board

utilizes a documented, rubric-based process to regularly evaluate the school leader and the impact of individual board members.

- **Indicator b:** The board reported in its focus group that the current board members reflect only some of the diverse set of skills and expertise that meet the needs of the school and represent the community. In the focus group, board members reported that the board is comprised of multiple K-12 educators as well as individuals with significant financial and community-based expertise. None of the five board members have legal or real estate expertise. The list of current and proposed board committee affiliations submitted with the renewal application corroborates the lack of legal and real estate in that there are no committees specifically addressing legal or real estate matters.
- **Indicator c:** The board demonstrates active oversight of the school's academic program and financial conditions. In a focus group, board members reported that though the board does not have an academic committee, the board is versed in the school's academic program including differences in graduation rates between last year's as well as this year's high school seniors. The board's finance committee meets at least quarterly with a third-party accounting firm regarding trends in the school's finances and examining the school's finances is a standing item on the board's monthly meeting agenda.
- **Indicator d:** The board of trustees does not regularly engage in strategic planning to set priorities and goals aligned with the school's mission and charter. In a focus group, board members stated that, despite the school having two locations, there is no written strategic plan that is mission-focused and contains clear growth rationales. The board does not have a systematic process to set clear priorities and goals to guide the school's short- and long-term success.
- **Indicator e:** The board regularly updates school policies. In a focus group, board members reported that the board recently updated the staff handbook and that the board reviews staff salary structures annually.
- **Indicator f:** According to those in the board of trustee focus group, the board does not currently engage in professional development. In a focus group, board members reported that prior to the COVID-19 pandemic, the board regularly participated in board trainings but has not continued that practice since March 2020. Consequently, the board did not conduct an onboarding process with the most recently added board member. The board plans to participate in some professional development during the summer of 2022 and currently works with Board on Track, which has regular training events.
- **Indicator g:** The board demonstrates awareness of its legal obligations to the school and stakeholders, and requirements of the school's charter, despite some areas of non-compliance, as detailed in benchmark 10, below. For example, ADCS board of trustee November 2021 meeting minutes show lack of a quorum, with only three board members present. During this meeting, trustees present voted on a number of significant actions, including adoption of a five percent salary increase; ten charter revisions, including two that were deemed material; and a memorandum of understanding with another charter school. All votes needed to be re-cast with the necessary quorum. In the focus group, board members reported that a third-party legal counsel apprises the board of its legal obligations.

- **Indicator h:** Trustees present in the focus group could not provide details or specific examples as to how their understanding of the NYSED Charter School Performance Framework is regularly applied within their governance role.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
<p>3. <i>Contractual Relationships (if applicable)</i></p>	<p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has remained a Meets since the most recent renewal site visit report.

1. Element: *School Leadership:*

- **Indicator a:** The school has an effective school leadership team. In a focus group, teachers reported that school leaders are effective and consistently reinforce the school’s mission and vision with staff members. In the 2021 CSO Teacher Survey, 93 percent of the teachers who responded agree that the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.
- **Indicator b:** The school has established communication systems. According to the school’s self-evaluation and also reported in a school leader focus group, school leaders communicate with faculty and staff regularly through an emailed “Weekly Memo” customized for middle school and high school. This memo includes information about upcoming activities, testing information, strategies, resources, reminders of routines and procedures, important and frequently used links, and a positive note from school leadership. In the 2021 CSO Teacher Survey, 87 percent of the teachers who responded agree that the school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.
- **Indicator c:** The school retains key personnel. In a focus group, school leaders reported that across both campuses the school has just two teacher vacancies and one school leader vacancy, a special education coordinator position. In the 2021 CSO Teacher Survey, 84 percent of the teachers who responded agree that the school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. The school’s staffing reflects that represented in the organizational chart submitted with the renewal application.
- **Indicator d:** School leadership is familiar with NYSED Charter School Performance Framework standards. In a focus group, school leaders referred to various Performance standards by number and title.

2. Element: *Professional Climate:*

- **Indicator a:** Roles and responsibilities for leaders are clear. In a focus group, teachers reported that the roles of members of the school’s primary leadership team are clear and that teachers know who to go to for particular needs and requests. In the 2021 CSO Teacher Survey, 92 percent of the teachers who responded agree that roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.

- **Indicator b:** The school attempts to ensure that staff has the skills and expertise to meet students' needs. In focus groups, school leaders and teachers reported that the school provides professional development to teachers on a weekly basis. In the 2021 CSO Teacher Survey, 87 percent of the teachers who responded agree that the school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.
 - **Indicator c:** School leaders report, and a review of the information submitted by the school to the CSO shows that at the time of the visit the school was fully staffed. In the 2021 CSO Teacher Survey, 89 percent of the teachers who responded agree that the school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.
 - **Indicator d:** The school has established procedures for collaboration among teachers. In a focus group, teachers reported that, in addition to regular opportunities to plan with their co-teacher, regular department meetings provide consistent opportunities for teachers to collaborate. In the 2021 CSO Teacher Survey, 89 percent of the teachers who responded agree that the school has established procedures for effective collaboration among teachers.
 - **Indicator e:** The school does not have a clear formal teacher evaluation process in place this academic year. In a focus group, school leaders reported that, though the school has in the past utilized the Danielson Framework for teacher evaluations, there is no schoolwide process this year for formally evaluating teachers at the end of the school year. In a focus group, teachers were able to identify some non-negotiables for teacher quality schoolwide, yet teachers were unable to clearly describe all characteristics of what constitutes a high quality ADCS teacher.
 - **Indicator f:** The school has some mechanisms to solicit teacher and staff feedback and to gauge their satisfaction. In a focus group, school leaders reported that the middle school administers a survey during the school year to gauge teacher satisfaction and adjust practices accordingly during the school year but that the high school does not administer a similar survey during the school year.
3. Element: ***Contractual Relationships:***
- **Indicator a: N/A**
 - **Indicator b:** The school monitors the efficacy of contracted partners. In a focus group, school leaders reported that the school examines *NWEA MAP* scores to help determine the efficacy of its instructional partner, Blue Engine.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has remained a Meets since the most recent renewal report.

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

- **Indicator a:** School stakeholders share a common understanding of the school’s mission. In focus groups, school leaders and teachers reported the school’s focus on biliteracy and college preparedness. In the 2021 CSO Parent Survey, 90 percent of parents who responded feel the school is fulfilling its mission.
- **Indicator b:** The school implements its KDE with fidelity. According to the school’s self-evaluation and school leader and teacher focus groups, the school is meeting its KDE. The school’s dual language program remains in effect. In-person and virtual field experiences occur, and students have opportunities to apply learned concepts through projects such as comparing interest rates for mock home purchases. The school’s four annual data days are central to the school’s academic planning processes. The school has adjusted some of its curriculum this academic year to be more culturally responsive. The school continues to culminate the year with its June Mini-mester. Advisory is in place for all students and occurs daily. Teachers continue to participate in a two-week summer intensive training academy.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	a. The school is making regular and significant annual progress toward meeting the targets. b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations. c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained an Approaches since the most recent renewal site visit report due to their consistent under-enrollment of SWDs.

1. Element: **Target are met:**

- **Indicator a:** The school’s overall enrollment was 98 percent of their contracted enrollment for 2020-2021. This school’s enrollment of ED students is +4 percentage points to NYC CSD 7, their district of location (DoL). Based on all previous years’ enrollment patterns, it is expected that the school’s enrollment of ELLs continues to be above the DoL, however, due to a reporting error, the school is -8 percentage points below the DoL for 2020-2021. The school’s retention rate for all students and all subgroups is strong. Based on NYSED data as given in the 2022 NYSED Charter School Information Dashboard, “all student” retention for the 2020-2021 school year was 16 percentage points higher than that of the DoL. Subgroup retention also exceeded the DoL by double digits: 20 percentage points higher for SWD, 19 percentage points higher for ELLs, and 14 percentage points higher for EDs.

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

Indicator a: The school has consistently under-enrolled SWDs and is currently -8 percentage points below the DoL.

- **Indicator b:** The school has taken significant action to improve its SWD enrollment, including applying a weighted lottery and expanding its outreach and recruitment efforts, including, but not limited to:
 - Active, year-long outreach to all guidance counselors and parent liaisons in CSD 7;
 - Distributing information to and attending events held by community-based organizations, the faith community, and local businesses;
 - Recruiting middle school students at district-based and borough-wide events;
 - Collaboration with and support of community-based organizations; and
 - Utilizing Vanguard mailings, with a particular focus on SWD recruitment, to distribute marketing materials targeted to specific families in eligible enrollment grades and residing in a specific range of zip codes.

- **Indicator c:** The school is beginning to evaluate the efficacy of its SWD recruitment efforts. In a focus group, school leaders reported that they will evaluate the efficacy of the *Vanguard* campaign to recruit SWDs based on the number of new SWDs enrolled at the school. The school does not have other methods to evaluate the effectiveness of efforts to recruit SWDs.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined to Approaches since the most recent renewal site visit report due to its current mixed record of compliance with applicable State and federal laws and regulations and the provisions of its charter. The school also has a Corrective Action Plan in place to implement strategies to address its low SWD enrollment. The school also has board membership issues.

1. Element: **Legal Compliance:**

- **Indicator a:** ADCS has compiled a mixed record of compliance with applicable State and federal laws and regulations and the provisions of its charter. The school has, in general, complied with laws and charter provisions related to student admissions; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. Compliance issues and deficiencies during the charter term thus far include:

- Uncategorized, uncertified teachers, as listed on the school’s 2019-2020 Annual Report. In May 2021, The CSO issued ADCS a Notice of Concern for having four uncategorized, uncertified teachers during that school year.
 - Low SWD enrollment when compared to the district of location, which resulted in two Notices of Deficiency with Request for a Corrective Action Plan (CAP), the first issued in February 2020 and the second issued in May 2021, for which the school submitted a CAP in May 2021. The CSO issued the school a Notice of Concern for the same issue in February 2019. As noted in BM 9, ADCS’s SWD enrollment is currently 8 percentage points below that of the district of location.
 - The school was slightly over-enrolled in SY 2019-2020 and at that time reported inconsistent enrollment numbers to the CSO and NYCDOE. The issue was later corrected.
 - ADCS board of trustee November 2021 meeting minutes show lack of a quorum, with only three board members present. During this meeting, trustees present voted on a number of significant motions, including adoption of a five percent salary increase; ten charter revisions, including two that were deemed material; and a memorandum of understanding with another charter school. All votes needed to be re-cast with the necessary quorum.
 - The school had a reporting error that affected its 2020-2021 ELL enrollment numbers.
- **Indicator b:** As noted in Indicator a the ADCS has undertaken appropriate corrective action when required and/or as requested by NYSED Charter School Office. CSO records do not show that the 2021 CAP has been terminated.
 - **Indicator c:** According to the school’s 2019 renewal application, the principal and director of operations review a database of current certifications on a periodic basis to help ensure compliance; however, the 2019-2020 Annual Report shows that the school has uncategorized, uncertified teachers.
 - **Indicator d:** According to the ADCS check-in memo, on 7/8/2020 ADCS applied for a non-material revision to move into a new building and NYSED CSO approved that revision. In addition, the school submitted two material revisions, one for KDEs and one for the Organization Chart, both approved by the Board of Regents in June 2022.
 - **Indicator e:** The school was 98 percent enrolled in 2020-2021. According to school leaders, the school is 99 percent enrolled in 2021-2022.
 - **Indicator f:** According to the school’s self-evaluation, the school maintains an employee handbook, student and family handbook and stand-alone policies and procedures to safeguard compliance with legal obligations. These documents are annually reviewed and updated, frequently under the guidance of legal counsel. ADCS compliance resides within the functions of the executive director, chief of staff, external chief financial officer, supported by legal counsel and professional human resource support provided by a professional employer organization partner.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

AMERICAN DREAM CHARTER SCHOOL

BEDS Code

320700861062

2020-2021 Enrollment

588

ESEA Accountability Designation (2021-2022):

This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT # 7
Total Public School Enrollment of Resident Students attending Charter Additional School District: (if applicable)*	31% N/A
Total Public School Enrollment of Resident Students attending Charter	-
Grades Served:	Middle-High School
Address:	403 CONCORD AVE BRONX NY 10454
Website:	https://www.theamericandreamschool.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BRONX
Regent:	ARAMINA FERRER
Active Date:	7/1/2014
Authorizer:	NYS BOR
CEO:	MELISSA MELKONIAN
CEO Phone:	(718) 585-3071
CEO Email:	mmelkonian@theamericandreamschool.org
BOT President:	LUZ MARIE ROJAS
BOT President Phone:	(718) 585-3071
BOT President Email:	lrojas@theamericandreamschool.org
Institution ID:	800000082483

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

BoR Charter School Office Information

Regional Liaison:	Paula Orlando
Performance Framework:	2019
Current Term:	7/1/19-6/30/24
2017-2018	Check-in
2018-2019	Renewal
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2021 Survey Results	Expected Responses**	Total Responses	Response Rate
Parent Survey	588	294	50%
Student Survey (Grades 9-12)	327	183	56%
Teacher Survey	57	46	81%

** Expected Responses for the Teacher Survey reflect the number of teachers reported on the 2020-2021 Annual Report Faculty Staff Roster.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

AMERICAN DREAM CHARTER SCHOOL

2018-2019

AMERICAN DREAM CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Middle/High School	+/- 5	URBAN ASSEMBLY SCH-CRIMINAL JUSTICE	-28	-19	+12	.
		Mean	-28	-19	+12	.
	+/- 7.5	COMMUNITY HEALTH ACAD OF THE HEIGHTS	-2	+8	.	.
		NEW HEIGHTS ACADEMY CHARTER SCHOOL	+7	+12	+14	.
	+/- 10	Mean	+3	+10	+14	.
		BRONX LATIN SCHOOL	+2	0	.	.
		INWOOD ACAD FOR LEADERSHIP CHARTER	-3	-6	+14	.
	Mean	-1	-3	+14	.	
	Mean	-5	-1	+13	.	

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

AMERICAN DREAM CHARTER SCHOOL

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

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

American Dream CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	42%	42%	30%	41%	53%	45%	47%	52%
2016-2017	49%	38%	37%	49%	42%	31%	25%	43%
2017-2018	47%	36%	34%	46%	39%	35%	38%	40%
2018-2019	45%	23%	26%	44%	38%	21%	26%	37%

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

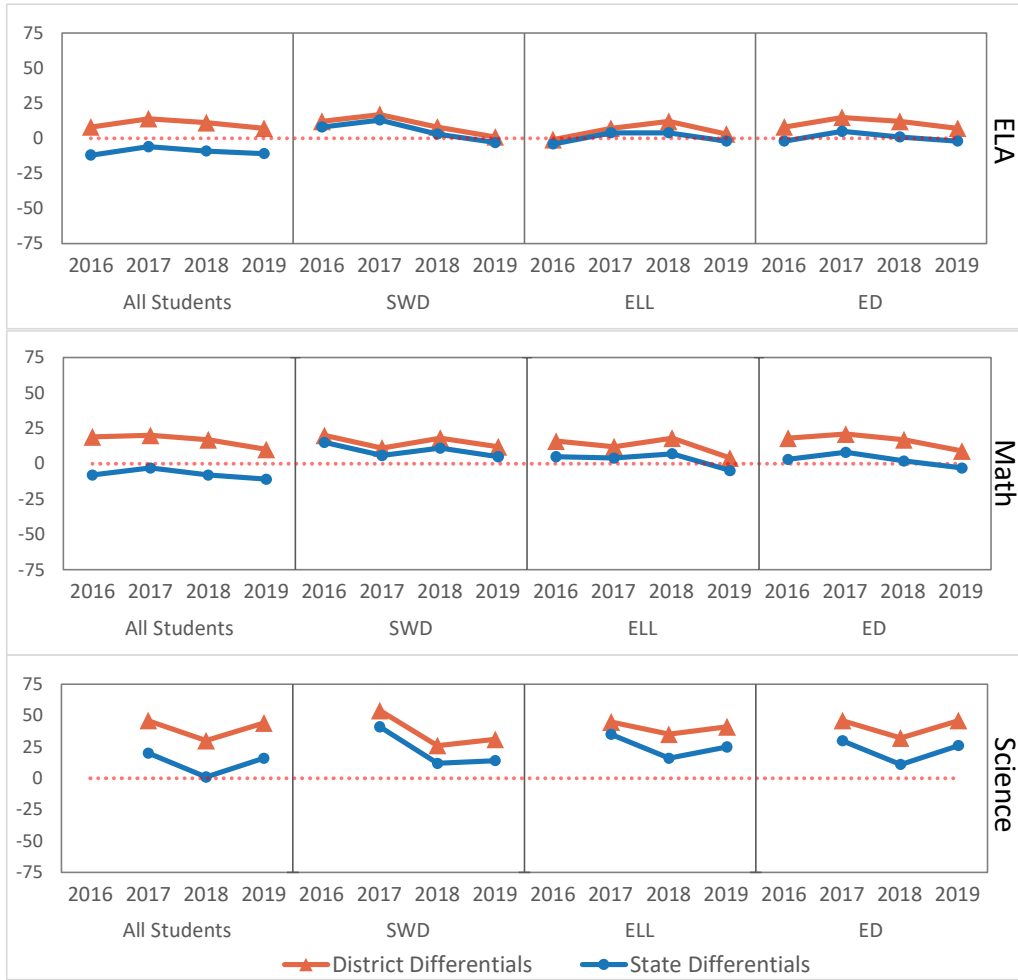
2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

Comparison of American Dream Charter School and New York City CSD 7



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
All Students	2015-2016	23%	15%	+8	35%	-12	30%	11%	+19	38%	-8	-	-	-	-	-
	2016-2017	34%	20%	+14	40%	-6	31%	11%	+20	34%	-3	78%	32%	+46	58%	+20
	2017-2018	37%	26%	+11	46%	-9	32%	15%	+17	40%	-8	59%	29%	+30	58%	+1
	2018-2019	34%	27%	+7	45%	-11	31%	21%	+10	42%	-11	71%	27%	+44	55%	+16
SWD	2015-2016	15%	3%	+12	7%	+8	24%	4%	+20	9%	+15	-	-	-	-	-
	2016-2017	23%	6%	+17	10%	+13	15%	4%	+11	9%	+6	71%	17%	+54	30%	+41
	2017-2018	17%	9%	+8	14%	+3	23%	5%	+18	12%	+11	44%	18%	+26	32%	+12
	2018-2019	10%	9%	+1	13%	-3	18%	6%	+12	13%	+5	43%	12%	+31	29%	+14
ELL	2015-2016	4%	5%	-1	8%	-4	20%	4%	+16	15%	+5	-	-	-	-	-
	2016-2017	12%	5%	+7	8%	+4	16%	4%	+12	12%	+4	57%	12%	+45	22%	+35
	2017-2018	24%	12%	+12	20%	+4	28%	10%	+18	21%	+7	47%	12%	+35	31%	+16
	2018-2019	17%	14%	+3	19%	-2	18%	14%	+4	23%	-5	52%	11%	+41	27%	+25
ED	2015-2016	23%	15%	+8	25%	-2	30%	12%	+18	27%	+3	-	-	-	-	-
	2016-2017	35%	20%	+15	30%	+5	32%	11%	+21	24%	+8	79%	33%	+46	49%	+30
	2017-2018	37%	25%	+12	36%	+1	32%	15%	+17	30%	+2	60%	28%	+32	49%	+11
	2018-2019	33%	26%	+7	35%	-2	30%	21%	+9	33%	-3	72%	26%	+46	46%	+26

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

		ELA					Math					Science				
		American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	14%	15%	-1	34%	-20	31%	13%	+18	40%	-9	-	-	-	-	-
	2016-2017	35%	13%	+22	32%	+3	38%	13%	+25	40%	-2	-	-	-	-	-
	2017-2018	43%	27%	+16	49%	-6	36%	17%	+19	44%	-8	-	-	-	-	-
	2018-2019	30%	28%	+2	47%	-17	14%	26%	-12	47%	-33	-	-	-	-	-
Grade 7	2015-2016	33%	14%	+19	35%	-2	30%	10%	+20	36%	-6	-	-	-	-	-
	2016-2017	23%	20%	+3	42%	-19	25%	11%	+14	38%	-13	-	-	-	-	-
	2017-2018	31%	20%	+11	40%	-9	31%	15%	+16	41%	-10	-	-	-	-	-
	2018-2019	32%	22%	+10	40%	-8	35%	21%	+14	43%	-8	-	-	-	-	-
Grade 8	2016-2017	45%	27%	+18	45%	0	29%	9%	+20	22%	+7	78%	32%	+46	58%	+20
	2017-2018	38%	31%	+7	48%	-10	29%	14%	+15	30%	-1	59%	29%	+30	58%	+1
	2018-2019	40%	31%	+9	48%	-8	43%	16%	+27	33%	+10	71%	27%	+44	55%	+16

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	6%	4%	+2	7%	-1	38%	5%	+33	11%	+27	-	-	-	-	-
	2016-2017	24%	3%	+21	7%	+17	18%	6%	+12	11%	+7	-	-	-	-	-
	2017-2018	14%	8%	+6	16%	-2	15%	6%	+9	14%	+1	-	-	-	-	-
	2018-2019	20%	8%	+12	15%	+5	13%	7%	+6	15%	-2	-	-	-	-	-
Grade 7	2015-2016	22%	3%	+19	7%	+15	11%	3%	+8	8%	+3	-	-	-	-	-
	2016-2017	6%	5%	+1	11%	-5	24%	3%	+21	9%	+15	-	-	-	-	-
	2017-2018	19%	6%	+13	12%	+7	25%	5%	+20	12%	+13	-	-	-	-	-
	2018-2019	11%	6%	+5	10%	+1	22%	7%	+15	12%	+10	-	-	-	-	-
Grade 8	2016-2017	39%	8%	+31	13%	+26	6%	2%	+4	5%	+1	71%	17%	+54	30%	+41
	2017-2018	17%	14%	+3	16%	+1	28%	4%	+24	9%	+19	44%	18%	+26	32%	+12
	2018-2019	0%	12%	-12	15%	-15	21%	5%	+16	10%	+11	43%	12%	+31	29%	+14

