



**Department of  
Education**

*Carmen Fariña, Chancellor*

# Annual Comprehensive Review Report for Mott Haven Academy Charter School

## SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION  
Office of School Design and Charter Partnerships  
52 Chambers Street  
New York, NY 10007  
Tel: 212-374-5419  
[CharterSchools@schools.nyc.gov](mailto:CharterSchools@schools.nyc.gov)  
[schools.nyc.gov/charters](http://schools.nyc.gov/charters)

## TABLE OF CONTENTS

<b>PART 1: SCHOOL OVERVIEW .....</b>	<b>2</b>
CHARTER SCHOOL BACKGROUND .....	2
SCHOOL HIGHLIGHTS.....	2
CURRENT SCHOOL SNAPSHOT .....	2
CURRENT BOARD OF TRUSTEES.....	3
CHARTER AUTHORIZATION PROFILE .....	4
<b>PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW .....</b>	<b>6</b>
FRAMEWORK .....	6
ESSENTIAL QUESTIONS AND STANDARDS .....	6
<b>PART 3: REVIEW .....</b>	<b>7</b>
ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS? .....	7
ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN? .....	10
ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE? .....	16
<b>APPENDIX A : SCHOOL OVERVIEW.....</b>	<b>19</b>
<b>APPENDIX B : ACADEMIC PERFORMANCE .....</b>	<b>21</b>
<b>APPENDIX C : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME .....</b>	<b>22</b>
<b>APPENDIX D : CHARTER SCHOOL GOALS .....</b>	<b>24</b>
<b>APPENDIX E : RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS.....</b>	<b>29</b>
<b>APPENDIX F : ADDITIONAL ACCOUNTABILITY DATA .....</b>	<b>30</b>

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

Mott Haven Academy Charter School (“Haven Academy”) is an elementary school located in the Mott Haven neighborhood of the Bronx. The school has a universal pre-kindergarten program. The school is located in private space in Community School District 7. The school is co-located with The New York Foundling.<sup>1</sup>

The school is in its third charter term.

The school leadership team is comprised of the following individuals: Principal Jessica Nauiokas has been at the school for eight years; Assistant Principal Ashlyn Rector has been at the school for eight years; and Assistant Principal Patience Brown has been at the school for four years.

### SCHOOL HIGHLIGHTS

Haven Academy is designed to meet the needs of students who are in foster care and receiving services in the child welfare system. The school partners with The New York Foundling, a not-for-profit childcare agency which is co-located with the school and which provides a full range of family support services to Haven Academy’s students.

Haven Academy students outperformed District 7 and the city on both the ELA and Math 2015 New York State exams. The school improved from 24% to 32% proficiency in ELA and from 29% to 52% proficiency in Math. 24% of Haven Academy students who are involved in the child welfare system scored proficient in ELA, compared to 11% of their comparison group. 46% of Haven Academy students who are involved in the child welfare system scored proficient in Math, compared to 16% of their comparison group.

### CURRENT SCHOOL SNAPSHOT

<b>Mott Haven Academy Charter School</b>	
DBN	84X394
School Leader(s)	Jessica Nauiokas
Board Chair(s)	Patricia Mulvaney
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: NY Foundling
District(s) of Location	7
Physical Address(es)	170 Brown Place, Bronx, NY 10454

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

Facility Owner(s)	Private
Enrollment <sup>2</sup>	303
Grades Served	K-5

#### CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. Patricia Mulvaney	Chairperson	Finance, Education and Accountability	8	7/7
2. Janet Campagna	Treasurer	Finance	8	2/7
3. Bill Baccaglioni		Finance	8	5/7
4. Meghan Mackay		Education and Accountability	7	1/7
5. Whitney Kneisley		Education and Accountability	6	3/7
6. Russell Valdez		Finance	3	4/7
7. Kathleen Flores	<i>Vice Chairperson</i>	Education and Accountability	3	6/7
8. Jessica Naviokas	<i>Secretary</i>	Finance, Education and Accountability	8	7/7

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

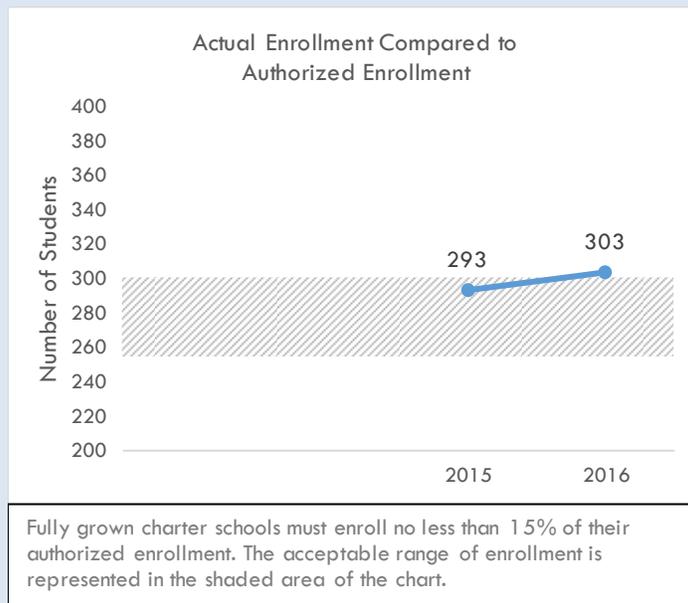
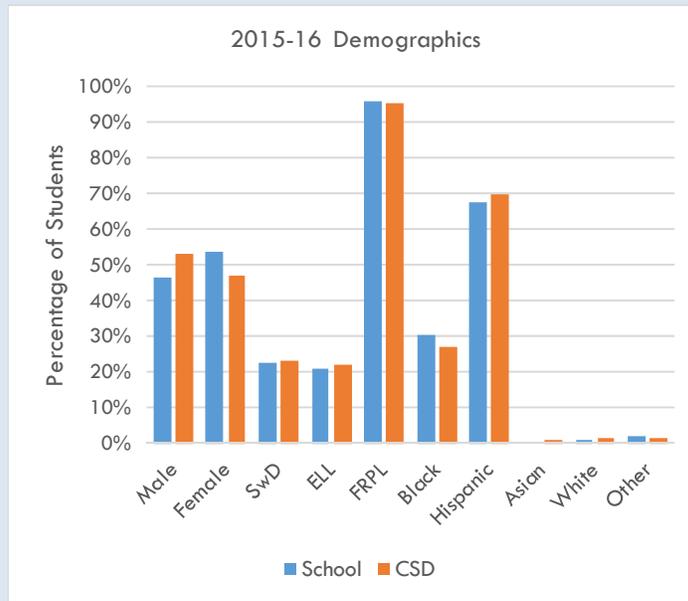
<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

