



**Department of  
Education**

*Carmen Fariña, Chancellor*

# Annual Comprehensive Review Report for PAVE Academy Charter School

## SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

## PART 1: SCHOOL OVERVIEW

### CHARTER SCHOOL BACKGROUND

PAVE Academy Charter School (“PAVE”) is an elementary and middle school located in the Red Hook neighborhood of Brooklyn. The school offers a universal pre-kindergarten program. The school is located in a private Charter Partnership Building in Community School District 15.<sup>1</sup>

The school is in its second charter term.

The school leadership team is comprised of the following individuals: Elementary Principal Kathryn Fabian has been at the school for three years; Middle School Principal Grace Ghazzawi, who has been at the school for one year; and Director of Operations Nadir Romo, who has been at the school for three years.

### SCHOOL HIGHLIGHTS

According to school leaders:

- In 2015, PAVE's proficiency rates on the state Math assessment exceeded the city and its proficiency on the ELA assessment were just below citywide averages.
- While the school has not outperformed its district, CSD 15, which is mainly comprised of neighborhoods of greater affluence than PAVE's Red Hook neighborhood, the school has outperformed schools in its local neighborhood in both ELA and Math.
- PAVE's proficiency rates for Students with Disabilities exceed citywide rates for SWDs in ELA and Math; proficiency rates for PAVE's English Language Learners exceeded citywide proficiency rates for ELLS.
- PAVE employs a High School Placement counselor to assist its 8<sup>th</sup> graders apply to competitive high schools in the city.
- The school submitted a material revision request to increase its enrollment from 475 students to 490 students in the 2016-17 school year; this revision request was approved.

### CURRENT SCHOOL SNAPSHOT

| <b>PAVE Academy Charter School</b>              |                                          |
|-------------------------------------------------|------------------------------------------|
| DBN                                             | 84K651                                   |
| School Leader(s)                                | Kathryn Fabian (ES), Grace Ghazzawi (MS) |
| Board Chair(s)                                  | Scott Whitworth                          |
| Charter Management Organization (if applicable) | PAVE School Inc.                         |

<sup>1</sup> According to NYC DOE Location Code Generation and Management System.

|                         |                                      |
|-------------------------|--------------------------------------|
| Other Partner(s)        | N/A                                  |
| District(s) of Location | 15                                   |
| Physical Address(es)    | 732 Henry Street, Brooklyn, NY 11231 |
| Facility Owner(s)       | Charter Partnership Building         |
| Enrollment <sup>2</sup> | 475                                  |
| Grades Served           | K-8                                  |

#### CURRENT BOARD OF TRUSTEES

| Board Member Name    | Position | Committee(s)           | Years on Board | Attendance <sup>3</sup> |
|----------------------|----------|------------------------|----------------|-------------------------|
| 1. Scott Whitworth   | Chair    | Finance                | 5.5            | 4/5                     |
| 2. Daniel Greenblatt | Trustee  | Education              | 2.5            | 3/5                     |
| 3. Jamie Greenthal   | Trustee  | Education              | 1.5            | 4/5                     |
| 4. Mike Healy        | Trustee  | Finance;<br>Investment | 1.5            | 4/5                     |
| 5. Melissa Melling   | Trustee  | Finance;<br>Investment | 1.5            | 2/5                     |
| 6. Allie Sweeney     | Trustee  | Finance;<br>Investment | 1.5            | 4/5                     |
| 7. Annie Hopkins     | Trustee  |                        | <1             | 3/5                     |
| 8. Nicole McLean     | Trustee  |                        | <1             | 2/5                     |

#### CHARTER AUTHORIZATION PROFILE

| <b>PAVE Academy Charter School</b> |           |
|------------------------------------|-----------|
| School Opened For Instruction      | 2008-2009 |
| Date of First Renewal              | 2012-2013 |
| Date of Second Renewal             | N/A       |
| Date of Third Renewal              | N/A       |

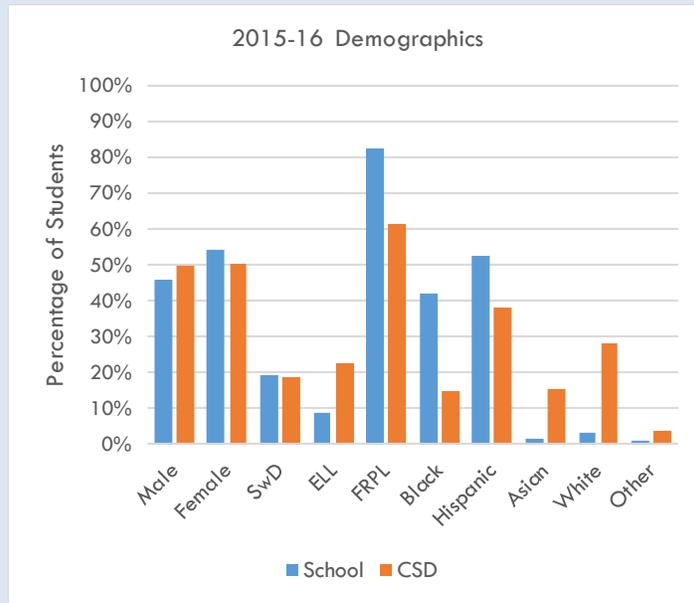
<sup>2</sup> According to ATS data as of October 14, 2015.

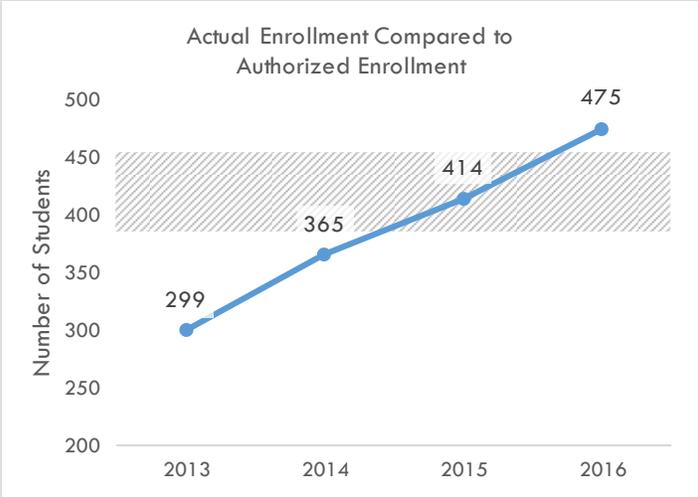
<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

|                                      |           |
|--------------------------------------|-----------|
| Current Charter Term Expiration Date | 6/30/2018 |
| Current Authorized Grade Span        | K-8       |
| Current Authorized Enrollment        | 454       |

PAVE Academy Charter School was renewed for a full five year term in the 2012-13 academic year with no conditions.