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	0%	8%	-8	9%	-9	29%	5%	+24	16%	+13	-	-	-	-	-
	2016-2017	14%	5%	+9	6%	+8	25%	6%	+19	15%	+10	-	-	-	-	-
	2017-2018	19%	11%	+8	24%	-5	30%	13%	+17	23%	+7	-	-	-	-	-
	2018-2019	15%	16%	-1	22%	-7	5%	16%	-11	26%	-21	-	-	-	-	-
Grade 7	2015-2016	10%	3%	+7	7%	+3	5%	4%	+1	14%	-9	-	-	-	-	-
	2016-2017	4%	5%	-1	8%	-4	13%	1%	+12	12%	+1	-	-	-	-	-
	2017-2018	26%	9%	+17	15%	+11	21%	9%	+12	20%	+1	-	-	-	-	-
	2018-2019	17%	9%	+8	14%	+3	28%	15%	+13	21%	+7	-	-	-	-	-
Grade 8	2016-2017	21%	5%	+16	9%	+12	7%	4%	+3	10%	-3	57%	12%	+45	22%	+35
	2017-2018	29%	17%	+12	20%	+9	33%	8%	+25	18%	+15	47%	12%	+35	31%	+16
	2018-2019	20%	16%	+4	19%	+1	29%	12%	+17	21%	+8	52%	11%	+41	27%	+25

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS	American Dream CS	NYC CSD 7	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	14%	15%	-1	25%	-11	32%	13%	+19	28%	+4	-	-	-	-	-
	2016-2017	35%	13%	+22	23%	+12	38%	13%	+25	28%	+10	-	-	-	-	-
	2017-2018	41%	27%	+14	39%	+2	35%	16%	+19	32%	+3	-	-	-	-	-
	2018-2019	29%	27%	+2	37%	-8	15%	26%	-11	36%	-21	-	-	-	-	-
Grade 7	2015-2016	31%	14%	+17	25%	+6	28%	10%	+18	25%	+3	-	-	-	-	-
	2016-2017	23%	20%	+3	31%	-8	26%	11%	+15	26%	0	-	-	-	-	-
	2017-2018	31%	19%	+12	31%	0	31%	14%	+17	30%	+1	-	-	-	-	-
	2018-2019	31%	21%	+10	30%	+1	35%	21%	+14	32%	+3	-	-	-	-	-
Grade 8	2016-2017	47%	27%	+20	37%	+10	30%	9%	+21	18%	+12	79%	33%	+46	49%	+30
	2017-2018	38%	31%	+7	39%	-1	30%	14%	+16	25%	+5	60%	28%	+32	49%	+11
	2018-2019	38%	30%	+8	39%	-1	42%	16%	+26	28%	+14	72%	26%	+46	46%	+26

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

AMERICAN DREAM CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	American Dream CS	NYS	Differential to NYS	Charter Total Tested	American Dream CS	NYS	Differential to NYS	Charter Total Tested	American Dream CS	NYS	Differential to NYS	Charter Total Tested	American Dream CS	NYS	Differential to NYS
Algebra I (Common Core)	2019-2020	61	100%	100%	0	-	-	-	-	14	100%	100%	0	58	100%	100%	0
Living Environment	2016-2017	21	95%	100%	+8	-	-	-	-	-	-	-	-	20	95%	79%	+16
	2017-2018	19	100%	100%	+14	-	-	-	-	-	-	-	-	17	100%	77%	+23
	2018-2019	26	81%	100%	-4	-	-	-	-	-	-	-	-	25	80%	76%	+4
	2019-2020	24	100%	100%	0	-	-	-	-	-	-	-	-	23	100%	100%	0

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	American Dream CS	NYS	Differential to NYS	Charter Total Tested	American Dream CS	NYS	Differential to NYS	Charter Total Tested	American Dream CS	NYS	Differential to NYS	Charter Total Tested	American Dream CS	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	73	70%	64%	+6	14	50%	39%	+11	27	63%	46%	+17	71	69%	56%	+13
	2018-2019	94	61%	66%	-5	18	44%	43%	+1	21	57%	50%	+7	92	62%	59%	+3
	2019-2020	118	99%	93%	+6	25	100%	90%	+10	29	100%	90%	+10	114	99%	92%	+7
	2020-2021	74	100%	97%	+3	16	100%	96%	+4	8	100%	98%	+2	70	100%	97%	+3
Algebra II (Common Core)	2019-2020	38	100%	99%	+1	-	-	-	-	7	100%	99%	+1	38	100%	99%	+1
English Language Arts (Common Core)	2018-2019	66	77%	84%	-7	8	88%	61%	+27	21	48%	56%	-8	66	77%	78%	-1
	2019-2020	99	99%	96%	+3	17	100%	91%	+9	22	95%	89%	+6	97	99%	94%	+5
	2020-2021	87	98%	99%	-1	12	100%	98%	+2	15	93%	98%	-5	81	98%	99%	-1
Geometry (Common Core)	2018-2019	66	44%	70%	-26	8	0%	41%	-41	22	14%	46%	-32	66	44%	57%	-13
	2019-2020	121	98%	98%	0	24	100%	97%	+3	28	93%	97%	-4	118	98%	97%	+1
Global History	2019-2020	81	100%	98%	+2	13	100%	95%	+5	14	100%	95%	+5	79	100%	97%	+3
Global History Transition	2018-2019	64	88%	62%	+26	8	88%	34%	+54	21	71%	36%	+35	64	88%	51%	+37
Living Environment	2017-2018	54	63%	96%	-7	15	67%	44%	+23	26	50%	43%	+7	53	62%	60%	+2
	2018-2019	80	74%	96%	+3	12	58%	45%	+13	24	75%	43%	+32	80	74%	61%	+13
	2019-2020	99	99%	96%	+3	22	100%	93%	+7	30	97%	94%	+3	96	99%	95%	+4
	2020-2021	61	100%	98%	+2	7	100%	97%	+3	6	100%	98%	+2	56	100%	98%	+2
Physical Setting/ Chemistry	2017-2018	23	61%	72%	-11	-	-	-	-	-	-	-	-	22	64%	59%	+5
	2018-2019	34	47%	73%	-26	6	33%	47%	-14	-	-	-	-	33	48%	60%	-12
	2019-2020	85	100%	98%	+2	10	100%	98%	+2	13	100%	99%	+1	82	100%	98%	+2
Physical Setting/ Earth Science	2018-2019	33	33%	64%	-31	5	40%	39%	+1	19	21%	37%	-16	33	33%	53%	-20
	2019-2020	47	91%	97%	-6	13	92%	95%	-3	15	87%	96%	-9	46	91%	96%	-5
	2020-2021	47	100%	98%	+2	11	100%	98%	+2	5	100%	99%	+1	45	100%	98%	+2
Physical Setting/ Physics	2018-2019	19	53%	82%	-29	-	-	-	-	-	-	-	-	19	53%	73%	-20
	2019-2020	34	100%	100%	0	-	-	-	-	-	-	-	-	34	100%	100%	0
US History and Government	2019-2020	41	100%	97%	+3	9	100%	93%	+7	14	100%	92%	+8	39	100%	95%	+5

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

AMERICAN DREAM CHARTER SCHOOL

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	American Dream CS	NYS	Differential to NYS	Charter Total Cohort	American Dream CS	NYS	Differential to NYS	Charter Total Cohort	American Dream CS	NYS	Differential to NYS	Charter Total Cohort	American Dream CS	NYS	Differential to NYS
ELA	2017 Cohort	74	92%	89%	+3	13	69%	69%	0	10	100%	75%	+25	69	94%	86%	+8
Global History	2017 Cohort	74	85%	87%	-2	13	69%	66%	+3	10	80%	69%	+11	69	87%	84%	+3
Math	2017 Cohort	74	95%	90%	+5	13	77%	69%	+8	10	100%	79%	+21	69	97%	88%	+9
Science	2017 Cohort	74	99%	90%	+9	13	92%	70%	+22	10	100%	74%	+26	69	99%	87%	+12
US History	2017 Cohort	74	59%	85%	-26	13	69%	66%	+3	10	60%	67%	-7	69	61%	81%	-20

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

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	American Dream CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	American Dream CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	American Dream CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	American Dream CS	NYS Graduation Rate	Differential to NYS
2017 Cohort	4 Year	74	85%	86%	-1	13	77%	65%	+12	10	80%	70%	+10	69	87%	81%	+6

*See NOTES (1), (2), (4), and (9) below.

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

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

American Dream CS		All Students			SWD			ELL			ED		
		Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2017		80	74	93%	13	10	77%	21	19	90%	76	72	95%
2018		86	86	100%	17	17	100%	-	-	-	79	79	100%

*See NOTES (1), (2), (4), (7), and (10) below.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

AMERICAN DREAM CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

American Dream CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	300	245	82%
2017-2018	375	341	91%
2018-2019	450	424	94%
2019-2020	490	511	104%
2020-2021	600	588	98%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	American Dream CS	NYC CSD 7	Differential to District	American Dream CS	NYC CSD 7	Differential to District	American Dream CS	NYC CSD 7	Differential to District
2016-2017	22%	30%	-8	25%	19%	+6	97%	92%	+5
2017-2018	19%	30%	-11	32%	24%	+8	96%	94%	+2
2018-2019	17%	28%	-11	30%	24%	+6	97%	92%	+5
2019-2020	17%	27%	-10	31%	22%	+9	97%	92%	+5
2020-2021	20%	28%	-8	14%	22%	-8	96%	92%	+4

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

*The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	American Dream CS	NYC CSD 7	Differential to District	American Dream CS	NYC CSD 7	Differential to District	American Dream CS	NYC CSD 7	Differential to District	American Dream CS	NYC CSD 7	Differential to District
2016-2017	90%	89%	+1	92%	85%	+7	93%	89%	+4	90%	89%	+1
2017-2018	85%	72%	+13	82%	71%	+11	87%	69%	+18	87%	72%	+15
2018-2019	87%	75%	+12	83%	72%	+11	85%	76%	+9	88%	75%	+13
2019-2020	87%	77%	+10	80%	75%	+5	87%	75%	+12	88%	77%	+11
2020-2021	93%	77%	+16	93%	73%	+20	94%	75%	+19	92%	78%	+14

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

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

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2017 Cohort	4-Year	81	55	68%	16	13	81%	33	20	61%	79	55	70%

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

Notes

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*

Charter School Fiscal Accountability Summary

AMERICAN DREAM CHARTER SCHOOL

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

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	6-8	6-9	6-10	6-11	6-12
Maximum Chartered Grades Served	6-12	6-12	6-12	6-12	6-12
Chartered Enrollment	300	375	450	490	600
Maximum Chartered Enrollment	600	600	600	600	600
Actual Enrollment	245	341	424	511	588

ASSETS

Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Cash and Cash Equivalents	1,304,642	1,739,225	2,416,761	4,698,877	6,484,325
Grants and Contracts Receivable	171,501	357,003	-	199,118	239,968
Prepaid Expenses	50,144	100,017	44,584	18,505	9,902
Other Current Assets	-	-	627,940	-	-
Total Current Assets	1,526,287	2,196,245	3,089,285	4,916,500	6,734,195

Non-Current Assets

	2016-17	2017-18	2018-19	2019-20	2020-21
Property, Building and Equipment, net	156,872	222,288	336,266	288,919	556,765
Restricted Cash	75,104	75,180	75,255	75,332	75,388
Security Deposits	63,334	63,334	325,334	262,000	324,828
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	295,310	360,802	736,855	626,251	956,981
Total Assets	1,821,597	2,557,047	3,826,140	5,542,751	7,691,176

LIABILITIES and NET ASSETS

Current Liabilities

	2016-17	2017-18	2018-19	2019-20	2020-21
Accounts Payable and Accrued Expenses	48,201	83,898	212,670	206,510	447,036
Accrued Payroll and Payroll Taxes	295,938	457,831	704,922	972,035	736,971
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	33,541	-	-	-
Total Current Liabilities	344,139	575,270	917,592	1,178,545	1,184,007

Long-Term Liabilities

	2016-17	2017-18	2018-19	2019-20	2020-21
Deferred Rent	-	-	33,083	-	515,924
Other Long-Term Liabilities	-	-	-	1,349,556	-
Total Long-Term Liabilities	-	-	33,083	1,349,556	515,924
Total Liabilities	344,139	575,270	950,675	2,528,101	1,699,931

NET ASSETS

	2016-17	2017-18	2018-19	2019-20	2020-21
Unrestricted	1,477,458	1,906,597	2,800,210	3,014,650	5,991,245
Restricted	-	75,180	75,255	-	-
Total Net Assets	1,477,458	1,981,777	2,875,465	3,014,650	5,991,245
Total Liabilities and Net Assets	1,821,597	2,557,047	3,826,140	5,542,751	7,691,176

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

	2016-17	2017-18	2018-19	2019-20	2020-21
State and Local Per Pupil Revenue - Reg. Ed	3,373,143	5,782,368	6,432,020	8,183,205	9,334,814
State and Local Per Pupil Revenue - SPED	753,638	-	952,407	1,221,123	1,674,716
State and Local Per Pupil Facilities Revenue	-	-	449,909	1,091,701	1,223,475
Federal Grants	235,982	795,533	327,486	422,138	792,999
State and City Grants	140,247	-	207,249	100,295	585
Other Operating Income	1,355	-	30,183	-	-
Total Operating Revenue	4,504,365	6,577,901	8,399,254	11,018,462	13,026,589

EXPENSES

Program Services

	2016-17	2017-18	2018-19	2019-20	2020-21
Regular Education	2,682,452	4,378,776	5,327,405	7,241,572	7,678,920
Special Education	569,006	767,053	988,093	1,270,958	1,768,265
Other Expenses	-	-	-	-	-
Total Program Services	3,251,458	5,145,829	6,315,498	8,512,530	9,447,185

Supporting Services

	2016-17	2017-18	2018-19	2019-20	2020-21
Management and General	723,729	937,114	1,265,373	1,994,589	2,009,344
Fundraising	-	-	-	-	-
Total Support Services	723,729	937,114	1,265,373	1,994,589	2,009,344
Total Expenses	3,975,187	6,082,943	7,580,871	10,507,119	11,456,529
Surplus/Deficit from Operations	529,178	494,958	818,383	511,343	1,570,060

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue
Total Support and Other Revenue
Change in Net Assets
Net Assets - Beginning of Year
Net Assets - End of Year

	2016-17	2017-18	2018-19	2019-20	2020-21
Interest and Other Income	1,006	997	5,223	26,031	26,965
Contributions and Grants	-	-	65,005	5,400	7,686
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	8,364	5,077	6,029	22,328
Total Support and Other Revenue	1,006	9,361	75,305	37,460	56,979
Change in Net Assets	530,184	504,319	893,688	548,803	1,627,039
Net Assets - Beginning of Year	947,274	1,477,458	1,981,777	2,875,465	3,014,650
Net Assets - End of Year	1,477,458	1,981,777	2,875,465	3,424,268	4,641,689

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	2016-17	2017-18	2018-19	2019-20	2020-21
Operating	18,385	19,290	19,810	21,563	22,154
Support and Other Revenue	4	27	178	73	97
Total Revenue	18,389	19,317	19,987	21,636	22,251

Expenses - Per Pupil

	2016-17	2017-18	2018-19	2019-20	2020-21
Program Services	13,271	15,090	14,895	16,659	16,067
Management and General, Fundraising	2,954	2,748	2,984	3,903	3,417
Total Expenses	16,225	17,839	17,879	20,562	19,484
% of Program Services	81.8%	84.6%	83.3%	81.0%	82.5%
% of Management and Other	18.2%	15.4%	16.7%	19.0%	17.5%
% of Revenue Exceeding Expenses	13.3%	8.3%	11.8%	5.2%	14.2%

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9

	2016-17	2017-18	2018-19	2019-20	2020-21
Composite Score	3.00	2.96	3.00	2.67	3.00
Score	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 1.2

	2016-17	2017-18	2018-19	2019-20	2020-21
Net Working Capital	1,182,148	1,620,975	2,171,693	3,737,955	5,550,188
Working Capital (Current) Ratio	4.4	3.8	3.4	4.2	5.7
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio
BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

	2016-17	2017-18	2018-19	2019-20	2020-21
Debt to Asset Ratio	0.2	0.2	0.2	0.5	0.2
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

Days of Cash
BENCHMARK and FINDING:
Ratio should be equal to or greater than 60 days

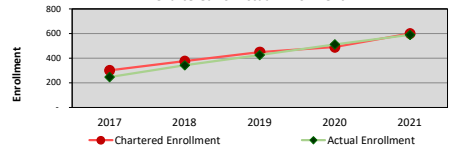
	2016-17	2017-18	2018-19	2019-20	2020-21
Days of Cash	119.8	104.4	116.4	163.2	206.6
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

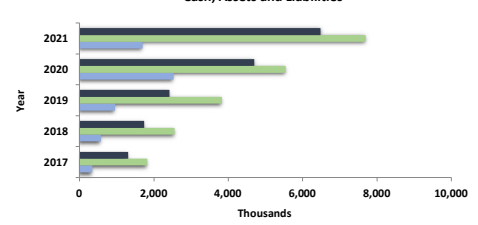
Total Margin Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 0.0

	2016-17	2017-18	2018-19	2019-20	2020-21
Total Margin Ratio	0.1	0.1	0.1	0.0	0.1
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

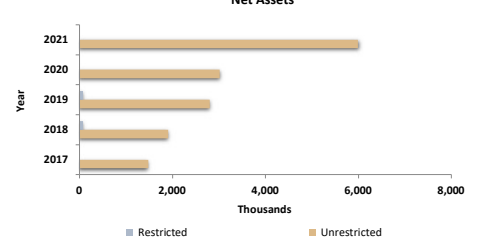
Chartered vs. Actual Enrollment



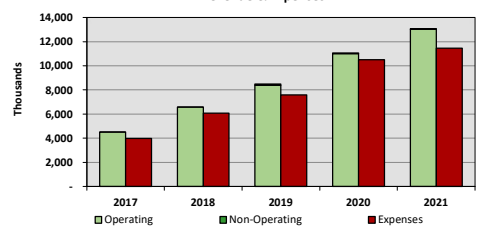
Cash, Assets and Liabilities



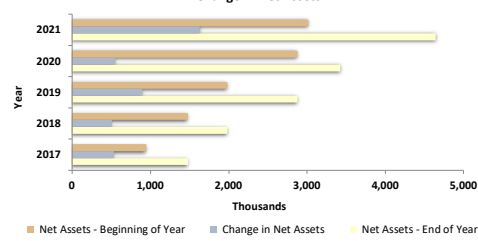
Net Assets



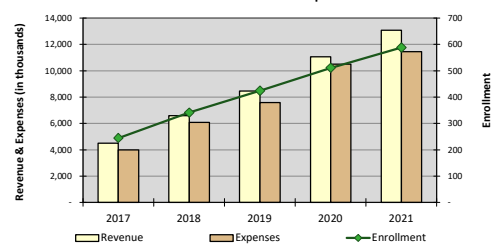
Revenue & Expenses



Change in Net Assets



Enrollment vs. Revenue & Expenses





New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

2021 Annual
Survey of Charter
School
Parents/Guardians,
Teachers, and
Students

Prepared for American Dream Charter School

NYS Education Department Charter School Office



Introduction

In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. I look forward to continuing our work together for the betterment of the students of the state of New York.