## CHARTER AUTHORIZATION PROFILE

<b>Mott Haven Academy Charter School</b>	
School Opened For Instruction	2008-2009
Date of First Renewal	2012-2013
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2020
Current Authorized Grade Span	K-5
Current Authorized Enrollment	300

Mott Haven Academy Charter School was renewed for a full five year term in the 2014-15 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS



## 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:

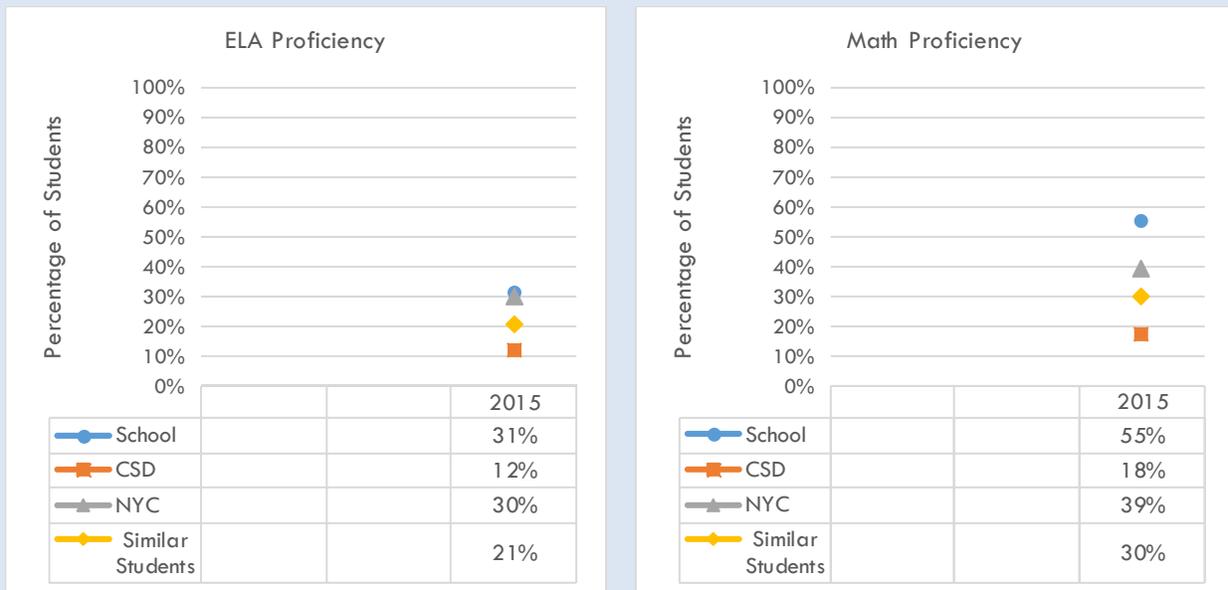
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

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>

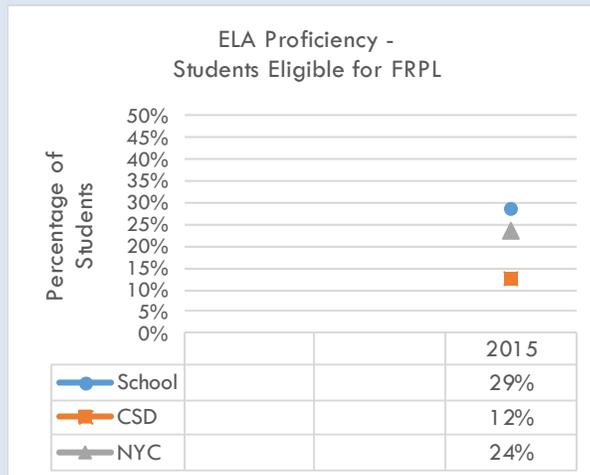
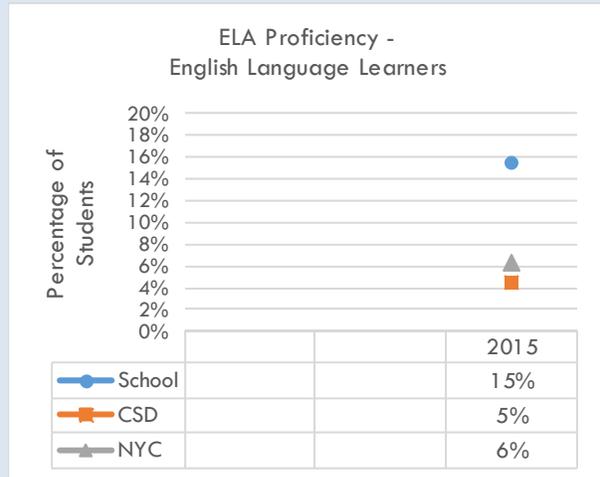
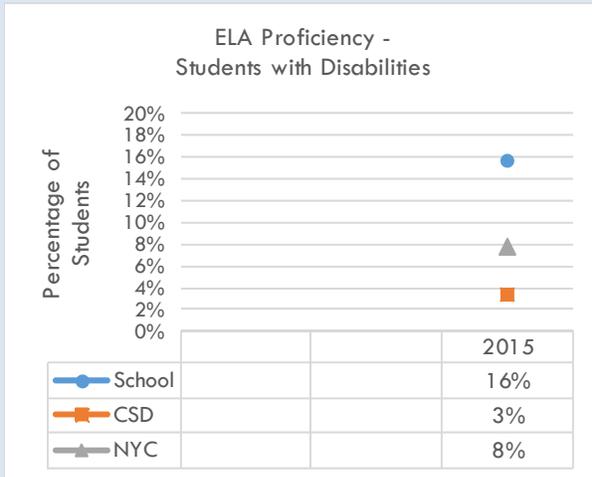


