



Office of School Design and Charter Partnerships  
2013-2014

**MOTT HAVEN ACADEMY CHARTER SCHOOL  
ANNUAL COMPREHENSIVE REVIEW REPORT**

**2013 – 2014 SCHOOL YEAR**

## Part 1: School Overview

### School Information for the 2013-2014 School Year

Name of Charter School	Mott Haven Academy Charter School
Board Chair(s)	Patricia Mulvaney
School Leader(s)	Jessica Nauiokas
Management Company (if applicable)	N/A
Other Partner(s)	NY Foundling
District(s) of Location	NYC Community School District 7
Physical Address(es)	170 Brown Place, Bronx 10454
Facility Owner(s)	Private

### School Profile

- Mott Haven Academy Charter School (Mott Haven) is an elementary school, which served 274 students<sup>1</sup> in grades K-5 during the 2013-2014 school year and is fully at scale. It opened in 2008-2009 and is under the terms of its second charter.
- The school is located in privately-operated facilities in the Bronx within Community School District (CSD) 7.<sup>2</sup>
- Mott Haven enrolls new students in kindergarten and backfills empty seats in all remaining grades. There were 176 students on the waitlist after the Spring 2013 lottery.<sup>3</sup> The average attendance rate for the 2013-2014 school year to date as reported in February 2014 was 96%.<sup>4</sup>
- Mott Haven was renewed during the 2012-2013 school year and granted a short-term renewal (two years) with conditions, and is consistent with the terms of its renewal application. The conditions of renewal included:
  - Score C or better in each of the years of the new charter on the Overall Progress Report grade, and Student Progress and Student Performance grades on the NYC DOE Progress Report.<sup>5</sup>
  - Meet school-wide and cohort proficiency goals as outlined in accountability plan as of April 22, 2013.
  - If above goals are met during the term, the school can apply to move forward with middle school expansion.
- The school leadership includes Jessica Nauiokas, Principal; Ashlyn Field, Assistant Principal; and Patience Brown, Assistant Principal. The Principal has been with the school since its founding.
- The school intends to launch a middle school program during its next prospective charter term.
- Mott Haven had a student to teacher ratio of 8:1 in the 2013-2014 school year, and served 13 sections across all grades, with an average class size of 21.<sup>6</sup>
- The lottery preferences for Mott Haven's 2013-2014 school year included the New York State Charter Schools Act required preferences of returning students, students residing in the community school district of the school's location, siblings of students already enrolled in the charter school, students in foster care, and students receiving prevention services.<sup>7</sup>

<sup>1</sup> Enrollment reflects ATS data from 10/31/13.

<sup>2</sup> NYC DOE Location Code Generation and Management System database.

<sup>3</sup> Self-reported information from school-submitted data collection form on 2/14/14.

<sup>4</sup> Self-reported information from school-submitted data collection form on 2/14/14.

<sup>5</sup> Beginning with the 2013-14 school year, the NYC DOE Progress Report will be replaced with the NYC DOE School Quality Report. The School Quality Report is not graded.

<sup>6</sup> Self-reported information given on 9/29/14.

<sup>7</sup> Mott Haven Academy Charter School's 2013-2014 lottery application.

## Part 2: Summary of Findings

### Essential Question 1: Is the school an academic success?

#### Overview of School-Specific Data through 2012-2013

#### Students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Mott Haven Academy Charter School	-	26.2%	27.2%	13.0%
CSD 7	-	28.9%	28.2%	9.6%
Difference from CSD 7	-	-2.7	-1.0	3.4
NYC	-	48.1%	50.6%	28.0%
Difference from NYC	-	-21.9	-23.4	-15.0
New York State	-	52.8%	55.1%	31.1%
Difference from New York State	-	-26.6	-27.9	-18.1

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Mott Haven Academy Charter School	-	28.6%	44.3%	21.1%
CSD 7	-	33.7%	39.7%	11.3%
Difference from CSD 7	-	-5.1	4.6	9.8
NYC	-	54.8%	61.3%	32.7%
Difference from NYC	-	-26.2	-17.0	-11.6
New York State	-	63.3%	64.8%	31.1%
Difference from New York State	-	-34.7	-20.5	-10.0

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

#### Performance on the NYC Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	-	D	D	A
Student Progress	-	F	F	A
Student Performance	-	F	D	B
School Environment	-	A	B	A
Closing the Achievement Gap Points	-	0.0	1.4	3.5

### **Progress Towards Attainment of Academic Goals**

- According to its 2012-2013 Annual Report to the New York State Education Department (NYSED), Mott Haven fully met three of the nine academic performance goals identified in its charter, partially met two of these goals, and did not meet four of these goals.