## ENROLLMENT AND DEMOGRAPHICS





Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

## PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

### FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

### ESSENTIAL QUESTIONS AND STANDARDS

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#### ESSENTIAL QUESTION 1 - 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 results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

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#### ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

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#### ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

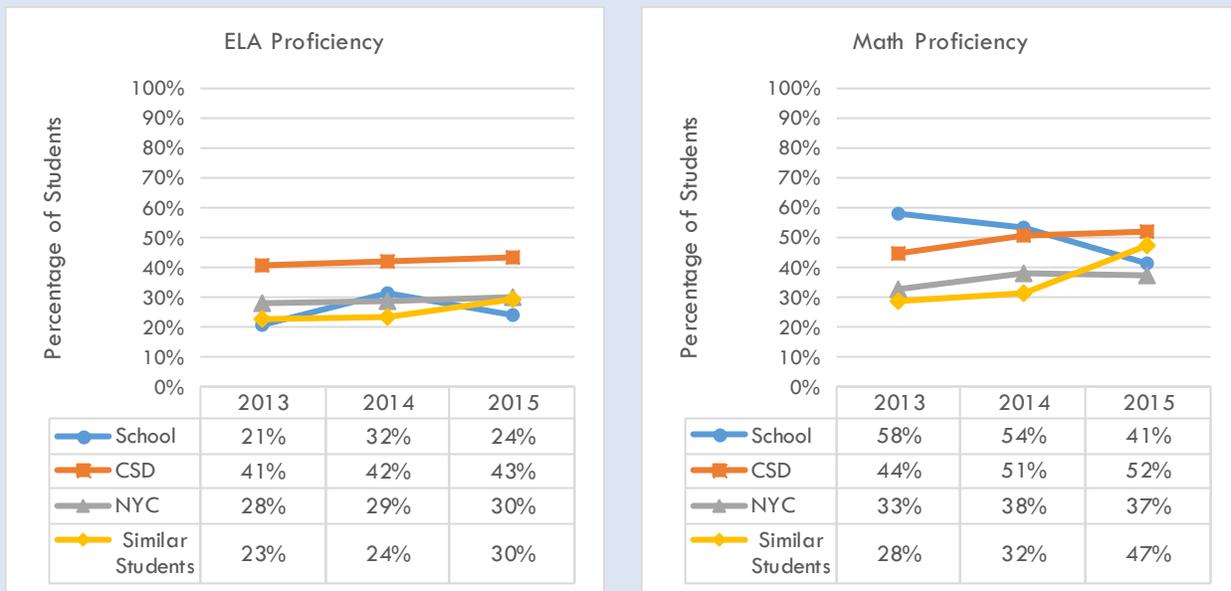
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?<sup>4</sup>

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school’s progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.<sup>5</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY<sup>6</sup>

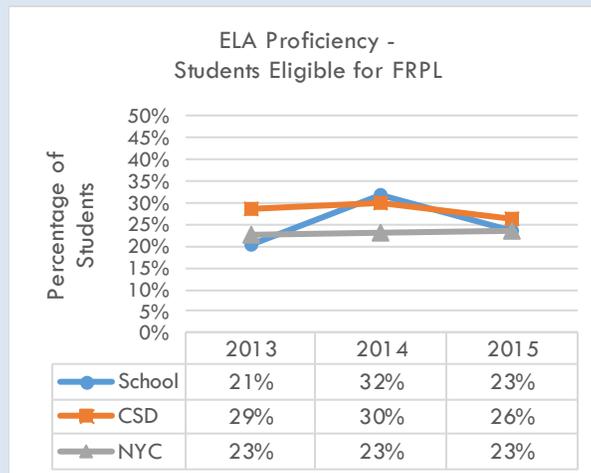
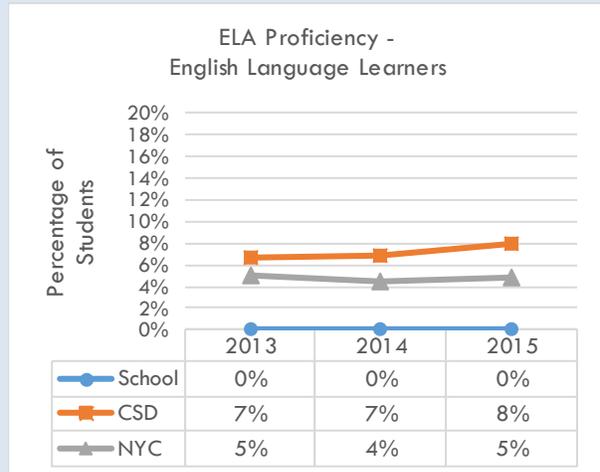
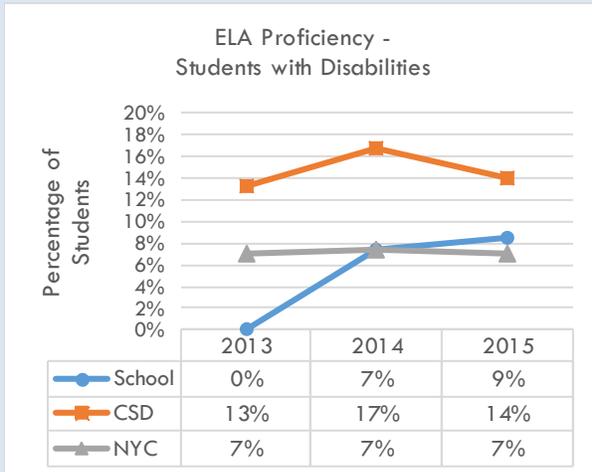


<sup>4</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

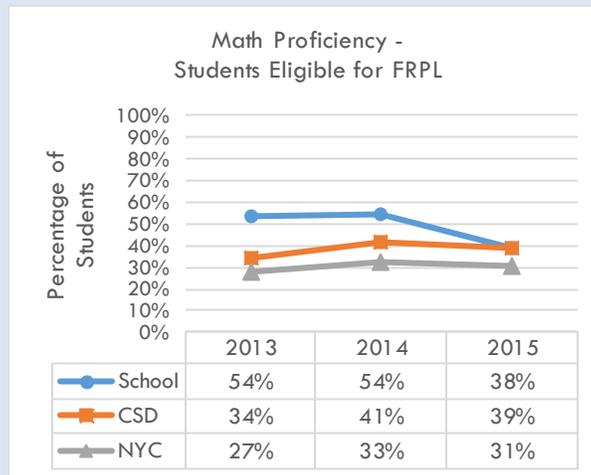
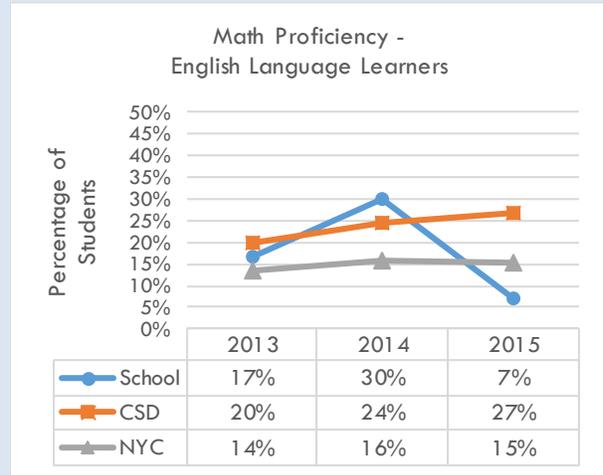
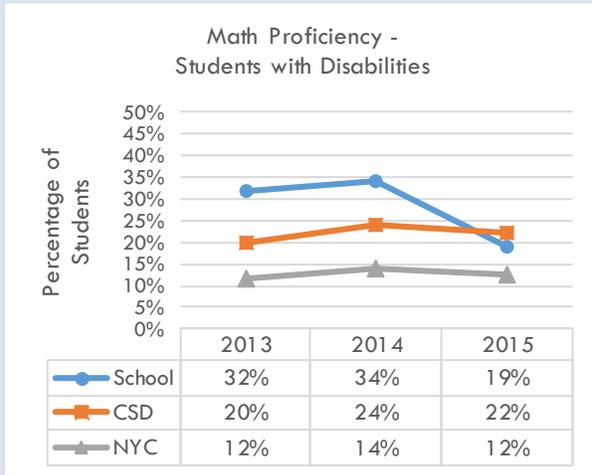
<sup>5</sup> Please note that in analyzing a school’s progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school’s academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