Sincerely,

A handwritten signature in black ink that reads "David M. Frank". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

David Frank
Executive Director, Charter Schools Office

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

American Dream CS Response n = 294 Response Rate = 50%

		All Charter Schools		American Dream CS		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	87%	257	10
	Somewhat Agree	18%	1,633	10%	30	-8
	Neither Agree nor Disagree	4%	331	2%	5	-2
	Somewhat Disagree	1%	96	0%	1	-1
	Strongly Disagree	1%	81	0%	1	-1
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	86%	253	15
	Somewhat Agree	21%	1,916	12%	36	-9
	Neither Agree nor Disagree	4%	401	1%	4	-3
	Somewhat Disagree	2%	198	0%	0	-2
	Strongly Disagree	1%	127	0%	1	-1
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	83%	245	11
	Somewhat Agree	20%	1,887	16%	46	-4
	Neither Agree nor Disagree	5%	443	1%	2	-4
	Somewhat Disagree	2%	154	0%	0	-2
	Strongly Disagree	1%	104	0%	1	-1
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	82%	241	10
	Somewhat Agree	17%	1,557	14%	40	-3
	Neither Agree nor Disagree	9%	792	4%	11	-5
	Somewhat Disagree	1%	122	0%	1	-1
	Strongly Disagree	1%	94	0%	1	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

American Dream CS Response n = 294 Response Rate = 50%

		All Charter Schools		American Dream CS		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	83%	243	16
	Somewhat Agree	18%	1,628	12%	34	-6
	Neither Agree nor Disagree	11%	1,058	4%	13	-7
	Somewhat Disagree	2%	159	1%	2	-1
	Strongly Disagree	2%	150	1%	2	-1
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	81%	237	14
	Somewhat Agree	17%	1,574	12%	35	-5
	Neither Agree nor Disagree	13%	1,240	7%	20	-6
	Somewhat Disagree	1%	133	0%	1	-1
	Strongly Disagree	1%	111	0%	1	-1
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	81%	238	14
	Somewhat Agree	20%	1,835	14%	40	-6
	Neither Agree nor Disagree	9%	840	4%	13	-5
	Somewhat Disagree	2%	218	1%	3	-1
	Strongly Disagree	2%	187	0%	0	-2
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	76%	224	15
	Somewhat Agree	20%	1,873	16%	47	-4
	Neither Agree nor Disagree	15%	1,367	6%	18	-9
	Somewhat Disagree	2%	207	2%	5	0
	Strongly Disagree	2%	188	0%	0	-2

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

American Dream CS Response n = 294 Response Rate = 50%

		All Charter Schools		American Dream CS		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	85%	249	9
	Somewhat Agree	15%	1,366	11%	32	-4
	Neither Agree nor Disagree	7%	677	4%	11	-3
	Somewhat Disagree	1%	95	1%	2	0
	Strongly Disagree	1%	61	0%	0	-1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	82%	242	16
	Somewhat Agree	20%	1,801	14%	41	-6
	Neither Agree nor Disagree	11%	1,018	3%	10	-8
	Somewhat Disagree	2%	193	0%	1	-2
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	82%	240	17
	Somewhat Agree	21%	1,916	13%	39	-8
	Neither Agree nor Disagree	11%	1,026	5%	15	-6
	Somewhat Disagree	2%	160	0%	0	-2
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	84%	246	9
	Somewhat Agree	17%	1,570	14%	40	-3
	Neither Agree nor Disagree	6%	581	2%	7	-4
	Somewhat Disagree	1%	57	0%	1	-1
	Strongly Disagree	1%	74	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

American Dream CS Response n = 294 Response Rate = 50%

		All Charter Schools		American Dream CS		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	83%	244	14
	Somewhat Agree	19%	1,753	12%	35	-7
	Neither Agree nor Disagree	9%	827	4%	12	-5
	Somewhat Disagree	2%	152	1%	2	-1
	Strongly Disagree	1%	120	0%	1	-1
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	90%	266	13
	Somewhat Agree	15%	1,398	7%	21	-8
	Neither Agree nor Disagree	4%	354	1%	2	-3
	Somewhat Disagree	2%	204	2%	5	0
	Strongly Disagree	2%	145	0%	0	-2
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	87%	256	7
	Somewhat Agree	14%	1,274	10%	30	-4
	Neither Agree nor Disagree	4%	325	1%	4	-3
	Somewhat Disagree	1%	119	1%	3	0
	Strongly Disagree	1%	94	0%	1	-1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	84%	246	8
	Somewhat Agree	16%	1,508	14%	40	-2
	Neither Agree nor Disagree	5%	418	2%	6	-3
	Somewhat Disagree	2%	159	1%	2	-1
	Strongly Disagree	1%	91	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

American Dream CS Response n = 294 Response Rate = 50%

		All Charter Schools		American Dream CS		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	71%	208	18
	Somewhat Agree	20%	1,820	19%	56	-1
	Neither Agree nor Disagree	21%	1,970	7%	22	-14
	Somewhat Disagree	3%	288	1%	4	-2
	Strongly Disagree	2%	227	1%	4	-1
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	73%	214	18
	Somewhat Agree	19%	1,744	18%	53	-1
	Neither Agree nor Disagree	21%	1,970	8%	23	-13
	Somewhat Disagree	2%	211	1%	3	-1
	Strongly Disagree	2%	182	0%	1	-2
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	72%	211	18
	Somewhat Agree	20%	1,803	18%	53	-2
	Neither Agree nor Disagree	19%	1,754	9%	25	-10
	Somewhat Disagree	4%	364	1%	2	-3
	Strongly Disagree	3%	295	1%	3	-2
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	43%	125	28
	I occasionally attend board meetings	27%	2,477	34%	101	7
	I know when board meetings take place, but do not attend	31%	2,808	13%	38	-18
	I do not know when board meetings take place and I do not attend	28%	2,545	10%	30	-18

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

American Dream CS Response n = 294 Response Rate = 50%

		All Charter Schools		American Dream CS		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	95%	278	8
	No	4%	353	1%	3	-3
	I don't know the school's mission	10%	883	4%	13	-6
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	66%	194	14
	Somewhat Agree	12%	1,073	11%	33	-1
	Neither Agree nor Disagree	7%	685	4%	12	-3
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	1%	2	1
	Did not experience in-person learning	28%	2,586	18%	53	-10
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	70%	206	12
	Somewhat Agree	10%	953	11%	31	1
	Neither Agree nor Disagree	6%	507	2%	6	-4
	Somewhat Disagree	0%	43	0%	1	0
	Strongly Disagree	0%	39	0%	1	0
	Did not experience in-person learning	25%	2,316	17%	49	-8
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	22%	64	9
	Somewhat Agree	13%	1,191	12%	35	-1
	Neither Agree nor Disagree	11%	1,021	12%	35	1
	Somewhat Disagree	7%	604	6%	19	-1
	Strongly Disagree	27%	2,455	26%	75	-1
	Did not experience in-person learning	30%	2,748	22%	66	-8

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

American Dream CS Response n = 294 Response Rate = 50%

		All Charter Schools		American Dream CS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	46%	136	23
	Somewhat Agree	15%	1,419	14%	41	-1
	Neither Agree nor Disagree	13%	1,207	11%	32	-2
	Somewhat Disagree	7%	631	4%	13	-3
	Strongly Disagree	14%	1,301	6%	17	-8
	Did not experience in-person learning	28%	2,565	19%	55	-9
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	81%	238	12
	Somewhat Agree	19%	1,739	14%	42	-5
	Neither Agree nor Disagree	6%	552	1%	3	-5
	Somewhat Disagree	3%	256	2%	5	-1
	Strongly Disagree	2%	202	1%	4	-1
	Did not experience remote learning	1%	122	1%	2	0
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	43%	126	15
	Somewhat Agree	21%	1,913	19%	57	-2
	Neither Agree nor Disagree	11%	1,004	6%	17	-5
	Somewhat Disagree	12%	1,094	7%	22	-5
	Strongly Disagree	27%	2,529	21%	63	-6
	Did not experience remote learning	1%	113	3%	9	2

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

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		All Charter Schools		American Dream CS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	43%	126	1
	Somewhat Agree	25%	2,258	23%	68	-2
	Neither Agree nor Disagree	11%	974	10%	30	-1
	Somewhat Disagree	7%	656	7%	21	0
	Strongly Disagree	15%	1,381	15%	44	0
	Did not experience remote learning	1%	107	2%	5	1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	56%	165	-9
	Somewhat Agree	22%	2,003	28%	82	6
	Neither Agree nor Disagree	5%	479	8%	23	3
	Somewhat Disagree	4%	388	4%	11	0
	Strongly Disagree	2%	227	4%	11	2
	Did not experience remote learning	1%	85	1%	2	0
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	84%	247	0
	Somewhat Agree	10%	928	13%	37	3
	Neither Agree nor Disagree	3%	263	1%	4	-2
	Somewhat Disagree	1%	97	1%	4	0
	Strongly Disagree	1%	88	0%	1	-1
	Did not experience remote learning	1%	82	0%	1	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	79%	231	12
	Somewhat Agree	24%	2,170	17%	51	-7
	Neither Agree nor Disagree	6%	508	2%	5	-4
	Somewhat Disagree	3%	234	2%	7	-1
	Strongly Disagree	1%	120	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

American Dream CS Response n = 294 Response Rate = 50%

		All Charter Schools		American Dream CS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	43%	125	4
	Somewhat Agree	27%	2,507	25%	73	-2
	Neither Agree nor Disagree	15%	1,420	15%	45	0
	Somewhat Disagree	9%	867	7%	20	-2
	Strongly Disagree	9%	783	11%	31	2
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	51%	151	16
	Somewhat Agree	23%	2,123	18%	52	-5
	Neither Agree nor Disagree	14%	1,313	13%	39	-1
	Somewhat Disagree	10%	877	6%	19	-4
	Strongly Disagree	18%	1,634	11%	33	-7
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	62%	181	10
	Somewhat Agree	24%	2,249	20%	60	-4
	Neither Agree nor Disagree	15%	1,360	13%	38	-2
	Somewhat Disagree	5%	447	4%	11	-1
	Strongly Disagree	4%	376	1%	4	-3

NYSED CSO Parent Survey 2021

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

American Dream CS

OPEN1 Why did you choose this school for your child to attend?	A friendly hispanic based school
	ADS is a great school. They're very challenging. ADS has a great positive outlook on my child's future..
	Academics and teachers are awesome.he loves this school
	As a parent I wanted my child to attend a school that is very strict on behaviour and dress code...As a new school I was very nervous being that this was their first year (2017) of opening and wondered if I had made the right decision, now she's getting ready to graduate with honors I can honestly say I've made the right choice...
	Because is good academic
	Because American Dream its the best
	Because I feel that my son is very comfortable and safe in this school. And happy.
	Because I heard great things about the school from other parents
	Because I like that there is no bullying there is more respect.
	Because a charter school teaches my child much better than a public school would .. my children struggled in public school very much and the moment I transferred them out and got them in a charter they have excelled wonderfully with no problems.
	Because help the children needs all the time
	Because in my opinion it helps my child to learn better.
	Because is bilingual.
	Because it a excelent school for my child to attend and it great for my child
	Because it is an english and spanish school.
	Because it is an excellent school it's the best
	Because it is both a spanish and English speaking school.
	Because it was a charter school and I want them to learn more Spanish
	Because it's a good school
	Because it's the best school in the area
Because it's the best school.	
Because its good,responsible and cares about students safety	
Because my friend's daughter is one of the students and she recommended to me that was a great chatter school.	
Because of the high education level and the good reviews in the community.	

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

American Dream CS

	Because some of my friend's advice me and tell me that the was great and very estrict
	Because some people told me is very good, and really I its
	Because the American dream charter school is the best !!! All the Bronx area where I live
	Because the discipline is really good, the education is so good
	Because there is no bullying and the teacher and staff worry about students.
	Because they are supportive and kind
	Because we went Open house
	Because we went to Open house, and we like it.
	Better education safe environment
	Bilingual school
	Bilingual school helps me feel comfortable and makes it possible for me to be more engaged.
	Buena recomendación
	Calidad académica
	Close to home
	Close to home.
	Cuando decidi incrivirlo en esta escuela ya tenia un sobrino dentro y por los demas padres que me informaron que era una excelente escuela desidi incrivirlo y no se equivocaron es una excelente escuela y su personal muy amable estoy mas que satisfeca con los resultados.
	Distance to home has a warm and caring environment.
	Educacion, programs, development, and much more.
	El programa de educación me pareció muy completo.
	Elegi esta escuela por la disciplina que tienen para los estudiantes
	Es bilingue y la ayudado mucho
	Es bilingue, y mi hija esta aprendiendo muy bien es buena escuela
	Es buena porque es bilingue, me queda cerca de casa y tiene excelentes profesores
	Es el mejor escuela me gusta cómo recibe los estudiantes y mi hijos le gusta mucho la escuela
	Es muy buena en la excelencia academica.
	Es muy buena escuela

New York State Department of Education
 Charter School Office
 Parent Survey 2021
 Open End Responses

American Dream CS

Es una de las mejores escuelas en ek bronx tiene disciplina y orden
Es una de las mejores escuelas en el habla del español eh inglés muy buenos maestros y ojalá u viera muchas escuelas más cómo está
Escuche que es unas de las mejores por eso quise que estudiara ahÃ¿?
Esta cerca de mi casa, es una escuela muy buena ya que cuenta con buenos maestros y tiene una buena disciplina.
Esta escuela he hazido muy estricta y me encanta.
Family members attent too
First I liked it because it has 3 yrs for middle school and then 4 years for high school, then I met the teachers and their policies and their way of teaching, now I just like all of it.
For the academic level.
For the discipline and constant communication in my language about the education of my daughter.
For the opportunity
Friendly environment
Good
Good school
Heard good things about the school.
I Like this school because the communication is good ,I have access with my kids teachers ,and that is very important for me .
I allowed him to make his decision on where he wanted to go for High school he chose ADS HS because he also went to ADS MS. I allowed him to continue because he made a valid argument in saying that he was sure that he would perform better in a school that cared for him more and he was happy in!
I already had another child enrolled in this school.
I believe is the best School in the neighborhood do to the school is by lingual and teach the students in both languages, the time and respect for the students is amazing I would recommend the school to any other parents.
I choose the school because it is working hard with the kids, the students have more opportunities to learn from and in their own language i would recommend that school to any parent who will need an exceptional school.
I choose this school because it was going to be a challenge for my child goin to a new school and having different teachers. And was a great choose:).

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

American Dream CS

I choose this school because I want him to feel welcome and I he was lonely and very anti social, but when he got into the american dream school. He changed and made new connections with the teachers and fellow classmates.
I choose this school because it is a bilingual school and my daughter is learning english.
I choose this school because it was best school for my daughter to learn with her academic development since it provides a lot of confidence and dedication on the part of the teachers.
I choose this school because it was highly recommended and I was looking for a school that is already establish and know what they are doing. I was told that your teachers are creative, fun, loving and truly care and have a feel of family. It reminded me of Family Life Academy Charter School II.
I choose this school because it was recommended by close friends
I choose this school because they care about the children and helped them wheb they need help.
I choose this school for my child because i heard this school was Good.
I choose this school for my child because i saw that they have a really good education system and they suport the children when they need help and they care about the childrens education.
I choose this school for my child to attend because it's more close to home and I like how they educate the students to be more successful.
I choose this school for my child to attend because they are creating men for the future.
I choose this school for my child to attend because they offered any oppportunity for the students and they help them reach their goals.
I choose this school for my child to attend because they offered better ways to help the students learn and they help each student no matter their race. They motive them to make their dreams.
I choose this school for my child to attended because they offered oppportunity's to the students and helped them reach their goals.
I chose ADS because it's an amazing school. They care about their well being and academics
I chose the American dream school charter because a it's bilingual school.
I chose this school because i heard it provided a better education than public schools
I chose this school because it is a charter school, staffs understand me and speak my language.

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

American Dream CS

I chose this school because it seemed like a good school when we went to the open house
I chose this school because it's education is good and bilingual school
I chose this school because it's the best and I can see that this school is helping me child a lot.
I chose this school because it's the best and all of the staff and teachers support my child in any way they can.
I chose this school because it's the best school my child has been in and all of the staff and teachers do what they can to support/help my child.
I chose this school because of its high academic level
I chose this school because this school if very formal the teachers show interest in there well being and they care for the students
I chose this school for my child to attend because it has a good discipline for my daughter.
I fell happy because its safer and closer
I felt that when I went for the open house my child would learn in a loving and caring environment I felt that the staff would be very involved with the student. And I was correct. My daughter loves her teachers she is doing so well and I couldn't be so happy.
I found out about this school online as it was close to home and it had the best rating and good reviews.
I heard from other parents it is a great school.
I heard great things about the principal. And my child wanted to attend the school
I like how devoted they are to helping students keep up with there work.
I like the open communication. It's easy to reach out and the fact that the schools high expectations for the kids
I love the mission and vision of American Dream Charter
I think that it is a school that is very caring to my chiled and taught her very well.and they also taught my Child spanish very well too.
I thought it was a good that was very organized
I want better education for my child
I want my child to attend school so they can learn and be educated.
I want my daughter to be bilingual. This school is absolutely nothing but the best!

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

American Dream CS

Is a dual language school English and Spanish is important to me my child keeps in touch with her culture, the teaching standards meet my expectations the school focus on the students success.
It is a great school who cares about our children.
It felt safe and she really like what the school was offering
It was closer to where we live
It was recommended by one of my child elementary school teacher.
It was the closer one and it has different cultures
It's a great school.
La educacion es muy buena, por todos los beneficios, la cultura es muy buena
La escuela es muy buena para mi hija
La siento segura con el trabajo de todos como profesores y mi hija esta contenta.
Los maestro y la directora siempre están pendiente de mi hijo
Los maestros estan pendiente de mi hijo, la ensenanza es muy buena.
Me confirmaron que es una buena escuela
Me dieron buena referencia
Me dieron muy buena referencia de la escuela
Me dieron muy buenas referencias y por eso apliqué para mi hijo
Me gusta la enseñanza
Me gusta la ensenanza de la escuela.
Me gusta la escuela por su calidad de ensenanza
Me gusto desde el 6to la forma de education presentada
Me gusto mucho el apredisaje de my hijo y decidi que no hija vaya aya
Me la recomendaron y encontré un anuncio.
Me la recomendaron y es muy buena escuela, especialmente porque es bilingüe
Me recomendaron esta escuela es muy buena en la ensenanza, disciplina muy buena, profesores muy pendiente de mi hijo para que aprenda sus clases
Me siento segura y es una de las mejores.
Muy buenos comentarios de la MS

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

American Dream CS

My child has been attending this school for 3 years and they are very hands on with her learning. A very good school with wonderful teachers.
My daughter went to an elementary charter school, will like to keep my daughter in charter school program
My sister attend this charter school, the schools has been very helpful to her. I live love that the school is a bilingual school.
N/A
No
One of the best school in the Bronx.
One of the best schools in the city.
Pienso que ea buena escuela.
Pienso que es buena escuela.
Poque tienen la oportunidad de tener una mejor educación,y estar mejor preparados para ir al college.
Por buena recomendación
Por es una excelente escuela
Por la calidad de la enseñanza
Por la educación, por la profesores excelente y por el idioma Bilingue.
Por la excelente educación y por que es la mejor
Por la seguridad hablan español son pocos niños y son bien serviciales
Por la educación que les brindan y las oportunidades
Por las buenas receñas k tiene y por todos los trabajadores eficiente k tiene la escuela y la super directora y maestros
Por q es bilingue
Por que es una escuela muy buena con la disciplina y enseñasa para mi hijo, estoy agradecida con ella
Por que las charter school son más estrictas y exigentes en cuanto al desempeño y el comportamiento de los estudiantes
Por que me a gustado la disciplina y las metas que ellos tienen para nuestros hijos..
Por que me siento parte de la misma comunidad mientras que mi hijo aprende español al mismo tiempo
Por que tiene un personal capacitado y profesional para el desarrollo educativo y academico.
Por qué la considero buena

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

American Dream CS

Por recomendaciones de la escuela anterior
Por recomendación de mi primq
Por recomendación de varios padres que sus hijos estudian en ella.
Por recomendación! Y estoy muy contenta por el desarrollo académico que le dan a mi hijo...
Por recomendación, y he comprobado que es una excelentísima escuela!
Por su alto rendimiento académico y por que eh tenido familia que ah estado en los primeros años que abrió la escuela y estoy satisfecha con los resultados.. gracias
Por su profesionalismo
Porque siempre están disponible para los padres y lo estudiantes.
Porque era una buena opción para mi hijo y es bilingue y por eso la elegimos
Porque es bilingue y las clases son buenas para que mi hijo estudie
Porque es la mejor escuela en la zona
Porque es la mejor para la educación de mi hijo .
Porque es muy segura tiene todo lo que ni hijo necesita
Porque es un buena escuela para estar
Porque es una escuela Bilingue y estoy muy contenta ya que el idioma a sido una ayuda muy fuerte para que mi hijo siga aprendiendo, estoy muy agradecida.
Porque es una escuela bilingue y haci mis hijos podrían mejorar el español.
Porque es una escuela bilingue y mi hijos pueden mejorar su español.
Porque es una excelente escuela y muy buena
Porque es una muy buena escuela educan muy bien a los niños les enseñan valores principios y sobre todo los ayudan a enfocarse en sus metas
Porque fue muy recomendada
Porque les enseña los educa y puedes ablar con cualquier persona de esta escuela tanto como inglés y español l ellos te ayudan l les doy un 100 gracias l ami no Medan nada por mi opinión ok ????
Porque me ayudan a mi hija en cualquier cosa que ella no entiende ella los llamas y les explican
Porque me gusta la ayuda y apoyo a mi hijo en la escuela.

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

American Dream CS

Porque me gustan sus objetivos y ayudan mucho a que El Niño esté comprometido
Porque me hablaron de su bien aprendizaje y lo bueno que son los maestros
Porque no hay bullying
Porque no solo ayudan a los niños, tambien a los padres
Porque su nivel de educación y disciplina me pareció excelente.
Porque tiene buen nivel de aprendizaje entre otras escuelas y están y se preocupan por los estudiantes en su desarrollo académico
Porque tiene un buen nivel de academico aprendizaje para los estudiantes y Porque están siempre estan en contacto con los padres
Recomendada de una amiga, excelencia academica, los profesores pendientes de que aprendan, me gusta esta escuela para mi hijo
School has great academic curriculum and healthy environment
She has a chance due to the school standards
She really love the school from the beginning
So my child to learn both language English and Spanish.
Step up from American dream 6th grade. Teachers, staff and director are kind and are warm. Family feel environment.
Strict school and very good education.
Tengo buenas referencias de excelencia academica
Tengo dos ninos, supe de la escuela y me dieron muy buenas recomendaciones de la escuela, los maestros hay que darle un premio han sido excelnetes, y en todo este tiempo nos han brindado la ayuda necesaria
Tengo experiencia de mi hija la mayor y puse a mi otro hija, es muy buena en la calidad para mis hijos.
The American dream school is a really good school
The best
The diversity is amazing ! The staff cares and are willing to support your child on all levels I am very happy with my daughters education here !
The level of wort they provide,the programmes, education, development.
The quality of education. the expectations the school has for my child is above the expectations of any public school. they support my child when she is in need of assistance as well myself.