<sup>4</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

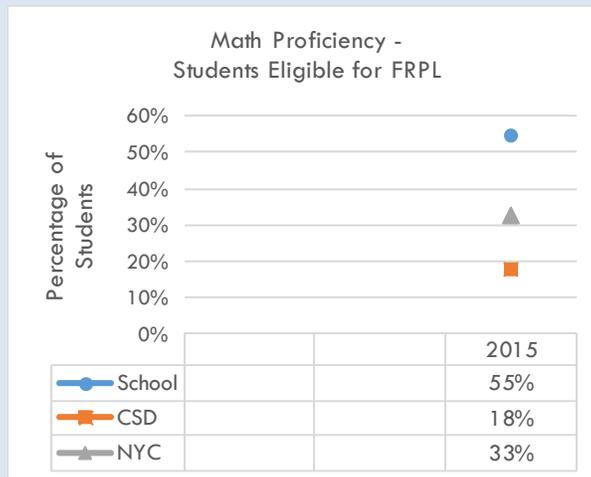
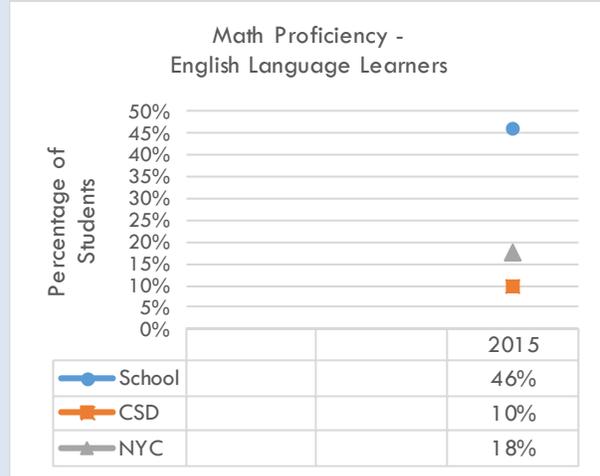
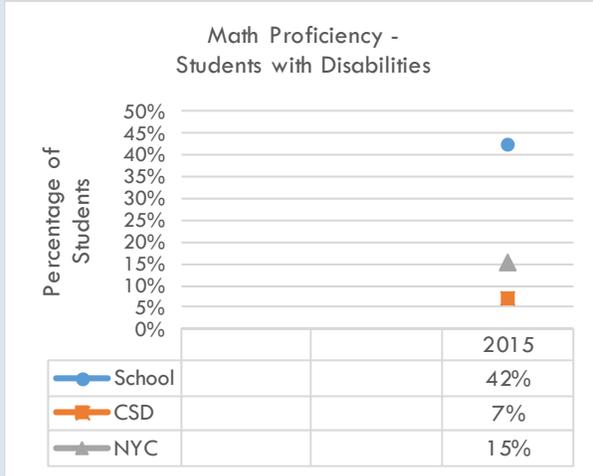
<sup>5</sup> Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to 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/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/rdonlyres/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.

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### TRAUMA SENSITIVE ENVIRONMENT

Haven Academy maintains a safe, nurturing climate by dedicating significant time to the development of their school culture, with a specific focus on social emotional (SE) programming. All staff are trained in the effects of trauma on learning and building positive attachments using approaches like Responsive Classroom, Love and Logic, and PBIS. The school's SE staff use evidence-based practices such as Second Step to teach key social skills like self-regulation and problem solving.

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### DATA DRIVEN DECISION MAKING

Haven Academy thoughtfully uses assessments and data to drive curriculum development and daily student instruction. Instructional Staff and Leadership regularly collect and analyze data for individual scholar progress and school wide trends to differentiate instruction, guide daily teaching, and to inform areas requiring remediation and support.

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### SUPPORTIVE SCHOOL CULTURE AND CLIMATE

Haven Academy is committed to teaching students to be problem solvers and critical thinkers, to respect and challenge intellectual ideas, to resolve conflicts peacefully, and to form opinions in an environment that values trust. The school continues to implement evidence-based Social Emotional curricula as well as school-wide Positive Behavior Supports.

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### RIGOROUS STANDARDS-BASED CURRICULUM

Haven Academy has made significant efforts to align the school's curriculum with the Common Core Learning Standards. The school has a curriculum revision protocol in order to guarantee that all of the Common Core Learning Standards are taught in ELA and math. Teachers have detailed scope and sequences, curriculum maps, and assessment schedules, allowing for teachers and coaches to continue the work of developing unit and lesson plans during weekly grade level meetings and check-ins.

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## HIGH ATTENDANCE PERCENTAGES AND SYSTEMS

Haven Academy believes high attendance for all students is critical to academic success. The school takes pride in high daily attendance rates and their reduction in chronic absenteeism. The school's multi-disciplinary attendance team tracks absences on a daily basis and follows up with families by phone with each absence. The school also provides more intensive coaching for families with chronic absenteeism by pairing them with a specific staff member who helps identify barriers, reducing those barriers, and reinforcing attendance.

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## PARENTS AS PARTNERS

Haven Academy provides comprehensive wrap around services to their families to ensure the consistency of support available both at home and school through one-on-one coaching, workshops, and other parent engagement opportunities. The school values relationships with families and works to ensure they are not only heard but also actively inform daily functioning and programming.

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## COMMUNITY PARTNERSHIPS

At the core of Haven Academy's mission is the school's partnership with The New York Foundling. Additionally, the school works in tandem with several other child welfare agencies and other community based organizations that provide their families with critical needs such as housing, medical, and mental health resources. Haven Academy employs several support staff members that help facilitate these partnerships and make resources available to families.

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## GOVERNANCE

The Board has seven voting members, in compliance with their bylaws minimum of five and the maximum of 13. The Board does not have an Executive Committee, in violation of their bylaws.

The Board of Trustees' meeting minutes are not publicly available on the school's website. The Board had 12 meetings scheduled for the 2015-16 school year, in compliance with the Charter Schools Act, however, the number of meetings that took place cannot be confirmed as meeting minutes are not publicly posted on the school's website.

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

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<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	

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## OPERATIONAL STABILITY

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
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	6 of 7 board meetings met quorum requirements.

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## COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