<sup>6</sup> For more on the NYC DOE’s similar students comparisons, please see the information here: [http://schools.nyc.gov/NR/ronlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/ronlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf).

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



## ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix G.

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### PERSEVERANCE

PAVE promises to never lose sight of its aspirations or give up, especially in the face of adversity.

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### ACHIEVEMENT

The school sets high aspirations for today and tomorrow. PAVE staff understand that achievement is a product of every choice made at each moment in the day. The school builds on our successes and failures.

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### VIBRANCE

The PAVE community engages in its passions and celebrate its achievements. PAVE believes that life is lived with purpose and vigor. PAVE reports that its enthusiasm is evident and it encourages it both in others and themselves.

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### EXCELLENT CHARACTER

PAVE leadership, staff and students hold themselves to high moral standards, are honest and respectful citizens and scholars. They believe that their actions represent their families, their school, their community and themselves.

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### GOVERNANCE

PAVE's Board of Trustees is comprised of 8 members, six of whom are in their first or second year on the Board to replace four previous members who transitioned to found the CMO Board in 2014-15. The size of the Board is within the minimum-maximum range of 7 to 13 members stated in the Board's bylaws. According to the school's Annual Report to the state, the Board has three committees including Education, Finance and Investment. The Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The school posts its Board meeting minutes on the school's website. Four of the ten Board meetings were not scheduled to take place at the school site, though the posted calendar alerts

interested parties in the public to contact the school for dial in information if personal attendance at alternate locations is not possible.

For detailed information on the school’s progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll 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, please see Appendix E.

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**SUPPORTIVE ENVIRONMENT**

| <i>Standard</i>                                                                                                                                    | <i>Compliant / Not Compliant</i> | <i>Notes</i>                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------------------------------------|
| School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer | Compliant                        | The school has a handbook, which is posted on the website; however, the handbook was not submitted to the DOE on time. |

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**OPERATIONAL STABILITY**

| <i>Standard</i>                                                                                                               | <i>Compliant / Not Compliant</i> | <i>Notes</i>                                     |
|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------|
| School meets all DOE deadlines for annual reporting requirements                                                              | Not Compliant                    | Some reporting requirements were submitted late. |
| School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey                                           | Compliant                        |                                                  |
| School has a formal process for evaluating progress against charter school goals                                              | Compliant                        |                                                  |
| Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff | Compliant                        |                                                  |
| Board meetings consistently meet quorum <sup>7</sup>                                                                          | Compliant                        |                                                  |

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<sup>7</sup> Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

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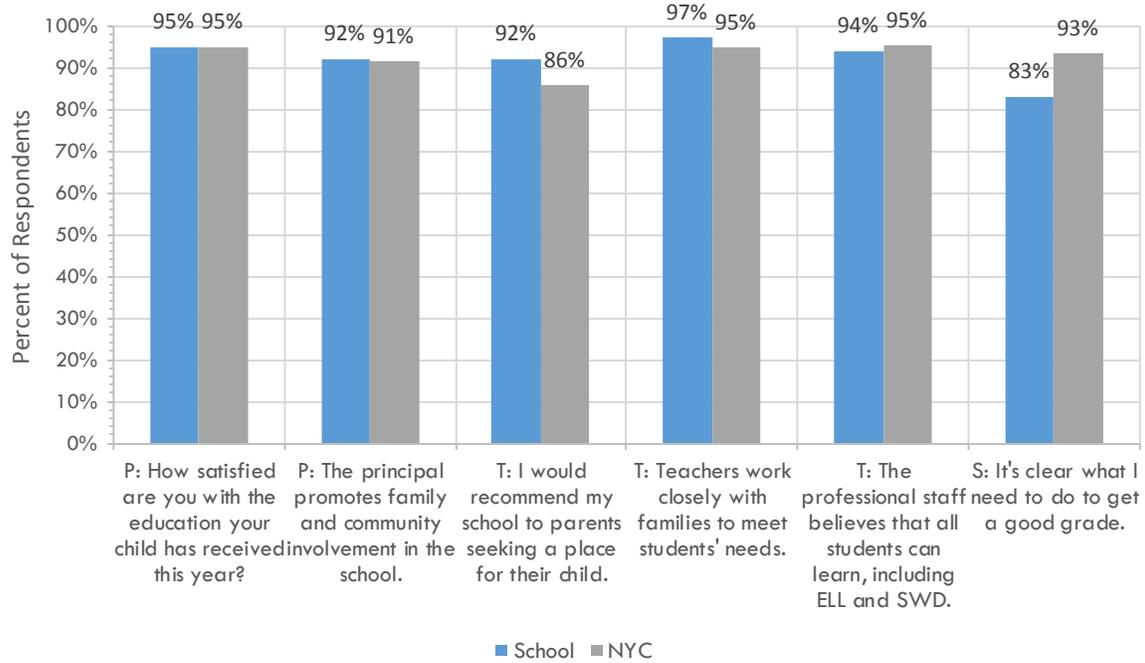
**COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)**

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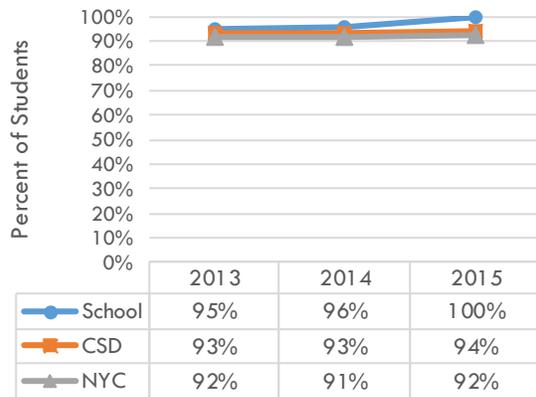
| <i>Standard</i>                                                                                                                                 | <i>Compliant / Not Compliant</i> | <i>Notes</i>                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD | Compliant                        |                                                                                                                                                     |
| School has required facility documents (certificate of occupancy, certificate of insurance)                                                     | Compliant                        |                                                                                                                                                     |
| School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)                                     | Compliant                        |                                                                                                                                                     |
| School is in compliance with employee fingerprinting requirements                                                                               | Not Compliant                    | According to ACR Data Collection form, all but 4 instructional staff in 2015-16 received fingerprint clearance before beginning work with children. |
| School has an appropriate safety plan                                                                                                           | Compliant                        |                                                                                                                                                     |
| School is meeting Department of Health immunization requirements                                                                                | Not Compliant                    | The school had 94.3% complete records; the goal was 99%.                                                                                            |
| School has submitted its Annual Report to NYSED and posted it online                                                                            | Compliant                        |                                                                                                                                                     |
| School has followed all applicable lottery and enrollment regulations                                                                           | Compliant                        |                                                                                                                                                     |