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

American Dream CS

	The reason is because I like their learning criteria
	The reason was because the school had Spanish and English which made it simple for my son to communicate with me and the school.
	The school had high expectations for my child. The school also had high disciplinary policies.
	The school is strict and the education is very good.
	The support for bilingual students
	Their discipline & education policy is on point.
	They focus more on their students needs
	They help my son a lot and More attention
	This school had a discipline that has my child on edge. I appreciate the dedication the teachers have and admire their potential and knowledge!
	This school has helped my child to excel in his academics and I am very grateful for them
	This school is highly recommended by it's learning and working with students.
	To learn both English and Spanish
	Una de las mejores escuelas del Bronx, hay buenos profesores buenos responsables, muy pendiente de que ni hija este siempre pendiente de las materias.
	Why is it bilingual and teachers are very friendly and always answered to our questions and doubts.
	X que es el mejor escuela para mi hija
	X que la escuela es muy buena para mi hija
	Yo aplique en varias es escuelas pero es la unica escuela quien acepto la aplicación por eso mismo
	Yo elegí esta escuela para mis hijas por que me gusta el aprendizaje que les brinda y por que es bilingue
	Yo elegí esta escuela para mis hijas por que tiene muy buena educación y es bilingue me gusta mucho y mis hijas están contentas
	because i choose that it would be a better learning place and my cousins good rating about ads
	educacion y aprendizaje, motivacion y liderazgo.
	es la mejor escuela para mis dos hijas, es bilingue y me ha ayudado mucho en el aprendizaje para ellas, los profesores estan siempre pendiente de que aprendan

New York State Department of Education
 Charter School Office
 Parent Survey 2021
 Open End Responses

American Dream CS

	es una escuela por los intereses los cubrio mucha las expectativas, ayudado mucho a mi hija la ha motivado para que mi hija siga con sus estudios, la disciplina es muy buena, la forma de desenvolverse la ayudado mucho a mi hija, los profesores son muy preocupados por el aprendizaje de mi hija siempre pendientes
	esta escuela es muy recomendada y son muy aplicados saben trabajar con los estudiante.
	i choose this school because its disciplined, bilingual and teachers are caring.
	i choose this school for my child because i think they have a good education and they teach two languages and spanish and english are going to help my child in the future.
	i chose this school for my child because I think its a really good school and its bilingual
	i chose this school for my kid because it is a good school and they teach the students different things and they learn more
	is the best in the area
	por k tiene muy buena trabajadores y una mejor escuela
	por que encuentro que es la mejor escuela en la educacion y muy preparada
	por todos los beneficios que tiene, por la escuela, la educacion. Mi hijo/a esta seguro en esta escuela.
	por una mejor educacion
	porque en esta escuela encuentro apoyo,confianza y seguridad para la ayuda con una buena educación para mi hija.
	porque es la mejor del vecindario
	porque le gusta la escuela
	they told me it was a great school.
	For recommendation. It is an excellent school!

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

American Dream CS

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click **SUBMIT** to submit your survey.

Ahora mismo no tengo pregunta
American Dreams is a good school it was the best school i could have chosen for my child.
Dont have any comments or concerns.
Es un poquito dificil entender como llevan la educacion remoto.
Es una escuela exelente solo heso tengo para decir la mejor escuela para un estudiante.
Esa escuela es muy buena para mi hija
Estan las cosas muy bien, los felicito
Estoy feliz que mis hijas estén estudiando es esta escuela
Gracias ah cada persona q ase posible el dia ah dia en esa escuela por nuestros hijos
I dont have any additional comments or concerns.
I feel the remote home schooling has been a great assistance to my child. When ever my child is in need of further assistance she always has someone from the American Dream school even direct contact to the principal. I love The American Dream School.
I love this school ! Please come to Florida :)
I prefer my child to finish the school year at home. Until I know that it is safe to return
I think that there is not enough being done for students with IEPs. I think that there needs to be more support and help for students who don't speak English.
IT is a great school.
Just super happy with my children school environment.
La escuela es excelente apoya mucho a mi hijo
La escuela es excelente, no tiene queja con esta escuela
Me gusta mucho la escueka por la dedicacion que le dan a mi hija
Mi preocupación es cuándo tengan que regresar a la escuela cual sera la Seguridad y el higiene con respecto al Covid ya que muchos de los niños o estudiando no son responsable de proteger su persona me preocupa que pueda haber muchos contagiados y ese virus se puede propagar en los lugares de uno y muchos de nosotros tenemos problemas de salud que si nos contagiamos podemos morir
Muchas gracias
My child will attend Start at the beginning of the next school year. I would prefer him to finish out this year remote

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

American Dream CS

My only concern is having my child exposed to covid19
N/A
Necesitamos que los niños regresen a las aulas , porque no es igual la educación desde casa
Ninguno.
No
No I do not have any concerns ar comments.
No comment
No concerns.
No gracias!
No, comentarios.
Not at the moment
Nothing everything it's ok
Que es muy buena i la recomiendo
Si tiene alguna oportunidad de ayudar a la escuela que habran mas cupos para que asistan mas ninos es una excelente escuela
Sigan con la excelencia
Sigan con su buen trabajo, son muy comunicativos y siempre estan dispuestos cuando uno los necesita
Thank you for supporting my child in her education and learning.
Thanks for help all my kids to learning,.
Thanks very, for help my daughter to learning,.
The teachers give really good support to the students and patents.
The vision and mission of American Dream is felt with every conversation, stepping foot into the school building and even through a zoom conference. Love ADS
Under the current circumstances, my child has actual done extremely well in this school. Teachers take pride in helping the children excel and are always available to assist when needed.
deverian de abrir las clases poco a poco en el planter porque los ninos no estan aprendiendo como en el plantel.
es muy buena, tiene mucha ayuda hacia los ninos
excelente, mis hijos han estado en otras escuelas publicas y esta escuela America Dream Charter School ha sido totalmente diferente esta escuela ha sido la mejor decision para el estudio de mi hijo
gracias por la educacion y apredizaje

New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses

American Dream CS

gracias por la enseñanza y aprendizaje

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	63%	29	-12
	Somewhat Agree	19%	456	26%	12	7
	Neither Agree nor Disagree	4%	87	9%	4	5
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	2%	1	1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	59%	27	-7
	Somewhat Agree	22%	528	24%	11	2
	Neither Agree nor Disagree	8%	182	11%	5	3
	Somewhat Disagree	3%	66	0%	0	-3
	Strongly Disagree	1%	34	7%	3	6
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	52%	24	-7
	Somewhat Agree	28%	664	26%	12	-2
	Neither Agree nor Disagree	9%	219	15%	7	6
	Somewhat Disagree	3%	83	2%	1	-1
	Strongly Disagree	1%	33	4%	2	3
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	63%	29	3
	Somewhat Agree	29%	692	24%	11	-5
	Neither Agree nor Disagree	5%	130	9%	4	4
	Somewhat Disagree	4%	108	2%	1	-2
	Strongly Disagree	2%	46	2%	1	0

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	65%	30	4
	Somewhat Agree	24%	576	22%	10	-2
	Neither Agree nor Disagree	8%	196	9%	4	1
	Somewhat Disagree	4%	101	0%	0	-4
	Strongly Disagree	2%	59	4%	2	2
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	65%	30	23
	Somewhat Agree	27%	660	20%	9	-7
	Neither Agree nor Disagree	21%	509	11%	5	-10
	Somewhat Disagree	6%	135	2%	1	-4
	Strongly Disagree	4%	99	2%	1	-2
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	72%	33	7
	Somewhat Agree	27%	650	24%	11	-3
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	4%	2	1
	Strongly Disagree	1%	34	0%	0	-1
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	65%	30	4
	Somewhat Agree	31%	751	30%	14	-1
	Neither Agree nor Disagree	4%	104	2%	1	-2
	Somewhat Disagree	3%	69	2%	1	-1
	Strongly Disagree	1%	20	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	72%	33	9
	Somewhat Agree	28%	673	26%	12	-2
	Neither Agree nor Disagree	5%	110	2%	1	-3
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	59%	27	1
	Somewhat Agree	26%	634	30%	14	4
	Neither Agree nor Disagree	6%	146	4%	2	-2
	Somewhat Disagree	7%	166	4%	2	-3
	Strongly Disagree	3%	61	2%	1	-1
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	63%	29	-1
	Somewhat Agree	23%	560	30%	14	7
	Neither Agree nor Disagree	6%	154	4%	2	-2
	Somewhat Disagree	5%	111	2%	1	-3
	Strongly Disagree	2%	52	0%	0	-2
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	78%	36	9
	Somewhat Agree	25%	606	13%	6	-12
	Neither Agree nor Disagree	3%	77	9%	4	6
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	83%	38	16
	Somewhat Agree	26%	633	11%	5	-15
	Neither Agree nor Disagree	4%	89	7%	3	3
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	76%	35	13
	Somewhat Agree	26%	632	13%	6	-13
	Neither Agree nor Disagree	6%	152	11%	5	5
	Somewhat Disagree	4%	87	0%	0	-4
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	70%	32	11
	Somewhat Agree	26%	631	22%	10	-4
	Neither Agree nor Disagree	8%	190	9%	4	1
	Somewhat Disagree	5%	124	0%	0	-5
	Strongly Disagree	2%	48	0%	0	-2
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	74%	34	10
	Somewhat Agree	25%	614	17%	8	-8
	Neither Agree nor Disagree	6%	142	9%	4	3
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	76%	35	4
	Somewhat Agree	16%	375	15%	7	-1
	Neither Agree nor Disagree	10%	238	9%	4	-1
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	80%	37	12
	Somewhat Agree	17%	404	11%	5	-6
	Neither Agree nor Disagree	12%	296	9%	4	-3
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	65%	30	-2
	Somewhat Agree	23%	553	26%	12	3
	Neither Agree nor Disagree	5%	128	4%	2	-1
	Somewhat Disagree	3%	83	2%	1	-1
	Strongly Disagree	2%	42	2%	1	0
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	76%	35	13
	Somewhat Agree	23%	560	22%	10	-1
	Neither Agree nor Disagree	8%	181	0%	0	-8
	Somewhat Disagree	4%	102	2%	1	-2
	Strongly Disagree	2%	49	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	80%	37	8
	Somewhat Agree	19%	466	15%	7	-4
	Neither Agree nor Disagree	6%	148	2%	1	-4
	Somewhat Disagree	2%	49	2%	1	0
	Strongly Disagree	1%	24	0%	0	-1
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	1,627	67%	31	0
	Somewhat Agree	22%	533	24%	11	2
	Neither Agree nor Disagree	7%	159	7%	3	0
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	2%	1	1
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	46%	21	-9
	Somewhat Agree	27%	644	26%	12	-1
	Neither Agree nor Disagree	8%	199	15%	7	7
	Somewhat Disagree	7%	157	13%	6	6
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	28%	13	-4
	Somewhat Agree	30%	719	28%	13	-2
	Neither Agree nor Disagree	15%	353	17%	8	2
	Somewhat Disagree	15%	353	15%	7	0
	Strongly Disagree	9%	211	11%	5	2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	1,202	41%	19	-9
	Somewhat Agree	22%	541	15%	7	-7
	Neither Agree nor Disagree	23%	547	39%	18	16
	Somewhat Disagree	3%	75	4%	2	1
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	41%	19	-10
	Somewhat Agree	27%	642	30%	14	3
	Neither Agree nor Disagree	12%	301	24%	11	12
	Somewhat Disagree	6%	136	4%	2	-2
	Strongly Disagree	4%	93	0%	0	-4
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	48%	22	-6
	Somewhat Agree	29%	696	28%	13	-1
	Neither Agree nor Disagree	7%	178	11%	5	4
	Somewhat Disagree	7%	169	13%	6	6
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	52%	24	-5
	Somewhat Agree	25%	601	28%	13	3
	Neither Agree nor Disagree	10%	248	15%	7	5
	Somewhat Disagree	6%	134	2%	1	-4
	Strongly Disagree	2%	58	2%	1	0

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	39%	18	-5
	Somewhat Agree	32%	766	33%	15	1
	Neither Agree nor Disagree	12%	281	17%	8	5
	Somewhat Disagree	9%	216	11%	5	2
	Strongly Disagree	3%	82	0%	0	-3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	48%	22	-1
	Somewhat Agree	25%	595	33%	15	8
	Neither Agree nor Disagree	14%	337	17%	8	3
	Somewhat Disagree	7%	179	2%	1	-5
	Strongly Disagree	5%	113	0%	0	-5
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	48%	22	-14
	Somewhat Agree	25%	613	35%	16	10
	Neither Agree nor Disagree	8%	185	17%	8	9
	Somewhat Disagree	4%	89	0%	0	-4
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	50%	23	-8
	Somewhat Agree	26%	626	28%	13	2
	Neither Agree nor Disagree	9%	229	20%	9	11
	Somewhat Disagree	5%	110	2%	1	-3
	Strongly Disagree	2%	38	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	91%	42	13
	Somewhat Agree	17%	409	7%	3	-10
	Neither Agree nor Disagree	3%	77	2%	1	-1
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	0%	0	-1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	74%	34	8
	Somewhat Agree	24%	590	22%	10	-2
	Neither Agree nor Disagree	6%	141	4%	2	-2
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	76%	35	15
	Somewhat Agree	27%	662	22%	10	-5
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	5%	110	2%	1	-3
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	72%	33	5
	Somewhat Agree	22%	528	22%	10	0
	Neither Agree nor Disagree	6%	134	7%	3	1
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	39	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	93%	43	17
	Somewhat Agree	20%	480	4%	2	-16
	Neither Agree nor Disagree	2%	59	2%	1	0
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	70%	32	4
	Somewhat Agree	23%	554	26%	12	3
	Neither Agree nor Disagree	6%	138	4%	2	-2
	Somewhat Disagree	4%	85	0%	0	-4
	Strongly Disagree	1%	35	0%	0	-1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	67%	31	1
	Don't Know	34%	815	33%	15	-1
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	41%	19	-20
	The previous school year	16%	381	35%	16	19
	Prior to the previous school year	5%	121	11%	5	6
	I'm not aware of any DASA policy	18%	441	13%	6	-5
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	43%	20	-5
	1-2 years ago	23%	549	35%	16	12
	3-4 years ago	11%	270	9%	4	-2
	>4 years ago	9%	214	9%	4	0
	I've never received DASA training	10%	232	4%	2	-6
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	48%	22	-1
	Don't Know	51%	1,221	52%	24	1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	76%	35	10
	Somewhat Agree	24%	579	17%	8	-7
	Neither Agree nor Disagree	6%	139	7%	3	1
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	71%	1,721	87%	40	16
	Somewhat Agree	22%	528	13%	6	-9
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	0%	0	-2
	Strongly Disagree	1%	19	0%	0	-1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	91%	42	10
	Somewhat Agree	15%	365	9%	4	-6
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	0%	0	-1
	Strongly Disagree	0%	12	0%	0	0
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	1,772	78%	36	5
	Somewhat Agree	18%	443	15%	7	-3
	Neither Agree nor Disagree	6%	134	7%	3	1
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	76%	35	10
	Somewhat Agree	22%	536	15%	7	-7
	Neither Agree nor Disagree	7%	175	4%	2	-3
	Somewhat Disagree	3%	65	4%	2	1
	Strongly Disagree	2%	37	0%	0	-2
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	59%	27	0
	Somewhat Agree	18%	437	13%	6	-5
	Neither Agree nor Disagree	20%	475	28%	13	8
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	0%	0	-1
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	65%	30	-3
	Somewhat Agree	23%	553	30%	14	7
	Neither Agree nor Disagree	4%	106	4%	2	0
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	54%	25	0
	Somewhat Agree	24%	578	26%	12	2
	Neither Agree nor Disagree	14%	335	17%	8	3
	Somewhat Disagree	6%	144	2%	1	-4
	Strongly Disagree	2%	56	0%	0	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	52%	24	-1
	Somewhat Agree	23%	552	26%	12	3
	Neither Agree nor Disagree	17%	400	15%	7	-2
	Somewhat Disagree	5%	129	7%	3	2
	Strongly Disagree	2%	55	0%	0	-2
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	63%	29	5
	Somewhat Agree	26%	624	28%	13	2
	Neither Agree nor Disagree	8%	189	4%	2	-4
	Somewhat Disagree	6%	133	4%	2	-2
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	46%	21	0
	Somewhat Agree	16%	393	20%	9	4
	Neither Agree nor Disagree	32%	766	28%	13	-4
	Somewhat Disagree	3%	76	7%	3	4
	Strongly Disagree	3%	71	0%	0	-3
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	15%	7	9
	1-3 years	21%	513	20%	9	-1
	4-6 years	29%	711	28%	13	-1
	7-10 years	19%	466	15%	7	-4
	More than 10 years	24%	576	22%	10	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	22%	10	-3
	1-3 years	44%	1,065	48%	22	4
	4-6 years	22%	523	30%	14	8
	7-10 years	6%	134	0%	0	-6
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	20%	9	1
	1-3 years	42%	1,016	39%	18	-3
	4-6 years	24%	584	37%	17	13
	7-10 years	7%	180	2%	1	-5
	More than 10 years	7%	162	2%	1	-5
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	63%	29	3
	Somewhat Agree	26%	625	30%	14	4
	Neither Agree nor Disagree	6%	137	4%	2	-2
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	4%	90	2%	1	-2
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	54%	25	1
	Somewhat Agree	27%	658	33%	15	6
	Neither Agree nor Disagree	7%	172	4%	2	-3
	Somewhat Disagree	8%	185	4%	2	-4
	Strongly Disagree	5%	124	4%	2	-1

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	48%	1,154	54%	25	6
	Somewhat Agree	26%	639	30%	14	4
	Neither Agree nor Disagree	12%	294	7%	3	-5
	Somewhat Disagree	8%	201	7%	3	-1
	Strongly Disagree	5%	124	2%	1	-3
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	65%	30	9
	Somewhat Agree	24%	578	30%	14	6
	Neither Agree nor Disagree	8%	189	2%	1	-6
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	5%	126	2%	1	-3
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	65%	30	11
	Somewhat Agree	26%	635	22%	10	-4
	Neither Agree nor Disagree	10%	251	9%	4	-1
	Somewhat Disagree	6%	141	0%	0	-6
	Strongly Disagree	3%	81	4%	2	1
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	54%	25	-3
	Somewhat Agree	27%	657	33%	15	6
	Neither Agree nor Disagree	8%	194	7%	3	-1
	Somewhat Disagree	5%	129	7%	3	2
	Strongly Disagree	3%	62	0%	0	-3

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	67%	31	7
	Somewhat Agree	24%	575	22%	10	-2
	Neither Agree nor Disagree	8%	199	4%	2	-4
	Somewhat Disagree	5%	121	7%	3	2
	Strongly Disagree	3%	71	0%	0	-3
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	72%	33	10
	Somewhat Agree	27%	645	17%	8	-10
	Neither Agree nor Disagree	5%	125	2%	1	-3
	Somewhat Disagree	4%	92	9%	4	5
	Strongly Disagree	2%	49	0%	0	-2
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	65%	30	0
	Somewhat Agree	26%	621	28%	13	2
	Neither Agree nor Disagree	5%	129	4%	2	-1
	Somewhat Disagree	2%	57	2%	1	0
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	72%	33	14
	Somewhat Agree	25%	607	17%	8	-8
	Neither Agree nor Disagree	7%	171	9%	4	2
	Somewhat Disagree	6%	136	2%	1	-4
	Strongly Disagree	4%	107	0%	0	-4

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	65%	30	2
	Somewhat Agree	24%	573	30%	14	6
	Neither Agree nor Disagree	6%	145	2%	1	-4
	Somewhat Disagree	5%	123	0%	0	-5
	Strongly Disagree	2%	57	2%	1	0
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	72%	33	8
	Somewhat Agree	22%	537	22%	10	0
	Neither Agree nor Disagree	9%	219	7%	3	-2
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	57%	26	0
	Somewhat Agree	22%	529	20%	9	-2
	Neither Agree nor Disagree	16%	390	20%	9	4
	Somewhat Disagree	3%	71	4%	2	1
	Strongly Disagree	2%	57	0%	0	-2
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	48%	22	3
	Somewhat Agree	33%	804	30%	14	-3
	Neither Agree nor Disagree	10%	244	17%	8	7
	Somewhat Disagree	7%	180	2%	1	-5
	Strongly Disagree	4%	107	2%	1	-2

**New York State Department of Education
Charter School Office
Teacher Survey 2021
All Charter Schools Response n = 2,412**

American Dream CS Response n = 46

		All Charter Schools		American Dream CS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	87%	40	9
	Well attended	83%	2,012	96%	44	13
	Focused on relevant content	70%	1,696	83%	38	13
	Recognized by all faculty as valuable	45%	1,092	61%	28	16
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	93%	43	-1
	Department meetings	76%	1,834	96%	44	20
	Staff meetings	86%	2,081	85%	39	-1
	Informal planning time	78%	1,892	85%	39	7
	Teacher/professional leadership meetings	73%	1,764	76%	35	3
	Other	9%	226	7%	3	-2