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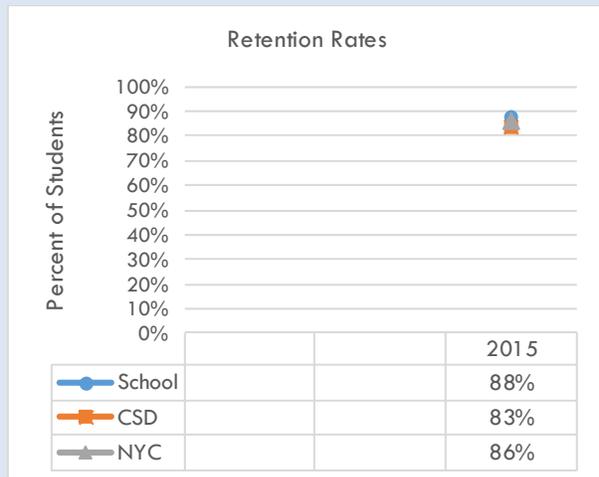
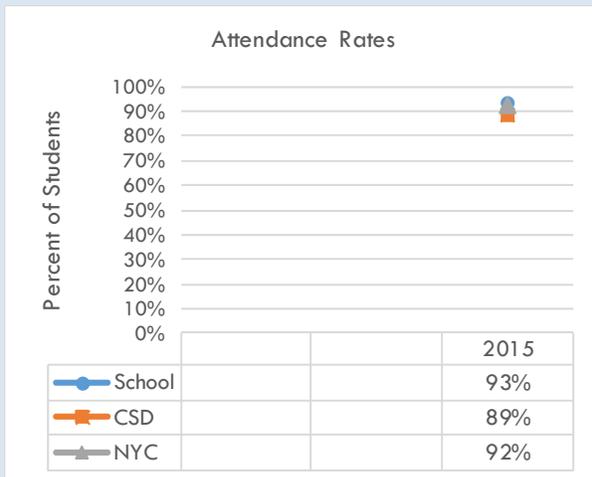
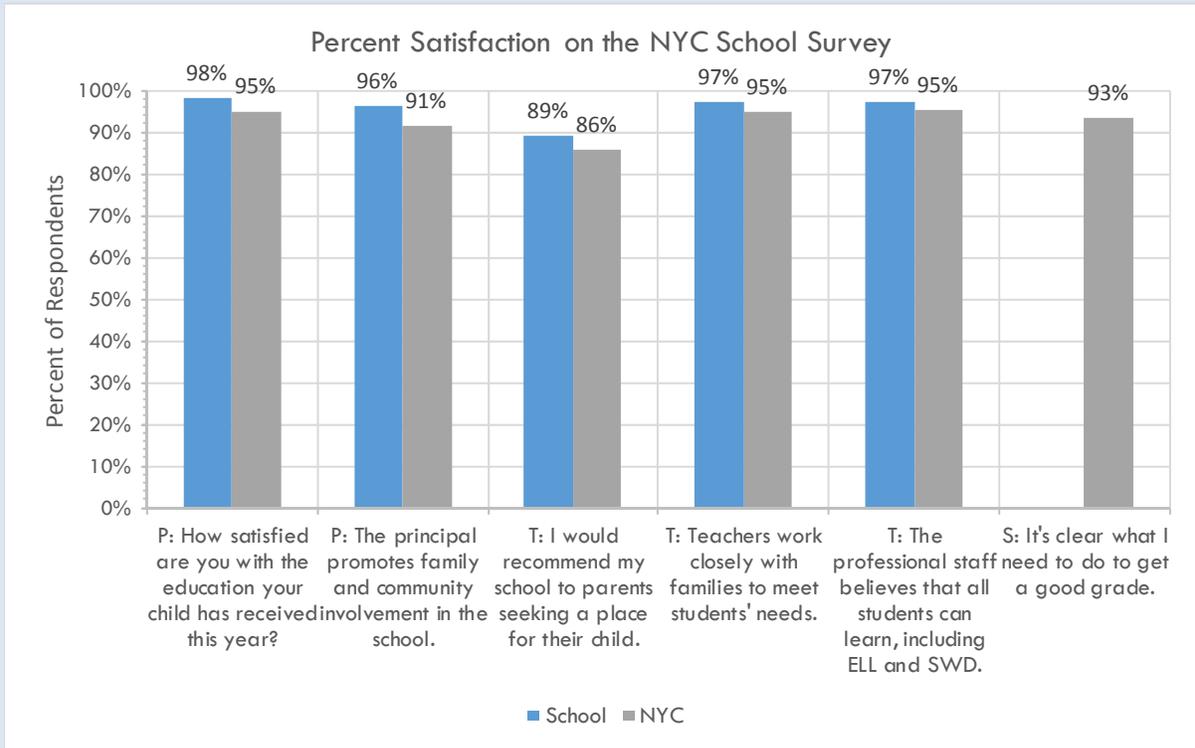
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Compliant	

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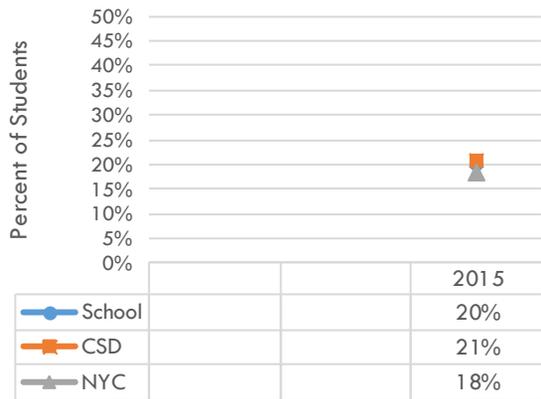
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<sup>7</sup> Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

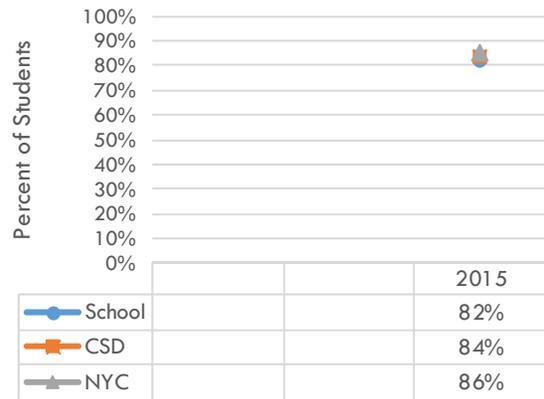
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 98.7% complete records; the goal was 99.0%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	



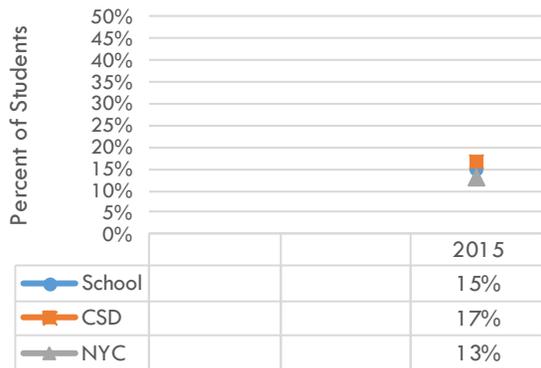
### Enrollment Rates - Students with Disabilities



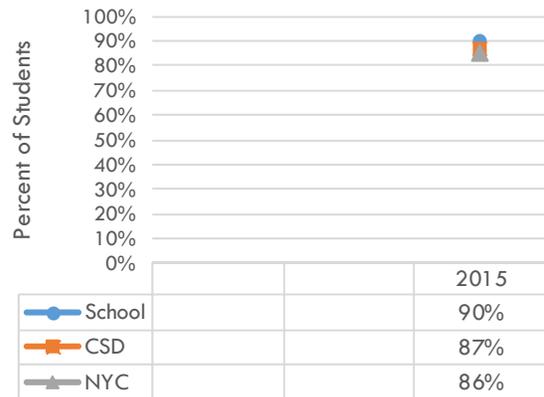
### Retention Rates - Students with Disabilities