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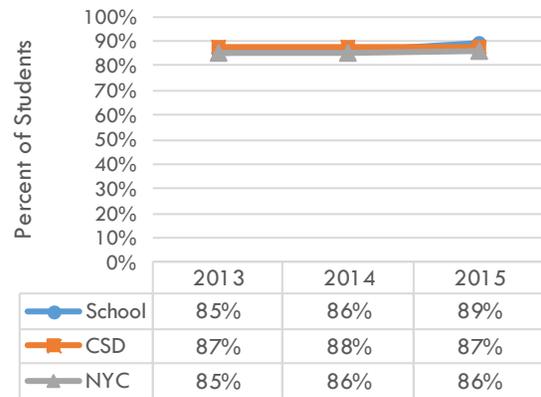
### Percent Satisfaction on the NYC School Survey



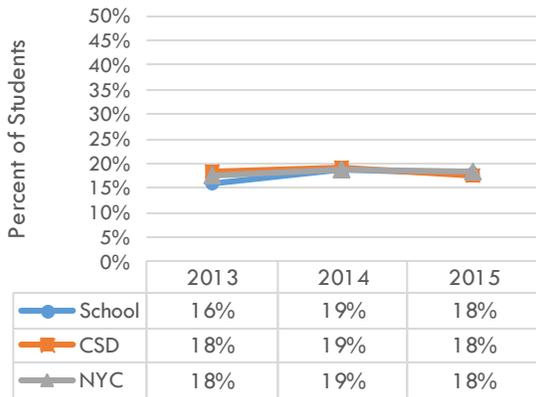
### Attendance Rates



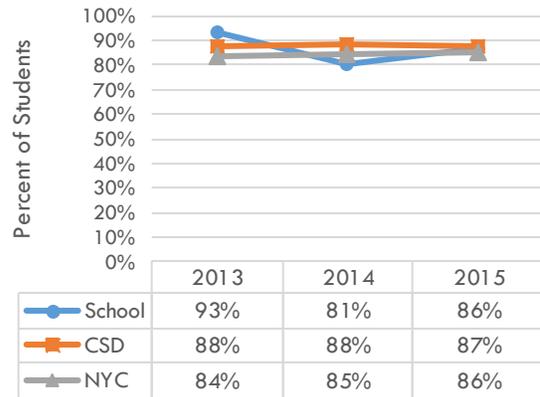
### Retention Rates



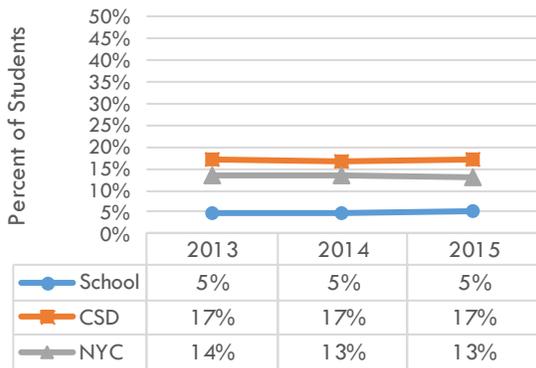
Enrollment Rates - Students with Disabilities



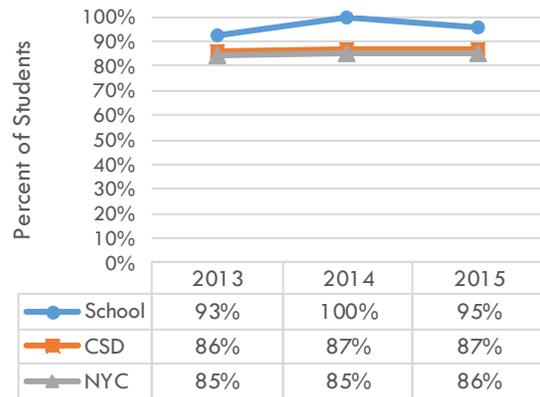
Retention Rates - Students with Disabilities



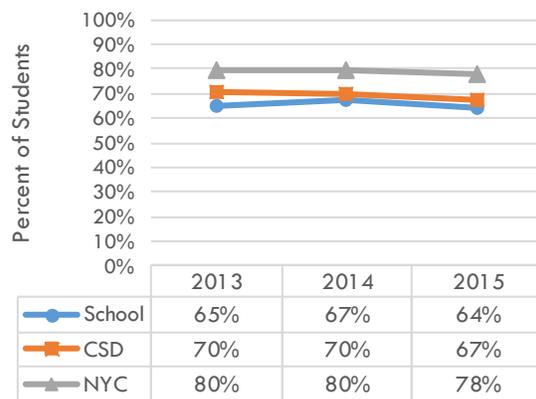
Enrollment Rates - English Language Learners



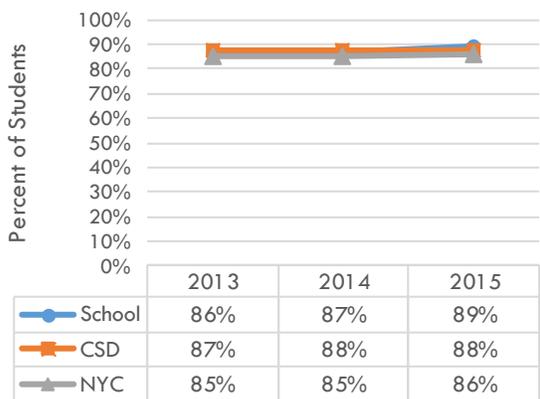
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for PAVE Academy Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

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#### SCHOOL FINANCES

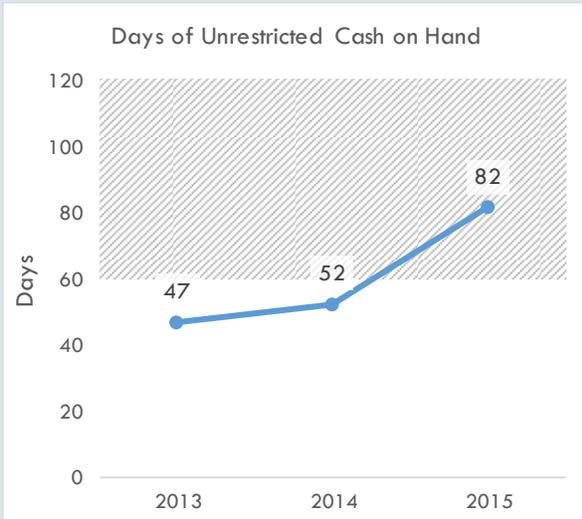
An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

PAVE has a sub-sublease agreement with PACS 732 Henry LLC, a related party to the schools CMO, for its facility that it entered into in March 2014. The school pays for all facility expenses, upkeep, and insurance. It pays a nominal rent of \$1 per year.