NYSED CSO Teacher Survey 2021

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

<p>Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:</p>	<p>Instruction that challenges the student in any one class. For example a Do Now and an Exit Tickets related to the lesson itself</p>
	<p>- Students are given a question in which they have to explain the error. The, they are required to find the actual solution.</p>
	<p>A challenging lesson that calls upon knowledge from previous units and activates both conceptual understanding and procedural fluency to complete the math task.</p>
	<p>A classroom that challenges students to think critically. One where there are clear objectives that align to state standards. Students are assessed in a variety of ways using rubrics.</p>
	<p>A lesson that encourage students to think critically and be able to use learned materials and skills in real life. A lesson that keeps students engaged and actively participating and encourages further learning. A lesson that is able to be taken above limits.</p>
	<p>A lesson that meets NYS Common Core standards and challenges students.</p>
	<p>A lesson that uses the common core standard and that have high expectation on students.</p>
	<p>A rigorous lesson in my class is with expected routines, a clear aim and objectives, and a closing. It is also one where student engagement and accountable talk are promoted for all types of learners.</p>
	<p>A variety of math related activities with a clear focus and an atmosphere of being okay with procedural thinking and "mistakes", which eventually help build up to a collaboratively thought out answer.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>Academically rigorous lessons start with a Do Now which either serves as a social-emotional check-in, activates student's prior knowledge or serves as a place to capture ideas and thoughts which be explored further throughout the lesson. Students are provided with scaffolds and resources to do the actual work of scientists for themselves. Students lead the lesson and their own learning while instructors provide support and guidance.</p>
	<p>Academically rigorous looks like lessons that are pushing students to levels that require them to apply knowledge in ways that surpass the surface.</p>
	<p>All lesson is Aligned with LOTE standards and New York State standards.</p>
	<p>An academically rigorous lesson first meets student at the level that they are and then challenges them to grow. At the same time it should be scaffolded to allow students to be supported and grow in that ZPD.</p>
	<p>An academically rigorous lesson has a thorough lesson plan with objectives that fit into the course of a unit. A rigorous lesson has scaffolds and opportunities for all students to engage with the lesson while also providing challenges for students to grapple with.</p>
	<p>An academically rigorous lesson in my classroom is one that provides students with support so that they can show their knowledge at high levels. For example, creating experiments, writing assignments that go beyond being informative.</p>
	<p>An academically rigorous lesson is one that is standards based, backwards planned, aligned with the unit goals and end assessment in mind, and is differentiated for the learners in the room. Students are expected to grapple with material at their instructional level with a myriad of supports that utilize the adults in the room and other resources as well.</p>
	<p>An academically rigorous lesson is one that is tied to New York State standards and, while differentiated to meet students where they are, demands grade-level understanding of content.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>An academically rigorous lesson is one which takes into account the student's backgrounds, intelligence preferences, and interests, and demands the students' engagement by expanding their knowledge base with new additional information which will help them solve more challenging problems.</p>
	<p>An academically rigorous lesson looks like one where students have to apply the concepts taught to show understanding. It could be through projects, performance-based tasks, or levelled questions.</p>
	<p>An engaging model for students to follow. Multiple opportunities for students to demonstrate the learning skill with the appropriate equity for all. Difficult and applicable real life problems.</p>
	<p>Based on the level of questioning that goes on in the classroom</p>
	<p>Do Now Content Exit Ticket Weekly Quiz Homework</p>
	<p>Do Now, Short class discussion or review, mini lesson, time for students to apply their learning, Exit Ticket</p>
	<p>Encourage students to engage in class discussions regarding endurance issues</p>
	<p>Exploring context and History in the Physical Education World</p>
	<p>Focus, understanding, practice.</p>

New York State Department of Education
 Charter School Office
 Teacher Survey 2021
 Open End Responses

American Dream CS

	<p>Greet students (5 MINS): Greet students, remind expectations, direct them to open daily agenda on GC. Whole Class/ Hagan Ahora (5 MINS) - Students will be asked to complete do now , teacher will read out loud and ask if students have any clarification questions, teacher will display timer on the screen. (5 MINS) - Teacher will call on students to share out their answers, students will be asked via the chat or over the mic to share out their answer- Cold Call formula = Name, pause, question. Whole class/ Intro (5 MINS): Teacher will inform the students about breakout rooms. Teachers will ask a student to volunteer to read the introduction out loud- Teacher will thank students for reading the intro and she will make an emphasis on the main idea of the introduction. She will also go over words that students might not know or be confused about. Teacher will then set purpose and make transition into the first activity Group Work/ Independent Work/ Meaningful Practice - Closure Review, Assessment, Final Check for Understanding/ Whole Class</p>
	<p>In the Spanish classroom it is difficult to provide academic rigor because of the multiple levels of language fluency the students have. My co-teacher and I have tried various grouping methods, but I still believe we have not achieved the appropriate level of challenge for the students. There is no introductory Spanish class offered in the school for students who just joined the Charter but are new to the language.</p>
	<p>Increasingly tiered complexity that culminates in student led demonstration of mastery</p>
	<p>It is a lesson in which students are challenged to think critically, form an opinion about the subject matter, and write or talk about it.</p>
	<p>Lessons that are based on scientific experiments, real- life situations or science literacy analysis; lessons that also involve data analysis and interpretation.</p>
	<p>My co-teacher and I create engaging, interactive lessons that are student-led.</p>
	<p>Not sure.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	One in which we are challenge our students to dig deeper when responding, to think critically, and to think outside box while doing projects and work
	Student can accomplish the funcional goal of the class
	Students answer questions that ask them to apply higher order thinking skills and support their ideas with evidence.
	Students engaging in analysis or synthesis of content presented and discussing or otherwise creating an artifact that demonstrates their understanding/mastery.
	Teachers are expected to have materials in bilingual format on an almost daily basis, with continuous scaffolds throughout entire units and UDLs embedded in Projects and informal assessments. Despite having so much opportunity to have everything varied, all objectives lead back to the main standards the students are held accountable to.
	There is participation verbally, in written, and visual components to aid student learning. The lessons always give time for exploration of ideas and move into applicaiton of concepts
	Thought provoking questioning. Allowing students to struggle before intervening
	To provide students with an academically rigorous lesson, students take inquiry approach. During inquiry based instruction,students must construct and critique interpretations of the past. Since students are engaging in investigation, close reading, and analysis of primary and secondary source evidence, students are learning how history is viewed from multiple perspectives and develop a deep understanding of the past.
	What an academic rigorous lesson looks like in my classroom is students applying skills in real world situations. For example, in Algebra class we focus on how to calculate the rate of change based on our screen time on social media. Our classes are differentiated to meet students' needs as well.

New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses

American Dream CS

	<p>an academically rigorous lesson in my classroom could look like a "live" warm up do now question followed by an asynchronous instructional video and independent practice. Students often have a certain degree of choice on which questions they will answer. This is ended with a live exit ticket.</p>
	<p>explicit instruction with an emphasis independent work time or student-student interaction, with teacher-led breakout groups for SWDs , ELLs, students who have not reached proficiency, and occasionally a separate teacher-independent group for students who need extra challenge.</p>
	<p>in each lesson students are challenged to use their critical thinking and build connections using their background knowledge while teachers provide support as needed.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

Q2_Open2 Explain how you differentiate instruction for students in your classes:

- Lessons are created in english and Spanish - Modified and scaffold worksheets - Self paced instruction - Small group instructions in breakout rooms

Adding on extensions for students who understand the content quickly Visual and Audible help for ELLStudents and students with IEPs

Based on students needs: provide graphic organizer, visual, one on one support, small group instructions.

Consideration of IEP's, breakout rooms, different tiered complexity levels of student work, student choice, anchor charts/manipulatives/instructional support videos/ interactive platforms. Time allocated in schedule to provide small group and 1:1 support with various modalities of engaging with the content in a bilingual setting

Content - Text presented in writing and orally, pre teach vocabulary words, summarize the content in writing and orally. Process -Provide visuals that connect to the text Product - Options for learners such as graphic organizers, oral or written responses. Sentence starters for those that need it.

Depending on the student the product, process or content will be differentiated. There must multiple entry points for the students. Especially in the covid setting, we need to meet the needs of the student. This may look like giving the several choices in the way they complete an assignment weather written, recorded answer or online responses. The use of breakout rooms and purposeful groups accompanied by scaffolds help in the mastery of content.

Differentiated instructions in class are designed based on students learning style, common interest and abilities.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>Differentiated lessons that allow teachers to meet various students needs. Lessons include visuals (videos, charts, graphs), various activities (Do Now, reading, reading comprehension questions, online and real-life labs, hands-on activities, Exit tickets etc.)</p>
	<p>Geometry has two versions of the handout, one of them is a modified version of the classwork. During remote learning we (teachers) have been trying to combine different ways to present the lesson and check for understanding (Nearpod, Google Classroom, Kahoot and PPT). We provided different activities to keep our students engaged.</p>
	<p>I differentiate for students with different learning styles and disabilities. There is also choices for students. For example, how to demonstrate their knowledge while doing a project which they can present in different ways.</p>
	<p>I differentiate instruction for students in my classes by altering problems due to level and ability, and by scaffolding, color coding, etc for ELL and SPED students.</p>
	<p>I translate all materials in Spanish and English. I create small groups based on students who need extra support. I identify high level students and leverage their understanding to explain concepts to other students. I adapt and modify materials based on students needs.</p>
	<p>I translate directions and questions in spanish, chunk readings at times, offer small groups with co teacher, give visual directions and models, give templates and scaffolded worksheets</p>
	<p>I use a variety of ways to differentiate in my classroom. Some strategies I use include: building background knowledge (virtual field trips), including images on handouts, graphic organizers, sentence frames, translated materials, audio of class novel, play/movie version of class novel, small group instruction, one-on-one conferencing etc</p>
	<p>If we are in small groups for a lesson, the teacher will help a student who may need more support to finish classwork or a project.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	Images, sentences starters. Also differentiating in the process and the product
	Incorporating lessons which include videos, audio clips, printed text, asking students to read aloud, providing opportunities for students to conference 1:1 and in small groups of 4-5. While assigning projects, we try to offer projects which can appeal to an array of learning modalities and always offer students the option of coming up with a project of their own.
	Instruction is differentiated in multiple ways: through supports and scaffolds provided, such as sentence starters, word banks, visuals, native language translations, choice of task, leveled texts, read alouds, complexity of tasks, etc.
	Instruction often includes scaffolding and language translation. Word problems are read aloud for students and optional videos that spiral in previous information are included.
	Instructions are in both english and Spanish they are always written and verbally given to the students
	Lessons are differentiated using scaffolding materials like audiovisuals, graphic organizers, necessary translations, deliberate grouping of students, and differentiated testing as well as providing students with options in showing their understanding of a particular topic.
	Lots of visual models, instructions in Spanish and English (written and oral), various activities of different difficulty.
	Media such as sounds clips, photographs, political cartoons, music are incorporated into daily instruction. We use platforms such as edpuzzle, nearpod, actively learn, quizizz, wordwall, kahoots, factile etc. Students are provided options as well scaffolds with projects. For example, students can projects in the form of brochure, flipgrid oral presentation, vlog. Etc
	Multiple means of engagement, representation, and expression

New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses

American Dream CS

	<p>Providing Graphic Organizers, Images, Level differentiation worksheets and materials, grouping, 1 on1 Intervention and assistance, small group instruction. Lesson pacing for different levels.</p>
	<p>Repeat directions orally, give written directions on the board (Zoom screen), break down complex tasks step-by-step, 1-on-1 check ins with students who need more attention.</p>
	<p>Small group instruction weekly for students with IEPs. Color coding and translations for ELL students.</p>
	<p>Some of the ways instruction is differentiated in my classes are modified assignments/classroom tasks, materials presented in different ways, flexible groupings and a variety of co-teaching models.</p>
	<p>Students are grouped based on qualitative and quantitative data available to us to ensure that different groups of students get the differentiated instruction they require. On any given day, the goal is clearly outlined for students, the task is clear and has been expressed in different modalities to allow for access, and then groupings are utilized with an alternative teacher and/or station teaching approach to ensure smaller student to teacher ratio. A typical reading lesson has a small group for students who are not at grade level to read with support, partners utilizing whisper reading with teacher support, independent partners who are at grade level with extensions, an ELL group with audio, technical, and teacher support to allow all students to grapple with the text and come to a unified understanding.</p>
	<p>Students have many different ways to interact with the content, they can interact through various different texts at differing reading levels, there are video options, as well as other models, and visual representations of content so that students are able to interact with the content through a medium of their choosing.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>Students have sentence starters, language support, and small group support. If they require individual support they can go into a breakout room with a teacher.</p>
	<p>Students have the opportunity to express their work through various means and media, even in a bilingual format. This also includes multiple ways to approach 1 lesson.</p>
	<p>Students provide me with data about their preferences every single day. I try to include different learning approaches such as direct instruction, modeling, cooperative learning, and good questioning techniques in every single lesson in order to address the different preferences students naturally have.</p>
	<p>To differentiate instruction, students are provided with multiple entry points. Specifically, some students are given sentence starters. Since some students are given sentence starters, some students will be able to construct cohesive sentences. Although some students require sentence starters, some students require pre-defined terms. Because some students are provided with pre-defined terms, some students will be able to comprehend the text. Though some students require supports in reading and writing, some students will need differentiation in interpreting sources. Because of this, some students are provided with direct instruction.</p>
	<p>Visual aids, Scaffolding, time frame.</p>
	<p>Visuals, multiple ways of representing directions, Modeling, Cognates, Graphic Organizers, Word banks, different lexile levels (readings).</p>
	<p>We apply flexible grouping in Algebra where my co-teacher and I present a modeled example then a checking for understanding question. Based on the data, we create groups to support students' needs.</p>
	<p>We may use differentiated input (audiobook vs. visuals vs. readaloud) or differentiated output (sentence frames vs. cloze paragraph vs. checklist), or we may use specific interventions suggested in a student's IEP.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>We provide color coding systems to emphasize key information. Provide procedural steps for complex word problems/ calculations. Translations for ELSS students. We also provided open sentence starters who anyone who needs support in explaining their work.</p>
	<p>We provide multiple entry points into every lesson - we provide audio, visuals, writing supports, texts at multiple levels, allow for student choice for both type of activities and manner of showing their understanding</p>
	<p>We set different goals for students based on their IEP's and academic level of proficiency.</p>
	<p>We use texts at different reading levels, small groups with additional teacher support, sentence starters, graphic organizers, texts read aloud, and tiered questions.</p>
	<p>With our co-teaching model and the ability to create small group instruction that is targeted and data-driven, we are always conscientious when planning our lessons of students with special needs, reading levels, English Language Learners and much more.</p>
	<p>reading levels language Special needs students</p>
	<p>scaffolds (including but not limited to: graphic organizers, translation boxes, guided questions embedded in the text, vocabulary boxes, use of Go Guardian, giving live feedback on student work) for ELLs, SWDs and At-Risk student populations.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

<p>Q3_Open How do you use data in your classroom to guide instruction?</p>	<p>After analyzing information on student learning outcome, instruction is adjusted based on student data. For instance, instruction is readjusted to incorporate review of concepts or skills that students may have struggled in, instruction is further differentiated for students with disabilities and English Language Learners, and Students are grouped based on knowledge on gap.</p>
	<p>After reviewing data we review material for whole group, step back, move forward in new ways, and evaluate the grouping for our students in future lessons. we also reconsider the direction of the unit as a whole.</p>
	<p>Based on the information when use data to re-teach the information not mastered.</p>
	<p>Data helps me determine if I need to make changes in my teaching approach, pacing and delivery of a lesson in order to meet students needs and goals. It helps me make better lessons and be able to differentiate among the student population.</p>
	<p>Data is always used to drive differentiation in lesson planning and unit planning. Consistent check-ins with data allow for course corrections when it comes to pacing calendars and for decisions on what supports students receive.</p>
	<p>Data is used to create small groups for instruction, it also informs lesson planning for future lessons, and serves to help create heterogenous groupings for group work.</p>
	<p>Data is used to determine skill levels, reading levels, writing levels, and is particularly useful for determining what needs to be retaught as well as for creating groups when we are trying to either teach a concept or make heterogeneous groupings or partnerships for a specific purpose. It is also used to identify students who need extra support and create opportunities for that support to happen in a targeted way.</p>
	<p>Data is used to differentiate lessons and develop new strategies. Additionally it is used to work with advisors to understand the underlying reasons for data.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	Data is used to plan reteaching sessions or areas in which students need more support. Data is also a crucial part when planning homogeneous and heterogeneous groupings.
	Exit slips usually inform the formation of groups the next day. Quizzes and Interim Assessments help students to see their progress and mastery in the course. This lead to reflection and allows students to take ownership of their learning and attend Small group instruction and office hours.
	Exit tickets, short check-for-understanding questions, Quizzes, Interim Assessments
	Gather information from assessments and evaluative projects. Looking for topics/areas which students struggled to obtain mastery and using this information to revisit in the future to scaffold instruction and to provide more opportunities for growth and instruction.
	Groupings, pacings, activites, pedagogy formation and adjustments
	I check for understanding using Nearpod Reports I use this data to determine the pace of my class and the content I will cover
	I don't have official "test data" for my class (Music) but I use frequent formative assessment data to guide the planning of future lessons.
	I look at quantitative data collected from student work and assessments to determine the trajectory of lessons and identify which concepts need to be retaught. I use qualitative data from observations and interactions with students to create appropriate groupings and inform decisions I make in the classroom.
	I use data to inform instruction. If I notice students have mastered a learning objective we move on. If students have not, then this is an opportunity to reteach.
	In class we use the data from IA, exam and exit tickets to guide our instruction and groups.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	Lesson planning, background information, reengagement lessons, and qualitatively to decide if a particular lesson context was of interest or not to the students.
	Notice trends and adjust instruction
	PowerSchool
	Scaffolds and student groupings are strongly based on these data analysis, where we use student performances to gauge where students need the most help and which core standards can be worked on to best leverage the learning of other important standards.
	Some of the data is grades. If a student is able to improve or has a lower score within a particular assignment or classwork, the grade will help instruction where the teacher may need to help that student.
	Students are assess often to determinate to what level they have mastered the standard. Depending on the data some students can further develop their understanding while others get the opportunity to practice the material.
	The data we collect informs how we choose small groups, how we differentiate or chunk texts, and much more.
	Use data from exit tickets and previous day's nearpod to see what needs to be retaught or which students need extra support in learning a specific topic.
	We analyze data and apply to the classroom by creating small groups to focus on specific skills they need to improve.
	We collect data by conducting formative, summative assessment, and diagnostic test every marking period.
	We create an action plan during our data days to meet students where they are. Also as mentioned above, we also implement flexible grouping where groups are created in real time based on the data for that day as well as the data from informal assessments.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>We gather a variety of data from students - from exit slips, to projects to performance on tests/quizzes. The data is used to modify the next day's lesson, when needed, or to plan remediation opportunities for review days. Data is also used to decide which skills need to be cycled back to in upcoming units of study.</p>
	<p>We have interim assessments each quarter to guide our teaching practices and target students of concern. As well as DATA from MAP testing</p>
	<p>We look at Exit ticket data to determine students groupings. We also look at data from Interim Assessments and making changes to pacing and instruction.</p>
	<p>We primarily use data to create groupings of students that provide each student with the appropriate level of instruction.</p>
	<p>We use assessments to see what students have mastered and what still needs instructional time. Based on the data, we can decide whether this instructional time should happen for the entire class or with a targeted group of students who still need help with a particular skill.</p>
	<p>We use data from each interim assessment we do at the end of each marking period. In addition, students provide me with data about their preferences every single day. Also, students provide me with data with the checks for understanding we do in every lesson. All of these data points serve to guide me on how we should proceed in the class, from re-teaching a topic to moving forward to the next lesson.</p>
	<p>We use data from our interim assessment, MAP Assessment, and in class assessments to create groupings, and focus problems to guide student learning</p>
	<p>We use data in the classroom to dictate breakout groups so we can constantly push students to achieve mastery of the material. Data is taken multiple times a week in the form of an exit ticket, and also as tests and internal assessments, and groups are worked and re worked with this data.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	We use data to guide instruction in many ways such as creating groups that focus on pinpoints and pitfalls which then leads to proficiency of the topic. In addition, data also helps us determine which topics need more spiral review and further explanation.
	We use data to identify strengths and weaknesses of our students and to come up with the strategies to meet the needs of all in our classroom in the nearest time.
	We use the data to tune our lessons in order to bring students understanding and master the skills.
	We use the results of interim assessments, tests, progress reports, weekly grade matrix, and exit tickets to modify future assignments to close gaps in student understanding.
	exit ticket
	n/a
	strength and weakness of each student
	use SRIs and Interim Assessments to determine which students need small group and individualized scaffolds on classwork. Test and quiz performance tells us about student content comprehension and tells us what content we need to revisit and review (spiraling the content)

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

<p>Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.</p>	<p>- Dean's List - Speak directly with the Dean - Calling home to parents</p>
	<p>-Talk to the student first- private conversations. -Non- verbal clues -write a comment on Dean's list -call the Dean</p>
	<p>Administration, social workers and many other staff members are always available to help when issues of student discipline arise.</p>
	<p>Bringing it up during weekly team meetings, speaking to the dean and the school counselor and coming up with plans, and we have an online platform where we can make referrals for both.</p>
	<p>Deanlist reporting software available, follow up to student from dean is very inconsistent, follow up to teachers almost non-existent</p>
	<p>Deans List is an application teachers use to record student concerns. Our Dean of Students is also responsive.</p>
	<p>DeansList, conversation with the dean, class dojo, constant communication with the parents/guardians, team meetings, student support team, social worker, principal.</p>
	<p>Deanslist, email, texting supervisors if necessary, discussion during grade team meetings, Classdojo</p>
	<p>During grade teams meetings or direct referral to dean.</p>
	<p>During team meetings and STL meetings.</p>
<p>Every teacher has a different approach to discipline, but teachers follow the school's discipline guidelines.</p>	