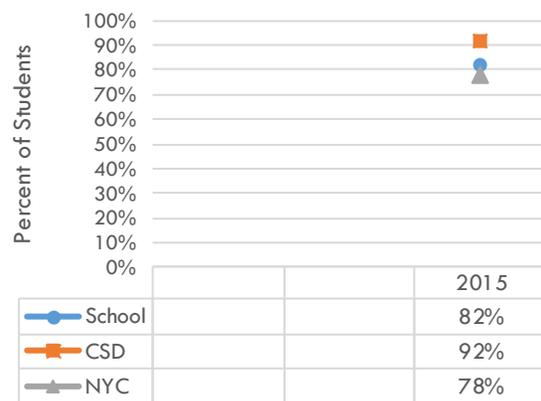
### Enrollment Rates - English Language Learners



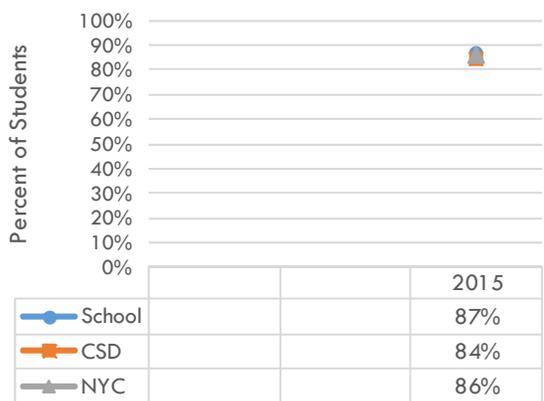
### Retention Rates - English Language Learners



### 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 Mott Haven 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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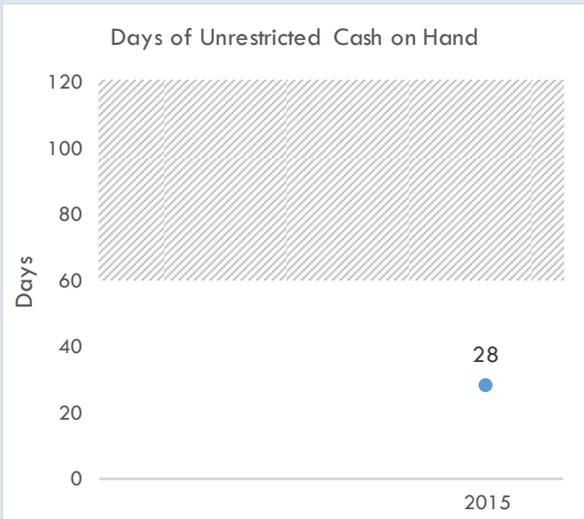
#### SCHOOL FINANCES

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

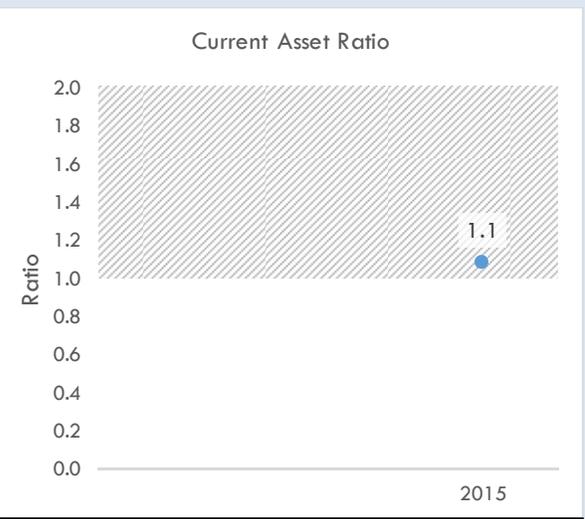
The school has a relationship with a community-based institution. The New York Foundling provides the following services: foster care and adoption services; advocacy, preventative and in-care services for students and families; after school programming. The New York Foundling does not charge the school for these services.

The school has \$70,151.04 in escrow, meeting the \$70,000 requirement.

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



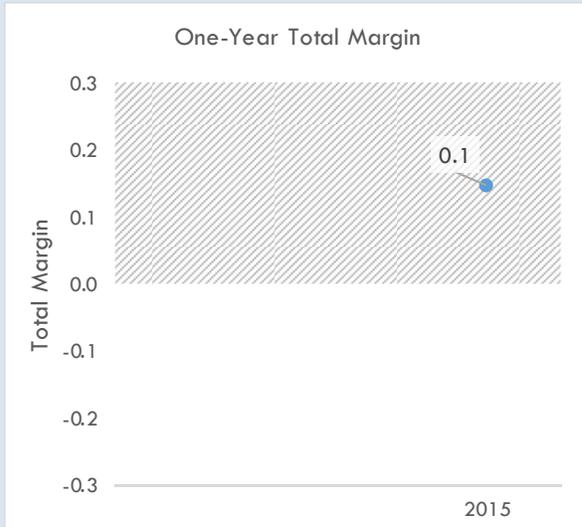
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



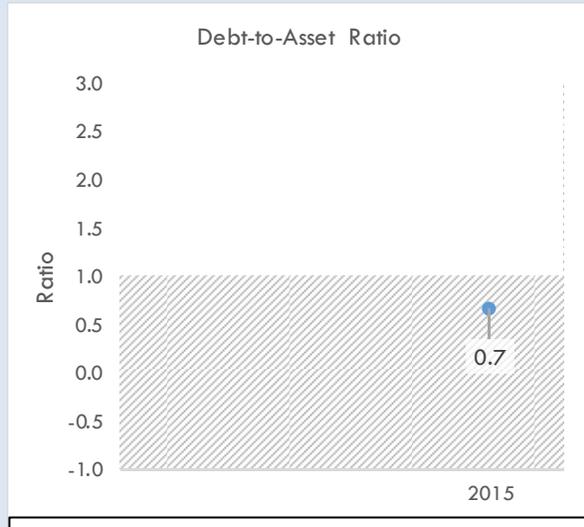
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

<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.