### **Responsive Education Program & Learning Environment<sup>8</sup>**

- The school added Accelerated Reader software program routines for grades 3-5 in 2013-2014. The software assesses a student's reading level, suggests titles of books at that level, and assesses whether a student has completed reading the book by asking a series of questions.
- The school began extensive unit writing to better align with the rigor of Common Core Learning Standards, moving away from genre and skills based units and toward cross-curricular, fully integrated thematic units.
- The school continues to use Fountas & Pinnell benchmark assessments as well as Terra Nova normative assessments to gauge student progress over the course of each year.
- The school added a 30-minute math or Math Strings routine to every class, concentrating this time on modeling and problem-solving skills.
- The school began implementing Data Action Planning days, during which teachers meet with grade level teams and instructional leaders to unpack data and create data plans to drive daily instruction.
- The school continues to offer small group interventions in the form of leveled literacy and individual reading interventions in the forms of the Reading Recovery and Orton-Gillingham programs for its most struggling students.
- The school continues to offer a structured immersion setting as well as in-classroom, out-of-classroom and intervention supports for ELL students. Additionally, all materials given to families are sent home in Spanish and English to accommodate the school's Spanish-speaking families.
- The school continues to formally evaluate teachers twice a year using the T-Eval customizable assessment system and to offer teachers opportunities to set up peer observations in order to give and receive feedback that can expand their practice.
- The school added two instructional coaches to work with the teachers on curriculum planning, lesson planning, and test prep.

Representatives of the NYC DOE team visited the school on June 12, 2014. Based on discussion, document review, and observation, the following was noted:

- School leadership reported:
  - The school began implementing a daily, grade-level Response to Intervention (RtI) block at all levels in 2012-2013 and observed significant progress by its March data cycle. Additionally, the school reported at the time of the visit that each teacher employed by the school would attend at least one professional development session related to RtI during the summer of 2014.
  - The school reports having one ICT classroom per grade level.
  - At the request of teachers who had previously used them, the school introduced visual thinking strategies (VTS) as part of its instructional approach in 2013-2014. VTS employs an inquiry based approach to visual art that emphasizes observations based on evidence. The school plans to specifically employ this approach with ELL students beginning in 2014-2015.
  - The school changed the focus of its Saturday Academy sessions from outsourced tutoring to enrichment activities conducted by in-house instructional staff members.
  - The school has changed its hiring priorities to focus more on prospective teachers' depth of experience.
- Eight classrooms across all grades and content areas were observed by members of the visit team and the following was noted:
  - Classes ranged in size from 15 to 22 students and were largely taught by two instructors. Several ICT classrooms were also observed.

---

<sup>8</sup> Self-reported information from school-submitted self-evaluation form on 2/14/14.

- Independent practice was observed in the majority of classrooms.
- In most classrooms, questioning was primarily used to check for understanding, along with class work and teacher observation. Most questioning challenged students to demonstrate understanding of concepts through explanation.
- Based on debriefs with instructional leaders after classroom visits, most classrooms had instruction that was aligned with the school's instructional model and current academic priorities.

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

### **Governance Structure & Organizational Design**

After reviewing information and documentation concerning Board turnover, Board minutes, reporting structure, organizational chart, annual accountability reporting documents, Board agendas, and the school's website, the NYC DOE notes the following:

- The Board has eight board members including the school's principal, who is a non-voting member. The Board chair joined the Board in 2008.
- As evidenced from a review of Board rosters, the Board did not experience turnover in the 2013-2014 school year.
- As recorded in the Board's minutes, there is a clear reporting structure with school leadership providing regular updates on academic and operational performance to the Board and its committees.

### **School Climate & Community Engagement**

After reviewing information and documentation concerning leadership turnover, staff turnover, attendance rate, student turnover, NYC School Survey results and response rates, and PTO meetings, the NYC DOE notes the following:

- The school did not experience any leadership turnover in the 2013-2014 school year.
- Instructional staff turnover was 26.7% with seven out of 30 instructional staff choosing not to return for the 2013-2014 school year from the prior year and one staff member asked not to return. To date, during the 2013-2014 school year the school has not experienced any instructional turnover.
- As of February 2014, average daily attendance for students during that school year was at 96%, which is higher than the school's charter goal of at least 95%.<sup>9</sup>
- Student turnover was 7.4% of students from the prior school year not returning at the start of the 2013-2014 school year, and 3.3% of the students left the school between the start of the school year and February 2014.<sup>10</sup>
- The school reported having a parent organization called Family Council, as evidenced in their ACR self-evaluation.

### **2012-2013 NYC School Survey Results<sup>11</sup>**

<b>Categories</b>	<b>Result</b>	<b>Community</b>	<b>Response Rate</b>	<b>Citywide Rate</b>
<b>Academic Expectations</b>	Above Average	<b>Parents</b>	67%	54%
<b>Communication</b>	Above Average	<b>Teachers</b>	90%	83%
<b>Engagement</b>	Above Average	<b>Students</b>	N/A	83%
<b>Safety &amp; Respect</b>	Above Average			

<sup>9</sup> Self-reported information from school-submitted data collection form on 2/14/14.