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>If there is a disciplinary concern, teachers are encouraged to have a conversation with the student. While teachers are having a conversation with the student, the teacher must discuss next steps with the student. Once the student implement the next step, the teacher reinforces the behavior through positive intervention. If the student fails to implement next steps, then the student is referred to the dean of culture. Once the student is referred to the dean of culture, the student, teacher, and dean will have a conversation on how to support the student. If the student behavior does not improve, then parent involvement is recommended.</p>
	<p>Log behaviors into deans list for administration to look at and make decisions.</p>
	<p>Recording any concerns on Dean's List, talking to the Dean of students (Dean Smith), referring the student to the social worker or guidance counselor.</p>
	<p>Refer to the Dean of School Culture</p>
	<p>Referral to dean of student culture</p>
	<p>Referral to deans list.</p>
	<p>Speaking with anyone from the School Leadership Team and/or the Dean of Culture</p>
	<p>Student discipline concerns are reported through Deanslist.</p>
	<p>Students should use non- verbal cues when addressing student behavior. If behavior persist teacher to will address student one on one. Teacher will follow disciplinary protocol for that behavior.</p>
	<p>Talking to Dean, counselor, talking to families. DeanList</p>
	<p>Teachers can input a referral into dean's list. Teachers can refer a student to social work or the guidance counselor.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	Teachers can raise student discipline concerns at grade level team meetings. Students can be referred to the school counselor or to the director of special education for additional assessment or follow-up.
	Teachers can use dean's list to refer student discipline concerns to either the counselor or dean of students. Dean of students and counselor can also be contacted directly.
	Teachers can write a report in Deans List to flag the student for the Dean of Culture or Counselor to then approach.
	Teachers can write reports on Deanlist which get followed up by the dean, social worker. etc.
	Team meetings, discussions with Dean of Students/Counselor, reporting issues to DeansList, etc.
	The Dean's office takes care of the discipline at the school.
	The first method of intervention we have is for the teacher to engage and explain to the student and the parents the correct behavior while in class. After that, we have been instructed to call and inform the Dean when there are discipline concerns. If additional intervention is needed, the Dean will follow up.
	The teacher may report to the Dean about student discipline which is then handled appropriately with the teacher and the student.
	There is a community of professionalism that aids in bringing up and addressing students of concern. Strategies for tackling these students of concern are taken into consideration after weighing all evidence provided as to the behavior of the student and an action plan is drafted and carried out along with a clear method of tracking changes or improvements to student behavior.
	Use Dean's list.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	We have a Dean of Discipline who supports us with students discipline concerns. We also use an app called Deans list that is able to generate referrals to different sources in order to address student's behaviors. Students are given opportunities to correct behaviors.
	We have a Dean of Students that we can reach out to for support, as well as a School Counselor and Social workers. We use an app called DeansList to document behavioral concerns as well as communication with parents.
	We have a clear way to submit a request to our Dean of Students, and that form documents our concerns and ensures that they will be answered appropriately.
	We have a hierarchy level of consequences. We also implement restorative practice. We go from nonverbal/private corrections and conversations to parent and teacher conferences.
	We have an app called Deans List to make incident referrals to our student support staff. We also have our support staff's phone numbers and email addresses and can make requests directly to them.
	We have weekly team meeting in which we discuss students of concern and devise plans to reach out to these students and their families to make sure they can get back on track.
	We use Dean's List to track student discipline concerns. There is a Dean of School Culture who is part of the school's leadership team.
	at risk students (case conference) at grade team meetings every Thursday, referral to social worker or guidance counselor.
	none
	none/ not aware of system
	to raise students discipline, teachers make sure to have a clear, observable expectations for all students, and by having constant communications with parents and staff.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

we use DeansList and work with the school social workers to track issues with student behavior and wellbeing.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."

- We are required to take professional development on this topic - From the beginning of the school year we set the tone for students that we do not tolerate bullying, discrimination, and harassment. - Students participate in a "bootcamp" in the beginning of the school year which consist of group activities and mini classes that discuss topics such as these. - If students are in violation of this, the Dean steps in and a conversation is had with the parent. Further action is taken as needed.

Anti-Bullying presentations at grade wide meetings.

Bullying is not tolerated. We recognize Anti-Bullying Month every October, and encourage kids to be up-standers in the school community. If bullying occurs, the situation is dealt with on a case-by-case basis by the Dean, School Counselor, and/or teachers.

Bullying, discrimination, and harassment are not tolerated from students. Interventions (1:1 meetings, meetings with parents, school-wide Family Meetings, conferences and discussions) are used to mitigate problem behavior or stop it before it starts.

Counselor, Dean, DeanList. Conversations involving all parties. Talks to students

Deanslist referrals

Direct referral to dean.

Don't know

Don't know.

Family meeting builds awareness and celebrates diversity. Advisory includes relationship and community building and character development. Furthermore ADS strives to promote DREAM values of diversity, respect, empowerment, advocacy, and motivation.

I am aware there is an awareness program in school but I am unaware of what happens after we report these issues. I know the SW or counselor treats it as top priority.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>I've only seen a preventative approach. The school creates a safe environment where all students feel valued. Even in the remote setting, we come together for family meetings to celebrate each week. Each week the social worker highlights a topic. In addition, we use a curriculum, youth communication in advisory to address these issues.</p>
	<p>If there is an issue of bullying, discrimination, and harassment, then the Dean of Culture and School Social Worker will address the matter.</p>
	<p>In general, for these type of issues, the first method of intervention we have is for the teacher to engage and explain to the student and the parents the problem behavior while in class. After that, we have been instructed to call and inform the Dean when there are serious concerns about any of these issues. If additional intervention is needed, the Dean will take care of that.</p>
	<p>It is handled by the dean and the upper administrators</p>
	<p>Lessons and conversations about bullying are incorporated into advisory as well as family meetings, which are times where the students are either gathered as a school, or in small groups with their advisory teacher. If and when incidents occur, then the issue is addressed privately with the student and also with the dean and parents and the principal depending on the circumstance.</p>
	<p>Meetings with the Dean, referrals and meetings with the social worker, Whole school meetings.</p>
	<p>Our school does not tolerate bullying, discrimination and harassment. We have family meetings and emergency meetings addressing it a school when it impacts our school culture.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	Our school is a "bully-free zone". In addition, it is also a free zone from discrimination and harassment. These expectations are clearly introduces to parents/guardians, students and staff. In cases of dollying, discrimination and harassment, the dean of students, social worker and student support team will interfere. If further actions will be needed, parents/guardians of the students involved will be contacted. If the situations won't be resolved, the principal and school director will take matter in their hands.
	Peer support groups, teacher interventions and case conferencing, social workers/deans/counselors, home family engagement and communication
	Professional Development Seminars Advisory time Youth Communication Program Family Meetings
	Provides workshops, group support and clubs.
	Reporting to the Dean of Students/Counselor, counseling and mediation for those students, reporting to the grade team so that they are aware, whole school bullying lessons if necessary, etc.
	Social worker & Guidance counselor
	Teacher will opportunity to create a teachable moment for entire class. Teacher will inform social worker and Dean of incident.
	Teachers discuss possible incidents of bullying, discrimination, and harassment with the dean. He follows up with consequences and discussions with the students and families.
	Teachers will remove students demonstrating that type of behavior from the environment and direct them to the attention of the Dean, counselor or social worker. Those individuals will look into the concern or complaint and follow up.
	The Dean's office takes care of the discipline at the school.
	The dean of students engages the student and families involved to reach a solution.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	The school provides advisory check in for students and teachers where they speak about issues and solutions in regards to bullying, discrimination and harassment
	The school supports and promotes a No Bullying Zone school by doing workshops and providing student services from all sources. Students are aware of the school's policy on not tolerating bullying, discrimination and harassment. They have a very strong policy on these issues.
	The teachers meet to address issues together, fill out reports, follow up with students and provide interventions
	There is an active Anti-Racism and Anti-Bullying professional development routine that continuously reinforces an equitable learning environment beginning with the teachers and staff. There is continuous bias checks and other routines of professional growth that exist to create the healthy atmosphere that invites staff to return every year.
	There zero tolerance for bullying in the school. The concerns are addressed by advisors/ deans.
	We address the issue as a team, community, and with our school counselor.
	We have been fully remote, so no such issues have been raised.
	We use a restorative justice approach to ensure that all individuals involved in a conflict are, to the extent possible, left feeling whole and complete following the incident.
	don't know
	hands on
	provide training for faculty during professional development
	unsure probably addressed by the dean and social worker depending on the nature/severity o
	usually handled with the dean if reported.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

<p>Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:</p>	<p>- We have social worker who are easily available - We also have advisories</p>
	<p>ADS is very understanding of scoial-emotional and mental health needs. For example, we recently amended our testing procedure to help alleviate student test anxiety</p>
	<p>Advisory School Counselor Family meeting Youth Communication program</p>
	<p>Advisory class and Youth Connection program</p>
	<p>Advisory groups and social-emotional advisory curriculum</p>
	<p>Counselor and Dean of culture leads family meeting and outreach.</p>
	<p>Daily advisory check in, weekly check in forms to communicate with advisors</p>
	<p>Daily advisory sessions, weekly one on one check-in's with advisor, and school counselor readily available.</p>
	<p>Dean, Counselor, Teachers, Meetings with families</p>
	<p>Due to Professional training and development, teachers and staff have established routines that allow for more student friendly environments that encourage students to make mistakes in science or share constructive thoughts in ELA without the fear of bullying or harassment. Where a student is safe is where a student will learn.</p>
	<p>Lots of available resources, daily advisory, several guidance counselors and social workers, etc.</p>
	<p>Our advisory program creates small groups that help form communities within the school. The advisory teacher also works as an advocate for his or her students, checks in with them frequently, communicates regularly with their families, and generally serves as an adult with whom the student can develop a strong relationship.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>Our school is structured in advisories which allow teachers to form social-emotional group bonds and address their needs. School counselors, social workers, admin and teachers all play an active role in supporting the social-emotional needs of students to an extreme extent Ad-hoc basis depending on</p>
	<p>Provide works shops for families. support from school counselor</p>
	<p>School assigns advisory teacher to a small group of students who have constant check-ins every week.</p>
	<p>Social Workers and a Guidance counselor, Dean of students provides support. We also have after school clubs and morning advisory to address emotional concerns.</p>
	<p>Social Workers and training on how to approach the students needs</p>
	<p>Social worker, psychologist, advisory classes with small groups to meet with teachers, close knit relationships between staff and students provide many opportunities for students to reach out and staff to reach out when there are concerns.</p>
	<p>Social workers ,</p>
	<p>Social workers are very supportive to the students, and are available to meet with them one-on-one. We are also engaging in a "Youth Communication" program with students where we read stories in small groups that support Social Emotional development.</p>
	<p>Social workers maintain close contact with teachers and inform them as needed when issues arise with students.</p>
	<p>Students attend sessions with social worker and/or counselor.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>Students have access to the school counselor, who meets regularly with students who either receive counseling as part of their IEPs and students who have been identified as needing social-emotional supports. Each student also has an advisor and an advisory group. They check-in every morning and also have one on one conversations regularly.</p>
	<p>The school has social workers guidance counselor and college counselor to support students social -emotional support. Teachers participate in professional development to help support students. Advisory provides a bonding space and students social emotional skills through the Youth Communication Curriculum.</p>
	<p>The school has two social workers who meet with students individually to support students in their social-emotional and mental health needs. We also use a SEL-specific curriculum, Youth Communications, in our advisory where we read articles and discuss as a small group.</p>
	<p>The school provides a safe space to all students by having morning advisory every where students are able to speak about their feelings and mental state of mind.</p>
	<p>The school provides social-emotional support through counseling and the help of social workers.</p>
	<p>The school provides support groups and counseling sessions.</p>
	<p>The school sends weekly check-ins that assess students social-emotional and mental wellbeing (also supported through advisory). Students can receive more support through our counseling services.</p>
	<p>There is a school counselor, we have advisory every morning where students are able to have check-ins with their advisors.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	To support students social-emotional and mental health needs, the school provides students with outside professional support, a school social worker who schedules sessions with students, and teachers are trained on how to provide students with social-emotional and mental health support.
	We do Deanslist referral and the counselor and social worker will discuss with the student and sometimes update teachers
	We have Small Group Advisory, which is a group of 11-12 students who meet with a teacher on a daily basis. We do SEL activities, as well as routine academic check-ins.
	We have a built-in small group advisory period every single day, and twice on Friday, where we work on socio-emotional issues. We also have a family meeting weekly to encourage cohesion at the grade level.
	We have a school wide survey we ask students to fill out. Teachers also can refer a student to our Social Workers.
	We have a social worker on site every day of the week. In addition, the speech therapist visits the school several days a week and pulls students out to provide needed support.
	We have advisory check ins weekly. We also engage in SEL twice a week in advisory.
	We have an advisory curriculum that seeks to support students by meeting their developmental and social-emotional needs and to develop their capacities for conversation, organization, empathy, etc.
	We provide counselling for the students and parents. In addition, we also communicate with all colleagues about the process of a student.
	We use the youth communication program in advisory. We have two social workers who work with students. We have family meetings where social workers spotlight social-emotional issues.
	social worker

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>social workers have various programs for which students can sign up; weekly meeting with the students in needs, counselings.</p>
	<p>there a form for teachers to fill out if they are concerned about a student so the social worker(s) can make an assessment about the students needs.</p>
	<p>using Youth communication to read about stories that are relevant to social emotional needs of students</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

<p>Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.</p>	<p>- Teach Boost - Peer to Peer observation (Required to do twice a month)</p>
	<p>A principal observes a class and then a meeting is held to share her findings/ feedback with the teacher.</p>
	<p>Aside from the peer-to-peer observations that administration tracks, teachers are also observed by the administrative team, and are held accountable to a series of standards that make us responsible to a variety of actions, from student engagement to ensuring student success.</p>
	<p>At the American Dream School, the teacher evaluation process is meant to support teachers in improving their pedagogical practice. At the beginning of every school year, teachers undergo a series of informal observations. After undergoing a series of informal observations, teachers are provided with feedback. Not only are teachers provided with feedback, but teachers are provided with resources and professional development so that pedagogical growth can occur. Eventually, teachers will undergo a formal evaluation. The Formal evaluation assess a teachers ability to provide instruction that is rigorous, engaging, differentiated for all students. Furthermore, teachers are expected to demonstrate knowledge of content and pedagogical skills.</p>
	<p>Department chairs, administration and peers will conduct observations from time to time and provide feedback.</p>
	<p>Due to the pandemic, the evaluation process will look different this year.</p>
	<p>Evaluation of teacher by fellow teachers and by Principal.</p>
	<p>Every teacher is observed by the principal at least twice per year and then have a one on one to discuss about their teaching improvements</p>
	<p>Formal and informal observations are conducted throughout the school. Evaluation is based on classroom environment, instruction delivery, engagement,.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>Informal: ADS has an open door policy where any colleague can enter and conduct an observation for a variety of purposes including bettering their practice, helping you improve yours or strategies for a group of student. The idea is to hone and improve our craft in a low stakes setting. Formal: Pre-observation check in--> Observation--> Post Observation debrief</p>
	<p>Not sure.</p>
	<p>Observation</p>
	<p>Observations & feedback from the principal, team leaders, staff observations.</p>
	<p>Observations of another teacher twice a month</p>
	<p>Peer evaluations twice a month, informal evaluation by principal beginning of year, formal evaluation by principal middle of the year, informal observations by sped coordinator.</p>
	<p>Setting Goals Pre observation meeting with Principal Observation of class by Principal Post Observation meeting with Principal (repeated once in Fall and once in Spring) x2 teachboost peer observations a month</p>
	<p>Teach Boost</p>
	<p>Teachboost peer observations, Special Edu coordinator observations, Supervisor observations</p>
	<p>Teachers are evaluated by observations and those observations are guided by the danielson framework.</p>
	<p>Teachers are evaluated formally in the fall and spring. Teachers are also required to complete 2 informal peer observations monthly.</p>
	<p>Teachers are evaluated using a modified version of the Danielson framework through a series of informal and formal observations</p>
	<p>Teachers are observed and given feedback.</p>
	<p>Teachers are observed by leadership and other peers. Feedback is shared in a meeting and it is also available on Teachboost.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	Teachers do peer evaluations every month, there is a secondary leadership team evaluation, and primary leadership team evaluation 2-3 times a year. This is all done through teachboost.
	Teachers get observed at least 2 a year and feedback and actions steps are provided.
	Teachers have received formal and informal observations. During informal observations, administrators pop-in unannounced and provide feedback on teaching, based upon a teacher's own goals. During formal observations, there is a pre-observation meeting and then a post-observation meeting to go through what happened in the lesson.
	The main method of teacher evaluation is through direct classroom observations by the principal. In addition, we do intervisitations among teachers with glows and grows that are posted on Teach Boost online. We also do school intervisitations with the high school the results of which are also posted on Teach Boost.
	The school director does both formal and informal classroom observations, provides feedback, and meets with us to discuss next steps.
	The school director has done a formal evaluation for me once (last school year)
	The teacher evaluation process involves formal and informal classroom visits and follow up feedback using the Danielson rubrics.
	The teacher evaluation process is with the school director/principal. There is an informal and formal observation that occurs twice for the school year. There is a pre- and post-observation meeting that occurs as well. Our rubric is based on our ADS framework that is similar to Danielson Framework.
	There is a formal teacher evaluation doing annually for teachers using the start NYS rubric. There are also informal evaluations done by leadership and peer teachers - teachers are required to observe another teacher and provide feedback twice per month.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	There is a pre evaluation meeting where we discuss what I will be teaching and how I plan to achieve the goal of that lesson. Principal then comes into the classroom and observes and documents their notes about how the teacher performs. Afterwards, the principal and teacher would have a post meeting about how the lesson went and if the goal was meant.
	Typically, we have two formal observations a year with a pre- and post-observation meetings. We get observed and supported by a department chair as well. We use the Danielson Rubric.
	Use of Danielson Rubrics. Formal and Informal observations.
	Visits from the Director of the school, both formal and informal evaluations.
	Walkthroughs, Peer observations, Informal and formal observations
	We are evaluated multiple times throughout the year using the Danielson rubric. We also create goals that are followed up on by school leadership.
	We have formal and informal evaluations throughout the school year.
	We have not had formal observations due to remote learning.
	We use TeachBoost to evaluate teachers.
	formal/informal observations with feedback and conferencing. Weekly meetings with lead teacher to review unit/lesson plans.
	informal and formal observation from the school principal
	non
	observations, goal setting, reviews

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

<p>Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.</p>	<p>- Survey's are given out to teachers to evaluate how they feel the school is doing. - We also communicate through Grade team meeting and Department meetings weekly</p>
	<p>A survey that is sent to all teachers to be reviewed by leadership and secondary leadership teams. This survey is not anonymous, however.</p>
	<p>Asks feedback for Professional Developments, whether returning to school as times goes on,</p>
	<p>During PDs about implementing new procedures, frequent surveys, etc.</p>
	<p>During staff development, we are periodically asked to fill out surveys giving feedback on current procedures or trainings.</p>
	<p>Every Friday, staff meet and share feedback with each other on how weekly events may be handled better if possible.</p>
	<p>Google Forms and meetings.</p>
	<p>Google forms</p>
	<p>Google forms, Weekly PDs</p>
	<p>Grade and department meetings.</p>
	<p>In the form of Google forms.</p>
	<p>Internal surveys are implemented focusing on all components such as school culture, instruction, and student's socio-emotional learning. Teachers are also able to meet with school leaders as well.</p>
	<p>Leadership rarely asks staff for feedback and when they do it feels inauthentic because they rarely do anything to implement the feedback they receive.</p>
	<p>Many Google Forms asking teachers their thoughts on things.</p>
	<p>Meetings at the grade team level, department level, and school-wide</p>
<p>Occasional surveys</p>	
<p>Our leaderships ask directly.</p>	

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	PD. Meetings
	Regular meetings with the staff and an open door policy to check in and provide feedback and suggestions/concerns. Weekly grade level meeting where information is shared up/down. Weekly department meetings where information is shared up and down. Weekly PD for staff where feedback and concerns are addressed.
	School climate and culture surveys, Google forms.
	Surveys
	Surveys about reopening, surveys about remote learning, surveys about advisory, etc.
	Surveys, check-ins, little meetings to discuss anything.
	Teach boost and observation notes.
	Teachboost observations
	Teachers periodically complete surveys with ideas for how to improve the school and thoughts about how things are currently going.
	The leadership team provides feedbacks using a tech-boost platform.
	The school issues surveys to teachers to get feedback via google forms.
	There are always feedback forms for PD. Furthermore there are Grade level meetings and Department meeting which both occur weekly. Anyone can raise a concern or suggest feedback which will then be brought to secondary leadership and then to primary leadership.
	They encourage us to reach out directly with concerns and they also collect feedback via 1:1 conferences, small group meetings, and in Google Forms.
	They usually do check ins and provide surveys.
	Through grade team, department and staff discussions as well as surveys.
Thru surveys and 1 on 1 meetings.	