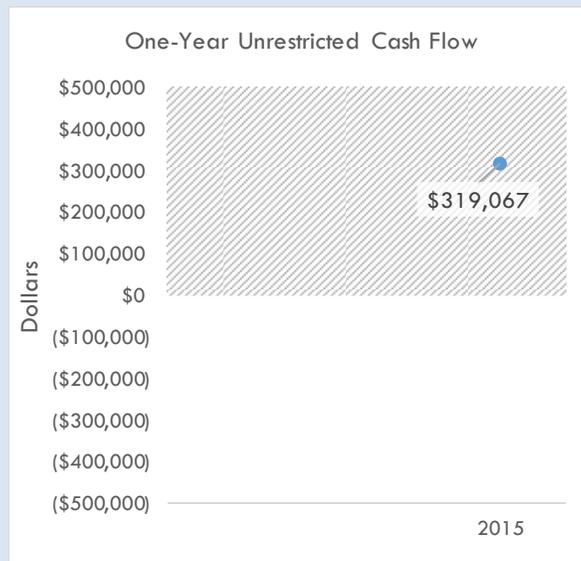
LONG-TERM FINANCIAL SUSTAINABILITY



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.



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

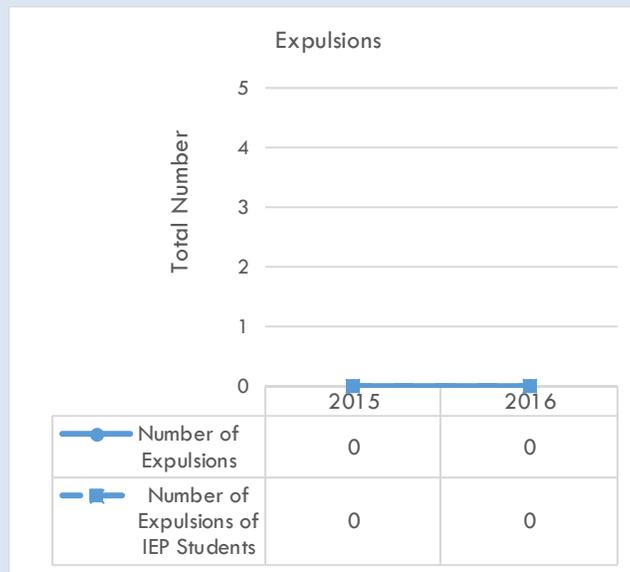
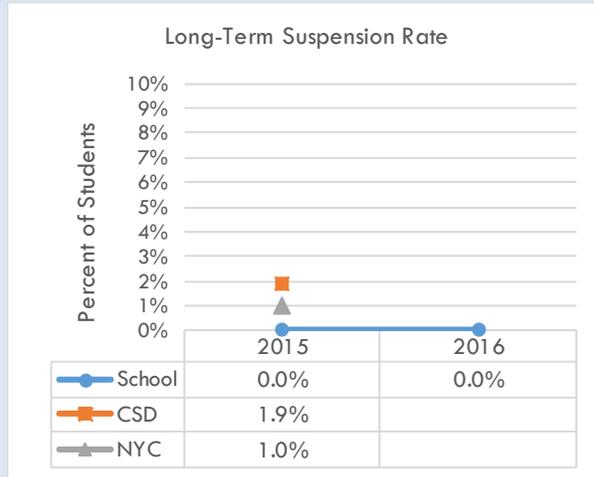
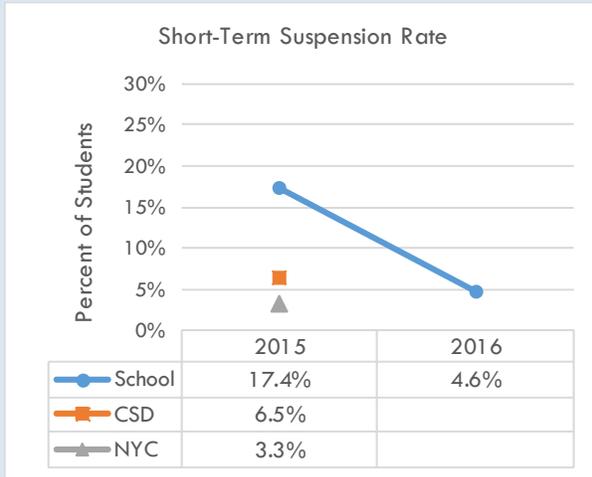
## APPENDIX A: SCHOOL OVERVIEW

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	181
Pre-Kindergarten Program	Yes
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Kindergarten: 2 sections Grade 1: 3 sections Grade 2 – Grade 5: 2 sections per grade
Primary Entry Grade(s)	K-5
Additional Grade(s) for which Student Applications are Accepted	N/A
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	275
Number of Students Accepted via the Lottery (School Year 2015-16)	16 (Grade K), 5 (Grade 2), 4 (Grade 4)
<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	Yes
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Other: Children with Child Welfare Involvement (Foster/Prevention)	Yes

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>Mott Haven Academy Charter School</b>			
Grade 3	11%	29%	45%
Grade 4	18%	14%	27%
Grade 5	9%	29%	6%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	1%	19%	30%
Grade 4	9%	3%	15%
Grade 5	-1%	19%	-5%