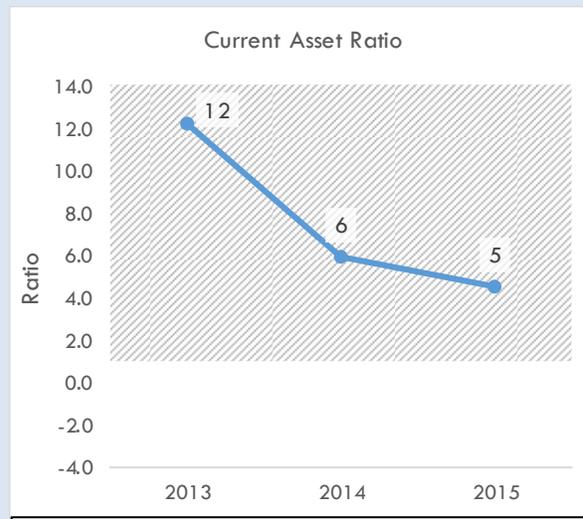
The school has a relationship with PAVE Schools, a Charter Management Organization (CMO). PAVE Schools provides a range of services, including: business administration support, HR support, recruitment and hiring efforts; identifying and contracting with service vendors; marketing and advocating for the school, support for compliance reporting; and fundraising support, and charges the school a fee equal to 10% of its budget for these services.

The school has not submitted a 2015-16 escrow statement to verify that it is meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY<sup>8</sup>



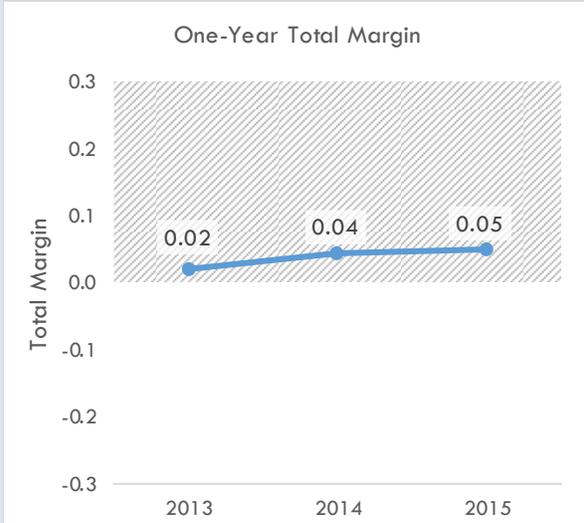
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



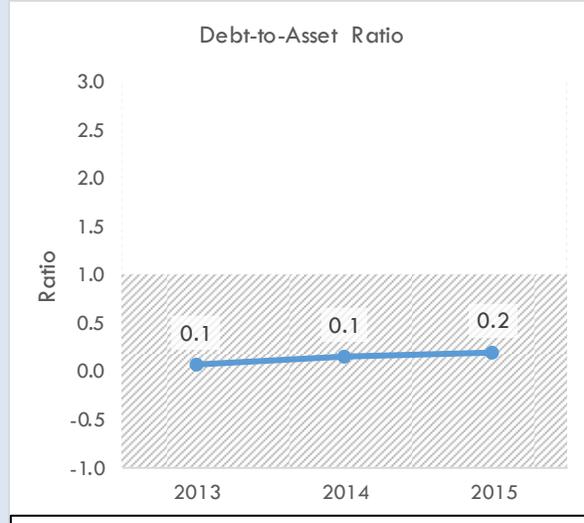
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

<sup>8</sup> Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

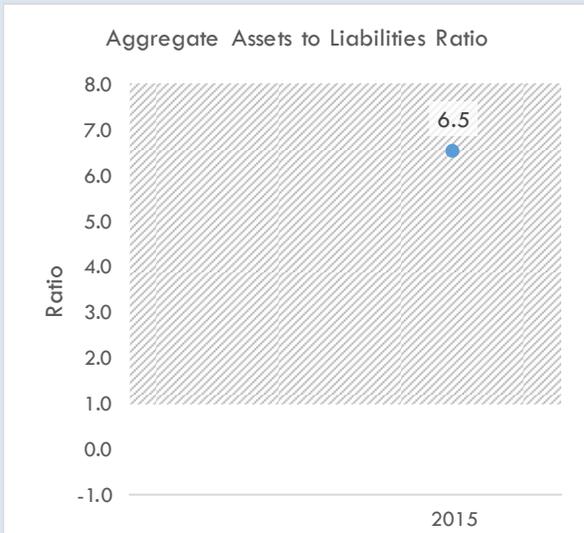
LONG-TERM FINANCIAL SUSTAINABILITY



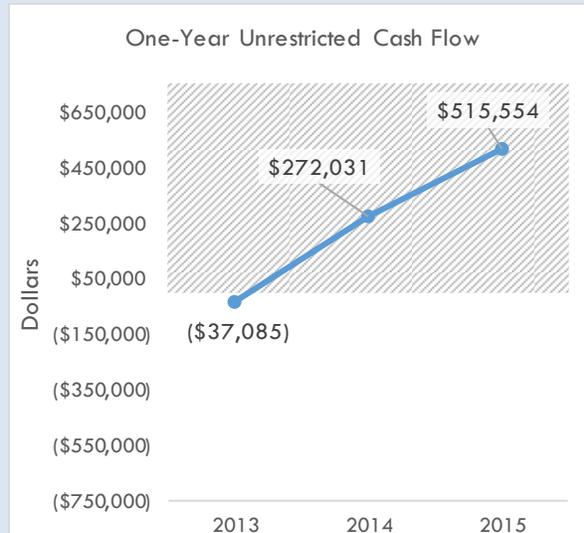
A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