<sup>10</sup> Self-reported information from school-submitted data collection form on 2/14/14.

<sup>11</sup> Results are particular to the school type as identified in the 2013 School Survey.

## Financial Health

Near-term financial obligations:

- Based the FY13 financial audit, the school's current ratio indicated a risk that the school may be unable to meet its current liabilities.
- Based on the FY13 financial audit, the school's unrestricted cash availability indicated a risk that the school would not be able to cover at least one month of its operating expenses without an infusion of cash.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment as of the end of the school year revealed that the school met its enrollment target, supporting its projected revenue.
- As of the FY13 financial audit, the school had met its debt obligations.

Financial sustainability based on current practices:

- Based on the financial audits from FY11 to FY13, the school operated at a deficit, indicating that the school may not be operating within its resources at the time of the FY13 financial audit. The school operated at an aggregate deficit over the past two fiscal years.
- Based on the FY13 financial audit, the school's debt-to-asset ratio indicated that the school still had more total liabilities than it had total assets.
- Based on the financial audits from FY11 through FY13 and follow up, the school had overall negative cash flow from FY11 to FY13.

Annual Independent Financial Audit

- An independent audit performed showed no material findings

Based on document review and an interview during the June 12, 2014 visit to the school, the following was noted:

- The school is working with an outside consultant to review its operations and achieve efficiencies.
- The school has received a letter from the New York Foundling committing to provide ongoing financial support for the life of the school.

### **Essential Question 3: Compliance with charter and all applicable laws and regulations?**

After a review of documentation submitted for the NYC DOE annual accountability reporting requirements for the 2013-2014 school year, the NYC DOE finds the following:

#### **Board Compliance**

The Board is in compliance with:

- The Board's membership size falls within the range of five to 13 members outlined in the school's charter and in the Board's bylaws.

The Board is out of compliance with:

- The Board held 10 meetings in 2013. Although this complies with the number of Board meetings outlined in its bylaws, which is a minimum of six per year, it does not meet the minimum established in charter law, which requires monthly meetings of the school's Board of Trustees.
- Currently, officer positions outlined in the Board's bylaws are filled, with the exception of the Vice Chair position.

#### **School Compliance**

The school is in compliance with (as reviewed during May 2014):

- All staff members have appropriate fingerprint clearance.
- The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.
- The school has the required number of staff with AED/CPR certification.
- The school has submitted appropriate insurance documents to the NYC DOE.
- The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- The school had an application deadline of April 7, 2014 and lottery date of April 9, 2014 adhering to the charter law's requirement of accepting applications up to at least April 1.
- The school has posted its 2012-2013 NYSED Annual Report and annual audit to its website, as specified in charter law.

The school is out of compliance with:

- A member of the School Leadership team had not been trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC fire Department as of May 2014.

## **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:

- Mott Haven intends to expand its grades served to K-8 during its next prospective charter term.

### **Enrollment and Retention Targets**

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
  - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets."
  - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- In the 2013-2014 school year, Mott Haven Academy Charter School served a higher percentage of students qualifying for free or reduced lunch than the CSD 7 and city averages<sup>12</sup>. The school served a higher percentage of students with disabilities compared to the citywide average, but lower compared to the CSD 7 average, and the school served a lower percentage of English Language Learners than both the CSD 7 and citywide averages.

### **Special Populations**

	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009 -2010	2010 -2011	2011 -2012	2012 -2013	2013 -2014	2009 -2010	2010 -2011	2011 -2012	2012 -2013	2013 -2014	2009 -2010	2010 -2011	2011 -2012	2012 -2013	2013 -2014
	School	CSD 7	NYC	School	CSD 7	NYC	School	CSD 7	NYC						
	84.4%	85.2%	79.9%	93% <sup>14</sup>	97% <sup>15</sup>	12.5%	13.6%	19.2%	21.3%	20.2%	8.6%	10.2%	11.2%	12.2%	13.6%
	88.4%	88.1%	88.9%	90.7%	93.4%	20.3%	20.5%	19.8%	20.2%	20.9%	19.8%	20.0%	19.6%	19.7%	18.5%
	62.1%	65.3%	68.1%	69.8%	73.5%	15.9%	15.9%	15.7%	16.1%	17.1%	16.1%	16.1%	15.5%	15.0%	14.7%

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	K-2	K-3	K-4	K-5	K-5
CSD(s)	7	7	7	7	7

Comparisons to both the CSD(s) and City are made against students in grades K-8, 9-12 or K-12 depending on the grades the school served in each school year. Special population figures are as of October 31 for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.

<sup>12</sup> Percentages reported by the school and taken from its reporting requirements to the NYSED as an approved School Food Authority.

<sup>14</sup> Percentages reported by the school and taken from its reporting requirements to the NYSED as an approved School Food Authority.

<sup>15</sup> Percentages reported by the school and taken from its reporting requirements to the NYSED as an approved School Food Authority.