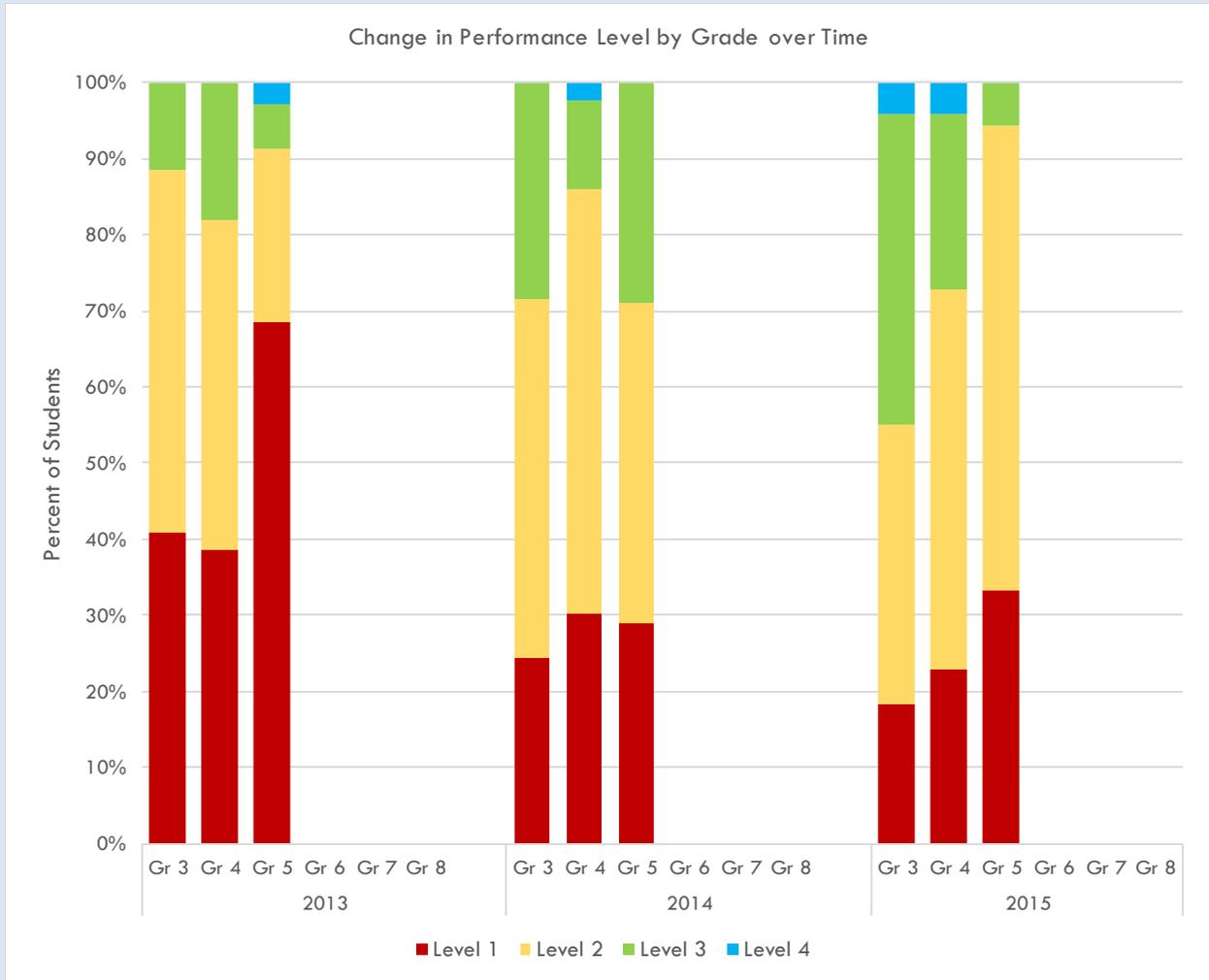
### GRADE-LEVEL PROFICIENCY IN MATH

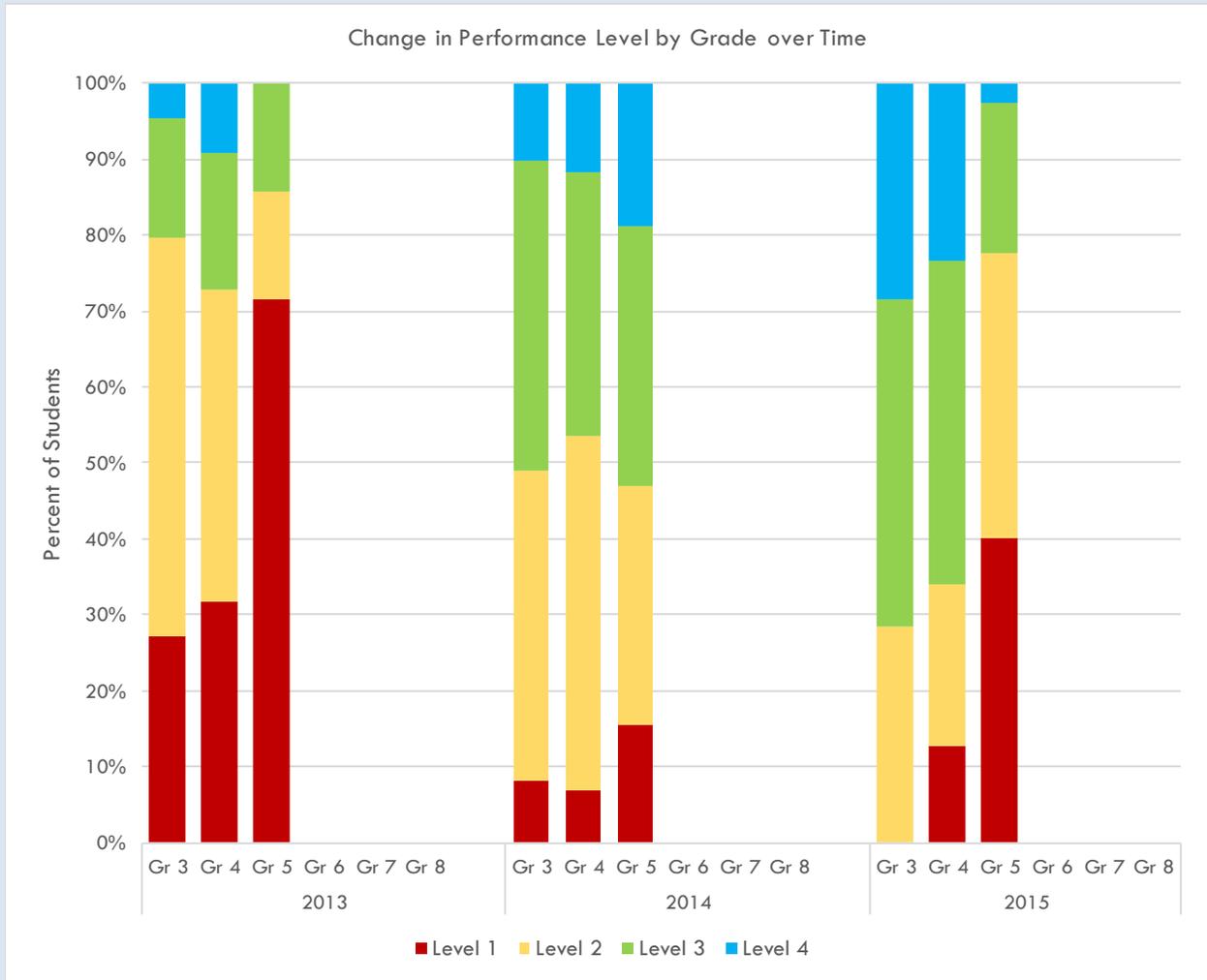
	2012-2013	2013-2014	2014-2015
<b>Mott Haven Academy Charter School</b>			
Grade 3	20%	51%	71%
Grade 4	27%	47%	66%
Grade 5	14%	53%	23%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	9%	35%	52%
Grade 4	15%	30%	50%
Grade 5	5%	36%	6%