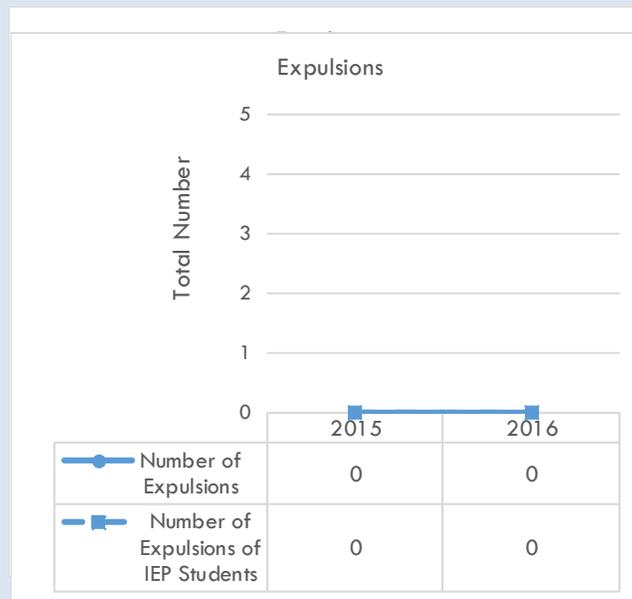
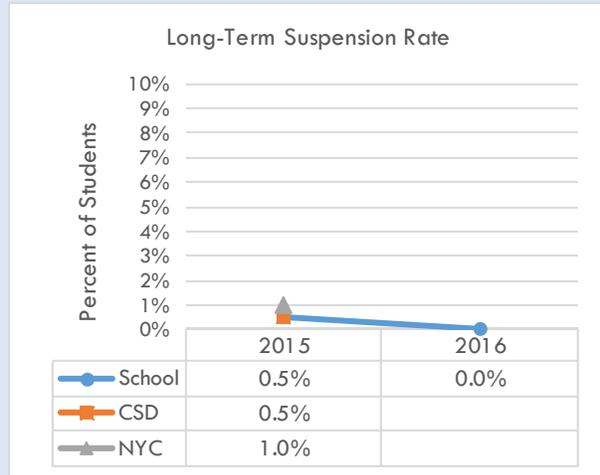
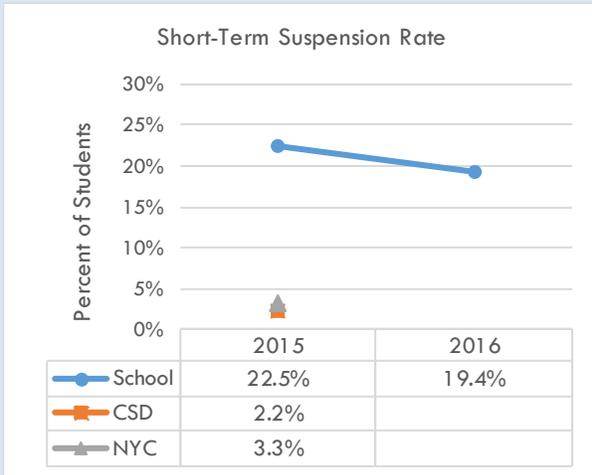
## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

### PROGRAMMING, ADMISSIONS, AND LOTTERY

|                                                                   |                                                                                                         |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Number of Instructional Days                                      | 187                                                                                                     |
| Pre-Kindergarten Program                                          | Yes                                                                                                     |
| Afterschool Program and/or Other Activities                       | Yes                                                                                                     |
| Summer Academic Program                                           | No                                                                                                      |
| Saturday Instruction                                              | Yes                                                                                                     |
| Sections per Grade                                                | Grade K – Grade 7: 2 sections per grade<br>Grade 8: 1 section.                                          |
| Primary Entry Grade(s)                                            | K                                                                                                       |
| Additional Grade(s) for which Student Applications are Accepted   | 1-8                                                                                                     |
| Does School Enroll New Students Mid-Year?                         | Yes                                                                                                     |
| Number of Applicants for Admission (School Year 2015-16)          | 716                                                                                                     |
| Number of Students Accepted via the Lottery (School Year 2015-16) | 54 (Grade K), 9 (Grade 1), 8 (Grade 2), 1 (Grade 3), 7 (Grade 4), 5 (Grade 5), 1 (Grade 6), 8 (Grade 7) |
| <i>Lottery Preferences</i>                                        |                                                                                                         |
| 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                                                                                                      |

SUSPENSION AND EXPULSION RATES<sup>9</sup>



<sup>9</sup> City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

## APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

### GRADE-LEVEL PROFICIENCY IN ELA

|                                    | 2012-2013 | 2013-2014 | 2014-2015 |
|------------------------------------|-----------|-----------|-----------|
| <b>PAVE Academy Charter School</b> |           |           |           |
| Grade 3                            | 15%       | 45%       | 33%       |
| Grade 4                            | 27%       | 26%       | 22%       |
| Grade 5                            | 23%       | 28%       | 16%       |
| Grade 6                            |           | 23%       | 25%       |
| Grade 7                            |           |           | 24%       |
| Grade 8                            |           |           |           |
| <b>DIFFERENCE FROM CSD</b>         |           |           |           |
| Grade 3                            | -27%      | 2%        | -8%       |
| Grade 4                            | -14%      | -18%      | -24%      |
| Grade 5                            | -16%      | -15%      | -25%      |
| Grade 6                            |           | -12%      | -19%      |
| Grade 7                            |           |           | -19%      |
| Grade 8                            |           |           |           |

