



Office of School Design and Charter Partnerships
2014-2015

**PAVE ACADEMY CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

PAVE Academy Charter School	
Authorized Grades	Grades K-8
Authorized Enrollment	450
School Opened For Instruction	2008-2009
Charter Term Expiration Date	June 30, 2018
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

PAVE Academy Charter School	
Board Chair(s)	Scott Whitworth
School Leader(s)	Kathryn Fabian (ES), Noah Green (MS)
District(s) of Location	NYC Community School District 15
Borough(s) of Location	Brooklyn
Physical Address(es)	732 Henry Street, Brooklyn, NY 11231
Facility Owner(s)	Charter Partnership Building
School Type	Elementary/Middle School
Grades Served 2014-2015	Grades K-7
Enrollment in 2014-2015*	414
Charter Universal Pre-Kindergarten Program	No**

* Enrollment data as of October 1, 2014

** PAVE Academy Charter School currently affiliates with a New York City Early Education Center to offer a Pre-Kindergarten program. For the 2015-2016 school year PAVE Academy Charter School will offer a Pre-Kindergarten program through the NYC DOE.

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 1-7
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	763
Number of Students Accepted via the Charter Lottery	75
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.
 ** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Perseverance	The school never loses sight of its aspirations or gives up, especially in the face of adversity.
Achievement	The school sets high aspirations for both today and tomorrow. The school understands that achievement is a product of every choice the school makes at each moment in the day. The school builds on its successes and failures
Vibrance	The school engages in its passions and celebrates its achievements. The school lives life with purpose and vigor. The school's enthusiasm is evident and encourages both others and ourselves.
Excellent Education	The school holds itself to high moral standards and creates honest and respectful citizens and scholars. The school's actions represent its families, school, community, and itself.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	56	2
Grade 1	56	2
Grade 2	59	2
Grade 3	53	2
Grade 4	56	2
Grade 5	55	2
Grade 6	54	2
Grade 7	25	1
Grade 8	-	-
Total Enrollment	414	15

* Enrollment data as of October 1, 2014.

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
PAVE Academy Charter School	20.9%	31.7%
CSD 15	40.6%	42.2%
Difference from CSD 15 *	-19.7	-10.5
NYC	28.0%	28.7%
Difference from NYC *	-7.1	3.0
New York State **	31.1%	30.6%
Difference from New York State	-10.2	1.1
% Proficient in Mathematics		
	2012-2013	2013-2014
PAVE Academy Charter School	58.1%	53.5%
CSD 15	44.5%	50.6%
Difference from CSD 15 *	13.6	2.9
NYC	32.7%	37.8%
Difference from NYC *	25.4	15.7
New York State **	31.1%	36.2%
Difference from New York State	27.0	17.3

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
PAVE Academy Charter School - All Students	55.0%	71.0%
Peer Percent of Range - All Students	31.0%	79.7%
City Percent of Range- All Students	22.9%	72.7%
PAVE Academy Charter School - School's Lowest Third	65.0%	86.0%
Peer Percent of Range - School's Lowest Third	28.7%	90.2%
City Percent of Range - School's Lowest Third	20.6%	84.8%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
PAVE Academy Charter School - All Students	53.5%	46.0%
Peer Percent of Range - All Students	24.0%	14.9%
City Percent of Range- All Students	28.3%	15.0%
PAVE Academy Charter School - School's Lowest Third	69.0%	57.0%
Peer Percent of Range - School's Lowest Third	31.7%	17.4%
City Percent of Range - School's Lowest Third	36.7%	12.8%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	38.5%	69.2%
English Language Learner Students	-	61.5%
Students in the Lowest Third Citywide	57.1%	67.4%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	46.2%	34.6%
English Language Learner Students	-	42.9%
Students in the Lowest Third Citywide	-	50.0%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals	
Charter Goals	2013-2014
1. Each year, 75% of students enrolled in at least their second year will perform at or above Level 3 on the NYS ELA Exam.	Not Met
2. Each year, 75% of students enrolled in at least their second year will perform at or above Level 3 on the NYS Math Exam.	Not Met
3. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the NYS ELA Exam will be greater than that of all students in the same tested grades in similar schools.	Met
4. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the NYS Math Exam will be greater than that of all students in the same tested grades in similar schools.	Met
5. Each year, grade-level cohorts will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam and 75% at or above the current year's NYS ELA Exam.	Not Met
6. Each year, grade-level cohorts will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS Math Exam and 75% at or above the current year's NYS Math Exam.	Not Met
7. Each year, 75% of students enrolled in at least their second year will perform at or above Level 3 on the NYS Science Exam.	Met
8. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the NYS Science Exam will be greater than that of all students in the same tested grades in similar schools.	N/A
9. Each year, beginning in grade one, students will maintain writing portfolios (three meaningful examples per year). Through the use of commonly applied writing rubrics that are standards-driven and externally vetted, these portfolios will demonstrate strong student writing growth each academic year. To quantifiably demonstrate that students have shown 'strong writing growth' a standards driven rubric will be developed prior to the school's opening. Teachers will understand the rubric, and writing samples that are in a student's portfolio will demonstrate specific areas of growth in a student's writing ability.	Met
10. Each year, the school will have a daily attendance rate that exceeds 95%.	Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- The school created a centralized curriculum team, including a Chief Curriculum Officer, two English Language Arts (ELA) specialists and a math specialist. The school also created a "Close Reading" period that takes place four days a week in all grades kindergarten through seven. During this Close Reading period students read a complex, above grade level text two-three times over the course of a week. Additionally, the school focused on its writing program, creating an On Demand Writing Assessment, as well as a writing program in middle school for the first time and shoring up writer's workshop in the elementary school. The school also instituted a school-wide focus on vocabulary, including a campus-wide "word of the week" program.