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	To solicit feedback from staff, school leadership will ask staff to fill out anonymous surveys and attend meeting for feedback purposes.
	We publish a weekly overview with all the lessons for the week. We also post all the daily lessons on the drive. In addition, we provide direct feedback to the team leader during our grade level team and department weekly meetings.
	We utilize a myriad of surveys and informal/formal check-in discussions
	Weekly department meetings.
	from and surveys
	informal and formal observation from the school principal by using teach-boost system.
	mid year survey, at department and grade team meetings
	none
	surveys
	surveys, open-frank conversations
	surveys, via department meetings, grade level meetings
	teacher boost

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

<p>Q22_Open Describe your understanding of the mission and key design elements of the school:</p>	<p>-provide students from immigrant families and students new to the country with a quality education in English and in Spanish that gets them ready for college and to become leaders in their communities -Mini-mester allows for two weeks of field trips to explore the city -Advisory creates small groups in which students feel a sense of community -Project Based Learning class has students use interdisciplinary projects through which they learn about science and the world -Teacher Academy allows time for teachers to prepare for the year ahead and get ready to meet the needs of all learners -Dual language focus means that academic content is presented in both English and Spanish</p>
	<p>ADS develops students through rigorous instruction in both Spanish and English so they can do well in college and become leaders in their communities.</p>
	<p>ADS is a dual language school, intent on educating students of immigrants or immigrants from Spanish speaking nations. ADS is an inclusive place that works hard to foster a sense of community and togetherness amongst parents, students and staff. All three of which work in tandem to help students reach their potential.</p>
	<p>ADS is committed to a bilingual instruction for students in the south bronx. we largely cater to fist and second generation latin american students.</p>
	<p>ADS' mission is to prepare students to go to college and to be fluent in both English and Spanish. The key design elements are the co-teaching model, as well as project-based learning.</p>
	<p>As I understand it, the mission is a short statement that provides guidance and invites educators in the school to aim to develop the highest academic and emotional potential students have.</p>
	<p>Bilingual and cultural education</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	Focus and thrive to give the student the understanding of the subject in matter and the mission is to treat all students the same as a family.
	For all students to become future leaders in their communities. Focus on developing dual language- English and Spanish.
	Help students learn content in two languages and support them in their academics and social development so they can go to college.
	Mission if the American Dream Charter School is to develop academic excellence in English and Spanish languages and also to prepare students to excel in college and future life.
	Our missing to develop academic excellence in Spanish/English starting from 6th to 12th grade to excel in college and future path.
	Our mission at ADS is to prepare students to be successful in college and in life both academically and socially. Students are not only being prepared to be successful in both languages, English and Spanish. We implement spanish week at least one time per month. In addition, our goal is for students to graduate with a bi-literacy degree in English and Spanish.
	Our mission is to ensure that ALL students regardless of their English Language Learner status or Special Education status are thoroughly prepared to succeed in higher education and the 21st Century Global Marketplace.
	Our school focuses on career and college readiness through the acquisition of the English and Spanish language. Our approach is family-centered.
	Our school's charter was created to develops academic excellence in both Spanish and English for students grades 6 to 12 in a nurturing environment that relies on data driven instruction and awareness of students social emotional needs in planning for their learning. Advisory classes and clubs allow for the social-emotional needs of students to be addressed and they also nurture students' understanding of their personal identity.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	Promoting the School Values. Students repeat school creed once a week. Students are reminded of school values throughout school and in advisory
	Success in English & Spanish both through 6-12
	The American Dream Charter School develops academic excellence in both Spanish and English for grades 6-12, preparing students to excel in college and become leaders in their communities.
	The American Dream School develops academic excellence in both Spanish and English for grades 6-12, preparing students to excel in college and become leaders in their communities.
	The American Dream School seeks to provide a superb education in both English and Spanish to primarily Spanish speaking students, who will become proficient in both Spanish and English.
	The American Dream School's mission is to develop academic excellence in both Spanish and English, preparing students in grades 6-12 to excel in college. Not only are students expected to excel academically, but students are expected to become leaders in their communities.
	The mission of the school is clearly designed to foster growth, development, respect and high expectations for students to succeed in school and beyond.

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>The mission of the school is to develop academic excellence in both Spanish and English, preparing students in grades 6-12 to excel in college. We used projects-based learning across the subjects to support development of content knowledge and skill development. We have an advisory program to support the development of students' social emotional capacities. We have a June mini-master that gets kids out of the building to enhance the learning done in school. We also provide monthly field-lessons that are directly related to content taught/covered in class. We have an extended day and school year, as well as double-blocks 3x/week, to help to remediate knowledge and skills deficits that students bring with them into our school. We have planned interim assessments and data days that seek to evaluate students and provide teachers with data to inform planning and reteaching.</p>
	<p>The mission of the school is to help students 6-12 develop academic achievement in both Spanish and English to excel in College.</p>
	<p>The mission of the school is to provide an excellent education to students in dual language setting.</p>
	<p>The mission of this school is to provide an excellent education in both English and Spanish to support students in their development in both languages as well as academic and personal success in the future.</p>
	<p>The school aims to provide a quality bilingual education so that there are even less barriers that could stop student success. Being located in the south Bronx, it is an ideal place to reach out to a community and develop it while still appreciating its identity.</p>
	<p>The school aims to provide all students with a rigorous bilingual education that prepares them for college</p>
	<p>The school aims to provide instruction in both English and Spanish to children in the Bronx.</p>

**New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses**

American Dream CS

	<p>The school goal is provided the best education possible for all students while teaching the values of diversity, respect, advocacy, empowerment, motivation. We have focus on supporting English Language Learners and helping succeed academically as well as transition to the English Language.</p>
	<p>The school wants to provide an inclusive and supportive environment for ELL students and students from mixed status families.</p>
	<p>To address the needs of all students. To help them succeed and become leaders of the community with all the necessary tools.</p>
	<p>To level the playing field and bridge the gap for our language learners</p>
	<p>Use a dual-language approach to help students in the South Bronx succeed.</p>
	<p>We are a family. Everyone in the school community (including staff, students and families) treats each other with respect. We care about our students' wellbeing, academic and socioemotional growth.</p>
	<p>We are working to ensure students achieve excellence in English and Spanish through Diversity, Respect, Empowerment, Advocacy, and Motivation. We serve our students to achieve the DREAM values by using a co-teaching model, where two teachers work to give students the most individualized instruction where materials and content can meet their specific learning needs.</p>
	<p>our school's mission is to develop academic excellence in both Spanish and English and to prepare students to attend college.</p>
	<p>promote academic and emotional development to empower students to successfully graduate college. Advisory, case conferencing, student progress tracking and accountability systems, extracurricular programs and numerous support services to empower students to pursue their passions and interests in a supported manner tailored to each individual's aspirations</p>

New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses

American Dream CS

	teaching students and instruction in both English and Spanish with the goal for the students to go to college.
	the key design elements of the school are student/family engagement, equity, academic excellence, literacy for all, and co-teaching
	treat everyone the same way and do your best

**New York State Department of Education
Charter School Office
Teacher Survey 2021
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Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.

I am extremely proud to teach at the American Dream School.
I feel better supportive and safe working at the American Dream School. We work very hard to ensure students success in both language while developing social skills and taking into account their background. Somos Familia!
I love ADS. I can see myself retiring at ADS. We have a well-balance of high expectations and being family oriented. We care about the whole child and not just their academic needs. In fact, our school founded one of the community fridge in Mott Haven. We focus on students socio-emotional needs as well. I personally can see myself having my own children attend ADS. In fact, there are quite a few staff members that have their children enrolled in our school. We want what is best for them. We are a student-first school community.
I'm proud to work at a school that so thoroughly supports the needs of some of the most disenfranchised communities in society.
This charter school has created the best all around atmosphere and teacher/student supportive environment. They have figured out the formula for success and it comes from the passion and commitment of the leadership on down.
In my years of teaching in public schools, I strongly believe that this school has the best learning environment to address all learners.
N/A
Overall, we have weathered the pandemic well by keeping our school remote. The fact that we have at least 90% attendance in academic classes every day is a testament to the quality of our engagement, outreach and technological/resource support.
Stronger bilingual curriculum/transparency. Arts and music department development. Sports development.
The American dream charter school is a place when students and families feel secure. This is a family school

New York State Department of Education
Charter School Office
Teacher Survey 2021
Open End Responses

American Dream CS

	The school is currently evaluating how our grading system can be anti-racist in remote learning, and I would urge ADS to adopt anti-racist grading policies when we return to in-person learning
	The school is really great, but there are some "growing pains" as the school has expanded in the past few years. Largely these areas for growth are in communication and coordination across teams.
	n/a
	this survey is long

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

American Dream CS Response n = 183 Response Rate = 56%

		All Charter Schools		American Dream CS		Difference
Q1a_In-Person I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	11%	358	11%	21	0
	Somewhat Agree	15%	476	17%	32	2
	Neither Agree nor Disagree	8%	257	3%	6	-5
	Somewhat Disagree	4%	132	2%	4	-2
	Strongly Disagree	5%	147	3%	5	-2
	I have not attended in-person	57%	1,825	63%	115	6
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	28%	51	10
	Somewhat Agree	22%	712	30%	54	8
	Neither Agree nor Disagree	19%	595	13%	23	-6
	Somewhat Disagree	9%	291	7%	12	-2
	Strongly Disagree	15%	478	14%	25	-1
	I have not attended remotely	17%	553	10%	18	-7
Q1b_In-Person I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	13%	423	16%	30	3
	Somewhat Agree	13%	405	11%	21	-2
	Neither Agree nor Disagree	8%	247	6%	11	-2
	Somewhat Disagree	4%	131	2%	3	-2
	Strongly Disagree	6%	184	2%	3	-4
	I have not attended in-person	56%	1,805	63%	115	7
Q1b_Remote I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	18%	584	29%	53	11
	Somewhat Agree	22%	702	33%	61	11
	Neither Agree nor Disagree	17%	537	14%	26	-3
	Somewhat Disagree	10%	323	12%	22	2
	Strongly Disagree	15%	485	4%	8	-11
	I have not attended remotely	18%	564	7%	13	-11
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	14%	26	-3
	Somewhat Agree	18%	561	14%	25	-4
	Neither Agree nor Disagree	10%	304	7%	13	-3
	Somewhat Disagree	4%	134	3%	6	-1
	Strongly Disagree	3%	89	2%	3	-1
	I have not attended in-person	49%	1,575	60%	110	11

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Charter School Office
Student Survey 2021
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Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	27%	876	34%	63	7
	Somewhat Agree	33%	1,045	36%	66	3
	Neither Agree nor Disagree	20%	629	17%	32	-3
	Somewhat Disagree	8%	264	5%	9	-3
	Strongly Disagree	7%	226	5%	9	-2
	I have not attended remotely	5%	155	2%	4	-3
Q1d_In-Person There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	31%	979	26%	47	-5
	Somewhat Agree	11%	361	10%	18	-1
	Neither Agree nor Disagree	6%	194	5%	9	-1
	Somewhat Disagree	2%	60	1%	2	-1
	Strongly Disagree	1%	37	0%	0	-1
	I have not attended in-person	49%	1,564	58%	107	9
Q1d_Remote There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	40%	1,285	48%	87	8
	Somewhat Agree	25%	789	25%	45	0
	Neither Agree nor Disagree	16%	524	14%	25	-2
	Somewhat Disagree	5%	169	4%	8	-1
	Strongly Disagree	6%	199	4%	8	-2
	I have not attended remotely	7%	229	5%	10	-2
Q1e_In-Person I have the opportunity to be part of class discussions or activities.	Strongly Agree	33%	1,055	26%	47	-7
	Somewhat Agree	12%	388	11%	20	-1
	Neither Agree nor Disagree	5%	148	4%	7	-1
	Somewhat Disagree	1%	28	1%	1	0
	Strongly Disagree	1%	27	0%	0	-1
	I have not attended in-person	48%	1,549	59%	108	11
Q1e_Remote I have the opportunity to be part of class discussions or activities.	Strongly Agree	60%	1,929	68%	124	8
	Somewhat Agree	23%	722	23%	43	0
	Neither Agree nor Disagree	9%	286	4%	7	-5
	Somewhat Disagree	2%	61	1%	1	-1
	Strongly Disagree	2%	63	2%	3	0
	I have not attended remotely	4%	134	3%	5	-1

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		All Charter Schools		American Dream CS		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	30%	54	9
	Somewhat Agree	18%	588	11%	21	-7
	Neither Agree nor Disagree	9%	300	10%	18	1
	Somewhat Disagree	5%	151	3%	5	-2
	Strongly Disagree	4%	119	1%	1	-3
	I have not attended in-person	43%	1,372	46%	84	3
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	27%	50	6
	Somewhat Agree	21%	656	19%	34	-2
	Neither Agree nor Disagree	9%	284	7%	12	-2
	Somewhat Disagree	5%	158	2%	4	-3
	Strongly Disagree	2%	71	1%	2	-1
	I have not attended in-person	42%	1,342	44%	81	2
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	21%	39	3
	Somewhat Agree	16%	510	15%	28	-1
	Neither Agree nor Disagree	18%	591	19%	35	1
	Somewhat Disagree	4%	118	1%	2	-3
	Strongly Disagree	2%	70	1%	2	-1
	I have not attended in-person	42%	1,346	42%	77	0
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	30%	55	5
	Somewhat Agree	18%	579	19%	35	1
	Neither Agree nor Disagree	12%	393	10%	18	-2
	Somewhat Disagree	4%	112	2%	3	-2
	Strongly Disagree	3%	91	0%	0	-3
	I have not attended in-person	38%	1,209	39%	72	1
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	45%	83	4
	Somewhat Agree	29%	922	32%	58	3
	Neither Agree nor Disagree	23%	745	18%	33	-5
	Somewhat Disagree	4%	122	3%	6	-1
	Strongly Disagree	3%	85	2%	3	-1

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Q3b The things I'm learning in school are important to me.	Strongly Agree	34%	1,083	38%	70	4
	Somewhat Agree	36%	1,155	37%	68	1
	Neither Agree nor Disagree	17%	552	13%	23	-4
	Somewhat Disagree	8%	258	8%	15	0
	Strongly Disagree	5%	147	4%	7	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	37%	1,187	47%	86	10
	Somewhat Agree	36%	1,145	32%	59	-4
	Neither Agree nor Disagree	18%	590	17%	31	-1
	Somewhat Disagree	6%	176	1%	2	-5
	Strongly Disagree	3%	97	3%	5	0
Q4a My classes are challenging.	Strongly Agree	23%	736	23%	42	0
	Somewhat Agree	44%	1,391	43%	78	-1
	Neither Agree nor Disagree	21%	680	25%	45	4
	Somewhat Disagree	9%	293	7%	13	-2
	Strongly Disagree	3%	95	3%	5	0
Q4b I feel that I am on-track for high school graduation.	Strongly Agree	47%	1,492	46%	84	-1
	Somewhat Agree	30%	951	32%	59	2
	Neither Agree nor Disagree	15%	470	15%	27	0
	Somewhat Disagree	6%	204	5%	9	-1
	Strongly Disagree	2%	78	2%	4	0
Q4c The school provides me with college prep assistance and information.	Strongly Agree	42%	1,356	54%	98	12
	Somewhat Agree	32%	1,035	28%	52	-4
	Neither Agree nor Disagree	19%	600	14%	25	-5
	Somewhat Disagree	4%	137	3%	6	-1
	Strongly Disagree	2%	67	1%	2	-1
Q4d I know who to talk to for information about different careers.	Strongly Agree	44%	1,393	48%	88	4
	Somewhat Agree	28%	895	26%	48	-2
	Neither Agree nor Disagree	17%	558	16%	30	-1
	Somewhat Disagree	7%	213	6%	11	-1
	Strongly Disagree	4%	136	3%	6	-1

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		All Charter Schools		American Dream CS		Difference
Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	87	3%	5	0
	Weekly	2%	48	2%	3	0
	Monthly	1%	27	0%	0	-1
	A few times	5%	144	2%	4	-3
	Rarely	10%	315	6%	11	-4
	Never	23%	743	19%	35	-4
	I have not attended in-person	57%	1,831	68%	125	11
Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	110	5%	9	2
	Weekly	2%	61	3%	6	1
	Monthly	1%	41	0%	0	-1
	A few times	5%	156	3%	5	-2
	Rarely	11%	351	11%	21	0
	Never	71%	2,267	73%	133	2
	I have not attended remotely	7%	209	5%	9	-2
Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	2%	74	2%	3	0
	Weekly	1%	29	1%	1	0
	Monthly	1%	25	0%	0	-1
	A few times	3%	108	2%	3	-1
	Rarely	7%	220	3%	6	-4
	Never	29%	912	24%	44	-5
	I have not attended in-person	57%	1,827	69%	126	12
Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	3%	90	2%	3	-1
	Weekly	2%	60	2%	3	0
	Monthly	1%	33	0%	0	-1
	A few times	4%	125	3%	5	-1
	Rarely	9%	286	10%	18	1
	Never	75%	2,402	80%	146	5
	I have not attended remotely	6%	199	4%	8	-2

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All Charter Schools Response n = 3,195**

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Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	2%	78	1%	2	-1
	Weekly	1%	35	1%	2	0
	Monthly	1%	25	0%	0	-1
	A few times	4%	125	2%	3	-2
	Rarely	8%	263	4%	8	-4
	Never	26%	846	25%	45	-1
	I have not attended in-person	57%	1,823	67%	123	10
Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	96	2%	4	-1
	Weekly	2%	57	1%	2	-1
	Monthly	1%	24	1%	1	0
	A few times	4%	134	2%	3	-2
	Rarely	10%	322	11%	21	1
	Never	74%	2,369	79%	144	5
	I have not attended remotely	6%	193	4%	8	-2
Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	2%	74	2%	3	0
	Weekly	2%	51	2%	3	0
	Monthly	1%	30	0%	0	-1
	A few times	5%	148	1%	2	-4
	Rarely	7%	233	4%	7	-3
	Never	26%	835	23%	43	-3
	I have not attended in-person	57%	1,824	68%	125	11
Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	107	3%	6	0
	Weekly	2%	52	2%	3	0
	Monthly	1%	42	1%	1	0
	A few times	5%	162	3%	5	-2
	Rarely	10%	304	9%	16	-1
	Never	73%	2,333	78%	143	5
	I have not attended remotely	6%	195	5%	9	-1

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Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	87	2%	4	-1
	Weekly	1%	37	1%	1	0
	Monthly	1%	26	0%	0	-1
	A few times	4%	143	3%	5	-1
	Rarely	8%	264	4%	8	-4
	Never	26%	816	22%	41	-4
	I have not attended in-person	57%	1,822	68%	124	11
Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	95	3%	5	0
	Weekly	2%	59	2%	3	0
	Monthly	1%	47	1%	1	0
	A few times	5%	165	4%	7	-1
	Rarely	10%	311	8%	15	-2
	Never	73%	2,323	78%	142	5
	I have not attended remotely	6%	195	5%	10	-1
Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	2%	73	2%	3	0
	Weekly	2%	49	1%	1	-1
	Monthly	1%	28	0%	0	-1
	A few times	5%	169	2%	4	-3
	Rarely	8%	243	5%	10	-3
	Never	25%	800	23%	42	-2
	I have not attended in-person	57%	1,833	67%	123	10
Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	99	4%	8	1
	Weekly	2%	52	0%	0	-2
	Monthly	1%	42	1%	1	0
	A few times	5%	168	3%	6	-2
	Rarely	10%	327	10%	19	0
	Never	72%	2,304	77%	140	5
	I have not attended remotely	6%	203	5%	9	-1

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Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	3%	103	2%	3	-1
	Weekly	2%	63	0%	0	-2
	Monthly	2%	53	0%	0	-2
	A few times	7%	237	4%	8	-3
	Rarely	9%	272	7%	13	-2
	Never	20%	641	20%	36	0
	I have not attended in-person	57%	1,826	67%	123	10
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	4%	116	3%	6	-1
	Weekly	2%	61	0%	0	-2
	Monthly	1%	43	1%	1	0
	A few times	8%	269	6%	11	-2
	Rarely	13%	401	13%	23	0
	Never	66%	2,098	73%	133	7
	I have not attended remotely	6%	207	5%	9	-1
Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	86	2%	4	-1
	Weekly	1%	34	1%	1	0
	Monthly	1%	17	0%	0	-1
	A few times	3%	108	2%	3	-1
	Rarely	5%	162	3%	6	-2
	Never	30%	958	25%	45	-5
	I have not attended in-person	57%	1,830	68%	124	11
Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	4%	115	4%	7	0
	Weekly	2%	48	1%	1	-1
	Monthly	1%	39	0%	0	-1
	A few times	5%	146	3%	6	-2
	Rarely	8%	246	12%	22	4
	Never	75%	2,383	75%	137	0
	I have not attended remotely	7%	218	5%	10	-2

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

American Dream CS Response n = 183 Response Rate = 56%

		All Charter Schools		American Dream CS		Difference
Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	4%	130	3%	6	-1
	Weekly	2%	56	1%	2	-1
	Monthly	1%	41	0%	0	-1
	A few times	6%	201	5%	10	-1
	Rarely	14%	449	15%	28	1
	Never	73%	2,318	75%	137	2
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	4%	112	3%	5	-1
	Weekly	2%	55	0%	0	-2
	Monthly	1%	47	0%	0	-1
	A few times	5%	145	4%	8	-1
	Rarely	12%	390	14%	26	2
	Never	77%	2,446	79%	144	2
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	98	3%	5	0
	Weekly	2%	56	0%	0	-2
	Monthly	2%	49	0%	0	-2
	A few times	6%	180	4%	8	-2
	Rarely	12%	393	14%	25	2
	Never	76%	2,419	79%	145	3
Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	110	3%	5	0
	Weekly	2%	50	0%	0	-2
	Monthly	2%	53	2%	4	0
	A few times	6%	195	5%	9	-1
	Rarely	13%	419	13%	23	0
	Never	74%	2,368	78%	142	4
Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	108	3%	5	0
	Weekly	2%	54	0%	0	-2
	Monthly	2%	59	1%	1	-1
	A few times	7%	214	7%	13	0
	Rarely	13%	400	12%	22	-1
	Never	74%	2,360	78%	142	4