**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>
  - 5 of 11 applicable academic charter goals in its most recent year
- Operational Goals:
  - 5 of 5 applicable operational charter goals in its most recent year
- Financial Goals:
  - 1 of 1 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals For each year of the school’s next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination.	3rd Grade Haven Academy:45% CSD 7: 15% GOAL MET NYC: 30% GOAL MET 4th Grade: Haven Academy:27% CSD 7: 12% GOAL MET NYC: 31% GOAL NOT MET 5th Grade*: Haven Academy:6% CSD 7: 10% GOAL N/A NYC: 30% GOAL N/A
For each year of the school’s next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent	3rd Grade Haven Academy:71% CSD 7: 20% GOAL MET NYC: 39% GOAL MET 4th Grade: Haven Academy:66% CSD 7:16% GOAL MET NYC:39% GOAL MET 5th Grade: Haven Academy:23% CSD 7:41% GOAL

<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.

proficient on the New York State math examination.	NOT MET NYC:41% GOAL NOT MET
For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year.	3rd Grade 2015 Haven Academy:45% NYC: 30% GOAL MET 4th Grade 2015: Haven Academy 2014 3rd Grade: 29% Haven Academy 2015 4th Grade: 27% NYC 2014 3rd grade: 30% NYC 2015 4th grade: 31% 2015 Goal: 29.5% GOAL NOT MET 5th Grade*: Haven Academy 2014 4th grade: 14% Haven Academy 2015 5th grade: 6% NYC 2014 4th grade: 31% NYC 2015 5th grade: 30% 2015 Goal: 22.5% GOAL N/A
For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient at or above Level 3 on the current year's State math exam. For schools in which the number of students scoring above proficiency in a grade-level cohort exceeded the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year.	3rd Grade Haven Academy:71% NYC: 39% GOAL MET 4th Grade: Haven Academy:66% NYC:39% GOAL MET 5th Grade: Haven Academy 2014 4th grade: 47% Haven Academy 2015 5th grade: 23% 2015 NYC 4th Grade: 47% 2015 NYC 5th grade:41% GOAL NOT MET 2015 Goal +0% GOAL NOT MET
In each year of the charter term, 75 percent of students enrolled for three or more years will perform at or above a level 3 on the NYS fourth grade science exam.	GOAL MET 2015: 95% Passing rate
In each year of the charter term, the average NCE for students who have taken the Reading Terra Nova for two years will	Goal Partially met Class 2026 Goal: 52+

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reduce by one-half the difference between the previous year's average NCE and an NCE of 50. If the previous year's average NCE exceeds 50 then they will maintain an average NCE above 50.

2015 NCE Score: 46.2  
Goal not met  
Class 2027  
Goal: 53.5  
2015 NCE Score: 53.1  
GOAL MET  
Class 2028  
Goal: 53.3+  
2015 NCE Score: 53.4  
GOAL MET  
Class 2029  
Goal: 58+  
2015 NCE Score: 51.1  
GOAL MET  
Class 2030  
Goal: 47.55  
2015 NCE Score: 39.5  
Goal not met  
Class 2031  
Goal: N/A  
2015 NCE Score: 47.3

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In each year of the charter term, the average NCE for students who have taken the Math Terra Nova for two years will reduce by one-half the difference between the previous year's average NCE and an NCE of 50. If the previous year's average NCE exceeds 50 then they will maintain an average NCE above 50.

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Goal Partially met  
Class 2026  
Goal: 57.4+  
2015 NCE Score: 40  
Goal not met  
Class 2027  
Goal: 60.9+  
2015 NCE Score: 60  
GOAL MET  
Class 2028  
Goal: 55.1+  
2015 NCE Score: 56.3  
GOAL MET  
Class 2029  
Goal: 50.9+  
2015 NCE Score: 52  
GOAL MET  
Class 2030  
Goal: 47.6  
2015 NCE Score: 41.8  
Goal not met  
Class 2031  
Goal: N/A  
2015 NCE Score: 47.3

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	In each year of the charter term, for child welfare involved students enrolled in at least their second year at Haven Academy, with respect to the NYS ELA assessment, the percent proficient will meet or exceed the proficiency demonstrated by the students in the same tested grades in the district of location.	GOAL MET Haven Academy CW:16% CSD 7:12%
	In each year of the charter term, for child welfare involved students enrolled in at least their second year at Haven Academy, with respect to the NYS mathematics assessment, the percent proficient will meet or exceed the proficiency demonstrated by the students in the same tested grades in the district of location.	GOAL MET Haven Academy CW: 53% CSD 7: 18%
	In each year of the charter term, for general community/non-child welfare involved students enrolled in at least their second year at Haven Academy, with respect to the NYS ELA assessment, the percent proficient will meet or exceed the proficiency demonstrated by students in the same tested grades in in the district of location.	GOAL MET Haven Academy GC: 38% CSD 7: 12%
	In each year of the charter term, for general community/non-child welfare involved students enrolled in at least their second year at Haven Academy, with respect to the NYS mathematics assessment, the percent proficient will meet or exceed the proficiency demonstrated by students in the same tested grades in in the district of location.	GOAL MET Haven Academy GC: 63% CSD 7: 18%
Operational Goals	Each year, the school's "General Community and Foster Care" populations will have a daily student attendance rate of at least 95 percent.The school's overall attendance (including Prevention students) will be minimally 92 percent	GOAL MET
	Each year, 95 percent of all students enrolled during the course of the year will return the	GOAL MET

	<p>following September(excluding those who leave the school because they move out of the city, lack reasonable transportation or have been re-assigned a school placement for a more restrictive special education setting) .</p>	
	<p>Each year, 90 percent of all instructional staff employed during the prior school year will return and/or be asked to return the following school year.</p>	GOAL MET
	<p>In each year of the charter term, parents will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of parents that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more parents participate in the survey.</p>	GOAL MET
	<p>In each year of the charter term, staff will express satisfaction with the school's program, based on the NYC DOE School Survey. On key questions as identified in the NYC DOE Charter Schools Accountability Handbook, the school will have a percentage of staff that agree or strongly agree that meets or exceeds citywide averages. The school will only have met this goal if 50% or more staff participate in the survey.</p>	GOAL MET
Financial Goals	<p>Financial Goals Each year, the school will operate on a balanced budget and maintain a stable cash flow.</p>	GOAL MET

## 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.

According to ATS data, in the 2014-2015 school year, the Haven Academy student body included 95% Students Eligible for Free and Reduced Price Lunch, compared to 93% in the district; 22% Special Education students compared to 24% in the district, and 18% English Language Learners compared to 18% in the district.

The school serves a unique student population of students in foster care, those receiving prevention services, and those from the general community. Haven Academy makes a good faith effort to attract, retain and educate a greater enrollment of students with disabilities, English language learners and students who are eligible for free and reduced lunch program. Recruitment materials are widely available, in multiple languages, to all members of the community.

## 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).