Interim Assessments

- Assessments used at the school include the following:
 - Quarterly in-house ELA and math interim assessments;
 - Fountas and Pinnell Reading Assessment;
 - Tri-annual in-house on-demand writing assessments;
 - Counting jar assessments for students in grades kindergarten through two; and
 - In-house ELA and math unit tests and quizzes.

Approach to Data-Driven Instruction

- At PAVE Academy Charter School, it is believed that regular assessments are an integral part of building a strong, data-driven curriculum. In order to ensure that they are able to leverage this valuable tool, the school ensures that it is consistently striving to improve the Assessment Cycle, including everything from implementation of all assessments to improving and using regular data review processes throughout each unit. Through the assessment program, the school aims to promote and cultivate a culture that embraces assessment data to drive student achievement. Historically the school can be characterized as one that has been fairly adept at amassing student data (via WGEN), but also one where data utilization has been inconsistent (not optimized). For data to have the impact the school desires, three things must happen:
 1. It should administer assessments at regular intervals;
 2. The data from the assessment must be readily available to school leaders and teachers;
 3. Discussion of data must be a part of school staff meetings (Coaching, Grade Team, etc.).

Philosophy on Special Education and English Language Learner Service Provision

- PAVE Academy Charter School believes in supporting all students. The school employs an Integrated Co-Teaching (ICT) model for each grade level, with one designated ICT teacher on each elementary school grade level. In middle school, the school moves to a model where there are content-specific interventionists that provide both ICT and Special Education Teacher Support Services (SETSS) across grades in their content area. There are social workers, occupational therapists and speech therapists on site, as well. The school utilizes a Response to Intervention (RTI) process to identify student needs.

Professional Development Opportunities

- The following professional development opportunities were provided to teachers:
 - A two-week summer institute in which teachers participated in a variety of sessions on curriculum, classroom management and culture, and operational aspects;
 - Early dismissal every Friday followed by professional development sessions and team meetings for teachers;
 - Regular coaching meetings every week along with classroom observations;
 - High-level consultants in math, classroom management, and ELA to lead sessions for teachers and to observe, coach and model for teachers; and
 - Three teacher professional development days throughout the year where students are out but teachers are in reviewing data and learning.

³ Self-reported information from school-submitted ACR self-evaluation form on May 4, 2015.

Teacher Evaluation

- Teachers are evaluated using a complex rating system called PICA that includes:
 - Professionalism rating on an in-house teacher excellence rubric based on evaluation and ongoing coaching; and
 - Progress against growth goals and absolute academic performance for students.

Differentiated Instruction

- PAVE Academy Charter School has two teachers in all elementary classrooms as well as an intervention team that provides out of class support and speech and occupational therapy on site. The school utilizes an RTI process. By providing research-based as well as teacher-designed interventions when students first begin to struggle, RTI outlines a process to ensure the school strategically and systematically provides scholars with the supports they need to be successful in all of the school's classrooms. RTI also lays the foundation for a strong special education program. Historically, struggling students were referred for special education services, which resulted in the mis- and over-diagnosis of learning disabilities in areas affected by the achievement gap. The intervention and tracking process is designed to support all scholars who struggle, regardless of, but in compliance with, Special Education services. The RTI process is meant to support scholars by explicitly defining the remedial support needed, while also tracking progress within defined time-periods.

Adjustments based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - Created a curriculum team to develop curriculum in ELA and math; and
 - Implemented close reading across the school.