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

American Dream CS Response n = 183 Response Rate = 56%

		All Charter Schools		American Dream CS		Difference
Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	110	3%	6	0
	Weekly	2%	56	0%	0	-2
	Monthly	2%	48	0%	0	-2
	A few times	6%	202	5%	9	-1
	Rarely	13%	422	14%	25	1
	Never	74%	2,357	78%	143	4
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	4%	7	0
	Weekly	2%	79	0%	0	-2
	Monthly	2%	73	1%	2	-1
	A few times	9%	297	8%	15	-1
	Rarely	15%	464	14%	26	-1
	Never	67%	2,155	73%	133	6
Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	107	4%	7	1
	Weekly	2%	52	0%	0	-2
	Monthly	1%	40	1%	2	0
	A few times	5%	145	4%	7	-1
	Rarely	9%	300	12%	22	3
	Never	80%	2,551	79%	145	-1
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	55%	101	12
	Somewhat Agree	27%	877	24%	44	-3
	Neither Agree nor Disagree	25%	798	18%	33	-7
	Somewhat Disagree	3%	95	1%	2	-2
	Strongly Disagree	2%	48	2%	3	0
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	43%	79	2
	Somewhat Agree	29%	929	31%	56	2
	Neither Agree nor Disagree	23%	748	17%	32	-6
	Somewhat Disagree	5%	158	7%	12	2
	Strongly Disagree	2%	61	2%	4	0

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

American Dream CS Response n = 183 Response Rate = 56%

		All Charter Schools		American Dream CS		Difference
Q7c I feel that the school culture supports me.	Strongly Agree	47%	1,488	58%	107	11
	Somewhat Agree	28%	907	28%	51	0
	Neither Agree nor Disagree	20%	651	10%	18	-10
	Somewhat Disagree	3%	101	3%	5	0
	Strongly Disagree	2%	48	1%	2	-1
Q7d I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	40%	1,276	43%	79	3
	Somewhat Agree	27%	864	29%	53	2
	Neither Agree nor Disagree	22%	690	17%	32	-5
	Somewhat Disagree	7%	231	5%	9	-2
	Strongly Disagree	4%	134	5%	10	1
Q7e I have not had anything stolen from me at this school.	Strongly Agree	54%	1,710	59%	108	5
	Somewhat Agree	14%	436	16%	29	2
	Neither Agree nor Disagree	18%	561	15%	28	-3
	Somewhat Disagree	6%	182	3%	6	-3
	Strongly Disagree	10%	306	7%	12	-3
Q7f I have not seen any property damaged by students at this school.	Strongly Agree	36%	1,139	41%	75	5
	Somewhat Agree	17%	529	21%	38	4
	Neither Agree nor Disagree	28%	883	26%	47	-2
	Somewhat Disagree	11%	344	8%	15	-3
	Strongly Disagree	9%	300	4%	8	-5
Q8a Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	57%	1,826	58%	107	1
	Somewhat Agree	31%	994	37%	67	6
	Neither Agree nor Disagree	8%	255	3%	5	-5
	Somewhat Disagree	3%	89	2%	3	-1
	Strongly Disagree	1%	31	1%	1	0
Q8b My teachers care about me.	Strongly Agree	53%	1,690	57%	105	4
	Somewhat Agree	27%	878	27%	50	0
	Neither Agree nor Disagree	16%	517	13%	24	-3
	Somewhat Disagree	2%	67	2%	3	0
	Strongly Disagree	1%	43	1%	1	0

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

American Dream CS Response n = 183 Response Rate = 56%

		All Charter Schools		American Dream CS		Difference
Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	49%	1,575	51%	93	2
	Somewhat Agree	32%	1,025	36%	66	4
	Neither Agree nor Disagree	14%	445	11%	21	-3
	Somewhat Disagree	3%	100	1%	2	-2
	Strongly Disagree	2%	50	1%	1	-1
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	72%	131	6
	Somewhat Agree	24%	760	23%	42	-1
	Neither Agree nor Disagree	8%	271	5%	9	-3
	Somewhat Disagree	1%	38	0%	0	-1
	Strongly Disagree	1%	19	1%	1	0
Q8e My teachers often connect what I am learning to life outside the classroom.	Strongly Agree	41%	1,301	45%	83	4
	Somewhat Agree	31%	998	30%	54	-1
	Neither Agree nor Disagree	19%	615	20%	36	1
	Somewhat Disagree	6%	184	3%	6	-3
	Strongly Disagree	3%	97	2%	4	-1
Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	51%	1,631	58%	106	7
	Somewhat Agree	19%	612	17%	32	-2
	Neither Agree nor Disagree	17%	551	15%	28	-2
	Somewhat Disagree	5%	148	3%	5	-2
	Strongly Disagree	8%	253	7%	12	-1
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	56%	103	9
	Somewhat Agree	32%	1,007	30%	55	-2
	Neither Agree nor Disagree	16%	501	8%	14	-8
	Somewhat Disagree	4%	125	5%	9	1
	Strongly Disagree	2%	55	1%	2	-1
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	69%	126	4
	Somewhat Agree	24%	781	25%	46	1
	Neither Agree nor Disagree	9%	275	5%	9	-4
	Somewhat Disagree	1%	39	1%	1	0
	Strongly Disagree	1%	22	1%	1	0

**New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 3,195**

American Dream CS Response n = 183 Response Rate = 56%

		All Charter Schools		American Dream CS		Difference
Q9c Adults working at this school reward students for positive behavior.	Strongly Agree	47%	1,517	46%	85	-1
	Somewhat Agree	28%	899	28%	51	0
	Neither Agree nor Disagree	18%	584	19%	35	1
	Somewhat Disagree	4%	129	4%	8	0
	Strongly Disagree	2%	66	2%	4	0
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	1,515	52%	96	5
	Somewhat Agree	29%	914	31%	57	2
	Neither Agree nor Disagree	18%	591	14%	26	-4
	Somewhat Disagree	3%	107	1%	2	-2
	Strongly Disagree	2%	68	1%	2	-1
Q9e This school has a positive impact on my life.	Strongly Agree	40%	1,273	46%	85	6
	Somewhat Agree	27%	871	29%	53	2
	Neither Agree nor Disagree	24%	755	19%	34	-5
	Somewhat Disagree	5%	149	3%	6	-2
	Strongly Disagree	5%	147	3%	5	-2
Q10 Would you choose to be attending a different school if you could?	Yes	15%	483	10%	18	-5
	No	55%	1,748	58%	107	3
	Maybe	30%	964	32%	58	2

NYSED CSO Student Survey 2021

New York State Department of Education
 Charter School Office
 Student Survey 2021
 Open End Responses

American Dream CS

OPEN1 If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:

A boy in school fat shaming a girl. She stood up for herself but both got in trouble.
From what I have seen is stuff like racism.
I have never experienced or observed any of these things.
I have never.
I have not experience bullying of this kind.
I have not experience cyberbullying.
I have not experience or observe cyberbullying.
I have not experience or observed cyberbullying.
I have not experienced or observed cyberbullying.
I haven't
I haven't experienced none of this situation or observe them.
I haven't saw no cyberbullying
I haven't.
I havent
I never experienced cyberbullying but i have seen people bully people based on their religion and ethnicity
I never saw cyberbullying happen before.
In th school they do not do cyber bullying.
In video games there are definitely people making fun of or hating on other people
My school is pretty small and very together so bullying is never really seen.
N/A
N/a
NONE
NOne
Never seen it at school but I have in movies!
No
No I don't really see any cyberbullying the only thing I see is my friends sometimes getting into physical fights.
None
None.
Nunca

New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses

American Dream CS

People talking about others with their friends in social medias.
Sometime for peoples looks or appearance.
There has not been a cyberbullying problem.
didn't experience any of the above
i didn't see any cyberbullying
i do not saw or hear any of that.
i don't think i have
i have not
i have not experienced any of those.
i havent experience or observed any cyberbullying
i havent experienced cyberbullying at all
i never experience any kind of bullying.
idk
is good
ive never experienced this
memes
n/a
never
never.
ninguno.
no
no i have never experienced this
no i haven't experience
no,
no, i have not experienced nor observed any type of cyberbullying.
none
nothing

New York State Department of Education
 Charter School Office
 Student Survey 2021
 Open End Responses

American Dream CS

<p>OPEN2 We would really appreciate it if you would explain why you chose your answer to 'Would you choose to be attending a different school if you could?'</p>	<p>because of how the working environment I'm in is good and wouldn't want to change.</p>
	<p>ADS is a school that has been leading me on the right path to college.</p>
	<p>ADS is really great and supportive. I just want to experience new things by going to a different school.</p>
	<p>All of my friends are in this school plus I do learn even if it really stresses me out.</p>
	<p>Although i do think there are other more advanced high schools i still am indecisive considering my current schools proximity to my home and good atmosphere to which i'm used to learn in.</p>
	<p>BEcause it is a good school in my area</p>
	<p>Because I wanted to</p>
	<p>Because this school is giving me opportunity for my future.</p>
	<p>Because this school is good and my teachers are good to learn from and help me understand all my subjects</p>
	<p>Because this school provides good support for their students.</p>
	<p>Cause there is no point on switching schools.</p>
	<p>Ever since I switched schools I have been doing better in my classes.</p>
	<p>I am comfortable with the current school I'm in and wouldn't choose to switch schools even if I had a choice because overall the school I'm in has really helped me grow as an individual.</p>
	<p>I am very happy with my highschool at the moment and I can't imagine finding similar success academically, elsewhere.</p>
	<p>I believe that this school disciplines their students well and offers plenty of opportunities</p>
<p>I came from a middle school where work was the only thing important, no friends, no fun just work but the american dream school demonstrates that of course work is the number one important thing we can also have fun as well.</p>	
<p>I choose no because i like this school i have a lot of friends there, the classes arent hard, and the teachers are nice and helpful.</p>	
<p>I chose maybe because I live far away from the school and now I have not been changed because we are in computer classes.</p>	

New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses

American Dream CS

	I chose maybe because sometimes I don't feel comfortable in the school and like I don't belong, but it's more of a personal issue, the school has nothing to do with it.
	I chose maybe due to the fact that teachers have favorites they favor specific children. Which makes it seem extremely unfair. At points wondered if I should transfer. And most materials I seems to be learning doesn't feel helpful just a repetitive cycle of trying to survive the school day and get through the day. Sad to say my favorite part is going home.
	I chose no because I guess I have friends here, I don't want to bother making new ones.
	I chose no because I think my school provides me with everything I currently need to graduate and work on my future.
	I chose no because I think that this is a really good school and would never change.
	I chose no i wouldn't switch schools because we have fun trips and classes, the environment is fun and active
	I chose yes because I've had a great experience with the school since my middle school years and high school has been good as well.
	I don't even understand the question
	I don't feel like i belong in this school.
	I don't know to be honest but probably to be in a different/ new environment.
	I dont like the school im in because its a boring school and its like to faces like people on see some stuff of whats going on but dont really see what really goes on. You gotta be thinking on another level to see stuff people dont see and this school is good at hiding thing.
	I enjoy attending this school, and personally feel like I am learning something that will benefit me in the future.
	I enjoy being enrolled in the school I'm in sometimes.
	I enjoy staying at my school and I see no reason as to why I should switch to another school.
	I enjoy the school and take advantage of its academic opportunities although there is room for improvement.
	I feel comfortable
	I feel comfortable in this school.

**New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses**

American Dream CS

	I feel like the grading policies aren't fair. Because gym teachers are grading differently and not all are the same. Some grade harsher and other grades more easier. As well, teachers don't grade accordingly sometimes.
	I feel like this school has everything, might be basic materials, but at least we learn more and more challenging.
	I just want to have a experience in a different school I've been in this school since middle school.
	I like my situation
	I like the school, teacher are nice and helpful and my classmates are also nice
	I like this school
	I like this school.
	I probably would not attend a different school if I could because the bonds I created there are very strong. We are like a family. Also, I strongly believe that everything happens for a reason and that I was meant to finish there.
	I really like my school.
	I said maybe because I have other friends that go to a better school, where you can new languages, advance classes, and more fun activities.
	I said no because this school is a good school and I have friends in this school.
	I say maybe because I want something new and I have been in the same school for like six years now and I don't like seeing the same people all the time but at the same time I don't want to change school because I have friends that I have meet in those six year that I have gotten close to and I really have a hard time talking to people and it would be hard for me to make new friends and meet new people, not only that but I like the school it safe and nice but I don't know.
	I say no because I actually like my school the teachers actually care about the students and its very family oriented.
	I say this answer because I will like to know how other schools will treat me if I had any type of problems because I know that my school will help me or help me find some help.
	I says no because I like the school that I go to because it has helped me a lot.

New York State Department of Education
 Charter School Office
 Student Survey 2021
 Open End Responses

American Dream CS

I understand a majority of my school policy, in order to keep my school safe. However, rules such as phones need to be locked up(in person). If you don't lock your phones they would take it away until we bring the material that locks our phone. In order to prove we still have the material. In addition, they take away outside sweaters if you wear them throughout the school day. It's very unnecessary if you want to use a sweater throughout the school day. We have the option to buy the school's sweaters but there way overpriced for low-quality sweaters.
I wanna explore other schools to see if it can change me.
I want to attend a school where the environment feels more comfortable towards my standards. This school is okay but i feel awkward interacting with the students.
I want to go to another school to see new faces and interact with others instead of being in the same school since middle school for me personally.
I want to have a different experience and maybe make new friends and explore other options.
I want to make it far in life, i believe i can make it far in basketball, something that my school does have but cant help me like other schools that are specilized in sports can do.
I would choose a different school because in other this school is spanish and english school and am really bad at spanish so I fell that class
I would have attended military boarding school because it's one of the things I am very passionate about.
I would like to attend a different school because i want to be in a modeling school
I would like to go to a school that offered something that offered something to do with medicine
I would not attend a different school because I like this school.
I would not because I feel I have the best opportunity to be able to graduate.The teachers at this school care and have given me a boost in confidence to participate, which was something I use to struggle with.
I wouldn't change for the simple fact that I wouldn't know how to put myself in a different environment. I am used to this safe and welcoming environment, I fear judgement elsewhere.
I wouldn't change to a different school sin's the day I enter I always had that support from teachers.

**New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses**

American Dream CS

I wouldn't choose another school if I had to because it doesn't feel right. I feel like The American Dream School has control of their students and they actually care about them. I temporarily went to another school when I move to Queens and I didn't really like that School. I know all schools are different but just the fact that they let the students bring and distribute drugs in school its not a good image. The school also had some really bad teacher that didn't care about their students at all. The american dream school has impacted my life so much and I learned so much that I wouldn't go anywhere else if I had the chance.
I wouldn't choose to attend a different school because I have people who care about me here, and teachers that care that I do my very best.
I'm just ready to leave the school and its drama behind.
I'm not sure, I just feel like I would've liked to attend a different school only because I have been going to this school since 6th grade but I love the teachers at this school.
I'm on my last year of high school so it wouldn't make sense
I've been in the same environment for 7 years so I'm used to the environment
If I had the chance to leave this school I would not because this school is amazing, welcoming, and quite close to my home. There aren't many good schools that are close to where I live so I feel like this is the best school for me. There are times where I would feel down or burnout with all the school work and life in general but this school is supportive
I dont see any reason to move to a new school
It's hard to make new friends.
My credits are not guaranteed to transfer correctly.
N/A
NO, because I feel comfortable in this school because they help me went i need it.
Never
No I would stay with ADS
No because I like my school.
No because I went to the middle school and it was great so now im at the highschool and plan to graduate from this highschool.

**New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses**

American Dream CS

	No, I wouldn't want to go to a different school because everyone is nice and they always help me when I need it.
	No, because this school makes me feel part of it nothing compared to my other school. Ever since I got in this school my grades improved a lot and I've been learning a lot more than on my old schools. This school makes me feel happy to be part of it so that's why I chose this answer.
	No.
	Other than the staff, most of the students attitude is disgusting.
	Porque, siento que no me esta yendo bien
	So I could have the opportunity to meet new people and people that are interested in the career i want or somewhat relates to it.
	Sometimes the school overall makes me feel like an outsider.
	The AMDCS is a great school but in my opinion not the best in the world, I feel like their will always be one school thats better than the other.
	The American Dream School has been helping me and teaching me the right things I need in order for me to graduate. This school is very well educated and the teachers and staff are always welcoming us with open arms! I love this school and will not trade it for any other!
	The American Dream School is a unique school and not only does it give us a good education, but they also respect our sexuality, race, etc. The school helps us in any way possible and does whatever it can to make us feel safe and comfortable inside and outside of the school
	The American Dream school is a school that favors certain students. I used to get bullied by several girls, the proof was there on the cameras and videos recorded by the other students but the principal did not care or do anything to stop it. Instead I was constantly sent home and was removed from class while they stayed there. The females would verbally attack me for [my ethnicity] and having [different] skin and hair. They would shove me, push me, step on the back of my sneakers and scream in my ear. Even when it got physical and one of the students mothers tried attacking me, the school watched the childs mother verbally disrespect, threaten me, and raise her hand as she was walking out the school. When my parents confronted the principal she sighed, said she did not care, and told my parents to leave her office. This school did not help better me and ruined my entire high school experience. If I had a choice I would go to a different high school.

New York State Department of Education
 Charter School Office
 Student Survey 2021
 Open End Responses

American Dream CS

	The environment in our school while not perfect is very safe for most if not all people which I know it isnt like that at other schools so I appreciate it more. It has its flaws but nothing that cant be worked out with time like the lack of space sometimes
	The school is great and it gives the students a lot of opportunities.
	The school is okay and there's no need to change for the moment maybe the future.
	There are other more advanced schools in my opinion but over all i have enjoyed my stay at this school.
	There were no better options.
	This school has showed to be very respectful and caring about their students. I wouldn't chose another school if I could.
	This school has taught me alot and wouldn't have made me teh man i am today.
	This school is so dumb and I wish I would of been to a different one instead of this one.
	Though, The school may have some Ups and downs. There is still friends that I would continue growing up and finish classes together not solo.
	Umm, ldk because it's whatever.
	Well is close to home
	Well there's isn't anything in my school that will get me my dream job.
	because ads is a great school where people could get help with there work all the time and teacher and staffs care for u
	because i like here and i feel very comfortable and satisfied here
	because i moved from were i lived and know the school is far from my house
	because if ii got the opportunity to go to a better school then i would but if it not better then no but i would because i believe we should be able to chose some of our classes like art, gym, music, danc etc
	i can't really explain
	i feel comfortable here

New York State Department of Education
 Charter School Office
 Student Survey 2021
 Open End Responses

American Dream CS

	i grew a special connection with many teachers at this school and students. I feel comfortable and safe here, it's like a second home to me, and I grew to love it. I can always count on my teachers, always.
	i have 2 supportive friends in this school and above that the teachers here understand me and my introverted personality and helped me open up more and stand up for myself. this school has helped me more than any other school. i have gone too
	i have attended this school since 6th grade maybe a change would be good but i dont really care i just want to pass.
	i kinda like it here
	i like my school. i feel like its better than other school. we respect eachother
	i like the school and i had some amazing teachers and friends
	i like this school and i like how it supports me in many ways
	i put maybe because i think it will be better if we have a garden.
	i really like my school and feel safe there and know what im doing.
	i think that this school is good and the staff and teachers are very nice nothing would make me change my mind about staying in this school
	i transferred to ADS from another school and it was the best choice
	i wanna move but i dont know if my mom gone let me transfer.
	i want a better basketball program, and this school dont really care about the sports all they really care about is lgbtq and other stuff dont get me wrong i dont got a problem but sports need some love too.
	i've been in this school for a long time but i feel like sometimes it would be nice to switch schools but i'm fine where im at with my good classes and friends.
	id like to know whats it like to be in a public high school.
	just because i like to experience new things
	mo
	no
	no pude entede mucho pero traste
	no.

New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses

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	porque me gusta la escuela the american dream
	porque nose
	see i dont know
	they care about how good the school is and doesnt care about what we like
	to adapt and be confident

New York State Department of Education
 Charter School Office
 Student Survey 2021
 Open End Responses

American Dream CS

<p>OPEN3 If there is anything else you would like us to know about your experience in this school, please let us know here. To submit your survey, click SUBMIT.</p>	<p>Dont go to this School. I feel as if they dont fully understand what it means to be a high school.</p>
	<p>I don't have anything else to say.</p>
	<p>I have nothing else to say.</p>
	<p>Its a great school.</p>
	<p>My school is the best school you can ever find.... ;)</p>
	<p>My school is very cool.</p>
	<p>N/A</p>
	<p>Nada por ahora.</p>
	<p>No</p>
	<p>No not really</p>
	<p>No, I'm good.</p>
	<p>No.</p>
	<p>None.</p>
	<p>Nope</p>
	<p>Please change the Principle and the founder since she's so dumb. They both are and the rules in this school are crazy dumb.</p>
	<p>The principal does favoritism amongst her students, but when around higher authority, she acts as she cares about all of us, when in reality she doesn't. She also seeks favor from a certain group of students at school who always protest against what she does unfairly, and when they get what they want, they use those moments against her to make more decisions.</p>
	<p>There is nothing else.</p>
	<p>This school is like home to a lot of people. Most students rather stay afterschool for hours than go home. It is our home.</p>
	<p>What is the point of asking my sexuality.</p>
	<p>i am very shy and its hard for me to present in a project and these months have not been easy for me i lost so many things i valued this year and i have in a way become more introverted and i am really shy so please be patient with me :)</p>
<p>i feel like sometimes the school isnt fare. Dont feel like going to school.</p>	
<p>i havge nothing else to say.</p>	
<p>i would like for the school to get there own gym!!</p>	
<p>it is all set</p>	

New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses

American Dream CS

	its good ig
	n/a
	nah
	no
	no.
	nooo