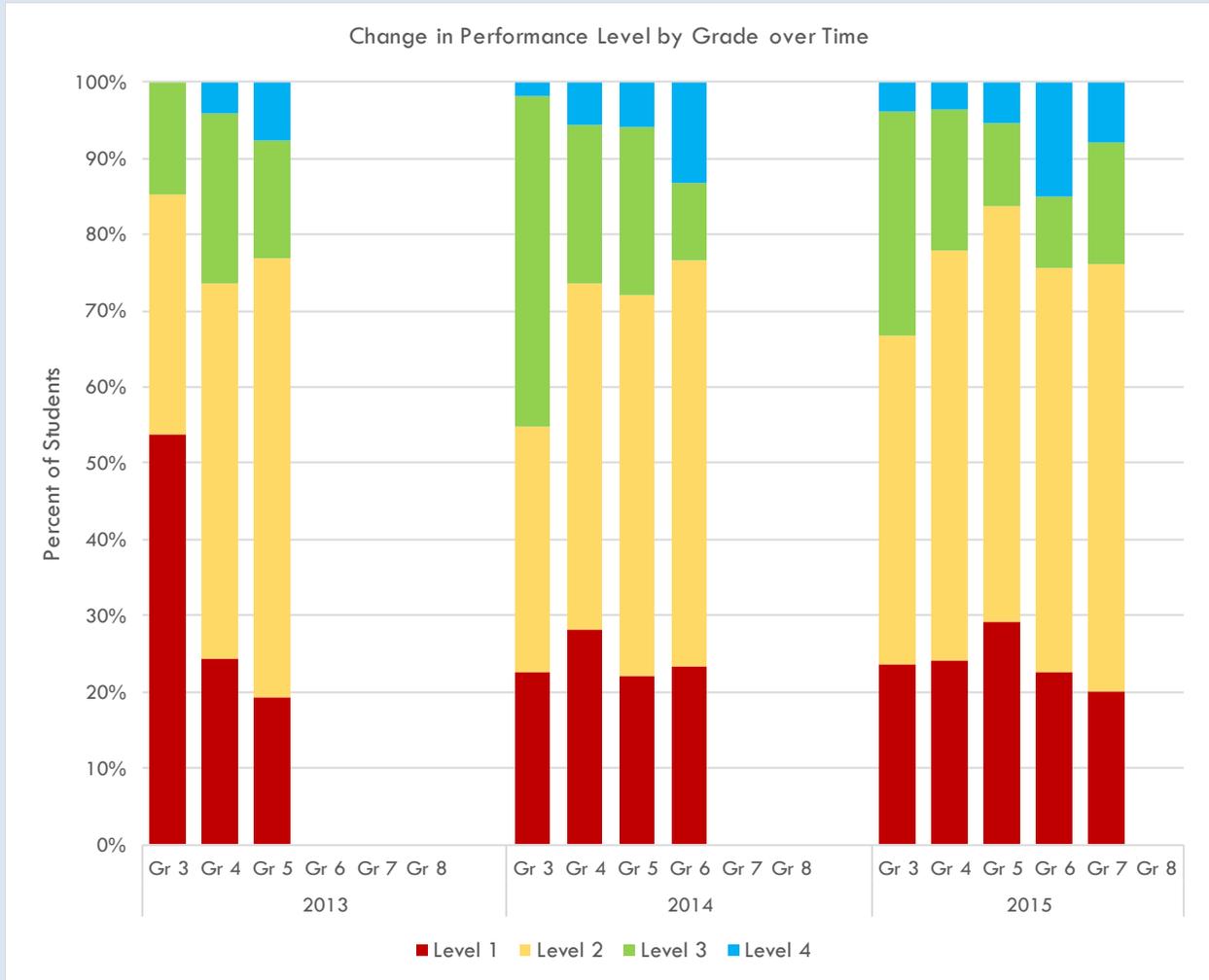
### GRADE-LEVEL PROFICIENCY IN MATH

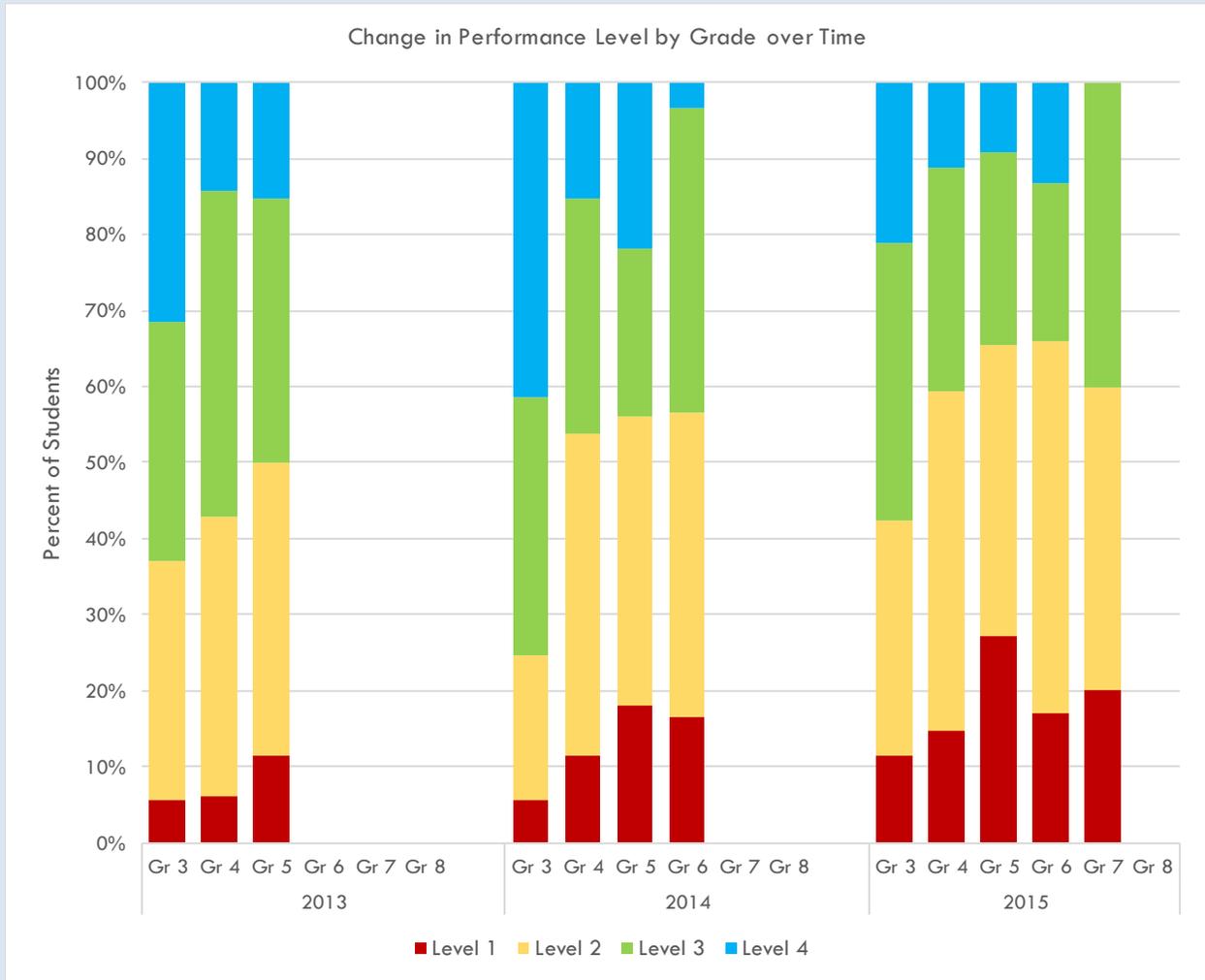
|                                    | 2012-2013 | 2013-2014 | 2014-2015 |
|------------------------------------|-----------|-----------|-----------|
| <b>PAVE Academy Charter School</b> |           |           |           |
| Grade 3                            | 63%       | 75%       | 58%       |
| Grade 4                            | 57%       | 46%       | 41%       |
| Grade 5                            | 50%       | 44%       | 35%       |
| Grade 6                            |           | 43%       | 34%       |
| Grade 7                            |           |           | 40%       |
| Grade 8                            |           |           |           |
| <b>DIFFERENCE FROM CSD</b>         |           |           |           |
| Grade 3                            | 16%       | 21%       | 2%        |
| Grade 4                            | 9%        | -8%       | -13%      |
| Grade 5                            | 12%       | -8%       | -18%      |
| Grade 6                            |           | 4%        | -17%      |
| Grade 7                            |           |           | -5%       |
| Grade 8                            |           |           |           |

**APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME**

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

**ENGLISH/LANGUAGE ARTS**





## APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year<sup>10</sup>, the school achieved/met its goals as follows:

- Academic Goals: <sup>11</sup>
  - 2 of 6 applicable academic charter goals in its most recent year
- Operational Goals:
  - 4 of 5 applicable operational charter goals in its most recent year
- Financial Goals:
  - 2 of 2 applicable financial charter goals in its most recent year

| Charter Goals  |                                                                                                                                                                                                                                                                                                                                                                                                          | 2014-15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic Goals | <p>ELA - 75% of NYS Tested students in at least their second year (cohort) will be proficient with a score of a 3 or 4.<br/>NYS ELA Exam Scores</p> <hr/> <p>ELA- The percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of all students in the same tested grades in similar schools.</p> | <p>This goal was not met. The percentages of students in at least their second year at the school who scored a 3 or 4 on the ELA exam are as follows:</p> <p>3rd Grade - 33%<br/>4th Grade - 24%<br/>5th Grade - 19%<br/>6th Grade - 26%<br/>7th Grade - 26%</p> <hr/> <p>This goal cannot be fully measured as the NYC Department of Education Progress Reports no longer provide information in this format. With the information that is available to us, however, we feel that PAVE's proficiency scores compare favorably to charter schools in the city with similar student demographics. In addition, the overall percentage of PAVE's students who performed</p> |