Learning Environment

- There is evidence of high behavioral and academic expectations for all. Classrooms are named after colleges. Students wear uniforms to school. There are consistent behavior management systems across classrooms in the school that utilize a common merit/demerit system, which encompasses both academic and behavioral aspects. Students and parents receive progress reports six times a year and report cards three times a year to monitor growth.
- Critical thinking and complex communication are new areas of focus at the school. School leaders led professional development for all staff on the "4 C's" of 21st Century Learning: critical thinking, collaboration, communication and creativity. School leaders are enrolled in a development program at a school in California to learn about project-based learning and have begun to implement projects at the school.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Principal	Kathryn Fabian	1
2. Principal	Noah Green	1
3. Director of Operations	Nadir Romo	2
4. Director of Operations	Daniel Dowd	4

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Scott Witworth	Chair – Executive, Governance	Yes
2. Allie Sweeney	<i>Education</i>	Yes
3. Melisa Melling	<i>Finance</i>	Yes
4. Mike Healy	<i>Community Engagement</i>	Yes
5. Jamie Greenthal	<i>Finance</i>	Yes
6. Daniel Greenblatt	<i>Education, Community Engagement</i>	Yes
7. Emily Gelb	<i>Executive, Governance</i>	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Executive	Yes	Yes
2. Finance	Yes	Yes
3. Governance	Yes	Yes
4. Education	Yes	Yes
5. Community Engagement	Yes	Yes

School Climate & Community Engagement

PAVE Academy Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	36.6%
Instructional Staff Turnover (School Year 2014-2015)**	36.6%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	11
Does the School have a Parent Organization?	No
<ul style="list-style-type: none"> If Yes, how many times did it meet? 	N/A
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	N/A
Average Daily Attendance Rate (School Year 2013-2014)***	95.6%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		PAVE Academy Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	-	68%	62%
	Most students at my school treat each other with respect.	-	63%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	93%	79%
Parents	I feel satisfied with the education my child has received this year.	94%	94%	95%
	My child's school makes it easy for parents to attend meetings.	93%	94%	94%
	I feel satisfied with the response I get when I contact my child's school.	92%	91%	95%
Teachers	Order and discipline are maintained at my school.	100%	94%	80%
	The principal at my school communicates a clear vision for our school.	93%	79%	88%
	School leaders place a high priority on the quality of teaching.	100%	82%	92%
	I would recommend my school to parents.	87%	62%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	PAVE Academy Charter School	-	93%
	NYC	-	83%
Parents	PAVE Academy Charter School	83%	92%
	NYC	54%	53%
Teachers	PAVE Academy Charter School	100%	100%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	71 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	6.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	1.00	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.04	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.10	Strong
Ratios	Debt to asset ratio	Ratio should be less than 1.00	0.15	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	91.16	Strong
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$272,121	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$235,036	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	7
Number of Board Members Required per the Bylaws	7-13
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	4
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	5
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	No
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number of Meetings Required per Bylaws**	5

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification ⁴	Yes
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED (2013-2014)	Yes
Financial Audit Posted (2013-2014)	Yes

⁴ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁵ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
29	5	17.2%	29	100.0%	0	0.0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	Yes
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	Yes	Yes
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 1 (0.2%) Out of School Suspensions: 12 (3%)	

Enrollment and Retention Targets⁶

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

⁶ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, PAVE Academy Charter School served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, PAVE Academy Charter School retained:
 - a lower percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a lower percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL) ⁷	PAVE Academy Charter School	81.4%	83.8%
	Effective Target	68.2%	68.8%
	Difference from Effective Target	+13.2	+15
Students with Disabilities (SWD)	PAVE Academy Charter School	20.8%	20.8%
	Effective Target	17.0%	17.3%
	Difference from Effective Target	+3.8	+3.4
English Language Learners (ELL)	PAVE Academy Charter School	7.9%	8.5%
	Effective Target	24.4%	23.6%
	Difference from Effective Target	-16.5	-15.1

⁷ The school used a private vendor for lunch services for the 2013-2014 and 2014-2015 school years. As a result, the percentage of students receiving Free or Reduced Price Lunch in the above table may not accurately capture all students who were eligible for the program. Please note that the above figures are based on the NYSED methodology as of April 1, 2015 for calculating enrollment of special populations and utilize the NYC DOE’s Automate the Schools (ATS) records.

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	PAVE Academy Charter School	84.6%	N/A
	Effective Target	86.7%	-
	Difference from Effective Target	-2.1	-
Students with Disabilities (SWD)	PAVE Academy Charter School	78.9%	N/A
	Effective Target	82.9%	-
	Difference from Effective Target	-3.9	-
English Language Learners (ELL)	PAVE Academy Charter School	96.6%	N/A
	Effective Target	75.9%	-
	Difference from Effective Target	+20.6	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-6	K-7
Enrollment	366	414
CSD(s)	15	15

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- PAVE Academy Charter School applied for and was approved for a charter revision to appoint PAVE Schools, Inc. as the charter management company of the school.