<sup>10</sup> This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

<sup>11</sup> Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

|                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                 | at or above a Level 3 on the ELA was 20% higher than other schools in the Red Hook Community.                                                                                                                                                                                                                   |
| ELA - Each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's exam and 75 percent at or above State ELA exam.                                                                                                    | This goal has not been met.<br>All cohorts saw a decrease in ELA from 2014 to 2015.                                                                                                                                                                                                                             |
| Math - 75% of NYS Tested students in at least their second year (cohort) will be proficient with a score of a 3 or 4.                                                                                                                                                           | This goal was not met. The percentages of students in at least their second year at the school who scored a 3 or 4 on the Math exam are as follows:<br>3rd Grade - 58%<br>4th Grade - 42%<br>5th Grade - 35%<br>6th Grade - 37%<br>7th Grade - 43%                                                              |
| Math - The percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of all students in the same tested grades in similar schools.                                      | This goal cannot be fully measured as the NYC Department of Education Progress Reports no longer provide information in this format. When compared to other schools in Red Hook, however, PAVE beat the average proficiency rate for Math by 17.5%.                                                             |
| Math - Each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's exam and 75 percent at or above State Math exam.                                                                                                  | This goal has not been met.<br>All cohorts saw a decrease in Math from 2014 to 2015.                                                                                                                                                                                                                            |
| Science - 75% of NYS Tested students in at least their second year (cohort) will be proficient with a score of a 3.                                                                                                                                                             | This goal has been met. 90% of students in at least their second year at the school received a Level 3 or 4 score on the Science exam.                                                                                                                                                                          |
| Science - The percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in similar schools.                                | This goal cannot be fully measured as the NYC Department of Education Progress Reports no longer provide information in this format. In addition, scores for the Science exam are not publicly accessible.                                                                                                      |
| Beginning in the 1 Grade, students will maintain writing portfolios (3 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 | This goal has been met. PAVE continues to maintain writing portfolios for each of their students beginning in 1st Grade. The writing rubrics used are aligned to Common Core standards, and PAVE continues to refine and improve the alignment of rubrics across the organization to better reflect maturity of |

|                   |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   | <p>academic year. To quantifiably demonstrate that students have shown 'strong writing growth', a standards driven rubric will be developed prior to PAVE'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.</p> | <p>PAVE's curriculum. Teachers understand the rubric and play an active role in the improvement process of PAVE's writing rubrics. Student writing samples are passed on as part of the students overall portfolio when they matriculate to the next grade.</p>                                                                                                                                                                                                                                                                                                                                                                                                |
| Operational Goals | <p>Each year, PAVE will have a daily attendance rate that exceeds 95%.</p>                                                                                                                                                                                                                                                                    | <p>PAVE achieved this measure. The attendance rate was 95.6% for the 2014-15 school year.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                   | <p>Each year, 95% of students enrolled at the conclusion of the previous school year will return the following September.</p>                                                                                                                                                                                                                 | <p>With a 96.7% retention rate, this goal has been met.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                   | <p>Each year, student enrollment will be within 15% of full enrollment as defined by PAVE's contract. This will be maintained on an ongoing basis and monitored bi-monthly.</p>                                                                                                                                                               | <p>PAVE achieved this measure. Planned enrollment was 379. In 2014-2015, PAVE maintained an enrollment range well within 15% of this target. The final FTE was 403,725, within 7% of planned enrollment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                   | <p>Each year, 2/3 of PAVE Parents will respond to the DOE Parent Survey. Parents will communicate at least 80% satisfaction in the survey.</p>                                                                                                                                                                                                | <p>This goal was partially met. 54% of PAVE parents responded to the NYC DOE Parent Survey. Of those who responded, however, positive responses ranged from 85%-100% in all 5 survey categories: Collaborative Teachers; Supportive Environment; Effective School Leadership; Strong Family-Community Ties; and Trust.</p>                                                                                                                                                                                                                                                                                                                                     |
|                   | <p>Each year PAVE will comply with all applicable laws, rules, regulations and contract terms, including but not limited to the New York Charter Schools Act, the Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Act, and federal Family Educational Rights and Privacy Act.</p>       | <p>PAVE achieved this measure. PAVE has generally and substantially complied with all applicable laws, rules and regulations. The Board takes legal compliance matters very seriously and has retained outside counsel to ensure compliance with all relevant laws. PAVE has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met. PAVE's staff has been trained with respect to all applicable procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and report these matters to the Board or its counsel.</p> |

|                 |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                               |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Financial Goals | <p>Budgets for each school year will exhibit effective allocation of financial resources to ensure adherence to the school mission as measured by yearly balanced budgets submitted to NYC Public Schools. The budget will be reviewed month to month by the Finance Committee of the Board of Trustees.</p> | <p>PAVE achieved this measure. The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.</p> |
|                 | <p>An annual audit will be conducted by an external entity and will demonstrate no major findings and that PAVE meets or exceeds Generally Accepted Accounting Practices.</p>                                                                                                                                | <p>This goal has been met. The FY15 audit was completed, with no major findings.</p>                                                                                                                          |

## APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these 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 and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

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### LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- Direct mail advertising and enrollment outreach includes languages other than English
- All school wide advertising and school materials are translated in languages other than English
- School uses multi-lingual staff for public outreach efforts.
- School intentionally conducts outreach to immigrant communities.
- A Google language translator application is installed on the school's website.
- School information session(s) are held in trusted cultural centers in the community to attract more families who speak a language other than English.
- Translators are available for families at school events, such as parent-teacher conferences, report card nights, etc.
- The school employs a fulltime ELL teacher.
- Beginning in the Fall of 2013, the school has annually held a "Bi-Lingual Family Night."
- Three of the school's Main Office staff are fluent in languages other than English

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### STUDENTS WITH DISABILITIES (SWD)

- Direct mail advertising and enrollment outreach that mentions special needs.
- School website that mentions special needs.
- Other advertising that mentions special needs.
- School employs two fulltime Learning Support Coordinators and three interventionists.

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### STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- Meal program is covered at school open house, on application, and during tours.
- The school offers support to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program.
- School recruitment occurs throughout neighborhoods surrounding the school and in the local district.
- PAVE Academy applied for and was granted access to NYSED's Community Eligibility Option, through which 100% of students receive free lunch, breakfast, and snack at no cost to families

## APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516\\_V1\\_August2015.pdf](http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf).

## APPENDIX G: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on May 25, 2016, met with the leadership team, and observed twelve classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of student discourse and students using loud and proud voices: The team saw mixed evidence of greater student discourse; the team saw consistent evidence of students using loud and proud voices when speaking in class.
- Evidence of streamlined behavior expectations through classrooms: The team saw consistent evidence.
- Evidence of neat and organized classrooms: The team saw consistent evidence.
- Evidence of students tracking other students: The team saw mixed evidence.
- Evidence of text-based discussions and students pulling textual evidence: The team saw consistent evidence.
- Evidence of student and teacher engagement and students being eager to participate in group work: The team saw consistent evidence.
- Evidence of teacher individuality: The team did not see any evidence.